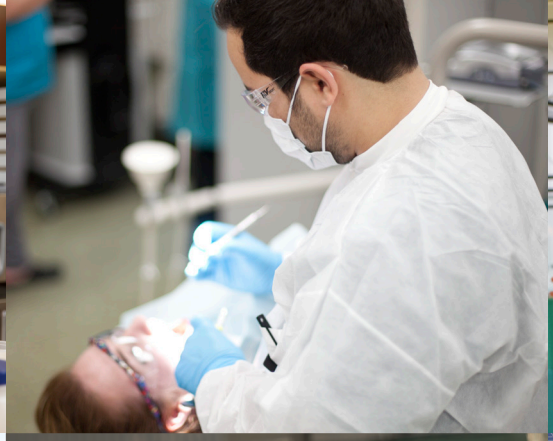

Interim Five-Year Report

BRISTOL
COMMUNITY COLLEGE

BRISTOL COMMUNITY COLLEGE
Fall River, Massachusetts

INTERIM (FIFTH-YEAR) REPORT
Submitted to New England Commission of Higher Education

January 2019

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Introduction

The fifth-year report reviews how Bristol Community College has continued to meet the New England Commission of Higher Education's Standards for Accreditation, with particular focus on areas identified for special emphasis in the Commission's 2014 Letter of Accreditation. This report also identifies projections for how it will continue meeting the Commission's Standards over the next five years.

Timeline for Completion of Report

September 2017	Suzanne Buglione and Debra Anderson are appointed by President Laura Douglas to co-chair the Fifth-Year Report Steering Committee.
	Call for Participation sent out to the College Community for Fifth-Year Report Steering Committee. The following members are appointed: Carmen Aguilar, Engin Atasay, Michael Bensink, Jennifer Boulay, Rodney Clark, John McLaughlin, Elizabeth Kemper French, Livia Neubert and Katie Ruggieri.
October 2017	Five subcommittees are created and populated by administrators, faculty and staff from across the college.
	Steering Committee and Subcommittee Chairs participate in NEASC Fifth-Year Report Orientation.
November/December 2017	College Community invited through Academic Area meeting and Bristol Weekly email newsletter to give input for report.
	Collaborations with Institutional Research Office, Subcommittees and President's Leadership Team determine relevant data sources, special populations and areas of focus for report.
February 2018	Subcommittees share preliminary findings and data sets with the college community.
March 2018	Draft presented to President's Leadership Team for feedback.

April 2018	Feedback shared with Steering Committee and Subcommittees
July 2018	Draft submitted to NECHE for feedback
August - October 2018	Revisions made based on feedback
October 2018	Chad Argotsinger appointed to provide additional writing support for final revisions
November 2018	Report shared with President's Leadership Team and Steering Committee
December 2018	Projections disseminated through Bristol Weekly e-newsletter
January 2019	Final Report submitted to NEASC

Institutional Overview

Bristol Community College has core values rooted in student success and lifelong learning. The college is led by Laura L. Douglas, Ph.D., who took the helm as its fourth president in 2017. President Douglas is an agent of positive growth and change dedicated to working with students, faculty and staff to foster an inclusive environment with a rich diversity of beliefs, cultures, languages, abilities and lifestyles.

For more than 50 years, Bristol has served as a leading resource for education and workforce development in southeastern Massachusetts. With locations in Attleboro, Fall River, New Bedford and Taunton, the college offers a rich variety of degree, certificate and training programs along with flexible online offerings that lead to an associate degree, a career-ready certificate or the ability to transfer to baccalaureate colleges. Bristol also strives to put the needs of learners first with support services and career advancement opportunities that lead to student success by reducing barriers to educational access. Bristol offers 82 career and transfer programs of study that lead to an associate degree in science, arts and applied sciences, and 55 certificates of recognition, accomplishment or achievement. The college has 126 full-time faculty members and 535 part-time faculty members. Bristol has an undergraduate population of 10,507 (unduplicated headcount of credit students for 2017-18) and 16,535 in noncredit enrollments. Bristol ranks first in degrees and certificates conferred by a Massachusetts community college since FY08.

The Workforce Educational Institute is comprised of the Center for Adult Basic Education & Workplace Literacy and the Center for Workforce & Community Education. The Center for Adult Basic Education & Workplace Literacy, which served over 1,300 students last year, promotes literacy through adult secondary education and career pathways including Adult Basic Education programs that lead to a HiSET as well as English for Speakers of Other Languages (ESOL) programs that enhance literacy skills by focusing on writing, reading and problem solving at certain levels of proficiency. The Center for Workforce & Community Education program, which served over 2,000 students last year, provides training and related services to private businesses, schools and other organizations ranging from Microsoft Office to managerial and supervisory training as well as offers courses to individuals through traditional or online settings.

Bristol's vision statement states the goal we hope to achieve everyday: *Bristol Community College changes the world by changing lives, learner by learner*. Bristol 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 FY18, more than $26.3 million in federal, state and local financial aid was disbursed to 6,170 students. In Fall 2018, 44 percent of students are receiving Pell Grants and 22 percent of students are receiving loans. The Bristol Community College Foundation awarded $133,417 in scholarships and awards to 230 recipients. The Foundation issued 112 loans totaling $26,765 to assist students.

Bristol 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 2010, the number of full-time faculty has increased by 14.5 percent. Multicultural full-time faculty has increased by 83.3 percent. Overall, multicultural full-time employees have increased by 56.6 percent. The college's minority enrollment of 28 percent is higher than the percentage found in the region (17 percent).

The college is also on the forefront of new industry and technology in the region. In 2017, Bristol received a $4.4 million grant from Massachusetts Life Sciences Center to accelerate innovative life sciences education and, most recently, leads the nation's educational training for jobs related to offshore wind. The college is dedicated to creating a college-going culture within the community by partnering with schools throughout the many communities it serves and guaranteeing that programs align with the jobs needed in the region.

Mission

As the leading resource for education and workforce development in southeastern Massachusetts, Bristol Community College promotes individual opportunity, sustainability of resources, and the region's economic growth. The College offers a strong foundation in liberal arts and sciences leading to transfer and careers, as well as comprehensive developmental education and adult literacy services, delivered in a learning-centered and supportive community. The College collaborates with business, industry, education, and social service entities to maintain the relevance and the effectiveness of all programming, to support partners with workforce training, and to find strength in its connectedness to community. The Bristol community values and respects diversity and strives to prepare well-rounded learners of all ages who are equipped to succeed and lead in our ever-changing world.

Vision

Bristol Community College changes the world by changing lives, learner by learner.

Strategic Plan 2016-2020: Shaping the Future

1. College Participation: Developing and Sustaining Enrollment
   Bristol Community College will implement systems and collaborations that result in enhanced access, increased enrollment, and a meaningful on-ramp to the collegiate experience.
   Outcome: By 2020, overall enrollment will increase by 4% through expanded outreach and community partnerships.

2. College Completion: Fostering Students' Educational Aspirations
   Bristol Community College will develop solution responses that address the obstacles preventing students from completing their education and achieving their educational, professional, and personal goals.
   Outcome: By 2020, completion of certificates and degrees will increase by 5% through expansion of flexible programming and services responsive to students' needs.

3. Student Learning: Providing Robust, High-Quality Education
   Bristol Community College will create a curricular framework, providing a dynamic, relevant, and high-quality teaching-learning environment that puts the student first.
   Outcome: By 2020, student achievement will increase by 10% through streamlined curricula and innovative approaches preparing students for transfer and the workplace.

4. Workforce Alignment: Transitioning from Classroom to Workplace
   Bristol Community College will be a primary resource responsive to business, industry, and community organizations and serve as a catalyst for regional development and economic growth.
   Outcome: By 2020, partnerships with business, industry, and community organizations will increase by 15% through a regional framework of collaborations.

5. Preparing Citizens: Connecting Individual and Community
   Bristol Community College will identify curricular and co-curricular opportunities that foster a global, multicultural perspective and promote active participation in regional priorities.
   Outcome: By 2020, opportunities for civic engagement and multicultural awareness will increase by 20% through expanded programming, outreach efforts, and collaborations.

6. Eliminating Disparities: Leveling the Playing Field
   Bristol Community College will devise an institution-wide initiative which further emphasizes diversity, offers opportunities for all, and creates a welcoming environment.
   Outcome: By 2020, engagement and participation will increase by 20% through programming, personnel, and services that reflect the diversity of the Bristol Community College community.

7. Institutional Advancement: Positioning the College
   Bristol Community College will construct a multifaceted approach to manage growth and change, to re-engineer systems and structures, and to position the College for future challenges.
   Outcome: By 2020, institutional effectiveness will increase by 15% through improved and updated systems, infrastructure, and organizational framework.

Statement of Core Values

This Statement of Core Values outlines how Bristol Community College takes leadership through these shared beliefs that are the foundation for student success and the practice of lifelong learning.

Learning

- Prioritize and promote a learner-centered educational environment where all learners matter
- Reduce barriers to educational access to facilitate student success
- Provide support services and an accessible environment that foster student success
- Nurture commitment to lifelong learning and personal growth through general and career-specific education

Excellence

- Practice the highest standards of teaching and learning
- Advocate and model teamwork, cooperation, collaboration, and professionalism
- Improve institutional effectiveness through continuous assessment
- Encourage and promote initiative, creativity, innovation, leadership, and outstanding performance

Integrity

- Provide an accessible environment that fosters respect, fairness, responsibility, trust and honesty within the college and with the community
- Uphold a governance structure that encourages shared decision making, responsibility, transparency, and collegiality
- Provide stewardship and accountability to all constituents

Diversity

- Embrace and address the evolving educational needs of the diverse communities we serve
- Create opportunities to educate ourselves to better understand diversity
- Cherish and celebrate the diverse life experiences, achievements, and contributions of all members of our community in college culture

Community

- Embrace and foster Shared Governance-Shared Responsibility
- Provide access to cultural challenge and enrichment opportunities
- Advance economic partnerships, workforce initiatives and emerging industries in our community
- Strengthen our community by collaborating with educational, health, social service, and business organizations
- Model sustainability in programming and facilities construction

Response to Areas Identified for Special Emphasis

Bristol Community College received two letters dated December 2, 2014, and April 18, 2017, affirming its continued accreditation and outlining four areas of emphasis.

1. Establishing an effective model of shared governance with an emphasis on strengthening communication with constituents at the College.

Governance Committee System: This system enables all members of the college community to make recommendations about issues related to college policies and/or procedures. Procedures for the system are described in "The Committee System," a document available on the Bristol Community College Committee Information directory under Outlook's public folder or in hard copy from the Office of Human Resources or Academic Affairs. Minutes from each monthly committee meeting are made available. In Fall 2018 faculty and administration representatives began a review of the governance committee system using a Lean Six Sigma process.

Engaging Adjunct Faculty: The College is engaging adjunct faculty, approximately 80% of faculty, in this system as they were previously not permitted to vote in department or divisional meetings, nor invited to serve on College Committees. This plan came about in January of 2018, using the established Academic Initiative process and was brought forth by the Central Committee as a pilot for the 2018-2019 Academic Year in an attempt to promote shared governance and increase transparency. In Fall 2018, the Central Committee began a pilot initiative with Massachusetts Community College Council (MCCC) Bristol chapter union leadership (full-time and adjunct) and the Bristol Community College Faculty and Professional Staff Senate leadership.

This pilot project includes most, but not all committees, and adjunct faculty members involved will participate as **full voting members** during the time in which they serve. Approximately 12 adjunct faculty are participating. Each adjunct faculty member will be paid a stipend that aligns with the existing contract. Adjunct faculty members who serve in this pilot are expected to attend each of the meetings scheduled during the fall semester. The **efficacy** of this pilot program will be explored via **survey after the pilot period**. Members asked to complete the survey will include: the adjunct faculty participants, the existing committee members and the existing committee chairs.

In Fall 2018 the college also announced the creation of an Adjunct Faculty Advisory Board with calls for representatives from each academic division and each campus location.

Senate Representative to Academic Vice President's Council: In May of 2017, an officer of the Faculty and Professional Staff Senate was appointed and recognized as the Faculty/Professional Staff Representative to the Academic Vice President's Council. The ultimate goal of the creation of this new position is to strengthen faculty and professional staff engagement in academic decision-making at the College.

The charge of the Faculty/Professional Staff Representative to the Academic Vice President's Council includes attending Vice President Council Meetings on a regular schedule. At these

meetings, this representative carries the voices and the concerns of the faculty and staff. The representative then shares the information from these meetings with the Senate community electronically.

Shared Governance Process Advancement: In Spring 2018, President Douglas launched multiple listening sessions to gather qualitative data related to Shared Governance which was analyzed by a cross-institutional team during Summer 2018. Outcomes to date in response to this data include the formation of a **Staff Senate** to engage AFSCME union and non-union employees, the use **of college-wide meetings** to discuss Senate/Administration issues and to solicit Senate input in determining agenda items, the expansion of the **Academic Initiative** principles and process, and the formation of the **Retention Steering Committee** to prioritize and implement the Retention Summit Action Plan and inform the developing Strategic Enrollment Management Plan.

Projections for 2024:

- MCCC chapter and Senate leaders will meet regularly with Administration.
- Adjuncts will be further engaged in this academic year through paid professional development opportunities, the creation of an adjunct advisory board and college-wide committees. The Central Committee will begin assessing these efforts in Spring 2019.

2. Implementing a systemic approach to assessing student learning outcomes with an emphasis on using results for improvement.

Educational Effectiveness Committee: In 2015, the College established a new governance committee entitled the **Educational Effectiveness (EE) Committee**, drawing together the Institutional Effectiveness Committee, focused on large datasets, and the Outcomes Assessment Committee, focused on student learning outcomes. This structure includes four working subcommittees that meet twice each semester. Subcommittees of the EE committee include:

- The **Council for the Advancement of Standards in Higher Education** (CAS) Review subcommittee, focused on structures, processes, accountability and support for those engaged in CAS reviews
- The **Program Review** subcommittee, focused on structures, processes, accountability and support for those engaged in program reviews
- The **Student Learning Outcomes** (SLOs) subcommittee, focused on review and refinement of SLOs, **General Education** and **Civic Learning** course designations
- The **Policy Project** subcommittee, focused on the collection and dissemination of EE related policy

The EE Committee is additionally involved in planning the annual Assessment Day and assisting with the collection of student artifacts for the review of two General Education competencies each year. The EE Committee also oversaw the General Education revision completed in 2017 and the college's participation in the Multi-State Collaborative work from 2013 through 2016.

Outcomes Assessment Fellow: In response to a **2014 Self-Study projection**, an Outcomes Assessment Fellow position was created. This position is held by an English faculty member who is reassigned for the role. The Fellow co-chairs the EE Committee and SLO Subcommittee.

Assessment Days: The College has held **three Assessment Days**, one in 2017 and two in 2018, which will continue as an annual event to engage employees in the advancement of assessment. These days are comprised of multiple elements:

- An area assessment leader delivers a **keynote address** to build understanding and general skills.
- **Norming and scoring** teams engage with the American Association of Colleges and Universities (AAC&U) LEAP Rubrics to score student artifacts. Each year two **General Education competencies** are designated for Assessment Day to complete a **full assessment in a five-year cycle.** Associated student artifacts are collected and scoring results are shared for continuous improvement.
- Interactive **workshop sessions** are held on topics such as assignment design to improve previously assessed competencies, data collection and analysis for administrators, and review of large data sets.
- **Work sessions** are held for curriculum revision to address previously assessed competencies, SLO development and refinement, and assessment planning.

Student artifact scoring completed in 2017 and 2018 reflect **Critical Thinking** competencies at 2 on the associated LEAP Rubric, with a somewhat higher mean score of 2.6 for "Explanation of Issues." For **Quantitative Literacy**, the mean score for most criteria was approximately 2.5, with a lower mean score of 1.84 for "Assumptions." Bristol Community College students' **Information Literacy** artifacts scored above 2 on a four-point scale for four of the five criteria (from 2.03 on "Search as Strategic Exploration" to 2.31 on "Authority is Constructed and Contextual"); they achieved a mean score of 1.84 on "Scholarship as Conversation." **Scientific Reasoning and Discovery** artifacts scores for Bristol students were above 2 on a four-point scale for all criteria (from 2.03 on "Evaluate Outcomes" to 2.82 on "Identify Strategies").

Each year data is collected from all participants and informs the planning of the next Assessment Day. The Lash Center for Teaching and Learning also uses this data to **promote continuous improvement** through professional development opportunities, workshops and work sessions. In 2018, workshops and work sessions were added for Enrollment and Student Services to advance assessment in those areas as well.

Projections for 2024:

- As part of the College's new **Institutional Assessment plan**, regular **data collection processes** will be established for all areas including those related to data that is not collected at this time. The Educational Effectiveness Committees (and subcommittees) will assess and refine **CAS and Academic Program reviews** to make them more manageable, efficient, and inclusive, including the use of an annual progress report.
- The Educational Effectiveness Committee will develop a process to **review competency designations** to see if previous courses are still valid under the new General Education guidelines and if new courses can meet the new General Education competencies. It will also establish a threshold for how many sub competencies a course must meet to be a part of a specific designation. Adjunct faculty will be included in this work.

3. Establishing and implementing a comprehensive and effective approach to student advising.

Proactive Advising: During the 2016-2017 academic year, the College piloted a Proactive Advising initiative. The goals of the pilot included, but were not limited to, **completion of developmental and/or gateway coursework** as well as **moving students out of General Studies** into more viable degree options. A cohort of 265 at-risk General Studies students were assigned advisors in August of 2016 and **engaged with these advisors frequently**. Through these relationships, advisors were able to promote test preparations, summer On-Ramps, co-requisite developmental coursework and career counseling among other services. After two semesters, **98.5%** of these students **persisted** and **72% returned** to Bristol Community College in Fall 2017. The college continues to scale this proactive advising approach through the **training of advisors**, development of an **advising syllabus** and creation of an **early alert system**.

The College was encouraged by 2017 Community College Survey of Student Engagement (CCSSE) results indicating that 62.9% of Bristol Community College students reported having **met (in person or online) with an academic advisor** every term before registering for classes, as compared to 50.1% for the 2017 National CCSSE cohort. In addition, 60.7% of Bristol students reported being required to meet with an academic advisor, as compared with 49.7% in the 2017 National CCSSE cohort.

An analysis of student advising outcomes reflects that persistence rates for students who saw an advisor in **Spring 2017** were **61.8% compared to those who did not see an advisor at 54.5%.** Further analysis reflects that General Studies students were on par with this data.

New Student Orientation and Advising: In the summer of 2017, the Academic Advising Department adopted a **combined program-specific orientation and advising approach** for incoming students. Each combined session includes an advising presentation about Bristol and its policies and is followed by a short video narrated by a recent Bristol graduate with advice and information about how to access student support services. Students are then introduced to professors in their area and are given the opportunity for questions and discussion before they are led to a computer lab and assisted with course registration.

Thirty-seven orientation and advising sessions were held during Summer 2017, and this model was also used in spring and Summer 2018. In Summer 2018, online options were added.

***Lean Six Sigma Project*:** The College is undergoing a Lean Six Sigma project, **studying key data** on student use of existing advising services and its impact on student success. This Lean Six Sigma team will ascertain whether the historical use of an advising PIN, available to students for registration purposes after they meet with an advisor, helps or hinders student progress toward degree or certificate completion.

Online Advising: Academic Advising has **improved its web page** to provide pertinent information for students, faculty, staff, and academic advisors. As of January 2018, online advising opportunities have become available through a feature in the **BCC app** where students can message an advisor with questions and concerns.

Projections for 2024:

- Faculty and staff will identify students who are at risk of attrition by employing a new **Early Alert System** using technology. This includes a single sign on into the system with alert options linked to Banner. The final design will reflect input by faculty and professional staff advisors.
- Advising will utilize the outcomes identified by the **Lean Sigma Six student enrollment and advising project** during the 2018-2019 academic year to improve advising and priority registration.
- Advising will improve **data collection processes** to identify strengths and areas of concern for action.

4. Ensuring 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.

Bristol Community College continues to work with area high schools to provide **a Dual Enrollment Program that is consistent with the Commission's policy on Dual Enrollment Programs in every aspect** including, but not limited to: curriculum and standards; eligibility criteria; student recruitment, access and enrollment; and faculty hiring and evaluation.

Curriculum and Standards: Dual enrollment courses at Bristol Community College are three or more college-credits each, listed in the college catalog and taught by Bristol faculty. Courses offered are within a discipline that qualifies under the MassTransfer Block, are part of the curriculum of an approved associate-degree-linked baccalaureate program under MassTransfer, or in computer science, technology or engineering.

This coursework is aligned with both National Alliance of Concurrent Enrollment Partnerships (NACEP) and the Commonwealth Dual Enrollment Program's eligibility requirements. Dual enrollment courses, regardless of modality or campus location, all meet the rigorous requirements for college coursework and have stated student learning outcomes. Credit for Dual Enrollment coursework is awarded via the policies and procedures of the College. Grades are posted to the students' permanent academic record, which are shared with the appropriate high school staff for the awarding of high school credit. **All dual enrollment students are Bristol Community College students**, are bound to the college's academic integrity policies, and have access to these policies via syllabi and the Bristol Community College website.

Eligibility: To be **eligible** for the Dual Enrollment program, a student must:

- Be enrolled in grades 9, 10, 11, or 12 in a Massachusetts public secondary school or non-public school, including home school.
- Meet all course prerequisites per the policies of the participating campus (this includes meeting requisite scores on the college's College Placement Tests).

- Have a minimum cumulative high school GPA of 2.5 or demonstrate their potential for academic success through submission of evidence of steadily improving high school grades, high class rank, special talent, strong grades in the field of a Commonwealth Dual Enrollment Program (CDEP) course, strong recommendations, etc.
- Students must maintain a Bristol Community College GPA of at least 3.0 to continue participation in dual enrollment.

The College also considers **socio-economic eligibility factors** for all dual enrollment coursework, taking advantage of College waivers of tuition and fees. Many local students also participate in dual enrollment through contract courses purchased by local secondary schools.

Students who are under the age of 16 are eligible to participate in dual enrollment coursework provided they receive the approval of the Vice President of Academic Affairs or appropriate designee.

Recruitment: Dual enrollment students are recruited on a regular basis by dual enrollment staff who visit area high schools to meet with interested students and staff. In addition, Bristol Community College has developed **promotional materials** for distribution at community events, school visits and via social media. **Relationships with area guidance departments** continue to strengthen a strong pipeline of qualified dual enrollment students each semester.

Enrollment: All dual enrollment students must complete a dual enrollment **application.** This includes the signature/approval of a high school official (guidance counselor) and submission of a current high school transcript. Dual enrollment staff review them to determine eligibility. Upon approval, assigned Bristol Community College staff register students into approved coursework. Should a student need to withdraw after registration, guidance is available directly from dual enrollment staff.

Access: All dual enrollment students are eligible to utilize and **access all of the academic and non-academic resources** available at the college. This includes, but is not limited to, the Learning Commons, Office of Disability Services, Career Services, Library Services, computer labs, Fitness Center, Multicultural Student Center and the accessBCC student portal. Having an accessBCC account allows dual enrollment students to utilize the eLearning platform, student email, and various enrollment services. Students are introduced to these resources at **dual enrollment orientations** held at the beginning of each semester.

Faculty: All dual enrollment courses are taught by Bristol Community College faculty who are hired and evaluated by the divisional dean in that academic area. All faculty for dual enrollment courses meet the College's **minimum qualifications for faculty hiring** and are appointed per the **process and standards** detailed in the **Collective Bargaining Agreement** between the Massachusetts Board of Higher Education and the Massachusetts Teachers Association/Massachusetts Community College Council's Day and Division of Continuing Education (DCE) Contract.

Projection for 2024:

- In addition to continuing to offer Dual Enrollment courses in accordance with the Commonwealth's policy, college access staff will also explore ways to **expand participation of First Generation students, students from low-income families and underrepresented backgrounds**.
- The College will establish an **Early College Pathways** pilot program with several area school districts. This program will prepare students for college earlier through coursework in their freshman and sophomore years and support for coursework through Dual Enrollment in their junior and senior years.

Standard One: Mission

Bristol Community College continues to focus on its Mission as an anchor for the institution. **The Mission Statement reads:**

> *As the leading resource for education and workforce development in southeastern Massachusetts, Bristol Community College promotes individual opportunity, sustainability of resources, and the region's economic growth. The College offers a strong foundation in liberal arts and sciences leading to transfer and careers, as well as comprehensive developmental education and adult literacy services, delivered in a learning-centered and supportive community. The College collaborates with business, industry, education, and social service entities to maintain the relevance and the effectiveness of all programming, to support partners with workforce training, and to find strength in its connectedness to community. The Bristol Community College community values and respects diversity and strives to prepare well-rounded learners of all ages who are equipped to succeed and lead in our ever-changing world.*

Revision of Mission: The **Mission Statement and Core Values were revised as part of 2016-2020 Strategic Planning Process**, which was both comprehensive and systematic. The process built on previous planning initiatives through a series of phases that invited analysis, assessment, and creative thinking. Developed with the leadership of the Strategic Planning Committee, the process was both collaborative and highly participatory, inviting comment from faculty, staff, and administration, members of the Board and the Foundation, students, alumni, and community leaders. Progress toward the plan's objectives is regularly monitored, as described below.

The Strategic Plan outlines **seven key strategies** that are buttressed by related goals: College Participation (Developing and Sustaining Enrollment), College Completions (Fostering Students' Educational Aspirations), Student Learning (Providing Robust, High-Quality Education), Workforce Alignment (Transitioning from Classroom to Workplace), Preparing Citizens (Connecting Individual and Community), Eliminating Disparities (Leveling the Playing Field), and Institutional Advancement (Positioning the College). The Strategic Planning Committee helps to promote the seven key strategies in the plan through regular monitoring of progress toward the plan's objectives, and through the use of Incubator Applications, which provide

College community members with an opportunity to receive funding for activities that support the Strategic Plan.

In October 2016, the Massachusetts Board of Higher Education (BHE) approved Bristol's Strategic Plan 2016-2020 "Shaping the Future." **Revisions to the Mission Statement** more accurately describes the College's character, how it addresses the needs of society, and the students it seeks to serve. The College also revised its Core Values to promote greater inclusivity. The new Mission and Core values are publicized on the College's website, in the Academic Catalog, on the Strategic Planning Blog as part of the Strategic Plan report, on the Bristol Community College Fact Sheet, and a statement on the Core Values is included in the Bristol Annual Report.

***Operation and Assessment*:** On July 1, 2017, Bristol's fourth president, **Laura L. Douglas, Ph.D.,** began her tenure. She immediately laid out her **goals**, based on the Strategic Plan, which were approved by the Board of Trustees on November 6, 2017. **All college units report monthly** on accomplishments tied to those goals to ensure educational effectiveness.

Projection for 2024:

- Bristol will develop and implement its next strategic plan including assessment measures for 2020-2024.

Standard Two: Planning and Evaluation

Planning and Evaluation Processes: Bristol Community College has developed processes for planning and evaluation that are **data driven, reflective and strategic**. Evidence of such planning and evaluation can be seen through a variety of collaborative, college-wide efforts and statements, as noted below.

Student Needs: As noted in the previous section, Bristol Community College's current M**ission Statement** was revised and streamlined as part of a comprehensive Strategic Planning process. The **Strategic Planning process** was informed by several student-based focus groups. Many of the recommendations from these focus groups have informed College planning and endeavors. For example, there was continued concern about the **socioeconomic struggles** of our students, so the **Mobile Food Market** has continued to run on a monthly basis; the Grab-N-Go Pantry provides lunch items from Student Life for students in need. In addition, as a result of concerns around student **parking in New Bedford** being raised by a student governance focus group, registered students may now park for free at two garages in New Bedford and the sufficiency of accessible parking for those with disabilities is being evaluated. Furthermore, after a Taunton Campus focus group raised concerns about equitable resources, **Library Services have been expanded in Taunton** which now has its own Librarian and Learning Commons Coordinator. **Student voices** are continually sought for feedback and used as a valid form of evaluation throughout all campuses.

In another example of strategic thinking and collaborative planning, the College held an institution-wide **Retention Summit** in March of 2017. It followed an "un-conference" format, where participants set the agenda and tracks were drawn from a campus-wide call for ideas.

Workshops focused on targeted factors related to student retention and academic support. Findings, recommendations, and conclusions from the summit were assimilated by a taskforce comprised of representatives from administration, the Faculty/Staff Senate, as well as faculty and staff at-large. A **Retention Steering Committee** was formed in Spring 2018 to prioritize action items from the summit. The committee worked collaboratively with other college efforts to suggest sustainability measures for student retention efforts at the college. This committee continues to inform the college's developing Strategic Enrollment Management Plan.

Academic Needs: In the fall of 2015, the Bristol Community College Faculty/Professional Staff Senate piloted the **Academic Initiative Process** which promotes transparency, collaboration, and evaluation in decision-making. Since then, multiple initiatives have been vetted through this process, gaining valuable input from stakeholders prior to implementation. Of the seven academic initiative proposals submitted to date, two projects have been fully implemented and at least two are currently being piloted. Two others were not pursued after the initial proposals were submitted, and one has been tabled. This type of informed planning has led to a deeper sense of shared governance and transparency as well as improved outcomes. The Faculty and Staff Senate and Academic Affairs have set a joint goal to explore expansion of these process guidelines across the College.

In 2018, the college developed a new, **three-year Academic Plan**. Input was gathered from faculty and staff from each Academic area at division meetings. This plan dovetails with the college's new **Assessment Plan** developed during the same period, which provides strategies for all areas of the institution to effectively engage in continuous improvement.

In the fall of 2016, the **Curriculum Development Process Guidelines Taskforce,** a joint Administration and Faculty/Professional Staff Senate Initiative, evaluated the current process for curriculum development at the College and adopted best practices from higher education in conjunction with the College-Wide Curriculum Committee. The resulting project outlined a **fast-track curriculum approval process for program revisions.**

Continued student and faculty/staff concerns over the rising cost of textbooks has led to collaborative planning efforts between Academic Affairs and Student Services and Enrollment Management around promoting the use of/trainings for **Open Educational Resources (OER)**.

Community Needs: In 2015 an **External Environmental Analysis** was completed to predict regional job market opportunities and training needs. In response, the College is currently developing **new programs** including a **Life Sciences** degree with four options (Biology, Biotechnology & Forensic DNA, Environmental Science Transfer, and Sustainable Agriculture). This program is particularly relevant in moving **General Studies students,** many of whom are interested in the sciences, **to a major more consistent with market needs.** Other new programs include: Liberal Arts & Sciences degree in both Sustainability Studies, and in Psychology; a Hospitality Management degree with five options (Casino Management, Event Planning & Management, Food Service Management, Hotel Management, and Tourism Management); a Paralegal Studies degree; a Veterinary Health Care degree; and certificates in Project Management and Substance Abuse Counseling. In addition, a program in Off-Shore Wind Energy and Physical Therapy Assistant are also emerging. While the College is adding programs like this to meet regional needs, it is also assessing the **viability of existing programs**. In the last two years, more than forty certificates and degree concentrations have been suspended.

As a way to implement the Massachusetts BHE's 2014 expected outcome that "the Commonwealth's Community Colleges, State Universities and University of Massachusetts campuses…incorporate civic learning," Bristol Community College formed an institutional **Civic Learning Team**, chaired by the Dean of the Lash Division of Teaching and Learning. Using the knowledge rubric for Civic Learning designed by the BHE, the team first identified that Civic Learning was taking place in Division II: Behavioral and Social Sciences, more specifically in one History (HST 113) course and two Government (GVT 111, 112) courses offered at the College given their related content and frequent requirement in various degree programs. Faculty teaching Civic Learning courses were given the option of enhancing Civic Learning in their sections with the addition of Service-Learning pedagogy and projects. Also, as part of the process of course designation as Civic Learning courses, the Civic Learning Team worked with various academic departments to identify them based on the course learning outcomes and how they aligned with DHE rubrics. Designations were made by the Educational Effectiveness Committee's Student Learning Outcomes subcommittee.

As of Spring 2018, twenty-two courses have been designated as Civic Learning courses. Additionally, the Civic Learning Team expects that by the end of Fall 2018, four or five additional courses from Humanities and Education and the Health Sciences divisions will be designated. The Civic Learning Team is also working to identify co-curricular activities on campus that embody significant civic learning. The team reports enrollment and learning outcomes to the Massachusetts DHE each semester.

The College has engaged in a systematic process in Spring 2018 to develop annual goals, objectives and measures for every area of the institution.

Projection for 2024:

- The Retention Steering Committee will work with Academic Affairs and the Strategic Enrollment Planning Team to implement retention strategies and evaluate their impact.

Standard Three: Organization and Governance

Organizational Changes: Bristol Community College has experienced many recent organizational changes. As noted previously, the College has a **new President** who has made changes in the administration via reorganization. The changes include, but are not limited to, the following:

- Restructuring of the **Human Resources** office through the hiring of a new Executive Director, Associate Director for Employee and Labor Relations, Process Improvement Specialist and a Diversity Officer.
- Restructuring of the **Development Office** through the hiring of a new Executive Director; and an Associate Director of Development, Alumni Affairs and Stewardship.
- Restructuring of the **Enrollment Services** area by combining Students Services and Enrollment Services under one vice president and **moving Advising back to this area from Academic Affairs.**

- Reorganization of **Facilities** staff so that all departments report to the Associate Vice President of Administration/Facilities. One position was eliminated, allowing the college to save money and employ an architect.
- Reorganization of **Campus Safety** through hiring a Director of Public Safety and Preparedness and shifting campus preparedness duties from Enrollment Services to Campus Safety.
- Other changes, given staff turnover, include the replacement of the **Taunton and New Bedford Campus Deans** and consolidation of various administrative positions.

In response to a 2014 Self-Study projection, President Douglas is committed to increasing the number of full time faculty, and to that end, all faculty vacancies (retirements and departures) are being replaced, and one new faculty line was added for Fall 2018 and four new lines will be added in 2019. The President has additionally engaged two Lean Six Sigma projects, one focused on course scheduling and another on student onboarding.

Shared Governance: **The Faculty and Professional Staff Senate** maintains representation from all campuses, including eLearning, the online learning area. Representation includes faculty who teach at least one section, and there is one representative who works full-time at the New Bedford Campus. During the Fall 2017 semester, technology was used to connect with the Attleboro Campus for Senate meetings when a representative could not commute to the Fall River Campus. In addition, a new **Staff Senate** was launched in Fall 2018 to engage AFSCME unit and non-unit members.

Relative to a 2014 Self-Study projection, the college has launched a pilot initiative to engage adjunct faculty in governance roles in the 2018-2019 Academic Year, supporting their efforts with stipends. The College has established the position of an **Administration/Senate Representative** as a liaison to the Academic Affairs Vice President's Council. This position was established to enhance transparency and the exchange of ideas between the Senate and the Administration.

Additionally, in Spring 2018, the President launched multiple listening sessions to gather qualitative data related to Shared Governance. Other examples of cooperation between the Administration and the Senate include the use **of college-wide meetings** to discuss Senate/Administration issues and to solicit Senate input in determining agenda items. As noted previously, the expansion of the **Academic Initiative** principles and process and the formation of the **Retention Steering Committee** to prioritize and implement the Retention Summit Action Plan are examples of shared governance.

Labor-Management Relations**:** In the fall of 2017, the College created a new position within Human Resources entitled **Associate Director of Employee and Labor Relations**. This individual was hired during Fall 2018 and meets alongside administration with AFSCME and MCCC union representatives, respectively.

College Climate: In December 2017, the College conducted the **Personal Assessment of the College Environment (PACE**) survey to evaluate college climate. Open to all Bristol employees, 35.2% completed the survey. The findings indicate that employees feel their jobs are relevant to the College's mission, and there is a spirit of cooperation within the College. The

report also indicates some areas that need improvement such as limitations to advancement within the College and that some decisions are not made at the appropriate level at the College.

Disseminating of Information and Transparency: The six academic divisions disseminate information to their faculty and staff in various methods such as email, division and department meetings, and college-wide newsletters such as *Bristol Weekly* and *Bristol Events*. These methods ensure efficient dissemination of information for **transparency and collective decision-making,** essential to shared governance.

Projection for 2024:

- The President's Leadership Team will continue to examine the results from Shared Governance listening session to develop additional action steps.

Standard Four: The Academic Program

General Education Revision: In the fall of 2015, a taskforce was developed to review and make recommendations on the College's **General Education Competencies** in order to enact a more effective process of assessment. The group worked to ensure all recommendations reflected the College's Educated Person Statement, Mission Statement, and Strategic Plan. In addition, the recommendations addressed the revised NECHE (formerly NEASC) academic program standard, statewide assessment projects, and transfer agreements. Throughout the Fall 2016 semester, the taskforce received feedback through various means including college-wide meetings, faculty and professional staff meetings, and electronic surveys. The group proposed the following competencies: Critical Thinking, Information Literacy, Scientific Reasoning & Discovery, Qualitative and Symbolic Reasoning, Global & Historic Awareness, Multicultural and Social Perspectives, Ethical Dimensions, Written Communication, Oral Communication, and Human Expression. The group's proposal then moved on to the assessment stage so that all competencies could be assessed during a five-year cycle. The College made plans to define an unused professional day, allowable by contract, as an annual **Assessment Day**, engaging and offering support for faculty and staff to utilize LEAP rubrics and "think, pair, and share" their scoring. A small group of faculty and staff had been trained to use the **LEAP rubrics** through the College's work, beginning in Fall 2014, with the AAC&U **Multi-State Collaborative Assessment Project**.

Assessment Day: On May 24, 2017, Bristol held its first Assessment Day, organized by the Lash Center for Teaching and Learning and the Outcomes Assessment Fellow, a position created in response to a 2014 Self-Study projection. One hundred and sixty-seven registrants (including faculty, staff, and administrators) met to hear a keynote address by DHE's Director of Learning Outcomes Assessment, and then score student work using the **LEAP VALUE rubrics** for Critical Thinking and Quantitative Literacy. Participants were divided into Critical Thinking and Quantitative Literacy teams, led by trained facilitators, for discussion of the rubrics and norming of sample artifacts, which were scored individually and by small groups, and then shared for full-room discussion in an attempt to find consensus and identifying markers for each scoring level. In the afternoon, scorers worked independently to score a total of 69 Critical Thinking artifacts and 31 Quantitative Literacy artifacts. (Most artifacts were read and scored four or five times.)

At the end of the day an evaluation was distributed. A few weeks later, on June 6th, a team met to discuss the evaluations and other feedback received about Assessment Day. Faculty feedback revealed a few emerging themes and served to compose a **report** that included baseline data and a series of recommendations to the Educational Effectiveness Committee. These results and recommendations were then shared at the college-wide Opening Day meeting in the fall of 2017 and used to guide decisions about **professional development** and the **refinement of processes** for Assessment Day, 2018.

Assessment Day 2018 also opened with a keynote address, this time by Dr. Gavin Henning, President of the Council for the Advancement of Academic Standard (CAS) in Higher Education. One hundred and sixty-six registrants (including faculty, staff, and administrators) participated in various assessment activities. Twenty-six participants scored student work using the **LEAP VALUE rubrics** for Information Literacy and Scientific Reasoning & Discovery. Thirty-four Information Literacy artifacts and 36 Scientific Reasoning & Discovery artifacts were scored using same methodology as the previous year.

Additionally, this year's event included workshops and work sessions for specific academic departments based on the feedback received in 2017. Training and work sessions were also offered for co-curricular assessment including opportunities for areas such as Admissions, Advising and the Office of Disability Services to measure student success. After the event, an evaluation was distributed. Data from this year's event will inform how the college proceeds with assessment activities and Assessment Day in the coming year.

Educational Effectiveness Structure and Processes: To increase efficiency and expand outcomes assessment college-wide, the Outcomes Assessment Committee (OAC), initially an ad hoc committee that transitioned to a standing committee based on a 2014 Self-Study projection, combined with the Institutional Effectiveness (IE) Committee to create the Educational Effectiveness Committee (EEC) in 2016. The EEC provides oversight to all of the College's assessment work. The committee has four subcommittees: Student Learning Outcomes, CAS Review, Program Review, and Policy Review.

The CAS and Program Review subcommittees guide faculty and staff undergoing review as of Fall 2016, providing institutionalized and structured orientation and support for those groups undergoing these assessments in keeping with the College's Program Review and CAS Review schedules. More areas are now being reviewed, as the committee has added them to the CAS review schedule and developed a **template to assess non-CAS areas**, such as the Library.

The **Student Learning Outcomes** (SLO) subcommittee is chaired by the Outcomes Assessment Faculty Fellow and reviews course-level student learning outcomes. Currently, **96% of all courses have clearly defined student learning outcomes** which are disclosed online in the College's course catalogue.

The College continues to provide access for program completion on the New Bedford, Taunton and Attleboro Campuses in response to a 2014 Self-Study projection. The New Bedford Campus now offers students completion of 11 degree programs and 10 certificate programs, while Taunton offers 9 degrees and 4 certificates. The Attleboro Campus offers students 14 degree programs and 4 certificate programs.

Department and Program Level Assessment: As noted previously, the **Curriculum Development Process Guidelines Taskforce** created a fully vetted College Wide Curriculum Development Guideline Policy which resulted in a **fast-track curriculum approval process for programs** that do not affect other programs or do not negatively impact the students or the institution. These changes include an expedited application for new degree and certificate programs with fewer than 29 credits; a standard application for new certificate programs under thirty credits; and a process for program name changes.

Departments and programs have also created their own assessments of student learning to inform their teaching and curriculum. One example is the **English Department Portfolio Assessment Project** that is more than twenty years old and still evolving. This project **evaluates student learning** and provides **professional development** to instructors. Students in both the developmental and college composition levels submit portfolios, which are assessed by faculty who volunteer to participate using a **home-grown rubric based on SLOs** for developmental and gateway composition courses. This rubric is aligned with the LEAP rubric for Written Communication and common outcomes for first-year writing agreed upon by a regional faculty collaborative. Faculty use this assessment tool for norming sessions each semester, as well as for evaluation on the day of assessment. In AY 2017-18, a team of approximately 14 full-time and adjunct faculty members assessed 471 portfolios. **Ninety-four percent** were scored as **passing** or **passing with distinction (17%)**. The results of this portfolio assessment inform faculty about which areas of curriculum are successful, and which need strengthening. Students who are assessed as needing extra support take advantage of **free faculty tutoring** through the program in order to better understand the issues within their writing that prevent them from meeting the departmental standard.

Another example of program assessment comes from the Health Science Division, where **evaluation reports** are produced at regular intervals for appropriate accrediting bodies. To complete these reports, programs undergo a self-study and an onsite evaluation to determine the next cycle award which can be up to 10 years, with yearly progress reports. Student success and program effectiveness is demonstrated by certification and licensure exams, as well as student course evaluations. **External professionals** from accrediting organizations review programs.

Developmental Courses: The creation of developmental, **co-requisite models** in English and Math reflect new models for student success. Initially funded by Bristol Presidential Fellowships, English and Math faculty conducted research about new models of integrated and accelerated developmental coursework, culminating in recommendations of **new courses.** The English department created a 6-credit course called ENG 091: **Integrated Reading and Writing** and ENG 092: **College Composition Studio**, a 3-credit developmental writing course that supports students who are taking English 101: **College Composition** at the same time.

The math department developed a self-paced, computer-aided (CAI) modularized developmental math curriculum, including Arithmetic, Algebra, and possibly Intermediate Algebra. Two of the most common college-level math courses, MTH 119: **Fundamental Statistics** and MTH 125: **Modern College Math** are offered as **co-requisite classes** where the college-level math is paired with a developmental math class, thereby reducing the sequence from two semesters to one if the student places out of Arithmetic or from three semesters to two. The paired support class

includes only topics needed for the paired college-level math, making the content more relevant for students. The paired co-requisite courses are scheduled one after the other with the **same instructor and all the same students**. This provides instructors with a fluid time frame that allows for **just-in-time instruction, remediation, support with hands on activities, exploratory labs, and/or simulations.**

The CAI courses are **running at scale** with as many sections of MTH 001/002/003 running as the lecture courses, MTH 011/021/031. The Math Co-requisite classes and English Co-requisite classes are moving to scale.

As developmental coursework is crucial for most of our students, **three new faculty roles** were created to support these models: Coordinator of Developmental Reading, Coordinator of Developmental Writing and Coordinator of Developmental Math.

Projections for 2024:

- Academic Affairs will continue the five-year cycle of General Education competency assessment. Assessment Day data will be used to improve assessment of student learning outcomes and continuously improve effective processes for evaluating student work on the college-wide, programmatic, and departmental levels.
- Academic Affairs will institute a new annual update for CAS and Program Reviews to reflect how learning from these review processes is being incorporated.
- The Center for Teaching and Learning will incorporate professional development opportunities related to assessment and General Education revisions.

Standard Five: Students

Students at Bristol Community College reflect the diverse population of Southeastern Massachusetts. In 2017, across its five campuses (including online and non-credit), the student population reflected the following percentages: 70% White, 25% students of color and 5% unknown, with a female-to-male ratio of 63% to 37%. Because 18% of the region's population is comprised of people of color, Bristol Community College disproportionately engages this group. The **Multicultural Student Center** provides resources and programming for students of color, offering drop-in services, family nights and a variety of other events across the College community. The College's Health Center and Veterans' Center have been moved to a central location along with the newly developed Women's Center for which a part-time director has been hired.

Recruiting Adult Learners: With the ever-decreasing number of traditional high school graduates within Bristol Community College's service region, the Enrollment Services team (in collaboration with Academic Affairs, Workforce and Community Education, and Student Services) continues to extend its outreach to non-traditional populations. Starting in the Fall 2016 semester, the Admissions team expanded its **partnership with the Massachusetts Department of Transitional Assistance**, offering weekly workshops at the Fall River branch office (in addition to those already available at the New Bedford branch office). In addition, Admissions

continues to collaborate with the **Greater New Bedford Workforce Investment Board** and the **Bristol Workforce Investment Board**, as well as their respective network of **One-Stop Career Centers** offering enrollment support at the Attleboro, Taunton, Fall River and New Bedford Career Centers. Furthermore, one of the six senior admissions counselors within the department works directly with the **dislocated worker population**, helping them to navigate the rules and regulations associated with the type of educational benefits they seek. The Admissions Office also collaborates with Community Education and takes part in the HiSET graduation ceremony as well as in the "College for a Day" program. Bristol offers adult learners **a free one-credit hybrid CSS 101: College Success Seminar** prior to the spring and fall semesters to aid them in transitioning into Bristol and their college experience.

Providing Access: Admissions, Financial Aid, and the Testing Center offer enrollment events at the local feeder high schools. These on-site enrollment activities allow prospective students to complete the admissions application and be **admitted "on-the-spot,**" as well as begin the financial aid process and register for testing. Each campus location also **offers financial aid workshops** and walk-in days, designed to assist students in navigating the nuances of enrollment and financial aid processes. In Spring 2018, the Admissions office hosted its first **"Open House"** event, highlighting the campus and many of the academic and student services opportunities available.

In addition, the College expanded **academic advising** to include students enrolled in Adult Basic Education courses and English for Speakers of Other Languages programs, as well as to students enrolled **in non-credit** workforce training courses.

***Increasing Enrollment Services Staff*:** Staffing is a priority within Enrollment Services. Since Fall 2016, both an **admissions and financial aid counselor** have been placed at the newly relocated **Taunton Center**. Lastly, in Fall 2017, a senior admissions counselor with a focus on **multicultural recruitment** joined the team.

***Proactive Advising Model*:** The Academic Advising Department at Bristol is in the process of implementing a proactive advising model after having completed a pilot in AY 2016-2017. The goals of the pilot included, but were not limited to, **completion of developmental and/or gateway coursework** as well as **moving students out of General Studies** into more viable degree options.

***Lean Six Sigma Projects*:** The College recently completed two projects using the principles of Lean Six Sigma (L6S). One focused on a **review and assessment of the current processes for incoming students**. The other examined the way in which course **scheduling** occurs on our campuses.

BCC2BSU: BCC2BSU is a **guaranteed dual admission initiative** between Bristol Community College and Bridgewater State University (BSU) beginning in Spring 2018 for targeted undergraduate programs.

Students admitted to Bristol Community College are eligible for conditional admission to BSU without having to re-apply to BSU upon completion of their associate's degree. Students who are not accepted to BSU will be admitted into Bristol Community College through the program. In the BCC2BSU program, students will experience collaborative and intensive academic advising from BSU as well as deep engagement of peer mentors, faculty members and administrators to

ensure their success. Students can save up to $7,500 and benefit from being members of both college communities simultaneously.

Qualifying Bristol Community College students receive a BSU connect card, an ID that offers a number of discounts at local businesses as well as campus access to events and select specialized programs such as financial literacy. Participants will also become eligible to engage in a targeted immersive summer residential program at BSU while still in attendance at Bristol.

The College is also actively engaged in developing a similar dual admission initiative with the University of Massachusetts Dartmouth.

Dual Enrollment: The College's policies and procedures related to Dual Enrollment are described in Response to the Special Area of Emphasis #4.

Campus Services: **All campus locations** offer the following services: Adult Basic Education, Admissions, Enrollment Services, Advising and Transfer Counseling, Financial Aid, Disability Services, Center for Instructional Technology Expertise (CITE Lab), Library, Cooperative Education and Civic Engagement, Learning Commons, and Security.

The Commonwealth Honors Program, Health Services, eLearning, and Veterans Services are available at the New Bedford, Attleboro and Taunton Campuses at scheduled intervals, but are all regularly available on the Fall River Campus.

Projections for 2024:

- Academic Affairs and Student Services will continue to work toward equity across campus sites proportionate to student needs.
- Enrollment and Student Services will develop and implement a Strategic Enrollment Management Plan with broad college input to improve retention, enrollment and data processes.
- Given the emerging population of part-time students, Academic Affairs will develop Guided Pathways for part-time students and ensure access to all student support services.

Standard Six: Teaching, Learning, and Scholarship

Role of Advisors: In response to a 2014 Self-Study projection to implement recommendations from the Joint Senate/Administration Task Force on Advisement, the College has expanded access to advising tools, provided professional development to advisers, and strengthened connections between advisers and students. The relationship between faculty and professional advisors has been strengthened through participation in a Majors Fair in AY 2015-2016. In the summer of 2017, each orientation had a specific academic area as its focus. In Summer 2018, approximately 35 sessions engaged program-specific faculty who were paid to meet with students and provide relevant information and advice.

Advising is in its second year of providing outreach for priority registration by staffing pre-advising tables each semester. Tables are located in various buildings across the campuses several days prior to registration. This practice boosts visibility of advising services offered at the College and increases awareness of priority registration. Academic advisors visit classrooms

using a systematic approach and encourage students to make early appointments with their advisor. A professional academic advisor also 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 respective programs and changes that take place at the College. Examples of these guests include representatives from the offices of Admissions, Cooperative Education, English as a Second Language, Financial Aid, and the English and Mathematics departments.

***Orientation*:** A student evaluation/survey of orientation was implemented in Summer 2016. Some of the ensuing 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 was well received, and students are learning to access the tools necessary to be successful. For students who are unable to attend an in-person orientation, a virtual orientation link has been made available to them since Fall 2017. A peer mentoring program was also developed, supplanting former student coaching and orientation leadership programs. Students now serve as peer leaders during the summer for orientation and continue their role through the academic year as peer mentors.

Faculty or professional staff from all six academic divisions serve on the College's Orientation Committee, and there is a faculty presence at orientation sessions as well.

Proactive Advising Training: As discussed in "Standard Five: Students," in Fall 2016, Academic Advising launched a Proactive Advising Pilot under the leadership of the Pathways Initiative. The pilot provided strong evidence for scaling up proactive advising strategies to improve retention and persistence and to decrease the number of students enrolled in General Studies in favor of more marketable degrees. This training provides a rationale for a more intrusive style of advising that takes into account both academic and non-academic obstacles that students may face on their road to college success. By identifying the risk-level of each student, advisors are able to determine the level of contact they should initiate in order to help students avoid problems before they occur. This shift from a reactive model to a proactive one allows students to have a single point of contact at the college, an advisor with whom they develop a relationship early and continue with throughout their academic program. The training also provides tips and online tools like DegreeWorks, College Scheduler and Blackboard Advisors Portal to help advisors better serve students and share their knowledge with one another. Over 100 faculty and staff have participated in proactive advising trainings in AY 2017-2018.

Online Advising Help: In response to the NEASC recommendations, the department of Academic Advising has improved its web page to provide pertinent information for students, faculty, staff, and academic advisors. This is particularly helpful for students who do not visit campus on a regular basis. As of January 2018, online advising opportunities have become available through a feature in the BCC app where students can message an advisor with questions and concerns.

Departmental Assessment and Curricular Revision: The departmental-level assessments and developmental course redesigns referenced in "Standard Four: The Academic Program" have not only benefited students, but also provided ongoing professional development for faculty. For

example, the English Department Portfolio Assessment offers faculty training and support in several ways. There is at least one meeting each semester dedicated to **professional development,** such as **assignment design, rubric design, or using new technology**. In addition, faculty gather for a norming session each semester before the assessment takes place. This **norming** session allows faculty to discuss student work and how it is assessed using the standards of the rubric and the course SLOs. Finally, during the day of portfolio assessment, faculty work with a variety of their colleagues' assignments, leading **to discussions of assignment purpose and design.** Although this project has been an integral part of the English department and first-year writing at Bristol for over 20 years, the **participants vary** from semester to semester, but always include **a combination of full-time and adjunct faculty**, allowing for a fresh exchange of ideas through a vetted process. Recently, **new types of data** have been collected for this project that include not only pass and fail rates, but also reflections on how **faculty made changes or reaffirmed approaches** based on what they learned through the assessment.

The creation of new **developmental coursework in math, reading and writing** also necessitated professional development opportunities for faculty, such as **curriculum development** and **pedagogical workshops,** presentations about assignment design, collaboration to create **online hybrids, and faculty peer mentoring.**

College-wide Professional Development: The College commits a yearly budget **for Professional Development Funds** to support professional needs of faculty and staff, with a $1200 maximum quota to be awarded per applicant. Bristol employs 129 full-time faculty and 260 academic staff. **Thirty-two faculty and professional staff** were granted **professional development funds** in AY 2016-2017.

In AY 2017-2018 the College appropriated $50,000 for Professional Development, a significant decrease over previous years. This necessitated re-evaluation of criteria and priorities by the college-wide Professional Development Committee. This included feedback from representative groups across the College. AY 2017-2018 awards were made to **59 applicants, approximately 69% of the total applications** received. Of those unfunded only one applicant was denied due to lack of funding; all other applications were incomplete or did not meet criteria.

The college has set aside $50,000 to more fully engage **adjunct faculty in professional development** during the 2018-2019 Academic Year. During the fall semester adjunct faculty were invited to participate in **safe zone trainings, effective teaching programs and an adjunct certificate program**. Additionally the Lash Center for Teaching and Learning is surveying all adjunct faculty to better understand their professional development needs and will use those results to develop a robust plan for Spring 2019.

Assessment-Focused Professional Development: While many faculty and staff request professional development to **present at and attend conferences**, more recently, the College has provided additional opportunities for **professional development related to assessment**. One of the first faculty and staff professional development strategies began in 2013 with a workshop by an **assessment expert** who engaged representatives **from each academic division**. These representatives each launched an assessment project. These full-time and adjunct faculty members in turn **presented their projects** at the Fall 2013 Professional and Planning Day. Some also went on to present at conferences and influence pedagogy in their respective areas. Since then, many other professional development opportunities have been offered, including three

scoring and norming sessions in Fall 2015, followed by professional development programs to engage faculty and staff in using the **LEAP Rubrics**. **Integrated Outcomes Assessment** training for faculty and staff was also 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. The College also participated in the development and execution of a regional conference with an assessment expert in Fall 2016.

Assessment Day: As mentioned in "Standard Four: The Academic Program", a team of faculty, staff and administrators was assembled to review **evaluations for the May 2017 Assessment Day** and create recommendations. These **recommendations** included: offering **professional development** to faculty in using the LEAP rubrics; holding Assessment Day annually; sharing data collected from the first Assessment Day with all faculty at the college-wide Opening Day meeting; and offering opportunities for faculty to discuss **assignment design that aligns with the competencies** being assessed (in this case Critical Thinking and Quantitative Literacy).

Assignment Design Workshops: Assessment Day recommendations resulted in a workshop entitled **"Assignment Design and Aligning your Work with the LEAP Rubric,"** which was held during Professional Day in August 2017. Step one was to ask faculty to voluntarily submit course assessments/assignments. Then, an educational workshop with ideas and examples of how to design assignments demonstrated how each competency might be addressed and assessed. In the latter part of the day, the faculty split into groups by division or department. Faculty worked in these small teams to **redesign their submitted assignments or develop new assignments that aligned with the rubric**. This assignment design workshop was again offered in January 2018.

Diversity Education: More recently, professional development opportunities have included training in diversity and inclusion. In light of President Laura Douglas' Strategic Goal of **"Eliminating Disparities,"** the Fall 2017 and Spring 2018, Opening Days offered two new professional development sessions exploring issues related to discrimination and critical awareness. These sessions provided the opportunity for full-time as well as adjunct faculty and staff to foster appreciation for and understanding of our diverse college community. The full-time faculty sessions were attended by **197 faculty and staff** in both the fall and spring, through eight sessions, while the Adjunct Faculty Day provided professional development for **36 adjunct faculty.**

In addition to the two diversity trainings offered during AY 2017-2018, 70 faculty and staff also attended a three-hour **Safe Zone training**. Participants reported being more knowledgeable about the issues covered after having attended. A 43% increase was noted among those who rated their knowledge level above 50% after having attended the training. Participants also reported being more comfortable with the issues covered, with a 32% increase in those who rated their comfort level above 50% after having attended being noted.

Academic Support: Although the College has a long history of providing students with tutoring and academic support services, Bristol **Learning Commons** is a new and central hub for content tutoring (**Tutoring and Academic Support Center**), reading and writing support (**Writing Center**) and **Supplemental Instruction** (SI). Since 2014, Bristol Learning Commons has maintained a presence on each campus, serving students of all ability levels. Tutors are available to help with study skills, specific course content for most courses and all types of academic and non-academic writing. **Professional and peer tutors** receive **ongoing training** and attend **staff**

meetings regularly. Learning services are free to all members of the Bristol community. The College has expanded the Learning Commons to include Library and other services at the Taunton Campus and plans to do so on all campuses in the future.

What happens at the Learning Commons continues to be an important factor in student success and student satisfaction. In AY 2016-2017, a total of 2,208 students used Learning Commons' services, **a 20% increase** from the previous year. Furthermore, there were 8,736 one-on-one tutoring appointments, and **97% of students** indicated they would **recommend the Learning Commons** to others.

Civic Learning: While academic support can bolster a student's persistence, other High Impact Practices, such as S**ervice-Learning** can as well. In Fall 2014, the College found **higher rates of persistence** (81%) and **retention** (61%) for students who participated in Service-Learning compared to the general population rate (70% and 54%).

Bristol's 2014 Self-Study projected the expansion of Service-Learning, in line with the Vision Project. Subsequently, 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. That year the College saw a 53% increase in enrollment in such courses, a total of 717 students engaged in Service-Learning. During AY 2016-2017, there were a total of 39 Service-Learning course sections taught by 28 faculty with 688 participating students. In the 2017-2018 academic year, 606 students are participating in 39 Service-Learning sections taught by 18 different faculty members.

The College began a **Civic Learning Pilot** in 2015 in keeping with the Massachusetts Board of Higher Education's Vision Project. This effort included 4 pilot sections of History and Government with infused civic learning and Service-Learning, and 8 pilot sections of the same in Fall 2015. In Spring 2016, the Student Learning Outcomes subcommittee approved the "Civic Learning" designation for all sections of **HST 113: United States History to 1877** and **GVT 111: United States Government**. In January 2017, the College created a pilot for courses known as **Civic Learning with Engagement**, designed to add an extra layer of support for faculty who engage Service-Learning and use only **Open Educational Resources** in their courses**.** During the 2017-2018 academic year, Bristol offered **22 different courses** that have been officially designated as "**civic learning**." A total of **101 sections of civic learning** courses were offered that academic year with a total student enrollment of **2313 students.**

<u>Projection for 2024:</u>

- The Lash Center for Teaching and Learning will engage faculty in professional development to create more inclusive curricula and pedagogy. This will build on the socio-political understanding and appreciation of diversity and inclusivity established at the College over the past few years.
- Student Service and Enrollment Management will work with Academic Affairs to scale Proactive Advising across the institution.

Standard Seven: Institutional Resources

Human Resources Reorganization: The College continues to provide personal, financial, and technological resources to support its employees and students, as well as developing the physical campus. More recently, in response to the need to reorganize and staff, the office of Human Resources launched the search for three new positions. Two of these positions were identified through the Trustee Affirmative Action and Policy Review Committee this past year. The first, Associate Director of Employee & Labor Relations, has been filled by Erin Wright and the second, Associate Director of Human Resources and Diversity, Equal Opportunity/Affirmative Action, Title IX Officer, has been filled by Gia Sanchez. A third position, Process Improvement Specialist, has been filled by Laura Carreiro.

John J. Sbrega Health and Science Building: The College has expanded the physical space available for its Health Sciences programs through the design and building of the John J. Sbrega Health and Science Building, which houses **12 labs,** including a clinical science lab, medical assisting lab, nursing simulation lab, nursing arts lab, dental hygiene lab, dental hygiene materials lab, four bioscience labs, and two chemistry labs. In addition, the building is home to a high-tech dental hygiene space, including four dental hygiene radiography rooms. The building houses a conference room, five offices, a vending area, information commons (study space), a display lobby, and a seminar room. These spaces **mirror professional clinical sites**—a vital part of the College's mission to prepare students for the jobs of the present and the future.

New projects: Recent **capital projects** included a new microbiology lab at the Attleboro Campus and two new anatomy and physiology labs at Fall River. Also on the Fall River Campus, a grant-funded clean room will be added to the Engineering Building. New Health Services, Women's and Veterans' Centers have been established in the Thomas A. Rodgers Building and a wayfinding plan for the Fall River Campus is being implemented.

Cloud-based Computing Upgrade: In addition to providing students and staff with a progressive physical learning environment, and in response to a 2014 Self-Study projection to enhance access to available online resources, the Board of Trustees granted the use of $500,000 in reserve funds to support a number of technology infrastructure upgrades and support a technology replenishment plan. Additionally, the College continues to update its technological resources to students and employees by using dynamic forms and Office 365 which is a cloud-based system to improve security and reliability. Student email was upgraded, providing students with access to far more features than have been available in the past. Students now have access to online versions of the most common programs—including Word, Excel, and PowerPoint—through Office 365. The College's fundraising system was also moved to a cloud-based version. Information Technology is planning to add a customer relations software and move all forms to electronic processes.

Through the acquisition of a workflow software product, the College has transformed many of its historically paperbound processes. This new system promises significant increases in student service and administrative efficiency.

***Emergency Preparedness Improvements*:** Technology is also instrumental to the College's preparedness efforts, and a number of emergency communication solutions have been put in place during the last several years. **Outdoor emergency phones** were replaced throughout the

Fall River Campus and speakers were added as an additional communication option. The College transitioned to **a more robust text messaging platform** that was recently paired with additional technology. This technology broadcasts alerts to computers screens, as well as hallway monitors, which were also recently replaced. Panic button technology has been added to each office and classroom computer to enable a quiet alert directly to Campus Police. The College now has card access exterior doors at most locations which allow for better security and immediate lockdown. The use of card access for interior doors is also being increased at all locations. Campus Police continue to train with our local police for a variety of scenarios.

Information Literacy: The College has supported both professional development related to Information Literacy, as well as its importance in curriculum. In response to a 2014 Self-Study projection, the General Education Competencies now include Information Literacy. This competency was evaluated at the annual Assessment Day in Spring 2018.

Library and Learning Commons: The College has also developed physical space for its libraries and academic support, with a **new Learning Commons at the Taunton Center in 2017.** A **new library instruction classroom** is planned for the Fall River campus. The library also continues to grow its offerings of databases and eBooks in an effort to support **online learning and OERs.**

Cost containment**:** The state appropriation to the college increased 37.6% between 2014 and 2018. The challenges of decreasing enrollment caused by low unemployment and declining population trends has required the College to rely more on diverse funding sources and implement cost containment measures. These measures were recommended by groups such as **Partnership to Advance Collaboration and Efficiencies (PACE)** which is a collaborative initiative of Massachusetts' nine state universities and 15 community colleges. They are also consistent with projections from Bristol's 2014 Self-Study. Through PACE, the College has taken advantage of joint purchasing with other community colleges in the state. Additionally, the College is purchasing its electric from an **onsite solar canopy** at a discounted rate per kWh, resulting in a $150,000 per year in energy savings.

To continue to address the College's aging infrastructure, a projection from the 2014 Self-Study, the Vice President of Administration and Finance will continue to include a capital budget in the annual operating budget approved by the Trustees. The College has received a regular funding stream for deferred maintenance from the state and an additional nine projects were funded for 2018-2019.

The College reduced its spending in FY18 by almost $1 million. Based on current enrollment trends and the need to maintain access and affordability, the college will reduce the operating budget another million dollars in fiscal year 2019.

Capital Campaign: In 2014, the Bristol Foundation launched its first capital campaign with the ambitious goal of raising $10 million to transform each location. To date, and to support the fulfillment of a 2014 Self-Study projection, the campaign has raised **$13 million**.

Institutional Plans

The College has increased its planning efforts during the 2017-2018 year by developing the following plans through inclusive processes:

- Institutional Assessment Plan: 2018-2019 - http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/ir/Institutional,Research,Planning,and,Assessment,Annual,Plan.pdf
- Academic Plan: 2018 – 2021 - http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/ir/Academic,Affairs,Annual,Plan.pdf
- Human Resources Goals: 2018-2019 - http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/ir/Human,Resources,Annual,Plan.pdf
- Administration and Finance Annual Goals: 2018-2019 - http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/ir/Administration,and,Finance,Annual,Plan.pdf
- Office of Development: Key Goals 2018-2019 - http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/ir/Development,Annual,Plan.pdf
- Information Technology Services Goals: 2018-2019 - http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/ir/Information,Technology,Services,Annual,Plan.pdf
- College Communications Goals: 2018-2019 - http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/ir/Communications,Annual,Plan.pdf
- Workforce Development and Community Education Goals: 2018-2019 - http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/ir/Workforce,Education,Institute,Annual,Plan.pdf
- Student Services and Enrollment Management Annual Plan: 2018-2019 - http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/ir/Student,Services,and,Enrollment,Management,Annual,Plan.pdf
- Assessment Day Report 2017 - http://www.bristolcc.edu/media/bcc-website/facultystaff/institutionalresearch/Assessment,Day,Report,2017.pdf
- Assessment Day Report 2018 - http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/Assessment,Day,Report,2018.pdf
- Retention Plan 2017 - http://www.bristolcc.edu/media/bcc-website/facultystaff/institutionalresearch/Retention,Summit,Action,Plan,2017.pdf

Standard Nine: Integrity, Transparency and Public Disclosure

The Bristol Community College website (www.bristolcc.edu) is its primary means of communication and public disclosure.

New Website: As a way to optimize the College's ability to disclose accurate and timely information to students, prospective students, faculty, staff, and the public, the Bristol website recently underwent a process of **redesign**. The offices of College Communications and Information Technology Services began this process by **soliciting commentary** and advice from various constituencies across the college. Communications staff hosted a series of meetings with students, faculty, and staff, and then met with the Faculty and Professional Staff Senate. As a result of the feedback garnered at these meetings, changes to the design concept were developed

before the full redesign project proceeded. The **new website was launched in January of 2018**. College Communications **continues to make modifications** to accessibility and navigability as additional feedback is received. Especially helpful to the modification process is the **feedback button** that allows anyone on the website to quickly and easily report suggestions and concerns to the Communications Office which responds efficiently.

The Office of Communications also advanced the website's navigability for faculty and staff with the development of **searchable landing pages** for various blogs and college organizations, such as the Faculty and Professional Staff Senate.

However, **data collected** from several work-study students on navigability of the website suggests that there is **still work to do**. Many important public disclosure items could not be located, and others contained insufficient information. In other searches, the work-study students were directed to locations that were not related to the search. This data has been shared with College Communications so that the appropriate changes can be made.

Additionally, communication across the college has been advanced and streamlined with the rollout of a newly designed newsletter, the ***Bristol Weekly,*** delivered via email to all faculty and staff. The former method of information dissemination, ***The Buzz*** newsletter, had significantly declined in readership according to feedback received by the Office of College Communications. Concurrently, as a way to bypass low readership of *The Buzz*, widespread use of emails sent @everybody generated complaints about clogged inboxes.

College Communications enhanced the effectiveness of the new *Bristol Weekly* newsletter format with a story submission workflow, making it accessible to the entire community as well as making submissions easier, and thereby more inclusive. Submissions via the online form have ranged from 35 to 48 per month. Moreover, *Bristol Weekly* has seen **above average engagement** measured in terms of open and click-through rates. Average open rates are approximately 18%, in contrast to the industry average of 13%.

In response to feedback, College Communications continued to make revisions to the format after the initial launch, adding a second electronic newsletter, *Bristol Events***,** distributed later in the week. Furthermore, as a result of a user survey, College Communications created a method for faculty and staff to download a PDF of *Bristol Weekly* with **student-relevant information only** that can be easily shared in the classroom or in other meetings with students.

College Success Seminar: The College requires that all students complete a College Success Seminar 101 (CSS) to ensure that students can "identify, locate and utilize college resources". Many one-credit CSS 101 sections have special population foci, such as adult and returning students, black males, English language learners, QUEST students, STEM students, engineering students, health science students, and others. Additionally, several programs within the college have infused the CSS 101 student learning outcomes into particular three-credit courses, which are tailored to the needs of their specific student populations. Programs such as Art Transfer, Computer Information Services, Communications, Nursing, Business, Deaf Studies, and Occupational Therapy offer these courses in order to fulfill the CSS requirement.

Emergency Preparedness Policies and Procedures: Over the last four years, public safety on the College's campuses has been enhanced with a comprehensive Campus Preparedness program. Some highlights of this program are:

- step-by-step instructions for emergencies distributed to every employee at all locations and placed in every classroom;
- an emergency procedure manual located at on the Bristol website;
- a system of notification that in one process sets off loudspeakers, messaging on all campus computers, and text messages to individuals through *BCC Alert*
- all campus locations engage in regularly-scheduled emergency drills
- teams of volunteer employee leaders in each campus building who assist in emergencies and coordinate responses to emergencies
- comprehensive campus preparedness information on the College's website that includes a video explaining the important aspects of emergency preparedness and response on campus (closed captioned for accessibility), lockdown and shelter-in-place instructions, a campus evacuation plan and associated procedures, an anonymous tip line, and emergency notification instructions; and
- panic buttons have been installed on office and classroom computers to silently alert campus police of threats.

Standard Eight: Educational Effectiveness

As noted, Bristol has undergone significant changes in enrollment and leadership since the 2014 NEASC 10-year report. The College's new strategic plan is largely focused on student learning and student success. In support of these goals, the College is devoted to offering a strong foundation in liberal arts and sciences leading to transfer and careers, as well as comprehensive developmental education and adult literacy services. This is reflected in the College's five **Core Values: Learning, Excellence, Integrity, Diversity, and Community**. Student success is measured through the evaluation of educational attainment in these five areas.

Describing, analyzing and appraising the student learning in each area allows the college to make plans for improvement. Although this essay emphasizes Core Value #1: Learning, this area inevitably affects, and is affected by, the other four. Furthermore, a special emphasis has been placed on General Studies students (who make up 33% of our student body); Online Learners (defined as students who take 80% or more of their courses in online or hybrid format); and Students of Color as these groups represent various cross sections of the student population.

Bristol is committed to promoting **excellence** in the areas of **teaching and learning.** Improvement of educational effectiveness through **continuous assessment** is fundamental to progressing in this area. Bristol has progressed in the assessment of learning outcomes at all levels and is using the results for improvement. As noted previously, the College has developed structures and processes for **CAS and Program review**, established a new **Educational Effectiveness Committee**, and an annual **Assessment Day**.

Assessment Day: As mentioned in "Standard Four: The Academic Program," Bristol held its first Assessment Day on May 24, 2017. The College compiled and analyzed both the **student artifact scores** determined on Bristol's Assessment Day and the scores that resulted from Bristol's participation in the Multi-State Collaborative (MSC). Bristol scores for student artifacts that reflect critical thinking competencies were approximately a 2, with a somewhat higher mean score of 2.6 for "Explanation of Issues." For Quantitative Literacy, the mean score for most criteria was approximately 2.5, with a lower mean score of 1.84 for "Assumptions"

In addition, since many of the artifacts (but not all) had also been scored previously by the MSC, an analysis was performed to gauge how well our internal scores correlated to scores from MSC. A Paired-Samples T-Test was conducted to compare the average artifact scores from the 2014 MSC Pilot Study to average artifact scores from the 2017 Bristol Assessment Day. Only artifacts that had scores from both the MSC and Bristol were included in the analysis.

The MSC Pilot in 2014 included a total of 108 Bristol student artifacts. This study compares 56 (n = 34 for Critical Thinking [CT] and n = 22 for Quantitative Literacy [QL]). The Paired-Samples T-Test showed no significant difference in the scores from the MSC (Mean = 2.2, SD = 1.167) and Bristol (Mean = 2.22, SD = 0.874) conditions. The College found these results to be encouraging, as they suggest that the **MSC and Bristol scores are relatively consistent** between groups based on the sample of artifacts that have been examined; it would be concerning if there were significant differences between the scores of the two groups. The results also reflect the quality of the artifacts collected.

In a **follow-up survey distributed electronically amongst the Assessment Day attendees**, 77 attendees responded. A majority (59.7%) of respondents felt that the overall organization of the day's activities was good, 26% felt that it was excellent, and 14.3% reported that it was fair. A majority of respondents reported that their engagement during the opening session was either good (55.8%) or excellent (10.4%).

With regards to the norming session, evaluators measured the components of training as well as discussion. 72.7% of respondents thought that the training was sufficient, 24.7% thought that it was not enough, and 2.6% thought that it was too much. Regarding the discussion that followed the training, 81.8% thought that it was sufficient, 13% thought it was enough, 5.2% thought it was not enough. 54.5% of respondents found the scoring session to be challenging, and 11.7% found it easy. There were 76 responses to the question "What was the most valuable part of today's 'norming' and scoring experiences?" Most responses were indicative of the **appreciation to discuss perspectives and interact with colleagues, especially colleagues from other disciplines**. Topics of the discussions included challenges, defining critical thinking, ideologies of scorers, and evaluation of rubrics and disciplines. Attendees' prior **experience with the LEAP VALUE Rubrics** was also evaluated. Of the 77 respondents, 13% indicated lots of prior experience with the rubrics, 46.8% indicated some experience with the rubrics, 23.4% reported very little prior experience, and 16.5% reported no prior experience.

In June 2017, a team met to discuss the results from the first Bristol Assessment Day. After analyzing the faculty comments and suggestions collected from the norming session, the scoring session, and the faculty survey, this team identified **common themes** that emerged, largely centered around trepidations/reservations related to the use of the LEAP rubrics and a potential loss of academic freedom. Many faculty members expressed confusion related to norming versus

grading students' work with a rubric. Multiple participants suggested that future work focus on "designing" assignments using the LEAP rubrics rather than on a norming and scoring process.

Based on the feedback received, the Assessment Day Team **recommended** the following changes related to assessment using the LEAP Rubrics:

- Assessment day will continue to be held **annually** but with a **change of date**. Future Assessment Days will be held in October, beginning in Fall 2018.
- Data collected from Assessment Days will be shared with all faculty on Professional Planning Day.
- Every Assessment Day will include sessions on assignment design relevant to the competencies as well as include department work sessions for both academic and non-academic areas.
- Every fall, the Educational Effectiveness Committee will determine the competencies to be assessed for the upcoming year.
- The college has decided to take a professional development approach to improve the use of assessment and will evaluate all General Education competencies on a five-year cycle.

In the fall of 2017, the Educational Effectiveness Committee began collecting artifacts for the two General Education competencies that were assessed during the **2018 Assessment Day**: Scientific Reasoning and Information Literacy. Assessment Day 2018 occurred on May 23, 2018. A total of 166 faculty, staff, and administrators met on this day to participate in a variety of assessment activities. The morning keynote was delivered by Dr. Gavin Henning. During the morning and afternoon breakout sessions, departments, programs, and Student Services staff met to discuss and create student learning outcomes, mission statements, assessment strategies, ongoing CAS reviews, and accreditation work. Two groups of faculty members met in "norming" and scoring sessions to assess Information Literacy, using a rubric adapted by the College's librarians, and Scientific Reasoning and Discovery, using the AAC&U's LEAP VALUE rubric for Problem Solving. Twenty-five scorers worked independently to score a total of 33 Information Literacy artifacts and 38 Scientific Reasoning & Discovery artifacts.

Informed by the feedback received from the 2017 Assessment Day, the May 2018 Assessment Day included a workshop on assessing student and enrollment services through the development of SLO's and data analysis. The day also included a workshop on Data for Deans to establish a set of data that each dean will examine and share with departments; this would serve as a starting point as we attempt to find ways to decentralize data (which is now all in Institutional Research and all through Information Technology). In addition, other sessions offered on this day gave departments the opportunity to improve their teaching and learning through data, i.e. revised learning outcomes, curriculum, rubrics, etc. Some sessions engaged those doing CAS reviews so that work can advance since we have faced challenges completing them within a year.

Outcomes from the 2018 Assessment Day reflected that Bristol students' Information Literacy artifacts scored above 2 on a four-point scale for four of the five criteria (from 2.03 on "Search is Strategic Exploration" to 2.31 on "Authority is Constructed and Contextual"); Bristol students achieved a mean score of 1.84 on "Scholarship as Conversation." Bristol students' Scientific Reasoning and Discovery artifacts scored above 2 on a four-point scale for all criteria (from 2.03 on "Evaluate Outcomes" to 2.82 on "Identify Strategies"). Bristol's scores indicate that student competencies in these areas are on par nationally with other two-year colleges.

Bristol has made significant strides in its efforts to articulate and measure its general education competencies but as with any major culture change, the college continues to face the following challenges:

- The faculty union contract does not require submission of student artifacts therefore all artifacts are collected voluntarily and not necessarily representative of all eligible students.
- Although the AAC&U LEAP training recommends that assignments not be considered when assessing student artifacts, many faculty feel that assignment awareness helps to contextualize student work in a way that promotes more accurate assessment.
- The College is using the LEAP Value Rubrics for outcomes assessment, but there is not one for each General Education competency.
- Bristol had been participating in the AAC&U Multi-State Collaborative annually but this effort only collects and scores artifacts for Critical Thinking, Written Communication and Quantitative Literacy. As we move to engage with other competencies, we have decided to cease participation in this group as we do not have the capacity to do both.

Some departments need to revisit the competencies that their courses meet, given that this process has not been ongoing and that new General Education Competencies have been developed.

Graduate Survey: In May 2018, Bristol invited 1,442 students who applied to graduate to participate in a graduate survey. The college offered a raffle for one $150 Amazon gift card as an incentive. After several reminders, 164 (11%) graduates responded. Based on this sample size, there is 90% (+/- 6%) certainty that the population is represented through our survey responses. The survey consisted of both quantitative and qualitative items. Highlights from the quantitative items include: 79% of graduates report their experience at Bristol prepared them for further college experiences, 71% report their experience at Bristol prepared them for their career goals, and 90% of graduates are satisfied with their experience at Bristol.

In an effort to assess Bristol's general education competencies, graduates were asked to rate their skill level on a five-point Likert scale for each competency. The following summary depicts graduates who rated their skill level as "Excellent," "Very good," or "Good":

- Critical Analysis: 87% (n=140)
- Written Communication: 95% (n=152)
- Oral Communication: 87% (n=137)
- Scientific Reasoning and Discovery: 80% (n=86)
- Quantitative and Symbolic Reasoning: 81% (n=127)
- Historic Awareness: 89% (n=139)
- Global Awareness: 70% (n=110)
- Multicultural Perspective: 75% (n=118)
- Social Phenomenon: 70% (n=110)
- Humanities: 90% (n=109)
- Ethical Dimensions: 80% (n=125)
- Technical Literacy: 68% (n=106)
- First Year Experience: 77% (n=119)

The data above is another way Bristol is measuring general education competencies and generally the student experiences. Institutional Research is committed to surveying graduates each year and will use the 2018 graduate survey data as a benchmark to compare future results.

Developmental English and Math Co-requisite Courses: In keeping with the College's goal of promoting excellence in the areas of teaching and learning, the College has also engaged the use of co-requisite models in both math and English as noted previously.

Data collected during Spring 2013 pilot and AY 2014-2015 indicate an **increase in course completion** for students enrolled in the **Co-requisite** Integrated Reading and Writing (70%) over those enrolled in the **stand alone options** of Basic Writing (53%) and College Reading and Learning Strategies (69%).

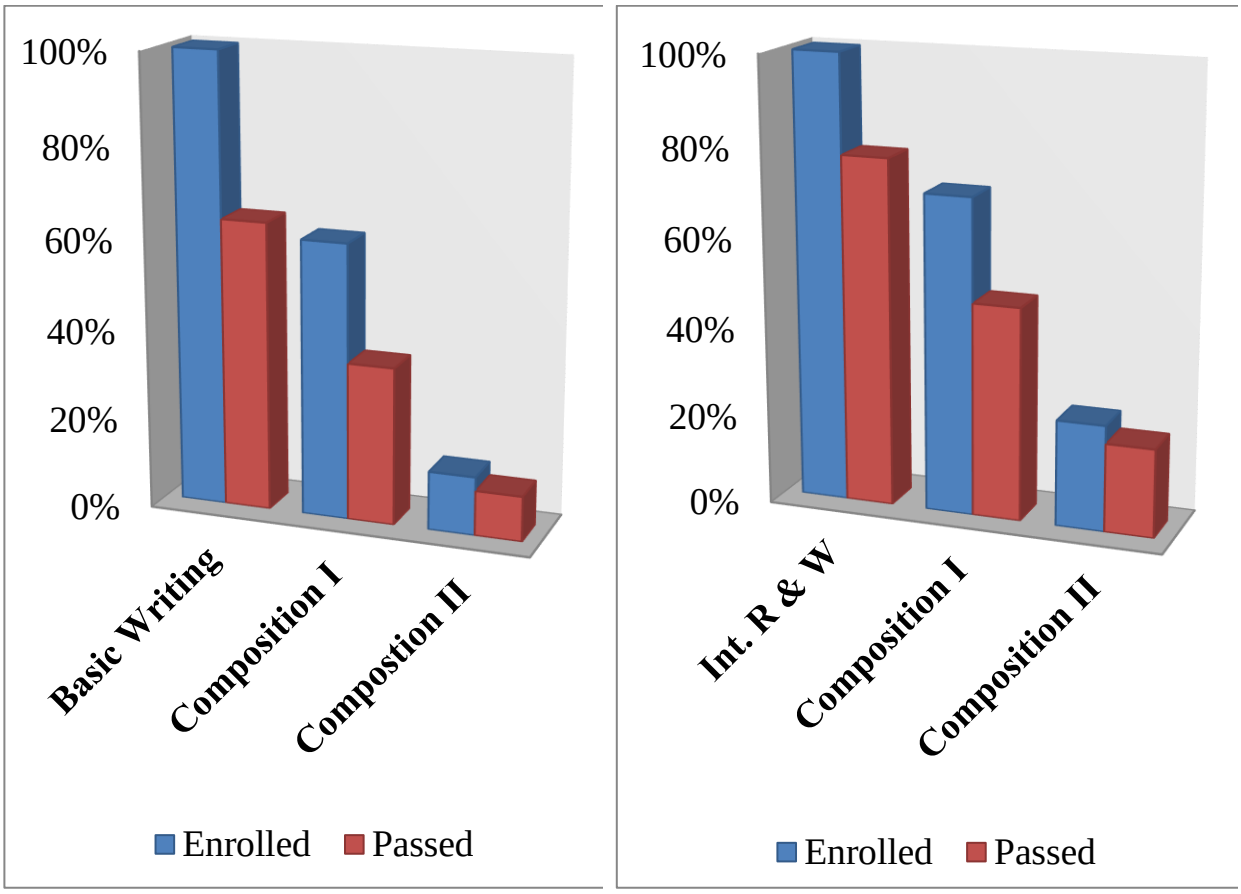
Figure 1.
Completion Rates for Co-requisite Reading and Writing

Basic Writing, College Reading and Integrated Reading and Writing Completion Rates Fall 2013, Spring 2013, Fall 2014		
Course	**Enrollment***	**C or better**
Basic Writing	326	188 (53%)
College Reading	367	253 (69%)
Integrated Reading and Writing	179	126 (70%)
*Includes only students who meet prerequisites for ENG 091**.**		

These students also demonstrated **improved persistence**, enrolling in and completing Composition I (38%) and Composition II (20%) at a higher rate than Basic Writing students (35% and 10%) over the course of those three semesters. (See Fig. 2).

Students eligible for Composition I Studio need developmental writing but not developmental reading. As a result, these students enroll in Composition I Studio as a co-requisite support course with Composition I. About half of the students in the Composition I course are enrolled in the co-requisite section of Composition I Studio while the other half are enrolled in only Composition I.

Figure 2.
Persistence for Fall 2013 Basic Writing and Integrated Reading and Writing Students



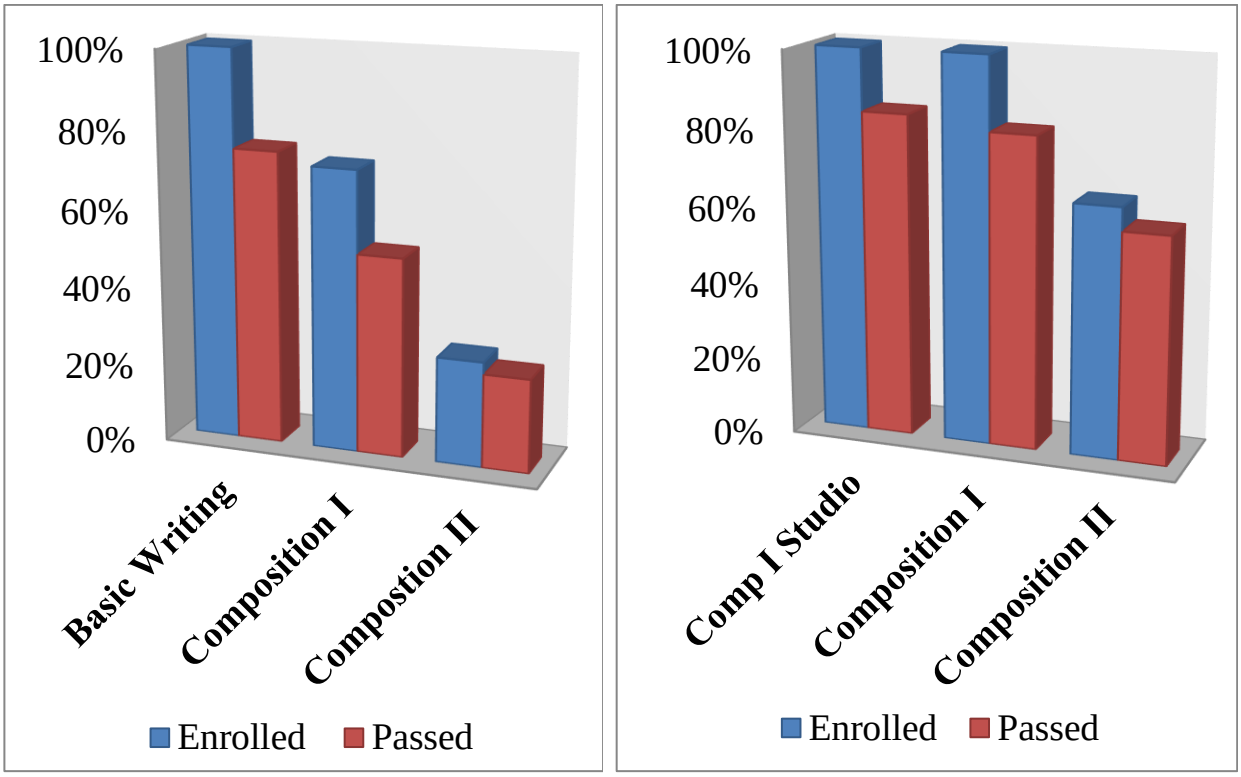
Completion rates for students in Composition I Studio were consistently higher than those of students who had enrolled in the stand-alone Basic Writing course. Totals for all three of these semesters indicated above, show a significant increase in completion for students in Composition I Studio (77%) over those in Basic Writing (69%).

Figure 3.
Completion Rates for Basic Writing and Composition I Studio

Basic Writing and Composition I Studio Completion Rates Fall 2013, Spring 2013, and Fall 2014		
Course	**Enrollment***	**C or better**
Basic Writing	596	414 (69%)
Composition I Studio	111	85 (77%)
*Includes only students who meet prerequisites for ENG 092.		

Again, the persistence rate of Composition I Studio students was consistently higher than comparable Basic Writing students. By design, all Composition I Studio students are enrolled in Composition I, but 81% completed the Composition I course compared to 51% of Basic Writing students. Further, 59% of the Composition I Studio students completed Composition II while only 24% of the Basic Writing students did the same over the course of those three semesters.

Figure 4.
Persistence Rates for Fall 2013 Basic Writing and Composition I Studio Students



The math co-requisite developmental courses are for students who have passed the arithmetic competency but who require Introductory Algebra. Traditionally, these students would have to wait an entire semester to take their required college-level math course for their academic program. As noted previously, the two most common first college-level math requirements for General Studies students are Fundamental Statistics and Modern College Math. Starting in the Spring of 2014, Bristol began offering **math co-requisite courses, paired Fundamental Statistics and Topics in Developmental Math and paired Modern College Math and Topics in Developmental Math.** This allowed students to complete their college-level math and their Introductory Algebra competency at the same time. The data from the first six semesters shows students who take their college level math paired with developmental support are largely successful, demonstrating a success rate of 87.4% as compared to those who take the stand-alone courses.

In 2017, Bristol was awarded a Pathways to Completion Grant from the Performance Incentive Fund (PIF), a statewide, competitive seed grant program designed to launch and/or scale effective strategies and collaborative partnerships among the Commonwealth's public higher

education campuses to advance the "big three" goals of: 1) boosting completion rates; 2) closing achievement gaps; and 3) attracting and graduating more students from underserved populations. Bristol's Pathways to Completion Grant, titled ***On-Ramps to Completion***, set out to both scale and promote the visibility of math and English co-requisite models designed for students who require developmental coursework as a result of their college placement test results.

This grant contained four components: Co-requisite Models; Professional Development, Open Educational Resources (OER), and Test Preparation Workshops. In the summer of 2017, On-Ramps to Completion offered sections of **free co-requisite courses** to students in an effort to reduce the number of students who require developmental coursework and to increase the completion rates of these gateway math and English courses. In addition to covering tuition costs, PIF dollars also supported textbook costs, allowing these co-requisite models to be a cost-free experience for students.

On-Ramps to Completion also supported several **professional development** opportunities that engaged faculty, professional advisors and staff to educate them about the value of co-requisite models and Proactive Advising strategies. Emphasis was placed on increasing student enrollment and boosting completion in gateway math and English courses. An external facilitator conducted a co-requisite model retreat for both English and math faculty to strategize ways to scale and promote their respective co-requisite models. The English Department had conversations over the Summer 2017 intersession to discuss the feasibility of running these sections as hybrids and online courses as an effort to increase modalities and parity among the campuses. During the Fall 2018 semester, a hybrid for each of the co-requisite courses is running. Faculty teaching these sections, along with the coordinators of reading and developmental writing, will assess the success of these pilots in Spring 2019.

On-Ramps to Completion supported the design and creation **of OERs for two mathematics courses:** Fundamental Statistics and Developmental Mathematics. Bristol's Department Chair of Mathematics created these OERs with the support of a videographer and a transcriptionist, both of whom were funded with PIF dollars. The OERs are comprised of videos with closed captions that get uploaded to YouTube. The Fundamental Statistics OER is a finished product and, if adopted, replaces a textbook currently marketed at $155.75. In comparison to the Fundamental Statistics OER, which consists of 231 videos, the Developmental Mathematics OER is a significantly more time-consuming project because the content covers Arithmetic as well as Introductory and Intermediate Algebra. Due to the breadth of its scope, only 45% of the Developmental Mathematics OER was able to be completed with 440 videos uploaded to YouTube. If Bristol receives further funding support, it is anticipated that this OER will consist of approximately 965 videos and can replace the cost of a $202 textbook.

Another tool that has proven effective nationwide in reducing the number of students needing developmental courses is to offer **free Test Preparation Workshops** for students who tested into developmental coursework as a result of their initial placement test and wish to improve their scores by retesting. Students who wish to refresh their knowledge in the subject areas before testing the first time may also benefit. These workshops existed at Bristol prior to the grant, but at a cost to students of either $25 or $30, depending on the workshop. During Year Three (FY15) of Pathways to Completion, Bristol's previous PIF award paid for the instruction of these workshops therefore allowing students to enroll for free to see if free workshops would boost participation thus reducing the number of students who require developmental coursework.

On-Ramps to Completion continued to support the cost of these workshops while scaling the number of workshops and expanding them to multiple Bristol locations. These workshops continue to be offered free to students through Learning Commons at all campus locations.

A total of 56 students participated in the four, **free co-requisite sections** offered during Summer 2017 intersession. Of the students who participated in the **Composition I: Studio and Composition I: College Writing co-requisite model, 72% successfully completed a college-level English course**. Of the students who participated in **Integrated Reading & Writing,** 7**1% of students** successfully completed developmental English and reading and were **positioned to enroll in college-level English**. Of the students who participated in the **Fundamental Statistics and Topics in Developmental Mathematics co-requisite model, 81% successfully completed a college-level mathematics course.**

In the Fall 2017 semester, Bristol offered **three math co-requisite** sections engaging a total of 44 students. Six sections of the Composition I: Studio and Composition I: College Writing **Co-requisite model** were also offered, serving a total of 154 students, 53 of whom required developmental writing. Five sections of Integrated Reading & Writing were offered, serving a total of 64 students who required both developmental reading and writing.

Scaling these English co-requisite sections has been challenged by the lack of suitable technology; however, with PIF contributions, Bristol added **new computers to writing labs in Fall 2017** with grant funds. Since its implementation in Summer 2017, the Fundamental Statistics OER has been used in 12 sections of Fundamental Statistics, adopted by 8 instructors, and has saved students **over $44,000**. Since this OER boasts sustainability, student savings will continue to rise exponentially.

During Summer 2017 a total of 40 **free Test Preparation Workshops** were held at multiple Bristol locations, serving 125 students. Quantitative data was collected to see if students were enrolling in either developmental or college-level courses in subject areas for which they participated. While 125 students participated in the workshops, 70 students either retested or tested for the first time after the workshop and enrolled at Bristol in Fall 2017. As a result of participating in test preparation workshops, **43% of participants placed into college-level coursework** in the subject area for which they tested. Furthermore, 63% of participants enrolled in either developmental or college-level coursework in Fall 2017.

Learning Commons: Academic support services remain an integral part of what make Bristol successful. As mentioned in "Standard Six: Teaching, Learning and Scholarship," Since 2014, the Learning Commons on each campus has come to house Bristol's Tutoring and Academic Support Center, Writing Center and Supplemental Instruction.

Over the past several years, valuable information gathered about **student persistence** has been used to inform the services provided by the Learning Commons. Since 2014, The Lash Division examines the rate at which students withdraw from classes or receive D, F, or Incomplete grades (DFWI rate). The College calculates these rates each semester producing an average rate. This quantitative data is shared with Academic Affairs and each academic divisional dean on a regular basis. The data is used to define **"high challenge" courses** and **assign Supplemental Instruction (SI) Leaders** accordingly to these courses.

A deeper look at the outcomes of SI support in these high challenge courses reveals consistent student success. 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% versus 70%. Subsequent data indicates that students who engage in SI sessions are less likely to obtain a D, W, F or I grade than students who do not: 23 % versus 35%. More recently, students who attended at least three SI sessions in the Fall 2016 persisted in the 1st term at a higher rate (78% versus 74 %) and were retained in the 2nd term at a higher rate (61% versus 53%) than Bristol students who did not. In the following semester of Spring 2017, students who participated in Supplemental Instruction in Spring 2017 persisted in the 1st term at a higher rate (73% versus 62%) and were retained in the 2nd term at a higher rate (68% versus 54%) than Bristol students who did not.

Figure 5.
Supplemental Instruction (SI) Grade Distribution for SI and Non-SI Cohorts (Spring 2015)

Total SI Cohort	Students	Percentage	Total Non-SI Cohort	Students	Percentage
A	58	38%	A	64	23%
B	41	27%	B	56	20%
C	22	14%	C	24	9%
A,B,C	121	77%		144	65%
D	11	7%	D	16	6%
F	16	11%	F	21	8%
W	10	7%	W	39	14%
I	0	0%	I	1	0%
D,W,F,I	37	23%		77	35%

A similar examination of **general tutoring services reflects increased persistence and retention** as well. Students who utilized the Learning Commons in the Fall 2016 persisted in the 1st term at a higher rate (81% versus 74%) and were retained in the 2nd term at a higher rate (62% versus 53%) than Bristol students who did not. Students who utilized the Learning Commons in the spring of 2017 persisted in the 1st term at a higher rate (73% versus 62%) and were retained in the 2nd term at a higher rate (66% versus 54%) than Bristol students who did not. In fact, as of Spring 2017, 66% of students who utilized the Learning Commons were registered for Fall 2017 courses by July 7th, which was a 16% higher rate than all other Bristol students.

Figure 6.
Retention and Persistence for Learning Commons Students Versus Non-Learning Commons Students

	1 semester		2 semesters	
Term	**LC**	**All Students**	**LC**	**All Students**
Fall 2016	81.0%	74.2%	62.3%	52.7%
Spring 2017	72.9%	61.5%	66.4%	53.9%

Academic support is also available electronically for all students, and specifically for online learners who may not have the ability to access physical Learning Commons locations. Online tutoring is embedded within eLearning, eliminating the need to navigate to a different site. Online tutoring is available nights and weekends when the Learning Commons is generally not open and also when many online learners are working on coursework.

Online Learner Satisfaction: Online learners (eLearners) represent another large percentage of our student body. An **online learner** is defined as a student who takes 80% or more of their courses in online or hybrid format. The number of online learners at Bristol has increased for the past few years while nationally there has been a decrease in eLearning enrollments at two-year public institutions. Specifically, Bristol has seen an increase in fully-online students. To address the increased interest in online courses, Bristol has expanded the number of new courses offered online working towards additional degrees and certificates available fully-online.

Figure 7.
eLearning Fall Comparison 2015 -2017

Semester	# eLearning Sections	Enrollments	% Enrollment Change Fall to Fall	Unduplicated Headcount	% Unduplicated Headcount change
Fall 2015	313	5285	3%	2968	1%
Fall 2016	300	5914	11%	3877	23%
Fall 2017	323	5980	1%	3868	0%

The Center for Instructional Technology Expertise (CITE) is committed to assessing the experience of online learners and regularly engages colleagues from across campus to address specific issues that are identified. Specifically, in the spring of 2017, Bristol participated in the field test of a national survey focused on online learners: The **Survey of Online Student Engagement** (SOSE). At that time, the College had 685 fully online students and 98 participated in the survey. The results revealed that online students are **most engaged in analyzing** the basic elements of an idea, experience, or theory, as well as **asking questions** in class **or contributing**

to class discussions, but that they were **least engaged** in working with instructors on **activities other than coursework.** They specifically reported a lack of discussion of career plans with an instructor or **advisor**. As one of the many efforts made to address this, the **BCC app** now provides a way for students to **directly message an advisor.**

For the past twelve years, the Instructional Technology Council (ITC), an affiliated council of American Association of Community Colleges (AACC) administers a survey to all community colleges to produce data for eLearning practitioners. In February 2018, CITE assembled the results of our latest ITC survey and disseminated the information to the college community. One finding is that Bristol does a thorough job of evaluating **accessibility** features and will not select a new product or vendor unless it has accessibility options. CITE has been performing regular reviews of the eLearning portion of the Bristol website, wiki, blogs, and eLearning YouTube channel to ensure accurate captions for all videos, alternative tags for all images, and alternative content where needed. Over the past several years, Bristol TV Services and College Communications have collaborated to identify and provide captioning for videos posted to the Bristol YouTube channel. In some cases, this was through a partnership with students engaged in service-learning through their Deaf Studies and Office Administration program courses. The College has also engaged interns and volunteers, as well as paid individuals and services, to caption course and program specific content.

Pathways for Success: Bristol is committed to prioritizing and promoting a learner-centered educational environment in which all learners matter. The College's primary learning goals are to reduce barriers to educational access, to provide support services, and foster an accessible environment for student success. An overwhelming 33% (2,544) of our students are currently enrolled in one of our eight **General Studies** (GS) Career or Transfer programs. The majority of students enrolled in the GS: Health Science track hope to enter one of our competitive Allied Health Programs (Nursing, Dental, Occupational Therapy Assistant, or Clinical Lab Science). However, many do not end up being selected for their desired program. Specifically, in Fall 2017, 37% of General Studies Health Science students were denied admission to their desired Allied Health Program. This can leave students uncertain about their career and academic paths. The Community College Research Center (CCRC) reports that although Community Colleges provide myriad services, programs, and activities, students often get lost and confused amidst hundreds of options, contributing to low graduation rates (Jenkins & Cho, 2014). These problems are seen to be particularly prevalent in students of color and low-income students (Bailey, Jaggers, and Jenkins, 2015). In order to address this systemic issue, Bristol piloted **Guided Pathways for Success** (GPS).

During the fall of 2018, the College piloted eleven Guided Pathways to Success at the New Bedford Campus. These pathways (Life Sciences: Biotechnology; Business Administration Transfer; Business) represent the most popular programs on the New Bedford Campus and consist of the required first semester courses in priority order. Given the prevalence of part-time students at the College, variables including number of credits attempted and completed will be monitored. These students are expected to benefit from consistent schedules which can aid in transportation, child care and work schedule challenges.

Advising Advances: As mentioned previously, one area of emphasis for the College is the effectiveness of changes made to **Advising.** In the summer of 2017, the Academic Advising

Department rolled out a new model that combines Advising and Orientation. This model continues prior to each semester.

Sessions are offered at all campus locations with program-specific sessions for the following programs: Humanities & Arts, General Studies, Health & Life Sciences, Legal & Social Sciences, Education and STEM.

Each combined **Orientation** session opens with a 30-minute presentation by Senior Advising staff, introducing the students to Bristol and its policies. Students view a video, designed as a video game, displaying the different student support services that Bristol offers, as well as providing advice from a graduating student. At all program-specific sessions, students are **introduced to professors** in their area and are given the opportunity for an hour-long question-and-answer information and advising session. After these sessions, the students are led to a computer lab, where Advising staff walk them through Bristol registration procedures and are given ample time to **register for classes with the assistance** of the program-specific faculty.

A total of 37 sessions were held between May 23, 2017 and August 31, 2017. As of Summer 2018, virtual or online orientation also became an option, and was followed by an assessment of student learning. In the months of June and July 2018, 26 Orientation sessions were held, engaging approximately 800 students across all campus locations. Two-hundred and seventy students completed an evaluation at the closed of the session ranking items as Poor (1), Fair (2), Good (3), Excellent (4), or Not Applicable (NA). The items and results are noted below in Figure 8:

Figure 8.
Orientation Student Survey Results

	Relevance to You	Usefulness	Organization of Orientation	Opportunity to interact with students	Opportunity to interact with faculty
Mean	3.7	3.7	3.6	3.2	3.7
Median	4	4	4	3	4
Mode	4	4	4	4	4
# of N/A	3	3	3	14	3

This data reflected the need of a more interactive approach in student orientations. Plans include a broader use of Peer Advisors and a focus on small group approaches to foster peer relationships. In this assessment, students were also asked two open ended questions, “What is something you learned today?” and “What is something you still have a question about?” Themes in the responses include: student learning was primarily focused on selecting classes, searching for courses, and building a schedule (N=125), with the second largest responses related to learning general college information such as parking policies, building locations, that they should “always ask questions”, and “staff is there to help” (N=35). Students also noted that they

learned how to navigate college technological tools such as the website, text alerts, and the portal, accessBCC (N=18). Sixty-three student responses related to lingering questions about Financial Aid/FAFSA and paying for college (N=23), with some student concerns about the organization of buildings and finding their classes, as well as connecting with campus resources/offices (N=15). Plans moving forward will include more college offices in the orientations.

A general look at retention and its correlation to orientation produced the following data in Figure 9, reflecting the need for further improvement in the college orientation practices:

Figure 9.
Correlation between Orientation and Retention

	Fall-2014	**Fall-2015**	**Fall-2016**
First-Time, Full-Time Fall-to-Fall Retention	60.8%	61.2%	59.4%
First-time, Part-time Fall-to-Fall Retention	44.1%	49.1%	45.8%

The college will be designing an integrated First-Year Experience beginning in Fall 2018 and will use these data to influence planning.

According to the 2018 Community College Survey of Student Engagement (CCSSE), **48.6% (n=363) of students surveys reported that they attended on-campus Orientation prior to the beginning of classes compared to 44.3% of the full CCSSE cohort**. An additional 4.1 % percent (n=31) attended online orientation.

***Proactive Advising Model*:** Proactive advising is critical to **cultivating student community growth and success**. Relationship building and intentional contact are two main tenants of proactive advising. The Academic Advising Department at Bristol is in the process of implementing a proactive advising model after having completed a pilot in AY 2016-2017 made possible through a PIF grant from the Massachusetts Department of Higher Education. The goals of the pilot included, but were not limited to, **completion of developmental and/or gateway coursework** as well as **moving students out of General Studies** into more viable degree options. A cohort of 265 at-risk General Studies students were assigned advisors in August of 2016 and **engaged with these advisors frequently**. Through these relationships, advisors were able to promote test preparations, summer On-ramps, co-requisite developmental coursework and career counseling among other services. After two semesters, **98.5%** of these students **persisted** and **72% returned** to Bristol in Fall 2017

As a result of the success of this pilot, **proactive advising training** for faculty and staff began in Fall 2017 and has continued through Spring 2018, engaging approximately 50 staff and faculty members. Academic advising is evaluating the strategies currently in place to build relationships at Bristol, as well as other tools and resources available to academic advisors to be successful in their role as proactive advisors.

So far, Academic Advising has created an **Academic Advising syllabus** and purchased Sage Early Alert Software, which will be used to build the foundation for Bristol's **home grown early alert system**. Twenty-five (full and part-time) faculty have volunteered to work with Sage to build this system during summer 2018. By Fall 2018, processes and procedures will be established for faculty, staff and administration to create an alert for any Bristol student who may be challenged by academic, financial, social, emotional, or cultural factors that impact college success.

An analysis of student advising outcomes reflects that persistence rates for students who saw an advisor in Spring 2017 were 61.8% compared to those who did not see an advisor at 54.5%. Further analysis reflects that General Studies students were on par with this data. The Vice President of Student Services and Enrollment Management is drafting a plan for advising changes and the broader assessment of student advising outcomes. In addition, the College is planning to scale Proactive Advising.

In the most recent (2017) Community College Survey of Student Engagement (CCSSE), five items designed to elicit information about Academic Advising & Planning among community college students were added. It was **encouraging** to find that 62.9% of Bristol students reported having **met (in person or online) with an academic advisor** every term before registering for classes, as compared to 50.1% for the 2017 overall cohort. In addition, 60.7% of Bristol students reported being required to meet with an academic advisor, as compared with 49.7% in the total 2017 cohort.

Lean Six Sigma: As noted previously, Advising has completed a new project using **Lean Six Sigma (L6S),** successfully pairing the foundations of L6S strategies in a classroom environment with a higher education focus on constructing metrics that are measurable and impactful to promote student retention and success. This effort was based on the Proactive Advising Pilot in regard to course registration processes. The collaborative team, which included representatives from advising, faculty, and key stakeholders, concentrated its efforts in two key areas. After a successful proactive advising model pilot, the team examined the need to scale this program and provide consistent touchpoints for all students. Additionally, it conducted a data-driven evaluation to determine whether sweeping changes to long-standing practices may inhibit student persistence. The group is studying key data on student use of existing advising services and its impact on student success. The team will also ascertain whether the historical use of an advising PIN, available to students for registration purposes after they meet with an advisor, helps or hinders student progress toward degree or certificate completion.

Serving the Needs of a Diverse Student Body: Bristol embraces and addresses the evolving educational needs of the diverse communities that it serves. In addition to establishment of the Leading for Change Team in 2104 and more recent accomplishments like the expansion of the **Multicultural Center**, the College completed construction on a new **Health Center, Veterans Center and Women's Center.** The Joseph A. Marshall Veterans Center, located at the Bristol Fall River Campus was officially opened in Spring 2018. This larger, strategically designed

space will allow the center to expand its role as the central location for all Veterans activities, while providing a sense of community among the college's student veterans. Bristol also established a Women's Center whose mission is to empower women through advocacy and education. The new and expanded Health Center supports the diverse wellness needs of students.

In addition to the efforts detailed above, President Laura Douglas has identified goals related to diversity and inclusion at the college. One of these goals is to **increase the number of credit students who identify as Latino, African American, and Asian/Pacific Islander, having a disability, adult learners, and Hi Set graduates**. A number of activities during 2017-2018 academic year that supported these goals included family nights focused on particular populations and the hiring of a Diversity Nursing Coordinator to increase enrollment and completion for underrepresented groups in the nursing program, as well as other varied initiatives.

Credit for Prior Learning: **Adult learners at Bristol save money and time by earning credit for their prior learning**. The College has a well-developed **Credit for Prior Learning (PLA**) process, specifically for adult learners, that is coordinated by a business faculty member and engages faculty from across the institution in assessment of student portfolios and the administration of challenge examinations. The college website hosts a PLA page with documented conversions for military and industry training and certifications, and associated course credit. In 2017, students who acquired credit for prior learning reflected a **22% higher retention rate** as compared with those who are not granted credit in this manner.

Through a 2016 Adult Learning Focused Institution (ALFI) survey, Bristol worked with Council for Adult and Experiential Learning (CAEL) to evaluate how well it serves its adults. The College learned that while it has an ever-growing database of PLA options, many students reported not being aware that PLA was available and only 7% of respondents had earned credit for prior learning. As a result of this learning, the prior learning coordinator and a team of advisors and faculty participated in a number of CAEL PLA trainings including two marketing trainings. During the 2017-2018 academic year, 10% of students earned Prior Learning credit which was a **25.4% increase over the prior year**. The College has recently rebranded the program "Credit for Prior Learning" from its previous title "Prior Learning Assessment" for increased identification by adult students.

Community Partnerships: Bristol strives to advance economic partnerships, workforce initiatives, and emerging industries. The College works to strengthen our community by collaborating with educational, health, social service, and business organizations and serves as a model of sustainability in programming and facilities construction. Over fifteen industry and/or community organization advisory boards regularly advise the College on curriculum and employment needs. The College works regularly with area nonprofit and for-profit employers through **student engagement in internships, practica and Service-Learning.** In Fall 2017, 818 students were placed with 918 employers and produced over 91,000 hours of service. Service-Learning students have shown increased persistence and **retention rates of over 10%** as compared to those students who are not engaged in this approach. Students in internships have been shown to have higher graduation rates than student who are not engaged in these opportunities. Given these outcomes, the College is planning to expand these opportunities to more students.

Experiential Education: Bristol has provided Experiential Education (EE) opportunities for approximately 1500 students in over 60 course sections over the past two years. EE provides exposure to disciplinary fieldwork, the application of skills and knowledge learned in the classroom, and the potential for resume-building and professional networking. These opportunities are critical for students who are first-generation, undecided about their career goals and have work experience that is limited. In addition, EE opportunities have been shown both nationally as well as at the college to promote retention, deeper learning and employment advances. At the college this has manifested in retention rates for EE students that are over 10% higher than other students and a job offer or promotion for approximately 30% of our students, post-internship.

References

Bailey, T. R., Jaggars, S. S., & Jenkins, D. (2015). Redesigning American's community colleges: A clearer path to student success. Cambridge, MA: Harvard University Press.

Jenkins, D., Cho, S-W. (2014). Get with the program…and finish it: Building guided pathways to accelerate student completion. Retrieved from https://ccrc.tc.columbia.edu/publications/get-with-the-program-finish-it.html.

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
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AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. **Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://bristolcc.smartcatalogiq.com/2018-2019/Catalog
Print Publications	
Self-study/Interim Report Page Reference	

2. **Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	http://www.bristolcc.edu/transfer
Print Publications	
Self-study/Interim Report Page Reference	

3. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	http://bristolcc.smartcatalogiq.com/2018-2019/Catalog http://bristolcc.edu/studenthandbook
Print Publications	
Self-study/Interim Report Page Reference	

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Unique username and password
Self-study/Interim Report Page Reference	

5. **FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	
Print Publications	
Self-study Page Reference	

The undersigned affirms that Bristol Community College meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____ Date: Jan. 10, 2019

BRISTOL COMMUNITY COLLEGE
(an Agency of the Commonwealth of Massachusetts)

FINANCIAL STATEMENTS AND MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2018

BRISTOL COMMUNITY COLLEGE

(an Agency of the Commonwealth of Massachusetts)

Financial Statements and Management's Discussion and Analysis

June 30, 2018

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O'Connor & Drew P.C.
Certified Public Accountants

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Bristol Community College
Fall River, Massachusetts

Report on Financial Statements
We have audited the accompanying financial statements of Bristol Community College (an Agency of the Commonwealth of Massachusetts) (the "College"), which comprise the statement of net position as of June 30, 2018, the related statements of revenues and expenses, changes in net position, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements
Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility
Our responsibility is to express an opinion on these financial statements based on our audit. We did not audit the financial statements of Bristol Community College Foundation, Inc. (the "Foundation") as discussed in Note 1. Those statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundation, is based solely on the report of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control.

Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion
In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of Bristol Community College as of June 30, 2018, and the respective changes in net position and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of a Matter
As discussed in Note 2 to the financial statements, GASB Statement 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, is effective for fiscal year 2018 and required the College to restate beginning net position at July 1, 2017 to recognize its proportionate share of the net postemployment benefits other than pensions obligation determined for the State Retirees' Benefit Trust. Our opinion is not modified with respect to that matter.

Required Supplementary Information
Accounting principles generally accepted in the United States of America require that management's discussion and analysis and the required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*
In accordance with *Government Auditing Standards*, we have also issued our report dated October 12, 2018, on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.

O'Connor and Drew, P.C.

Certified Public Accountants
Braintree, Massachusetts

October 12, 2018

Introduction

Bristol Community College (the "College") is a two-year public comprehensive community college offering career and transfer programs of study that lead to associate degrees or certificates. Bristol Community College is accredited by the New England Association of Schools and Colleges. This accreditation indicates that the institution has been carefully evaluated and been found to meet standards agreed upon by qualified educators.

As management of Bristol Community College, we offer readers of our financial statements, this narrative overview, and analysis of the financial activities of Bristol Community College for the fiscal years ended June 30, 2018 and 2017. This discussion has been prepared by management and should be read in conjunction with the College's basic financial statements and footnotes. Responsibility for the completeness and fairness of this information rests with the College.

Bristol Community College Foundation (the "Foundation") is a legally separate tax-exempt component unit of Bristol Community College. The Foundation acts primarily as a fund-raising organization to supplement the resources that are available to the College in support of its programs. The Board of the Foundation is self-perpetuating and primarily consists of graduates and friends of the College. Although the College does not control the timing or the amount of receipts from the Foundation, the majority of resources received or held by the Foundation are restricted to the activities of the College by the donors. Because these resources held by the Foundation can only be used by or are for the benefit of the College, the Foundation is considered a component unit of the College and is discretely presented in the College's financial statements.

Management's Discussion and Analysis is required to focus on the College, not its component unit.

The Financial Statements

The College's financial report includes four financial statements: the *Statement of Net Position*, the *Statement of Revenues and Expenses* the *Statement of Changes in Net Position*, and the *Statement of Cash Flows*. These financial statements are prepared in accordance with the Governmental Accounting Standards Board (GASB).

These financial statements focus on the financial condition, the results of operations, and the cash flows of the College as a whole.

The Financial Statements - Continued

The *Statement of Net Position* presents information on all of Bristol Community College's assets and liabilities with the difference of the two reported as *Net Position*. Changes in the College's net position are one indicator of the College's financial health.

Over time, increases or decreases in net position are an indicator of the improvement or erosion of the College's financial health when considered with nonfinancial facts such as enrollment levels and the condition of the facilities. The *Statement of Net Position* include all assets and liabilities. It is prepared under the accrual basis of accounting, whereby revenues and assets are recognized when the service is provided, and expenses and liabilities are recognized when others provide the service, regardless of when cash is exchanged.

The *Statement of Revenues and Expenses* present information showing how the College's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event given rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., the accrual for compensated absences). Activities are reported as either operating or nonoperating. A Public College's dependency on state aid will result in operating deficits because the financial reporting model classifies state appropriations as nonoperating revenues. The utilization of long-lived assets, referred to as Capital Assets, is reflected in the financial statements as depreciation, which amortizes the cost of an asset over its expected useful life.

The *Statement of Cash Flows* is reported on the direct method. The direct method of cash flow reporting portrays net cash flow from operations as major classes of operating receipts (e.g., tuition and fees) and disbursements (e.g., cash paid to employees for service). GASB Statements Nos. 34 and 35 require this method to be used. In accordance with GASB 39, the Foundation is not required to present the statement of cash flows.

The financial statements can be found on pages 14-18 of this report.

Bristol Community College reports its activity as a business type activity using the economic resources measurement focus and accrual basis of accounting. The College is an agency of the Commonwealth of Massachusetts. Therefore, the results of the College's operations, its net position and cash flows, are also summarized in the Commonwealth's Comprehensive Annual Financial Report in its government-wide financial statements.

The Financial Statements - Continued

Notes to financial statements. The notes provide additional information that is essential to a full understanding of the data provided in the financial statements. The notes to financial statements can be found on pages 19-60 of this report.

Financial Analysis

Bristol Community College adheres to a prudent utilization of the College's financial resources including careful cost controls, conservative utilization of debt and adherence to a sound approach to maintenance of physical plant. At June 30, 2018, the assets of Bristol Community College exceeded liabilities by $48,155,386 a $7,124,990 or 17.35% increase from the excess of $41,030,396 at the close of 2017. The primary reason for this large increase is due to the recording of revenue for a Life Science Grant of $4,400,000, as well as planned reductions in College expenses by management as a result of decreased student enrollment. At June 30, 2017, the assets of Bristol Community College exceeded liabilities by $62,218,198, a $4,016,327 or 6.90% increase from the excess of $58,201,871 at the close of 2016. The primary reason for this increase was to the additional construction in progress of $4,109,297 recorded for the John J. Sbrega building.

The largest portion of Bristol Community College's net position is its in investment in capital assets (e.g., land, buildings and equipment). Bristol Community College uses these capital assets to provide services to students, faculty, and administration; consequently, these assets are not available for future spending. The implementation of GASB 75, post-employment benefits other than pensions, in fiscal year 2018 has required state agencies to record the liability allocated to the college by the Office of the State Comptroller. This adjustment of $21,187,802 has created a negative unrestricted net position of $9,629,241.

Financial Analysis - Continued

Condensed Schedule of Net Position

	2018	(Restated) 2017
Current and other assets	**$ 35,632,126**	$ 30,922,146
Non-current assets	**1,200,000**	-
Capital assets, net	**53,233,547**	50,552,402
Deferred outflows of resources	**4,330,540**	3,907,587
Total assets and deferred outflows of resources	**94,396,213**	85,382,135
Other liabilities	**9,500,551**	8,659,332
Long-term liabilities outstanding	**31,234,004**	32,819,293
Deferred inflows of resources	**5,506,272**	2,873,114
Total liabilities and deferred inflows of resources	**46,240,827**	44,351,739
Net Position:		
Investment in capital assets, net	**53,233,547**	50,552,402
Restricted	**4,551,080**	139,465
Unrestricted	**(9,629,241)**	(9,661,471)
Total net position	**$ 48,155,386**	41,030,396

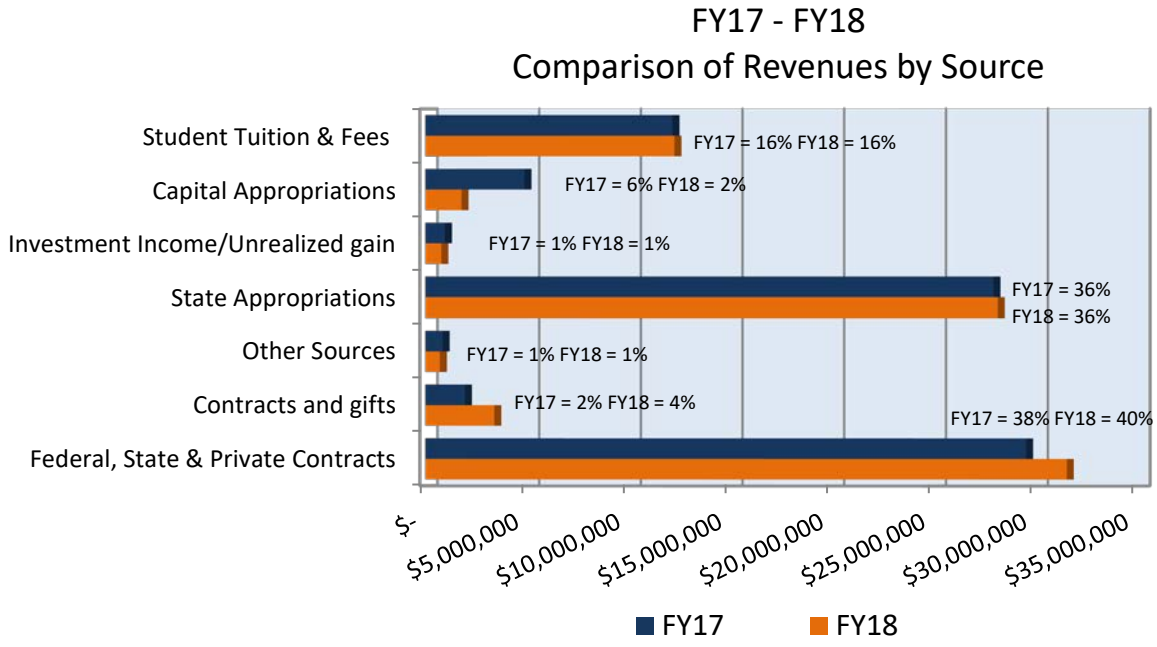
Restricted net position is subject to external restrictions on how they must be used. Bristol Community College's restricted net position is for scholarships, student loans, and federal and state grants.

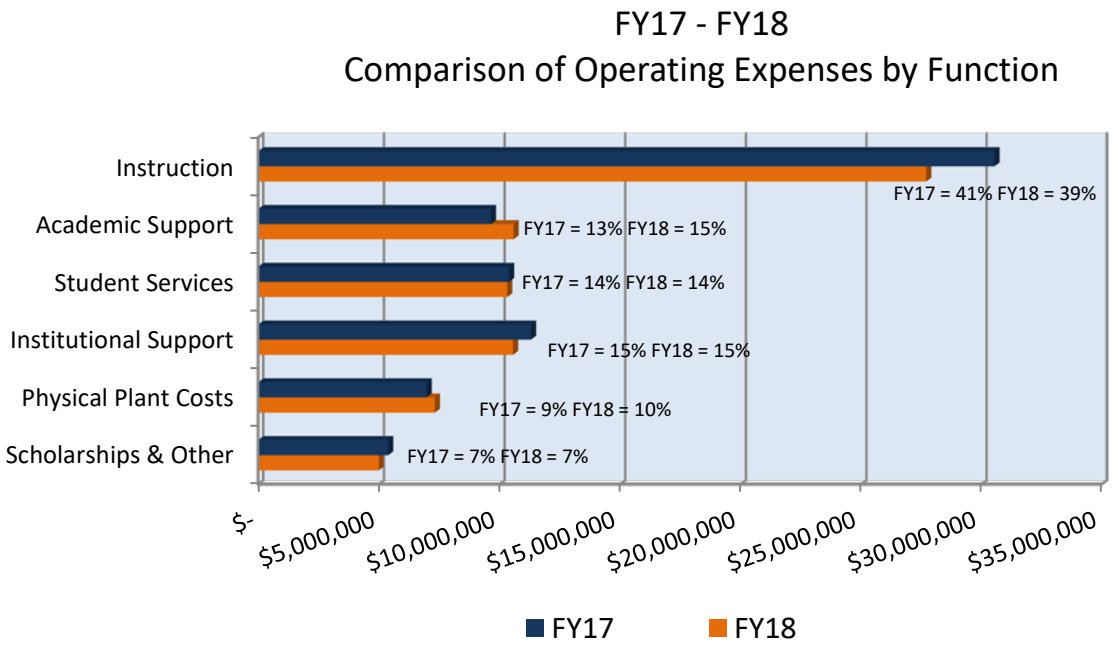
Financial Analysis - Continued

	2018	(Restated) 2017	
Operating revenues:			
Student tuition and fees	$ **29,893,118**	$ 30,843,219	
Less scholarship discounts and allowances	**(17,638,451)**	(18,688,102)	
Student tuition and fees, net	**12,254,667**	12,155,117	
Operating grants and contracts	**31,523,960**	29,531,093	
Other sources	**714,145**	850,227	
Total operating revenues	**44,492,772**	42,536,437	
Operating expenses	**71,463,718**	74,235,449	
Net operating loss	**(26,970,946)**	(31,699,012)	
Non-operating revenues:			
State appropriations	**28,139,954**	27,928,331	
Investment income and unrealized gains and los	**787,676**	963,123	
Gifts and contributions	**3,388,665**	1,948,030	
Total non-operating revenues	**32,316,295**	30,839,484	
Gain (loss) before other revenues, expenses, gains, or losses	**5,345,349**	(859,528)	
Capital appropriations	**1,779,641**	4,875,855	
Increase in net position	**7,124,990**	4,016,327	
Net position, beginning of the year	**41,030,396**	37,014,069	
Net position, end of the year	$ **48,155,386**	$ 41,030,396	*

* a prior period adjustment for the GASB 75 implementation is the reason for the change in FY17 net position beginning of year

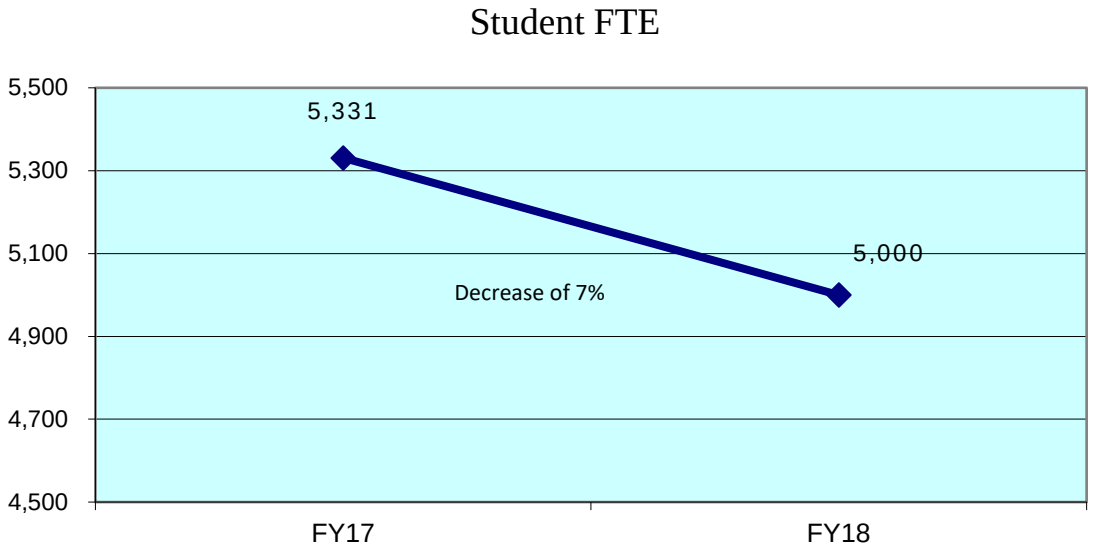
Financial Analysis – Continued





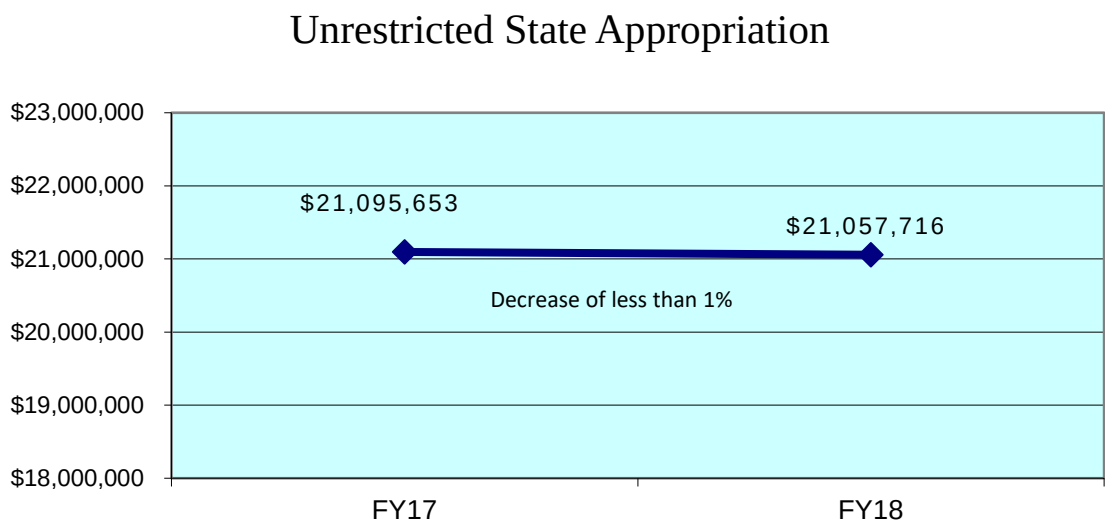
Financial Analysis - Continued

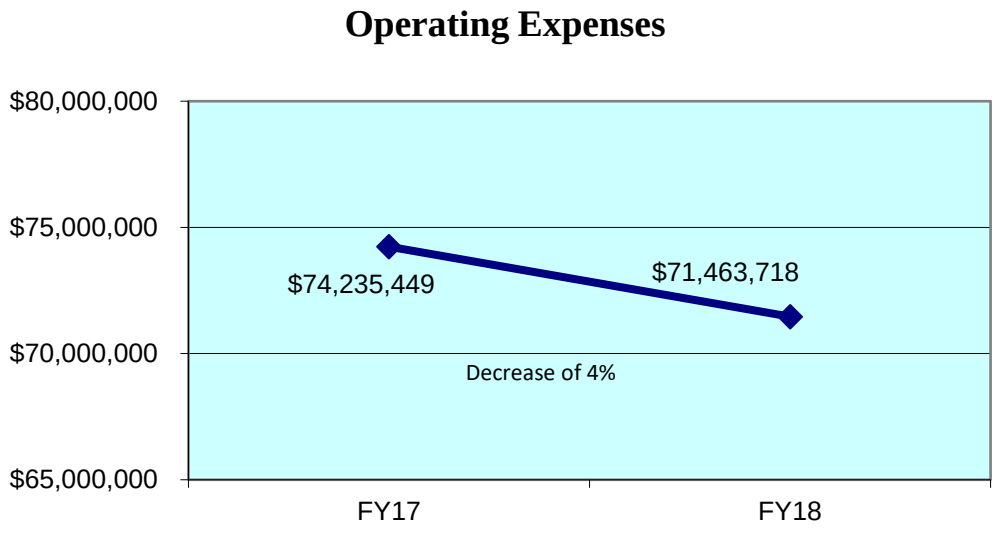
The College continues to examine revenue diversification and cost containment due to financial pressure from increased cost of compensation and benefits, and the need to continue investing in technology to support teaching and learning. Student tuition and fees, state appropriations, and federal financial aid remain the primary sources of funding for the College. Gross student tuition and fees in Fiscal Year 2018 decreased by approximately 3% from Fiscal Year 2017 tuition and fees due an approximate 7% decrease in enrollment credits and a slight fee increase of $8 per credit. The enrollment decrease was a trend shared by most Massachusetts Community Colleges. State appropriations remained approximately the same from Fiscal Year 2018 to 2017. The careful use of revenues generated by tuition and fees, and state appropriations, ensures that the mission statement of the College was followed and that students would continue to receive a high quality of education and services.



Financial Analysis - Continued

Operating expenses decreased significantly during the same time frame. This is the result of reductions in expenditures in anticipation of decreases in revenue due to enrollment decreases





Loss from Operations

It is the nature of public higher education institutions to incur a loss from operations because the state appropriation is presented as non-operating income. The Commonwealth's Board of Higher Education establishes tuition charges. The College sets fees and other charges. The College, with the purpose of balancing educational and operating needs with tuition and fee revenue, approves the budgets to mitigate losses after appropriations.

State Appropriations

Unless otherwise permitted by the Massachusetts Legislature, the College is required to remit tuition to the Commonwealth. Therefore, the College collects student tuition on behalf of the Commonwealth and remits it to the Commonwealth's General Fund. There is no direct connection between the amount of tuition revenues collected by the College and the amount of state funds appropriated in any given year. The following details the Commonwealth's unrestricted appropriations received by the College for the fiscal years ended June 30, 2018 and 2017.

	2018	2017
Gross Commonwealth unrestricted appropriations:	**$ 21,057,716**	$ 21,095,653
Plus fringe benefits*	**7,289,928**	6,989,529
Less tuition remitted	**(429,918)**	(441,711)
Less 9C reduction	**-**	-
Net Commonwealth support	**$ 27,917,726**	$ 27,643,471

*The Commonwealth pays the fringe benefit cost for College employees paid from Commonwealth appropriations. Therefore, such fringe benefit support is added to the "State Appropriations" financial statement line item as presented in the above table. The College pays the Commonwealth for the fringe benefit cost of employees paid from funding sources other than the State's appropriations.

Capital Assets and the Debts of the College

Capital Assets: Bristol Community College's investment in capital assets, net of related liabilities, as of June 30, 2018 and 2017, amounts to $52,233,547 and $50,552,402 respectively, net of accumulated depreciation. This investment in capital assets includes land, buildings and improvements, and furnishings and equipment. Capital assets increased during the year ended June 30, 2018 by 3.3% or $1,681,145. This was primarily the result of the addition of several new computer labs and roof repairs being completed in fiscal year 2018. Capital assets increased during the year ended June 30, 2017 by 8.5% or $3,970,335. This was primarily the result of the increased addition of the new John J. Sbrega Health and Science Building. All capital asset purchases are pre-approved by the Board of Trustees and are included in the College's Operating Budget submitted to the Board of Higher Education and the Commonwealth's Fiscal Affairs Division. Additional information about Bristol Community College's capital assets can be found in note 5 on pages 34-35 of this report.

In fiscal year 2018, the college opened a Women Center, new Veterans Center, and Health Services Center. The college also renovated two science laboratories. The college has focused on deferred maintenance, repairs, and has secured over $15 million in state funding for deferred maintenance projects.

Economic Factors and Next Year's Tuition and Student Fee Rates

In Fiscal Year 2018, the Commonwealth continued to experience economic growth. The College's Unrestricted State Appropriation increased $274,255 in Fiscal Year 2018 primarily due to an increase in the fringe rate. Initial projections for fiscal year 2019 include a 1% increase in support from the Commonwealth. are flat revenue projections for the Commonwealth. Also, due to a decline in average high school class sizes and strong economy, the enrollment for both Bristol Community College and other Massachusetts public colleges are expected to continue to decline. The College increased fees $5.00 per credit for Fiscal Year 2019. We anticipate a 5% to 7% enrollment decline in Fiscal Year 2019.

Request for Information

This financial report is designed to provide a general overview of Bristol Community College's finances for all those with an interest in the College's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Office of the Comptroller, Bristol Community College, 777 Elsbree Street, Fall River, Massachusetts 02720.

BRISTOL COMMUNITY COLLEGE
(an Agency of the Commonwealth of Massachusetts)

Statement of Net Position

June 30, 2018

BRISTOL COMMUNITY COLLEGE
(an Agency of the Commonwealth of Massachusetts)

Statement of Net Position

June 30, 2018

	Primary Government	Component Unit
	College	Foundation
Assets and Deferred Outflows of Resources		
Current Assets:		
Cash and equivalents (Note 3)	$ 11,418,978	$ 1,075,099
Cash held by State Treasurer (Note 4)	3,843,938	-
Investments (Note 3)	16,326,348	463,545
Accounts receivable, net (Note 5)	3,937,009	12,149
Contributions receivable, current portion (Note 6)	-	326,363
Other current assets	105,853	38,719
Total Current Assets	35,632,126	1,915,875
Non-Current Assets:		
Cash and equivalents - restricted (Note 3)	1,200,000	-
Investments (Note 3)	-	12,386,181
Contributions receivable, net of current portion (Note 6)	-	93,189
Capital assets, net of accumulated depreciation (Note 7)	53,233,547	4,338,736
Total Non-Current Assets	54,433,547	16,818,106
Total Assets	90,065,673	18,733,981
Deferred Outflows of Resources:		
Pension related, net (Note 9)	2,742,349	-
OPEB related, net (Note 10)	1,588,191	-
Total Deferred Inflows of Resources	4,330,540	-
Total Assets and Deferred Outflows of Resources	$ 94,396,213	$ 18,733,981

The accompanying notes are an integral part of the financial statements.

	Primary Government	Component Unit
	College	Foundation
Liabilities, Deferred Inflows of Resources and Net Position		
Current Liabilities:		
Accounts payable and accrued liabilities	$ 1,695,736	$ 111,071
Accrued payroll	2,652,139	-
Compensated absences (Note 8)	2,585,544	-
Workers' compensation (Note 8)	47,087	-
Students' deposits and unearned revenues	2,387,495	-
Funds held for others	132,550	-
Unearned rental income	-	96,748
Current portion of mortgage payable (Note 14)	-	128,429
Total Current Liabilities	9,500,551	336,248
Non-Current Liabilities:		
Compensated absences (Note 8)	866,248	-
Workers' compensation (Note 8)	167,924	-
Mortgage payable (Note 14)	-	2,705,752
Net pension liability (Note 9)	9,438,049	-
Net OPEB liabiltiy (Note 10)	20,761,783	-
Total Non-Current Liabilities	31,234,004	2,705,752
Total Liabilities	40,734,555	3,042,000
Deferred Inflows of Resources:		
Pension related, net (Note 9)	2,712,827	-
OPEB related, net (Note 10)	2,763,445	-
Service concession revenue applicable to future years (Note 11)	30,000	-
Total Deferred Inflows of Resources	5,506,272	-
Net Position:		
Investment in capital assets, net	53,233,547	1,504,555
Restricted (Note 12):		
Nonexpendable	-	6,434,526
Expendable	4,551,080	5,881,598
Unrestricted (Note 13)	(9,629,241)	1,871,302
Total Net Position	48,155,386	15,691,981
Total Liabilities, Deferred Inflows of Resources and Net Position	$ 94,396,213	$ 18,733,981

BRISTOL COMMUNITY COLLEGE
(an Agency of the Commonwealth of Massachusetts)

Statement of Revenues and Expenses

For the Year Ended June 30, 2018

	Primary Government	Component Unit
	College	Foundation
Operating Revenues:		
Tuition and fees	$ 29,893,118	$ -
Less: scholarship allowances	(17,638,451)	-
Net student tuition and fees	12,254,667	-
Federal grants and contracts	23,603,397	-
State grants and contracts	3,074,494	-
Private grants and contracts	4,846,069	-
Other sources	714,145	1,305,668
Total Operating Revenues	44,492,772	1,305,668
Operating Expenses (Note 16):		
Instruction	27,696,793	-
Academic support	10,577,691	-
Student services	10,314,584	-
Scholarships and fellowships	4,998,747	133,367
Operation and maintenance of plant	5,060,382	-
Institutional support	10,557,590	-
Fundraising	-	25,937
Depreciation	2,257,931	182,117
Other operating expenses	-	79,369
Total Operating Expenses	71,463,718	420,790
Net Operating Income (Loss)	(26,970,946)	884,878
Non-Operating Revenues (Expenses):		
State appropriations, net (Note 18)	28,139,954	-
Contributions to College	3,388,665	(3,388,665)
Gifts and contributions	-	321,858
Net investment income (Note 3)	787,676	722,196
Total Net Non-Operating Revenues (Expenses)	32,316,295	(2,344,611)
Net Income (Loss) Before Other Revenues	5,345,349	(1,459,733)
Other Revenues:		
Capital appropriations (Note 18)	1,779,641	-
Total Increase (Decrease) in Net Position	$ 7,124,990	$ (1,459,733)

The accompanying notes are an integral part of the financial statements.

BRISTOL COMMUNITY COLLEGE
(an Agency of the Commonwealth of Massachusetts)

Statement of Changes in Net Position

For the Year Ended June 30, 2018

	College				
	Net investment in capital assets	**Restricted Nonexpendable**	**Restricted Expendable**	**Unrestricted Net Position**	**Total**
Balance at June 30, 2017, as previously reported	**$ 50,552,402**	**$ -**	**$ 139,465**	**$ 11,526,331**	**$ 62,218,198**
Prior period adjustment - Adoption of new accounting principle (Note 2)	-	-	-	(21,187,802)	(21,187,802)
Balance at June 30, 2017, as restated	**50,552,402**	**-**	**139,465**	**(9,661,471)**	**41,030,396**
Change in net position for 2018	2,681,145	-	4,411,615	32,230	7,124,990
Balance at June 30, 2018	**$ 53,233,547**	**$ -**	**$ 4,551,080**	**$ (9,629,241)**	**$ 48,155,386**

	Foundation				
	Net investment in capital assets	**Restricted Nonexpendable**	**Restricted Expendable**	**Unrestricted Net Position**	**Total**
Balance at June 30, 2017	**$ 905,837**	**$ 6,374,148**	**$ 7,745,949**	**$ 2,125,780**	**$ 17,151,714**
Change in net position for 2018	598,718	60,378	(1,864,351)	(254,478)	(1,459,733)
Balance at June 30, 2018	**$ 1,504,555**	**$ 6,434,526**	**$ 5,881,598**	**$ 1,871,302**	**$ 15,691,981**

The accompanying notes are an integral part of the financial statements.

BRISTOL COMMUNITY COLLEGE
(an Agency of the Commonwealth of Massachusetts)

Statement of Cash Flows

For the Year Ended June 30, 2018

	College
Cash Flows from Operating Activities:	
Tuition and student fees	$ 11,571,070
Grants and contracts	31,544,418
Payments to suppliers	(10,984,365)
Payments to employees	(44,191,439)
Payments to students	(4,998,747)
Income from other sources	635,256
Net Cash Applied to Operating Activities	(16,423,807)
Cash Flows from Non-Capital Financing Activities:	
State appropriations	21,279,944
Tuition remitted to state	(429,918)
Gifts and grants received for other than capital purposes	3,388,665
Funds held for others	18,773
Net Cash Provided by Non-Capital Financing Activities	24,257,464
Cash Flows from Capital and Related Financing Activities:	
Capital appropriations	1,548,152
Purchases of capital assets	(4,707,587)
Net Cash Applied to Capital Financing Activities	(3,159,435)
Cash Flows from Investing Activities:	
Purchase of investments	(908,432)
Proceeds from sales and maturities of investments	665,643
Interest on investments	25,728
Net Cash Applied to Investing Activities	(217,061)
Net Increase in Cash and Equivalents	4,457,161
Cash and Equivalents, Beginning of Year	12,005,755
Cash and Equivalents, End of Year	$ 16,462,916

BRISTOL COMMUNITY COLLEGE
(an Agency of the Commonwealth of Massachusetts)

Statement of Cash Flows - Continued

For the Year Ended June 30, 2018

	College
Reconciliation of Net Operating Loss to Net Cash Applied to Operating Activities:	
Net operating loss	$ (26,970,946)
Adjustments to reconcile net operating loss to net cash applied to operating activities:	
Depreciation	2,257,931
Fringe benefits provided by the State	7,289,928
Bad debts	307,283
Deferred inflows of resources - service concession revenue	(10,000)
Changes in assets and liabilities:	
Accounts receivable	(727,565)
Other current assets	(27,800)
Accounts payable, accrued liabilities and accrued payroll	1,003,547
Accrued compensated absences and workers' compensation	(290,957)
Students' deposits and unearned revenues	74,425
Net pension activity	(78,888)
Net OPEB activity	749,235
Net Cash Applied to Operating Activities	$ (16,423,807)
Summary of Cash and Equivalents, End of Year:	
Cash and equivalents	$ 12,618,978
Cash held by State Treasurer	3,843,938
Total	$ 16,462,916
Non-Cash Transactions:	
Fringe benefits provided by the State	$ 7,289,928
Capital improvements provided by capital appropriations	$ 231,489

The accompanying notes are an integral part of the financial statements.

Note 1 - **Summary of Significant Accounting Policies**

Organization

Bristol Community College (the "College") is a state-supported comprehensive two-year college that offers a quality education leading to associate degrees in the arts and sciences, as well as one-year certificate programs. With campuses located in Fall River, Massachusetts and New Bedford, Massachusetts, along with other satellite campuses, the College provides instruction and training in a variety of liberal arts, allied health, engineering technologies, and business fields of study. The College's mission is to provide educational, occupational, and cultural opportunities for an academically, economically and culturally diverse population. The College also offers, through the Center for Business and Industry, noncredit courses, as well as community service programs. The College is accredited by the New England Association of Schools and Colleges.

Basis of Presentation

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by the Governmental Accounting Standards Board ("GASB"). Revenues are recorded when earned, and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue, as soon as all eligibility requirements have been met.

The College's policy is to define operating activities in the statements of revenues, and expenses as those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services. Certain other transactions are reported as non-operating activities. These non-operating activities include the College's operating and capital appropriations from the Commonwealth of Massachusetts (the "Commonwealth"), net investment income, gifts, and interest expense.

Note 1 - **Summary of Significant Accounting Policies - Continued**

Basis of Presentation - continued

Bristol Community College Foundation (the "Foundation") is a legally separate entity. The Foundation acts primarily as a fund-raising organization to supplement the resources that are available to the College in support of its programs. The Board of the Foundation is self-perpetuating and primarily consists of graduates and friends of the College. Although the College does not control the timing or the amount of receipts from the Foundation, the majority of resources received or held by the Foundation are restricted to the activities of the College by the donors. Because these resources held by the Foundation can only be used by or are for the benefit of the College, the Foundation is considered a component unit of the College and is discretely presented in the College's financial statements.

The Foundation is a not-for-profit corporation established in August 1980. The Foundation was established to promote and support the furtherance of the educational and cultural mission of Bristol Community College. The Foundation is located at the College's Fall River campus.

During the year ended June 30, 2018, the Foundation distributed $3,388,665, to the College for both restricted and unrestricted purposes.

In reliance on the guidance issued by the Massachusetts Board of Higher Education, the College and its discretely presented component unit have classified the prior matching contributions from the Commonwealth of Massachusetts to the Endowment Incentive Program in accordance with either the donor's original intent or the previously issued guidance. Accordingly, these amounts may be classified as restricted nonexpendable, restricted expendable, or unrestricted.

The complete financial statements for the Foundation can be obtained from Bristol Community College Foundation, 777 Elsbree Street, Fall River, MA 02720.

Note 1 - **Summary of Significant Accounting Policies - Continued**

Net Position

Resources are classified for accounting purposes into the following four net position categories:

Investment in capital assets, net: Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, repair, or improvement of those assets.

Restricted - nonexpendable: Net position subject to externally imposed conditions that the College must maintain in perpetuity.

Restricted - expendable: Net position whose use is subject to externally imposed conditions that can be fulfilled by the actions of the College or by the passage of time.

Unrestricted: All other categories of net position. Unrestricted net position may be designated by actions of the College's Board of Trustees.

The College has adopted a policy of generally utilizing restricted - expendable funds, when available, prior to unrestricted funds.

Trust Funds

In accordance with the requirements of the Commonwealth of Massachusetts, the College's operations are accounted for in several trust funds. All of these trust funds have been consolidated and are included in these financial statements.

Cash and Equivalents

The College considers all highly liquid debt instruments purchased with an original maturity date of three months or less, and cash and deposits held by state treasurer on behalf of the College to be cash equivalents.

The Foundation considers all highly liquid investments with a maturity date of three months or less when purchased to be cash and equivalents. Money market accounts held with investment portfolios are cash equivalents. Cash and cash equivalents are reported as current or non-current assets depending on the current restrictions and designations of funds.

Note 1 - **Summary of Significant Accounting Policies - Continued**

Investments

Investments in marketable securities are stated at fair value. The College has no donor-restricted endowments.

Capital Assets

Real estate assets, including improvements, are generally stated at cost. Furnishings, equipment, and art collection items are stated at cost at date of acquisition or, in the case of gifts, at fair value at date of donation. In accordance with the state's capitalization policy, only those items with a unit cost of more than $50,000 are capitalized. Interest costs on debt related to capital assets are capitalized during the construction period. College capital assets, with the exception of land, art sculpture and construction in progress, are depreciated on a straight-line basis over their estimated useful lives, which range from 3 to 40 years.

The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets lives are not capitalized.

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Massachusetts State Employees' Retirement System plan ("SERS") and the additions to/deductions from SERS' fiduciary net position have been determined on the same basis as they are reported by SERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

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Note 1 - **Summary of Significant Accounting Policies - Continued**

Postemployment Benefits Other Than Pensions ("OPEB")

For purposes of measuring the College's net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the State Retirees' Benefit Trust ("SRBT") and additions to/deductions from SRBT's fiduciary net position have been determined on the same basis as they are reported by SRBT. For this purpose, SRBT recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost.

Other Fringe Benefits

The College participates in the Commonwealth's Fringe Benefit programs, including health insurance, unemployment, pension, workers' compensation and certain post-retirement benefits. Health insurance, unemployment and pension costs are billed through a fringe benefit rate charged to the College

Compensated Absences

Employees earn the right to be compensated during absences for vacation and sick leave. Accrued vacation is the amount earned by all eligible employees through June 30, 2018. The accrued sick leave balance represents 20% of amounts earned by those employees with 10 or more years of state service at June 30, 2018. Upon retirement, these employees are entitled to receive payment for this accrued balance.

Allowance for Doubtful Accounts

Accounts receivable are periodically evaluated for collectability based on past history with students. Provisions for losses on loans receivable of the College are determined on the basis of loss experience, known and inherent risks in the loan portfolio, the estimated value of underlying collateral and current economic conditions. Based on a periodic review of its receivables, the Foundation has determined that all receivables are materially collectible and that therefore an allowance for uncollectible amounts at June 30, 2018 is unnecessary.

Note 1 - **Summary of Significant Accounting Policies - Continued**

Workers' Compensation
The Commonwealth provides workers' compensation coverage to its employers on a self-insured basis. The Commonwealth requires the College to record its portion of the workers' compensation in its records. Workers' compensation costs are actuarially determined based on the College's actual experience.

Students' Deposits and Unearned Revenue
Deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year are deferred and recorded as revenues when earned.

Student Tuition and fees
Student tuition and fees are presented net of scholarships and fellowships applied to students' accounts. Certain other scholarship amounts are paid directly to, or refunded to, students and are generally reflected as expenses.

Tax Status
The College is an agency of the Commonwealth of Massachusetts and is therefore generally exempt from income taxes under Section 115 of the Internal Revenue Code.

Use of Estimates
The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions about future events. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, as well as reported amounts of revenues and expenses during the reporting period. Management evaluates the estimates and assumptions on an ongoing basis using historical experience and other factors that management believes to be reasonable under the circumstances. Adjustments to estimates and assumptions are made as facts and circumstances require. As future events and their effects cannot be determined with certainty, actual results may differ from the estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of determining the value of accounts receivable, net pension and OPEB liabilities, and estimating depreciation, amortization and the recoverability of long-lived assets.

Note 1 - **Summary of Significant Accounting Policies Continued**

New Governmental Accounting Pronouncements

GASB Statement 83 – *Certain Asset Retirement Obligations* ("AROs") is effective for periods beginning after June 15, 2018. An ARO is a legally enforceable liability associated with the retirement of a tangible capital asset. This Statement establishes criteria for determining the timing and pattern of recognition of a liability and a corresponding deferred outflow of resources for AROs and requires that recognition occur when the liability is both incurred and reasonably estimable. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 84 – *Fiduciary Activities* is effective for periods beginning after December 15, 2018. The objective of this Statement is to establish criteria for identifying fiduciary activities. Activity meeting the established criteria would then be presented in a statement of fiduciary net position and a statement of changes in fiduciary net position. Pension and other employee benefit trust funds, investment trust funds, private-purpose trust funds and custodial funds would be reported, as applicable, according to this Statement. Information of component units of a primary government would be combined and shown in the aggregate with the fiduciary funds of the primary government. Under this Statement, a liability could be recognized to the beneficiaries in a fiduciary fund if the government has been compelled to disburse fiduciary resources. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 87 – *Leases* is effective for periods beginning after December 15, 2019. Implementation of this standard will require lessees to recognize on their statement of net position the rights and obligations resulting from leases categorized as operating leases as assets, liabilities, or deferred inflows / outflows of resources. It provides for an election on leases with terms of less than twelve months to be excluded from this Standard. Management has not completed its review of the requirements of this standard and its applicability.

Note 1 - **Summary of Significant Accounting Policies Continued**

New Governmental Accounting Pronouncements - continued

GASB Statement 88 – *Certain Disclosures Related to Debt, Including Direct Borrowings and Placements* is effective for periods beginning after June 15, 2018. Implementation of this standard will require additional disclosures in the notes to financial statements, including unused lines of credit; assets pledged as collateral for the debt; and terms specified in debt agreements related to significant events of default with finance-related consequences, significant termination events with finance-related consequences, and significant subjective acceleration clauses. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 89 – *Accounting for Interest Costs Incurred before the End of a Construction Period* is effective for reporting periods beginning after December 15, 2019. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period. Management has not completed its review of the requirements of this standard and its applicability.

Note 2 - **Implementation of Newly Effective Accounting Standard**

As a result of implementing GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, net position was restated to reflect the Net OPEB liability as of June 30, 2017, as displayed below.

	As Previously Reported	As Restated
As of June 30, 2017		
Statement of Net Position:		
Net OPEB liability	$ -	$ 21,649,915
Deferred outflows related to OPEB	-	462,113
Unrestricted net position	11,526,331	(9,661,471)

Note 3 - **Cash and Investments**

Overall Deposits and Investments Descriptions

Deposits and investments consist of the following at June 30, 2018:

Cash in banks		$ 12,618,978
Investments:		
Certificates of deposit		3,520,292
Bond mutual funds		5,749,232
Stock mutual funds		6,929,702
Money market funds		127,122
	Total investments	16,326,348
	Total cash in banks and investments	$ 28,945,326

Custodial Risk

Custodial credit risk is the risk that, in the event of a bank failure, the College's deposits might not be recovered. Deposits are made in domestic banks that are federally insured with supplemental insurance for those accounts exceeding the federally insured limits. The College's bank balances, which excludes the College's sweep account, at June 30, 2018 were approximately $4,750,000, and were not exposed to custodial credit risk as uninsured and uncollateralized.

Total cash deposited with one financial institution, including sweep and checking accounts, aggregates approximately $8,750,000 or 69% at June 30, 2018, of total cash and equivalents. These deposits are secured by an irrevocable stand-by letter of credit issued by the Federal Home Loan Bank of Pittsburgh up to an aggregate amount of $14,000,000 providing a scope of coverage substantially the same as that provided by federal deposit insurance and thus not exposed to custodial credit risk.

Note 3 - **Cash and Investments - Continued**

Concentration of Credit Risk

There was no concentration of credit risk at June 30, 2018. Certificates of deposits are made in domestic banks that are federally insured with supplemental insurance for those accounts exceeding the federally insured limits.

Investment Policy

In accordance with Chapter 15A of the Massachusetts General Laws, the Board of Trustees has adopted an investment policy that applies to locally held funds that are not appropriated by the state legislature or derived from federal allocations. The principle objectives of the investment policy are: (1) preservation of capital and safety of principal, (2) minimizing price volatility, (3) liquidity, (4) return on investment, and (5) diversification. Permissible deposits and investments are as follows:

Cash: Domestic banks, federal savings and loan institutions, and credit unions that are federally insured and Massachusetts banks with supplemental insurance for those accounts exceeding the federally insured limits to a maximum of $1,000,000. Accounts are allowed to go slightly above insured rates for accrued interest.

Investments: Obligations issued or guaranteed as to principal and interest by the U.S. Government, its agencies or instrumentalities, corporate obligations that are rated A or better by Standard and Poor's Corporation, or A or better by Moody's Investors Services; commercial paper rated A-1 by Standard and Poor's Corporation or P-1 by Moody's Commercial Paper Record, or guaranteed through a letter of credit arrangement with a major financial institution, repurchase agreements, mutual funds and equity securities.

Note 3 - **Cash and Investments - Continued**

Deposits, Investments and Maturities

The College's investments and maturities inferring risk at June 30, 2018 consist of:

		Investment maturities (in years)			
Investment type	Fair value	Less than 1	1 to 5	6 to 10	More than 10
Debt securities:					
Certificates of deposit	$ 3,520,292	$ 3,520,292	$ -	$ -	$ -
Bond mutual funds	5,749,232	79,841	950,505	4,718,886	-
	9,269,524	$ 3,600,133	$ 950,505	$ 4,718,886	$ -
Other investments:					
Cash in bank	12,618,978				
Stock mutual funds	6,929,702				
Money market funds	127,122				
Total	$ 28,945,326				

The credit quality ratings of the College's debt investments are unrated for the year ended June 30, 2018. The bond mutual funds are unrated as they represent funds placed with a private investment company.

Fair Value Hierarchy

The fair value hierarchy categorizes inputs to valuation techniques used to measure fair value into three levels. Level 1 inputs are quoted market prices for identical assets or liabilities in active markets that a government can access at the measurement date. Level 2 inputs are inputs, other than quoted prices included within Level 1, that are observable for an asset or liability, directly or indirectly. Level 3 inputs are unobservable inputs. The highest priority is assigned to Level 1 inputs and the lowest to Level 3 inputs. If the fair value is measured using inputs from more than one level of the hierarchy, the measurement is considered to be based on the lowest priority input level that is significant to the entire measurement. Valuation techniques used should maximize the use of the observable inputs and minimize the use of unobservable inputs.

Note 3 - **Cash and Investments - Continued**

Fair Value Hierarchy - continued

The asset's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. The following is a description of the valuation methodologies used for assets at fair value on a recurring basis.

Following is a description of the valuation methodologies used for assets measured at fair value. With the adoption of GASB Statement 72, there have been no changes in the methodologies used to measure fair value.

Registered investment companies: Valued at the daily closing price as reported by the fund. Mutual funds held by the Board of Trustees are open-end mutual funds that are registered with the Securities and Exchange Commission. These funds are required to publish their daily net asset value ("NAV") and to transact at that price. The mutual funds held by the Board of Trustees are deemed to be actively traded.

Certificates of Deposit: Valued at the initial investment cost plus accrued interest.

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, although the College believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine if the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

Note 3 - **Cash and Investments - Continued**

Fair Value Hierarchy - continued

The following tables set forth the fair value of the College's investments measured on a recurring basis at June 20, 2018:

	NAV per share	Level 1	Level 2	Level 3	Total
Registered investment companies	$ -	$ 12,806,056	$ -	$ -	$ 12,806,056
Certificates of deposit	-	3,520,292	-	-	3,520,292
Total marketable securities at fair value	$ -	$ 16,326,348	$ -	$ -	$ 16,326,348

Net Investment Income

The following schedule summarizes the investment return in the statement of revenues and expenses for the year ended June 30, 2018:

Interest and dividend income	$285,797
Realized gains	352,872
Unrealized gains	199,883
Investment fees	(50,876)
	$787,676

Other Matters

The College does not have foreign currency investments, securities lending transactions or derivative investments.

Note 3 - **Cash and Investments - Continued**

Foundation Investment Policy

The investment objectives for the Foundation's endowment and quasi-endowment assets are to provide income to support current operations and to achieve growth of principal and income over time to preserve or increase purchasing power. Based upon historical evidence, equity investments have produced substantially greater returns net of inflation. As a long-term guideline, equity investments will constitute approximately 65% of endowment assets, up to 25% of which may be invested in international stocks. Fixed-income investments may include short-term money market securities, which have historically produced the lowest return net of inflation. Such investments, however, shall be kept at the minimum levels that the Finance Committee considers necessary to meet foreseeable short-term liquidity requirements.

The largest percentage of fixed-income investments shall be invested in portfolios of high-quality corporate bonds and U.S. Treasury securities. These investments may be made through a number of separately managed portfolios offered by professional managers.

The Foundation is the recipient of a 20-year endowment challenge federal grant. The grantor required the Foundation to maintain separate investment accounts for all undistributed funds attributable to this grant for that 20-year period. In addition, the Board of Directors has chosen to establish segregated accounts for three of its largest endowed funds. These accounts are managed and maintained separately and do not participate in the earnings allocation of the Foundation's master investment accounts.

All other funds are invested together in the Foundation's master investment accounts. Total investment return for the year is allocated annually to each fund based upon its weighted average value as a percentage of total fund balance.

The Commonwealth of Massachusetts has enacted the Uniform Prudent Management of Institutional Funds Act. The Foundation has classified as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment (b) the original value of subsequent gifts to the permanent endowment and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the Foundation.

Note 3 - **Cash and Investments - Continued**

Foundation Investment Policy - continued

The Foundation has a policy of appropriating for distribution to meet current financial needs without expending more than 5% of the 3-year average market value of all endowments. Certain other endowed funds may be subject to other restrictions including those directed by the donor. When economic downturns result in temporarily restricted portions of endowment funds to fall below zero, then the only expenditure allowed by policy is net interest and dividends earned for the prior year
The Foundation's endowment net assets are those funds that either by donor restriction or Board designation are intended to be invested long-term in order to earn income and to fund programs and awards over a long period or in perpetuity.

Foundation Custodial Risk

Money market accounts held with investment portfolios and reported as cash and equivalents are not protected by the Federal Deposit Insurance Corporation.

Investments of the Foundation

The Foundation's investments consist of the following at June 30, 2018:

Beneficial interest in trusts	$ 771,727
Equity securities and funds	9,156,240
Corporate bonds	1,921,893
Foreign equities	111,799
Federal obligations	888,067
Total investments	$ 12,849,726

Note 3 - **Cash and Investments - Continued**

Investments of the Foundation - continued

The following schedules summarize the investment return and its classification in the statement of activities for the year ended June 30, 2018:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Interest and dividends	$ 46,964	$ 223,766	$ 8,558	$ 279,288
Perpetual trust distributions	32,280	-	-	32,280
Investment fees	(12,561)	(61,116)	(2,362)	(76,039)
Net losses on perpetual trusts	-	-	(4,904)	(4,904)
Realized and unrealized gains	85,960	405,611	-	491,571
Total investment return	$ 152,643	$ 568,261	$ 1,292	$ 722,196

Total investments reported are comprised of the following at June 30, 2018:

Investments, current	$ 463,545
Investments designated long-term	404,923
Investments restricted for long-term purposes	11,981,258
Total investments	$ 12,849,726

Note 4 - **Cash Held by State Treasurer**

Accounts payable and accrued salaries to be funded from state-appropriated funds totaled $1,143,938 at June 30, 2018. The College has recorded a comparable dollar amount of cash held by the State Treasurer for the benefit of the College, which was subsequently used to pay for such liabilities. Cash held by State Treasurer also included $2.7 million of College funds sent to the State Treasurer to be used in accordance with the Massachusetts Life Sciences Grant.

Note 5 - **Accounts Receivable**

Accounts receivable include the following at June 30, 2018:

Student accounts receivable	$ 2,926,851
Grants receivable	1,171,182
Other receivables	422,962
	4,520,995
Less: allowance for doubtful accounts	(583,986)
	$ 3,937,009

Note 6 - **Contributions Receivable**

Contributions receivable of the Foundation are all considered collectable and are as follows at June 30, 2018:

Amounts due in:

Less than one year	$ 326,363
One to five years	95,500
	421,863
Less: discounts to net present value	2,311
	$ 419,552

Pledges receivable with due dates extending beyond one year are discounted using United States Treasury bill rates for similar term investments at the date each pledge is received. The applicable rate at June 30, 2018 was 1.56%.

Note 7 - **Capital Assets**

Capital assets of the College consist of the following at June 30, 2018:

	Estimated lives (in years)	Beginning balance	Additions	Retirements	Reclassifications	Ending balance
Non-depreciable:						
Land		$ 35,825	$ -	$ -	$ -	$ 35,825
Art sculpture		98,200	-	-	-	98,200
Construction in progress		887,253	1,559,382	-	(883,394)	1,563,241
Total non-depreciable		1,021,278	1,559,382	-	(883,394)	1,697,266
Depreciable:						
Land improvements	20	3,084,469	152,610	-	-	3,237,079
Building, including improvements	20-40	83,275,344	3,227,084	-	883,394	87,385,822
Furnishings and equipment	3-10	2,694,179	-	(75,000)	-	2,619,179
Leasehold improvements	5	471,658	-	-	-	471,658
Total depreciable		89,525,650	3,379,694	(75,000)	883,394	93,713,738
Less: accumulated depreciation:						
Land improvements		(1,393,616)	(158,039)	-	-	(1,551,655)
Building, including improvements		(36,088,650)	(1,908,600)	-	-	(37,997,250)
Furnishings and equipment		(2,040,602)	(191,292)	75,000	-	(2,156,894)
Leasehold improvements		(471,658)	-	-	-	(471,658)
Total accumulated depreciation		(39,994,526)	(2,257,931)	75,000	-	(42,177,457)
Capital assets, net		$ 50,552,402	$ 2,681,145	$ -	$ -	$ 53,233,547

Note 7 - **Capital Assets - Continued**

Capital assets of the Foundation consist of the following at June 30, 2018:

	Estimated lives (in years)	Beginning balance	Additions	Retirements	Reclassifications	Ending balance
Non-depreciable:						
Land		$ 940,700	$ -	$ -	$ -	$ 940,700
Construction in progress		98,445	409,908	-	-	508,353
Art sculpture		18,000	-	-	-	18,000
Total non-depreciable		1,057,145	409,908	-	-	1,467,053
Depreciable:						
Land improvements	20	14,813	-	-	-	14,813
Building, including improvements	20-40	4,305,032	250,232	-	-	4,555,264
Total depreciable		4,319,845	250,232	-	-	4,570,077
Less: accumulated depreciation:						
Land improvements		(5,926)	(740)	-	-	(6,666)
Building, including improvements		(1,510,351)	(181,377)	-	-	(1,691,728)
Total accumulated depreciation		(1,516,277)	(182,117)	-	-	(1,698,394)
Capital assets, net		$ 3,860,713	$ 478,023	$ -	$ -	$ 4,338,736

Note 8 - **Long-Term Liabilities**

Long-term liabilities at June 30, 2018 consist of the following:

	(Restated) Beginning balance	Additions	Reductions	Ending balance	Current portion
Compensated absences	$ 3,731,668	$ -	$ (279,876)	$ 3,451,792	$2,585,544
Workers' compensation	226,092	-	(11,081)	215,011	47,087
Net pension liability	10,561,888	-	(1,123,839)	9,438,049	-
OPEB liability	21,649,915	-	(888,132)	20,761,783	-
Total long-term liabilities	$36,169,563	$ -	$(2,302,928)	$ 33,866,635	$2,632,631

Note 9 - **Pension**

Defined Benefit Plan Description

Certain employees of the College participate in a cost-sharing multiple-employer defined benefit pension plan – the Massachusetts State Employees' Retirement System – administered by the Massachusetts State Board of Retirement (the "Board"), which is a public employee retirement system ("PERS"). Under a cost-sharing plan, pension obligations for employees of all employers are pooled and plan assets are available to pay the benefits through the plan, regardless of the status of the employers' payment of its pension obligations to the plan. The plan provides retirement and disability benefits and death benefits to plan members and beneficiaries.

The Massachusetts State Employees' Retirement System does not issue stand-alone financial statements. Additional information regarding the Plan is contained in the Commonwealth's financial statements, which is available on-line from the Office of State Comptroller's website.

Note 9 - **Pension - Continued**

Benefit Provisions
SERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws ("MGL") establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated based on the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member's age, length of creditable service, group creditable service, and group classification. The authority for amending these provisions rests with the Massachusetts State Legislature (the "Legislature").

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65; for certain hazardous duty and public safety positions, normal retirement is at age 55. Most employees who joined the system after April 1, 2012 are not eligible for retirement until they have reached age 60.

Contributions
The SERS' funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the SERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

Member contributions for SERS vary depending on the most recent date of membership:

Hire Date	Percent of Compensation
Prior to 1975	5% of regular compensation
1975 - 1983	7% of regular compensation
1984 to 6/30/1996	8% of regular compensation
7/1/1996 to present	9% of regular compensation except for State Police which is 12% of regular compensation
1979 to present	An additional 2% of regular compensation in excess of $30,000

Note 9 - **Pension - Continued**

Contributions - continued
The Commonwealth does not require the College to contribute funding from its local trust funds for employee paid by state appropriations. Penson funding for employees paid from state appropriations are made through a benefit charge assessed by the Commonwealth. Such pension contributions amounted to approximately $2,463,000, $2,652,000 and $2,470,000 for the years ended June 30, 2018, 2017 and 2016, respectively.

For employees covered by SERS but not paid from state appropriations, the College is required to contribute at an actuarially determined rate. The rate was 11.78%, 9.95% and 9.45% of annual covered payroll for the fiscal years ended June 30, 2018, 2017 and 2016, respectively. The College contributed $700,937, $575,354 and $550,021 for the fiscal years ended June 30, 2018, 2017 and 2016, respectively, equal to 100% of the required contributions for each year. Annual covered payroll was approximately 65%, 62% and 62% of total related payroll for fiscal years end 2018, 2017 and 2016, respectively.

Pension Liabilities, Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions
At June 30, 2018, the College reported a liability of $9,438,049 for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2018, the reporting date, was measured as of June 30, 2017, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2017 rolled forward to June 30, 2017.

The College's proportion of the net pension liability was based on its share of the Commonwealth of Massachusetts' collective pension amounts allocated on the basis of actual fringe benefit charges assessed to the College for the fiscal year 2018. The Commonwealth's proportionate share was based on actual employer contributions to the SERS for fiscal years 2018 relative to total contributions of all participating employers for the fiscal year. At June 30, 2018, the College's proportion was 0.074%.

For the year ended June 30, 2018, the College recognized pension expense of $622,052. The College reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources at June 30, 2018:

Note 9 - **Pension - Continued**

Pension Liabilities, Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions - continued

Deferred Outflows of Resources Related to Pension	
Contributions subsequent to the measurement date	$ 700,937
Differences between expected and actual experience	364,913
Changes in proportions from Commonwealth	32,326
Changes in plan actuarial assumptions	982,173
Changes in proportions due to internal allocations	662,000
Total	$ 2,742,349
Deferred Inflows of Resources Related to Pension	
Differences between expected and actual experience	$ 256,785
Differences between projected and actual earnings on pension plan investments	112,454
Changes in proportions from Commonwealth	3,364
Changes in proportions due to internal allocations	2,340,224
Total	$ 2,712,827

Note 9 - **Pension - Continued**

Pension Liabilities, Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions - continued

The College's contributions of $700,937 made during the fiscal year ending 2018, subsequent to the measurement date will be recognized as a reduction of the net pension liability in the succeeding year. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as increases (decreases) in pension expense as follows:

Years Ending June 30,	
2019	$ (100,633)
2020	172,883
2021	(158,293)
2022	(578,630)
2023	(6,742)
	$ (671,415)

Actuarial Assumptions

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Measurement date	June 30, 2017
Inflation	3.00%
Salary increases	4.00% to 9.00%
Investment rate of return	7.50%
Investment rate credited to annuity savings fund	3.50%

Note 9 - **Pension - Continued**

Actuarial Assumptions - continued
For measurement dates June 30, 2017, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2016 set forward 1 year for females

- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2016 set forward 1 year for females

- Disability - reflects RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct)

The 2018 pension liability for the June 30, 2017 measurement date was determined by an actuarial valuation as of January 1, 2017 and rolled forward to June 30, 2017.

Investment assets of SERS are with the Pension Reserves Investment Trust ("PRIT") Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. Best estimates of geometric rates of return for each major asset class included in the PRIT Fund's target asset allocation as of June 30, 2017 are summarized in the following table:

Note 9 - **Pension - Continued**

Actuarial Assumptions - continued

Asset Class	Target Allocation	Long-term expected real rate of return
Global Equity	40.00%	5.00%
Portfolio Completion Strategies	13.00%	3.60%
Core Fixed Income	12.00%	1.10%
Private Equity	11.00%	6.60%
Value Added Fixed Income	10.00%	3.80%
Real Estate	10.00%	3.60%
Timber/Natural Resources	4.00%	3.20%
Hedge Funds	0.00%	3.60%
	100.00%	

Discount Rate

The discount rate used to measure the total pension liability was 7.5% at June 30, 2018. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Note 9 - **Pension - Continued**

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following table illustrates the sensitivity of the net pension liability calculated using the discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower or one-percentage-point higher than the current rate.

	June 30, 2018	
	Current	
1.00% Decrease	Discount Rate	1.00% Increase
(6.50%)	(7.50%)	(8.50%)
$ 12,854,230	$ 9,438,049	$ 6,686,234

Note 10 - **OPEB**

Plan Description

As an agency of the Commonwealth, certain employees of the College participate in the Commonwealth's single employer defined benefit-OPEB plan – the State Retirees' Benefit Trust ("SRBT"). Benefits are managed by the Group Insurance Commission ("GIC") and investments are managed by the Pension Reserves Investment Management ("PRIM") Board. The GIC has representation on the Board of Trustees of the State Retirees' Benefits Trust ("Trustees").

The SRBT is set up solely to pay for OPEB benefits and the cost to administer those benefits. It can only be revoked when all such health care and other non-pension benefits, current and future, have been paid or defeased. The GIC administers benefit payments, while the Trustees are responsible for investment decisions.

Management of the SRBT is vested with the board of trustees, which consists of seven members including the Secretary of Administration and Finance (or their designee), the Executive Director of the GIC (or their designee), the Executive Director of PERAC (or their designee), the State Treasurer (or their designee), the Comptroller (or a designee), one person appointed by the Governor and one person appointed by the State Treasurer. These members elect one person to serve as chair of the board.

Note 10 - **OPEB - Continued**

Plan Description - continued
The SRBT does not issue a stand-alone audited financial statements but is reflected as a fiduciary fund in the Commonwealth's audited financial statements.

Benefits Provided
Under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities and certain other governmental agencies. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care / benefit costs, which are comparable to contributions required from employees. Dental and vision coverage may be purchased by these groups with no subsidy from the Commonwealth.

Contributions
Employer and employee contribution rates are set by MGL. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2017 and as of the valuation date (January 1, 2017), participants contributed 0% to 20% of premium costs, depending on the date of hire and whether the participant's status is active, retired, or survivor. As part of the fiscal year 2010 General Appropriation Act, all active employees pay an additional 5% of premium costs.

Effective beginning in fiscal year 2014, by statute the Commonwealth is required to allocate, to the SRBT, a portion of revenue received under the Master Settlement Agreement with tobacco companies, increasing from 10% in fiscal year 2014 to 100% by fiscal year 2023. In fiscal year 2017, 10% of tobacco settlement proceeds or approximately $25 million was allocated to the SRBT. The percentage of proceeds to be transferred to the SRBT in fiscal year 2017 was set at 10%, overriding existing statute.

Note 10 - **OPEB - Continued**

Contributions - continued

The Massachusetts General Laws governing employer contributions to SRBT determine whether entities are billed for OPEB costs. Consequently, SRBT developed an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner (based on an employer's share of total covered payroll). The College is required to contribute based on Massachusetts General Laws; the rate was 8.92% of annual covered payroll for the fiscal year ended June 30, 2018. The College contributed $530,693 for the fiscal year ended June 30, 2018 equal to 100% of the required contribution for the year.

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2018, the College reported a liability of $20,761,783 for its proportionate share of the net OPEB liability related to its participation in SRBT. The net OPEB liability was measured as of June 30, 2017, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2017. The College's proportion of the net OPEB liability was based on its share of the Commonwealth's collective OPEB amounts allocated on the basis of an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner based on the College's share of total covered payroll for the fiscal year 2017. The College's proportionate share was based on the actual employer contributions to the SRBT for fiscal year 2017 relative to total contributions of all participating employers for the fiscal year. At June 30, 2018, the College's proportion was 0.1050%.

For the year ended June 30, 2018, the College recognized OPEB expense of $1,279,276. The College reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources at June 30, 2018:

Note 10 - **OPEB - Continued**

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB - continued

Deferred Outflows of Resources Related to OPEB	
Contributions subsequent to the measurement date	$ 530,693
Changes in proportion from Commonwealth	44,262
Changes in proportion due to internal allocation	1,013,236
Total deferred outflows related to OPEB	$1,588,191
Deferred Inflows of Resources Related to OPEB	
Net differences between projected and actual earnings on OPEB plan investments	$ 33,568
Differences between expected and actual experience	54,366
Changes in OPEB plan actuarial assumptions	2,675,511
Total deferred inflows related to OPEB	$2,763,445

The College's contribution of $530,693 reported as deferred outflows of resources related to OPEB resulting from College contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the following year.

Note 10 - **OPEB - Continued**

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB - continued

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Years Ending June 30,	
2019	$ (366,803)
2020	(366,803)
2021	(366,803)
2022	(366,803)
2023	(238,735)
	$ (1,705,947)

Note 10 - **OPEB - Continued**

Actuarial Assumptions

The total OPEB liability was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Measurement date	June 30, 2017
Inflation	3.00%
Salary increases	4.5% per year
Investment rate of return	7.5%, net of OPEB plan investment expense, including inflation
Health care cost trend rates	8.5%, decreasing by 0.5% each year to an ultimate rate of 5.0% in 2024 for Medical; 5.0% for EGWP; 5.0% for administrative costs

The mortality rate was in accordance with RP 2014 Blue Collar Mortality Table projected with scale MP-2016 from the central year, with females set forward one year.

The participation rates are actuarially assumed as below:

- 100% of all retirees who currently have health care coverage will continue with the same coverage, except that retirees under age 65 with POS/PPO coverage switch to Indemnity at age 65 and those over 65 with POS/PPO coverage switch to HMO.
- All current retirees, other than those indicated on the census data as not being eligible by Medicare, have Medicare coverage upon attainment of age 65, as do their spouses. All future retirees are assumed to have Medicare coverage upon attainment of age 65.

Note 10 - **OPEB - Continued**

Actuarial Assumption

- 80% of current and future contingent eligible participants will elect health care benefits at age 65, or current age if later.
- Actives, upon retirement, take coverage, and are assumed to have the following coverage:

	Retirement Age	
	Under 65	Age 65+
Indemnity	40.0%	85.0%
POS/PPO	50.0%	0.0%
HMO	10.0%	15.0%

The actuarial assumptions used in the January 1, 2017 valuation were based on the results of an actuarial experience study for the periods ranging July 1, 2015 through December 31, 2016, depending upon the criteria being evaluated. As a result of this actuarial experience study, the mortality assumption was adjusted in the January 1, 2017 actuarial valuation to more closely reflect actual experience as a result of the recent experience study completed by the Public Employee Retirement Administration Commission ("PERAC").

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage.

The SRBT is required to invest in the PRIT Fund. Consequently, information about SRBT's target asset allocation and long-term expected real rate of return as of June 30, 2018, are the same as discussed in the Pension footnote number 9.

Note 10 - **OPEB - Continued**

Discount Rate

The discount rate used to measure the total OPEB liability was 3.63%. This rate was based on a blend of the Bond Buyer Index rate (3.58%) as of the measurement date and the expected rate of return. The OPEB plan's fiduciary net position was not projected to be available to make all projected future benefit payments for current plan members. The projected "depletion date" when projected benefits are not covered by projected assets is 2023. Therefore, the long-term expected rate of return on OPEB plan investments of 7.50% per annum was not applied to all periods of projected benefit payments to determine the total OPEB liability.

Sensitivity of the College's proportionate share of the net OPEB liability to changes in the discount rate

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current discount rate:

	1.00% Decrease 2.63%	Current Discount Rate 3.63%	1.00% Increase 4.63%
Net OPEB Liability	$ 25,228,675	$20,761,783	$ 17,329,195

Note 10 - **OPEB - Continued**

Sensitivity of the College's proportionate share of the net OPEB liability to changes in the healthcare cost trend rates

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower or 1-percentage-point higher than the current healthcare cost trend rates:

	1.00% Decrease (B)	Current Healthcare Cost Trend Rate (A)	1.00% Increase (C)
Net OPEB liability	$ 17,078,373	$ 20,761,783	$ 25,722,550

(A) - The current healthcare cost trend rates are as follows:
9.0% for Medicare, 5.0% for EGWP and 5.0% for administration costs.
(B) - The healthcare cost trend rates after a 1% decrease are as follows:
8.0% for Medicare, 4.0% for EGWP and 4.0% for administration costs.
(C) - The healthcare cost trend rates after a 1% increase are as follows:
10.0% for Medicare, 6.0% for EGWP and 6.0% for administration costs.

Note 11 - **Deferred Inflows of Resources**

The College has entered into service concession arrangements for dining and bookstore operations with Unidine Food Management, Inc. ("Unidine") and Follett Higher Education Group, Inc. ("Follett"), respectively. In exchange for these agreements, Unidine and Follett have provided the College with funds to augment the cost of improvements to the College's dining and bookstore facilities. These monies are amortized into revenue ratably over the life of the agreements through June 2017 and June 2021. In the event of termination, as provided for by either party in the agreements, repayment of the unamortized portion would be required. The agreements also require additional payments from Unidine and Follett to defray costs incurred by the College, as well as revenue sharing, which amounted to approximately $365,000 during the year ended June 30, 2018.

Note 11 - **Deferred Inflows of Resources - Continued**

Recognition of these deferred inflows in annual revenue is as follows:

Years Ending June 30,	
2019	$ 10,000
2020	10,000
2021	10,000
	$ 30,000

Note 12 - **Restricted Net Position**

The College is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time. During the year ended June 30, 2018, the College received a $4.4 million Massachusetts Life Sciences Grant. All other restricted-expendable funds are to be used for academic programs.

The Foundation's restricted - nonexpendable and expendable net assets consist of investments to be utilized for various scholarships and program support.

Note 13 - **Unrestricted Net Position**

The Foundation's unrestricted net assets are composed of the following at June 30, 2018:

Unrestricted net assets designated by the Foundation's Board of Directors for the following purposes:	
Margaret Jackson Art Center and Visual Arts Fund	$ 354,254
President's Merit Scholarship	50,669
Undesignated	1,466,379
Total unrestricted net assets	$ 1,871,302

Note 14 - **Commitments and Contingencies**

Related Party Transactions

On March 30, 2007, the College entered into a revocable license agreement with the Foundation for use of a building and related premises located in Attleboro, Massachusetts to be used for additional classroom and instructional space and such other related purpose consistent with that of a community college. The license, which expired on March 30, 2016, is automatically renewed for one year unless written notice is given by either party not less than thirty days prior to the then scheduled expiration date. Total costs under this license agreement was approximately $284,000 for the year ended June 30, 2018. For the year ended June 30, 2019, the College is committed to payments totaling approximately $213,000 related to this license agreement. The Foundation has a mortgage payable on this property of $2,834,181 as of June 30, 2018.

The College currently occupies its New Bedford campus under a tenant-at-will agreement with the Foundation that requires monthly payments of approximately $48,000. Negotiations for a ten-year lease with the Foundation are currently on-going under the auspices of the Department of Capital Asset Management and Maintenance ("DCAMM"). Total rent expense for this lease agreement was approximately $576,000 for the year ended June 30, 2018.

Litigation

In May 2017, the College filed a notice of appeal of a jury trial verdict which, in October 2016, awarded the plaintiff, of a discrimination suit, $2.5 million. The College filed an appeal of this ruling in August 2018. In the event that the verdict is upheld, or another judgement or settlement is reached, the College intends to submit the full amount of any judgement or settlement to the Commonwealth Office of the Comptroller for payment pursuant to 815 CMR 5.00.

There are various lawsuits pending or threatened against the College that arose from the ordinary course of operations, other than the one previously described. In the opinion of management, no litigation is now pending or threatened, which would materially affect the College's financial position.

Note 14 - **Commitments and Contingencies - Continued**

Federal, State, and Private Grants and Contracts

The College receives significant financial assistance from federal and state agencies in the form of grants. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditures resulting from such audits become a liability of the College. In the opinion of management such adjustments, if any, are not expected to materially affect the financial condition of the College.

The College participates in the Massachusetts College Savings Prepaid Tuition Program (the "Program"). This Program allows individuals to pay in advance for future tuition at the cost of tuition at the time of election to participate, increased by changes in the Consumer Price Index plus 2%. The College is obligated to accept as payment of tuition the amount determined by this Program without regard to the standard tuition rate in effect at the time of the individual's enrollment at the College. The effect of this Program cannot be determined as it is contingent on future tuition increases and the Program participants who attend the College.

Risk Management

The College participates in the various programs administered by the Commonwealth for property, general liability, automobile liability and workers' compensation. The Commonwealth is self-insured for employees' workers' compensation, casualty, theft, tort claims, and other losses. Such losses, including estimates of amounts incurred but not reported, are obligations of the Commonwealth. For workers' compensation, the Commonwealth assumes the full risk of claims filed under a program managed by the Human Resources Division. For personal injury or property damages, Massachusetts General Laws limit the risk assumed by the Commonwealth to $100,000 per occurrence, in most circumstances.

Note 15 - **Lease Commitments**

The College has lease agreements for additional academic space in Taunton and Fall River, expiring through June 2026. Total occupancy costs under these lease agreements was approximately $1,041,000 for the year ended June 30, 2018.

Future annual lease payments subsequent to June 30, 2018 are as follows:

Years Ending June 30,	
2019	$ 1,061,558
2020	1,082,818
2021	1,104,716
2022	1,117,654
2023	747,632
Thereafter	2,553,984
	$ 7,668,362

Note 16 - **Operating Expenses**

The College's operating expenses, on a natural classification basis, are composed of the following for the year ended June 30, 2018:

Compensation and benefits	$ 52,374,086
Supplies and services	11,832,954
Depreciation	2,257,931
Scholarships and fellowships	4,998,747
	$ 71,463,718

Note 17 - **Other Fringe Benefits**

The College participates in the Commonwealth's Fringe Benefit programs, including active employee and post-employment health insurance, unemployment, pension and workers' compensation benefits. Health insurance for active employees and retirees is paid through a fringe benefit rate charged to the College by the Commonwealth.

Group Insurance Commission

The Commonwealth's Group Insurance Commission ("GIC") was established by the Legislature in 1955 to provide and administer health insurance and other benefits to the Commonwealth's employees and retirees, and their dependents and survivors. The GIC also covers housing and redevelopment authorities' personnel, certain authorities and other offline agencies, retired municipal teachers from certain cities and towns and a small number of municipalities as an agent multiple-employer program, accounted for as an agency fund activity of the Commonwealth, not the College.

The GIC is a quasi-independent state agency governed by a seventeen-member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance, and it is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees and their survivors and dependents. During the fiscal year ended June 30, 2018, the GIC provided health insurance for its members through indemnity, PPO, and HMO plans. The GIC also administers carve-outs for pharmacy, mental health, and substance abuse benefits for certain health plans. In addition to health insurance, the GIC sponsors life insurance, long-term disability insurance (for active employees only), dental and vision coverage (for employees not covered by collective bargaining), retiree discount vision and dental plans, and a pretax health care spending account and dependent care assistance program (for active employees only).

Note 17 - **Other Fringe Benefits - Continued**

Other Retirement Plans

The employees of the College can elect to participate in two defined contribution plans offered and administered by the Massachusetts Department of Higher Education – an IRC 403(b) Tax-Deferred Annuity Plan and an IRC 457 Deferred Compensation SMART Plan. Employees can contribute by payroll deduction a portion of before-tax salary into these plans up to certain limits. The College has no obligation to contribute to these plans and no obligation for any future pay-out

Note 18 - **State Appropriations**

Direct unrestricted appropriations:	$ 21,057,716
Add: fringe benefits for benefited employees on the state payroll	7,289,928
Less: day school tuition remitted to the state and included in tuition and fee revenue	(429,918)
Total unrestricted appropriations	27,917,726
Restricted appropriations	222,228
Capital appropriations	1,779,641
Total appropriations	$ 29,919,595

Note 19 - **Massachusetts Management Accounting and Reporting System**

Section 15C of Chapter 15A of the Massachusetts General Laws requires Commonwealth colleges and universities to report activity of campus based funds to the Comptroller of the Commonwealth on the Commonwealth's Statewide Accounting System, Massachusetts Management Accounting and Reporting System ("MMARS") on the statutory basis of accounting. The statutory basis of accounting is a modified accrual basis of accounting and differs from the information included in these financial statements. Management believes the amounts reported on MMARS meet the guidelines of the Comptroller's *Guide for Higher Education Audited Financial Statements*.

Note 19 - **Massachusetts Management Accounting and Reporting System - Continued**

A reconciliation between the College and MMARS as of June 30, 2018 is as follows (unaudited):

Revenue per MMARS	$ 21,684,899
Revenue per College	23,456,338
Difference	$ (1,771,439)

The difference for the year ended June 30, 2018 relates to a combination of factors including funding by the state for tuition waivers totaling approximately $622,000 and funding by the College for payroll, facility improvements and other items of approximately $1,150,000.

REQUIRED SUPPLEMENTARY INFORMATION

BRISTOL COMMUNITY COLLEGE
(an Agency of the Commonwealth of Massachusetts)

Schedule of Proportionate Share of the Net Pension Liability (Unaudited)

Massachusetts State Employees' Retirement System

Year ended	**June 30, 2018**	June 30, 2017	June 30, 2016	June 30, 2015
Measurement date	**June 30, 2017**	June 30, 2016	June 30, 2015	June 30, 2014
Valuation date	**January 1, 2017**	January 1, 2016	January 1, 2015	January 1, 2014
Proportion of the net pension liability	**0.074%**	0.077%	0.104%	0.087%
Proportionate share of the collective net pension liability	**$ 9,438,049**	$ 10,561,888	$ 11,807,041	$ 6,491,611
College's covered payroll	**$ 5,782,451**	$ 5,818,335	$ 6,250,090	$ 6,846,015
College's proportionate share of the net pension liability as a percentage of its covered payroll	**163.22%**	181.53%	188.91%	94.82%
Plan fiduciary net position as a percentage of the total pension liability	**67.21%**	63.48%	67.87%	76.32%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

BRISTOL COMMUNITY COLLEGE
(an Agency of the Commonwealth of Massachusetts)

Schedule of Contributions - Pension (Unaudited)

Massachusetts State Employees' Retirement System

for the Years Ended June 30,

	2018	2017	2016	2015
Statutorily required contribution	**$ 700,937**	$ 575,354	$ 550,021	$ 649,384
Contributions in relation to the statutorily required contribution	**700,937**	575,354	550,021	649,384
Contribution excess	**$ -**	$ -	$ -	$ -
Covered payroll	**$ 5,950,229**	$ 5,782,451	$ 5,818,335	$ 6,250,090
Contribution as a percentage of covered payroll	**11.78%**	9.95%	9.45%	10.39%

Notes:

Employers participating in the Massachusetts State Employees' Retirement System are required by MA General Laws, Section 32, to contribute an actually determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

Note 1 - **Change in Plan Actuarial and Assumptions**

Fiscal year June 30, 2018

Change of Benefits:

Chapter 79 of the Acts of 2014 established an early retirement ("ERI") program for certain members of the SERS plan. As a result, the total pension liability of SERS increased by approximately $10 million as of June 30, 2017.

Assumptions:

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Employees Table projected generationally with Scale MP-2016 and set forward 1 year for females

- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 and set forward 1 year for females

- Disability – did not change

These mortality rate changes resulted in an increase of approximately $304 million in the total pension liability of SERS as of June 30, 2017.

Fiscal year June 30, 2017

Change of Benefits:

Chapter 176 of the Acts of 2011 created a one-time election for eligible members of the Optional Retirement Plan ("ORP") to transfer into the SERS and purchase service for the period while members of the ORP. As a result, the total pension liability of SERS increased by approximately $400 million as of June 30, 2016.

Note 1 - **Change in Plan Actuarial and Assumptions - Continued**

Fiscal year June 30, 2016

Change of Benefits:

Chapter 19 of the Acts of 2015 established an ERI program for certain members of the SERS plan. As a result, the total pension liability of SERS increased by approximately $230 million as of June 30, 2015.

Assumptions:

The discount rate to calculate the pension liability decreased from 7.75% to 7.5%. This change resulted in an increase of approximately $933 million in the total pension liability of SERS as of June 30, 2015.

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected 20 years with Scale AA (gender distinct) to RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct)

- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected 15 years with Scale AA (gender distinct) to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct)

- Disability – was changed from RP-2000 table projected 5 years with Scale AA (gender distinct) set forward three years for males to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct)

These mortality changes resulted in an increase of approximately $1.397 billion in the total pension liability of SERS as of June 30, 2015.

Fiscal year June 30, 2015

Assumptions:

An updated experience study encompassed the period January 1, 2006 to December 31, 2011. The study reviewed salary increases and rates of retirement, disability, turnover and mortality. This study adjusted the mortality assumption which resulted in an increase of approximately $102 million in the total pension liability as of June 30, 2014.

BRISTOL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedule of Proportionate Share of Net OPEB Liability (Unaudited)

State Retirees' Benefit Trust

Year ended	June 30, 2018
Measurement date	June 30, 2017
Valuation date	January 1, 2017
Proportion of the collective net OPEB liability	0.105%
Proportionate share of the collective net OPEB liability	$ 20,761,783
College's covered payroll	$ 5,782,451
College's proportionate share of the net OPEB liability as a percentage of its covered payroll	359.05%
Plan fiduciary net position as a percentage of the total OPEB liability	4.80%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

BRISTOL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedule of Contributions - OPEB (Unaudited)

State Retirees' Benefit Trust

For the Year Ended June 30, 2018

Statutorily required contribution	$ 530,693
Contributions in relation to the statutorily required contribution	(530,693)
Contribution (excess)/deficit	$ -
College's covered payroll	$ 5,950,229
Contribution as a percentage of covered payroll	8.92%

Notes:

Employers participating in the State Retirees' Benefit Trust are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

Note 1 - **Change in Plan Assumptions**

Fiscal year June 30, 2018

Assumptions:
The discount rate was increased to 3.63% based upon a blend of the Bond Buyer Index rate as of the measurement date as required by GASB Statement 74. The June 30, 2016 discount rate was calculated to be 2.80%. This increase in the discount rate resulted in a decrease in the net OPEB liability of approximately $3.08 billion as of June 30, 2017.

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees of
Bristol Community College
Fall River, Massachusetts

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Bristol Community College (an Agency of the Commonwealth of Massachusetts) (the "College") as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the College's basic financial statements, and we have issued our report thereon dated October 12, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the College's internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

O'Connor and Drew, P.C.

Certified Public Accountants
Braintree, Massachusetts

October 12, 2018

O'Connor & Drew P.C.
Certified Public Accountants

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Bristol Community College
Fall River, Massachusetts

Report on Financial Statements
We have audited the accompanying financial statements of Bristol Community College (an Agency of the Commonwealth of Massachusetts) (the "College"), which comprise the statement of net position as of June 30, 2018, the related statements of revenues and expenses, changes in net position, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements
Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility
Our responsibility is to express an opinion on these financial statements based on our audit. We did not audit the financial statements of Bristol Community College Foundation, Inc. (the "Foundation") as discussed in Note 1. Those statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundation, is based solely on the report of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control.

Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion
In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of Bristol Community College as of June 30, 2018, and the respective changes in net position and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of a Matter
As discussed in Note 2 to the financial statements, GASB Statement 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, is effective for fiscal year 2018 and required the College to restate beginning net position at July 1, 2017 to recognize its proportionate share of the net postemployment benefits other than pensions obligation determined for the State Retirees' Benefit Trust. Our opinion is not modified with respect to that matter.

Required Supplementary Information
Accounting principles generally accepted in the United States of America require that management's discussion and analysis and the required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*
In accordance with *Government Auditing Standards*, we have also issued our report dated October 12, 2018, on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.

O'Connor and Drew, P.C.

Certified Public Accountants
Braintree, Massachusetts

October 12, 2018

Appendix D

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website Location	Date Approved by the Governing Board
Institutional Mission Statement	http://www.bristolcc.edu/about/missionc orevalues/	October 4, 2016

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates	Website location
Strategic Plans			
Immediately prior Strategic Plan	2016	2012-2016	http://www.bristolcc.edu/media/bcc-website/facultystaff/institutionalresearch/Strategic,Plan,2012-2016.pdf
Current Strategic Plan	2016	2016-2020	http://www.bristolcc.edu/media/bcc-website/facultystaff/institutionalresearch/Strategic,Plan,2016-2020.pdf
Next Strategic Plan	N/A	N/A	N/A
	Year completed	**Effective Dates**	**Website location**
Other institution-wide plans*			
Master Plan	2006	Current	http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/ir/Master,Plan.pdf
Academic Affairs Annual Plan	2018	2018-19	http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/ir/Academic,Affairs,Annual,Plan.pdf
Administration and Finance Annual Plan	2018	2018-19	http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/ir/Administration,and,Finance,Annual,Plan.pdf
Information Technology Services Annual Plan	2018	2018-19	http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/ir/Information,Technology,Services,Annual,Plan.pdf
Student Services and Enrollment Management Annual Plan	2018	2018-19	http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/ir/Student,Services,and,Enrollment,Management,Annual,Plan.pdf
Development plan	2018	2018-19	http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/ir/Development,Annual,Plan.pdf
Plans for major units (e.g., departments, library)*			
Institutional Research Planning and Assessment Annual Plan	2018	2018-19	http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/ir/Institutional,Research,Planning,and,Assessment,Annual,Plan.pdf
Communications Annual Plan	2018	2018-19	http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/ir/Communications,Annual,Plan.pdf

Human Resources Annual Plan	2018	2018-19	http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/ir/Human,Resources,Annual,Plan.pdf
Workforce Education Institute Annual Plan	2018	2018-19	http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/ir/Workforce,Education,Institute,Annual,Plan.pdf

EVALUATION	Website location
Academic Program Review	
Program review system (colleges and departments). System last updated: 2017	http://www.bristolcc.edu/facultystaff/institutionalresearchplanningandassessment/
Program review schedule (e.g., every 5 years)	http://www.bristolcc.edu/media/bcc-website/facultystaff/institutionalresearch/Academic,Program,Review,Schedule,4-5-18.pdf
Program review timeline	http://www.bristolcc.edu/media/bcc-website/facultystaff/institutionalresearch/BCC,Academic,Program,Review,Activities,Calendar.pdf
Administrative Area Review - Council for the Advancement of Standard in Higher Education (CAS)	
CAS Functional Area Review system. System last updated: 2017	http://www.bristolcc.edu/facultystaff/institutionalresearchplanningandassessment/
CAS Functional Area Review schedule (e.g., every 5 years)	http://www.bristolcc.edu/media/bcc-website/facultystaff/institutionalresearch/Updated,Recommended,Five,Year,Plan,for,Functional,Area,Reviews,7-24-18.docx
CAS Functional Area Review timeline	http://www.bristolcc.edu/media/bcc-website/facultystaff/institutionalresearch/CAS,FAR,2018-19,Timeline,9,28,2018.pdf
*Insert additional rows, as appropriate.	

Standard 3: Organization and Governance
(Board and Internal Governance)

Please attach to this form:

1) A copy of the institution's organization chart(s).

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	Massachusetts Board of Higher Education (MBHE)
Website location of documentation of relationship	http://www.mass.edu/system/aboutsystem.asp

Governing Board	**Website location**
By-laws	http://www.bristolcc.edu/media/bcc-website/2017buildimages/documents/Board-of-Trustees-By-Laws.pdf
Board members' names and affiliations	http://www.bristolcc.edu/about/boardoftrustees/

Please enter any explanatory notes in the box below

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Credit Enrollment*		
Main campus					
Other principal campuses					
Other principal campuses					
Other instructional locations (US)					
Other instructional locations (US)					
Other instructional locations (US)					

Educational modalities

	Number of programs	Date First Initiated	Credit Enrollment*		
Distance Learning Programs					
Programs 50-99% on-line ^					
Programs 100% on-line ^					
Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs***					
Contractual Arrangements involving the award of credit					

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

** There were 0 credit students enrolled at the Davol Street location in FY16, FY17, and FY18. Non-credit programs were offered.
*** Programs include Career Vocational Technical Education (CVTE) and Commonwealth Dual Enrollment Program (CDEP) students and have the same parameters/requirements for participation. 2008 reflects first year students were coded as dual enrollment in BCC student information system. Dual enrollment program data reflects unduplicated enrollment in transferable, non-developmental coursework. ^ BCC's online programs are listed at the following webpage: http://www.bristolcc.edu/locations/elearning/elearningprograms/

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality Fall 2018	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Attleboro Campus FT	320	N/A	N/A	N/A	N/A	N/A	N/A	320
Attleboro Campus PT	358	N/A	N/A	N/A	N/A	N/A	N/A	358
Fall River FT	2,059	N/A	N/A	N/A	N/A	N/A	N/A	2,059
Fall River PT	1,675	N/A	N/A	N/A	N/A	N/A	N/A	1,675
Greater New Bedford Voc Tech FT	0	N/A	N/A	N/A	N/A	N/A	N/A	0
Greater New Bedford Voc Tech PT	0	N/A	N/A	N/A	N/A	N/A	N/A	0
New Bedford Campus FT	545	N/A	N/A	N/A	N/A	N/A	N/A	545
New Bedford Campus PT	572	N/A	N/A	N/A	N/A	N/A	N/A	572
Restricted(On-Site Off-Camp) FT	0	N/A	N/A	N/A	N/A	N/A	N/A	0
Restricted(On-Site Off-Camp) PT	2	N/A	N/A	N/A	N/A	N/A	N/A	2
Taunton FT	246	N/A	N/A	N/A	N/A	N/A	N/A	246
Taunton PT	297	N/A	N/A	N/A	N/A	N/A	N/A	297
Overseas Locations FT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Overseas Locations FT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Distance education FT	1,453	N/A	N/A	N/A	N/A	N/A	N/A	1,453
Distance education PT	1,592	N/A	N/A	N/A	N/A	N/A	N/A	1,592
Correspondence FT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Correspondence PT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low-Residency FT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low-Residency PT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Duplicated Headcount Total	9,119	N/A	N/A	N/A	N/A	N/A	N/A	9,119
Total FTE	4,214.5	N/A	N/A	N/A	N/A	N/A	N/A	4,214.5
Enter FTE definition:	Full-time-equivalent (FTE) is calculated by summing total credits by 15.							
Degrees Awarded, Most Recent Year	1,147 (FY18)							

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Enrollment totals are duplicated as students can simultaneously take courses at multiple physical locations and online.

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality Fall 2018	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Attleboro Campus FT	3	1	14	N/A	18	320	338
Attleboro Campus PT	7	1	51	N/A	59	358	417
Fall River FT	39	5	27	N/A	71	2,059	2,130
Fall River PT	103	22	211	N/A	336	1,675	2,011
Greater New Bedford Voc Tech FT	0	0	0	N/A	0	0	0
Greater New Bedford Voc Tech PT	0	0	0	N/A	0	0	0
New Bedford Campus FT	9	0	4	N/A	13	545	558
New Bedford Campus PT	33	3	85	N/A	121	572	693
Restricted(On-Site Off-Camp) FT	0	0	0	N/A	0	0	0
Restricted(On-Site Off-Camp) PT	1	0	133	N/A	134	2	136
Taunton FT	3	0	2	N/A	5	246	251
Taunton PT	7	0	29	N/A	36	297	333
Overseas Locations FT	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Overseas Locations FT	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Distance education FT	32	8	20	N/A	60	1,453	1,513
Distance education PT	66	20	206	N/A	292	1,592	1,884
Correspondence FT	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Correspondence PT	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low-Residency FT	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low-Residency PT	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Duplicated Headcount Total*	303	60	782	N/A	1,145	9,119	10,264
Total FTE	113.3	23.6	222.3	N/A	359.2	4,214.5	4,573.7
Enter FTE definition:	Full-time-equivalent (FTE) is calculated by summing total credits by 15.						
Certificates Awarded, Most Recent Year	479 (FY18)						

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

* Enrollment totals are duplicated as students can take courses at multiple physical locations and online.

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Program Type)

For Fall Term, as of Census Date	3 Years Prior (Fall 2014)	2 Years Prior (Fall 2015)	1 Year Prior (Fall 2016)	Current Year (Fall 2017)	Most Recent Year (Fall 2018)
Certificate	373	379	372	279	265
Associate	7,858	7,667	7,444	6,709	6,244
No Award	958	715	660	649	705
Baccalaureate	N/A	N/A	N/A	N/A	N/A
Total Undergraduate	9,189	8,761	8,476	7,637	7,214

Standard 4: The Academic Program
(Headcount by GRADUATE Program Type)

For Fall Term, as of Census Date	3 Years Prior (Fall 2014)	2 Years Prior (Fall 2015)	1 Year Prior (Fall 2016)	Current Year (Fall 2017)	Most Recent Year (Fall 2018)
Master's	N/A	N/A	N/A	N/A	N/A
Doctorate	N/A	N/A	N/A	N/A	N/A
First Professional	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A
Total Graduate	0	0	0	0	0

Standard 4: The Academic Program
(Credit Hours Generated at the Undergraduate and Graduate Levels)

	3 Years Prior (Fall 2014)	2 Years Prior (Fall 2015)	1 Year Prior (Fall 2016)	Current Year (Fall 2017)	Most Recent Year (Fall 2018)
Undergraduate	89,674	86,834	83,377	73,118	68,607
Graduate	N/A	N/A	N/A	N/A	N/A
Total	89,674	86,834	83,377	73,118	68,607

Standard 4: The Academic Program
(Information Literacy sessions)*

Main campus	FY14	FY15	FY16	FY17	FY18 (Projection)
Sessions embedded in a class	83	137	131	142	150
Free-standing sessions	68	81	77	83	90
Branch/other locations					
Sessions embedded in a class	45	67	71	80	90
Free-standing sessions	37	40	41	47	50
Online sessions	9	26	45	89	100
URL of Information Literacy Reports	http://libguides.bristolcc.edu/ld.php?content_id=38143585				

Please enter any explanatory notes in the box below

*Annual totals are provided. Sessions embedded = Multi-shot, Free-standing = One-shot, Online = Embedded librarian

Standard 5: Students

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

Overall Student Population		3 Years Prior Fall 2014	2 Years Prior Fall 2015	1 Year Prior Fall 2016	Current Year Fall 2017	Most Recent Year Fall 2018
Freshmen - Undergraduate	?					
Completed Applications	?	4,218	4,168	4,099	3,894	3,578
Applications Accepted	?	3,577	3,531	3,536	3,340	3,123
Applicants Enrolled	?	1,859	1,801	1,709	1,570	1,462
% Accepted of Applied		84.8%	84.7%	86.3%	85.8%	87.3%
% Enrolled of Accepted		52.0%	51.0%	48.3%	47.0%	46.8%
Percent Change Year over Year						
Completed Applications		N/A	-1.2%	-1.7%	-5.0%	-8.1%
Applications Accepted		N/A	-1.3%	0.1%	-5.5%	-6.5%
Applicants Enrolled		N/A	-3.1%	-5.1%	-8.1%	-6.9%
Average of statistical indicator of aptitude of enrollees: (define below)	?	N/A				
N/A		N/A	N/A	N/A	N/A	N/A
Transfers - Undergraduate	?					
Completed Applications		1,125	1,152	1,152	1,154	1,072
Applications Accepted		807	860	819	861	802
Applications Enrolled		458	443	405	415	403
% Accepted of Applied		71.7%	74.7%	71.1%	74.6%	74.8%
% Enrolled of Accepted		56.8%	51.5%	49.5%	48.2%	50.2%
Master's Degree	?					
Completed Applications		N/A	N/A	N/A	N/A	N/A
Applications Accepted		N/A	N/A	N/A	N/A	N/A
Applications Enrolled		N/A	N/A	N/A	N/A	N/A
% Accepted of Applied		N/A	N/A	N/A	N/A	N/A
% Enrolled of Accepted		N/A	N/A	N/A	N/A	N/A
First Professional Degree	?					
Completed Applications		N/A	N/A	N/A	N/A	N/A
Applications Accepted		N/A	N/A	N/A	N/A	N/A
Applications Enrolled		N/A	N/A	N/A	N/A	N/A
% Accepted of Applied		N/A	N/A	N/A	N/A	N/A
% Enrolled of Accepted		N/A	N/A	N/A	N/A	N/A
Doctoral Degree	?					
Completed Applications		N/A	N/A	N/A	N/A	N/A
Applications Accepted		N/A	N/A	N/A	N/A	N/A
Applications Enrolled		N/A	N/A	N/A	N/A	N/A
% Accepted of Applied		N/A	N/A	N/A	N/A	N/A
% Enrolled of Accepted		N/A	N/A	N/A	N/A	N/A

Please enter any explanatory notes in the box below

Final enrollment totals are provided for the overall student population. All information was extracted from the Banner student information system. Admissions tracks completed applications by the total number of applications with a decision rendered. Accepted applications are any application with a decision coded as (05) Admit, (06) Conditional Admit, (07) Will Attend, (08) Will Not Attend, and (NS) No Show. Enrolled applicants are any students who have been admitted to a program and have enrolled in at least one credit course in the term admitted. Totals are based on live numbers as of September 2018.

Standard 5: Students

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

General Studies Student Population		3 Years Prior Fall 2014	2 Years Prior Fall 2015	1 Year Prior Fall 2016	Current Year Fall 2017	Most Recent Year Fall 2018
Freshmen - Undergraduate	?					
Completed Applications	?	962	1,046	902	658	608
Applications Accepted	?	841	882	770	522	502
Applicants Enrolled	?	792	819	710	506	495
% Accepted of Applied		87.4%	84.3%	85.4%	79.3%	82.6%
% Enrolled of Accepted		94.2%	92.9%	92.2%	96.9%	98.6%
Percent Change Year over Year						
Completed Applications		N/A	8.7%	-13.8%	-27.1%	-7.6%
Applications Accepted		N/A	4.9%	-12.7%	-32.2%	-3.8%
Applicants Enrolled		N/A	3.4%	-13.3%	-28.7%	-2.2%
Average of statistical indicator of aptitude of enrollees: (define below)	?	N/A				
N/A		N/A	N/A	N/A	N/A	N/A
Transfers - Undergraduate	?					
Completed Applications		223	234	218	212	189
Applications Accepted		181	186	168	152	144
Applications Enrolled		174	175	157	149	143
% Accepted of Applied		81.2%	79.5%	77.1%	71.7%	76.2%
% Enrolled of Accepted		96.1%	94.1%	93.5%	98.0%	99.3%
Master's Degree	?					
Completed Applications		N/A	N/A	N/A	N/A	N/A
Applications Accepted		N/A	N/A	N/A	N/A	N/A
Applications Enrolled		N/A	N/A	N/A	N/A	N/A
% Accepted of Applied		N/A	N/A	N/A	N/A	N/A
% Enrolled of Accepted		N/A	N/A	N/A	N/A	N/A
First Professional Degree	?					
Completed Applications		N/A	N/A	N/A	N/A	N/A
Applications Accepted		N/A	N/A	N/A	N/A	N/A
Applications Enrolled		N/A	N/A	N/A	N/A	N/A
% Accepted of Applied		N/A	N/A	N/A	N/A	N/A
% Enrolled of Accepted		N/A	N/A	N/A	N/A	N/A
Doctoral Degree	?					
Completed Applications		N/A	N/A	N/A	N/A	N/A
Applications Accepted		N/A	N/A	N/A	N/A	N/A
Applications Enrolled		N/A	N/A	N/A	N/A	N/A
% Accepted of Applied		N/A	N/A	N/A	N/A	N/A
% Enrolled of Accepted		N/A	N/A	N/A	N/A	N/A

Please enter any explanatory notes in the box below

This form is based on General Studies students which include those who declared their major in General Studies when they first enrolled at BCC. General Studies is the largest program at BCC. Final enrollment totals are provided. All information was extracted from the Banner student information system. Admissions tracks completed applications by the total number of applications with a decision rendered. Accepted applications are any application with a decision coded as (05) Admit, (06) Conditional Admit, (07) Will Attend, (08) Will Not Attend, and (NS) No Show. Enrolled applicants are any students who have been admitted to a program and have enrolled in at least one credit course in the term admitted. Totals are based on live numbers as of September 2018.

Standard 5: Students

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

Students of Color Population		3 Years Prior Fall 2014	2 Years Prior Fall 2015	1 Year Prior Fall 2016	Current Year Fall 2017	Most Recent Year Fall 2018
Freshmen - Undergraduate	?					
Completed Applications	?	516	554	537	478	467
Applications Accepted	?	470	477	482	422	414
Applicants Enrolled	?	433	436	430	404	407
% Accepted of Applied		91.1%	86.1%	89.8%	88.3%	88.7%
% Enrolled of Accepted		92.1%	91.4%	89.2%	95.7%	98.3%
Percent Change Year over Year						
Completed Applications		N/A	7.4%	-3.1%	-11.0%	-2.3%
Applications Accepted		N/A	1.5%	1.0%	-12.4%	-1.9%
Applicants Enrolled		N/A	0.7%	-1.4%	-6.0%	0.7%
Average of statistical indicator of aptitude of enrollees: (define below)	?	N/A				
N/A		N/A	N/A	N/A	N/A	N/A
Transfers - Undergraduate	?					
Completed Applications		122	133	146	131	153
Applications Accepted		112	114	125	111	129
Applications Enrolled		100	104	107	107	127
% Accepted of Applied		91.8%	85.7%	85.6%	84.7%	84.3%
% Enrolled of Accepted		89.3%	91.2%	85.6%	96.4%	98.4%
Master's Degree	?					
Completed Applications		N/A	N/A	N/A	N/A	N/A
Applications Accepted		N/A	N/A	N/A	N/A	N/A
Applications Enrolled		N/A	N/A	N/A	N/A	N/A
% Accepted of Applied		N/A	N/A	N/A	N/A	N/A
% Enrolled of Accepted		N/A	N/A	N/A	N/A	N/A
First Professional Degree	?					
Completed Applications		N/A	N/A	N/A	N/A	N/A
Applications Accepted		N/A	N/A	N/A	N/A	N/A
Applications Enrolled		N/A	N/A	N/A	N/A	N/A
% Accepted of Applied		N/A	N/A	N/A	N/A	N/A
% Enrolled of Accepted		N/A	N/A	N/A	N/A	N/A
Doctoral Degree	?					
Completed Applications		N/A	N/A	N/A	N/A	N/A
Applications Accepted		N/A	N/A	N/A	N/A	N/A
Applications Enrolled		N/A	N/A	N/A	N/A	N/A
% Accepted of Applied		N/A	N/A	N/A	N/A	N/A
% Enrolled of Accepted		N/A	N/A	N/A	N/A	N/A

Please enter any explanatory notes in the box below

This form is based on students of color (excluding White students and students with unknown race/ethnicity) who are enrolled at BCC. Final enrollment totals are provided. All information was extracted from the Banner student information system. Admissions tracks completed applications by the total number of applications with a decision rendered. Accepted applications are any application with a decision coded as (05) Admit, (06) Conditional Admit, (07) Will Attend, (08) Will Not Attend, and (NS) No Show. Enrolled applicants are any students who have been admitted to a program and have enrolled in at least one credit course in the term admitted. Totals are based on live numbers as of September 2018.

Standard 5: Students

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

Online Student Population		3 Years Prior Fall 2014	2 Years Prior Fall 2015	1 Year Prior Fall 2016	Current Year Fall 2017	Most Recent Year Fall 2018
Freshmen - Undergraduate	?					
Completed Applications	?	392	318	339	378	511
Applications Accepted	?	357	281	294	334	461
Applicants Enrolled	?	356	279	292	333	460
% Accepted of Applied		91.1%	88.4%	86.7%	88.4%	90.2%
% Enrolled of Accepted		99.7%	99.3%	99.3%	99.7%	99.8%
Percent Change Year over Year						
Completed Applications		N/A	-18.9%	6.6%	11.5%	35.2%
Applications Accepted		N/A	-21.3%	4.6%	13.6%	38.0%
Applicants Enrolled		N/A	-21.6%	4.7%	14.0%	38.1%
Average of statistical indicator of aptitude of enrollees: (define below)	?	N/A				
N/A		N/A	N/A	N/A	N/A	N/A
Transfers - Undergraduate	?					
Completed Applications		159	160	143	203	216
Applications Accepted		135	139	125	171	186
Applications Enrolled		135	139	123	169	186
% Accepted of Applied		84.9%	86.9%	87.4%	84.2%	86.1%
% Enrolled of Accepted		100.0%	100.0%	98.4%	98.8%	100.0%
Master's Degree	?					
Completed Applications		N/A	N/A	N/A	N/A	N/A
Applications Accepted		N/A	N/A	N/A	N/A	N/A
Applications Enrolled		N/A	N/A	N/A	N/A	N/A
% Accepted of Applied		N/A	N/A	N/A	N/A	N/A
% Enrolled of Accepted		N/A	N/A	N/A	N/A	N/A
First Professional Degree	?					
Completed Applications		N/A	N/A	N/A	N/A	N/A
Applications Accepted		N/A	N/A	N/A	N/A	N/A
Applications Enrolled		N/A	N/A	N/A	N/A	N/A
% Accepted of Applied		N/A	N/A	N/A	N/A	N/A
% Enrolled of Accepted		N/A	N/A	N/A	N/A	N/A
Doctoral Degree	?					
Completed Applications		N/A	N/A	N/A	N/A	N/A
Applications Accepted		N/A	N/A	N/A	N/A	N/A
Applications Enrolled		N/A	N/A	N/A	N/A	N/A
% Accepted of Applied		N/A	N/A	N/A	N/A	N/A
% Enrolled of Accepted		N/A	N/A	N/A	N/A	N/A

Please enter any explanatory notes in the box below

Although the college does not currently track enrollment into online programs, this form provides information about online learners who began their enrollment at BCC in one or more online courses. Totals are based on enrollment in fully online, hybrid, eHealth, or student option enrollment courses. Final enrollment totals are provided. All information was extracted from the Banner student information system. Admissions tracks completed applications by the total number of applications with a decision rendered. Accepted applications are any application with a decision coded as (05) Admit, (06) Conditional Admit, (07) Will Attend, (08) Will Not Attend, and (NS) No Show. Enrolled applicants are any students who have been admitted to a program and have enrolled in at least one credit course in the term admitted. Totals are based on live numbers as of September 2018.

Standard 5: Students
(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

Overall Student Population			3 Years Prior Fall 2014	2 Years Prior Fall 2015	1 Year Prior Fall 2016	Current Year Fall 2017	Most Recent Year Fall 2018
UNDERGRADUATE		?					
First Year	Full-Time Headcount	?	1,385	1,217	1,248	1,066	989
	Part-Time Headcount	?	587	496	552	562	519
	Total Headcount		1,972	1,713	1,800	1,628	1,508
	Total FTE	?	1,534.1	1,328.0	1,394.1	1,249.3	1,157.3
Second Year	Full-Time Headcount		814	743	686	597	573
	Part-Time Headcount		412	356	300	395	321
	Total Headcount		1,226	1,099	986	992	894
	Total FTE		934.9	842.4	758.3	736.7	674.5
Third Year	Full-Time Headcount		N/A	N/A	N/A	N/A	N/A
	Part-Time Headcount		N/A	N/A	N/A	N/A	N/A
	Total Headcount		N/A	N/A	N/A	N/A	N/A
	Total FTE		N/A	N/A	N/A	N/A	N/A
Fourth Year	Full-Time Headcount		N/A	N/A	N/A	N/A	N/A
	Part-Time Headcount		N/A	N/A	N/A	N/A	N/A
	Total Headcount		N/A	N/A	N/A	N/A	N/A
	Total FTE		N/A	N/A	N/A	N/A	N/A
Unclassified	Full-Time Headcount	?	2,136	2,293	2,070	1,670	1,489
	Part-Time Headcount		3,855	3,656	3,620	3,347	3,323
	Total Headcount		4,413	5,949	5,690	5,017	4,812
	Total FTE		3,509.3	3,618.5	3,406.0	2,888.3	2,741.9
Total Undergraduate Students							
	Full-Time Headcount		4,335	4,253	4,004	3,333	3,051
	Part-Time Headcount		4,854	4,508	4,472	4,304	4,163
	Total Headcount		9,189	8,761	8,476	7,637	7,214
	Total FTE		5,978.3	5,788.9	5,558.5	4,874.4	4,574
% Change FTE Undergraduate			N/A	-3.2%	-4.0%	-12.3%	-6.2%
GRADUATE		?					
	Full-Time Headcount	?	N/A	N/A	N/A	N/A	N/A
	Part-Time Headcount	?	N/A	N/A	N/A	N/A	N/A
	Total Headcount		N/A	N/A	N/A	N/A	N/A
	Total FTE	?	N/A	N/A	N/A	N/A	N/A
% Change FTE Graduate			N/A	N/A	N/A	N/A	N/A
GRAND TOTAL							
Grand Total Headcount			9,189	8,761	8,476	7,637	7,214
Grand Total FTE			5,978	5,789	5,558	4,874	4,574
% Change Grand Total FTE			N/A	-3.2%	-4.0%	-12.3%	-6.2%

Please enter any explanatory notes in the box below

First Year Full-Time: first-time, full-time cohorts for selected term.
First Year Part-Time: first-time, part-time cohorts for selected term.
Second Year Full-Time: first-time, full-time cohorts for the year prior to selected term.
Second Year Part-Time: first-time, part-time cohorts for the year prior to selected term.
Unclassified Full-Time: Any student enrolled in the selected fall term that isn't among any cohorts from the previous categories. Full-time calculated as greater than or equal to 12 credits for selected fall semester.
Unclassified Part Time: Any student enrolled in the selected fall term that isn't among any cohorts from the previous categories. Part-time calculated as less than 12 credits for selected fall semester.
FTE: Calculated by dividing total credits by 15.

Standard 5: Students
(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

General Studies Student Population			3 Years Prior Fall 2014	2 Years Prior Fall 2015	1 Year Prior Fall 2016	Current Year Fall 2017	Most Recent Year Fall 2018
UNDERGRADUATE		?					
First Year	Full-Time Headcount	?	600	572	533	333	322
	Part-Time Headcount	?	277	244	257	223	206
	Total Headcount		877	816	790	556	528
	Total FTE	?	668.5	629.8	605.2	414.7	390.7
Second Year	Full-Time Headcount		353	344	309	245	134
	Part-Time Headcount		213	166	147	167	115
	Total Headcount		566	510	456	412	249
	Total FTE		419.9	388.9	347.0	300.4	178
Third Year	Full-Time Headcount		N/A	N/A	N/A	N/A	N/A
	Part-Time Headcount		N/A	N/A	N/A	N/A	N/A
	Total Headcount		N/A	N/A	N/A	N/A	N/A
	Total FTE		N/A	N/A	N/A	N/A	N/A
Fourth Year	Full-Time Headcount		N/A	N/A	N/A	N/A	N/A
	Part-Time Headcount		N/A	N/A	N/A	N/A	N/A
	Total Headcount		N/A	N/A	N/A	N/A	N/A
	Total FTE		N/A	N/A	N/A	N/A	N/A
Unclassified	Full-Time Headcount	?	757	881	778	551	416
	Part-Time Headcount		1,165	1,192	1,215	1,025	921
	Total Headcount		1,922	2,073	1,993	1,576	1,337
	Total FTE		1,185.9	1,321.8	1,238.4	938.7	775.3
Total Undergraduate Students							
	Full-Time Headcount		1,710	1,797	1,620	1,129	872
	Part-Time Headcount		1,655	1,602	1,619	1,415	1,242
	Total Headcount		3,365	3,399	3,239	2,544	2,114
	Total FTE		2,274	2,340	2,191	1,654	1,344
% Change FTE Undergraduate			N/A	2.9%	-6.4%	-24.5%	-18.7%
GRADUATE		?					
	Full-Time Headcount	?	N/A	N/A	N/A	N/A	N/A
	Part-Time Headcount	?	N/A	N/A	N/A	N/A	N/A
	Total Headcount		N/A	N/A	N/A	N/A	N/A
	Total FTE	?	N/A	N/A	N/A	N/A	N/A
% Change FTE Graduate			N/A	N/A	N/A	N/A	N/A
GRAND TOTAL							
Grand Total Headcount			3,365	3,399	3,239	2,544	2,114
Grand Total FTE			2,274	2,340	2,191	1,654	1,344
% Change Grand Total FTE			N/A	2.9%	-6.4%	-24.5%	-18.7%

Please enter any explanatory notes in the box below

This form is based on General Studies students which include those who declared their major in General Studies when they first enrolled at BCC. General Studies is the largest program at BCC.
First Year Full-Time: first-time, full-time cohorts for selected term.
First Year Part-Time: first-time, part-time cohorts for selected term.
Second Year Full-Time: first-time, full-time cohorts for the year prior to selected term.
Second Year Part-Time: first-time, part-time cohorts for the year prior to selected term.
Unclassified Full-Time: Any student enrolled in the selected fall term that isn't among any cohorts from the previous categories. Full-time calculated as greater than or equal to 12 credits for selected fall semester.
Unclassified Part Time: Any student enrolled in the selected fall term that isn't among any cohorts from the previous categories. Part-time calculated as less than 12 credits for selected fall semester.
FTE: Calculated by dividing total credits by 15.

Standard 5: Students
(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

Students of Color			3 Years Prior Fall 2014	2 Years Prior Fall 2015	1 Year Prior Fall 2016	Current Year Fall 2017	Most Recent Year Fall 2018
UNDERGRADUATE		?					
First Year	Full-Time Headcount	?	325	312	334	297	292
	Part-Time Headcount	?	162	126	145	143	136
	Total Headcount		487	438	479	440	428
	Total FTE	?	369.5	337.2	368.5	334.8	325.5
Second Year	Full-Time Headcount		170	147	177	156	132
	Part-Time Headcount		97	90	71	87	88
	Total Headcount		267	237	248	243	220
	Total FTE		200.2	177.2	193.1	183.5	161.3
Third Year	Full-Time Headcount		N/A	N/A	N/A	N/A	N/A
	Part-Time Headcount		N/A	N/A	N/A	N/A	N/A
	Total Headcount		N/A	N/A	N/A	N/A	N/A
	Total FTE		N/A	N/A	N/A	N/A	N/A
Fourth Year	Full-Time Headcount		N/A	N/A	N/A	N/A	N/A
	Part-Time Headcount		N/A	N/A	N/A	N/A	N/A
	Total Headcount		N/A	N/A	N/A	N/A	N/A
	Total FTE		N/A	N/A	N/A	N/A	N/A
Unclassified	Full-Time Headcount	?	524	575	551	482	382
	Part-Time Headcount		804	822	917	776	849
	Total Headcount		1,328	1,397	1,468	1,258	1,231
	Total FTE		809.1	872.9	893.1	758.0	718.2
Total Undergraduate Students							
	Full-Time Headcount		1,019	1,034	1,062	935	806
	Part-Time Headcount		1,063	1,038	1,133	1,006	1,073
	Total Headcount		2,082	2,072	2,195	1,941	1,879
	Total FTE		1,379	1,387	1,455	1,276	1,205
% Change FTE Undergraduate			N/A	0.6%	4.9%	-12.3%	-5.6%
GRADUATE		?					
	Full-Time Headcount	?	N/A	N/A	N/A	N/A	N/A
	Part-Time Headcount	?	N/A	N/A	N/A	N/A	N/A
	Total Headcount		N/A	N/A	N/A	N/A	N/A
	Total FTE	?	N/A	N/A	N/A	N/A	N/A
% Change FTE Graduate			N/A	N/A	N/A	N/A	N/A
GRAND TOTAL							
Grand Total Headcount			2,082	2,072	2,195	1,941	1,879
Grand Total FTE			1,379	1,387	1,455	1,276	1,205
% Change Grand Total FTE			N/A	0.6%	4.9%	-12.3%	-5.6%

Please enter any explanatory notes in the box below

This form is based on students of color (excluding White students and students with unknown race/ethnicity) who are enrolled at BCC.
First Year Full-Time: first-time, full-time cohorts for selected term.
First Year Part-Time: first-time, part-time cohorts for selected term.
Second Year Full-Time: first-time, full-time cohorts for the year prior to selected term.
Second Year Part-Time: first-time, part-time cohorts for the year prior to selected term.
Unclassified Full-Time: Any student enrolled in the selected fall term that isn't among any cohorts from the previous categories. Full-time calculated as greater than or equal to 12 credits for selected fall semester.
Unclassified Part Time: Any student enrolled in the selected fall term that isn't among any cohorts from the previous categories. Part-time calculated as less than 12 credits for selected fall semester.
FTE: Calculated by dividing total credits by 15.

Standard 5: Students
(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

Online Student Population			3 Years Prior Fall 2014	2 Years Prior Fall 2015	1 Year Prior Fall 2016	Current Year Fall 2017	Most Recent Year Fall 2018
UNDERGRADUATE		?					
First Year	Full-Time Headcount	?	267	197	209	234	341
	Part-Time Headcount	?	102	56	88	108	140
	Total Headcount		369	253	297	342	481
	Total FTE	?	300.3	207.3	237.1	271.4	384.5
Second Year	Full-Time Headcount		204	206	234	237	263
	Part-Time Headcount		85	69	62	111	122
	Total Headcount		289	275	296	348	385
	Total FTE		232.7	221.9	245.8	276.1	302.3
Third Year	Full-Time Headcount		N/A	N/A	N/A	N/A	N/A
	Part-Time Headcount		N/A	N/A	N/A	N/A	N/A
	Total Headcount		N/A	N/A	N/A	N/A	N/A
	Total FTE		N/A	N/A	N/A	N/A	N/A
Fourth Year	Full-Time Headcount		N/A	N/A	N/A	N/A	N/A
	Part-Time Headcount		N/A	N/A	N/A	N/A	N/A
	Total Headcount		N/A	N/A	N/A	N/A	N/A
	Total FTE		N/A	N/A	N/A	N/A	N/A
Unclassified	Full-Time Headcount	?	844	819	849	873	879
	Part-Time Headcount		1,121	1,116	1,169	1,316	1,563
	Total Headcount		1,965	1,935	2,018	2,189	2,442
	Total FTE		1,268.5	1,252.3	1,305.1	1,373.0	1,503.5
Total Undergraduate Students							
	Full-Time Headcount		1,315	1,222	1,292	1,344	1,483
	Part-Time Headcount		1,308	1,241	1,319	1,535	1,825
	Total Headcount		2,623	2,463	2,611	2,879	3,308
	Total FTE		1,801	1,682	1,788	1,921	2,190
% Change FTE Undergraduate			N/A	-6.7%	6.3%	7.4%	14.0%
GRADUATE		?					
	Full-Time Headcount	?	N/A	N/A	N/A	N/A	N/A
	Part-Time Headcount	?	N/A	N/A	N/A	N/A	N/A
	Total Headcount		N/A	N/A	N/A	N/A	N/A
	Total FTE	?	N/A	N/A	N/A	N/A	N/A
% Change FTE Graduate			N/A	N/A	N/A	N/A	N/A
GRAND TOTAL							
Grand Total Headcount			2,623	2,463	2,611	2,879	3,308
Grand Total FTE			1,801	1,682	1,788	1,921	2,190
% Change Grand Total FTE			N/A	-6.7%	6.3%	7.4%	14.0%

Please enter any explanatory notes in the box below

Although the college does not currently track enrollment into online programs, this form provides information about online learners who began their enrollment at BCC in one or more online courses. Totals are based on enrollment in fully online, hybrid, eHealth, or student option enrollment courses.

First Year Full-Time: first-time, full-time cohorts for selected term.
First Year Part-Time: first-time, part-time cohorts for selected term.
Second Year Full-Time: first-time, full-time cohorts for the year prior to selected term.
Second Year Part-Time: first-time, part-time cohorts for the year prior to selected term.
Unclassified Full-Time: Any student enrolled in the selected fall term that isn't among any cohorts from the previous categories. Full-time calculated as greater than or equal to 12 credits for selected fall semester.
Unclassified Part Time: Any student enrolled in the selected fall term that isn't among any cohorts from the previous categories. Part-time calculated as less than 12 credits for selected fall semester.
FTE: Calculated by dividing total credits by 15.

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?

http://bristolcc.smartcatalogiq.com/en/2018-2019/Catalog/College-Priorities/Mission-Statements

	(FY 2011-13)	(FY 2012-14)	(FY 2013-15)
? **Three-year Cohort Default Rate**	14%	14%	14%*
? **Three-year Loan repayment rate (from College Scorecard)**	69%	66%	65%

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Most Recent Year
Overall First-year (Full-time and Part-time) Student Population	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Total Federal Aid	$3,266,363.25	$2,856,438.00	$2,946,651.00	$2,707,203.00	Unavailable until 10/2018
Grants	$2,336,277.00	$1,992,393.00	$1,995,629.00	$1,915,788.00	Unavailable until 10/2018
Loans	$926,971.00	$863,127.00	$946,297.00	$791,415.00	Unavailable until 10/2018
Work Study	$3,115.25	$918.00	$4,725.00	$0.00	Unavailable until 10/2018
Total State Aid	$415,387.00	$400,601.00	$438,758.00	$461,125.00	Unavailable until 10/2018
Total Institutional Aid ^	$18,340.00	$23,224.00	$8,383.00	$10,898.00	Unavailable until 10/2018
Grants	$0.00	$0.00	$0.00	$0.00	Unavailable until 10/2018
Loans	$0.00	$0.00	$0.00	$0.00	Unavailable until 10/2018
Total Private Aid	$9,878.00	$6,718.00	$14,509.00	$17,602.00	Unavailable until 10/2018
Grants	$0.00	$0.00	$0.00	$0.00	Unavailable until 10/2018
Loans	$9,878.00	$6,718.00	$14,509.00	$17,602.00	Unavailable until 10/2018
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	46%	39%	57%	N < 10	N < 10
Graduates	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$9,095.26	$9,086.88	$6,460.13	N < 10	N < 10
Graduates	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
Average amount of debt for students leaving the institution without a degree					
Undergraduates	$4,928.49	$4,982.11	$4,561.25	N < 10	N < 10
Graduate Students	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)**					
English as a Second/Other Language	1%	1%	1%	1%	2%
English (reading, writing, communication skills)	15%	16%	18%	15%	17%
Math	40%	37%	40%	44%	36%
Reading	15%	17%	17%	17%	18%
Other (CHM 090)	0%	0%	1%	1%	2%

Please enter any explanatory notes in the box below

* Based on an estimated FY15 cohort default rate.
** Total percentages will not add to 100% because students can take more than one developmental course across each category.
^ Total Institutional Aid includes works study and/or scholarship data.

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?

http://bristolcc.smartcatalogiq.com/en/2018-2019/Catalog/College-Priorities/Mission-Statements

	(FY 2011-13)	(FY 2012-14)	(FY 2013-15)
? **Three-year Cohort Default Rate**	N/A	N/A	N/A
? **Three-year Loan repayment rate (from College Scorecard)**	N/A	N/A	N/A

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Most Recent Year
General Studies First-year (Full-time and Part-time)	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
? **Student Population**					
Total Federal Aid	$1,459,092.00	$1,388,006.00	$1,345,776.00	$927,423.00	Unavailable until 10/2018
Grants	$1,039,025.00	$975,335.00	$895,244.00	$685,610.00	Unavailable until 10/2018
Loans	$420,067.00	$412,671.00	$449,847.00	$241,813.00	Unavailable until 10/2018
Work Study	$0.00	$0.00	$685.00	$0.00	Unavailable until 10/2018
Total State Aid	$176,028.00	$196,180.00	$193,972.00	$135,901.00	Unavailable until 10/2018
Total Institutional Aid ^	$4,559.00	$9,947.00	$3,201.50	$4,124.00	Unavailable until 10/2018
Grants	$0.00	$0.00	$0.00	$0.00	Unavailable until 10/2018
Loans	$0.00	$0.00	$0.00	$0.00	Unavailable until 10/2018
Total Private Aid	$3,678.00	$4,103.00	$5,500.00	$6,751.00	Unavailable until 10/2018
Grants	$0.00	$0.00	$0.00	$0.00	Unavailable until 10/2018
Loans	$3,678.00	$4,103.00	$5,500.00	$6,751.00	Unavailable until 10/2018
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	47%	44%	57%	N < 10	N < 10
Graduates	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$9,586.68	$8,620.34	$5,655.00	N < 10	N < 10
Graduates	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
Average amount of debt for students leaving the institution without a degree					
Undergraduates	$4,897.25	$4,895.16	$4,809.41	N < 10	N < 10
Graduate Students	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)**					
English as a Second/Other Language	1%	2%	1%	1%	4%
English (reading, writing, communication skills)	15%	15%	17%	15%	16%
Math	47%	41%	45%	48%	42%
Reading	16%	19%	18%	19%	18%
Other (CHM 090)	0%	1%	1%	1%	4%

Please enter any explanatory notes in the box below

This form is based on General Studies students which include those who declared their major in General Studies when they first enrolled at BCC. General Studies is the largest program at BCC.
** Total percentages will not add to 100% because students can take more than one developmental course across each category.
^ Total Institutional Aid includes works study and/or scholarship data.

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?

http://bristolcc.smartcatalogiq.com/en/2018-2019/Catalog/College-Priorities/Mission-Statements

	(FY 2011-13)	(FY 2012-14)	(FY 2013-15)
? **Three-year Cohort Default Rate**	N/A	N/A	N/A
? **Three-year Loan repayment rate (from College Scorecard)**	N/A	N/A	N/A

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Most Recent Year
? **Online First-year (Full-time and Part-time) Student Population**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Total Federal Aid	$1,109,626.00	$788,937.00	$924,734.00	$1,066,633.00	Unavailable until 10/2018
Grants	$758,706.00	$535,784.00	$575,031.00	$742,020.00	Unavailable until 10/2018
Loans	$350,920.00	$253,153.00	$346,953.00	$324,613.00	Unavailable until 10/2018
Work Study	$0.00	$0.00	$2,750.00	$0.00	Unavailable until 10/2018
Total State Aid	$144,630.00	$109,234.00	$145,698.00	$171,374.00	Unavailable until 10/2018
Total Institutional Aid ^	$19,100.00	$8,475.00	$3,713.00	$1,700.00	Unavailable until 10/2018
Grants	$0.00	$0.00	$0.00	$0.00	Unavailable until 10/2018
Loans	$0.00	$0.00	$0.00	$0.00	Unavailable until 10/2018
Total Private Aid	$5,000.00	$0.00	$2,509.00	$1,700.00	Unavailable until 10/2018
Grants	$0.00	$0.00	$0.00	$0.00	Unavailable until 10/2018
Loans	$5,000.00	$0.00	$2,509.00	$1,700.00	Unavailable until 10/2018
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	47%	40%	60%	N < 10	N < 10
Graduates	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$8,990.73	$9,866.85	$4,949.38	N < 10	N < 10
Graduates	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
Average amount of debt for students leaving the institution without a degree					
Undergraduates	$4,720.05	$5,915.28	$4,755.52	N < 10	N < 10
Graduate Students	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)**					
English as a Second/Other Language	0%	0%	0%	0%	0%
English (reading, writing, communication skills)	11%	11%	11%	10%	14%
Math	40%	43%	40%	46%	36%
Reading	9%	11%	16%	13%	11%
Other (CHM 090)	1%	1%	2%	1%	2%

Please enter any explanatory notes in the box below

Although the college does not currently track enrollment into online programs, this form provides information about online learners who began their enrollment at BCC in one or more online courses. Totals are based on enrollment in fully online, hybrid, eHealth, or student option enrollment courses.
** Total percentages will not add to 100% because students can take more than one developmental course across each category.
^ Total Institutional Aid includes works study and/or scholarship data.

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?

http://bristolcc.smartcatalogiq.com/en/2018-2019/Catalog/College-Priorities/Mission-Statements

	(FY 2011-13)	(FY 2012-14)	(FY 2013-15)
? **Three-year Cohort Default Rate**	N/A	N/A	N/A
? **Three-year Loan repayment rate (from College Scorecard)**	N/A	N/A	N/A

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Most Recent Year
? **Students of Color First-year (Full-time and Part-time) Population**	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Total Federal Aid	$897,572.00	$829,970.00	$916,947.00	$858,220.00	Unavailable until 10/2018
Grants	$749,054.00	$708,457.00	$718,334.00	$717,843.00	Unavailable until 10/2018
Loans	$148,518.00	$120,595.00	$197,373.00	$140,377.00	Unavailable until 10/2018
Work Study	$0.00	$918.00	$1,240.00	$0.00	Unavailable until 10/2018
Total State Aid	$105,169.00	$111,041.00	$115,872.00	$134,529.00	Unavailable until 10/2018
Total Institutional Aid ^	$1,315.00	$8,111.00	$0.00	$2,724.00	Unavailable until 10/2018
Grants	$0.00	$0.00	$0.00	$0.00	Unavailable until 10/2018
Loans	$0.00	$0.00	$0.00	$0.00	Unavailable until 10/2018
Total Private Aid	$3,678.00	$0.00	$0.00	$3,750.00	Unavailable until 10/2018
Grants	$0.00	$0.00	$0.00	$0.00	Unavailable until 10/2018
Loans	$3,678.00	$0.00	$0.00	$3,750.00	Unavailable until 10/2018
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	57%	42%	45%	N < 10	N < 10
Graduates	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$6,949.23	$5,623.72	$4,483.60	N < 10	N < 10
Graduates	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
Average amount of debt for students leaving the institution without a degree					
Undergraduates	$3,919.92	$3,376.88	$3,982.40	N < 10	N < 10
Graduate Students	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)**					
English as a Second/Other Language	2%	4%	2%	3%	5%
English (reading, writing, communication skills)	20%	19%	22%	18%	21%
Math	39%	36%	40%	43%	42%
Reading	20%	20%	22%	21%	25%
Other (CHM 090)	0%	0%	0%	0%	1%

Please enter any explanatory notes in the box below

This form is based on students of color (excluding White students and students with unknown race/ethnicity) who are enrolled at BCC.
** Total percentages will not add to 100% because students can take more than one developmental course across each category.
^ Total Institutional Aid includes works study and/or scholarship data.

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

? Number of Faculty by category

Full-time				
Part-time				
Adjunct				
Clinical				
Research				
Visiting				
Other; specify below:				
Total	747	706	701	653

Percentage of course sections taught by full-time faculty

Full-time faculty #				
Active course sections #				

? Number of Faculty by rank, if applicable

Professor				
Associate				
Assistant				
Instructor				
Other; specify below:				
Total	136	127	125	129

? Number of Academic Staff by category

Librarians	19	22	23	22
Advisors	68	71	93	117
Instructional Designers	2	2	2	2
Other; specify below:				
Coordinators	6	8	8	9
Instructional Media Spec.	2	2	2	3
Learning Specialists	8	7	9	9
Interpreters	10	10	8	11
Lab Assistants/Techs	7	10	6	14
Tutors	43	68	70	73
Total	165	200	221	260

Please enter any explanatory notes in the box below

The data above include both full-time and part-time employees. Fall 2018 IPEDS Human Resources data available in 2/2019.

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

Number of Faculty Appointed								
Professor								
Associate								
Assistant								
Instructor								
No rank								
Other								
Total	10	0	3	0	11	0	12	0
Number of Faculty in Tenured Positions								
Professor								
Associate								
Assistant								
Instructor								
No rank								
Other								
Total	76	0	75	0	69	0	79	0
Number of Faculty Departing								
Professor								
Associate								
Assistant								
Instructor								
No rank								
Other								
Total	8	0	12	0	8	0	0	0
Number of Faculty Retiring								
Professor	4	1	6	0	1	0	0	0
Associate								
Assistant								
Instructor								
No rank								
Other								
Total	4	1	6	0	1	0	0	0

Please enter any explanatory notes in the box below

Fall 2018 IPEDS Human Resources data available in 2/2019.

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.
If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior (FY 2015)			2 Years Prior (FY 2016)			1 Year Prior (FY 2017)			Current Year (FY 2018)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	136	610	746	127	579	706	125	576	701	129	524	653
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	50	50	0	46	46	0	44	44
Librarians	7	12	19	7	15	22	6	16	22	6	15	21
Library Technicians	0	0	0	0	0	0	1	0	1	1	0	1
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs	52	164	216	58	138	196	53	157	210	55	151	206
Management Occupations	73	14	87	74	9	83	71	7	78	68	7	75
Business and Financial Operations	20	5	25	19	5	24	19	4	23	19	4	23
Computer, Engineering and Science	25	10	35	25	14	39	27	17	44	25	23	48
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	6	25	31	6	11	17	7	20	27	9	17	26
Healthcare Practitioners and Technical	0	5	5	0	6	6	0	6	6	0	6	6
Service Occupations	23	18	41	23	13	36	24	19	43	23	16	39
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	57	113	170	59	96	155	57	91	148	59	79	138
Natural Resources, Construction, Maintenance	8	9	17	8	7	15	8	1	9	8	1	9
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0	0	0	0
Total	407	985	1,392	406	943	1,349	398	960	1,358	402	887	1,289

Please enter any explanatory notes in the box below

In FY 2015, PT Instructional Staff included Non-Credit Instructors; in FY 2016, FY 2017, and FY18 Non-Credit Instructors were counted as Public Service Staff. Fall 2018 IPEDS Human Resources data available in 2/2019.

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

	Fiscal Year ends - month & day: (06/30)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Most Recent Year (FY 2018)	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
	ASSETS (in 000s)					
?	Cash and Short Term Investments	$25,849	$26,881	$28,945	4.0%	7.7%
?	Cash held by State Treasurer	$1,092	$446	$3,844	-59.2%	761.9%
?	Deposits held by State Treasurer	$0	$0	$0	-	-
?	Accounts Receivable, Net	$4,617	$3,517	$3,937	-23.8%	11.9%
?	Contributions Receivable, Net	$0	$0	$0	-	-
?	Inventory and Prepaid Expenses	$67	$78	$106	16.4%	35.9%
?	Long-Term Investments	$0	$0	$0	-	-
?	Loans to Students	$0	$0	$0	-	-
?	Funds held under bond agreement	$0	$0	$0	-	-
?	Property, plants, and equipment, net	$46,582	$50,552	$53,234	8.5%	5.3%
?	Other Assets - Deferred Outflow of Resources	$4,020	$3,908	$4,330	-2.8%	10.8%
	Total Assets and Deferred Outflows of Resources	**$82,227**	**$85,382**	**$94,396**	3.8%	10.6%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	$8,452	$7,303	$6,980	-13.6%	-4.4%
?	Deferred revenue & refundable advances	$2,283	$2,304	$2,387	0.9%	3.6%
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others	$97	$123	$133	26.8%	8.1%
?	Long-term investments	$0	$0	$0	-	-
?	Refundable government advances	$0	$0	$0	-	-
?	Other long-term liabilities : Net Pension Liab./Def. Inflow	$13,194	$13,435	$36,741	1.8%	173.5%
	Total Liabilities	**$24,026**	**$23,165**	**$46,241**	-3.6%	99.6%
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional	**$11,502**	**$11,526**	**($9,629)**	0.2%	-183.5%
?	***Foundation (see separate form)***				-	-
	Total	**$11,502**	**$11,526**	**($9,629)**	0.2%	-183.5%
	Temporarily restricted net assets					
	Institutional - Investments in Capital Assets, net	**$46,582**	**$50,552**	**$53,233**	8.5%	5.3%
?	***Foundation (see separate form)***				-	-
	Total	**$46,582**	**$50,552**	**$53,233**	8.5%	5.3%
	Permanently restricted net assets					
	Institutional - Restricted Expendable	**$117**	**$139**	**$4,551**	18.8%	3174.1%
?	***Foundation (see separate form)***				-	-
	Total	**$117**	**$139**	**$4,551**	18.8%	3174.1%
	Total Net Assets	**$58,201**	**$62,217**	**$48,155**	6.9%	-22.6%
	TOTAL LIABILITIES and NET ASSETS	**$82,227**	**$85,382**	**$94,396**	3.8%	10.6%

DATA PROVIDED FOR THE FINANCE AREA ONLY

Please enter any explanatory notes in the box below

-Accounts Payable and Accrued Liabilities also includes compensated absences, accrued payroll, and workers compensation. The data above are provided for the Finance area ONLY. Data for the Foundation are found on the next form. FY2018 had had thr implementation of GASB 75-Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions. This caused a liability increase of approximately 23 million on the statement of net position and is the reason for the negative balance in unrestricted net position.

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

DATA PROVIDED FOR THE FOUNDATION ONLY

	Fiscal Year ends - month & day: (06/30)	2 Year Prior (FY 2016)	1 Year Prior (FY 2017)	Most Recent Year (FY 2018)	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
	ASSETS (in 000s)					
?	Cash and Short Term Investments	$5,573	$6,428	$1,538	15.3%	-76.1%
?	Cash held by State Treasurer				-	-
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net	$71			-100.0%	-
?	Contributions Receivable, Net	$1,833	$831	$420	-54.7%	-49.5%
?	Inventory and Prepaid Expenses	$22	$23	$39	4.5%	69.6%
?	Long-Term Investments	$7,734	$9,394	$12,386	21.5%	31.9%
?	Loans to Students	$14	$14	$12	0.0%	-14.3%
?	Funds held under bond agreement				-	-
?	Property, plants, and equipment, net	$3,917	$3,843	$4,320	-1.9%	12.4%
?	Other Assets	$18	$18	$18	0.0%	0.0%
	Total Assets	**$19,182**	**$20,551**	**$18,733**	7.1%	-8.8%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	$898	$350	$111	-61.0%	-68.3%
?	Deferred revenue & refundable advances	$92	$94	$97	2.2%	3.2%
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others				-	-
?	Long-term investments				-	-
?	Refundable government advances				-	-
?	Other long-term liabilities	$3,069	$2,955	$2,834	-3.7%	-4.1%
	Total Liabilities	**$4,059**	**$3,399**	**$3,042**	-16.3%	-10.5%
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional				-	-
?	Foundation	**$2,517**	**$3,032**	**$3,375**	20.5%	11.3%
	Total	**$2,517**	**$3,032**	**$3,375**	20.5%	11.3%
	Temporarily restricted net assets					
	Institutional				-	-
?	Foundation	**$7,423**	**$7,746**	**$5,881**	4.4%	-24.1%
	Total	**$7,423**	**$7,746**	**$5,881**	4.4%	-24.1%
	Permanently restricted net assets					
	Institutional				-	-
?	Foundation	**$5,183**	**$6,374**	**$6,435**	23.0%	1.0%
	Total	**$5,183**	**$6,374**	**$6,435**	23.0%	1.0%
	Total Net Assets	**$15,123**	**$17,152**	**$15,691**	13.4%	-8.5%
	TOTAL LIABILITIES and NET ASSETS	**$19,182**	**$20,551**	**$18,733**	7.1%	-8.8%

Please enter any explanatory notes in the box below

The data above are based on audited figures as of September 2018. Figures are provided for the Foundation ONLY. Information for the Finance area is found on the previous form.

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

	Fiscal Year ends - month& day: (06 /30)	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)
	OPERATING REVENUES (in 000s)					
?	Tuition and fees	$31,194	$30,843	$29,893	$29,058	$28,700
?	Room and board	$0	$0	$0	$0	$0
?	Less: Financial aid	-$19,159	-$18,688	-$17,638	-$16,934	-$16,511
	Net student fees	$12,035	$12,155	$12,255	$12,124	$12,189
?	Government grants and contracts	$29,817	$28,845	$26,678	$27,011	$27,349
?	Private gifts, grants and contracts	$980	$686	$4,846	$750	$780
?	Other auxiliary enterprises	$879	$850	$714	$710	$720
	Endowment income used in operations	$0	$0	$0	$0	$0
?	Other revenue (specify):	$0	$0	$0	$0	$0
	Other revenue (specify):	$0	$0	$0	$0	$0
	Net assets released from restrictions	$0	$0	$0	$0	$0
	Total Operating Revenues	**$43,711**	**$42,536**	**$44,493**	**$40,595**	**$41,038**
	OPERATING EXPENSES (in 000s)					
?	Instruction	$30,151	$30,538	$27,697	$27,143	$26,600
?	Research	$0	$0	$0	$0	$0
?	Public Service	$0	$0	$0	$0	$0
?	Academic Support	$9,640	$9,640	$10,578	$10,842	$11,773
?	Student Services	$9,575	$10,393	$10,314	$10,572	$10,836
?	Institutional Support	$11,065	$11,304	$10,558	$10,882	$11,554
	Fundraising and alumni relations	$0	$0	$0	$0	$0
?	Operation, maintenance of plant (if not allocated)	$4,530	$5,190	$5,060	$5,111	$5,162
?	Scholarships and fellowships (cash refunded by public institution)	$5,713	$5,384	$4,999	$4,949	$4,900
?	Auxiliary enterprises					
?	Depreciation (if not allocated)	$1,327	$1,786	$2,258	$2,500	$1,600
?	Other expenses (specify): (OPEB)			$0	$0	
	Other expenses (specify):					
	Total operating expenditures	**$72,001**	**$74,235**	**$71,464**	**$71,999**	**$72,425**
	Change in net assets from operations	**-$28,290**	**-$31,699**	**-$26,971**	**-$31,404**	**-$31,387**
	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)	**$26,460**	**$27,928**	**$28,140**	**$28,340**	**$28,540**
?	Investment return	**$155**	**$963**	**$787**	**$400**	**$600**
?	Interest expense (public institutions)			**$0**	**$0**	**$0**
	Gifts, bequests and contributions not used in operations			**$0**	**$0**	**$0**
?	Other (specify): Contributions to College (Foundation)	**$1,602**	**$1,948**	**$3,389**	**$1,900**	**$1,800**
	Other (specify):					
	Other (specify):					
	Net non-operating revenues	**$28,217**	**$30,839**	**$32,316**	**$30,640**	**$30,940**
	Income before other revenues, expenses, gains, or losses	**-$73**	**-$860**	**$5,345**	**-$764**	**-$447**
?	Capital appropriations (public institutions)	**$21,328**	**$4,876**	**$1,780**	**$2,500**	**$2,600**
?	Other (specify):					
	TOTAL INCREASE/DECREASE IN NET ASSETS	**$21,255**	**$4,016**	**$7,125**	**$1,736**	**$2,153**

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)
Debt					
Beginning balance	$0	$0	$0	$0	$0
Additions	$0	$0	$0	$0	$0
? Reductions	$0	$0	$0	$0	$0
Ending balance	**$0**	**$0**	**$0**	**$0**	**$0**
Interest paid during fiscal year	$0	$0	$0	$0	$0
Current Portion	$0	$0	$0	$0	$0
Bond Rating	0	0	0	0	0

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.

N/A

Line(s) of Credit: List the institutions line(s) of credit and their uses.

N/A

Future borrowing plans (please describe)

N/A

Please enter any explanatory notes in the box below

N/A

Standard 7: Institutional Resources
(Supplemental Data)

	FISCAL YEAR ENDS 6/30/	3 Years Prior (FY2016)	2 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)
	NET ASSETS					
	Net assets beginning of year	$36,946,549	$58,201,871	$41,030,396	$48,155,386	$0
	Total increase/decrease in net assets	$21,255,322	$4,016,327	$7,124,990	$3,299,000	$0
	Net assets end of year	**$58,201,871**	**$62,218,198**	**$48,155,386**	**$51,454,386**	**$0**
	FINANCIAL AID					
	Source of funds					
	Unrestricted institutional	$151,200	$96,117	$49,197	$59,072	$0
	Federal, state and private grants	**$27,620,750**	**$26,088,523**	**$26,208,805**	**$25,227,414**	**$24,521,441**
	Restricted funds	**$93,083**	**$89,641**	**$84,220**	**$88,273**	**$0**
	Total	**$27,865,033**	**$26,274,281**	**$26,342,222**	**$25,374,759**	**$24,521,441**
	% Discount of tuition and fees	8.8%	7.1%	8.7%	8.8%	0.0%
?	% Unrestricted discount	0.6%	0.9%	8.7%	1.2%	0.0%
	Net Tuition Revenue per FTE	$2,156	$2,280	$2,451	$2,552	$2,651
?	**FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**	N/A	N/A	N/A	N/A	N/A

Please indicate your institution's endowment spending policy:

The College does not have any endowments. Endowments reside with the Bristol Community College Foundation.

Please enter any explanatory notes in the box below.

In FY2018, there was a restatement of net position due to the implementation of GASB 75 - Accounting and Financial Reporting for Postemployment Benefits other than Pensions of (21,187,802) Also, Bristol Community College does not have a composite score, as we are a public insitution.

Standard 7: Institutional Resources
(Liquidity)

FISCAL YEAR ENDS (06 /30)	3 Years Prior (FY2016)	2 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)
CASH FLOW					
Cash and Cash Equivalents beginning of year	$10,610,978	$12,579,205	$12,005,755	$16,462,916	$16,215,972
Cash Flow from Operating Activities	$1,838,695	$303,754	$7,833,657	$985,000	$970,225
Cash Flow from Investing Activities	($14,014)	$3,546	($217,061)	($225,000)	($228,375)
Cash Flow from Financing Activities	$143,546	($880,750)	($3,159,435)	($885,000)	($898,275)
Cash and Cash Equivalents end of year	**$12,579,205**	**$12,005,755**	**$16,462,916**	**$16,337,916**	**$16,059,547**
LIQUIDITY RATIOS					
Current Assets	$31,625,044	$30,922,146	$35,632,126	$30,500,000	$30,042,500
Current Liabilities	$9,826,596	$8,659,332	$9,500,551	$9,000,000	$8,865,000
Current Ratio	**3.22**	**3.57**	**3.75**	**3.39**	**3.39**
Days Cash on Hand [Cash and Cash Equivalents / (Operating Expenses + Depreciation and other noncash expenses)]/ 365	**62.61**	**57.64**	**81.51**	**79.77**	**77.24**

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

Further enrollment declines above what was budgeted

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

N/A

Please enter any explanatory notes in the box below.

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

Overall First-year Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Most Recent Year
	(FY 2015)	(FY2016)	(FY 2017)	(FY 2018)	(FY 2019)
IPEDS Retention Data	*Fall 2013*	*Fall 2014*	*Fall 2015*	*Fall 2016*	*Fall 2017*
Certificate and Associate degree students	60%	61%	61%	59%	60%
Bachelors degree students	N/A	N/A	N/A	N/A	N/A
? **IPEDS Graduation Data (150% of time)**	*2011*	*2012*	*2013*	*2014*	*2015*
Certificate and Associate degree students	19%	21%	20%	21%	22%
Bachelors degree students	N/A	N/A	N/A	N/A	N/A
? **IPEDS Outcomes Measures Data**					
First-time, full time students		*Fall 2007*	*Fall 2008*	*2009-10 (Full Year)*	*2010-11 (Full Year)*
Awarded a degree within six years	N/A	31%	33%	30%	Unavailable until 2/2019
Awarded a degree within eight years	N/A	34%	34%	31%	Unavailable until 2/2019
Not awarded within eight years but still enrolled	N/A	4%	3%	3%	Unavailable until 2/2019
First-time, part-time students					
Awarded a degree within six years	N/A	19%	18%	17%	Unavailable until 2/2019
Awarded a degree within eight years	N/A	21%	20%	19%	Unavailable until 2/2019
Not awarded within eight years but still enrolled	N/A	7%	5%	6%	Unavailable until 2/2019
Non-first-time, full-time students					
Awarded a degree within six years	N/A	47%	46%	35%	Unavailable until 2/2019
Awarded a degree within eight years	N/A	48%	47%	36%	Unavailable until 2/2019
Not awarded within eight years but still enrolled	N/A	3%	1%	2%	Unavailable until 2/2019
Non-first-time, part-time students					
Awarded a degree within six years	N/A	34%	30%	28%	Unavailable until 2/2019
Awarded a degree within eight years	N/A	34%	33%	31%	Unavailable until 2/2019
Not awarded within eight years but still enrolled	N/A	3%	2%	3%	Unavailable until 2/2019
? **Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)**					
1 First-time, part-time retention rate	50% (Fall 2013)	44% (Fall 2014)	49% (Fall 2015)	46% (Fall 2016)	45% (Fall2017)
2					
? **Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)**					
1 IPEDS Graduation Rate 100%	4% (2011)	6% (2012)	7% (2013)	7% (2014)	6% (2015)
2 IPEDS Graduation Rate 200%	24% (2010)	26% (2011)	28% (2012)	27% (2013)	26% (2014)
3 IPEDS Transfer-out Rate	14% (2010	16% (2011)	13% (2012)	14% (2013)	14% (2014)
4 Total Degrees and Certificates Conferred	1,528 (FY14)	1,708 (FY15)	1,600 (FY16)	1,712 (FY17)	1,626 (FY18)

Definition and Methodology Explanations

1	The first-time, part-time retention rate provides the percentage of first-time, part-time students who began in the cohort term and returned the next fall term. The annual credit course completion rate measure shows the percent of students enrolled in credit courses that attempted to earn credit and successfully completed the course(s) and earned the credit(s). The fiscal year includes information collected from July 1 through June 30. For example, FY2017 covers July 1, 2016 through June 30, 2017
2	The IPEDS Graduation Rate 200% provides information on any additional completers and exclusions from the cohort between 151% and 200% of normal time for students to complete all requirements of their program of study.

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

General Studies First-year Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2015)	(FY2016)	(FY 2017)	(FY 2018)	(FY 2019)
IPEDS Retention Data	*Fall 2013*	*Fall 2014*	*Fall 2015*	*Fall 2016*	*Fall 2017*
Associate degree students in General Studies	64%	61%	59%	63%	63%
Bachelors degree students	N/A	N/A	N/A	N/A	N/A
? **IPEDS Graduation Data (150% of time)**	*2011*	*2012*	*2013*	*2014*	*2015*
Associate degree students in General Studies	17%	21%	21%	20%	19%
Bachelors degree students	N/A	N/A	N/A	N/A	N/A
? **IPEDS Outcomes Measures Data**					
First-time, full time students		*Fall 2007*	*Fall 2008*	*2009-10 (Full Year)*	*2010-11 (Full Year)*
Awarded a degree within six years	N/A	N/A	N/A	N/A	N/A
Awarded a degree within eight years	N/A	N/A	N/A	N/A	N/A
Not awarded within eight years but still enrolled	N/A	N/A	N/A	N/A	N/A
First-time, part-time students					
Awarded a degree within six years	N/A	N/A	N/A	N/A	N/A
Awarded a degree within eight years	N/A	N/A	N/A	N/A	N/A
Not awarded within eight years but still enrolled	N/A	N/A	N/A	N/A	N/A
Non-first-time, full-time students					
Awarded a degree within six years	N/A	N/A	N/A	N/A	N/A
Awarded a degree within eight years	N/A	N/A	N/A	N/A	N/A
Not awarded within eight years but still enrolled	N/A	N/A	N/A	N/A	N/A
Non-first-time, part-time students					
Awarded a degree within six years	N/A	N/A	N/A	N/A	N/A
Awarded a degree within eight years	N/A	N/A	N/A	N/A	N/A
Not awarded within eight years but still enrolled	N/A	N/A	N/A	N/A	N/A
? **Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)**					
1 First-time, part-time retention rate	48% (Fall 2013)	46% (Fall 2014)	48% (Fall 2015)	51% (Fall 2016)	47% (Fall 2017)
? **Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)**					
1 IPEDS Graduation Rate 100%	2% (2011)	5% (2012)	6% (2013)	6% (2014)	6% (2015)
2 IPEDS Graduation Rate 200%	20% (2010)	25% (2011)	31% (2012)	29% (2013)	27% (2014)

Definition and Methodology Explanations

1 This form is based on General Studies students which include those who declared their major in General Studies when they first enrolled at BCC. General Studies is the largest program at BCC.

2 The first-time, part-time retention rate provides the percentage of first-time, part-time students who began in the cohort term and returned the next fall term. The annual credit course completion rate measure shows the percent of students enrolled in credit courses that attempted to earn credit and successfully completed the course(s) and earned the credit(s). The fiscal year includes information collected from July 1 through June 30. For example, FY2017 covers July 1, 2016 through June 30, 2017

3 The IPEDS Graduation Rate 200% provides information on any additional completers and exclusions from the cohort between 151% and 200% of normal time for students to complete all requirements of their program of study.

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

Online First-year Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2015)	(FY2016)	(FY 2017)	(FY 2018)	(FY 2019)
IPEDS Retention Data	*Fall 2013*	*Fall 2014*	*Fall 2015*	*Fall 2016*	*Fall 2017*
Certificate and Associate degree students	60%	64%	62%	59%	60%
Bachelors degree students	N/A	N/A	N/A	N/A	N/A
? **IPEDS Graduation Data (150% of time)**	*2011*	*2012*	*2013*	*2014*	*2015*
Certificate and Associate degree students	14%	19%	21%	22%	21%
Bachelors degree students	N/A	N/A	N/A	N/A	N/A
? **IPEDS Outcomes Measures Data**					
First-time, full time students		*Fall 2007*	*Fall 2008*	*2009-10 (Full Year)*	*2010-11 (Full Year)*
Awarded a degree within six years	N/A	N/A	N/A	N/A	N/A
Awarded a degree within eight years	N/A	N/A	N/A	N/A	N/A
Not awarded within eight years but still enrolled	N/A	N/A	N/A	N/A	N/A
First-time, part-time students					
Awarded a degree within six years	N/A	N/A	N/A	N/A	N/A
Awarded a degree within eight years	N/A	N/A	N/A	N/A	N/A
Not awarded within eight years but still enrolled	N/A	N/A	N/A	N/A	N/A
Non-first-time, full-time students					
Awarded a degree within six years	N/A	N/A	N/A	N/A	N/A
Awarded a degree within eight years	N/A	N/A	N/A	N/A	N/A
Not awarded within eight years but still enrolled	N/A	N/A	N/A	N/A	N/A
Non-first-time, part-time students					
Awarded a degree within six years	N/A	N/A	N/A	N/A	N/A
Awarded a degree within eight years	N/A	N/A	N/A	N/A	N/A
Not awarded within eight years but still enrolled	N/A	N/A	N/A	N/A	N/A
? **Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)**					
1 First-time, part-time retention rate	48% (Fall 2013)	45% (Fall 2014)	44% (Fall 2015)	47% (Fall 2016)	42% (Fall 2017)
? **Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)**					
1 IPEDS Graduation Rate 100%	4% (2011)	4% (2012)	8% (2013)	10% (2014)	7% (2015)
2 IPEDS Graduation Rate 200%	22% (2010)	21% (2011)	26% (2012)	27% (2013)	30% (2014)

Definition and Methodology Explanations

1. This form is based on online learners which include those who were enrolled in one or more online courses when they began their enrollment at BCC. The college does not have programs that are specifically designated as online.

2. The first-time, part-time retention rate provides the percentage of first-time, part-time students who began in the cohort term and returned the next fall term. The annual credit course completion rate measure shows the percent of students enrolled in credit courses that attempted to earn credit and successfully completed the course(s) and earned the credit(s). The fiscal year includes information collected from July 1 through June 30. For example, FY2017 covers July 1, 2016 through June 30, 2017

3. The IPEDS Graduation Rate 200% provides information on any additional completers and exclusions from the cohort between 151% and 200% of normal time for students to complete all requirements of their program of study.

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

Students of Color First-year Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2015)	(FY2016)	(FY 2017)	(FY 2018)	(FY 2019)
IPEDS Retention Data	*Fall 2013*	*Fall 2014*	*Fall 2015*	*Fall 2016*	*Fall 2017*
Certificate and Associate degree students	54%	54%	59%	57%	54%
Bachelors degree students	N/A	N/A	N/A	N/A	N/A
? **IPEDS Graduation Data (150% of time)**	*2011*	*2012*	*2013*	*2014*	*2015*
Certificate and Associate degree students	12%	17%	13%	16%	18%
Bachelors degree students	N/A	N/A	N/A	N/A	N/A
? **IPEDS Outcomes Measures Data**					
First-time, full time students		*Fall 2007*	*Fall 2008*	*2009-10 (Full Year)*	*2010-11 (Full Year)*
Awarded a degree within six years	N/A	N/A	N/A	N/A	N/A
Awarded a degree within eight years	N/A	N/A	N/A	N/A	N/A
Not awarded within eight years but still enrolled	N/A	N/A	N/A	N/A	N/A
First-time, part-time students					
Awarded a degree within six years	N/A	N/A	N/A	N/A	N/A
Awarded a degree within eight years	N/A	N/A	N/A	N/A	N/A
Not awarded within eight years but still enrolled	N/A	N/A	N/A	N/A	N/A
Non-first-time, full-time students					
Awarded a degree within six years	N/A	N/A	N/A	N/A	N/A
Awarded a degree within eight years	N/A	N/A	N/A	N/A	N/A
Not awarded within eight years but still enrolled	N/A	N/A	N/A	N/A	N/A
Non-first-time, part-time students					
Awarded a degree within six years	N/A	N/A	N/A	N/A	N/A
Awarded a degree within eight years	N/A	N/A	N/A	N/A	N/A
Not awarded within eight years but still enrolled	N/A	N/A	N/A	N/A	N/A
? **Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)**					
1 First-time, part-time retention rate	45% (Fall 2013)	38% (Fall 2014)	50% (Fall 2015)	37% (Fall 2016)	43% (Fall 2017)
? **Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)**					
1 IPEDS Graduation Rate 100%	3% (2011)	3% (2012)	5% (2013)	6% (2014)	5% (2015)
2 IPEDS Graduation Rate 200%	15% (2010)	17% (2011)	23% (2012)	21% (2013)	22% (2014)

Definition and Methodology Explanations

1 This form is based on students of color (excluding White students and students with unknown race/ethnicity) who are enrolled at BCC.

2 The first-time, part-time retention rate provides the percentage of first-time, part-time students who began in the cohort term and returned the next fall term. The annual credit course completion rate measure shows the percent of students enrolled in credit courses that attempted to earn credit and successfully completed the course(s) and earned the credit(s). The fiscal year includes information collected from July 1 through June 30. For example, FY2017 covers July 1, 2016 through June 30, 2017

3 The IPEDS Graduation Rate 200% provides information on any additional completers and exclusions from the cohort between 151% and 200% of normal time for students to complete all requirements of their program of study.

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

	Bachelor Cohort Entering		Associate Cohort Entering	
Category of Student/Outcome Measure*	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students			2011 Cohort	2013 Cohort
Degree from original institution	N/A	N/A	23%	22%
Not graduated, still enrolled at original institution	N/A	N/A	3%	7%
Degree from a different institution	N/A	N/A	11%	4%
Transferred to a different institution	N/A	N/A	29%	27%
Not graduated, never transferred, no longer enrolled	N/A	N/A	34%	40%
First-time, Part-time Students				
Degree from original institution	N/A	N/A	11%	14%
Not graduated, still enrolled at original institution	N/A	N/A	5%	12%
Degree from a different institution	N/A	N/A	6%	1%
Transferred to a different institution	N/A	N/A	20%	14%
Not graduated, never transferred, no longer enrolled	N/A	N/A	57%	59%
Non-first-time, Full-time Students				
Degree from original institution	N/A	N/A	24%	25%
Not graduated, still enrolled at original institution	N/A	N/A	1%	2%
Degree from a different institution	N/A	N/A	16%	12%
Transferred to a different institution	N/A	N/A	30%	34%
Not graduated, never transferred, no longer enrolled	N/A	N/A	27%	26%
Non-first-time, Part-time Students				
Degree from original institution	N/A	N/A	20%	19%
Not graduated, still enrolled at original institution	N/A	N/A	2%	7%
Degree from a different institution	N/A	N/A	15%	11%
Transferred to a different institution	N/A	N/A	24%	23%
Not graduated, never transferred, no longer enrolled	N/A	N/A	40%	40%

Measures of Student Achievement and Success/Institutional Performance and Goals

	6 years ago	6 years ago	4 years ago	4 years ago
	First-time, Full-time	First-time, Part-time	First-time, Full-time	First-time, Part-time
	Fall 2011 (N=1458)	Fall 2011 (N=464)	Fall 2013 (N=1493)	Fall 2013 (N=665)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)				
1 Four-year degree from another institution	177	16	50	5
2 Two-year degree from another institution	32	11	20	3
3 Certificate from another institution	7	2	5	1

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

1	Unavailable					

Definition and Methodology Explanations

*There is some duplication for the categories above. Group 1 *Degree from original institution*: This group can include students from the 3rd group but not the 2nd or 4th. Group 2 N*ot graduated, still enrolled at original institution*: This group can include students from the 3rd group but not the 1st or 4th. Group 3 *Transferred to a different institution*: This group can include students from either of the previous 2 groups. Group 4 *Not graduated, never transferred, no longer enrolled*: This group is 100% exclusive.

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and Completion and Placement Rates for Short-Term Vocational Training Programs)

DATA PROVIDED FOR THE HEALTH SCIENCES

State Licensure Examination Passage Rates

	Name of exam		# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1										
2										
3										

National Licensure Passage Rates

	Name of exam		# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1										
2										
3										
4										
5										

Job Placement Rates

	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1										
2										
3										
4										
5										

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable): http://bristolcc.smartcatalogiq.com/2018-2019/Catalog/Certificates-Alphabetically/Financial-Aid-eligible-Certificates

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

		3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
	Completion Rates					
1	Phlebotomy Certificate Program- traditional face-to-face cohort	90%	60%	78%	80%	75%
2	Phlebotomy Certificate Program-eHealth summer cohort	91%	80%	73%	86%	75%
3	Phlebotomy Certificate Program-eHealth fall cohort	56%	78%	79%	78%	75%
4	EKG electrocardiography technician program	100%	100%	100%	100%	75%

Placement Rates

1	Phlebotomy Certificate Program- traditional face-to-face cohort	90% known	Unavailable	50% known	N/A	N/A
2	Phlebotomy Certificate Program-eHealth summer cohort	33% known	Unavailable	N/A	N/A	N/A
3	Phlebotomy Certificate Program-eHealth fall cohort	44% known	62% known	N/A	N/A	N/A
4	EKG electrocardiography technician program	N/A	N/A	N/A	N/A	N/A

Please enter any explanatory notes in the box below

Licensure is not required in Massachusetts for the fields of either Medical Laboratory Technician or Phlebotomy Technician. Certification is voluntary.
Employment rate data for Phlebotomy graduate is not routinely available.

Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Most Recent Year
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
?					
Retention rates first-to-second year	N/A	N/A	N/A	N/A	N/A
Graduation rates @ 150% time	N/A	N/A	N/A	N/A	N/A
Average time to degree	N/A	N/A	N/A	N/A	N/A
Other measures, specify:					
? **Doctoral Programs (Add definitions/methodology in #2 below)**					
Retention rates first-to-second year	N/A	N/A	N/A	N/A	N/A
Graduation rates @ 150% time	N/A	N/A	N/A	N/A	N/A
Average time to degree	N/A	N/A	N/A	N/A	N/A
Other measures, specify:					
? **First Professional Programs (Add definitions/methodology in #3 below)**					
Retention rates first-to-second year	N/A	N/A	N/A	N/A	N/A
Graduation rates @ 150% time	N/A	N/A	N/A	N/A	N/A
Average time to degree	N/A	N/A	N/A	N/A	N/A
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Fall course completion rates	16/21	20/30	8/50	34/45	Unavailable until 1/2019
Retention rates (Fall-to-Fall)	0/1	1/1	2/4	1/5	1/6
Graduation rates (150%)	0/1	0/3	0/1	0/1	0/4
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Fall course completion rates					
Attleboro Campus (FT)	89%	89%	88%	94%	Unavailable until 1/2019
Fall River (FT)	88%	88%	88%	91%	Unavailable until 1/2019
Greater New Bedford Voc Tech (FT)	94%	82%	83%	91%	Unavailable until 1/2019
New Bedford Campus (FT)	86%	86%	85%	91%	Unavailable until 1/2019
Taunton (FT)	86%	86%	89%	92%	Unavailable until 1/2019
Retention rates (Fall-to-Fall)					
Attleboro Campus(FT)	66%	61%	64%	58%	Unavailable until 1/2019
Fall River(FT)	59%	62%	62%	59%	Unavailable until 1/2019
Greater New Bedford Voc Tech(FT)	63%	70%	57%	68%	Unavailable until 1/2019
New Bedford Campus(FT)	58%	59%	61%	59%	Unavailable until 1/2019
Taunton(FT)	74%	59%	61%	67%	Unavailable until 1/2019
Graduation rates (150%)					
Attleboro Campus (FT)	19%	24%	25%	21%	Unavailable until 1/2019
Fall River (FT)	21%	22%	21%	22%	Unavailable until 1/2019
Greater New Bedford Voc Tech (FT)	N/A	N/A	0%	N/A	Unavailable until 1/2019
New Bedford Campus (FT)	12%	13%	16%	13%	Unavailable until 1/2019
Taunton (FT)	0%	21%	11%	19%	Unavailable until 1/2019
Other measures, specify:					

Definition and Methodology Explanations

1	N/A
2	N/A
3	N/A
4	Bristol currently does not ask students if they are selecting to take a program fully online. Fully online students are based on term course enrollment in fully online courses for first-time, full-time students. The programs being used for the fully online group are listed here: http://www.bristolcc.edu/locations/elearning/elearningprograms/. Since filtering these groups resulted in small numbers, actual numbers rather than percentages are provided for Distance Education.
5	First-time, full-time student data are reported for each cohort. Completion and retention headcounts are duplicated across locations. Graduation rate headcounts are unique. These are unlike the Standard 4 locations which listed every location in which a student enrolled. Graduation rates will only list the location with the most earned credits and exclude students where there is a tie across locations (e.g. a student with 10 Fall River credits and 10 New Bedford credits will be excluded).

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)

? Policies	Last Updated	? Website location where policy is posted	Responsible Office or Committee
Academic honesty	2010	http://www.bristolcc.edu/about/policiesdisclosureslegalstatements/academicpolicies/	Academic Affairs
Intellectual property rights	2009	http://www.bristolcc.edu/media/bcc-website/about/policies/BCC,Copyright,Policy.pdf	Academic Affairs
Conflict of interest	2009	http://www.bristolcc.edu/facultystaff/humanresources/lawsguidelinespolicies/conflictofinterest/	Office of Human Resources
Privacy rights	1974	https://www.bristolcc.edu/media/bcc-website/students/advising/forms/Family,Educational,Rights,and,Privacy,Act.pdf	President's Office
Fairness for students	2017	http://bristolcc.smartcatalogiq.com/en/2018-2019/Catalog/Academic-Information/Student-Academic-Rights-and-Responsibilities	Student Life
Fairness for faculty	2016	http://www.bristolcc.edu/bcccommunity/facultystaff/humanresources/employeehandbook/	Human Resources
Fairness for staff	2016	http://www.bristolcc.edu/bcccommunity/facultystaff/humanresources/employeehandbook/	Human Resources
Academic freedom	2016	http://www.bristolcc.edu/bcccommunity/facultystaff/humanresources/employeehandbook/	Human Resources
Research	2013	https://www.bristolcc.edu/media/bcc-website/about/policies/forms/IRBPolicy.pdf	Bristol Community College Institutional Review Board
Title IX	1972	http://www.bristolcc.edu/bcccommunity/facultystaff/humanresources/employeehandbook/affirmativeaction/	Human Resources
Other; specify			
Policies, Disclosures & Legal Statements	N/A	http://www.bristolcc.edu/about/policiesdisclosureslegalstatements/	Communications
Non-discrimination policies			
Recruitment and admissions	2017	http://www.bristolcc.edu/bcccommunity/facultystaff/humanresources/employeehandbook/recruitment/	Student Life

Employment	2017	http://www.bristolcc.edu/getstartedatbcc/applytobcc/internationalstudents/employmentinformation/	Human Resources
Evaluation	2016	http://www.bristolcc.edu/facultystaff/humanresources/employeehandbook/performanceevaluation/	Human Resources
Disciplinary action	2016	http://www.bristolcc.edu/bcccommunity/facultystaff/humanresources/employeehandbook/	Human Resources
Advancement	2016	http://www.bristolcc.edu/facultystaff/humanresources/employeehandbook/performanceevaluation/	Human Resources

Resolution of grievances

Students	2017	http://www.bristolcc.edu/studentlife/services/	Student Life
Faculty	2016	http://www.bristolcc.edu/bcccommunity/facultystaff/humanresources/employeehandbook/	Human Resources
Staff	2016	http://www.bristolcc.edu/bcccommunity/facultystaff/humanresources/employeehandbook/	Human Resources

? **Other**	**Last Updated**	**Website location or Publication**	**Responsible Office or Committee**
Institutional Reports Page	2018	http://www.bristolcc.edu/bcccommunity/facultystaff/institutionalresearchplanningandassessment/institutionalreports/	Institutional Research, Planning and Assessment
BCC Public Records Request	2017	http://www.bristolcc.edu/about/publicrecordsrequest/	Communications

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	http://www.bristolcc.edu/bristolcommunity/getinfo/
Notice of availability of publications and of audited financial statement or fair summary	http://bristolcc.smartcatalogiq.com/en/2018-2019/Catalog/Financial-Aid-Foundation-Scholarships
Processes for admissions	http://bristolcc.smartcatalogiq.com/en/2018-2019/Catalog/Admissions
Processes for employment	http://www.bristolcc.edu/facultystaff/humanresources/
Processes for grading	http://bristolcc.smartcatalogiq.com/2018-2019/catalog//academic-information/grading-policies
Processes for assessment	http://www.bristolcc.edu/bcccommunity/facultystaff/institutionalresearchplanningandassessment/
Processes for student discipline	http://www.bristolcc.edu/about/policiesdisclosureslegalstatements/studentrights/studentcodeofconduct/
Processes for consideration of complaints and appeals	http://www.bristolcc.edu/about/policiesdisclosureslegalstatements/studentrights/complaintprocess/

List below the statements or promises made regarding program excellence, learning outcomes, success in	
Statement/Promise	**Website location and/or publication where valid documentation can be found**
Accreditation Information	http://www.bristolcc.edu/about/accreditation/
President's Office Statement From the President	http://www.bristolcc.edu/about/presidentsoffice/
The BCC Educated Person	http://bristolcc.smartcatalogiq.com/en/2018-2019/Catalog/The-Educated-Person
BCC Core Values	http://bristolcc.smartcatalogiq.com/en/2018-2019/Catalog/Search-Results?q=BCC+Core+Values
Gainful Employment Program Disclosure	http://www.bristolcc.edu/aboutbcc/bccpublicrecordsrequest/gainfulemploymentprogramdisclosure/
Student Right-to-Know	http://www.bristolcc.edu/about/publicrecordsrequest/studentright-to-know/
General Education Competency Courses	http://bristolcc.smartcatalogiq.com/en/2018-2019/Catalog/General-Education-Competency-Courses
Learning Outcomes	http://bristolcc.smartcatalogiq.com/2018-2019/Catalog/Learning-Outcomes
BCC Annual Reports	http://www.bristolcc.edu/about/bcc2015-2016annualreport/
Alumni Awards	http://www.bristolcc.edu/bristolcommunity/alumni/alumniawards/
The Paragon Awards	http://www.bristolcc.edu/about/thebristolfoundation/paragon/2018bristolalumniparagoninductees/

Date of last review of:	
Print publications	No longer available
Digital publications	Catalog is continually reviewed and updated as needed

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure (Public Disclosure)

Information	Website location
Institutional catalog	http://bristolcc.smartcatalogiq.com/en/2018-2019/Catalog
Obligations and responsibilities of students and the institution	http://bristolcc.smartcatalogiq.com/en/2018-2019/Catalog/Academic-Information/Student-Academic-Rights-and-Responsibilities
Information on admission and attendance	http://www.bristolcc.edu/getstartedatbristol/admissions/
Institutional mission and objectives	http://www.bristolcc.edu/about/missioncorevalues/
Expected educational outcomes	http://bristolcc.smartcatalogiq.com/en/2018-2019/Catalog/General-Education-Competency-Courses
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.bristolcc.edu/about/missioncorevalues/
Requirements, procedures and policies re: admissions	http://www.bristolcc.edu/getstartedatbristol/admissions/
Requirements, procedures and policies re: transfer credit	http://www.bristolcc.edu/students/transferservices/
A list of institutions with which the institution has an articulation agreement	http://bristolcc.edu/yourcollegeyourfuture/transferservices/transferagreements/
Student fees, charges and refund policies	http://www.bristolcc.edu/getstartedatbristol/financialaid/costs/
Rules and regulations for student conduct	http://www.bristolcc.edu/studentlife/services/studenthandbook/
Procedures for student appeals and complaints	http://www.bristolcc.edu/about/policiesdisclosureslegalstatements/studentrights/complaintprocess/
Other information re: attending or withdrawing from the institution	http://www.bristolcc.edu/learnatbristol/academicresources/registrarrecords/withdrawfromclasses/
Academic programs	http://www.bristolcc.edu/learnatbristol/programsandcourses/
Courses currently offered	http://bristolcc.smartcatalogiq.com/en/2018-2019/Catalog/Courses
Other available educational opportunities	http://www.bristolcc.edu/learnatbristol/academicresources/
Other academic policies and procedures	http://www.bristolcc.edu/studentlife/services/studenthandbook/
Requirements for degrees and other forms of academic recognition	http://bristolcc.smartcatalogiq.com/en/2018-2019/Catalog/Academic-Information
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	http://bristolcc.smartcatalogiq.com/en/2018-2019/Catalog/College-Organization/Administration-Faculty-and-Staff
Names and positions of administrative officers	http://bristolcc.smartcatalogiq.com/en/2018-2019/Catalog/College-Organization/Administration-Faculty-and-Staff
Names, principal affiliations of governing board members	http://bristolcc.smartcatalogiq.com/en/2018-2019/Catalog/College-Organization/Bristol-Community-College-Board-of-Trustees

Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	http://bristolcc.edu/locations/
Programs, courses, services, and personnel not available in any given academic year.	http://bristolcc.smartcatalogiq.com/2018-2019/Catalog
Size and characteristics of the student body	http://www.bristolcc.edu/about/publicrecordsrequest/factsheets/
Description of the campus setting	http://bristolcc.edu/locations/
Availability of academic and other support services	http://www.bristolcc.edu/studentlife/services/
Range of co-curricular and non-academic opportunities available to students	http://www.bristolcc.edu/studentlife/services/studenthandbook/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.bristolcc.edu/studentlife/services/studenthandbook/
Institutional goals for students' education - BCC Core Values	http://www.bristolcc.edu/about/missioncorevalues/
Institutional goals for students' education - The BCC Educated Person	http://www.bristolcc.edu/media/bcc-website/facultystaff/institutionalresearch/forms/AttachmentA1.pdf
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://www.bristolcc.edu/about/publicrecordsrequest/factsheets/
Total cost of education and net price, including availability of financial aid and typical length of study	http://www.bristolcc.edu/getstartedatbristol/financialaid/eligibilityforfinancialaid/
Expected amount of student debt upon graduation and loan payment rates	http://bristolcc.smartcatalogiq.com/en/2018-2019/Catalog/Tuition-and-Fees
Statement about accreditation	http://www.bristolcc.edu/about/accreditation/

Appendix E

E-Series Forms: Making Assessment More Explicit
Option E4. Measures of Student Success: Comparison with Peers

CATEGORY	(1) What is the measure of student achievement or student success?	(2) What is the institution's score or rate?	(3) What is the peer comparison group	(4) What is the peer score or rate on this measure?	(5) What changes have been made as a result of the comparison?	SOURCE
Number of Associate's Degrees						
Number of Associate's Degrees	FY2013	1,038	Massachusetts Community Colleges	718	Bristol exceeds the average number of associate's degrees awarded by Massachusetts Community Colleges and will continue its completion efforts to ensure that students achieve their goals.	COGNOS Degree Conferred Cube[1]
	FY2014	1,180	Massachusetts Community Colleges	756		
	FY2015	1,291	Massachusetts Community Colleges	768		
	FY2016	1,236	Massachusetts Community Colleges	754		
	FY2017	1,232	Massachusetts Community Colleges	738		
Number of Certificates (of less than 1 year)						
Number of Certificates (of less than 1 year)	FY2013	308	Massachusetts Community Colleges	195	Bristol exceeds the average number of certificates awarded by Massachusetts Community Colleges and will continue its completion efforts to ensure that students achieve their goals.	COGNOS Degree Conferred Cube[1]
	FY2014	348	Massachusetts Community Colleges	224		
	FY2015	416	Massachusetts Community Colleges	219		
	FY2016	364	Massachusetts Community Colleges	209		
	FY2017	480	Massachusetts Community Colleges	210		
Total Degrees and Certificates Awarded						
Total Degrees and Certificates Awarded	FY2013	1,346	Massachusetts Community Colleges	913	Bristol exceeds the average number of degrees and certificates awarded by Massachusetts Community Colleges and will continue its completion efforts to ensure that students achieve their goals. Bristol has been #1 in degrees and certificates conferred since FY08 and awarded its highest number of degrees of all time in FY17.	COGNOS Degree Conferred Cube[1]
	FY2014	1,528	Massachusetts Community Colleges	980		
	FY2015	1,707	Massachusetts Community Colleges	987		
	FY2016	1,600	Massachusetts Community Colleges	963		
	FY2017	1,712	Massachusetts Community Colleges	948		

[1] Data obtained through the Executive Office of Education COGNOS data system's Degree Conferred Cube for all Massachusetts Community Colleges. Massachusetts Peers include: Berkshire, Bunker Hill, Cape Cod, Greenfield, Holyoke, Mass Bay, Massasoit, Middlesex, Mt. Wachusett, North Shore, Northern Essex, Quinsigamond, Roxbury, Springfield Tech.

CATEGORY	(1) What is the measure of student achievement or student success?	(2) What is the institution's score or rate?	(3) What is the peer comparison group?	(4) What is the peer score or rate on this measure?	(5) What changes are anticipated as a result of the comparison?	SOURCE
Percent Returning to Same Institution - First Year Retention Rate (Fall-to-Fall) New First-Time, Full-time Degree-Seeking Students						
Percent Returning to Same Institution - First Year Retention Rate (Fall-to-Fall) New First-Time, Full-time Degree-Seeking Students	Fall 2012 Cohort	61.4%	Massachusetts Community Colleges	59.4%	Bristol's retention rate has met or exceeded the Massachusetts community college average retention rate since 1995. Although Bristol's rates exceed state rates, the college strives to continue to improve retention. The college held its first Retention Summit in March 2017. This event allowed faculty and staff participants to brainstorm ways in which the College could improve student retention. The concept for this event grew from a 2016 Faculty and Professional Staff Senate report on Academic Support and Student Retention which advocated for a more inclusive approach to addressing student retention concerns. A report was composed outlining the results from this summit. As a follow-up to last year's Summit, an ad-hoc retention steering committee has been formed to prioritize action items from the event's action plan.	COGNOS Retention Cube[2]
	Fall 2013 Cohort	60.2%	Massachusetts Community Colleges	60.2%		
	Fall 2014 Cohort	60.8%	Massachusetts Community Colleges	58.1%		
	Fall 2015 Cohort	61.2%	Massachusetts Community Colleges	58.6%		
	Fall 2016 Cohort	59.4%	Massachusetts Community Colleges	58.6%		
Percent Returning to Same Institution - First Year Retention Rate (Fall-to-Fall) New First-Time, Part-time Degree-Seeking Students						
Percent Returning to Same Institution - First Year Retention Rate (Fall-to-Fall) New First-Time, Part-time Degree-Seeking Students	Fall 2012 Cohort	47.1%	Massachusetts Community Colleges	46.1%	Part-time students comprised 56.4% of the total BCC population as of Fall 2017. Retention rates of part-time students at BCC tend to be higher than the Massachusetts Peers.	COGNOS Retention Cube[2]
	Fall 2013 Cohort	49.7%	Massachusetts Community Colleges	47.9%		
	Fall 2014 Cohort	44.1%	Massachusetts Community Colleges	46.4%		
	Fall 2015 Cohort	49.1%	Massachusetts Community Colleges	46.4%		
	Fall 2016 Cohort	45.8%	Massachusetts Community Colleges	45.6%		
Annual Credit Course Completion Rate						
Annual Credit Course Completion Rate	FY2013	81.3%	Massachusetts Community Colleges	78.4%	Each year, the Department of Higher Education calculates annual course completion rates. BCC's rates exceed the state average for all years shown. As is the case with retention, the college continually seeks to improve these rates.	COGNOS Completed/ Attempted Cube[3]
	FY2014	80.3%	Massachusetts Community Colleges	78.8%		
	FY2015	80.4%	Massachusetts Community Colleges	78.3%		
	FY2016	80.2%	Massachusetts Community Colleges	79.0%		
	FY2017	80.2%	Massachusetts Community Colleges	79.0%		

[2]Data obtained through the Executive Office of Education COGNOS data system's Retention Cube for all Massachusetts Community Colleges. Cohort Identification: HEIRS II Fall Term Credit Student Unit Record File. Data Elements: Student Type at Current Registration= New; New Student Type=Degree-Seeking First-time freshman; Full-time=Enrolled 12> credits; Cohort is adjusted to eliminate students from the initial cohort who graduated prior to the next fall term (if any) and would not be expected to return; #Returning is derived from matching Student SSN and Student ID in the following fall term HEIRS II Student file; % Returning=#Returning/Full-time First-time Degree-Seeking Students. Massachusetts Peers include: Berkshire, Bunker Hill, Cape Cod, Greenfield, Holyoke, Mass Bay, Massasoit, Middlesex, Mt. Wachusett, North Shore, Northern Essex, Quinsigamond, Roxbury, Springfield Tech.

[3]Data obtained through the Executive Office of Education COGNOS data system's Retention Cube for all Massachusetts Community Colleges. This rate is determined according to whether students successfully completed coursework (attempted credits/completed credits).

CATEGORY	(1) What is the measure of student achievement or student success?	(2) What is the institution's score or rate?	(3) What is the peer comparison group?	(4) What is the peer score or rate on this measure?	(5) What changes are anticipated as a result of the comparison?	SOURCE
Transfer-out Rate						
Transfer-out Rate	Cohort 2009	14%	Massachusetts Community Colleges	19%	The transfer-out rate is a measure of the percentage of students who transfer prior to earning a degree or certificate at Bristol Community College. Transfer data are obtained through the National Student Clearinghouse.	IPEDS Data Feedback Report 2017[4]
	Cohort 2010	14%	Massachusetts Community Colleges	18%		
	Cohort 2011	16%	Massachusetts Community Colleges	18%		
	Cohort 2012	13%	Massachusetts Community Colleges	21%		
	Cohort 2013	14%	Massachusetts Community Colleges	20%		
Graduation Rates of Full-Time, First-Time, Degree/Certificate-Seeking Undergraduates within 150% of Normal Time to Program Completion, by Race/Ethnicity						
Graduation Rates of Full-Time, First-Time, Degree/ Certificate-Seeking Undergraduates within 150% of Normal Time to Program Completion	Cohort 2009	16%	Massachusetts Community Colleges	14%	The graduation rate of Bristol's 2004-2009 Cohort exceeds the state rate. The rates shown reflect the Student Right-to-Know calculation. Students who complete associate's degrees within 150% time are said to have successfully completed. Students in less-than-one year certificate programs have 1.5 years to complete their programs. The college seeks to improve graduation rates for full-time and part-time students.	IPEDS Data Feedback Report 2017[4]
	Cohort 2010	17%	Massachusetts Community Colleges	16%		
	Cohort 2011	19%	Massachusetts Community Colleges	16%		
	Cohort 2012	21%	Massachusetts Community Colleges	18%		
	Cohort 2013	21%	Massachusetts Community Colleges	20%		

[4] Data obtained through IPEDS Data Feedback Report 2017 for Massachusetts Peers: http://bristolcc.edu/media/bcc-website/facultystaff/institutionalresearch/IPEDS,Data,Feedback,Report,2017,-,Massachusetts,Peers,(Short).pdf