January 13, 2017

Dr. Barbara E. Brittingham
President of the Commission
Commission on Institutions of Higher Education
New England Association of Schools and Colleges
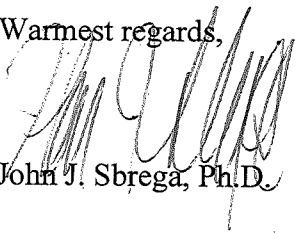3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514

Dear Dr. Brittingham:

Enclosed is the **Spring 2017 Progress Report** from Bristol Community College that the Commission requested on 2 December 2014.

Specifically, the Commission identified four topics and a progress report for each from the College. In preparing this report, the College followed closely the NEASC "Guidelines for Preparing Progress Reports." In addition, the College integrated the newly revised standards for accreditation (1 July 2016) in this paper.

If you have any questions, please do not hesitate to contact me. I look forward to hearing from you.

Warmest regards,

John J. Sbrega, Ph.D.

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Enclosures

cc: Dr. Patricia M. O'Brien, SND

Spring 2017 Progress Report

Prepared for the Commission on Institutions of Higher Education
New England Association of Schools and Colleges

BRISTOL COMMUNITY COLLEGE, 777 ELSBREE STREET, FALL RIVER, MASSACHUSETTS 02720

Introduction

This document represents Bristol Community College's response to the official letter on December 2, 2014 from the New England Association of Schools and Colleges (NEASC) regarding accreditation. Much of the letter outlined the strengths of the College and progress in meeting the Commission standards of which we are very proud. The rigorous self-study process was affirming in most respects, and it validated the responsible and comprehensive manner in which the College fulfills its mission as well as its important responsibilities to the region. The letter stated that the College should give further evidence of its continued efforts and success in addressing four particular areas in the Spring 2017 progress report.

The NEASC letter was shared with all of the College's constituencies upon receipt. President John J. Sbrega charged senior administrators with the responsibility of creating a broad-based process to examine the issues raised and created four work groups to address each of these matters. As mentioned by the Commission, a priority was for the College's Central Committee, which oversees the College's governance structure, to analyze the College's entire governance system. The Central Committee oversaw the process of integrating technology to "create more efficient and effective methods of college-wide communications… leading to more inclusive governance." The work groups were charged with involving all appropriate constituencies with an emphasis on improving regular communication among them. We are pleased to report that the groups have met regularly since that time, reporting their progress on a regular basis to President Sbrega and senior administrators.

We appreciate the opportunity to review our progress with the guidance of the Commission, and have carefully worked to demonstrate in this report the progress we have accomplished, as well as to identify the remaining work that we project is necessary to continue our success as an institution and best serve our diverse students and noble mission. We have found this to be a valuable exercise and will continue to incorporate the new *Standards for Accreditation* that went into effect on July 1, 2016 across all the areas of institutional, student, academic, and administrative operations in addition to the four areas of emphasis outlined by the Commission below.

I.   Shared governance: establishing an effective model of shared governance with an emphasis on strengthening communication among constituents at the College;

II.   Assessing student learning outcomes: implementing a systematic approach to assessing student learning outcomes with an emphasis on using the results for improvement;

III. Student advising systems: establishing and implementing a comprehensive and effective approach to student advising;

IV.   Dual enrollment: assuring its dual enrollment programs offered in partnership with high schools in the Commonwealth of Massachusetts are consistent with the Commission's Policy on Dual Enrollment Programs.

We have carefully described our institutional progress in fulfilling the standards related to each area, and highlighted our significant progress in these areas.

As documented throughout this report, the College has a strong institutional commitment to heightened communication and transparency in shared governance practices, which is reflected in the robust college-wide committee system and extends to the new Academic Initiative process. We have included a number of examples to illustrate the progress we have accomplished in this area but recognize all of the matters require sustained attention over time.

The critical importance of implementing a systematic approach to assessment of student learning outcomes is articulated, and a plan to use the result to improve the institution's teaching and learning is identified using examples of the progress we have made on the Outcomes Assessment committee, now the Educational Effectiveness committee. It is also demonstrated by our work on General Education competencies, with the LEAP rubrics, and with newly developed academic support initiatives that advance our assessment models. A major goal was to implement a more systematic approach to assessing student learning outcomes and to use the results to inform decision-making and foster continuous improvement.

Substantial progress has also been made with a reorganized Academic Advising area since the NEASC visit in 2014. Significant improvements in advising staff hires and in training and specialization have been made. Through the realignment of Advising under the Academic Affairs area for closer proximity with faculty, a more effective and comprehensive student advising plan has been established and implemented. Changes to student services such as Orientation and online advising have provided useful data with which to further improve the delivery of advising college-wide and in all locations.

The robust and growing dual enrollment programs at Bristol Community College closely adhere in all respects to the newly revised NEASC Standards, and we have had the opportunity to review and affirm that all the College's programs offered in partnership with the Commonwealth of Massachusetts high schools and beyond are fully consistent with the Commission's Policy on Dual Enrollment Programs in every area. We have described the wide variety of programs of dual enrollment offered at the College, and the improvements made in recent years to ensure consistency of policies and guidelines for all courses and practices, as well as building closer working relationships with Academic Affairs and Enrollment Services for support of these programs.

The Commission's Guidelines for Preparing Progress Reports noted that the College should provide any limitations it may have had in achieving the best possible results at the time of the Spring 2017 progress report. One limitation that should be taken into consideration was the "work-to-rule" action taken in response to contract negotiation challenges in funding a statewide collective bargaining agreement for the College's day faculty and professional staff. The NEASC work groups continued during this time with limited participation by full-time faculty and professional staff, and were able to resume with the participation of all faculty and professional staff members by Summer 2016.

All members of each of the four work groups have participated in preparing this document through Fall 2016 and the January 2017 submission.

The membership of each work group consisted of a wide-ranging representation of College faculty and staff, including the following College professionals:

Shared governance:

Colleen Avedikian	Sociology Faculty, full-time and Secretary of MCCC local union chapter
Jennifer Boulay	Academic Coordinator, Lash Center for Teaching and Learning and Vice President of the Academic Senate
Joyce Brennan	Vice President, College Communications
Sally Cameron	Vice President, College Communications (retired 2016)
Rodney Clark	Dean, Attleboro Campus
Susan McCourt	Mathematics Faculty, full-time and current President of MCCC local union chapter
Sarah Morrell	Dean, Access and Transition
Jim Pelletier	Chemistry Faculty, full-time
Sharon Pero	Nursing Faculty, full-time
Cheryl Sclar	Academic Advisor
Greg Sethares	Vice President, Academic Affairs
Howard Tinberg	English Faculty, full-time and President of the Academic Senate
Ron Weisberger	Adjunct Faculty in History; Director, Holocaust Center

Assessing student learning outcomes:

John Almeida	Accountant I
Engin Atasay	Education Faculty, full-time
Jacqueline Barry	Reading Faculty, full-time
William Berardi	Dean, Business and Information Management
Lynne Bernier	Senior Admissions Counselor, Enrollment Services
Jennifer Boulay	Academic Coordinator, Lash Center for Teaching and Learning and Vice President of the Academic Senate
Lynne Brodeur	Associate Dean, Health Sciences
Suzanne Buglione	Dean, Lash Center for Teaching and Learning
Gloria Cabral	Baking and Pastry Arts Faculty, full-time
Rebecca Clark	Human Services Faculty, full-time
Rodney Clark	Dean, Attleboro Campus
Lisa Delano-Botelho	Psychology Faculty, full-time
Pat Dent	Dean, Health Sciences
Ceit DeVitto	Instructional Designer
Johanna Duponte	Occupational Therapy Assistant Faculty, full-time
Adrienne Foster	Biology Faculty, full-time
Rhonda Gabovitch	Vice President, Institutional Research, Planning, and Assessment
Ana Gaillat	Associate Vice President, Academic Affairs
Michael Geary	English Faculty, full-time
Paul Jefferson	Director of Network and User Services
Carolyn Kenney	First Year Engagement Faculty, full-time

Igor Kholodov	Computer Information Systems Faculty, full-time
Elizabeth McCarthy	Vice President, Resource Development
Sarah Morrell	Dean, Access and Transition
Linda Mulready	English Faculty, full-time
Angelina O'Brien	Director, Institutional Research, Planning and Assessment
Holly Pappas	English Faculty, full-time; Faculty Fellow for Assessment
Kathleen Pearle	Dean, Behavioral and Social Sciences
Kathleen Plante	Nursing Faculty, full-time
Bob Rezendes	Associate Dean, Library Services
Sarmad Saman	Dean, Mathematics, Science, and Engineering
Karl Schnapp	Technical Specialist for Instructional Support and Innovation, Academic Affairs
Greg Sethares	Vice President, Academic Affairs
Baxter Smith	Campus Police Officer I
Lisa Tarantino	Associate Director of Human Resources
Anthony Ucci	Associate Vice President, Academic Affairs
Robyn Worthington	History Faculty, full-time
Joe Yasaian	Director of Campus Services, Attleboro Campus
Eileen Young	Engineering Faculty, full-time

Student advising systems:

David Allen	Dean, Financial Aid and Technology
Debra Cohen	Dean, Academic Advising
Betsy French	English Faculty, full-time
Kathy Garganta	Acting Vice President, Enrollment Services
Ginny Leeman	Academic Advisor, Academic Affairs
Shelly Murphy	Communications Faculty, full-time
Eileen Shea	Director of Transfer Affairs and Articulation, Student Services
Anthony Ucci	Associate Vice President, Academic Affairs

Dual Enrollment:

Erik Baumann	Director, K-12 and Postsecondary Linkages, Academic Affairs
Judy Bolandz	Staff Associate, Attleboro Campus
Iva Brito	Resource Specialist, Gateway to College, Academic Affairs
Amanda Donovan	Director of Grant Development, Workforce Development
Ana Gaillat	Associate Vice President, Academic Affairs
Maggie Judge	Transfer Counselor, Student Services
Sarah Morrell	Dean, Access and Transition, Academic Affairs
Jean-Paul Nadeau	English Faculty, full-time
Robert Rak	Environmental Technology Faculty, full-time
Cheryl Sclar	Academic Counselor, Academic Affairs

Institutional Overview

Bristol Community College (BCC) is a comprehensive community college with locations across southeastern Massachusetts in Taunton, Attleboro, New Bedford, Fall River and eLearning. BCC offers 82 career and transfer programs of study that lead to an associate degree in science, arts, applied sciences, and 55 certificates of accomplishment or achievement. The College has 125 full-time faculty members and 570 part-time faculty members. BCC has an undergraduate population of 11,324 (unduplicated headcount of credit students for 2015-16) and 15,580 in noncredit enrollments. Since 2000, the College has experienced a 78 percent enrollment growth.

BCC's vision statement states the goal we hope to achieve everyday: *Bristol Community College changes the world by changing lives, learner by learner*. BCC facilitates student success by reducing barriers to educational access and by incorporating the diverse life experiences, achievements, and contributions of all members of our community into the College culture. In FY16, more than $27.6 million in federal, state, and local financial aid was disbursed to 6,889 students. In Fall 2016, 47 percent of students are receiving Pell Grants and 26 percent of students are receiving loans. The Bristol Community College Foundation awarded $244,283 in scholarships and awards to 291 recipients. The Foundation issued 121 loans totaling $22,613 to assist students.

BCC is a vital link to improving the regional economy and individual earning power through education. As the leading resource for education and workforce development in southeastern Massachusetts, BCC's mission is to provide programs that promote individual opportunity and stimulate the region's economic health. The Center for Workforce and Community Education works with local business and industry to create bridges that enhance the competitiveness and efficiency of its partners. These vital relationships not only benefit the companies, but it keeps the College engaged in the needs of its local industries. Annually, the Center provides more than 100 contracts and services in partnership with companies, public agencies, and K-12 school districts. It is often the first point of contact for businesses seeking to move to the region. The Center is nimble and responsive and supports enterprises large and small.

BCC values and respects diversity within the College and the world. As far as overall demographics, the College has made a deliberate effort to increase the enrollment of minority students and the hiring of those representing diverse groups, as well as to increase the number of full-time faculty overall. Since 2000, the number of full-time faculty has increased by 19 percent. Minority enrollment has increased 367 percent, and multicultural full-time faculty has increased by 280 percent. Overall, multicultural full-time employees have increased by 57 percent. The College's minority enrollment of 24 percent is higher than the percentage found in the region (14 percent).

BCC is particularly committed to providing educational opportunities to help all populations understand and accept each other. It also maintains a commitment to sustainable resource development and has been recognized regionally and nationally for its leadership in sustainability. BCC prepares well-rounded learners for employment and for life.

I. Shared governance: establishing an effective model of shared governance with an emphasis on strengthening communication among constituents at the College

Introduction:

The Shared Governance work group reviewed the NEASC letter and noted its interest in the overall governance system recommendations that were to be made by the Central Committee. The Commission expressed particular interest in improved communications among all constituents at the College, to show that our system of governance involved the participation of all appropriate constituencies, with regular communication among them. Further, the work group reviewed the improvements in the use of technology for better streamlining and strengthening effective and inclusive college-wide communications.

Bristol Community College has been working diligently to establish more effective models of shared governance among all appropriate constituencies, including regular communication among them. There are a number of initiatives over the past several years that demonstrate this progress being made throughout the institution. The following is an overview of five specific initiatives that are representative of the work being done to promote shared governance, transparency, and mutual trust. Each of the topics outline the work that has taken place to date along with associated challenges and projections.

Progress and Projections: Committee and Governance Documents

The College's Central Committee has worked in recent years with committee administrators and chairs to develop a comprehensive and widely accessible portal in SharePoint designed to ensure that important policy and planning work be transparent and readily available to the community. Each committee's online space is organized to encourage members to share information, including minutes, policy proposals, and general discussions with the committee and the College community where appropriate. A permanent record of the historical work of the Committee, including its annual charter and outcomes, are maintained in SharePoint. As minutes are approved, they are placed in a workflow queue and automatically routed to the committee administrator as well as the Central Committee. The Central Committee, reporting directly to the President, uses this information to continually assess the committee system structure and its efficacy for the institution.

The College's rich history in governance, achieved through its committee structure, has been taxed in recent years as colleagues focus on meeting increasing student needs as well as supporting the College's broad mission. The College understands that the notable increases in enrollment, addition of staffing at multiple campuses, and rapid advances in technology have contributed to challenges in identifying and promulgating practices that keep pace with the institution's evolution. SharePoint has provided the College community with a robust set of online file sharing options previously accomplished using the Public Folders option within the enterprise email system. Community members interested in work of a particular committee may subscribe to alerts and are notified as information is published. The committee system's charter calls for membership on committees from across the institution and members serve as liaisons to respective divisions and areas. Most meetings are encumbered with topics that focus on student

engagement and success while communication on these important topics across the institution has suffered. For example, participation by College faculty and staff from branch campuses in meetings at the Fall River campus has been a challenge. To remedy this situation, the College is making effective progress in the use of the SharePoint portal to organize committee work, share documents between and across work areas and campuses, and promote shared collaboration among constituencies.

Communication Among Multiple Locations

As referenced in the Projections section of the 2014 NEASC Self-Study, the College has been investigating an IT solution that will enhance communication among the College's different locations in Fall River, New Bedford, Attleboro, and Taunton. In recent years, the College has experimented with *Skype* as a method of enhancing such communication, though the technology has proven less than optimal.

In 2016, the College investigated the potential use of the software package *Blackboard Collaborate*, an add-on to the College's online learning management system, *Blackboard Learn*. Initial attempts have shown promise for this initiative to improve the volume and quality of participation in governance meetings among faculty, staff, and students by allowing live synchronous participation from individuals at different locations. The College believes that the potential of this software/technology combination will also allow synchronous participation of students at remote locations in classes that otherwise might not be available to run due to insufficient enrollment. A student pilot of this potential solution will occur in Spring 2017.

Senate/Administration Joint Governance Taskforce

The Governance work group noted developments and progress since the formation of the joint Administration/Senate Taskforce on Academic Decision Making and Governance in 2012, following a couple of years of College-wide dialog related to governance and academic decision-making. The charge to the taskforce was to:

> *Establish a clear, inclusive, closed-loop process for academic decision-making, including timelines, identification of stakeholders, clear roles & responsibilities, broad input, and verification that stakeholder input was heard.*

The work of the taskforce was completed in Spring 2014, but not in time for the March NEASC site visit. The guidelines produced were completed by the end of the Spring 2014 semester with the intent to pilot them during the following academic year. These guidelines provide principles and a framework to consider academic initiatives prior to implementation. They are designed to be inclusive, encourage creativity, foster innovation, confirm institutional support, and to develop consensus. The guidelines were designed to not supersede any existing policies or already existing governance structures, nor to infringe on the contractual rights of faculty, professional staff, or management. The guidelines developed have an important but limited scope, and do not address all decisions at the College, but set forth principles to be used for "academic initiatives" as defined in the report.

Several examples of these pilots, implemented over the past couple of years, are illustrated below. The College has gained valuable lessons, and is improving implementation with successive experience. Included as an addendum to this progress report is the final taskforce product, the *Proposed Academic Initiative Implementation Guidelines* (See Appendix A). This document can also be found internally by employees from a College computer via the College's "All Share" drive: S:\Academic Affairs\Academic Initiatives, and the Senate's blog: http://senatebcc.blogspot.com/2016/03/proposed-academic-initiative.html

Examples of Academic Initiative (AI) Guidelines in use:

The first two major examples of the AI Guideline implementation occurred in Spring 2015, and illustrate both a successful and a not fully successful use of the AI Guidelines. In these first two applications, the sample form from page 6 of the AI Guidelines was not yet utilized. The examples given following Spring 2015 each utilized the optional form. Progress towards implementing and integrating an effective, transparent, and inclusive model of shared governance is highlighted by these examples.

Reorganization of Academic Advising Report Structure (Spring 2015): Initiated by the College President in February of 2015, a proposal was made to consider having the Dean of Academic Advising, and thus all of Academic Advising, report to the Vice President for Academic Affairs as opposed to the then current and longstanding report to the Vice President for Enrollment Services. The change was considered to improve the alignment of Academic Advising with the College's academic programs and faculty. A College-wide discussion on the matter resulted in broad-scale feedback to the President, and ultimately concluded with a well-informed and transparently communicated decision by the President. At the start of the College-wide deliberations, the President of the Faculty and Professional Staff Senate was notified of the initiative and asked to expand the dialog to the Senate and the Senate constituency, consisting of approximately 800 academic professionals at the College. Over the next several months, the initiative was discussed and debated multiple times in a variety of formats including Department meetings, Division meetings, committee meetings, Professional Staff meetings, All Academic Area meetings, All College meetings, Senate meetings, and using the College's email system. Interviews were conducted with Academic Advising staff. In addition, all academic professionals at the College were encouraged to submit feedback directly to the College President through email and his numerous open office hours. An interim all-College email report was given mid-semester by the President. Based on the broad input outlined above, at the end of the semester the President rendered his final decision and rationale, announcing his decision to change the reporting structure of Academic Advising from Enrollment Services to Academic Affairs.

Title III Grant Application Process (Spring 2015): The College engaged in Spring 2015 in the second large-scale pilot of the AI Guidelines, an involved process to develop a Title III grant proposal. The process began with planning meetings, followed by a large meeting to which the entire College community was invited to share ideas. Examples of funded projects were shared and a compendium of all proposed ideas was compiled and shared by email and presented in an All College meeting, with an open invitation to all interested parties to join a smaller work group to unify common ideas and to guide the development of the proposal. By mid-April, this work group had established a grant writing team, and the Title III grant guidelines and application

process were announced by the Department of Education and the work of creating the proposal, focused upon academic support, was underway. Some individuals outside of Academic Affairs then voiced concerns about the process, believing their ideas were not appropriately considered during development and that the process was not as open and transparent as it should have been. The decision was made by the President to halt the project in early-May, despite the significant work already underway. Since that experience, the College has undertaken more critical efforts at broad and inclusive communication, including more intentional engagement in the early process of project development and in determining the focus of such proposals. So while this effort was ultimately unsuccessful due to difficulties of communication and inclusion of all perspectives, it served the College well in providing valuable lessons learned for future initiatives.

General Education Competencies Review (Fall 2015): A taskforce comprised of faculty, staff and administrators was launched in Fall 2015 and continued work through Fall 2016. The group was charged to review and revise the College's general education competencies to ensure they reflect the current College consensus, and to ensure that they are sufficiently rigorous and measurable. Considerations for the recommended competencies included the College's "educated person" statement, mission statement, strategic plan, the revised NEASC standards (4.15, 4.16, 4.17), statewide assessment projects, transfer agreements, and potential alignment with LEAP Rubrics. The guiding question for this project has been "what skills or competencies should an employer or transfer institution expect from our graduates?"

Feedback was solicited from constituents via college-wide meetings, Faculty and Professional Staff Senate meetings, and electronic surveys. Throughout Fall 2016, the taskforce solicited additional feedback regarding draft competencies via various meetings including Senate, division, program chair, and Professional Staff campus-wide meetings. The new proposed General Education Competencies are: Written Communication, Critical Reading & Analysis, Scientific Reasoning & Discovery, Quantitative & Symbolic Reasoning, Global & Historical Awareness, Multicultural & Social Perspectives, Humanities, Ethical Dimensions, Information & Technical Literacy and Oral Communication (see Appendix B).

The College has planned a mandatory professional development day for faculty and professional staff in May 2017 to work toward the development of a comprehensive system for assessing the College's general education competencies. The "Assessment Day" is expected to be an annual event, is now set on the College calendar, and is actively being planned by members of the faculty and professional staff.

Civic Learning Campus Implementation (Spring 2016): Initiated by the Civic Engagement Faculty Fellow, the BCC Civic Learning Team has been actively working to implement the Massachusetts Board of Higher Education's recommended civic learning graduation outcome. Beginning in Fall 2016, the College began to phase in course offerings in both Civic Learning (CL) and Civic Learning with Engagement (CLE) so that they are easily identified for promotion by advisors and for trend data analysis to support the goal of engaging more students. By the end of 2017, the College has set a goal of engaging 55 percent of first-time, full-time students in a designated Civic Learning course that fulfills at least one of the four competency areas identified in the Massachusetts Board of Higher Education (BHE) Policy – Civic and Democratic

Knowledge, Civic and Democratic Skills, Civic and Democratic Values, Civic and Democratic Action. The BCC Civic Learning Team includes faculty, staff, and administrators from Academic Affairs, the Division of Teaching and Learning, Institutional Research, Civic Engagement, the Division of Behavioral and Social Sciences and Enrollment Services. The team is developing a data collection tool for identifying courses meeting the Department of Higher Education's civic learning guidelines and has consulted with department chairs in the Division of Behavioral and Social Sciences in identifying appropriate course-level designations. Presentations at the Faculty and Professional Staff Senate and at campus-wide meetings about this initiative have occurred this fall.

Title III Grant Application Process (Fall 2016): Initiated by the Dean of Teaching and Learning, and using lessons learned from the Spring 2015 process, proposal development began in Fall 2016 with two college-wide sessions to engage all stakeholders with the goal of garnering proposal ideas and moving to develop a proposal focus. Two senior consultants from Development Institute (http://www.developmentinstitute.us/home.html) facilitated the sessions with a charge to assure that all stakeholder voices were valued and considered. The Office of Grant Development led the proposal development with representation from campus stakeholders appropriate to the focus of the proposal. A college design team has been formed in anticipation of the Request for Proposals for the next round of Title III funding expected during Spring 2017.

Coordinated Guided Pathway to Success (GPS)/Academic Map Multi-Semester Consistent Cohort Block Scheduling (Fall 2016): Initiated by an Associate Vice President for Academic Affairs, in an effort to improve student retention, progress and degree completion, the College is exploring student-focused scheduling. This project will bring stakeholders from various areas/divisions together to build schedules for the various programs at the College. Schedule aspects that will be taken into consideration include: semester-to-semester block scheduling, recommended course sequencing, program-specific cohorts via reserved course sections, and campus-specific course schedules. This initiative is related to the College's "Meta-major" project, on which the Associate Vice President has delivered several campus-wide presentations since Fall 2014. This project was to develop the curriculum requirements that would allow for such GPSs for our General Studies students, the largest program at the College and one in which students often struggle to define their program of study and attain successful outcomes. At the same time, these pathways were piloted with small cohorts of STEM students as part of the Pathways Grants. A "proof of concept" test was done using the General Studies Health and Life Sciences Concentration of the General Studies Program during Summer 2016 involving constituents across the College. This initiative will apply these activities to the broader scheduling process College-wide where appropriate. The population served is expected to eventually include all matriculated students who have not opted-out of this recommended schedule.

Curriculum Development (CD) Process Guidelines Taskforce, A joint Administration and Senate Initiative (2016-2017): Initiated by an Associate Vice President for Academic Affairs, the proposed project will bring together academic administrators, faculty and professional staff to gather, organize, and review the existing curriculum development process across the College; to research curriculum development best practices in higher education; and to develop and specify a coherent College-wide curriculum development process that incorporates external

requirements and is consistent with the Academic Initiative Guidelines. Once properly vetted and agreed upon, they will create a College-wide Curriculum Development Guideline policy document. This project is expected to last until May 2017.

Faculty and Professional Staff Representative to the Academic Vice President's Council

Senators from the Faculty and Professional Staff Senate have been invited in recent years to participate in meetings of the Academic Vice President's Council (VPC) to enhance transparency and communication. It is at the Academic VPC meetings where all matters related to academic affairs are discussed and debated, so representative participation of faculty and professional staff is encouraged. Prior to Academic Year 2012-2013, these meetings included only members of College administration. The overall goal is to improve both full-time and part-time faculty and professional staff engagement in the academic decision-making processes of the College; and to improve communication between the faculty and professional staff unit and the academic administration of the College. For the past four years, such participation has had a positive effect, though it lacked the consistent participation of a faculty or professional staff member.

To provide for more consistent participation, beginning in Fall 2016, a new position was created and a search conducted to select a Faculty and Professional Staff Representative to the Academic VPC. This position is compensated by either reassigned time or a stipend. This representative attends Academic VPC meetings and fully engages in the work of the group. In addition to adding another formal method for faculty and professional staff engagement in the academic governance of the College, this position also serves to open a new direct line of communication between the academic administration of the College and the faculty and professional staff; and between the academic administration of the College and the Faculty and Professional Staff Senate.

Academic Area Monthly Report Sharing

As noted above, sharing key and timely academic developments and initiatives is an important feature of shared governance within and beyond Academic Affairs. To date, the academic deans have often shared the division and work area monthly reports, but only with faculty and professional staff within the area.

In 2016, in order to assure consistent sharing of work area monthly reports with all academic professionals at the College, the central office of Academic Affairs began sharing all work area monthly reports by locating them together on a commonly accessible drive on the College's computer system, allowing the entire College community to review all work area monthly reports in their entirety. As reports are uploaded, the central office of Academic Affairs sends out monthly emails alerting all academic professionals at the College when the new monthly reports are available. The email notification includes a convenient hyperlink to the reports. This is an important move towards more effective and streamlined communication.

II. Assessing student learning outcomes: implementing a systematic approach to assessing student learning outcomes with an emphasis on using the results for improvement

Introduction:

The College has made significant strides to further strengthen its culture of assessment. Faculty play a leadership role in outcomes assessment work, and the results of our progress in implementing student learning outcomes and the important Community College Survey of Student Engagement (CCSSE) results related to student learning are planned for use in continuous improvement efforts. The College is committed to continue to make demonstrable progress in the assessment of student learning using the above outlined approaches.

An Outcomes Assessment work group was developed in March 2015 in response to the 2014 NEASC letter to address the area of assessment of student learning outcomes. The work group identified the strengths and challenges of this area of the College, and launched a number of efforts to advance and strengthen a systematic culture of assessment and ensure effective and efficient processes. These efforts have taken place at the institutional, program and course levels outlined below. The passage from the NEASC Academic Program Standard 4.2, that addresses the importance of clear statements for what students are expected to gain, achieve, demonstrate and know by the time they complete their academic program, is of particular value in guiding our work. Each of the items outline the work that has taken place to date along with associated challenges and projections.

Progress and Projections: <u>Assessment Committee Structural Changes</u>

Progress: The Outcomes Assessment Committee (formerly known as the Outcomes Assessment Team for Student Success or OATSS) became a full College standing committee in Fall 2014, co-chaired by the Dean of the Lash Division of Teaching and Learning and the College-wide Faculty Assessment Fellow. Membership on the Committee includes administrators and faculty from each academic division, Institutional Research, and professional staff. After an examination of the College's governance committee structures relative to assessment in 2015, some structural changes were enacted.

In the 2016 academic year, the Outcomes Assessment Committee (OAC) and the Institutional Effectiveness (IE) Committee were combined and developed a newly formed committee called Educational Effectiveness. This is an intentional reference to the language and purpose of NEASC Standard Eight. A revised mission and purpose relative to the oversight of all college assessment systems was approved. The Educational Effectiveness Committee now has four subcommittees in addition to a General Education Taskforce:

- Student Learning Outcomes (SLO) – development, revision and course designation
- Council for the Advancement of Standards in Higher Education (CAS) Review
- Program Review – scheduled academic program review and program development
- Policy Review – effective policy development and organization.

In Spring 2016 these structural changes were piloted with two meetings of the subcommittees and two meetings of the Educational Effectiveness Committee. The latter included subcommittee reports and examination of assessment data. In particular, two subcommittees are serving to guide those undergoing program and CAS review. The whole committee ensures that the system provides accountability.

The Educational Effectiveness Committee will examine and use student data relative to rates of progress, retention, transfer, graduation, licensure passage and employment to improve programs and academic support services.

During the Fall 2016 semester, orientation began for teams undertaking the CAS and program assessment process in 2016-2017. This cycle of preparation and implementation represents an improvement in the timing of the orientation sessions to better support this College-wide program and area assessment.

Outcomes Assessment Fellow

During the 2013-2014 academic year, the College recruited the first Outcomes Assessment Fellow from among full-time faculty members, a position supported by reassigned time. This leadership role began as Co-Chair of the Outcomes Assessment Committee with the Dean for the Lash Division of Teaching and Learning as it became a full governance committee. The position now Co-Chairs the Educational Effectiveness Committee (formerly OAC) and Co-Chairs the Student Learning Outcomes subcommittee along with the Associate Vice President for Academic Affairs. In addition, this Fellow works closely with the Lash Center for Teaching and Learning (LCTL) in professional development, and participation in the Multi-State Collaborative Outcomes Assessment project. The College will continue to support this faculty representation and role with reassigned time.

State and Multistate Efforts to Assess Competencies

The College's commitment to participate in the Pilot and Demonstration Phase of the MA Department of Higher Education's (DHE) Outcome Assessment began in 2013. This work is now part of a Multi-State Collaborative engaging faculty in the submission of student artifacts for scoring with three of the American Association of Colleges and Universities (AAC&U) LEAP Valid Assessment of Learning in Undergraduate Education Rubrics. Two staff members were able to participate in the multistate scoring effort during that year. The College will continue to participate in the 2016-2017 academic year, the multistate project's refinement year, and began artifact collection in November 2016. The College will expand the use of the LEAP Rubrics to include Civic Engagement.

Professional Development

The first faculty and staff professional development strategy began in 2013 with a workshop by an assessment expert that engaged representatives from each academic division who in turn each launched an assessment project. The full- and part-time faculty members presented the projects at the Fall 2013 Professional and Planning Day. Some of these projects were disseminated at

conferences and influenced pedagogy in their respective areas, especially in institutional level assessment. All efforts are guided by the NEASC Standard language, especially in Standard 4.6, about the importance of the institution understanding what and how students are learning, and having the support of academic and institutional leadership to use the results for continuous improvement efforts.

- Since that beginning, three scoring and norming sessions, preceded by professional development programs, engaged faculty and staff in using the LEAP Rubrics with student artifacts in Fall 2015.

- The College participated in the development and execution of a regional conference with an assessment expert in Fall 2016.

- Integrated Outcomes Assessment training for faculty and staff was embedded into existing annual programming such as the Effective Teaching Program, the New Faculty Seminar and the Adjunct Certification Program that began in Fall 2015.

- As previously mentioned, the College is planning an annual college-wide Assessment Day, whereby all day faculty and professional staff will receive professional development and engage in scoring and norming student artifacts. The first such professional development day will occur in May 2017 and will address two of the College's new General Education Competencies, with additional competencies chosen in subsequent years. This will continue to expand collaborative assessment across the institution.

- The College plans the systematic development of recommendations for curriculum and pedagogy that will be shared by respective academic departments and disciplines annually and reviewed for progress at the following year's Assessment Day.

Academic Support Efforts related to Assessment:

High Challenge course support: For many years, the College has gathered valuable information about course pass rates, and in 2014 began a new project capturing more detailed data on the rate at which students withdraw from classes or receive D, F, or Incomplete grades (DFWI rate). The College has used this data to identify courses, which are particularly challenging for students and assign Supplemental Instruction (SI) Tutors to support increased success. The College calculates these rates each semester producing an average rate. This quantitative data is shared with each Academic Division Dean as well as Central Academic Affairs on a regular basis. The data is used to define "high challenge" courses and assign Supplemental Instruction (SI) Tutors accordingly to these courses. An examination of courses with SIs in 2015 reflected that students attending SI sessions obtained grades of A, B and C at a higher rate than students who do not receive this intervention: 77 percent versus 70 percent. Subsequent data indicated that students who engage in SI sessions were less likely to obtain a D, W, F or I grade than students who do not: 23 percent versus 35 percent. Those students who attended at least three SI sessions in the Fall 2015 persisted in the 1st term at a higher rate (78 percent versus 72 percent) and were retained in the 2nd term at a higher rate (69 percent versus 49 percent) than BCC students who did not. A similar examination of general tutoring services reflected increased persistence and

retention: students who utilized the Learning Commons for writing assistance in the Fall of 2015 persisted in the 1st term at a higher rate (88 percent versus 83 percent) and retained in the 2nd term at a higher rate (77 percent versus 54 percent) than BCC students who did not; students who utilized the Learning Commons in the Fall of 2015 persisted in the 1st term at a higher rate (83 percent versus 79 percent) and were retained in the 2nd term at a higher rate (71 percent versus 51 percent) than those who did not.

The College has increased the use of Service-Learning. In the Fall 2014, the College measured students in Service-Learning activities and found higher rates of persistence when compared to the general population rate. In 2015, the College adopted a policy of required Service-Learning by course, whereby all students in the designated course were engaged in Service-Learning activities. In the academic year 2016, the College saw a 53 percent increase in enrollment in such courses, a total of 717 students engaged in Service-Learning.

The College began a Civic Learning pilot in 2015 in keeping with the Massachusetts Board of Higher Education's Vision Project. This effort included four pilot sections of History and Government with infused Civic Learning and Service-Learning, and eight pilot sections of the same in Fall 2015 sessions. In Spring 2016, the Student Learning Outcomes subcommittee approved the designation of all History 113 and Government 111 courses as Civic Learning courses.

The Student Learning Outcome (SLO) subcommittee has worked closely with faculty and reviewed course-level student learning outcomes in recent years. Ninety-six percent of all courses have clearly defined student learning outcomes that are now part of the College's online course catalog.

In January 2017, the College will pilot a new course offering a lab model for Civic Learning courses with Service-Learning to provide an incentive for faculty and to support student services with an additional zero credit lab period.

General Education

At the Fall 2015 Professional and Planning Day, an overview of the current General Education Competencies and the LEAP Rubrics as well as an overview of the value of assessment was presented in a general session. A subsequent session was held in Division meetings that engaged faculty and staff in an examination of these competencies and provided some initial recommendations that exemplified concerns related to the number of competencies, ambiguous language, and the inability to accurately assess them.

A taskforce comprised of faculty, staff and administrators was launched in 2015-2016, charged to revise these competencies to ensure they reflect the current College consensus and are sufficiently rigorous and measurable (see Appendix B).

Co-chaired by the Academic Coordinator for the LCTL and the Outcomes Assessment Fellow, also a Professor of English, the group ensured the recommended competencies reflect the College's educated person statement, mission statement, strategic plan, student transfer needs

and potential alignment with the LEAP Rubrics for assessment. Consideration was given to the revised NEASC standards (4.15, 4.16, 4.17), statewide assessment projects, and transfer agreements. Feedback was solicited from constituents via College-wide meetings, Senate meetings, and electronic surveys.

By Fall 2016, a General Education revision proposal was drafted identifying the following changes:

- scientific reasoning and discovery, quantitative and symbolic reasoning, and ethical dimensions will remain (new competency language now ensures measurability).
- written communication, and oral communication will be combined into a single competency, written and oral communication.
- global awareness and historic awareness are combined into global and historic awareness (new competency language now ensures measurability).
- multicultural perspective and social phenomena are combined into multicultural and social perspectives (new competency language now ensures measurability).
- critical analysis will be expanded to critical reading and analysis (new competency language now ensures measurability).
- technical literacy will be expanded to information and technical literacy (new competency language now ensures measurability).
- first year experience will be eliminated as a general education competency, though it will remain a graduation requirement. In academic year 2013-2014 a full-time faculty member was hired to teach and further develop the academic content of the First Year Experience course.

Please see the comparison of the previous and newly revised *General Education Competencies* in Appendix B of this report. In Fall 2016, the taskforce solicited feedback regarding the proposed competencies from focus groups of program chairs and coordinators, in an All College Academic meeting, as well as in each academic division, and in the Faculty and Staff Senate.

Revised General Education competencies were submitted for approval in December 2016. A review of all revised and/or new competencies will take place in February through April 2017. The General Education Assessment Plan will be completed in February of 2017 and implementation begun at Assessment Day in May 2017.

III.   Student advising systems: establishing and implementing a comprehensive and effective approach to student advising

Introduction:

The Bristol Community College Advising work group has met regularly since receipt of the NEASC letter to address the recommendations contained in the 2014 NEASC letter. The College is committed to demonstrating progress by Spring 2017 in addressing the NEASC recommendations of "establishing and implementing a comprehensive and effective approach to student advising."

A systematic review was implemented by an advising work group selected from all areas of the College. Of particular value to the College was the Commission's interest in improved consistency in student use of advising services, particular those off-campus and online. The NEASC Standard language (6.11) states that the institutions must adhere to both the spirit and the intent of equal opportunity and our own goals for diversity, providing appropriate and varied services to meet the different needs of the student body.

This work group reviewed all processes and procedures related to the College's student advising experience in order to effectively increase consistency in services offered at all campus locations and in online advising services. Further, the work group reviewed the academic advising services offered to all members of the student body pursuing different degrees and certificates, and the advising offered to students of diverse backgrounds and goals. Finally, the work group noted where stronger practices are needed to engage students with faculty and staff advisors outside the classroom to promote academic achievement and better support academic and career planning. Staffing resources have been even further increased since the NEASC letter noted an increase in 2.5 positions, with the creation of three additional full time academic advisor positions: two positions for the New Bedford Campus and one position for the Attleboro Campus, for a total of 5.5 positions.

Progress and Projections:

In response to the NEASC recommendations, the Academic Advising Department has instituted several new systematic policies and practices and streamlined others, to provide better accessibility for students to faculty and staff advising. One of the first initiatives was to improve the Academic Advising website, with pertinent information for students, faculty, staff, and academic advisors. It is accessible to all and particularly helpful for students who do not visit campus on a regular basis.

The relationship between faculty and professional advisors has been strengthened through participation in the first annual Majors Fair in 2015-16. Staffed by advisors and faculty members, the goal of this event was to help students navigate academic program choices as college data shows that students are more apt to be successful if they are connected to a carefully selected program or major. It engaged students, members of the Advising Department and faculty members in both day and evening fair events. This event will occur annually and significant growth in participation and attendance is expected this year.

The College has invested in an early intervention tool called Mapworks. This predictive data

system addresses the "whole student" by compiling relevant student data and using software that assesses risk levels for academic persistence and retention, among other measures. To maximize student responses to the Mapworks retention surveys, Academic Advisors run the survey in selected CSS classes as well as in selected developmental English and mathematics courses. The Advising Department is seeking ways to embed the survey process into current practices to increase participation, enabling faculty and staff to provide additional outreach and to help student retention efforts. The Dean of Academic Advising and a professional Academic Advisor presented Mapworks to all faculty and professional staff in multiple forums in Fall 2016 to encourage participation and interest in faculty who can implement the survey with their classes.

Since the relocation of new student Orientation from Student Life to Academic Advising, a stronger academic component has developed that is linked with comprehensive advising steps for students to follow from orientation to graduation. The Orientation program now includes three distinct modules (Advising 101, 102, and 103) which provide content and topics separated into easily digestible topics for students with varying needs. This new approach was offered during more than 120 Orientation dates at the Fall River, Attleboro, New Bedford and Taunton campuses. The new model incorporates the course registration process and is approximately three hours long. (See Appendix C. for total numbers).

A student evaluation/survey about the student's orientation experience was developed and approved by the Institutional Review Board (IRB). As early sessions were evaluated by students and staff, improvements to the content and delivery were made throughout Summer 2016 to provide the best experience to the greatest number of students. Some of these improvements included condensing the sessions to under three hours, providing a more interactive Orientation, using more Peer Advisors to aid in the presentations, and offering more sessions at all campus locations. The results of this survey show that this new orientation approach is well received and students are learning to access the tools necessary to be a successful college student. (See Appendix D for survey results) For students who are unable to attend an in person orientation date, there is now a virtual orientation link available to them offered online, as of Fall 2016. A Peer Mentoring program was developed, supplanting former student coaching and orientation leadership programs. Students will now serve as Peer Leaders during the summer for Orientation and continue their role through the Academic year as Peer Mentors.

Advising is in its second year of assisting Priority Registration with pre-advising tables located in various buildings across the campuses several days prior to registration. Efforts boost visibility of the advising services offered at the College and increase awareness of Priority Registration. Academic Advisors visit classrooms using a systematic approach and encourage students to make early appointments with their Advisor.

Each professional Academic Advisor serves as a divisional liaison to each academic division, attending monthly division meetings and reporting back to the Academic Advising staff. The Academic Advisor throughout the year offers resources and information to the Divisional Dean, program chairs and faculty. The Dean of Academic Advising invites various departments to update the advising staff on the respective programs and changes that take place at the College. Examples of these guests include representatives from the offices of Admissions, Co-op, ESL, Financial Aid, and the Mathematics department.

An Advising Taskforce is meeting regularly in 2016-17 for ongoing evaluation of the new advising model and for continuous improvement.

- All Fall River Campus academic advisors will be located in the same geographic location by the end of 2016-17 for improved communication, training and oversight. The former 'Student Success Center' has been integrated into the permanent Advising Center.
- Training and evaluation is planned for part-time advising staff members to strengthen their knowledge and skills, especially at peak advising periods.
- Transfer Affairs staff will provide key professional development to Advising staff to improve their knowledge of the important area of transfer advising.
- A Faculty and Academic Advisor manual is being created for all advising staff, to be available online. This manual will be available by Summer 2017.
- Online advising services for online and off-campus students will be developed in 2016-17. The Advising Department will select a tool to integrate with Blackboard providing for support of FERPA regulations.

Over the past five years, the BCC Center for Workforce and Community Education has incorporated and expanded online course options for students and expanded operations in Fall River and at the Attleboro, New Bedford and Taunton campuses. BCC is rapidly positioning itself as the strongest, highest quality and best education and training provider in the region. To better support students who take such workforce development classes, an academic advisor now regularly serves as a liaison advisor serving multiple locations.

The College is currently piloting a program to explore a potential model that employs professional advisors for students who have completed less than 30 credits. Faculty experts affiliated with the students' program of choice will advise students who are closer to degree completion. Twelve professional advisors and faculty are taking part in this pilot. These academic advising improvement measures directly address the concerns identified by the College's self-study and confirmed by the Commission's team, that the College needed to institutionalize consistent student advising services across all of the College campuses and eLearning. These key student advising services are strengthened by the recent measures implemented and described above, and will continue to receive the College's sustained attention over time. The Advising Pilot will be assessed based on the following: persistence rates of students, movement from General Studies into Majors or Meta-Majors, and completion of developmental coursework. The Pilot will be evaluated at the end of this academic year and, henceforth, after the completion of each academic year to continually improve the Advising model.

IV.   Dual enrollment: assuring its dual enrollment programs offered in partnership with high schools in the Commonwealth of Massachusetts are consistent with the Commission's Policy on Dual Enrollment Programs.

Introduction:

In response to the College's 2014 NEASC results in the area of dual enrollment, a work group dedicated to the topic of dual enrollment was immediately created. One of the first tasks of the work group was to review several relevant documents listed below:

- The Bristol Community College Self-Study completed in 2014,
- the NEASC letter dated December 2, 2014,
- the new NEASC Policy on Dual Enrollment.
[https://cihe.neasc.org//sites/cihe.neasc.org/files/downloads/POLICIES/Pp128_Policy_on_Dual_Enrollment_Programs.pdf]

The work group thoroughly discussed the new policy with regard to current practices at Bristol Community College in all of the following programs:

- Commonwealth Dual Enrollment Program (CDEP)
- Career Vocational Technical Education Linkages (CVTE)
- Gateway to College Program (GTC)
- Upward Bound Program (TRIO UB)
- Educational Talent Search Program (TRIO ETS)
- Contract courses (typically paid for by schools and organizations and delivered on site)
- Early College High School with Durfee High School, Fall River - planning task force
- Pell Experiment for Dual Enrollment (new in Fall 2016)

Progress and Projections:

Based on this review, the following is an overview of progress that has been made to date and projections that will need to be implemented in order to guide the next NEASC report on dual enrollment:

Commission Review of Dual Enrollment Programs

We note that the College's many offerings and programs currently conform completely with the new NEASC Policy in every aspect. A major emphasis of the Commission is maintaining consistent standards for courses being taught and evaluated at high school sites. The policy states that if an institution's courses offered for dual enrollment credit involve only courses that are part of the established curriculum, and only those taught by faculty employed by the institution, no prior approval by NEASC is needed, regardless of the location of the course. This is consistent with current practices at the College for many years standing, and is rigorously maintained. Any departure from this practice would be carefully reviewed first by academic department chairs, faculty, academic administrators and College leadership well before going forward. The committee could not envision any but rare exceptions.

Policy on Off-Campus Programming

We note that students in dual enrollment programs cannot currently complete more than 50 percent of the credits towards a degree or certificate through dual enrollment courses offered at a high school, so no high school location engaged by Bristol Community College has become an "off campus instruction location"; should that occur, approval by the NEASC Commission consistent with the Policy for Off-Campus Programming would be required. The work group discussed the fact that this model is not one currently planned by our partner high schools in order to obtain quality dual enrollment coursework; the future Early College High School model discussed with Durfee High School in Fall River, would involve dual enrollment courses offered at the College, with the possible exception of one 1 credit course of College Success Seminar delivered at the high school site.

The Fifth-Year Interim Report and the Decennial Self-Study

The work group members note that the *Academic Program* section of the most recent College Self Study did not appear to have references to dual enrollment. Several members reviewed the whole report and have not located any significant references to dual enrollment. This will be corrected in the next report as these are academic, credit-bearing college courses, and represent important academic experiences for students at the College. The NEASC Policy states that they "should be discussed" in these upcoming reports. To that end, the work group members addressed the nine NEASC Self-Study standards with regard to dual enrollment.

We have reviewed together the Commission's Standard on Integrity with regard to our own policies and procedures, as well as consulted the National Alliance of Concurrent Enrollment Partnerships (NACEP) for best practices on concurrent enrollment. Finally, we have provided an update below on all dual enrollment changes to programs mentioned in the NEASC letter, such as the ending of the Middle College New Bedford program and the Gateway to College program (except for those continuing, second year "grandfathered" students), and describe recent dual enrollment changes and new initiatives:

- **School District "Free" Courses from BCC:** In Spring 2016, we created a set of free dual enrollment course "slots" for districts for Fiscal Year 2017, the second year of this new practice of assigning slots to districts with the College's funding. These had been first disseminated to partner schools and used robustly for summer and Fall 2016 registration and enrollment by our partners. We based these slots on the number of dual enrollment students who matriculated to the College, and created two additional lines from the available $210,000. One line provides for homeschooled student courses. The other provides for special circumstances, such as the cost of the fourth credit for science classes, possible textbook purchases for Pell Initiative participants, as described below, and other cases.

- **Policy Change:** We have continued to extensively review and explain the new BCC dual enrollment policy as of Spring 2015 and the policy revision as of Fall 2015 in our meetings all year. The new policy has had an impact on overall dual enrollment course-taking patterns in our partner districts for both CDEP and CVTE. The significant increase in both vocational and comprehensive schools contract courses delivered on site demonstrates an effective,

positive response. The "new" policy is largely accepted and understood now, and partners are becoming more strategic and effective at utilizing them.

- **New Contract Course Process:** In an effort to improve and streamline the current complex BCC course contracting process, we held joint meetings with Academic Affairs, Enrollment Services and Business Services to look at a streamlined process for these contracts, which are likely to increase in number. We also held a smaller group meeting to finalize a draft document that details the contract process for all constituents. More than 20 courses were purchased for Spring and Fall 2016 by partner schools.

- **New Bedford High School Academies Certificates:** A new initiative started in Summer 2016 to begin to align our certificate programs with New Bedford High School's academies in Finance, Health Sciences, IT, Culinary, and Arts and Humanities. We convened respective faculty and staff to work on these partnerships beginning in late summer 2016.

Experimental Sites: Pell Initiative for Dual Enrollment

The College has been selected as one of the 44 campuses nationally to host an Experimental Site for the Pell Initiative for Dual Enrollment students. This innovative experimental program allows qualified students still in high school to begin to access their Pell grant eligibility to cover dual enrollment course costs. On June 9, The College's colleagues convened for the first webinar with the U.S. Department of Education to discuss implementation of this initiative. At least 15 MOUs with area school districts were executed for Pell Experiment participation, and financial aid and academic policy procedures were created to support the initiative. To date, 15 students of the projected 30 first year participants have either fully registered or are in the midst of that process for academic year 2017 matriculation.

Early College High School Task Force

The Early College High School Task Force had two Spring 2016 meetings postponed due to the budget crisis facing the Fall River Public Schools. Durfee High School officials will not move forward in planning the Early College High School until 1) funds are available to participate in the Chapter 70 reimbursement process to support student participation and 2) a new superintendent is identified for the Fall River School District. This last item has been accomplished with the appointment of Superintendent Malone in June 2016. A Fall 2016 meeting was held with the College's administration and the Superintendent.

Gateway to College

Funding to support the Gateway to College program from the Fall River School District was eliminated from the school district budget in Spring 2016. Only those students still in the "pipeline" for a second year are being "grandfathered" through the academic year 2016-2017 in terms of support from the district, and that is just the costs of tuition, fees and some continued advising, so those students may take their final credits at the College for high school completion. The possible future of Gateway will be discussed at upcoming meetings with Superintendent Malone.

Dual Enrollment Director Position

This search identified a candidate to fill the position, and he assumed the position September 1. This position directs CVTE and CDEP programs, and the Perkins Postsecondary grant. The position supports a full-time administrator to direct both dual enrollment programs and to supervise the part-time advising staff. The position reports to the Dean of the Division of Access and Transition.

Regular Dual Enrollment activities since NEASC Self-Study report:

- Dual Enrollment Policy team meetings bi-monthly
- CDEP meetings monthly
- CVTE meetings monthly
- CVTE Advisory Board Meetings bi-monthly
- Monthly Early College High School meetings
- Joint CDEP and CVTE Student Orientations at each campus
- Pell Initiative Dual Enrollment team meetings monthly
- Gateway to College Student Orientation and Fiscal Area reviews each semester
- Contract Course Process Review Meetings each semester
- Commonwealth Dual Enrollment Mid-year and Final reports submitted, CDEP competitive RFP annually
- Statewide Dual and Concurrent Enrollment Advisory Group (DCEAG) (Dean Morrell attending monthly).

Summary

As mentioned in the Introduction, the preparation of this response to the 2014 NEASC letter has been a valuable process for the College, addressing each of the four areas presented to us and the related questions, affirming our strengths while highlighting elements that require further attention, and demonstrating our fidelity to the NEASC principles and standards. The process of examining the issues and working with key individuals throughout the College to document the programs developed, actions taken and initiatives created in the period since the NEASC visit has provided a rich opportunity for campus-wide engagement.

We are strengthened in our mission to offer high quality teaching and learning, comprehensive academic support services, and preparation of the region's students for success in higher education and in their chosen careers by undertaking the regular rigorous self-examination that the NEASC Standards require.

Overall, we believe we have provided an accurate view of the current state of progress in the four areas specified for attention by NEASC, namely Shared Governance, Outcomes Assessment, Advising, and Dual Enrollment, and look forward to the opportunity to further describe our progress in the fifth-year report in Spring 2019. Our efforts at institutional improvements are ongoing and continuous. As we have noted, our strong institutional commitment to shared and transparent governance and improved communication has already had positive college-wide results; similarly, a more systematic and clear process for outcomes assessment is in place, and student advising is significantly realigned and strengthened. The College affirms that the new NEASC Dual Enrollment Policy is followed and fulfilled in every respect.

By the time of the Fifth-Year Report, our Shared Governance practices will be measurably improved through the use of technological solutions to multiple campus communications and participation. We anticipate that the work of the Senate/Administration Joint Governance Taskforce will have resulted in many examples of successful collaborations. We will have completed a full assessment cycle and institutional review of each of the General Education competencies. We will have completed the Advising Pilot described above, and be actively using the findings to improve both the early advising program and degree completion rates. The College's commitment to our students and community is clear in our engaged campuses and strong partnerships, high-quality academic programming, comprehensive student support services and our effective leadership, which all serve to support future institutional success. We are grateful for the opportunity to share our recent progress and growth with the Commission, and are confident that each of the projected initiatives and activities described in this report will be fulfilled effectively with the combined strengths of our dedicated faculty and staff, leadership team and Board of Trustees. We appreciate the guidance and expertise of the NEASC Commission during this evaluation process.

BCC

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PROPOSED ACADEMIC INITIATIVE
IMPLEMENTATION GUIDELINES
For Pilot Fall 2014

As a result of information gathered at the Senate/Administration Round-Table discussions held on May 11 and November 30, 2011, a Joint Administration/Senate Taskforce on Academic Decision Making and Governance was appointed by the College and Senate presidents to develop a procedure to better inform the College Community of the academic decision making process at Bristol Community College. The charge to the taskforce was to:

Establish a <u>clear</u>, <u>inclusive</u>, <u>closed-loop process</u> for academic decision-making, including <u>timelines</u>, <u>identification of stakeholders</u>, <u>clear roles & responsibilities</u>, <u>broad input</u>, and <u>verification</u> that stakeholder input was heard.

The guidelines included here provide a framework to consider and debate academic initiatives prior to implementation.   They are designed to be inclusive, encourage creativity and foster innovation. By following these guidelines an initiator can develop consensus earlier in the process, solicit, confirm institutional support and insure necessary resources are available for their project. These guidelines are not designed to replace or supersede any existing academic policies or requirements. What these guidelines do not do:

- They do not infringe on the current governance structure.
- They do not infringe on rights of faculty and staff currently outlined in the C.B.A in total, but particularly Article 7.
- They do not infringe on management rights currently outlined in the C.B.A., particularly Article 4.

Section 1: Academic Initiative Definitions

For the purposes of these guidelines an **Academic Initiative (AI)** is defined as a new initiative that affects the offerings, personnel and/or facilities in a way that is outside the scope of our current governance structure (i.e., expansion of dual enrollment-type programs) that has a direct or indirect effect on academic personnel and professional staff.   Due to the varied level of impact these types of projects can entail, it is important to define the different types of AIs. These guidelines are intended to apply to the following categories of AIs:

College-wide Initiative – This is an AI which affects the offerings, personnel and/or facilities of many departments or service areas. These would include but are not limited to projects involving, new programs (including new, non-traditional programs) and changes in placement policies or facilities that are available for use by the entire staff or student body.

System-wide Academic Initiative – This is an AI which has impact beyond the institution and may impact offerings at multiple institutions. It is important to understand that these are often initiated and controlled by agencies external to the college and may be beyond the scope of these guidelines. It is understood however, that while external agencies may not require it, the College is committed to following an inclusive, transparent process similar to the process described in these guidelines, as circumstances allow.

To maintain the integrity of the college's academic offerings and to insure the decision is transparent, inclusive and has the appropriate level of impact, a process similar to the one laid out in these guidelines is recommended (especially the guideline associated with reporting). It is also important to understand that while many AIs are initiated by individuals, departments or divisions, they can grow into larger College-wide or even System-wide projects.

Section 2: Establishing an Initiative

STEP 1 – The Academic Initiative

The first step of the process is to develop a clear and easily communicable concept of what this initiative will entail. To do this an Academic Initiative Proposal form (attached) must be completed by the prime contact person for the initiative (lead faculty member or administrator). This form must include the following:

- **Working Project Title** – *expresses the nature of the initiative clearly and concisely & maybe changed prior to final implementation.*
- **Working Project Summary** – *a brief description of project including any resources (funds, personnel, facilities, etc.) which appear to be necessary for the project's success which will be modified throughout the process based on stake holder responses.*
- **Due Date** – *include an explanation why a decision must be made by this date. A review period of two weeks is recommended unless quicker responses are necessary.*
- **Population(s) to be Served** – *stated population is congruent with college's mission and strategic plan*
- **Estimated Budget & Source of Funding** – *either identified or requested*

This form is meant primarily as an internal communication tool, so please keep it simple and use clear language. This proposal form is then forwarded to the appropriate Academic Leadership.

STEP 2 – Implementation Team

    Academic Initiative requires someone to take ownership of the project and accept the responsibilities of developing consensus among stake holders, determining all necessary information, making sure the project(s) is in compliance with college policies and inform the wider college community of project impacts. To do so, the creation of an Implementation Team is suggested. The team composition is suggested:

- **Lead Faculty or Professional Staff**
- **Lead Administrator**
- **Students Services Representative** (if AI has a significant SS Component)

In addition, other members of the community or other agencies or institutions may be included, depending on the nature of the AI being investigated and implemented.

Section 3: A Transparent and Inclusive Process

The centerpiece of our recommendation is the recognition, acceptance, and agreement that transparency and inclusion are necessary components of an effective College Governance system that values Shared Governance-Shared Responsibility. The system must be responsive to stakeholders as a matter of everyday process. Both management and the faculty and professional staff agree that communication of AIs and their status is an ongoing process as the proposal moves forward. There are many communication formats that can be used to provide this communication including:

- Department & Division Meetings
- Committee Meetings
- Professional Staff & All-Academic Area Meetings
- Web Based Tool
    - Academic Affairs Blog
    - @ Everyone e-mails
    - Bristol Buzz
    - Angel Community Spaces
    - Sharepoint

The purpose of this proactive communication is to inform stakeholders of the initiative & engage feedback at designated benchmarks to better inform the initiative. This allows for broad input and promotes a culture of accountability.

Initiators are urged to:

1. Use a **Systems Perspective** rather than a Linear Process. This means to look at initiatives through the perspective of how they affect the whole with each action having a counteraction to consider.

2. Use technology for dissemination of information, gathering feedback, and providing status updates to ***move the process along in a timely manner.*** An even faster process (fast track) may need to be established for very time sensitive decisions.

3. **Make data-driven decisions.** Take advantage of existing sources of information including Institutional Research, the Office of Grant Development, Student Services and Graduate Information gathered by Alumni Relations, The Perkins Grant (for Employment Information) and the Office of Transfer Affairs

It is the initiator's responsibility to insure that all important stake holders have an opportunity to provide their feedback, to verify that stakeholder input was heard and to incorporate that feedback into the proposal where appropriate. Stake holders are obligated to provide their feedback quickly, concisely and in a constructive fashion. If this type of feedback is withheld or significantly delayed the academic implementation team will re-direct efforts to encourage greater participation. This should be a proactive process and ***Failure to Receive a Response does NOT Constitute Support.*** An initiative does not require 100% support, but must take all concerns into account prior to further implementation.

Final decision on any AI will require sign offs by the Academic Leadership including Dean and Department Chair at the program level, AVP and the CAO at Divisional Level with the final decision on all AIs resting with the President or his designee. To maintain a transparent and inclusive policy of SG-SR, decisions will be made public with associated rationales/justification for the decisions that were made.

Section 4: Communication & Continuous Performance Improvement

For this process to be fully effective the Initiator/Implementation Team must provide regular updates to the college community. While numerous formats are available (see Section 3: A Transparent and Inclusive Process) and their use is strongly encouraged, it is essential that these updates occur as part of the existing Academic Affairs reporting structure.

Lastly, to fully realize the long-lasting benefits of any AI, Academic Affairs must adopt a policy of proactive Outcome Assessment and Performance Improvement. This means that there is never an end to the process because it is imperative to always go back and recheck the processes; as one solution is found, it may affect other processes within the system that need to be reevaluated.
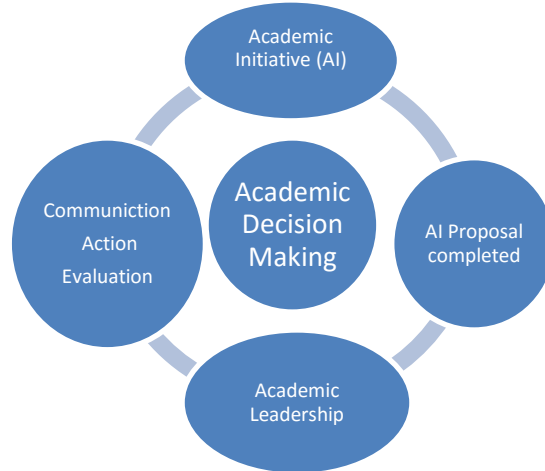
ACADEMIC INITIATIVE PROPOSAL

Figure 1: Academic Decision Making Process

It should not be a "closed" process, rather an "open" process with a closed loop. Therefore, pilot initiatives must be evaluated before being fully implemented and ongoing AIs must be evaluated at designated intervals. This should always include feedback from stakeholders. While this is being accomplished at the program level with Academic Program Review, additional evaluation processes should be established where appropriate so that all initiatives are reviewed and data generated closes the feedback loop to continue, modify or even halt the AI.

ACADEMIC INITIATIVE PROPOSAL

Primary
Initiator(s):

Department/Division:

Telephone # & Extension: _____   Date: _____

Email: _____

Initial Proposal

Working Title of Proposed Project:

Working Summary of Project – *Include required resources (not to exceed one page in length)*:

Due Date (please indicate if fixed & why):

Population(s) to be served:

Estimated Budget: $

Identified or requested funding source:

Notification

☐ President of F&PS Senate _____

   Required for all College-wide Academic Initiatives

Approval

   President or his designee, usually Academic V.P.

☐ Academic VP _____

   Required for all College-wide Academic Initiatives

NOTE: Approval to Investigate Does NOT Constitute Final Approval

ACADEMIC INITIATIVE PROPOSAL

Stake Holder Communication & Feedback (including but limited to @ Academic Area e-mail):

Communication Method _____Date:_____

Stakeholders Included (list by service area and/or individual if appropriate - expand as necessary):

Feedback provided:

Attachments (meeting minutes, blog transcript, etc. if appropriate):

Repeat for multiple Communication & Feedback Opportunities

NOTE: Failure to Receive a Response does NOT Constitute Support

ACADEMIC INITIATIVE PROPOSAL

Implementation Team

Leader: _____

Department/Division: _____

Telephone # & Extension: _____ Date: _____

Email: _____

Implementation Team Members (if applicable): _____

_____

<u>Final Proposal</u>

Project Title:

Project Summary *(not to exceed one page in length)*:

Dedicated Resources:

Implementation Date:

Population to be served:

Project Budget: $

Funding Source:

ACADEMIC INITIATIVE PROPOSAL

Required Signatures & Rationales:

Academic VP or Designee _____ Date: _____

☐ Approve ☐ Approve with Modifications ☐ Disapprove

Modifications and Rationale:

Expand section as necessary

President of College or Designee _____ Date: _____

☐ Approve ☐ Approve with Modifications ☐ Disapprove

Modifications and Rationale:

Expand section as necessary

Please send completed form to Central Academic Affairs, D210, or
***e-mail to:** Academics@BristolCC.edu*

Current General Education Competencies

Critical Analysis	Written Communication	Oral Communication	Scientific Reasoning and Discovery
Quantitative and Symbolic Reasoning	Historic Awareness	Global Awareness	Multicultural Awareness
Social Phenomenon	Humanities	Ethical Dimensions	Technical Literacy
First Year Experience	Information Literacy	Critical Reading	

Proposed General Education Competencies

Written Communication	Critical Reading & Analysis	Scientific Reasoning & Discovery	Quantitative & Symbolic Reasoning
Global & Historical Awareness	Multicultural & Social Perspectives	Humanities	Ethical Dimensions
Information & Technical Literacy	Oral Communication		

Bristol Community College General Education Competencies
Proposed by the General Education Task Force on December 19, 2016

Critical Analysis and Reading
Students will develop the ability to:
1. Identify and summarize problem or issue comprehensively, delivering relevant information needed for understanding.
2. State own and others' perspectives and limits of positions, as related to the problem/issue.
3. Identify the key assumptions that underlie the issue.
4. Assess the quality of supporting data/evidence to support conclusions and implications or consequences.
5. Evaluate information and arguments for validity and sound reasoning.

Information Literacy
Students will develop the ability to:
1. Determine the nature and extent of the information needed.
2. Access needed information effectively and efficiently.
3. Evaluate information and its sources critically.
4. Use information effectively to accomplish a specific purpose.
5. Access and use technology and information ethically and legally.

Scientific Reasoning and Discovery
Students will develop the ability to:
1. Construct a testable question based upon relevant scientific information.
2. Identify and evaluate plausible hypotheses.
3. Implement and evaluate plausible hypotheses.
4. Test to evaluate hypotheses.
5. Analyze test results with consideration for future work.
6. Analyze science-based issues in contemporary society.

Quantitative and Symbolic Reasoning
Students will develop the ability to:
1. Explain information represented in mathematical, symbolic, and/or graphical form (interpretation).
2. Display information and data in graphs, charts, and other appropriate ways (representation).
3. Perform mathematical calculations accurately to solve problems (calculation).
4. Identify, understand, and engage in mathematics as well as make well-founded mathematical judgments as a constructive, concerned, reflective citizen (application/analysis).
5. Use deductive thinking to solve mathematical problems and to determine the reasonableness of the results (assumptions).
6. Compose written and verbal explanations, using supporting mathematical language and symbolism from individually constructed data and/or graphs (communication).

Global and Historic Awareness
Students will develop the ability to:
1. Explain connections between human behaviors and historical consequences.
2. Demonstrate an understanding of the past to make connections between historical and current events.

3. Identify how values, belief systems, and institutions have evolved over time, and evaluate their significance and relationship to each other.
4. Appraise the complexity of socioeconomic forces, divergent political views, cultural dynamics, and/or environmental pressures that contribute to the contemporary world condition.
5. Compare and contrast one's own cultural perspective and alternative global perspectives.

Multicultural and Social Perspectives
Students will develop the ability to:
1. Identify the responsibilities and rights of the individual in human society.
2. Appraise the impact of other cultures on the development of one's own ideas and beliefs.
3. Demonstrate how differences in race, gender, religion, ethnicity, social class, disability, sexual orientation, and linguistic background contribute to the pervasive realities of stereotyping and discrimination.
4. Explain principles of group behavior and how systems of authority, order, and control influence those group behaviors.
5. Explain the social and historical circumstances that form the basis of the beliefs, experiences and actions of culturally diverse groups.
6. Articulate the different assumptions, beliefs and perspectives of people from different cultural backgrounds and demonstrate respect for the beliefs, values, traditions, and practices of people from other cultures.

Ethical Dimensions
Students will develop the ability to:
1. Analyze the origin of their core beliefs.
2. Explore multiple perspectives in areas of contemporary significance including ethical implications.
3. Apply concepts of justice and fairness grounded in cultural perspectives and awareness.
4. Recognize the complexities and interrelationships among ethical issues.
5. Explain to others the connection between ethics, the value of good citizenship and the evolution of concepts of right and wrong.

Written Communication
Students will develop the ability to:
1. Demonstrate an awareness of diverse audiences and purposes of writing.
2. Compose in a variety of contexts and genres.
3. Construct coherent documents that demonstrate consistent unity of thought.
4. Locate, evaluate, and integrate primary and secondary sources in support of their own ideas.
5. Cite sources in a format appropriate for the discipline.
6. Write using precise, clear Standard Written English.

Oral Communication
Students will develop the ability to:
1. Follow a consistent organizational pattern that presents ideas in a clear, articulate manner.
2. Make language choices that are effective for the presentation and engage diverse audiences.
3. Deliver presentations using appropriate posture, eye contact, vocal expression, and other body language.
4. Use a variety of supporting materials that establish their credibility.
5. Listen respectfully and critically to other speakers while focusing on their verbal and nonverbal messages.
6. Evaluate, interpret, and critique a speaker's central message.

Humanities (this area is still in revision)

New Student Orientation Statistics
May 2016 / Fall River Campus

Registered	93
Attended	68
Cancelled	5
No Show	20
Attendance Percentage	**77 %**

June 2016

Campus	Registered	Attended	Cancelled	No Show	% Attend.
Fall River	400	301	16	83	78%
New Bedford	150	89	16	45	66%
Attleboro	73	54	2	17	76%
Taunton	48	35	0	13	72%
TOTALS	**671**	**479**	**34**	**158**	**75%**

July 2016

Campus	Seats	Registered	Attended	No Show	% Attend.
Fall River	660	376	254	122	67.5%
New Bedford	240	147	122	25	83%
Attleboro	144	108	79	29	73%
Taunton	72	71	42	29	59%
TOTALS	**1116**	**702**	**497**	**205**	**71%**

August 2016

Campus	Seats	Registered	Attended	No Show	% Attend.
Fall River	748	357	290	67	81%
New Bedford	420	179	123	56	69%
Attleboro	264	136	110	26	81%
Taunton	120	53	34	19	64%
TOTALS	**1552**	**725**	**557**	**168**	**77%**

September 2016

Campus	Seats	Registered	Attended	No Show	% Attend.
Fall River	110	62	45	17	72%
New Bedford	30	29	24	5	82%
Attleboro	168	61	53	8	87%
Taunton	0	0	0	0	0
TOTALS	**308**	**152**	**122**	**30**	**80%**

Cancelled 8 sessions at the New Bedford campus in August due to low / no enrollment

Grand Totals ~ Registered – 2343 ~ Attended – 1723 ~ % Attended – 73.5%

Student Orientation Survey Results