

Bristol Community College

Bristol Community College (BCC) serves primarily residents of Bristol County and southeastern Massachusetts, providing programs that nurture the region's economic health and enable individuals to make productive life choices. In April 2004, Bristol Community College was identified as "a model two-year college" in a Boston Globe editorial series on workforce development. The editorial praised the College for partnerships with local businesses and practical programs that benefit students and economic development.

COLLABORATIONS

- PK-12 collaborations expanded STEM opportunities at BCC, such as Tech Prep career days for 100 students and a pre-apprenticeship articulation for 42 Bristol-Plymouth students (the first in the state and a model program). NSF and CITI grants funded interactive computer lab visits by 750 Fall River middle school students, high school programming and web development contests, free CIS courses for high school students and faculty, a CIS Tech Fair for 89 high school juniors, and access to industry summits, regional resources and best practices.
- The Academic Center for Entrepreneurship provides guidance to students and business entrepreneurs and creates an alliance between education and a healthy economy. More than 100 attended the First Entrepreneurship Expo. ACE also provided instruction to high school teachers, offered non-credit courses to Kids College and Upward Bound, and brought students from New Bedford High School to campus.
- Bristol Community College received a competitive 3-year grant from the Substance Abuse and Mental Health Services Administration to address alcohol and drug use among students and the greater Fall River community and resulted in a workforce development grant to create training and education opportunities for SSTAR front-line employees. This innovative program was profiled on WCVB's Chronicle. Within the larger community, this program built a strong partnership between BCC and Stanley Street Treatment and Resources, a community health agency in Fall River.
- BCC's commitment to service is changing the world and gaining recognition. Last year, more than 1,400 students engaged in service projects, providing 65,560 hours of unpaid service to the surrounding community. Collaborations with CONNECT partners and Bentley College make SERVE, LEARN, LEAD a reality at BCC. BCC was one of 62 colleges nationwide awarded the "Community Engagement" Classification by the Carnegie Foundation and was named a member of the President's Higher Education Community Service Honor Roll.
- BCC's *LusoCentro* is an academic center for Portuguese culture. It offers a Portuguese/English Interpreting Certificate (PECI) program that certifies students to be interpreters. In addition, the *LusoCentro* maintains the *Lusofonia* Collection, and it co-sponsors conferences, concerts, and book launchings with Portuguese-American organizations in the area. Its annual Portuguese Language Day hosts more than 800 high school students. Because of these and other initiatives, the President of Portugal visited BCC in June 2007 and donated additional volumes to the collection.

Program of DISTINCTION

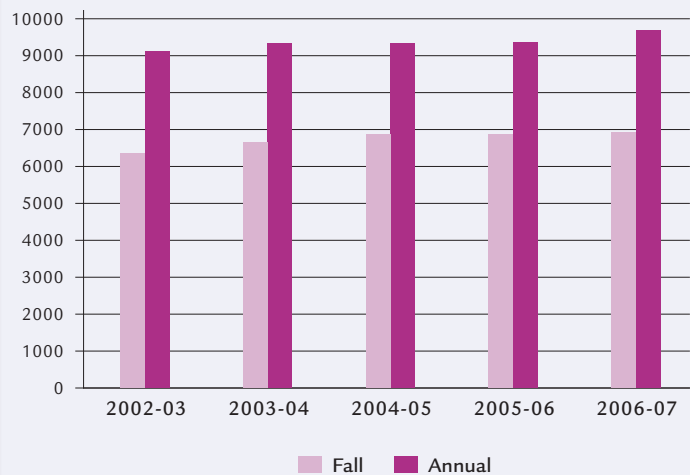
*In June 2005, Bristol Community College, the Fall River Career Center, and the Division of Career Services implemented a **workforce development, trade-approved, remedial program**. This program, aligned with Trade Act requirements for dislocated workers, makes it possible for students to receive benefit allowances throughout their enrollment at BCC. It offers literacy services ranging from ESOL to GED preparation, as well as courses in remedial skills upgrading, job readiness, and basic computing. Of primary importance is the program's 20-hour schedule. Originally designed to provide literacy services to displaced employees from Quaker Fabric Corporation, it has expanded to meet the escalating needs of the community. One hundred thirty-three students from 22 manufacturing companies participate. Overall, the Dislocated Workers' Program has provided training to 258 displaced workers. Thirty-nine students have participated in the GED Preparation program and nineteen students received their GED. Twenty-one students have transitioned to various skills training programs and fifty-seven students have re-entered the workforce. In addition, 48 ESOL students and 45 ABE students have increased either their Student Performance Level (SPL) or Grade Level Equivalent (GLE) by one or two skill levels.*

- The College provides community-based programming to effectively reach out to those whose first language is not English. In New Bedford, free adult basic education classes, including a Spanish GED program, plus transition programs to bridge students into college programs, not only strengthen literacy but build self-esteem, cultural awareness, and enthusiasm for college. In addition, the Pathway to Career project reaches into the growing Mayan/Hispanic communities. Funded by the private Robert F. Stoico/FIRSTFED Charitable Trust, it serves 100 students and provides free literacy, GED, and ESOL courses plus citizenship development. In Fall River, a customized ESOL program works with parents to improve their English reading and writing so they can help their children with schoolwork.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*	
FALL ENROLLMENT	
Fall 2006 Headcount:	6,927
Fall 2006 FTE:	4,176
<i>Results: Over the last three years, fall headcount enrollment has remained relatively stable, and fall FTE enrollment has increased 2.0%.</i>	
ANNUAL ENROLLMENT	
FY2007 Headcount:	9,680
FY2007 FTE:	4,186
<i>Results: Over the last three years, annual headcount enrollment has increased 3.9%, and annual FTE enrollment has increased 2.3%.</i>	
MINORITY ENROLLMENT	
Minority Enrollment Percentage in Fall 2006:	12.9%
<i>Results: Greater than institution's primary draw region's minority representation of 10.4%.</i>	

Fall and Annual Headcount Enrollment



II: AFFORDABILITY OF MASSACHUSETTS COMMUNITY COLLEGES

Affordability Indicators*	
% OF MEDIAN FAMILY INCOME	
Tuition and fees as a percent of median family income in FY2007:	5.0%
<i>Results: Comparable to the Northeast regional average of 4.9%.</i>	

Tuition and Fees as a Percent of Median Income

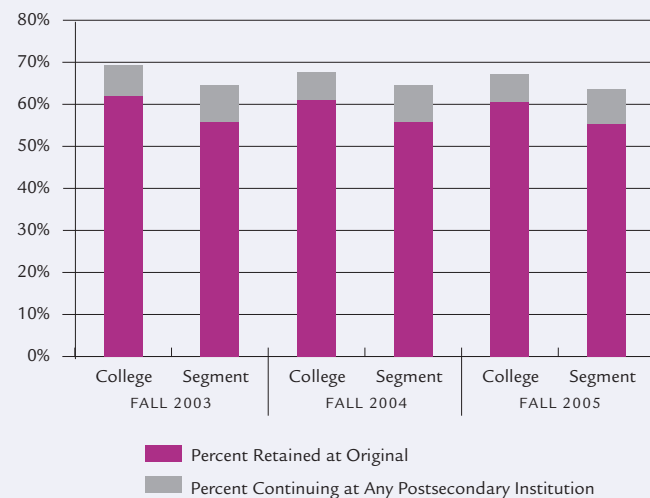
	FY2003	FY2004	FY2005	FY2006	FY2007
<i>Tuition and fees</i>	\$2,820	\$3,060	\$3,240	\$3,750	\$3,750
<i>State median family income (SMFI)</i>	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
<i>Tuition and fees as % of SMFI</i>	4.2%	4.5%	4.7%	5.2%	5.0%
<i>Segment avg. tuition and fees as % of SMFI</i>	4.2%	4.8%	4.9%	4.9%	4.7%
<i>Northeast avg. tuition and fees as % of SMFI</i>			4.8%	4.8%	4.9%

* See Technical Guide (pages 109–110) for indicator methodology and details.

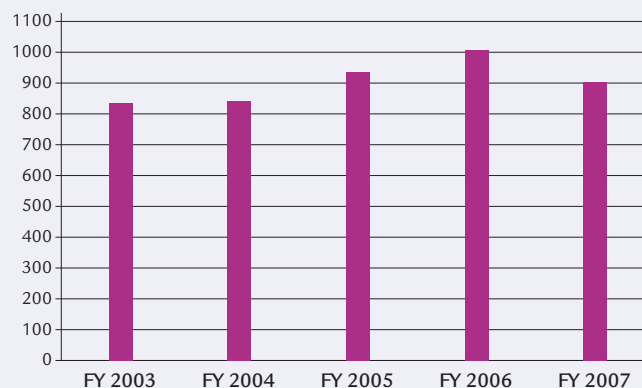
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FALL COHORT FIRST-YEAR PERSISTENCE	
Retained at original institution:	60.6%
Continuing at any institution:	67.1%
<i>Results: Persistence at original institution has remained relatively stable over the last three years and is above the segmental average of 55.3%.</i>	
FALL-TO-SPRING RETENTION	
2006–2007 Fall-to-Spring Retention Rate:	91.5%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
COURSE COMPLETION	
FY2007 Credit Course Completion Rate:	79.3%
<i>Results: Above the Board of Higher Education’s target rate of 75%.</i>	
DEGREES CONFERRED	
Total Degrees Conferred in FY2007:	903
<i>Results: Average degrees conferred per year over the last three years: 949.</i>	
NURSING EXAM PASS RATE	
2006 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	90.8%
<i>Results: Above the Board of Higher Education’s target pass rate of 85%.</i>	
WORKFORCE DEVELOPMENT	
FY2007 Annual Enrollment in Workforce Development Courses:	13,051
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 11,712.</i>	

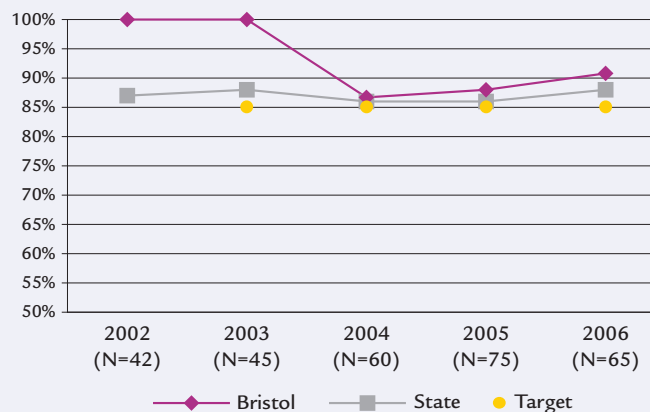
First-Year Persistence Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

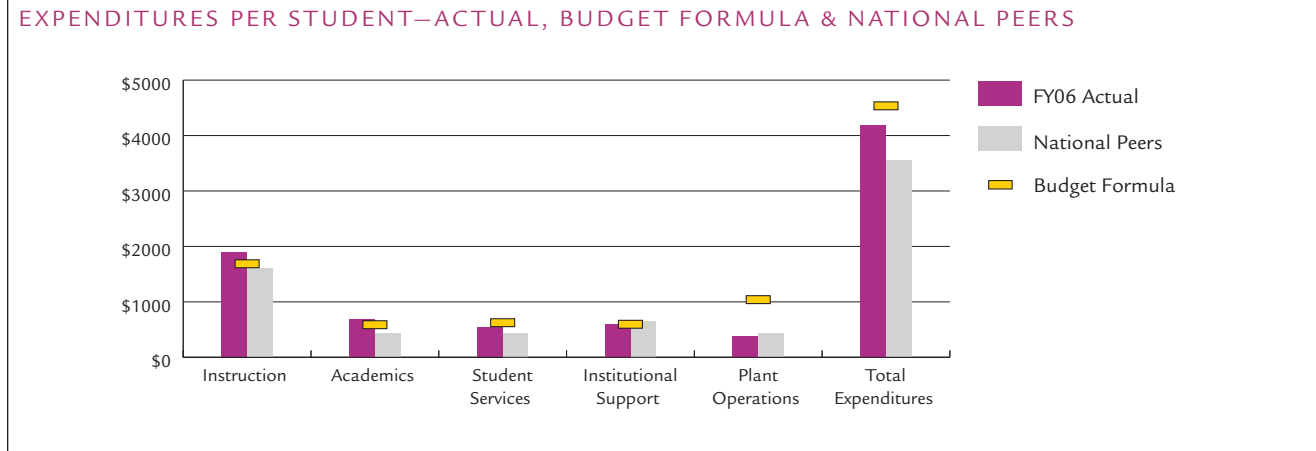


* See Technical Guide (pages 109–110) for indicator methodology and details.

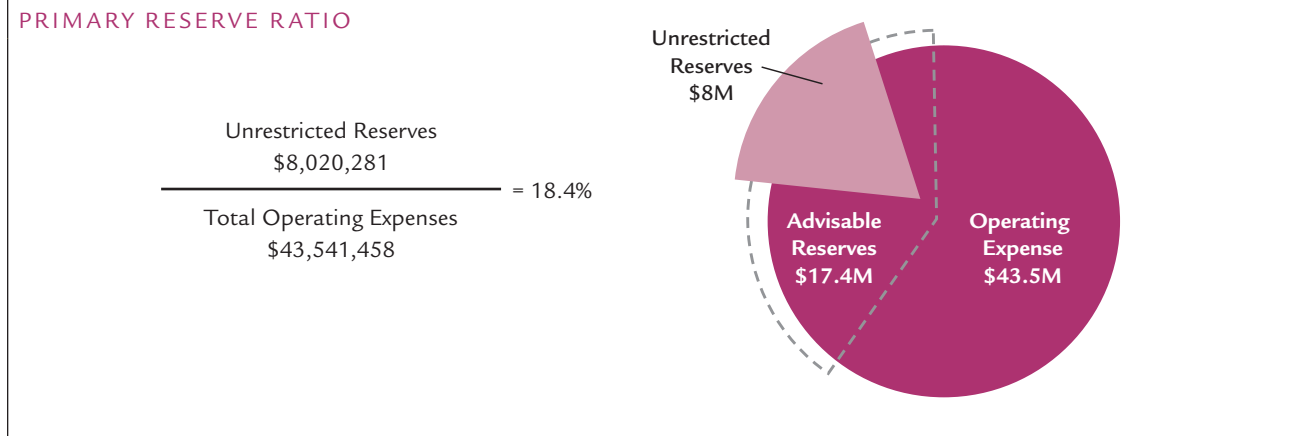
IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Efficiency and Innovation *	Compliance *
<p>EFFECTIVE PROJECTS AND INITIATIVES</p> <p>Better scheduling of course offerings and increasing class size yielded an adjunct faculty cost savings of over \$250,000.</p> <p>Entered into a cost-sharing agreement with the local bus company to offer inexpensive and effective bus transportation for students. This agreement improved student access to campus, and serves as a model for the reduction of emissions and traffic on a commuter campus.</p> <p>Entered a joint contract for audit services with CONNECT institutions (a collaborative of Southeastern Massachusetts public institutions) resulting in cost-savings and efficiencies.</p> <p>Received a \$1.5M CORE Grant, providing community service campus outreach programming, including interventions, substance abuse counseling, advocacy, referrals and community education. Services are confidential and free.</p> <p>Raised \$1,189,610 through private fundraising.</p>	<p>ANNUAL INDEPENDENT AUDIT</p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

Resource Allocation *



Financial Health Indicator *



* See Technical Guide (pages 109–110) for indicator methodology and details.