

AGENDA

All Academic Meeting

9/14/26 | 2-3pm | **Recorder:** Sandra Stebenne

In Attendance

Mission, Vision, Values

Mission - Bristol Community College provides an accessible, innovative and inclusive education that prepares students to navigate and succeed in our ever-changing world.

Vision - Advancing a vibrant, diverse community through education, learner by learner.

Values - Collaboration, Communication, Inclusion, Innovation, Respect, Student Success

Curriculum Updates	
Minutes	Curriculum Challenges: CWCC forms/processes, documenting skills, low transfer rates, Gen Ed Competency framework needs updating, Career program alignment with job market Curriculum Management: New platform: CourseDog Curriculum Management Platform; comes with Catalog. All forms in one location, including attribute forms (i.e. Honors), easier tracking, integrated with Banner, new catalog Curriculum Council-increase meeting schedule Curriculum Fellows-dedicated faculty for each school Policy, SOPs and handbook Already live; access so far is only given to chairs/deans; admins can be given access Technology can't replace relationship; still need to meet and talk about these things Skills-based credentials: Challenge: no skills documentation; non-graduates have no credential, even though they may have demonstrated significant learning. Trying to develop digital credentials to document these things. Solution: Credential Framework which accounts for skills Provide digital credentials along with traditional diploma and transcript Create skills badges to verify skills for entry level employment Piloting in Animal Science. Where does that leave Student Learning Outcomes? Not trying to move away from that; should be the same thing. Some courses have great SLOs, others are not as clear/accurate/specific; something to work on. Even if they are written well, are instructors teaching to the outcomes?

80% number (to achieve skills credentials): won't have verification that they mastered the skill; we landed on 80 because it is the standard used by CBEN. Students can have the opportunity to retest? Can get credit to pass the course, just won't get badge if not at least 80%.

Courses that build on skills in sequence (i.e. 101, 102): how are we handling the skills that are based on multiple classes? We need to define it clearly in the badge (meta data). Would love to talk more about specific classes/programs and create more pilots.

Course with multiple topics in course outcomes: badges for particular skillset/one topic in the course, even if not other topics? Good way to think about it; we want badges to be employer endorsed for entry level positions. What if you fail test and don't master particular skill? When it's grade based, on class, it's not clear what the student can actually do; competency makes that clearer.

Are we worried it will affect our retention, if students can get jobs without graduating? What about our accreditation? Great/important question; Christine from AS: we are not accredited in the same way as, say, Dental; for us, they have the option of transferring or getting jobs, a lot of students leave anyway after a few classes because employers are hiring and people need money. Badges pulls from Lightcast definition of key skills; using that with assignments that align with PLOs to create specific skills, i.e. sanitation. Microcredentials can track skills, so we can see what is happening to our students who are disappearing.

If you have questions/comments, reach out to Tim.

Transfer Program Review: we received letter from NECHE that overall performance was lower than expected; the data point that brought our score down is transfer rate (7%, based on IPEDs). Does not match actual transfer rates because doesn't measure our full population; we need data. National rate: 31.6% (2018); less than half of those or about 15% of total completed bachelor's in six years. Bristol's Fall 2018 Transfer Rate is 23.2% (n=1,385 first term registered students, 321 transfers to 4 year institution). Not quite sure it is "apples to apples" comparison.

AA is going to look at our programs and do an analysis on what is actually going on.

Solution: Transfer Program Review

Based on Transfer Playbook 2.0 from CCRC and Aspen Institute. Focus on transfer rate and bachelor's attainment; best practice from institutions with top transfer rates. Working group between SSEM and AA has just started to examine this issue.

Gen Ed Competency Framework:

Challenge: needs updating

Educated Person Statement needs to be rewritten; 10 competencies, lack of assessment

	Solution: Shared Governance initiative We will request to update Gen Eds this fall; call for volunteers. Update competency list and SLOs; create plan to update courses with competency designations; use Canvas to automate assessment. Career Program Review Challenge: alignment with market Students come to us to improve economic situation, get job Earnings Accountability Reporting: a program's Financial Aid eligibility will be tied to median earnings of graduates; compared to high school grads, will be put on warning if there is no improvement between the two. Begins 2027. Within our scope of control: CIP code, SOC code, career program design Want to work with all departments this semester to make sure all CIP codes are accurate. Every CIP code attached to SOC code; need to make sure SOC codes are accurate. Nuances: will not evaluate students enrolled in higher ed institutions; called "Do no harm" act. When a student leaves Bristol, based on time/financials, are they better off than someone who never went to college? Previous iterations, i.e. Gainful Employment. Specifically earnings, looks at every program, whether students withdraw or graduate. Age group 25-34. Based on IRS data, etc. If we do not meet threshold for industry (this is where CIP and SOC codes come in), will be put on warning. How does this relate to freelance marketer or gig economy? I.e. artists, different mediums; how is this at all trackable? Supposed to be filing taxes as if self-employed; we can only base off of IRS data; if they don't file, they are exempt from this. What if they get a job in a different field? They don't care; even if you're in a different field, might not have gotten job without the degree. Alaina and Tim are co-chairing working group to talk about this. A ton of weaknesses and concerns; we're working to try to figure out how we can best prepare; CIP and SOC review is one, aligning programs better is another. Exempted students: what is the point of exempting students that go on to other institutions and become successful? i.e. people who do Art Transfer Fine Art degree will not be as successful as those who go on to get an MFA and teaching position. Want successful people to be included. This gives a 4 year buffer; has to report every year, includes 4 year colleges too. For a lot of professional careers, it takes a long time to build up; they won't evaluate people who are still continuing education; only included when graduated or withdrawn for extended period of time. If enrolled in just one course, not included. Comparison is not between our grads and bachelors; our graduates and people in same job field. Gig economy: someone could theoretically be making more money in gig economy with multiple jobs compared to someone with an Associates and one job. There's a lot of caveats that might happen; the goal is to go to college so you can reduce the number of jobs you work. There's always going to be grey areas that federal government can't account for; need to give a road map for federal institutions to account for. Just issued in July;
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	discussion is still ongoing, but we will be held accountable for things currently. Age groups: we have a range of ages; specific to cohort being compared to. High School grads only 25-34, not college grad ages. That is just the bracket we are being compared to. How does talent fit into this? Student who comes out of HS Theater Arts 1 may make it right away; how compare to someone who spends 2 years in program here? Those are outliers; trying to accommodate for as large a group as possible. Can't say every student who leaves here will be better off, but goal is to make overarching average better off. Why are we offering it and using taxpayers dollars if students aren't actually better off? Trying to make sure funding goes towards improving economy. What happened to going to college just to get degree? Not trying to defend legislation as written, just explain what it is. Would argue that most students want a job, even if they also want to learn.
Follow-up	
Agenda Item – Lash Resources (Will Duffy)	
Minutes	Lash Center of Teaching and Learning: Services and Resources Lash Center has new meeting area, faculty quick start guide, CTL Professional Development Portal, Faculty Handbook November 5: Discovery Day. Announcements for participation and presentations forthcoming. Adjunct Certification Program; increased visitation. Shared Workshop series with other CTLs; flyer by Wednesday with five workshops being shared across state; five more in the spring. Reverse mentor series: adjuncts in professional field bringing in knowledge QR codes for professional development portal and Lash website; questions/comments/concerns, reach out to Will. Will workshops be virtual or in person: Shared ones are virtual; next Tuesday, QCC doing one via Zoom; Bunker Hill will invite us to their in-person workshops
Follow-up	