Departmental BPC Plan Workshop

August 3-5, 2022

Denver, CO
Welcome

Day 1 - August 4, 2022

Tracy Camp
Types of BPC Plans

Tracy Camp
What is a BPC Plan?

A BPC Plan describes how a PI or department will contribute to Broadening Participation in Computing (BPC) in a meaningful way.

- Departments → Departmental BPC Plans
- PIs → Project BPC Plans

- Each type of BPC Plan has a specific structure and content
  - See resources on BPCnet.org and NSF solicitations
# Types of BPC Plans

<table>
<thead>
<tr>
<th>DEPARTMENTAL BPC PLAN</th>
<th>PROJECT BPC PLAN</th>
</tr>
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<tbody>
<tr>
<td>● Describes <em>department</em> actions</td>
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<td></td>
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Departmental BPC Plans

A Departmental BPC Plan is a 2 page document that describes the current focus of BPC activities across a department or academic unit, and what the department has committed to do to address the underrepresentation of certain populations, as defined by NSF CISE.
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- Lists BPC activities of a department
- Page limit: 2 pages
Departmental BPC Plans

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- Lists BPC activities of a department
- Page limit: 2 pages

⇒ Submit to: BPCnet.org for verification by BPCnet

- Information on BPCnet.org:
  - More details about Departmental BPC Plans
  - See a list of verified Departmental BPC Plans
  - Schedule a free appointment with a BPC Consultant
Project BPC Plans - Connected & Standalone

A Project BPC Plan is a document written by PIs submitting a proposal to NSF CISE for certain programs that require the inclusion of a BPC Plan.
A **Project BPC Plan** is a document written by PIs submitting a proposal to NSF CISE for **certain programs that require the inclusion of a BPC Plan**.

**Connected Project BPC Plans** *(requires verified Departmental BPC Plan)*

- Lists PI engagement with activities from a [verified Departmental BPC Plan](#)
- Page limit: Each institution submits 3 pages (1 page plus their 2 page verified Departmental BPC Plan)

**Standalone Project BPC Plans**

- Describes BPC activities and how each PI engages in them
- Page limit: 3 pages, shared by *all* participating institutions
# Types of BPC Plans

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- Submitted to NSF  
- Two options: |
| - Submitted to BPCnet.org | **Connected**  
*Project BPC Plan*  
- One plan per each institution in a proposal  
- For each institution: 1 page PI plan + 2 page Verified Departmental Plan |**Standalone**  
*Project BPC Plan*  
- One plan for the *entire* proposal  
- 3 pages total for a proposal |
NSF BPC Plan Initiative

Michelle Rogers
NSF CISE Definition of Underrepresentation

“CISE strongly encourages meaningful actions that address the longstanding underrepresentation of various populations — including:

● Women,
● African Americans,
● Hispanics,
● American Indians,
● Alaska Natives,
● Native Hawaiians,
● Native Pacific Islanders, and
● Persons with disabilities

— in the computing field.”

Guiding Principles for CISE BPC Effort

- BPC requires **culture change** in colleges/universities, departments, classes, research groups, professional organizations & K-12

- Culture change begins with **enhanced exposure** to BPC throughout the CISE community

- PI engagement must be **tailored to individuals and organizations** as appropriate
Vision:
BPC embedded in CISE Research Community

● CISE research proposals include a meaningful plan to broaden participation in computing
● Quality of plans improve
● Plans are implemented; lessons learned from implementation are shared
● Collaborations increase between CISE and other PIs with BP expertise
● Measurable progress towards diversifying the CISE Research Community
Timeline of the CISE BPC Effort

- **Fiscal Year 2017**: NSF 17-110, *Dear Colleague Letter: Pursuing Meaningful Actions in Support of BPC*, announced
- **Fiscal Year 2018**: BPC Project plans encouraged for Expeditions in Computing, Cyber-Physical Systems, and Secure & Trustworthy Cyberspace Frontier submissions
- **Fiscal Year 2019-2021**: BPC Project plans required by time of award in Medium and Large proposals submitted to core programs, CPS, and SaTC. *Departmental BPC Plans encouraged*
- **Fiscal Year 2022**: BPC Project plans required at time of submission.
BPC Plans

**Approach:** Individual PIs offer BPC plans for Medium (and larger) proposals in Core, CPS, SaTC

**Key Concept:**

Individual PIs plug into departmental and national plans and expertise. Increase collaboration, coordinate efforts, broaden expertise.
Participant Introductions
Break

Next session will begin at 10:30 AM
Overview of Departmental BPC Plans

Colleen Lewis
# Types of BPC Plans

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Types of BPC Plans

**DEPARTMENTAL BPC PLAN**
- Describes **department** actions
- Submitted to BPCnet.org
- 2 pages

- Help the department organize a coherent set of BPC goals and activities
- Provide a menu of BPC activities for PIs

**PROJECT BPC PLAN**
- Describes **PI** actions
- Submitted to NSF
- Two options:

  **Connected Project BPC Plan**
  - One plan per each institution in a proposal
  - For each institution: 1 page PI plan + 2 page Verified Departmental Plan

  **Standalone Project BPC Plan**
  - One plan for the **entire** proposal
  - 3 pages total for a proposal
Departmental BPC Plans

- Institutions can have multiple Departmental BPC Plans
  - Colleges, Schools, Departments, Centers etc. can have a plan
  - PIs from an institution pick one Verified Departmental BPC Plan

- Departmental BPC Plans and activities are not novel
  - Most plans will include similar activities

- Departmental BPC Plans are incomplete
  - Plans do not need to include all current or future BPC activities
  - Plans prioritize activities faculty can engage with

- Departmental BPC Plans are imperfect
  - Plans describe next steps and change over time
Content

- Header
- Context
- Goals
- Activities
- Measurement
# Departmental BPC Plan Templates

## Template A

BPCnet has provided two templates for you to create your own Departmental BPC Plan. These templates provide two options for how Departmental BPC Plans can be organized while following the guidelines in this checklist. You can download the templates below:

- **Template A**
- **Template B**

<table>
<thead>
<tr>
<th>Departmental BPC Plan</th>
<th>Format Options</th>
<th>Checklist Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Template A</strong></td>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td><strong>Template B</strong></td>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
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Consider varying the way of the sample text to tailor to your organization's needs.

---

**Template A**

Consider varying the way of the sample text to tailor to your organization’s needs.

**Template B**

Consider varying the way of the sample text to tailor to your organization’s needs.
Template A
Label Activities w/Goals

2. Goals
G1: [Insert goal 1]
G2: [Insert goal 2]
Repeat as needed.

3. Activities and Measurement
A1: [Activity Name (G#, G#)]
A2: [Activity Name (G#)]
Repeat as needed.

Template B
Cluster Activities w/Goals

2. Goals, Activities, and Measurement
G1: [Insert goal 1]
A1: [Insert activity for goal 1]
M1: [Insert measurement for activity 1]

G2: [Insert goal 2]
A2a: [Insert activity for goal 2]
A2b: [Insert activity for goal 2]
A2c: [Insert activity for goal 2]
M2: [Insert measurement for goal 2 activities]
Departmental BPC Plan Verification Process

● (Optional) You meet with a BPCnet.org consultant (for free)
● You submit your Departmental BPC Plan on BPCnet.org
● A consultant compares your plan to the checklist for Departmental BPC Plans
  ○ Includes presentation and content rules
  ○ Requires NSF’s style guides (PPAPG)
● You revise your plan with feedback from a BPCnet.org consultant
● Your Verified Departmental BPC Plan is posted on BPCnet.org
● PIs include a Verified Departmental BPC Plan from their institution in applicable NSF grants
● You revise your plan at least every 2 years
PIs Using a Verified Departmental BPC Plan

- Departmental BPC Plan checklist is designed to make it easier for PIs to write a Project BPC Plan for an NSF grant

- Most NSF grants do not require a Project BPC Plan
  - All NSF grants require Broader Impacts and BPC can be used
  - Some require a separate Project BPC Plan:
    - E.g., Core, SaTC, CPS (depending upon the size)
  - Some require an integrated BPC plan
    - E.g., Expeditions
Summary of Departmental BPC Plan Overview

● Departmental BPC Plans and activities are not novel
● Contents:
  ○ Header, Context, Goals, Activities, Measurement
● Templates: [bpcnet.org/departmental-bpc-plans/](http://bpcnet.org/departmental-bpc-plans/)
  ○ Template A: Label Activities with Goals
  ○ Template B: Cluster Activities with Goals
● Verification by BPCnet.org at least every 2 years
● Departmental BPC Plans are incomplete and imperfect
Overview of the Departmental BPC Plan Checklist

Luther Tychonievich
Activities and their support

- Change is made by people engaging in activities
- Effective activities have
  - A clear goal appropriate to your context
  - A contact person
- Terminology matters
- To be integrated into NSF proposals, also need
  - Descriptions suitable for an external reader
  - Identifiers for ease of reference
  - Faculty participation
  - Clear connection to NSF’s BPC initiative
  - PPAPG formatting
Goals and Context

- **Concrete goals**
  - Clear BPC relationship
  - Time-bounded, measurable

- **Vision vs Goal**
  - Vision: “We are committed to supporting all”
  - Goal: “By 2024 retention rates will no longer differ by race”
  - Both OK, goals needed

- **Several activities may share one goal, but don’t have to**

- **Sufficient context**
  - Appropriate to scope of activities
  - What you know about the current status of things you plan to change
Presentation

● Language and Terminology
  ○ Use NSF BPC-call population names
  ○ May define collective terms for multiple such populations
  ○ Include person-specifiers (e.g. “Hispanic students” not “Hispanics”)

● Header content

● Formatting
Common Mistakes in Departmental Plans

The following list of common mistakes may help you with your Departmental BPC Plan.

Writing your BPC plan:

- Don’t omit definitions of acronyms that describe groups of people.
  - Instead, enumerate the groups covered by the acronym. For example, instead of “historically underrepresented groups (HUG)” say “students from historically underrepresented groups in computing (HUG; i.e., students who are American Indian or Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or Pacific Islander)”.
- Don’t imply that students or faculty from groups underrepresented in computing are lacking ability or other individual characteristics that would require you to lower your standards.
  - Instead, identify how your plan addresses biases in evaluation or gaps in opportunity.
- Don’t forget to describe your context through comparisons.
  - Instead, include your local context (e.g., the number and demographics of students in your department compared to people at your institution, region, state). If you don’t have the relevant data, include collecting this data as part of your activities.
- Don’t provide instructions to your faculty about how they can get involved.
  - Instead, include that information in an internal document.
- Don’t claim current activities are successful without evidence.
  - Instead, hedge your claims, include currently available evaluation data, or include activities to collect relevant data.
- Don’t conflate group and individual terms in your writing.
  - Instead, if an activity is benefiting people, use terms where people are the subject. For example, instead of saying you will fund participation by groups that are underrepresented in computing, say you will fund participation by students belonging to groups that are underrepresented in computing.
Departmental BPC Plan Overview and Checklist Clarifying Questions

Colleen Lewis & Luther Tychonievich
Working Session: Verified Example BPC Plans and Checklist

Colleen Lewis
Part 1: For each example Departmental BPC Plan:
- **Read the activities** - note which ones might be appropriate for your plan
- **Read the goals** - note which ones might be appropriate for your plan
- **Read the context** - note how it motivates the goals and activities and what you might replicate in your plan

Part 2: Read the checklist

Up Next: Q&A about the example plans and rubric

Done early?
- Make notes of any questions you have for the Q&A
- Practice applying the rubric to one of the example plans
Verified Example BPC Plans and Checklist Discussion and Q&A

Colleen Lewis & Luther Tychonievich
Lunch

Next session will begin at 12:45 PM
Creating Your Departmental BPC Plan Activities

Luther Tychonievich
Activity selection overview

- Generally, use best-practices others have also used
  - (sources next)
- Describe what will occur
- Connect to a clear BPC goal, context, and whom to contact for more

Checklist text:
- Includes identifiers for each activity for easy reference in a Project BPC Plan (e.g., A1, A2).
- Identifies which goal(s) each activity is intended to help achieve using the identifiers set in the goals section (e.g., G1, G2).
- Includes a clear description of what will occur as part of each activity.
- Identifies how outcomes will be measured for each activity.
- Identifies a contact person for each activity.
Places to find activities

● Collect what’s ongoing:
  ○ Activities you know are ongoing or planned
  ○ From your school/college/unit’s officer of diversity, equity and inclusion
    ■ Note: may be several officers at different levels
  ○ From your department head and/or dean(s)
● Circulate ongoing activity list to faculty, asking them to add things you missed
● Add activities from examples and/or other Verified Departmental BPC Plans

Remove activities as needed to meet 2-page limit
Advice for Activities in Departmental BPC Plans

Things that the department does where PIs can get involved
● OK if only one PI can do it, but probably not the best use of space

Broadly Applicable Activities
● BPC-focused REU program
● BPC education – i.e., learning opportunities for faculty
● BPC-oriented data collection
● Diversity conference attendance with students
● Affinity groups with opportunities for faculty involvement
● BPC Committee will ______
  ○ For Connected Project BPC Plans where PIs role is “join the BPC Committee”
Departmental BPC Plan Activities

Q&A

Luther Tychonievich
Writing Session:
Drafting Your Departmental BPC Plan Activities
Creating a new Departmental BPC Plan

1. Copy the Departmental BPC Plan template from BPCnet.org
   a. It matches NSF formatting rules
   b. It includes a line for effective dates, which will be filled by BPCnet staff.
   c. It includes a 1” square where BPCnet staff will add a verified stamp.

2. Update the header with your information (don’t fill in the dates)

3. Brainstorm a list of BPC activities to include

4. Write the goals and context of the plan (later sessions of this workshop)

5. Check the Departmental BPC Plan checklist on BPCnet.org

6. If over two pages, cut
   a. context that does not motivate a goal
   b. activities few PIs could join
Writing session: Activities

1. Copy the Departmental BPC Plan Template (A or B) from bpcnet.org
2. Add activities you like from
   ○ Our list of example BPC activities and goals
   ○ Verified plans
3. Describe any activities you know are ongoing at your institution
4. Describe any activities you know are planned at your institution
5. Share your list with others to see if they have ideas to add

Each activity needs an identifier, a contact person, a clear description of what will occur, and a measure of engagement or success. Goals, also required, will be added later in the workshop.
Common Departmental BPC Plan Questions

Wendy DuBow
Content Questions…

1. What do we do if we don’t have any data about our department or our surrounding community for the Context section?

2. What do we do if our department’s focus is on first-generation students since that is not an NSF BPC category?

3. Is the Contact Person listed with an activity responsible for doing it?

4. What if our campus Institutional Research office doesn’t give us data?

5. How can I fit everything into 2 pages?
Logistics Questions…

6. What if we don’t get our departmental plan verified in time for the NSF deadline?

7. Who is reviewing the Departmental BPC plans?

8. Who is reviewing the Project BPC plans submitted with proposals?

9. What if in a collaborative proposal, only one of the partnering institutions has a verified Departmental Plan?
Bigger Questions…

10. What happens if we don’t achieve the SMART goals specified in our departmental plan?

11. What else can we (as a department) do to support PIs?
Advice for Goals in Departmental BPC Plans

- Few BPC-focused SMART Goals that can cover ALL activities
  - Option 1: What data do you have that shows a BPC problem? Make a goal to improve it.
  - Option 2: Make a goal to collect it and then improve it.

Advice for Context in Departmental BPC Plans

- Include ONLY what is necessary to motivate the goals.
- Say “omitted” if data would violate privacy
Write the content of the Departmental BPC Plan

1. Write goals that motivate all BPC activities (goal, not vision)
   a. E.g., "G1: By (date), (BPC measure) will improve from (current value) to (goal value)"
      i. Also include the number of people if the value is a ratio or percentage
   b. Provide data relevant to each goal or an additional activity to collect that data
   c. Multiple activities may share the same goal, but do not need to do so

2. Describe each activity, including
   a. An activity identifier, like "A1"
   b. A contact person (a single name is sufficient)
   c. The identifier of the goal it serves, like “G1”
   d. A clear description of what will occur as part of the activity
   e. How its outcomes will be measured

3. Add additional institutional context
   a. Describe the type of your institution and how many people do you serve
   b. (Optional) Provide additional demographic information
Checklist overview

- **Concrete goals**
  - Clear BPC relationship
  - Time-bound, measurable

- **Vision vs Goal**
  - Vision: “We are committed to supporting all”
  - Goal: “By 2024 retention rates will no longer differ by race”
  - Both OK, goals needed

- **Several activities may share one goal, but don’t have too**

- **Sufficient context**
  - Appropriate to scope of activities
  - What you know about the current status of things you plan to change
Context: Common Content

- **Background**: A brief department/institution introduction
- **Size**: Number of students in different degree programs
- **Terminology**: Definition of a term you’ll use to describe people from groups underrepresented in computing
- **Demographics**: Summary of IPEDS data or other demographic information
- **Status Quo**: Any known information about current retention rates, feelings of inclusion etc., especially if disaggregated
- **Other**: Optional descriptions that could include:
  - **Local Context**: Description of specific historically-underrepresented populations that are represented in the area
  - **Vision**: A statement of commitment to equity that may extend beyond the populations covered by the BPC initiative
  - **Awesomeness**: Something that your department would like to highlight
Departmental BPC Plan: Context and Goals

Dorian Arnold
Emory University

based on slides from Mary Hall, University of Utah
Writing Session:
Drafting Your Departmental BPC Plan
Goals and Context
Break

Next session will begin at 4:00 PM
How Can Evaluation Drive BPC Actions?

Tracy Camp
A few musings …
# CS Majors (at Mines)

CS@Mines

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
</tr>
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<tbody>
<tr>
<td>Fall 2013</td>
<td>203</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>226</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>233</td>
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<tr>
<td>Fall 2016</td>
<td>287</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>379</td>
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<tr>
<td>Fall 2018</td>
<td>524</td>
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<tr>
<td>Fall 2019</td>
<td>679</td>
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<td>Fall 2020</td>
<td>791</td>
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<tr>
<td>Fall 2021</td>
<td>987</td>
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<td></td>
<td>Fall 2008</td>
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<td>----------------</td>
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<tr>
<td>UG Majors</td>
<td>157</td>
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<tr>
<td>Women (#)</td>
<td>17</td>
</tr>
<tr>
<td>AHN (#)</td>
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<td></td>
<td>Fall 2008</td>
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<td>UG Majors</td>
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<tr>
<td>Women (%)</td>
<td>10.8%</td>
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<tr>
<td>AHN (%)</td>
<td>7.6%</td>
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<td>Fall 2008</td>
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Women at Mines: ~31.7%
URG at Mines: ~18%
What did CS@Mines do?
Several Impactful BPC Activities

Recruitment activities
Retention activities
Welcoming culture (space/activities)
Transfer efforts
Visible signs that diversity is important etc.
List of BPC Activities: https://tinyurl.com/BPC-NCWIT-Activities

Extension Services for Undergraduate Programs
Activity Reference Sheet

**Increase Enrollment**
- Participate in events held by admissions or other campus offices (e.g., give presentations at orientation)
- Develop and deliver messaging that will inform potential majors about career opportunities and the nature of computing and engineering work
- Have students or faculty act as ambassadors for the major at admissions events (e.g., orientation)
- "Market" your major to undeclared majors
- Create a strategic recruiting plan that targets qualified and readily available potential students
- Offer a minor
- "Market" your minor to students with other majors
- Provide relevant and accurate information (e.g., "Talking Points") to the admissions, advising, and other offices that might speak on your behalf
- Have faculty inform and personally recruit capable students in non-major introductory courses
- Develop an appealing web site and brochures for diverse prospective students
- Print and distribute posters about your program
- Provide information to K12 teachers, guidance counselors, etc.
- Have students conduct "roadshows" in high schools (and have local current undergrads recruit from their high schools)
Measurement: KEY for Success
Overall Process

1. Determine Context and Set Goals
2. Implement Activities Strategically
3. Measure
4. Feedback loop
Overall Process

1. Determine Context and Set Goals
2. Implement Activities Strategically
3. Measure (Tracy)
4. Feedback loop
Customizing Your BPC Plan

The following resources may be helpful to you writing Project and Departmental BPC Plans. Please contact us with any feedback or recommendations for additional resources.

Resources for Selecting BPC Activities

Departments should aim to deepen, improve or expand their BPC activities and data collection each year. The following categories may serve as a resource for guiding that work.

Student and Faculty Retention

Retention is an important focus for BPC work. The following five categories can drive effective retention efforts:

- Student and Faculty Retention
- Curriculum and Pedagogy
- Building Community
- Departmental Policy
- Evaluation/Measurement Data
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Student and Faculty Retention

Retention is an important focus for BPC work. The following five categories can drive effective retention efforts.

1. Institutional Data
2. Evaluation/Measurement Data
3. Curriculum and Pedagogy
4. Building Community
5. Departmental Policy
Public Data:

U.S. postsecondary data (IPEDS)
U.S. K-12 Students (CCD)

NCWIT Scorecard
CRA Taulbee
ACM NDC
Customizing Your BPC Plan

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Student and Faculty Retention

Retention is an important focus for BPC work. The following five categories can drive effective retention efforts:

- Student involvement and engagement
- Faculty support and mentorship
- Resources and support services
- Curriculum and program improvements
- Campus climate and culture

Institutional Data

- Publicly Available Data
- Evaluation/Measurement Data
- Student and Faculty Retention
- Curriculum and Pedagogy
- Building Community
- Departmental Policy
- Faculty Engagement
- Student Achievement
- Faculty Development
- Student Support Services
- Campus Amenities
- Community Engagement
Monitor your data:
Institutional Data:

Applications, Acceptances, Enrollments
Retention/Attrition
Institutional Data:

Applications, Acceptances, Enrollments
Retention/Attrition

e.g., 21.2% accept vs. 16.7% enrolled (females)
⇒ 24% enrolled (females)
Institutional Data:

Applications, Acceptances, Enrollments
Retention/Attrition

DFW rates (esp for early courses)
Institutional Data:

Applications, Acceptances, Enrollments
Retention/Attrition

DFW rates (esp for early courses)

CS@Mines Data Chair
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The following resources may be helpful to you writing Project and Departmental BPC Plans. Please contact us with any feedback or recommendations for additional resources.

Resources for Selecting BPC Activities

Departments should aim to deepen, improve or expand their BPC activities and data collection each year. The following five categories may serve as a resource for guiding that work.

Student and Faculty Retention

Retention is an important focus for BPC work. The following five categories can drive effective retention efforts.
Understand your STUDENTS
Understand your STUDENTS

CRA Data Buddies Survey
Satisfaction with the computing program

At your institution, the following are satisfied with the computing program:

- **All Students**: 82%
- **Women**: 89%
- **Men**: 83%
- **Majority***: 84%
- **URM***: 79%

Thought about leaving computing major

At your institution, the following thought about leaving their computing major:

- **All Students**: 7%
- **Women**: 8%
- **Men**: 4%
- **Majority* URM***: 0%
What is the highest degree you plan to attain?

<table>
<thead>
<tr>
<th>Plans</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s degree (significant)</td>
<td>52%</td>
<td>26%</td>
</tr>
<tr>
<td>Question</td>
<td>Mines</td>
<td>Comparison group</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------</td>
<td>------------------</td>
</tr>
<tr>
<td>I am confident that I can complete my undergraduate degree in computing</td>
<td>4.89 (0.32)</td>
<td>4.51 (0.85)</td>
</tr>
<tr>
<td>Overall, I am satisfied with the computing program at my institution</td>
<td>4.33 (0.85)</td>
<td>3.90 (1.07)</td>
</tr>
<tr>
<td>The department is NOT very supportive of its students</td>
<td>1.81 (0.93)</td>
<td>2.43 (1.10)</td>
</tr>
<tr>
<td>My department cares about its students</td>
<td>4.37 (0.71)</td>
<td>3.73 (1.00)</td>
</tr>
<tr>
<td>Who do you consider to be a mentor? (prof within my department)</td>
<td>61%</td>
<td>40%</td>
</tr>
</tbody>
</table>
Understand your STUDENTS

NCWIT
Student Experience of the Major (SEM)
Understand your DEPARTMENT
Example BPC Activity

Implicit bias training

Metrics:
  % of faculty/staff who attend training
  % of students who attend training
Data and Measurement

DO:
Collect data to iteratively improve activities

DON’T
Assume each activity will work as intended
Overall Process

1. Determine Context and Set Goals
2. Implement Activities Strategically
3. Measure
4. Feedback loop
What questions do you have?
Conversation with NSF

Michelle Rogers
Wrap-up

Tracy Camp
Writing Session
Welcome

Day 2 - August 5, 2022

Tracy Camp
Overcoming Institutional Barriers

Dorian Arnold
Working Session: Peer Discussion
Peer Discussion Report Out
Break

Next session will begin at 11:10 AM
Next Steps in Writing and Implementing Your Departmental BPC Plan

Mary Hall
Next Steps Q&A

Mary Hall
Wrap-up

Tracy Camp