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| Represents Department of Higher Education PRMS Metric | TBD | Represents data currently being compiled and in progress   |
| Indicates COVID-19 response needed                    | N/A | Represents data that requires new benchmarks to be created |

### Strategic Plan - Action Plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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