Regis College

Self-Study Report
to
The New England Commission
of Higher Education

October 2023

Contents

INSTITUTIONAL CHARACTERISTICS

Date _____**8/18/23**_____

1. Corporate name of institution: **Regis College**

2. Date institution was chartered or authorized: **1927**

3. Date institution enrolled first students in degree programs: **1927**

4. Date institution awarded first degrees: **1931**

5. Type of control:

Public	Private
☐ State	☒ Independent, not-for-profit
☐ City	☐ Religious Group
☐ Other	(Name of Church) _____
(Specify) _____	☐ 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?

Commonwealth of Massachusetts; Regis College is authorized to grant "[…] such degrees as are usually conferred by colleges of the Commonwealth, except medical and law degrees."

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

☐	Less than one year of work	☐	First professional degree
☐	At least one but less than two years	☒	Master's and/or work beyond the first professional degree
☐	Diploma or certificate programs of at least two but less than four years	☒	Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

☒   Associate degree granting program of at least two years

☐   A doctor of philosophy or equivalent degree

☒   Four- or five-year baccalaureate degree granting program

☒   Other doctoral programs

☐   Other (Specify)

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

☐   Occupational training at the crafts/clerical level (certificate or diploma)

☒   Liberal arts and general

☒   Occupational training at the technical or semi-professional level (degree)

☒   Teacher preparatory

☒   Two-year programs designed for full transfer to a baccalaureate degree

☐   Professional

☐   Other_____

9.   The calendar system at the institution is:

☒ Semester   ☐ Quarter   ☐ Trimester   ☐ Other _____

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

a)   Undergraduate   ____**12**___ credit hours

b)   Graduate   ____**9**___ credit hours

c)   Professional   ____**na** ___ credit hours

11. Student population:

a) Degree-seeking students:

*	Undergraduate	Graduate	Total
Full-time student headcount	832	229	1061
Part-time student headcount	145	1285	1430
FTE	880	657	1537

*data as of 8/7/23

b) Number of students (headcount) in non-credit, short-term courses: _____136*_____

*data as of 8/7/23 our short-term, non-credit programs through the Professional Studies Division use a different enrollment cycle; fall numbers will be providing during the site visit.

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Dental Hygiene (AS and BS)	Commission on Dental Accreditation (CODA	CODA counts from the previous Mt. Ida Approval (1999); at Regis since June, 2018	3/2/2022 (for approval of two new external clinic rotation sites)	November 2023
AS in Radiography (LMH/Regis)	Joint Review Committee on Education in Radiologic Technology	10/2009	2/2018 full review 3/24/2022 - Interim Report	First quarter 2026
AS in Nursing (LMH/Regis)	ACEN	2000	September 2021	Spring 2029
BA Business Management	Accreditation Council for	May 2020	Fall 2019	Fall 2024

	Business Schools and Programs (ACBSP)			
BS Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Education Programs (CAAHEP) after review by the Joint Review Committee on Education in Diagnostic Medical Sonography	7/19/2018	3/13/2023	fall of 2023
Bachelor of Social Work (BSW)	Council on Social Work Education (CSWE)	1976	6/20/2017	October, 2024
BA Education	Department of Elementary and Secondary Education (DESE) [state accreditation]	Elementary: 1977 English and History: 1995 Early Childhood: 2022 History/Social Science: 2023	4/5/2022	2030
BS Nuclear Medicine	Joint Review Committee in Nuclear Medicine Technology	4/4/2008	4/17/2021	The program's next review for continued accreditation will occur in 2027. A mid-cycle report will

				be requested in 2024. A yearly review is submitted in August of every year
Pre-Licensure Nursing - BSN and ABSN	Accreditation Commission for Education in Nursing (ACEN) 10/02/2019 and 4/2022 Massachusetts Board of Registration in Nursing	1989	ACEN - 10/02/2019 BON - 4/2022	10/1/2027
BS Sports Management	Commission on Sport Management Accreditation (COSMA)	has Candidacy Status	4/21/2023	Final evaluation by COSMA board regarding full accreditation for program (first time accreditation) -- September 2023
MS Applied Behavior Analysis (ground program)	Association for Behavior Analysis International (ABAI)	4/22/2018	4/12/2022	4/2024
MS Applied Behavior Analysis (online program)	Association for Behavior Analysis International (ABAI)	Verified course sequence; 2019	2/1/2023	3/1/2024

Post Master's ABA Certificate	Association for Behavior Analysis International (ABAI)	Verified course sequence; 2015	4/24/2023	3/1/2024
Master of Science in Nursing with NP Specialization as family nurse practitioners and psychiatric mental health nurse practitioners and Post-Masters Certificate	Accreditation Commission for Education in Nursing (ACEN) and Massachusetts Board of Registration in Nursing	1995	5/18/2023	10/1/2024
MS Occupational Therapy	Accreditation Council for Occupational Therapy Education	4/22/2018	9/14/2022	9/10/2029
Masters in Social Work (MSW)	Council on Social Work Education (CSWE)	2018	2/1/2021	Re-affirmation is due February 2025
MS Speech Language Pathology	Council on Academic Accreditation in Audiology and SLP (CAA) of the American Speech-	Candidacy 5/25/2021	5/2021	2026

	Language-Hearing Association			
MEd Teaching in Special Education	Department of Elementary and Secondary Education (DESE) [state]	Moderate disabilities PreK-8: 2022 Moderate disabilities 5-12: 2002	4/5/2022	2030
Doctorate of Nursing Practice (DNP)	Accreditation Commission for Education in Nursing (ACEN)	2013	11/11/2020	10/24/2024

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			
Lawrence Memorial Hospital (LMH)/Regis College Nursing Program Medford, MA	AS Nursing	>50%	6
Lawrence Memorial Hospital (LMH)/Regis College Radiography Program Medford, MA	AS Radiography Program	>50%	2
Melmark New England, Applied Behavior Analysis Program Andover, MA	MS ABA	Full degree	0
Northern Essex Community College/"Regis North", Lawrence, MA	BA-NECC-PBH (Public Health)	>50%	2
Northern Essex Community College/"Regis North", Lawrence, MA	BS-NESS-HS (Health Sciences	>50%	0 (0.3)

Northern Essex Community College/"Regis North", Lawrence, MA	BS-NECC-NU (Nursing)	>50%	0 (0.3)

*enrollments as of 8/7/23

B. Out-of-state Locations: **NA**

Name of program(s)	Location	Headcount
na		

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
na		

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.

Name of program	Degree level	% on-line *	FTE
Post Masters Certificate in Nursing Online	Certificate	~75%	35
Certificate – Applied Behavior Analysis Online	Certificate	~75%	1
BS in Breast Imaging	Baccalaureate	100%	1
BS in Interventional Radiology	Baccalaureate	100%	0
BS in Medical Imaging	Baccalaureate	100%	8
BS in Nuclear Medicine Technology	Baccalaureate	100%	0
BS in Nursing (accelerated)	Baccalaureate	~75%	11
Doctor of Nursing Practice	DNP	~75%	42
Doctor of Nursing Practice (BS to DNP)	DNP	~75%	83
MS in Nursing (Online)	Master's	~75%	212
MS in Nursing (RN to MSN Online)	Master's	~75%	11

MS in Nursing (RN to MSN – Bridge Online)	Master's	~ 75%	13
MA in Strategic Communication	Master's	~ 75%	7
Master of Education – Student Success	Master's	100%	2
MPH in Public Health (Online)	Master's	75%	10
MS in Applied Behavior Analysis (Online)	Master's	~ 75%	18
MS in Health Administration (Online)	Master's	~75%	5
Master of Social Work (Online)	Master's	100%	42
Professional Master's of Business Administration	Master's	100%	0.3

*some programs have field work, clinicals, or some required face to face engagement.
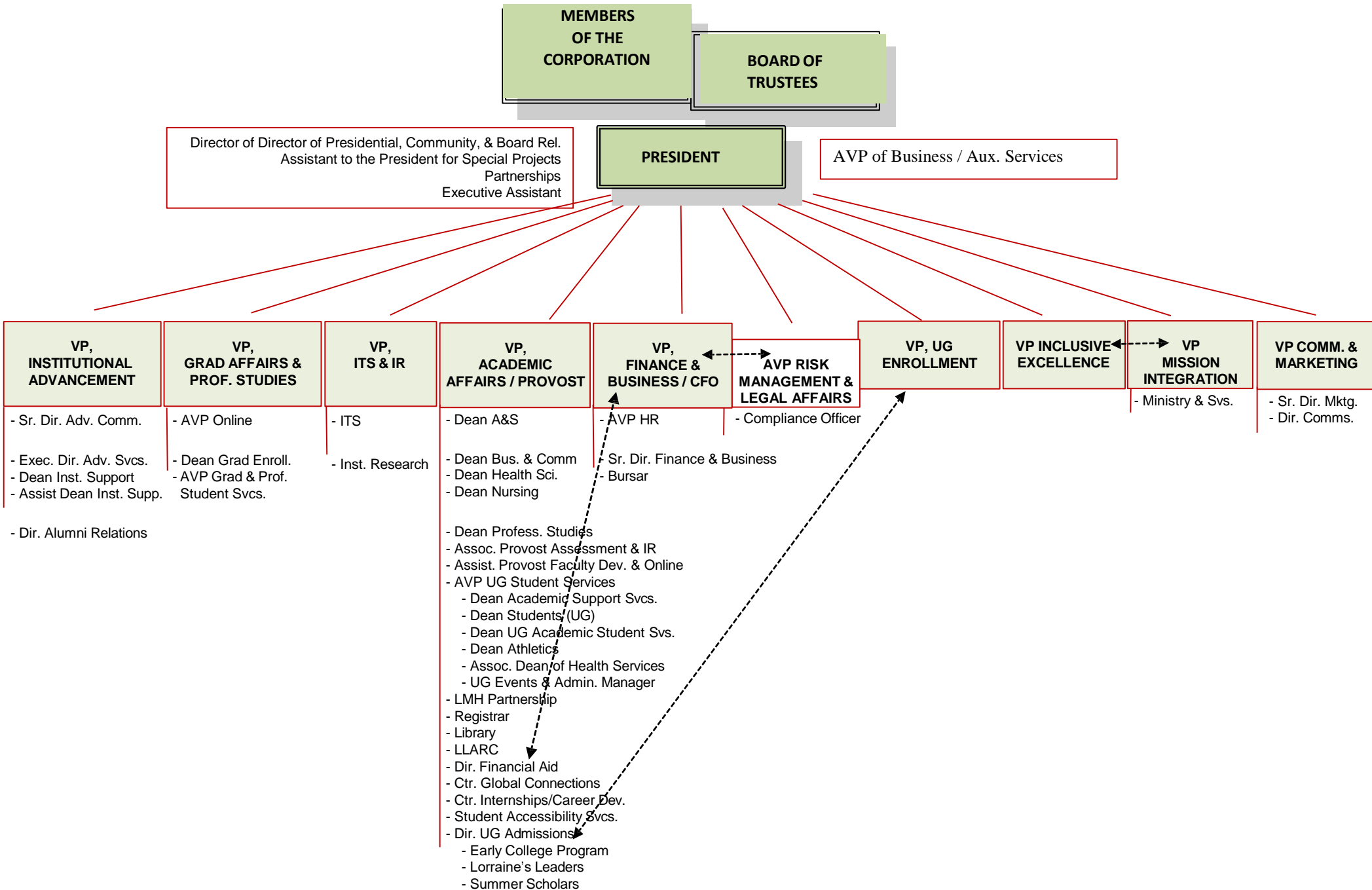
16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number 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
Lower-cost Models for Independent Colleges & Universities Consortium (LCMC) https://www.thelcmc.org/	Various (regionally accredited) partner institutions	Digital Marketing	Bachelor of Science	9
Lower-cost Models for Independent Colleges & Universities Consortium (LCMC) https://www.thelcmc.org/	Various (regionally accredited) partner institutions	Supply Chain Management	Bachelor of Science	9
Lower-cost Models for Independent Colleges & Universities Consortium (LCMC) https://www.thelcmc.org/	Various (regionally accredited) partner institutions	Financial Planning	Bachelor of Science	9

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

ORGANIZATION CHART
September 2022

MEMBERS OF THE CORPORATION

BOARD OF TRUSTEES

Director of Director of Presidential, Community, & Board Rel.
Assistant to the President for Special Projects
Partnerships
Executive Assistant

PRESIDENT

AVP of Business / Aux. Services

VP, INSTITUTIONAL ADVANCEMENT

- Sr. Dir. Adv. Comm.
- Exec. Dir. Adv. Svcs.
- Dean Inst. Support
- Assist Dean Inst. Supp.
- Dir. Alumni Relations

VP, GRAD AFFAIRS & PROF. STUDIES

- AVP Online
- Dean Grad Enroll.
- AVP Grad & Prof. Student Svcs.

VP, ITS & IR

- ITS
- Inst. Research

VP, ACADEMIC AFFAIRS / PROVOST

- Dean A&S
- Dean Bus. & Comm
- Dean Health Sci.
- Dean Nursing
- Dean Profess. Studies
- Assoc. Provost Assessment & IR
- Assist. Provost Faculty Dev. & Online
- AVP UG Student Services
   - Dean Academic Support Svcs.
   - Dean Students (UG)
   - Dean UG Academic Student Svs.
   - Dean Athletics
   - Assoc. Dean of Health Services
   - UG Events & Admin. Manager
- LMH Partnership
- Registrar
- Library
- LLARC
- Dir. Financial Aid
- Ctr. Global Connections
- Ctr. Internships/Career Dev.
- Student Accessibility Svcs.
- Dir. UG Admissions
   - Early College Program
   - Lorraine's Leaders
   - Summer Scholars

VP, FINANCE & BUSINESS / CFO

- AVP HR
- Sr. Dir. Finance & Business
- Bursar

AVP RISK MANAGEMENT & LEGAL AFFAIRS

- Compliance Officer

VP, UG ENROLLMENT

VP INCLUSIVE EXCELLENCE

VP MISSION INTEGRATION

- Ministry & Svs.

VP COMM. & MARKETING

- Sr. Dir. Mktg.
- Dir. Comms.

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Kathleen Jose	Chair, Board of Trustees	2021
President/CEO	Antoinette Hays	President, Regis College	2011
Chief Academic Officer/Provost	Mary Erina Driscoll	Provost and Vice President of Academic Affairs	2019
Dean of School of Arts and Sciences	Joseph Draper	Interim Dean, School of Arts and Sciences	2021
Dean of School of Business and Communication	William Koehler	Dean, Sloane School of Business and Communication	2018
Dean of School of Health Sciences	Laura Burke	Dean, School of Health Sciences	2017
Dean of School of Nursing	Penny Glynn	Interim Dean, Young School of Nursing	2002
Dean of Division of Professional Studies	David Rudder	Dean, Division of Professional Studies	2023
Chief Financial Officer	Richard Kelley	Vice President of Finance and Business/CFO	2020
Chief Student Services Officer	Walt Horner	Associate Vice President of Student Affairs	2022
Assessment/Institutional Research	Kate Edney	Associate Provost, Assessment, Accreditation, and Research	2021

Development	Staci Shea	Vice President of Institutional Advancement	2020
Library	Jane Peck	Director of the Library	2015
Chief Information Officer	Kate S. Korzendorfer	Vice President for Information Technology/CIO	2016
Grants/Research	Lisa Glickstein	Director of Corporate & Foundation Relations	2019
Admissions	Christopher P. Lydon	Vice President of Undergraduate Enrollment Management	2023
Admissions	Jonathan Small	Vice President of Graduate and Professional Student Affairs	2022
Registrar	Esther Ghazarian	Registrar	2009
Financial Aid	Tanya Jean-Francois	Director of Financial Aid	2018
Public Relations	Michael Guilfoyle	Vice President for Communications and Marketing	2022
Alumni Association	Molly Zuccarini	Senior Director of Alumni Relations and Annual Giving	2019
Ministry and Service	Daniel P. Leahy	Associate Vice President for Ministry and Service	2023
Diversity, Equity, Inclusion	Michael P. McCorvey	Vice President of Inclusive	2023

		Excellence and Chief Diversity Officer	
Faculty Development	Ericka Hollis	Assistant Provost, Assistant Provost for Academic Innovation and Faculty Development	2021

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

- **21 September, 1927** - Regis College, founded by the Congregation of the Sisters of Saint Joseph of Boston (CSJ) to meet the need for a Catholic college for women, opens.
- **1927** – incorporated under the laws of the Commonwealth of Massachusetts.
- **27 April 1965**– terms of the Regis charter revisions approved by General Court. Through its Charter, Regis is empowered to grant the degrees ordinarily conferred by colleges in the Commonwealth.
- **June, 2005** – Regis College and the CSJ sign a "Statement of Relationship" to recognize the historical relationship between the two parties and to express the continued sponsorship of the College by the Congregation.
- **30 August 2006** – Members of the Corporation approve the recommendation of the Board of the Trustees to admit men to Regis's undergraduate programs.
- **2007** – First doctoral program – Doctorate of Nursing Practice – launches.
- June, 2011 – Antoinette Hays, PhD, RN, becomes the 11th President of Regis College.
- **2013** – Second doctoral program—EdD in Higher Educational Leadership—launches.
- **2014-2015** – new residence hall wing, new quad, and a renovated learning commons/library constructed.
- **2015** – "Regis North" at Northern Essex Community College, offering bachelor degree completion programs in nursing, public health, and marketing and communications launches.
- **2017** – Regis College embarks on a new strategic initiative by offering its first fully online graduate programs.
- **2018** – Regis College takes over Mount Ida Dental Hygiene program (opening Dental Clinic in 2019).
- **December, 2022** – Division of Professional Studies formally launches; courses spring 2023.

TABLE OF DETAILED ACTIONS, ITEMS OF SPECIAL ATTENTION, OR CONCERNS

Date of Commission Letter	Detailed Actions, Items of Special Attention, or Concerns	NECHE Standard(s) Cited in Letter	Self-Study Page Number(s)
April 4, 2019	Provide evidence of its [Regis's] continued success in maintaining financial stability with emphasis on achieve its financial and enrollment goals for its online programs.	Standard 2.5 Standard 7.4-7.6; 7.14	Pages 38 Pages 38
April 4, 2019	Provide evidence that Regis is making appropriate investments to address deferred maintenance concerns, and to ensure that its physical resources are sufficient to support its mission	Standard 7.21, 7.23	Pages 13-15; ~85-87
April 29, 2020	that the Annual Report on Finance and Enrollment (ARFE) submitted by Regis College be accepted, and that, in addition to the information included in all ARFE reports, the December 1, 2020 ARFE report give emphasis to the institution's success in: 1. hiring a permanent Chief Financial Officer; 2. achieving profitability in its online programs and stabilizing its undergraduate enrollment and discount rate; 3. continuing to address its deferred maintenance needs and meeting its debt service covenants;	Standard 7.11 Standards 7.5, 7.6, 7.7 Standards 7.4, 7.20	Page 85 Pages 25-27; 94-97 Pages 25-29; 97-99
April 9, 2021	that the Annual Report on Finance and Enrollment (ARFE) submitted by Regis College be accepted		

INTRODUCTION AND THE SELF-STUDY PROCESS

In 2019, NECHE voted to accepted Regis College's five-year interim report, and noted two areas of emphasis for its 2023 comprehensive self-study and site visit: 1) "Provide evidence of its continued success in maintaining financial stability with emphasis on achieving its financial and enrollment goals for its online programs"; and 2) ensure "that Regis is making appropriate investments to address deferred maintenance concerns, and to ensure that its physical resources are sufficient to support its mission." As well, Regis was asked to submit Annual Reports of Finance and Expenses (ARFE) to NECHE; this was done in 2019 and 2020. The ARFE for 2021 was deferred in anticipation of Regis's 2023 self-study. Most recently, in academic year 2022-2023, Regis successfully submitted a substantive change request to add an Additional Instructional Location for the ABA program on site at Melmark in Andover, MA. The ARFE and the Substantive Change request documents are available in the workroom. Since the 2019 site visit, considerable progress has been made in addressing the two areas of emphasis, and are discussed below.

To prepare for the 2023 self-study, the following team attended NECHE's 2021 Fall accreditation workshop: Mary Erina Driscoll Provost/Vice President of Academic Affairs; Kate Edney, Associate Provost of Institutional Accreditation, Assessment, and Research; Zhongyuan (Yuan) Li, CIS Senior Data Analyst; Kimberly Stewart, then Co-Chair of Faculty Council and Assistant Professor of Criminal Justice Studies; and Lori O'Shea, Special Assistant to the Provost/Vice President of Academic Affairs. Concurrently, Regis College embarked on community fora in the fall as part of its Strategic Plan Initiative. In Summer 2021, the President Cabinet engaged in a sequence of full-day retreats to first determine three broad institutional priorities for Regis in the next three years. The community fora in the fall were targeted, guided discussions for Regis stakeholders rooted in SOAR questions about each of the institutional priorities. It was from those fora that the Cabinet determined Regis's eight strategic objectives which were presented to the Board of Trustees at its December, 2022 meeting for approval. These objectives, and connection to Regis's Mission, are discussed in Chapter One and Chapter Two.

After the strategic objectives were approved by the Board, in early Spring 2022 invitations to serve on one of ten separate NECHE Committees—one committee for each standard plus the Steering Committee—were sent to nearly 90 faculty, staff, and administrators. President Hays and Provost Driscoll believed that it was essential for the framework of the Strategic Plan to be established in advance of any work on the self-study so that the work of both could productively inform each other. Members of the Cabinet and the Administrative Council were ask to serve as *ex officio* members of these committees. In June 2022, NECHE staff presented to the Board of Trustees regarding the NECHE Standards and the self-study process. As a result of that workshop, a member of the Board was asked to serve on the Steering Committee.

Faculty and staff with a wide range of seniority and experiences at Regis were tasked with the work of gathering and curating information and evidence pertaining to the nine standards continuing throughout Spring and Summer 2022. Members of the Steering Committee reviewed the initial set of Descriptions, Appraisals, Projections, and Evidence as submitted by the Standard Committees, and members of the Regis community could provide initial feedback to this work **electronically**.

On May 12, May 30, May 31 and June 2, faculty feedback fora held via Zoom took place, with particular focus on eliciting responses to Standards One, Four, Five, and Eight. The events were open to all members of Academic Affairs and Student Affairs staff. A total of 30 faculty and staff attended over the course of these sessions. The Board of Trustees had a significant portion of their annual June retreat (June 5) devoted to the NECHE process and the upcoming site visit. Marketing and Communication placed public notifications regarding the self-study and site visit in *MetroWest Daily News* and the *Boston Globe* in August, with a link also available on the **Regis website**.

COMMITTEE MEMBERSHIP

Steering Committee
Kate Edney, *Chair*, Associate Provost for Institutional Assessment Accreditation and Research
Mary Erina Driscoll, *ex officio*, Provost/VPAA
Bridget Buoniconti, Dean of Students
Ruth Gerritsen-McKane, Associate Professor, Online MSW Program
Caitlyn Masiero, Director of Academic Coaching and Tutoring
Erin McQuaid, Associate Professor, STEM Department, Faculty Council Co-Chair (added September 2022)
Patrice McCloskey, Board of Trustees Representative
Kim Stewart, Assistant Professor of Criminal Justice, Faculty Council Co-Chair (departed, 2022)

Standard One	Standard Two
Mary Lou Bozza, *Co-Chair,* Director of Mission, Ministry, and Service	Donette Considine, *Chair,* Associate Professor, Director of MSW Online Program
Heather Josselyn-Cranson, *Co-Chair*, Professor, Department of Humanities	Kate Korzendorfer, *ex officio,* Vice President for Information Technology/CIO
Charlene Geary, Assistant Professor, Department of Business Management	Mark Clemente, Associate Athletic Director
Karen Hallisey-Pesa, Associate Professor, Department of Dental Hygiene	Courtney Cole, Associate Professor, Chair, Communication/Marketing and Communications
Jeff Joseph, Assistant Dean of Student Affairs	Megan Gibbons, Director, Center for Global Connections
Cheryl Murphy, RN, Center for Health and Wellness	Brad Moore, Network Services Coordinator, ITS
Karin Oliveira, Director of Clinical Programs, School of Nursing	Edmund Travers, Associate Professor, Graduate Nursing Program
Mary Lou Jackson, *ex officio*, Vice President of Mission Integration (departed, 2023)	Laura Bertonazzi, Dean of Undergraduate Enrollment and Retention (departed, June 2022)
	Lisa Treacy, Assistant Director of Budget and Financial Planning (departed, June 2023)

Standard Three	Standard Four
Heather Maietta, *Chair*, Professor, EdD in Higher Education Leadership Program	Cathy Fuller, Co-*Chair*, Associate Professor, Assistant Dean, School of Health Sciences
Michael O'Keefe, *ex officio,* Associate Vice President for Auxiliary and Business Services	Laura Hidden, *Co-Chair*, Director of Academic Advising
Joan Sullivan, *ex officio*, Associate Vice President of Human Resources	Laura Burke, *ex officio, Dean, School of Health Sciences*
Helen Sabolek Consiglio, Associate Professor, Department of Psychology	Kelly Carlson, Assistant Professor, Director, Online Master of Science in Nursing, Psychiatric Mental Health Program
Diana Parry-Cruwys, Associate Professor, Applied Behavior Analysis Program	Henry Kronner, Associate Professor, Online MSW Program
Katya Rego, Director of Presidential Community and Board Relations	Julia Lisella, Professor, Department of Humanities
Molly Zuccarini, Senior Director of Alumni Relations and Annual Giving	Donna Glynn, Associate Professor, Associate Dean Pre-Licensure Nursing (departed, 2022)
Cassie Godzik, Associate Dean, Graduate Online Nursing (departed, 2022)	
Standard Five	Audrey Grace, *ex officio,* Vice President of Diversity, Equity and Inclusion/Chief Diversity Officer (departed 2023)
Leslie Bishop, C*o-Chair,* Associate Professor, Department of STEM	Elizabeth Conant, Assistant Professor, Program Director, Sports Management (departed 2022)
Walt Horner, Co-Chair, Associate Vice President of Student Affairs	Jessica Pelz, Academic Coach (departed 2022)
Gillian Stanley, *ex officio,* Associate Vice President of Graduate and Professional Student Affairs	
Joanne Cardolaccia, Assistant Dean of Graduate Advising and Student Affairs	Standard Six
Lisa Fardy, Associate Professor, Department of Nursing	Lisa Glickstein, *Chair*, Director of Corporate and Foundation Relations
Laura Ladino, Assistant Athletic Director Student Athlete Welfare	Ericka Hollis, *ex officio*, Assistant Provost for Academic Innovation and Faculty Development
Nick Lanier, Director, Center for Veteran and Military Family Services	Joseph Draper, Associate Professor, Interim Dean, School of Arts and Sciences
John Hernandez, Director of Residence Life	Lisa Gray, Assistant Professor, Online MSW Program
Alex Patturelli, Director for Undergraduate Admission	Colleen Malachowski, Associate Professor, Program Director, Strategic Communication Program
Allan Smith, Associate Professor, Program Director, Speech Language Pathology Program	Tricia Reinhart, Information Services Director, Library

Standard Seven	Standard Eight
Jane Peck, *Co-Chair*, Director of the Library	Shari Litch Gray, *Chair*, Professor, Department of STEM
Erin Wisniewski, *Co-Chair*, Dean of Academic Support Services	Kate Edney, *ex officio*
Rich Kelley, *ex officio*, Vice President of Finance and Business/CFO	Meaghan Cyganik, Assistant Professor, Assistant Dean of Pre-Licensure Nursing
Joan Sullivan, *ex officio*, Associate Vice President of Human Resources	Kathryn Klickstein, Director of Counseling Services
Craig Davis, Chief of Campus Police	Leslie Mandel, Professor, Public Health Program
Nina Forster, Executive Assistant to Dean, School of Health Sciences	Michael Roberts, Professor, Program Director, MS Occupational Therapy Program
C. Andrew Martin, Associate Professor, Online Nursing Program	Mike Lynch, Director, Center for Internships and Career Development (departed, 2023)
Santhosh Mathew, Professor, Department of STEM	Tom Kannon, Assistant Dean, Graduate Online Nursing (departed 2022)
Beth Mulvey, Employment Manager, Human Resources	Lucia Ortiz, Professor, Department of Humanities (stepped down, June 2022)
Leo Nalivaika, Assistant Professor, Program Director, Nuclear Medicine	Eugene Slason, Associate Professor, Department of STEM (departed, May 2022)
Mike Stella, Assistant Director Network and Enterprise Services, ITS	Diane Welsh, Dean, Young School of Nursing (stepped down, 2022)
Jon Amari, Senior Director of Business and Financial Reporting (departed, 2022)	
Standard Nine	Jillian Wilson, Assistant Professor, Program Director Online Applied Behavior Analysis Program
Sharon Higgins, C*o-Chair*, Associate Dean of Graduate Nursing	Victoria Rosa, Director of Admissions (departed April 2022)
Adam Thrasher, C*o-Chair*, Associate Vice President of Risk Management and Legal Affairs	
Jonathan Small, *ex officio*, Vice President of Graduate and Professional Student Affairs	
Daniel J. Lyons, III, Web and Mobile Services Administrator, ITS	
Erin McQuaid, Associate Professor, Department of STEM (re-assigned to Steering Committee)	

DATA FIRST FORMS
GENERAL INFORMATION

Institution Name: | Regis College

OPE ID: | ? | 220600

			Annual Audit	
	?		Certified:	Qualified
Financial Re	?	06/30	Yes/No	Unqualified
Most Rec	?	2023	pending	pending
1 Year Prior		2022	yes	Unqualified
2 Years Prior		2021	yes	Unqualified

Fiscal Year Ends on: | 06/30 | (month/day)

Budget / Plans
   Current Year   2024
   Next Year   2025

Contact Per | ? | Kate Edney

Title: | Associate Provost for Institutional Assessment, Accreditation, and Research
Telephone No: | 781-768-7196
E-mail address | kathryn.edney@regiscollege.edu

INSTITUTIONAL OVERVIEW

Regis College was founded in **1927** by the **Sisters of Saint Joseph of Boston** [also referred to as the Congregation of the Sisters of Saint Joseph, or the CSJ] to address the education needs of under-served, undergraduate, Catholic women in the Boston area. A total of 55 women enrolled (33 residents, 22 "day"/commuter students) in that entering class. Nearly 100 years later, in Fall 2022, Regis enrolled a headcount of nearly 1,100 undergraduate men and women and 2,100 men and women in professional graduate and practice-doctorates program. Throughout its history, and as it has expanded to embrace an ever-more diverse population of students, Regis has been proud of the vision of its founders to focus on the Catholic Intellectual Tradition in the formation of the whole person through "excellence tempered by gentleness". From offering its first graduate degrees in the 1970s, to opening its doors to undergraduate men in 2007, to offering fully online graduate degrees in 2017 to the establishment of its Division of Professional Studies in winter 2023, Regis has taken each of these steps in concert with its foundational mission to provide access to those in need of a high-quality education.

As noted in its NECHE five-year interim report, after incorporating young undergraduate men within the Regis community in 2007, the next significant change to Regis College was its strategy to assure a diverse, reliable source of revenue by developing and operating online graduate academic programs with the potential to serve students nationally. The ARFE reports submitted to NECHE document how, in FY 2017, Regis embarked on a strategy to develop programs that would reach a growing online community nationwide by partnering with **Pearson Online Learning Services** (now Boundless Learning) in order to offer Regis's most in-demand academic programs, starting with its Master's in Nursing degree. Regis then judiciously expanded its online degree offerings, and continues to do so, most recently with an online MS in Product Management (launching AY 2023-2024). Regis has invested in these efforts by thoughtfully committing the necessary financial resources to expand its online academic degrees and allowing them to be successful over the long term. Thus, while Regis is a tuition-dependent institution, and in spite of the negative and, to some degree, still ongoing, impact of COVID-19 in relation to our undergraduate enrollment, the attention to diversifying educational offerings, embracing online learning, and the constant commitment to student retention, has allowed Regis to succeed. Further evidence of these diverse efforts in keeping with our mission include Regis's additional instructional locations at Lawrence Memorial Hospital, "Regis North" (offered at Northern Essex Community College, substantive change approved in 2019), and our most recent (2023) location at Melmark New England in Andover, MA. Following our previous strategy in beginning online degree programs, Regis launched its new Division of Professional Studies in 2023 beginning with non-credit, curated content for adult learners in the areas of health care and information technologies. As Regis has changed over its history, it has nonetheless preserved the ethos of the Sisters of Saint Joseph of Boston to "read the signs of the times" and to serve the underserved with "excellence tempered by gentleness". With our 2022-2025 Strategic Plan firmly under way, Regis College is well-prepared to move forward and serve all our students.

IMPACT OF COVID-19 PANDEMIC

With every change necessitated by the COVID-19 pandemic, the Board of Trustees, Cabinet, administration, and faculty kept two things paramount in the decision-making process: 1) the charism of the **Sisters of Saint Joseph of Boston** to care for the "dear neighbor" by protecting the health and safety of the entire Regis community; 2) ensuring the academic progress of all students.

In the second week of March, 2020 the new Provost/Vice President of Academic Affairs, **Dr. Mary Erina Driscoll**, began her tenure at Regis College. That same week, in response to the COVID-19 pandemic, Regis shifted all of its in-person classes to synchronous remote learning for the remainder of the semester. Students were sent home, with exceptions made for a handful of housing insecure students for whom Regis was the safest place to be, and faculty and the majority of staff shifted to remote work. Essentially, the campus was shut even as the fundamental work of our institution—educating students—continued. During this period and throughout the summer, in acknowledgment of the financial realities (discussed in Chapter Seven) imposed by the loss of room and board revenue, the President's Cabinet made hard decisions to freeze positions, institute pay cuts, and furlough staff based on their function. In addition, faculty and staff were given the opportunity for early retirement. Throughout, and as conditions changed, Regis administration communicated openly and often with all of its stakeholders, as evidenced by series of **COVID community messages** available on the Regis website and via email. As a result of these measures, as well as the welcome addition of federal HEERF funds, Regis maintained financial stability throughout the pandemic.

During the spring semester, the COVID working group was formed. Headed by then-Senior Vice President and Chief Operations Officer, Kara Kolomitz, this multi-divisional group met weekly, but often daily (and occasionally twice daily) to consider new data or questions related to Regis's operations as impacted by the pandemic. In keeping with Regis's commitment to Shared Governance, a member of Faculty Council also served on this group.

Over Summer 2020, in anticipation of returning to campus in the fall in COVID conditions, the semester was broken up into two 8-week terms for the majority of our undergraduate classes. Discussions with faculty and staff, facilitated by networks established through Regis's Title III Grant (awarded in October, 2016), meant that First Year Seminar (RC 101) and Anatomy and Physiology (BI 105) maintained their 15-week format to better serve the needs of incoming first year students.

In early August 2020, because of the continued pandemic, Regis made the decision to maintain remote learning. Two factors guided our decisions about our academic programs and modalities offered during the 2020-2021 school year. The first was the ability of students to continue their programs through remote instruction and simulations only. By August 2020, we determined that a small number of students could not continue to make academic progress without access to hands-on, often clinically based instruction. **During the Fall semester**, we invited students in these programs (Dental Hygiene, Occupational Therapy, Diagnostic Medical Sonography, and Nuclear Medicine), to resume in-person instruction under stringent conditions on campus, and to live on campus under residence conditions modified to conform to pandemic guidelines. Approximately 70 residents did so. Throughout, the **Center for Health and Wellness** worked tirelessly and collaborated with the local Board of Health to adhere to frequently changing CDC guidelines.

The second factor was our ability to offer instruction under social distancing requirements for all students during the Spring of 2021. Regis did not have sufficient classroom space to accommodate its usual in-person schedule. We determined that approximately half of our undergraduate students could return to campus, that all in person classes would have Zoom options to accommodate students who were remote, ill or in quarantine, and that a portion of the schedule would remain remote. These accommodations allowed the maximum number of students, including those in clinically intensive programs, to make progress in their degrees. It is a testament to the work of the faculty, and the combined staff of Admissions, Academic Advising, Center for Health and Wellness, and Learning Commons that the retention rate for our undergraduate students remained relatively stable during these transitions (see Chapter Five).

AREA OF EMPHASIS 1

"Provide evidence of its continued success in maintaining financial stability with emphasis on achieving its financial and enrollment goals for its online programs."

In its April 4th 2019, response to Regis's five-year interim report, the Commission explicitly requested that we document our continued success in our online programs. As noted in Chapter Four, Regis's online academic degree program portfolio comprise both those programs with a national reach implemented in partnership with Pearson Online Learning Services, now Boundless Learning—with the company assisting Regis in the areas of marketing, enrollment, student support, and instructional design--and programs that are more regional in scope and fall outside of the partnership. Examples of the former programs include the MS in Nursing, MS in Applied Behavior Analysis, and MSW. Examples of the latter programs include the MA in Strategic Communication and the MEd in Student Success.

As discussed in the 2019 ARFE report subsequent to the site visit, revenue and enrollment from Regis College's online programs succeeded, but in keeping with national trends related to online learning, at a more modest pace than in previous years. Regis noted in 2019 that "our lack of full industry-specific accreditation" in the Social Work (MSW) and Applied Behavior Analysis (ABA) programs deterred some students from applying to the programs. Since then, the MSW and ABA programs have achieved professional accreditation, and their enrollments improved:

Enrollment #s	4 Years Prior (Fall 2018)	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Year (Fall 2021)	Current Year (Fall 2022)
Masters of Applied Behavior Analysis (MS-PABA Online)	27	42	35	37	39
Masters in Social Work (MS-PSWM Online)	13	45	88	132	149

Overall, as demonstrated and in the chart below (from Data First Form 5.1) tracking overall online graduate enrollment trends from Fall 2018-Fall 2022, applications have recently dropped off. However, enrollments remain relatively stable. Enrollment numbers for Fall 2023 will not be finalized until after the second week of September (post Add/Drop), but we anticipate enrollments will continue to stabilize.

	Fall 18 (FY 2019)	Fall 2019 (FY 2020)	Fall 2020 (FY 2021)	Fall 2021 (FY 2022)	Fall 2022 (FY 2023)
Fully Online Master's Degree applied					
Completed Applications	251	354	475	411	293
Applications Accepted	222	317	317	381	259
Applications Enrolled	179	236	244	332	236

% Accepted of Applied	88.40%	89.50%	66.70%	92.70%	88.40%
% Enrolled of Accepted	80.60%	74.40%	77.00%	87.10%	91.10%
Fully Online Doctoral Degree					
Completed Applications	48	64	112	110	98
Applications Accepted	38	56	76	108	69
Applications Enrolled	34	45	66	105	63
% Accepted of Applied	79.17%	87.50%	67.86%	98.18%	70.41%
% Enrolled of Accepted	89.47%	80.36%	86.84%	97.22%	91.30%

Given the importance of the graduate portfolio to both the mission and health of Regis College, we continuously assess how programs may be improved, as well as the ways in which they can remain relevant given changing contexts. For example, a program that was under-enrolled for several years--MS in Regulatory Management and Clinical Research, offered through the School of Health Sciences--has recently been reimagined as an online program. This was the result of a request from the Novartis Corporation that wanted to offer the program to their Novartis Fellows; the program will be available to students outside of Novartis in Fall 2023. Another partner, the Wellesley School District (WSD), has promised to fund Teaching Fellows in 2024 who will simultaneously work in WSD while earning their Masters in Special Education, an area of increasing demand. While the online Masters in Nursing has experienced a decline in students during the pandemic, new online offerings in Telehealth and potentially Aesthetics may recruit new students to Regis.

In all cases, the Provost works with Deans and faculty to review and assess the contributions of all programs to the mission as well as the financial health of Regis College; a comprehensive analysis, beginning in Summer 2023, will bring together staff from academic affairs and faculty to look at the ways in which programs with lower enrollment, such as the Masters in Student Success, might redirect resources to ensure that all programs have a healthy enrollment. This will be done in concert with the Division of Graduate Enrollment and Marketing.

Regis took part in a scheduled process of contract review and renewal with Pearson/Boundless as we approached the expiration of part of our partnership agreement related to our online nursing programs. As part of that contract renegotiation process, the following change will help Regis stabilize its online nursing offering strategy for long-term financial stability. Starting in Spring 2024, as a result of the contract negotiation, Regis will keep 11% more revenue from the MSN and Post-masters certificate offerings for all existing and future students (after our original agreement expires for those programs). In addition, the same revenue adjustment of an 11% revenue increase in favor of Regis will apply to the online DNP program options in the Fall of 2027 onward after the original term sheet expires. The renewal of the partnership will connect Regis and Pearson/Boundless through the Fall of 2035.

In July Pearson Online Learning Services (POLS) was acquired by a private equity company and is no longer part of the larger, global, Pearson company. As a result, POLS is in the process of rebranding to

Boundless Learning. Regis has been assured that the instructional design, student support, enrollment, and marketing teams that the Regis faculty, staff, and students work with daily will remain in place and the services provided will continue without disruption.

Regis College recognizes that adding appropriate corporate partners and new programs like the Master of Science in Product Management (MSPM) in Fall 2023 will improve the student experience and provide additional revenue streams to continue to ensure the financial sustainability of online academic programs. Corporate partnerships help align our curriculum to the relevant industries and have proven to be effective at drawing in students to Regis programs. Currently 33% of the online graduate students are employees of a partner institution. While the strategic addition of new program offerings, like the MSPM. The MSPM presents an opportunity for students to get educated in a rapidly growing job area of the current economy while giving Regis an early mover advantage into a relatively new area of graduate education. Most of the past growth in Regis online offerings has been in nursing, and that growth has been challenged recently. The MSPM represents an opportunity for Regis to broaden our enrollment base and be less reliant on a single school within the university for online students. We continue to explore relevant options to add new programs in growing areas in the coming years as well.

AREA OF EMPHASIS 2

"Provide evidence that Regis is making appropriate investments to address deferred maintenance concerns, and to ensure that its physical resources are sufficient to support its mission."

In its April 4th 2019 response to Regis's five-year interim report, the Commission noted the following, and specifically referenced Standard 7.21 and 7.23:

> The visiting team confirmed through a report prepared for the Board Facilities and Master Planning Committee in May 2018 that the backlog of current deferred maintenance on the Regis campus totals about $33 million. To maintain the campus, a detailed annual schedule recommends an allocation of at least $10 million a year for the next 10 years. We note with approval that Regis has refurbished several buildings on its main campus, and the College is in the process of securing $7.2 million in funding to complete the outdoor athletics complex. We further understand that it is the institution's long-term vision to build a new wet lab wing to the science building and renovate the existing building to support growth in the natural and health sciences. In keeping with our standard on Institutional Resources, we seek assurance, through the self-study submitted in Fall 2023, that Regis is making appropriate investments to address deferred maintenance concern, and to ensure that its physical resources are sufficient to support its mission.

As illustrated in the Data First Form 7.8, at the time of the 2018-2019 site visit, Regis noted that from 2014 to 2018, six major renovations to the campus had been completed:

Building name		Purpose(s)
Domestic H2O infrastructure replacement		Fire protection
13,800 high voltage infrastructure		Electrical capacity

Parking lot H	Increase parking 100 spaces
Campus Quad Improvements	Quality of life for students
Library façade and addition of Coffee Shop	New Coffee shop
Athletic Facility	Natatorium and Gym HVAC Replacement

Since the site visit, an additional 18 major renovations have been completed on the Regis College Weston, MA campus, representing nearly $11 million dollars of improvements. It should also be noted that during 2019-2021, Regis made COVID-related changes to facilities around campus. These changes were not individually major interventions—such as installing hand sanitizing stations in hallways and pedals on doors to allow people to use their feet (rather than hands) to open them—but they were necessary as Regis physically returned to campus and as COVID restrictions were slowly lifted.

The impact of COVID necessarily altered the timetable for future improvements at Regis, notably the expansion and renovation of the science building and further improvements to the outdoor athletics complex. Regis is continuing to fund-raise and judiciously plan for these significant undertakings in the long term. In October 2022 Regis engaged Sasaki, an interdisciplinary architecture, planning, landscape, and design firm to conduct a variety of planning studies regarding the expansion and renovation of the science building, and the siting of a new residential facility to house the Regis Children's Center. Schematic design work will be provided by Sasaki which will allow for further design development as resources are made available. While both of these projects are very important, emphasis will be placed on the science building's expansion and renovation, which will form the Regis science complex supporting the natural sciences as well as nursing and health science lab spaces. Institutional Advancement is in the silent stage of a capital campaign for the new science complex so the timeline for both projects is the next decade, with the science complex slated for the first half, and the new residential facility in the second half.

Outside of the longer-term plans for the science complex and new residential facility and outdoor athletics complex, the Associate Vice President for Auxiliary and Business Services, in consultation with the President and Chief Financial Officer, maintains an infrastructure renewal list of all facilities projects. This list provides an estimated timetable, purpose, and budget forecast for the large-scale maintenance of Regis College facilities, ensuring that the physical campus can support its educational mission, students' learning, and the ability of faculty and staff to do their jobs in comfort and safety. For example, a new dish washer was installed in the dining hall along with new condensing boilers to provide consistent hot water to meet health code requirements in the kitchen, aging vehicles in the university fleet have been replaced, the Saint Joseph Hall elevator has undergone a comprehensive modernization, new ADA-compliant doors have been installed at the Fine Arts Center main entrance, lighting in the athletic building, including the natatorium, has been upgraded to efficient LED lighting, office space has been converted into a medicine room for nursing clinicals, former technology space has been converted into a speech language classroom and lab space to support one of the newest graduate programs (Speech Language Pathology), and a new roof was installed on Maria Hall, an upper-class residence hall.

Regis College recognizes that although many of our facilities are 50+ years old and require ongoing operational maintenance and capital improvements, our dedicated Facilities Department team knows the campus extremely well and maintains the buildings and grounds to a high standard. At the same

time Regis recognizes the importance of investment in key components of the physical plant. For FY 2022 through 2024 at least $1.2 million has been allocated annually to capital facilities projects as part of the infrastructure renewal program, and for FY 2021 through FY 2023 the average annual expenditure for capital facilities projects has exceeded $1.2 million. This represents an intentional, regular, ongoing commitment of funding to address facilities renovations and improvements. Further development of the science complex and new residential hall will allow Regis to remove millions of dollars of deferred maintenance from the infrastructure renewal list. Although deferred maintenance continues to be a challenging issue, our current strategy of appropriate annual capital investments and long-term capital planning allows us to continue to provide appropriate physical resources to support teaching, learning, research and work, and an environment that is conducive to student, faculty and staff engagement.

CHAPTER ONE: MISSION AND PURPOSES

Description

Since its **founding in 1927** by the Sisters of Saint Joseph of Boston (CSJ), Regis College's **mission**, rooted in the values of the Sisters, and has motivated all decision-making at the institution. This dedication to mission is evidenced through the recent Strategic Planning process, discussed throughout this document, and as noted as part of the Projections related to each of the Nine NECHE Standards. The 2022-2025 Strategic Plan places Regis's mission, and the charism of its founders, within the framework of diversity, equity, and inclusion: "we take pride in [our] legacy, understanding we are all God's children loved equally and without condition. Equity, in its broadest sense, refers to fairness, justice, and parity; equity moves beyond access to assessing outcomes."

With extensive community input, the Mission Statement was revised during the 2018-2019 academic year, and formally adopted by the Board of Trustees in May, 2019. It reflects Regis's identity as a Catholic institution founded by a small group of courageous religious women, the Sisters of Saint Joseph of Boston. The statement also reflects Regis's ongoing commitment to our students within a higher education landscape transformed both by online learning and by deepened discussions about diversity, equity, and inclusion:

Rooted in the Catholic intellectual tradition and inspired by the social justice values of our founders, the **Sisters of St. Joseph of Boston**, Regis College is a welcoming and inclusive community. We are called to provide access to an academically rigorous education through innovative learning opportunities and collaborative engagement at all degree levels. We educate the whole person, preparing our students to pursue excellence, to become change agents in their own communities, and to serve and lead as advocates for a more just and compassionate global society.

After the events of the death of George Floyd in 2020, Regis established its **Institutional Action Plan to Combat Racism**, which was created in light of Sisters of Saint Joseph idea that we must provide "service to the Dear Neighbor". Two years later, in Spring 2022, with the Institutional Action Plan as backdrop, Regis College embarked on **its strategic planning process**; the final plan notes that it is "grounded in our mission". The mission formed the center from which all of the spokes of the plan emanated. Regis's course proposal forms, Faculty Annual Report of Service forms, academic program review, and the requirements for rank promotion, are some examples of the systemic ways in which the institution's mission and the founding values ("charism") of the CSJ are integrated throughout the curriculum and embedded in faculty practices. All new staff and faculty, as part of the onboarding process implemented through Human Resources, are required to complete a task related to Regis's Mission to promote initial understanding of the community they are joining.

As a part of the Sisters of Saint Joseph of Boston Corporation of Sponsored Ministries, Regis College is required to complete an annual report documenting the ways in which the institution "lives the mission" of the CSJ. Overseen by the then-Vice President of Mission (and, as the result of a staffing change, by the current Associate Vice President of Mission, Ministry, and Service), this report is included within the workroom, and extensively documents further ways in which Regis engages with its identity as a Catholic institution. The commitment to mission and Regis's Catholic roots was affirmed by the Board of Trustees in 2021 as part of their long-term planning discussions: "our Catholic identity and mission together are a profound strength of the institution, distinct and unique in the landscape of higher education. It is important that we carry this strength into the future unabashedly and unapologetically."

(*Comprehensive Annual Report 2021 to the Corporation for Sponsored Ministries of the Sisters of St. Joseph of Boston*, p.3).

Appraisal

Via an informal survey of full-time faculty from April 2022, the first time such a survey of this particular focus has been administered, (N=40; 31% of full time faculty responded), it is clear that some aspects of the charism of the Sisters of Saint Joseph of Boston which inform Regis's mission are less familiar to the Regis community than others. In terms of the mission statement, it is notable that a key aspect of the Catholic Intellection Tradition—the idea of "wholeness"—resonated highly with faculty.

Without looking it up…		
Which CSJ values can you recall?		
	Love and Service of the Dear Neighbor without Distinction	31 (78%)
	Gracious Hospitality	26 (65%)
	Peaceful Resolution of Conflict	21 (53%)
	Care for All God's Creation	22 (40%)
What parts of the Regis Mission Statement do you know?		
Regis is…		
	Rooted in the Catholic intellectual tradition	8 (20%)
	inspired by the social justice	6 (15%)
	inspired by values of our founders	9 (23%)
	a welcoming and inclusive community	13 (33%)
We are called to provide access to …		
	an academically rigorous education	6 (15%)
	innovative learning opportunities	5 (13%)
	collaborative engagement	1 (3%)
We educate/prepare…		
	the whole person	19 (48%)
	our students to pursue excellence	8 (20%)
	students to become change agents in their own communities	7 (18%)
	students to serve and lead	7 (18%)
	students to advocates for a more just and compassionate global society	9 (23%)

One step being taken to address these gaps in knowledge is being done in collaboration with the **Association of Colleges of the Sisters of Saint Joseph** (ACSSJ). Regis College Instructional Designer, Dr. Diana Perdue, is working with faculty on ways to promote academic excellence while celebrating the

values of the CSJ though assignment design and other means. While this project is not specifically focused on the Catholic Intellectual Tradition, it is nonetheless informed by it. This work is still in progress. Another, completed, step in placing the mission, history and values of the CSJ at the forefront of Regis's identity was the 2021 completion of the "College Hall Legacy Project" where large-scale visual displays outlining the impact of the Sisters on Regis are prominently featured on the second floor of College Hall (where the President's Office and other administrative offices are located).
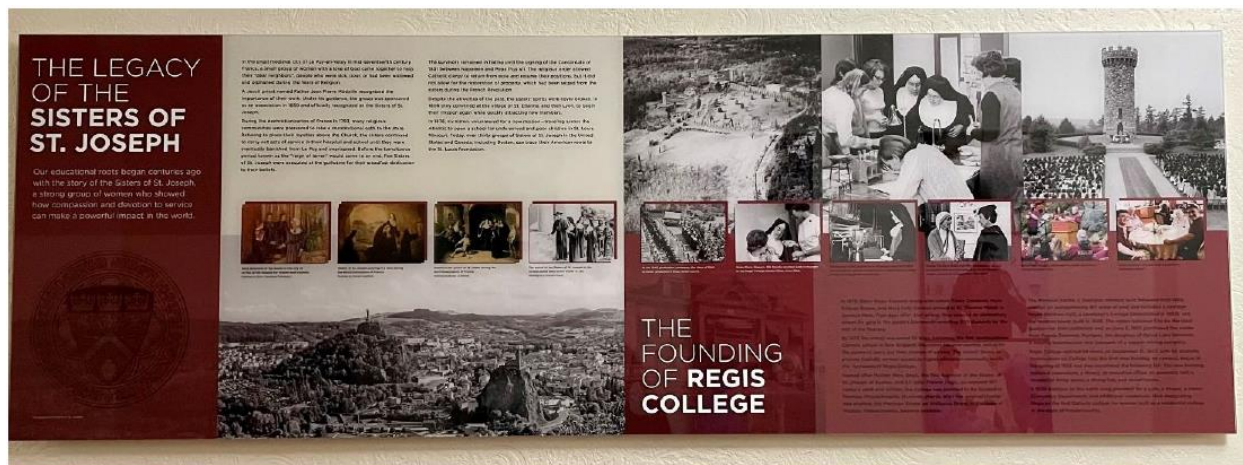
In terms of undergraduate students, a content review of randomly selected undergraduate student ePortfolio reflection essays (further discussion in Chapters Four and Eight) generated between 2016-2023, reveals that undergraduates on the cusp of graduating frequently reference ideas related to "the dear neighbor" and "service to all without distinction". These are both key phrases related to the CSJ charism and are woven into the fabric of the Regis community and curriculum. Students speak of the importance of the various volunteer and service trip opportunities provided by a Regis education to their intellectual and social growth. Direct references to the Catholic intellectual tradition are minimal, but the values of the CSJ and Regis's broad mission run throughout students' work. Assessors of the ePortfolios regularly note this trend when reviewing ePortfolios, and have determined that students' ability to demonstrate the values of Regis and the Sisters of Saint Joseph through action is clear evidence of the ways Regis educates its undergraduates "to serve and to lead" in ways that is consistent with our institutional mission and values. As part of the review process for the self-study, some undergraduate faculty noted that it would be useful to complete a qualitative comparison of the articulation by seniors of the values of the CSJ in their ePortfolio reflection essays to that by first-year students in their signature assignments for the undergraduate core course RC 101 ("First Year Seminar"), whose key learning outcome reads, "[s]tudents will demonstrate an understanding of the values of the Congregation of the Sisters of Saint Joseph of Boston and engage in activities to practice these values". This comparison has not been done systemically in the past, and could enhance institutional thinking about where and how the mission and values of the CSJ is, and should be, articulated throughout the undergraduate curriculum.

These data suggest that Regis should pay particular attention to the ways in which the totality of the charism of the Sisters of Saint Joseph is scaffolded across all undergraduate program curricula beyond what is required by specific courses within the core curriculum. It is likely that similar attention should be paid in terms of the curricula of graduate and doctoral programs; there is nothing akin to the undergraduate ePortfolio at the graduate/doctoral levels, so a holistic assessment approach is not yet

possible. That said, it is also the case that graduate programs integrate mission within their programs. For example, the faculty in the graduate program in **Counseling** explicitly created their program mission statement in light of Regis's mission statement, and there are **clear statements** from graduate students regarding the value of the Regis's mission within the context of their programs. While these data are anecdotal at the graduate level, it is also the case that for accredited programs in particular, course, and program learning outcomes must decisively demonstrate a connection to institutional mission. As well, new course and new program proposals require that faculty articulate how academic offerings "help to carry out the mission of Regis College", and full-time faculty are asked as part of the Faculty Annual Report of Service (FARS) to "describe the ways in which [they] have integrated and applied the CSJ values (gracious hospitality; care for the dear neighbor; care for God's creation; peaceful resolution of conflict) into [their] teaching practices, pedagogy, and/or program/course/assignment design." Moving forward, the data from the FARS regarding which aspects of the CSJ values most resonate with faculty will be examined more closely in light of providing faculty development related to the values.

It is also the case that as part of the undergraduate Core curriculum, students are required to complete a Religious Studies course (which explicitly assesses students' ability to "identify, connect, and apply the principles that characterize the Catholic intellectual tradition to appropriate issues in academic and co-curricular settings"), a Philosophy course, and a course in Ethical Reasoning, all of which are key components within the Catholic Intellectual Tradition. The Core classes in Religious Studies are taught by three full-time faculty, and undergraduate student achievement of the learning outcomes for Religious Studies are fairly consistent. Not surprisingly, students tend to score lower in relation to notions of truth and the Transcendent:

Outcome	Semester/Year	Average overall scores
Demonstrates complementarity of faith and reason in analysis of subject matter	Fall 2021	3.6
	Spring 2022	3.1
	Fall 2022	4.7
	Spring 2023	4.3
Recognizes the intelligibility of reality and explores the question of the meaning of human existence	Fall 2021	4.2
	Spring 2022	3.1
	Fall 2022	4.7
	Spring 2023	4.3
Recognizes the role of symbolic language in understanding the Sacred and of ultimate Mystery	Fall 2021	3.8
	Spring 2022	3.7
	Fall 2022	4.7
	Spring 2023	4.2
Demonstrates that truth is to be found in a variety of sources, leading to a discovery of the Transcendent	Fall 2021	3.4
	Spring 2022	3.1
	Fall 2022	4.4
	Spring 2023	4.1

The Interim Dean of the School of Arts and Sciences and the Associate Provost are in the planning stages to meet with the faculty who teach the Religious Studies courses in fulfillment of the Core outcome

regarding curriculum, assignments, and assessment processes to better pinpoint when and why students may be encountering difficulties with this learning outcome.

Beyond the curriculum, there are other ways in which Regis connects its community to its mission. In the past, members of the Regis community assumed that all of its members had a direct connection to the Weston campus, and therefore had easy access to on-campus events related to institutional mission. This physical connection can no longer be assumed to be true, and therefore all administrative offices have made concerted efforts to ensure that the core of Regis's mission and values as structured by the charism of the Sisters of Saint Joseph is made visible irrespective of where someone works, learns, or lives. As evidenced below, progress has been made in this area.

The Strategic Plan process was jointly guided by the then-Vice President for Mission (Mary Lou Jackson) and the then-Vice President for Inclusive Excellence (Audrey Grace). They ensured that the process of forming the plan was inclusive of all members of the Regis community and rooted in Regis's mission statement. The various initiatives connected to that plan have been assessed in light of the purpose of the institution.

Regis has continued to find ways to be inclusive of students who do not live on campus and who, unlike the traditional undergraduate population, do not have access to the First Year Seminar, a class which explicitly focuses on the values of the Sisters of Saint Joseph. With COVID and new facility with synchronous online activities, the two major on-campus events celebrating Regis's mission and values— under the guidance of the Mission Committee, both **Founders' Day** in the fall and **Heritage Week** in the spring—are deliberately crafted to provide opportunities for involvement from students, staff, and faculty not located on campus. For example, on Founder's Day, the arrival of the Sisters of St. Joseph in Boston in 1873 is celebrated by encouraging the entire Regis community to engaging in volunteer service in the morning and attend a keynote and reflection on the value of serving the community in the afternoon. Students and faculty not based in Weston receive targeted messages about how they may participate in the day's events wherever they are located by volunteering locally and attending the afternoon's event virtually. In Fall 2021, 750 members of the Regis community took part in this day of volunteer service, inclusive of online students and faculty, at 27 different sites. This number increased to 910 volunteers across 28 sites in Fall 2022. Heritage Week has a variety of events designed to prompt students, faculty, and staff to connect the mission of the Sisters of Saint Joseph to their education and to Regis. Some of the events are more targeted to undergraduate students than to graduate students, but graduate students are actively included, and featured, as part of the week.

When Regis formally launched its new Division of Professional Studies in late winter 2022/Spring 2023, and with the growth of non-credit bearing certificate programs, President Hays explicitly framed the endeavor in light of the idea of expanding and providing access to education to a new, and diverse, student population. The division's **web page** also directly references its connection to Regis's mission. Throughout preparation for the NECHE site visit and evaluation, members across the Regis community voiced questions regarding the ways in which Regis's mission and values would be part of the Division. As the newest arm of Regis's curricular offerings, the Division of Professional Studies is still determining the best ways through which Regis's unique traditions can be made visible to its students, many of whom may only be part of the Regis community for a very brief period of time.

Projections

The first goal of Regis's 2022-2025 Strategic Plan—discussed in more detail in Chapter Two-- states that we will "strengthen and deepen our equity-minded, mission-driven culture and community." There are several means through which this will be accomplished:

- The new AVP for Mission, Ministry, and Service, in collaboration with Marketing and Communications, will create an updated mission, heritage, and values video to be embedded as part of all orientation programs for new faculty, staff, and students. This work will be completed, and implemented, Spring 2024.
- The new AVP for Mission, Ministry, and Service, in collaboration with Academic Affairs, will develop a template to assist the academic deans and program director to better integrate Regis's mission within individual academic program mission statements. The template will be used to help guide the threading of curriculum from institutional mission to program mission. Particular attention will be paid to continued mission integration within graduate programs and programs offered through the Division of Professional Studies. The template will be created November 2023 and integrated into the academic program review process.
- The Department of Marketing and Communication will work to more effectively ensure that Regis's mission is consistently messaged outside of the Regis community (through the website and other means). Steps have already been taken, including a 2023 Brand Survey, to assess internal and external perceptions of Regis College. The survey is being used to develop key performance indicators related to brand perception and how to improve that perception. [available in the workroom]

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	? https://www.regiscollege.edu/about-regis/regis-glance/mission-regis-college ?	May, 2019

Mission Statement published	Website location	Print Publication
? Academic Catalog	? https://www.regiscollege.edu/academics/majors-and-programs/academic-catalog	

Related statements	Website location	Print Publication
Regis' Action Plan – Beginning to Address Systemic Racism	? https://www.regiscollege.edu/about-regis/inclusive-excellence/institutional-action-plan-address-racism	
Land Acknowledgment	regis/inclusive-excellence/land-	
UG Student Affairs Mission	https://www.regiscollege.edu/regis-life/student-affairs/undergraduate-student-affairs	
Academic Affairs	https://www.regiscollege.edu/about-regis/administrative-offices/academic-affairs	

Please enter any explanatory notes in the box below

Many academic programs have a published mission statement on the Regis website; the graduate counseling programs is an exemplar: https://www.regiscollege.edu/academics/majors-and-programs/counseling-ma/mission-statement-counseling-ma

CHAPTER TWO: PLANNING AND EVALUATION

As further described below, Regis's current Strategic Plan, "One Pride, Many Voices: Owning our Future", was developed through a community-wide process of assessment and reflection. In keeping with the ethics of NECHE's Standard Two, the 2022-2025 Strategic Plan notes that: "Good decision-making and planning require a data-informed assessment strategy and transparency around decision-making. Building a culture that is data informed requires a continuous commitment to systemic, intentional changes in the way we track, assess, promote, monitor, and report and respond to outcomes." Regis continues to make strides in its ability to plan for the future and evaluate its progress towards institutional goals.

Description

Strategic Planning

Since the Five Year Interim Report, Regis closed out the 2019-2022 Strategic Plan and embarked on a year-long process in October, 2021 for its current 2022-2025 **Strategic Plan**: "One Pride, Many Voices: Owning Our Future." The timeline and process for the new Strategic Plan was informed by current literature on the best practices for creating strategic plans and by the accelerated nature of change across the higher education landscape. The current Strategic Plan is, by design, using a three-year timeline for our goals and evaluation measures. As the experiences of COVID demonstrated, responding to nimbly to change while maintaining overall long-term goals is essential to Regis's success.

As noted in the publicly available **March, 2022 Report to the Board of Trustees**, before the Strategic Planning process was launched to the wider Regis community, and after a review of the previous (2019-2022) Strategic Plan, the Cabinet agreed that the following would be foundational to the new Strategic Plan in the process of developing, implementing, and assessing it:

- We expect our community to practice equity in all that they do as well as carry in their hearts, minds, and actions the commitment to our values: love and service to the dear neighbor without distinction; gracious hospitality; peaceful resolution of conflict.
- We want this strategic planning process to offer community members a chance to discern and dream about potential opportunities, innovation, and investment that will not only make Regis sustainable, but prosperous.
- We desire to empower all community members through learning, growth, and professional development in ways that will contribute ultimately to strength in character and confidence to become agents of change for a better world.

Throughout the process, inclusive of regular updates to the Regis community, foundational to the Strategic Plan is Regis's mission and the values of the Sisters of Saint Joseph in relation to the ideas of diversity, equity, and inclusion. The final plan has three institutional priorities: Equity; Innovation and Investment; and Empowerment. Through a series of focus groups encompassing as many members of the Regis community as possible, as well as a community-wide survey, eight strategic objectives intended to fulfill the three key priorities were developed:

- Strengthen and deepen our equity-minded, mission-driven culture and community.
- Nourish and sustain strategic collaborations and partnerships.
- Create innovative pathways and opportunities for transformative student growth and success.

- Deliver impactful academic programs for the contemporary, evolving learner.
- Invest in resources, infrastructure, and professional development for our faculty and staff to do their best work.
- Improve brand recognition by conveying intersection of mission with our distinct academic strengths and authentic identity.
- Cultivate a culture of continuous assessment, accountability, and transparency.
- Boost financial health to facilitate strategic investment in our future.

All members of the **Administrative Council**, who variously represent all units within Regis, were charged with developing implementation strategies, inclusive of benchmarks for achievement and timelines for completion, designed to enact the eight objectives and fulfill, or make significant progress in fulfilling, the strategic priorities within the next three years. Information about the goals and objectives for the Strategic Plan, as well as updates to the community, are regularly posted on the **Strategic Plan webpage**. In yearly planning, different divisions deploy different methods to arrive at their goals and objectives in light of the Strategic Plan.

Examples of successful implementation of strategies and processes as a result of planning over the short and long-term include the most recent launch of the Division of Professional Studies which entailed re-imagining and planning for the evolving adult education landscape. The implementation of the Title III grant over a period of six years, between 2016-2022, resulted in centralizing academic support services within the **Finucane and O'Sullivan Institute for Learning** (FOIL) in the Library. During AY 2018-2019, Regis carefully determined that the existing undergraduate degrees in Biology, Business Management, Humanities, Psychology, and Social Work should also be offered as three-year degrees for motivated students who might not otherwise enroll at Regis. COVID had a clear impact on marketing and launch of these programs, but the process from planning to implementation, which involved faculty, academic Deans, Admissions, Finance Office, Financial Aid, Marketing, Career Services, and Student Life, demonstrates the Regis approach regarding such initiatives. In 2017, Academic Affairs, ITS, Human Resources, Institutional Risk, and the Finance Office began the process of re-envisioning our faculty contract management, transforming what had been a primarily Word-and-Excel, manual and (often) Dean-specific, process into a coherent system leveraging Paycom (Human Resources application) and Colleague (course and student information application) to their fuller potential. Implemented in Summer 2020, the faculty contract management system has since fed into margin analysis and a better institutional understanding of faculty workloads. [Faculty Contract Management "requirements" planning document and 3-Year Degree BOT presentation in workroom.]

Evaluation

During the COVID pandemic the five-year academic program review cycle was interrupted, but has since been put back on track for academic year 2022-2023. The Program Review Guidelines are regularly updated, most recently in 2022, to incorporate the language of diversity, equity, and inclusion. All academic degree programs submit annual reports of progress (PARS), and are subject to the five-year process of academic program review. Externally accredited programs additionally follow the accreditation cycles and processes required by their specific accreditation bodies. For over five years, the PARS have incorporated the E-Series template as part of academic program assessment plans and reports, which ideally feeds into the five year internal academic program reviews, and forms the basis for Regis's self-study to NECHE. The Associate Provost of Accreditation, Assessment and Research, alongside the institutional Assessment Committee (a sub-committee of the Curriculum and Academic

Policies Committees), provides support and data to faculty in this process. The CIS Data Analyst produces an annual fact book compiling institutional data in an easily accessible format; fact books 2010-present and IPEDS data starting in 2001-most recently submitted are internally available via the Institutional Research SHARP site.

As noted in more detail under Chapter Seven, Regis's financial statements are audited annually by an external accounting firm, are reviewed by institutional leadership, and the Board of Trustees to establish feasible budget priorities from year to year, while also planning for longer-term initiatives (such as the Professional Studies Division).

Annual data related to retention, graduate rates, and other student success data is available to the Regis community in a variety of ways. As part of its 2016-2022 Title III grant, a large, cross-divisional group of faculty and staff from Student Affairs, Academic Affairs, ITS, Alumni, Academic Advising, and the Learning Commons met monthly to evaluate progress on the grant; its impact on undergraduate students, and ways to change/adapt retention strategies as needed and in response to data being gathered. With the formal end of Regis's Title III grant—which received a non-cost extension through Fall 2022 because of the pandemic—a working group on undergraduate retention has been formed, with explicit ties to the new Strategic Plan.

Students and faculty are regularly surveyed about their experiences and that data is used, for example, to improve retention efforts. Depending on the nature of the survey, the data have been variously distributed to key stakeholders but not, in all cases, to the wider Regis community. For example, results from the national Your First College Year (YFCY) survey, administered annually, have traditionally only been made available to faculty and staff directly engaged with the First Year Experience. Specific questions related to first year students' perception and use of the Learning Commons and the Academic Coaches have been used to improve those services. Exit surveys conducted by individual graduate programs are, in a similar vein, local in both their distribution and dissemination. Undergraduate and graduate students are surveyed upon graduation for information about employment and graduate school. The most recent community climate survey, administered in conjunction with the 2022-2025 strategic planning initiative, is an exception, with aggregate results presented to the entire Regis community. Overall, the institution-wide surveys that Regis administers cover such areas as advising, diversity and inclusivity, students' experiences with academics, and campus climate.

Another key example of data use occurs within externally accredited graduate programs—with graduate nursing as a leader in this area—which regularly survey their students regarding their programs and use the data to improve student outcomes over time. As well, externally accredited programs use their licensure and exam pass rates as a means of benchmarking and assessing students' academic success on a yearly basis. Trends in students' performance are regularly evaluated, and changes to program curricula is adapted in response. More recently, faculty across Regis's accredited programs have engaged in discussions about pass rates and how to discern the relationship between the immediate versus the lingering impact of COVID, as well as factors outside of COVID, in relation to student success.

Of particular note in relation to evaluation and planning are two internally developed data dashboards, created within the last two years. Both dashboards are currently limited for viewing by Cabinet members only. The first is the Diversity Data Dashboard, which takes student information as submitted IPEDS and combines that with additional student information specifically relevant to Regis—particularly first generation status and athletes/non-athletes—to disaggregate student success measures within and

across academic programs. The second dashboard is the Margin Analysis. This dashboard aggregates the direct (e.g., faculty salaries) and indirect costs (e.g., library databases) associated with all academic programs at the undergraduate and graduate levels.

Appraisals

> *Planning*

The review of the 2019-2022 Strategic Plan found that the majority of its individual objectives had been accomplished, setting the new ground for the 2022-2025 Strategic Plan. For example, within the overarching goals of "Cultivate Character, Build and Strengthen the Community, Bolster Fiscal Engagement" within the 2019-2022 strategic plan, a central objective was to "[c]ultivate and perpetuate CSJ values campus-wide" through a variety of initiatives, inclusive of the revision of Regis's mission statement; this was successfully completed in 2019-2020. Another key objective was to "Improve Student Outcomes" through a variety of strategies (outlined in Chapters Four, Five, Six, and Eight), which resulted in improved undergraduate graduation rates over time:

4 Year UG Graduation Rates by Cohort Year	2011	2012	2013	2014	2015	2016	2017	2018	2019
	42.1%	53.1%	62.6%	57.7%	54.5%	60.1%	57.7%	68.6%	na
N	110	145	166	143	145	140	157	157	na

Of course, it is also the case that unexpected events—COVID, personnel departures—necessitated that a number of the smaller-scale objectives feeding into larger-scale goals had to be set aside. This was done either because the objectives were no longer feasible or because they no longer fit institutional needs that changed as a result of COVID. There were also a few cases where it became clear in retrospect that some benchmarks contained within the 2019-2022 plan did not fully take into account the budgetary or other resources needed to achieve the results. This error led the Administrative Council, in developing its current Strategic Plan, to keep budgetary and other resources very much in mind as it identified tactics to achieve the new goals. (See workroom for full 2019-2022 Strategic Plan "Post Mortem" document and examples of Administrative Council 2023-2025 Strategic Plan progress reports.)

The development of the current Strategic Plan was deliberately inclusive and placed Regis's mission and the values of its founders at its heart. During the comments/feedback stage, over 2,500 comments about the strategic planning process and issues that needed to be addressed in the strategic plan were received and assessed. Now in the early stages of implementation, with members of the Administrative Council serving as Goal Leaders, the university is focused on how to best assess the outcomes and impacts of the plan's institutionalization across the various departments and divisions. Taking the lessons learned from the previous strategic plan, setting benchmarks and establishing attainable metrics of success has been paramount.

In February 2022 and again in February 2023, nearly 300 faculty and staff attended the 2022-2025 Strategic Plan town hall updates; there is clear evidence that the majority of the Regis community are aware of the new strategic plan and its role in driving decision-making and resource allocation. Underneath the Administrative Council, departments and divisions have individual means through

planning tied to the Strategic Plan is accomplished. Year-to-year planning is prevalent across all divisions and is variously tied to longer-term Strategic Planning. For example, as part of the annual Program Review of Service (PARS), academic department chairs/program directors are asked both to include goals for the coming academic year and to reflect on how well the previous year's goals were achieved. This information influences the broader goals of the four academic school deans within their schools, and the Office of Academic Affairs when planning for resource allocation, professional development of faculty, and other considerations. More centralized and focused administrative departments, such as Information Technology Services (ITS), Human Resources, and Marketing and Communications, regularly communicate objectives, strategies, and goals in relation to the Strategic Plan within department meetings.

That said, in spite of the ongoing communication regarding the Strategic Plan—from its initial stages to the current implementation stage—the "open comment" feedback from the 2021 Climate Survey (developed in-house with an eye towards gathering data for the new Strategic Plan) illustrated a frustration with perceived silos and inconsistent communication between divisions. This frustration may in part be tied to how the timeline and process for the Strategic Plan intersected with budget planning timelines at the department, division, and institutional levels. As there was no explicit question in the 2021 survey related to communication and/or "openness", it is hard to quantify this information and place it in context of data over time, as evidenced through previous, external climate surveys administered by Regis. For example, in the 2019 staff HERI Climate Survey, nearly 67% of respondents strongly agreed/agreed that Regis "provides the campus community with opportunities to share feelings about issues of concern" while only 24% strongly agreed/agreed with the idea that Regis "consider[s] staff views in institutional decision-making". As noted, the 2021 survey did not include a question along these lines. Nonetheless, the Strategic Plan process was very much an answer to those 2019 concerns regarding institutional decision-making.

2021 Climate Survey Response Rates by Roles (a similar breakdown was not done for previous, climate surveys)

Role	Total received email	Number of survey respondents	% within role	% within respondents
Undergraduate Student	1,271	262	21%	35%
Graduate Student	2,328	267	11%	35%
Faculty (includes adjunct)	400	107	27%	14%
Staff/Administrators	259	120	46%	16%
Total	**4,258**	**756**		

Regis has used a variety of faculty/staff climate surveys over time, both external (such as HERI in 2018-2019) and internal (e.g.: 2014 via the Unity Committee). Although the survey instruments have varied, some consistent themes have emerged, particularly in terms of the concept of diversity. The 2014 survey (22% response rate for faculty/staff/students) noted that 86% of respondents agreed/strongly agreed that a diverse community enriches the Regis environment. In 2019 (33% staff response rate), 75% agreed/ strongly agreed that Regis "promotes the appreciation of cultural differences". The 2021 Climate Survey (15% response rate for faculty/staff) noted, in answer to the Likert-scale (1-5) question "How well does our institution promote racial/cultural interaction between different groups?", yielded

an average rating of 3.63. In keeping with our mission, the Regis community values diversity, and through the **Institutional Plan to Address Racism** has been working to do even more in this area, through, for example, improved hiring practices (Chapter Seven) and curriculum review (Chapter Four).

Our use of student climate surveys, the SSI and YFCY, has been more consistent though with highly variable return rates. Student Affairs reviews the results annually as part of their preparations for the new academic year (see Chapter Five for more details). As well, the offices of Undergraduate Student Affairs, Graduate Affairs, Academic Affairs, and Finance and Budget closely monitor application, admissions, and registration trend data for short- and long-term planning. At the undergraduate level, Regis contracts with the external consultant **EAB** to assist in enrollment strategies. At the graduate level, programs that fall within the **Boundless Learning partnership** are similarly monitored, with those external partners providing relevant data for graduate enrollment planning. While staff involved in admissions and retention have robust data and use that data extensively, information has been less successfully, and variably, filtered down to the academic school deans and program directors/chairs for use in their planning. (See also Chapter Five.) In an effort to begin to address this, in 2023, as part of the PARS process, Academic Affairs included basic retention and graduation data at the program levels to chairs/directors as one of the first in a series of steps to provide academic leaders with information in a timely fashion relevant to their programs.

Evaluation

Program Review Guidelines for internal academic program review are regularly updated, most recently in 2022, to incorporate the language of diversity, equity, and inclusion. Although an interrupted process, program directors/chairs have uniformly noted that the internal review is a helpful and productive one. For accredited programs, internal review serves as a means of "ramping up" and receiving peer review feedback on their program in advance of the external review. For non-accredited programs, the review process is a means through which faculty may reflect on progress made and goals yet to be achieved. Though both the PARS and the five-year review processes are meant to be used as an opportunity for faculty in programs to pause, reflect, and collaborate, it is often the case that the chair/director takes on the sole responsibility for completing these reviews. As well, a number of Regis's academic programs are headed by a solitary full-time member of the faculty who is supported by adjunct faculty; collaboration is especially difficult in those instances, as there is a desire not to overburden adjunct faculty with work they are not paid to do.

In the preparation and work for the self-study, a key gap in terms of gathering and assessing information regarding recent Regis graduates became apparent. Many individual graduate programs survey students prior to graduation and engage in outreach to their alumni regarding job placements. Typically done to satisfy external accreditation requirements, the information is not systemically gathered for all programs, nor is it housed and maintained in a central location. Undergraduate and graduate students do complete separate versions of Your First Destination Survey, the results of which have not been widely shared back to Regis faculty and staff, but which have been used by the Director of the Center for Careers and Internships and the Director of Graduate and Professional Degree Planning to improve operations, particularly in relation to better matching current students to internship opportunities.

In terms of the current Strategic Plan, beginning in May 2023, a set rotation of Administrative Council goal leaders report on the progress made thus far on goal implementation, inclusive of tactics being used to meet the objectives, timeline for completion, and preliminary results/assessment of the work.

(Reporting Schedule in workroom.) What follows are just a sampling of the type of work currently being done, and the different means through the Strategic Plan's implementation is being assessed. Within the objective "improve brand recognition by conveying the intersection of mission with Regis's distinct academic strengths and authentic identity", the Vice President of Marketing and Communication noted the completed Brand Perception Survey; the ongoing review and implementation of key performance indicators regarding Regis's brand; and a new social media strategy. The Brand Perception Survey (N=1,081) provides the baseline data from which success regarding the tactics to improve brand recognition will be assessed over the life of the Strategic Plan. The Associate Vice President of Auxiliary and Business Services, within the context of the objective to "Invest in resources, infrastructure, and professional development for our faculty and staff to do their best work," included a range of strategies, from pursing state certification for the Regis College Police Department—which should not only improve the morale of campus police but ultimately improve students' safety on campus—to evaluating the Nursing Clinical Resource and Simulation Center to ascertain additional equipment and other requirements necessary for the continued success of the program. The outcome of this work will be evaluated in terms of student and faculty satisfaction with the facilities, but also in terms of improved student success and retention in the program.

Projections

Planning and Evaluation

- Beginning Fall 2023, the President's Administrative Council, as part of its reporting out calendar rotation, will formalize, and make widely available, the benchmarks of the 2022-2025 Strategic Plan, and regularly update the Strategic Plan webpage for access by the Regis community so that progress on goals and objectives are easily available and understood.
- Over the next three years, Academic Affairs, Student Affairs, Finance Office, and the new VP of Enrollment Management, working with ITS, will continue to build on its work with the margin analysis, in service of increased enrollment, student success, persistence and completion rates.
- Over the next five years, ITS and Academic Affairs will explore ways of scaling up its use of, and access to, data dashboards and self-serve data reporting for members of the Regis community beyond the Cabinet (department chairs, staff directors) for use in student retention efforts and academic program improvements.

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates	Website location
Strategic Plans [?]	[?]	[?]	
Immediately prior Strategic Plan	2016	2016-2021	https://www.regiscollege.edu/sites/default/files/about/strategic-plan.pdf
Current Strategic Plan	Mar-22	2022-2025	https://www.regiscollege.edu/about-regis/leadership/strategic-plan
Next Strategic Plan			

	Year completed	Effective Dates	Website location
Other institution-wide plans*			
Infrastructure Renewal Plan	in progress		in workroom
Academic plan	in progress		subsumed within the current strategic plan; in workroom
Financial plan	in progress		subsumed within the current strategic plan; in workroom
Technology plan	in progress		subsumed within the current strategic plan; in workroom
Enrollment plan	in progress		subsumed within the current strategic plan; in workroom
Development plan	in progress		subsumed within the current strategic plan; in workroom

Plans for major units (e.g., departments, library)*

[?] These plans are incoporated within the larger strategic plan			

EVALUATION	Website location
Academic program review	
Program review system (colleges and departments). System last updated:	[?] Five-year academic program review schedule, located in workroom (and in intra-web: SHARP). Schedule is reviewed each year with Deans and adjusted if needed.
Program review schedule (e.g., every 5 years)	

Sample program review reports (name of unit or program)

MS ABA	**?** located in workroom

System to review other functions and units

Program review schedule (every year)

> Each Vice President provides the President with a report documenting division accomplishments and next year's goals at the end of every academic year.

Sample program review reports
(name of unit or program)*

FY21 Institutional Advancement Report Summaries	in workroom
FY21 ITS Annual Report	in workroom
2020-2021 Marking and Communication Strategic Goals	in workroom
FY21 Center for Incluisive Excellence Annual Report	in workroom
Infrastructure Renewal Plan	in workroom

Other significant institutional studies (Name and web location)*	**Date**
https://www.regiscollege.edu/sites/default/files/about/inclusive-excellence/institutional-action-plan-6-month-progress-report-march-2021-v2.pdf	2021
Regis College Brand Survey	2022 (in workroom)

Please enter any explanatory notes in the box below

CHAPTER THREE: ORGANIZATION AND GOVERNANCE

The Strategic Plan honors the practice of good governance and ethical leadership across all levels, through clear policies and processes. These policies and procedures are enacted by dedicated Board members, administrators, faculty, staff, and students who ensure the smooth operating of the institution in keeping with its mission and values. Productive partnerships must be cultivated, maintained, and sustained within: "our own community members as we look to expand mentoring and collaboration with faculty, staff, students, alumni, and other constituencies to empower the Regis community" to do its best work. A strong, inclusive governance structure is the framework used to ensure that Regis fulfills its mission.

Description

Governing Board

Founded by the Sisters of Saint Joseph of Boston (CSJ) in 1927, Regis College is a private, non-profit co-educational institution of higher education chartered under the laws of the Commonwealth of Massachusetts. Regis College is governed by a two-tier system: a corporation under the auspices of the Congregation of the Sisters of Saint Joseph, and the Board of Trustees. All **corporate members** also serve on the **Board of Trustees**. Regis's by-laws are available on our internal websites, SHARP and SPIKE, and are available in the workroom. The Bylaws clearly delineate the relationship between the Corporation, Board of Trustees, and Regis's administrators and faculty in terms of institutional governance.

The members of the Board of Trustees are the primary fiduciaries of the institution. They are all familiar with Regis's mission, objectives, policies, and programs and they receive regular trainings via the **Association of Governing Boards (AGB)** on best practices for Boards. The Board is in compliance with Massachusetts's Higher Education Financial Assessment and Risk Monitoring Law. The authority, duties, and responsibilities of the Board of Trustees, as well as its relationship with both the CSJ and senior administration in setting and carrying out the mission and purposes of the institution, are made explicit in the bylaws. The primary functions of the Board are the establishment of policy, management of the institution's resources, and broad oversight of Regis's operations. The Board is additionally responsible for appointing the president, annually reviewing the president's goals for the past year and for the upcoming year, and for setting the president's compensation.

Board members adhere to Regis's Conflict of Interest Disclosure Policy [copy available in workroom], ensuring that they are free of personal or immediate familial or financial interest in the institution; they understand, accept, and fulfil their responsibilities as fiduciaries of the institution; and they act in good faith and in Regis's best interest in adherence to the mission and values of the institution. A Conflict of Interest disclosure form is signed by each member of the Board on an annual basis, and the completed forms are reviewed by President, Chair of the Audit Committee, Board Chair, and AVP of Risk Management and Legal Affairs.

The Board monitors the financial strength of the institution through its Finance, Audit and Risk Management, and Investments committees. It reviews and approves the annual financial statements submitted by Regis's external auditors. The full Board meets four times a year, for regular meetings, in the months of October, December, March, May, and one retreat in June. The composition of the Board of Trustees (currently 24 members, excluding President Hays) is diverse by occupation, age, gender,

race, ethnicity, education, geography, length of service, and relationship with the institution. The Corporate Board is currently comprised of eight members, including the President of the College. Members of the Board serve voluntarily, without compensation. All members are listed on the **Regis website**. Board members are also asked annually to participate in philanthropy, to support Regis's capital campaigns, and to otherwise support the institution through attendance at events (**Gala**, baccalaureate, **commencement**, **PRIDE Lecture series**, etc.) as they are able. Within the Board committee structures, members of Regis administration, faculty, and students serve as non-voting participants who serve as a means through which information flows back and forth between the Board and the wider Regis community.

The Board maintains the following twelve trustee committees and subcommittees: Academic Affairs; Audit and Risk Management; Committee on Trustees; Enrollment, Marketing and Student Life; Executive; Facilities and Master Planning; Finance; Honorary Degree; Inclusive Excellence; Institutional Advancement; Investments; Presidential Evaluation and Compensation. All committees present their goals and objectives and report their progress against those goals annually to the full Board. Board Committees are variously comprised of voting Board members and non-voting members of the Regis community responsible for that area of Regis's functioning. For example, the Academic Affairs Board subcommittee includes: five Board members (including the Board Chair), President Hays, Provost Driscoll, the assistant and associate provosts, the academic school Deans, the VP of Graduate and Professional Student Affairs, two faculty representatives from the faculty curriculum and academic policies committee (CAP), and undergraduate and graduate student representatives. The most recent change to the Board committee structure was in 2021 with the addition of the Inclusive Excellence Committee. [Selected Board and subcommittee minutes are available in the workroom.]

Senior Leadership and Internal Governance

As of July 1st, 2022, **President Antoinette Hays, RN, PhD** began her 12th year as the 10th **President** of Regis College. As specified in the Regis bylaws, the president is the chief executive officer of the college and oversees all operations of the institution, enabling faculty and staff to fulfil Regis's mission and purpose. She is supported by her Cabinet and the **Administrative Council** in enacting her vision and goals for Regis. During her tenure at Regis, a few of President Hays' most significant and transformational achievements for Regis include: the expansion of professional graduate programs, two professional doctoral programs (**DNP** and **EdD**), and a partnership with then-Pearson Online to expand Regis graduate offerings into high-quality online degrees. Most recently, she spearheaded the creation of the **Division of Professional Studies** to further diversify Regis's offerings and revenue. All of these initiatives have been accomplished with the mission and values of the Sisters of Saint Joseph of Boston as the guiding principles to "serve all, without distinction."

As provost and vice president for academic affairs, **Dr. Mary Erina Driscoll** serves as Regis's chief academic officer, reporting directly to the President. In this role, she is responsible for all academic programs and operations at Regis (library, registrar, academic advising, Life Long Learning) and undergraduate student life, enrollment, retention, and, in the interim period during the search for a new VP of Admissions, admissions. Dr. Driscoll reports directly to the president and oversees a leadership team that consists of the associate and assistant provosts, four academic school deans, the Dean of the Division of Professional Studies, AVP of Student Affairs, and the deans and directors from a variety of departments related to academics and to undergraduate student affairs. She joined Regis College in **March 2019** at the start of COVID and was crucial to steering the institution through the pandemic.

Dr. Driscoll reviews all academic programs, has final approval to changes approved by curriculum committees and the committee on academic policy, oversees the academic budget, and is involved in new programs from proposal to implementation. She also has final oversight and approval over faculty hires, reappointments, promotions, and conversions and department chair/program director, and senior academic administration appointments.

At the upper administrative level, Regis uses a two-tier senior leadership structure in the form of the President's Cabinet (15 members) and the **Administrative Council** (AC, 24 members). The President's Cabinet serves as the primary advisory group of the institution. Led by the president, the group meets regularly, and is comprised of the most senior members of the institution's leadership, across Regis's divisions. The Cabinet includes the academic school deans and the dean of Professional Studies to ensure full representation of academics at Regis. The responsibility of the Cabinet is to discuss and decide matters relevant to the operations, mission, and vision of the broader institution. The Administrative Council includes all members of the Cabinet, associate vice presidents and other leaders within the Office of the President and Provost, as well as a member of the full-time faculty elected by the faculty to serve as a representative on the AC. The AC develops and supports the institutional vision of Regis as established by the President and her Cabinet. As well, it serves as a regular venue of collaboration between diverse divisions, particularly in relation to the 2022-2025 Strategic Plan.

The faculty are organized within departments and programs within four academic schools that are overseen by the academic deans. Each of the four schools has some differences in terms of their respective organizational structures, but all of the schools follow the same basic processes of governance. Individual program faculty report to their chairs/program directors, who themselves ultimately report to the School Dean, who report to the Provost. Both academic departments led by chairs (STEM, for example) and academic programs (Psychology, for example) led by program directors, exist at Regis. Program directors and department chairs have similar functions. Each chair or program director, with final approval from their dean, is responsible for course scheduling and engage in, curriculum development, planning, and review. As well, chairs and directors, in collaboration their deans, further the development of faculty members, conduct faculty performance evaluations, lead recruitment of new faculty members, and engage in student recruitment. Led by their respective deans, the four academic schools hold school meetings to discuss academic and other matters specifically relevant to those faculty. As well, as relevant within the schools, individual departments/programs and/or academic leadership within the schools hold regular, smaller-scale meetings to address other issues related to curriculum, student success, and the like.

The **Theresa Wood Lavine Division of Professional Studies,** headed by an academic dean on par with the school deans, currently does not oversee any faculty directly and does not directly oversee any academic curriculum. The dean collaborates with the other academic school deans on issues related to bachelor completion programs and he oversees the curated, non-credit programs offered through the division. He works with a Faculty Advisory Committee in relation to the division's non-credit offerings to preserve and promote faculty input and engagement with this new aspect of Regis's educational portfolio.

As outlined in the Faculty Handbook, the creation and approval of proposed courses and academic programs is the province of the faculty of each school, although ideas for new curriculum may also come from administration in light of developing market needs. All new academic programs are reviewed by the relevant academic school dean and the provost with particular attention to financial sustainability

and fit within wider institutional priorities. Curriculum is then reviewed by curriculum committee before review by the Board of Trustees Academic Affairs Committee. (Faculty Handbook and curriculum proposal templates available in workroom.)

Early in Regis's history we had a single Curriculum and Academic Policies Committee (CAP). The institution's growth from one school to four, coupled with the growth of specialized programs, required the formation of a second CAP. One CAP serves the **School of Health Sciences (SHS)** and the **Young School of Nursing (SON)** while the other serves the **Sloane School of Business and Communication** (SBC) and the **School of Arts and Sciences (SAS).** The respective deans of the schools serve as *ex officio* members of the relevant committees; the associate provost represents Academic Affairs and serves on both committees. The committees collaborate as the Joint CAP in matters related to academic policies and in matters related to curriculum processes, such as ensuring both committees use the same course proposal forms and the same basic standards when evaluating curriculum. The two-CAP structure ensures peer review among faculty of related disciplines. The CAPs review all curricula offered at Regis for academic credit, irrespective of modality or location. It is also the case that to ensure adherence to accreditation standards, the School of Nursing has an additional layer of curriculum review and assessment which curriculum must pass through prior to review by SHS/SON CAP. In the School of Nursing, student representatives, both graduate and undergraduate, serve in a liaison role on their respective curriculum committees.

Faculty Council, elected from the members of the full-time faculty, set the agenda for the monthly full faculty meetings for half- and full-time faculty, inviting members of the administration to those meetings as necessary and appropriate. Faculty Council receives year-end reports from the faculty committees of shared governance, assesses their productivity in relation to each committee's charge, and brings suggestions of improvement to the full faculty when necessary. The Faculty Handbook outlines the role of faculty committees and shared governance. In the past three years, efforts have been made by the Faculty Council to further explicate how committees may best function in terms of processes in order to fulfill their roles within Shared Governance.

In addition to administrative and faculty governance, Regis undergraduate students have a voice and role in the operational life of the institution through the **Student Government Association (SGA)**. Elected by the undergraduate students, the SGA serves as an umbrella organization for all recognized clubs and organizations on campus. It consists of four representatives from each class, five first-year representatives, and an Executive Board comprised of five executive officers. The SGA makes formal recommendations relevant to students' concerns and interests to Regis administration when appropriate. Student Senators serve as the liaisons to the academic schools and serve as a means through student concerns specific to a School may be communicated and addressed. There is no formal structure of governance in place for graduate students.

Outside of shared governance structures, but essential to the fabric of Regis in terms of ensuring that key initiatives continue to move forward, are long-standing committees and working groups led by administrators, and comprised of faculty, staff, and students. These committees include: Mission Committee; PRIDE Index Committee; Commencement Committee; and the Inclusive Excellence Committee. During the pandemic, the COVID Working Group—a multi-divisional committee with members drawn from across the campus—played a particularly important role in making recommendations to the President and her Cabinet on a variety of issues, from mask mandates to language about classroom expectations. The COVID Working Group ended in May, 2023. There are

currently no plans to shift, or adapt, any of these staff-driven committees into the Shared Governance structure.

Appraisals

Governing Board

The Regis College Board of Trustees takes its responsibilities seriously and its committees are active in asking questions and providing appropriate oversight of the overall operation of the institution. For example, the Board of Trustees Academic Affairs Committee is careful to consider both academic cohesion and budget considerations when reviewing new programs and recommending them to the full Board of Trustees for final approval. The subcommittee on Inclusive Excellence reviewed the ways in which Regis collects demographic information and was actively engaged in the Climate Survey that led to the current Strategic Plan. In addition, the Committee on Trustees oversees the Board's own self-evaluation via an anonymous survey every-other-year, with the last one conducted in Spring 2023. The results of this self-assessment will be presented to the Board during its Fall 2023 meeting. In addition, the Committee on Trustees uses an assessment matrix identifying skills and areas of expertise when identifying on which subcommittees members should serve. Most recently, in 2021, the full Board rigorously reviewed, and then approved, the President's proposal to invest in Workforce Development and Degree Completion initiatives launch the Division of Professional Studies to implement and sustain those initiatives. An *ad hoc* committee on Long-Term Planning has also recently been formed as a means of better evaluating growth opportunities for Regis.

Senior Leadership and Internal Governance

In part the result of COVID, in part the result of the natural rhythm of administrative turnover within higher education, Regis College has undergone significant personnel changes and resulting administrative reorganization. This is particularly true within the past three years. For example, in 2018 the previous Vice President of Academic Affairs departed Regis, leading to the hiring in 2019 of Dr. Driscoll as Vice President of Academic Affairs who took on the additional title of Provost to indicate her expanded responsibilities. The Chief Operating Officer/Senior Vice President of Undergraduate Admissions and Enrollment, Dr. Kara Kolomitz, departed Regis in 2021. This resulted in a significant, but seamless, re-organization of the Division of Student Affairs as different members of staff earned promotions and/or had their job responsibilities expanded (see organizational chart in the workroom). A search for a new Vice President of Undergraduate Enrollment Management was completed in Summer 2023, joining Regis in August, in addition to the **new [Vice President for Diversity, Equity, and Inclusion](#)**. After the recent departure of the Vice President for Mission, the role was reconfigured into the position of **[Associate Vice President for Mission, Ministry, and Service](#)**. Although in the short-term, the changes within the administrative leadership of Regis were unsettling, it is also the case that such changes provided opportunities to re-assess strengths and weaknesses in reporting and job structures, resulting in positive institutional changes.

Another example of using personnel change as an opportunity for evaluation and assessment is the departure of the Dean of the School of Nursing. With an interim Dean in place during AY 2022-2023, and with a search taking place for a new Dean to begin in Fall 2023, Regis hired an outside consultant to evaluate the administrative structures that had evolved within the school as its online programs grew. The report is being taken into account as part of the current search for the new Dean and within the context of the FY24 budgeting process.

In terms of Shared Governance and the role of the faculty, the Faculty Council has made great strides to ensure that full-time faculty from all four schools as well those faculty who work exclusively within online degree programs are integrated within committee structures. Prior to COVID, monthly full faculty meetings were held as a hybrid model of in-person and Zoom. This led to a feeling of disconnect among the faculty. COVID prompted the use of Zoom for all meetings, but since the end of the primary crisis and a return to majority in-person work, faculty meetings have remained fully online. While some Weston-based faculty have stated a preference for in-person faculty meetings, Faculty Council determined that the monthly full faculty meetings needed to remain fully online to preserve an equitable meeting experience. The current standing committee structures continue to work well overall.

It should be noted that during COVID, undergraduate student government structures were particularly important to ensuring that Regis was responsive to students' needs and concerns. Since the pandemic, the increased engagement of undergraduate students in decision-making at the institution has continued, with student representation on administrative committees ongoing and SGA taking an active interest in Regis's 2022-2025 Strategic Plan. While there have been conversations among the faculty of potentially incorporating student voices within specific standing committees and/or as part of department and/or school meetings, that has not moved forward with any consistency, in part because there is not yet a good mechanism for equitably engaging graduate students—who are with Regis for shorter periods of time—within governance structures.

Projections

- Beginning Fall 2023, the *ad hoc* Board of Trustees Committee on Long-Term Planning, comprised of board members, faculty, and staff, will develop a process for developing and reviewing additional opportunities to further promote Regis's growth and long-term sustainability.
- Over the next five years, the Board of Trustees Presidential Evaluation and Compensation Committee will continue to develop a process to ensure a sustainable plan of leadership succession at Regis College.
- Using the model of student engagement on faculty committees as modeled by the School of Nursing, and in alignment with the **Institutional Action Plan to Combat Racism**, Faculty Governance, Academic Affairs, and new the VP of Inclusive Excellence/Chief Diversity Officer will collaborate over the next two years to develop and implement a process of further incorporating students within Shared Governance committee structures.

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

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

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

Name of the sponsoring entity	Congregation of the Sisters of Saint Joseph of Boston
Website location of documentation of relationship	https://www.regiscollege.edu/about-regis/leadership/board-trustees/members-corporation

Governing Board

	Website location
By-laws	internally published on SHARP (copy available in workroom)
Board members' names and affiliations	https://www.regiscollege.edu/about-regis/leadership/board-trustees

Board committees *	**Website location or document name for meeting minutes**
[?] full Board of Trustees Meetings	Samples provided in electronic evidence room
Academic Affairs sub-Committee	Samples provided in electronic evidence room
Marketing, Enrollment and Student Life sub-Committee	Samples provided in electronic evidence room
Facilities and Master Planning sub-Committee	Samples provided in electronic evidence room
Institutional Advancement sub-Committee	Samples provided in electronic evidence room
Audit and Risk Management	Samples provided in electronic evidence room
Audit and Risk Management	Samples provided in electronic evidence room
Committee on Trustees	Samples provided in electronic evidence room
Executive Committee	Samples provided in electronic evidence room
Finance	Samples provided in electronic evidence room
Honorary Degree	Samples provided in electronic evidence room
Inclusive Excellence	Samples provided in electronic evidence room
Investments	Samples provided in electronic evidence room
Presidential Evaluation and Compensation	Samples provided in electronic evidence room

Major institutional faculty committees or governance groups*	**Website location or document name for meeting minutes**
Full Faculty Meetings	Samples located in electronic evidence room
Faculty Council	Samples provided in electronic evidence room

Curriculum and Academic Policies (CAP) Committees	Samples provided in electronic evidence room
Personnel Policies and Finance Committee (PPFC)	Samples provided in electronic evidence room
Promotion, Tenure, and Sabbatial Committees (PTSG)	Samples provided in electronic evidence room

Major institutional student committees or governance

	Website location or document name for meeting minutes
Student Government Association (SGA)	Samples provided in electronic evidence room

Other major institutional committees or governance groups*

	Website location or document name for meeting minutes
Administrative Council	Samples provided in electronic evidence room
Cabinet	Samples provided in electronic evidence room

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

Standard 3: Organization and Governance
(Locations and Modalities)

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

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*			
			2 years prior	1 year prior	Current year	will be Current year - updates provided prior to site visit
			(FY2020)	(FY 2021)	(FY 2022)	(FY 2023)
? Main campus	Weston MA	2/12/1927	2,125	1,963	1,811	
? Other principal campuses	na					
? Branch campuses (US)	na					
? Other instructional locations (US)	Regis North, Northern Essex Community	1/1/2016	32	38	22	
Other instructional locations (US)	Lawrence Memorial Hospital, Medford, MA	1999	277	239	206	
? Other instructional locations (US)	Melmark (ABA), Andover, MA	11/18/2022			0	
? Other instructional locations (overseas)	na					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*			
			2 years prior	1 year prior	Current year	will be Current year
			(FY2020)	(FY 2021)	(FY 2022)	(FY 2023)
Distance Learning Programs						
Programs 50-99% on-line	na					
Programs 100% on-line	Via Boundless Learning (Pearson Online) Partnership: 25 Masters,23 DNP and 6 Post Master's Cert.; Outside partnership: 3 Masters, 1 Certificate)	1/1/2017	1,973	2,473	2,466	
? Correspondence Education	na					
Low-Residency Programs	na					
Competency-based Programs	na					
Dual Enrollment Programs*	5		18	29	27	
Contractual Arrangements involving the award of credit	Rize/LCMC	2020	18	59	74	

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

Please enter any explanatory notes in the box below

The high schools with which we have dual enrollment agreements are as follows (though not all have students enrolled through the agreement at any particular time): Archbishop Williams High School; Boston Public Schools; Diocese of Fall River Catholic Schools; Fontbonne Academy; Framingham Public Schools; Hopedale High School; Needham Public Schools; New Heights Charter School; Saint Joseph's Prep (until school closed summer 2023); Shawsheen Regional High School.

CHAPTER FOUR: THE ACADEMIC PROGRAM

Description

Introduction

As stated in the **2022-2025 Strategic Plan**, Regis will continue to "[d]eliver impactful academic programs for the contemporary, evolving learner." As an institution, and in clear alignment with NECHE's standards, we are "committed to serving all students. We are committed to designing, developing, and revising our academic programs and modes of delivery to ensure that our students not only access a Regis education, but thrive, as every student should be a success story."

Through its four academic schools—Arts and Sciences, Business and Communication, Health Sciences, and Nursing—Regis College offers thirty-five undergraduate degrees (inclusive of bachelor's completion programs), fifteen master's degrees (not including nursing program specializations), two professional doctorate degrees (DNP, EdD), and a range of certificates. We also offer select degree programs at three NECHE-approved additional instructional locations, outlined in more detail below, at: Lawrence Memorial Hospital, "Regis North" at Northern Essex Community College, and Melmark New England. Through the newly established **Division of Professional Studies**, Regis began offering non-credit bearing credentials in 2023. As highlighted throughout this report, Regis offers a diverse and complex ecosystem of academic programs. Undergraduate degrees at Regis are appropriately named and compare to practices of other American colleges and universities in relation to their length, content and level, as are our graduate degrees.

The undergraduate academic programs fall within the following broad categories:

- **accelerated three-year** and traditionally paced four-year degrees primary designed for residential and commuter students;
- bachelor's completion degrees offered on site (or online) at "**Regis North**" located at Northern Essex Community College;
- bachelor's completion degrees offered through the Weston campus, such as the BA in Education for paraprofessionals at **Boston Public Schools**;
- associate degrees (at the additional instruction location of Lawrence Memorial Hospital) in **Radiography** and **Nursing**, and an AS in **Dental Hygiene** located on the Weston campus;
- certificate programs for undergraduate and graduate students (i.e.: **Spanish for Health Sciences**).

The graduate and graduate certificate programs at Regis are offered either through our partnership program with Boundless Learning as completely online degrees, or through the individual academic schools as internally developed online (both synchronous online and asynchronous online modalities), hybrid, or in-person programs. Internally developed programs are calibrated to the regional market, while Boundless Learning partnership programs have a wider reach. Recently, Regis entered into partnerships with **Melmark New England** to offer its Applied Behavior Analysis program on-site for Melmark employees. Regis also offers its degree in Regulatory Clinical Management as an internally developed online program, with its first student cohort funded by **Novartis**.

In terms of doctoral degrees, two professional doctorate programs have been approved by NECHE for the university to offer: DNP (School of Nursing) and EdD (School of Arts and Sciences). The DNP is offered in-person at the Weston, MA Regis campus and online through the Boundless Learning partnership. It has many different entry points and tracks available to students, the majority of whom

are practicing nurses at various stages of their careers. The EdD in Higher Education Leadership is offered as a hybrid model, with students coming to the Regis campus periodically for in-person instruction and otherwise working in the online asynchronous mode. The EdD program is currently exploring the possibility of transitioning to a completely synchronous online model as means through which to expand its regional reach.

All academic degree programs publish their program learning outcomes and program requirements as appropriate to their disciplines within the academic catalog. The catalog is reviewed on a yearly basis in relation to curriculum changes as approved by the curriculum committees. To ensure coherent curriculum design over time beyond the curriculum approval process, Regis engages in internal academic assessment processes—Program Annual Report of Service and the five-year academic program cycle—as well as external accreditation processes. These processes ensure that all academic programs are high in quality, and when there are opportunities for improvements, those improvements are documented, implemented and assessed.

Assuring Academic Quality

The new academic degree program proposals must be submitted and approved by the chair/director, then Dean of the School in consultation with the Provost, before moving on to the appropriate Curriculum and Academic Policies committee (CAP) and reviewed thereafter by the Board of Trustees Academic Affairs Committee (BOTAA). The BOTAA provides its recommendation to the Board of Trustees for final approval. Curriculum flow is highly dependent on email. All new and substantially revised courses offered for academic credit toward a Regis degree must be reviewed and approved by CAP using the process above; the full Board is notified of new courses created within already existing academic programs.

All programs are required to connect to Regis's mission, both at the proposal stage and within the context of academic program review. The CAP process is thorough and peer-driven; it is tied closely to mission, student learning goals, and available resources. Administrative and Academic roles for the approval of courses and programs are defined in the Faculty Handbook, and noted on new program/new course forms. As noted in Chapter Three, the two CAPs are faculty governance committees comprised of elected full-time faculty from each School. All programs are required to develop an assessment plan which is submitted and reviewed yearly to ensure that students are meeting the stated program learning outcomes. The department/program assessments are submitted by the department chairs in the Program Annual Report of Service (PARS) which is submitted to the Dean of each school. All programs undergo a Five-Year comprehensive review which is submitted to the Assessment Committee. The Assessment Committee in turn makes recommendations for further improvements. For accredited programs, yearly evaluation of the curriculum occurs within the context of accreditation standards set by their respective accrediting bodies. For example, within Nursing programs, the yearly evaluation occurs within the context of Board of Registration in Nursing standards. A passing rate of less than 80% for a graduating class for two consecutive years results in thorough examination of the curriculum map, and the potential revision of relevant courses or the development of a new course. More information related to each academic program is noted within the E-Series forms.

In addition to the academic programs initiated within Regis, **we took over** the Dental Hygiene program from Mount Ida College in 2018. Regis became the controlling institution and the program became re-accredited by the Commission on Dental Accreditation (CODA) at Regis. Regis established the curriculum

and transfer plan for all students who transitioned from Mount Ida to Regis, and any changes to the curriculum since 2018 have been accomplished following Regis's curriculum processes.

In January, 2023, Regis added the new Division for Professional Studies to facilitate non-credit course and certificate offerings. Currently, the non-credit programs are curated in collaboration with the company, Core, with whom Regis has a contractual agreement. The Division is currently working collaboratively with the other four academic schools to fit existing bachelor completion programs within the division from a marketing and admissions stance. Non-credit courses offered through the Division are reviewed by Academic Affairs in consultation with faculty, but are not reviewed by CAP.

Regis has changed the profile of its branch campuses during the past two years, and post-pandemic is examining and reaffirming their role at Regis. Our oldest branch campus—the partnership with the nursing school at Lawrence Memorial Hospital (LMH), overseen on-site by Vice President for Education, Dr. Nancy Bittner—has recently come to the attention of the Department of Higher Education (DHE). In light of recent regulations, DHE is asking the parties to review our current agreements to better reflect the oversight needed on the part of both institutions. We remain committed to ensuring a pathway for the LMH nursing diploma students to earn (as they do now) a Regis Associate Degree in either Nursing or Radiography.

The substantive change request for Regis to offer bachelor completion programs at Northern Essex Community College (NECC, "**Regis North**") was approved by NECHE in 2016. The initial proposal (see workroom) was to open an additional instructional location in Lawrence, MA within the Northern Essex Community College to provide associate to bachelor degree completion programs in Nursing and Public Health. After three years of operation the pandemic fundamentally changed our presence there. Since NECC remained remote throughout the pandemic period when Regis had returned in person, we were unable to resume in person instruction and continued via remote modality. The new Division of Professional Studies is intended to absorb the programs that guaranteed bachelor's completion opportunities for this population. Still in its very early stages, our DPS is determining if the programs will be exclusively online or if in 2023-2024 we will return to an in person presence. As noted in the Data First forms, enrollment in these programs has been relatively low, but Regis firmly believes that maintaining the Regis North programs is consistent with our mission.

During the 2022-2023 academic year Regis was approved by NECHE to establish its third alternative instructional location at Melmark New England (Melmark) in Andover, Massachusetts. Melmark serves students on the autism spectrum. At Melmark, we offer our in-person Applied Behavior Analysis Master's degree on site; support services are being offered as indicated in our substantive change application to NECHE (documents available in the workroom). With the launch of the Melmark site, ABA faculty will be paying close attention to course success rates to all ABA students are achieving success.

Programs changing their modality (from in-person to fully online) are required to submit the changes to CAP and the school Dean for approval prior to the implementation of the changes. All new programs or program changes that require collaboration with other entities or additional resources (e.g., Northern Essex Community College, Novartis, Boundless Learning, Rize/LCMC) are reviewed by the Administrative Council and the BOT prior to implementation. Included in the Program Proposal for all level degrees is a section regarding necessary resources (human resources, equipment, space requirements, and library holdings), marketing, and competition with other universities. This enables the university to determine whether these increased demands can be adequately supported. Substantive changes within a program

with external accreditation requires internal curricular approval through the established curriculum process, as well as the appropriate approval from the accrediting body. For non-credit bearing courses and programs offered through the Division of Professional Studies, a separate process, inclusive of faculty advisory input (see Chapter Three), is in place.

When other program requirements are changed, those changes are communicated to students and Regis ensures that they are able to complete their degree with minimal disruption. Through our strong advising model—a team of faculty, chair/director, and Advising department—we enable students to complete majors that were being phased out or transitioned them into comparable programs. The former version of the Regulatory Clinical and Research Management (RCRM) master's program students were each given a plan for completing their degree when the program was phased out (the program has been substantially revised and now being re-offered). Students complete their academic programs as articulated in the academic catalog in effect in their first semester at Regis. In the rare occasion when an external accreditation requirement mandates curriculum changes for all students within a program, students are advised how to make adjustments to these requirements if grandfathering is not possible.

For academic programs in partnership with other entities—Boundless Learning, the **Rize/Lower-Cost Model Consortium (LCMC)**, Core—as well as for arrangements with outside entities to track particular academic requirements—clinical hours—Regis has written contracts with each stating the roles and responsibilities of each party. Resources available to students through Boundless Learning are accessible by students such as advising and technology assistance. Clinical sites for both undergraduate and graduate programs have written agreements signed by both institutions. **CORE ELMS** is used for master's level nursing programs as it has a national reach. The software company provides training and assistance as needed to students and faculty in its use. Other such agreements include one within the Nursing Pre-licensure Program, which uses the Massachusetts Centralized Clinical Placement (CCP) software for placement of undergraduate nursing students.

Regis has a dual enrollment agreement with **St. George's University (SGU)** (Grenada), where undergraduate premed students may enter SGU after completing three years at Regis, and earn their undergraduate and medical degrees after satisfactorily completing four years at SGU. The Memorandum of Understanding for this arrangement, and institutional curriculum, are regularly reviewed. Regis also has affiliation agreements with several law schools as part of its **pre-law advising program**--Suffolk University School of Law, UMass School of Law, and Western New England University School of Law—allowing qualified Regis students, upon application and acceptance to the law school, to earn a bachelor's degree from Regis and a law degree in six years (a 3+3 program) from any of the three institutions. Evaluation of student learning and the achievement and award of credit is based on stated criteria for all academic programs.

Certificate programs offered at Regis College include college-level courses consistent with the coherence and academic quality of its degree programs. Certificates available at the undergraduate level include undergraduate level courses, with Graduate level certificates require graduate level degree courses. Academic recognition for the Regis College Undergraduate **Honors Program** and academic recognition for Departmental Honors require enhanced academic levels of achievement as outlined on in the academic catalog.

Regis offers programs and courses online (distance learning) for which the levels of knowledge, understanding, and competencies are equivalent to programs offered in a historically more traditional

(in-person) format. The student learning outcomes for courses are similar with varied methods of achieving these learning outcomes based on current best practices in higher education. Two examples of this are the On-Ground ABA/Online ABA and the On-Ground DNP/Online DNP; sample syllabi and curriculum maps for these programs are provided in the workroom.

Undergraduate policies regarding continuation in, termination from, and re-admission to programs, have been designed to assist students in completing their education. The faculty standing committee-- Admission, Progression, Retention (APRC)—includes staff from Academic Advising and Academic Support Services and makes recommendations regarding undergraduates who may need to be placed on leave, as well providing oversight over re-admission policies. The Undergraduate policies are stated in the academic catalog and in the student handbook.

As part of its retention efforts within the context of Title III, Regis adopted the online student retention tool **Starfish** to track student attendance, flag common student retention concerns, provide kudos when students are exceeding expectations, and make specific notes regarding student struggles, academic progression, and advising concerns (See also Chapter Five). Individually, faculty and advisors follow up on Starfish flags and notes regularly. Institutionally, information in Starfish is aggregated and addressed by the Case Management Committee on a weekly basis. Patterns across course sections are discussed, and ongoing issues with individual students are addressed in order to determine the most appropriate course of action. **RegisHub**, the advising portal and outward-facing view of the Student Information System, has a notes tab for advisors and students to include information pertaining to student degree progress and advising history. Regis has an Academic Standing policy for undergraduate students to determine which students are not in good academic standing at the end of the Fall and Spring Semesters. The Academic Standing Committee meets at the end of each semester to approve policy-based recommendations made by the Advising office for students not in good academic standing. Students voted on standing have requirements and restrictions placed upon them the following semester they are enrolled to support the return to good academic standing. At the Graduate level, general academic policies, as well as specific program-related policies related to accreditation, are stated in the catalog, with program directors as the persons primarily responsible for ensuring re-admission policies are followed.

Graduate programs require completion of a bachelor's or master's degree to enter the next level of academic program. However, it is the case that within the graduate nursing programs, depending on a student's credentials, background, and previous coursework—bachelor's degree in a field outside of nursing, nursing bachelor's degree, RN, or associate's degree—there are various entry points through which a student may begin their graduate nursing program. Nursing faculty work within accreditation standards to ensure that whatever the point of entry, students achieve the benchmarks appropriate to the final degree earned. There are also requirements for international students to demonstrate proficiency in the English language prior to admission. Graduate level programs require higher level critical thinking, communication and writing skills that demonstrate collegiate-level English skills. Student learning outcomes are relevant to the degree level, course level, and in keeping with generally accepted practices in higher education and in the specific field of study.

Undergraduate Degree Programs

Regis programs are designed to develop knowledge and skills within a specific discipline as the titles of programs indicate and as outlined in the program learning outcomes and course outline for each major.

Every undergraduate program designs their courses with introductory, developing, and in-depth courses. Course numbers indicate level of knowledge and skills required for specific courses. Student Learning Objectives for each level of coursework are indicated in faculty syllabi. Students have access to an eight-semester curriculum map through RegisHub. Core Courses provide students with broad knowledge related to a range of subjects. Regis has defined majors and programs, with most emphasizing one discipline; several of our offerings—such as the BA in Interdisciplinary Studies in the Humanities and the BA Health Sciences--are interdisciplinary in nature and curriculum design. Double majors, or the addition of minors, are encouraged and supported through individual degree plans and co-advising across disciplines.

Programs designed to provide professional training, such as Nursing, Education, and Social Work, include relevant curricular content or competencies, as well as the opportunity to practice and master related skills through internships or clinical practice. Through assessment of "Institutional Learning Outcomes Met through the Major," graduates demonstrate in-depth understanding of an area of knowledge or practice, how to utilize principal resources in that field of study, and its interrelatedness to other areas. In-depth understanding is linked to the Program Learning Outcomes, as well as an Institutional Learning Outcome Met through the Major.

Fluency in written and spoken English are required for all undergraduate and graduate students to apply. The Regis College catalog notes that all undergraduates should have four years of high school English for admission to Regis; official results from TOEFL or IELTS if the student's first language is not English are required for admission. The successful completion of EN 105 (Reading, Thinking & Writing I) and EN 106 (Reading and Thinking & Writing II), or the equivalent, are required for every undergraduate. As part of the Core Curriculum students are required to take courses in Literature and in History which require analytical and critical mastery of texts written in English. The exception to this requirement are nursing majors, where students may choose to fulfill either the English or the History core requirement. Undergraduate students are required to complete a capstone Final ePortfolio that demonstrates, among other areas of student learning, their level of collegiate-level proficiency in the English language.

General Education (Core curriculum)

General Education (Core) requirements are essential to the success of all undergraduate Regis students, and key to our mission. These courses provide foundational skills and a broad spectrum of knowledge. **The First Year experience** immerses students in the Regis Community throughout the first year through the First Year Seminar (RC 101 – Fall semester) and a linked, Core, class (Spring semester). Core requirements include Ethical Thinking, Critical Thinking and Writing, Philosophy, Quantitative Reasoning, Religious Studies, Expressive Arts, Literature, History, Natural Sciences, and Social Sciences. Basic major or concentration requirements, inclusive of information pertaining to the Core, are listed in the academic catalogue. RegisHub tracks students' progress through the undergraduate core and the major. Students who transfer into a program or who are part of a bachelor's completion program, must demonstrate that they have taken courses equivalent to Regis's Core courses or fulfill them at Regis.

The core curriculum goes beyond the 40 credits as required by NECHE: First Year Seminar (3 credits), Mathematics (3 or 4 credits), Writing (6 credits), Religious Studies (3 credits), Philosophy (3 credits), Ethics (3 credits), History (3 credits), Literature (3 credits), Social Sciences (6 credits), Natural Sciences (7 or 8 credits), Expressive Arts (3 credits). The final requirement is the ePortfolio completed through the capstone course within individual majors. Each category in the Core Curriculum specifies a specific

Learning Outcome to be achieved through the courses offered within that category. Core Learning Outcome assessments are completed at the end of each course and submitted to the Associate Provost. The assessment includes a rubric to evaluate student achievement of the CLO and an open-ended question for faculty reflection on both the student level of achievement and the assignment. First Year Students are "introduced to the values and world view of the Sisters of St. Joseph" in the first semester. The Capstone ePortfolio requires reflection regarding the student's experiences at Regis related to their major; general education; relationships with peers, faculty and staff; and involvement in extra-curricular activities. It also requires submission of a professional resume and three examples of assignments demonstrating key concepts learned how they apply to the student's future. In sum, the Core provides students with a wide range of knowledge to facilitate student understanding of the world, various viewpoints, and ability to coherently communicate about a variety of topics.

The Major or Concentration

Courses in a major progress from introductory to higher level coursework or competencies in a logical sequence. Each major is built upon clearly stated learning objectives relevant to the area of study that include knowledge, information resources, methods, and theories. Although there is some variation with course numbering protocols, advanced undergraduate courses within the majors are designated at the 300 or 400-level. Prerequisites are reviewed regularly and documented in the course catalog and on the hub; changes to course prerequisites are reviewed by CAP. Regis offers students options to gain additional knowledge according to their interests through electives, minors or double majors. Undergraduates who have attained a 3.0 or higher may also begin master's level courses during their junior or senior year. As noted above in relation to the Core, students within an academic degree program have multiple opportunities through which they may learn, and then demonstrate, in-depth understanding of their field of study and how it fits within other areas of study.

Graduate Degree Programs

Regis excels at professional performance and practice-oriented programs at the master's and doctoral level that are designed to provide mastery of the subject matter, and to develop the professional and analytical skills needed to practice in the field and to advance the profession. These curricula are designed to prepare students to apply and share existing knowledge or to develop new applications of knowledge within their field.

Each graduate program focuses on mastery of a specific field of study or professional preparation. Program learning outcomes reflect a high level of complexity, and specialization associated with advanced academic study. Program learning outcomes, course-level student learning outcomes, and assignments are mapped for curriculum cohesiveness. In accredited programs, competencies are also linked to learning outcomes and regularly reviewed. Published syllabi include program learning outcomes and course student learning outcomes with appropriate evaluation. Program rationale, outcomes, course of study, and prerequisites are published in the academic catalog and Student Handbooks outline requirements for specific programs as necessary.

The content of Regis graduate programs and courses offered through the Boundless Learning platform are under the administration and oversight of Regis. Courses must be approved by CAP, are taught by Regis faculty, and reviewed or updated by Regis faculty in collaboration with Boundless Learning. Program needs and expertise related to specific courses are considered when hiring faculty to ensure successful accomplishment of program objectives. Job descriptions posted for graduate level positions

include required and preferred credentials, experience, and research necessary for the position. Prospective full-time faculty are interviewed by a committee who reviews their application, interviews candidates, and makes recommendations to the Dean and Provost regarding the individual who best fits the requirements of the position, the School and the university. Generally, faculty number and time commitments are sufficient for the accomplishment of the program outcomes with additional faculty added as needed related to program improvement and growth. Professionally-oriented programs include faculty who are experienced professionals who also make scholarly contributions to the field.

All students entering a graduate degree program at Regis must meet institutional and program entry requirements, the specifics of which are listed within the academic catalog, program webpages, and materials generated by Admissions. Requirements include: a) Completion of appropriate previous degree (Bachelor's or Advanced Degree); b) Official transcripts; c) GRE or MAT scores for a small subset of specific programs, including Occupational Therapy; d) International applicants must have their transcripts officially evaluated; e) International students must demonstrate English language proficiency through testing; f) Personal Statement; g) Interview with program faculty. Specific programs require additional demonstration of appropriate preparation, such as prerequisite courses or a specific undergraduate GPA. In the case of programs in the Boundless Learning Partnership, Regis oversees and has final control over whether or not students are admitted into those programs; Boundless Learning's responsibility lies with lead generation and answering students' questions about the application process.

All our graduate degrees across all four schools require students to advance beyond what they achieved at the undergraduate level, a standard that begins with the program proposals and which is re-enforced through program assessment. These graduate-level standards are most easily demonstrated where there is a hierarchy of degrees within an area of study, such as within the variety of nursing degrees offered within the School of Nursing.

Regis's practice-doctorates (EdD and DNP), as well as its master's programs, are designed to prepare students for professional careers. Programs emphasize the sequential development and application of professional skills that will result in competent practitioners. This is accomplished through curriculum design that includes practical application within the classroom and within the field through practica or clinical placements, as exemplified by the ABA and Nursing graduate programs. In addition, professionally oriented programs include distinct, practice-based research components within the context of the field, with a cumulative project (capstone, thesis, or dissertation) embedded within program curriculum to demonstrate students' research. Examples of this include the MA in Mental Health Research and Leadership, the MA in Strategic Communication, and the MS-DNP Program.

Transfer Credit

Regis has always ensured that that students meet its stated learning outcomes of programs and the residency requirement in relation to any transfer of credit, however, prior to 2023, the transfer of credit policy and the policy pertaining to prior learning assessments was confusingly worded for students. The language was significantly clarified for the 2023-2024 academic catalog. Within the context of graduate programs, transfer of credit is strictly limited, with program-specific policies noted appropriately in the academic catalog.

Regis has **many articulation agreements** with other private institutions of higher learning and participates in the **Massachusetts Guarantee** program which is designed to facilitate the transfer of students from associate degree programs into four-year independent colleges within Massachusetts.

This information is stated on our website (and concurrently listed on the websites of our partners). The agreements are designed to ensure students meet the requirements for a Regis degree without establishing barriers unrelated to the academic quality and integrity of the Regis degree.

Integrity in the Award of Academic Credit

Regis offers thirty-five undergraduate degrees (inclusive of bachelor's completion programs), sixteen master's degrees (not including nursing program specializations), two professional doctorate degrees (DNP, EdD), and a range of certificates. All degrees are appropriately named and follow standard, accepted practices in terms of program length, content, and degree level. Our associate's level degrees in Dental Hygiene, and the two offered through LMH/Regis (Radiography and Nursing) require a minimum of 60 semester credits; our baccalaureate degrees require a minimum of 120 semester credits; and our master's degrees require a minimum of 30 semester credits. The exception within the master's degrees is the **professional MBA program** which requires 18 core credits, however students may only enroll if they do so in tandem with in a 30-credit master's program at Regis. Regis endeavors to keep undergraduate level programs from requiring an excessive amount of credits above 120. There are a small number of accredited programs, such as **Diagnostic Medical Sonography**, which requires 130 credits to meet both Core requirements and the requirements for the major as prescribed by their accrediting body.

Regis does not offer competency-based programs. We do offer required and elective courses to students as described in the academic catalog and online, with individualized degree audits and plans for each student based on their catalog year available through RegisHub. Expectations for student achievement are readily available for all programs in the academic catalog. Chairs and directors, with oversight from the School Dean and in concert with the Registrar's Office, determine course rotations at least a semester in advance.

Regis retains responsibility for the design, content, and delivery of courses for which academic credit or degrees are awarded, including contractual, dual enrollment, and similar arrangements. Through yearly Program Annual Reports and the five-year program review (as well as specific accreditation reporting), Regis ensures that all learning outcomes are consistently and appropriately assessed. At the undergraduate level, the Admissions Office, Office of Student Advising, and the Registrar review student transcripts to ascertain that admission requirements are met for new and transfer students. At the graduate level, graduate program directors and/or the Dean/Associate Dean review admission candidates to ensure requirements are met. Advisors review registration data to ensure accuracy with curriculum plans. Faculty, Program Directors, and professional advisors regularly review student degree audits to ensure students' progress toward a degree.

The School of Business and Communication offers three programs through the **Rize/Lower-Cost Model Consortium (LCMC**). The programs are designed to ensure that undergraduate students earn their degree on campus, with specific courses offered and taught through the consortium. The model offers smaller institutions the opportunity to offer majors with advanced courses in which enrollments are drawn from multiple institutions and instruction is online (either synchronous or asynchronous). Institutions may serve as the host for the major, as Regis does in Financial Planning, which provides additional revenue to the institution, and may also contract to participate in other majors (eg. Digital Marketing and Supply Chain Management) which enhance our offerings without requiring Regis to teach all of the courses.

The Financial Planning degree program is fully controlled by Regis and the program director, in consultation with the Dean, selects and evaluates the faculty who teach courses through the Rize program. For the two other Rize/LCMC-related programs (Digital Marketing and Supply Chain Management), Regis also oversees course requirements, prerequisites, learning outcomes, and degree requirements. All three programs and their courses underwent the curriculum process, and all admissions, registration, and retention efforts for Regis students are overseen by Regis. However, with Digital Marketing and Supply Chain Management, some courses are taught by consortium faculty. Thus, these faculty are not overseen directly by Regis though as a consortium member we have a voice in who teaches consortium classes.

Syllabi list program, course, and core (as applicable) learning outcomes, stating the criteria on which students are evaluated in relation to their learning on individual assignments. The academic catalog and course syllabi note the basic criteria related to grades and what is considered to be passing. As appropriate, some accredited programs note in the catalog and the program's student handbook what the program-specific grades and/or cumulative GPA requirements are necessary for progression.

Faculty, with administrative support, ensure the academic integrity of the award of grades and certification of competencies, where applicable, and credits for individual courses. As noted, all courses are reviewed by CAP for academic integrity and the credits associated with then. Faculty are required to upload all syllabi to the learning management system (Moodle) for students to access. Faculty must enter student grades into Moodle in an ongoing and timely fashion so that students can monitor their progress. Final course grades are determined according to the grading criteria in the course syllabus.

As referenced above in relation to Transfer of Credit, in Spring/Summer 2023 Academic Affairs, in consultation with the Joint CAP significantly revised its policy for prior experiential and non-collegiate sponsored learning that took place prior to a student's enrolling at Regis. The policy states that credit from experiential and non-collegiate sponsored learning will be accepted on a limited basis and only after review by the appropriate academic office. At the conclusion of the 2023-2024 academic year, the effectiveness of the revised transfer of credit and PLA policies will be reviewed to ensure student's succeeded in their Regis courses and programs. The policies for PLA, transfer of credit, and bachelor completion programs ensure that at least one-fourth of the 120 undergraduate credits required for the degree are Regis College courses.

In keeping with recent initiatives in higher education to increase student access to college as early as possible, Regis has several programs that build connections between high school students and our academic programs. Summer Scholars is a pre-college program that brings advanced high school students to campus for a brief residency and provides the opportunity for them to earn six college credits through two courses offered in a hybrid modality. Lorraine's Leaders, a grant-funded initiative that will have its first cohort in 2023, builds on this model and recruits a cohort of students from a partner school with underserved students to immerse them and their families more fully in the process of selecting and applying to their future college. Regis has in placed Dual Enrollment agreements with the following high schools: Archbishop Williams High School; Boston Public Schools; Diocese of Fall River Catholic Schools; Fontbonne Academy; Framingham Public Schools; Hopedale High School; Needham Public Schools; New Heights Charter School; Saint Joseph's Prep (until school closure in Summer 2023); and Shawsheen Regional High School. Specific courses at those schools are designated as the equivalent of specific Regis 100-level courses and are taught by high school faculty with at least a Master's degree.

Course syllabi are regularly collected and reviewed for quality. During 2023-2024 AY we are piloting some Early College initiatives to bring advanced students to campus during the regular academic year.

Regis maintains direct and sole responsibility for the academic quality of all aspects of all online and off campus programs. Content of online courses offered are under the administration and oversight of Regis faculty. Regis assures adequate resources to maintain quality of online and off campus programs in a variety of ways. For example, with the 24-month pre-licensure ABSN, Regis contracted with the instructional design company EdTech to assist faculty in robust online course design. Regis also provides resources for programs through budget planning and allocation of resources such as faculty and support staff. Programs submit a yearly budget which is reviewed by the Deans and submitted to administration; resources are allocated based on availability to ensure programs are supported while maintaining a balanced budget. Regis provides faculty resources to assist with instructional processes such as instructional design, in-house professional development (faculty workshops, IT workshops, Moodle) and free access to Quality Matters workshops and **ACUE** courses.

Undergraduate policies regarding continuation in, termination from, and re-admission to programs have been designed to assist students in completing their education and to avoid students continuing a path that would lead to increased cost and lack of success. Policies for programs that have additional requirements regarding continuation or termination are outlined in the academic catalog. Graduate policies regarding continuation in, termination from, and re-admission to programs are similarly designed. Graduate and undergraduate policies are stated in the academic catalog and student handbooks and there are processes for student appeals related to these policies.

Graduation requirements for all programs are stated in the academic catalog and verified through the degree audit process to assure that all Regis degrees accurately reflect students' attainment of those degrees. When exceptions are made to published degree requirements, the rationale is documented and overseen by the appropriate academic administrator; exceptions to the undergraduate core curriculum are made by the Associate Provost, while chairs/program directors, in consultation with their academic dean, have purview over program-specific academic requirements. Regis online programs maintain educational objectives that are consistent with the institution.

The institution works to prevent cheating and plagiarism, as well as to deal forthrightly with any instances in which they occur. It works systematically to ensure an environment supportive of **academic integrity** through the following means:

- Academic integrity policies are published in the academic catalogue.
- A clear plan process for reporting and addressing a suspected academic integrity violation.
- Turnitin to assist with preventing plagiarism.
- Respondus, a lockdown video browser, is used for online exams in various programs.
- Library **guides** on understanding academic integrity.

With the advent of Chat GPT, in Spring 2023, **the Center for Instructional Innovation**, as part of its **Pride Faculty Lecture Series** hosted a panel conversation titled "**Challenges & Change In Higher Ed: Generative AI & ChatGPT**". Other opportunities for faculty and student development on this evolving topic are planned for the future, and the undergraduate first-year writing faculty are examining best practices related to ChatGPT, and Library staff have developed a **resource guide** on the subject.

In various programs, Regis offers courses over 8 weeks rather than the usual 15-week semester. Eight-week courses cover a similar level of knowledge, understanding, and competencies as traditional semester-long courses and hold the same credit value. Typically students do not enroll in more than two courses within an 8-week single term, which helps with their success. Specific courses may be offered in the summer term or January intersession for an abbreviated time period. These courses include the same student learning outcomes with appropriate measures of evaluation for achievement of the learning outcomes. Course syllabi templates outline the ways in which faculty may account for student work in relation to the requirements for the federal credit hour.

Regis does not offer courses for academic credit for continuing education, or evening or weekend divisions, though it does offer evening and weekend courses as part of specific degree programs (such as the EdD). Students across all modalities and locations have many different, and sufficient, opportunities to engage with faculty regarding course content and related matters. All faculty are required to maintain office hours, either in-person, zoom, or both. Syllabus templates require faculty to state their response time for email correspondence, and all faculty are expected to give to timely and effective feedback on student work. There are also multiple opportunities for informal faculty-student interactions, through lecture series, Heritage Week, and co-curricular programming at the undergraduate and graduate levels.

The identity of degree seeking, along with non-degree seeking, students is attached to codes within our student information system which identify, and cross-reference, the student, the program in which they are enrolled or not, billing, financial aid, degree audit, and curriculum plan along with academic status (ex: active, graduated, withdrawn, medical leave). The codes populate into RegisHub and direct students to register for the appropriate courses and term accordingly. Students in clinical programs (e.g. Nursing) must complete a background check and fingerprints using Castlebranch. This information is protected and available only to a few administrators.

Appraisal

Assuring Academic Quality

Academic administration and faculty provide the oversight to ensure quality academic programs through numerous processes from new program inception to yearly and five-year reviews. Most new programs are initiated by faculty; those programs suggested by Administration—typically the result of third-party market-research—go through the curriculum development process and are overseen School Deans. The CAPs are faculty standing committees, and the program reviews are completed by faculty and submitted to administration and the assessment committee. Applications for accreditation and accreditation reviews are performed according to specific program standards. Regis has a good track record of meeting these standards. Regis has academic control over all courses offered within the Boundless Learning platform. At times, individual interactions between Regis faculty and Boundless Learning staff have been strained, but that is not an issue of policy. Instead, the issue is one of maintaining clear communication and expectations among all parties. This an area the School Deans, the **Assistant Provost of Academic Innovation and Faculty Development**, and the **Vice President of Graduate and Professional Student Affairs,** have been working closely with Boundless Learning to improve.

As part of an overall strategy related to academic partnerships and maintaining enrollment in its traditional undergraduate programs, Regis recently hired a **half-time staff person** to oversee our High

School Summer Scholars program and our dual enrollment program. This new staff member will also ensure that academic quality and oversight is maintained.

COVID and the creation of Professional Studies Division have prompted a wider reassessment of our additional instructional locations and our approach to bachelor completion degrees more generally. Individually, the sites at LMH and Regis North were created during different eras of Regis's history, responding to specific educational needs of populations. Over time, while the needs of the students changed, the programs and agreements at these other locations remained relatively static. COVID, the Professional Studies Division, and conversations with the Department of Higher Education provide the necessary impetuous to individually reexamine these sites to ensure they are effective in meeting students' needs. Melmark, currently in its first year of implementation, is thus far meeting the enrollment goals set for the site without impacting the enrollment of the Weston-based program. Academic assessment data for the ABA program will be carefully monitored to ensure success rates between Weston-based and Melmark-based students are similar.

All undergraduate and graduate students enrolled in classes at Regis College, and the faculty and staff who teach them, are expected to maintain integrity in all academic pursuits. Any dishonesty with regard to these matters is subject to censure or penalty in proportion to the seriousness of the action and may result in dismissal from the university. The Office of Academic Affairs and the Center for Instructional Innovation, with the Office of Risk Management, is developing an online professional development training for faculty, emphasizing the formal structures and processes in place related to academic to ensure all faculty—and new faculty in particular—have the knowledge and tools necessary to effectively address academic integrity issues that arise. Screen shots of this online module, still in development, are provided in the workroom as evidence of the work Regis is doing in this area. The module will be available to faculty in academic year 2023-2024.

Regis has a specific plan in place to review new programs, ascertain their academic standards and to ensure reasonable consistency among programs and numerous programs must meet external accreditation requirements, providing another layer of review and accountability. There is some inconsistency in terms of gathering program-specific student feedback via Exit Interviews (or other means), with smaller, non-accredited programs, often receiving this information anecdotally. Regis has improved its processes related to the cost of developing new academic programs, and those newer programs have better budgetary and resource frameworks than do some older academic programs. In recognition of this, Academic Affairs is collaborating with the Finance Office using an academic program margin analysis to better identify, and address more fully, resource gaps between academic programs in areas such as: increased faculty needs as programs grow; new equipment and equipment replacements; additional space to serve programs (lab-based programs in particular).

A new area of academic oversight and assessment has been developed with the establishment of the position of Assistant Provost for Academic Innovation and Faculty Development, dedicated to assessment of mission, academic achievement, and pedagogic effectiveness and who oversees the Center for Instructional Innovation. Instructional Design staff assist faculty with development of new courses and the enhancement of instructional processes.

Students who are enrolled in internships, clinical rotations, and practicums are provided with the expectations for successfully completing the experience through clearly outlined competencies and evaluations. Regis utilizes competencies outlined by the specific accrediting body for student evaluation

in specific programs. Students who attend clinicals, fieldwork, practicum placements, or internships are expected to record their hours. Students utilize programs such as EXXACT (OT), TalEval (DH), Trajecsys (NM, DMS), CORE Elms (SLP, Public Health, etc.), and ABA Fieldwork Tracker (ABA) to record their hours. The faculty member who is responsible for the associated course checks student attendance using these program. Students have assignments and/or must demonstrate skill competency during their placements. These assignments/competencies are assessed and graded throughout the semester. Clinical supervisors are in regular contact with site supervisors to make sure the student is attending the placement and that they are progressing in their field of study.

Regis's structures related to English-language skills are adequate and, at the undergraduate level, there are many checkpoints for language assessment. That said, Regis has no formal program for English Language Learners. Particularly post-COVID, anecdotally faculty find that a portion of students—both native and non-native English speakers—are not proficient in collegiate-level writing skills. This is an area for improvement for Regis to assist students in achieving higher levels of English writing, with particular attention paid to the needs of students for whom English is not their first language.

Programs at Regis follow a sequential progression such that inquiry skills become more complex as students progress in the program. Higher level inquiry skills are typically included in 300-400 level courses for undergraduate programs. Departmental Honors projects within the discipline provides an opportunity for undergraduate students to pursue an independent research project that enhances their independent learning, information literacy, and inquiry skills. However, this opportunity is not promoted as effectively as it could be many student are not aware of the opportunity.

The sufficiency of academic content and contact hours for credit are demonstrated for all experiences for which credit is granted including:

- **Study abroad** – education abroad agreements with specific international universities allow students to transfer courses directly to Regis based on course descriptions and syllabi.
- **Internships** – require that students be enrolled in the related course (typically ID 413) with student learning outcomes and specific methods of evaluation such as student reflection, projects, research, professional preparation assignments, supervisor evaluation, etc.
- Clinical placements – Each clinical program includes a specific method for measuring clinical hours and these are formalized based on accreditation requirements.
- Experiential learning – credit is awarded only if the experiential learning is associated with a specific course or course content
- Service learning – service learning is only awarded academic credit if it is associated with a specific course or course content.
- No credit is granted or awarded for remedial or pre-collegiate-level work.

Regis follows NECHE guidelines when changes are substantive enough to require the Commission's approval, as evidenced by the recent substantive change application to offer the ABA degree at an additional instructional location in Andover, MA. Regis follows all accreditation guidelines (ACEN, CODA, BORN, JRC-DSM, CSWE, etc.) for programs accredited by external organizations. Regis has checks and balances in place when beginning new programs and developing partnerships. All new programs must be approved through multiple channels prior to implementation. Regis requires approval from CAPs and the Provost to make changes to the modality in which programs are offered (from hybrid to fully online, for example).

Regis has a structured contract with clear responsibilities outlined for partnerships with Boundless Learning and Rize/LCMC. Contractual agreements for both undergraduate and graduate clinical sites are signed by both institutions. These contracts are reviewed on a regular basis for renewal. Similarly, CORE ELMS and Centralized Clinical Placement (CCP) software is a useful tool for tracking internship and clinical hours. The companies provide assistance with questions as needed.

Undergraduate Degree Programs

Every undergraduate program designs their courses with introductory, developing, and in-depth courses. Level of courses is explained in Academic Catalog; course descriptions attached to demonstrate level of knowledge and skills related to course number; course numbers visible in 8-semester plans and on advising portal. Student Learning Objectives are listed in syllabi and the syllabus template requires this, with a CAP reviewing all new syllabi and substantive changes to curriculum. All programs are required to have a curriculum matrix. This demonstrates how assignments and courses are linked to student learning at the introductory, developing and mastery levels. Departments are required to assess several courses at each level on a rotating but yearly basis in the Assessment Report; CAPs review new program proposals to ascertain this progression. Although program missions and learning outcomes are published in the catalog, individual program websites vary in their content.

Regis defines its majors and academic programs, and with RegisHub tracking students' progress— undergraduate, graduate, doctoral--toward degree and projected classes, curriculum discrepancies and errors are reduced. Double majors and minors are encouraged and supported through co-advising across disciplines. Faculty often discuss student needs across disciplines. When a student adds a second major or minor, the advisor for that area is added to their program plan on RegisHub.

Regis courses within a major progress from introductory to upper-level courses with appropriate prerequisites. Programs including competencies embed these as part of the course and/or within a separate evaluation process. All programs have stated Program Learning Outcomes upon which the curriculum is built, inclusive of application, analysis, synthesis and evaluation to be demonstrated as appropriate to the discipline. Professionally-oriented programs provide professional training to include relevant curricular content or competencies, as well as the opportunity to practice and master related skills through internships or clinical practice.

Currently, Regis requires all undergraduate programs to include an Institutional Learning Outcome Met through the Major assessment for In-Depth Understanding, but Program Learning Outcomes are assessed with greater attention. Promoting interrelatedness between courses within a major is currently done by Regis faculty within their own programs, but less so between programs.

In Summer 2021 undergraduate faculty, as the Title III grant was drawing to a close, examined what it is that faculty expect students to learn from individual classes in their first year, how those expectations mapped onto—or were re-enforced by--the First-Year experience, and the larger connection to the mission of the Sisters of Saint Joseph. Faculty recognized that not every first year has every class, but faculty identified a significant number of courses as common experiences. Faculty identified five outcomes common across these courses that faculty can mutually, explicitly, and intentionally re-enforce: Raise Ethical Awareness; Engender Lifelong Intellectual Curiosity, Grow Communication Skills, Inspire Civic and Global Engagement, Show Respect for Oneself and Others (REGIS). This group recommended more consistent, and regularly scheduled, cross-faculty and cross-department

communication regarding student learning, a recommendation that will be taken up beginning in academic year 2023-2024. [See workroom for the course list.]

General Education (Core Curriculum)

In 2008, the Regis faculty strengthened the core curriculum through a major revamp, and its requirements reflect institutional mission and educational goals, though there are a few areas for possible improvement or reassessment. While providing a broad knowledge base that encompasses the heritage and foundation of the institution, a contemporary world view, and works to educate the whole person, the Core does not fully address personal wellness as an aspect of the whole person. Courses have been added to the categories to provide students with more options in achieving the stated learning outcomes, but some courses may need to be re-evaluated regarding their best "fit" within a category. One long-standing example of this is the inclusion of language courses as a means though which students can fulfill the Core requirement in Expressive Arts. However, it is notable that the faculty who teach those language courses carefully crafted assignments to ensure students are able to demonstrate that learning outcome.

Core Curriculum Learning Outcomes are evaluated within each core class using a "Signature Assignment" and related rubric. The Capstone ePortfolio provides a final evaluation and student reflection on learning, values and skills gained through a Regis education. As discussed further in Chapter Eight, it is clear that students are achieving educational learning outcomes. For example, in the EN 105 to EN 106 fall/spring writing sequence, students are evaluated on their ability to reflect and revise written work and on their knowledge of citation methods. While it is not clear why first year students in AY 2021-2022 scored higher overall than first year students overall in AY 2022-2023, it is the case that data from Fall 2021 to Spring 2022, and Fall 2022 to Spring 2023 shows an increase in student achievement over the year:

EN 105 Results			EN 106 results		
Demonstrates ability to reflect on and revise written work on their own and through peer workshops	Fall 2021 Fall 2022	3.69 3.50	Demonstrates ability to reflect on and revise written work on their own and through peer workshops.	Spring 2022 Spring 2023	4.45 3.85
Demonstrates knowledge of citation methods and styles by including specific examples from their own work	Fall 2021 Fall 2022	3.49 3.13	Student demonstrates knowledge of citation methods and styles by including specific examples from their own work	Spring 2022 Spring 2023	4.30 3.56

These data highlight the need to better assess changes within students' achievement of learning outcomes over time—particularly from semester to semester, as with the Writing and Critical Thinking learning outcome or from first year to senior year, as illustrated through the suggestive results of the ePortfolios in relation to students' learning about the values of the CSJ, which suggests that the student learning in RC 101 (First Year Seminar) re-enforced throughout undergraduates' time at Regis.

The Major or Concentration

Regis programs are designed to develop knowledge and skills within a specific discipline as the titles of programs indicate and as outlined in the program learning outcomes and course outline for each major.. Additionally, all undergraduate programs at Regis require an internship (typically the course ID 413), practica or clinical work, providing students with the opportunities to directly apply classroom learning.

As discussed in more depth in Chapter Eight, undergraduate students are encouraged in various ways through the curriculum to understand the interrelatedness between courses and programs, and knowledge is assessed through Institutional Learning Outcomes Met through the Major and the ePortfolio. Within undergraduate Nursing and Health Sciences, the required course ID 230 (Interdependence of the Healthcare Professions in the US), is designed to encourage cross-disciplinary thinking. As similar course within the Humanities major is the course ID 110 (Exploring Humanities). However, anecdotally, students often focus more on their major and its career opportunities than on how their major intersects with other disciplines, an issue which will impact of ongoing conversations concerning the Core curriculum.

Graduate Degree Programs

Curriculum in each professional and practice-oriented program provides opportunity for mastery of the subject matter and for the development of the professional and analytical skills necessary to the field of practice. Program learning outcomes address understanding of the subject matter, literature, theory, and methods, and encourage students to identify, evaluate, interpret, organize, and communicate knowledge effectively. Curricula in these programs include at least one research methods course or applied research across courses, but it is sometimes a strain on faculty workload to monitor this intensive student work, particularly at the doctoral level.

While programs have program learning outcomes listed in the catalog, it can be challenging to find that information. The rationale for all of the programs, along with marketing information is on the website. However, program learning outcomes are not always available on the website. Some programs are clearly defined while others could be more specific, with some program websites omitting program mission, learning outcomes, or the program curriculum. Interested students have to indicate an "interest in the program" so they can be contacted and thus obtain the information; this process may limit students applying to the program because they prefer not to give out their personal contact information when seeking program information.

Regis does an excellent job at oversight and control of course content, required competencies and delivery of instruction for courses offered in-person and online through Regis. Faculty needs are considered by program directors and deans to ensure programs are able to meet stated objectives and outcomes. Program directors and department chairs work with faculty to match expertise with course content. In the rare instance that an individual is hired prior to completing a terminal degree, the faculty member is required to continue and complete that degree; this is noted in their appointment letter. More information related to faculty hiring is outlined in Chapters Six and Seven.

Generally, faculty numbers and time commitments are sufficient for the accomplishment of the program outcomes with additional faculty added as needed related to program improvement and growth. However, filling faculty positions, particularly in professionally-oriented programs, can be challenging; people do not apply because they can earn more in industry settings. As noted in Chapter Six, it can

sometimes be challenging for full-time faculty to fulfill teaching, service and research requirements, particularly when they also engage in administrative work. One area of improvement for the Faculty Handbook is clarifying expectations for faculty teaching in graduate programs in relation to research expectations. While it can be challenging to pursue research with teaching and service commitments, professionally-oriented programs include faculty who are experienced professionals who also make scholarly contributions to the field. Fulltime nursing faculty maintain professional experience through limited clinical practice, EdD in Higher Education faculty are active research scholars, and DNP faculty are involved in applied-research projects and grant applications to facilitate professional knowledge.

Regis offers a wide range of on-campus and online trainings and professional development for faculty. Although available, sometimes these are challenging to fit into an already full schedule. Regis provides professional development funds, but these are quite limited. However, this is probably similar to other institutions of this size. Regis offers grants for faculty development. These are available through an application process and are overseen by the Faculty Development and Research Grants governance committee yearly, although during tight budgetary times they may be limited or unavailable. As noted in Chapter Six, there is a structured plan for faculty evaluation, but it is not always clear how this evaluation is used by Deans within the context of providing support and mentorship for faculty.

Transfer Credit

In terms of Transfer of Credit, the Registrar's Office, in consultation with faculty and Deans as needed, ensure that the transferred credits meet the learning outcomes of Regis courses, and thus ensure the academic integrity of Regis programs. Regis recently revised its policies with regards to Transfer of Credit to increase clarity and understanding as the policies did not adequately define the nature of prior learning opportunities, the ways in which prior learning was assessed and awarded, and did not clearly note how the policies functioned in relation to "traditional" transfer students (undergraduate students transferring from one residential undergraduate experience to Regis) and "non-traditional" bachelor completion students (students who typically do not live in residence and who have already earned an associate's degree/licensure in their field).

Regis does not erect barriers to the acceptance of transfer credit, and will use an unofficial transcript to make a preliminary, unofficial evaluation of a student's record so that they have the information that they need to make decisions. However, this practice has sometimes led students to believe that credits have transferred to their Regis degree when such cannot be done until the official transcript is received. The knock-on effect is then difficulty in obtaining final transcripts from students; they assume the credits have transferred when they have not in fact done so. In Spring 2023, as part of the work of the Professional Studies Division, the entire transfer of credit process was assessed to better understand ways to improve the process overall in anticipation of the growth of the Professional Studies Division, but those improvements have yet to be implemented.

Integrity in the Award of Academic Credit

Regis awards credits appropriate to the field of study and course content, and credits reflect the level and amount of student learning. Credits are related to the hours of academic study outlined in each syllabus. Policies for awarding credit are developed and overseen by the faculty and academic administration. As a result of the discussions that took place after Regis's Five-Year Interim Report to NECHE, an addition to the syllabus template was made to include a grid intended to assist students in

understanding the relationship between credit hours, time spent in class, and time spent outside of class (block quoted faculty syllabus template language below):

> In-Person and Hybrid: "Please indicate the specific course hour requirements for your course. Below is an example table to accomplish this. If you have questions regarding how to best calculate out-of-class work, please consult with an Instructional Designer in the Center for Instructional Innovation."

Course Work	Hours/Week Spent (approximate time on task)	Total Hours for the Semester (approximate)
Required Readings		
Forum discussion posts (reading and responding)		
Other Homework Assignments		
Final Essay (including drafting, revisions)		
Totals (excluding time spent in class):		

> Online: "Please indicate the specific course hour requirements for your online course in terms of expected time-on-task for student work and engagement with the course materials and content. Below is a table to assist you in this break-down and an example":

Course Work	Hours/Week Spent (approximate time on task)	Total Hours (approximate)
Totals:		

Example of Online Course Hour Requirements

This course is an 8-week online asynchronous course. Federal regulations acknowledge the unique circumstance of "class time" in the online learning environment. This course meets the requirements for a 3-credit graduate course delivered over an 8-week period of time. For this 8-week course, students will engage in various weekly asynchronous activities on Moodle (projects, videos, threaded discussions) and cooperative peer-project activities at a minimum of 6-hours weekly asynchronous engagement (48hrs). Students should expect to devote 12 additional hours per week to reading, writing, collaborating, and preparing assignments for this 8-week accelerated course (96 hrs). The course requires 144 minimum hours total.

Course Work Inside and Outside of Class Time	Total Hours for the Semester (approximate)	Hours/Week Spent on Task (approximate)
Inside Class Time		
Forum discussion posts (reading and responding)	24	3 hrs/wk x 8 weeks
Projects and videos	32	4 hrs/wk x 8 weeks
Outside Class Time		
Required readings	56	7 hrs/wk x 8 weeks
Other homework assignments	40	5 hrs/wk x 8 weeks
Totals:	152	19 hrs/week

Overall, this addition has improved clarity related to credit hours and student workload, and faculty continue to improve in this area, especially with the ongoing work of Instructional Designers.

Projections

- To facilitate curriculum planning, ITS and Academic Affairs is currently engaged in determining which academic catalog software system—many of which can be customized to incorporate curriculum committee processes—would best allow Regis to track changes to curriculum effectively and then communicate such information to other offices (Registrar, Veteran Affairs, Financial Aid, Admissions). The goal is to have this new system in place for AY 2025.
- Beginning in academic year 2024, Academic Affairs, in collaboration with the Assessment Committee and the Joint Curriculum Committees, will review the undergraduate Core curriculum with an intent of revisions/reform reflecting changes in our undergraduate student population (e.g. bachelor completion students) while maintaining its identity as rooted in the liberal art and Catholic Intellectual Traditions.
- Beginning in Summer 2023, the Division of Professional Studies and the President's Office will lead an effort to re-conceptualize the idea of "Regis North" into the broader terms of a Merrimack Valley Regional Strategy. [preliminary working documents in workroom.]

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

Fall Enrollment* by location and modality, as of Census Date
Fall2022 - will update for fall 2023

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	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
Main Campus FT	0	921	170	0	0			1,091
Main Campus PT	0	139	153	22	29			343
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT	0	0						0
Other Locations PT	19	11						30
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT	0	0	135	73	0			208
Distance education PT	0	0	1,033	299	0			1,332
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	19	1,071	1,491	394	29	0	0	3,004
Total FTE	0	967	700	180	10			1,857
Enter FTE definition:								
Degrees Awarded, Most Recent Year								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.

Please enter any explanatory notes in the box below

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

Fall Enrollment* by location and modality, as of Census Date
Fall2022 - will update for fall 2023

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	2	1	0	3	1,091	1,094
Main Campus PT	13	26	21	60	343	403
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0	0	0
Other Locations PT				0	30	30
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT	9			9	208	217
Distance education PT	147			147	1,332	1,479
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	171	27	21	219	3,004	3,223
Total FTE	64.33	9.67	7.00	81	1,867.33	1,948.33
Enter FTE definition:	# of Full-time student + (# of Part-time student / 3)					
Certificates Awarded, Most Recent Year						

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Please enter any explanatory notes in the box below

Please note, in Fall 2022 our Certificate in Regulatory Clinical Management was not eligible for Title IV funding, thus the 7 students enrolled in that program are not included in this total.

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

?	Number of credits*	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Next Year Forward (goal) (Fall 2023)
Certificate (add more rows as needed)						
?						
Gerontology (CT-HP-GT)	12	0	0	0	0	0
Health Informatics (CT-HP-IF)	15	1	0	0	0	0
Public Health (CT-HP-PH)	18	0	0	0	0	0
Applied Behavior Analysis (CT-MAB-MAB)	27	4	1	2	3	5
Health Administration (CT-MHA-MHA)	15	0	0	0	0	0
Clinical Research Management (CT-MR-CR)	12	0	0	0	7	7
Financial Planning (CT-CFP)	21	1	4	3	5	5
Transdisciplinary Addiction (CT-PM-TD)	15	1	2	1	2	3
Perioperative Nursing (CT-PO)	6	4	0	0	0	0
Applied Behavior Analysis (Online CT-MAB-PMAB)	18	1	8	7	9	10
Teaching Special Education (CT-TSPED)	18	0	0	1	0	5
Total		12	15	14	26	35
Associate (add more rows as needed)						
? Radiography - LMH (AS-MR-SU)	77	2	4	7	3	
Nursing - LMH (AS-NU-SU)	77	61	32	23	16	
Dental Hygeine (AS-DH)** (students are encouraged to be in BS but may elect to graduate with AS, so are initially coded as BS)	88	10	10	5	0	
? Undeclared						
Total		73	46	35	19	0
Baccalaureate (add more rows as needed)						
?						
Biology (BA-BI)	120	42	10	7	6	
Business Management (BA-MT) (phased out)***	120	0	0	0	0	
Global Business Management (BA-BMT) (phased out)	120	47	40	23	10	
Global Business Management Economics (BA-GBME) (phased out)	120	1	2	1	0	
Global Business Management Accelerated (BA-BMT3) (active)	120	0	1	1	0	
Business Management (BA-BM) (active)	120	0	0	27	38	
BA Undergraduate Freshman Traditional (BA-UGF)*	120	1	0	0	0	

BA Undergraduate Transfer Traditional (BA-UGT)*	120	2	1	1	0
Biology - Accelerated (BS-BI)	120	0	3	3	3
Biology (BS-BI)	120	38	55	58	44
Biomedical Engineering (BS-BE)	130	15	11	10	12
Breast Imaging, Institute for Advanced Studies, BS completion (BS-IAS-BI)	120	7	6	12	5
BS in Nursing RN to BS LMH (BS-NU-RBB; code broken into pathways below as of F21)	121	42	47	0	0
BS Nuclear Medicine Technology, Institute for Advanced Studies, BS completion (BS-IAS-NMT)	120	2	1	1	1
BS Nursing Part Time (BS-NU-PB) code inactive 2021	120	0	0	0	0
Business Analytics (BS-BA)	120	1	9	9	8
Communication (BA-CO)	120	19	20	6	4
Criminal Justice (BA-CJS)	120	29	26	18	18
Cybersecurity (BS-CYB)	120	12	12	11	9
Dental Hygeine (BS-DH)	120	71	84	62	71
Diagnostic Medical Sonography (BS-DMS)	130	38	37	32	33
Digital Marketing (BS-DM)	120	0	0	4	3
Education - Initial Licensure (BA-ED-IL)	120	0	0	0	8
Education (BA-ED) (Weston based, non-licensure)	120	17	27	27	25
Education-Non Licensure (BA-ED-NL) (partnership programs)	60	0	4	6	1
English (BA-EN)	120	12	11	12	9
Environmental Sustainability (BS-ENS)	120	4	2	1	1
Exercise Science (BS-ES)	120	35	29	29	30
Health Sciences - Regis North (BS-NECC-HS)	120	2	2	1	1
Health Sciences (BS-HS)	120	5	3	5	4
Individually Designed (BA-IM)	120	0	0	1	0
Intended Dental Hygiene (BS-IDH)	120	0	1	34	28
Intent for Nursing Major (BS-IN)	125	0	1	0	0
Interdisciplinary Studies Humanities (BA-ISHU)	120	30	19	19	16
Interventional Radiology, Institute for Advanced Studies, BS completion (BS-IAS-IR)	120	1	3	4	1
Legal Studies (BA-LST)**	120	1	0	0	0
Marketing & Communications - Regis North (BA-NECC-MC)	120	0	2	2	1
Marketing and Communications (BA-MCO)	120	6	7	8	5
Math Education (BA-ME)**	120	1	0	0	0
Medical Imaging, Institute for Advanced Studies, BS completion (BS-IAS-MI)	120	28	33	33	28
Neuroscience (BS-NEU)	120	17	17	15	15
Nuclear Medicine (BS-NM)	120	25	21	20	16

Degree	*					
Nursing - Regis North (BS-NECC-NU)	122	3	2	1	0	
Nursing (BS-NU)	125	397	387	382	332	
Nursing 24 month BS second degree (first bachelor's degree non-nursing) (BS-ONU)	60	0	2	38	47	
Nursing Accelerated BS-NU-PBA	60	126	95	104	63	
Nursing BS to MS Direct Entry Masters (BS-NU-GB)	60	0	1	1	1	
Nursing RN to BS Completion Pathway I (BS-NU-RBB1)	121	0	0	10	8	
Nursing RN to BS Completion Pathway II (BS-NU-RBB2)	121	0	2	33	37	
Nursing RN to MSN Bachelor's Portion (BS-NU-RB)	121	0	0	1	0	
Nursing, Institute for Advanced Studies, BS completion (BS-IAS-NU)	121	0	0	3	1	
Nutrition (BS-NUT)	120	8	6	8	6	
Psychology (BA-PS)	120	40	33	27	36	
Public Health - Institute for Advanced Studies (BA-IAS-PBH)	120	0	0	0	0	
Public Health - Regis North (BA-NECC-PBH)	120	20	25	17	9	
Public Health (BA-PBH)	120	33	23	10	16	
Social Work (BSW-SW)	120	16	18	12	16	
Sport Management (BS-SM)	120	25	20	19	24	
Supply Chain Management (BS-SCM)	120	0	0	0	1	
Therapeutic Recreation (BS-TR)	120	13	16	12	6	
Undeclared	120	9	10	18	14	
Total		1,241	1,187	1,199	1,071	0

| Total Undergraduate | | 1,326 | 1,248 | 1,248 | 1,116 | 35 |

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Please note that degree name and the internal code for the degree are included parenthetically in these listings. *prior to the current practice of coding students with their intended major in the first semester, students received the UGF or UGT code, and has since been phased out; ***the Business Management degrees have undergone a series of name (and other) changes over time--Business Management is currently active.

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

?		Number of credits*	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Year (Fall 2021)	Current Year (Fall 2022)	Next Year Forward (goal) (Fall 2023)
Master's (add more rows as needed)							
?	MA Counseling (MA MAC)	60	27	29	35	36	
	Mental Health Research and Leadership (MA-MHRL)	48	0	1	1	2	
	MEd in Education (MED-ED)	30	8	13	8	20	
	Master of Education-Elementary Education Initial Licensure (MED-PS)	30	3	0	5	0	
	MEd Special Education (MED-SPED)	30	3	4	6	1	
	MEd Student Success (MED SS)	36	7	15	14	11	
	Dual MEd/ABA (MED/ABA)	66	2	0	0	8	
	Strategic Communication (MA-SC)	30	23	15	17	22	
	Applied Behavior Analysis (MS-MAB-MAB)	39	42	35	37	39	
	Health Administration (MS-MHA-MHA)	33	12	9	5	1	
	Health Administration (MS-MHA-MHAF FT)	33	1	2	0	1	
	Regulatory and Clinical Research Management (MS-MR-RA)**	30	13	na	0	0	
	Acc. MS in Nursing (MS-NU-GM)	94-97	105	94	45	34	
	MS in Nursing (MS-NU-MN)	39-49	141	111	86	56	
	Upward Mobility in Nursing - RN to MSN (MS-NU-RM)	27	3	2	2	2	
	Nursing Bridge (MS-NU-RMB)	61	9	5	4	2	
	Occupational Therapy (MS-OT)	74	35	44	47	42	
	Speech Language Pathology (MS-SLP)	56	0	0	20	39	
	Online Health Administration (MS-PMHA)	33	37	50	40	34	
	Online Masters Nursing (MS-PMN)	39-49	683	812	896	767	
	Online Upward Mobility Nursing - RN to MSN (MS-PRM)	27	62	64	59	44	
	Online Nursing Bridge (MS-PRMB)	61-64	42	62	61	51	
	Masters in Social Work (MSW-PSW Online)	30-60	45	88	132	149	
	Masters in Applied Behavior Analysis (MS-PABA Online)	39	51	65	58	70	
	Masters of Public Health (MS-PMPH Online)	42	23	53	75	53	

Program	Credits*					
Master of Business Administration (MBA)	18	0	4	3	3	
Total		1,377	1,577	1,656	1,487	0

Doctorate (add more rows as needed)

Program	Credits*					
[?] Doctorate Nursing Practice (DNP-NU)	36-76	35	20	24	19	
Doctorate in Higher Education Leadership (EDD-EL)	51	36	44	36	29	
MSN to DNP (DNP-PDNP Online)	36	16	93	147	170	
DNP Bridge (Online DNP-PDNPB)	76	5	0			
BS to DNP (DNP-PDNPE Online)	76	69	127	199	202	
Post Bachelors MS Degree to DNP Degree (MS-PDNPB Online)	67	48	0	0	0	
DNP bridge (DNP-DNPB)	48	0	0	0	1	
BS to DNP bridge Masters degree (MS-DNPB-NU BS to DNP MS portion)	67	3	3	0	4	
BSN to DNP (DNP portion of BS-DNP program) (DNP-DNP)	9	0	1	4	2	
Total		212	288	410	427	0

First Professional (add more rows as needed)

Program	Credits*					
[?]						
Total		0	0	0		0

Other; specify (add more rows as needed)

Program	Credits*					
[?] Post Masters Certificate in Nursing (PM-NU)	37-40	7	5	7	5	
Post Masters Certificate in Nursing (PM-PNU Online)	37-40	252	263	221	147	
Total		259	268	228	152	0
Total Graduate		1,848	2,133	2,294	2,066	0

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

**Degree was phased out, then brought back as certificate in 2022, MS being re-introduced Fall 2023; Fall data to be updated for the site visit.

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

?	3 Years Prior (FY2020) Fall 2019	2 Years Prior (FY 2021) Fall 2020	1 Year Prior (FY 2022) Fall 2021	Current Year (FY 2023) Fall2022	Next Year Forward (goal) (FY 2024) Fall 2023
Undergraduate (add more rows as needed)					
School of Health Sciences					
? AS Radiography - LMH (AS-MR-SU)	6	27	37	17	
Dental Hygiene					
AS Dental Hygiene (AS-DH)**	140	151	80	0	
Bachelor's Dental Hygiene (BS-DH)	1,056	1,235	904	1,036	
Bachelor's Intended Dental Hygiene (BS-IDH)***	0	15	547	465	
Public Health					
Bachelor's Public Health, Institute for Advanced Studies, BS completion (BA-IAS-PBH)	0	0	0	0	
Bachelor's Public Health Regis North (BA-NECC-PBH)	126	199	130	51	
Bachelor's Public Health (BA-PBH)	485	339	140	236	
Bachelor's Health Science - Regis North (BS-NECC-HS)	9	18	6	6	
Bachelor's Health Sciences (BS-HS)	62	39	60	63	
Certificate Integrative Health (CT-HP-IH)	0	0	0	0	
Psychology Program					
Bachelor's Psychology (BA-PS)	616	498	389	541	
Bachelor's Psychology Accelerated (BA-PS3)	0	0	0	0	
Neuroscience Program					
Bachelor's Neuroscience (BS-NEU)	283	269	248	233	
Medical Imaging Department					
Bachelor's Diagnostic Medical Sonography (BS-DMS)	577	503	493	500	
Bachelor's Breast Imaging, Institute for Advanced Studies, BS completion(BS-IAS-BI)	53	62	83	21	
Bachelor's Interventional Radiology,Institute for Advanced Studies, BS completion(BS-IAS-IR)	6	12	15	6	
Bachelor's Medical Imaging, Institute for Advanced Studies, BS completion (BS-IAS-MI)	174	241	212	150	
Bachelor's Nuclear Medicine (BS-NM)	360	316	284	236	
BS Nuclear Medicine Technology, Institute for Advanced Studies, BS completion (BS-IAS-NMT)	27	4	16	12	
Health and Fitness Studies Department					
Bachelor's Sport Management (BS-SM)	375	283	270	350	
Bachelor's Exercise Science (BS-ES)	555	457	435	459	
Bachelor's Nutrition (BS-NUT)	133	91	115	80	
Bachelor's Therapeautic Recreation (BS-TR)	4.5195	243	159	86	

Revised October 2018

Social Work

Bachelor's Social Work (BSW-SW)	247	247	184	247	
School of Nursing					
AS Nursing - LMH (AS-NU-SU)	309	165	142	108	
Bachelor's Nursing - Regis North (BS-NECC-NU)	12	9	18	0	
Institute for Advanced Studies, BS completion Nursing (BS-IAS-NU)	0	0	18	6	
Bachelor with an Intent for Nursing Major (BS-IN)****	0	13	0	0	
Bachelor's Nursing (BS-NU)	6,018	5,805	5,729	4,964	
Bachelor's Direct Entry Masters (BS to MS) (BS-NU-GB)	0	3	14	3	
Bachelor's Nursing Accelerated (BS-NU-PBA)	1,740	1,288	1,460	910	
Bachelor's Nursng (BS-NU-RB)	9	0	12	0	
RN to BS Completion Pathway (BS-NU-RBB; recoded see below)	228	297	0	0	
Bachelor's Nursing - RN to BS Completion Pathway I (BS-NU-RBB1)	0	0	48	39	
Bachelor's Nursing - RN to BS Completion Pathway II (BS-NU-RBB2)	0	6	171	222	
Bachelor's Nursing (BS-ONU)	0	8	382	459	
School of Business and Communication					
Business Management Department					
Bachelor's Financial Planning (BS-FP)					
Certificate Financial Planning (CT-CFP)	3	18	0	15	
Business Management (BA-MT)	0	0	0	0	
Global Business Management (BA-BMT)	700	603	334	110	
Bachelor's Business Management (BA-BM)	0	0	417	555	
Global Business Management (BA-GBME)	16	31	15	0	
Bachelor's Global Business Management Accelerated (BA-BMT3)	16	18	19	0	
Bachelor's Business Management (BA-BM)	0	0	417	555	
Bachelor's Business Analytics (BS-BA)	16	133	134	106	
Bachelor's Supply Chain Management (BS-SCM)	0	0	0	18	
Bachelor's Digital Marketing (BS-DM)	0	0	59	41	
Communication Department					
Bachelor Communication (BA-CO)	261	276	75	47	
Bachelor's Marketing & Communications Regis North (BA-NECC-MC)	0	10	12	9	
Bachelor's Marketing and Communications (BA-MCO)	89	121	119	82	
School of Arts and Sciences					
STEM Department					
Bachelor's Biology (BA-BI)	630	175	107	90	
Bachelor's Biomedical Engineering (BS-BE)	235	178	162	189	
Bachelor's Biology (BS-BI)	664	915	927	710	
Bachelor's Biology Accerated (BS-BI3)	0	55	46	46	
Bachelor's Cybersecurity (BS-CYB)	198	186	178	128	
Bachelor's Environmental Sustainability (BS-ENS)	60	29	15	16	

4.5

Department of Humanities					
Bachelors Criminal Justice Studies (BA-CJS)	443	387	266	259	
Bachelor English (BA-EN)	171	175	190	138	
Bachelor's Interdisciplinary Studies Humanities (BA-ISHU)	433	272	266	197	
Bachelor Interdisciplinary Studies Humanities Accelerated (BA-ISHU3)	0	0	19	19	
Department of Education					
Bachelor Education (BA-ED) (Weston based, non-licensure)	276	424	405	379	
Bachelor Education - Initial Licensure (BA-ED-IL)	0	0	0	55	
Bachelor Education-Non Licensure (BA-ED-NL) (partnership programs)	0	36	63	7	
No affiliated School					
Bachelor's Individually Designed (BA-IM)	0	0	13	0	
BA Undergraduate Transfer Traditional (BA-UGT)*	16	3	9	0	
BA-UNDECIDED/Undeclared	139	157	254	215	
Total	18,167	17,045	17,322	15,492	0

Graduate (add more rows as needed)

School of Health Sciences

Graduate Counseling					
MA Counseling	240	237	294	282	
Mental Health Research and Leadership (MA-MHRL)	0	6	6	12	
Professional Certificate Transdisciplinary Addiction (CT-PM-TD)	6	6	6	6	
Applied Behavious Analysis					
Applied Behavior Analysis (MS-MAB-MAB)	181	268	268	185	
Masters in Applied Behavior Analysis, Online (MS-PABA)	202	476	426	368	
Certificate - Applied Behavior Analysis (Online) (CT-MAB-PMAB)	3	45	42	45	
Certificate Applied Behavior Analysis (CT-MAB-MAB)	18	9	9	9	
Dual MEd/ABA (MED/ABA)	14	0	0	30	
Health Administration					
Health Administration (MS-MHA-MHA)	39	48	27	6	
Health Administration (FT) (MS-MHA-MHAF)	18	12	0	3	
Health Administration, Online (MS-PMHA)	120	303	222	135	
Certificate, Health Infomatics (CT-HP-IF)	6	0	0	0	
Certificate Health Administration (CT-MHA-MHA)					
Occupational Therapy					
Occupational Therapy (MS-OT)	471	613	635	574	
Regulatory and Clinical Research Management					
Regulatory and Clinical Research Management (MS-MR-RA)	78	0	0	0	
Certificate Clinical Research Management (CT-MR-CR)	0	0	0	42	
Speech Language Pathology					
Speech Language Pathology (MS-SLP)	0	0	271	491	
Social Work					
Masters in Social Work, Online (MSW-PSW)	4.5 183	609	945	861	

Public Health				
Masters of Public Health, Online (MS-PMPH)	69	318	447	213
Certificate Public Health (CT-HP-PH)	0	0	0	0
School of Arts and Sciences				
Department of Education				
MEd Special Education (MED-SPED)	9	42	36	6
MEd Education (MED-ED)	36	105	45	162
Master of Education-Elementary Education Initial Licensure (MED-PS)	12	0	48	0
Student Success, Online (MED SS)	25	84	87	51
Doctorate in Higher Education Leadership (EDD-EL)	225	240	186	136
Certificate Teaching Special Education (CT-TSPED)	0	0	9	0
School of Business and Communication				
Communication Department				
Strategic Communication (MS CO/MA CO; degree change 2019, shifted from MS to MA)	66	84	138	116
Business Management Department				
Professional Master of Business Administration, Online	0	18	15	9
School of Nursing				
Graduate Nursing				
Accerated MS in Nursing (MS-NU-GM)	1,115	1,081	529	435
MS in Nursing MS-NU-MN)	783	740	585	378
Upward Mobility in Nursing (MS-NU-RM)	12	12	22	20
Nursing Bridge (MS-NU-RMB)	67	33	26	11
Masters Nursing, Online (MS-PMN)	4,011	5,001	5,464	4,380
Upward Mobility, Online (MS-PRM)	279	439	382	226
Nursing Bridge, Online (MS-PRMB)	217	404	364	284
PM-NU Post Masters Certificate in Nursing	60	33	44	36
PM-PNU Post Masters Certificate in Nusting Online	1,629	1,679	1,272	852
Certificate, Gerontology (CT-HP-GT)				
Certificate, Health Infomatics (CT-HP-IF)	6	0	0	0
Certificate - Perioperative Nursing (CT-PO)	18	0	0	0
Doctorate Nursing				
DNP-NU Doctorate Nursing Practice	90	71	108	87
DNP-PDNP Online MSN to DNP	258	513	833	835
DNP-PDNPB Bridge Online	24	0	0	0
MS-PDNPB Online Post Bachelors MS Degree to DNP Degree	0	0	0	0
DNP-PDNPE Online BSN to DNP	406	994	1,449	1,344
MS-DNPB-NU BS to DNP MS portion	22	24	0	35
DNP-DNP BSN to DNP	0	6	24	14
DNP bridge (DNP-DNPB)	0	0	0	3

4.5

| | Total | 11,018 | 14,553 | 15,264 | 12,682 | 0 |

Information Literacy Sessions

Main campus

Sessions embedded in a class	43	19	31	18	20
Free-standing sessions (total)	527	462	844	770	793
Free-standing coded as Undergrad	127	63	102	82	85
Free-standing coded as Grad	371	372	680	642	661

Branch/other locations

Sessions embedded in a class	na	na	na	na	na
Free-standing sessions	na	na	na	na	na
Online sessions					

URL of Information Literacy Reports: na

Please enter any explanatory notes in the box below

degrees with (*) have been phased out. Regis offers both the Bachelor's of Science and the Bachelor's of Arts in Biology. **As of fall 2022, students in Dental Hygiene are encouraged to earn the BS, but some elect to graduate with the AS in the spring. ***Intended Dental Hygiene (students are reviewed after 1st year before officially authorized to declare). Fall 2023 data will be updated for the site visit.

4.5

CHAPTER FIVE: STUDENTS

Description

The 2022-2025 Strategic Plan expands on the promise of the previous plan to build innovative academic programs by rooting the notion of education in the idea of transformation: "A Regis educational experience should leave all students transformed and empowered" through a variety of curricular and co-curricular engagements across all modalities of instructional and all degree levels.

As noted within the context of Chapter Four (The Academic Program), Regis offers a broad variety of academic degrees, and as such serves distinct student populations with distinct needs. Regis works to ensure that it serves all of its students, including:

- Traditionally aged, residential students who live on campus and who earn their degrees within three to five years;
- Bachelor completion and second-degree nursing students (who typically do not live on campus);
- Students enrolled in specific degree programs offered through alternative instructional location: Regis North/Northern Essex Community College, Lawrence Memorial Hospital, and Melmark;
- Graduate and doctoral students from across the country earning online degrees;
- Graduate and doctoral students enrolled in hybrid or in-person degrees.
- Students enrolled in the Division of Professional Studies (DPS; non-degree credentials).

In Fall 2022, and as seen in the Data First Forms 4.1-4.4, and collectively in form 5.2, enrollments were as follows:

Traditional UG	Alternative Instructional Locations	Bachelor Completion	Graduate/Doctoral Online	Graduate/Doctoral campus-based	DPS (new)
927	30	136	1,575	302	136

Starting in academic year 2022-2023, Student Affairs (including, temporarily, Admissions) and Academic Affairs report to the Provost; previously the Student Affairs and Admissions divisions reported to the Chief Operating Officer. With the hiring of a new **Vice President of Undergraduate Enrollment Management**, Mr. Christopher Lydon, in late Summer 2023, Admissions returned to reporting to the VP for Undergraduate Enrollment. However, the structural change resulting in Student Affairs falling within the purview of the Provost has improved communication among faculty, staff, and administrators in relation to undergraduate academic advising, retention, and other student support needs.

Admissions

Regis College Admissions materials for all of its programs as published online and in brochures all articulate the type of students Regis hopes to admit into its programs in light of its **Mission Statement**. Recruitment activities, either at targeted high schools for potential undergraduates, or at hospitals for interested graduate students, are clear about Regis Admissions criteria.

Regis College evaluates applicants for admission without regard to race, age, religion, sex, gender identity or expression, sexual orientation, ethnic or national origin, marital or parental status, physical or

mental disability, genetic information, pregnancy, veteran status, membership in uniformed services, or any other protected status.

Undergraduate Admission evaluates students with the following criteria in mind:

- Academic/personal potential, especially if academic performance of a progressive nature in a college preparatory program is emerging during junior and/or senior years
- Outstanding leadership qualities and/or performance in school and/or community activities, which, in turn, may benefit the Regis community
- Academic progress with a meaningful course selection by an applicant in her/his senior year when compared with her/his previous three year academic record in high school
- Evidence of student being a good citizen and displaying values similar to tenants of Regis
- Consideration of any "red flags" that may be found in the essay, recommendations letters/check boxes, and/or disciplinary issues
- The question: What makes a good Match for Regis?
- Good, solid high school student with effective written and oral communication skills
- Motivation to learn in and out of the classroom with a desire to be challenged academically and personally.
- Desire to embody CSJ values, while having respect for others and self
- Engagement in classroom and community
- Demonstrated leadership and responsibility
- Creative, critical thinker and a problem solver

In addition, the **Regis College Diverse Educator** (RDE) Scholarship is a full-tuition, four-year (fall and spring semester) undergraduate scholarship for residential students committed to the field of education and to serving underrepresented populations in education.

In general, prospective undergraduate students are expected to have earned at least a GPA of 2.3 or higher. There are also program-specific undergraduate admissions criteria for accredited programs, all of which are noted in the Admissions materials and in the Academic Catalog. For example, students seeking direct admission into the Nuclear Medicine or Nursing must have earned a cumulative HS GPA of 3.0 with a strong background in the sciences, while students seeking to be directly admitted into the Dental Hygiene program require at least a 2.7 HS GPA.

At the Graduate level, **Admissions** criteria varies by program, but the Office of Graduate Admissions promotes and supports offering flexible formats to learning (face to face, fully online, hybrid) to make a return to school (graduate, doctoral, second degree, certificate level) for anyone manageable and accessible. Graduate admissions staff aim to keep all prospective students and applicants engaged throughout the admission cycle and process with an intricate, customized, and personalized communication plan that has been built out on a digital platform to integrate with multiple other systems. Recruitment is done at a wide variety of events and venues to reach a diverse group of interested prospects, and over 90 program-specific information sessions are offered annually in different modalities and on different days/times to reach as many interested individuals as possible. All programs require an application, resume, personal statement, undergraduate GPA of 3.0, and recommendation letters. Many programs require a personal interview and may have additional requirements. Graduate students must earn grades of at least B- in their classes, with any grade below

B- considered a failing grade. Two such grades will result in the student's dismissal from the program. Students are permitted to appeal their dismissal or re-apply for admission to a new graduate program.

As demonstrated by our undergraduate retention and four-year graduation rates for first-time first year students as noted below (based on IPEDS data), Regis's Admission policies and retention strategies (described further below), are generally successful in admitting students who can succeed at the institution.

Cohort Year	1st Retention Rate	2nd Year Retention Rate	3rd Year Retention Rate	Cohort Ns	Retained N 1st year	Retained N 2nd year	Retained N 3rd year
2011	74.3%	59.0%	53.6%	261	194	151	137
2012	72.9%	61.5%	58.2%	273	199	164	155
2013	84.2%	74.0%	69.8%	265	223	194	178
2014	82.7%	69.4%	68.1%	248	205	170	163
2015	78.9%	66.2%	63.2%	266	210	176	164
2016	84.7%	73.8%	70.0%	233	198	171	162
2017	84.6%	73.2%	72.8%	272	230	197	194
2018	88.6%	79.5%	74.2%	229	203	181	170
2019	80.2%	73.1%	69.3%	212	170	154	Na
2020	81.6%	71.4%	na	206	168	147	Na
2021	75.8%	na	na	219	166	na	Na

Prior to the pandemic, Regis's first to second year retention rates had been improving, the result of different initiatives implemented during the Title III grant (2016-2022). In particular, centralizing student support services within the Finucane and O'Sullivan Institute for Learning and adopting Starfish as a retention tool improved how Regis understands the undergraduate student experience, particularly in the first year. In 2018, Regis also changed its practice by admitting students directly into a School and a major, which increased students' connectivity to a planned course of study. The shift to RegisHub, and the ability for students and advisors to plan out a student's proposed course of study beginning in the first semester through the senior year, has also resulted in better retention by reducing confusion among students (and faculty) about degree requirements. The overall improved retention rates have resulted in improved graduation rates for undergraduates, but that result is complicated by the lower third to fourth year retention, as seen by the actual number of students who earn the degree:

4 Year UG Graduation Rates by Cohort Year	2011	2012	2013	2014	2015	2016	2017	2018	2019
	42.1%	53.1%	62.6%	57.7%	54.5%	60.1%	57.7%	68.6%	na
N	110	145	166	143	145	140	157	157	na

Our undergraduate student-athletes have stronger retention than non-athletes; for example, the 2019 entry cohort had a third year retention rate of 72.5% as compared to 69.4% for students overall, and the 2018 student-athlete cohort's graduation rate was 74.5% in comparison to the overall graduation rate of 68.6%. These data speaks to the excellent work of the athletic coaches, and also suggests that finding ways for non-athletes to connect to each other and to the institution is essential for broader retention efforts.

At the graduate and doctoral levels, the picture is much more complicated, in large part because the degrees, particularly within the Nursing degrees, have multiple entry points and start terms. COVID also impacted graduation rates for those populations. As part of the self-study process, Regis recognizes that for these populations, understanding and tracking time-to-degree is an essential aspect of the data to which we have not consistently paid attention. Overall, recent data examining graduation within 100% of time ranges between 40%-67%, with the more traditional, 2-year master's degree students doing better overall (64% graduate within time) than students in programs where the timelines are compressed. This is an issue Regis needs to examine more closely, as from a marketing perspective, students express a preference for professional master's degrees with a shorter timeline, but from a student success standpoint, results can be mixed.

Student Services and Co-Curricular Experiences

In alignment with Regis's institutional mission, for undergraduates, "[t]he **Regis College Office of Student Affairs** and Enrollment is committed to empowering students at both the undergraduate and graduate level to grow academically, spiritually, and socially in a community that promotes service to others, universal respect, and unity through diversity in keeping with the values of the Sisters of St. Joseph of Boston. In university-wide collaboration, we provide numerous leadership and learning opportunities, both locally and globally." Organizational restructuring occurred in 2016 to establish two distinct divisions to better take care of the distinct needs of graduate and undergraduate students: 1) Undergraduate Enrollment and Student Affairs, and 2) **Graduate Enrollment and Student Affairs.** As noted above, the undergraduate division, as part of university restructuring, moved under the Provost in 2022.

All undergraduate and graduate policies are stated and available, both online and in the Student Handbook and academic catalog, with faculty and staff committed to, and practiced in, fairly and consistently administering these policies to ensure students have the information and guidance needed to help ensure academic success. (See also Chapter Nine.)

After students are admitted to Regis, faculty and staff actively engage in retention and support efforts, and policies regarding class standing and satisfactory progress in the degree are stated in the Academic Catalog. For undergraduate students, academic advising is rooted in their eight-semester academic plans. The development of those plans did not start until the 2017-2018 academic year and by Fall 2018

were completed. Since then, the Advising Office reaches out to program directors prior to the start of a new academic year to review current plans and update accordingly. When an undergraduate student declares a major, a foundational **eight-semester plan** is uploaded to the student's profile in RegisHub, and updated accordingly as a student progresses at Regis. A similar plan is provided to graduate and doctoral students through RegisHub. Students' academic plans in RegisHub take into consideration any transfer credit, and reflects intersession and summer course work and semesters where the student is part time.

The undergraduate director of **Academic Advising** reviews the academic records of all undergraduate students at the end of the fall, spring, and summer semesters to determine whether a student is in good academic standing, and the faculty standing committee Admission, Progression, and Retention (APRC) reviews students' records and makes recommendations regarding academic standing status. The Office of Academic Advising also provides support to the Regis community with institutional policy, curriculum, and resources. With a faculty advising model, Academic Advising aims to strengthen the bond between faculty and students through ongoing face-to face and virtual contact designed to guide undergraduate and graduate students toward degree completion and career goals. Faculty advisors will help students map out courses each semester, review degree audit, connect students to various campus resources, and support students in using transferable skills to prepare for their intended careers.

Beyond end of the semester reviews, and the work of the Advising Office, all faculty use **Starfish** software to facilitate internal documentation, notification, and communication of student concerns to appropriate individuals. At the undergraduate level, the Case Management team (comprised of a balanced blending of Academic Affairs, Student Affairs, and other selected Regis College personnel) review and respond on a weekly basis to concerns raised through Starfish. At the graduate student level, issues are triaged by the program director, Dean, or Graduate Affairs raised through Starfish as appropriate. Overall, Regis practices a system of "intrusive advising."

Academic Support services available through the **Learning Commons** and the **Finucane O'Sullivan Institute for Learning (FOIL)** for residential undergraduate students are extensive, are extensively used by students, and provided at no additional cost. Additional support services for all undergraduates include: Academic Advising, **Career and Internship Planning**, Counseling Services, **Health Services**, **Center for Ministry and Services**, **Center for Veteran and Family Services**, **Office of Accessibility Services**, **Regis Library**, **Office of Financial Aid**, **Office of Student Accounts**, and **Registrar**. Student athletes, as part of their teams, are often mandated to attend study halls and are flagged by their athletic coaches in Starfish as needing additional academic supports. Two additional services available to all students (graduate and undergraduate) include the **Dear Neighbor Fund** (instituted in 2010) and the Hospitality Center. The Dear Neighbor Fund provides support to students who need short-term support for things such as transportation, food, or books (not tuition). Students can apply for the fund, but faculty and staff may also submit an application on behalf of a student who may be in need. The Hospitality Center, located in a private room, supports those who are facing food insecurity or who are in need of personal care products.

Other support services related to learning accommodations, the needs of first-generation, and military students is also evident. Ten percent of the total student population--61% undergraduate, 10% on-campus graduate students, and 19% of our online graduate students—are registered with the Office of Accessibility Services, with many, if not most, request learning accommodations. Since AY 2013-2014, the population of registered students has increased 262%, and the percentage of students served by

that office—staffed by two full-time personnel—has increased from 5% to 10%. In recognition of increasing numbers of first-generation undergraduate students at Regis, the First Pride Program was instituted in Fall 2022. Our veteran and military-connected students is relatively small, with the office serving 3% of total student population across all modalities. But of that target population, 82% have utilized services offered.

In terms of students' physical health, the Regis Center for Health and Wellness provides primary and episodic care (including well-visits, sick visits) for all students. Additional services include nutritional care, COVID care, and mental health counseling. According to 2021-2022 data, 1128 student visits were completed (97.6% of 1566 scheduled visits). Per the Associate Dean and Director, the Center does not track undergraduate versus graduate versus online student use of their services.

Students enrolled in partnership graduate and online degrees have access to Student Support Specialists through Boundless Learning. They may also meet with their faculty via Zoom, or with staff (via Zoom) from the following offices: **Graduate and Professional Student Advising**, **Graduate Career Services**, Office of Accessibility Services, Counseling Services, Health Services, Center for Ministry and Services, Office of Veteran Affairs, Office of Financial Aid, Office of Student Accounts, Registrar.

New student orientation is available for undergraduate and graduate students, with each differently calibrated to those student populations. Undergraduate orientation days and online modules provide students information regarding their transition to Regis and the services offered; these orientations occur over the summer months in advance of the fall semester. In 2023, the undergraduate orientation also featured an optional overnight campus experience. Students are also advised into their first semester of classes, with particular attention paid to course sequencing for programs such as Education, Nursing, and Diagnostic Medical Sonography, to ensure students are well-established in the right set of classes.

Graduate student orientation is offered twice a year as a virtual event for all masters and doctoral students. It includes meetings with members of the Graduate Affairs team for a more general orientation to Regis and graduate work, as well as a presentation from a graduate student panel discussing strategies for success. Academic Program Directors then meet in separate break-out sessions to review specific program requirements with their new students.

Regis has a model combining professional advisors through the Office of Academic Advising and the Office of Graduate Affairs with faculty advising. The Office of Academic Advising addresses advising related questions and concerns, oversees academic standing, and leads advising and course selection meetings with incoming students. Recognizing the ways in which students needs differ at different points in their educational careers, there are two offices focused on post-graduate success: the Center for Internships and Career Development (undergraduate), and the Office of Graduate and Professional Career Planning. These offices work collaboratively on career panels, workshops on resume development, and other activities as appropriate, but also recognize that the needs of undergraduate and graduate students are different (first job versus career changers, for example).

Another key student support service is **Library Services**, which offers a wide range of resources to all students including research consultations for students, reserving course materials, checking out a variety of books and media, interlibrary loans, research guides, and workshops for students and faculty on a variety of topics, from APA citation styles to Open Educational Resources. The Library is open throughout the calendar year, though with reduced hours in the summer. (See also Chapter Seven.)

Undergraduate Students are assigned an academic coach upon enrolling at Regis College and that coach is there to support student academic success in a variety of ways. Academic coaches help students in navigating their transition to higher education, work with them on their goals to make the most of their Regis experience, and provide academic support throughout students' time at Regis. The coaches offer workshops, typically presented within the context of first year seminar classes. During Fall 2022, the coaches also developed Moodle modules geared toward first-year students (but available to all) to assist with the transition to college. Topics include: time management, organization, support networks, study skills, habits, self-care, tutoring services, and supports after a low test grade or essay grade. Individual peer tutoring, offered by upper level undergraduate students, is available for content areas and writing. Group studies and Learning Communities (for A&P, as an example) are also offered.

The **Finucane O'Sullivan Institute for Learning (FOIL)** provides student support coaching in-person and through Zoom. Tutoring is offered in-person with peer content and writing tutoring and, in the past, online through Smarthinking. With Smarthinking discontinuing its tutoring services in August 2023, Regis evaluated other, similar online tutoring services as a replacement, ultimately deciding to contract with **BrainFuse online tutoring**. It will be available for use by undergraduate and graduate students, inclusive of resources for ELL students, starting Fall 2023. FOIL offers study groups and learning communities based on specific courses and relevant topics related to student success. These are advertised through social media, direct outreach from student support coaches, flyers, screens around campus, and through Starfish referrals. Academic Coaches (all of whom have Master's degrees in relevant fields) teach ID-212A Strategies for Academic Success for students who have been placed on academic standing.

Another important advising and academic support service includes Starfish, which is an online student engagement and retention tool used by students, faculty, student affairs and health services. Starfish enables faculty to "raise a flag" about students in class, and alerts support services on campus. Advising and academic support services also include Case Management, a group of individuals on campus representing all facets of the student experience who meet weekly during the academic semester. Data from Starfish is incorporated in the weekly discussions about student concerns and outreach.

Advising and academic support services are also provided by student's faculty advisors. Faculty advisors teach within the major or minor and in some cases, the faculty advisor is also the academic program director. Faculty are required to report on student academic advising work in their annual reports of service (FARS).

Advising and academic support services for undergraduate students are a primary focus of the Admission, Progression, Retention Committee (APRC), which is comprised of six faculty members plus members of student affairs and undergraduate advising. This committee convenes at the beginning and end of the fall and spring semesters. The Director of Academic Advising and her staff share the most recent semester GPA and overall cumulative GPA for students who are on academic standing or in danger of being placed on standing.

Regis makes a concerted effort to make all students aware that there are opportunities, events, services and resources available to them through online means (*This Week at Regis* email newsletter, the event calendar, social media, GradWire, and Starfish referral flags) as well as through class visits, syllabi, and in-person tabling. Descriptions of student services are provided in the academic catalog and on the Regis website. (examples of communications in workroom.)

In providing its support services, Regis strives always to align with its mission and to adhere to the spirit and intent of equal opportunity for all students. As part of its ongoing work with diversity, equity, and inclusion, Regis established an Inclusive Excellence Council in 2016. The committee is charged with creating an inclusive campus for all, by assessing and implementing diversity and inclusion initiatives. Over the years, the committee has grown to a council comprised of representatives from all areas of the Regis community. The goal of the council is to implement a strategic plan to advance the university's goal of inclusive excellence for all. In addition to the Council, and as part of its formal complaint process (see Chapter Three), Regis has in place a bias response process known as the Diversity Incident Response and Education Collaborative Team (DIRECT). DIRECT encourages students, staff, faculty, volunteers, and visitors to make a report so that the university can respond to incidents, assess the campus climate, and provide educational initiatives as needed. The Partners in Excellence (PIE) mentoring program was designed to provide personal guidance and support to first-year students of color and first-generation students through the assignment of trained peer, faculty, staff, and graduate mentors. Through structured and unstructured interactions with mentors, first-year students participating in PIE will establish meaningful relationships that increase their engagement in and out of the classroom contributing positively to their retention at Regis. Regis established a Campus Pride Index Taskforce, comprised of students, staff, and faculty from all areas of Regis. The goal of this taskforce is to push for equitable changes for our LGBTQ+ population.

Regarding Financial Aid services, a clear description of how to apply for financial aid for all students, prospective, current, online and graduate students are available via the Regis Website. In addition, this material is shared to students prior to their admission to the institution and newly enrolled students are provided with an award letter and financing guide which details cost information as well as resources to assist with paying for their education. As part of the process of advising students in relation to financing their education, Regis informs all students applying for financial aid and the students who choose to borrow loans about the rights and responsibilities of borrowing. Additionally, students complete Entrance counseling and a Master Promissory Note on the Federal Student Aid Website, prior to funds being applied to their student accounts. This process informs students about debt and provides repayment options.

Our undergraduate students have a range of opportunities for co-curricular engagement, and leadership and participation in campus organizations and governance is well-supported by Student Affairs. The **Center for Student Engagement** (CSE) oversees co-curricular calendar in partnership with other offices across campus. As well, CSE Regis hosts approximately 30 different **student clubs and organizations**. The Regis College **Student Government Association** (SGA) in partnership with Student Affairs provides a variety of opportunities for student leadership and governance, including:

- SGA Executive Board
- SGA Class Officers
- SGA Senators
- Student Representatives on Regis Board of Trustees Committees

Residence Life oversees the **Resident Assistant** program of 24 RAs who oversee co-curricular programming in the residence halls in partnership with Residence Life staff. While programming is available to all undergraduate students, first year students, through the **First Year Experience**, are provided with specifically targeted social and educational events to help them feel a sense of belong to the campus community.

For graduate students, co-curricular opportunities are publicized through **GradWire**, the monthly newsletter exclusively for that population of students. As well, Graduate Affairs sends weekly email communications highlighting particular events, resources, and services of interest to that population. Regis also instituted a **Graduate Ambassadors** program. A volunteer opportunity, it allows Regis alumni to stay connected to Regis in a variety of ways.

The Department of Athletics oversees **Student Athlete Advisory Committee** (SAAC) which is a committee made up of student-athletes, who offer input on the rules, regulations and policies that affect student-athletes' lives on NCAA member institution campuses.

Regis College offers a wide-ranging and comprehensive athletic program. Regis is a member of the Great Northeast Athletic Conference (**GNAC**), competing in 20 different sports at the NCAA Division III level. Men's sports include: Basketball, Cross Country, Lacrosse, Soccer, Swimming and Diving, Tennis, Indoor Track and Field, Outdoor Track and Field, Volleyball. Women's sports include Basketball, Cross Country, Field Hockey, Lacrosse, Soccer, Softball, Swimming and Diving, Tennis, Indoor Track and Field, Outdoor Track and Field, Volleyball. The Regis Athletic Department Mission Statement "emphasizes academic achievement [for its student athletes, as well as] commitment to service, competition on the national level and the principles of good sportsmanship. In keeping with the goals of Regis College, the sisters of St. Joseph and Division III of the NCAA, Regis College Athletics joins tradition with innovation to provide a positive, well-balanced and competitive athletic experience for our male and female student-athletes. We expect our student-athletes will grow and develop into responsible, ethical, global citizens. We believe that after graduation, our athletic alumni/ae will make a successful and positive impact upon our increasingly diverse and evolving world."

On an annual basis (except COVID-impacted years) the Associate Director of Athletics and the Assistant Athletic Director for Student Athlete-Welfare submits athletic department participation, employment and financial data to the Equity in Athletic Data Analysis (EADA) website, per US Department of Education requirement. As part of institutional governance of intercollegiate athletics, NCAA legislation requires every campus to designate an individual to serve as the Faculty Athletic Representative (FAR). The FAR serves as a liaison between the academic faculty and the athletics department. Regis maintains the same academic expectations for and affords the same academic opportunities to student athletes as other students. For most undergraduate students, a semester and cumulative GPA of 2.0 is required to maintain good academic standing. However, in certain majors, (I.e., Nursing, Dental Hygiene) a higher GPA is required to remain in the program, regardless of student-athlete status. Participation in intercollegiate athletics as well as holding student office positions are both included within the Academic Standing policy as restrictions for students not in good Academic Standing. In partnership with the FAR, athletics sponsors a Team Mentoring program created to involve faculty or staff members in the co-curricular learning that takes place within the context of intercollegiate athletics. Each team is paired with a faculty or staff member who has expressed interest in the Team Mentoring Program.

All members of the Student Affairs Division are well-qualified for their positions and receive regular professional development to maintain currency in the field. Sample job descriptions are available in the workroom. In addition to trainings, all staff members, regardless of position, are provided an electronic manual that provides a step-by-step process on how to address a variety of issues, when to involve campus police, on call administrative, counseling, or Dean staff. During the academic year if there are issues that arise that need further training, in team meetings staff will do case studies, or discuss specific situations and make sure that staff understand the proper protocols.

Resident advisors receive annual training during the last two weeks of August. This includes training on specific topics of: policy enforcement, duty response; managing situations that include: interpersonal conflict, mental health, transports, drug/alcohol situations, programming and community development; required federal training on diversity and Title IX training. These trainings are both online modules and in person. Professional Staff, inclusive of staff from the Center for Ministry and Service, the Center for Global Connections, Office of Accessibility Services, and Financial Aid, and Academic Coaches receive a similarly timing training, during first two weeks of August. Specific topics include: policy enforcement, duty response; supervising student staff; managing student conflicts, mental health, transports, drug/alcohol situations; programming and community development; required federal training on diversity and Title IX training.

Prior to the start of the spring semester, Student Affairs staff are provided a day-long, refresher training on policy enforcement, programming and community development. Any additional new mid-year staff would receive a comprehensive training to go over additional material not covered in winter training.

Divisional priorities are established and connect with the Regis College Strategic Plan. During the previous Strategic Plan, undergraduate Student affairs identified four critical areas where their work contributes to the broader institutional educational goals and learning outcomes. The resources helped shape and define the following domains, which now serve as the model for the Office of Student Affairs learning outcomes:

- Co-Curricular Learning and Critical Thinking: Students who participate in Student Affairs programs will use interactions and experiences outside of the classroom to promote intellectual growth and be able articulate the connections between their personal exploration, co-curricular experiences, and their Regis education.
- Relationship Building and Healthy Living: Students who participate in Student Affairs programs will be able to engage in conversations and activities that encourage and facilitate identification of healthy relationships and construct lifestyles that are congruent with self-care, including physical, emotional, intellectual, social, and spiritual wellness.
- Service to the Dear Neighbor: Students who participate in Student Affairs programs will demonstrate an understanding of and commitment to social justice and civic engagement by participating in positive social change through: personal leadership; service; and social responsibility; and by reflecting on the connection to the charism of the Sisters of Saint Joseph.
- Student Formation: Students who participate in Student Affairs programs will develop a wide range of skills and competencies that may be integrated into everyday life and the ability to manage one's own identity formation, allowing students to create personal short and long-term goals.

On the Regis website, the Office of the Registrar and Academic Affairs has a tab regarding **FERPA Confidentiality**. There is also a link to an explanation of the **Student's Right to Know Act.** The Regis Academic Catalog explains FERPA and related record keeping issues. Institutionally, in 2017 Regis discontinued the use of paper folders to track student documents. As a result, of documents becoming electronic, the disposal policy for records has not yet been updated. Such documents would include but not limited to external transcripts, degree audits, curriculum plans, graduation applications. Prior to 2018, paper folders were disposed after five-seven years.

Regis has in place a number of measures to assess its effectiveness in achieving equitable educational experiences for its students, with the information used to improve practices. As noted in Chapter Four, academic program assessment is institutionalized, and faculty regularly update their courses and programs in response to assessment data (inclusive of course evaluations). First-year students are regularly surveyed through the HERI Your First College Year survey, and the Student Satisfaction Survey is administered every other year, alternating with the in-house Regis Climate Survey. Graduating undergraduate students are given an in-house survey based on NAPE's "Your First Destination Survey".

Appraisal

> ***Admissions***

As evidenced by the Data First Forms, the university has experienced a decrease in total enrollment of undergraduate—from 1,124 headcount in FY 2020 to 921 headcount in FY23 and an increase, followed by a slight recent leveling off, of graduate students during the same period (1,122 headcount in FY20 and 2,087 headcount in FY23). The decline in undergraduate enrollment can be partially attributed to the COVID-19 pandemic; the financial challenge of this is analyzed as part of Chapter Seven. Data First Forms for Chapter Five show that the institution historically has accepted between 77% and 89% of first-year applicants and enrolled an average of roughly 11% of accepted applicants. At the graduate level, Regis consistently accepts 79% of Master's level students for its in-person programs, and its online program acceptance rates have ranged from 67% to 93%. Doctoral programs acceptance rates have ranged from 70%-98%. All of Regis's graduate-level academic programs are geared towards working professionals, including the Doctorate of Nursing Practice and the Doctorate of Education programs. Many of the programs recruit students from **partner businesses** and other **educational institutions** where employees are encouraged to continue their education and highly motivated to do so. The **EdD program** uses the Carnegie Project on the Education Doctorate (CPED) framework that uses action research to improve an area of practice, and tends to recruit from, and enroll, students who currently work in higher education. In a similar vein, the **DNP** is designed to advance the careers of practicing nurses who are seeking advanced leadership positions in the field. It also has many **different entry points** into the degree. Thus, the relatively high admissions rate for the graduate and doctoral programs aligns with the student populations which Regis serves: motivated, qualified, working professionals who are clear about their programs of study and who can tie their education directly to their careers. All of this aligns with Regis's enrollment strategies and emphasis on professionally-oriented graduate degrees.

In terms of undergraduate retention, Regis has increased its efforts to serve its students and ensure their success. As articulated by exit interviews conducted by the Director of Undergraduate Advising between December 2018 through December, 2022, 409 undergraduate students have withdrawn from Regis. Of those students, 187 took part in an advising interview, which asks students the following:

- Why are you leaving Regis and will you be attending another institution?
- Did you live in the Dorms and if so, how was your experience?
- Did your experience in the Dorms in any way influence your decision to leave Regis?
- Were you happy with the supports available to you, i.e., your faculty, advising, coaching, tutoring?
- Can you share a favorite memory during your time at Regis?
- What can Regis do better?
- Would you recommend Regis to other students?

The number one reason students leave Regis is "fit" (e.g.: Regis is too small, college is not what they expected), the second most common answer is "financial". Notably, of those students who were interviewed, 106 would recommend Regis to other students, 34 indicated "it depends" (often on fit/student type), and 21 would not recommend Regis to other students. Regis is currently working to formally catalog and quantify these exit interviews in Colleague so that the data may be disaggregated by gender, race, Pell status, and other factors. This should allow Regis to align the interview answers with demographic information, and thus better understand what contributes to a student leaving Regis, the timing of when they leave (a key consideration in light of our retention trends), and how Regis may improve in practices and processes in order to retain them.

It is also important to place this exit survey data against the 2021 Climate Survey data as related to connectedness and belonging, keeping in mind COVID as the still-present disruption to the student experience. Survey participants were asked:

- How personally connected do you feel to each of the following here at Regis College?
- Your program
- Your school
- Other students / faculty / staff in your program
- Regis College over all

Participants rated their feeling of connection on the following 3-point scale: Not Connected, Somewhat Connected, or Very Connected.
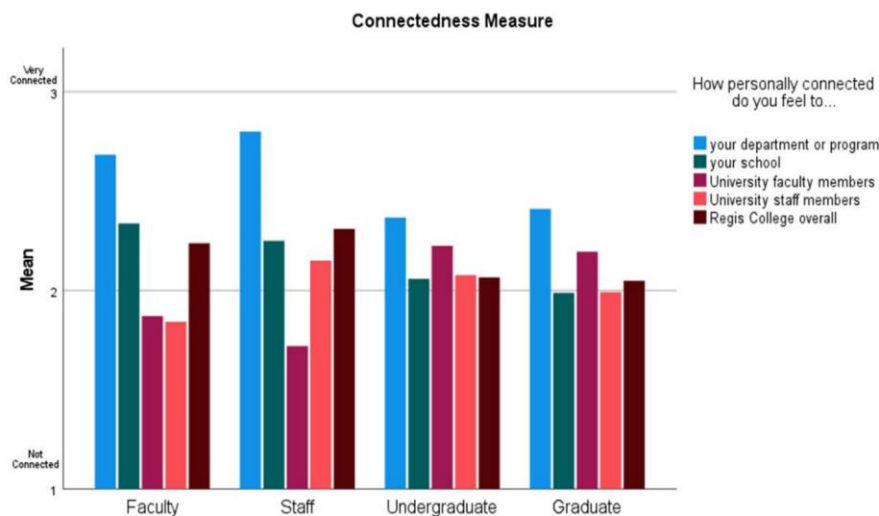
Overall, the results indicate that students do connect with Regis in relation to their academic programs and faculty, which likely influences student retention after students have formally declared their major and are more deeply engaged with the academic work within the major, though that does not fully address Regis's lower third to fourth year retention rates. Participants were also asked to rate Regis's commitment to the idea of inclusion, with 60% of graduate students and 59% of undergraduate students finding Regis to be Very Committed or Somewhat Committed to inclusion.

Student Services and Co-Curricular Experiences

Student services at Regis are robust and serve a wide variety of student needs. Undergraduate use of the Learning Commons is reflected in the chart below, with the variability attributable to COVID and staff having to pivot to fully online services, and then rebuild the habits of undergraduates to seek in-person services after the return to campus. A significant number of students make use of the services in an ongoing manner and build important relationships with Academic Coaches and peer tutors.

	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Learning Common Appointments	2,785	1563	1,413	1,136	1,768	1237	1985	1,348
Tutoring Appointments	957	353	124	123	479	369	747	434
Individual Academic Coaching Appointments	1054	935	816	846	952	749	730	672
Learning Commons Appointments in Groups (learning communities, classroom visits, study groups, workshops)	715	200	198	167	337	119	494	242
Learning Commons Unique Users	638	372	275	303	468	325	422	307
Research Support (individual and group) [position eliminated in Fall 2020 because of COVID]	59	75	n/a	n/a	n/a	n/a	n/a	n/a
Totals (numbers include students who used these services multiple times)	6,208	3,498	2,826	2,575	4,004	2,134	3,104	2,279

What is less clear is the overall impact student engagement with the Learning Commons has on student retention. Student Affairs recognizes this as a gap, and within the context of the Strategic Plan is formulating a plan to better understand—beyond anecdotes—the relationship between students receiving assistance from student support services and the retention and graduation of those students.

In addition to the work accomplished by Learning Commons staff, Regis has worked to improve the resources and programming available to an ever-diversifying student body, as exemplified by our LGBTQ+ counseling and the PIE mentors program. Through its Community Action Plan and ongoing work with REJI, Regis continues to work to improve its understanding of the specific challenges faced by students of color, and to then implement change to improve those student experiences.

As noted in Chapter One, Regis has made great strides in working to ensure all students, regardless of their degree or modality, have multiple opportunities to feel engaged with, and part of, the Regis community. The Climate Survey results indicate that overall, students feel that they belong at Regis College and are well-served by faculty and staff. At the undergraduate level, Student Affairs has developed robust co-curricular programming, and student-athletes are highly engaged in the Regis community. The graduate student community, comprised of online and in-person programs, engages differently with Regis, with students more likely to connect with the students and faculty within their

program than with other student populations or the broader Regis community. The lack of a graduate student government organization likely has something to do with lower level of community engagement, but it is also not clear that Regis graduate students—many of whom are working professionals—require programming outside of their fields.

Another area of potential improvement is gaining a better understanding from graduate students regarding why they select the in-person rather than the online version of a program. Faculty in the Graduate Nursing program are addressing this gap in knowledge by implementing a new end-of-year survey of students who enrolled in Weston, campus-based graduate nursing programs.

Projections

- Starting in Summer 2023, Undergraduate Student Affairs will establish clear benchmarks for retention for first time first years and transfer students across all programs. Over the next three years, demographic data will be incorporated within those benchmarks, and the information used in a more transparent and strategic way in developing Student Affairs and Academic Affairs actions in relation to student retention. Particular attention will be paid to establishing metrics to better understand the relationship between student engagement with student support services available to retention and graduation rates.
- Beginning in Fall 2024, Academic Affairs and ITS will implement a process for more regularly communicate student survey and other assessment results to the Regis community as a whole to foster knowledge about our students and to promote productive conversations for improving the student experience (ex: Student Satisfaction Survey, Senior Exit Survey, Undergraduate Core results, etc.) through the internal Institutional Research website. See also Chapter Nine.
- Beginning Fall 2023, Student Affairs and Academic Affairs will start the process of better aligning the undergraduate co-curricular learning outcomes with academic learning outcomes as reflected in the Institutional Learning Outcomes Met through the Major. This process will include aligning rubrics and establishing a regular assessment cycle in line with Academic Program Review and undergraduate core review processes, to be completed by end of academic year 2025-2026.
- Continuing the process begun through the self-study, the Associate Provost and Graduate Affairs will collaborate to implement framework through which masters and doctoral students' time to degree data is collected and assessed. This information will be incorporated into future Fact Books and incorporated as part of retention and graduation strategies for masters and doctoral students beginning in 2024.
- During AY 2023-2024, the new Vice President of Undergraduate Enrollment will develop a strategic vision and plan for the Admissions Office.

Standard 5: Students

(Admissions, Fall Term)

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

Credit Seeking Students Only - Including Continuing Education

	2 Years Prior F19 (FY 2020)	1 Year Prior F20 (FY 2021)	Current Year F21 (FY 2022)	Current Year F22 (FY 2023)	Goal (specify year) F23 (FY 2024)
Freshmen - Undergraduate [?]			Fall2021	Fall 2022	
Completed Applications [?]	2,257	2,851	2,678	2,842	2,500
Applications Accepted [?]	1,792	2,397	2,385	2,534	2,250
Applicants Enrolled [?]	218	222	230	206	225
% Accepted of Applied	79.4%	84.1%	89.1%	89.2%	90.0%
% Enrolled of Accepted	12.2%	9.3%	9.6%	8.1%	10.0%
Percent Change Year over Year					
Completed Applications	2.1%	26.3%	-6.1%	6.1%	-6.6%
Applications Accepted	4.7%	33.8%	-0.5%	6.2%	-5.7%
Applicants Enrolled	-8.4%	1.8%	3.6%	-10.4%	-2.2%
Average of statistical indicator of aptitude of enrollees: (define below) [?]					
HSGPA	3.28	3.26	3.31	3.3	3.39
Transfers - Undergraduate [?]					
Completed Applications	245	218	249	188	200
Applications Accepted	103	118	127	123	130
Applications Enrolled	55	46	49	52	40
% Accepted of Applied	42.0%	54.1%	51.0%	65.4%	65.0%
% Enrolled of Accepted	53.4%	39.0%	38.6%	42.3%	30.8%
Master's Degree [?]					
Completed Applications	412	426	407	393	405
Applications Accepted	329	341	321	312	322
Applications Enrolled	244	229	221	217	225
% Accepted of Applied	79.9%	80.0%	78.9%	79.4%	79.5%
% Enrolled of Accepted	74.2%	67.2%	68.8%	69.6%	69.9%
Fully Online Master's Degree					
					willl be provided for site visit
Completed Applications	354	475	411	293	
Applications Accepted	317	317	381	259	
Applications Enrolled	236	244	332	236	
% Accepted of Applied	89.50%	66.70%	92.7%	88.4%	
% Enrolled of Accepted	74.40%	77.00%	87.1%	91.1%	-
First Professional Degree [?]					
Completed Applications	na	na			
Applications Accepted	na	na			
Applications Enrolled	na	na			
% Accepted of Applied				-	-
% Enrolled of Accepted				-	-
Doctoral Degree [?]					
Completed Applications	36	34	38	28	32
Applications Accepted	33	29	35	25	28
Applications Enrolled	31	26	29	21	23
% Accepted of Applied	91.7%	85.3%	92.1%	89.3%	87.5%
% Enrolled of Accepted	93.9%	89.7%	82.9%	84.0%	82.1%

Fully Online Doctoral Degree

Completed Applications	64	112	110	98	willl be provided for site visit
Applications Accepted	56	76	108	69	
Applications Enrolled	45	66	105	63	
% Accepted of Applied	87.50%	67.86%	98.18%	70.41%	
% Enrolled of Accepted	80.36%	86.84%	97.22%	91.30%	-

Please enter any explanatory notes in the box below

Online enrollment is stil very much in flux; preliminary goals for subsequent FY can be provided for the site visit.

Standard 5: Students
(Enrollment, Fall Term)
Complete this form for each distinct student body identified by the institution (see Standard 5.1)

<div style="text-align:right">?</div>

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022/ Fall21)	Current Year (FY 2023) FA22	Goal (specify year) (FY 24) FA23
UNDERGRADUATE	?					will be provided at site visit
First Year	Full-Time Headcount	248	247	265	232	
	Part-Time Headcount	1	5	3	6	
	Total Headcount	249	252	268	238	0
	Total FTE	248	249	266	234	
Second Year	Full-Time Headcount	252	207	186	211	
	Part-Time Headcount	2	11	6	4	
	Total Headcount	254	218	192	215	0
	Total FTE	253	211	188	212	
Third Year	Full-Time Headcount	276	251	212	206	
	Part-Time Headcount	2	6	0	2	
	Total Headcount	278	257	212	208	0
	Total FTE	277	253	212	207	
Fourth Year	Full-Time Headcount	223	214	231	175	
	Part-Time Headcount	15	12	19	8	
	Total Headcount	238	226	250	183	0
	Total FTE	228	218	237	178	
Unclassified	Full-Time Headcount	125	101	122	97	
	Part-Time Headcount	172	183	193	154	
	Total Headcount	297	284	315	251	0
	Total FTE	182	162	186	148	
Total Undergraduate Students						
	Full-Time Headcount	1,124	1,020	1,016	921	0
	Part-Time Headcount	192	217	221	174	0
	Total Headcount	1,316	1,237	1,237	1,095	0
	Total FTE	1,188	1,092	1,090	979	0
% Change FTE Undergraduate		na	-8.1%	-0.2%	-10.2%	-100.0%
GRADUATE	?					
	Full-Time Headcount	257	417	439	389	
	Part-Time Headcount	1,565	1,728	1,866	1,698	
	Total Headcount	1,822	2,145	2,305	2,087	0
	Total FTE	779	993	1,061	955	
% Change FTE Graduate		na	27.5%	6.8%	-10.0%	-100.0%
GRAND TOTAL						
Grand Total Headcount		3,138	3,382	3,542	3,182	0
Grand Total FTE		1,967	2,085	2,151	1,934	0
% Change Grand Total FTE		na	6.0%	3.1%	-10.1%	-100.0%

Please enter any explanatory notes in the box below

Given the timing of the site visit, Fall numbers will be provided to the site team for the visit.

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)
Complete this form for each distinct student body identified by the institution (see Stand

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

https://www.regiscollege.edu/about-regis/regis-glance/mission-regis-college

	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
Three-year Cohort Default Rate	0.7	0	na	na	na
Three-year Loan repayment rate	na	65%	na	na	na

(from College Scorecard)

Years Prior	2 Years Prior	1 Year Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)

? Student Financial Aid — AY 21-22 — provided at site visit

	Years Prior	2 Years Prior	1 Year Prior	Most Recently Completed Year	Current Year	provided at site visit
Total Federal Aid	$35,461,451	#######	######	$41,398,444	######	
Grants	$1,958,276	$1,931,985	$1,991,898	$1,932,485	$1,980,978	
Loans	$33,259,751	#######	######	$38,711,377	######	
Work Study	$243,424	$277,822	$83,010	$165,085	$207,486	
Total State Aid	$475,340	$461,300	$543,900	$640,700	$660,832	
Total Institutional Aid	$26,043,459	#######	######	$25,028,576	######	
Grants	$23,851,332	#######	######	$24,868,726	######	
Loans	$0	$0	$0	$0	$0	
Total Private Aid	$7,971,693	$8,233,373	$8,914,090	$11,468,993	######	
Grants	$5,000	$2,281	$797,168	$699,475	$1,041,473	
Loans	$7,965,160	$8,231,092	$8,116,923	$10,769,518	$9,699,434	

Student Debt

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

Undergraduates	60%	62%	66%	63%	63%	
Graduates	67%	74%	78%	78%	77%	
First professional students	n/a	n/a	na	na	na	

For students with debt:

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

Undergraduates	$50,762	$58,772	$58,208	$59,018	$62,331	
Graduates	$63,323	$59,735	$58,610	$54,564	$54,898	
First professional students	n/a	n/a				

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

Undergraduates	$25,305	$25,546	$24,622	$31,944	$19,569	
Graduate Students	$37,111	$24,613	$27,854	$22,442	$24,551	
First professional students	n/a	n/a				

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

English as a Second/Other Language	na	na	na	na	na	na
English (reading, writing,	na	na	na	na	na	na
Math	na	na	na	na	na	na
Other	na	na	na	na	na	na

Please enter any explanatory notes in the box below

Standard 5: Students
(Student Diversity)
Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. **Data is as of Fall 2022; it will be updated for Fall 2023**

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
? Category of Students (e.g., male/female); add more rows as needed			
Male	551	453	47
Female	2,043	1,829	188
1st Generation	1,266	1,210	114
IPEDs Hispanic	791	693	68
American Indian/Alaska Native	1	1	0
Asian	137	119	10
Black	596	488	37
Native Hawaiian	5	3	0
White	1,312	1,196	134
Two or more	106	91	6
Unknown Race/Ethnicity	489	383	47

Graduate Admissions information*	Completed Applications	Applicants Accepted	Applicants Enrolled
? Graduate Online			
Male	3	2	28
Female	18	15	203
IPEDs Hispanic	33	27	18
American Indian/Alaska Native	11	8	
Asian	20	18	3
Black	106	76	22
Native Hawaiian	0	0	0
White	232	205	38
Two or more	11	9	
Unknown Race/Ethnicity	28	23	221
Graduate - Not Online			
Male	30	11	5
Female	290	104	53
Unknown Gender	163	120	79
IPEDs Hispanic	15	5	4
American Indian/Alaska Native	3	2	1
Asian	42	19	9
Black	50	21	13
Native Hawaiian	1	1	1
White	322	165	99
Two or more	40	18	9
Unknown Race/Ethnicity	10	4	1

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year 2024)
? Category of Students (e.g., male/female); add more rows as needed					
Male	197	30	227	207	
Female	723	147	870	772	

Revised October 2018   5.4

	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (2024)
Unknown Gender	1	23	24	9	
Non-resident Alien	8	0	8	8	
American Indian/Alaska Native	2	0	2	2	
Asian	32	2	34	33	
Black	107	5	112	109	
Hispanic	182	29	211	192	
Native Hawaiian	1	0	1	1	
White	465	28	493	474	
Two or more	8	0	8	8	
Unknown Race/Ethnicity	116	136	252	161	
First-generation	354	6	360	356	
Non-First-generaton	567	194	761	632	
Pell-receipient	275	36	311	287	
Non-Pell-receipient	646	164	810	701	
Graduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**	**Headcount Goal (2024)**
? Category of Students (e.g., male/female); add more rows as needed					
Male	44	167	211	100	
Female	338	1,487	1,825	834	
Unknown Gender	8	65	73	30	
Non-resident Alien	3	0	3	3	
American Indian/Alaska Native	0	1	1	0	
Asian	7	17	24	13	
Black	16	111	127	53	
Hispanic	42	142	184	89	
Native Hawaiian	0	2	2	1	
White	100	191	291	164	
Two or more	4	9	13	7	
Unknown Race/Ethnicity	218	1,246	1,464	633	
			0		
			0		
			0		

Please enter any explanatory notes in the box below

* At the application stage, the demographic information for graduate student data is self-reported; there are numerous unknowns, thus totals will not align. Regis recognizes this as an area for improvement.

CHAPTER SIX: TEACHING, LEARNING, and SCHOLARSHIP

In the 2022-2025 Strategic Plan, embedded within the commitment to deliver impactful academic programs to all students, the institution notes that: "[t]eaching and learning are dynamic processes that continue to evolve. Therefore, it is important to understand and respond to the needs, learning styles, strengths and challenges of our diverse student body […] It is our responsibility to determine how best to support and challenge them." As articulated in Chapter Five, Regis commitment to students is paramount to our mission as an institution, and to fulfill that mission, we must "[invest] in our most precious resource – our faculty and staff" as an additional means through which Regis demonstrates its values.

Description

Faculty and Academic Staff

The attributes of faculty in different tracks and ranks are delineated in the Faculty Handbook, and the numbers of faculty holding each of these titles are included in the Data First form 6.1. We employ professorial faculty (assistant, associate, and full professors—both tenure track and term-track); as well as instructors and senior lecturers/lecturers. Adjunct faculty are not discussed in the handbook, but the term is applied to those qualified individuals who are hired on a by-term or by-semester basis to teach a maximum equivalent of two 4-credit courses/labs. These individuals may include Regis staff whose primary employment at our university is not in a faculty role, such as Student Affairs staff who teach within the First Year Experience program.

Regis currently employs 134 full time faculty. The majority of our full-time, assistant professors, associate professors, and professors (116 in total) are on fixed-term (one or three/multiple year), renewable contracts. These faculty are referred to as "term-track". Fifteen faculty are tenured, with three on the tenure-track; the majority of tenured faculty are within the School of Arts and Sciences. For all practical purposes, Regis makes no distinctions between tenure/tenure-track faculty and term-track faculty; as noted in the Faculty Handbook the requirements for rank promotion, as well as the salary bands, are the same between term track and tenure/tenure track faculty. At the April, 2023 full faculty meeting, faculty introduced a measure to amend the Faculty Handbook that would allow faculty to apply to their Dean to be moved from term-track to tenure track [Proposed language in workroom]. The measure is currently under discussion by the Board of Trustees. The decision of the Board is pending.

Faculty qualifications are sufficient to accomplish the institution's mission and purposes. Regis faculty, in classrooms, laboratories, and clinical settings, and in either in person or online modalities, Regis faculty are student-centric and dedicated to students' success at the undergraduate, graduate, and doctoral levels. Of the 134 full-time faculty Regis College, 103 (77%) have terminal degrees (PhDs, EdDs, DNPs predominate as appropriate to the disciplines). We also have a relatively small cohort of full-time faculty, 22%, who hold a master's degree only. One full time faculty member currently holds a bachelor's degree as the only degree. This last is in the field of Diagnostic Medical Sonography; within this field of study, an advanced degree is not required. That said, the Dean of Health Sciences in particular has made it a point to encourage all full and half time faculty to pursue higher degrees.

Regis recently integrated faculty hiring within its Human Resources application, Paycom. Through this system, all applicants can be tracked, the steps for the hiring process are embedded in Paycom, as well

as outlined in the Hiring Process Guide (available in workroom). All faculty job posting include an Equal Opportunity hiring statement. Search committees are used for all half- and full-time faculty, as well as for the majority of adjunct faculty. Search committees consist of the hiring chair, faculty from within the relevant department/program, typically one relevant staff member representing students' needs (such as an Academic Coach), often a faculty member from a related academic program/department, and/or the school associate/assistant dean. The interview process includes questions which allows candidates to discuss how they see themselves contributing to Regis's specific mission, and every effort is made to include teaching or community presentations and to obtain student feedback on candidates. Faculty salaries are currently tied to the 2022 AAUP table (published internally on SHARP and available to faculty), and Human Resources regularly reviews job descriptions and salaries to ensure Regis are competitive while remaining mindful of overall institutional fiscal realities. Our benefits are generous. (see Chapter Seven for additional detail.)

It should also be noted that within the **President's Institutional Action Plan to Address Racism**, is a plan to increase and promote diversity and inclusion across the University that was developed during the national conversation occasioned by the George Floyd tragedy. A centerpiece of this plan is Regis's commitment to increase diversity among its staff and faculty. Regis has taken concrete steps to do so, examining and revising its hiring practices to be more inclusive, providing search committee training on how to mitigate the unconscious biases that affect committees' work, and by fully exploiting the resources of the Higher Education Recruitment Consortium (HERC), a membership organization that provides professional development for faculty and gives them access to processes that encourage and support candidacy among diverse faculty and staff.

All faculty receive written documentation of their appointments via email. For full-time faculty appointments, the offer letter and appointment letter together cover the initial title, status with respect to tenure/term-track, initial term, starting salary, and other appropriate conditions such administrative duties (when applicable). Before the start of each academic year, full- and half-time faculty receive a re-appointment letter via email which includes updated information as appropriate to their position. Adjunct faculty teaching on a per-course basis receive teaching assignment letters with course assignments, dates, salary, and any additional course information as relevant prior to the start of the term. As part of the appointment process, faculty either accept the contract or request a review and discussion with their Dean by clicking on a 'button' embedded in the email which registers the response and generates and automatic email to the Dean notifying them of the contract's status. All faculty have access to the Faculty Handbook, which outlines grievance policies, criteria for appointment, retention, evaluation, promotion and tenure.

All new faculty, inclusive of adjunct faculty, are onboarded both through Human Resources, in relation to the established conditions of their employment, and through the Center of Instructional Innovation (under the auspices of Academic Affairs) in terms of the particulars of being a faculty member at Regis College. Faculty contracts note basic expectations regarding classroom teaching, and the Faculty Handbook details expectations regarding teaching, scholarship, and service specific to full and half time faculty.

Full- and half-time faculty are evaluated through the following methods: self-evaluation in the Faculty Annual Report of Service (FARS), chair/associate dean/dean review of the FARS, end-of-semester student course surveys, and periodic class observations. Through self-evaluation, faculty members examine their work as teachers, advisors, scholars, and also provides an opportunity for them to reflect

on goals for the next academic year. The FARS are reviewed using the lens of teaching, research, and service. Each of the four schools has its own internal systems for class observations. Adjunct faculty are typically subject to at least one classroom observation but are not required to complete a FARS. The results of the end-of-semester student course surveys contribute both to curriculum and faculty evaluation. These are made available to the faculty member, their chair/program director, assistant/associate Dean, and Dean for review and consideration. Undergraduate faculty who teach in the Core, as part of the reporting process, are additionally asked to reflect on the student results and what, if anything, they may change in future semesters to improve students' learning. In late Spring 2023, Academic Affairs in consultation with ITS developed a way to provide aggregated student course evaluation data to School Deans as way of assessing the overall student experience in classes and across programs. This data, which currently covers Fall 2021 through Spring 2023, will be used to better determine overall areas of needed faculty development in relation to their teaching [example in workroom]. The newly formatted course evaluations will be distributed after the close of Fall 2023 semester.

All full-time professorial faculty, whether term-track, tenure-track, or tenured, are expected to engage in scholarly/creative work, teach, and provide service as outlined in the Faculty Handbook. The proportion of these different activities varies between individuals, and the requirements for tenure/rank promotion does not specify how that work should be divided. Those faculty with a significant administrative role may have a reduced teaching load as determined by the academic school dean and is broadly in line with the 2016 Faculty Workload Taskforce recommendations. Given Regis's growth in online and graduate programs, as well as in acknowledgment of the burdens the COVID pandemic placed on faculty, a new Faculty Workload Taskforce was inaugurated in Spring 2023 (the taskforce's charge in workroom; Faculty Workload Taskforce Report available in October) to assess the new working realities of faculty and to make recommendations regarding how to best address any workload inequities.

The Faculty Handbook states a commitment to academic freedom in line with AAUP standards, and Regis fosters an environment that protects these freedoms for all its faculty, full time and adjunct. In 2022, Regis faculty re-activated the Regis AAUP Chapter, and materials related to that organization are made available to all faculty.

Regis has a system of academic advising that involves both faculty and professional advising staff in order to address the needs of different types of students and their educational programs. First year students are provided with special attention, with their First Year Seminar (RC 101) instructor also serving as the academic advisor. First-year seminar faculty receive a release in the fall semester in order to provide intensive advising to their first-year advisees. First year faculty also teach a "linked course" in the spring semester to that same group of first year students. During the spring of the first year, undergraduate students are transitioned to their academic program advisor. Undergraduate students also have access to the Academic Advising Office for additional support. Faculty academic advisors, the Academic Advising Office, and students' academic coaches have access to appropriate student information through the student information system (RegisHub) and the student retention system, Starfish. Graduate students are primarily advised by the faculty within their academic program, with professional advisors also available to them. RegisHub and Starfish is also used for these populations.

Teaching and Learning

Regis faculty hold the primary responsibility for the educational student experience. The faculty review processes described in the previous section (both annual review and tenure and promotion), as well as the curriculum review process undertaken by the CAP, are the primary mechanisms for ensuring that the content and methods of instruction at Regis meet accepted academic and professional standards. Faculty annual review materials require evidence of teaching effectiveness, and the tenure and promotion process described in the Faculty Handbook notes the importance both of teaching, and of the scholarship of teaching and learning.

When multiple sections of the same course are offered, Regis makes every attempt to ensure a balance between acknowledging the necessary flexibility for individual faculty members' expertise and teaching style to be reflected, and ensuring consistency of instruction, specific content, and learning outcomes. This is a particularly delicate balance to enact for accredited programs, for the larger graduate programs offered in the online modality, and/or for programs that rely heavily on adjunct faculty. The balance is accomplished through oversight, generally through consensus among the faculty teaching across course sections, and ultimately at the program/department and/or school level. For example, in some programs, the faculty cohort teaching across sections regularly meet as a team to create shared slides, establish course assessments, and so forth. In other instances, a faculty course coordinator, chair, or school assistant/associate dean coordinates the process through the collection and review of syllabi and learning outcomes across sections. In online programs offered in partnership with Boundless Learning, courses are designed and developed in collaboration with an instructional designer, and revised on a regular schedule by the course coordinator, based on documented feedback and suggestions from all faculty teaching in multiple sections of the course. Overall, the consistency of the student learning experience is emphasized, while also providing faculty course instructors with the autonomy to apply their personal expertise in the examples, content, and delivery of the course.

Regis provides adequate resources toward supporting the professional development of faculty and staff. All members of our community have access to the professional support provided by the Center for Instruction Innovation, the Library, and Student Affairs. Faculty and staff who teach within the First Year Experience receive sustained professional development specifically on the needs of first-year students. During the six years (2016-2022) of the Title III grant, undergraduate faculty (inclusive of adjunct faculty) were provided multiple opportunities to engage in course development and contemporary pedagogical practices, either through targeted mini-grants or workshops on topics including Open Educational Resources and Inclusive Syllabus Design, while academic coaches in the Learning Commons had invited speakers on special topics related to student development.

The Faculty Development Committee (FDRC) and its subcommittee, the Educational Resources Committee (ERC), meets regularly and in collaboration with the Office of Academic Affairs, creates two day-long faculty professional development workshops. In the past three years, the FDRC has surveyed faculty participants to better assess the relevance and effectiveness of plenary and concurrent sessions and has used the data to set workshop agenda. As well, the Assistant Provost for Academic Innovation and Faculty Development regularly offers Quality Matters workshops open to all faculty; to date 153 individuals have participated in these workshops, as well as eight who have been trained as peer reviewers and one person trained as a Quality Matters facilitator. In 2021, Faculty Learning Communities were established as a means of providing peer-to-peer support in research and pedagogical areas of interest to faculty (list in workroom). Student Affairs staff engage in regular professional development

opportunities at the start of each semester, all staff and faculty have access to affinity groups and online professional development opportunities.

As a teaching-centered institution, Regis tends to privilege the Scholarship of Teaching and Learning, and our faculty tend to engage in research that reflects this emphasis. The Boyers Model is used for promotion, and this four modes of scholarship are extensively outlined in the faculty handbook. As noted above, both the FDRC and the Center for Instructional Innovation (CII) helps faculty to further develop their teaching to ensure it is supportive of student learning, inclusive, and reflective of contemporary research on teaching and learning. In addition to providing one-on-one support for instruction and online resources for faculty on everything from the course syllabus template to best practices for integrating the CSJ values into courses, the CII collaborates with academic departments and divisions across campus on the lunch and learn series. The office also hosts a faculty-centered blog, **Teaching at Regis**, which highlights good teaching practices and spotlights the work of faculty.

During the six-year period of the Title III grant (inclusive of a non-cost extension through October 2022) undergraduate faculty engaged in many different activities to improve their teaching and, as a result, the student experience. The initial text of the grant had targeted specific high-impact undergraduate courses for curricular improvement. However, in years four and five of the grant in particular, opportunities were expanded to the wider undergraduate faculty, inclusive of a competitive mini-grant for course revisions and workshops on intentionally integrating the language of diversity, equity, and inclusion within course syllabi. As a result, an additional forty individual undergraduate courses underwent targeted revisions by faculty to improve students' experiences in the classroom. (See workroom for the full list.)

Faculty ensure the integrity of Regis's comprehensive curriculum and learning environments and embrace their responsibility in delivering this curriculum, maintaining its relevance and distinctiveness across our many campuses and modalities. Faculty participate in ongoing curriculum review and revision through participation in Academic Program Review, the Curriculum and the Academic Policies Committees (CAP). As discussed in Chapters Three and Four, these committees approve course and program additions, revisions, and deletions, as well as oversee the academic program review process. Although the Division of Professional Studies does not offer courses for credit, it does have a Faculty Advisory Committee, led by the Dean of the Professional Studies Division, and comprised of faculty representing each of the four academic schools, as well as the Associate and the Assistant Provost.

In July 2022 the departure of two key staff in student services provided an opportunity to reimagine how the offices providing student support at the undergraduate level are connected to the academic programs. The former Dean of Students was named Assistant Vice President of (Student Affairs, with the Dean of Students and the Dean of Academic Support Services (a revamped position reporting) to him. The AVP of Student Affairs now reports to the Provost and the support and academic divisions were united in one unit. This collaboration and increased communication continues to develop, and the recent Strategic Plan contains goals that concretize this work by creating joint metrics for student success.

As noted above, undergraduate academic advising differs depending on the student's status (first year vs. upper-classman), with first-year advisors also serving as instructors for their advisees in First Year Seminar (fall) and the "linked course" (spring). Students then transition to their faculty advisor within the major. Regis uses two online systems as part of its student retention and advising: RegisHub and

Starfish. RegisHub relies on Ellucian, pulling and displaying real-time student data related to academic progress. Numerous data are provided for advisors in Hub, including a degree audit, progress toward degree, planned courses, and notes of advising sessions. Starfish allows instructors and advisors to "flag" students when concerns arise (e.g.: low attendance, slumping grades, behavior). Depending on the nature of the flag, different members of Regis staff have access to the information, and engage in a system of intrusive advising and referrals to assist the student. In addition, for undergraduate students, staff from academic advising and student life meet weekly to assess students' flags and areas of concern.

All full and part-time faculty are eligible for competitive support for course and research development available through the Kaneb Grant. The academic School Deans and Academic Affairs actively encourage the discipline-specific research activities of their faculty, and the faculty handbook outlines a process through which eligible faculty may apply for a sabbatical. Faculty who return from sabbatical are required to present their work at the full faculty professional development workshop, and the FDRC incorporates professional development sessions related to research activities as part of the fall and spring full faculty workshops.

Appraisals

Faculty and Academic Staff

The Faculty Handbook was last formally updated in 2018 and does not include specific language defining the nature and responsibilities of adjunct faculty. With the increase of online offerings, as well as the creation of the Division of Professional Studies, the need for such language in the Handbook has become clear.

Within its means, Regis provides an array of professional development opportunities and institutional support related to teaching and academic advising. The majority of these opportunities are offered synchronously online (and often recorded) to allow any faculty access to these opportunities With the end of the Title III grant in Fall 2022, the additional money that had been specifically earmarked for undergraduate faculty development in relation to their teaching and pedagogy during that time is no longer available, and institutional funding at the level of the Title III money does not exist for faculty. It was also the case that during the six-year period of the Title III grant—as by its nature that grant only allowed activities related to undergraduate students--there was no similarly focused professional development opportunities exclusively for faculty who teach graduate and doctoral students. While not in direct response to the end of the Title III grant, establishing the position of the Assistant Provost of Academic Innovation and Faculty Development and further investment in the Center for Instructional Innovation in the form of a Faculty Development Coordinator has helped to bridge that change by further institutionalizing the importance of support of faculty in their teaching, and providing additional opportunities for faculty in this area, such as Lunch and Learns. There is less direct support, financial and otherwise, for research and grant writing. Although FDRC, Institutional Advancement, and Academic Affairs recognize this gap, COVID placed an increased emphasis on faculty teaching at an institution which already prioritized it. The PRIDE Lecture series, Faculty Learning Communities, and the Kaneb Grants provide opportunities to celebrate and further faculty research, and the rank promotion process in the Faculty Handbook clearly states the importance of building and disseminating knowledge through Boyer's Model of Scholarship, but more work needs to be done in this area.

In December 2022, at the request of President, the Provost formed a new Faculty Workload Taskforce with the following charge for its work over the Spring 2023 semester: "Building on the norms established as the result of the recommendations made by the President's Task Force on Faculty Workload in 2013-2014, the 2022-2023 task force is charged by the President with examining and clarifying configurations of faculty work that have emerged since that time. These patterns developed as responses to emerging needs, as Regis College expanded its graduate and online offerings and adopted a year-round calendar for program delivery in several disciplines." In particular, the Taskforce was to:

- Review the 2013-2014 report to compare current (2023) patterns of credit load and reassigned time with those noted in that report and use such data as a basis for recommending changes in any policies.
- Recommend any changes needed to increase relevance and clarity for the expectations for time allotted to and tasks expected because of reassignment of time within faculty workload in 2023, using the 2013-2014 report as a baseline.
- Recommend policy options for clarifying the expectations in Regis College's current system of "extended" (i.e., more than twenty-four credits) contracts.
- Make recommendations regarding the optimal and the maximum number of overload courses that faculty may undertake in addition to their full-time load under usual (i.e., non-emergency) conditions.
- Keeping in mind the principle of budget neutrality, make other recommendations to advance equity and excellence in faculty work as the Task Force sees fit.

Broadly speaking, in its drafted report Taskforce found that recommendations from the previous Taskforce were inconsistently implemented across the academic schools, and that there was confusion as to whether implemented recommendations were in fact policies. The Taskforce also noted that it is often part of the Regis culture for full time faculty to take on teaching overloads rather than hire adjunct faculty. There are multiple reasons for this, but the Taskforce noted that a surfeit of overloads is not sustainable for full time faculty as it means that their other work, particularly scholarship, is subsequently de-prioritized. Additionally, an overbalanced teaching load does not serve the students when faculty attention is spread too thin. With faculty having explicitly recognized teaching overloads as an area to address, and after the final workload report is submitted, Academic Affairs, the academic school deans, and faculty governance will use the report as the basis to craft up-to-date strategies and policies specifically targeting this workload concern.

It is also the case, as evidenced by the 2021 Climate Survey, that of the 66 faculty who self-identify as teaching primarily online and the 39 faculty who identify as teaching primarily in-person have different perceptions regarding resources available to them to do well. For all measures of appreciation, online faculty indicated higher levels of feeling appreciated. There are likely several reasons for this. First, over the past five years, Regis has worked hard to foster a sense of community and belonging among online faculty, and this may have had the unintended consequence of making the Weston-based faculty feel less appreciated. Second, it is true that online faculty, thought the Boundless Learning partnership, have access to resources with respect to the mechanics of course design that faculty outside of the partnership do not have. It is also the case that the preponderance of those who identify as on-campus faculty teach undergraduate students, and the survey was administered post-COVID, with all that entailed.
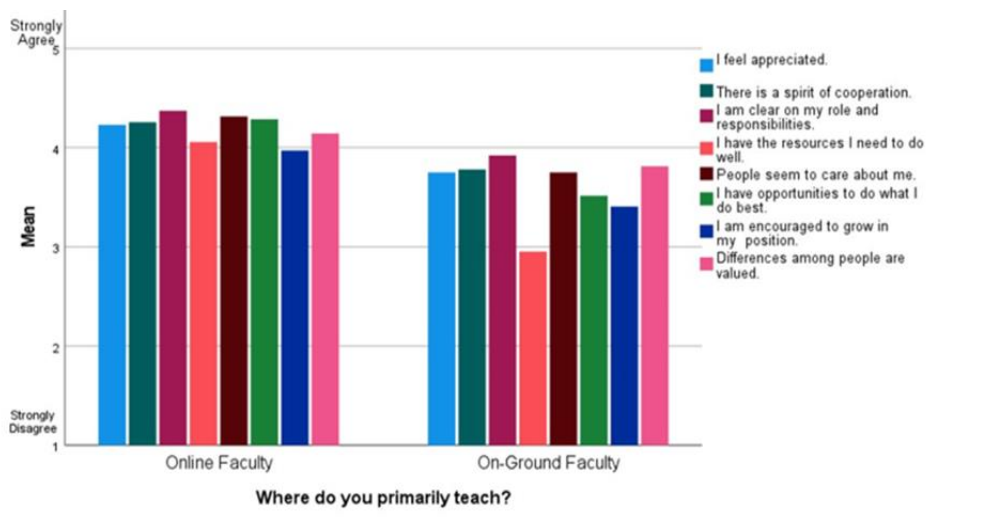
Regis is confronting several challenges in the area of faculty hiring. Recruiting and retaining highly qualified faculty in the allied health sciences disciplines in particular has been an ongoing challenge. Professionals in those fields can earn much higher salaries outside of the academy. As well, full time faculty recruited from professional fields sometimes find it difficult to adjust to the ongoing work of faculty that takes place outside of the classroom (grading, student advising, curriculum development, committee work, etc.). It is also the case Regis' emphasis on seeking faculty who are primarily oriented toward students may not align with the goals of faculty who have an aggressive research agenda.

Teaching and Learning

Regis acknowledges that while its current student course evaluation method is adequate for assessing individual instructors--with the well-known caveat that course evaluations do not provide the full measure of an instructor's content and methods for delivering that content—as a tool for broadly assessing teaching and learning at Regis has until very recently been inadequate. Course evaluation data were not aggregated and provided to faculty and their chairs/deans as static pdfs on a course by course basis for each faculty. It was only very recently that ITS provided a means through which Academic Affairs could download course evaluation information as an aggregated data excel file. This will allow individual faculty a different lens through which their teaching can be considered across course sections and over time, which will allow student feedback to be more effectively used as a means through which the overall quality of instruction at Regis can be evaluated and improved. The new mode of providing course evaluations will be available to faculty and their Deans at the end of the Fall 2023 semester. As part of the pilot phase during Spring 2023 to test this new way of accessing course evaluation data, Academic Affairs noted encouraging indicators regarding the inclusive and student-centered approach of Regis faculty based on aggregate course evaluation data from Fall 2022. Of the 1489 student responses to the course evaluation statement "faculty respects divergent viewpoints" in their classes, 95% of students agreed or strongly agreed with the statement, while 5% disagreed or strongly disagreed with that statement. The results are similar when students responded to rate whether faculty "shows concern for all students", with 94% in agreement/strong agreement, and 6% disagreeing/strongly disagreeing with the statement. In terms of teaching effectiveness, 89% of respondents across all submitted course evaluations agreed/strongly agreed that faculty were "effective in holding students' attention in class." This is the first time Academic Affairs has been able analyze course evaluation at a large scale, and more analysis is needed at the program and the course levels across time (pre/post

course revisions, for example). As part of its Strategic Plan, ITS does have a longer-term goal for implementing a more robust student course evaluation system—likely outside of what Moodle provides—but current interim step of aggregating course evaluation data through Moodle is a step in the right direction, even as distributing the information remains highly work-intensive.

Projections

- The phrase "course release" will be retired and replaced with "contact hours". While this change is essentially a rhetorical one, it will signify an important cultural shift at Regis in relation to faculty work and workload. This shift will involve a review of, and potential revisions to, faculty contract language and the language of the faculty handbook, with the review to begin in AY 2023.
- For the year 2023-2024, the School of Nursing will pilot a new job description for the role of Course Coordinator with the aim of increasing equity and consistency across the online and on-campus nursing programs within the school. Data from the pilot project will be forwarded to the Personnel, Policies, and Finance Committee (PPFC) and Academic Affairs. This data will form the basis for a close examination of the term "Course Coordinator" and lead to a more consistent definition of what that faculty administrative work entails. This new definition will then be applied to the faculty workload assignment process for the following academic year.
- The new, Excel-based, form of course evaluations will be distributed to faculty and their Deans in January 2024. The Associate Provost will develop a workshop for December to assist faculty in examining their own course data within the excel format to improve their classroom teaching. The Associate Provost will also continue to analyze the data across multiple categories (semester by semester, across course sections, etc.) and collaborate with the Assistant Provost on how the data can be used for improved faculty development opportunities.
- Beginning in 2025, the Provost will work with FDRC and Institutional Advancement to establish connections with other institutions to form a collaborative network in order to secure grant funded research opportunities to provide support for faculty across those institutions.

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

	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)
			AY 21-22	will be provided for site visit

? Number of Faculty by category

Full-time	124	129	134	
Part-time	15	13	11	
Adjunct	141	176	178	
Clinical	53	81	65	
Other; specify below:				
Total	333	399	388	0

Percentage of Courses taught by full-time faculty

37.20%	32.30%	34.80%	

? Number of Faculty by rank, if applicable

Professor	10	10	11	
Associate	51	44	47	
Assistant	70	67	80	
Instructor	0	0	2	
Other; specify below:				
Senior Lecturer	3	4	2	
Lecturer	5	4	3	
Total	139	129	145	0

? Number of Academic Staff by category

Librarians	4	5	5	
Advisors	2	2	2	
Instructional Designers	3	1	2	
Other; specify below:				
Total	9	8	9	0

Please enter any explanatory notes in the box below

Please note: in 2019 the system we used listed all clinical and lab faculty as Adjunct Faculty and did not make the distinction between Clinical and other faculty.

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

		3 years Prior (FY 2020)	2 years Prior (FY 2021)	1 year prior (FY 2022)	Current Year (FY 2023)
?		Fall19	Fall20	AY 21-22 (Fall21)	Fall22
Highest Degree Earned: Doctorate					
Faculty	Professor	8	10	12	11
	Associate	45	48	46	47
	Assistant	53	50	49	50
	Instructor	0	0	0	1
	Lecturer	6	5	5	3
	Adjunct Lexturer	78	76	86	75
	Other	1	1	0	0
	Total	191	190	198	187
Academic Staff	Librarians				
	Advisors				
	Inst. Designers	1	1	1	2
Other; specify*					
Highest Degree Earned: Master's					
Faculty	Professor	0			
	Associate	1			
	Assistant	15	16	25	29
	Instructor	1			
	Lecturer	1	3	3	2
	Adjunct Lexturer	98	90	82	86
	Total	116	109	110	117
Academic Staff	Librarians	5	4	5	5
	Advisors	2	1	1	1
	Inst. Designers	2	2	0	0
Other; specify*					
Highest Degree Earned: Bachelor's					
Faculty	Professor				
	Associate				
	Assistant	1	1	1	1
	Instructor				
	Lecturer				
	Adjunct Lexturer	52	37	45	30
	Total	53	38	46	31
Academic Staff	Librarians				
	Advisors	1	1	1	1
	Inst. Designers	0	0	0	0
Other; specify*					
Highest Degree Earned: Post Master Certificate					
Faculty	Professor				
	Associate				
	Assistant				
	Instructor			1	
	Lecturer				1
	Adjunct Lexturer	5	5	3	4
	Total	5	5	4	5
Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					
Highest Degree Earned: Associate					
Faculty	Professor				
Revised October 2018	Associate	62			

	Assistant				
	Instructor				
	Lecturer				
	Adjunct Lexturer	1	1	3	2
	Total	1	1	3	2
Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					

Highest Degree Earned: Unknown

Faculty	Professor				
	Associate	3	3	1	
	Assistant	5	3		
	Instructor				
	Lecturer				
	Adjunct Lexturer	27	12	38	46
	Total	35	18	39	46
Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					

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

		3 years Prior (FY 2020)		2 Years Prior (FY 2021)		1 Year Prior ay 2021-2022 (FY 2022)		Current Year (FY 2023)	
		FT	PT	FT	PT	FT	PT	FT	PT
? Number of Faculty Appointed								provided at site visit	
Professor		0	0	0	0	0	0		
Associate		3	0	1	1	1	0		
Assistant		14	0	5	2	7	0		
Instructor		4	0	0	0	0	0		
No rank		1	0	0	0	0	0		
Other				1	0	0	0		
Total		22	0	7	3	8	0	0	0
? Number of Faculty in Tenured Positions									
Professor		5	0	4	0	6	0		
Associate		9	0	12	0	9	0		
Assistant		0	0	0	0	0	0		
Instructor		0	0	0	0	0	0		
No rank		0	0	0	0	0	0		
Other		0	0	0	0	0	0		
Total		14	0	16	0	15	0	0	0
? Number of Faculty Departing									
Professor		1	0	0	0	0	0		
Associate		6	2	0	0	1	0		
Assistant		8	0	7	5	8	0		
Instructor		0	0	0	0	0	0		
No rank		0	0	0	0	0	0		
Other		0	0	0	0	1	0		
Total		15	2	7	5	10	0	0	0
? Number of Faculty Retiring									
Professor		0	0	0	0	0	0		
Associate		3	0	2	0	0	0		
Assistant		0	0	0	0	0	0		
Instructor		0	0	0	0	0	0		
No rank		0	0	0	0	0	0		
Other		0	0	0	0	1	0		
Total		3	0	2	0	1	0	0	0
Fall Teaching Load, in credit hours									
Professor	Maximum	21.00	na	21.00	na	17.00	na		
	Median	12.00	na	12.00	na	12.50	na		
Associate	Maximum	25.00	na	21.00	na	23.25	na		
	Median	10.00	na	13.00	na	12.00	na		
Assistant	Maximum	19.00	na	19.00	na	18.00	na		
	Median	12.00	na	11.00	na	10.50	na		
Instructor	Maximum	15.00	na	15.00	na	16.00	na		
	Median	12.00	na	12.00	na	12.00	na		
No rank -adjuncts	Maximum	na	11.00	na	11.00	na	21.00		
	Median	na	6.00	na	5.00	na	5.50		
Other	Maximum								
	Median								

Explanation of teaching load if not measured in credit hours

teaching only is included (additional administrative responsibilities as part of workload excluded; FT, HT and FT/HT faculty with overloads are included in the FT columns, adjunct faculty are noted in the PT column and as "no rank-adjuncts"). FT faculty may have AY contracts ranging from 24-32 contact hours for the year, HT faculty are generally contracted at 12 contact hours for the year. Fall includes regular 15-week semester and 8-week terms within the 15 weeks.

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

	2 years Prior Fa20 (FY 2021)		1 Year prior Fa21 (FY 2022)		Current Year Fa22 (FY 2023)		Fall 2023 to be provided
	FT	PT	FT	PT	FT	PT	

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

?

	FT	PT	FT	PT	FT	PT
School of Health Sciences						
Applied Behavioral Analysis	4	11	4	9	5	6
Graduate Counseling Programs	4	3	4	3	3	4
Dental Hygiene	2	12	3	6	3	6
Health Administration	1	8	1	10	1	6
Health and Fitness (includes faculty in: Exercise Science, Nutrition, Sports Management, Therapeutic Recreation programs)	5	0	4	1	4	1
Medical Imaging (includes faculty in: Diagnostic Medical Sonography, Nuclear Medicine programs)	5	3	5	4	5	4
Neuroscience	1	0	1	0	1	0
Occupational Therapy	4	0	4	2	4	2
Psychology	3	2	4	2	3	4
Public Health	4	4	5	5	5	5
Reg & Clinical Res Mgt	0	0	0	0	1	1
Social Work (includes BSW and MSW)	8	1	8	3	7	2
Speech Language Pathology	0	0	2	1	3	2
School of Arts and Sciences						
Humanities Department (includes faculty in: Criminal Justice Studies, English, and Humanities programs, plus related Humanities and Social Science disciplines)	15	4	12	5	13	7
STEM Department (includes faculty in: Biology, Cybersecurity, and Environmental Sustainability programs, plus related fields in Mathematics, Chemistry, and Physics)	16	2	13	12	15	8
Education (includes faculty in: UG Education, MEd, and EdD programs)	3	14	3	12	3	13
School of Business and Communication						
Communication (includes faculty in: UG Communication, Strategic Communication, and Marketing programs)	4	2	4	2	3	2

Management/Business (includes faculty in: Business Management, Financial Planning, Supply Chain Management programs)	4	0	4	5	4	8

Institutional

FYS/General Education/Writing/Co-curricular	1	14	1	16	1	12

School of Nursing

Nursing (includes faculty in: UG Nursing, Masters of Nursing, and DNP programs)	39	168	43	115	41	101
Grand Totals	92	248	125	213	125	194

Please enter any explanatory notes in the box below

Faculty contracts are tied to department/budget codes, which have varying correlations with academic degree programs. For example, the Department of Humanities has three separate majors, and faculty hold the title appropriate to their discipline/field (i.e. Professor of English, Assistant Professor of Religious Studies) but are accounted for, and receive contracts according to, their assigned departmental or program budget codes. Full-time faculty who fulfill or exceed workload are only counted once as full-time according to primary contract assignment. The ways in which Regis accounted for clinical faculty has shifted over time, accounting for some of the swings in part-time faculty numbers.

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

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data. (AY 22-23; will be updated for site visit)

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (2024; to be updated)
? Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Male	32	38	70	
Female	102	207	309	
Unspecified	0	8	8	
Non-Binary	0	1	1	

Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
? Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Male	85	6	91	
Female	157	26	183	
Unspecified	0	1	1	
Non-Binary	1	0	1	

Please enter any explanatory notes in the box below

Data will be updated for site visit.

CHAPTER SEVEN: INSTITUTIONAL RESOURCES

In its 2022-2025 Strategic Plan, Regis explicitly notes the need to "[i]nvest in resources, infrastructure, and professional development for our faculty and staff to do their best work." In alignment with NECHE standards, we acknowledge that the resources, structures, policies and processes must be in place to inspire "our employees to thrive in their working environments and know they have the resources they need to excel in their efforts. This requires continuous investment in professional development, infrastructure improvements, competitive salaries and benefits, facilities modernization, and systems integration." Despite post-COVID challenges, Regis is committed to supporting its staff and faculty in their work so that everyone can support Regis's educational mission and serve and empower every student.

Description

> ***Human Resources***

The Office of Human Resources at Regis College, led by the long-time Associate Vice President of Human Resources (AVP), Mrs. Joan Sullivan, is responsible for: human resource planning, effectiveness, and leadership, including organizational design and development, talent management, and employee relations, benefits and compensation analysis, rewards and recognition, and human resource information systems.

In keeping with the charism of its founders and its commitment to diversity, equity, and inclusion, the AVP of Human Resources works closely with the Vice President of Diversity, Equity and Inclusion to ensure fair and equitable hiring and retention practices. Job descriptions for each position are reviewed by hiring managers and Human Resources to ensure that the terms of employment are clear. The Human Resources Department assists hiring managers in assessing the needs of vacant positions and identifying various approaches that will result in a diverse candidate pool, including posting open positions on multicultural advertising websites. Regis is a member of the **[Higher Education Recruitment Consortium](#)** (HERC) and takes advantage of the resources that organization provides. HERC helps to publicize opportunities and provides training in best practices for the search and onboarding processes. Job postings are positioned designed specifically to recruit applicants from underrepresented groups. Additional detail regarding faculty recruitment is available in Chapter Six.

As shown in form 7.1, in Fall 2022, Regis employed a workforce of 243 full-time and 33 part-time employees, as well as 134 full-time and 254 part-time instructional staff for a total of 664 overall. In spite of COVID—early retirements as well as faculty/staff turn-over accelerated by COVID—there was an increase of faculty and staff at Regis between Fiscal Year (FY) 2021 and FY 2022 from 585 to 665 employees. The majority of the new full-time hires in FY 2022 (applying IPEDS definitions) occurred among the faculty, specifically, Management Occupations, Business and Financial Operations Occupations, with the remaining scattered across various staff positions. FY 2023 reported an overall leveling off of new hires, and, concurrent with administrative changes, some additional increases in the Management Occupation positions. Salaries for faculty and staff, were restored in September 2021 and increased in September 2022 (Fiscal Year 2023). Staff salary increases were 3% in September 2022. The budget included a cost of living increase for all staff and faculty salaries were keyed to the AAUP table that was released in April 2022, resulting in raises for faculty, which varied depending on their rank.

Regis College is committed to creating employment conditions, compensation, and benefit programs that attract and retain talented individuals to ensure that every employee receives equal consideration and is given maximum opportunity to achieve high levels of performance. The grievance policy is clearly stated and available to faculty and staff via SHARP. Faculty and staff who are hired are compensated appropriately, considering both internal and external factors, and consistent with federal, state, and employment guidelines. Regis has a compensation and benefits package that is comparable to that of similar institutions. Regis benefits, noted **online** and within the internally available Employee Benefits and Policies Manual, include: Health Insurance through Harvard Pilgrim Health Care; Dental Insurance through Delta Dental; Medical and Dependent Care Flexible Spending Accounts; Retirement Plans through TIAA Defined Contribution Retirement Plan and TIAA Tax-Deferred Annuity Plan; an expansive holiday schedule, paid time off (PTO), medical days, short-term disability, and access to an Employee Assistance Program through **MyLifeExpert**. Staff and faculty also regularly encouraged to avail themselves of Tuition Remission and Tuition Exchange/CIC Tuition Exchange Programs. As well, Regis faculty and staff are able to pursue Regis graduate and doctoral degrees.

After hiring, employees are on-boarded electronically, attend a comprehensive new hire orientation session, and are required to complete the Preventing Harassment and Discrimination with Title IX/Cleary module and information security awareness training online. New administrative/staff employees undergo a three-month review, and all employees are encouraged to undergo a yearly review process designed to promote self-reflection, improvement, and growth. (Review forms available in workroom.) There are also various opportunities for professional development for all staff and faculty (see Chapter Six for faculty professional development) depending on their area of work, through both internally developed workshops and using opportunities provided by EAB and other organizations. ITS regularly provides beginning through advanced workshops on our key software applications (e.g. Excel, Colleague, Moodle) open to all faculty and staff. Student Affairs staff have a yearly all-day professional development retreat, while those staff who are in a supervisory position have the opportunity to attend a management development program. Recently, in Spring 2023, Regis staff had the opportunity to take part (free of charge) in the Association of Independent Colleges and Universities in MA (AICU Mass) Inclusive Leadership semester-long workshop series, and as a participant in the Racial Equity and Justice Institute (REJI) at Bridgewater State University, free of charge, any Regis faculty/staff member may attend their monthly virtual workshops related to issues of equity, diversity, and social justice.

Financial Resources

Regis 2022-2025 Strategic Plan: One Pride, Many Voices: Owning our Future, articulates Regis's multi-pronged approach in relation to financial sustainability: "Continued efforts to respond to enrollment trends in all modalities; lower the discount rate; and increase (and/or stabilize) enrollment rates while lowering attrition rates are necessary. Yet, diversifying streams of revenue beyond tuition is imperative for both future growth and for supporting needed revenue and costs to maintain high quality across our current programs and initiatives. Finding niche markets, work force development opportunities, and innovative pathways that create sustainable revenue streams will help us build toward prosperity." The university will achieve these goals while advancing key priorities of it mission by expanding access to higher education, in part, through its new Division of Professional Studies, but also through continued investment in its ongoing undergraduate and graduate programs. Over the past ten years, Regis' realistic, multi-year planning has led to the growth in graduate programs in Nursing, Allied Health, and Education, including but not limited to programs offered fully online, as discussed above in the first

Special Area of Emphasis. In keeping with the current need to continue to diversify revenue, the recent investment in the Professional Studies Division, targeted to workforce development and completion of college by underserved and non-traditional students, extends Regis mission to new student markets. Remarkably in only a few months, 100 new students have enrolled in a certificate program with new partnerships forged with Atrius Health that promise additional enrollment opportunities.

As noted in Chapter Three, Regis's Board of Trustees and the administrative leadership, particularly the President, Chief Financial Officer (CFO), and Provost, provide careful oversight of institutional financial resources and practices. As noted in our 2020 ARFE Report, Regis hired a new Chief Financial Officer, Mr. Rich Kelley, who began in January 2021. The day-to-day fiscal operations are overseen by a Chief Financial Officer. Systems such as Prophix, Paycom, and the Financial Management software within RegisHub available to division and department heads provide the means through which financial resources are responsibly managed at the departmental levels in keeping with the university's established budget process. As well, Regis uses Ellucian Colleague for student accounts and financial management.

As a tuition-driven institution, the Regis budget is guided by multi-year planning tied to a yearly review of projected revenues and expenditures. Revenue projections are aligned to tuition levels and admissions targets that are developed in late spring for the following fiscal year. The Finance Committee of the Board of Trustees (comprised of members with Executive leadership, investments, banking, finance and debt, not-for-profit legal, healthcare management experience) meets throughout the year to review audited financial statements, monitor current fiscal year budgets and review projections for upcoming years. A formal budget is developed in early winter by the Finance Office, based on a multi-year plan, and reviewed in consultation with relevant departments. The draft budget is reviewed by the Finance Committee during the spring, after which time it is brought to the full Board for approval no later than June. Both the CFO and the Finance Committee monitor budget expenditures and revenues throughout the year and adjust for any major variances.

Institutional Advancement has clear gift acceptance policies; documents gifts received; and articulates to donors to what purpose for what funds are dedicated. Its fundraising efforts, with regard to both large and small gifts, are structured with the larger institutional goals in mind and are consistent with **Regis's mission and values**.

As outlined in the Regis College By-Laws, the Corporation established in 1927 by the Congregation of the **Sisters of St. Joseph of Boston** has as part of its role the power to "approve the sale, lease, exchange or other disposition of all or substantially all of the corporation's properties as provided by Massachusetts law." (subclause 2.4d)

By diversifying revenue to include additional graduate programs, Regis has been able to balance the decline among undergraduate population since its peak undergraduate enrollment of 1,149 in Fall 2018. During fiscal year 2020, however, the COVID-19 pandemic severely impacted Regis' overall undergraduate enrollment. In March 2020, per state directive, Regis was required to close the campus to in-person classes and to send resident students home, providing pro-rated refunds for residents. While undergraduate retention was relatively strong, new student enrollments declined. Despite these challenges to our students, faculty, staff, and financials, the university increased net assets during the period by $460,156 over fiscal year 2019. This change was the result of several factors. Growth in online graduate programs drove net tuition and fee revenue up by nearly $9 million or 17%. Summer campus

rentals and other auxiliary enterprises' revenue declined nearly $1.7 million as a result of closing the campus. Expenses increased $5.6 million over fiscal year 2019, primarily due to the revenue sharing agreement with Pearson Online/Boundless Learning, Regis's Online Program Management (OPM) partnership for graduate programming. Total assets of the university grew 3.3% or $3.6 million to $112.4 million with the Regis's cash position growing by $5.4 million, although it should be noted that a significant portion of this liquidity was due to the timing of payments to Pearson/Boundless Learning.

Fiscal year 2021 was the first full fiscal year of the COVID-19 pandemic. With pandemic restrictions in full force, the fall semester of 2020 reported a dramatically reduced residence operation resulting in a loss of revenue, and in Spring 2021 only about half of the undergraduate population was invited to return to campus due to social distancing requirements in classrooms and congregate spaces. Despite the substantial challenges of pandemic, the university maintained financial health due largely to the growth in online enrollment, favorable investment returns, Federal COVID-19 relief, and cost-reduction strategies. The university's total assets as of June 30, 2021 were $126.5 million, which was $14.1 million, or 12.5%, higher than the previous fiscal year end. The year over year increase was largely attributable to growth in investments of $7.5 million ($5.5 million in securities and $2.0 million in land held for sale), and an increase in cash from strong operating performance. During this time, the institution's operating revenue decreased $0.9 million year over year. This reduction was driven by a sharp reduction in housing revenue partially offset by growth in the online enrollment and COVID-19 relief funds from the federal government. Cost reduction measures largely in the areas of compensation were enacted in September 2020, prior to federal relief being announced, and drove a $4.4 million decrease in operating expenses year over year. The university's positive changes in net assets from operations of $4.0 million in FY2021 was an increase of $3.6 million over the prior year, while the university's net assets increased $6.6 million compared to the prior year, primarily due to the strong investment returns. (See workroom for FY 2021 Finance Letter.)

Fiscal year 2022 saw a return to more normalized campus operations although COVID-19 protocols for testing and social distancing increased operational costs. As a closed campus, Regis remained limited in its ability through Spring 2022 to host non-Regis groups, reducing some revenue but also depressing usual event, student programming, and travel costs. The university maintained financial health amid decreased enrollment from undergraduates and on-campus graduate programs, and significant investment losses. This was largely due to the growth in online enrollment, housing occupancy increases, and Federal COVID-19 relief. Regis's total assets as of June 30, 2022 were $109.5 million, which was $17.0 million, or 13.4%, lower than the previous fiscal year end. Total liabilities were $63.4 million as of June 30, 2022, which was $9.6 million, or 13.2%, lower than the previous fiscal year. During this time, Regis's operating revenue increased $6.6 million year over year. This increase was largely driven by a significant increase in housing revenue. (See workroom for FY 2022 Finance Letter.)

Operating expenses increased $9.8 million during FY 22. This was driven largely by the restoration of compensation when the cost containment strategies implemented in Fiscal Year 2021 (prior to the federal relief funds being announced) were reversed. Non-compensation expenses also increased in Fiscal Year 2022, driven by a return to pre-COVID campus operations. As of August 2022, the campus was fully operational with in-person events and gatherings at pre-pandemic levels and the savings in travel, athletics, and entertainment that were caused by pandemic restrictions were not realized in the budget this year The university's positive changes in net assets from operations of $0.8 million in FY2022

was a decrease of $3.9 million over the prior year. Overall, the university's net assets decreased $7.4 million compared to the prior year.

Recognizing that the traditional undergraduate population is declining and that the rapid growth in online programs was beginning to level off, in Fiscal Year 2022, the Board of Trustees approved a mission-centered initiative, the Division of Professional Studies, that will provide non-traditional students who have some college credits the opportunity to complete their studies in an environment that is responsive to the needs of adult learners. This Division is a fundamental re-thinking of Regis' earlier efforts to provide similar opportunities through its satellite campus at Regis North. It also extends Regis' mission to serve to those interested in certificates and credentials tied to workforce training and capitalizes on Regis's extensive work with industry partnerships. The new division is anticipated to be a significant source of revenue going forward, although initial start-up costs will continue into the next fiscal year. While planning took place in FY22, the initial programs for non-credit workforce education certificates were not launched until FY 23, but will likely increase in enrollment and scope as Regis develops its online Bachelor's completion programs during FY24.

Information, Physical, and Technological Resources

Regis College's 132-acre Weston campus includes six principal buildings which house administrative, student service, athletic, and academic offices; athletic competition venues; a performance and art venue; and instructional space for classrooms, lecture halls, teaching laboratories, and simulation laboratories. Regis's inventory of instructional space — general-purpose and specialized instructional space as defined by the National Center for Education Statistics — includes general-purpose classrooms, lecture halls, and specialized instructional laboratories/spaces, all of which total more than 86,000 square feet. The Dental Clinic, located off-campus in a modern facility, comprises 7,250 square feet in which students practice their practical dental work. Additionally, the Weston campus is home to three residence halls whose designs include traditional dorm rooms, semi-suite, and full-suites. Food and beverages are available at multiple locations 7 days a week during the fall and spring semesters including the Regis Dining Hall, Bistro Cafe in College Hall Foyer, Lower Student Center Café, Lower Student Center Tavern, and Dunkin Donuts on the first floor of the Teagan Learning Commons, which houses the university's library.

Also located on campus is the Regis Children's Center (RCC), which enrolls children from 15 months through kindergarten, providing childcare and education services to children of Regis employees, students, and families of the surrounding communities. The Center includes seven classrooms totaling xxx square feet. Regis students enrolled in Education programs may be placed in the Center as part of their initial field placements. In addition to the Regis Children's Center is the Regis College Autism Center. The Autism Center provides a range of services by graduate students from the ABA program, under appropriate faculty supervision, to young children who have been diagnosed with autism spectrum disorder. Both the Regis Children's Center and the Regis Autism Center are fully licensed.

The institution is responsible for the maintenance, safety, and operation of all Weston-campus buildings and grounds. As noted in the Special Area of Emphasis regarding Regis's ability to "mak[e] appropriate investments to address deferred maintenance concerns, and to ensure that its physical resources are sufficient to support its mission," progress has been made in this area. Since the site visit, 18 significant renovations have been accomplished on the Weston campus, including the Spring 2023 renovation of a

former computer lab, College Hall 001, into a Health and Fitness lab in order to serve the growth of those undergraduate programs.

In addition to the primary campus in Weston, MA, Regis houses its Dental Center in Waltham, MA. In the fall semester, the Center operates Mondays and Wednesdays, September through November. In the spring, the Center operates Mondays-Thursdays, January through April. At the Dental Center, undergraduate dental hygiene students engage in their clinical/practical work. As part of the agreement with Melmark to offer its ABA degree on site, Regis has use of classroom spaces as needed to offer its classes. With the advent of COVID, Regis discontinued its agreement with Northern Essex Community College to rent spaces as part of Regis North. As noted in Chapter Four, Regis is re-examining how curriculum is delivered and implemented at that site as part of a larger strategy related to Merrimack Valley. (Summer 2023 agenda and minutes related Regis North/Merrimack Valley strategy available in workroom.)

The Tegan Learning Commons is a campus center where students, faculty, staff, and members of the public converge, collaborate, learn, and discover. Library staff, assist users at the research help desk and by phone, email, and online chat. Library staff provide classroom instruction on information literacy and research skills, helping students understand the changing dynamics of the world of information. **The library building** is open seven days a week during the fall and spring semesters, and six days per week during the summer months. Research help is available seven days a week during the academic year, and six days a week in the summer. The library features a variety of spaces to meet user needs, including collaborative areas; individual carrels for independent study; tables with ample space to spread out; lounge chairs with built-in desks; comfortable seating; and, most recently, "fit study desks". Outside of the library as an area of study and research, there are various officially spaces designated on campus for use by students, including the second floor of the Fine Arts Center, the Commuter Lounge in College Hall, and various spaces in the residence halls.

Under the auspices of the Title III grant, the Learning Commons was refurbished during 2016-2017 (just prior to Regis's 2018 Five-Year Interim NECHE report). This centralized student support services, including: Academic Advising, Academic Coaching, Humanities and Social Sciences tutoring, Quantitative Support Services, Health Sciences and Nursing Support, and The Center for the Study and Teaching of Writing, in a common area on the library's second floor. It was renamed the **Finucane and O'Sullivan Institute for Learning (FOIL)**; more information regarding FOIL is included in Chapter Five.

At the time that various Regis facilities were built, it was done so in accordance with legal requirements to ensure access, safety, and security. As noted in the Area of Special Emphasis, Regis has a master planning document with prioritized listing of building improvements and continues to make investments and improvements in this area.

Regis's Information Technology Services (ITS) department provides the technologies, tools, services, supports, trainings, and environments for teaching, learning, and administration for our educational enterprise on the Weston campus and the Dental Hygiene Clinic. Support for our online programs offered in partnership with Boundless Learning is handled separately and discussed in more detail below. There are weekly operations meetings held between Regis and Boundless Learning staff to ensure continuity and collaboration.

ITS maintains a robust technology infrastructure that embraces and supports data-informed decision-making. ITS has staff who cover the following areas: Helpdesk Support, Software Applications Trainer,

Business Systems, Network and Enterprise Services, CRM Applications, CIS Applications, and Web and Mobile Services. WiFi access is available throughout the Weston campus and athletic facilities. ITS is currently implementing a desktop replacement program whereby older-style office desktops for faculty and staff are replaced by laptops in support of a more mobile workforce. Regis uses the Aruba network core and a Dell VxRail to host all internal virtual servers on campus. System redundancy is part of the design whenever feasible – dual firewalls, dual wireless controllers, and VMotion capable VMware servers. ERP data is stored on a VM located on campus is backed up nightly on encrypted media, and critical servers are segregated from the network at multiple levels and ways. The backup server is located in a separate building and weekly data backups are sent offsite. Data Leak Prevention is implemented to prevent Personally Identifying Information (PII) from being emailed inappropriately or accidentally. All accounts are protected by two factor authentication, and are required to have passwords changed every 90 days with complex passwords required. All Regis computers on the Weston campus (or provided to faculty/staff for off-campus work) also required two-factor authentication. Local firewalls and antivirus are required on all computers used for Regis work. As an Office 365 institution, ITS has the ability to monitor, restrict, and log activity to ensure proper security.

After having been an Apple IPAD institution for many years, Regis recognized that students had many different preferences regarding their technology of choiceand shifted to a Bring Your Own Device Policy. Expectations for minimum system requirements has a Bring Your Own Device Policy**; [minimum system requirements](#)** are noted on the Regis website, and the syllabus template provides a section entitled "Required Technology, Equipment and other Course Materials" where faculty may list software or technology specific to, and required by, a course. Students without a personal computing device have access to general use computer labs on the Weston campus containing computers and printers. The Library lab is available during open hours. Labs located in College Hall rooms 133 and 135 are available 24/7. While these doors may be locked after normal business hours, a member of the Regis College Police Department can let students in any time of the day or night.

The department serves as a single point of contact for all technology services, and uses an online ["ticketing"](#) system to support a variety of technology needs and requests, inclusive of: a robust set of self-help solutions for the most commonly experienced technology and software questions; a service catalog with information about device repair, loans, and replacements; and the ticketing system itself where members of the Regis community can create specific requests for assistance. It is also possible to obtain Helpdesk support for immediate issues. It is staffed 8 a.m. to 7 p.m. Monday-Thursday and 8 a.m. to 5 p.m. Friday-Sunday. Students and faculty within Boundless Learning have access to a separate [Helpdesk system](#) which provides similar services.

Regis uses information technology in a variety of ways to plan, implement, and evaluate its programs and services. The functionality of Office 365 is used extensively to manage a variety of institutional processes. Faculty contracts automatically move from Colleague into Office 365 to faculty email for review and approval, and back into Colleague for the Business Office to implement those contracts. (See workroom for the Contract Manual and flowchart.) More recently, ITS has begun to collaborate with Institutional Risk Management to launch the SMURF (Strategic Management of University Relationships and Files) system to promote better control of the outside contracts signed at the institution and increase transparency of Regis' contracting process. Seven years' worth of contracts will be archived in SMURF, and all future contracts will be entered into the system as of May 1, 2023. This is especially important in light of recent conversations at the federal level regarding Third Party Services/Vendors.

Appraisals

Human Resources

With the recent decisions to promote financial stability over the next three fiscal years, in Summer 2023 Regis made a series of decisions regarding its workforce to reduce overall expenditures through targeted scheduled reductions for staff. This decision will allow the institution to maintain staffing appropriate to divisions and their workflows without significant interference with Regis's ability to fulfill its mission as a student-centered institution. As a result of these schedule reductions, Human Resources, in partnership with the impacted divisions, will engage in a process of modifying some job descriptions as appropriate to ensure staff time is protected by managing expectations, but also ensuring that students experience minimal if any disruptions. The institution's priority remains to best serving student needs.

As noted in Chapter Three, and as evidenced in our organization charts, while reducing staff schedules in some divisions, and laying off a small number of staff in others, Regis hired two Vice Presidents: Vice President of Diversity, Equity and Inclusion, and Vice President of Undergraduate Enrollment Management in early Summer 2023. Both positions are critical to Regis's mission. Regis recognizes that it must continue in its efforts to provide an inclusive and welcoming environment for all employees, and, even in light of recent layoffs, the need to further diversify its ranks over time to better mirror the students it serves is crucial. The new VP of Diversity, Equity and Inclusion, working in close partnership with Human Resources, will enable Regis to effectively continue that work that is central to the university's mission. As noted in Chapter Five, while Regis's enrollment goals for Fall 2023 were met as of this writing, having an experienced VP of Undergraduate Enrollment Management with more than 30 years of experience will help ensure continued success in that area, and provide essential leadership in recruiting and enrolling first-time and transfer residential undergraduate students.

Financial Resources

As suggested above by the financial trends during and immediately following the COVID pandemic, fiscal year 2023 has presented some challenges as Regis College continues to transition from the pandemic. Post pandemic, our revenue from residency continues to rebound and was up 2% over the previous year. However, this positive trend was more than offset by declines in the undergraduate population (down 58 full time students, a $1.1 million loss over the previous year), continued decline in our on the ground graduate programs (net loss over FY22 $2.0 million) and an unexpected decline in new students in our online programs (for a loss of approximately 4.0 million in gross online revenue.) On ground graduate tuition is retained at 100% by Regis, while the online programs represent a smaller percentage of loss as the revenue is shared. While online graduate tuition was high in FY 22, at a gross level of over $31 million, much of that amount was buoyed by students who took longer to finish their programs due to pandemic challenges and who graduated in large numbers in May 2022. At the same time, FY23 was intended to be a year in which significant investments were made in the new Division of Professional Studies, positioning it to generate revenue during this year through non degree certificates as well as to begin development of enhanced bachelor's completion programs to be launched in FY24. These actions were not altered. Although the budget had been projected to be balanced when accepted, careful monitoring of the actual versus expected revenues early in the fiscal year identified a projected deficit. Actions taken to reduce this amount included reduction in expenses, including a hiring "chill" on open positions, as well as enhanced plans for revenue, though improved summer tuition, focused attention on recruitment of transfer students and retention of at risk populations, acceleration of new program

launches, and additions to our Children's Center programming. As of August 2023, the unaudited budget looks to have a deficit of approximately half of what was originally projected.

Maintaining enrollment levels in a highly competitive graduate and undergraduate market, as well as ensuring that talented faculty and staff remain connected to the institution, will continue to be a challenge in FY24 and the university is undertaking a program of action that will address the current imbalance between revenue and expenditures, including compensation of staff and faculty.

Initial projections for gross tuition revenue for FY24 indicate that overall revenue has declined from $65 million in FY22 to a projected $54 million in FY24. While the current level of enrollment looks stable for the immediate future, especially given enhanced retention activity at all levels, this tuition gap was coupled with an overall increase in compensation in FY23 that addressed the significant depression of staff and faculty salaries during the pandemic by offering the first COLA for staff and upgrade of AAUP compensation scale since FY20. The audited FY23 and the full FY24 approved or revised budget will be made available to the site visit team, and the NECHE Commission, as soon as it is available.

During Spring 2023, significant actions were taken to reduce the projected deficit projected in FY 2024, including continued operational and other non-compensation expenses, and careful scrutiny of all open positions for mission alignment and utility for generating revenue. Planned raises in faculty and staff compensation were eliminated for FY 24, most travel and entertainment were reduced (with the exception of athletics, admissions and development) and additional revenue opportunities were identified. When the projections from these actions indicated that the projected deficit would exceed that of FY 2023, the Board of Trustees directed the CFO to develop a refined multi-year financial plan and to develop a budget that included strategic reductions in force to reduce the deficit. In August 2023 the President addressed both staff and faculty to report the actions that had been taken to date, which included a limited number of layoffs and a reduction in schedule for some additional staff employees. In all cases, the ability for Regis to enact fully its mission and to maintain key activities was preserved, as well as continued investment in the DPS and other new programs which show great promise for generating new revenue.

The multi-year financial plan developed projects that with the administrative actions taken this year new revenues will bring Regis to a balanced budget in FY 26, with a modest deficit remaining in FY 25. Concomitant with these activities, Regis has initiated two activities with faculty within shared governance structures, the Workload Taskforce and focused program review, to explore areas for academic growth and retrenchment.

Information, Physical, and Technological Resources

Like other departments and offices at the university, in light of reduced revenue, the library has had to reassess its resources while maintaining the high standards of service and resource availability to faculty, student, and academic programs. The Director of the Library, Jane Peck, and her staff annually assess resource usage and adjust purchases and subscriptions accordingly. (See AY 2022-2023 Library usage statistics document in workroom for an example.) The library took advantage of the upgrade to CINAHL Ultimate, offered by EBSCO last year, to enhance resources and will continue to offer a varied and comprehensive list of peer reviewed databases available 24/7 to students, faculty, and staff. As well, free Interlibrary Loan Services to students, faculty, and staff are available and are taken full advantage of. In AY 2022-2024, members of the Regis community collectively borrowed 8,085 articles and documents through Interlibrary Loan, while providing 8,363 articles and documents to other libraries

worldwide. Regis also participates in the Minuteman Library Network, providing Regis with access to over 6 million items. Access is also provided to the Commonwealth catalog (a statewide library borrowing system) and Regis is an affiliate members of FLO (Fenway Libraries Online). Library staff also work to create and maintain updated learning guides specific to Regis's mission, such as an **Open Educational Resources research guide** and curated links to **diversity, equity and inclusion** resources, as well as guides specific to academic programs, from the **Applied Behavior Analysis degree** to **undergraduate first year writing and research** help. These online guides are in addition to staff's strong emphasis on information and digital literacy in their invited sessions by faculty into classes. But in recognition that AI is further altering the needs of faculty and students when it comes to information literacy, library staff are developing online tutorials to increase information literacy skills in our students. In sum, library staff are essential to the academic achievement of students at Regis, and that staff effectively collaborates with faculty, Student Affairs, and instructional designers in the collective work of student retention and success.

Overall, Regis College has the necessary space and facilities to meet the needs of the students and the university community. Although many of our facilities are over 50-years old and require ongoing operational maintenance and capital improvements, our dedicated Facilities Department team knows the campus extremely well and maintains the buildings and grounds to a high standard. Further evidence of the care Regis takes in its facilities is in its budget: for FY 2022 through 2024 at least $1.2 million has been allocated annually to capital facilities projects as part of the infrastructure renewal program, and for FY 2021 through FY 2023 the average annual expenditure for capital facilities projects has exceeded $1.2 million. This represents an intentional, regular, ongoing commitment of funding to address facilities renovations and improvements. Through careful management, the university has been able to address some long-standing needs of aging buildings, and has made progress on its deferred maintenance, a backlog of those deferred maintenance projects still exists. As noted in the section above in the Special Area of Emphasis, Regis continues to make progress on those projects by plotting out of the current physical needs of the university. Regis is also carefully planning for future, larger-scale projects, particularly the long-planned for renovation and expansion of the science building; while the building and its labs meet current needs, there is little room to grow without renovation.

Since the five-year interim report, Information Technology Services (ITS) at Regis has continued to improve Regis's technological infrastructure, with an explicit emphasis on data security. Members of the Regis community are automatically reminded to update their passwords, two-factor authentication is the norm, and because of regular communication and trainings from ITS staff, overall faculty, staff, and students are now well-versed in identifying and avoiding or reporting spam and "phishing" emails which could lead to a data breech.

ITS has also made great strides in educating the Regis community in leveraging the software systems we have to improve efficiencies. One reason why Regis was able to pivot so quickly to online learning during the pandemic was Regis's previous investment in Zoom as a communication tool and the baseline knowledge and training faculty, staff, and students had in that system as the result of the work of ITS. As noted under Chapter Two, Regis's entire process for administering faculty contracts was re-envisioned, with the vision implemented in 2019, by taking key application systems which Regis already used (Ellucian, Paycom, Office 365) and deploying those systems to their fullest effect. Most recently, as part of its ongoing strategic plan, ITS has begun the process of transitioning away from land-line phone, and invested fully in Zoom Phone, allowing most in the Regis community to move away from existing

physical desk phones and begin using laptops (or any other electronic device with the Zoom app installed on it) to make phone calls. This decision was arrived at after a months-long review of existing phone lines and their usage. After the inventory, it was clear that while a certain number of locations will need to retain physical phones (in common area/front desk areas, as well as to fulfill particular accreditation or safety needs), using Zoom Phone will be both cost efficient and effective for the majority of faculty and staff.

One area of, if not improvement, at least consideration, is Regis's current Learning Management System, Moodle. As noted in Chapter Five, Regis has only recently shifted begun the process of piloting a different means through which student course evaluations may be disseminated such that faculty do not receiving a series of attached pdfs for each course that they teach. Moodle does not make the process easy, and while faculty and their chairs and deans received the information, the format of that information is not ideal. There are no immediate plans to shift from Moodle to another LMS, but ITS and Academic Affairs have recently begun very preliminary conversations regarding what may be next after Moodle (and everything—evaluation of system requirements for the entire suite of Regis's educational offerings, communication planning, transferring courses to the next system, training, etc.--such a transformation would necessarily entail).

Projections

- Over the next five years, the university will complete high-priority deferred maintenance projects.
- In addition to the actions taken during August 2023 to bring the university's revenue and expenditures into alignment, Regis is undertaking the below steps to ensure growth in revenue:
- Aggressive recruitment of undergraduate transfer students, with a new strategy implemented in AY 23-24, and greater attention to transfers by the new Vice President of Enrollment;
- During the upcoming two years, new marketing efforts tailored to existing and newly developed programs that will help improve online registrations and revenue;
- Implementation of a negotiated revenue share agreement with Boundless Learning that is likely to increase Regis' share of partner online programs by 10%;
- Renewed focus on retention of undergraduates and on campus graduate students, with the expectation that enrollments remain at or above current levels for the next three years.
- Increased investment in, and revenue from, the Division of Professional Studies, with aggressive growth targets.
- The five-year plan (FY2024 – FY2028) developed for the Board of Trustees is summarized below:

Description	FY2024 DRAFT Budget	FY2025 Forecast	FY2026 Forecast	FY2027 Forecast	FY2028 Forecast
Total Net Tuition	54,928,283	59,235,910	65,987,660	72,498,910	75,447,064
Room and Board	10,118,917	10,350,992	10,585,552	10,558,842	10,373,842
Total Other Revenues	11,712,451	12,092,614	12,526,543	12,966,180	13,414,467
Total Operating Revenues	76,759,651	81,679,516	89,099,755	96,023,932	99,235,373
Compensation	44,520,215	44,930,746	44,930,746	45,812,889	45,812,889
All Other Expenses	37,239,436	39,919,658	44,007,846	48,216,544	49,824,356
Total Operating Expenses	81,759,651	84,850,404	88,938,592	94,029,433	95,637,245
Change in Net Assets from Operations	(5,000,000)	(3,170,888)	161,163	1,994,499	3,598,127
Use of Reserves					
Change in Net Assets from Operations After Reserves	(5,000,000)	(3,170,888)	161,163	1,994,499	3,598,127

- Additional steps will focus on implementing potential cost-saving measures recommended in the Faculty Workload Taskforce Report [referenced in Chapter Six]. Beginning in Summer 2023, the President and provost have consulted with a committee comprised of the leadership in faculty governance to develop of process to review the academic portfolio of the College with respect to the costs and benefits associated with each program in terms of both contribution to the university's mission and its financial health. A margin analysis tool providing multiple ways of looking at enrollment data as well as faculty deployment, was developed in 2021 that now provides three full years of data to begin these analyses during the 2023-2024 academic year.

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

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

If your institution does not submit IPEDS, visit this link for information about how to complete this form:
https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior (FY 2020)			2 Years Prior (FY 2021)			ay 21-22 1 Year Prior (FY 2022)			ay 22-23 Current Year (FY 2023)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	125	275	400	124	238	362	129	271	400	134	254	388
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	5	2	7	3	4	7	7	4	11	4	4	8
Library Technicians	2	3	5	0	0	0	2	4	6	0	0	0
Archivists, Curators, Museum staff	1	0	1	1	0	1	0	0	0	0	0	0
Student and Academic Affairs	63	8	71	55	5	60	55	4	59	48	3	51
Management Occupations	42	1	43	41	1	42	39	0	39	56	2	58
Business and Financial Operations	9	1	10	10	3	13	10	0	10	27	1	28
Computer, Engineering and Science	15	0	15	12	0	12	12	1	13	11	4	15
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	24	1	25	8	0	8	20	1	21	35	2	37
Healthcare Practitioners and Technical	6	7	13	3	11	14	7	13	20	4	6	10
Service Occupations	34	6	40	16	3	19	30	5	35	30	8	38
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	41	10	51	35	7	42	36	8	44	21	3	24
Natural Resources, Construction, Maintenance	7	0	7	5	0	5	7	0	7	6	0	6
Production, Transportation, Material Moving	1	0	1	0	0	0	0	0	0	1	0	1
Total	375	314	689	313	272	585	354	311	665	377	287	664

Revised October 2018

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

Fiscal Year ends - month & day: (06/30)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Most Recent Year - 2021	will be Most Recent Year - FY 2022	Percent Change 2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)				ay 21-22		
Cash and Short Term Investments	$9,699	$15,792	$28,744	$23,580	62.8%	82.0%
Cash held by State Treasurer	$0	$0	$0	$0	-	-
Deposits held by State Treasurer	$0	$0	$0	$0	-	-
Accounts Receivable, Net	$1,465	$1,449	$995	$212	-1.1%	-31.3%
Contributions Receivable, Net	$4,993	$5,708	$4,067	$1,360	14.3%	-28.7%
Inventory and Prepaid Expenses	$0	$0	$0	$0	-	-
Long-Term Investments	$38,294	$37,748	$44,733	$39,195	-1.4%	18.5%
Loans to Students	$1,858	$1,380	$1,170	$952	-25.7%	-15.2%
Funds held under bond agreement	$0	$0	$0	$0	-	-
Property, plants, and equipment, net	$50,055	$48,079	$45,012	$42,188	-3.9%	-6.4%
Other Assets	$2,481	$2,265	$1,819	$2,025	-8.7%	-19.7%
Total Assets	**$108,845**	**$112,421**	**$126,540**	**$109,512**	3.3%	12.6%
LIABILITIES (in 000s)						
Accounts payable and accrued liabilities	$6,760	$11,748	$21,013	$14,318	73.8%	78.9%
Deferred revenue & refundable advances	$5,748	$5,146	$6,874	$6,077	-10.5%	33.6%
Due to state	$0	$0	$0	$0	-	-
Due to affiliates	$0	$0	$0	$0	-	-
Annuity and life income obligations	$153	$149	$142	$126	-2.6%	-4.7%
Amounts held on behalf of others	$116	$131	$134	$134	12.9%	2.3%
Long-term investments	$49,595	$48,606	$42,062	$40,503	-2.0%	-13.5%
Refundable government advances	$3,352	$2,577	$2,274	$1,800	-23.1%	-11.8%
Other long-term liabilities	$656	$1,139	$506	$431	73.6%	-55.6%
Total Liabilities	**$66,380**	**$69,496**	**$73,005**	**$63,389**	4.7%	5.0%
NET ASSETS (in 000s)						
Net Assets Without Restrictions						
Institutional	$13,647	$12,725	$18,490	$17,780	-6.8%	45.3%
Foundation					-	-
Total	**$13,647**	**$12,725**	**$18,490**	**$17,780**	-6.8%	45.3%
Temporarily restricted net assets						
Institutional					-	-
Foundation					-	-
Total	**$0**	**$0**	**$0**	**$0**	-	-
Net Assets With Restrictions						
Institutional	$28,819	$30,201	$35,045	$28,344	4.8%	16.0%
Foundation					-	-
Total	**$28,819**	**$30,201**	**$35,045**	**$28,344**	4.8%	16.0%
Total Net Assets	**$42,466**	**$42,926**	**$53,535**	**$46,124**	1.1%	24.7%
TOTAL LIABILITIES and NET ASSETS	**$108,846**	**$112,422**	**$126,540**	**$109,513**	3.3%	12.6%

Please enter any explanatory notes in the box below

FASB changed the way we recorded net assets changing from Unrestricted, Temporarily Restricted, and Permanently Restricted to Without Donor Restrictions and With Donor Restrictions. I placed assets without donor restrictions into the unrestricted category and with donor restrictions into permanently restricted. Regis's financial statement categories do not map identically to the categories on this Data First form, but I did the best I could to put everything into the appropriate category/row. Regis can provide updated information for FY23 for the site visit.

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

Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY2019)	2 Years Prior (FY2020)	Most Recently Completed Year (FY 2021)	Current Year (FY 2022)	Will be Current Year Projected (FY 2023)	Next Year Forward Forecast (FY 2024)
OPERATING REVENUES (in 000s)			ay 21-22			
? Tuition and fees	$76,624	$85,184	$87,995	$89,756	$82,549	$79,688
? Room and board	$11,380	$9,683	$3,625	$9,510	$9,961	$10,119
? Less: Financial aid	($24,563)	($24,187)	($22,554)	($24,411)	($24,811)	($24,760)
Net student fees	$63,441	$70,680	$69,066	$74,855	$67,699	$65,047
? Government grants and contracts	$873	$948	$1,000	$2,569	$1,786	$12,700
? Private gifts, grants and contracts	$2,571	$2,783	$2,624	$3,382	$3,625	$2,210
? Other auxiliary enterprises	$3,090	$2,697	$2,279	$3,238	$3,604	$5,390
Endowment income used in operations	$1,832	$1,852	$2,653	$620	$2,483	$2,212
? Other revenue (specify):						
Other revenue (specify):						
Net assets released from restrictions						
Total Operating Revenues	**$71,807**	**$78,960**	**$77,622**	**$84,664**	**$79,197**	**$87,559**
OPERATING EXPENSES (in 000s)						
? Instruction	$25,525	$27,479	$25,741	$28,381	$30,576	$29,056
? Research						
? Public Service						
? Academic Support	$7,069	$6,824	$5,653	$6,310	$6,644	$6,314
? Student Services	$10,502	$10,135	$8,102	$10,464	$10,989	$10,443
? Institutional Support	$23,056	$27,870	$29,677	$31,960	$30,514	$28,997
Fundraising and alumni relations	$2,204	$2,239	$1,333	$1,867	$2,071	$1,968
? Operation, maintenance of plant (if not allocated)						
? Scholarships and fellowships (cash refunded by public institution)						
? Auxiliary enterprises	$4,491	$3,991	$3,622	$4,919	$5,244	$4,983
? Depreciation (if not allocated)						
? Other expenses (specify):						
Other expenses (specify):						
Total operating expenditures	**$72,847**	**$78,538**	**$74,128**	**$83,901**	**$86,038**	**$81,760**
Change in net assets from operations	**($1,040)**	**$422**	**$3,494**	**$763**	**($6,841)**	**$5,799**
NON OPERATING REVENUES (in 000s)						
? State appropriations (net)						
? Investment return	$28	($1,087)	$5,927	($6,064)	$7,466	$3,000
? Interest expense (public institutions)						
Gifts, bequests and contributions not used in operations	$1,087	$1,126	$719	$889	$1,787	$1,000
? Other (specify):						
Other (specify):						
Other (specify):						
Net non-operating revenues	**$1,115**	**$39**	**$6,646**	**($5,175)**	**$9,253**	**$4,000**
Income before other revenues, expenses, gains, or losses	**$75**	**$461**	**$10,140**	**($4,412)**	**$2,412**	**$9,799**
? Capital appropriations (public institutions)						
? Other (specify):						
TOTAL INCREASE/DECREASE IN NET ASSETS	**$75**	**$461**	**$10,140**	**($4,412)**	**$2,412**	**$9,799**

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2019)	2 Years Prior (FY2020)	Most Recently Completed Year (FY 2021)	Current Year (FY 2022)	Will be Current Year (FY 2023)	Next Year Forward (FY 2024)
Long-term Debt				ay 21-22		
Beginning balance	$51,186	$50,319	$43,813	$42,295	$39,471	$45,971
Additions					$8,000	($8,000)
Reductions [?]	($868)	($6,506)	($1,518)	($2,824)		
Ending balance	**$50,318**	**$43,813**	**$42,295**	**$39,471**	**$47,471**	**$37,971**
Interest paid during fiscal year	$1,942	$1,847	$1,388	$1,327	$1,476	$1,766
Current Portion	$1,236	$1,361	$1,402	$1,444	$1,486	$1,528
Bond Rating	N/A	N/A	N/A	N/A	N/A	N/A
Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	0.87	1.6	3.42	1.82		
Debt to Net Assets Ratio Long-tem Debt / Total Net Assets	1.04	0.99	0.77	0.86		
Debt to Assets Ratio Long-term Debt / Total Assets	0.40	0.38	0.33	0.36		

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the instituiton). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

Please see Notes 8 and 9 in the audited financial statements provided for complete detail. In 2013, Regis entered into a 30-year $50 Million bond financing agreement. Principal and interest payments are due monthly and have been met and paid on time every month since issuance. In March 2017, Regis also entered into a 10-year $1.5 million term note.

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

Regis has a $15 million Line of Credit with Century Bank for general pupose working capital needs. Regis must maintain compliance with certain covenants, and as of June 30, 2022 was in compliance with these covenants. The College utilized $8M of it's LOC through 06/30/23 and an additional $4.5M in early FY24, but it expects to pay-off the entire line prior to the end of the fisal year as tuition and fees and ERTC funding is received. While FY23's audit is currently underway, the Debt Covenants and FFRC have not yet been calculated, however the expecation is that the College will require a debt covenant waiver for FY23. This has been discussed with the College's bank and will be explored once the financial statement audit has been completed.

Future borrowing plans (please describe) .

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2019)	2 Years Prior (FY2020)	Most Recently Completed Year (FY 2021)	Current Year (FY 2022)	PRELIMINARY Will be Current Year (FY 2023)	Next Year Forward (FY 2024)
NET ASSETS				ay 21-22		
Net assets beginning of year	$42,390	$42,466	$42,926	$53,535	$46,124	$48,538
Total increase/decrease in net assets	$76	$460	$10,608	($7,411)	$2,412	$5,800
Net assets end of year	**$42,466**	**$42,926**	**$53,534**	**$46,124**	**$48,536**	**$54,338**
FINANCIAL AID						
Source of funds						
Unrestricted institutional	$22,311	**$21,981**	**$19,531**	$23,205	$24,811	$22,089
Federal, state and private grants	$420	$354	$371	$586	$446	$459
Restricted funds	$1,832	$1,852	$2,653	$620	$2,341	$2,212
Total	**$24,563**	**$24,187**	**$22,555**	**$24,411**	**$27,598**	**$24,760**
% Discount of tuition and fees	55.95%	54.18%	49.73%	54.9%	57.80%	58.90%
? % Unrestricted discount	50.82%	49.24%	43.07%	52.2%	51.20%	52.40%
Net Tuition Revenue per FTE	$18,066	$19,544	$21,975	$20,206	$19,465	$19,646
? **FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**	2.2	2.7	2.8	2.3	N/A	N/A

Please indicate your institution's endowment spending policy:

The spending rate policy includes all items that constitute market value, unrealized gains & losses, realized gains & losses, interest income, dividends and principal. Regis College calculates the endowment spending rate based on a 3 year, 36 month trailing market rolling average of investments. This market rolling average is multiplied by the annual spending rate of 5%

Please enter any explanatory notes in the box below.

Standard 7: Institutional Resources
(Liquidity)

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2019)	2 Years Prior (FY2020)	Most Recently Completed Year (FY 2021)	Current Year (FY 2022)	Will be Current Year Projected (FY 2023)	Next Year Forward Forecast (FY 2024)
CASH FLOW				ay 21-22		
Cash and Cash Equivalents beginning of year	$5,613	$4,007	$9,149	$20,165	$14,718	$8,531
Cash Flow from Operating Activities	$504	$8,027	$18,135	($4,409)	($6,187)	$5,800
Cash Flow from Investing Activities	($1,842)	($1,553)	($1,356)	($261)		
Cash Flow from Financing Activities	($268)	($1,332)	($5,763)	($777)		
Cash and Cash Equivalents end of year	**$4,007**	**$9,149**	**$20,165**	**$14,718**	**$8,531**	**$14,331**
LIQUIDITY RATIOS						
Current Assets	$11,162	$18,301	$29,054	$23,439		
Current Liabilities	$12,624	$17,025	$28,021	$20,528		
Current Ratio	0.88	1.07	1.04	1.14	0.75	
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses]) / 365)	1.52	25.41	82.65	52.13		

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the stat's authority.

Regis has not had to liquidate restricted financial assets to fund operations.

Please enter any explanatory notes in the box below.

Regis elected to use June 30, 2019 fiscal year-end cash on hand to further pay down debt obligations, in total $2.8 million of debt was paid down in FY2019. See Footnote 17-Liquidity in the attached audited financial statements.

Standard 7: Institutional Resources
(Information Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year Original Budget	Next Year Forward (goal)
	(FY 2020	(FY 2021	(FY 2022)	(FY 2023)	(FY 2024)
Total Expenditures		AY 21-22			
Materials	$296,699	$364,175	$386,641	$401,999	$346,353
Salaries & wages (permanent staff)	$442,345	$420,026	$368,977	$424,368	$402,108
Salaries & wages (student employees)	$31,240	$10,970	$19,692	$28,857	$21,440
Other operating expenses	$31,317	$45,971	$36,912	$41,192	$36,017
Expenditures/FTE student					
Materials	$98	$120	$126	$134	$124
Salaries & wages (permanent staff)	$147	$139	$120	$141	$144
Salaries & wages (student employees)	$10	$4	$6	$10	$8
Other operating expenses	$10	$15	$12	$14	$13
Collections					
Percent available physically	27%	25%	12%	12%%	
Percent available electronically	73%	75%	88%		
Number of digital repositories	0	0	0	0	0
Personnel (FTE)					
Librarians - main campus	5	5	5	5	5
Librarians - branch /other locations	na	na	na	na	na
Other library personnel - main campus	4	3		4	4
Other library personnel - branch/other locations	na	na	na	na	na
Availability/attendance					
[?] Hours of operation/week main campus	108	91	103	103	103
Hours of operation/week branch/other locations	0	0	0	0	0

[?] **Consortia/Partnerships**

Minuteman Library Network Member
Fenway Online Libraries (FLO) Affiliate Member
Massachusetts Library System (consortia purchasing/advocay/delivery of requested items from statewide libraries)
Digital Commonwealth (https://digitalcommonwealth.org) (archive collection digitization resourse)

URL of most recent library annual report: na

Standard 7: Institutional Resources
(Technological Resources)

	Prior	2 Years Prior	Most Recently Completed Year	Current Year	will be Current Year	Next Year Forward (goal)
	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)

ay 21-22

? Course management system - On Ground — Moodle, Version 3.9.7+

	Prior	2 Years Prior	Most Recently Completed Year	Current Year	will be Current Year	Next Year Forward (goal)
Number of classes using the system	1,120	1,221	1,223	1,252	1,046	

Course management system - My Online — Moodle

	Prior	2 Years Prior	Most Recently Completed Year	Current Year	will be Current Year	Next Year Forward (goal)
Number of classes using the system	460	688	872	975	886	

Bandwidth

	Prior	2 Years Prior	Most Recently Completed Year	Current Year	will be Current Year	Next Year Forward (goal)
On-campus network	1000mb/s	1000mb/s	1000mb/s	1000mb/s	1000mb/s	1000mb/s
Off-campus access						
? commodity internet (Mbps)	2000	2000	2000	2000	2000	2000
? high-performance networks (Mbps)	n/a	n/a	n/a	n/a	n/a	n/a

? Wireless protocol(s) — Ubiquitus Wireless coverage via 802.1x Auth, and 802.11n/ac network

Typical classroom technology

Main campus	Smart Classrooms are equiped with Computers, Projectors, Laptop hookups and in
Branch/other locations	Smart Classrooms are equiped with Computers, Projectors, Laptop hookups and in some cases sound reinforcement.

Software systems and versions

Students	Ellucian Colleague 18.0
Finances	Ellucian Colleague 18.0, Prophix
Human Resources	Paycom (Web Based), Ellucian Colleague 18.0
Advancement	BlackBaud Raiser's Edge (Web Based)
Library	EBSCO, Minuteman Library Network (web based)
Website Management	Office 365, Aquia, Drupal 9
Portfolio Management	
Interactive Video Conferencing	Zoom and Microsoft Teams
Digital Object Management	Office 365, Zenfolio

Website locations of technology policies/plans

Integrity and security of data	Emailed out during onboarding and periodically during the year.
Privacy of individuals	https://www.regiscollege.edu/privacy-policy
Appropriate use	https://www.regiscollege.edu/myregis-and-resources/technology-ethics-and-privacy-agre
Disaster and recovery plan	https://regiscollege2-

Technology replacement

Please enter any explanatory notes in the box below

prelimary goals for FY24 provided for site visit

Standard 7: Institutional Resources
(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	16	413
Dental Clinic	1	11
International locations	na	na

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Current Year	Next Year Forward (goal)
	(FY 2019)	(FY 2020)	(FY 2021)	FY 2022	(FY 2023)	(FY 2024)
Revenue ($000)					fall 2023 site visit year	
Capital appropriations (public institutions)	$0	$0	$0	$0	$0	
Operating budget	$1,172	$1,908	$939	$850	$1,205	
Gifts and grants	$163	$113	$0	$149	$0	
Debt	$0	$0	$0	$0	$0	
Total	$1,335	$2,021	$939	$999	$1,205	$0
Expenditures ($000)						
New Construction	$0	$0	$0	$0	$0	
Renovations, maintenance and equipment	$848	$1,869	$939	$850	$1,205	
Technology	$487	$153	$0	$149	$0	
Total	$1,335	$2,021	$939	$999	$1,205	$0

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	48		48
Laboratory	18		18
Office	59		59
Study	18		18
Special (Daycare/Private residence)	6		6
General	59		59
Support (Health Services/Stamp Museum/Tutoring Center)	23		23
Residential	148		148
Other (Athletics)	24		24
Other (Dental Clinic)		10	10

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

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Maria Hall Extension	Residential/meeting/events	16	$10,000	2015
Dental Hygiene buildout	Dental clinic	10	$3,500	2019

New buildings, planned for next

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Athletic Complex (Field House, blea...	Athletic Programs	7.8 10	$9,500	TBD

Revised to Complex 2018

Science building addition	STEM classroom/labs	19	$35,000	est.	TBD

Major Renovations, past 10 years

The list below includes renovations costing | $11,000 | or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Domestic H2O infrastructure replacement	Fire protection		$1,000	2014
13,800 high voltage infrastructure	Electrical capacity		$2,000	2014
Parking lot H	Increase parking 100 spaces		$1,200	2014
Campus Quad Improvements	Quality of life for students		$5,000	2015
Library façade and addition of Coffee Shop	New Coffee shop		$1,500	2015
Athletic Facility	Natatorium and Gym HVAC Replacement		$1,300	2018
Athletic Building	Convert dance studio to strength/conditioning room		$70	2018
Athletic Building	Metal roof restoration		$11	2018
Athletic Field	Synthetic Turf Maintenance Equipment Purchase		$16	2018
College Hall	Exterior signage, way finding project		$14	2018
College Hall	Remove Rug and replace flooring		$20	2018
College Hall	1st Floor main hallway		$40	2021
College Hall	Underground steam leak Repair (Science rear)		$100	2018
Student Center	Lower Café renovations		$80	2018
Student Center	New dish washer and domestic hot water system		$76	2020
College Hall	Exterior Signage campus		$15	2019
Athletic Building	Asphalt repairs		$70	2018
College Hall	Parterre roof sealed		$10	2018
Athletic Field	Field turf annual		$25	2019
Saint Joseph Hall	Elevator control		$327	2022
Maria Hall -traditional	Roof replacement		$195	2022
College Hall	Lighting Audit and rebate		$25	2018
Athletic Building	LED upgrade in gym and pool		$38	2022
Fine Arts Center	ADA compliant door		$115	2023

Renovations planned for next 5 years

The list below includes renovations costing | $18,000 | or more

Building name | Purpose(s) | Assignable Square Feet | Cost (000) | Year

Fine Arts Center	Compressor Replacement AC #4		$18	2024
Angela Hall	Carpet Floors/Paint/Ceiling/new lighting		$205	2026
Maria Hall	Bathroom & ADA compliance projects		$400	2027
College Hall	Accessible Elevator		$4,000	2028
Athletic Field	Field turf replacement		$600	2024
Student Center	Alumni Hall Student Center upgrade - Phase 2B		$1,108	2023
College Hall	4th floor add additional laundry facilities		$40	2023
Student Center	Alumni Hall Student Center upgrade - Phase 3		$600	2026
Fine Arts Center	Replace fire protection system		$150	2024
St. Joseph's Hall	Roof replacement		$350	2025
Science Building	Back up generator		$250	2024
Fine Arts Center	Roof replacement		$600	2026
Athletic Facility	Balcony enhancement		$150	2026

Please enter any explanatory notes i

Square footage has been updated for thie report and shows the assignable square footage (asf) not the gross sqaure footage (gsf) as was reported in the 2018-2019 report. Please note that Regis no longer leases space (during and post-pandemic) for the additional instructional location for Regis North/NECC.

CHAPTER EIGHT: EDUCATIONAL EFFECTIVENESS

At Regis, a key indicator of educational effectiveness is our ability as institution to provide students with the tools to, as stated in the 2022-2025 Strategic Plan, "reach their full potential and realize their human dignity and when doing so, be confident in their abilities to work toward the common good." An aspiration goal, it is nonetheless consistent with Regis's mission to educate the whole person.

Description

Regis College offers educational programming at the levels of: associates, bachelors, master's, and professional doctorate degrees. In addition, as of Spring 2023, through its Professional Studies Division, Regis offers non-credit certificates in the areas of Health Care and Information Technology. All academic degree programs assess student learning in terms of course and program learning outcomes. At the baccalaureate level, programs assess students in terms of course, program, Core (institutional), and institutional learning outcomes common to all majors. There are no common institutional learning outcomes at the master's or doctoral levels. The undergraduate institutional learning outcomes are as follows, and, as appropriate, are noted on course syllabi:

- *Civic Understanding*: Students will articulate the nature, significance, and meaning of the concepts of volunteerism and civic engagement, identify strategies for involvement, and recognize the impact of actions on an individual, a community, and society;
- *Experiential Learning*: Students will connect general education and major learning to real-world situations by engaging in experiential learning;
- *Teamwork*: Collaborate effectively with others by using the motivations, talents, and knowledge of all group members to accomplish common goals;
- *In-Depth Understanding*: Students will develop and demonstrate in-depth under- standing of a specific field of study or practice (i.e. major), its principal in-formation re-sources, and its interrelated-ness with other areas.

Changes to curricula are made based on data gathered from varying levels at the course, program, and institutional-level assessments. In addition, externally accredited programs monitor certification and licensure exam pass rates as one measure of educational effectiveness. Curricular changes range from assignments revisions, to alterations in course content, to changes in the overall curriculum (structure, addition/subtraction of courses). For example, the STEM Department and Biology major responded to program-level student data indicating that students were not consistently learning essential lab skills by developing a scaffolding process to assist students in gaining those skills across courses in the curriculum cumulating in upper level classes. Recognizing that students in the Interdisciplinary Studies in the Humanities major were often confused by course requirements, and that further, determining student success within fields the Humanities fields of student could not be determined, faculty revised the major. There are now specific program learning outcomes common to all students with the Humanities major, with the ability to specifically assess outcomes specific to each field of study.

As part of its external accreditation process, the Nuclear Medicine program examined pass rates for its 2021 certification exams (first time pass rates and subsequent attempt pass rates) for the period January 1, 2019-December 21, 2021:

Graduation N Enrolled/% Success	Job Placement	Exams N Taken/ % Success
25/84%	100%	37/70%

As result of a review of this data, faculty determined that a new course for seniors needed to be introduced to the curriculum in Spring 2023 to better prepare students for the exam requirements.

Other professionally accredited programs have similar success levels, with COVID still a factor. Within Nursing, Regis has had one annual appraisal below the 80% benchmark, and as a result has developed a new course "Transition to Professional Practice" which will be submitted to CAP in Fall 2023, with implementation in Spring 2024. This course will combine leadership/delegation content along with NCLEX preparation, and issues facing the new graduate RN. As seen in these examples, faculty have had to take into account the difference between a COVID "blip" and implications for longer-term impacts of COVID on student learning overall (such as standardized test-taking skills). The results of recent curriculum changes—such as the additional course in the Nuclear Medicine program and the projected course in Nursing—will not be realized until the end of the academic year at the earliest.

Student patterns in relation to licensure passage rates are used extensively to understand educational effectiveness and to prompt program improvements. A good example of this is within the School of Nursing which must track its licensure exam pass rates, and adhere to specific pass rates to remain in compliance with those bodies (e.g.: American Association of Nurse Practioners, American Nursing Credentialing Center, etc.). When the Family Nurse Practioner students fell below the required pass rate in Summer 2022, Regis engaged in a series of steps within the curriculum to improve student outcomes. While in part, that decline is attributed to the long tail of COVID impacting health care workers, faculty identified some key areas in need of improvement within the curriculum for the program. It should also be noted that externally accredited programs make changes to their curriculum in response to changes in accreditation standards. With the "**New Essentials of Nursing**" released by the American Academic of Ambulatory Care Nursing, the nursing faculty are engaged in a full curriculum review in response to those essentials, with an eye towards careful curriculum revision over the next several years. Per AACN, they expect that it may take institutions "3 years or more to fully implement" the changes as outlined.

Given the extensive accreditation requirements for nursing programs, the School of Nursing also administers a number of different surveys on a yearly basis to assess program effectiveness. In November, all full and half-time faculty complete a Faculty Resource Assessment Tool (FRAT) related to issues specific to faculty needs at the bachelors, masters, and doctoral levels. Each semester all graduating nursing students receive an End of Program Questionnaire and all currently enrolled students receive a Student Program Evaluation Tool. The Nursing Assessment Committee evaluates and uses survey results to ensure compliance with accreditation standards and improve the nursing programs across multiple levels.

At the institutional level, Regis tracks retention, transfer, and graduation rates and submits findings annually to the federal Integrated Postsecondary Data System of the National Center for Educational Statistics (IPEDS/NCES). Cohort loan repayment and default rates are also submitted to IPEDS/NCES.

As evidenced by the E-Series forms, Regis's graduate student population is complex, with the measures of success in terms of retention and graduation more varied than within the undergraduate student populations. As many of Regis's graduate students work full time, a key retention strategy has been to inaugurate a dashboard which follows students within each program by term, by semester, as well as by the more traditional fall-to-fall measure to assess patterns of students' progression and step-outs. The next step is to frame this information in terms of students' time to degree. This information will shape how graduate affairs staff and graduate faculty communicate to graduate students about program requirements.

The Undergraduate Internship and Career Center at Regis collects information for graduating undergraduate students in an adapted version of your First Destination Survey (available in the workroom), which obtains the following information: number of responding baccalaureate graduates who are employed or enrolled in graduate education; starting salary; range of industries at which graduates are first employed; postsecondary institution in which graduates are enrolled. The data has been collected since 2018, with the methodology for collection changing significantly in Spring 2022. Before 2022, data was collected in person, via paper, at the rehearsal for commencement. Beginning in 2022, a robust campaign targeting graduating seniors, coupled with an electronic version of the survey was implemented, inclusive of follow-up reminders to students six months after graduation who had yet to complete the survey. Students could still complete the survey in person, via a QR code, at a variety of events during senior week. One of the key flaws with the pre-2022 data collection methodology was that it failed to account for nursing students who typically take their licensure exams in the summer and find employment thereafter. The two most recent years of data is noted below; it is anticipated that response rates for class of 2023 will continue to increase.

	2022	2023 (as of 7/24/23)
Respondents	162	58
% of graduates	66%	27%
Full time employment (30+ hours per week) at time of survey	86	24
continuing education	26	15
Plan to continuing education, not yet enrolled	9	2
Part Time employment	16	3
Volunteer or military service	1	1
Seeking employment	22	13
Not Seeking employment	2	0

The undergraduate data illustrates that our students are much more inclined to enter the workforce than pursue additional, higher degrees, at least initially. This is in generally in keeping with the types of undergraduate degrees we offer and the pattern of enrollments in our degrees, with more than half of our undergraduates majoring in nursing, allied health sciences, and education programs.

Graduate students use an adaption of NACE's Graduate and Professional Student survey, but response rates have historically been extremely low (currently the 2023 response rate is 33 students). Responses as used as an additional means through which the time it takes for graduates to achieve their next opportunity can be evaluated, especially since many of the graduate programs require board licensure.

All residential undergraduate bachelor degree students are required to complete an ePortfolio as a requirement for graduation. The ePortfolio is typically embedded within a senior seminar or capstone course for the major and is comprised of: reflection essay; three examples of work accompanied by a brief rationale for their selection; resume. A random, representative sampling of ePortfolios is assessed each year by the Assessment Committee as well as faculty or staff volunteers, such as members of Student Affairs, Academic Advising, and the Center for Instructional Innovation. Including additional, and different, members of the Regis community each year for this assessment provide insights and considerations into the trends and issues that emerge from the ePortfolios. As well, it provides guest evaluators insights into academic assessment, the undergraduate curriculum, and students' experiences in a way they may not ordinarily encounter.

Co-curricular learning occurs at Regis through Student Affairs events, formal training programs for Peer Mentors and Resident Assistants, and through Co-Curricular (CC) courses as approved by the Joint CAP. These different types of learning are assessed in different ways, with the training programs for Peer Mentors and Resident Assistants, and course learning outcomes for CC classes more formally and regularly assessed in relation to student learning outcomes and students' experiences in the programs. As part of the strategic goals for Academic Affairs and Student Affairs, a more systemic appraisal of the ways in which undergraduate institutional learning outcomes (In-Depth Understanding, etc.) may be met through the co-curriculum will be developed.

Appraisal

Prior to 2023, Regis attempted to use Livetext as a means through which undergraduate core assessment data could be collected. It was primarily used in the first year seminar course (RC 101) and the first year writing sequence (EN 105 and EN 106), with the intent that all core courses would use Livetext as the assessment tool rather than submitting their assessment reports via a Word document. COVID and budget concerns associated COVID disrupted the distribution of Livetext codes to first year students, and the use of this software has been discontinued at the undergraduate level. The advantage to Livetext is that over time, it would have allowed for disaggregation of student learning outcome data by race, gender, etc., as the current mode of collection via Word provides only aggregate, summative information for each core class. However, there are also advantages of using the Word template and email as the vehicle for faculty submission: the learning curve (for new and adjunct faculty) is minimal; Word allows faculty to reflect on their teaching practices in light of assessment results. As noted in Chapter Four, assessment results for the Writing Program show that students in their first year do improve in their ability to cite materials appropriately and reflect on their writing through peer review.

In reflecting on the differences between Fall 2021 and Fall 2022 within the First Year Seminar course, faculty noted:

- The colloquium model worked well, students took the assignment seriously and seemed to even enjoy sharing their responses with the class;
- Adding a dedicated presentation and discussion around the CSJ values / Catholic Intellectual Tradition helped students better articulate how they met the values of the CSJ throughout the semester;
- Intentionally pairing different groups of students together [in small groups] helped build community for the final colloquium
- Recommendations for the Fall 2023 semester include:

- More hands on activities would be helpful for the students.
- Doing more group work to develop their skills over time
- Find a way to intersperse the Heritage and History throughout the semester [...] to help with the articulation of the CSJ values.
- Provide FYS-specific alternative co-curricular experiences for students with extended absences due to illness, concussion, etc.
- Revisit the Signature Assignment and the rubric for the Signature Assignment [...]. Currently, the rubric applies to three different assignments: 1) History and Heritage Presentation, 2) Signature Assignment, and 3) Co-Curricular Experience. I see two possibilities for addressing this issue: 1) Have one rubric for each assignment or 2) Make it clearer that the rubric for the Signature Assignment involves 3 separate projects.

Overall, faculty take the reflection questions in relation to the core curriculum seriously, and there is clear evidence that faculty pedagogy and teaching changes in response to assessment results. Because faculty are cohorted together to teach First Year Seminar and the first year writing sequence, it is easiest to see examples of these change over time. Post-COVID, re-instating systemic ways through which faculty who teach core classes can collectively discuss outcome results in ways that mirror the practices of First Year faculty and Writing faculty will be implemented.

The cumulative experience within the Core curriculum is the ePortfolio. Data from ePortfolios is available from 2015, however the information below is limited from 2021-2023 for ease of reading. Students are scored on a 5-point Likert scale, and over time, the numbers have improved and then remained relatively stable in spite of the change of faculty and staff reviewers over time. The discussion of the results is always highly generative, as faculty and staff combine their qualitative observations of how students, at the point of leaving Regis, think and feel about their educational experience. This in turn has shaped the undergraduate curriculum, career services, and retention efforts at Regis. Some key observations from these assessments include:

- Students place a very high value on service trips and on working with faculty on research or creative projects;
- A noticeable rise in the past three years of students explicitly commenting and reflecting on issues related to DEI, and they ways in which students' various identities impacted their experience of Regis;
- Students reflect less on course content, and more on the skills they learned in their courses, and how they hope to apply those skills in their careers moving forward;
- Students consistently struggle in their resumes to effectively quantify their experiences appropriately. Phrases such as "assisted nearly 100 clients over X time period as a volunteer" do not appear in the resumes, while phrases such as "assisted people while volunteering" are much more common.

Experienced reviewers noted that there has been improvement in students differentiating between "that thing I did once" and "that thing I have done many times and is now a skill". There are several reasons for this improvement: incorporation of resume skills in EN 106 as well increased collaboration between the Center for Internships and Careers and the Learning Commons for student development workshops. Additional work, in terms of correlating these data with the assessment data from other core assessments—First Year Seminar and Writing in particular—is still yet to be accomplished.

RESUME RUBRIC						
	Format/ Appearance: *Follows Resume Rubric/Career Services template/adheres to rubric*	**Objective:** Targets position/career; lists skills appropriate to objective	**Education:** Inclusion of relevant info	**Experience:** Employers and roles, responsibilities & achievements	**Activities/Technical Skills:** Lists additional activities & skills learned from activities	**Overall Coherence:** Visual appeal and appropriate use of resume rubric
MEAN SCORE (2023)	3.33	2.61	3.60	3.55	3.49	3.24
MEAN SCORE (2022)	3.16	2.57	3.83	3.21	3.28	3.28
MEAN SCORE (2021)	3.21	2.65	3.73	3.43	3.13	3.08

EXAMPLES OF WORK RUBRIC				
	Examples of Work: Includes min of 3 examples from a variety of disciplines, in a variety of formats representing work from which the student learned the most	**Introduction to Examples Statement:** Why work was included and what was learned	**Introduction to Examples Statement:** Connections between samples; why this learning matters; how learning might be applied in the future	**Introduction to Examples Statement:** Grammar/Editing/ Length
MEAN SCORE (2023)	3.57	3.47	3.49	3.37
MEAN SCORE (2022)	3.80	3.67	3.47	3.34
MEAN SCORE (2021)	3.86	3.65	3.39	3.43

REFLECTIVE ESSAY RUBRIC							
	Reflective Essay: Analysis of Regis Education	Essay Components: Major/Courses outside of Major	Essay Components: Peer and/or Faculty Interactions experiences	Essay Components: Co-Curricular experiences	Essay Components: Value most about a Regis education	Essay Components: Coherence & Synthesis	Grammar/ Editing/ **Length**
MEAN SCORE (2023)	3.70	3.40	3.46	3.61	3.65	3.55	3.42
MEAN SCORE (2022)	3.66	3.14	3.38	3.34	3.61	3.38	3.23
MEAN SCORE (2021)	3.91	3.60	3.60	3.39	3.60	3.52	3.52

With regards to the co-curriculum, Regis typically offers between at least two, and as many as six, 1-credit co-curricular courses each semester, including courses for soon-to-be peer mentors to "Hot Topics and Civil Discourse". Enrollment in these classes pre-COVID was generally strong, post COVID enrollment in courses such as "Hot Topics" has trended downward. Prior to COVID, student programming was regularly assessed, and those assessment efforts are being normalized once again post-COVID. It is the case that for more formal co-curricular programming for student leaders, such that for Resident Advisors, these students have often already proven themselves to be driven and highly engaged. Thus the assessments in terms of student learning tend to skew high. This is one of the reasons why a closer examination of co-curricular experiences for all undergraduate students is warranted.

Faculty and staff continually assess retention efforts in order to improve then (See Chapter Five). As part of Regis's strategic plan, Student Affairs and Academic Affairs are collaborating on a Retention Committee to determine post-COVID retention benchmarks, strategies for retaining students, and best practices for analyzing student data. One area of improvement for Regis that has already emerged anecdotally as part working group discussion is in terms of the retention of undergraduate students who transfer to Regis (rather than out of Regis). In Spring 2023, to further assist program faculty in better understanding the ways in which program learning assessment connects to student retention and graduation, faculty were asked to meet with the Associate Provost to learn about program-level retention and graduation rates before reflecting on that data in the PARS in relation to program level academic assessment data. While faculty from accredited programs are more familiar with these data, faculty in non-accredited programs often are not. Regis needs to improve in terms of tracing retention and graduation trends to academic program assessment.

At the Master's degree levels, our first to second year retention rates across all programs are around 90% (see Data First Form 8.4), which speaks to overall student satisfaction with the programs and

faculty and staff support for student success. However, students enrolled in one year/eighteen-month programs have recently not been retained as successfully in terms of first-to-second semester retention: 67% in FY 2022 with a slight rebound to 71% in FY 2023. This may be the result of students not anticipating the intensive nature of the programs in which they are enrolled. On-time graduation rates for graduate students, particularly during and in the immediate aftermath of the COVID pandemic, have ranged considerably across programs. In particular, where clinical placements were disrupted and may have had a knock-on effect on any subsequent classes dependent on clinical learning, Nursing programs experienced declines in on-time graduation.

Projections

- Continuing in 2023, systematize program, course, and core learning outcomes assessment across all academic programs and make results overall more visible to faculty so that that trends can be better analyzed over time, with particular emphasis placed on the changes/impact of using program data results. This data may be incorporated with the PARS, or through internal display on SHARP on the Institutional Research site.
- Beginning academic year 2024, make more public to faculty and staff the work of the Learning Commons in terms of students' academic improvements, with particular emphasis on trends in relation to students' engagement with Academic Coaching and subsequent student success and retention.

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

	3-Years Prior (FY 2019)		2 Years Prior (FY 2020)		1 Year Prior (FY 2021)		Most Recent (FY 2022)		will be Most Recent (FY 2023)	
? State Licensure Examination Passage Rates										
Name of exam	# who	# who	# who	# who	# who	# who	# who	# who	# who took	# who
NCLEX - BSN	N/A	90%	N/A	85%	N/A	85%	N/A	77%	N/A	
NCLEX - Direct Entry Master's	N/A	100%	N/A	96%%	N/A	97%%	N/A	82%	N/A	
MTEL - Communication and Literacy Reading Subtest	12	11	18	11	8	7	11	9	14	10
MTEL - Communication and Literacy Writing Subtest	12	9	17	10	10	8	10	8	15	7
MTEL - Foundations of Reading	13	4	6	3	15	7	9	2	7	3
MTEL - Early Childhood	6	3	1	low n	1	low n	1	low n	0	0
MTEL- General Curriculum	11	8	5	low n	5	low n	3	low n	2	low n
MTEL- General Curriculum Math subtest	8	3	4	low n	7	1	0	0	1	low n
MTEL - English	1	low n	0	0	2	low n	1	low n	3	low n
MTEL - History	2	low n	2	0	0	0	0	0	0	0
? National Licensure Passage Rates										
Name of exam	# who	# who	# who	# who	# who	# who	# who	# who	# who took	# who
Family Nurse Practitioner AANP-MN	59	93%	na	77%	106	77%	154	63%		
Family Nurse Practitioner AANP-PMC	3	67%	na	30%	12	56%	26	57%		
Family Nurse Practitioner AANP-DNP	N/A	N/A	N/A	N/A	N/A	50.00%	N/A	75.00%		
Family Nurse Practitioner ANCC - MN	5	100%	20	75%	237	86.96%	304	86.96%		
Family Nurse Practitioner ANCC - DNP	N/A	N/A	N/A	N/A	14	100%	6	100.00%		
Family Nurse Practitioner ANCC - PMC	1	100%	2	100%	57	100%	53	100.00%		
Pediatric Nurse Practitioner PNCB	23	61%	20	91%	34	85%	32	81%		
Women's Health Nurse Practitioner - NCC-MN	11	100%	N/A	75%	26	86.95%	24	95.45%		
Women's Health Nurse Practitioner - ANCC-NN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	89.53%		
Women's Health Nurse Practitioner - ANCC-DNP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.00%		
Women's Health Nurse Practitioner - ANCC-PMC	N/A	N/A	N/A	N/A	N/A	N/A	N/A	89.13%		
Psych/Mental Health Nurse Practitioner - AANC - MN	47	97%	N/A	80%	N/A	91.40%	N/A	89.53%		
Psych/Mental Health Nurse Practitioner - AANC - DNP	N/A	N/A	N/A	N/A	N/A	75.00%	N/A	100.00%		
Psych/Mental Health Nurse Practitioner - AANC - PMC	45	82%	59	73%	N/A	80.77%	N/A	89.31%		
Adult/Geri Nurse Practitioner - AANP - MN	14	93%	N/A	80%	32	79%	29	74%		
Adult/Geri Nurse Practitioner - AANP - PMC	5	80%	N/A	N/A	6	100%	7	60%		
Adult/Geri Nurse Practitioner - ANCC - MN	3	67%	4	100%	N/A	66.67%	N/A	100%		
Adult/Geri Nurse Practitioner - ANCC - DNP	N/A	N/A	N/A	N/A	N/A	100%	N/A	N/A		

Adult/Geri Nurse Practitioner - ANCC - PMC	1	0%	N/A	N/A	N/A	100%	N/A	N/A		
Clinical Nurse Leader - CNC	12	100%	8	50%	3	33%	3	86%	1	100%
The American Registry of Radiologic Technologists - Mammography	4	4	3	3	4	4	6	6	2	2
The American Registry of Radiologic Technologists - Nuclear	8	8	4	2	7	3	5	2	1	1
Certification Board (NMTCB)	5	5	8	6	7	3	3	1	1	tbd
Sonographic Physics and Instrumentation ARDMS Exam (first time pass rates)	10	7	9	6	8	5	10	10	6	6
Obstetrics and Gynecology ARDMS Exam (first time pass rates)	9	8	9	9	8	5	10	10	6	6
Abdominal ARDMS Exam (first time pass rates)	10	8	9	9	8	5	10	10	6	6
CDCA Local Anesthesia Board Examination (Dental Hygiene)	31	First time=29; retake=2	28	first time=28	15	first time=15	30	first time=30	26	first time=26
CDCA Computer Simulated Clinical Examination (CSCE) (Dental Hygiene)	31	first time=31	28	first time=27; retake=1	15	first time=15	30	first time=29	24	first time=24
CDCA Simulated Patient Treatment Clinical Examination (SPTCE) (Dental Hygiene)	31	first time=31	28	first time=28	15	first time=12; retake=15	32	first time=30; retake=32	26	first time=25; retake=1
National Board Dental Hygiene Examination (NBDHE)	31	first time=20; retake=9	28	first time=21; retake=27	15	first time=8; retake=13	30	first time =20; retake=22	15	13
Board Certified Behavior Analyst Exam (BACB) for online ABA program	na	na	na	na	36	52.78%	6	33.33%	tbd	tbs
Board Certified Behavior Analyst Exam (BACB) for campus-based ABA program	8	100.00%	19	89.00%	19	73.68%	12	91.67%	tbd	tbs
NBCOT National Certification Exam (Occupational Therapy)	11	10	3	3	28	26	21	19	tbd	tbs

? Job Placement Rates

Major/time period	*	# of	# with	# of grads	# with	# of	# with	# of grads	# with jobs
ABA	100% of graduates are employed as they are required to be working throughout the program to acrue their fieldwork hours.								
Dental Hygiene*		33	12	31	21	27	10	15	6
Medical Imaging Concentration - Breast Imaging/Mammography/6 months		4	4	3	3	4	4	6	6
Nuclear Medicine		8	8	7	7	7	7	6	6
Nursing - Bachelor's/6 months**		245	191	162	126	164	108	160	150
MSN\ Nursing/1 year after graduation		123	126	268	222	302	256	337	291
DNP/1 year	counts combined with MS			12	12	6	6	55	47
MS Occupational Therapy/1 year		11	11	15	15	16	16	26	25

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for

1							

? Placement Rates

1							

Please enter any explanatory notes in the box below

*as of the October following ASDH graduation to the best of the program's knowledge (information recorded on the CODA Annual Reports). Post-graduation surveys are now going to be sent out at a specified time each year to assess this data.

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Forward (goal)
	(FY2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)
? **Master's Programs (#1 1-year master and post-master cert)**	**Ret Cohort 18FA, Grad Cohort 18** **(18fa,19sp,19su)**	**Ret Cohort 19FA Grad Cohort 19** **(19fa,20sp,20su)**	**Ret Cohort 20FA, Grad Cohort 20** **(20fa,21sp,21su)**	**Ret Cohort 21FA Grad Cohort 21** **(21fa,22sp,22su)**	
Retention rates first-to-second semester	100%	100%	67%	71%	
Graduation rates @ 100% time	75%	67%	36%	50%	
Average time to degree (in years)	1	1	2	1	
Other measures, specify:					
? **Master's Programs (#2 1.5-year master)**	**Ret Cohort 18 Grad Cohort 17** **(17fa,18sp,18su)**	**Ret Cohort 19 Grad Cohort 18** **(18fa,19sp,19su)**	**Ret Cohort 20 Grad Cohort 19** **(19fa,20sp,20su)**	**Ret Cohort 21(fa21,sp22,su22) Grad Cohort 20** **(20fa,21sp,21su)**	
Retention rates first-to-second year		92%	100%	100%	
Graduation rates @ 100% time	-	-	15%	40%	
Average time to degree (in years)	-	-	2	2	
Other measures, specify:					
? **Master's Programs (#3 2-year master)**	**Ret Cohort 18 Grad Cohort 17** **(17fa,18sp,18su)**	**Ret Cohort 19 Grad Cohort 18** **(18fa,19sp,19su)**	**Ret Cohort 20 Grad Cohort 19** **(19fa,20sp,20su)**	**Ret Cohort 21(fa21,sp22,su22) Grad Cohort 20** **(20fa,21sp,21su)**	
Retention rates first-to-second year	94%	93%	93%	90%	
Graduation rates @ 100% time	50%	81%	76%	64%	
Average time to degree (in years)	2	2	2	2	
Other measures, specify:					
? **Master's Programs (#4 2.5-year master)**	**Ret Cohort 18 Grad Cohort 16** **(16fa,17sp,17su)**	**Ret Cohort 19 Grad Cohort 17** **(17fa,18sp,18su)**	**Ret Cohort 20 Grad Cohort 18** **(18fa,19sp,19su)**	**Ret Cohort 21(fa21,sp22,su22) Grad Cohort 19** **(19fa,20sp,20su)**	
Retention rates first-to-second year	100%	92%	100%	100%	
Graduation rates @ 100% time	0%	0%	89%	0%	
Average time to degree (in years)	3	3	2	3	
Other measures, specify:					

					No Cohort in this program
Master's Programs (#5 3-year master)					
Retention rates first-to-second year					
Graduation rates @ 100% time					
Average time to degree (in years)					
Other measures, specify:					
Doctoral Programs (#6 3-year doctor)	Ret Cohort 18 Grad Cohort 16 (16fa,17sp,17su)	Ret Cohort 19 Grad Cohort 17 (17fa,18sp,18su)	Ret Cohort 20 Grad Cohort 18 (18fa,19sp,19su)	Ret Cohort 21(fa21,sp22,su22) Grad Cohort 19 (19fa,20sp,20su)	
Retention rates first-to-second year	100%	86%	69%	73%	
Graduation rates @ 100% time	29%	36%	40%	50%	
Average time to degree (in years)	4	4	3	3	
Other measures, specify:					
Doctoral Programs (#7 4-year doctor)	Ret Cohort 18 Grad Cohort 15 (15fa,16sp,16su)	Ret Cohort 19 Grad Cohort 16 (16fa,17sp,17su)	Ret Cohort 20 Grad Cohort 17 (17fa,18sp,18su)	Ret Cohort 21(fa21,sp22,su22) Grad Cohort 18 (18fa,19sp,19su)	
Retention rates first-to-second year	50%	-	75%	0%	
Graduation rates @ 100% time	-	-	0%	67%	
Average time to degree (in years)				3	
Other measures, specify:					
First Professional Programs					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (#8 48-month online)	Ret Cohort 18 Grad Cohort 15 (15fa,16sp,16su)	Ret Cohort 19 Grad Cohort 16 (16fa,17sp,17su)	Ret Cohort 20 Grad Cohort 17 (17fa,18sp,18su)	Ret Cohort 21(fa21,sp22,su22) Grad Cohort 18 (18fa,19sp,19su)	
Retention rates first-to-second year	95%	85%	95%	83%	
Graduation rates @ 100% time	-	-	64%	59%	
Average time to degree (in months)	-	-	44.2	36.7	
Other measures, specify:					

Distance Education (#9 36-month online)	Ret Cohort 18 Grad Cohort 16 (16fa,17sp,17su)	Ret Cohort 19 Grad Cohort 17 (17fa,18sp,18su)	Ret Cohort 20 Grad Cohort 18 (18fa,19sp,19su)	Ret Cohort 21(fa21,sp22,su22) Grad Cohort 19 (19fa,20sp,20su)	
Retention rates first-to-second year	89%	90%	87%	87%	
Graduation rates @ 100% time	-	19%	65%	73%	
Average time to degree (in months)	-	39.3	31.5	28.3	
Other measures, specify:					

Distance Education (#10 32-month online)	Ret Cohort 18 Grad Cohort 16 (16fa,17sp,17su)	Ret Cohort 19 Grad Cohort 17 (17fa,18sp,18su)	Ret Cohort 20 Grad Cohort 18 (18fa,19sp,19su)	Ret Cohort 21(fa21,sp22,su22) Grad Cohort 19 (19fa,20sp,20su)	
Retention rates first-to-second year	85%	89%	89%	93%	
Graduation rates @ 100% time	-	-	0%	22%	
Average time to degree (in months)	-	-	34%	28%	
Other measures, specify:					

Distance Education (#11 27-month online)	Ret Cohort 18 Grad Cohort 16 (16fa,17sp,17su)	Ret Cohort 19 Grad Cohort 17 (17fa,18sp,18su)	Ret Cohort 20 Grad Cohort 18 (18fa,19sp,19su)	Ret Cohort 21(fa21,sp22,su22) Grad Cohort 19 (19fa,20sp,20su)	
Retention rates first-to-second year	-	97%	93%	68%	
Graduation rates @ 100% time	-	-	-	46%	
Average time to degree (in months)	-	-	-	29%	
Other measures, specify:					

Distance Education (#12 24-month online)	Ret Cohort 18 Grad Cohort 17 (17fa,18sp,18su)	Ret Cohort 19 Grad Cohort 18 (18fa,19sp,19su)	Ret Cohort 20 Grad Cohort 19 (19fa,20sp,20su)	Ret Cohort 21(fa21,sp22,su22) Grad Cohort 20 (20fa,21sp,21su)	
Retention rates first-to-second year	85%	92%	95%	86%	
Graduation rates @ 100% time	53%	61%	73%	60%	
Average time to degree (in months)	25.6	27.5	22.6	22.5	
Other measures, specify:					

Distance Education (#13 20-month online)	Ret Cohort 18 Grad Cohort 17 (17fa,18sp,18su)	Ret Cohort 19 Grad Cohort 18 (18fa,19sp,19su)	Ret Cohort 20 Grad Cohort 19 (19fa,20sp,20su)	Ret Cohort 21(fa21,sp22,su22) Grad Cohort 20 (20fa,21sp,21su)	
Retention rates first-to-second year	94%	81%	77%	73%	
Graduation rates @ 100% time	45%	44%	53%	41%	

Average time to degree (in months)	21.1	20.88	19.8	19.2	
Other measures, specify:					

Distance Education (#14 18-month online)	**Ret Cohort 18 Grad Cohort 17 (17fa,18sp,18su)**	**Ret Cohort 19 Grad Cohort 18 (18fa,19sp,19su)**	**Ret Cohort 20 Grad Cohort 19 (19fa,20sp,20su)**	**Ret Cohort 21(fa21,sp22,su22) Grad Cohort 20 (20fa,21sp,21su)**	
Retention rates first-to-second year	-	92%	100%	100%	
Graduation rates @ 100% time	-	-	15%	50%	
Average time to degree (in months)	-	-	22.4	17.3	
Other measures, specify:					

Distance Education (#15 64-month online)	**Ret Cohort 18**	**Ret Cohort 19**	**Ret Cohort 20**	**Ret Cohort 21(fa21,sp22,su22)**	
Retention rates first-to-second year	-	-	92%	88%	
Graduation rates @ 100% time				the earliest cohort is in 2020. No cohort graduated yet	
Average time to degree (in months)					
Other measures, specify:					

Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					

Definition and Methodology Explanations

1. 1 year master: both master and post-master
2. 1.5 year master
3. 2 year master
4. 2.5 year master
5. 3 year master
6. 3 year doctoral
7. 4 year doctoral
8. Online 48-month
9. Online 36-month
10. Online 32-month
11. Online 27-month

12	Online 24-month
13	Online 20-month
14	Online 18-month
15	Online 64-month

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

Student Success Measures/ Prior Performance and Goals	Years Prior (FY 2019)	3 Years Prior (FY2020)	2 Years Prior (FY 2021)	1 Year Prior - AY 2021-2022 (FY 2022)	Current Year AY 2022 (FY 2023)	Next Year Forward (goal) (FY 2024)
IPEDS Retention Data			AY 21-22			
Associate degree students	0%	0%	0%	0%	0%	0%
Bachelors degree students	82%	89%	80%	82%	76%	80%
? IPEDS Graduation Data (150% of time)						
Associate degree students	0%	0%	0%	0%	0%	0%
Bachelors degree students	57%	67%	64%	61%	67%	60%
? IPEDS Outcomes Measures Data						
First-time, full time students						
Awarded a degree within six years	49%	49%	57%	67%	65%	65%
Awarded a degree within eight years	50%	50%	57%	68%	65%	65%
Not awarded within eight years but still enrolled	0%	0%	0%	0%	0%	0%
First-time, part-time students						
Awarded a degree within six years	33%	25%	50%	86%	50%	50%
Awarded a degree within eight years	33%	25%	75%	86%	50%	50%
Not awarded within eight years but still enrolled	0%	0%	0%	0%	0%	0%
Non-first-time, full-time students						
Awarded a degree within six years	61%	63%	61%	64%	59%	62%
Awarded a degree within eight years	61%	63%	61%	64%	61%	62%
Not awarded within eight years but still enrolled	0%	0%	0%	0%	0%	0%
Non-first-time, part-time students						
Awarded a degree within six years	75%	70%	81%	79%	79%	79%
Awarded a degree within eight years	76%	70%	81%	79%	79%	79%
Not awarded within eight years but still enrolled	0%	0%	0%	0%	0%	0%
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)						
1 First Generation (1st year retention)	82%	91%	76%	80%	69%	80%
2 Pell Recipients (1st year retention)	74%	88%	74%	71%	72%	73%
5						
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)						
1 First Generation (4 year)	58%	51%	67%	57%	68%	65%
2 Pell Recipients	53%	39%	48%	46%	68%	53%
5						
Definition and Methodology Explanations						
1 Tracking via internal dashboard--we have seen an increase in these populations and have strategically put in place interventions to aid in retention of these populations.						
2 Tracking via internal dashboard--we have seen an increase in these populations and have strategically put in place interventions to aid in retention of these populations.						

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

For goal of Bachelors degree student graduation data, we expect it to be slightly lower than previous years due to COVID. The class that entered that year was the class that entered in fall of 2020, which meant that they were not physically on campus for the start of their academic career.

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

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering		Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students	Cohort2015	Cohort2017			Cohort 2016	Cohort 2018		
Degree from original institution	61%	54%	0%	14%	67%	53%	0%	14%
Not graduated, still enrolled at original institution	0%	2%	0%	0%	0%	2%	0%	0%
Degree from a different institution	2%	0%	0%	0%	0%	0%	0%	0%
Transferred to a different institution	20%	9%	0%	0%	19%	9%	0%	0%
Not graduated, never transferred, no longer enrolled	18%	15%	0%	6%	13%	15%	0%	6%
First-time, Part-time Students								
Degree from original institution	80%	25%	0%	0%	67%	0%	0%	0%
Not graduated, still enrolled at original institution	0%	0%	0%	0%	0%	0%	0%	0%
Degree from a different institution	0%	0%	0%	0%	0%	0%	0%	0%
Transferred to a different institution	0%	0%	0%	0%	33%	0%	0%	0%
Not graduated, never transferred, no longer enrolled	20%	50%	0%	25%	0%	67%	0%	33%
Non-first-time, Full-time Students								
Degree from original institution	74%	89%	1%	0%	78%	89%	0%	0%
Not graduated, still enrolled at original institution	0%	0%	0%	0%	0%	0%	0%	0%
Degree from a different institution	0%	0%	0%	0%	2%	0%	0%	0%
Transferred to a different institution	1%	3%	0%	0%	8%	3%	0%	0%
Not graduated, never transferred, no longer enrolled	22%	8%	1%	0%	11%	9%	0%	0%
Non-first-time, Part-time Students								
Degree from original institution	51%	25%	27%	34%	34%	24%	34%	35%
Not graduated, still enrolled at original institution	0%	0%	0%	0%	0%	0%	0%	0%
Degree from a different institution	1%	0%	0%	0%	0%	0%	0%	0%
Transferred to a different institution	0%	2%	1%	0%	2%	2%	1%	0%
Not graduated, never transferred, no longer enrolled	7%	23%	13%	15%	11%	23%	17%	15%

Measures of Student Achievement and Success/Institutional Performance and Goals						
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year - AY 20 21	will be Current Year	Next Year Forward (goal)
	(FY 2019)	(FY2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)						
na						

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

na					

Definition and Methodology Explanations

CHAPTER NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

Description

A key goal in the 2022-2025 Strategic Plan is an emphasis on the sustained cultivation of "a culture of continuous assessment, accountability, and transparency." The importance of maintaining integrity, accountability, accuracy, and transparency in integral to the work throughout all divisions at Regis. Through its policies and practices, Regis College demonstrates its ongoing commitment to integrity, transparency, and public disclosure in relation to its policies, practices, and procedures in relation to students, faculty, staff, and the communities it serves.

Integrity

Regis expects that everyone within the community will act responsibility, ethically, and with integrity. There are multiple means through which these expectations are made clear and through which our actions can be accomplished. Internally, the employee code of conduct, ethics, and conflict of interest policy sets conduct standards and expectations for employees. This includes the expectation that employees act with honesty, fairness, and integrity in the conduct of all Regis business. Policies related to academic integrity and student code of conduct are related in more detail below, but also re-enforce the idea that ethical and responsible actions are the norm at Regis. In addition, the Whistleblower Procedure establishes a general process and expectation for the Regis community to report concerns. The "Report a Concern" webpage is a specific mechanism for reporting concerns via the website; reports can be submitted anonymously and the site is available to the public.

The Board of Trustees Conflict of Interest statement sets expectations for members of the Regis College Board of Trustees to avoid conflicts of interest and disclose conflicts of interest that may arise. Creates process of disclosing and mitigating conflicts. The Regis College Student Code of Conduct (see the Student Handbook) sets conduct standards and expectations for students including, but not limited to: respect for Regis' tradition of honesty, respect and compliance with institutional policy and laws. This is provided to students on a regular basis. Further, students in residential housing agree to comply as part of their housing contract. Individual handbooks for academic programs (e.g. Nursing) often include professional standards of conduct in the context of the program. The Classroom Code of Conduct describes conduct expectations in the context of classes. The Employee Grievance Policy is a specific mechanism for employees to raise concerns. Regis frequently surveys its community to assess its climate and performance in a variety of ways (e.g., student satisfaction, diversity, equity and inclusion, sexual harassment (Title IX). The Regis College Policy on Policies requires that college policies be reviewed on a regular basis.

The Regis College Mission statement references the idea of the free pursuit and dissemination of knowledge in the following phrases: "access to an academically rigorous education through innovative learning opportunities and collaborative engagement" as well as to "preparing our students to pursue excellence". This mission is re-enforced by a statement of academic freedom consistent with the American Association of University Professors' 1940 Statement on Academic Freedom and Tenure is included within the Faculty Handbook. Regis also maintains an Intellectual Property Ownership policy describing the institutional principles with regard to ownership of intellectual property created by faculty, students, and staff. The Institutional Review Board (IRB) reviews all proposals to conduct

research involving human subjects, while the Institutional Animal Care and Use Committee (IACUC) reviews protocols and procedures for the use any vertebrate animals involved in teaching and/or research at Regis College. Both IRB and IACUC ensure compliance of research projects with legal requirements. Secondly, they ensure that research projects align with Regis's commitment to its mission.

In letter and in spirit, Regis observes all applicable legal requirements as they pertain to our operations, processes, and procedures. Founded in 1927, Regis College is authorized by the Commonwealth of Massachusetts to grant degrees, is accredited by NECHE, and follows the processes for accreditation as required for professional degree programs such as Nursing and Education. With respect to its online Nursing degree programs with a national reach, Regis is careful to ensure its faculty are appropriately accredited as needed for each state, and that students enroll in the course sections appropriate to their location. These activities are regularly and closely monitored. In addition, Regis regularly reports its data and information to the U.S. Department of Education, NECHE, and other accrediting bodies.

The University abides by written non-discrimination policies in the recruiting and admission of students as well as the recruiting and hiring of staff and faculty. Students and employees are trained on expected conduct with regard to Equal Opportunity and Title IX policies. Upholding and improving practices related to a diverse workforce are also embedded within Regis's **Institutional Plan to Address Racism.** The **Center for Inclusive Excellence** webpage describes Regis' action plan and strategic goals to address racism; resources for LGBTQ+ individuals; first year students of color and first-generation students; and Indigenous peoples. Resources include articles and definitions of terms are provided. Regis' action plan goals are listed and progress reports addressing the goals the next steps are posted. A thorough listing and description of campus resources and community resources are available to our LGBTQ community members. There are thorough descriptions of mentoring programs for our first-year undergraduate students of color and first generation students. There is a **definition and statement of land acknowledgeme**nt and a listing of off campus resources are provided for Indigenous peoples. This is all entirely in keeping with the values of our founders.

Regis states its expectations, including policies on ethics, academic integrity, codes of conduct and academic freedom, in a variety of documents appropriate to the different members of the community, some of which, such as the undergraduate **Student Code of Conduct** handbook, handbook addenda for program-specific concerns, such as **Nursing Pre-Licensure**, and the most recent **Academic Catalog** are publically available. Others, such as the Faculty Handbook, the Employee Benefits and Policies Manual, and forms related to reporting student violations of Academic Integrity are available internally (available in workroom).

Regis maintains public, policy-specific websites, including but not limited to: the undergraduate **Code of Conduct Office**, the **process for Title IX**, the **Institutional Review Board** (IRB) and **the Institutional Animal Care and Use Committee (IACUC)**. The Whistleblower Procedure establishes a general process/expectation for the Regis community to report concerns. The **Report a Concern** webpage is a specific mechanism for reporting concerns via the website. Reports can be submitted anonymously. This site is available to the public. The employee code of conduct, ethics, and conflict of interest policy sets conduct standards/expectations for employees, including a statement that employees act with honesty, fairness, and integrity in the conduct of Regis business. The Board of Trustees Conflict of Interest statement sets expectations for members of the Regis College Board of Trustees to avoid conflicts of interest and disclose conflicts of interest that may arise.

Regis College takes responsibility for activities which it sponsors, or which bear its name. Relevant Regis College offices (e.g., Admission, Institutional Advancement, Academic Affairs, Student Affairs) regularly manage institutional publications, events, or activities that use the Regis name and do so according to established protocols and or according to long-standing practice. In addition, the Office of Marketing and Communications regulates the use of Regis' institutional logos, brand, and social media accounts. If Regis becomes aware of a publication, event, or activity that is using the institution's name, but is not authorized or sponsored by Regis College, it will take appropriate action to stop the publication, event, or activity or otherwise take over its management.

Academic Integrity is squarely embedded in the institution's Academic Integrity Policy. Faculty members are required to report all cases of suspected academic dishonesty first to the student, who has an opportunity to respond to the allegation, and then ultimately to the Office of Academic Affairs if the allegation is affirmed. In the event that a student appeals an allegation of academic integrity, the process is outlined in the Academic Catalog and administered by the Office of Academic Affairs. Regis's whistleblower procedure was last updated in 2021 and is available on the internal website, however general information for those wishing to **Report a Concern** is publically available, with additional links on that site to resources related to the nature of the concern being reported (inclusive of a link to **Guardian**, a third-party provider available to "all members of the Regis community, including guests [who may need to] report crimes, bias incidents, or other issues of misconduct" through the portal).

With respect to our relationship with the NECHE Commission, Regis honestly engages with the organization through the annual report, ARFE reports, and financial screenings. As Regis has evolved over the past ten years since its last site visit, and in the five years since the interim report, Regis has communicated with NECHE through substantive change requests.

Transparency

Regis College's externally-facing webpage serves as the primary platform for current and prospective students, employees, and the public to find complete and accurate information about the university. For example, current and prospective students and families can obtain information about applying and the cost of enrollment on the websites for **Admissions** and the Office of Financial Aid, with specific information for both **undergraduate** and **graduate** students. Every academic program, both graduate and undergraduate, has its own landing page on the public Regis website, and includes links to sample curriculum maps.

Each office at Regis College is responsive to requests for information and answers direct inquiries. Depending on the nature of the question, the Regis website provides a variety of links regarding inquiries, from **businesses interested in a strategic partnership**, to the **Registrar's Office**, to **undergraduate Admissions**, with the **online directory** providing other means through which Regis personnel may be contacted. In addition, students enrolled in an online degree program offered in partnership with Boundless Learning have access to a **Student Support Team** in addition to program faculty. It is also clear how anyone may make a complaint or report to a **regulatory agency**. In addition, Regis College makes available their **audited financial statements**. In addition, the Regis College website provides information for all programs, including, from broad categories, such as undergraduate programs, to more specific, such as bachelor's completion or Veteran's Programs. Through **Regis at a glance**, there is a list of quick facts about the university including enrollment data; schools; location;

athletics and administration. There is also the opportunity for a virtual chat which is helpful in providing timely answers to specific questions.

All official communications sent from Regis College are accurate and consistent with the Academic Catalog. This can be seen when reviewing the **institutional overview** available on our website, inclusive of the type of institution we are (private/non-profit, Catholic) and measures of student success. Regis provides links to our academic schools and the programs offered. Regis's internal website has available thirteen-years of past catalogs available for review; catalogs prior to 2012 are preserved within the Regis College Archives and the Registrar's Office, and are available on request. The most **recent academic catalog** is public, and easily available. A list of institutions with which Regis has articulation agreements for **undergraduate** and **graduate** students is also available on the website and by contacting the Office of Academic Affairs for any updates.

The updated website content can be reviewed in both SPIKE for student's review and SHARP for Regis employee's review. Statements regarding and promises regarding licensure exam pass rates, standings in college rankings, and achievements of faculty, students, alumni, and staff, are documented and verifiable. The Office of Marketing and Communications is responsible for managing the university's brand and graphic identity and telling the Regis story through a wide range of print, digital, and social platforms. In addition to managing the Regis website, the office oversees social media strategy, print production and creative design services, video, advertising, and public relations on behalf of the university. Requests to edit to the Regis website can be done through the helpdesk ticketing system. A list of regular newsletters (samples of which are included in the workroom) distributed by Regis College include:

- Pride Points: a weekly e-newsletter for faculty and staff that highlights what's happening around the university.
- President's Notes: a bi-weekly e-newsletter from President Hays with news accolades across the university.
- **This Week at Regis**: a weekly e-newsletter for undergraduate students with weekly events and activities.
- **GradWire** and Blueprint for Success: monthly e-newsletters for graduate students with news, events, and tips.
- Pride Newsletter: a bi-annual e-newsletter for alumni, family, and friends.
- Partnership Newsletter: distributed to Strategic Partners, highlighting academic and other opportunities at Regis.
- **Regis Today**: a twice-yearly magazine primarily distributed to Regis alumni.

Public Disclosure

The **academic catalog**, containing all of Regis's policies pertaining to admissions, graduation requirements, and other academic policies related to graduate and undergraduate students is publicly available. In addition, it provides an overview of the history of the institution and our commitment to the mission and values of the Sisters of Saint Joseph of Boston. The catalog describes the obligations and responsibilities of students to Regis, and of Regis to our students. A complete listing of full and half time faculty is contained in the catalog, and all faculty and staff, inclusive of adjunct faculty, is published on Regis's public, online directory. The catalog, as well as the **"Regis at a Glance"** page the website articulates Regis's status as a private, Catholic, not for profit institution, as well as additional, broad-

strokes information regarding our student population and academic programs. The description of the Weston campus does not specify the academic services, support services, co-curricular activities, or non-academic activities available at this particular location. But it is important to note that these are described elsewhere on the website. The same holds true for the description of Regis North and Regis at Melmark. The description of the Lawrence Memorial Hospital location is more comprehensive. While the Regis Dental Center is not an additional instruction location it is not located on the Weston campus. Implicitly, undergraduate students in the Dental Hygiene program who complete their hands-on dental education at the Dental Center rely on the Weston campus for academic, co-curricular, and health services.

All curriculum changes start with the program directors and the school deans and then go through Curriculum and Academic Policies Committee (CAP) for new and revised courses and academic programs. Courses are coded by the Registrar as active or inactive accordingly. The Academic Catalog is reviewed yearly by the faculty assigned within each school and updated as needed. The institution does not list courses not taught for two consecutive years that will not be taught in a third consecutive year. Both course and curriculum changes are tied to the Academic Catalog. Students are bound to the curriculum requirements according to the catalog year at the time of their acceptance/enrollment. Within our student information system, Colleague, the catalog year is attached to the student's record that then will produce the Degree Audit for all academic programs. Degree program and other information for students, their advisors, and other relevant Regis personnel, are available through RegisHub. Changes to the curriculum do not apply to currently enrolled students unless new requirements are needed according to the program's accreditation requirements. In the event this occurs, students receive a communication outlining the new expectations. Program-specific pages throughout the website provide verifiable student success information and metrics, inclusive of passage rates for licensure exams.

Because graduate programs vary in their tuition and pricing structures, depending on the nature of the graduate program, current and prospective students may be directed from the **Graduate Admissions** page to a program-specific page with detailed information about curriculum, expected time to degree, and costs. Students interested in exclusively online degrees may be redirected to the **Regis College Online** site hosted by Boundless Learning. Notably, those online programs not developed in partnership with Boundless Learning are also listed on the site, with links back to the main Regis website and appropriate academic program page. The **Wood Lavine Division of Professional Studies**, which is not currently offering programs for credit, also has its own **website** with curriculum and cost information made available to interested students. Regis's current accredited status in terms of NECHE, as well as in regards to other, discipline-specific accreditations, are published in the catalog and on the Regis website. All of these efforts are in keeping with one of the founding charism of the Sisters of Saint Joseph of Boston, "to welcome all, without distinction."

Regis College utilizes many vendors and service providers in its interactions with students, prospective students, and members of the public. In most cases, Regis College refers individuals to the service provider by name and directs them to enter into an independent relationship with that service provider. As a result, individuals are aware that they are interacting with an entity that is not Regis College. Many of these services are described as software-as-a-service ("Saas") and examples of service providers include CoVerified and CastleBranch. In some cases, Regis works with service providers who provide Regis-branded services to individuals. In these instances the services provided appear as if they are

provided directly by Regis. Examples include the institutional website, partnership with Boundless Learning, and Moodle. Regis has in place academic affiliations with many other higher education institutions. Participating students are made aware of the nature of their relationships with Regis and with the other institution.

Under the auspices of the Title III grant, and with feedback from faculty and students, Regis's internally facing webpage, RegisResources, underwent a significant redesign and reorganization in 2020. The previous version of Regis's internal resource site had been dynamic; what students saw was not what faculty saw and vice versa. As a result, when faculty attempted to advise students about resources available to them on the internal website, the information displays between students and faculty or staff often varied considerably and hampered conversations. Now, there is a faculty/staff-focused internal site: SHARP (Start Here All Regis Personnel) and a student-focused internal site: SPIKE (Student Portal for Information, Knowledge and Education), with a link to SPIKE on the SHARP page. For students, relevant information and resources is organized across the following categories: "Before Class", "During Class", and "After Class." The links take students to specific landing pages which are formatted in a consistent manner throughout, with a brief introduction to the landing page and categories of resources. For example, "Before Class" includes a link to the Financial Aid Office. The SHARP site is organized in terms of resources related to: Technology, Administrative, and Academics. "Quick Links" to commonly accessed applications—email, the Learning Management System (Moodle), RegisHub, and the like—form a fourth category and are featured on both SHARP and SPIKE. While not an externally facing site, SHARP and SPIKE provide crucial information to the Regis community.

Appraisals

Integrity

The mission and values of Regis College are the foundational framework that guide all members of the community. A variety of activities are in place to help support a culture of integrity and to ensure understanding of institutional policies. The Whistleblower Procedure and Report a Concern webpage provide an adequate way for community members and people outside the community to raise concerns. The BOT Conflict of Interest statement was updated in March 2022 and implemented for the May 2022 BOT meeting. The effectiveness of the new statement has yet to be evaluated. The FERPA statement in the Academic Catalog appears adequate and in compliance with federal regulation. The Student Code of Conduct adequately expresses behavioral expectations for students overall. Individual academic program conduct processes need regular review. It can often be confusing, for students and faculty, how these different conduct processes do or do not overlap.

Like the remainder of the Academic Catalog, Academic Integrity processes are reevaluated on an annual basis, but student and faculty knowledge of this process can be limited. As well, the increase in number of online remote students has created new logistical academic integrity challenges. To address these challenges, the Office of Academic Affairs, the Center for Instructional Innovation, and the AVP of Risk Management and Legal Affairs collaborated to develop an online training module regarding the importance of, and processes for, reporting academic integrity violations. This training has will be made mandatory for all faculty—inclusive of adjunct faculty and those staff who sometimes serve in as instructors—once the training is fully developed. The training was developed in recognition that all Regis faculty deserve a robust set of resources related to all academic processes and polices that goes beyond both the printed words of the Academic Catalog and new faculty orientation. The initial measure of

success will be full faculty compliance with the training. A subsequent measure of the success of this training will be improved faculty comfort and knowledge with the specifics of these processes.

The AVP of Human Resources and the VP of Diversity, Equity, and Inclusion collaborated to strengthen Regis's policies, particularly with respect to hiring, that are non-discriminatory and which embrace and support all in the spirit of excellence with gentleness. Regis also has in place a performance appraisal process for full and half-time faculty (Faculty Annual Review of Service, see also Chapter Six) as well as an appraisal process for staff and administrators, though in some divisions the full systemization and implementation of these processes has varied, particularly during the stresses related to the campus closure during the COVID pandemic. It is also the case that Regis could improve some of its systems to ensure an active acknowledgment of their ethical responsibilities when working on behalf of the institution.

All departments practice, and advocate for, non-discriminatory practices, inclusive of the recruitment of students in all academic programs. As a sponsored ministry of the Sisters of Saint Joseph of Boston with a distinctive relationship to the Catholic Intellectual Tradition, Regis focuses on the idea of the development of the whole person and the key CSJ charism of "welcoming all without distinction." This commitment to non-discriminatory actions and policies in all aspects is evidenced by Regis's **Center for Ministry and Service**, which explicitly notes that it is a place for persons of all faiths, and the **Department of Human Resources** which notes that Regis is committed to "a policy of equal opportunity for all persons."

Regis is an active member of the Racial Equity and Justice Initiative (REJI), with a campus team comprised of faculty and staff from nearly every division of the institution. In 2021 REJI published a **DEI resource book** for institutions, which included a chapter from a then-member of Regis staff. Further evidence of Regis's ongoing successful work in the area of DEI is reflected by the fact that it has been the recipient of the HEED Award for the past two years. As well, it takes part in the Campus PRIDE Index, "the premier LGBTQ+ national benchmarking tool for colleges and universities to create safer, more inclusive campus communities." Our current Pride Index rating is **3.5 out of 5 stars**, with high (4-star and above) rankings for LGBTQ+ student life, safety, counseling and health. Notably, while REJI and the PRIDE Index were spearheaded by the former VP of Diversity, Equity and Inclusion, who departed Regis in February, 2023, the sustained efforts to implement DEI at Regis have not been dependent on her presence (or absence), but have been instead embraced by the Regis community overall. This is evidenced by the ongoing work of the REJI, PRIDE Index, and Inclusive Excellence committees, the ongoing curricular work of faculty, and the 2022-2025 Strategic Plan. With the new VP of Diversity, Equity and Inclusion starting in August, 2023, we expect Regis will continue to improve in this area.

Transparency

Overall, the Regis website is user-friendly and its links well-organized. Based on an accessibility evaluation of website, Regis meets or exceeds the industry benchmark for accessibility. New information regarding our offerings—such as the Division of Professional Studies—are included on the website in an efficient and timely fashion. That said, it is also the case that entirety of the public-facing website for Regis College was last evaluated and updated as a whole over five years ago. This is evidenced by the fact that an area of improvement for the website as a whole often manifests itself in terms of inconsistent styles and format for information presented to the public, particularly in terms of academic program. Given that the majority of current and prospective students (and their parents) rely on

websites, and not catalog pdfs for information, Regis acknowledges that this is an area that requires more attention.

The Offices of Marketing and Communication, in collaboration with Information Technology Services, are currently in the process of establishing a plan for a review and updating of the website entire.

An example of the ongoing work in ensuring all current students are treated equitably and provided with the same information pertaining to policies and procedures is the establishment of the Forms Taskforce in AY 2022-2023. The Taskforce reviews online student-facing materials and forms, such as the Change of Academic Program form, are strictly in line with academic policies, accessible to, and understandable by, students. Members of the Taskforce include the school deans, graduate and undergraduate affairs personnel, the registrar's office, technology services, and Risk Management. This work is ongoing.

Public Disclosure

As noted in relation to Chapter Four, Regis does not yet have a standardized system for our academic curriculum and catalog processes. Thus, while the catalog is the official document of record, maintaining it as Regis has grown is an acknowledged issue that needs addressing. Tracking changes through Word/Excel and email is a highly work-intensive process with too much potential for errors and lack of overall document control. This can be particularly problematic for accredited programs, and the School of Nursing has experienced some difficulties in communication with its students regarding programmatic changes. Over the past two years, Academic Affairs and ITS have surveyed appropriate catalog/curriculum vendors, but a final decision on a more efficient and centralized system that works with our shared governance process has yet to be made (see *Projections* in this chapter). That said, the catalog as a whole is an accurate representation of Regis College, its mission, history, academic offerings, obligations and responsibilities. In addition, the nursing leadership team has recognized the need to continue their work of effectively communicating to both on-campus and online students the curriculum changes and policies that are deemed necessary during the course of the academic year.

For accredited programs, licensure exam pass rates and other student success metrics are either noted on individual academic program pages, such as **Diagnostic Medical Sonography**, or in the case of Nursing degree programs, on a website containing pertinent information across all programs within the **Young School of Nursing**. The **Regis at a Glance** webpage provides basic information to the history of the institution and its enrollment. There is no publicly accessible Institutional Research site providing information as reported to IPEDS or the Common Data Set, though an internal site exists and information related to graduation and retention rates can be accessed through the NCES reporting site. The current Strategic Planning explicitly includes strategies for improving the ways in which Regis makes its data accessible, and is tied to the planned reevaluation of the Regis website as a whole.

Projections

- By academic year 2025, Academic Affairs, in collaboration with ITS and Marketing and Communication, will implement a more systemic method for updating the academic catalog and externally facing Regis website to ensure the two are in alignment, current, and accurate.
- By academic year 2024, Academic Affairs, in collaboration with ITS, will improve the process by which the timeliness, accuracy, and consistency of student achievement data and institutional benchmarks are made available on the externally-facing Regis website.

- By academic year 2024, VP of Risk Management, in collaboration with Marketing and Communication, will implement improved process for yearly review and updating of all public information related to: admissions, employment opportunities, grading, conduct and discipline, academic programs, etc. across all platforms so that all information is in agreement. This will include information on the website related to additional instructional locations (specifically in terms of what is and what is not available to students in terms of the academic services, support services, co-curricular activities, and non-academic activities for each location).

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

? Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	August 2022	https://www.regiscollege.edu/academics/registrar-and-academic-records/academic-integrity;	Academic Affairs
Intellectual property rights		https://regiscollege2.sharepoint.com/sites/SPIKE/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FSPIKE%2FShared%20Documents%2Fabout%2Finstitutional%2Dpolicy%2Epdf&parent=%2Fsites%2FSPIKE%2FShared%20Documents%2Fabout	Academic Affairs; Risk Management (web address is internal site; documents available in workroom)
Conflict of interest		https://www.regiscollege.edu/preceptor-orientation/role-preceptor-part-two/issues-encountered-clinical-site; https://www.regiscollege.edu/admission-and-aid/undergraduate-admission/cost-and-financial-aid/financial-aid-current-students-1	Risk Management
Privacy rights	August 2022	https://www.regiscollege.edu/privacy-policy; https://www.regiscollege.edu/academics/registrar-and-academic-records/ferpa-confidentiality	Registrar; Human Resources; Information Technology Services
Fairness for students	August 2022	https://regiscollege2.sharepoint.com/:b:/r/sites/SPIKE/Shared%20Documents/about/policy-whistleblower.pdf?csf=1&web=1&e=6uIENx	Risk Management (internal website, document in workroom)
Fairness for faculty		https://regiscollege2.sharepoint.com/:b:/r/sites/SPIKE/Shared%20Documents/about/policy-	Risk Management (internal website,
Fairness for staff		https://regiscollege2.sharepoint.com/:b:/r/sites/SPIKE/Shared%20Documents/about/policy-whistleblower.pdf?csf=1&web=1&e=6uIENx	Risk Management (internal website, document in workroom)
Academic freedom		https://regiscollege2.sharepoint.com/sites/SHARP/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FSHARP%2FShared%20Documents%2Ffaculty%2Ffaculty%2Dhandbook%2Epdf&parent=%2Fsites%2FSHARP%2FShared%20Documents%2Ffaculty	Academic Affairs
Research	August 2022	https://regiscollege2.sharepoint.com/sites/SHARP/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FSHARP%2FShared%20Documents%2Ffaculty%2Ffaculty%2Dhandbook%2Epdf&parent=%2Fsites%2FSHARP%2FShared%20Documents%2Ffaculty	Academic Affairs
Title IX	September 2022	https://www.regiscollege.edu/about-regis/public-safety-and-resources/title-ix-resources	Risk Management
Other; specify			

Non-discrimination policies

Recruitment and admissions	March 2022	http://www.regiscollege.edu/ ; https://www.regiscollege.edu/admission-and-aid	Office of Undergraduate Admissions; Office of Graduate Admissions
Employment	July 2021	https://www.regiscollege.edu/about-	Human Resources
Evaluation			
Disciplinary action		https://www.regiscollege.edu/sites/default/files/regis-life/student-handbook-2022-2023.pdf (pgs. 13, 28, 56)	Dean of Students
Advancement			
Other: Resources related to bias, discrimination		https://www.regiscollege.edu/about-regis/inclusive-excellence/resources	Diversity Office

Resolution of grievances

Students	August 2022	https://www.regiscollege.edu/about-regis/public-safety-and-resources/report-concern/make-report-regulatory-agencies, https://www.regiscollege.edu/about-regis/public-safety-and-resources/report-concern, https://www.regiscollege.edu/about-regis/public-safety-and-resources/title-ix-resources, https://www.regiscollege.edu/studenthandbook,https://www.regiscollege.edu/academics/registrar-and-academic-records/academic-integrity, https://www.regiscollege.edu/academics/majors-and-programs/academic-catalog	Academic Affairs; Student Affairs
Faculty	July 2022	https://regiscollege2.sharepoint.com/:b:/r/sites/SHARP/Shared%20Documents/human-resources/policies/policy-grievance.pdf?csf=1&web=1&e=d5ipwg; https://regiscollege2.sharepoint.com/sites/SHARP/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FSHARP%2FShared%20Documents%2Ffaculty%2Ffaculty%2Dhandbook%2Epdf&parent=%2Fsites%2FSHARP%2FShared%20Documents%2Ffaculty	Academic Affairs; Human Reources
Staff	July 2022	https://regiscollege2.sharepoint.com/:b:/r/sites/SHARP/Shared%20Documents/human-resources/policies/policy-grievance.pdf?csf=1&web=1&e=d5ipwg	Human Resources
Other; specify			

? Other	Last Updated	Website location or Publication	Responsible Office or
Student Conduct	August 2022	https://www.regiscollege.edu/regis-life/student-affairs/office-student-conduct	Student Affairs; Academic Affairs

Faculty	July 2022	https://regiscollege2.sharepoint.com/sites/SHARP/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FSHARP%2FShared%20Documents%2Fhuman%2Dresources%2Fpolicies%2Fpolicy%2Dgrievance%2Epdf&parent=%2Fsites%2FSHARP%2FShared%20Documents%2Fhuman%2Dresources%2Fpolicies	Provost/HR
Staff	July 2022	https://regiscollege2.sharepoint.com/sites/SHARP/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FSHARP%2FShared%20Documents%2Fhuman%2Dresources%2Fpolicies%2Fpolicy%2Dgrievance%2Epdf&parent=%2Fsites%2FSHARP%2FShared%20Documents%2Fhuman%2Dresources%2Fpolicies	HR

Please enter any explanatory notes in the box below

Please note that many of our forms and policies are located within our intra-web sites, SPIKE (for students) and SHARP (faculty and staff), as well as written out in detail within the academic catalog and handbooks pertaining to students, faculty, and staff. Copies of handbooks and various forms are available in the electronic workroom.

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

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.regiscollege.edu/about-regis/communications/contact-communications-team; https://www.regiscollege.edu/about-regis/administrative-offices/department-human-resources/contact-usreport-concern; https://www.regiscollege.edu/about-regis/find-us/faculty-and-staff-directory
Notice of availability of publications and of audited financial statement or fair summary	https://www.regiscollege.edu/about-regis/administrative-offices/business-office
Processes for admissions	https://www.regiscollege.edu/admission-and-aid/undergraduate-admission/admission-requirements-and-procedures; https://www.regiscollege.edu/admission-and-aid/graduate-admission
Processes for employment	https://www.regiscollege.edu/about-regis/administrative-offices/department-human-resources/working-regis
Processes for grading	https://www.regiscollege.edu/academics/majors-and-programs/academic-catalog
Processes for assessment	https://www.regiscollege.edu/academics/majors-and-programs/academic-catalog
Processes for student discipline	https://www.regiscollege.edu/academics/majors-and-programs/academic-catalog
Processes for consideration of complaints and appeals	https://www.regiscollege.edu/academics/majors-and-programs/academic-catalog

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be	
Statement/Promise	**Website location and/or publication where valid documentation can be found**
50% First-year first-generation undergraduate students (fall 2022)	https://www.regiscollege.edu/about-regis/regis-glance
100% of students participate in internship or clinical	https://www.regiscollege.edu/about-regis/regis-glance
97% of students employed full-time or enrolled in graduate school within six months of graduation (five-year average)	https://www.regiscollege.edu/about-regis/regis-glance
Regis is a cloee-knit and supportive environment	Viewbook
Professors take a student-centered approach to teaching	Viewbook
Regis transforms students into advocates for a better and more compassionate world	Viewbook
Meaningful relationships you'll build…help set your direction in life	Viewbook
Support systems…help you succeed	Viewbook
The Honors Program prepares students to become	Viewbook
All Regis students are eligible for free mental health	Viewbook
No matter what your passion is, there is something for everyone	Viewbook

Regis students recognize the importance of service to others	Viewbook
Our combined Bachelor's Master's Degree provides a seamless transition for students to earn both a bachelor's and master's degree in as little as five years.	Viewbook
Regis is committed to providing a quality education while keeping costs affordable	Viewbook
Most Regis stusents pay far less than full-tuition price	Viewbook

Date of last review of:	
Print publications	Ongoing
Digital publications	Ongoing

Please enter any explanatory notes in the box below

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

Information	Website location
Institutional catalog	https://www.regiscollege.edu/academics/majors-and-programs/academic-catalog
Obligations and responsibilities of students and the institution	https://www.regiscollege.edu/academics/majors-and-programs/academic-catalog; https://www.regiscollege.edu/regis-life/student-affairs/office-student-conduct
Information on admission and attendance	https://www.regiscollege.edu/admission-and-aid; https://www.regiscollege.edu/academics/majors-and-programs/academic-catalog; https://www.regiscollege.edu/admission/undergraduate-admission/cost-and-financial-aid/satisfactory-academic-progress
Institutional mission and objectives	https://www.regiscollege.edu/about-regis/regis-glance/mission-regis-college
Expected educational outcomes	https://www.regiscollege.edu/academics/majors-and-programs/academic-catalog
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.regiscollege.edu/about-regis/regis-glance
Requirements, procedures and policies re: admissions	https://www.regiscollege.edu/admission-and-aid/graduate-admission; https://www.regiscollege.edu/admission-and-aid/undergraduate-admission; https://www.regiscollege.edu/admission-and-aid
Requirements, procedures and policies re: transfer credit	https://www.regiscollege.edu/admission-and-aid/undergraduate-admission/transfer-students/transfer-credit-policy
A list of institutions with which the institution has an articulation agreement	https://www.regiscollege.edu/admission-and-aid/graduate-admission/academic-partnerships-graduate-students; https://www.regiscollege.edu/admission-and-aid/undergraduate-admission/academic-partnerships-undergraduate-students; https://www.regiscollege.edu/admission-and-aid/international-admission/academic-partnerships-international-students
Student fees, charges and refund policies	https://www.regiscollege.edu/regis-life/student-services/student-accounts-and-billing/refund-policy
Rules and regulations for student conduct	https://www.regiscollege.edu/regis-life/student-affairs/office-student-conduct
Procedures for student appeals and complaints	https://www.regiscollege.edu/regis-life/student-affairs/office-student-conduct; https://www.regiscollege.edu/academics/majors-and-programs/academic-catalog
Other information re: attending or withdrawing from the institution	https://www.regiscollege.edu/academics/majors-and-programs/academic-catalog
Academic programs	https://www.regiscollege.edu/academics/program-finder
Courses currently offered	https://hub.regiscollege.edu/Student/Student/Courses
Other available educational opportunities	https://www.regiscollege.edu/academics/special-programs
Other academic policies and procedures	https://www.regiscollege.edu/academics/majors-and-programs/academic-
Requirements for degrees and other forms of academic recognition	https://www.regiscollege.edu/academics/majors-and-programs/academic-catalog

List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://www.regiscollege.edu/academics/majors-and-programs/academic-catalog *
Names and positions of administrative officers	https://www.regiscollege.edu/about-regis/find-us/faculty-and-staff-directory
Names, principal affiliations of governing board members	https://www.regiscollege.edu/about-regis/leadership/board-trustees/members-corporation; https://www.regiscollege.edu/about-regis/leadership/board-trustees
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	https://www.regiscollege.edu/admission-and-aid/regis-north-lawrence; https://lmregis.org/nursing/program-overview/; https://lmregis.org/radiography/; https://www.regiscollege.edu/admission-and-aid/graduate-admission/regis-college-site-programs
Programs, courses, services, and personnel not available in any given academic year.	n/a
Size and characteristics of the student body	https://www.regiscollege.edu/about-regis/regis-glance
Description of the campus setting	https://www.regiscollege.edu/about-regis/regis-glance
Availability of academic and other support services	https://www.regiscollege.edu/academics/academic-support-and-advising
Range of co-curricular and non-academic opportunities available to students	https://www.regiscollege.edu/academics/special-programs/learning-beyond-classroom/co-curricular-courses; https://www.regiscollege.edu/regis-life; https://www.regiscollege.edu/academics/special-programs/learning-beyond-classroom
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.regiscollege.edu/academics/majors-and-programs/academic-catalog
Institutional goals for students' education	https://www.regiscollege.edu/about-regis/regis-glance/mission-regis-college; https://www.regiscollege.edu/academics
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage	https://www.regiscollege.edu/academics/professional-licensure-disclosures; https://www.regiscollege.edu/academics/schools/richard-and-sheila-young-school-nursing/student-achievement-data
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.regiscollege.edu/admission-and-aid/undergraduate-admission/cost-and-financial-aid/tuition-and-fees; https://www.regiscollege.edu/admission-and-aid/undergraduate-admission/cost-and-financial-aid/net-price-calculator; please note that graduate program costs and length of study vary by program and are individually available on all program webpages, such as: https://www.regiscollege.edu/academics/majors-and-programs/higher-education-leadership-edd/tuition-and-application-requirements and https://www.regiscollege.edu/academics/majors-and-programs/occupational-therapy-ms/tuition-and-application-requirements
Expected amount of student debt upon graduation and loan payment rates	https://www.regiscollege.edu/admission-and-aid/undergraduate-admission/cost-and-financial-aid
Statement about accreditation	https://www.regiscollege.edu/academics/accreditation-and-state-regulatory-authorizations

* (Please note that this is a work in progress; we will soon update the faculty pages.)

APPENDIX ONE: AFFIRMATION OF COMPLIANCE

New England Commission of Higher Education

301 Edgewater Place, Suite 210, Wakefield, MA 01880

Tel: 781-425-7785   neche.org

AFFIRMATION OF COMPLIANCE WITH

FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	https://www.regiscollege.edu/admission-and-aid/undergraduate-admission/transfer-students/transfer-credit-policy ; https://www.regiscollege.edu/admission-and-aid/undergraduate-admission/academic-partnerships-undergraduate-students ; https://www.regiscollege.edu/admission-and-aid/graduate-admission/academic-partnerships-graduate-students
Print Publications	Academic Catalog: https://www.regiscollege.edu/academics/majors-and-programs/academic-catalog (pages 39-40)
Self-study/Fifth-year Report Page	Pages 56-57

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

URL	https://www.regiscollege.edu/about-regis/public-safety-and-resources/title-ix-resources
	https://www.regiscollege.edu/about-regis/public-safety-and-resources/report-concern
	policy-whistleblower.pdf
Print Publications	Student Handbook:
	https://www.regiscollege.edu/sites/default/files/regis-life/student-handbook-2022-2023.pdf;
	Academic Catalog:
	https://www.regiscollege.edu/academics/majors-and-programs/academic-catalog
Self-study/Fifth-year Report Page	59; 112-115

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

Print Publications	Academic Catalog:
	https://www.regiscollege.edu/academics/majors-and-programs/academic-catalog
	(Verification of identity, page 39; FERPA page 50.)
Method(s) used for verification	During the admissions process applicants provide personal identifying information including, but not limited to, their name, social security number, home address, and personal email. This information is securely kept in Regis SIS student database and is used to create their unique Regis student identification number and electronic accounts. The login ID allows student access to university software and technology such as email, Regis Hub, Office 365, the Moodle Learning Management System (LMS), etc. Sharing of the login information or password with anyone other than the registered user is strictly forbidden. Online students are issued a secure login ID by the Information Technology Services (ITS) department. Online students are instructed to request an official Regis College photo ID card by sending in a copy of their passport, driver's license, or other official state

	ID, along with a matching headshot photo. ID's are mailed to the home address listed in the. ID's are required for students taking proctored exams.
Self-study/Fifth-year Report Page	Page 60

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

URL	https://www.metrowestdailynews.com http://www.mypublicnotices.com/bostonglobe/PublicNotice.asp?Page=PublicNotice&AdId=5449839; https://www.regiscollege.edu/about-regis/neche-public-comment
Print Publications	*MetroWest Daily News* and *Boston Globe*
Self-study Page Reference	Pages 10-11 (notifications also available in workroom)

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

Chief Executive Officer: **Date:** 8/18/23

APPENDIX TWO: E-SERIES FORMS

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level: **Institutional Learning Outcomes met through the [undergraduate] Major**	In course syllabi; internally on SHARP (Assessment Committee webpage)	Institutional rubrics, based on AAC&U criteria are used for each; faculty set the benchmarks for success for each learning outcome within their academic program	Program faculty as part of yearly assessments	Dependent on the programs	2017 was the last time Institutional Learning Outcomes across all academic programs were aggregated and full faculty discussed them
For general education if an undergraduate institution: **Undergraduate Core Curriculum**	Academic catalog, syllabi, https://www.regiscollege.edu/academics ; SPIKE and SHARP have core checklists	Institutional rubrics are used for each of the Core outcomes; faculty set the benchmarks for success for each learning outcome	Individual course faculty each semester; associate provost; assessment committee; academic programs/department faculty (ex: First Year	Faculty who teach classes that fulfill a Core outcome on a regular basis make course-level changes; the last substantive change	2018 was the last time UG core results were reviewed by full faculty.

			Writing instructors review Core writing learning results)	to a Core learning outcome was amending the language of the First Year Learning Outcome via vote of the full faculty effective Fall 2017.	
List each degree program: 1. Associate of Science in Dental Hygiene	https://www.regiscollege.edu/academics/majors-and-programs/dental-hygiene-and-bs/mission-philosophy-goals-and-competencies	All students are required to complete an e-Portfolio project in their DH 214 Dental Hygiene Theory IV course. The program also looks at board examination pass rates.	The information is reviewed at the end of each year with full-time faculty.	Since COVID, students were taking longer to register for and take their board examinations and their scores were impacted. As a result, the Local Anesthesia board examination was tied to the DH 215 Pain Management course in the fall and all students registered, took, and passed the board examination prior to the start of the spring semester, when the information was fresh in their minds. There has also been an overall	Due 11/2023

Regis College 2023 Self-Study

				emphasis to students to take their board examinations in a timelier manner.	
2. AS Nursing (in partnership with Lawrence Memorial Hospital)	LMH program webpage: https://lmregis.org/programs/nursing/program-goals-and-student-learning-outcomes/	NCLEX passage rates; employment rates	Regis-LMH Joint Executive Committee reviews curriculum and data	Program outcomes for the Student Evaluation of Program at Graduation numbers 21-23 met the expected level of achievement of 4.0 on a 5 (high) to 1 (low) scale for the majority of cohorts when meaned. In prior years, Descriptor 23 was below the mean for several years. This had been a descriptor that had been challenging. The labs were updated in 2022 with new simulators as well as additional equipment.	Joint Executive Committee meets annually
3. AS Radiography (in partnership with Lawrence Memorial	LMH program webpage: https://lmregis.org/programs/radiography/mis	Job placement data; licensure exam passage rates; program completion data	Regis-LMH Joint Executive Committee reviews curriculum	In 2022, it was determined to replace MR100 in	Joint Executive Committee meets annually

126

Hospital)	sion-and-goals/		and data	the curriculum with the review course. The course purpose is to give students an overview and promote professional readiness. The course will prepare students to take the registry.	
3. BA and BS in Biology	catalog	capstone course; eportfolio; The ETS exam is used as a benchmark assessment. From the ETS results, it has been suggested that more plant biology should be incorporated in to the curriculum.	STEM faculty	Virology lab, BI315X, was created and implemented in Spring 2020. BI315X was created for several reasons, including the fact that all other upper level Biology courses have a lab (consistency), and that the skills learned in BI315X were important for preparing students for the job market/graduate school/professional school. In Fall 2022, an inactive course, named	AY 2017-2018; next review date revised to 2023

				BI322 Laboratory Techniques which ran from about 2001 to 2014, was revamped and the scope of the course was modified. Previously, this course served to teach students a variety of lab techniques from upper level courses such as Immunology, Genetics (as these upper level courses did not have labs during this time period). In 2014, labs for upper level courses were reinstated and BI 322 was no longer needed and hence, retired. BI322 was bought back in 2022, but in this new format, students were learning new techniques while working with a	

				professor conducting research (ex. developing markers for ovarian cancer).	
4. BS in Biomedical Engineering	in catalog and on program website: https://www.regiscollege.edu/academics/majors-and-programs/biomedical-engineering-bs	capstone course; eportfolio	STEM faculty	MA 106 (Calculus), a 3-credit course, was last offered to Regis students in Spring 2020 and since then has been discontinued. MA107, which has a lab and is a 4-credit course, has taken its place. MA107 is a mix of Calculus 1 and some Calculus 2, which is needed to better prepare the Biomedical Engineering students for their courses	AY 2018; awaiting new Program Director prior to scheduling next program review
5. BA in Business Management	https://www.regiscollege.edu/academics/majors-and-programs/business-management-ba	Course-Program outcome reports, collected annually.	Department chair and faculty. Done individually between chair and faculty and also as a department.	We did a complete overhaul of the program a few years ago and have been using assessment since to ensure our changes have been	2022

					effective.	
6. Bachelor of Arts in Business Analytics	https://www.regiscollege.edu/academics/majors-and-programs/business-analytics-bs All course syllabi; catalog	Rubric for final capstone course performance; internship evaluation (student and supervisor); student evaluations of teaching (SETs)	Annually by Department Chair, Dean, and Business faculty	Revised curriculum in Fall 2022, in response to Learning Outcomes Assessment and student feedback, to emphasize the business/managerial aspects of the program: 1. Removed CYS 110, Intro to Cybersecurity 2. Added MT 330, Business Law and Ethics, to emphasize important influences on the field regarding data security and privacy	N/A--new program; to be scheduled
7. BA Communication and BA Marketing & Communications	All course syllabi; catalog	We do ongoing course and program assessment each year. Also capstone portfolios for graduating seniors.	Course assessment is done by instructional faculty & collated by the chair at the end of the year; every five years, there is a comprehensive program review completed as required	Changes are documented in annual program reviews & comprehensive program reviews.	2022

			by the institution.		
8. BA Criminal Justice	https://www.regiscollege.edu/academics/majors-and-programs/criminal-justice-studies-ba and catalog	The Criminal Justice Studies (CJS) program undergoes a 5-year program review. Additionally, the CJS Capstone course reinforces the program learning outcomes with a final research paper.	An assessment committee reviews the 5-year program submission. Written comments are then forwarded to the program director for review/implementation. For the Capstone course, the instructor grades the final research papers which are reviewed by the program director. (Note: For the AY 2022-2023 Humanities Assessment Day, these same research papers were chosen for evaluation using the Humanities PLO: Evidence of Applied and Engaged Learning. The Assessment team is comprised of a number of Humanities professors; at least 2 professors assess each submission (1-5 scale; any 1 pt. or more deviation triggers a	With the 5-year program assessment, the new program director is reviewing the submission/comments. In particular, administration of the Major Field Test (MFT) is being reviewed vs. costs given the small graduation number this past academic year and the expected small senior cohort for AY 2023-2024. For the Capstone paper, as the grading benchmark was met, no changes are being implemented for AY 2023-2024.	2021

		third independent assessment).			
9. BS Cybersecurity	Academic catalog https://www.regiscollege.edu/academics/majors-and-programs/education-ba	CYS407 Capstone and Portfolio review	annually by program director	N/A The cybersecurity program is new at Regis with few students graduated	2022
10. BS Dental Hygiene	(https://www.regiscollege.edu/academics/majors-and-programs/dental-hygiene-and-bs/mission-philosophy-goals-and-competencies	As with the ASDH degree, all students are required to complete an e-Portfolio project in their DH 214 Dental Hygiene Theory IV course. The program also looks at board examination pass rates. Note - the BSDH degree is assessed in similar ways to the BSDH degree. One distinguishing marker between the ASDH & the BSDH degrees is that the BSDH degree has a DH 410 Dental Hygiene Capstone that is required, along with the Regis Undergrad eportfolio.	The information is reviewed at the end of each year with full-time faculty.	Since COVID, students were taking longer to register for and take their board examinations and their scores were impacted. As a result, the Local Anesthesia board examination was tied to the DH 215 Pain Management course in the fall and all students registered, took, and passed the board examination prior to the start of the spring semester, when the information was fresh in their minds. There has also been an overall emphasis to	2023 (along with AS in DH)

				students to take their board examinations in a timelier manner.	
11. BS Diagnostic Medical Sonography	https://www.regiscollege.edu/academics/majors-and-programs/diagnostic-medical-sonography-bs/program-mission-goals-and-objectives	Students sit for registry exams through the American Registry of Diagnostic Medical Sonographers. Students need to complete a significant amount of registry preparation through review and mock board exams prior to sitting for these exams. link to the program outcome success: https://www.regiscollege.edu/academics/majors-and-programs/diagnostic-medical-sonography-bs/program-outcomes-and-accreditation	The program submits an annual report to the Joint Review Committee of Education in Diagnostic Medical Sonography who reviews programs who are accredited through CAAHEP.	The program graduated its first class in 2018. The pass rate for credentialing success was not meeting accreditation benchmarks. The pass rates were greatly concerning when compared to other sonography programs nationwide. In 2019 curriculum changes were made to address program curriculum issues at that time. A new program design was also created which went started its first fall of 2021. We added a vascular concentration to the existing program design to	2018

133

Regis College 2023 Self-Study

				meet the needs of the field for vascular sonographers. In 2019-2020 a significant amount a time was spent better preparing students for registry exams as to not have a three year trend of poor outcome success.	
12. Bachelor of Science in Digital Marketing (and Certificate in Digital Marketing)	https://www.regiscollege.edu/academics/majors-and-programs/digital-marketing-bs	Rubric for final capstone course performance; internship evaluation (student and supervisor)	Annually: Department Chair, Dean, and Business faculty	Revised curriculum in Fall 2022: removed two courses that were less relevant for the Program Learning Outcomes--MT375 Data Analysis & Modeling and MT376 Data Mining	N/A--new program as of 2019; need to be scheduled
13. BA Education	Academic Catalog and website https://www.regiscollege.edu/academics/majors-and-programs/education-ba	Pre-practicums, Student Teaching practicum experience and Candidate Assessment Performance (CAP), 2 Gateway Assessments, MTEL prior to licensure	Instructor of course- pre-practicums Student teaching instructor along with the district supervising practitioner- Student teaching practicum Gateway Assessments - 2 designated faculty within the Department	Student teaching experience for UG and MEd was separated into two distinct sections. Previously both groups met in the same seminar which caused some concerns for UG	2022

			for each of the licensure areas MTEL- state exams	students (Fall 2019) Candidate, completer, supervising practitioner, partner, and program supervisor surveys are conducted each semester. Surveys are maintained in Rebecca Putnam's OneDrive Forms if links are desired.	
14. BA Education (Licensure)	Academic catalog: https://www.regiscollege.edu/sites/default/files/academics/academic-catalog-2023-2024.pdf	Teacher Disposition form, Practicum (for licensure)	Program Director Teacher Disposition Form in ED 100 by instructor then again in ED 350 by instructor CAP candidate assessment portfolio aligned with practicum	Adjusted education courses to better align with the outcomes as defined in the candidate assessment portfolio	2022
15. BA English	Academic catalog: https://www.regiscollege.edu/sites/default/files/academics/academic-catalog-2023-2024.pdf	Annual Assessment Day Review Capstone Courses Signature Assignment in Core Curriculum (in which Humanities is heavily represented) Student pass rates on MTEL exams pertaining to humanities subject matter,	The Humanities Department, with special attention from English faculty, approx. 1/4 of humanities faculty as a whole, i.e. a subcommittee of the department, unless an English major-focused	Please see English Major Program Assessment from December 2022, pg.11-14, subsection "Evolution of the Major"	2022

		e.g. the English Literature subtest	course is the subject of humanities department end-of-year assessment, in which case review would be conducted by a wider cross-section of humanities faculty.		
16. BS Environmental Sustainability	in catalog and on program website: https://www.regiscollege.edu/academics/majors-and-programs/environmental-sustainability-bs	capstone course	STEM faculty	No substantive curricular changes have been made recently	program created in 2017; student enrollment has been very small, and with current lack of program director, no review has yet taken place
17. BS Exercise Science	https://www.regiscollege.edu/academics/majors-and-programs/bachelors-degree-exercise-science-bs and catalog	Specific assignments within courses in the program are linked to Program Learning Outcomes. The student's performance on these specific assignment is reviewed to ensure student achievement of the stated learning outcomes. Each PLO is assessed at three different levels throughout the curriculum and across multiple courses. 1. Within the syllabi, PLO's that are addressed within that course have an asterisk beside	1. Faculty members complete a PLO Assessment Report for the assignments/courses outlined in the assessment plan. Faculty use this as a reflection tool to determine whether students are effectively meeting the PLO or if modifications need to be made in the teaching process,	2017-18 1. Added IPE 306 Research Methods for Health Sciences to the curriculum to provide a specific research-based course within the curriculum 2. Changed Chemistry requirements to CH 103 & CH 104 instead of CH 101 & 102 to better	2021

		them	assignment, etc.	prepare students to
		2. PLO Assessment Reports are submitted by faculty members reviewing the specific assignments linked to PLO's.	2. These are submitted to the program director to be used in the PARS Annual Assessment component.	enter graduate programs
				2018-19
		3. These are used to complete the Assessment Report included in the Program Annual Report of Service.	3. The HFS Department Chair and faculty meet during May to review the PLO's and how specific assignments are meeting the stated PLO to determine if any changes need to be made.	1. Added a new course to prepare students to take Personal Training Certification
				2. Added a service-learning opportunity with LLARC (due to COVID this has not continued)
				3. Added new textbook with online virtual reality component for Kinesiology course
				2019-20
				1. CORE ELMS used to track student hours in internship
				2. Supervisors submit final internship evaluations online through CORE ELMS to provide ongoing access to information

				3. Each Program in HFS was given its own prefix for courses to better reflect students' course of study on their transcripts. In addition, some renumbering of courses occurred to better match the level required for completion of the course. These changes are outlined in the PARS for 2018-19 and were instituted in Fall 2019. Example: HFS 255 Psychology of Exercise & Sport --> EXS 355 Psychology of Exercise & Sport 4. Implemented an online Exit Interview to be completed by graduating seniors to gain information regarding their assessment of the program (strengths	

				& weaknesses) and to procure personal contact information for better communication with alumni. 2020-21 1. Numerous changes were implemented during the 2020-21 year due to COVID19 and required teaching online. Many of these changes have been returned to pre-COVID plans while keeping some ideas that have enhanced classes. 2. We have begun to match courses with CAAHEP/ACSM learning outcomes and competencies with the plan to pursue accreditation in the future	
18. BA Interdisciplinary Studies in the	Academic catalog	Annual Assessment Day Review	The Assessment Day group discusses the	We have changed the prerequisites	2022

Humanities		Capstone Courses Signature Assignment in Core Curriculum (in which Humanities is heavily represented) Student pass rates on MTEL exams pertaining to humanities subject matter, e.g. the English Literature subtest	data, both in terms of student accomplishment and faculty calibration (i.e. ensuring that two instructors have the same general expectation for what constitutes a particular grade), and the department Chair organizes the highlights of those discussions in the Program Annual Report of Service (PARS). Assessment data is also sent along to the Dean of Arts & Sciences, Associate Provost of Assessment, and, when concerning the Core Curriculum, the Assessment Committee.	for all Humanities majors, simplifying the required portion to just two key courses, an internship, and a Capstone (implemented summer 2022), and eliminating Digital Scholarship as a requirement after much rigorous departmental debate. We have instituted six Fields of Study to allow students to specialize within the Humanities and to provide greater intersectionality between disciplines and faculty expertise.	
19. BS Completion in Medical Imaging	https://www.regiscollege.edu/academics/majors-and-programs/medical-imaging-bs-degree-completion ; Student Handbook & Course	The capstone course, portfolio review & American Registry of Radiologic Technologists (ARRT) licensure examination.	The program director reviews and meets with adjunct faculty.	Curriculum changes have been made in MI 473 Quality Management in Medical imaging; Have updated Breast Imaging	AY 2017-2018

				Curriculum to continue to exceed ARRT Standards as well as specific Massachusetts requirements.	
20. BS Neuroscience	Regis College academic catalog and are included on all course syllabi used in the program	The Regis College Neuroscience program utilizes capstone research experience sequence (NEU 403-404) and portfolio review to determine that graduates have achieved the stated outcome for the degree.	Sample assignments are reviewed by the program director and when available other program related faculty. The program director also reviews writing samples from the research methods course (PS303-304) and compares those outcomes to the outcomes form the Capstone course in order to identify stepwise improvement and utilization by the students of core learning objectives/skills/tools.	As a result of ongoing annual assessment the Introduction to Neuroscience course was converted to a four credit lab in 2017. More recently the capstone course moved from three to four credits to ensure adequate time for students to focus on key learning outcomes such as analyzing and evaluating original data and integrating primary literature related to discipline specific research.	2019 (next due 2023)
21. BS Nuclear Medicine	https://www.regiscollege.edu/academics/majors-and-programs/nuclear-	Capstone, Employment outcomes, Board examination outcomes (ARRT(N), (NMTCB)). Alumni and	The subcommittee of the department instructors and program director.	In regards to data evidence, the program has met the benchmarks	2024

	medicine-bs and catalog	Employer surveys. Yearly internal PARS (Program Assessment Report) is submitted. Form J: Assessment of Program Student Learning Outcomes (APSLO) Standard D1 and D2 as required by the JRCNMT accrediting group, Form L: Program Effectiveness Data (PED) Standard D3.1of the program's accreditation group.	Yearly, and as needed the Regis Nuclear Medicine Advisory Committee meets to review this evidence. The yearly evidence is submitted to the program's accreditors JRCNMT (Joint Review Committee of Nuclear Medicine Technolgy Programs) for their review. PARS is reviewed by both the school's dean as well as the VPAA at Regis	that were put for by the accrediting group. There has been a slight decrease in the pass rate for the past two years. This may be due to the C-19 pandemic and students delaying taking their board exams. With this change, a new course for seniors in their final semester will be put into place regarding review and test prep beginning prior to graduation.	
22. BS Nutrition	https://www.regiscollege.edu/academics/majors-and-programs/nutrition-bs	1. Specific assignments/tests/labs within courses are linked to Program Learning Outcomes to determine whether students are effectively meeting the stated outcomes - End of year assessment is performed related to each assignment and faculty reflect on student outcomes to determine whether the PLO is	1. Faculty complete PLO report forms for each assignment linked to the assessment process 2. Faculty provide this information to the Program Director for summation and inclusion in the assessment report and Program Annual	2017-18 1. Revision of NU 205 to better meet the needs of all students taking it. Working with the Title III team to develop activities to improve learning and outcomes in this course.	Last reviewed when part of Health and Fitness degree (AY 2015-2016); next review 2023

| | | being met, whether the assignment needs modification, or how outcomes might be improved. Faculty complete a PLO Form for each linked assignment on a yearly rotation.
  - This information is summarized in the yearly assessment report submitted by the program director
2. Faculty utilize formative evaluations during the semester such as quizzes that can be taken more than once, games such as kahoot that check understanding, discussion and questions during class time, etc.
3. Student performance on tests, assignments, labs, etc. is reviewed by faculty during the semester to see if students are adequately understanding the information | Report of Service.
3. Program Director/Chair meets with faculty at the end of the spring semester to discuss assessment from the past year and determine any changes or modifications that need to be made going forward.
  - based on this meeting, a formal assessment plan is developed for the next academic year.
4. The program director/chair meets with faculty throughout the year for informal assessment discussions. If these discussions demonstrate a need for modifications, a plan is put in place for this. For example, new courses have been deemed necessary for this program for students to progress | 2018-19
1. Added IPE 306 Research Methods for Health Sciences to curriculum
2. Changed chemistry requirement to CH 103 and CH 104 instead of CH 101 & CH 102 as this is a prerequisite for Organic Chemistry which is needed for graduate level programs

2019-20
1. Changed prefixes for HFS classes to better reflect the major. Therefore, Nutrition courses became identified with the NUTR prefix.
2. Changed BI 211 to NUTR 330 Pathophysiology and Nutrition Therapy to better reflect the course content and its | |

| | | | to graduate programs. These courses are designed/modified and submitted to CAP for approval prior to being added to the curriculum. | inclusion in the Nutrition program curriculum.

3. Large projects in specific classes (Ex. HFS 413) were broken into parts and each part received feedback prior to the final submission.

2020-21
1. NUTR 320 -- Nutrition policy project updated slightly to make it more applicable for students
2. Due to COVID19 numerous assignments had to be modified.4. CH 305 Organic Chemistry was added to the Nutrition curriculum to better prepare students for entry into a graduate program in Nutrition. | |

				3. CORE ELMS used to track student internship hours 4. Supervisors submit student internship midterm and final evaluation through CORE ELMS; this facilitates access to these evaluations in the future for student recommendations 5. Online Exit Interview designed and used to gather graduating students' input regarding Nutrition Program strengths and weaknesses 6. Online Exit Interview provides personal contact information for graduating seniors to facilitate future communication with alumni	
23. BS Nursing (pre-licensure)	Catalog; Nursing Handbook addenda Individual course syllabi	NCLEX	NCLEX pass rates reviewed quarterly with info provided by	Raising science GPA 3.0 Developing	2018

			NCSBN Dean of SON and Assoc, Assistant Deans review the info quarterly and annually NCLEX pass rates are shared and reviewed with PLD faculty	Transition to Practice Course	
24. BA Psychology	Academic catalog	Data Evidence for the Psychology Learning Outcomes: -Demonstrate fundamental knowledge of the major principles and applications in psychology. Data from EPortfolio Review, Exit Interviews, APA Manuscript, APA Poster Presentation, Capstone PS402 Signature Assignment Research Paper; -Apply scientific and critical reasoning to the interpretation of psychological information with consideration of the sociocultural context Data from EPortfolio Review, Exit Interviews, PS203 Signature Assignment,	Psychology faculty will examine the evidence annually as part of the Spring Assessment retreat. In addition, input on the priorities and goals will be sought from the yearly Advisory Board meeting. Next year the focus will be on career/internship and DEI in the program curriculum	'-Degree Audit review solidified changing the breadth requirements with plan to put through CAP Fall '22 for students entering Fall '23. -Review of EPortfolios led to addition of more reflective questions about the specific Psychology department program goals as an Addendum to PS402 E-Portfolio Fall '22. -Review of EPortfolios lead to revamping of exit interviews to get data on program	2023

| | | .-Use scientific reasoning to interpret, design and conduct basic psychological research Data from EPortfolio Review, Exit Interviews, APA Manuscript, APA Poster Presentation, Capstone PS402 Signature Assignment Research Paper

.-Understand and apply socially responsible and ethical standards to psychological science and practice in the classroom and the community. Data from CITI Program Training, Plagiarism Tutorials, Turnitin Ratings, IRB Approval of Research Project

-Demonstrate effective and culturally-sensitive written, oral and interpersonal communication. Data from EPortfolio Review, Exit Interview, APA Research Manuscript, APA Poster, APA Poster Presentation (and other course presentations), Resume, Cover Letter, LinkedIn Profile, Emails to Faculty, Emails to Internship | | goals and specifically on DEI issues Spring '23. -Review of Signature Assignment for PS203 will lead to more scaffolding of choosing articles and research related to the critical analysis of a social issue. -Review of research papers has led to adding more scaffolding of the research and library work process across PS203 and PS204 in Fall '22 and Spring '23. -To aid in comfort with presentations, scaffolding added about peer feedback to presentations, with PS204 via Professor and PS303 peers and Professor Fall '22 and Spring '23. -Review of papers | |

Regis College 2023 Self-Study

		sites. -Develop and articulate career goals and demonstrate self-efficacy, self-awareness and professionalism. Data from Internship Supervisors; EPortfolio Review, Exit Interview, Professional Memberships, Conference Participation; Research Posters and Presentations, Work-Study job performance		and results of plagiarism tutorials and Turnitin across courses has led to continued repetition of the plagiarism tutorials to aid of the developmental understanding Fall '22 and Spring '23. -Review of APA Research manuscript and Core research papers had led to more work on adding exemplars and scaffolding, including concept maps, to courses that require research and writing in Fall '22. -Observations from the IRB process has led to moving deadlines for IRB earlier in the year for PS303 and PS304 in Fall '22. -Based on Review of Degree Audits,	

| | | | | Working to amend statistics requirement for program given content in MA 212 most relevant for our courses (incoming students Fall '23).
-Based on review of internship supervisor evaluations, will collect data earlier with plans for remediation and professional development to follow. The addition of the requirement of two semesters of internship will be submitted to CAP as well to aid in student's professional development in Fall '22.
-Based on internship processes and evaluations, | |

				advisory Board to focus on internships and DEI issues Fall '22. -Will add career development activity such as emails, resumes and LinkedIn to earlier courses based on evidence during the applications to internships, specifically to PS303 Spring '23. -Will work to recruit Psychology work-study students Fall '22 and continue to build up students' research experiences.	
25. Bachelor of Arts in Public Health	Regis catalog: https://www.regiscolleg e.edu/sites/default/files /academics/academic-catalog-2023-2024.pdf (pages 339-340)	Capstone assignments, Course evaluations, Grades and course completion, Evaluations from Internship Preceptors, and Exit Survey for seniors based on CEPH accreditation standards. CEPH is the accrediting body. Accreditation is not required,	Program director and subcommittee of faculty analyze exit survey annually and in aggregate to report every 5 years in Program review. Program director meets with all majors	Courses are dynamically and informally assessed annually and feedback from faculty, students, and assessment tools are strongly considered. Based	2018

		nor has yet been obtained. However, it may accompany the schools Masters Program accreditation in the future.	at least 3 times per year to review courses, outcomes, and future plans.	on this information, several classes have undergone minor revisions. Course materials are also regularly updated with data.	
26. Bachelor of Social Work	https://www.regiscollege.edu/academics/majors-and-programs/social-work-bsw	We use two measures minimum to assess the outcomes. 90% of the students will demonstrate competence inclusive of 2 or more measures. Assessment plan for 2021-22 URL: https://www.regiscollege.edu/sites/default/files/academics/Programs/form-as-4b-bsw-2021-2022.pdf	The department review the performance once in two years minimum -	During the past three years the major changes that were made were in terms of the number of hours of internship. The hours were reduce per CSWE recommendations on internship standards. Fall 2021- Spring 2022 we brought about changes to the curriculum to reflect the 2015-EPAS. The curriculum previous addressed the 2008 EPAS. We re-structured the course to meet the 2015 EPAS. The meant we had to drop the following	2024 (last AY 2016-2017)

| | | | | courses : SW 336. 337, 330, 303A and replace them with SW 338 (introduction to Generalist Practice and junior field, 430- Field work and seminar- I , SW 431- Field Work and seminar -II, SW 424- Generalist Practice with Individuals and families, SW 426- Generalist Practice with Groups and SW 427- Generalist Practice with Communities and Organizations. | |
| 27. BS Sports Management | https://www.regiscollege.edu/academics/majors-and-programs/sport-management-bs | Assignments, tests, reflections, and internship evaluations directly related to each program learning outcome. The assessment processes and student achievement related to the assignments and PLO's are reviewed annually and modifications made as necessary to ensure student progress toward meeting the | The program director and department chair review the assessment process annually and evaluate student achievement of the stated outcomes. During this process, discussion of modifications to assignments and/or the curriculum are | 2020 -- Dropped HFS 250 & PBH 103 (both nutrition-oriented courses) from the SMT curriculum to make room for other additions to the curriculum that were more applicable
   - Added CO 203 | Last reviewed AY 2015-2016 when part of Health and Fitness degree; next 2023 |

		established outcomes and progress toward graduation.	discussed to ensure that students are meeting the outcomes successfully and preparing them for entry into the workforce.	Intro to Communication and EXS 355 Psych of Exercise & Sport -Also changed Financial Mgmt oriented course MT 209 to more applicable MT 210 Annual assessment of assignments related to specific PLO's and modifications of these as needed.	
28. Bachelor of Science in Supply Chain Management (and Certificate)	https://www.regiscollege.edu/academics/majors-and-programs/supply-chain-management-bs	Rubric for final capstone course performance; internship evaluation (student and supervisor)	Annually: Department Chair, Dean, and Business faculty	New program in Fall 2020 semester; no changes to date.	NA – new program (needs to be added to schedule)
29. BS Therapeutic Recreation	https://www.regiscollege.edu/academics/majors-and-programs/therapeutic-recreation-bs	Program learning outcomes are directly linked to specific assignments in courses. Student achievement of these PLOs is assessed yearly using the program assessment report. The program director utilizes this information to determine whether modifications or changes need to be made in the assignment, course, or curriculum to better meet student needs.	As the program director, I review the assignments linked to the program learning outcomes, annually. The annual assessment report is used, this includes a reflection regarding how the students are meeting that program outcome, and if assignments are	1) Following the initial proposal, a few course modifications were implemented. Facilitation Techniques 1 & 2 were changed to better reflect program needs; THR 219 Facilitation Techniques for Children and	2024

| | | National Council for Therapeutic Recreation Credentialing (NCTRC) provides competencies that students in a TR program must achieve. These competencies are linked to student learning outcomes for courses. Students demonstrate achievement of NCTRC competencies via reflections of tasks associated with Job Task Analysis, during the TR seminar and Internship courses. | effectively meeting the learning outcomes. The program director and department chair meeting to review the assessment in May to discuss the outcomes and determine if any modifications need to be made. The program annual report is submitted to the dean and reviewed yearly. Check yearly if the program meets CARTE guidelines. | Adolescents, and THR 218 Facilitation Techniques for Adults. A one credit Medical terminology course was also added; IPE 233. When the course syllabus for THR 206 was submitted to CAP it was changed from a one credit to a two credit course. 2) I am a new program director for TR, beginning in September 2021. As I review student achievements of the program learning outcomes, I will assess whether modifications or changes need to occur at the assignment, course, or program level. 3) As more students complete the certification exam I will assess | |

				whether there are weaknesses in the program and address those needs accordingly.	
30. Certificate in Financial Planning	https://www.regiscollege.edu/academics/majors-and-programs/financial-planning-online-certificate	Assessment for the certificate is embedded in the process for the BS in Financial Planning, as the seven courses (twenty-one credits) in the certificate are part of the Financial Planning major.	The Dean, Chair, Program Director, and faculty review the assessment data annually	All changes to the Certificate are governed by the material required by the Certified Financial Planning Board. Curriculum and emphasis in all seven courses was updated to reflect new standards in F 2022.	N/A
31. Post Masters ABA Certificate	https://www.regiscollege.edu/academics/majors-and-programs/applied-behavior-analysis-graduate-certificate	This Post Master's certificate follows the same learning objectives and outcome measures as the MS in ABA program.	Follows same process for ABA degree program assessment	changes for 2021-2022 academic year

ABA 601: Incorporate more culturally responsive examples. Add questions related to cultural sensitivity to each scenario.

ABA 602: no changes this time around. Student | As part of ABA review |

155

Regis College 2023 Self-Study

					satisfaction is high.
32. Certificate in Regulatory and Clinical Research Management (RCRM)	https://www.regiscollege.edu/academics/majors-and-programs/regulatory-management-graduate-certificate	Passing letter grade (grade of B or above) to graduate from the certificate program.	Program director	We are running the graduate certificate in clinical research management as the first cohort; no changes yet.	New Program – N/A
33. Certificate - Advanced Spanish for Health Professionals	https://www.regiscollege.edu/academics/majors-and-programs/advanced-spanish-health-sciences-certificate/curriculum-advanced	Language proficiency as demonstrated in conversation; courses are also part of Core	Program director; Humanities faculty as part of core	The courses are also part of the UG core curriculum	Embedded as part of Humanities program review, not assessed separately
34. Certificate in Teaching Special Education	Academic catalog	Course sequence embedded within MEd degree	Education faculty	Course sequence embedded within MEd degree	2022
35. Doctor of Nursing Practice (DNP)	Embedded in course syllabi; Academic catalog; Graduate Nursing Handbook Addendum, Graduate Nursing Manual	successful completion and defense of a scholarly practice project focused on nursing education, evidence-based practice or nursing leadership; completing 1000 DNP program hours; End of Program Outcomes, Student Program Evaluation Tool; Program Completion data	Faculty and School leadership at monthly Graduate Curriculum and DNP Faculty Meetings; Bi-Annual faculty Workshops; Assessment and Outcomes Committee	Course improvement have been made based on guidelines for DNP projects in the literature; Graduate Curriculum Committee aligning online and Weston campus courses; Increasing the number of DNP Program hours to	2024

156

				meet AACN standards (from 400-500); realigning BSN-DNP course plan	
36. Doctorate of Education in Higher Education Leadership (EdD)	Course syllabi; academic catalog	successful defense of dissertation	Program director and dissertation committee	2023 - Creation of ED 999 (doctoral continuation) to better serve students who may need to extend dissertation work (for a variety of reasons)	2022
37. MS in Applied Behavior Analysis	https://www.regiscollege.edu/academics/majors-and-programs/applied-behavior-analysis-ms/program-outcomes-applied-behavior and catalog	Each course has a signature assignment associated with each learning outcome. Students also complete a thesis which is the accumulation of the masters degree.	At the end of each semester, faculty of the ABA department review the results of the assignments. At the end of every year, the results of each assignment are posted in the Program Annual Review. These data are also provided to our accreditation body, Association for Behavior Analysis International	changes for 2021-2022 academic year ABA 601: Incorporate more culturally responsive examples. Add questions related to cultural sensitivity to each scenario. ABA 602: no changes this time around. Student satisfaction is high.	2021
38. MS in Applied Behavior	https://www.regiscollege.edu/academics/major	As students complete requirements for both ABA	As students complete requirements for both	Changes made to the ABA and MEd-	Not assessed separately

Analysis/MEd in Special Education dual degree	s-and-programs/dual-masters-degree-aba-and-med-special-education/curriculum-applied (curriculum); outcomes listed separately under each program	and Special Ed programs, this form will align with both programs	ABA and Special Ed programs, the assessments take place within both programs in the context of those assessments and by program faculty/directors in those contexts	Special Education are reflected.	
39. MS in Applied Behavior Analysis (Online)	https://online.regiscollege.edu/online-masters-degrees/master-science-applied-behavior-analysis/; syllabi and student handbook	Capstone project/course, capstone defense, and board certification examination	Annually by the program administrators (Program Director and Practicum Coordinator) and shared with Department Chair. PD and PC gather data for program review and discuss potential modifications to coursework/program.	Thorough revisions completed each year in each course with instructional design team. Revisions based on a combination of factors including: 1) PARS data 2) Student feedback 3) Teaching faculty feedback 4) Accrediting board requirements	2025
40. Professional Masters of Business Administration	Catalog and https://www.regiscollege.edu/academics/majors-and-programs/professional-mba-regis-graduate-students-and-alumni-	Capstone Project, assessed by faculty and external business leaders	assessed by faculty and external business leaders	Redesigned capstone course, SU 2023, to involve outside business professionals	2026

	only				
41. MA Counseling programs: 1. Clinical Mental Health; 2. Addictions; 3. Transdisciplinary Addiction Professional (TransD) Certificate	The learning outcomes for the program are currently published on every syllabus and academic catalog.	We evaluate data from key assignments (e.g., case conceptualization from CP-605) and supervisee evaluations from clinical placement site supervisors. We have begun the process of collecting NCMHCE examination pass rates from graduated students.	Program faculty	Based on data collected from AY21-22 in CP605, course instruction in AY22-23 focused on helping students maintain theoretical consistency between case formulation and treatment planning.	2024
42. MS Health Administration (graduate certificate in Health Administration assessments and outcomes are embedded)	Syllabi and academic catalog	1) Grades on individual course assessments/assignments, 2) Overall course grades - 95% of students should receive a B minus or better in health administration courses.	Program Director and Dean	No recent changes - over 95% of students have received a B minus or better. Courses are achieving learning outcomes.	2020
43. MA in Mental Health Research & Leadership	Syllabi and catalog	Graduates have two capstone projects - a comprehensive program evaluation and master's thesis.	Students have a faculty mentorship team that mentors and evaluates students through the program review. For the Master's thesis, a committee of three scholars (at least one must be a Regis	As of Summer 2021, Master's thesis may take form of submitted conference poster or paper.	2024

			masters program faculty member) review their work and conduct a formal defense.		
44. Master of Science in Nursing with NP Specialization as family nurse practitioners and psychiatric mental health nurse practitioners	Academic Catalog; Graduate Nursing Handbook Addenda (revised for fall 2023), previously MSN Handbook Addenda Graduate Nursing Manual (revised for fall 2023), previously Nursing Clinical Manual	Clinical Evaluations that specify clinical hour requirements, field encounter requirements, competency level. Certification Pass rates. There are different certifications exams based on specialties but could include AANP and ANCC.	The NP clinical faculty review the clinical evaluations. The lead faculty verify the completion of all courses and competency requirements from the NP clinical faculty. The certification pass rates are reviewed by the Assessment and Outcome Committee and reviewed at the School of Nursing Full Faculty meeting at the end of the year. The Graduate Curriculum Committee has a subcommittee looking at ways to improve the certification pass rates.	Starting towards the end of the Fall semester, we created the Graduate Curriculum Committee to align our Weston campus and Online campus curriculums/courses. We have revised our NP Progression Plan to have a formalized process for students to complete their clinical courses over a 2 or 3-4 semester option. This was to accommodate students that were having difficulty completing their hours or having difficulty finding preceptors, etc. We	AY 2017-2018

160

				are also looking at the course progression for our BS to DNP students that obtain their NP specialization during this program. This was based on students completing the DNP portion of the program before the MS portion of the program. The hope for this new progression plan for BS to DNP students is to go into effect for the Fall 2023 semester.	
45. MS Occupational Therapy	Academic catalog; course syllabi; Regis MSOT Student Handbook	Successful completion of the program and graduation from the program are accomplished through successful completion of all required courses in the curriculum and successful completion of level I and level II fieldwork, totaling 74 credits. All graded courses must be completed with a grade of B- or above and all level II fieldwork must earn a "Pass" grade.	Our faculty reviews retention, progression, and graduation data twice per year at Program Outcomes Meetings in January and May. The Program Director, Academic Fieldwork Coordinator, and other full-time faculty review the evidence and take appropriate	This year, we had outcomes meetings in January and May. After the January meeting, we reviewed outcomes data from a variety of sources and made changes to multiple courses to increase active learning content and improve clarity	The last comprehensive program review was in 2018. We complete annual department reports of service, the last completed in June of 2022. We also just completed our ACOTE on-site accreditation visit in September of 2022.

				action when necessary.	in communications with students. After the May meeting, we responded to student input to develop a Fieldwork Orientation module that will be presented annually beginning in the Fall of 2023 to improve clarity around the purpose and matching processes for Level I and Level II fieldwork.	
46. MS Product Management	Learning outcomes in academic catalog	Internal and external review of capstone project Embedded PLO assessment in each program course	Dean, Co-Graduate Program Directors, and faculty will review annually	N/A--program will begin in Fall 2023	N/A – new program; to be scheduled	
47. Master of Public Health	Academic catalog	Review of applied practical experience and integrated learning experience capstone	Graduate Program Director and faculty annually	By analyzing pertinent data and evidence, we have strategically integrated improvements into our MPH program. Through this comprehensive data analysis, we	2026	

				have taken concrete steps to broaden our curriculum, incorporating themes such as digital health interventions, social determinants of health, and global health disparities. This holistic approach empowers our students to acquire a multifaceted skill set, equipping them to adeptly tackle the intricate spectrum of challenges within the realm of public health.	
48. Masters of Social Work (MSW)	Academic catalog and Program outcomes are published in the MSW Student Handbook (pgs. 3-10) which is provided to students through the MSW Student Orientation and Resources, and Field Orientation "course" in	The MSW program has an extensive assessment plan for accreditation. We have two measures for each of the 9 generalist-level competencies and two measures for each of the 9 specialized-level competencies. One measure for all competencies is course-embedded assignments and	Evidence is interpreted by MSW FT faculty. The faculty review the data annually. The MSW program director reviews the data each semester and would alert faculty to any concerns (if they were	The MSW program has consistently surpassed the assessment benchmarks set by the MSW faculty (80% of students must achieve at least 80% on the competencies).	AY 2016-2017

		the other measure is the field education/internship evaluation. Within the course-embedded assignments, we often use one assignment from two different courses to measure the achievement of the competency.	noted) prior to the annual review..	Each year the MSW courses are reviewed and data analytics as well as benchmark achievement is used to assess whether a course needs revision. Courses typically have some revision every year - even though benchmarks are achieved.	
49. MS in Speech Language Pathology	Moodle. Each course in the program also has a link for the MSW Student Handbook. https://lmscontent.embanet.com/RC/ORT/MSW/Docs/MSW_Handbook_2021-2022.pdf				
49. MS in Speech Language Pathology	https://www.regiscollege.edu/academics/majors-and-programs/speech-language-pathology-ms; Academic Catalog, SLP Graduate Student Handbook, SLP course syllabi	Review of program and course learning outcomes, Praxis exam.	Faculty meeting after each semester.	A series of reviews for the SLP Praxis Exam were added; program faculty will be doing a full SLP curriculum review in early fall 2023.	2025
50. MA in Strategic Communication	https://www.regiscollege.edu/academics/majors-and-programs/strategic-communication-ma# and academic catalog	All graduates must complete a Capstone course, which requires a 120 hour internship and final refection paper on this internship.	The department reviews each year.	This program is new as of 2018 and we just completed our first internal program review.	2022
51. MEd in Student Success	Academic catalog and syllabi	GPA	Education faculty	None recently	2023
52. MEd Teaching Special Education	Academic catalog and syllabi	Disposition form and Candidate Assessment of	Licensure Liaison/ MTEL coordinator and	Adjusted education courses to better	2022

		Performance (CAP)	Program Director	align with the outcomes as defined in the candidate assessment portfolio	

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
1. Dental Hygiene (AS and BS) - Commission on Dental Accreditation (CODA)	3/2/22	3/2/22 was the approval of two new external clinic rotation sites. We are actively working on the self-study and our site visit is scheduled for the fall (11/1/23 and 11/2/23).	Board examination pass rates, employment rates, licensure rates	November 2023; Site visit
2. BA Business Management - Accreditation Council for Business Schools and Programs (ACBSP)	1/20/2020	Place a Note on Criterion 4.3: There is an opportunity for the business unit to incorporate a system of external benchmarking, such as incorporating a Peregrine exam. The Gallup Future Builders Challenge (mentioned in the report and in conversations with the Dean) would also provide an opportunity for external benchmarking and stakeholder feedback.	Retention Rates, Graduation Rates (4- and 6-year), LOA for all program courses, Placement/Career Data, Faculty Qualifications	9/9/2024; re-accreditation review

		Place a Note on Criterion 6.1.3: There is an opportunity when addressing the Common Professional Core to clarify the competencies embedded in each course. Clarification, through detailed explanation of related learning outcomes or assignments, is needed as to how each competency is met in disparate courses.		
3. BS Diagnostic Medical Sonography - Commission on Accreditation of Allied Health Education Programs (CAAHEP) after review by the Joint Review Committee on Education in Diagnostic Medical Sonography	3/13/2023	The program met all annual accreditation benchmarks.	Board exams and employment rates	We have site visit in the fall of 2023 for continuing accreditation for the Abdomen and OB/GYN concentrations of the program and review of our application for adding a vascular concentration to the program.
4. BSW - Council on Social Work Education (CSWE)	6/20/2017	None	N/A	December 1st 2024- Self Study Due April- May 2024- Site visit November 2024- BOA decides reaffirmation status

5.	BA Education - Department of Elementary and Secondary Education (DESE)	4/5/2022	Data Collection (surveys) Advising Hiring Field Based Experiences	licensure, MTEL exams	2030; re-accreditation
6.	BS Nuclear Medicine - Joint Review Committee in Nuclear Medicine Technology.	4/17/2021	Standard D3.3 Programs must have an Advisory Committee that includes each AES, along with any other members the program chooses to appoint. On an annual basis, the program shall hold a meeting to apprise the Committee of program issues and ask for feedback to improve the program's policies, procedures and curriculum. The program corrected this deficiency The JRCNMT accepted the progress report based on their accreditation inspection in April 17, 2021 and approved continued accreditation for six (6) years. The program's next review for continued accreditation will occur in 2027. A mid-cycle report will be requested in 2024	Yearly assessment of program learning outcomes (Form J of the JRCNMT) Form L which is requested to be completed which is the Program Effectiveness Data Form. This deals with Graduation rate, performance on national certification exams, job placement of graduates, faculty retention, student assessment of classes and clinicals ,AES assessment of student performance, graduate assessment of program effectiveness, employer assessment, advisory committee feedback	8/1/23; Form J: Assessment of Program Student Learning Outcomes (APSLO)Standard D1 and D2 as required by the JRCNMT accrediting group, Form L: Program Effectiveness Data (PED) Standard D3.1of the program's accreditation group.
7.	Pre-Licensure Nursing - BSN and ABSN – ACEN and Board of Registration in Nursing	Accreditation Commission for Education in Nursing (ACEN) 10/02/2019 and 4/2022 Massachusetts Board of	ACEN - Continuing Accreditation BORN - Continued Approval	NCLEX pass rate >80%	10/1/2027; continued accreditation

		Registration in Nursing			
8.	BS Sports Management - Commission on Sport Management Accreditation (COSMA) -- Currently program has Candidacy Status. Goal is full accreditation in Fall 2023	4/21/2023	Requirements 1. Hire Sport Management specific program director 2. Update Strategic Plan for program -- 5 year plan with outline for achievement of plan & it's relationship to Institutional Strategic Plan Recommendations 1. Meet with institutional marketing to develop plan to enhance growth of program through marketing its unique emphasis 2. Develop additional curriculum content related to current trends in the industry 3. Support faculty development specific to Sport Management	1. Assessment of Program Learning Outcomes 2. Achievement of Operational Effectiveness Goals 3. Graduation rate, employment information & graduate school information	Final evaluation by COSMA board regarding full accreditation for program (first time accreditation) -- September 2023 Already completed components: 1. Self-Study submitted -- February 2023 2. Site Visit -- April 2023 3. Site Visit Report received -- May 2023
9.	MS Applied Behavior Analysis - Association for Behavior Analysis International (ABAI)	4/12/2022	Waiting for results of preliminary review	https://www.regiscollege.edu/academics/majors-and-programs/applied-behavior-analysis-ms/program-outcomes-applied-behavior	4/14/2025; accreditation review
10.	Post Masters ABA Certificate - Association for Behavior Analysis International	4/24/2023	same as ABA program	https://www.regiscollege.edu/academics/majors-and-programs/applied-behavior-analysis-ms/program-outcomes-applied-behavior	4/16/2024; re-accreditation

(ABAI)				
11. Master of Science in Nursing with NP Specialization as family nurse practitioners and psychiatric mental health nurse practitioners - Accreditation Commission for Education in Nursing (ACEN) and Massachusetts Board of Registration in Nursing	5/18/2023	Some of the issues we are trying to fix within this program include number of faculty needed based on student ratio, alignment of the Weston campus and Online campus curriculum.	Review the national certification pass rates by NP specialization. Anything below the 80% must report back to ACEN a plan to improve those scores.	10/1/2024
12. MS Occupational Therapy - Accreditation Council for Occupational Therapy Education	9/14/2022	ACOTE required that we provide evidence of annual updates to faculty professional development plans, as the previous year's plans were unavailable. They also requested that we clarify further our program evaluation process, describing more specifically what data was collected when, what data were quantitative or qualitative in form, and how that data fit into our strategic plan. Responses to each of these points was provided to ACOTE in the spring of 2023,	We are required to post retention and graduation data, NBCOT exam pass rates, full program costs, including books and fees.	9/10/2029; On-site accreditation review by a team of reviewers from ACOTE

		per required procedures.		
13. Masters in Social Work (MSW) - Council on Social Work Education (CSWE)	2/1/2021	Fully accredited - no interim report or key issues identified	CSWE Competency benchmarks https://s3.amazonaws.com/utep-uploads/wp-content/uploads/online-regis-college/2022/03/02083514/Assessment-of-Student-Learning-Outcomes-2020-2021.pdf	Re-affirmation is due February 2025; (Self-study document due April 1, 2024; CSWE site visit on campus October 1, 2024; CSWE commission meets February 2025)
14. MEd Teaching in Special Education - Department of Elementary and Secondary Education (DESE)	4/5/2022	Data Collection (surveys) Advising Hiring Field Based Experiences	licensure, MTEL exams	2030; re-accreditation
15. Doctorate of Nursing Practice (DNP) - Accreditation Commission for Education in Nursing (ACEN)	11/11/2020	Aligning Weston and online campus curriculum	Graduate job place; completion rates; NP board certification (BSN-DNP students)	10/24/2024; re-accreditation

APPENDIX THREE – MOST RECENT AUDITED STATEMENTS

To the Board of Trustees and Management of
  Regis College:

In planning and performing our audit of the financial statements of Regis College (the College) as of June 30, 2022, in accordance with auditing standards generally accepted in the United States of America, we considered the College's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the College's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. In addition, because of inherent limitations in internal control, including the possibility of management override of controls, misstatements due to error or fraud may occur and not be detected by such controls. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

This communication is intended solely for the information and use of management, the Board of Trustees, Federal awarding agencies, and others within the College, and is not intended to be, and should not be, used by anyone other than these specified parties.

AAFCPAs, Inc.

Boston, Massachusetts
September 19, 2022

Regis College

FINANCIAL STATEMENTS IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS AND
UNIFORM GUIDANCE
JUNE 30, 2022 AND 2021

REGIS COLLEGE

Contents
June 30, 2022 and 2021

**Unmodified Opinion on Financial Statements Accompanied by Other
Information – Not-For-Profit Entity**

Independent Auditor's Report

To the Board of Trustees of
Regis College:

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Regis College (a Massachusetts corporation, not for profit)
(the College) which comprise the statements of financial position as of June 30, 2022 and 2021, and the
related statements of activities, changes in net assets, cash flows and functional expenses for the years
then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the
financial position of Regis College as of June 30, 2022 and 2021, and the changes in its net assets and its
cash flows for the years then ended in accordance with accounting principles generally accepted in the
United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States
of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing
Standards (Government Auditing Standards)*, issued by the Comptroller General of the United States.
Our responsibilities under those standards are further described in the Auditor's Responsibilities for the
Audit of the Financial Statements section of our report. We are required to be independent of the
College and to meet our other ethical responsibilities, in accordance with the relevant ethical
requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient
and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in
accordance with accounting principles generally accepted in the United States of America, and for the
design, implementation, and maintenance of internal control relevant to the preparation and fair
presentation of financial statements that are free from material misstatement, whether due to fraud or
error.

In preparing the financial statements, management is required to evaluate whether there are conditions
or events, considered in the aggregate, that raise substantial doubt about the College's ability to
continue as a going concern within one year after the date that the financial statements are available to
be issued.

Page 1

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary schedule of financial responsibility data shown on pages 29 and 30 and the Schedule of Expenditures of Federal Awards for the year ended June 30, 2022, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary schedule of financial responsibility data shown on pages 29 and 30 and the Schedule of Expenditures of Federal Awards are fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated September 19, 2022, on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.

AAFCPAs, Inc.

Boston, Massachusetts
September 19, 2022

REGIS COLLEGE

Statements of Financial Position
June 30, 2022 and 2021

Assets		2022		2021
Current Assets:				
Cash and cash equivalents	$	12,528,221	$	17,684,566
Short-term investments in securities		8,862,103		8,579,563
Current portion of restricted cash		777,923		887,636
Student accounts receivable, net of allowance for doubtful accounts of approximately $2,250,000 and $1,658,000 at June 30, 2022 and 2021, respectively		211,890		994,891
Current portion of pledges receivable		418,651		209,428
Other current assets		640,430		697,738
Total current assets		23,439,218		29,053,822
Restricted Cash, net of current portion		1,411,393		1,592,309
Investments in Securities		18,094,909		23,632,792
Pledges Receivable, net of current portion, discount and allowance for doubtful accounts of approximately $76,000 and $254,000 at June 30, 2022 and 2021, respectively		941,796		3,857,843
Student Loans Receivable, net of allowance of $125,000 and $150,000 at June 30, 2022 and 2021, respectively		952,397		1,170,024
Other Asset		1,384,281		1,120,777
Investment in Land		21,100,000		21,100,000
Property and Equipment, net		42,188,092		45,012,025
Total assets	$	109,512,086	$	126,539,592

Liabilities and Net Assets				
Current Liabilities:				
Current portion of bonds payable	$	1,444,099	$	1,401,869
Current portion of notes payable to a bank		154,206		146,644
Accounts payable and accrued expenses		12,719,413		19,464,849
Deposits held for others		133,775		134,033
Deferred tuition, fees and other		6,076,950		6,873,885
Total current liabilities		20,528,443		28,021,280
Bonds Payable, net of unamortized debt issuance costs and current portion		39,838,240		41,242,916
Notes Payable to a Bank, net of current portion		665,057		818,636
Advances for Federal Student Loans		1,799,520		2,274,403
Deposits and Other Long-Term Payables		556,619		647,515
Total liabilities		63,387,879		73,004,750
Net Assets:				
Without donor restrictions:				
Operating and property and equipment		1,329,501		1,056,271
Board designated for endowment		16,450,728		17,433,957
Total without donor restrictions		17,780,229		18,490,228
With donor restrictions		28,343,978		35,044,614
Total net assets		46,124,207		53,534,842
Total liabilities and net assets	$	109,512,086	$	126,539,592

REGIS COLLEGE

Statements of Activities
For the Years Ended June 30, 2022 and 2021

	2022			2021		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
Operating Revenue:						
Tuition and fees	$ 89,756,403	$ -	$ 89,756,403	$ 87,994,960	$ -	$ 87,994,960
Scholarships and grants	(24,411,077)	-	(24,411,077)	(22,554,405)	-	(22,554,405)
Tuition and fees, net	65,345,326	-	65,345,326	65,440,555	-	65,440,555
Auxiliary enterprises	9,509,678	-	9,509,678	3,624,543	-	3,624,543
Grants and contributions	2,014,969	1,899,597	3,914,566	2,395,287	1,296,958	3,692,245
Facilities rentals and other income	3,237,767	-	3,237,767	2,279,046	-	2,279,046
Annual Fund contributions	2,036,087	-	2,036,087	340,807	60,970	401,777
Investment return designated for current operations	48,515	571,544	620,059	1,989,569	663,015	2,652,584
Net assets released from restrictions	1,980,771	(1,980,771)	-	2,774,720	(2,774,720)	-
Total operating revenue	84,173,113	490,370	84,663,483	78,844,527	(753,777)	78,090,750
Operating Expenses:						
Instruction	28,380,658	-	28,380,658	25,740,798	-	25,740,798
Student services	10,463,614	-	10,463,614	8,102,338	-	8,102,338
Academic services	6,310,377	-	6,310,377	5,652,704	-	5,652,704
Auxiliary enterprises	4,918,958	-	4,918,958	3,621,851	-	3,621,851
Institutional support	31,959,667	-	31,959,667	29,677,172	-	29,677,172
Development	1,866,609	-	1,866,609	1,333,425	-	1,333,425
Total operating expenses	83,899,883	-	83,899,883	74,128,288	-	74,128,288
Changes in net assets from operations	273,230	490,370	763,600	4,716,239	(753,777)	3,962,462
Non-Operating Revenue (Loss):						
Grants for capital and endowment	-	889,369	889,369	-	719,096	719,096
Write-off of endowment pledge	-	(3,000,000)	(3,000,000)	-	-	-
Investment return reduced by spending policy	(983,229)	(5,080,375)	(6,063,604)	1,048,542	4,878,321	5,926,863
Total non-operating revenue (loss)	(983,229)	(7,191,006)	(8,174,235)	1,048,542	5,597,417	6,645,959
Changes in net assets	$ (709,999)	$ (6,700,636)	$ (7,410,635)	$ 5,764,781	$ 4,843,640	$ 10,608,421

The accompanying notes are an integral part of these statements.

REGIS COLLEGE

Statements of Changes in Net Assets
For the Years Ended June 30, 2022 and 2021

	Without Donor Restrictions	With Donor Restrictions	Total
Net Assets, June 30, 2020	$ 12,725,447	$ 30,200,974	$ 42,926,421
Changes in net assets	5,764,781	4,843,640	10,608,421
Net Assets, June 30, 2021	18,490,228	35,044,614	53,534,842
Changes in net assets	(709,999)	(6,700,636)	(7,410,635)
Net Assets, June 30, 2022	$ 17,780,229	$ 28,343,978	$ 46,124,207

The accompanying notes are an integral part of these statements.

REGIS COLLEGE

Statements of Cash Flows
For the Years Ended June 30, 2022 and 2021

	2022	2021
Cash Flows from Operating Activities:		
Changes in net assets	$ (7,410,635)	$ 10,608,421
Adjustments to reconcile changes in net assets to net cash		
provided by (used in) operating activities:		
Depreciation	3,823,378	3,969,132
Interest - amortization expense	9,210	9,210
Amortization of food services deposit	75,000	75,000
Write-off of endowment pledge	3,000,000	-
Bad debts	676,953	428,046
Grants for capital and endowment	(889,369)	(719,096)
Actuarial adjustment to annuity liability obligations	8,581	17,615
Net unrealized and realized losses (gains) on investments	4,734,289	(6,257,912)
Adjustment to carrying value of land held for investment	-	(2,000,000)
Changes in operating assets and liabilities:		
Student accounts receivable	106,048	26,557
Pledges receivable	(643,513)	1,290,483
Other current assets	57,308	672,397
Other asset	(263,504)	(225,570)
Accounts payable and accrued expenses	(6,745,436)	9,216,712
Deposits held for others	(258)	3,511
Deferred tuition, fees and other	(796,935)	1,727,971
Deposits and other long-term payables	(150,000)	(707,913)
Net cash provided by (used in) operating activities	(4,408,883)	18,134,564
Cash Flows from Investing Activities:		
Acquisitions of property and equipment	(999,445)	(902,605)
Purchases of investments in securities	(92,012)	(2,683,068)
Proceeds from sale of investments in securities	613,066	2,020,236
Decrease in student loans receivable	217,627	209,715
Net cash used in investing activities	(260,764)	(1,355,722)
Cash Flows from Financing Activities:		
Net repayments for Federal student loans	(474,883)	(302,456)
Principal payments on notes payable to a bank	(146,017)	(5,138,751)
Principal payments of bonds payable	(1,371,656)	(1,367,097)
Principal payments to annuitants	(24,477)	(24,477)
Grants for capital and endowment	1,239,706	1,069,433
Net cash used in financing activities	(777,327)	(5,763,348)
Net Change in Cash, Cash Equivalents and Restricted Cash	(5,446,974)	11,015,494
Cash, Cash Equivalents and Restricted Cash:		
Beginning of year	20,164,511	9,149,017
End of year	$ 14,717,537	$ 20,164,511
Reconciliation of Cash, Cash Equivalents and Restricted Cash Reported		
Within the Statements of Financial Position:		
Cash and cash equivalents	$ 12,528,221	$ 17,684,566
Current portion of restricted cash	777,923	887,636
Restricted cash, net of current portion	1,411,393	1,592,309
Total cash, cash equivalents and restricted cash shown		
in the statements of cash flows	$ 14,717,537	$ 20,164,511
Supplemental Disclosure of Cash Flow Information:		
Cash paid for interest - expensed	$ 1,353,446	$ 1,423,790

The accompanying notes are an integral part of these statements.

REGIS COLLEGE

Statement of Functional Expenses
For the Year Ended June 30, 2022
(With Summarized Comparative Totals for the Year Ended June 30, 2021)

| | 2022 | | | | | | | | | 2021 |
| | Program | | | | | Institutional Support | Development | Plant | Total | Total |
	Instruction	Student Services	Academic Services	Auxiliary Enterprises	Total Program					
Personnel and Related Costs:										
Salaries and wages	$ 18,965,453	$ 4,397,753	$ 3,429,884	$ 1,098,020	$ 27,891,110	$ 6,714,365	$ 925,331	$ 1,542,234	$ 37,073,040	$ 32,957,683
Payroll taxes and fringe benefits	3,487,410	1,391,043	940,346	421,380	6,240,179	1,491,685	209,022	425,871	8,366,757	7,082,355
Work study wages and student employment	9,993	181,739	63,617	61,174	316,523	(147,332)	1,575	4,242	175,008	119,849
Total personnel and related costs	22,462,856	5,970,535	4,433,847	1,580,574	34,447,812	8,058,718	1,135,928	1,972,347	45,614,805	40,159,887
Occupancy:										
Depreciation	1,605,348	593,967	314,412	282,420	2,796,147	918,667	108,564		3,823,378	3,969,132
Repairs and maintenance	38,465	56,907			95,372	52,181		1,588,686	1,736,239	1,138,905
Utilities								1,735,732	1,735,732	1,494,327
Total occupancy	1,643,813	650,874	314,412	282,420	2,891,519	970,848	108,564	3,324,418	7,295,349	6,602,364
Other:										
Online support services						15,720,338			15,720,338	15,636,480
Consulting and contracted services	201,043	295,977	78,194	16,687	591,901	1,706,272	79,479	484,310	2,861,962	2,226,098
Food service				2,078,300	2,078,300				2,078,300	1,348,240
Program supplies	285,874	268,771	314,688	62,750	932,083	906,275	8,406	11,816	1,858,580	1,595,912
Student activities and events	17,500	966,814		212,273	1,196,587	267,095			1,463,682	1,076,385
Interest	563,347	208,434	110,333	99,106	981,220	331,587	38,097		1,350,904	1,404,379
Miscellaneous	332,002	165,609	159,968	31,124	688,703	132,627	58,037	251	879,618	567,473
Technology	266,361	49,986	254,124	7,563	578,034	129,064	760	22,673	730,531	941,473
Bad debts						676,953			676,953	428,046
Legal and professional fees						641,576			641,576	507,711
Travel, meals and entertainment	19,235	408,689	8,209	1,890	438,023	32,533	137,976		608,532	90,758
Insurance						606,141			606,141	444,482
Advertising	61,520	393,261	741	775	456,297	40,060			496,357	353,261
Memberships and subscriptions	13,673	54,369	116,300	6,331	190,673	113,109	18,636	9,012	331,430	196,957
Transportation		1,151			1,151			305,724	306,875	176,871
Telephone	7,646	8,290	630	74,415	90,981	99,093		5,153	195,227	189,663
Postage, printing and publications	7,220	46,853	3,350	1,631	59,054	20,925	102,698	46	182,723	181,848
Total other	1,775,421	2,868,204	1,046,537	2,592,845	8,283,007	21,423,648	444,089	838,985	30,989,729	27,366,037
Total expenses before plant allocation	25,882,090	9,489,613	5,794,796	4,455,839	45,622,338	30,453,214	1,688,581	6,135,750	83,899,883	74,128,288
Plant Allocation	2,498,568	974,001	515,581	463,119	4,451,269	1,506,453	178,028	(6,135,750)		
Total expenses	$ 28,380,658	$ 10,463,614	$ 6,310,377	$ 4,918,958	$ 50,073,607	$ 31,959,667	$ 1,866,609	$ -	$ 83,899,883	$ 74,128,288

The accompanying notes are an integral part of these statements.

REGIS COLLEGE

Statement of Functional Expenses
For the Year Ended June 30, 2021

			Program						
	Instruction	Student Services	Academic Services	Auxiliary Enterprises	Total Program	Institutional Support	Development	Plant	Total
Personnel and Related Costs:									
Salaries and wages	$ 17,330,513	$ 3,616,989	$ 3,206,764	$ 984,061	$ 25,138,327	$ 5,856,983	$ 746,556	$ 1,215,817	$ 32,957,683
Payroll taxes and fringe benefits	2,992,878	1,092,860	846,931	331,709	5,264,378	1,294,417	127,188	396,372	7,082,355
Work study wages and student employment	12,593	56,081	18,630	21,789	109,093	8,441	30	2,285	119,849
Total personnel and related costs	20,335,984	4,765,930	4,072,325	1,337,559	30,511,798	7,159,841	873,774	1,614,474	40,159,887
Occupancy:									
Depreciation	1,738,146	615,231	345,878	251,429	2,950,684	928,391	90,057		3,969,132
Repairs and maintenance	39,204	16,584			55,788	24,145		1,058,972	1,138,905
Utilities								1,494,327	1,494,327
Total occupancy	1,777,350	631,815	345,878	251,429	3,006,472	952,536	90,057	2,553,299	6,602,364
Other:									
Online support services						15,636,480			15,636,480
Consulting and contracted services	69,240	228,352	97,827	1,475	396,894	1,655,273	80,825	93,106	2,226,098
Food service				1,348,240	1,348,240				1,348,240
Program supplies	188,885	188,306	108,195	43,037	528,423	1,004,330	1,458	61,701	1,595,912
Student activities and events		815,272		128,825	944,097	132,288			1,076,385
Interest	610,967	216,257	121,578	88,379	1,037,181	335,543	31,655		1,404,379
Miscellaneous	319,143	16,026	183,408	36,203	554,780	11,553		1,140	567,473
Technology	487,492	55,635	273,514	13,843	830,484	92,480	6,570	11,939	941,473
Bad debts						428,046			428,046
Legal and professional fees						507,711			507,711
Travel, meals and entertainment	2,662	62,766	6,584	2,433	74,445	5,003	11,310		90,758
Insurance						444,482			444,482
Advertising	4,439	321,239	316	775	326,769	26,492			353,261
Memberships and subscriptions	18,347	37,364	35,570	4,582	95,863	89,058	12,036		196,957
Transportation								176,871	176,871
Telephone	2,007	12,522	1,115	71,481	87,125	94,057		8,481	189,663
Postage, printing and publications	4,115	33,626	3,174	478	41,393	19,698	120,753	4	181,848
Total other	1,707,297	1,987,365	831,281	1,739,751	6,265,694	20,482,494	264,607	353,242	27,366,037
Total expenses before plant allocation	23,820,631	7,385,110	5,249,484	3,328,739	39,783,964	28,594,871	1,228,438	4,521,015	74,128,288
Plant Allocation	1,920,167	717,228	403,220	293,112	3,333,727	1,082,301	104,987	(4,521,015)	-
Total expenses	$ 25,740,798	$ 8,102,338	$ 5,652,704	$ 3,621,851	$ 43,117,691	$ 29,677,172	$ 1,333,425	$ -	$ 74,128,288

The accompanying notes are an integral part of these statements.

1. **OPERATIONS AND NONPROFIT STATUS**

    Regis College (the College) is a private, Massachusetts nonprofit corporation established in 1927. The College is comprised of the School of Arts and Sciences, the School of Nursing, the School of Health Sciences, and the School of Business and Communication, and is located in Weston, Massachusetts. The College offers the facilities and advantages of higher education to both resident and nonresident students. It was founded by the Congregation of the Sisters of St. Joseph of Boston (the Congregation), whose members desired to put their resources to use for the good of society through education. The College is a sponsored ministry of the Congregation and is accredited by the New England Commission of Higher Education.

    The College is exempt from Federal income taxes as an organization (not a private foundation) formed for charitable purposes under Section 501(c)(3) of the Internal Revenue Code (IRC). The College is also exempt from state income taxes. Donors may deduct contributions made to the College within the IRC requirements.

2. **SIGNIFICANT ACCOUNTING POLICIES**

    The College prepares its financial statements in accordance with generally accepted accounting standards and principles (U.S. GAAP) established by the Financial Accounting Standards Board (FASB). References to U.S. GAAP in these notes are to the FASB Accounting Standards Codification (ASC).

    Cash and Cash Equivalents

    Management considers all highly liquid investments with an initial maturity of three months or less to be cash and cash equivalents for the statement of cash flow purposes.

    Student Accounts and Loans Receivable and Allowance for Doubtful Accounts

    Student accounts receivable are recorded at the invoiced amounts and do not bear interest. The allowance for doubtful accounts is management's best estimate of the amount of probable credit losses in student accounts receivable. The allowance is based on account aging and the percentage of revenue methods. The College also takes into consideration historical trends and future expectations. Account balances are charged off against the allowance when it is probable the receivable will not be recovered.

    Student loans receivable include loans made with funds advanced to the College by the U.S. government under the Federal Perkins Loan Program (see Note 11). Such funds are re-loaned by the College after collection, but in the event that the College no longer participates in the program, the amounts are generally refundable to the U.S. government. The allowance for doubtful accounts is based on the monthly default rate and current expectations about future losses. Account balances are charged off against the allowance when it is probable the receivable will not be recovered.

    Pledges Receivable and Allowance for Doubtful Accounts

    Pledges receivable consist of contributions committed to the College. Pledges are recorded at their net present value when unconditionally committed. The allowance for doubtful accounts is based on management's estimate of collectability (see Note 3).

2.   **SIGNIFICANT ACCOUNTING POLICIES** (Continued)

Investments in Securities

Investments in securities are recorded in the financial statements at fair value (see Note 4). If an investment is directly held by the College and an active market with quoted prices exists, the market price of an identical security is used to report fair value.

Interest, dividends and mutual fund distributions are recorded when earned. Gains and losses are recognized as incurred upon sale or based on market value changes during the period.

Investments in securities include donor endowment, as well as certain unrestricted operating funds of the College. Endowment assets include those assets restricted by donors that the College must hold in perpetuity. Accordingly, endowment investments in securities have been classified as non-current assets in the accompanying statements of financial position regardless of maturity or liquidity of individual securities. To satisfy its long-term rate-of-return objectives, the College relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The Investment Committee is responsible for selecting the investment managers of the College's portfolio. The Investment Committee's strategy is to include an array of strategies and investment managers for the portfolio in order to maximize risk adjusted returns.

Massachusetts state law allows the College to appropriate as much of the College's donor-restricted endowments as is prudent considering the College's long and short-term needs, present and anticipated financial requirements, expected total return on its investments, price level trends, and general economic conditions.

The College has an investment policy, which combined with the spending rate, attempts to provide a predictable stream of returns combined with asset protection. Under the College's investment policy and spending rate, both approved by the Board of Trustees, the endowment assets are invested in a manner that is intended to produce an inflation-adjusted return in excess of the spending rate over a long period of time. Actual returns in any given year may vary. Spending draws, in accordance with this policy, are included in the accompanying statements of activities as investment return designated for current operations.

Investment in Land

The College has designated an undeveloped sixty-acre parcel of land for long-term investment, which reflects the College's intent to hold the property for long-term investment purposes within the College's endowment (see Note 5). The investment in land is reported at fair value in accordance with the *Other Investments* standard of U.S. GAAP. The value of this investment is determined using an independent certification of value by licensed professionals. The College commissions an appraisal on the property bi-annually. This fair value is derived based on the highest and best use consideration, which considers the potential development of the land into separate parcels of real estate for the building of homes or other residential construction. The College believes that the reported amount of its investment in land is a reasonable estimate of fair value as of June 30, 2022 and 2021. Because of the inherent uncertainties of valuation, this estimated fair value may differ significantly from a value that would be realized in a market transaction. The underlying assumptions of the certification are considered to be Level 3 inputs which are unobservable (see page 14). Subsequent to June 30, 2022, the College entered into a purchase and sale agreement for this land and expects to close the sale during fiscal year 2023.

2. **SIGNIFICANT ACCOUNTING POLICIES** (Continued)

Investment in Land (Continued)

A reconciliation of the Level 3 investment activity associated with the investment in land is as follows for the years ended June 30:

	2022	2021
Beginning balance	$ 21,100,000	$ 19,100,000
Increase in carrying value (see Note 4)	-	2,000,000
Ending balance	$ 21,100,000	$ 21,100,000

Property and Equipment and Depreciation

Purchased property and equipment are recorded at cost (see Note 6). Donated property and equipment are recorded at fair value at the time of donation. Renewals and betterments that exceed $2,500 and have a useful life of at least three years are capitalized, while repairs and maintenance are expensed as they are incurred.

Depreciation is computed using the straight-line method and the half-year convention for additions over the following estimated useful lives:

Building and land improvements	15 years
Buildings	50 years
Furniture and equipment	7 years
Sewer facilities	30 years
Computer equipment	3 years
Vehicles	5 years

The College recognizes the fair value of a liability for legal obligations associated with asset retirements in the period in which the obligation is incurred, if a reasonable estimate of the fair value of the obligation can be made. As of June 30, 2022 and 2021, the College was unable to estimate the range of settlement dates and the related probabilities for certain asbestos remediation. Because these conditional obligations have indeterminate settlement dates, the College cannot develop a reasonable estimate of their fair values. Management has evaluated the potential exposure and determined the exposure to be less than significant. The College will continue to assess its ability to estimate fair values at each future reporting date. Any related liability will be recognized once necessary information becomes available.

Estimates

The preparation of financial statements in accordance with U.S. GAAP requires management to make estimates and assumptions that may affect the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities as of 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.   **SIGNIFICANT ACCOUNTING POLICIES** (Continued)

Net Assets

Without Donor Restrictions

Net assets without donor restrictions are those net resources that bear no external restrictions and are generally available for use by the College.

The College has grouped its net assets without donor restrictions into the following categories:

Operating and property and equipment net assets represent net assets which are available for operations and bear no external restrictions, and amounts expended and resources available for property and equipment used in normal operations, net of related debt.

Board designated for endowment net assets represent the College's investment in land (see page 9) that has been designated by the Board of Trustees as a portion of the College's endowment (see Note 5).

With Donor Restrictions

Net assets with donor restrictions represent amounts received or committed with donor restrictions which have not yet been expended for their designated purposes (purpose restricted), amounts with donor capital restrictions which will be recognized when the assets are placed in service (capital restricted), amounts for unrestricted use in future periods (time restricted), and amounts received from donors with the stipulation that the principal will be held in perpetuity and only the investment income can be spent. In accordance with Massachusetts law, all earnings and appreciation of a donor restricted endowment are restricted until appropriated by the Board of Trustees.

Net assets with donor restrictions are restricted as follows as of June 30:

	2022	2021
Subject to expenditure for specified purpose:		
Other operating expenses	$ 2,868,861	$ 2,442,446
Scholarships	1,712,026	1,236,062
	4,580,887	3,678,508
Subject to the passage of time:		
Promises to give that are not restricted by donors, but which are unavailable for expenditure until collected	608,300	417,713
Subject to the College's endowment spending policy and appropriation (see Note 5):		
Investment in perpetuity (including amounts above the original gift amounts of $19,694,445 and $21,844,447 as of June 30, 2022 and 2021, respectively), which once appropriated is expendable to support:		
Scholarships	15,875,373	21,912,582
Educational programs	4,757,709	5,853,688
General use	2,521,709	3,182,123
	23,154,791	30,948,393
	$ 28,343,978	$ 35,044,614

2.   **SIGNIFICANT ACCOUNTING POLICIES** (Continued)

Net Assets (Continued)

With Donor Restrictions (Continued)

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose or by occurrence of the passage of time or other events specified by the donors as follows for the years ended June 30, 2022 and 2021:

	2022	2021
Expiration of time restrictions:		
Annual fund	$ 70,608	$ 123,174
Satisfaction of purpose restrictions:		
Educational programs	670,875	680,121
Scholarships	588,757	305,994
Purpose restricted pledge payments	78,987	1,002,416
	1,409,227	2,111,705
Restricted-purpose endowment spending distributions and appropriations:		
Scholarships (see Note 4)	289,044	380,765
Educational programs	135,000	168,250
General use	147,500	114,000
	571,544	663,015
	$ 1,980,771	$ 2,774,720

Statements of Activities

Transactions deemed by management to be ongoing, major, or central to the provision of program services are reported as operating revenue and expenses in the accompanying statements of activities. Non-operating revenue includes capital and endowment transactions.

Revenue Recognition

The College generally measures revenue for qualifying exchange transactions based on the amount of consideration the College expects to be entitled for the transfer of goods or services to a customer, then recognizes this revenue when or as the College satisfies its performance obligations under a contract, except in transactions where U.S. GAAP provides other applicable guidance. The College evaluates its revenue contracts with customers based on the five-step model under Topic 606: (1) Identify the contract with the customer; (2) Identify the performance obligations in the contract; (3) Determine the transaction price; (4) Allocate the transaction price to separate performance obligations; and (5) Recognize revenue when (or as) each performance obligation is satisfied.

2. **SIGNIFICANT ACCOUNTING POLICIES** (Continued)

Revenue Recognition (Continued)

The College recognizes revenue from student tuition and fees during the year in which the related services are provided to students. The performance obligation of delivering educational services is satisfied through academic instruction delivered continually throughout the academic year; therefore, the revenue is recognized ratably over the course of the academic year. In addition, the students have an option to room and board on premises. The performance obligation of providing access to housing and meals is satisfied ratably over the academic period in which the student chooses to live on campus and purchase a weekly meal plan. Contracts for tuition, room and board are combined into a single portfolio of similar contracts. Payment for tuition and room and board is required before the start of the academic year. All amounts received prior to the commencement of the academic year, including enrollment deposits, are deferred to the applicable period. Scholarships provided to students are recorded as a reduction from the posted tuition and room and board rates at the time revenue is recognized. Fees and deposits received in advance of services provided are recorded as deferred tuition, fees and other (see Note 12).

The College occasionally leases certain facilities for events. Facility rental income is recognized when the events occur.

In accordance with ASC Subtopic 958-605, *Revenue Recognition*, the College must determine whether a contribution (or a promise) is conditional or unconditional for transactions deemed to be a contribution. A contribution is considered to be a conditional contribution if an agreement includes a barrier that must be overcome and either a right of return of assets or a right of release of a promise to transfer assets exists. Indicators of a barrier include a measurable performance-related barrier or other measurable barriers, a stipulation that limits discretion by the recipient on the conduct of an activity, and stipulations that are related to the purpose of the agreement. Topic 958 prescribes that the College should not consider probability of compliance with the barrier when determining if such awards are conditional and should be reported as conditional grant advance liabilities until such conditions are met.

Grants and contributions are recorded as revenue, net of applicable discounts for doubtful accounts and net present value, when unconditionally received or pledged. Grants and contributions with donor restrictions are recorded as revenue with donor restrictions and net assets when received or unconditionally pledged. Transfers are made to net assets without donor restrictions as costs are incurred or time restrictions or program restrictions have lapsed. Annual Fund contributions include those funds raised in a yearly appeal to alumni and other constituent supporters of the College and are classified based on the presence or absence of donor restrictions.

Expense Allocation

Expenses related directly to a program are distributed to that program, while other expenses are allocated to programs based upon management's estimate of the percentage attributable to each function.

The financial statements contain certain categories of expenses that are attributable to program and supporting functions and are allocated on a reasonable basis that is consistently applied. The expenses that are allocated include salaries and wages, payroll taxes and fringe benefits, occupancy, interest, and depreciation, which are allocated based on an estimate of time and level of effort spent on the College's program and supporting functions.

2.   **SIGNIFICANT ACCOUNTING POLICIES** (Continued)

Advertising Costs

The College expenses advertising costs as incurred.

Income Taxes

The College accounts for uncertainty in income taxes in accordance with ASC Topic, *Income Taxes*. This standard clarifies the accounting for uncertainty in tax positions and prescribes a recognition threshold and measurement attribute for the financial statements regarding a tax position taken or expected to be taken in a tax return. The College has determined that there are no uncertain tax positions which qualify for either recognition or disclosure in the financial statements at June 30, 2022 and 2021. The College's information returns are subject to examination by the Federal and state jurisdictions.

Fair Value Measurements

The College follows the accounting and disclosure standards pertaining to ASC Topic, *Fair Value Measurements,* for qualifying assets and liabilities. Fair value is defined as the price that the College would receive upon selling an asset or pay to settle a liability in an orderly transaction between market participants.

The College uses a framework for measuring fair value that includes a hierarchy that categorizes and prioritizes the sources used to measure and disclose fair value. This hierarchy is broken down into three levels based on inputs that market participants would use in valuing the financial instruments based on market data obtained from sources independent of the College. Inputs refer broadly to the assumptions that market participants would use in pricing the financial instrument, including assumptions about risk. Inputs may be observable or unobservable. Observable inputs are inputs that reflect the assumptions market participants would use in pricing the financial instrument developed based on market data obtained from sources independent of the reporting entity. Unobservable inputs are inputs that reflect the reporting entity's own assumptions about the assumptions market participants would use in pricing the asset developed based on the best information available.

The three-tier hierarchy of inputs is summarized in the three broad levels as follows:

> Level 1 - Inputs that reflect unadjusted quoted prices in active markets for identical assets at the measurement date.
>
> Level 2 - Inputs other than quoted prices that are observable for the asset either directly or indirectly, including inputs in markets that are not considered to be active.
>
> Level 3 - Inputs that are unobservable and which require significant judgment or estimation.

An asset or liability's level within the framework is based upon the lowest level of any input that is significant to the fair value measurement. Assets subject to disclosure under this framework include investments in securities (see Note 4), split-interest agreements (see Note 7), and investment in land (see page 9).

2.   **SIGNIFICANT ACCOUNTING POLICIES** (Continued)

Subsequent Events

Subsequent events have been evaluated through September 19, 2022, which is the date the financial statements were available to be issued. See page 9 for an event that met the criteria for disclosure in the notes to the financial statements.

3.   **PLEDGES RECEIVABLE**

Pledges receivable are due as follows at June 30:

| | 2022 | | |
	Endowment	Other	Total
Due within one year	$ 122,147	$ 418,651	$ 540,798
Due in two to five years	200,000	588,302	788,302
Due beyond five years	100,000	18,000	118,000
	422,147	1,024,953	1,447,100
Less - discount	(10,672)	-	(10,672)
	411,475	1,024,953	1,436,428
Less - allowance for uncollectable accounts	-	(75,981)	(75,981)
	411,475	948,972	1,360,447
Less - current portion, non-endowment	-	(418,651)	(418,651)
Long-term pledges receivable, net	$ 411,475	$ 530,321	$ 941,796

| | 2021 | | |
	Endowment	Other	Total
Due within one year	$ 1,025,000	$ 209,428	$ 1,234,428
Due in two to five years	2,224,558	408,496	2,633,054
Due beyond five years	400,000	62,000	462,000
	3,649,558	679,924	4,329,482
Less - discount	(8,468)	-	(8,468)
	3,641,090	679,924	4,321,014
Less - allowance for uncollectable accounts	-	(253,743)	(253,743)
	3,641,090	426,181	4,067,271
Less - current portion, non-endowment	-	(209,428)	(209,428)
Long-term pledges receivable, net	$ 3,641,090	$ 216,753	$ 3,857,843

Long-term pledges have been discounted using discount factors based on U.S. Treasury note rates. As of June 30, 2022, pledges from one donor represent 56% of pledges receivable. As of June 30, 2021, pledges from two donors represented 68% of pledges receivable. All pledges receivable for endowment are classified as long-term in the accompanying statements of financial position at June 30, 2022 and 2021, due to the permanent and long-term nature of the funds.

4. INVESTMENTS IN SECURITIES

The following table presents the College's investments in securities by level within the valuation framework as of June 30:

Investment Type	2022			
	Level 1	Level 2	Level 3	Total
Fixed income securities:				
Bond mutual funds	$ 5,945,648	$ -	$ -	$ 5,945,648
Equity securities:				
Corporate stocks	17,473,543	-	-	17,473,543
Mutual funds	1,067,243	-	-	1,067,243
Exchange-traded funds	2,470,578	-	-	2,470,578
Total	$ 26,957,012	$ -	$ -	$ 26,957,012

Investment Type	2021			
	Level 1	Level 2	Level 3	Total
Fixed income securities:				
Bond mutual funds	$ 4,404,467	$ -	$ -	$ 4,404,467
Equity securities:				
Corporate stocks	22,521,260	-	-	22,521,260
Mutual funds	5,065,839	-	-	5,065,839
Exchange-traded funds	220,789	-	-	220,789
Total	$ 32,212,355	$ -	$ -	$ 32,212,355

As presented in the accompanying statements of financial position, invested resources of the College's endowment are presented as non-current assets and other investments in securities are included within current assets. The balances of each were as follows at June 30:

	2022	2021
Endowment investments in securities	$ 18,094,909	$ 23,632,792
Short-term investments in securities	8,862,103	8,579,563
Total	$ 26,957,012	$ 32,212,355

The College has an investment return allocation policy which allowed for appropriations up to 5% of the twelve-quarter trailing market average of the investment portfolio, including the Board designated endowment fund which includes land held for investment (see Notes 2 and 5). In accordance with the College's investment return allocation policy (see Note 2), the College appropriated $1,554,773 and $1,602,078 for current operations from Board designated and donor endowment funds, which included $983,229 and $939,063 appropriated based on the value of the investment in land for the years ended June 30, 2022 and 2021, respectively (see Note 5). Investment return designated for current operations also includes a loss of $934,714 and a gain of $1,050,506 for the years ended June 30, 2022 and 2021, respectively, earned on investments without donor restrictions and certain restricted cash balances (see Note 8).

4.   **INVESTMENTS IN SECURITIES** (Continued)

The following schedule summarizes the investment return and its classification in the accompanying statements of activities (including change in appreciation of land held for investment) for the years ended June 30:

2022	Without Donor Restrictions	With Donor Restrictions	Total
Investment income, net of fees	$ 34,257	$ 266,015	$ 300,272
Net realized losses	(170,277)	(839,081)	(1,009,358)
Net unrealized losses	(798,694)	(3,935,765)	(4,734,459)
Net return from investments in securities	(934,714)	(4,508,831)	(5,443,545)
Less - investment return designated for current operations	(48,515)	(571,544)	(620,059)
Investment return reduced by spending policy	$ (983,229)	$ (5,080,375)	$ (6,063,604)

2021	Without Donor Restrictions	With Donor Restrictions	Total
Investment income, net of fees	$ 67,531	$ 243,004	$ 310,535
Net realized gains	(58,093)	(317,128)	(375,221)
Net unrealized gains	1,215,889	5,428,244	6,644,133
Net return from investments in securities	1,225,327	5,354,120	6,579,447
Adjustment to carrying value of land held for investment (see Note 2)	1,812,784	187,216	2,000,000
Total return all investments	3,038,111	5,541,336	8,579,447
Less - investment return designated for current operations	(1,989,569)	(663,015)	(2,652,584)
Investment return reduced by spending policy	$ 1,048,542	$ 4,878,321	$ 5,926,863

Investment fees were $347,863 and $272,759 for the years ended June 30, 2022 and 2021, respectively, and have been netted against investment income.

5. ENDOWMENT

A reconciliation of endowment activity is as follows:

	Without Donor Restrictions	With Donor Restrictions	Total
Endowment net assets, June 30, 2020	$ 16,373,020	$ 25,375,163	$ 41,748,183
Total investment returns	-	5,541,336	5,541,336
Contributions	-	694,909	694,909
Adjustment to the carrying value of investment in land	2,000,000	-	2,000,000
Appropriation of endowment assets for expenditure (see Note 4)	(939,063)	(663,015)	(1,602,078)
Net change in endowment	1,060,937	5,573,230	6,634,167
Endowment net assets, June 30, 2021	17,433,957	30,948,393	48,382,350
Total investment returns	-	(5,072,056)	(5,072,056)
Contributions	-	849,998	849,998
Write-off of endowment pledge	-	(3,000,000)	(3,000,000)
Adjustment to the carrying value of investment in land	-	-	-
Appropriation of endowment assets for expenditure (see Note 4)	(983,229)	(571,544)	(1,554,773)
Net change in endowment	(983,229)	(7,793,602)	(8,776,831)
Endowment net assets, June 30, 2022	$ 16,450,728	$ 23,154,791	$ 39,605,519

6. PROPERTY AND EQUIPMENT

Property and equipment consist of the following as of June 30:

	2022	2021
Building and land improvements	$ 60,199,057	$ 59,441,892
Buildings	42,219,148	42,219,148
Furniture and equipment	15,168,774	15,119,117
Sewer facilities	5,306,177	5,306,177
Computer equipment	3,835,409	3,686,263
Land	522,323	522,323
Vehicles	235,654	192,177
	127,486,542	126,487,097
Less - accumulated depreciation	(85,690,769)	(81,867,391)
Net property and equipment placed in service	41,795,773	44,619,706
Work in progress	392,319	392,319
Total	$ 42,188,092	$ 45,012,025

6.   **PROPERTY AND EQUIPMENT** (Continued)

Depreciation expense for the years ended June 30, 2022 and 2021, was $3,823,378 and $3,969,132, respectively. Work in progress consists of ongoing projects that had not been completed or placed into service as of year-end.

7.   **SPLIT-INTEREST AGREEMENTS**

Gifts Subject to Life Interests

The College has entered into charitable gift annuity contracts with multiple donors. Under such contracts, donors transfer assets to the College in return for promises by the College to pay specific annuities to designated beneficiaries for their lifetimes. Under these arrangements, the obligation to make annuity payments is guaranteed by all the assets of the College. Upon the death of a beneficiary, the annuity payment obligation ceases.

The changes in split-interest agreement liabilities are as follows for the years ended June 30:

	2022	2021
Beginning balance	$ 141,789	$ 148,651
Change in value	(15,896)	17,615
Payments	-	(24,477)
Ending balance	$ 125,893	$ 141,789

The ending balance of split-interest agreement liabilities is included in deposits and other long-term payables in the accompanying statements of financial position at June 30, 2022 and 2021.

Contributions implicit in these split-interest agreements are generally recorded as increases in net assets without donor restrictions, unless the donor has permanently restricted the College's use of future distributions of assets or imposed other donor restrictions on the use of the transferred assets.

The present value of gifts subject to life interests is calculated using interest rates and life expectancy tables. These inputs to the fair value estimate are considered Level 3 in the fair value hierarchy (see Note 2).

8.   **RESTRICTED CASH**

Self-Funded Health Care Plan Escrow

Under the self-funded health care plan participation agreement (see Note 16), the College maintains a separate cash account to be utilized for the deposit of monthly fees and the payment of monthly claims, as outlined in the agreement.

MDFA Restricted Reserves

Under the 2013 bond payable agreement with the Massachusetts Development Finance Agency (MDFA) (see Note 10), the College is required to maintain a debt service reserve fund. The debt service reserve fund requires the lesser of $1,000,000 or the amount which is approximately equal to the maximum amount of principal and interest due in a year. This account was adequately funded at June 30, 2022 and 2021.

8.   **RESTRICTED CASH** (Continued)

Nursing Faculty Loan Program

During fiscal year 2009, the College entered into an agreement with the Nurse Faculty Loan Program (NFLP), Section 846A of the Public Health Service Act, to establish and operate a student loan fund to increase the number of qualified nursing faculty (see Note 11). In accordance with the terms of the agreement, the College has established a loan fund to be used only for making NFLP loans to eligible students and for the costs associated with collection of these loans. During the year ended June 30, 2022 and 2021, there were no Federal or institutional capital contributions and the College issued loans of $1,359,848 and $1,308,833, respectively.

Restricted cash consists of the following at June 30:

	2022	2021
Current portion:		
Self-Funded Health Care Plan Escrow	$ 777,923	$ 887,636
Non-current portion:		
MDFA debt service reserve funds - 2013 Bonds	1,036,823	1,035,794
Nursing Faculty Loan Program	374,570	556,515
	1,411,393	1,592,309
Total restricted cash	$ 2,189,316	$ 2,479,945

9.   **NOTES PAYABLE TO A BANK**

The College has an on demand line of credit agreement with a bank in the amount of $15,000,000. Borrowings under the agreement bear interest at the bank's base lending rate (5.50% and 3.25% at June 30, 2022 and 2021, respectively). The line of credit is secured by the real estate of the College. The College must also maintain compliance with certain covenants as specified in the agreement. The College was in compliance with these covenants at June 30, 2022 and 2021. As of June 30, 2022 and 2021, there was no outstanding balance. The agreement has a thirty-day cleanup provision for balances exceeding $5,000,000.

In March 2017, the College entered into a term note agreement with a bank in the amount of $1,500,000. Commencing in May 2017, payments of principal and interest of $15,494 became due monthly through April 2027, at which time all amounts outstanding will become payable. Borrowings under this agreement bear interest at 4.97% per annum. The agreement is secured by tuition receipts, investments in securities, land, and land improvements. The outstanding balance under this agreement was $819,263 and $965,280 as of June 30, 2022 and 2021, respectively.

Interest Expense

Interest expense was $1,404,379 and $1,648,880 for the years ended June 30, 2022 and 2021, respectively.

9. **NOTES PAYABLE TO A BANK** (Continued)

Maturities

Maturities of the notes payable for the next five years are as follows for the years ending June 30:

2023	$ 154,206
2024	$ 162,082
2025	$ 170,517
2026	$ 179,311
2027	$ 153,147

10. **BONDS PAYABLE**

In June 2013, the College entered into a tax-exempt bond financing agreement in the amount of $50,000,000 issued by the MDFA to pay off pre-existing bonds and other long-term debt and to finance project costs associated with the College's master plan. The bonds are general obligations of the College, collateralized by a mortgage, loan and security agreement, pledge and tuition receipts of the College, a debt service reserve fund (see Note 8), as well as a negative pledge on certain investments in securities (see Note 4). Payments of principal and interest are due monthly through June 2043, subject to adjustment for interest rate changes. The bonds carried an initial fixed rate of 3.4%, which was adjusted to 2.93% in June 2020. This rate was adjusted at the seven-year anniversary date of the bonds, and will be adjusted every seven years thereafter until maturity, based upon the seven-year Federal Home Loan Bank rate, plus 250 basis points.

Bonds payable, net of unamortized debt issuance costs, consist of the following at June 30:

	2022	2021
Bonds payable	$ 41,475,739	$ 42,847,395
Less - unamortized debt issuance costs	(193,400)	(202,610)
	41,282,339	42,644,785
Less - current portion	(1,444,099)	(1,401,869)
Bonds payable and unamortized debt issuance costs, net of current portion	$ 39,838,240	$ 41,242,916

Debt issuance costs are amortized over the thirty-year bond term using the straight-line method, which approximates the effective interest method. Amortization expense was $9,210 for the years ended June 30, 2022 and 2021.

Interest Expense

Interest incurred on the bonds payable was $1,327,490 and $1,339,400 for the years ended June 30, 2022 and 2021, respectively.

10.   BONDS PAYABLE (Continued)

Maturities

Maturities of bonds payable for the next five years are as follows for the years ending June 30:

2023	$ 1,444,099
2024	$ 1,484,400
2025	$ 1,532,318
2026	$ 1,578,477
2027	$ 1,626,028

The bonds payable agreements contain certain financial covenants with which the College was in compliance as of June 30, 2022 and 2021.

11.   ADVANCES FOR FEDERAL STUDENT LOANS

The Perkins Loan Program is a campus-based revolving Federal program governed under Title IV, with loans having a 5% fixed interest rate and nine-month payback deferral after graduation or non-enrollment. To obtain these funds, various documentation must be completed by the student and the College including: application, interview, promissory note, cancellation provisions, repayment schedule, and Federal reporting requirements. The College uses a third-party service to assist in the recording and collection effort. Enrollment criteria for the Perkins Loan Program includes: citizenship, enrollment in a full-time or part-time master's or doctorate program, maintaining enrollment for two consecutive terms, and good academic standing. The annual loan amount is restricted to $30,000 per year. There was $1,424,950 and $1,592,095 of Perkins Loan Program advances outstanding as of June 30, 2022 and 2021, respectively, which are included in advances for Federal student loans in the accompanying statements of financial position. Included in cash and cash equivalents is $241,585 and $275,365 of funds held for the Perkins Loan Program at June 30, 2022 and 2021, respectively.

The U.S. Department of Education is in the process of terminating the Perkins Loan Federal Program and requiring repayment of the Federal share of the loan program. The College received notification of the second close-out payment due to the Department of Education in December 2020 and a payment of $384,024 was made in January 2021.

The Nursing Faculty Loan Program (see Note 8) is administered under the Title VIII Public Health Service Act, designed to increase the number of qualified nursing faculty by providing loans to students in advanced education nursing programs. Loans have a 3% fixed interest rate and nine-month deferral after graduation or non-enrollment. In addition, failure to teach thereafter results in an immediate payback at a higher market interest rate. After graduation, up to 85% of students' loan balances may be forgiven over a consecutive four-year period while serving as a full-time teacher. There was $374,570 and $682,308 of Nursing Faculty Loan Program funds outstanding as of June 30, 2022 and 2021, respectively, which are included in advances for Federal student loans in the accompanying statements of financial position.

12.   DEFERRED TUITION, FEES AND OTHER

Deferred tuition, fees and other consist of nonrefundable student deposits, daycare deposits, and fees received in advance of services performed. The balance as of June 30, 2022 and 2021, is comprised of the following:

	2022	2021
Student deposits	$ 5,875,755	$ 6,696,043
Daycare fees and other	201,195	177,842
Total	$ 6,076,950	$ 6,873,885

13.   RETIREMENT AND OTHER PLANS

The College maintains a defined contribution retirement plan (the Plan) under IRC Section 403(b) covering all benefit-eligible employees who had attained the age of twenty-one and provided a minimum expected work schedule of 1,000 hours annually. The Plan allows the College to make discretionary contributions to the Plan. The College elected to contribute 2.5% of employee salaries for the year ended June 30, 2022, and made contributions totaling $606,334. During fiscal year 2021, the College elected to suspend contributions to the Plan. Contributions of $121,804 were made prior to the suspension during the year ended June 30, 2021.

The College entered into a deferred compensation agreement with the President of the College commencing on July 1, 2016. The College agreed to provide the President with a cash deferred compensation payable by March 15, 2022, in the amount of annual rate of base salary for the preceding academic year, plus an amount equal to the annual employer contribution toward health insurance provided she remained President for five years. During fiscal year 2022, the deferred compensation agreement was extended to June 30, 2025, under the same terms. At June 30, 2022 and 2021, $446,713 and $400,000, respectively, were accrued under this agreement and are included in deposits and other long-term payables in the accompanying statements of financial position.

14.   CONCENTRATIONS

The College maintains its operating cash balances in Massachusetts banks. The Federal Deposit Insurance Corporation (FDIC) insures balances at each bank up to certain amounts. At certain times during the year, cash balances exceeded the insured amounts. The College has not experienced any losses in such accounts. Management believes the College is not exposed to any significant credit risk on its cash balances.

The College grants credit without collateral to some students and their families.

15.   CONTINGENCIES

Legal Cases

The College is engaged in legal cases that have arisen in the normal course of its operations. The College believes that the outcome of these cases will not have a material adverse effect on the financial position of the College.

15.   **CONTINGENCIES** (Continued)

Coronavirus Pandemic

In March 2020, and continuing during fiscal year 2022, the COVID-19 coronavirus pandemic emerged in the United States triggering widespread government mandated and voluntary business closures, which in turn have led to substantial interruptions in financial markets, employment and the economy as a whole. Though the potential future financial effects cannot be reasonably estimated at this time, these circumstances may have adverse effects on the College, its operations and future financial statements. The accompanying financial statements have not been adjusted for any potential financial effects that may occur in the future related to the current uncertainty.

Management of the College is monitoring these events closely to assess the financial impact of the situation and determine appropriate courses of action. As of the date of this report, the College is unable to accurately predict how the Coronavirus will affect the results of its operations because the disease's severity and the duration of the outbreak are uncertain.

In March 2020, the College elected to defer the deposit and payment of the College's share of Social Security tax that would otherwise have been due on or after March 27, 2020, and before January 1, 2021, under the Federal Coronavirus Aid, Relief and Economic Security (CARES) Act. In order for deferred deposits of the employer's share of Social Security to be treated as timely, 50% of the deferred amount was deposited by December 31, 2021, and the remaining amount will be deposited by December 31, 2022. The accrued balance of $726,714 is included in accounts payable and accrued expenses in the accompanying statement of financial position at June 30, 2022, based on repayment terms.

16.   **COMMITMENTS**

Self-Funded Health Care Plan

The College has an annual agreement with a consortium of education institutions to coordinate management of its self-funded health care plan. The agreement requires the College to pay various program funding obligations, including health care plan benefits up to $60,000 per employee per plan year, administrative services, premiums for stop-loss coverage, and required capital contributions, as outlined in the agreement. As of June 30, 2022 and 2021, the College has accrued $242,678 and $150,134, respectively, related to the self-funded health care plan, which is included in accounts payable and accrued expenses in the accompanying statements of financial position. The College estimates liabilities and risk based on an actuarial report, and actual claims could exceed such estimates.

As of June 30, 2022 and 2021, the College had accumulated an equity position in the plan of $1,384,281 and $1,120,777, respectively, which is comprised of capital contributions and the College's share of the plan's accumulated surplus. This amount is reflected as other asset in the accompanying statements of financial position. The College received distributions of $263,504 and $225,030 during the years ended June 30, 2022 and 2021, respectively. The College also maintains a self-funded health care plan escrow account, which is included in current portion of restricted cash in the accompanying statements of financial position (see Note 8).

16.   **COMMITMENTS** (Continued)

Food Services Management Agreement

Effective July 1, 2014, the College entered into a ten-year agreement with a food services provider to provide exclusive meal and dining services, with an option for the College to extend an additional two years. As part of this agreement, the food services provider paid the College $900,000 for renovations and the purchase of certain equipment and upgrades to the dining space. The agreement stipulates that the College will amortize the amount paid over a twelve-year period and any unamortized amount will be due back to the food services provider in the event of cancellation or termination. For the years ended June 30, 2022 and 2021, the College recognized $75,000, which is included in other income in the accompanying statements of activities. The unamortized amounts of $300,000 and $375,000 are included in deposits and other long-term payables in the accompanying statements of financial position as of June 30, 2022 and 2021, respectively.

Online Learning Services

Effective February 26, 2016, the College entered into an agreement with a vendor (the Vendor) for the purposes of marketing, promoting and delivering e-learning programs to students of the College. Under the agreement, the College is obligated to contribute the foundational academic and educational content to be communicated to program students. The Vendor is obligated to contribute intellectual property, including a platform for delivering e-courses. The initial term of the agreement is through September 2027. Under the agreement, the College remits to the Vendor an amount up to 55% of tuition collected for courses administered. During fiscal years 2022 and 2021, the College incurred fees of $15,720,338 and $15,636,480, respectively, to the Vendor, which is reflected as online support services in the accompanying statements of functional expenses. As of June 30, 2022 and 2021, the College has accrued $8,325,660 and $13,816,050, respectively, for amounts owed to the Vendor, which are included in accounts payable and accrued expenses in the accompanying statements of financial position.

Lease Agreement

Effective January 29, 2019, the College entered into a seven-year and three-month lease agreement for space to be used for the dental hygiene clinic. The lease commenced during fiscal year 2020 upon completion of renovations of the space. The monthly lease amount ranges from $23,609 to $29,730 and the College is responsible for certain routine maintenance and direct expenses of the facility. Under the agreement, the College also received the first three months of rent free of charge. The scheduled minimum lease payments under the lease terms are as follows:

Year Ending June 30:	
2023	$ 320,037
2024	$ 330,530
2025	$ 341,022
2026	$ 262,325

16.   **COMMITMENTS** (Continued)

Memorandum of Understanding

The College has entered into a memorandum of understanding agreement with another college (the Associate) to provide certain programming through September 1, 2025.   Under the agreement, the College has access to certain facilities of the Associate, as outlined in the agreement. The College is required to pay on a square footage basis for the use of such space, in addition to clerical and security related charges.

17.   **LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS**

Financial assets available for use by the College within one year from the statements of financial position date are as follows as of June 30:

	2022	2021
Cash and cash equivalents	$ 12,528,221	$ 17,684,566
Short-term investments in securities (see Note 4)	8,862,103	8,579,563
Student accounts receivable, net of allowance	211,890	994,891
Current portion of pledges receivable (see Note 3)	418,651	209,428
Other current assets	640,430	144,396
Total financial assets	22,661,295	27,612,844
Less - amounts restricted by donors for a specific purpose (see Note 2)	(4,580,887)	(3,678,508)
	$ 18,080,408	$ 23,934,336

The College has a policy to structure its financial assets to be available and liquid as its obligations become due. In addition, the College has a line of credit agreement (see Note 9) which allowed for additional available borrowings up to $15,000,000 as of June 30, 2022 and 2021.

REGIS COLLEGE

Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2022

Federal Grantor/ Pass-Through Grantor/ Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education:			
Direct Program:			
Federal Direct Student Loans (see Note 2)	84.268	N/A	$ 40,763,464 *
Federal Perkins Loan Program - Federal Capital Contributions (see Note 2)	84.038	N/A	1,424,950 *
Federal Pell Grant Program	84.063	N/A	1,701,684 *
Federal Work-Study Program	84.033	N/A	165,085 *
Higher Education Institutional Aid	84.031A	N/A	585,638
Federal Supplemental Educational Opportunity Grants	84.007	N/A	153,500 *
Higher Education Emergency Relief Fund (HEERF) Student Aid Portion	84.425E	N/A	1,665,750
HEERF Institutional Portion	84.425F	N/A	1,429,331
Child Care Access Means Parents in School	84.335	N/A	20,111
Total U.S. Department of Education			47,909,513
U.S. Department of Health and Human Services:			
Direct Program:			
Nurse Faculty Loan Program (NFLP) (see Note 2)	93.264	N/A	1,359,848 *
Child Health and Human Developmental Extramural Research	93.865	N/A	21,068
Passed-through Rhode Island Hospital:			
Extramural Research Programs in the Neurosciences and Neurological Disorders	93.853	5R01 NS094440-02	74,647
Total U.S. Department of Health and Human Services			1,455,563
Total Expenditures of Federal Awards			$ 49,365,076
Total Student Financial Assistance Cluster		Sum of *	$ 45,568,531

REGIS COLLEGE

Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2022

Note 1.   **Basis of Presentation**

The accompanying Schedule of Expenditures of Federal Awards includes the Federal assistance activity of Regis College (the College) and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.*

Note 2.   **Federal Student Loan Programs**

Student Loan Program for the year ended June 30, 2022. The College is responsible for only the performance of certain administrative duties with respect to these programs, and funds for these programs are not included in the College's financial statements.

The College also administers a Federal Perkins Loan Program, the balances relating to which are included in the College's financial statements. As of June 30, 2022, the College had been advanced $1,424,950 of Federal funds for this program.

The College also administers a Federal Nurse Faculty Loan Program (NFLP), the balances relating to which are included in the College's financial statements. The College's students and their parents were awarded $1,359,848 from the NFLP for the year ended June 30, 2022.

Note 3.   **Indirect Cost Rate**

The College has elected not to use the 10% de minimis cost rate for its Federal programs.

Supplementary Schedule of Financial Responsibility Data
June 30, 2022

Reference	Financial Element		Amount
	Primary Reserve Ratio		
Expendable Net Assets:			
Statement of financial position	Net assets without donor restrictions		$ 17,780,229
Statement of financial position	Net assets with donor restrictions		28,343,978
N/A	Secured and unsecured related party receivable	-	
N/A	Less: Unsecured related party receivable		-
Note 6, Property and Equipment	Property, plant, and equipment, net (includes construction in progress)	42,188,092	
Note 19, Department of Education Fiscal Responsibility Standards Disclosure	Less: Property, plant and equipment, net – pre-implementation		40,096,253
N/A	Less: Property, plant and equipment, net – post-implementation with outstanding debt for original purchase		-
Note 19, Department of Education Fiscal Responsibility Standards Disclosure	Less: Property, plant and equipment, net – post-implementation without outstanding debt for original purchase		1,699,520
Note 6, Property and Equipment	Less: Construction in progress		392,319
N/A	Lease right-of-use assets	-	
N/A	Less: Lease right-of-use assets – pre-implementation		-
N/A	Lease right-of-use assets – post-implementation		-
Note 10, Bonds Payable	Less: Intangible assets		193,400
N/A	Post-employment and pension liabilities	-	
Note 19, Department of Education Fiscal Responsibility Standards Disclosure	Long-term debt - for long-term purposes	42,295,002	
Amount not to exceed property, plant and equipment, net – pre-implementation	Long-term debt – for long-term purposes – pre-implementation		40,096,253
N/A	Long-term debt – for long-term purposes – post-implementation		-
N/A	Line of credit for construction in progress		-
N/A	Lease right-of-use asset liability, net	-	
N/A	Pre-implementation right-of-use asset liability		-
N/A	Post-implementation right of use asset liability		-
N/A	Less: Annuities with donor restrictions		-
N/A	Less: Term endowments with donor restrictions		-
N/A	Less: Life income funds with donor restrictions		-
Note 19, Department of Education Fiscal Responsibility Standards Disclosure	Net assets with donor restrictions: restricted in perpetuity		19,694,445
	Total expendable net assets:		$ 24,144,523
Total Expenses and Losses:			
Statement of activities	Total expenses without donor restrictions		$ 83,899,883
Statement of activities	Non-operating		(983,229)
Statement of activities	Less: net investment loss	-	(983,229)
N/A	Net periodic benefit costs other than service costs		-
N/A	Other nonoperating expenses		-
	Total expenses and losses:		$ 83,899,883
	Equity Ratio		
Modified Net Assets:			
Statement of financial position	Net assets without donor restrictions		$ 17,780,229
Statement of financial position	Net assets with donor restrictions		28,343,978
Note 10, Bonds Payable	Intangible assets		193,400
N/A	Unsecured related party receivable		-
	Total modified net assets:		$ 45,930,807
Modified Assets:			
Statement of financial position	Total assets		$ 109,512,086
Statement of financial position	Lease right-of-use assets – pre-implementation		-
Note 10, Bonds Payable	Intangible assets		193,400
N/A	Unsecured related party receivable		-
	Total modified assets:		$ 109,318,686
	Net Income Ratio		
Changes in Net Assets Without Donor Restrictions:			
Statement of activities	Change in net assets without donor restrictions		$ (709,999)
	Total changes in net assets without donor restrictions:		$ (709,999)
Total Revenues and Gains:			
Note 4, Investments in Securities	Total operating revenues and grants and other support without donor restrictions		$ 84,173,113
N/A	Net investment return, net of amounts designated for operations without donor restrictions		-
N/A	Other nonoperating revenues without donor restrictions		-
N/A	Net assets released from restrictions – capital		-
	Total revenues and gains:		$ 84,173,113

REGIS COLLEGE

Supplementary Schedule of Financial Responsibility Data
June 30, 2022

Composite Score Calculation

		Step 1 Calculate Ratios		Step 2 Assign Strength Factor	Step 3 Assign Ratio Weightings	Ratio
Primary Reserve Ratios	Expendable Net Assets	$ 24,144,523	0.29	2.9	40%	1.15
	Total Expenses and Losses Without Donor Restriction	$ 83,899,883				
Equity Ratio	Modified Net Assets	$ 45,930,807	0.42	2.5	40%	1.01
	Modified Assets	$ 109,318,686				
Net income Ratio	Change in Net Assets Without Donor Restriction	$ (709,999)	(0.01)	0.8	20%	0.16
	Total Revenue and Gains Without Donor Restriction	$ 84,173,113				

Composite Score   **2.32**

**Report on Internal Control Over Financial Reporting and on Compliance and Other Matters
Based on an Audit of Financial Statements Performed in Accordance
With *Government Auditing Standards***

Independent Auditor's Report

To the Board of Trustees of
Regis College:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Regis College (the College), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, changes in net assets, cash flows and functional expenses for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated September 19, 2022.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the College's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

AAFCPAs, Inc.

Boston, Massachusetts
September 19, 2022

Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance

Independent Auditor's Report

To the Board of Trustees of
Regis College:

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Regis College's (the College) compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of the College's major Federal programs for the year ended June 30, 2022. The College's major Federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the College complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the College and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major Federal program. Our audit does not provide a legal determination of the College's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the College's Federal programs.

Page 33

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the College's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the College's compliance with the requirements of each major Federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the College's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of the College's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a Federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

AAFCPAs, Inc.

Boston, Massachusetts
September 19, 2022

REGIS COLLEGE

Schedule of Findings and Questioned Costs
June 30, 2022

1.   **SUMMARY OF AUDITOR'S RESULTS**

Financial Statements

Type of auditor's report issued on whether the financial statements audited were prepared in accordance with U.S. GAAP: Unmodified

Is a "going concern" emphasis-of-matter
paragraph included in the auditor's report?   _____ Yes   __X__ No

Internal control over financial reporting:

- Material weakness(es) identified?   _____ Yes   __X__ No

- Significant deficiency(ies) identified?   _____ Yes   __X__ None reported

Noncompliance material to financial statements
noted?   _____ Yes   __X__ No

Federal Awards

Internal control over major Federal programs:

- Material weakness(es) identified?   _____ Yes   __X__ No

- Significant deficiency(ies) identified?   _____ Yes   __X__ None reported

Type of auditor's report issued on compliance for major Federal programs: Unmodified

Any audit findings disclosed that are required to
be reported in accordance with 2 CFR
200.516(a)?   _____ Yes   __X__ No

Identification of major Federal programs:

Name of Federal Program or Cluster	Assistance Listing Number
Student Financial Assistance Cluster	84.268, 84.063, 84.038, 84.007, 84.033, 93.264
COVID-19 - Education Stabilization Fund	84.425E, 84.425F

Dollar threshold used to distinguish between Type A and Type B programs: **$750,000**.

Auditee qualified as low-risk auditee?   __X__ Yes   _____ No

2.   **FINANCIAL STATEMENT FINDINGS**

None

3.   **FEDERAL AWARD FINDINGS AND QUESTIONED COSTS**

None

APPENDIX FOUR – AUDITORS MANAGEMENT LETTER

APPENDIX FIVE – LIST OF SUPPORTING DOCUMENTS IN WORKROOM

Standard/ Area of Emphasis	Supporting Documents		May also be useful for Standards	
Full Schedule and Schedule by Team Member				
	Full schedule and individual: Atwood, Goldsmith, Machtley, Paliwal, Sirota, Weinhohltz			
Regis College Fifth Year Interim Report				
	Regis College NECHE Five Year Interim Report and Forms Updated Nov 7 2018			
	Regis College NECHE Five Year Interim Report Letter from President			
	Affirmation of Compliance - Regis College			
	Regis College Preface Page Team Report 2018			
Updated Data First Forms				
	Data First Forms - Regis College 11.7.18 Updated			
Workroom Inventory, Campus Contacts, Transportation Schedule &Campus Map				
	NECHE Virual Workroom Document Inventory			
	Regis College WiFi			
	Regis Contacts			
	Regis College Map			
	Transportation Schedule for NECHE Team			
Special Area of Emphasis 1 - Financial Sustainability				
	FY2018 Management Letter		2, 7	
	FY2018 Uniform Guidance Financial Statements		2, 7	
	Regis College Financial Statements June 30, 2017		2, 7	
	Regis College Management Letter June 30, 2017		2, 7	
	Regis College Financial Statements June 30, 2016		2, 7	
	Regis College Management Letter June 30, 2016		2, 7	
	Regis Supplemental Financial Info NECHE Nov 2, 2018			
Special Area of Emphasis 2 - EdD				
LiveText Assessment Reports from fall 2016 thru summer 2018	Multiple documents		2	
	Carnegie Project on the Education Doctorate (CPED) Application		2	
	Regis College CPED Dean of Graduate School Letter of Support		2	
	Regis College CPED Faculty Letter of Support		2	
	Regis College CPED Head of Department Letter of Support		2	
Special Area of Emphasis 3 - Assessment/Evaluation				
	Program Annual Report of Service (PARS) AY 2017-2018 Template		2	
	AY 2017-2018 PARS for online programs		2	
	Faculty Handbook (September 2018)		3	
	Nursing Handbook Addenda (September 2018)		3	
	NEASC Online Fall17 Response			
	NEASC Online Spring16 Response			
	NEASC Online Spring17 Repsonse			
	NEASC Regis North Approval			
	NEASC Regis North Site Visit Response			
Program Review Reports 2017-2018				
	BI Program Review 17FA			
	Final Humanities Program Review Ortiz			
	FINAL Medical Imaging Comprehensive Program Review			
	Masters in Nursing Program Comprehensive Review final			
	Regis College Program Review Rubric 2017-2018			
	MSOT Comp Prog Review 2017			
MSOT Additional				
	A.5.3 Program Evaluation Plan			
	A6.7 Curriculum Design Threads			
	ACOTE Standard Compliance Report			
	ACOTE Standards effective July 2013			
	AOTA Career as an OT			
	AOTA Job Outlook			
	AOTA Fieldwork Performance Evaluation			
	Assessment by Course			
	Equipment and Supplies for OT program			
	Evaluative and Treatment Methodologies			
	Fieldwork and Service Learning Site List			
	Graphical Assessment Matrix			
	Hughes FARS 2017			
	Hughes FDP 2017			
	Library Holdings			
	Program Director Chat 4-24-17			
	Reference Resources-Computers			
	Research Methods 2017			
	Roberts FARS 2017			

	Roberts FDP 2017			
	Roberts FDP 2017			
Special Area of Emphasis 4 - Dental Hygiene				
	CODA - Final Mount Ida Transfer of Sponsorship - June 20, 2018		2	
	Regis College - Mount Ida - Transfer of Credit - April 19, 2018			
Standard 1 - Mission & Purpose				
	Current Institutional Mission Statement	http://www.regiscollege.edu/about-regis/regis-glance/mission-regis-college	2, 4, 5, 6, 7	
	Understand Regis' Mission Presentation		2, 4, 5, 6, 7	
	The Heritage and History of Regis College - Video	https://www.youtube.com/watch?v=iv2aEIUKaB8	2, 4, 5, 6, 7	
	Environmental Sustainability Taskforce Charge		1	
	Leading for Change Racial Justice and Equity Institute Team		9	
	Center for Inclusive Excellence Report 2018			
	Religious Hope for the Future (RS 309) Syllabus - Regis North		4	
Standard 2 - Planning & Evaluation				
	Institutional Research Strategic & Operating Plan AY 2016-2017		2, 7	
	Regis College IT Plan 2017-2020		2, 7	
	Updated Title III Evaluation Plan April 24, 2018		2, 4, 8	
	Regis Town Hall Master Plan 2013		3	
	Regis College Master Plan 2013 Presentation Boards		7	
	Facility Conditon Assessment - Executive Summary 2018		7	
	Crisis Communication Plan - Feb. 2017		9	
Academic Planning				
	Fall 2018 Faculty Workshop Agenda August 30 2018 with Zoom links		2, 4, 7, 8	
Evaluation				
	Academic Student Services Department Unit Program Annual Report of Service (DARS)		2, 4, 5, 7	
	Faculty Annual Report of Service (FARS) AY 2017-2018 Template		2, 4, 6, 7, 8	
	Regis North Site Visit Report Fall 2016		2, 4, 7	
	Center for Student Services Review		2, 4	
	SNSHP Final Consultants Report		2, 5	
	Regis Advising Consultants Report		2, 4, 5, 6, 7, 8	
	SAS CAP Annual Report 2016-2017		2, 4, 6, 7, 8	
	Graduate CO Comprehensive Review 2016		4	
	HFS 2015-2016 Program Review		4	
	Program Review Scheduled Fall 2018		4	
	SAS CAP Assessment Committee Comprehensive Program Repsonse Grad CO 2017		4	
	SON, SHS CAP Assesssment Committee Comprehensive Program Review Response HFS 2016		4	
Strategic Plan				
	Administrative Council Strategy Document 2016		3, 7	
	Regis College Strategic Plan 2011-2016 June 6, 2012 BOT		3, 7	
	Strategic Plan Executive Summary		3, 7	
	Strategic Plan Update for Dec Board Mtg FINAL 2017			
Standard 3 - Organization & Governance				
	Regis Organizational Charts 08-22-18		4	
	Academic Structure 2018-2019 Updated 08-29-18		4	
	Shared Governance Taskforce Final Report with Appendices		3	
Administrative Council				
	Samples of minutes available at team's request as needed through the President's office			
Board of Trustees (BOT)				
	Regis College Bylaws approved September 26, 2013; Amended article 3.4 November 2017		1, 9	
	2018 Regis BOT Committees Directory September 2018		1, 9	
	2018 BOT Member Directory July 2018		1, 9	
Minutes				
	Executive	Samples of minutes available at team's request as needed through the President's office		
	Academic Affaris	Samples of minutes available at team's request as needed through the President's office	4	
	Institutional Advancement	Samples of minutes available at team's request as needed through the President's office	7	
	Enrollment, Marketing & Student Life	Samples of minutes available at team's request as needed through the President's office	5, 7, 9	
	Audit & Risk Management	Samples of minutes available at team's request as needed through the President's office	7	
	Finance	Samples of minutes available at team's request as needed through the President's office	7	
	Investment	Samples of minutes available at team's request as needed through the President's office	7	
	Facilities and Master Planning	Samples of minutes available at team's request as needed through the President's office	7	
	Technology	Samples of minutes available at team's request as needed through the President's office	7	
	Compensation	Samples of minutes available at team's request as needed through the President's office		
	Committee on Trustees	Samples of minutes available at team's request as needed through the President's office		
	Honorary Degree	Samples of minutes available at team's request as needed through the President's office		
Faculty Council				

	Faculty Handbook (September 2018)		4, 6, 9
	Faculty Standing Committees AY18-19 Updated 09-05-18		4, 6, 9
Full Faculty Meeting Minutes	Multiple samples of full Faculty Council meeting minutes		4, 6, 9
Advisory Boards			
Institutional Programs (Pre-Med, Pre-Law, Honors)	Committee Listing and various mintues		2, 4, 8
School of Arts & Sciences	Committee Listing and various mintues		2, 4, 8
School of Business & Communication	Committee Listing and various mintues		2, 4, 8
School of Health Sciences	Committee Listing and various mintues		2, 4, 8
School of Nursing	Committee Listing and various mintues		2, 4, 8
Standard 4 - The Academic Program			
	Regis Academic Honors Taskforce Report Final June 1 2018		2
	Internship Handbook 12-11-17		2
	Preliminary New Program Proposal Feasibility Form Nov 21 2017 with edits Joint CAP		2
	The Internship Program at Regis College Assessment Report		2, 5
	Core and Assessment Taskforce AY 2013-2014 Summary Report		2
	Proposal for the Core Curriculum Regis College 12-01-14		2
	Academic Student Services Annual Report AY 17-18		
	Learning Commons Presentation to Cabinet April 23 2018		
	Academic Catalog	regiscollege.edu/academiccatalog	5, 9
	Policy on satisfactory academic progress	Academic Catalog	2
	Core curriculum or general education program	Academic Catalog	2, 5, 8
	Policy on evaluation of transfer credit	Academic Catalog	5, 9
	Policy on student grading	Academic Catalog	5, 9
	Policies related to course credits	Academic Catalog	9
	Policies on award of credit for prior experience and non-collegiate work	Academic Catalog	6, 8, 9
	Reports of academic and support services available to students not at institution's main campus (including lo	Website and Syllabi	5, 6, 9
	Academic Student Services Annual Report 2017-2018	Includes utilization data	5
	Learning Commons Presentation to Cabinet - April 2018		
	Policy Regarding Academic Integrity	Academic Catalog	5, 9
Online Learning			
	Online Learning Guidebook AY 2018-2019		2, 4, 6
	Online Learning Taskforce Final Report 05-31-18		2, 4, 6
	Substantive Change - Distance Education, Spring 2016		2, 4, 6
	Substantive Change - Distance Education, Fall 2017		2, 4, 6
	Substantive Change - Distance Education, March 2017		2, 4, 6
	Regis Retention Data - Enrollment Curves - actuals as at October 18 2018		
Syllabi Samples			
	Samples of syllabi from the four schools: SAS, SBC, SON, SHS		
Standard 5 - Students			
	Internship Placements & Projections as of Aug 2018		4
	Co-Curricular Learning Proposal -- March 2013		4
	Student Handbook 2018-2019		4, 9
	At-Risk Student Guide 2018-2019		4, 9
	FERPA Policy	Academic Catalog	4
	Policy on Verification of Student Identity	Academic Catalog	4, 9
	Policy on Academic Sanctions	Academic Catalog	8, 9
Student Affairs			
Division Wide: Start Plan, SLO's and Assessment			
	SLO and Assessment Document		
	SAE Org Chart		
	SAE Strategic Plan		
	2017-2018 Annual Report		
	SAE Division Highlights		
	Kognito		
Housing			
	On Call Manual		
	At Risk Guide		
	Historical Housing Numbers		
	Historical Housing Percentage Changes		
Title IX			
	Bystander Resource Guide		9
	Support Services Guide		9
	Sexual Assault Resources Guide		9

Orientation/ New Student and Family Programs				
	Multiple schedule samples			
	Peer and Team Leadership Course Syllabus Summer 2018			
	Parent and Family Newsletters (multiple samples)			
	Veteran's Resource Guide			
	Gradvocate Program 2017-2018			
Retention				
	Written Overview of Retention Practices			
CSE				
	CC Mini Grant Application			
	Leadership Application			
	Clubs and Organizations List			
	Events List 2018-2019			
	How to Work with your Advisor Manual			
	Leadership Development CC Course			
	Student Engagement 101			
	Club Manual 18-19			
	CCMG Summary			
CMS				
	CMS Community Service Overview			
Enrollment				
	Admission Training Schedule			
	Admission Reading Guide			
	Monitoring Report Slides			
	Fall Kick Off Days			
Athletics				
	Athletics Annual Report			
	Building Project Overview			
	Student Athlete Handbook			
	Compliance EDU Training (2 years)			
Financial Aid				
	Financial Adi Awarding Guide			
FYS and CC Courses				
	FYE Overview			
	FYS Syllabus			
	CC Course Overview			
Health Services				
	Overview			
	Data			
Standard 6 - Teaching, Learning, and Scholarship				
	Regis College Syllabus Template AY 2018-2019		2, 4	
	Apple Distinguished School Application			
	Intellectual Property Policy	Faculty Handbook (September 2018)	4, 9	
	Boyer Model of Scholarship	Faculty Handbook (September 2018)	4	
	Instituitonal Review Board (IRB)	Regis College website	3	
	Instituitonal Animal Care and Use Committee (IACUC)	Regis College website	3	
Faculty				
	Presidential Taskforce on Faculty Work Load Final Report Jun 30 2014		1, 4	
	Regis College Outside Work AY 2018-2019		3	
	Faculty Annual Report of Service (FARS) 2017-2018 Template		2	
Planning				
	Faculty Calendar 2018-2019	Outlook Calendar	7, 9	
	New Faculty Orientation 08-21-18		7, 9	
	Faculty Orientation 2018 - Power Point Presentations		7, 9	
Standard 7 - Institutional Resources				
	Most Recent Financial audited statement (2 documents)		2	
	Regis North - New Instructional Location			
Institutional Advancement				
Artemas Stearns Trust	Artemas Stearns Trust Proposal and Cover Letters		4, 8	
Balfour Foundation	Balfour Budget Submittal		4, 8	
	PRIDE Scholars Grant Application		4, 5, 8	

	Regis Pride Year 1 Report		4, 5, 8
	Regis Pride Year 2 Interim Report		4, 5, 8
Davis Foundation	Davis Foundation Signed Request for Presidential Grant		4, 8
	Davis Planning Grant Center for Teaching and Learning		4, 8
	Letter of Inquiry - Davis Planning Grant Center for Teaching and Learning		4, 8
	Regis Proposal Narrative Davis Fnd E-Portfolio FY2017		4, 8
Title III	Title III Project Narrative		4, 5, 8
	Updated Title III Evaluation Plan April 2018		4, 5, 8
Career Connections	Career Connections Concept Proposal		4, 8
Catholic Health Foundation	Catholic Health Foundation - CARE Proposal 2017		4, 8
CIC	Intergenerational-Connections-Proposal-Regis-FINAL		4, 8
Cummings Foundation	Cummings Foundation LOI		4, 8
	Submission Confirmation for LOI to Cummings for NRC FY16		4, 8
Health eVillages	Proposal Revision May 2018		4, 8
Kellogg Foundation	FY15 February Kellogg Submission Narrative		4, 8
MA Cultural Council	MA Cultural Council - Cultural Facilities Fund - Capital 2018		4, 8
Massachusetts Life Sciences Center (MLSC)	Regis College phase 11 capital program application		4, 8
Roy Foundation	Roy Foundation Request FY17		4, 8
Schrafft Foundation	Schrafft Scholars Proposal 2017		4, 8
Yawkey Foundation	Yawkey - Nursing Scholarships Proposal		4, 8
Human Resources			
	Staff performance-appraisal process		3
	Faculty/staff resources and policies	Regis Resources	3
Standard 8 - Educational Effectiveness			
	Regis Online Retention Data-Enrollment Curves - Acutals as of 10.18.18		
	Program Annual Report of Service (PARS) 2017-2018 Template		2
	Regis College Undergraduate Graduation Rates		5
	Timeline and Process for Comprehensive Program Review		2
	Graduate Retention Summary on campus and online		
Sample Program Reviews of Undergraduate and Graduate Programs			
	Various samples from Grad and Undergraduate programs		
Specialized Accreditations			
	CAA HEP Award Letter		
	Final Mount Ida_Transfer of Sponsorship_6202018[1]		
	Regis College Accept Progress Report BSW[2]		
	Regis College accreditation letter from CSWE[1]		
School of Nursing	ACEN Approval of Baccalaureate Program		4
	ACEN Approval of Substantive Change for BSN, DNP Program		4
	ACEN Final Approval of Regis North Site		4
	ACEN Initial Approval of DNP Program		4
	ACEN Masters and Post-Master Continuing Accreditation Letter		4
Standard 9 - Integrity, Transparency, Public Disclosure			
	Spring 2018 Regis IACUC semiannual report		3
	Regis Conduct Ethics COI 07-09		5
	Regis HR Grievance		7
	Regis HR Sexual Harassment and Discrimination 2017 - Title XI		6
	Regis Whistleblower Procedure - 2016		
	Regis EEOC Statement		
	Regis Policy Adoption Procedure		3
	Annual Campus Security and Fire Saftey Report 2017		7
	Academic Honesty	Catalog	4, 5
	Academic Freedom	Faculty Handbook	4, 5
	Faculty grievances	Faculty Handbook	6
	Student Grievances	Student and Faculty Handbook	5
	Documentation of availability of each element listed in Standard 10	Data First Forms	
	Catalogues: undergraduate, graduate, summer, continuing education	Regis College website	4, 5

	Recruitment publications	Hard copies in campus workroom if requested	4, 5	
	Notice of availability of institutional information, including audited financial statement	Website	7	