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Bridgewater State University

NEASC Accreditation

Self-Study 2012





BRIDGEWATER

STATE UNIVERSITY

Bridgewater State University
Bridgewater, Massachusetts

Self-Study for reaccreditation

Prepared for
Commission on institutions of Higher education
of the
new england association of Schools and Colleges

Fall 2012

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Institutional Characteristics Form

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

Date: August 28, 2012

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

5. Type of control:

Public

State

City

Other

(Specify) _____

Private

Independent, not-for-profit

Religious Group

(Name of Church) _____

Proprietary

Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Massachusetts legislature
BA, BS, BSE, MAT, MEd, MA, MS, MSA, MSW, MPA, MBA, CAGS

7. Level of postsecondary offering (check all that apply).

Less than one year of work

At least one but less than two years

Diploma or certificate programs of at least two but less than four years

Associate degree granting program of at least two years

Four- or five-year baccalaureate degree granting program

First professional degree

Master's and/or work beyond the first professional degree

Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

A doctor of philosophy or equivalent degree

Other doctoral programs _____

Other (Specify)

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

Program	Agency	Accredited since	Last Reviewed	Next Review
<p>BSU has received from NCATE:</p> <p>ITP Initial teacher preparation level. This includes all programs at the baccalaureate or postbaccalaureate levels that prepare candidates for the first license to teach.</p> <p>ADV Advanced preparation level. This includes all programs at postbaccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or (2) the preparation of other professional school personnel.</p> <p>Undergraduate Degree Programs: Please see http://www.bridgew.edu/CoED/undergraduate.cfm</p> <p>Graduate Degree Programs: Please see http://www.bridgew.edu/CoED/graduate.cfm</p> <p>For more information on NCATE at BSU and to review the latest Institutional Report, please see http://www.bridgew.edu/NCATE/</p>	<p>National Council for the Accreditation of Teacher Education (NCATE)</p> <p>See www.ncate.org</p>	2000-2001	2006-2007	2013-2014
BS, BA Chemistry	American Chemical Society (ACS)	1997-1998	2009-2010	2013-2014
BS, Athletic Training	Commission on Accreditation of Athletic Training Education	2001-2002	2006-2007	2012-2013
BS, Social Work	Council on Social Work Education (CSW)	2006-2007	2006-2007	2013-2014
MSW		2006-2007	2009-2010	2014-2015
Mental Health Counseling (M.Ed.) Student Affairs Counseling (M.Ed.) School Counseling (M.Ed.)	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2002-2003	2006-2007	2013-2014

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BS, Flight Training	Federal Aviation Administration (FAA)	FAA Approved; seeking initial AABI accreditation in 2012.	The Flight Training program is reviewed every year by the FAA.	
BA, Music	National Association of Schools of Music (NASM)	2002-2003	2002-2003	2012-2013
MPA	National Association of Schools of Public Affairs and Administration (NASPAA)	2007-2008	2007-2008	2014-2015

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

	Full degree	50%-99%	FTE
A. In-state Locations			
Bristol Community College Attleboro Campus 135 County Street, Attleboro, MA 02703 Programs: CAGS in Educational Leadership M.Ed. in Special Education	√		2.25
South Shore Educational Collaborative 90 Industrial Part Road, Hingham, MA 02043 Program: CAGS in Educational Leadership	√		0.0
Furnace Brook Middle School 500 Furnace Street, Marshfield, MA 02050 Program: M.Ed. in Elementary Education		√	5.75
Norton High School 66 Main Street, Norton, MA 02766 Program: CAGS in Educational Leadership	√		4.6
Stoughton High School 232 Pearl Street, Stoughton, MA 02072 Program: M.Ed. in Elementary Education		√	7.9

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May Institute 41 Parcella Park Drive, Randolph, MA 02368 Programs: CAGS in Educational Leadership M.Ed. in Special Education	√		11.75
League School 300 Boston Providence Turnpike, Walpole, MA 02032 Programs: CAGS in Educational Leadership M.Ed. in Special Education	√		0.0

- 14. International Locations:** For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

Name of program(s)	Location	Headcount
Colegio Menor San Francisco de Quito fvia a Santa Ines s/n Cumbaya	Quito, Ecuador	40

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

Name of program	Degree level	% on-line	FTE
Educational Leadership	M.Ed.	100%	15.1

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

Name of contractor	Location	Name of program	Degree or certificate	# of credits
N/A				

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

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
- b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
- c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
- d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

19. Record briefly the central elements in the history of the institution:

Founded in 1840 as one of the first state normal schools, Bridgewater is the oldest permanently-sited institution for the preparation of teachers in the United States. A baccalaureate program was introduced after the Civil War, and, in 1921, Bridgewater was authorized to grant a bachelor of education degree. In 1932, the school became Bridgewater State Teachers College, and the college began offering graduate courses in 1937. In 1960 the college was renamed Bridgewater State College, a multi-purpose liberal arts curriculum was introduced and the degree of Bachelor of Arts was first awarded. Throughout the 1980's and 1990's the curriculum was expanded to include professional programs such as social work, management, aviation science, and criminal justice. In the 1990's the college reorganized into three schools: the School of Arts and Sciences, the School of Education and Allied Studies, and the School of Management and Aviation Science which was renamed the School of Business in 2006. In 2010, Governor Deval Patrick signed legislation that changed the name of Bridgewater State College to Bridgewater State University. Today, the university consists of the Ricciardi College of Business, the College of Education and Allied Studies, the College of Graduate Studies, the College of Humanities and Social Sciences, and the Bartlett College of Science and Mathematics.

Chief Institutional Officers

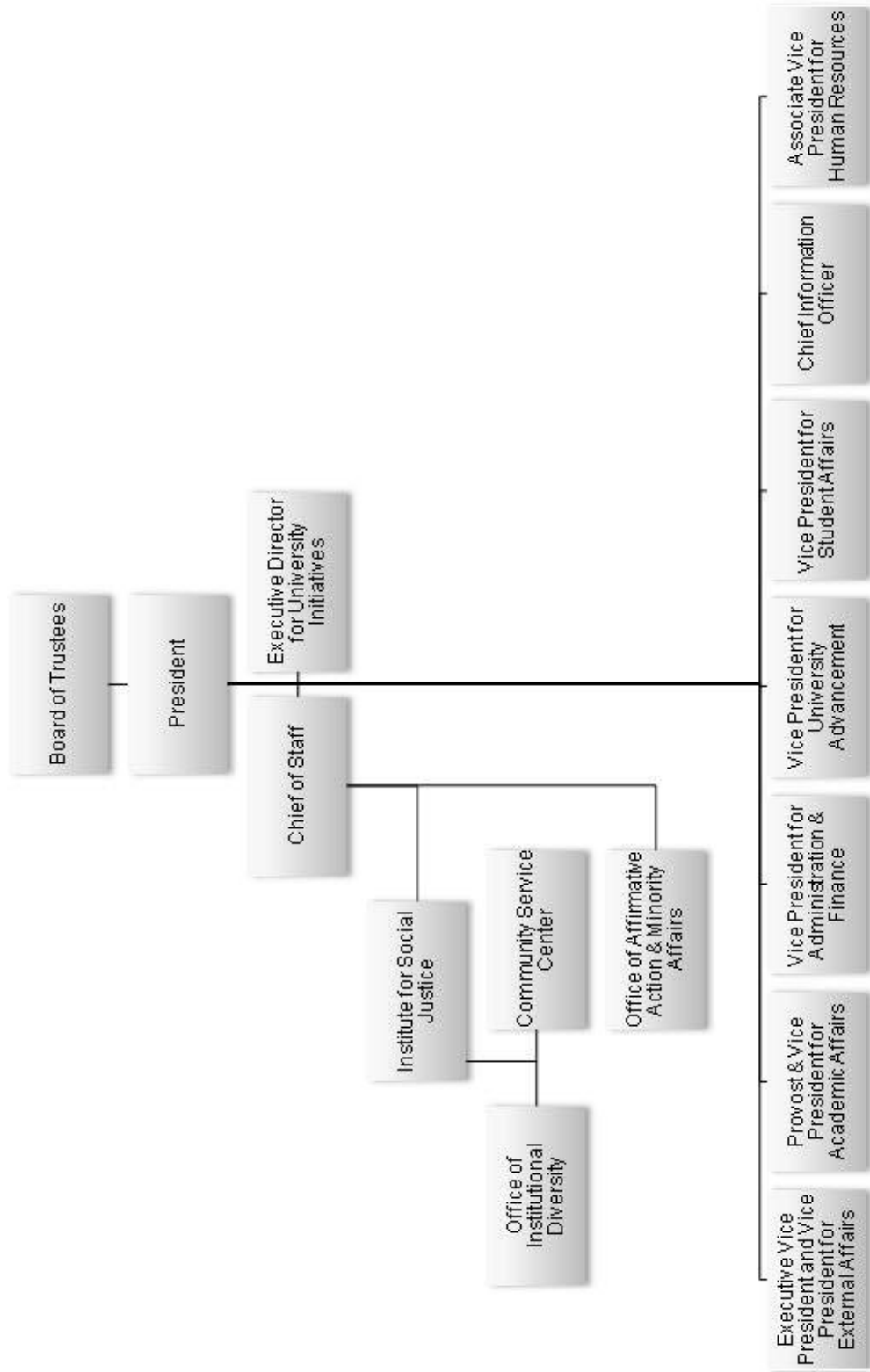
Function or Office	Name	Exact Title	Year of Appointment
Chair, Board of Trustees	Louis M. Ricciardi	Chairman	2006
President/CEO	Dana Mohler-Faria	President	2002 1991 (BSU)
Executive Vice President	Fred Clark	Executive Vice President and Vice President for External Affairs	2011
Chief Academic Officer	Howard London	Provost and Vice President for Academic Affairs	2009 2008 (Acting) 1980 (BSU)
Dean	Paula Krebs	Dean of the College of Humanities and Social Sciences	2012
Dean	Arthur Goldstein	Dean of the Bartlett College of Science and Mathematics	2010
Dean	Marian Extejt	Dean of the Ricciardi College of Business	2010
Dean	Lisa Battaglino	Acting Dean of the College of Education and Allied Studies	2012 1992 (BSU)
Dean	William Smith	Dean of the College of Graduate Studies	2006 2005 (Acting) 1986 (BSU)
Chief Financial Officer	Miguel Gomes	Vice President for Administration and Finance	2009 1995 (BSU)
Chief Student Services Officer	Jason Pina	Vice President for Student Affairs	2012
Planning	Bryan Baldwin	Vice President for University Advancement and Strategic Planning	2012 2011 (Acting) 2002 (BSU)
Institutional Research	Melanie Sullivan	Director of Institutional Research	2012
Assessment	Felix Wao	Director of Assessment	2011
Development	Todd Audyatis	Director of Development	2011 2009 (Acting) 2005 (BSU)
Library	Michael Somers	Director of Library Services	2003
Chief Information Officer	Patrick Cronin	Chief Information Officer	2008

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			1992 (BSU)
Continuing Education	Mary Fuller	Director of Continuing and Distance Education	1995
Grants/Research	Mia Zoino	Director, Grants and Sponsored Projects	2011 2001 (BSU)
Admissions	Gregg Meyer	Dean of University Admissions	2012 2003 (BSU)
Registrar	Irene Checkovich	Registrar	1999
Financial Aid	Janet Gumbris	Director of Financial Aid	1998 1992 (BSU)
Public Relations	Eva Gaffney	Director of Marketing Communications	1997
Alumni Association	Shana Murrell	Director of Alumni Relations	2011
Other: President's Office	Brenda Molife	Chief of Staff	2011 2001 (BSU)
Other: President's Office	Anna Bradfield	Executive Director of University Initiatives	2012 2003 (BSU)
Other: President's Office	Keri Powers	Associate Vice President for Human Resources	2010 2007 (Acting) 2005 (BSU)
Other: Academic Affairs	Michael Young	Associate Provost for Academic Planning and Administration	2010 2009 (Acting) 2004 (BSU)
Other: Academic Affairs	Heather Smith	Associate Vice President for Enrollment Services	2005
Other: Academic Affairs	Ann Brunjes	Acting Associate Provost for Faculty Affairs	2012 1997 (BSU)

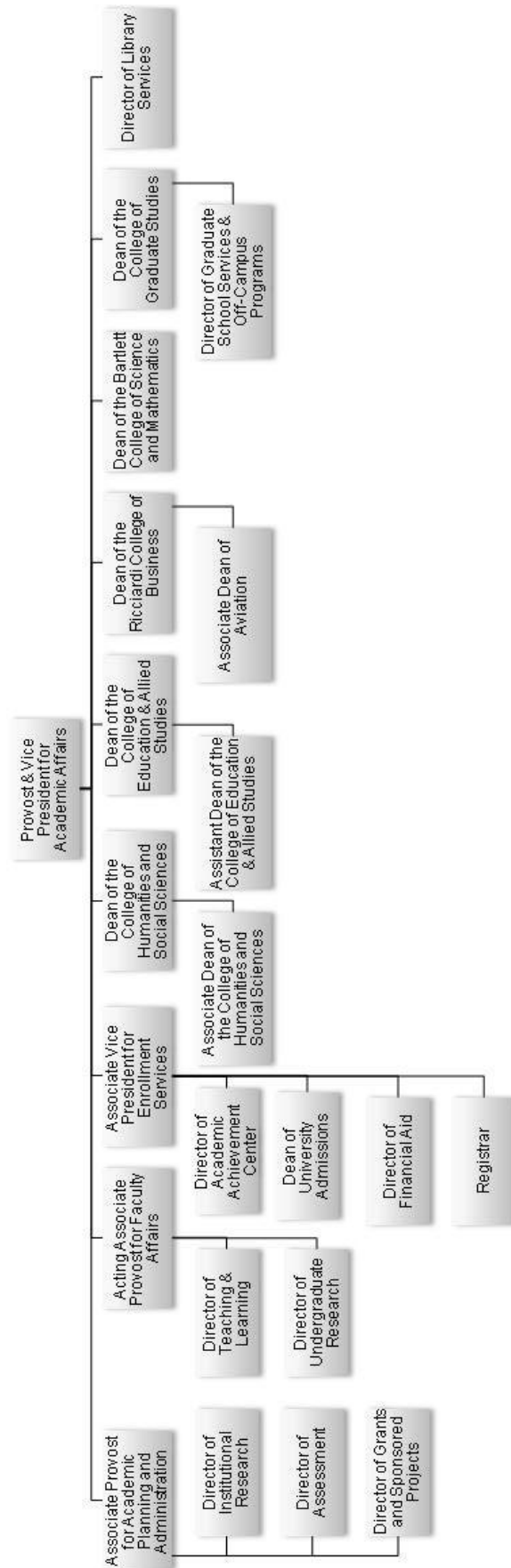
President's Division

August 2012



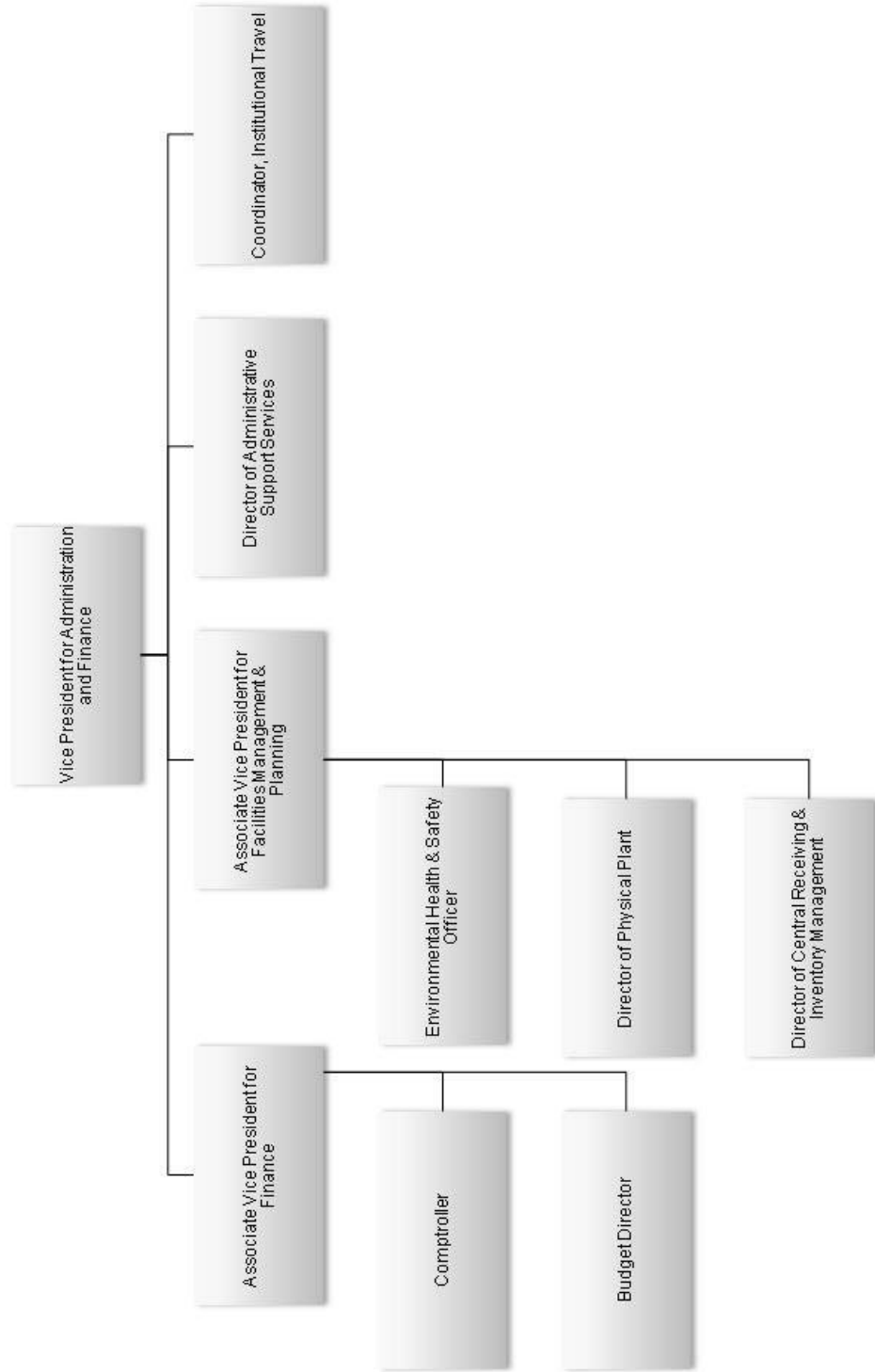
Academic Affairs Division

august 2012



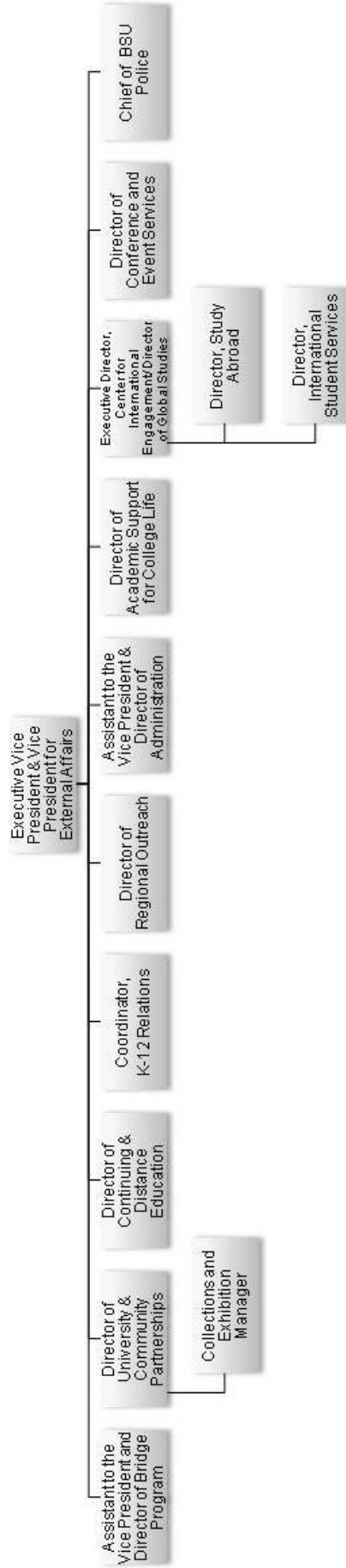
Administration and Finance Division

august 2012



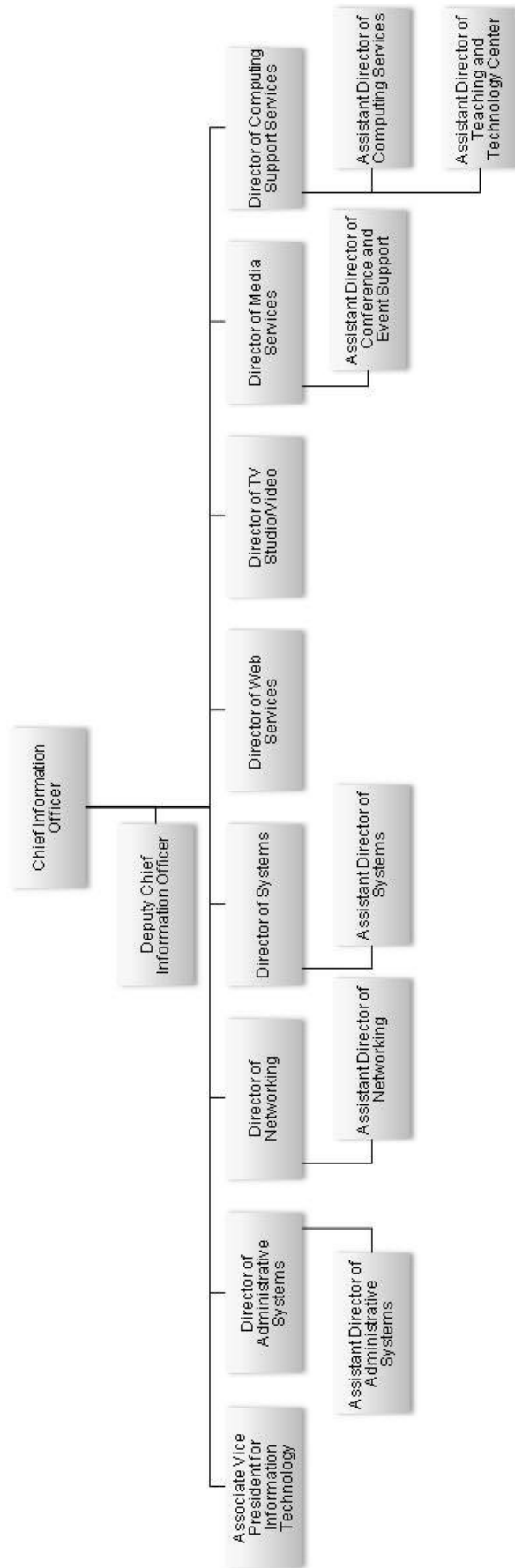
External Affairs Division

august 2012

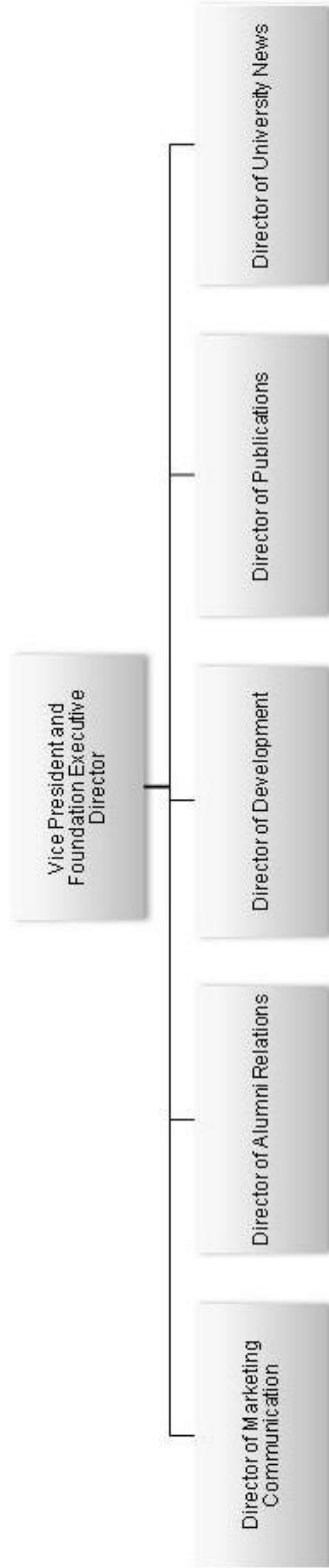


Information Technology Division

august 2012

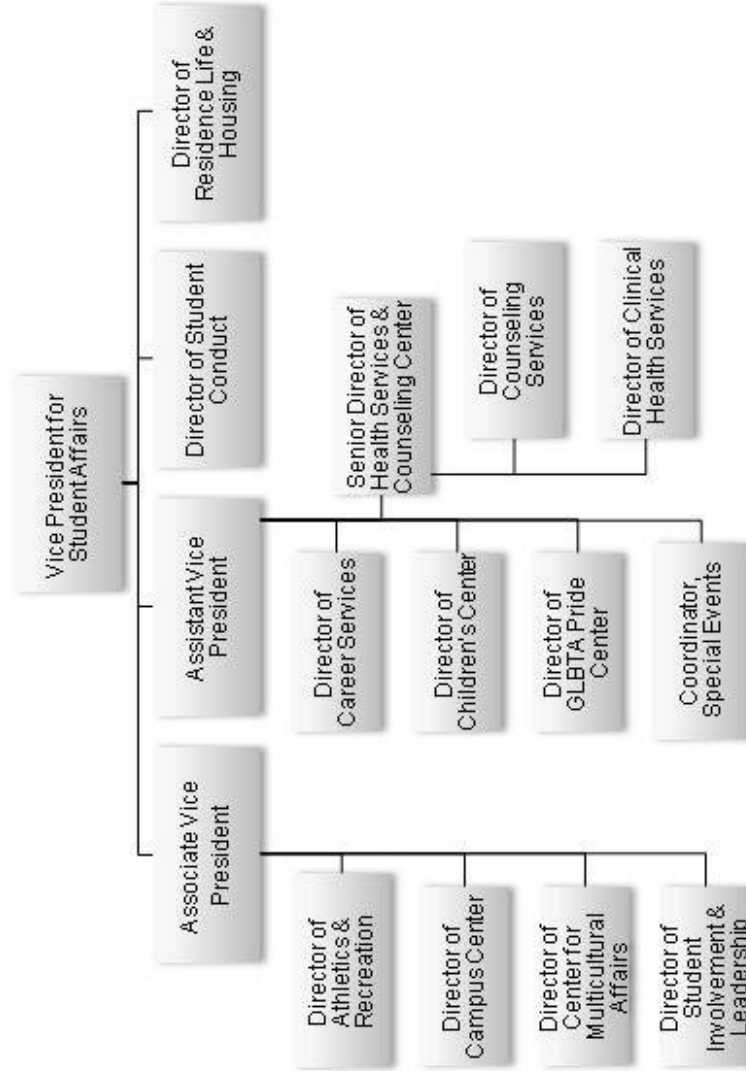


**University Advancement
Division**
august 2012



Student Affairs Division

august 2012



Introduction

Bridgewater State University began preliminary planning for the self-study process in Fall 2008 when Dr. Howard London, Provost and Vice President for Academic Affairs, met with leaders of the Academic Affairs Assessment Council to discuss progress on creating a culture of assessment and strategies for engaging the campus in the assessment and self-study process. Discussions continued and planning efforts for the self-study began taking root when the Provost and Dr. Michael Young, then the Director of Institutional Research and Assessment, attended the two-day NEASC workshop in October 2009. President Dana Mohler-Faria and the Provost knew from long experience with the decennial comprehensive self-study and fifth-year interim report processes that solid leadership and advanced planning would play a central role in a meaningful self-study process and a successful presentation for reaccreditation. They also concluded that a strong leadership team would require credible representation from both the administrative and faculty ranks. Dr. Young, Associate Provost for Academic Planning and Administration, and Dr. Wendy Haynes, Associate Professor and Coordinator of the Master of Public Administration program, were appointed to co-chair the NEASC accreditation self-study process. Both Co-Chairs were seasoned project leaders and brought to the challenge a record of success in program assessment and accreditation.

Throughout Spring 2010, the Co-Chairs worked to articulate the self-study process and prepare a preliminary schedule for the undertaking that would culminate in the NEASC site-team visit in Fall 2012 and reaccreditation in Spring 2013. While the self-study would be conducted during the 2011-2012 Academic Year, much work needed to be accomplished before and after that time. The Provost agreed that his office would lend administrative support for the effort; the Office of Institutional Research and Assessment would provide extensive analytical support, with primary responsibility for populating the Data First and “E” and “S” series forms. Drawing on NEASC documents and guidelines, the co-chairs developed writing guidelines for the narrative and a site on Blackboard to house the documents and drafts as they would be developed by the writing teams.

The President and Provost, the President’s Cabinet, and Steering Committee Co-Chairs determined that the largest manageable number possible of representatives of the campus community should be directly involved in the self-study and writing team process. Eleven writing teams – one for each of the NEASC standards – would be chaired by a diverse array of administrators and faculty members. The writing teams would be comprised of students, faculty, librarians, administrators and staff. The 100-plus writing team members would be charged with engaging their respective networks on campus in the data-collection and comment process. This step was critical to ensure that the campus community was fully engaged in the self-study process.

On behalf of the President, in Fall 2010 Provost London issued formal invitations to each of the prospective writing team chairs and the writing team members. The Provost called the first official meeting of the Steering Committee in October 2010; in November 2010, the President and Provost hosted a gathering of the Steering Committee and all writing team members in Moakley Center Auditorium. The Co-Chairs conducted an orientation detailing: the broader reaccreditation process; the individual NEASC standards; and the roles and responsibilities of the writing team chairs and members. The Co-Chairs also discussed the writing guidelines, with particular emphasis on the importance of the description/appraisal/projection format and the need for candor and data-based observations. Much of their presentation was based on materials they had adapted from the two-day NEASC workshop they attended earlier in October 2010.

Writing team work began in earnest during Spring 2011. The Steering Committee met monthly to discuss writing team progress, to deal with questions, and to clarify the guidelines. The writing teams developed survey and plans for focus groups, reviewed and completed the Data First forms, and decided how to allocate responsibility for various elements of each standard. The Co-Chairs provided ideas, input and advice, but delegated primary responsibility for determining how to proceed to the writing team chairs since they had been selected for their content expertise, dedication to continuous improvement, and demonstrated leadership skills. The Co-Chairs met with individual writing teams, as requested, and remained available for advice and support throughout the spring and summer.

The writing teams understood from the beginning that solid first drafts were due to the Co-Chairs by November 1, 2011. The writing teams also understood that revised standards would be issued some time during 2011 and appropriate adjustments would need to be made to their research and writing efforts to reflect the changes. After the revised standards were issued, the Co-Chairs attended orientation sessions at the NEASC offices on the new requirements (September 29, 2011 and January 31, 2012) and conveyed the relevant changes to the writing teams who adjusted professionally to the new challenge.

In the meantime, the Co-Chairs worked with the Provost's assistant to plan for the site visit itself. Staff reserved meeting rooms, including the workroom, knowing that they would be working closely with the President's Office staff in preparation for the opening reception and final report processing.

Beginning in Summer 2011 and throughout the drafting of the report, the Co-Chairs reported regularly to the Provost regarding the progress of the writing teams. These updates included report of any dynamics identified as opportunities for improvement or early warning of issues that could develop into a problem. In cases where the self-study revealed vulnerabilities that could be addressed in the short term, the President, Provost and the President's Cabinet effected changes to address the area of need. All of the leaders involved in the self-study process were committed to identify and to remediate issues before they developed into costly problems that could have been avoided.

All drafts were submitted by the writing team chairs to the Co-Chairs within days of the November 1, 2011 deadline. Co-Chairs Young and Haynes began work immediately on standardizing the format and beginning the process of synthesizing the narrative into a single voice. They also checked the narratives against the standards to ensure that each key element had been addressed and the description, appraisal and projections followed the guidelines. Over the next several months, first the Provost and then the President's Cabinet provided edits and suggestions for improving the draft and moving it closer to a unified narrative.

By the end of March 2012, after numerous iterations, Cabinet meetings, and follow-up with writing team chairs on questions and suggestions, the draft was ready for additional campus community comment. Although numerous members of the campus community had already been involved throughout the self-study and writing process, the President directed the draft self-study report be posted for campus community comment for approximately three weeks. During an employee "town meeting" in early April attended by hundreds of faculty, administrators, staff and students, President Mohler-Faria announced that the draft self-study report would be posted that day on his website. He encouraged all to read it and weigh in by email to neasc@bridgew.edu or by contacting the Co-Chairs directly. In his cover message to the report he noted that community feedback "will play a crucial role in creating a final product that proudly reflects the essence of BSU." During the comment period, the President invited the entire community to attend two public forums in which the Co-Chairs were available to respond to questions and receive feedback orally. The Co-Chairs also met twice with the Academic Department Chairs' Workshop to encourage input and to respond to questions. Additionally, the Student Government Association welcomed Dr. Haynes to one of its meetings during the public comment

period (April 4 – April 25, 2012). The feedback – in meetings, in writing, in hallway conversations – was positive, constructive and appreciative of the tremendous effort that had been contributed by many in the prior two years. All comments were considered and incorporated appropriately into the final draft as appropriate.

On May 8 and 9, 2012, Dr. Jack Miller, Chair of the site-visit team, made a preliminary campus visit to help the University understand how the NEASC site-visit team would operate and to help him understand the institution so that he could plan how best to deploy members of the team. Dr. Miller met with the President, members of the President’s Cabinet, and the NEASC Reaccreditation Steering Committee. The Provost and Co-Chairs briefed him on logistical plans for the site visit (October 21-24, 2012). Dr. Miller stayed at the facility where the team will be staying and had the opportunity to view the proposed site-team workroom on campus and discuss his preferences for off-site location visitation and various other details. Dr. Miller also indicated that an electronic document room would be appropriate for the October visit since all members of the team will have access to technology with printing capabilities.

Final polishing of the draft began in June. At the same time, the Co-Chairs and the Institutional Research and Assessment staff continued to update the Data First forms, to refine the projections, and to build the electronic document room. Work continued on all fronts throughout Summer 2012. As the final draft was being circulated to the site-visit team, the President released the report to the broader community to build awareness for the upcoming site visit. The University also advertised in local media outlets to ensure external constituencies were made aware of the visit and understood their opportunity for public comment.

Since it began, the self-study process has provided BSU with invaluable information about itself and afforded the University a vital moment for comprehensive self-reflection. As members of the campus community are so close to the daily workings of the University it is sometimes difficult to grasp the wholeness of just how far the institution has progressed over the past decade. The Standards for Accreditation as a guide for a serious self-evaluation proved to be a tool beneficial to all.

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

NEASC Self-Study Steering Committee

Michael Young, *Self-Study Co-Chair*
Wendy Haynes, *Self-Study Co-Chair*

Standard Writing team chairs

Bryan Baldwin, *Standard 2*
Ed Braun, *Standard 3*
Eva Gaffney, *Standard 10*
Mike Gomes, *Standard 9*
Andy Harris, *Standard 5*
Cathy Holbrook, *Standard 6*
Deniz Leuenberger, *Standard 8*
Keri Powers, *Standard 11*
Aeon Skoble, *Standard 4*
Mike Somers, *Standard 7*
Michele Wakin, *Standard 1*

Writing teams:

STANDARD ONE: MISSION AND PURPOSES

Michele Wakin (*chair*), Ed Brush, Diana Fox, Mike Kryzanek, Brenda Molife, Dave Ostroth, Jean Stonehouse

STANDARD TWO: PLANNING AND EVALUATION

Bryan Baldwin (*chair*), Martina Arndt, Anna Bradfield, Arthur Dirks, Michael Jones, Brian Salvaggio

STANDARD THREE: ORGANIZATION AND GOVERNANCE

Ed Braun (*chair*), Nancy Clay, Marian Extejt, Karen Fein, Cindy Kane, Susan Miskelly, Jenny Shanahan, Sarah Wiggins

STANDARD FOUR: THE ACADEMIC PROGRAM

Aeon Skoble (*chair*), Irene Checkovich, Marcia Dinneen, Mary Fuller, Wendy Haynes, Becky Metcalf, Rita Miller, Karen Richardson, Peter Sietins, Bill Smith, Michael Young

STANDARD FIVE: FACULTY

Andy Harris (*chair*), Ann Brunjes, Jeanean Davis-Street, Mary Lou Frias, Sabrina Gentlewarrior, Phyllis Gimbel, Glenn Pavlicek, Evelyn Pezzulich, Pam Russell, Cynthia Svoboda

STANDARD SIX: STUDENTS

Cathy Holbrook (*chair*), Diane Bell, Alex Khoury, Tom Kling, Michael Kocet, Rebecca Light, Sandy Neargarder, Jon Paganelli, Brooke Parsons, Heather Smith

STANDARD SEVEN: LIBRARY AND OTHER INFORMATION RESOURCES

Mike Somers (*chair*), Ed Cabellon, Pat Cronin, Ellen Dubinsky, Pam Hayes-Bohanan, Eric LePage, John Santore, Jeff Williams

STANDARD EIGHT: PHYSICAL AND TECHNOLOGICAL RESOURCES

Deniz Leuenberger (*chair*), Mary Dondero, Rob Fisher, Art Goldstein, Chandragupta Gudena, Bjorn Ingvaldstad, Karen Jason, Mindy Lamoureux, Bob MacMillan, Keith MacDonald, Beth Moriarty, Elizabeth Spievak

STANDARD NINE: FINANCIAL RESOURCES

Mike Gomes (*chair*), Ilter Bakkal, Darlene Costa-Brown, Carleton Donchess, Janet Gumbriis, John Kucich, Dan McHugh

STANDARD TEN: PUBLIC DISCLOSURE

Eva Gaffney (*chair*), Patty Hennessey, Mark Kemper, Teresa King, Maggie Lowe, Gregg Meyer, Rebecca Mushet, David Tillinghast

STANDARD ELEVEN: INTEGRITY

Keri Powers (*chair*), Tony Esposito, Laura Machado, Sue McCombe, Steve Nelson, Steve Rose, Harold Silverman, Catherine Womack

Institutional Overview

From its earliest days as a pioneering institution of the American Normal School Movement and continuing through present day as a flagship state university of the Commonwealth, Bridgewater State University has remained squarely focused on the timeless mission of advancing the greater good and serving as a beacon of opportunity and accessibility. As a higher education enterprise, the reach and scope of BSU has changed immeasurably since the time of its founding in 1840 and with each major phase of its ongoing evolution. The common thread, however, which weaves together the nearly 10 generations of the Bridgewater family, has been a steadfast commitment to serve the public. The University has no greater purpose, and the whole of its journey – from preparing the first class of would-be teachers in the basement of Bridgewater Town Hall during the days of Bridgewater Normal School, to today offering a comprehensive array of undergraduate and graduate degree programs to more than 11,000 students on a 278-acre campus – consistently reflects the steadfast appreciation for this critical responsibility.

The oldest, permanently-sited teacher-preparation institution in the United States has undergone five name changes and been awarded increasing levels of authority to award degrees. Originally known as Bridgewater Normal School, the institution became Bridgewater State Normal School in 1846. In 1921 Bridgewater was authorized to award the Bachelor of Science in Education degree, and in 1933 it became Bridgewater State Teachers' College. Graduate courses were first offered in 1937. The institution became Bridgewater State College in 1965, and during the 1960s a liberal arts curriculum was introduced and the degree of Bachelor of Arts was first conferred. Throughout the 1980s and 1990s, as the need for professional education extended beyond teacher preparation, the curriculum expanded to include professional programs such as social work, management, aviation science, public administration, and criminal justice. Though its academic structure has reflected a university-style institution since the 1990s, Bridgewater formally achieved university status by an act of the Massachusetts Legislature in 2010 and now operates under the moniker of Bridgewater State University. Today, BSU is the largest of the nine Massachusetts state universities and the fourth largest of the 29 public college and university campuses in the Commonwealth based on full-time equivalent (FTE) student population.

The idea of public higher education was born of profound thinking, in that a shared investment in citizens not only improved the general welfare of individuals but also the health of the citizenry as a whole. Bridgewater's founder, Horace Mann, noted in his 1848 report to the Massachusetts School Board:

For the creation of wealth, then, for the existence of a wealthy people and a wealthy nation, intelligence is the grand condition. The number of improvers will increase, as the intellectual constituency, if I may so call it, increases. In former times, and in most parts of the world even at the present day, not one man in a million has ever had such a development of mind, as made it possible for him to become a contributor to art or science. Let this development precede, and contributions, numberless, and of inestimable value, will be sure to follow. That Political Economy, therefore, which busies itself about capital and labor, supply and demand, interest and rents, favorable and unfavorable balances of trade; but leaves out of account the element of a wide-spread mental development, is nought but stupendous folly. The greatest of all the arts in political economy is, to change a consumer into a producer; and the next greatest is to increase the producer's producing power; an end to be directly attained, by increasing his intelligence. . .

Though separated from today's reality by more than 160 years, Mann's zeal for the virtues of public higher education has only intensified at Bridgewater. Though its mission has developed and evolved to meet emerging needs of the state and nation, the University's core reason for being remains unchanged. This is a laudable feat given the array of challenges facing Bridgewater State University, some of which

are pressures shared by public higher education institutions throughout the nation and others are the result of the University's own success. These include: sharp declines in levels of state support over the past two decades relative to the size of the operation; significant growth of the University's reputation and subsequent appeal to a wider array of prospective students; and rapid expansion of the University's size and impact, as measured by student population, complement of full-time faculty, campus footprint and degree production.

The University is an institution fully committed to engaging and deliberating about the many opportunities and challenges it faces, and over the past decade it has made significant strides in building and strengthening a culture of long-term planning and evaluation. Undergirding this shift has been a concerted effort by the University's leadership to align institutional energies and resources through the lens of an ongoing, comprehensive strategic planning process. Equally important has been a steadily increasing focus on academic program review and the holistic assessment of student learning outcomes. Planning and assessment is undertaken in a manner that maintains the structure of determined priorities while equally providing latitude for mid-course changes and corrections when dictated and demanded. Despite the economic challenges of the last decade, especially the Great Recession of 2008, Bridgewater has made the wise choices and decisions necessary to avoid falling into the trap of the status quo ante and expecting that institutional morale and reputation can be maintained while treading water. The institution's tremendous advancement along so many fronts, despite the ongoing threats associated with historically significant volatility in the state, national and global economies, is a testament to the effectiveness of smart and measured planning and the value of articulating a long-term vision.

Bridgewater State University has all of the requisite organizational structures for an institution of its size, scope and mission class. At its apex, a dedicated and fully engaged Board of Trustees is broadly representative of the constituencies BSU serves. The Board ensures the University is fulfilling its public mission and retains all authorities not otherwise delegated to the President. As the chief executive, the President leads and manages all facets of the day-to-day operation of the University and is directly supported by a Cabinet of Vice Presidents with divisional responsibility and other senior staff comprising the Office of the President. Decision-making throughout the University is as open and transparent as possible and in accordance with all state and federal laws governing the public's ability to access information. All constituencies have various forms of representation, and their interests and needs are thereby able to be considered in policy-making decisions and planning.

Though primarily an undergraduate institution, Bridgewater State University strives for an enlightened balance proportionally arrived at between undergraduate students and their curriculum and majors, and that of graduate students and their programs of professional advancement. Cognizant of the unique needs associated with both of these student groups, and ever mindful that those needs can either overlap or be distinctive, BSU has the appropriate commitment and deployment of resources to maintain high quality in both its undergraduate and graduate programs.

The University is steadfast in its commitment to provide all undergraduate students with a liberal arts education. This commitment is specifically recognized in Bridgewater's core curriculum and ensures that a student's academic journey is not solely about amassing knowledge or becoming proficient in a particular skill. Instead, the whole of the academic program is intended to instill in students the virtues, responsibilities and readiness to fully participate as civic-minded and contributing citizens of the state, nation and world. In addition, a culture that readily embraces interdisciplinary pursuits thrives among members of the academic community. As new programs naturally emerge, and as the institution's relatively new structure of four academic colleges further coalesces, the University remains focused on fostering a strong sense of interdisciplinarity among the myriad of academic departments, institutes and centers.

The academic program at BSU is supported by a rich array of well-conceived and, whenever possible, externally-validated learning outcomes and standards that are readily communicated throughout the institution. Also of note are the steps BSU has taken and continues to take to accommodate intensive interactions between students and faculty, keep class sizes small, and afford students every opportunity to experience a variety of academic successes and maximize their learning potential. This is done through a variety of offices, support staff, faculty advising, and ready access to supports that students are encouraged to seek on their own. As a whole, the academic program is best characterized by its quality, rigor, and heavy emphasis on one-to-one connectivity between students and a variety of faculty, librarian and staff mentors.

Over the past 10 years, Bridgewater State University has engaged in an historically unprecedented effort to expand, further develop and readily support its teaching faculty. Even as the whole of Massachusetts public higher education operated in a mode of protracted fiscal constraint, BSU systematically bolstered its complement of full-time faculty at an unparalleled rate; introduced a litany of new support, professional development and incentive programs to help faculty grow and lead as teacher-scholars; and generally insulated faculty from the very real pressures of financial austerity. Bridgewater faculty are the heart and soul of the institution, and the University's support for their work in teaching, challenging and mentoring students is understood to be both paramount and absolute. The President, Cabinet, and the whole of the Administration operate in a mode reflecting this overarching priority, and the institution's strategic plan ably reflects this ongoing commitment. Students gain immeasurably from small class sizes; frequent and intensive engagements with full-time professors; deep exposure to a myriad of specialized faculty research, outreach, scholarship and artistic pursuits; and being an integral part of a rich, diverse and vibrant academic community energized by the passion, creativity and innovative spirit of an engaged faculty.

The University places heavy emphasis on the holistic development of students. Commitments to improve student learning and the provision of a rigorous academic environment are complemented by an institutional culture and a myriad of innovative programs that seek to foster every student's civic, social and ethical self. This comprehensive approach to education is exemplified by a significant collaboration between the Divisions of Academic Affairs and Student Affairs, beginning with the comprehensive orientation programs for first-time and transfer students. Modeling the highest levels of integrity in their interaction with prospective students, current students and the community at large, institutional leaders, faculty and staff work together to continually improve student performance and increase the likelihood of student success. Particular focus and care is given to students from traditionally underserved populations. Understanding that the campus environment and quality of student life is integral to student success, the University uses student surveys and an array of tools to gauge student interest and needs, and strives to respond in ways that steadily improve support systems, living and learning conditions, and programmatic opportunities for broader student development. A wide range of publications, including the University Catalog, detail the myriad of resources available to students. In addition, student accomplishments are widely lauded and publicized.

Over the course of the past decade and longer, the Bridgewater State University library has kept pace with rapidly changing technologies, increasing student need, and evolving pedagogical considerations. Additionally, an expansion of services provides 24-hour access to library resources for students and faculty. Despite fiscal constraints, the University's leadership has made the library a priority and allocated the resources necessary to enable its staff to meet the academic and educational needs of students and faculty. Moreover, the middle of the last decade saw a phased, multi-year renovation of the library's entire physical space. This transformation has greatly improved not only the facility's aesthetic appeal to its many users but also the delivery of critical services. With respect to the management of its

information resources, the University finds itself at the beginning of an important era of transition. New technologies and services are readily available and can be increasingly customized to meet targeted needs. As the institution seizes such opportunities, it remains mindful of the need to proceed judiciously and continually assess their immediate and lasting impacts on the broader environment of teaching and learning.

The period of self-study coincides with the largest capital expansion, improvement and renewal program in the 172-year history of the institution, and is among the most prolific ever for a public higher education institution in Massachusetts. Every component of the University experience – teaching, learning, living and working – has been improved over the past decade, and the truly comprehensive and interconnected approach to planning the campus’ ongoing transformation is as dynamic as it is visionary. Since the last NEASC visit in 2002, the University has been successful in: modernizing all of its general purpose classrooms and outfitting them with front-end technology platforms; dramatically expanding on-campus living space and nearly doubling its residential population; fully revitalizing and remodeling all of its existing residential and dining facilities; completing a multi-year, top-to-bottom renovation of the University library; overhauling all large lecture halls and performance venues; building a first-class athletics venue; acquiring several abutting properties and incorporating them into the campus inventory; and completing a major expansion and renovation of a Science and Math Building, the largest project ever undertaken by a state university in Massachusetts.

All the while, the University’s commitment to environmental sustainability and energy savings has been laudable. Four LEED-certified buildings now exist on a campus where none existed 10 years ago. Equally important, the University’s commitment to a long-term energy management and conservation program saves upwards of \$1 million per year and reduces the institution’s carbon footprint and greenhouse gas emissions considerably. Concerted efforts to adopt electronic workflow platforms and digitize records have the added benefits of reducing paper consumption while improving productivity and integrating data streams.

Bridgewater State University is a recognized leader in the Commonwealth for its careful and transparent management of financial resources. Despite extraordinary economic pressures brought about by the financial crisis of 2008 and a period of sustained fiscal volatility over the past decade, the University has deftly stewarded and marshaled the resources necessary to meet the needs of a large, growing and dynamic institution. External uncertainty has caused the University to thoroughly review its priorities, procedures and practices. The result is an organization that is more mature, sophisticated and forward-thinking than any to date. This process of transformation is widely understood and readily embraced by all members of the campus community, all of who share in the responsibility of improving services, promoting efficiencies and engendering greater sustainability of resources.

BSU works earnestly to provide clear, transparent, and continually updated information about the University, its mission and purposes, and the variety of educational, academic, cultural and social opportunities available to the broader public. The university takes the initiative to ensure this information is readily accessible. Of particular note, the University has utilized emerging technology in computer access and Internet resources to make its documents, policies, procedures and decision-making processes as universally discoverable as possible to any and all of its constituencies. The institution also responds in a timely manner to requests for information from the general public under public records and freedom of information statutes, and is compliant with Open Meeting Law requirements as needed.

In all aspects of its institutional life BSU strives for the highest standards of integrity and ethics in its decision-making, policies, programs and activities. The University takes deliberate and prudent steps to promote an academic and professional culture that exceeds norms for integrity and ensures, to the highest degree possible, adherence to the strictest of standards, including full compliance with laws pertaining to conflict-of-interest disclosure, public records and freedom of information requests, protection of human subjects, and financial auditing by external reviewers.

"DATA FIRST" FORMS
GENERAL INFORMATION

Institution Name:

OPE ID:

Financial Results for Year Ending:		Annual Audit	
		Certified: Yes/No	Qualified/Unqualified
Most Recent Year	<input type="text" value="2011"/>	Yes	Unqualified
1 Year Prior	<input type="text" value="2010"/>	Yes	Unqualified
2 Years Prior	<input type="text" value="2009"/>	Yes	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	<input type="text" value="2012"/>
Next Year	<input type="text" value="2013"/>

Contact Person:

Title:

Telephone No:

E-mail address:

Standard 1: Mission and Purposes

Overview and Institutional History

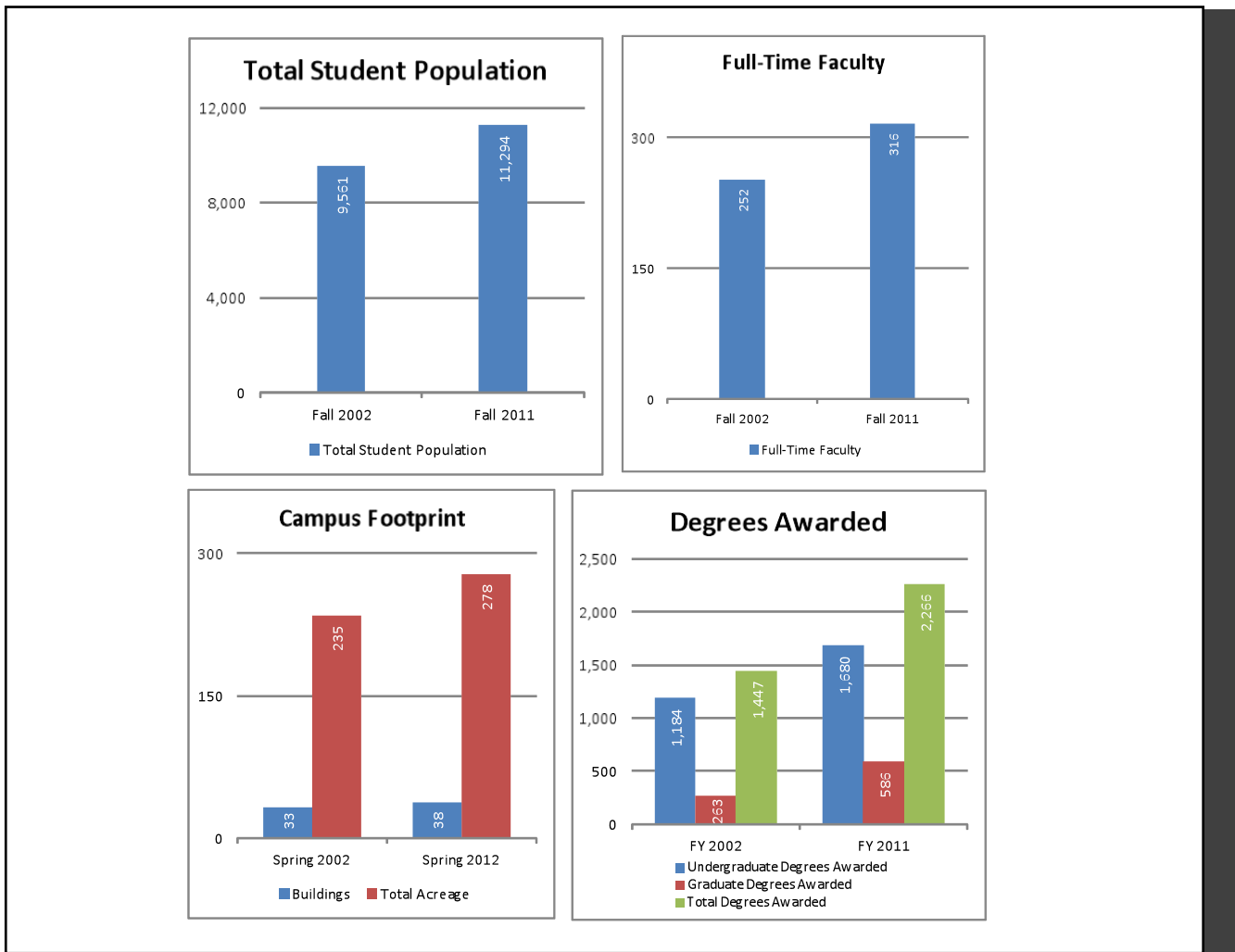
From its earliest days as a pioneering institution of the American Normal School Movement and continuing through present day as a flagship state university of the Commonwealth, Bridgewater State University has remained squarely focused on the timeless mission of advancing the greater good and serving as a beacon of opportunity and accessibility. As a higher education enterprise, the reach and scope of BSU has changed immeasurably since the time of its founding in 1840 and with each major phase of its ongoing evolution. The common thread, however, which weaves together the nearly 10 generations of the Bridgewater family, has been a steadfast commitment to serve the public. The University has no greater purpose, and the whole of its journey – from preparing the first class of would-be teachers in the basement of Bridgewater Town Hall during the days of Bridgewater Normal School, to today offering a comprehensive array of undergraduate and graduate degree programs to more than 11,000 students on a 278-acre campus – consistently reflects the steadfast appreciation for this critical responsibility.

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The University is an institution fully committed to engaging and deliberating about the many opportunities and challenges it faces. Strategic planning featuring continual review, updating, and the development of a pipeline of new initiatives is one key indication of how Bridgewater is considering and shaping its future. University endeavors are systematically matched with the resources and actions required to make those plans more than idle ideas and dreams. Equally important is a growing sense of institutional readiness for, and willingness to embrace, longer-term thinking. Increased clarity and predictability of the pathway ahead, combined with a deep understanding of the institution's history, create a climate in which the mission not only endures but also comes into ever-sharper focus.

Description

Bridgewater State University's current mission statement was approved in 1999 after the Massachusetts Board of Higher Education (BHE) directed all state colleges to review and revise their mission statements in accordance with the BHE's mission statements for the public higher education system and the state college segment of that system. That mission statement, with only minor changes to reflect the name change, continues to guide Bridgewater State University:

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.

In 1999-2001, under President Adrian Tinsley, a broad vision statement for the College was created (A Vision for Bridgewater, 2001). When Dr. Dana Mohler-Faria became President in 2002, the President's Cabinet and Board of Trustees reaffirmed the mission and vision statements and in 2006 completed and initiated BSU's first official strategic plan, BSC 2011: Strategic Plan for Quality & Growth. Firmly rooted in the College's mission, the plan identified a strategic vision, key priorities and action items. The plan also included a timeline and designated the offices responsible for the development and implementation of each action item. The President's Cabinet periodically reviewed the institution's progress in pursuit of the strategic vision and made revisions based upon the changing conditions.

In May 2009, President Mohler-Faria invited a broad range of campus leaders to a summit for comprehensive discussion of ideas that would result in the development of five overarching strategic goals and lay the foundation for a new strategic plan to be developed by the Cabinet during the summer months. By Fall 2009, the President introduced the framework for Bridgewater State University's integrated strategic plan to the entire campus community. In effect, this planning infrastructure was the result of more than two years of focused deliberations among administrators, faculty, students, alumni and volunteer leaders all committed to articulate a bold vision and clear action-oriented agenda critical to the institution's ongoing pursuit of excellence. The new plan was officially approved by the University's Board of Trustees in December 2009 and is reviewed continuously by the campus leadership, including the President's Cabinet. The new strategic plan, more robust and dynamic than its predecessor, included five overarching strategic goals; multiple areas of focus; an array of action items (categorized as completed, underway, ready or developing); and an imbedded dashboard of metrics. More than 40 action items have been completed since the plan was first approved.

In 2010, Governor Deval Patrick signed legislation that changed the name of Bridgewater State College to Bridgewater State University. This accurately reflected changes that had already taken place for the institution, and allowed for the University's academic schools to be designated as colleges. Today, the University consists of: The Ricciardi College of Business; the College of Education and Allied Studies; the College of Graduate Studies; the College of Humanities and Social Sciences; and the Bartlett College of Science and Mathematics. The latter two colleges were formed through a restructuring of the former School of Arts and Sciences.

To advance its mission *to educate the residents of Southeastern Massachusetts and the Commonwealth*, Bridgewater State University developed a new core curriculum. Implemented in 2006, the Core, as it is known, is composed of four main areas:

- Skill Requirements. All students are required to demonstrate proficiency in the skill areas of writing, logical reasoning, mathematical reasoning and spoken communication.

- Core Distribution Requirements. All students will learn about the arts, humanities, the natural and social and behavioral sciences, global culture, multiculturalism, quantitative reasoning, and the U.S. and Massachusetts Constitutions.
- Seminars. The First- and Second-Year Seminars allow students to explore an area of interest in a small, discussion-oriented course.
- Requirements in the Major. To connect the Core with each major, students complete one writing-intensive course in their major and will be able to demonstrate information literacy and technology proficiency in their major.

The Core offers flexibility through student choice while providing a fundamental and comprehensive liberal arts education.

BSU offers students an array of learning opportunities, including but not limited to academic tutoring and assistance, support for presentations at academic conferences, intensive research experiences, service learning, and international engagement. The following offices were established to support these activities: The Honors Program (1982), the Academic Achievement Center (1998), the Adrian Tinsley Program for Undergraduate Research (2000), the Community Service Center (2004), the Office of Undergraduate Research (2006), and the Center for International Engagement (2010).

To fulfill better its educational responsibilities, Bridgewater State University also invests heavily in its faculty. During an all-employee town meeting in October 2010, President Mohler-Faria reported that from 2000-2010 the number of full-time faculty and librarians increased by 24 percent, from 252 to 312, and direct expenditures on faculty development increased by 87 percent, from \$172,000 to \$322,000 ([Coming into Focus: Our Agenda for 2020](#)). The Center for the Advancement of Research and Teaching ([CART](#)), established in 1992, funds professional travel and grants to support faculty and librarian scholarship. The [Office of Teaching and Learning](#), founded in 2008, supports faculty teaching innovation and development with additional grant funding and guidance. In light of the creation of the Office of Teaching and Learning and its focus on support of teaching, the CART board decided to refine its mission and adopt the name of Center for the Advancement of Research and Scholarship (CARS) in Spring 2012.

To advance BSU's outreach through its mission of using the University's intellectual, scientific, and technological resources to support and advance the economic and cultural life of the region and the state, the following were established: the Center for Economic Education (1992), CityLab (1996), the Center for Legislative Studies (1997), the Educator Resource and Enrichment Center (2004), the Massachusetts Aggression Reduction Center (2004), the Community Service Center (2004), the Center for the Advancement of Science Exploration (2006), the Center for Sustainability (2006), the Readiness Center (2010), the Center for International Engagement (2010), the Science and Mathematics Center (2011 and 2012), and the Institute for Social Justice (opening during AY2012-13). The Division of External Affairs, including CIE, the Offices of Continuing and Distance Education, Regional Outreach, and University and Community Partnerships, encompasses many of the initiatives that are pivotal to fulfill the University's direct outreach to the broader public.

Appraisal

In the 10 years since its last reaccreditation in 2002, Bridgewater State University has affirmed and expanded its educational mission as described above. The results are impressive. Enrollment grew from 9,561 to 11,294, and from 6,965 in FTE to 9,067 (increases of 18 percent and 30 percent respectively). The number of undergraduate degrees conferred grew from 1,184 to 1,680 per year, an increase of 42 percent. The number of graduate degrees and certificates grew from 263 to 586, an increase of 123 percent. The percentage of freshmen earning Dean's List honors rose from 14 percent to 30 percent. The

freshman-to-sophomore retention rate increased from 73 percent to 81 percent. This same retention rate grew from 60 percent to 80 percent for students of color, and from 72 percent to 81 percent for low-income students, effectively eliminating the difference between those groups and the undergraduate student body as a whole ([Factbook](#); [Project Compass data](#)). These latter increases reflect BSU's commitment to improve retention for all students, regardless of background.

BSU's [core curriculum](#) is closely aligned with its mission and strategic plan. In response to a request from the provost, the Core Curriculum Steering Committee (CCSC) conducted a comprehensive program review of the Core during the 2010-11 Academic Year. The University's commitment to continuous improvement through ongoing assessment activities is evidenced in the Committee's efforts. The CCSC has clarified many elements of the Core and has submitted some changes to governance. Additionally, Bridgewater has made important first steps toward an assessment cycle for the skill areas of the Core. To date, the writing, speaking and logical reasoning skill elements of the Core have been assessed and a pilot test of the assessment of quantitative reasoning skills has been completed. Results from this work will be used to guide continuous improvement in the Core.

During this same 10-year period, BSU also expanded its outreach mission to include international engagement and programs and a focus on sustainability and social justice. BSU has developed 24 new [partnerships](#) with international universities, coordinated by the newly established Center for International Engagement (2010) and its academic component, the [Center for Global Studies](#). In addition to these accomplishments, a growing international and interdisciplinary focus is demonstrated by the implementation of numerous area studies programs including African Studies, American Studies, Asian Studies, Canadian Studies, Ethnic Studies, Latin American and Caribbean Studies, Middle East Studies, Russian and East European Studies, Women's and Gender Studies, GLBTA Studies, and Civic Education and Community Leadership. To make social justice and sustainable practices a part of teaching and outreach, BSU students are encouraged to participate in service learning and [community service](#) projects locally, nationally and internationally. The [2010-2011 Annual Report of the Community Service Center](#) shows 3,459 volunteers with 31,580 hours of service valued at \$647,533.

The rapid expansion of the student body, the faculty and academic programming in the past 10 years at BSU has led to significant investment to meet the needs of the University community. During that time frame, eight new buildings have been added to the campus, providing additional capacity for academic, athletic, residential and student services, dining and parking. Additionally, the University has completed more than 20 major renovation projects with an emphasis on improving classroom space on the main campus and at other sites (Attleboro, MA, and the Aviation Training Center in New Bedford, MA). Several additional facilities, including a new residence hall, admissions and financial aid center, new home for the College of Graduate Studies, and an academic building, are scheduled to be added over the next five years.

The University's strategic plan indicates how it intends to meet the responsibilities outlined by its mission and shows areas in which the institution has potentially outgrown the mission statement. It is important to remember that the current mission statement was written for a college that has become a university; that once had few international partnerships, but now features an extensive array; and that had four schools, which have since been transformed into five colleges. These are but a few of the significant ways in which the institution has evolved since the mission statement was adopted in 1999.

To assess the campus-wide understanding of the mission statement, a Zoomerang survey was distributed and yielded 82 responses. These preliminary results show that while 80 percent of respondents are aware of the mission statement, 61 percent do not feel that it is widely understood, and only 67 percent feel

that it accurately reflects BSU's goals and identity. When respondents were asked to offer comments on possible changes to the mission statement, the most common suggestion was that it be revised to reflect BSU's focus on international engagement, social justice and diversity. The survey results confirmed the Cabinet's own suspicion: While a deeply felt and enduring sense of mission and purpose is recognized by the majority of members of the University community, the mission statement itself no longer adequately conveys what people know intuitively and innately.

Projection

With this fact in mind, the Cabinet is deliberating how best to initiate a community-wide discussion about the mission statement, to collect and synthesize input, and to articulate new language. Moreover, this process is being informed by the current NEASC self-study review. An approach should be finalized and announced by December 2012.

Irrespective of any forthcoming expansion to the scope of the mission statement, the University remains overwhelmingly committed to the guiding principles and sense of purpose that underpin the current mission statement. These will be prominently reflected in any new mission statement resulting from the mission review process. The commitment to provide an accessible, high-quality educational experience remains paramount. All the while, the University will: Continue to create new undergraduate and graduate programs to serve the needs of Southeastern Massachusetts and the whole of the Commonwealth; invest heavily in developing faculty and staff, in building the physical plant, in providing state of the art classroom technology, and in creating learning opportunities for students; and abide by its commitments to recruit, retain and position a diverse body of students, faculty and staff for success.

institutional effectiveness

Though very much part of the University's vernacular, "mission" is not a word used lightly at Bridgewater. Quite the contrary, it is widely understood to be the oxygen that supplies the institutional being with life. The University's mission both guides the development of the strategic plan and resides at its core. It is the ultimate litmus test for virtually every major decision made by the institution's leaders. It inspires the University's endurance during austere moments and catapults Bridgewater even further during good times. It provides both an indelible connection to a very proud past and an invaluable ethical compass for the road ahead.

Today's Bridgewater is an institution of tremendous energy and bold initiatives. The University's upward trajectory was perhaps best summarized by President Dana Mohler-Faria in his message prefacing the [Annual Report for 2010-11](#):

*As we pause to celebrate the achievements of our **inaugural year as a state university**, it is also a perfect time to look back over all that has happened since the turn of the millennium. By every measure, these years constitute a **decade of momentum**, and today's Bridgewater is stronger and better positioned than at any point in its history. At the heart of our work is the steadfast commitment to strengthen the quality of the Bridgewater experience and to intensify our students' direct interaction with world-class faculty. At the same time, we are actively transforming the academic and physical environments of the university to maximize the possibilities and opportunities for student success. [Emphasis in original text.]*

The President's words reflect a mission-driven institution that is also highly sensitive and adaptive to an increasingly dynamic world. The coming decade will require the University to grow and to evolve in ways never before considered. As it has been since the time of its founding, Bridgewater will endeavor to rise to the challenge and surpass the growing expectations of its ability to serve the public. In doing so, it will live up to the standard of the University's motto: "Not to be ministered unto, but to minister."

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	U R L	Date Approved by the Governing Board
Institutional Mission Statement	http://www.bridgew.edu/AboutBSU/mission.cfm	April 21, 1998

Mission Statement published

URL.

Print Publication

1 Factbook	http://www.bridgew.edu/depts/IR/factbook.cfm	September, 2012
2 Bridgewater State University Catalog	http://catalog.bridgew.edu/	
3		
4		

Related statements

URL.

Print Publication

1		
2		
3		

Standard 2: Planning and Evaluation

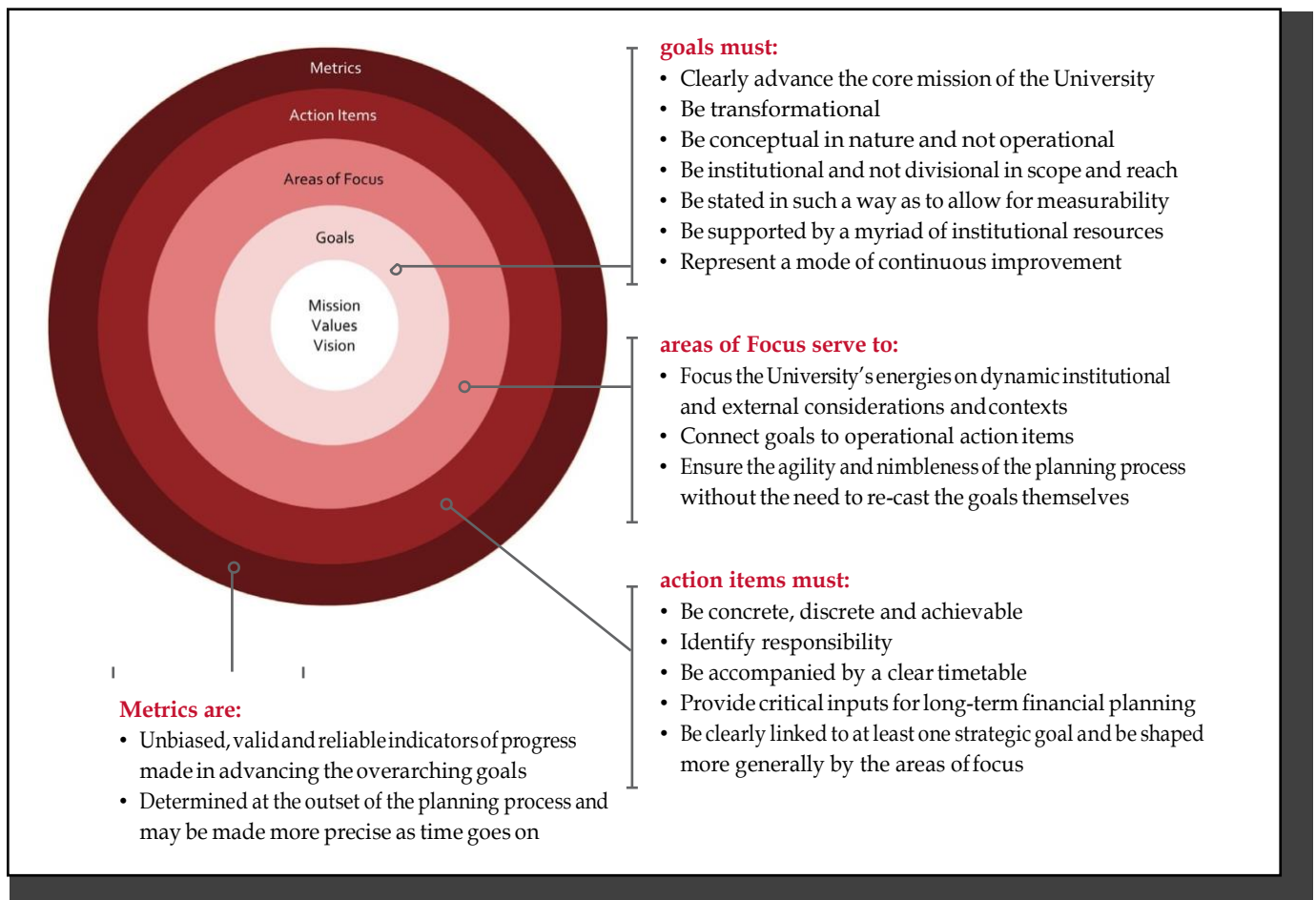
overview

Bridgewater State University has over the past decade made significant strides in building and strengthening a culture of long-term planning and evaluation. Undergirding this shift has been a concerted effort by the University's leadership to align institutional energies and resources through the lens of an ongoing, comprehensive strategic-planning process. Equally important has been a steadily increasing focus on academic program review and the holistic assessment of student-learning outcomes. Planning and assessment is undertaken in a manner that maintains the structure of determined priorities while equally providing latitude for mid-course changes and corrections when dictated and demanded. Despite the economic challenges of the last decade, especially the Great Recession of 2008, Bridgewater has made the wise choices and decisions necessary to avoid falling into the trap of the status quo ante and expecting that institutional morale and reputation can be maintained while treading water. The institution's tremendous advancement along so many fronts, despite the ongoing threats associated with historically significant volatility in the state, national and global economies, is a testament to the effectiveness of smart and measured planning, and the virtue of articulating a long-term vision.

Planning

Description

At the center of this sustained effort is the University's strategic plan, unanimously approved by the Board of Trustees in December 2009 and offering both a clear institutional trajectory and a dynamic, integrated process for decision-making. While previous attempts at institutional strategic planning revolved almost entirely around the regular charting and cataloging of specific action items, the current planning paradigm is far more comprehensive and depicted by the model below.



Concrete, discrete and achievable action items remain a key part of the planning model, and such items serve as the institutional impetus and justification for the advancement of five fundamental, enduring goals:

1. Maximize the intensity, diversity and richness of teaching and learning relationships forged between faculty, students and members of the broader community;
2. Promote a rigorous and dynamic institutional environment focused on developing and enhancing leadership skills;
3. Expand the University's ability to foster the cultural, scientific, economic and intellectual capacity of Southeastern Massachusetts;
4. Increase global and cultural awareness, and encourage a diversity of perspectives on campus and in the region;
5. Serve as an agent of social justice, instilling in all members of the University community a deeper understanding of the impact they each have on the greater good and our world.

Appraisal

Progress made along each of these fronts is measured using a dashboard of relevant indicators corresponding to each goal (with some 75 metrics in all). Strategic advancement is assessed regularly by University leadership and evaluated formally by the Board of Trustees on an annual basis. A robust financial planning and forecasting model, orchestrated by the Division of Administration and Finance, works symbiotically with these processes to ensure the proper and timely investment of resources.

A substantive commitment has been made to make key elements of the plan readily accessible on the University's website. The plan has provided both a focus and a vocabulary that support coordination and alignment of the activities of diverse constituencies on a rapidly growing campus. The strategic plan has in turn guided other sophisticated planning and evaluation endeavors. As one recent example, a new far-reaching Master Plan for the utilization and development of space is directly linked to an ambitious, multi-year schedule for the development of new academic programs and a strategy for faculty hiring. The coupling of these initiatives both reflects and supports the utilization of a cross-institutional approach to the strategic deployment of scarce resources. Moreover, the overarching guidance of the strategic plan has strengthened the interconnectedness and coordination of what had been division-specific initiatives. For example, the evaluation, planning and implementation of the University's evolving technology needs are not the sole province of the Division of Information Technology; rather it is a highly collaborative effort involving every division.

Despite multiple and, by some measures historic, downturns in the economy, Bridgewater State University has grown dramatically and flourished over the past decade. This success can be directly attributed to prudent and progressive planning over the previous 20, led by the previous Administration of President Adrian Tinsley and Vice President and now President Dana Mohler-Faria. President Tinsley's [*A Vision for Bridgewater*](#), published in 2001, synthesized the discussions of dozens of on- and off-campus meetings with hundreds of employees, students, alumni, key stakeholders and other interlocutors, and provided a comprehensive institutional assessment and roadmap.

When Dr. Mohler-Faria succeeded Dr. Tinsley as President in 2002, he engaged in a sustained and systematic effort to build both structural and long-term reserves into the financial infrastructure of the institution. In addition, all operating budgets for administrative departments were cut by 10 percent and resources were redeployed into academic departments. These key decisions proved to be critically important, and the recent decade has been one of considerable growth coupled with an even bolder, forward-thinking approach to complex challenges and emerging needs. For example, at a time when other institutions around the country were shrinking their full-time faculty ranks, Bridgewater expanded

its faculty considerably (from 252 in 2002 to 316 in 2011, 25 percent) and noticeably faster than its student population (from 9,561 in 2002 to 11,294 in 2011, 18 percent). This steadfast commitment to improving the overall quality of the student academic experience meant that between 2000 and 2010, Bridgewater ranked first among the 10 largest public and private institutions of higher education in Massachusetts vis-à-vis the rate of full-time faculty growth. Equally important, the institution did not have to rely upon staff retrenchment or program consolidation to meet its goals. The University experienced no lay-offs or furloughs and, as described below, protected – and often expanded – the budgets of academic departments.

Having had the foresight and planning that enabled the University to be insulated from the harshest effects of the economic downturn allowed the institution to invest considerable time and energy in planning and evaluation. Prior to its formal approval by the Board of Trustees in December 2009, development of the University’s strategic plan was prefaced by campus-wide and department-specific deliberations. Numerous campus summits and focus groups involving senior administrators, department chairs, faculty leaders, students and collective-bargaining-unit stewards were held between 2007 and 2009. During this time frame, the institution also completed a top-to-bottom review of all programs through the annual budgeting process, with each academic and administrative department scrutinizing its own efforts and attempting better to align them with respect to the overall institutional trajectory. This effort, coupled with stakeholder deliberations, provided the requisite substantive ideas and projected the crafting of a new strategic plan. Though this plan was formally articulated by the President’s Cabinet and approved by the Board of Trustees, it ably reflects the values and vision of the campus community as a whole.

Since its inception and at the time of this writing, more than 40 institutional action items have been completed under the rubric of the strategic plan (with another dozen close to the finish line) and all are explicitly linked to one or more of the five overarching goals. A dashboard of 75 metrics (each, in turn, correlating to progress made in advancing one or more strategic goals) became operational early in 2010. Regular monitoring of the dashboard focuses and catalyzes the leadership’s deliberations and, when necessary, triggers course adjustments.

Evaluation

Description

Embedding metrics into the very core of the strategic plan forced the institution to look more holistically and critically at both the types of data it collects and the frequency with which it collects those data. The Office of Institutional Research and Assessment, which has since been divided into two separate offices, led this effort and added several critical data-harvesting vehicles to its already robust array of instruments. These include:

- A Graduating Senior Survey (GSS) to gauge students’ readiness to demonstrate leadership after finishing their respective undergraduate degree programs;
- A Campus Climate Survey (CCS) stratified across student, faculty/librarian and staff populations intended to gauge various key indicators of campus life;
- An Alumni Survey (AS) designed to measure attitudes of alumni across a range of dimensions;
- A Regional Stakeholder Survey (RSS) constructed to assess the perceptions of the institution held by an array of critical interlocutors.

At the same time, a powerful data stream introduced under the auspices of the Nellie Mae Project Compass Grant afforded the institution a variety of new metrics to gauge the retention, performance and success of first-generation and low-income students as well as students of color. When coupled with the University’s existing commitment to participate with regular frequency in the National Survey of

Student Engagement (NSSE), as well as its introduction of the iStrategy/Blackboard Analytics business intelligence platform in 2010, these metrics constitute a considerably more sophisticated and committed approach to data-informed decision-making at the macro level than at any point in the University's history.

Appraisal

The remainder of this section details more division-specific efforts aimed at effective planning and evaluation with respect to four primary areas: Academic program review, evaluation of student life, deployment of technological resources, and capital improvements and space planning.

Academic Program Review

All undergraduate and graduate academic degree programs are required to undergo a periodic program review (typically every five years) using either the institutional program review guidelines, or where they exist, the accreditation standards of the professional association for their discipline. The primary purpose of a program review is to enhance the quality of academic programs by having faculty work together to identify areas for potential improvement, including student learning, curriculum, courses, enrollments, supporting resources and facilities. Part of the review is comparative, taking into consideration national norms and best practices in institutions similar to BSU. Program reviews assist departments that are engaged in long-range planning and generate invaluable input used to inform the decision-making process for new resources.

The program review process includes a major focus on assessment of student learning outcomes at the program level. Departments must begin their self-study (e.g. [dance](#) and [mathematics](#)) by reviewing program-level learning outcomes (or creating new ones if none exist). One of the final steps of the self-study is to create an assessment plan to ensure that all of the program's intended learning outcomes are assessed in a planned way. Self-studies also include review of existing data related to enrollment, class size and faculty; surveying recent graduates, including questions specifically targeted at the program's learning outcomes; assessing the adequacy of library resources; and responding to a set of "Key Questions for Program Review." This self-study is followed by a visit from an external consultant. BSU supports departments engaging in program review through the [Program Review Handbook](#), the [Assessment Guidebook](#), data packs provided by the Office of Institutional Research, and Office of Assessment assistance with surveys or focus groups of alumni and other constituencies, student learning outcomes development and assessment planning. The Division of Academic Affairs pays release time to the faculty member leading the program review, program review survey mailings and for the external consultant's fee.

In addition to these periodic departmental reviews, the core curriculum (the Core) is assessed using a sequence of course-embedded assessments for the various elements of the Core's learning outcomes. The task of assessing the Core is more challenging since it cuts across many disciplines. The skill areas of the Core have been somewhat easier to assess. Bridgewater has made important first steps toward an assessment cycle for the skill areas of the Core. To date, the writing, speaking and logical reasoning skill elements of the Core have been assessed and a pilot test of the assessment of quantitative reasoning skills has been completed. Additionally, the Core Curriculum Steering Committee has completed a comprehensive [program review](#) of the Core. The comprehensive review of the Core has highlighted the fact that the existing general learning outcomes identified for the academic content areas of the Core are too broad to be directly assessable, and faculty committees are currently revising these learning outcomes for submission through the governance process.

The University has made significant progress toward developing a mature cycle of program reviews focused on student learning outcomes. The infrastructure is in place and the institution provides sophisticated resources to support faculty as they engage in the self-study. All departments have been through at least one round of review under the current set of standards, which emphasize assessment of learning outcomes. While all departments are expected to have learning outcomes and an assessment plan, some departments have found this process easier than others. In that sense, the program review process has been successful in moving the institution into a conversation about learning outcomes and assessment. Most departments are well on their way toward ongoing assessment of student learning at the program level or have already arrived at that level.

The results of academic program reviews have been used to support substantial changes in programs. For example, the English Department's most recent program review resulted in a new mission statement and revised curriculum. Following the Mathematics Department's most recent review, that Department has revised its introductory courses and is presently assessing the effectiveness of the changes. Earlier program reviews resulted in six new departments being formed from earlier structures that were aggregates of related fields: Criminal Justice and Sociology were separated; Earth Science and Geography became separate departments; and Theater and Dance split from Communication Studies.

Evaluation of Student Life

Since the last NEASC accreditation, the Division of Student Affairs has made some significant progress in the areas of assessment. The [mission of the Division](#) was changed in 2004 to focus better on student learning. Student Affairs supports the mission of Bridgewater State University by promoting student learning through creating appropriate physical environments; establishing opportunities for meaningful experiences; building communities; helping students solve problems and overcome obstacles; enhancing critical thinking that allows students to make independent decisions and advocate for themselves; and promoting students' sense of belonging to the University.

In spring 2010, a Division-wide Assessment Committee revisited the learning goals and worked to better align them with current research and practice. The Student Learning Goals and Outcomes document completed in Fall 2010 follows best practice as suggested by the American College Personnel Association and National Association of Student Personnel Administrators 2004 publication "Learning Reconsidered." A revised set of goals and outcomes is available on the Division's assessment [website](#). At the same time, the Vice President for Student Affairs asked each department head to undertake an extensive program review of his or her department's program and services. This review included an internal review using CAS (Council for the Advancement of Standards in Higher Education) standards or area-specific professional association standards.

These self-studies concluded with external peer review. In two areas, external reviews were conducted by third-party experts who performed site visits and provided appraisals and recommendations. In most departments, general learning outcomes have been developed that connect what students will learn or be able to do as a result of their affiliation with the office or department. In some departments, more specific learning outcomes have been developed for signature programs. Through this review process, some departments have already made changes to their programs and policies based upon what they learned both during and after the process. For example, [Residence Life and Housing](#) had elaborate documents and processes for recruiting, training and supervising RAs; however, each hall director was handling things on his or her own and sometimes in contradictory ways. They now have a unified application process and training model for RAs. In the [GLBTA Pride Center](#), the coordinator made refinements to the learning outcomes for the Department's student Pride Ambassadors and is now developing more targeted and specific assessment measurements as a result of the review.

For the past six years, Student Affairs departments have made significant progress in developing learning outcomes within their areas. Staff members report having a deeper understanding about their individual department's work and are continuing to develop an understanding of the connections between their own work and that of others within the Division and across the University. All departments develop a slate of annual goals which are used as a basis for Divisional progress.

Deployment of Technological Resources

Historically, the planning and evaluation of information technology was defined by the IT Division, and more specifically by the Chief Information Officer (CIO). Advisory committees met once a year and did not significantly contribute to the IT planning process. This combination resulted in the consideration of only minimal input from key campus stakeholders. Over the past three years, a new Chief Information Officer, working collaboratively with the President and the Cabinet, has strived to make IT planning and evaluation an institution-wide responsibility. The CIO's [advisory committees](#) now meet with predictable frequency and actively contribute to decisions concerning the deployment of technological resources. The Web Advisory Committee, for example, submitted formal recommendations to change the University's web infrastructure as well as the processes for managing BSU's presence in cyberspace. These recommendations were then brought forward by the CIO to the Cabinet, which deliberated their merits and ultimately approved the proposal. This process resulted in the planning for a new campus extranet site, the creation of a digital commons to house the University's scholarship, and the introduction of a long-needed campus community intranet. All three projects are in advanced stages of development at the time of this writing. The intranet and extranet will launch in Fall 2012, and the [Virtual Commons](#) (formerly referred to as the Digital Commons) is now online. As another example, the Education Technology Committee considers technology opportunities in the context of curriculum planning. Recently, the Committee began a pilot process to investigate the feasibility of digital lecture capture utilizing Windows Media Player software. Lastly, the creation of a Banner Executive Steering Committee helped create a greater sense of ownership over the institution's Enterprise Resource Planning (ERP) platform and led to the installation of key enhancements such as position control and document management and imaging.

The University is poised to reap the benefits of the new decision-making process that has been facilitated by the IT Division. Major changes to the institutional landscape of technology include: A new technology governance structure connected to the institutional strategic plan and supported by the advisory committees; the resolve of a strong CIO focused on embracing community input; and an array of new planning tools such as a clearer and more transparent project request process. Realizing the importance of planning to both the campus and the Division, IT is moving forward with the deployment of a new Portfolio Performance Management ([PPM](#)) tool in 2012 that will result in greater overall predictability and performance with respect to technology projects. The CIO is developing a technology plan for the next three years that will be informed by the new space and academic plans, as well as the need to address institutional strategies for social media, mobility, information and efficiency.

Capital Improvements and Space Planning

Since its last NEASC review, Bridgewater State University has completed more than \$300 million of new capital construction and renovations. Eight new buildings have been added to the campus inventory, the most significant being the \$100-million Science and Mathematics Center, the largest construction project ever undertaken by a state university in Massachusetts. Despite this considerable expansion of the physical plant, members of the rapidly growing University community continue to feel the pinch of what is often described as a "space crunch." The expanding campus workforce and increasingly complex programming without concomitant expansion of the physical plant has led to an uneven distribution of

space. In some cases, related programs or activities are not located near enough to each other to maximize the synergy that co-location would encourage. In one extreme example, the football field and practice facilities adjacent to the Tinsley Center are across campus from the locker rooms in Kelly Gymnasium. Players are bused from one facility to the other for games and walk across campus for practices, wasting valuable practice time scarce resources.

Two campus master plans, both funded and directed by the Commonwealth's Division of Capital Asset Management (DCAM), have been completed during the study period. The first, [conducted in 2005](#), was insufficient both in terms of the depth of its review and the strength of its analysis. Though formally sanctioned by the University leadership as a matter of course, its "cookie cutter" approach lent little in the way of genuine planning utility and was largely abandoned. The second, [undertaken in Fall 2011](#) and facilitated by Sasaki Associates, involved extensive outreach to the campus community, is integrated directly into the University's strategic plan as an array of action items, and has been operationalized into a clear, semester-by-semester transformation plan of key changes to the campus landscape through 2015. The \$100-million plan potentially adds more than 20 general-purpose classrooms, 80 faculty offices, 500 residence hall beds, and in excess of 260 parking spaces to the University footprint. Moreover, the Plan is directly linked to the Provost's faculty development and hiring plans. In support of the transformation plan, key variables of a multifaceted funding strategy have been incorporated into the University's comprehensive financial model.

Projection

A deep institutional commitment to systematic, long-range planning and evaluation has clearly taken root in the leadership, administration and culture of the University. Though admittedly not yet fully mature, the campus community's emerging cognizance of the need to think more strategically, utilize objective data to inform decision-making, engage in more systematic forms of assessment, and conceptualize potential action steps through a wider institutional lens is no longer in its infancy. Though officially just three years old, the contemporary strategic planning model has either been applied, or is in the process of being applied, to a number of more specialized operations within the University including: [Center for International Engagement](#); the [Friends and Mentors \(FAM\)](#) program; the [Bridgewater State University Foundation](#); and the [Bridgewater Alumni Association](#). Citation of the strategic plan (or at the very minimum, the five overarching goals) is occurring with growing frequency in broader departmental planning efforts as well as the University's annual budgeting process. Lastly, and for the first time in the University's history, strategic planning is now codified as a legitimate Cabinet-level function. Given a number of administrative transitions in Summer 2011, the President modified the position of Vice President of Institutional Advancement to become that of Vice President for University Advancement and Strategic Planning.

Other changes within the senior administrative ranks also reflect the University's growing commitments to planning and evaluation. In 2009, the Division of Academic Affairs created the new position of Associate Provost for Academic Planning and Administration. This position reviews and prepares academic budget recommendations; develops recommendations for optimal use of academic space; leads and coordinates the University's accreditation and assessment efforts; coordinates departmental and other program reviews and program accreditation efforts; and provides strategic planning support for the Division. Consistent with this critical personnel addition, the former Office of Institutional Research and Assessment (under the supervision of the aforementioned Associate Provost) has been divided into two separate offices each with a newly hired director from outside the institution. This change helps not only to further institutionalize the University's attention to planning but also applies much-needed resources to two related, yet increasingly specialized, functions that bolster such efforts considerably. Among other projects, these resources will benefit plans to conduct a campus-wide discussion of the Core including concerns over the University's dependence on visiting lecturers to teach the first-year seminar.

Finally, a more systematic consideration of the University's human capital is beginning to come into clearer focus. The Office of Human Resources (HR) has recently engaged in a comprehensive HR-mapping project and will be hiring a consultant to help in considering holistically the deployment of managerial, professional and support staff across the University landscape. The decision to add the iStrategy/Blackboard Analytics Human Resources Module in Spring 2012 will ultimately add considerable new channels of business intelligence to the HR decision-making process. At the same time, the Cabinet has developed and funded a pan-institutional professional development program to better match University needs with individual opportunities for growth and enrichment.

Institutional effectiveness

Like the many other arenas in which Bridgewater State University has experienced great transformation over the years, sustaining and strengthening the growing commitment to planning and assessment is constrained by two proverbial factors: Time and resources. Good planning is typically inclusive, deliberative, forward-thinking and reflective. All of these characteristics require large quantities of time, often in short supply at a large and increasingly complex institution. While the University has unquestionably added to the resources it provides for purposes of planning and evaluation, demand on these resources grows proportionally with the size, reach and scope of the University.

Each year as a part of the budget-planning process, the Cabinet considers resource needs in the context of the University's strategic plan and the areas of focus for the upcoming fiscal year. This focus on strategic goals has led to a more systematic and planned deployment of resources to advance the strategic initiatives of the University. Ongoing evaluation and assessment activities are in place to support the Cabinet's decision-making efforts with the use of institutional data and the results of program review. The planning process is clearly data-informed and the President and Cabinet are committed to use available resources effectively to meet BSU's growth and development trajectory.

Standard 2: Planning and Evaluation

PLANS

	Year of Completion	Effective Dates	URL or Folder Number
Strategic Plans			
Immediately prior Strategic Plan			
Current Strategic Plan	2009	01/10-present	http://www.bridgew.edu/strategicplan/
Next Strategic Plan			
Other institution-wide plans			
Master plan	Jun-12		http://www.bridgew.edu/NEASC/Docs/Bridgewater%20State%20University%20Master%20Plan%20Update%202012.pdf
Plans for major units (e.g., departments, library)			
1 Student Affairs			http://www.bridgew.edu/StudentAffairs/Assessment/

EVALUATION

	URL or Folder Number
Academic program review	
Program review system (colleges and departments). System last updated:	2011
Program review schedule (e.g., every 5 years)	http://www.bridgew.edu/depts/acaffairs/program_review_handbook.cfm

Sample program review reports (name of unit or program)

1. Dance
2. Mathematics

System to review other functions and units

Program review schedule (every X years or URL of schedule)

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Sample program review reports (name of unit or program)

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Other significant evaluation reports (Name and URL or Location)

1. Graduating Senior Survey http://www.bridgew.edu/depts/IR/Institutional_assesment_reports.cfm
2. Campus Climate Survey http://www.bridgew.edu/depts/IR/Institutional_assesment_reports.cfm
3. NSSE http://www.bridgew.edu/depts/IR/Institutional_assesment_reports.cfm
4. CIRP http://www.bridgew.edu/depts/IR/Institutional_assesment_reports.cfm
5. Alumni Survey http://www.bridgew.edu/depts/IR/Institutional_assesment_reports.cfm
6. Career Services Survey http://www.bridgew.edu/CareerServices/parentspage.cfm#Career_Services_Survey

http://www.bridgew.edu/NEASC/Docs/2011_BSU_Dance_External_Review.pdf
http://www.bridgew.edu/NEASC/Docs/BSU_Math_External_Review.pdf

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Date
2010, 2011
2010
2008
1995-2010
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2010

Standard 3: Organization and Governance

Overview

Bridgewater State University has all of the requisite organizational structures for an institution of its size, scope and mission class. At its apex, a dedicated and fully engaged Board of Trustees is broadly representative of the constituencies BSU serves. The Board ensures the University is fulfilling its public mission and retains all authorities not otherwise delegated to the President. As the chief executive, the President leads and manages all facets of the day-to-day operation of the University and is directly supported by a Cabinet of Vice Presidents with divisional responsibility and other senior staff comprising the Office of the President. Decision-making throughout the University is as open and transparent as possible and in accordance with all state and federal laws governing the public's ability to access information. Finally, at BSU all constituencies have various forms of representation, and their interests and needs are thereby able to be considered in policy-making decisions and planning.

State and university governance and administrative structures

Description

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

Each campus within the Massachusetts State University System has its own local Board of Trustees. The [bylaws](#) of the Board of Trustees of Bridgewater State University describe the authority, responsibilities, and relationships among the governing board and the constituencies of this institution. The 11-member Board is comprised of nine gubernatorial appointees who serve a five-year term and may be considered for a second five-year term; one alumna/nus elected by the Bridgewater Alumni Association who serves a five-year term and may be considered for a second five-year term; and one full-time undergraduate student elected annually by the undergraduate student body. Membership carries with it fiduciary responsibility and a commitment to be informed concerning the University's mission and purpose. The [trustees](#) represent corporate, civic, student, health services, financial, public education, research and philanthropic sectors of the community.

The President is the chief executive officer of the University and is responsible to the Board of Trustees for all aspects of the institutional enterprise. Personnel actions, the University budget, academic policies, curriculum matters, and administrative policies and practices are ultimately determined by the President with Board approval if required. The President guides the University's planning processes, sets annual goals and reports on the accomplishment of these goals to the Board of Trustees.

The President is advised by the President's Cabinet comprised of the following nine members: Executive Vice President and Vice President for External Affairs; Provost and Vice President for Academic Affairs; Vice President for Administration and Finance; Vice President for Student Affairs; Vice President for University Advancement and Strategic Planning; Chief Information Officer; Associate Vice President for Human Resources; Chief of Staff; and the Executive Dean for University Initiatives. This group generally meets weekly with the President. The President's Division includes the Cabinet members, the Office of the President, the Office of Human Resources, the Office of Institutional Diversity, the Office of Affirmative Action and Minority Affairs, the Institute for Social Justice, and the Community Service Center.

The officers of the University include: the President; Executive Vice President and Vice President for External Affairs; Provost and Vice President for Academic Affairs; Vice President for Administration and Finance; Vice President for Student Affairs; Vice President for University Advancement and Strategic Planning; Chief Information Officer; the four academic deans and the Dean of the College of Graduate Studies. All of these positions and reporting relationships are presented in the annual [Factbook](#).

The Division of Academic Affairs oversees all undergraduate and graduate programs as well as academic support services. The Division includes the University's four undergraduate colleges, College of Graduate Studies, library, Academic Achievement Center, Office of Institutional Research, Office of Assessment, Registrar's Office, Office of Grants and Sponsored Projects, Financial Aid Office, Admissions Office, Office of Teaching and Learning, and Office of Undergraduate Research. The Provost and Vice President for Academic Affairs serves as chief academic officer, exercising leadership through an organization of five college deans, Director of Library Services, Associate Provost for Faculty Affairs, Associate Provost for Academic Planning and Administration, and Associate Vice President for Enrollment Services. The various organizational charts in the annual [Factbook](#) detail the operational structure of the University and reflect the administrative restructuring that took place since the 2002 comprehensive NEASC evaluation and self-study.

The Executive Vice President and Vice President for External Affairs heads the Division of External Affairs and is responsible for the Office of Continuing and Distance Education, the Center for International Engagement, the Office of University and Community Partnerships, the Office of Regional Outreach, Campus Police, and Office of Conference and Events Services. In addition to these responsibilities, and as delegated by the President, the Executive Vice President has far-reaching, cross-divisional authority for directing a wide variety of institutional initiatives.

The Division of Administration and Finance, overseen by the Vice President for Administration and Finance, is responsible for all business, financial and administrative services for the University, including: Budgeting and financial management; facilities management and planning; environmental health and safety issues; administrative support services; and institutional travel.

The Vice President for Student Affairs leads the Division of Student Affairs which is responsible for the care of students from enrollment to graduation and for student learning outside the classroom. Its services include residence life and housing; new student orientation; health and counseling services, athletics and recreation; multicultural programs and student support; operation of the campus center; student activities and leadership programs; services for commuter students; support for gay, lesbian, bisexual, and transgender students; and career services.

The Vice President for University Advancement and Strategic Planning heads the Division of University Advancement and is responsible for alumni relations, development, and institutional communications. In addition to providing leadership for the division, the Vice President for University Advancement and Strategic Planning also serves as Executive Director of the Bridgewater State University Foundation, a separately incorporated 501(c)(3) entity with its own Board of Trustees. Moreover, the Vice President leads the Cabinet in strategic planning.

The Chief Information Officer heads the Division of Information Technology. This division has responsibility for the planning, delivery, and operation of all computing, media support, web services, telecommunications and data administration resources.

Appraisal

Though it collaborates with the Massachusetts Department of Higher Education and is fully compliant with DHE guidelines and mandates, Bridgewater State University is fortunate to have a strong [Board of Trustees](#) that enjoys a relatively high degree of local autonomy. Although the Governor appoints trustees, the University is invited to nominate candidates to the Public Education Nominating Committee (PENC) for appointment and/or reappointment. Over the last decade, the University was proactive and successful in having its input and potential nominees seriously considered as part of this statewide process. The result is a BSU Board of Trustees comprised of corporate and civic leaders with experience in the fields of business, educational leadership, technology, fundraising and government relations. The Board's committee structure and operational procedures have allowed it to function very effectively and harmoniously. It is a Board that understands public higher education, is fully invested in the University, and works in terrific partnership with the Administration. Moreover, the University has benefitted immeasurably from having had a full complement of Trustees for nearly the entirety of the self-study period.

The Massachusetts higher education statute (Massachusetts General Laws, [Chapter 15A, Section 22](#)) delineates the authority of the Board of Trustees. These responsibilities include: Making certain the University is fulfilling its mission; approving and monitoring the University's budget; setting the schedule of student fees and meal plan rates; awarding degrees; appointing, evaluating, supervising and, if necessary, removing the President; and ensuring the University has the appropriate policies and procedures to meet all necessary fiduciary standards as a public agency. The Board of Trustees delegates to the President the authority to manage the institution and submits an annual presidential performance review to the Commissioner of the Massachusetts Department of Higher Education. The Board has an impeccable track record in performing these statutory duties and has more recently worked closely with the Administration to shape and refine the University's strategic plan. At the same time, various members of the Board have been successful in leading a host of other endeavors beneficial to the University. These include: Service as Chair of the President's Advisory Council on Science and Mathematics; service as Vice-Chair of the Massachusetts Board of Higher Education; and concurrent service on the University's other volunteer leadership boards.

New trustees meet with the President and Board Chair for an orientation to the University and its mission as well as to the functions and workings of the Board and Administration. Minutes of the Board's meetings reflect an active and engaged body of citizens, committed to the mission of Bridgewater State University. All Board meetings are in compliance with Massachusetts Public Meeting Law and held in accordance with the standards of Robert's Rules of Order. Since all members of the Board of Trustees have considerable fiduciary and policy-making authority, each is required to be familiar and to comply with the laws and regulations set forth by [the Massachusetts Ethics Commission](#). Members of the Board of Trustees receive comprehensive instruction through an online training application and are required to pass an examination.

The Board of Trustees has a number of standing committees, all of which are active and meet throughout the year. These include: Executive Committee; Nominating Committee; Budget, Finance and Facilities Committee; Academic and Student Affairs Committee; Institutional Advancement Committee; External Affairs Committee; Audit Committee; Presidential Review and Compensation Committee; and Honorary Degree Advisory Committee. This structure works well to support the mission of the institution, and the bylaws of the Board of Trustees provide details about the composition and responsibilities of each committee. From time to time and as unique needs have arisen, ad hoc committees have been convened to marshal the energies and interests of the members. Recent ad hoc committees include: the Special Committee on University Status; the Ad Hoc Committee on Trustees Bylaws; and the Board Development Committee.

The University's Board of Trustees holds five meetings of the full membership each year, and officers are elected annually by the members at their Annual Meeting. In recent years, the Board of Trustees has also held at least one planning retreat per year in collaboration with the President's Cabinet. Again, the Board's engagement with the campus is appropriate for its role and its ongoing dedication to the cause of advancing the University's mission is outstanding.

At the time of this writing, the Board of Trustees was beginning the process of evaluating and refining its bylaws. Originally approved on April 19, 1990 and last modified on February 16, 2005, the bylaws should be reviewed for, at minimum: References to "college" and appropriate substitutions of the "university" moniker; clarifying the specific duties of each committee in parallel with the operations of a growing institution; and establishment of an ethics clause that specifically references statutory conflict of interest language.

Projections

Though Bridgewater State University currently possesses an effective and high-functioning structure within the Administration and Board of Trustees, the institution is continuously monitoring and assessing organizational productivity. As it has done several times over the span of the self-study period, the University will thoroughly plan for, and devote the necessary resources to, new or modified structures that help to advance its mission. Additionally, and in the case immediately with the bylaws of the Board of Trustees, BSU will strive to codify roles and responsibilities as the organization continues to expand and mature.

academic Structure

Description

As noted earlier, BSU has established four academic colleges and the College of Graduate Studies, each of which is headed by a dean. [The College of Humanities and Social Sciences](#) includes the School of Social Work and the Departments of Anthropology; Art; Communication Studies; Criminal Justice; Economics; English; Foreign Languages; History; Mathematics; Music; Philosophy; Political Science; Psychology; Sociology; and Theater and Dance. [The Bartlett College of Science and Mathematics](#) includes the Departments of Biological Sciences; Chemical Sciences; Computer Science; Geography; Geological Sciences; and Physics. [The College of Education and Allied Studies](#) includes the Departments of Counselor Education; Elementary and Early Childhood Education; Movement Arts, Health Promotion, and Leisure Studies; Secondary Education and Professional Programs; and Special Education and Communication Disorders. The [Louis M. Ricciardi College of Business](#) includes the Departments of Accounting and Finance; Aviation Science; and Management. The Dean of the [College of Graduate Studies](#) oversees graduate degree programs and course offerings across the four academic colleges.

Department chairs are recommended by majority vote of the full-time faculty in their departments, and appointed by the President to serve three-year terms ([Article VI, Section B \[2\]](#)). A department chair may serve up to three consecutive three-year terms. Department chairs evaluate faculty in their departments for reappointment, tenure, promotion and post-tenure review; administer budgets; establish course schedules; and provide leadership for program development, program review and accreditation initiatives.

Appraisal

The Provost meets weekly with the deans and senior academic support staff members, who serve as an academic leadership team known as the Provost's Council. On a monthly basis, the Provost meets with an extended academic leadership council, the Academic Council, comprised of members of the Provost's Council, associate deans, assistant deans, and directors of academic administrative departments. The Provost also holds two workshops each term with the department chairs. This structure ensures coordinated decision-making within the Division of Academic Affairs. All indications suggest that this structure enhances communication and decision-making.

Projection

Academic programs will continue to complete program reviews every five years. The Provost will determine, based on program review recommendations and other data-based decision making resources, whether additional changes to the academic structure are needed to advance the University's mission and achieve its strategic goals.

collective Bargaining and governance

Description

Approximately 95 percent of Bridgewater's full-time employees and adjunct faculty are members of collective bargaining units. Non-confidential administrators are represented by the Association of Professional Administrators ([APA](#)). Non-confidential classified staff, maintainers and campus police are represented by the Association of Federal, State, County and Municipal Employees ([AFSCME](#)). Faculty and librarians are represented by the Massachusetts State College Association ([MSCA/MTA/NEA](#)). The collective bargaining agreements for faculty, librarians and adjunct faculty cover terms of employment and compensation for teaching in the day program (commonly referred to as the collective bargaining agreement or the "CBA" [MSCA-CBA]), the graduate program and in continuing education (commonly referred to as the "DGCE" contract). The Provost and Vice President for Academic Affairs is the chief administrator for both the full-time and adjunct faculty and librarian agreements. The Associate Vice President for Human Resources serves as the primary administrator for the non-teaching agreements.

All contract negotiations are conducted on a statewide basis. The agreements negotiated in this manner establish the terms and conditions of employment for unit members at Bridgewater State University as well as throughout the nine-campus system. At the present time, all units have signed agreements in effect. Copies of all current agreements are available in the Document Room.

The rights and responsibilities for decisions concerning academic programs and policies are described in Article VII of the collective bargaining agreement between the MSCA and Board of Higher Education. The All College Committee ([ACC](#)) is the primary avenue for coordinating and implementing shared governance at Bridgewater State University. The ACC is composed of five faculty members or librarians appointed by the MSCA union leadership; three administrators appointed by the President; and three students elected by the Student Government Association. The ACC makes recommendations to the President on curriculum, academic policy and student affairs.

Typically, the ACC receives proposals from members of the campus community and refers them to the appropriate committee(s) for review. Three standing contractual committees report to the ACC ensure campus-wide participation: Undergraduate Curriculum Committee; Academic Policies Committee; and Student Affairs Committee. In addition, there is one ad hoc committee created by the ACC in 2004: The [Core Curriculum Steering Committee](#).

The responsibilities of the Undergraduate Curriculum Committee include recommendations concerning additions, changes or deletions to the University's inventory of courses; requirements for majors and general education programs; and proposals for new academic programs. From a time standpoint, this Committee shoulders a somewhat greater burden than the other committees. The Academic Policies Committee makes recommendations regarding the academic calendar, academic standards, standards for admission and retention, and library services. Matters considered by the Student Affairs Committee include needs of the student population, student activities, and student participation in the cultural and social activities of the university. The composition and responsibilities for each of the contractual committees are detailed in the MSCA Agreement.

After its review, the respective committee(s) returns the proposal to ACC with a recommendation. The ACC then adds its recommendation and refers the proposal to the Provost (for academic proposals) and President for action. Recommendations approved by the President are then disseminated to members of the campus community. Committee meetings are open and any interested individual is able to participate in the discussion on a non-voting basis. Agendas and minutes of meetings are posted to the governance website as are all contract committee members.

A separate agreement between the MSCA and the Board of Higher Education establishes a [Graduate Education Council](#). It is composed of five members of the graduate faculty, three administrators and one graduate student. The Council receives and considers proposals for graduate courses, programs and policies and makes recommendations to the President.

Appraisal

BSU's undergraduate governance website is comprehensive and includes posted meeting agendas, minutes, a list of all committee members and a proposal tracking system. Any interested member of the campus community can easily stay informed of governance happenings. The contract committees function effectively.

The University's governance processes, mandated by the BHE/MSCA Agreement, guarantee substantial faculty involvement in academic decision making. Despite protracted contract negotiations during the past decade, there was little or no loss of faculty voice in the decision-making process. The current agreement has a provision that stipulates that the governance process will continue during academic years, or parts of years, that fall within a period following the expiration of one agreement and preceding the execution and funding of a new or extended agreement.

The core curriculum Steering Committee, an ad hoc committee outside the contractual mandate of the current contract, is an asset to the University. It is managed by a 12-member steering group whose function is to guide the continuing evolution of the core curriculum by gathering information from student and faculty groups, and using this information to make specific proposals for modifying the core curriculum. It has made several sound recommendations that were approved by the University's governance system.

A list of current Graduate Education Council ([GEC](#)) committee members, various forms and agenda items are available to the campus community via the governance website. However, the website needs to add meeting minutes. Moreover, while some graduate students participate in formal student organizations within their programs, the University-wide graduate student organization - the Graduate Professional Student Association ([GPSA](#)) - was not directly engaged in the GEC until the 2011-12 Academic Year. Now, however, the GPSA President serves as the student representative on the GEC and has been encouraged to bring forward issues of concern from the graduate student population. This change should help address the perception of some that graduate students are underrepresented in decision making.

Outside the formal agreements noted above, faculty, staff and students participate in numerous University-wide committees which deal with many administrative aspects of campus life. Faculty members have a substantive voice in program and curricular development through participation in departmental committees (See [Article VII](#) Section H of the MSCA-CBA). They also play a key role in hiring new faculty and staff through departmental and campus-wide search committees.

Projection

The Graduate Education Council governance website will be updated to include the minutes of meetings and the College of Graduate Studies will explore the development of a more active graduate student organization for the University.

Student government

Description

The Student Government Association ([SGA](#)) provides a means whereby students can have an impact on University programs and policies. It also oversees financial allocations to support eligible student activities and events. The student support fee is mandatory, and each student has a right to offer his or her input to the governing body and make an impact on the BSU community.

The governing membership of SGA is elected by the student body. The SGA has two distinctive groups of student leaders – Executive Board and Senate – that work together for the well-being of the BSU student community. The Senate makes all of the decisions for the SGA, and serves as a liaison between the SGA and all of the clubs and organizations it supports. The Executive Board serves as a liaison between the Senate and the Administration.

Appraisal

The different positions within the Senate (SGA) are distributed in a way that accurately represents the student body in all decision making. The [SGA Constitution](#) and the [Bylaws](#) clearly specify the elected officers of SGA, the organizational structure and composition of its boards and committees, and the policies and procedures under which it operates.

There is ample opportunity for students to play a significant role in policy development and decision making through appointment to contract and University committees. And, of particular note, one student is elected to serve on the Board of Trustees. However, student attendance – and hence, participation – on governance and departmental committees has been less than exemplary. The SGA, as well as the faculty and Administration, should take additional steps to secure more meaningful student input into University and governance decision-making.

Projection

The University will continue to work with the SGA to increase student representatives' commitment to meaningful input and ongoing participation in the decision-making processes of the University. The President will recommend to the SGA leadership that a committee or task force be appointed from its membership to develop policies that will help promote and improve participation in the decision-making processes.

institutional effectiveness

Over the past 10 years, Bridgewater State University has grown physically, academically, programmatically and organizationally. Great progress has been made toward maintaining the organizational and governance structure on this campus during this period of expansion. The current organizational format presents no barriers to prevent the University from advancing its mission or reaching its strategic goals. Much attention has been given to the coordinating, planning and decision-making tasks over this past decade. The organization and governance structure that has evolved from this effort constitutes a comprehensive association of the constituencies of the University that has enhanced academic quality and ensures the University's future success. In addition, the structure is flexible enough

to allow for change as the University's mission evolves and its strategic plan is implemented. The established culture of leadership throughout the institution – the Board of Trustees, President, senior administrators, key faculty leaders, and representatives of the three collective bargaining units – sets the framework for maintaining and improving the governance structures of the institution and for a continuing commitment to do so in a manner that is open and responsive to the needs of the University.

Standard 3: Organization and Governance

Please attach to this form:

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

<http://www.bridgew.edu/depts/IR/Factbook/Administration.pdf>

<http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter15A/Section5>

If there is a "related 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 related entity

N/A

URL of documentation of relationship

N/A

Governing Board

URL

By-laws

Board members' names and affiliations

There is no URL

<http://www.bridgew.edu/trustees/>

Board committees

URL or document name for meeting minutes

Standing Committees

There is no URL

a. Executive

http://www.bridgew.edu/NEASC/Docs/Exec_Minutes_6.7.11.docx

b. Nominating

<http://www.bridgew.edu/NEASC/Docs/6.2011 Nominating Committee Minutes.docx>

Additional Committees

a. Budget

http://www.bridgew.edu/NEASC/Docs/BFF_Minutes_2.15.11.docx

b. Finance

http://www.bridgew.edu/NEASC/Docs/BFF_Minutes_2.15.11.docx

c. Facility

http://www.bridgew.edu/NEASC/Docs/BFF_Minutes_2.15.11.docx

d. Academic and Student affairs

http://www.bridgew.edu/NEASC/Docs/Academic_and_Student_Affairs_Minutes_2.3.11.docx

- e. Honorary Degree Advisory
- f. Institutional Advancement
- g. Informational Technology
- h. Presidential review and Compensation
- i. Audit
- j. External Affairs

http://www.bridgew.edu/NEASC/Docs/HDAC_Minutes_4_26_11.docx
http://www.bridgew.edu/NEASC/Docs/IA_Minutes_9.27.11.docx
http://it.bridgew.edu/CIO/StrategicPlanning.cfm
http://www.bridgew.edu/NEASC/Docs/DMF_review_December_2_2011.docx
http://www.bridgew.edu/NEASC/Docs/Audit_Committee_Minutes_11.30.11.docx
http://www.bridgew.edu/NEASC/Docs/External_Affairs_Minutes_3_15_11--final.docx

Major institutional committees or governance groups*

a. All College Committee
b. Undergraduate Curriculum Committee
c. Academic Policies Committee
d. Student Affairs Committee
e. Core Curriculum Committee
f. Graduate Education Council
g. Student Government Association

URL or document name for meeting minutes

http://www.bridgew.edu/ACC/acc_agenda.cfm
http://bridgew.edu/ACC/ucc_agenda.cfm
http://www.bridgew.edu/ACC/apc_agenda.cfm
http://www.bridgew.edu/ACC/SAC%20agenda.cfm
http://www.bridgew.edu/ACC/acc_agenda.cfm
http://www.bridgew.edu/GEC/
http://www.bridgew.edu/NEASC/Docs/MN013112.doc

*Include faculty, staff, and student groups.

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

Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	Enrollment*
u Main campus				
u Other principal campuses	Bridgewater	MA	1/1/1840	13,272
u Branch campuses	N/A			
u Other instructional locations	N/A			
u	Quito	Ecuador	9/1/2007	14
u	Attleboro	MA	9/1/2007	9
u	Hingham	MA	9/1/2007	0
u	Marshfield	MA	9/1/2008	29
u	Norton	MA	9/1/2006	30
u	Randolph	MA	1/19/2011	36
u	Stoughton	MA	9/1/2003	55
u	Walpole	MA	9/1/2006	0

Distance Learning, e-learning	Date Initiated	Enrollment*
First on-line course	1/1/99	65
First program 50% or more on-line	N/A	
First program 100% on-line	N/A	

u Distance Learning, other Modality	Date Initiated	Enrollment*
N/A		

u Correspondence Education	Date Initiated	Enrollment*
N/A		

Definitions

Main campus: primary campus, including the principal office of the chief executive officer.

Other principal campus: a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

Branch campus (federal definition): a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

Instructional location: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

Distance Learning, other: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

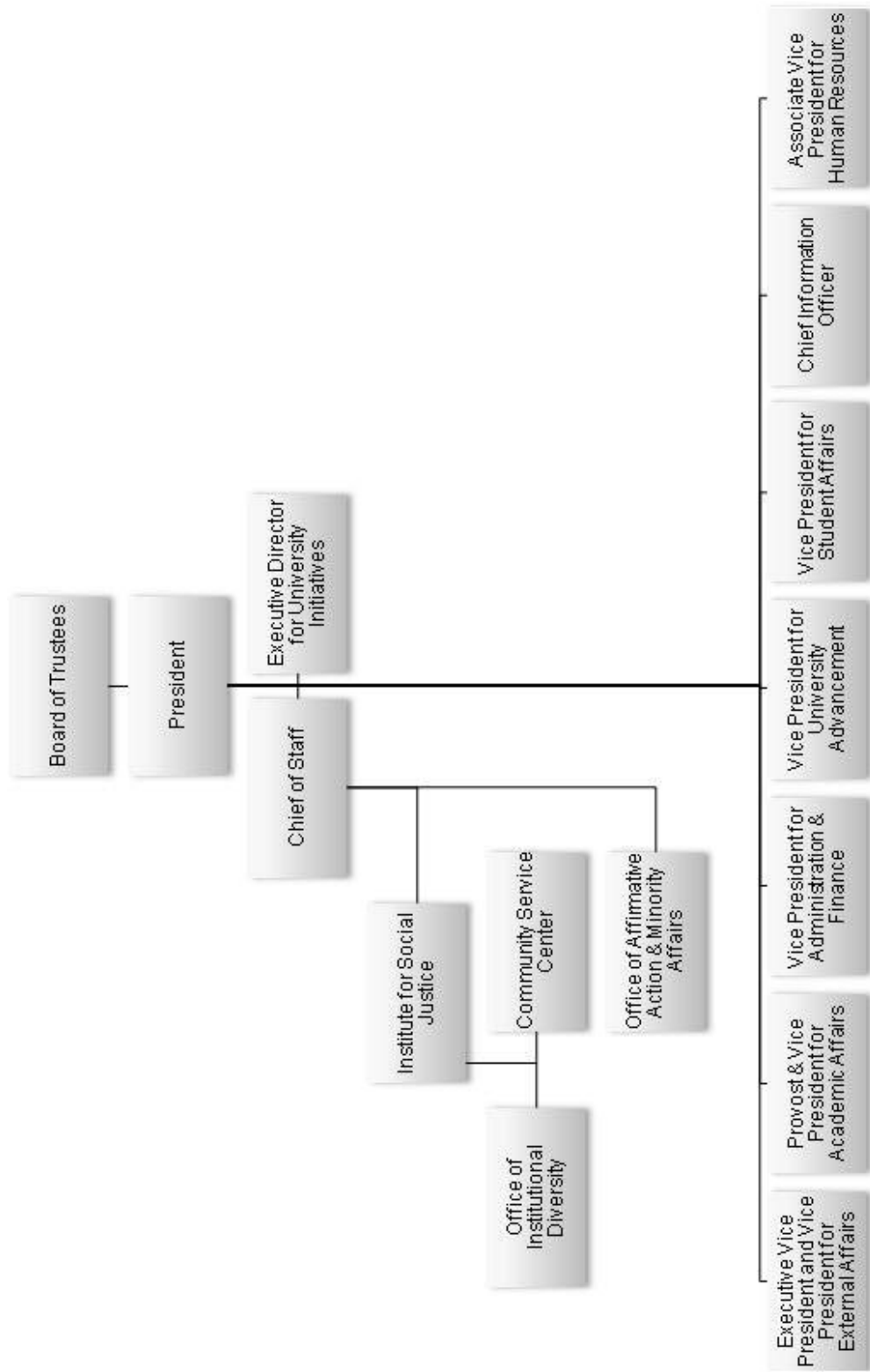
Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

* Report here the annual unduplicated headcount for the most recently completed year.

Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

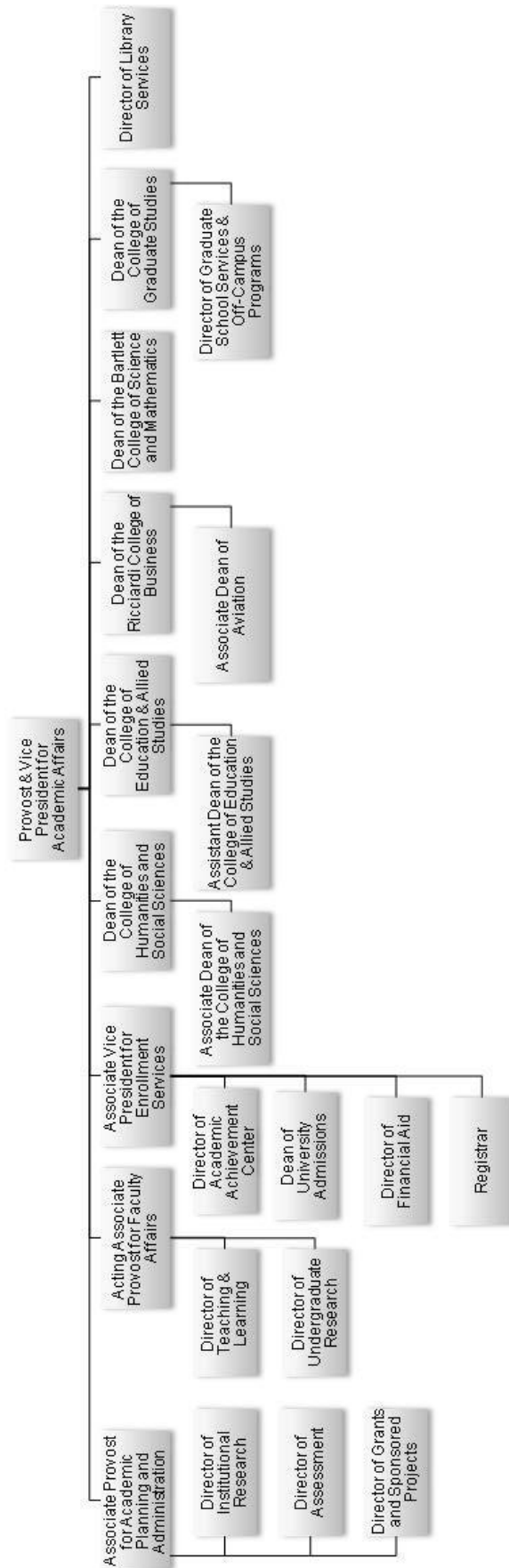
* Report here the annual unduplicated headcount for the most recently completed year.

President's division



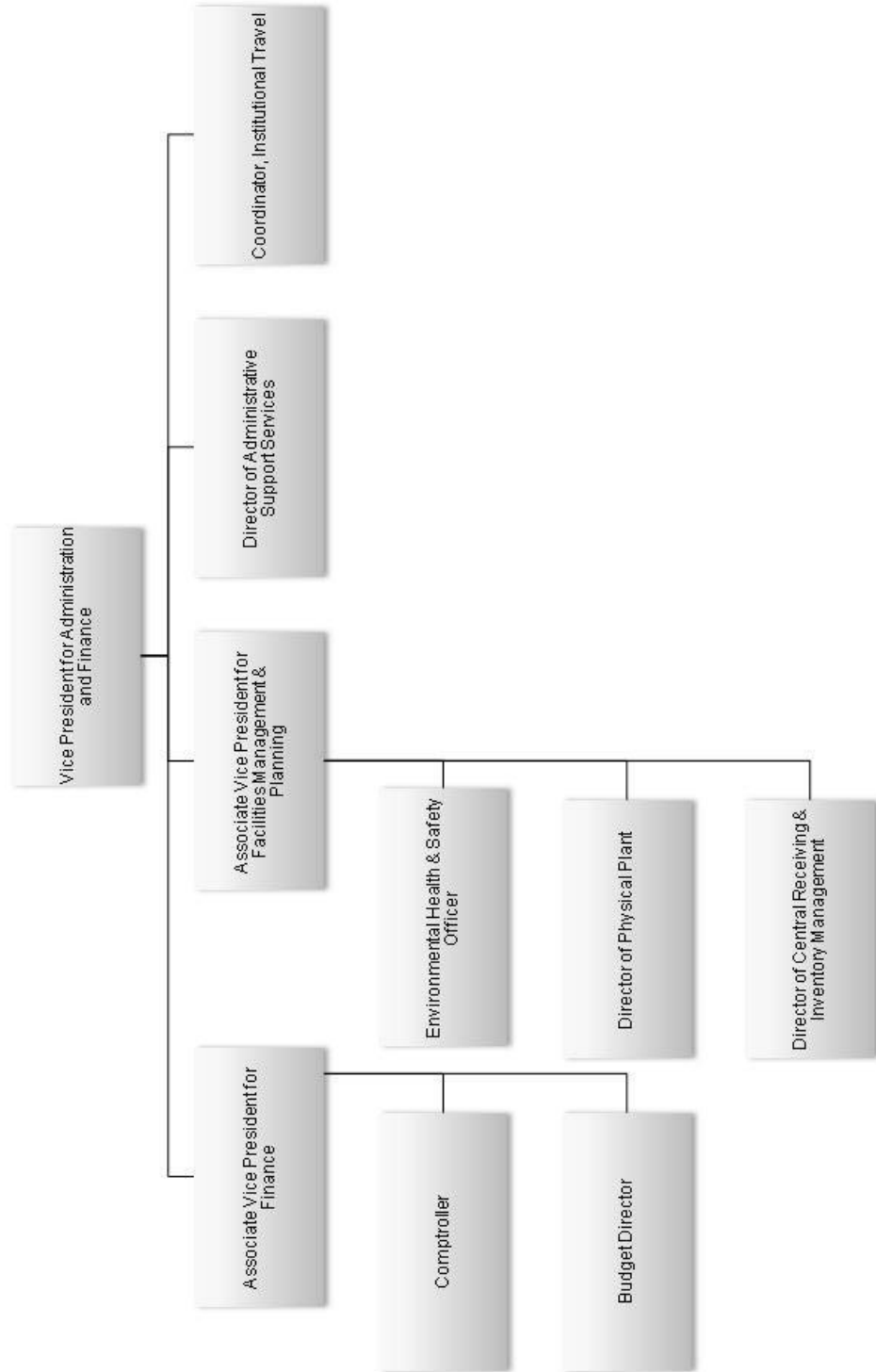
Academic Affairs division

August 2012



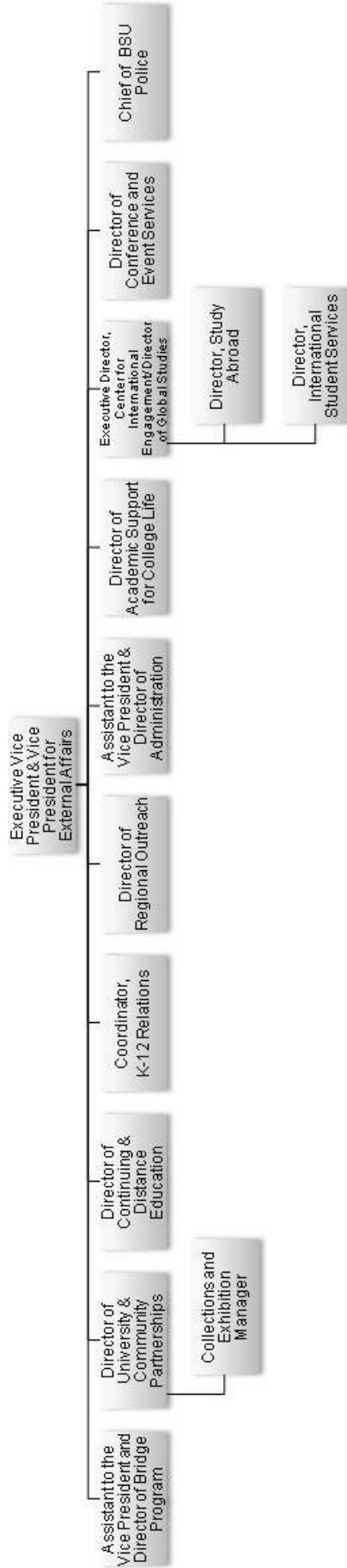
Administration And Finance Division

August 2012



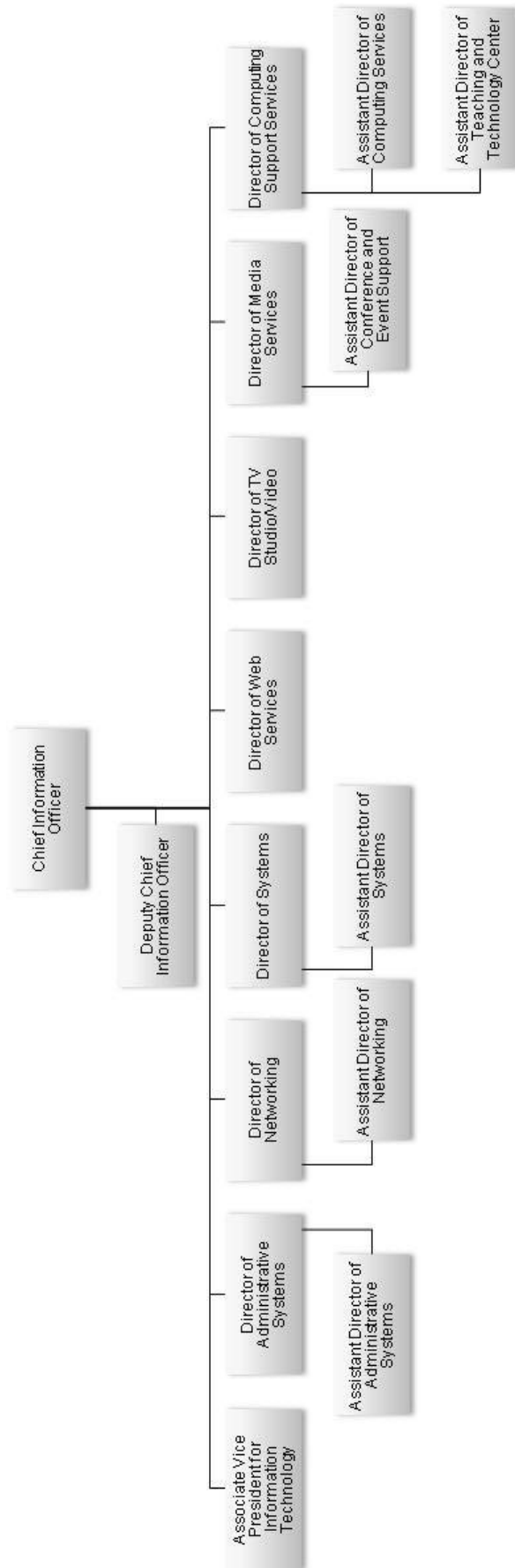
External Affairs Division

August 2012



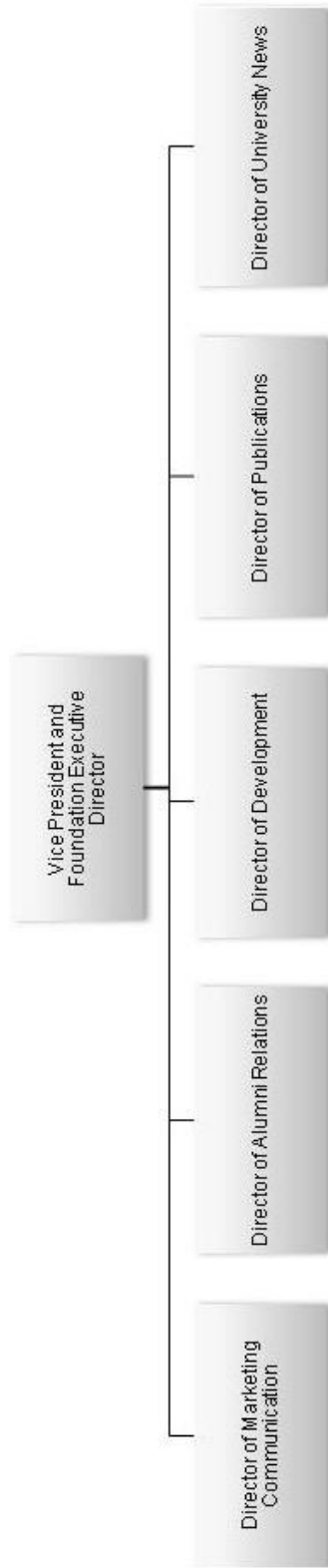
Information Technology Division

August 2012



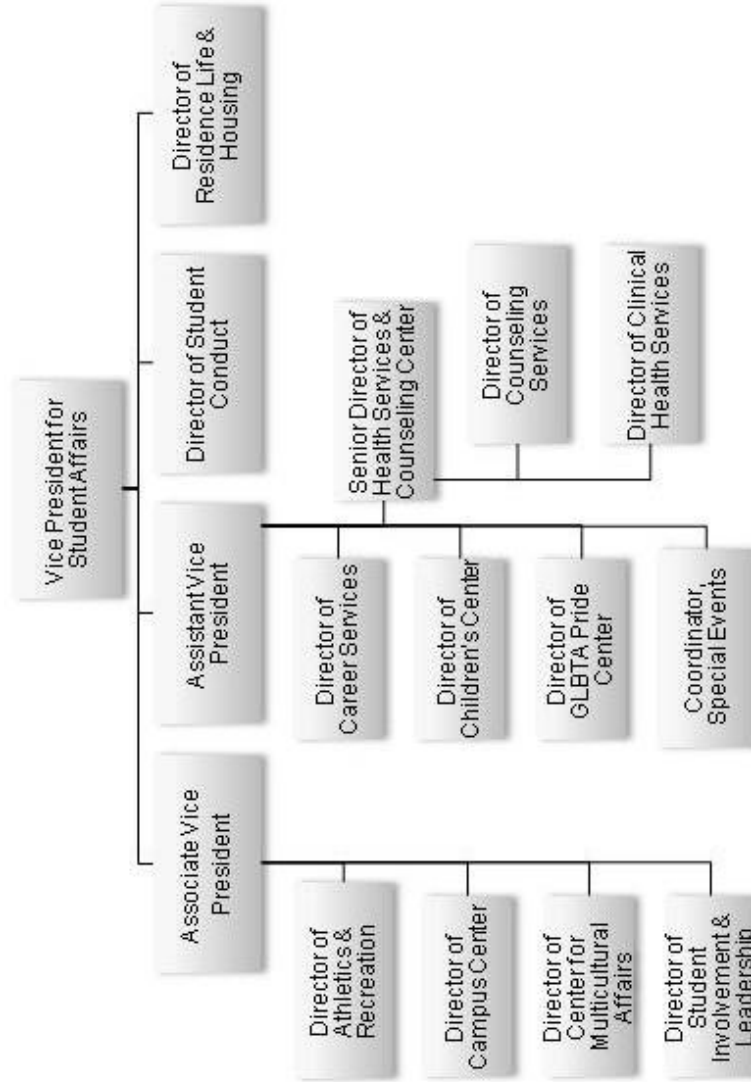
University Advancement Division

August 2012



Student Affairs Division

August 2012





<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ADMINISTRATION OF THE GOVERNMENT (Chapters 1 through 182)
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> EXECUTIVE AND ADMINISTRATIVE OFFICERS OF THE COMMONWEALTH
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> PUBLIC EDUCATION
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Public institutions of higher education system

Section 5. There shall be, for the purposes of this chapter, a system of public institutions of higher education, hereinafter called the system, which shall consist of the following segments: (i) the university of Massachusetts segment, which shall consist of the University of Massachusetts at Amherst, Boston, Dartmouth, Lowell and Worcester; (ii) the state university segment, which shall consist of Bridgewater State University, Fitchburg State University, Framingham State University, the Massachusetts College of Art and Design, the Massachusetts Maritime Academy, the Massachusetts College of Liberal Arts, Salem State University, Westfield State University and Worcester State University; and (iii) the community college segment, which shall consist of Berkshire Community College, Bristol Community College, Bunker Hill Community College, Cape Cod Community College, Greenfield Community College, Holyoke Community College, Massachusetts Bay Community College, Massasoit Community College, Middlesex Community College, Mount Wachusett Community College, Northern Essex Community College, North Shore Community College, Quinsigamond Community College, Roxbury Community College and Springfield Technical Community College.

The board shall coordinate activities among the public institutions of higher education and shall engage in advocacy on their behalf, which advocacy shall include a sustained program to inform the public of the needs, importance, and accomplishments of the public institutions of higher education in the commonwealth.

Standard 4: The Academic Program

Overview

Though primarily an undergraduate institution, Bridgewater State University strives for an enlightened balance between undergraduate students and their curriculum and majors, and that of graduate students and their programs of professional advancement. Cognizant of the unique needs associated with both of these student groups, and ever mindful that those needs can either overlap or be distinctive, BSU has the appropriate commitment and deployment of resources to maintain high quality in both its undergraduate and graduate programs.

The University is steadfast in its commitment to provide all undergraduate students with a liberal arts education. This commitment is specifically recognized in Bridgewater's core curriculum and ensures that a student's academic journey is not solely about amassing knowledge or becoming proficient in a particular skill. Instead, the whole of the academic program is intended to instill in students the virtues, responsibilities and readiness to fully participate as civic-minded and contributing citizens of the state, nation and world. In addition, a culture that readily embraces interdisciplinary pursuits thrives among members of the academic community. As new programs naturally emerge, and as the institution's relatively new structure of four academic colleges further coalesces, the University remains focused (through the strategic plan and elsewhere) on fostering a strong sense of interdisciplinarity among the myriad of academic departments, institutes and centers.

The academic program at BSU is supported by a rich array of well-conceived and, whenever possible, externally-validated learning outcomes and standards that are readily communicated throughout the institution. Also of note are the steps BSU has taken, and continues to take, to accommodate intensive interactions between students and faculty, keep class sizes small, and afford students every opportunity to experience a variety of academic successes and maximize their learning potential. This is done through a variety of offices, support staff, faculty advising, and ready access to supports that students are encouraged to seek on their own. As a whole, the academic program is best characterized by its quality, rigor and heavy emphasis on one-to-one connectivity between students and a variety of faculty, librarian and staff mentors.

Description

Bridgewater State University's mission statement reads as follows: "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." BSU offers a comprehensive, liberal arts curriculum leading to degrees in [32 fields of study](#) that are consistent with the mission and purpose of the institution. New degree programs may be added as the institution grows (see [strategic plan](#)).

The University's growing number of innovative academic programs helps to prepare BSU students to think critically, communicate effectively and act responsibly within the context of personal and professional ethics. BSU offers 32 academic programs with 90 areas of concentration and 35 graduate programs. Program learning goals are accessible to the community in the University's online Catalog and are available in departmental accreditation and program review reports. The online Catalog also provides an overview of each program, information on the courses required, the number of required credits and details on the career opportunities associated with the program. Each program has a coherent design, as evidenced in descriptions of course requirements, and follows a sequential progression of courses with prerequisites that are tracked through the system of registration and clearly marked in the course Catalog. Courses follow a standard numbering practice: [100-299] courses identified as introductory typically

taken during the freshman and sophomore years; [300-399] courses taken in the junior or senior years; [400-499] courses taken by seniors and open to graduate students if noted; and [500-699] courses open, with few exceptions, only to graduate students. A minimum of 120 undergraduate credits is required; the major/concentration requirements range from 30 to 85 credits. The required credits for a graduate program range from 30 to 66. A student's academic progress is monitored by his/her individual faculty advisor with ultimate responsibility resting with the student.

The [College of Graduate Studies](#) at BSU offers 35 graduate degree programs, five certificate programs, and preparation leading to licensure or non-licensure in 57 areas. Across the programs, the minimum standard is a 3.0 grade point average (GPA). To maintain the integrity of each program, a maximum of six credits from other institutions (subject to approval) may be used toward degree completion. Graduate students in most programs must take comprehensive examinations or complete a thesis or research project as capstone experiences.

Undergraduate and graduate students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) exam and score a minimum of 500 (paper-based), 173 (computer-based), or 61 (internet-based). Though the University does not require any additional testing for graduation, all undergraduates (international as well as domestic) must complete the core curriculum to graduate. Therefore, at a minimum, students are required to complete seven courses (21 credits) to enhance both their written and oral English language skills.

An important aspect of the academic program is an assessment cycle that includes defining learning outcomes, measuring outcomes, interpreting results and using the results for program improvement. All academic programs are on a regular review cycle. Of those programs, 32 are reviewed internally using the BSU program review process and 46 are reviewed through external accrediting bodies or a combination of internal and external reviews (see the Academic Affairs [website](#)). Assessment resources, including a detailed [Assessment Guidebook](#), are available to faculty via the Bridgewater website.

BSU has 115 technology classrooms designed for instructional delivery using audio-visual and computer technologies, both of which are common delivery modes. The University also offers six general access computer labs open for use on a walk-in basis and 14 special use labs. Technical support staff deliver professional full-time support on the BSU campus during regular business hours and extended hours whenever scheduled classes are in session. New students are trained on the use of InfoBEAR, the student web portal, during their initial orientation sessions in the summer prior to entering the University. In Fall 2012, the Office of Teaching and Learning will provide pedagogical support (previously provided by the Teaching and Technology Center) for faculty as it relates to using technology. IT staff provide workshops on technology and software on an ongoing basis and with varying levels of complexity to allow students to increase skill level with applications (e. g. PowerPoint, Excel and Word) necessary for their field of study. Annual orientations are run for faculty and staff and a schedule of customized options for their needs can be accessed [online](#). One-on-one consultations are always available to faculty members. Technology is an integral component to the academic program at BSU, and for this reason BSU requires each undergraduate student to own a laptop. The University encourages faculty to use one of two learning management and instructional platforms – Blackboard or Moodle. Students learn how to use Blackboard and/or Moodle during their courses. Beginning in Fall 2013, the learning management platform for the University will move exclusively to Moodle. There are more than 2,100 Blackboard course sections available online and they will be migrated to the Moodle system over the next few years.

BSU does not offer undergraduate degree programs at its off-campus sites. Graduate off-campus courses are offered at 15 sites. At five of the 15 sites, BSU offers full graduate licensure or degree programs

through the Office of Off-Campus Programs. All off-campus courses and programs are identical to courses and programs offered on campus and go through the same approval process as those offered on campus. Exclusively online graduate licensure or degree programs are not offered; however, the M.Ed. in Educational Leadership has been approved by NEASC (AY2006-07) and is offered in a hybrid format. The Office of Off-Campus Programs contracts with individual school districts on an as-needed basis to provide specific coursework to support district initiatives. Internationally, BSU has [contracted](#) with Colegio Menor San Francisco de Quito, Ecuador, to offer the entire M.Ed. in PreK-12 education for educators in non-US settings. Following a focused site visit during Fall 2011, the NEASC Commission on Institutions of Higher Education informed President Mohler-Faria that the report had been accepted and the Quito site was [approved](#) for inclusion in the University's accreditation.

Undergraduate courses are offered at Bristol Community College's (BCC) permanent satellite campus in Attleboro, Massachusetts. As part of their innovative partnership, the University and BCC have a 10-year agreement during which time BSU has exclusive access to the upper floor of BCC's facility. All students and faculty taking courses at the Attleboro site are provided clear descriptions of the procedures through the [Student Handbook for BSU Attleboro](#) and [Faculty Handbook for BSU Attleboro](#).

Appraisal

BSU demonstrates an effective system of academic oversight by means of the governance process set forth in the [contract](#). 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.

Each educational program at BSU demonstrates coherence in its goals, structure and content as noted in each department's [Catalog](#) entry as well as the most recent program review. Each program has clearly defined requirements and standards in the University Catalog. Departments are required to conduct regular assessments of their programs via self-study in conjunction with their college dean, the Provost's Office, and an external reviewer. The program review reports (e.g. [dance](#) and [mathematics](#)) that result from the self-study describe mechanisms in place for highlighting what will be done to improve student learning in the program. Programs that are subject to outside accreditation must meet the requirements of their specialized accrediting body. For example, the education programs in the [College of Education and Allied Studies](#) all meet or exceed NCATE standards. Where graduate degrees are offered, the Graduate Education Council, in conjunction with administrative oversight from the Dean of Graduate Studies, ensures that expectations appropriate to the higher degrees are commensurate with best practices in those fields. Graduate programs must adhere to either the BSU program review process or pursue external accreditation.

BSU undertook an extensive process to develop a new [core curriculum](#) (the Core) that went into effect in Fall 2006. The Core features a skills-centered, outcomes-based distribution model of general education that allows students a wide choice of courses. The Core provides flexibility to integrate the requirements of each major with the broader, liberal education that is required of responsible, educated citizens of the 21st century. The Core also allows students more personal choice, making it possible for them to go deeper by way of courses linked to their interests, and accomplish the academic goals of their programs. Specific skill goals related to research and information literacy and technology ensure that students are able to utilize technology effectively, to write on scholarly topics, and to gather multimedia information in both physical and electronic form.

Most majors have established the means by which its students will demonstrate synthesis of learning in “capstone” courses designed to measure the students’ integration of information throughout their academic program. For example, students pursuing a career in teaching are required to complete a semester of student teaching in an appropriate school setting. Similarly, some students pursuing a psychology major complete a formal practicum consisting of more than 220 hours. Synthesis of learning is demonstrated by students choosing to offer presentations at the [Mid-Year Symposium](#), which is designed to showcase first and second-year student research and creative work, and the [Undergraduate Research Symposium](#), designed for upper division students as a way to fine tune research presentation skills. During AY2010-11, 565 students presented as part of the Mid-Year Symposium and more than 300 presented at the Undergraduate Research Symposium. BSU’s diverse programs maintain internal coherence through the oversight of the All College Committee (ACC) for undergraduate programs and the Graduate Education Council (GEC) for graduate programs. On average, more than 230 proposals are reviewed by the ACC yearly with an approval rate of approximately 86 percent. More than 95 proposals are reviewed by the GEC yearly with an approval rate of approximately 92 percent. The Core has its own steering committee which guides the continuing evolution of the Core by examining the results of the program’s assessment efforts, gathering information from student and faculty groups, and using this information to make specific proposals to the University’s academic governance system for modifying the Core.

The explosion of multimedia technologies has led the library to serve as a learning center focusing on the data and information needs of students, faculty and staff. Librarians offer customized orientation sessions that provide discipline-specific information about library research. The library runs an average of 275 training sessions annually reaching more than 5,000 students. Librarians are available for walk-in assistance, and instant-messaging/ chat service assistance is available with a librarian on weekdays. The library contains nearly 300,000 print volumes and more than 30,000 circulation items. The library also provides students, both on and off campus, access to more than 72,000 full-text electronic journals and more than 10,000 e-books.

BSU is focused on student success. BSU’s Academic Achievement Center, and particularly its [first-year advising program](#), is often cited as a model for other institutions to follow. The Adrian Tinsley Program for [Undergraduate Research](#) offers unparalleled opportunities for students to work closely with faculty mentors to present research and creative work at local, regional and national conferences. BSU students benefit from a low [student-to-faculty ratio](#) of 20:1; 37.9 percent of BSU classes have fewer than 20 students. The University is actively pursuing its goal to bolster its full-time faculty ranks to 350 over the next several years. The University is further recognized for its excellent programs as evidenced by the multiple national accreditations.

Electronic academic records provide support for academic advising and are easily accessible online to students and faculty. New faculty members receive an advising handbook and training during faculty orientation. Through the extensive information technology and distance education resources, including the John Joseph Moakley Center for Technological Applications, BSU has made technology an integral component of teaching and learning. University leadership recognizes that supporting pedagogical innovation in web-based or technology-enhanced classes merits continued attention. This support will come through faculty engagement with the Office of Teaching and Learning and planned staffing enhancements.

At the undergraduate level, students enter the University under the “catalog year” of enrollment which specifies the requirements for successful completion of their academic program. On occasion academic requirements change after undergraduates matriculate at BSU. Students are given the choice of either

completing their original program requirements or changing to a newer set of requirements, as long as their program at the point of graduation takes no longer than eight years. This flexibility provides most students with the ability to complete their original program requirements within a reasonable period of time despite later approved changes. The student's online degree audit allows students and advisors to monitor the appropriateness of the student's curriculum selection. Students may easily change their "catalog year" to pursue a different set of program requirements within established policy guidelines if these would better meet their needs.

In cases where a program change would actually benefit students and would do them "no harm" (e. g. when elective choices are expanded), the governance process now permits such a program change to be approved retroactively. When programs are changed in such a way that required courses are no longer offered, departments will often offer extra sections before the "old" course is no longer available or they will approve course substitutions.

Changes to academic program requirements may impact students. Departments typically manage this process by articulating the transition plan for students up front through their department curriculum committee. Senior academic affairs administrators participate in the various governance committees on which they serve or to which they have access when proposals that might have an adverse effect on students come before those groups. The college deans and the Provost also review proposals that are submitted through the governance processes and focus on changes that would impact students. Although there is no formal process in place to require it, governance committee members at BSU do in fact nearly always discuss the impact of a program change on students before a program change is approved.

Although all program changes must be approved through the governance process at BSU, this is not the case with regard to program elimination. In the rare case where an academic program is eliminated, the academic department in conjunction with the college dean and the Provost puts plans in place to ensure that students enrolled in the program are able to finish the program as planned. Typically programs are first closed to new student enrollment and then eliminated completely only after the last students have completed their courses.

Projection

Comprehensive guidelines for changing and eliminating programs should be delineated and approved through the academic governance process. For each program change that may impact students, and each time a program is eliminated, a clearly articulated process would help to ensure that all BSU students will consistently be well informed of, and minimally impacted by, these changes. Although no specific instances of students negatively impacted by program changes surfaced during the self-study, clear policies would protect students in the future as the University continues to grow and develop.

undergraduate degree Programs

Description

BSU faculty and staff members have been committed to designing undergraduate programs that offer students an introduction to broad areas of human knowledge, both substantive and theoretical, as well as methodological. The [Core](#) serves as the foundation. Rationale for both the core curriculum and most undergraduate majors are listed in the [University Catalog](#) on department and program pages, as well as other university websites. For example, see the statement preceding the [Accounting and Finance, Accounting Concentration](#) (BS) major requirements in the University Catalog, which describes the rationale for this major.

As listed in the [University Catalog](#), graduation requirements include a minimum of 120 earned degree credits, distributed according to the core curriculum (general education) requirements, the requirements of the declared major, and any other free electives. Since the review of the previous General Education Requirements (GERs) in AY2001-02 and the development of the [Core](#) in 2004, students are able to meet the general education requirements by completing courses that meet one or more of several knowledge or skills goals. More than one core curriculum goal can be satisfied in some courses, thus allowing students to take more electives toward the 120 credits needed for graduation.

Appraisal

The change to the new Core benefits the students by giving them an opportunity to expand their knowledgebase, while at the same time allowing greater flexibility as they combine majors and minors with their Core requirements. Students have a wide range of majors and minors to select from, and many minors are interdisciplinary.

general education

Description

Bridgewater State University's general education program was created on the premise that "it is critical that the undergraduate college experience concomitantly develop a broad, foundational base in knowledge and skills that have general applicability. In addition to specialization in varied areas, our democratic way of life requires a broadly informed, clear thinking, enlightened citizenry" ([03/04-183](#)). The set of general education requirements, called the core curriculum, was first implemented in Fall 2006 and has remained largely unchanged since then. Information on the Core is readily available in the University's [Catalog](#). Additional information is available on the Core [webpage](#). The Core is a skills-centered, outcomes-based distribution model of general education.

The Core is required of all undergraduate students in all degree programs regardless of discipline. All requirements of the Core must be completed before a BSU undergraduate degree will be awarded. The Core has been structured in such a way so as to ensure that all students will complete a minimum of 43 credits in general education. Students entering the University as transfer students also have to complete the University's Core requirements or have substitute courses taken at their previous institution approved by the Associate Dean of Humanities and Social Sciences and the Dean of Science and Mathematics, where appropriate.

Appraisal

The Core Curriculum Steering Committee (CCSC) was established and has met regularly since the Core was implemented. The CCSC has clarified many elements of the Core, has submitted some minor changes to governance, and has begun assessing the Core. The CCSC uses the document [The New Core Curriculum for Bridgewater State University](#) to guide changes to the Core. Although the Core amounts to approximately one-third of a student's program of study, the importance of maintaining this standard cannot be overstated.

The CCSC has requested and completed outcomes assessment of writing at three levels: first-year writing; writing in the distribution areas; and writing designated in the major. In addition, assessment of Foundations of Logical Reasoning, a philosophy course required of all students, has been ongoing for several years. The Committee is also in the process of assessing speaking skills and quantitative skills. Assessment of mathematical reasoning skills has been slowed due to the varied nature of each of the courses that fulfill this skills requirement.

Both the University's former General Education Requirements (GERs) and the newer Core were designed to ensure that at least 43 credits taken by all undergraduate students are liberal arts in nature. This component of the curriculum is highly valued by the institution. The CCSC is in place to ensure that all changes made to the Core are sound and serve to reinforce the stated mission of the Core. Students who first began their program prior to Fall 2006 are permitted to follow either the current Core or complete the former GERs as long as their degree is earned by August 2014. Students who choose the GERs are required to complete a minimum of 49 general education credits. Again, in either case a balance in the student's educational experience is ensured.

In general, BSU's core curriculum fulfills all of the expected standards for general education. The CCSC completed a [program review](#) of the Core timed to coincide with the point at which the first class of students completed all the Core requirements. This program review revealed the following, among other findings:

- The Core should more clearly articulate learning outcomes for the distribution areas and for information literacy;
- The informational literacy component of the Core has been unevenly implemented;
- The Core does not have a required ethics component and will be part of the discussion during the upcoming revision;
- The Core assessment efforts need to be fully established and the CCSC should close the feedback loop that is so essential for continuous improvement.

Fortunately, the primary charge of the CCSC is to address the areas highlighted by the program review.

Projection

The CCSC will in future discussions consider the addition of the following statement to its governing document to ensure that this important academic standard is always met:

Regardless of the changes that may be approved over time to the core curriculum, at no time may the Core Curriculum at BSU ever require fewer than 40 general education credits, or one third of a student's academic program.

Because CCSC members change over time and historical context and institutional memory may be lost, the inclusion of this principle in the "governing" document for those who guard the Core would be a sound addition. The CCSC is about to begin assessing the Foundations of Mathematical Reasoning requirement. The CCSC is also in the process of discussing the development of higher-order, overarching student learning outcomes for each of the Core elements to facilitate meaningful assessment of the broader aspects of the Core beyond the skills areas that have already been assessed. This assessment development effort will be guided by the Steering Committee in close consultation with the Director of Assessment and his staff.

The Major or concentration

Description

Each department at Bridgewater State University undergoes a formal [Academic Program Review](#) every five years. The purpose of this review is to enhance the quality of the academic programs and to ensure that learning outcomes are defined and assessed. Specifically, the program review addresses the following questions:

1. What are the mission and objectives of the program? In what ways are this mission and these objectives consistent with or different from the academic mission and objectives of the University?
2. How do the degree requirements and overall content of the curriculum of the program support the mission and objectives of the program? Does the curriculum achieve the appropriate balance among the component disciplines? Does the curriculum include scholarly or professional development components that help prepare students for post-graduation life?
3. What student learning outcomes have been articulated for students who major in this program? How are the student-learning outcomes assessed or what plans are in place to develop an assessment of the outcomes? What information has been considered in the process of revising the curriculum and pedagogy? Does the assessment plan for the program include an assessment of all student-learning outcomes? Does the assessment plan incorporate interim reviews (between formal program reviews) of data to monitor progress of the program in using the results of the assessment of student learning outcomes?
4. How is student advising accomplished and how well is it serving the needs of the students in the program?
5. What level of service, if any, does the program provide to the core curriculum, to teaching licensure, or to other academic programs of the University?
6. Is the number of faculty sufficient and are the areas of expertise of the faculty balanced to provide appropriate delivery of the program? What activities and resources are used to maintain faculty's currency in the field?
7. In what ways does the program support the University's strategic goals? How does the program address the current year's areas of focus and/or action steps? Specify the goals, areas of focus and action steps directly or indirectly supported by the program.
8. What physical and material resources (e. g. labs, equipment), library resources, and/or information technologies are used by the program? What additional resources, if any, might be needed to ensure program quality and program improvement?
9. What are the goals for the program for the next three to five years?

Appraisal

Each major has its goals and requirements clearly outlined in the [Catalog](#). As demonstrated on the E-series forms in the appendix of this report, most majors have outcomes assessment criteria already in place. All changes to majors and concentrations maintain cohesion through the governance process and administrative oversight. Increased attention paid to program level learning outcomes and assessment of those outcomes has been in effect since the 2009-10 Academic Year. More than half of the academic programs of the University have completed program reviews since the addition of the requirement to include the program-level learning outcomes and an assessment plan in the final program review report.

Projection

The expansion in the availability of academic program support services in the development of student learning outcomes and assessment planning through the Office of Assessment will allow faculty to better focus their learning outcomes assessment efforts. The Director of Assessment - newly hired in December 2011 - has a clear charge to support ongoing faculty efforts to develop measurable learning outcomes and to conduct meaningful assessment that supports program improvement. Majors that do not yet have student learning outcomes assessment models will develop them during their next regularly scheduled program review, or sooner, in consultation with the staff in the Office of Assessment and in collaboration with their college dean.

graduate degree Programs

Description

Graduate education began at Bridgewater State Teachers College in 1937 with two graduate degree programs in education. Today, the College of Graduate Studies (COGS) at Bridgewater State University offers 35 graduate-degree programs with an enrollment of more than 1,700 students and more than 500 graduates per year. Almost all are professional graduate-degree programs, with the four disciplinary graduate-degree programs being: the M.S. in Computer Science; the M.S. in Criminal Justice; the M.A. in Psychology; and the M.A. in English. Without exception these graduate-degree programs, both professional and disciplinary, require graduate students to master a complex field of study or professional area. Many of these graduate-degree programs have attained accreditation by their national accrediting bodies: National Council for Accreditation of Teacher Education (NCATE) for teacher education programs; Council for Accreditation of Counseling and Related Educational Programs (CACREP) for Counselor Education; Council on Social Work Education (CSWE) for Social Work; Commission on Accreditation of Athletic Training Education (CAATE) for Athletic Training; and National Association of Schools of Public Affairs and Administration (NASPAA) for Public Administration. These well-earned credentials accorded to the University from external accrediting agencies speak to the academic quality and rigor of BSU's graduate degree programs. The University encourages all graduate degree programs to seek accreditation, when available, from their national accrediting organizations. Because of Bridgewater's long history in educating teachers, it is no surprise that the University has many options for students to earn graduate degrees and/or Certificates for Advanced Graduate Study (CAGS) in the field of Education. Graduate degrees may also be earned in other disciplines. The M.A.T. is offered in Biology, Creative Arts, English, History, Mathematics, Music, Physical Science and Physics.

By far the greatest number and variety of graduate degrees and CAGS are offered through the College of Education and Allied Studies (see the [University Catalog](#) for a full list). Graduate-degree programs, including master's, postbaccalaureate programs, post-graduate programs, and CAGS are [listed online](#), as is a listing of [Secondary Education and Professional Programs](#). New graduate and certificate programs continue to be added. The MBA and MSA degrees were introduced in 2011, and the University is working toward offering an Ed.D. degree in Educational Leadership and investigating offering a Ph.D. degree in Social Work. [A survey](#) showed a strong interest in such programs. Within the past five years all new graduate degree programs were submitted to the Graduate Education Council (GEC) with clear program outcomes. Likewise, all new graduate courses require learning outcomes and assessment measures. All educator licensure degree programs have been NCATE approved and also have clear, measurable program and course outcomes.

When graduate program proposals are developed, graduate level program resource needs are evaluated by the proposing department and the administration. Programs are submitted through governance, approved by the Administration and referred to the Department of Higher Education for approval using the DHE program proposal format. Programs are not implemented until all approvals are in place and proper resource requirements are met. All new graduate degree program proposals are required to include resource requests for information resources and technology. The acquisitions librarian works as the liaison with academic departments to request library information resources for graduate programs. Communication between the library and the departments is frequent and effective. Expectations for graduate-degree programs are much higher than undergraduate majors, particularly in terms of research requirements and presentations.

In the ongoing effort to ensure academic quality, BSU initiated a revised graduate faculty [review process](#) in 2007, which included an in-depth, multi-layered review of faculty scholarly credentials. This process, which was approved by the Graduate Education Council of the University, designates three levels of graduate faculty status: full status; affiliate status and temporary status. Departmental graduate committees, departmental graduate coordinators, department chairs and college deans

review each application for graduate faculty status before a final review by the Dean of the College of Graduate Studies. Faculty members with full graduate faculty status must be full-time members of the faculty. Faculty members with affiliate status and temporary status are typically visiting lecturers and are not permitted to serve on thesis committees, comprehensive-examination committees, admissions committees, and matters clearly the province of faculty. These important duties are delegated only to full-time faculty with full graduate faculty status. Graduate programming, then, is squarely in the hands of the full-time faculty. Appointment to full graduate faculty status is valid for six years and is renewable upon a subsequent review. Faculty with temporary graduate faculty status must be reviewed every semester.

The College of Graduate Studies continues to ensure that applicants to graduate programs are well qualified to undertake the rigors of graduate education. In addition to the standard admission requirements including GPA, standardized testing, and recommendations, all graduate student applications are reviewed by a program's graduate coordinator and departmental graduate curriculum committee. For example, the English departmental graduate committee and the graduate coordinator review all applicants for the graduate program in English. The recommendations are then communicated to the applicant from the College of Graduate Studies.

Although most graduate students at BSU live in eastern Massachusetts, they come from widely diverse academic backgrounds: The matriculated student body for the 2010-11 Academic Year earned their baccalaureate degrees from more than 400 different colleges and universities throughout the United States and around the world. BSU is proud that the graduate student body can bring such a wide array of academic diversity and experiences to its programs of graduate education.

The College of Graduate Studies provides funding opportunities for graduate students. In addition to 17 graduate [scholarships](#) and a variety of [loan](#) programs, the College offers three types of [assistantships](#) programs: graduate assistantships, research assistantships and graduate writing fellowships. As budget permits, the College of Graduate Studies also funds a limited number of graduate students to attend academic conferences to present their scholarly findings. Graduate research assistants receive specific (though limited) funds to attend regional conferences and some national conferences. Since 2005, the College of Graduate Studies has sponsored the annual [Graduate Student Research Symposium](#), where, on average, 100 BSU students present scholarly papers or participate in poster sessions. This event, which has become an important part of the graduate student experience, is sometimes co-sponsored by other universities in the state system and held at various universities in Massachusetts.

The four disciplinary graduate degrees offered through the College of Graduate Studies have the highest academic standards, and all disciplinary masters' programs have gateway courses that introduce graduate students to discipline-specific research methods and requirements. These courses also provide in-depth theoretical background for the discipline. All of these degree programs, except for the M.S. in Computer Science, have thesis options which students are encouraged to take, especially if they plan to pursue doctoral work. The M.S. in Computer Science requires a major research capstone project, which is the academic equivalent of a thesis. Each program requires rigorous comprehensive examinations, which are evaluated by departmental committees. Some professional graduate degree programs, such as the M.Ed. in Reading, the M.Ed. in Counselor Education and the M.P.A. also have thesis options. While thesis requirements have disappeared from many graduate degree programs in master's comprehensive institutions, the College of Graduate Studies has taken the opposite position and encouraged departments to provide thesis options even in professional graduate programs. The faculty union contract for the state university system provides three times the faculty workload credit for thesis direction than did the previous contract.

With regard to the structural relationship between the College of Graduate Studies and the four academic colleges in the University, the Dean of Graduate Studies works closely and collaboratively with the respective academic deans on programmatic graduate degree matters, often making joint decisions. While the four college deans are responsible for the course schedules of both graduate and undergraduate programs and deal with faculty workload, contractual evaluations, promotion and tenure procedures, the Dean of Graduate Studies has budgetary responsibility for graduate courses taught in the evening unit and summer school. He also works in concert with the academic deans on graduate course cancellations and changes to the graduate course schedule. The Graduate Dean is also responsible for administering the graduate education policies set forth in the [Graduate Student Handbook](#) and in the University Catalog, which include topics ranging from student dismissal from programs to academic integrity and student appeals. Being a permanent member of the Graduate Education Council, the Graduate Dean reviews all changes in graduate degree programming, providing quality control for all aspects of graduate education while maintaining equitable academic standards across all disciplines in the four academic colleges. The Dean and staff of the College of Graduate Studies administer all graduate assistantships, graduate research assistantships, and graduate writing fellowships. Serving as an advocate for graduate education, the College of Graduate Studies supports a wide array of graduate student services, including the Graduate Professional Student Association, the Graduate Student Conference Funding Award Program, the Graduate Research Symposium, graduate scholarships, the Graduate Awards Program, and the Graduate Commencement Convocation.

Appraisal

All graduate-degree programs, including admissions and curricular requirements, are fully described on the website for the [College of Graduate Studies](#), in the online University Catalog, and on departmental websites. Almost all graduate courses include carefully articulated learning outcomes demanding academic rigor. By the same token, most graduate degree-programs and all programs that have completed external accreditations have clearly articulated program learning outcomes and assessment.

BSU's faculty understands the importance of attaining graduate faculty status in order to deliver graduate courses and respects graduate faculty status as a necessary requirement for those professors responsible for graduate programming. Because the review process for attaining graduate faculty status was the product of much faculty discussion in committee and in the Graduate Education Council, it is supported by the faculty.

Graduate programs at Bridgewater State University must be self-supporting since the University receives no funds from the state in support of graduate programming. The constraints of the DGCE contract made it very difficult for full-time faculty to teach graduate courses as part of their regular load. The Administration worked with the faculty and union leadership to effect a change allowing full-time faculty more flexibility, which has resulted in improved academic quality. For the past eight years, BSU has allowed its full-time faculty members to teach evening graduate courses as part of their regular load, which has greatly reduced the number of visiting lecturers teaching graduate courses. Approximately two-thirds (67 percent, Fall 2011) of graduate courses are, in fact, taught by full-time members of the graduate faculty. In an era when teaching by full-time as opposed to adjunct faculty is not the trend, BSU's commitment counter to that trend is a proud accomplishment.

All graduate degree programs that do not have separate external accreditations undergo the University's rigorous program review process every five years. The departmental graduate committees, working closely with their students, graduate faculty, college deans and Graduate Dean, conduct the program review. The final program review is carefully scrutinized by the college deans, and recommendations for change are voted on by the departments and submitted to the Graduate Education Council for final

review and recommendations. The Provost and President of the University provide the final review and recommendation for implementation. These important program reviews, with their thorough academic processing, result in higher quality graduate-degree programming and deliver the content and latest research that is so important in graduate education.

Most graduate degree programs assess their students' knowledge and skills in a comprehensive exam, and/or an oral defense of a capstone project, thesis, or major research paper. Comprehensive examinations and project/thesis defenses are evaluated by department committees. Some of these defenses are open to graduate students and faculty attendance. Other graduate degree programs, especially professional programs, require capstone courses where knowledge and skills are measured and assessed.

The academic integrity of the graduate degree programs is verified through the ongoing assessment of learning outcomes of both courses and programs. Rigorous and regular graduate program reviews, which are undertaken by deans, chairs, graduate coordinators and faculty, further assess learning outcomes to ensure student knowledge and skills are developed. This culture of assessment is well established in graduate programming and will continue to play an increasingly more important role. Through the concerted and committed efforts of the Provost's Office, the Office of Institutional Research, the Office of Assessment and the officers of the University, the principles of academic assessment have been successfully inculcated in the consciousness of the graduate faculty, who as a result deliver courses characterized by effective teaching and learning. This emphasis on assessment will continue in all phases of graduate programming.

Academic departments and graduate coordinators closely oversee graduate course scheduling to allow students to graduate in a timely manner. Many departmental websites list the schedule of graduate courses for a two- or three-year cycle, which enables students to plan their course of study. Some graduate-degree programs use a cohort model where students know from the beginning what courses will be offered (and when) in the academic year. This enables students to be able to plan their degree program in advance in consultation with faculty advisors.

Projection

To recognize the importance and commitment of graduate education at BSU, the University made the decision to construct a separate building for the College of Graduate Studies. Students, faculty, and staff alike enthusiastically welcome and endorse this decision. This structure, which will be located in the center of the campus, will serve as the administrative, academic and social center for graduate students. It will contain meeting spaces for graduate students; work spaces for the graduate writing fellows; designated space for the Professional Graduate Student Association; space for thesis and project defenses; and offices for the Dean of the College of Graduate Studies and the professional and clerical staff. Scheduled to open in August 2013, this building will serve as an important symbol for the graduate student community on our campus.

In January 2012 the graduate admissions function moved from the College of Graduate Studies to the newly created Office of University Admissions, which will oversee admissions processes for both undergraduate and graduate students. While the College of Graduate Studies, working with the academic departments and the Graduate Education Council, will determine admissions criteria, standards and admissions decisions for all graduate programs, the technical processing of the electronic applications will be handled through Banner, the University's student information system, and coordinated by University Admissions, which works very closely with the College of Graduate Studies. This collaborative relationship will continue to improve and expedite the online admissions processes for both graduate students and departmental graduate admissions committees.

The College of Graduate Studies, working with deans and faculty members in the four academic colleges, seeks to ensure that all 35 graduate degree programs have fully articulated program learning outcomes. This information is to be posted on departmental websites. The College of Graduate Studies works closely with departments to update their departmental websites on a regular basis, and the College ensures that the website consistency and accuracy are maintained among the University Catalog, COGS website, and departmental websites. The college deans will continue to support full-time graduate faculty in teaching graduate courses as part of their regular load.

Though many graduate degree programs offer thesis options, the College of Graduate Studies aims to encourage even more academic departments to provide thesis options for most disciplinary and professional graduate degree programs. Increasing research/conference opportunities through institutionally-funded research grants provides students with funds to support their thesis research. Theses are a particularly effective measure of a graduate student's mastery of research and knowledge, whether in disciplinary or professional fields of study.

The President has agreed to fund programs that will enable more graduate students to participate in academic conferences and engage in research activities; previously, research funding for graduate students has been limited. During the 2012-13 Academic Year, the College of Graduate Studies will launch the Graduate Student Conference Award Program, which will fund graduate students attending local, regional and national academic conferences. These conference award grants will be competitive and reviewed by a graduate faculty committee and the Dean of the College of Graduate Studies (details of this program can be found on the College's website).

As BSU continues to fulfill its University role, more graduate programs and graduate student support will also follow. Additional graduate research assistantships, which require close research ties between professors and graduate students, are now being provided to BSU graduate students. The collaborative scholarly research product of these assistantships often leads to publications in scholarly journals and/or conference presentations for both professors and graduate students.

All professional graduate-degree programs have rigorous curricular requirements and most of these programs have accreditations from external agencies. All of these programs have introductory research courses and appropriate capstone courses, most of which culminate in final research projects. However, not all professional graduate-degree programs provide options for internships or practica for those students who have little or no work experience in their fields. The College of Graduate Studies, working with the deans in the academic colleges, seeks to ensure that these options that build foundations of professional expertise are provided for such students.

The Dean of the College of Graduate Studies, working closely with college deans, ensures that through the graduate program review process and policies of the Graduate Education Council, a clear alignment between program objectives and program requirements is established, clearly articulated, and disseminated to the campus community. Rigorous graduate program reviews will continue to receive the careful attention of the college deans and the Dean of the College of Graduate Studies. Over the past five years, this review process has been more fully formalized with increased input from the college deans and the Associate Provost for Academic Planning and Administration. Strict timelines have also been imposed on the graduate program review process.

integrity in the award of academic credit

Description

Bridgewater State University has chosen not to offer experiential or life experience credit at the undergraduate level, although some graduate programs have elected to reduce elective requirements for those with documented professional experience in accordance with published criteria. The University only accepts credits from accredited colleges and universities. Since the University does not accept experiential or life experience credit, there is no reference to such a possibility in the Catalog. These requirements are not waived even if the student demonstrates a certain level of proficiency.

Requirements for continuation in, termination from, and re-admission to academic programs are published in the University Catalog and are communicated directly to students during mandatory orientation sessions. For undergraduate students, these requirements are outlined in the Undergraduate Academic Policies section under the heading "[Academic Standards](#)." Graduate students may find similar information in the [Graduate Academic Policies](#) section of the Catalog under the headings of "Academic Probation," "Academic Review/Dismissal" and "Appeals."

At both the undergraduate and graduate level, the academic standards have been approved through the governance process. As a consequence, faculty and academic administrators have been fully involved in reviewing and approving current standards. All programs and courses – including study abroad, internships, directed study and service learning – are vetted through the academic governance process to ensure consistent application of the standards for award of academic credit and that academic rigor is consistent with the level of each course. At the end of each semester, all students are reviewed with respect to these standards to determine those who are in good standing, those who should be warned that their GPA is below good standing, and those who should be dismissed by the University due to poor performance.

Academic standards policies and processes regularly measure student progress in an attempt to identify, in a timely manner, all students who are in academic jeopardy. The undergraduate academic standards policy, in particular, is clearly stated, and includes a [chart](#) showing students exactly where their GPA needs to be for good standing and to successfully progress toward graduation.

Each semester, warning and probation letters are sent, as applicable, to inform students of helpful academic resources. The letters clearly outline the re-admission process for those undergraduate students who have been dismissed and wish to return. Students are encouraged to demonstrate success during their absence from BSU or to write a persuasive letter of appeal to show why they will be more successful if permitted to return. The appeal process is fully outlined at this time. A recently formed Academic Standards Committee made up of the four college deans, professional advisors and other representatives from the Academic Achievement Center decides all appeals. With the establishment of this committee, decisions made in maintaining standards are now more consistent across colleges. The appeal process and Academic Standards Committee are not mentioned in the BSU Catalog. Inclusion of both would help undergraduate students better understand this important part of the process.

Graduation requirements are outlined in the BSU Catalog. The Academic Policies sections describe University-wide graduation requirements, including the minimum credits and grade point average needed for graduation and the expectation that all program requirements (and Core requirements for undergraduates) will be completed prior to the awarding of the degree. Within each academic program section of the catalog, course and program requirements are listed. The core curriculum requirements for undergraduate students are outlined under Undergraduate Academic Programs. Much of this information is also referenced on the University's centralized [graduation website](#). In addition, a web-based degree

audit is available to all students at BSU. This online advising tool compares all required courses, credits and GPA requirements needed for the student's degree against his/her completed courses. The degree audit also shows both the student and advisor what degree requirements are still outstanding. Each degree audit has been programmed to mirror the actual BSU program requirements for the specific catalog year that the student is pursuing.

On occasion, a course waiver or course substitution may be granted by the department chairperson or graduate program coordinator, if the student so petitions and documents the rationale for such a program exception. When approved, the student's degree audit is adjusted to facilitate the graduation clearance process. All undergraduate graduation candidates are reviewed by both the Registrar's Office and the department chairperson to ensure that all requirements are fulfilled or are scheduled to be fulfilled. At the graduate level, degree candidates are reviewed by the College of Graduate Studies and approved by the departmental graduate program coordinator.

Students completing coursework via fully online or hybrid courses are required to login to the course's Blackboard site with their official Bridgewater State University credentials (ID and password). This login process is the method by which the University ensures that the student who registered for the course is the one who participates in the online or hybrid course, completes the assignments, and achieves the grade assigned to that student for the course. It is not common practice in face-to-face courses to check picture identification. The Information Technology Division's research into best practice for student identification in the online environment has led to reliance on the login credential for assurance that the person who registers for the course is indeed the person who takes the course and completes the assignments.

Appraisal

Prior to the publication of the 2012-13 University Catalog, the Registrar will seek information to outline more fully the following processes: The undergraduate dismissal appeal process, including the composition and role of the Academic Standards Committee; and the graduate re-admission process for students who were previously dismissed, including recommended time away (if any), to whom and how the appeal should be made, and the process of approval.

Much work has been undertaken over the past 10 years to improve information for students and advisors regarding graduation requirements and to strengthen the degree-approval process. As of the 2010-11 Academic Year, the University Catalog became web-based in a user-friendly and searchable format. During the 2009-10 Academic Year a comprehensive and centralized graduation website was established, which combines advising and degree requirement information with ceremony details for both undergraduate and graduate students. The course substitution and waiver process has become more formalized and structured, to help ensure that only students who meet all requirements, or obtain approved alternatives, will graduate. Although an online degree audit has been available to undergraduate students and advisors since the late 1990s, graduate students and advisors have had this very powerful tool at their disposal since 2011.

In addition to the improvements listed above, technology has been used in other ways to help streamline the degree-clearance process and serve as a double-check to ensure that all requirements are indeed met prior to the awarding of the degree. These improvements have been accomplished through the development of a series of data-checking and summary reports. Additional progress is still needed, however, in the area of more timely communication with students who may be missing graduation requirements and automated feedback mechanisms for providing information to students about their status.

As the BSU student population and the number of academic programs increase, technology will continue to play an increasingly important role in supporting all who advise students, in assisting with the graduation clearance process, and in ensuring that all degree candidates are meeting the established standards. The University is working to improve automated systems for effective communication with graduation candidates and to develop additional systems to reduce the risk of human error in the graduation-clearance process.

All students follow course syllabi that are either distributed in print format or available online, usually through the course Blackboard site. Syllabi include course outcomes stating what students should learn in class. Learning objectives and measures of course assessment are clearly stated. Some faculty members require students to acknowledge formally in writing or via an email that they have read and understand the syllabus. Faculty are required to submit a copy of each course syllabus to the department. Course syllabi are routinely submitted for program reviews and when a course is submitted for an action through governance (e. g. a new course or a change in an existing course). Both the [Assessment Guidebook](#) and the [Resource Guide for Full-Time Faculty and Librarians](#) provide additional information.

Academic integrity is taken seriously at BSU. Faculty work to ensure that students in their courses duly earn the grade and course credits. Because cheating and plagiarism are a reality in many educational settings, BSU faculty have a no-tolerance policy for academic dishonesty. These policies are clearly stated on course syllabi as well as reinforced in orientation and in the classroom. Many syllabi include a link to the BSU policy for academic integrity (both graduate and undergraduate versions) and are clearly stated in the [Undergraduate](#) and [Graduate Student](#) Handbooks. In addition, when appropriate, faculty design assignments to ensure that students do their own work and are not tempted by the ease of acquiring online sources. Faculty also model the process of documenting sources and may refer students to library resources for assistance in following citation protocol in the discipline.

For graduate students, good standing is clearly defined as is the academic appeals process which may be used by students to assert their rights and academic standing. However, the standards by which a student may be dismissed are vague and seem to be based largely on the discretion of the college dean and student's program coordinator on a case-by-case basis. Given that there is a clearly articulated appeal process for all students to follow, and to help ensure consistency and the maintenance of minimum standards, clearer guidelines for dismissal of students from graduate programs or the establishment of committee approach to review student cases may be beneficial. Furthermore, the process for re-admission after a graduate student has been dismissed is not articulated. Inclusion of this policy in the University Catalog would be helpful to students.

Bridgewater continues to enhance its off-campus courses and programs, both through continuing education in off-site locations and through online courses (also known as "distance learning"). Off-site locations, all in Massachusetts, include the BSU leased space at Bristol Community College's Attleboro facility; Bristol Community College in Fall River; and Cape Cod Community College in Hyannis. BSU also offers off-site classrooms in its Aviation Training Center at the New Bedford Regional Airport. In addition, classes are hosted at middle and elementary school sites in East Walpole, Walpole, Medway, Plymouth, Marshfield, Oak Bluffs, Rockland, Easton, Stoughton and Bourne. Classes are also held at the Crosby Administrative Building in Brockton and the May Institute in Randolph. BSU also offers courses at Colegio Menor, in Quito, Ecuador; this program has met NEASC standards by way of a [review](#) conducted in 2011.

For those not able to take courses during the day, BSU offers nine evening bachelor's degree programs: a B.S. in Accounting and Finance; B.A. in Art; B.A. in Communication Studies; B.S. in Criminal Justice; B.S. in Economics; B.A. in English; B.S. in Management; B.S. in Psychology; and B.A. in Sociology.

Online courses are available for both undergraduate and graduate students and may be web-based only (100 percent online); web-based with some lecture (80 percent online; 20 percent face-to-face); or web-hybrid (50 percent online and 50 percent face-to-face). There are also video/DVD courses. Library tutorials specific to resources at BSU need to be developed to assist with distance learning programs, as students often have trouble selecting which database will be most helpful in completing their assignments while working off campus.

All courses offered off campus through distance education, evening, summer and weekends are consistent with the educational objectives of the institution and uphold the same academic standards as courses and programs offered on campus. The courses and programs are overseen by the same governance process. All off-campus and distance learning courses and programs are overseen by the academic departments and are the same as on-campus offerings – they are simply delivered in a different format or location. Students have methods appropriate for the course to interact with faculty regarding course content and academic matters.

Bridgewater State University employs a Director of Transfer Services who oversees the policies and procedures related to transfer. The position assists with the extensive and well-maintained course equivalency database and aids in the determination of course equivalencies. Coursework not previously deemed to have course equivalency at Bridgewater is evaluated by the department responsible for offering the course. Bridgewater makes this policy, as well as other information related to transfer, available to the public at a one-stop transfer center, called [Transfer Central](#). This extensive website provides: information on applying to the University; details on transferring credits; the Massachusetts state transfer program ([Commonwealth Transfer Compact](#) and [MassTransfer](#)); the Bridgewater Equivalency and Articulation Reporting System ([B. E. A. R. S.](#)); an Education Transfer Guidebook; [Transfer Tips](#); and a transfer orientation for students prepare them for entry into BSU. This site also provides information on Bridgewater's transfer policies, University rules, and regulations, including information about appealing the transfer-credit decision. The public can access information regarding articulation agreements on the Massachusetts Department of Higher Education ([MassTransfer](#)) website, which Bridgewater links to from the [Transfer Central](#) page.

Bridgewater State University has policies and procedures in place that expedite and streamline the transfer of courses and credits ([B. E. A. R. S.](#) and [MassTransfer](#)). If special circumstances prohibit a course from being transferred automatically or applied to a specific requirement, transfer students may appeal a decision. The procedure for awarding and appealing transfer credits are clearly outlined on the [Transfer Central](#) website. In order to facilitate transfer for students coming from the major feeder schools in the southeastern region of Massachusetts, Bridgewater participates in two working groups of the [CONNECT Partnership](#) – a transfer working group and math working group (a third group that focused on English has already finished its work). The transfer working group focuses on addressing all areas of transfer among the six schools in the region. The CONNECT Math faculty from the six campuses focus on aligning mathematics coursework among the schools. The development of these two working groups demonstrates Bridgewater's proactive approach to transfer. This information is made available to students on the Transfer Central pages, the [CONNECT Transfer](#) pages, and the [CONNECT Math](#) pages. As outlined in the Academic Policies section of the BSU Catalog under the heading "Graduation Requirements," all undergraduate students must complete at least 30 credits, or one fourth of their academic program, at or through the University, including at least 15 of the final 30 credits earned toward the degree. In addition, all students must complete at least one-half of the credits in their major

field of study, or in their minor, at BSU. Academic policies pertaining to transfer credit limits, and the minimum number of credits that must be earned at BSU and within the major, apply to all programs across the curriculum. These policies help to ensure that each undergraduate student who earns a BSU degree meets the stated learning outcomes for both the core curriculum and the student's academic program.

Academic departments are heavily involved in decisions regarding the acceptance of transfer credit. Course descriptions and course syllabi are reviewed by departments to determine course equivalencies, and the department chairperson communicates with the Office of Admission whenever a new course equivalency is established. Course equivalencies either as direct matches with BSU courses or as electives are then entered into the student database to ensure consistency for all students who wish to transfer in this same course. Many departments permit first- and second-year courses to transfer within their department, but will require that senior-level and capstone courses be taken at BSU. Once a student matriculates, all subsequent transfer courses taken must be pre-approved by the student's major department chairperson.

The involvement of academic departments in determining the equivalency of transfer credit is an essential part of this process and, in general, this process works well. However, given the fact that courses and programs change periodically, both at BSU and at each of the transfer institutions, a system of periodic review could strengthen this process. Such a system might periodically compare transfer students vs. non-transfer students in terms of learning outcomes, especially regarding Core skill courses and major program requirements. Institutional and programmatic outcomes assessment should be expanded to include a study of how transfer and non-transfer students meet stated learning outcomes across the curriculum in order to ensure that current transfer equivalencies continue to be relevant.

As outlined in the [BSU Catalog under "Graduate Academic Policies,"](#) no more than six graduate credits may be transferred from another college or university to replace required courses in graduate-level degree programs. Course prerequisites are exempt from this credit limit. The academic policy ensures that only limited graduate credit is permitted from a transfer institution in any graduate degree.

Projection

Historically, the transfer credit approval process for graduate students has taken place close to the point of program completion. Given recent changes to the graduate admissions process, this review will now occur prior to matriculation into the graduate program. A new process for the approval of transfer credit at the point of matriculation will be in place for graduate-level degree students for the 2012-2013 Academic Year. The process will have been vetted through the graduate coordinators and submitted to the Graduate Education Council for consideration.

assessment of Student learning

Description

BSU operates its assessment of academic programs under a continuous program improvement model with a primary objective: to provide high-quality academic programs. Over the past decade, the University's academic programs have participated in an academic program review (e.g. [dance](#) and [mathematics](#)) which includes the identification of student-learning outcomes at the program level and plans for assessing those outcomes. In recent years, administrative departments in the Student Affairs Division have also begun to conduct program reviews (e.g. [GLBTA Pride Center](#) and [Office of Residence Life and Housing](#)) of their impact on student-learning outcomes at the institutional level.

The Administration of the University has supported academic program review efforts through the Provost's office by offering Alternative Professional Responsibility (APR) assignments to faculty. Those

faculty interested in serving in this capacity provide leadership of the program review self-study. These efforts are supported by close consultation of the deans with their academic departments, and through the Office of Assessment and the Office of Institutional Research for supporting data and assessment consultation. Formerly, the Associate Vice President for Academic Affairs and now, the Associate Provost for Academic Planning and Administration, have been the key point of contact with the Provost's office to ensure the quality of the program review report. In the past two years, the requirement for development of program-level student-learning outcomes and an assessment plan have been more explicitly incorporated into the program review through the [Academic Program Review Handbook](#) and through meetings held with each department undergoing a program review (see [program review schedule](#)). Many academic programs at BSU participate in an external accreditation process through a specialized professional association (see E-Series, part B). If the development of program-level student-learning outcomes and an assessment plan is not sufficiently rigorous to meet the BSU assessment standard, the program must also complete the student-learning outcomes and assessment portion of the BSU program review process.

The NEASC Commission on Institutions of Higher Education, in its [letter](#) approving the Master of Education in PreK-12 Education in Quito, Ecuador, requested that a report of progress toward undertaking a summative assessment of the Quito program be included in this comprehensive evaluation. The faculty of the Quito program, led by Dr. John-Michael Bodi, reviewed the progress of students in the first cohort of the program on a regular basis and throughout their program up to and including the terminal point in the program. The cohort model of instruction at the Quito instructional location afforded the faculty an opportunity to monitor student progress directly on a course-by-course basis in lieu of a comprehensive final examination as originally planned. Program faculty are confident the students have achieved the learning outcomes set out for the program.

Appraisal

The online [Assessment Guidebook](#) offers faculty and administrators a resource for learning about the continuous program improvement assessment process in the context of BSU. The Assessment Guidebook was principally authored by faculty serving on a subcommittee of the Academic Affairs Assessment Council with final editing completed by the staff of the then-Office of Institutional Research and Assessment. A second edition was released in Spring 2010. The Director of Institutional Research and Assessment and, later, the Acting Assistant Director of Institutional Research and Assessment, served as the primary support to faculty on assessment. The Associate Provost for Academic Planning and Administration has been the University's primary resource related to student learning outcomes assessment over the past seven academic years. In 2011, the President and Provost made the decision to restructure the Office of Institutional Research and Assessment into two separate but collaborative offices each led by a director. This new configuration will better support the institutional research needs of the University; provide direct, enhanced support for developing student learning outcomes; and assess progress at the academic program level and for the institution as a whole. The Director of Assessment, supported by a Research Analyst, is the primary support to those responsible for academic programs as they seek to articulate program level student learning outcomes and plan assessment methods for their programs. This additional resource for program level and institutional assessment will help BSU move an already effective program of assessment to the next stage of continuous improvement.

The expectations for student learning at BSU reflect the mission of Carnegie-classified Master's Comprehensive Universities and more specifically the mission of BSU. Expectations for the liberal arts program are best articulated in the learning outcomes of BSU's [Core](#). The professional programs of the University at the undergraduate and graduate levels are appropriate and aligned with the expectations of the professional associations that govern those programs. Graduates of the University are [surveyed](#) annually each fall by the Career Services Office to determine what these former students are doing

immediately after graduation. Alumni surveys are included in the program review process to gain input from graduates regarding how well the program prepared them for their academic or professional goals in the years following graduation. An institutional alumni survey is also conducted every three years to gather input from students about the education they received at BSU one, two and three years after graduation.

Bridgewater's approach to understanding student learning encompasses course, program and institutional levels. Understanding student learning at the course level is faculty driven and meets the requirements set forth through BSU's academic governance policies. Learning outcomes expectations and assessment at the course level are communicated through the course syllabi. In Fall 2011, the Graduate Education Council – the governing body for all graduate-level programs – instituted a [policy](#) (G041) requiring that all new graduate course proposals include syllabi with explicitly stated student learning outcomes and assessment measures.

As noted earlier, program-level student learning outcomes are developed from faculty deliberations and curriculum review completed during the program review process. Faculty members use tools such as curriculum mapping to articulate the learning outcomes of the program and to ensure that courses in the core of the major are aligned with program learning outcomes (see [Assessment Guidebook](#) for examples/evidence). Assessment plans grow out of the learning outcomes during the program review process. More than 65 percent of the University's academic programs have well articulated program level learning outcomes, which are in turn communicated to students in their programs. The articulation and implementation of elements of assessment plans have been initiated over the past two years (see [Assessment Guidebook](#) for examples/evidence).

At the institutional level, the Core Curriculum (the Core) program is assessed using multiple methods. During the 2010-11 Academic Year, the CCSC completed a [self-study](#) of the implementation of the Core, which coincided with the point when the first cohort of students were to have completed the revised core requirements. The student learning outcomes were articulated in the core curriculum document that went through the academic governance process in 2004. Student learning outcomes in the area of writing skills were assessed using direct assessment through embedded assessment in a [longitudinal study](#) conducted from 2006 to 2011. Pilot assessments have been conducted in the areas of speaking skills and quantitative reasoning skills. An exploratory assessment of critical thinking skills, which is not a part of the core curriculum outcomes, has also been piloted.

The advising services provided by the Haughey First Year Advising Program in the Academic Achievement Center and the advising students receive in their academic majors provide guidance to students in planning their academic careers at the University in a systematic manner designed to ensure their success and the best possible route to graduation. Core courses are typically planned as part of the first year advising process along with mapping the initial courses in certain academic majors that have strict sequences that, if not taken early in the student's academic career, could slow progress toward degree completion. Academic departments carefully plan the sequence of course offerings to ensure students are provided the depth of knowledge expected in the discipline for a four-year degree. The Core is intentionally planned to maintain certain skill areas (such as writing) throughout the duration of a University career, not merely the first two years. Faculty provide regular and constructive feedback to students in their courses. Documentation of the program-planning successes and assessment plays an essential role in the academic program review. Graduate programs similarly sequence their courses to optimize content knowledge and student skills and supply advising to students, which ensures progress toward successful completion of their graduate study.

The University uses both direct and indirect methods of assessment to determine the quality of academic programs and other student experiences at the institution. BSU participates in data-informed decision-making for student programming – academic or otherwise. Culminating capstone courses are used by more than 65 percent of the academic programs at BSU. By using this direct measure of student learning outcomes in academic programs, faculty in academic departments can judge whether course material is covered in sufficient depth. Department faculty use the feedback they receive from capstone professors to modify curriculum to improve overall program quality. This feedback loop in the program is vital to the continuous improvement of the program. The writing, quantitative reasoning and oral and critical thinking skills assessments described earlier are also direct measures of student learning. The quality of these measures of assessment is determined through analysis of inter-rater reliability tests and content validity as determined by faculty involved in the CCSC. Most important is the assessment of student learning that occurs in the context of grading requirements and academic activities completed as assignments in the individual courses taken by students throughout their careers at BSU.

Indirect measures of student experiences include the [National Survey of Student Engagement \(NSSE\)](#) and the institutionally developed [Campus Climate Survey](#), [Graduating Senior Survey](#), [Career Services Survey](#), [Alumni Survey](#), the [Advising Survey](#) and other instruments developed to determine the effectiveness of programs offered to students and faculty. The Office of Assessment provides support in the development of reliable surveys, survey data analysis and interpretation and is responsible for closing the loop by reporting appropriate information to faculty, staff and students. The next steps for continuous improvement include promoting a culture of assessment and focusing on using data to inform decision-making at the institutional, program and course levels.

Projection

Establishing the Director of Assessment position and creating a separate Office of Assessment has been, and will continue to be, a critical element in advancing the BSU culture of assessment and continuous improvement. Over the next five years, the Office will provide leadership in the following areas, among others:

- Work with the Academic Affairs Assessment Council, including appointment of a faculty associate (with APR) as a co-chair, in a faculty-driven network of support and guidance to the Provost's Office and all academic departments. The Council will also augment the Assessment Guidebook to include support and examples for course-based assessment methods by Fall 2014;
- Work collaboratively with the Office of Institutional Research to utilize institutional data in conjunction with assessment results to support the data-informed decision-making process (ongoing);
- Craft a strategic plan for bringing all academic programs to the next level of assessment. (Target for completion: AY2012-13; Target for Phase I: AY2013-14 (see below at next bullet). Programs differ substantially in the degree to which they embrace sound assessment practices. For some programs, including student learning outcomes and assessment measures in all course syllabi will constitute significant progress. In other cases, evidence that decisions on program design are data driven will signify improvement;
- Phase I: Revisit/monitor on a systematic basis program-assessment plans, including review of annual reports. Provide direct feedback to programs and develop workshops and other resources to support their efforts;
- Support efforts of College of Education and Allied Studies as it seeks re-accreditation through NCATE (ongoing);

- Work with Vice Presidents and staff to develop assessment plans for their administrative units (Target: AY2013-14);
- Accelerate and expand student learning outcomes assessment work in the core curriculum in collaboration with the CCSC (Target: AY2013-14).

institutional effectiveness

Bridgewater is dedicated to the continuous improvement of all aspects of academic programming. As such, the University has developed procedures to govern the implementation of undergraduate and graduate courses that reflect the inclusion of clear student learning outcomes at the course and program levels and to monitor the articulation of assessment techniques to ensure student learning at the course and program level. Institutional commitment to the ongoing development of the culture of assessment at the University is demonstrated further by the development of the position of Associate Provost for Academic Planning and Administration and restructuring the functions of the former Office of Institutional Research and Assessment into two distinct units. The Office of Assessment is singularly dedicated to support program level development of measurable student-learning outcomes and meaningful assessment strategies for continuous program improvement.

The full implementation of the Core that began in Fall 2006 has been followed by a complete self-study of the effectiveness of the program as the first class of students successfully navigated the Core. Undergraduate and graduate programming continues to grow and develop in order to offer the highest quality academic experiences for the University's growing student population. The maturation of the College of Graduate Studies continues with an emphasis on high-quality programming. Academic quality is at the center of all planning efforts at Bridgewater State University. Demonstrating student-learning outcomes is at center stage for the next decade of academic program planning.

BSU relies on an array of informed measurement and analysis instruments to assess on a continual basis its undergraduate and graduate programs, and the education and learning of students enrolled in its courses, majors, degrees and programs. These tools are designed and shaped with a high degree of faculty involvement. Faculty participate in the results of findings and suggestions for improvement of courses, major requirements, and the delivery of advising and teaching. Through these structures and agencies, BSU will maintain its balance between undergraduate and graduate education.

Bridgewater State University

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

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Post-Baccalaureate Cert.	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking FTE
Main Campus FTE		8,149	559	125					8,833
Other Campus FTE									0
Branches FTE									0
Other Locations FTE			21						21
Overseas Locations FTE			3						3
On-Line FTE			14						14
Correspondence FTE									0
Low-Residency Programs FTE									0
Total FTE		8,149	597	125					8,871
Unduplicated Headcount Total		9,422	1,163	195					10,780
Degrees Awarded, Most Recent Year		1,680	462	124					2,266

Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates**
Main Campus FTE	145	39	11
Other Campus FTE			
Branches FTE			
Other Locations FTE			
Overseas Locations FTE			
On-Line FTE			
Correspondence FTE			
Low-Residency Programs FTE			
Total FTE	145	39	11
Unduplicated Headcount Total	437	50	27
Certificates Awarded, Most Recent Year	n.a.	n.a.	0

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.

** Students in Title IV Eligible Certificates include undergraduate certificate programs which are currently being phased out. Also included are graduate certificate programs which are still active, but were not reported on the NEASC Annual Report because there was not an appropriate category provided.

Bridgewater State University

Standard 4: The Academic Program (Headcount by UNDERGRADUATE Major)

	3 Years Prior (FY 2009)	2 Years Prior (FY 2010)	1 Year Prior (FY 2011)	Current Year* (FY 2012)	Next Year Forward (goal) (FY 2013)
For Fall Term, as of Census Date					
Certificate					
Accounting	-	2	1	3	2
Finance	-	-	-		
Forensic	-	2	-		
Management	1	2	-		
Total	1	6	1	3	2

Associate					
?					
Undeclared					
Total	-	-	-	-	-

Baccalaureate					
Accounting and Finance	480	440	469	466	471
Anthropology	50	57	64	65	66
Art	241	260	311	323	327
Athletic Training	111	110	128	133	135
Aviation Science	183	182	171	179	181
Biology	251	306	307	378	382
Chemistry	73	84	83	97	98
Chemistry-Geology	7	3	3	6	6
Communication Studies	456	485	523	539	545
Computer Science	135	131	128	142	144
Criminal Justice	744	818	829	919	930
Dance Education	32	23	23	30	30
Early Childhood Education	374	381	403	388	392
Geological Sciences	29	47	58	60	61
Economics	39	43	53	57	58
Elementary Education	806	831	898	861	871
English	360	401	420	400	405
Geography	32	32	31	35	35
Health Studies	50	49	58	74	75
History	336	362	367	368	372
Management	877	862	901	946	957
Mathematics	130	148	178	178	180
Music	54	47	49	57	58
Philosophy	17	22	22	21	21
Physical Education	395	421	436	439	444
Physics	29	31	34	49	50
Political Science	107	118	139	129	130
Psychology	644	656	718	709	717
Social Work	199	214	242	232	235
Sociology	85	96	100	117	118
Spanish	29	38	27	29	29
Special Education	288	340	363	380	384
Theater	59	66	58	57	58
Undeclared	608	621	585	559	565
Total	8,310	8,725	9,179	9,422	9,530

Other					
Non-matriculated undergraduates	186	172	148	127	132
Total	186	172	148	127	132

	8,497	8,903	9,328	9,552	9,664
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*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Bridgewater State University

Standard 4: The Academic Program (Headcount by GRADUATE Major)

?

For Fall Term, as of Census Date

3 Years Prior <small>(FY 2009)</small>	2 Years Prior <small>(FY 2010)</small>	1 Year Prior <small>(FY 2011)</small>	Current Year* <small>(FY 2012)</small>	Next Year Forward (goal) <small>(FY 2013)</small>
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Master's

? MA in English	39	40	25	19	20
MA in Psychology	49	43	32	37	39
MAT in Biology	10	8	11	13	14
MAT in Creative Arts	11	23	17	13	14
MAT in English	23	25	32	27	28
MAT in History	18	19	20	22	23
MAT in Mathematics	23	17	27	24	25
MAT in Music	9	7	11	9	9
MAT in Physical Sciences	5	7	6	10	10
MAT in Physics	-	2	2	4	4
Master of Business Administration (MBA)	-	-	-	32	34
MEd in Counseling	81	79	101	127	133
MEd in Early Childhood Education	33	21	19	16	17
MEd in Educational Leadership	33	25	44	53	56
MEd in Elementary Education	97	102	87	70	73
MEd in Health Promotion	5	5	2	1	1
MEd in Instructional Technology	28	23	17	21	22
MEd in Reading	19	29	33	23	24
MEd in Special Education	199	210	241	275	288
Master of Public Administration (MPA)	31	27	37	32	34
Master of Science in Accountancy (MSA)	-	-	-	17	18
MS in Athletic Training	19	19	26	22	23
MS in Computer Science	19	23	23	16	17
MS in Criminal Justice	35	34	33	25	26
MS in Management	57	69	67	30	31
MS in Physical Education	48	43	47	35	37
Master of Social Work (MSW)	111	116	145	129	135
Total	1,002	1,016	1,105	1,102	1,156

Doctorate

?					
Total	-	-	-	-	-

First Professional

?					
Total	-	-	-	-	-

Bridgewater State University

Standard 4: The Academic Program (Headcount by GRADUATE Major)

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For Fall Term, as of Census Date

3 Years Prior (FY 2009)	2 Years Prior (FY 2010)	1 Year Prior (FY 2011)	Current Year* (FY 2012)	Next Year Forward (goal) (FY 2013)
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Other

P CAGS in Educational Leadership	50	37	25	28	29
CAGS in Mental Health Counseling	9	7	11	7	7
CAGS in Reading	1	8	5	6	6
CAGS in School Counseling	3	3	4	-	-
Post-Baccalaureate in Early Childhood Education	1	5	4	-	-
Post-Baccalaureate in Educational Leadership	6	10	5	5	5
Post-Baccalaureate in Elementary Education	13	10	8	10	11
Post-Baccalaureate in Health	-	-	-	-	-
Post-Baccalaureate in Instructional Technology	3	7	6	2	2
Post-Baccalaureate in Physical Education	11	11	21	22	23
Post-Baccalaureate in Secondary Education	88	101	105	109	114
Post-Baccalaureate in Special Education	28	27	36	47	49
Post-Master's in Educational Leadership	18	21	33	19	20
Post- Master's in School Counseling	5	2	-	1	1
Graduate Certificate in Accounting	17	21	24	13	14
Graduate Certificate in Finance	5	6	4	3	3
Graduate Certificate in Management	2	2	3	2	2
Graduate Certificate in Instructional Technology	7	2	4	4	4
Graduate Certificate in Teaching English as a Second Language	-	-	-	-	-
Graduate Certificate in Women's Gender Studies	-	-	-	2	2
Total	267	280	298	280	294

Other

P Non-matriculated Graduates	503	575	470	360	386
Total	503	575	470	360	386

Total Graduate	1,772	1,871	1,873	1,742	1,836
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*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report,

Bridgewater State University

Standard 4: The Academic Program (Credit Hours Generated By Department or Comparable Academic Unit)

P
P

	3 Years Prior (FY 2009)	2 Years Prior (FY 2010)	1 Year Prior (FY 2011)	Current Year* (FY 2012)	Next Year Forward (goal) (FY 2013)
Undergraduate					
P Accounting & Finance	8,649	9,210	9,489	9,579	9,670
Anthropology	4,949	5,490	5,913	6,259	6,625
Art	9,487	10,398	10,734	10,845	10,957
Aviation Science	1,459	1,734	1,931	2,067	2,213
Biological Sciences	7,930	8,144	8,520	9,448	10,477
Chemical Sciences	3,722	4,118	4,415	4,628	4,851
Communication Studies	13,684	14,421	15,267	15,515	15,767
Criminal Justice	8,097	9,516	10,212	10,473	10,741
Geological Science	3,079	2,626	2,644	2,905	3,192
Economics	5,484	5,397	5,724	6,384	7,120
Elementary & Early Childhood Education	6,109	5,819	5,917	5,929	5,941
English	22,671	22,890	25,172	24,727	24,290
Foreign Languages	4,791	4,482	4,617	4,743	4,872
Geography	5,401	7,098	7,247	7,676	8,130
History	16,275	16,656	16,545	16,041	15,552
Interdisciplinary	174	417	683	621	565
Management	9,774	10,098	11,121	12,138	13,248
Mathematics	21,031	21,098	21,262	21,967	22,695
Movement Arts, Health Promotion & Leisure Studies	12,313	14,104	14,070	14,456	14,853
Music	6,522	6,674	7,215	6,381	5,643
Philosophy	9,763	10,611	10,343	10,170	10,000
Physics	2,478	2,966	2,868	2,628	2,408
Political Science	4,172	4,255	4,551	4,004	3,523
Psychology	17,454	19,337	18,344	19,437	20,595
Social Work	3,237	3,045	3,354	3,857	4,435
Sociology	9,034	9,326	9,449	9,513	9,577
Secondary Education & Professional Programs	2,190	2,403	2,721	2,955	3,209
Special Education & Communication Disorders	5,868	6,078	6,678	6,695	6,712
Theater & Dance	5,261	5,967	7,642	7,935	8,239
Total	231,058	244,377	254,648	259,976	265,415

Graduate					
Accounting & Finance	264	303	243	564	527
Anthropology	3	-	18	-	-
Art	120	111	63	66	62
Biological Sciences	67	125	155	124	116
Chemical Sciences	105	69	18	-	-
Counselor Education	2,760	2,701	3,000	3,234	3,024
Criminal Justice	511	647	594	411	384
Geological Sciences	-	6	42	-	-
Economics	-	42	-	95	88
Elementary & Early Childhood Education	1,637	1,590	1,545	1,123	1,050
English	786	975	885	672	628
Geography	21	36	24	15	14
Graduate Studies	237	219	253	279	261
History	99	126	96	42	39
Interdisciplinary	168	156	387	447	418
Movement Arts, Health Promotion & Leisure Studies	1,037	1,228	1,053	947	885
Mathematics	942	1,407	1,263	477	446
Management	834	1,008	960	584	546
Music	159	123	177	57	53
Physics	336	381	234	222	208
Political Science	486	547	594	469	439
Psychology	858	873	634	804	752
Social Work	3,008	2,975	3,206	2,535	2,370
Sociology	-	-	-	-	-
Secondary Education & Professional Programs	5,889	6,101	5,319	5,757	5,383
Special Education & Communication Disorders	4,344	5,109	5,841	5,952	5,565
Total	24,671	26,858	26,604	24,875	23,258

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 5: Faculty

overview

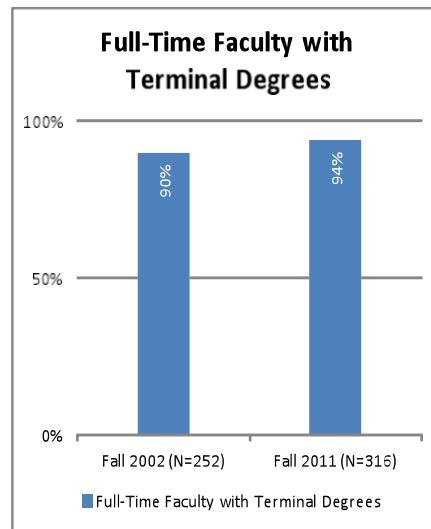
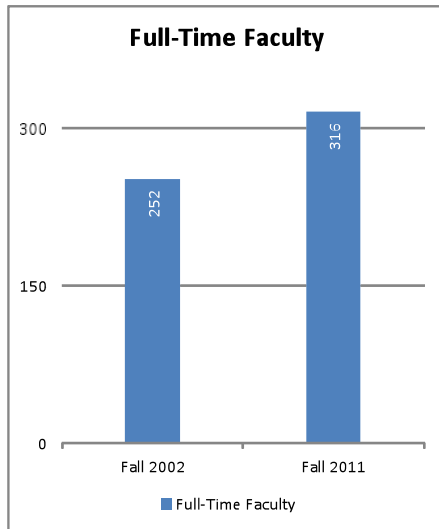
Over the past 10 years, Bridgewater State University has engaged in an historically unprecedented effort to expand, further develop, and readily support its teaching faculty. Even as the whole of Massachusetts public higher education operated in a mode of protracted fiscal constraint, BSU systematically bolstered its complement of full-time faculty at an unparalleled rate; introduced a litany of new support, professional development and incentive programs to help faculty grow and lead as teacher-scholars; and generally insulated faculty from the very real pressures of financial austerity. Bridgewater faculty are the heart and soul of the institution, and the University's support for their work in teaching, challenging and mentoring students is understood to be both paramount and absolute. The President, Cabinet, and the whole of the Administration operate in a mode reflecting this overarching priority, and the institution's strategic plan ably reflects this ongoing commitment. Students gain immeasurably from small class sizes; frequent and intensive engagements with full-time professors; deep exposure to a myriad of specialized faculty research, outreach, scholarship and artistic pursuits; and being an integral part of a rich, diverse and vibrant academic community energized by the passion, creativity and innovative spirit of an engaged faculty.

Description

As a public, student-centered, comprehensive university, Bridgewater State University values and supports faculty as vibrant teachers and scholars, and as critical participants in University governance. Faculty members conduct their duties within the collective bargaining framework that encompasses all institutions in the Massachusetts State University System. Workload, faculty roles and evaluative processes are articulated in the DHE-MSCA [Collective Bargaining Agreement](#) (MSCA-CBA) ratified in 2009 for the period 2009-2012.

Demographics

As of Fall 2011, BSU employed 316 full-time faculty and librarians, of whom 67 percent were tenured. The University also employs 417 part-time day faculty. The number of full-time faculty has increased from Fall 2010 (309), Fall 2009 (305), and markedly from Fall 2002 (252). As of Fall 2011, this complement of faculty served 8,219 undergraduates (FTE) and 848 graduates (FTE). Faculty and librarians make up 32 percent of the total full-time employees at BSU (source: [Factbook](#)).



Minimum qualifications of faculty are governed by the MSCA-CBA, Article XX, Section B. The majority of full-time faculty (94 percent in Academic Year 2010-11) hold terminal degrees in their respective fields. Approximately one-third are constituted at each of the three faculty ranks: Professor – 38 percent; Associate Professor – 29 percent; Assistant Professor – 32 percent. Female faculty make up 48 percent of the total; faculty of color, 14 percent; and faculty over the age of 50 make up 49 percent. University policy requires all part-time faculty to have at least a master’s degree. As of Fall 2011, part-time faculty taught 48 percent of three- and four-credit undergraduate day courses. Article XX of the MSCA-CBA limits academic departments to teaching no more than 15 percent of their courses per year with [part-time faculty](#) (excluding those hired to replace faculty on sabbatical or released for other duties).

Responsibilities, Expectations and Policies

All faculty receive a copy of the MSCA-CBA when hired. This document along with electronic handbooks (the [Faculty/Librarian Resource Guide](#) and the [Visiting Lecturer Handbook](#)) detail responsibilities, institutional policies and processes, and conditions of employment. Responsibilities for both full- and part-time day faculty are prescribed by the MSCA-CBA in Article XII which articulates expectations for teaching workload, advising, continuing scholarship, and service. It delineates the process and criteria for assigning teaching schedules as well as the process for undertaking alternative professional responsibilities through reductions in teaching loads. The CBA also articulates the grievance process.

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

The MSCA contract outlines appointment, evaluation, reappointment, post-tenure review, sabbatical leave, and tenure and promotion procedures for full-time and temporary full-time faculty as well as salary and benefits. Temporary full-time faculty appointments are limited to a maximum of two years, have limited participation in campus decision-making, and do not participate in University-wide governance. After two years, they must be unemployed as a faculty member at BSU or teach as a visiting lecturer one semester, after which they can again be employed as a full-time temporary faculty member for another two years. The University does not employ graduate teaching assistants.

The BSU [strategic plan](#) and [Faculty/Librarian Hiring Manual](#) underscore the institutional commitment to attention to diversity in hiring efforts. [The Office of Affirmative Action and Disability Compliance](#) monitors all applicant pools and hiring practices to ensure compliance with legal and institutional diversity hiring standards. Of 56 faculty hired into tenure-track positions from 2007 to 2010, 42 percent were female and 18 percent self-identified as minority applicants. Faculty participate in all academic searches as specified in Article VI of the CBA.

Faculty participate in reviewing curricula within their own departments, each of which maintains curriculum committees as required by the CBA. Changes to undergraduate programs promulgated within departments are reviewed through the [All College Committee](#) (ACC) and the [Undergraduate Curriculum Committee](#) (UCC). The Graduate Education Council (GEC) reviews changes to graduate programs. These committees are staffed by faculty, administrators and students. In each case, faculty constitute the majority.

All academic programs undergo either an external accrediting process or an internal five-year program review. The internal review is used if the external process does not meet BSU standards or if no external accrediting process exists. Details on program review schedules, personnel appointments for the conduct of reviews, and the results of reviews are available through the Division of Academic Affairs. BSU also maintains an [Assessment Guidebook](#), which is intended to assist faculty in reviewing academic programs.

A commitment to academic freedom is explicit in Article V of the CBA which states, “[T]he parties endorse the principles and standards of academic freedom and academic responsibility as generally and traditionally accepted in institutes of higher education.” Additional statements of expectations of faculty and their academic freedom reside in the CBA and in numerous federal, state and University documents, and are accessible online.

Faculty Development and Support

BSU has made a major commitment of financial and human resources to provide comprehensive, diverse, and timely faculty development programs on campus. Faculty development focused on teaching is promoted through a variety of initiatives across campus including the Office of Teaching and Learning and the Center for the Advancement of Research and Scholarship (CARS). At least [18 separate initiatives](#), most faculty-led, offer both individual and collaborative programming opportunities to meet the professional development needs of the faculty.

Leaders of major faculty development programs meet regularly to collaborate on programming and share ideas through the Faculty Development Leadership Group (FDLG). Extensive and ongoing programs include individual consultations, workshops, and intensive all-day or multi-day conferences. Programming addresses pedagogical initiatives, scholarly research and writing, faculty work-life balance, strategies and choices at various career stages, issues of diversity, curriculum development, and course-based assessment. Topics and programs reflective of different themes are developed and scheduled each semester. A list of the campus initiatives offering regular faculty development programming is available through the [Office of Teaching and Learning](#) website. Major programming events in recent years include: Strength in Numbers: Quantitative Reasoning Across the Curriculum; Hearing Every Voice/Teaching Every Student; and Conversations about Teaching: Diverse Students, Diverse Methods, One Mission.

During FY2010, BSU invested over \$500,000 in direct financial support for faculty development, excluding personnel and programming expenses. Major components of that spending include:

- [CARS](#) support for faculty and librarians for professional travel and grants to support scholarship (\$345,000);
- Assistance through the [Office of Teaching and Learning](#) to support faculty teaching innovation and renewal (\$47,050);
- The piloting of a [Summer Teacher-Scholar Institute](#), a week of intensive development emphasizing pedagogy and scholarly writing (\$113,000). The pilot program was so successful that the University boosted funding in FY2012 to \$154,000, of which \$48,000 came from institutional funding streams and \$106,000 was supported through grants from the Davis Educational Foundation and the Nellie Mae Foundation).

BSU also provides a variety of supports and incentives to promote excellence among its part-time faculty. Such resources include a [Resource Guide for Visiting Lecturers](#) and the recently created [Presidential Award for Distinguished Adjunct Teaching](#). The Teaching and Technology Center, Office of Teaching and Learning, [Writing Across the Curriculum](#), Writing Program Administrator, First- and Second-Year

Seminar Coordinators and Foundations of Logical Reasoning Coordinators all run programs open to (or specifically dedicated to) adjunct faculty. Many offer course enhancement grants open to full- and part-time faculty. The Summer Teacher-Scholar Institute, described above, is open to both full- and part-time faculty. Finally, some departments with multi-section courses have a member of the full-time faculty on an Alternative Professional Responsibility (APR) to serve as a coordinator to assist both full and part-time faculty teaching those courses.

Appraisal

Demographics

While the number of full-time faculty has increased over the previous five years, the number of students attending full-time has increased rapidly as well, due primarily to the great success BSU has had in increasing retention. The student-faculty ratio, 20:1 in Fall 2007, rose to 21.6:1 during the hiring slowdown in the early years of the recession, and returned to 20:1 by Fall 2011 with an institutional investment in new faculty lines. Hiring full-time faculty is a strategic priority, and from Fall 2007 to Fall 2011, the complement of full-time faculty increased from 299 to 316 (source: [BSU At-A-Glance](#)).

The number of part-time faculty has exceeded the 15 percent ceiling set by the CBA in part due to the revision of the core curriculum and resulting lower caps for core courses, as well as lower caps in some non-Core courses and a significant number of course reassignments resulting from full-time faculty service in alternative professional responsibilities. Some departments with a heavier teaching load in the Core have higher rates of [part-time faculty employment](#). Studies show that employing part-time faculty adversely affects undergraduate students at four-year colleges and universities by reducing their five- and six-year graduation rates (Ehrenberg and Zhang 2005). [Recent BSU data](#) demonstrate an increase in student retention and graduation rates, as well as a dramatic increase in the number of degrees conferred. The combination of direct support for part-time faculty through faculty development programs (as noted above), smaller class sizes resulting from lower enrollment caps in the Core, and enhanced academic advising should enable the University to employ more part-time faculty without the predicted decline in student retention or graduation rates. All the while, expanding the size of the full-time faculty relative to the size of the student body remains an overarching strategic priority of the institution.

The University is making substantial strides to improve the balance between full- and part-time faculty. For example, some departments that utilize large numbers of adjunct faculty have successfully completed multiple full-time faculty searches in an effort to remedy the situation. The English Department, which exceeds the 15 percent cap on adjunct faculty, has hired seven new full-time faculty members since 2008. Increasing the number of full-time faculty has been an institutional priority since 2003, when the institution began to add approximately 10 new faculty lines annually. This increase continued until nationwide economic challenges temporarily halted this growth in 2008. More recently, the [strategic plan](#) envisions a program of extensive faculty hiring in the next five years, currently estimated at upwards of 30 new lines in addition to replacement of retiring faculty. Four new full-time faculty lines were created for Academic Year 2012-13 and searches for nine new full-time faculty lines commence in Fall 2012.

Part-time faculty are afforded multiple opportunities for institution-wide professional development connected to their teaching and pedagogy. In varying degrees they are supported and integrated at the department level, with nearly half of all academic departments reporting a high level of support for syllabus development and mentoring. In contrast, fewer than a quarter of departments [report](#) a high level of support around grading, classroom management and integration into department meetings. Such support varied widely among the five departments offering the most sections taught by part-time faculty, and this inconsistency suggests the need for further work with departments across the full range of part-

time faculty professional roles. BSU considers the challenge of both the proportional number of adjunct professors in the ranks of its faculty and the provision of adequate support for these part-time faculty a work-in-progress that is being addressed as fully as possible.

Responsibilities, Expectations and Policies

The University has episodic difficulty in staffing voluntary faculty roles in institutional governance committees and administrative search committees. Over half of the full-time faculty in Academic Year 2010-11 served on one or more extra-departmental committees (including governance, search committees and cross-departmental advisory boards), suggesting that while many faculty are highly engaged in institutional service, the need for that service outstrips the faculty's current capacity to provide it while also serving departmental needs and pursuing other scholarly endeavors.

In a study comparing BSU to all full-time faculty salary data with non-specialized public institutions in Massachusetts, BSU ranked fourth out of seven institutions in 2007. In 2011, BSU ranked second out of seven public Massachusetts institutions for full-time faculty average salaries. These data are based upon IPEDS (Integrated Postsecondary Data Education System) data and include those full-time faculty that are tenured, on tenure track, and not on tenure track.

Faculty participate fully in all aspects of academic program reviews. This process ensures that content and methods of instruction meet academic and professional standards and expectations for curriculum, learning outcomes and scholarship. Additionally, the shared governance process ensures faculty involvement in curriculum development both at the departmental and University-wide levels.

Faculty Development and Support

During Academic Year 2008-09, a review of all major faculty development programs found that "many faculty make use of these opportunities; and the development we offer serves the success of both institutional mission in general and strategic goals in particular." Participation in such programming and grant-based development opportunities has been robust and grown annually. According to the [2009-10 Faculty Development Self-Study](#), faculty assessed the available faculty development resources as engaging, relevant and effective. A signature faculty development event is the CARS Celebration, a two-day campus-wide event focused on sharing the scholarship and program initiatives of faculty and librarians. Consistently high participation in the Celebration, with an average attendance of 230 from 2008-2010, demonstrates the commitment that faculty and librarians have not only to scholarly activity and works, but also to sharing these with one another in the interest of collegial professional development.

In Summer 2011, the Division of Academic Affairs restructured the New Faculty Orientation Program, expanding it to two days in August with follow-up activities in Academic Year 2011-12. Participants provided ongoing assessment of all orientation programs indicating that the New Faculty Orientation program is effective at conveying information and integrating new faculty into the institution, as well as creating a welcoming and collegial environment for new faculty.

BSU's commitment to provide appropriate integration of part-time faculty into the institution is evident in part through the variety of support open to part-time faculty noted above. The most recent major initiative (and a significant investment), the Summer Teacher-Scholar Institute, was open to part- and full-time faculty. Four adjunct faculty out of 38 total faculty attended in 2010, and 11 adjunct faculty out of 48 total faculty attended in 2011.

Projection

Faculty

Growth in the faculty must match continued student growth if BSU is to avoid further increase in the student-faculty ratio, greater reliance on part-time faculty, and increased class size. As noted elsewhere, the [strategic plan](#) includes a commitment to faculty hiring of up to 30 new faculty lines over the next several years; a building plan has been developed that includes additional faculty office space; and the Provost's Office has developed an academic plan integrated with the University's strategic plan to prioritize and align outstanding needs with an infusion of new resources.

As a result of the self-study process and new Data First requirements, BSU has begun and will continue to collect information on visiting lecturer qualifications centrally, instead of relying on departments to maintain their own data, as it had been the practice in the past.

Faculty Development

BSU continues to enhance support for the professional development of adjunct faculty. In addition, with seed money from the Nellie Mae Foundation's Project Compass Grant, the [Office of Teaching and Learning](#) piloted a faculty development program in Spring 2012 designed with the specific pedagogical development needs of part-time faculty in mind. This series included a full day and a half of programming in January, with follow-up programming and a culminating, celebratory event in May 2012. Topics included: using the syllabus as a teaching tool; effective use of assessment to support student learning; and teaching students with diverse learning styles. The anticipated outcome is to integrate part-time faculty more fully into the university's pedagogical community for the ongoing benefit of student learning. If the Nellie Mae Grant is rendered a success, the University will seek to continue this development opportunity.

teaching and advising

Description

Excellent teaching and meaningful learning experiences are at the heart of [BSU's mission](#). Through varied instructional methods and delivery systems, the University meets the learning needs of students from a variety of social locations and academic backgrounds. Undergraduate research opportunities abound on campus. Through a rich and varied offering of faculty development programs, BSU seeks to enhance the quality of teaching and learning in all courses and subjects. With the aid of numerous systematic assessment processes, the effectiveness of instruction is periodically addressed. Faculty are involved in all areas of professional development as both leaders and participants in the initiatives.

Faculty perform advising duties as part of their contractual responsibilities under the CBA, and new faculty are offered a workshop through [New Faculty Orientation](#) to introduce them to departmental and core curriculum advising. The [Academic Achievement Center](#) (AAC) provides a mandatory, year-long, five-step advising process for first-year students, and faculty regularly work as advisors within the AAC. [BSU's Transfer Central](#) website provides a summary of the Mass Transfer Program and relevant advising links to all transfer students. A full-time Director of Transfer Services coordinates an orientation and advising program for transfer students that also involves a department chair or faculty member from each department.

BSU offers courses through multiple instructional delivery systems: Lecture, seminar and discussion, online/hybrid, capstone/discussion, lab, and physical activity courses. In addition to these delivery systems, the University offers a variety of learning opportunities outside the classroom:

- Internship programs organized through the [Office of Career Services](#);
- Practica, pre-practica and fieldwork experiences, required for those students pursuing a career in Education and Counselor Education but also offered or required in Anthropology, Theatre and Dance, Social Work, Political Science, Communication Studies and Psychology;
- Mentored undergraduate research, offered through the [Office of Undergraduate Research](#) (including the [Adrian Tinsley Program \(ATP\) for Undergraduate Research](#)) and the [Honors Program](#);
- Performance, required in some Music, Theatre and Dance courses or programs;
- Flight training, required in the Aviation Science program's Flight Training concentration.

In keeping with the University's commitment to varied instructional delivery, all classrooms on campus are equipped with state-of-the-art technology, and faculty receive training and support in the use of these resources through the [Teaching and Technology Center](#) (TTC) and various training opportunities offered through that Center. These opportunities include: Workshops; one-on-one consultative support; and Ed Tech Day, an annual program for presentation and discussion of emerging academic technology. Faculty also have training and support available through CARS technology support workshops, including regularly offered training in the Statistical Package for the Social Sciences (SPSS). In addition, Blackboard and Moodle, supported by the TTC, are available to all full- and part-time faculty. Faculty have the option of creating their own webpage and can receive assistance in webpage development from the Information Technology Division's Web Development Team. In Fall 2012 the Office of Teaching and Learning (OTL) assumes many of the responsibilities of the TTC, and its newly-hired director will work across the University to build a vision and strategic plan for ongoing faculty development and student success in technology-enhanced pedagogy. The OTL will support faculty engaged in the creation of instructional materials and resources, including: Web design and content; course management system sites; and multimedia productions for online, blended and face-to-face courses. The OTL also facilitates faculty innovation by connecting learning resources, curricula and scholarly opportunity with appropriate academic technologies. Through the previously mentioned Project Compass grant from the Nellie Mae Foundation, BSU has focused attention on faculty development and institutional research supporting first-generation, low-income students, and students of color. More than 60 percent of BSU undergraduates belong to two or more of these groups. The University intentionally supports and employs teaching techniques and delivery systems, such as small class sizes and engaged learning practices, that research has shown to be especially effective with these populations. In addition to excellent teaching in the classroom, BSU provides multiple avenues of academic support and opportunity. The Academic Achievement Center houses the following academic support services, staffed by administrators, faculty, and student workers: [Writing Studio](#); Math Lab; [ESL Services](#); [Communications Lab](#); and the Accounting and Finance Tutor Lab. Structured learning assistance and peer-assisted learning for students in science and math disciplines are supported through Student Retention Enhancement Across Mathematics and Science ([STREAMS](#)), a five-year multi-strategy project funded by the National Science Foundation to increase the success of math and science majors. Students whose intake testing reveals areas of weakness in English and mathematics are directed to specifically designed valuable courses in English and math. Exceptional students may avail themselves of Honors courses and other enrichment opportunities offered through the Honors Program.

The [Honors Program](#), [Adrian Tinsley Program \(ATP\) for Undergraduate Research](#) and the [Center for Sustainability](#) offer a myriad of grants and research opportunities for students interested in pursuing their studies at a more intensive, mentored level. Opportunities include: Summer and semester research grants; the Honors Thesis; travel to the National Conference on Undergraduate Research and academic conferences; and a program for undergraduate research abroad that has supported student-faculty research teams in Jordan, China, Cape Verde, Cambodia and Israel. Mentored student research allows for

the pursuit of collaborative student-faculty scholarship and facilitates the integration of scholarship and instruction. From 2006-2011, the University has supported over 1,208 students pursuing undergraduate research (individually and in groups) through an investment of over [\\$850,000](#) in stipends and remuneration for travel and research expenses.

BSU hosts a thriving [service-learning program](#) and offers between 10 and 20 courses per semester that fully integrate relevant content. BSU's recent establishment of the [Center for International Engagement](#) and the hiring of an Executive Director and administrative staff have resulted in the focused development of study-abroad opportunities, international exchange, and a host of other international study and research programs. Lastly, instruction in research techniques is offered by librarians through class presentations and one-on-one instruction in the library, further providing students with the knowledge and skills needed to conduct meaningful research.

At BSU, scholarly and creative achievement by students is encouraged, supported and appropriately assessed. The well-attended ATP Undergraduate Research Symposium (held each April) and [Mid-Year Symposium](#) (held each December) provide opportunities for students to present mentored research to their peers and BSU faculty. The Office of Undergraduate Research publishes the [Undergraduate Review](#) and articles contained within are faculty reviewed. [The Bridge](#), a student journal, is a nationally recognized showcase of literature and visual arts that consistently wins journal-wide and article-specific awards from the Associated Collegiate Press, the Columbia Scholastic Press Association, and College Media Advisors. First-year and second-year students find a venue for publication in [Embracing Writing](#), published by the English Department. Student artists' work is displayed and judged annually at the annual Student Art Show, and the Department of Theater and Dance offers numerous student performances every semester. In addition, departmental program review and accreditation ensure that student scholarly and creative achievement complies with disciplinary assessment.

Students in each program are taught by a variety of faculty in order to ensure experience in different methods of instruction and exposure to different viewpoints. The BSU [Factbook](#) provides evidence of the diversity in age, gender, terminal degree statistics and other demographic information. The [core curriculum](#) ensures that students take courses in a variety of disciplines and colleges, and [First-](#) and [Second-Year](#) Seminars provide in-depth experience in disciplines outside of students' majors.

The NEASC Commission on Institutions of Higher Education, in its [letter](#) approving the Masters of Education in PreK-12 Education, requested that a report of progress toward providing students with preparatory information about their classes in the Quito program be included in this comprehensive evaluation. The faculty coordinator for the Quito program, Dr. John-Michael Bodi, modified the process by which students in the Quito cohort received information related to each upcoming course. Program faculty now provide a syllabus and other information in advance of the start of each course. They also communicate with the students earlier than the first day of class to respond to students' need for information and advice. This change in instructional planning is of particular use to the cohort at such a distant instructional location.

Appraisal

BSU faculty participate in a rich and varied offering of faculty development programs that enhance the quality of teaching and learning in all courses and areas. Through numerous systematic assessment processes ([Office of Assessment](#)), the effectiveness of instruction is periodically addressed. The University recently concluded an assessment of the effectiveness of the Core in promoting its learning objectives. The recently revised Assessment Guidebook focuses on program-level assessment, but should also include additional sections to provide faculty with support in developing course-level student learning assessment strategies.

The University recognizes outstanding teaching through the Presidential Awards Program for both individual and collaborative teaching excellence and innovation for both full- and part-time faculty. Recipients are honored with classroom visits from the President, as well as through ceremonial recognition and significant financial awards ([AA Teaching and Research Awards](#)).

BSU has developed several policies regarding [academic integrity](#) and reviews them regularly. The primary undergraduate policy provides a multi-step process of mediation and appeal as well as the capacity to increase sanctions for multiple offenses. The faculty strongly encourages academic integrity and models good practices through inclusion of University policy in syllabi and addressing issues of academic integrity throughout the curriculum. Please see Standard 11 (Integrity) for additional information.

First-year advising is a strength of the University and the multilayered advising offered through the Academic Achievement Center contributes to a high freshman-sophomore retention rate. The comprehensive nature of BSU's Transfer Central website has strengthened the transfer advising process considerably. The [Director of Transfer Services](#) advocates for and helps facilitate the transfer process for BSU's large population of transfer students, which in Fall 2011 consisted of 1,044 transfers out of a total intake of 2,538 new students.

From 2004-2006 Bridgewater State College conducted a series of studies concerning academic advising. Students were surveyed in 2004, 2005 and 2006 (total n=1,410). The advising report based on the findings of these surveys, released in early [2007](#), in referring to advising in the major states, "the general picture painted by these three studies is of a system that is perceived as labor-intensive and understaffed, with weak quality controls, and with inadequate support from central administrative offices and the IT infrastructure."

Conversely, most students reported receiving the academic advising services they want and need. About 60 percent of students met with their advisor once or twice a year for 15 minutes or less. About 20 percent of students each year, however, report difficulty meeting with their advisor or feeling rushed. Some departments have advising loads exceeding 75 advisees per faculty member and large departments have shown considerable ingenuity in meeting the advising needs of their students.

Projection **Teaching**

In AY2011-12, BSU hired a new director for the Office of Teaching and Learning who has experience working with instructional designers to support online pedagogy. During the 2012-13 Academic Year, BSU plans to enhance the services of the Office of Teaching and Learning to include an instructional designer and one additional staff member to offer direct faculty support to improve the use of technology in the classroom and online. This will enable richer, more sustained and responsive faculty development around teaching with technology, and thoughtful attention to selecting technology that best supports and promotes desired learning outcomes.

The Office of Assessment plans to work with faculty to develop additional sections in the Assessment Guidebook to address the growing demand for support in developing course-level learning outcomes and assessment strategies.

Advising

Bridgewater State University [identifies](#) the realm of student advising as an area of both emerging challenge and significant opportunity. Given the growth of the student body and the expanding size and complexity of the institution, careful attention across the whole of the University must be devoted to ensure this essential ingredient of student development remains relevant, responsive and vibrant. To

date, the Provost has convened a committee to examine advising in the major and begun to develop an infrastructure through which year-round academic advising may be offered. While these are prudent (if preliminary) steps, the overarching importance of advising has led the President to mandate a comprehensive overhaul of advising and to consider broadening the University's definition of advising beyond the academic arena. This initiative has been incorporated as an action item into the strategic plan and deliberations will begin in earnest in Fall 2012.

Scholarship, research and creative activity

Description

Faculty scholarly expectations for reappointment, promotion and post-tenure review are defined by the CBA. In addition, most of the seven externally accredited undergraduate programs require faculty scholarship. The Office of Grants and Sponsored Projects (OGSP) has clear [policies](#) on maintaining integrity in research and the use of human subjects. The Institutional Review Board ([IRB](#)), comprised of faculty and directed by a faculty member, reviews all pertinent research applications according to federal and state laws. These ethical research procedures are updated regularly, are available online, and are communicated to all faculty each year. Faculty are also active participants on committees and boards that create and review internal research grant policies and procedures.

Faculty compete for both internal and external grant funding in support of scholarship. [The Center for the Advancement of Research and Scholarship](#) (CARS) provides internal grant funding, support for grant writing, and funding for professional travel. From Fall 2008-Spring 2011, CARS [funded](#) 114 faculty research proposals (totaling \$543,000) and 412 faculty travel grants to present at or attend professional conferences. The CARS Faculty and Librarian Research Grant (FLRG) also provides funds that may be used to purchase one or two course releases during the academic year. From Spring 2008-Fall 2010, CARS supported 27 semesters of course releases for scholarly endeavors. [OGSP](#) also provides programming to facilitate externally funded scholarship, and during Academic Year 2010-2011 eight faculty received [external funding](#) (totaling in excess of \$250,000). Faculty are eligible for sabbatical for study and research after seven years of service, and, since 2007, BSU has granted 159 sabbaticals, despite the recession.

The Office of Teaching and Learning ([OTL](#)) supports the integration of scholarship with instruction through workshops on the scholarship of teaching and learning and the Teacher-Scholar [Summer Institute](#). The Office of Institutional Diversity (OID) offers a Presidential Award for Diversity, Inclusion, and Social Justice, as well as faculty development opportunities in other venues including the Summer Institute.

Additional [support](#) for faculty scholarship includes start-up funding upon hire (ranging from \$11,000 to \$54,000 for up to 10 faculty), \$600-\$700 of contractual professional development funds per faculty member each year, and the opportunity to employ a graduate research assistant funded through the College of Graduate Studies. Faculty also have access to the Maxwell Library, which contains nearly 300,000 print volumes and approximately 28,000 circulation items. The library also provides faculty, both on- and off-campus, with access to over 72,000 full-text electronic journals and over 10,000 e-books.

The University values scholarship and recognizes faculty accomplishments with prizes at the annual Awards for Academic Excellence ceremony hosted by the President's Office. The University supports major annual retrospective awards (e. g. the BSU Lifetime Faculty Research Award and the Class of 1950 Distinguished Faculty Research Award), as well as prospective awards for major scholarly undertakings

(e. g., the Presidential Fellowship provides a year-long release from teaching and service responsibilities and \$10,000 in research expenses; and the Jordan D. Fiore Award provides a monetary gift for research advancing the mission of social justice).

Appraisal

As faculty at a teaching university, Bridgewater faculty participate in research and creative activity at a level appropriate to the University's mission and consistent with expectations articulated in the CBA. The University has improved its support of research and creative activities through mechanisms that provide more time for research, scholarship, and writing. However, faculty find and regularly report that current teaching loads provide insufficient time for scholarship and creative activities.

Scholarship, research and creative activities are supported at BSU through the funding and programming of CARS, as well as supplemental support from department chairs, deans and the Provost. The OGSP also offers programming to facilitate scholarship, and the [Faculty Advocacy Network](#) provides mentoring for professional goal setting. Scholarship, research and creative activities are recognized annually at the Awards for Academic Excellence ceremony, at which faculty are recognized for publication of books, articles and creative works. The University is highly supportive of the creative arts by providing venues that display creative works and showcase theatrical and musical performances.

Successful pursuit of scholarship by faculty is also evident in the high percentage of faculty granted tenure (100 percent in three of the last five years and 88 percent in the other two years) and awarded merit pay increases through post-tenure review (36 faculty). Both processes require contributions to the scholarship of one's discipline. Demand for CARS funding consistently exceeds the support available, suggesting the need for ongoing institutional conversation and creativity in supporting faculty scholarship. Demand for student research funding, while also well-supported, also exceeds current capacity each year.

Projection

As part of ongoing needs assessment and planning in future years, faculty development coordinators plan to survey faculty about the time their jobs require and workload issues as these suggest the nature of efforts to support scholarship and creative activity and shape the design of faculty development programming and support mechanisms according to the results. The 2013 Summer Teacher-Scholar Institute will expand its research support to build on its current emphasis on scholarly writing to include such research components as survey design, qualitative and quantitative research software, research ethics, and grant workshops, all within the current week-long curriculum.

Improvements in physical, technological, and administrative resources together with academic services will facilitate the institution's commitment to research and creative activities. The completion of the Science and Math Building project and a planned \$100-million capital expansion over the next four years to include improved lab space for the social sciences will contribute significantly to improvements in the faculty scholarship and research arena.

institutional effectiveness

BSU evaluates support for faculty effectiveness in teaching, advising and scholarship through program reviews, Academic Affairs divisional budgeting, and ad hoc institutional reviews of faculty support structures. Every academic department undertakes an extensive program review every five years. The results guide human, physical and fiscal resource allocation within departments and relative to the college and University as a whole. Program reviews highlight departmental strengths, faculty concerns and potential growth areas. Academic Affairs sufficiently evaluates levels of support for all instructional, curricular, advising and faculty development programs through each year's budget process. This process takes into account faculty demand for different resources and likely areas of change in the coming year in the context of the strategic plan and institutional mission. The academic administrative leadership,

academic department chairs, and faculty development leaders meet regularly throughout the year to discuss ongoing and emergent faculty needs and interests. In AY2009-10, Academic Affairs conducted a comprehensive program review of faculty development programs in order to evaluate participation, effectiveness, and alignment with institutional strategic priorities. The Division will continue this level of assessment and planning for faculty development programs into the future.

The Faculty Development Review undertaken in Academic Affairs during the 2009-10 Academic Year recommended programmatic, resource, structural and spatial changes in faculty development. These include clarifying the relationships between different initiatives that support teaching; making connections between programs more easily visible and navigable by faculty; building a comprehensive program of faculty development support around teaching and teaching innovation; building collaborative links between initiatives responsible for integrating technology into teaching; relocating major faculty development programs into adjacent spaces to promote collaboration and coordination; and initiating a comprehensive review of faculty development needs around academic advising. Each of these recommendations is currently underway except for the spatial realignment of programs that has been deferred to 2013 as part of the University's Transformation Plan.

The University is currently able to provide for the travel and research needs of faculty through the variety, scope and number of annual CARS grants; for the pedagogical needs of faculty through OTL grants and the Summer Teacher-Scholar Institute; and for programming across a range of themes and professional interests through CARS, OTL and other faculty development programs. Emerging programming needs include more extensive mentorship for pre-tenured faculty, support for speaking-intensive courses in the Core Curriculum, and quantitative reasoning across the curriculum, all of which are being addressed through different programming proposals currently in development. During the recent recession, commitments have been bolstered and financial support increased for academic departments and faculty development support and programming. This growing support has allowed faculty and librarians to continue their professional development as teachers and scholars unaffected by economic challenges.

The University has recently utilized long-term planning and evaluation of faculty development support and programming to address concerns previously arising from limited capacity to coordinate long-term planning among numerous initiatives; to assess effectiveness of faculty development overall; to articulate the range of emergent needs; and to support adjunct faculty in a way consistent with the institution's expectation of its impact on students. The organization of faculty development initiatives at BSU is currently very "organic" in that, programming and initiatives arise and receive support as needs are identified. While this has the advantage of serving all parts of the faculty, it can create confusion as a result of a proliferation of programs and programming. Imminent creation of a physical space for faculty development programs and offices, and ongoing efforts to plan and schedule activities jointly to decrease the likelihood of duplicate programming should alleviate this confusion. Ongoing and concerted advertising and outreach are also important to educate faculty about the plethora of professional development opportunities on campus. Through support from the Davis Educational Foundation and at the charge of the President and Provost, Academic Affairs has developed a new long-term planning and assessment structure for institutional faculty development that will further articulate the Faculty Development Leadership Group's collaboration and planning. This approved plan creates structures and funding for long-term planning, assessment and expansion of support for all stages of faculty development, and is currently under review for timing of its various levels of implementation.

The reconceptualization of faculty development planning, structures and scope noted above was presented to the campus during the 2011-12 Academic Year. The University has deferred creation of a faculty development center on the ground floor of Maxwell Library until 2013 to better align with a host of other capital projects. Faculty and academic administrators will collaborate to determine the

best use of faculty development space within that new structure. The University will need to plan more deliberately and invest in coordinated ways in the success of the predicted wave of new faculty hiring over the next decade. As part of addressing this need, the Administration plans to expand support and mentoring resources facilitated by the Faculty Advocacy Network (FAN) and other faculty development programs supporting teaching and scholarship.

Three additional areas of need stand out for BSU faculty. The first consideration involves teaching with technology, including the use of technology to enhance face-to-face, blended, and online teaching. While the Teaching and Technology Center provides excellent support to faculty for implementing new technologies, additional resources and greater integration with other faculty development initiatives will benefit the institution greatly. The Office of Teaching and Learning (OTL) will lead these initiatives. Second, part-time faculty have pressing development needs to support the quality of their instruction and to encourage their experimentation with teaching methods. The piloted 2011-2012 Visiting Lecturer Faculty Development Program marks the beginning of more sustained and focused development efforts for part-time faculty and will be supported in future years. Lastly, the level of the current faculty workload should be addressed in order to further improve teaching, research, and scholarship.

Standard 5: Faculty
(Rank, Gender, and Salary, Fall Term)

?

		3 Years Prior (FY 2009)		2 Years Prior (FY 2010)		1 Year Prior (FY 2011)		Current Year* (FY 2012)		Next Year Forward (goal) (FY 2013)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty											
Professor	Male	59	-	58	-	64	-	62	-	60	-
	Female	44	-	45	-	50	-	50	-	49	-
Associate	Male	45	-	46	-	44	-	41	-	37	-
	Female	41	-	48	-	41	-	41	-	43	-
Assistant	Male	53	-	49	-	49	-	59	-	55	-
	Female	55	-	53	-	48	-	57	-	62	-
Instructor	Male	2	-	2	-	4	-	2	-	5	-
	Female	7	-	4	-	9	-	4	-	6	-
Other	Male	-	185	-	139	-	179	-	203	-	203
	Female	-	181	-	121	-	173	-	214	-	214
Total	Male	159	185	155	139	161	179	164	203	157	203
	Female	147	181	150	121	148	173	152	214	160	214
Total Faculty											
Professor		103	-	103	-	114	-	112	-	109	-
Associate		86	-	94	-	85	-	82	-	80	-
Assistant		108	-	102	-	97	-	116	-	117	-
Instructor		9	-	6	-	13	-	6	-	11	-
Other		-	366	-	260	-	352	-	417	-	417
Total		306	366	305	260	309	352	316	417	317	417
Salary for Academic Year											
Professor	Minimum	64,478	-	63,242	-	65,121	-	57,000	-	58,995	-
	Mean	80,397	-	80,629	-	79,686	-	82,065	-	83,680	-
Associate	Minimum	55,472	-	55,907	-	56,394	-	59,235	-	58,965	-
	Mean	64,967	-	66,023	-	65,709	-	68,467	-	70,277	-
Assistant	Minimum	52,891	-	53,998	-	54,055	-	50,000	-	43,530	-
	Mean	57,747	-	58,082	-	58,448	-	60,976	-	63,223	-
Instructor	Minimum	42,612	-	49,858	-	49,915	-	50,000	-	43,530	-
	Mean	50,250	-	54,306	-	51,518	-	52,977	-	53,848	-
Other	Minimum	-	197	-	385	-	385	-	600	-	600
	Mean	-	7,238	-	7,783	-	7,241	-	8,208	-	8,208

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 5: Faculty
(Highest Degrees and Teaching Assignments, Fall Term)**

		3 Years Prior (FY 2009)		2 Years Prior (FY 2010)		1 Year Prior (FY 2011)		Current Year* (FY 2012)		Next Year Forward (goal) (FY 2013)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate											
Professor		88	-	87	-	101	-	100	-	96	-
Associate		73	-	79	-	71	-	71	-	71	-
Assistant		92	-	89	-	86	-	104	-	99	-
Instructor		1	-	-	-	1	-	-	-	-	-
Other		-	61	-	57	-	78	-	89	-	89
Total		254	61	255	57	259	78	275	89	266	89
Highest Degree Earned: Master's											
Professor		15	-	15	-	13	-	12	-	13	-
Associate		13	-	13	-	14	-	11	-	9	-
Assistant		16	-	13	-	11	-	12	-	15	-
Instructor		8	-	5	-	10	-	6	-	7	-
Other		-	136	-	93	-	125	-	172	-	172
Total		52	136	46	93	48	125	41	172	44	172
Highest Degree Earned: Bachelor's											
Professor		-	-	-	-	2	-	-	-	-	-
Associate		-	-	-	-	-	-	-	-	-	-
Assistant		-	-	-	-	-	-	-	-	-	-
Instructor		-	-	-	-	-	-	-	-	-	-
Other		-	14	-	8	-	16	-	24	-	24
Total		-	14	-	8	2	16	-	24	-	24
Highest Degree Earned: CAGS											
Professor		-	-	-	-	-	-	-	-	-	-
Associate		-	-	-	-	-	-	-	-	-	-
Assistant		-	-	-	-	-	-	-	-	-	-
Instructor		-	-	-	-	-	-	-	-	-	-
Other		-	6	-	5	-	10	-	10	-	10
Total		-	6	-	5	-	10	-	10	-	10
Highest Degree Earned: Unknown											
Professor		-	-	-	-	-	-	-	-	-	-
Associate		-	-	-	-	-	-	-	-	-	-
Assistant		-	-	-	-	-	-	-	-	-	-
Instructor		-	-	-	-	-	-	-	-	-	-
Other		-	149	-	97	-	123	-	122	-	122
Total		-	149	-	97	-	123	-	122	-	122
Fall Teaching Load, in credit hours											
Professor	Maximum	21	-	26	-	21	-	22	-	22	-
	Median	12	-	12	-	12	-	13	-	13	-
Associate	Maximum	24	-	23	-	22	-	22	-	22	-
	Median	12	-	12	-	12	-	12	-	12	-
Assistant	Maximum	19	-	25	-	20	-	21	-	21	-
	Median	12	-	12	-	12	-	12	-	12	-
Instructor	Maximum	15	-	18	-	18	-	15	-	15	-
	Median	12	-	12	-	12	-	12	-	12	-
Other	Maximum	-	11	-	18	-	12	-	12	-	12
	Median	-	-	-	6	-	6	-	6	-	6

Explanation of Teaching Load (if not measured in credit hours):

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 5: Faculty
(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2009)		(FY 2010)		(FY 2011)		(FY 2012)		(FY 2013)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed	2									
Professor	-	-	-	-	-	-	1	-	-	-
Associate	-	-	1	-	-	-	-	-	-	-
Assistant	20	-	13	-	15	-	21	-	16	-
Instructor	2	-	2	-	5	-	1	-	13	-
Other	-	46	-	31	-	44	-	22	-	22
Total	22	46	16	31	20	44	23	22	29	22
# of Faculty in Tenured Positions	2									
Professor	103	-	102	-	114	-	111	-	108	-
Associate	78	-	87	-	83	-	80	-	78	-
Assistant	17	-	13	-	14	-	12	-	15	-
Instructor	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total	198	-	202	-	211	-	203	-	201	-
# of Faculty Departing	2									
Professor	2	-	-	-	-	-	-	-	-	-
Associate	-	-	-	-	-	-	-	-	1	-
Assistant	4	-	3	-	2	-	-	-	1	-
Instructor	1	-	-	-	1	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total	7	-	3	-	3	-	-	-	2	-
# of Faculty Retiring	2									
Professor	8	-	3	-	6	-	4	-	6	-
Associate	-	-	-	-	1	-	-	-	1	-
Assistant	-	-	-	-	-	-	-	-	-	-
Instructor	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total	8	-	3	-	7	-	4	-	7	-

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Bridgewater State University

Standard 5: Faculty (Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (FY 2009)		2 Years Prior (FY 2010)		1 Year Prior (FY 2011)		Current Year* (FY 2012)		Next Year Forward (goal) (FY 2013)	
	\	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit)										
Accounting & Finance	8	3	9	8	9	5	9	6	8	6
Anthropology	5	6	5	4	5	11	5	7	5	7
Art	14	16	14	12	14	19	14	21	14	21
Aviation Science	4	-	4	-	4	-	4	-	4	-
Biological Sciences	13	9	13	6	12	6	11	10	13	10
Chemical Sciences	7	6	7	3	7	6	7	7	7	7
Communication Studies	13	20	12	13	13	18	13	24	13	24
Counselor Education	7	3	7	3	7	3	7	3	7	3
Criminal Justice	9	10	9	11	9	9	9	13	10	13
Geological Sciences	5	2	5	1	5	2	5	3	5	3
Economics	7	3	8	3	7	3	7	5	5	5
Elementary & Early Childhood Education	13	13	12	12	13	15	13	16	13	16
English	26	45	23	34	25	42	28	47	28	47
Foreign Languages	6	14	7	7	6	10	6	9	6	9
Geography	7	2	7	3	7	4	7	4	7	4
History	15	16	14	15	13	19	14	23	17	23
Management	13	3	13	1	14	7	14	7	14	7
Mathematics & Computer Science	20	31	22	22	23	26	26	34	24	34
Movement Arts, Health Promotion & Leisure Studies	18	30	18	15	19	27	18	35	20	35
Music	7	27	7	14	7	23	7	22	7	22
Philosophy	7	18	5	16	7	14	6	17	6	17
Physics	4	5	4	3	4	2	4	2	4	2
Political Science	10	1	10	1	10	1	11	1	11	1
Psychology	17	18	17	7	17	17	19	16	19	16
Secondary Education & Professional Programs	11	15	10	12	10	20	10	24	10	24
Social Work	14	7	15	7	15	9	16	10	15	10
Sociology	9	15	9	11	8	8	8	11	9	11
Special Education & Communication Disorders	10	13	12	9	12	17	11	28	10	28
Theater & Dance	7	15	7	7	7	9	7	12	6	12
Total	306	366	305	260	309	352	316	417	317	417

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 6: Students

overview

Bridgewater State University places heavy emphasis on the holistic development of students. Commitments to improve student learning and the provision of a rigorous academic environment are complemented by an institutional culture and a myriad of innovative programs that seek to foster every student's civic, social and ethical self. This comprehensive approach to education is exemplified by a significant collaboration between the Divisions of Academic Affairs and Student Affairs, beginning with the comprehensive orientation programs for first-time and transfer students. Modeling the highest levels of integrity in their interaction with prospective students, current students and the community at large, institutional leaders, faculty and staff work together to continually improve student performance and increase the likelihood of student success. Particular focus and care is given to students from traditionally underserved populations. Understanding that the campus environment and quality of student life is integral to student success, the University uses student surveys and an array of tools to gauge student interest and needs, and strives to respond in ways that steadily improve support systems, living and learning conditions, and programmatic opportunities for broader student development. A wide range of publications, including the University Catalog, detail the myriad of resources available to students. In addition, student accomplishments are widely lauded and publicized.

admissions

Description

Minimum standards for admission to BSU are determined by the Massachusetts Department of Higher Education (DHE). Each year the University strives to admit an entering class that is demographically representative of its service region, Southeastern Massachusetts. Enrollment targets are developed annually by the Enrollment Services Unit and approved by the President with input from the President's Cabinet.

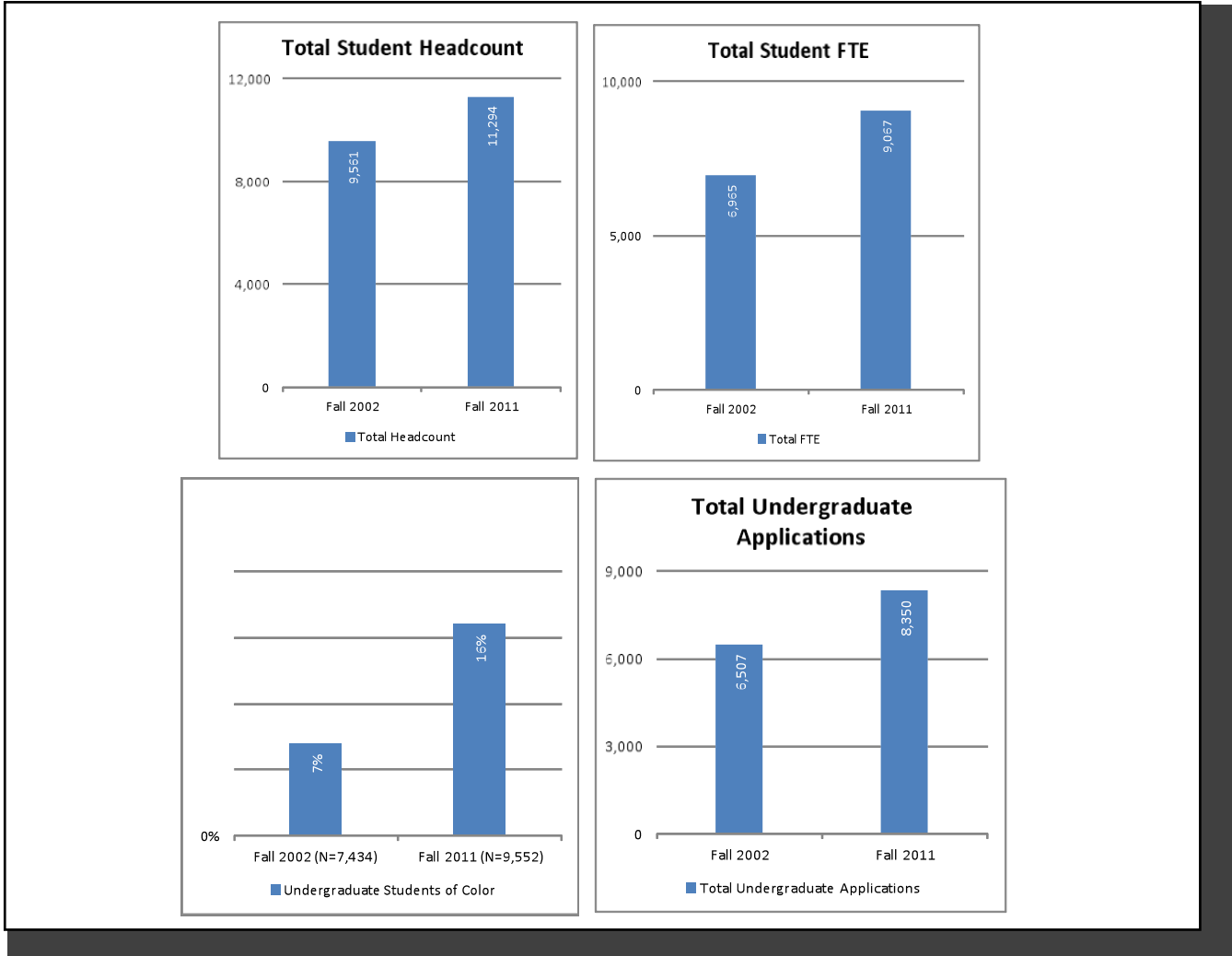
All newly-admitted first-year and transfer students are required to attend an [orientation](#) introducing them to academic and University life, as well as mandatory [advising programs](#) that include DHE-mandated entry assessment of skills. Entry assessment in mathematics, reading, and writing inform course placement for all first-year students to maximize their potential for success. Entry assessment also informs placement for any transfer student who does not transfer in college-level math and/or writing. Students with a demonstrated need for support in developing college readiness in mathematics, reading and/or writing are placed in course sections with companion learning assistance. Targeted academic support and enhanced advising services are delivered in ways structured to minimize students' feelings of being treated differently or being assessed as being unready for college. Students placed in targeted course sections receive academic credit for participation. Students with a documented disability may elect to disclose their disability to the [Office of Disability Resources](#) in the [Academic Achievement Center \(AAC\)](#); they may then request and receive appropriate educational accommodations, as defined by documentation. Students who experience academic difficulty or poor degree progress are offered free learning assistance through the AAC; these services are available to any student seeking to improve academic outcomes.

Appraisal

[Undergraduate Admissions](#) meets all DHE-established admission requirements and assessment policies including the requirement that new students take college board Accuplacer exams for the evaluation of reading and mathematics. In addition, admissions practices meet all recruitment and professional standards set by the National Association of College Admission Counselors (NACAC) and the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Recruitment materials are

coordinated with the University's Integrated Marketing Committee and are available upon request. Materials are also available online through the University webpage and via the University Catalog.

Enrollment goals have been achieved with a total headcount in Fall 2006 of 9,655 that increased to 11,294 by Fall 2011. Undergraduate enrollment is approximately 85 percent and graduate enrollment is 15 percent; 94 percent of BSU students are residents of Massachusetts. In Fall 2006, nine percent (674) of undergraduate students were students of color; by Fall 2011 this population increased to 16 percent (1,496) of the 9,552 undergraduate students enrolled.



Increased interest in BSU has resulted in more applications and more students meeting admission requirements but not being admitted. For the last three years, the incoming freshman class size has been limited to 1,500 students from an average of 7,227 applications over the same period. Limitations on the size of the freshman class have been necessary given space constraints in student housing and classrooms as well as rising retention rates. Eighty-five percent of all applicants request on campus housing; 63 percent of freshmen receive housing. A cross-divisional working group, led by the Provost and Vice President for Student Affairs, is currently reviewing all admission and housing criteria, processes and procedures to ensure the University continues to be fair and equitable to all applicants.

The array of programming offered by the Academic Achievement Center, designed to support the successful transition of student matriculants to BSU, is comprehensive and effective. Mandatory advising for all beginning first-year and transfer students conveys essential knowledge about academic standards, graduation requirements, and the campus resources designed to support success and enrich the University experience. Grade outcomes among students assigned to special-placement English and math

courses, to which learning assistance is attached, experience course grades of “D,” “F,” “withdrawal,” and “incomplete” (DFWI) at lower rates than those observed in regular course sections. For example, in Fall 2010, the DFWI rate in supported sections of first-year writing was just 5.0 percent, as compared to 9.5 percent in regular course sections. Similarly, the DFWI rates in supported freshman skills mathematics sections and pre-calculus sections were 12.8 percent and 11.8 percent, respectively, as compared to 16.0 percent and 29.1 percent in regular sections. Outcomes among supported English and pre-calculus course sections serve to demonstrate that students with assessed deficits in college readiness can succeed in college-level courses when involved in systematically delivered, meaningful learning assistance. This assistance in these first-year courses sets the stage for these students to succeed further as they pursue their education at BSU.

The Massachusetts Department of Higher Education stipulates minimum requirements for regular admission to all state university campuses. However, it also permits a campus to admit a small percentage of the first-year class as special admits – that is, students who do not meet the stated requirements. It has now become routine for the University to identify among each entering class those students who are first-generation, low-income, and/or persons of color. To aid in identifying populations of students at risk for poor enrollment persistence, first-semester academic standing among groups of interest is assessed. Attainment of good academic standing among all beginning first-year students in the initial semester improved from 86.4 percent in Fall 2009 to 89.4 percent in Fall 2010. The goal is to see comparable rates of good academic standing among all sub-populations (special admits, students of color, first-generation, and low-income) through impactful first-year programming.

Attainment of Dean’s List distinction (earning at least a 3.30 GPA on 12 or more degree credits) in the first semester is another metric that helps assess whether or not beginning students are experiencing a successful University transition. The percentage of students earning Dean’s List honors in their first semester increased from 14 percent in Fall 2001 to 30 percent in Fall 2010.

From Fall 2006 to Fall 2010 the number of students with documented disabilities increased from 400 to 691. This trend of increased numbers of students requiring disability accommodations is perhaps most noticeable in the entering first-year class of Fall 2011, in which the number of students with documented disabilities more than doubled since Fall 2006. Staffing in the Disability Resources Office has remained constant despite this increase and additional personnel will be needed to meet rising demand.

Projections

The University will continue to show strong admission application numbers and will continue to meet its enrollment targets. BSU will continue to allocate adequate fiscal resources to the AAC to allow development of new initiatives and maintenance of established programs to support the goal of improving persistence, retention and completion rates. Efforts to identify external funding sources and submit grant proposals to support innovative learning assistance programs and advising services are ongoing and will continue. There is a growing need to consider the hiring of additional staff to support rising demand for Disability Resources Office services.

retention and graduation

Description

The University gathers census enrollment data each semester on all undergraduate and graduate students by entering cohort. Key measures of retention and graduation by entering cohort (first-year and transfer) are tracked and made available annually in the BSU Factbook and other electronic reports on the University website. The AAC collects and uses data on the academic standing of students in each cohort of first-time entering students in program planning, with special attention to identifying achievement

gaps among students of color, first-generation, low-income, special admits, and students who have disclosed and documented a disability. The AAC also collects and reports data on attainment of Dean's List distinction in the first semester among first-time, entering students.

The AAC assesses data on both cumulative GPA (for sophomores) and GPA in the major (for juniors and seniors) to identify students at risk and mandates participation in [the Grade Point Recovery Program](#). The University seeks to collect and assess data about students who are traditionally underserved in order to facilitate ongoing assessment of enrollment trends (i.e. persistence, academic standing, graduation rates, etc.) and responds to achievement gaps by developing programming to support improved outcomes among students as needed. Additionally, the AAC strives to secure additional funding from external sources to introduce innovative support programming for students hailing from underserved populations.

Appraisal

The University has been successful in its goal of improving retention and graduation rates. For example, the first-to-second-year retention rate rose from 74 percent to 81 percent from Fall 2007 to Fall 2011. Over the same time period, the four-year graduation rate rose from 22 percent to 26 percent, while the six-year graduation rate rose from 48 percent to 52 percent ([BSU At-A-Glance](#)). Key metrics imbedded into the University's strategic plan also show noteworthy improvement for students of color: The gap in the first-to-second-year retention rate for students of color compared with the overall population has closed from seven percent in AY2008-09 to one percent in AY2011-12.

The ever-increasing specificity with which the AAC identifies academic support needs for individual students and segmented groups within the student population, and the precision with which appropriate services are tailored to those needs, have helped close the gap in student success for underserved students compared to regular student peers. In addition, the University has made aggressive efforts to secure external funding to develop many of these necessary supports for which internal funding is not adequate. For example, the Nellie Mae Foundation Project Compass grant enabled BSU over multiple years to identify underserved students with greater precision, identify the majors in which they are most at risk, and pilot new programming. The STREAMS grant (funded by National Science Foundation in May 2010) has enabled the science and math departments to begin implementing programming that has been demonstrated to support student success in these majors, particularly for underserved students. As but one example of the program's value, the DFWI rate for MATH 161 dropped from 42.5 percent in Fall 2010 to 29.1 percent in Fall 2011. Finally, funding from the McNair Reserve Funds have bolstered the broad array of mandatory supports and have improved institutional retention efforts. Careful evaluation and modification of initiatives are made annually to ensure resources are being used effectively.

The newly implemented Grade Point Recovery (GPR) programming involves a mandatory group advising session that focuses on academic standards, graduation requirements, GPA calculation, goal-setting, and the identification of valuable campus resources from which assistance is available to students. Selection for mandatory participation in this program is determined by the AAC for: Juniors and seniors in order to identify those at risk of not graduating because of a GPA below the criterion set for the declared major; and sophomores who are identified as at-risk based on cumulative GPA (< 2.00). This programming shows promise, but the impact remains to be assessed.

Student discussions have revealed that departmental advising, the principle form of advising most students use after their first year at the University, is inconsistent. Approximately 40 percent of participants (n=782) completing the Graduating Seniors Survey in Academic Year 2010-11 reported having received "fair" or "poor" advising at BSU. Academic Affairs is continuing to study models for

improving advising in the major; exploring ways of improving professional development for advising; and beginning to implement proposals growing out of ongoing discussions with department chairs, academic administrators and a University-wide task force.

Projections

The AAC will assess outcomes after grade processing is completed each semester to determine if students in GPR populations demonstrate improved grades, GPA, and/or course completion outcomes. The deployment of the iStrategy/Blackboard Analytics platform to department chairs and deans shows the promise of providing an early-alert system for students at risk. Based on improving retention of students in their early years, the six-year graduation rate will continue to trend upward. The quality of student advising within departments should improve as professional development programming to strengthen advising is undertaken and as reforms are implemented.

Student Services

Description

Student services are guided by the University's mission and strategic goals, and are aimed at meeting the curricular and co-curricular needs of BSU's diverse student population of traditional and non-traditional students, as well as residential and commuter students. The 12 departments of the [Division of Student Affairs](#), under the leadership of the Vice President for Student Affairs, have primary responsibility for student services of a non-academic nature. The [Enrollment Services Unit](#) of Academic Affairs, under the direction of the Associate Vice President, provides educational support services during the student's academic life at the University including admission, academic advising, financial aid, registration, and student records. Student services staff from both divisions have the requisite training and educational experiences to fulfill their specific roles on campus, are members of relevant national professional associations, and embody the ethical expectations of their profession. Student affairs staff members are expected to abide by the national [codes of ethics](#) and [national competency standards](#).

Students are provided with access to a wide range of curricular and co-curricular services consistent with the University mission, and which are available through a variety of delivery methods that complement individual student learning styles and needs. New students are introduced to these services during mandatory [orientation programs](#) designed to facilitate academic and social transition to college. The [BSU Student Handbook](#), updated annually and published on the website, is the official source of information on student services, policies and procedures. It addresses a wide range of issues including academic integrity, conduct of student organizations, harassment, hazing, and nondiscrimination policies, all of which are consistently enforced.

While efforts are made to ensure that student services are provided to all students equitably, the University develops specialized services to meet the unique needs of its diverse student body. For example, the [Center for Multicultural Affairs](#) (CMA) sponsors signature programs celebrating the diverse cultures found at BSU and brings ethnic student organizations together for regular meetings. CMA also provides [LINKS](#), a networking and peer-mentoring program to assist first-year students of color in developing support systems for academic and social success. The [Center for International Engagement](#), the [GLBTA Pride Center](#), and other student services departments provide particularly important roles for subgroups within the student body.

The University makes special efforts to support both residential and commuter students providing focused developmental programs designed to encourage active student engagement. Roughly 2,800 students, or 35 percent of the undergraduate population, live on campus in 10 residence halls managed by [Residence Life and Housing](#) (RLH). The [Office for Commuter Services](#), established in 2005, provides programs and services to support the University's majority commuter population.

Access to on-campus [health services](#) and [counseling](#) is available to all students. These services strongly emphasize prevention and outreach education. For example, the Office of Health Services sponsors the BSU McADOC Peer Educators program which seeks to educate students about making informed decisions regarding alcohol, drugs and related health and social issues. In addition to providing 24/7, year-round protection to the campus community, the [University Police Department](#)'s EMT-trained officers provide first response to health emergencies. All officers are academy-trained and have full police authority on campus and in the Town of Bridgewater.

Student financial aid is provided through a program that conforms to all federal and state regulations and awards aid based on FAFSA guidelines. The [Office of Financial Aid](#) publicizes award criteria via its webpage, entrance counseling, and annual letters notifying students of accumulated indebtedness. Required budget worksheets encourage students to consider lower cost federal loans first, ensuring clear and timely information about debt before borrowing.

Students have full opportunity to join University-supported campus organizations; participate in governance, volunteer and service-learning opportunities; and serve in leadership roles that complement their academic study. The [Office of Student Involvement and Leadership](#) (OSIL) serves as the hub of student-initiated activities and University-developed leadership training efforts. The [Community Service Center](#) coordinates service-learning initiatives that promote social justice and civic responsibility. [Career Services](#) promotes career development as a life-long learning process, working with academic departments to offer an [Internship Program](#) that annually provides over 400 students with credit and non-credit experiences.

Approximately 400 student-athletes participate in 21 varsity sports through the University's [NCAA Division Three Intercollegiate Athletics Program](#). Student-athletes are held to the same academic standards and carry the same financial burden as other students. A mandatory first-year athlete experience program, leadership opportunities for student-athletes, and an array of community service projects enhance the off-field experience for student-athletes. The University also offers a club sport program serving over 150 students; an intramural program serving over 1,500 students annually; and a full-service, modern fitness center for students, faculty and staff with over 2,000 members.

The Division of Student Affairs developed [co-curricular learning goals](#) aligned with the University mission and strategic goals. These goals serve as a guide for the development of Division programs and services as well as related intended learning outcomes. Program evaluation and learning assessment is conducted regularly to measure effectiveness.

Appraisal

Several broad findings emerged from the self-appraisal of student services including evidence of: Significant progress in identifying and meeting the needs of diverse students, often in very individualized ways; a clear infusion of intentional, collaborative approaches to foster student learning against measurable student outcomes; the presence of quality programs designed to address student development and learning; the identification of areas of need and assessment of how to address these needs; and a near across-the-board shortage of resources, including physical space and personnel.

The Divisions of Student Affairs and Academic Affairs seek to identify the unique characteristics and learning needs of students. The mutual goal of these areas is to respond to such needs through the creation of partnerships that encourage holistic student development, personal growth, and the ability of students to make optimal use of their capacities, skills, and achievements. Evidence of the University's commitment to identify and serve the needs of its diverse population can be found in the significant growth of non-academic student services dedicated to serving emerging student needs.

For example, results from the 2005 Diversity Survey indicated that more than half of GLB students (n=49) who responded reported that they felt uncomfortable at BSU as a result of their sexual orientation. Consequently, the University opened the [GLBTA Pride Center](#) in 2006. The Center provides GLBT students with a sense of community, programming and support services, and a professional advocate who has empowered students and built a strong network of allies. As a result, 81 percent of GLB students (n=289) who responded to the [2010 Campus Climate Survey](#) reported that BSU provides a welcoming environment and 86 percent said that the unique needs of GLB students are being met.

Consolidation of services for the University's roughly 100 international students occurred in 2009 with the creation of the [Center for International Engagement](#), which provides comprehensive, personalized services to international students. Services include coordination of arrivals into the United States; processing of immigration/visa documents; and a customized orientation experience to ease transition. On-campus housing is available and international students are housed with other students as a way to enhance their cultural experience.

As is commonly found at other institutions, commuter students are less engaged in campus life than their residential peers. Based on an analysis of matched sets of residents and commuters (n=190), findings from the [2008 NSSE](#) data (controlled for off-campus work, part-time attendance, and the need to care for family members) indicate that BSU commuters are significantly less likely to spend time weekly in co-curricular activities than their residential peers (36 percent vs. 61 percent). Based on national literature (see, for example, [Kuh et al., 2007](#)) and internal reports, commuter students are less likely to experience the type of personal growth and learning outside of the classroom that residential students enjoy. Therefore, improving the commuter student experience remains an area for increased focus. In light of this, the Office of Assessment is working with the Commuter Services Office to gather information from commuter students as part of the continuous improvement and ongoing assessment of these services.

The self-study appraisal indicates growth in collaborative student services teams which include faculty, staff, and administrators working together to encourage the holistic development of students. Examples of such intentional efforts to meet student needs through collaborative service and programming can be found in the 2010 departmental review [reports](#) of Student Affairs departments. For example, Resident Life and Housing (RLH) has established a number of [residential learning communities \(RLCs\)](#) for first-year students. These RLCs create a learning environment in which RLH staff and faculty partners provide the opportunity for students to focus on an academic or special interest as part of the residential experience. Currently there are three such communities and the hope is that this program will increase as housing options expand. Each community is assessed annually to ensure learning goals are met. Future communities will be approved based upon partner commitment and alignment with intended learning outcomes. Faculty and professional staff members also work collaboratively to provide academic and career guidance including the following: Serving as faculty advisors to clubs and organizations; speaking at co-curricular programs; serving as mentors; advising service trips; and working with students on an array of campus-wide committees and program planning groups.

The University balances the need to offer both challenges and supports to students as they work towards increased autonomy and self-responsibility. As students progress academically, they are expected to understand degree requirements and monitor them through the degree audit system. The Offices of Health Services, Counseling and Outreach Education offer comprehensive services to students based on a holistic wellness approach intended to help students develop personally, and to enhance and perpetuate good health/life choices during their time at BSU. Finally, the Career Services Office focuses on promoting career development as a life-long process.

Consistent with the institutional strategic goal of “developing and enhancing leadership skills,” opportunities abound for students to contribute as active community members in volunteer and employment roles, to practice leadership skills, and to participate in the University governance process. Students serve on a wide range of campus committees and student leaders have opportunities to meet with their peers and campus administrators to discuss campus issues and provide input on policy in groups like the [Student Leader Council](#), the Student Athletic Advisory Committee, the [Housing Advisory Board](#), and the Student Affairs Committee.

Results from the 2011 National Survey for Student Engagement (NSSE) revealed that 24 percent of responding students held jobs on campus, whereas 63 percent held jobs off campus. Understanding the need of BSU students to work to support their educational endeavors, the University offers many student employment opportunities that enable them to develop real life skills including leadership. Students serve as extensions of the professional staff in many Student Affairs departments. Assessment data indicate these opportunities foster increased confidence in leadership abilities and comfort in assuming leadership roles (see [2011 Graduating Senior Survey](#)). Students are employed in responsible positions in RLH, the Children’s Center (as teacher aids), the Athletics Department, and in other areas. Perhaps one of the most notable programs, due to its clear delineation of learning outcomes by position, is the student employment program of the [Campus Center](#). The University aspires to build a comprehensive leadership program that will serve all students in appropriate ways, using student employment and volunteer roles as aides for learning. A plan has been developed but has not yet been adopted.

The Division of Student Affairs, with a mission “to promote student learning,” has made significant progress in more strategically identifying how specific experiences in the co-curriculum foster student learning in various outcome areas. The Division revised its approach to student learning outcomes in 2010, identifying a set of [six broad learning goals](#) aligned with the University’s strategic goals, and from which department and program learning outcomes can be derived. Staff members have been further developing learning outcomes for their programs and services with the goal of developing “maps” for students that will aid in their decision-making about how and where to spend their limited time relative to their desired learning objectives. During the 2010-11 Academic Year, Divisional programming was mapped to these six goals to determine how well the learning outcomes aligned with intended learning goals. This process identified 171 program initiatives as contributing to learning in one or more goal areas, 35 percent of which had clearly stated outcomes. Although the level of outcome alignment varies by department and functional area, work is now underway to revise and/or craft program specific learning outcomes based on the learning goal(s) to which the program is intended to contribute. During the 2010-2011 Academic Year, approximately two-thirds of the programs with specific outcomes were assessed to determine program effectiveness.

Information gathering at discussions with students as part of this NEASC accreditation process revealed that 90 percent of participants understand what the University hopes they will learn through their involvement. The challenge going forward is to ensure this message is clear to all students, thus encouraging more involvement. Developing the co-curricular profile tool within [the IN Network](#) and delineating paths to achieving specific outcomes will aid in this process. However, these steps are currently hindered by lack of resources, most specifically dedicated personnel.

The Student Affairs [Divisional Assessment Committee](#) is guiding the broad efforts to identify, align and measure learning against outcomes. The long-range goal is to provide students with a clear outline of what they can expect to learn by participating in divisional programs and services.

The Residence Life and Housing program has grown considerably since 2001 with the addition of two new residence halls, the expansion of two others, and major renovations to the remaining six halls, increasing capacity from 1,766 to 2,913. All the while, demand to live on campus continues to increase and there is perpetually a waiting list – sometimes quite long – for housing. Construction has begun on a new, 500-bed residence hall scheduled to open in Fall 2013. Ultimately, the University has set a long-term target of having 50 percent of full-time undergraduates living in residence. The past decade has seen considerable progress made along this path: Whereas 32 percent of full-time undergraduates lived in on-campus residence halls in Fall 2001, that number is expected to exceed 42 percent by the opening of the 2013-14 Academic Year.

As the student population has increased – in particular, the residential student population – student service departments have continued to deliver a high standard of programs and initiatives. Students take advantage of a number of regionally recognized programs and services including, but not limited to, those in the areas of leadership development, community involvement and intercollegiate athletics. Student services departments continue to work through the issue of scaling efforts and improving the overall student experience. All the while, personnel within the Division of Student Affairs work cross-divisionally to maximize existing space and technology resources while strategically developing options to accommodate an increasingly sophisticated student population. The University's strategic plan includes a long-range focus on building a new campus/student center. This opportunity has generated preliminary discussions as to the range of services that should ideally be offered, as well as ancillary conversations about the necessary staffing levels and spaces that will appropriately challenge and support future generations of students. As one example, the growing number of participants in student organizations has led to increased demand for larger (60-100 people) meeting, training and multipurpose spaces. As the existing Campus Center was built more than half a century ago for a much smaller and less diverse student population, it is certainly inadequate to meet the needs of the contemporary University environment.

With respect to the physical and mental well-being of students, it is important to note that both the Health and Counseling Center has experienced annual increases in student visits. Though a share of this increase arises naturally from the growth of BSU, more significant is the nationwide trend that is increasingly obligating colleges and universities to respond to a wider and deeper range of student health, developmental and emotional needs. Consistent with national trends, University counselors saw the severity of mental health issues increase dramatically over the past year, with a 111 percent increase in psychiatric transports and a 33 percent increase in alcohol and drug transports and evaluation. These cases primarily involved first-year students (55 percent) and residents (87 percent). With the opening of the new residence hall in Fall 2013, the Center will move into a modern and more optimally-resourced space to better serve all students.

The University Police Department also contributes to the safety and vibrancy of the campus. BSU values not only the health and safety of its community but also its police officers' ability to foster a sense of community with students. Shifts in staffing, which regularly occur when officers are at the police academy training program or depart for other public safety positions, often result in mandatory overtime, which when sustained over time impacts the morale and effectiveness of officers. In Summer 2012, oversight of the University Police Department was placed under the auspices of the Executive Vice President. Concurrent with this organizational change and scheduled for completion early in 2013, the Executive Vice President has undertaken a 360-review of University safety and emergency preparedness in partnership with an external review team. Included in this review is a thorough assessment of Police Department staffing and resources.

Projection

Collection and assessment of data about first-generation, low-income, and students of color at the time of matriculation have been initiated over the past several years. These data have informed decision-making and has led to further focus on improving graduation and retention rates for all students, in these and other subpopulations.

The new residence hall opening in 2013 will enable the expansion of RLCs. Also, Health and Counseling Services will be relocated to a large and modern space within the building. This move will address critical space needs and provide improved visibility that should assist in outreach and education efforts. The Community Service Center is also slated to receive a new, larger office complex early in 2013 as part of the development of the University's Institute for Social Justice.

Student Affairs assessment efforts and learning outcome mapping will enable the introduction of clearer pathways for students to create intentional engagement that addresses their learning objectives and complements their intended career paths. At the same time, the newly appointed Vice President for Student Affairs will ensure that the space needs of campus organizations are included in facility planning initiatives.

institutional effectiveness

The University conducts numerous assessments to gain information about its students and their experiences. These include: national surveys, such as those produced by the Cooperative Institutional Research Program (CIRP) and NSSE; and institutionally-developed assessment instruments to survey campus climate, graduating senior and alumni satisfaction, and perceptions of the effectiveness of services and outcomes related to institutional strategic objectives. The [Office of Assessment](#) coordinates these initiatives and makes the results available to the campus community via their webpage and campus meetings to discuss various findings in greater detail.

In addition, University divisions and departments conduct regular program evaluations and surveys to assess effectiveness, student satisfaction, and student learning. A [Divisional Assessment Plan](#) calls for regular program reviews every five years for all units within the Division of Student Affairs. Full external program reviews occur as necessary to assess particular concerns in program areas.

The Vice President for Student Affairs required all departments and units to conduct comprehensive program reviews during the 2010-11 Academic Year in order to establish a baseline for regular systematic program reviews. Each unit was responsible for completing a self-study using national standards germane to their functional area (e.g. [CAS Standards](#), [IACLEA](#) [International Association of Campus Law Enforcement Officers]) and to establish an external review team to validate self-study findings. The data from these reviews have been used to identify areas for improvement and further identify the resources needed to make these improvements.

Increased assessment initiatives are helping to establish both a culture of evidence and a common language for articulating student learning goals for student support service departments. Work needs to continue to advance all departments and to empower individuals across the Division of Student Affairs to engage in program evaluation, learning assessment, and continuous improvement. Overall, BSU has the staff, procedures, and policies in place to support its students; to monitor to modify as needed its rigorous commitments to increase student retention; to improve continually their successful progress through the undergraduate experience; and to have students timely complete their education and graduate from the University.

Bridgewater State University

Standard 6: Students (Admissions, Fall Term)

?

Credit Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2009)	2 Years Prior (FY 2010)	1 Year Prior (FY 2011)	Current Year* (FY 2012)	Next Year Forward (goal) (FY 2013)
Freshmen - Undergraduate	?					
Completed Applications	?	7,229	7,454	6,989	6,538	6,538
Applications Accepted	?	4,505	4,562	4,596	4,549	4,549
Applicants Enrolled	?	1,502	1,479	1,459	1,494	1,500
% Accepted of Applied		62.3%	61.2%	65.8%	69.6%	69.6%
% Enrolled of Accepted		33.3%	32.4%	31.7%	32.8%	33.0%
 Percent Change Year over Year						
Completed Applications		-	3.1%	-6.2%	-6.5%	0.0%
Applications Accepted		-	1.3%	0.7%	-1.0%	0.0%
Applicants Enrolled		-	-1.5%	-1.4%	2.4%	0.4%
 Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)	?					
SAT Verbal/Math	?	509/515	510/515	507/517	504/512	504/512
Transfers - Undergraduate	?					
Completed Applications	?	1,478	1,628	1,686	2,176	2,176
Applications Accepted	?	1,344	1,507	1,575	1,684	1,684
Applications Enrolled	?	845	942	985	1,044	1,000
% Accepted of Applied		90.9%	92.6%	93.4%	77.4%	77.4%
% Enrolled of Accepted		62.9%	62.5%	62.5%	62.0%	59.4%
 Master's Degree	?					
Completed Applications	?	434	419	456	374	500
Applications Accepted	?	354	352	377	364	400
Applications Enrolled	?	271	265	283	262	300
% Accepted of Applied		81.6%	84.0%	82.7%	97.3%	80.0%
% Enrolled of Accepted		76.6%	75.3%	75.1%	72.0%	75.0%
 First Professional Degree - All Programs	?					
Completed Applications	?					
Applications Accepted	?					
Applications Enrolled	?					
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
 Doctoral Degree	?					
Completed Applications	?					
Applications Accepted	?					
Applications Enrolled	?					
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Bridgewater State University

Standard 6: Students (Enrollment, Fall Census Date)

P

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2009)	2 Years Prior (FY 2010)	1 Year Prior (FY 2011)	Current Year* (FY 2012)	Next Year Forward (goal) (FY 2013)
UNDERGRADUATE		P				
First Year	Full-Time Headcount	1,830	1,761	1,742	1,721	1,741
	Part-Time Headcount	100	80	98	113	115
	Total Headcount	1,930	1,841	1,840	1,834	1,855
	Total FTE	1,779.1	1,708.9	1,696.1	1,702.2	1,722.3
Second Year	Full-Time Headcount	1,853	2,010	1,937	1,940	1,963
	Part-Time Headcount	166	184	194	199	201
	Total Headcount	2,019	2,194	2,131	2,139	2,164
	Total FTE	1,827.5	1,973.7	1,913.0	1,922.6	1,945.2
Third Year	Full-Time Headcount	1,735	1,945	2,093	2,095	2,119
	Part-Time Headcount	339	347	428	451	456
	Total Headcount	2,074	2,292	2,521	2,546	2,575
	Total FTE	1,794.5	1,979.7	2,150.2	2,188.4	2,213.4
Fourth Year	Full-Time Headcount	1,676	1,764	1,979	2,113	2,138
	Part-Time Headcount	611	635	708	790	799
	Total Headcount	2,287	2,399	2,687	2,903	2,937
	Total FTE	1,842.7	1,947.1	2,176.6	2,336.1	2,363.6
Unclassified	Full-Time Headcount	51	36	38	52	53
	Part-Time Headcount	136	141	111	78	79
	Total Headcount	187	177	149	130	132
	Total FTE	80.5	72.0	67.3	69.4	70.6
Total Undergraduate Students						
	Full-Time Headcount	7,145	7,516	7,789	7,921	8,014
	Part-Time Headcount	1,352	1,387	1,539	1,631	1,650
	Total Headcount	8,497	8,903	9,328	9,552	9,664
	Total FTE	7,324.3	7,681.4	8,003.2	8,218.7	8,315.1
	% Change FTE Undergraduate	na	4.9%	4.2%	2.7%	1.2%
GRADUATE		U				
	Full-Time Headcount	361	427	483	469	496
	Part-Time Headcount	1,411	1,444	1,390	1,273	1,340
	Total Headcount	1,772	1,871	1,873	1,742	1,836
	Total FTE	795.6	857.6	908.5	848.0	894.6
	% Change FTE Graduate	na	7.8%	5.9%	-6.7%	5.5%
GRAND TOTAL						
	Grand Total Headcount	10,269	10,774	11,201	11,294	11,500
	Grand Total FTE	8,119.9	8,539.0	8,911.8	9,066.7	9,209.7
	% Change Grand Total FTE	na	5.2%	4.4%	1.7%	1.6%

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 6: Students
(Financial Aid, Debt, and Developmental Courses)**

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

<http://www.bridgew.edu/AboutBSU/mission.cfm>

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget***	Next Year Forward (goal)
(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)

P Student Financial Aid

Total Federal Aid	\$40,894,416	\$56,176,748	\$63,576,436	\$64,957,197	\$66,000,000
Grants	\$5,713,936	\$9,292,184	\$11,618,969	\$11,464,829	\$12,000,000
Loans	\$34,479,604	\$46,061,175	\$51,180,794	\$52,712,368	\$53,200,000
Work Study	\$700,876	\$823,389	\$776,673	\$780,000	\$800,000
Total State Aid	\$5,549,174	\$5,288,506	\$5,538,400	\$5,878,038	\$6,200,000
Total Institutional Aid	\$2,264,326	\$2,707,590	\$3,161,312	\$3,970,198	\$4,500,000
Grants	\$2,264,326	\$2,707,590	\$3,161,312	\$3,970,198	\$4,500,000
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$7,232,169	\$5,976,166	\$6,782,667	\$5,790,441	\$7,000,000
Grants	\$0	\$0	\$0	\$0	\$0
Loans	\$7,232,169	\$5,976,166	\$6,782,667	\$5,790,441	\$7,000,000

Student Debt

Percent of students graduating with debt*

Undergraduates	85%	80%	91%	85%	90%
Graduates	26%	32%	35%	44%	52%

For students with debt:

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

Undergraduates	\$23,736.00	\$24,844.00	\$27,731	\$30,250	\$33,000
Graduates	\$19,402.00	\$24,348.00	\$27,003	\$27,073	\$29,000

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

Undergraduates	\$12,483	\$14,556	\$15,949	\$18,022	\$20,365
Graduate Students	\$13,989	\$14,292	\$18,420	\$21,183	\$24,360

Cohort Default Rate

	3.6	2.8	3.7	5.7	5.0
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Percent of First-year students in Developmental Courses**

English as a Second/Other Language	0%	0%	0%	0%	0%
English (reading, writing, communication skills)****	20%	22%	16%	11%	11%
Math*****	25%	25%	24%	24%	24%
Other					

* All students who graduated should be included in this calculation.

**Courses for which no credit toward a degree is granted.

***"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**** ENGL101/ENGL102 Targeted sections

***** Math Freshman Skills sections

Standard 7: Library and Other Information Resources

overview

Over the course of the past decade and longer, the Bridgewater State University library has kept pace with rapidly changing technologies, increasing student need, and evolving pedagogical considerations. Additionally, an expansion of services provides 24-hour access to library resources for students and faculty. Despite fiscal constraints, the University's leadership has made the library a priority and allocated the resources necessary to enable its staff to meet the academic and educational needs of students and faculty. Moreover, the middle of the last decade saw a phased, multi-year renovation of the library's entire physical space. This transformation has greatly improved not only the facility's aesthetic appeal to its many users but also the delivery of critical services. With respect to the management of its information resources, the University finds itself at the beginning of an important era of transition. New technologies and services are readily available and can be increasingly customized to meet targeted needs. As the institution seizes such opportunities, it remains mindful of the need to proceed judiciously and continually assess their immediate and lasting impacts on the broader environment of teaching and learning.

resources and access

The Library

Description

The Clement C. Maxwell Library is a focal point of activity supporting the teaching, learning and research needs of more than 11,000 students, 316 full-time faculty and librarians, and 417 part-time faculty. The library building was designed in the International Style as a four-story structure located at the nexus between the east and west halves of the campus. Opened in 1971, the structure was intended to serve the needs of the institution for library facilities for at least 40 years. In the intervening years, technological advancements – especially the use of electronic databases and other innovations – have permitted space formerly dedicated to traditional library materials and resources within the facility to be repurposed for use as: department and faculty offices; offices for various academic support services units; offices of a number of deans and their staff; office and service-counter space for two Information Technology units; as well as an expanding number of classrooms.

As part of a \$10.5-million project implemented between 2005 and 2007, library spaces were totally remodeled to reflect the changing trends in information delivery and discovery; to create a variety of learning spaces such as group study rooms; to develop more functional staff space by placing mediated service points near high-traffic routes; to provide adequate shelving and storage areas for growing collections of print and audio-visual materials; and to ensure a controlled environment for University archives and special collections. The entire campus has both hard-wired and wireless Internet access, providing faculty, staff and students with unrestricted access to the library through its electronic resources and services.

Human capital is the library's greatest asset. All service units (acquisitions, reference, library systems and library instruction) are managed by 11 full-time professional librarians, who report to the Library Director. As a whole, librarians supervise 15.7 FTE library assistants, four part-time librarians (who work nights and weekends), and the equivalent of 7-8 full-time student workers.

Technology solutions for the University are approved by the President's Cabinet and technology roadmaps have been developed for productivity and business applications to support the University's mission. The University provides software solutions across disciplines, funds discipline-specific software

solutions, and encourages faculty to use one of two learning management platforms – Blackboard or Moodle; beginning in Fall 2013, the learning management system for the University will move completely to Moodle. There are 115 technology-enabled classrooms on campus and six at the Attleboro site. All classrooms include both computing and presentation technology. A limited number of classrooms have specialized technology such as interactive whiteboards or dual LCD projection systems. A [list of classrooms](#) with technology and how faculty can operate the equipment is maintained on an IT webpage.

Even during recent austere times, fiscal allocation for library resource development has gradually increased in the University’s annual budget process. Resource needs across divisions and operational units lead to continued need for library leadership to plan library resource development carefully to ensure justification of resource needs is clear and compelling. Budget planning justification for library resources in support of academic programs is compiled during the University’s program-review process and as part of the process for seeking approval for new programming through the Massachusetts Department of Higher Education.

In order to preserve its history and to showcase the accomplishments of faculty, students, staff, and its collaborative partners, the library has subscribed to an open-access institutional repository product from Berkeley Electronic Press ([bepress](#)). The University’s version of the product is known locally as [Virtual Commons](#) and is managed by the library. The site includes a host of digital objects – including scholarly and creative works, research results and data sets, university publications and documents, theses and capstone projects, and other items – signifying the intellectual capital of the scholarly community. The Virtual Commons interface enhances discovery and dissemination; the tool itself enhances the library’s capacity to identify, preserve, and archive the entire range of materials produced on and about the University.

Appraisal

The library leadership is committed to provide students and faculty with the resources necessary to support teaching and learning. As described in the library’s [Selection Policy for Books and Audiovisual Materials](#), librarians liaise with faculty members to “make recommendations for purchase in their respective departments.” As outlined in the Policy, the “first priority is to provide appropriate materials for students and faculty in sufficient quantity and depth to support teaching and basic research” and to acquire materials in “greater depth in areas with graduate programs.” Although not explicitly stated in Policy, the same general criteria apply when the library considers subscribing to databases and serials. With the advent of electronic resources, the library leaders judiciously subscribed to or purchased a number of e-journals, full-text databases as well as e-books. The library’s [learning commons](#) include 50 workstations (including one dedicated disabilities workstation, two dedicated for online Catalog searching only, and four media stations with scanners) and 14 additional data drops. Across campus there are six additional general use and fourteen special use computer labs available for students. Lab hours, specific locations, types of computers and peripheral devices, as well as inventories of available software are posted on the Information Technology [website](#).

The University gauges its strategic and operational technology and library resource needs, in part, through user satisfaction surveys, advisory group meetings, focus groups and open forums. For example, the University enhanced the Banner platform for financial and administrative planning by adding functions such as position control and document management and imaging, based on feedback from the Banner user groups (see Standard Two for additional information). In considering new technologies, library staff track changes in higher education practices, scholarly publication trends, open-source applications, and open-access initiatives, which affect operational procedures and services offered. Accordingly, the library allocates funds to purchase and subscribe to information resources; purchase hardware supporting library

operations; to service contracts for hardware and equipment maintenance; and to support a variety of unique applications including but not limited to providing access to a bibliographic utility for cataloging and interlibrary loan services support. As resource and technology support costs continue to rise, library staff and faculty have sought to leverage library funds by subscribing to databases through consortiums and switching serial subscriptions to online access only when such options exist and are less expensive than print subscriptions.

Library staff continues to add to its collections judiciously as budgets permit. Requests from faculty and librarians for items that support instruction and research receive highest priority. Purchasing priorities include replacing outdated reference and discipline-specific materials. When considering new serial titles, library leadership consults with department faculty to review existing discipline-specific subscriptions to assess curricular value and current research needs of faculty and students. Typically such a process allows the library to cancel one or more subscriptions to offset the cost of the new acquisition. The adequacy and availability of library resources is also analyzed as a part of the academic program review process. The university's [Academic Program Review Handbook](#) was revised during the AY2010-11 to make more prominent the need to include library resource analysis as an integral part of the review. In response, gap analyses of library collections, resources (monographs, serials, databases, and audiovisual materials) and expenditures over the latest five fiscal years have been completed for departments undergoing program review.

During the academic year, the library is open approximately 93 hours each week and extends its hours of operations an additional 15 hours during finals week. Among comparable Massachusetts public institutions, BSU has the highest number of open hours each week, followed closely by Westfield State University (92 hours per week) and MCLA, Salem State University and UMass-Dartmouth (all at 90 hours per week). The peer group median is 76 hours and the national median for all academic libraries is 75. Some library units, such as Archives and Special Collections, are open during normal business hours only. All databases, e-journals, e-books and web-based request forms are accessible to all registered students and faculty anytime, anywhere, using their University login and password. Because access to most of the library's e-content is controlled by license agreements and restricted by location address, students and faculty working off-campus (at home or off-site classroom) are directed to log into the library's proxy server from a link on its main webpage; all non-subscription based information resources are available for unrestricted use by the general public. Proxy server statistics are reported annually in the Maxwell library section of the University's [Factbook](#).

To accommodate users with web-enabled telephones, the library unveiled a mobile-friendly version of its website in Spring 2010, providing access to the library's online catalog, frequently-used webpages, and some services. Chief among the services is access to mobile-friendly versions of the library's subscription databases. Besides access to resources, the library offers remote reference service by telephone or by a locally-branded instant messaging service, MaxChat, which uses Meebo. As a customer service feature, the library posts notifications on its website when any vendor plans an upgrade to products or platforms.

Indications of the library's ability to meet resource, service, and space needs of its various constituents can be gleaned from the results of the [LibQual+](#) user satisfaction survey the library deployed in 2007. The library met or exceeded expectations in almost every category.

The library provides access to more than 170 article-, image-, audio-, and abstract-only databases from a variety of publishers and vendors. Each product has its unique characteristics and features. Some are useful for discipline-specific research and others for general-purpose information needs. Useful links from the library's home page allow students to search databases by subject or by title. Because information needs are satisfied using a variety of resources, the library uses online resource guides to assist students in

discovering content in its many guises. Unveiled in 2010, [MaxGuides](#) provide a portal-like interface for unmediated information discovery to more than 120 content-specific guides. Library faculty and staff offered 275 library instruction sessions during the 2010-11 Academic Year which were attended by nearly 5,000 students. Librarians also provided information services to students and faculty on an individual basis, fielding 8,300 in-person reference questions and 625 virtual reference questions in the most recent reporting year.

Projection

To enhance the University's strategic plan, the Provost has developed a multi-year academic plan. Establishing clear direction for the Division of Academic Affairs is crucial and assists all academic units with aligning educational priorities. Library leadership will consult the Provost's academic plan as it develops plans for library acquisition and staffing needs over the same five-year period. Policy will also be developed by library leadership regarding the selection of databases and serials similar to the policy in place for selection of books and audiovisual media.

Data from the National Center for Education Statistics Academic Library Comparisons comparing information from BSU's official peer institutions for FY2010 indicate that BSU ranks eighth out of the 11 universities in terms of number of librarians and other professional staff (FTE) per 1,000 FTE students. BSU reports 1.26 FTE librarians and other professional staff per 1,000 FTE students. Peer institutions ranking higher than BSU range from a high of 2.84 to a low of 1.44 FTE. These data support a potential need for additional librarian and other professional staff in the near term, particularly as new academic programs are developed. The library leadership will also consider administering the LibQual+ user satisfaction survey in the 2012-13 Academic Year to provide insight into campus community needs and expectations for library resources.

The BSu Website and Support Services

Description

The University's primary website, [bridgew.edu](#), serves as a major information, communication and productivity resource for the campus and beyond. The website consists of approximately 35,800 pages, custom application code and integration with third party systems. The website records over 25 million page views annually. Over five million page views originate from new visitors such as prospective students and community members.

BSU originally designed its website to serve students, faculty, staff, prospective students, alumni, donors and community audiences. Primary goals included: recruiting potential students; recruiting faculty and staff; communicating institutional messages; supporting and communicating with current students, faculty and staff; connecting with alumni; and making philanthropy easier.

Management of the existing website is a shared responsibility between IT and organizational units. Interest in using the website as a communication and business tool is high. Support requests to the Web Team in IT average 500 requests monthly. The Team focuses on providing services that allow end users to be more self-sufficient, efficient and informed.

In 2009, Bridgewater introduced a student portal to target the specific needs of the student population. The myCampus portal made the students' most-requested services and communication channels available in a central location, allowing students to access Blackboard, Moodle, email, InfoBear, announcements, blogs and forums. Annual usage of the portal is high with over five million annual page views.

Various divisions and offices within the University provide additional support and services for faculty and students seeking to make effective use of instructional and information technologies. Training, support and production services are available for faculty through the Teaching and Technology Center (TTC), which includes three FTE staff and one graduate assistant. Support staff assist faculty with instructional technology, web-based instruction tools, and teaching and research projects emphasizing the use of technology. Peer faculty provide guidance and support with incorporating classroom technology and pedagogical practices. As a unit, the TTC promotes best practices for integrating technology into teaching and learning, evaluating and implementing instructional applications, and instructional design. An extensive list of professional development workshops, tutorials, and resources is listed on the TTC [website](#).

In Fall 2012, the Office of Teaching and Learning (OTL) will assume many of the responsibilities of the TTC, and its newly hired director will work across the University to build a vision and strategic plan for ongoing faculty development and student success in technology-enhanced pedagogy. The OTL will support faculty engaged in the creation of instructional materials and resources, including web design and content; course management system sites; and multimedia productions for online, blended and face-to-face courses. The OTL will also facilitate faculty innovation by connecting learning resources, curricula, and scholarly opportunity with appropriate academic technologies. The Office of Continuing and Distance Education provides consultation services to faculty teaching distance-education courses and noncredit online professional development and enrichment courses. Information Technology's Support Services unit, which includes 10 technicians, director, two assistant directors, and more than 30 student workers, provides additional technology support for faculty, staff and students in the computer labs and classrooms. Staff offer technology workshops; support call center operations; maintain audiovisual equipment; and assist with conferences and events held on campus. All faculty, staff and students have access to Element K, a web-based, self-paced training system on such topics as Word, PowerPoint, and Excel.

Individual employees and students have the ability to create and publish their own websites through the University's Webhost server. In recent years, faculty have used the space to post supplemental class material and students have relied upon it to conduct research projects and publish results. Academic programs that require webpage creation may also use Webhost as a repository for student work.

Appraisal

In Fall 2012, Bridgewater will unveil a redesigned website that will no longer target students, faculty or staff. Instead, Bridgewater will leverage its investment in the student portal to communicate and support students while utilizing a new employee intranet to meet the needs of employees. The bridgew.edu website has been redesigned to target prospective students and boost general public interest in, and awareness for, the University and its mission. A cross-divisional Web Advisory Committee has informed this redesign. The employee intranet will be introduced concurrently with the new extranet. Department sites, internal communication services, and collaborative work areas will be available. During the 2012-13 Academic Year, electronic workflows, forms, and analytics will be added to the intranet. This system is being designed in-house to allow users to easily navigate to key service areas and customize information flows. The infrastructure for the new intranet will be managed by the Web Development Team with input from an advisory committee.

Projection

The BSU website is evolving into an architecture of several platforms that target specific constituencies of the University, while at the same time responding to prevailing technology trends (e. g. expectations for increased mobility and compatibility across a wide range of personal devices). Planning groups, such as the Web Development Team, Mobile Technologies Committee and the Social Media Committee will

guide the direction of the BSU website using information gleaned from campus surveys, focus groups, the experience of early-adopters, and pilot exploration programs. Additionally, the Educause Student Technology Study of 2012 will provide a wealth of local information that will also guide initiatives in this area. The University leadership expects that this important change – from a single website to an architecture that consists of an intranet, extranet, Virtual Commons and student portal – will require careful monitoring and ongoing assessment.

To ensure that the technology infrastructure and affiliated support systems are appropriately constituted and deployed to meet a wide array of evolving and emerging needs, the University will undertake a comprehensive assessment through a nationally recognized technology consulting firm. In addition to assessing proper alignment of resources to support existing technology, the assessment will address the University's planned implementation of strategic priorities. The results of the technology assessments will influence a five-year technology plan that will not only align the technology direction with the institutional strategic plan, but will also specify changing staffing needs.

information and technological literacy

Description

In 2002, the General Education Requirements (GER) were reviewed and recommendations made through the University governance system for substantive changes to the curriculum. The guiding principle for advancing a new framework was that it “should ... constitute the common education of every ... student, should have internal consistency, should have academic integrity, and should be good for students in terms of both their continuing personal intellectual development and their overall program of studies at the college.” In 2004, the modifications were approved as part of the new [core curriculum](#), which requires students to achieve both knowledge and skill goals. The new core curriculum (commonly referred to as “the Core”) was implemented in Fall 2006.

The Core mandates that knowledge goals must include an understanding of the implications and uses of information literacy and technology in a student's major. Each department is responsible to define such outcomes and assessments for measuring mastery of the concepts as they relate to the discipline itself. The more specific skill goals as they apply to research, information and technological literacy require students to utilize technology effectively. Demonstrating mastery includes but is not limited to: performing research using both standard library research techniques and computer-assisted electronic searches; accessing different types of electronic and multimedia resources; evaluating the relevance and veracity of the information and its source; distinguishing between popular and scholarly information sources; and utilizing primary, secondary and tertiary sources as needed. The expected output is a professional-quality, written report on the scholarly topic of interest, incorporating appropriately formatted citations and quotations of information sources. Additionally, information and technological literacy skills are explored in library instruction sessions conducted by library faculty in consultation with teaching faculty. Identifying resources, employing a variety of discovery techniques, and evaluating search results are topics discussed during instruction sessions.

BSU has technology classrooms designed for instructional delivery using audio, video, and computer technologies, which are common delivery modes. The University also offers six general access computer labs open for use on a walk-in basis and 14 special use labs. Technical support-staff deliver professional full-time support on the BSU campus during regular business hours and extended hours whenever scheduled classes are in session. New students are trained in the use of InfoBEAR, the student web portal, during their initial orientation sessions in the summer prior to entering the University. The TTC provides pedagogical support for faculty as it relates to using technology. Workshops on technology and software are provided on an ongoing basis and with varying levels of complexity to allow students to increase skill

level with applications necessary for their field of study. Annual orientations are run for faculty and staff and a schedule of customized options for their needs can be accessed [online](#). One-on-one consultations are always available to faculty and staff. Technology is an integral component to the academic program at BSU, and for this reason BSU requires each student to own a laptop computer.

Appraisal

In the ongoing implementation of the Core, the Core Curriculum Steering Committee (CCSC) is charged with [assessing](#) the implementation of all elements of the Core. The information literacy and technology outcomes are designed to be specific to each major. In order to understand student knowledge of information literacy, the College of Humanities and Social Sciences Dean's office staff conducted an informal test of students' understanding of basic library skills and information literacy. Since the course on library skills that was required by the GERs (LIBR 102) is no longer offered, BSU librarians have developed a challenge exam for students who did not take the course but still need to demonstrate competency since they are still enrolled under an older catalog year and must complete the GERs. As a part of the recent program review of the Core, this same exam was given to 36 students enrolled in a Writing Designated in the Major course in Spring 2011, which has always been a Core requirement. The mean score on the exam was 73 percent. This is a similar mean score to that of students who completed the GERs, suggesting that Core students have at least the same level of understanding of information literacy as did the GER students.

The explosion of multimedia technologies has led to an evolution of the library's function and it now serves as a client-oriented information learning center focusing on the data and information needs of students, faculty, and staff. Librarians teach customized sessions and provide discipline-specific information about library research. The library runs an average of 275 training sessions annually reaching over 5,000 students. Librarians are available for walk-in assistance and instant-messaging chat service assistance is available with a librarian during weekdays. The library contains nearly 300,000 print volumes and approximately 18,600 circulation items. The library also provides access to over 50,000 full-text electronic journals and over 10,000 e-books.

Projection

Identifying student learning outcomes and appropriate levels of competencies within the major is an important next step in order to assess more formally student knowledge in the area of information literacy as expected for the Core. The CCSC will be asking each major to identify clear and measurable outcomes for information literacy and technology during the 2012-13 Academic Year. This effort will be supported by the University's Office of Assessment.

Institutional Effectiveness

The Divisions of Academic Affairs and Information Technology conduct campus surveys of students, faculty, staff and administrators to determine the effectiveness of information resources, information services, and the use of instructional and information technologies. Survey results are maintained by the Office of Assessment and are posted for public review. Some departments, including Library Services, are required to complete federal surveys that measure achievement. Campus-wide surveys will continue to be used to gauge user satisfaction with information services, instructional and information technologies, and information resources.

The Division of Information Technology annually distributes a campus-wide survey on issues related to technology support, infrastructure resources, and user satisfaction with services. Survey results are reviewed and [changes adopted](#) as needed. The survey instrument asks users to identify systems and services that need improvement, to identify new technology systems, services and software to improve

teaching and learning, and to identify the benefits of the technology environment at the University. Library Services collects a wide variety of statistics including but not limited to: page views per database; gate counts; expenditures; interlibrary loan requests; number of streaming video requests; and views of resource guides. Statistics are reported annually and reported through the University's [Factbook](#). For program reviews, Library Services reports on expenditures, collection numbers, and databases and serial titles related to the particular discipline. For departments accredited additionally through external agencies, Library Services supplies the statistics required to complete the review.

**Standard 7: Library and Other Information Resources
(Library)**

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal)
	(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)
Expenditures/FTE student**					
Materials	\$ 87	\$ 107	\$ 84	\$ 97	\$ 103
Salaries & Wages	\$ 137	\$ 144	\$ 139	\$ 139	\$ 148
Other operating		\$ 17	\$ 16	\$ 13	\$ 14
Collections					
Total print volumes	283,269	290,000	293,432	332,537	335,000
Electronic books	8,173	8,200	10,049	13,895	14,000
Print/microform serial subscriptions	830	835	843	799	795
Full text electronic journals	42,649	43,000	50,353	54,821	55,000
Microforms	256 (titles)	256 (titles)	244	277	277
Total media materials	7,072	7,272	14,557	15,151	15,500
Personnel (FTE)					
Librarians -- main campus	10.3	11.0	11.0	11.0	11.0
Librarians -- branch campuses	N/A	N/A	N/A	N/A	N/A
Other library personnel -- main campus	14.7	14.7	15.7	15.7	15.7
Other library personnel -- branch campus	N/A	N/A	N/A	N/A	N/A
Library Instruction					
Total sessions -- main campus	229	260	275	253	260
Total attendance - main campus	4075	4977	5000	4699	4750
Total sessions -- branch campuses	N/A	N/A	N/A	N/A	N/A
Total attendance -- branch campuses	N/A	N/A	N/A	N/A	N/A
Reference and Reserves					
In-person reference questions		8283	8300	13763	12000
Virtual reference questions		606	625	786	800
Traditional Reserves:					
courses supported		120	125	130	135
items on reserve		608	533	425	440
E-Reserves:					
courses supported			190	172	175
items on e-reserve			922	1093	1100
Circulation (do not include reserves)					
Total/FTE student	4	4	3	2	2
Total full-text article requests	200,000	209,260	210,000	218,951	220,000
Number of hits to library website	838,883	845,000	957,219	1,587,320	1,600,000
Student borrowing through consortia or contracts	N/A	N/A	1000	195	200
Availability/attendance					
Hours of operation/week main campus	93.5	93.5	93.5	93.5	93.5
Hours of operation/week branch campuses	35	N/A	N/A	N/A	N/A
Gate counts/year -- main campus	942,617	954,288	928,702	925,072	93,000
Gate counts/year -- average branch campuses	N/A	N/A	N/A	N/A	N/A
URL of most recent library annual report:	http://www.bridgew.edu/depts/IR/Factbook/Library.pdf				
URL of Information Literacy Reports:	N/A				

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

** FTE FY 2009=8,730, FY 2010=9,265, FY 2011=9,597, FY 2012=9,752

Standard 7: Library and Other Information Resources
(Information Technology)

				?		
		3 Years Prior	2 Years Prior	Current Year* (actual or projection)	Current Year* (actual or projection)	Next Year Forward (goal)
		(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)
Number (percent) of students with own computers		100%	100%	100%	100%	100%
? Course management system		Blackboard, Moodle				
Number of classes using the system						
Classes on the main campus		1887	2109	2237	2336	2440
Classes offered off-campus		64	98	108	116	120
Distance education courses		278	386	420	438	440
Bandwidth						
On-campus network		200	200	200	200	200
Off-campus access						
commodity internet (Mbps)		200	200	200	400	400
high-performance networks (Mbps)		200	200	200	400	400
Wireless protocol(s)		802.11a/b/g802.11A/B/G	802.11a/b/g	802.11,a/b/g/n	802.11 a/b/g/n	802.11 a/b/g/n
Network						
Percent of residence halls connected to network						
wired		100%	100%	100%	100%	100%
wireless		100%	100%	100%	100%	100%
Percent of classrooms connected to network						
wired		100%	100%	100%	100%	100%
wireless		100%	100%	100%	100%	100%
Public wireless ports		100%	100%	100%	100%	100%
Multimedia classrooms (percent)						
Main campus		100%	100%	100%	100%	100%
Branches and locations		5%	5%	5%	5%	5%
IT Personnel (FTE)						
Main campus		48.0	48.0	49.0	51.0	55.0
Branch campuses						
Dedicated to distance learning						
Software systems and versions						
Students		Banner 8.2.1				
Finances		Banner 8.3				
Human Resources		Banner 8.2.1				
Advancement		N/A				
Library		Ex Libris Voyager 7.21				
Website Management						
Portfolio Management		Taskstream (College of Education and Allied Studies only)				
Interactive Video Conferencing						
Digital Object Management		Digital Commons (Institutional repository)				

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 8: Physical and Technological Resources

overview

The period of self-study coincides with the largest capital expansion, improvement and renewal program in the 172-year history of the institution, and is among the most prolific ever for a public higher education institution in Massachusetts. Every component of the University experience – teaching, learning, living and working – has been improved over the past decade, and the truly comprehensive and interconnected approach to planning the campus’ ongoing transformation is as dynamic as it is visionary. Since the last NEASC visit in 2002, the University has been successful in: modernizing all of its general purpose classrooms and outfitting them with front-end technology platforms; dramatically expanding on-campus living space and nearly doubling its residential population; fully revitalizing and remodeling all of its existing residential and dining facilities; completing a multi-year, top-to-bottom renovation of the University library; overhauling all large lecture halls and performance venues; building a first-class athletics venue; acquiring several abutting properties and incorporating them into the campus inventory; and completing a major expansion and renovation of a Science and Mathematics Center, the largest project ever undertaken by a state university in Massachusetts.

All the while, the University’s commitment to environmental sustainability and energy savings has been laudable. Four LEED-certified buildings now exist on a campus where none existed 10 years ago. Equally important, the University’s commitment to a long-term energy management and conservation program saves upwards of \$1 million per year and reduces the institution’s carbon footprint and greenhouse gas emissions considerably. Concerted efforts to adopt electronic workflow platforms and digitize records have the added benefits of reducing paper consumption while improving productivity and integrating data streams.

Description

Bridgewater State University’s physical and technological resources are aligned with the mission, vision, purpose and functions of the University, and provide the foundation for delivering institutional programs and services. The physical and technological resources not only support the teaching, research, administrative and residential needs of the University; they also increasingly reflect the institution’s growing commitments to sustainability, efficiency, and responsiveness to a wide variety of stakeholder needs. Technology and physical resources form a strong foundation for delivering curriculum, research, residential, and administrative services to meet the needs of over 11,000 students and nearly 1,000 full-time employees serving the University. As the institution meets the demands of growth in the student population, complement of faculty members, and in academic programs, it continues to be committed to significant expansion and investment in its technical and physical infrastructure.

Appraisal

BSU has committed to growth and expansion that meets teaching, learning and research goals, and works to balance planning efficiency with integration of stakeholder participation in an increasingly large, diverse and energetic community. BSU has a physical plant of 38 buildings containing 1,772,100 square feet of space on more than 275 acres. The Bridgewater footprint is divided into East Campus and West Campus and bisected by an active commuter rail. The University also operates a teaching facility in conjunction with Bristol Community College in Attleboro, Massachusetts, and the Aviation Training Center located at the New Bedford Regional Airport.

BSU is also a [regional innovator](#) in sustainability, including commitment to LEED building, recycling and composting, energy conservation, and a number of other environmental efforts. [LEED](#) refers to Leadership in Energy and Environmental Design Green Building Rating Systems, which provides a framework for identifying and implementing practical and measurable green building design, construction, operations and maintenance solutions.

Seventeen major renovation projects with an emphasis on improving classroom and residential space have been completed over the past 10 years. Renovations include Harrington Hall's 11 general-purpose classrooms and renovation of 17 others in Maxwell Library. Over the past five years seven major new buildings were added to the campus to increase capacity for academic, athletic, residential, student support, dining and parking functions. Two new major facilities are projected for the coming five years. There are currently 77,921 square feet of classroom space on the main campus and 4,926 square feet off campus at the Attleboro and New Bedford locations. Additionally, there are 90,055 square feet of laboratory space; 155,952 square feet of office space; 78,918 square feet of study space; and 710,968 square feet of residential space.

Other notable highlights since the last NEASC self-study was completed include:

- The additions of East Hall and Crimson Hall, which added over 210,000 square feet of residential space to the campus. A new residence hall to be completed in 2013 will add another 176,606 square feet;
- Expansion and renovation of the Science and Mathematics Center, completed in August 2012, added 147,575 square feet of academic space, including faculty and teaching laboratories for collaborative interdisciplinary research, instrumentation labs, student seminar rooms, and a shared cold room. This \$98.6-million facility more than doubled the amount of space for science and math at BSU and included a complete upgrade of the research and training equipment housed within the building;
- Establishment of four silver LEED-certified buildings – three residence halls (Crimson, Pope, and Scott) and the Science and Mathematics Center.

Expenditures for new construction and renovation of the physical plant totaled more than \$25-million in 2010, \$62-million in 2011, and \$68-million in 2012, a significant expansion of the physical and infrastructural resources necessary for quality academic delivery and residential support on campus.

Institutional Growth and Community Assessment

The rapid expansion of students, faculty members and academic programs at BSU over the past 10 years has led to significant investment to meet the needs of the University community. As the University has expanded, the BSU physical and technological facilities staff has worked diligently to meet the transitional and long-term needs of a growing community. BSU's physical and technological infrastructures are effective in meeting the University's academic mission and provide adequate learning resources and capacity to meet the needs of students and faculty. The residence halls are well-maintained and in extremely high demand. Growth across the University presents a host of challenges: an inability to keep up with demand for student housing; the need for more classrooms of a size that are better aligned with current pedagogies; [classroom scarcity](#) at peak teaching times; and limited parking access for students. To meet this latter need, a new 841-space parking garage was built on East Campus.

Although the majority of BSU facilities are functionally accessible to persons with disabilities, there is ongoing work to increase access for all students as buildings undergo renovation. A number of

buildings on campus, such as the Maxwell Library, have seen increased mixed use, combining classroom, administrative, study and gathering spaces. Additionally, growth has meant that some spaces may not accommodate the additional number of users for large activities such as orientation and training; that student clubs and programs may be in competition with each other and with other events for limited space; and that perceived inefficiencies have occurred due to duplication of resources in facilities. For example, in a series of open forums, some [faculty and staff](#) expressed concern about certain purchased or rented items they believed could have been transferred from building to building.

Residence Halls

BSU provides student housing in 10 residential halls – seven on the East Campus and three on the West Campus. The Office of [Residence Life and Housing](#) oversees all aspects of on-campus living for approximately 2,800 undergraduate students. All first-year students live in Shea and Durgin Halls or Woodward Hall.

As demand for student housing at BSU has traditionally exceeded supply, a 2010 study was conducted to explore solutions for the University's residential needs. The [New Housing Capacity Study](#) reported that over 500 students were on the waiting list for housing in 2010. Solutions such as converting double rooms into triple rooms led to the increase of 158 beds in 2010, but also led to increased crowding for the 481 students impacted. To address the ongoing need for residential space and to improve service quality, the following steps have been undertaken over the past five years:

- New additions to Pope and Scott Halls added 300 new beds to West Campus;
- The Great Hill Student Apartments were completely renovated from Spring 2010 to Fall 2010;
- Miles and Dinardo Halls received an upgrade of fire safety and electrical systems in 2008 and new furniture upgrades in 2010;
- The opening of Crimson Hall in 2007 created housing for 408 BSU upperclassmen;
- The University has broken ground on a new residence hall. This 500-bed facility will open in Fall 2013.

Facilities Management and Planning

BSU follows a [Master Plan](#) and completes a feasibility study with each construction project. Examples include: A Traffic and Streetscape Study; the Science and Mathematics Center Renovation and Demolition Study; the Burnell and Hart Halls Renovation Study; the Kelly Gym Demolition and Construction of a New Academic Building Study; and a Study of a Campus Center and a Performing Arts Center. Separate feasibility studies for residential halls were also completed by the Massachusetts State College Building Authority (MSCBA), the entity responsible for managing capital investments for residential units (BSU maintains these facilities and coordinates services). The revised University [Master Plan](#), which was made public in November 2011, guided the development of a multi-year Campus Transformation Plan, further aligning the master plan with the financial planning of the University and the strategic plan. This \$100-million plan includes five new buildings, fifteen major renovations, and numerous relocations.

The [Facilities Management and Planning Department](#) provides the following services on the campus:

- Administration: Creates, maintains, and manages a physical environment that enhances teaching, learning, and living, and serves to support campus constituents and the region as a whole through responsible stewardship of resources;

- **Customer Service:** Coordinates and monitors BSU work-order requests; triages emergency and non emergency work orders;
- **Energy Management:** Negotiates and analyzes fuel source and renewable energy options for the University; coordinates with Planning and Construction on electrical and mechanical systems to ensure equipment efficiency; manages the daily lighting and HVAC scheduling to satisfy campus needs while conserving energy;
- **Environmental Health and Safety:** Provides assistance, oversight, and technical consultation to the University community on all occupational and general health, environmental, and safety issues with the goal of ensuring a safe and healthy environment for employees, students and the visiting public;
- **Fleet Services:** Coordinates the student-run transit shuttle service, bus service, and 58-vehicle University fleet;
- **Physical Plant:** Provides functional facilities that are clean, attractive, accessible and conducive to learning; maintains buildings and grounds;
- **Planning and Construction:** Manages capital projects and University renovation and repair projects; annually conducts a [general purpose classroom survey](#); maintains a central occupancy inventory of all campus buildings;
- **Waste Management:** Manages daily traditional waste removal and recycling on campus.

Capital Structure Renovations and Additions

In addition to those detailed above, a number of other significant capital expansion and renovation [projects](#) have been initiated and completed over the past five years. These include:

- **Burnell Hall Renovation:** Initial renovation to six general-purpose classrooms was completed in Summer 2008. Spring 2009 saw the introduction of a new Speech-Language-Hearing Center for the Special Education Department. Additional interior renovation in Summer 2009 provided five general purpose classrooms and improvements to the Children's Center.
- **Rondileau Campus Center (RCC) Renovation:** The Center's cafeteria was renovated in Summer 2008, creating meeting space and improved dining facilities for both commuter and resident populations. The RCC Auditorium and Ballroom underwent a major renovation in subsequent years.
- **Hunt Hall Addition and Renovation:** Phase I consisted of a 3,200-square-foot addition that is being utilized by the University's Art Department for 2D/3D design space, welding laboratory, carpentry studio, photography lab, and sanding/ grinding room. Some of the architectural features of the building include: a new exterior handicap ramp and retaining wall; brick courtyard; translucent wall panels; and building canopies at the entrances. Phase II renovated the entire ground floor, which includes a photography lab, associated classrooms, and the Parking Services and Connect Card Office. Phase I was completed in December 2010 and Phase II was completed in May 2011.
- **Swenson Athletic Complex:** The Complex underwent a \$5-million renovation that included the installation of lighting; a multipurpose synthetic field; a modern, 650-square-foot press facility; a new eight-lane track; and a new sound system and scoreboard.

Off-Campus Facilities

Bridgewater State University operates two off-campus sites - one in New Bedford and the other in Attleboro. The New Bedford site operates as the Aviation Training Center and offers aviation management courses, personalized flight-training sessions and simulator experiences. The program allows students to obtain private pilot, commercial pilot, instrument pilot and flight instructor certificates, while

offering the flight training necessary to operate in the high-density environment of modern airspace. The facility is leased for approximately \$80,000 per year from the City of New Bedford. This five-year lease began in 2008 with a contract option for two additional renewals. The University made an initial investment of \$97,600 to improve the internal infrastructure of the facility.

The Attleboro facility thrives as a collaborative arrangement with Bristol Community College. Since 2009, the facility's 5,800 square feet of space has been used to provide evening undergraduate courses in Management, Communication Studies, Psychology, Criminal Justice and several core curriculum courses. The University invested \$253,600 at the outset of the partnership to upgrade technology and furniture, and instruction is now offered in six general-purpose classrooms. Students and faculty also have access to a conference room, general meeting area, bookstore, cafeteria and auditorium. Though the University operates the facility full-time, Bristol Community College leases the space back from BSU during the daytime in order to deliver its own courses, resulting in a more efficient and sustainable use of the space. Information technology resources at the facility are equal to those on BSU's main campus and a centralized help center provides technical assistance at times classes are offered.

Physical Infrastructure and Safety

The University's Facilities Management and Planning Department follows a clear set of [policies](#) and guidelines to meet all appropriate safety, security, health, sustainability and legal needs. These policies, which address modes of planning, development and maintenance, set employee expectations as they pertain to emergency management; weather emergencies; worker safety; transportation safety; safety equipment practices; right-to-know law compliance; project management; permit and inspection records; chemical hygiene planning; hazardous materials safety; fiscal records; auditing; evacuation center management; and energy conservation practices.

Information Technology Services

In order to provide high-quality technology services, BSU provides the highest standard of technology resources. The University maintains six general-purpose computer labs and 14 special-use labs with 414 computers and 25 printers. Wireless internet is available in all classrooms and 100-percent wireless coverage is delivered across the campus. BSU also has a 400 Mbps (full duplex) bandwidth conduit to the Internet in addition to a 100 Mbps wireless Internet backup link. There are approximately 1,200 wireless access points on campus, operating on a wireless standard of 802.11 a/b/g/n. A total of 165 servers are used to host and serve various applications and services such as email, learning management systems (i. e. Blackboard and Moodle), Banner, Adirondack, CCURE, and the Blackboard Transaction System. Seventy-three of these servers are physical and 92 are virtual servers. BSU uses both VMware and Hyper-V for server virtualization. BSU has three data centers; one of the centers is also a disaster recovery and business continuity facility.

Other BSU technology features include:

- A high-performance, multi-gigabit backbone to all campus buildings and a high-performance wired network consisting of over 12,000 switch ports;
- The addition of 46 technology-equipped science and mathematics labs as part of the new Science and Mathematics Center;
- Two prototype classrooms with smart boards, and one distance-learning classroom;
- Employee voicemail receipt through email service using Unified Messaging;
- Home access to the network drives for employees through VPN service;
- Long-distance domestic and international calling services;

- Email-based faxing service for employees;
- Live@EDU email account for students;
- Unlimited G-drive network storage space for all departments;
- Oracle Real Application Cluster system support for the Banner environment (allowing 2,500 students to register for classes in fewer than 120 minutes).

BSU also offers strong audiovisual resources within all of its classrooms (including those at the Attleboro campus). These systems include: a networked desktop computer; laptop cable hookups; a ceiling-mounted LCD video/ data projector; a DVD/VHS combo unit; sound reinforcement; a document camera; and a projection screen. All sources can be controlled with either a projector remote control or an Extron Control system located on the teaching station. Closed captioning is also available in rooms with the control system. BSU has upgraded 28 [classrooms](#) and added 13 classrooms in the past four years. Additionally, the University operates special-purpose classrooms that include: interactive whiteboards (such as the Smart Board or Star Board); a dual-LCD projection system; learning capabilities; and AMX or Crestron Control systems.

The Division of Information Technology, responsible to the Chief Information Officer, is deployed through the following [departments](#):

- **Administrative Systems:** Provides support for mission-critical business systems such as Banner, Web Prospects, Web Admissions, Resource 25, Adirondack and Raiser's Edge. In addition, the team partners with other campus departments such as the Registrar, Fiscal Affairs and Human Resources to provide training and documentation on how to use these business systems optimally. Members of the Administrative Systems team provide analysis, design and system-selection for campus business-related systems;
- **Web Development:** Maintains top-level content, tools, and infrastructure for the University's main website (www.bridgew.edu). Full-time web developers create customized, web-based applications while part-time student workers respond to Web Development Team email requests, publish updated webpages and provide general support to faculty and staff. At the time of this writing, the University is transitioning to multiple, web-based communication platforms and Web Development is leading the effort to introduce a University intranet;
- **Technology Systems:** Provides support for University-owned computers and peripherals, classroom technology, operating system software, and centralized servers;
- **Networking:** Offers voice, video and data services to the University. This group provides all telephone related services, wired and wireless network connections, dial-up services, and distribution of the University television network. This group is responsible for the complete wiring infrastructure of the University, Residential Network (ResNet).
- **Computing Support Services:** Provides technology support for faculty, staff and students. The Department provides technical support for computer labs, classrooms, faculty and administrative offices, student technology workshops, notebook computing centers, and call-center operations. Computer support is provided for University-owned computers and peripherals, the operating systems software, and the MS Office Professional Suite. The Department leases, purchases, configures, installs, repairs, maintains and retires all computer equipment and peripherals. Two Support Services Centers are located on campus – one in the Maxwell Library basement level and the other Room 130 of the Moakley Center. The staff delivers professional, full-time support on campus during regular business hours, as well as extended hours whenever scheduled classes are in session;

- The Teaching and Technology Center (TTC): Supports faculty in the use of technology to enhance teaching and learning at BSU. Training, support and production services are available to assist faculty with classroom technology, web-based instruction, applications, classroom practices, project production, notebook integration, web-page development, and the Blackboard and Moodle course management systems;
- Media Services: Supports campus-owned audiovisual equipment. This group loans equipment (cameras, laptops, microphones, iClickers) for teaching and academic purposes to students, faculty and staff;
- Telecommunications Video System (TVS): A professional team complemented with student employees and interns creates video productions and broadcasts related to the University's strategic priorities. The group operates the Moakley Television Studio and supports the operation of related infrastructure.

Additionally, the specialized needs of certain academic departments (e. g. Art) are met through the deployment of Technology Coordinators. Based on faculty teaching needs, departmental Technology Coordinators recommend the purchase of equipment, licenses and software that the University then procures and manages. Coordinators provide ongoing technical support for specialized departmental needs. Technology resources at BSU have integrated a number of energy-conservation measures in line with the institution's commitments to sustainability and efficiency. Examples include:

- Capabilities for centralized shut-down of all audiovisual equipment in the evening after classes are completed;
- Centralized access from the main campus to the audio-visual equipment located in remote classrooms for IT staff;
- Utilization of VMWARE for server virtualization to save energy;
- Deployment of an automated, power-management protocol across all University-owned computers, which powers down monitors after five minutes and computers after 30 minutes of inactivity;
- Policies to ensure that all computers purchased by the University meet energy and efficiency standards.

IT Safety and Security

Through its help desks, via telephone, and by way of web- and video-based training modules, the IT staff provides information, education and assistance to students, faculty and staff on topics of: security of data; information storage; email; passwords; spyware, and a number of other issues. IT administrative practices are informed by and outlined in the [policy guide](#). In order to manage data-security needs, IT conducts data scans for personally identifiable information (PII) and other confidential data on network drives every other month and on all University-owned computers two times yearly. All suspicious data are immediately quarantined and encrypted. Access is provided using a PGP secure key subsequent to an administrative approval process. All University laptops come with PGP whole-disk encryption and the hard disk is encrypted at the time of the laptop delivery. Additionally, in October 2011 an IT Campus Filter was implemented to further protect the campus from viral attacks. The IT Department works with several [advisory committees](#) to address security issues tied to teaching, learning, and research.

The IT Department also utilizes "24/7/365" monitoring services to ensure the availability of critical information resources, including the web, email, LMS, Banner, and other systems essential to the campus community.

Projection

The University's physical and technological infrastructure will continue to expand and evolve to meet the priorities of the strategic plan, all the while serving more students and meeting the demands of additional programs. As the University builds on its current assets, the following actions are recommended and planning is already underway:

1. Increase space for classrooms, student programming, recreation and research tied to growth trends and the strategic plan;
2. Increase inclusion of students, faculty and staff in infrastructural planning decisions such as space design, mixed-use impacts, accessibility, sustainability action, and software acquisition;
3. Invest in sustainability by committing to LEED certification for new buildings; to IT practices and tools that reduce energy use and environmental impacts; and to the addition of green spaces aligning with the University strategic plan;
4. Increase campus accessibility to address barriers emerging from new builds, renovation and transition with regular input from students with disabilities and relevant staff and faculty;
5. Increase communication with BSU students, faculty and staff regarding technological and physical development, opportunities, and change.

institutional effectiveness

Bridgewater's integrated strategic planning process improves coordination in planning efforts across the University. Academic and financial planning, combined with the recently-completed [Master Plan](#) and subsequent [Campus Transformation Plan](#), catalyze the University's efforts to evaluate physical, technological and human resources vis-à-vis emerging programmatic needs and help to alleviate problems in a systematic fashion. While all of the general-purpose classrooms at the University have the highest quality technology, it continues to be the case that additional classrooms are needed to address classroom space challenges. Over the coming four years, the Campus Transformation Plan adds classrooms to the physical plant at a rate that appears to be consistent with the University's projected rate of growth, both in terms of faculty hiring and student enrollments. The University will continue to plan comprehensively and with increasing levels of sophistication and transparency to meet the considerable needs of its vibrant constituencies.

Standard 8: Physical and Technological Resources

Campus location	Serviceable	Assignable Square Feet (000)
	Buildings	
Main campus	40	1,392,664
Other U.S. locations	2	9,081
International locations	0	0

	2 Years Prior (FY 2010)	1 Year Prior (FY 2011)	Current Year* (actual or projection) (FY 2012)	Current Year* (FY 2013)	Next Year Forward (goal) (FY 2014)
Capital appropriations (public institutions)	\$25,391,000	\$57,167,800	\$41,125,000	\$50,000,000	\$9,000,000
Operating budget	\$11,429,850	\$12,530,373	\$12,491,000	\$15,677,036	\$15,677,036
Gifts and grants					
Debt					
TOTAL	\$36,820,850	\$69,698,173	\$53,616,000	\$65,677,036	\$24,677,036
Expenditures (\$000)					
New Construction	\$13,164,000	\$54,625,000	\$60,000,000	\$50,000,000	\$19,000,000
Renovations, maintenance and equipment	\$12,277,000	\$7,542,000	\$8,000,000	\$12,173,000	\$9,270,000
Technology					
TOTAL	\$25,441,000	\$62,167,000	\$68,000,000	\$62,173,000	\$28,270,000

Note 1

Assignable square feet (000)	Main campus	Off-campus	Total
	Classroom	77,921	4,926
Laboratory	90,055		90,055
Office	151,972	3,980	155,952
Study	78,918		78,918
Special	94,479		94,479
General	149,807		149,807
Support	36,614	175	36,789
Residential	710,968		710,968
Other	1,930		1,930

Major new buildings, past 10 years (add rows as needed)		Note 2	
Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000) Year
Tinsley Center	Academic/Athletic	106050	1400000 2002
Crimson Hall	Residential	133200	3800000 2007
Operations Center	Administrative	41164	5000000 2003
East Campus Commons	Student Support/Dining	34375	8780000 2002
East Hall	Residential	83400	18173000 2002
Parking Garage-840 spaces	Parking	256074	12500000 2012
Conant Math & Science	Academic	147575	98600000 2012

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

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
New Residence Hall	Residential	176706	\$50,000,000	2013
New Academic Building	Academic	45000	\$12,000,000	2014

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

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Harrington Hall	Academic	26988	\$5,350,000	2002
Maxwell Library	Academic		\$10,865,111	2005-2011
Hunt Hall	Academic		\$3,461,616	2010-2011
Burnell Hall	Academic		\$1,345,045	1008-2010
Shea Durgin	Residential		\$2,400,000	2010
Great Hill Apartments	Residential		\$13,170,000	2010
Flynn Dining			\$2,581,895	2009
Horace Mann			\$1,953,938	2009
Campus Center Cafeteria			\$1,419,000	2008
Campus Center Auditorium			\$1,002,005	2010
Swenson Athletic Complex			\$5,750,000	2010
Campus Center (OSIL, Music, OMIA, Ballroom)			\$3,301,420	2004-2007
Boyden Hall	Academic & Administrative		\$2,957,171	2005-2011
Scott Hall Addition & Renovation	Residential		\$27,286,143	2008-2009
Pope Hall Addition & Renovation	Residential		\$1,000,000	2011
Registrar Office			\$1,000,000	2012
Burnell Gymnasium				

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

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Moakley Center-Third Floor Reno	Soc Sci Labs		\$1,000,000	
Hart Hall Classroom Rightsizing			\$1,000,000	2012
Campus Center Front Entrances			\$9,000,000	2013 & 2014
Human Resources Office Renovation			\$1,000,000	tbd
Tillinghast Hall Ground & First Floor Reno				
Institute for Social Justice Reno			\$1,000,000	2012 & 2013
Conversion Central Steam Plant & Window Replacement			\$2,400,000	2012 & 2013
Burnell Hall Reno	Home of CEAS		\$10,000,000	2014 & 2015
New Academic Building			\$8,000,000	2014 & 2015

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 9: Financial Resources

overview

Bridgewater State University is a recognized leader in the Commonwealth for its careful and transparent management of financial resources. Despite extraordinary economic pressures brought about by the financial crisis of 2008 and a period of sustained fiscal volatility over the past decade, the University has deftly stewarded and marshaled the resources necessary to meet the needs of a large, growing and dynamic institution. External uncertainty has caused the University to thoroughly review its priorities, procedures and practices. The result is an organization that is more mature, sophisticated and forward-thinking than any to-date. This process of transformation is widely understood and readily embraced by all members of the campus community, all of who share in the responsibility of improving services, promoting efficiencies and engendering greater sustainability of resources.

Description

At the time of this writing, the FY2012 year-end audit process of the University's financial statements is underway. Review of the most recent set of financial statements ([FY2011](#)) certified by external auditors shows that the University's financial position is strong: Assets totaled \$194.5-million, an increase of \$91.4-million over the past four years; total liabilities grew from \$67.2-million to \$111.5-million over the same time frame. Net assets – representing the residual interest in the University's assets after liabilities are deducted – increased by \$24.2-million over the four-year period. The University leadership team attributes the positive growth in net assets to increased enrollments and an aggressive program of construction and renovations to the physical plant.

An upward financial trajectory is also reflected in the increase in total revenues, which rose from \$119.1-million in FY2007 to \$158.3-million in FY2011. The largest revenue increase came from higher student fees, though the annual rate of increase of in-state fees averaged less than six percent. State appropriations, on the other hand, have fluctuated considerably. Increases from FY2006 to FY2008 were more than offset by a 28.4 percent retrenchment over the next two years.

Working in concert with their respective deans, department chairs, directors and other key personnel, each division head prepares a budget proposal conforming to a divisional target set by the President and the Vice President for Administration & Finance; any ongoing or emerging priorities that cannot be funded within the target range are identified and given additional consideration. These budget proposals are then submitted to the Vice President for Administration and Finance, who meets with each vice president to review and discuss specific needs. Each proposal is subsequently reviewed and discussed openly with the President and all members of the President's Cabinet to determine how to best allocate available resources to meet the University's mission and priorities of the institution's strategic plan. Following this discussion, the Vice President for Administration and Finance prepares a comprehensive institutional budget for Presidential approval. Once approved, the budget is presented to the Board of Trustees for final approval.

A peculiarity of the University's budget process originates from the odd timing of when the direct state appropriation is typically determined. Nearly every year, the Massachusetts Legislature does not pass, nor does the Governor subsequently approve, the state budget until well after the new fiscal year has begun. To avoid any interruption of service, the Board of Trustees considers and approves a continuation operating budget for the University at its June meeting. Expenditures for the current fiscal year may not exceed those of the previous year while the University is operating in a mode of continuation. The University's Budget Office loads a pro forma budget into Banner, the administrative and financial management system, to allow the fiscal functions of the University to continue. Once the state budget

has been signed into law by the Governor, the Board of Trustees considers and approves a final operating budget at its next meeting (typically in October). Division heads receive notice of final allocations for their areas and are charged with disseminating this information further. Other than salary line items, divisional leaders have the discretion to spend and change the distribution of funds within their areas if necessary (see [Trust Fund Guidelines](#) for additional information).

The University's operating expenses totaled \$148.5-million in [FY2011](#), up from \$115.1-million in FY2007. This gain was largely the result of newly funded collective bargaining contracts, expected depreciation, and increases in scholarships and fellowships to support students and faculty.

Further support for students is evidenced in the significant grant increases over the past four years: Federal Pell Grant support increased \$7.1-million (from \$3.3-million in FY2007 to 10.4-million in FY2011); Direct Student Loans rose \$30.2-million (from \$20.4-million to \$50.6-million) over the same period. Support offered through the Federal Supplemental Educational Opportunity Grant remained virtually unchanged over the period as did the Commonwealth's investment in financial aid. Institutionally funded financial aid, however, increased by \$2.9-million from FY2007 to FY2011, a 94 percent increase.

Though the University operates as a public entity, levels of direct state support relative to the total size of the institutional enterprise have steadily declined. Whereas the state appropriation once funded more than 90 percent of the University's operation, today it typically meets less than one-third of the institution's needs.

Appraisal

Despite the severity of the global financial crisis that began in late 2008, Bridgewater State University has weathered the storm remarkably well. Though the University was forced to absorb a \$7-million reduction to its appropriation in FY2010, an aggressive program of cost-cutting and modest student fee increases meant that funding levels for academic departments remained untouched. Moreover, the University was one of the few higher education institutions in Massachusetts that did not have to reduce its workforce or implement professional furloughs.

Adding to the bottom line and supporting the University's advancement of its strategic plan was passage of the American Recovery and Reinvestment Act (ARRA) in February 2009. This bill authorized \$800-billion in federal stimulus funds to: create new jobs and save existing ones; spur economic activity and invest in long-term economic growth; and foster unprecedented levels of accountability and transparency in government spending. Ultimately, ARRA provided state colleges and universities with an exciting and unprecedented opportunity to address some of the most pressing public education challenges and also to invest in the future of the Commonwealth. Over a two-year period (FY2009-FY2010), a total of \$102-million from the State Fiscal Stabilization Fund was allocated to state and community colleges.

From the \$102-million allocated to state and community colleges, Bridgewater State University received a total of \$14.2-million. Guided by its strategic plan, the University maximized stimulus funds by reducing debt, making critical infrastructure improvements, implementing IT initiatives, and completing a number of strategic additions and renovations to the campus physical plant.

Bridgewater State University prides itself on its fiscal responsibility and financial transparency, and reports expenditures as listed above to the campus community in bi-annual town meetings convened by the President. Additionally, and as required by the Governmental Accounting Standards Board (GASB), Bridgewater State University displays the Bridgewater State University Foundation and Bridgewater

Alumni Association's financial statements as discrete components within the University's financial statements. The Foundation and Alumni Association are each separate 501(c)(3) corporations whose sole purpose is to support the University. Each, in its own way, serves as the primary recipient of donations and gifts. These organizations have their own governance structures separate from those of the University. Since FY2004, however, GASB standards require that their financial activity be reported in a consolidated fashion on the University's audited financial statements.

In FY2008, as a test of its financial strength, the institution prepared and submitted a Comprehensive Annual Financial Report (CAFR) to the Government Finance Officers Association of the United States and Canada (GFOA) in consideration of earning its Certificate of Achievement for Excellence in Financial Reporting Award. This report must satisfy both generally accepted accounting principles and applicable legal requirements. Bridgewater State University was the only public institution in the Commonwealth to submit and receive the [CAFR in FY2008](#). To earn the distinction on an initial occurrence is unusual; since then, the University has received this prestigious award annually.

Careful attention to detail and to a highly-organized and comprehensive financial report are hallmarks of the University's accounting practices, and the University's operating and trust fund budgets run concurrently with the Commonwealth of Massachusetts fiscal year of July 1 to June 30. The University's Board of Trustees considers academic and other fee rates at its February meeting to assist in developing the draft budget and to ensure that students are well informed of the cost to attend Bridgewater State University in the upcoming academic year.

In developing its budget, the University takes an all-inclusive approach, disseminating three years of historical data and current year's expenditures-to-date to division heads, who then confer with department managers and chairs to plan for immediate and longer-term needs. The Vice President for Administration and Finance conducts a quarterly review with division heads to review the status of their budgets and recommend adjustments. Additionally, the Budget Office regularly reviews expenditures against budget to ensure that no serious problems are developing and works with budget managers or management as necessary to address problems.

As part of its overall budget strategy and to better understand the complex dimensions of rising enrollments and decreasing state support, the University created a multi-year financial modeling tool. The model forecasts the University's financial position over a five-year horizon by utilizing enrollment, financial, capital and human resource inputs. Different scenarios are created and reviewed to coincide with different hypothetical decisions. This model is an invaluable tool to assist the strategic planning process. As an additional safeguard, the University maintains a long-term reserve account to offset any economic downturns, to lessen the impact of fee increases on students, and to address critical strategic goals. Also, a Master Plan and Campus Transformation Plan for the ongoing development of the physical plant have been developed to address the needs of the University over the next five years and to identify key financial variables.

In addition to its own checks and balances, the University follows [State Comptroller](#) and [State Auditor](#) requirements to complete its audited financial statements, which are based upon GASB standards. As required by the Commonwealth, the University has also developed and maintains an internal control plan and risk assessment, approved by the Office of State Comptroller. This plan identifies the University's academic, financial, operational and systemic functions; monitors any inherent or financial risk related to inadequate controls; and ensures that the controls are in place to mitigate such risks. Additionally, each relevant department has a policy and procedure manual that is updated annually and specifies procedures to implement University policies.

In 2006, the University created an internal audit function. A full-time, in-house Internal Auditor reports directly to the President and the Audit Committee of the Board of Trustees. The Auditor develops a yearly audit plan based upon inherent risks and current industry trends.

In Summer 2007, and reflecting its commitments to both sustainability and fiscal responsibility, Bridgewater State University became one of the charter signatories of the American College and University Presidents Climate Commitment ([ACUPCC](#)), a national initiative focused on using the physical and intellectual resources of higher education to fight global warming. As a signatory, the University joins over 400 other institutions in conducting a comprehensive greenhouse gas inventory; undertaking tangible, short-term efforts to reduce greenhouse gas emissions; and developing a long-term campus plan for climate neutrality. This collective effort draws upon the talent and creativity of every segment of the campus community as the University continues to construct green buildings; to support climate-friendly purchasing; and, in concert with the Center for Sustainability, to infuse sustainability into its curriculum, scholarship and community understanding. In September 2007, the President's Office formed a task force to coordinate these efforts.

The President convened and charged the Services and Efficiency Task Force in October 2009 to examine the institution comprehensively for new initiatives that would exploit additional efficiencies. The Task Force, led by the Vice President of Administration and Finance and modeled after the statewide Task Force on Efficiency and Collaboration, is comprised of faculty, administrators and staff. All areas of the University, including academic, students, administrative and finance areas, were reviewed and examined for possible efficiencies.

As one example of the Task Force's work, and in an effort to improve service to faculty, staff, students and parents, Fiscal Affairs implemented several e-business processes. In 2009, the Student Accounts area began utilizing an electronic billing process instead of sending out paper bills. Electronic payment procedures allow students and parents to pay bills online from locations both on and off campus. The payment procedures increased convenience for students and parents and keeps the University in compliance with various statutes and regulations relating to payment card use and the security of personally identifying information. Additionally, in 2010, the University implemented an in-house payment plan process; previously, the University had used a third-party vendor. The in-house payment plan offers students and parents a transparent method to budget for tuition and fees over four months each semester; lowers the overall cost of utilizing a tuition management system; and increases the quality of customer service.

Another example is the University's completion of a comprehensive energy and water conservation program that saves the institution \$1-million annually and demonstrates the University's commitment to sustainability. Savings such as these can then be redirected to support existing and new academic initiatives, financial assistance to students, and student-faculty engagement, among other strategic needs.

As component units of the University and as noted previously, financial statements of the [Bridgewater State University Foundation](#) and the [Bridgewater Alumni Association](#) are consolidated and displayed with the University's financial statements. Similar to the University's financial position, the Foundation and Alumni Association are both in strong financial positions. Their combined assets increased by \$5.8-million (from \$19.7-million to \$25.5-million) from FY2007 to FY2011. The Foundation's endowment, its largest asset, rose from \$17.4-million to \$21.7-million over the same period, despite falling to a low of \$16.0 million in FY2010 due to the continuing impact of the 2008 financial crisis.

Liabilities for the Foundation and Alumni Association decreased \$206,083 from FY2007-FY2011, due largely to the payoff of a mortgage for property located at 29 Park Terrace. Additionally, net assets

increased \$5.8-million over the same period, further demonstrating the strong financial health of both non-profit organizations. Essentially, revenues and expenditures for the Foundation and Alumni Association remained relatively unchanged during this time frame. In addition to the mortgage payoff, the main factor for the financial change was appreciation of the endowment.

Private philanthropy supports a wide and growing range of University needs and endeavors. In addition to being the steward for more than 130 annual scholarships, the Foundation's array of endowed funds provides critical resources for athletic equipment, scientific instruments, and the state university system's first-ever endowed visiting professorship. At the same time, a steady stream of donations received through the Annual Fund has allowed the foundation to award an additional \$2.8-million of funding to the institution over the past decade. More than three-quarters of this funding took the form of a robust program of faculty/librarian research grants, undergraduate research stipends, study-abroad assistance for students, and boosts for the University's program of locally-funded financial aid.

In 2006, the University launched its second comprehensive fundraising campaign, which in January 2012 successfully met its goal of raising \$15-million of outright gifts and documented gift intentions. Several seven-figure donations have allowed the endowment to surpass the \$20-million mark, an important psychological hurdle in building a program of sustained philanthropy. Equally important, the careful attention of the Foundation and Association's leadership – and, in particular, their Investment Committees – has allowed for the steady rebounding of the investment portfolio since the 2008 financial crisis.

In keeping with its commitment to fiscal responsibility and continuous improvement, the University embraced the opportunity to reorganize the fiscal area within the Division of Administration and Finance to complement better the growing institution and its needs. In July 2011, the University split the position of Associate Vice President/Controller and established two separate, full-time positions: an Associate Vice President for Finance and a Comptroller. Also, the University created the position of Coordinator for student payment, plans, collections, and financial counseling. The establishment of this position allows the University to service students and parents better with respect to their financial obligations and debt management.

Projection

The University expects to receive a level-funded state appropriation for FY2013, though the Massachusetts Legislature has not yet finalized the Commonwealth's budget as of this writing. A \$2.2-million supplementary increase to fund collectively-bargained salary increases for the University's three unions is also anticipated. A new student fee schedule set early in 2012, combined with careful attention to new student growth and enrollment management, allow the University's financial picture for the 2012-13 Academic Year to come into sharper focus.

Though the University's tools for prudent financial management have grown both in number and sophistication, the broader approach to planning will continue to be defined by two overarching priorities: ensuring the institution's historic commitment to affordability for students and families; and embracing only the most conservative of financial projections. Combined with a growing emphasis on reducing costs through operational realignments and productivity-enhancing investments, this strategy will continue to serve the University well.

It is important to note, and as described elsewhere, the University finds itself in the initial year of an ambitious new program of capital expansion and improvement. This \$100-million program, informed by the [Master Plan](#) and further operationalized through the [Campus Transformation Plan](#), calls for the construction of several critical additions to the University footprint and numerous comprehensive

renovations. Already completed is an 841-space parking garage valued at \$13.5-million and financed through the Massachusetts State College Building Authority (MSCBA). In addition, the requisite resources for the largest component of the Transformation Plan – a \$63-million residence hall – has already been secured through the MSCBA and construction is underway. Other facilities, such as a new admissions and financial aid building and a dedicated home for the College of Graduate Studies, will be funded through one-time outlays of the University’s long-term reserves. The remaining facets of the plan will require the continuing partnership of such public funding/ financing agencies as the MSCBA and the Massachusetts Division of Capital Asset Management (DCAM). The University maintains excellent relationships with each and the shared body of work completed to-date is impressive. Given the University’s excellent reputation for outstanding financial stewardship (as evidenced by the CAFR), strong track record of partnership with other public agencies, and steady approach to long-term planning across the University, there is every reason to believe Bridgewater will be successful in achieving its goals for the next stage of growth and development.

institutional effectiveness

Bridgewater State University has appropriate procedures in place to evaluate and monitor its financial affairs, fiscal viability and management of its resources. These include both internal and state-mandated mechanisms to generate data, which, in turn, are reviewed and used to implement improvements as appropriate. Additionally, the University has adequate financial resources to sustain the achievement of its educational objectives now and in the foreseeable future. A [strategic plan](#), connected to the University’s annual budget planning process, and a financial model for forecasting the impact of a variety of fiscal and budgetary decisions, allow the institution to have an accurate understanding of its financial condition and to be able to make policy and administrative decisions from a well-informed starting position.

Since 2006, the University felt the effects of the global economic downturn, amplified by the 2008 financial crisis. While appropriate measures were taken to reduce expenditures, the University also viewed the economic downturn as an opportunity to assess its financial operations. Only administrative expenditures were reduced as a cost-saving measure. Academic departments and faculty travel were not impacted in order to allow the institution to fulfill its goals and objectives. Thus, even in significantly strained and challenging economic times, BSU has been able to maintain a clear focus and steadfast commitment to advancing its core mission.

Bridgewater State University

Standard 9: Financial Resources (Statement of Financial Position/Statement of Net Assets)

FISCAL YEAR ENDS month & day: (06/30)		2 YEARS PRIOR (FY 2009)	1 YEAR PRIOR (FY 2010)	MOST RECENT YEAR	Percent Change 1 yr prior 1 yr-most recent 2 yrs	
ASSETS						
P	CASH AND SHORT TERM INVESTMENTS	\$30,509,365	\$35,689,171	\$39,675,577	17.0%	11.2%
P	CASH HELD BY STATE TREASURER	\$969,378	\$1,004,273	\$1,499,954	3.6%	49.4%
P	DEPOSITS HELD BY STATE TREASURER	\$3,094,103	\$1,757,681	\$2,533,954	-43.2%	44.2%
P	ACCOUNTS RECEIVABLE, NET	\$5,490,089	\$6,847,712	\$8,006,548	24.7%	16.9%
P	CONTRIBUTIONS RECEIVABLE, NET	\$2,162,539	\$1,689,256	\$1,531,552	-21.9%	-9.3%
P	INVENTORY AND PREPAID EXPENSES	\$529,635	\$295,232	\$357,124	-44.3%	21.0%
P	LONG-TERM INVESTMENTS	\$14,597,788	\$16,053,191	\$21,794,242	10.0%	35.8%
P	LOANS TO STUDENTS	\$4,214,484	\$3,965,919	\$3,800,831	-5.9%	-4.2%
P	FUNDS HELD UNDER BOND AGREEMENT	\$587,775	\$363,595	\$537,226	-38.1%	47.8%
P	PROPERTY, PLANT AND EQUIPMENT, NET	\$74,616,075	\$92,186,989	\$140,342,446	23.5%	52.2%
P	OTHER ASSETS				-	-
	TOTAL ASSETS	\$136,771,231	\$159,853,019	\$220,079,454	16.9%	37.7%
LIABILITIES						
P	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$14,988,762	\$17,948,367	\$20,347,475	19.7%	13.4%
P	DEFERRED REVENUE & REFUNDABLE ADVANCES	\$6,443,468	\$24,169,474	\$66,760,104	275.1%	176.2%
P	DUE TO STATE	\$617,979	\$588,245	\$691,796	-4.8%	17.6%
P	DUE TO AFFILIATES				-	-
P	ANNUITY AND LIFE INCOME OBLIGATIONS				-	-
P	AMOUNTS HELD ON BEHALF OF OTHERS				-	-
P	LONG TERM DEBT	\$17,557,969	\$19,684,983	\$18,359,369	12.1%	-6.7%
P	REFUNDABLE GOVERNMENT ADVANCES	\$5,903,329	\$5,903,329	\$5,903,329	0.0%	0.0%
P	OTHER LONG-TERM LIABILITIES				-	-
	TOTAL LIABILITIES	\$45,511,507	\$68,294,398	\$112,062,073	50.1%	64.1%
NET ASSETS						
UNRESTRICTED NET ASSETS						
	INSTITUTIONAL	\$13,733,290	\$12,671,498	\$15,303,154	-7.7%	20.8%
P	FOUNDATION	(\$169,543)	\$6,831,823	\$7,271,198	-4129.6%	6.4%
	TOTAL	\$13,563,747	\$19,503,321	\$22,574,352	43.8%	15.7%
TEMPORARILY RESTRICTED NET ASSETS						
	INSTITUTIONAL	\$1,078,333	\$1,270,243	\$1,081,518	17.8%	-14.9%
P	FOUNDATION	\$6,838,211	\$4,283,725	\$5,780,132	-37.4%	34.9%
	TOTAL	\$7,916,544	\$5,553,968	\$6,861,650	-29.8%	23.5%
PERMANENTLY RESTRICTED NET ASSETS						
	INSTITUTIONAL	\$23,000	\$23,000	\$23,000	0.0%	0.0%
P	FOUNDATION	\$11,267,170	\$9,562,570	\$10,409,360	-15.1%	8.9%
	TOTAL	\$11,290,170	\$9,585,570	\$10,432,360	-15.1%	8.8%
	TOTAL NET ASSETS	\$32,770,461	\$34,642,859	\$39,868,362	5.7%	15.1%
	TOTAL LIABILITIES AND NET ASSETS	\$78,281,968	\$102,937,257	\$151,930,435	31.5%	47.6%

Bridgewater State University

Standard 9: Financial Resources (Statement of Revenues and Expenses)

FISCAL YEAR ENDS month & day: (06 / 30)		2 YEARS PRIOR (FY 2009)	MOST RECENTLY COMPLETED YEAR (FY 2010)	CURRENT BUDGET (FY 2011)	NEXT YEAR FORWARD (FY 2012)	TWO YEARS FORWARD (FY 2013)
OPERATING REVENUES						
	TUITION & FEES	\$61,802,441	\$68,811,712	\$75,905,471	\$80,459,799	\$85,287,387
	ROOM AND BOARD	\$22,532,451	\$25,905,466	\$26,048,304	\$27,350,719	\$28,718,255
	LESS: FINANCIAL AID	(\$11,913,584)	(\$15,766,492)	(\$15,519,696)	(\$15,985,287)	(\$16,464,845)
	NET STUDENT FEES	\$72,421,308	\$78,950,686	\$86,434,079	\$91,825,232	\$97,540,797
	GOVERNMENT GRANTS & CONTRACTS	\$11,446,696	\$20,405,741	\$24,485,470	\$11,446,696	\$11,446,696
	PRIVATE GIFTS, GRANTS & CONTRACTS	\$1,777,474	\$1,246,172	\$1,097,361	\$1,246,172	\$1,246,172
	OTHER AUXILIARY ENTERPRISES	\$1,279,851	\$1,675,502	\$1,675,502	\$1,675,502	\$1,675,502
	ENDOWMENT INCOME USED IN OPERATIONS					
	OTHER REVENUE (specify):	\$372,687	\$648,861	\$410,789	\$410,789	\$410,789
	OTHER REVENUE (specify):					
	NET ASSETS RELEASED FROM RESTRICTIONS					
	TOTAL OPERATING REVENUES	\$87,298,016	\$102,926,962	\$114,103,201	\$106,604,391	\$112,319,956
OPERATING EXPENSES						
	INSTRUCTION	\$47,517,730	\$48,225,926	\$49,031,497	\$50,992,757	\$53,032,467
	RESEARCH					
	PUBLIC SERVICE	\$1,987,319	\$2,036,729	\$2,267,800	\$2,358,512	\$2,452,852
	ACADEMIC SUPPORT	\$11,633,084	\$12,667,263	\$17,041,848	\$17,723,522	\$18,432,463
	STUDENT SERVICES	\$14,806,975	\$16,492,720	\$18,442,875	\$19,180,590	\$19,947,814
	INSTITUTIONAL SUPPORT	\$13,589,268	\$14,683,672	\$16,362,868	\$17,017,383	\$17,698,078
	FUNDRAISING AND ALUMNI RELATIONS	\$1,001,545	\$754,096	\$702,901	\$731,017	\$760,258
	OPERATION, MAINTENANCE OF PLANT (if not allocated)	\$13,499,202	\$15,128,653	\$14,566,750	\$15,149,420	\$15,755,397
	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	\$3,954,888	\$5,692,351	\$6,798,118	\$7,070,043	\$7,352,844
	AUXILIARY ENTERPRISES	\$16,253,546	\$18,459,113	\$19,673,286	\$20,460,217	\$21,278,626
	DEPRECIATION (if not allocated)	\$4,090,015	\$4,382,826	\$4,785,462	\$4,976,880	\$5,175,956
	OTHER EXPENSES Foundation Expense			\$14,322	\$14,895	\$15,491
	OTHER EXPENSES (specify):					
	TOTAL OPERATING EXPENDITURES	\$128,333,572	\$138,523,349	\$149,687,727	\$155,675,236	\$161,902,246
	CHANGE IN NET ASSETS FROM OPERATIONS	(\$41,035,556)	(\$35,596,387)	(\$35,584,526)	(\$49,070,846)	(\$49,582,290)
NON OPERATING REVENUES						
	STATE APPROPRIATIONS (NET)	\$43,924,715	\$36,183,335	\$43,198,973	\$40,942,246	\$40,942,246
	INVESTMENT RETURN	(\$2,906,627)	\$2,344,017	\$3,197,727	\$2,344,017	\$2,344,017
	INTEREST EXPENSE (public institutions)	(\$641,459)	(\$565,340)	(\$677,992)	(\$640,340)	(\$640,340)
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	\$754,757	\$888,488	\$715,817	\$888,488	\$888,488
	OTHER (specify): Student fundraising, ect.	\$3,336,316	\$3,701,150	\$3,777,956	\$3,701,150	\$3,701,150
	OTHER (specify): Rental Income	\$36,000	\$36,000	\$36,000	\$36,000	\$36,000
	OTHER (specify):					
	NET NON OPERATING REVENUES	\$44,503,702	\$42,587,650	\$50,248,481	\$47,271,561	\$47,271,561
	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	\$3,468,146	\$6,991,263	\$14,663,955	(\$1,799,285)	(\$2,310,729)
	CAPITAL APPROPRIATIONS (public institutions)	\$898,481	\$2,372,583	\$298,646	\$58,233,530	\$38,766,470
	OTHER	\$0	\$0	\$0	\$0	\$0
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$4,366,627	\$9,363,846	\$14,962,601	\$56,434,246	\$36,455,741

Standard 9: Financial Resources

Bridgewater State University

**Standard 9: Financial Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (/)		2 YEARS PRIOR (FY 2009)	MOST RECENTLY COMPLETED YEAR (FY 2010)	CURRENT BUDGET (FY 2011)	NEXT YEAR FORWARD (FY 2012)	TWO YEARS FORWARD (FY 2013)
	DEBT					
	BEGINNING BALANCE	\$18,694,775	\$17,398,957	\$19,271,926	\$18,359,369	\$21,891,563
	ADDITIONS	\$0	\$5,048,179	\$0	\$10,000,000	\$0
	? REDUCTIONS	(\$1,295,818)	(\$3,175,210)	(\$912,557)	(\$1,479,995)	(\$1,478,381)
	ENDING BALANCE	\$17,398,957	\$19,271,926	\$18,359,369	\$26,879,374	\$20,413,182
	INTEREST PAID DURING FISCAL YEAR	\$641,459	\$565,340	\$677,992	\$693,418	\$1,144,662
	CURRENT PORTION	\$678,876	\$813,187	\$854,340	\$916,590	\$1,760,071
	BOND RATING					
	DEBT COVENANTS (PLEASE DESCRIBE):					
	Bridgewater State University does not issue its own bonds. Bonds issues are through the Commonwealth of Massachusetts, Higher Education Financing Authority (HEFA), or the Massachusetts State College Building Authority (MSCBA).					

*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Bridgewater State University

**Standard 9: Financial Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (06 /30)		2 YEARS PRIOR (FY 2009)	MOST RECENTLY COMPLETED YEAR (FY 2010)	CURRENT BUDGET (FY 2011)	NEXT YEAR FORWARD (FY 2012)	TWO YEARS FORWARD (FY 2013)
NET ASSETS						
	NET ASSETS BEGINNING OF YEAR	\$80,944,397	\$85,311,024	\$94,737,870	\$108,024,696	\$111,024,696
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$4,366,627	\$9,426,846	\$13,287,099	\$3,000,000	\$3,000,000
	NET ASSETS END OF YEAR	\$85,311,024	\$94,737,870	\$108,024,969	\$111,024,696	\$114,024,696
FINANCIAL AID						
SOURCE OF FUNDS						
	UNRESTRICTED INSTITUTIONAL	\$2,238,000	\$2,664,526	\$2,664,526	\$2,664,526	\$2,664,526
	FEDERAL, STATE & PRIVATE GRANTS	\$9,976,760	\$12,581,108	\$12,581,108	\$12,581,108	\$12,581,108
	RESTRICTED FUNDS	\$75,000	\$77,500	\$77,500	\$77,500	\$77,500
	TOTAL	\$12,214,760	\$15,245,634	\$15,245,634	\$15,245,634	\$15,245,634
	% DISCOUNT OF TUITION & FEES					
3	% UNRESTRICTED DISCOUNT					
PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:						

*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 10: Public Disclosure

overview

BSU works earnestly to provide clear, transparent, and continually updated information about the University, its mission and purposes, and the variety of educational, academic, cultural and social opportunities available to the broader public. The university takes the initiative to ensure this information is readily accessible. Of particular note, the University has utilized emerging technology in computer access and Internet resources to make its documents, policies, procedures and decision-making processes as universally discoverable as possible to any and all of its constituencies. The institution also responds in a timely manner to requests for information from the general public under public records and freedom of information statutes, and is compliant with Open Meeting Law requirements as needed.

Description

Bridgewater State University has been nationally recognized for more than a decade for its advancement and application of technological resources. Expanding those resources to benefit Southeastern Massachusetts and the state is among a series of action items contained in the university's [strategic plan](#). Over the past five years, a series of important investments to upgrade the University's website and transition printed materials (such as the University [Catalog](#) and [Student Handbook](#)) to web-based solutions have been made with significant input from the campus community.

Most of the University's outreach and transactional functions with its current and potential students – traditional undergraduates, part-time bachelor's degree candidates, and graduate students – occurs on the University's website (www.bridgew.edu). An internal [Google Analytics](#) measure of visitor traffic patterns during a 12-month period from October 24, 2010 to October 24, 2011, revealed more than 2.2-million unique visitors to the University's website, accounting for approximately 26.3 million page views.

Nearly every transaction – from applying for parking decals to ordering tickets for graduation – can be completed online with the use of web-based tools. Current and prospective students consult an online version of the Bridgewater catalog. For the past 15 years, students have registered for courses through the [InfoBear](#) database. Students pay their tuition bills through the BSU [Student Account Suite](#). Donors pledge their support to the University online through an electronic portal maintained by the [Division of University Advancement](#).

The home page of the University website features two navigational systems: One directs audiences such as prospective students, current students, faculty and staff, alumni, parents and visitors to landing pages populated with information of specific interest and value to them; the other is a primary search bar for functional areas of the University such as academics, admissions, athletics, jobs, library and directories. Both navigational systems were developed using data from web traffic and user patterns.

A variety of personnel throughout the institution work to ensure consistency of upper-level pages on the 35,800-plus page website, which has served as a one-stop shop for external and internal constituencies alike since its development in the 1990s. In addition to hands-on web services and communications professionals, University employees and faculty serve on the institution's Integrated Marketing Committee and Web Advisory Committee.

[Bridgewater](#), the University's magazine, has extended feature links on the web. All major print publications have at least a PDF presence on the institution's website, and all marketing efforts – print, radio and external web – direct visitors to the website.

Appraisal

Virtually all institutional information can be found on the BSU site's thousands of pages either through functional links, visitation of the obvious departmental sites, or use of an on-site Google search engine that has successfully augmented an extensive re-compartmentalization of information during a comprehensive redesign of the site five years ago. Consistency of voice, messaging and information on upper-level pages can be attributed to small working groups of individuals who are responsible for ensuring that basic information (e. g. tuition and fee charges, room and board costs, institutional facts) is contained on primary sites that have direct links to those sites provided for the web visitor. This approach is an improvement over past practice which saw much of this information replicated throughout a number of pages across the site.

The University's relatively small Web Development unit works with academic and administrative departments to upload content on a pre-designed web template. Coupled with implementation of Site Check in 2011, these efforts have created visual consistency in addition to correcting numerous problems such as broken links, improper grammar and spelling errors. However, beyond front-level departmental pages, consistency of appearance and function has been a problem, and where personnel (Internet Providers or IPs) within the departments are given responsibility for developing content, consistency can be a serious issue. Incorrect or outdated postings of critical information such as the course of study as outlined in the Catalog can be found throughout, confusing and misinforming current and potential students. While many departments link to the Catalog for that information, some seek to interpret the course of study for their students.

Clear links are found on the homepage to the relevant admission units for undergraduate, graduate and continuing education populations and those pages contain a host of contacts and related information. The reorganized Finance Office completed work on its website to include the University's Audited Financial Statement, Certificate of Audited Financial Report (CAFR), and Certificate of Achievement for Excellence in [Financial Reporting](#), all of which went live late in Summer 2011.

Since September 2010, the [University Catalog](#) is available exclusively online in a seamless, integrated and searchable database powered by the Acalog platform. The Catalog continues to contain all academic policies, courses of study, majors, listings of full-time faculty and University officers. [Archives](#) of five previously-printed catalogs, in addition to the two Acalog versions, are available online. The [Student Handbook](#), an online-only publication for the past five years, also includes a tab for graduate students and is updated annually.

Academic programs that are not active are listed as "inactive" in the University Catalog, which lists courses that are not currently available as "other approved courses." A listing of faculty on sabbatical is published by the Office of Academic Affairs once sabbaticals have been granted by the Board of Trustees each spring.

Contact information on current faculty is published in the University's Catalog as well as in the employee [directory](#) off the home page. Many departments list their full-time and part-time faculty and their credentials on their departmental pages (see, for example, the Department of [Communication Studies](#)). A listing of part-time faculty can be found on the directory in a dedicated search link. [University Trustees](#) are listed in major publications (e. g. the President's Annual Report and commencement programs) and can also be found under the "About BSU" link off the home page. Administrative officers are located in the University [Factbook](#).

Size and characteristics of the student body are published annually in the Factbook and the “BSU-At-A-Glance,” both available on the [Office of Institutional Research and Assessment](#) website. Select components of this information are published in a printed version of the [University Profile](#), a PDF of which is linked in this report and also appears on the “About BSU” section off the home page.

The offices involved with student admissions – [Undergraduate Admission](#), [College of Graduate Studies](#) and [Continuing and Distance Education](#) – provide information on the campus setting and support services on their respective webpages. In addition to being a click off the home page, this content is contained in the University Catalog and on the dedicated webpages of those units within the institution that offer academic support, such as the [Academic Achievement Center](#).

[Retention and graduation rates](#) are published in the University’s [Factbook](#). Student right-to-know graduation rates and passage rates for licensure examinations, as well as MTEL pass rates, are available through the Department of Institutional Research (IR). The [Graduating Senior Survey](#), [core curriculum plan](#), and [strategic plan](#) all clearly communicate student goals.

Information about the [cost of attending](#) Bridgewater State University is published annually in the University Catalog and on the student accounts website. An online [net price calculator](#) was implemented in Fall 2011 by the Office of Financial Aid as part of a federal requirement to provide information about likely debt upon graduation.

The University’s mission statement is one click off the [About Us](#) section of the home page and can be found with the Factbook on the IR website and within the Catalog, which remains the prime purveyor of admissions, academic and refund policies.

Documentation regarding various program accreditations is kept on file in the Office of Academic Affairs. All accreditations are listed in the University’s [Catalog](#) and the [Factbook](#); IR maintains the list.

The Office of [Off-Campus Programs](#) in the College of Graduate Studies lists on its website all locations where Bridgewater delivers courses. The Office of Continuing and Distance Education (CDE) rents space at the Bristol Community College campus in Attleboro for course delivery. Information about the courses is readily available on the [CDE](#) site as well as in targeted print and web advertising.

Projection

A [Web Advisory Committee](#), created in 2010 by the Division of Information Technology (IT) and consisting of administrators from an array of University departments in addition to faculty, forwarded a series of recommendations regarding creation of a new University website designed explicitly to serve external constituents (i.e. an extranet) the following year. Simultaneously, IT is developing an intranet for the campus community while an academic publishing platform, Virtual Commons, has been purchased and deployed by the library. Bridgewater students have used a web portal for the past several years as an intranet and communications platform.

This “decoupling” of Bridgewater’s traditional one-stop website into a variety of pockets that more comprehensively address user needs will take the institution to the next level of web services – namely those that are better targeted to the user.

Through the use of Google Analytics, web logs and key performance indicators (KPIs), the externally facing site will feature “official” University content for the external world. Such information will be comparable to the upper-level content generally found not more than two clicks from the homepage of the existing site. The institution is defining and creating official standards; assigning responsibilities for

review and content update by designated professionals only; determining the institutional personality of the site; adding the student voice; telling the faculty story; and becoming more explicit about the institution's reputation across the region and the Commonwealth.

Meanwhile, the intranet project is using KPIs to develop flow and content of utility for faculty and staff; implementing a role-based log-in; allowing for more individuality and interactivity; and training for internal Information Providers who are responsible for content only on the internally facing site.

Both the extranet and intranet are in the process of being launched at the time of this writing and will become fully operational during the Fall 2012 semester.

Institutional Effectiveness

The numbers of constituents – both internal and external – who have come to rely on the institution's one-stop website as their primary source of information are staggering. A 2004 perceptual audit conducted by Maguire Associates found that 94 percent of then-current Bridgewater students use the website (in print only). During a 12-month period from October 2010 to October 2011, an internal review of [analytics](#) found the institution's site drew more than 2.2 million unique visitors. Meanwhile, all traffic sources, including direct-to-site, referring-site and search engines, sent nearly 11.6 million visits to the site.

Clearly, visitors are coming to Bridgewater State University in extraordinarily large numbers via its website. Another logical reorganization and parceling of information on the site is in order to meet a goal to increase user effectiveness and to allow for an even more accurate portrayal of Bridgewater State University, its academic programs and its ongoing [mission](#) to serve residents of the region and the state.

Standard 10: Public Disclosure

	Information	Web Addresses	Print Publications
	How can inquiries be made about the institution? Where can questions be addressed?	http://www.bridgew.edu/	Undergraduate viewbook; university profile; graduate viewbook; campus map
		http://www.bridgew.edu/contacts.cfm	
		http://www.bridgew.edu/Admission/	
		http://www.bridgew.edu/cde/	
		http://www.bridgew.edu/cogs/gradadmissions.cfm	
		http://www.bridgew.edu/Depts/IR/	
		http://www.bridgew.edu/Directory/	
	Notice of availability of publications and of audited financial statement or fair summary	http://www.bridgew.edu/finance/	
	Institutional catalog	http://catalog.bridgew.edu/ http://www.bridgew.edu/CatalogArchives/	Not printed since 2009-2010 academic year.
	Obligations and responsibilities of students and the institution	http://catalog.bridgew.edu/ http://www.bridgew.edu/Handbook/	
	Information on admission and attendance	http://catalog.bridgew.edu/ http://www.bridgew.edu/Handbook/ http://www.bridgew.edu/Admission/applybsc.cfm	
	Institutional mission and objectives	http://www.bridgew.edu/strategicplan/ http://www.bridgew.edu/depts/IR/Factbook.cfm	BSU Factbook
	Expected educational outcomes	http://www.bridgew.edu/depts/IR/Institutional%20Assessment%20Reports/Graduating%20Senior%20Survey%20Report_11.pdf http://www.bridgew.edu/corecurriculum/pdf/CurrentCoresdocument%2010%2015%2009.pdf http://www.bridgew.edu/strategicplan/	
	Requirements, procedures and policies re: admissions	http://catalog.bridgew.edu/ http://www.bridgew.edu/admission.cfm http://www.bridgew.edu/CoGS/gradadmissions.cfm http://www.bridgew.edu/cde/evc_application.cfm	

Standard 10: Public Disclosure

Requirements, procedures and policies re: transfer credit	http://www.bridgew.edu/TransferCentral/ http://catalog.bridgew.edu/	Transfer brochure
Student fees, charges and refund policies	http://www.bridgew.edu/StudentAccounts/costsofattending.cfm http://www.bridgew.edu/registration/ http://catalog.bridgew.edu/	Tuition/majors card
Rules and regulations for student conduct	http://catalog.bridgew.edu/ http://www.bridgew.edu/Handbook/	
Other information re: attending or withdrawing from the institution	http://catalog.bridgew.edu/ http://www.bridgew.edu/registration/ http://www.bridgew.edu/Registrar/	
Academic programs	http://catalog.bridgew.edu/ http://www.bridgew.edu/CoGS/graduate.cfm http://catalog.bridgew.edu/content.php?catoid=5&navoid=255	Majors/tuition card; undergraduate viewbook; graduate viewbook
Courses currently offered	https://infobear.bridgew.edu/ahomepg.htm http://www.bridgew.edu/registration/	
Other available educational opportunities	http://www.bridgew.edu/aae/ http://www.bridgew.edu/studyabroad/ http://www.bridgew.edu/servicelearning/ http://www.bridgew.edu/OUR/	Office of Undergraduate research brochure
Other academic policies and procedures	http://catalog.bridgew.edu/	
Requirements for degrees and other forms of academic recognition	http://catalog.bridgew.edu/ http://www.bridgew.edu/StudentAffairs/Scholarships/ http://www.bridgew.edu/cogs/gradadmissions.cfm	
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://www.bridgew.edu/Directory/ http://catalog.bridgew.edu/	Various departmental Websites
Names and positions of administrative officers	http://www.bridgew.edu/depts/IR/Factbook/Administration.pdf	Various departmental Websites

Standard 10: Public Disclosure

Names and principal affiliations of members of the governing board	http://www.bridgew.edu/trustees/	Commencement programs, annual report
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	http://www.bridgew.edu/CoGS/OCP/	
Programs, courses, services, and personnel not available in any given academic year.	http://catalog.bridgew.edu/	Office of Academic Affairs; Registrar's Office
Size and characteristics of the student body	http://www.bridgew.edu/depts/IR/Factbook/Enrollment.pdf	BSU Factbook
Description of the campus setting	http://www.bridgew.edu/AboutBSU/173551.pdf	University Profile
	http://www.bridgew.edu/depts/IR/Factbook/Facilities.pdf	BSU Factbook
	http://www.bridgew.edu/Tour/	
Availability of academic and other support services	http://www.bridgew.edu/AAC/	
	http://www.bridgew.edu/CareerServices/	
	http://www.bridgew.edu/Library/	
	http://www.bridgew.edu/HealthServices/	
	http://catalog.bridgew.edu/	
Range of co-curricular and non-academic opportunities available to students	http://www.bridgew.edu/sil/	
	http://www.bridgew.edu/CommunityService/	
	http://www.bridgew.edu/athletics.cfm	
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.bridgew.edu/Library/	
	http://www.bridgew.edu/Tour/insley.cfm	
Institutional goals for students' education	http://www.bridgew.edu/strategicplan/	
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	http://www.bridgew.edu/depts/IR/Factbook/Graduation and Retention.pdf	BSU Factbook
	http://www.bridgew.edu/strategicplan/	
	http://www.bridgew.edu/CoED/mect.cfm	
Total cost of education, including availability of financial aid and typical length of study	http://www.bridgew.edu/FinancialAid/net_price_calculator.cfm	
	http://www.bridgew.edu/StudentAccounts/costsofattending.cfm	
Expected amount of student debt upon graduation	http://www.bridgew.edu/FinancialAid/net_price_calculator.cfm	
Statement about accreditation	http://www.bridgew.edu/depts/IR/Factbook/Mission_Accreditations.pdf	BSU Factbook
	http://catalog.bridgew.edu/	

Standard 11: Integrity

overview

In all aspects of its institutional life BSU strives for the highest standards of integrity and ethics in its decision-making, policies, programs and activities. The University takes deliberate and prudent steps to promote an academic and professional culture that exceeds norms for integrity and ensures, to the highest degree possible, adherence to the strictest of standards, including full compliance with laws pertaining to conflict-of-interest disclosure, public records and freedom of information requests, protection of human subjects, and financial auditing by external reviewers.

Description

Bridgewater State University maintains a comprehensive collection of policies and procedures governing its commitments to integrity as they pertain to academic affairs, Administration, external relations, and matters of student life. The institution continually evaluates these policies and procedures and, as necessary, readily adapts to evolving situations and issues as those challenges are presented. The University expects members of its community, including the Board of Trustees, senior leadership, faculty, staff and students to act responsibly and with integrity. Bridgewater's policies and procedures governing the commitment to integrity, as well as federal and state guidelines, collective bargaining agreements, employee and student handbooks, hiring manuals, and affirmative action plans support this integrated, comprehensive commitment to integrity.

The University adheres to the fundamental professional standards of governing and coordinating national associations and bodies. As noted in the last NEASC Ten-Year Comprehensive (2002) and Five-Year Interim (2007) Reports, the institution's overall growth and development, as well as the ways that progress has been carefully orchestrated, have produced sharpened investment and improvements in its institutional policies to address issues of integrity and ethics throughout the whole of University life.

Appraisal

As it fully embraces the moniker of "university" status and continues to grow and mature, Bridgewater has reflected even more deeply and deliberately on emerging dimensions of integrity within the academic core of the institution. Policies and procedures relevant to its academic programs are in place and administered by the Division of Academic Affairs to ensure academic integrity for both faculty and students. The University [Catalog](#) documents academic policies for both undergraduate and graduate students. The Massachusetts State College Association (MSCA) [collective bargaining agreement](#) governs academic freedom and responsibility, tenure, evaluation and promotion for faculty and librarians.

Internal governing elements in the area of compliance, including efforts led by the Office of Grants and Sponsored Projects ([OGSP](#)) and the Institutional Review Board ([IRB](#)), have become more firmly incorporated within the structure of the University over the past 10 years. The OGSP website features clear links to ethical and other standards related to the National Science Foundation (NSF), the National Institutes of Health (NIH), and the Collaborative Institutional Training Initiative. The OGSP ensures that external research grant requests sought by faculty have been reviewed by the IRB. In turn, the IRB reviews all research involving human subjects and continues to educate faculty and students of their responsibilities. University policies and procedures enforced by these offices pertain to intellectual property, integrity in research, fraud prevention, and protocols to obtain informed consent.

The University library makes available to the community policies governing matters of [intellectual freedom](#), [intellectual property rights and copyright](#). The major ethical principles promulgated include those articulated by national library bodies such the American Library Association and the Association

of College and Research Libraries. Ethical constraints and guidance for faculty are critical aspects of institutional integrity. The ease of access to these policies and to those of the IRB make the path clear for faculty to ensure they are compliant with established guidelines and maintain integrity in their work.

Because of the large number of students and the growing volume of their academic work, it is vital that the University make students aware of and attentive to matters of academic integrity. Bridgewater's Division of Student Affairs and the College of Graduate Studies, respectively, clearly identify student rights and responsibilities in the [undergraduate](#) and [graduate](#) sections of the Student Handbook. Clear standards and disciplinary procedures address issues of plagiarizing, cheating, falsifying data and related academic indiscretions. In addition, the Student Resolution Specialist [website](#) describes the process and avenues available to students for matters and problems requiring resolution from the Division of Academic Affairs and the Office of the Provost.

The University has also established behavioral standards that promote responsibility and integrity among students. The [Code of Conduct](#) identifies the rights and responsibilities of students to ensure they act in ways respectful of the personal dignity and rights of all members of the community. The preamble to the Student Handbook articulates a significant expectation implicit in the University's academic mission: Students will act within a context of personal and professional ethics. Violations are addressed through a sound [student conduct process](#). The process is conducted in a timely manner and students are made aware of typical response times, next steps and appeal processes. The conduct conferences and hearings are fair and impartial, and include only relevant parties. When a conduct board is required, student peers, faculty, and administrative staff participate and recommend sanctions to the Director of Student Conduct. Hearing guidelines further ensure an impartial process and fair resolution of issues.

Another component in educating students about ethics and integrity is through their participation in [student organizations](#). Guidelines are in place to ensure a group's mission and purpose is established and that policies and procedures are abided by, including those of non-discrimination and hazing. The BSU Student Government Association (SGA) has an established constitution and by-laws to provide guidance to their conduct. The [SGA mission](#) further exemplifies how this group will act responsibly and with integrity.

In assessing institutional integrity, it is also important to consider the admissions processes at the University. Undergraduate [admissions standards](#) are governed by the Massachusetts Department of Higher Education. The University Catalog outlines admission requirements for both [undergraduate](#) and [graduate](#) applicants. The University seeks to admit students who give evidence of intellectual capacity, a desire to learn, personal motivation, positive individual character, and record of scholastic achievement. An effort is made to attract candidates of diverse academic, socioeconomic, racial, ethnic, religious and geographic backgrounds. The University's Admissions Office is guided by the standards and principles of the [National Association for College Admissions Counseling](#) and the [American Association of Collegiate Registrars and Admissions Officers](#), both of which set high ethical standards for admissions processes and maintenance of student files over the course of their time at the University and into the future.

The university's [strategic plan](#) articulates the value created by diversity and the desire to foster global and cultural awareness to gain diverse perspectives in support of the teaching and learning environment. Towards that end, the University created the [Center for International Engagement](#) (CIE). The CIE was established to generate and foster a learning environment in which students and faculty from foreign countries interact with Bridgewater students and faculty to help make the University a truly global campus. The CIE is comprised of the International Student Services, Study Abroad, and Global Studies Offices. A large number of [exchange agreements and formal partnerships](#) are in place with institutions around the world. Students interested in engaging in these partnerships work with the [Study Abroad](#)

[Office](#) in accordance with the established guidelines and criteria for participation. Students coming to the university from an international partner work with the International Student Services Office, and this Office ensures student visitors are in compliance with the appropriate federal and state laws. The [International Student Handbook](#) provides guidance and clarity to students regarding academic progress expectations, financial aid and scholarships, visa status, employment eligibility, and other aspects critical to make their time at the university satisfying and productive. The International Student Services Office abides by the standards of the [Student and Exchange Visitor Program](#) and the [National Association of Foreign Student Advisors: Association of International Educators](#).

The value placed on and attentiveness to issues of diversity is also woven into BSU's [employment and recruitment practices](#). Activities to recruit people with diverse characteristics and backgrounds include participation in career fairs; broadening the University's advertising reach by using new technologies; and promoting a supportive and inclusive environment. An example of the University's support for inclusion of diverse people and promotion of a diverse culture can be found in the establishment of the [Office of Institutional Diversity](#). This Office provides resources to the campus and region; support efforts to create equity and opportunity for all; and is emblematic of the ideal that undergirds BSU's commitment to issues of diversity, inclusion and social justice. The Office of Institutional Diversity is committed to providing education and resources that foster an inclusive atmosphere within the University community.

To provide support to faculty and administrators involved in personnel recruitment efforts, manuals articulate the policies and procedures of the recruitment process at the University. The [Faculty Hiring Manual](#) was updated in 2010 to clarify procedures and to ensure that objective, non-discriminatory hiring processes exist. This update was long overdue and served as a catalyst to create hiring manuals for both professional and classified staff.

The University has a strong administrative structure in place with policies, procedures and other guidelines to support the work of teaching and learning as described above. Management practices of the institution focusing on [fiscal resources](#), [technological resources](#), public records policy and others provide guidance to administrators to ensure the institution's relations are ethical, legal, and equitable. Most importantly, the institution abides by federal and state laws in all aspects of its operation ensuring a non-discriminatory environment. All policies are available via the University's webpage, but the [central repository of policies](#) on the website seems hard for some constituencies to find. In addition, the [Employee Handbook](#) should be updated to ensure a thorough description of policies and procedures exist for new and existing employees. Policies and procedures should be communicated and added as they are developed and/or amended. Education surrounding new policies and procedures should occur regularly.

The University has three collective bargaining units: the American Federation of State County and Municipal Employees ([AFSCME](#)); the Association of Professional Administrators ([APA](#)); and the Massachusetts State College Association ([MSCA](#)). Additionally, the Division of Graduate and Continuing Education (DGCE) contract governs the work of faculty who teach graduate programs and evening continuing education courses. Each operates under the terms of a collective bargaining agreement outlining policies and procedures for employment and employment-related items. All of the agreements between labor and management include the establishment of labor and management committees. These committees incorporate participation from employees at all levels of the organization and support an environment in which issues are openly considered and discussed, and through which efforts toward resolution are readily made. To foster further an atmosphere where issues are openly considered, many members of the President's Cabinet hold open office hours during which any employee, student or member of the institutional community can visit and share concerns. The all-employee

town meeting forum is another way the President fosters an open atmosphere and communicates with the campus community. These meetings are typically biannual and serve to update faculty and staff on institutional initiatives and provide them with the opportunity to ask questions. These meetings are well-attended and create a positive and constructive work and community environment.

In addition to the resources and safeguards already identified that support the University's commitment to high ethical standards, integrity, and responsibility, there is targeted programming on campus that furthers this effort. The institution has a [professional development program](#), which supports the advancement of its human resources and promotes individual growth and success. As a part of this professional development program the University educates its constituencies in accordance with Massachusetts General Laws governed by the Commonwealth of [Massachusetts State Ethics Commission](#). The State Ethics Commission's mission is to foster integrity in public service in state, county and local government; to promote the public's trust and confidence in that service; and to prevent conflicts between private interests and public duties. In addition to the education that the University provides, accompanying informational materials from the Commission are provided to all employees upon hire. From these pamphlets and documents constituents are able to learn how to gain clear and timely advice, as well as to understand their access to fair and impartial interpretation regarding the laws that are governed by the State Ethics Commission.

Projection

Bridgewater State University is proud of its successes and yet is fully cognizant of the ongoing need to address challenges as they arise. The evolution to university status in 2010 was a noteworthy moment in the institution's rich history. It was a change in rank and expectation that encourages the University to examine all of its practices and to ensure that all institutional processes meet the standard expected of a leading teaching university. Although the name of the institution has changed, much remains as it did before, including the master's comprehensive mission classification. Collective bargaining agreements, federal laws, and other governing policies and procedures also endure. As the University increases programmatic offerings, continues to make capital improvements and expands its faculty, it is important to ensure that these enhancements are done in concert with governing policies and procedures and are aligned with the University's strategic plan. Bridgewater continues to grow as an institution, and periodic assessments must continue to occur and, as necessary, adjustments made to keep the University focused on the core values of its public mission.

The University's strategic plan advances the mission of the institution and represents a pathway for continuous improvement. As the institution works to achieve its strategic goals, it is also building and strengthening a community established on the tenets of responsibility, inclusion, non-discrimination, and social justice. To bolster these commitments, the University will introduce the Institute for Social Justice during the 2012-13 Academic Year. The Institute is an example of the University's effort to deepen its work within the region and the Commonwealth. Future initiatives of a comparable nature will further encourage and enable members of the University community to have even greater capacity to act responsibly and with integrity while gaining a deeper understanding of the impact they each have on the greater good and the global community.

The University will continue to align its human, fiscal, physical, and technological resources with the institutional mission and the strategic plan. This alignment occurs through established processes and will require continued attention. As Bridgewater's academic life and programs continue to expand, all institutional resources will be assessed to support changes and to ensure success of new or modified academic programs and other initiatives. Training and development of faculty and staff will be conducted with sufficient regularity to promote integrity, ethics and responsible actions in a dynamic environment.

institutional effectiveness

Bridgewater State University is cognizant of the continuing development, change, and evolution it is experiencing throughout nearly all aspects of the institution. By any measure – regionally, statewide, throughout New England and beyond – the University is more visible and widely recognized than it was just 10 years ago. This stature brings with it greater responsibility as well as closer scrutiny and demands on the University’s academic life and programs. The entire institution is fully committed to setting and meeting the highest standards of ethical conduct and to pursuing our mission with integrity. BSU regularly underscores the importance of this expectation with all members of the community. The policies and procedures already in place enable the University to evaluate and judge adherence to integrity in the academic work of students and faculty, in the programs and activities of the University, and in the ways that the institution conducts itself externally. Administrative and faculty leaders, led by the President, along with designated personnel throughout the offices of the University understand the existing framework that supports integrity and possess a clear sense for how teaching, learning, and operations must be conducted to meet the highest levels of integrity.

Standard 11: Integrity

- P** Policies
- Academy honesty-Undergraduate
- Academy honesty-Graduate
- Intellectual property rights
- Conflict of interest
- Privacy rights
- Fairness for students
- Fairness for students
- Fairness for faculty
- Fairness for faculty
- Fairness for staff
- Fairness for staff
- Academic freedom
- Other _____
- Other _____

Last Updated	URL Where Policy is Posted	Responsible Office or Committee
AY 2012-2013	http://www.bridgew.edu/Handbook	Student Affairs
AY 2012-2013	http://www.bridgew.edu/handbook/GradSchool.cfm	Student Affairs/College of Graduate Studies
4/20/11	http://www.bridgew.edu/library/lpr/	Academic Affairs/Library
	http://www.mass.gov/ethics/	Human Resources/State Ethics Commission
AY 2012-2013	http://www.bridgew.edu/Handbook/RighttoKnow/FamilyEducationalRightsandPrivacyAct.cfm	Academic Affairs/Student Affairs
AY 2012-2013	http://www.bridgew.edu/handbook/Code.cfm	Student Affairs
5/24/12	http://www.bridgew.edu/Osc/	Student Affairs
3/7/12	http://www.mscaunion.org/contract/	Academic Affairs/MSCA
Jan-10	http://www.mscaunion.org/DGCE_2010/DGCE_2010.pdf	Academic Affairs/DGCE
Jul-09	http://www.afscme1067.org/contract/	Human Resources/AFSCME
Jan-09	http://apa.ma.edu/images/apa-agreement-0911.pdf	Human Resources/APA
4/25/11	http://www.bridgew.edu/library/intellectual-freedom.cfm	Academic Affairs/Library

Non-discrimination policies

- Recruitment and admissions DHE
- Employment
- Employment
- Employment
- Disciplinary Action & Evaluation
- Disciplinary Action & Evaluation
- Disciplinary Action & Evaluation
- Disciplinary Action & Evaluation
- Disciplinary Action & Evaluation
- Advancement
- Other
- Recruitment and Admissions - Undergraduate
- Recruitment and Admissions - Graduate

11/27/07	http://www.mass.edu/forinstitutions/admissions/admissionsstandards.asp	Academic Affairs/Admissions/Department of Higher Education
10/26/11	http://www.bridgew.edu/AffirmativeAction/	Affirmative Action/Minority Affairs
12/8/2011	http://www.bridgew.edu/InstDiversity/	Institutional Diversity
AY 2011-2012	http://www.bridgew.edu/depts/acaffairs/Hiring%20Manual/Hiring%20Manual%202011-2012/Microsoft%20Word%20-%20Bridgewater%20State%20University%20Faculty_Librarian%20Hiring%20Manual%202011-2012.pdf	Academic Affairs/Human Resources
7/27/10	http://www.bridgew.edu/HR/Handbook/	Human Resources
Jul-09	http://www.afscme1067.org/contract/	Human Resources/AFSCME
Jan-09	http://apa.ma.edu/images/apa-agreement-0911.pdf	Human Resources/APA
Jul-09	http://www.mscaunion.org/contract/	Academic Affairs/MSCA
Jan-10	http://www.mscaunion.org/DGCE_2010/DGCE_2010.pdf	Academic Affairs/DGCE
AY 2012-2013	http://catalog.bridgew.edu/content.php?catoid=5&navoid=249	Academic Affairs/Admissions
AY 2012-2013	http://catalog.bridgew.edu/content.php?catoid=5&navoid=228	Academic Affairs/Admissions

Resolution of grievances

- Students
- Faculty - Full Time/Day Unit VLs
- Faculty - DGCE
- Staff Professional
- Staff Classified
- Other _____

3/29/12	http://www.bridgew.edu/EnrollmentServices/student_res_spec.cfm	Academic Affairs/Enrollment Services
Jul-09	http://mscaunion.org/contract/	Academic Affairs/MSCA
Jan-10	http://www.mscaunion.org/DGCE_2010/DGCE_2010.pdf	Academic Affairs/DGCE
Jan-09	http://apa.ma.edu/images/apa-agreement-0911.pdf	Human Resources/APA
Jul-09	http://www.afscme1067.org/contract/	Human Resources/AFSCME

- P** Other
- 1
- 2
- 3
- 4
- 5

Last Updated	Relevant URL or Publication	Responsible Office or Committee



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COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**

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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	http://ifap.ed.gov/dpletters/attachments/GEN1106.pdf This regulation will be added to the 2013-14 University Catalog.
Print Publications	
Self-study/Fifth-year report Page Reference	Pages 36 – 40

- 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* 4.44 and 10.5.)

URL	http://catalog.bridgew.edu/content.php?catoid=5&navoid=249#Transfer_Admission_Requirements
Print Publications	
Self-study/Fifth-year Report Page Reference	Pages 39 – 40, 53, 90, and 92

- 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* 6.18, 10.5, and 11.8.)

URL	http://www.bridgew.edu/handbook/Code.cfm
Print Publications	
Self-study/Fifth-year Report Page Reference	Pages 36 – 38, 62, 90 – 92, and 95 – 97

- 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* 4.42.)

Method(s) used for verification	Students are required to login to the course’s Blackboard site with their official Bridgewater State University credentials (ID and password).
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- 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	http://www.bridgew.edu/neasc
Print Publications	<i>The Enterprise, Taunton Gazette, The Standard-Times, The Herald News, Cape Cod Times, The Sun Chronicle</i>
Self-study Page Reference	Page iii

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: _____

9/6/12

July, 2012

E1 PART A -- INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

INSTITUTIONAL LEVEL

ASSESSMENT OF THE CORE CURRICULUM						
Category (At the Institutional Level)	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes 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
BSU Core Curriculum	Yes, outcomes were identified in the original Core Curriculum document (03/04-183). However, the outcomes for some of the areas are vague. The Core Curriculum Steering Committee began a review of the Core Curriculum in 2010-2011. The final report was completed in January 2012. In the review, some new outcomes for especially the distribution areas are identified. In order to be approved and used for the Core Curriculum, the outcomes would need to be approved by the university's governance process.	The outcomes are published in 03/04-184. See http://tinyurl.com/bsu-outcomes for the current document (including updates) or http://tinyurl.com/bsu-outcomes-updates for the original document.	Several formal assessment have been conducted so far. They include: 1. Writing Assessments reported by IRA in October 2008 and August 2010. Other assessments were reported in fall of 2011. 2. Foundations of Logical Reasoning has been assessed by members of the Philosophy Department for several years; 3. Speaking Skills pilot assessments have been conducted by IRA and is available in a report on Spring 2011; 4. FYS assessment conducted by Tom Kling and reported by IRA in fall 2008; 5. SYS informal assessment conducted by Teresa King and reported fall 2008; 6. FYS informal assessment conducted by Maura Rosenthal and Catherine Womack and reported spring/summer 2011; 7. Quantitative Reasoning pilot assessment undertaken in summer 2011; Degree Audit analysis conducted by Rita Miller and IRA and reported March 2011; Informal survey of student issues/requests for substitutions for the Core conducted by Rita Miller and reported summer 2011; Survey of number of credits in the majors in 2006 and 2010 conducted by Ward Heilman and Rita Miller and reported in summer 2011.	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 Institutional Research and Assessment.	1. In response to recommendations from the 2002 NEASC accreditation, the previous general education program underwent an overhaul leading to the development of the current BSU Core Curriculum in 2006. Since then, the core curriculum has been undergoing implementation. Below are additional changes that have taken place so far in the ongoing implementation of the core curriculum: a) Formation of the <i>Core Curriculum Steering Committee</i> to oversee the implementation of the program. b) The Core Curriculum Steering Committee changed the name of <i>Upper Level Writing Intensive</i> course in the major to <i>Upper-Level Writing Designated in the Major</i> in 300-400 level courses due to confusion by some students over this requirement. c) Assessment of student work in the following skill areas have been documented: i) Writing: We have use <i>using the CONNECT writing rubric</i> ii) Speaking (<i>a pilot assessment of speaking skills was completed in 2010</i>). <i>There is need for revision of the current speaking skills rubric.</i> iii) <i>Logical Reasoning (although assessment has been completed in this area, the methodology of assessing this skill need revision).</i> iv) <i>Quantitative Reasoning: sampled papers were scored using the QUARC rubric.</i>	Core curriculum was reviewed in Fall 2011.

ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE

Category (Degree Programs By Department)	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes 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
College of Business						
Accounting and Finance, BS Concentrations: 1. Accounting 2. Finance	in progress		Assessment of individual courses	1. Department Chair 2. Program faculty 3. Undergraduate curriculum committee	Accounting and Finance was restructured with accounting or finance concentration by creating two majors, one for accounting and one in Finance without any concentration.	2002-2003
Accountancy, MSA	Yes	Program learning outcomes are in Program Application submitted and accepted by BHE in May 2011.	1. Examinations and quizzes 2. Written research papers in a capstone course 3. Case Analyses and Group Projects 5. Surveys of graduating students 6. Tracking of the initial employment status of graduating students 7. survey of employers 8. survey of alumni	1. Department Chair 2. Program faculty 3. Graduate Curriculum Committee		
Aviation, BS Concentration: 1. Aviation Management	No		1. The FAA Examination <i>i) Private Pilot</i> 2. Flight Practical Test 3. Course-level examinations <i>(all courses are required for the major)</i>	Associate Dean for Aviation and faculty members.	The Flight Training Examination which was previously outsourced, is now taken at the BSU Testing Center making it convenient for Aviation majors.	2008-2009 Review was not conducted as scheduled.
Aviation, BS Concentration: 1. Flight Training	Yes	AABIAccreditation self-study	1. The FAA Examination <i>i) Private Pilot</i> <i>ii) Instrument Pilot</i> <i>iii) Commercial Pilot</i> 2. Flight Practical Test 3. Course-level examinations <i>(all courses are required for the major).</i>			
Management, BS	in progress		Assessment of individual courses	Department Chairperson and faculty		2002-2003
Management, MS	in progress		Team projects, exams, presentations	1. Department Chair 2. Program faculty 3. Graduate Curriculum Committee <i>(for the graduate program)</i>		
Business Administration, MBA	Yes	Program Application submitted to BHE May 2011	New degree program (under development)	Department Chair and faculty, the MBACoordinator and the Graduate Curriculum Committee	This is a new program.	N/A

Category (Degree Programs By Department)	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes 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
College of Education and Allied Studies						
<i>Athletic Training, BS</i>	Yes	http://tinyurl.com/caate-standards	There are several measures we must report to CAATE. These include, but are not limited to: 1. BOC Passing rates, 2. Evaluations (ie. SIR II; student evaluations of the clinical site; student evaluations of their Approved Clinical Instructor; evaluation of the clinical site by the Clinical Coordinator); 3. Surveys (Exit surveys by graduating seniors; Alumni surveys and employer surveys) 4. Students' performance in core courses 5. Written Assignments evaluated using rubrics 6. Portfolios 7. Practica Performance (graduate program)	Department Chair in conjunction with coordinators of each program, faculty, Assessment and Curriculum Committees.	1. Additional section of Anatomy and Physiology I and II to accommodate more students. 2. Working with faculty members in the Biology Department to have the syllabi for the Anatomy and Physiology I and II. 3. Developing a course for senior athletic training students. 4. Developing a research course specific to the needs of the athletic training student. 5. Expanding the existing exposure to allied health professionals. 6. Developing a program website (for ATEP). 7. Developing a relationship with the local orthopedic group in order to better serve the needs of the ATEP and the Department of Athletics. 8. Developing a template for the academic program. 9. Developing Athletic Training major based on the new Standards and Guidelines.	2007
<i>Athletic Training, MS</i>						
<i>Mental Health Counseling, MEd</i>	Yes	http://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf	1. <i>Internship Evaluations:</i> All students must participate in an internship evaluated by faculty using a rubric. As part of the culminating experience, students must choose one of the following: 1. <i>Masters Thesis</i> in CNGC Research course. 2. <i>CPCE Exam</i> (Counselor Preparation Comprehensive Examination); 3. <i>Capstone portfolio</i> in CNGC 585 4. <i>Project Paper</i> in CNGC 586 5. <i>Licensure exams</i> 6. Alumni Survey	1. Department faculty (each fall and spring semester) 2. Capstone Course instructors (each fall and spring semester) 3. Field Site Supervisors (every semester) 4. Fieldwork instructors (every semester)	Since the last CACREP Visit, the department has hired a Director of Fieldwork and a Director of School Counseling. Below are curricular changes since the CACREP visit. 1. CNGC 510 The Counseling Function in School, Agency/Community and Higher Education Settings was eliminated and the credits transferred to electives in May 2008. 2. Two courses were added: CNMH 540 Substance Abuse and Dependency and CNGC 563 Psychopharmacology for Non-medical Professionals. 3. Reduction in internship hours after a nationwide examination of other programs as well as standards of CACREP. This change resulted to a transfer of 3 credits from the 300 hour (6 credit) internship to the above cited Psychopharmacology course. The other 3 credit hours were dropped from the program. The revised Mental Health Counseling program is now a 60 credit program. 4. Implementation of numerous core curriculum changes since the accreditation in 2001. The content of the core curriculum has been modified to more effectively align with the 2009 CACREP standards. 5. New Capstone Courses: As part of the graduation requirement in the department, students are expected to complete a culminating experience which is overseen by members of the Department of Counselor Education faculty.	2007
<i>School Guidance Counseling, MEd</i>						
<i>Student Affairs Counseling, MEd</i>						
<i>Certificate of Advanced Graduate Study (CAGS) (Mental Health Counseling)</i>						

Category (Degree Programs By Department)	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes 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
College of Education and Allied Studies (cont.)						
<i>Mental Health Counseling, MEd</i> (Higher Ed)	Program is currently inactive					
<i>Early Childhood Education, BSE</i>	Yes	http://ncate.org/Standards/abid/107/Default.aspx	http://www.bridgew.edu/NCATE/Assessment%20Systems/	Department Chair in conjunction with coordinators of each program, faculty, Assessment and Curriculum Committees.	http://www.bridgew.edu/NCATE/Improvement%20Plans/	2007
<i>Early Childhood Education, MEd</i>	Yes					
<i>Elementary Education, BSE</i>	Yes					
<i>Elementary Education, BSE</i> (M.Ed in Special Ed. -- Dual Licensure)	Yes					
<i>Elementary Education, MEd</i>	Yes					
<i>Reading, MEd</i>	Yes	http://www.caate.net/imis15/CAATE/Forms/CAATE/Forms/Forms.aspx?hkey=1ec27fcc-9a33-4d74-8660-975d67e610a0	course assignments, practica performance, licensure examination	Program coordinators and faculty	Program changes are ongoing including supervisory training, course sequence and structure	2007
<i>Physical Education, BS</i>	Yes	http://ncate.org/Standards/abid/107/Default.aspx	http://www.bridgew.edu/NCATE/Assessment%20Systems/	Coordinators of each program, faculty, Unit-wide assessment committee	Below are curriculum changes in the undergraduate program: a) DANP 147 Ballet foundations to DANC b) DANP 237 Jazz Fall to DANC c) DANP 242 Ballet to DANC e) DANP 245 Ballet Spring to DANC f) DANP 247 Jazz Spring to DANC g) DANP 248 Mod Fall to DANC h) DANP 249 MD Spring to DANC i) DANP 271 Tap to DANC	2007
<i>Health Studies, BS</i>	Yes					
<i>Health Promotion, MEd</i>	Yes	http://ncate.org/Standards/abid/107/Default.aspx	http://www.bridgew.edu/NCATE/Assessment%20Systems/	Coordinators of each program, faculty, Unit-wide assessment committee	Below are curriculum changes in the graduate program: <i>Changes to Strength & Conditioning. The following new courses were added:</i> 1. <i>PHED 555</i> and <i>PHED 588</i> and <i>PHED 547</i> as suggested electives 2. <i>PHED 572</i> -- Psychology of Sport and Physical Activity 3. <i>PHED 588</i> -- Competitive Weight Lifting 4. <i>PHED 555</i> -- Strength and Conditioning Practicum	2007
<i>Physical Education, MS</i>	Yes	http://ncate.org/Standards/abid/107/Default.aspx	http://www.bridgew.edu/NCATE/Assessment%20Systems/	Coordinators of each program, faculty, Unit-wide assessment committee	Changes to Adapted Physical Education require the following courses (all are 3 credits): 1. SPED 551 Autism Spectrum Disorders 2. SPED 561 Advanced Strategies in Behavior Management 3. SPED 575 Behavioral Interventions in Special Education 4. SPED 582 Technology for Special Populations In Fall 2011, the following new courses were added to the curriculum: PHED 575 (Educational Dance In The Public School Setting) and PHED 547 (Biomechanics of Resistance Training). Additionally, PHED 511 (Research Methods in the Individualized Concentration) is now a required course.	2007

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College of Education and Allied Studies (cont.)						
Teaching, MAT Areas: 1. Biology 2. Creative Arts 3. English 4. History 5. Mathematics 6. Music 7. Physical Science 8. Physics	Yes	http://ncate.org/Standards/abid/107/Default.aspx	http://www.bridgew.edu/NCATE/Assessment%20Systems/	Coordinators of each program, faculty, Unit-wide assessment committee	Information on how data is used for programmatic improvement is specific to each program.	2007
Educational Leadership, MEd (Initial licensure)	Yes	http://ncate.org/Standards/abid/107/Default.aspx	Taskstream is an exit requirement in this program. The students complete comprehensive exams in taskstream by presenting documentation that demonstrates their competencies in the 5 tenets of the program which are leadership, school law, curriculum, school finance, and technology standards for school administrators. The licensure candidates complete a six-credit field experience over 6 months in which they apply the content knowledge and skills acquired in the program.	A panel of 3 full time professors in the program reviews and interprets the evidence. In addition, all full-time faculty in the program review the evidence by aligning them with state and ncate standards	Taskstream work is on-going in all courses as a result of new assessments developed for the upcoming ncate visit. A program approved database of activities to be completed by all licensure candidates has been developed. Requirement includes practicum hours in field experience.	2007
Educational Leadership, MEd (non-licensure)	Yes	http://ncate.org/Standards/abid/107/Default.aspx	Taskstream is an exit requirement in this program. The students complete comprehensive exams in taskstream by presenting documentation that demonstrates their competencies in the 5 tenets of the program which are leadership, school law, curriculum, school finance, and technology standards for school administrators.	A panel of 3 full time professors in the program reviews and interprets the evidence submitted in the comprehensive exams folder in taskstream.	Non-licensure candidates are required to upload course related documentation in taskstream, comprehensive exam folder at the end of each course that is included in the comprehensive exam folder.	2007
Certificate of Advanced Graduate Study (CAGS) (Educational Leadership)						
Instructional Technology, MEd	Yes	http://www.iste.org/standards.aspx	(1) Research project (2) Comprehensive Exam (3) Capstone-Portfolio (4) was accredited by NCATE in 2007	Faculty Committee	The program was changed from licensure to non-licensure due to changes in DOE requirements in which candidates only need a post- baccalaureate program for license. Also, the program change is in response to the demand of training in corporate, military, and higher education.	2007
Special Education, BSE	Yes	http://ncate.org/Standards/abid/107/Default.aspx	Assessment methods used by the department to collect program data for graduate students: 1. Each semester the evidence is collected for each identified outcome through TASKSTREAM. The results are then analyzed by the full time faculty.		As a result of reviewing and analyzing the data/evidence collected, the department has revised, refined, and improved both course curriculum and course assignments.	2007

Category (Degree Programs By Department)	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes 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
College of Education and Allied Studies (cont.)						
Special Education, BSE (Moderate Disabilities, Severe Disabilities)	Yes	http://ncate.org/Standards/tabid/107/Default.aspx	Continued from previous page. 2. All M.Ed. candidates are required to complete a comprehensive examination at the completion of the program. The examinations are analyzed and graded by all full time faculty. 3. Each semester the results of the M.ED. comprehensive examinations are analyzed and reviewed by the entire full time faculty. 4. Capstone Course Project for all M.ED. candidates. This consists of an APA format research paper and presentation. Conducted every semester for graduating M.ED. candidates.		As a result of reviewing and analyzing the data/evidence collected, the department has revised, refined, and improved both course curriculum and course assignments.	2007
Special Education, MEd						
Speech Language Pathology, MEd	Program is currently inactive					
College of Humanities and Social Sciences						
Anthropology, BA	Yes	In program review documents.	Completion of core curriculum, course assignments and referencing the degree audit.	Department Chair in conjunction with members of the Department Assessment Committee.	The Anthropology Department at Bridgewater State College has experienced phenomenal growth since the last Self-Study in the following areas: • the hiring of two new full-time faculty members; • the creation of a third Concentration; • an increased focus on student research and applied anthropology; • dramatic increases in course offerings, including core curriculum; and • substantial increase in the number of majors from 36 to 68. The Anthropology Program serves the wider college community and the region in several areas, including: • participation in governance, CART, and on other College-wide Committees; • student achievements in research, including ATPs, Honors projects, and the Department's annual Student Research Symposium; • Department sponsorship of the Africa Awareness Week for two years, which has now become an annual event; • Department sponsorship of the New England Anthropological Association (NEAA) Annual Meeting; Massachusetts Archaeological Society Annual Meeting; and the International Association for the Study of Dreams Conference.	April-2010
Anthropology, BS	Yes					

Category (Degree Programs By Department)	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes 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
College of Humanities and Social Sciences (cont.)						
Art, BA	Yes	Self study presented to the NASAD and NCATE accreditation-related documents.	MASS DOE and NASAD guidelines in process. 1. Completion of core curriculum, 2. Course-level assessment (Foundations of Art History) 3. Internship 4. Portfolio assessment	1. Department Chair. 2. Coordinator and Members of the Foundations Committee. 3. Department NASAD Committee.	1. Hiring of a Foundations Coordinator. 2. Added two courses to the foundations requirements: Digital Imaging and Four-Dimensional Design (ARTS104), and Drawing II (ARTS225). 3. Improvements of the foundations program and upper level courses led to enhancement of skills and talents among graduates of the program. 4. An arts journal called "the Bridge" was established and first published in May 2004. 5. Student Work Exhibition was started. 6. Addition of 3 concentrations: <i>Art History, Photography, and New Media</i> . 7. Hiring of a Campus Art Curator in 2008.	March-2011
Communication Studies, BA	Yes	http://www.bridgew.edu/Comm/ and http://ncate.org/Standards/tabid/107/default.aspx	1. Completion of core curriculum, 2. Assessment in the core courses 3. Capstone courses (each of the four concentrations has a capstone course)	Department Chair, Program Review Committee, Department Curriculum Committee	1. Hiring of one tenure-track faculty member in Fall 2011. Two more searches are currently underway. 2. The department is in the process of creating a new curriculum for the speech communications (SC) concentration. The following changes have been approved: (a) Change credits required for the major from 36 to 42; (b) 42 credits will be comprised of 12 core/department credits (COMM 221, 222, 224, & 385), 18 concentration credits, and 12 elective credits (no restrictions on level or concentration). (c) All majors shall complete two of the three following courses: COMM 250, COMM 260, COMM 270. 3. Development of interdisciplinary programs, including Middle East Studies, Film Studies, and Public Relations minors. 4. Strong involvement in online learning and promotion of study abroad and other international learning opportunities, and undergraduate research. 5. Continuous improvement of the laboratory-teaching television and radio production facilities serving more than 170 students each semester. 6. Department decided to involve students in nationally recognized Campus Movie fest. Participants have come away with numerous awards, including a first place showing for over-all production, a first place in comedy production, and a second place award in drama.	March-2011

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College of Humanities and Social Sciences (cont.)						
Criminal Justice, BS	In progress	In program review documents.	Certification with PCIPP Criminal Justice and Law Enforcement Academic Programs. Completion of core curriculum, course assignments and referencing the degree audit.	Department Chair, Curriculum Committee and faculty.	1. Several courses (e.g., in the areas of <i>Introduction to Criminal Justice, History of Policing, Criminal Law and the Courts</i> , etc.) been significantly revised to improve the overall curriculum. 2. The department has initiated a fundamental reshaping of the core elements of the disciplinary curriculum to meet and/or exceed disciplinary standards, as defined by the BHE. 3. New courses were authored in the areas of Technology and Crime Control, Privatization, Law, Justice and Society, Victimology, Homicide. 4. The department developed an Honors program as well as Honors theses and encourages students to participate at NCUR and disciplinary conventions (e.g., Academy of Criminal Justice Sciences) and the American Society of Criminology). 5. The number of tenured and tenure-easing faculty grew from 2 to 10 between 2005 and 2010. Recently, the department hired 3 new faculty members to teach various core courses including Data Analysis and Mental Health. 6. The department is in the process of a search for additional faculty member. 7. Creation of an Assessment Committee to oversee department's assessment activities.	April-2010
Criminal Justice, MS			Certification with PCIPP Criminal Justice and Law Enforcement Academic Programs. Other measures include: 1. Program Review Report 2. Internship Reports 3. Senior Seminar 4. Honors Thesis 5. Research Project 6. Comprehensive Exams (graduate program) 7. Thesis (Graduate program) 8. Alumni survey			
Economics, BS	Yes	In IACSB 2002 accreditation reports	1. Assessment of the course courses 2. Internship (not required of all students)	Department Chair and faculty	The department is currently preparing for a review of its program.	2002-2003
English, BA	Yes	In program review documents.	1. Completion of core curriculum, 2. Pre-Post tests in ENGL 203 and Post Test in Senior Seminar. 3. Senior Seminar (projects assessed using a department rubric) 4. Alumni survey. 5. English Majors Survey 6. Faculty Survey	Department Chair and faculty	1. Hired four new faculty to teach in the areas of World-Anglophone, African-American, and Ethnic Studies. 2. To improve the curriculum, eleven new courses were created encompassing both diverse literature and writing. 3. A transfer was made of five ESL courses to the English Department. 4. The department started offering students opportunities for undergraduate research, internships and service learning.	April-2010
English, MA						

Category (Degree Programs By Department)	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes 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
College of Humanities and Social Sciences (cont.)						
Spanish, BA	Yes	http://www.bridgew.edu/ForeignLanguage/	<ol style="list-style-type: none"> All students take LASP 200 (Intermediate Spanish II) and are tested again in a 400 level course using a test adapted from DELE. A Simulated Oral Proficiency Interview (OPI) of all seniors. Final project in LASP 391/392 (Spanish/Spanish American Civilization). Final composition in LASP 300 (required course) to illustrate writing skills and ability to edit. Transcript Analysis is conducted for all graduating seniors to determine students' performance in the defined learning outcomes. Interview of a native Spanish speaker by seniors. The Spanish Program Current Student Survey was conducted in 2011 to seek students' opinions on improving the quality of the program. 	1. Department Chair and faculty.	<ol style="list-style-type: none"> A new faculty member was hired. Results of assessment have continuously been used to make adjustments in the curriculum and to improve student learning. The department is in the process of developing a capstone course or exit test to assess all of the student learning outcomes as well as creating an exit test for majors that would be similar to the Spanish portion of the MTEL (Massachusetts Tests for Educator Licensure). The department decided to adapt the DELE after using for many years the WebCAPE test. This test will boost students' Spanish grammar. 	2009-2010
History, BA	No		Assessment is done at the course level.	Department Chair and faculty in the Department Curriculum Committee.	Department faculty have been discussing the possibility of developing and implementing a capstone course as a <i>Writing intensive in the Major</i> as a curricular change.	Jan. 2006 Program review is coming up in 2012-2013.
Music, BA	Yes	Accreditation documents	<ol style="list-style-type: none"> NASM guidelines. Completion of core curriculum, Course assignments and referencing the degree audit. 	Department Chair and faculty.	<ol style="list-style-type: none"> Added more courses to the BA program in music to make it more comprehensible. Added another course in multicultural music in our curriculum for music majors. 	Apr. 1, 2005 This program is currently undergoing re-accreditation
Philosophy, BA	Yes	In program review documents.	<ol style="list-style-type: none"> Completion of core curriculum, course assignments and referencing the degree audit. Embedded Assessments in core courses Portfolios Capstone Course (PHIL 450) Alumni survey 	Evidence is interpreted by the Chair of the Department in conjunction with faculty, Department Curriculum Committee	<ol style="list-style-type: none"> Two faculty members were hired to teach courses in Ancient Philosophy and Applied Ethics. Significant changes have been made in History of Philosophy sequence. Faculty have been involved in ongoing professional development activities at the state and national levels. 	Jul. 1, 2007 This program is currently undergoing a review.

Category (Degree Programs By Department)	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes 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
College of Humanities and Social Sciences (cont.)						
Political Science, BA	Yes	In program review documents.	1. Senior Seminar (POLI 495) 2. Exit Survey 3. Alumni Survey 4. Capstone Experience 4. Alumni Survey 5. Graduating Seniors survey	Department Chair, Undergraduate Curriculum Committee, faculty	1. Created an interdisciplinary minor in civic education and community leadership 2. Expanded the international relations curriculum and faculty specialization within this subfield 3. Expanded course offerings in the legal studies concentration 4. Hired two faculty members to augment the department's course offerings in the areas of comparative politics, international affairs, and legal studies.	March-2011
Political Science, BA	Yes	In program review documents.	1. Senior Seminar (POLI 495) 2. Exit Survey 3. Alumni Survey 4. Capstone Experience 4. Alumni Survey 5. Graduating Seniors survey	Department Chair, Undergraduate Curriculum Committee, faculty	1. Created an interdisciplinary minor in civic education and community leadership 2. Expanded the international relations curriculum and faculty specialization within this subfield 3. Expanded course offerings in the legal studies concentration 4. Hired two faculty members to augment the department's course offerings in the areas of comparative politics, international affairs, and legal studies.	March-2011
Public Administration, MPA	Yes	http://www.bridgew.edu/Polisci/	1. Comprehensive Examination 2. Assessment of the core courses 3. Thesis Evaluation 4. Capstone Course 5. Service Learning Assessment 6. Internship Supervision 7 Alumni Surveys 8. Graduate Curriculum Committee syllabi review.	Department Chair, Graduate Curriculum Committee, faculty	1. POLI 501 and POLI 591 were redesigned as "bookends" to the program as a result of strategic planning, including consultation with alums. 2. Linked POLI 501 and POLI 511 to provide continuity. 3. Introduced "Public Policy Arenas" as a special topic and now use Public Policy Making (PPM) across the curriculum. 4. Info-tech was added to the learning objectives. 5. Increased presence of practitioners as cameo guests and speakers. 6. Increased use of service learning. 7. Introduced multiple comprehensive practice exams in POLI 591.	2008
Psychology, BS	Yes	In program review documents.	Assessment of major projects in the core courses (<i>Intro to Statistics, Orientation to Psychology Major</i>).	1. Department Chair 2. Undergraduate Curriculum Committee	1. The department started a 1 credit core course (Orientation for Psychology Majors [PSY 150]). 2. A new curriculum for the major was developed as a result of recommendations from the 2005 program review. Faculty have developed a Capstone Course to be implemented soon. 3. Assessment data has been collected from <i>Introduction of Psychology</i> and <i>Introduction to Statistics</i> courses. 4. Four new faculty members were hired to teach in the areas of <i>Clinical Psychology, Introduction to Research Methods, Child Psychology</i> and <i>Cognitive Psychology</i> . 5. The department lowered the caps on Research Methods course from 30 to 15 AND Statistics course from 35 to 25. This was done to improve the quality of knowledge and skills graduates from the programs are expected to demonstrate.	2002-2003

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College of Humanities and Social Sciences (cont.)						
Psychology, MS	Yes. [Outcomes are based on core competency areas required for licensure that are derived from national standards]	Our program has its own blackboard site (VC-219) that contains many links to provide information to our students regarding learning outcomes that are embedded in licensing requirements. www.nbcc.org, www.apa.org, www.counseling.org. These are also included in program review documents.	<ol style="list-style-type: none"> 1. Program Review Report (conducted every 5 years based on institutional criteria) 2. Internship Reports based on three semesters of required field work (Evaluated using a Field Rubric and grades by licensed site supervisor and faculty instructor) 3. Counselor Preparation Counseling Exam - a national exam. Students must pass this to graduate. http://www.cce-global.org/Org/CPCE 5. Fieldwork Survey (conducted for every fieldwork site) 6. Alumni Survey (conducted every five years) 	Department Chair and Graduate Program Coordinator in conjunction with the following committees: <ol style="list-style-type: none"> 1. Graduate Program Committee 2. Fieldwork/Internship Committee 3. Faculty Department Meetings 	<ol style="list-style-type: none"> 1. Several courses have been revised including PSYC 511 Theories of Psychotherapy, PSYC 541 Psychotherapy: Theory and Process I, PSYC 542 Psychotherapy: Theory and Process II to better meet licensing requirements that require counselors to have broad-based generic training. 2. Several classes have been added or offered as electives including forensic psychology, trauma and loss, childhood psychopathology, and mindfulness-based stress reduction. 3. The comprehensive examination was changed to a national exam so that student's scores are compared to national standards. Students must pass this national exam to graduate from the program. 4. Other changes included providing new student orientation, reshaping fieldwork applications and placement, multilevel assessment of potential incoming students, and the development of higher minimum grade standards. 5. Two new faculty members were hired to teach in the areas of Clinical Psychology 6. A Fieldwork Coordinator was hired to help students acquire appropriate clinical experience. 	2002-2003
Social Work, BS	Yes	http://www.cswe.org/Accreditation.aspx	<ol style="list-style-type: none"> 1. CSWE accreditation 2. Junior Year Field Practice 3. Senior Year Field Practice 4. Student self assessment 5. Evaluation from faculty Internship instructors using a rubric. 6. Evaluation of internships using a rubric. 7. Assessment of the core courses using a nationally normed test (Baccalaureate Program) in a pre-post format. 8. Alumni Survey 9. Employers Survey. 	<ol style="list-style-type: none"> 1. Department Chair 2. Undergraduate Assessment Committee 3. Faculty (during faculty meetings) 4. Field Committee Coordinators 	<ol style="list-style-type: none"> 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. 2. Three of the five faculty members hired teach in the undergraduate program). 3. New BSW standards have led to adjustments regarding prerequisites for the science core. 4. A Senior Capstone course has been proposed. 5. Some freshman courses were converted to 300-level. 	2006-2007
Social Work, MSW	Yes	http://www.cswe.org/Accreditation.aspx	<ol style="list-style-type: none"> 1. Student Self-Efficacy Scale 2. Course-based assessments 3. Alumni Survey 4. Employer Survey 5. Field Evaluations 6. Licensing Exam results 	<ol style="list-style-type: none"> 1. Assessment Committee 2. Annual Department Retreat 3. Sequence Committee 4. Field Supervisor Training 5. Department Faculty Meetings 	<ol style="list-style-type: none"> 1. Emphasize the role of critical thinking during orientation. 2. All policy courses were moved from 6-week to full semester courses to improve students' interpretation of history of Social Work. 3. A new text book was adopted to boost students' interpretation of the history of Social Work. 4. Two elective courses were introduced to supplement core courses addressing care with elderly. 5. Increased the number of full-time faculty teaching courses in the HBSE sequence in the 2009-2010. 6. All foundation-year MSW students in SCWK 508 were required to attend Massachusetts NASW LEAD at the State House on March 31, 2010. 	Jan. 2010

Category (Degree Programs By Department)	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes 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
College of Humanities and Social Sciences (cont.)						
Sociology, BA	Yes	In program review documents.	<ol style="list-style-type: none"> Directed studies Internships under the close supervision of and in collaboration with faculty. Capstone courses such as SOCI-497 (G79 Research), and SOCI-496 (Critical Issues in Sociology), Undergraduate theses (SOCI-485) Peer observation of classroom teaching Student evaluation of the department 	Department Chair and faculty.	<ol style="list-style-type: none"> Implementation of technological innovations in the program (e.g., integration of computer work in courses in research methods and data analysis; use of PowerPoint presentations; video course offerings; and the development of online courses. Participation in the Adrian Tinsley Summer mentor program. Development of a departmental honors program including completion of an honors thesis in cooperation with a faculty member. Increased student presentations of faculty-directed research projects at the BSU Undergraduate Research Conference held in spring. Increased faculty-student research collaboration. Presentation of research by sociology majors at undergraduate conferences [e.g., the National Conference for Undergraduate Research (NCUR), the New England Sociological Association (NESA), the Midwestern Sociological Society (MSS), the Southern Sociological Society (SSS), and the Eastern Sociological Society (ESS) Hired new professors. Writing-Intensive Social Theory course (SOCI 290) will become a 300-level course. 	March-2011
Communication Studies, BA (Concentration: Dance)	Yes	In program review documents.	<ol style="list-style-type: none"> Assessment of the core courses Senior Seminar Alumni Focus Groups 	Department Chair and faculty	<ol style="list-style-type: none"> Development of clearer and focused student learning outcomes for Dance majors. Department made adjustments and additions to the curriculum in response to the institutional requirements of writing intensive courses in the major (Seminar in Dance Education), and in offerings of First Year Seminars. Created a new prefix (DANC) that denotes the dance classes more clearly and gives the department an identity separate from theater and physical education. Department is in the process of creating a student chapter of the Massachusetts Dance Education Organization to get students in the habit of participating in professional development and allowing them to have a network created for life after graduation. Addition of DANC 140 (Dance Technical Practicum) to the curriculum to focus on theater technical production. To improve the curriculum, the department now requires that all dance majors must be enrolled in a technique class each semester. 	2010-2011
Communication Studies, BA (Concentration: Theatre)	In progress	In program review documents.	<ol style="list-style-type: none"> Assessment of the core courses. Senior Seminar (THEA 495) Student focus groups. 	Department Chair and faculty	There are no changes documented as a result of using data/evidence.	2010-2011

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College of Science and Mathematics						
Biology, BS	Yes	In department's self study	Course exams and quizzes, Lab Reports and Skill assessment, Term papers, presentations, Practical exams in the lab, GPA analysis, Performance in Undergraduate research, Performance in internships.	Chair of department, faculty	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.	2010-2011
Biology, BA	Yes					
Chemistry, BA	Yes	In program review documents.	1. Assessment of the core courses in both BA and BS in Chemistry programs. 2. <i>CHEM 450 (Writing-Intensive course)</i> is used as the main avenue of assessing students' technical writing skills in the BA program. 3. Portfolio Assessment in Junior Seminar (CHEM 310) and Senior Seminar (CHEM 410). 4. Alumni survey	Department Chair and faculty coordinators.	In order to maintain accreditation from the <i>American Chemical Society (ACS)</i> 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.	2010-2011
Chemistry, BS	Yes					
Chemistry-Geology, BS (Offered jointly with the Department of Geological Sciences)	Yes	In program review documents.	1. Assessment of the core courses in both BA and BS in Chemistry programs. 2. <i>CHEM 450 (Writing-Intensive course)</i> is used as the main avenue of assessing students' technical writing skills in the BA program. 3. Portfolio Assessment in Junior Seminar (CHEM 310) and Senior Seminar (CHEM 410). 4. Alumni survey	Department Chair and faculty coordinators.	In order to maintain accreditation from the <i>American Chemical Society (ACS)</i> 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.	2010-2011
Geological Sciences, BA	Yes	In department's self study	1. Selection of course examinations and laboratory exercises 2. Written reports 3. Field reports from relevant laboratory exercises 4. Oral presentations at campus and off-campus meetings, publications 5. Alumni Survey	Department Chair and faculty	1. The introduction of a new core earth science program. 2. The introduction of new non-lab, core-curriculum science courses. 3. Name of department changed from " <i>Earth Sciences</i> " to " <i>Geological Sciences</i> ". 4. Developed a new course in Geodynamics. 5. Restructured an existing core course to a Capstone Course. 6. New faculty was hired to teach Chemical Sedimentary. 7. Adjustments in the sequence for prerequisite courses.	Spring, 2011
Geological Sciences, BS	Yes					

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College of Science and Mathematics (cont.)						
Geography, BA	Yes	In program review documents.	<ol style="list-style-type: none"> 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. 2. Alumni Nights - informal events hosted for alumni where discussions regarding the department take place. 3. Department Alumni Survey 4. Seminar in Geography (GEO 490)- this is the department's Capstone course. 	Department Chair, department evaluation committee.	<ol style="list-style-type: none"> 1. Restructuring of the department led to implementation of: a BA degree designed for education majors and a BS degree for all other majors. 2. Seven courses were designated as core for the two degree programs. 3. Increase of course offerings and teaching and research projects in GIS. 4. Department faculty are discussing the possibility of using portfolio as a form of program assessment. 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. 	2010
Geography, BS	Yes	In program review documents.	<ol style="list-style-type: none"> 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. 2. <i>Alumni Nights</i> - informal events hosted for alumni where discussions regarding the department take place. 3. Department Alumni Survey 4. <i>Seminar in Geography (GEO 490)</i>- this is the department's Capstone course. 	Department Chair, department evaluation committee.	<ol style="list-style-type: none"> 1. Restructuring of the department led to implementation of: a BA degree designed for education majors and a BS degree for all other majors. 2. Seven courses were designated as core for the two degree programs. 3. Increase of course offerings and teaching and research projects in GIS. 4. Department faculty are discussing the possibility of using portfolio as a form of program assessment. 5. As a means of enhancing students research, the department purchased the <i>Sanborn Maps</i>, a database of detailed insurance-based maps used to examine changes in land use and population distributions throughout the US. 	2010
Mathematics, BS	Yes	In the program review self-study.	The major is mainly assessed via 2 <i>Writing Intensive Courses</i> where students are required to write papers which are then assessed using a department rubric.	<p>The Department Chair reviews assessment data for the degree program in conjunction with the following:</p> <ol style="list-style-type: none"> 1. Math Undergraduate Curriculum Committee 2. Math Graduate Assessment Committee 3. Department Assessment Committee 4. Course Coordinators 	<ol style="list-style-type: none"> 1. The department created 8 new courses specifically for MAT majors. 2. Adjustments were made in the Calculus core courses. 3. Introduced a new requirement (Math Placement Test) for Calculus. 4. Hired 2 full time faculty members to teach courses in Analysis, Algebra and Geometry. 5. Created department-wide Assessment Committee. 6. Acquired <i>MATHSCINET</i> to be used by faculty for research. 	2011

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College of Science and Mathematics (cont.)						
Computer Science, BS	Yes	They are in the process of being posted on our departmental webpage. We are currently undergoing ABET accreditation and have been revising them. They should be posted this spring.	We collect sample assignments from all required courses that are being used to support these learning outcomes. We also have an alumni survey to gather evidence of post-graduation achievement of outcomes (e.g.. Lifelong learning, etc.)	The full time faculty of the department (currently 7) meet to interpret the results.	This particular evidence gathering protocol is new (only within the last two years). We have, however, altered the requirements of our program as preliminary data has come in. For instance, Computer Networks is now a required course as opposed to an elective, as is Analysis of Algorithms.	ABET visitation coming in 2012-2013
Computer Science, MS	Yes (but out of date)	Outcomes are posted at: http://catalog.bridgew.edu/p/program_review.php?catid=4&poiid=710&returnto=189 (Graduate School catalog)	All students must complete a final Research project to earn the MS degree.	The graduate faculty (currently 6) review all projects.	We moved away from a Comprehensive Examination to a Research project two years ago to better assess our outcomes. We also changed the required courses in the program, adding Networks and moving Automata Theory and Artificial Intelligence to elective courses.	Small internal review two years ago. Last full review about 2002. Next review after 2013.
Physics, BA	Yes	In program review documents.	1. Capstone Course (Writing Intensive Course).	Department Chair and Faculty	1. Addition of <i>Modern Physics</i> required for the minor and <i>Thermodynamics</i> (writing capstone) required for the major. 2. The department has started offering introductory courses in a studio format (lecture and lab mixed together). 3. Installation of the BSU Observatory. 4. Development of a five-year projection of course offerings, which has dramatically improved students' abilities to map out their physics careers at BSU.	2010-2011
Physics, BS					5. Designing and building of the BSU physics laser laboratory. 6. Revision of the Computational Methods (PHYS 422) course to provide an undergraduate research opportunity. 7. Development of MAT program for in-service teachers in the Physical Sciences.	2010-2011

E1 PART B -- INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION					
(1) Professional, specialized, State, or program accreditation currently held by the institution (by agency or program name).	(2) Date of most recent accreditation by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates: employment rates, etc.).	(5) Date and nature of next scheduled review.	(6) Date of most recent program review
National Council for the Accreditation of Teacher Education (NCATE)	Programs were re-accredited in 2007	Continuous Improvement	MTEL (when appropriate), assessments related to standards	Re-accreditation - 2014	2007
Council for the Accreditation of Counseling and Related Programs (CACREP)	Initial Accreditation	Placement and Supervision	Licensure Examination.	Re-accreditation - 2015	2007
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. http://www.bridgew.edu/CriminalJustice/	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. http://www.mass.edu/forinstitutions/academic/pcipp.asp	PCIPP was granted in 2012	April, 2010
PCIPP Criminal Justice and Law Enforcement Academic Program (Masters Program)					
National Association of Schools of Music	NASM http://nasm.arts-accredit.org/	Last review in 2005. Pre-accreditation to be conducted in the Fall 2011.	http://nasm.arts-accredit.org/	Due Fall/Spring AY 2011/2012	2005
Council of Social Work Education (Bachelors Program)	2006 - http://www.cswe.org/Accreditation.aspx	http://www.cswe.org/Accreditation.aspx	Restructuring course objectives.	AY 2012/2013	2006 and resubmitted Fall 2010
Council of Social Work Education (Masters Program)	Re-accredited in June 2011	http://www.cswe.org/Accreditation.aspx	Advisory board was disbanded and had to work on guidelines for the board. There will be a continual assessment of courses.	2018	May, 2011
National Association of Schools of Public Affairs and Administration (Masters programs - primarily MPA and MPP)	Initial accreditation notification in August 2009	http://www.naspaa.org/	NASPAA standards prescribe performance indicators; mission driven. Annual report includes changes as a result of data from assessment tools.	AY 2014-2015 next self-study year; site visit in winter 2016; decision on reaccreditation August 2016	AY 2007-2008 self-study; winter 2009 site visit; decision rendered August 2009.
Commission on Accreditation of Allied Health Education Programs (CAAHEP) <i>Undergraduate and graduate programs in Athletic Training</i>	Undergraduate: 2001-2002 Graduate: 2006-2007	All CAAHEP accreditation standards were met.	1. Drug Presentation: Hands-on project; 2. Stress Management Plan: Presentation to a class Program Plan; 3. Program Plan: Semester-long project State For performance indicators please visit: http://www.bridgew.edu/NCATE/Assessment%20Systems/ AND CAAHEP website at http://www.caahep.org/Content.aspx?ID=1	Graduate program: 2013-2014	2007

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation leader or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates: employment rates, etc.).	(5) Date and nature of next scheduled review.	(6) Date of most recent program review
Commission on Accreditation of Allied Health Education Programs (CAATE) <i>Undergraduate program in Athletic Training</i>	Most recent accreditation is 2005. Accreditation cycle is 7 years.	<ol style="list-style-type: none"> 1. Additional section of Anatomy and Physiology I and II to accommodate more students. 2. Work with faculty members in the Biology Department to have the syllabi for the Anatomy and Physiology I and II. 3. Develop a course for senior athletic training students. 4. Develop a research course specific to the needs of the athletic training student. 5. Expand the existing exposure to allied health professionals. 6. Develop a program website (for ATEP). 7. Develop a relationship with the local orthopedic group in order to better serve the needs of the ATEP and the Department of Athletics. 8. Develop a template for the academic program. 9. Develop Athletic Training major based on the new Standards and Guidelines. 	There are several measures we must report to CAATE. These include, but are not limited to: <ol style="list-style-type: none"> 1. BOC Passing rates, 2. Evaluations (ie. SIR II; student evaluations of the clinical site; student evaluations of their Approved Clinical Instructor; evaluation of the clinical site by the Clinical Coordinator); 3. Surveys (Exit surveys by graduating seniors; Alumni surveys and employer surveys) 	Fall 2012	October 22-24, 2012
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	2010-2011, NASAD 2006/2007 and 2013-2014, NCATE/DOE

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates: employment rates, etc.).	(5) Date and nature of next scheduled review.	(6) Date of most recent program review
National Council for Social Studies (NCSS) <i>Undergraduate program in History</i>	January ---- 2006	All NCSS accreditation standards were met.	<ol style="list-style-type: none"> 1. MTEL (when appropriate), assessments related to NCSS standards. 2. Assessment of candidate ability to plan instruction: Strategies course Pre-Practicum and Student Teaching Practicum Units [Rubric] 3. Additional assessment that addresses NCSS standards (required): NCSS standards — Lesson Plan Rubric 4. GPA 5. Preservice Performance Assessment, 6. Pre-test/Post-test Practicum Unit, 7. NCSS Thematic Lesson Plans (10), 8. Content Preparation Profile 	2013---2014	2012---2013
International Reading Association (IRA) <i>Graduate program in Reading</i>	2006---2007	All IRA accreditation standards were met.	<ol style="list-style-type: none"> 1. The Literacy Professional's Dispositions Observed and Considered: Narrative Inquiry with Portfolio Documentation 2. The Literacy Professional's Beliefs and Habits: Study Group and Reflections; a) Professional Growth through Seminar Study Group Participation; b) Professional Growth through Professional Membership, (c) Professional Growth: Advocating for Change. 3. The Peer Coaching Field Experience: The Literacy Professional's Habits of Mind; (a) Renewal through Peer Coaching; (b) Renewal through Weekly Reflections. 4. The Literacy Professional's Leadership: MRA (IRA affiliate) membership attendance Instruction. (i) Differentiated Teaching and Learning, (ii) Pre-service Performance Assessment. For additional performance indicators please visit: http://www.bridgew.edu/NCATE/Assessment%20Systems/ 	2013---2014	2007

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action leader or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates: employment rates, etc.).	(5) Date and nature of next scheduled review.	(6) Date of most recent program review
Aviation Accreditation Board International (AABI) <i>Flight Training program</i>	Self study submitted in Summer 2012 to seek initial accreditation by AABI	N/A	The FAA Examination. For details regarding indicators, please visit AABI website: http://www.aabi.aero/about.html	2012-2013	2008---2009 Program review not implemented as scheduled.
International Reading Association (IRA) <i>Graduate program in Reading</i>	2006---2007	All IRA accreditation standards were met.	<p>1. The Literacy Professional's Dispositions Observed and Considered: Narrative Inquiry with Portfolio Documentation</p> <p>2. The Literacy Professional's Beliefs and Habits: Study Group and Reflections; a) Professional Growth through Seminar Study Group Participation; b) Professional Growth through Professional Membership, (c) Professional Growth: Advocating for Change.</p> <p>3. The Peer Coaching Field Experience: The Literacy Professional's Habits of Mind; (a) Renewal through Peer Coaching; (b) Renewal through Weekly Reflections.</p> <p>4. The Literacy Professional's Leadership: MRA (IRA affiliate) membership attendance Instruction. (i) Differentiated Teaching and Learning, (ii) Pre-service Performance Assessment.</p> <p>For additional performance indicators please visit: http://www.bridgew.edu/NCATE/Assessment%20Systems/</p>	2013---2014	2007

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation across by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation leader or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates: employment rates, etc.).	(5) Date and nature of next scheduled review.	(6) Date of most recent program review
National Council of Teachers of Mathematics (NCTM) <i>Undergraduate program in Mathematics</i>	2006---2007	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. Prac@cum Evaluation of Student Learning 6. Tram Paper For performance indicators please visit: http://www.nctm.org/resources/higheredlead.aspx	2013---2014	2011
National Council of Teachers of English (NCTE) <i>Undergraduate program in English</i>	2007	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 prac@cum 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: http://www.ncte.org/college	2013---2014	2011

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation accreditation by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates: employment rates, etc.).	(5) Date and nature of next scheduled review.	(6) Date of most recent program review
Council for Exceptional Children (CEC) <i>Undergraduate and Graduate program in Special Education</i>	2007	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: http://www.bridgew.edu/NCATE/Assessment%20Systems/	2013---2014	2007
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) <i>Undergraduate program in Health Education</i>	2007	All AAHPERD accreditation standards were met.	1. Drug Presentation: Hands-on project; 2. Stress Management Plan: Presentation to a class Program Plan; 3. Program Plan: Semester-long project State For performance indicators please visit: http://www.bridgew.edu/NCATE/Assessment%20Systems/	2013---2014	2007
National Association for the Education of Young Children (NAEYC) <i>Undergraduate program in Early Childhood Education</i>	2007	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. Reflections on Preschool or Kindergarten Program Quality: Written reflections using NAEYC checklist. Evaluated using rubric Licensure: (MTEL) in Early Childhood. 3. Case Study – Modifying Instruction for a Child with Special Needs and/or an English Language Learner: Written assignment, evaluated using rubric For performance indicators please visit: http://www.bridgew.edu/NCATE/Assessment%20Systems/	2013---2014	2007

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates: employment rates, etc.).	(5) Date and nature of next scheduled review.	(6) Date of most recent program review
International Society for Technology Education (ISTE) <i>Graduate program in Instructional Technology</i>	2007	All NAEYC accreditation standards were met.	<ol style="list-style-type: none"> 1. Assessment of Content Knowledge: Instructional Technology Comprehensive Exam. 2. Research Project: INST 590--596 Research Project ----- Accreditation 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 <p>For performance indicators please visit: http://www.bridgew.edu/NCATE/Assessment%20Systems/</p>	2013--2014	2007
Educational Leadership Constituent Council (ELCC) <i>Graduate program in Educational Leadership</i>	2007	All ELCC accreditation standards were met.	<ol style="list-style-type: none"> 1. Validation of Learner Growth: Evaluation of Content Knowledge 2. Needs Assessment 3. Instructional Leadership Project: Curriculum and Instructional Project 4. Practicum Documentation: Internship 5. Graduate Survey: Post graduation program assessment 6. Building Leadership Portfolio: Electronic Portfolio 7. School Improvement Plan: Accreditation Plan/Simulation <p>For performance indicators please visit: http://www.bridgew.edu/NCATE/Assessment%20Systems/</p>	2013--2014	2007

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates: employment rates, etc.).	(5) Date and nature of next scheduled review.	(6) Date of most recent program review
National Science Teachers Association (NSTA) <i>Undergraduate programs in Biology, Earth Science, Physics and Chemistry</i>	2007	All NSTA accreditation standards were met.	<ol style="list-style-type: none"> 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: http://www.bridgew.edu/NCATE/Assessment%20Systems/	2013--2014	2007
National Association for Sport and Physical Education (NASPE) <i>Undergraduate program in Physical Ed. (Teaching Cert)</i>	2007	All NASPE accreditation standards were met.	<ol style="list-style-type: none"> 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: http://www.bridgew.edu/NCATE/Assessment%20Systems/	2013--2014	2007

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates: employment rates, etc.).	(5) Date and nature of next scheduled review.	(6) Date of most recent program review
Association for Childhood Educational International (ACEI) <i>Undergraduate program in Elementary Education</i>	2007	All ACIE accreditation standards were met.	1. Literacy Project: Performance-based assessment in which student design, implement and reflect upon a variety of literacy lessons plans. 2. Initial Field Work: Observations and reflections of initial educational experiences. 3. Dispositions: Survey for candidates, cooperating practitioner and professors to utilize as a vehicle to support professional behaviors. For performance indicators please visit: http://www.bridgew.edu/NCATE/Assessment%20Systems/	2013-2014	2007
American Chemical Society (ACS) <i>Undergraduate program in Chemistry</i>	2009-2010	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: http://portal.acs.org/portal/acs/corg/content	2013-2014	2010-2011

Bridge water State Univer S it y

Form S1. RETENTION AND GRADUATION RATES						
Student Success Measures/ Prior Performance and Goals	2008	2009	2010	2011	Goal 1 Year Forward	
IPEDS Retention Data						
Associate degree students						
Bachelors degree students	80%	82%	81%	81%	81%	
IPEDS Graduation Data						
Associate degree students						
Bachelors degree students	51%	54%	53%	52%	54%	
Other Undergraduate Retention Rates (1)						
a	First-time Full-time Students of Color	73%	80%	79%	80%	80%
b	First-time Full-time Low Income	77%	81%	81%	79%	79%
c	First-time Full-time First Generation	NA	79%	80%	80%	80%
d	Full-time Transfers	78%	80%	80%	80%	80%
Other Undergraduate Graduation Rates (2)						
a	First-time Full-time Students of Color	39%	43%	37%	40%	51%
b	First-time Full-time Low Income	NA	NA	49%	44%	48%
c	Full-time Transfers	56%	57%	52%	62%	62%
Graduate programs						
	Retention rates first-to-second year (3)	73%	83%	87%	81%	81%
	Graduation rates @ 150% time (4)	74%	80%	92%	74%	70%
Distance Education						
	Course completion rates (5)	90%	100%	98%	96%	96%
	Retention rates (6)	NA	NA	NA	NA	NA
	Graduation rates (7)	NA	NA	NA	NA	NA
Branch Campus and Instructional Locations						
	Course completion rate (8)	NA	91%	87%	91%	91%
	Retention rates (9)					
	Graduation rates (10)					
Definition and Methodology Explanations						
1	1-year retention rate of first-time full-time students of color, low income and first generation students, and full-time transfer students.					
2	6-year graduation rate of first-time full-time students of color and low income students, and full-time transfer students.					
3	1-year retention rate of first-time full-time graduate students in Master's and CAGS programs.					
4	Percent of first-time full-time graduate students in Master's and CAGS programs who graduated within 150% time (3 years).					
5	Course completion rates of students enrolled in the online MED in Educational Leadership program (Fall semesters).					
6	1-year retention rate of first-time full-time graduate students enrolled in the online MED in Educational Leadership program - not reported due to low n count.					
7	Percent of first-time full-time graduate students in the online MED in Educational Leadership program who graduated within 150% time (3 years) - not reported due to low n count.					
8	Course completion rates for students enrolled in undergraduate courses at the Attleboro site (Fall semesters). There were no undergraduate courses offered at the Attleboro site in Fall 2008.					

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Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS						
Measures of Student Achievement and Success/ Institutional Performance and Goals		2008	2009	2010	2011	Goal 1 Year Forward
Success of Students Pursuing Higher Degree						
1	Admitted to a program following BSU graduation	38% (315/835)	33% (288/875)	27% (255/942)	14% (149/1049)	NA
2	Earned Master's Degree	11% (90/835)	6% (51/875)	1% (12/942)	0.2% (2/1049)	NA
Definition and methodology explanations						
<ol style="list-style-type: none"> Based on data obtained from National Student Clearinghouse indicating the number students who went on to be admitted to any program after having graduated from BSU. The percent of students admitted to Graduate School is based on assumption but is not verifiable (includes students who were admitted to another program at BSU). Based on data obtained from National Student Clearinghouse indicating the number of students who have earned a Master's degree since the graduating from BSU (includes students who have earned a Master's from BSU). 						
Rates at Which Graduates Pursue Mission Related Paths (e.g., Peace Corps, Public Service Law)						
1						
2						
3						
Definition and methodology explanations						
Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared						
1	% Graduates employed in fields that are not directly related to their undergraduate major*	26% (150/574)	36% (174/483)	28% (125/442)	31% (155/500)	NA
Definition and methodology explanations						
*Based on data from Career Services Survey question: "My position is related to my field of study." Data represents those students who said that their position was unrelated to their field of study.						
Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)						
1						
2						
3						
Definition and methodology explanations						
Other (Specify Below)						
1	Completion Rates**	61%	61%	63%	59%	61%
Definition and methodology explanations						
**Completion Rates of First-time Full-time Freshmen- percentage of students who graduated with a Bachelor's degree from any institution within 6 years.						

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Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES						
		2008	2009	2010	2011	Goal 1 Year Forward
State Licensure Passage Rates *						
1	Massachusetts Tests for Educator Licensure	98.8% N=333	99.7% N=295	99.7% N=313	NA ^a	99%
National Licensure Passage Rates *						
1	Association for Social Work Boards (Bachelors)	75% N=8	71% N=17	NA	NA	TBD
2	Association for Social Work Boards (Masters)	81% N=32	85% N=47	NA	NA	TBD
3	Association for Social Work Boards (Clinical)	91% N=11	70% N=20	NA	NA	TBD
4	Federal Aviation Administration ^g	95% N=74	87% N=46	90% N=71	77% N=69	89%
Job Placement Rates **						
1	Rate of Employment ^b	N=678 ^c	N=580 ^d	N=545 ^e	N=606 ^f	NA
2	% Graduates Employed	85%	83%	81%	83%	83%
3	% Graduates Employed Full Time	80%	71%	74%	79%	79%
4	% Graduates Employed Part Time	20%	29%	26%	21%	21%
<p>* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.</p>						
<p>** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.</p>						
Institutional Notes of Explanation						
a	Title II data for 2011-2012 will not be available until Spring 2013.					
b	Data obtained from Career Services Surveys: http://www.bridgew.edu/CareerServices/careersurveys.cfm					
c	For the class of 2008, 678 responses represents a 48% response rate.					
d	For the class of 2009, 580 responses represents a 39% response rate.					
e	For the class of 2010, 545 responses represents a 36% response rate.					
f	For the class of 2011, 606 responses represents a 36% response rate.					
g	These results reflect the number of students who passed the written FAA exam.					



Bridgewater State University
(An Agency of the Commonwealth of Massachusetts)
Financial Statements
Year Ended June 30, 2011



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

Management's Discussion and Analysis

June 30, 2011
(Unaudited)

The following discussion and analysis offers readers of Bridgewater State University's annual financial report a narrative overview of the financial position and activities of the University and its component units during the fiscal year ended June 30, 2011. 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 state university in Massachusetts, the state's third largest public institution, and the eighth largest college or university in the Commonwealth, public or private. 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 state. Today, Bridgewater offers a broad range of graduate and undergraduate degree programs through its five colleges (College of Business, College of Education and Allied Studies, College of Humanities and Social Sciences, College of Science and Mathematics and College of Graduate Studies). Bridgewater ranks third among Massachusetts public institutions in awarding the greatest number of degrees - nearly 2,100 degrees in 2010, a 44 percent increase since 2002.

On July 28, 2010, Governor Patrick signed House 4864-10, renaming Bridgewater State College to Bridgewater State University and creating a state university system for the nine current Massachusetts State Colleges. The change in name is the sixth in the institution's 170-year history. Prior titles were: Bridgewater Normal School (1840-1846); Bridgewater State Normal School (1846-1932); Bridgewater State Teachers College (1932-1960); State College at Bridgewater (1960-1965); and Bridgewater State College (1965-2010).

Graduating from a campus within a state university system, with academic offerings on par with teaching universities across the nation, will help our students compete on a more equal footing, especially as 45 other states have already moved to state university systems. A state university system more accurately describes the breadth and depth of educational offerings and opportunities available to our students.

FINANCIAL HIGHLIGHTS

The University's financial position, as a whole, remained strong at June 30, 2011 with assets of \$194.5 million and liabilities of \$111.6 million. Net assets, which represent the residual interest in the University's assets after liabilities are deducted and may serve over time as a useful indicator of the University's financial position, increased \$10.1 million in fiscal 2011 to \$82.9 million at June 30, 2011.

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

Management's Discussion and Analysis

June 30, 2011
(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 Assets, the Statement of Revenues, Expenses and Changes in Net Assets 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. Previously, financial statements focused on individual fund groups rather than on the University as a whole. A description of the financial statements follows.

The *Statement of Net Assets* presents information on all of Bridgewater State University's assets and liabilities, with the difference between the two reported as *net assets*. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of Bridgewater State University is improving or deteriorating.

The *Statement of Revenues, Expenses and Changes in Net Assets* presents information showing how the University's net assets changed during the most recent fiscal year. All changes in net assets 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 Government Accounting Standards Board (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, 2011
(Unaudited)

OVERVIEW OF THE FINANCIAL STATEMENTS (concluded)

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 of Massachusetts. Therefore, the results of the University's operations, its net assets and cash flows are also summarized in 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 assets may serve over time as a useful indicator of Bridgewater State University's financial position. Bridgewater State University realized an increase of \$10.1 million to net assets in fiscal year 2011. This increase is attributed to increased enrollments and the renovation of the Rondileau Campus Center Auditorium and renovation of space in the Maxwell Library to create the Center for International Engagement.

In 2010, the University realized an increase of \$6.7 million which was attributed to increased enrollments and the renovation of the Flynn Dining Commons and Kelly Gym. In 2009, the University realized an increase of \$6.7 million which was attributed to increased enrollments, the renovation of the Horace Mann auditorium and the roof replacement of Boyden Hall and Hart/Burnell Hall. Over time, increases or decreases in net assets 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. The Statement of Net Assets 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.

Bridgewater State University

(An Agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis

June 30, 2011

(Unaudited)

FINANCIAL ANALYSIS OF THE UNIVERSITY (continued)

By far the largest portion of Bridgewater State University's net assets reflects its investment in capital assets (e.g. land, buildings, machinery and equipment), less any related debt, including capital leases, used to acquire those assets that are still outstanding. Bridgewater State University uses these capital assets to provide services to students, 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.

	2011	2010	2009
Current assets	\$ 51,468,106	\$ 45,415,587	\$ 39,263,417
Capital assets	138,712,280	90,522,586	72,917,435
Non-current assets	4,338,057	4,602,514	4,802,259
Total assets	\$194,518,443	\$ 140,540,687	\$116,983,111
Current liabilities	25,796,920	20,408,383	19,068,633
Non-current liabilities	85,787,410	47,323,989	31,808,920
Total liabilities	\$111,584,330	\$ 67,732,372	\$ 50,877,553
Net assets:			
Invested in capital assets, net			
of related debt	66,526,441	58,843,665	51,270,935
Restricted	1,104,518	1,293,243	1,101,333
Unrestricted	15,303,154	12,671,498	13,733,290
Total net assets	\$ 82,934,113	\$ 72,808,406	\$ 66,105,558

A portion of Bridgewater State University's net assets represents scholarships and grants that are subject to external restrictions on how they must be used.

Bridgewater State University

(An Agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis

June 30, 2011
(Unaudited)

FINANCIAL ANALYSIS OF THE UNIVERSITY (concluded)

Bridgewater State University's Changes in Net Assets for the years ended June 30 are as follows:

	2011	2010	2009
Operating revenues:			
Tuition and fees	\$ 75,905,471	\$ 68,811,712	\$ 61,802,441
Student financial aid (contra revenue)	(10,979,300)	(9,302,230)	(7,029,015)
Operating grants and contributions	24,485,470	20,405,741	11,446,696
Other operating revenue	310,288	516,923	214,606
Sales and services of auxiliary enterprises	21,507,908	21,116,706	18,927,733
Total operating revenues	<u>111,229,837</u>	<u>101,548,852</u>	<u>85,362,461</u>
Operating expenses:			
Instruction	49,031,497	48,225,926	47,517,730
Public service	2,267,800	2,036,729	1,987,319
Academic support	17,041,848	12,667,263	11,633,084
Institutional support	15,977,296	14,530,725	13,438,124
Student services	18,442,875	16,492,720	14,806,975
Operation and maintenance of plant	14,566,750	15,128,653	13,499,202
Scholarships and fellowships	6,798,118	5,629,351	3,954,888
Depreciation and amortization	4,751,225	4,348,589	4,055,778
Auxiliary enterprises	19,673,286	18,459,113	16,253,546
Total operating expenses	<u>148,550,695</u>	<u>137,519,069</u>	<u>127,146,646</u>
Net operating (loss)	<u>\$ (37,320,858)</u>	<u>\$ (35,970,217)</u>	<u>\$ (41,784,185)</u>

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

Management's Discussion and Analysis

June 30, 2011
(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 (in thousands):

	2011	2010	2009
Gross commonwealth appropriations	\$ 34,628	\$ 30,444	\$ 37,338
Plus: Fringe benefits*	10,734	7,814	8,959
	<u>45,362</u>	<u>38,258</u>	<u>46,297</u>
Less: Tuition remitted	<u>(2,163)</u>	<u>(2,075)</u>	<u>(2,373)</u>
Net commonwealth support	<u>\$ 43,199</u>	<u>\$ 36,183</u>	<u>\$ 43,924</u>

* 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 \$24,485,470, \$20,405,741 and \$11,446,696 in grant and contract revenues for the fiscal years ended June 30, 2011, 2010, and 2009, respectively. A few examples of the largest grants and contracts received are the following:

	2011	2010	2009
Pell grant	\$ 10,440,569	\$ 8,217,382	\$ 5,024,288
ARRA	7,540,810	5,513,412	-
Tuition grants	1,708,097	1,708,079	2,135,122
Mass grants	1,095,260	953,484	815,723
Federal work study	441,938	441,938	441,938
Academic competitiveness	501,214	435,683	341,150
Teach grant	307,500	243,000	30,500
Federal SEOG	198,553	190,190	231,237

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

Management's Discussion and Analysis

June 30, 2011
(Unaudited)

AMERICAN RECOVERY AND REINVESTMENT ACT (ARRA) REVENUE

In total, Bridgewater State University was awarded \$14,166,225 in ARRA funding between fiscal 2011 and 2010.

In fiscal 2010, Bridgewater State University was allocated a total of \$8,723,901 in ARRA funding, of which, \$5,513,412 was spent in the reduction of debt and the funding of payroll. In fiscal 2010, the remaining allocation of \$3,210,489 was deferred.

In fiscal 2011, Bridgewater State University was allocated \$2,853,999, \$2,564,225 and \$24,100 in additional ARRA funding, of which \$7,516,710 was spent on the renovation of the Rondileau Campus Center Auditorium, installation of two new chillers, the funding of payroll and \$24,100 was used in support of the Commonwealth Dual Enrollment Program. At June 30, 2011 the remaining awarded allocation of \$1,112,003 will be spent in Fiscal 2012.

ENROLLMENT

Enrollments at the University have increased over the last five years. Bridgewater's current total enrollment is 11,310. This is a 1% increase from last fall's actual enrollment of 11,232 and a 5% percent increase from fall 2009's actual enrollment of 10,745.

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.

Bridgewater State University

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TUITION AND FEES

The University strives to provide students with the opportunity to obtain a quality education.

	Tuition Resident	Tuition Non- Resident	Fees	Total Resident Tuition & Fees	Average Room & Board
<u>2011</u>					
Undergraduate	\$ 910	\$ 7,050	\$ 6,143	\$ 7,053	\$ 10,152
Graduate	\$ 1,675	\$ 1,675	\$ 6,143	\$ 7,818	\$ 10,152
<u>2010</u>					
Undergraduate	\$ 910	\$ 7,050	\$ 5,693	\$ 6,603	\$ 9,720
Graduate	\$ 1,675	\$ 1,675	\$ 5,693	\$ 7,368	\$ 9,720
<u>2009</u>					
Undergraduate	\$ 910	\$ 7,050	\$ 5,327	\$ 6,237	\$ 9,363
Graduate	\$ 1,675	\$ 1,675	\$ 5,327	\$ 7,002	\$ 9,363

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, 2011 and 2010, net capital assets were \$138.7 million and \$90.5 million and depreciation expense was \$4.7 million and \$4.3 million, respectively. Capital asset additions for the current fiscal year totaled \$52.9 million. Major renovations and projects that happened during 2011 included \$5,142,385 for Swenson Field Athletic Complex, \$985,685 for Rondileau Campus Center Auditorium, \$425,822 in elevator replacements, and \$374,350 for Center for Global Engagement. The University also purchased three properties totaling \$935,496 in fiscal 2011. These purchases align with the University's strategic plan and create flexibility to house international students, faculty and visitors.

The majority of the \$52.9 million of capital asset additions is the construction in process addition of \$38.4 million in renovations to the Conant Science and Mathematics Center that occurred this fiscal year.

The University has initiated a more active program to address deferred maintenance needs at its campus. Addressing deferred maintenance remains a priority within the University's plans.

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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) 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. The bond has a variable interest rate, which was 0.504% and 0.883% at June 30, 2011 and 2010, respectively. MHEFA requires that the University maintain a debt reserve fund held by a Trustee. The debt reserve fund was \$450,390 and \$549,759 at June 30, 2011 and 2010, respectively. At June 30, 2011 and 2010, the balance on the bond was \$5,877,526 and \$6,291,028, respectively.

During fiscal year 2010, the University entered into a financing agreement with the Massachusetts State College Building Authority (MSCBA) to renovate an Athletic Field. The source of financing 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 June 30, 2030, at an annual variable coupon averaging 4.6%. At June 30, 2011 and 2010, the balance on the bond was \$4,851,145 and \$5,043,710, respectively.

During fiscal year 2006, the University entered into a financing agreement with the Massachusetts State College Building Authority (MSCBA) to construct a new parking lot. The source of financing 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 June 30, 2026, at an annual variable coupon averaging 4.3%. MSCBA requires that the University maintain a debt service reserve fund. At June 30, 2011 and 2010, the debt service reserve was \$86,836. At June 30, 2011 and 2010, the balance on the bond was \$1,071,019 and \$1,119,420, respectively.

OPERATING LEASE OBLIGATIONS

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 14.1 Certificate provides the University for the first time with 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.

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OPERATING LEASE OBLIGATIONS (concluded)

In Fiscal 2010, the University entered into a 60 month operating lease agreement with AeroMass, LLC for 8 Cessna 172s aircraft and 2 Piper aircraft for the University's Flight School. The cost per aircraft is \$2,693 per month for the Cessnas and \$2,028 per month for the Piper aircraft. In Fiscal 2009, the University entered into a 24 month operating lease agreement with QMAC for 8 aircraft for the University's Flight School. In January 2009, First National Bank of Altus filed suit in Jackson County District Court seeking foreclosure against QMAC for unpaid loans. The University returned the 8 aircraft.

Additionally, in Fiscal 2009 the University entered into a 5 year operating lease agreement with the City of New Bedford for a 10,480 square feet building located in the New Bedford Airport to house the University's flight school. The payments cost the University approximately \$60,000 per year.

Also, during fiscal 2009 Bridgewater 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.

FACTORS IMPACTING FUTURE PERIODS

In July 2008 the Commonwealth obligated to invest \$98.7 million in a new science building under the auspices of the higher education capital bond bill. The single largest building and construction project ever undertaken by the University, this facility will dramatically improve the quality of training in science and mathematics at the University and will also fundamentally alter the landscape of the campus and its physical plant. Phase I of the Conant Science and Mathematics Center took shape and will be ready for a fall 2011 opening. When fully completed in fall 2012, the state-of-the-art, 211,300 square-foot facility will offer students, faculty and the community extraordinary opportunities to learn and excel.

Bridgewater State University has planned construction of a new 500-bed residence hall on East Campus. This project funded by the Massachusetts State College Building Authority will bring the total number of residents on campus to more than 3,400, just shy of the University's goal of providing housing to 50 percent of undergraduates. Also, in partnering with the Massachusetts State College Building Authority, the University has begun construction of an 800-plus-space parking garage located on the East Campus.

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FACTORS IMPACTING FUTURE PERIODS (concluded)

As recent University history has been marked by a systematic program of careful financial planning and fiscal prudence, the University is well positioned to weather an economic downturn without having to significantly raise student fees or reduce academic offerings as evidenced by the modest continued increase to Net Assets.

ECONOMIC FACTORS AND NEXT YEAR'S TUITION AND STUDENT FEE RATES

In February 2011, the University's Board of Trustees approved an increase in rates for student fees and meal plans for the 2011-2012 academic year in addition to receiving a report of new residence hall rates, which were proposed by the Massachusetts State College Building Authority and adopted by the Massachusetts Board of Higher Education earlier this year.

Student fees will increase by an additional \$500 per year or \$250 per semester. The increases are a 6.6% adjustment to current total tuition and fees to accommodate inflationary increases in our cost of providing education and services.

In response to a rising student demand, the University changed its meal plan options in Fall 2009. Some of the meal plan improvements include increased flexibility, longer hours of operation, and more variety.

The table below illustrates the FY12 meal plan options, and rates per semester:

	Per Semester Rates		
	Base Meals	Dining Dollars	Proposed Cost
Platinum	\$ 1,287	\$ 700	\$ 1,987
Gold	1,531	210	1,741
Silver	1,194	500	1,694
Bronze	151	200	351

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ECONOMIC FACTORS AND NEXT YEAR'S TUITION AND STUDENT FEE RATES (concluded)

Costs at residence halls for 2011-2012, which reflect the Massachusetts State College Building Authority value-pricing, range from an increased average of 4%, will be as follows:

Great Hill Apartments, \$6,950 from \$6,750; Miles-DiNardo Hall, \$6,400 from \$6,466; Pope and Scott Halls, \$6,100 from \$5,850; Shea-Durgin Hall, \$6,100 from \$5,800; Woodward Hall, \$6,100 from \$5,800; East Hall, \$7,000 for singles from \$6,750; doubles will increase this fall to \$6,440 from \$6,250 and Crimson for singles \$7,310 from \$7,100; doubles \$6,800 from \$6,600.

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 216, 131 Summer Street, Bridgewater, Massachusetts 02325.



Independent Auditors' Report

To the Audit Committee of Bridgewater State University:

We have audited the accompanying statement of net assets of Bridgewater State University (an Agency of the Commonwealth of Massachusetts) (the "University") as of June 30, 2011, and the related statements of revenues, expenses and changes in net assets and cash flows for the year then ended. These financial statements are the responsibility of the University's management. Our responsibility is to express an opinion on these financial statements based on our audit. The financial statements of the University as of June 30, 2010 were audited by other auditors whose report dated October 14, 2010 expressed an unqualified opinion on those statements. We did not audit the financial statements of the discretely presented component units. Those financial statements were audited by other auditors whose report thereon has been furnished to us, and in our opinion, insofar as it relates to the amounts included for the discretely presented component units, is based on the reports 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 includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the University as of June 30, 2011, and the results of its operations and its cash flows for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 13, 2011 on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is 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* and should be considered in assessing the results of our audit.

The Management's Discussion and Analysis on pages 1 through 12 is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of required the supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming an opinion on the basic financial statements of the University. The accompanying supplemental schedules contained on pages 41 through 42 are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Wolfe & Company, P.C.

Boston, Massachusetts
October 13, 2011

Bridgewater State University

(An Agency of the Commonwealth of Massachusetts)

Statements of Net Assets

June 30, 2011 and 2010

Assets

	Primary Government		Component Units	
	2011 University	2010 University	2011 Combined	2010 Combined
Current assets:				
Cash and cash equivalents	\$ 33,024,303	\$ 30,133,067	\$ 611,280	\$ 3,073,714
Deposits held by State Treasurer	2,533,954	1,757,681	-	-
Cash held by State Treasurer	1,499,954	1,004,273	-	-
Deposits held by MSCBA	6,588	2,906,249	-	-
Restricted cash and equivalents	6,039,994	2,482,390	-	-
Investments	-	-	21,794,242	16,053,191
Contributions receivable, net	-	-	1,205,044	694,005
Accounts receivable, net	8,006,548	6,844,764	-	2,948
Prepaid expenses and other assets	356,765	287,163	359	8,069
Total current assets	<u>51,468,106</u>	<u>45,415,587</u>	<u>23,610,925</u>	<u>19,831,927</u>
Non-current assets:				
Contributions receivable, net	-	-	327,508	995,251
Loans receivable	3,800,831	3,965,919	-	-
Debt reserve fund	537,226	636,595	-	-
Capital assets, net	138,712,280	90,522,586	1,630,166	1,664,403
Total non-current assets	<u>143,050,337</u>	<u>95,125,100</u>	<u>1,957,674</u>	<u>2,659,654</u>
Total assets	<u>\$194,518,443</u>	<u>\$140,540,687</u>	<u>\$ 25,568,599</u>	<u>\$ 22,491,581</u>
Liabilities and Net Assets				
Current liabilities:				
Accounts payable and accrued expenses	\$ 4,641,138	\$ 3,604,038	\$ 477,743	\$ 149,060
Accrued payroll	6,451,215	6,482,044	-	-
Accrued workers' compensation	196,479	133,474	-	-
Accrued compensated absences	5,215,990	4,653,361	-	-
State funds payable	691,796	588,245	-	-
Deferred revenues	7,745,962	4,134,034	-	-
Current portion of capital lease obligations	272,768	258,088	-	-
Current portion of bonds payable	581,572	555,099	-	413,057
Total current liabilities	<u>25,796,920</u>	<u>20,408,383</u>	<u>477,743</u>	<u>562,117</u>
Non-current liabilities:				
Accrued workers' compensation	795,840	620,618	-	-
Accrued compensated absences	2,569,070	2,305,772	-	-
Government advances refundable	5,903,329	5,903,329	-	-
Capital lease obligations	6,286,911	6,559,679	-	-
Deferred revenues	59,014,142	20,035,440	-	-
Bonds payable	11,218,118	11,899,060	-	-
Total non-current liabilities	<u>85,787,410</u>	<u>47,323,898</u>	<u>-</u>	<u>-</u>
Total liabilities	<u>111,584,330</u>	<u>67,732,281</u>	<u>477,743</u>	<u>562,117</u>
Net assets:				
Investment in capital assets, net of related debt	66,526,441	58,843,665	1,630,166	1,251,346
Restricted:				
Nonexpendable	23,000	23,000	10,409,360	9,562,570
Expendable	1,081,518	1,270,243	5,780,132	4,283,725
Unrestricted	15,303,154	12,671,498	7,271,198	6,831,823
Total net assets	<u>82,934,113</u>	<u>72,808,406</u>	<u>25,090,856</u>	<u>21,929,464</u>
Total liabilities and net assets	<u>\$194,518,443</u>	<u>\$140,540,687</u>	<u>\$ 25,568,599</u>	<u>\$ 22,491,581</u>

See accompanying notes to financial statements.

Bridgewater State University

(An Agency of the Commonwealth of Massachusetts)

Statements of Revenues, Expenses, and Changes in Net Assets

Years Ended June 30, 2011 and 2010

	Primary Government		Component Units	
	2011 University	2010 University	2011 Combined	2010 Combined
Operating Revenues:				
Tuition and fees	\$ 75,905,471	\$ 68,811,712	\$ -	\$ -
Less: scholarships and fellowships	(10,979,300)	(9,302,230)	-	-
Net tuition and fees	64,926,171	59,509,482	-	-
Gifts and contributions	-	-	1,097,361	1,246,172
Federal, state and private grants and contracts	24,485,470	20,405,741	-	-
Auxiliary enterprises	21,507,908	21,116,706	-	-
Other operating revenues	310,288	516,923	100,501	131,938
Total operating revenues	111,229,837	101,548,852	1,197,862	1,378,110
Operating expenses:				
Educational and general:				
Instruction	49,031,497	48,225,926	-	-
Gifts and contributions	-	-	702,901	754,096
Public service	2,267,800	2,036,729	-	-
Academic support	17,041,848	12,667,263	-	-
Student services	18,442,875	16,492,720	-	-
Institutional support	15,977,296	14,530,725	385,572	152,947
Operation and maintenance of plant	14,566,750	15,128,653	-	-
Other	-	-	14,322	-
Scholarships and fellowships	6,798,118	5,629,351	-	-
Depreciation and amortization	4,751,225	4,348,589	34,237	34,237
Auxiliary enterprises	19,673,286	18,459,113	-	-
Total operating expenses	148,550,695	137,519,069	1,137,032	941,280
Net operating (loss) income	(37,320,858)	(35,970,217)	60,830	436,830
Non-operating revenues (expenses):				
State appropriations, net	43,198,973	36,183,335	-	-
Gifts	715,817	888,488	-	-
Investment income	166,138	126,961	3,031,589	2,217,056
Interest expense	(677,992)	(565,340)	-	-
Rental income	-	-	36,000	36,000
Other non-operating revenues	3,744,983	3,667,038	32,973	34,112
Net non-operating revenues	47,147,919	40,300,482	3,100,562	2,287,168
Net income before capital appropriations	9,827,061	4,330,265	3,161,392	2,723,998
Capital appropriations	298,646	2,372,583	-	-
Total increase in net assets	10,125,707	6,702,848	3,161,392	2,723,998
Net assets, beginning of year	72,808,406	66,105,558	21,929,464	19,205,466
Net assets, end of year	\$ 82,934,113	\$ 72,808,406	\$ 25,090,856	\$ 21,929,464

See accompanying notes to financial statements.

Bridgewater State University
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Statements of Cash Flows

Years Ended June 30, 2011 and 2010

	Primary Government	
	2011 University	2010 University
Cash flows from operating activities:		
Tuition and fees	\$ 63,827,754	\$ 58,502,725
Grants and contracts	25,151,356	19,702,010
Payments to employees	(82,158,408)	(77,534,660)
Payments to suppliers and vendors	(23,663,020)	(20,542,981)
Payments to students	(6,633,030)	(5,380,786)
Auxiliary enterprises charges	(19,673,286)	(18,459,113)
Auxiliary enterprises	21,507,908	21,116,706
Other	310,288	516,923
Net cash applied to operating activities	(21,330,438)	(22,079,176)
Cash flows from investing activities:		
State appropriations	32,464,948	28,369,308
Other non-operating revenues	3,744,983	3,667,038
Gifts	715,817	888,488
Net cash provided by non-capital financing activities	36,925,748	32,924,834
Cash flows from capital financing activities:		
Capital appropriation	298,646	2,372,583
Purchase of capital assets	(9,747,781)	(9,578,355)
Principal paid on capital leases	(258,088)	(2,875,520)
Payments of capital debt	(654,469)	(299,690)
Proceeds from the sale of bonds	-	5,048,179
Decrease (increase) in debt service reserve	99,369	(48,820)
Interest paid on capital debt and leases	(677,992)	(565,340)
Net cash applied to capital financing activities	(10,940,315)	(5,946,963)
Cash flows from investing activities:		
Interest on investments	166,138	126,961
Net increase in cash and cash equivalents	4,821,133	5,025,656
Cash and cash equivalents, beginning of year	38,283,660	33,258,004
Cash and cash equivalents, end of year	\$ 43,104,793	\$ 38,283,660
Reconciliation of net operating loss to net cash applied to operating activities:		
Net operating loss	\$ (37,320,858)	\$ (35,970,217)
Adjustments to reconcile net operating loss to net cash applied to operating activities:		
Depreciation	4,742,616	4,341,725
Amortization	8,609	6,864
Fringe benefits provided by State	10,734,025	7,814,027
Changes in assets and liabilities:		
Accounts and loans receivable, net	(996,696)	(1,292,894)
Accounts payable and accrued liabilities	1,140,651	2,081,732
Accrued payroll and benefits	1,033,325	852,721
Prepaid expenses and other assets	(78,211)	274,341
Deferred revenues	(593,899)	(369,397)
Net cash applied to operating activities	\$ (21,330,438)	\$ (22,261,098)

See accompanying notes to financial statements.

Bridgewater State University
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Combining Statements of Net Assets – Component Units

June 30, 2011 and 2010

	Assets			
	2011			2010
	Foundation	Alumni Association	Combined	Combined
Current assets:				
Cash and cash equivalents	\$ 425,630	\$ 185,650	\$ 611,280	\$ 3,073,714
Deposits held by State Treasurer	-	-	-	-
Cash held by State Treasurer	-	-	-	-
Deposits held by MSCBA	-	-	-	-
Investments	18,331,074	3,463,168	21,794,242	16,053,191
Contributions receivable, net	1,205,044	-	1,205,044	694,005
Accounts receivable, net	-	-	-	2,948
Prepaid expenses and other assets	-	359	359	8,069
Total current assets	<u>19,961,748</u>	<u>3,649,177</u>	<u>23,610,925</u>	<u>19,831,927</u>
Non-current assets:				
Contributions receivable, net	327,508	-	327,508	995,251
Loans receivable	-	-	-	-
Debt reserve fund	-	-	-	-
Capital assets, net	1,630,166	-	1,630,166	1,664,403
Total non-current assets	<u>1,957,674</u>	<u>-</u>	<u>1,957,674</u>	<u>2,659,654</u>
Total assets	<u>\$ 21,919,422</u>	<u>\$ 3,649,177</u>	<u>\$ 25,568,599</u>	<u>\$ 22,491,581</u>
	Liabilities and Net Assets			
Current liabilities:				
Accounts payable and accrued expenses	\$ 440,494	\$ 37,249	\$ 477,743	\$ 149,060
Accrued payroll	-	-	-	-
Accrued workers' compensation	-	-	-	-
Accrued compensated absences	-	-	-	-
State funds payable	-	-	-	-
Deferred revenues	-	-	-	-
Current portion of capital lease obligations	-	-	-	-
Current portion of bonds payable	-	-	-	413,057
Total current liabilities	<u>440,494</u>	<u>37,249</u>	<u>477,743</u>	<u>562,117</u>
Non-current liabilities:				
Accrued workers' compensation	-	-	-	-
Accrued compensated absences	-	-	-	-
Government advances refundable	-	-	-	-
Capital lease obligations	-	-	-	-
Deferred revenues	-	-	-	-
Bonds payable	-	-	-	-
Total non-current liabilities	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total liabilities	<u>440,494</u>	<u>37,249</u>	<u>477,743</u>	<u>562,117</u>
Net assets:				
Investment in capital assets, net of related debt	1,630,166	-	1,630,166	1,251,346
Restricted:				
Nonexpendable	8,952,571	1,456,789	10,409,360	9,562,570
Expendable	4,557,727	1,222,405	5,780,132	4,283,725
Unrestricted	6,338,464	932,734	7,271,198	6,831,823
Total net assets	<u>21,478,928</u>	<u>3,611,928</u>	<u>25,090,856</u>	<u>21,929,464</u>
Total liabilities and net assets	<u>\$ 21,919,422</u>	<u>\$ 3,649,177</u>	<u>\$ 25,568,599</u>	<u>\$ 22,491,581</u>

See accompanying notes to financial statements.

Bridgewater State University
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Combining Statements of Revenues, Expenses, and Changes in Net Assets – Component Units

Years Ended June 30, 2011 and 2010

	2011			2010 Combined
	Foundation	Alumni Association	Combined	
Operating Revenues:				
Tuition and fees	\$ -	\$ -	\$ -	\$ -
Less: scholarships and fellowships	-	-	-	-
Net tuition and fees	-	-	-	-
Gifts and contributions	1,035,140	62,221	1,097,361	1,246,172
Federal, state and private grants and contracts	-	-	-	-
Auxiliary enterprises	-	-	-	-
Other operating revenues	-	100,501	100,501	131,938
Total operating revenues	<u>1,035,140</u>	<u>162,722</u>	<u>1,197,862</u>	<u>1,378,110</u>
Operating expenses:				
Educational and general:				
Instruction	-	-	-	-
Gifts and contributions	531,981	170,920	702,901	754,096
Public service	-	-	-	-
Academic support	-	-	-	-
Student services	-	-	-	-
Institutional support	371,853	13,719	385,572	152,947
Operation and maintenance of plant	-	-	-	-
Other	14,322	-	14,322	-
Scholarships and fellowships	-	-	-	-
Depreciation and amortization	34,237	-	34,237	34,237
Auxiliary enterprises	-	-	-	-
Total operating expenses	<u>952,393</u>	<u>184,639</u>	<u>1,137,032</u>	<u>941,280</u>
Net operating income (loss)	<u>82,747</u>	<u>(21,917)</u>	<u>60,830</u>	<u>436,830</u>
Net operating revenues (expenses):				
State appropriations, net	-	-	-	-
Gifts	-	-	-	-
Investment income	2,558,212	473,377	3,031,589	2,217,056
Interest expense	-	-	-	-
Rental income	36,000	-	36,000	36,000
Other non-operating revenues	32,973	-	32,973	34,112
Net non-operating revenues	<u>2,627,185</u>	<u>473,377</u>	<u>3,100,562</u>	<u>2,287,168</u>
Total increase in net assets	<u>2,709,932</u>	<u>451,460</u>	<u>3,161,392</u>	<u>2,723,998</u>
Net assets, beginning of year	<u>18,768,996</u>	<u>3,160,468</u>	<u>21,929,464</u>	<u>19,205,466</u>
Net assets, end of year	<u>\$ 21,478,928</u>	<u>\$ 3,611,928</u>	<u>\$ 25,090,856</u>	<u>\$ 21,929,464</u>

See accompanying notes to financial statements.

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

Notes to Financial Statements

Years Ended June 30, 2011 and 2010

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Bridgewater State University (the "University") is a state-supported comprehensive University that offers a quality education leading to bachelors and masters degrees. The University also offers, through the Division of Continuing Education, credit and noncredit courses as well as a variety of summer workshop programs. The University is accredited by the New England Association of Schools and Colleges. The University's campus is located 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 (US GAAP). The *Governmental Accounting Standards Board* (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (Statements and Interpretations).

The Bridgewater State University Foundation (the "Foundation") and the Bridgewater Alumni Association of Bridgewater State University (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.

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. The accompanying statement of activities demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable within a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are instead reported as general revenues.

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

Bridgewater State University
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Notes to Financial Statements

Years Ended June 30, 2011 and 2010

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Basis of Presentation and Accounting (concluded)

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 assets, revenues, expenses, and changes in net assets and cash flows on a combined University-wide basis.

The University's policies for defining operating activities in the statements of revenues, expenses and changes in net assets are those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services. Certain other transactions are reported as non-operating activities in accordance with GASB Statement No. 35. These non-operating activities include the University's operating and capital appropriations from the Commonwealth of Massachusetts ("Commonwealth"), net investment income, and interest expense.

Governments are also required to follow applicable pronouncements of the Financial Accounting Standards Board (FASB) issued through November 30, 1989 that do not conflict with or contradict GASB pronouncements. Although the University has the option to apply FASB pronouncements issued after that date to its business-type activities, it has chosen not to do so.

Net Assets

Resources are classified for accounting purposes into the following four net asset categories:

Invested in capital assets, net of related debt: 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 assets subject to externally imposed conditions requiring the University to maintain them in perpetuity.

Restricted - expendable: Net assets whose use is subject to externally imposed conditions that can be fulfilled by the actions of the University or by the passage of time.

Bridgewater State University
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Notes to Financial Statements

Years Ended June 30, 2011 and 2010

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Net Assets (concluded)

Unrestricted: All other categories of net assets. Unrestricted net assets 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 Equivalents

The University's cash and equivalents are cash on hand, cash held with the Commonwealth's Treasurer and the Massachusetts State College Building Authority (MSCBA), and short-term, highly liquid investments with original maturities of three months or less from the date of acquisition.

Allowance for Doubtful Accounts

Accounts receivable are periodically evaluated for collectability. Provisions for losses on receivables are determined on the basis of loss experience, known and inherent risks in the loan portfolio, the estimated value of underlying collateral and current economic conditions.

Investments

Investments in marketable securities are stated at fair value. Dividends, interest, and net realized and unrealized gains or losses on investments are reported in the statements of revenues, expenses and changes in net assets. Gains and losses on the disposition of investments are determined based on specific identification of securities sold. Investment income is recognized when earned.

Capital Assets

Real estate assets, including improvements, are generally stated at cost. Furnishings, equipment and collection items are stated at cost at date of acquisition or, in the case of gifts, at fair value at date of donation. In accordance with the state's capitalization policy, non-collection items with a unit cost of more than \$50,000 are capitalized. Library materials are generally expensed during the year. 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.

Bridgewater State University
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Notes to Financial Statements

Years Ended June 30, 2011 and 2010

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Deferred Financing Costs

Deferred financing costs are amortized on a straight-line basis over the life of the related bonds. Amortization expense was \$8,609 and \$6,864 for the years ended June 30, 2011 and 2010, respectively.

Fringe Benefits

The University participates in the Commonwealth's fringe benefit programs, including health insurance, unemployment, pension and workers' compensation benefits. Health insurance, unemployment and pension costs are billed through a fringe benefit rate charged to the University. Workers' compensation costs are assessed separately based on the University's actual experience.

Compensated Absences

Employees earn the right to be compensated during absences for vacation leave and sick leave. Accrued vacation is the amount earned by all eligible employees through June 30, 2011 and 2010. The accrued sick leave balance represents 20% of amounts earned by those employees with ten or more years of state service at June 30, 2011 and 2010. Upon retirement, these employees are entitled to receive payment for this accrued balance.

Deferred 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 are 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 income taxes under Section 115 of the Internal Revenue Code.

Bridgewater State University
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Notes to Financial Statements

Years Ended June 30, 2011 and 2010

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (concluded)

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.

2. CASH AND EQUIVALENTS

Custodial credit risk is risk associated with the failure of a depository financial institution. In the event of a depository financial institution's failure, the University would not be able to recover its balance in excess of amounts insured by the Federal Deposit Insurance Corporation (FDIC). At June 30, 2011 and 2010, the University was collateralized up to the maximum of \$40 million and \$50 million, respectively, by TD Bank NA through an Irrevocable Standby Letter of Credit held by the Federal Home Loan Bank of Pittsburgh. At June 30, 2011 and 2010, the carrying amount of the University's deposits, net of deposits and disbursements in transit, was \$39,064,297 and \$32,615,457, respectively. Of the carrying amount, \$610,403 and \$608,544 were held by Massachusetts Municipal Depository Trust (MMDT) at June 30, 2011 and 2010, respectively.

The MMDT is not subject to FDIC insurance. The Massachusetts Municipal Depository Trust 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.

3. CASH HELD BY THE STATE TREASURER

Accounts payable and accrued salaries to be funded from state-appropriated funds totaled \$1,499,954 and \$1,004,273 at June 30, 2011 and 2010, respectively. The University has recorded a comparable dollar amount of cash held by the State Treasurer for the benefit of the University, which was subsequently utilized to pay for such liabilities.

Bridgewater State University
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Notes to Financial Statements

Years Ended June 30, 2011 and 2010

4. RESTRICTED CASH

Restricted cash consist of approximately \$3,514,000 and \$437,000 at June 30, 2011 and 2010, respectively, for construction projects not performed until the following fiscal year, cash restricted for debt service approximating \$484,000 and \$173,000 at June 30, 2011 and 2010, respectively, and cash restricted for the Federal Perkins Loan Program approximating \$2,041,000 and \$1,872,000.

5. INVESTMENTS – COMPONENT UNITS

Investments of the combined component units are stated at fair value and consist of the following at June 30:

	<u>2011</u>	<u>2010</u>
Equity mutual funds	\$ 13,269,998	\$ 9,860,274
Bond mutual funds	<u>8,524,244</u>	<u>6,192,917</u>
	<u>\$ 21,794,242</u>	<u>\$ 16,053,191</u>

The following schedule summarizes the investment return of the combined component units in the Statements of Revenues, Expenses, and Changes in Net Assets for the years ended June 30:

	<u>2011</u>	<u>2010</u>
Interest income	\$ 612,397	\$ 430,146
Net realized/unrealized gains	<u>2,419,192</u>	<u>1,786,910</u>
	<u>\$ 3,031,589</u>	<u>\$ 2,217,056</u>

Bridgewater State University
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Notes to Financial Statements

Years Ended June 30, 2011 and 2010

6. ACCOUNTS RECEIVABLE, NET

The balance is comprised of the following at June 30:

	2011	2010
Students	\$ 8,265,169	\$ 6,458,014
Grants	187,630	853,516
Other	710,047	574,795
	9,162,846	7,886,325
Less: Allowance for doubtful accounts	1,156,298	1,041,561
	\$ 8,006,548	\$ 6,844,764

7. CONTRIBUTIONS RECEIVABLE – COMPONENT UNITS

Contributions receivable consist of unconditional promises to give from individuals and charitable remainder trusts. Management has recorded these contributions at their estimated fair value and considers them to be fully collectible. A discount of five percent has been used to reflect the present value of the non-current portion.

Charitable Remainder Trusts

The Foundation has been named the beneficiary under three charitable remainder unitrust agreements. The present value of the estimated future benefits to be received upon distribution of the trust assets has been recognized as a permanently restricted contribution. A discount rate of 3.0% was used in determining the estimated future payments as of both June 30, 2011 and 2010, respectively. The amount of the receivable is \$249,027 and \$233,810, net of the discounted amount of \$407,601 and \$373,725 at June 30, 2011 and 2010, respectively.

Bridgewater State University
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Notes to Financial Statements

Years Ended June 30, 2011 and 2010

CONTRIBUTIONS RECEIVABLE (concluded)

Contributions

Contributions receivable are as follows as of June 30:

	2011	2010
Amounts due in:		
Less than one year	\$1,205,044	\$ 694,005
One to five years	108,353	806,455
More than five years	5,330	-
	1,318,727	1,500,460
Less: Unamortized discounts	(35,202)	(45,014)
Total	\$ 1,283,525	\$ 1,455,446

8. CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2011 is as follows:

	Estimated Lives (in Years)	Beginning Balance	Additions	Reductions	Reclassifications	Ending Balance
Capital assets not depreciated:						
Land		\$ 1,896,405	\$ -	\$ -	\$ -	\$ 1,896,405
Artwork		281,050	-	-	-	281,050
Construction in progress		23,029,220	45,480,206	-	(4,100,968)	64,408,458
Total not depreciated		25,206,675	45,480,206	-	(4,100,968)	66,585,913
Capital assets depreciated:						
Buildings, including improvements	11-40	112,753,837	7,452,104	-	4,100,968	124,306,909
Furnishings and equipment including cost of capital leases)	3-10	5,705,303	-	-	-	5,705,303
Library materials	5	787,962	-	-	-	787,962
Total depreciated		119,247,102	7,452,104	-	4,100,968	130,800,174
Total capital assets		144,453,777	52,932,310	-	-	197,386,087
Less accumulated depreciation:						
Buildings, including improvements		50,129,728	4,452,895	-	-	54,582,623
Furnishings and equipment		3,013,501	289,721	-	-	3,303,222
Library materials		787,962	-	-	-	787,962
Total accumulated depreciation		53,931,191	4,742,616	-	-	58,673,807
Capital assets, net		\$ 90,522,586	\$ 48,189,694	\$ -	\$ -	\$ 138,712,280

Bridgewater State University

(An Agency of the Commonwealth of Massachusetts)

Notes to Financial Statements

Years Ended June 30, 2011 and 2010

CAPITAL ASSETS (continued)

Capital asset activity for the year ended June 30, 2010 is as follows:

	Estimated Lives (in Years)	Beginning Balance	Additions	Reductions	Reclassifications	Ending Balance
Capital assets not depreciated:						
Land		\$ 1,896,405	\$ -	\$ -	\$ -	\$ 1,896,405
Artwork		281,050	-	-	-	281,050
Construction in progress		5,489,371	18,900,143	-	(1,360,294)	23,029,220
Total not depreciated		7,666,826	18,900,143	-	(1,360,294)	25,206,675
Capital assets depreciated:						
Buildings, including improvements	11-40	108,346,810	3,046,733	-	1,360,294	112,753,837
Furnishings and equipment (including cost of capital leases)	3-10	5,705,303	-	-	-	5,705,303
Library materials	5	787,962	-	-	-	787,962
Total depreciated		114,840,075	3,046,733	-	1,360,294	119,247,102
Total capital assets		122,506,901	21,946,876	-	-	144,453,777
Less accumulated depreciation:						
Buildings, including improvements		45,976,749	4,152,979	-	-	50,129,728
Furnishings and equipment		2,824,755	188,746	-	-	3,013,501
Library materials		787,962	-	-	-	787,962
Total accumulated depreciation		49,589,466	4,341,725	-	-	53,931,191
Capital assets, net		\$ 72,917,435	\$ 17,605,151	\$ -	\$ -	\$ 90,522,586

9. DEFERRED REVENUES

Deferred 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 as well as contributions made by certain vendors. The University's food service operations are managed under agreement by an outside party. The vendor contributed a total of \$4,900,000 over fiscal years 2008 to 2010, to upgrade the food service facilities and for the installation of an air conditioning system in the food service facility. Effective July 1, 2008, the contribution is subject to amortization over ten years. Capital appropriations are not recognized as income until the project is completed.

Bridgewater State University
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Notes to Financial Statements

Years Ended June 30, 2011 and 2010

DEFERRED REVENUES (concluded)

Deferred revenues of the University include the following at June 30:

	<u>2011</u>	<u>2010</u>
Tuition and fees	\$ 4,594,172	\$ 3,885,434
Vendor contributions	3,600,500	4,090,500
Deferred capital appropriation	58,233,530	15,949,839
Grants	<u>331,902</u>	<u>243,701</u>
Total deferred revenues	66,760,104	24,169,474
Less: current portion	<u>(7,745,962)</u>	<u>(4,134,034)</u>
Non-current portion	<u>\$ 59,014,142</u>	<u>\$ 20,035,440</u>

10. LONG-TERM LIABILITIES

Long-term liabilities of the University at June 30, 2011 consist of:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Capital leases and bonds payable:					
Bonds payable	\$ 12,454,159	\$ -	\$ 654,469	\$ 11,799,690	\$ 581,572
Capital lease obligations	6,817,767	-	258,088	6,559,679	272,768
	<u>19,271,926</u>	-	<u>912,557</u>	<u>18,359,369</u>	<u>854,340</u>
Other long-term liabilities:					
Accrued worker's compensation	754,092	992,319	754,092	992,319	196,479
Accrued compensated absences	6,959,133	7,785,060	6,959,133	7,785,060	5,215,990
Government advances refundable	<u>5,903,329</u>	-	-	<u>5,903,329</u>	-
Total other long-term liabilities	<u>13,616,554</u>	<u>8,777,379</u>	<u>7,713,225</u>	<u>14,680,708</u>	<u>5,412,469</u>
Total long-term liabilities	<u>\$ 32,888,480</u>	<u>\$ 8,777,379</u>	<u>\$ 8,625,782</u>	<u>\$ 33,040,077</u>	<u>\$ 6,266,809</u>

Bridgewater State University

(An Agency of the Commonwealth of Massachusetts)

Notes to Financial Statements

Years Ended June 30, 2011 and 2010

LONG-TERM LIABILITIES (continued)

Long-term liabilities of the University at June 30, 2010 consist of:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Capital leases and bonds payable:					
Bonds payable	\$ 7,705,670	\$ 5,048,179	\$ 299,690	\$ 12,454,159	\$ 555,099
Capital lease obligations	9,693,287	-	2,875,520	6,817,767	258,088
	<u>17,398,957</u>	<u>5,048,179</u>	<u>3,175,210</u>	<u>19,271,926</u>	<u>813,187</u>
Other long-term liabilities:					
Accrued worker's compensation	798,321	754,092	798,321	754,092	133,474
Accrued compensated absences	6,772,177	6,959,133	6,772,177	6,959,133	4,653,361
Government advances refundable	5,903,329	-	-	5,903,329	-
Total other long-term liabilities	<u>13,473,827</u>	<u>7,713,225</u>	<u>7,570,498</u>	<u>13,616,554</u>	<u>4,786,835</u>
Total long-term liabilities	<u>\$ 30,872,784</u>	<u>\$ 12,761,404</u>	<u>\$ 10,745,708</u>	<u>\$ 32,888,480</u>	<u>\$ 5,600,022</u>

Bonds Payable

The University has \$7,850,000 of the Capital Asset Program Issue, Series J-4 revenue bond, issued by the Massachusetts Health and Educational Facilities Authority (MHEFA). The bond has a variable interest rate, which was 0.504% and 0.883% at June 30, 2011 and 2010, respectively, and is payable in annual installments through January 2023. MHEFA requires that the University maintain a debt reserve fund held by a Trustee. At June 30, 2011 and 2010, the debt reserve fund was \$450,390 and \$549,759, respectively. At June 30, 2011 and 2010, the balance of the bond was \$5,877,526 and \$6,291,028, respectively.

During fiscal year 2006, the University entered into a financing agreement with the Massachusetts State College Building Authority (MSCBA) to construct a new parking lot. The source of financing for the project was 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 semiannual installments, starting May 1, 2007 and ending June 30, 2026, at an annual variable coupon rate averaging 4.3%. MSCBA requires that the University maintain a debt service reserve. At June 30, 2011 and 2010, the debt service reserve was \$86,836. At June 30, 2011 and 2010, the balance on the bond was \$1,071,019 and \$1,119,420, respectively.

Bridgewater State University
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Notes to Financial Statements

Years Ended June 30, 2011 and 2010

LONG-TERM LIABILITIES (continued)

Bonds Payable (concluded)

During fiscal year 2010, the University entered into a financing agreement with MSCBA to refurbish athletic facilities. The source of financing for the project was based on the issuance of Project Revenue Bonds by MSCBA on behalf of the University (Series 2009B and 2009C). Through its agreements with MSCBA, the University has an agreement to repay this debt in semi-annual installments, starting May 1, 2010 and ending May 1, 2030, at an annual variable coupon rate averaging 4.6%. MSCBA requires no debt service reserve. At June 30, 2011 and 2010, the balance on the bond was \$4,851,146 and \$5,043,711.

Maturities of the bonds payable subsequent to June 30, 2011 are as follows:

Fiscal Years Ended June 30,	Principal	Interest	Total
2012	\$ 581,572	\$ 239,686	\$ 821,258
2013	606,608	231,721	838,329
2014	637,704	221,649	859,353
2015	668,441	209,633	878,074
2016	704,930	196,776	901,706
2017-2021	4,021,364	832,887	4,854,251
2022-2026	3,210,156	476,159	3,686,315
2027-2031	1,368,915	123,746	1,492,661
	<u>\$11,799,690</u>	<u>\$ 2,532,257</u>	<u>\$14,331,947</u>

Bridgewater State University
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Notes to Financial Statements

Years Ended June 30, 2011 and 2010

LONG-TERM LIABILITIES (continued)

Leases

The following schedule summarizes future minimum payments under non-cancelable leases subsequent to June 30, 2011:

Fiscal Years Ending June 30,	Capital Leases		Operating	Total
	Principal	Interest	Leases	
2012	\$ 272,768	\$ 357,110	\$ 717,589	\$ 1,347,467
2013	288,283	341,595	709,225	1,339,103
2014	304,681	325,196	486,742	1,116,619
2015	322,013	307,864	192,189	822,066
2016	340,332	289,545	166,589	796,466
2017-2021	2,015,113	1,134,274	847,985	3,997,372
2022-2026	2,657,567	37,954	682,610	3,378,131
2027-2028	358,922	8,504	273,044	640,470
	<u>\$ 6,559,679</u>	<u>\$ 2,802,042</u>	<u>\$ 4,075,973</u>	<u>\$ 13,437,694</u>

Rental expense for operating leases was \$935,160 and \$693,408 for the years ended June 30, 2011 and 2010, respectively.

The following is a summary of capital assets held under capital leases at June 30:

	2011	2010
Building improvements	\$ 10,442,355	\$10,442,355
Less: accumulated depreciation	<u>(2,088,471)</u>	<u>(1,566,353)</u>
	<u>\$ 8,353,884</u>	<u>\$ 8,876,002</u>

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

Notes to Financial Statements

Years Ended June 30, 2011 and 2010

LONG-TERM LIABILITIES – COMPONENT UNITS

Capital debt for the Foundation at June 30, 2011 consists of:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Term loan	\$ 413,057	\$ -	\$ 413,057	\$ -	\$ -

Note payable consisted of a mortgage on the property of the Foundation. During the year ended June 30, 2011, the note was repaid. Interest expense for the years ended June 30, 2011 and 2010 was \$7,404 and \$24,312, respectively.

11. 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. The loans receivable balance of \$3,800,831 and \$3,965,919 at June 30, 2011 and 2010, respectively, represents student loans issued through this program.

12. RESTRICTED NET ASSETS

The University is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time. These funds are comprised of the following at June 30:

	2011	2010
Restricted - nonexpendable:		
Scholarships and fellowships	\$ 23,000	\$ 23,000
Restricted - expendable:		
Grants	\$ 1,081,518	\$ 1,270,243

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Notes to Financial Statements

Years Ended June 30, 2011 and 2010

RESTRICTED NET ASSETS (concluded)

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

13. CASH FLOW INFORMATION

Cash and equivalents are comprised of the following at June 30:

	2011	2010
Cash and equivalents	\$ 33,024,303	\$ 30,133,067
Restricted cash and equivalents	6,039,994	2,482,390
Deposits held by state treasurer	2,533,954	1,757,681
Deposits held by MSCBA	6,588	2,906,249
Cash held by state treasurer	1,499,954	1,004,273
	\$ 43,104,793	\$ 38,283,660

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

	2011	2010
Fringe benefits provided by the state	\$ 10,734,025	\$ 7,814,027
Acquisition of capital assets through capital appropriations	2,513,012	1,119,770
Acquisition of capital assets through federal appropriations	2,251,074	-
Acquisition of capital assets through capital bond appropriations	38,420,443	15,944,940
Acquisition of capital assets through vendor contributions (see Note 8)	-	1,723,462

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Notes to Financial Statements

Years Ended June 30, 2011 and 2010

14. CONTINGENCIES

The University has no pending or threatened litigation at this time.

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 the 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 effect of the program cannot be determined as it is contingent on future tuition increases and the Program participants who attend the University.

Pollution Remediation Obligations

GASB 49 provides guidance for state and local governments in estimating and reporting the potential costs of pollution remediation. While GASB 49 does not require the University to search for pollution, it does require the University to reasonably estimate and report a remediation liability when any of the five specified obligating events has occurred:

- The University is compelled to take remediation action because pollution creates an imminent endangerment to public health;
- The University is in violation of a pollution prevention-related permit or license, such as a Resource Conservation and Recovery Act (RCRA) permit or similar permits under state law;
- The University is named or has the evidence that it will be named by a regulator as a responsible party or potentially responsible party (PRP) for remediation, or as a government responsible for sharing costs;
- The University is named or has evidence that it will be named in a lawsuit to enforce a cleanup; or
- The University commences or legally obligates itself to commence pollution remediation.

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Notes to Financial Statements

Years Ended June 30, 2011 and 2010

CONTINGENCIES (concluded)

Pollution Remediation Obligations (concluded)

The standard requires the University, to calculate pollution remediation liabilities using the expected cash flow technique which measures the liability as the sum of probability-weighted amounts in a range of possible estimated amounts. Where the University cannot reasonably estimate a pollution remediation obligation it does not report a liability.

In July 2008, the Commonwealth committed to invest \$98.7 million for the addition and modernization of the Marshall Conant Science Building. Included in that cost is pollution remediation obligations of approximately \$1.3 million for the removal of hazardous components. Accordingly, the University has included the liability for the removal of the hazardous components in accrued expenses.

15. OPERATING EXPENSES

The University's operating expenses, on a natural classification basis, are comprised of the following for the years ended June 30:

	<u>2011</u>	<u>2010</u>
Compensation and benefits	\$ 93,926,185	\$ 86,201,408
Supplies and services	43,075,167	41,339,721
Depreciation and amortization	4,751,225	4,348,589
Scholarships and fellowships	<u>6,798,118</u>	<u>5,629,351</u>
	<u>\$ 148,550,695</u>	<u>\$ 137,519,069</u>

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Notes to Financial Statements

Years Ended June 30, 2011 and 2010

16. MASSACHUSETTS MANAGEMENT ACCOUNTING AND REPORTING SYSTEM

Section 15G 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.

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

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

	2011	2010
Direct unrestricted appropriations	\$ 34,627,788	\$ 30,444,308
Add: Fringe benefits for benefited employees on the state payroll	10,734,025	7,814,027
Less: Day school tuition remitted to the state and included in tuition and fee revenue	(2,162,840)	(2,075,000)
Total unrestricted appropriations	43,198,973	36,183,335
Restricted appropriations	298,646	2,372,583
Total appropriations	\$ 43,497,619	\$ 38,555,918

A reconciliation between the University and MMARS as of June 30, 2011, is as follows (unaudited):

Revenue per MMARS	\$ 188,063,085
Revenue per University	188,063,085
Difference	\$ -

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Notes to Financial Statements

Years Ended June 30, 2011 and 2010

17. RETIREMENT PLAN

The University participates in the Commonwealth's Fringe Benefit programs, including active employee and post-employment health insurance, unemployment, pension, and worker's compensation benefits. Health insurance and pension costs (described in the subsequent paragraph) for active employees and retirees are paid through a fringe benefit rate charged to the University by the Commonwealth and currently the liability is borne by the Commonwealth, as are any effects on net assets and the results of current year operations, due to the adoption of GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Post-Employment Benefits Other than Pensions*. These on-behalf payments made by the Commonwealth were recognized as revenues and expenses for the years ended June 30, 2011 and 2010.

The Commonwealth of Massachusetts is statutorily responsible for the pension benefit of the University employees who participate in the Massachusetts State Employees' Retirement System (the "Retirement System"). The Retirement System, a single employer defined benefit public employee retirement system, is administered by the Commonwealth, and covers substantially all non-student employees. The University makes contributions on behalf of the employees through a fringe benefit charge assessed by the Commonwealth. Such pension expense amounted to \$6,440,579 and \$5,949,819 for the years ended June 30, 2011 and 2010, respectively. Employees who contribute a percentage of their regular compensation fund the annuity portion of the Retirement System. Annual covered payroll was approximately 62% and 57% of annual total payroll for the University in 2011 and 2010, respectively.

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

Years Ended June 30, 2011 and 2010

RETIREMENT PLAN (concluded)

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, retirees, 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 Retirement Benefits Trust Fund, an irrevocable trust. Any assets accumulated in excess of liabilities to pay premiums, 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 is a quasi-independent state agency governed by an eleven member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance, and is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees and their survivors and dependents. During the fiscal years ended June 30, 2011 and 2010, the GIC provided health insurance for its members through indemnity, PPO, and HMO plans. The GIC also administered carve-outs for pharmacy, mental health, and substance abuse benefits for certain of its health plans. In addition to health insurance, the GIC sponsors life insurance, long-term disability insurance (for active employees only), dental and vision coverage (for employees not covered by collective bargaining), retiree discount vision and dental plans, and a pre-tax health care spending account and dependent care assistance program (for active employees only).

As of June 30, 2011 and 2010, the University has paid or accrued for all amounts charged to it through the Commonwealth's fringe benefit recovery program.

18. PASS THROUGH GRANTS

The University distributed \$50,658,435 and \$45,611,792 for student loans through the U.S. Department of Education Federal direct lending program for the years ended June 30, 2011 and 2010, respectively. These distributions and related funding sources are not included as expenses and revenues or as cash disbursements or cash receipts in the accompanying financial statements.

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Notes to Financial Statements

Years Ended June 30, 2011 and 2010

19. MASSACHUSETTS STATE COLLEGE BUILDING AUTHORITY (UNAUDITED)

The Massachusetts State College Building Authority 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 has ten dormitories for which payments are made to the Massachusetts State College Building Authority. This liability is included in bonds payable on the accompanying statements of net assets.

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Schedules of Net Assets – Dormitory Trust Fund Report

June 30, 2011 and 2010

Assets

	<u>2011</u>	<u>2010</u>
Current assets:		
Cash and cash equivalents	\$ 2,988,480	\$ 2,861,177
Deposits at State Treasurer	178,026	227,219
Accounts receivable, net	<u>253,067</u>	<u>188,102</u>
 Total Dormitory Trust Fund Assets	 <u><u>\$ 3,419,573</u></u>	 <u><u>\$ 3,276,498</u></u>

Liabilities and Net Assets

Current liabilities:		
Accounts payable and accrued payroll	\$ 160,071	\$ 141,001
Accrued employee benefits	<u>299,496</u>	<u>276,543</u>
Total current liabilities	459,567	417,544
 Net assets	 <u>2,960,006</u>	 <u>2,858,954</u>
 Total Dormitory Trust Fund liabilities and net assets	 <u><u>\$ 3,419,573</u></u>	 <u><u>\$ 3,276,498</u></u>

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Schedules of Revenues, Expenses, and Changes in Net Assets – Dormitory Trust Fund
Report

June 30, 2011 and 2010

	<u>2011</u>	<u>2010</u>
Revenues:		
Residence hall rents, building authority	\$ 17,425,172	\$ 16,768,220
Other	648,720	573,483
Total revenues	<u>18,073,892</u>	<u>17,341,703</u>
Expenses:		
Regular employee compensation	2,613,269	2,555,768
Regular employee related	26,433	30,679
Special employee compensation	592,890	504,622
Pension and insurance related	891,668	724,673
Administrative	82,968	77,237
Facility operational	203,662	225,715
Energy cost and space rental	1,991,745	1,991,744
Consultant services	-	120
Operational services	-	25,628
Equipment leases	144,848	202,769
Benefit program	265,500	221,250
Payments to the building authority	11,159,857	9,492,751
Total expenses	<u>17,972,840</u>	<u>16,052,956</u>
Total increase in net assets	101,052	1,288,747
Net assets, beginning of year	<u>2,858,954</u>	<u>1,570,207</u>
Net assets, end of year	<u>\$ 2,960,006</u>	<u>\$ 2,858,954</u>



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

To the Board of Trustees of the Bridgewater State University:

We have audited the financial statements of Bridgewater State University (the "University") as of and for the year ended June 30, 2011, and have issued our report thereon dated October 13, 2011. 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.

Internal Control Over Financial Reporting

Management of the University is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the University's internal control over financial reporting as a basis for designing our auditing procedures 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 over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the University's internal control over financial reporting.

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 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.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the University's financial statements are free of 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*.

This report is intended solely for the information and use of the Board of Trustees and management of Bridgewater State University, the Commonwealth of Massachusetts, and Federal awarding agencies and pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.

Wolfe + Company, P.C.

Boston, Massachusetts
October 13, 2011

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