

**BRISTOL COMMUNITY COLLEGE
FALL RIVER MASSACHUSETTS**

**BOARD OF TRUSTEES
RETREAT NOTES**

MARCH 19, 2019

I. CONVENING

The Bristol Community College Board of Trustees Retreat was held on Tuesday, March 19, 2019, in the conference room - Room Q203 at Bristol Davol Street located at 1082 Davol Street, Fall River, Massachusetts. Chair Joan Medeiros called the Retreat to order at 2:16 p.m.

Trustees present: Joan Medeiros, Chair; Samir Bhattacharyya; Valentina Videva Dufresne; Lynn Malasi; Anthony Sapienza; Diane Silvia; and Steven Torres, Esq., Vice Chair.

Trustees absent: Frank Baptista; Sara Hincapie; Keith Hovan; and Sandra Saunders, Esq., Secretary.

II. OPENING REMARKS

Chair Joan Medeiros welcomed all to the Board of Trustees Retreat. The Retreat Topics for discussion were:

- Center for Workforce and Community Education
 - Presentation by Interim Vice President for External Affairs
Jennifer Menard
- Academic Affairs
 - Presentation by Interim Vice President for Academic Affairs
Suzanne Buglione
- Board Education – What is Accreditation? Why is it important, and what is the Board's role in accreditation?
 - President Laura Douglas

III. CENTER FOR WORKFORCE AND COMMUNITY EDUCATION

Interim Vice President for External Affairs Jennifer Menard gave a presentation to the Board regarding the Center for Workforce and Community Education. The following are some of the highlights of the presentation:

Agenda:

Adult Basic Education

- HiSET – High School Credential
- English Speakers of Other Languages
- Step Up to College

Workforce Development

- Corporate Services
- Community Education

Grant Development

Special Projects

Offshore Wind

- National Offshore Wind Institute

Reviewed FY 19 ABE and ESOL by Campus

- Fall River = ABE 182; ESOL 41
- Taunton = ABE 91; ESOL 211
- Attleboro = ABE 95
- New Bedford = ESOL 87
- Totals = 707

Step Up To College Program

- Supports student transitions from the ABE program into Bristol’s education into certificate and degree programs including funding for courses, advising and academic supports.
- Provides student with opportunities to enroll in college courses while still enrolled in adult education programs (55% of current Step Up to College students began taking college courses while still enrolled in an adult education program).
- Selected past Step Up to College students in 2013 and 2017 for the prestigious “29 Who Shine” award.
- Reviewed completion and retention rates; special populations.

Vision and Opportunity

- Implementing Assessments
- Programmatic Capacity by geography/footprint
- Expansion of Step Up to College
- ESOL-ESL Bridge

Workforce Development

- Corporate Services
 - Bristol currently implementing 10 projects.
 - Two projects in collaboration with other community colleges.
 - Two projects have Workplace ESOL classes.
 - Two applications submitted awaiting March 19 review.
 - Three projects in pipeline with signed MOAs.
 - Reviewed total amount of sold contracts and active contracts.

- Community Education
 - Open Enrollment courses in FY 2019
 - Real Estate
 - CNA
 - Medical Interpreting
 - Online Courses – Ed2Go, MindEdge and Pro-Train
 - Opportunities and Challenges
 - Inability to register students online, work underway for solutions.
 - Assessment of courses.
 - Offerings that align with academic programs and cover each campus geography.
 - Professional Development, Upskilling, Credit Courses.
 - Coordination with MassHire and Career Center needs.
 - WIOA requirements and course offerings.
- What is in a name?
 - WEI brand has never been accepted or used.
 - Branding efforts are underway to rename.
 - Workforce Education Institute
 - Workforce Development and Community Education
 - Adult Education and Workplace Literacy
 - Marketing and Outreach
 - Strategic Communications campaign.
 - New portals into the website customized for businesses and training, and for Speakers of Other Languages in multiple languages.
 - Social Media and Outreach strategies.

Grant Development

- Outreach, research
- Develop proposal with narrative, budget, and budget narrative.
- Submission and funder communications.
- MOUs, MOAs, and Letters of Support.
- Approval Process
 - Grants and Contracts
- Reviewed Total Grants Awarded and Number of Grants
 - FY18 Massachusetts Life Sciences Center – Capital Fund: \$3,900,000
 - FY19 Massachusetts Clean Energy Center - Connect4Wind: \$200,000
 - FY19 U.S. Department of Education - Title III: \$449,707 (Only year one is reflected in FY19 totals.)
 - FY19 Department of Elementary and Secondary Education - Adult Basic Education and ESOL: \$1,398,720

Special Projects

- Bristol Advanced Biomedical Manufacturing Center
 - Original project with NBEDC outreach completed in 2014.

- Developing and growing a workforce with skills needed for life science manufacturing.
- Provide companies with cost-effective solutions as well as customized training programs to individual or cohorts of companies for new and incumbent workers in this industry.
- Massachusetts Life Science Center working with Bristol.
- Focus on medical device companies, alignment with the regional strengths.
- Collaboration with community colleges and other industry/higher education training facilities.

Offshore Wind

- The Potential – Offshore wind delivers energy when and where it is needed most.
- Global Wind Organization (GWO) Training
- GWO Accreditation Process includes:
 - Curriculum
 - Instructor Qualification Process
 - Training Facility Accreditation Process
- Bristol Collaborations
- Next Steps

Questions/discussion:

Trustee Chair Medeiros asked why the ESOL in Taunton was so high. V.P. Menard said that it is a very large program in Taunton. ESOL and ABE programs are also paid for by the Massachusetts Department of Elementary and Secondary Education including books.

Trustee Videva Dufresne asked who teaches the Workforce trainings. V.P. Menard said they are Bristol employees; sometimes requires a week turnaround. Each training schedule is different and customized to the company's needs; the training can be both off-site and on-site.

Trustee Bhattacharyya said they should ask the Board for help with leadership training. V.P. Menard said they can use the Board to be panelists, resources.

Trustee Torres asked how they reach out to many industrial parks in area. Industrial parks are somewhat isolated and limited to investment in the community. V.P. Menard said it varies, training is through a Workforce Trust Fund.

Trustee Malasi asked if there was a certification at the end of a program. V.P. Menard said there may be depending upon the program. They also try to do a graduation-type of event following the training.

Trustee Videva Dufresne asked if they subcontract instructors. V.P. Menard said we hire instructors as adjuncts and search for a necessary/specific expertise in the area of training.

V.P. Menard regarding Offshore Wind, we need a comprehensive well-rounded OSW safety training program. The GWO accreditation process includes: curriculum, instructor qualification process, and a training facility accreditation process. President Douglas said we need to work with companies who use a local workforce. Bristol is to be a solution for all companies' needs. She also mentioned that we signed an MOU with JDR Cable recently.

It was suggested that V.P. Menard give a follow-up presentation to the Board of Trustees at a later date.

IV. ACADEMIC AFFAIRS

Interim Vice President for Academic Affairs Suzanne Buglione gave a presentation to the Board regarding Academic Affairs. The following are some of the highlights of the presentation:

Agenda:

- Structure and Process
- Strategy and Reorganization
- Increase Access and Transfer
- Expand HIPs and Culture of Assessment
- Shared Governance
- KPIs and Future of Academic Affairs

Structure and Process

- Instructional facilities.
- New Curriculum Development Guidelines.
- Full-time faculty - meets or exceeds 33% for Fall 2019.
- Admissions requirements for competitive programs.
- 3-year academic calendar and important dates calendar.
- Technology.
- Course scheduling: Reduce cancelled classes to 5% - 10%.
- Timeliness of grades, roster verifications, book orders, advising and college service reports.
- Faculty Lines Selection Criteria
 - Enrollment.
 - Program review must be complete.
 - Labor Market Information (LMI).
 - External client demand, i.e. Industry, Community Needs, CVTE/Dual Enrollment.
 - Percent of courses in area taught by adjuncts.
 - Qualifications: Experience with HIPs, Online teaching; faculty who can teach in multiple areas.
 - Language in posting language to allow for all locations, including early college.

Strategy and Reorganization

- Strategy
 - Strategic Plans: Attleboro, New Bedford, Taunton, Online Learning.
 - Develop early college models.
 - Partnerships with all local school districts.
 - Increase Dual Enrollment student numbers by 5%.
 - State Authorization Reciprocity Agreement (SARA).
 - Advisory Boards.
- Reorganization
 - New administrative report structure for campus locations.
 - Education to Social Sciences.
 - Create World Languages department.
 - Bridges from non-credit to credit.
 - TRIO, Perkins and Dual Enrollment grants.

Increase Access and Transfer

- Increase Access
 - Underrepresented populations, emphasis on STEM and Health Science.
 - Free CSS for Adult Learners.
 - Online programs and hybrid courses.
 - Open Educational Resources (OER).
- Diversity Nursing Scholars 2018:
 - 16 students received Scholarships
 - Black 6%, Cape Verdean 6%, Latino 12%, Portuguese 43%, White 31%
 - Contextual CSS course: 22
 - Asian 9%, Hispanic 13%,
 - Multiple Races 4%
 - Portuguese 27%, White 5%
 - 86% Persistence
 - AY19
- CSS for Adult Learners:
 - Over 100 students to date.
 - Spring 2018 Cohort
 - 67% Persistence
(Spring to Fall 2018) vs Bristol 60.2%.
 - 67% Retention vs Bristol 51%.
 - Summer 2018 Cohort
 - 86% Persistence
(Fall 2018 to Spring 2019)
vs Bristol 73%.
- Streamline Transfer
 - In-state transfer opportunities: Mass Transfer A2B programs, BCC2BSU, UMD.

- 101 Students in BCC2BSU.
- UMD Business 3+1 to begin this summer.
- Regional colleges (including elite, private, and out-of-state).

Expand HIPS and Culture of Assessment

- Expand High Impact Practices (HIPs)
 - Integrated first year experience for new students.
 - Study abroad and exchange opportunities.
 - Curricular and academic opportunities with the Multicultural and Women’s Center.
 - Guided Pathways.
 - Increase Co-Requisite Developmental Education Models by 20%.
 - Establish Experiential Education Center.
 - English Co-Requisite Developmental Education.
 - Participation by students in the 2018 elections.
 - Flipped classrooms and universal design.
 - Civic Learning with Service-Learning expanded by 10%.
 - Early alert pilot.
 - Office hours campaign.
 - Service learning expanded by 10%.

- Culture of Assessment and Continuous Improvement
 - Revised General Education Competencies.
 - Professional development about outcomes assessment.
 - Submission of NECHE 5-year interim report.
 - Workforce needs.
 - Viability of programs & certificates.
 - LusoCentro, Holocaust Center, Theater Program.
 - Assess synchronous courses.
 - Program and CAS Reviews.
 - 5 year cycle of General Education Competencies.
 - Increase Capacity
 - Cultural capacity, underrepresented populations, inclusive pedagogy.
 - 2017 -2018
 - 8 sessions, introduced 1 new session: 197 faculty & staff ; 36 adjunct faculty.
 - Safe Zone Training: 70 faculty & staff.
 - 2018-2019
 - 37 faculty & staff.
 - Safe Zone Training: 19 faculty & staff; 23 OTA students.
 - 43% increased knowledge, 32% increased comfort.
 - Adjunct Faculty Professional Development
 - 394 Adjuncts (duplicated)
 - 355 Title IX (unduplicated).

- 39 Adjuncts in other activities.
- 10 in Adjunct Certificate Program.

Shared Governance

- New Staff Senate.
- Relationships with union & senate leaders.
- Academic Initiative.
- Department Chairs & Coordinators.
- Listening sessions.
- Adjunct Advisory Board.
- College-wide meetings.
- Faculty and Professional Staff representation to the Academic Vice President's Council.
- Management Association Committee on Employee Relations (MACER)
- Bristol Weekly

KPIs and Future of Academic Affairs

- KPIs
- Future of Academic Affairs
 - Processes, Structures, Technology.
 - Reorganization?
 - Strategy – integration, silo-reduction, marketing outreach, competitive edge.
 - Ongoing - Assessment, Shared Governance.
 - Build to Capacity: Access, Transfer, HIPs.
 - Guided Pathways, Proactive Advising, scheduling.
 - Viability of programs, certificates – improved vetting of proposals.
 - Grants.
 - Hiring, role revision, onboarding & evaluation.
 - Middle management & Inclusive Pedagogy capacity.
 - Communication.
 - Shape Culture...

Questions/discussion:

Trustee Chair Medeiros asked how often a program review is conducted. V.P. Buglione said every five years. Some programs are two years behind, but we will be current by May.

Four new lines:

- World languages
- Accounting
- Physical Therapy Assistant
- Wind Energy

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Trustee Sapienza asked what the timeline was for the Physical Therapy Assistant Program. V.P. Buglione said fall 2020; they need the site identified. President Douglas said the accreditor will only accredit seven programs per year; it is a very strict accreditation.

Trustee Sapienza asked if there is a remediation issue. V.P. Buglione said that 83% of new students need developmental math.

V. BOARD EDUCATION – WHAT IS ACCREDITATION? WHY IS IT IMPORTANT, AND WHAT IS THE BOARD’S ROLE IN ACCREDITATION?

Due to time constraints, this presentation was tabled to a future meeting.

VI. ADJOURNMENT

There being no further issues to discuss, the Retreat concluded at 5:30 p.m.

Respectfully submitted,

Kathleen Wordell

Kathleen Wordell, Recording Secretary

5/6/19
Date Approved

KAW
Initials