

Bristol Community College Student Retention Action Plan 2017

Prepared by the Joint Task Force on Academic Support and Retention
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Executive Summary

Overview

The recommendations for this plan were developed as a result of the College's first Retention Summit in March 2017. This event allowed faculty and staff participants to brainstorm ways in which the College could improve student retention. The concept for this event grew from a Faculty and Professional Staff Senate report on Academic Support and Student Retention (2016), which advocates for a more inclusive approach to addressing student retention concerns.

The structure of this document includes a background about Bristol Community College and the origin of the Retention Summit, recommendations developed from the Retention Summit, and appendices for materials used in the planning and facilitation of the event.

Summary of Findings

In addition to the individual focus areas listed below, overarching themes included the need for improved communication throughout the College and institutional policies to support initiatives. We also discovered that there is a need for more systematic data collection for items pertaining to student retention.

One of the strongest themes that emerged from the post-event evaluation was an overwhelming commitment to the Mission of the College and success of our students among faculty and staff. This was noted by participants and external facilitators. Despite the barriers we face as an institution, our employees are committed to helping the institution move forward.

Summary of Recommendations

Recommendations were obtained from the 230 faculty and staff who participated in the Retention Summit. Session feedback was streamlined for redundancies and the following nine focus areas emerged.

Focus Area	Activities
<i>Academic Advising</i>	Streamline student pathways; improve student self-efficacy; revise advising protocol; create campus-wide holistic model.
<i>Access to Student Services</i>	Offer equitable services across campuses; tailor activities to meet student needs and interests; improve student connections; improve student referral systems.
<i>Communication Strategies</i>	Improve dissemination of accurate information; create culture of student-focus; centralize communications; create a welcoming environment.

<i>Cost of Attendance</i>	Develop a task force on textbooks, support Student Senate Book Exchange Program; support and expand Open Education Resources (OER) program; educate faculty about costs of textbooks; select a food vendor that provides affordable meals to students.
<i>Course Scheduling</i>	Redesign course schedule based on program/student/campus needs; improve transparency in course offerings; provide multiple modalities in offerings; increase the number of developmental co-requisites and placement test refreshers.
<i>Curriculum and Pedagogy</i>	Support and promote High-Impact Practices; develop and adopt structures that encourage consistent classroom experiences.
<i>Enrollment and Registration Processes</i>	Review enrollment processes and identify areas for improvement; explore why students are purged and improve the process; disincentivize late payments and registration.
<i>First-Year Experiences</i>	Improve the concept of a prescribed First-Year Experience for students beyond College Success Seminar (CSS) courses; re-examine CSS courses; empower students to become self-directed lifelong learners; educate students about their responsibilities.
<i>Meeting Basic Needs</i>	Expand student access to needed resources; improve students' sense of belonging at the college.

Conclusion

This document captures the spirit of the Retention Summit and faculty and staff views on student retention. However, it is important to note that it includes limited student or adjunct faculty voices because it only captures feedback from those who participated in the March 2017 professional development day.

While the items below fell outside of the scope of this committee's work, we offer the following recommendations for the College's next steps:

- Identify a structure for oversight, implementation, and assessment (e.g., Retention Committee)
- Ensure key stakeholders are involved in this structural process (e.g., administration, faculty, staff, students)
- Prioritize the action plan recommendations based on greater College goals (e.g., President's Goals)
- Identify key goals, outcomes, and parties responsible, along with a timeline for implementation
- Identify micro/macro activities along with short- and long-term goals
- Explore best practices in higher education related to these recommended strategies
- Research what types of students withdraw from the College (e.g., student profiles)
- Explore ways to promote involvement of the entire College and to encourage all employees to find roles within these strategies
- Regularly communicate updates on this work with the College community

Background

Our Vision, Mission, and Core Values

Vision Statement

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

Mission Statement

As the leading resource for education and workforce development in southeastern Massachusetts, Bristol Community College provides programs that promote individual opportunity and the region's economic health. Our programs offer a strong foundation in liberal arts and sciences; career-ready education in health sciences, engineering and technology, and business; and comprehensive developmental education and adult literacy services; delivered in a learner-centered, supportive community. The College also develops active partnerships with business and industry, preK-12, colleges and universities, and social service agencies to maintain relevance and effectiveness of all credit and noncredit programming. We value and respect diversity within the College and the world. Bristol Community College prepares well-rounded learners for employment and for life.

Bristol Community College Core Values	
Learning	<ul style="list-style-type: none">● Foster commitment to lifelong learning and personal growth through general and career-specific education● Place the needs of learners first● Facilitate student success by reducing barriers to educational access● Provide support services and a physical environment that foster student success
Excellence	<ul style="list-style-type: none">● Promote initiative, creativity, innovation, leadership, and outstanding performance in our educational programs and in student performance● Practice the highest standards of teaching and learning● Advocate and model teamwork, cooperation, and collaboration● Improve institutional effectiveness through continuous assessment
Integrity	<ul style="list-style-type: none">● Provide an environment that fosters respect, fairness, responsibility, trust, and honesty● Maintain a governance structure that encourages shared decision making, transparency, and collegiality● Provide stewardship and accountability to all constituents
Diversity	<ul style="list-style-type: none">● Respond to the evolving educational needs of a diverse community● Incorporate the diverse life experiences, achievements, and contributions of all members of our community into the college culture

Community	<ul style="list-style-type: none"> • Support cultural enrichment and advance economic partnerships throughout our community • Collaborate with regional, educational, health and social service, and business organizations to strengthen our community.
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About Our Students

In Fall 2016, Bristol Community College (BCC) enrolled 4,004 full-time and 4,472 part-time students, with 3,239 of these students enrolled in the College's largest program, General Studies. In FY16, 1,600 students graduated from BCC - 1,236 graduates earned Associate degrees and 364 earned certificates. Unsurprisingly, almost half, 47%, of BCC's student population receives financial assistance through the federal Pell grant program due to the College's high percentage of low-income students. Over 20% of BCC students are caring for dependents more than 20 hours per week (2016 Community College Survey of Student Engagement (CCSSE)). The College's diverse mix of students are more female (62%) than male, over a quarter are under-represented minorities, and almost half live in urban centers of the region. Further, most BCC students are adult learners over the age of 26. Eighty-three percent of our students are employed while attending BCC, with 35% working over 30 hours per week (2016 CCSSE).

Characteristics of Bristol Community College Students		
Academically Challenged	80% of students do not graduate or transfer within 3 years of enrolling 51% require developmental arithmetic	83% require developmental algebra 35% require developmental reading 32% require developmental English
High Financial Need	47% Pell recipients 57% work more than 21 hours	56% have one or more dependent
Diverse	62% female; 38% male 27% people of color compared to 14% of color in the region	50% first generation 26% of students are 26 years or older

Source: BCC Office of Institutional Research, Planning, and Assessment 2016

Retention and Graduation Rates for First Time Students at 100%		
Cohort	Fall-to-Fall Retention	100% Graduation Rate
2013	60%	7%
2012	61%	6%
2011	60%	4%

Note: This table only includes retention data.

Source: Bristol Community College HEIRS 2012-2014; IPEDS 2014-2016

General Studies Student Outcomes			
	2011	2012	2013
Fall-to-Fall Retention	54.5%	60.8%	59.8%
Graduation	2.1%	4.6%	5.4%

Note: This table only includes retention data.

Source: BCC Office of Institutional Research, Planning, and Assessment

Student Headcount and Full-Time Equivalent (FTE)						
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Headcount	9,000	9,022	9,335	9,189	8,761	8,476
FTE	5,729	5,793	6,009	5,978	5,789	5,559
Percent Change in FTE	N/A	+ 1.12%	+ 3.73%	- 0.52%	- 3.16%	- 3.97%

Note: This table include both enrollment and retention data.

Source: BCC Office of Institutional Research, Planning, and Assessment

Since 1995, BCC's retention rates have been higher than the Massachusetts Community Colleges' average retention rates.

BCC's retention rates are higher than the National 2-year Public Institutions' rate from the 2010 cohort to the 2012 cohort. BCC's retention rates for the 2013 and 2014 cohorts are lower than the National rates by one-tenth of a percentage point.

Comparison with recent BCC, Massachusetts, and National Fall-to-Fall Retention Rates:

Recent Retention Trends					
	2010 to 2011	2011 to 2012	2012 to 2013	2013 to 2014	2014 to 2015
BCC	59.2%	59.8%	61.4%	60.2%	60.8%
Mass. Community Colleges	57.6%	59.0%	59.4%	60.2%	58.1%
National 2-year Public Institutions	58.9%	58.1%	59.3%	60.3%	60.9%

Fiscal Implications

The in-state tuition and fees for a full-time student (12 credits) attending Bristol is \$2,365 per semester. The 2017-18 operating budget was based on 71,634 credits for the fall semester, which factored in a 5 percent enrollment decrease. However, as the semester approaches, the College anticipates an enrollment decline for Fall 2017 somewhere between 10 and 15 percent. As a result, the College is exploring a \$1.3 million reduction in the budget to account for the anticipated enrollment decline. However, this figure could be higher if there is also an enrollment decline in Spring 2018. The chart below illustrates how a fall-to-fall retention increase could increase revenue.

The following data is from our Banner system and includes the credit information for students who were registered in Fall 2015 but did not return in Fall 2016. Students who graduated or transferred in between those two terms have been excluded. In Fall 2015 we had a total of 8,761 students, so 33% (2,855) did not return in Fall 2016. This figure assumes that students who did not return would take the same courseload in Fall 2016 as they did in Fall 2015.

If we had perfect retention, there would be an additional \$4,999,768 in revenue.¹ This figure was then multiplied by the various percentage points below to provide examples of revenue gained through improved retention.

Retention Increase Over One Year	Revenue Gained (Approximate)
1%	\$50,000
5%	\$250,000
10%	\$500,000
15%	\$750,000
20%	\$1,000,000

Source: BCC Office of Fiscal Services

Overview of the Retention Summit

The theme for the March 22, 2017 college-wide professional day was a Retention Summit. Unlike prior professional days, it followed an “un-conference” format, where participants set the agenda and tracks focused on action-oriented discussions to begin the next steps for the College’s retention planning.

¹ **Formula:** 25,772 (number of credits lost by students who did not return in Fall 2016) * \$194 (current tuition and fees per credit) = \$4,999,768 (net loss)

The concept of a Retention Summit grew from the Faculty and Professional Staff Senate's report on [Academic Support and Student Retention](#) in 2016, which recommended facilitating a college-wide discussion of student retention strategies. Concurrently, the College's Enrollment and Retention Council has explored the issue of retention over the past two years. A joint task force on academic support and retention was formed to plan this event, drawing from the work of the Senate and the Enrollment and Retention Council, and working in conjunction with the Lash Center for Teaching and Learning.

Every aspect of the day was participant-driven. The topics for the day were drawn from a campus-wide call for ideas. Respondents were asked to identify issues that prevent our students from completing their education; strategies that are currently working regarding retaining our students; and topics or themes that should be discussed at the retention summit.

The responses from this survey were coded by 20 faculty and staff who volunteered to participate in a qualitative data training. The 13 topics that emerged from this coding session became the tracks for the un-conference. Topics included academic advising, access to student services, communication strategies, connection to others, course scheduling, curriculum and pedagogy, enrollment processes, first-year experiences, flexibility and student responsibility, meeting basic needs, psychological and social barriers, and the purge.

To open the day, participants watched a [brief video of student testimonials](#) regarding the opportunities and challenges they face as students. The concurrent sessions were facilitated by external facilitators so all members of the college actively participated in the discussions. Facilitators guided conversations and scribes collected ideas regarding institutional changes to improve student retention. Attendees were asked to vote with their feet—attending the sessions they found most beneficial. The output for this event is this action plan. Its goal is to help guide our future retention efforts at the college, with implementation of this plan projected to begin next fall.

The task force de-briefed after the event and reviewed evaluations of the event from participants, scribes, and facilitators. Seven faculty/staff members from this group reviewed the scribe notes from the event and provided language for recommended action steps and a rationale for changes. Five faculty/staff members from the task force then compared the scribe notes and first readers' recommendations, confirming that the first readers' recommendations reflected the scribe notes from the session and revised as needed. Two macro-level readers then reviewed the 13 proposed action areas from the second readers, identified overarching themes, and constructed this action plan.

Retention Summit Timeline

<i>Date</i>	<i>Task</i>
August 30, 2016	Initial meeting of joint task force in response to Senate report on academic support and student retention
December 8, 2016	Initial meeting of revised task force: development of charge and goals for Retention Summit
January 2017	Save the date to potential external facilitators; campus-wide call for topics for Retention Summit
January 26, 2017	Second task force meeting: discussion of budget, timeline, objectives and formation of subgroups
February 2017	Qualitative data training and coding of topics for Retention Summit
February 9, 2017	Third task force meeting: update on facilitators, draft agenda
February 22, 2017	Fourth task force meeting: finalize agenda
March 9, 2017	Fifth task force meeting: draft program, marketing, logistics
March 22, 2017	Retention Summit
May 1, 2017	Sixth task force meeting: general feedback, review of evaluations, review data and scribe notes, form subgroups for developing action plan

Action Plan Recommendations

Academic Advising

Activity 1.1: Streamline admissions to advisor pathways for students

- 1.1a Establish a centralized location for incoming students to obtain information about campus resources
- 1.1b Connect students with his/her long-term academic advisor at the August kick-off event, prior to the start of the semester
- 1.1c Identify strategies for better supporting students between the admissions and advising processes

Activity 1.2: Improve student self-efficacy in the advising process

- 1.2a Distribute an advising checklist to students prior to course registration (e.g., student responsibilities including checking registration holds)
- 1.2b Revisit policy for assigning students a PIN and explore how to support students who do not require a PIN

Activity 1.3: Improve communication and dissemination of accurate information

- 1.3a Cross train front-line staff to answer basic information then have them direct student advising inquiries to official academic advisors (for both current and prospective students)
- 1.3b Ensure there are no program discrepancies in Banner, the academic catalog and Degreeworks; implement a protocol for monitoring and correcting errors
- 1.3c Instruct all academic advisors, including faculty, to share identified discrepancies in academic programs (e.g., prerequisites not aligned with program in Banner, Degreeworks, academic catalog) to appropriate dean
- 1.3d Clarify role for advising liaisons and continue their relationship with academic divisions
- 1.3e Market advising and program changes to greater college community each semester (e.g., All Academic meetings)
- 1.3f Visit Communication Strategies (Section 3) for other suggestions related to communications

Activity 1.4: Improve advisee assignment protocol

- 1.4a Distribute advising caseloads to all academic advisors prior to the start of the academic semester
- 1.4b Utilize technology to streamline advising assignments

Activity 1.5: Create a campus-wide holistic advising model

- 1.5a Provide professional development to all academic advisors that includes a holistic approach to advising and topics such as advisee academic performance, early alert systems, and transfer and career goals
- 1.5b Explore opportunities for different advising modalities including online and group advising
- 1.5c Create online training materials including visuals and program flowcharts for faculty advisors
- 1.5d Explore opportunities for engaging adjuncts in advising
- 1.5e Explore strategies for scaling up the proactive advising pilot whereby advisor rosters remain the same for the academic year and advisors have regular and ongoing communication with their advisees
- 1.5f Create an Advising Case Management Task Force

Access to Student Services

Activity 2.1: Offer equitable services across all campus sites and at a variety of times (day, evening, weekend)

- 2.1a Explore technology supports such as live chat, remote services, video conferences
- 2.1b Invest in transportation between campuses
- 2.1c Create spaces on each campus for students to congregate and access services, clubs
- 2.1d Increase the number of opportunities for students to become involved at the college at various times and locations

Activity 2.2: Tailor activities and resources to student needs and interests

- 2.2a Systematically assess student needs and wants as well as why students don't use specific services

- 2.2b Offer services based on peak times of student enrollment
- 2.2c Foster the use of online tutoring to reduce stigma, fear of asking for help

Activity 2.3: Build student-to-student connections and a sense of community to lift up students through student services

- 2.3a Define student services goals that foster student connections and are measurable
- 2.3b Explore mentoring pairing strong students as models for those more in need

Activity 2.4: Improve student referral systems

- 2.4a Increase advisor-faculty communications regarding referrals for student services
- 2.4b Develop a universal referral process that is electronic and closes the communication loop
- 2.4c Train faculty on available services and the referral process for these services

Communication Strategies

Activity 3.1: Change the institutional culture so that all BCC employers feel ownership of all students

- 3.1a Develop a prominent concierge model/welcome center at each site to engage students and identify areas of challenge
- 3.1b Orient and train all BCC employees to better help connect students to appropriate resources, which may include walking the student to the appropriate area, to ensure students obtain the help they need
- 3.1c Develop and maintain a tool for this purpose identifying who does what, that will be easily accessed and continuously updated
- 3.1d Use more personal communications with students, as is done in smaller campus sites
- 3.1e Use peer leaders for communications

Activity 3.2: Centralize communications for better efficiency

- 3.2a Streamline and improve use of social media as a strategy for disseminating information about resources to students

- 3.2b Establish criteria for emailing students and streamline interdepartmental emails to students when appropriate
- 3.2c Create a daily student newsletter that includes information about campus events and important dates

Activity 3.3: Create a welcoming, open, and connected environment for students, faculty, and staff across all College locations

- 3.3a Offer materials in various languages to help promote a more inclusive culture
- 3.3b Assess and rotate information (including print materials) to make sure it is both timely and relevant
- 3.3c Increase collaboration across departments and areas to decrease silos
- 3.3d Incorporate students' voices in programming and messaging
- 3.2e Remove academic and technical language from communications so that student understand
- 3.2f Evaluate how best to ensure that students are reading the messages, understanding them, and acting on them in a timely manner
- 3.2g Explore alternate means for communication with students (e.g., text messages)
- 3.2h Communicate about campus-wide support services and programs to faculty and staff regularly, so it can be shared with students

Cost of Attendance

Activity 4.1: Reduce indirect costs of college education

- 4.1a Develop a task force to examine eFollett contract and explore the use of other vendors such as Amazon as well as kiosk/online purchasing
- 4.1b Support and expand the Student Senate's book exchange program
- 4.1c Support and expand the College's OER program
- 4.1d Engage and promote alternative strategies for students to access books, such as social media, book borrowing clubs, and faculty-donated books
- 4.1e Educate faculty about costs of custom editions, reserve desk copies, ease and breadth of OER, limited use of required books, and department-defined texts
- 4.1f When selecting a food vendor, the College should make sure that foods are sold at

a reasonable cost and that food is nutritious and well-balanced

Course Scheduling

Activity 5.1: Re-design course schedule based on program/student/campus needs

- 5.1a Evaluate student needs via surveys and analyses of peak times from prior semesters
- 5.1b Explore block scheduling options by program
- 5.1c Explore alternatives to 15-week semesters within programs

Activity 5.2: Improve transparency in course offerings

- 5.2a Establish a campus-wide course cancellation policy and share broadly with faculty
- 5.2b Assign faculty to courses before priority advising
- 5.2c Publish course schedules earlier
- 5.2d Ensure courses with special designations (e.g., co-requisites, OER, service-learning, learning communities) are easily searchable for students and advisors in accessBCC in time for priority advising

Activity 5.3: Provide students with multiple modalities for taking courses

- 5.3a Further develop synchronous teaching opportunities utilizing technology (e.g., Blackboard Collaborate) across campus locations
- 5.3b Expand online course offerings as appropriate

Activity 5.4: Reduce the time it takes for students to become college-ready

- 5.4a Increase the number of co-requisites for developmental courses for students
- 5.4b Increase the number of placement testing refreshers for current and prospective students

Curriculum and Pedagogy

Activity 6.1: Support and encourage High Impact Practices (HIPs)

- 6.1a Support, provide professional development and incentivize faculty to adopt HIPs with incentives for adjunct faculty
- 6.1b Develop Writing Program that enables students to take writing with them throughout their academic process (i.e., a portfolio)
- 6.1c Explore campus-wide Service-Learning or internship requirements so community engagement is aligned with curriculum
- 6.1d Align curriculum with opportunities for all students to build cultural competence
- 6.1e Expand the use of group work and support students to make time outside the classroom with peers

Activity 6.2: Develop and adopt structure to ensure consistent classroom experiences for all students within and across all programs

- 6.2a Create syllabi for sharing with measurable Student Learning Outcomes, and Assignments/Assessment Strategies to provide consistency among course sections
- 6.2b Develop policies that will promote quality learning experiences and provide administrative support and accountability
- 6.2c Start all students in cohorts and learning communities to build peer connections
- 6.2d Expand the use of Supplemental Instruction for high challenge courses
- 6.2e Ensure students know midterm grades and related outcomes (possibility of failing, need for academic support, etc.) and engage students in goal-setting
- 6.2f Explore opportunities for faculty office hours that are available for evening and weekend students
- 6.2g Provide professional development to faculty centered around backward design, flipping the classroom, and managing critical and difficult conversations
- 6.2h Provide professional development to faculty regarding strategies for engagement and improving inter-connectedness within courses and the College
- 6.2i Explore policies for students taking online courses for the first time to ensure they possess the requisite technology skills to succeed in the course
- 6.2j Explore alternate opportunities within programs to ensure course cancellations do

not negatively impact student retention (e.g., parallel courses, capstones, directed study, synchronous online courses)

- 6.2k Encourage faculty to incentivize students' use of services such as tutoring in an effort to normalize students seeking assistance as part of the learning process

Enrollment and Registration Processes

Activity 7.1: Review our enrollment processes and identify areas for improvement

- 7.1a Explore having “secret shoppers” find areas where the enrollment processes may be complex to the user
- 7.1b Pilot a program to inform stakeholders of essential steps required to enroll students at BCC
- 7.1c Establish an enrollment plan that will delineate procedures necessary for student enrollment at BCC and convey information to students in a streamlined manner
- 7.1d Develop an enrollment and retention strategy for adult learners

Activity 7.2: Improve communication and access to accurate information

- 7.2a Include key dates and timelines in admissions welcome packets to students
- 7.2b Identify a contact person for students to interact with during the admissions process and include a picture of that person
- 7.2c Streamline checklists used by Admissions and Financial Aid and include contact information for online applications
- 7.2d Develop an appointment system, whereby students may register for classes, meet with Financial Aid and register for testing during the same day; schedule follow-up appointments at the same time
- 7.2e Continue to explore improved means of communicating “bill due” dates to students
- 7.2f Identify additional ways of employing Financial Aid counselors, cross-trained staff or other knowledgeable staff person alongside advisors during peak times
- 7.2g Communicate purge and cancellation information to faculty and staff as a means of promoting a broader dissemination of this vital information to students
- 7.2h Visit Communication Strategies (Section 3) for other suggestions related to communications

Activity 7.3: Explore why students are purged and improve the process

- 7.3a Conduct focus groups or surveys of purged students to collect data on reasons student are purged; revise the purge process to address these concerns
- 7.3b Continue the practice of clearing students who are in the Financial Aid pipeline while at the same time exploring similar options for out-of-pocket paying students
- 7.3c Adjust the timing of the purge and course cancellations
- 7.3d Expand the use of putting courses on hold prior to cancellations and separate cancellations from purges

Activity 7.4: Disincentivize late payments and registration

- 7.4a Explore an Admissions deadline
- 7.4b Explore a surcharge or late fee for student bills paid after the due date
- 7.4c Explore a registration deadline for all students

First-Year Experiences

Activity 8.1: Improve the concept of a prescribe First Year Experience (FYE) for all BCC students

- 8.1a Develop learning outcomes and assessment strategies for the FYE which begins at admission and runs until the end of the student's first year at the college
- 8.1b Develop a FYE Committee or Task Force to examine what a student's first year should include and engages all key stakeholders (e.g., Admissions, Financial Aid, Advising, Faculty)
- 8.1c Develop required orientation, advising and registration with assigned advisor
- 8.1d Accelerate developmental education
- 8.1e Explore opportunities to infuse OneBook activities throughout a student's first year
- 8.1f Develop an Early Alert System and share widely with faculty (e.g., MapWorks, Connections)
- 8.1g Define the roles of student services and faculty at student orientation
- 8.1h Define touchpoints in which students should connect with various areas of the College

Activity 8.2: Examine College Success Seminar course (CSS) for all BCC students

- 8.2a Develop policy to mandate students take CSS course or CSS infused course in the first semester of their academic year
- 8.2b Review data on the 1-credit CSS course model and explore a 3-credit option for students
- 8.2c Link CSS/CSS-infused course in a learning community, possibly with developmental education co-requisites
- 8.2d Explore co-curricular experiential learning workshops with other CSS or developmental education offerings
- 8.2e Revisit what core concepts should be included in SLOs and consider a module approach

Activity 8.3: Empower students to become self-directed lifelong learners

- 8.3a Explore opportunities to incorporate mindfulness trainings and overall life skills development
- 8.3b Promote student development, critical thinking, and identity as a scholar through advising and other support services
- 8.3c Allow students opportunities to share resources and strategies with each other so they can learn that they, too, can contribute
- 8.3d Teach self-advocacy skills to students and assess them

Activity 8.4: Educate students about their responsibilities

- 8.4a Educate students about the student-generated withdrawal policy and implications of withdrawal on financial aid and academic standing (e.g., syllabi, social media, email)

Meeting Basic Needs

Activity 9.1: Expand student access to needed resources

- 9.1a Explore opportunities for expanding students' on-campus access, across all campuses, to food beyond the Grab 'n Go Food Pantry and Mobile Market
- 9.1b Explore opportunities for a "single stop" type of center, at all campuses, to assist students whose basic needs are challenged in finding a wide range of support services in a confidential and safe manner
- 9.1c Create an advisory board on student need with includes service members from the

larger community to assist with connecting resources

- 9.1d Identify where data collection is needed, collect data, and share with college community
- 9.1e Share community resource guides with faculty, staff, and students for each respective campus; include links to these documents on the College website

Activity 9.2: Increase students sense of belonging at BCC

- 9.2a Develop and provide physical spaces for students to gather and connect at each campus site
- 9.2b Recognize the diversity of BCC students and change both the college culture and surroundings to reflect and celebrate those differences
- 9.2c Train BCC employees about mental health and existing social support resources

Appendices

Appendix A: Data Sheets

Each facilitator was provided with data sheets that were shared with participants at or their respective sessions. This data helped to define and frame the student retention issue at hand, highlighted what work is (or is not) currently being done regarding this topic. In the event that there was not existing collected data to correspond with a session, then the raw comments for the faculty/staff call for ideas was included. Each of the external facilitators and internal scribes are listed in this section.

Academic Advising

Facilitator: *Christine McCarey, M.S., Dean of Enrollment Management and Advising at Cape Cod Community College*

Scribe: *Diana Arocho, Administrative Assistant for Academic Affairs at Bristol Community College*

Data derived from the Spring 2016 Adult Learner Inventory (ALI) of BCC students 20 years of age or older:

- Strengths:
 - My studies are closely related to my life and work goals.
- Challenges:
 - Advisors are knowledgeable about requirements for courses and programs of interest to me.
- Recommendations by the Council on Adult and Experiential Learning (CAEL):
 - Take specific steps to improve performance in Life & Career Planning.

Data from 2016 Community College Survey of Student Engagement (CCSSE):

- Frequency: Academic advising/planning. (BCC 68% National 62%)

Data from BCC Institutional Research:

- During Summer 2016 and Fall 2016, 729 students were assigned to an advisor through the BCC Advising Pilot Study with the goal of providing proactive advising for General Studies students to help them further define their career paths. A total of 562 (77%) of these students registered for Fall 2016, 281 (50%) of which registered for priority advising. In Spring 2017, 181 students were removed from the pilot as they did not register for Fall 2016 or Spring 2017. More students were added to the pilot in Spring 2017, bringing it to a total of 680 students, with 657 (97%) registering for this semester.

Access to Student Services

Facilitator: Keesha LaTulippe, M.A., Independent Consultant for Red Tab Consulting

Scribe: Kalli Tessier, Clerk for Division of Humanities and Education at Bristol Community College

Data derived from the Spring 2016 Adult Learner Inventory (ALI) of BCC students 20 years of age or older:

- Strength:
 - I receive the help I need to develop my academic skills, including reading, writing, and math.

Data from 2016 Community College Survey of Student Engagement (CCSSE):

- Peer or other tutoring (Low Student Engagement):
 - BCC: 26%
 - National: 32%

Data from the BCC Institutional Research regarding the outcomes of students who use tutoring:

- Students who engaged in tutoring persisted from Fall 2014 to Spring 2015 at a higher rate (83%) than students who do not use tutoring (70%).
- The Tutoring & Academic Support Center (TASC) which provides content-based tutoring:
 - Services provided to 604 students; of them 500 (83%) persisted the following term and 374 (71%) were retained the 2nd term. Students who received TASC services persisted in the 1st term at a higher rate (83% vs. 79%) and retained in the 2nd term at a higher rate (71% vs. 51%) than those who did not. (Fall 2015)
 - Services provided to 605 students; of them 605, 412 (74%) persisted the following term. Students who received TASC services persisted in the 1st term at a higher rate (74% vs. 62%) than those that did not. (Spring 2016)
- Supplemental Instruction (SI) - a tutor is assigned to work with students in and out of a high-challenge course:
 - 431 students were enrolled in 20 courses with Sis in Spring 2015; 152 students (35%) utilized outside classroom time with the SI.
 - These students obtained A, B, and C grades at a higher rate than students who did not receive SI intervention (N=221) (77% & 70% respectively).
 - These students are less likely to obtain a D, W, F or I grade than students who do not (N=221) (23% & 35% respectively).
- Writing Center Tutoring:
 - 297 students received Writing Center tutoring; these students persisted in the 1st term at a higher rate (88% vs. 83%) and retained in the 2nd term at a higher rate (77% vs. 54%) than BCC students who did not. (Fall 2015)

- 301 individuals were tutored; 292 students, 22 graduated leaving 270 students. Of these students 214 (79%) persisted the following term and at a higher rate than those who did not (79 % vs 62%). (Spring 2016)
- The Learning Commons (all of the above) tutored 1,154 students during the Fall 2016 semester.

Data from the Student Services: Contacts (duplicated) with students in last fiscal year included the following:

- Office of Disability Services – 13,085
- Multicultural Student Center – 951
- Health Services – 6,094
- Veterans Services – 1,550
- Mental Health Services – 661
- Transfer Services – 1,340
- Career Services – 1028

Data from Fall 2016 MAP-Works data, survey of students:

- In Fall 2016, “low peer connections” was the number one issue for new students who completed the MAPWorks survey (N = 609) with almost half (47%) struggling with this issue, followed by “test anxiety” (36%), “planning to study 5 hours or fewer per week” (31%), “low analytical skills” (19%), and “not confident about finances” (19%).

Communication Strategies

Facilitator: *Sonia Lindop, Ed.D. Candidate at UMass Amherst*

Scribe: *Michele Lareau, Staff Associate for Pathways at Bristol Community College*

Concerns derived from the Winter 2017 Retention Survey of faculty and staff:

- Email to Students:
 - “Email address is the preferred BCC communication but student email isn't activated until they register for courses.”
 - “Students receive too many daily emails that are not always related to them, which then causes them to lose the important communication related to courses, financial aid and etc.”
 - “Language used in student emails is not often clear and may not be timely: For instance, one of my students failed a developmental course and the message indicated he/she did not pass a co-requisite. The student didn't know what a co-requisite was and was not taking this course in conjunction with another. The message was sent after noon on 1/17/17 and informed the student he/she had to register for a co-requisite by 1/18/17 to avoid having a change to his/her schedule.”
- Communication About Admissions & Orientation:

- “The communications at apply and admit and matriculation are confusing and too much info.”
- “Students already come to campus for orientation and testing but don't connect with program coordinators...they need to connect to someone that knows their name.”
- “[students] not made aware of exactly what bcc has to offer them
- Communication From Staff to Students:
 - “Students often complain front line folks in student services are not nice.”
 - “I have heard many accounts from students about the unpleasant & unhelpful attitudes of staff in the Enrollment Office and the bookstore. There is NO reason for this, despite the stress in those places, for staff to be rude and unhelpful.”
 - “Students get sent all over campus, usually to the wrong place.”
 - “Students tend to get mixed messages from one office to another. Whether it be next steps from admissions - registration - graduation. Students understandable get frustrated when they are referred back and forth to different offices.”
 - “Removing the Silos that offices/departments seem to be working in - We all should be working together. Students recognize the disconnect and back and forth information giving (or not giving).”
- Communication & Faculty:
 - “Disability services....need[s] to ensure students who need services get them, it's timely and faculty actually do what they need to.”
 - “Really bad professors that almost everyone can name if you ask who, continue to work here and discourage students or worse, do not get them to course outcomes so they flail in subsequent classes that had the foundational class as a pre reg...read Eng 101, Psych 101, Soc 101.”
- Communication regarding course cancellations:
 - “Not knowing how to get help and giving up. Their desire to finish as soon as possible eclipses the reality of what they can handle (with all of life's demands).”
- The BCC website:
 - “[The Website] is extremely complicated, confusing, and poorly designed. Major academic information is impossible to find, the search engine is useless, and updates are irregular. There is no place for student clubs, social networks, or faculty information. Instead of designing a technical website we need to consider a user's website.
 - “We also need a new website but that may be too much for this summit to tackle”
- General communication:
 - “How to be compassionate (some... not all need this)”

Data derived from the Spring 2016 Adult Learner Inventory (ALI) of BCC students 20 years of age or older:

- Strengths:
 - I am able to obtain information I need by phone, fax, e-mail, or online.
 - Technology enables me to get the services I need when I need them.

- This college uses technology on a regular basis to communicate with me.
- Recommendations by the Council on Adult and Experiential Learning:
 - Technology enables me to get the services I need when I need them.
 - Market the institution's strength in Technology. This principle ranks first on the ISAS (the corresponding institutional survey) and third on the ALI.

Connection to Others

Facilitator: *Carmen Veloria, Ed.D. Associate Professor for Education Studies at Suffolk University*

Scribe: *Katie Mello, Administrative Secretary for Division of Behavioral and Social Sciences at Bristol Community College*

Data from BCC Student Services:

- Student Engagement
 - Students involved with student leadership and governance have a 90-95% retention rate
 - Multicultural Student Center participants had a 99% Fall to Spring retention rate in 2016-17
 - Student Athletes had a 70% Spring-to-Spring retention rate and achieve a GPA consistently above the overall average.

Data from 2016 Community College Survey of Student Engagement (CCSSE):

- Worked with classmates outside of class to prepare class assignments. (BCC 19% National 25%)
- Tutored or taught other students (paid or voluntary). (BCC 6% National 9%)
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds. (BCC 60% National 55%)
- A higher percentage of "female" students (62%) strongly agree or agree that they belong at the College compared to "male" students (58%).
- A higher percentage of "Hispanic, Latino, Spanish" students (67%) strongly agree or agree that they belong at the College compared to "Black or African American, Non-Hispanic" students (61%) and "White, Non-Hispanic" students (59%).

Data from Fall 2016 MAP-Works data, survey of students:

- In Fall 2016, "low peer connections" was the number one issue for new students who completed the MAPWorks survey (N = 609) with almost half (47%) struggling with this issue, followed by "test anxiety" (36%), "planning to study 5 hours or fewer per week" (31%), "low analytical skills" (19%), and "not confident about finances" (19%).
- Students reported low connections with peers, noted as a risk factor, consistently in all years of this survey.

Data from the BCC Institutional Research regarding the outcomes of students:

- From Fall 2014 to Spring 2015, students in in Guided Pathways for Success (which includes a contextualized First Year Seminar, cohort model, proactive advising, Supplemental Instruction and Faculty Communities of Learning which meet regularly to collaborate) reported that one of the most important elements of their experience was being in a cohort.

Cost of Attendance

Facilitator: Keesha LaTulippe, M.A., Independent Consultant for Red Tab Consulting

Scribe: Kalli Tessier, Clerk for Division of Humanities and Education at Bristol Community College

Data from 2016 Community College Survey of Student Engagement (CCSSE):

- Providing the financial support you need to afford your education. (BCC 63% National 53%)

Data derived from the Spring 2016 Adult Learner Inventory (ALI) of BCC students 20 years of age or older:

- Strengths:
 - This college assists students who need help with the financial aid process.
- Recommendations by the Council on Adult and Experiential Learning (CAEL):
 - Continue to provide the benchmark services related to the Financing Principle, identified as another of the institution's strengths.

Data from the BCC Institutional Research regarding the outcomes of students who are engaged in High Impact Practices:

- Since 2013, BCC students in Open Educational Resource (OER) courses have saved over \$30,000 in books since faculty selected free materials to use in these courses.
- Students in OER courses have a DFWI rate (grades of D or F, registration status of Withdrawal, or an Incomplete) of 19% compared to courses with textbooks with a cost at 35%.

Retention Issues Voiced at Professional and Planning Day January 2017:

- "Many students, at least in OTA, have problems paying for the things they need to be successful college students such as childcare, parking (in New Bedford), and driving expenses."

Data from Fall 2016 MAP-Works data, survey of students:

- In Fall 2016, "low peer connections" was the number one issue for new students who completed the MAPWorks survey (N = 609) with almost half (47%) struggling with this issue, followed by "test anxiety" (36%), "planning to study 5 hours or fewer per week" (31%), "low analytical skills" (19%), and "not confident about finances" (19%).

Course Scheduling

Facilitator: *Deanna Yameen, Ph.D., Dean of Humanities and Fine Arts at Massasoit Community College*

Scribe: *Johnny Malloy, EDP Systems Analyst for Institutional Technology Services at Bristol Community College*

Data derived from the Spring 2016 Adult Learner Inventory (ALI) of BCC students 20 years of age or older:

- Challenges:
 - My program allows me to pace my studies to fit my life and work schedules.

Data from the BCC Institutional Research regarding the outcomes of students:

- From Fall 2014 to Spring 2015 students in in Guided Pathways for Success (which includes a contextualized First Year Seminar, cohort model, proactive advising, Supplemental Instruction and Faculty Communities of Learning which meet regularly to collaborate) reported that one of the most important elements of their experience was block scheduling which maintains a constant schedule for students each semester.
- An increasing majority of new BCC students require math remediation (Developmental Arithmetic 51%, Developmental Algebra 83%), reading remediation (35%), and/or English remediation (32%) to acquire sufficient skills for college-level work. Within two years of entry, 51% of students enrolling in developmental English and 23% of students enrollment in developmental math complete a college-level course in English or math, respectively (Achieving The Dream Dashboard, 2016).
- In Spring 2016, BCC piloted a math co-requisite, Developmental Math (MTH 060 2 credits) linked to Fundamental of Statistics (MTH 119) and Modern College Math (MTH 125) taught by the same faculty member and supported by an Supplemental Instructor (SI); this co-requisite model had only a 11% DFWI rate (grades of D or F, registration status of Withdrawal, or an Incomplete) compared to a 30% rate over the last six semesters on the college-level math section when it runs independent from the co-requisite sections.

Retention Issues Voiced at Professional and Planning Day January 2017:

- “Cancelling low enrolled courses is causing us to lost students. Many students who sign up for those evening courses that end up getting cancelled are only able to make it here at those times so when the courses get cancelled the students leave and aren’t likely to return.”
- “We need to invest in more late start classes because we have so many students who don’t have everything they need done, done on time for regular start.”

Curriculum and Pedagogy

Facilitator: *Dwight Giles, Ph.D., Professor Emeritus at UMass Boston*

Scribe: *Dovie LaRue, Administrative Assistant for Academic Affairs at Bristol Community College*

Data from 2016 Community College Survey of Student Engagement (CCSSE):

- Worked with other students on projects during class. (BCC 41.6% National 50.8%) (CCSSE, 2016, Low Student Engagement)
- Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program). (BCC 21.8% National 28.7%) (CCSSE, 2016, Low Student Engagement)
- Number of written papers or reports of any length. (BCC 67.0% National 59.7%) (CCSSE, 2016, High Student Engagement)

Data derived from the Spring 2016 Adult Learner Inventory (ALI) of BCC students 20 years of age or older:

- Strengths:
 - I have a clear understanding of what I'm expected to learn in my classes.
 - The learning experiences within my program of study challenge me to reach beyond what I know already.
 - The frequency of interactions with my instructors is satisfactory.
- Recommendations by the Council on Adult and Experiential Learning (CAEL):
 - Take specific steps to improve performance in Assessment of Learning Outcomes.
 - Research and discuss the differing perceptions between the internal institutional team and adult students with regards to the Transitions and the Teaching-Learning Process Principles.

Data from the BCC Institutional Research regarding the outcomes of students who are engaged in High Impact Practices:

- Academic Service-Learning courses (which are optional) Fall 2014 to Spring 2015 persistence rate was 83% as compared to 71% other BCC students minus Service-Learning students.
- Cooperative Education (course coupled with internship) Fall 2014 graduation rate of 52% in Spring 2015 as compared to BCC students minus Cooperative Education students with a graduation rate of 14%. Approximately 38% of Cooperative Education students complete the semester with a job offer or promotion.
- Since 2013, BCC students saved over \$30,000 in Open Educational Resource (OER) courses where faculty have selected free materials rather than a textbook.

- Students in OER courses have a DFWI rate (grades of D or F, registration status of Withdrawal, or an Incomplete) of 19% as compared to courses with textbooks with a cost at 35%.
- Students in Guided Pathways for Success (including contextualized First Year Seminar, cohort model, block scheduling, proactive advising, Supplemental Instruction and Faculty Communities of Learning (meeting regularly to share about the cohort) Fall 2014 to Spring 2015 persistence rate of 89%.
- Student who received credit for prior learning experience (Prior Learning Assessment (PLA) had a Fall 2015 to Fall 2016 retention rate of 82%.
- CSS 101 (BCC's 1 credit required First Year Seminar) Fall 2014-spring 2015 persistence rate was 80% as compared to 62% other BCC students minus CSS students.
- 100% of students in the winter 2016 CSS 101 course for Adult Learners (offered tuition-free) registered and continued taking spring semester courses.
- An increasing majority of new BCC students require math remediation (Developmental Arithmetic 51%, Developmental Algebra 83%), reading remediation (35%), and/or English remediation (32%) to acquire sufficient skills for college-level work. Within two years of entry, 51% of students enrolling in developmental English and 23% of students enrollment in developmental math complete a college-level course in English or math, respectively (Achieving The Dream Dashboard, 2016).
- Spring 2016, BCC piloted a math co-requisite, Developmental Mathematics (MTH 060 2 credits) linked to Fundamental of Statistics (MTH 119) and Modern College Mathematics (MTH 125) taught by the same faculty member and supported by an SI; this co-requisite model had only a 11% DFWI rate (grades of D or F, registration status of Withdrawal, or an Incomplete) compared to a 30% rate over the last six semesters on the college-level math section when it runs independent from the co-requisite sections.

Enrollment Processes

Facilitator: *Vicente Sanabria, M.S., Senior Instructor for Human Services at Cambridge College*

Scribe: *Sheilah Pacheco, EDP Entry Operator for Admissions at Bristol Community College*

Data derived from the Spring 2016 Adult Learner Inventory (ALI) of BCC students 20 years of age or older:

- Strengths:
 - Processes and procedures for enrolling here are convenient.

Data from BCC Institutional Research regarding enrollment:

- While BCC's enrollment fell 6% from Fall 2012 to Fall 2016, the community college sector's enrollment declined at a rate of 13% percent during this time period. Each percent decline translates to minus \$142,000.

Data from BCC Institutional Research regarding the outcomes of students:

- All of students (100%, N=14) in the Winter 2016 CSS 101 course for Adult Learners (offered tuition-free) registered and continued taking spring semester courses.
- An increasing majority of new BCC students require math remediation (Developmental Arithmetic 51%, Developmental Algebra 83%), reading remediation (35%), and/or English remediation (32%) to acquire sufficient skills for college-level work.
- In 2014, BCC began placing students into college-level math classes based on their High School grade point average and a total of 114 additional students were able to take credit-bearing courses and 87% of students passed the class compared to the 58% of students who passed the class under the old Accuplacer placement method.
- Bristol's first-time, degree-seeking students enrolled in developmental math or developmental English complete college-level math or English courses at a higher rate compared to all Massachusetts community college students. Within two years of entry, 51% of students enrolling in developmental English and 23% of students enrollment in developmental math complete a college-level course in English or math, respectively (Achieving The Dream Dashboard, 2016).

Retention Issues Voiced at Professional and Planning Day January 2017:

- "We need to change the enrollment process culture and better help students to understand what they should be doing and when so that so many of them are not trying to get their paperwork done at the last minute risking a financial aid purge or other hindrances."

First-Year Experiences

Facilitator: *Bonnie Orcutt, Ph.D., Professor of Economics at Worcester State University*

Scribe: *Dante Granatiero, Volunteer for Lash Division of Teaching and Learning at Bristol Community College*

Data from the BCC Institutional Research regarding the outcomes of students:

- CSS 101 (BCC's 1 credit required First Year Seminar) Fall 2014 to Spring 2015 persistence rate was 80% as compared to 62% other BCC students (minus CSS students).
- BCC has a Fall 2014 to Spring 2015 persistence rate of 89% for students in in Guided Pathways for Success which includes a contextualized First Year Seminar, cohort model, proactive advising, Supplemental Instruction and Faculty Communities of Learning which meet regularly to collaborate about the student cohorts.
- All students (100%, N=14) in the Winter 2016 CSS 101 course for Adult Learners (offered tuition-free) registered and continued taking spring semester courses.
- An increasing majority of new BCC students require math remediation (Developmental Arithmetic 51%, Developmental Algebra 83%), reading remediation (35%), and/or English remediation (32%) to acquire sufficient skills for college-level work.

- In Spring 2016, BCC piloted a math co-requisite, Developmental Math (MTH 060 2 credits) linked to Fundamental of Statistics (MTH 119) and Modern College Math (MTH 125) taught by the same faculty member and supported by an Supplemental Instructor (SI); this co-requisite model had only a 11% DFWI rate (grades of D or F, registration status of Withdrawal, or an Incomplete) compared to a 30% rate over the last six semesters on the college-level math section when it runs independent from the co-requisite sections.

Information gleaned from the BCC Course Catalog – Courses that count as program or general education requirements (and transfer) that are also First Year Experience courses:

- ART 101 Visual Art Colloquium 1 credit
- CIS 120 Programming: Logic, Design and Implementation 3 credits
- CIS 123 Object-Oriented Concepts 3 credits
- COM 106 Introduction to Communication and College Success 3 credits
- OTA 111 Introduction to Occupational Therapy 4 credits
- PSY 165 Psychology of Learning, Motivation, and Achievement 3 credits

Retention Issues Voiced at Professional and Planning Day January 2017:

- “Orientation needs to be mandatory. It is as a mandatory orientation where we could best prepare students for what they can expect and what they should be doing.”

Flexibility and Student Responsibility

Facilitator: DT Henry, Ed.D., Advisor/Academic Coach for Dean College

Scribe: Lisa Lavoie, Administrative Assistant for Institutional Research, Planning and Assessment at Bristol Community College

Concerns derived from the Winter 2017 Retention Survey of faculty and staff:

- Flexible schedules:
 - “Online and hybrid courses offer students with childcare and transportation issues a viable option for some courses.”
- Flexible curriculum:
 - “CSS 101 (BCC’s 1 credit First Year Seminar) requirement offers students guidance in developing time management and study skills, which are skills that I feel they are not getting in high schools.”
- Course Offerings – topics, time of day and days of week
 - “What about audits? What are the financial aid policies with regard to changing a grade to Audit rather than W for those students who have legit reasons to W but will retake the course. They benefit from finishing the course.”
- Flexibility in the classroom:
 - “I think the professors genuinely care about the students and will sometimes allow the student to be late or miss a class due to unforeseen circumstances.”

- “Out of necessity, extending deadlines on some assignments to help students get the work completed, but within reason. Unfortunately, this does not work for all, and I've seen it go both ways. I feel disappointed when a student feels enough despair to simply give up and not bother when he or she could have scraped through. Again, professional counseling could help since the student isn't thinking beyond the immediate situation to the longer term goal.”
- “We do offer students a lot of services but more needs to be done with the community around us. Referring and reaching out to the community that might be able to help the student in need, again we need a full department dedicated to this.”

Meeting Basic Needs

Facilitator: *Vicente Sanabria, M.S., Senior Instructor for Human Services at Cambridge College*

Scribe: *Scott Paquette, Staff Associate for Pre-College/TRIO Programs at Bristol Community College*

Data from national sources:

- Hunger, homelessness, lack of financial resources, transportation and child care are rapidly becoming the #1 reason for student disengagement from College. (Chronicle of Higher Education)
- Average Pell grant only covers 37% of total cost of attending a 2-year public higher education institution. (Community College Survey of Student Engagement, CCSSE)
 - In Fall 2016, 47% of BCC students received Pell Grants and 26% of students received loans. (2016 Fact Sheet)
- 51% of community college students run out of money at least once each month. (CCSSE)
- 20% of community college students go hungry regularly and 13% are homeless. (National Public Radio)

Data from the Heart Survey (BCC students), Spring 2017 (N= 605):

Food Insecurity Items	BCC	National
The food that I bought just didn't last and I didn't have money to get more.	67%	39%
I couldn't afford to eat balanced meals.	68%	43%
Did you ever cut the size of your meals or skip meals because there wasn't enough money for food?	50%	28%
Did you ever eat less than you felt you should because there wasn't enough money for food?	47%	26%

Were you ever hungry but didn't eat because there wasn't enough money or food?	39%	22%
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<i>Housing Insecurity Items</i>	<i>BCC</i>	<i>National</i>
Difficulty paying rent	51%	22%
Didn't pay full amount of rent	30%	18%
Didn't pay full amount of utilities	45%	22%
Moved 2 or more times per year	9%	12%
Doubled up	22%	11%
Moved in with other people due financial problems	19%	14%

<i>Homelessness Items</i>	<i>BCC</i>	<i>National</i>
Thrown out of home	9%	5%
Evicted from home	5%	2%
Stayed in shelter	4%	1%
Stayed in abandoned building, automobile, or any other place not meant for regular housing	7%	3%
Didn't know where you'd sleep at night	16%	1%
Didn't have a home	3%	1%

Psychological and Social Barriers

Facilitator: Amy Ebbeson, M.S.N., Program Coordinator for Next Step Program at Worcester State University

Scribe: Jonathan Nogueira, EDP Entry for Athletics at Bristol Community College

Data from the Student Services: Contacts (duplicated) with students in last fiscal year included the following:

- Health Services – 6,094
- Veterans Services – 1,550

- Mental Health Services - 661

Data from 2016 Community College Survey of Student Engagement (CCSSE):

- Helping you cope with your non-academic responsibilities (work, family, etc.). (BCC 36.5% National 30.1%)
- A higher percentage of "female" students (62%) strongly agree or agree that they belong at the College compared to "male" students (58%).
- A higher percentage of "Hispanic, Latino, Spanish" students (67%) strongly agree or agree that they belong at the College compared to "Black or African American, Non-Hispanic" students (61%) and "White, Non-Hispanic" students (59%).

Data from Fall 2016 MAP-Works data, survey of students:

- In Fall 2016, "low peer connections" was the number one issue for new students who completed the MAPWorks survey (N = 609) with almost half (47%) struggling with this issue, followed by "test anxiety" (36%), "planning to study 5 hours or fewer per week" (31%), "low analytical skills" (19%), and "not confident about finances" (19%).

Data from the BCC Institutional Research regarding the outcomes of students:

- From Fall 2014 to Spring 2015, students in in Guided Pathways for Success (which includes a contextualized First Year Seminar, cohort model, proactive advising, Supplemental Instruction and Faculty Communities of Learning which meet regularly to collaborate) reported that one of the most important elements of their experience was being in a cohort.

The Purge

Facilitator: *Brenda Safford, M.S., Assistant Professor for Human Services at Quinsigamond Community College*

Scribe: *Jennifer Marsella, Student at Bristol Community College*

Retention Issues Voiced at Professional and Planning Day January 2017:

- "The financial aid purge is huge too, particularly with online students. Face-to-face students can be spoken to and allowed to continue in their courses until the financial aid situation is handled but students who attend online just get removed from their courses and can't get back in until later, if ever."

Concerns derived from the Winter 2017 Retention Survey of faculty and staff:

- Relationship to Financial Aid:
 - "We lose an incredible number of FTE's via the purge! BCC needs a better proactive mechanism to address these students' needs for completing their Financial Aid."
 - "Most of our students are first generation students who are doing their best to come to college. Many know (not all) that they have to complete their financial aid

before coming to college and believe they do complete it only to find that once it got to BCC something was missing. In some cases it may be a simple form or the click of a button and while I'm sure the financial aid office tries to contact the students to alleviate the problem, something is not working. Hundreds of students are purged every [semester] week once the purge starts and then they are dropped from the classes while trying to figure out financing."

The Purge Process:

- "Financial Aid "purging students" is a problem. It is even more troubling that no one from the college calls or contacts them directly. Perhaps if someone did (one of the many people from student services), they might discuss ways to retain that student."
- "Courses are purged first for non-payment and then shortly after for low enrollment, having the first purge cause low enrollment."
- "Look at Enrollment and Financial Aid policies. The purge stops students from attending BCC. BCC may feel the processes work – but they do not support our population."
- "How can we proactively help these students clear their bills rather than dropping them and having them start again? Other schools don't purge, there has to be a way around this."

Impact:

- "Course purges make it difficult to take courses in sequence, causing students to be off their path."
- "Courses are cancelled too early and students are purged for non-payment without being told or getting the necessary help to remain enrolled."
- "One obvious problem with the "purge" which often leads to classes being cancelled (almost immediately). These students aren't contacted or assisted this action leads to problems for them and for other students who were enrolled in these courses."
- "I have taught a 3-week intensive intersession course online, and a student was purged halfway through, and didn't have access to the course for several days as a result. Do we have a campaign for helping students to figure out how to pay for their education after the purge? Or do they just disappear?"

Data from Fall 2016 MAP-Works data, survey of students:

- In Fall 2016, "low peer connections" was the number one issue for new students who completed the MAPWorks survey (N = 609) with almost half (47%) struggling with this issue, followed by "test anxiety" (36%), "planning to study 5 hours or fewer per week" (31%), "low analytical skills" (19%), and "not confident about finances" (19%).

Appendix B: Facilitator Guide

Bristol Community College

Retention Summit Facilitator Guide

March 22, 2017

Summit Focus: BCC is excited to engage in a campus-wide conversation about how we can help our students be successful. The focal point of our summit is a series of discussion sessions on retention-related topics. We do not expect our facilitators to be topic area specialists. Your role is to help participants unpack the topic and develop possible solutions. With all members of the college community invited to participate, we envision each session will have a diverse group of participants. It is very likely that you will have some participants whose college responsibilities overlap with the session topic. Your challenge will be to engage all participants, regardless of their position or content knowledge.

Session Agenda: Your goal is to engage session participants in a meaningful conversation to unpack your topic and develop action steps. You are welcome to modify the suggested session agenda to fit your specific facilitation style. Sessions are scheduled for 90 minutes and your topic for the morning and afternoon session will remain the same.

Outcome: The scribe assigned to your session will provide detailed notes for the planning group to craft a final report and recommendations. Facilitators will share session highlights at our closing session. These highlights should be no longer than 3 minutes and include 1 slide of text. Your scribe has been instructed to capture this on the PC located in your room.

Suggested Session Agenda:

- **Welcome everyone** and do a round of brief **introductions** (name, title, area of the college)
- **Give a session overview** (our session topic is XXX, and here is how we'll use our time together)
- **Set ground rules** (such as: everyone participates, share the airtime, listen to understand, etc.). Please pay attention to the power dynamics in your group – there could be administrators and clerical staff and everyone's perspective should be heard and matter.
- **State the topic and discuss what we know** (Review the data sheet we provide to define context; have participants share their experiences related to the topic resulting in a collaborative understanding and unpacking of the issue.)
- **What questions or more information is needed** (Throughout your session invite the group to develop a list of questions or additional information that would be helpful to better understand the topic and related issues. Encourage participants to think broadly about all information that would be helpful in exploring this topic further, do not allow them to be sidetracked by feasibility or 'what we've always done'.) Encourage participants to think outside of the box. Your scribe should keep track of these.
- **What might be possible solutions?** (Guided by our summit focus on retention, what could our college community do to address this topic and help more of our students be

successful? From this portion of the session we are seeking a multitude of potential solutions; some we anticipate will be more practical than others, but all ideas are welcome.) Your scribe should keep track of these.

- Thank participants for engaging in the discussion

Appendix C: Action Plan Template

Working backward, identify all the things that need to be done to accomplish the goal or achieve the expected outcome. Then put each of those items in the Action Steps column and fill out the fields for that row. Make sure you break the goal into simple, specific action steps.

Facilitator: XXXXX

Scribe: XXXXX

Proposed Action Steps	Desired Outcome	Resources	Potential Barriers	Info/Data Needed
<i>What task will be done?</i>	<i>What is the outcome of the task?</i>	<i>What do you need to complete this step?</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	<i>Info needed, etc.</i>

Adapted from Denise O'Berry's template:

https://docs.google.com/document/d/1zoi90ua0eS370_nkxRIUI8W8sZHPZXIYMtIASPo3NC0/edit?pli=1

Appendix D: Retention Summit Call for Ideas

All faculty and staff, full-time and part-time, from all areas of the college, including Workforce, are encouraged to complete this brief form. The occasion for this year's spring professional day on March 22, 2017 will be a Retention Summit. This day will be less presentational than prior professional days and will follow an "unconference" format. Attendees will participate in discussion groups and one of the outcomes for the day will be to develop an action plan for next steps at the college. As we prepare for this event, organizers of the event request your feedback on the following items. We thank you in advance for your suggestions and we look forward to organizing an exciting day.

The deadline for completing this form is February 1, 2017.

- From your vantage point, what problems or issues are preventing our students from completing their education (from admissions to graduation)?
- What is currently working with regard to retaining our students?
- What are some topics or themes you would like for our discussion groups at the Retention Summit?
- Do you have any additional comments/suggestions about the Retention Summit?