



2024
NECHE
SELF-STUDY
BRISTOL

COMMUNITY COLLEGE

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Institutional Characteristics Form

Date: **December 15, 2023**

1. Corporate name of institution: **Bristol Community College**
2. Date institution was chartered or authorized: **December 1965**
3. Date institution enrolled first students in degree programs: **September 1966**
4. Date institution awarded first degrees: **June 1968**
5. Type of control:

Public Private

- State**
 City
 Other (Specify) _____

Private

- Independent, not-for-profit
 Religious Group:(Name of Church)
 Proprietary
 Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? **Massachusetts General Laws, Chapter 15A, Massachusetts Board of Higher Education: the Associate in Arts, the Associate in Science, the Associate in Applied Science, and Certificates.**

7. Level of postsecondary offering (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Less than one year of work | <input type="checkbox"/> First professional degree |
| <input checked="" type="checkbox"/> At least one but less than two years | <input type="checkbox"/> Master's and/or work beyond the first professional degree |
| <input type="checkbox"/> Diploma or certificate programs of at least two but less than four years | <input type="checkbox"/> Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education) |
| <input checked="" type="checkbox"/> Associate degree granting program of at least two years | <input type="checkbox"/> A doctor of philosophy or equivalent degree |
| <input type="checkbox"/> Four- or five-year baccalaureate degree granting program | <input type="checkbox"/> Other doctoral programs |
| | <input type="checkbox"/> Other: (Specify) _____ |

8. Type of undergraduate programs (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Occupational training at the crafts/ clerical level (certificate or diploma) | <input checked="" type="checkbox"/> Liberal arts and general |
| <input checked="" type="checkbox"/> Occupational training at the technical or semi-professional level (degree) | <input type="checkbox"/> Teacher preparatory |
| <input checked="" type="checkbox"/> Two-year programs designed for full transfer to a baccalaureate degree | <input type="checkbox"/> Professional |
| | <input type="checkbox"/> Other: _____ |

9. The calendar system at the institution is:

- Semester** Quarter Trimester Other

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate 15 credit hours
- b) Graduate N/A credit hours
- c) Professional N/A credit hours

11. Student population:

- a) Degree-seeking students (Fall 2023):

	Undergraduate	Graduate	Total
Full-time student headcount	2,070	0	2,070
Part-time student headcount	4,026	0	4,026
FTE	3,601.9	0	3,601.9

- b) Number of students (headcount) in non-credit, short-term courses (FY23): **2,286**

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited Since	Last Reviewed	Next Review
Clinical Laboratory Science	National Accrediting Agency for Clinical Laboratory Sciences	1982	2016	2026
Dental Hygiene	Commission on Dental Accreditation of the American Dental Association	1971	2017	2024
Medical Assisting	Commission on Accreditation of Allied Health Education Programs	2003	2017	2022
Nursing	Approved by the Massachusetts Board of Registration in Nursing and accredited by Accreditation Commission for Education in Nursing	1971	2021	2028
Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association	1996	2019	2024

Program	Agency	Accredited Since	Last Reviewed	Next Review
Paralegal Studies	American Bar Association	2021	2021	2024

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more-degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year.

	Full Degree	50%-99%	FTE
A. In-state Locations			
Attleboro Campus	Yes	Yes	125.1
New Bedford Campus	Yes	Yes	221.5
Taunton Center	Yes	Yes	90.1
Community Partners Sites	No	No	69.8
Modality: Online	Yes	Yes	2,127.3
B. Out-of-state Locations			
None	N/A	N/A	N/A

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

Name of Program(s)	Location	Headcount
None		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of Program	Degree Level	% On-line	Fall 2023 FTE
Architectural & Civil Technology Career	Associate	50	23.9
Computer Networking Career	Associate	50	18.9
Computer Programming and Web Development Career	Associate	50	36.1
Criminal Justice Career	Associate	95	75.9
Criminal Justice Transfer	Associate	95	45.9
Deaf Studies Transfer	Associate	50	0.3
Early Childhood Education - Child Care Career	Associate	50	30.7
Fire Science Technology Career	Associate	50	27.9
General Studies Business and Entrepreneurial Studies	Associate	50	18.7
Human Services Career	Associate	50	74.9
Nursing Career	Associate	50	113.5
Occupational Therapy Assistant	Associate	50	20.0
Office Administration Executive Administrative Assistant	Associate	50	11.6
Office Administration Medical Administrative Assistant	Associate	50	21.1
Paralegal and Legal Studies	Associate	50	33.9
Business Administration Transfer	Associate	100	188.2
Communication Transfer	Associate	100	33.4
General Management Career	Associate	100	81.9
Computer Information Systems Transfer Information Systems Transfer	Associate	100	21.0

Name of Program	Degree Level	% On-line	Fall 2023 FTE
General Studies Career or Transfer	Associate	100	233.2
General Studies Educational Studies	Associate	100	11.3
General Studies Legal and Social Studies	Associate	100	8.7
Liberal Arts and Sciences Humanities Transfer	Associate	100	34.0
Liberal Arts and Sciences Behavioral and Social Sciences Transfer	Associate	100	67.1
Psychology Transfer	Associate	100	160.7
Computer Programming	Certificate	100	2.5
CyberSecurity	Certificate	100	6.0
Deaf Studies Prep	Certificate	100	2.6
Law Enforcement	Certificate	100	0
Administrative Assistant Office Assistant	Certificate	50	0.2
Computer-Aided Design and Drafting	Certificate	50	2.5
Clean Water Quality Professional Technician	Certificate	50	0
Drinking Water Quality Professional Technician	Certificate	50	0
Early Childhood Education Infant/Toddler	Certificate	50	3.5
Early Childhood Education Certificate	Certificate	50	7.8
Emergency Medical Technician	Certificate	50	4.0
Medical Administrative Practices	Certificate	50	0.9
Office Skills Training	Certificate	50	2.3
Office Technology Management	Certificate	50	0
Office Support	Certificate	50	2.2
Paralegal Studies	Certificate	50	7.4

Name of Program	Degree Level	% On-line	Fall 2023 FTE
Phlebotomy	Certificate	50	3.3
Project Management	Certificate	50	1.9
Substance Abuse Counseling	Certificate	50	21.2
Water Quality Professional	Certificate	50	0
Web Design	Certificate	50	0.6

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of Contractor	Location	Name of Program	Degree or Certificate	# of Credits
None				

17. List by name and title the chief administrative officers of the institution.

Chief Institutional Officers

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Joan M. Medeiros	Chair, Board of Trustees	2017
President/CEO	Laura L. Douglas, Ph.D.	President	2017
Chief of Staff	April Lynch	Chief of Staff & Strategy Development	2022
Chief Academic Officer	Andrew Fisher, Ed.D.	Vice President of Academic Affairs	2023
Academic and Campus Deans			
	Jennifer Puniello	Dean of Arts & Humanities	2022
	Patricia Sherblom, Ph.D.	Dean of Behavioral & Social Sciences & Education	2023

Function or Office	Name	Exact Title	Year of Appointment
	Vidyanidhi Rege	Dean of Business & Experiential Education	2020
	Dorothy Chase, Ph.D.	Dean of Health Sciences & Nursing	2022
	Adrienne Foster Scharf, Ph.D.	Dean of Science, Technology, Math & Engineering	2023
	Robert Rezendes, Ph.D.	Dean of Taunton Center	2018
	Janet Ray, Ed.D.	Dean of Attleboro Campus	2021
Chief Financial Officer	Steven Kenyon	Vice President of Administration & Finance	2007
Chief Student Services Officer	Kathryn O'Hara	Vice President of Student Services & Enrollment Management	2021
Student Success	Joseph DiMaria, J.D.	Associate Vice President of Student Success	2021
Institutional Research	Angelina Medeiros, Ed.D.	Director of Strategic Analytics & Enterprise Systems	2012
Assessment	Danielle Licitra, Ph.D.	Institutional Assessment Coordinator	2021
Development	Judith Urquhart	Chief Development Officer	2022
Library	Natalie Beach	Dean of Library Learning Commons	2023
Chief Information Officer	Jo-Ann Pelletier	Chief Information & Data Officer	2007
Grants/Research	Amanda Donovan	Director of Grants	2015
Admissions	Katie Spavento	Director of Admissions & Testing	2018
Registrar	Tamecka Hardmon	Registrar	2023
Financial Aid	Alaina Marcotte	Director of Financial Aid Counseling	2022

Function or Office	Name	Exact Title	Year of Appointment
Public Relations	Joyce Brennan	Vice President of Marketing & Communications	2016
Alumni Association	Stephen Ragno	Director of Development & Alumni Affairs	2023
Human Resources	Emmanuel Echevarria	Chief Human Resources Officer	2022
Economic & Business Development	Jennifer Menard	Vice President of Economic and Business Development	2018

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
- b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
- c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
- d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

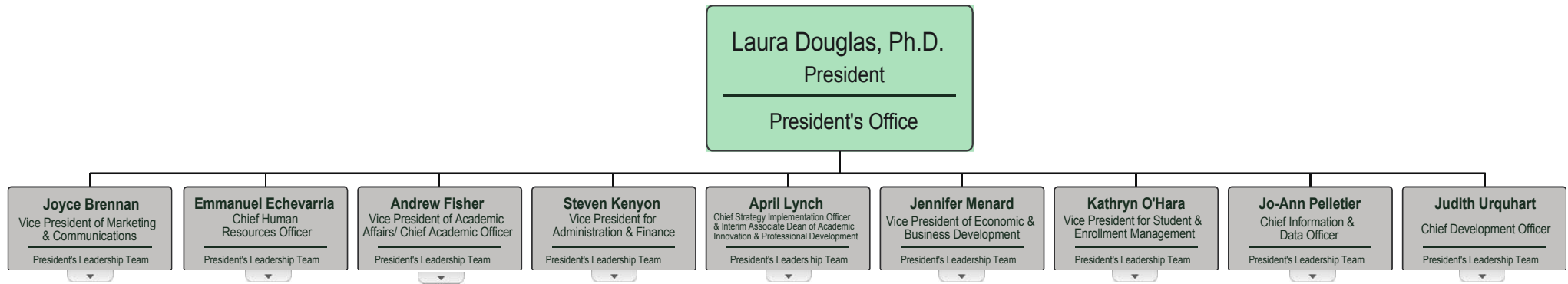
19. Record briefly the central elements in the history of the institution:

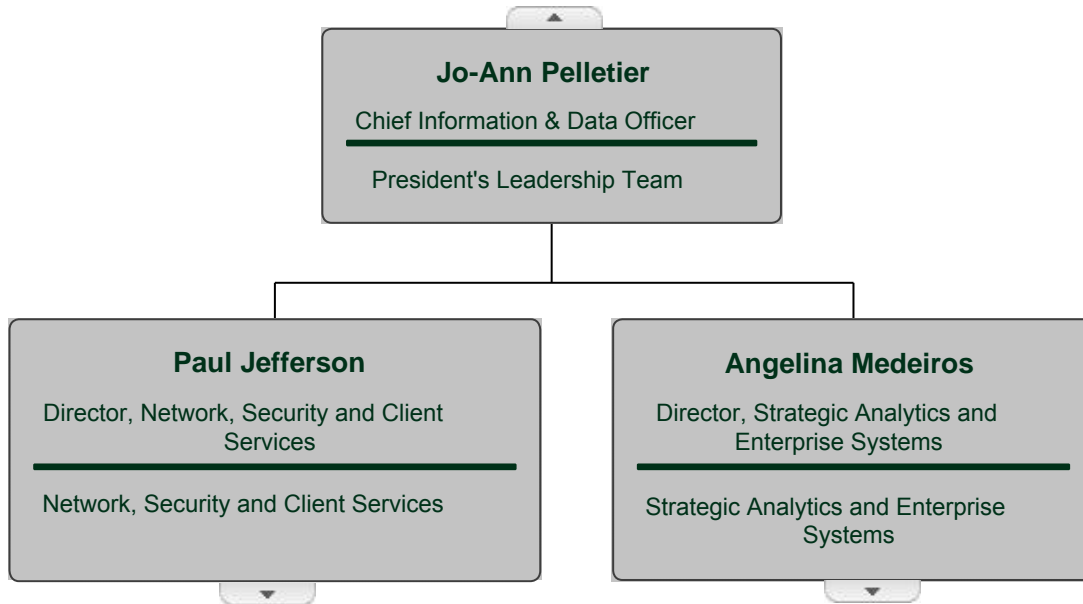
December 1965	Bristol Community College officially instituted by the Massachusetts Board of Regional Community Colleges
February 1966	Installation of first President of Bristol Community College, Jack Hudnall
September 1966	Both the Day Division of the college and the Division of Continuing Education began operations at the Durfee Street Campus in Fall River.
June 1968	First graduating class
December 1970	Initial (three year) accreditation granted by the New England Association of Schools and Colleges
January 1973	The Elsbree Street Campus in Fall River opened

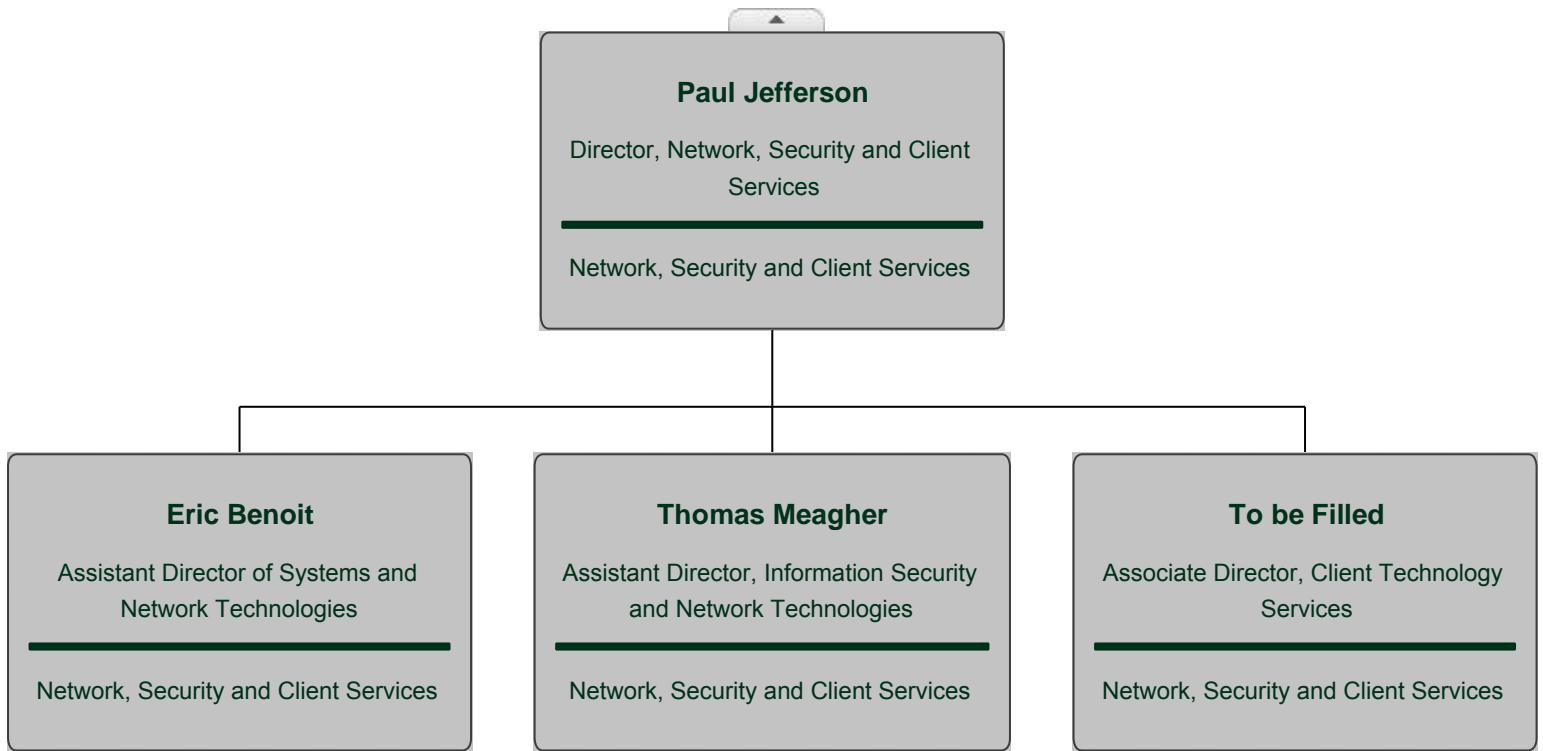
September 1974	Accreditation (ten year) granted by the New England Association of Schools and Colleges
July 1976	The first system-wide collective bargaining agreement was signed between the Massachusetts Board of Regional Community Colleges and the Massachusetts Council of Community Colleges/Massachusetts Teachers Association
November 1978	The second President of the college, Eileen T. Farley, began term of office
August 1980	Bristol Community College Foundation chartered
March 1981	The Board of Regents of Higher Education became the governing authority of the system of all public institutions of higher education in Massachusetts. (The Massachusetts Board of Regional Community Colleges ceased its operations)
March 1981	The college's first local Board of Trustees appointed
November 1984	Re-accreditation (ten year) granted by the New England Association of Schools and Colleges
September 1991	Higher Education Coordinating Council becomes new coordinating board for community and state colleges. (The Board of Regents of Higher Education ceased its operations)
September 1994	Re-accreditation (ten year) granted by the New England Association of Schools and Colleges
July 1996	The Massachusetts Board of Higher Education becomes the new coordinating board for the 15 community colleges, nine state colleges, and the five campuses of the University of Massachusetts
July 2000	The third President of the college, John J. Sbrega, Ph.D., began term of office
October 2000	Grimshaw-Gudewicz Gallery opens (College's first capital project funded by partnership of public and private funds)
Fall 2000	Durfee Street operations transferred to Elsbree Street Campus
September 2001	New Bedford Campus at Star Store opens
February 2002	National Bellwether Award (Workforce Development)
Fall 2002	Presidential Fellowship established
Fall 2002	CONNECT formed (Consortium of regional public higher education institutions)
September 2004	Re-accreditation (ten year) granted by the New England Association of Schools and Colleges

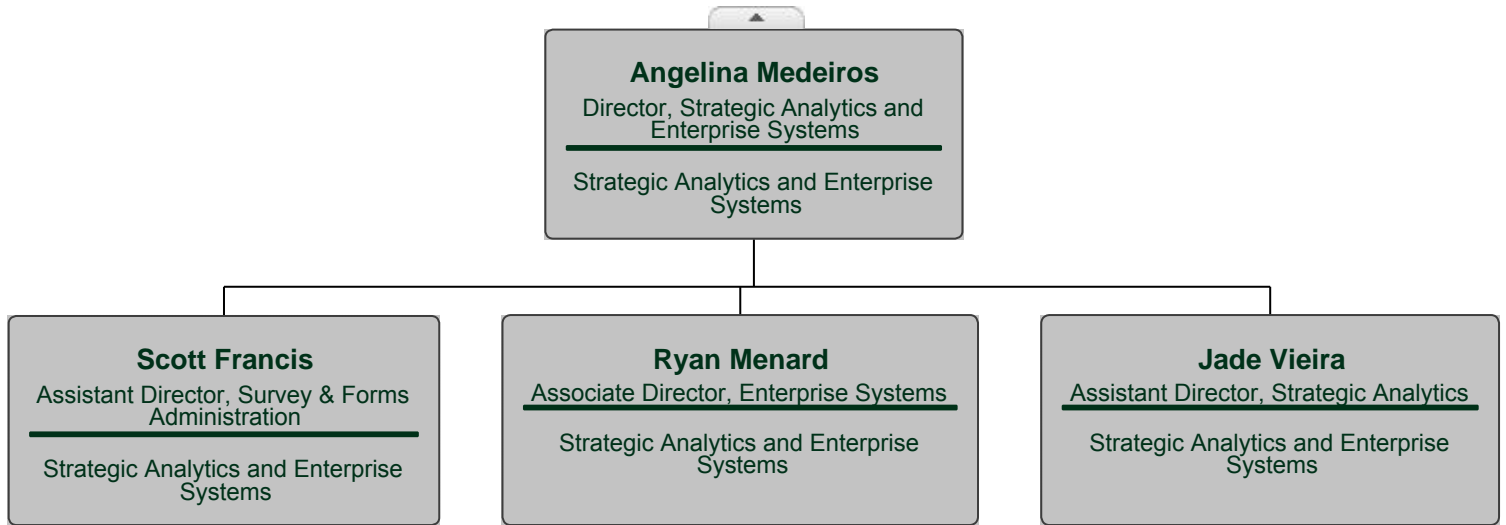
January 2009	5-year NEASC accreditation Report completed
August 2009	Attleboro Campus opened at Field Road
August 2010	eHealth partnership agreement signed, and New Bedford Campus' 800 Purchase Street location opened
September 2010	Taunton Center opened at Benjamin Friedman Middle School
June 2012	Davol Street Center in Fall River for Workforce Development opened
July 2014	Taunton Center transitions to Taunton Catholic Middle School
September 2014	Re-accreditation (ten year) granted by the New England Association of Schools and Colleges
July 2016	Taunton Center transitions to Silver City Galleria
March 2017	Commission accepts report responding to concerns raised during 2014 site visit
July 2017	The fourth President of the college, Laura L. Douglas, Ph.D., began term of office
September 2018	Staff Senate launched to engage AFSCME unit and non-unit members
January 2019	5-year NEASC Accreditation Report completed
October 2019	Davol Street Center for Workforce Development operations transferred to Elsbree Street Campus
March 2020	COVID-19 pandemic leads to college operating mostly remote and online
May 2020	Board of Trustees approved revised mission statement
October 2020	Strategic Plan 2020-2024 approved by Board of Trustees, as well as the Board of Higher Education
July 2021	Taunton Center transitions to Hamilton Street
July 2023	Massachusetts Department of Education's Commissioner Ortega approved one year extension of Strategic Plan
October 2023	National Offshore Wind Institute (NOWI) opened at Herman Melville Boulevard, New Bedford

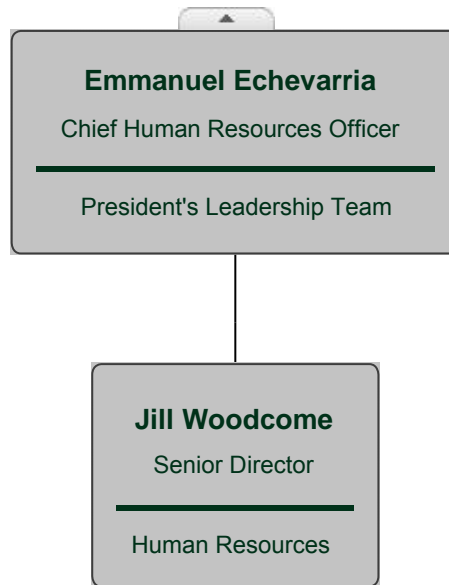
College of Organizational Charts

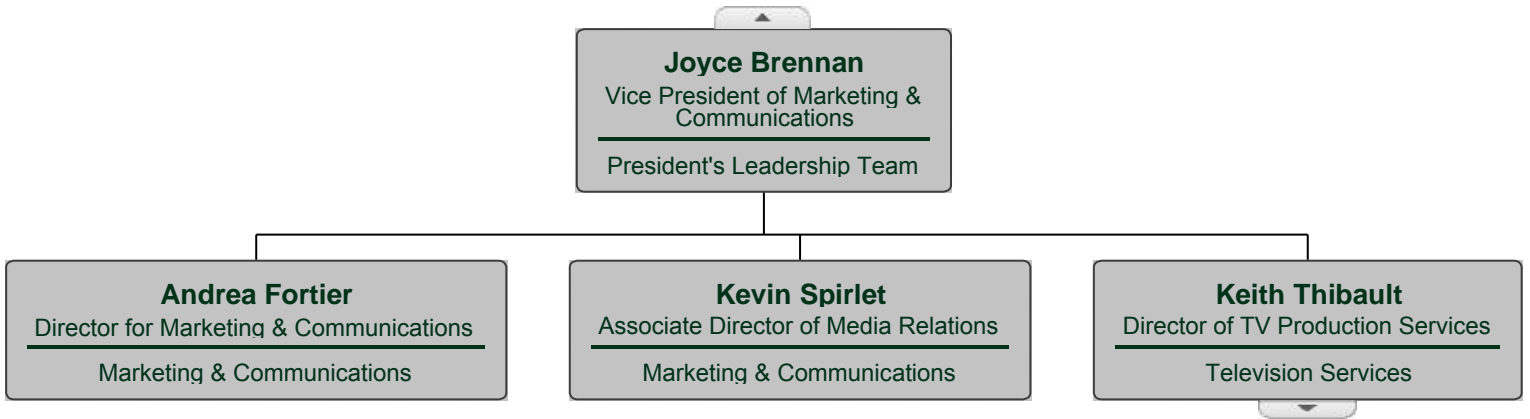


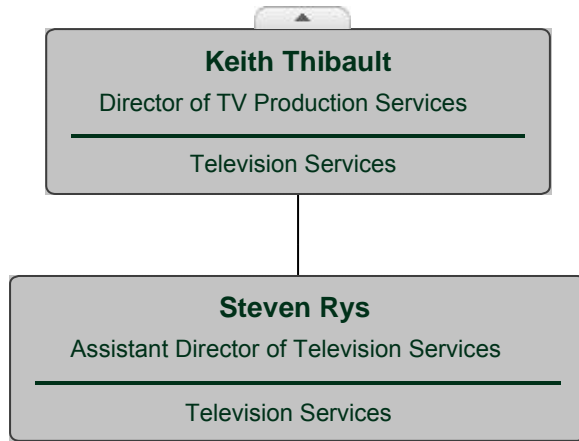


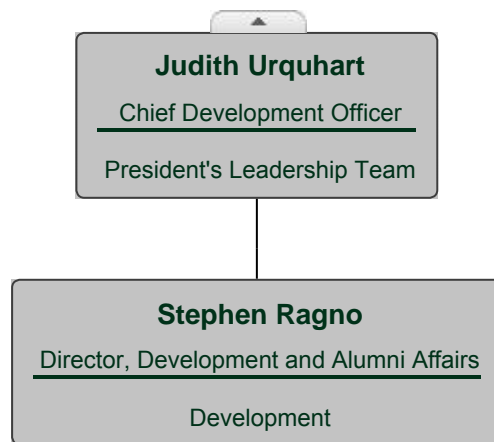


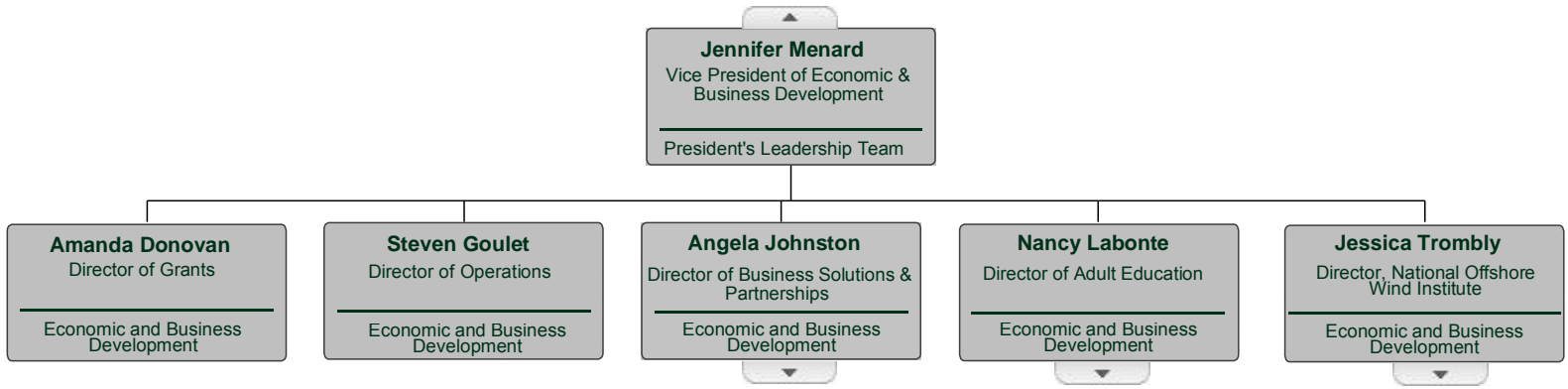


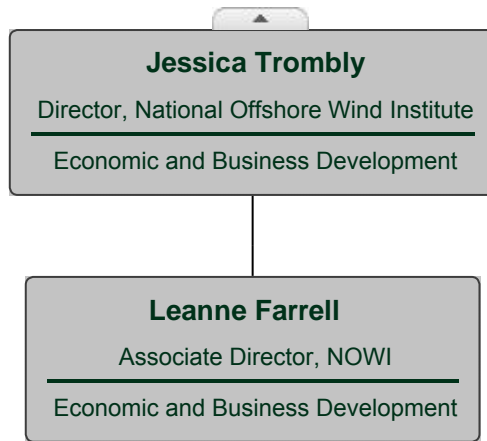


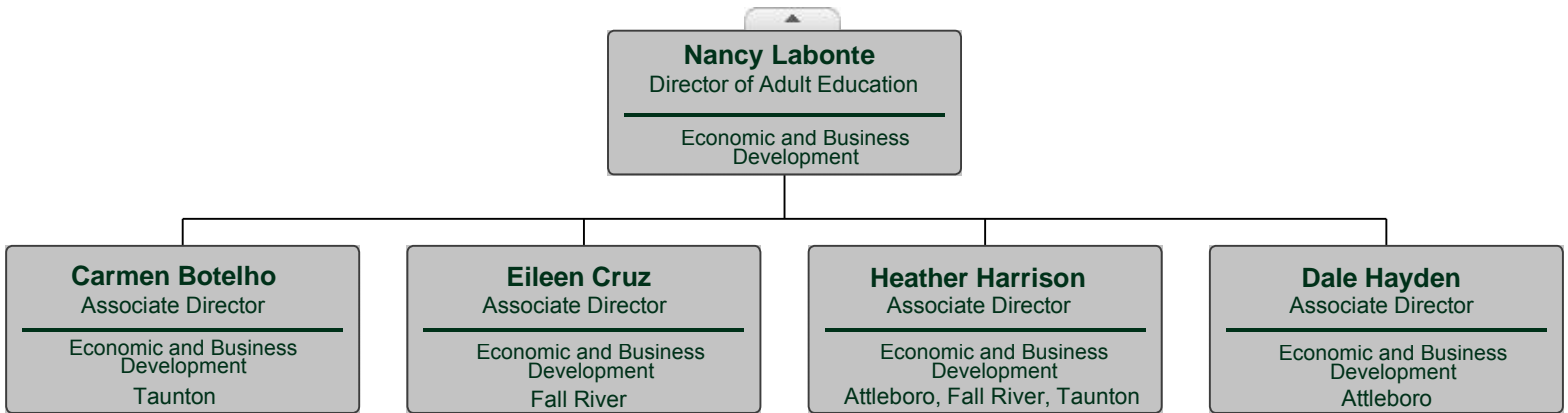


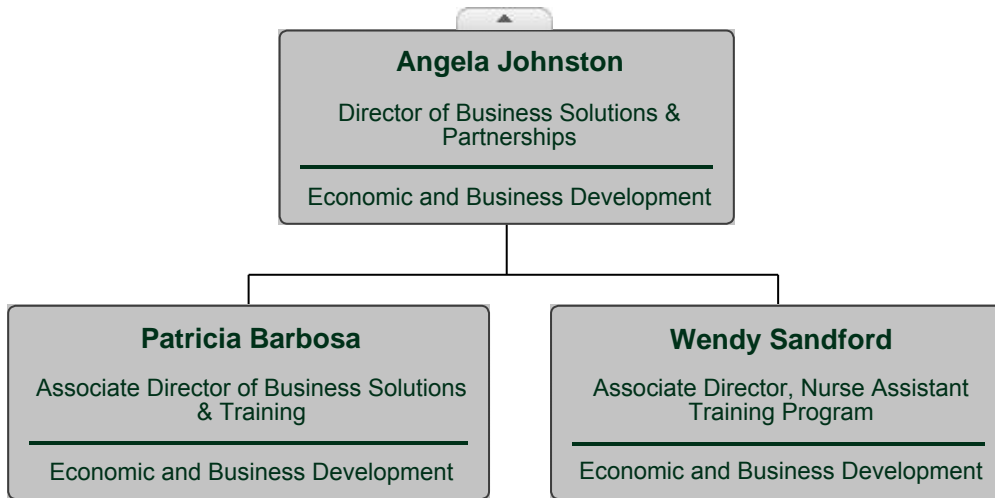


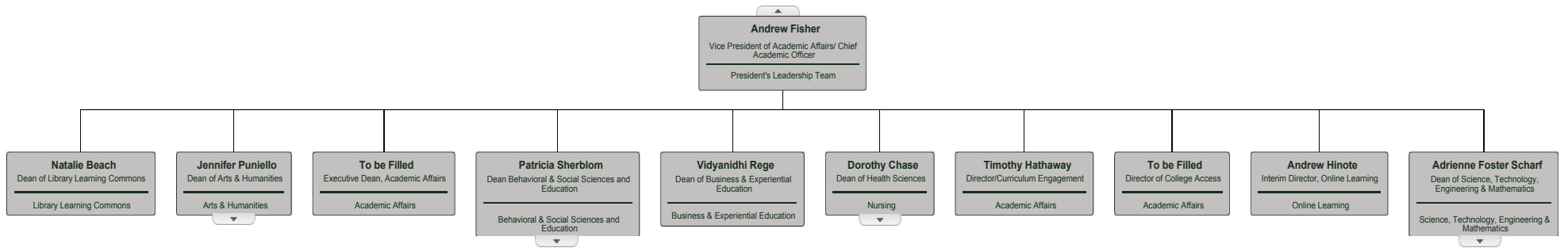


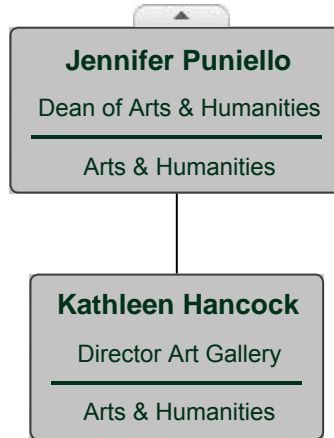


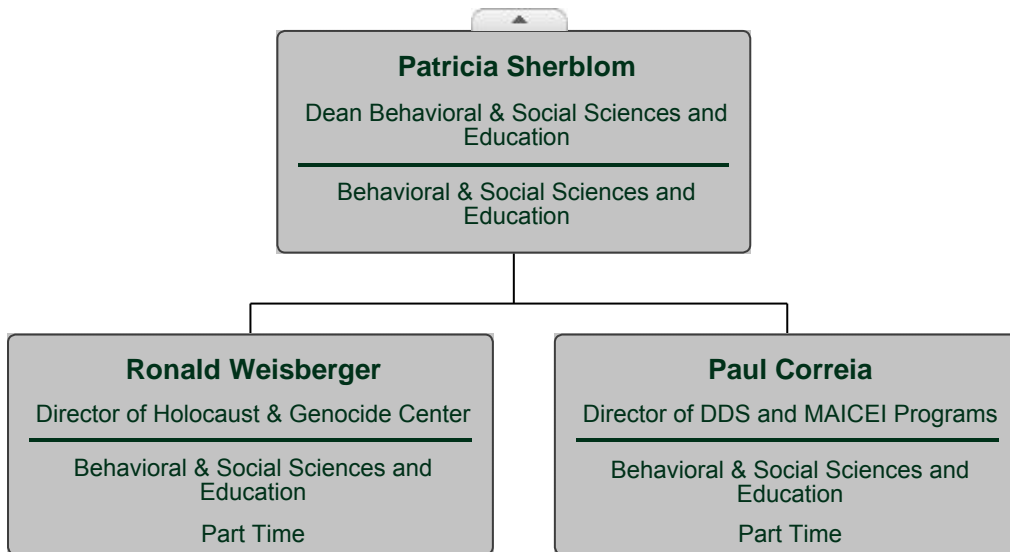


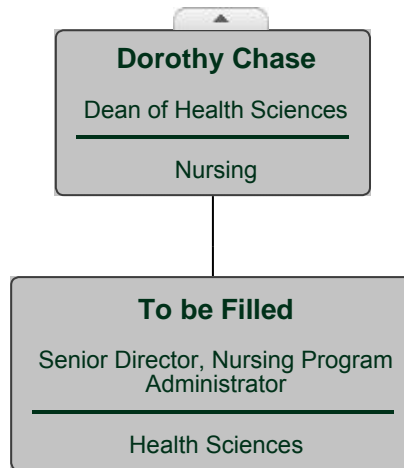


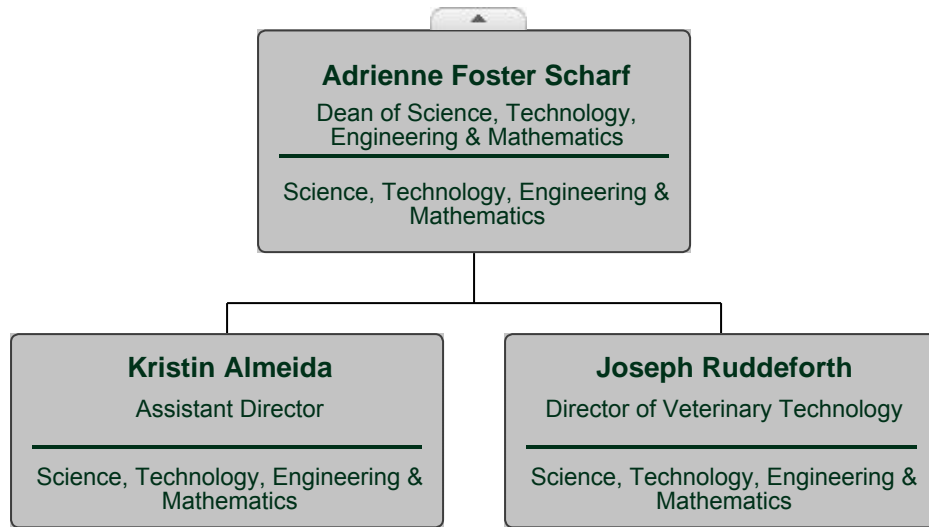




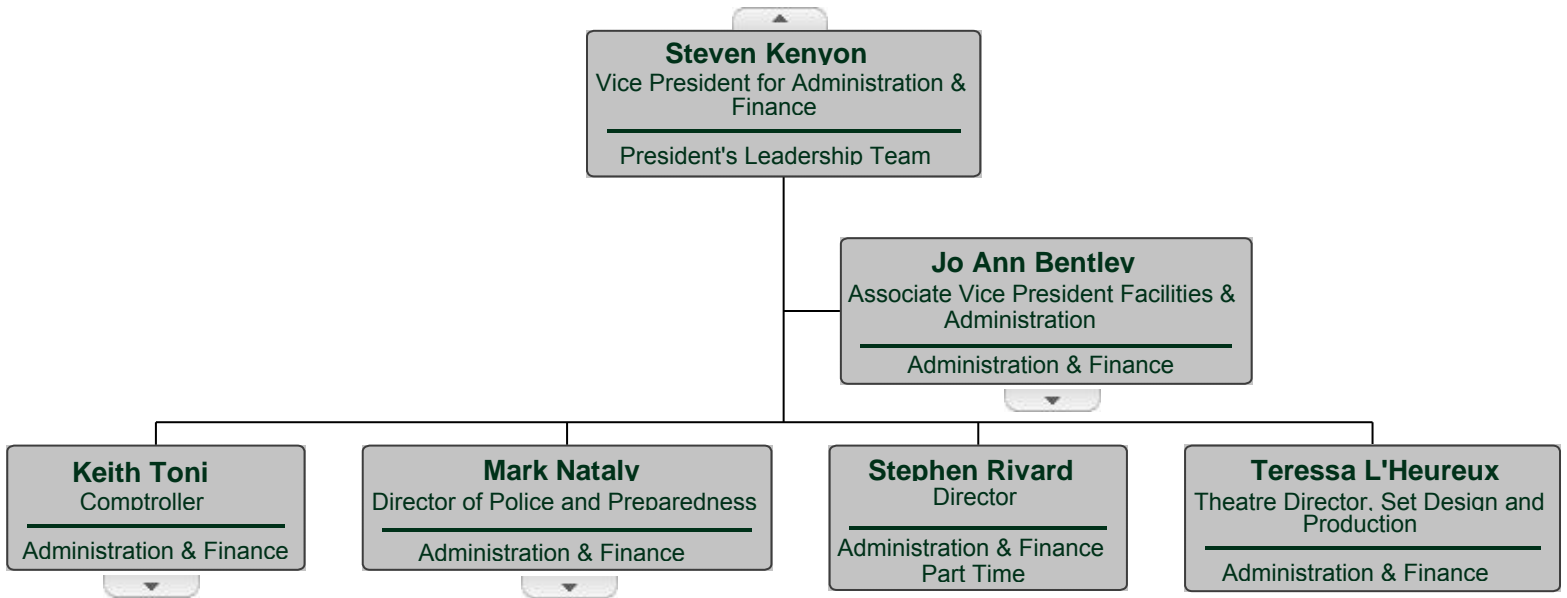


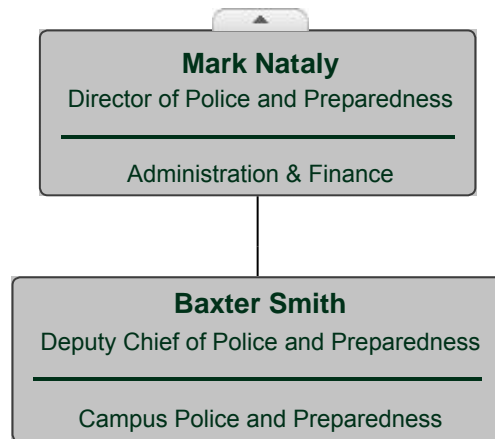


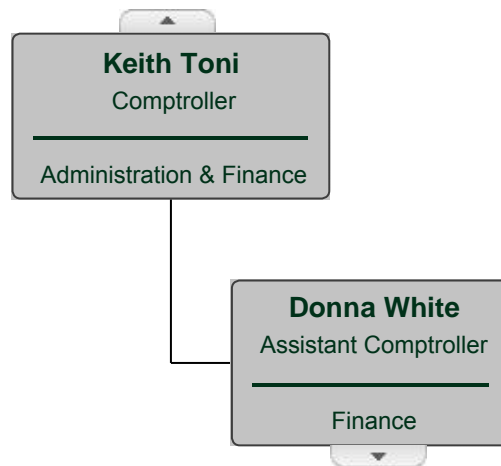


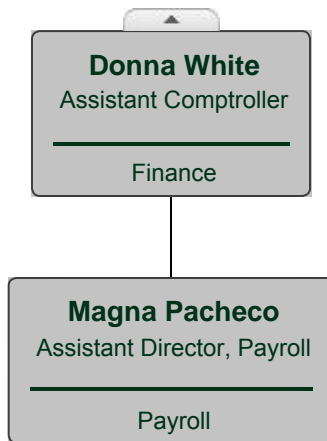


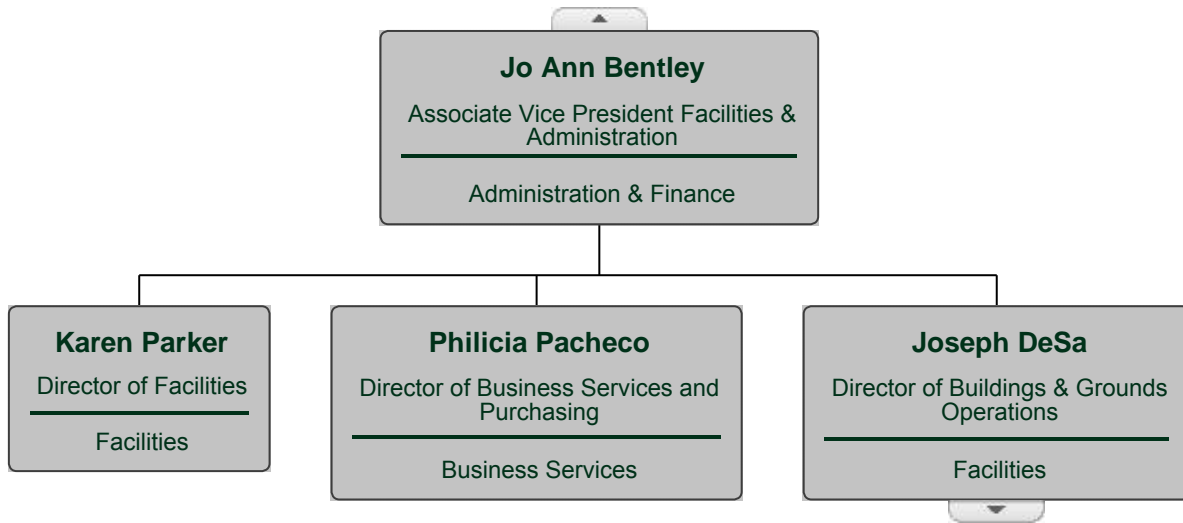




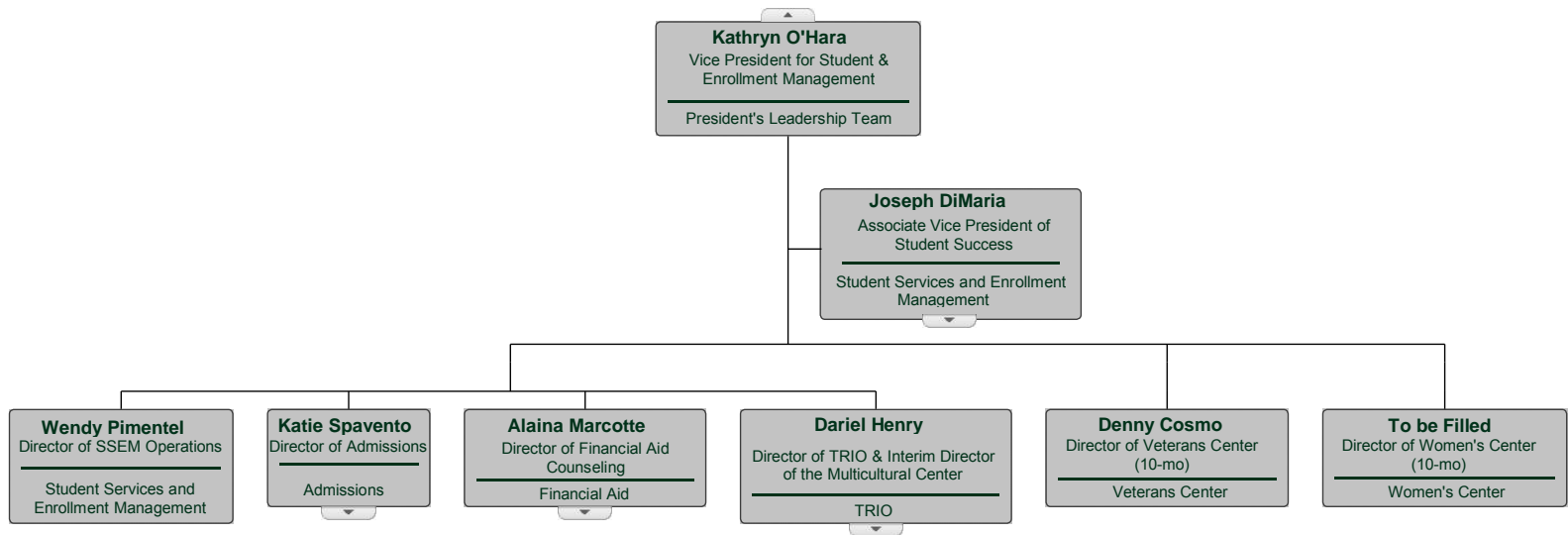


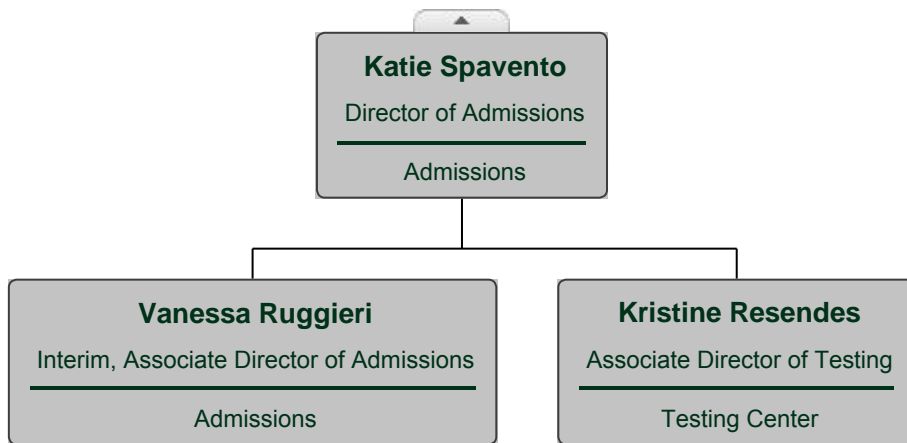


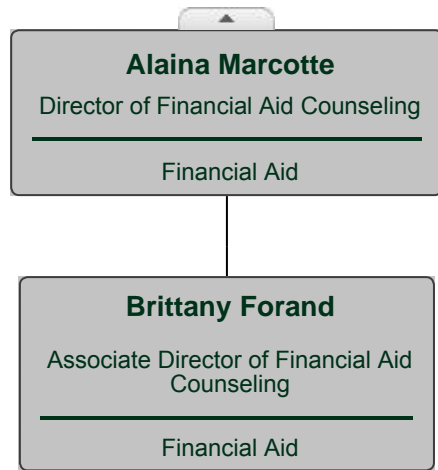


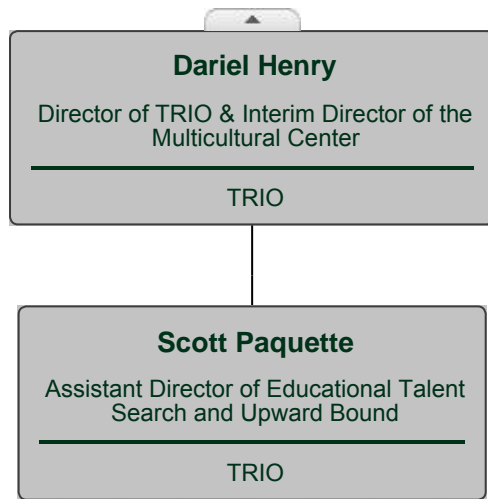


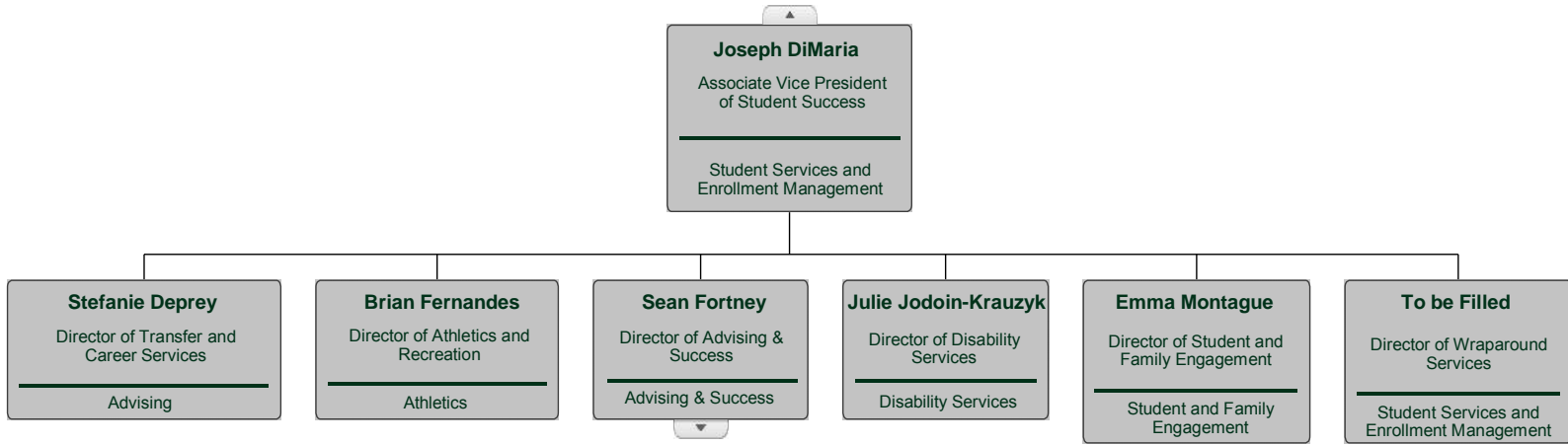












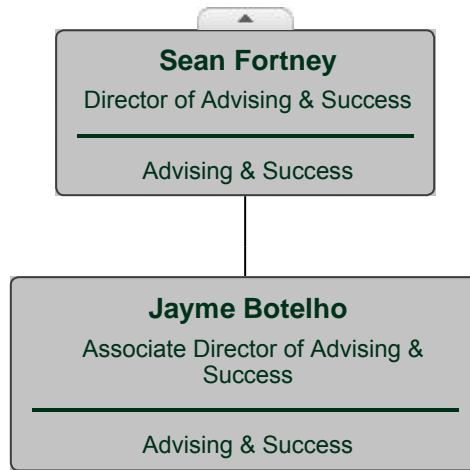


Table of NECHE Actions, Items of Special Attention, or Concerns

Date of Letter	Detailed Actions, Items of Special Attention, or Concerns	Standards Cited (pre-2021)	Self-study page number(s) where item is addressed
5-20-19	Establishing data collection processes for institutional assessment	2.8	Standard 2, pg. 10-12, 15-16 Standard 4, pg. 38-39 Standard 5, pg. 64, 69-72 Standard 8, pg. 131-133, 135-146
5-20-19	Assessing the effectiveness of its student advising	5.20	Standard 5, pg. 69-70 Standard 6, pg. 90
5-20-19	Achieving its student diversity goals	5	Standard 5, pg. 62 Standard 8, pg. 137-144

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Introduction to the Self-Study Process

Bristol Community College (Bristol) began its self-study in Fall of 2021 as we were working to navigate through the COVID-19 pandemic. Two self-study co-chairs were selected, one member of the faculty, one dean, and the liaison officer who was the Chief of Staff of Academic Affairs. Soon after, work began to identify co-chairs for committees established for the standards. This was done purposefully with the goal of having one faculty member and one non-unit professional to guide each standard committee.

Representation on standard committees included personnel from each of Bristol's physical campuses as well as those who work in the Center for Instructional Technology Expertise. There were professional staff, administrators, and full- as well as part-time faculty from many departments serving on these committees.

Whether participating on NECHE committees or not, members of the college community have been kept apprised of and were involved in the creation of the self-study. This involvement began at an initial "All College" meeting in Spring 2022, when the accreditation process and goals were discussed and presented to the college body.

The work was driven by a Steering Committee included the two self-study co-chairs, the NECHE Liaison Officer, and the standard co-chairs. All 19 people attended the NECHE orientation in October of 2021. The group was fortunate to have the Vice President of the Commission, Dr. Laura Gambino, answer questions and offer advice post-orientation.

The Steering Committee met weekly during 2022-23 academic year, sharing materials through a Microsoft Teams site. This site housed a timeline, committee lists with contact information, meeting agendas, links to data sources, and other supporting materials.

When the Standard Committees began to meet bi-weekly in Fall 2022, co-chairs met with their respective committees. While work on the appraisal phase was underway, faculty union members went on work-to-rule, which meant, for many committee members, more deliberate tracking of hours to adhere to the contract. The effect of this slowed the committee's progress. As work transitioned from appraisal to projection, the college was a victim of a cyber-attack that prevented additional progress for weeks. Committees were able to return to work on projections in late January 2023, and operated without interruption but with continued challenges.

One challenge has been maintaining consistency in committee leadership and membership. Bristol had a turnover that had an impact on the consistency needed. This resulted in some single chair committees as opposed to co-chairs. Reduced college-wide staffing levels had a similar effect on committee membership. In fact, every committee's membership declined over the period of the self-study, despite replenishing efforts. The team began with 71 standard committee members, including co-chairs, and ended with a total of 53. When the accreditation liaison departed the college, the interim Chief of Staff of Academic Affairs took over this responsibility. When that individual retired in Spring 2023, the Director of Strategic Analytics and Enterprise Planning assumed this role. It is further anticipated that the Vice President of Academic Affairs will serve as accreditation liaison during the site visit in March 2024. Hence efforts to be

consistent had to be deliberate in nature, and this helped the college tune responses directly to the standards.

The co-chairs of the self-study, along with the Steering Committee, offered regular updates regarding the work of Standard Committees in public forums such as “All College” and “College Governance Council” meetings in addition to providing reports and insights at Professional Days. The college aimed to engage in candid self-study, rigorously assessing our work with openness to steer Bristol's future direction. In addition to updating the college community about areas of emphasis that were emerging. As such, these forums also involved gathering input from attendees relative to that work. Meetings were held both virtually and in-person, engaging the campus community through electronic surveys and interactive discussions with a desire to expand exposure and gather wide ranging feedback. Forums provided critical input and feedback relative to the appraisal section of the self-study in particular.

The campus community was further involved in the self-study process through a series of opportunities to offer feedback on drafts-in-process. Instead of waiting until a polished draft was ready, early drafts of the description, appraisal, and projection sections were shared out during the Spring of 2023 (specifically, on March 9, 2023, April 10, 2023, and April 21, 2023), and that feedback drove revisions of each standard chapter prior to its submission for NECHE feedback in Summer 2023. Dr. Carol Anderson provided a perspective from NECHE, which was both timely and instructive. Work on the draft continued through Fall 2023, with careful consideration of the input received.

It was important to have students participate in this process. Unfortunately, despite repeated attempts to encourage students to serve on committees, even offering paid positions, there were no student applications, something we attribute to the economic conditions present at the time as well as what seem to be higher levels of post-pandemic student disengagement.

During the Fall 2023 semester, the results of the self-study were the basis for a series of discussion forums involving all constituencies. This began on Opening Day, August 31, 2023, with a poster session highlighting the key strengths and areas for improvement identified for each standard. Further discussion of the most prominent key findings—termed “Master Keys” — occurred at All College and All Academic meetings. This was accompanied by sharing information via *Bristol Weekly*, the college’s internal faculty and staff news publication, that touched on the same issues. Students were engaged through both a survey in Spring 2023 and a series of listening forums, both in person and virtual, in Fall 2023.

The virtual NECHE workroom for the visiting team was created in the Spring of 2022, and data and information have been added and updated on a regular basis. The workroom has served as a useful repository for standard committees and will provide an efficient means of accessing materials during the upcoming site visit.

Finally, the work of this self-study was a college-wide effort, but special thanks is due to a number of professionals who provided guidance, expertise, and encouragement that went above and beyond. The Steering Committee thanks the following individuals for all the work they’ve done over the last two years to ensure our self-study was completed with candor and rigor: Dennis Baldwin, Joyce Brennan, Will Duffy, Andrea Fortier, Paul Jefferson, April Lynch,

Angelina Medeiros, Emma Montague, Marisa Millard, Jo-Ann Pelletier, Lisa Parsons, Kevin Spirlet, Katie Spavento, Jade Vieira, Tom Vieira and Mark Zajac. And special thanks to the student artist, Hayley Schramm, for her work on the cover and chapter dividers.

Summary of Principal Self-Study Findings

Findings from the Self-Study reveal opportunities for growth, with four key areas emerging as themes across multiple standards. These include improving student success rates — particularly through an equity lens, advancing data literacy across the college to enable data-informed decisions, supporting online coursework, and achieving greater staffing stability. Improvements in these areas are already underway.

There is work to be done as Bristol increases student success rates for affinity groups that are growing in size at the college, namely, Black, Indigenous, and other People of Color (BIPOC), part-time, and dual-enrolled students (see Standards 4, 5 and 8). For BIPOC and part-time students, improvement is needed in course completion rates, retention rates, and graduation rates. Enrollment in Early College and dual enrollment programs has nearly doubled between Fall 2019 and Fall 2023. However, the course completion rates for this population has been declining over that same period.

Another theme that emerged is tied to the use of data in decision-making processes (see Standards 2 and 9). While there is more data available as well as enhanced access, challenges remain. Staff need additional support to 1) find the time to review and analyze relevant data; 2) know which sources would be most useful; and 3) know how to utilize the powerful, new tools available, such as the Tableau dashboards. Staff also need the time and data literacy skills to take full advantage of these new data-sharing platforms. While the Office of Strategic Analytics and Enterprise Systems has offered numerous training sessions to educate staff across the college as to the available data-oriented tools, finding the time to put data front and center at the department level remains a challenge.

The need to better understand and enhance online course success is another key theme (see Standards 6, 8, and 9). Prior to the COVID-19 pandemic, online courses made up 24.9% (333) of Bristol's offerings. This number rose to 95.7% (1,075) in Fall 2020. Despite efforts to offer more in-person and hybrid options, the number of fully online classes remained at 58.8% (1,274) of offerings in AY 22-23 and 56.4% (583) in Fall 2023. Considering the increased ratio of online to face-to-face courses, it is prudent to understand whether/how course modality is influencing student success. It is also important to ensure students enrolling in modalities that suit their learning needs, that there is sufficient technical support staffing, and academic honesty is maintained across modalities.

The last key theme referenced across multiple standards involves staffing (see Standards 6 and 7). In past years, Bristol has witnessed increasing vacancies and employee turnover, both in leadership and professional staff positions. Improvement is needed as we work to retain employees, develop succession plans, and prioritize staffing needs. It is noted that Bristol's workforce does not represent the diversity of the student population nor our representational encashment area. As a result, there's a clear need to focus more on refining hiring and retention practices.

NECHE 2024 Comprehensive Evaluation Steering Committee

Self-Study Committee Co-Chairs	Jean-Paul Nadeau, Ph.D., Professor of English
	Jennifer Puniello, Dean of Arts and Humanities
NECHE Liaison Officers	Angelina Medeiros, Ed.D., Director of Strategic Analytics and Enterprise Systems
	Andrew Fisher, Ed.D., Vice President of Academic Affairs
Standard One: Mission and Purposes	J. Chrystal Puniello, Academic Coordinator of Academic Innovation and Professional Development
Standard Two: Planning and Evaluation	Vidyanidhi Rege, Dean of Business and Experiential Education
Standard Three: Organization and Governance	Colleen Avedikian, Ph.D., Professor of Sociology and Coordinator of Liberal Arts and Sciences
Standard Four: Academic Program	Adrienne Foster-Scharf, Ph.D., Dean of Science, Technology, Math and Engineering
	Patricia Sherblom, Ph.D., Dean of Behavioral and Social Sciences and Education
Standard Five: Students	Joseph DiMaria, Associate Vice-President of Student Success and Enrollment Management
Standard Six: Teaching, Learning, and Scholarship	Elizabeth French, Associate Professor of English

Standard Seven: Institutional Resources	J. Chrystal Puniello, Academic Coordinator of Academic Innovation and Professional Development
Standard Eight: Educational Effectiveness	Danielle Licitra, Ph.D., Institutional Assessment Coordinator
Standard Nine: Integrity, Transparency, and Public Disclosure	Debra Anderson, Professor of English
	Angelina Medeiros, Ed.D., Director of Strategic Analytics and Enterprise Systems

NECHE 2024 Comprehensive Evaluation Standards Committees

Standard One: Mission and Purposes	
Chair	J. Chrystal Puniello, Academic Coordinator of Academic Innovation and Professional Development
Member	Jennifer Sousa, Staff Associate, Information Technology Services
Member	Amanda Donovan, Director of Grants
Member	William Hoy, Adjunct, STEM
Member	Robert Rezendes, Ph.D., Dean of the Taunton Center
Member	Keith Toni, Comptroller
Member	Lisa Santos, Adjunct, Physical Therapy/Health Sciences

Standard Two: Planning and Evaluation	
Chair	Vidyanidhi Rege, Dean of Business and Experiential Education
Member	Julie Jodoin-Krauzyk, Director of Disability Services

Standard Three: Organization and Governance	
Chair	Colleen Avedikian, Ph.D., Professor of Sociology and Coordinator of Liberal Arts and Sciences
Member	Nancy Benson, Associate Professor of English
Member	Greg Sethares, Ph.D., Professor of Mathematics
Member	Ron Weisberger, Ed.D. Director of the Holocaust and Genocide Center
Member	Katie Mello, Administrative Assistant II, Behavioral and Social Sciences and Education

Standard Four: The Academic Program	
Co-Chair	Adrienne Foster-Scharf, Ph.D., Dean of Science, Technology, Math and Engineering
Co-Chair	Patricia Sherblom, Ph.D., Dean of Behavioral and Social Sciences and Education
Member	Denise DiMarzio, Professor of English
Member	Rosario Basay, Associate Professor of Behavioral and Social Science
Member	Stefanie Gouveia, Academic Coordinator, Academic Innovation and Professional Development
Member	Diane Forand, Coordinator of Instructional Technology
Member	Kathy Garganta, Adjunct and prior Dean of Attleboro

Standard Five: Students	
Chair	Joseph DiMaria J.D., Associate Vice President of Student Success and Enrollment Management
Member	Michael Fox, Coordinator of Career Planning and Placement, Business and Experiential Education
Member	Nathan Vaughn, Administrative Assistant II, New Bedford Campus
Member	Laura Hogan, Reference and Instruction Librarian, Library Learning Commons

Member	Melissa Rogers, Student Activities Officer, Multicultural Affairs
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Standard Six: Teaching, Learning, and Scholarship	
Chair	Elizabeth French, Associate Professor of English
Member	William Duffy, Ph.D., Senior Special Programs Coordinator, Academic Innovation and Professional Development
Member	Michael Geary, Associate Professor of English
Member	Susan Souza-Mort, Reference Librarian, New Bedford
Member	Robyn Worthington, Associate Professor of History
Member	Alyssa Frezza, Academic Coordinator, Athletics and Recreation
Member	Jennifer Simoes, Human Resources
Member	David Graves, Associate Professor of Art

Standard Seven: Institutional Resources	
Chair	J. Chrystal Puniello, Academic Coordinator of Academic Innovation and Professional Development
Member	Jennifer Sousa, Staff Associate, Information Technology Services
Member	Amanda Donovan, Director of Grants
Member	William Hoy, Adjunct, STEM
Member	Robert Rezendes, Ph.D., Dean of the Taunton Center
Member	Keith Toni, Comptroller
Member	Lisa Santos, Adjunct, Physical Therapy/Health Sciences

Standard Eight: Educational Effectiveness	
Chair	Danielle Licitra, Ph.D., Institutional Assessment Coordinator
Member	Nancy Labonte, Director of Adult Basic Education
Member	Shelly Murphy, Associate Professor of Communication
Member	Tim Hathaway, Academic Coordinator, Academic Innovation and Professional Development
Member	Janet Ray, Ed.D., Dean of Attleboro
Member	Emma Montague, Director of Family and Student Engagement
Member	Holly Pappas, Associate Professor of English

Standard Nine: Integrity, Transparency, and Public Disclosure	
Co-Chair	Debra Anderson, Professor of English
Co-Chair	Angelina Medeiros, Ed.D., Director of Strategic Analytics and Enterprise Systems
Member	Tom Grady, Professor of English
Member	Joe Barckett, Career and Technical Instructor, Business Solutions and Partnerships

Institutional Overview

Since its chartering in 1965, Bristol Community College advances a vibrant, diverse community through education, learner by learner. Bristol is a place where people from varied backgrounds turn to earn a degree, access work-related training and expand their cultural and intellectual horizons. Bristol offers online learning and has four college locations in southeastern Massachusetts, including Attleboro, Fall River, New Bedford and Taunton. In 2023 Bristol opened an additional location in New Bedford called the National Offshore Wind Institute (NOWI).

Bristol offers a rich variety of career and transfer programs that lead to an associate degree in science, arts and applied sciences, as well as certificates of accomplishment, achievement, and recognition. Students have the opportunity to seamlessly transfer to numerous four-year institutions across both the Commonwealth and the nation or students can go straight into the workforce. Bristol strives to put the needs of learners first with support services and career advancement opportunities that reduce barriers to educational access. In 2023, the college had 85 degree and 57 certificate programs that covered a broad range of academic and career-focused subjects, from art and design to veterinary healthcare. In the Fall of 2023, 6,096 students enrolled with the institution, which translated to a full-time equivalent (FTE) headcount of 3,602. The same year, 909 degrees and certificates were awarded and 69% of Bristol's graduates went on to continue their education. The college has 109 full-time faculty members and 373 part-time faculty members with a total of 972 employees.

Taking the helm as Bristol's fourth president on July 1, 2017, President Laura L. Douglas, Ph.D., is dedicated to driving a college-going culture in the region. She 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. During her tenure, the college has become a regional leader for social justice initiatives, a voice for underrepresented students and an advocate of affordable and equitable access to quality higher education. She is well-known throughout the community for her dedication to college access, Early College, continuing education, economic development and workforce preparedness.

Bristol serves as a leading resource for education and workforce development in southeastern Massachusetts. The college provides programs that promote individual opportunity and the region's economic health. Bristol's Business Solutions & Partnerships provides customized training for businesses and the community. The college 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 also develops active partnerships with business and industry, preK-12, colleges and universities, and social service agencies to maintain the relevance and effectiveness of all credit and noncredit programming. Living up to our mission, Bristol provides an accessible, innovative and inclusive education that prepares students to navigate and succeed in our ever-changing world.

In FY23, 3,318 learners participated in Economic & Business Development courses. Under Economic & Business Development, students engaged with Adult Education programs

(e.g. HiSET, GED and ESOL), transition-to-college bridge programs and Business Solutions and Partnerships. All of which offered customized training and professional development courses.

Bristol strives to promote equity by removing social and structural barriers through social justice advocacy, support services, and inclusive, affirming, and accessible education and employment. Bristol respects all cultural backgrounds, social identities and learning abilities and promotes the positive self-efficacy of each college community member. Bristol provides opportunities for dialogue, engagement, and growth by creating a welcoming and respectful environment to work and learn. Additionally, we provide a framework for promoting access and equity for all by challenging and empowering each member of the Bristol community to become an agent of transformative change.

The Student and Family Engagement department, in partnership with the Greater Boston Food Bank, offers a monthly Mobile Food Market for those in need. The market provides a variety of free fresh fruits, vegetables and dairy items to students, faculty, staff, and community members. More than 16,000 participants, including many students, received more than 184,119 lbs. of free groceries from Bristol's Mobile Food Market in FY23.

The Adult Education (AE) Department promotes literacy through adult secondary education and career pathways including Adult Education programs that lead to a high school equivalency credential as well as through college and career-ready English language programs. AE served 671 students (359 adult basic education/high school equivalency and 312 English language learners) last year through programs that enhance literacy skills by focusing on reading, writing, math and critical thinking for high school equivalency preparation. It also focuses on reading, writing, speaking and listening for English language at varying levels of proficiency.

Our data tells us that 68% of students graduate without debt. This includes federal, state and private loans that were borrowed by the student while enrolled at Bristol. In FY23, more than \$22 million in federal, state and local financial aid was disbursed directly to students. During the same period, forty-seven percent of students received Pell Grants and thirty percent of students received loans. Additionally, the Bristol Community College Foundation awarded approximately \$308,597 in scholarships to 251 recipients.

Navigating the Pandemic

Overview

Bristol Community College started preparing its COVID-19 response in early 2020 as reports from China, Italy and parts of the U.S. began flooding the media. In early March, the college implemented the Emergency Operations Committee (EOC) specifically for navigating the COVID-19 pandemic. The EOC met twice weekly for nearly two years and included representatives of Bristol's perennial Emergency Preparedness Committee and multiple college departments. Early planning benefited Bristol in a number of ways, enabling us to act decisively when it became clear that we were facing a deadly public health crisis. President Douglas attended every EOC meeting throughout the pandemic and continually underscored the importance of keeping the college community safe and students on track.

We transitioned quickly to remote learning, instituted safety measures, and adjusted our response as the pandemic developed into an emergency of historic proportions. This was especially true when the personal and economic toll of COVID-19 put the vulnerabilities of many of our students and employees in stark relief.

Bristol's COVID-19 response, the Bristol Together Plan, was divided into four key areas: student support, employee support, college safety, and community response. When our college community gradually returned to our campuses, the Bristol Together plan outlined safety protocols including travel; mask guidelines; testing; vaccination policies and resources; facilities and cleaning; potential exposures; and procedures if someone tested positive. The Bristol Together Plan remains fluid and is frequently revised to meet the current needs of the college community. As an example, when classes paused for spring break in March 2020, we extended the break by another week so that faculty and staff could prepare for the shift to online instruction and services.

Student Support

Support for Bristol's current and prospective students was one of the college's top priorities. Students faced sizable challenges during the pandemic—personally and academically. The college provided a Chromebook laptop and Wi-Fi hotspot to every student who needed them. All students received access to a Zoom account to engage virtually with tutoring, study groups and peer mentor support. All college departments implemented detailed continuity plans and were available remotely during Massachusetts Governor Charlie Baker's Stay-at-Home Order. Continuing to always put safety first, the college followed the Bristol Together Plan and brought back in-person courses and services in phases with strict COVID-19 protocols supported by our facilities department.

We opened our classrooms for in-person instruction during Summer 2020 but retained our flexible learning modalities: in-person, hybrid and online. Every corner of the institution worked to provide high-quality services throughout the pandemic, as student needs for academic, financial and mental health support increased.

On-site staffing and services included several areas, such as the enrollment centers at the four campus locations, as well as ITS technical support to students, faculty and staff for online courses, systems, computer lab equipment, and wireless access. For anyone who did not have access to the internet, free Wi-Fi zones were available in college parking lots.

The college's Library Learning Commons provided all library instruction, writing center, and tutoring services remotely. ThinkingStorm online tutoring was available for after-hours support. Admissions and advising services continued to be available both remotely and in-person during the week, including some evenings and weekends.

Although Bristol Athletics' practices and games were suspended, all athletics and recreation staff were available remotely. The athletics academic coordinator continued to provide specialized services to student-athletes in academic advising, transfer counseling, and financial aid.

Many Bristol students have severe financial challenges, with COVID-19, those challenges developed into crises. When the college received Federal Government's Coronavirus Aid, Relief and Economic Security (CARES) Act funding, Bristol used a survey instrument to best match students' needs to available funds. Funds were batched into separate allocations to assist students throughout the school year with tuition and fees, food, housing, course materials, childcare, and health care. (See Finance below)

The college's [CARE Team](#) offered students basic and mental health support through the college's referral program. As the pandemic further threatened the emotional well-being of our students, Bristol's Student Wellness department provided an increasing number of online options for mental health screenings and services.

To limit the virus's spread and still serve a critical need, the monthly Mobile Food Market was converted from a walk-in market to a drive-through service. Where pre-made bags of groceries were distributed to students, employees, and community volunteers. In 2020 alone, Bristol distributed more than 147,000 lbs. of free groceries to some 3,700 recipients in need.

We anticipated that first-year students might be struggling to find their place at Bristol, so we developed a virtual Student Lounge to facilitate peer-based engagement. Students could drop in to ask questions, get help, or chat with fellow students. The lounge had "rooms" where students could hang out with other students, meet with financial aid staff or academic advisors, and connect with our diversity officer or multicultural center staff.

Because many Bristol students were essential workers in health care, emergency response and grocery stores, some students expressed the desire to pause their academic journeys. The college responded by broadening the criteria for incompletes and offering a monetary incentive for students to complete their coursework minimizing lost progress towards completion.

Enhanced exposure for departments highlighted availability to students including college access, disability services, enrollment center, financial aid, the fitness center, registrar and records, student and family engagement, student accounts, student wellness mental health counseling,

Veterans Center, Women's Center, our TRIO Programs (Student support services, educational talent search, Upward Bound) and more.

Bristol's Multicultural Affairs center offered services and served a unique role during the pandemic. The murder of George Floyd inspired the urgency for everyone across the nation to unite in denouncing racism, bias, hatred, and discrimination. As a response to this crucial time in American history, Bristol's Multicultural Affairs center created a series of virtual Social Justice forums that investigated the intersectionality of race within various cross-identities that represent our community and students. The forums are ongoing and focus on racial injustice, education inequity, criminal justice and policing. They also present various themes that included the intersectionality of race within women's, immigrants', LGBTQ+, mental health, disability rights and the lived experiences of Black, African American and Latino males. The goal of the forums is to build a viable community of partnerships in the spirit of social justice, diversity, equity and inclusion in the work we do every day.

In Summer 2021, we launched our Success Center with a special team of coaches to bring back the full and part-time students that stopped out due to the pandemic. Numbering approximately 3,000 to date, each coach has a caseload of these students and is responsible for helping them identify ways to meet their unique needs, such as childcare, financial aid, transportation, academic advising, and more.

The Office of Disability Services embraced innovative technology, delivering resources to more than 800 students a year. The pandemic enabled the department to become more flexible in terms of how it communicated and provided resources to students. Prior to the pandemic, there was a strong flow of students in the office. When the landscape changed and classes went virtual, the students were given more methods to communicate. Bristol purchased a Zoom license which provided an accessible format for the deaf and was able to provide video remote interpreting much more easily than prior to the pandemic. The college's Zoom account can also provide accurate, auto-captioning of virtual lectures and videos. The faculty's commitment to communicating and being flexible was instrumental during the pandemic's challenges.

Employee Support

Our success in serving students during the pandemic was dependent on engaged and supported faculty and staff. To assist, we enhanced existing programs and created new ones to ensure the safety and well-being of all of our employees.

Helping students connect with faculty and each other was also vital to maintaining a positive college experience. Faculty engaged in professional development to assist students' success with virtual and hybrid learning. In addition to offering traditional services virtually, we developed new ways to support students and connect them to the college.

To assist employees with the transition to remote instruction and work, the college trained hundreds of faculty in March 2020. Additionally, a temporary instructional designer was hired to meet the training demand, and federal money was used to purchase new technology. Training and mentoring continued throughout the pandemic to support instructional excellence.

The college also provided employees with technology to work safely at home and invested in new resources to recruit incoming students and serve existing ones. Processes were evaluated for technical upgrades to remotely support prospective students, current students, employees, and the public. These areas include admissions, financial aid, new student orientation, Office of Disabilities Services, Veterans Center, workforce development, and more.

The health services and human resources teams provided employees with health resources, assistance with Family and Medical Leave Act (FMLA), counseling through our Employee Assistance Program and more. We communicated with our employees at weekly “Bristol Updates Live” get-togethers on Zoom, offering education about COVID-19 and sharing how we responded to the college community’s needs. Employees shared what they were doing, highlighting the innovations of our COVID-19 response, and provided programming to elevate morale. Mindful of the potential for employee burnout, depression and isolation, we initiated a weekly “Coffee Hour” right after Bristol Updates Live, where employees collectively played games, practiced Tai Chi, learned from guest speakers, engaged in meditation, and invited kids at home to join for story hours.

These virtual gatherings were vital to connecting employees and strengthening our sense of community. As we returned to in-person work, these coffee hours aided in the transition. Both Bristol Updates Live and the coffee hours were so well received and attended, we decided to keep Bristol Updates Live running in a virtual format once a week. The coffee hours were phased out in favor of in-person activities to assist with the transition to on-campus learning and working.

College Safety

Maintaining clean facilities, controlling the number of people on Bristol campuses, and preparing for in-person classes to resume was a transformational effort. Preventing the spread of COVID-19 was a top priority, with hundreds of thousands of dollars invested in personal protective equipment (PPE), cleaning supplies and equipment, new restroom technology, air filters, barriers, educational materials and UV light purifiers. Partitions were added throughout our campuses to reduce droplet transmission, and we carefully followed Centers for Disease Control guidelines for cleaning and disinfecting.

We began comprehensive COVID-19 testing by Fall 2020, recognizing it would be a key strategy to limiting symptomatic carriers at our college locations. Bristol partnered with the Fall River Fire Department Emergency Medical Services to build a testing plan. For Fall 2021, an infectious disease specialist helped us shift to a random sampling testing plan at all four campus locations. The Binax Now test helped us identify carriers showing no symptoms and was used by our athletes to reduce spread during practice or competition. The college also purchased 17,500 nasal antigen tests and distributed them for free with masks at all locations.

We knew that a safe Fall 2021 depended on masks and strong vaccination rates. Wearing masks or face coverings indoors at any Bristol location remains dependent on the daily level of new COVID-19 cases in our area. The college developed “Know your Color” mask guidelines that easily outline when masks are recommended or required using color levels. The color chart was posted in buildings and on the college website.

To ease concerns about the COVID-19 vaccines and highlight their importance, we developed short, sharable videos in Spanish, Portuguese, and English. We collaborated with Southcoast Health and University of Massachusetts Dartmouth to feature healthcare experts and infectious disease specialists from our Black and brown communities to discuss vaccine safety. We also established a vaccination website for up-to-date information on where our college community could get vaccinated in their communities.

We became one of four community colleges in the Commonwealth to become a White House Vaccination Clinic and participated in the Community College COVID Challenge. We hosted a large vaccination clinic for our college community and family members (12 years and older) to encourage vaccination. We provided vaccinations and gave away ice cream, Stop & Shop gift cards, \$20,000 in Bristol scholarships and free classes to support the efforts. With these, we helped more than 110 people get vaccinated, including teenagers from diverse communities. Bristol was one of the most successful colleges in the challenge, prompting the White House to ask the Vice President of Marketing & Communications to work with institutions in other parts of the country to replicate the college's success.

In January 2022, the college announced that the 15 Massachusetts community colleges, including Bristol, would require all students who have an in-person component, to be fully vaccinated for COVID-19 or have a valid COVID-19 accommodation. Faculty and staff were also required to show proof of COVID-19 vaccination or have a valid COVID-19 accommodation. As of May 18, 2023, this policy has expired. To support this collective policy, we purchased an add-on to the Bristol app that allowed for uploading vaccination cards and data. The Bristol app also allowed for contact tracing and messaging based on a QR code system used by students, faculty and staff. As an incentive to upload vaccination cards, the college held the BristolVaxUp program, offering \$100 when students uploaded their COVID-19 vaccination card and \$45 for employees.

Finance

Government support enabled the college to come through the pandemic in solid financial standing. In the initial period of uncertainty, however, the college was concerned about the financial health of the organization and took preventive steps in 2020 to reduce expenditures.

Approximately 136 part-time employees whose jobs dictated being on campus were laid off after six weeks on the college payroll without work. Part-time employees are a vital part of the institution, so this decision wasn't made lightly. By offering early retirement and voluntary separation opportunities, as well as assigning other workers new duties, the college avoided laying off full-time employees.

In order to financially support our students and facilitate enrollment, the college used CARES Act funding to acquire new technology for registration processes, placement testing, admissions, the first-year experience and video conferencing. The college also established a call center and new outreach efforts. The college received a total of \$37,934,688 in HEERF I, II, and III funding as follows: Student (a)(1) \$13,683,359, Institution (a)(1) \$18,610,857, Strengthening Institutions Program (SIP) (a)(2) \$1,398,059, Supplemental Assistance to Institutions of Higher Education

(SAIHE) (a)(3) \$2,538,522, and Supplemental Support Under the American Rescue Plan (SSARP) (a)(3) \$1,703,891.

Bristol distributed an additional \$188,500 with the help of numerous local organizations and generous donors. These funds went to students who did not meet the initial CARES Act funding criteria — adult basic education, immigrant, and undocumented students.

Government aid also was used for student mental health, wraparound services, food insecurity programming, reduction of student debt and COVID-19 testing. A Basic Needs Center was created to ensure that students had food, housing, transportation, wellness, and support for other unexpected personal needs.

Community

Bristol serves 20 cities with four locations in Attleboro, Fall River, New Bedford and Taunton. These communities, throughout southeastern Massachusetts, make up significant populations most vulnerable to the pandemic's impact. In 2020, the COVID-19 pandemic led to a decrease in life expectancy: 3.88 years for Latinos, 3.25 years for Blacks, and 1.36 years for Whites. Testing and vaccinations offered the best protection from sickness and death, and it was apparent that education about the disease and the benefit of getting vaccinated was a central component of the college's responsibility and work.

In December 2020, Bristol began operating a vaccination clinic, beginning with the area's first responders. The college then became one of the first Green Star Regional Vaccination sites, in partnership with the Fall River Department of Public Health. The clinic gave its last shots on June 16, 2021. Bristol also offered clinics at Bristol's New Bedford Campus, in partnership with New Bedford Public Health and as part of the White House vaccination effort.

In Winter 2021, when the number of COVID-19 cases spiked and local agencies could not accommodate the testing demand, Bristol was asked to become a Stop the Spread Testing Site for Fall River. Bristol eagerly took on that role, which remained on our Fall River Campus through March 2022. Bristol County suffered the State's second highest rate of vaccine hesitancy, and the second worst vaccination rate. To address this, the college produced short, targeted, and sharable videos in Spanish, Portuguese and English.

To increase equity and serve those most vulnerable in the community, Bristol donated its own Personal Protective Equipment (PPE) supplies from its health services programs to healthcare providers and offered free oral health kits from its Dental Hygiene program.

As a result, Bristol's Economic and Business Development area remained in full gear throughout COVID-19, continuing training, adult education programming (GED, HiSET, ESOL), and developing new programs. The college purchased a new, electronic registration platform for noncredit courses and offered free professional development courses aimed at getting our community members back to work.

When the region's workforce paused during the pandemic and businesses struggled to reopen in a changed landscape, Bristol accepted the challenge of creating a Back-to-Work Initiative to

stimulate the local economy. It expanded course offerings and training programs for workers and employers and very quickly created a new path back to work—whether in the physical workplace or from home. Bristol created virtual and hybrid learning models to complement the needs of an emerging digital work environment and offered programs to upskill workers for new or expanded career pathways, that are relevant in the region. Bristol’s Economic and Business Development program serves the region through Business Solutions & Partnerships. It offers professional development so workers can upgrade their skills in fields like health care, manufacturing, real estate, and more. It offers short-term training to achieve certificates, qualifications and credentials needed to advance in their jobs or attain a new position. Programs are tailored to assist student parents, English learners, and those seeking an initial or alternate career path. With programs like career and technical training, business partnerships, adult education, grant development and the creation of the National Offshore Wind Institute (NOWI), there were plenty of ways for the local community to pivot, learn, and grow in their present positions or to gain skills for a brand-new career. For businesses, Bristol assisted organizations with a customized menu of training. Providing the means necessary to reopen the economy was one thing that Bristol never paused during any stage of the pandemic. Bristol worked, and continues its work, to provide students, employees, and businesses with the skills to succeed in a changing economy and emerging job market.

Communication

Communication during the pandemic was critical to keeping our students on track and our college community safe. Bristol was committed to providing timely updates to students, faculty, staff, and the community through regular communication channels and new virtual methods. College-wide communication was coordinated through the Marketing & Communications department. Communication with students regarding specific programs and onboarding was shared by Academic Affairs and Student Services and Enrollment Management.

President Douglas led meetings twice a week with the President’s Leadership Team (PLT) and EOC to meet the everchanging demands of the pandemic. She also provided regular updates and support via email, virtual meetings and video messages. Employees were instructed to regularly check their Bristol email, the *Bristol Weekly* newsletter, Bristol Updates Live, BristolCC.edu and the college’s social media outlets. BCCalert and BCCinfo text messages were sent out when critical changes were made that affected the community, in addition to current students and employees.

Students were engaged in communication regularly, with an emphasis on outreach through the Bristol App and social media outlets. Programs and services with social media accounts were encouraged to share Bristol’s announcements with their followers to aid in dissemination.

In addition, Marketing & Communications worked with health services, human resources, IT, fiscal and other key areas to ensure that critical information was being disseminated in a timely and accurate manner, related to mitigating the virus. Communication ranged from updates related to coursework, to what to do if you are exposed to COVID-19, to testing programs. For example, training videos were sent to employees, as well as being shared on the

BristolCC.edu/Coronavirus (now Bristolcc.edu/Together) webpage and in *Bristol Weekly*, on topics such as [general coronavirus training](#) (Precautions & Preventative Measures), social distancing, mask wearing, and safely putting on PPE.

Throughout the pandemic, President Douglas led the college in strategic decision-making that put safety first and was informed by our mission and values. We feel that our strategies that required vaccines, good hygiene, isolation standards, clear guidance to inform mask protocols, and comprehensive COVID-19 surveillance testing have been effective at all college locations and, in some capacity, continue to date. Overall, Bristol faced significant challenges during the pandemic emerging with greater resilience and evolving into a stronger institution.

Cybercriminal Ransomware Attack

Bristol was a victim of a cybercriminal ransomware attack at the end of 2022, rendering nearly all the college's systems inoperable for several weeks. Those included communication systems such as the telephone and Office365. This incident occurred once the fall semester was completed and as the college was preparing for its Wintersession and spring semesters. Due to the capability of its staff, Bristol was able to launch winter session courses on time, with access to the learning management system, on December 27, 2022, just four days after the attack.

Despite considerable disruption in college operations, Bristol staff were able to restore technology services and allow critical operations to continue. In addition to the Information Technology Services (ITS) group, teams from across the college joined together, including representatives from admissions, enrollment, financial aid, fiscal services, advising, Marketing & Communications, and Human Resources, to develop continuity plans to ensure that students could make their way into classes and receive services during the disruption. Several workgroups were formed to develop solutions-based processes based on information available in the moment, as recovery efforts dictated the timeline of the availability for each technology platform.

Prior planning for such an event aided this effort. In 2021, the college transferred its website and content management system to a cloud-hosted platform, ensuring that any disruptions to the college's internet or servers would not impact the website. This transition proved exceptionally advantageous during a cyberattack, as the college's online presence remained unaffected.

Communication during the recovery effort was guided by the leadership team and managed by Marketing & Communications. Information regarding alterations in services and deadlines was communicated to both students and the college community through two specialized web pages—one designed for students and the other for employees. Daily updates were provided to guide students through the beginning of the spring semester, including how to get their course schedule, reset passwords, and acquire textbooks. Students were kept informed about the timing of financial aid awards and billing. They were also given a list of department phone numbers. Text messages delivered timely and critical information, accompanied by regular social media and Bristol App posts.

Daily updates were also provided to internal audiences for items that could not be shared on the public website. Emails to supervisors from PLT used temporary Gmail accounts. Information was also passed along verbally and/or through physical documents. Employees received information about how to reset passwords, get into their time and attendance, log into the learning management system, drop off their laptops to be sanitized and returned, as well as other related matters.

The entire Student Services and Enrollment Management (SSEM) team rose to the occasion in support of students and overall operations for the college. From the initial days of the attack, SSEM staff provided in-person services to assist students as well as providing support to departments such as enrollment, advising, admissions, financial aid, disability support, and

testing. Additional drop-in hours were added, as well as weekend enrollment events, to allow students to come to campus to receive assistance. As systems came back online, a targeted and tiered outreach plan was developed, and staff members assisted students.

Due to the diligence of the Registrar's Office, a hard copy version of the Wintersession schedule, including course rosters and instructor information, had been saved and was distributed to each campus, allowing Wintersession to run as planned. The Registrar's Office worked closely with the Online Learning team throughout Wintersession to leverage the learning management system as a way to maintain accurate student records while other systems were down.

Since the admissions application is hosted through Slate, which operates outside of the college's information systems, the college was able to access it via external accounts and keep the admissions application live throughout the entire period. There was very little downtime or interruption of service for students applying to the college. While we were not able to import and export financial aid documents such as FAFSAs during this time, we partnered with ITS to find ways to put our financial aid award processes back into place.

The SSEM team created manual processes, using paper forms and excel spreadsheets to register students and keep track of course availability for the spring semester. Collaborating with the bookstore resulted in students being able to purchase books, even though their financial aid vouchers were not yet available. Coordinating with the Student Accounts Office on policies and processes related to payments resulted in eliminating drops for nonpayment and pushing back bill due dates until students could access financial aid awards.

Due to the timing of the attack, many fall semester processes were not completed, such as submission of grades, degree conferral, processing of unofficial withdrawals, calculation of academic standing, and external enrollment reporting. Once the college's systems were back online, the Registrar's Office prioritized these tasks to ensure the information was as accurate as possible before public-facing aspects of them were turned back online. This was critical to ensure students, staff, and faculty had the correct information about students' statuses.

The Academic Leadership Team was immediately responsive when the college realized there was a cyberattack. Academic deans transitioned to temporary email accounts to put finishing touches on the Wintersession 2023 schedule. Academic deans contacted department chairs, coordinators, and faculty teaching in Wintersession and spring 2023 to ensure that they were informed as to how to reset passwords and connect to their online learning spaces.

Administrative and finance teams were able to ensure all employees were paid on time by partnering with the Commonwealth, using the State's facility to process payroll. Using secure but unconventional methods, we continued processing accounts payable payments and student refunds. The Facilities team used manual overrides to control HVAC equipment. Campus Police were without critical systems for several months, and so had to improvise.

The critical workstream running throughout the incident was the considerable effort related to the recovery of important systems and the alignment of these priorities as related to restoration.

Bristol partnered with a national cybersecurity vendor who regularly supports institutions in this situation, and this helped the college ensure the data integrity of its systems and offered general recommendations for improvements. Since then, Bristol has incorporated various partner collaborations and technology-based enhancements to reduce risks while enhancing its security posture.

Standard Narratives and the Data First Forms



1. Mission and Purposes

STANDARD 1: Mission and Purposes

KEY STRENGTHS	KEY AREAS FOR IMPROVEMENT
<ul style="list-style-type: none"> • Bristol’s workforce is dedicated to its new mission and vision • Emphasis on equity • Mission-driven Strategic Plan 2020-2024 	<ul style="list-style-type: none"> • Raising awareness of how work at the college reflects the mission • Engaging employees, college leaders, and the Board of Trustees and key stakeholders in equity education

DESCRIPTION

Our Mission

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

Our Vision

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

Our Values

Collaboration, Communication, Inclusion, Innovation, Respect, & Student Success

Bristol’s current mission, vision, and values statements are easily located in the “[About](#)” section of the Bristol Website. Each was revised as part of the 2020-2024 strategic planning process, developed through the leadership of the Strategic Planning Committee, with commentary from faculty, staff, and administration, members of the Board of Trustees (BOT) and Foundation, students, alumni, and community leaders.

The college was recently approved by the [Massachusetts Department of Higher Education](#) (DHE) to extend our four-year plan to include a fifth year. This decision was predicated on several factors including the amount of existing work already identified and implemented within the existing plan. This Strategic Plan includes elements of the DHE’s 10-year [Strategic Plan for Racial Equity](#) as well as new, State initiatives such as the recently introduced [MassReconnect program](#) and the impending Free Community College plan currently under legislative review by the legislature. The college also decided to extend by one year to have the ability to take any NECHE findings and incorporate them as a basis for the next Strategic Plan. We also decided to extend by one year to have the ability to take any NECHE findings and incorporate them as a basis for the next Strategic Plan.

On July 1, 2017, Bristol welcomed its fourth president, Dr. Laura L. Douglas, who has positively influenced the institution’s mission and purposes. Driven by her dedication to diversity, equity, and inclusion, she has led in the development of a Strategic Plan that weaves equity into all aspects of the mission, vision, and values. During her tenure, the college has become a regional

leader for social justice initiatives, voice for underrepresented students, and advocate of affordable and equitable access to quality higher education.

The process of crafting the current mission statement was completed by invited analysis, assessment, and creative thinking. The revised Bristol mission statement was approved by the BOT on May 11, 2020, and by the DHE Board of Higher Education on June 25, 2020.

The mission is recited at the beginning of PLT, Academic Leadership Team, and Deans, Chairs and Coordinator meetings. Through surveys such as the Personal Assessment of College Environment Survey (PACE) and the Community College Survey of Student Engagement (CCSSE), in addition to Fall 2022 and Spring 2023 professional development days, we have a good sense of the extent to which the college community understands our mission.

Bristol's commitment to the community is driven by our mission statement. Such community involvement includes open access to the Library Learning Commons, annual flu/vaccine clinics, and the monthly Mobile Food Market. These resources allow Bristol faculty, staff, and in some cases, the community at large, the opportunity to engage with students within the service region, depicted within the [2023 Fact Sheet](#).

The integration of equity work and the newly established mission has significantly influenced Bristol's institutional objectives outlined in [Strategic Plan 2020-2024](#). Bristol's Chief of Staff and Strategic Development oversees the ongoing direction and evaluation of the [Strategic Plan 2020-2024](#). Detailed insights into the plan's development, carried out in conjunction with the Bristol Strategic Plan Committee, can be found in the Executive Summary on the [President's Office page](#).

While Strategic Plan 2016-2020 led to the revised mission, vision, and value statements, [Strategic Plan 2020-2024](#) was developed with a focus on identifying strengths, weaknesses, opportunities, and potential threats to the college. Data analysis revealed the demographics of the college community, identified ongoing challenges to Bristol, and influenced marketing strategies. Workshops and focus groups were held with students, staff, faculty, legislators, K-12 partners and superintendents, higher education partners, the BOT, community partners, and businesses. These workshops and focus groups were designed to solicit input from all stakeholders and enrich the focus and design of the mission, vision, values, and the Strategic Plan.

APPRAISAL

After review by the Strategic Planning Committee in July 2019, it was decided that Bristol's previous mission statement was too lengthy, not easily understood across the college, and in need of revision. This was confirmed when the Committee brought this forward to the BOT at the [May 11, 2020, meeting](#). Feedback on the mission statement was solicited through a BOT retreat and various brainstorming sessions to ensure alignment with the college's traditions, priorities, and vision for the future. With data collected from workshops, focus groups, surveys and an environmental analysis, Bristol developed a [Student Experience Statement](#) that represents the

views and needs of students. This statement guides program and service development decisions. The BOT, together with the college community, then developed mission and vision statements to serve as the driving force of Bristol's work in the years to come.

Bristol's employees are dedicated to its mission. During Fall 2020, the PACE Survey was administered to 1,120 employees at Bristol. A total of 539 (48.1%) employees completed the instrument. The [PACE results](#) yielded an overall 3.9 mean satisfaction score out of 5, interpreted as a 78% satisfaction rate. The item with the highest mean score of 4.5 was "The extent to which I feel my job is relevant to this institution's mission." When the survey was conducted in 2017, the same item also yielded the highest average score of 4.5.

Bristol's mission, vision, and values serve as essential guiding principles for the college community. The Institutional Structure Subscale of the PACE (Personal Assessment of the College Environment) survey incorporates four items specifically tailored to gauge perceptions about the mission. From 2017 to 2020, each of these mission-specific items showed a statistically significant increase in positive responses. Notably, the statement "employees are supportive of the mission of this institution" witnessed a highly significant rise ($p < .001$) in agreement, both from 2017 and in comparison, to national norms.

This trend is underscored by the high level of mission understanding among college employees. Evidence of this comes from a Fall 2022 survey conducted during a college-wide, monthly, All College Meeting. In this survey, out of 71 respondents, 54 belonged to Academic Affairs and Student Services. Among them, a substantial 53% strongly agreed and 42% agreed that they "understand and relate to the mission of Bristol," totaling 95% who affirmed their understanding of the mission.

Furthermore, student perceptions align with this positive trend. In the Spring 2023 NECHE Survey, a notable 89.6% of the respondents (307 students) indicated that the college was successfully achieving its mission. These findings collectively highlight a strong institutional alignment with the mission, as perceived by both staff and students. [NECHE Student Survey](#)

Furthermore, faculty and staff (74% of 71 [All College survey](#) respondents) felt their work area had a published list of purposes and goals tied to the college's mission. During a [Spring 2023 Listening Session](#), one member of the college community noted, "...as a graduate of this college myself, I fully believe and support that getting a community college education is the best educational start for all community members." Faculty also expressed the influence of the mission in their classroom materials. For example, one faculty member explained, "As an instructor, I am always tweaking curriculum to make it more inclusive... this has taken the form of different versions." Conversely, some respondents indicated that although they understand the mission, they have limited opportunities to relate to the mission.

There has been a direct correlation between the way we carry out our mission and the focus on equity work, as evidenced in [Bristol's Statement on Equity](#), the [Student Experience Statement](#), and [Equity & Student Success](#) pillar of [Strategic Plan 2020-2024](#). Bristol's equity work aligns with the [DHE's Strategic Plan for Racial Equity](#).

In conjunction with the development and execution of the Strategic Plan, Bristol works with the BOT to ensure that the mission and vision of the college is reflected in all decisions impacting stakeholders. Some recent examples where Bristol has worked with the BOT to make decisions regarding access, innovation, and inclusivity can be seen in the setting of tuition and fees, continuing to make Bristol one of the top three most affordable colleges in Massachusetts. The BOT continues to promote innovation through its support of the recently adopted Enterprise Risk Management Model that helps inform the college’s strategic priorities and its dedication to increasing inclusivity as evidenced by the approval of [Bristol’s land acknowledgement](#) statement. The BOT is also dedicated to ongoing professional development for its members around issues of equity and recognizes its role in this work.

Bristol continues to utilize its many stakeholder groups and mechanisms throughout the college (BOT, council subgroups, existing meetings and forums, Integrated Planning Council, academic deans, department chairs and coordinators, leadership teams, staff, and community partners) as sources of information and data gathering to inform implementation and gauge the impact of Strategic Plan initiatives.

PROJECTION

	Action	Responsible Area(s)	Timeframe
1	Devise and implement a plan to engage the campus community in discussions to raise awareness about how their work supports and reflects the mission.	Strategic Development Office, PLT, Deans	2 Years
2	Increase equity education opportunities for employees, college leaders, the BOT and other key stakeholders to ensure the values of diversity, equity, and inclusion are embedded in strategic planning and decision-making.	BOT	2 Years

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	https://www.bristolcc.edu/about/mission	05/11/2020

Mission Statement published	Website location	Print Publication
Mission Statement	https://catalog.bristolcc.edu/mission-state	N/A

Related statements	Website location	Print Publication
President's Approved Goals - 2020-2021	https://bristolcc.edu/about/presidentsoffice	N/A
President's Approved Goals - 2021-2022	https://bristolcc.edu/about/presidentsoffice	N/A
President's Approved Goals - 2022-2023	https://bristolcc.edu/about/presidentsoffice	N/A
President's Approved Goals - 2023-2024	https://bristolcc.edu/about/presidentsoffice	N/A
Vision Statement	https://www.bristolcc.edu/about/mission	N/A
Values Statement	https://www.bristolcc.edu/about/mission	N/A
Strategies for Strategic Plan	https://www.bristolcc.edu/about/mission	N/A
Student Experience Statement	https://www.bristolcc.edu/about/mission	N/A
Equity & Student Success	https://www.bristolcc.edu//about/presidentsoffice	N/A
Mission of the Massachusetts System of Public Higher Education	https://www.mass.gov/guides/about-the-p	N/A
Mission of the Community Colleges	https://www.mass.gov/guides/about-the-p	N/A

Please enter any explanatory notes in the box below

"With data collected from 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."

[Source: 2020-2024 Strategic Plan](#)



2. Planning and Evaluation

FOLD
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STANDARD 2: Planning and Evaluation

KEY STRENGTHS	KEY AREAS FOR IMPROVEMENT
<ul style="list-style-type: none"> • Inclusive strategic planning process that led to a strong, Strategic Plan 2020-2024 • Increased access to timely data for planning and decision-making purposes • New, six-year program review cycle 	<ul style="list-style-type: none"> • Develop data literacy skills college-wide • Complete area plans across all key areas in a timely fashion • Improve the process of aligning financial and strategic planning • Provide stakeholders resources to make data informed decisions

DESCRIPTION

Planning

[Strategic Plan 2020-2024](#) is the principal guiding document for institutional planning. In July 2019, the college began identifying processes to collect data, identify and engage stakeholders, and scan market factors that would impact our work. After extensive data collection and engagement in workshops, participants identified four strategies to guide future plans: Academic Innovation, Equity, Organizational Excellence, and Partnerships. Additionally, the college considered several factors that contribute to the [final year of the plan](#) and lay the foundation for upcoming years (see Figure 2.1, below).



Figure 2.1 Year Four Strategic Plan Foundation

The planning process took approximately 12 months and included a number of events that engaged over 1,800 stakeholders throughout all Bristol campuses and communities. After approval of the plan by the Massachusetts Department of Higher Education (DHE) in late October 2020, Bristol began implementing the year-one strategic plan that encompassed 44 project leads from across the college. These individuals were responsible for rolling out over 40

individual projects using approximately 200 specific tactics. The college's main Strategic Plan was developed for a four-year cycle but was recently approved for a one-year extension through 2025 (see also Standard 1). Work on the next 5-year plan will begin April 2024.

The planning process included the development of annual local work plans in support of the larger college five-year plan. These local plans were developed using a number of sources, including work already identified in the previous year that was either ongoing or yet to be completed. As well, feedback received from various groups throughout the college: councils, senates, department leaders, foundation, Board of Trustees, economic and business solutions, community stakeholders, All-College meeting participants, and student groups informed development. Information from the program and [The Council for the Advancement of Standards in Higher Education](#) (CAS) review as well as labor market data was also included in the planning process. The local plans were then formulated and funneled through the Integrated Planning Council (IPC), a group reflecting the various areas of the college. The IPC recommended action plans and then presented the plans to the PLT for review. As part of the approval process, the members of PLT brought the plans to their area leaders for review and modification, as needed. These areas included: Academic, Financial, Technology, Human Resources, Marketing, Enrollment, and Development.

Once approved and adopted, the PLT prioritized plan objectives based on influencing factors. After adoption, the plan was used by area leaders to develop individual area plans that aligned with the college's master plan. Tentative area plans were then added to the strategic planning website to be viewed by the college community. Metrics and assessments were added to the website at the end of each year to show the progress made in each of the [Strategic Plan activities](#). It is the responsibility of the Chief of Staff and Strategic Development (CSSD) along with PLT to monitor the progress of the strategic plan. Goals and plans are set and evaluated annually in shared college meetings.

The results of planning are regularly communicated, and updates are provided in *Bristol Weekly*. Results are also communicated in monthly council meetings and during the start of semester [Opening Day](#) college-wide meetings in [Fall 2022](#) and [Fall 2023](#). Also, periodic updates are provided at All-College meetings as well as the Bristol Updates Live community forum. The [Strategic Plan 2020-2024](#) is accessible on Bristol's website for public view.

The institution allocates resources for planning and encourages areas to develop annual plans accordingly. The IPC supports the CSSD, who co-chairs the Council. The college's department of Strategic Analytics and Enterprise Systems (SAES) provides [data dashboards](#) and reports to promote data sharing, enhancing planning and decision-making throughout the college community. The department developed the [DID portal \(Data Informed Decision portal\)](#) to provide longitudinal data sets, presentations, feedback reports, and other resources for Bristol faculty and staff.

Evaluation

Institutional Level

The DID Portal serves as a place to post and share data and research studies about Bristol, including state and federal reports. The reports are reviewed regularly by stakeholders to gauge progress towards goals. Each of the four pillars of Academic Innovation, Equity, Organizational Excellence, and Partnerships is [evaluated for strategic progress](#).

In addition to the [State's Performance Measuring Reporting System \(PMRS\)](#) measures that help to guide assessment, Bristol also develops additional metrics related to each year's strategic action plans that are routinely added to the DID portal via Tableau Dashboards for deeper data analysis. Examples include [class cancellation rates](#) (see Figure 2.2, below) and [Open Educational Resource utilization](#). Bristol continues to identify data needs and expand data access to better measure the impact of strategic initiatives.

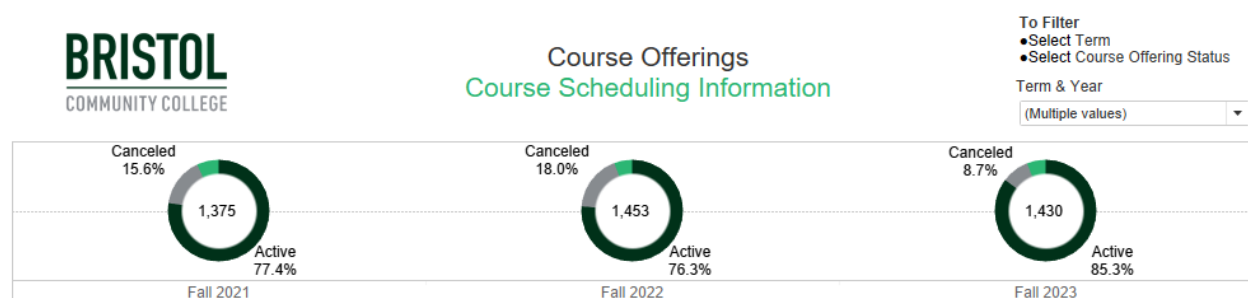


Figure 2.2 Class Cancellation Rates Fall 2021-Fall 2023 Tableau Dashboard

Combining ARGOS reports (the data management system used by the college) and the [Student Success and Achievement Tableau dashboards](#) then provide dynamic data disaggregated by various equity measures. SAES is continuously updating and building new dashboards to ensure data is accessible to the Bristol community and the public, balanced with security and governance. These resources are used widely across the college.

Staff from SAES meet regularly with Bristol staff to assist with decision making and data literacy. These meetings often raise specific data needs required for various initiatives and grants. A streamlined [data request form](#) is available, and all submitted requests are sent directly to SAES. A ticketing system tracks requests to help with prioritization and timeliness.

Bristol conducts the [Community College Survey of Student Engagement \(CCSSE\)](#) every three years to benchmark progress relative to local and national peers. The [Student Experience Survey](#) and [Student Demographics Survey](#) are conducted every Fall and Spring. SAES conducts a [Graduating Student Survey](#) at the time of graduation and an [Alumni Survey](#) 4-6 months after graduation in collaboration with graduate tracking requirements in the Perkins Grant. SAES acquired Lightcast Analytics in 2020 to gain insight into Bristol alumni and workforce information. Massachusetts public institutions also have access to the [Post-Secondary Employment Outcomes \(PSEO\) website from the Census Bureau](#) to access earnings and employment outcomes for college and university graduates by degree level, major, and post-secondary institution. [The Personal Assessment of the College Environment Survey \(PACE\)](#), another reputable, national instrument, is administered to all faculty and staff every 3 years.

Local and national survey results are shared periodically at Opening Day, All College, and Bristol Updates Live meetings. Results are also presented to Bristol's Board of Trustees.

Programmatic Level Evaluation

CAS reviews allow the college to assess the overall effectiveness of its academic and student service programs. These reviews provide a basis for modifying programs, establishing new opportunities, and allocating resources. Because Bristol is committed to inclusivity and providing a comprehensive student experience, Academic Affairs along with SSEM, in addition to several operational departments, engage in the review process.

CAS and program review ties to the [Strategic Plan 2020-2024](#) and its evaluation, specifically through use of Lightcast's labor market data. Equity goals within each program review are embedded into the [CAS review process](#).

The review is an ongoing process that takes six years to complete. Each yearly review builds upon the previous year's deliverables. Reviews provide context to draw conclusions about collegiate programs using available student success data, such as meeting student learning outcomes and the effectiveness of programs within and beyond classroom learning. During the six-year period, departments conduct assessment projects which support SMART goals and yield actionable plans to improve practice. At the end of each year, departments summarize findings using a template focused on current year deliverables and additional assessment initiatives outside the review process.

Focused on improving the student learning experience, faculty engage in quality improvement processes within all academic programs, annually. Bristol is committed to ensuring that the learning taking place is representative of the knowledge, values, and inquiry skills expected by the public and by industry standards.

The six-year program review is intentional, purposeful, coherent, engaging, rigorous, and cumulative. It begins with curriculum mapping at the program level and advances through the cycle with course level evaluation. An external review addresses alignment with industry standards. The review also provides space for needs assessment and future improvement plans (see also Standards 4 and 8).

Curriculum development and revision is a dynamic process driven by faculty and administrators. The Learning Council's College-Wide Curriculum sub-group reviews course revisions and new course proposals via a Dynamic Forms process. Where ultimate approval is granted by the Vice President of Academic Affairs on all issues relating to the curriculum of the college. (See also Standard 4)

The College Governance Council (CGC) promotes and guides the shared governance process by working collaboratively with the college community concerning all matters pertaining to Bristol's mission. Shared governance helps maintain focus on the mission, values, and strategic plan, enabling constituents to make and inform decisions that foster student and employee success (see also Standard 3).

The Office of Grant Development (OGD) and Foundation Office assist in efforts to obtain grant funding that contributes to Bristol's overall mission. Grant funds are obtained by submitting well-crafted applications to federal agencies, state public entities, as well as private foundations. The two offices work together to support grant development and assist in the refinement of project ideas, construct competitive grant applications, project budgets and narratives.

OGD provides interested developers with grant development assistance, ensures that proposals are in alignment with the college's priorities and Strategic Plan, and provides customized services and supports to the grant developer. OGD requires a meeting with the grant developer and provides a coordinated grant development schedule during the initial meeting. All grants are reviewed to ensure that 1) the project ties to institutional priorities, 2) the interested party is the proper area/division/program to apply for the funding opportunity, and 3) key personnel are alerted to the grant and its requirements in the development stage. The OGD reviews policies and procedures with the interested grant developer. The policies and procedures provide the developer with the information needed to develop and submit a grant at Bristol as the Principal Investigator.

Individual Level Evaluation

Bristol enables students to evaluate specific courses through [Student Evaluation Instruments](#). Student evaluations of courses taught by full-time faculty before 4 p.m. are completed near the end of each Fall semester. Courses taught by part-time faculty, and any courses full-time faculty teach in addition to their contractual workload, are evaluated by students every Fall and Spring semester. Bristol's system for evaluating personnel is determined by position type. Supervisors of personnel who are part of the [Massachusetts Community College Council \(MCCC\)](#) or the [American Federation of State, County, and Municipal Employees \(AFSCME\)](#) use an evaluation system set by their respective union contracts, and administrators are evaluated according to a process established on page 32 of the [Non-Unit Professional \(NUP\) handbook](#).

APPRAISAL

Planning

The Strategic Planning document is the keystone of Bristol's planning activities and an area that has continually been strengthened over iterations. When Bristol embarked on the latest round of strategic planning in 2020, it committed to a dynamic, engaging, comprehensive, and inclusive process. All constituencies at each campus were invited to participate, including students, faculty, staff, trustees, alumni, Foundation Board members, and other community members. Online and in-person opportunities for input were available to ensure opportunities to participate. Page 20 of the [Strategic Plan 2020-2024](#) documents the extent of involvement from Bristol stakeholders.

Improvement of planning and evaluation has been a focus. [Strategic Plan 2020-2024](#) has been at the core of college operations. Functional area annual plans were further developed into work plans with project leads who collaborated with college leaders. For example, when Strategic

Analytics was further reorganized to merge with Enterprise Systems, the [SAES 2022 Annual Report](#) describes how the new, functional area established a mission, goals, and outcomes, informing the college community via the SAES webpage.

A combined area work plan spreadsheet outlines the project status among those existing across the college. It further identifies who is the project lead, what resources are needed, and expected completion dates for aspects of the plan ([2023 Area Plans](#)). Prioritization is key in making sure progress is made on annual plans. The Integrated Planning Council (IPC) was established in January 2021 to ensure that the college-wide action plans that drive our work support Bristol's Strategic Plan. Action plans are developed through an integrated planning process that solicits feedback from all necessary stakeholders adjusting processes and cycles as needed to meet strategic goals and align resources. The progress made by the teams is evaluated by project leads and the CSSD in a continuous cycle.

The IPC, in conjunction with PLT, decides which strategies are completed, which to forfeit, and which to continue to the next year. The strategies are reprioritized based on current needs and anticipated pressures. Leadership turnover (see Standards 3 and 7) has made it difficult for the college to consistently produce timely, annual, area plans. PLT members have priority agenda items that are assigned through the CSSD as well as the President that help to guide their work that specifically ties back to their projects in both the strategic plan as well as their annual plans, but a stronger focus on area plans would yield strong support for the institution's strategic plan. The President's key performance indicators (KPIs) that are shared with the college as well as the BOT are derived from the strategic plan. Each PLT member is responsible for providing monthly updates to the KPI's related to their area, that is then shared with the BOT through an update by the President in each Board Meeting. This process developed as a result of [Strategic Plan 2020-2024](#). College-wide communication regarding this process continues to be a priority for leadership.

[Strategic Plan 2020-2024](#) promotes a mechanism that allows individuals, teams, departments, divisions, and functional areas to better evaluate needs, develop action plans to meet those needs, request funding, amend goals, and report progress. Scaled integration is a potential area for improvement for the college. In [2019](#) there were plans from the following areas: Academic Affairs; Administration and Finance; Communications; Development; Human Resources; Information Technology Services; Institutional Research, Planning, and Assessment; Student Services and Enrollment Management; and Workforce Development. There was also a Master Plan. In [2023](#), there are plans from: Academic Affairs; Finance; Technology; Development; and Student Success and Enrollment Management. The college also released a [Strategic Enrollment Plan](#). The Master Plan has not been updated since 2007, but a Commonwealth Division of Capital Asset Management and Maintenance (DCAMM) Facility Condition Assessment was completed in 2022 (see [Data First Form 2.1](#)).

The President's goals and objectives directly support the Strategic Plan and have led to several new and productive initiatives. For example, under the pillar of "Academic Innovation" the objective to implement "Program and curriculum review and alignment based on Labor Market

Data Action Plans.” Pursuing this goal led to the decision to create a 5-Year plus One program review process and use Lightcast to provide strong labor market data reporting pathways.

When Bristol’s Strategic Plan was approved by the DHE, it was important to support the work with resource allocation. The timing of the existing budget process did not align with the annual strategic plan roll-out. As a result, a small workgroup consisting of members of the strategic development and fiscal teams developed a phased work plan to address changes to the existing budget process. A [plan](#) to align resource allocation with the strategic plan began. Year one focused on projects that were process related and did not require a heavy capital investment. Year two involved having org managers identify how their budgets support strategic initiatives. For year three, the planning cycle was shortened from 12 to 9 months. Year four included the roll-out of a hybrid zero-based budget model from the previous roll-over budgeting. Managers are now asked to develop budgets based on department needs that support the strategic initiatives of the college.

Data Informed Decisions

Access to meaningful and accurate information is essential to support Bristol’s mission and vision. In order to establish institutional knowledge, systems must be developed to discuss, analyze, and refine data processes to support data-informed decision-making. As part of year two of [Strategic Plan 2020-2024](#), an annual data plan was established by identifying data needs throughout the college. Priority was given to building reports and giving access to information that was identified by multiple key areas related to the strategic plan. These priorities were used as the foundation for the [DID portal](#), and the reports and dashboards it contains directly address the needs of key areas of the college.

In 2019, the Office of Institutional Research, Planning, and Assessment (OIRPA) was reorganized to meet the growing need for data, assessment, and evaluation at Bristol. The Institutional Research aspect of the department transformed into SAES and moved to ITS to enhance access to advanced data analytics and Tableau visualizations. A new Assistant Director of SAES position was employed to focus specifically on advancing work with data analytics, facilitating access to data for informed decision making. This role is responsible for designing and maintaining high-level dashboards, assisting with state and federal reporting, surveying, analyzing data, and fulfilling data requests—supporting data-informed decisions in line with strategic initiatives.

While the college has made clear progress supporting data-informed decisions, there are opportunities to which we are tuning. The data literacy that personnel demonstrate varies across the institution. Some pointed this out at the [2023 NECHE Employee Forums](#) that customizing access based on employee role would aid efficiency and utilization, “... standardized data access and reports for various roles, although employee data needs are diverse.” Another explained they needed more guidance in use of data systems, “regarding the data that is most useful.” Beyond abilities, the same forum demonstrated that time limitations affect utilization, “My role is supposed to use the reports to make data-informed decisions...but my role is too big, and I’ve

also needed to do so much filling in for absent/resigned colleagues, so I really don't have enough time to do it well."

SAES provides data for requests that are received based on data availability (see Standard 9). Through data governance and data democratization efforts, the area has focused a great deal of its time on providing more access to timely data, which is having a positive effect on data culture at Bristol.

Bristol established a [Data Governance Team](#) (DGT) in January 2019 led by the chief information and data officer to address the need for formalized policies and procedures to manage data resources. The DGT has accomplished several important initiatives, for example the creation of Bristol's [data request form](#) to streamline, track, and prioritize requests. Requests were moved to [Fresh Service](#), a more robust ticketing system. In AY21-22, SAES completed 400 data requests as well as access requests for Argos, Banner, and DegreeWorks. DGT contributed to the development of Bristol's [Data Dictionary](#), publicly available on the website. In compliance with Bristol's [Written Information Security Program \(WISP\)](#) policy, a DGT subgroup completed a Personal Identifiable Information (PII) inventory of all physical documents at the college. DGT also completed a comprehensive inventory of the college's Data Stewards and Systems that provides essential information for almost 150 disparate systems. A subgroup of DGT, the Data Integrity Group, laid the groundwork for establishment of more than 20 public data visualizations in Tableau. The team also reviewed the DID portal. Finally, the group helped create the Data Classification Policy, [Institutional Survey Policy](#), and [Institutional Review Board Policy](#).

Evaluation

Each functional and academic area compiles annual reports which are used to evaluate progress towards the achievement of the Mission Statement, strategic planning goals, and program objectives. However, there are opportunities to increase consistency in the delivery of plans in a timely fashion, as well as additional opportunities related to tracking and dissemination of evaluation results.

Bristol implements our strategic plan with associated objectives (see [Year One outcomes](#), for example) that align with the [DHE'S Ten Year Equity Plan](#). However, the college could update our Master Plan with more timely information and assure alignment across sectors. DCAMM has provided a [Facility Condition Assessment in 2022](#). Bristol can expand utilization of the Academic Plans, while the Financial Plan for the college aligns with the budget process which is an enhanced financial practice developed in 2023 (see also Standard 7).

It is important to gather support and input for initiatives that affect multiple sectors of the college. As a way to do this in an orderly manner, Bristol uses a College-Wide Initiative (CWI) process to gather feedback and input.

Information about initiatives is shared during various in-person and online meetings, including All College (average 200-250 in attendance), All Academic (contractually required), Professional Staff, Academic Area (contractually required), Department meetings (contractually

required) and Bristol Forums. There are also several electronic modes of communication including email; *Bristol Weekly*, ([average open rate of 38% among adjunct, 69% among FT faculty and 67% among FT staff in 2022](#)); and Bristol Updates Live, which takes place weekly on ZOOM for members of the college to get the information (average 100-150 in attendance). Marketing & Communications also uses several social media channels such as YouTube, Facebook, Instagram, LinkedIn, and X (Twitter) to communicate with internal and external stakeholders.

Evaluation of grant progress and spending has benefitted from a new grant tracker spreadsheet, implemented by the fiscal office in 2020 as a result of the Risk Management Committee’s work (see Standard 3). The grant tracker was developed as part of a strategic planning initiative to monitor spending for federal and state grants. All those that have secured, or hope to apply for, grants are required to attend a training conducted by the fiscal office to understand the process of maintaining and reporting on grant activities, fully spending down federal and state grants. The fiscal office and select members of PLT meet monthly to evaluate progress towards goals related to each grant. Currently, 46 grants are monitored via the grant tracker spreadsheet.

The leadership team also works with the Bristol Foundation to align fundraising with the strategic needs of the college. During FY22, the foundation provided \$1.8M in funding support to enhance academic, programmatic and student support services. Some specific examples of how these funds supported strategic initiatives are \$1.1M in student scholarships, easing the burden of college debt, \$125K in funds awarded to students for emergency basic needs, \$115K funded toward the professional development of faculty and staff, and \$167K in supplemental funding to support innovations within academic programs. Efforts are underway to develop a more formalized process for better aligning donor intent with the college’s strategic needs in addition to data collection to measure the impact of these funds on student success.

PROJECTION

	Action	Responsible Area(s)	Timeframe
1	Increase community engagement with strategic plan work by increasing knowledge about the connection between people’s individual and area work as it relates to strategic initiatives.	CSSD Marketing & Communications	1 Year
2	Track how data is being used to inform budget allocation and share how these decisions are made.	SAES CSSD	Ongoing
3	All areas will submit annual plans by a set deadline, along with a mid- and end-of-year progress report.	Vice Presidents Deans	2 Years

	Action	Responsible Area(s)	Timeframe
4	Allocate assets according to strategic priorities.	VP, Administration and Finance CSSD IPC	Ongoing
5	Continue efforts to develop data literacy skills across the college community and encourage data-informed decisions.	SAES Marketing & Communications	Ongoing
6	Create a formal process for aligning grant and foundation funds to specific strategic initiatives and measure the impact of the monetary allocations.	Grants Office Chief Development Officer IPC	1 Year

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

Immediately prior Strategic Plan
Current Strategic Plan
Next Strategic Plan

Year approved by governing board	Effective Dates	Website location
2017	2017-2021	NECHE Workroom
2020	2020-2024	https://www.bristolcc.edu/about/pres
TBD	2025-2029	TBD

Other institution-wide plans*

Master plan
Academic plan
Financial plan (Budget Alignment)
Technology plan
Enrollment plan
Development plan

Year completed	Effective Dates	Website location
2007	2007-present	NECHE Workroom
2023	2023-present	NECHE Workroom
2022	2022-2023	NECHE Workroom
2022	2022-2023	NECHE Workroom
2022	2022-2023	NECHE Workroom
2022	2022-2023	NECHE Workroom

Plans for major units (e.g., departments, library)*

Strategic Enrollment Plan
Bristol Strategic Plan - Alignment with DHE Equity Goals
Bristol Strategic Plan - Final Year Three Plan
Bristol Strategic Plan - Final Year Four Plan
DCAMM Facility Condition Assessment 2022
Strategic Analytics and Enterprise Systems
Data Governance Team Charter

2023	2023-Present	NECHE Workroom
2022	2022-2023	NECHE Workroom
2021	2021-2024	NECHE Workroom
2023	2023-2024	NECHE Workroom
2022	2022-Present	NECHE Workroom
2022	2022-2023	NECHE Workroom
2023	2023-2025	NECHE Workroom

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated: 2021

Program review schedule (e.g., every 5 years)

Sample program review reports (name of unit or program)*

2021-2022 Year Zero Program Review Reports (Current Assessment Process)

Website location

<https://bristolcc.edu/bristolcommunit>
<https://bristolcc.edu/resources/docu>

[NECHE Workroom](#)

System to review other functions and units

Program review schedule (every X years or website location of schedule)

<https://bristolcc.edu/resources/docu>

Sample program review reports (name of unit or program)*

2017 CAS Functional Area Review Reports (Previous Assessment Process)

[NECHE Workroom](#)

Other significant institutional studies (Name and web location)*

[Bristol's Performance Measurement Reporting System](#)
[Board of Trustees Retreat](#)
[Presidents Leadership Retreat](#)
[Fall Enrollment Review](#)
[Assessment Day Tableau Test Drive](#)
[Staff Senate Professional Development Tableau Training](#)
[Retention and Persistence Presentation](#)

Date
2023
2023
2023
2023
2023
2023
2022

IRB Student Presentation Review
Bristol Survey Policies Tips and Tools
Graduate Survey
Successful Course Completion Rates
Admitted But Did Not Enroll Study
Community College Survey of Student Engagement
Data-driven Equity Lens to Inform Recruitment and Retention
DFWI Rates AY20-21
Personal Assessment of the College Environment
Student Withdrawals
Student Surveys Overview for PLT
National Student Clearinghouse Fall 2010 Six-year Completion Report
Transfer Reports
General Education Task Force 2016 Report

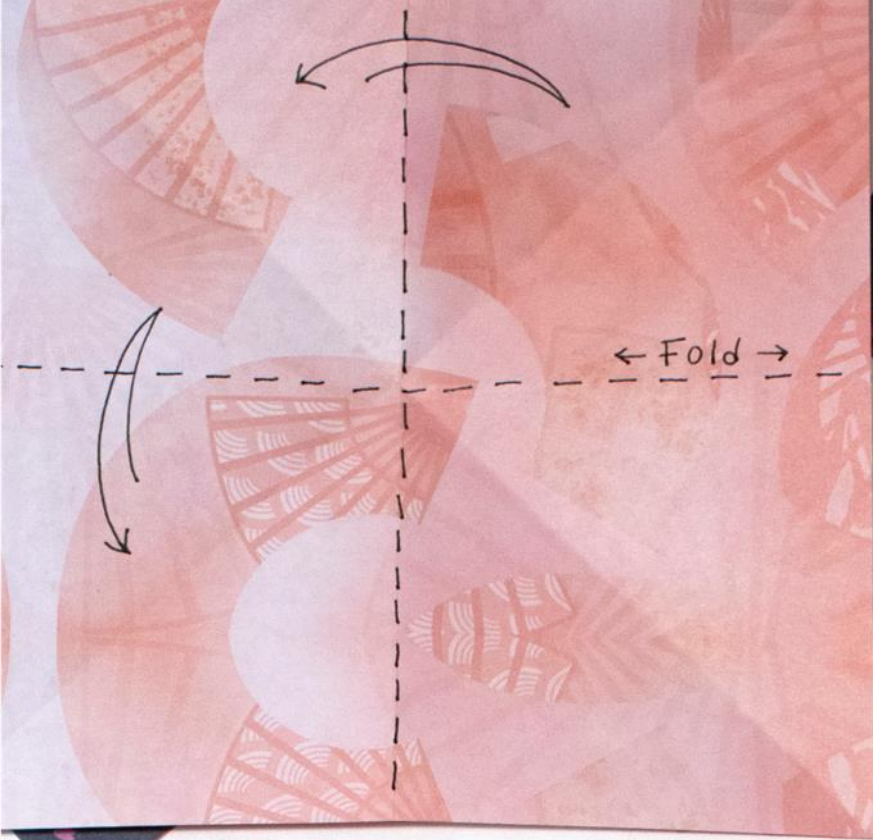
2022
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*Insert additional rows, as appropriate.

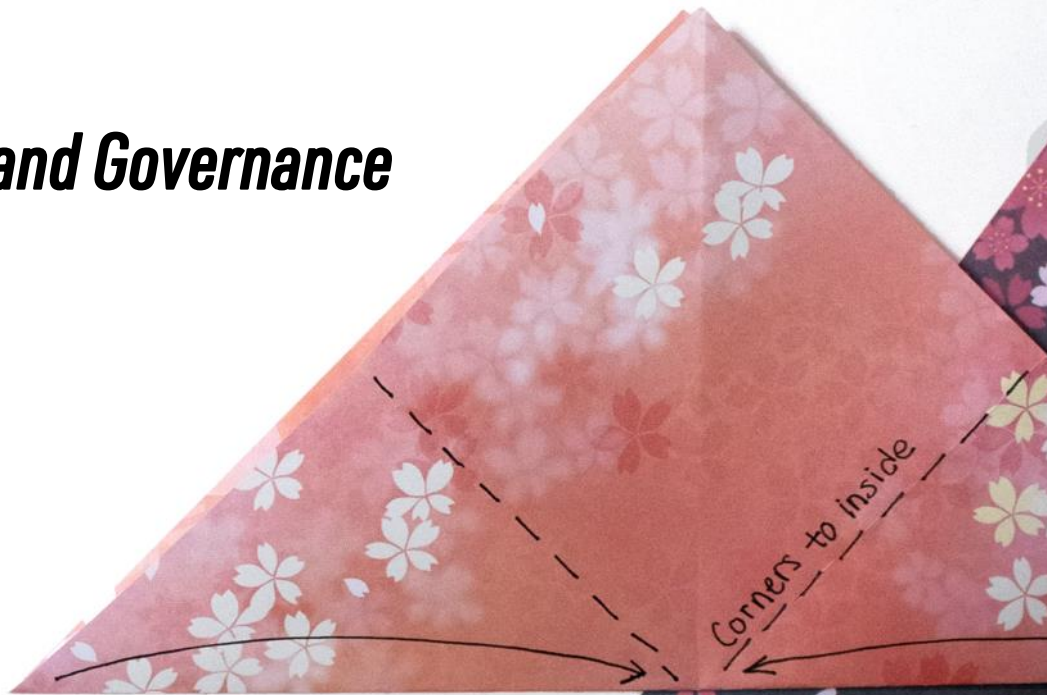
Please enter any explanatory notes in the box below

A culture of assessment occurs when information is regularly collected for making decisions that inform our practices and contribute to student success. Building a culture of evidence engages others in sharing practices that are effective and allows for discussions related to improvement. In the end, the results of our work contribute to an institution's ability to reach strategic goals, accreditation requirements, and fulfill the institution's mission in transformative ways.

[Source: Bristol's Assessment Webpage](#)



3. Organization and Governance



STANDARD 3: Organization and Governance

KEY STRENGTHS	KEY AREAS FOR IMPROVEMENT
<ul style="list-style-type: none"> • Clear sense of roles from BOT to administration to faculty and staff • Shared governance has improved, and can continue to do so through use of the CWI process • Creation of a new shared Governance Model including a comprehensive College Governance Manual developed to outline the tools and processes needed to provide long-term support. • Increased number of communication channels • Creation of new Staff Senate to increase engagement in college-wide governance 	<ul style="list-style-type: none"> • Improve satisfaction levels with management • Ease communication between the college community and the BOT • Foster an environment where employees can speak openly and honestly, knowing their input matters

DESCRIPTION

Governing Board

Bristol Community College operates under the authority of the Massachusetts Board of Higher Education (BHE). The governing Board of Bristol is its Board of Trustees (BOT). The power and duties of Massachusetts Community College Trustees can be found in [Massachusetts General Law Chapter 15A, Section 22](#). The Mission Statement of the Massachusetts Public Higher Education System outlines [the role and limits of a Trustee](#) who supports the institution.

Massachusetts Community College Trustees must undergo mandatory [training](#) on Open Meeting Laws, Public Records Law, Conflict of Interest Law, State Procurement Law, State Finance Provisions under Chapter 29, Fraud Prevention, Governance and Fiduciary Responsibilities. The trainings are completed every four years, and new Trustees must complete the training within six months of appointment. This approach ensures Board members’ independence as well as the guidance to fulfill their responsibilities.

Each Trustee takes an oath indicating that they understand, accept and fulfill their responsibilities as a fiduciary and representative of the college. In this, the primary [objective](#) for the role is to ensure that Bristol achieves its mission. Trustees are required to report any potential conflicts of interest to the state, under the State Ethics policy.

All BOT meetings are public and subject to the state’s [Open Meeting Law](#). [Agendas and minutes](#) for each BOT meeting are posted on Bristol’s website.

Bristol's Board of Trustees

Bristol has 11 BOT [members](#). Nine of which are appointed by the Governor. There are two who are elected by their peers: the Student Trustee and The Alumni Trustee. When there is a vacancy, the Chair of the BOT, College President and Public Education Nominating Council provide a list of prospective candidates for consideration. Through the process, the BOT considers how the candidates represent the diversity of the college as well as the four physical campus locations. The Chair of the Board and President solicit input from various stakeholders and meet prospective candidates to learn more about them and how they might best serve the college. Resumes are collected, and qualified candidates are forwarded to the Governor's Office.

In addition to the State's mandated training, Bristol provides its own local Trustee onboarding, focusing on the role of the Trustee, an overview of the BOT and the college, the format of meetings, and retreats. At the retreat, the BOT identifies specific areas related to the college's mission for member education throughout the year. Each meeting includes a board education topic.

Supported by its [bylaws](#), the BOT is responsible for the quality and integrity of the college. These bylaws were most recently updated and approved by the board on November 8, 2021, and go on to describe board roles presented as independent fiduciaries. The bylaws address organization and operation of the BOT; meetings; committees; selection, term and removal of the president; and trustee resignation, discipline, and absence. Annually, the BOT approves the college's budget and makes sure that it aligns with [Strategic Plan 2020-2024](#). They annually approve and accept the independent auditor's report of the college's financial status.

The BOT holds a minimum of eight meetings of the board per academic year. Meetings are held at the various campuses. Twice a year there is a joint meeting held between Bristol's BOT and the Directors of the Foundation Board to align the work of the two groups. The BOT holds an annual retreat in August, as well as a mini retreat in early Spring to focus on areas requiring deeper levels of consideration and discussion.

The Standing Committees of the board include Awards, Facilities, Finance/Budget, Foundation Relations, Human Resources, Instructional and Student Services, Nominating and Governance, and Risk Management.

To assist the board's Risk Management Committee, the college created a [Risk Management Advisory Committee](#). Established in 2020, this advisory committee consists of the President as well as representatives from each area of the college. It is chaired by the college's Risk Compliance Analyst, a position that the college is actively recruiting. The BOT relies on this Committee for information to assure that the college appropriately identifies, assesses and manages risk. Additionally, Bristol has begun work on a plan to adopt the [Enterprise Risk Framework](#) within the various areas of the college in conjunction with the Strategic Plan.

The Risk Management Advisory Committee also focuses its attention on Bristol's financial matters, such as evaluation for budget alignment with the strategic plan and working to ensure that grants comply and meet the needs of students and the community at large (see also Standard

2). Any areas of risk are discussed with the Board's Risk Management Committee and solutions are suggested.

The college President reports directly to the BOT. Annually, the BOT approves the President's key goals. During every BOT meeting, the President delivers a progress report concerning these key goals. Subsequently, the BOT offers feedback on the progress. Per their operational bylaws, the BOT annually evaluates the President and makes recommendations regarding reappointment and compensation.

BOT Evaluation

At the start of each year, the BOT conducts a self-evaluation. A form is used to assess members' behaviors and roles related to mission and strategy; policy; community relations; BOT-CEO relations; standards for college operations; institutional performance; board leadership; advocating for the college; board education; and diversity, equity and inclusion.

Self-evaluation surveys are collected, with results tallied and shared with the BOT body. The items that indicate room for improvement are discussed. The most recent evaluation took place at the Board's half-day retreat in April 2023. The review prompted a number of questions related to policy recommendations, regional needs, facility planning, the need to monitor the college's performance and student success metrics, measurement of impact, reaccreditation, accountability requirements, community partnerships, encouraging innovation, securing public funding, supporting the Foundation, evaluating equity outcomes, and greater equity outcomes and greater awareness of the systemic inequities that affect those the college serves. After discussion, the BOT identified its top priorities to focus on in AY23-24.

The BOT self-evaluation also identifies prospective board education topics. The topics are collected and reviewed by the president and BOT chair, and a BOT education program is put forth for the academic year. For AY23-24, some education topics include employee recruitment and retention planning, the Massachusetts MassReconnect program, the Center for Teaching and Learning, and Bristol's College Safety and Campus Police Accreditation. Typically, employees that lead these areas present to the board. Leaders from the Student Senate, Faculty and Professional Staff Senate, Staff Senate, MCCC Faculty and Professional Staff Union, and the AFSCME Union are also invited to a BOT meeting each year to educate trustees on their work and contributions to the college.

In addition to the BOT's regular, annual evaluation, the board is planning for a facilitator to join the August 2024 BOT retreat for an external perspective regarding the board's effectiveness.

Internal Governance

The system of governance at Bristol includes the President, the [President's Leadership Team \(PLT\)](#), the Academic Leadership Team (ALT), SSEM Vice President's Leadership Team (VPLT) the college Governance Council (CGC), the Shared Governance Councils (Advancement, Data, Equity, Learning, Operations and Student Services and Integrated Planning), the Faculty and Professional Staff Senate, the Staff Senate, members of the Massachusetts Community College Council (MCCC), members of AFSCME (American

Federation of State, County and Municipal Employees), the Risk Management Advisory Committee, and the Student Senate.

Bristol has campus locations in Fall River, Attleboro, Taunton and New Bedford Massachusetts, Fall River being the largest. Attleboro, Taunton, and New Bedford are headed by a campus Dean. Bristol's Online Learning is headed by the dean of online services. The BOT is the governing authority for all campuses and online learning.

President

Bristol has an [organizational chart](#) that outlines the internal structure of the college. The BOT charges the President with the responsibility to effectively manage the institution, including the allocation of resources, in order to fulfill its mission.

President Douglas is supported by the PLT, which includes the Chief Information and Data Officer, the Chief of Staff and Strategic Development, the Chief Human Resources Officer, the Vice President for Administration and Finance, the Vice President for Academic Affairs (VPAA), the Vice President of Economic and Business Development, the Vice President of Marketing & Communications, and the Vice President of Student Services and Enrollment Management (SSEM). The President and senior administrators are charged with being appropriately responsive to the voices of all constituencies.

Chief Academic Officer

The VPAA, along with the faculty, are responsible for the integrity and quality of the college's academic programming on all campuses. Bristol's organizational chart illustrates that the VPAA reports directly to the President. The VPAA has oversight of curriculum, planning, budgeting administration for academic areas and the development of degree and certificate programs and professional accreditations. Dual enrollment, distance education, college access, and [outside contract courses](#) as well as all credit-bearing academic programs and support services are the responsibility of the VPAA. These are all incorporated into policy formation, academic oversight and evaluation system of the institution (see Standard 4). The VPAA is supported by the ALT, comprised of deans and directors from six areas: Online Learning (currently vacant), Business and Experiential Education, Health Science, Behavioral and Social Sciences and Education (BSSE), Library Learning Commons, and Science, Technology, Engineering and Mathematics (STEM), Curriculum Development. The VPAA incorporates input from faculty and staff into governance decisions.

College Governance Councils

In response to the 2014 NEASC recommendation that Bristol adopt a more inclusive system of shared governance, [a new College Governance Council \(CGC\) was formed and launched](#) in AY19-20 (see Figure 3.1, below).

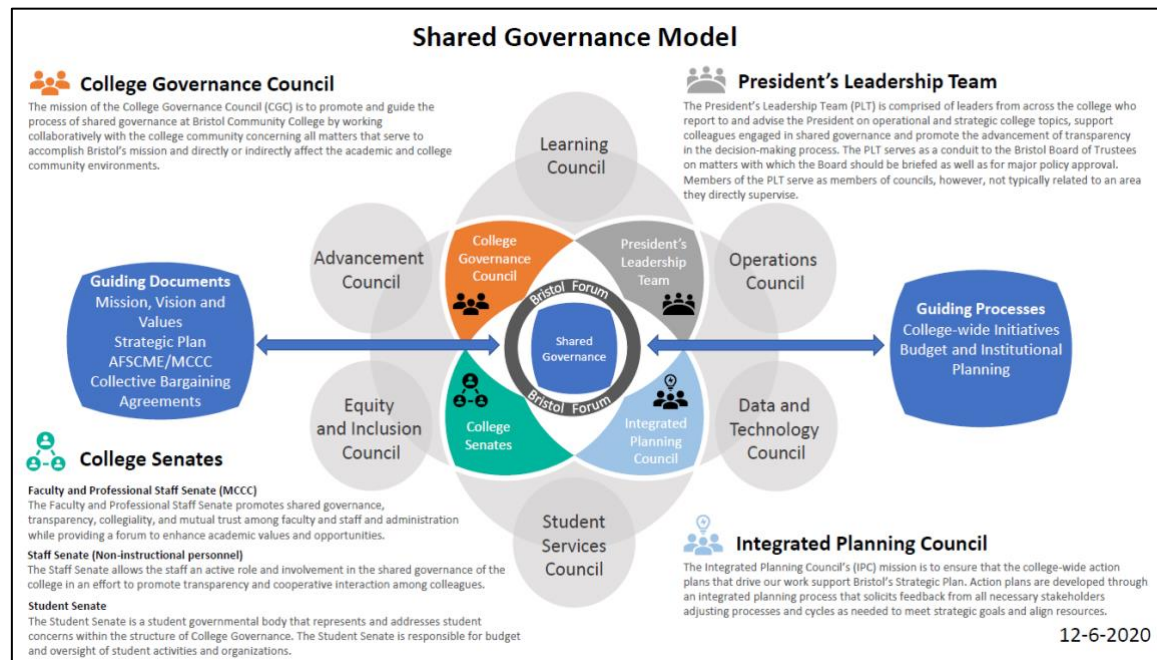


Figure 3.1 Bristol's Shared Governance Model

Aligned with Bristol's Strategic Plan, this shared governance model was created and adopted to replace its committee-based system, and to include more members of the college community. For example, this model allowed for AFSCME members to serve in council co-chair roles. This model also allowed for more AFSCME Members to play a more active role in councils and serve in leadership positions as council co-chairs. It was developed based on information gleaned from survey data and college-wide discussions about how to improve the system of governance. Some of the issues the CGC sought to address include:

- equitable and inclusive calls for participation, including adjunct faculty and students,
- expanding the concept of college service,
- routine rotation of council memberships and chairs,
- thorough orientation for new council members,
- mentoring of new council chairs,
- easier access to reports, minutes, and projects through a common, Microsoft Teams site,
- creating standardized templates,
- creation of engagement plans to align the work of the councils to the college's strategic plan.

The CGC system also established a mechanism for communication and participation for appropriate constituencies, including students, as they made recommendations to the CEO and other senior administrators. Six new governing councils were formed to represent various college functions: Advancement, Data and Technology, Equity and Inclusion, Learning, Operations, Student Services Council and Integrated Planning. Each council developed and adopted its own [mission statement](#).

To unite constituencies, faculty, staff, students, and administrators choose their council, with the CGC acting as a central organizing hub and the IPC serving as a conduit between Bristol's

Strategic Plan and the governance councils. As part of the revised Bristol Shared Governance Model, engagement plans ensure councils are engaged in productive work that supports the college's needs. [Engagement plans](#) were developed by the IPC and are project-based work plans connected to larger, college-wide strategic initiatives. The plans were submitted to each of the respective councils at the beginning of AY22-23. There is on-going assessment of engagement plans.

The CGC, with the college's council leadership, also assesses the council system annually by surveying both leaders and members. The information is reviewed, summarized, and shared with the college. Recommendations are made by the CGC and discussed with council co-chair leaders. The [report](#) is shared via each Council's Microsoft Teams channel and used to modify policies and practices of the governance system.

One key development of the CGC is the establishment of the [College Wide Initiative \(CWI\) process](#). The CWI tool is used to provide transparency about possible new initiatives and to collect feedback from stakeholders who may be impacted by a change. Proposed ideas are shared with the entire Bristol community for suggestions or recommendations before decisions about new initiatives are finalized. Any member of the Bristol community can submit a proposal or share feedback through the CWI process. Proposals can be modified or withdrawn based on the responses, the goal being to promote shared governance and collaboration in planning. At the end of the feedback collection process, should the initiator want to move forward with the project, the IPC can help identify the path forward. The IPC has developed a [checklist](#) for introducing new initiatives and helping to navigate the CWI process.

Faculty and Staff

Responsibilities and relationships among administration, faculty, and staff are described in legally binding, collectively bargained contracts, in conjunction with other institutional documents, such as the Faculty Handbook policies, the [Non-unit Professional Staff Handbook](#) among others which can be found in [Policy Stat](#), Bristol's policy management system.

The BOT, faculty, administration, and staff have access to performance expectations, a clear understanding of the impact of activities, and are expected to meet contractual, position responsibilities. The college website provides information regarding employee orientation, benefits, contracts, professional development, training, and policies.

Faculty and professional staff understand their roles as described in the collective bargaining agreements. The [MCCC](#) represents faculty and unit professional staff, with members electing chapter leaders every two years and holding monthly member meetings during the academic year. These elected union officers, in collaboration with the college President and vice presidents, constitute the Management Association Committee on Employee Relations (MACER). MACER convenes monthly to address concerns and inquiries pertaining to the [Day](#) and [DCE](#) collective bargaining agreements.

Outlined in the MCCC collective bargaining agreement, faculty have responsibility for curriculum, including content, quality, and assessment (see also Standards 4, 6, and 8). Faculty fulfill the roles of department chairs and program coordinators at the college. Academic Affairs

facilitates monthly Chairs and Coordinators Meetings to discuss a range of topics including, but not limited to, academic policies and program review. Chairs and coordinators engage in the program review process for their programs of study (see Standards 2, 4 and 8).

[AFSCME 1067](#) represents clerical, technical, maintenance workers, and Campus Police at Bristol. The [AFSCME collective bargaining agreement](#) is designed to ensure equitable and fair treatment concerning wages, working conditions, and other terms of employment. College administration engages in discussions with AFSCME representatives in support of covered employees. With the support of President Douglas, AFSCME members have been able to hold monthly meetings, as well as participate in college service and council work. In order to have a more robust representation of members in the decision making of their local chapter, an AFSCME council was formed at Bristol in October 2023 and is currently drafting its mission statement.

Students

Students at Bristol play a key role in shared governance. The Student Services Council and the BOT both have student representatives that engage on behalf of the student body. The [Student Senate](#) represents the student interests in the college Governance System. The responsibilities of the Student Senate include advising Bristol leadership on matters related to the development or improvement of services, policies and procedures at the college, as well as preparing an annual budget for student activities and organizations. Students evaluate professors through union-sanctioned instruments. They are also surveyed via local and national instruments (see Standard 2).

APPRAISAL

Board of Trustees

Bristol shares information about each Trustee, including the date of first appointment, via Marketing & Communications office press releases. These are found via a search on the “News and Events” page on the college website. Easy access to such information is important, as outlined in NECHE standards, to ensure members of the BOT are representative of “the public interest in its composition and reflects the areas of competence needed to fulfill its responsibilities.”

The BOT provides guidance that supports the college’s mission and strategic plan. Additionally, the BOT demonstrates its authority when it sets tuition and fees. The Trustees vote on policies that promote fiscal stability as well as safety for Bristol students and employees. For example, at their [October 3, 2022](#) meeting, the BOT approved the Fraud and Theft Protection Policy as well as the Policy on Police Authority and Use of Force. At their [February 27, 2023](#), meeting, the BOT approved the Standards of Ethical Conduct and Written Information Security Program. On [June 1, 2023](#), the BOT voted to adopt a Land Acknowledgement Statement for the college introduced by the Equity Council.

Direct communication between members of the Bristol community and the BOT is prescribed under current practice, any communication from the community to the Board must be in writing and sent to the Chair of the BOT via the Senior Executive Assistant to the college President as

communication is governed by public right to know laws and ordinances. BOT meetings are held according to the schedule, and stakeholders are allowed to make prepared statements for up to 5 minutes during the open comment period. The comments must be submitted to the Chair at least 5 business days before the meeting. As with other institutions, the college does not publicly publish email or phone contact information for the BOT as communication is framed by public freedom of information implications. Members of the college community, including leaders from the unions, professional and faculty senates, as well as work groups from the councils are regularly invited to present their work to the board.

The BOT completes an annual evaluation of the college President. Specific criteria for this evaluation come directly from the Commissioner of the Massachusetts Department of Higher Education. Statewide priorities and procedures for annual reviews are shared with the Massachusetts Community College Board chairs. The criteria are based on the State's [Board of Higher Education Presidential Compensation and Evaluation Guidelines](#). While there is opportunity for the college community to have input during the process of hiring a new president, there is currently no protocol for community or employee input in the evaluation process unless solicited by the Board.

Internal Governance

In 2014, the New England Commission of Higher Education (NECHE, formerly NEASC) granted the college accreditation and requested an update on the college's progress toward "establishing an effective model of shared governance with an emphasis on strengthening communication among constituents at the college." Despite a new Shared Governance Model, MCCC climate surveys were administered in 2019 and 2022. The climate surveys that were distributed did not follow institutional policy. For integrity purposes, all surveys are to be reviewed by the college's Institutional Review Board. The purpose of the board is to uphold ethical standards and ensure the rights, welfare and privacy of individuals involved in research. These surveys reflected dissatisfaction with the President with respect to issues related to communication and shared governance. The 2019 survey found that many respondents expressed distrust in the senior level of leadership, as well as frustration with a lack of transparency from the President and members of her leadership team.

The 2022 survey revealed that 78.6% of respondents didn't feel the vice president of their area considered their input when making decisions. Just under 60% reported that they couldn't communicate honestly and openly with the VP of their area, and 57.6% said they were reluctant to share their opinion for fear of retribution.

The majority (66.9%) felt the President didn't consider the input of staff and faculty when making decisions. A similar number (65.1%) felt the administration didn't consider their input when making important decisions related to the college or their area.

There is also widespread belief among faculty and staff that effective management of the institution had been hindered by significant personnel turnover in a short time period. And that the high number of current unit and non-unit vacancies contributed to the issues (see also Standards 6, 7, and 9). In response to these negative perceptions by faculty and staff, there was a Vote of No Confidence in the current President of the college, as well as in the former VPAA

and the former Vice President of SSEM in 2019 by MCCC membership. A reaffirmation of the Vote of No Confidence in 2023 by membership in the same union illustrates continued dissatisfaction with communication and shared governance from MCCC unit members at Bristol. Despite the survey's in-adherence to research protocols, the information gleaned suggests more work needs to be done to ensure that constituency input is considered in decisions made at the institution.

Shared Governance Initiatives

Since 2017, the college has created opportunities for greater participation of stakeholders in shared governance, though some are underutilized. For example, between 2019 and 2022, only 32 CWI proposals were submitted. Of these, 22 were implemented, seven are “in progress,” and three were not implemented. The CWI is a feedback mechanism and not an approval process. If CWI's are in process or not being implemented, it is likely due to the feedback being received.

The creation of a Staff Senate in 2018 comprised of AFSCME and non-unit employees has been one of the more successful initiatives in the last five years with respect to shared governance. Notably, the Staff Senate created Town Halls in 2021 to allow the college community to engage in open discussions about various topics of interest or concern. The town halls provide a platform for open dialogue on focused topics, where participants can express their opinions, ask questions, and provide feedback. The Staff Senate has also created and developed events to promote wider college engagement including Bristol Involve and professional development geared toward meeting the needs of the professional staff throughout the college.

In January 2023, the Staff Senate enacted a Mentorship Program which pairs experienced Bristol staff members with newly hired employees to assist with the transition to Bristol or to a new position at the college. The Senates work with the college's Office of Human Resources to recognize all the hard work, innovation, and dedication of Bristol staff. The Bristol Bayhawk Victor is a collaborative employee recognition program developed and implemented by the Staff Senate and the Faculty and Professional Staff Senate.

The college has added two Bristol Forums per semester that allow members and council leaders to meet and discuss their specific engagement plans and work being done by the councils. It allows for collaboration across councils and for sharing perspectives about projects.

Bristol has made other important changes in an effort to foster greater participation and communication among its stakeholders. For example, college policy and planning work, including minutes and proposals, are now shared through Teams, Share Point and Public Folders. Zoom and Teams are used to facilitate meetings among stakeholders. In Fall 2023, the college created “President Listening Circles” across all campuses to allow stakeholders to share concerns and suggestions to President Douglas.

College-wide meetings are an important means of sharing information with employees and administrators. The All-College meeting (scheduled three times per semester) as well as the Bristol Forums, held once per semester, allow all members of the Bristol community to receive relevant information related to the institution. There is also a weekly Bristol Updates Live

meeting on Zoom, led by President Douglas, for sharing timely news with the college community.

The Marketing & Communications Office developed a weekly newsletter, [Bristol Weekly](#), the first issue published in July of 2017, to disseminate information internally (see also Standard 2). Employees can submit brief articles and share upcoming events. New hires and employment opportunities at the college are often included in this newsletter. There is also a [Student Affairs Weekly](#) newsletter that contains information directed at the student population.

Satisfaction with communication has been measured through the Personal Assessment of the college Environment (PACE) survey administered in 2017 and 2020 at Bristol. The 2020 PACE survey revealed that there was a 5% increase in respondents who say they are “Very Satisfied” or “Satisfied” in the extent to which information is shared within the institution compared to the 2017 PACE survey. There were other such questions that reflect improvements in satisfaction among respondents, as depicted in Table 3.1 below.

Communication Related Items from PACE Survey	2017 Survey		2020 Survey	
	Bristol	NILE Normbase	Bristol	NILE Normbase
The extent to which leaders of this institution communicate a clear sense of purpose	51%	59%	55%	51%
The extent to which open and ethical communication is practiced at this institution	44%	52%	50%	44%
The extent to which I received adequate information regarding important activities at this institution	70%	64%	73%	70%
The extent to which there is good communication at this institution	42%	47%	47%	40%
The extent to which the information shared by the administration at this institution is useful	52%	56%	60%	52%
The extent to which employees are made aware of the outcome of decisions	47%	54%	53%	47%

Table 3.1 Communication: PACE survey respondents indicating “Very Satisfied” or “Satisfied”

There was little change from 2017-2020 as to perceptions about the use of employee feedback in the decision-making process at Bristol, as indicated by Table 3.2, below. However, the PACE survey demonstrated that Bristol’s overall climate score was higher than community colleges of similar size.

Decision-Making Related Items from PACE Survey	2017 Survey		2020 Survey	
	Bristol	NILE Normbase	Bristol	NILE Normbase
The extent to which leaders use employee feedback to improve this institution	35%	43%	37%	35%
The extent to which this institution considers employees feedback in decision-making	35%	42%	36%	33%
The extent to which employees participate in decision-making	37%	45%	40%	37%

Table 3.2 Decision Making: PACE survey respondents indicating “Very Satisfied” or “Satisfied”

AFSCME and MCCC unions’ joint climate surveys of their members in 2019 and 2022 confirmed PACE findings, with communication being a significant concern of respondents (n=172), as indicated in Table 3.3, below.

Communication Related Items from Climate Survey	2019 AFSCME/MCCC Survey	2022 AFSCME/MCCC Survey
Open and honest communication is practiced campus wide.	11%	9%
Staff and faculty feel free to practice open communication at Bristol.	14%	11%
The President of Bristol Community College considers the opinions of staff and faculty when making decisions on policy.	19%	10%

Table 3.3 Communication: Climate survey respondents indicating “Agree Strongly” or “Agree Somewhat”

These data points reflect the satisfaction levels and concerns related to communication, information sharing, employee feedback utilization, and decision-making processes at the institution at the specified intervals.

PROJECTION

Action		Responsible Area(s)	Timeframe
1	Reaffirm commitment to the shared governance process using all tools, including communication and feedback through contractually required channels/mechanisms, such as department, work area, senate and council meetings. Yearly review information will be used to determine the extent to which policy changes/decisions have been made through the CWI process, with constituency input.	CGC	1-2 years
2	Photos, biographical information, length of term in office, and e-mail address of each BOT member will be available on the college website.	Marketing & Communications BOT	1 year
3	The BOT shall share evaluation criteria of the Chief Executive Officer with the college community as well as the evaluation results, including the recommendation to the Massachusetts BOT of Higher Education.	BOT	1 year
4	Establish and maintain appropriate and productive channels of communication between the BOT and the Bristol community.	BOT	1 year

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

Please attach to this form:

- 1) [A copy of the institution's organization chart\(s\).](#)
- 2) [A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.](#)

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

By-laws	https://bristolcc.edu/media/Board-of-Trustees-Bylaws-Revised-N
Board members' names and affiliations	https://www.bristolcc.edu/about/boardoftrustees/
Board of Trustees Meeting Agendas and Minutes	https://www.bristolcc.edu/about/boardoftrustees/boardmeetings

Board committees *	Website location or document name for meeting minutes
P Human Resources Committee	https://www.bristolcc.edu/about/boardoftrustees/boardmeetings
Finance Budget Committee	https://www.bristolcc.edu/about/boardoftrustees/boardmeetings
Facilities Committee	https://www.bristolcc.edu/about/boardoftrustees/boardmeetings

Major institutional faculty committees or governance groups*	Website location or document name for meeting minutes
Massachusetts Community College Council (MCCC) Union	https://mccc-union.org/
American Federation of State, County and Municipal Employees (AFSCME) Union	https://bristolcc.edu/bristolcommunity/facultystaff/humanresour

Major institutional student committees or governance groups*	Website location or document name for meeting minutes
Bristol Student Senate	https://bristolcc.edu/studentervices/activities/studentleadership/
Bristol Student Ambassadors	https://bristolcc.campuslabs.com/engage/organization/ambassadors
Phi Theta Kappa	https://bristolcc.campuslabs.com/engage/organization/ptk

Other major institutional committees or governance groups*	Website location or document name for meeting minutes
College Governance Council 2022	NECHE Workroom
Committee System Document 2013	NECHE Workroom
Faculty and Professional Staff Senate	https://bristolcc.edu/bristolcommunity/facultystaff/facultyandpro
Bristol Staff Senate	https://bristolcc.edu/bristolcommunity/facultystaff/bristolstaffse

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

Bristol Community College's new shared governance system was created between 2019-2022 in response to both internal and external requests for increased transparency, collaborative decision-making, and a more inclusive and productive governance model. The College Governance Council, at the core of the new model, acts as an organizing body, managing governance-related concerns and distributing potential strategic plan-related activities to the appropriate governing council for consideration, participation, and engagement.

Source: [Bristol Guide to Shared Governance](#)

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	Enrollment*		
			2 years prior (FY 2021)	1 year prior (FY 2022)	Current year (FY 2023)
Main campus	Fall River Campus	12/1965	1,244	2,340	2,489
Other principal campuses	New Bedford Campus	09/2001	75	252	562
Other principal campuses	Attleboro Campus	09/2008	0	314	295
Other instructional locations (US)	Taunton Center	09/2010	0	313	337
Other instructional locations (US)	National Offshore Wind Institute (NOWI)	10/2023	N/A	N/A	N/A

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY 2021)	1 year prior (FY 2022)	Current year (FY 2023)
Distance Learning Programs					
Programs 50-99% on-line	15	09/2002	726	702	574
Programs 100% on-line	10	09/2002	1,186	1,056	849
Correspondence Education	N/A	N/A	N/A	N/A	N/A
Low-Residency Programs	N/A	N/A	N/A	N/A	N/A
Competency-based Programs	N/A	N/A	N/A	N/A	N/A
Dual Enrollment Programs	7	09/2008	720	723	907
Contractual Arrangements involving the award of credit	N/A	N/A	N/A	N/A	N/A

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

Please enter any explanatory notes in the box below

Bristol does not assign students to specific campuses, branches or locations, nor via distance learning modality.
Term course enrollments for each location are based on a student enrolling in one or more courses at a specific location. Enrollment totals are duplicated as students can simultaneously take courses at multiple physical locations and online.
Degrees and certificates offered online at Bristol as of FY22 are listed at the following webpage: https://bristolcc.edu/locations/bristolonline/onlineprograms.html
Term course enrollment for distance learning modalities (Asynchronous DL1, Synchronous DL5, Hybrid DL10) are based on a student enrolling in one or more courses via a distance education modality. Hybrid courses are counted as distance education and by location. Distance education enrollments include FY21: 8,599 students, FY22: 7,718, FY23: 7,310.

4. The Academic Program



STANDARD 4: The Academic Program

KEY STRENGTHS	KEY AREAS FOR IMPROVEMENT
<ul style="list-style-type: none"> • Recent efforts have successfully minimized course cancellations • Ample college and grant funds are targeted to enhance academic programs • Robust and diverse professional development programming provided primarily through grant funding • Continued improvement relative to curriculum management processes 	<ul style="list-style-type: none"> • Examine alignment among employment opportunities and program offerings • Evaluation of the application and transferability of GenEd requirements • Gain a better understanding of the effect of modality on student learning to help advise students in modality selection • More concentration on P/T student scheduling and course sequencing

DESCRIPTION

Overview

To address student needs and in alignment with our mission, Bristol offers [24-degree programs, with 51 options](#) that lead to an associate in arts, science, or applied science. [Offerings](#) include widely available degrees such as eight Liberal Arts options, six General Studies options, and six Business Administration options, as well as more specialized degrees such as Veterinary Healthcare, Deaf Studies, and Paralegal & Legal Studies. Bristol also offers [55 Certificate programs](#) that lead to a certificate of achievement (24-29 credit hours), accomplishment (15-23 credit hours), or recognition (<15 credit hours). Approximately 80% of Bristol’s certificates are stacked into an associate degree program or another certificate program. Stacking provides students opportunities to make continual progress towards degree offerings while securing accomplishments along the way. Bristol advances its mission of providing an accessible, innovative, and inclusive education by offering courses in multiple modalities, times, and durations (e.g. 15- vs. 6-week). The college also offers [10 degree programs](#) completely online.

Bristol’s academic programs are created and revised in response to student demand, industry needs, and regional and national labor market data informed by products such as Lightcast. For example, in Fall 2022, Bristol debuted two new certificate programs: Offshore Wind Technician and Supply Chain Management.

Specific information about the college’s programs, including goals, recommended course sequences, infused General Education (GenEd) competencies, and degree requirements, can be found in Bristol’s [Academic Catalog](#). Currently, the Catalog provides course sequencing for full-time students, but not for those students (65%) that are part-time. Current course sequences do not: 1) help students prioritize those classes that are offered infrequently, only in specific semesters, or once a year; 2) identify pre-requisite or developmental courses that must be

completed before the actual course requirements can be completed; or 3) give part-time students a clear expectation of how long it could take for them to complete their degree. As a result, the college receives feedback such as: “I wish I knew exactly how many classes I needed to take per semester in order to graduate on time” (from [Graduating Student Survey, 2022](#)).

Assuring Academic Quality

Bristol’s Vice President of Academic Affairs (VPAA) serves as the college’s Chief Academic Officer (CAO) (see also Standard 3). Quality and consistency among Bristol’s academic programs are ensured through an extensive peer review process that provides feedback from many areas of the college and through continuous review and assessment processes which are supported by Bristol’s VPAA, academic deans, department chairs, program coordinators, and faculty (see Standard 8).

Faculty play a vital role in the development and revision of program curricula. New academic programs develop through discussions among the responsible Academic Dean, Program Chair or Coordinator, and area faculty members as well as being informed by the Massachusetts Department of Higher Education (DHE). Together, they define the content (including breadth, depth, continuity, sequential progression, and synthesis of learning) and direction the program will take based upon industry needs and information from advisory boards, transfer institutions, sister community colleges, state regulations, and accrediting bodies.

Ensuring Quality and Consistency Through Peer Review

All new and revised curricula are defined by program goals and alignment with Bristol’s mission, strategic plan, course descriptions, and student learning outcomes (SLOs). Guided by [Strategic Plan 2020-2024](#) and the [DHE’s Equity Agenda](#), the college has expanded its efforts to support the implementation of equity minded practices and high impact practices (HIPs) in its academic programs. [Academic Innovation and Professional Development](#) (AIPD) is a separate organizational unit that provides professional development support. For example, in support of the college’s Equity work, the 2023 March Professional Day featured a keynote address titled, “Building an Identity-Conscious Practice for More Inclusive and Equitable Communities” by Lisa Talusan, Ph.D. The day’s sessions featured topics such as equity practices, retention, assessment, and social-emotional support.

New programs are vetted through an extensive peer review process that includes discussions among faculty in the originating academic area, the Academic Leadership Team (ALT), PLT, program chairs and coordinators, and the college community. After extensive vetting, the program proposer completes a [New Program Proposal Form](#), providing information such as applicable HIPS, program SLOs, and how the program addresses the DHE’s Equity agenda. That information is then reviewed by the Curriculum subgroup of the Learning Council, the Financial Aid Office, and the Registrar’s Office. After review, the subgroup makes a recommendation for VPAA revision or approval.

All [new certificates and degrees](#) consisting of 30 credits or more must also be approved by the DHE. Since 2019, Bristol has added three new associate degrees and four new certificates

programs. Program revisions involve a similar peer review process and the [Revised Program Proposal Form](#), which requires the same information as the [New Program Proposal form](#). Bristol's curriculum review process transitioned to Dynamic Forms, expediting form routing and providing a digital record of curriculum changes (see also Standard 7).

Ensuring Quality and Consistency Through Assessment

During 2019 and 2020, Bristol's CAS and Program Review process was revised. The new process is designed to assist with the visualization of a program's coherence, sequential progression, equity, and student learning, while providing continual opportunities for revision.

There are a number of strengths in [our current process](#). First, program review is continuous over the course of a [5-Year + One](#) cycle as opposed to once every five years. Key benefits of this are: 1) the review is more thorough since only 2-3 aspects of a program are reviewed annually; 2) program review deliverables are reviewed by the Assessment, Advisory, Resource, and Institutional Effectiveness subgroup of the Learning Council (AARIE), providing timely and actionable feedback; 3) data and feedback from previous year(s) are considered when setting new SMART goals to refine curricula and improve student learning; and 4) continual review provides coherence to the review process. Another strength is that the new process requires the inclusion of equity-mindedness, in alignment with the DHE's Equity Agenda and Bristol's strategic objective to ["advance an inclusive college culture grounded in equity mindedness."](#)

The responsibility for instructional methods and the assessment of the nature, quality, and extent of student learning are determined at the departmental/programmatic level. This work is done in collaboration with other areas of the college, such as AIPD, which provides professional development opportunities as well as frameworks and guidance related to assessment and program review. During AY22-23, AIPD staff provided [23 workshops](#), meetings, and drop-in sessions to help program chairs and coordinators navigate the program review process.

Several programs and departments at Bristol have developed [methods for assessing student learning](#) at the course level. For example, the Natural Sciences Department faculty developed test banks to ensure students in select foundational courses such as CHM 113, BIO 121, and AST 111 are meeting course level SLOs. Other areas such as Elementary Education and Human Services require students to complete a series of reflective exercises in which they must connect experiential learning from internships and field experiences to classroom concepts.

Policies and procedures for admission, retention, and program completion are also developed and managed at the departmental level, permitting the faculty flexibility to respond to curricular needs and address retention and degree completion concerns among their majors. For example, the [League for Innovation in the Community College](#) awarded Bristol its 2019-2020 award for the development and implementation of a Co-requisite Math model for MTH119: Fundamental Statistics and MTH125: Modern College Math. This model paired a college level math course with a developmental math course that only teaches topics necessary for understanding the college-level math course, making the developmental course more relevant to students, reducing developmental math requirements, providing consistent pedagogy, offering flexibility in the speed of the course's progression, and permitting just-in-time instruction, remediation, and

additional support when needed. The flexibility introduction of the co-requisite math model improved 100-level math completion rates (see Standard 8) at the institution.

Another example of this departmental level work is the English Department's revision of its developmental reading and English curriculum. The impact reduced the number of required developmental courses that students were required to take. Multiple measures placement determined students' ability to take a co-requisite developmental English course (ENG092) and English 101 in their first semester. Those needing more support for reading also take ENG091 (see also Standard 8).

In alignment with Bristol's mission, programs are suspended or discontinued when they no longer address a regional workforce need or lack of student interest affects operations. From Fall 2014—Fall 2022, 25 programs and 38 certificate programs were [suspended or discontinued](#) due to low enrollment (63.5%), absorption or replacement by another related program (17.5 %), or because they didn't meet the needs of students (19%). Students in suspended programs were allowed to complete them, but no new students were enrolled. When program consolidation or deletion occurs, students are encouraged to switch to another program of study with similar course requirements to avoid arbitrary impact. When a required course is no longer offered, chairs and coordinators work with academic deans to identify alternatives and substitutions or to provide directed study opportunities in substitution. Students within nine credits of graduation may also opt to take courses at a [Southeastern Association for Cooperation in Higher Education in Massachusetts \(SACHEM\)](#) member institution.

Typically, discussions about program suspension are initiated between deans and chairs and coordinators, but occasionally also the VPAA. Once a decision is made to suspend a program or course, the program's chair or coordinator completes the [Suspension or Reactivation of an Academic Offering Form](#) to propose an implementation date and provide a brief justification for suspension or activation. If the program is to be suspended, this form is sent to the appropriate academic dean and VPAA for approval. The form considers a broader impact as it requires the proposer to address any impacts on certificate programs, articulation agreements, and MassTransfer, and is also reviewed by Financial Aid and Transfer Services.

Bristol has been approved for a substantive change by the New England Commission of Higher Education (NECHE). An approval from July 2021 involved changing the location of classes for the Taunton Center from the mall to the former Coyle and Cassidy High School ([2 Hamilton Street, Taunton, MA 02780](#)), after the mall closed and relocation was required.

Students taking courses at Bristol receive the same content regardless of the course's campus location, modality, or duration because the college has a policy that all sections of a course must follow the approved course description and SLOs printed in Bristol's Academic Catalog. This is illustrated within faculty [syllabi](#) as well as program websites. Consistency is also promoted in some courses by faculty agreements to use the same textbook or materials across modalities (e.g. ACC101 and PSY101).

Bristol strives to provide quality online course offerings consistent with our other modality offerings. For example, the Center for Instructional Technology Expertise (CITE Lab) populates online courses with standard templates to which faculty add instructional content. It also offers ongoing professional development in best practices for online teaching and learning and provides faculty mentors during the online course development process. Developed courses are later evaluated against a [checklist](#) by CITE Lab instructional designers to ensure a standard level of quality and support diverse student needs.

Undergraduate Degree Programs, General Education, and The Major

As an associate degree-granting institution, Bristol focuses on providing students with an engaging introduction to the liberal arts and sciences and career aligned endorsements. Programs are designed to lead students towards success through a cohesive sequence of coursework that establishes foundational knowledge through GenEd and introductory courses and then, major-specific courses develop the in-depth discipline-specific knowledge required to enter employment or transfer to a 4-year institution as a junior.

The college's expectations for student achievement are set by faculty, but are informed by advisory boards, state and federal regulations, accrediting bodies, transfer institution requirements, and discussions with department chairs and coordinators from sister community colleges. These expectations are articulated through printed citations in the Academic Catalog (e.g. [ACC 257](#)), [rubrics](#), [syllabi](#), and College assessments. The acceptance of [Bristol's credits](#) and credentials at other Massachusetts colleges and universities is direct evidence of their alignment with generally accepted practice. Bristol offers 25 transfer programs, plus an additional 12 that transfer through [articulation agreements](#) with specific institutions (see also Standard 8 and E-series forms). Of the students who transferred, 529 on average graduated with a Bristol degree (see Appendix A in the transfer reports [here](#) and this [graph](#)). While overall enrollment at the college declined during this period, and crises such as the COVID-19 pandemic may also have contributed, the institution strived to maintain consistent expectations for student performance.

In alignment with state regulations ([610 CMR 2.07](#)), Bristol's associate degree programs contain a minimum of 24 credit hours of GenEd instruction and provide exposure to [10 GenEd competencies](#). Developed with the institution's mission, vision, and strategic objectives in mind, these competencies help students strengthen their skills in reading, writing, mathematics and digital literacy, while increasing their awareness and appreciation of historical thinking, social issues, and the role of languages, literature, science, and the arts in society. Between Fall 2021 and Fall 2022, each department updated the GenEd competency designation for all courses, to re-confirm that courses meet approximately 80% of SLOs to meet that competency.

The college's associate degree programs meet the written communication competency (in English) through the requirement of 3-6 credit hours of instruction in written communication [courses](#) – most commonly a combination of [Composition I: College Writing \(ENG 101\)](#) and [Composition II: Writing about Literature \(ENG 102\)](#). In addition, upwards of 30 certificate programs require ENG 101. Non-native English speaking students also demonstrate proficiency

in English communication via the [TOEFL](#) exam. The critical thinking competency is met through the inclusion of at least 1 critical thinking [course](#), worth three credit hours. Student achievement in the GenEd competencies is evaluated on a 5-year cycle in which two competencies are assessed per year (see Standard 8).

Efforts to add digital literacy to Bristol's GenEd competencies is [underway](#). Laying the groundwork, Bristol has defined digital literacy and incorporated four standards from

[The International Society for Technology in Education](#) into its definition of a digital citizen. It has also developed a work plan to identify digital literacy work already being done in classes.

Bristol participates in the MassTransfer program, a system-wide collaboration among the Commonwealth's community colleges, state universities, and the University of Massachusetts system. This program allows students with at least a 2.0 GPA to transfer seamlessly among institutions. Many of Bristol's transfer programs include the [GenEd Foundation](#), a block of courses designed to satisfy GenEd core requirements at any other Massachusetts public higher education institution, with the receiving institution being able to add no more than six additional credits. The GenEd Foundation consists of 34 credit hours vs. the 24-30 required by Bristol.

Transfer Credit

Bristol accepts up to 60 transfer credits from regionally accredited colleges and universities for courses with a C- grade or better; however, students must meet Bristol's residency requirements earning at least 25% of their credits towards an associate degree at Bristol (50% of credits for a certificate) before the credits apply toward credential completion. Prior to granting transfer credit, admissions staff, program chairs, and academic deans compare course descriptions, syllabi, and credits for transfer with Bristol courses to ensure equivalency. Previously evaluated courses are listed in the college's [Course Equivalency Guide](#) and on the [MassTransfer](#) website.

Transfer credits from non-regionally accredited institutions may be earned through Credit for Prior Learning (CPL) if appropriate. Credits from international institutions are evaluated by an approved external agency and considered locally. Bristol's practices regarding transfer credit are summarized in the [Academic Catalog](#) for student review.

In [2022](#), 699 Bristol students transferred to other institutions as reported by the Enrollment Search Service. The University of Massachusetts at Dartmouth (UMD) and Bridgewater State University (BSU) were the most popular transfer institutions with 26.32% and 19.74% of students transferring, respectively. Correspondingly, Bristol established special programs to facilitate transfer opportunities to [UMD](#) and [BSU](#) with minimal disruption. Information about how to transfer to these and other schools is provided by transfer counselors, the [Transfer Services](#) section of the Bristol website, and through representatives from local colleges and universities. These events are publicized via email, the [Bristol Events Calendar](#), and the [Transfer Services Calendar](#). As part of the strategic plan, Bristol has broadened its transfer agreements (see Standard 8).

Integrity in the Award of Academic Credit

Bristol's degree programs follow practices common to American institutions of higher education in naming, length, content, duration and rigor. Accordingly, the college maintains several [articulation and partnership agreements](#) with regional colleges and universities. At Bristol, associate degrees require a minimum of 60 credit hours to complete where developmental coursework is excluded in graduation calculations.

Credit is awarded at Bristol consistent with NECHE's policy on Credit Hours and Degrees and the Massachusetts Community College Council (MCCC) Contract. For every credit hour, instructors spend 50 minutes with students engaged in an instructional method either online or in-person. Bristol also offers courses in 15-week, 13-week flex start, and 7- week sessions in Spring and Fall; a 3-week Wintersession between semesters; and 6-week and 12-week Summer sessions. When courses are offered in an abbreviated timeframe, the number of meetings and class meeting duration are adjusted to ensure equivalent-instructional time.

From late Spring 2020-Fall 2021, close to 100% of Bristol's classes were online due to COVID. Thus, the need to adjust the academic calendar due to holidays or snow days was minimized. Although the percentage of in-person and hybrid classes is slowly increasing, holidays and snow days typically remain unaccounted for within the Academic Calendar. This is due to the calendar being planned and approved by several college entities (i.e. the Faculty and Staff Senate, unions, Registrar, and PLT), 2-3 years in advance. While emergencies cannot be planned, adjustments in the academic calendar beginning 2024 will provide adequate adjustments.

Bristol retains authority and oversight over the academic elements for which it awards institutional credit. Credit awards are directly determined by faculty, who are responsible for course content and competencies, delivery of the instructional program, and the evaluation of student progress. Communication among faculty, academic deans, and areas such as College Access and CPL ensures a cohesive approach to the award of credit for prior learning. Bristol's SSEM oversees policies and processes related to admissions and registration in consultation with responsible faculty in the discipline (see Standard 5).

Policies regarding the evaluation of student learning and achievement are explained at the program level in the [Academic Catalog](#) and at the course level in instructor [syllabi](#), that present course descriptions and SLOs from the catalog. Syllabi are evaluated against a [checklist](#) by academic deans to ensure all required information is presented to students.

Responsibility for student retention is shared across multiple areas of the college. For example, program coordinators and academic deans monitor enrollment and graduation trends as part of the program review process. This work is facilitated by new tools such as the [Program Review Dashboard](#) and [Program Review feedback forms](#). Academic advisors use proactive advising to improve retention and persistence, and student success coaches help students develop plans to continue learning at Bristol. Campus deans and SSEM collaborate to contact students who miss the first few classes of the semester (see also Standard 5).

Building a College Going Culture

In support of its mission, Bristol offers educational opportunities to high school students through its [College Access](#) and dual enrollment programs. In 2020, Bristol was awarded an Early College program designation in partnership with B.M.C. Durfee High School in Fall River, and two years later with Argosy Collegiate Charter School in Fall River, and New Bedford High School. Bristol's Early College program provides pathways for high school students to earn up to 24 college credits, for free, while completing their high school diploma (e.g. [Argosy pathway](#)). Since the start of the program, Early College students have earned over 1,642 college credits. In AY22-23, Bristol's dual enrollment program has served [903](#) students.

Bristol preserves its oversight of the quality and integrity of its credits by insisting that only its full-time and adjunct faculty teach its contractual, dual enrollment and Early College classes. Faculty who teach Early College courses are required to go through training prior to teaching Early College courses. Dual Enrollment faculty are also provided training prior to and support during their teaching assignments (see [faculty feedback here](#)). Bristol's quality standards extend to learning facilities. Students are given a Bristol student ID numbers to access academic resources such as the Library Learning Commons and are required to use resources such as Bristol email and Learning Management System (LMS). Most Early College courses utilize Open Educational Resources for greater accessibility for students.

High-Impact Practices

Bristol offers a variety of High-Impact Practices (HIPs), as part of its standard academic program: capstone courses and projects, collaborative assignments and projects, common intellectual experiences (e.g. OneBook and learning communities), first-year seminars and experiences, internships, community-based learning, undergraduate research, writing-intensive courses, co-requisite Math and English, and Open Educational Resources (OER). Approximately 106 courses with approximately 2400 students utilize OER, saving an estimated \$208,000 in associated book fees. College Success Seminars (CSS), community-based learning, and internships are the most widely implemented HIPs across all academic areas.

Between Fall 2019 and Spring 2023, [613](#) sections of College Success Seminar (CSS [101](#), [103](#), and [105](#)) were offered, serving 6,695 students. In addition, some programs infuse CSS SLOs in other courses (e.g. [ART 101](#), [PSY 165](#), and [CUL 100](#)), serving an additional 1,164 students during this time period.

Community-based learning (CBL) opportunities are tied to one or more learning objectives in a course, giving students the opportunity to apply what they are learning in the classroom to real life experiences. Academic content is assessed through a variety of assignments, typically completion of reflective activities, research projects, and surveys in which students explain connections and reflect on their experiences (see an example [here](#)). Faculty are involved in the design of the service experience and assessment activities. They also supervise student progress and development over a semester. Finally, instructors sign a credit verification form to confirm students have successfully completed the assessments and service. In AY21-22 a total of 30

sections of CBL courses were offered with 359 participants. AY22-23 had a total of 32 CBL sections and 486 participants (see also Standard 8).

At Bristol, internships are required only for career track and certificate programs. The experience is provided primarily through [INT 210](#) and [INT 220](#), although there are other work-based experience classes, such as practicums, program specific, internship-like courses (e.g. [SAC 290](#), [MAS 200](#), [ECE 261](#)), or fieldwork experiences (e.g. [SER 291](#) and [292](#)). INT 210 and 220 are weekly seminar courses, taken concurrently with internships, to facilitate exploration of work-related topics, such as industry standards, organizational structures, work cultures, and ethics, while refining technical and professional communication skills and honing critical thinking, research, and problem-solving skills. During these courses, students complete several reflective exercises and compose research papers to earn course credit. Students are evaluated by Bristol faculty but may also be evaluated by supervisors at the internship, practicum, or fieldwork site. Bristol offered [115](#) internship courses between Fall 2019 and Spring 2023. 569 students enrolled in these courses, with Spring 2023 having the greatest enrollment: 105 students in 12 courses. Spring 2023 also saw the greatest number of enrolled students in INT 210: 42 students.

Bristol students may also earn credit by demonstrating knowledge gained from experiences such as military or corporate training, work or volunteer experiences, non-academic activities, or certifications through educational platforms such as Coursera, EdX, and LinkedIn Learning. The [My Experience Counts](#) website helps students determine whether they are eligible for CPL at Bristol. The process of requesting credit for prior learning is clearly outlined in the [College Catalog](#), but the college's CPL Fellow is available to assist students as well as chairs and coordinators as they navigate the process.

Credit gained via CPL must demonstrate that the experience has prepared the student to complete coursework necessary to earn a degree or certificate. Additionally, experience to be used for credit for prior learning must show equivalency to Bristol courses. When CPL is sought for coursework related to educational platforms, the course descriptions, number of credits, and syllabi are compared to ensure equivalency. Previously evaluated courses are often listed in the college's [Course Equivalency Guide](#). For any course to transfer, a student must have earned a grade of C- or better. Students may satisfy up to 45 credits of degree program requirements with credits earned through CPL and/or credits transferred from another accredited college or university. At least 25% of a degree must be earned at Bristol for degree conferral.

Bristol has boosted HIPs implementation through the work of a Title III-supported Academic Coordinator devoted to leading Bristol's HIPs initiatives. This employee has spearheaded Professional Development opportunities offered through AIPD; the development of a HIPs [LibGuide](#), a [tool](#) to identify HIPs in existing pedagogy, and a HIPs reflective practice group to support faculty. This employee also helped the Registrar's Office tag courses that include HIPs, helping students identify them. Additionally, teams of employees have attended the American Association of Colleges and Universities (AAC&U) summer HIPs institute for the last three years where they have learned about best practices and developed plans to further scale these initiatives.

Student Performance

Bristol follows a [Satisfactory Academic Progress Policy](#) for students who receive financial aid. Bristol's competitive admissions programs in allied health (e.g., [Nursing](#), [Dental Hygiene](#), and [Clinical Laboratory Science](#)) have additional performance requirements included in the program descriptions in the Academic Catalog. Details related to dismissal from these programs and readmittance are also listed. Students in any program may be placed on academic probation or may be dismissed from the college or one of its programs for violating GPA expectations, as listed in the college's [SAP policy](#) and [Student Handbook](#).

Academic integrity, cheating, and plagiarism policy statements are included in all syllabi. SafeAssign, within Blackboard course spaces, enables checking for plagiarism in assignments. With the recent advances and increased accessibility to AI, the college began providing professional development around AI's capabilities and its use as a pedagogical tool and as a tool for cheating (see Standard 9). The Student Code of Conduct addresses expectations for academic honesty in Section 7.B, and charges in paragraph 2, Section 8.B explains procedures for discipline for academic dishonesty. In instances in which academic dishonesty has occurred, an [academic dishonest report](#) can be filed with the SSEM Associate Vice President.

Bristol students and faculty have access to various technical and academic support services. ITS and the Center for Information Technology in Education offer technical support and Online Learning help for Bristol students and faculty. The Library Learning Commons (LLC) provides library services as well as tutoring. The Writing Center, in the LLC, assists students with writing. The Office of Disability Services helps students with a variety of academic needs such as suggesting assistive technology and managing academic access accommodations. The Bristol Early Alert/Care Team assists students with non-academic needs that may impact academic performance (see also Standard 5).

Attendance and participation are key to student success, regardless of course modality. The [Attendance and Participation](#) Policy helps ensure students engage, regardless of course modality. In compliance with Title IV, the policy requires Regular and Substantive Interaction to occur between students and the instructor. In 2021, the college developed communication guidelines to better define best communication practices for both faculty and students. The current LMS, Blackboard, provides Bristol instructors with multiple mechanisms through which they can communicate with students (e.g. announcements, discussion boards, VoiceThread, course messages). Expectations surrounding communication are disseminated via communications and interaction plans posted to some online courses and in syllabi (see an example [here](#) and [here](#)). In a [survey of students](#) between Spring 2020 and Fall 2020, when the college was completely online, an average of 55.6% of respondents felt they could collaborate with other students. An average of 80% felt they could connect with professors when they had questions. Faculty and students also interact via the college's email system, in-person or online office hours, faculty advising appointments, impromptu meetings before or after class, and during extracurricular events (e.g. academic club meetings, career fairs).

Bristol verifies students' identity through log-on credentials (i.e. username and password) to access courses, using multi-factor authentication behind a single sign on. To maintain password security, students enter their birthday and social security number to gain access to the change password option. Students are told not to share login information.

APPRAISAL

SAES Program Review [Dashboards](#) show that over 50% of Bristol's associate degree and certificate programs had fewer than 20 students enrolled in AY22-23. However, this statistic is not a true reflection of the student body, as Banner does not allow students who are enrolled in certificate programs that stack into an associate degree to be enrolled in both programs at the same time. This artificially decreases enrollment numbers, giving the appearance that many associate degree and certificate programs contain fewer students. There is a need for a thorough audit of this data and discussion of how it can inform decisions related to program offerings.

Though course [cancellations](#) increased from 9% of scheduled courses in 2019 to 19% in Fall 2020, more recently, they've returned to pre-pandemic levels in Fall 2022 and Spring 2023. Revisions to the course schedule, such as increasing the number of courses on hold, more strategic scheduling, utilization of waitlist functions, and offering courses in modalities that match student preferences, and the creation of waitlists are most likely responsible for the decrease.

General Studies

Students who are unsure about a program of study are encouraged to enroll into a General Studies program. This resulted in an enrollment of 322 (6.1%) in [Spring 2023](#). The General Studies major meets Bristol's GenEd requirements and is intentionally broad, allowing students to explore options with unrestricted electives. This can result in students earning extra credits beyond those required for graduation or transfer (on average, approximately 20%). The extra credits can reduce the financial aid still available to a student to earn a bachelor's degree.

To address the issues in the General Studies degree and increase student success, Bristol launched meta-majors in 2015 and a proactive advising model in 2016. [Meta-majors](#) feature an exploratory first year curriculum that served as an on-ramp to study in a more specific area of interest. Additionally, meta-majors articulate with other Bristol degree programs so that students can change majors and pursue a marketable degree in their second year. The six current meta majors are Business and Experiential; Educational Studies; Health and Life Sciences; Humanities, Arts, & Sciences; Legal and Social; and STEM Transfer.

The Proactive Advisement pilot supported students moving from General Studies into a meta-major or other degree program. The combination of meta majors and advising have reduced the number of students in the General Studies major from approximately 34% (in [2013](#)) to an average of 5.8%, across the last three academic years; however, it remains one of Bristol's highest enrolled programs and, on average, students graduate with 12 or more unclassified credits.

A similar situation can be found in the [General Studies: Health and Life Sciences program](#), which functions as a “waiting room” for students aspiring to admissions in one of Bristol’s competitive Allied Health programs. Students often complete their Allied Health pre-requisites and select GenEd courses prior to applying for admission to selective health science programs. Students who do not gain admission to their desired program could complete their associate degree with up to 30 additional GenEd and elective credits, but they more often withdraw or retake classes in hopes of improving their GPA to gain admission to their desired program. Like other meta-majors, only 60 credits are required, but students often graduate with an additional 15 or more.

The 10 GenEd competencies required of degree programs were [revised in 2018](#) to align with the State’s [GenEd Foundation](#), a set of 34 courses that is accepted by the office of MassTransfer at state community colleges, universities and the University of Massachusetts. The MassTransfer program is a collaborative effort to minimize the number of excess and non-transferrable credits a student has on a transcript. All new programs at Bristol are required to show how they incorporate GenEd skills via the [New Program curriculum form](#). While Bristol’s [GenEd Requirements](#) are skills-based, MassTransfer [GenEd Foundation](#) courses are subject based. Bristol’s GenEd skills courses and MassTransfer GenEd foundation courses have a one-to-one alignment so students who complete Bristol’s GenEd courses are eligible for transfer benefits. An alignment can be found on the [GenEd Foundation](#) page of the MassTransfer website.

An on-going process related to Bristol’s GenEd course skills is alignment with the [AAC&U Value rubrics](#). These, in addition to several [local rubrics](#) are used to assess student skill achievement during annual Assessment Days (see Standard 8).

Assuring Academic Quality

Bristol provides students with a broad range of relevant, high-quality, academic and certificate programs. Informed by local workforce and transfer needs, Bristol developed [new programs](#) for Fall 2020. Bristol committed to providing resources to sustain and improve its academic programs. Examples include:

- Using Title III funds to expand the use of HIPS in all academic programs. A full-time Academic Coordinator experienced with HIPS was hired to assist faculty in achieving [Bristol’s Strategic Plan goal](#) of exposing students to HIPs in all programs (Objective 3).
- Regularly providing professional development programming to help faculty incorporate HIPs such as community-engaged learning, project-based learning, and OER.
- Using \$18,000 of Title III funds (through September 2023) to provide professional development for faculty and Lash Center for Teaching and Learning (LCTL) staff through their attendance at the AAC&U’s HIPS Institute (2021-2023), as well as the AAC&U’s Equity Institute in 2022.
- Using College funds in Fall 2021 to convert a Coordinator of Institutional Assessment previously a part-time faculty fellow position, within AIPD to build systems and processes that demonstrate student learning and competency attainment as well as

provide workshops to assist faculty and staff in completing CAS and program review deliverables.

- Using Building Resilience grant funds (through 2023) to support dual enrollment faculty training and reflective practice programs. These help faculty understand the dual enrollment population's unique needs and support tools available. Thirty-nine full-time and adjunct faculty members and one staff member completed the training in AY21-22.
- Financially supporting the Accessibility Academy to help faculty make classes and student interactions accessible to all students.

Bristol offers robust and diverse professional development programming through financial support. Such support has gone into program coordinators/facilitator salaries, and registration fees. Participant stipends are provided by the Title III and Building Resilience Fund grants. Because of the outcomes from this dedication, the institution made the decision to move towards a professional development model that focuses on relevant topics aligned with our strategic plan and derived programming with input from both faculty and staff. Based on data obtained over the past several years, the college has made the decision to move towards a professional development model that does not offer compensation for participation but rather focuses on relevant topics aligned with our strategic plan and derived based on input from both faculty and staff.

Ensuring Quality and Consistency Through Peer Review

The introduction of dynamic forms process and a Curriculum Fellow to support the work has improved Bristol's capacity for managing curriculum changes. In 2019, Bristol created a Curriculum Fellow position to ensure the curriculum process is inclusive, effective, and aligned with the college's goals and DHE processes. The Fellow, recruited from Bristol's faculty ranks as a designated faculty role, was hired to improve a system of processes that would advance strategic and evidence-based curricular development, meet accreditation standards, and support shared governance. The Curriculum Fellow has advanced these goals by 1) chairing the Curriculum subgroup of the Learning Council which reviews curriculum forms, 2) revising the curriculum process, including updating paper curriculum forms to electronic dynamic forms which streamlines the process and increases participation and transparency; and 3) fostering and facilitating communication regarding curriculum to the Bristol community.

Between September 2020 and November 2023, the Curriculum Fellow and Curriculum subgroup have approved 480 [curriculum forms](#), including 65 SLO submission forms, 30 GenEd updates, 54 new course forms, eight new program forms, 39 revised program forms, and 146 course revision forms. By late Fall 2023, 114 suspended course forms and 14 suspended program forms had been processed.

Prior to the establishment of Bristol's shared governance/council system, curriculum forms were reviewed by the College-Wide Curriculum Committee (CWCC), which was comprised of a chairperson from the Registrar's office, at least one faculty representative from each academic area, and staff from other areas of the college including Transfer Affairs, SSEM, and the LLC. The move to a new shared governance/council system resulted in the work of the CWCC being moved to the Learning Council curriculum subgroup.

These advances have led to efficiencies in the management process. Efforts to counteract any potential decrease in diversity of representation from across the college due to curriculum changes being reviewed by the curriculum subgroup, are balanced against efforts to increase participation in the curriculum review process.

Ensuring Quality and Consistency Through Assessment

Through the revised program review process, as of Fall 2023, 74 curriculum maps have been evaluated. The maps prompted changes such as: revising student learning outcomes, developing or revising program learning outcomes, increasing the number of HIPs in courses, and aligning courses to the MassTransfer program.

Year one of the program review process was completed during AY22-23. [The Year 1 Program Review Annual Report](#) recorded program mission statements and goals, program learning outcomes, enrollment and retention data, graduation rates, completion rates, and the inclusion of HIPS and OER in curriculum maps. The report also required chairs and coordinators to reflect upon their deliverables and develop SMART goals for the next academic year.

At the beginning of the Fall 2023 semester, program chairs and coordinators received detailed feedback on their submissions. This feedback was also provided to each program’s corresponding academic dean and the VPAA for support and to align program goals with academic area goals, the strategic plan, and ongoing initiatives. As part of this process, a [“Closing the Loop”](#) form was sent to deans to help them, with the assistance of program chairs and academic coordinators, to determine whether programs should advance to Year Two or return to Year One or Year Zero.

Though there is some data citing performance relative to implementing HIPs, such as our success with CBL, data about these practices is limited. Through curriculum maps, faculty self-identified [351 HIPs](#) infused in 173 courses across Bristol’s five academic areas; however, since definitions for HIPs varied, the data needs further review by the Director of Curriculum Engagement.

Integrity in the Award of Academic Credit

The college strives to support students’ timely achievement of goals. In a 2023 [NECHE Student Survey](#) (n=307), students reported that the modality (44.8%), location (34.3%), time of day (30.2%), and semester (27.3%) of course offerings were barriers to the timely completion of degrees. These data are consistent with barriers identified by academic advisors (part-time professional, faculty and professional staff) and their advisees during an internal validation survey (n=24) from March 2023 (see Table 4.1, below).

Advisor’s Comments	Advisees’ Comments
a lack of variety in course modality offerings	feeling overwhelmed by needing to complete not only their core classes, but also pre-requisites
course cancellations	mismatches between offered course modalities and

Advisor’s Comments	Advisees’ Comments
classes not running when the catalog has them scheduled to run	schedule conflicts are an issue (e.g., a student cannot make an in-person class due to schedule, but there is no online option offered or all online options are full)
too few options in courses	frustration that required classes that are needed to graduate are not being offered

Table 4.1 Summary of 2023 Advising Survey Results

Most Bristol classes have been offered in the sequence documented in the Academic Catalog. However, since the disruption caused by the COVID-19 pandemic, a percentage of courses have at times been offered off-sequence. Additionally, published program maps are designed to provide information for full time student, hence a redesign to focus these maps on part time students will yield more impactful design in communication as the majority of our students take less than 12 credit hours a semester.

To lower barriers to completion, Bristol offers a variety of course modalities and time frames, to better fit students’ schedule and learning needs. According to the [NECHE Student Survey](#), 46% of students prefer asynchronous online courses, 23% prefer hybrid courses, and 23% prefer face-to-face courses. The remaining 7.2% of students reported that they did not consider modality when choosing courses or preferred online synchronous. While 87% agreed they could access required courses in their program, and 77% agreed they were able to take courses in their preferred modality, for students with a barrier that delayed completion (55.2%) modality was the most common cause (44.8%). This suggests that the way modalities are scheduled could better align with student needs. Additionally, data collected each semester since Fall 2019 suggests that course completion rates (SCCR) trend slightly higher in face to face, hybrid, and online synchronous modalities versus the online asynchronous modality (see SCCR Modality Trend [here](#) and also Standard 8).

Prior to the COVID-19 pandemic, online courses accounted for 32.3% (500 classes) of Bristol’s offerings in a semester. This number rose to 100% in Fall 2020. Post-pandemic there is continued demand for online courses, within a mixture of course modalities; asynchronous, synchronous, hybrid and in person. Per the [NECHE student survey](#), 73% of students preferred an online modality. Some students [shared](#) why they held this preference, for instance: “I appreciate that I am able to complete classes at my own pace online, while continuing to work full-time.” And “Online classes are accommodating for students who cannot go to campus.”

Despite efforts to offer more in-person and hybrid options, the number of fully online classes remained at [69.4% and 70.3%](#) in Fall 2022 and Spring 2023, respectively. In light of the increased ratio of online to face-to-face courses and the higher completion rates for students in courses with synchronous online or in-person components, a comprehensive assessment of the impact of course modality is needed (see also Standard 8). This work would ensure students are

enrolled in modalities suited to their learning and progression needs, not only their scheduling needs.

The CITE Lab continues to engage faculty in professional development opportunities related to online pedagogy. From July 2023 – August 2023, for instance, the CITE Lab hosted a fully online certification course focused on online instruction best practices. With the increase in online offerings, a comprehensive audit of programs that could be offered completely online is needed including programs that could be completed through a combination of online and in-person courses.

The college has used directed study to offset course cancellations to support degree pathway progress. Taking a course as a directed study can help students who are within nine credits of graduation when standard offerings do not meet needs. Between 2019 and 2023, there was an average of 53 [directed studies](#) in Fall semesters and 87 in spring semesters.

PROJECTION

	Action	Responsible Area(s)	Timeframe
1	Align programs and certificates relative to the strategic plan, current workforce, early college/dual enrollment needs, enrollment, and resources to support faculty and students. The college will consider low-enrolled programs as well as whether to retain (and, if so, offer support resources) The General Studies: General Studies Program.	VPAA, Director of Curriculum Engagement, Registrar, Curriculum Fellow, Deans, President	1-3 years
2	Consider whether the GenEd competencies should be revised to better align with the GenEd Foundation. If the college keeps its GenEd competencies, it should develop a strategy to help students navigate the two systems as they prepare to transfer.	Academic Affairs	3 years
3	Accelerate the curriculum review and approval process, including evaluation of curriculum management, integration of all digitized forms in an organized, searchable, open access platform, and expansion of the Director of Curriculum role to ensure oversight of the curriculum process	Curriculum Fellow, Director of Curriculum Engagement, Academic Areas, Deans, ITS	1 year
4	Continue to improve services in online learning by: Comparing student achievement in online courses vs. face to face and hybrid modalities	SAES AIPD	1-2 years
5	Annually auditing the list of academic programs that can be completed 100% online. Update marketing materials annually to reflect changes.	Academic Affairs, Marketing & Communications, Campus Deans, Director of Curriculum, Engagement	1 year
6	Revising, adopting or developing tools to enable faculty to continue to enhance the quality and consistency of online courses	LCTL Online Learning	Ongoing
7	Evaluating the impact of academic and social support services and activities, adjusting offerings and outreach efforts as necessary.	SSEM ODS LLC	1-3 years

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	Associate	Total Degree-Seeking
Main Campus (Fall River) FT	899	899
Main Campus (Fall River) PT	782	782
Attleboro Campus FT	124	124
Attleboro Campus PT	113	113
New Bedford Campus FT	233	233
New Bedford Campus PT	256	256
Taunton FT	102	102
Taunton PT	107	107
Overseas Locations FT	0	0
Overseas Locations FT	0	0
Distance education FT	1,632	1,632
Distance education PT	2,242	2,242
Correspondence FT	0	0
Correspondence PT	0	0
Low-Residency FT	0	0
Low-Residency PT	0	0
*Duplicated Headcount Total	6,490	6,490
Total FTE	2,838.53	2,838.53
Enter FTE definition:	Full-time-equivalent (FTE) is calculated by summing total credits by 15.	
Degrees Awarded, Most Recent Year	770	

Please enter any explanatory notes in the box below

Bristol does not assign students to specific campuses, branches or locations, nor via distance learning modality.
Term course enrollments for each location are based on a student enrolling in one or more courses at a specific location. Enrollment totals are duplicated as students can simultaneously take courses at multiple physical locations and online.
Term course enrollment for distance learning modalities (Asynchronous DL1, Synchronous DL5, Hybrid DL10) are based on a student enrolling in one or more courses via a distance education modality. Hybrid courses are counted as distance education and by location.
Degrees Awarded are based on Fiscal Year data sent to the Department of Higher Education.
Full-time (FT) is defined as being registered for 12 or more credits.
Part-time (PT) is defined as being registered for less than 12 credits.
FTE is calculated by summing total credits by 15.
Enrollments reflect most recent data of Fall 2023.
Degrees Awarded, reflect FY 2023

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	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total Degree-seeking (from previous page)	Grand Total
Main Campus (Fall River) FT	7	156	0	163	899	1,062
Main Campus (Fall River) PT	32	200	0	232	782	1,014
Attleboro Campus FT	0	24	0	24	124	148
Attleboro Campus PT	1	19	0	20	113	133
New Bedford Campus FT	1	25	0	26	233	259
New Bedford Campus PT	7	42	0	49	256	305
Taunton FT	1	7	0	8	102	110
Taunton PT	2	12	0	14	107	121
Overseas Locations FT	N/A	N/A	N/A	N/A	N/A	N/A
Overseas Locations PT	N/A	N/A	N/A	N/A	N/A	N/A
Distance education FT	17	281	0	298	1,632	1,930
Distance education PT	123	1,089	0	1,212	2,242	3,454
Correspondence FT	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
Low-Residency FT	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
*Duplicated Headcount Total	191	1,855	0	2,046	6,490	8,536
Total FTE	64	672	0	736	2,838.53	3,574.53
Enter FTE definition:	Full-time-equivalent (FTE) is calculated by summing total credits by 15.					
Certificates Awarded, Most Recent Year	139					

Please enter any explanatory notes in the box below

Bristol currently does not ask students if they are selecting to take a program at a specific campus, branch or location, nor via a distance learning modality.
Term course enrollments for each location are based on a student enrolling in one or more courses at a specific location. Enrollment totals are duplicated as students can simultaneously take courses at multiple physical locations and online.
Term course enrollment for distance learning modalities (Asynchronous DL1, Synchronous DL5, Hybrid DL10) are based on a student enrolling in one or more courses via a distance ed modality. Hybrid courses are counted as distance ed and by location.
Full-time (FT) is defined as being registered for 12 or more credits.
Part-time (PT) is defined as being registered for less than 12 credits.
(FTE) is calculated by summing total credits by 15.
Enrollments reflect most recent data of Fall 2023.
Certificates Awarded reflect most recent data of FY 2023
Data First Form "Total Non-degree-Seeking" is the sum of the Title IV-Eligible Certificates: Students Seeking Certificates and the "Non-Matriculated Students"

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

3

For Fall Term, as of Census Date

Certificate

	Number of credits **	Pre-pandemic	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)	Program Status as of Fall 2023
		(Fall 2019)	(Fall 2020)	(Fall 2021)	(Fall 2022)	(Fall 2023)	(Fall 2024)	
A+ Certification Certificate (CTREC)	10	2	3	7	3	2	2	Active
Accounting Certificate (CTACH)	29	6	10	17	15	18	19	Active
Art Certificate (CTACH)	27	2	7	9	3	4	4	Active
Automated Systems with Robotics Certificate (CTACC)	15	2	0	1	0	3	3	Active
Central Sterile Processing Technician Certificate (CTREC)	4	3	0	0	0	0	1	Active
Chemical Analytics Certificate						0	1	Active (new)
Clean Water Quality Professional Technician Certificate (CTACH)	26	0	0	2	3	0	1	Active
Commercial Fishing At-Sea Monitor Certificate (CTREC)	8	0	0	0	0	0	1	Active
Computer Aided Design and Drafting Certificate (CTREC)	12	4	3	3	11	10	10	Active
Computer Aided Design and Manufacturing Certificate (CTACC)	23	3	6	4	0	1	1	Active
Computer Forensics Certificate (CTACH)	28	1	3	0	0	0	N/A	Inactive
Computer Numerical Control (CNC) Machining and Programming Certificate (CTREC)	13	3	2	2	1	0	1	Active
Computer Programming Certificate (CTACC)	15	7	5	6	6	4	4	Active
Culinary Arts Certificate (CTACH)	26	0	2	3	0	1	1	Active
Culinary Arts Baking and Pastry Certificate (CTACH)	27	0	0	1	0	0	1	Active
Cybersecurity Certificate (CTACC)	22	3	6	7	11	16	16	Active
Deaf Studies Preparation Certificate (CTACC)	17	1	2	2	2	5	5	Active
Developmental Disabilities Certificate (CTACH))	24	12	10	13	5	4	4	Active
Digital Publishing Certificate (CTACH)	25	0	0	0	1	0	1	Active
Drinking Water Quality Professional Technician Certificate (CTACH)	26	0	0	1	0	0	1	Active
Early Childhood Education - Preschool Certificate (CTACH) -EA-	28	11	9	15	14	19	20	Active
Early Childhood Education Infant/Toddler Certificate (CTACH) -IF-	26	4	6	3	13	8	8	Active
Early Childhood Education School Age Child Care Certificate (CTACC)	22	2	1	0	0	0	1	Active
Electrocardiography (EKG) Certificate (CTACC)	17	10	12	15	10	15	15	Active
Emergency Medical Technician Certificate (CTREC)	8	5	1	2	0	8	8	Active
Geographic Information Systems Certificate (CTREC)	12	0	0	0	0	0	1	Active
Gerontology Certificate (CTACH)	24	0	1	2	0	0	1	Active
Graphic Design Certificate (CTACH)	27	4	6	4	13	3	3	Active
Green Building Technology Certificate (CTACC)	22	1	1	0	1	0	1	Active
Human Services Certificate (CTACH)	24	3	4	8	7	10	10	Active
Law Enforcement Certificate (CTACH)	27	0	3	3	2	0	1	Active
Marketing Certificate (CTACH)	24	2	1	2	7	7	7	Active
Medical Administration Practices(CTACH)	30	10	9	14	4	1	1	Active
Medical Assistant Certificate (CTACH)	29	13	16	8	3	6	6	Active
Medical Coding & Reimbursement (CTACH) - MC & MCHC	29	11	16	2	0	0	N/A	Inactive
Medical Transcription Certificate (CTACH)	30	2	3	2	0	0	1	Active
Microsoft Office Certified Application Specialist Certificate (CTACH)	24	5	0	3	2	3	3	Active
Native American Studies Certificate (CTACH)	18	0	0	1	0	0	1	Active
Network Tech Certificate (CTACH)	29	5	3	3	3	5	5	Active
Office Administration Certificate (CTACH)	29	4	5	8	2	1	1	Active
Office Skills Training Program Certificate (CTACH)	29	4	1	3	1	2	2	Active
Office Support Certificate (CTACH)	29	10	7	3	2	4	4	Active
Office Technology Management Certificate (CTACH)	26	1	3	1	1	0	1	Active
Offshore Wind Power Technician Certificate (CTACH)	29	1	2	4	2	0	1	Active
Paralegal Studies Certificate (CTACH)	27	8	8	7	10	15	15	Active

Phlebotomy Certificate (CTREC) -PC	6	4	0	3	0	0	1	Active
Phlebotomy Certificate eHealthCareers (CTREC) - PCHC	6	0	3	1	0	6	6	Active
Portuguese/English Community Interpreting Certificate (CTACH)	27	12	10	7	10	24	25	Active
Project Management Certificate (CTACH)	27	11	15	7	7	5	5	Active
Small Business and Entrepreneurial Management Certificate (CTACH)	32	9	2	3	15	5	5	Active
Solar Energy Certificate (CTREC)	14	0	0	0	1	0	0	Active
Spanish/English Community Interpreting Certificate (CTACH)	27	23	19	17	22	15	15	Active
Substance Abuse Counseling Certificate (CTACH)	29	46	40	43	49	52	54	Active
Surveying Technology Certificate (CTACH)	30	1	2	4	5	1	1	Active
Sustainability Studies Certificate (CTACH)	28	4	2	2	2	0	1	Active
Sustainable Agriculture Certificate (CTACC)	21	0	1	0	1	4	4	Active
Thanatology and Funeral Service Preparatory Certificate (CTACH)	24	7	5	4	9	4	4	Active
Water Quality Professional Certificate (CTREC)	14	1	2	0	1	0	1	Active
Web Design Certificate (CTACH)	27	0	2	2	2	1	1	Active
Windows Server Administration Certificate (CTREC)	9	0	0	0	0	0	1	Active
Supply Chain Management Certificate (CTACH)	0	0	0	0	0	4	4	Active
Total		283	280	284	282	296	322	
Associate								
Art Transfer	65	0	0	0	0	0	N/A	Inactive
Art Transfer - Animation and Motion Graphics	65	47	42	42	51	54	56	Active
Art Transfer - Fine Arts	65	52	43	39	41	55	57	Active
Art Transfer - Graphic Design	65	67	54	76	54	71	73	Active
Art Transfer - Web Design and Media Arts	65	10	9	14	11	14	14	Active
Business Administration - Hospitality and Event Management	62	0	0	16	21	23	24	Active
Business Administration -Banking	60	2	1	0	0	0	N/A	Inactive
Business Administration Career	64	0	0	0	0	0	N/A	Inactive
Business Administration Career - Accounting	63	67	70	66	68	81	83	Active
Business Administration Career - Entrepreneurship	63	53	62	82	95	100	103	Active
Business Administration Career - Financial Services - Financial Management	63	28	26	31	45	39	40	Active
Business Administration Career - General Management	63	125	98	88	86	132	136	Active
Business Administration Career - Marketing	62	32	33	53	56	49	50	Active
Business Administration Career - Real Estate & Insurance	61	1	0	1	1	0	N/A	Inactive
Business Administration Transfer	64	405	352	298	219	250	256	Active
Clinical Laboratory Science	70	19	18	17	23	26	27	Active
Communication	61	88	65	58	62	49	50	Active
Computer Information Systems	60	0	0	0	0	0	N/A	Inactive
Computer Information Systems-Game Development and Game Programming	63	10	2	0	0	0	N/A	Inactive
Computer Information Systems - Computer Networking	63	43	32	36	36	28	N/A	Inactive
Computer Information Systems - Computer Programming	60	15	5	4	0	0	1	Active
Computer Information Systems - Computer Programming and Web Development	60	32	39	49	50	59	60	Active
Computer Information Systems - Computer Science Transfer	70	83	76	87	97	92	95	Active
Computer Information Systems - Game Development - Game Creation	62	51	43	34	41	46	47	Active
Computer Information Systems - Security	60	10	4	1	1	0	N/A	Active
Computer Information Systems - Cybersecurity and Digital Forensics	64	31	48	65	81	125	128	Active
Computer Information Systems -Business Information Systems	60	9	11	6	4	0	0	Active
Computer Information Systems -Computer Forensics	60	3	1	0	0	0	N/A	Inactive
Computer Information Systems -Multimedia and Internet	60	1	0	0	0	0	N/A	Inactive
Computer Information Systems- Transfer	63	37	37	36	20	30	N/A	Inactive
Criminal Justice Career	60	125	124	120	125	109	112	Active
Criminal Justice Transfer	61	170	136	107	71	63	65	Active

Culinary Arts	65	23	17	23	27	19	20	Active
Culinary Arts Baking and Pastry	60	25	25	19	20	15	15	Active
Deaf Studies - Education	62	4	4	6	2	2	2	Active
Deaf Studies - Human Services	60	4	6	5	4	2	2	Active
Deaf Studies - Interpreter Transfer	62	21	17	11	5	8	8	Active
Deaf Studies - Transfer	60	1	1	1	3	1	1	Active
Dental Hygiene	80	38	42	44	44	41	42	Active
Early Childhood Education - Licensure	61	69	67	60	60	55	57	Active
Early Childhood Education-Child Care Career	64	74	60	77	71	61	62	Active
Elementary Education	63	100	92	115	100	115	118	Active
Engineering - Transfer	64	205	177	145	107	111	114	Active
Engineering Technology - Advanced Biomedical Manufacturing	61	3	8	6	5	6	6	Active
Engineering Technology - Architectural and Civil	60	26	36	41	40	35	36	Active
Engineering Technology - Electrical	60	28	30	23	21	26	27	Active
Engineering Technology - Electrical Technology	61	2	0	1	0	0	N/A	Inactive
Engineering Technology - Electro-Mechanical with Green Energy	62	7	6	7	8	6	6	Active
Engineering Technology - Environmental	69	13	12	13	6	1	1	Active
Engineering Technology - Marine Science	70	6	9	8	5	4	4	Active
Engineering Technology - Offshore Wind Power	67	4	4	5	12	7	7	Active
Engineering Technology -Mechanical Engineering Technology	60	1	0	0	0	0	N/A	Inactive
Engineering Technology -Architectural & Structural Technician	60	1	0	0	0	0	N/A	Inactive
Engineering Technology -Automation Technology	61	5	2	0	0	0	N/A	Inactive
Engineering Technology -Civil / Environmental	60	2	0	1	1	0	1	Active
Engineering Technology- Computer & Telecommunication	60	1	1	0	0	0	1	Active
Engineering Technology- Electrical Technology		2	1	1	0	0	1	Active
Engineering Technology- Mechanical Engineering		0	1	0	0	0	1	Active
Engineering Technology -Mechanical Technology	60	23	24	32	41	37	38	Active
Engineering Technology Transfer	60	1	0	0	0	0	N/A	Inactive
Fire Science Technology	60	71	60	64	47	45	46	Active
General Studies - Applied Technical Studies	60	2	3	2	1	3	3	Active
General Studies - Business and Entrepreneurial Studies	60	30	29	24	36	35	36	Active
General Studies - Educational Studies	60	19	17	22	29	20	20	Active
General Studies - Health and Life Sciences	60	1197	1075	1024	920	963	992	Active
General Studies - eHealthCareers		1	0	0	0	0	1	Inactive
General Studies - Humanities and Arts Studies	60	13	14	12	24	22	23	Active
General Studies - Legal and Social Studies	60	9	21	15	16	14	14	Active
General Studies - Mass Transfer	34	47	18	4	3	0	N/A	Inactive
General Studies - Non-Declared Concentration	60	476	381	354	333	373	384	Active
General Studies - Science, Technology, Engineering and Mathematics (STEM) Transfer Studies	60	17	13	18	25	15	15	Active
General Studies - Sustainable Agriculture	60	1	1	0	0	0	N/A	Inactive
Health Information Management	60	2	1	0	0	0	N/A	Inactive
Hospitality Management	60	0	0	0	0	0	N/A	Inactive
Hospitality Management: Casino Management	61	1	0	0	0	0	N/A	Inactive
Hospitality Management: Event Planning & Management	60	14	19	7	0	0	N/A	Inactive
Hospitality Management: Food Service Management	60	2	1	0	0	0	N/A	Inactive
Hospitality Management: Hotel Management	60	8	4	0	0	0	N/A	Inactive
Hospitality Management: Tourism Management	62	2	2	1	0	0	N/A	Inactive
Human Services	61	180	138	149	145	128	132	Active
Liberal Arts - Behavioral and Social Sciences	60	446	345	252	159	109	112	Active
Liberal Arts - Biotechnology and Biomedical Technology	60	1	0	0	0	0	N/A	Inactive
Liberal Arts - Environmental Science Transfer	61	1	1	1	0	0	1	Active
Liberal Arts - Humanities	60	78	60	51	46	49	50	Active
Liberal Arts - Math and Science	62	70	57	30	27	24	25	Active
Liberal Arts - Professional Transfer	60	3	1	0	0	0	N/A	Inactive
Liberal Arts - Sustainability Studies	60	7	7	3	3	0	N/A	Inactive
Liberal Arts - Theatre Transfer	60	12	9	17	23	25	26	Active
Liberal Arts History Transfer	61	0	4	17	32	34	35	Active
Liberal Arts Psychology Transfer	60	191	221	218	204	234	241	Active
Liberal Arts Sociology Transfer	61	0	0	7	10	18	19	Active
Life Sciences - Biology	66	150	167	153	138	129	133	Active
Life Sciences - Biotechnology and Forensic DNA	64	28	23	28	27	33	34	Active

Life Sciences - Chemistry	59	0	5	10	7	7	7	Active
Life Sciences - Environmental Science Transfer		44	34	33	24	32	33	Active
Life Sciences - Physics	60	0	3	7	4	3	3	Active
Life Sciences - Sustainable Agriculture	61	13	17	19	13	19	20	Active
Nursing	69	180	188	178	187	184	190	Active
Occupational Therapy Assistant	72	46	42	28	30	31	N/A	Inactive
Office Administration	63	0	0	0	0	0	N/A	Inactive
Office Administration - Executive Administrative Assistant	60	52	47	30	14	20	21	Active
Office Administration - Medical Administrative Assistant	61	28	30	28	23	33	34	Active
Paralegal & Legal Studies	60	53	62	66	63	56	58	Active
Veterinary Health Care	63	134	130	104	84	72	74	Active
Undeclared (Non-Degree)	N/A	634	655	647	902	1023	1054	Active

Total	6568	5978	5693	5540	5800	5883
Total Undergraduate	6851	6258	5977	5822	6096	6205

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

** Number of credits per the 2022-2023 Bristol catalog.

Please enter any explanatory notes in the box below

Bristol does not currently have the capability to track double majors. Enrollments are shown as an unduplicated headcount of students who declared that major in each fall term.

Standard 4: The Academic Program (Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

	Pre-pandemic Comparison (FY 2019)	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Next Year Forward (goal) (FY 2024)
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Undergraduate (add more rows as needed)

Arts & Humanities	35,484	33,118	27,739	26,469	25,737	27,204
Behavioral & Social Sciences and Education	41,045	38,724	34,261	29,438	27,728	29,308
Business and Experiential Education	17,324	13,865	10,322	10,402	9,337	9,869
Health Sciences	7,331	7,163	7,397	5,943	6,256	6,613
Science, Technology, Engineering & Mathematics	46,134	50,181	45,839	40,363	38,664	40,868
Academic Innovation & Professional Development	N/A	N/A	1,591	1,288	1,559	1,648
Lash Center for Teaching and Learning*	348	189	N/A	N/A	N/A	N/A
Access and Transition*	25	n/a	N/A	N/A	N/A	N/A
No Designated Division*	665	1,095	955	419	491	518
Total	148,356	144,335	128,104	114,322	109,772	116,028

Graduate (add more rows as needed)

N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	0	0	0	0	0	0

Information Literacy Sessions**

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Main campus						
Sessions embedded in a class	163	0	14	17	43	60
Free-standing sessions	2	0	1	1	0	3
Branch/other locations						
Sessions embedded in a class	114	0	10	15	22	30
Free-standing sessions	2	0	0	1	0	0
Online sessions	82	185	111	70	67	75

URL of Information Literacy Reports:

[URL of Information Literacy Reports](#)

Please enter any explanatory notes in the box below

*Reorganization dissolved the Access and Transition and Lash Center for Teaching and Learning (LCTL) divisions and created the Academic Innovation & Professional Development area. "No Designated Division" includes courses such as the LPN Summer Bridge Program and Contract Learning courses of various disciplines.

**There are four Bristol Community College locations: Fall River, New Bedford, Attleboro, and Taunton. Information literacy sessions included face-to-face sessions embedded into the curriculum of the class (sessions embedded in a class).

*College Success Seminar (CSS) courses are taught by a cross-discipline of instructors within the Academic Innovation & Professional Development Academic Area.

5. Students



STANDARD 5: Students

KEY STRENGTHS	KEY AREAS FOR IMPROVEMENT
<ul style="list-style-type: none"> • Increased BIPOC student enrollment • Improved tracking of students through the admissions and enrollment cycle • Developed co-curricular student learning outcomes 	<ul style="list-style-type: none"> • Collect and analyze data in advising and other key student support areas to create a holistic view of student progress and success • Track students beyond enrollment, including involvement with support programs and co-curricular engagement • Engage in ongoing talent management and succession planning in SSEM and advising • Implement processes to support key institutional policies, including Satisfactory Academic Progress

DESCRIPTION

In alignment with our [Mission, Vision & Values](#) as an open enrollment institution, Bristol strives to provide programs and services that support every student on their educational journey. Bristol serves a diverse community of over 8,000 students annually.

According to the most current enrollment data ([2023 Fact Sheet](#)), 6,096 students enrolled in Fall 2023, which translates to a full-time equivalent (FTE) headcount of 3,601.9. Of these students, reflected in Table 5.1, 41% were adult learners, 66% studied part-time, 66% identified as female, and 35% identified as Black, Indigenous, and other People of Color (BIPOC).

Bristol experienced a significant enrollment decline in Fall 2020, likely due to COVID, but closed the gap to –2.6% between Fall 2021 and Fall 2022. There was a +4.7% change in enrollment from Fall 2022 to Fall 2023 ([SSA Dashboard](#)).

Enrollment efforts align with Bristol’s mission and strategic objectives. Objective 3 of [Strategic Plan 2020-2024](#) aims to advance an inclusive college culture and increase student conversion rates. Objective 4 focuses on closing equity gaps for targeted populations through the use of innovative and evidence-based initiatives. The BIPOC population has been trending from 27% in Fall 2020 to 35% in Fall 2023, which suggests Bristol is achieving some success in closing enrollment gaps for these groups ([SSA Dashboard](#)).

Over the last five academic years, the adult student population (aged 25 and older) at Bristol has shown stability. However, there was a notable rise in adult learners during Fall 2023, with 565 students—both new and existing—receiving MassReconnect funds. This surge coincided with a 200% increase in applications from adult learners for Fall 2023, following the launch of MassReconnect. A significant portion of these students enrolled at the college and obtained additional federal and state aid, but they might not have applied or attended if not for the MassReconnect initiative.

Bristol’s goal of increasing the college-going culture in the region is supported by a variety of programs targeting middle- and high-school students. These programs include TRIO Upward Bound, TRIO Talent Search, and a suite of College Access Programs including Early College and dual enrollment initiatives. Bristol’s Early College programs seek to align academic pathways with students' college and career goals, promoting equitable access to higher education for underserved populations. Bristol’s Early College partnerships with Durfee High School, New Bedford High School, and Argosy Collegiate Charter School engaged 230 students in Fall 2023.

Fall 2023 Enrollments								
Demographic Group	Total		Full-Time		Part-Time		FTE	
	#	%	#	%	#	%	#	%
Grand Total	6096	100.0%	2070	34.0%	4026	66.0%	3601.9	100.0%
Male	2050	33.6%	843	13.8%	1207	19.8%	1273.1	35.3%
Female	3997	65.6%	1223	20.1%	2774	45.5%	2308.5	64.1%
Other Gender	49	0.8%	4	0.1%	45	0.7%	20.3	0.6%
Cape Verdean and Black or African American	758	12.4%	259	4.2%	499	8.2%	445.8	12.4%
American Indian and Alaska Native	9	0.1%	3	0.0%	6	0.1%	4.9	0.1%
Asian, Native Hawaiian and Pacific Islander	143	2.3%	36	0.6%	107	1.8%	76.1	2.1%
Hispanic	915	15.0%	349	5.7%	566	9.3%	550.0	15.3%
White	3399	55.8%	1145	18.8%	2254	37.0%	2025.	56.2%
Two or More Races	335	5.5%	132	2.2%	203	3.3%	220.3	6.1%
Unknown Race and U.S. Non-resident	537	8.8%	146	2.4%	391	6.4%	279.0	7.7%
Adult Learners	2506	41.1%	561	9.2%	1945	31.9%	1367.4	38.0%
(25 and Older)	2506	41.1%	561	9.2%	1945	31.9%	1367.4	38.0%
Traditional Age	3586	58.8%	1509	24.8%	2077	34.1%	2233.6	62.0%

Fall 2023 Enrollments								
Demographic Group	Total		Full-Time		Part-Time		FTE	
	#	%	#	%	#	%	#	%
(24 and Younger)	3586	58.8%	1509	24.8%	2077	34.1%	2233.6	62.0%
Age Unknown		4	0.1%	0	0.0%	4	0.1%	0.9
ESL Student	116	1.9%	22	0.4%	94	1.5%	57.1	1.6%
Dual Enrollment	401	6.6%	13	0.2%	388	6.4%	97.3	2.7%

Table 5.1 Fall 2023 Enrollment Data

Admissions

As an open enrollment institution, Bristol assists people in its service area with identifying and achieving their goals, regardless of their prior educational pathway or success.

Bristol offers a variety of educational opportunities, including nondegree courses, credit-bearing certificate programs, and associate degrees, with many transfer pathways for students looking to complete a bachelor's degree. Bristol serves a diverse population of students, including high school graduates, adult learners, transfer students, and guest students. There are many potential entry points into degree programs at the college, including adult education (GED/HiSET) programs, dual enrollment/Early College, and traditional enrollment pathways.

The Enrollment Leadership Team reviews enrollment data daily through [reports](#) and dashboards in Argos, Slate, and Tableau and makes adjustments to align recruitment and retention strategies with identified trends. The [Office of Admissions](#) relies primarily on a territory-based recruitment strategy that aligns with the geographic regions surrounding the four physical campus locations. An annual calendar of events guides efforts based on the recruitment cycle and includes visits to local high schools, college recruitment fairs, and visits to community-based organizations. The college sponsors open houses, information sessions, admitted student days, and registration events to facilitate enrollment for new, transfer, and returning students. Students are provided with an [enrollment checklist](#) to navigate enrollment steps. Since Fall 2022, students receive targeted communication to guide them through the enrollment process via Slate, the college's customer relationship management software. Admissions counselors also provide one-on-one counseling with students and their families to better understand students' goals and align them with the appropriate academic programs and services. Admissions materials are available in print and digitally, and the college's website is updated each catalog year with all admissions criteria and programmatic information.

Admitted students must demonstrate that they have a high school diploma, state-approved equivalency credential, or college degree. Some programs, such as [Health Sciences](#), have

additional admissions and testing requirements due to their specialized nature or program accreditations. A [multiple measures](#) approach is used to assess student readiness. Accuplacer is one measure used to assess reading comprehension, writing, and math skills and can be accessed remotely or on the Fall River Campus.

Student Services and Co-Curricular Experiences

Bristol offers a broad spectrum of services and programs to help students achieve their educational goals. Student services are available face-to-face on all campuses as well as virtually. Information about various departments, support services, and college events is available to students through the college website, the accessBCC portal, the Bristol Mobile App, and the [Student Affairs Weekly Newsletter](#).

The Division of Student Services and Enrollment Management (SSEM) updated its [mission statement](#) in Spring 2022 following a change in leadership:

The Division of Student Services and Enrollment Management believes in the power of learning that happens outside of the classroom. As a team of committed educators, we transform lives and communities by providing holistic learner-centered and equity-minded programs, services, and experiences that inspire, engage, and empower individuals to achieve their dreams.

That same spring semester, SSEM created a framework for assessment based on five key pillars of student engagement and co-curricular learning: building connections, thinking critically, taking responsibility, advancing equity, and achieving their goals. Each pillar is supported by two student learning outcomes designed to articulate what students will learn through interactions with SSEM departments, services, and programs as well as how students demonstrate that learning.

[Academic Advising](#) at Bristol utilizes a proactive advising model of support since Fall 2016. Advisors connect with students in their assigned caseloads at specific points in the semester to provide targeted outreach and support. Students are assigned to either a full-time Academic Coordinator or a faculty advisor depending on several parameters including academic program, total number of earned credits in program, and academic standing. Academic Coordinators within Advising and the Student Success Center (see below) work with a caseload of approximately 250 currently registered students; faculty caseload numbers vary based on program and faculty workloads, where most faculty advisors are assigned 18 students, per the collective bargaining agreement. Faculty advisors are all full-time faculty who have been at the institution for more than one semester. Affinity groups such as dual enrollment, Early College, veterans, athletes, and displaced workers are advised by academic coordinators assigned to support these populations. Advising caseload assignments are completed the week after the add-drop period for a given semester. Advisors receive communication that includes a copy of their advisee roster as well as proactive advising tools, including a calendar of suggested outreach topics, the [Advising Syllabus](#), and the [Advising Resources Playlist](#). Change of advisor requests are student-directed and can be made online through the accessBCC portal. During peak advising and registration periods, the college offers extended hours and increased staff support from part-time advisors.

The Student Success Center was formed in 2021 to engage Bristol students through a holistic case management approach. The Student Success Center primarily serves historically underrepresented student populations (BIPOC students; students with disabilities; first-generation students; low-income students; and lesbian, gay, bi-sexual, transgender, queer/questioning, intersex, and asexual students). The Student Success Center merged with Advising in 2023 to create the Advising & Success Center. Success Coaches provide students short-term, structured coaching sessions, facilitate individual and group sessions to build an individualized student success plan, and connect students with on- and off-campus community resources to support their continued success.

Referrals to Advising & Success are made through the [Proactive Academic Alert Report \(PAAR\)](#). PAAR provides an opportunity for faculty to make referrals to support services for students experiencing academic difficulty, including excessive absences, lack of participation, incomplete or missing assignments, and poor grades. PAAR referrals are routed to a Student Success Coach, and a copy is shared with the student's academic advisor for follow-up. PAAR referrals can be completed at any point in a given semester.

[Bristol's Basic Needs Center](#) provides support and resources to students who are experiencing challenges related to food security, housing security, transportation, wellness, and other unexpected personal needs. In partnership with the Greater Boston Food Bank, the Basic Needs Center offers a monthly [Mobile Food Market](#) that served 8,522 individuals in FY22. Bristol's Basic Needs Center also assists students who are applying for SNAP benefits and makes referrals to local food resources, shelters, fuel assistance programs, credit repair programs, free tax preparation, Head Start, Early Intervention programs, and legal services.

The [Library Learning Commons \(LLC\)](#) is the central hub for learning support at Bristol, housing the Writing Center, subject-based tutoring and reference/instructional support. In the LLC, tutors are available to help students with study skills, specific course content questions, and all types of writing. Students who need access to online tutoring services have access to ThinkingStorm, a contracted, online tutoring service.

The [Office of Disability Services \(ODS\)](#) enables disability support for students who participate with the college community through academic and access accommodations, assistive technology and training, self-advocacy support, leadership training, and coordination of services with partnering community agencies. ODS assesses student needs for academic support based on student self-report or referral by faculty or staff. Students are encouraged to disclose their disability using the [Disability Disclosure Form](#).

The college offers free, confidential [Mental Health Counseling](#) services to Bristol students at all campuses who are experiencing challenges in their lives that may impact their academic performance, daily functioning, relationships, and personal growth. The college also offers free and anonymous online mental health and substance use assessments. Counselors are available to consult with the staff about students in crisis and to provide short-term therapy for students. Students with long-term needs are referred to local human services agencies.

In 2017, Bristol adopted a [Suicide Prevention Protocol](#) in conjunction with the other 14 Massachusetts community colleges. On average, Mental Health Counseling held 1,000

appointments annually from 2017-2022. Bristol received a total of \$300,000 in state-awarded American Rescue Plan Act (ARPA) grant funds in FY22 and FY23. These grants were awarded to address student behavioral and mental health needs including, but not limited to, campus public health and safety initiatives; mental health first-aid services and training; mental health crisis prevention and intervention; and student suicide awareness, prevention, and intervention trainings. In Spring 2023, the college offered a “train the trainer” professional development opportunity to certify 18 Bristol employees as Mental Health First Aid instructors. Bristol partnered with [The Jed Foundation’s](#) JED Campus initiative to evaluate mental health support services and develop actionable plans to enhance policies, programs, and resources for students. Bristol also executed a contract with [Christie Campus Health](#) to provide additional support to students through free access to a virtual care platform including internet-based cognitive behavioral therapy (ICBT), a meditation and mindfulness app.

The Student Outreach, Assistance & Retention Team (SOAR Team) was created in Fall 2022. The SOAR Team is not a crisis response or threat assessment team; instead, it is designed to promote student success and the pursuit of educational equity through a holistic and collaborative approach, identifying and managing concerning behaviors. Crisis response and threat assessments are conducted by the Bristol Community College Campus Police. Faculty can [refer](#) students to the SOAR Team. The SOAR Team provides interventions, referrals to support services, and ongoing case management for students whose life circumstances may create additional barriers to their continued enrollment or completion. The SOAR Team is chaired by the Associate Vice President for SSEM and includes representatives from SSEM. Other individuals are consulted on a case-by-case basis, including the reporting party.

Staffed by two full-time career counselors, [Career Services](#) helps students throughout their search for employment, including résumé writing, interviewing, and job search strategies. Bristol manages a fully online career portal via [College Central Network \(CCN\)](#), which is free and available to all students and alumni. Over 2,800 students have activated their CCN accounts.

[Transfer Services](#) helps students navigate the process of transferring to another institution of higher education, including through the [Commonwealth Commitment](#) and [MassTransfer](#) programs. Bristol has over 80 [transfer agreements](#) (see also Standards 4 and 8).

[New Student Orientation](#) is an online program for admitted students and is designed to introduce them to the college’s policies, programs, and services. [Bristol EXPerience](#) is an in-person welcome event held at the start of each semester for students and their families. Students are also able to access information about services and programs through the [Bristol App](#). The app allows students to receive real-time notifications and connect with each other via the student feed.

[Student & Family Engagement \(SFE\)](#) provides an array of cocurricular activities and learning opportunities aimed to provide a vibrant and purposeful college experience. Bristol is home to over 60 [student clubs](#) centered around student interests, identities, academic, and career goals. Students are offered opportunities for participation in college governance through [Student Senate](#). Students are also able to engage in leadership development through student club leadership roles, the Student Ambassador program, and the [Bristol Leadership Academy](#). SFE also adopted Bristol Engage in 2021, an online platform that promotes engagement and co-curricular opportunities. The platform has seen 1,299 unique log-ins since its implementation.

[Athletics & Recreation](#) offers seven varsity programs: women's volleyball, men's and women's basketball, men's and women's soccer, and men's and women's cross country. The college has athletic facilities including fields and a gymnasium at the Taunton Center that are used for practices and competition. The [Fitness and Recreation Center](#) on the Fall River Campus offers free access to exercise equipment, physical fitness services, and group exercise classes for all Bristol students, employees, and alumni.

The [Multicultural Student Center](#) (MSC) provides opportunities for students and college community members to come together to develop greater awareness, appreciation, and understanding of Bristol's diverse community. While physically located on the Fall River Campus, the MSC has a monthly presence on each campus. The MSC engages in diversity, equity, and inclusion (DEI) programming, including [Social Justice Forums](#) designed to engage participants in conversations focused on lived experiences of individuals with intersecting identities. These forums have included topics like "Race and Educational Inequity" in July 2020 and "Anti-Semitism Past and Present" in September 2023.

The [Joseph A. Marshall Veterans Center](#) provides students a physical space to connect with fellow veteran and military affiliated students. Bristol provides United States veterans, military affiliated students, and eligible dependents access to a wide range of services including education benefits counseling, academic advising, and social integration. Bristol was awarded a gold designation as a military friendly school in the 2023-2024 Military Friendly® Schools list.

The [Women's Center](#) is a physical space on the Fall River Campus that allows students to connect with one another around women's and gender issues. The Women's Center also houses the [Parenting Advancement Pathways](#) program. The program focuses on supporting BIPOC, low-income, and single mother heads of household but is open to all parents currently studying at Bristol. Since Fall 2021, the program has supported a total of 74 student parents seeking support in various ways including basic needs, mental health referrals, professional development, legal counsel, community housing resources, time management, and mentorship.

The [Financial Aid Office](#) provides accurate and timely information to students. Bristol has a financial aid counselor or coordinator at each campus location. Current and prospective students can book in person or virtual appointments through the department's website. The office maintains a webpage with contact information, important dates, FAQs, forms, information surrounding all of its available aid programs, and aid eligibility requirements. Bristol has expanded the financial aid social media outlets, including Facebook, Instagram, and TikTok, to better connect with students about important financial aid topics with a personal touch. Members of the financial aid team regularly monitor the Bristol App to answer questions pertaining to financial aid. Bristol has automated systems that assist with communication to students. Over the past three years, the financial aid department has streamlined its processes, allowing student award data to be accessible and accurate in real time. Additionally, Bristol automated the financial planning sheet that breaks down cost of attendance along with financial aid awards. Enhancements were made with pop up messaging that exists within the student module of the accessBCC portal. These messages notify students of enrollment requirements and award changes based on enrollment status as well as provide reminders about upcoming deadlines. DEI initiatives within the institution highlighted a need for a more equitable awarding process. The Financial Aid Office's awarding formulas were completely revamped for AY22-23.

Institutional hiring guidelines and practices are designed to ensure that all faculty, staff, and administrators are properly qualified to provide effective student support and are supplied with the appropriate and necessary technology and tools to accomplish this work. Staff are expected to maintain ethical standards of conduct in compliance with college policy. Additionally, licensed practitioners of the profession are expected to maintain ethical conduct within the expectations of any professional codes of conduct and act with the utmost integrity. All employees undergo regular training on a variety of topics including ethics, sexual harassment and discrimination, data security, and operational health and safety. Staff are expected to follow institutional policies related to confidentiality and disclosure of student information under the Family Educational Rights and Privacy Act ([FERPA](#)). The college also follows statewide policy related to records retention, security, and disposal.

Bristol publishes a [Student Handbook](#), updated annually, offering information about institutional policies and procedures including [FERPA](#) and [Title IX, Section 504](#). Bristol uses the [Massachusetts Community Colleges Student Code of Conduct](#), which is shared across all 15 Massachusetts community colleges. Bristol employs an educational rather than punitive approach to student conduct issues in line with industry standards, the foundational philosophy of student development, and the principles of restorative justice. The Code of Conduct process is educational, in support of the college mission. The Code is intended to encourage personal responsibility, integrity and ethical decision-making.

Academic policies and procedures are published annually in the [Academic Catalog](#) and are available to faculty and staff via [PolicyStat](#), the college's policy management system. Bristol follows the Massachusetts Community College [Student Grievance Procedure](#) to address student complaints and grievances. In 2022, as an ongoing aspect of our shared governance initiative, the Equity Council began working on an equity rubric that will serve as a tool to review all outward-facing policies. The equity rubric will ensure fairness, equity in practice, and the use of asset-based language within these policies. The creation of the rubric is still ongoing.

APPRAISAL

Admissions

Bristol has experienced significant enrollment declines over the past 10 years, as indicated in Figure 5.1, below. There was a 15% decrease in overall student headcount and 22% decrease in FTE headcount from Fall 2019 to Fall 2022. This reduction in student headcount is likely due to a number of external environmental factors including continued impacts of the COVID-19 pandemic and an improved and competitive job market in Bristol's service area.

Despite overall enrollment declines, the college has seen significant improvement in enrollment for BIPOC students (+16%) since Fall 2019 ([Data First Form 5.2](#)), demonstrating that the college continues to fulfill its mission of providing access to higher education. There have been gains in the BIPOC population, 31.8% of students identified as BIPOC in Fall 2022 and 35.4% of students in Fall 2023 ([SSA Dashboard](#)).

An analysis of data relative to enrollment trends for BIPOC students revealed Bristol converts BIPOC students at lower rates than White students at each step in the enrollment process.

Additionally, Bristol saw disproportionate numbers of BIPOC students drop out or stop out during the COVID-19 pandemic. However, the college has seen an improvement in the application to admit rate of BIPOC students from 74.8% in Fall 2022 to 76.0% in Fall 2023. This increase is likely due in part to a 14.4% increase in applications from new and returning students who identify as BIPOC as well as investment in the Student Success Center and the efforts of success coaches to support students through the re-enrollment process.

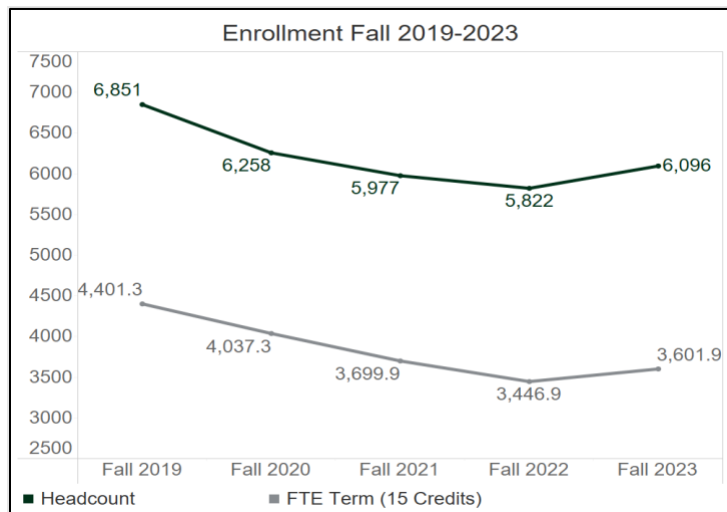


Figure 5.1: Total Student and FTE Enrollment 2019-2023

With an average student age of 25.9, the college understands the need to be responsive to the unique needs of adult learners throughout the admissions process ([SSA Dashboard](#)). To that end, additional evening and weekend enrollment services are offered to provide flexibility and increase access for adult learner populations. This context may be important as we talk about the changes, we are making to address the market and the need to increase enrolment. In response to the need to provide more expansive services to adult learners, the college has added evening enrollment events and drop-in service hours throughout the enrollment cycle. More data is needed to determine whether further adjustment of college policies, practices, and programs is warranted to best support adult learners.

Enrollment in dual enrollment and Early College programs has grown from 209 students in Fall 2019 to 401 in Fall 2023. However, Bristol's success rates in these programs have decreased during the same period. In Fall 2019, dual enrollment and Early College students had a course completion rate of 84.3% as compared with 69.7% in Fall 2022 ([SSA Dashboard](#)). This decrease may be due in part to the negative impacts of COVID-19 on students' college preparedness coupled with Bristol's online modalities which may present challenges to high school learners.

Bristol implemented a customer relationship management (CRM) software system, Slate, for the 2022 admission cycle. With the implementation of Slate, the enrollment process was digitized, allowing students to utilize a portal to complete their application, upload supporting documents, and receive communication regarding their application, decision, and next steps for enrollment. Admission decisions are rendered within 24-48 hours of an applicant submitting a complete application as opposed to 72 hours to a week prior to adopting Slate.

The admissions application was also updated in the 2023 admissions cycle to include information to identify specialized populations who may benefit from additional success support including applicants who self-identify as members of affinity populations. Additionally, the application includes questions related to applicants' educational goals which will assist the college with assessing student success against their own metrics rather than relying solely on success data categories required by IPEDS reporting. For students who self-identify as BIPOC, a personalized email from the MSC goes out via Slate, encouraging them to connect and engage. Student replies go directly to the MSC. Similarly, the Veterans Center communicates with students who self-identify as veterans or military affiliated.

With increased access to [data through Slate](#), the Admissions team has been able to implement strategic initiatives to increase conversion rates. Fall 2023 saw a significant increase in applications, with a 14.9% overall increase. Applications for brand-new students increased by 10.9% while returning student applications increased by 26.2%. Disaggregated data available through Slate provides additional insight into the students who inquire, apply, and are admitted to Bristol. Specifically, Bristol saw an increase of 11.2% in applications from students identifying as BIPOC. There was a 36.3% increase in applications from adult learners with the highest increase (+200%) in the month of August 2023.

MassReconnect, a state-funded aid program providing free community college to qualifying students over the age of 25, has increased Bristol's enrollment. In Fall 2023, a total of 565 students were awarded with MassReconnect funds, with an average student award of \$1,689, for an overall total of \$954,503. Compared to the overall Fall 2023 student population with an overall average age of 26, the average age of MassReconnect students is 35. The most common age of MassReconnect students is 25. MassReconnect students are more likely to be female and to identify as BIPOC. Additionally, they are more likely to be new to Bristol, or returning after some time, and more likely to be part-time. 37% of MassReconnect students have previously attended college.

Student Services and Co-Curricular Experiences

Student Services and Enrollment Management (SSEM) is currently engaged in the college's [5-Year + One CAS/Program Review Cycle](#). Given the number of vacancies in key leadership roles within SSEM, the division has employed a staggered approach; some areas are in Year one, while others remain at the beginning of the process. Year 0 deliverables for SSEM areas included the development of mission statements and student learning outcomes. While outcomes have been established, comprehensive assessment of those outcomes has not begun.

SSEM is building a baseline on which formal needs assessment will follow, ensuring a systematic approach to program and service delivery efforts. While the area has increased efforts to best align resources with student needs, there is not sufficient data to inform an understanding and identification of what those needs are to scale the work. A major factor preventing this work from being completed previously is a series of leadership transitions in the Vice President of SSEM's Office. However, now that the area is staffed with a permanent Vice President as well as a newly developed Associate Vice President for Student Success in 2021, there is an opportunity for long-term strategic visioning and leadership.

Getting students involved in co-curricular experiences has been a challenge. Of the 800 students responding to the Spring 2021 Community College Survey of Student Engagement (CCSSE), 82% reported not participating in college-sponsored activities. Students reported similarly, in 2018, that 84% were not spending time on college-sponsored activities. External commitments may contribute, as 52% of Bristol students are working more than 20 hours a week and 34% are spending more than 20 hours caring for dependents.

Between November 2022 and August 2023, full-time advisors had [6,689 meetings](#) with students while part-time advisors had 898. Few meetings were in person: 20% for full-time advisors and none for part-time advisors. Most sessions focused on course registration (61% of those with full-time advisors and 84% of those with part-time advisors). The other, most common topics discussed included academic goals (6% for full- and part-time combined), academic plan creation (6% combined), mentoring (9% combined), referrals to on campus programs/services (3% combined), academic standing (5% combined), and transfer goals (1% combined).

Academic advising is an area of continuous improvement for the college. The college has invested in student advising in several ways. In 2018, a taskforce was assembled to evaluate the state of academic advising at Bristol and to make recommendations about areas of improvement. Additionally, as of Fall 2022, consistent data collection practices have been put into place and work is currently underway to procure a student success technology platform. In July 2023, the Advising Center merged with the Student Success Center to create a new area within SSEM. This has provided an opportunity to shift the focus of the work from proactive advising to holistic case management. Further advancements were made in Fall 2023 with the hiring of a permanent Director of Student Advising and Success and the procurement of EAB Navigate as a student success technology platform.

The way students were assigned advisors was also improved for AY22-23. The college places value on the importance of faculty and professional advisors' abilities to maintain their historical caseloads within their area of expertise, while understanding certain student populations need specific advisors based on program or affinity with the college. Certain populations, including military-affiliated, displaced workers, student athletes, and dual enrollment students, are assigned first with this knowledge, followed by students in specialized programs such as nursing, culinary arts, fire science technology, paralegal studies, and veterinary health care. Of the remaining students, those with 30 or more credits in their program are assigned to faculty advisors while those with 29 or fewer credits are assigned to professional advisors. These credit thresholds were established to help support students who are still exploring a program of study while providing established students the opportunity to build relationships with faculty experts in their desired field. To accommodate advisor caseload maximums, students who are not actively registered for a semester are reassigned to the Advising Center and are able to meet with a professional advisor. This approach allowed for all registered students to be assigned to an advisor in Spring 2023, meaning that every registered student was provided with access to an academic advisor who proactively engages them.

Bristol has made improvements in student onboarding, including a fully online [New Student Orientation](#). However, additional work is needed to create pertinent onboarding experiences for adult learners and certificate students.

It has been a challenge to educate faculty, staff, and students about changes to the Satisfactory Academic Progress (SAP) policy. The policy was updated in 2021 to ensure compliance with Title IV regulations and to move to program calculations. In Summer 2022, the policy and associated processes moved from Academic Affairs to SSEM. SAP continues to be calculated manually, and individual email communications are drafted for each student not making SAP, creating a heavy administrative burden. While there are plans to automate the SAP calculation process, doing so requires finalizing the Courses in Program of Study process. SAP appeals are collected via [an online reporting form](#). This has enabled timely and accurate communication with students, advisors, and administrative offices. Academic plans for students who are appealing SAP dismissal are entered into Degree Works and can be attached to the appeal form or submitted using an [Appeal Documentation Upload form](#). Students reinstated through the appeal process are reassigned to a professional advisor who assists with monitoring the student's progress and compliance with their academic plan.

SSEM has implemented processes to better assist students with navigating challenges that impact their success. Students can [request that notification be sent to their faculty](#) if they miss more than three classes for a documented reason. Students who request such notification are encouraged to communicate directly with faculty to determine whether they will be able to make up any missed assignments. Students are also able to submit a [late withdrawal, late drop, and/or tuition appeal](#) to request an exception to institutional policy based on extenuating circumstances experienced during a semester.

PROJECTION

	Action	Responsible Area(s)	Timeframe
1	Implement a technology platform to support a holistic case management approach to student advising, success, and support.	SSEM ITS Academic Affairs	1 year
2	Conduct a comprehensive needs assessment to inform how student services and co-curricular experiences support and enhance student success outcomes.	SSEM Academic Affairs ITS Student Senate	2 years
3	Foster a culture of assessment in SSEM that is inclusive of student voices to engage in student-centered and data-driven decision-making practices.	SSEM ITS Academic Affairs Student Senate	Ongoing
4	Comprehensively review data collection practices to identify gaps in data, build reports and dashboards that help identify trends, ensure appropriate mapping across technology platforms, and explore automation of time- and labor-intensive processes that support student persistence and retention.	SSEM ITS	Ongoing

	Action	Responsible Area(s)	Timeframe
5	Increase overall enrollment by 3% year over year for the next 3 years.	SSEM Academic Affairs	3 years

Standard 5: Students (Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1): Adult Learners (25+)

?

Credit Seeking Students Only - Including Continuing Education

	Pre-pandemic Comparison (Fall 2019)	3 Years Prior (Fall 2020)	2 Years Prior (Fall 2021)	1 Year Prior (Fall 2022)	Current Year (Fall 2023)	Goal (Fall 2024)
Freshmen - Undergraduate	?					
Completed Applications	704	354	685	574	909	1505
Applications Accepted	584	213	450	485	839	1,458
Applicants Enrolled	235	148	144	148	348	1,053
% Accepted of Applied	83.0%	60.2%	65.7%	84.5%	92.3%	96.9%
% Enrolled of Accepted	40.2%	69.5%	32.0%	30.5%	41.5%	72.2%
Percent Change Year over Year						
Completed Applications	N/A	N/A	93.5%	-16.2%	58.4%	65.6%
Applications Accepted	N/A	N/A	111.3%	7.8%	73.0%	73.8%
Applicants Enrolled	N/A	N/A	-2.7%	2.8%	135.1%	202.6%
Average of statistical indicator of aptitude of enrollees: (define below)	?					
N/A						
Transfers - Undergraduate	?					
Completed Applications	563	323	399	332	420	630
Applications Accepted	374	203	317	260	388	582
Applications Enrolled	164	145	96	95	179	269
% Accepted of Applied	66.4%	62.8%	79.4%	78.3%	92.4%	92.4%
% Enrolled of Accepted	43.9%	71.4%	30.3%	36.5%	46.1%	46.1%

Please enter any explanatory notes in the box below

Final enrollment totals are provided for the overall applicant population as identified, Freshman and Transfers that are 25 years of age or older at the time of application. 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. [Use of the NS (No Show) decision concluded Fall 2020.] 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 census numbers as of September 21, 2023.**

Standard 5: Students (Admissions, Fall Term)

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

?

Credit Seeking Students Only - Including Continuing Education

	Pre-pandemic Comparison (Fall 2019)	3 Years Prior (Fall 2020)	2 Years Prior (Fall 2021)	1 Year Prior (Fall 2022)	Current Year (Fall 2023)	Goal (Fall 2024)
Freshmen - Undergraduate						
Completed Applications	1,534	716	1,234	1,149	1150	1152
Applications Accepted	1,339	515	965	1,016	1,088	1,125
Applicants Enrolled	538	364	351	337	459	642
% Accepted of Applied	87.3%	71.9%	78.2%	88.4%	94.6%	97.7%
% Enrolled of Accepted	40.2%	70.7%	36.4%	33.2%	42.2%	57.1%
Percent Change Year over Year						
Completed Applications	N/A	N/A	72.3%	-6.9%	0.1%	0.2%
Applications Accepted	N/A	N/A	87.4%	5.3%	7.1%	3.4%
Applicants Enrolled	N/A	N/A	-3.6%	-4.0%	36.2%	39.9%
Average of statistical indicator of aptitude of enrollees: (define below)						
N/A						
Transfers - Undergraduate						
Completed Applications	367	219	303	237	252	378
Applications Accepted	250	143	237	185	227	341
Applications Enrolled	116	97	72	85	107	161
% Accepted of Applied	68.1%	65.3%	78.2%	78.1%	90.1%	90.1%
% Enrolled of Accepted	46.4%	67.8%	30.4%	45.9%	47.1%	47.1%

Please enter any explanatory notes in the box below

Final enrollment totals are provided for the overall applicant population as identified, Freshman and Transfers. 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. [Use of the NS (No Show) decision concluded Fall 2020.] 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 census numbers as of September 21, 2023 and exclude those applicants with white or unknown for race.**

Standard 5: Students (Admissions, Fall Term)

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

Credit Seeking Students Only - Including Continuing Education

2

	Pre-pandemic Comparison (Fall 2019)	3 Years Prior (Fall 2020)	2 Years Prior (Fall 2021)	1 Year Prior (Fall 2022)	Current Year (Fall 2023)	Goal (specify year) (Fall 2024)
Freshmen - Undergraduate						
Completed Applications	3,213	1,698	3,039	2,957	3073	3241
Applications Accepted	2,864	1,313	2,449	2,678	2,896	3,224
Applicants Enrolled	1,270	964	945	1,047	1,321	1,806
% Accepted of Applied	89.1%	77.3%	80.6%	90.6%	94.2%	99.5%
% Enrolled of Accepted	44.3%	73.4%	38.6%	39.1%	45.6%	56.0%
Percent Change Year over Year						
Completed Applications	N/A	N/A	79.0%	-2.7%	3.9%	5.5%
Applications Accepted	N/A	N/A	86.5%	9.4%	8.1%	11.3%
Applicants Enrolled	N/A	N/A	-2.0%	10.8%	26.2%	36.7%
Average of statistical indicator of aptitude of enrollees: (define below)						
N/A						
Transfers - Undergraduate						
Completed Applications	835	518	726	656	698	977
Applications Accepted	583	353	596	535	641	897
Applications Enrolled	294	254	230	243	307	430
% Accepted of Applied	69.8%	68.1%	82.1%	81.6%	91.8%	91.8%
% Enrolled of Accepted	50.4%	72.0%	38.6%	45.4%	47.9%	47.9%

Please enter any explanatory notes in the box below

Final enrollment totals are provided for the overall applicant population as identified, Freshman and Transfers. 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. [Use of the NS (No Show) decision concluded Fall 2020.] 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 **census** numbers as of **September 21, 2023**.

**Standard 5: Students
(Enrollment, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1): Adult Learner (25+) Students

Credit-Seeking Students Only - Including Continuing Education



	Pre-pandemic Comparison Fall 2019	3 Years Prior Fall 2020	2 Years Prior Fall 2021	1 Year Prior Fall 2022	Current Year Fall 2023	Goal (specify year) Fall 2024
UNDERGRADUATE						
First Year Full-Time Headcount	82	63	64	72	146	150
Part-Time Headcount	129	81	130	133	271	279
Total Headcount	211	144	194	205	417	429
Total FTE	134.5	92.6	116.4	122.9	258.2	266.0
Second Year Full-Time Headcount	106	74	43	25	39	40
Part-Time Headcount	132	115	55	78	69	71
Total Headcount	238	189	98	103	108	111
Total FTE	154.3	119.2	66.1	60.7	68.7	71.0
Unclassified Full-Time Headcount	475	519	448	344	373	384
Part-Time Headcount	1,661	1,597	1,544	1,444	1,599	1,647
Total Headcount	2,136	2,116	1,992	1,788	1,972	2,031
Total FTE	1,138.7	1,164.6	1,069.2	918.9	1,035.0	1,066.0
Total Undergraduate Students						
Full-Time Headcount	663	656	555	441	558	575
Part-Time Headcount	1,922	1,793	1,729	1,655	1,939	1,997
Total Headcount	2,585	2,449	2,284	2,096	2,497	2,572
Total FTE	1,427.4	1,376.4	1,251.7	1,102.5	1,361.9	1,403.0
% Change FTE Undergraduate	N/A	-4%	-9%	-12%	24%	3%
GRAND TOTAL						
Grand Total Headcount	2,585	2,449	2,284	2,096	2,497	2,572
Grand Total FTE	1,427.4	1,376.4	1,251.7	1,102.5	1,361.9	1,403.0
% Change Grand Total FTE	N/A	-4%	-9%	-12%	24%	3%

Please enter any explanatory notes in the box below

Age is calculated by determining the months between student DOB and the census date for that term and dividing by 12.
 First Year Full-Time: First-time, full-time student cohorts for selected term.
 First Year Part-Time: First-time, part-time student cohorts for selected term.
 Second Year Full-Time: First-time, full-time student cohorts for the year prior to selected term.
 Second Year Part-Time: First-time, part-time student cohorts for the year prior to selected term.
 Unclassified Full-Time: Any student enrolled in the selected fall term that is not 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): BIPOC Students

Credit-Seeking Students Only - Including Continuing Education

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	Pre-pandemic Comparison Fall 2019	3 Years Prior Fall 2020	2 Years Prior Fall 2021	1 Year Prior Fall 2022	Current Year Fall 2023	Goal Fall 2024
UNDERGRADUATE						
First Year Full-Time Headcount	273	222	230	253	322	332
Part-Time Headcount	135	113	175	216	267	275
Total Headcount	408	335	405	469	589	607
Total FTE	311.5	253.3	293.9	334.9	425.5	438.0
Second Year Full-Time Headcount	171	138	96	80	108	111
Part-Time Headcount	111	118	67	118	114	117
Total Headcount	282	256	163	198	222	229
Total FTE	204.1	187.4	120.5	132.4	155.3	160.0
Unclassified Full-Time Headcount	360	361	387	356	349	359
Part-Time Headcount	819	734	845	828	1,000	1,030
Total Headcount	1,179	1,095	1,232	1,184	1,349	1,389
Total FTE	676.0	651.3	701.7	663.8	716.3	738.0
Total Undergraduate Students						
Full-Time Headcount	801	720	713	689	779	802
Part-Time Headcount	1,065	965	1,087	1,162	1,381	1,422
Total Headcount	1,866	1,685	1,800	1,851	2,160	2,224
Total FTE	1,191.6	1,092.0	1,116.1	1,131.1	1,297.1	1,336.0
% Change FTE Undergraduate	N/A	-8%	2%	1%	15%	3%
GRAND TOTAL						
Grand Total Headcount	1,866	1,685	1,800	1,851	2,160	2,224
Grand Total FTE	1,191.6	1,092.0	1,116.1	1,131.1	1,297.1	1,336.0
% Change Grand Total FTE	N/A	-8%	2%	1%	15%	3%

Please enter any explanatory notes in the box below

BIPOC includes students who report the following race/ethnicities: American Indian or Alaska Native, Asian, Black or African American, Cape Verdean, Hispanic or Latino (of any race), Native Hawaiian or Other Pacific Islander, Non-resident Alien, or Two or More Races.

First Year Full-Time: First-time, full-time student cohorts for selected term.

First Year Part-Time: First-time, part-time student cohorts for selected term.

Second Year Full-Time: First-time, full-time student cohorts for the year prior to selected term.

Second Year Part-Time: First-time, part-time student cohorts for the year prior to selected term.

Unclassified Full-Time: Any student enrolled in the selected fall term that is not 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): All Students



Credit-Seeking Students Only - Including Continuing Education

	Pre-pandemic Comparison Fall 2019	3 Years Prior Fall 2020	2 Years Prior Fall 2021	1 Year Prior Fall 2022	Current Year Fall 2023	Goal (specify year) Fall 2024
UNDERGRADUATE						
First Year Full-Time Headcount	995	805	755	731	787	810
Part-Time Headcount	445	358	472	511	666	686
Total Headcount	1,440	1,163	1,227	1,242	1,453	1,496
Total FTE	1,133.8	920.7	919.7	920.70	1,046.6	1,078.0
Second Year Full-Time Headcount	635	564	397	335	364	375
Part-Time Headcount	427	366	247	293	283	291
Total Headcount	1,062	930	644	628	647	666
Total FTE	787.4	702.1	489.5	459.5	475.7	490.0
Unclassified Full-Time Headcount	1,341	1,312	1,181	1,000	919	947
Part-Time Headcount	3,008	2,853	2,925	2,952	3,077	3,169
Total Headcount	4,349	4,165	4,106	3,952	3,996	4,116
Total FTE	2,480.1	2,414.5	2,290.8	2,066.7	2,079.5	2,142.0
Total Undergraduate Students						
Full-Time Headcount	2,971	2,681	2,333	2,066	2,070	2,132
Part-Time Headcount	3,880	3,577	3,644	3,756	4,026	4,147
Total Headcount	6,851	6,258	5,977	5,822	6,096	6,279
Total FTE	4,401.3	4,037.3	3,699.9	3,446.9	3,601.9	3,710.0
% Change FTE Undergraduate	N/A	-8%	-8%	-7%	4%	3%
GRAND TOTAL						
Grand Total Headcount	6,851	6,258	5,977	5,822	6,096	6,279
Grand Total FTE	4,401.3	4,037.3	3,699.9	3,446.9	3,601.9	3,710.0
% Change Grand Total FTE	N/A	-8%	-8%	-7%	4%	3%

Please enter any explanatory notes in the box below

First Year Full-Time: First-time, full-time student cohorts for selected term.
 First Year Part-Time: First-time, part-time student cohorts for selected term.
 Second Year Full-Time: First-time, full-time student cohorts for the year prior to selected term.
 Second Year Part-Time: First-time, part-time student cohorts for the year prior to selected term.
 Unclassified Full-Time: Any student enrolled in the selected fall term that is not 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 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?
<https://bristolcc.edu/about/presidentsoffice/equity.html>

**Three-year Cohort Default Rate
(from College Scorecard)**

FY2018	FY2019	FY2020
12.3%	3.9%	0%*

Student Financial Aid

Total Federal Aid
 Grants
 Loans
 Work Study
 Total State Aid
 Total Institutional Aid
 Grants
 Loans
 Total Private Aid
 Grants
 Loans

pre-pandemic comparison (FY 2019)	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Goal (FY 2024)
\$20,263,610.82	\$20,565,428.64	\$21,899,717.45	\$21,070,813.51	\$19,313,811.98	
\$13,405,282.38	\$13,369,360.25	\$11,124,094.20	\$11,178,907.78	\$10,198,359.84	\$11,865,346.00
\$6,625,793.00	\$6,907,017.00	\$10,686,431.00	\$9,797,665.00	\$ 9,008,258.00	\$ 8,233,825.00
\$232,535.44	\$289,051.39	\$89,192.25	\$94,240.73	\$ 107,194.14	\$ 198,186.00
\$3,071,057.00	\$3,245,366.00	\$3,326,812.17	\$3,184,214.47	\$ 3,140,083.05	\$ 5,628,883.00
\$226,280.41	\$420,908.55	\$484,224.79	\$358,151.72	\$ 333,612.24	\$ 374,900.00
\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0
\$207,579	\$205,902	\$150,040	\$141,137	\$ 150,335.00	\$ 135,416.00

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates

(FY 2019) Cohort 2014	(FY 2020) Cohort 2015	(FY 2021) Cohort 2016	(FY 2022) Cohort 2017	(FY 2023) Cohort 2018	(FY 2024) Cohort 2019
28%	31%	32%	32%	36%	34%

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates

\$3,917.64	\$3,718.34	\$3,749.58	\$3,929.28	\$5,827.21	\$4,633.00
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Average amount of debt for students leaving the institution without a degree

Undergraduates

\$3,487.78	\$3,439.33	\$3,313.75	\$3,073.34	\$6,586.36	\$3,614.00
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Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)**

English as a Second/Other Language
 English (reading, writing, communication skills)
 Math
 Other

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
1.6%	0.7%	1.5%	1.5%	1.7%	1.7%
10.3%	14.9%	14.1%	14.0%	13.3%	13.3%
13.9%	10.6%	8.8%	8.3%	8.3%	8.3%
11.1%	9.5%	2.9%	4.3%	4.2%	4.2%

Please enter any explanatory notes in the box below

*Massachusetts Community Colleges had default rates that ranged from 0.0% to 0.1% for FY2020 due to the pandemic.
 **Percent of First-year students in Developmental Courses data reflects Fall cohorts. "Other" reflects developmental courses such as CHM 090.
 Note: Data for this form are unavailable by each distinct student body identified by the institution.
 Grants:based on retention rate of 80% (historically 78% but goal to increase due to state initiatives)
 Loans: based on retention rate of 80% (historically 78% but goal to increase due to state initiatives)
 Workstudy:consistent with the 264,248 we receive each year * 25% allotted transfer into federal supplemental educational opportunity grant
 Total State Aid: based on expanded state initiatives for 23/24AY- MASX, NRS, RECONN) and assuming 80% retention fall to Spring on other state funds
 Total Institutional aid: based on level spending between fall/ spring
 Loans: based on Fall private loans, and 80% retention rate to Spring
 Student debt (undergraduates): based on 9% overall reduction student debt in comparison to FY23 assuming 80% retention from Fall to Spring
 Average amount of debt for students leaving the institution with a degree: base on fall data of 4542.51 (multiplied by 20% reduction in retention from Fall to spring)
 Average amount of debt for students leaving the institution without a degree: based on graduation rate from IPEDS of 22%- 78% don't graduate, multiplied by the average loan debt with a degree

Standard 5: Students (Student Diversity)

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

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information (Fall 2023)	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed					
Overall	3,771	3,537	1,628		
BIPOC	1,402	1,315	566		
Adult Learners (25+)	1,329	1,227	527		
Category of Students (e.g., male/female); add more rows as needed					
N/A					
Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal Fall 2024
Category of Students (e.g., male/female); add more rows as needed					
Overall	2,070	4,026	6,096	3,601.9	6,279
BIPOC	779	1,381	2,160	1,297.1	2,224
Adult Learners (25+)	561	1,945	2,506	1,367.4	2,572
Category of Students (e.g., male/female); add more rows as needed					
N/A					
Please enter any explanatory notes in the box below					
Data based on Fall 2023 students.					

The image features several paper butterflies scattered across a black background. Each butterfly is made of paper with a vibrant, multi-colored galaxy pattern, including shades of blue, purple, pink, and yellow, with white speckles representing stars. The butterflies are in various orientations, some facing left, some right, and some slightly angled. The lighting creates soft shadows beneath the butterflies, giving them a three-dimensional appearance.

***6. Teaching, Learning,
and Scholarship***

STANDARD 6: Teaching, Learning, and Scholarship

KEY STRENGTHS	KEY AREAS FOR IMPROVEMENT
<ul style="list-style-type: none"> • Robust professional development offerings, particularly Equity and HIP programming • Faculty qualifications, expertise and commitment to students as evidenced by student evaluations • Support for curriculum redesign to move online during the COVID-19 pandemic 	<ul style="list-style-type: none"> • Further support online instruction • Schedule course modality offerings in line with students' needs and departmental considerations • Determine impact of SLO assessment on curriculum and pedagogy • Better align staffing priorities with strategic needs • Continue to work toward having a full-time faculty body that reflects the diversity of the student body • Consistently use the CWI process

DESCRIPTION

Faculty and Academic Staff

Bristol faculty and academic staff are dedicated and passionate in their work, forming the college’s frontline to support and advance “a vibrant, diverse community through education, learner by learner” ([Vision Statement](#)). The categories and roles of all full- and part-time faculty and academic support staff are defined by the [Collective Bargaining Agreement](#) between the Board of Higher Education and the Massachusetts Community College Council/Massachusetts Teachers’ Association. Full-time academic support staff, referred to as “professional staff” within the Day Contract, include counselors, advisors, skills specialists, technology support staff, librarians, and library staff.

The categories and roles of adjunct faculty are defined in the [Collective Bargaining Agreement](#) for the Division of Continuing Education between the Massachusetts Board of Higher Education and The Community College Council/Massachusetts Teachers’ Association. Full-time clerical and library media collection specialists provide academic support and are organized under the [Classified Contract](#). Finally, a number of part-time employees, including, but not limited to, counselors, tutors, librarians, typists, lab assistants, and advisors, also serve the academic area.

Faculty are members in one of five academic areas, each led by a dean who reports to the Vice President of Academic Affairs (VPAA). Full-time faculty are members of a department or program and hold one of the following titles, per the [Day Contract](#): Instructor, Assistant Professor, Associate Professor, or Professor. Faculty receive reassigned time to serve as department chairs and program coordinators, ensuring all academic areas and disciplines inform shared governance.

Workforce and Demographics

Bristol has an [Affirmative Action Strategy 2022-2026](#) that details hiring strategies and goals to create a workforce that reflects our student body and represents our labor market, matching other Massachusetts employers. As of FY23, there were 106 full-time faculty members, of which 18% were racial minorities and 60% were women. There were 377 adjunct instructors, of which 10% were racial minorities and 58% were women. And there were 64 full-time academic staff, of which 11% were racial minorities and 86% were women. Of the 20 part-time academic staff, 5% were racial minorities and 75% were women ([Data First Form 6.5](#)).

A further demographic breakdown of full-time faculty shows that as of FY23, 76% are tenured (all are tenure track), and 32% have a doctoral degree. 67% have a master's degree. One has a bachelor's degree. For full-time academic staff, 9% hold a doctorate, 72% a master's, 11% a bachelor's, and 3% an associate degree ([Data First Form 6.2](#) and [Data First Form 6.3](#)).

From FY19 to FY22, the national decline in enrollment and the COVID-19 pandemic affected the college's student enrollment (unduplicated headcount), as well as the demand for faculty. Enrollment dropped 18%, from 4,401 in Fall 2019 to 3,602 in Fall 2023. During the same time period, the number of faculty declined by 22.5%, including a 16% reduction in full-time faculty and a 24% reduction in adjunct faculty ([Data First Form 6.1](#)). In FY23, 42% of courses were taught by full-time faculty to fulfill their contractual workload, the remaining 58% were taught by adjunct faculty. The ratio of full-time to adjunct faculty has remained relatively stable during this same period, an average of 78% adjunct and 22% full-time ([Data First Form 6.1](#)).

The ratio of full- to part-time academic staff positions has steadily shifted from FY19 to FY23, with full-time positions increasing 23% and part-time positions decreasing 80%. The ratio of full- to part-time academic staff in 2019 was 34% full-time to 66% part-time, but as of FY23, this reversed to 76% full-time and 24% part-time. While this is partially due to the hiring of an additional 13 full-time academic staff, it is also due to the loss of 79 part-time staff positions. The areas that were most impacted by the loss of part-time staff were librarians (-66%), advisors, coordinators, and counselors (-92%), and lab assistants and techs (-84%) ([Data First Form 6.1](#)).

Hiring, Qualifications, and Compensation

The VPAA, and Academic Area Deans periodically discuss, assess, and prioritize the need for full-time faculty based on need and budget, either to initiate new positions or fill those that have been vacated.

Bristol has a search committee process, policy, and training for employees. Faculty participation on search committees is ensured by Human Resources (HR) and the MCCC Day Contract. Out of 726 searches conducted from January 2019-October 2023, 498 faculty participated, and all search committees for faculty positions include current faculty. All faculty and staff positions are posted on the Bristol website and in a variety of online publications including [HigherEdJobs](#), [New Bedford NAACP](#), [MassHire](#), [College Central](#), Indeed and [League for Innovation](#).

Bristol's Equal Opportunity/Affirmative Action statement is listed on [Bristol's HR site](#) along with job postings. All hiring practices conform to federal (EEOC, ADA, Affirmative Action) and

state guidelines. Interview Exchange, an applicant tracking software system, is also used by the college to compile applicant data including race, sex, and educational background to ensure a diverse pool of candidates for open positions.

Bristol's [2022-2026 Affirmative Action Strategy](#) details goals and efforts related to “promoting diversity and equity in the workplace, preventing barriers to equal employment opportunities while establishing a diverse employee population reflecting the student population the college serves.” All parties involved in the search process are provided with diversity and equity training, which HR offers on a regular basis. In addition, instructional videos on diversity, equity, and inclusion are also available online for all employees. [Strategic Plan 2020-2024](#) also reflects the college's goal to create and retain a more diverse workforce (see also Standard 7).

Job descriptions clarify the required and preferred qualifications necessary for a position, and Bristol's hiring process confirms candidates are qualified during the search and interview phases ([Bristol Job Postings](#)). Faculty experience, training, degrees, and evidence of scholarship are listed in curricula vitae, playing an important part in the search committee's decision-making. Newly hired faculty also participate in Bristol's New Faculty Seminar, designed to provide resources needed to succeed as well as information about duties and contractual obligations.

Salaries and benefits for full-time faculty and academic staff are outlined in the [Day Contract](#), salaries for adjunct faculty in the [Division of Continuing Education \(DCE Contract\)](#). In addition, a Memorandum of Agreement between the Board of Higher Education and the Massachusetts Community College Council/Massachusetts Teachers' Association ([Distance Education Agreement](#)) outlines the compensation for both full-time and adjunct faculty for the training and delivery of distance education courses.

Expectations and Evaluation

The [Bristol Faculty Resource Guide](#), developed in 2021, provides access to materials defining the responsibilities of faculty and academic staff. The web-based tool is regularly updated and evaluated through the [Lash Center for Teaching & Learning \(LCTL\)](#). It contains information on college policies and resources, as well as how to address issues faculty may encounter in their work. In addition, Bristol employees, including full-time faculty and academic staff, are required to complete yearly trainings through HR that cover campus preparedness, information security, Title IX, bloodborne pathogens, records and responsibilities, and FERPA (see also Standard 7).

Full-time faculty and professional staff are also evaluated on a regular basis in the areas of professional performance, student advisement, college service, and personnel file in accordance with the [Day Contract](#). Adjunct faculty are evaluated in the areas of student evaluation, course materials, personnel file in accordance with the [DCE Contract](#), which also defines the reappointment process. Through a review process, updates are anticipated for the 24-25 academic year. Adjunct faculty teaching five credit-bearing courses over the period of three consecutive, fiscal years and receiving satisfactory student evaluations, have their name added to the reappointment list. Adjuncts on this list must be offered the opportunity to teach a course before others with less seniority or those not on the list.

Full-time faculty, professional staff, and adjunct faculty receive copies of all evaluative materials to ensure they are aware of their strengths and areas of concern. Full-time faculty and professional staff have opportunities to respond to these evaluative materials through writing and a meeting with the evaluator.

Both full-time faculty and professional staff are eligible for tenure after six years of service to the college (three of which must be in their current job function). Once tenured, they are evaluated every three years. Further promotion follows the guidelines as described in the [Day Contract](#).

Assignments and Workload

Full-time faculty assignments are at the discretion of the college President or the President's designee, with consideration of each faculty member's written preferred schedule and courses. The workload for full-time faculty includes instructional and noninstructional elements, as defined by the Day Contract. The standard instructional workload requires 150 class days per year of instruction, preparation time, and assessment of student work. Faculty members provide fifteen credit hours of instruction per semester, or equivalent service, with no more than three preparations per semester or five preparations within one year. Seven hours per week of noninstructional tasks are required and include college service and advising. Additionally, full-time faculty members provide at least four office hours per week. Full-time faculty may also apply to receive course reassignments to serve the college as a program coordinator, serve as department chair, or participate in special projects at the college. The Day Contract clarifies that the number of hours for course reassignment will be equal to twice the credit hour reduction, with a proportional reduction of office hours, one hour per three credit hour equivalent.

Adjunct faculty assignments follow the process outlined in the [DCE Contract](#). Adjunct faculty must complete a course interest and teaching availability form, and a tentative appointment is offered based on seniority. The adjunct faculty workload includes instructional hours, preparation, and assessment of student work. Adjunct faculty do not hold scheduled office hours, but they are required to meet with students at mutually convenient times. Adjunct faculty are not required to participate in college service activities, but often do elect to participate in councils, professional days, and professional development. Stipends are sometimes offered.

The professional staff workload consists of professional duties as defined by their position in accordance with the [Day Contract](#). Most full-time academic staff are also required to participate in college service activities and advise students. Academic staff may negotiate a change in workload if they are asked to take on duties not set out in their job description.

College Service

The college has recently updated its college service guidelines and has created [a list of activities](#) in which staff and faculty can participate, including those which contribute to their college as well as their profession. Faculty also have a variety of ways to stay informed and participate in shared governance. This includes council work (see Standard 3). In addition, the [Faculty and Professional Staff Senate](#) and [Bristol Staff Senate](#) allow each area of the college to participate in the governance process, while the [Bristol Chapter of the Massachusetts Community College](#)

[Council/Massachusetts Teachers' Association](#) allows for the assessment of governance practices to ensure consistency with state negotiated contracts and memorandums of agreement.

Faculty also provide college service and contribute to shared governance by offering feedback on College-Wide Initiatives through the CWI process as well as through review of policies via PolicyStat (see Standard 3). Furthermore, the contractually required All-Academic and non-contractual All-College meetings, scheduled monthly, involve the dissemination of information about Bristol policies, events, and initiatives. The optional, non-contractual Bristol Updates Live weekly meetings and *Bristol Weekly* newsletter also provide weekly policy updates.

The Bristol Chapter of MCCC advocates for faculty and staff. Members of the MCCC executive team work closely with management on policies to ensure that there is compliance with state memorandums of agreement and negotiated contracts, and monthly MACER meetings involve open dialogue between labor and management on issues important to members.

Teaching and Learning

The college ensures faculty have academic freedom to develop their courses in a manner that is consistent with their expertise, as outlined in both the [Day](#) and the [DCE Contract](#). Both full- and part-time faculty are given wide latitude when crafting policies on their syllabi, delivering content, designing assignments and materials, and giving assessments. Faculty create curriculum based on the course description and student learning outcomes (SLOs) developed by each department to ensure continuity of content and expectations.

Departments and programs periodically review and revise SLOs to ensure courses are effective and responsive to curriculum and industry needs. A Fall 2022 informal survey of department chairs and coordinators captured the various ways that disciplines assess curriculum, including reviewing course descriptions; collecting student feedback through reflection essays, evaluations, and surveys; meeting with chairs and coordinators from nearby community colleges to discuss curriculum; using common assignments; and administering pre/post testing ([Survey of Assessment Techniques](#)) (see also Standard 4). Chairs and coordinators also consult advisory boards, comprised of practicing or retired alumni, professionals, faculty, and occasionally students, for guidance on curriculum and standards in their program's field (see also Standard 4).

For most courses, multiple sections are offered for student enrollment. This ensures students are taught by a variety of faculty, both full-time and adjunct, offering exposure to multiple perspectives, as well as course formats and modalities ([Syllabi Collection](#)). For example, in Fall 2023, students wishing to take COM 104 could choose between Face-to-Face, Online Synchronous, and Online Asynchronous courses; either full-semester or Flex Start classes; and from both full-time and adjunct faculty (see also Standard 4).

Professional Development and Scholarship

Faculty and academic staff are provided with a rich variety of opportunities for continued professional development throughout their careers. The college commits to a yearly budget for [Professional Development Funds](#) to support the professional needs of faculty and staff, with a \$1200 maximum quota to be awarded per applicant. In FY22, 79 employees were awarded

professional development funds by the Learning Council, totaling \$40,442. Of the 79, 75 requests were from full-time employees, and 10 were from part-time faculty members.

As of FY23, 53 faculty and staff were granted funds ([PD Funds 2022](#) and [PD Funds 2023](#)). Bristol's [LCTL](#) has coordinated with the Academic Innovation and Professional Development ([AIPD](#)) area on a frequent basis to offer professional development and community-building opportunities for faculty and academic staff, including Bristol's fall and spring Opening Day activities. An additional professional development day is scheduled mid-fall and spring that offers programming based on input from Deans and Academic Coordinators as well as faculty and staff that addresses needs and aligns with the goals of the strategic plan. Each November, [Assessment Day](#) includes workshops encouraging faculty and staff to engage in best practices for assessing student learning, including assessment of student artifacts. Departments and programs may also meet during this time to discuss assessment opportunities more specific to their discipline, including curriculum and program review (see also Standard 8). Spring Professional Development Day often includes a keynote speaker, workshops, and opportunities for collaboration. In addition to these college-wide events, a robust offering of seminars and programs are also available through LCTL, AIPD, and other areas of the college as illustrated by the [2022-2023](#) and Professional Development Calendar.

Professional Development is also formatted to the strategic needs of the college. For example, aligned with equity work, [training](#) is offered relative to racial trauma and cultural competency as identified as a strategic institutional need.

[The Center for Instructional Technology Expertise \(CITE\) Lab](#) directs Bristol's online course development program. Beginning Summer 2020, shortly after all faculty transitioned to remote learning, the CITE lab created a [5-part training series in online teaching](#) that was required before teaching an online course for the first time. In addition, each newly created course shell was evaluated, and faculty were given access to a mentor to assist in course development. As of FY22, 385 faculty had completed the 5-part online training. The CITE lab has currently paused the mandatory training while online teaching training materials are updated. New trainings will be offered when Bristol transitions to a new Learning Management System in 2024.

As outlined in the [Day Contract](#), full-time faculty and academic staff who have completed six years of continuous service are eligible for sabbatical leave. In addition, faculty and academic staff are [eligible for tuition remission](#) for any undergraduate or graduate-level courses at any Massachusetts state university or college.

Regardless of the use of professional development funds or the time allotted during a sabbatical, faculty and staff continue to engage in traditional scholarly work related to their field including book publishing, article submission, presentations at regional and national conferences, and/or participation in performances and/or gallery shows. [Bristol's Academic Catalog](#) lists all full-time faculty members' academic degrees, and continued evidence of scholarship, training, and creative activities is added to employee records.

Scholarly and creative achievement by students is encouraged through many programs, opportunities, and awards. Bristol's [Commonwealth Honors Program](#) offers intellectually challenging experiences, both seminars and individual projects that culminate in a public presentation of a research project during the semester of their graduation. High-achieving students can also join [Bristol's Phi Theta Kappa chapter](#). Many awards and scholarships at the local, regional, and national level are also available to students, and acknowledgment of scholarly achievement is at the center of Bristol's [Annual Student Award Night](#).

Advising

A large portion of full-time faculty college service is dedicated to student advising. Faculty are required to advise up to 18 students each semester, depending upon workload, as detailed in the [Day Contract](#). From as early as 2018, some advisors have been offering online appointment options, offering students flexibility and convenience.

The Proactive Advising Model, based on a pilot completed in 2018, was designed to forge a stronger connection between students and advisors, and the model was listed as an objective in the [President's Approved Goals, 2021-2022](#). This model strives to create a single point of contact for students, an advisor with whom they develop a relationship early and continue through their program. Proactive advising includes more frequent outreach to advisees throughout the semester (see also Standard 5).

To aid with proactive advising, faculty and staff advisors are asked to submit progress reports multiple times during the semester for special populations of students, namely athletes, dual-enrolled students, and students with accommodations through the Office of Disability Services. Although it is voluntary for faculty to complete these reports, the majority do so. For example, [The College Athletics Progress Report Data](#) shows that in Fall 2021, 70% of faculty submitted progress reports. College Access reported an average 80% response rate from faculty.

APPRAISAL

Faculty and Academic Staff

Effectiveness in Teaching

Bristol faculty are effective and engaging in their instruction, as shown by a variety of evaluative methods. According to [Fall 2022 student evaluation data](#), face-to-face courses taught during the day by full-time faculty showed an average score of 4.0 out of 5.0, which falls in the "Good" category. For courses taught by adjunct faculty, the average evaluation score was 4.3 out of 5.0, and for courses taught online, the average evaluation score was 4.5 out of 5.0. It is difficult to compare these scores with previous semesters, since student evaluations have recently undergone several changes in their content and modalities, and evaluations were not completed for the Spring 2020 or Fall 2020 semesters; however, we will continue to monitor the feedback received and measure it against opportunities.

Other forms of student evaluation are similarly positive. The [NECHE Student Survey](#) (2023) showed that 86% of student respondents (n=307) felt instructors were accessible outside of class,

teaching methods fit their learning needs (84%), assessments were effective (93%), their education was “innovative” (87%), and the curriculum was challenging (89%). In addition, Bristol’s 2021 Community College Survey of Student Engagement ([CCSSE](#)) shows that Bristol scored significantly higher than the CCSSE cohort in faculty interaction with students; student engagement with curriculum; rigorous standards for student learning; skills learned in writing, communication, and critical thinking; and numerical problem-solving. The areas where Bristol faculty scored lowest on CCSSE correlated with collaborative learning and skill labs, both of which were hindered significantly during COVID-19 due to remote learning.

Full-time faculty are regularly evaluated by academic deans, in accordance with the [Day Contract](#). However, course observations of adjunct faculty are rarely completed. Factors include personnel change, structure, as well as weak policy. In Bristol’s [2014 Self-Study](#), this same issue was noted. Spring 2024 marks the development of a new review process for adjunct faculty members to provide valuable feedback to our educators.

Hiring and Diversity

In Fall 2022, HR launched its new search committee training designed to assist committees in the recommendation process. Additionally, HR has standardized its [search-related forms](#), such as the Candidate Ranking Matrix, Search Chair Assurance Form, and Interview Assessment Form, to ensure an equitable approach.

While the college has increased its number of full-time faculty of color from 10% in 2013 to 20% in FY23, there is more work to be done to reach the goal of reflecting Bristol’s BIPOC student body, which continues to grow ([2014 Self-Study](#) and [Affirmative Action Strategy](#)). According to Bristol’s [2023 Fact Sheet](#), 35% of students are BIPOC compared to a 21% BIPOC population in Bristol County, based on available [U.S. Census data for Bristol County](#). Although Bristol posts job descriptions in multiple places, the college could be more intentional and aggressive recruiting BIPOC faculty and staff by publishing in the many minority-focused media platforms available to job-seeking educators who are racially minoritized.

Sufficient Staffing

From FY19 to FY23, a majority of the part-time academic staff positions that were lost have not yet been filled. Declining enrollment, complicated by the pandemic, explains some of this. However, certain categories of part-time academic staff have seen a reduction that is not commensurate with the 18% reduction in enrollment, namely: the loss of 66% of part-time library staff; 92% of advisors, coordinators, and counselors; and 84% of lab assistants and techs ([Data First Form 6.1](#)). A relevant concern is that the loss of positions could impact student success.

Furthermore, the number of technology support staff has not increased at the same pace as the increase in online course offerings. Though the number of online/hybrid sections more than doubled from 1095 to 2267 between FY19 and FY22, Bristol’s CITE lab staff increased by just 30%, primarily by converting three part-time positions to full-time ([CITE Data](#)). The strain on technology support staff continues to be a problem in the post-pandemic period, since student enrollment patterns reflect a continuing desire for online coursework and faculty need continued

online support. The college is currently assessing its existing technology services, and has an outside, third party providing an evaluation of technology and staffing needs in response to the recent cyberattack. One of the aspects of the study is to examine the necessary skill sets and staffing levels needed to appropriately service the existing student and employee base.

Yet another example of the struggle to keep staffing in pace with needs can be seen in the College Access dual enrollment program. In Fall 2019, the dual enrollment population at Bristol was 209 students. By Fall 2022, the population had grown 161% to 547 students ([dual enrollment dashboard](#)). Staffing has not kept pace with this dramatic growth, marginally increasing from three full-time employees in Spring 2019 to 3.5 full-time employees as of Spring 2023. The program has also experienced unstable leadership and a lack of clerical support. In Fall 2023 College Access was reassigned to the academic affairs division and with the hire of a new Director will undergo evaluation of staffing and structure.

Bristol's diminished workforce has resulted in some staff feeling unsupported and overwhelmed with additional duties. The Bristol Chapter of the MCCC voted to implement Work to Rule as of Fall 2022, and to reaffirm a Vote of No Confidence for President Douglas in Spring of 2023, partially to convey frustration about unfilled vacancies and a lack of communication from administration about resolving this issue. In March 2023 Professional Day [NECHE Listening Forums](#), faculty and staff voiced fatigue, concern, low morale, and desire for a clear plan to fill vacant positions and to be asked for input when restructuring or hiring.

In Fall 2022, the Bristol Chapter of the MCCC conducted a survey of MCCC and AFSCME unit members to better understand Bristol's overall college climate. The unit wished to survey union members, anonymously, as to their experience at the college without perception of influence from, or collaboration with, administration. Therefore, the MCCC Climate Survey was not submitted to Bristol's Institutional Review Board before administration. The college notes that the climate survey distributed did not follow institutional policy. For integrity purposes, all surveys are to be reviewed by the college's Institutional Review Board. The purpose of the board is to uphold ethical standards and ensure the rights, welfare and privacy of individuals involved in research.

The 2022 Climate Survey results showed the perceived negative impact of instability caused by a diminished and changing workforce, with over 60% of respondents disagreeing that morale is high in their work area, and over half disagreeing that their work area is stable. In response to the statement, "Morale is high on campus," over 80% of respondents disagreed, with 61% strongly disagreeing. In response to the statement, "The level of tension on my campus is generally acceptable" 73% of respondents disagreed, where 47% strongly disagreeing.

One area of staffing that has remained stable is the college's faculty. Between FY19 and FY23, all faculty positions combined declined at rates similar to student enrollment (-18%, per [Data First Form 5.2](#)). However, full-time faculty positions only declined 16%, while adjunct positions declined 24%, giving students more access to full-time faculty members ([Data First Form 6.1](#)).

College Governance

All policies are vetted through a college-wide process ([CWI process](#)). Engagement with the college wide initiative process is dependent on employee engagement.

Teaching and Learning

Professional Development and Assessment

The college continues to invest in rich opportunities for professional development. As of Spring 2023, the LCTL has three full-time employees and several other regular collaborators, such as the AIPD and positions funded by Title III. Bristol's faculty and staff take advantage of the annual and seasonal opportunities provided by these offices, including:

- [Programming](#) throughout the year, such as the New Faculty Seminar, the Adjunct Faculty Certification Program, the Accessibility Academy, the Dual Enrollment Academy, the Academic Lecture Series, the Humanities Roundtable, the OER Certification Series, and the High Impact Practices Institute;
- [Leadership development](#) through Bristol-sponsored Leadership programs, including the Mid-Level Professional Leadership Development Program and Bristol Victory Leadership Development Program;
- Training and support for faculty seeking to integrate internships and community-based learning into their course through Bristol's [Experiential Educational Center](#);
- Lectures and discussions from notable scholars and Holocaust survivors through the [Bristol Community College Holocaust and Genocide Center](#).

A goal in the second year of [Strategic Plan 2020-2024](#) was to engage more adjunct faculty in professional development. Reach-out campaigns and orchestrated offerings on both evenings and weekends were used to target adjunct participation. As a result of this effort, there was a seven-fold increase in [completion](#) of the Adjunct Certification Program, from four in AY19-20 to 31 in AY21-22. A slight decline occurred in 2022-23 with 18 completers. In addition, nearly 100 Bristol adjuncts have attended at least 1 professional development event since the start of the pandemic.

Additionally, the LCTL has made great strides in meeting Bristol's projection in its 2019 [NECHE Interim Five-Year Report](#) that by 2024, the LCTL will "engage faculty in professional development to create more inclusive curricula and pedagogy." This work also furthers the "Equity and Student Success" strategy in [Strategic Plan 2020-2024](#). Between 2020 and 2022, 3 professional days organized by LCTL have centered on the theme of equity and included keynotes by guest speakers renowned for their work in equity. More than 300 Bristol faculty, academic staff, non-unit professionals, and administrators attended each event. In addition, the LCTL also provided equity programming such as the Accessibility Academy and OER workshops, as well as mandatory online instruction training that highlighted equity in the online space and Universal Design. Equity training has been infused into the Adjunct Certification Program, the New Faculty Seminar, and the Dual Enrollment Faculty Training Program.

Bristol also recently participated in the Higher Education Innovation Fund (HEIF) Grant in conjunction with the CONNECT consortium. This grant focused on “Transforming Institutional Cultures to be Equity-Minded,” by outlining a workplan that allows five CONNECT institutions (Bridgewater State University, Bristol Community College, Cape Cod Community College, Massachusetts Maritime Academy, and Massasoit Community College), to jointly develop core equity competencies, align the competencies to each institution’s existing professional development, share training resources to deliver and implement this information, and identify needs for future development. With the award and acquisition of HEIF grant funds, CONNECT’s participating institutions were able to develop an equity core competency framework, electronic portal, assessments, and implementation guide to help guide this work. Bristol is in the process of developing a plan to implement this model. A team of equity professionals from across the institution will assist in plan development and the process of applying for a second round of funding to allow the institution to scale and sustain this work.

In 2021, two [faculty equity fellows](#) trained at the Massachusetts Community College Equity Consortium, led by the Race and Equity Center at the University of Southern California. The faculty fellows assessed college practices and developed targeted strategies for more equitable outcomes in several areas. One outcome of their work for AY21-22 was to develop a student-centered, [equity-driven syllabus template](#). In addition, the fellows developed a list of equity resources for Bristol faculty and academic staff.

Bristol has also offered an abundance of programming for faculty to employ High Impact Practices (HIPs) in their teaching, in support of both the [President’s Approved Goals, 2022-2023](#), and the [Strategic Plan 2020-2024](#). The college has promoted the College Success Seminar, Learning Communities, and Community Based Learning in all programs to meet Bristol’s objective for all first-year students to participate in three HIPs. Bristol also supports other HIPs, especially when program coordinators cannot incorporate one of the three above.

Bristol provides professional development to support the integration of HIPs. During the summers of 2021 and 2022, five Bristol faculty participated in the virtual Institute on High Impact Practices and Student Success sponsored by the American Association of Colleges and Universities. The team created HIP scaling plans, all of which included a First-Year Experience element (i.e. College Success Seminar [CSS]-infused courses) and spearheaded a CSS Reflective Practice Group. This extends to multiple workshops on HIPs that were offered at fall and spring professional development days, including two workshops during the Fall 2022 Assessment Day. In addition, Bristol hosted the Engaged Learning Institute (ELI) in June 2022. This three-day event featured two days of workshops on HIPs, including faculty discussion groups. Finally, Bristol offers activities to support the use of the college’s OneBook. As a result, approximately 146 instances of HIPs have been identified by faculty applying them to over 350 courses (see also Standard 8).

Although there is support for HIP-related professional development, limited data collection demonstrates the impact of HIPs on student success metrics (see also Standard 8). It’s also

important to note that support has been mainly grant-funded; hence, if the college wants to maintain faculty engagement in HIPs alternative funding may be necessary to advance the work.

Professional development for assessment is also offered at Bristol. With the help of the newly created Coordinator of Institutional Assessment, Bristol has redesigned its approach to assessment at the course, program, and institutional levels. In the past, faculty have not fully engaged in Assessment Day, evidenced by low submissions of GenEd competency artifacts and low attendance at norming sessions. However, in the past five years, attendance has risen from 167 participants in 2017 to 270 in 2022, a 62% increase. The [Fall 2022 Assessment Day Final Report](#) shows improvement in engagement, with 94% of survey respondents indicate they were engaged, 90% agreeing the content was relevant to their work, 91% agreeing the information provided was useful, and 90% believing they would apply what they learned (see also Standard 8).

Course Modalities

From AY18-19 to AY21-22, online and hybrid courses increased 107%. While Bristol had already been growing its online and hybrid coursework, the pandemic forced faculty to recreate their curriculum online for the remainder of the Spring 2020 semester. CITE staff assisted faculty in developing remote learning spaces and moving all courses fully online for Fall 2020. During the Summer 2020 semester, 385 faculty completed a 5-part training series created by the CITE lab, LCTL, and AIPD to build competence in successful online teaching. In addition, COVID-19 funds sponsored 15 faculty mentors, experts in online teaching and learning, to assist their colleagues during Summer 2020 and Fall 2020. From Summer 2020 through Fall 2022, the CITE lab trained 586 individuals with 844 new course developments. It should also be noted that during this time, the CITE Lab was without leadership for several months, and often collaborated with the LCTL and AIPD for these professional development offerings. The CITE lab's support continues to be in demand, since most classes are still being taught online; in Spring and Fall 2022, 76% of the 2248 credit course sections offered were [online or hybrid](#).

Departments and programs continue to discuss which course options are most effective for certain learners (see also Standard 4). For example, the English department has decided that it will not offer Wintersession courses because the highly compressed time frame does not allow the writing process necessary for college-level writing, and they have also debated the efficacy of developmental coursework when offered online asynchronously.

Advising

While proactive advising is beneficial for students, this model potentially demands an increased amount of time from faculty and staff schedules. There is currently no data being collected to indicate the impact on students or on faculty/staff workload. The college does not systematically collect information from faculty and staff advisors regarding modality, content, or quality of advising appointments. Faculty and professional staff advisors are only required to submit a contractual form that includes the names of students, the date, and a brief comment for each advising appointment. Optional notes can be made in DegreeWorks.

Despite these challenges, the [NECHE Student Survey](#) suggests students are mostly satisfied with their advising experience, with 85% agreeing that “advising supports my needs for information and guidance of my educational objectives.” Furthermore, Bristol’s [2021 CCSSE](#) shows that students are using advising services at a higher rate than the CCSSE cohort, with 69% of Bristol students attending an advising appointment two or more times during the semester, compared to only 59.5% of CCSSE cohort students.

Scholarship

Contractual workloads include scholarship as a core portion of professional development activities. Faculty and academic staff engage in scholarly and creative work, often resulting in the publication of books and articles, participation and leadership in academic organizations, presentations at regional and national conferences, and participation in performances and gallery shows.

The ability of professional staff to engage in scholarly work is limited, as their schedules sometimes offer less flexibility. Consideration of impact of faculty to staff ratios are present in the decision-making process for sabbatical awards, and this issue has been addressed with clear language in the 2022-2023 MCCC Day Contract" ([Memorandum of Successor Agreement](#)). Faculty members are encouraged to participate in professional development days as presenters and within their departments. HR records new academic credentials or the award of a sabbatical; and faculty may request that certain awards and achievements be added to their files.

PROJECTION

Action		Responsible Area(s)	Timeframe
1	Commensurate with enrollment, fill vacant academic support staff positions that directly affect instruction and student success (e.g. the LLC, labs, positions that support instructional technology, and advising). Share a plan that prioritizes positions.	Academic Affairs HR	1-2 years
2	Implement a process by which evaluations of adjunct faculty within one year of reappointment are completed to fulfill the threshold for reappointment according to Section 10.02 of the Day Contract . New adjunct faculty will receive classroom observation within their first year.	Academic Affairs Department Chairs Program Coordinators	1-2 years
3	The college website will showcase faculty and staff scholarly and creative accomplishments.	Marketing & Communications Academic Affairs	1-2 years
4	In support of the 5 Year + 1 plan , implement a process to meet the deliverables of years 3-5 specific to course SLO assessment.	Academic Affairs Department Chairs Program Coordinators	1-4 years
5	Create a process for assessing the impact of HIPs on student learning and success.	Assessment Coordinator Academic Affairs	1-3 years
6	Provide a recommendation report to PLT based on current technology and staffing needs; create plan for implementing recommendations to ensure consistent service, quality, technological support, and level of cybersecurity needed.	ITS PLT	1-2 years
7	Expand mediums used in candidate searches to include partnerships with HBCUs, community organizations and publications dedicated to serving minoritized populations.	HR	1-3 years

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

Pre-Pandemic	3 Years	2 Years	1 Year	Current Year
	Prior	Prior	Prior	
FY 2019	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
2018	2019	2020	2021	

? Number of Faculty by category

Full-time	126	125	118	116	106
Part-time	0	0	0	0	0
Adjunct	497	438	383	397	377
Clinical	0	0	0	0	0
Research	0	0	0	0	0
Visiting	0	0	0	0	0
Other; specify below:	0	0	0	0	0

Total	623	563	501	513	483
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Percentage of Courses taught by full-time faculty

39.50%	40.40%	41.40%	42.10%	41.92%
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? Number of Faculty by rank, if applicable

Professor	52	50	47	51	44
Associate	43	52	42	38	51
Assistant	26	19	27	26	9
Instructor	5	4	2	1	2
Other; specify below:	0	0	0	0	0

Total	126	125	118	116	106
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? Number of Academic Staff by category

Full Time

Librarians	4	4	4	5	4
Media Collections Specialists	2	2	1	2	2
Advisors/Coordinators/Academic Counselors	41	43	48	51	51
Instructional Designers	0	0	1	1	1
Interpreters	1	1	1	1	0
Lab Assistants/Techs	2	2	1	1	2
Learning Specialists	2	4	4	4	4
Total	52	56	60	65	64

Part Time

Librarians	3	2	2	0	1
Media Collections Specialists	11	11	1	4	10
Advisors/Coordinators/Academic Counselors	63	35	15	13	5
Instructional Designers	0	0	0	0	0
Interpreters	0	0	0	0	0
Lab Assistants/Techs	16	9	4	5	3
Learning Specialists	6	4	4	3	1
Total	99	61	26	25	20

The data above include both full-time and part-time employees. Please see 7.1 data first forms
Number of Academic Staff by Category from IPED Categories:
Student and AA and Other Edu &Comp, Eng & Science.
See 6.1 Notes tab for specific job titles

Standard 6: Teaching, Learning, and Scholarship (Highest Degrees, Fall Term)

		Pre- Pandemic comparison	3 Years Prior	2 Years Prior	1 Year Prior	Current Year
		FY 2019	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
		2018	2019	2020	2021	2022
Highest Degree Earned: Doctorate						
Faculty	Professor	22	20	21	25	24
	Associate	10	10	5	3	8
	Assistant	6	5	9	8	2
	Instructor	3	2	0	0	0
	No rank	0	0	0	0	0
	Other	0	0	0	0	0
	Total	41	37	35	36	0
Academic Staff	Librarians	0	0	0	0	0
	Media Collections Specialists	0	0	0	0	0
	Advisors/Coordinators/Academic Counselors	2	2	4	4	5
	Instructional Designers	0	0	0	0	0
	Interpreters	0	0	0	0	0
	Lab Assistants/Techs	0	0	0	0	0
	Learning Specialists	0	0	0	1	1
Total	2	2	4	5	6	
Highest Degree Earned: Master's						
Faculty	Professor	31	30	26	26	20
	Associate	32	42	37	35	42
	Assistant	20	13	16	18	7
	Instructor	2	2	2	1	2
	No rank	0	0	0	0	0
	Other	0	0	0	0	0
	Total	85	87	81	80	71
Academic Staff	Librarians	4	4	4	5	4
	Media Collections Specialists	2	2	1	2	1
	Advisors/Coordinators/Academic Counselors	27	33	37	37	39
	Instructional Designers	0	0	1	1	1
	Interpreters	0	0	0	0	0
	Lab Assistants/Techs	2	0	0	0	0
	Learning Specialists	2	2	1	0	1
Total	37	41	44	45	46	
Highest Degree Earned: Bachelor's						
Faculty	Professor	0	0	0	0	0
	Associate	0	0	0	0	1
	Assistant	0	1	1	0	0
	Instructor	0	0	0	0	0
	No rank	0	0	0	0	0
	Other	0	0	0	0	0
	Total	0	1	1	0	1
Academic Staff	Librarians	0	0	0	0	0
	Media Collections Specialists	0	0	0	0	0
	Advisors/Coordinators/Academic Counselors	8	8	7	7	6
	Instructional Designers	0	0	0	0	0
	Interpreters	0	0	0	0	0
	Lab Assistants/Techs	0	2	1	1	1
	Learning Specialists	0	0	1	1	1
Total	8	10	9	9	7	
Highest Degree Earned: Associate's						
Faculty	Professor	0	0	0	0	0
	Associate	0	0	0	0	0
	Assistant	0	0	0	0	0
	Instructor	0	0	0	0	0
	No rank	0	0	0	0	0
	Other	0	0	0	0	0
	Total	0	0	0	0	0
Academic Staff	Librarians	0	0	0	0	0
	Media Collections Specialists	0	0	0	0	0
	Advisors/Coordinators/Academic Counselors	0	0	0	0	0
	Instructional Designers	0	0	0	0	0
	Interpreters	0	1	1	1	0
	Lab Assistants/Techs	0	0	0	0	1
	Learning Specialists	0	1	1	1	1
Total	0	2	2	2	2	
* Please insert additional rows as needed						
Education not Specified		5	0	1	3	3
Some College		0	1	1	1	5
Highschool Grad or Equiv		0	0	0	0	0

Standard 6: Teaching, Learning, and Scholarship (Highest Degrees, Fall Term)

		Pre-pandemic Comparison (FY 2019)	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)
		2018	2019	2020	2021	2022
Highest Degree Earned: Doctorate						
Faculty	Professor	0	0	0	0	0
	Associate	0	0	0	0	0
	Assistant	0	0	0	0	0
	Instructor	0	0	0	0	0
	No rank	0	0	0	0	0
	Other (Adjunct)	97	79	69	80	76
	Total	97	79	69	80	76
Academic Staff	Librarians	0	0	0	0	0
	Media Collections Specialists	0	0	0	0	1
	Advisors/Coordinators/Academic Counselors	3	3	0	0	0
	Instructional Designers	0	0	0	0	0
	Interpreters	0	0	0	0	0
	Lab Assistants/Techs	0	0	0	0	0
	Learning Specialists	0	0	0	0	0
	Total	3	3	0	0	1
Highest Degree Earned: Master's						
Faculty	Professor	0	0	0	0	0
	Associate	0	0	0	0	0
	Assistant	0	0	0	0	0
	Instructor	0	0	0	0	0
	No rank	0	0	0	0	0
	Other (Adjunct)	343	295	260	269	258
	Total	343	295	260	269	258
Academic Staff	Librarians	2	1	1	0	1
	Media Collections Specialists	1	1	0	0	0
	Advisors/Coordinators/Academic Counselors	37	22	8	10	4
	Instructional Designers	0	0	0	0	0
	Interpreters	0	0	0	0	0
	Lab Assistants/Techs	3	0	1	0	0
	Learning Specialists	1	2	1	2	1
	Total	44	26	11	12	6
Highest Degree Earned: Bachelor's						
Faculty	Professor	0	0	0	0	0
	Associate	0	0	0	0	0
	Assistant	0	0	0	0	0
	Instructor	0	0	0	0	0
	No rank	0	0	0	0	0
	Other (Adjunct)	48	46	41	38	34
	Total	48	46	41	38	34
Academic Staff	Librarians	0	0	0	0	0
	Media Collections Specialists	0	0	0	0	2
	Advisors/Coordinators/Academic Counselors	3	1	1	1	0
	Instructional Designers	0	0	0	0	0
	Interpreters	0	0	0	0	0
	Lab Assistants/Techs	1	0	0	0	0
	Learning Specialists	1	1	0	0	0
	Total	5	2	1	1	2
Highest Degree Earned: Associate's						
Faculty	Professor	0	0	0	0	0
	Associate	0	0	0	0	0
	Assistant	0	0	0	0	0
	Instructor	0	0	0	0	0
	No rank	0	0	0	0	0
	Other (Adjunct)	2	4	2	3	3
	Total	2	4	2	3	3
Academic Staff	Librarians	0	1	0	0	0
	Media Collections Specialists	0	0	0	0	0
	Advisors/Coordinators/Academic Counselors	1	1	0	0	0
	Instructional Designers	0	0	0	0	0
	Interpreters	0	0	0	0	0
	Lab Assistants/Techs	2	2	0	2	0
	Learning Specialists	1	0	0	0	0
	Total	4	4	0	2	0
* Please insert additional rows as needed						
	Education not Specified	41	26	21	12	10
	Some College	7	8	4	4	4
	Highschool Grad or Equiv	1	0	0	0	3
	Less than Highschool Grad or Equiv	1	1	0	0	0
	Total	50	35	25	16	17

Please enter any explanatory notes in the box below
 The data above include part-time employees.

(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

pre-pandemic comparison		3 Years		2 Years		1 Year		Current Year	
(FY 2019)		Prior (FY 2020)		Prior (FY 2021)		Prior (FY 2022)		(FY 2023)	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Professor	0	0	0	0	0	0	0	0	0	0
Associate	0	0	0	0	0	0	0	0	1	0
Assistant	7	0	6	0	10	0	6	0	4	0
Instructor	2	0	0	0	0	0	1	0	0	0
No rank	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
Total	9	0	6	0	10	0	7	0	5	0

Number of Faculty in Tenured Positions

Professor	49	0	47	0	45	0	49	0	50	0
Associate	29	0	33	0	30	0	26	0	31	0
Assistant	1	0	1	0	1	0	1	0	0	0
Instructor	0	0	0	0	0	0	0	0	0	0
No rank	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
Total	79	0	81	0	76	0	76	0	81	0

Number of Faculty Departing

Professor	0	0	0	0	0	0	0	0	1	0
Associate	0	0	0	0	1	0	2	0	1	0
Assistant	0	0	0	0	2	0	4	0	1	0
Instructor	0	0	0	0	0	0	0	0	0	0
No rank	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	3	0	6	0	3	0

Number of Faculty Retiring

Professor	0	0	4	0	4	0	2	0	5	0
Associate	0	0	0	0	4	0	0	0	0	0
Assistant	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0	0	0
No rank	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
Total	0	0	4	0	8	0	2	0	5	0

Fall Teaching Load, in credit hours

Professor	Maximum	26.00	27.00	21.00	24.00	21.00
	Median	12.00	12.00	12.00	12.00	12.00
Other (Adjunct)	Maximum	35.00	48.00	24.00	28.00	33.00
	Median	6.00	6.00	6.00	4.00	6.00

Explanation of teaching load if not measured in credit hours

Data categorize Faculty as Full time if they teach a D session, and Part time if they teach a B or C, but not D session.
 B = DCE courses that part-time faculty teach during the DAY, before 4:00 PM*
 D = DAY courses taught before 4:00 PM taught by full-time faculty
 C = DCE courses taught by part-time faculty after 4:00 PM*
 *Please note: Full-time faculty can ONLY teach DCE (division for continuing ed) courses once they have met their full-time course load obligations. Those are tracked on forms done by each academic area dean.

Standard 6: Teaching, Learning, and Scholarship (Number of Faculty by Department or Comparable Unit, Fall Term)

Pre-pandemic Comparison		3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2019)		(FY 2020)		(FY 2021)		(FY 2022)		(FY 2023)	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty by Department (or comparable academic unit); insert additional rows as needed

Arts & Humanities	21.90	62.30	19.50	64.30	19.30	48.90	18.60	50.00	18.80	50.80
Behavioral Social Sciences & Education	22.10	59.90	20.10	62.40	18.30	56.30	19.20	43.60	18.20	44.10
Business & Experiential Education	12.80	38.40	9.00	29.00	6.20	24.10	4.80	25.90	4.50	24.50
Health Sciences	7.70	20.00	7.20	17.90	8.10	17.60	6.90	16.80	6.10	12.50
Science, Technology, Engineering & Math	22.60	73.70	24.10	82.40	23.90	73.80	23.20	69.60	21.00	68.50
Lash - Teaching & Learning	0.20	1.50	0.00	1.50	0.00	0.00	0.00	0.00	0.00	0.00
Access & Transition	0.00	0.40	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Academic Innovation & Professional Development	0.00	0.00	0.00	0.10	0.10	8.90	0.10	9.90	0.40	11.30
Total (Duplicated)	87.30	256.20	79.90	257.60	75.90	229.60	72.80	215.80	69.00	211.70

Please enter any explanatory notes in the box below

The data on this form reflect the Full-time Equivalency (FTE) for faculty as they teach in multiple academic areas. This is calculated by taking the total count of courses and dividing by 10 to reflect a full-time course load over the year.

Standard 6: Teaching, Learning, and Scholarship (Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time (FY2023)	Part-time (FY2023)	Total Headcount	Representation Goal FY2024
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Gender				
Men	42	157	199	49.0%
Women	64	220	284	51.0%
Race and Ethnicity				
Hispanic/Latino	7	13	20	9.6%
Asian or Pacific Islander	5	9	14	2.8%
Black or African American	7	15	22	7.7%
White	87	336	423	79.1%
Other	0	4	4	0.8%
Academic Staff	Full-time (FY2023)	Part-time (FY2023)	Total Headcount	Representation Goal FY2024
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Gender				
Men	9	5	14	49.0%
Women	55	15	70	51.0%
Race and Ethnicity				
Hispanic/Latino	3	0	3	9.6%
Asian or Pacific Islander	1	0	1	2.8%
Black or African American	3	1	4	7.7%
White	57	19	76	79.1%
Other	0	0	0	0.8%

Please enter any explanatory notes in the box below.

FY22 -FT Academic Staff = Librarians and Media Collections Specialists & Student and Academic Affairs and Other Education Services Occupations on IPEDS report. PT= Library and Student and Academic Affairs and Other Education Services Occupations

FY20 Category of Academic Staff -from IPED Categories: Student and AA and Other Edu &Comp, Eng & Science. See 6.1 Notes tab for specific job titles

Our diversity goals are initially to be representative of the county the College was designed to serve. All breakdowns are representative of the most recently available census data. Source: Census.gov.

7. Institutional Resources



STANDARD 7: Institutional Resources

KEY STRENGTHS	KEY AREAS FOR IMPROVEMENT
<ul style="list-style-type: none"> • Recent efforts to fill vacant positions • Efforts to fairly compensate all employees • Professional development and equity training • Increased efficiency via technology • Efficient financial aid awarding process • Successful infrastructure renovation project 	<ul style="list-style-type: none"> • Reduce turnover in leadership and personnel • Develop succession plans for key positions • Increase employee morale • Plan further in advance for institutionalizing initiatives with grant funded origins • Align staffing with enrollment and technology needs

DESCRIPTION

Human Resources

Bristol Community College employs sufficient and qualified personnel to fulfill its mission. As of FY23, Bristol employs 964 individuals, comprised of 106 full-time faculty, 377 adjunct faculty, 328 full-time staff, and 153 part-time staff ([Data First Form 7.1](#)). All academic faculty and professional staff are covered by the Massachusetts Community College Council (MCCC) collective bargaining agreements ([Day Contract](#) or [Division of Continuing Education](#)). Clerical, maintenance and campus police are covered under the [AFSCME Local 1067/Council 93 collective bargaining agreement](#). Non-unit professionals follow guidance outlined in the [Non-Unit Professional Personnel Policies Handbook](#). Respective collective bargaining agreements and/or employee handbooks outline the processes for how grievances are addressed, as well as employment terms, compensation, and procedures for annual performance evaluations (see also Standard 6).

All positions have a job description used for recruitment which is included in the employee’s personnel file. For union positions, job descriptions align with statewide position specifications. Regardless of classification, all job descriptions include duties and qualifications that must be met to be eligible for the position. Qualifications may include minimum education and experience, or an equivalent combination of education, training and/or experience. These qualifications are verified by Human Resources (HR) upon hire.

Bristol has set diversity goals for the composition of its employee population by publishing an [Affirmative Action Strategy](#), the most recent is in effect through 2026. The strategy assesses how effective hiring and retention goals were met in previous years and sets new goals for the pre-determined period. Integrated Postsecondary Education Data System (IPEDS) data is reviewed annually by the Title IX and Equity Compliance Officer to provide a summary of progress toward these goals to the leadership team.

Bristol made updates to the recruitment and search processes to improve efforts to achieve a diverse employee population. Search committees have an equity representative appointed to each steering committee. These employees, as well as search committee chairs and hiring managers, are trained on appropriate policies and procedures related to diversity, equity and inclusion to ensure qualified candidates are appropriately considered. As part of the strategic plan, HR offers updated training to all employees who may participate on search committees about appropriate policies and procedures.

College policies are published and maintained in [PolicyStat](#), a repository all employees can access. At hire and annually thereafter, all employees take required training on important employment topics, such as information security, FERPA, bloodborne pathogens and Title IX. Employees then sign a policy acknowledgment form which indicates that they have read and understand all applicable college policies. Each semester, the Lash Center for Teaching and Learnings (LCTL) offers the Adjunct Faculty Evening Series, which includes an hour-long seminar that engages adjunct faculty as to how to access employment policies and forms. During orientation, employees are provided with information on where to access applicable collective bargaining agreements and/or employee handbooks. Policy updates and additions are shared with all employees for the opportunity to provide feedback via Microsoft Teams and through governance councils (see also Standard 3). Additionally, the [Bristol Faculty Handbook and Resource Guide](#), created in 2020 by the LCTL, is routinely updated. Policy updates are also shared during college meetings and through *Bristol Weekly*, the college's internal newsletter.

Professional development is offered through a variety of venues, including dedicated days for all Bristol employees. Various professional development sessions, including academies, programs, and lunch and learns, are held throughout the year, sponsored through the LCTL, HR, and Staff Senate. Employees may also apply for professional development funds, available to all staff and faculty annually. A pool of funding is made available for faculty and non-unit/unit professionals, and a separate fund is available for AFSCME classified employees (see also Standard 6).

Financial Resources

Bristol has a formalized budget plan in place, reviewed quarterly by the Budget and Finance Committee of the BOT, to ensure alignment with the institution's strategic plan. This quarterly review includes updates on the budget, investments, and job vacancies. Fidelity, Bristol's investment firm, provides the Budget and Finance Committee with an annual comprehensive report of the college's investments. Fiscal reaches out proactively to the college's organizational managers to ensure expenses are in-line with budget allocations. For example, if a budget line item has a difference of 5%, Fiscal includes an explanation as to why that change occurred.

Major expenditures align with instructional, academic, and student support, which in turn align with the college's mission. This is supported by the use of program codes on all financial statements.

During the pandemic, the college invested most of the Institutional Higher Education Emergency Relief Fund (HEERF) funds into heating, ventilation, air conditioning upgrades, painting, and window replacements. Although expenses increased due to the pandemic and inflation, many of

these costs were offset by supplemental funds. The main offset came from \$36 million in HEERF funds. Approximately 50% of this funding was awarded to [students](#) for the impact of COVID-19 on their lives. Previous student debt was eliminated with federal HEERF funds as well. All HEERF funds are audited as part of the college's annual A-133 audit.

Key Performance Indicators, financial ratios, audited statements, and reports to the Department of Higher Education (DHE) and State Comptroller's Office illustrate concrete evidence of the college's financial stability. Bristol's main revenue sources and operating expenses are summarized in [two bar charts](#). The college examines revenue opportunities and expense reductions where possible. Expense reductions have included the reduction of electricity costs as a result of the installation of solar panels on the Fall River Campus. These solar panels provide 80% of the Campus' electricity defraying reliance on energy grid consumption. Changing from paper-based to more efficient electronic processes during the pandemic further reduced expenses.

The BOT's Budget and Finance Committee reviews and approves the college's financial activity. The Committee meets with the college's fiscal administrators to oversee budgets, financial planning, audits, and fiscal policies. They are trained annually on topics related to their fiduciary responsibilities. External agencies like the DHE, State Auditors, State Comptrollers, and Audit & Finance Office of the Commonwealth have additional oversight over the college's financial activities and receive copies of the college's audit reports for documentation and review.

Annual external [audits](#), which include internal control testing, provide certification that financial practices are consistent with standard accounting practices and are without findings. A separate A-133 audit of federal funds is completed annually and includes a review of the financial aid funds of the college. The BOT must approve the annual audit prior to final submission. Additionally, the college has a separate and independent Foundation that has its own BOT and formal processes in place to ensure integrity of fundraising efforts. They have their own separate independent annual audit, of which the FY22 audit had no findings.

Bristol has documented many financial policies, including financial aid policies, all of which reside in the college's PolicyStat repository. PolicyStat provides an organizational structure which alerts responsible parties when a review is due. There are multiple policies which require BOT approval. Additionally, the college complies with the State Ethics Commission's regulations and requires appropriate parties, such as the BOT and employees, to complete mandatory ethics training biennially. The Director of Financial Aid Counseling is responsible for the development of policies, compliance, and oversight of the financial aid process.

Financial policies of note include a [Debt policy](#), [Credit Card policy](#), [Payment Card Industry \(PCI\) Compliance policy](#), Bristol's [Reserve policy](#), as well as the [Bristol's Foundation Statement of Investment and Spending policy](#). The college has built up financial reserves and the reserve policy guides how to access reserved funds. The investment policy ensures guidance and oversight on how reserves are invested. These investments require approval by the BOT and the State Comptroller's Office. The college has also documented a [Gift Acceptance policy](#), which ensures no interference with academic freedom and integrity. The college also has a robust, formalized [Grant Roles and Responsibility policy](#) and procedure. This policy highlights roles and

responsibilities of all Bristol employees responsible for submitting grant requests or overseeing grant programs.

The [organizational chart](#) for Bristol's Administration & Finance area illustrates that checks and balances ensure separation of duties and cross-training of all fiscal staff. The college has added a Risk Compliance Analyst position to be reposted in December 2023. This role oversees the college's Risk Management Advisory Committee and ensures there is a formalized internal control plan.

The college's [Risk Management Advisory Committee](#) provides oversight of all college risk, including state and federal grants at the college. The Risk Compliance Officer developed a [charter](#) and a [Risk Appetite Statement](#) to outline the mission and purpose of this committee. The Learning Council's Curriculum Sub-Group reviews existing and potential/future programs to ensure they align with student success and the college's mission. Before dedicating financial resources to developing any new academic program, initial approval is required by the DHE. Examples of recent programs and certificates to go through this process include cybersecurity, chemistry analytics, and offshore wind (see also Standard 4).

Information, Physical, and Technological Resources

Information Resources

Within the past five years, Bristol's Library Learning Commons (LLC) has been re-envisioned at three of the campus locations. A Title III grant helped to support renovations in Fall River and New Bedford, and Attleboro was the recipient of a \$1 million donation from the Robert Stoico/First Fed Charitable Foundation in May 2019 to enhance learning support.

The LLC ensures services in proportion with the student body at each campus location. It provides the campus community with access to physical and electronic materials, IT support and research librarians to provide information literacy and research instruction. Research librarians also assist faculty with OER development. As of FY21, 30% of the collection consisted of physical books, 70% were electronic materials, and there were 101 digital repositories. The library's materials budget has remained level over the past five years. Additionally, the LLC implemented a Chromebook rental program, with 400 rentals per year.

As of Fall 2023, the library has four full-time librarians, all with master's degrees from accredited library science programs. The library also employs 12 part-time library assistants across the four campus locations.

Physical Resources

Bristol Community College consists of four physical campus locations in addition to Bristol Online. The Fall River Campus has 11, two-story buildings situated on a 90-acre parcel of land. There are 12 parking lots, of which five are under a five-acre solar canopy. The New Bedford Campus is a six-story building built in 1920, sitting on 0.298 acres of land. The building has a granite exterior, modified durable synthetic rubber roofing membrane cover and totals 69,291 square feet. There are over 30 lecture rooms and labs, enrollment and student service areas, offices, administration area, and LLC. The Attleboro Campus is a two-story brick building with

40,290 square feet of classroom, lab, office, auditorium, and LLC. The building sits on 6.3 acres of land and is part of a complex of buildings with on-site parking. The Taunton Center is under lease, using 30,000 square feet of an existing three-story, former high school building. The lease includes offices, labs, classrooms, LLC, student services, and a gymnasium.

As required by the federal Clery Act, the college releases an [annual security report](#) that outlines campus security including reports on timely warnings, emergency responses, evacuations, campus facilities; security awareness, crime prevention programs; sexual assault prevention and response, as well as public facing crime statistics. By October 1st of each year, Bristol students and employees are sent information about where to access the annual report. The college also reports to the State regarding Americans with Disabilities Act (ADA) compliance. An emergency management notification system is active on all campuses, all computer systems, common areas, and text notifications, providing timely notice of critical information. All students and employees who provide their cell phone numbers are automatically opted into the emergency notification system with the option of opting out.

The college works directly with the Division of Capital Asset Management and Maintenance (DCAMM) on five-year capital project planning. The [Facilities and Business Services office](#) provide detailed information about completed projects, sustainability projects, current projects, and future projects. Funding for maintenance and construction comes from local trust funds and deferred maintenance funds from DCAMM. Some capital projects are funded by grants and donations to [the college's Foundation](#).

Another source of revenue for facility maintenance needs of the college is Adaptation and Renewal (A&R) funds. A&R funds are included in the college's operating budget and are keyed to a five percent set-aside from the money collected from student tuition and fees. Proposals for A&R spending are sent to the college's Chief Financial Officer for review and approval.

Technological Resources

Information Technology Services (ITS) supports Bristol's technology infrastructure including administrative systems, academic technologies, and the network infrastructure. Online Learning and ITS are co-located in the Farley Learning Resources Center on the Fall River Campus. The departments have long maintained a strong relationship and temporarily joined forces as an organization in Fall 2022 to address staffing shortages in Academic Affairs (see also Standards 2 and 9).

The college has several technological resources, such as, but not limited to, physical computer labs, learning management systems, virtual labs, Banner student information system, Argos for reporting, Tableau for visualizations, and Slate for student admission. Remote access to computing resources is offered and enables a work-from-anywhere approach.

College leadership devoted funds to maintaining and enhancing its technology portfolio, and considerable resources were committed to supporting the community during the pandemic (see also Navigating the Pandemic). Support for technology is provided through a central staffing

model with a focus on service lines. Shifting staff and needs related to support both during and after the pandemic have led the college to reassess the configuration of its technology resources.

While Bristol’s overall FTE has decreased from approximately 4,401 in Fall 2019 to 3,602 in Fall 2023, online course offerings have nearly doubled from 471 in Fall 2019 to 745 in Fall 2023 (see Figure 7.1 below). With an increase in teaching and learning happening online, this has increased the college’s reliance on Bristol’s online infrastructure (e.g. LMS, virtual labs, OneDrive, Zoom). In turn, the demand for support from ITS and Online Learning staff has also increased (see also Standards 4 and 6).

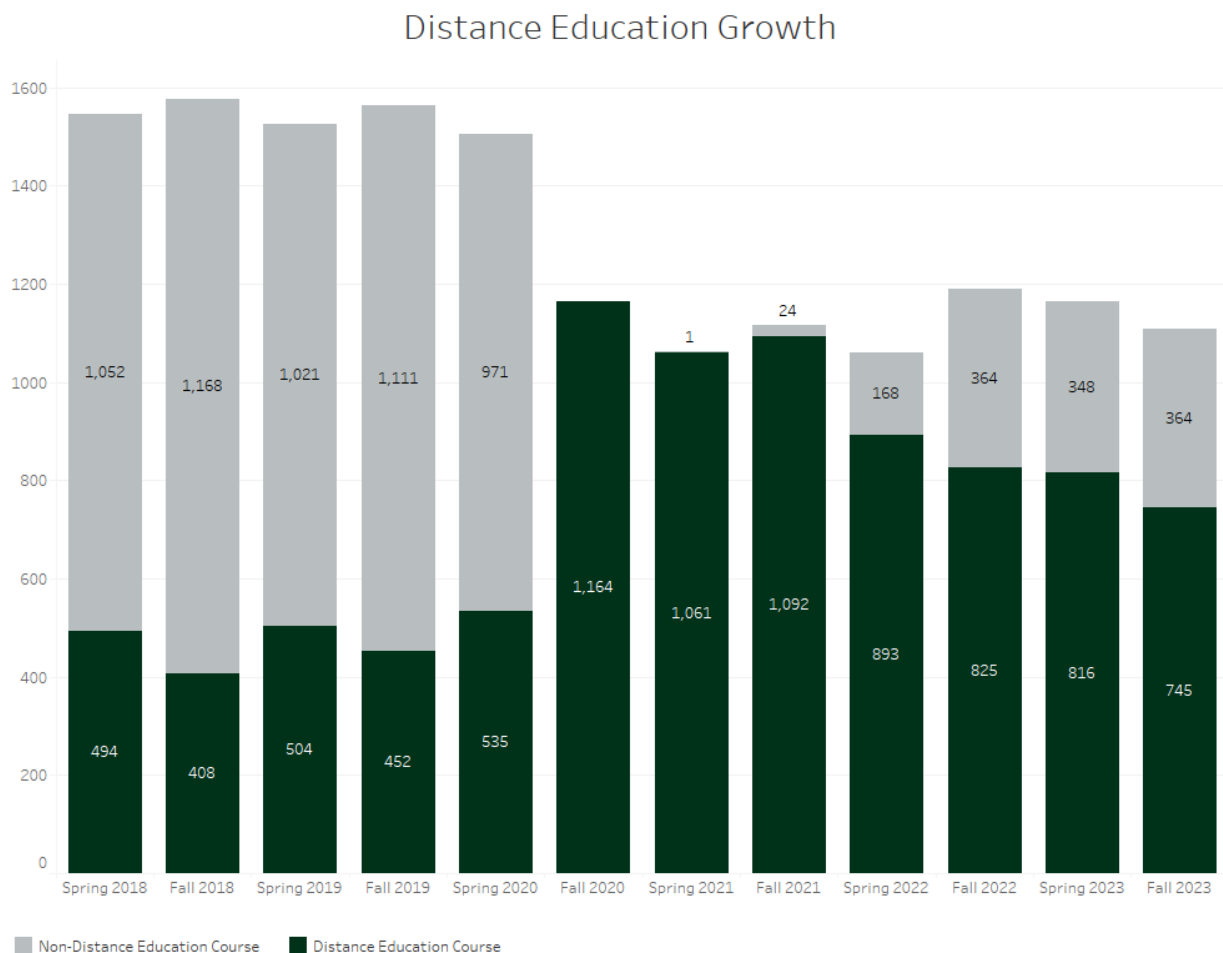


Figure 7.1: Distance Education Course Growth, Spring 2018-Fall 2023

The interface and features of Bristol’s current LMS, Blackboard Learn, have remained largely unchanged since 2012. With the increase in students using the LMS, it is important to learning operations that Bristol’s LMS contains modern features that meet the expectations and needs of users in 2023. The college is in the process of converting its LMS system from Blackboard to Canvas to further enhance the online learning experience through its many added features and functionality.

Bristol has policies and procedures in place for its technology systems that are reviewed on an annual basis including, the [Acceptable Use of Information Technology Resources Policy](#), [Written Information Security Policy](#), [Information and Data Classification Policy](#), and [Electronic Mail Policy](#). Each policy is intended to establish community standards as well as comply with state and federal laws or regulations. Bristol has transformed the majority of its paper-based forms to a secure and electronic signature-capable online forms platform (Dynamic Forms and [DocuSign](#)). With these systems, forms can be easily tracked and managed through a dashboard, allowing both sender and recipients to know the status of each form. These online forms were instrumental to the adaptation of work during the pandemic, enhancing business practices for nearly every functional area. Other digital workflows, including DocuSign, supplement contract approvals and documentation.

To evaluate the effectiveness of ITS programs and services throughout the pandemic, a survey was circulated that asked about the efficacy of technical support and resources for students and employees. Strategic Analytics administered the Personal Assessment of the College Environment (PACE) survey in Fall 2020 to all Bristol employees to gauge campus climate and satisfaction. The following spring, Bristol administered the Community College Survey of Student Engagement (CCSSE) to assess student behaviors related to successful educational outcomes. Strategic Analytics also developed home-grown [remote experience](#) guidance from Bristol's senate groups, College Governance Council, and Institutional Review Board that aimed to capture the experiences of students, faculty and staff during the transitions that occurred due to COVID-19.

Bristol uses [Center for Internet Security](#) version eight for cybersecurity assurance. The college employs remote cloud hosting identity management solutions, enabling secure access with multi-factor authentication and single sign-on from anywhere to college resources via institutionally issued credentials. The college regularly conducts phishing awareness campaigns, annual college-wide security training, an annual cybersecurity assessment including administrative control reviews, and annual network penetration testing conducted by qualified outside professionals. A disaster recovery plan is in place as well as an air-gapped immutable backup system for on-premise data. Additionally, there are cloud-based resources to isolate critical data from local networks and production areas that are more vulnerable to outside attacks. Despite these controls, Bristol was a victim of a cyberattack in December 2022 (see Cybercriminal Ransomware Attack). A cloud-first approach along with strong backup practices, were essential during the recovery efforts on the heels of the attack.

To manage diverse software needs, Bristol recently launched a project portfolio management approach to its software projects modeled on the Project Management Body of Knowledge. ITS collaborates with business units to curate needs, identify vendors, and develop specifications using a project team approach.

The ITS team showed its responsiveness in support of the community as they transitioned to a contemporary support and ticketing system in June 2021. This user-friendly approach brings robust features and tools not previously available to the staff. The ticketing system is available

from within the Bristol portal for improved accessibility, allowing the team to categorize help requests, develop knowledge base articles for the team and for public consumption, and use the software to manage projects.

APPRAISAL

Human Resources

In Spring of 2020, at the onset of the COVID-19 pandemic, the college laid off approximately 130 part-time, non-benefitted staff as a cost saving measure to protect full time jobs. The college also offered an Early Retirement Incentive Plan (ERIP) and a Voluntary Separation Incentive Plan (VSIP), of which 12 employees (nine ERIP and three VSIP) took advantage in 2021. Additional cost-saving efforts became necessary to address Bristol's enrollment crisis and projected budget shortfall for FY24. The institution was willing to go to great lengths to avoid widespread layoffs. Therefore, the college again offered a 2023 ERIP and VSIP, yielding 25 (18 ERIP + 7 VSIP) participants. The layoffs as well as ERIP and VSIP efforts, as intended, resulted in eliminated and vacant positions that helped to sort the budget deficit.

Throughout the pandemic, Bristol, experienced a wave of turnover in key leadership positions. For example, the current Vice President of Student Services and Enrollment Management was appointed in 2021, the Chief Human Resources Officer and Chief Development Officer in 2022, and the Vice President of Academic Affairs in the Spring of 2023. Given this turnover, the college has had to be deliberate in the capture of institutional knowledge. As of May 2023, the college had filled all key Senior Leadership roles, and began working through prioritizing hiring of other critical positions. This drives home the importance of recent succession planning efforts that have been undertaken by Human Resources but warrant expansion to ensure leadership positions are also addressed (see also Standard 9) for the operational benefit of the institution.

Additionally, Bristol has experienced difficulty filling vacant positions. The enrollment crisis shifted strategic priorities, so the President's Leadership Team (PLT) has been carefully reviewing all vacancies prior to filling. For example, vacant faculty lines are carefully reviewed to ensure the college is meeting the needs of its mission and the current labor market.

Departments are driving the hiring strategy through working with the Vice President of Finance and Administration, the Chief Human Resources Officer, and the President's Chief of Staff and Strategy Development. This comprehensive method of reviewing positions determines how positions align with [Strategic Plan 2020-2024](#), whether the position can be funded, and whether structural changes are needed to accommodate the employee who will hold the position. Although the pandemic presented its share of employee recruitment and retention challenges, the addition of the Student Success Center in 2021 added nine new positions to support students who had stopped out due to the pandemic. These positions were funded by the SUCCESS appropriation at the statewide level, with no indication funding will be discontinued.

Compensation is determined by the collective bargaining agreements (CBAs) for unit positions (see Standards 3 and 6). While these efforts are representative of union and employee interests for personnel covered under collective bargaining, they are not necessarily competitive. The Statewide Massachusetts Community College Council (MCCC) CBA, which covers full-time faculty and professional staff at Bristol, expired in June of 2021, resulting in no cost-of-living increases or consideration of market rates for unit position classifications. A new agreement has

been signed and promises to begin to address lagging pay rates, with cost of living increases to be granted retroactively. This hampers employee relationships and can impact quality of life and morale at the institution.

Candidates who accept American Federation of State, County and Municipal Employees (AFSCME) clerical, technical, or maintenance positions often begin at the lowest step rate as dictated by the [CBA](#), unless they were a previous unit member. Prior years of experience outside of the bargaining unit are not considered in salary leveling. This provision of the contract makes it difficult to hire staff who are sufficiently qualified and willing to accept salaries as bargained. Non-unit professional salaries are determined by comparing market rates among public sector colleges in the region. HR is in the process of improving its assessment of compensable factors in order to attract and retain management and non-unit professional talent. Historically, non-unit professional increases have never been funded by the Commonwealth, and only the first year of contractual AFSCME and MCCC staff increases is supported by the State.

Bristol strives to have an employee population reflective of the overall racial, ethnic and gender composition of the student body, as referenced throughout the [Affirmative Action Strategy 2022-2026](#). The college's [Alignment of Bristol Employee and Student Enrollment by Demographics dashboard](#) outlines the overall racial, ethnic, and gender composition of the employee population. Aspirational goals have been outlined in the Affirmative Action Strategy to align the population with the composition of the student body.

In order to support the growth and retention of staff, there has also been a focus on improving employees' equity core competencies. In Fall 2022, the [Southeastern Massachusetts CONNECT consortium](#), with Bristol as the lead, was awarded a Higher Education Innovation Fund (HEIF) grant for \$150,000 from the DHE (see also Standard 6). As another way to support the growth and retention of staff, Bristol offers professional development programming (see also Standard 6). The budget for MCCC and non-unit employee professional development is from the endowed Harold and Virginia Lash LCTL fund and has remained static for years.

Although the pandemic brought its share of challenges to HR initiatives at the college, it also resulted in streamlining some paper-based processes. For example, at the onset of the pandemic, HR purchased an onboarding module, which allowed new hires to easily submit hiring forms electronically. Also, working with the MCCC, HR and Academic Affairs developed several Dynamic Forms to allow MCCC employees to electronically submit contractual union checklists and forms, as well as allow managers to easily share and electronically sign performance evaluation documents.

Financial Resources

Bristol's enrollment has declined in recent years, with the largest declines being during the pandemic. While area demographics are not favorable for the next two years, we expect to exceed our budgeted enrollment projection in FY24 and have seen our first enrollment increase in several years. Bristol is part of a statewide initiative called MassReconnect. This is a state-funded initiative that offers students 25 and over, without a degree, free tuition at a community

college. The college has seen an immediate positive impact from this in Fall 2023, the first fall semester with increased enrollment in several years.

Despite the recent enrollment trend, [Student FTE](#) and [the State's community colleges' annual FTE enrollment](#), we recognize enrollment as a risk. Budget workgroups comprising the college's Fiscal team, Operations Council and Integrated Planning Council helped develop the FY23 and FY24 Operating Budget. This has led to a more transparent budget process while adhering to [Strategic Plan 2020-2024](#) goals and objectives.

Bristol has always had an inclusive budget process, with representation from across the college, workgroups pulled together to align the budget process cycle and allocate resources to meet the college's strategic needs. Some areas of the college may not have equal representation in recent workgroups when compared to the previous committee structure, which had designated representation across all areas of the college.

The outcome of this work is to implement phased changes to the budget process, to [ensure all resources are allocated to the highest priorities at the college](#), transparency and effectiveness of the budget process, and reduction/limitation of one-time budget requests. An example of an outcome from the new budget process is a more in-depth review of vacant positions at the college, as discussed previously (see also Standard 2). Another benefit of the new process is to better understand the resources already committed by the college because of existing contracts and other service commitments, as well as their impact on the allocation of new resources. The college employs a hybrid zero-base budgeting model to ensure all budgets are developed based on the existing needs of each department and are aligned with [Strategic Plan 2020-2024](#).

Hindered by the pandemic, Bristol's operating budget was not reduced as outlined in the last NECHE report because of increased federal funding. In general, payroll expenses have modestly decreased due to vacant positions but is not in step with our enrollment decline. Adjunct Faculty payroll has decreased modestly over the years but is also offset by contractually obligated increases. As evidenced in [Data First Form 7.1](#), Instructional Staff, Student and Academic Affairs, Service Occupations, and Office and Administrative Support positions have decreased in comparison to 2019, while Business and Financial Operations and Management Occupations have increased or remained stable. Expenses related to consultants have gone up over the years due to the need to fill vacancies temporarily. Consultant costs have decreased recently due to the permanent filling of several positions (i.e., Chief Human Resource Officer, Chief Academic Officer, Financial Aid, and Early College).

The college's cash reserves and investments have increased over the last several years. In FY22, there was an unrealized loss in investments, which was offset by previous unrealized gains. This rebounded in FY23 and the previous year losses were recovered. Having over \$16M in reserves ensures that the college is financially viable and protected from any unexpected events.

The State appropriation is the largest source of revenue for the college. Our FY24 State appropriation is \$27.1M. This amount increased 4.7% from the previous year, which is 52%

higher than the system average of 3.1%. The FY25 State appropriation is being proposed by the Board of Higher Education at over \$30M.

The college has been successful in maintaining exemplary audits. Bristol has not had any findings in its independently audited, annual financial statements since prior to 2014. This includes federal and state audits. All Massachusetts community colleges, including Bristol, are subject to an annual A-133 audit for federal funds, such as Pell. As part of the [A-133](#), there have not been any fiscal or grant findings, though there is a finding related to National Student Loan Data System student reporting from the Registrar's Office, a common finding across colleges nationally. Since 2014, the Internal Control Questionnaire has been accepted without question by the State Comptroller and Internal Control departments. [Department of Higher Education \(DHE\) Higher Education Information Reporting System \(HEIRS\)](#) The reporting also examines the financial statements of the college. The college has been strong in this area. O'Connor and Drew, Bristol's external auditor, provides key performance indicators and ratios that benchmark the college against the other 14 public community colleges in Massachusetts. The primary reserve ratio is strong; other ratios are all commendable, as noted in the [3-Year Bristol Ratios Report](#).

Bristol has always been one of the most affordable Massachusetts public community colleges, believing strongly in access and affordability. Bristol currently has the second least expensive [tuition and mandatory fees](#) of the 15 colleges in the system.

The college's Title III grant ended on September 30, 2023. Strategies are currently being developed to institutionalize some of those costs (e.g. full-time unit professionals, Slate software, a new student success platform, and Professional Development Day speakers/activities).

Many fiscal forms, such as payroll timesheets, have been automated using Dynamic Forms or DocuSign. In FY22, vendor payments and purchase orders have also been automated. Student Accounts automated all student payment plans and disbursements. Employee reimbursements were automated and are now processed through payroll. This more efficient process frees up resources in Accounts Payable.

New automated processes within the Financial Aid Office have resulted in more efficient and accurate financial aid awards for potential and current Bristol students. For example, automated processes include enrollment adjustments as they pertain to federal and state aid, tuition waivers, and awarding crossover Pell grants for summer aid recipients. The new processes allow the Financial Aid team to focus on counseling students about financial aid and financial literacy. Financial Aid has also instituted several policies, which are on Bristol's consumer policies webpage, and keeps policies updated to ensure compliance with federal and state regulations.

In addition, new Financial Aid reports have been constructed to assist with cash management for annual funds provided by the federal and state allocations. These reports allow Bristol to accurately spend allocations of state and federal funds while adhering to the associated rules and regulations. These reports also allow for mass upload functions for reconciliation processes on the Massachusetts state aid portal, which yields higher fund awarding, makes for more accurate reconciliations, and ensures compliance and accuracy for audit purposes. Transitioning to an

upload process is much more efficient, as it minimizes the potential for human error which can occur with manual punch-in processes.

The college is adding a fiscal analyst to work directly on budgets and for succession planning purposes. The plan is to fill these positions by Spring 2024.

The college and our students also receive a tremendous amount of financial assistance from the Bristol Community College Foundation. Formed as a separate 501c3 non-profit organization in 1980, the Foundation's express mission is to raise funds to promote, improve and maintain the educational activities of the College. With oversight provided by a 21-person Board of Directors, the Foundation is led by the Chief Development Officer, and also includes a Director of Development and Alumni Affairs, a third-party accounting firm, and an Administrative Assistant. The Board also maintains several committees such as fundraising, governance, and finance & investment that further support the annual operations of the Foundation staff.

Each year, Foundation staff develop and implement an annual plan with the goal of raising funds to support areas of need within the college. One of the most critical support areas is that of student scholarships, distributions of which range from \$375,000 to \$500,000 each year. Other support areas include funding for student centers and academic programs; emergency funding to students facing dire financial circumstances; and special grants to staff and faculty for targeted program initiatives. In aggregate, the Foundation provides between one and two million dollars of operational and student support to the college each year.

Additionally, except for the Fall River Campus, the Foundation serves as the leaseholder for all the college's physical locations (Taunton, Attleboro, New Bedford, and National Offshore Wind Institute) and ensures timely payment of all leases, loans, and tax liabilities. Finally, the Foundation maintains and manages three investment portfolios that house the hundreds of endowed scholarships and funds that have been established, and continue to be added, since the Foundation's inception. To date, the combined value of the investment portfolio is just under \$14 million.

Information, Physical, and Technological Resources

Information Resources

The college completed renovations of the Library Learning Commons (LLC) on the Fall River Campus in 2021, the New Bedford Campus, 2022 and Attleboro Campus 2021. All three locations renovated space to create student group study rooms, collaborative writing and research areas, computer terminals, tutoring space/services, as well as full library services. The Taunton Center created its LLC when it moved into its new location in 2021.

Library staffing levels were stable leading up to the pandemic, but currently, the Coordinator of Technical Services, two part-time Reference Librarians, and the Learning Commons Coordinator of Taunton positions are vacant. Current staffing levels have not been sufficient to provide library instruction in the evenings, original cataloging of resources, and maintenance of the library's online search tool (EBSCO Discovery). This is evidenced by feedback gathered during

the [2023 NECHE Listening Sessions](#). The library's materials budget has remained relatively level, with an increasing trend towards more electronic resources over print expenditures.

Physical Resources

The college's facilities are maintained by a very capable Facilities team. Bristol works in conjunction with DCAMM to identify any ADA issues and address them. In Fall 2022, DCAMM hired a vendor (FOS of Cannon Design) to evaluate the Fall River Campus and identify priorities for deferred maintenance in each building, including any perceived ADA code issues. [The assessment of items](#) included a budget to address all deferred maintenance needs. The total need was estimated at \$53M. This is significantly less than prior reports. The college has focused over the last five years on deferred maintenance and not new construction, continuing to take corrective action towards compliance using the [Facility Condition Assessment](#) as a guide.

Several assessments of the Fall River Campus have been done since 2017. The assessments are used by the DHE and DCAMM to allocate deferred maintenance funds. In 2017, the college was awarded \$6.2 million for deferred maintenance. Several projects were completed, as indicated in the [5 Year Spending Plan Report](#). In addition to the deferred maintenance funds, the college was awarded \$33,000,000 to replace an underground steam line and entire electrical infrastructure.

The college received ARPA funds of \$1.1M to be used to improve college facilities in 2022. Another DCAMM assessment was completed in summer 2022, resulting in the development of another list of items for facility maintenance. In July 2023, Bristol received \$6.1 million dollars for [DCAMM FY24 to FY28](#). These projects are in various stages of completion or planning.

Grant funding obtained by faculty provided the funding for Facilities to renovate 2 science labs in 2019 and 3 more in 2022, all 5 of which are located on the Fall River Campus. Two Taunton classrooms were renovated to become computer labs in 2021, and 2 science labs were also renovated in 2022.

A failed heat pump caused major flooding at the New Bedford Campus in August 2021. While insurance companies, in collaboration with Bristol's Facilities Department, developed a repair and renovation plan, some services were either temporarily relocated or discontinued at the New Bedford Campus. Insurance funds were used to renovate and restore this campus.

In response to COVID-19, CARES funds were used to install automatic, hands-free, hand cleaning dispensers. \$4.4 million of CARES funds went toward replacing and upgrading the heating, ventilation and air conditioning systems, air purifying systems, lighting systems, and cleaning and disinfecting protocols for all 4 campuses.

The Fall River Campus underwent an extensive 18-month, \$27 million, infrastructure renovation project to replace existing steam boilers, underground closed loop steam line, electrical duct banks, transformers, switchgear, and generators, as well as a new natural gas supply line. This project concluded in October 2021. Over the past three years, three buildings on the Fall River Campus have had all windows removed and replaced. Several buildings on campus had masonry

repairs. In 2022, the Marketing & Communications department underwent a renovation to centrally locate all staff.

Technological Resources

As the college emerged from the technology-intensive requirements of the COVID-19 pandemic as well as recovered from a cybersecurity incident in late-2022, it is important to understand institutional strengths and areas of opportunity as it relates to staffing, infrastructure, and security in technology. A growing reliance on cloud technology and the explosion of disparate and niche software solutions provide an opportunity to influence student success through technology. The college recently engaged an outside firm to perform an assessment of technology staffing, budget resources, and the general direction of cybersecurity. As a state institution, Bristol has recently benefitted from a state sponsored security assessment that provided useful information to help improve security.

Considerable changes were made after the cyberattack, including a strong focus on achieving a zero-trust network architecture, onboarding a comprehensive managed detection and response and managed risk partner, employing advanced data loss and security tools available within its cloud platform, and implementing micro-segmentation throughout the college network.

During the summer of 2023, a workgroup consisting of staff from ITS and Online Learning updated the technology help form and ticketing workflow in Fresh Service, consolidating Online Learning and ITS support into one, online location. This provides a consistent technical support experience for anyone in the community who seeks it, allowing ITS and Online Learning to seamlessly transfer support tickets between areas. The use of FreshService as a ticketing system has resulted in ITS tickets resolution within 1-5 hours, depending on the request. [In AY21-22, SAES completed 400 tickets](#) for data requests as well as access requests for Argos, Banner, and DegreeWorks.

Greater use of emerging technologies has facilitated cross-departmental and cross-campus collaboration. In addition to ample use of online meeting platforms Teams and Zoom, Dynamic Forms were first used in 2019. In 2022, 27,000 such forms were submitted, improving efficiency and decreasing waste. ITS recently enhanced functionality by increasing the use of application programming interfaces to prefill form data from Banner and automate routing.

ITS partnered with the Operations Council to assess form usage across Bristol and identify forms that need to transition to an electronic format. Growing from [30 electronic forms in FY19 to 200 in FY22](#), the use of Dynamic Forms has allowed many areas to improve workflow. For example, the Institutional Review Board transitioned to Dynamic Forms in Fall 2021 after decades of using a paper-based application. Application approvals went from taking weeks to only a few days with the new routing system. A comprehensive inventory of existing forms has been completed, broken down by area. Each area is responsible for reviewing and modifying forms based on updated processes and procedures.

Though electronic forms are efficient, they require dedicated staff for timely routing. The current process lacks a mechanism to notify form owners where forms are in the routing process.

ITS programs and services have been regularly assessed through numerous [surveys](#) administered by Strategic Analytics, and ITS has used such information to inform its work. For example, after learning that 15% of students, 10% of faculty and 11% of staff lacked reliable internet, ITS provided Wi-Fi under the solar canopies on the Fall River Campus which the community could access from the safety of their car. Approximately 15% of our student population reported not having access to a reliable computer or laptop and therefore ITS [provided Chromebooks](#) to nearly 500 students through collaboration with the LLC during FY20.

Bristol leverages thin (or zero client) technology across all major computer labs on campus. The thin client technology allows a virtual desktop experience that utilizes resources stored on a centralized server versus an individual computer's resources. During the pandemic, when students were not able to come to campus, this allowed students access to otherwise costly software used for engineering and various sciences. Centralized systems using this technology can potentially cause an interruption in services, such as during the cyberattack, so it is important that the college ensures that its backup can be recovered swiftly.

Risk management has been embraced by the college, taking a holistic view of reducing the likelihood of negative and disruptive events. After the cyberattack in late 2022, with the assistance of a national cyber incident response team, additional layers of security were implemented to increase Bristol's security posture. The college was fortunate that our crucial backups were valid, and several additional, cloud-based services remained available during the disruption. Operational offices, such as Admissions and the Registrar, developed processes to manage records and were able to update other information once systems were recovered.

PROJECTION

	Action	Responsible Area(s)	Timeframe
1	Strengthen adherence to Affirmative Action in our hiring practices by engaging with external recruitment agencies to attract and reach a diverse pool of candidates and having the Affirmative Action representative on each search committee review candidate pools at the outset and at interviewee selection to ensure pools are appropriately diverse.	HR	1- 3 years
2	Identify critical positions for succession planning, and plan to grow current employees into those roles or hire externally, with a goal to reduce loss of institutional knowledge and productivity as positions are vacated.	PLT HR LCTL	1 year
3	Bristol will engage the State in conversations about addressing outdated position specifications and compensation structures for MCCC and AFSCME for new contract negotiations. The 2021-2023 MCCC contract has improved compensation for full-time faculty and staff and will continue to be a consideration in subsequent contracts.	PLT MCCC & AFSCME Union Leadership	1-2 years
4	Fiscal services will continue to align the budget with the strategic plan, annually sharing enrollment-related adjustments at a future All-College meeting.	Fiscal Services	Ongoing
5	The new Budget Director will meet with college constituents to understand their needs and make data-informed decisions that support the strategic plan. This budget plan is expected to be finalized by FY2026.	PLT Director of Budget	3 years
6	Review successes and challenges of Bristol's response to both the COVID-19 Pandemic and 2022-2023 cyber security attack, updating the continuity plan accordingly.	PLT	1 year
7	Migrate to a modern LMS platform and work with faculty to ensure course design meets industry best practices.	Online Learning	1-2 years

IPEDS Category by Job Title			
Instructional Staff	Management	Computer, Engineering and Science	Office and Administrative Support
FT - Faculty	Assistant Director	Assist Director/IS&NetworkTech	Administrative Assistant I
PT-Adjuncts	Associate Dean	Assist Director/Strat Analytic	Administrative Assistant II
	Associate Director	Assoc Director/Ent Systems	Administrative Secretary I
Public Service Staff	Associate VP	Asst Director/Surv & Form Admin	Assessment Assistant
Non-Credit Instructors	Chief Information&Data Officer	Coordinator Forensic Lab	Clerk IV
	Chief of Staff	Coordinator Instructional Tech	Clerk V
Librarians and Media Collections Specialists	Dean	Director Net Sec & Client Serv	EDP Entry Operator III
Reference Librarian	Director	EDP Systems Analyst I	EDP Entry Operator IV
Coordinator Library Services	Director Net Sec & Client Serv	EDP Systems Analyst II	Executive Assistant
Librarian II	Director/Strat Analytic&EntSys	Laboratory Technician II	Mail Clerk II
	Executive Director	Tech Assistant II-Attleboro	Offset Duplicating Mach Op II
Student and AA and Other Edu	President		Senior Executive Assistant
Academic Coordinator	Vice President	Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	Staff Associate
Admissions Coordinator		Assoc Director/Media Relations	Storekeeper III
ASL Interpreter/C-Printer	Business and Financial Operations	Asst Director/Television Svs.	
Associate Registrar	AA Operations Specialist	Director Art Gallery	Natural Resources, Construction, Maintenance
Coord. Career Plan & Placement	Accountant I	Director of Marketing	Carpenter I
Coordinator Academic Computing	Accountant II	Director of TV Prod. Services	Carpenter II
Coordinator Health Services	Accountant III	Publications Specialist	Electrician II
Coordinator Learning Commons	Accountant IV	Staff Associate for Video Prod	HVAC Refrig Mechanic I
Coordinator of Financial Aid	Accountant V	Staff Asst./Studio Production	HVAC Refrig Mechanic II
Coordinator Transfer Affairs	Assistant Comptroller	Web Content Specialist	Maintenance Equipment Opertr I
Interim Registrar	Assoc Dir Employee/Labor Relat		Painter I
Learning Specialist	Asst Director/OrgEffectiveness	Healthcare Practitioners and Technical	Plumber And Steamfitter II
Learning Specialist Disability Services	Buyer I	Dentist	Superintendent of Grounds
Recruitment Counselor	Buyer II	Psychologist	
Senior Academic Counselor	Comp/Benefits Administrator	Service	
Senior Financial Aid Counselor	Comptroller	Campus Police Officer I	
Senior Special Programs Coord.	Covid-19 Response Specialist	Campus Police Officer II	
Special Programs Coord ABE	Diversity & Title IX Officer	Maintainer I	
Student Activity Officer	HR Operations Specialist	Motor Equipment Mechanic I	
	Risk/Compliance Officer	Deputy Chief of Police/Prepare	
	Student Experience Specialist	Maintainer III	
	Talent Mgt Administrator		

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

	Pre-pandemic Comparison			3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2019)			(FY 2020)			(FY 2021)			(FY 2022)			(FY 2023)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	126	497	623	125	438	563	118	383	501	116	397	513	106	377	483
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	44	44	0	44	44	0	44	44	0	35	35	0	54	54
Librarians	6	14	20	6	13	19	5	2	7	7	4	11	6	11	17
Library Technicians	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs	47	142	189	53	93	146	59	56	115	62	67	129	70	56	126
Management Occupations	61	9	70	59	7	66	62	9	71	63	10	73	74	5	79
Business and Financial Operations	21	3	24	22	2	24	25	1	26	29	2	31	22	0	22
Computer, Engineering and Science	24	23	47	24	12	36	24	6	30	24	2	26	29	3	32
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	10	11	21	10	10	20	11	3	14	10	6	16	18	7	25
Healthcare Practitioners and Technical	0	7	7	0	6	6	0	6	6	0	4	4	0	3	3
Service Occupations	23	18	41	23	17	40	24	8	32	19	9	28	33	8	41
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	62	64	126	57	47	104	56	24	80	55	22	77	63	6	69
Natural Resources, Construction, Maintenance	7	1	8	8	1	9	8	0	8	9	0	9	13	0	13
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	387	833	1,220	387	690	1,077	392	542	934	394	558	952	434	530	964

Please enter any explanatory notes in the box below

Please see notes from Human Resources regarding job categories that align with IPEDS reporting.

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

Fiscal Year ends - month & day: (06/30)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Most Recent Year (FY2023)	Percent Change 2 yrs-1 yr. prior 1 yr.-most recent		
ASSETS (in 000s)						
?	Cash and Short Term Investments	\$24,949	\$25,965	\$14,162	4.1%	-45.5%
?	Cash held by State Treasurer	\$777	\$1,013	\$1,970	30.4%	94.5%
?	Deposits held by State Treasurer	\$0	\$0	\$0	-	-
?	Accounts Receivable, Net	\$3,924	\$4,773	\$21,488	21.6%	350.2%
?	Contributions Receivable, Net	\$0	\$0	\$0	-	-
?	Inventory and Prepaid Expenses	\$129	\$163	\$184	26.4%	12.9%
?	Long-Term Investments	\$17,903	\$15,519	\$16,706	-13.3%	7.6%
?	Loans to Students	\$0	\$0	\$0	-	-
?	Funds held under bond agreement	\$0	\$0	\$0	-	-
?	Property, plants, and equipment, net	\$95,612	\$94,999	\$96,694	-0.6%	1.8%
?	Other Assets - Pension & OPEB	\$7,709	\$4,710	\$2,651	-38.9%	-43.7%
	Total Assets	\$151,003	\$147,142	\$153,855	-2.6%	4.6%
LIABILITIES (in 000s)						
?	Accounts payable and accrued liabilities	\$7,903	\$9,267	\$12,112	17.3%	30.7%
?	Deferred revenue & refundable advances	\$3,413	\$2,172	\$3,932	-36.4%	81.0%
?	Due to state	\$0	\$0	\$0	-	-
?	Due to affiliates	\$0	\$0	\$0	-	-
?	Annuity and life income obligations	\$0	\$0	\$0	-	-
?	Amounts held on behalf of others	\$90	\$83	\$83	-7.8%	0.0%
?	Long term debt	\$6,056	\$6,103	\$6,357	0.8%	4.2%
?	Refundable government advances	\$0	\$0	\$0	-	-
?	Other long-term liabilities Pension & OPEB	\$36,992	\$31,028	\$26,001	-16.1%	-16.2%
	Total Liabilities	\$54,454	\$48,653	\$48,485	-10.7%	-0.3%
NET ASSETS (in 000s)						
Unrestricted net assets						
	Institutional and net investment in capital	\$95,945	\$98,184	\$105,190	2.3%	7.1%
?	Foundation	\$0	\$0	\$0	-	-
	Total	\$95,945	\$98,184	\$105,190	2.3%	7.1%
Temporarily restricted net assets						
	Institutional	\$0	\$0	\$0	-	-
?	Foundation	\$0	\$0	\$0	-	-
	Total	\$0	\$0	\$0	-	-
Permanently restricted net assets						
	Institutional	\$604	\$305	\$180	-49.5%	-41.0%
?	Foundation	\$0	\$0	\$0	-	-
	Total	\$604	\$305	\$180	-49.5%	-41.0%
	Total Net Assets	\$96,549	\$98,489	\$105,370	2.0%	7.0%
	TOTAL LIABILITIES and NET ASSETS	\$151,003	\$147,142	\$153,855	-2.6%	4.6%

1. Long Term Debt includes compensated absences, workers compensation, lease liabilities all net of current portion.

2. Other long term liabilities includes Pension and OPEB liabilities

3. [Click here to view Bristol's three-year \(2019, 2020, 2021\) analysis of Financial Ratio data prepared by auditor, O'Connor and Drew.](#)

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

Fiscal Year ends - month& day: (06 /30)	pre-pandemic comparison (FY 2019)	3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
OPERATING REVENUES (in 000s)						
P Tuition and fees	\$28,855	\$29,041	\$26,589	\$23,848	\$22,668	\$21,761
P Room and board	\$0	\$0	\$0	\$0	\$0	\$0
P Less: Financial aid	-\$15,733	-\$15,856	-\$15,402	-\$13,616	-\$12,545	-\$11,855
Net student fees	\$13,122	\$13,185	\$11,187	\$10,232	\$10,123	\$9,906
P Government grants and contracts	\$24,129	\$26,329	\$30,255	\$27,831	\$28,570	\$24,312
P Private gifts, grants and contracts	\$266	\$338	\$953	\$998	\$1,705	\$1,405
P Other auxiliary enterprises	\$0	\$0	\$0	\$0	\$0	\$0
Endowment income used in operations	\$0	\$0	\$0	\$0	\$0	\$0
P Other revenue (specify):Bookstore, Food services Com. television com. and other misc.	\$787	\$495	\$277	\$322	\$1,473	\$1,226
Net assets released from restrictions	\$0	\$0	\$0	\$0	\$0	\$0
Total Operating Revenues	\$38,304	\$40,347	\$42,672	\$39,383	\$41,871	\$36,849
OPERATING EXPENSES (in 000s)						
P Instruction	\$27,544	\$28,099	\$24,760	\$25,862	\$27,046	\$26,800
P Research	\$0	\$0	\$0	\$0	\$0	\$0
P Public Service	\$0	\$0	\$0	\$0	\$0	\$0
P Academic Support	\$10,501	\$9,695	\$11,546	\$10,633	\$9,877	\$10,223
P Student Services	\$10,196	\$10,507	\$11,309	\$10,951	\$11,908	\$12,325
P Institutional Support	\$11,697	\$12,143	\$13,347	\$12,421	\$12,817	\$13,265
Fundraising and alumni relations	\$0	\$0	0	\$0	\$0	\$0
P Operation, maintenance of plant (if not allocated)	\$5,195	\$5,347	\$4,819	\$6,392	\$5,392	\$5,200
P Scholarships and fellowships (cash refunded by public institution)	\$5,390	\$6,190	\$11,047	\$17,008	\$13,839	\$7,100
P Auxiliary enterprises	\$0	\$0	0	\$0	\$0	\$0
P Depreciation & Amortization (if not allocated)	\$2,602	\$2,826	\$4,360	\$5,907	\$6,136	\$6,350
P Other expenses (specify):	\$0	\$0	\$0	\$0	\$0	\$0
Other expenses (specify):	\$0	\$0	\$0	\$0	\$0	\$0
Total operating expenditures	\$73,125	\$74,807	\$81,188	\$89,174	\$87,015	\$81,263
Change in net assets from operations	-\$34,821	-\$34,460	-\$38,516	-\$49,791	-\$45,144	-\$44,414
NON OPERATING REVENUES (in 000s)						
P State appropriations (net)	\$30,832	\$31,739	\$32,768	\$35,519	\$38,933	\$41,306
P Investment return	\$776	\$828	\$3,404	-\$2,331	\$1,318	\$600
P Interest expense (public institutions)	\$0	\$0	-\$237	-\$347	-\$294	-\$293
Gifts, bequests and contributions not used in operations	\$2,260	\$1,906	\$1,580	\$1,701	\$1,034	\$1,100
P Other (specify): - Federal Grants		\$1,025	\$8,971	\$16,873	\$10,823	\$0
Other (specify):	\$0	\$0	\$0	\$0	\$0	\$0
Net non-operating revenues	\$33,868	\$35,498	\$46,486	\$51,415	\$51,814	\$42,713
Income before other revenues, expenses, gains, or losses	-\$953	\$1,038	\$7,970	\$1,624	\$6,670	-\$1,701
P Capital appropriations (public institutions)	\$4,149	\$19,699	\$13,617	\$316	\$211	\$1,200
P Other (specify):	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL INCREASE/DECREASE IN NET ASSETS	\$3,196	\$20,737	\$21,587	\$1,940	\$6,881	-\$501

Standard 7: Institutional Resources (Statement of Debt)

FISCAL YEAR ENDS month & day (6 / 30)		pre-pandemic comparison (FY2019)	3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
Long-term Debt							
	Beginning balance	\$0	\$217	\$140	\$4,827	\$4,704	\$4,905
	Additions	\$217	\$0	\$4,766		\$201	
	Reductions	\$0	(\$77)	(\$79)	(\$123)	\$0	(\$250)
	Ending balance	\$217	\$140	\$4,827	\$4,704	\$4,905	\$4,655
	Interest paid during fiscal year			-237	(\$277)	(\$293)	(\$290)
	Current Portion	\$76	\$77	\$860	\$1,272	\$1,266	\$1,100
Bond Rating		N/A	N/A	N/A	N/A	N/A	N/A
Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)		-11.91	12.81	7.23	1.00	4.28	-0.37
Debt to Net Assets Ratio Long-term Debt / Total Net Assets		0.004	0.002	0.05	0.05	0.05	0.05
Debt to Assets Ratio Long-term Debt / Total Assets		0.002	0.001	0.03	0.03	0.03	0.03
<p>Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.</p> <p>N/A The College does not have a bond rating because it has no bond related debt.</p>							
<p>Line(s) of Credit: List the institutions line(s) of credit and their uses.</p> <p>N/A</p>							
<p>Future borrowing plans (please describe) .</p> <p>N/A The large increase in 2022 was due to the implementation of GASB 87. The 2021 statements were restated for GASB 87 to make them comparative to 2022.</p>							

Goals:

To not increase the amount of debt of the college is servicing. The College has no plans to add an additional facility.

Standard 7: Institutional Resources (Supplemental Data)

FISCAL YEAR ENDS month & day (6 / 30)	Pre-pandemic Comparison (FY 2019)	3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
NET ASSETS						
Net assets beginning of year	\$51,029	\$54,226	\$74,963	\$96,549	\$98,489	\$105,370
Total increase/decrease in net assets	\$3,197	\$20,737	\$21,586	\$1,940	\$6,881	(\$501)
Net assets end of year	\$54,226	\$74,963	\$96,549	\$98,489	\$105,370	\$104,869
FINANCIAL AID						
Source of funds						
Unrestricted institutional	\$0	\$0	\$0	\$0	\$0	\$0
Federal, state and private grants	\$14,908	\$14,563	\$15,780	\$15,274	\$13,214	\$13,478
Restricted funds	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$14,908	\$14,563	\$15,780	\$15,274	\$13,214	\$13,478
% Discount of tuition and fees	N/A	N/A	N/A	N/A	N/A	N/A
% Unrestricted discount	N/A	N/A	N/A	N/A	N/A	N/A
Net Tuition Revenue per FTE	N/A	N/A	N/A	N/A	N/A	N/A
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE						
Please indicate your institution's endowment spending policy: Bristol Community College Foundation, Inc. Statement of Investment and Spending Policy						
<p>Introduction</p> <p>The Bristol Community College Foundation is a not for profit corporation within the meaning of Mass. General Laws Chapter 180, Section 2(c). In accordance with Mass. General Laws Chapter 15A, Section 37, the Foundation is organized and operated exclusively for the benefit of Bristol Community College and is certified by the College's Board of Trustees to be operated in a manner consistent with the goals and policies of the College. All financial assets of the Foundation are held by the Foundation's Board of Directors in a fiduciary capacity in accordance with applicable law, including, but not limited to, Mass. General Laws Chapter 180A, the Massachusetts Uniform Prudent Management of Institutional Funds Act.</p> <p>The mission of the Foundation is to solicit, receive and maintain a fund or funds of real or personal property, or both; and subject to the restrictions and limitations hereinafter set forth, to use and apply the whole or any part of the income there from and the principal thereof exclusively for charitable, scientific, literary or educational purposes either directly or by contributions to organizations that qualify as exempt organizations under Section 501 (c) (3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended.</p> <p>Without limiting the generality of the foregoing, the Foundation shall have as its exclusive mission the promotion, improvement and maintenance of the educational activities, programs, facilities, and other related activities of Bristol Community College including, but not limited to, the awarding of grants, scholarships, awards, loans, and honorariums to its students, faculty and staff</p> <p>Investment and Spending Policy here. Reference Statement of</p>						
Please enter any explanatory notes in the box below. None						

Goal:

With increase in Pell for FY24, we expect the amount of financial awarded to increase. As our enrollment continues to grow from MassReconnect and the likelihood of free community college the amounts should grow considerably.

Standard 7: Institutional Resources (Liquidity)

FISCAL YEAR ENDS month & day (06/30)	pre-pandemic comparison (FY 2019)	3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
CASH FLOW						
Cash and Cash Equivalents beginning of year	\$16,463	\$15,638	\$16,745	\$22,849	\$24,083	\$13,183
Cash Flow from Operating Activities	\$1,631	\$2,128	\$11,322	\$6,489	(\$3,258)	\$2,500
Cash Flow from Investing Activities	\$46	\$485	\$23	\$36	\$77	\$75
Cash Flow from Financing Activities	(\$2,502)	(\$1,506)	(\$5,241)	(\$5,291)	(\$7,719)	
Cash and Cash Equivalents end of year	\$15,638	\$16,745	\$22,849	\$24,083	\$13,183	\$15,758
LIQUIDITY RATIOS						
Current Assets	\$37,075	\$38,695	\$47,681	\$47,433	\$54,510	\$53,000
Current Liabilities	\$9,133	\$9,140	\$11,408	\$11,523	\$16,127	\$14,127
Current Ratio	4.06	4.23	4.18	4.12	3.38	3.75
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses]) / 365)	80.936	84.910	108.553	105.066	50.608	80.936
Please enter any explanatory notes in the box below that may impact the institution's cash flow.						
GASB 87 was instituted in FY22 which caused the College to restate its FY2021 statements in order to have comparative statements. GASB 96 was implemented in FY23 which caused the College to restate its FY22 Statements in order to have comparative statements						
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 stat's authority.						
No						
Please enter any explanatory notes in the box below.						
N/A						

Goals:

The goal is return our cash to an annual positive figure after FY23 which showed a decline to do the investment in NOWI

Standard 7: Institutional Resources (Information Resources)

Pre-pandemic Comparison	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)

Total Expenditures

Materials	\$147,856	\$133,370	\$113,736	\$113,736	\$113,554	\$102,038
Salaries & wages (permanent staff)	\$526,771	\$613,989	\$539,034	\$638,805	\$487,050	\$705,168
Salaries & wages (student employees)	\$181,176	\$143,002	\$5,808	\$90,599	\$144,393	\$140,000
Other operating expenses	\$61,361	\$55,908	\$110,118	\$96,747	\$101,316	\$82,000

Expenditures/FTE student

Materials	\$32	\$30	\$28	\$31	\$33	\$28
Salaries & wages (permanent staff)	\$117	\$140	\$134	\$173	\$141	\$196
Salaries & wages (student employees)	\$40	\$32	\$1	\$24	\$42	\$39
Other operating expenses	\$13	\$13	\$27	\$26	\$29	\$23

Collections

Percent available physically	47%	45%	30%	30%	27%	27%
Percent available electronically	53%	55%	70%	70%	73%	73%
Number of digital repositories	85	101	101	101	105	105

Personnel (FTE)

Librarians - main campus	5	5	3	5	3	3
Librarians - branch /other locations	4	4	3	3	3	3
Other library personnel - main campus	5	5	2	3	5	5
Other library personnel - branch/other locations	3	3	0	3	3	3

Availability/attendance

Hours of operation/week main campus	73	73	0	60	72	72
Hours of operation/week branch/other locations	142	142	0	81	131	131

Consortia/Partnerships

Until June 2020, Bristol participated in SAILS, whose membership was primarily public libraries. As of July 2020, the college joined HELM, a network of 13 public academic libraries - primarily community college libraries - who share an integrated library system. Through HELM, the LLC is an affiliate member of FLO, which offers consortia purchasing discounts. The college is also a member of MCCLPHEL, public academic and special libraries in MA, who share professional development and consortia purchasing. Bristol also participates in WALDO for shared purchasing but are not a full member.

URL of most recent library annual report:

[NECHE Workroom](#)

Please enter any explanatory notes in the box below

Learn more about Bristol's Library Learning Commons at the following webpage: <https://libguides.bristolcc.edu/home>

See Form 4.5 for data about Information Literacy

Standard 7: Institutional Resources (Technological Resources)

	Pre-pandemic Comparison	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)
Course management system	Blackboard Transitioning to Canvas in Summer 2023 and Fall 2024					
Number of classes using the system*	1,018	1,260	2,397	2,150	2,284	2,300
Bandwidth						
On-campus network	10/100/1000	10/100/1000	10/100/1000	10/100/1000	10/100/1000	10/100/1000
Off-campus access						
commodity internet (Mbps)	1Gig	1Gig	1Gig	1Gig	1Gig	1Gig
high-performance networks (Mbps)	N/A	N/A	N/A	N/A	N/A	N/A
Wireless protocol(s)	802.11 b/g/n	802.11 b/g/n	802.11 b/g/n	802.11 b/g/n	802.11 a/ac+b/g/n	802.11 a/ac+b/g/n
Typical classroom technology						
Main campus	Podium with PC that connects to projector. Switching device at podium to allow faculty the ability to bring in a laptop.					
Branch/other locations						
Software systems and versions						
Students	Banner Student					
Finances	Banner Finance, BlackBaud Raiser's Edge NXT (Bristol Foundation)					
Human Resources	Massachusetts Human Resources Compensation Management System (HRCMS)					
Advancement	Blackbaud Raiser's Edge NXT					
Library	HELM					
Website Management	Modern Campus					
Portfolio Management	N/A					
Interactive Video Conferencing	Microsoft Teams and Zoom					
Digital Object Management	Banner Document Management (BDM)					
Website locations of technology policies/plans						
Integrity and security of data	Written Information Security Program (WISP)					
Privacy of individuals	General Data Protection Regulation (GDPR)					
Appropriate use	Acceptable Use of Information Technology Resources Policy					
Disaster and recovery plan	<i>In progress</i>					
Technology replacement	See note**					
Please enter any explanatory notes in the box below						
*Based on instructional method including online and hybrid courses. Number of classes using the system include the instructional methods of E-mail Section (DL2), Hybrid Course (DL5), Online Asynchronous (DL1), Online Synchronous (DL10), Student Option (DL7), and Teleweb Course (DL4).						
**Technology is replaced based on funding and typically within accepted standards of obsolescence.						

Standard 7: Institutional Resources (Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
	Main campus	11
Other U.S. locations	4	195
International locations	0	0

	Pre-pandemic comparison (FY 2019)	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Next Year Forward (goal) (FY 2024)
Revenue (\$000)						
Capital appropriations (public institutions)	\$4,150	\$19,699	\$13,617	\$315	\$211	\$1,200
Operating budget	\$45,516	\$47,272	\$45,467	\$43,405	\$51,554	\$57,410
Gifts and grants	\$26,656	\$28,573	\$43,689	\$47,393	\$42,131	\$35,775
Debt	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$76,322	\$95,544	\$102,773	\$91,113	\$93,896	\$94,385
Expenditures (\$000)						
New Construction	\$0	0	\$29,413	\$0	\$0	\$0
Renovations, maintenance and equipment	\$7,264	\$4,265	\$3,976	\$5,352	\$4,320	\$4,556
Technology	\$2,098	\$2,111	\$3,384	\$2,161	\$2,759	\$2,842
Total	\$9,362	\$6,376	\$36,773	\$7,513	\$7,079	\$7,398

Assignable square feet (000)	Main campus	Off-campus	Total
	Classroom	49	25
Laboratory	53	26	79
Office	57	18	75
Study	17	5	22
Special	9	3	12
General	43	2	45
Support	34	5	39
Residential	0	0	0
Other	141	45	186

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
J Building	Classroom/Lab	46	36,286	2017
NOWI	Offshore wind training	36	15,000	2023

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
0	0	0.00	\$0	0

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing 33,097 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
2nd Floor D Building	Upgrade	3,000	1,062	2018/19
H Building	Masonry/Window repairs	N/A	1,345	2020
A Building	Roof repairs	N/A	1,277	2019
Streamline project	Upgrade	N/A	29,413	2021

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing \$XXX or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
None				

Please enter any explanatory notes in the box below

Using a benchmark of 1 million dollars, there are no major renovations planned in the next five years. There are always deferred maintenance and renovations planned each year that can run from fifty thousand to upwards of nine hundred thousand dollars. The large increase in FY21 and FY22 in Federal grants is due to HEERF and COVID funds.

Goals:

To not increase the amount of square footage to be maintained. Focus on deferred maintenance of existing space.



8. Educational Effectiveness

STANDARD 8: Educational Effectiveness

KEY STRENGTHS	KEY AREAS FOR IMPROVEMENT
<ul style="list-style-type: none"> • Increased access to student data via SSA Dashboards • Increased retention and persistence of first-time, full time BIPOC students • Improved program review process • Improved data integration across databases 	<ul style="list-style-type: none"> • Improve GenEd Competency SLO assessment process • Improve persistence rates of first-time, part-time students • Conduct review of course completion rates and modality impact

DESCRIPTION

Measures of student success are defined according to the standards set by accrediting bodies and regulatory agencies, such as the Department of Higher Education (DHE), and include rates of persistence, retention, transfer, and graduation. Other metrics of student success include default and loan repayment rates, licensure passage rates, and employment outcomes. According to the Office of Strategic Analytics and Enterprise Systems (SAES), student success and achievement covers metrics that not only track the student lifecycle from enrollment through degree completion, but also strives to provide insight into student engagement, personal fulfillment, as well as academic and career development after Bristol. Data has become a tool to inform planning and improvement, resource allocation, and external constituents, including prospective students, what they will gain as a result of engagement. Multi-assessment methods (qualitative, quantitative, direct and indirect) are used to gather data to tell a robust story about the Bristol student learning experience.

Commitment to Building a Culture of Continuous Improvement

In response to the [2014 Self-Study](#) and the [2019 Interim Report](#), Bristol has fostered a culture of assessment throughout all planning, implementation, and evaluation activities. National, state, and institutional data are collected from multiple sources at institutional, program, functional area, activity, and course levels. Emphasizing evidence-based and data-informed practices, Bristol’s focus is on guiding diverse populations from enrollment through course and program completion. Practices aim to recruit, retain, and transition individuals to pursue further post-secondary education, career paths, civic engagement, or other life opportunities.

Bristol’s commitment to building assessment initiatives includes supporting the systematic involvement of faculty and staff at the co-curricular, program, and course levels. There are several major institutionalized structures that support this work. First, the 5-Year + One Program Review Cycle involves all academic programs and student services. Second, Assessment Day ensures involvement, as it is a contractually required event for all full-time faculty and

staff. Third, the college's curriculum development process was updated to ensure current curriculum development practices paired with timely feedback and participation from key stakeholders. Fourth, academic program review dashboards were developed with several campus partners to address student learning within the curriculum. Finally, Bristol's commitment to assessment also includes the hiring of a full-time, Institutional Effectiveness Coordinator in 2021. This position provides educational leadership, framework development, and support.

SAES has greatly contributed to Bristol's planning and improvement efforts relative to educational effectiveness and program review, enabling analysis of enrollment, graduation, persistence, retention, and successful course completion rates. Bristol's Data Informed Decision (DID) Portal provides longitudinal data reports and related information to inform major projects. SAES encourages a "data-informed" approach rather than a "data-driven" one. Student and course data can be accessed by modality, location, program, and demographics. The Student Success and Achievement Dashboards provide metrics to track student progress, completion, enrollment, survey responses, and program achievement. They facilitate decisions that align with Bristol's goals and strategic objectives. Many of the dashboards also provide demographic data to allow for an analysis of metrics through an equity lens.

The DHE's dashboards complement internal success measures, providing key insights in the Performance Measurement Reporting System (PMRS) indicators (Access & Affordability, Student Success & Completion, Workforce Alignment, and Fiscal Stewardship) specific to Bristol. Student Services and Enrollment Management (SSEM) gathers data through formal systems as well as internal department mechanisms. For example, Student and Family Engagement has invested in Anthology, an accessible one-stop site, to support co-curricular learning. This tool offers access to student events, clubs, and leadership opportunities, enhancing co-curricular related communication with students. As of May 2023, the platform had recorded 1,299 unique log-ins.

National and in-house surveys are also used to gauge educational effectiveness. Examples include the triennial Community College Survey of Student Engagement (CCSSE), the annual Graduate Student Survey, and the Bristol Experience Survey, as well as internal, academic program-specific surveys. SAES posts a [National Survey Schedule](#) in the DID portal to inform the campus community of upcoming survey administrations.

What Students Can Expect from a Bristol Education

[The Academic Catalog](#) lists 10 [GenEd competencies](#) and courses in which they are embedded. GenEd requirements have measurable learning outcomes and have corresponding [rubrics](#) for assessment. Several processes are used at the institutional, competency, program and course level to understand what students are learning. Academic programs communicate program learning outcomes and revise listings through a curriculum review process to ensure that learning outcomes are aligned with course offerings (see also Standard 4). Students complete their programs of study by meeting all degree or certificate requirements. The Enrollment Center conducts a degree audit to ensure all students meet their program's requirements before receiving a degree or certificate.

SSEM offers guidance as to what students can expect from various engagement opportunities outside the classroom or in partnership with classroom learning. SSEM recently reviewed and revised department mission statements and goals and developed student learning outcomes. Additionally, Student Success coaches proactively partner with students to ensure they know what is expected of them and are on track for success.

Partnerships between Academic Affairs and SSEM have produced clear statements of expectations and benefits for participating in programs like the [Civic Engagement Program](#) and [Experiential Education Center \(EEC\)](#). The objective is to enhance and enrich the educational experience by bridging academic theory with hands-on experiences. The EEC creates immersive co-curricular experiences with carefully selected community partners that enhance student learning. Anywhere between 300 and 400 students participate in 30-35 sections of Community-Based Learning (CBL) courses during an academic year. At the end of the semester, students are surveyed about their individual experiences. At the end of each Fall semester, program coordinators analyze the qualitative data and the persistence and retention rates of CBL students as compared to non-CBL students to understand factors impacting students' success and improve the quality of community engagement projects.

Assessing Student Success

To better understand its various student populations, Bristol uses external and internal assessment tools. The Integrated Postsecondary Education Data System (IPEDS), the DHE, HEIRS PMRS, DID Portal and Student Success and Achievement (SSA) Tableau dashboards, Fact Sheets, ARGOS, and SLATE are used to obtain such information. For example, persistence and retention rates are available through SSA Dashboards. SLATE, a Customer Relations Management tool described in Standard 5, has enabled the institution to collect and utilize recruitment and enrollment data to better serve its diverse student populations, including BIPOC, veterans, women, LGBTQ+, and adult learners.

Within the classroom, there are many different types of formative/direct assessments in use that contribute to student achievement and progress. In a [Spring 2023 Student Survey](#), 92.5% of students (n=307) agreed or strongly agreed that the knowledge and skills learned in class are effectively assessed through assignments, activities, projects, and exams. Further, 84% agreed or strongly agreed that instructors use teaching methods to meet their individual learning needs.

Currently, some instructors collect course-level data and update courses as needed. For example, one ENG101 instructor uses an assignment called the "Running Journal." Students write weekly journal entries linked to current essays, including self-reflection prompts evaluating their writing process and challenges. Another prompt explores experiences with tasks like creating an annotated bibliography. Using Office 365, students share journal entries, allowing faculty to comment, ask questions, and engage in conversations. By emphasizing the writing process and encouraging reflection, students assess their learning. This approach aids in evaluating assignments' alignment with course goals and Student Learning Outcomes (SLOs). Another English instructor incorporates a reflection assignment where students comment on their ability to demonstrate course SLOs. Within the Communications department, faculty incorporate a self-

evaluation assignment called “Thinking About What You Are Learning” after every speech presentation. Students self-evaluate according to speech delivery elements/strategies and identify areas they want to continue to develop.

Faculty use various data sources to monitor course-level student outcomes. Transitioning from Argos reports to the Student Success Dashboard enhances accessibility for addressing outcome measures. For instance, a chair intends to utilize Argos and the Dashboard tableau to analyze COM 104 outcomes college-wide, beyond COM majors. This includes a breakdown by dual enrollment to assess performance differences between dual enrollment and college student enrollment in COM 104. This will inform potential action plans to address any identified discrepancies. Assessment also takes place at the academic department level relative to select High-Impact Practices (HIPs).

This work is in the beginning stages. For instance, course attributes are being assigned for certain HIPs, enabling systematic data collection. With a newly developed Curriculum and Engagement Director in late Fall 2023, the attribution of HIPs has been more intentional than ever; covering 146 courses and 369 HIPS across the curriculum. The emphasis has been on working to increase faculty adoption of HIPs, before fully engaging in assessment, to ensure there is a diverse range of courses populating the data pool. Limited assessment has occurred, but there is some to report.

Quantitative data are being used to assess CBL, a HIP offered since Fall 2021. There were 235 students who benefited from CBL between Fall 2021 and Fall 2022. Engaged students persisted at a 13% higher rate and had a 12% higher rate of retention than non-CBL students. In addition, Bristol now knows the extent to which faculty are using OER materials in their courses, another HIP. In AY21-22, as mentioned in the [Board of Trustees Fall 2023 meeting](#), out of a total of 1,839 sections, 82 sections used no-cost textbooks, and 24 sections used low-cost textbooks. In FY22, Bristol began reporting OER data to the DHE. Bristol ran 2,197 course sections during that time, 215 of which used no-cost textbooks, and 17 used low-cost textbooks. That number increased in FY23 to 2,327 course sections, 687 used no-cost textbooks, and 138 used low-cost textbooks.

There is a clear need for comprehensive research to understand the broader range of HIPs and their influence on students' learning and success to inform decisions on how to effectively expand HIP implementation.

Assessment Day

To elevate assessment practices and in the spirit of continuous improvement, Bristol committed to an annual professional development day focused on assessment initiatives, the first held in 2017. This contractual event encourages faculty and staff to share and discuss what has and hasn't worked relative to assessment practices. Additionally, a segment of this day includes the norming and scoring of artifacts measuring Bristol's 10 GenEd competencies. Each year, the goal is to score two competencies. Though the focus was initially on Academic Affairs, in Fall 2021, SSEM was included to make assessment an institution-wide practice. The aim was to connect assessment concepts to student affairs work and recognize the value of co-curricular experiences relative to student learning.

GenEd Competency and Artifact Collection

Guided by the Institutional Assessment Coordinator, faculty and staff embarked on a significant review and revision of the GenEd competencies, including the artifact collection process. In Fall 2021, a proposal was submitted to improve faculty engagement through education, transparency, preparation, and a review of Multi-State Collaborative criteria. Additional [improvements](#) were made and were included in the [Institutional Assessment site](#).

The [Fall 2022 Assessment Day Report](#) indicated that 91% of participants felt they gained a better understanding of the importance of artifact submission and collection in relation to evidence connected to competency attainment. Additionally, 91% of participants indicated they would participate again, and 97% of participants learned something from their colleagues as it relates to measuring learning through a rubric.

Despite such benefits, collecting artifacts across courses, sections, and programs remains a challenge. In response, the artifact collection process has undergone several revisions, the most recent including the alignment of five rubric metrics with SLOs. Several rubrics needed to be updated to reflect levels of knowledge and skills appropriate to the community college context and to the updated 2019 SLOs.

At times, the norming and scoring of artifacts has not had the desired results. This is sometimes due to artifacts misaligned with the rubric being applied. For example, the norming/scoring of artifacts for Scientific Reasoning and Discovery in Fall 2022 yielded a very low number of scoreable artifacts. This has caused some STEM departments to discuss, during a session during Fall 2023 Assessment Day, having “signature” assignments that would provide scorable artifacts.

Ongoing professional development facilitated through the Lash Center for Teaching and Learning supports assignment design and other assessment initiatives, including a semi-monthly section in *Bristol Weekly* titled “All About Assessment” (see also Standard 4). The annual Spring Assessment Series features drop-in workshops focused on evidence-based assessment topics.

Functional Area & Program-level Assessment

Program review is aligned with [Strategic Plan 2020-2024](#) and the [Council for the Advancement of Standards in Higher Education](#) (CAS), allowing for ongoing internal reviews at the departmental, program, and course level. Bristol’s [CAS and Program Review process](#) examines program and course levels within Academic Affairs, and at the department and activities levels for SSEM. Important aspects of program review include how well learning spaces and experiences aid student learning, whether GenEd competencies are being demonstrated, and which life skills students are demonstrating that align with industry standards and promote student success. The recent addition of SSEM in the review allows the college to understand how co-curricular experiences impact student learning and success, building a culture of continuous improvement across the college.

The Program Review process led to program development work in academic areas, including the creation of program mission statements, goals, learning outcomes, as well as data collection and

utilization processes, curriculum maps, and HIP integration (see also Standards 4 and 6). The curriculum mapping process helps faculty clearly articulate how their program supports students in meeting program level learning outcomes. It requires identifying proficiency levels, learning levels, licensure or certification requirements, and HIPs in use or under development. The alignment within academic areas and with external four-year programs has a direct impact on the college's effectiveness. The mapping process embeds HIPs across several academic areas, with the goal of integrating an improved student learning experience, persistence, retention, goal attainment, and a greater sense of belonging.

Functional area/department reviews adhere to CAS Standards (see Standard 4). SSEM, for instance, began, in Fall 2021, developing mission statements, goals, and student learning outcomes within a [division level framework](#), using CAS standards for guidance. The framework identifies SLOs, specifically what students will gain from engaging in co-curricular experiences. The framework will next inform formal assessment plans and the collection of data.

While SSEM is moving beyond tracking and needs/utilization assessment, there is room for improvement in terms of impact on students engaging in services. For example, the [Joseph A. Marshall Veterans' Center](#), [Women's Center](#), and [Multicultural Student Center](#) offer programming that promotes belonging and connectedness, but measuring outcomes related to usage and impact of services is inconsistent.

APPRAISAL

Institutional Data and Evidence

SSA dashboards align with each pillar of [Strategic Plan 2020-2024](#). Bristol's data resources help to assess and measure student success, evaluate educational outcomes, enrollment trends, SCCR, graduation rates, and service delivery. For example, chairs and coordinators rely heavily on the DID portal and SSA Dashboards for academic program review deliverables. The SSA dashboards receive an average of 1,750 [views](#) each month, supporting its extensive use across the college.

Chairs and coordinators look to the DID portal and SSA Dashboards to understand student composition and student success. This includes Pell grant recipient information enrollment type, age, returning & new students, gender, and race/ethnicity. SMART goals were generated to address specific findings. One such goal for 2024, for example, is for the Fine Arts program to compare their incoming student population with their outgoing population to better analyze trends in diversity of enrollment and graduation rates (see [Fine Arts Planning Data here](#)).

Review of data is leading to strategic improvements. During program review, the psychology department examined [SCCR for PSY101](#), and discovered a downward trend, falling from 75.5% in Fall 2019 to 64.5% for Fall 2022. This information led to a SMART goal to identify at least two sections of the course that will infuse HIPs for the Fall 2024 semester to measure the impact of this change on SCCR (see [PSY101 SCCR data here](#)).

SSEM and Academic Affairs leadership have used enrollment analytics to inform and track the progress of degree attainment strategic planning initiatives. The Vice President for SSEM reports out on enrollment trends using the [Enrollment DID dashboards](#). Campus deans use custom Tableau dashboards to enhance student retention, allocate resources effectively, support service improvements, and improve diversity and inclusion efforts. The data informs financial planning, admissions processes, and campus-specific marketing strategies and industry driven initiatives. Campus deans utilize data for course planning as well. For instance, labor market data led to the creation of a [Chemical Analytics Certificate](#) with Waters Corporation, aligned with STEM goals.

Assessing HIPs

HIP assessment has been limited, but Table 8.1, below, reveals the extent to which the practices are being integrated within programs. Data as to the number and type of HIPs originates from curriculum maps. The last column indicates the number of programs submitting maps, as not all did so. Faculty self-identified 27 capstones. Similarly, there are 92 collaborative project/assignment HIPs across all areas. In total, 351 HIPs were identified in 173 courses.

An area in need of improvement is to agree upon a consistent definition of what constitutes a HIP. These standards are being set in AY23-24, each chair/coordinator verifying that each course: 1) meets the definition of the selected HIP and 2) has the essential elements of course design. As of Fall 2023, 60 distinct courses with HIPs have been verified and have corresponding attributes in Banner. Approximately 25 more courses need verification.

Academic Area	Capstone	Collab	CSS	CBL	Div/GL	ePort	Intern	LC	UR	WI	Total	Distinct Count	Programs submitting Curriculum Maps
STEM	9	18	5	1	0	4	4	2	0	12	55	34	8
Health Sciences	4	17	1	5	4	0	8	2	2	3	46	20	2
Arts & Humanities	0	24	6	8	37	11	1	3	2	13	105	46	5
Behavioral & Social Sciences	8	17	4	13	30	5	9	2		14	102	51	7
Business & Experiential Education	6	16	2	2	2	12	0	2	0	1	43	22	2
Total	27	92	18	29	73	32	22	11	4	43	351	173	24

Table 8.1: HIP Integration Across Programs FY23

Evidence of Student Learning and Success

Results from the [2017](#) and [2020](#) Personal Assessment of the College Environment (PACE) surveys indicate employees believe Bristol prepares students well for future learning and career

advancement, and that students receive an excellent education. Employee and student perceptions align. Results of the [2018 CCSSE survey](#) indicate most students (78%) agree Bristol provides resources to navigate college successfully, and 2018 and [2021 CCSSE results](#) show 84.8% and 89.2% of students, respectively, had a positive educational experience.

Retention Rates

Fall-to-fall retention rates are based on the first-time, degree-seeking cohort of students returning to the institution or completing the following fall. Bristol’s [Strategic Plan 2020-2024](#) has a goal to increase the first-time, full-time (FTFT) retention rate to 61%, by Spring 2024. This goal was influenced by the state-wide performance metric used by the DHE. The FTFT goal was set when the majority of enrollments were full-time, but there has been a steady shift to a more part-time student body (Fall 2020 57.2%, Fall 2021 61.0%, Fall 2022 64.5%, Fall 2023 66.0%) as seen in Figure 8.1, below.

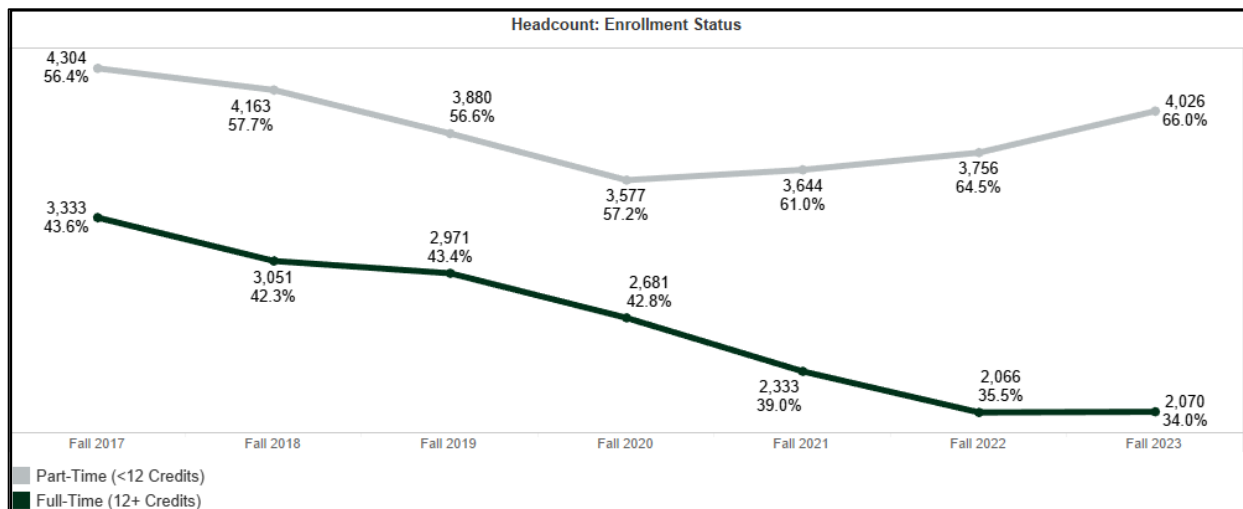


Figure 8.1: FT vs. PT Enrollment Fall 2017 – Fall 2023

In Fall 2023, Bristol’s leadership organized a team that focused on recruitment, enrollment, and retention of Adult Learners. Adjustments in the year 4 areas of [Strategic Plan 2020-2024](#), which focused on the Adult Learner have also occurred. For example, leadership is evaluating student support hours at all campuses, particularly in advising and tutoring, to determine how to best serve adult learners whose availability during regular business hours is limited. Furthermore, adult learner retention plans for Attleboro, New Bedford, and Taunton are being developed.

FTPT student retention rates fall short of FTFT rates by 19% comparing Fall 2021 to 2022, per Figures 8.2 and 8.3, below. This indicates a need to determine the cause of discrepancy, particularly important given that the FTPT population is increasing (see [FTFT and FTPT Retention Rate data here](#)).

While FTFT BIPOC student retention improved from 2019 to 2022 (+4.4%), FTPT BIPOC rates decreased .6% (see Figure 8.3). FTFT and FTPT BIPOC students fall short of non-BIPOC peers.

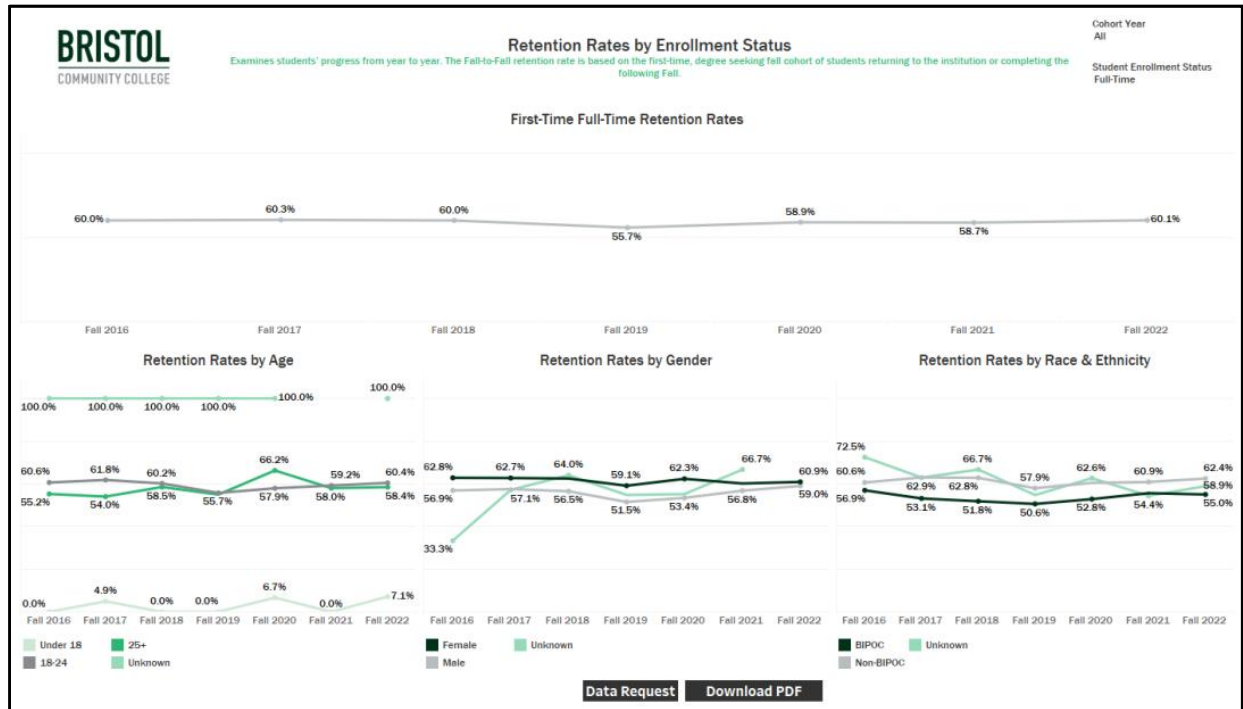


Figure 8.2: FTFT Retention Rates by Enrollment Status Fall 2016 – Fall 2022

As seen in Figures 8.2 and 8.3, FTPT adult learner retention rates lag behind FTFT adult learner rates by 13.7 percentage points (44.7% vs. 58.4%). See also [Data First Form 8.1](#). FTPT retention rates for adult learners fell 5.3 percentage points between Fall 2019 (50.0%) and Fall 2022 (44.7%).

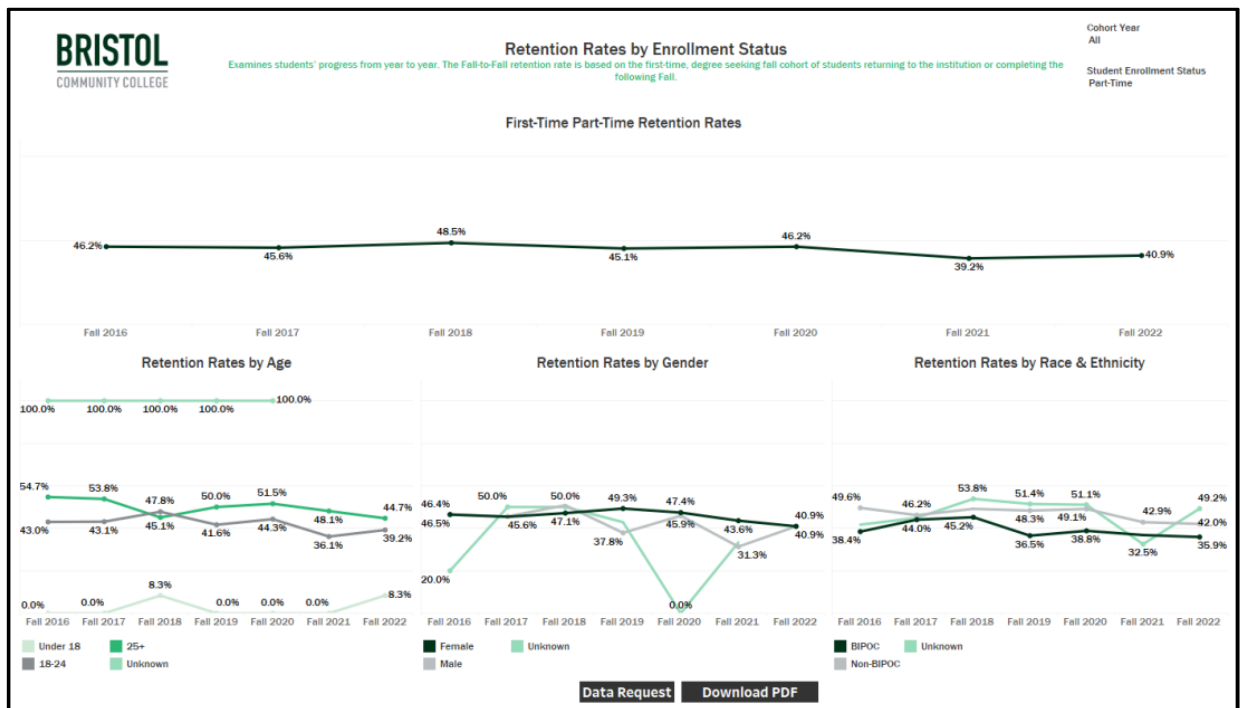


Figure 8.3: FTPT Retention Rates by Enrollment Status Fall 2016 – Fall 2022

Persistence Rates

The [Outcomes Measures dashboard](#) provides key information related to student persistence. Bristol’s fall-to-spring persistence rate is based on the first-time, degree-seeking cohort of students returning to the institution or completing the following spring. As evident in Figure 8.4 below, Bristol has experienced a notable decline in first-time student persistence rates from 2019 to 2021. The FTFT rate dropped 10.0% from the Fall 2019 to the Fall 2021 Cohort, but the FTPT rate dropped 18.4% during this period. Fall 2021 was the low point, and persistence rates have taken a considerable shift in the right direction from 2021 to 2022.

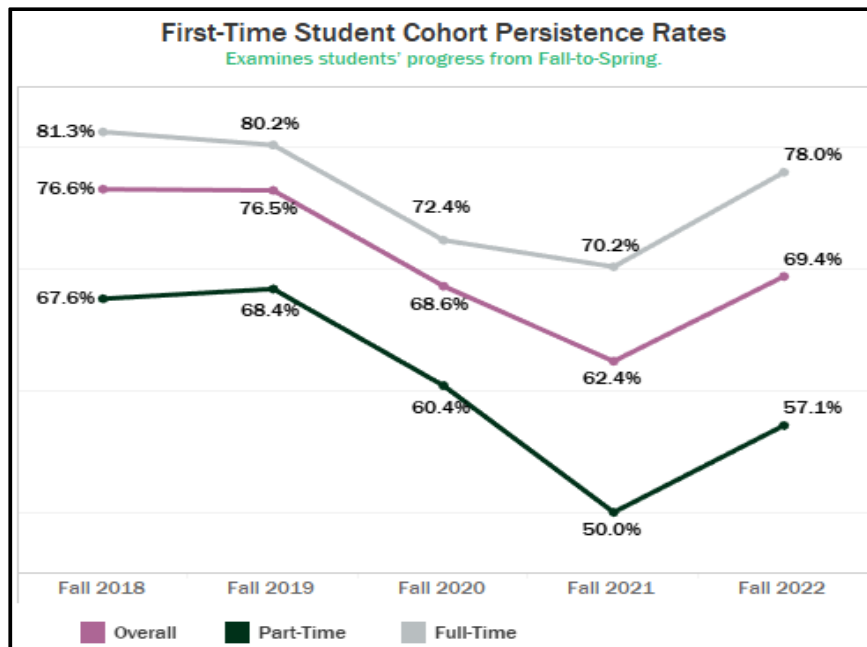


Figure 8.4: FT/PT Student Persistence Rates Fall 2018 – Fall 2022

Work is being done to positively affect persistence rates. A reduction in the number of courses offered for Fall 22 (1,453 courses, 18% cancelled) and Fall 23 (1,430, 8.7% cancelled) has helped reduce course cancellations, increasingly the likelihood that course availability won’t negatively impact persistence. Additionally, block scheduling for the part-time cohort increased persistence by 7%. This trend holds true for the FTPT BIPOC and FTPT Adult Learner persistence rates, as indicated in Figures 8.5 and 8.6 below.

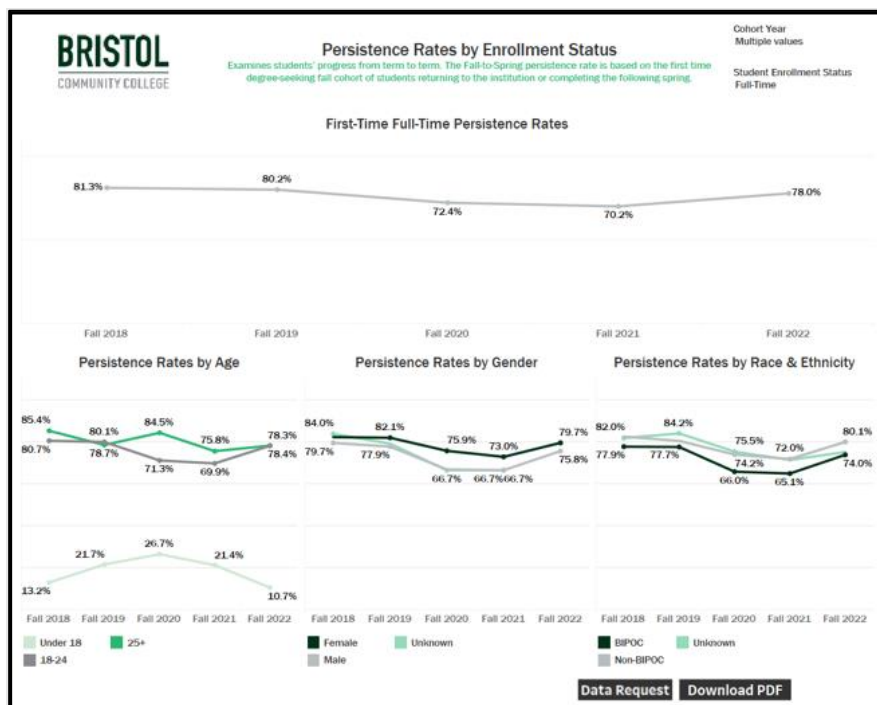


Figure 8.5: FTFT Persistence Rates by Age, Gender, and Race/Ethnicity Fall 2018 – Fall 2022

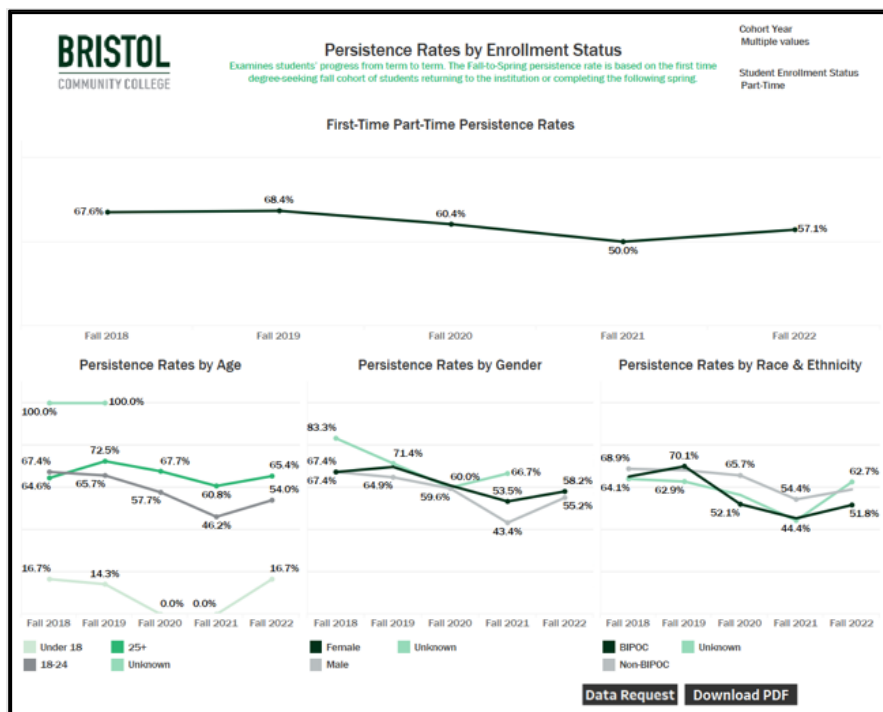


Figure 8.6: FTPT Persistence Rates by Age, Gender, and Race/Ethnicity Fall 2018 – Fall 2022

Successful Course Completion Rates

At Bristol, SCCR reflect data for credit-bearing courses that were completed, where the student earned a C- or higher. [The Strategic Plan 2020-2024](#) identifies a goal of increasing SCCR from 76% to 78%. Unfortunately, this goal has not been met (see [Data First Form 8.2](#) and Table 8.2, below). Full-time students are successfully completing courses at a rate surpassing that of part-

time students, but whether full- or part-time, students weren't completing courses as frequently in Fall 2022 as they were in Fall 2019.

Enrollment Status			
Term	Overall	Part-Time	Full-Time
Fall 2019	75.5%	74.6%	76.1%
Fall 2020	71.7%	68.3%	74.5%
Fall 2021	66.8%	63.6%	69.4%
Fall 2022	69.2%	66.3%	71.9%

Table 8.2: SCCR – Overall and FT/PT Status Fall 2019 – Fall 2022

Course modality, relative to SCCR, has recently become an emphasis in light of COVID impacts. Since Fall 2019. [In Fall 2023](#), 72.5% of registered students took at least one online or hybrid course. SCCR for distance education courses, seen in Figure 8.7, below, were lower in Fall 2022 when compared to 2019. This change was likely impacted by an increase in distance learning sections resulting from pandemic-related shifts (including preparation and training for modality changes).

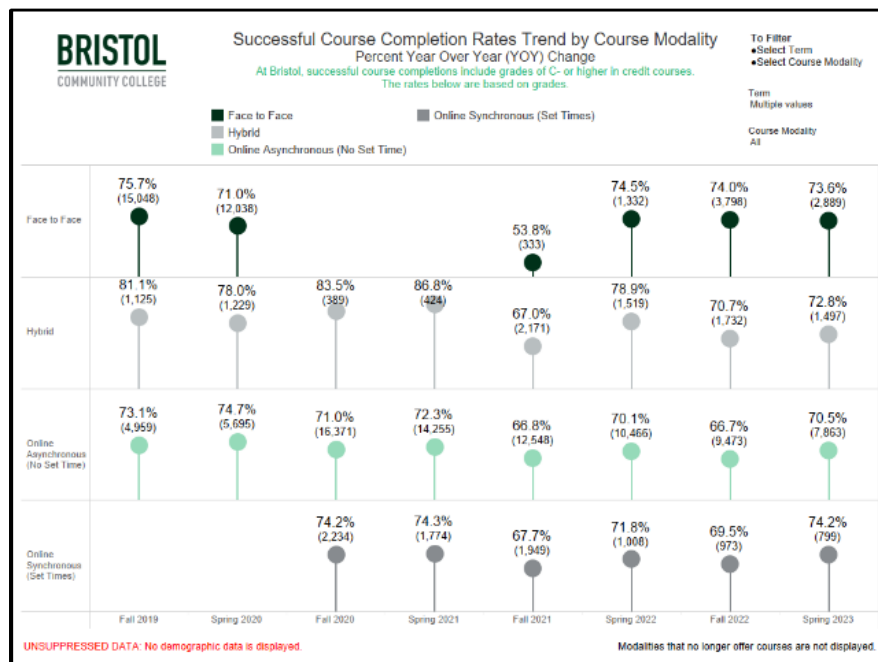


Figure 8.7: SCCR by Modality 2019-2022

More recent [findings](#) reveal students in face-to-face courses maintain a slightly higher SCCR (74% in Spring 2023) when compared to online asynchronous courses (71%). This 3% differential is considerably lower than the 7.7% differential in Fall 2022. There are a number of variables to consider when dissecting this effect, so further analysis is needed. Several projects

were initiated in Fall 22 (to be measured in FY24) to better understand the impact of modality on SCCR. And we anticipate tuning our responses to the key findings tied to identified variables.

Within the Behavioral Social Sciences and Education area, Elementary Education revised its online curriculum to integrate online learning tools that increase interactivity, encourage collaboration, foster project-based assignments, and deliver information in smaller units. The program will also offer a new EDU210 Education and Technology course in FY24. SCCR, along with qualitative data, will be analyzed for impact at the end of AY23-24.

BIPOC students, enrolling in higher numbers (see Standard 5), have achieved higher SCCR (+2.4%) between Fall 2021 and Fall 2022 (see Table 8.3 below).

Term & Year	Enrollment Status	Age			Gender		Race/Ethnicity	
	Overall	Under 18	18-24	25+	Female	Male	BIPOC	Non-BIPOC
Fall 2019	75.5%	90.0%	73.1%	78.2%	76.7%	73.7%	71.0%	77.0%
Fall 2020	71.7%	69.4%	68.8%	75.6%	72.6%	70.1%	65.6%	74.1%
Fall 2021	66.8%	61.6%	65.2%	69.4%	66.8%	66.4%	60.7%	69.6%
Fall2022	69.2%	70.5%	68.1%	71.1%	70.0%	67.8%	63.1%	72.5%

Table 8.3 Student Success Rates by Age, Gender, and Race/Ethnicity

At the program level, the [Academic Program Review Dashboards](#) are valuable tools for assessing student success and identifying areas for improvement. SCCR data for Health Sciences programs, for instance, indicates students in these programs are exceeding the college's average for program and course completion. Specifically, the [SCCR rates of all students in the combined 10 health sciences programs](#) are an average 19.8% higher than the institutional average.

Examining SCCR at the course level has also proven instructive. The English department has worked to address declining SCCR in some of its co-requisite offerings. SCCR of the ENG091 model were better than average when the course was first offered (85% in Fall 2015 vs an average of 70%). However, SCCR dropped to below average, 42%, in Fall 2022. In response, two faculty members piloted three sections (hybrid & online synchronous) in Fall 2022, and four sections in Spring 2023 (face-to-face, hybrid & online synchronous) that involved: 1) the use of OER, 2) an embedded tutor and academic success coach, and/or 3) a learning community with CSS101, with instructors serving as advisors for their 091 students. The greatest impact on course completion occurred in the learning community, where seven of the 10 students successfully completed the course. This result led to professional development focused on ENG091 curriculum design and an additional learning community for Fall 2023.

The co-requisite math model implemented in Fall 2019 allowed students to take a credit-bearing, gateway math courses with just-in-time support from a developmental course, closing the equity

gap in terms of access to 100-level math courses. Enrollment in gateway math courses increased by 42% from Fall 2018 to Fall 2019, with a larger increase for Black or African American, and Hispanic or Latino students. Success rates of 75.5% were like those of students not needing developing coursework (see [E-Series form](#)).

Quantitative, Qualitative and Beyond IPED Measures

Graduation Rates

Bristol students' performance in 150% time to completion rates is on par with similar institutions. The rates for cohort Fall 2018, per Table 8.4 below, indicate just 21% of students graduate, and another 8% transferred to other institutions prior to completing their program.

Cohort Year	Bristol Group Graduation Rate	State Group Graduation Rate	National Peer Group Graduation Rate
Fall 2014	21%	19%	20%
Fall 2015	20%	19%	23%
Fall 2016	19%	22%	21%
Fall 2017	19%	22%	22%
Fall 2018	21%	21%	23%

Table 8.4 Graduation Rates Student-Right-To-Know 2014 – 2019 Cohorts

IPEDS data indicate a decrease in BIPOC graduation rates; however, when looking at Bristol's 5-year historical trend (outside of IPEDS reporting) the [BIPOC population is increasing in earned awards](#) from FY19 to FY23 (22.6% to 23.4%). BIPOC graduation rates have decreased from pre-pandemic rates for the Fall 2016 Cohort at 17% compared to the Fall 2020 Cohort at 12% and they lag behind the overall average ([Data First Form 8.1 BIPOC](#)). Adult learner graduation rates rose from 9% for the Fall 2016 Cohort to 17% for the Fall 2020 Cohort ([Data First Form 8.1 Adult](#)).

Bristol uses state metrics in addition to national IPEDS measures. The VFA Model from the [DHE Data Center](#) incorporates a comprehensive student success measure spanning six years. From this measure, the college learned that 66% of its full-time students graduate, transfer, earn 30 credits, or are still enrolled after six years. Additionally, the rate of degree attainment at Bristol is 61%, slightly lower than the State average of 63%. According to the 2022 VFA rate, 25% of Bristol's students achieved success by earning an associate degree and/or transferring, surpassing the average for other community colleges at 22%.

Bristol is in the top four of the 15 Massachusetts Community Colleges for awards and certificates conferred. At the time of graduation, SAES administers a survey to all graduates (see [E-Series form](#)). [Responses](#) to the 2022 survey (see page 4) indicates 69% of graduates plan to

continue their education after Bristol, and 86% of them will pursue the same, or a similar, major. 69% of graduates are working for pay, and 41% of those report their job is related to their Bristol education. 95% of students were satisfied with their Bristol experience (see page 7).

In Fall 2022, Bristol developed an Alumni Outcome Task Force to address outcome measures and qualitative data for graduates and alumni. Several changes were made to Bristol's programs in AY21-22 to support student graduation outcomes. For example, Biotechnology and Business Administration are now fostering more collaboration and offering case studies to improve student understanding of course materials.

Transfer Rates

The college collects and presents quantitative data on the transfer population through the DID portal and annual transfer reports to better understand the transfer student experience. The [2022 Transfer Report](#) showed that 699 students transferred compared to 871 students in [2021](#), and 858 in [2019](#). This decline mirrored a national trend (see [E-series form](#)).

Of the students who transferred in 2022, 57% had earned a degree from Bristol. General Studies (22.3%), Liberal Arts (19%), and Business Transfer (9.5%) were the most popular programs from which students transferred. Per the [2022 Transfer Report](#), of the students who transferred, 52% were enrolled in transfer programs and 38% were enrolled in career programs while at Bristol. The data suggest that most students who transfer are enrolled in degree programs (92%). Logically, those in transfer programs are more likely to transfer (68%).

In the [2022 Transfer Report](#), the average GPA of our transfer students was 3.25, with higher GPAs observed for students transferring to a Massachusetts State University as a subcategory (3.33). The average number of transferred credits decreased from 66 in FY21 to 55 in FY22, likely influenced by better alignment, proactive advising, and curriculum mapping.

Bristol has identified the need to further increase transfer rates. A FY22 transfer articulation program audit identified gaps, and several initiatives were launched in response, including reinstating the Transfer Advisory Board. The [Transfer Agreement webpage](#) now offers ways for constituents to search agreements based on school or program. Eight new agreements were also developed (see also Standard 9).

Assessing the Impact of Support Services on Student Success

Between 2019 and 2021, Bristol experienced a decline in enrollment and [success outcomes](#) for military-connected students. The Veterans Center responded by implementing a strategic plan to promote social engagement and support for all students. As a result, there has been growth in retention measures more recently, as reported in the April 2023 edition of [G.I. Jobs Magazine](#) (p. 19). Veterans and Military students have excelled in terms of retention (60% in FY20 and 76% in FY22) compared to the overall student body (57%) (N=99).

Bristol's Multicultural Student Center (MSC) focuses on serving BIPOC students with deliberate approaches. The Student Success Partnership program (SSP), a collaboration between the MSC & the Student Success Center, more than tripled recruitment for SSP in Fall 2022 compared to

Fall 2020, its launch year. The average GPA of leadership students in Fall 2022 was 3.33. Although the program currently has only 22 students, the initiative is a promising effort that focuses on the students' educational journey. Some students who participated in the SSP program went on to complete the Leadership Academy. Ninety percent of students either graduated or were registered for summer or fall classes at Bristol as of May 2022.

Although the majority of Bristol students (64% of CCSSE 2021 respondents) believe they receive sufficient financial support, many still face financial challenges. Half of respondents express that insufficient funds would lead to their withdrawal, and 41% have worsened financial situations due to COVID-19, and 32% find it difficult to afford expenses.

In response to this need, the Financial Aid Office revamped its awarding formulas, guaranteeing tuition, fees, and a modest book allowance for Pell-eligible Massachusetts residents who meet state deadlines before considering loans. Additionally, the Office streamlined its awarding procedures, ensuring the timely and comprehensive identification of eligible students. When comparing AY21-22 to AY22-23, 689 more students were eligible to receive financial aid.

GenEd Competency Assessment

The levels of learning included on each rubric used to assess GenEd competency skill levels are 1) Introduced, 2) Practiced, 3) Demonstrated and 4) Distinguished. Bristol's benchmark is two out of four. Table 8.5, below, depicts outcomes for competencies over the last several years, arranged in reverse chronological order.

GenEd Competency Scored	Year Scored	Artifacts Collected	Artifacts Scored	Outcomes
Information Literacy	FY23	147	19	2
Scientific Reasoning & Discovery	FY23	190	1	Unable to Measure
Critical Thinking	FY22	41	26	1.87
Oral Communication	FY22	32	4	2.83
Human Expression	FY22	6	1	Unable to Measure
Written Communication	FY22	41	18	2.6
Ethical Reasoning	FY21 (COVID-19)	2	2	Unable to Measure
Multicultural & Social Perspectives	FY21 (COVID-19)	2	2	Unable to Measure
Written Communication	FY20	Not tracked	18	2.2
Global & Historic Awareness	FY20	Not tracked	14	1.45

GenEd Competency Scored	Year Scored	Artifacts Collected	Artifacts Scored	Outcomes
Information Literacy	FY19	Not tracked	33	2.06
Scientific Reasoning & Discovery	FY19	Not tracked	38	2.46

Table 8.5: Scoring Outcomes for GenEd Competencies 2019-2023

It is important to note that the “Unable to Measure” item is the result of difficulties with artifact collection. Although there has been an increase in the number of artifacts collected, in FY23, only 19 artifacts were scored for one competency and one for Scientific Reasoning & Discovery, falling short of the target of 25-50 artifacts per competency set by the Multistate Collaborative and Vision Project. Many artifacts were rejected due to artifact formatting concerns or lack of evidence of learning aligned with the rubric. For the Information Literacy competency, only 19 of the 50 submitted artifacts were reviewed. An inclusive narrative demonstrating student competency attainment for this competency was therefore not possible. Representation across disciplines was also limited. While the original 50 artifacts accounted for different identities and degree of credits, the end result was not representative.

Artifact submission guidelines have been updated to help align assignments with GenEd rubrics ([Artifact Collection Webpage](#)). Additional artifact selection/submission advice includes a table that breaks down criteria that determine whether an artifact would be scorable. Moving forward, it is necessary to consider how to gather artifacts in a systematic way that also adheres to the day and DCE MCCC contracts (see also Standards 6 and 7).

As a result of scoring artifacts in FY23, 68% of 19 students demonstrated competency attainment. Additionally, 21% of students demonstrated beyond the benchmark, showing signs of advanced learning with a score of three.

Information Literacy was also scored five years prior, in 2018. Then, 33 artifacts were used. Unfortunately, different metrics were used to analyze the data, so contrasting with 2023 results is difficult. In 2018, the holistic score (combination of all learning outcomes within the competency) was 2.06. The mean score for BIPOC students was 1.8. For students earning up to 30 credits, the mean score was 2.1 and, for over 30 credits, 1.8. Data was not disaggregated by age or gender. A summary of the results can be found in the [workroom](#).

Program-level Assessment

Bristol creates and publishes verifiable statements about anticipated student outcomes in every program and functional area (e.g. SSEM) within the 5-Year + One CAS/Program Review Cycle (see also Standard 4). To support this effort, Bristol has developed the [Institutional Assessment website](#), which provides resources and guidance for faculty and staff. The [summary charts](#) of information from AY21-2022 program reviews includes [program level changes](#) and course level changes. While SLOs are assessed only at the course level by individual instructors, Year three

and Year four of program review will integrate SLO course assessment. Currently, the college is not part of the [Voluntary Framework of Accountability](#), which would aid this future initiative.

Some programs have internal assessments linked to accreditation and/or planning initiatives, and findings from those assessments have led to positive improvements. One such program is Clinical Laboratory Sciences (CLS). While CLS has one of the highest SCCRs, a review in Spring 2023 demonstrated some students needed more support in biochemistry and/or immunohematology. The program extended the didactic portion of the spring courses by one week and offered an extra lab, focused on a review of chemistry concepts and additional practice lab time. As a result, all students struggling in this course passed and met requirements to participate in clinical rotations. Course content within CLS is presented with intentional collaborative spaces, including the reintroduction of service-learning practices. Faculty assign specific concepts to students within a capstone project for clinical biochemistry. The assignment includes developing a course lecture, creating assessments to demonstrate learning, and grading assessments that contributed to course completion. Qualitative data is collected through student surveys, and active, formative assessments are integrated to determine pedagogical efficacy.

The Dental Hygiene program, accredited by the Commission on Dental Accreditation of the American Dental Association, has exceptionally high completion rates in both program and GenEd courses, exceeding overall completion rates by over 20%. Additionally, both Fall and Spring SCCR's remain above 90%. In 2019, the National Board examination failure rate for Bristol students was lower than the national failure rate. However, in recent years, the program has seen an increase in its Board exam failure rate. The largest drop was from FY21 to FY22 (84.2% to 63.6% pass rate). Review of the program found modality plays a large factor in students' exam readiness. To increase the pass rate, the program coursework has shifted from an online modality to predominantly in-person. Following the review, a decision was made to implement mock Board examinations, an online review tool capable of tracking student performance, in January 2022. This has allowed the program to conduct remediation prior to the exit exam. While COVID-19 was a challenge in terms of distance learning for students, the Dental Hygiene program was able to meet accreditation, and the department managed well with successful extramural placements. Completion rates are steady, and 100% of students who successfully completed the program and passed the exam are employed after degree completion ([Data First Form 8.3](#)).

The Liberal Arts-Theatre Transfer program was revised to offer more options to students, including design, musical theatre, and general theatre knowledge. The program now provides stronger scaffolding of skills and learning throughout students' time in the program. By expanding the program's scope, faculty are creating more learning opportunities for students, as seen through student reflections and a variety of assignments. Students' experience as a stage manager increased their confidence and improved their acting. One student reported that experience in theatre design helped them understand how to approach directing a production. This program aims to assess ways that one skill informs another, with a focus on future growth.

PROJECTION

	Action	Responsible Area(s)	Timeframe
1	Code attributes associated with the non-degree student cohort (including dual enrollment & self-enrichment) to determine success measures and an action plan.	SSEM SAES	1-2 Years
2	Use enrollment demographics and student needs data to inform curriculum and college operations. This analysis, focused on student status, curriculum modality, course availability, degree completion pathways, and persistence/retention rates, will ensure Bristol meets the evolving needs of its diverse student body.	PLT	2 Years
3	Use CCSSE findings to inform current practices, including existing risk factors. Assessment action plans will be developed to measure student impact specifically regarding BIPOC retention.	SSEM	1 Year
4	Join the Voluntary Framework of Accountability to better measure student progress and outcomes.	VPAA	2 Years
5	Analyze the impact of HIPs on student learning and course completion rates, contrasting sections where HIPs are used to those where they aren't, to make determinations about further HIP integration.	VPAA SAES	2 Years
6	Academic departments and programs will consider developing signature assignments focused on GenEd competency skills that will follow the criteria to accomplish a scoreable artifact.	VPAA LCTL SAES	2 Years
7	Incorporate SSEM Assessment beyond tracking/utilization to Student Learning Outcomes Assessment	VPAA SAES CSSD	ongoing

Standard 8: Educational Effectiveness (Undergraduate Retention and Graduation Rates)

Adult Learner Student Success Measures/ Prior Performance and Goals	Pre-pandemic comparison	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
IPEDS Retention Data	Cohort Fall 2018	Cohort Fall 2019	Cohort Fall 2020	Cohort Fall 2021	Cohort Fall 2022	Cohort Fall 2023
Associate degree students	57%	52%	63%	56%	56%	57%
IPEDS Graduation Data (150% of time)	Cohort Fall 2016	Cohort Fall 2017	Cohort Fall 2018	Cohort Fall 2019	Cohort Fall 2020	Cohort Fall 2021
Associate degree students	9%	12%	16%	19%	17%	17%
IPEDS Outcomes Measures Data	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
First-time, full-time students	Cohort: Fall 2011	Cohort: Fall 2012	Cohort: Fall 2013	Cohort: Fall 2014	Cohort: Fall 2015	Cohort: Fall 2016
Awarded a degree within six years	28%	34%	27%	28%	28%	29%
Awarded a degree within eight years	30%	35%	29%	28%	28%	29%
Not awarded within eight years but still enrolled	1%	2%	0%	0%	3%	3%
First-time, part-time students						
Awarded a degree within six years	16%	24%	25%	22%	27%	28%
Awarded a degree within eight years	19%	26%	30%	25%	27%	28%
Not awarded within eight years but still enrolled	2%	1%	4%	2%	4%	4%
Non-first-time, full-time students						
Awarded a degree within six years	56%	53%	53%	48%	34%	35%
Awarded a degree within eight years	56%	54%	56%	49%	34%	35%
Not awarded within eight years but still enrolled	2%	1%	1%	0%	0%	
Non-first-time, part-time students						
Awarded a degree within six years	37%	47%	45%	32%	36%	37%
Awarded a degree within eight years	37%	49%	48%	34%	36%	37%
Not awarded within eight years but still enrolled	2%	3%	1%	1%	4%	4%
Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)	Cohort Fall 2018	Cohort Fall 2019	Cohort Fall 2020	Cohort Fall 2021	Cohort Fall 2022	Cohort Fall 2023
First-time, part-time retention rate	42%	47%	49%	48%	41%	43%
Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)	Cohort Fall 2018	Cohort Fall 2019	Cohort Fall 2020	Cohort Fall 2021	Cohort Fall 2022	Cohort Fall 2023
IPEDS Graduation Rate 100%	9%	14%	12%	12%	5%	5%
IPEDS Graduation Rate 200%	19%	17%	20%	21%	24%	24%
	FY19	FY20	FY21	FY22	FY23	FY24
Total Degrees and Certificates Conferred	688	691	682	540	467	481

Definition and Methodology Explanations

IPEDS Graduation Data (100% of time): Students who completed their program within 100% of the normal (or expected) time for completion.
IPEDS Graduation Data (150% of time): Students who completed their program within 150% of the normal (or expected) time for completion.
IPEDS Graduation Data (200% of time) Number of students completing their program within a time period equal to two times (200%) the normal period of time.
Fall 2023 data was collected on 10/18/23. IPEDS data has not yet been finalized.

Standard 8: Educational Effectiveness (Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
IPEDS Retention Data	Cohort Fall 2018	Cohort Fall 2019	Cohort Fall 2020	Cohort Fall 2021	Cohort Fall 2022	Cohort Fall 2023
Associate degree students	52%	50%	51%	57%	55%	57%
IPEDS Graduation Data (150% of time)	Cohort Fall 2016	Cohort Fall 2017	Cohort Fall 2018	Cohort Fall 2019	Cohort Fall 2020	Cohort Fall 2021
Associate degree students	17%	20%	15%	15%	12%	13%
IPEDS Outcomes Measures Data	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
First-time, full-time students	Cohort: Fall 2011	Cohort: Fall 2012	Cohort: Fall 2013	Cohort: Fall 2014	Cohort: Fall 2015	Cohort: Fall 2016
Awarded a degree within six years	24%	30%	26%	26%	28%	29%
Awarded a degree within eight years	28%	33%	27%	27%	29%	30%
Not awarded within eight years but still enrolled	1%	4%	2%	2%	4%	4%
First-time, part-time students						
Awarded a degree within six years	12%	24%	20%	17%	15%	15%
Awarded a degree within eight years	14%	26%	23%	18%	17%	18%
Not awarded within eight years but still enrolled	9%	4%	6%	3%	2%	2%
Non-first-time, full-time students						
Awarded a degree within six years	47%	46%	38%	38%	28%	29%
Awarded a degree within eight years	47%	48%	40%	41%	30%	31%
Not awarded within eight years but still enrolled	2%	2%	4%	0%	2%	2%
Non-first-time, part-time students						
Awarded a degree within six years	23%	39%	27%	33%	24%	25%
Awarded a degree within eight years	23%	43%	29%	35%	24%	25%
Not awarded within eight years but still enrolled	4%	7%	2%	2%	6%	6%
Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)	Cohort Fall 2018	Cohort Fall 2019	Cohort Fall 2020	Cohort Fall 2021	Cohort Fall 2022	Cohort Fall 2023
First-time, part-time retention rate	42%	38%	39%	37%	38%	39%
Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)	Cohort Fall 2018	Cohort Fall 2019	Cohort Fall 2020	Cohort Fall 2021	Cohort Fall 2022	Cohort Fall 2023
IPEDS Graduation Rate 100%	7%	8%	7%	9%	6%	7%
IPEDS Graduation Rate 200%	19%	17%	20%	16%	15%	15%
	FY19	FY20	FY21	FY22	FY23	FY24
Total Degrees and Certificates Conferred	322	276	313	243	216	222
Definition and Methodology Explanations						
IPEDS Graduation Data (100% of time): Students who completed their program within 100% of the normal (or expected) time for completion.						
IPEDS Graduation Data (150% of time): Students who completed their program within 150% of the normal (or expected) time for completion.						
IPEDS Graduation Data (200% of time): Number of students completing their program within a time period equal to two times (200%) the normal period of time.						
Fall 2023 data was collected on 10/18/23. IPEDS data has not yet been finalized.						

Standard 8: Educational Effectiveness (Undergraduate Retention and Graduation Rates)

Overall Student Success Measures/ Prior Performance and Goals	Pre-pandemic comparison	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	Cohort Fall 2018	Cohort Fall 2019	Cohort Fall 2020	Cohort Fall 2021	Cohort Fall 2022	Cohort Fall 2023
IPEDS Retention Data						
Associate degree students	60%	55%	58%	59%	60%	62%
IPEDS Graduation Data (150% of time)						
Associate degree students	17%	17%	18%	20%	19%	20%
IPEDS Outcomes Measures Data	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
First-time, full time students	Cohort: Fall 2011-2021	Cohort: Fall 2012-2013	Cohort: Fall 2013-2014	Cohort: Fall 2014-2015	Cohort: Fall 2015	Cohort: Fall 2016
Awarded a degree within six years	30%	32%	31%	29%	33%	34%
Awarded a degree within eight years	32%	35%	33%	31%	34%	35%
Not awarded within eight years but still enrolled	2%	3%	2%	1%	2%	2%
First-time, part-time students						
Awarded a degree within six years	17%	20%	19%	17%	21%	22%
Awarded a degree within eight years	21%	22%	23%	19%	25%	26%
Not awarded within eight years but still enrolled	4%	3%	5%	3%	3%	3%
Non-first-time, full-time students						
Awarded a degree within six years	40%	42%	41%	37%	36%	37%
Awarded a degree within eight years	41%	44%	42%	39%	37%	38%
Not awarded within eight years but still enrolled	3%	1%	1%	1%	2%	2%
Non-first-time, part-time students						
Awarded a degree within six years	35%	41%	35%	29%	35%	37%
Awarded a degree within eight years	35%	42%	39%	30%	36%	38%
Not awarded within eight years but still enrolled	2%	2%	1%	1%	4%	4%
Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)	Cohort Fall 2018	Cohort Fall 2019	Cohort Fall 2020	Cohort Fall 2021	Cohort Fall 2022	Cohort Fall 2023
First-time, part-time retention rate	47%	44%	46%	39%	41%	42%
Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)	Cohort Fall 2018	Cohort Fall 2019	Cohort Fall 2020	Cohort Fall 2021	Cohort Fall 2022	Cohort Fall 2023
IPEDS Graduation Rate 100%	14%	15%	18%	16%	11%	12%
IPEDS Graduation Rate 200%	24%	24%	25%	24%	23%	24%
	FY19	FY20	FY21	FY22	FY23	FY24
Total Degrees and Certificates Conferred	1391	1310	1340	1055	909	936
Definition and Methodology Explanations						
IPEDS Graduation Data (100% of time): Students who completed their program within 100% of the normal (or expected) time for completion.						
IPEDS Graduation Data (150% of time): Students who completed their program within 150% of the normal (or expected) time for completion.						
IPEDS Graduation Data (200% of time)Number of students completing their program within a time period equal to two times (200%) the normal period of time.						
Fall 2023 data was collected on 10/18/23. IPEDS data has not yet been finalized.						

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

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students	Cohort 2012-2013 Cohort 2014-2015			
Degree from original institution	N/A	N/A	35%	31%
Not graduated, still enrolled at original institution			3%	1%
Degree from a different institution			N/A	N/A
Transferred to a different institution			15%	16%
Not graduated, never transferred, no longer enrolled			N/A	N/A
First-time, Part-time Students				
Degree from original institution			22%	19%
Not graduated, still enrolled at original institution			3%	3%
Degree from a different institution			N/A	N/A
Transferred to a different institution			11%	7%
Not graduated, never transferred, no longer enrolled			N/A	N/A
Non-first-time, Full-time Students				
Degree from original institution			44%	39%
Not graduated, still enrolled at original institution			1%	1%
Degree from a different institution			N/A	N/A
Transferred to a different institution			16%	18%
Not graduated, never transferred, no longer enrolled			N/A	N/A
Non-first-time, Part-time Students				
Degree from original institution			42%	30%
Not graduated, still enrolled at original institution			2%	1%
Degree from a different institution			N/A	N/A
Transferred to a different institution			13%	15%
Not graduated, never transferred, no longer enrolled			N/A	N/A

Measures of Student Achievement and Success/Institutional Performance and Goals						
	Pre-pandemic comparison	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)

Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)

Data unavailable.						
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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)

	Pre-pandemic comparison	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)
	Fall 2018 to Fall 2019	Fall 2019 to Fall 2020	Fall 2020 to Fall 2021	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024
Persistence Rate (First time Part-Time)	68%	68%	60%	50%	57%	50%
Persistence Rate (First time Full-Time)	81%	80%	72%	70%	78%	80%
	Pre-pandemic comparison	Fall 19 and Spring 20	Fall 20 and Spring 21	Fall 21 and Spring 22	Fall 22 and Spring 23	Fall 23 and Spring 24
	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)
Student Successful Course Completion Rates (Fall Rates)	N/A	76%	72%	67%	69%	71%
Student Successful Course Completion Rates (Spring Rates)	N/A	73%	73%	72%	72%	74%

Definition and Methodology Explanations

IPEDS Outcomes Measures Survey. Data represent the 8 year award and transfer rate.

Student Successful Course Completion Rates: Successful course completion results in a student receiving a grade of C- or higher, and the equivalent for the two-letter grade designations for developmental courses.

Persistence Rate examines students' progress from semester to semester. Persistence rates are based on an internal calculation, but maintain the same first-time, full-time and part-time cohorts as we do for the retention rate.

Name	Program Status as of 2023	AY 2023-2024 Title IV eligible
A+ Certification Certificate (CTREC)	Active	No
Accounting Certificate (CTACH)	Active	Yes
Art Certificate (CTACH)	Active	Yes
Automated Systems with Robotics Certificate (CTACC)	Active	No
Central Sterile Processing Technician Certificate (CTREC)	Inactive	No
Chemical Analytics Certificate	Active (new)	Yes
Clean Water Quality Professional Technician Certificate (CTACH)	Active	No
Commercial Fishing At-Sea Monitor Certificate (CTREC)	Active	No
Computer Aided Design and Drafting Certificate (CTREC)	Active	No
Computer Aided Design and Manufacturing Certificate (CTACC)	Active	No
Computer Forensics (CTACH)	Inactive	No
Computer Numerical Control (CNC) Machining and Programming Certificate	Active	No
Computer Programming (CTACC)	Active	No
Culinary Arts (CTACH)	Active	No
Culinary Arts Baking and Pastry Certificate (CTACH)	Active	Yes
Cybersecurity Certificate (CTACC)	Active	Yes
Deaf Studies Preparation Certificate (CTACC)	Active	Yes
Developmental Disabilities Certificate (CTACH)	Active	Yes
Digital Publishing Certificate (CTACH)	Active	Yes
Drinking Water Quality Professional Technician Certificate (CTACH)	Active	No
Early Childhood Education Infant/Toddler Certificate (CTACH)	Active	Yes
Early Childhood Education Preschool Certificate (CTACH)	Active	Yes
Early Childhood Education School Age Child Care Certificate (CTACC)	Inactive	No
Electrocardiography (EKG) Certificate (CTACC)	Active	Yes
Emergency Medical Technician Certificate (CTREC)	Active	No
Geographic Information Systems Certificate (CTREC)	Active	No
Gerontology Certificate (CTACH)	Active	No
Graphic Design Certificate (CTACH)	Active	Yes
Green Building Technology Certificate (CTACC)	Active	No
Human Services Certificate (CTACH)	Active	Yes
Law Enforcement Certificate (CTACH)	Active	Yes
Marketing Certificate (CTACH)	Active	Yes
Medical Administration Practices (CTACH)	Active	No
Medical Assistant (CTACH)	Active	No
Medical Coding & Reimbursement (CTACH) - MC & MHC	Inactive	No
Medical Transcription Certificate (CTACH)	Active	No
Microsoft Office Certified Application Specialist Certificate (CTACH)	Active	Yes
Native American Studies Certificate (CTACH)	Active	No
Network Tech Certificate (CTACH)	Active	Yes
Office Administration Certificate (CTACH)	Active	No
Office Skills Training Program Certificate (CTACH)	Active	Yes
Office Support Certificate (CTACH)	Active	Yes
Office Technology Management Certificate (CTACH)	Active	No
Offshore Wind Power Technician Certificate (CTACH)	Active	No
Paralegal Studies Certificate (CTACH)	Active	Yes
Phlebotomy Certificate (CTREC) - PC	Active	No
Phlebotomy Certificate eHealthCareers (CTREC) -PCHC	Active	No
Portuguese/English Community Interpreting Certificate (CTACH)	Active	Yes
Project Management Certificate (CTACH)	Active	No
Small Business and Entrepreneurial Management Certificate (CTACH)	Active	No
Solar Energy Certificate (CTREC)	Active	No
Spanish/English Community Interpreting Certificate (CTACH)	Active	Yes
Substance Abuse Counseling Certificate (CTACH)	Active	Yes
Surveying Technology (CTACH)	Active	No
Supply Chain Management Certificate	Active (new)	Yes
Sustainability Studies Certificate (CTACH)	Active	No
Sustainable Agriculture Certificate (CTACC)	Active	No
Thanatology and Funeral Service Preparatory Certificate (CTACH)	Active	No
Water Quality Professional Certificate (CTREC)	Active	No
Web Design Certificate (CTACH)	Active	Yes
Windows Server Administration Certificate (CTREC)	Active	No

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

	Pre-pandemic comparison (FY 2019)		3-Years Prior (FY 2020)		2 Years Prior (FY 2021)		1 Year Prior (FY 2022)		Year (FY 2023)	
7 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	# who took exam	# who passed
EMT (Written and Skills Exam)	23	14	17	10	0	0	1	1	N/A	N/A
EMT (Skills Exam)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	6	6
8 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	# who took exam	# who passed
Clinical Lab Science	9	9	5	4	6	6	5	4	8	7
Dental Hygiene (National Board-Dental Hygiene)	15	14	20	18	18	15	17	14	22	17
EMT (National Registry of EMTs (Written Exam))	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	6	4
Medical Assisting	11	11	4	4	12	12	5	5	5	5
Medical Assisting - American Association of Medical Assistants (AAMA) cert	1	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NCLEX-Nursing	83	80	71	65	79	64	72	64	64	59
Occupational Therapy Assistant (NBCOT- National Board for Certification in Occupational Therapy)	16	13	7	1	11	9	10	8	Not yet available	Not yet available
9 Job Placement Rates										
Major/time period	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
Clinical Lab Science	10	10	6	6	6	6	10	10	7	7
Dental Hygiene	15	15	20	19	0	0	0	0	0	0
Emergency Medical Technician Certificate (CTREC)	0	0	0	0	0	0	0	0	6	4
Medical Assistant (Certificate)	12	11	7	5	0	0	0	0	0	0
Nursing	11	11	25	25	0	0	72	72	0	0
Occupational Therapy Assistant	19	4	6	0	0	0	0	0	0	0

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

Web location of gainful employment report (if applicable)

Updated Gainful Employment regulations begin July 1, 2024.

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid						
	Pre-pandemic comparison (FY 2019)	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Next Year Forward (goal) (FY 2024)
10 Completion Rates						
1 Accounting Certificate (CTREC)		1	2	0	3	2
2 Accounting Certificate (CTACH)		4	1	1	1	2
3 Art Certificate (CTACH)		46	7	8	2	1
4 Automated Systems with Robotics Certificate (CTACC)		0	2	0	0	0
5 Central Sterile Processing Technician Certificate (CTREC)		7	0	0	*	*
6 Computer Aided Design & Drafting Certificate (CTREC)		20	9	3	1	6
7 Computer Aided Design & Manufacturing Certificate (CTACC)		0	0	1	0	0
8 Computer Forensics Certificate (CTACH)		1	0	0	*	*
9 Computer Numerical Control (CNC) Machining & Programming Certificate (CTREC)		0	3	3	0	0
10 Computer Programming Certificate (CTACC)		1	0	0	0	0
11 Culinary Arts Baking & Pastry Certificate (CTACH)		0	0	1	1	0
12 Culinary Arts Certificate (CTACH)		0	0	1	0	0
13 Cybersecurity Certificate (CTACC)		0	1	2	2	17
14 Deaf Studies Prep Certificate (CTACC)		2	14	3	1	0
15 Developmental Disabilities Certificate (CTACH)		2	2	4	3	5
16 Drinking Water Quality Professional Technician Certificate (CTACH)		0	0	0	1	0
17 Early Childhood Education - Certificate (CTACH)		8	14	9	7	12
18 Early Childhood Education - Infant/Toddler Certificate (CTACH)		1	0	3	4	3
19 Electrocardiography (EKG) Certificate (CTACC)		8	9	7	14	11
20 Emergency Medical Technician Certificate (CTREC)		24	9	1	1	0
21 Gerontology Certificate (CTACH)		1	1	0	0	0
22 Graphic Design Certificate (CTACH)		2	1	5	3	2
23 Green Building Technology Certificate (CTACC)		0	0	2	0	0
24 Human Services Certificate (CTACH)		26	31	26	3	2
25 Law Enforcement Certificate (CTACH)		50	59	50	46	29
26 Marketing Certificate (CTACH)		0	1	3	0	1
27 Medical Administrative Practices (CTACH)		6	5	4	1	0
28 Medical Assistant Certificate (CTACH)		12	0	21	8	5
29 Medical Coding & Reimbursement Certificate (CTACH)		8	7	7	*	*
30 Medical Transcription Certificate (CTACH)		1	1	0	0	0
31 Microsoft Office Certified Application Specialist Certificate (CTACH)		1	0	0	0	1
32 Network Tech Certificate (CTACH)		1	2	0	1	1
33 Office Administration Certificate (CTACH)		5	12	4	4	0
34 Office Skills Training Program Certificate (CTACH)		3	9	1	0	0
35 Office Support Certificate (CTACH)		9	26	7	2	0
36 Office Technology Management Certificate (CTACH)		0	1	2	3	0
37 Offshore Wind Power Technician Certificate (CTACH)		0	0	0	0	1
38 Paralegal Studies Certificate (CTACH)		11	10	5	2	3
39 Pharmacy Technician Certificate (CTREC)		3	1	1	*	*
40 Phlebotomy Certificate (CTREC)		22	2	6	7	7
41 Portuguese / English Community Interpreting Certificate (CTACH)		4	8	5	2	1
42 Project Management Certificate (CTACH)		4	5	12	1	1
43 Small Business & Entrepreneurial Management Certificate (CTACH)		3	2	2	0	2
44 Solar Energy Certificate (CTREC)		0	0	1	0	0
45 Spanish / English Community Interpreting Certificate (CTACH)		6	6	5	5	2
46 Substance Abuse Counseling Certificate (CTACH)		2	5	5	7	8
47 Surveying Technology Certificate (CTACH)		2	1	1	0	1
48 Sustainability Studies Certificate (CTACH)		1	1	0	0	1
49 Sustainable Agriculture Certificate (CTACC)		0	1	0	1	0
50 Thanatology & Funeral Service Preparatory Certificate (CTACH)		18	12	6	6	8
51 Water Quality Professional Certificate (CTREC)		0	0	1	1	0
52 Web Design Certificate (CTACH)		2	0	3	4	3
53 Windows Server Administration Certificate (CTREC)		0	1	2	1	0
54 Wind Power Certificate (CTREC)		0	0	0	0	1*
55 Chemical Analyses Certificate					New Certificate data unavailable	1
56 Supply Chain Management Certificate					New Certificate data unavailable	1

11 Placement Rates

Data unavailable.

Please enter any explanatory notes in the box below

National Licensure Passage Rates
For Nursing, OTA and Dental Hygiene, licensure exams are mandatory for practice. For Medical Assisting, the licensure exam is optional.

For the EMT exam, prior to 2020, the licensure exam included both written and skills-based material. As of FY2023, they are separate exams.

Completion Rates are based on the number of degrees or certificates awarded. A * indicates no enrollments for a program that is no longer active, suspended or discontinued. Since we do not currently capture double majors, enrollments are based on declared majors. While certificate enrollments may be low, we may have several graduates for some certificates since students can meet certificate requirements once they complete a degree. Hence, awards conferred numbers are provided for completion rates. For example, students who receive a Criminal Justice degree can receive the Law Enforcement certificate, but these students would not show up as Law Enforcement enrollments. For FY 2020 awards, some students earned their degree at the end of the summer due to the shift to remote learning. These awards were counted in FY 2021.

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior pre- pandemic comparison (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Next Year Forward (goal) (Fall 2023)
Distance Education (Methodology below)					
Course completion rates (F/T)	90%	84%	82%	83%	85%
Course completion rates (P/T)	85%	80%	74%	74%	76%
Retention rates (Fall-to-Fall) (F/T)	60%	57%	58%	59%	61%
Retention rates (Fall-to-Fall) (P/T)	48%	45%	46%	40%	41%
Graduation rates (150%)	N/A	N/A	N/A	N/A	N/A
Branch Campus and Instructional Locations (Methodology below)					
Fall course completion rates					
Attleboro Campus (F/T)	93%	*	72%	87%	89%
Fall River (F/T)	91%	100%	75%	87%	90%
New Bedford Campus (F/T)	91%	*	80%	85%	88%
Taunton (F/T)	87%	*	78%	84%	87%
Community Partner (F/T)	N/A	*	95%	*	*
Attleboro Campus (P/T)	90%	*	59%	84%	86%
Fall River (P/T)	87%	100%	57%	83%	85%
New Bedford Campus (P/T)	84%	*	75%	85%	87%
Taunton (P/T)	85%	*	81%	85%	87%
Community Partner (P/T)	96%	*	45%	74%	76%
Full-Time Retention rates (Fall-to-Fall)					
	(Fall 2020)	(Fall 2021)	(Fall 2022)	(Fall 2023)	(Fall 2024)
Attleboro Campus(F/T)	60%	*	55%	56%	57%
Fall River(F/T)	55%	*	54%	64%	66%
New Bedford Campus(F/T)	49%	*	33%	56%	58%
Taunton(F/T)	49%	*	40%	52%	53%
Community Partner (F/T)	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable
Attleboro Campus (P/T)	62%	*	40%	45%	47%
Fall River (P/T)	45%	*	29%	50%	52%
New Bedford Campus (P/T)	37%	*	60%	26%	27%
Taunton (P/T)	37%	*	44%	42%	44%
Community Partner (P/T) [Restricted (On-Site Off-Camp)(P/T)]	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable
Graduation rates (150%)					
Unavailable by location	N/A	N/A	N/A	N/A	N/A
Definition and Methodology Explanations					
Completion rates are available after the term ends. Therefore, current year used will be Fall 2022.					
Distance Education data are based on a student enrolling in one or more courses via a distance learning modality. Distance learning modalities are Asynchronous DL1, Synchronous DL5, Hybrid DL10. Hybrid courses are counted as distance education and by location. Distance education enrollments include FY21: 8,599 students, FY22: 7,718, FY23: 7,310.					
Course Completion rates reflects data for credit bearing courses that were completed, and the student earned credit. Credit is given for grades of A-D-, they do not include the grades of W,WF, I, F and the dev versions). As a Success metric, Bristol also captures student successful course completion rates (SSCR) data for credit bearing courses of grades A,B,C +/- . This averages 69%.					
Retention rates (Fall-to-Fall) Examines students' progress from Fall-to-Fall enrollment for first-time, full-time students or first-time, part-time students.					
IPEDS Graduation Data (150% of time): Students who completed their program within 150% of the normal (or expected) time for completion.					
Branch Campus and Instructional Locations data are based on a student enrolling in one or more courses at a specific location. Totals are duplicated as students can simultaneously take courses at multiple physical locations and online.					
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).					
* As of result of the COVID-19 pandemic, during the Fall 2020 term there were no courses at some of Bristol's locations (Attleboro, New Bedford, Taunton) and the Fall River location had a low number of courses and completions (19). During Fall 2021 and Fall 2022 there were a low number of course offerings at some Bristol's locations.					
Bristol does not offer Master's, Doctoral, or First Professional Programs.					

The image features three red origami cranes on a white background. The crane in the foreground is partially completed, showing a pattern of horizontal lines. The middle crane is more advanced, with a floral pattern and the text 'Extend neck + tail' and arrows on its wings. The crane in the background is the most complete, with the text 'Fold back outer edge down' on its wing. Numerous small, crumpled pieces of white paper are scattered around the cranes. The text '9. Integrity, Transparency, and Public Disclosure' is overlaid on the image in a bold, italicized font.

***9. Integrity, Transparency,
and Public Disclosure***

STANDARD 9: Integrity, Transparency, and Public Disclosure

KEY STRENGTHS	KEY AREAS FOR IMPROVEMENT
<ul style="list-style-type: none"> • Bristol is currently the second most affordable community college in Massachusetts • Commendable responses to the pandemic and recent cyberattack • Student data available via SSA Dashboards • New College website in 2022 with improved navigation • Comprehensive support for students 	<ul style="list-style-type: none"> • Developing guidance as to maintaining academic integrity with the proliferation of artificial intelligence • Fostering more open communication

DESCRIPTION

Integrity

Under the direction of the President and [Board of Trustees](#), Bristol abides by [Massachusetts Board of Higher Education](#) regulations, complying with laws concerning the establishment of policies, tuition and fees, and academic processes. In its dealings with students, Bristol adheres to federal rules and responsibilities ([Family Educational Rights and Privacy Act](#)). Members of the college participate in training on [state conflict of interest statutes](#) to ensure that relationships with internal and external constituencies are properly informed so that employees meet accepted ethical and legal standards (see also Standard 7).

In 2020, the college established a [Standard of Ethical Conduct](#) policy that is reviewed annually to articulate shared values of integrity and ethical practices. This policy states that, “members of the college community are expected to conduct themselves ethically, honestly and with integrity in all dealings.” Other relevant policies and practices that demonstrate the college’s ethical norms include, but are not limited to, the adherence to [bylaws](#) and maintenance and publication of minutes for [Board of Trustee meetings](#); policies for [academic dishonesty](#) and the implementation of a [Student Code of Conduct](#). The college also adheres to a standard [Whistleblower Policy](#) and associated process to protect those that identify potentially illegal or dishonest activities. Policies are created and stored via PolicyStat (see also Standard 2). New policies and updates are shared regularly for review and feedback in [Bristol Weekly](#), the college’s internal news publication.

Bristol adheres to the [Massachusetts Community College Policy on Affirmative Action, Equal Opportunity and Diversity](#) and has a publicized and routinely assessed [Affirmative Action Strategy](#) that promotes hiring and retaining diverse faculty, staff and administrators.

Additionally, the college acts in accordance with employment practices as stated in the [Massachusetts Community College Council](#) (MCCC) and [American Federation of State, County and Municipal Employees](#) (AFSCME) bargaining agreements, including grievance procedures when a violation of the terms of employment is suspected.

In addition to the high value that the college places on academic integrity, it respects standards of academic freedom as noted in the collective bargaining agreements for both full-time ([MCCC Day Contract](#) – 7.01) and adjunct faculty ([DCE Contract](#) – 6.01). As such, faculty members and academic departments make decisions about academic materials. In cases where online educational resources are needed, staff are available to assist faculty with finding suitable materials. Monthly Management Association on Employee Relations (MACER) meetings provide an ongoing opportunity for administration and Massachusetts Community College Council (MCCC) members to meet, share ideas, and collaboratively solve problems of mutual interest.

The college is authorized by the [Massachusetts Board of Higher Education](#) to confer degrees and certificates and accredited by the [New England Commission of Higher Education](#) (NECHE). If students have concerns about the operation of academic programs, grading, or other aspects of their experience at the college, there are [student complaint](#) and [grievance procedures](#) that are articulated in the [student handbook](#) and implemented in a timely manner. Should a student decide to file a complaint with the [Massachusetts Department of Higher Education](#) (DHE), NECHE, or NC=Sara, Bristol's website provides [procedural guidelines](#) for these processes.

Bristol encourages research at all levels, its [Institutional Review Board](#) reviewing research activities to protect “the rights, welfare, and privacy of individuals involved in research.” Bristol publishes information regarding community events and sponsors many events for the community. For example, Bristol served as a COVID-19 testing and vaccination site as part of its [Bristol Together](#) plan to ensure community health and wellness. All college policies regarding ethics, integrity and equity apply to all events and activities sponsored by the college or carrying the Bristol Community College name.

Members of the Bristol community work together throughout a 10-year accreditation cycle to review the college's implementation of Commission standards by creating [a data-driven self-study report](#) that communicates the college's strengths and challenges. The college follows up on the Commission's findings through interim reporting.

Transparency

Bristol maintains a comprehensive [website](#) for current and prospective students and the public. The site is organized, searchable and invites users to engage with a virtual assistant for specific information requests. The website provides access to Bristol's Academic Catalog which clarifies the [attribution and interpretation of grades](#). The catalog also provides detailed steps regarding [enrollment](#) and the college's policy for [withdrawing](#). Furthermore, it outlines enhanced academic opportunities including the [Commonwealth Honors Program](#), [Internship Program](#), [Service Learning](#), and [Contract Learning](#).

The college conducts an annual review and updates of the Bristol Academic Catalog and its alignment with information on the Bristol website following the procedures outlined in the [Catalog Content Owner and Approver Policy](#). Content owners are responsible for accurate and complete information for their area of the college. The content approver is responsible for the accuracy of updates and changes. The Vice-President of Academic Affairs is the primary content owner of the Catalog, and PLT is the presiding content approver.

Also, in accordance with the [Catalog Content Owner and Approver Policy](#), approved curricular changes to the Catalog are only made once a year by the Registrar's office. Academic Affairs is responsible for collecting updates and providing them to the Registrar. Content changes that require updates to the Catalog and the website cannot be made without approval from the content owner and the content approver. The Web Content Specialist provides approval to ensure alignment with all content published on the Bristol website. Catalog archives are maintained by Academic Affairs and are published on the Bristol website.

Information regarding program excellence, job placement and transfer data is readily available on the Bristol website via the [Fact Sheet](#) and [Student Success pages](#). The [Fact Sheet](#) is printed in poster form and displayed in and around public areas of the college. The Vice President of Marketing & Communication is the college's Public Records Officer, and all inquiries regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty are directed to that office. In turn, that office confers with the Offices of Strategic Analytics and Enterprise Systems (SAES), Transfer Services, Academic Affairs, and Student Services and Enrollment Management to compile and update relevant data.

Bristol's website includes information regarding submitting a [public records request](#). The college has assigned the Vice President of Marketing & Communications as the Public Records Officer. Union requests for information are fulfilled by the Associate Director of Employee & Labor Relations. Requests are handled completely and expeditiously. The [Bristol Fiscal Services](#) area of the website lists recent, audited financial statements.

When considering employment at the college, prospective employees [review job postings](#) on the Human Resources page of the website. Position description postings include descriptions of the college (including the mission and vision statements), position title, department, campus locations, reporting supervisor, statement of duties and essential functions, requirements, physical demands, union affiliation (if applicable), FTE status, and starting salary range. Postings also include an Equal Opportunity Office (EEO) statement and application instructions.

[The College Governance Council's Guide to Shared Governance](#) explains how Bristol's Risk Management Advisory Committee is responsible for sharing, disseminating, and supporting the Enterprise Risk Management model across each area of the institution (see also Standards 2 and 3). An integral part of the risk management framework is ensuring transparency of the development and implementation of college policies with the governance councils. While college leadership is responsible for the risk of non-compliance with regulatory requirements, the Risk

Management Advisory Committee seeks input from councils to solicit feedback (see also Standard 3). The collaboration between the Risk Management Advisory Committee and the college governance councils supports increased transparency with decisions made to support the college's strategy, risk remediation, and policy implementation.

Public Disclosure

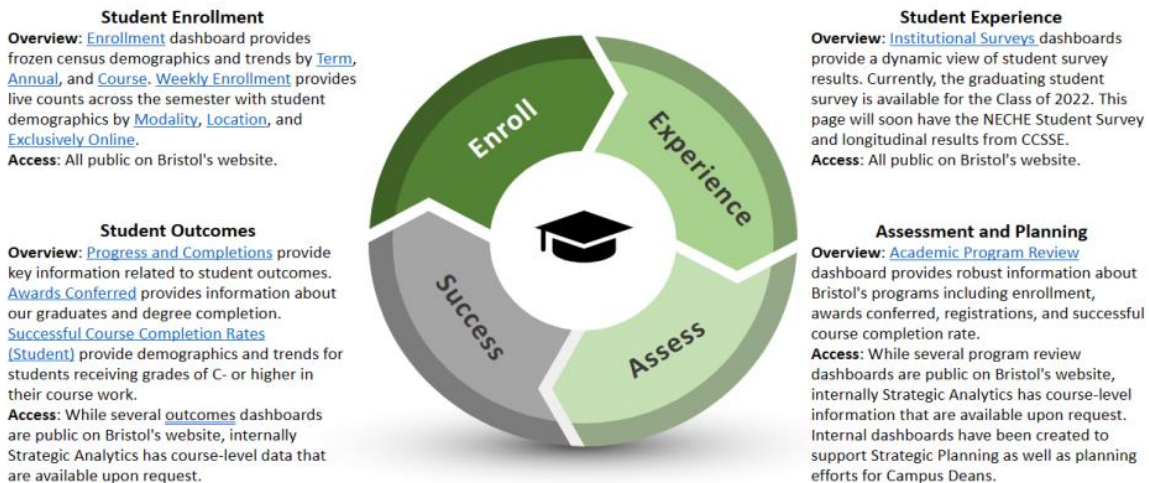
As a public community college, Bristol provides information and resources to support students and the broader community largely through its website. Bristol publicly states that it is [accredited by NECHE](#), and recent accreditation reports are available online. Bristol also provides contact information for the Commission on Institutions of Higher Education, should anyone have inquiries regarding Bristol's accreditation status. Program accreditation is also provided for each specialized program that maintains external accreditation.

As the second most affordable community college in Massachusetts, Bristol provides detailed and accessible information about educational costs to the public. Bristol's Financial Aid department has webpages dedicated to information regarding [costs and fees](#), [net price calculator](#), [forms](#), [ways to pay](#), and [refunds](#). Bristol's website and [Academic Catalog](#) present the size and characteristics of the student body, academic programs and policies, support services, co-curricular opportunities, and events. The college has four physical [locations](#): Fall River, Attleboro, New Bedford, and Taunton. In 2023, Bristol opened an additional location in New Bedford called the NOWI for corporate and customized non-credit training. A virtual tour application, [Concept3D](#), is available for each location. Bristol also offers fully online coursework via [Bristol Online](#).

The [Academic Catalog](#) contains detailed program information along with graduation requirements and academic recognitions. Students can transfer to many baccalaureate colleges throughout the state and country as outlined by Bristol's [Transfer Agreements](#) and [Course Equivalency Guides](#). The Academic Catalog articulates Bristol's [Mission](#) and [institutional obligations as well as the rights and responsibilities of students](#). Bristol's [Course Search](#) indicates program and course availability during academic sessions and provides designations regarding cancelled or closed courses as well as personnel.

Bristol publishes [strategic goals](#) for a variety of metrics. [Student Success and Achievement](#) dashboards ensure accessibility of Bristol data for the college community and public, balanced with security and governance (see Figure 9.1, below). The dashboards provide enrollment trends by various equity measures, such as: weekly enrollment, term enrollment and academic year enrollment. In addition to the annual [Fact Sheet](#), SAES publishes various forms of data through its internal [Data Informed Decision Portal](#) to ensure that everyone at the college has the information they need that to make decisions that align with Bristol's goals and objectives. SAES also develops and utilizes a variety of ARGOS reports to lead and support a range of assessment and planning activities at the institution. The [Academic Catalog](#) also contains essential curriculum information, such as program learning outcomes, to internal and external constituencies. For example, information on passage rates for licensure examinations is published for programs such as [Nursing](#) and [Occupational Therapy Assistant](#).

Bristol Dashboards for Informed Decision-Making



Public dashboards suppress demographic data with less than 10 students. Unsuppressed for all public dashboards are available by submitting a [data request form](#).

Figure 9.1: Dashboards for Making Data Informed Decisions

Public information related to community partnerships with local high schools, along with relationships with four-year institutions, is located on the Bristol website. Student benefits of Bristol's [College Access Dual Enrollment Programs](#) are clearly outlined, such as personalized advising and access to all Bristol student services. The Transfer Services webpage provides detailed [Transfer Agreements](#) for students interested in transferring credits to Bristol or vice versa. Information is provided about specific partnerships, such as [BCC2BSU](#), [Bristol + UMassD](#), and [MassReconnect](#). Another webpage focuses on Bristol's membership in the [CONNECT Partnership](#), a consortium of 6 public higher education institutions in Southeastern Massachusetts focused on access to education, cost-savings, and student achievement.

Bristol's [Economic and Business Development](#) area enriches the Commonwealth through workforce development strategies, training, and language skill development. The area has established partnerships with chambers of commerce, regional businesses, MassHire Workforce boards and Career Centers, economic development organizations, industrial foundations, literacy-focused organizations, K-12, and higher educational institutions. It serves residents through Business Solutions and Partnerships, Adult Education, NOWI, and Grant Development. Specifically supporting private, public, municipal, nonprofit, and educational organizations in Bristol County, [Business Solutions and Partnerships](#) provides needs assessments for process and staffing enhancements, offers trainings for upskilling and customized modules, and supports attaining funding to support business community development.

To enhance its ability to provide public information, Bristol recently transferred its website to a new Content Management System platform which includes new features and modules. For example, a new module that has been added allows for a robust faculty and staff directory that can display faculty members' titles, contact information, degrees held, courses they teach, personal bios, and more. [The landing page](#) provides links to timely resources, currently that

includes information about registration deadlines, academic courses, COVID-19 safety protocols, and community events. The [About Bristol](#) webpage provides resources regarding the college's mission, purpose and intent. The Bristol [Fact Sheets](#) are linked on this page to provide essential enrollment and student success information. It additionally provides direct links to Bristol's [Mission, Vision, and Values](#), [Leadership and Organization](#), [Accreditation Information](#), [Public Records](#), and [College Policies and Consumer Information](#). Innovative institutional initiatives are highlighted such as [NOWI](#) and [Sustainability efforts](#). The [Bristol Together Plan](#) is also featured, as it is the guiding document regarding COVID-19 related policies and procedures to provide flexible health and safety guidelines for students, faculty, staff and the community at all College locations. [The Board of Trustees webpage](#) lists the names of board members and provides access to the Board's [bylaws](#) and [meeting notes](#).

APPRAISAL

Integrity

Keeping college affordable is a priority. In fact, with [tuition and fees totaling only \\$6674.00 \(2023-2024\)](#), Bristol is the second most affordable community college in Massachusetts. Additionally, financial aid and other efforts like Open Educational Resources (OER) and Credit for Prior Learning (CPL) have decreased students' costs further. During FY22, 49% of students received Pell Grants, and 68% graduated without debt. During that year, 565 credits were awarded through CPL, and there were 2,402 student registrations in low- and no-cost OER sections in AY 21-22 for an estimated savings of \$208K for the year.

Bristol adheres to its [Standard of Ethical Conduct](#) which outlines expectations for all community members to conduct themselves ethically, honestly and with integrity in all dealings. Closely related to this policy, Bristol established a [Statement on Equity](#) in 2021 through a collaborative process with all stakeholders which resulted in a unified agreement that the college is dedicated to diversity, equity, and inclusion. This statement is included in key documents such as the [Bristol Fact Sheet](#). In response to the college-wide commitment to equity, key areas have articulated diversity, equity, and inclusion statements relevant to their roles at the college.

The college makes every attempt to work collaboratively with students to resolve complaints and grievances informally. As a result, there have been no grievances since September 2021 that have progressed to a full Student Grievance Committee. Examples of complaints resolved through the college's student complaint processes include concerns about operating hours for various college services, allegations of misadvising, and final course grade appeals.

While the college publicizes and implements a clear and detailed [policy and set of procedures for maintaining academic integrity](#), it is important that Bristol keeps up with rapid advances in artificial intelligence, like ChatGPT, that impact this policy. As professional development opportunities become available, faculty and academic staff are engaging in them, but college-wide, cross-disciplinary conversations to update the current policy have not yet occurred.

Bristol's [2021 President's Report](#) outlines how the college strived to protect and support the college community during the pandemic (also see Cybercriminal Ransomware Attack, p. xxii). The Spring 2021 Community College Survey of Student Engagement (CCSSE) survey indicates that 74% of Bristol students had access to reliable internet at their home when needed for their coursework. Despite the pandemic, 47% of students reported high engagement in preparing for class by studying, reading, writing, rehearsing, doing homework and other activities related to their program, a higher rate than the national CCSSE cohort (35%).

To increase equity and serve the community, Bristol donated its own Personal Protective Equipment (PPE) supplies from its health services programs to health-care providers and offered free oral health kits from its Dental Hygiene program. In January 2021, [Bristol became a COVID-19 regional vaccine site](#) in collaboration with the Fall River Fire Department. In Summer 2021, Bristol collaborated with the Broad Institute to offer free COVID-19 testing to the local community and beyond. To date, Bristol has offered 11 vaccination clinics.

The college continues to be an agent for positive change, and to care for the communities it serves, recognizing both basic needs and the desire for educational enrichment. Since 2014, Bristol's Student and Family Engagement Office has offered a monthly [Mobile Food Market](#), in partnership with the Greater Boston Food Bank, providing free food to the community. Members of the college community routinely volunteer to distribute food at this event which has impacted 4,008 participants, including many students, who received more than 160,320 pounds of free groceries in 2022. The mobile market continued even at the height of the pandemic by adhering to COVID-19 safety guidelines. Bristol also provides various basic community needs such as menstrual products to 200 women each month through a partnership with a local community organization, Dignity Matters. Student and Family Engagement hosts a [Basic Needs Center](#) webpage that offers resources to address food, housing and other financial needs. In addition, the college provides opportunities for educational, personal and civic enrichment through initiatives like the Holocaust and Genocide Center and the Grimshaw-Gudewicz Art Gallery.

Transparency

To promote consistency with Academic Catalog information, the college Wide Curriculum Committee requires any curriculum changes to be approved by the Registrar's Office, Vice President of Academic Affairs, academic area deans, and institutional assessment coordinator as documented in a dynamic form. This form requires acknowledgement of the necessary changes to various platforms where these changes will be published, including Banner, DegreeWorks, Curriculum Plan of Study, Academic Catalog, and MassTransfer database. Centralizing this process was an attempt to improve consistency of Academic Catalog information, though the extent to which accuracy has improved has not been recently assessed.

Beginning in AY21-22, the college engaged a new vendor, Clean Catalog, to enhance the student interface for the Academic Catalog. Academic Affairs collaborated with the Registrar's Office and SAES to integrate the Academic Catalog with the Banner Student Information System which improves the college's compliance and risk management and reduces curriculum inaccuracies. A

cross-functional committee helped implement the new Academic Catalog, and students were involved in providing feedback through forums like the Student Senate.

Access to meaningful and accurate information is essential to support Bristol's mission and vision. Responding to public records and information requests is facilitated by the college's use of several software tools that store historical data: Banner, HRCMS, Interview Exchange, Slate, and others. The college also utilizes Argos to create reports for faculty and staff. While it can be challenging at times to efficiently compile data across Bristol's many systems, the college is establishing interfaces to accomplish this more capably. Bristol established a [Data Governance Team](#) in 2019 to address the need for formalized policies and procedures to manage Bristol's data resources. As a result of this team, a [streamlined data request process](#) was established along with a comprehensive [data dictionary](#). Data requests nearly [doubled](#) from 2019 to 2022, and the [Tableau Dashboards had over 11,000 views](#) since the first dashboard was created in 2017 indicating an institutional desire for data. Access to the dashboards seems to have resulted in much more specific data requests, the combination suggesting data is a critical factor in decision making. During a [state-wide assessment of data maturity](#) to support the DHE's Student Success Framework, Bristol's data maturity ranking for data governance scored in the effective range when compared to national peers. Through this assessment process, recommendations were made to strengthen the use of existing data sources such as the data dictionary, enhance data integrity processes, and continue to explore opportunities for system integration. SAES has incorporated these recommendations into their 2023 goals.

Although policies that promote and support open communication exist at Bristol, participation continues to be a consideration. The Personal Assessment of the college Environment (PACE) survey for Community Colleges [Findings from the Fall 2017 survey](#) indicated employees felt valued within their departments and work groups and enjoyed "open communication" and "a spirit of cooperation" within their functional areas. At the same time, some of the lowest scores were related to "open and ethical communication" and "the spirit of cooperation," both at the institutional level as well as "the extent to which information is shared within the institution." The [2020 PACE survey](#) results echoed some of the same strengths and concerns. In response to the findings, the college focused on improving communication, especially during the pandemic, as many faculty and staff were working remotely. One mechanism established in 2020 is optional, weekly college meetings called Bristol Updates Live to share information and to provide faculty and staff an opportunity to ask questions and share ideas. These meetings continue to be held through Zoom to maximize participation.

While Bristol Updates Live is having an impact, an MCCC 2022 Climate Survey indicates that concerns about institution-wide communication and low morale persist. Of the 172 respondents, only 15 (8.8%) "agree" or "strongly agree" that "open and honest communication is practiced campus wide," and only 11 respondents (6.4%) "agree" or "strongly agree" that "morale is high on campus." It is noted that climate surveys distributed by the unions did not follow institutional policy. For integrity purposes, all surveys are to be reviewed by the college's Institutional Review Board. The purpose of the board is to uphold ethical standards and ensure the rights, welfare and privacy of individuals involved in research.

Public Disclosure

Bristol implemented a new Content Management System in FY22 which improved the website's accessibility. The platform complies fully with Web Content Accessibility Guidelines 2.0 and 2.1. Further, Marketing & Communications strove to improve webpage navigation, enhance search capabilities, and confirm accuracy of public information through reorganization of website content. Although results from the Fall 2020 Media Preference Survey confirmed the website meets the needs of most respondents, the results also indicated that students wanted more information about important dates such as registration, payments, and graduation. The carousel at the top of Bristol's webpage is dedicated to this information and updated frequently.

To better deliver information to students, staff and the public, the college launched a new website platform in July 2022. Numerous improvements were made with this update such as optimizing content within a new format, modernizing the website's look and functionality, and adding a virtual assistant. A Spring 2023 student survey revealed that most of the 307 respondents (81%) found information on the website and online course catalog are consistent and accurate and that they can find information they need on the website quickly and easily. Some open-ended responses (n=20) from the survey discuss the college website. The comments referenced Bristol's cyberattack (n=8), online learning course spaces (n=3), and the accessibility of information on Bristol's website (n=9). Comments that spoke to that latter item included "Making the website and catalog into a simpler, easy to navigate structure" and "The website is good, but certain things need to be updated. For example, the dates on which funds are being disbursed. I seem to always run into a dead page when I check." These comments were offered to Marketing & Communications to aid with the website's continuous improvement.

In FY22, Marketing & Communications established a [centralized webpage](#) for important policies, regardless of content. Previously, policies were placed throughout the website depending on their applicable section, making individual policies challenging to locate. In FY20 the college moved to the new system and by FY23, the product housed 180 Bristol policies. The policy hub on the website includes a main list of alphabetically listed policies and subpages for Campus Police Policies and Consumer Policies. As more college policies are updated and moved to PolicyStat, weblinks are updated accordingly. As evident by [Data First Form 9.3](#), most student policies and procedures are listed within the Academic Catalog or Student Handbook.

College departments strive to enhance the adequacy of their public information. Although SAES has distributed the college's Fact Sheet for decades, in FY23 the department published [25 Tableau dashboards and seven tutorials](#) that offer more robust coverage of a broad range of data analytics. These dashboards are conveniently located in the "About" section of the website under "Student Success and Achievement" where they receive more than 800 views monthly. Training sessions are held frequently to help the community understand and use the public dashboards.

In addition, Transfer Services reorganized its section of the website to clarify transfer opportunities for students. [Transfer Agreements](#) are now organized by institutions as well as programs so students are provided with clear options to establish transfer plans (see Standard 8).

PROJECTION

	Action	Responsible Area(s)	Timeframe
1	Devise and implement a plan for maintaining and expanding the policies in PolicyStat as well as the procedures associated with policymaking, assessment, and updates.	Human Resources Administration & Finance	2 Years
2	Provide ongoing professional development to faculty and staff regarding the implications of Artificial Intelligence (e.g. ChatGPT) for academic integrity and related college policies.	Academic Affairs, SSEM	2 Years
3	Enhancing the college's portal to streamline the website and improve access to important information for students and employees.	ITS Marketing & Communications	2 Years

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

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	2022	http://www.bristolcc.edu/about/policies	Academic Affairs
Intellectual property rights	2021	http://www.bristolcc.edu/about/policies	Academic Affairs
Conflict of interest	2021	NECHE Workroom	Human Resources
Privacy rights	1974	http://www.bristolcc.edu/learnatbristolcc	President's Office
Fairness for students	2023	https://catalog.bristolcc.edu/student-services	Academic Affairs
Fairness for faculty	2023	https://bristolcc.edu/bristolcommunications	Human Resources
Fairness for staff	2023	bhe ma cc nup personnel policies	Human Resources
Academic freedom	2018	https://mccc-union.org/wp-content/uploads	Human Resources
Research	2021	NECHE Workroom	Strategic Analytics & Institutional Research
Title IX Other; specify	2021	https://bristolcc.edu/student-services/	Human Resources
Policies, Disclosures & Legal Statements	2022	http://www.bristolcc.edu/about/policies	Marketing & Communications

Non-discrimination policies

Recruitment and admissions	2022	http://www.bristolcc.edu/about/polic	Human Resources
Employment	2022	NECHE Workroom	Human Resources
Evaluation	2022	https://bristolcc.edu/bristolcommuni	Human Resources
Disciplinary action	2022	NECHE Workroom	Human Resources
Advancement Other; specify	2022	NECHE Workroom	Human Resources

Discrimination and Harassment Complaint Form	2022	https://bristolcc.edu/about/policiesdi	Human Resources
Affirmative Action Strategy	2022	https://bristolcc.edu/_resources/docu	Human Resources

Resolution of grievances

Students	2013	https://bristolcc.edu/studentsservices/	Student Services and Enrollment Management
Faculty	2021	NECHE Workroom	Human Resources
Staff Other; specify	2022	NECHE Workroom	Human Resources

Americans with Disabilities Act of 1990 (ADA) Grievance Process	1990	https://www.bristolcc.edu/about/pol	Human Resources
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? Other	Last Updated	Website location or Publication	Responsible Office or Committee
Bristol Together Plan	2023	https://bristolcc.edu/Together/	Human Resources

Bristol Emergency Preparedness	2023	https://bristolcc.edu/studentservices/	Campus Police
Whistleblower Policy	2023	NECHE Workroom	Human Resources
Whistleblower Reporting Form	2023	https://bristolcc.edu/bristolcommuni	Human Resources

Please enter any explanatory notes in the box below

Bristol is now storing all of its policies in PolicyStat at <https://bristolcc-public.policystat.com/>. Use the Search feature, browse policies by category or title by clicking on the applicable tabs. Many college departments are currently in the process of updating or creating new policies.

[Source: Bristol's Human Resources Policies Webpage](#)

**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?	https://bristolcc.edu/getstartedatbristol/
Notice of availability of publications and of audited financial statement or fair summary	https://bristolcc.edu/bristolcommunity/facultystaff/bristolfiscalservices/in
Processes for admissions	https://bristolcc.edu/getstartedatbristol/admissions/applytobristol/admiss
Processes for employment	https://bristolcc.edu/bristolcommunity/facultystaff/humanresources/
Processes for grading	https://catalog.bristolcc.edu/grading-policies
Processes for assessment	www.bristolcc.edu/assessment
Processes for student discipline	https://bristolcc.edu/studentervices/resources/studenthandbook/codeofc
Processes for consideration of complaints and appeals	https://bristolcc.edu/about/policiesdisclosureslegalstatements/studentcom

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	Website location and/or publication where valid documentation can be found
Accreditation Information	https://bristolcc.edu/about/accreditation/index.html
President's Office Statement From the President	https://bristolcc.edu/about/presidentsoffice/index.html
President's Approved Goals	https://bristolcc.edu/about/presidentsoffice/presidentsapprovedgoals/
Vision Statement	https://www.bristolcc.edu/about/missionvisionvalues/
Values Statement	https://www.bristolcc.edu/about/missionvisionvalues/
Strategies for Strategic Plan	https://www.bristolcc.edu/about/missionvisionvalues/
Student Experience Statement	https://www.bristolcc.edu/about/missionvisionvalues/
Equity & Student Success	https://www.bristolcc.edu/about/presidentsoffice/strategicplan2024/equ
Student Right-to-Know	https://bristolcc.edu/about/publicrecordsrequest/studentright-to-know.htm
General Education Requirements	https://catalog.bristolcc.edu/general-education-requirements
Curriculum Development	https://bristolcc.edu/bristolcommunity/facultystaff/academicresources/cu
Bristol President's Report	https://www.bristolcc.edu/about/presidentsoffice/presidentsreport/
Academic Innovation and Professional Development	https://bristolcc.edu/bristolcommunity/facultystaff/academicresources/ac
Commonwealth Honors Program	https://catalog.bristolcc.edu/commonwealth-honors-program
Internship Program	https://catalog.bristolcc.edu/internship-program
Service-Learning	https://catalog.bristolcc.edu/servicelearning
Credit for Prior Learning	https://catalog.bristolcc.edu/credit-for-prior-learning
Graduation & Awards	https://bristolcc.edu/studentervices/resources/studenthandbook/academ

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

Bristol is now storing all of its policies in PolicyStat at <https://bristolcc-public.policystat.com/>. Use the Search feature at the top of the page or browse policies by category or title by clicking on the applicable tabs. Many college departments are currently in the process of updating or creating new policies.

Source: [Bristol's Human Resources Policies Webpage](#)

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

Information	Website location
Institutional catalog	https://catalog.bristolcc.edu/
Obligations and responsibilities of students and the institution	https://catalog.bristolcc.edu/student-academic-rights-responsibilities
Information on admission and attendance	https://catalog.bristolcc.edu/admissions
Institutional mission and objectives	https://catalog.bristolcc.edu/mission-statements
Expected educational outcomes	https://catalog.bristolcc.edu/general-education-requirements
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://catalog.bristolcc.edu/mission-statements
Requirements, procedures and policies re: admissions	https://catalog.bristolcc.edu/admissions
Requirements, procedures and policies re: transfer credit	https://catalog.bristolcc.edu/admissions
A list of institutions with which the institution has an articulation agreement	https://bristolcc.edu/student-services/resources/transferservices/tr
Student fees, charges and refund policies	https://catalog.bristolcc.edu/tuition-and-fees
Rules and regulations for student conduct	https://bristolcc.edu/student-services/resources/studenthandbook/
Procedures for student appeals and complaints	https://bristolcc.edu/about/policiesdisclosureslegalstatements/stud
Other information re: attending or withdrawing from the institution	https://catalog.bristolcc.edu/withdrawal-policy-procedures
Academic programs	https://catalog.bristolcc.edu/
Courses currently offered	https://catalog.bristolcc.edu/classes
Other available educational opportunities	https://catalog.bristolcc.edu/
Other academic policies and procedures	https://catalog.bristolcc.edu/academic-policies
Requirements for degrees and other forms of academic recognition	https://catalog.bristolcc.edu/graduation
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://catalog.bristolcc.edu/faculty
Names and positions of administrative officers	https://bristolcc.edu/about/presidentsoffice/presidentsleadershipt
Names, principal affiliations of governing board members	https://catalog.bristolcc.edu/bristol-community-college-board-of-tr
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	https://www.bristolcc.edu/locations/
Programs, courses, services, and personnel not available in any given academic year.	https://catalog.bristolcc.edu/
Size and characteristics of the student body	https://bristolcc.edu/bristolcommunity/facultystaff/strategicanalyti
Description of the campus setting	https://bristolcc.edu/locations/index.html
Availability of academic and other support services	https://bristolcc.edu/student-services/resources/index.html
Range of co-curricular and non-academic opportunities available to students	https://bristolcc.edu/student-services/activities/index.html
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://bristolcc.edu/student-services/resources/studenthandbook/
Institutional goals for students' education	https://www.bristolcc.edu/about/missionvisionvalues/
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	https://bristolcc.edu/bristolcommunity/facultystaff/strategicanalyti
Total cost of education and net price, including availability of financial aid and typical length of study	https://bristolcc.edu/getstartedatbristol/financialaid/npc.html
Expected amount of student debt upon graduation and loan payment rates	https://bristolcc.edu/getstartedatbristol/financialaid/loans/
Statement about accreditation	https://catalog.bristolcc.edu/accreditation-student-information-and

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

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	2022	http://www.bristolcc.edu/about/policies/disclosures/legalstatements/academicdishonesty/	Academic Affairs
Intellectual property rights	2021	http://www.bristolcc.edu/about/policies/disclosures/legalstatements/copyrightpolicy/	Academic Affairs
Conflict of interest	2021	NECHE Workroom	Human Resources
Privacy rights	1974	http://www.bristolcc.edu/learnatbristol/academicresources/registrarrecords/ferpa/	President's Office
Fairness for students	2023	https://catalog.bristolcc.edu/student-academic-rights-responsibilities-and-policies	Academic Affairs
Fairness for faculty	2023	https://bristolcc.edu/bristolcommunity/facultystaff/humanresources/contractsandhandbooks/facultyhandbookandresourceguide/	Human Resources
Fairness for staff	2023	bhe ma cc nup personnel policies handbook 10.11.23 final.pdf (bristolcc.edu)	Human Resources
Academic freedom	2018	https://mccc-union.org/wp-content/uploads/sites/69/2020/05/MCCC_BHE_Day_Contract_2018-2021-final.pdf	Human Resources
Research	2021	NECHE Workroom	Strategic Analytics & Institutional Research
Title IX Other; specify	2021	https://bristolcc.edu/studentservices/resources/studenthandbook/policiesandprocedures/affirmativeactionandtitleixsection504.html	Human Resources
Policies, Disclosures & Legal Statements	2022	http://www.bristolcc.edu/about/policies/disclosures/legalstatements/	Marketing & Communications ☐

Non-discrimination policies

Recruitment and admissions	2022	http://www.bristolcc.edu/about/policiesdisclosureslegalstatements/consumerpolicies/equalopportunitynon-discriminationnotice/	Human Resources
Employment	2022	NECHE Workroom	Human Resources
Evaluation	2022	https://bristolcc.edu/bristolcommunity/facultystaff/humanresources/forms.html	Human Resources
Disciplinary action	2022	NECHE Workroom	Human Resources
Advancement Other; specify	2022	NECHE Workroom	Human Resources
Discrimination and Harassment Complaint Form	2022	https://bristolcc.edu/about/policiesdisclosureslegalstatements/consumerpolicies/equalopportunitynon-discriminationnotice/discriminationandharassmentcomplaintform.html	Human Resources
Affirmative Action Strategy	2022	https://bristolcc.edu/resources/documents/bristolaffirmativeactionstrategy.pdf	Human Resources

Resolution of grievances

Students	2013	https://bristolcc.edu/student-services/resources/studenthandbook/policiesandprocedures/masscommunitycollegestudentgrievanceprocedure.html	Student Services and Enrollment Management
Faculty	2021	NECHE Workroom	Human Resources
Staff Other; specify	2022	NECHE Workroom	Human Resources
Americans with Disabilities Act of 1990 (ADA) Grievance Process	1990	https://www.bristolcc.edu/about/policiesdisclosureslegalstatements/adagrievanceprocess.html	Human Resources

2 Other	Last Updated	Website location or Publication	Responsible Office or Committee
Bristol Together Plan	2023	https://bristolcc.edu/Together/	Human Resources

Bristol Emergency Preparedness	2023	https://bristolcc.edu/student-services/resources/campus-police/emergency-preparedness.html	Campus Police
Whistleblower Policy	2023	NECHE Workroom	Human Resources
Whistleblower Reporting Form	2023	https://bristolcc.edu/bristol-community/faculty-staff/human-resources/hr-policies-laws-and-guidelines/whistleblower-reporting-form.html	Human Resources

Please enter any explanatory notes in the box below

Bristol is now storing all of its policies in PolicyStat at <https://bristolcc-public.policy-stat.com/>. Use the Search feature, browse policies by category or title by clicking on the applicable tabs. Many college departments are currently in the process of updating or creating new policies.

[Source: Bristol's Human Resources Policies Webpage](#)

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?	https://bristolcc.edu/getstartedatbristol/
Notice of availability of publications and of audited financial statement or fair summary	https://bristolcc.edu/bristolcommunity/facultystaff/bristolfiscalservices/index.html
Processes for admissions	https://bristolcc.edu/getstartedatbristol/admissions/applytobristol/admissionsprocess.html
Processes for employment	https://bristolcc.edu/bristolcommunity/facultystaff/humanresources/
Processes for grading	https://catalog.bristolcc.edu/grading-policies
Processes for assessment	www.bristolcc.edu/assessment
Processes for student discipline	https://bristolcc.edu/studentervices/resources/studenthandbook/codeofconduct.html
Processes for consideration of complaints and appeals	https://bristolcc.edu/about/policiesdisclosureslegalstatements/studentcomplaints/

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

Statement/Promise	Website location and/or publication where valid documentation can be found
Accreditation Information	https://bristolcc.edu/about/accreditation/index.html
President's Office Statement From the President	https://bristolcc.edu/about/presidentsoffice/index.html
President's Approved Goals	https://bristolcc.edu/about/presidentsoffice/presidentsapprovedgoals/
Vision Statement	https://www.bristolcc.edu/about/missionvisionvalues/
Values Statement	https://www.bristolcc.edu/about/missionvisionvalues/
Strategies for Strategic Plan	https://www.bristolcc.edu/about/missionvisionvalues/
Student Experience Statement	https://www.bristolcc.edu/about/missionvisionvalues/
Equity & Student Success	https://www.bristolcc.edu/about/presidentsoffice/strategicplan2024/equityandstudentsuccess/
Student Right-to-Know	https://bristolcc.edu/about/publicrecordsrequest/studentright-to-know.html
General Education Requirements	https://catalog.bristolcc.edu/general-education-requirements
Curriculum Development	https://bristolcc.edu/bristolcommunity/facultystaff/academicresources/curriculumdevelopment.html
Bristol President's Report	https://www.bristolcc.edu/about/presidentsoffice/presidentsreport/
Academic Innovation and Professional Development	https://bristolcc.edu/bristolcommunity/facultystaff/academicresources/academicinnovationprofessionaldevelopment/index.html
Commonwealth Honors Program	https://catalog.bristolcc.edu/commonwealth-honors-program
Internship Program	https://catalog.bristolcc.edu/internship-program
Service-Learning	https://catalog.bristolcc.edu/servicelearning

Credit for Prior Learning	https://catalog.bristolcc.edu/credit-for-prior-learning
Graduation & Awards	https://bristolcc.edu/student-services/resources/student-handbook/academic-resources/commencement-awards.html

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

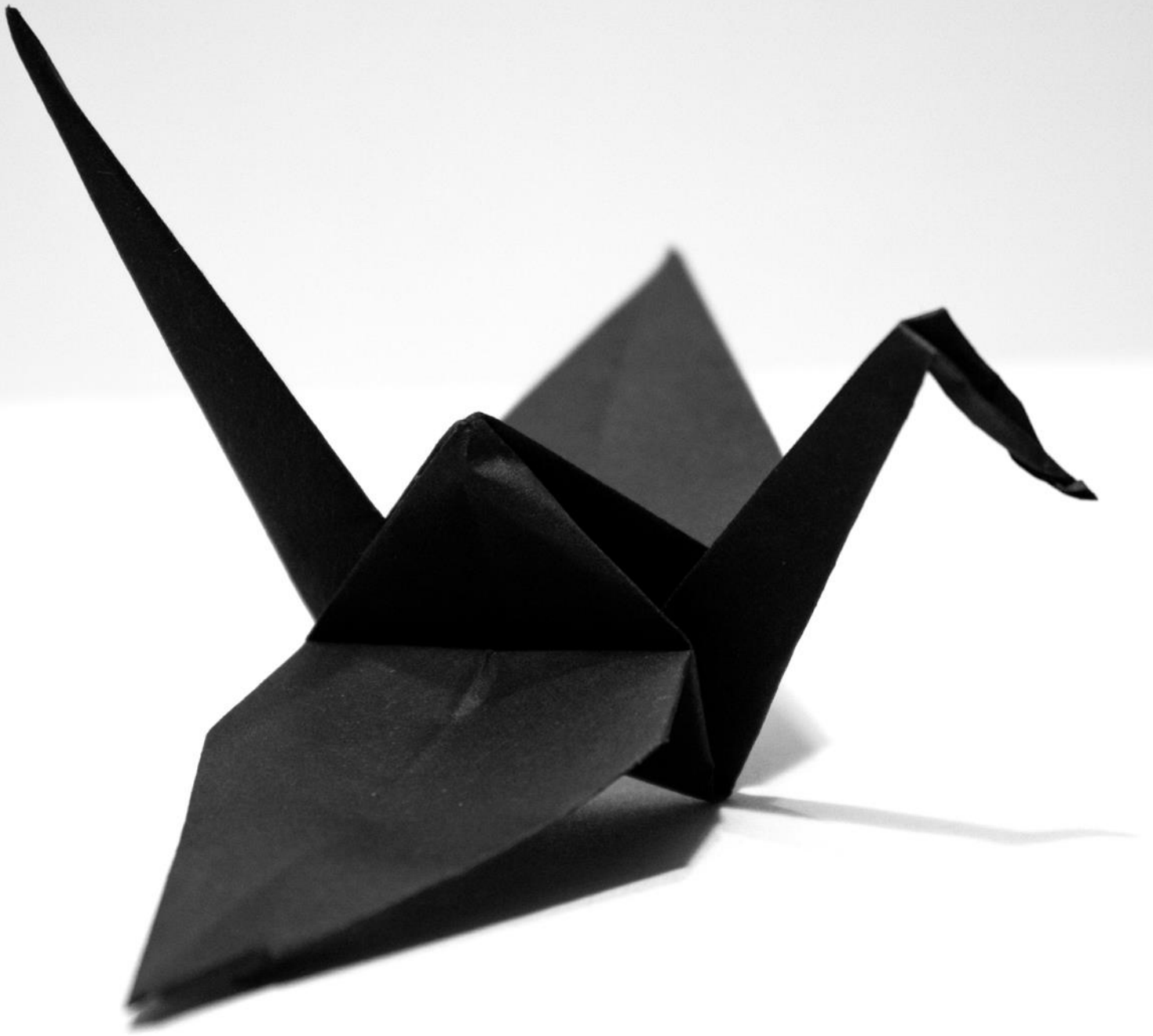
Please enter any explanatory notes in the box below

Bristol is now storing all of its policies in PolicyStat at <https://bristolcc-public.policystat.com/>. Use the Search feature at the top of the page or browse policies by category or title by clicking on the applicable tabs. Many college departments are currently in the process of updating or creating new policies.

[Source: Bristol's Human Resources Policies Webpage](#)

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

Information	Website location
Institutional catalog	https://catalog.bristolcc.edu/
Obligations and responsibilities of students and the institution	https://catalog.bristolcc.edu/student-academic-rights-responsibilities-and-policies
Information on admission and attendance	https://catalog.bristolcc.edu/admissions
Institutional mission and objectives	https://catalog.bristolcc.edu/mission-statements
Expected educational outcomes	https://catalog.bristolcc.edu/general-education-requirements
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://catalog.bristolcc.edu/mission-statements
Requirements, procedures and policies re: admissions	https://catalog.bristolcc.edu/admissions
Requirements, procedures and policies re: transfer credit	https://catalog.bristolcc.edu/admissions
A list of institutions with which the institution has an articulation agreement	https://bristolcc.edu/studentservices/resources/transferservices/transferagreements.html
Student fees, charges and refund policies	https://catalog.bristolcc.edu/tuition-and-fees
Rules and regulations for student conduct	https://bristolcc.edu/studentservices/resources/studenthandbook/codeofconduct.html
Procedures for student appeals and complaints	https://bristolcc.edu/about/policiesdisclosureslegalstatements/studentcomplaints/
Other information re: attending or withdrawing from the institution	https://catalog.bristolcc.edu/withdrawal-policy-procedures
Academic programs	https://catalog.bristolcc.edu/
Courses currently offered	https://catalog.bristolcc.edu/classes
Other available educational opportunities	https://catalog.bristolcc.edu/
Other academic policies and procedures	https://catalog.bristolcc.edu/academic-policies
Requirements for degrees and other forms of academic recognition	https://catalog.bristolcc.edu/graduation
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://catalog.bristolcc.edu/faculty
Names and positions of administrative officers	https://bristolcc.edu/about/presidentsoffice/presidentleadershipteam.html
Names, principal affiliations of governing board members	https://catalog.bristolcc.edu/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	https://www.bristolcc.edu/locations/
Programs, courses, services, and personnel not available in any given academic year.	https://catalog.bristolcc.edu/
Size and characteristics of the student body	https://bristolcc.edu/bristolcommunity/facultystaff/strategicanalyticsandenterprisesystems/strategicanalytics/studentssuccessandachievement/
Description of the campus setting	https://bristolcc.edu/locations/index.html
Availability of academic and other support services	https://bristolcc.edu/studentservices/resources/index.html
Range of co-curricular and non-academic opportunities available to students	https://bristolcc.edu/studentservices/activities/index.html
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://bristolcc.edu/studentservices/resources/studenthandbook/
Institutional goals for students' education	https://www.bristolcc.edu/about/missionvisionvalues/
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	https://bristolcc.edu/bristolcommunity/facultystaff/strategicanalyticsandenterprisesystems/strategicanalytics/studentssuccessandachievement/
Total cost of education and net price, including availability of financial aid and typical length of study	https://bristolcc.edu/getstartedatbristol/financialaid/npc.html
Expected amount of student debt upon graduation and loan payment rates	https://bristolcc.edu/getstartedatbristol/financialaid/loans/
Statement about accreditation	https://catalog.bristolcc.edu/accreditation-student-information-and-legal-statements



Appendices

Appendix A: Affirmation of Compliance



New England Commission of Higher Education
301 Edgewater Place, Suite 210,
Wakefield, MA 01880 Tel: 781-425-7785 | neche.org

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 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. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	https://bristolcc.edu/student-services/resources/transferservices/transferegreements.html
Print Publications	None
Self-study/Fifth-year Report Page Reference	41-42

- 2. 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 9.18.)

URL	https://bristolcc.edu/about/policiesdisclosureslegalstatements/student-complaints/index.html
Print Publications	None
Self-study/Fifth-year Report Page Reference	69

- 3. 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. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Institutional authentication protocols, including unique ID, password, DOB, and personal security questions for Blackboard. Transferring over to Canvas in 2024.
Self-study/Fifth-year Report Page Reference	47, 86, 110

4. 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. (NECHE Policy 77.)

URL	https://bristolcc.edu/about/accreditation/publiccomment.html
Print Publications	Bristol will be sending out a public notice for comment to the four local newspapers serving the communities where our campuses are located. The college will also put a notice in the student, employee, and alumni newsletters. (The Herald News (Fall River), The Standard-Times (New Bedford), Taunton Daily Gazette, The Sun Chronicle (Attleboro))
Self-study Page Reference	

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

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

Chief Executive Officer: *Jana L. Douglas* Date: *November 17, 2023*

March 2016, June 2020, August 2021

Appendix B: Most Recent Audited Financial Statements and Auditor's Management Letter

BRISTOL COMMUNITY COLLEGE
(an Agency of the Commonwealth of Massachusetts)
Financial Statements and
Management's Discussion and Analysis
June 30, 2023 and 2022
With Independent Auditor's Report

Bristol Community College
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June 30, 2023 and 2022

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of
Bristol Community College:

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the business-type activities of Bristol Community College (an agency of the Commonwealth of Massachusetts) (the "College"), as of and for the year ended June 30, 2023, and the discretely presented major component unit, Bristol Community College Foundation, Inc. (the "Foundation") as of and for the year ended June 30, 2023, and the related notes to financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the College as of June 30, 2023, and the respective changes in net position and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America ("GAAS") and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Bristol Community College and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Change in Accounting Principle

As discussed in Note 2 to the financial statements, the College adopted new accounting guidance, GASB Statement Number 96, *Subscription-Based Information Technology Arrangements*. Our opinion is not modified with respect to this matter. The adoption of GASB 96 required the College to recognize a prior period adjustment.

Other Matter

The financial statements of the College as of and for the year ended June 30, 2022, were audited by O'Connor & Drew, P.C., who joined with WithumSmith+Brown, PC on January 1, 2023 and expressed an unmodified opinion on those statements dated December 12, 2022.

As more fully described in Note 2 in the financial statements, the College has adjusted its 2022 financial statements to retrospectively apply the change in accounting principle to adopt GASB Statement Number 96, *Subscription-Based Information Technology Arrangements*. O'Connor & Drew, P.C. reported on the financial statements before the retrospective adjustment.

As part of our audit of the 2023 financial statements, we also audited the adjustments to the 2022 financial statements to retrospectively adopt the change in accounting principle as described in Note 2. In our opinion, such adjustments are appropriate and have been properly applied. We were not engaged to audit, review, or apply any procedures to the College's 2022 financial statements other than with respect to the adjustments and, accordingly, we do not express an opinion or any other form of assurance on the 2022 financial statements as a whole.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards in the United States of America and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards in the United States of America and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 College's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the other required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, 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 and *Government Auditing Standards*, 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 December 4, 2023 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 solely 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 the effectiveness of the College's 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.



December 4, 2023

Bristol Community College

Management's Discussion and Analysis (Unaudited)

June 30, 2023 and 2022

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, 2023 and 2022. 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 three financial statements: The *Statement of Net Position*, the *Statement of Revenues, Expenses and 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 *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, Expenses and Changes in Net Position* 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.

Bristol Community College
Management's Discussion and Analysis (Unaudited)
June 30, 2023 and 2022

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 13-20 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.

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 21-50 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, 2023, the assets of Bristol Community College exceeded liabilities by \$105,369,679 a \$6,880,511 or 6.99% increase from the excess of \$98,489,168 at the close of 2022. The primary reasons for this are due to the reduction in Pension and OPEB expense and the use of CARES funds to offset some operational expenses. At June 30, 2022, the assets of Bristol Community College exceeded liabilities by \$98,489,168 a \$1,939,764 or 2.01% increase from the excess of \$96,549,404 at the close of 2021.

The largest portion of Bristol Community College's net position is its 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.

Bristol Community College
Management's Discussion and Analysis (Unaudited)
June 30, 2023 and 2022

Condensed Schedule of Net Position

	2023	(Restated) 2022	2021
Current and other assets	\$ 54,509,600	\$ 47,432,906	\$ 47,681,984
Capital assets, net	96,694,374	94,999,421	90,202,231
Deferred outflows of resources	<u>2,650,920</u>	<u>4,710,196</u>	<u>7,709,189</u>
Total assets and deferred outflows of resources	<u>153,854,894</u>	<u>147,142,523</u>	<u>145,593,404</u>
Current liabilities outstanding	16,127,378	11,522,607	10,626,157
Other liabilities	19,455,993	20,337,317	33,452,285
Deferred inflows of resources	<u>12,901,844</u>	<u>16,793,431</u>	<u>10,375,172</u>
Total liabilities and deferred inflows of resources	<u>48,485,215</u>	<u>48,653,355</u>	<u>54,453,614</u>
Net Position:			
Investment in capital assets, net	90,523,075	89,023,342	90,062,683
Restricted	179,615	304,628	604,205
Unrestricted	<u>14,666,989</u>	<u>9,161,198</u>	<u>5,882,516</u>
Total net position	<u>\$ 105,369,679</u>	<u>\$ 98,489,168</u>	<u>\$ 96,549,404</u>

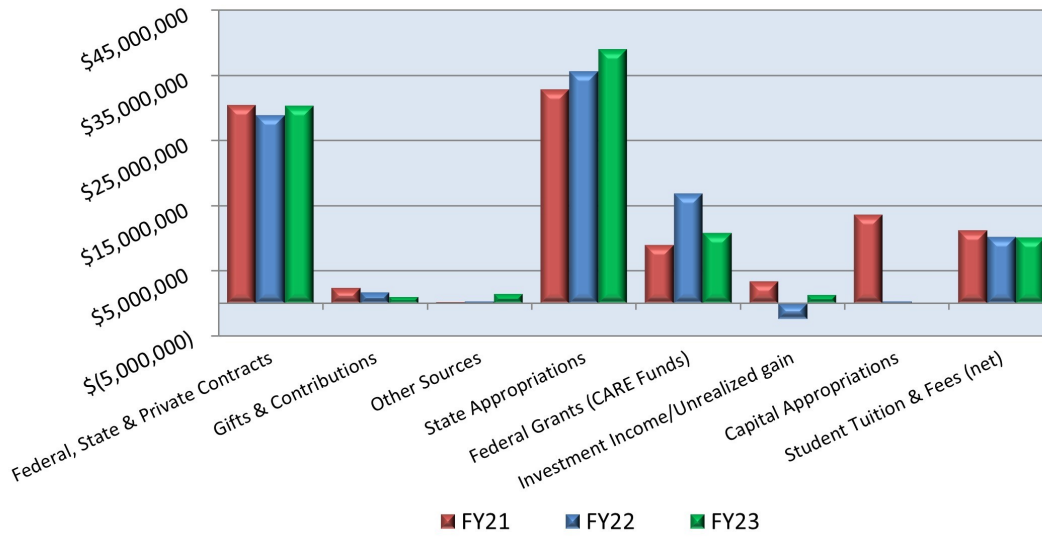
Restricted net position is subject to external restrictions on how they must be used. Bristol Community College's restricted net position is for scholarships, student loans, and federal and state grants.

Bristol Community College
Management's Discussion and Analysis (Unaudited)
June 30, 2023 and 2022

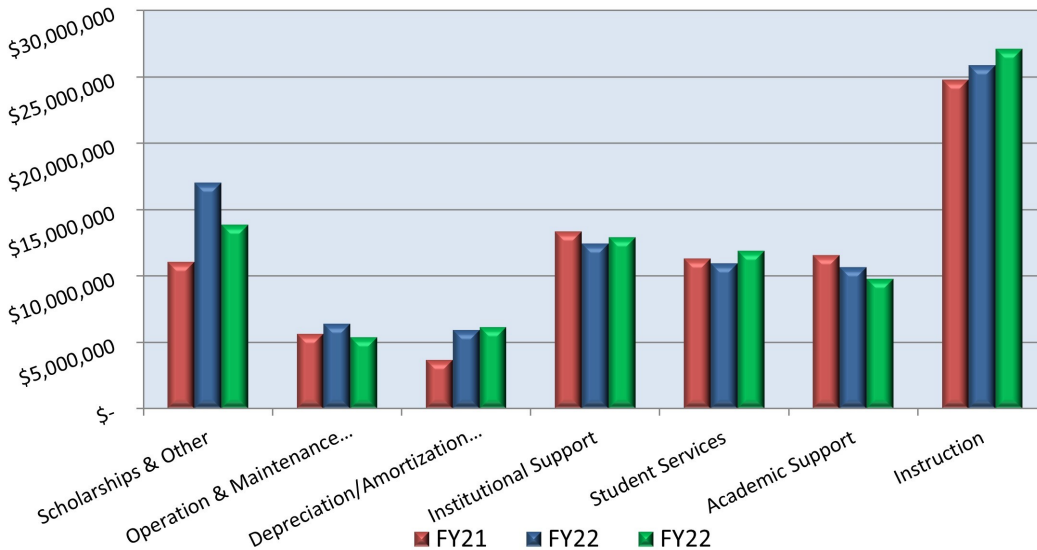
	<u>2023</u>	(Restated) <u>2022</u>	<u>2021</u>
Operating revenues:			
Student tuition and fees	\$ 22,668,194	\$ 23,847,815	\$ 26,588,616
Less scholarship discounts and allowances	<u>(12,544,930)</u>	<u>(13,615,810)</u>	<u>(15,401,748)</u>
Student tuition and fees, net	10,123,264	10,232,005	11,186,868
Operating grants and contracts	30,274,601	28,829,944	31,208,650
Other sources	<u>1,473,504</u>	<u>321,465</u>	<u>276,759</u>
Total operating revenues	41,871,369	39,383,414	42,672,277
Operating expenses	<u>87,015,840</u>	<u>89,174,059</u>	<u>81,187,812</u>
Net operating loss	<u>(45,144,471)</u>	<u>(49,790,645)</u>	<u>(38,515,535)</u>
Non-operating revenues:			
State appropriations	38,932,448	35,518,829	32,766,875
CARES	10,823,195	16,873,091	8,971,468
Investment income and unrealized gains and losses	1,318,361	(2,330,930)	3,403,592
Gifts and contributions	1,033,470	1,700,915	1,579,848
Interest expense	<u>(293,837)</u>	<u>(346,871)</u>	<u>(237,018)</u>
Total non-operating revenues	<u>51,813,637</u>	<u>51,415,034</u>	<u>46,484,765</u>
Gain before other revenues, expenses, gains, or losses	6,669,166	1,624,389	7,969,230
Capital appropriations	<u>211,345</u>	<u>315,375</u>	<u>13,617,421</u>
Increase in net position	6,880,511	1,939,764	21,586,651
Net position, beginning of the year	<u>98,489,168</u>	<u>96,549,404</u>	<u>74,962,753</u>
Net position, end of the year	<u>\$ 105,369,679</u>	<u>\$ 98,489,168</u>	<u>\$ 96,549,404</u>

**Bristol Community College
Management's Discussion and Analysis (Unaudited)
June 30, 2023 and 2022**

**FY21 - FY23
Comparison of Revenues by Source**



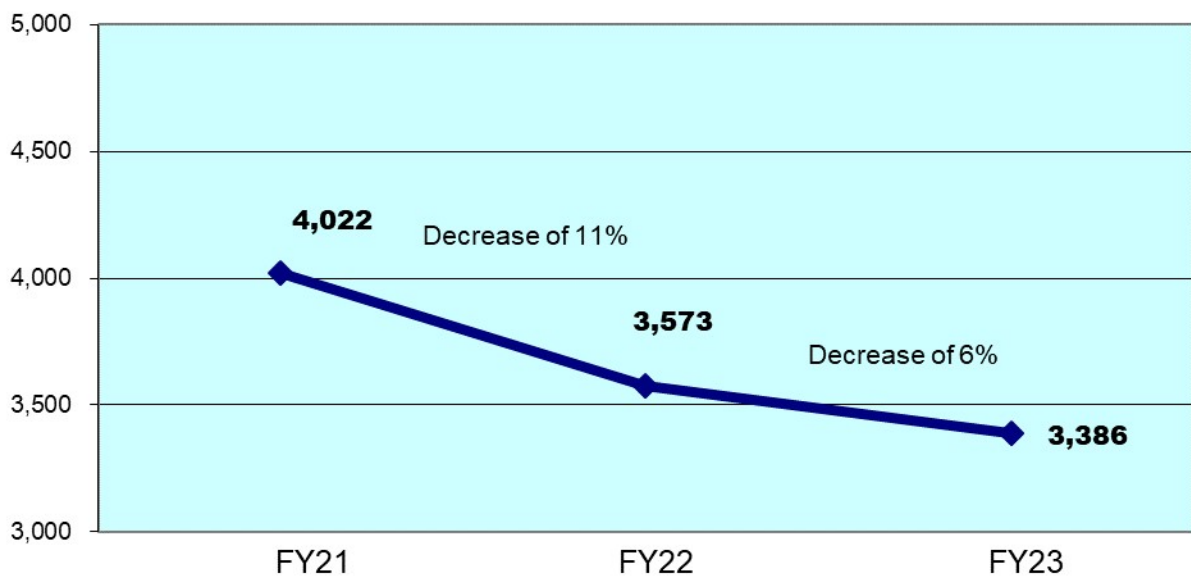
**FY21 - FY23
Comparison of Operating Expenses by Function**



**Bristol Community College
Management’s Discussion and Analysis (Unaudited)
June 30, 2023 and 2022**

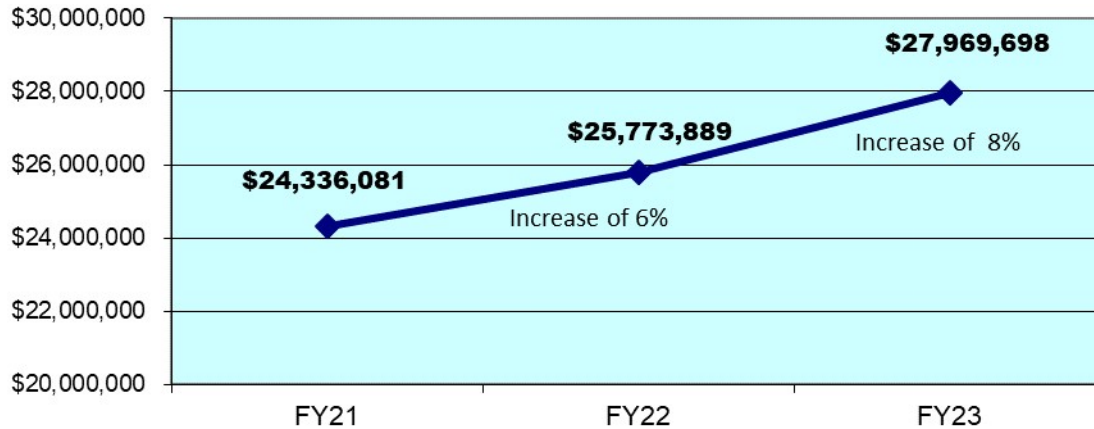
The College continues to examine revenue diversification and cost containment due to financial pressure from increased cost of compensation and benefits, and the need to continue investing in technology to support teaching and learning. Student tuition and fees, state appropriations, and federal financial aid remain the primary sources of funding for the College. Gross student tuition and fees in Fiscal Year 2023 decreased by approximately 4.95% from Fiscal Year 2022 tuition and fees despite a modest \$3 per credit fee increase. The main reason for this decrease was the impact that the COVID 19 pandemic had on student enrollment as well as trending lower high school student enrollment. The enrollment decrease was a trend shared by the Massachusetts Community Colleges. Unrestricted State appropriations increased 8% in FY23 from FY22. 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 education and services.

Bristol Community College
Student FTE



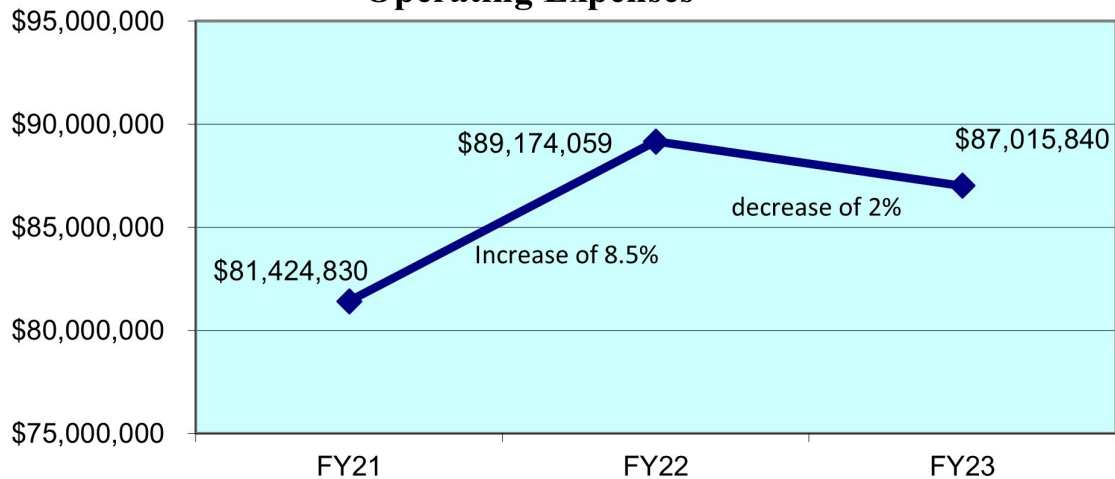
**Bristol Community College
Management's Discussion and Analysis (Unaudited)
June 30, 2023 and 2022**

Unrestricted State Appropriation



Operating expenses decreased approximately 2.4% from FY22 to FY23. There are several reasons for this decrease, the largest being the Higher Education Emergency Relief Funds (HEERF) being significantly less in FY23 as these funds come to an end, a 18.63%, \$3,169,433 decrease in Scholarships and fellowships (HEERF payments to students), and a 3.9 %, \$229,503 increase in depreciation and amortization expense due to the completion of several capital projects and the implementation of GASB 96.

Operating Expenses



**Bristol Community College
Management’s Discussion and Analysis (Unaudited)
June 30, 2023 and 2022**

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, 2023, 2022, and 2021.

	2023	2022	2021
Gross Commonwealth unrestricted appropriations:	\$ 27,969,698	\$ 25,773,889	\$ 24,336,081
Plus fringe benefits*	10,420,769	9,629,416	8,760,211
Less tuition remitted	\$ (325,175)	\$ (337,117)	\$ (478,037)
Net Commonwealth support	<u>\$ 38,065,292</u>	<u>\$ 35,066,188</u>	<u>\$ 32,618,255</u>

*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, 2023 and 2022, amounts to \$96,694,374 and \$94,999,421, respectively, net of accumulated depreciation. This investment in capital assets includes land, buildings and improvements, and furnishings and equipment. The College also implemented GASB 96 in FY2023. Capital assets increased during the year ended June 30, 2023 by 1.78% or \$1,694,953. Capital assets decreased for year ended June 30, 2022 by 1% or \$805,398. This was primarily the result of writing off a New Bedford Commons Learning Commons due to flood damage. Capital assets increased during the year ended June 30, 2021 by 18.8% or \$18,3303,377, primarily due to an increase in funds from the Commonwealth’s Division of Capital Management (DCAMM). Additional information about Bristol Community College’s capital assets can be found in note 7 on pages 31-32 of this report.

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

In Fiscal Year 2023, the College continued to be impacted by the COVID 19 pandemic as well as decreasing high school enrollment. In addition to spending millions of CARES funds on student assistance, the College also spent institutional CARES funds on COVID testing, vaccinations, reducing accounts receivable balances, HVAC system improvements and lost revenue.

The enrollment for Bristol Community College and other Massachusetts public colleges has experienced a decline for several years. With the start of the MassReconnect program that offers free tuition, fees and supplies to students over 25 years of age the College anticipates increased enrollment and the state aid that comes with the MassReconnect program. The College has approved a modest fee increase for the spring semester 2024.

Bristol Community College
Management's Discussion and Analysis (Unaudited)
June 30, 2023 and 2022

The College and Foundation are investing significantly in a National Offshore Wind Institute. This operation is being constructed to provide training to individuals and companies that service the offshore wind economy. Bristol County is and will be the home for many offshore wind companies and we anticipate doing a great deal of training for those companies. Most offshore wind employees are required to take annual Global Wind Organization training to be certified to work in the Industry.

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)
Statements of Net Position
June 30, 2023 and 2022

Bristol Community College
(an Agency of the Commonwealth of Massachusetts)

Statements of Net Position

June 30, 2023 and 2022

Assets and Deferred Outflows of Resources

	Primary Government	
	2023	(Restated) 2022
	College	College
Current Assets:		
Cash and equivalents (Note 3)	\$11,213,944	\$ 23,070,147
Cash held by State Treasurer (Note 4)	1,969,689	1,013,465
Investments (Note 3)	19,654,487	18,412,652
Accounts receivable, net (Note 5)	8,738,317	4,773,485
Due from Foundation (Note 15)	12,749,428	-
Other current assets	183,735	163,157
Total Current Assets	54,509,600	47,432,906
Non-Current Assets:		
Capital assets, net of accumulated depreciation (Note 7)	96,694,374	94,999,421
Total Non-Current Assets	96,694,374	142,595,484
Total Assets	151,203,974	142,432,327
Deferred Outflows of Resources:		
Pension related, net (Note 11)	1,455,346	2,420,792
OPEB related, net (Note 12)	1,195,574	2,289,404
Total Deferred Outflows of Resources	2,650,920	4,710,196
Total Assets and Deferred Outflows of Resources	\$ 153,854,894	\$ 147,142,523

The Notes to Financial Statements are an integral part of these statements.

Bristol Community College
(an Agency of the Commonwealth of Massachusetts)

Statements of Net Position

June 30, 2023 and 2022

Liabilities, Deferred Inflows of Resources and Net Position

	Primary Government	
	2023	(Restated)
	College	2022 College
Current Liabilities:		
Accounts payable and accrued liabilities	\$4,306,360	\$ 2,422,817
Accrued payroll	4,069,925	2,765,273
Current portion of compensated absences (Note 8)	2,402,094	2,735,423
Current portion of workers' compensation (Note 8)	67,762	73,279
Students' deposits and unearned revenues	3,932,133	2,171,632
Other liabilities	83,069	82,548
Current portion of lease liabilities (Note 9)	778,608	818,250
Current portion of SBITA liabilities (Note 10)	487,427	392,866
Current portion of note payable (Note 8)	-	60,519
	16,127,378	11,522,607
Total Current Liabilities		
Non-Current Liabilities:		
Compensated absences, net of current portion (Note 8)	943,231	863,799
Workers' compensation, net of current portion (Note 8)	509,059	534,588
SBITA Liabilities, net of current portion (Note 10)	407,278	756,172
Lease Liabilities, net of current portion (Note 9)	4,497,986	3,948,272
Net pension liability (Note 11)	5,799,643	5,165,343
Net OPEB liability (Note 12)	7,298,796	9,069,143
	19,455,993	20,337,317
Total Non-Current Liabilities		
Total Liabilities	35,583,371	31,859,924
Deferred Inflows of Resources:		
Pension related, net (Note 11)	3,436,105	5,814,322
OPEB related, net (Note 12)	9,465,739	10,979,109
	12,901,844	16,793,431
Total Deferred Inflows of Resources		
Net Position:		
Net investment in capital assets	90,523,075	89,023,342
Restricted (Note 13):		
Expendable	179,615	304,628
Unrestricted (Note 14)	14,666,989	9,161,198
	105,369,679	98,489,168
Total Net Position		
Total Liabilities, Deferred Inflows of Resources and Net Position	\$ 153,854,894	\$ 147,142,523

The Notes to Financial Statements are an integral part of these statements.

Bristol Community College
(an Agency of the Commonwealth of Massachusetts)

Statements of Revenues and Expenses

For Years Ended June 30, 2023 and 2022

	Primary Government	
	(Restated)	
	2023	2022
	College	College
Operating Revenues:		
Tuition and fees	\$ 22,668,194	\$ 23,847,815
Less: scholarship allowances	<u>(12,544,930)</u>	<u>(13,615,810)</u>
Net student tuition and fees	10,123,264	10,232,005
Federal grants and contracts	22,987,774	23,164,543
State grants and contracts	5,582,249	4,667,181
Private grants and contracts	1,704,578	998,220
Other sources	<u>1,473,504</u>	<u>321,465</u>
Total Operating Revenues	<u>41,871,369</u>	<u>39,383,414</u>
Operating Expenses (Note 16):		
Instruction	27,069,115	25,861,108
Academic support	9,786,985	10,632,856
Student services	11,882,299	10,951,634
Scholarships and fellowships	13,838,867	17,008,300
Operation and maintenance of plant	5,390,576	6,392,262
Institutional support	12,911,438	12,420,842
Depreciation and amortization	<u>6,136,560</u>	<u>5,907,057</u>
Total Operating Expenses	<u>87,015,840</u>	<u>89,174,059</u>
Net Operating Loss	<u>(45,144,471)</u>	<u>(49,790,645)</u>
Non-Operating Revenues (Expenses):		
Federal grants	10,823,195	16,873,091
State appropriations, net (Note 18)	38,932,448	35,518,829
Contributions to College	1,033,470	1,700,915
Net investment income	1,318,361	(2,330,930)
Interest expense	<u>(293,837)</u>	<u>(346,871)</u>
Total Net Non-Operating Revenues	<u>51,813,637</u>	<u>51,415,034</u>
Changes in Net Position Before Other Revenues	6,669,166	1,624,389
Other Revenues:		
Capital appropriations (Note 18)	<u>211,345</u>	<u>315,375</u>
Changes in Net Position	<u>\$ 6,880,511</u>	<u>\$ 1,939,764</u>

The Notes to Financial Statements are an integral part of these statements.

**Bristol Community College
(an Agency of the Commonwealth of Massachusetts)**

Statements of Changes in Net Position

For Years Ended June 30, 2023 and 2022

	<u>College</u>			
	<u>Net investment in capital assets</u>	<u>Restricted Expendable</u>	<u>Unrestricted Net Position</u>	<u>Total</u>
Balance at June 30, 2021	\$ 89,924,263	\$ 604,205	\$ 6,020,936	\$ 96,549,404
Change in net position for 2021, as restated	<u>(900,921)</u>	<u>(299,577)</u>	<u>3,140,262</u>	<u>1,939,764</u>
Balance at June 30, 2022, as restated	89,023,342	304,628	9,161,198	98,489,168
Changes in net position for 2023	<u>1,499,733</u>	<u>(125,013)</u>	<u>5,505,791</u>	<u>6,880,511</u>
Balance at June 30, 2023	<u>\$ 90,523,075</u>	<u>\$ 179,615</u>	<u>\$ 14,666,989</u>	<u>\$ 105,369,679</u>

The Notes to Financial Statements are an integral part of these statements.

Bristol Community College
(an Agency of the Commonwealth of Massachusetts)

Statements of Cash Flows

For Years Ended June 30, 2023 and 2022

	College	
	2023	(Restated) 2022
Cash Flows from Operating Activities:		
Tuition and student fees	\$ 11,477,567	\$ 9,001,695
Grants and contracts	13,801,498	29,011,892
Payments to suppliers	(12,987,927)	(13,031,192)
Payments to employees	(43,552,360)	(44,785,892)
Payments to students	(13,838,867)	(17,008,400)
Income from other sources	<u>1,474,025</u>	<u>314,024</u>
Net Cash Applied to Operating Activities	<u>(43,626,064)</u>	<u>(36,497,873)</u>
Cash Flows from Non-Capital Financing Activities:		
State appropriations	28,836,854	26,226,530
Federal grants	10,823,195	15,835,616
Tuition remitted to state	(325,175)	(337,117)
Contributions from Foundation	<u>1,033,470</u>	<u>1,700,915</u>
Net Cash Provided by Non-Capital Financing Activities	<u>40,368,344</u>	<u>43,425,944</u>
Cash Flows from Capital and Related Financing Activities:		
Capital appropriations	211,345	315,375
Principal payments on note payable	(60,519)	(79,029)
Principal payments on lease and SBITA liabilities	(1,264,920)	(1,150,565)
Interest paid on note payable and lease liabilities	(293,837)	(346,871)
Purchases of capital assets	<u>(6,310,855)</u>	<u>(4,468,830)</u>
Net Cash Applied to Capital and Related Financing Activities	<u>(7,718,786)</u>	<u>(5,729,920)</u>
Cash Flows from Investing Activities:		
Purchase of investments	(2,263,577)	(2,716,054)
Proceeds from sales and maturities of investments	2,212,201	2,700,621
Interest on investments	<u>127,903</u>	<u>51,768</u>
Net Cash Provided by Investing Activities	<u>76,527</u>	<u>36,335</u>
Net Increase (Decrease) in Cash and Equivalents	(10,899,979)	1,234,486
Cash and Equivalents, Beginning of Year	<u>24,083,612</u>	<u>22,849,126</u>
Cash and Equivalents, End of Year	\$ 13,183,633	\$ 24,083,612
Non-Cash		
Recognition of new SBITAs	\$ 180,441	\$ 1,518,091
Recognition of new leases	<u>1,340,218</u>	<u>-</u>
	\$ 1,520,659	\$ 1,518,091

The Notes to Financial Statements are an integral part of these statements.

Bristol Community College
(an Agency of the Commonwealth of Massachusetts)

Statements of Cash Flows - Continued

For Years Ended June 30, 2023 and 2022

	College	
	<u>2023</u>	(Restated) <u>2022</u>
Reconciliation of Net Operating Loss to Net Cash Applied to Operating Activities:		
Net operating loss	\$ (45,144,471)	\$ (49,790,645)
Adjustments to reconcile net loss to net cash applied to operating activities:		
Depreciation	6,136,560	5,907,057
Loss on disposition of capital assets	-	692,288
Fringe benefits provided by the State	10,420,769	9,629,416
Bad debts	165,040	(145,933)
Changes in assets and liabilities:		
Accounts receivable	(16,879,300)	(703,739)
Other current assets	(20,578)	(34,029)
Accounts payable, accrued liabilities and accrued payroll	3,188,195	825,674
Compensated absences and workers' compensation	(284,943)	296,948
Students' deposits and unearned revenues	1,760,501	(204,422)
Other liabilities	521	(7,441)
Net pension activity	(778,471)	(1,192,067)
Net OPEB activity	(2,189,887)	(1,770,980)
	\$ (43,626,064)	\$ (36,497,873)
Summary of Cash and Equivalents, End of Year:		
Cash and equivalents	\$ 11,213,944	\$ 23,070,147
Cash held by State Treasurer	<u>1,969,689</u>	<u>1,013,465</u>
Total	\$ 13,183,633	\$ 24,083,612
Non-Cash Transactions:		
Fringe benefits provided by the State	<u>\$ 10,420,769</u>	<u>\$ 9,629,416</u>

The Notes to Financial Statements are an integral part of these statements.

Bristol Community College
(an Agency of the Commonwealth of Massachusetts)

Statements of Net Assets

June 30, 2023 and 2022

	Component Unit	
	2023	2022
Assets:		
Current Assets:		
Cash and equivalents	\$ 1,633,192	\$ 612,924
Accounts receivable, net (Note 5)	2,525,864	43,912
Contributions receivable, current portion (Note 6)	625,100	219,088
Other current assets	12,431	61,174
Total Current Assets	4,796,587	937,098
Property and Equipment, net (Note 7)	17,141,581	6,553,999
Other Assets		
Right-of-use assets - operating, net	5,741,319	-
Investments (Note 3)	13,793,681	13,453,287
Total Non-Current Assets	19,535,000	13,453,287
Total Assets	\$ 41,473,168	\$ 20,944,384
Liabilities and Net Assets:		
Current Liabilities:		
Accounts payable and accrued expenses	\$ 2,714,406	\$ 2,206,009
Deferred revenue	95,326	108,079
Lease liability - operating, current portion	700,806	-
Due to college	12,749,428	-
Current portion of mortgage payable (Note 15)	1,651,513	185,083
Total Current Liabilities	17,911,479	2,499,171
Long-Term Liability		
Lease liability - operating, net of current portion	5,083,325	-
Mortgage payable, net of current portion (Note 15)	404,709	2,055,430
Total Long-Term Liabilities	5,488,034	2,055,430
Total Liabilities	23,399,513	4,554,601
Net Assets:		
Without donor restrictions	4,138,694	3,809,990
With donor restrictions	13,934,961	12,579,793
Total Net Assets	18,073,655	16,389,783
Total Liabilities and Net Assets	\$ 41,473,168	\$ 20,944,384

The Notes to Financial Statements are an integral part of these statements.

Bristol Community College
(an Agency of the Commonwealth of Massachusetts)

Statements of Revenues, Expenses, and Change in Net Assets

June 30, 2023 and 2022

Component Unit

	2023			2022		
	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Totals</u>	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Totals</u>
Revenue and Support:						
Contributions and gifts of cash and other financial assets	\$ 71,971	\$ 1,598,017	1,669,988	\$ 79,250	\$ 1,350,797	1,430,047
Special events	-	57,056	57,056	1,000	44,289	45,289
Contributions and gifts of nonfinancial assets	79,412	-	79,412	66,788	-	66,788
Rent and other income	1,575,278	-	1,575,278	1,566,670	-	1,566,670
Net assets released from restrictions	<u>1,544,168</u>	<u>(1,544,168)</u>	<u>-</u>	<u>1,828,858</u>	<u>(1,828,858)</u>	<u>-</u>
Total Revenue and Support	<u>3,270,829</u>	<u>110,905</u>	<u>3,381,734</u>	<u>3,542,566</u>	<u>(433,772)</u>	<u>3,108,794</u>
Expenses:						
Program services	2,763,245	-	2,763,245	3,536,006	-	3,536,006
General and administrative	104,215	-	104,215	136,425	-	136,425
Fundraising	<u>133,879</u>	<u>-</u>	<u>133,879</u>	<u>64,913</u>	<u>-</u>	<u>64,913</u>
Total Expenses	<u>3,001,339</u>	<u>-</u>	<u>3,001,339</u>	<u>3,737,344</u>	<u>-</u>	<u>3,737,344</u>
Changes in Net Assets from Operating Activities	269,490	110,905	380,395	(194,778)	(433,772)	(628,550)
Non-Operating Activities						
Investment return, net	<u>59,214</u>	<u>1,244,263</u>	<u>1,303,477</u>	<u>(424,550)</u>	<u>(1,310,464)</u>	<u>(1,735,014)</u>
Changes in Net Assets	328,704	1,355,168	1,683,872	(619,328)	(1,744,236) 0	(2,363,564)
Net Assets, Beginning of Year	<u>3,809,990</u>	<u>12,579,793</u>	<u>16,389,783</u>	<u>4,429,318</u>	<u>14,324,029</u>	<u>18,753,347</u>
Net Assets, End of Year	<u>\$ 4,138,694</u>	<u>\$ 13,934,961</u>	<u>\$ 18,073,655</u>	<u>\$ 3,809,990</u>	<u>\$ 12,579,793</u>	<u>\$ 16,389,783</u>

The Notes to Financial Statements are an integral part of these statements.

Bristol Community College
Notes to Financial Statements
June 30, 2023 and 2022

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 Commission of Higher Education.

Operations

In response to the pandemic, the Federal government provided to the College Higher Education Emergency Relief Funds ("HEERF") and funds for the Strengthening Institution Program ("SIP") under the Coronavirus Aid, Relief, and Economic Security ("CARES") Act, Coronavirus Response and Relief Supplemental Appropriations Act ("CRRSAA"), and American Rescue Plan Act ("ARPA"). The HEERF consisted of the student aid award and the institutional award. Each Act requires a minimum amount to be spent on student aid.

The student aid award is required to be distributed to students as emergency grants for their expenses related to the disruption of campus operations due to coronavirus. The institutional award and the SIP can be used to cover any costs associated with significant changes to the delivery of instruction due to the coronavirus. Unless an extension is approved by the Department of Education, the student aid award and the institutional award must be spent by May 2022, while the SIP funding must be spent by August 2022. In April 2022, the Department of Education extended all HEERF funds deadlines to be spent by June 2023.

The College has been awarded the following funds as non-operating Federal grants for the years ended June 30, 2023 and 2022:

	Student Aid Award	Institutional Award	Strengthening Institution Program	Supplemental Support SSARP	Total
CARES	\$ 2,343,251	\$ 2,343,251	\$ 231,063	\$ -	\$ 4,917,565
CRRSAA	2,343,251	7,754,095	415,947	-	10,513,293
ARPA	11,535,379	8,513,511	751,049	1,703,891	22,503,830
Total	\$ 16,221,881	\$ 18,610,857	\$ 1,398,059	\$ 1,703,891	\$ 37,934,688

The College has recognized the following as non-operating Federal grants for the year ended June 30, 2023 and 2022:

For the Year Ended June 30, 2023					
	Student Aid Award	Institutional Award	Strengthening Institution Program	Supplemental Support SSARP	Total
CARES	\$ -	\$ -	\$ -	\$ -	\$ -
CRRSAA	-	-	-	-	-
ARPA	4,698,374	4,475,214	-	1,649,607	10,823,195
Total	\$ 4,698,374	\$ 4,475,214	\$ -	\$ 1,649,607	\$ 10,823,195

Bristol Community College
Notes to Financial Statements
June 30, 2023 and 2022

	For the Year Ended June 30, 2022				
	Student Aid Award	Institutional Award	Strengthening Institution Program	Supplemental Support SSARP	Total
CARES	\$ -	\$ -	\$ -	\$ -	\$ -
CRRSAA	1,409,039	4,662,677	219,447	-	6,291,163
ARPA	4,298,483	5,532,396	751,049	-	10,581,928
Total	\$ 5,707,522	\$ 10,195,073	\$ 970,496	\$ -	\$ 16,873,091

As of June 30, 2023 the College has \$1,098,707 of unspent ARPA funds. All CARES and CRRSAA funds have been spent. In April 2023, the Department of Education extended all HEERF funds to be spent by June 30, 2023.

Basis of Presentation

The accompanying financial statements have been prepared in accordance with United States generally accepted accounting principles (“GAAP”) as prescribed by the Governmental Accounting Standards Board (“GASB”) using the economic resources measurement focus and the accrual basis of accounting. Bristol Community College Foundation’s (the “Foundation”) financial statements are prepared in accordance with accounting and reporting requirements prescribed by the Financial Accounting Standards Board (“FASB”). As such, certain revenue recognition and lease criteria and presentation features are different from GASB revenue recognition and lease criteria and presentation features. No modifications have been made to the Foundation’s financial information in the College’s financial reporting entity for these differences.

The College’s policy is to define operating activities in the statements of revenues, expenses, and changes in net position 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”).

Bristol Community College Foundation (the “Foundation”) is a legally separate, tax-exempt component unit of the 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.

Separate statements of financial position and activities are presented in this report for the College’s discretely presented component unit. The financial statements for the Foundation are presented in accordance with FASB.

During the years ended June 30, 2023 and 2022, the Foundation provided \$1,033,470 and \$1,700,915 respectively, to the College for both restricted and unrestricted purposes.

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

Bristol Community College
Notes to Financial Statements
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Net Position

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

Net investment in capital assets: Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, repair, or improvement of those assets. Deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of those assets or related debt are included in this component of net position.

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

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

Unrestricted: Net position that is not subject to externally imposed stipulations or categorized as net investment in capital assets. Unrestricted net assets may be designated for specific purposes by action of management or the Board of Trustees or may otherwise be limited by contractual agreements with outside parties.

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 agencies of the state on behalf of the College to be cash equivalents.

The Foundation considers all highly liquid debt instruments purchased 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 equivalents are reported as current or non-current assets depending on the current restrictions and designations of funds.

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 at date of acquisition. 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 were capitalized during the construction period. College capital assets, with the exception of land, art sculptures and construction in progress, are depreciated on a straight-line basis over their estimated useful lives, which range from 3 to 40 years. Leased and subscription-based information technology arrangement assets are amortized over the shorter of the lease/subscription term or useful life of the underlying asset. The costs of normal maintenance and repairs that do not add to the value of the assets or materially extend assets lives are not capitalized.

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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.

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 Retiree's 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 postretirement 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, 2023 and 2022. The accrued sick leave balance represents 20% of amounts earned by those employees with 10 or more years of state service at June 30, 2023 and 2022. 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 receivables are determined on the basis of loss experience, known and inherent risks and current economic conditions.

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. Grants for which funds have been spent but have not yet met appropriate spending requirements are recorded as unearned revenues.

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.

Bristol Community College
Notes to Financial Statements
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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 revenues and expenses 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 recoverability of long-lived assets.

Future Governmental Accounting Pronouncements Not Implemented

GASB Statement 100 – *Accounting Changes and Error Corrections – an amendment of GASB 62* is effective for reporting periods beginning after June 15, 2023. The objective of this statement is to provide consistency for changes in accounting principles, accounting estimates, and the reporting entity and corrections of errors.

GASB Statement 101 – *Compensated Absences* is effective for reporting periods beginning after December 15, 2023. The objective of this statement is to update the recognition and measurement for compensated absences.

Management has not completed its review of the requirements of these statements and their applicability.

2. IMPLEMENTATION OF NEWLY EFFECTIVE ACCOUNTING STANDARD

As of July 1, 2021, the College implemented GASB 96, *Subscription-Based Information Technology Arrangements* (“SBITA”). GASB 96 enhances the consistency for SBITA activities and establishes requirement to recognize a right of use asset and liability for SBITAs.

The prior period adjustment due to the implementation of GASB 96 as of and for the year ended June 30, 2022 is as follows:

	Previously Reported	Adjustment	Restated
As of June 30, 2022:			
Capital Assets, net of accumulated depreciation	\$ 93,882,029	\$ 1,117,392	\$ 94,999,421
SBITA Liability	\$ -	\$ 1,149,038	\$ 1,149,038
Net investment in capital assets	\$ 89,054,988	\$ (31,646)	\$ 89,023,342
Year Ended June 30 2022:			
Depreciation and amortization expense	\$ 5,506,358	\$ 400,699	\$ 5,907,057
Interest expense	\$ 276,844	\$ 70,027	\$ 346,871
Institutional support	\$ 12,859,922	\$ (439,080)	\$ 12,420,842

There was no change to net position as of July 1, 2021, upon the implementation of GASB 96, since the adjustment for the right to use assets - SBITAs of \$1,518,091 was completely offset by the adjustment for the SBITA liability.

Bristol Community College
Notes to Financial Statements
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3. CASH AND INVESTMENTS

Overall Deposits and Investments Descriptions

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

	<u>2023</u>	<u>2022</u>
Cash in banks	<u>\$ 11,213,944</u>	<u>\$ 23,070,147</u>
Investments:		
Certificates of deposit	2,948,116	2,893,453
Bond mutual funds	7,705,105	7,405,125
Stock mutual funds	8,556,652	7,969,811
Money market funds	<u>444,614</u>	<u>144,263</u>
Total investments	<u>19,654,487</u>	<u>18,412,652</u>
Total cash in banks and investments	<u>\$ 30,868,431</u>	<u>\$ 41,482,799</u>

Custodial Risk

Total cash deposited with one financial institution, including sweep, and checking accounts, aggregates approximately \$5,501,815 and \$16,989,602, or 43% and 72%, at June 30, 2023 and 2022, respectively, 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 \$16,000,000, providing a scope of coverage substantially the same as that provided by federal deposit insurance and thus not exposed to custodial credit risk.

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 at other banks at June 30, 2023 and 2022 were approximately \$7,341,210 and \$6,758,787, respectively, and were not exposed to custodial credit risk as uninsured and uncollateralized.

Concentration of Credit Risk

There was no concentration of credit risk at June 30, 2023. Certificates of deposit 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 principal 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.

Bristol Community College
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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 & Poor's Corporation, or A or better by Moody's Investors Services; commercial paper rated A-1 by Standard & 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.

Deposits, Investments and Maturities

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

		2022 Investments			
Investment type	Fair value	Investment maturities (in years)			
		Less than 1	1 to 5	6 to 10	More than 10
Debt securities:					
Certificates of deposit	\$ 2,893,453	\$ 2,893,453	\$ -	\$ -	\$ -
Bond mutual funds	7,405,125	-	-	7,405,125	-
	10,298,578	\$ 2,893,453	\$ -	\$ 7,405,125	\$ -
Other investments:					
Cash in bank	23,070,147				
Stock mutual funds	7,969,811				
Money market funds	144,263				
Total	\$ 41,482,799				

		2023 Investments			
Investment type	Fair value	Investment maturities (in years)			
		Less than 1	1 to 5	6 to 10	More than 10
Debt securities:					
Certificates of deposit	\$ 2,948,115	\$ 2,948,116	\$ -	\$ -	\$ -
Bond mutual funds	7,705,105	-	-	7,705,105	-
	10,653,221	\$ 2,948,116	\$ -	\$ 7,705,105	\$ -
Other investments:					
Cash in bank	11,213,944				
Stock mutual funds	8,556,652				
Money market funds	444,614				
Total	\$ 30,868,431				

The credit quality ratings of the College's debt investments are unrated for the years ended June 30, 2023 and 2022. The bond mutual funds are unrated as they represent funds placed with a private investment company.

Fair Value Hierarchy

The College investments have been categorized based upon the fair value hierarchy in accordance with GASB 72 below.

Level 1 - Observable market prices (unadjusted) in active markets for identical assets or liabilities that the College can access at measurement date.

Level 2 - Observable market-based inputs or unobservable inputs that are corroborated by market data.

Level 3 - Unobservable inputs that are not corroborated by observable market data.

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Notes to Financial Statements
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The following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in methodologies used at June 30, 2023.

Registered Investment Companies: Mutual funds are 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. The mutual funds held by the Board of Trustees are deemed to be actively traded, and are therefore, classified as Level 1.

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 the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following tables set forth, by level, the College's investments:

	<u>June 30, 2023</u>			
	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
Registered investment companies	\$ 16,706,371	\$ -	\$ -	\$ 16,706,371
Certificates of deposit	<u>2,948,116</u>	<u>-</u>	<u>-</u>	<u>2,948,116</u>
Total marketable securities at fair value	<u>\$ 19,654,487</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 19,654,487</u>

	<u>June 30, 2022</u>			
	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
Registered investment companies	\$ 15,519,199	\$ -	\$ -	\$ 15,519,199
Certificates of deposit	<u>2,893,453</u>	<u>-</u>	<u>-</u>	<u>2,893,453</u>
Total marketable securities at fair value	<u>\$ 18,412,652</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 18,412,652</u>

Other Matters

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

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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, with an acceptable range of 55% to 65%, and 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 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 majority of the Foundation's endowed 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 Foundation has a policy of appropriating for distribution to meet current financial needs without expending more than 4% 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.

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.

Investments of the Foundation

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

	<u>2023</u>	<u>2022</u>
Beneficial interest in trusts	\$ 780,437	\$ 779,755
Common stocks	7,024,051	6,602,782
Money market	195,371	664,133
Mutual funds	2,114,768	3,040,819
Corporate bonds	3,040,340	1,907,718
U.S. Government obligations	<u>638,714</u>	<u>458,080</u>
Total investments	<u>\$ 13,793,681</u>	<u>\$ 13,453,287</u>

Promulgations of the Financial Accounting Standards Board have established a framework for measuring fair value of the investments, which provides a hierarchy that prioritizes the inputs to valuation techniques used to measure fair value.

4. CASH HELD BY STATE TREASURER

Accounts payable and accrued salaries to be funded from state-appropriated funds totaled approximately \$1,970,000 and \$1,013,000 at June 30, 2023 and 2022, respectively. 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.

Bristol Community College
Notes to Financial Statements
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5. ACCOUNTS RECEIVABLE

Accounts receivable include the following at June 30,:

	<u>2023</u>	<u>2022</u>
Student accounts receivable	\$ 2,097,991	\$ 1,698,869
Grants receivable	5,582,377	963,135
Other receivables	<u>1,386,334</u>	<u>2,281,901</u>
	9,066,702	4,943,905
Less: allowance for doubtful accounts	<u>(328,385)</u>	<u>(170,420)</u>
	<u>\$ 8,738,317</u>	<u>\$ 4,773,485</u>

6. CONTRIBUTIONS RECEIVABLE

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

	<u>2023</u>	<u>2022</u>
Due in one year or less	\$ 625,100	\$ 226,088
Due in one to five years	<u>-</u>	<u>-</u>
Total	625,100	226,088
Less: discount to net present value	<u>-</u>	<u>-</u>
Present value of receivable	625,100	226,088
Less: allowance for contributions receivable	-	7,000
Less: current portion	<u>625,100</u>	<u>219,088</u>
Contributions receivable, net of current portion	<u>\$ -</u>	<u>\$ -</u>

As of June 30, 2023, and 2022, the Foundation considers discounts on contributions receivable due in one to five years to be immaterial. As of June 30, 2023, approximately 56% of the contribution's receivable are from one donor.

Bristol Community College
Notes to Financial Statements
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7. CAPITAL ASSETS

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

		2023				
	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		674,223	3,656,171	-	(485,054)	3,845,340
Total non-depreciable		808,248	3,656,171	-	(485,054)	3,979,365
Depreciable:						
Land improvements	20	3,442,571	122,141	-	-	3,564,712
Building, including improvements	20-40	134,707,964	1,707,128	-	237,829	136,652,921
Furnishings and equipment	3-10	3,826,021	584,265	-	-	4,410,286
Software subscriptions	2-5	1,518,091	180,441	-	-	1,698,532
Leasehold improvements	5	2,437,811	241,149	-	247,225	2,926,185
Leased equipment	4	97,862	74,207	(97,862)	-	74,207
Leased buildings	5-10	6,019,144	1,266,011	-	-	7,285,155
Total depreciable		152,049,464	4,175,342	(97,862)	485,054	156,611,998
Less: accumulated depreciation:						
Land improvements		(2,113,604)	(124,976)			(2,238,580)
Building, including improvements		(49,832,162)	(4,124,046)			(53,956,208)
Furnishings and equipment		(3,172,511)	(328,084)			(3,500,595)
Leasehold improvements		(707,505)	(201,268)	-		(908,773)
Software subscriptions		(400,699)	(441,443)			(842,142)
Leased equipment		(78,290)	(31,470)	97,862		(11,898)
Leased buildings		(1,553,520)	(885,273)			(2,438,793)
Total accumulated depreciation		(57,858,291)	(6,136,560)	97,862	-	(63,896,989)
Capital assets, net		\$ 94,999,421	\$ 1,694,953	\$ -	\$ -	\$ 96,694,374

Bristol Community College
Notes to Financial Statements
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		2022					
		Estimated lives (in years)	(Restated) Beginning balance	Additions	Retirements	Reclassifications	Ending balance
Non-depreciable:							
Land			\$ 35,825	\$ -	\$ -	\$ -	\$ 35,825
Art sculpture			98,200	-	-	-	98,200
Construction in progress			2,409,072	674,223	-	(2,409,072)	674,223
Total non-depreciable			2,543,097	674,223	-	(2,409,072)	808,248
Depreciable:							
Land improvements	20		3,343,671	98,900	-	-	3,442,571
Building, including improvements	20-40		128,983,414	3,315,478	-	2,409,072	134,707,964
Furnishings and equipment	3-10		3,753,821	72,200	-	-	3,826,021
Software subscriptions	2-5		1,518,091	-	-	-	1,518,091
Leasehold improvements	5		2,836,198	308,029	(706,416)	-	2,437,811
Leased equipment	4		97,862	-	-	-	97,862
Leased buildings	5-10		6,019,144	-	-	-	6,019,144
Total depreciable			146,552,201	3,794,607	(706,416)	2,409,072	\$152,049,464
Less: accumulated depreciation:							
Land improvements			(1,991,488)	(122,116)	-	-	(2,113,604)
Building, including improvements			(45,799,168)	(4,032,994)	-	-	(49,832,162)
Furnishings and equipment			(2,894,398)	(278,113)	-	-	(3,172,511)
Software subscriptions			-	(400,699)	-	-	(400,699)
Leasehold improvements			(572,916)	(148,717)	14,128	-	(707,505)
Leased equipment			(39,145)	(39,145)	-	-	(78,290)
Leased buildings			(668,247)	(885,273)	-	-	(1,553,520)
Total accumulated depreciation			(51,965,362)	(5,907,057)	14,128	-	(57,858,291)
Capital assets, net			<u>\$ 97,129,936</u>	<u>\$ (1,438,227)</u>	<u>\$ (692,288)</u>	<u>\$ -</u>	<u>\$ 94,999,421</u>

Bristol Community College
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Capital assets of the Foundation consist of the following at June 30,:

		2023			
	Estimated lives (in years)	Beginning balance	Additions	Reclassifications	Ending balance
Non-depreciable:					
Land		\$ 1,449,053	\$ -	\$ -	\$ 1,449,053
Construction in progress		2,020,977	10,819,606	-	12,840,583
Art sculpture		18,000	-	-	18,000
Total non-depreciable		3,488,030	10,819,606	-	14,307,636
Depreciable:					
Land improvements	20	14,813	-	-	14,813
Furnishings and equipment	3-10	151,498	-	-	151,498
Building, including improvements	20-40	5,403,347	-	-	5,403,347
Total depreciable		5,569,658	-	-	5,569,658
Less: accumulated depreciation:					
Land improvements		(9,628)	(741)	-	(10,369)
Furnishings and equipment		(22,755)	(15,150)	-	(37,905)
Building, including improvements		(2,471,306)	(216,133)	-	(2,687,439)
Total accumulated depreciation		(2,503,689)	(232,024)	-	(2,735,713)
Capital assets, net		\$ 6,553,999	\$ 10,587,582	\$ -	\$ 17,141,581
		2022			
	Estimated lives (in years)	(Restated) Beginning balance	Additions	Reclassifications	Ending balance
Non-depreciable:					
Land		\$ 1,449,053	\$ -	\$ -	\$ 1,449,053
Construction in progress		-	2,020,977	-	2,020,977
Art sculpture		18,000	-	-	18,000
Total non-depreciable		1,467,053	2,020,977	-	3,488,030
Depreciable:					
Land improvements	20	14,813	-	-	14,813
Furnishings and equipment	3-10	151,498	-	-	151,498
Building, including improvements	20-40	5,398,112	5,235	-	5,403,347
Total depreciable		5,564,423	5,235	-	5,569,658
Less: accumulated depreciation:					
Land improvements		(8,888)	(740)	-	(9,628)
Furnishings and equipment		(7,605)	(15,150)	-	(22,755)
Building, including improvements		(2,255,216)	(216,090)	-	(2,471,306)
Total accumulated depreciation		(2,271,709)	(231,980)	-	(2,503,689)
Capital assets, net		\$ 4,759,767	\$ 1,794,232	\$ -	\$ 6,553,999

Bristol Community College
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8. LONG-TERM LIABILITIES

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

	2023				
	Beginning balance	Additions	Reductions	Ending balance	Current portion
Lease liabilities	\$ 4,766,522	\$ 1,340,218	\$ (830,146)	\$ 5,276,594	\$ 778,608
SBITA liabilities	1,149,038	180,441	(434,774)	894,705	487,427
Notes payable	60,519	-	(60,519)	-	-
	<u>5,976,079</u>	<u>1,520,659</u>	<u>(1,325,439)</u>	<u>6,171,299</u>	<u>1,266,035</u>
Other long-term liabilities					
Compensated absences	3,599,222	-	(253,897)	3,345,325	2,402,094
Workers' compensation	607,867	-	(31,046)	576,821	67,762
Net pension liability	5,165,343	634,300	-	5,799,643	-
Net OPEB liability	9,069,143	-	(1,770,347)	7,298,796	-
	<u>18,441,575</u>	<u>634,300</u>	<u>(2,055,290)</u>	<u>17,020,585</u>	<u>2,469,856</u>
Total long-term liabilities	<u>\$ 24,417,654</u>	<u>\$ 2,154,959</u>	<u>\$ (3,380,729)</u>	<u>\$ 23,191,884</u>	<u>\$ 3,735,891</u>

	2022				
	(Restated) Beginning balance	Additions	Reductions	Ending balance	Current portion
Lease liabilities	\$ 5,548,035	\$ -	\$ (781,513)	\$ 4,766,522	\$ 818,250
SBITA liabilities	1,518,090.00	-	(369,052.00)	1,149,038.00	392,866.00
Notes payable	139,548	-	(79,029)	60,519	60,519
	<u>7,205,673</u>	<u>-</u>	<u>(1,229,594)</u>	<u>5,976,079</u>	<u>1,271,635</u>
Other long-term liabilities					
Compensated absences	3,459,271	139,951	-	3,599,222	2,735,423
Workers' compensation	450,870	156,997	-	607,867	73,279
Net pension liability	11,638,615	-	(6,473,272)	5,165,343	-
Net OPEB liability	14,976,170	-	(5,907,027)	9,069,143	-
	<u>30,524,926</u>	<u>296,948</u>	<u>(12,380,299)</u>	<u>18,441,575</u>	<u>2,808,702</u>
Total long-term liabilities	<u>\$ 37,730,599</u>	<u>\$ 296,948</u>	<u>\$ (13,609,893)</u>	<u>\$ 24,417,654</u>	<u>\$ 4,080,337</u>

Notes payable

The College has a financing purchase agreement for LED lights maturing in March 2023. The College entered into a contract with Ascentium Capital and KS Bank in March 2018 to finance the project which was completed in five phases providing new lighting for ten buildings. The agreement was fully paid as of June 30, 2023.

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9. LEASES

A summary of the College's leases at June 30, 2023 and 2022, are as follows:

Description	Date	Terms in Months	Payment Amount	Interest Rates	June 30, 2023 Lease Liability	June 30, 2022 Lease Liability
Equipment	1/1/2019	48	\$ 3,542	6.47%	\$ -	\$ 20,855
Equipment	4/1/2023	18	\$ 4,305	6.17%	62,309	
Building	11/1/2016	120	\$ 54,603	5.31%	2,050,722	2,578,475
Building	5/1/2021	60	\$ 14,500	5.03%	485,495	631,077
Building	6/30/2023	240	\$ 17,115	7.43%	2,678,068	1,536,115
					<u>\$ 5,276,594</u>	<u>\$ 4,766,522</u>

On January 1, 2019, the College entered into a four-year lease agreement for copiers and printers. Payments of \$3,542 are due monthly. The lease does not contain an option to purchase or renew the equipment. The entity's incremental borrowing rate for a transaction with similar attributes was used to discount the lease payments to recognize the intangible right to use this asset and the associated lease liability.

On November 1, 2016, the College entered into a ten-year lease agreement for class room space with the Foundation. Payments of \$54,603 are due monthly. The lease does not contain an option to purchase the building, however, there is an option to renew for four additional terms for five years each at the end of the initial term. The entity's incremental borrowing rate for a transaction with similar attributes was used to discount the lease payments to recognize the intangible right to use this asset and the associated lease liability.

On May 1, 2021, the College entered into a five-year lease agreement for classroom space with the Foundation. Payments of \$14,500 are due monthly. The lease does not contain an option to purchase the building or renew the agreement. The entity's incremental borrowing rate for a transaction with similar attributes was used to discount the lease payments to recognize the intangible right to use this asset and the associated lease liability.

On January 1, 2021, the College entered into a ten-year lease agreement for classroom space with the Foundation. Payments of \$16,664 are due monthly, escalating annually, as of June 30, 2023 monthly payments were \$17,115. There is no option to purchase the building, however, there is an option to renew for two additional terms of five years each at the end of the initial term. The entity's incremental borrowing rate for a transaction with similar attributes was used to discount the lease payments to recognize the intangible right to use this asset and the associated lease liability. On June 30, 2023, the College and Foundation amended the lease and extended the terms to 20 years from the date of modification.

On April 1, 2023 the College entered in an 18 month agreement for copiers. Payments of \$4,305 are due monthly. The lease does not contain an option to purchase or renew the equipment. The entity's incremental borrowing rate for a transaction with similar attributes was used to discount the lease payments to recognize the intangible right to use this asset and the associated lease liability.

The College did not make payments for the leases other than the monthly payments for the years ended June 30, 2023 and 2022.

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Annual requirements to amortize the lease liability and related interest subsequent to June 30, 2023 are as follows:

Year Ending June 30,	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2024	\$ 778,608	\$ 317,167	\$ 1,095,775
2025	812,609	274,790	1,087,399
2026	823,666	231,154	1,054,820
2027	256,172	197,329	453,501
2028	39,364	192,269	231,633
Thereafter	<u>2,566,175</u>	<u>1,873,238</u>	<u>4,439,413</u>
	<u>\$ 5,276,594</u>	<u>\$ 3,085,947</u>	<u>\$ 8,362,541</u>

10. SUBSCRIPTION-BASED INFORMATION TECHNOLOGY ARRANGEMENTS

The College entered into subscription-based information technology arrangements (“SBITAs”) involving its enterprise resource planning system, learning management system, network systems, security systems, and scheduling software.

The enterprise resource planning system arrangement is a four-year agreement, initiated in fiscal year 2022 with monthly payments of \$18,750 and escalating approximately 6% every fiscal year. The College has used a 5.63% discount rate for this arrangement based on the market rate of similar length debt as the implementation date to determine the present value of the intangible right-to-use asset and SBITA liability. The College has the option to extend the agreement through fiscal year 2026, and exercised this option in fiscal year 2023. There is no option to purchase the software.

The learning management system arrangement is a three-year agreement, initiated in fiscal year 2022 with monthly payments of \$9,895 and escalating 3% every fiscal year. The College has used a 5.93% discount rate for this arrangement based on the market rate of similar length debt as the implementation date to determine the present value of the intangible right-to-use asset and SBITA liability. The College has the option to extend the agreement for an additional year for fiscal year 2024. This option was exercised in fiscal year 2023. There is no option to purchase the software.

The network systems arrangement is a two-year agreement, initiated in fiscal year 2022 with monthly payments of \$5,897. The College has used a 5.93% discount rate for this arrangement based on the market rate of similar length debt as the implementation date to determine the present value of the intangible right-to-use asset and SBITA liability. The College has the option to extend the agreement for an additional two-years for fiscal year 2025. This option was exercised in fiscal year 2023. There is no option to purchase the software.

The security systems arrangement is a five-year agreement, initiated in fiscal year 2021 with monthly payments of \$1,802. The College has used a 5.63% discount rate for this arrangement based on the market rate of similar length debt as the implementation date to determine the present value of the intangible right-to-use asset and SBITA liability. The College does not have the option to extend the agreement and there is no option to purchase the software.

The schedule software arrangement is a two-year agreement, initiated in fiscal year 2023 with monthly payments of \$6,688. The College has used a 6.17% discount rate for this arrangement based on the market rate of similar length debt as the implementation date to determine the present value of the intangible right-to-use asset and SBITA liability. The College does have the option to extend the agreement, but does not intend to, and there is no option to purchase the software.

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At June 30, 2023 the total amount of SBITA right of use assets and accumulated amortization for SBITAs were \$1,698,532 and \$842,142, respectively.

Annual requirements to amortize SBITA liability and related interest subsequent to June 30, 2023 are as follows:

Year Ending June 30,	Principal	Interest	Total
2024	\$ 487,427	\$ 36,276	\$ 523,703
2025	302,039	14,067	316,106
2026	105,239	1,021	106,260
	<u>\$ 894,705</u>	<u>\$ 51,364</u>	<u>\$ 946,069</u>

11. PENSIONS

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 online from the Office of State Comptroller’s website.

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 to retire prior to age 60.

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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:

<u>Hire Date</u>	<u>Percent of Compensation</u>
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

The Commonwealth does not require the College to contribute funding from its local trust funds for employees paid by state appropriations. Pension funding for employees paid from state appropriations are made through a benefit charge assessed by the Commonwealth. Such pension contributions amounted to approximately \$4,406,000, \$4,141,000, and \$3,530,000 for the years ended June 30, 2023, 2022 and 2021, 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 16.70%, 16.11% and 14.66% of annual covered payroll for the fiscal years ended June 30, 2023, 2022 and 2021, respectively. The College contributed \$295,117, \$586,844, and \$588,768 for the fiscal years ended June 30, 2023, 2022 and 2021, respectively, equal to 100% of the required contributions for each year. Annual covered payroll was approximately 71%, 78% and 62% of total related payroll for fiscal years end 2023, 2022 and 2021, respectively.

Pension Liabilities, Pension Expense, Deferred Outflows of Resources and Deferred Inflows of Resources

At June 30, 2023 and 2022, the College reported a liability of \$5,799,643 and \$5,165,339 respectively, for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2023, the reporting date, was measured as of June 30, 2022, 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, 2022 rolled forward to June 30, 2022. The net pension liability as of June 30, 2022, the reporting date, was measured as of June 30, 2021, 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, 2021 rolled forward to June 30, 2021.

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 fiscal years 2022 and 2021. The Commonwealth's proportionate share was based on actual employer contributions to the SERS for fiscal years 2023 and 2022 relative to total contributions of all participating employers for the fiscal year. At June 30, 2022 and 2021, the College's proportion was 0.042% and 0.049%, respectively.

For the years ended June 30, 2023 and 2022, the College recognized pension expense of \$483,353 and \$605,225, respectively.

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The College reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources at June 30,:

	<u>2023</u>	<u>2022</u>
<u>Deferred Outflows of Resources Related to Pension</u>		
Contributions subsequent to the measurement date	\$ 295,117	\$ 586,844
Differences between expected and actual experience	144,268	178,235
Changes in proportions from Commonwealth	397	2,065
Differences between projected and actual earnings on pension plan investments	-	-
Changes in plan actuarial assumptions	159,674	352,142
Changes in proportions due to internal allocations	<u>855,890</u>	<u>1,301,506</u>
Total	<u>\$ 1,455,346</u>	<u>\$ 2,420,792</u>
<u>Deferred Inflows of Resources Related to Pension</u>		
Differences between expected and actual experience	\$ 226,362	\$ 373,967
Differences between projected and actual earnings on pension plan investments	30,918	2,025,114
Changes in proportions from Commonwealth	15,688	16,320
Changes in proportions due to internal allocations	<u>3,163,137</u>	<u>3,398,921</u>
Total	<u>\$ 3,436,105</u>	<u>\$ 5,814,322</u>

The College's contributions of \$295,117 and \$586,844 made during the fiscal years ending 2023 and 2022, respectively, 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 <u>June 30,</u>	
2024	\$ (505,607)
2025	(606,702)
2026	(788,977)
2027	(212,553)
2028	<u>(162,037)</u>
	<u>\$ (2,275,876)</u>

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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, 2022	June 30, 2021
Inflation on the first \$13,000 of allowance	3.00%	3.00%
Inflation rate	2.50%	-
Salary increases	4.00% to 9.00%	4.00% to 9.00%
Investment rate of return	7.00%	7.00%
Investment rate credited to annuity savings fund	3.50%	3.50%

For measurement dates June 30, 2022 and 2021, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2020 set forward 1 year for females.
- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2020 set forward 1 year for females.
- Disability - the mortality rate reflects the post-retirement mortality described above, set forward 1 year.

The 2023 pension liability for the June 30, 2022 measurement date was determined by an actuarial valuation as of January 1, 2021 and rolled forward to June 30, 2022. The 2022 pension liability for the June 30, 2020 measurement date was determined by an actuarial valuation as of January 2020 and rolled forward to June 30, 2021.

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, are summarized in the following table:

Asset Class	2023		2022	
	Target Allocation	Long-term expected real rate of return	Target Allocation	Long-term expected real rate of return
Global Equity	38.0%	4.8%	39.0%	4.8%
Core Fixed Income	15.0%	0.3%	15.0%	0.7%
Private Equity	15.0%	7.8%	13.0%	8.2%
Portfolio Completion Strategies	10.0%	2.9%	11.0%	3.2%
Real Estate	10.0%	3.7%	10.0%	3.5%
Value Added Fixed Income	8.0%	3.9%	8.0%	4.2%
Timber/Natural Resources	4.0%	4.3%	4.0%	4.1%
	<u>100.0%</u>		<u>100.0%</u>	

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Discount Rate

The discount rate used to measure the total pension liability was 7.00% at June 30, 2023 and 2022. 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.

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 1-percentage-point lower or 1-percentage-point higher than the current rate.

<u>June 30, 2023</u>		
<u>1.00% Decrease</u>	<u>Current</u>	<u>1.00% Increase</u>
<u>(6.00%)</u>	<u>Discount Rate</u>	<u>(8.00%)</u>
<u>(7.00%)</u>		
\$ 7,999,028	\$ 5,799,643	\$ 3,938,644
<u>June 30, 2022</u>		
<u>1.00% Decrease</u>	<u>Current</u>	<u>1.00% Increase</u>
<u>(6.00%)</u>	<u>Discount Rate</u>	<u>(8.00%)</u>
<u>(7.00%)</u>		
\$ 7,906,321	\$ 5,165,343	\$ 2,912,473

12. OTHER POST-EMPLOYMENT BENEFITS ("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 deceased. The GIC administers benefit payments, while the Trustees are responsible for investment decisions.

Management of the SRBT is vested with the 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.

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

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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, 2022, and as of the valuation date (January 1, 2022), participants contributed 10% 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.

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 7.28% and 7.65% of annual covered payroll for the fiscal years ended June 30, 2023 and 2022, respectively. The College contributed \$128,609 and \$278,699 for the fiscal years ended June 30, 2023 and 2022, respectively, 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, 2023 and 2022, the College reported a liability of \$7,298,796 and \$9,069,143, respectively, 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, 2022 and 2021, respectively, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2022 and 2021, respectively. 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 years 2022 and 2021. The College's proportionate share was based on the actual employer contributions to the SRBT for fiscal years 2022 and 2021 relative to total contributions of all participating employers for the fiscal year. At June 30, 2023 and 2022, the College's proportion was 0.055% and 0.057%, respectively.

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For the years ended June 30, 2023 and 2022, the College recognized OPEB income of \$1,974,331 and \$1,477,622, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources at June 30:

<u>Deferred Outflows of Resources Related to OPEB</u>	<u>2023</u>	<u>2022</u>
Contributions subsequent to the measurement date	\$ 128,609	\$ 278,699
Differences between expected and actual experience	134,361	231,507
Changes in OPEB plan actuarial assumptions	537,580	761,661
Differences between projected and actual earnings on pension plan investments	11,095	-
Changes in proportion from Commonwealth	3,353	10,168
Changes in proportion due to internal allocation	<u>380,576</u>	<u>1,007,369</u>
Total deferred outflows related to OPEB	<u>\$ 1,195,574</u>	<u>\$ 2,289,404</u>

Deferred Inflows of Resources Related to OPEB

Net differences between projected and actual earnings on OPEB plan investments	\$ -	\$ 110,210
Differences between expected and actual experience	1,208,395	1,596,458
Changes in proportion due to internal allocation	5,579,710	7,449,013
Changes in proportion from Commonwealth	36,045	39,390
Changes in OPEB plan actuarial assumptions	<u>2,641,589</u>	<u>1,784,038</u>
Total deferred inflows related to OPEB	<u>\$ 9,465,739</u>	<u>\$ 10,979,109</u>

The College's contributions of \$128,609 and \$278,699 made during the fiscal year 2023 and 2022, respectively, subsequent to the measurement date, will be recognized as a reduction of the net OPEB liability each of the succeeding years.

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

<u>Years Ending</u> <u>June 30,</u>	
2024	\$ (1,991,205)
2025	(1,980,104)
2026	(1,937,988)
2027	(1,888,793)
2028	<u>(600,684)</u>
	<u>\$ (8,398,774)</u>

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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, 2022	June 30, 2021
Inflation	2.50%	2.50%
Salary increases	Rates vary by years of service and group classification, consistent with SERS	Rates vary by years of service and group classification, consistent with SERS
Investment rate of return	7.00%, net of OPEB plan investment expense, including inflation	7.15%, net of OPEB plan investment expense, including inflation
Health care cost trend rates	Developed based on the most recent published GAO-Getzen trend rate model, version 2022_b. Medicare and non-Medicare benefits range from 3.94% to 9.11%	Developed based on the most recent published GAO-Getzen trend rate model, version 2021_b. Medicare and non-Medicare benefits range from 4.04% to 7.30%

The mortality rate was in accordance with the RP-2014 Blue Collar Mortality Table projected with scale MP-2020 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 to have 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.
- 35% of employees currently opting out of active employee health coverage are assumed to elect to enroll in retiree coverage for measurement date June 30, 2022.
- 85% of current and future contingent eligible participants will elect health care benefits at age 55, or current age if later for measurement date June 30, 2022.
- Retirees who currently elect to waive their coverage are assumed to remain uncovered in the future.
- Actives, upon retirement, take coverage, and are assumed to have the following coverage:

	Retirement Age		Retirement Age	
	2023		2022	
	Under 65	Age 65+	Under 65	Age 65+
Indemnity	28.0%	96.0%	28.0%	96.0%
POS/PPO	62.0%	0.0%	60.0%	0.0%
HMO	10.0%	4.0%	12.0%	4.0%

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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, 2023 and 2022 are the same as discussed in the Pension footnote number 11.

Discount Rate

The discount rate used to measure the total OPEB liability for 2023 and 2022 was 4.30% and 2.77%, respectively. These rates were based on a blend of the Bond Buyer Index rate (3.54% and 2.16%) 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 2042 and 2041 for the fiscal years 2023 and 2022, respectively. Therefore, the long-term expected rate of return on OPEB plan investments of 7.00%, respectively 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:

	<u>2023</u>		
	1.00% Decrease 3.30%	Current Discount Rate 4.30%	1.00% Increase 5.30%
Net OPEB Liability	\$ 8,514,833	\$ 7,298,796	\$ 6,299,910
	<u>2022</u>		
	1.00% Decrease 1.77%	Current Discount Rate 2.77%	1.00% Increase 3.77%
Net OPEB Liability	\$ 10,774,071	\$ 9,069,143	\$ 7,695,858

Bristol Community College
Notes to Financial Statements
June 30, 2023 and 2022

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:

<u>2023</u>		
1.00% Decrease (B)	Current Healthcare Cost Trend Rate (A)	1.00% Increase (C)
\$ 6,118,480	\$ 7,298,796	\$ 8,792,934
<u>2022</u>		
1.00% Decrease (B)	Current Healthcare Cost Trend Rate (A)	1.00% Increase (C)
\$ 7,425,763	\$ 9,069,143	\$ 11,211,019

(A) - Current healthcare cost trend rate, as disclosed in the actuarial assumptions

(B) - 1-percentage decrease in current healthcare cost trend rate, as disclosed in the actuarial assumption

(C) - 1-percentage increase in current healthcare cost trend rate, as disclosed in the actuarial assumption

13. 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. All 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.

14. NET ASSETS WITHOUT RESTRICTION

The College's net position without restriction is composed of the following at June 30:

	<u>2023</u>	<u>2022</u>
Unrestricted net position designated by the College's Board of Trustees for the following purposes:		
Capital projects	\$ 5,426,786	\$ 4,334,287
Academic and other programs	4,840,106	2,550,000
Technology improvements	4,400,097	2,276,911
Total unrestricted net position	<u>\$ 14,666,989</u>	<u>\$ 9,161,198</u>

Bristol Community College
Notes to Financial Statements
June 30, 2023 and 2022

The Foundation's net assets without restriction are composed of the following at June 30:

	<u>2023</u>	<u>2022</u>
Net assets without restriction designated by the Foundation's Board of Directors for the following purposes:		
Margaret Jackson Art Center and Visual Arts Fund	\$ 478,097	\$ 428,184
President's Merit Scholarship	133,216	122,705
Undesignated	<u>3,527,381</u>	<u>3,259,101</u>
Total net assets without restriction	<u>\$ 4,138,694</u>	<u>\$ 3,809,990</u>

15. 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 purposes consistent with that of a community college. The license, which expired on March 30, 2016, is automatically renewed for one year unless notice is given by either party not less than thirty days prior to the then current-scheduled expiration date. Total costs under this license agreement were approximately \$283,000 for the years ended June 30, 2023 and 2022. For the years ended June 30, 2023 and 2022, the College had made payments of approximately \$283,000 related to this license agreement. The Foundation has a mortgage payable on this property of \$2,057,719 as of June 30, 2023. The College does not believe this license agreement, meets the criteria to qualify as a lease under GASB 87, as it is a one-year license that can be renewed annually and the lease is similar to a non-related party relationship.

During fiscal year 2023 The College paid the Foundation \$12,749,428 for construction of a Nation Offshore Wind Institute ("NOWI") facility. The College recognized a due from Foundation and will begin receiving payments from the Foundation in fiscal year 2025 when the project is completed.

Total related party payments from the College to the Foundation for leases and the revocable license agreement totaled approximately \$1,346,000 and \$1,339,000 for the years ended June 30, 2023 and 2022, respectively.

Litigation

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

Contingency

The vast majority of higher educational institutions transitioned to distance learning during the 2020 spring semester due to the COVID-19 crisis. Many higher educational institutions have been served with a class action lawsuit due to this decision. The plaintiffs' claim that they have suffered academic harm after the 2020 spring semester transitioned to distance learning. Since the lawsuits are in the early stages, there have been no settlements or court decisions on this matter. The College has not been served with a lawsuit related to COVID-19. Management believes that any potential future adverse outcome is possible, but unlikely, and would not be material to the College.

Bristol Community College
Notes to Financial Statements
June 30, 2023 and 2022

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.

16. OPERATING EXPENSES

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

	<u>2023</u>	<u>(Restated) 2022</u>
Compensation and benefits	\$ 52,024,481	\$ 50,594,704
Supplies and services	15,015,932	15,663,898
Depreciation	6,136,560	5,907,057
Scholarships and fellowships	13,838,867	17,008,400
	<u>\$ 87,015,840</u>	<u>\$ 89,174,059</u>

17. OTHER FRINGE BENEFITS

The College participates in the Commonwealth’s Fringe Benefit programs, including active employee and postemployment 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.

Bristol Community College
Notes to Financial Statements
June 30, 2023 and 2022

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 years ended June 30, 2023 and 2022, 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).

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.

18. STATE APPROPRIATION

	<u>2023</u>	<u>2022</u>
Direct unrestricted appropriations:	\$ 27,969,698	\$ 25,773,889
Add: fringe benefits for benefited employees on the state payroll	10,420,769	9,629,416
Less: day school tuition remitted to the state and included in tuition and fee revenue	(325,175)	(337,117)
Total unrestricted appropriations	38,065,292	35,066,188
Restricted appropriations	867,156	452,641
Capital appropriations	211,345	315,375
Total appropriations	<u>\$ 39,143,793</u>	<u>\$ 35,834,204</u>

19. MASSACHUSETTS MANAGEMENT ACCOUNTING AND REPORTING SYSTEM

Section 15C of Chapter 15A of the Massachusetts General Laws requires Commonwealth colleges and universities to report activities 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*.

Bristol Community College
Notes to Financial Statements
June 30, 2023 and 2022

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

	<u>2023</u>	<u>2022</u>
Revenue per MMARS	\$ 26,851,163	\$ 26,539,407
Revenue per College	<u>28,339,357</u>	<u>27,017,009</u>
Difference	<u>\$ (1,488,194)</u>	<u>\$ (477,602)</u>

The difference for the year ended June 30, 2023 relates to a combination of factors including funding by the state for tuition waivers and deferred payroll totaling approximately \$1,482,000.

REQUIRED SUPPLEMENTARY INFORMATION

Bristol Community College
(an Agency of the Commonwealth of Massachusetts)

Schedules of Proportionate Share of Net Pension Liability (Unaudited)

Year ended Measurement date Valuation date	June 30, 2023 June 30, 2022 January 1, 2022	June 30, 2022 June 30, 2021 January 1, 2021	June 30, 2021 June 30, 2020 January 1, 2019	June 30, 2023 and 2022 June 30, 2020 June 30, 2019 January 1, 2019	June 30, 2019 June 30, 2018 January 1, 2018	June 30, 2018 June 30, 2017 January 1, 2017	June 30, 2017 June 30, 2016 January 1, 2016	June 30, 2016 June 30, 2015 January 1, 2015	June 30, 2015 June 30, 2014 January 1, 2014
Proportion of the collective net pension liability	0.049%	0.049%	0.068%	0.053%	0.077%	0.074%	0.077%	0.104%	0.087%
Proportionate share of the collective net pension liability	\$ 5,799,643	\$ 5,165,339	\$ 11,638,615	\$ 7,813,926	\$ 10,140,807	\$ 9,438,049	\$ 10,561,888	\$ 11,807,041	\$ 6,491,611
College's covered-employee payroll	\$ 3,642,728	\$ 4,016,152	\$ 5,206,240	\$ 4,408,928	\$ 5,950,229	\$ 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-employee payroll	159.21%	128.61%	223.55%	177.23%	170.43%	163.22%	181.53%	188.91%	94.82%
Plan fiduciary net position as a percentage of the total pension liability	71.05%	77.54%	62.48%	66.28%	67.91%	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)**

Schedules of Contributions Pension (Unaudited)

June 30, 2023 and 2022

	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Contractually required contribution	\$ 295,117	\$ 586,844	\$ 588,768	\$ 733,040	\$ 531,717	\$ 700,937	\$ 575,354	\$ 550,021	\$ 649,384
Contributions in relation to the contractually required contribution	<u>295,117</u>	<u>586,844</u>	<u>588,768</u>	<u>733,040</u>	<u>531,717</u>	<u>700,937</u>	<u>575,354</u>	<u>550,021</u>	<u>649,384</u>
Contribution excess	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Covered-employee payroll	\$ 1,767,168	\$ 3,642,731	\$ 4,016,153	\$ 5,206,250	\$ 4,408,930	\$ 5,950,229	\$ 5,782,451	\$ 5,818,335	\$ 6,250,090
Contribution as a percentage of covered-employee payroll	16.70%	16.11%	14.66%	14.08%	12.06%	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 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, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

BRISTOL COMMUNITY COLLEGE
Notes to the Required Supplementary Information - Pension (Unaudited)
June 30, 2023 and 2022

1. CHANGE IN ACTUARIAL ASSUMPTIONS

Measurement Date – June 30, 2021

The investment rate of return changed from 7.15% to 7.00%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rates were changed as follows:

- Pre-retirement mortality reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2020, set forward 1 year for females
- Post-retirement mortality reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2020, set forward 1 year for females
- For disabled retirees, mortality reflects the post-retirement mortality described above, set forward 1 year.

Measurement date – June 30, 2020

The investment rate of return changed from 7.25% to 7.15%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

Measurement date – June 30, 2019

The investment rate of return changed from 7.35% to 7.25%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

Measurement date – June 30, 2018

The investment rate of return changed from 7.50% to 7.35%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rate assumptions were changed as follows:

- Disabled members – the amount reflects the same assumptions as for superannuation retirees, but with an age set forward of one year

Measurement date – June 30, 2017

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

Measurement date – June 30, 2016

The assumption for salary increases changed from a range of 3.5% to 9.0% depending on group and length of service to a range of 4.0% to 9.0% depending on group and length of service. Chapter 176 of the Acts of 2011 created a one-time election for eligible members of the Option Retirement Plan ("OPR") to transfer to 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.

BRISTOL COMMUNITY COLLEGE
Notes to the Required Supplementary Information - Pension (Unaudited)
June 30, 2023 and 2022

Measurement date – June 30, 2015

The discount rate to calculate the pension liability decreased from 8.0% to 7.5%.

In May 2015, Chapter 19 of the Acts of 2015 created an Early Retirement Incentive (“ERI”) for certain members of SERS, who upon election of the ERI, retired effective June 30, 2015. As a result, the total pension liability of SERS increased by approximately \$230 million 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)

Bristol Community College
(an Agency of the Commonwealth of Massachusetts)

Schedules of Proportionate Share of Net OPEB Liability (Unaudited)

Year ended Measurement date Valuation date	June 30, 2023 and 2022					
	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018
	June 30, 2022 January 1, 2022	June 30, 2021 January 1, 2021	June 30, 2020 January 1, 2020	June 30, 2019 January 1, 2019	June 30, 2018 January 1, 2018	June 30, 2017 January 1, 2017
Proportion of the collective net OPEB liability	0.055%	0.057%	0.072%	0.084%	0.119%	0.105%
Proportionate share of the collective net OPEB liability	\$ 7,298,796	\$ 9,069,143	\$ 14,976,170	\$ 14,730,564	\$ 22,190,029	\$ 18,357,051
College's covered payroll	\$ 3,642,748	\$ 4,016,153	\$ 5,206,240	\$ 4,408,928	\$ 5,950,229	\$ 5,782,451
College's proportionate share of the net OPEB liability as a percentage of its covered payroll	200.37%	225.80%	287.66%	334.11%	372.93%	317.46%
Plan fiduciary net position as a percentage of the total OPEB liability	13.00%	10.70%	6.40%	6.96%	6.01%	5.39%

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)**

Schedules of Contributions - OPEB (Unaudited)

June 30, 2023 and 2022

For the Year Ended June 30,

	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
Statutorily required contribution	\$ 128,609	\$ 278,699	\$ 309,169	\$ 379,733	\$ 387,725	\$ 530,693
Contributions in relation to the statutorily required contribution	<u>(128,609)</u>	<u>(278,699)</u>	<u>(309,169)</u>	<u>(379,733)</u>	<u>(387,725)</u>	<u>(530,693)</u>
Contribution (excess)/deficit	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
College's covered payroll	\$ 1,767,168	\$ 3,642,727	\$ 4,016,155	\$ 5,206,250	\$ 4,408,930	\$ 5,950,229
Contribution as a percentage of covered payroll	7.28%	7.65%	7.70%	7.29%	8.79%	8.92%

Notes:

Employers participating in the Massachusetts 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.

BRISTOL COMMUNITY COLLEGE
Notes to the Required Supplementary Information - OPEB (Unaudited)
June 30, 2023 and 2022

1. CHANGE IN PLAN ASSUMPTIONS

Fiscal year June 30, 2023

Assumptions:

Change in per capita claims costs

Per capita claims costs were updated based on the changes in the underlying claims and benefit provisions.

Change in medical trend rates

The medical trend rates were updated based on the SOA-Getzen trend rate model version 2022_f4. The healthcare trend rates were updated to reflect short-term expectations based on a review of the Commonwealth's historical trend rates.

Change in Discount Rate

The discount rate was increased to 4.00% (based upon a blend of the Bond Buyer Index rate (3.54%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2022

Assumptions:

Change in per capita claims costs

Per capita claims costs were updated reflect lower-than-expected FY22 rates, driven primarily by an increase in expected Pharmacy Benefits Manager rebates.

Change in medical trend rates

The medical trend rates were updated based on the SOA-Getzen trend rate model version 2021_b. The healthcare trend rates were updated to reflect short-term expectations based on a review of the Commonwealth's historical trend rates.

Change in Investment Rate

The investment rate of return decreased from 7.15% to 7.00%.

Change in Mortality Rates

The mortality projection scale was updated from MP-2016 to MP-2020.

Change in Discount Rate

The discount rate was increased to 2.77% (based upon a blend of the Bond Buyer Index rate (2.16%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2021

Assumptions:

Change in per capita claims costs

Per capita claims costs were updated based on the changes in the underlying claims and benefit provisions.

Change in medical trend rates

The medical trend rates were updated based on the SOA-Getzen trend rate model version 2090_b, the impact of the discontinuation of the ACA Health Insurer Fee and Excise Tax.

Change in Investment Rate

The investment rate of return decreased from 7.25% to 7.15%

BRISTOL COMMUNITY COLLEGE
Notes to the Required Supplementary Information - OPEB (Unaudited)
June 30, 2023 and 2022

Change in Salary Scale

The salary scale assumption was updated from the constant 4% assumption to rates that vary by years of service and group classification, consistent with SERS.

Change in Discount Rate

The discount rate was decreased to 2.28% (based upon a blend of the Bond Buyer Index rate (2.21%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2020

Assumptions:

Change in Inflation

The inflation rate decreased from 3.0% to 2.5%.

Change in Salary Assumptions

Salary decreased from 4.5% to 4.0%

Change in Trend on Future Costs

The original healthcare trend rate decreased from 8.0% to 7.5%, which affects the high-cost excise tax.

Change in Discount Rate

The discount rate was decreased to 3.63% (based upon a blend of the Bond Buyer Index rate (3.51%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2019

Assumptions:

Change in Trend of Future Costs

The healthcare trend rate decreased from 8.5% to 8.0% which affects the high-cost excise tax.

Change in Mortality Rates

The following mortality assumption changes were made in the January 1, 2018 Actuarial Valuation.

- Disabled members - would reflect the same assumptions as for superannuation retirees, but with an age set forward of one year.

Change in Discount Rate

The discount rate was increased to 3.95% (based upon a blend of the Bond Buyer Index rate (3.87%) as of the measurement date as required by GASB Statement 74.

INDEPENDENT AUDITOR'S 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:

We have audited, 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, the financial statements of the business-type activities of Bristol Community College (the "College"), and its discretely presented major component unit, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the College's basic financial statements and have issued our report thereon dated December 4, 2023.

Report on 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") as a basis for designing 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.

Report on 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 financial statements. 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.

Withum Smith + Brown, PC

December 4, 2023

Appendix C: Supporting Documents Provided Electronically by Standard

Bristol Community College Workroom Materials

<u>Standard 1 - Mission and Purposes</u>	
Evidence	Content Type
NECHE Student Survey	Folder
Personal Assessment of the College Environment (PACE)	Folder
All College Meeting Fall 2022 - Standard 1 Feedback.pdf	Item
Board of Trustees Approved Minutes 5.11.2020 - Approved Revised Mission DFF.pdf	Item
Board of Trustees Bylaws Revised 11 08 2021.pdf	Item
Bristol Community College Fact Sheets.url	Item
Letter to Commissioner Requesting Mission Change.pdf	Item
Massachusetts Department of Higher Education MassReconnect Webpage.url	Item
Massachusetts Department of Higher Education Strategic Plan for Racial Equity.url	Item
Mission, Vision & Values Bristol Community College Webpage.url	Item
President's Office Bristol Community College Webpage.url	Item
Strategic Plan 2020-2024 Bristol Community College Webpage.url	Item
Student Experience Statement.pdf.url	Item
Summary NECHE PD Day Forums and Online Form V.2.docx	Item

<u>Standard 2 - Planning and Evaluation</u>	
Evidence	Content Type
Artifact Collection Process Revision	Folder
Assessment Professional Development Initiatives	Folder
College Statements	Folder
Data Reports and Analysis	Folder
Institutional Plans	Folder
Institutionalizing Assessment Efforts	Folder
Strategic Plans	Folder
5-Year+ One CAS and Program Review Cycle Webpage.url	Item
AFSCME Contract.url	Item
Bristol Advisory Board Survey Summary.pdf	Item
Bristol Community College Data Dictionary.url	Item
Budget Management Phased Objectives June 28 .pdf	Item
CCCSE Website.url	Item
Council for the Advancement of Standards in Higher Education Website.url	Item
Data Informed Decision (DID) Portal.url	Item
Data Request Form.pdf	Item
DG Charter Bristol 2.0 March 2023.docx	Item
Freshservice Webpage.url	Item
Institutional Review Board IRB Policy.pdf	Item
Institutional Survey Policy.pdf	Item
MA DHE Data Maturity Assessment Output Bristol CC.pdf	Item
Massachusetts Department of Higher Education Equity Agenda Webpage.url	Item
MCCC Contract.url	Item
Non-Unit Professional Handbook.url	Item
Performance Measurement Reporting System Webpage.url	Item

Perkins Graduate survey 2022.pdf	Item
Post-Secondary Employment Outcomes (PSEO) Website.url	Item
Professional Development Objectives.xlsx	Item
SAES Annual Report 2022.docx	Item
Spring 2022 Student Experience Survey.pdf	Item
Student Success and Achievement Dashboards.url	Item
Year Four Plan.xlsx	Item

Standard 3 - Organization and Governance

Evidence	Content Type
Personal Assessment of the College Environment (PACE)	Folder
About Massachusetts Public Higher Education.url	Item
AFSCME Contract.url	Item
AFSCME Local 1067 Website.url	Item
Board of Trustees Bylaws.url	Item
Board of Trustees Meeting Agendas and Minutes - Including Committees.url	Item
Board of Trustees Members.url	Item
Bristol Weekly Archives.url	Item
College Governance Council - Bristol Guide to Shared Governance 2022 DFF.pdf	Item
College Governance Council Assessment Final.pdf	Item
Committee System Document 2013 DFF.docx	Item
CWI Feedback Process.pdf	Item
Director Level Org Chart - December 2023.pdf	Item
IPC Planning Final checklist.docx	Item
Massachusetts General Law - Part I, Title II, Chapter 15A, Section 22.url	Item
MCCC Contract.url	Item
MCCC Website.url	Item
Organizational Chart Webpage.url	Item
PolicyStat Public Policies.url	Item
Presidential Evaluations.url	Item
Risk Management Advisory Committee Charter.pdf	Item
Risk Management Policy.pdf	Item
Strategic Plan 2020-2024.url	Item
Student Affairs Newsletter Archive.url	Item
Student Services Webpage.url	Item
The Open Meeting Law.url	Item
Trustee Orientation.url	Item
Trustee Resources.url	Item

Standard 4 - The Academic Program

Evidence	Content Type
CWCC Forms - Autumn Alden	Folder
Evaluation Templates	Folder
Information Literacy Reports	Folder
NECHE Student Survey	Folder
Select DHE Program Approval Letters	Folder
Select NECHE Program Approval Letters	Folder

Substantive Change - Location Letters	Folder
Syllabi	Folder
Syllabi Checklists	Folder
Transfer Reports	Folder
2019-2020 Innovation of the Year Award Winners.url	Item
2022-2023 Program Review Feedback Form Student Success Analysis.xlsx	Item
2022-2023 Program Review Feedback Form.pdf	Item
5-Year + One CAS and Program Review Cycle Webpage.url	Item
610 CMR 2.00 - Degree-granting Regulations.url	Item
Academic Affairs Year One Summary Report (2).pdf	Item
Academic Dishonesty Report.pdf	Item
Academic Innovation and Professional Development (AIPD) Webpage.url	Item
Academic Program Review Dashboards.url	Item
Academic Program Review Data Requests and Support.xlsx	Item
Academic Program Review Dean's Feedback Form.pdf	Item
AS TE (MEC) Revised Program 2022-10-03 Approved 2023-05-11.pdf	Item
Assessment Processes--Departments and Programs.docx	Item
Autumn Alden Email.pdf	Item
BCC2BSU.url	Item
Bristol + UMassD.url	Item
Bristol Community College Certificates.url	Item
Bristol Community College Degrees.url	Item
Bristol Community College Events Calendar.url	Item
Bristol Community College HIPs Matrix.xlsx	Item
Bristol Community College Online Programs.url	Item
Bristol Meta-Major Summary & Update - Anthony Ucci.docx	Item
Bristol's Mission, Vision & Values.url	Item
CBL Fall 21 to Fall 22 Per Ret Data.pdf	Item
CBL Student Reflection Artifact.pdf	Item
Closing The Loop Program Review Year 1 DL.pdf	Item
College Access Webpage.url	Item
College-Wide Curriculum New Program Proposal Form.pdf	Item
College-Wide Curriculum Revised Course Proposal Form.pdf	Item
COM 112 Gen Ed Update 2023-02-13 Approved 2023-03-08.pdf	Item
Course Cancellations Since 2019.xlsx	Item
Course Equivalency Guides.url	Item
Course Status.xlsx	Item
Course Status updated.xlsx	Item
Credit for Prior Learning Wizard.url	Item
Digital Literacy - All College 2-23.pptx	Item
Directed Study Dashboard.url	Item
Disability Disclosure Form.pdf	Item
Dual Enrollment Dashboard.url	Item
Dual Enrollment Faculty Training Evaluations.xlsx	Item
EEC Internship Majors and Programs.docx	Item
ENG - Argosy Early College Liberal Arts Pathway Flyer.pdf	Item
Enrollment by Program Dashboard.url	Item

Enrollment Spring22 - General Studies.pdf	Item
EnrollmentbyProgram2023.pdf	Item
Equity & Student Success.url	Item
Final Version Certificates - Aid Eligibility Tracking Document.xlsx	Item
FY22-23 EOY Data.xlsx	Item
FY23 PLA Usage by Type.xlsx	Item
General Education Report 2.docx	Item
General Education Requirements Webpage.url	Item
General Education Task Force 2016 Report.pdf	Item
General Studies Credits at Graduation.xlsx	Item
Graduating Student Survey Dashboard.url	Item
High Impact Practices (HIPs) LLC Webpage.url	Item
HIPs Data - CSS 2019-2023.pdf	Item
HIPs Data - Internships 2019-2023.pdf	Item
LASH 2022-23 Professional Development Opportunities.url	Item
Letter from Andrew Hinote - Online Classes.pdf	Item
Massachusetts Department of Higher Education Academic Program Approval & Review.url	Item
Massachusetts Department of Higher Education Equity Agenda.url	Item
MassTransfer Search Course Equivalency Database.url	Item
Meta-Majors at Bristol - Anthony Ucci.pptx	Item
Mission of the Massachusetts System of Public Higher Education and Community Colleges.url	Item
NECHE Data.pdf	Item
NewProgramsRequest Sarah Kocur.pdf	Item
Online Course Development Checklist FINALREV2.pdf	Item
Program Review Changes 2021-2022.docx	Item
Retention and Persistence Presentation Spring 2022.pdf	Item
Strategic Plan - Action Plan.url	Item
Strategic Plan 2020-2024.url	Item
Student Code of Conduct.url	Item
Student Experience Statement.url	Item
Student-Focused Services Webpage.url	Item
Successful Course Completion Rates by Course Dashboard.url	Item
Suspended Degree and Certificates - 2014 to Present.xlsx	Item
Tableau Dashboard Fall 2022 Program Enrollment Headcount.png	Item
The ISTE.url	Item
The TOEFL Tests.url	Item
TimHathaway HIPsfromCurriculumMaps.pdf	Item
Transfer Agreements Webpage.url	Item
Transfer Services Calendar.url	Item
Transfer Services Webpage.url	Item
Transferring Students.xlsx	Item
VALUE Rubrics - AAC&U.url	Item

Standard 5 - Students

Evidence	Content Type
5-Year + One CAS and Program Review Cycle.url	Item
Advising Data Collection November 2022 to August 2023.xlsx	Item

Advising Playlist.url	Item
Advising Syllabus.url	Item
Advising Webpage.url	Item
Affirmative Action and Title IX Section 504.url	Item
Appeal Documentation Upload.url	Item
Athletics Webpage.url	Item
Bristol Basic Needs Center Webpage.url	Item
Bristol Community College Academic Catalog 2023-2024.url	Item
Bristol Community College Fact Sheets.url	Item
Bristol EXP Webpage.url	Item
Bristol Mobile App.url	Item
Bristol's Mission, Vision & Values.url	Item
Bristol's Student Handbook.url	Item
Career Services Webpage.url	Item
Census Enrollment Dashboard.url	Item
Christie Campus Health Student Mental Health Support.url	Item
College Central Network.url	Item
Commonwealth Commitment Website.url	Item
Data Reports & Analysis.url	Item
Disability Services Webpage.url	Item
Dual Enrollment Dashboard.url	Item
Enrollment Checklist.url	Item
Equity & Student Success.url	Item
Fall Enrollment Report October 2023.pdf	Item
Family Educational Rights and Privacy Act (FERPA).url	Item
Financial Aid Webpage.url	Item
Fitness & Recreation Center Webpage.url	Item
Health Sciences Admission Requirements Webpage.url	Item
Late Withdrawal, Late Drop, and-or Tuition Appeal.url	Item
MassTransfer Program Webpage.url	Item
Mental Health Counseling Webpage.url	Item
Mobile Food Market Webpage.url	Item
Multicultural Affairs Student Leadership Program Webpage.url	Item
Multicultural Student Center (MSC) Webpage.url	Item
Multiple Measures Policy.url	Item
New Student Orientation Webpage.url	Item
PolicyStat Public Policies.url	Item
Proactive Academic Alert.url	Item
Satisfactory Academic Progress (SAP) - Academic Dismissal Appeal.url	Item
Satisfactory Academic Progress.pdf	Item
Share a Student Concern with the SOAR Team.url	Item
Slate Fall-to-Fall Comparison.pdf	Item
Social Justice Webpage.url	Item
SSEM - CAS Review Year Zero.url	Item
Strategic Plan 2020-2024.url	Item
Student & Family Engagement Webpage.url	Item
Student Absence Notification Request.url	Item

Student Affairs Newsletter Archive.url	Item
Student Clubs Webpage.url	Item
Student Code of Conduct.url	Item
Student Experience Statement.url	Item
Student Grievance Procedure.url	Item
Student Handbook.url	Item
Student Services - Bristol Community College.url	Item
Student Services Webpage.url	Item
Student Success Center Webpage.url	Item
Student Wellness Webpage.url	Item
Suicide Prevention Protocol.url	Item
The Jed Foundation.url	Item
Transfer Agreements Webpage.url	Item
Transfer Services Webpage.url	Item
Veterans Center Webpage.url	Item
Women's Center Webpage.url	Item

Standard 6 - Teaching, Learning, and Scholarship	
Evidence	Content Type
Community College Survey of Student Engagement (CCSSE)	Folder
Jobs postings	Folder
NECHE Student Survey	Folder
Syllabi	Folder
2020 Online Learning Workshops.url	Item
2022-2023 LCTL Professional Development Opportunities.pdf.url	Item
2022-2023 Professional Development Fund Guidelines.url	Item
2022-2026 Affirmative Action Strategy.url	Item
Academic Innovation and Professional Development (AIPD) Webpage.url	Item
Adjunct Certification Program Completers.xlsx	Item
Adjunct PD Attendance.xlsx	Item
AFSCME Agreement.url	Item
Assessment Professional Development Initiatives.url	Item
Bristol Community College Council – A Chapter of the MCCC.url	Item
Bristol Faculty Resource Guide.url	Item
Bristol Holocaust and Genocide Center Webpage.url	Item
Bristol Staff Senate Webpage.url	Item
Bristol's Mission, Vision & Values.url	Item
Center for Instructional Technology Expertise Webpage.url	Item
CITE Lab Information.docx	Item
Collective Bargaining and Grievance Procedures - SOP-GEN 1.url	Item
College Athletics Progress Report.url	Item
College Central Network.url	Item
College Service Final Grid 9-21.xlsx	Item
Course Syllabus Template 2023-08.docx	Item
Data-driven Equity Lens to Inform Recruitment and Retention Fall 2021.url	Item
DCE Agreement.url	Item
DCE Contract & Forms.url	Item

Dual Enrollment Dashboard.url	Item
Equity Consortium Presentation Fall 2021.url	Item
Experiential Education Center Webpage.url	Item
Faculty and Professional Staff Senate Webpage.url	Item
Faculty Fellows Webpage.url	Item
Faculty Listing - Academic Catalog.url	Item
Fall 2022 Assessment Final Report.docx	Item
Fall 2022 Student Evaluation Averages.xlsx	Item
HigherEdJobs - Jobs in Higher Education.url	Item
Honors Program Webpage.url	Item
Human Resources Forms Webpage.url	Item
Human Resources Webpage.url	Item
Lash Center for Teaching and Learning (LCTL) Webpage.url	Item
Lash Center for Teaching and Learning Webpage.url	Item
Letter from Andrew Hinote - Online Classes.pdf	Item
MassHire Career Centers.url	Item
MCCC Contract.url	Item
NAACP New Bedford.url	Item
NEASC 2014 Self-Study.url	Item
NECHE 2019 Five-Year Report.url	Item
PACE Survey Results – Faculty and Staff Perceptions of Educational Experience.docx	Item
PD Funds Tracking Sheet FY22.xlsx	Item
PD Funds Tracking Sheet FY23.xlsx	Item
Phi Theta Kappa (PTK) Webpage.url	Item
President's Approved Goals 2023-2024.url	Item
Professional and Educational Resources Webpage.url	Item
Professional Development Funds Webpage.url	Item
Professional Development Objectives.xlsx	Item
Strategic Plan 2020-2024.url	Item
Student Services Webpage.url	Item
Summary NECHE PD Day Forums and Online Form V.2.docx	Item
Survey of Assessment Techniques.docx	Item
The League for Innovation in the Community College.url	Item
Tuition Remission Webpage.url	Item
U.S. Census Bureau QuickFacts- Bristol County, Massachusetts.url	Item

Standard 7 - Institutional Resources

Evidence	Content Type
Facilities Condition Assessment Report	Folder
2020 Independent Auditors Report.url	Item
2022 Annual Security Report.url	Item
2022-2026 Affirmative Action Strategy.url	Item
2023 Audited Financial Statements.pdf	Item
3 Year Bristol Community College 2021.pdf	Item
5 Year Spending Plan Report 11.09.2023.xlsx	Item
Acceptable Use of Information Technology Resources Policy.pdf	Item
Acceptable Use of Information Technology Resources Policy.url	Item

Administration and Finance Org Chart	Item
Affirmative Action Equal Opportunity and Diversity.url	Item
AFSCME Agreement.url	Item
Alignment of Bristol Employee & Student Enrollment Dashboard.url	Item
BCC Spend and Investment Policy Draft 04272019 (002).doc	Item
Board of Trustees Retreat August 2023.pdf	Item
Bristol Community College Foundation Inc. Gift Acceptance Policy.url	Item
Bristol Community College Foundation Webpage.url	Item
Bristol Facilities and Business Services Webpage.url	Item
Bristol Fiscal Services Webpage.url	Item
Bristol HR Webpage.url	Item
Bristol Information Technology Services Webpage.url	Item
Bristol Library Learning Commons Webpage.url	Item
Bristol Tech Solutions Webpage.url	Item
Bristol's Mission, Vision & Values.url	Item
CARES Act Webpage.url	Item
CIS Center for Internet Security Website.url	Item
Collective Bargaining and Grievance Procedures - SOP-GEN 1.url	Item
Comparison of Rev and exp by source FY20 to FY22 1.pdf	Item
CONNECT Website.url	Item
Credit Card Policy.url	Item
DCAMM Facility Condition Assessment.PDF	Item
DCAMM FY24 to FY28.pdf	Item
DCE MCCC Agreement.url	Item
Debt Policy.pdf	Item
DocuSign Request Form & Procedure.url	Item
Electronic Mail Policy.url	Item
Faculty Resource Guide.url	Item
Family Educational Rights and Privacy Act -FERPA.pdf	Item
GDPR - General Data Protection Regulation.pdf	Item
Graduation Rates.png	Item
Grants Roles and Responsibilities.url	Item
Information and Data Classification Policy.pdf	Item
MCCC Agreement.pdf.url	Item
MCCLPHEI Annual Report 2021-Bristol CC.docx	Item
Non-Unit Professionals Personnel Policies Handbook.url	Item
NUP Handbook.url	Item
Page 10 - Dollar.pdf	Item
Page 11 - MA Tuition & Fees.pdf	Item
Page 3 - Comparison of Rev and exp by source FY21 to FY23.pdf	Item
Page 9 - Enrollment - CC full time equivalent HC.pdf	Item
Page 9 - Enrollment Student FTE & State Appr FY21 to FY23.pdf	Item
PCI Compliance.url	Item
Performance Measurement Reporting System.url	Item
Persistence Rates Full-time.png	Item
Persistence Rates Part-time.png	Item
PolicyStat Public Policies.url	Item

Remote and Online Experience Comparison.xlsx	Item
Reserve Policy.pdf	Item
Retention Rates Full-time.png	Item
Retention Rates Part-time.png	Item
SAES Annual Report 2022.docx	Item
SCCR Student Demographic.png	Item
SCCR Course Modality Trend.png	Item
Statement of Investment and Spending Policy.pdf	Item
Strategic Plan 2020-2024.url	Item
Summary NECHE PD Day Forums and Online Form V.2.docx	Item
Transfer Out Rates.png	Item
Written Information Security Program -WISP.pdf	Item

Standard 8 - Educational Effectiveness

Evidence	Content Type
Artifact Collection Process Revision	Folder
College-wide Assessment Data	Folder
NECHE Student Survey	Folder
Academic Affairs Year One Summary Report.pdf	Item
Academic Catalog.url	Item
Academic Program Review Dashboards.url	Item
Artifact Collection Process Revision.url	Item
Assessment 5 year+ 1 Cycle.url	Item
Assessment Professional Development Initiatives.url	Item
Awards Conferred Webpage.url	Item
Board of Trustees Retreat August 2023.pdf	Item
Bristol Rubrics.url	Item
Civic Engagement Webpage.url	Item
College Statements.url	Item
Council for the Advancement of Standards in Higher Education.url	Item
Course Completion Rates for Health Sciences 2019-2022.docx	Item
Course Registrations and Offerings by Modality.docx	Item
Data Informed Decision (DID) Portal - Enrollments.url	Item
Data Reports and Analysis.url	Item
Experiential Education Center Webpage.url	Item
Fine Arts planning data Fall 2021 and 2022.docx	Item
General Education Requirements.url	Item
Graduate Survey Dashboard.url	Item
Information Literacy Assessment Day Results.docx	Item
Institutional Assessment - Artifact Collection Process Webpage.url	Item
Institutional Assessment- Co-Curricular Competencies Webpage.url	Item
Institutional Plans.url	Item
Institutionalizing Assessment Efforts.url	Item
IPEDS Student Outcome Measures Dashboard.url	Item
Jobs for Veterans - G.I. Jobs.url	Item
Media Preference Survey 2023 Results Presentation.pdf	Item
Multicultural Student Center Webpage.url	Item

National Survey Schedule.docx	Item
NEASC 2014 Self-Study.url	Item
NECHE 2019 Five-Year Report.url	Item
NECHE E-Series Form.url	Item
Performance Measurement Reporting System.url	Item
Program Review Changes 2021-2022.docx	Item
Retention Rates 2018-2022.docx	Item
SCCR Course Modality Trend.pdf	Item
SCCR Data for PSY101 2019-2022.docx	Item
SCCR Trend for PSY101.pdf	Item
Strategic Objectives Directed Toward Equity Initiatives.docx	Item
Strategic Plans.url	Item
Student Right-to-Know Webpage.url	Item
Student Success and Achievement Dashboard Analytics.docx	Item
Transfer Agreements Webpage.url	Item
Veterans Center Webpage.url	Item
Voluntary Framework of Accountability.url	Item
Women's Center Webpage.url	Item

Helpful Materials - All Standards

Evidence	Content Type
NECHE Student Survey	Folder
Opening Day Fall 2022	Folder
Opening Day Fall 2023	Folder
PLT Area Plans and Strategic Planning Resources	Folder
Previous NECHE Reports	Folder
Professional Day Spring 2023	Folder
President Douglas Key Goals 2018-19 Final Reviewed on 10.7.19.pdf	Item
President's Approved Goals 2021-2022 Final Year in Review Sept 2022.pdf	Item
President's Goals 2020-2021 Year in Review 10.4.21.pdf	Item

Standard 9 - Integrity, Transparency, and Public Disclosure

Evidence	Content Type
Community College Survey of Student Engagement (CCSSE)	Folder
Personal Assessment of the College Environment (PACE)	Folder
2022-2026 Affirmative Action Strategy.url	Item
Academic Catalog 2023-2024.url	Item
Academic Dishonesty Policy.url	Item
Accreditation Information.url	Item
Accreditation, Student Information, and Legal Statements.url	Item
Affirmative Action Equal Opportunity and Diversity DFF.pdf	Item
American Federation of State, County and Municipal Employees (AFSCME) Website.url	Item
BCC2BSU.url	Item
Board of Trustees Bylaws.url	Item
Board of Trustees Meetings.url	Item
Board of Trustees Members.url	Item
Bristol + UMassD.url	Item

Bristol Basic Needs Center Webpage.url	Item
Bristol Community College Policies.url	Item
Bristol Community College Media Prefs Summary Fall 2020 BUL.pptx	Item
Bristol Cost Webpage.url	Item
Bristol Data Dictionary.url	Item
Bristol Employment Opportunities.url	Item
Bristol Fact Sheets.url	Item
Bristol Fiscal Services Webpage.url	Item
Bristol Locations.url	Item
Bristol Organizational Chart.url	Item
Bristol Together Plan.url	Item
Bristol Weekly Archive.url	Item
Business Solutions & Partnerships.url	Item
Catalog Content Owner and Approver Policy.url	Item
Collective Bargaining and Grievance Procedures DFF.pdf	Item
College Access Webpage.url	Item
College Governance Council - Bristol Guide to Shared Governance 2022 DFF.pdf	Item
College Governance Council Assessment.pdf	Item
Commonwealth Honors Program.url	Item
CONNECT Partnership.url	Item
Contract Learning.url	Item
Course Equivalency Guides.url	Item
Course Search.url	Item
Data Informed Decision (DID) Portal.url	Item
Data Request Tracking.png	Item
DG Charter Bristol Final December 10 2019 (1).docx	Item
Economic and Business Development Webpage.url	Item
Family Educational Rights and Privacy Act (FERPA).url	Item
Financial Aid Webpage.url	Item
Grading Policies.url	Item
Herald News Phase 2 COVID vaccinations at Fall River's Bristol Community College have begun.pdf	Item
Institutional Review Board (IRB) Policy DFF.pdf	Item
Institutional Review Board Webpage.url	Item
Internship Program.url	Item
MA DHE Data Maturity Assessment Output Bristol CC.pdf	Item
Mass Community College Tuition and Fees.xlsx	Item
Massachusetts Community College Council Website.url	Item
Massachusetts' Community Colleges' Policy on Affirmative Action, Equal Opportunity & Diversity.url	Item
MassReconnect.url	Item
MCCC Agreement.url	Item
MCCC DCE Agreement.url	Item
Mission Statements.url	Item
Mobile Food Market Webpage.url	Item
National Offshore Wind Institute (NOWI) Webpage.url	Item
Net Price Calculator.url	Item
Non-Unit Professionals Personnel Policies Handbook DFF.pdf	Item
Performance Evaluation DFF.pdf	Item

Policy Workflow.png	Item
Policystat Policies FY2023.xlsx	Item
President's Reports.url	Item
Public Records Request.url	Item
SARA Complaints Process.url	Item
Service-Learning.url	Item
Standard of Ethical Conduct.url	Item
State Ethics - Conflict of Interest DFF.pdf	Item
Statement on Equity.url	Item
Strategic Plan 2020-2024.url	Item
Student Code of Conduct.url	Item
Student Complaints.url	Item
Student Grievance Procedure.url	Item
Student Handbook.url	Item
Student Success and Achievement Dashboards.url	Item
Summary NECHE PD Day Forums and Online Form V.2.docx	Item
Sustainability at Bristol.url	Item
Transfer Agreements Webpage.url	Item
Virtual Campus Tours.url	Item
Whistleblower Policy DFF.pdf	Item
Withdrawal Policy and Procedures.url	Item
Work To Rule Email.pdf	Item

Data First Forms

Evidence	Content Type
NECHE E Series Option 4 Form.xlsx	Document
Std 1.1-Mission & Purposes Updated 4-2023 - Angie Medeiros.xlsx	Document
Std 2.1-Plan & Eval Updated 4-2023- Danielle Licitra and Angie Medeiros.xlsx	Document
Std 3.1-Bd & Internal Gov Updated 4-2023 - Angie Medeiros.xlsx	Document
Std 3.2-Locations & Modalities - updated 10 11 23-Angie Medeiros.xlsx	Document
Std 4.1-Summary Degree Seeking - updated 10 11 2023-Angie Medeiros.xlsx	Document
Std 4.2-Summary Other Students - updated 10 11 23-Angie Medeiros.xlsx	Document
Std 4.3-UG Enrollment Updated 10 11 2023 - Angie Medeiros.xlsx	Document
Std 4.5-Credit Hrs & Info Lit Updated 10 11 2023 - Angie Medeiros.xlsx	Document
Std 5.1-Admissions (Adult) Updated 09 23 2023 - Katie Spavento.xlsx	Document
Std 5.1-Admissions (BIPOC) Updated 09 21 2023 - Katie Spavento.xlsx	Document
Std 5.1-Admissions (Overall) Updated 09 21 2023 - Katie Spavento.xlsx	Document
Std 5.2-Enrollment (Adult) - Angie Medeiros.xlsx	Document
Std 5.2-Enrollment (BIPOC) -updated 10 18 2023- Angie Medeiros.xlsx	Document
Std 5.2-Enrollment (Overall) -updated 10 18 2023- Angie Medeiros.xlsx	Document
Std 5.3-Fin Aid, Debt-updated 11-2023- (Overall).xlsx	Document
Std 5.4-Student Diversity - Angie Medeiros.xlsx	Document
Std 6.1-Faculty Acad Stf by Cat - updated 11 21 2023 Jennifer Simoes.xlsx	Document
Std 6.2-Degrees Held (FT) -updated 11 18 2023 - Jennifer Simoes.xlsx	Document
Std 6.2-Degrees Held (PT) -updated 07-06-2023 - Jennifer Simoes.xlsx	Document
Std 6.3-Appts., Departures-updated 11 08 23- Jennifer Simoes.xlsx	Document
Std 6.4-Faculty by Dept -updated 10 11 2023- Jade Vieira.xlsx	Document

Std 6.5-Fac, Acad Stf Diversity-updated 11 21 2023- Jennifer Simoes.xlsx	Document
Std 7.1 Notes from HR - Jennifer Simoes.xlsx	Document
Std 7.1-Human Resources - updated 11 2023- Jennifer Simoes.xlsx	Document
Std 7.2-Financial Position Updated 11-2023 - Keith Toni.xlsx	Document
Std 7.3-Revenues & Expenses Updated 11-2023 - Keith Toni.xlsx	Document
Std 7.4-Debt Updated 12-2023 - Keith Toni.xlsx	Document
Std 7.5a-Liquidity -updated 11-2023- Keith Toni.xlsx	Document
Std 7.5-Supplemental Fin Data Updated 11-2023 - Keith Toni.xlsx	Document
Std 7.6-Information Resources - Emily Brown.xlsx	Document
Std 7.7-Technological Resources - Angie Medeiros.xlsx	Document
Std 7.8-Physical Resources Updated 4-2023 - Keith Toni.xlsx	Document
Std 8.1-Ret&Grad UG (Adult) - Angie Medeiros.xlsx	Document
Std 8.1-Ret&Grad UG (BIPOC) - Angie Medeiros.xlsx	Document
Std 8.1-Ret&Grad UG (Overall) - Angie Medeiros.xlsx	Document
Std 8.2- Prog Rates&Oth Meas updated 10 18 23- Jade Vieira.xlsx	Document
Std 8.3 Notes - Angie Medeiros.xlsx	Document
Std 8.3 Rates - Angie Medeiros.xlsx	Document
Std 8.4Ret&Grad- GR DE OCP updated 11-29-23-Jade Vieira.xlsx	Document
Std 9.1-Integrity - Angie Medeiros.xlsx	Document
Std 9.2-Transparency - Angie Medeiros.xlsx	Document
Std 9.3-Public Disclosure - Angie Medeiros.xlsx	Document

Appendix D: E-Series Making Assessment More Explicit

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?	(6) Source		
Part-time Retention Rates	HEIRS Part-time Retention Rate for Same Institution							
	Percent Returning to Same Institution - First Year Retention Rate (Fall-to-Fall) New First-Time, Part-time Degree-Seeking Students	Fall Cohort 2018 - 19	47.6%	Massachusetts Community Colleges	46.2%	Bristol is experiencing an increasing trend in part-time student enrollment. The College's part-time retention rate is higher than the National peer group. The college's part-time retention rate also tends to be higher than the Massachusetts peer group, except for the 2021-22 cohort. Based on the college's live fall enrollment dashboard, a higher percentage of part-time students (62% PT and 39% FT) take online courses compared to students enrolled in face-to-face or hybrid modalities (53% PT vs. 47% FT). The majority of our adult learners (51% vs. 39%) enroll in courses part-time. Online learning support is essential to foster the retention and success of our part-time population. Through our Strategic Plan, Bristol purchased Ally to analyze Blackboard course compliance with ADA requirements. Our compliance rate increased to 86% for our online courses. The CITE Lab also designed standardized course templates in Blackboard to improve students' experience learning online. A total of 1,388 courses have standardized templates through instructional design work. Bristol also launched professional development opportunities to support faculty teaching online to learn best practices. Bristol's summer institute had 74 faculty attend. Online orientation has been revamped to support our online students and cover our wrap around services offered across locations.	Massachusetts Department of Higher Education Tableau Dashboards	
		Fall Cohort 2019 - 20	44.7%	Massachusetts Community Colleges	41.1%			
		Fall Cohort 2020 - 21	46.0%	Massachusetts Community Colleges	44.2%			
		Fall Cohort 2021 - 22	39.2%	Massachusetts Community Colleges	41.7%			
	HEIRS Part-time Retention Rate for Any Institution							
	Percent Returning Anywhere - First-Year Retention Rate (Fall-to-Fall), New First-Time, Part-time Degree Seeking Students	Fall Cohort 2018 - 19	51.9%	Massachusetts Community Colleges	51.3%			Massachusetts Department of Higher Education Tableau Dashboards
		Fall Cohort 2019 - 20	47.5%	Massachusetts Community Colleges	45.4%			
		Fall Cohort 2020 - 21	50.5%	Massachusetts Community Colleges	50.9%			
		Fall Cohort 2021 - 22	43.0%	Massachusetts Community Colleges	47.2%			
	IPEDS Part-time Retention Rate							
	Percent Returning to Same Institution - First-Year Retention Rate (Fall-to-Fall), New First-Time, Part-time Degree-Seeking Students at Same Institution	Fall Cohort 2018 - 19	48.5%	National Peers	45.0%			The Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report
		Fall Cohort 2019 - 20	45.1%	National Peers	39.0%			
		Fall Cohort 2020 - 21	46.2%	National Peers	42.0%			
		Fall Cohort 2021 - 22	39.2%	National Peers	Available in 2024			

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?	(6) Source	
Full-time Retention Rates	HEIRS Full-time Retention Rate for Same Institution						
	Percent Returning to Same Institution - First-Year Retention Rate (Fall-to-Fall), New First-Time, Full-time Degree Seeking Students	Fall Cohort 2018 - 19	59.8%	Massachusetts Community Colleges	58.6%	Bristol's full-time retention rate tends to be higher compared to our Massachusetts peers but slightly lower than our national peers. The college has made various efforts to ensure students register for classes and feel supported for enrolling in a full course load. For example, faculty in some of Bristol's gateway courses administer in-class surveys to determine the intent of diverse learners to register for the following semester. Results from the Persistence Project surveys for Fall 2022 - Spring 2023 indicate the primary reasons why students do not register is because they intend to transfer, they do not have the time commitment, and financial issues. While some of these efforts can be aided by Bristol support services, outside forces also influence our students' ability to enroll full-time.	Massachusetts Department of Higher Education Tableau Dashboards
		Fall Cohort 2019 - 20	55.4%	Massachusetts Community Colleges	54.5%		
		Fall Cohort 2020 - 21	58.6%	Massachusetts Community Colleges	57.7%		
		Fall Cohort 2021 - 22	58.7%	Massachusetts Community Colleges	55.8%		
	HEIRS Full-time Retention Rate for Any Institution						
	Percent Returning to Anywhere - First-Year Retention Rate (Fall-to-Fall), New First-Time, Full-time Degree Seeking Students	Fall Cohort 2018 - 19	65.5%	Massachusetts Community Colleges	65.5%	Each Bristol location has a Library and Learning Commons housing Bristol's Tutoring, Writing Center and Supplemental Instruction. The average number of attempted and completed credits at Bristol is 72%. The average number of attempted and completed credits for students who attend tutoring sessions is 83% and the average number of attempted and completed credits for students who attend Research appointments is 81%. These results assist in supporting the efficacy of these support services to aid student success.	Massachusetts Department of Higher Education Tableau Dashboards
		Fall Cohort 2019 - 20	59.0%	Massachusetts Community Colleges	60.2%		
		Fall Cohort 2020 - 21	59.0%	Massachusetts Community Colleges	65.3%		
		Fall Cohort 2021 - 22	64.4%	Massachusetts Community Colleges	63.8%		
	IPEDS Full-time Retention Rate						
	Percent Returning to Same Institution - First-Year Retention Rate (Fall-to-Fall), New First-Time, Full-time Degree-Seeking Students at Same Institution	Fall Cohort 2017 - 18	60.0%	National Peers	62.0%	An effort to educate faculty to fully understand OER practices (including the Accessibility Academy, and Program Review) will likely yield higher participation and better practices in the classroom. Additionally, to ensure student exposure to HIPs in all certificate and degree programs (as indicated in the President's Key Goals FY21), several initiatives have taken place. A team of employees attended the 1-year AAC&U program for OER development, top courses for OER development have been identified by area and a Task Force works to implement OER targets.	The Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report
		Fall Cohort 2018 - 19	60.0%	National Peers	61.0%		
		Fall Cohort 2019 - 20	55.0%	National Peers	62.0%		
		Fall Cohort 2020 - 21	59.0%	National Peers	66.0%		
Fall Cohort 2021 - 22		59.0%	National Peers	Available in 2024			

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?	(6) Source
Transfer Rates	IPEDS Transfer-out Rate						
	IPEDS transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion	Fall Cohort 2015	11.0%	National Peers	16.0%	Bristol's transfer-out rate has been declining since the 2015 cohort. These rates are also lower than our Massachusetts's peers. Further analysis is needed to identify reasons behind this decline, including demographic changes and differences. Transfer Services has delivered intentional services to close the gap. In an effort to improve Bristol's transfer-out rates, the Strategic Plan has focused on various transfer efforts. In FY22, Bristol conducted an audit of its articulation agreements to enhance transfer opportunities. Agreements were reorganized by program and reviewed to ensure ADA compliance. New partners were strategically identified by program to either use and apply existing agreements or create new opportunities. The audit allowed Bristol to renegotiate some agreements to improve their market value for students. Transfer services collected student testimonials regarding their transfer experiences to inform their work. It was discovered that some students did not know about transfer early on in their educational careers at Bristol. As a result, training has been provided to advising to aid with the transfer process throughout students' time at the college. A transfer advisory board is being developed for partner expansion, educational outreach, and examining adult learner experience. The Transfer Services webpage also features student testimonials to help students learn about various paths to transfer after Bristol.	The Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report
		Fall Cohort 2016	8.0%	National Peers	15.0%		
		Fall Cohort 2017	7.0%	National Peers	13.0%		
		Fall Cohort 2018	8.0%	National Peers	12.0%		
		Fall Cohort 2019	5.0%	National Peers	Available in 2024		
Degrees Awarded	HEIRS Degrees Awarded - Associate's Degrees						
	Number of Associate's awarded	FY2018	1146	Massachusetts Community Colleges Average	694	Bristol is in the top four for awards and certificates conferred among the Massachusetts Community Colleges. At the time of graduation, SAES administers a survey to all graduates. The college has learned that most of our graduates (69%) will be continuing their education after Bristol, and 88% of those student are pursuing the same or a similar major. Most of our graduates (69%) are working for pay, and 41% of those report that their job is related to their Bristol education. While 90% of our students are satisfied with their Bristol experience, the survey also collected areas for Bristol to improve which are infused in Bristol's strategic plan. These areas of improvement include: providing more program and career guidance at the beginning of their time at Bristol, more promotion of dual enrollment opportunities, and increased transfer support.	Massachusetts Department of Higher Education Tableau Dashboards
		FY2019	1061	Massachusetts Community Colleges Average	685		
		FY2020	1026	Massachusetts Community Colleges Average	628		
		FY2021	1107	Massachusetts Community Colleges Average	618		
		FY2022	904	Massachusetts Community Colleges Average	576		
		FY2023	770	Massachusetts Community Colleges Average	Available in 2024		
	HEIRS Degrees Awarded - Certificates						
	Number of Certificates awarded	FY2018	479	Massachusetts Community Colleges Average	222		Massachusetts Department of Higher Education Tableau Dashboards
		FY2019	330	Massachusetts Community Colleges Average	192		
		FY2020	284	Massachusetts Community Colleges Average	154		
		FY2021	233	Massachusetts Community Colleges Average	165		
FY2022		151	Massachusetts Community Colleges Average	153			
FY2023		139	Massachusetts Community Colleges Average	Available in 2024			

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?	(6) Source
	Total Degrees and Certificates Awarded						Massachusetts Department of Higher Education Tableau Dashboards
	Total Degrees and Certificates Awarded	FY2018	1625	Massachusetts Community Colleges Average	917		
		FY2019	1391	Massachusetts Community Colleges Average	877		
		FY2020	1310	Massachusetts Community Colleges Average	782		
		FY2021	1340	Massachusetts Community Colleges Average	783		
		FY2022	1055	Massachusetts Community Colleges Average	729		
		FY2023	909	Massachusetts Community Colleges Average	Available in 2024		
Graduation Rates	IPEDS Graduation Rates within 100% of Normal Time					Bristol's graduation rates tend to be comparable or slightly lower than National peers. The top two academic areas for awarding degrees (2020-2022) have consistently been General Studies and Liberal Arts, followed by Business Administration (Transfer), Nursing, and Criminal Justice (Career) Although there is a slight drop in the number of BIPOC graduates, there has been a 0.8 percentage point increase in BIPOC graduates from FY19 to FY23. Bristol is focused on solid assessment practices to ensure graduates are equipped with the skills they need upon graduation. Several changes have been made to Bristol's programs throughout the 2021-2022 academic program review cycle to support student graduation outcomes. For example, Biotechnology and Business Administration are both focusing on fostering more collaboration and case studies to improve student success and understanding of course materials.	The Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report
	Graduation Rates of Full-Time, First-Time, Degree/ Certificate-Seeking Undergraduates within 100% of Normal Time to Program Completion	Cohort 2014	7.0%	National Peers	6.0%		
		Cohort 2015	4.0%	National Peers	9.0%		
		Cohort 2016	5.0%	National Peers	9.0%		
		Cohort 2017	6.0%	National Peers	9.0%		
		Cohort 2018	6.0%	National Peers	Available in 2024		
	IPEDS Graduation Rates within 150% of Normal Time						The Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report
	Graduation Rates of Full-Time, First-Time, Degree/ Certificate-Seeking Undergraduates within 150% of Normal Time to Program Completion	Cohort 2014	21.0%	National Peers	20.0%		
		Cohort 2015	20.0%	National Peers	23.0%		
		Cohort 2016	19.0%	National Peers	21.0%		
		Cohort 2017	19.0%	National Peers	22.0%		
		Cohort 2018	21.0%	National Peers	23.0%		
		Cohort 2019	22.0%	National Peers	Available in 2024		
	IPEDS Graduation Rates within 200% of Normal Time						The Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report
	Graduation Rates of Full-Time, First-Time, Degree/ Certificate-Seeking Undergraduates within 200% of Normal Time to Program Completion	Cohort 2014	27.0%	National Peers	24.0%		
		Cohort 2015	27.0%	National Peers	27.0%		
		Cohort 2016	26.0%	National Peers	26.0%		
		Cohort 2017	29.0%	National Peers	29.0%		
		Cohort 2018	29.0%	National Peers	Available in 2024		

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?	(6) Source			
Completion Rates	HEIRS Annual Credit Course Completion Rate					Due to the COVID-19 pandemic, some of Bristol's locations (Attleboro, New Bedford, Taunton) had no courses during the Fall 2020 term, and Fall River had a low number of courses and completions. Fall 2021 also had a low number of course offerings across Bristol's locations. Course completion rates vary across the college's four campus locations (72% to 81%) and Distance Learning (DL), with DL course completion rates for full-time students being the most promising at 82% (Data First Form 8.4). Bristol student course completion rates remain similar to those at other Massachusetts Community Colleges.			
	Annual Credit Course Completion Rate	FY2018	79.9%	Massachusetts Community Colleges	79.9%			The English as a Second Language (ESL) department designed an ESL course to prepare students for ENG 092/ENG101 or ENG 101. This course focused on developing English language proficiency by integrating reading, writing, and learning strategies. Using a theme-based approach, emphasis is placed on critical thinking and reading skills to comprehend, summarize, analyze, and make connections between texts. Without this course students would not be able to transition to ENG092/101 or ENG101 within one academic year. ESL126 aligns with Equity Agenda criteria by allowing minority students a more direct and timelier route to college course work and promoting retention. The initial results are promising since 80% of students who completed the ESL126 pilot in Fall 2019 successfully passed and were able to transition to a gateway English course. The last term (spring 2022) revealed a 78% success rate. Both these examples hold significance in evaluating the effectiveness of the institution's developmental and co-requisite courses, and in designing strategies to enhance student success.	Massachusetts Department of Higher Education Tableau Dashboards
		FY2019	80.9%	Massachusetts Community Colleges	80.9%				
		FY2020	79.4%	Massachusetts Community Colleges	79.4%				
		FY2021	77.5%	Massachusetts Community Colleges	77.5%				
		FY2022	74.6%	Massachusetts Community Colleges	75.6%				
	HEIRS "Six-Year Comprehensive Student Success Rate (VFA Model)					The co-requisite Math model implemented in Fall 2019 allowed students to take a credit-bearing gateway math course with just-in-time support from a developmental course, closing the equity gap in terms of access to 100-level math courses. Due to COVID-19, data was only collected before Spring 2020, but the results were positive. Enrollment in the gateway math course increased by 42% from Fall 2018 to Fall 2019, with a larger increase for Black or African American, and Hispanic or Latino students (Reference E-Series). Success rates of 75.5% were like those of adequately prepared students, and students could save up to six credits and three semesters. Furthermore, the use of OERs allows for greater access to instructional materials. The best section of MTH 152S had a 90.9% success rate (ABCD).			
	Comprehensive student success rate reflecting the percentage of students within six years (either first-time or transfer students) that graduate, transfer, attain 30 credits and/or remain enrolled	Fall 2012 Cohort	65.0%	Massachusetts Community Colleges	64.0%				
		Fall 2013 Cohort	63.0%	Massachusetts Community Colleges	65.0%				
		Fall 2014 Cohort	60.0%	Massachusetts Community Colleges	64.0%				
Fall 2015 Cohort		62.0%	Massachusetts Community Colleges	64.0%					
Fall 2016 Cohort		61.0%	Massachusetts Community Colleges	63.0%					

Notes:

Bristol Community College's National Peers include: Camden County College (Blackwood, NJ), Chemeketa Community College (Salem, OR), College of Southern Maryland (La Plata, MD), College of the Sequoias (Visalia, CA), Imperial Valley College (Imperial, CA), Kapiolani Community College (Honolulu, HI), Monterey Peninsula College (Monterey, CA), Mt Hood Community College (Gresham, OR), New Mexico State University-Dona Ana (Las Cruces, NM), North Central Texas College (Gainesville, TX), NorthWest Arkansas Community College (Bentonville, AR), Passaic County Community College (Paterson, NJ), and Southwest Tennessee Community College (Memphis, TN).

Appendix E: Acronym Glossary

A&R	Adaptation and Renewal
AAC&U	American Association of Colleges and Universities
AARnIE	Assessment, Advisory, Resource, and Institutional Effectiveness subgroup of the Learning Council
ADA	The Americans with Disabilities Act
AE	Adult Education
AFSCME	American Federation of State, County, and Municipal Employees
AIPD	Academic Innovation and Professional Development
ALT	Academic Leadership Team
ARPA	American Rescue Plan Act
AY	Academic Year
BCC2BSU	Bristol to Bridgewater State Transfer Pathway
BIPOC	Black, Indigenous, and other People of Color
BOT	Board of Trustees
BSSE	Behavioral and Social Sciences, and Education
CARES	Coronavirus Aid, Relief, and Economic Security Act
CAO	Chief Academic Officer
CAS	The Council for the Advancement of Standards in Higher Education
CBA	Collective Bargaining Agreement
CBL	Community-Based Learning
CCN	College Central Network
CGC	College Governance Council
CITE	Center for Instructional Expertise
CPL	Credit for Prior Learning
CSS	College Success Seminar
CSSD	Chief of Staff and Strategic Development
CSSE	Community College Survey of Student Engagement
CWI	College-Wide Initiative
DCAMM	Department of Capital Asset Management and Maintenance
DCE	Division of Continuing Education
DEI	Diversity, Equity, and Inclusion
DGT	Data Governance Team
DHE	Massachusetts Department of Higher Education
DID	Data Informed Decision (Portal)
EEC	Experiential Education Center
EEO	Equal Opportunity Office
EEOC	Equal Employment Opportunity Commission
ELI	Engaged Learning Institute
EOC	Emergency Operations Committee
ESOL	English Speakers of Other Languages
FERPA	Family Educational Rights and Privacy Act
FMLA	Family and Medical Leave Act
FTE	Full-Time Equivalent
FTFT	First-Time, Full-Time
FTPT	First-Time, Part-Time
FY	Fiscal Year

GED	General Education Diploma
GenEd	General Education
HEERF	Higher Education Emergency Relief Fund
HEIF	Higher Education Innovation Fund
HIP	High Impact Practice
HiSET	High School Equivalency Test
HR	Human Resources
ICBT	Internet-Based Cognitive Behavioral Therapy
IPC	Integrated Planning Council
IPEDS	Integrated Postsecondary Education Data System
ITS	Information Technology Services
KPI	Key Performance Indicator
LLC	Library Learning Commons
MACER	Management Association Committee on Employee Relations
MCCC	Massachusetts Community College Council
MSC	Multicultural Student Center
NAACP	National Association for the Advancement of Colored People
NECHE	New England Commission of Higher Education
NOWI	The National Offshore Wind Institute
OER	Open Educational Resources
OIRPA	The Office of Institutional Research, Planning, and Assessment
OGD	The Office of Grant Development
PAAR	Proactive Academic Alert Report
PACE	Personal Assessment of the College Environment Survey
PENC	Public Education Nominating Committee
PII	Personal, Identifiable Information
PLT	President's Leadership Team
PPE	Personal Protective Equipment
PSEO	Post-Secondary Employment Outcomes
SAES	Strategic Analytics and Enterprise Systems
SAIHE	Supplemental Assistance to Institutions of Higher Education
SAP	Satisfactory Academic Progress
SCCR	Successful Course Completion Rates
SFE	Student and Family Engagement
SIP	Strengthening Institutions Program
SLO	Student Learning Outcome
SMART	Specific, measurable, achievable, relevant, and time-bound goals
SOAR	Student Outreach, Assistance, and Retention
SSA	Student Success and Achievement
SSARP	Supplemental Support Under the American Rescue Plan
SSEM	Student Services and Enrollment Management
VPAA	Vice President of Academic Affairs
WISP	Written Information Security Program



BRISTOL

COMMUNITY COLLEGE

Much like our students, origami embodies resilience, adaptability, and the endless possibilities for transformation from a single starting point.

Concept, photography, design and layout:

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