

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 #2 : Equity and Student Success: Share responsibility for the success of our students and employees by improving equity-mindedness and ensuring institutional support that closes equity gaps.

Objective 1: Advance an inclusive college culture grounded in equity-mindedness.

Metric	Description	Baseline	Target	Target Date	Notes
PACE Survey Item: Equity-mindedness	Employees' average rating on survey item, "The actions, communications, and decisions of Bristol's employees and students reflect a commitment to equity-mindedness."	77%	79%	Spring 2021	This is a PACE custom item. Available Fall 2020.
PACE Survey Item: Inclusion	Employees' average rating on survey item, "Bristol has an inclusive culture where all individuals are valued and feel welcomed."	Available at next survey administration	TBD	Spring 2021	This is a PACE custom item. Available Fall 2020.
PACE Survey Item: Diversity in Workplace	Employees' average rating on survey item, "The institution effectively promotes diversity in the workplace."	68%	0.70	Spring 2021	PACE Report
PACE Survey Item: Student Diversity	Employees' average rating on survey item, "Student ethnic and cultural diversity are important at this institution."	TBD	TBD	Spring 2021	This is a PACE custom item. Available Fall 2020.
Student Survey Item: Inclusion	Students' average rating on survey item, "Bristol provides an inclusive environment where I feel valued and welcomed."	N/A	TBD	Spring 2021	This item will be included in the CCSSE survey in Spring 2021
Student Survey Item: Diversity	Students' average rating on survey item, "Diversity is valued at Bristol Community College."	N/A	TBD	Spring 2021	This item will be included in the CCSSE survey in Spring 2021

Action#	Action Step	Target Completion	Notes
1	Define how diversity, equity, and inclusion are viewed at Bristol and align with the DHE equity agenda to ensure and embed those definitions throughout the institution, including the creation of an institutional "Equity Statement"	Spring 2021	
2	Conduct a diversity, equity, and inclusion assessment, including but not limited to focus groups with employees and students to better understand how diversity, equity, and inclusion are experienced at Bristol, resulting in an action plan for addressing gaps	Spring 2021	
3	Implement a professional development program dedicated to issues of unconscious bias, racism, equity, and inclusion in and out of the classroom	Fall 2021	

4	Include cultural fluency as a core competency for employees and as a student learning outcome for all programs	Spring 2020	
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COVID-19 Response	New professional development offerings have been designed and offered to better understand diversity, equity and inclusion in our new virtual spaces. In addition, the college is offering a long-term series on social justice that is open to student, employees, and community members.
	Research findings suggest that there are far reaching impacts of the crisis on inequalities. Bristol's equity and inclusion statement will provide guidance and the inclusion of multicultural SLO's will provide support begin to address inequalities.

Objective 2: Recruit, retain and develop a diverse community of employees.

Metric	Description	Baseline	Target	Target Date	Notes
Number of Diverse Applicants	Number of diverse candidates applying for employment at Bristol	N/A	5% increase annually	Spring 2022	Diversity metric defined as determined by the IPEDS 9 categories of race - Nonresident alien; LatinX; American Indian/Alaska Native; Asian; Black/African American; Native Hawaiian/Pacific Islander; White; Two or more races; Unknown Race, as well as the addition of LGBTQIA+, Vets & those with Disability. Diversity at Bristol is defined as people of different genders, races, ethnicities, Veterans, LGBTQIA+, and those with Disabilities.
Number of Diverse Hires	Number of diverse candidates hired for full-time employment	N/A	3% increase annually	Spring 2022	Diversity metric defined as determined by the IPEDS 9 categories of race - Nonresident alien; LatinX; American Indian/Alaska Native; Asian; Black/African American; Native Hawaiian/Pacific Islander; White; Two or more races; Unknown Race, as well as the addition of LGBTQIA+, Vets & those with Disability. Diversity at Bristol is defined as people of different genders, races, ethnicities, Veterans, LGBTQIA+, and those with Disabilities.

Retention of Diverse Employees	Retention rate of diverse full-time employees annually	N/A	2% annually	Spring 2022	Diversity metric defined as determined by the IPEDS 9 categories of race - Nonresident alien; Lantinx; American Indian/Alaska Native; Asian; Black/African American; Native Hawaiian/Pacific Islander; White; Two or more races; Unknown Race, as well as the addition of LGBTQIA+, Vets & those with Disability. Diversity at Bristol is defined as people of different genders, races, ethnicities, Veterans, LGBTQIA+, and those with Disabilities.
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Action #	Action Step	Target Completion Date	Notes
1	Conduct focus groups with employees to identify and then implement strategies for creating a more welcoming college environment for diverse employees	Spring 2022	
2	Create safe spaces on campus for discussing issues of race and diverse experiences and perspectives	Fall 2021	
3	Provide training on unconscious bias, racism, equity, and inclusion to all interview committees	Spring 2021	
4	Re-evaluate employee recruitment practices to ensure the intentional recruitment of diverse candidates	Spring 2021	

COVID-19 Response During the pandemic, employee recruitment practices have been enhanced to continue our recruitment of diverse job candidates. We have developed special videos to introduce the college and discuss our focus on diversity, equity and inclusion.

Objective 3: Increase the student conversion rates, from outreach to enrolled, with specific intention to under-represented groups.

Metric	Description	Baseline	Target	Target Date	Notes
Latinx Enrollments (DHE Access & Affordability Metric)	Percentage of fall enrollments that were Latinx students	10% (per DHE website)	12%	Spring 2022	Targets a 1% increase annually.
Black/African American Enrollments (DHE Access & Affordability Metric)	Percentage of fall enrollments that were Black/African American students	10% (per DHE website)	12%	Spring 2022	Targets a 1% increase annually.

Pell Recipient Enrollments (DHE Access & Affordability Metric)	Percentage of fall enrollments that were Pell recipients	48% (per DHE website)	50%	Spring 2022	Targets a 1% increase annually.
Action #	Action Step	Target Completion Date	Notes		
1	Systematically review and redefine our entire student onboarding process from enrollment to registration and financial aid to ensure that we addressing accessibility and closing equity gaps that may exist in the process.	Spring 2021			
2	Develop and implement a process and cycle for regularly reviewing and analyzing student data to identify and address equity gaps in access	Spring 2021			
3	Create a process for ensuring data related to equity gaps are regularly communicated throughout the institution and inform decision making	2020-2024			
4	Analyze data to better understand the points at which students frequently withdraw from the enrollment process and develop strategies to address those challenges	Fall 2021			
5	Conduct focus groups with students to understand barriers to enrollment before and during the registration and onboarding process, identifying actions to address challenges for students, particularly minoritized students	Spring 2021			
6	Equity council to conduct an audit of marketing and recruitment materials and communications through an equity lens, making adjustments to minimize language, images, and other non-verbal cues that may negatively impact minoritized students	Fall 2021			
7	Implement a student recruitment plan to target racially minoritized students that considers protocols, language and mediums to ensure that messaging is clear, timely and effective in meeting student needs. The plan will be continuously assessed and modified as needed.	Fall 2021			
COVID-19 Response	During the pandemic, recruitment plans that targeted minoritized groups were altered. Special outreach plans were developed to reach students using electronic and virtual tools.				

Objective 4: Assess existing programs and implement new innovative and evidence-based initiatives geared toward closing equity gaps.					
Metric	Description	Baseline	Target	Target Date	Notes
Latinx Retention After First Year (DHE Equity Lens Metric)	Percentage of first-time, full-time, degree-seeking Latinx students who returned to Bristol or transferred to another institution the year after initial enrollment	58% (per DHE website)	61%	Spring 2024	Target reflects increase of 3%
Latinx Six-Year Comprehensive Student Success (VFA Model; DHE Equity Lens Metric)	Percentage of Latinx students who graduated, transferred, attained 30 credits, and/or remain enrolled within six years after enrolling at Bristol as either a first-time or transfer student	57% (per DHE website)	60%	Spring 2024	Target reflects increase of 3%
Black/African American Retention After First Year (DHE Equity Lens Metric)	Percentage of first-time, full-time, degree-seeking Black/African American students who returned to Bristol or transferred to another institution the year after initial enrollment	58% (per DHE website)	61%	Spring 2024	Target reflects increase of 3%
Black/African American Six-Year Comprehensive Student Success (VFA Model; DHE Equity Lens Metric)	Percentage of Black/African American students who graduated, transferred, attained 30 credits, and/or remain enrolled within six years after enrolling at Bristol as either a first-time or transfer student	59% (per DHE website)	61%	Spring 2024	Target reflects increase of 3%
Pell Recipients Retention After First Year (DHE Equity Lens Metric)	Percentage of first-time, full-time, degree-seeking Pell recipient students who returned to Bristol or transferred to another institution the year after initial enrollment	62% (per DHE website)	65%	Spring 2024	Target reflects increase of 3%
Pell Recipient Six-Year Comprehensive Student Success (VFA Model; DHE Equity Lens Metric)	Percentage of Pell Recipient students who graduated, transferred, attained 30 credits, and/or remain enrolled within six years after enrolling at Bristol as either a first-time or transfer student	60% (per DHE website)	63%	Spring 2024	Target reflects increase of 3%
Action #	Action Step	Target Completion Date	Notes		
1	Redefine the process, roles and structures within the key groups on campus already involved in equity work to set goals and work plans for their areas (outreach, SSEM, advising support, HR, Multi-Cultural, Women's Center, Veterans Center, TRIO, LSAMP, Step-Up to College, etc.)	Spring 2021			
2	Develop an equitable policy requiring student participation in orientation so that all students have equitable access to information and resources that promote retention	Spring 2021			

3	Evaluate our clubs, organizations, and other out-of-classroom activities and outreach to best engage students from various populations (implementation of Slate will assist with targeted outreach/communication plan)	Fall 2021	
4	Implement a student peer mentoring program, with an emphasis on reaching minoritized students	Spring 2022	Extension of current student success program
5	Improve efforts to help students with financial aid and financial literacy, particularly minoritized students	Fall 2021	
6	Create a process for regularly evaluating pedagogical practices and materials through an equity lens	Fall 2021	

COVID-19 RESPONSE	In an effort to ensure that all students have access to their course work and the ability to continue their education, we have provided laptops to those students in need of technology, in addition to create internet hot spots for students to access the internet
	We are in the process of providing training for all faculty on the use of all different modalities and plan to extended training to include students during the month of August.
	We are providing a student orientation that focuses on online learning, expectations, sources for help, training, etc. prior to the start of the fall semester. New software was purchased that enables students to learn about all of the services and supports that are available at the college.
	During the pandemic the college has offered regular, video-conferenced enrollment and FAFSA workshops to assist students and their families.
	During the pandemic the college provided several social justice forums that focused on educational practices and resources that support equity-minded teaching and learning. These forums will continue in Fall 2020.