



BRISTOL
COMMUNITY COLLEGE

**2020-2024
Strategic Plan**

It is with great pleasure that I present to you the 2020-2024 Strategic Plan for Bristol Community College. If there was ever a time for our college to invent its future and develop a blueprint, it would be today. In addition to considering our changing economic landscape and the ability to quickly meet the needs of our community, our planning process has also expanded to include the preparation for COVID-19 and the relative impact that it will have on our students, staff and learning environment.

Higher education, like many other industries in our nation, was already experiencing incredible levels of disruption prior to the pandemic. Some of the forces that are causing this disruption include the high cost of college, increases in student debt, changing student demographics, the perceived value of a college education and new credentialing that competes with traditional college degrees. Now, more than ever, Bristol Community College needs to build a strong foundation for all students centered on equity with an emphasis on outcomes. The development of our plan during this historic time will only strengthen our institution and further solidify our role as a vital part of our region.

Sincerely,



Laura L. Douglas

President, Bristol Community College

Contents

1. Timeline
2. Executive Summary
3. Framework
4. Student Experience Statement
5. Mission
6. Vision
7. Values
8. Strategies
9. Strategic Impact of COVID-19
10. Positioning the College for Future Success
11. Strategic Action Plan
12. Annual Review Process
13. Appreciation

Addenda:

- Engagement Report
- Definitions
- Environmental Scan Report
- Strategic Action Plan

1. Timeline

AUGUST – SEPTEMBER 2019

Strategic Planning Kick-Off

Trends in Higher Education Workshops
Student Experience Workshops

SEPTEMBER – NOVEMBER 2019

SWOT Analysis; Environmental Scan

SWOT Survey
Internal Stakeholder Focus Groups
External Stakeholder Focus Groups
Student Focus Groups
Environmental Scan Report
Student Experience Statement Survey for Employees
Stakeholder Surveys

NOVEMBER 2019 – APRIL 2020

Mission and Vision

Board of Trustees Workshops

FEBRUARY 7, 2020

Future Summit

FEBRUARY – APRIL 2020

Strategy and Values

Values Survey for Employees
Scan to Plan Strategy Workshops
Employee Survey on Mission, Vision, Values and Strategies

MARCH – AUGUST 2020

Objectives and Action Plan

Implementation Workshop with Leadership Team
Objectives Workshops
Action Plan Workshops
Objectives and Metrics Development

2. Executive Summary

In June 2019, Bristol Community College began interviewing companies to assist the college with developing its 2020-2024 Strategic Plan. In July 2019, CampusWorks was selected as Bristol's strategic planning partner and, shortly thereafter, work began on identifying the process that would be used to collect data, identify and engage stakeholders and scan market factors that would impact our work.

CampusWorks, in partnership with the Bristol Community College Strategic Planning Committee, developed and distributed several surveys designed to identify key strengths, weaknesses, opportunities and potential threats to the college. In addition, a number of workshops and focus groups were held with students, staff, faculty, legislators, K-12 partners and superintendents, higher education partners, Bristol's Board of Trustees, as well as community partners and businesses to begin to understand internal capabilities and resources, identify key market trends, needs and perceptions that would likely impact the college.

Approximately 1,800 stakeholders (some took part in multiple events and surveys) have taken part in the process.

With data collected from the workshops, focus groups, surveys and an environmental analysis, Bristol was able to develop a Student Experience Statement that represents the views and needs of our students. This statement will act as a guide to program and service development in the future. The Board of Trustees, together with the college community, then developed a Mission and Vision Statement that will be the driving force of Bristol's work in the years to come.

Additionally, the National Initiative for Leadership and Institutional Effectiveness conducted an employee engagement survey – the results of which were considered as part of this overall analysis of internal perspectives.

As part of the data analysis, ten (10) key themes were identified. Bristol employees then voted and the top four (4) themes became the content of Bristol's Future Summit in February 2020. External content specialists provided a

framework for informed discussions and workshops that provided both internal and external summit attendees a forum for deeper exploration and development of these key topic areas. The areas included:

- Creating pathways to support enrollment for minoritized, first-generation and adult students.
- Aligning school districts, colleges and employers for long-term success.
- Maintaining the personal touch in a high-tech learning environment.
- Creating a culture of change, collaboration and innovation.

The data from this extensive stakeholder engagement identified that some key areas of internal strengths for Bristol were caring faculty and staff, strong academic and student support services, convenient locations and accessibility of campuses and the relative affordability of tuition.

Some internal areas that were identified as areas in need of additional focus were a better allocation of resources, internal communication and inefficient processes and technology – all of which are addressed in the enclosed plan.

Additionally, we found that our data highlights the need to close gaps for traditionally underrepresented populations in order to meet the increasing needs of employers, to foster the economic growth of our region and to ensure that higher education is attainable for all who are interested. Bristol believes that this commitment should be inherent in everything that the institution does and is woven into the fabric of who we are and what we do. Equity is addressed throughout Bristol's Strategic Plan to include processes, support services and program development, to name just a few.

In addition, structural demographic shifts, the aging population, flattening state funding and income inequality will require that the college be inventive in its ability to increase enrollment and generate future revenue.

2. Executive Summary

Some of the key market points of our analysis include:

- The region will experience modest fluctuations in community college enrollment by high school graduates until 2025 when it will see a 19% drop between 2025-2029.
- State funding for higher education continues to decrease and is a trend that is likely to continue.
- Technology has transformed the business models of the region's main industries including healthcare, manufacturing, financial services and the addition of offshore wind energy.
- The college will need to create flexible systems, processes and programming that respond to jobs (and industries) that have yet to be created.
- Closing equity gaps among student success will be paramount to providing the area with a much-needed labor force, as a result in expected high retirement rates of the aging population.
- Bristol County's low educational attainment rates continue to be a barrier to attracting new employers.
- New Bedford and Fall River, both in Bristol's service area, have both been declared Gateway cities (those with more than 50% of the population identifying as non-white).

Key Demographic Data:

- By 2035, 24% of the region's population will be over the age of 65, compared to 14% in 2010. Yet, the Southeast will continue to attract young families, including many millennials, who will be moving into their 40s by 2035. The result will be a regional age profile that, while older, will be more evenly distributed among age.
- In 2018, Bristol County experienced higher than average unemployment rates among all unemployment rates by county within the Commonwealth of Massachusetts.
- Fall River and New Bedford, which have some of the most diverse populations in the state, experienced the highest rates of unemployment, nearly doubling Attleboro and outpacing Taunton and the overall county unemployment rate (4.3%).

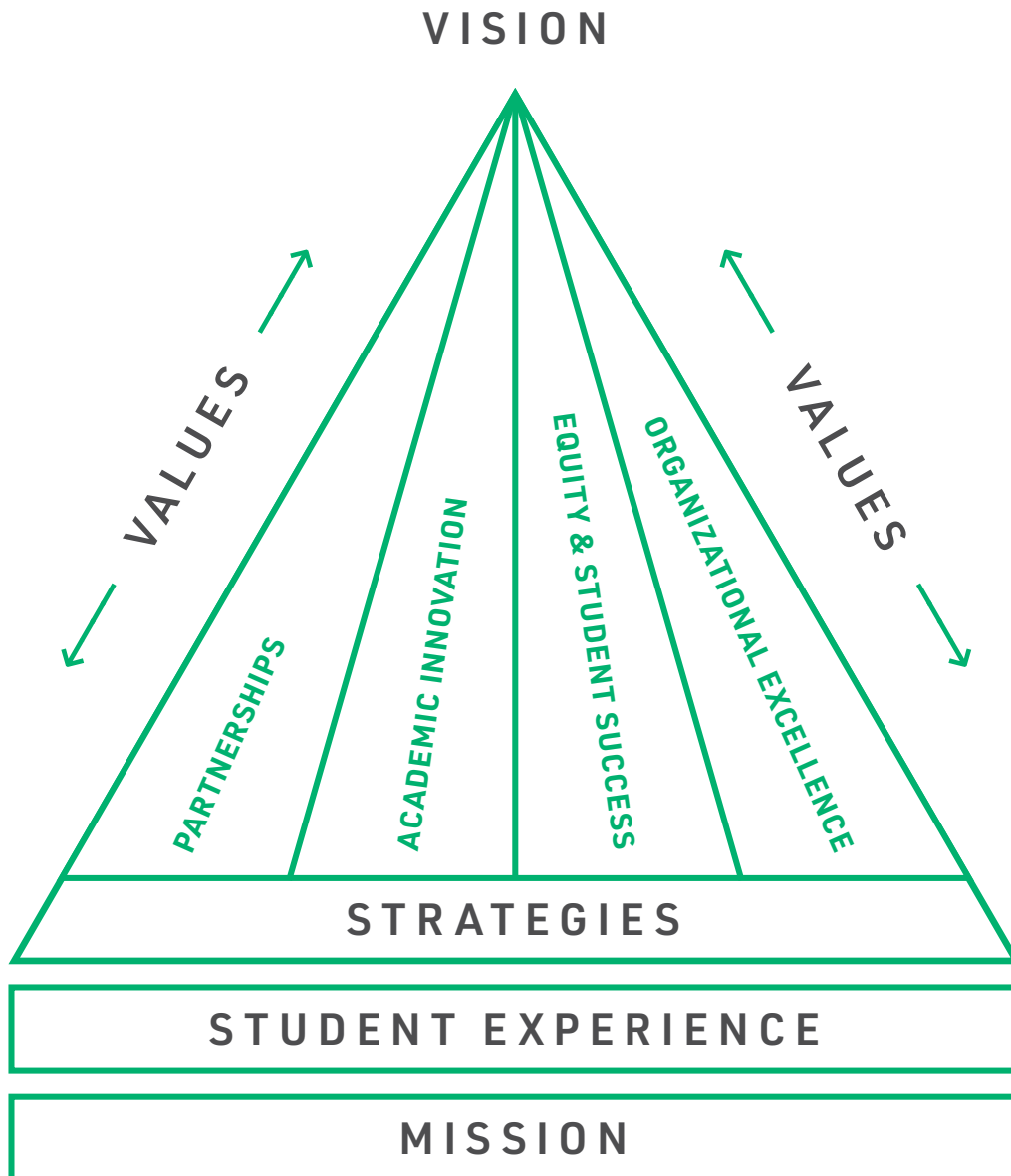
- New Bedford, Attleboro, Taunton and Dartmouth will experience the highest population growth, which are all areas served by the college.
- Increases in enrollment have largely come from Latinx and African American student populations, increasing from 10% in 2010 to a high of 17% in 2016.
- During the last 10 years, there has been a steady decline in adult students over the age of 25 attending college.

Some ongoing challenges that Bristol will face are:

- Accelerating Bristol's ability to meet students' needs in a remote learning environment.
- Helping students see the value of an affordable higher education and effectively positioning Bristol as a better alternative to other competitive institutions currently in our market.
- Continuing to offer students schedules and services that enable them to meet the increasing demands of their families and financial situations while obtaining a higher education.
- Working with our K-12 partners in developing a framework that allows students to better prepare for college by creating clear pathways which identify areas of opportunity based on their interest and abilities, while aligning these opportunities with market needs.

By addressing the acceleration of technology, the urgency for more skilled workers, the demands for increased flexibility and access to educational opportunities coupled with the need to close equity gaps means that the college will have opportunities to position itself as a pace-setting organization. The Strategic Plan enclosed addresses these needs and provides clear direction for Bristol to lead the way into the 21st century with vigor and courage.

3. Framework



4. Student Experience Statement

Bristol Community College strives to provide a relevant and fulfilling education characterized by a motivating student experience that will include:

Academic programs and learning experiences that promote personal growth and prepare our diverse student body for the future, with clear pathways to successful completion, transfer and employment.

Accessible and personalized supports designed to empower our students in meeting their academic and non-academic needs.

An engaging environment which creates a sense of belonging developed through meaningful connections with faculty, staff and other students.

Bristol Community College faculty, staff and administration will promote this experience with:

A spirit of collaboration and a commitment to empowering students to achieve their goals, through a culture of inclusion with caring faculty and staff who promote equitable outcomes for all students.

Valuable academic experiences and flexible class schedules designed to meet the needs of a diverse student body.

Innovative technology and exceptional service that enhances communication and enables student success.

5. Mission

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

6. Vision

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

7. Values

Collaboration

We are dedicated to creating an atmosphere of professionalism, where all stakeholders can share their ideas, work together and support one another in our common goal of student success.

Communication

We openly and honestly share information that impacts our work, include stakeholders in the decision-making process and ensure a collective approach to shared goals that relies on ongoing feedback from students, faculty, staff and community members.

Inclusion

We commit to fostering a college community that embraces all perspectives and identities and strives for equity and justice in an environment where everyone feels safe and valued.

Innovation

We meet the challenges of today and tomorrow by creating a culture built on creativity, ingenuity and agility, where people are empowered to continuously improve our processes and perspectives to exceed community needs and expectations.

Respect

We treat each others with kindness, assume positive intent and genuinely listen to each other to celebrate our individual differences and foster our collective strengths.

Student Success

We strive to serve our students and support their growth, providing them with equitable access to all services, support and the tools necessary to achieve their personal, professional and educational goals.

8. Strategies

Organizational Excellence

Create a culture of innovation through improved processes and collaboration, modern technology and ongoing professional development to support student and employee success.

In this unprecedented time of uncertainty about our future, one thing is sure – if Bristol is going to thrive in this new environment of changing market factors, we must build a culture of innovation that spans every process, every department and every function at our college. We must build a culture of trust and collaboration that is designed to support every employee’s professional growth and development.

Collaboration, transparency and innovation must be at the forefront of everything we do. We must use our collective knowledge, ingenuity and problem-solving skills to develop models that help all our students succeed – even in the most challenging of circumstances.

Equity & Student Success

Share responsibility for the success of our students and employees by improving equity-mindedness and ensuring institutional support that closes equity gaps.

Bristol’s commitment to close equity gaps will be at the forefront of our work and will be infused into everything we do. Bristol has made some strides in closing these gaps, but with shifting demographics in our region, paired with a decline of high school graduation rates, it is imperative that Bristol continues to ensure equitable access to both effective educational practices and welcoming and inclusive campus climates.

This strategy will support us in our work to dive deeper into what equity is and what equitable access means for the region’s population. It will require us to shift our perspectives and review our current practices, better understand our students’ needs and change our processes to continue to meet our students where they are. This work will span across all areas of the college and will require a dedication of resources to ensure all students have the support needed to successfully complete their education at Bristol.

Academic Innovation

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

As our world is ever-changing, so is the demand for more advanced skill sets, embedded with the increased use of technology. In addition to teaching our students technical skills pertaining to their programs of study, Bristol needs to ensure all students are provided with the tools they need to be successful in their academic journeys and beyond.

Not only will this strategy challenge Bristol to infuse relevant technology into our teaching practices but it also focuses on how we collect and use data to measure our student success and better serve our students. The COVID-19 pandemic has accelerated the need for our students to be able to access all of Bristol's services remotely and through this strategy, we will continue to improve our efforts.

In addition, we view innovation as changing our mindset to foster different ways of thinking that challenge past practice as it pertains to the time, location, delivery and modality of our educational offerings and support services.

Partnerships

Collaborate with educational institutions, alumni, industry and community partners to increase educational attainment and support the talent pipeline to enhance opportunities in the region.

This strategy will be an integral part of ensuring both credit and non-credit program growth at the college. Our data show that working with area employers to provide necessary training enhances student competitiveness and is instrumental in ensuring economic growth in the region. These partnerships provide valuable information that will allow Bristol to strengthen our programs and create richer learning opportunities for our students.

Working with our area high schools and middle schools will allow us to provide students with more pathways to college and data about job growth and opportunities available to them. Bristol will serve an important role in closing the gaps that exist among workforce training, key soft-skills training and college readiness by increasing the desire of our area high school students to achieve a higher education and to become an integral part of the talent pipeline that will feed our region for years to come.

9. Strategic Impact of COVID-19

The strategic implications of COVID-19 will undoubtedly have a long-term impact on Bristol. The college, like so many other institutions across the state and the country, will emerge from this crisis with modified operating structures, business models and thought processes due to this pandemic. Our business landscapes have been transformed to deal with a number of post-pandemic conditions that will linger within many of our communities for years to come. We are finding that many of the responses necessary to sustain the operations of our college for the short-term also support our long-term strategies.

COVID-19 has had a negative impact on our immediate enrollment, due to students' fears of contracting the virus, the instability of market conditions and the fact that our student population, many of whom are parents caring for children at home or frontline workers caring for our community members, bear the brunt of the pandemic personally and financially.

While the college understands many of the challenges that our students face, the pandemic and national focus on social justice and racism have brought to light the many inequities that exist within our system and the need for each of us to do our part in shrinking the gaps in education, identifying income inequalities and building a stronger movement for social justice. As part of our ongoing efforts, the college also continues to focus on the basic needs of our students, connecting them to technology, food, housing, childcare, health care and transportation.

The equity agenda work that the college was doing prior to the pandemic has become more critical now. The college is finding new and creative ways to reach out and engage our Portuguese, Black, African-American, Cape Verdean, Latinx and Cambodian communities who the college knows struggle with these same challenges and may have limited access to services and the ability to continue their studies.

This pandemic has solidified our strategic planning efforts and has reinforced our need to focus on lessening equity gaps to further student success, being innovative to ensure accessibility and fairness is built into our academic

models, creating more relevant opportunities for our students through stronger community partnerships and embedding the skills and training into our programs that ensure our students can achieve their personal, professional and academic goals while still providing for their families.

The college's quick transition of all of the academic programs from face-to-face to fully online and hybrid models during the onset of the pandemic has served as a benefit to our community. While the college recognizes the importance of holding face-to-face classes at our four locations, we have also determined that it is necessary to provide our students with more accessibility through multiple learning modalities. This change in modality has increased access and removed barriers of entry for many first generation, ESOL and other minoritized student groups, many of whom face ongoing transportation and childcare issues due to COVID-19.

The pandemic has only emphasized the need for quality professional development and services to be accessed remotely. New professional development offerings were created to better understand diversity, equity and inclusion in our new virtual spaces and new technologies were purchased to meet our ongoing needs.

Specific examples of initiatives that have been modified due to COVID-19 are listed below and can be found labeled in the Strategic Action Plan spreadsheet, highlighted in purple (see page 15).

Organizational Excellence

- All of our student support services are working remotely to continue to provide uninterrupted support to our students through this pandemic.
- Due to the increase in online modalities, ongoing training is being provided to build technical competencies, as well as increase equity-mindedness around online learning.

9. Strategic Impact of COVID-19

- Over \$190,000 has been raised to help students with the basic needs such as food, housing and technology during this crisis.

Academic Innovations

- All ABE and ESL programs continue under COVID-19, offered in an online and hybrid format.
- We have streamlined the admissions and onboarding process for students. This includes our placement testing process which no longer requires students to physically come to the college to test. With the purchase of Examity software and other services, all testing can be done remotely.
- Professional development has been enhanced to address new trainings for universal design and cultural awareness in the virtual space. Our efforts have expanded to include more adjunct instructors due to the flexibility of our training delivery times and methods.
- Policies, such as assigning incompletes, have been reviewed and modified in an effort to be more flexible in meeting student needs.
- Many of our experiential learning opportunities have been limited due to the current contact restrictions. Our experiential learning group is focused on creating opportunities to expand programs such as service learning and internships to include an online option and looking for ways to create unique opportunities to expand our learning community and pedagogies amid this pandemic.
- Online orientation for students has been developed and was launched in August.
- Career development services are available to students via a multitude of virtual formats. In addition, the college launched the Central College Network, an interactive tool that links employers with prospective job candidates through Bristol's Career Center.
- The college purchased a Zoom license and has provided training in Zoom and Blackboard Collaborate to all faculty teaching online courses.

Equity and Student Success

- New professional development offerings have been developed to better understand diversity, equity and inclusion in our new virtual spaces. In addition, the college is offering a long-term series on social justice that is open to students, employees and community members.
- Research findings suggest that there are far reaching impacts of the crisis on inequalities. We are continuing to focus on this work by creating Bristol equity and inclusion statements that will provide guidance and the inclusion of multi-cultural student learning outcomes that will be built into our programs.
- Employee recruitment practices have been enhanced to continue our recruitment of diverse job candidates. The college has developed special videos to introduce Bristol and discuss our focus on diversity, equity and inclusion.
- Recruitment plans targeting minoritized groups have been developed to reach students using electronic and virtual tools.
- In an effort to ensure that all students have access to their course work and the ability to continue their education, the college has provided laptops to those students in need of technology in addition to creating internet hot spots for students to access the internet.
- We are offering regular, video-conferenced enrollment and FAFSA workshops to assist students and their families.

Partnerships

- The college launched a new non-credit course delivery system this summer and is offering a free ongoing professional development series to enable the community to develop new skills and prepare for re-entering the workforce.
- The college has provided transfer services to students remotely and has purchased software that will provide digital transcripts to students.

10. Positioning the College for Future Success

We are facing a major crisis in higher education. Prior to the pandemic, we were focused on the enrollment “cliff” of 2025. We were planning for a sharp decline of high school aged students due to the smaller birth rates brought on by the last major recession. During the pandemic, we recognized that what we are facing today may be far worse than the anticipated enrollment decline of the future. At Bristol, we are preparing not only to adapt to unique times, but to position the college for long-term sustainability and success.

As tax dollars wane, we recognize that public colleges and universities in Massachusetts are facing declines in state appropriations and will be relying more on student tuition and fees as predominant funding streams. We know that we will need to partner with K-12 and other colleges and universities to maximize the state resources that we have. We acknowledge that all institutions of higher education will be competing for the same students and that retaining the students we have will be more important than ever. To thrive, Bristol will need to aggressively go after new student markets and find new ways to serve its communities.

While the pandemic has provided Bristol with numerous challenges, the timing of our strategic planning process has enabled us to challenge traditional ways of thinking, push the boundaries of our own abilities, and required us to adapt to meet and exceed the needs of our students using non-traditional processes, tools and modalities.

We recognize that we are in control of our own success and our own destiny and have developed a plan that will help us not only survive, but thrive in the uncertain times ahead. The students, faculty, staff and Board of Trustees

are ready for this next chapter and are committed to the four pillars of our strategic plan that will shape our success over the coming years. They are: Academic Innovation, Equity and Student Success, Organizational Excellence and Partnerships.

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

1. Increase enrollment by creating pathways from non-credit offerings to credit programs.
2. Increase enrollment and retention by increasing accessibility and convenience for students by offering a broader variety of learning modalities to meet students' personal and educational needs.
3. Increase retention by ensuring that all first-year students are exposed to at least three High Impact Practices (HIPs) in all certificate and degree programs.
4. Increase retention and transfer rates by implementing the proactive advising model with specific touchpoints geared to connect with students at various times throughout their college planning process.
5. Increase innovation and collaboration throughout the college by engaging more adjunct instructors into the college governance, as well as program and service development initiatives.
6. Increase the credibility of our college by increasing the career readiness of our student population.

10. Positioning the College for Future Success

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

1. Advance an inclusive college culture grounded in equity-mindedness.
2. Recruit, retain and develop a diverse community of employees thereby increasing our efficiency, innovation and growth.
3. Increase enrollment by increasing the student conversion rates, from outreach to enrolled, with specific intention to under-represented groups.
4. Assess existing programs and implement new innovative and evidence-based initiatives geared toward closing equity gaps amongst our various student populations.

Organizational Excellence: *Create a culture of innovation through improved processes and collaboration, modern technology and ongoing professional development to support student and employee success.*

1. Align the existing culture of the organization with our core values.
2. Increase digital literacy among all Bristol students making them more marketable and better prepared to succeed.
3. Increase efficiency and equity-mindedness through process improvements across the college.
4. Build employees' core competencies by implementing a professional development program designed to meet strategic objectives such as technology, equity and program development.
5. Create a process where organizational resources are appropriately allocated to align strategic priorities while supporting and maximizing alternative sources of funding.

Partnerships: *Collaborate with educational institutions, alumni, industry, and community partners to increase educational attainment and support the talent pipeline to enhance opportunities in the region.*

1. Increase post-secondary educational attainment in Bristol County.

2. Increase the number of students enrolling at Bristol through non-traditional pathways such as workforce training, stackable credentials, ESOL, community programs, etc.
3. Strengthen existing industry and community partnerships by aligning our programs and certificates with local needs.
4. Increase transfer rates of students to four-year institutions.
5. Increase enrollment by strengthening our partnerships and collaborations with our K-12 institutions through programs such as early college, planned pathways and expanded articulation agreements.



11. Strategic Action Plan

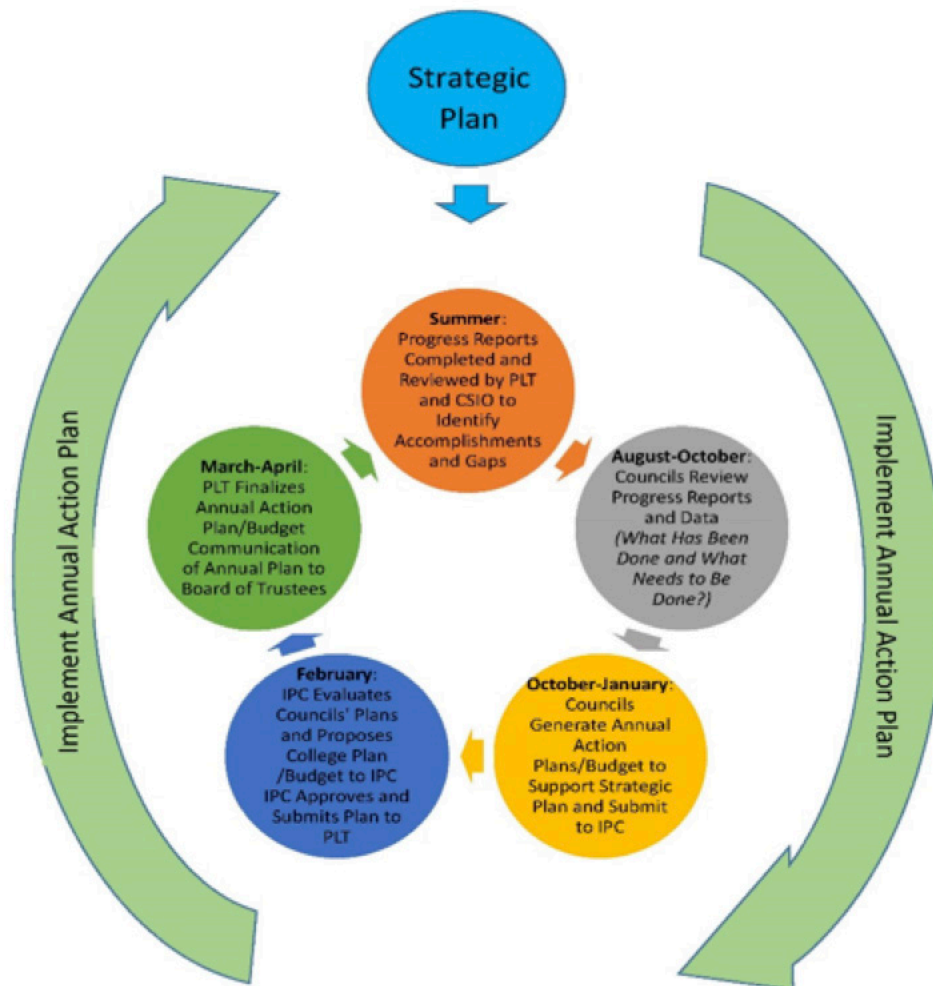
Attached separately is Bristol's action plan (Excel spreadsheet) that supports the strategic rollout of the four (4) key strategies. Each strategy is reflected with its own tab in the attached spreadsheet. The tabs are located on the bottom of the sheet for easy navigation between strategy action plans.

You will notice that each strategy outlines several key objectives. The metrics for each of these objectives, as well as the actions and timeline for each objective, are listed in each section. Additionally, we have identified the impact that COVID-19 has had on Bristol's operational and strategic planning process. If COVID-19 has impacted an area of our plan, it has been added and identified in the purple sections of the action plan.

Key Points:

- Yellow highlight represents the DHE PRMS Metrics that will be used to measure our progress.
- Purple highlight represents the COVID-19 Response that has been initiated.
- This plan represents our year-one work. Many actions will begin in year one and proceed over several years of the plan.
- This plan is dynamic and will be reviewed annually, with subsequent year (2-4) action plans being developed with consistent stakeholder engagement (*see Annual Review Cycle on page 16*).

12. Annual Review Process



Purpose: Implement an annual cycle of integrated planning to ensure alignment between strategic priorities and resource allocations, broad stakeholder engagement in the planning and budgeting process and adaptability to changing market conditions and environmental circumstances.

Summary: The proposed integrated planning model is intended to prioritize and organize our work in a systematic way that will allow the college to better align our resources with strategic priorities and to ensure that no particular employee groups are overburdened by institutional initiatives. The model ensures that strategic planning is an ongoing, dynamic process by creating an annual cycle that integrates Bristol's strategic priorities, budgeting process, council structure, academic program reviews and assessment of operations.

The cycle calls for the development of annual action plans, followed by progress reports created for each council, department, academic area and the college as a whole, based on the metrics set forth in the Strategic Plan.

Steps in the Integrated Planning Cycle

Each council/department/academic area will create an annual action plan (with corresponding budget requests) to support the Strategic Plan and these plans will be integrated into a college-wide annual action plan for the following fiscal year:

- **August-October (Needs Assessment):** In early fall, councils /departments and all academic areas will review progress to date on existing projects, Key Performance Indicators and other institutional data to determine what has been done and what still needs to be done in order to achieve the Strategic Plan goals relevant to their respective council's work plans.
- **October-January (Plan Generation):** Councils and areas will prioritize projects for the following fiscal year, develop charters and budgets for the prioritized projects and submit their proposed annual action plan/budget to the Integrated Planning Council (IPC) co-chaired by the Chief Financial Officer (CFO) and Chief Strategy Implementation Officer (CSIO).
- **February (Plan Review/Integration):** All plans (councils, academic areas and service plans) will be submitted to the IPC with budget requests, who will then review the proposed plan to ensure it aligns, approve it and submit it to the President's Leadership Team (PLT) for final review and approval. Once approved, it will be included in the college-wide action plan for that calendar year.

The IPC review will include:

- Ensuring all parts of the project and actions are complete and clear and submitted in the action plan template provided in dynamic forms and that they support the Strategic Plan and are aligned with the council charter.
 - Identifying and helping reconcile any potential overlap across action plans from different areas.
 - Analyzing plans to determine whether any stakeholders are disproportionately impacted by the action plans.
 - Identifying change management needs for the projects on the action plans (changes in processes, policies, etc. that need to occur as a result).
 - Evaluating budget requests considering progress and gaps in meeting the Strategic Plan goals.
- **March-April (PLT Review and Communication):** PLT will thoroughly review and evaluate the proposed annual plan, making revisions as needed, and approving the final college-wide annual action plan and budget to be shared with the Board of Trustees as well as across the college.
 - **Summer (Progress Reports):** Project leads and council chairs ensure status updates are submitted for each project on their annual action plan, and the Integrated Planning Council (IPC) generates an annual progress report providing updates on the college-wide action plan and the Strategic Plan.

Implementation Timeline

- **2020-2021 (Phase 1):** Cycle will include annual action plans for each council integrated into a college-wide plan.
- **2021-2022 (Phase 2):** Annual action plans for each department added to the cycle and college-wide plan (incorporating program reviews for academic schools) and possibly include a call for council projects to be considered for the annual action plan in October of each year.

Roles and Responsibilities

Council Chairs

- Compile progress reports, KPIs, and other data for review by councils each fall.
- Complete annual action plans with corresponding budget requests for their councils/areas.
- Ensure annual status updates are completed for each project on their council's/area's action plan.

Integrated Planning Committee together with the Chief Financial Officer

- Assists council chairs with identifying and compiling data to review at councils in fall.
- Supports council chairs and departments in prioritizing projects and generating annual action plans.
- Thoroughly reviews and integrates council and department annual action plans, working with council chairs, department heads and PLT members, as needed.
- Ensures college-wide annual action plan is communicated across the college by the end of April.
- Creates an annual progress report to include updates on the college-wide action plan and Strategic Plan.
- Oversees the entire integrated planning process, soliciting feedback and adjusting the process and cycles, as needed, to best achieve the Strategic Plan goals.
- Works with council chairs to generate budget requests for each proposed project in annual action plans.

President's Leadership Team (PLT)

- Reviews and approves final college-wide annual action plan (including budget).
- Ensures all budget owners in their respective areas submit annual action plans with budget requests (as needed) and annual status reports on their plans.

Budget Owners (Year 2)

- Based on relevant data and Strategic Plan goals, generate annual action plans (including proposed budgets) and progress reports for their areas.

Faculty Department Chairs and Deans (Year 2)

- Ensure completion of annual program reviews as part of the CAS review.

** Note: References to departmental action plans pertain to Year 2 of the cycle; Year 1 will focus only on aligning the current council work with the plan.*

13. Appreciation

Strategic Planning Faculty Fellows

Jennifer Dekkers

April Lynch

Strategic Planning Committee

Patricia Barbosa

John McLaughlin

Rosario Basay

Livia Neubert

Jo Ann Bentley

Dorris Perryman

Laura Carreiro

Jennifer Sousa

Denise DiMarzio

CJ Souza

Andrea Fortier

Shawn Tivnan

Oscar Lanza-Galindo

Zachary Wolfson

Kerry Lynch

Board of Trustees

Frank Baptista

Samir Bhattacharyya, Ph.D.

Valentina Videva Dufresne

Keith Hovan

Jeffrey Karam

Lynn Malasi

Joan Medeiros | Chair

Sandra Saunders, Esq. | Secretary

Diane Silvia | Alumni Trustee

CJ Souza | Student Trustee

Steven Torres, Esq. | Vice Chair

Consultants

CampusWorks, Inc.

Strategic Planning Engagement Report

Virtual Action Plan Development Workshops (8 workshops | July 2020)

276 participants

Virtual Objectives Workshops (8 workshops | April 14-23, 2020)

107 participants

Mission, Vision, Strategy, Values Survey (April 7-21, 2020)

27 participants

Scan to Plan Workshops (February 25 & March 12, 2020)

67 participants

Values Survey (February 25 - March 10, 2020)

146 participants

Bristol's Future Summit (February 7, 2020)

160 participants

Adjunct Faculty Day (January 25, 2020)

85 participants

Environmental Scan Presentation (November 4, 2019)

42 participants

SWOT Analysis Survey (September 10-27, 2019)

120 participants

Student Experience Workshops (August 29 & September 25, 2019)

300 participants

Strategic Planning Focus Groups (13 groups | September - November 2019)

130 participants

Stakeholder Survey for Environmental Scan (September - October 2019)

356 participants

Total Participation:

Workshop Participation: 1167

Survey Participation: 649

Definitions

Diversity, Inclusion, Equity and Equity-Mindedness

At this point in time, Bristol Community College has adopted definitions of diversity, inclusion, equity and equity-mindedness from the Association of American Colleges & Universities (AAC&U). We endeavor to develop “equity-minded practitioners” who are willing to engage in the necessary, and sometimes difficult, conversations and decision-making that can lead to transformational change for student learning and achievement.

- **Diversity:** Individual differences (e.g., personality, prior knowledge and life experiences) and group/ social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin and ability as well as cultural, political, religious or other affiliations)
- **Inclusion:** The active, intentional and ongoing engagement with diversity – in the curriculum, in the cocurriculum and in communities (intellectual, social, cultural, geographical) with which individuals might connect – in ways that increase awareness, content knowledge, cognitive sophistication and empathic understanding of the complex ways individuals interact within systems and institutions
- **Equity:** The creation of opportunities for historically underserved populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion
- **Equity-Mindedness:** "The term 'Equity-Mindedness' refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education." (Center for Urban Education, University of Southern California)

Source: <https://www.aacu.org/making-excellence-inclusive>

Attachments

Environmental Scan Report (PDF; attached separately)

Strategic Action Plan (Excel; attached separately)