The BSU Quality Project:
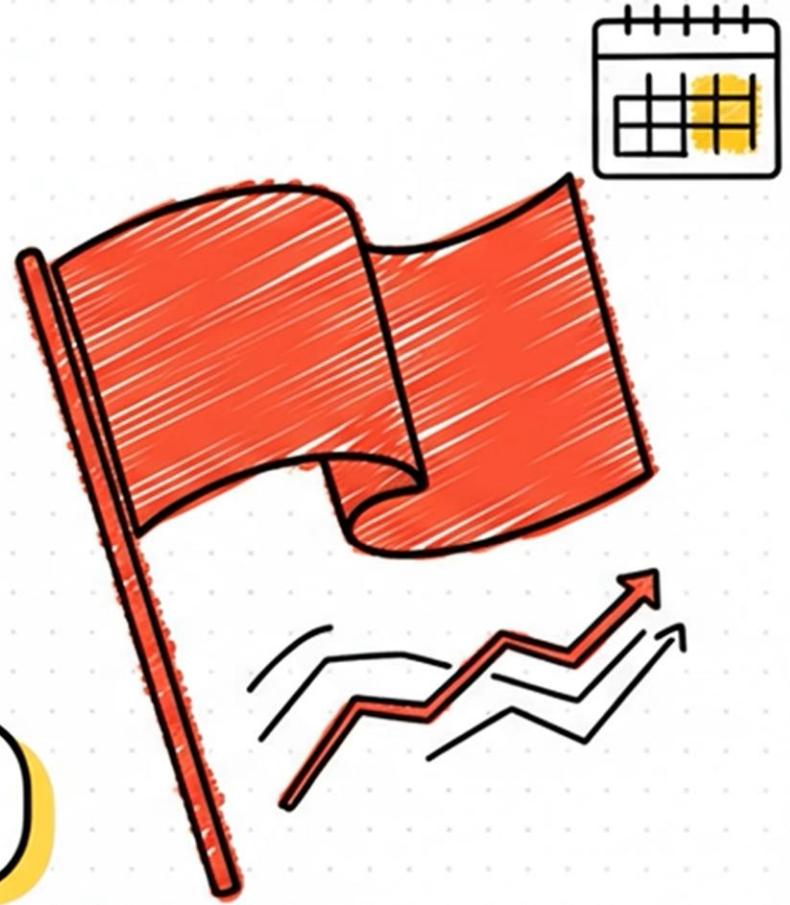# A Lifecycle for Institutional Excellence

Annual Assessment Report Results, System Architecture, and Strategic Direction (2024–2026)

Dr. Ruth C. Slotnick, Director of Assessment
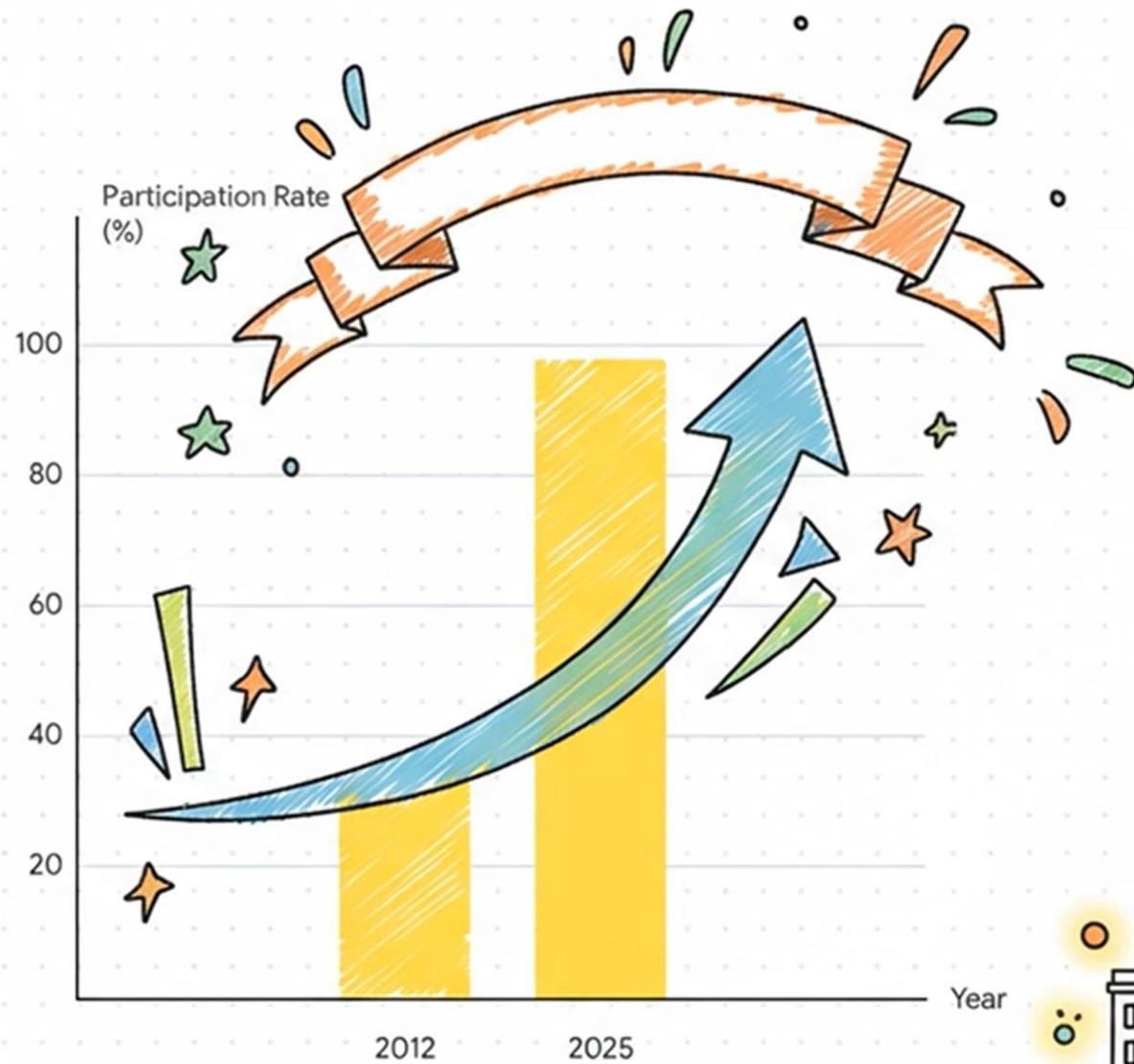Office of Assessment | Bridgewater State University
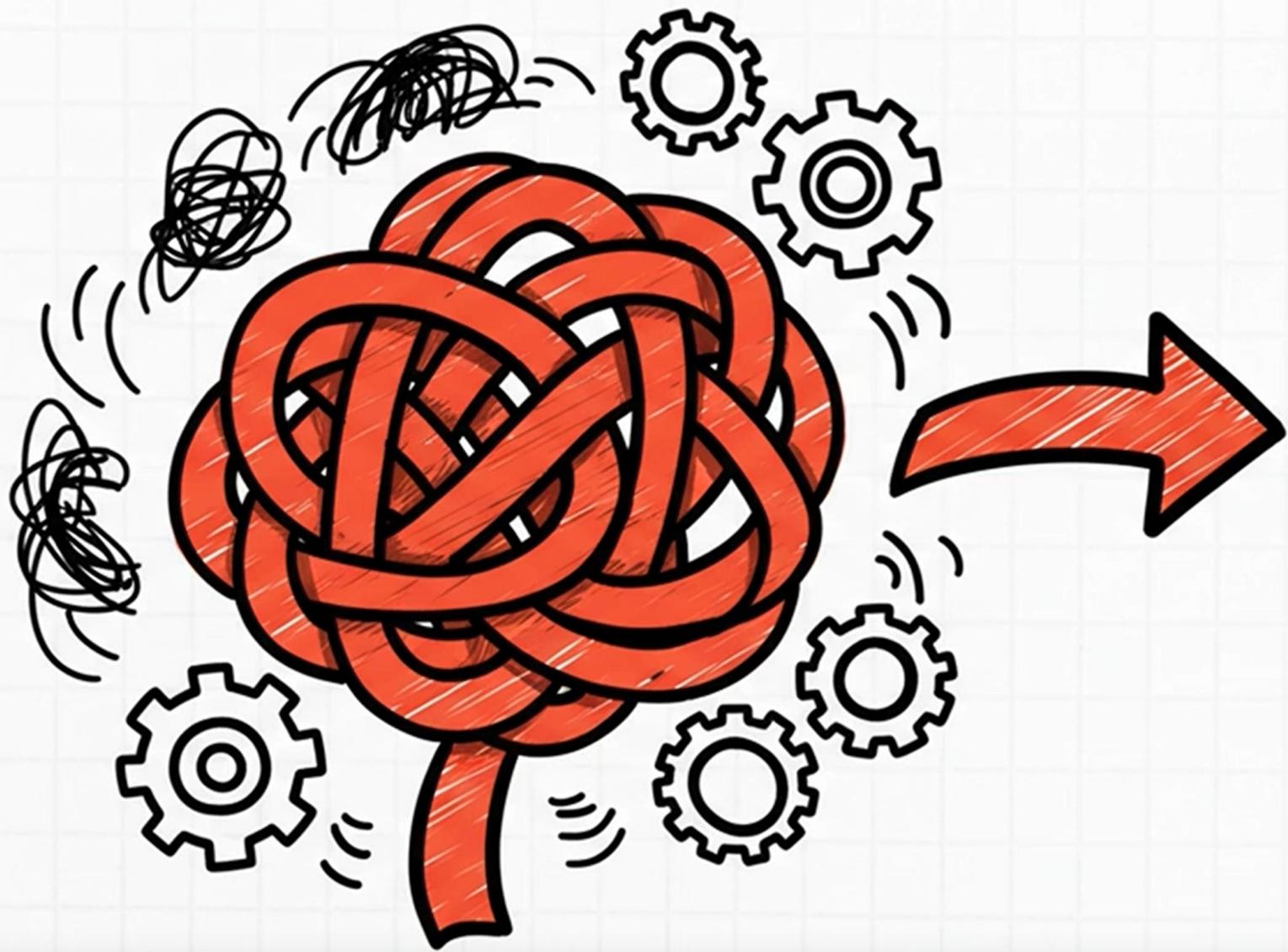
Participation Rate (%)

Program participation skyrocketed from 33% to 98% in just over a decade.

Building a Culture of Evidence: 2025 Performance at a Glance

Bridgewater State University has achieved a "steady state" of high engagement in institutional assessment. The focus has shifted from mere compliance (submitting the report) to quality assurance (using the data). We are now positioned to tell a compelling five-year story for the 2027 NECHE interim report.

98%
Participation Rate
102 of 104 degree programs submitted (56/57 Undergraduate, 46/47 Graduate).

146%
Increase in Excellence
27 Programs earned Excellence in Assessment (EIA) badges in 2025 (up from 11 in 2024).

350%
Graduate Growth
18 Graduate programs earned badges, a massive surge from just 4 in the previous year.
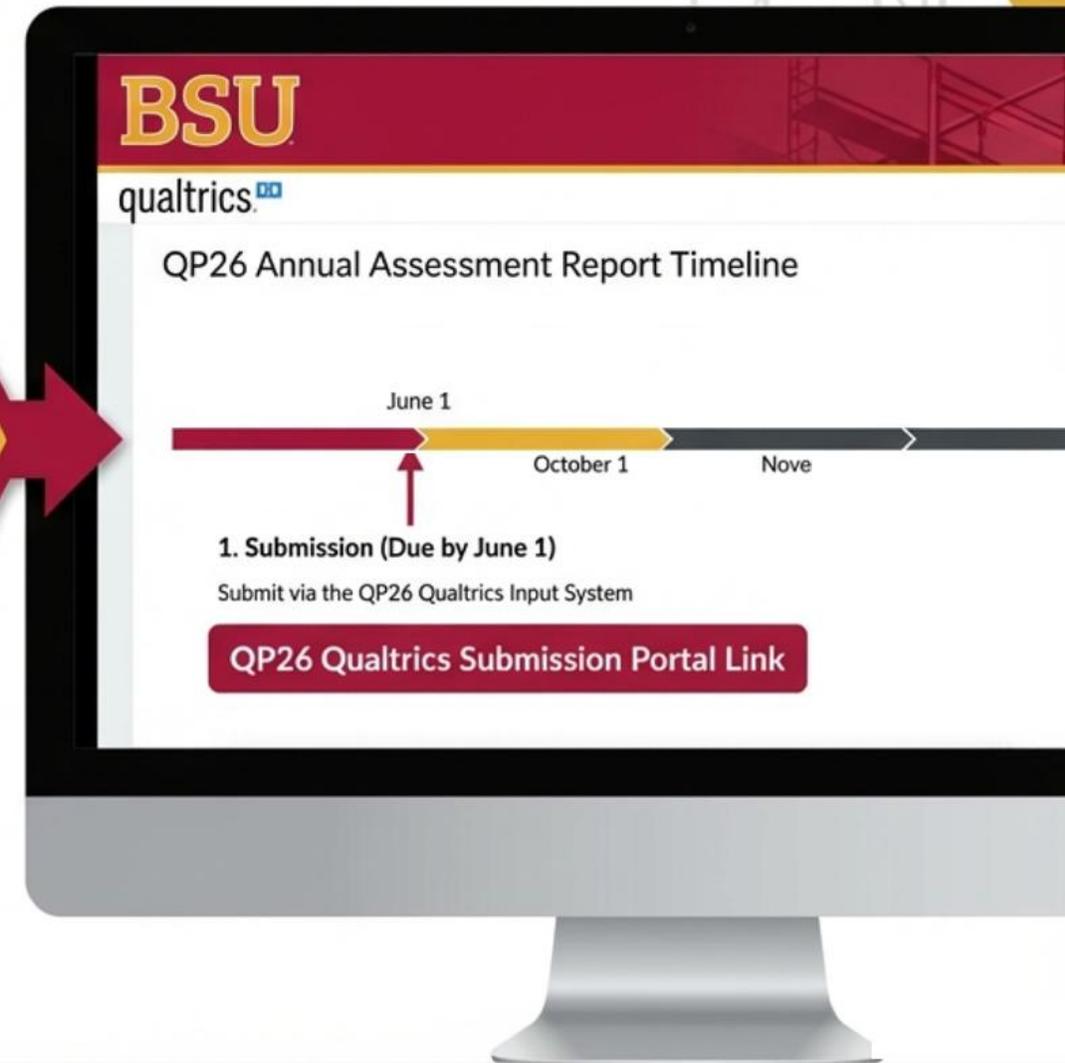
The Toolset: Standardization Meets Innovation

Offline Collaboration

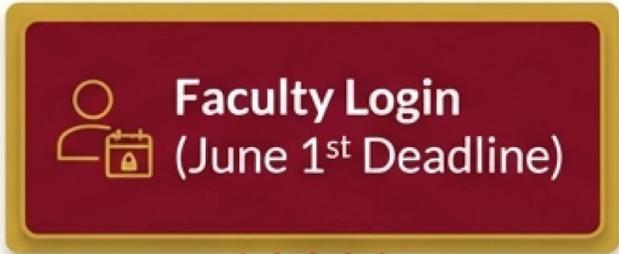- QP26 Annual Assessment Report Template
- Facilitates dept meeting before data entry
- Required Appendices:
  1. Plan
  2. Curriculum Map
  3. Results

GenAI Integration

New questions added to tools

BSU

qualtrics

QP26 Annual Assessment Report Timeline

June 1

October 1   Nove

1. Submission (Due by June 1)

Submit via the QP26 Qualtrics Input System

QP26 Qualtrics Submission Portal Link

The Yardstick: A Four-Dimension Analytic Rubric

Assessment quality is standardized across 34 departments using a transparent 0–4 scale. This rubric separates "compliance" (submission) from "quality" (impact).

Learning Outcomes (Target 3.0)

Assessment Plan

Reporting

Use of Results

Exemplary/Highly Developed (4)

Quality of Program Learning Outcomes (PLOs)

All PLOs are developed in terms of what students should be able to do upon completion of the degree(s). Student-centered and align with BSU mission. Outcomes delineated for different degree pathways, if applicable. Specialized accreditor outcomes restated, if needed for clarity.

Assessment Plan

Clear plan of assessment (systemized) with current outcomes, assessment tools, and curriculum map, using both direct and indirect assessment methods for all learning outcomes. Performance targets, if included, are explained. Regularly updated.

Reporting of Assessment Results

Results fully explained, analyzed, and interpreted in terms of degree pathways. Identified patterns of underperformance are addressed through timely interventions for enrolled students. Historical data summarized in context. Clear to all stakeholders. Data visuals, if used, strengthen narrative.

Use of Assessment Results

Evidence is presented with possible modifications in teaching and learning, curriculum design, or assessment plan to improve student learning. Includes next steps supported by department and any budgetary implications.
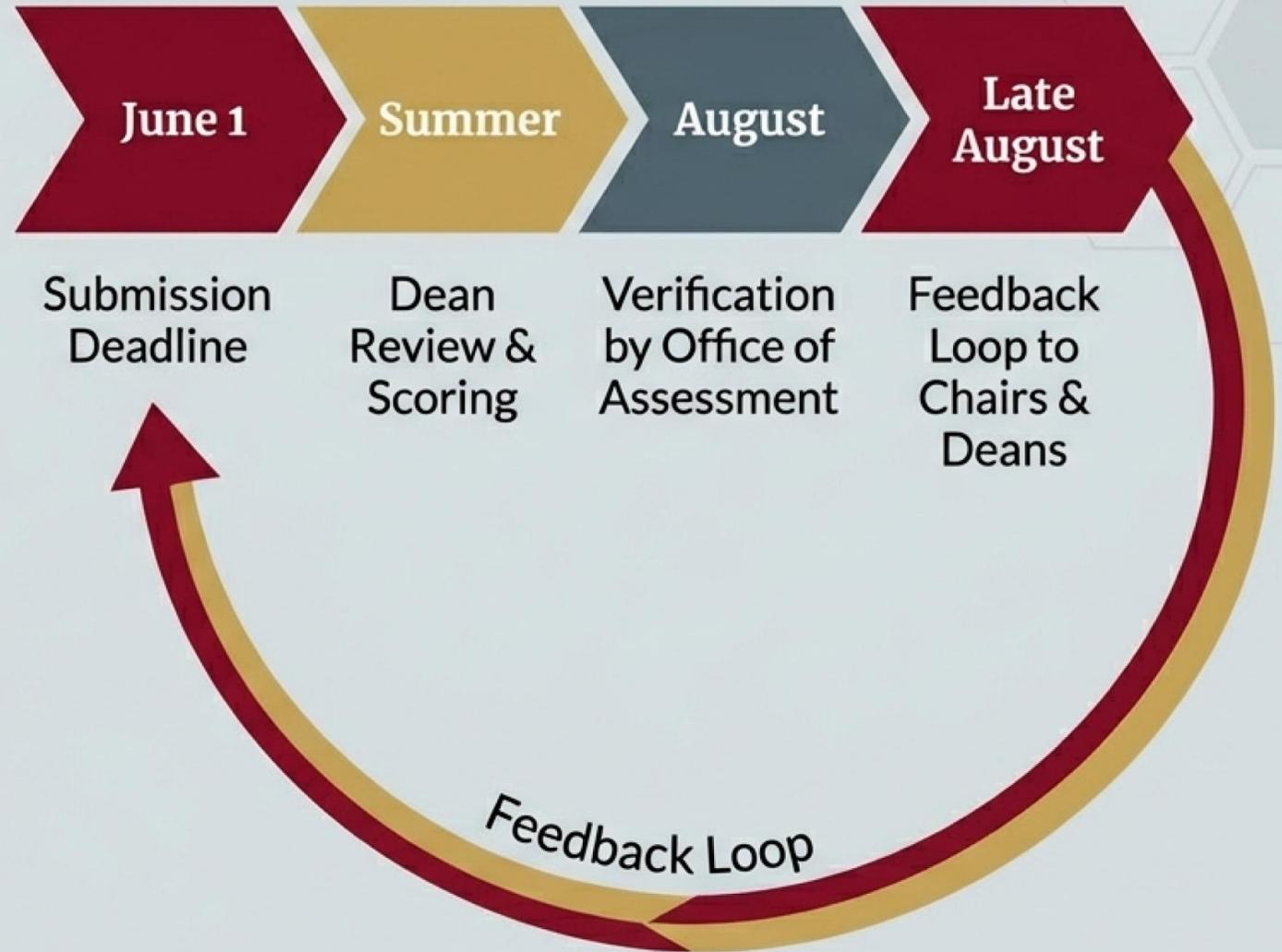
The Audit Function: Distributed Leadership

Quality assurance is decentralized. Deans review their own colleges using the Qualtrics system, providing both analytic scoring and qualitative coaching. This turns the annual report into a developmental dialogue rather than a bureaucratic filing.
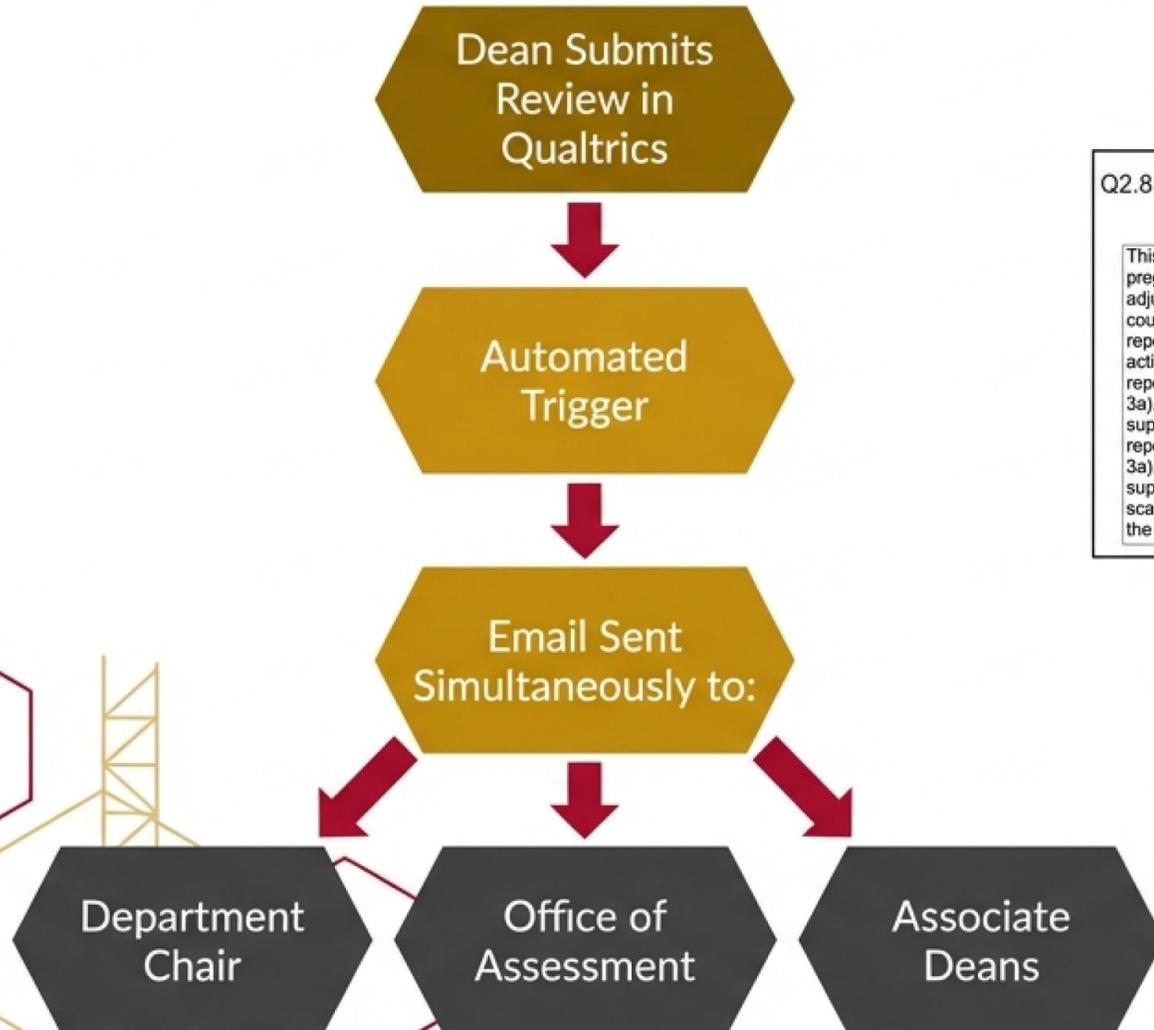
" Deans identify discrepancies, verify "Exemplary Programs," and provide specific interventions for programs rated "Initial" or "Emerging". "

June 1
Submission Deadline

Summer
Dean Review & Scoring

August
Verification by Office of Assessment

Late August
Feedback Loop to Chairs & Deans

Feedback Loop

The Feedback Loop: Automated Transparency

Dean Submits Review in Qualtrics

↓

Automated Trigger

↓

Email Sent Simultaneously to:

↓

Department Chair | Office of Assessment | Associate Deans

Q2.8. Comments on use of assessment results. Include any exemplary practices.

This report continues the exemplary practice of accompanying each assessment finding with a recommendations for followup to improve the pregram. Many of these followup items are more pedagegical than pregrammatic, so that their implementation depens on instructos' individual adjustments to teaching practice. That can be very impactful for courses that tend to be taught consistently by the instructer (e.g. CHEM 351). For courses taught by multiple faculty members, I'm interested in what shape this pedagegical followup actoally beyond the writing of the assessment report. Thers are appropriate recommendations for departmental professional development activities in the report, want to know whether these activities ultimately happen and whether/how they result in adaptations to teaching practice across mulliple tocus. I d want to commend this year's report for its focus, and proposed followup, on improving the program's attention to and intentionalty around st' oral communication skills (PLO 3a). This is a key skill area aligned with BSU's Core Curriculum, and is one that all our College's pregrams struggled to meaningfully assess. I fully support the recommendations advanced in the report for supporting faculty and students in advancing this PLO livting and learning, and for repert for its focus, and proposed follewup, on improving the program's attention to and intentionallty aroukents' oral communication skills (PLO 3a). This is a key skilt aree aligned with BSU's Core Corriculom, and is one that all our Oallege's programs druggled to meaningfully assess. I fully support the recommendations advanced in the report for supporting faculty and students in advancing this PLO loting and learning, and for scaffolding this skill more lengitudinally across the program curriculum. I would encourage the reors to collaborate with Undergraduate Studies and the faculty coominator of COMM 102 to leverage connections to the skills students are learning the spotirsen communication Core.
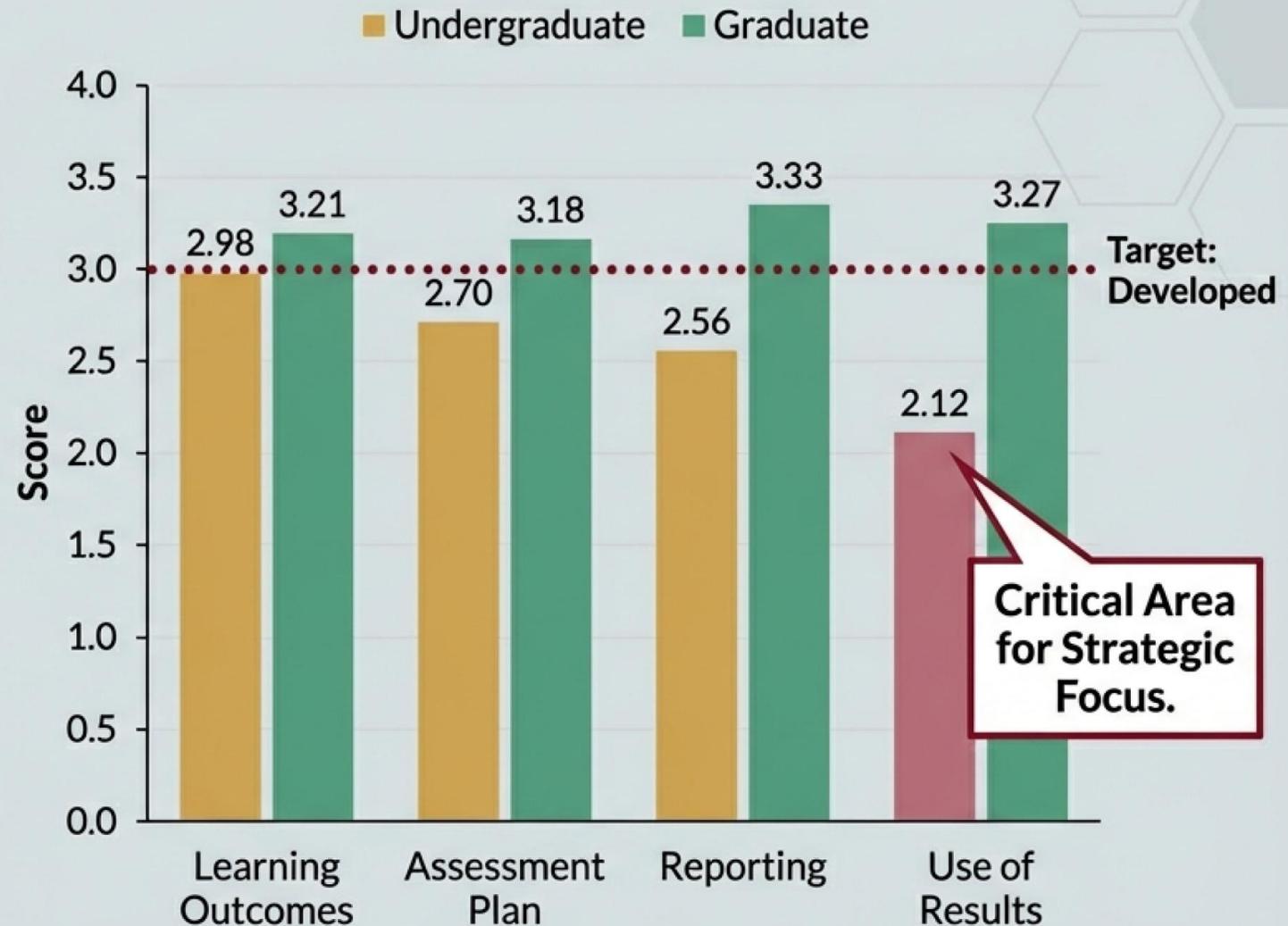
Deans provide narrative coaching on exemplary practices and next steps.

Institutional Performance: A Tale of Two Levels

The 2025 results reveal a divergence. Graduate programs have surged, exceeding the 3.00 (Developed) benchmark across all dimensions. Undergraduate programs excel in defining outcomes but struggle with the final step: closing the loop.

Undergraduate vs. Graduate Program Scores (Four Dimensions)

Legend: ■ Undergraduate ■ Graduate

Dimension	Undergraduate	Graduate
Learning Outcomes	2.98	3.21
Assessment Plan	2.70	3.18
Reporting	2.56	3.33
Use of Results	2.12	3.27

Target: Developed (3.00)

Critical Area for Strategic Focus.

Undergraduate Variability by College

Performance varies significantly by college culture. The College of Education and Health Sciences (CEHS) acts as the standard-bearer for planning, while Humanities and Social Sciences (CHSS) faces challenges in the latter stages of the cycle. Targeted dean-level support is required for CHSS.

	Assessment Plan	Learning Outcomes	Reporting	Use of Results
CEHS	3.50	3.17	2.92	2.42
BCSM	2.56	3.22	3.29	2.57
RCOB	2.80	3.20	2.40	2.00
CHSS	2.29	2.71	2.11	1.78

Graduate Consistency and Excellence

Driven by a 350% increase in badged programs, the graduate level is a model of consistency. Three of four colleges are performing at "Exemplary" or "Developed" "Developed" levels across the board. 18 Graduate programs earned EIA badges in 2025.
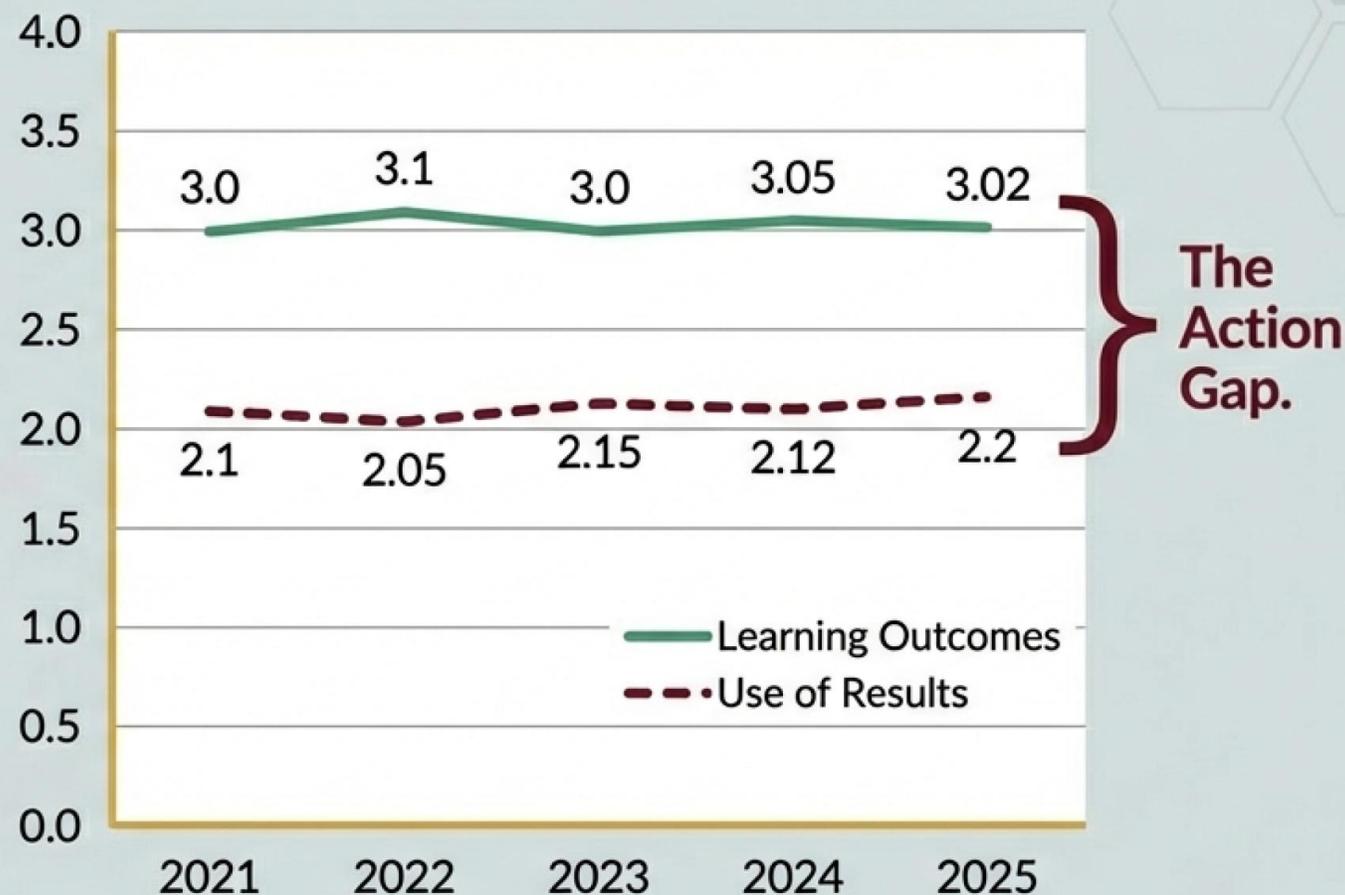
	Assessment Plan	Learning Outcomes	Reporting	Use of Results
⭐ CHSS Graduate	3.80	3.20	3.89	3.56
BCSM Graduate	3.17	3.33	3.60	3.60
CEHS Graduate	3.00	3.19	3.14	
RCOB Graduate	1.50	3.00	1.50	1.00

Outlier: Needs targeted intervention.

The Critical Gap: From Reporting to Action

"Use of Results" remains the lowest score institution-wide (2.12 for UG). Programs are successfully collecting data, but many struggle to document specific changes to curriculum or pedagogy based on that data. The AY26 focus is shifting from "collection mechanisms" to "closing the loop".

5-Year Trend: Learning Outcomes vs. Use of Results

Learning Outcomes:
- 2021: 3.0
- 2022: 3.1
- 2023: 3.0
- 2024: 3.05
- 2025: 3.02

Use of Results:
- 2021: 2.1
- 2022: 2.05
- 2023: 2.15
- 2024: 2.12
- 2025: 2.2

The Action Gap.

Legend:
— Learning Outcomes
--- Use of Results

146% Increase in Badged Programs (2025)
Total Recognized: 27 Programs

Requires Exemplary/Highly Developed scores in 3 of 4 dimensions.
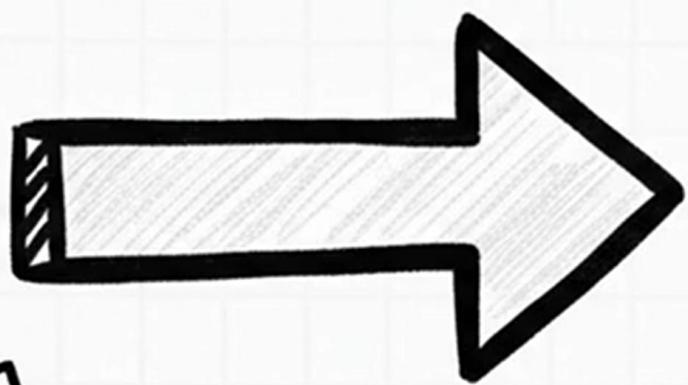
Compliance as a Byproduct of Excellence

The QP system is designed to automatically feed the NECHE E-Series (Option E1) forms. We do not "scramble" for accreditation data every ten years; we generate it annually as a matter of routine operations. Data supports the 2027 Interim Review and 2032 Decennial Review.

Qualtrics Annual Report (June 1)

Automatic Data Feed

The 5-Year Story of Improvement

Year 1 — June 1 Report Submitted
Year 2 — June 1 Report Submitted
Year 3 — June 1 Report Submitted
Year 4 — June 1 Report Submitted
Year 5 — June 1 Report Submitted
Goal

Democratizing Data: The Spring 2026 Dashboard

Assessment results are not hidden in a filing cabinet. They are processed via the Qualtrics system into public dashboards, fostering accountability and allowing colleges to benchmark their progress.

Dean's Assessment Dashboard | AY2024-2025 Results

The purpose of this Dean's dashboard is to provide a university- and college-level view of program assessment work to date. Colleges shown: Bartlett College of Science and Mathematics (BCSM), Ricciardi College of Business (RCOB), College of Humanities and Social Sciences (CHSS), and College of Education and Health Sciences (CEHS). COGS can use the filters —especially Level = Graduate and Search—to view graduate program assessment activity across colleges.

Theme [Sage ˅]   **Qualtrics Annual Report System Link**

College overview Deadline: **June 1, 2026** • Total: 73 programs (Note: The dashboard represents 105 degree pathways.)   Last updated: January 28, 2026

Bartlett College of Science and Mathematics (BCSM)
BCSM • **15 programs**

Undergraduate	Graduate
3 Exemplary	4 Exemplary
3 Good	0 Good
3 Developing	1 Developing
0 Needs	0 Needs
0 N/A	1 N/A

Ricciardi College of Business (RCOB)
RCOB • **5 programs**

Undergraduate	Graduate
1 Exemplary	0 Exemplary
0 Good	1 Good
2 Developing	1 Developing
0 Needs	0 Needs
0 N/A	0 N/A

College of Humanities and Social Sciences (CHSS)
CHSS • **26 programs**

Undergraduate	Graduate
2 Exemplary	6 Exemplary
5 Good	2 Good
8 Developing	1 Developing
1 Needs	0 Needs
1 N/A	0 N/A

College of Education and Health Sciences (CEHS)
CEHS • **27 programs**

Undergraduate	Graduate
5 Exemplary	7 Exemplary
3 Good	3 Good
2 Developing	3 Developing
0 Needs	0 Needs
1 N/A	3 N/A

Tip: tapping a college card applies the filter immediately.

The Path Forward: From Collection to Connection

We have built a robust, high-participation engine (98% participation). The system works. Our goal for AY26 is to pivot from 'Reporting' to 'Use of Results'.

Action Plan:

- Leverage 'Diamond Status' departments as mentors.
- Focus on RCOB/CHSS for targeted support.
- Sustain the momentum in Graduate excellence.

Outcomes

Assessment Plan

Use of Results

Reporting

AY26 Priority