

Leading for Change Higher Education Diversity Consortium:
Institutional Profiles, Logic Models and Emerging/Promising Practices

Name of Campus: Bristol Community College

Brief Overview of Campus (250 words or less):

Bristol Community College is the primary source for affordable, publicly supported higher education in the densely populated, highly diverse southeastern region of Massachusetts. In Fall 2016 the College enrolled 8,476 credit students in 28 Associate degree programs (there are 79 when including concentrations) and 56 credit certificate programs offered in Fall River, New Bedford, Taunton and Attleboro, Massachusetts as well as online. In FY17, the College served 11,069 credit students annually and another 18,889 students participated in non-credit programs and activities. With average wage and educational attainment levels in southeastern Massachusetts that are far below most other regions in the state, Bristol Community College is a vital link to improving the regional economy and individual earning power through education.*

**Includes actual major plus concentrations.*

President/Chancellor's Name: Laura L. Douglas, Ph.D.

Campus' Carnegie Classification: Carnegie Classification for Community Service. Bristol was the first community college named to the list when it was first established, and one of only four community colleges in the Commonwealth to be named in 2015.

Number of Students Served Fall 2016

	Undergraduate Students
Attendance Status	
Part-time Students	4,472
Full-time Students	4,004
Full-Time Equivalent	5,559
Race/Ethnicity of Students	
Hispanic/Latino	794
American Indian/Alaska Native	23
Asian	165
Black or African American	432
Cape Verdean	312
Native Hawaiian or Other Pacific Islander	3
Two or More Races	466
Race or Ethnicity Unknown	293
International*	9
White	5,979
Gender of Students	
Female	5,276
Male	3,200
Other (Please Specify):	N/A
Overall Headcount	8,476

**IPEDS category non-resident alien. Leading for Change prefers inclusive terminology for US visa holders.*

Name, Role and Contact Information for Campus Consortium Team Leader:

Robert Delaleu, Acting Director, Multicultural Student Center, 774-357-4056

Engin Atasay, Assistant Professor of Education, 774-357-2573

Shaylene DePina, Administrative Secretary, LASH Center for Teaching and Learning, 774-357-2117

Name and Contact Information for Institutional Research Director:

Angelina O'Brien, Director, Institutional Research, Planning, & Assessment, 774-357-2019

Institutional Logic Model Focused on Data-Driven Practices for Equity and Excellence

<i>For Whom/Target Groups for the Initiative</i>	<i>Assumptions Guiding the Work</i>	<i>Strategies/Activities Needed to Achieve Desired Outcomes</i>	<i>Outcomes/Reasonably measurable year-by-year changes in policies, practices or target group – <u>Reference Consortium Benchmarks When Appropriate</u></i>	<i>Measures of Success/Information needed to show whether outcomes have been achieved and initiative is successful -- <u>Reference Consortium Benchmarks When Appropriate</u></i>	<i>Long-term Impacts/ Ultimate or Long-term Outcomes for the Initiative – <u>Reference Consortium Benchmarks When Appropriate</u></i>
Male Students of Color	Need to increase enrollment and improve retention of this population	<ul style="list-style-type: none"> - Targeted Orientation (expand to FR and NB campuses) - CSS101 for Students of Color (expand to FR and NB campuses) - Drop-in sessions at Multicultural Center - Community Events 	<ul style="list-style-type: none"> - Improved retention and graduation rates for males of color 	<ul style="list-style-type: none"> - Reduced retention and graduation achievement gaps for males of color 	<ul style="list-style-type: none"> - Eliminated achievement gaps for males of color
LGBTQ+ Students	Need to improve campus awareness and climate	<ul style="list-style-type: none"> - Develop a social learning environment around LGBTQ+ topics - Improve data collection and assessment of this student population - Create safe zones and identify allies 	<ul style="list-style-type: none"> - Need to collect student identifying information before we can use benchmarks 	<ul style="list-style-type: none"> - Develop a strategy to consistently collect LGBTQ+ student data 	<ul style="list-style-type: none"> - Develop an assessment plan to monitor success rates for LGBTQ+ students
American Indian and Asian Students	Need to increase enrollment and recruitment	<ul style="list-style-type: none"> - Develop recruitment strategies - Examine local demographics and enrollment trends at other colleges 	<ul style="list-style-type: none"> - Increased enrollment of American Indian and Asian students 	<ul style="list-style-type: none"> - Continually working with admissions to assess recruitment strategies 	<ul style="list-style-type: none"> - Growing enrollment of American Indian and Asian students

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Pre-college student population	Diverse youth attend BCC's pre-college programs and could be recruited to attend college as new BCC students	- Develop recruitment strategies to increase enrollment from pre-college programs	- Increased enrollment of students from pre-college programs	- Continually working with admissions to assess recruitment strategies	- Growing enrollment of students from pre-college programs
Underrepresented students in health programs	Increase enrollment of underrepresented students in BCC's health programs	- Through a HESA grant, BCC will work with UMass Dartmouth to recruit and support underrepresented students who enroll in BCC's health programs	- Increased enrollment of underrepresented students	- Increased success rates for underrepresented students	- Decreased achievement gaps for underrepresented students
College Leadership	All BCC leaders will receive training regarding diverse issues and topics	- Vice President of Human Resources will discuss with President's Council	- New policy is developed regarding required diversity training for leadership	- All BCC leaders receive training over the first year of the policy	- Diversity training is mandatory for all employees

Institutional Emerging/Promising Practices

The Leading for Change Higher Education Diversity Consortium defines an emerging/promising practice as one which campus data either suggests or demonstrates being supportive of the success of campus students or employees from under-represented groups.

Please share details on three emerging promising practices at your institution (one per sheet).

- 1) Name of Initiative:*** Diversity, Social Justice, and Inclusion Trainings
- 2) Who the Initiative Is Designed to Support:*** BCC faculty, staff, and students from underrepresented groups and their allies
- 3) Description of Strategies/Activities Employed:*** Annual diversity and inclusion training series with focuses on chosen cultural components (sex/gender, race/ethnicity, etc.). Each series is comprised of 2-3 individual sessions concentrating on how the topic relates to power and privilege, microaggressions, and/or intersectionality. These series' are facilitated by a pair or team of internal and external experts, are interactive, and open to all faculty and staff of the College. While these have traditionally taken place on an annual basis, we are moving to scale up and increase the number and diversity of participants in each event by expanding the number of trainings each year, working with our new College President to encourage attendance, and emphasizing the importance of the training.
- 4) Data on Effectiveness of Initiative:*** This annual initiative has been ongoing for the past 4 years and has been moderately effective thus far with an average of about 49% of attendees coming in with "little" or "some" familiarity and 100% of participants leaving with "some" or "clear" understanding upon completion of the training. While this feedback is promising, the numbers and diversity of those in attendance have been less than desirable with our training series' averaging 14-19 participants each, most of whom are primarily based on our Fall River campus. We hope that the expansion of the number of training offerings, incorporating trainings into other major events (such as Professional Day), and the backing of our new president will dramatically increase our reach across the College over the next year.
- 5) Contact Person Who Can Share More About This Promising Practice:*** Suzanne Buglione, Dean, Lash Division for Teaching and Learning

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- 1) Name of Initiative:*** Drop-in Sessions in the Multicultural Center
- 2) Who the Initiative Is Designed to Support:*** Underrepresented Students
- 3) Description of Strategies/Activities Employed:*** Since Fall 2015, one hour drop-in sessions are held throughout the Fall and Spring semesters to introduce students to College faculty and staff and campus services such as Financial Aid, Transfer Services, Learning Commons, Student Life as well as community resources.
- 4) Data on Effectiveness of Initiative:*** An average of 5-7 students attend each session. Student feedback from the sessions are assisting with increased resources and trainings for students as well as retention efforts being conducted by the Multicultural Center.
- 5) Contact Person Who Can Share More About This Promising Practice:*** Robert Delaleu, Director of the Multicultural Center