

Report to the
Faculty, Administration, Trustees, Students

of

BRISTOL COMMUNITY COLLEGE
Fall River, Massachusetts

by

An Evaluation Team representing the
New England Commission of Higher Education

Prepared after study of the institution's
self-evaluation report and site visit
March 24-March 27, 2024

The members of the Team:

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This report represents the views of the evaluation committee as interpreted by the chairperson. Its content is based on the committee's evaluation of the institution with respect to the Commission's criteria for accreditation. It is a confidential document in which all comments are made in good faith. The report is prepared both as an educational service to the institution and to assist the Commission in making a decision about the institution's accreditation status.

**New England Commission of Higher Education
Preface Page to the Team Report**

Please complete **during the Team visit** and include with the report prepared by the visiting team

Date form completed: April 24, 2024

Name of Institution: Bristol Community College

1. **History:** Year chartered or authorized 1965 Year first degrees awarded 1968
2. **Type of** ☒ **control:** State ☐ ☐ City Religious Group; specify: _____
 Private, not-for- ☐ profit Other; specify: ☐ _____
☐ Proprietary
3. **Degree level:**
☒ Associate ☐ Baccalaureate ☐ Masters ☐ Professional ☐ Doctorate
4. **Enrollment in Degree Programs:** (Use figures from fall semester of most recent year):

	Full-time	Part-time	FTE	Retention ^a	Graduation ^b	# Degrees ^c
Associate	34.0%	66.0%	3,601.9	60.1%	21%	909
Baccalaureate	N/A					
Graduate	N/A					

(a) full-time 1st to 2nd year (b) 3 or 6 year graduation rate (c) number of degrees awarded most recent year

5. **Student debt:**

	Most Recent Year	One Year Prior	Two Years Prior
Three-year Cohort Default Rate	0% (2020)	3.9% (2019)	12.3% (2018)
Three-year Loan Repayment Rate	No longer reported by NSLDS.		

	Associate	Baccalaureate	Graduate
Average % of graduates leaving with debt	36%	N/A	N/A
Average amount of debt for graduates	\$5,827.21	N/A	N/A

6. **Number of current faculty:** Full-time 105 Part-time 365 FTE 227
7. **Current fund data for most recently completed fiscal year:** (Specify year: 2023)

(Double click in any cell to enter spreadsheet. Enter dollars in millions, e.g., \$1,456,200 = \$1.456)

Revenues		Expenditures	
Tuition	\$10.123	Instruction	\$27.069
Gov't Appropriations	\$39.144	Research	\$0.00
Gifts/Grants/Endowment	\$42.132	General	\$53.600
Auxiliary Enterprises	\$0.149	Auxiliary Enterprises	\$0.210
Other	\$2.348	Other	\$6.136
Total	\$93.896	Total	\$87.015

8. Number of off-campus locations:

In-state 4 Other U.S. 0 International 0 Total 4

9. Number of degrees and certificates offered electronically:

Programs offered entirely on-line 14 Programs offered 50-99% on-line 32

10. Is instruction offered through a contractual relationship?

☒ No ☐ Yes Specify program(s): _____

Introduction

The Evaluation Team visited the main campus of Bristol Community College (Bristol) March 24, 2024- March 27, 2024. In addition to the main campus, one Team member visited the campus locations in Taunton and New Bedford. The Team found the College campuses prepared and knowledgeable on the purpose of the visit. The visit began on Sunday, March 24th with a dinner, catered by students in the culinary program. The dinner provided an opportunity for the President of Bristol to offer remarks as well as the Chair of the Board of Trustees. The Chair of the Evaluation Team stated the purpose of the visit and each of the Team members introduced themselves. Meetings with the Bristol community began on Monday, March 25th and concluded with the exit report on Wednesday, March 27th. Meetings consisting of all Bristol stakeholders—Board of Trustees, faculty, staff and students—were well attended.

During the comprehensive visit, the Team met with the following: the Executive Leadership Team, Institutional Planning & Covid Response, Academic Programs, Student Advising, Student Senate and Student Clubs, the Evaluation Process Team, Admissions, Curriculum and Evaluation, Student Onboarding, Full and Part-Time Faculty, Complaint Processing, the College Governance Council, Institutional Finance, Information and Media, the Library, Academic Records, Facilities, Tutoring, and Financial Aid. Open sessions with students as well as institutional personnel were held. Additional meetings were held that aligned with the nine

standards which the Team found useful and reflective of the Self-Study. The Team requested additional meetings with specific personnel which were granted.

All documents, including the Self-Study, audited financial statements, Bulletins, Factbook, the Strategic Plan and others in the electronic workroom, provided an accurate depiction of Bristol. It was evident that the institution was diligent in its preparation for the accreditation visit. All required documents necessary to corroborate the Self-Study were in the electronic workroom. If team members required additional documents or needed assistance in accessing a particular document, the institution was swift in its response. These documents were reviewed prior to the team's visit. This in tandem with a preliminary visit in September 2023 by the Team Chair, and the comprehensive visit by the Evaluation Team, form the basis of the evaluative judgements of the final report which addresses the Standards for Accreditation of the New England Commission of Higher Education.

The 10-year evaluation of Bristol Community College is a comprehensive one following its interim report that was accepted in 2019 with a follow-up on the College's ability to establish a data collection process for institutional assessment, assess the effectiveness of student advising, and achieve its student diversity goals. A follow-up from 2021 assesses Bristol's implementation of its plans for the Hamilton Street instructional location.

1. Mission and Purpose

Bristol's mission provides an accessible, innovative, and inclusive education that prepares students to navigate and succeed in our ever-changing world. The current mission was revised as part of the institution's 2020-2024 strategic planning process. The process was a collaborative one with all key stakeholders engaging in the discussion. Bristol determined through the Strategic Planning Committee that the previous mission was "too lengthy" and "not easily understood across the college." Dr. Laura L. Douglas was selected as Bristol's fourth president in 2017 and influenced the direction of the mission, specifically as it relates to equity, affirmative action and diversity efforts. In 2020, the mission was approved by both the Board of Trustees (BOT) and the Massachusetts Department of Higher Education (DHE).

Bristol's current mission is accessible as corroborated during the on-campus visit. It can be seen throughout the campus, on monitors, the campus website, and in classrooms. Additionally, the mission is usually recited and reinforced at several campus meetings including the President's Leadership Team, Academic Leadership Team, and the Deans, Chairs and Coordinator meetings. This was evident in campus interviews with these various groups by their ability to articulate the mission and how it shapes their work at Bristol. Students lauded the accessible and inclusive aspects of the mission in their interviews with the Team. These particular students self-identified as veterans, adult learners, parents, and members of the LGBTQ and BIPOC communities.

Bristol's service region has one of the lowest levels of college attainment in the state. The Fall River region has a sizable and growing Portuguese speaking population. Thus, Bristol's mission

drives its commitment to the community. Evidence of this commitment is seen through the countless community resources Bristol provides including access to the campus library, monthly mobile food markets, and annual flu/vaccine clinics.

The institution utilizes data to determine if there is a mutual understanding of the mission throughout the campus community. This includes the Student Experience Statement, the Personal Assessment of the College Environment (PACE), and the All-College Survey. All of which indicates there is a high level of understanding of the mission.

One of the main focuses of the current mission is equity. Bristol developed and launched the Bristol Statement on Equity and one of the pillars of the Strategic Plan is Equity and Student Success. The equity work at Bristol is in alignment with the Massachusetts Department of Higher Education's Strategic Plan for Racial Equity.

2. Planning and Evaluation

Bristol Community College has dedicated significant institutional resources to establishing a planning structure that is both inclusive and operative. An integral part of this transformative work has been to increase cross-institutional access to data in both timely and digestible ways. This effort enables stakeholders to prioritize operations and make decisions that are data informed and legitimized by the institution's strategic plan. Overall, the 2020-2025 Bristol strategic plan appears to have been developed through an inclusive approach that took place between 2019-2020 and engaged over 1,800 stakeholders from across the greater college community. Additionally, the strategic plan was operationalized through the development of annual work plans that breakdown and support the additive success of the larger plan by measuring the success of the goals and initiatives outlined in the plan identifying what has been accomplished, what is underway, and what has yet to be undertaken. While Bristol's planning approach and commitment to data access has evolved significantly, as evidenced by the creation of the new 5+1 approach to program review, they are aware of what they still need to improve upon and monitor as their new approaches transition from implementation to mature integration. Bristol acknowledges that data literacy is one of these areas along with improving alignment between financial allocations and the strategic plan. It will be important to continue monitoring Bristol's progress as they continue to address concerns previously noted by New England Commission of Higher Education (NECHE) regarding Standard 2.8.

The core of the College's strategic plan is their mission, which demonstrates their current commitment to Bristol's service area as well as the institution's need to be responsive to the future. Substantiating the mission are the four guiding strategies, namely: Academic Innovation, Equity & Student Success, Organizational Excellence, and Partnerships. These strategies connect well with Bristol's mission and its focus on responsiveness, inclusivity, and preparing students to "navigate and succeed in our ever-changing world." Beyond these strategies are Bristol's core values of Collaboration, Communication, Inclusion, Innovation, Respect, and Student Success. These values collectively and individually serve to underpin and guide organizational norms towards fulfilling the guiding strategies.

Of note, is Bristol's Student Experience Statement, an unorthodox component of their strategic plan's structure that places the focus squarely on keeping their educational experiences both relevant and fulfilling to students. Furthermore, the Student Experience Statement at Bristol elaborates on how the instructional and administrative professional communities can successfully promote the experience Bristol is prioritizing for their students. This structural addition serves as a strong memorialization of Bristol's commitment to providing a student-centered experience beyond all other priorities.

One area of potential improvement for the next Bristol strategic plan would be developing a more targeted vision statement, one that describes the College's aspirations for the future in a more tangible and achievable way. The site visit revealed that the current vision statement of "Advancing a vibrant, diverse community through education, learner by learner" is purposefully brief because the previous vision was rather lengthy and too detailed to be actionable. While their reaction is understandable, a slightly more explicit vision statement would serve Bristol well as a guide among emergent initiatives and unexpected factors that might otherwise distract the College from its priorities and aspirations. Aside from the vision, the strategic plan employs a solid framework that builds upon a clear mission, spotlights the student experience, and employs coherent strategies. A more specific vision would add more strength and serve to enhance an already solid and sustainable structure for institutional planning.

Part of Bristol's one-year extended 2020-2025 strategic plan is a "Four Year Strategic Plan Foundation" that serves to clarify what components from the sunseting plan should be carried forward into the emerging plan with particular focus on initiatives/actions that will not have sufficient time or resources to conclude by the end of the plan's final year. NECHE findings are also integrated into the capstone assessment of the final year of the strategic plan, which for Bristol includes additional emphasis on analytics and increased access to institutional data for the purpose of assessment and effectiveness. Finally, the College utilizes established communication structures, like the All-College Meetings, to gather feedback about the usefulness and efficacy of the plan as it nears the end of its prescribed life. These practices together illustrate Bristol's awareness of how a strategic plan needs to be a living document that is connected to the community, student success metrics, and the future strategic plans that evolve from the plans they supersede. Moving forward, Bristol knows it must support efficiently completing area plans across all key areas, which should be reasonable given the structural connectivity their strategic plan has to both the community and operations.

Communication for strategic and operational planning is an area where Bristol has placed particular emphasis and resources. As part of the last planning process Bristol enacted a decentralized leadership structure, including 44 project leads, to distribute the 40+ projects and 200+ tasks associated with strategic planning as well as promote didactic cross-institutional communication. It is the documented responsibility of the Chief of Staff and Strategic Development (CSSD) along with the President's Leadership Team (PLT) to regularly monitor the progress of the plan and their efforts are shared at annual and monthly college meetings. Additionally, planning assessments and developments are summarized in Bristol Weekly, a regular communitywide e-communication, as well as the Bristol Updates Live community forum. Whether it be electronic, interactive, passive, or live, Bristol is committed to providing information and soliciting feedback from its community during and after the planning process.

Bristol has made marked progress in conveying data across the college community. Much like institutional planning, data from local and national surveys are shared at events like Opening Day, All-College Meetings, Bristol Updates Live, and Board of Trustee meetings. During the site visit, Trustees confirmed their understanding and use of institutional metrics when promoting the college across the external community. Furthermore, Bristol has allocated resources towards external benchmarking efforts such as the Community College Survey of Student Engagement (CCSSE) and the U.S. Census Bureau's Post-Secondary Employment Outcomes (PSEO) partnership. These two initiatives are of note because they spotlight student success, both during enrollment (CCSSE) and after graduation (PSEO).

Additionally, the college invests in soliciting internal feedback through a Student Demographics Survey, Graduating Student Survey, and an Alumni Survey to maintain the institution's connection with student perspectives while they are enrolled, at completion, and after departure, respectively. To best collate and integrate external and internal data with the different survey points throughout the student journey, the college secured the services of LightCast, a market analytics firm, and employs the use of ARGOS as a data management system. These contracted services and systems demonstrate Bristol's commitment to not only collecting data, but to analyzing it comprehensively to understand the experience and promote the potential of their students.

A significant part of Bristol's efforts that address NECHE's previous concerns regarding standard 2.8, has been the creation of the department of Strategic Analytics and Enterprise Systems (SAES). SAES evolved in 2019 from a merging of the Office of Institutional Research, Planning, and Assessment (OIRPA) and Information Technology Services (ITS) with the goal of enhancing access to analytics and implementing the use of Tableau for data visualization. From this collegiate merger came a comprehensive set of Student Success and Achievement dashboards which hosts visualizations grouped into the categories of enrollment, progress and completion, institutional surveys, academic program review, and fact sheets. The Student Success and Achievement dashboards are impressive in their depth, ease of navigation, and accessibility to the public. This platform is evidence of Bristol's commitment to data transparency and availability. Additionally, the SAES created the Data Informed Decision (DID) portal to provide access to longitudinal data sets, presentations, and feedback reports for The Bristol professional community. The SAES has also formalized a data request form which populates a ticketing system to track requests to help the department with data request prioritization and timeliness. From the NECHE self-study and site visit it appears clear that Bristol has established an accessible and operational home for existing and emerging data analytics and is committed to balancing technological function with data interpretability.

The SAES team is planning to develop an internal data warehouse that, if supported, would allow the college to take their longitudinal benchmarking to the next level. Moving forward, Bristol would be well advised to advance data literacy as they indicated in the evaluation of this standard. To that end, a new position was confirmed during the site visit, a Director of Enrollment Analytics & Solutions, whose responsibilities will include humanizing the new dashboards, fleshing out their findings, and increasing data literacy through an understanding of assumptions and allowances contained within the visualizations. Finally, while course completion is highlighted as a leading metric within the Student Success and Achievement

dashboards, adding additional leading versus lagging statistics would help them predict and measure student success in the short term for currently enrolled students.

Program reviews at Bristol Community College run on a six-year cycle but are designed to represent an ongoing process for ensuring the relevance of college programs for Bristol's students. Bristol employs labor market data as a primary conduit through which program reviews connect to the strategic plan. It also appears that labor market data may serve to cultivate and nurture a dynamic connection to the knowledge, values, and inquiry skills that are expected of Bristol graduates by the public and their industry partners. Additionally, throughout the six-year review process, departments conduct assessment projects which support SMART goals and highlight actionable and achievable progress. Faculty are specifically referenced as driving curriculum development and revision, but it is also important that some, if not most, assessment projects become faculty led.

The program reviews would also benefit from the incorporation of some leading student success metrics, such as: credit completion rates, early momentum, and gateway course completion rates. Metrics like these can help give faculty and administrators a view into potential barriers that could impact eventual completion rates for a given cohort. Finally, Bristol has a clearly defined organizational role who oversees program reviews, namely their Vice President of Academic Affairs. While collaboration and cross-community participation are crucial to cultivating buy in to institutional assessment, having a clear line of responsibility is equally important to carrying out program reviews and ensuring their completion and subsequent integration.

In summary, Bristol has made some important strides towards cultivating value for planning and evaluation. They have procured and implemented the data tools necessary, including both Tableau and ARGOS, to move forward towards a more data transparent and literate culture. Additionally, they have rectified and plan to continue fortifying their organizational structure to promote connections between technological resources and institutional reporting, all with the goal of increasing access to and supporting the use of data to inform long-term planning and practical operations. Moving forward, Bristol knows that they need to develop a more concrete and purposeful connection between strategic planning and resource allocation, both in terms of budgeting and aligning grants and foundation funding. Bristol is also prioritizing efforts by their SAES to continue promoting and cultivating data literacy across all instructional and administrative departments to ensure equity regarding access to institutional data as well as support data-informed decisions. Looking forward, the college has many early-stage initiatives connected with evaluation that will take time to mature and assess, follow through over the next several years will be crucial to understanding their impact. The self-study shows that Bristol has expanded, and plans to continue to advance, their understanding of how their college transforms and empowers the lives of their students and their community.

3. Organization and Governance

One of fifteen community colleges in the state, Bristol is one of the largest and one of the most affordable. This is due in no small part to the dedication of their governing board to access and affordability. Bristol is governed by a Board of Trustees which receives its authority from the Massachusetts Board of Higher Education. The DHE is committed to six values: equity,

accountability, community, empowerment, intentionality, and teamwork. Currently, the DHE has chosen to focus on equity, with a ten-year Equity Agenda dedicated to, “significantly raise the enrollment, attainment and long-term success outcomes among under-represented student populations.” Bristol has taken the Equity Agenda seriously.

The College regularly reaches out to various ethnic groups in the area including the Portuguese, African, Cape Verdean, and most recently Nepali communities with educational and community support programs. When President Douglas realized that there was a state affirmative action plan, but no college-specific plan, she had Bristol create and adopt an affirmative action strategy. The College has been able use the affirmative action plan through a phased approach to align its hiring practices to its diversity goals. First, Bristol strove to better reflect the community at large. Once these numbers were in alignment, the College then turned its attention to the student population at Bristol. These outcomes have been achieved through strong internal organization and with the help and support of the BOT.

Governing Board: Bristol’s Board of Trustees is composed of eleven voting members. Nine are community members appointed by the governor, one is an alum, and one is a student. Appointed members serve five-year terms. Current board composition includes members from finance, healthcare, media, law enforcement, and real estate development. New trustees undergo state training on Open Meeting Laws, Public Records Law, and Conflict of Interest Law, among others. These trainings must be repeated every four years. The BOT has comprehensive bylaws which are available to the public and were revised and updated in 2021. These bylaws clearly spell out the roles and responsibilities of the membership.

In their meeting with the Team and in individual conversations during the welcome reception, the Board members demonstrated a deep commitment to students and to the Bristol community. Board members have access to the same data dashboards as the rest of the institution, and it was clear from conversation with them that they closely monitor and discuss those dashboards. Members made statements such as “the students are the most important thing” and they noted that they strive to ensure that students have “the most important voice.” Board members described themselves as liaisons to the community and ambassadors for the college. They hold their meetings on a rotating basis across the four campuses to best understand the workings of the distinct locations, and they expressed their commitment to access and affordability more than once throughout the Team’s meeting with them. As the group pointed out, even increases as small as \$1 are closely examined and discussed to make the best decision for the success of the students as well as for the financial health of the institution.

The BOT also models assessment practices and a commitment to growth. Board members complete an annual assessment tool which helps highlight which areas the Board needs training or development in. The Board then holds both an annual retreat and a semi-annual half-day retreat to dive deeper into what the assessment tool has highlighted. They leave the retreat with a yearly plan for board education. A review of meeting minutes confirmed that the Board takes the academic program, risk management, and their fiduciary duties seriously. With the experience that the Board members bring to their roles, for example, they were able to identify the need for

training in the offshore wind industry and support the creation of the National Offshore Wind Institute. The self-study noted action areas for the BOT over the upcoming year. The College would be well-served to examine Public Record Law and other applicable standards before making changes to current practice.

Internal Governance: Apart from the President, who has been in her role for seven years, the leadership team has experienced significant and persistent turnover – one dozen key leaders have fewer than two years in their roles. Despite these changes, Bristol has recently undergone a successful reorganization of its internal governance structure. In an attempt to remedy persistent communication problems and address inequity in workloads, the committee structure comprised of over thirty committees was disbanded.

The internal governance process now includes the President's Leadership Team (PLT), the VPAA's Academic Leadership Team (ALT), the SSEM VP's Leadership Team (VPLT) and the College Governance Council (CGC) which oversees the Shared Governance Councils. The faculty and professional staff have an established Faculty Senate. There is also a Staff Senate and a Student Senate. Leadership Teams and Councils can disseminate information through several channels including Bristol Forums, All-College meetings, the weekly Bristol Updates Live led by President Douglas, and the Bristol Weekly.

Bristol's shared governance framework is unique to the college. A cross-functional team spent time reviewing models from multiple institutions before proposing a version consisting of the Faculty, Staff, and Student Senates; the PLT; the Integrated Planning Council, which ensures the college-wide action plans adhere to the strategic plan; and the CGC. The CGC oversees the Learning, Operations, Data and Technology, Student Services, Equity and Inclusion, and Advancement Councils (councils align with strategic pillars) and their various working groups. Council membership is voluntary, and members can currently choose which council they would like to serve on. In meetings with faculty and staff, both groups praised the structure, which includes AFSCME members as co-chairs of councils and they report that there is significantly less duplication of work since this structure was put into place. Projects can move down to the councils from the Leadership teams or up through the councils via the College Wide Initiative (CWI) process. Any member of the Bristol community can submit an initiative and receive feedback from the entire college. Both the shared governance model and the CWI process are new, and champions of both admit that feedback and adjustments are still crucial to ensure that these processes continue to work for the college culture.

The faculty at Bristol are very dedicated to their teaching role and understand their responsibilities to the students and to the institution. A number of faculty mentioned they are willing to spend their own funds to seek professional development when the college allotment does not cover the entire cost of the training or conference. Although there have been some process issues with the time it takes for minor curriculum changes to pass through the new shared governance model, overall, the faculty expressed satisfaction with the process. They also felt leadership had been responsive to concerns and acted on feedback provided. Adjunct faculty are connected to the institution primarily through their departments. While they are invited to departmental meetings, there is no compensation for this. However, the college does offer

compensation for assessment and professional development days, as well as for specific adjunct training sessions. The Team notes with favor the considerable number of faculty who began with the college as adjuncts and have been recruited to full-time positions.

With the changes to shared government have come recent discussion surrounding potential ways to ensure staff are compensated appropriately for the time they spend on college service. While staff agree that their engagement has increased, the same mechanisms do not exist to recognize their work on councils and subcommittees (faculty are given course release time, etc.). Neither the faculty nor the staff have a handbook, relying solely on their bargaining agreements.

The student handbook is republished annually unless there are regulatory or compliance issues which need to be addressed immediately. All college areas which have associated sections in the handbook review the document and make changes before it is published for the year. Policies and procedures are clearly spelled out. Student leaders believe that the administration at Bristol is responsive to their needs. They conveyed immense pride in the activities of college administration in the community. Students are invited to sit on the various Shared Governance Councils, although participation varies by semester, as is common in community colleges. Bristol has an active Student Senate which oversees over two dozen clubs. The student body elects a representative to sit on the BOT. Although new to her role, the current representative spoke favorably about the welcoming nature of the BOT and her confidence that her voice was heard and respected.

The Team visit confirmed that the Vice President for Academic Affairs (VPAA) serves as the Chief Academic Officer, reports to the President, and has responsibility for the academic program. The VPAA is assisted in academic administration by the Academic Leadership Team (ALT) which consists of the academic deans. The VPAA is responsible for reviewing changes that come through the Curriculum subcommittee of the Learning Council and passing approved changes on to the PLT and the BOT.

The faculty, staff, and students the Team met with felt energized by the many changes that have taken place during President Douglas' administration. In particular, staff noted that the creation of the Staff Senate and the new shared governance framework which encourages staff participation have given them a spot at the table and their voices are being heard. Although such significant change can be painful at times, and there are still a few faculty who feel that communication remains an issue, overall, the sense on campus is positive and enthusiastic. As Bristol prepares for President Douglas' departure, it will be incumbent upon the leadership of the various shared governance structures to ensure that forward progress continues.

Campus Centers: Bristol has three off-campus locations in Attleboro, Taunton, and New Bedford, Massachusetts where programs, credit courses, and non-credit courses are offered. A campus dean leads each center. The Team visited two of Bristol's locations-Taunton and New Bedford- and found that each had its own feel, tailored to the needs of the community within which it was embedded.

The Taunton location is the newest site, established due to the sale of the former location within the old Galleria mall. The new Hamilton Street site resides within one-third of a former Catholic

high school. Transportation is an issue in the area due in part to unreliable bus service; being in walking distance of multiple community organizations, the hospital, and various apartment complexes- rather than in the old mall- makes the new space more accessible. The area is also welcoming to families with its proximity to the ballfields and playground. Much of the furniture and equipment in the Galleria space was new, and it all came over to the current Taunton location, so the classroom spaces feel modern.

The auditorium and training center are also very new. Staff and students expressed excitement about the gym and the sports fields as they can now have true “home games.” The staff is fiercely dedicated and clearly functions as a tight-knit team. The campus dean is a longtime Bristol employee who is excited about plans for the space, which include a training program for the local police department, a childcare through the ECE program, and more collaboration with the Taunton High School for dual enrollment.

All three Bristol satellite campuses offer enrollment, financial aid, and advising on site from fulltime staff. Other support staff such as accessibility services, mental health counseling, and student coaches float between sites or are available via Zoom. The bookstore is located only on the main Fall River campus, but books and materials can be ordered online and are delivered to the campuses daily. Each campus has a variety of programs that can be completed solely in that location or with a combination of location-based and online coursework.

All courses and programs are subject to the same Bristol policies and undergo the same curriculum review. By using a system of syllabi review by the academic deans, Bristol ensures that a course delivered on the Attleboro campus, for example, covers the same content and is of equal rigor to the same course offered at any other Bristol location. Student policies and procedures are the same across campuses. Campus deans attend the PLT once per month and attend ALT and VPLT meetings regularly. This ensures each location has representation and that information flows freely between locations. Based on interviews with the campus deans and tours of two locations, the Team concludes that Bristol values its off-campus locations and demonstrates this through financial commitment to facilities, staffing, and student resources at each location.

4. The Academic Program

Since 1965, Bristol has been “providing an accessible, innovative and inclusive education that prepares students to navigate and succeed in our ever-changing world”. Currently, 24 associate degrees with 51 options are offered, as well as 55 certificates, 80% of which stack into an associate degree. Based on a review of the College’s catalog, a representative sampling of syllabi, and Program Reviews, the Team found Bristol’s academic programs to be in line with the standards of achievement appropriate to the associate degrees awarded, as well consistent with generally accepted practices of academic programs in their respective areas. Programs contain specific student outcomes, appropriate content, logical sequencing and structure, consistent quality, and varied learning experiences that allow student growth and achievement.

Assuring Academic Quality: Faculty, Directors, Department Chairs, Academic Deans, a Learning Council with a Curriculum subgroup, a Director of Institutional Assessment, a Director of Curriculum Engagement, and a Curriculum Fellow work in a collaborative peer-reviewed manner to develop and revise programs and courses, inactivate programs, or terminate courses. In addition, the staff of the Academic Innovation Professional Development (AIPD) office provides programming to help all these stakeholders learn how to navigate the process developed over the last four years to develop high-quality curricula that meet the needs of Bristol's students. The Team found that nearly all faculty and staff interviewed appreciate the value of this process, because even if it is sometimes lengthy, it is thorough. Finally, the Director of Online Learning ensures that online courses use the online course template and include all items from the online course development checklist.

The curriculum development process relies on electronic "dynamic" forms, developed in 2020, which track submissions for all to see. New curricula are initiated by faculty, directors, and department chairs. Detailed review occurs at many levels to ensure that all stakeholders review content before final approval by the VPAA. Additionally, new programs must be approved at the state level by the Massachusetts Department of Higher Education. Over 600 dynamic forms have been submitted since September 2020.

Three new associate degrees, including Business Administration- Hospitality and Event Management were developed with this new process. Additionally, Bristol inactivated thirty programs as part of program evaluation. Eight programs are being considered for inactivation. Much work is ongoing to approve new and revised programs for a spring catalog deadline. Additionally, a comprehensive review of catalog course listings is underway during the 2023-2024 academic year. All catalog changes are published to the online searchable catalog once a year in late spring.

A new 5 Year + 1 Program Review process is in its second year of implementation. So far, the detailed process produced 74 curriculum maps which list program courses with their General Education (GenEd) Competencies, MassTransfer status, program outcomes, high impact practices (HIPs), use of open educational resource (OER) materials and program learning outcomes. Program Reviews for year one of the 5 + 1 cycle, submitted electronically to the Director of Institutional Assessment, were reviewed in a Program Review Summary Report for the 2022-2023 academic year. The 49-page narrative summarized the program reviews of 30 programs. Each Review was a detailed summary of all components of the program. The demographics of students in the programs were noted, as well as persistence, retention, and graduation rates if available.

If high impact practices (HIPs) were added to courses, or OER materials adopted, that was noted. During the current second year of the 5 + 1 cycle, assessment of the effectiveness of these changes has not started. The Data Informed Decision portal (DID) which became available in winter 2024, identifies demographic data needed to assess whether program changes are improving course completion rates, persistence, retention, and other outcomes. The 5 + 1 plan stated that one assessment project should start in the spring of year 1 for all programs. The Team

asked Bristol for evidence of these projects and were uploaded to the NECHE Workroom for review.

Further oversight of academic integrity is provided in many ways. Five Academic Deans evaluate syllabi during the first few weeks of each semester and observe faculty teaching on a regular basis as stated in faculty contracts. Advisory boards for all programs offer community and industry advice. The Bristol BOT offers advice on what programs the community might need, and how to develop and support those programs. The Massachusetts Department of Higher Education approves programs and provides some policies and procedures. Finally, outside organizations accredit some programs like Nursing, Dental Hygiene, Clinical Laboratory Science, Occupational Therapy Assistant, and Paralegal Studies. The Bristol online catalog lists accreditation details.

Undergraduate Degree Programs: Full-time study takes two years to earn 60-72 credits. Students also study part-time. Areas with the highest enrollment include Business Administration, Health and Life Sciences including Nursing, Liberal Arts Psychology transfer, Human Services, and Computer Information Systems - Cybersecurity and Digital Forensics. Courses are offered at campuses in Attleboro, Fall River (the main campus), New Bedford, and Taunton, as well as online. When surveyed in 2023, 73% of students said that they preferred an online modality. Students overwhelmingly choose online courses over face-to-face or hybrid courses, as 59% of all courses in the 2023-2024 academic year were or are being taught online. The Team found that in the spring of 2024, 432 unique courses were being offered for a total of 1067 sections over four campuses, resulting in 15,572 seats being filled.

Faculty members stated that they do their best to make courses as similar as possible even if they are being taught in different formats such as online and face-to-face. Faculty and staff regularly discuss how to schedule courses conveniently for students with regards to location, day, time, and modality. Overall, careful planning results in academic programs and course offerings that enable students to make regular progress toward their degrees.

General Education: The Team noted ten GenEd competencies (Scientific Reasoning, Information Literacy, Global and Historic Awareness, Quantitative & Symbolic Reasoning, Multicultural and Social Perspectives, Critical Thinking, Human Expression, Written Communication and Oral Communication) and their rubrics in various stages of development for assessing student learning. Curriculum maps include GenEd competencies, but assessment projects do not routinely include the GenEd rubrics yet. At this time, the Team did not see evidence of GenEd rubrics embedded in assignments or courses to assess how well students achieved the GenEd competency. The self-study states that the GenEd competencies, which are skills, might need to be aligned with Massachusetts GenEd Foundation courses.

Bristol offers courses at off-site locations for concurrent enrollment and dual enrollment students. Professional development is offered to those instructors to ensure that students experience similar levels of rigor and content. The college is developing honors courses to appeal to students who want a more challenging experience. Bristol is also trying to add high impact practices

across all disciplines to increase student engagement and success: community-based learning, capstone courses, collaborative assignments, college success seminars (either stand-alone or embedded in major courses), diversity/global learning projects, ePortfolios, internships, learning communities, undergraduate research, and writing intensive courses. They have been placed on the Program Curriculum Maps, and often implemented in the courses. Assessment of effectiveness is the next step.

The Major or Concentration: The Bristol catalog lists 24 programs with 51 options, with 779 unique courses distributed between the majors. The course description, learning outcomes and other information is easily accessible in the online catalog. The searchable online catalog readily displays full-time program sequencing requirements, but not part-time. Several Bristol employees noted that part-time sequencing and scheduling information would benefit students and advisors who want to schedule the most concise, direct path for students toward a degree. Bristol directs students into one of six meta-majors as early as possible in a student's college career so the study can explore courses in that area, and maybe lessen the number of unnecessary credits that they take. Students also meet faculty and advisors in their major sooner in their time at Bristol.

Transfer Credit: Bristol accepts transfer credits based on a publicly available policy on its website. The College accepts up to 60 credits with a grade of C- or better. Students must earn 25% of the credits needed for a degree at Bristol, and 50% of credits for a certificate. The Team found that the Bristol website has a course equivalency guide, and the MassTransfer website contain lists of courses already approved for transfer to Bristol from many Massachusetts colleges and universities. A process is in place to evaluate potential transfer credits that are not on the lists. A policy is in place to evaluate AP and CLEP transfer credits. Bristol evaluates credit for prior learning (CPL) using the "My Experience Counts" website. When credits are accepted, they reflect appropriate levels of academic quality.

The Bristol website lists 13 MassTransfer programs for students at Massachusetts state colleges and the UMass system. In addition, there are more than twenty articulation agreements in place for private colleges and universities in New England. The information is publicly available on the College's website. Many Bristol students (699 in 2022) transfer to other institutions, especially in-state universities like UMass Dartmouth and Bridgewater State University. Bristol works to align its general education curriculum with MassTransfer requirements to allow students to seamlessly transfer their general education credits via that program.

Integrity in the Award of Academic Credit: Bristol ensures that associate degrees are at least 60 credits with a maximum of 72 credits for associate degrees, as shown in data first form 4.3. Integrity in the award of academic credit follows practices common to American institutions of higher education. In accordance with Massachusetts DHE policy, and the course schedule publicly available on the College website, a credit hour equals 50 minutes of classroom or direct faculty instruction and a minimum of 2 hours of out of class student work for fifteen weeks.

For laboratory classes conversion of lab to lecture times occur across the 15-week semester. In addition to the 15-week fall and spring terms, Bristol offers a 13-week flex start, 7week sessions

in fall and spring, a 3-week Wintersession, and 6- or 12- week summer sessions. The time is equivalent for shorter terms. It is evident from examination of course schedules, syllabi for a cross section of courses, (face-2-face, hybrid, online synchronous, and online asynchronous), as well as courses in condensed summer and 7-week formats, and in conversations with faculty, that the assignment of credit follows the College's policy. Moreover, conversations with faculty confirmed that allocation of credit according to the policy is examined when any course considered for approval by the Curriculum subgroup, and subsequently the VPAA.

5. Students

Bristol serves 20 cities with four locations in Attleboro, Fall River, New Bedford and Taunton and has a goal of increasing the college-going culture in the region. Like most community colleges in New England, Bristol felt the impact of the COVID-19 pandemic on enrollment. There was a 15% decrease in overall student headcount and a 22% decrease in FTE from Fall 2019 to Fall 2022. In the Fall 2023 semester, 6,096 total students were enrolled at Bristol. Of those students, 66% attended part-time, 66% identified as female and 35% identified as BIPOC. In spring 2024, 5,696 students were enrolled in the college.

Bristol has identified closing the equity gap for targeted populations as a strategic goal and has seen an 8% increase in its BIPOC student population from Fall 2020 to Fall 2023, an indication of some progress in this focus area. Some of this improvement has been attributed to the strategic implementation and utilization of SLATE which has provided the admissions team with timely and disaggregated data allowing them to target specific student populations for outreach and follow up.

In addition, there has been an increase in adult student attendance at Bristol attributed to the MassReconnect Program which provides last dollar support enabling students over 25 to attend community college for free. In Fall 2023, 565 students received these funds. Bristol was intentional and strategic about developing a marketing and outreach campaign for MassReconnect students and it is clear from their enrollment figures that this investment has paid off in terms of enrollment and streamlining processes that serve the adult student.

With an average age of 25.9, Bristol understands the need to be responsive to the unique needs of adult learners and offers evening and weekend enrollment services.

Bristol offers programming to target middle and high school students including TRIO Upward Bound, TRIO Talent Search, Early College, dual enrollment and other college access opportunities. While there has been growth in the overall numbers of students participating in these programs, there has been a decrease in the success rates. In fall 2019, dual enrollment and Early college students had a course completion rate of 84.3% as compared with 69.7 % in Fall 2022. It will be critical to dive into this data and determine strategies to reverse this negative trend.

As an open enrollment institution, Bristol offers nondegree courses, credit-bearing certificate programs, associate degrees and transfer pathways to ensure that all students have access to educational opportunities that will help them achieve their goals.

While the Office of Admissions primarily organizes recruitment based on territory, these strategies are rooted in data analysis and utilization of the CRM platform SLATE to provide targeted recruitment messaging and an enrollment checklist. Continued refinement of targeted messages and analysis of enrollment trends will need to continue to be an area of focus to meet Bristol's strategic enrollment goals. In addition, looking to project enrollment from a multi-year perspective will be helpful for the college's budgeting processes.

Some programs, such as Health Sciences, have additional admissions and testing requirements. A multiple measures approach is used to assess student readiness, including Accuplacer as one component.

Student services are available in person and online including on the college website, the accessBristol portal, the Bristol Mobile App and in the Student Affairs Weekly Newsletter. New Student Orientation is an online program designed to introduce new students to the college's policies, programs and services. Student orientation will be required for the Fall 2024 semester and the college is working to ensure that the information provided is what students need to complete registration successfully and does not create an additional barrier to enrollment.

In spring 2022, the Division of Students Services and Enrollment Management (SSEM) created a framework for assessment based on five key pillars of student engagement and co-curricular learning including: building connections, thinking critically, taking responsibility, advancing equity and achieving their goals. Each pillar is supported by two student learning outcomes designed to articulate what students will learn through co-curricular programming and interactions with SSEM. There is a new energy and collaborative approach with a focus on both enrollment and retention with the creation of this new division.

With the adoption of the EAB platform, there will be an enhanced ability to communicate and share data across these units which will be a critical next step for assessing outcomes related to these units. Critically, there is strong collaboration and a shared vision and mission across the various departments and units.

Academic advising at Bristol is provided by Academic Coordinators, as well as faculty advisors. Specialized populations including dual enrollment, early college, veterans, athletes, and displaced workers are matched with specific academic coordinators.

The Advising and Success Center is staffed by Success Coaches who provide students with short-term, structured coaching sessions, assist students to create individualized success plans and connect students with on and off campus resources to help support their continued success. The investment in the Student Success Center is one promising strategy to supporting BIPOC student success. It will be important to continue to monitor this data and create additional strategies that

support the enrolment and retention of BIPOC students, as well as systemic implementation of professional development across the various advising roles to ensure students success and to measure advising outcomes.

Students are referred to Advising & Success through the Proactive Academic Alert Report. Referrals are made when students are experiencing academic difficulty, including excessive absences, missing assignments or poor grades. In Fall 2021, 70% of faculty submitted early alert reports. That said, there is no data being collected on the impact of this model on faculty and staff workload and there are no defined outcomes to assess the work. This is a key area for Bristol to focus on over the next few years, including adjusting staffing levels to ensure advising and student success work is fully supported.

Bristol's Basic Needs Center provides support for students who are experiencing challenges related to food security, housing security, transportation, wellness and other unexpected personal needs. In partnership with the Greater Boston Food Bank, the center offers a monthly mobile food market serving 8,522 individuals in FY 2022.

The Library Learning Commons is the hub for learning support and houses the Writing Center, subject based tutoring, and instructional support. There are tutors available as well as an online tutoring platform. There is an on-going conversation to incorporate tutoring into the new EAB advising platform which will increase the ability to measure the impact of tutoring on student completion and success.

The Office of Disability Services supports students who may need academic or access accommodations and regularly partners with faculty, advisors and staff to ensure that students with accommodations are being well served.

The College offers free, confidential mental health counseling services to all Bristol students. Counselors are available to consult with staff about students in crisis or provide short-term therapy for students. Students with long-term needs are referred to local human service agencies. In spring 2023, the College certified 18 Bristol employees as Mental Health First Aid instructors. The College received a grant which will allow them to purchase an online tool to continue to promote mental health across the college.

Career Services is staffed by two full-time career counselors and supports students with finding employment, resume writing, and interviewing. There is an online career portal, College Central Network, which is available to all current students and alumni. Transfer Services supports students in navigating the process of transfer including through the Commonwealth Commitment and the MassTransfer programs and regularly collaborates with the institutions that Bristol most often selects for transfer ensuring clear pathways for students.

Student and Family Engagement (SFE) provides an array of cocurricular activities and learning opportunities. There are more than 60 student clubs and students can participate in college governance through Student Senate. Like many community colleges where students are often

working and attending school while balancing family obligations, it can be a challenge to engage all students in these opportunities, but the student leaders are committed to ensuring a vibrant cocurricular experience and developing a culture of belonging for all students and have enacted policies which allow them flexibility and responsiveness. They also act as a sounding board for staff when developing new programs and initiatives.

Bristol Engage, an online platform that promotes engagement and co-curricular opportunities, is also utilized. There is a strong orientation towards community outreach and connection and the staff are continually evaluating how they can deepen existing partnerships and pursue new opportunities. There are seven varsity athletic programs and a fitness and recreation center that offers free access to exercise equipment and group exercise classes. The Multicultural Student Center engages in diversity, equity and inclusion programming including Social Justice Forums.

The Joseph A Marshall Veterans Center provides students with a physical space to connect with fellow veteran and military affiliated students. Bristol was awarded a gold designation as a military friendly school for the 2023-2024 school year.

The Women's Center is a physical space that allows students to connect with one another around women's and gender focused issues. It also houses the Parenting Advancement Pathways program which focuses on supporting BIPOC, low-income and single mother heads of households but is open to all parents currently studying at Bristol.

The Financial Aid Office has a presence at each campus and is available in person or virtually. The office has focused on expanding its presence on social media and it has sought to streamline its processes enabling award data to be accessible and accurate in real time. The awarding formulas were revamped for the AY 22-23 in response to DEI focused initiatives within the institution indicating that this was a need. There is a strong collaborative approach between financial aid and advising staff and an understanding of the need to make financial aid accessible and student centered. There is a new role being undertaken with support from the SUCCESS grant that will enable the college to hire new positions of College Navigators. These positions will help on-board students to the campus and ensure that a warm hand off occurs between each office.

A student handbook is published annually and provides updated information around policies and procedures. The Code of Conduct process is intended to be educational, encouraging personal responsibility and ethical decision making. Academic policies and procedures are published annually in the Academic Catalog and are also available electronically in the college's policy management system. Bristol follows the Massachusetts Community College Student Grievance Procedure and is developing an equity rubric to review outward facing policies.

6. Teaching, Learning, Scholarship

Faculty and Academic Staff: Bristol had a faculty of 106 (22%) full-time and 377 (78%) adjuncts as of fall 2023. The number of male faculty is 199 and that of female faculty is 284. As

reported in the Data First Forms and noted in the report, in fall 2023, 34 (32%) full-time faculty and 76 (20%) adjunct faculty hold doctorate degrees, 71 (67%) full-time and 258 (68%) of adjunct faculty hold a master's degree, and 1 full-time faculty holds bachelor's degree. Those holding the rank of full professor total 44, associate professor 51, assistant professor 9, and instructor 2. According to the Data First Forms, 81 of the full-time faculty are tenured. New hires are required to attend New Hire orientation provided by HR. The college HR also provides hiring managers and supervisors with a New Hire Onboarding Checklist that has a list of items on a three-page form to help the onboarding process. According to Team discussion with faculty and administration, the onboarding and integration of full-time faculty is a yearlong process that involves regular required weekly meetings on Fridays that include learning about curriculum and governance. As part of the onboarding process, new faculty gets three credit course release during their first semester at the college. There is no course release during their second semester, but they are not expected to get involved in much of the other college services.

As noted in the report, due to the pre-pandemic national decline in enrollment and the COVID-19 pandemic, the number of full-time faculty has decreased from 126 in 2019 to 106 in 2023 (16% decrease) and the number of adjunct faculty has decreased from 497 to 377 (24% decrease) during the same period. The Data First Form also shows that 37 new full-time faculty have been hired during this same period. On the academic staff side, the Data First Form and the report show that there were 52 (34%) full-time and 99 (66%) part-time academic staff in 2019. Due to the hiring of 13 new full-time academic staff and a decrease in part-time positions, the percentages of full-time and part-time have been reversed. Based on Data First forms, in fall 2023, the college had 64 (76%) full-time and 20 (24%) part-time academic staff that provide support service to faculty and students including 4 full-time and 1-part-time librarians, 2 full-time and 10 part-time medial collection specialists, 51 full-time and 5 part-time advisors, coordinators and academic counselors.

Bristol faculty and academic staff belong to Massachusetts Community College Council (MCCC) union. MCCC contract includes guidelines on faculty workload, promotion, salary, academic freedom, faculty and staff evaluation process, and grievances. As stated in the report and in the contract, full-time faculty and professional staff are eligible for tenure after six years of service of which three must be in their current job. Non-tenured faculty and professional staff are evaluated every year until they are awarded tenure, and tenured faculty are evaluated every three years post-tenure following the contract guidelines.

As per Article XIII of the contract, both full-time and adjunct faculty evaluations are done by the area dean. Adjunct faculty belong to Division of Continuing Education unit (MCCCDCE). Adjunct course assignments and workload are outlined in the DCE contract. Adjunct faculty are evaluated once at the start of their teaching. There is no policy in place that allows additional evaluation of adjunct faculty. According to Team meeting discussions with a dean and academic affairs vice president, this has limited the college means of providing feedback to the teaching of adjunct faculty member.

Bristol engages and informs its faculty and staff about current events at the college, including curriculum related changes through Bristol Weekly electronic newsletter that is sent to faculty and staff every Tuesday. Based on the Team meeting with marketing staff, feedback from faculty and staff are collected by Thursdays for the newsletter. According to marketing staff, their data show that the newsletter is well-received by faculty and staff.

Hiring: Bristol's hiring process follows procedures that comply with Equal Employment Opportunity Commission's (EEOC) guidelines. Vacant positions for faculty and academic staff are posted on Bristol website, HigherEdJobs website, MassHire website, and other local and national professional websites. There are currently four Health-Career (mainly Nursing) faculty positions on HigherEdJobs website. The report notes that Bristol HR provides all search committee with baseline questions. HR trained Equity representative serves on each search committee to insure diversity, equity, and inclusion.

According to the report and the union contract, faculty serve on faculty search committees. The report notes that 498 faculty have served on 726 of the searches the college has conducted between January 2019 and October 2023. The college HR has developed standardized forms to make the process equitable. The forms are available on the college HR website. The forms are Search Chair Assurance Form, Interview Assessment Form, Candidate Ranking Matrix Form. Based on meeting discussion with the HR director and HR staff, HR works with the hiring supervisor/manager in preparing questions by providing guidance on illegal and illegal questions. HR has also been working on reducing the number of search committee members from a minimum of seven to as high as 20 members, to four or five members to help make the process efficient. Based on the Team discussion with academic and staff leadership teams, faculty and staff participate in college governance through staff and college senate.

Faculty and Staff Diversity: Bristol has developed a Bristol Affirmative Action Strategy document for 2022-2026 to achieve its goals and of diversifying its faculty and staff to reflect the diversity of its student population and to provide its community with a workplace that is diverse and equitable. The document identifies areas the college that need new hires to achieve their goals. It also provides a comparison of the diversity of Bristol with the state of Massachusetts in similar areas.

According to the Data First Form, in fall 2023, of the 483 full-time and adjunct faculty 41.2% are male and 58.8% are female. The race and ethnicity breakdown shows 87.6% white, 4.1 % Hispanic/Latinx, 4.6 % Black or African American, 2.9% Asian or Pacific Islander, and 0.8 % Other. The same form shows a race and ethnicity representation goal for FY2024 as 79.1% white, 9.6 % Hispanic/Latinx, 7.7 % Black or African American, 2.8% Asian or Pacific Islander, and 0.8 % Other. The gender representation goal for FY2024 is 49% male and 51% female. For the academic staff, of the 84 full-time and part-time staff, 16.7% are male and 83.3% are female. The race and ethnicity breakdown shows 90.5% white, 3.6 % Hispanic/Latinx, 4.8 % Black or African American, 1.2% Asian or Pacific Islander, and 0 % Other. The same form shows gender, race and ethnicity. The staff representation goals for FY2024 are the same as for faculty.

As noted in the report, even though faculty of color at the college has increased from 10% in 2013 to 20% in 2023, it has not reached its goal of reflecting the 35% students that are Black, Indigenous, and People of Color (BIPOC). Based on a Team meeting with the administration, the College is working on closing the gap in the future.

Advising: Advising at Bristol is done by full-time faculty and professional staff. According to the contract, faculty are required to advise up to 18 students per semester and provide seven hours of advising and/or college service per week in a semester. The college has developed a Proactive Advising Model that connects students with advisors early in their college career. The model includes reaching out to advisees on a regular basis. Faculty and staff advisors are asked to submit a voluntary progress report multiple times per semester for student athletes, students with accommodation, and for dual enrolled students. The report notes that, though the contract requires faculty and staff to submit form that include advisee name, date, and a brief description of the appointment, the college does not systemically collect data on advising to assess the impact of Proactive Advising, modality of advising, and content and quality of advising.

According to the NECHE student survey conducted in spring 2023 semester, out of 307 students surveyed, 85% of students agree to the statement "advising supports my needs for information and guidance of my educational objectives" and 82% of students agree to the statement "I have easy access to services I need on campus (such as enrollment service, advising, library, tutoring, counseling, financial aid, information technology)." According to Bristol's 2021 Community College Survey of Student Engagement (CCSSE), Bristol students have higher student engagement percentages compared to the CCSSE cohort students. This includes frequency of academic advising-attending two or more advising appointments per semester which shows 69% for Bristol students compared to 59.5% for cohort students. At the Team meeting with students, students were eager to share their positive experience about the support they received from their advisors and other members of the college community.

Professional Development: Bristol faculty and academic staff participate in professional development activities by attending Professional Days that the college holds during fall and spring semesters that include workshop on assessments and keynote speakers on a chosen theme, respectively. Based on a Team meeting with faculty and staff and the report, the college provides additional professional development opportunities for faculty and staff throughout the year through New Faculty Seminar, Adjunct Faculty Certification, the Accessibility Academy, Dual Enrollment Academy, Academic Lecture Series, High Impact Practice Institute, OER Certification Series, Mid-Level Professional Development Program, Bristol Victory Leadership Development Program, and Lectures through Bristol Holocaust and Genocide Center. The Lash Center for Teaching and Learning Center (LCTL) has three dedicated full-time staff members that organize and conduct most of the professional development activities. The Center for Instructional Technology and Expertise (CITE) lab is another center that provides training on online instructions.

Equity and student success is one of the strategic goals of Bristol Strategic Plan 2020-24. The report states that, between 2020 and 2022, there were three professional development activities

focused on equity organized by LCTL that included keynote speakers on equity. Each event was attended by about 300 faculty, professional and non-professional staff, and administrators. Based on the report and Team separate discussion with faculty, CITE lab has provided faculty with workshops on OER and mandatory training on equity in online instruction and Universal Design. Based on the report and Team discussions with Self-Study Standard-6 writers, 385 faculty have gone through a 5-part training developed by CITE lab to provide faculty with the tools they need to be successful in online teaching.

Engaging more adjunct faculty in professional development is one of the second-year goals of Strategic Plan 2022-24. By offering professional development activities in the evenings and on weekends, the adjunct faculty certification has increased from 4 in 2019-20 academic year to 31 in 2021-22 academic year and to 18 in 2022-23 academic year. At the Team meeting with faculty, some full-time faculty who used to teach as an adjunct at the college have shared their experiences about the efforts made by various departments to engage adjunct faculty.

Adjunct faculty are sometimes compensated for attending professional development days. As noted in the report, the college provides a maximum of \$1200 for professional development activities and has provided professional development money for 79 employees totaling \$40,442 in 2022 fiscal year. During a Team meeting with all faculty, some faculty have shared their experiences about paying out of pocket for attending national professional meetings because the cost of attending a national professional meeting is at least about twice the maximum amount of fund provided. Due to high expenses of attending national professional meetings, some faculty have managed to identify alternative online professional meetings.

Teaching and Learning: Teaching is the primary role of faculty at Bristol. The faculty are responsible for curriculum proposal and revision, preparing syllabus, course delivery, setting program and course level student learning outcomes and developing and adopting new pedagogies. The college offers courses in traditional and non-traditional modalities: online asynchronous, online synchronous, hybrid, and traditional on-ground. Traditional on-ground courses are offered during the day, evening, and on weekends to meet the needs of students. The report notes that from 2018-19 academic year to 2021-2022 academic year, online and hybrid course offerings have increased by 107%.

Bristol Faculty experiment with different teaching pedagogies that actively engage students inside and outside classroom. Faculty integrate High Impact Practices (HIPs) into their teaching. The practices include First Year Seminar, Community Based Learning, and Project Based Learnings. The report notes that the practice has been applied to more than 350 course but there is no assessment of HIPs impact on student success.

The college has an Experiential Education Center (EEC) that provides students with opportunities for community-based learning hands-on-experience courses through volunteer work and Internship. The EEC website has student testimonials videos and EEC Newsletter that include student spotlights. The Commonwealth Honors Program (CHP) at Bristol CC offers students an opportunity to participate in a challenging and engaging course activities through

Honors Courses, Interdisciplinary Honors Seminar, Honors Component Course, and Honors Project. Students present their projects at the annual Honors Showcase that takes place during May. The CHP website provides list of students and their projects for the past three years. According to the website, the 2024 showcase will take place on May 9, 2024.

Assessment of Learning Outcomes: According to the report, the faculty at each department has developed Program Level Learning Outcomes (PLOs) and course level Student Learning outcomes (SLOs). Based on discussion with director assessment and director curriculum, the learning outcomes are reviewed periodically. Based on the College's Fall 2022 Assessment Final Report, the director of assessment conducted a workshop on assessment of two General Education Competency areas -Information literacy and Scientific reasoning and Discovery.

The documents provided to the Team show curriculum mapping of courses in programs with Program Learning Outcomes. General education core courses also have their own learning outcomes. As noted in the report and information gathered at Team meetings with director of assessment and director of curriculum, assessment tools, faculty buy-in/support and training have been established. The college is working on the next phase of the assessment with guidance from director of assessment to provide feedback to help improve the learning and teaching process by closing the loop. As noted in the report and confirmed at Team discussions, a higher percentage of courses are taught by adjunct faculty. Based on a Team meeting with department chairs and faculty, courses with multiple sections, in some departments, use the same textbook and cover the same content to maintain consistency.

7. Institutional Resources

Human Resources: The institution has used layoffs or retirement incentives to manage revenue deterioration by controlling its single largest area of expenditure, personnel. To respond to underlying enrollment declines exacerbated by the pandemic, the college laid off 130 part-time employees in 2021, offered two retirement incentives yielding 12 employee retirements in 2021, and 25 employee retirements in 2023.

Further, the institution experienced attrition in four critical executive roles including the: Chief Human Resources Officer, Chief Development Officer and Vice President of Academic Affairs, and Vice President of Student Services and Enrollment Management. The cumulative impact of these vacancies has been a challenge for the college, which is further hampered by difficulty in filling vacant positions. The institution acknowledges that staffing issues contribute to employees feeling unsupported and overwhelmed. This is evidenced by the MCCC union's vote to implement Work to Rule in Fall of 2022, and a vote of no confidence for the college president in Spring 2023.

Improvements have occurred across executive leadership as the four key management vacancies were filled by May 2023. Further, new human resources policies are being implemented to strengthen leadership as evidenced by a new management compensation structure (known as non-unit professional pay grid) to make wages more competitive to market rates as a

management retention strategy. Additionally, a management succession plan has been implemented for leadership, whereby natural successors are identified and groomed to serve in an interim capacity if vacancies occur and to develop a talent pipeline for potential permanent replacement.

Whereas Bristol has not always refilled vacant positions with an overall impact on the budget's bottom line, the finance and human resources leadership has worked together to carefully manage refills in alignment with the strategic priorities of the institution and makes quarterly reports to its governing body. Many full-time faculty and staff positions were restored but there are significantly fewer part time positions than in FY 19, particularly in academic staff, library staff, lab assistants and techs which may impact student success, as the institution noted in its self-study.

Additionally, the college has initiated a campaign to document standard operating procedures across the institution as a way of preserving institutional knowledge and facilitating employee training. Feedback the visiting team received from college senate employees was very positive and indicated this strategy was improving employee morale.

Sufficiency of staffing is not measured by comparing current to former staffing levels alone, but by continuously assessing the needs of the institution. Accordingly, Bristol invested in nine new positions for the student success center. Further the institution recognizes that student demand for on-line and hybrid classes may mean that previous levels of information technology support staff are not sufficient and has engaged in an outside consulting firm to assess the technology staffing and make recommendations.

Importantly, human resources leadership has launched a streamlined employee hiring process that significantly reduces the search periods. Although it is still in its nascent stages, preliminary feedback the visiting team received from faculty, staff, and union leadership is very positive. Finally, the institution is aware that its workforce is not representative of the diversity of the student body nor the community. Accordingly, the College is implementing new recruitment strategies to attract a more diverse candidate pool.

Financial Resources: Bristol responded swiftly to fiscal challenges and achieved fiscal stability as evidenced by their audited financial statements and composite financial index (CFI). Further, the college has \$16 million in reserves to provide financial support during unforeseen financial circumstances.

The National Association of College and University Business Officers, the pre-eminent fiscal authority in higher education finance, recognizes the CFI as the gold standard for assessing the financial health of institutions. The independent audit firm of O'Connor & Drew LLC calculated the college's CFI for FY 19-21. The CFI combines four ratios into a single indicator, they are:

- Primary Reserve Ratio – which measures the financial strength of the institution by comparing expendable net position to total expenses. This ratio provides a snapshot of

financial strength and flexibility by indicating how long the institution could function using its expendable reserves without relying on additional net Position generated by operations.

- Viability Ratio- which measures the availability of expendable net position to cover debt should the institution need to settle its obligations as of the balance sheet date.
- Net Operating Revenues- which measures profitability for the year.
- Return on Net Position Ratio-Measures whether an institution is financially better off than in previous years by calculating total economic return.

Even though the analysis period includes the financial downturn caused by the pandemic, the CFI for Bristol indicates fiscal health for the institution. The institution recognizes enrollment as a risk and acknowledges it would benefit from multi-year enrollment forecasting and budgeting. The addition of the new Vice President of Student Services and Enrollment Management combined with the enrollment increases achieved through the MassReconnect free tuition program for adult learners, may present an opportunity for outyear enrollment projections. Similarly, the finance area is hiring a budget analyst and will be positioned to produce outyear financial forecasts.

The BOT receives routine reporting on finance matters, reviewing budget performance, investment performance, and job vacancies regularly. Feedback received by the visiting team from the Trustees indicates that the budget and its execution is aligned with the strategic plan of the institution. Additionally, feedback received by the visiting team from the college senate confirms that the budget development and implementation process is inclusive and transparent.

The college is in the process of hiring a Risk Compliance Officer to identify and mitigate institutional risks consistent with the Risk Appetite Statement adopted by the BOT in 2021. Additionally, the college has updated a variety of financial policies available on Policy Stat including debt policy, credit card policy, reserve policy, grant roles and responsibility policy, and the foundation's statement of investment and spending policy.

Information Resources: The data first forms indicate a net reduction of three library positions from FY 19 to FY 24. The library is overseen by a newly hired dean, four full-time librarians (all with masters' degrees from accredited library science programs), and 12 part time library assistants. However, current vacancies include: the Coordinator of Technical Services, two parttime Reference Librarians, and the Learning Commons Coordinator of Taunton. This results in a net reduction of 13 hours of operation weekly across all four campuses. Current staffing levels are not sufficient to provide original cataloging of resources, or maintenance of the library's online search tool EBSCO Discovery.

Physical Resources: The visiting team observed vibrant, well-maintained buildings and grounds, conducive to learning at all four campuses: Fall River, New Bedford, Attleboro, and Taunton. Funding for maintenance and deferred maintenance comes from a variety of sources: state funds, local trust funds, a set-aside of tuition funds, college foundation funds, grant funds, and utility sponsored rebates. Resources are constrained and require prudent management. The College

benefits from the Facility Condition Assessment conducted by the Massachusetts Division of Capital, Asset Management, and Maintenance to plan for needed maintenance into the outyears.

Technological Resources: During the pandemic, Information Technology (IT) was critical to pivoting to an on-line environment and sustaining operations. The college invested in additional resources including student lap-top computers, wi-fi hotspots, and external wi-fi that could be accessed in the parking areas. There was an increased need for IT staff to provide training and support across the college to move operations performed in-person to a new digital environment. The college evaluated the effectiveness of its IT services during the pandemic by surveying employees through the Personal Assessment of the College Environment (PACE), by surveying students through the Community College Survey of Student Engagement (CCSSE) and used this feedback to improve IT services.

When staffing challenges occurred in online learning, the college temporarily leveraged existing capacity in IT to sustain services. Shifting staff and needs related to support both during and after the pandemic have led the college to reassess its technology resources. Consequently, the college is engaging external experts to assess staffing and resources needs and make recommendations.

On December 23, 2022, nearly all the College's technological systems were rendered inoperable due to a cyberattack. Leadership and front-line staff across the college pulled together quickly to partially restore systems and create workarounds to enable the previously scheduled winter session classes to start on time, only four days after the cyberattack. However, restoring all the compromised systems took much longer. The College had cyber-insurance which assisted in the restoration and mitigated some of the costs incurred for the response. Although the institution had implemented many preventative measures and engaged external experts for an annual cybersecurity assessment and network penetration testing, the attack occurred. As a result, the college has heightened its IT security measures and implemented new strategies for zero-trust network architecture and engaged a comprehensive managed detection and response firm to strengthen information security and ensure business continuity.

The College implemented digital workflows (Dynamic Forms and DocuSign) during the pandemic, and has sustained this practice by modernizing its business processes across the institution. Additionally, the College has implemented policies and procedures for Information Technology including Acceptable Use of Information Technology Resources, Written Information Security, Information and Data Classification, and Electronic Mail.

8. Educational Effectiveness

Standard of Achievement: Bristol maintains appropriate levels of student achievement based upon programmatic accreditors including the National Accrediting Agency for Clinical Laboratory Sciences, Commission on Dental Accreditation of the American Dental Association, Commission on Accreditation of Allied Health Programs, and the Massachusetts Board of Registration in Nursing. Bristol also adheres to all standards set forth by the Massachusetts Department of Higher Education.

Assessment: Bristol provides clear public statements about what students are expected to gain from their education which are connected to the College's mission. The Academic Catalog lists the 10 GenEd competencies that students must complete to earn a degree. Each competency is comprised of either five or six learning outcomes. For each degree offered, the catalog and associated webpages lists program goals in addition to an "After Bristol" section that details careers or further education that graduates of the degree pursue. However, program learning outcomes for each program were missing from program websites. In discussions with assessment staff, it was conveyed that this is a known weakness that is in the process of being addressed by the 5-year + One CAS Program Review cycle discussed in more detail below.

Rubrics exist for the majority of GenEd competencies. These rubrics are mostly based upon VALUE rubrics created by AAC&U. Rubrics are in the process of being developed for the competencies that don't currently have one. A challenge highlighted by the self-study is the collection of artifacts by which to use to assess the competencies. In particular, the alignment of submitted artifacts to the rubrics used to assess them has been a challenge with many submitted artifacts not covering all outcomes associated with the competency. This misalignment resulted in only 1 of 190 submitted categories of artifacts in Scientific Reasoning & Discovery being able to be scored. Other GenEd categories likewise witnessed a majority of artifacts not being able to be scored while Ethical Reasoning and Multicultural & Social Perspectives only had two artifacts each being submitted to be scored but it is noted that that occurred during the height of the COVID-19 pandemic. The number of artifacts submitted to be scored was not tracked prior to 2021.

In response to their 2014 self-study and 2019 interim report, Bristol has worked extremely hard to foster a culture of assessment. This commitment to assessment includes a contractually required Assessment Day each academic year that was first held in 2017. Assessment Day activities include both the rating of artifacts to assess the GenEd competencies (with a goal of assessing two per year) and professional development activities in best practices in assessment. To promote the assessment of co-curricular activities, Assessment Day was extended to all cocurricular units in 2021. Surveys of participants after the 2022 event showed that 91% felt they gained a better understanding of the importance of artifact collection and submission, 91% would participate again, and 97% learned something from their colleagues as it relates to measuring learning through a rubric.

The Team was impressed with the number of resources available on the Institutional Assessment webpage. The webpage highlights the importance of a strong culture of assessment including a narrative and a YouTube video. Also included is a snapshot of the 5-year + One CAS Program Review Cycle, directions on how to create different deliverables that are part of the Program Review cycle, professional development opportunities, and many other resources.

Another component of the commitment to foster a culture of assessment has been the hiring of a full-time Institutional Assessment Coordinator. During a meeting with departmental Chairs, they spoke overwhelmingly positively of the drastic shift in assessment culture since the Assessment

Coordinator role was established. Previously, there had been no culture of assessment and the knowledge of student learning outcomes and the importance of assessing them was limited. The Chairs reported that in the past few years they now have an understanding of the positive and important role assessment has in the continuous improvement of teaching and learning.

Central to this evolution was the implementation of a new 5-year + One CAS Program Review Cycle for both academic and co-curricular units. This cycle has been intentionally designed to have yearly deliverables that receive extensive and prompt feedback designed to assist units in the improvement of their submissions. Depending upon the feedback provided, units, in consultation with their supervisory Deans, may decide that the deliverables for that year aren't robust enough to warrant moving to the next "year" of the review and instead spend another year evolving those deliverables to align with best practices. If satisfactory progress has been determined to have been made, the unit moves onto the next "year" of deliverables.

The culmination of the process results in a full program review with mission statements, program learning outcomes, curriculum maps, and rubrics having been developed, assessment measures designed and deployed, findings collected and analyzed, and recommendations for the improvement of teaching and learning implemented. The cycle would then begin anew to assess the effectiveness of those recommendations in pursuit of continuous improvement.

However, the Team noted that this is still a new process, and no academic or co-curricular unit has fully completed a cycle. Therefore, it is still unclear exactly how student learning or cocurricular unit outcomes will be assessed and how the data from those assessments will be used for continuous improvement. Key deliverables that are scheduled to be part of future years of the cycle include rubrics and measures of student learning. It is important to keep momentum moving forwards in this process so that it becomes institutionalized and continuous improvement of teaching and learning can be realized.

Measures of Student Success: The commitment Bristol has made to making data available is very commendable. The Office of Strategic Analytics and Enterprise Systems (SAES) has developed numerous impressive tableau dashboards that provide numerous data publicly available while providing other data for internal planning and program review purposes. SAES reports that the dashboards receive an average of 1,750 views each month supporting their widespread use across campus. Data from the dashboards are key to tracking key measures of student success. Bristol reports numerous measures of student success on their E-Series Option 4 form.

Bristol's 2020-2024 strategic plan had a goal to increase retention rates to 61% based upon statewide performance metrics used by the DHE. The ability to achieve this goal has been impacted by an increase in the percentage of students attending part-time from 56.4% of enrollments in Fall 2017 to 66% in Fall 2023 as FTPT student retentional rates trail FTFT rates by 19% (fall 2021 to 2022). It was also observed that while FTFT BIPOC student retention increased by 4.4% from 2019-2022, FTPT BIPOC retention rates decreased by 0.6%. Bristol is seeking to understand the causes of these differences.

Fall to Spring persistence rates for FTFT dropped 10% between the fall 2019 and 2022 cohorts dropped 18.4%. Bristol was happy to note that persistence rates did rebound some in Fall 2022 after hitting a low in 2021. The 2020-2024 strategic plan included a goal to increase Successful Course Completion Rates (SCCR) by 2% (from 76% to 78%). That goal was not reached as overall SCCR decreased from 75.5% to 69.2% (fall 2019 to fall 2022). Both FT and PT SCCRs fell although PT had a steeper drop (74.6% to 66.3%) than FT (76.1% to 71.9%).

Bristol's graduation rate is comparable to state and national peer groups. Bristol's graduate rate slightly decreased from 21% to 19% (fall 2014 to fall 2016) then held steady at 19% in 2017 and increased back to 21% in 2018. The state peer group initially increased from 19% (fall 2014 and 2015) to 22% (fall 2016 and 2017) before falling slightly to 21% in 2018. The national peer group increased from 20% to 23% (fall 2014 to 2015), then decreased slightly before rebounding back to 23% for fall 2018.

After initially increasing from 858 to 871, Bristol reported a decrease in the number of students who successfully transferred to 699 in 2022. This finding lead Bristol to reinstate the Transfer Advisory Board to combat this decrease. They also updated the Transfer Agreement webpage, and eight new transfer agreements were also developed.

9. Integrity, Transparency, and Public Disclosure

Integrity: The Team found that Bristol clearly expects all members of the campus community to act responsibly, ethically, and with integrity. Bristol adheres to all federal rules and regulations including the Family Education Rights and Privacy Act. In 2020, the College established a policy on the Standard of Ethical Conduct which established shared values of integrity and standards for ethical practices which is reviewed annually.

Bristol maintains appropriate policies and procedures in relation to the avoidance of conflict of interest statutes by offering mandatory training on the subject. The College strives to ensure academic honesty through its Academic Dishonesty policy which covers cheating, plagiarism, and students facilitating academic dishonesty, along with a procedure for Faculty to follow to evaluate and report suspected cases of academic dishonesty. Potential penalties for academic dishonesty can be found on Bristol's website and the procedure for due process is detailed in the Student Handbook.

Bristol is committed to the free pursuit and dissemination of knowledge through its support of academic freedom as detailed in the CBA for both full-time (MCCC Day Contract clause 7.01) and adjunct (DCE contract clause 6.01) faculty. Bristol's Institutional Review Board ensures that all research is conducted according to best practices and applicable laws and regulations.

Bristol adheres to all legal requirements and has authorization from the Massachusetts Board of Higher Education to grant the degrees it awards. Additionally, the College adheres to the

Massachusetts Community College Policy on Affirmative Action, Equal Opportunity and Diversity and regularly assesses its Affirmative Action Strategy. It also acts in accordance with employment practices as detailed in the MCCC's and American Federation of State, County, and Municipal Employees bargaining agreements. Student complaint and grievance procedures are detailed in the student handbook and efforts are made to address all in a timely fashion.

Transparency: Bristol's website user interface recently underwent a significant refreshing allowing for information to be readily accessible making it easier for students and prospective students to make informed decisions about their education. Processes for admissions, employment, grading, assessment, student discipline, and the consideration of complaints and appeals were all found on the College's website, Academic Catalog, and Student Handbook as appropriate.

A form is available on the website where anyone can submit a public records request. The Vice President of Marketing & Communication serves as the College's Public Records Officer and charged with responding to requests within 10 business days. Links to audited statements from 2023, 2022, and 2021 were found on Bristol's Fiscal Services website while older statements from 2020, 2019, and 2018 were found on the Accounting/Budget website.

Yearly archived editions of the Academic Catalog were found on Bristol's website and the links to the editions were found to contain the information stated. The information contained within was found to be consistent with the catalogue and accurately portrays institutional information and opportunities. As discussed in Standard 8, Bristol makes numerous data publicly available through its Fact Sheet and Student Success and extremely impressive Achievement Dashboards.

Bristol's Catalog Content Owner and Approver policy details the procedure for content owners to review and update information that they are responsible for. The Vice-President of Academic Affairs is the primary owner of the Academic Catalog. The Registrar's office updates the Catalog once a year according to information received from Academic Affairs and the Web Content Specialist ensures alignment of all information on the College's website.

Public Disclosure: A review of the catalogue indicated that it describes Bristol consistently with its mission and details the obligations of both students and the institution while its mission, objectives, educational outcomes, and its status as a public institution were published on its website. Bristol's website also indicated that it publishes its Requirements, procedures, and policies related to admissions, transfer credit, articulation agreements, student fees, refund policies, student handbook, student grievances and appeals process, withdrawal policy, academic programs, current course offerings, academic policies and procedures, and all degree requirements.

A faculty directory indicating faculty name, department, academic credentials, was found on the Bristol website. Likewise, all required information concerning administration was found as well.

Full student descriptive data was found on the Enrollment dashboard. Information regarding each campus location and services offered at each was found on the Bristol website as well.

When a program is unavailable for a specific academic year, pertinent information will not be accessible for prospective student applications. While efforts are made to post information on the department's website, consistency across all departments varies. When a course is not offered during a designated term or semester, it is omitted from class searches accordingly. Active courses not scheduled for two or more consecutive years are suspended by the Registrar should they receive the proper approval from the CWCC.

Statements of goals for students' education were found on the website for each degree offered by Bristol and data concerning student achievement and institutional performance was found on numerous publicly available dashboards. Tuition and fees information along with expected costs for housing, food, transportation, personal, and books and supplies were found on the Bristol website. The financial aid section of the website provides information on numerous sources of financial aid including, but not limited to FAFSA, MASSGrant Plus, and MassReconnect Free College. Information concerning loans was found as well. A review of the accreditation section of Bristol's website found accurately and explicitly worded statements concerning Bristol's accreditation status. Recent accreditation reports are available as well.

Affirmation of Compliance: To document the institution's compliance with Federal regulations relating to Title IV, the Team reviewed Bristol's Affirmation of Compliance form signed by the Chief Executive Officer, President Dr. Laura L. Douglas. As noted in this report, Bristol publicly discloses on its website and other relevant publications its policy on transfer of credit along with a list of institutions with which it has articulation agreements. Public notification of the evaluation visit and the of the opportunity for public comment was made by the College at least one month prior to the visit in the student, employee, and alumni newsletters, The Herald News (serving Fall River), The Standard-Times (serving New Bedford), Taunton Daily Gazette, and The Sun Chronicle (serving Attleboro).

Copies of the College's grievance procedures for faculty, staff, and students are emailed each semester. For its online program and courses, Bristol uses a system of secure logins and pedagogical approaches to verify students' identities to ensure the integrity of the programs. As discussed in Standard 4: The Academic Program, the Team's review of course schedules and syllabi for a cross-section of Bristol's course offerings, both classroom and online, as well as courses offered by all other modalities, found the assignment of credit reflective of the College's policy and consistent with the Commission's standards.

Summary

The Bristol Community College self-study process which included the review of detailed documents, and several group and 1:1 interviews with key campus stakeholders and visits to its Fall River, Taunton and Bedford campuses indicates an institution that lives out its mission. It is the position of the accreditation team that Bristol has improved its infrastructure, particularly in

light of COVID challenges and a turnover in leadership. Under the leadership of Dr. Laura Douglas and an Institutional mission adopted in 2020, coupled with a Strategic Plan that focuses on local, regional and statewide priorities, Bristol should continue to experience institutional growth. One challenge of Bristol will be the looming retirement of President Douglas and continuing its stability through succession planning. The Team offers a summary of the most important strengths and concerns.

Strengths:

- There is a great understanding of the mission of Bristol and this knowledge pervades the institution and directs its daily work. Every constituent group was able to articulate Bristol's mission of providing an accessible, innovative, and inclusive education that prepares students to navigate and succeed in an ever-changing world.
- The current strategic plan is the product of an inclusive, decentralized, and comprehensive process that involved over 1,800 stakeholder participants completing over 40 projects and 200+ related tasks. Of note, is the Student Experience Statement that strongly memorializes the College's commitment to providing a student-centered experience beyond all other priorities.
- The Team found the amount and quality of data available on the Student Success and Achievement Dashboards truly impressive. They will no doubt be a tremendous asset to Bristol moving forward.
- In a letter dated July 12, 2021, NECHE informed Bristol that the new location for the Taunton Center on Hamilton Street had been accepted and that it would be evaluated during the College's comprehensive visit. Our Team spent time there interviewing staff, faculty, and students. Bristol is to be commended for its work in this space.
- The college demonstrates fiscal stability after a period of revenue deterioration caused by enrollment declines exacerbated by the pandemic. The stability is evidenced by balanced budgets and through the financial ratios provided in the audited financial statements. Further, the institution has \$16 million in unrestricted reserves available for unforeseen financial challenges.
- The Division of Student Services and Enrollment Management not only met the challenge of launching MassReconnect at Bristol in a short time frame, but they also maximized the enrollment potential for adult students and created cross-departmental structures that will serve them well if Massachusetts moves forward with free community college for all.
- Bristol provides faculty and academic staff with various professional development opportunities throughout the year that are tied to its Strategic Plan and needs of its community through its staffed Lash Center for Teaching and Learning under the umbrella of Academic Innovation and Professional Development.
- Bristol offers a strong academic program that meets the needs of area students and employers, through a variety of programs, modalities, and transfer options.
- Meeting with faculty and staff in various roles at the college showed great commitment and dedication to the students and the college. At the Team meeting with students,

students shared their positive experience and appreciation for the support and education at Bristol.

Concerns:

- In meetings with faculty and staff, it is clear that a significant amount of work has been accomplished concerning the development of programs, GenEd competencies, rubrics, and curriculum maps. All parties spoke very positively about the new 5+1 CAS Program review process and the support available when completing all aspects of the assessment process. However, all parties acknowledged that the process has not been completed yet and there is still significant work to be done to realize continuous improvement of teaching and learning through the use of assessment findings. The Team agrees with this self-assessment and encourages Bristol to continue their commitment to the culture of assessment in the coming years to realize its full potential.
- Bristol supports, through professional development, faculty to integrate High Impact Best Practices into their teaching. The practice has been applied to a large number of their courses (over 350 courses). A pre and post comparison and analysis of the impact would inform and guide the process of continuous improvement of the teaching and learning process at the College.
- In its letter from NECHE, the institution was to show progress towards diversity. While there has been some movement, and the institution is making efforts to close the equity gap between diverse groups, there remains institutional work to be done.
- Meetings with students revealed the positive impression and impact that Academic Advising has had on them. Although there have been some initial assessments conducted to attempt to demonstrate its impact, a formal and full assessment of the impact of advising has not yet been realized. The Team encourages advising staff and leadership to continue the work that has been started to fully demonstrate the transformative impact they can have.
- Data literacy and Application: Bristol acknowledges that equity in data literacy across college departments is an area of continued emphasis. To that end, a Director of Enrollment Analytics & Solutions position is being developed to utilize analytics and technological solutions to inform the strategies of Student Success and Enrollment Management. More broadly through the Strategic Plan, the College needs to connect financial budget allocations more directly with data-based rationale.
- Data Warehouse: Bristol does not currently have a data warehouse for storing and longitudinally tracking snapshot data. Developing an internal, college-level data warehouse would help the college take their already thorough SAES data dashboards to the next level in terms of disaggregating benchmarked data at the student level.