

Represents Department of Higher Education PRMS Metric	TBD	Represents data currently being compiled and in progress
Indicates COVID-19 response needed	N/A	Represents data that requires new benchmarks to be created

Strategic Plan Action Plan

Strategy #1: Academic Innovation: Advance an engaging holistic teaching and learning environment resulting in a seamless student experience that prepares them to embrace life's opportunities.

Objective 1: Create pathways from non-credit offerings to credit programs.

Metric	Description	Baseline	Target	Target Date	Notes
Pathways from Economic and Business Development to Credit Programs	Number of structured pathways from non-credit work to credit programs	4	TBD	Spring 2024	Measured by programs offered by our Economic and Business Development
Number of AE Students Who Enroll in Credit Programs	Number of AE (HSE & ESOL) students who enrolled in credit programs in past year	8%	10%	Spring 2024	
Credit for Prior Learning	Retention Rate for students who receive Credit for Prior Learning credit hours	N/A	TBD	Spring 2024	
Credit for Prior Learning	Number of credit hours awarded via Credit for Prior Learning in past year	48 (Spring 2020) 196 (Fall 2019)	TBD	Spring 2024	

COVID-19 RESPONSE All high school equivalency and ESL and programs continue under COVID-19, offered in an online and hybrid format

Action#	Action Step	Target Completion	Notes
1	Create a task force to evaluate Bristol's current approach to awarding Credit for Prior Learning and develop recommendations for improvements, as needed	Spring 2021	Need internal marketing - work with co-chairs of the taskforce
2	Work with industry and community partners to identify opportunities for awarding Credit for Prior Learning as a gateway to credit programs	Fall 2022	
3	Evaluate all non-credit offerings with the goal of aligning offerings with credit programs, wherever possible	Spring 2021	
4	Conduct a needs assessment/process review for AE, including ESOL students with regards to enrolling and succeeding in credit programs, developing actions to address barriers as needed	Spring 2021	

Objective 2 : Increase accessibility and convenience for students by offering a broader variety of learning modalities to meet students' personal and educational needs.					
Metric	Description	Baseline	Target	Target Date	Notes
Programs Offering Block Scheduling	Number of academic programs offering block scheduling for students	8	TBD	Spring 2024	
Half Semester Options	Number of academic programs offering half-semester for students	5	TBD	Spring 2024	
Paired Hybrids	Number of academic programs offering paired-hybrids for students	0	TBD	Spring 2024	
Online Programs	Number of academic programs that can be completed completely online	16 Degrees and Certificates	TBD	Spring 2024	100% online.
DFWI Rate for Online Courses	Rate of grades of D, F, W, and I for online courses	Fall 2019 24%	Fall 2020 22% Spring 2020 In Progress	Spring 2024	Data broken out by gender, race/ethnicity. It will also look at data regarding persistence and retention rates
Accessibility and Convenience of Course and Program Offerings	Students' perceptions related to accessibility and convenience of course and program offerings	TBD	This will be added to preference survey	Spring 2022	Target to reflect an increase of 2% over baseline value; this item would be included in a survey distributed to students who have taken online courses.
COVID-19 RESPONSE	All academic and student service supports are provided virtually so that students do not need to access services in person.				
Action #	Action Step	Target Completion Date	Notes		
1	Create a task force to conduct research on best practices in online learning and to make recommendations to enhance the quality of online courses and programs, including the possibility of adopting Quality Matters criteria	Fall 2021			
2	Develop and distribute surveys for faculty and students regarding their preferences for and satisfaction with online education at Bristol, resulting in a set of actions to improve online learning	Spring 2021			
3	Provide ongoing professional development to faculty teaching online, with an emphasis on equity-minded pedagogy	Fall 2021			
4	Ensure all students taking online courses have completed a mandatory online learning orientation	Fall 2022			
5	Streamline the online learning experience for students by increasing consistency in the LMS environment across all courses	Fall 2022			

COVID-19 RESPONSE	Due to the pandemic and our mostly online modalities, we have streamlined the admissions and onboarding process for students. This includes our placement testing process which no longer requires students to physically come to the college to test. With the purchase of Examity software and other services, all testing is done remotely.
	Professional development has been enhanced to address the online teaching modalities we are using during the pandemic. Some new trainings include universal design and cultural awareness in the virtual space.
	In an effort to better serve our students, policies such as assigning incompletes have been reviewed and modified in an effort to be more flexible in meeting student needs.

Objective 3: Ensure student exposure to High Impact Practices (HIPs) in all certificate and degree programs.

Metric	Description	Baseline	Target	Target Date	Notes
Courses with HIPs	Number of courses that include at least one HIP from an institutionally-approved list of HIPs	N/A	TBD	Spring 2024	
Programs with HIPs	Number of degree and certificate programs that require at least one course that includes HIPs from an institutionally-approved list of HIPs	N/A	TBD	Spring 2024	Target based on objective language
Faculty Trained on HIPs	Number of faculty participating in training on HIPs	N/A	TBD	Spring 2024	
Co-Requisite Enrollments	Number of students enrolled in developmental English and Reading co-requisite courses annually	N/A	TBD	Spring 2024	
Student Exposure	Number of students exposed to 4 HIP's in their first-year experience	N/A	TBD	Spring 2024	Disaggregate the data Based on PRMS metrics, as well as retention and persistence data

Action #	Action Step	Target Completion Date	Notes
1	Generate a list of institutionally-approved HIPs and identify subject matter experts for each HIP to assist with training and coaching	Spring 2021	
2	Develop a plan for collecting and analyzing student success data from courses including HIPs	Fall 2021	
3	Create a task force to develop recommendations about how to achieve the inclusion of HIPs in all degree and certificate programs	Spring 2021	
4	Develop a plan to increase the use of OER across all programs at the college	Spring 2021	
5	Develop professional development offerings specifically focused on HIPs and assist faculty with incorporating HIPs into their courses	Fall 2021	

COVID-19 RESPONSE	As a result of COVID-19, many of our experiential learning opportunities have been limited due to the current contact restrictions. Our experiential learning group is focused on creating opportunities to expand programs such as service learning, and internships to include a virtual option and looking for ways to create unique opportunities to expand our learning community and pedagogies amid this pandemic.
	Online orientation for students has been developed and launched in August.
	We are providing professional development around service learning in online courses.

Objective 4: Fully realize and then assess the proactive advising model.

Metric	Description	Baseline	Target	Target Date	Notes
Student/Advisor Meetings	Number of unduplicated students to meet with an advisor at least once in a semester, based on risk touchpoints	N/A	TBD	Spring 2022	
Timely Completion of Gateway Courses (DHE Student Success & Completion Metric)	Percentage of first-time, full-time, degree-seeking students who complete college-level math and English by the end of their first academic year	34% (per DHE website)	37%	Spring 2024	Target reflects increase of 3%
First Year Retention Rates	Percentage of students to stay enrolled after completing their first year credits	60%	61%	Spring 2024	Target reflects a 2% increase.
On-Time Credit Accumulation (DHE Student Success & Completion Metric)	Percentage of first-time, degree-seeking students who completed 24 credits (full-time) or 12 credits (part-time) in their first year	31% (per DHE website)	35%	Spring 2024	Target reflects a median of MA community college peers

Action #	Action Step	Target Completion Date	Notes
1	Conduct an in-depth assessment of the proactive advising model, making adjustments as needed	Spring 2021	
2	Define and frame the proactive advising model for specific student populations and different modalities (Examples: professional advisor assigned to student veterans; Athletics also has their own professional advisor)	Spring 2021	
3	Incorporate Career Planning and Exploration into the Proactive advising model; Early on career interest to assist in program selection and support for Career program students.	Spring 2021	
4	Provide clear communication and training on proactive advising across the College	Spring 2021	

5	Implement required advising, leveraging caseload management (based on National Assoc. of advising)	Spring 2022	
6	Implement a plan to transition students in General Studies into Pathways that align with their skills and interests	Fall 2021	
7	Develop a comprehensive communication plan for students regarding the proactive advising model, capitalizing on first-year programs and orientations to communicate with students	Spring 2022	

COVID-19 RESPONSE	Utilizing tools such as Microsoft Bookings, Microsoft Teams, Zoom, Google Voice, as well as email technologies, the college continues to provide students the personal and consistent outreach required of the proactive advising approach
--------------------------	--

Objective 5: Increase adjunct faculty/instructor engagement to promote innovation and foster effective collaboration among college staff and faculty.
--

Metric	Description	Baseline	Target	Target Date	Notes
Adjunct Engagement in Professional Development	Percentage of Bristol's annual budget allocated to Strategic Plan action plans	N/A	TBD	Spring 2021	Need to determine a process and criteria for classifying funds as being "allocated to Strategic Plan actions plans"
PACE Survey Score: Adjunct Engagement	Satisfaction Score on PACE custom item: Adjuncts' average overall rating on PACE survey items	0.41	0.43	Spring 2021	Score reflects respondents who reported being satisfied or very satisfied

Action #	Action Step	Target Completion Date	Notes
1	Identify ways for engaging adjuncts in a more meaningful way, possibly including recording meetings, hosting virtual meetings, and scheduling events at different times	Spring 2021	
2	Ensure adjunct faculty have a voice in institutional operations and decision making	Fall 2022	
3	Create professional development opportunities specifically designed for and by adjunct faculty	Spring 2021	

COVID-19 RESPONSE	Professional development for adjunct faculty is ongoing during the pandemic, delivered by video conferencing.
--------------------------	---

Objective 6: Increase the career readiness of our student population					
Metric	Description	Baseline	Target	Target Date	Notes
Job Placement Rate	Percentage of Bristol graduates who are employed within a related field six months after graduation	PERKINS, alumni survey, coop		Fall 2021	
Action #	Action Step	Target Completion Date	Notes		
1	Assess career readiness through LMI/Program, CAS Review and Advisory Boards	Fall 2021			
2	Infuse career assessment into pro-active advising model	Spring 2022			
3	Create an assessment that measures student competencies in the core key components	2020-2024			
4	Require internships for career programs	2020-2024			
COVID-19 RESPONSE	During the pandemic, career development services are available to students via a multitude of virtual formats. In addition, we launched the Central College Network, an interactive tool that links employers with prospective job candidates through Bristol's career center.				