BHCC NECHE 2020

Bunker Hill Community College
2020 Self-Study

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Institutional Characteristics Form

Institutional Characteristics Form

This form is to be completed and placed at the beginning of the self-study report:

Date ___February 11, 2020_____

1. Corporate name of institution: Bunker Hill Community College
2. Date institution was chartered or authorized:1973
3. Date institution enrolled first students in degree programs:1973
4. Date institution awarded first degrees:1975
5. Type of control:

Public	Private
☒ State	☐ Independent, not-for-profit
☐ City	☐ Religious Group
☐ Other	(Name of Church)_____
(Specify) _____	☐ Proprietary
	☐ Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Massachusetts Board of Higher Education

7. Level of postsecondary offering (check all that apply)

☐ Less than one year of work	☐ First professional degree
☒ At least one but less than two years	☐ Master's and/or work beyond the first professional degree
☒ Diploma or certificate programs of at least two but less than four years	☐ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
☒ Associate degree granting program of at least two years	☐ A doctor of philosophy or equivalent degree
☐ Four- or five-year baccalaureate degree granting program	☐ Other doctoral programs _____
	☐ Other (Specify)

8. Type of undergraduate programs (check all that apply)

☒ Occupational training at the crafts/clerical level (certificate or diploma)	☒ Liberal arts and general

☒ Occupational training at the technical or semi-professional level (degree)

☐ Teacher preparatory

☒ Two-year programs designed for full transfer to a baccalaureate degree

☐ Professional

☐ Other_____

9. The calendar system at the institution is:

☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

a) Undergraduate ___15__credit hours

b) Graduate _____ credit hours

c) Professional _____ credit hours

11. Student population:

a) Degree-seeking students: Fall 2018

	Undergraduate	Graduate	Total
Full-time student headcount	4,142		4,142
Part-time student headcount	7,356		7,356
FTE	6,848.8		6,848.8

b) Number of students (headcount) in non-credit, short-term courses: FY2018 1,691

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Certified Nurse Assistant Program	Commonwealth of Massachusetts Executive Office of Health and Human Services, Department of Public Health, Division of Health Care Facility Licensure and Certification	2019	2019	2021
Diagnostic Medical	Commission on	1997	2015	2020

Sonography Program	Accreditation of Allied Health Education Programs upon the recommendation of The Joint Review Committee on Education in Diagnostic Medical Sonography.			
Cardiac Sonography Program	Commission on Accreditation of Allied Health Education Programs upon the recommendation of The Joint Review Committee on Education in Diagnostic Medical Sonography.	1997	2015	2020
Medical Laboratory Technician	National Accrediting Agency for Clinical Laboratory Science (NAACLS)	2011	2015	2020
Medical Radiography Program	Joint Review Committee on Education in Radiologic Technology (JRCERT)	1978	2017	2025
Paramedic Studies Certificate Program	Commission on Accreditation of Allied Health Education Programs	2019	2019	2024
Paramedic Studies Associate Degree Program	Commission on Accreditation of Allied Health Education Programs	2019	2019	2024
Pharmacy Technician Certificate Program	Massachusetts Board of Registration in Pharmacy	2019	2019	2024
Associate Degree Registered Nursing Program	Accreditation Commission for Education in Nursing (ACEN)	1978	2016	2024
Surgical Technology Program	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	1992	2016	2026
Nursing Education Associate in Science Program	Accreditation Commission for Education in Nursing (ACEN)	1978	2016	2024

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
Chelsea	X	NA	258.6
East Boston	NA	NA	NA
Malden	NA	NA	NA
Boston South End	NA	NA	NA
Chinatown Boston	NA	NA	NA
Everett	NA	NA	NA
North Quincy	NA	NA	NA
B. Out-of-state Locations	NA	NA	NA

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as "any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program." **Do not include study abroad locations**.

Name of program(s)	Location	Headcount
NA	NA	NA

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
AA Business Transfer Option	associate's	100%	1,093.6
AA Communication Concentration	associate's	100%	213.6
AA English Concentration	associate's	100%	164.4
AA Liberal Arts Concentration	associate's	100%	2,522.9

AA Psychology Concentration	associate's	100%	695.9
Computed Tomography	certificate	100%	6.8
Magnetic Resonance	certificate	100%	11.8
Mammography	certificate	100%	3.6
Database Support Specialist Certificate	certificate	100%	26.0
Computer Support Specialist Certificate	certificate	100%	75.5
Excel Applications Support Specialist Certificate	certificate	100%	0.4
Microsoft Applications Support Specialist Certificate	certificate	100%	2.3
Computed Tomography	certificate	100%	6.8

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
NA	NA	NA	NA	NA

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

    a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

    b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

    c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

19. Record briefly the central elements in the history of the institution:

1973 Bunker Hill Community College (BHCC) Founded
1976 BHCC Receives Initial Accreditation
2006 BHCC Becomes Largest Community College in MA in Terms of Total Student Enrollment
2007 BHCC Chosen to Participate in the National Achieving the Dream (ATD) Initiative
BHCC selected by the Carnegie Foundation for the Advancement of Teaching for its 2008
2009 Community Engagement Classification
2009 Malden Satellite Campus opens in Malden High School
2010 Most Recent Year of Comprehensive Self-study & Re-accreditation
2011 BHCC Achieves "Leader College" Status from ATD as One of Only 66 Community Colleges Nationwide
2010 BHCC Completes Newest Building: Health and Wellness Center
2011 BHCC wins recognition as a Leader College by Achieving the Dream (ATD)
2011 College establishes accelerated Developmental and ESL Pathways to shorten the length of time students spend in developmental courses
Veterans Center opens
2012 BHCC Awarded the National Gates Foundation Achieving the Dream Catalyst Grant
2013 BHCC names Seventh President Dr. Pam Y. Eddinger
2014 Annual Unit Planning (AUP) process is institutionalized at BHCC
2014 BHCC awarded the Leah Meyer Austin Award from Achieving the Dream (ATD)
2014 President Obama praises BHCC program at White House summit
2015 BHCC submits its most recent Fifth Year Interim Report
2015 Bunker Hill Community College's Learn and Earn Program Wins National Award
2015 BHCC opens Everett instructional site
2016 $100,000 grant from Achieving the Dream (ATD) supports launch of the OER initiative, which aims to remove financial roadblocks that can derail student progress toward degree completion.
2016 BHCC receives $1.7 million grant from the United States Department of Education's Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) program, created to expand the capacity of educational institutions to serve these populations as well as low-income individuals.
2017 Pao Arts Center opens as a BHCC instructional site in collaboration with Boston Chinatown Neighborhood Center (BCNC)
2017 Chelsea Campus outgrows its original location and relocates to 70 Everett Avenue
2017 BHCC and Community Partners Gather for Strategic Planning event to help form the College's next set of long-range goals
2017 BHCC Receives $100K Grant to Develop Center for Cultural Wealth and Equity
2018 The Richard and Susan Smith Family Foundation awarded $2.4 million to establish the Early

College program at BHCC, marking the largest private grant awarded in the College's history.

2018 Student Central, the College's one-stop office, opens in the B-Lobby

2018 BHCC Launches Distinguished Artist Residency
BHCC Early College Programs Receive Preliminary Designation Status from Baker-Polito Administration Along with a $10K Planning Grant

2018 General Education reform is approved

2018 BHCC became eligible for designation as a Hispanic Serving Institution (HSI)

2019 Accreditation received for the Certified Nurse Assistant Program, Paramedic Studies Certificate Program, Paramedic Studies Associate Degree Program and the Pharmacy Technician Certificate Program

2019 Opening of the DISH Food Pantry

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	William J. Walczak	Chairperson	2017
President/CEO	Pam Y. Eddinger	President	2013
Executive Vice President	John K. Pitcher	Vice President of Administration & Finance Chief Financial Officer (CFO)	2014
Chief Academic Officer	James F. Canniff	Provost & Vice President of Academic & Student Affairs	2010
Deans of Schools and Colleges (insert rows as needed)	Alice Murillo	Associate Provost-Chelsea	2015
	Cynthia Forrest	Interim Associate Provost-Charlestown	2019
Chief Financial Officer	John K. Pitcher	Vice President of Administration & Finance Chief Financial Officer (CFO)	2014
Chief Student Services Officer	James F. Canniff	Provost & Vice President of Academic & Student Affairs	2010

Planning	John K. Pitcher	Vice President of Administration & Finance Chief Financial Officer (CFO)	2014
Institutional Research	David J. Leavitt	Executive Director, Institutional Effectiveness	2007
Assessment	James F. Canniff	Provost & Vice President of Academic & Student Affairs	2010
Development	Marilyn K. Kuhar	Executive Director of Development & the BHCC Foundation	2014
Library	Liya N. Escalera (search for Director of Library)	Dean, Behavioral, Social Sciences & Global Learning	2008
Chief Information Officer	Tim Ogawa	Chief Information Officer (CIO)	2017
Continuing Education	Kristen P. McKenna	Director of Workforce and Economic Development	2018
Grants/Research	Steven A. Roller	Executive Director of Grants	2004
Admissions	Grace Y.A. Young	Dean of Enrollment Management & LifeMap	2019
Registrar	Grace Y.A. Young	Dean of Enrollment Management & LifeMap	2019
Financial Aid	Melissa B. Holster	Executive Director of Student Financial Services	2008 (Original Date of Hire) 2016 (Date in Current position)
Public Relations	Karen M. Norton	Executive Director, Integrated Marketing & Communications	2011
Alumni Association	Marilyn K. Kuhar	Executive Director of Development & the BHCC Foundation	2014

College Organizational Charts

Bunker Hill Community College
imagine the possibilities

ORGANIZATIONAL CHARTS

BUNKER HILL COMMUNITY COLLEGE
250 NEW RUTHERFORD AVENUE
BOSTON, MA 02129-2925
FEBRUARY 12, 2020

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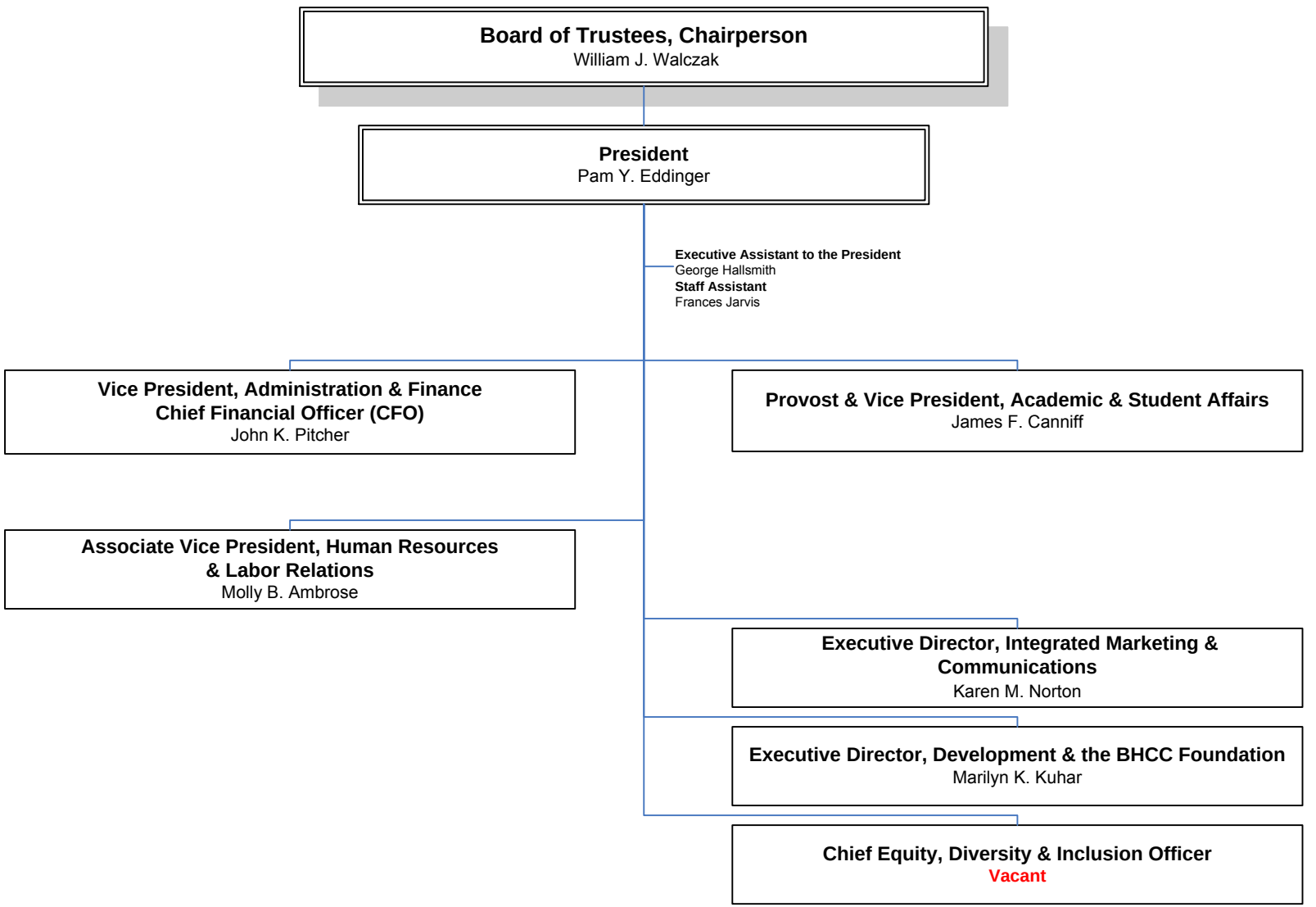
BUNKER HILL COMMUNITY COLLEGE

EXECUTIVE DIVISION

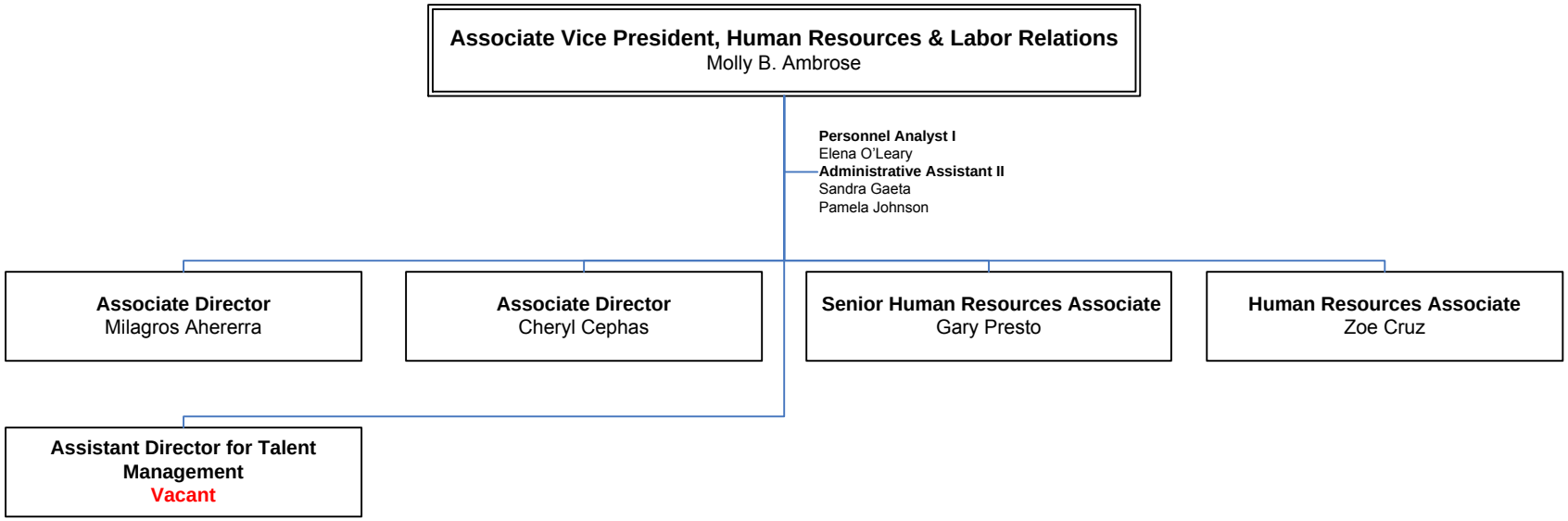
Executive
Organizational Chart #1



BUNKER HILL COMMUNITY COLLEGE

EXECUTIVE DIVISION

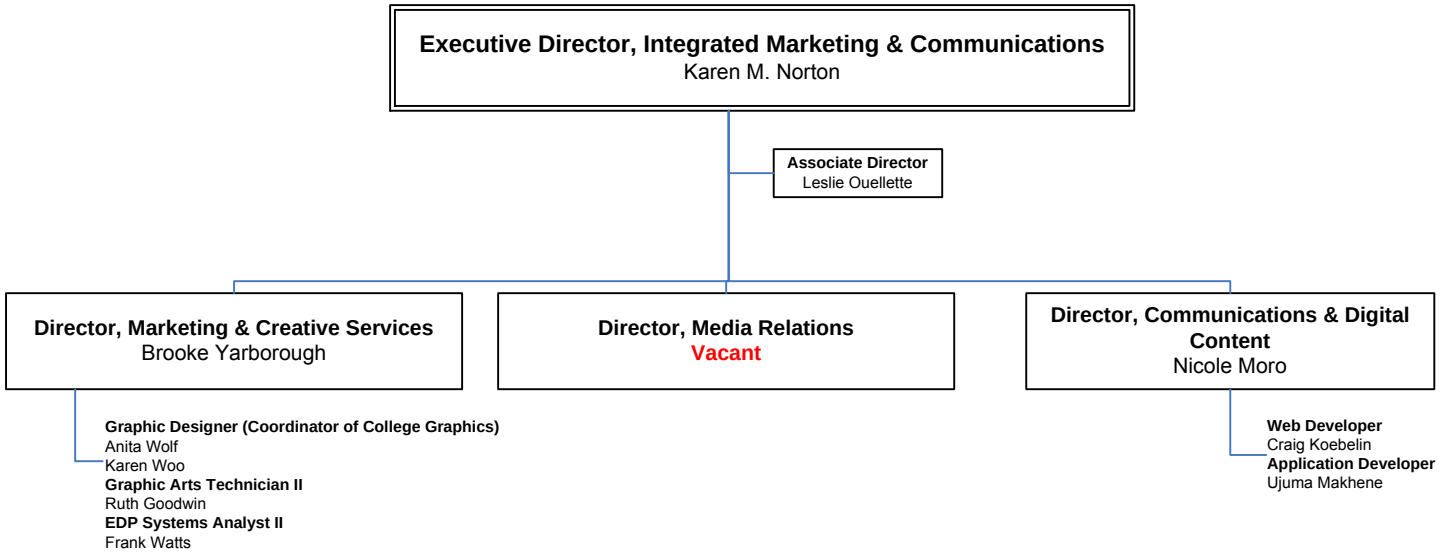
Human Resources & Labor Relations
Organizational Chart #1A



BUNKER HILL COMMUNITY COLLEGE

EXECUTIVE DIVISION

Integrated Marketing & Communications
Organizational Chart #1B



BUNKER HILL COMMUNITY COLLEGE

EXECUTIVE DIVISION

Development & BHCC Foundation
Organizational Chart #1C

BUNKER HILL COMMUNITY COLLEGE

EXECUTIVE DIVISION

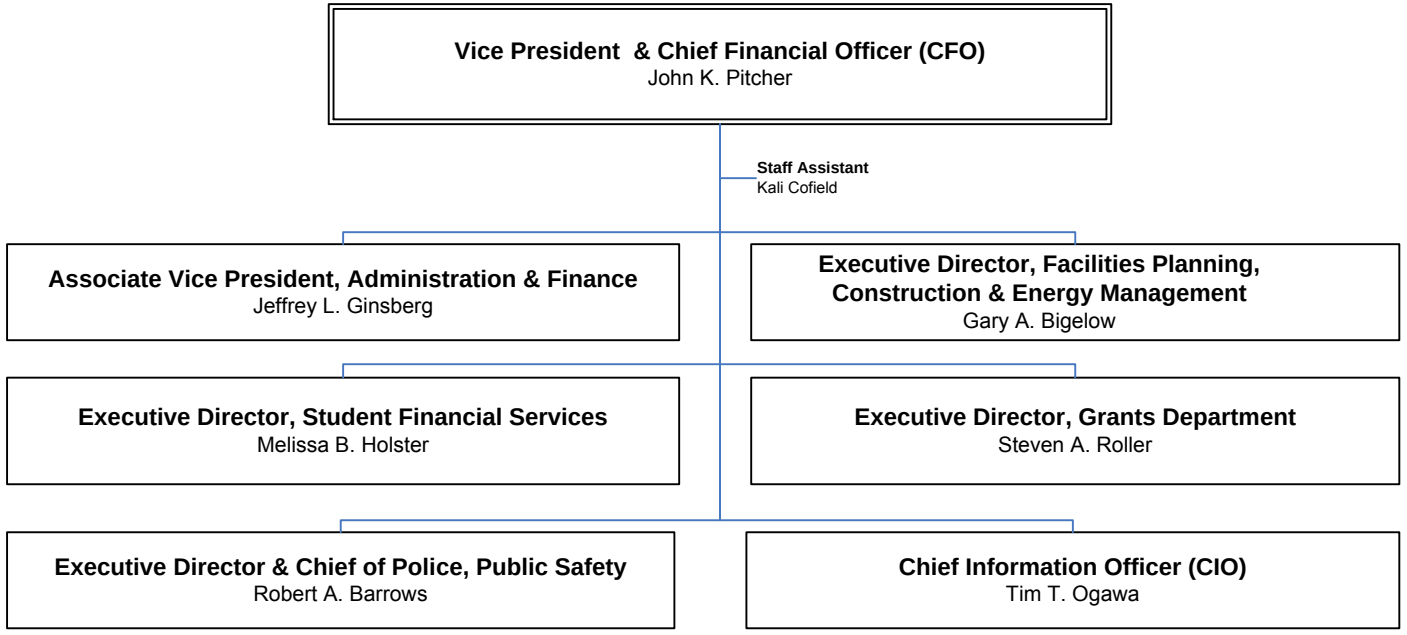
Equity, Diversity & Inclusion
Organizational Chart #1D

Chief Equity, Diversity & Inclusion Officer
Vacant

BUNKER HILL COMMUNITY COLLEGE

DIVISION OF ADMINISTRATION & FINANCE

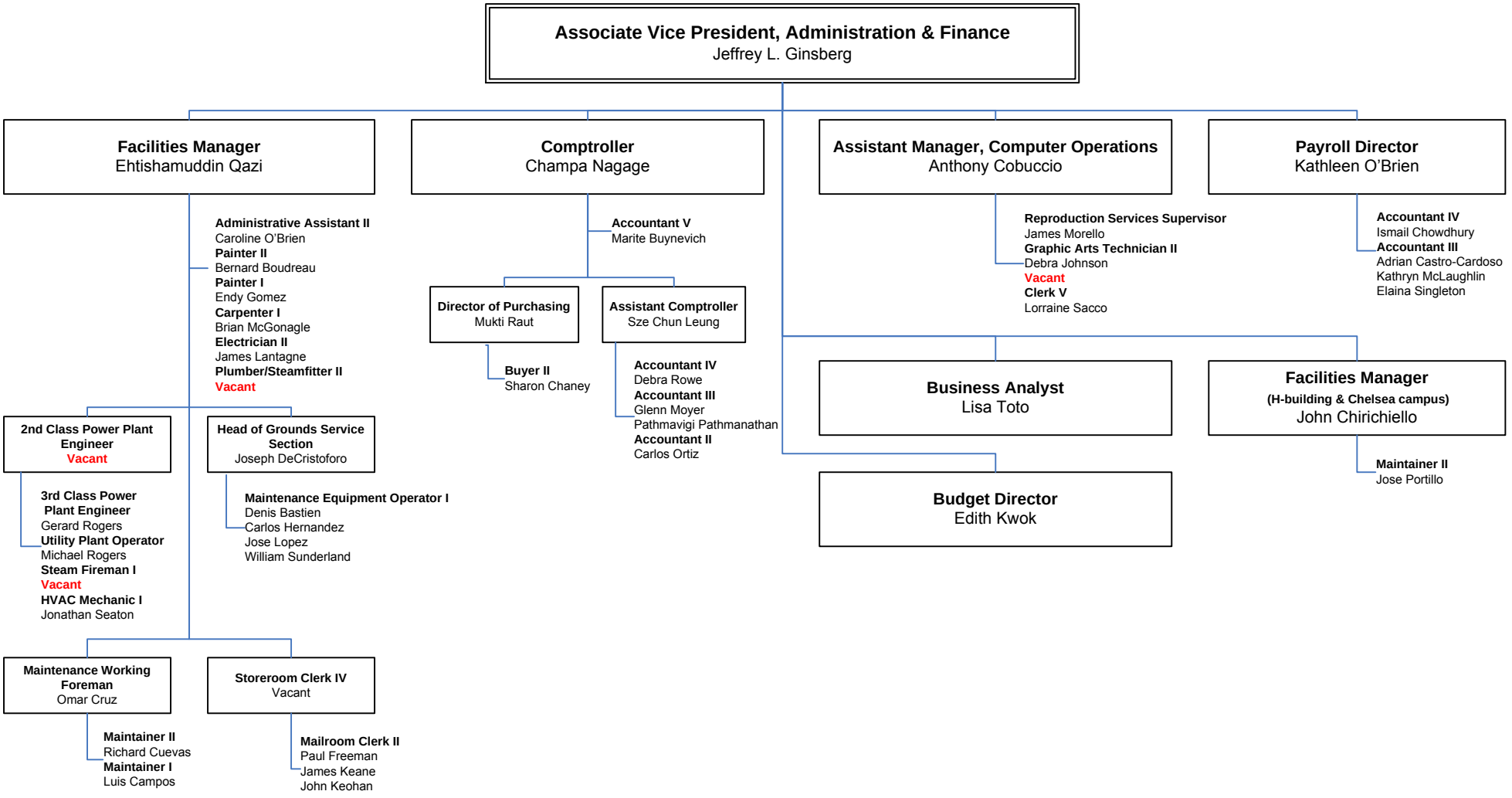
Administration & Finance
Organizational Chart #1E



BUNKER HILL COMMUNITY COLLEGE

DIVISION OF ADMINISTRATION & FINANCE

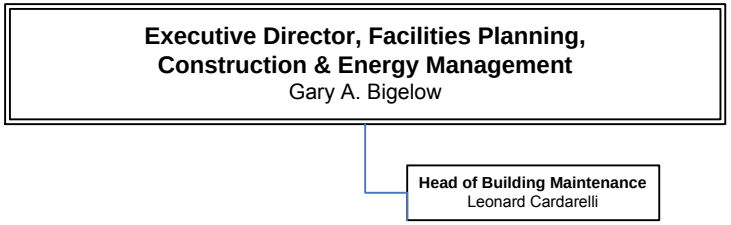
Administration & Finance
Organizational Chart #1F



BUNKER HILL COMMUNITY COLLEGE

DIVISION OF ADMINISTRATION & FINANCE

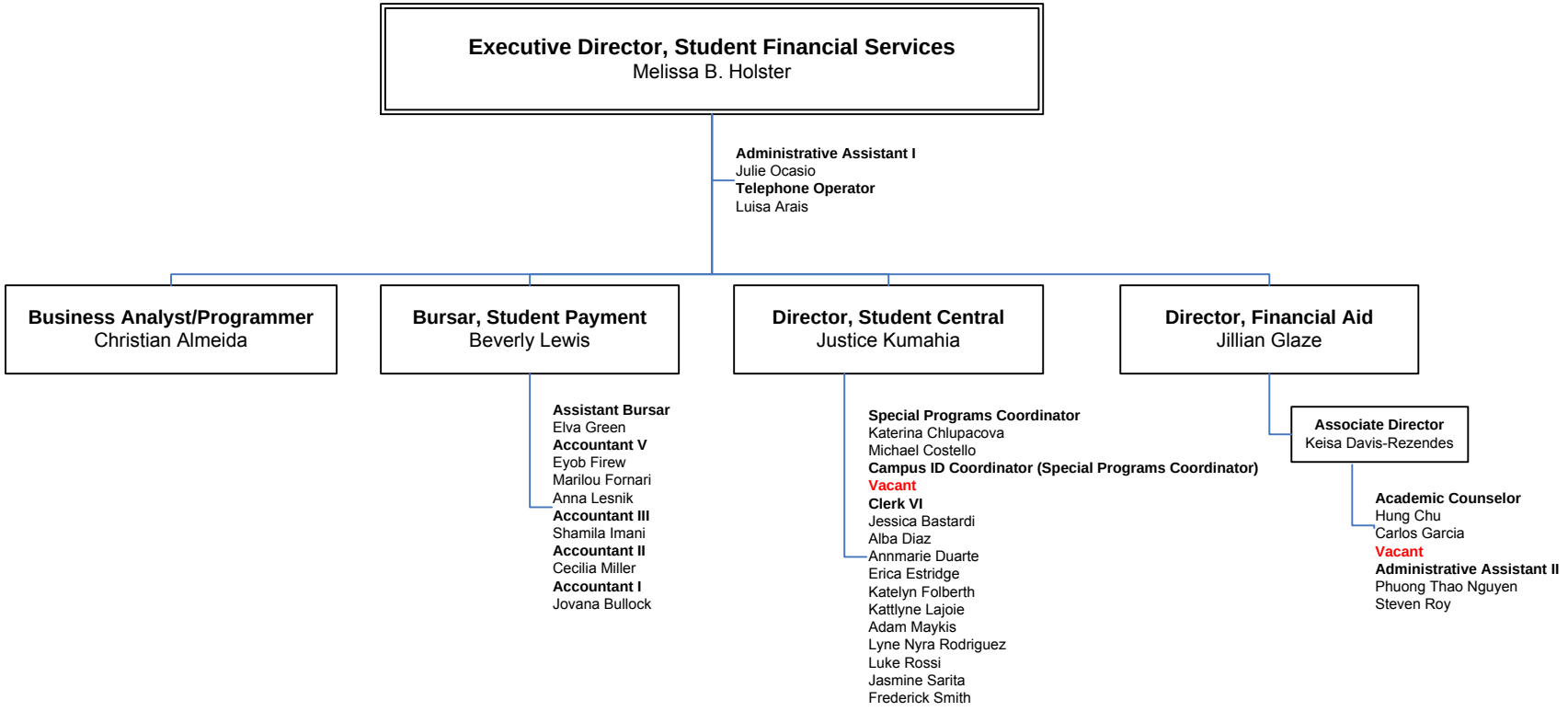
Facilities Management
Organizational Chart #1G



BUNKER HILL COMMUNITY COLLEGE

DIVISION OF ADMINISTRATION & FINANCE

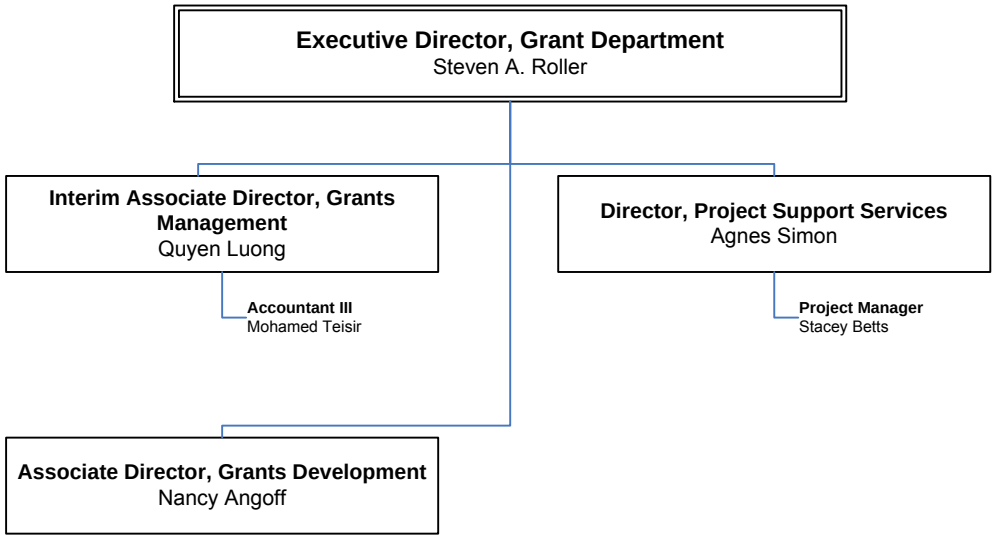
Student Financial Services
Organizational Chart #1H



BUNKER HILL COMMUNITY COLLEGE

DIVISION OF ADMINISTRATION & FINANCE

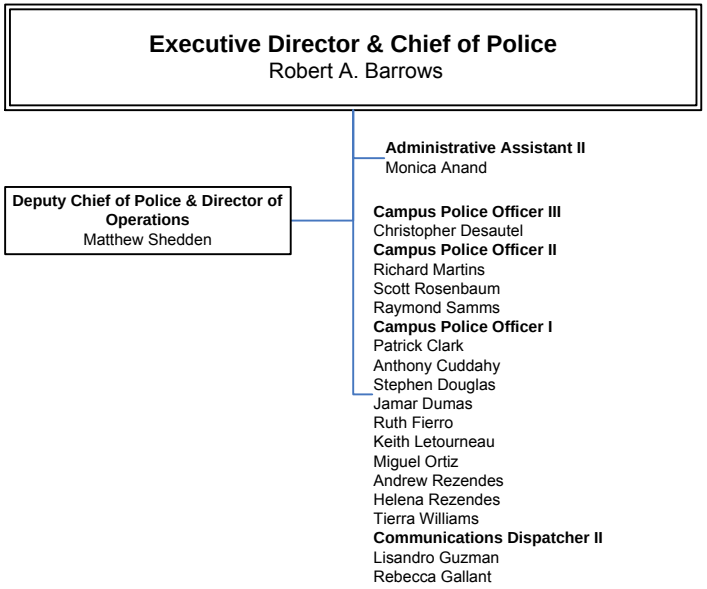
Grants Department
Organizational Chart #1I



BUNKER HILL COMMUNITY COLLEGE

DIVISION OF ADMINISTRATION & FINANCE

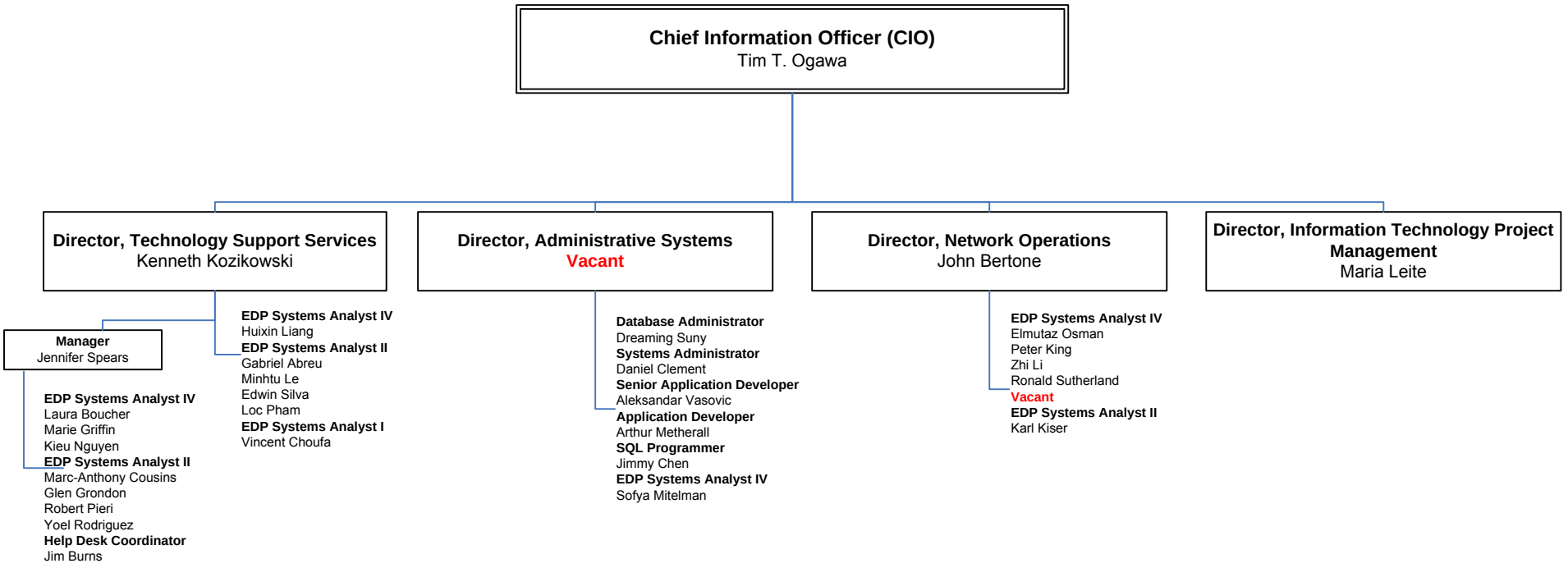
Public Safety
Organizational Chart #1J



BUNKER HILL COMMUNITY COLLEGE

DIVISION OF ADMINISTRATION & FINANCE

Information Services
Organizational Chart #1K



BUNKER HILL COMMUNITY COLLEGE

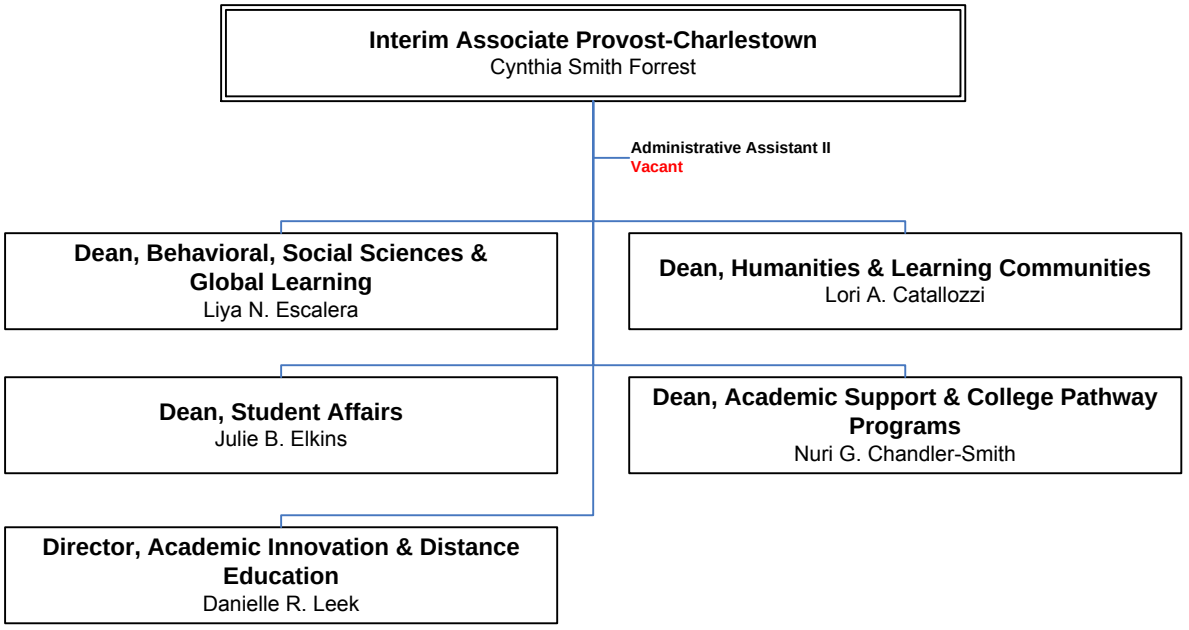
DIVISION OF ACADEMIC & STUDENT AFFAIRS

Academic & Student Affairs
Organizational Chart #2

BUNKER HILL COMMUNITY COLLEGE

DIVISION OF ACADEMIC & STUDENT AFFAIRS

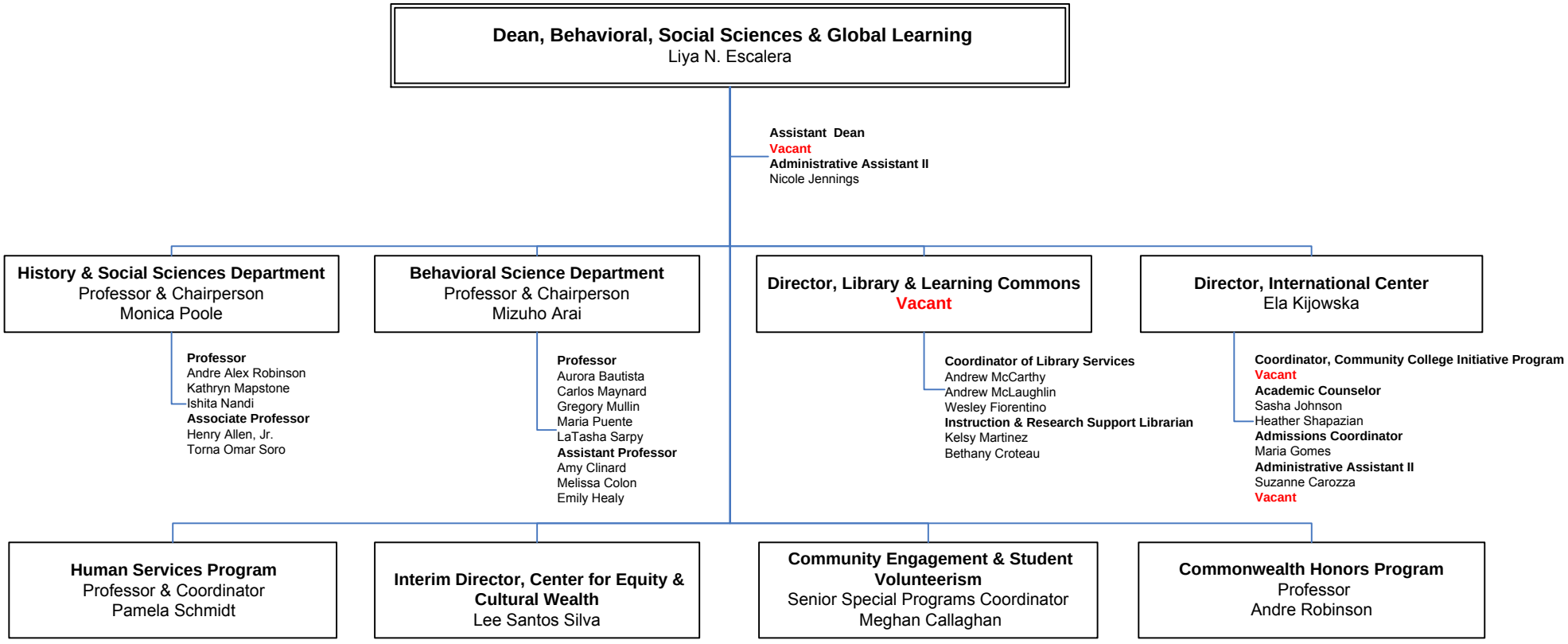
Associate Provost-Charlestown
Organizational Chart# 2A



BUNKER HILL COMMUNITY COLLEGE

DIVISION OF ACADEMIC & STUDENT AFFAIRS

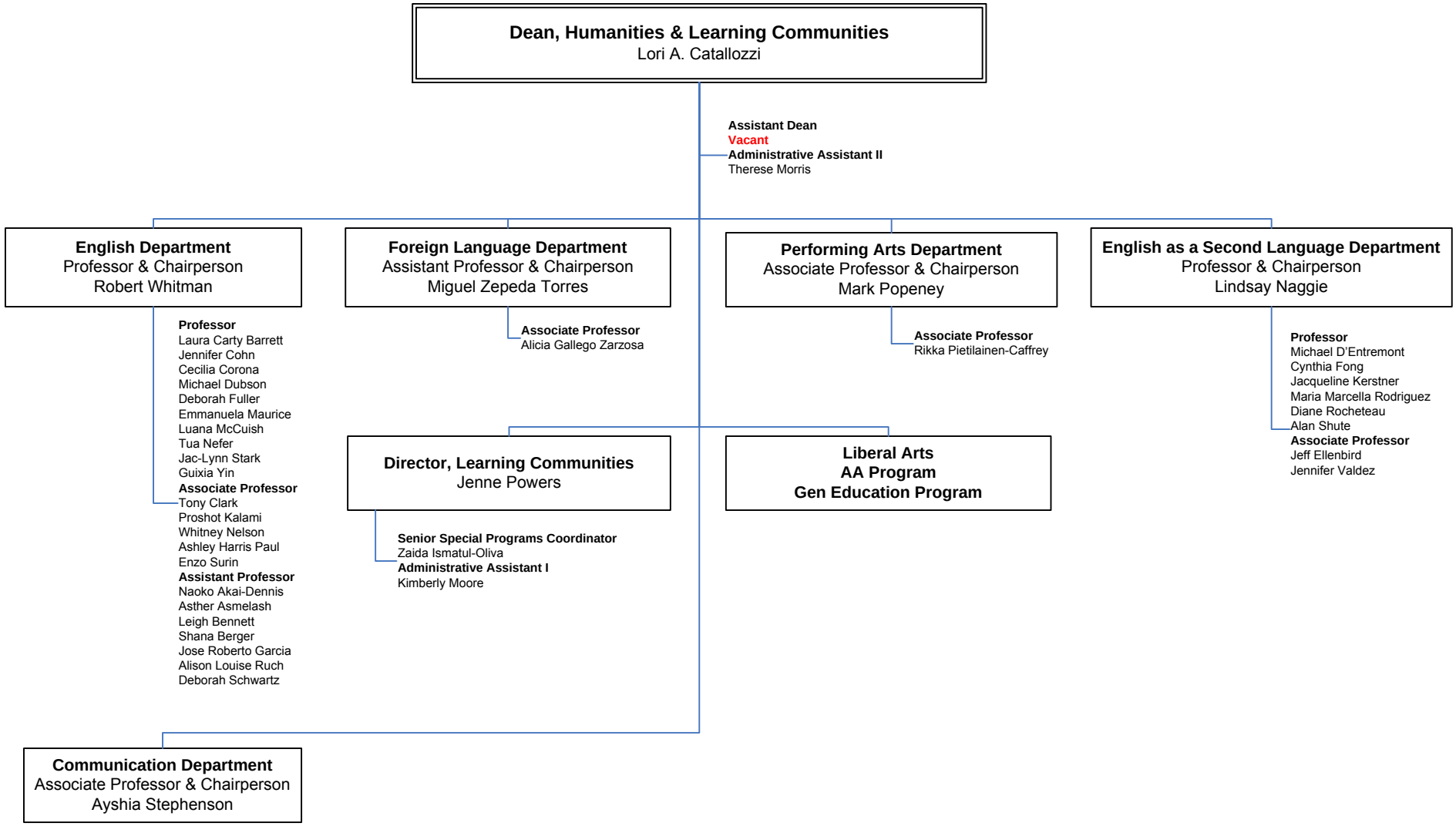
Behavioral, Social Sciences & Global Learning
Organizational Chart #2B



BUNKER HILL COMMUNITY COLLEGE

DIVISION OF ACADEMIC & STUDENT AFFAIRS

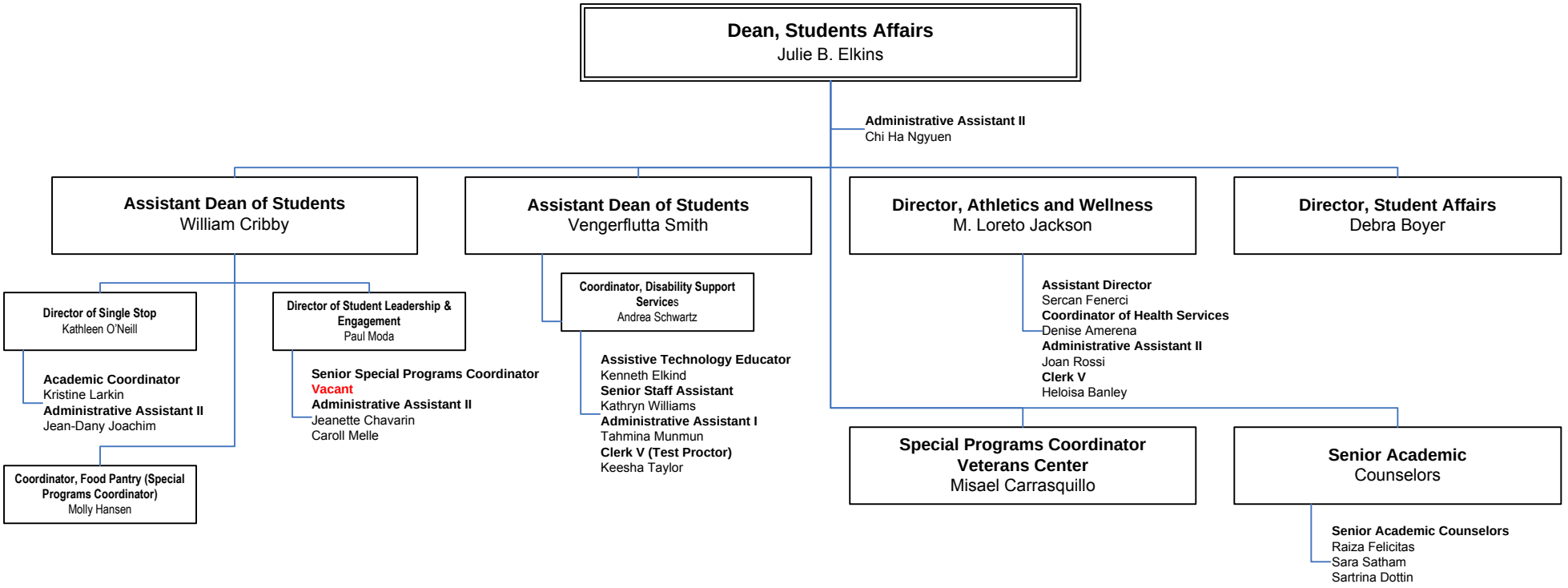
Humanities & Learning Communities
Organizational Chart #2C



BUNKER HILL COMMUNITY COLLEGE

DIVISION OF ACADEMIC & STUDENT AFFAIRS

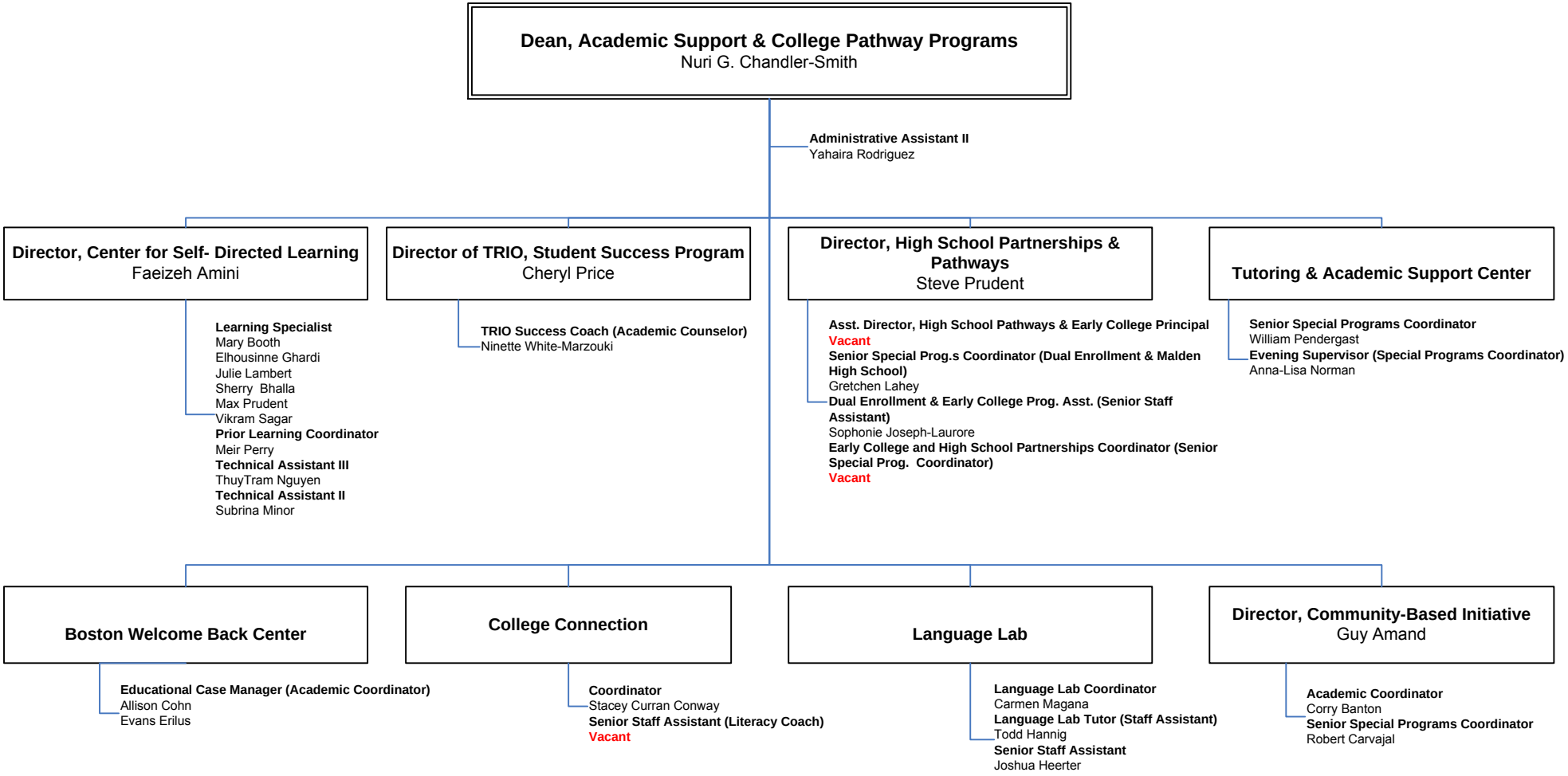
Student Affairs
Organizational Chart #2D



BUNKER HILL COMMUNITY COLLEGE

DIVISION OF ACADEMIC & STUDENT AFFAIRS

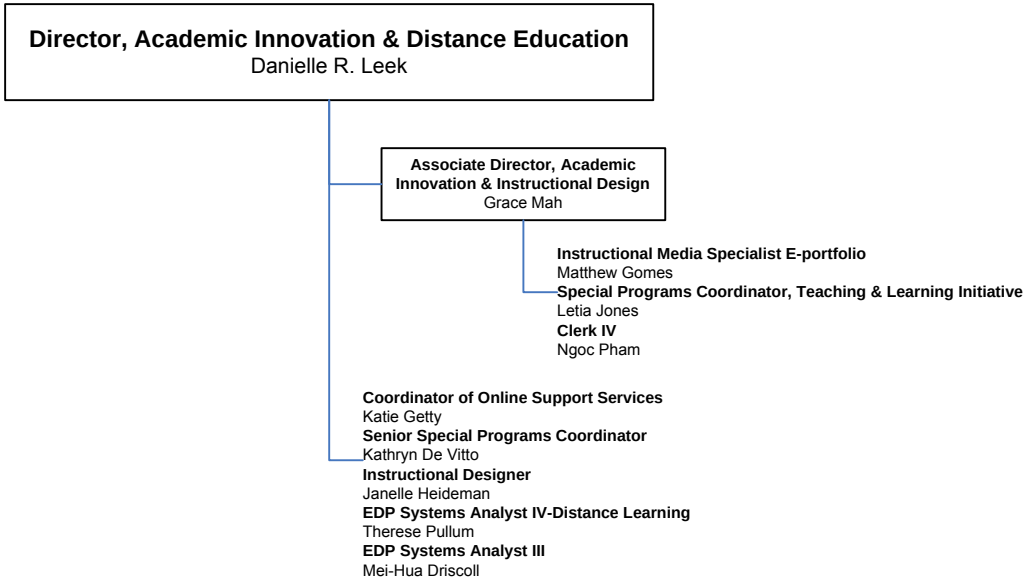
Academic Support & College Pathway Programs
Organizational Chart # 2E



BUNKER HILL COMMUNITY COLLEGE

DIVISION OF ACADEMIC & STUDENT AFFAIRS

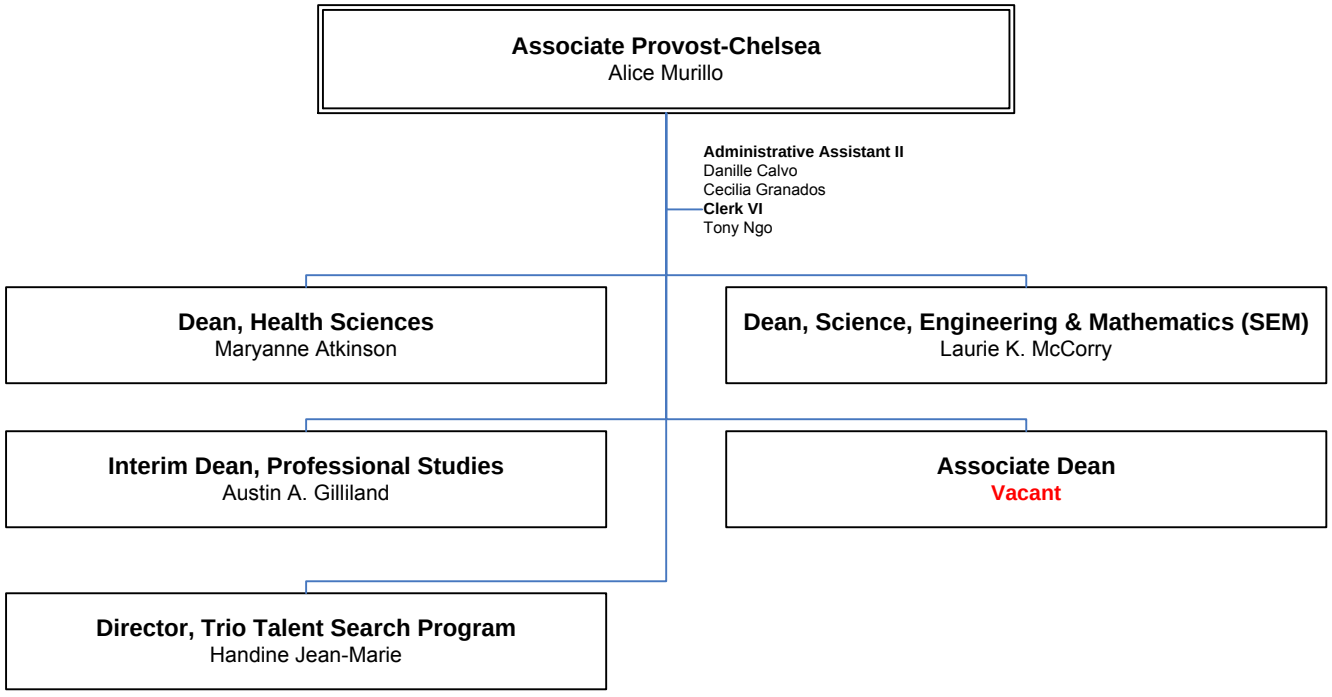
Academic Innovation & Distance Education
Organizational Chart 2F



BUNKER HILL COMMUNITY COLLEGE

DIVISION OF ACADEMIC & STUDENT AFFAIRS

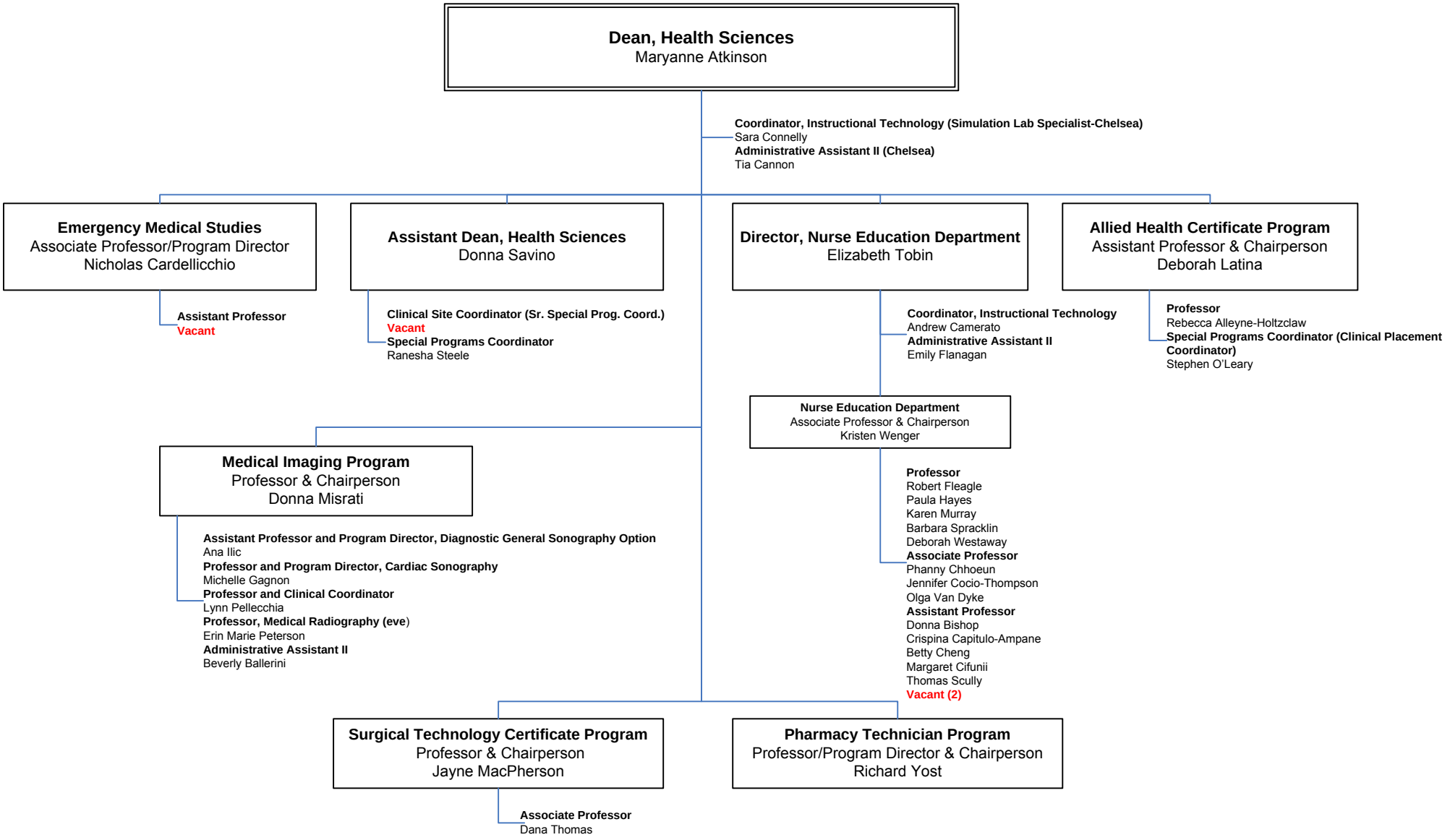
Associate Provost-Chelsea
Organizational Chart 2G



BUNKER HILL COMMUNITY COLLEGE

DIVISION OF ACADEMIC & STUDENT AFFAIRS

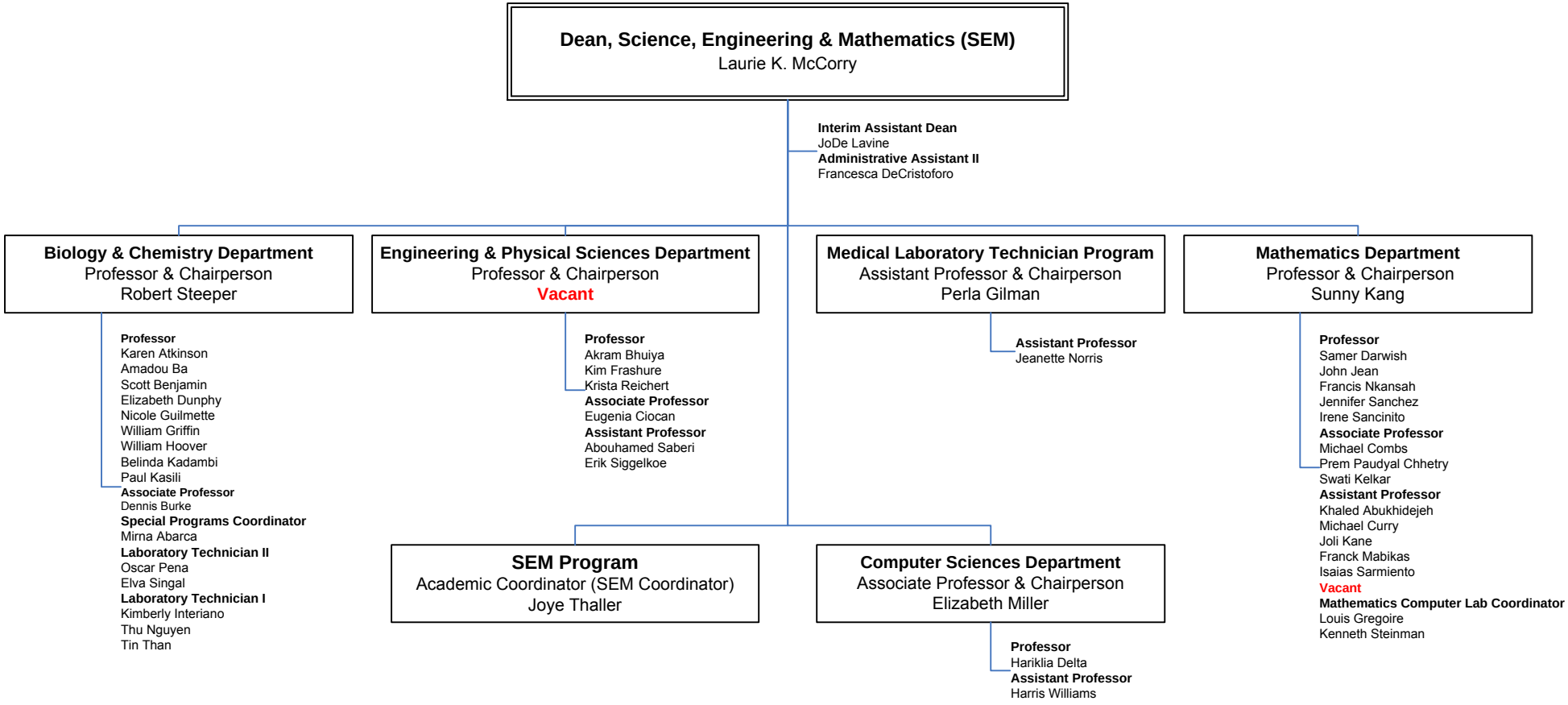
Health Sciences
Organizational Chart #2H



BUNKER HILL COMMUNITY COLLEGE

DIVISION OF ACADEMIC & STUDENT AFFAIRS

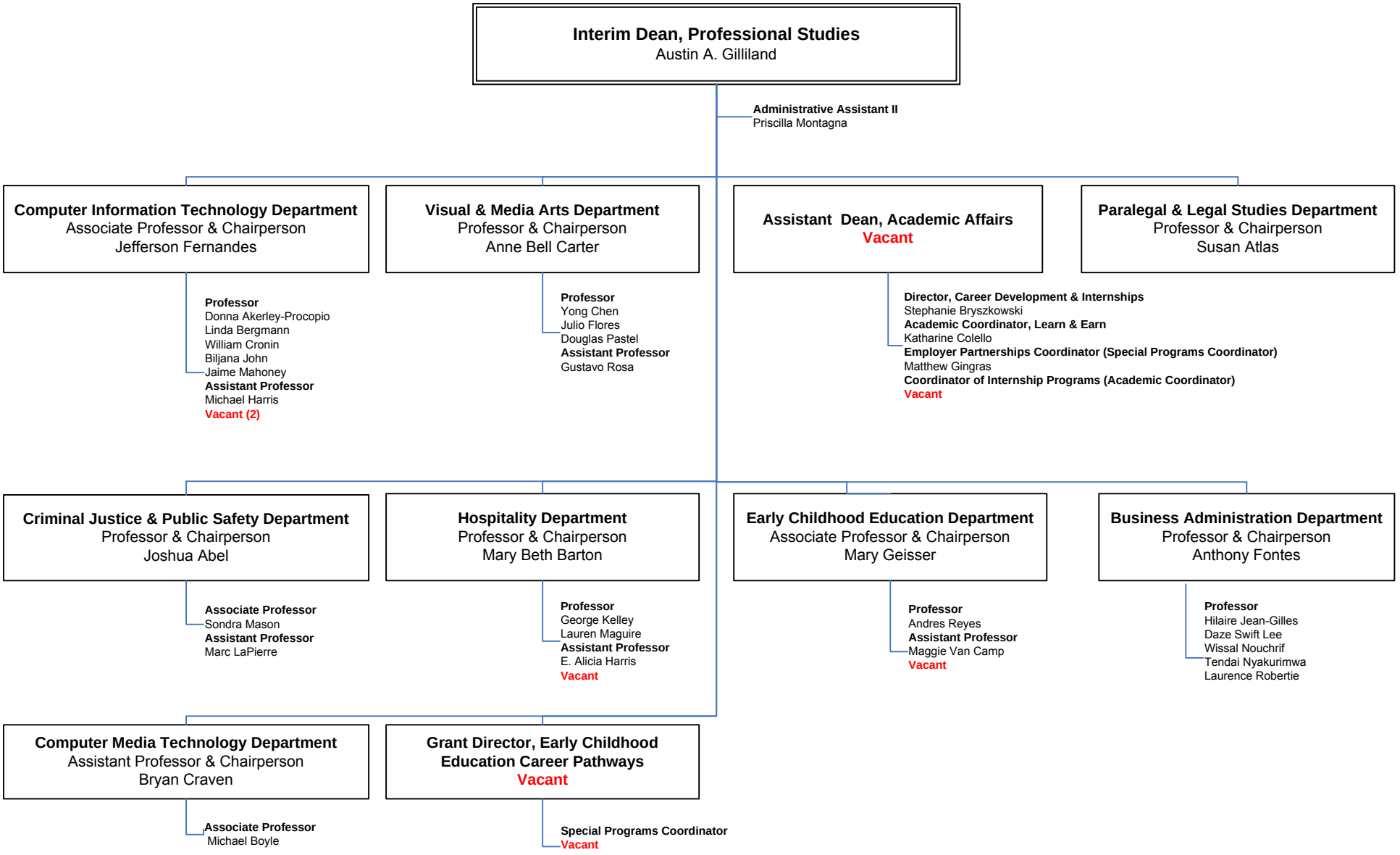
Science, Engineering & Mathematics (SEM)
Organizational Chart #2I



BUNKER HILL COMMUNITY COLLEGE

DIVISION OF ACADEMIC & STUDENT AFFAIRS

Professional Studies
Organizational Chart #2J



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DIVISION OF ACADEMIC & STUDENT AFFAIRS

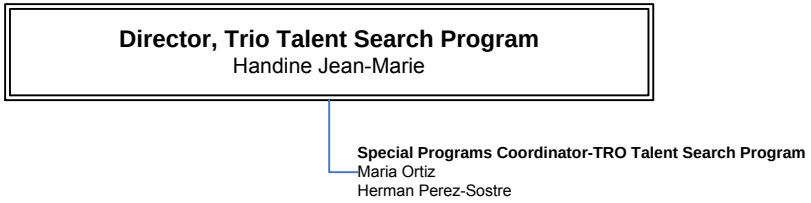
Associate Dean-Chelsea
Organizational Chart #2K

Associate Dean
Vacant

BUNKER HILL COMMUNITY COLLEGE

DIVISION OF ACADEMIC & STUDENT AFFAIRS

Trio Talent Search Program
Organizational Chart #2L



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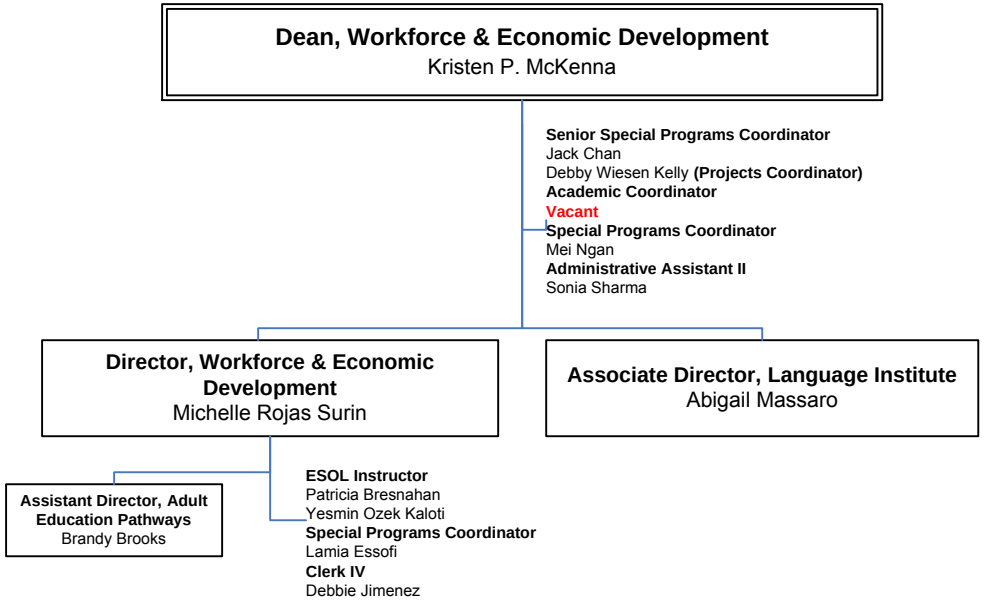
Workforce & Economic Development
Organizational Chart #2M



BUNKER HILL COMMUNITY COLLEGE

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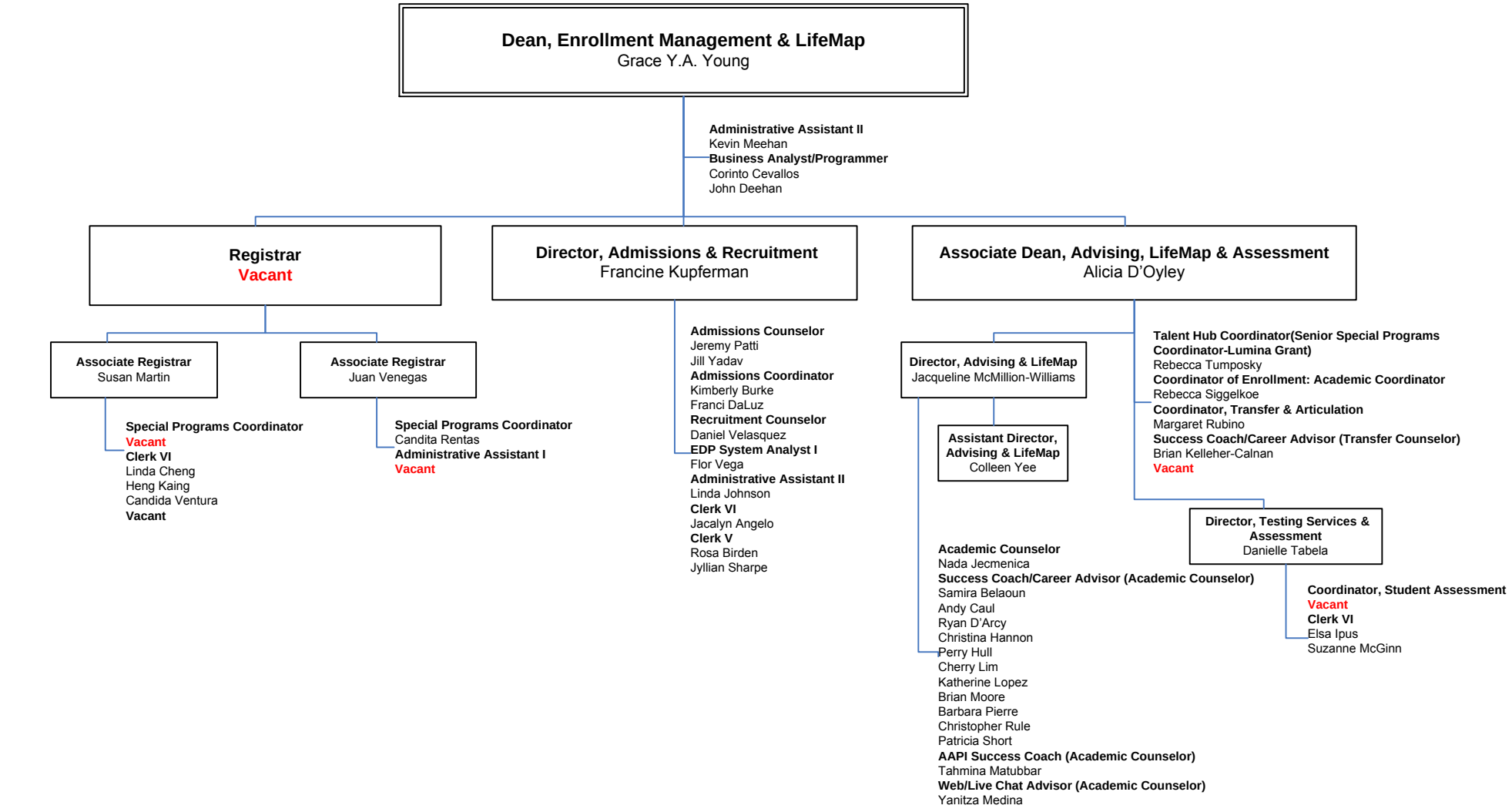
Enrollment Management & LifeMap
Organizational Chart 2N



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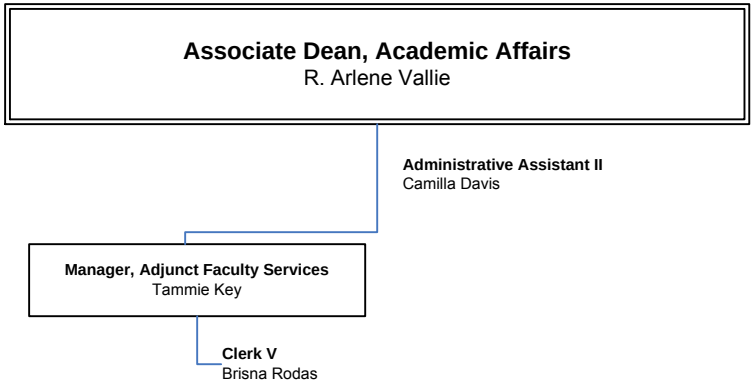
DIVISION OF ACADEMIC & STUDENT AFFAIRS

Academic Affairs
Organizational Chart #2O



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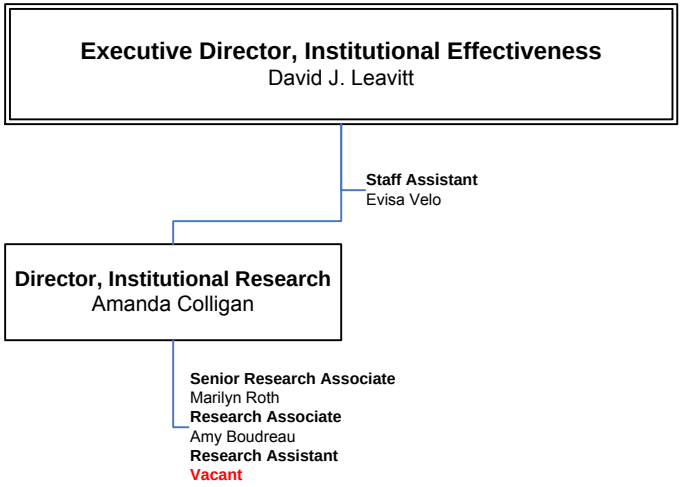
DIVISION OF ACADEMIC & STUDENT AFFAIRS

Institutional Effectiveness
Organizational Chart #2P



BUNKER HILL COMMUNITY COLLEGE

DIVISION OF ACADEMIC & STUDENT AFFAIRS

College Events & Cultural Planning
Organizational Chart #2Q

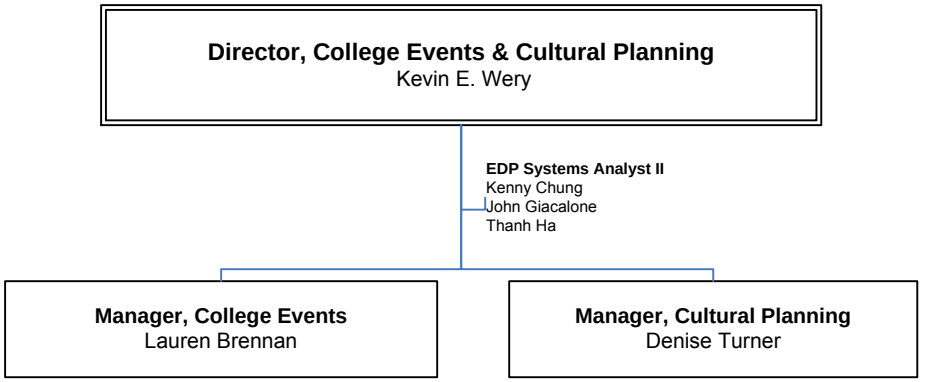


Table of NECHE Actions and Areas of Emphasis

TABLE OF NECHE ACTIONS AND AREAS OF EMPHASIS

The New England Commission of Higher Education (NECHE) indicated in its letter dated April 14, 2015 that it accepted the 2015 Fifth Year Interim Report of Bunker Hill Community College on March 5, 2015. In that same letter, the NECHE commended the College for *"a thorough and well-written report"* that documented the institution's substantial progress since the 2010 self-study and for *"an exceptionally thoughtful and cogent reflective essay that provides evidence of the institution's continued commitment to student success,"* and requested that the College's 2020 self-study prepared for the comprehensive evaluation give special emphasis to the institution's success in three main areas. These areas of emphasis are briefly described in Table 1.

Table 1
Areas of Emphasis for BHCC's 2020 Self Study
Based on the CIHE Letter Dated April 14, 2015

Special Areas of Emphasis	NECHE Standard References	Self-Study Page No.
Area of Emphasis One **Implementing planned curricular reforms, including those related to developmental education, learning communities, and the integration of the academic curriculum with the LifeMap initiative**	4.7 5.10, 5.17, 5.5 5.6 6.19	2-3, 8-9, 16, 23-35, 36-49, 51-52, 54-59, 67, 73-75, 79-85
Area of Emphasis Two **Implementing systematic and integrated assessment of student learning activities across the College and using the results for improvement**	4.33 8.3, 8.4, 8.8, 8.9	7-11, 22-30, 34-36, 41-43, 45-46, 51-53, 60, 66-85
Area of Emphasis Three **Undertaking building improvements, renovations, and technology upgrades**	7.21, 7.22, 7.23, 7.24, 7.25, 7.26	5-6, 14-15, 24, 33, 39, 44-45, 56-57, 59-65, 65-71, 83-85 Appendices F-3 and F-6

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President of the Commission
BARBARA E. BRITTINGHAM
bbrittingham@neasc.org

Senior Vice President of the Commission
PATRICIA M. O'BRIEN, SND
pobrien@neasc.org

Vice President of the Commission
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candersen@neasc.org

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PAULA A. HARBECKE
pharbecke@neasc.org

Vice President of the Commission
TALA KHUDAIRI
tkhudairi@neasc.org

April 14, 2015

Dr. Pam Y. Eddinger
President
Bunker Hill Community College
250 New Rutherford Avenue
Boston, MA 02129-2925

Dear President Eddinger:

I am pleased to inform you that at its meeting on March 5, 2015, the Commission on Institutions of Higher Education considered the interim (fifth-year) report submitted by Bunker Hill Community College and voted to take the following action:

that the interim (fifth-year) report submitted by Bunker Hill Community College be accepted;

that the comprehensive evaluation scheduled for Spring 2020 be confirmed;

that, in addition to the information included in all self-studies, the self-study prepared in advance of the Spring 2020 evaluation give emphasis to the institution's success in:

1. implementing planned curricular reforms, including those related to developmental education learning communities and the integration of the academic curriculum with the LifeMap initiative;

2. implementing systematic and integrated assessment of student learning activities across the College and using the results for improvement;

3. undertaking building improvements, renovations, and technology upgrades.

The Commission gives the following reasons for its action.

The interim (fifth-year) report submitted by Bunker Hill Community College was accepted because it responded to the concerns raised by the Commission in its letters of January 7, 2011, December 2, 2011, October 9, 2012, and November 4, 2013, addressed each of the eleven standards, and included a reflective essay on student learning and success.

3 BURLINGTON WOODS DRIVE, SUITE 100, BURLINGTON, MA 01803-4514 | TOLL FREE 1-855-886-3272 | TEL: 781-425-7785 | FAX: 781-425-1001
http://cihe.neasc.org

The Commission commends Bunker Hill Community College (BHCC) for a thorough and well-written report that documents the institution's substantial progress in addressing the areas specified for attention. Especially notable is the expansion and renovations of the Charlestown campus buildings, classrooms, offices, and labs, including an additional 25,000 square feet of instructional space, and the LifeMap Commons designated for integrated student support services. The academic advising system has been enhanced through the implementation of several programs including Start Smart Orientation, Student Success Workshops, and robust Learning Community Seminars. We note with favor that initiatives designed to support student success have yielded increases in course completion rates (from 73% in 2007 to 77% in 2012), in fall-to-spring persistence rates (from 89% for the 2007 cohort to 92% for the 2012 cohort), in fall-to-fall retention (from 41% to 51% respectively for the 2007 and 2011 cohorts) and in six-year graduation rates (from 28.7% to 32.7% respectively for the 2004 and 2006 cohorts). The College's Malden High School site experienced significant growth in course offerings from 75 to 106 courses and in enrollment from 96 to 181 students in FY2012 and FY2014 respectively; we also note with favor improvements to the physical and technological resources at this site.

The interim report submitted by BHCC also highlights developments related to the *Standards for Accreditation*. We are pleased to learn of the appointment of a new chief information officer to assess capacity and lead technological initiatives. We understand that improved processes to hire and orient full-time and adjunct faculty have been implemented. We take favorable note of the institution's receipt of over $3.6 million in grants since 2011, as well as growth in total revenue, despite declines in state appropriations, from $87 million in FY2010 to $101 million in FY2014. We understand this growth is attributed primarily to increases in tuition and fee revenue and enrollments.

The Commission commends Bunker Hill Community College for an exceptionally thoughtful and cogent reflective essay that provides evidence of the institution's continued commitment to student success. We note with approval the College's effectiveness in collecting, analyzing and using evidence of student success through its Student Learning Outcomes Assessment Program (SLOAP) and its involvement in the joint initiative on Building the Engaged Campus and Achieving the Dream. The College's reflective essay documents the institution's progress in establishing a culture of assessment through SLOAP's support of 52 assessment projects over the past four years, the development of departmental strategic plans, and professional development opportunities in assessment. Most notable is the progress to improve pedagogy in critical thinking and in projects pertaining to the college-wide writing across the curriculum (WAC) initiative for the past ten years, including the inter-college WAC project involving English faculty from BHCC, University of Massachusetts Boston, Massasoit Community College, and Roxbury Community College.

The scheduling of a comprehensive evaluation in Spring 2020 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. The three items the Commission asks to be given special emphasis within the self-study prepared for the comprehensive evaluation are matters related to our standards on *The Academic Program, Faculty, Students,* and *Physical and Technological Resources*.

We are pleased to learn of the College's plans to continue its curricular reforms related to its accelerated developmental courses in Math, English, and ESL and to "regularly review" indicators of student success in these programs. We note that BHCC is in the early stages of its LifeMap retention initiative and understand that LifeMap will be integrated across the curriculum at a "progressive rate" during the next five years. The Spring 2020 self-study will afford the College an opportunity to update the Commission on its success in implementing its plans for

curricular reforms in developmental education and for the integration of the academic curriculum with the LifeMap initiative. We are guided by our standard on *The Academic Program*:

> The institution undertakes academic planning and evaluation as part of its overall planning and evaluation to enhance the achievement of institutional mission and program objectives (4.10).
>
> The institution has in place an effective system of academic advising that meets student needs for information and advice and is compatible with its educational objectives. Faculty and other personnel responsible for academic advising are adequately informed and prepared to discharge their advising functions. Resources are adequate to ensure the quality of advising for students regardless of the location of instruction or the mode of delivery (5.19).
>
> The institution utilizes appropriate methods of evaluation to identify deficiencies and offers appropriate developmental or remedial support where necessary to prepare students for collegiate study (6.4).
>
> The institution demonstrates its ability to admit students who can be successful in the institution's academic program, including specifically recruited populations (6.5).

We understand that the BHCC's SLOAP Committee will oversee initiatives to assess Information Literacy and Intercultural Knowledge and Competence and to develop a "program level plan" for the assessment of the College's new general education program. Under the leadership of the Office of Institutional Effectiveness, training will be provided for the College community on data analysis and assessment of student success indicators. We ask that the Spring 2020 self-study give emphasis to the College's continued success in supporting its "growing culture of assessment" and using assessment results for continuous improvement. This section of the report should be informed by our standard on *The Academic Program*:

> The institution implements and provides support for systematic and broad-based assessment of what and how students are learning through their academic program and experiences outside the classroom. Assessment is based on clear statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. Assessment provides useful information that helps the institution to improve the experiences provided for students, as well as to assure that the level of student achievement is appropriate for the degree awarded (4.48).
>
> The institution's approach to understanding student learning focuses on the course, program, and institutional level. Evidence is considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students (4.49).

In addition to the improvements to the Charlestown campus noted above, Bunker Hill Community College has undertaken "significant technological enhancements," including improvements to the degree audit process and upgrades to the BHCC Portal and Smart Classrooms. We are gratified to learn that improvements to the Charlestown campus will "continue to be a priority" for the next five years and understand that the College's Facilities Master Plan and Technology Plan will be finalized and shared with the College community this year. The self-study prepared for the Spring 2020 comprehensive evaluation will enable BHCC to provide evidence of its success in undertaking planned building improvements, renovations, and technology upgrades, as expressed in our standard on *Physical and Technological Resources:*

> The institution's physical and technological resources, including classrooms, laboratories, network infrastructure, materials, equipment, and buildings and grounds, whether owned or rented, are commensurate with institutional purposes. They are designed, maintained, and managed at both on- and off-campus sites in a manner that serves institutional needs. Proper management, maintenance, and operation of all physical facilities, including student housing provided by the institution, are accomplished by adequate and competent staffing (8.1)
>
> Classrooms and other facilities are appropriately equipped and adequate in capacity. Classrooms and other teaching spaces support teaching methods appropriate to the discipline. Students and faculty have access to appropriate physical, technological, and educational resources to support teaching and learning. (8.2)

The Commission expressed appreciation for the report submitted by Bunker Hill Community College and hopes that its preparation has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Ms. Marita Rivero. The institution is free to release information about the report and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,

David P. Angel

DPA/sjp

Enclosures

cc: Ms. Marita Rivero

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
3 Burlington Woods, Suite 100, Burlington, MA 01803-4514
Voice: (781) 425 7785 Fax: (781) 425 1001 Web: http://cihe.neasc.org

Policy on Credits and Degrees

The purposes of this policy are to provide guidance to institutions and evaluation teams on the Commission's expectations regarding credits and degrees and to set forth the federal regulations regarding the award of credit.

Background

The credit system was inverted in New England, originally as a way to provide students with the opportunity to elect certain courses as part of their overall degree which had previously consisted of a fully required curriculum. Created to support academic innovation, the academic credit has provided the basis to measure the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships and other experiential learning, and most recently distance learning. Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of desirable functions, including the transfer of students from one institution to another, study abroad programs, formalized recognition of certain forms and quality of non-collegiate study, inter-institutional cooperation on academic programs, and the orderly consideration of students applying to study at the higher degree. For several decades, the federal government has relied on credits as a measure of student academic engagement as a basis of awarding financial aid.

When applying the definition of the credit hour below, other considerations may also be relevant. For example, some institutions may require more academic time than the norms defined below, and such expectations are typical at the graduate level. Also, the Commission's Standards and practices do not preclude perceptive and imaginative innovation aimed at increasing the effectiveness of higher education, measuring student achievement directly rather than relying on academic engaged time. As stated in the Preamble to the *Standards for Accreditation*, "Institutions whose policies, practices, or resources differ significantly from those described in the Standards for Accreditation must present evidence that these are appropriate to higher education, consistent with institutional mission and purposes, and effective in meeting the intent of the Commission's Standards."

Federal Definition and Commission Review of the Credit Hour

As an accreditor recognized by the U.S. Secretary of Education, the Commission is obliged to follow federal law and regulations pertinent to that recognition.

Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than –

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester

hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

By federal regulation, at the time of the Comprehensive Evaluation, the Commission will review the institution's policies and procedures for determining the credit hours that the institution awards for courses and programs and how those policies and procedures are applied to the institution's programs and coursework. As part of its review, using sampling or other methods, the Commission must make a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education. If, following this institutional review process, the Commission finds systematic non-compliance with this policy or significant noncompliance regarding one or more programs at the institution, the Commission is obliged to promptly notify the Secretary of Education.

Degrees

The Commission's expectations are based on common institutional practice in New England and are consistent with practices of regionally accredited institutions elsewhere in the United States and with the Commission's Standard on The Academic Program: The institution's degrees and other forms of academic recognition are appropriately named, following practices common to American higher education in terms of both length and content of the programs (4.29)

Undergraduate degrees:

A.A., A.S., etc.: An undergraduate degree normally representing the equivalent of two academic years of full-time study (and requiring a minimum of 60 semester credits) or its equivalent in depth and quality of experience. The A.S. usually implies more applied orientation and the A.A. more liberal education orientation, although these distinctions are not always clear.

B.A., B.S., etc.: An undergraduate degree normally representing about four academic years (and requiring a minimum of 120 semester or 180 quarter units) of college study. The distinctions between the B.S. and the B.A. are similar to those between the A.S. and the A.A.

Graduate Degrees: Graduate degrees include a significant component of coursework in addition to any supervised research or practice.

M.A., M.S.: A first graduate degree, representing at least one year of post-baccalaureate study (requiring a minimum of 30 semester or 45 quarter units). The distinctions between M.A. and M.S. are similar to those between B.A. and B.S and A.A. and A.S.. Some M.A. and M.S. degrees are merely continuations at a higher level of undergraduate work without basic change in character. Others emphasize some research that may lead to doctoral work.

M.B.A., M.Div., M.F.A., M.P.A., M.S.W., etc.: Professional degrees normally requiring two or more years of full-time study. Extensive undergraduate preparation in the field may reduce the length of study to one year.

Pharm.D., D.P.T., Au.D., etc.: Entry level clinical practice degrees normally requiring three years more full-time study than a baccalaureate.

Ed. D., Psy.D., D.B.A., etc.: Degrees with emphasis on professional knowledge. These degrees normally require a baccalaureate for entry and three or more years of prescribed postgraduate work.

M.D., J.D., D.D.S.,etc.: First professional degrees, generally requiring a baccalaureate degree for admission and three or more years of prescribed postgraduate work.

Ph.D.: The standard research-oriented degree which indicates that the recipient has done, and is prepared to do, original research in a major discipline. The Ph.D. requires a bachelors

degree or higher for admission and usually requires three years or more of postgraduate work including an original research dissertation.[1]

Joint, Dual or Concurrent Degrees[2]: While the nomenclature for various arrangements in which students study simultaneously from or for two degree programs is not entirely consistent among institutions, the definitions below will be used by the Commission for purposes of consistency:

Joint degree: A single degree awarded by two institutions.

Dual or concurrent degrees: Two degrees, awarded by one or two institutions to students who have been admitted to each degree program, based on the normal qualifications. At the undergraduate level, students must typically take the equivalent of a full year of study beyond the first baccalaureate degree to earn the second degree. At the graduate level, enrollment in a dual or concurrent degree program typically results in a reduction in time, for example, a reduction in total time of a semester for two degrees which if taken separately would require four years of full-time study.

Terms of Study:

Quarter: A calendar of ten weeks of instructional time or its equivalent.

Semester: A calendar 15 weeks of instructional time or its equivalent in effort.

Effective July 1, 2011

[1] The initiation of the Ph.D. is considered a substantive change.

[2] Institutions considering joint, dual, or concurrent degrees should consult the Commission's Policy on Substantive Change.

Introduction and Process

INTRODUCTION AND PROCESS

The 2020 Self-Study process at Bunker Hill Community College (BHCC) for the New England Commission on Higher Education (NECHE) elicited broad participation from faculty, staff, administrators, students, alumni, and the Board of Trustees in keeping with the College's practice of being inclusive. Over a two-and-a-half-year period, diverse stakeholders at all levels of the College engaged in the process of becoming familiar with the NECHE standards and process of accreditation, evaluating the strengths and challenges in all of the College's operational areas, and making realistic plans for improvement.

Members of the Executive Staff initially reviewed the timeline for the self-study in the summer of 2016, and Professor Maria Kathleen Puente of the Behavioral Sciences Department was appointed as Chief Editor of the self-study. In September, during the Board of Trustees' Committee of the Whole Meeting, Dr. James Canniff, Provost and Vice President, presented an overview of the self-study process with a timeline of NECHE activities.

In early spring 2017, Dr. Canniff invited administrators to serve on the NECHE Steering Committee as the body that would provide direction and guidance to the self-study project activities. The Committee started meeting monthly through December 2018. Liya Escalera, currently Dean of the Behavioral and Social Sciences, and the Global Learning (BSS & GL) Division, coordinated NECHE programming activities, and one of the first tasks she did was to assemble the Standard Committees.

Each Standard Committee consisted of three co-chairs – an administrator, full-time faculty, and full-time professional staff -- and members who were diverse in terms of race, gender, office affiliation, and years of employment at the College. Standard Committees were charged with three main responsibilities: to review the findings and commitments made in the 2015 Fifth-Year Interim Report; gather information, with data support from the Office of Institutional Effectiveness, to evaluate how well the College was meeting the requirements of each Standard and what areas needed improvement, and; submitting an initial draft of their findings to members of the Writing Team by fall 2018.

In May 2017, as NECHE Standards Committees were being formed, Professor Puente simultaneously reached out to Professors Anthony Fontes (Business Department) and Laury Carty Barrett (English Department), Karen Norton, Executive Director of Integrated Marketing and Communications (IMC), and Brooke Yarborough, Director of Marketing and Creative Services, to join the NECHE Writing Team. The Writing Team initially met as needed from fall 2017 through spring 2018, then more intensively every week from fall 2018 through May 2019 as the pace of the self-study writing process picked up. Each member of the Writing Team served as a resource to at least two NECHE Standards to respond to any questions related to the expected content, format, and length of the initial Standard write-ups. During this period, Amanda Colligan, Director of Institutional Research, also joined the Writing Team to provide support for data collection and analysis of the data first forms.

Faculty, staff, and administrators who accepted the invitation to serve as co-chairs or members in their assigned Standard then participated in the Annual Academic and Student Affairs (ASA) held in June 2017 (see Appendix A). With Dean Escalera as the main facilitator, participants were given an overview of the accreditation process and the Standards and the role of co-chairs and committee members. Professor Puente emphasized the need for committees to familiarize themselves with their assigned Standard;

apply the Standard to as many programs, modalities and locations as possible; emphasize appraisal over description, and; provide sound, verifiable evidence for all claims that are made. Each Committee was advised to start its work by first engaging in an analysis of the data provided by the Office of Institutional Effectiveness (IE) in their Standard's data first forms. After the Annual College-wide Retreat, Standard Committees were encouraged to meet as frequently as they needed to in order to plan their own Committee work timelines during the summer, coordinate with the IE Office for their data needs, and direct all other accreditation-related questions to Professor Puente and Dean Escalera.

The College community became more engaged with the self-study as NECHE activities started to gain momentum in AY 2017-2018. At the BHCC Convocation, Dr. Barbara Brittingham, President of the Commission, delivered the keynote address on the NECHE accreditation process. In October, five faculty, staff, and administrators participated at the NECHE Self-Study Annual Conference in Southbridge, MA. BHCC also held its College-wide Retreat, *Approaching the NECHE Self-Study with a Growth Mindset: Building a Bridge to "Yet,"* which gathered more than 200 faculty, staff, and administrators to focus on familiarizing themselves with the NECHE self-study process and the NECHE Standards for Accreditation. Through interactive discussions and exercises, participants were asked to focus on at least two Standards of their choice, then discuss and list how the College was addressing their chosen Standards. Participants then posted their answers, organizing them into what the College was doing well in addressing a specific Standard (its strengths) and what it needed to improve to better address the Standard (its challenges and areas for improvement). All posted responses were documented, summarized, then shared with members of the Standards Committees, who later incorporated the information into the preparation of their initial Standard draft.

In spring 2018, the College held a NECHE Self-Study Think Day. NECHE Leadership teams (Standards Committees and members of the NECHE Steering Committee) convened to analyze completed data first forms as well as data collected from the fall 2017 College Retreat. Standard Committees then entered all their initial findings on TaskStream. In May 2018, Dr. Patricia O'Brien, Senior Vice President of the Commission facilitated a two-day NECHE Retreat that included the NECHE Leadership Teams, Executive Staff, Dean's Council, and Department Chairs and the NECHE Writing, Digital Workroom, Data Warehouse, and Site Visit Teams. Participants discussed emergent data from each Standard, gave feedback on each Standard Committee's initial findings and made suggestions on what else committee members could do to make their appraisals holistic and evidence-based.

After the Retreat, work on the self-study intensified. Standard Committees began to meet monthly and collaborate with the Writing Team through the fall of 2018 to compile and submit their Committee's rough draft. Midway through the semester in October, the Annual College-wide Retreat focused again on the NECHE Self-Study, this time eliciting student voices from a panel of BHCC students and alumni who shared their student experiences at BHCC and answered questions that focused on important aspects of each Standard. These student responses were documented and shared with Standard Committees to provide additional information for their first drafts.

As the Standard Committees prepared their drafts, members of the Writing Team simultaneously read the President's Annual Reports to the College to get a succinct overview of the outcomes of key strategies and initiatives that were being implemented every year since fall 2014. These were used to

provide direction to the College's self-study narrative and to validate and supplement the write-ups that the Committees submitted.

Once all Committee drafts were submitted in December 2018, the Writing Team assembled a complete first draft of the self-study. A NECHE Self-Study Workshop was then held in January 2019, and members of the Deans Council and NECHE Leadership Team, and Department Chairs reviewed the draft. Prior to review, participants first engaged in an interactive exercise to help them recognize claims from actual previous NECHE self-studies that were well-supported by evidence versus those that were not and needed improvement. They were then asked to apply what they had just learned as they reviewed the Standards in groups and make suggested revisions. At the end of the Workshop, recommended changes to the first draft were sent to Professor Puente, who then shared them with members of the Writing Team to produce a second draft. Shortly after the Workshop, Professor Puente and Amanda Colligan, Director of Institutional Research, also attended the NECHE Data First Forms Workshop in Burlington, MA.

By February, input from the January NECHE Workshop was integrated into a second draft of the NECHE Self-Study by the Writing Team and presented to the Deans Council and Direct Reports for more feedback. Deans held their own NECHE self-study review workshop to provide input, updated information and further suggestions for revising the second draft. By early May, a third draft of the self-study was distributed to the entire college community and selected educational, community and industry partners for review. Members of the community were given the whole month to submit their feedback via Qualtrics survey.

At the Annual ASA Retreat in June 2019, NEASC Leadership Teams, Deans and Department Chairs focused on a holistic assessment of the self-study to ensure that the projections were realistic and well-aligned with the strengths and challenges articulated for each Standard. Thereafter, members of the Writing Team worked until the end of June to get a fourth draft in place. In July, Professor Puente took the lead in refining and revising all Standard write-ups to submit a fifth final draft to BHCC administrators and to Dr. Carol Anderson, Vice President of the Commission, for review and comments.

By the end of August 2019, and with the assistance of Ms. Arlene Vallie, Associate Dean for Academic Affairs, all final suggestions were incorporated into the self-study, and the nearly final draft was distributed college-wide electronically during the fall 2019 Convocation Day to give everyone one last opportunity to provide feedback via Qualtrics survey. Highlights of the findings in the self-study were presented at the fall 2019 College-wide Retreat, and the nearly final revised draft with updated data first forms was then submitted to the BHCC Board of Trustees in September for their discussion and approval during the October 2019 Board of Trustees meeting.

After the meeting of the Board of Trustees, a second focus group discussion with BHCC students was held to elicit their feedback on the nearly final self-study draft. Simultaneously, the Digital Workroom, Data Warehouse, and Site Visit Teams met with Ms. Vallie and Professor Puente to accelerate their coordination work in preparation for the NECHE Accreditation Visiting Team scheduled for spring 2020. Professor Puente completed the final, revised self-study report in December 2019 and submitted it to the College's Integrated Marketing and Communications (IMC) to finalize its production. Invitation for public comment was posted on a number of sources the first two weeks of February 2020. This includes a public notice in the newsroom of the BHCC website, local newspapers: Charlestown Patriot, Chelsea

Record, Malden Observer, El Planeta (Spanish) and World News (Chinese), and email notification to faculty, staff and students. The College then submitted its 2020 Comprehensive Self-Study to the NECHE Visiting Team in February 2020, six weeks prior to its accreditation visit to BHCC.

Institutional Overview

INSTITUTIONAL OVERVIEW

Bunker Hill Community College (BHCC) is the largest community college in the Commonwealth of Massachusetts. Founded in 1973, the College is also one of the most diverse institutions of higher education in the state, with an average enrollment of 18,000 students served annually. Designated by the U.S. Department of Education as a Minority-Serving Institution and Asian American Pacific Islander Serving Institution (AANAPISI) in 2016, and currently eligible for designation as a Hispanic Serving Institution (HSI). BHCC serves a highly diverse population. At BHCC, 67% of students are people of color—27% Hispanic/Latino, 25% Black or African American, 12% Asian, and 19% white. Named in 2018 as one of the "Colleges with the Greatest Racial and Ethnic Diversity" by The Chronicle of Higher Education, BHCC ranked number nine for the most diverse two-year public institution in the nation.

The average age of students at BHCC is 25. Two out of every three are students of color, more than half are women, more than half are first-generation college students, and nearly half are Pell-eligible. Three out every four students work full or part-time while attending college; three out of five are parents. The College enrolls over 1,200 dual enrollment students, and over 600 international students who come from 94 countries and speak 75 languages – making the institution a center of linguistic wealth and diversity as well. Some of the major languages spoken on campus include Spanish or Spanish Creole, Mandarin and Cantonese Chinese, Vietnamese, Portuguese or Portuguese Creole, French Creole, Nepali, a wide range of African and Middle Eastern languages and Russian.

Given its mission as an urban institution of higher education, BHCC also offers a diverse range of programs that prepare students for jobs and/or transfer to four-year institutions. There are over 100 associate degrees and certificate programs that students can choose from to prepare them for work and/or transfer to four-year institutions. Moreover, studying at BHCC is highly affordable. BHCC charges one of the lowest tuition and fees among the community colleges in the state of Massachusetts.

The College has two main campuses in Charlestown and Chelsea; two satellite locations at the Malden High School, and Inquilinos Boricuas en Acción (I.B.A.)/Villa Victoria in Boston's South End; five instructional centers in Chinatown Boston, Everett High School, the Boston Chinatown Neighborhood Center in Quincy (BCNC- Quincy) and at the Education and Training Institute of the East Boston Neighborhood Health Center in East Boston. There are other instructional sites in area high schools such as Chelsea High School and Cambridge Rindge and Latin School. All these campuses and instructional sites and centers offer courses that are available to all BHCC students; the sites do not serve distinct populations. All courses offered in these sites are also taught by BHCC instructors.

Since the 2015 Fifth-Year Interim Report, the College has expanded its main campus and the instructional spaces mentioned above. In spring 2017, the original Chelsea campus on 175 Hawthorne Street was relocated to 70 Everett Avenue to provide an additional 22,000 square feet of newly renovated and updated facilities that accommodated the growing needs of the College for classroom, laboratory, student activities and service spaces (the old campus was leased to Phoenix Charter Academy, one of the College's education partners). Two new instructional centers were also established at Everett High School and the Pao Arts Center in Chinatown Boston. The latter site, a partnership with Boston Chinatown Neighborhood Center (BCNC), is unique in that the instructional center is also the

emergent center of art and culture in Boston's Chinatown. Furthermore, classroom instruction at the Pao Arts Center provides faculty and students the opportunity to use Chinatown and its history and culture to design and engage in culturally responsive curriculum and pedagogical practices.

Bunker Hill Community College is nationally recognized for being innovative. Indeed, despite decreases in the state budget, increasingly unpredictable state funding, and the limitations of physical space, the College continues to thrive. It has demonstrated innovative ways of increasing and re-purposing physical space, and integrating the activities of different grants that have similar or complementary goals -- for example, the integration of Learning Communities pedagogy with visits to LifeMap, or integrating the College's major Cultural Institutes into the Center for Equity and Cultural Wealth (CECW) for greater impact. Such innovative approaches have led to key transformations in Bunker Hill Community College as it grounded its work more deeply in the advancement of inclusion, diversity and equity. These transformations capture the major, significant milestones that have shaped the College in the last five years, and these highlights are previewed in the next section.

Executive Summary: Main Findings of the Self-study

Standard One. The College Mission, Vision and Values (MVV) Statements were updated in 2014 and have provided solid grounding for the College's strategic planning process, budget planning, and the development of Institutional Learning Outcomes (ILOs) to which the new Gen Ed and all new curriculum maps. In 2015, the College's mission was also expanded to include providing more support for high school to college curriculum alignment and pathway programming, along with an ongoing emphasis on workplace readiness and transfer. While the MVV Statements are widely disseminated, we should explore effective ways of increasing student awareness of the College's Mission, Vision and Values.

Standard Two. Consistent implementation of the strategic planning process and institutionalization of the Annual Unit Planning (AUP) processes and procedures have given way to strategic thinking as a habit of mind across operational units. This practice has led to better alignment of College Goals and Strategies with institutional initiatives, the "big three" goals of the Massachusetts Department of Higher Education (access, retention/completion, & closing achievement gaps), and the Commonwealth's overall strategic direction for higher education. An increasing emphasis on improving assessment and evaluation is providing momentum for the creation of an Institutional Assessment Plan.

Standard Three. Members of the College's Board of Trustees are diverse, committed, and effective in exercising their authority. In 2017, the College underwent a major review of its internal governance structure to make it more responsive to current needs and promote higher levels of engagement. The Participatory Governance Steering Committee's recommendations will be brought to the College Forum in AY 2019-2020 for a vote.

Standard Four. The College successfully revised and implemented an updated General Concentration Program of Study (now the Liberal Arts Program). The General Education curriculum, which was also revised successfully and is now aligned with BHCC's newly created Institutional Learning Outcomes, was fully implemented in fall 2019. Learning Communities continue to be refined and scaled, strategies for strengthening workforce pathways are being developed, and curriculum maps have been created. More

work needs to be done to develop an improved structure for academic program reviews, create a process to ensure consistent and transparent implementation of the credit-hour policy, and design relevant professional development opportunities for faculty that promote high quality teaching.

Standard Five. The LifeMap Initiative allowed us to overhaul our admissions process and create a unified set of services to more effectively support students through their entire academic journey. The Holistic Student Support Redesign Project is also currently being implemented to improve student retention. Students have access to a broad array of support services and co-curricular activities that promote holistic development and deep engagement. However, they may not always be aware of all the resources available to them. Students also expressed the need to develop more meaningful relationships with advisors and receive more consistent advising. The College needs to continue improving its student support services, and creating an integrated, systematic plan of assessing the effectiveness of these services that aligns with the College Goals, Institutional Learning Outcomes (ILOs), and the forthcoming Institutional Assessment Plan will be key to these efforts.

Standard Six. Improved hiring procedures have advanced racial diversity in the College's workforce, and efforts need to continue to increase diversity among administrators, faculty and professional staff. The College has also improved its onboarding processes for new, full-time employees and adjunct faculty, and continues to offer several professional development (PD) opportunities for all current employees. A growing number of these PD opportunities also promote equity-minded practices. With the increase in PD opportunities, a more cohesive, organized structure for handling these activities is needed to better facilitate information dissemination, tracking and outcomes evaluation. More PD in leadership training and standardized advising also need to be offered for faculty and staff across campuses.

Standard Seven. The budget deficit was eliminated with no reduction in services and no retrenchment of the workforce. Despite tightening fiscal conditions and uneven and unpredictable state funding, the College has remained financially resilient. Student enrollment at the College has not suffered as significantly compared to downward regional and national trends, and BHCC remains one of the most affordable community college option for Massachusetts residents. The College used alternative strategies to upgrade campus space, resulting in the creation of Student Central, DISH food pantry, a new, expanded Chelsea campus, and a new instructional site in Chinatown, Boston. An IT capacity review was conducted that led to the reengineering of the College's IT processes. While we celebrate these gains, space issues remain a challenge. Reclaiming IT operations and completing process reengineering will also take time.

Standard Eight. Student success initiatives at the College are making a demonstrable impact on successful developmental course completion, successful college-level gateway course completion, persistence and retention rates. Completion rates are trending upwards but there is a need to continue closing achievement gaps and improve retention strategies. Learning Communities have had a demonstrable impact as students' academic engagement, persistence and retention. Furthermore, BHCC students who enroll in a Learning Community designated course and visit LifeMap achieve the highest overall rates of persistence, one-year retention, and two-year retention. We should explore ways of integrating the best practices from these two initiatives across the College.

Standard Nine. System improvements are promoting institutional integrity and transparency at the College. These include the comprehensive review and updating of the BHCC Policies and Procedures Manual, the ongoing search for a Chief Equity, Diversity and Inclusion Officer (CEDIO), a more centralized admissions process with technological enhancements, the creation of Student Central, and the creation of a public records page. Nonetheless, the College needs to conduct a comprehensive campus climate assessment, a review of its Title IX processes, create publications that are more accessible to its linguistically diverse student population, and publish more complete information in print and on its website.

DATA FIRST FORMS
GENERAL INFORMATION

Institution Name:	Bunker Hill Community College		
OPE ID:	1121000		
		Annual Audit	
		Certified:	Qualified
Financial Results for Year Ending:	2019	Yes/No	Unqualified
Most Recent Year	2019	Yes	Qualified
1 Year Prior	2018	Yes	Qualified
2 Years Prior	2017	Yes	Qualified
Fiscal Year Ends on:	6/30	(month/day)	
Budget / Plans			
Current Year	2020		
Next Year	2021		
Contact Person:	Amanda Colligan		
Title:	Director of Institutional Research		
Telephone No:	617-228-3346		
E-mail address	akcollig@bhcc.edu		

Standard 1

Mission and Purposes

STANDARD 1: MISSION AND PURPOSES

Description

Bunker Hill Community College (BHCC) is guided by its Mission, Vision, and Values (MVV) statement, which was last updated in 2014 with commendations by the Commissioner of the Department of Higher Education (DHE) for its inclusive, comprehensive campus-wide process. The review involved initial discussions of the MVV during the fall 2013 college-wide Retreat, where over 225 faculty, staff, and administrators engaged in analyzing the changing landscape of student demographics and current trends in best practices in higher education and providing suggestions on key content that should be reflected in the College's updated MVV. Subsequently, in spring 2014, the College Forum Moderator led a task force comprised of a diverse group of about 20 faculty, staff, and administrators to create a new MVV draft that incorporated stakeholder ideas from the Retreat. The draft was vetted with the College community through presentations made at meetings of the Department Chairs, Deans Council, and Direct Reports, then modified based on feedback elicited from these groups. In fall 2014, the new MVV was voted on at the College Forum and shortly after, approved by the BHCC Board of Trustees (see Appendix F-1) and the Massachusetts Board of Higher Education. The updated Mission, Vision, and Values of the College reads as follows:

Mission

Bunker Hill Community College serves as an educational and economic asset for the Commonwealth of Massachusetts by offering associate degrees and certificate programs that prepare students for further education and fulfilling careers. Our students reflect our diverse local and global community, and the College integrates the strengths of many cultures, age groups, lifestyles and learning styles into the life of the institution. The College provides inclusive and affordable access to higher education, supports the success of all students and forges vibrant partnerships and pathways with educational institutions, community organizations, and local businesses and industries.

Vision

Bunker Hill Community College empowers and inspires students, faculty, and staff diverse in identities, experiences, and ideas to make meaningful contributions to our local and global communities. The College embodies a spirit of inquiry, critical thought, inclusive excellence and lifelong learning.

Institutional Values

Bunker Hill Community College Trustees, Faculty, Staff, and Students embody the highest academic and institutional integrity through their commitment to:

- Access and Success
- Excellence and Innovation
- Economic and Social Justice
- Inclusiveness and Equity
- Civic Engagement and Service
- Kindness and Respect
- Accountability and Transparency

The Mission, Vision, and Values statements are posted on the BHCC website and found in the College Catalog, Student Handbook, Corporate and Community Education Catalog, faculty/staff payroll calendar and in the Student Central B-building lobby.

The Mission of BHCC, and in particular its articulated values, are used as touchstones for institutional

reflections during times of public crisis. For example, during the issuance of Executive Order 13769 restricting entry to the United States for people from several Muslim countries, we relied on our College's stated values as a reference point for internal discussions as conveyed in our President's spring 2017 memo (see Appendix F-2).

BHCC's Mission, Vision, and Values statements provide solid grounding for the College's strategic planning process, program development, and resource allocation through the budget planning and Annual Unit Planning (AUP) process (discussed further in Standard 2). They guided the development of the Institutional Learning Outcomes (ILOs) to which the new General Education outcomes (see Standard 4) and all new curriculum maps that were created for the College Catalog and online Programs of Study.

Appraisal

BHCC's mission is expansive and nimble and has enabled the College to grow in critical areas to better serve the community and its student population. These include expanding support for high school to college curriculum alignment and pathway programming that has led to a significant increase in dual enrollment (see Standard 5) and successful progression to college-level gateway courses (see Standard 8), and a re-focusing of strategies to strengthen workforce readiness and transfer (see Standard 4).

The inclusive, comprehensive process of updating the Mission, Vision, and Values statements described earlier has helped to make the MVV accepted and widely understood by BHCC's Board of Trustees, administrators, faculty and staff: The MVV is always read aloud at the start of each Board of Trustees meeting; formulation of the College Goals and corresponding strategies to support each goal are mapped to the MVV (see Standard 2); all budget requests made by every operational unit are required to indicate the College Goals that are addressed by each request, and decisions on resource allocation are also tied to the MVV and the College Goals (see Standard 2 again). Finally, creation of the Institutional Learning Outcomes (see Standard 4) was grounded on the updated MVV.

Students are made aware of the MVV through the College Catalog and Student Handbook but this does not necessarily guarantee that they have a good grasp of the MVV's relevance to their academic journey. Thus, the College should implement strategies to ensure that students are aware of the MVV statements, and that they understand and can articulate the relevance and significance of these statements to their education and chosen careers. The College should also explore systematic strategies to routinely gather feedback regarding students' level of awareness and understanding of the MVV statements.

Summary of Strengths and Challenges

Strengths	Challenges
The process of updating BHCC's Mission, Vision, and Values (MVV) Statements was inclusive and comprehensive.	The College should implement strategies to ensure that students are aware of the MVV statements and that they understand and can articulate the relevance of these statements to their education and chosen careers.
BHCC's MVV statements have guided the College's strategic planning process, program development, resource allocation and the development of Institutional Learning Outcomes (ILOs).	The College should explore strategies to routinely gather feedback from students regarding their awareness and understanding of the MVV Statements.
BHCC's updated mission is expansive and nimble	

and has allowed the College to expand its reach in critical areas such as high school to college curriculum alignment and pathway programming, and the re-focusing of strategies to strengthen workforce readiness.	

Projection

Projection	Responsible Person(s)	Timeline
Ensure that students remain aware of the Mission, Vision, and Values statements by: (1) increasing their visibility of across campus, through the use of banners and posters at major entrances and widely used student spaces; (2) presenting and discussing the MVV statements in all Learning Community Freshman seminars as relevant to their future success; (3) presenting the MVV statements and their relationship to student success and the ILOs at New Student Orientation sessions.	Executive Director of Integrated Marketing and Communications; Dean of HLC Division, Director of Learning Communities, and all faculty teaching LCs; Dean of Student Affairs	2020-2025
Explore effective strategies for eliciting student feedback on their level of awareness and understanding of the MVV statements as it relates to their educational and career goals.	Executive Director of Institutional Effectiveness; Dean of Student Affairs	2020-2025

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	https://www.bhcc.edu/about/missionvision/	October 21, 2014

Mission Statement published	Website location	Print Publication
Mission Statement	https://www.bhcc.edu/about/missionvision/#MassCCMission	College Catalog (pp. 6-7)
Vision of BHCC	https://www.bhcc.edu/about/missionvision/#BunkerHillMission	College Catalog (p. 7)
Values of BHCC	https://www.bhcc.edu/about/missionvision/#InstitutionalValues	College Catalog (p. 7)
College Goals	https://www.bhcc.edu/about/collegegoals/	College Catalog (p. 4)

Related statements	Website location	Print Publication
Mission of MA System of Public Higher	https://www.bhcc.edu/about/missionvision/#BoardHigherEdSystem	College Catalog (p. 6)
Mission of MA Community Colleges	https://www.bhcc.edu/about/missionvision/#PublicHigherEdSystem	College Catalog (p. 6)
BHCC Statement on Inclusion	https://www.bhcc.edu/about/missionvision/#StatementInclusion	College Catalog (p. 8)
BHCC Statement on Civility	https://www.bhcc.edu/about/missionvision/#civilityStatement	College Catalog (p. 8)

Please enter any explanatory notes in the box below

Standard 2

Planning and Evaluation

STANDARD 2: PLANNING AND EVALUATION

PLANNING

Description

Since 2013, the College has engaged in a systematic, comprehensive, and broad-based collaborative Strategic Planning Process. BHCC's Strategic Planning Process cycle includes Annual Unit Planning, Medium-range Planning every three years, and Long-range Planning every six years (see Figure 1):

Figure 1. The Strategic Planning Process Cycle at BHCC

Annual Unit Planning (AUP) is an integrated planning and budget process that is completed in the spring by each operational unit. AUP budget requests, which are one-time annual supplements to the established budget, fuel innovation or growth within the unit and connect planning to resource allocation, assessment, and program improvement. Budget requests from each plan are aggregated by type (IT equipment, facilities, professional development, innovation) and prioritized by Forum Committees. The Committees then forward their recommendations to the Vice Presidents' Council and College Forum Moderator for final funding decisions.

The Office of Institutional Effectiveness (IE) provides support for the AUP process by furnishing operational units with key data that facilitates their evaluation of the prior years' goals and planning for the upcoming year; providing logistical support and access to Taskstream, a software platform that enables stakeholders to complete their AUP; and, IE and Forum Committees to record their assessment of AUPs.

In 2016, BHCC engaged in its first long-range planning process under President Eddinger's leadership. Through a series of internal and external planning sessions, including a Strategic Planning Retreat that engaged more than 200 campus members and more than 150 external participants, BHCC was able to assess and update the College's goals and strategies. This also included community-based organizations (CBOs), business, industry and academic partners, and representatives from the Commonwealth, City of Boston, and the Massachusetts Department of Higher Education (DHE). The broad-based, comprehensive process of consulting all constituents led to BHCC's updated six-year College Goals:

1. Foster Student Success
2. Strengthen Career, Transfer and Workforce Readiness
3. Advance Diversity, Inclusion, and Equity
4. Build Partnerships and Pathways
5. Develop the College's Infrastructure

The President reports on the status of these goals to all faculty and staff every year, as well as to members of the Board of Trustees (BOT) at the end of the fiscal year. In 2018, the framing of the College Goals was further tightened as top-level administrators identified the strategies *and* institutional initiatives that supported each College Goal. The President presented these to the College Community during the fall 2018 Convocation, and faculty and staff were allowed to meet with campus leaders to learn how the outlined strategies and initiatives supported the College Goals. These were then reported to the Board of Trustees at its 2019 June Retreat.

The College Goals, which align with the DHE goals of access, retention/completion, and closing achievement gaps, also serve to underpin the strategic thinking that guides the plans which different groups and task force committees create. These stakeholder groups have broad representation from staff (both non-union and professional staff), faculty, administrators, students and external community partners, and they use these plans to focus efforts and allocate resources. Examples include the Educational Master Plan, Emergency Operations Plan, Facilities Master Plan (see Appendix F-3), Information Technology Plan, Integrated Marketing and Communications (IMC) Strategic Plan and the Strategic Enrollment Management (SEM) Plan.

Appraisal

The planning process continues to evolve since President Eddinger took office at BHCC and helped to institutionalize the Strategic Planning Process. More intentional strategic thinking is starting to emerge across units, as evidenced by the College's updated Strategic Enrollment Management (SEM) Plan and Recruitment Plan (see Appendix F-4) that are aligned with, and map to, the updated College Goals and supporting strategies and institutional initiatives. The upcoming updates of other plans on Information Technology, Emergency Operations, Integrated Marketing and Communications, Physical Facilities as well as the Educational Master Plan -- all formulated before fall 2018 -- will also be anchored on the more cohesive framework offered by the updated College Goals.

The Facilities Master Plan (see Appendix F-3) offers an early example of emergent strategic thinking and planning in the College. Updated last in 2014 using the previous set of College Goals, several of its key recommendations have come to fruition during the 2018-2019 academic year. In AY 2018-2019, a new Student Central office consolidated and relocated student services (Academic Records, Financial Aid, and Student Payment) along with the Admissions office to the College's main entrance. Initially, the plan included LifeMap and Advising in a consolidated student services area. However, the 2013 Title III grant enabled BHCC to redesign and reimagine LifeMap in a different area on campus. In addition to the consolidation and construction of these student service areas, the Facilities Master Plan (see Appendix F-3) has helped to focus advocacy and planning for BHCC's the next major capital project, which is a new, mixed-use building. The Plan also supported decision to lease additional academic and administrative space in the H-building, a temporary office space several blocks away from the main Charlestown campus (see also Standard 7).

The Strategic Enrollment Management (SEM) Plan offers more recent evidence of how intentional strategic thinking anchored by the College Goals is informing strategic planning. Updated in spring 2019 by the SEM Team, the plan articulates broad enrollment goals and lays out strategies, target populations, measurements, timelines, and leadership responsibilities. Each strategy is linked to a larger enrollment goal and the updated College Goals. Data furnished by IE are reviewed at monthly SEM meetings to understand patterns of student persistence, retention, and stop outs, and assess the effectiveness of recruitment and marketing strategies as well as institutional policies and procedures. The Integrated Marketing and Communications team is a member of the SEM team and frequently presents and shares on-going marketing campaigns and tactics that support the work of enrollment and recruitment. The SEM Team's work supports IE's exploration of the use of Tableau to produce daily (formative) and annual (summative) enrollment dashboards. These dashboards, scheduled to be piloted in AY 2020-2021, will enable the SEM Team to make more data-driven decisions during peak enrollment periods (contacting a specific group of students, for example, based on attrition patterns furnished by IE) and after the close of enrollment, when the Team reviews disaggregated data.

Given the natural relationship that exists between enrollment and recruitment and admissions, the updating of the SEM Plan also led to the updating of the College's Recruitment Plan (see Appendix F-4) in the middle of spring 2019 – a further demonstration that strategic thinking and planning at the College are also becoming more intentionally systematic.

While the updated College Goals now offer a more cohesive framework for shaping strategic thinking and planning, there is still a need to get more stakeholders involved in the planning process and create a better system for communication to help promote integrated planning among units. Previously, strategic plans were not consistently communicated to a wide audience of stakeholders, in part because the majority of these plans were not accessible to the public or faculty, staff, and students at the College. The plans were kept in draft form on the internal faculty and staff portal and difficult to find. Since the overhaul of the portal (now the BHCC Intranet), many of these plans became inaccessible. The College has taken steps to make its most recently crafted Strategic Plan for 2019 to 2023 as well as additional plans accessible to the public by publishing them on the BHCC website in fall 2019.

The College is increasingly moving towards a more inclusive process of involving faculty, staff, and administrators in planning activities. One recent example was the process that the College undertook to win its private grant award of $2.4 million from the Richard and Susan Smith Family Foundation, aimed at consolidating the College's Early College efforts as well as addressing College Goals 1, 2, 3, and 4. As part of the grant proposal preparation activities, multiple planning discussions were held with several stakeholders, such as the Director of High School Partnerships and College Pathways; staff from Institutional Effectiveness; faculty from the Business, Allied Health, and Computer Information Technology (CIT) Departments, and; high school and district partners from the cities of Charlestown, Chelsea, and Malden.

While there are growing efforts to ensure that diverse groups are engaged in planning activities, representation tends to be from the same group of administrators, staff and faculty. The College needs to be more intentional and consistent about including other groups that also need to be brought to the table, such as students, faculty and staff who are based in the Chelsea campus, or staff from the Advising and LifeMap office.

The Annual Unit Planning (AUP) process also needs to be improved to ensure that it functions as a real mechanism for planning, evaluation and continuous improvement. The AUP process was designed to align with the budget process when it began in FY 2015, and it became more rigorous by FY 2018. By FY 2018, AUP requests beyond the established budget for the fiscal year needed to demonstrate that they: (a) were data-informed; (b) were aligned to one or more College Goals; (c) would be assessed/evaluated with a clearly articulated assessment plan. However, the AUP process functioned more as a budget request than a true mechanism for planning. This may be one reason for the decline in the number of operational units that have submitted an AUP over the last four years: 68 Units for FY2016, 86 units in FY2017, 74 units in FY2018, and 60 units in FY2019. In addition, although unit heads were asked to indicate whether they met, exceeded, or are continuing to work toward their goal(s) from the prior year, there is a need to enforce goal assessment on the unit level and a review of the results of assessment on the institutional level.

Changes to the upcoming FY 2020 AUP process are currently underway, based on collected feedback from stakeholders about the process, timelines, and need to engage in more intentional strategic planning. First, all unit heads who develop and submit an AUP will be required to select one or more College Goals and discuss how these goals align with their AUP requests. Each unit will also be required to use data to evaluate their progress in terms of these goals. Second, the AUP timeline will be adjusted to ensure that there is sufficient time for unit heads to prepare proposals and for committees to review and decide which plans will be approved for funding.

The College's practice of strategic planning also encourages the habit of strategic thinking as a top of mind practice. Persistent attention to strategic concepts over time, such as Early College, or equity and cultural wealth, prompts the search for grant dollars to support strategic directions. The federally-funded Asian American Native American Pacific Islander Serving Institution (AANAPISI) grant supports College Goal 1 (Foster Student Success); the state-funded PIF grant that established the Center for Equity and Cultural Wealth (CECW) and supports College Goal 3 (Advance Diversity, Inclusion and Equity), and; the privately funded Early College grant supports College Goal 4 (Build Partnerships and Pathways). These are concrete examples of grant awards that demonstrate how strategic planning and strategic thinking in the College are interactively shaping each other.

EVALUATION

Description

Bunker Hill Community College conducts both summative and formative assessments to inform continued improvements at the College.

Summative Evaluation

The Massachusetts Board and Department of Higher Education (DHE) sets out the College's summative performance annually through an active data scoreboard. The Performance Measurement Reporting System (PMRS), describes the College's student success and equity performance and compares it to peer institutions on the national level and community colleges on the statewide level.

The College also uses other measures to evaluate the success of its students. These include metrics from the Voluntary Framework of Accountability (VFA) which BHCC has been using since spring 2014; the Achieving the Dream (ATD) Annual Report which provides a gauge of how BHCC's student success

measures compare with other ATD New England and national network peer institutions, and; the Community College Survey of Student Engagement (CCSSE), which evaluates the level of engagement among BHCC students and compares it with student engagement levels at other peer institutions. Peer comparisons using these metrics are discussed further in Standard 8.

Formative Evaluation

The College conducts formative assessment primarily through the efforts of the Student Learning Outcomes Assessment Program (SLOAP), which is charged with leading and modeling assessment throughout the College. A more detailed discussion on the work of the SLOAP Committee is given in Standard 8.

The College also carries out other forms of formative assessment through Program Reviews regularly conducted by academic units (see Standard 4); curricular design and assessment supported under the Center for Equity and Cultural Wealth (CECW) as mentioned in Standard 6, and; collection of data on student success initiatives, such as the Learning Community Program, LifeMap, and the AANAPISI grant (see Standard 8).

The Office of Institutional Effectiveness (IE) at BHCC plays an integral role in both formative and summative evaluation. Their staffs are included in most formalized planning groups or committees and are consistently involved in creating plans for data collection, evaluation and assessment. They also implement, as needed, formative evaluation and assessment of institutional initiatives. The IE Office works closely with administrators from various offices at the College to create and vet institutional data definitions and metrics to define groups of students at the College; track their participation in different programs, and; quantify consistent metrics of student success. At least one member of the IE team also sits as an advisor on the SLOAP Committee.

Appraisal

Assessment and evaluation as a routine practice across the College is gaining momentum. The work of the SLOAP Committee has helped to promote a college-wide culture of assessment, and cultivation of strategic thinking through the Strategic Planning Process is embedding assessment and evaluation as a growing practice in all operational units. Faculty and staff have likewise increasingly focused their work on developing student learning outcomes and rubrics within an equity-minded framework. For instance, the recently established Center for Equity and Cultural Wealth (CECW) launched its Assessment Fellowship Program to support the design and assessment of curricular and co-curricular activities that promote equity outcomes and demonstrate value for community cultural wealth. Under the AANAPISI grant, faculty are engaged in the design and assessment of asset-based curricula that can promote cultural competency and an understanding of Asian American communities. AANAPISI success coaches are also developing outcomes to assess the impact of targeted success coaching and cultural programming on our Asian American students. Finally, the Holistic Student Supports Redesign Project that is now in Year Two of a three-year re-engineering plan emphasizes designing retention strategies that are based on enrollment, persistence and retention data over the last three to four years.

From 2015 to 2017, BHCC engaged faculty and staff leadership and broad college-wide participation in creating the Educational Master Plan (EMP) that would provide strategic direction to the College's educational activities via five domains: Partnerships and Pathways; Enrollment Management; Teaching, Learning and Student Development, Career and Transfer Readiness, and; Outcomes Assessment. Created in tandem with the review and reform of the General Education program and development of

the Institutional Learning Outcomes (ILOs), all objectives and activities of the five EMP domains map to the ILOs. The EMP has since been integrated into the Strategic Plan of the College and includes an objective to assess the new General Education program that was implemented in fall 2019. The planned assessment of the new General Education outcomes, map to the ILOs, will help to indirectly evaluate the effectiveness of the ILOs. The College may need to update the EMP and create a plan and timeline to coordinate mapping of course and program curriculum outcomes to the ILOs.

With the increased and welcome emphasis on evaluation at the College, there is momentum for creating the Institutional Assessment Plan (IAP) to better articulate the processes of summative and formative evaluation and the link between the two. Currently, the College's data published in the Massachusetts Department of Higher Education Performance Measurement Reporting System (PMRS) informs BHCC's summative evaluation that is integrated into the President's goals and presented every year to the college community, including the Board of Trustees. More work needs to be done in tightening the College's formative evaluation, specifically in terms of establishing a more coherent process of assessment across academic and non-academic departments that is grounded on the AUP and academic program review processes and the work of SLOAP, and; conducting an integrated review of evaluation findings across units to ensure that goal-setting and evaluation on the ground remain aligned with the College Strategic Goals, and that formative assessment findings inform the institution's summative evaluation.

The growing practice of assessment and evaluation at the College is complemented by increased support from the IE staff. For instance, IE staff has increasingly provided support for Program Reviews and the AUP process by providing data sets to academic departments. Typically, these include enrollment patterns (by course and by program), course success rates, declared majors' demographics, and rates of student persistence, retention, graduation and transfer. Also, IE staff furnishes labor market analysis upon request to help departments evaluate the market impact of academic programs and prospects in the job market for graduates. For academic deans and support staff, IE conducts regular professional development in the use of ZogoTech, the College's Data Warehouse system, to get them engaged in data gathering and analysis that are useful to their area of service.

The IE Office also assists staff in non-academic areas, such as Advising and Community Engagement, in the creation of contact codes in ZogoTech to facilitate data tracking and analysis that are used to evaluate and improve the delivery of student support services. Some examples include tracking student visits, emails sent, or even student participation in an event or planned activity.
Based on the success that non-academic office units have had with the ease of using ZogoTech, preparations for piloting faculty access to ZogoTech data are underway. By AY 2020-2021, Department chairs are anticipated to have access in ZogoTech to the same reports that their academic deans can view, such as their department's course enrollments, fill rates, and success rates, to help them plan course offerings each semester.

In addition to these technical supports, IE has expanded its staff to better accommodate the increasing need for data availability, data analysis, and data literacy across the College. From 2015 to 2018, IE increased its research staff from three to six full-time employees.

In fall of 2019, the Integrated Marketing and Communications teamed up with IE, Admissions, Advising and the Academic Associate Provosts forming a Program Marketing Task Force that will be anchored to data and provide guidance and support to the program marketing efforts at the College.

Summary of Strengths and Challenges

Planning

Strengths	Challenges
College-wide and local planning processes are systematic, inclusive and data driven.	Plans which are not aligned with current College strategic goals need to be updated.
Strategic thinking suffuses the work of the College.	Goal assessment of Annual Unit Plans needs to be better enforced. Institutional review of AUP assessment findings should also be carried out.
	Representation on planning teams tends to consist of the same people. Representation on these teams should be more intentionally inclusive.

Evaluation

Strength	Challenges
Assessment and evaluation are increasingly becoming a routine practice across the College with increased support from IE	Currently, there is no coordinated plan or timeline to address the need to map course and program curriculum outcomes to ILOs.
The Massachusetts Department of Higher Education has iterated an institutional effectiveness score card over the past three years. The most advanced version of the score card, the PMRS, is now in use for BHCC and all Massachusetts Community Colleges. The PMRS helps to inform the College's summative evaluation.	The College does not yet have a clearly articulated Institutional Assessment Plan (IAP). While use of the PMRS supports summative outcomes for the College, a more coherent process of conducting formative assessment needs to be established.
BHCC used the General Education Program reform process as an opportunity to create the Institutional Learning Outcomes (ILOs) and align the updated program outcomes to these ILOs.	

Projections

Projection	Responsible Person(s)	Timeline
Streamline all planning efforts to align them with the College Goals, and promptly update and communicate them to the college community. The planning process and timeline should be regular and coordinated.	Executive Leadership – President, Provost, VP Administration & Finance, IMC Executive Director	Starting fall 2019
Create an Institutional Assessment Plan that clearly articulates the summative and formative framework. Establish also a more coherent process of conducting formative assessment across academic and non-academic units as well as an integrated	President, Provost, IE Executive Director	AY 2021-2022

review of assessment findings on the institutional level.		
As part of creating the Institutional Assessment Plan, all academic and non-academic departments will map the ILOs to their program outcomes, and if appropriate, their program outcomes to course outcomes.	Provost, IE Executive Director, Deans, Dept. Chairs, SLOAP	AY 2020-2021
Create a working group that will make recommendations on how to improve the AUP process, including a plan of accountability for evaluating the outcomes of AUPs	Provost, VP Admin & Finance, IE Executive Director	Start fall 2019, implement for FY 2021

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates	Website location
Strategic Plans			
Immediately prior Strategic Plan	3/16/15	2013 - 2016	**BHCC President's Goals 2013-2016 Year Two 2015 Final.pdf (Available in Digital Workroom)**
Current Strategic Plan	Given to MA DHE 8/2/2019	2019 - 2023	https://www.bhcc.edu/strategicplans/
Next Strategic Plan			

	Year completed	Effective Dates	Website location
Other institution-wide plans*			
Master plan	2014		BHCC Final Report Master Plan (Available in Digital Workroom)
Academic plan	2017 (Draft)	2017 - 2024	https://www.bhcc.edu/media/01-collegepublications/strategicplans/BHCC-EMP.pdf
Financial plan			
Technology plan	2018	FY15 - FY18	https://www.bhcc.edu/media/01-collegepublications/strategicplans/BHCC-IT-Strategic-Plan-Update.pdf
Enrollment plan	2018	FY19 - FY21	https://www.bhcc.edu/media/01-collegepublications/strategicplans/BHCC-SEM-Plan-2019-2021.pdf
Development plan			
Plans for major units (e.g., departments, library)*			
Emergency Operations Plan	October 2015	Current	https://www.bhcc.edu/media/bhccintranet/documents/publicsafety/emergencyoperationsplan/BHCC_Emergency_Operations_Plan.pdf
Integrated Marketing and Communications Strategic Plan	March 2018	2018-2021	https://www.bhcc.edu/media/01-collegepublications/strategicplans/BHCC-IMC-Strategic-Plan-2018-2021.pdf

EVALUATION	Website location
Academic program review	
Program review system (colleges and departments). System last updated:	
Program review schedule (e.g., every 5 years)	
Sample program review reports (name of unit or program)*	
Sample Program Reviews and Summaries (Registered Nursing, Creative Arts, Music, Business Administration Department, Criminal Justice and Public Safety, Hospitality)	See Appendices F8 - F11 for sample Program Reviews
System to review other functions and units	
Program review schedule (every X years or website location of schedule)	
Sample program review reports (name of unit or program)*	
AUP Instructions, 2019 - 2020 (Available in Digital Workroom)	

Other significant institutional studies (Name and web location)*	Date
Example: Advising: www.notrealcollege.edu/advising	*2014*
BHCC Parking Study (Available in Digital Workroom)	2017

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

Standard 3

Organization and Governance

STANDARD 3: ORGANIZATION AND GOVERNANCE

GOVERNING BOARD

Description

Bunker Hill Community College (BHCC) is one of fifteen public community colleges in Massachusetts and is the largest community college in the Commonwealth. BHCC operates under the authority of the Massachusetts General Laws Chapters 15A (M.G.L.Ch 15A), with oversight from the Secretary of Education and the Massachusetts Board of Higher Education (BHE). Regulatory oversight is operationalized at the Department of Higher Education (DHE) handled by the Commissioner of Higher Education. The local governing body of BHCC is the Board of Trustees (BOT), appointed by the Governor (see Figure 2).

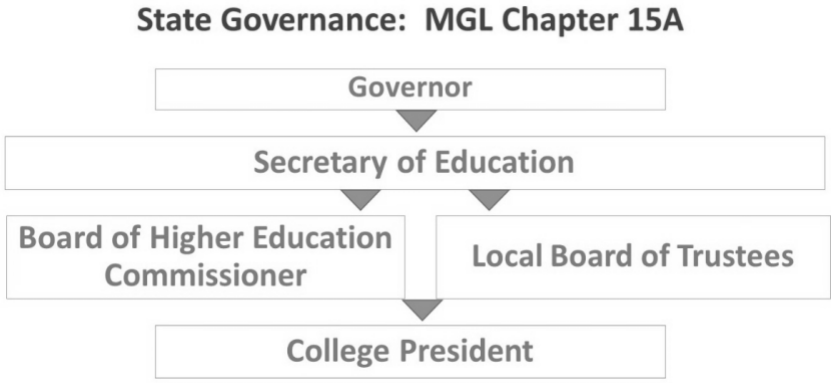


Figure 2. Structure of the BHCC Governing Board

The local Board of Trustees (BOT) of Bunker Hill Community College serves as the governing body responsible for setting a local policy to achieve the mission and goals of the institution. System policies are set by the Massachusetts BHE. BOT members exemplify a standard of leadership that is ethical, values diversity and promotes student success. The BOT delegates power to the President as the educational and administrative head of the College except for annual budget approval, fee-setting authority, and the recommendation of hiring and evaluation of the President. The BOT's scope of authority, including its functions, powers, and responsibilities, are provided and authorized by the General Laws of Massachusetts and Acts of the General Court and reflect the delegation of authority from the Board of Higher Education.

The BOT meets in March, April, June, September, and November, with meetings held on the calendar for January and October (convened if needed). At least one meeting per year is held on the Chelsea Campus. Subcommittees of the BOT, including Finance and Audit, Presidential Evaluation, and ad hoc, are convened as needed. All meetings are open to the public and are accessible to those requiring accommodations.

Members are selected in accordance with M.G.L.Ch.15A, Section 21. This section defines membership roles as well as expectations and officer designations. The BOT is comprised of eleven members: eight members are appointees of the Governor of the Commonwealth, one member is an Elected Alumni Trustee, one member is an Appointed Alumni Trustee, one member is an Elected Student Trustee (1-

year term). The governor, following legislation passed in 2012, appoints the chairperson of the BOT. The chairperson must be a sitting member of the Board and must reside in the geographic region of the College. Unless otherwise noted, each member serves 3-Year renewable terms; 2 terms maximum. Each member of the BOT serves at will, is uncompensated, and operates under the guidance of Massachusetts Conflict of Interest Laws as well as Massachusetts State Ethics Commission policies and regulations.

BOT meetings adhere to the open meeting law of the Commonwealth of Massachusetts. All BOT meetings are conducted under the latest edition of Robert's Rules of Order when not in conflict with these bylaws or the laws of the Commonwealth. The BOT meeting schedule, agendas, and meeting minutes are publicly posted on the BHCC website. There is also a meeting minutes archive on the BHCC website, which hosts past meeting information. Archives of meeting minutes not included on the website are available at the BHCC Library Archives. In fall of 2019, Board Docs, paperless meeting management software was purchased and rolled out to the Board of Trustees. The website's public archives will be transitioned to the Board Docs system in the spring of 2020.

Appraisal

The Bunker Hill Community College Board of Trustees Bylaws (adopted at the September 18, 2000 Board of Trustees' Meeting) provide the governance structure for the Board. These bylaws are publicly posted on BHCC's website and clearly describe the roles and responsibilities of the BOT, including the seven articles outlining the governance of the committee. In addition, the BOT conducts its business under the Massachusetts Open Meeting Law, which ensures transparency and accessibility to the public except for emergency meetings and closed sessions related to lawsuits, personnel issues, and real estate). Transparency is furthered by the College's compliance with public records law. All deliberation take place in open session, and voting is by physical presence and by a quorum. State ethics laws govern the Board's activity.

The BOT is comprised of members with diverse cultural, professional and personal backgrounds, allowing for breadth and depth of expertise and perspectives, and multi-faceted, thoughtful responses when discussing challenging and complex issues.

During the last ten years, the Board experienced at least one complete turnover of each seat, including the board chair. Despite the change in appointments, every aspect of the Board remained diverse and rich with experiences. The 2013-2014 Board, with ten members, comprised of an equal number of males and females (five each), a balanced distribution in race and ethnicity (four African American, three White, one Latinx, and two Asians). Professional experience within the ranks includes the fields of healthcare, tourism, civil service, law enforcement, national public media, business, and international finance. In its varied experiences, professional and cultural, this Board was united in its understanding of the needs of the BHCC student population, and at each decision juncture, including the review of the College Mission in 2014, as well as the annual examination of the budget and student fees, the Board brought their diversity perspective and cultural understanding to bear. It is no accident that the College's devotion to equity was reinforced in the 2014 mission review, and the tuition and fees of the College remain one of the lowest in the Massachusetts Community College System.

The current Board, fully seated by the beginning of fall 2019, is similarly diverse. There are six males and five females; four Whites, four Asian Americans, and two African Americans. The professional fields are equally varied, ranging from science and research, non-profit service in health care and education,

international trade, venture capital, economic/workforce development, and community foundation. As the College enters critical phases of facilities development for the M and E Building and also a plan for the next phase of capital development through public-private partnership in real estate, we have on our Board two experts in the real estate field, and one other member in municipal economic development. Our ability to leverage the deep field expertise of the Board and the Board's commitment to the ethos of the community college makes the board members powerful thought partners and allies in the work of BHCC.

All new Board members undergo a comprehensive Onboard Orientation to ensure that they have a clear understanding of the institution's distinctive mission, acclimate themselves to the operations of the College, and appropriately exercise their authority in service to the College Mission. Members of the Board also receive regular training on Conflict of Interest and proper Board Governance as required by the State, attend an Annual Board of Trustee Conference held by the State, and twice annually, national conferences held for Leadership and Advocacy. To further ensure that its role and functions are effectively carried out, the Board conducts an Annual Board self-evaluation and holds an Annual Board Retreat.

The BOT's responsibilities include Fiduciary Duty (Care, Loyalty, Obedience); Delegated Authority in Student Policies & Operations; Retained Authority in Recommendation of CEO Hiring; Evaluation and Separation, and; Retained Authority in Budget & Exceptions Approval. Retention of Authority includes Contracts over Cap; Donations with Dinner Benefits; Budget and Fee Increases, and; Sensitive Issues.

In addition, throughout the fiscal year, BOT meetings include regular and timely presentations on budget and fiscal conditions of the College (see Standard 7) as well as detailed information regarding facilities planning. Key policy issues, such as the arming of Campus Police, are reviewed and voted on.

It is significant that the Board participates in reviewing the effectiveness of the institution annually. The instrument by which they examine the College is the Department of Higher Education Performance Measurement Reporting System (PMRS). While the Dashboard has undergone a number of minor revisions over the past few years, it carries the standard metrics of Access, Retention, Completion, Developmental Education, and in the most recent version, disaggregated race/ethnicity and gender data to address the equity gaps within the Massachusetts Community College System Colleges. The PMRS relies on Tableau, a data-envisioning software, for visual presentation of data. The President of BHCC, as a part of her annual performance review and reflection, explicates for the Trustees the Dashboard Data and links the improvement needs of the College to her annual goal-setting and strategy-making for the College. Through the self-evaluation of the College President, which comprises an annual reflection, progress on last year's goals, the explication of the PMRS, and the renewal of goal-setting for next year, the Trustees glean the full-context of the College's progress, evaluates the effectiveness of the President and the College, and looks forward to the goals for next year's work. The evaluation results are forwarded to the Commissioner of Higher Education and the Board of Higher Education, which is the hiring authority for the Presidency. The Trustees also allow the President to use her self-evaluation and the analysis of the PMRS as an annual report to the campus, ensuring the College community is in alignment with the Board in understanding the work ahead.

The BOT addresses challenges presented by fiscal, academic, and student needs through informed communication, and requests for a follow-up to the President and the President's leadership team. One example is the development of Open Educational Resources (OER) as a strategy to meet Basic Needs,

which was first launched in fall 2016 and demonstrated the largest increases across all modalities of instruction in the last two academic years in terms of student enrollment, which rose more than tenfold from 267 to 2,700 students; number of courses, which more than quadrupled from 8 to 33 courses; and number of sections, which increased by more than nine times, from 19 to 199 sections (see additional table appended to Data First Form 3.2).

After receiving a progress report in 2017 on the initiative's success in returning $1.5 million to students via textbook cost avoidance, the Board voted to permanently create a revenue stream to support the wider development of OER. More recently, in November 2019, after spending close to two years studying the urgent need to renew the Charlestown facilities, the Board passed a resolution to support the M and E Building renewal project, taking on $35 million in debt to add to state capital funds, making available $65 million for the construction of a new M and the renovation of the dilapidated E Building (see also Standard 7). The commitment is a significant and long-term one for the Board and made only after exhaustive review and discussion facilitated by staff, and with an abiding belief that our students deserve equitable and contemporary space for learning.

Utilizing the institutional governance structure, the Board establishes and maintains appropriate and productive channels of communication via the College President. Public comments are also welcomed and considered. To keep Board members abreast of college initiatives, they are regularly provided with report updates on strategic initiatives. As a point of improvement, the Board recently (spring/fall 2019) expanded their meetings to two hours from one and moved them to earlier in the day. The expanded hours allow for more program presentations and meaningful discussions for Board members. In the last year, strategic initiatives such as Open Education Resource (OER), Basic Needs and the DISH Food Pantry, Holistic Student Supports Redesign, as well as the NECHE accreditation process were featured.

The Board effectively delegates operations to the President and evaluates her performance in accordance with strategic planning goals. The Board also exercises fiscal control and fiduciary stewardship, including but not limited to fee-setting responsibility. In exercising its fiduciary responsibility, the governing board manages risk through fiscal oversight and monitors presidential performance for optimal institutional safeguards. The Trustees approve the annual independent financial audit of the prior year in October, in compliance with standard practice. The Board begins its annual budget review cycle in April, with approval of a preliminary budget commonly in June, authorizing a three-month spending plan, and approval of the final budget in September, depending on the final state budget passed by the Massachusetts Legislature. No less than three presentations occur between April and September, facilitated by the Chief Financial Officer of the College. Q&A sessions are full and conducted in open sessions. Similar sessions are conducted for student leaders, including the student trustee, and in budget town-halls open to the entire campus.

The Trustees further ensure that the budget reflects priorities of the College as defined by its Mission Statement and Strategic Plan. Trustees are apprised of operational guidelines regarding budget, such as the appropriate percentage spending on direct service to students (no less than 50%), or the percentages spent on facilities and other support services. With presentations on strategic priorities occurring at each meeting and the full range of initiatives covered at the annual Trustees retreat, the Trustees have deep familiarity and a firm context to support annual budget decisions.

INTERNAL GOVERNANCE

Description

The President and BHCC Administration

Dr. Pam Eddinger was appointed President of BHCC in 2013 and reports to the eleven-member BHCC Board of Trustees. The President leads her administrative team in institutional oversight of fiscal and academic policy and manages resources in keeping with BHCC's institutional purposes and objectives, ultimately ensuring the effectiveness of the College.

Dr. Eddinger's outreach extends from the Greater Boston community to regional and national work on behalf of the Community College movement. The Boards on which she serves include the Boston and Statewide Workforce Development Boards, the Boston Foundation, and WGBH. She and her senior staff are active at local chambers, the New England Council, and venues where higher education policies are influenced. Dr. Eddinger also chairs the national community college reform network Achieving the Dream (ATD).

The Vice President Council (VPC) meets weekly and is comprised of the Vice President/CFO Administration and Finance, and the Vice President and Provost of Academic and Student Affairs. The Associate Vice President of Human Resources and Labor Relations routinely joins the VPC, as do other Associate VPs and Associate Provosts as needed. The Executive Staff, which includes senior operations managers, meets monthly.

The administrative structure and expertise as required by job descriptions are adequate to manage the institution and to ensure its purpose and objectives are being fulfilled. Annual evaluations of all administrators, along with annual goal-setting in alignment with strategic goals, ensure substantive performance. Professional development is readily available in all phases of career growth.

Internal Governance: The College Forum and Participatory Governance

The current internal governance structure helps to promote college-wide communication between senior administrators, faculty, students, and staff through various mechanisms. BHCC employs a College Forum, which represents BHCC's central participatory governance structure. The Forum is an inclusive body, representing all segments of the College from both the Charlestown and Chelsea campuses.

Membership of the Forum includes all administrators, faculty and professional staff, as well as three representatives from support staff and three representatives from the Student Government Association (SGA). Adjunct faculty are invited to attend Forum meetings but do not have voting rights.

The purpose of the College Forum is to provide opportunities for members to discuss and evaluate, for voting members to recommend on matters of mutual responsibility, and for all members to be informed about the activities of all segments of the participatory governance structure.

Meetings occur monthly during the academic year on the Charlestown campus. The agenda is published five days in advance, as are motions to come before the Forum for a vote. This rule may only be waived at the discretion of the Moderator and a two-thirds vote of those in attendance. In addition, Committee Chairs circulate information about important motions to all Forum members via email before the Forum meeting. Through the Forum, various college-wide initiatives are updated. Topics of discussion at the

Forum include updates from the President and senior administration, the Student Government, and each standing committee.

Twelve Forum Committees operate under the Forum by-laws:

Six Policy Committees present recommendations to the Forum:

- Governance
- Academic Affairs
- Curriculum
- General Education
- Professional Development
- Student Services

Seven Advisory Committees present information but do not present motions.

- Long Range Planning
- Health and Safety
- Library
- Technology
- Communications
- Facilities Planning
- President's Climate Commitment & Sustainability Committee

Faculty hold the majority of positions on all Forum Committees. In addition, all committees have at least one professional staff member, an administrative representative, a support staff representative, and one student representative. The Forum elects the majority of members to these Committees, with some members appointed by the President or the Provost. Forum Committees make recommendations on issues pertaining to each Committee's charge. Committee agendas can be generated by members of a Committee or by other members of the College community.

When a Forum Committee arrives at a policy recommendation, the Committee Chair presents the recommendation to the College Forum for discussion and, where appropriate, a vote to move the recommendation forward. Since the President of the College is ultimately responsible for the administration of the College, all actions of the College Forum constitute recommendations to the President.

BHCC Faculty have primacy in matters of credit-bearing educational programs and curriculum development. To propose any new curriculum or course/program modification, the authoring faculty member(s) will initially present their proposal to their respective department for review and comment in order to gain consensus. Once the department approves the proposal, it is sent to the Curriculum Committee through a formalized process. If the said proposal has an impact on another academic department, they are also copied on the proposal for review and comment as an impacted department. The current composition of the Curriculum Committee and the composition of the College Forum where final votes take place is faculty dominant. Faculty who serve on the Curriculum Committee are selected based on their respective division and are charged with the review of all new and revised proposals prior to their initial offering. Faculty members who have submitted proposals are required to present and defend their proposal to the Curriculum Committee. Upon review, the Committee may approve the proposal to be forwarded to the College Forum for a vote or make recommendations when appropriate.

BHCC Students are represented at the College Forum, as well as on each governance committee. There is an active Student Government Association (SGA) that acts as a voice for the BHCC students and represents student interests to the College administration. Comprised of fourteen members who are elected by the student body, the SGA advocates for the rights of all students to recognize, promote and fund student clubs and organizations; guarantee student participation in the determination of official

policies, and; serve as a forum for student's ideas and opinions. The President of SGA presents a report at the College Forum and the Student Trustee provides a report to the Board of Trustees' monthly meetings.

There is a clear decision-making path involving all academic and non-academic proposals. The Governance Committee will review, then route different issues to one of several standing committees based on the expertise and charge of that applicable committee.

BHCC's administrative structure underwent a thorough review in 2015, and realignment of some student service areas occurred. The areas of Admission, Registration and Records, Advising and LifeMap, and Career/Transfer were united under the oversight of a Dean for Enrollment Management. The structure allows for a clearer understanding of the student's experience entering and navigating through the College. Further analysis of other student support processes occurred again beginning in 2018 when the College took on the Holistic Student Support review of the area under the guidance of Achieving the Dream; the re-engineering process will occur over three years. The academic division structure was likewise realigned to balance supervisory workload as well as programmatic alignment and synergy in 2017. The area of SEM (science, engineering and math) was identified as a discrete division to be given focused support. This reconfiguration also balanced workloads of the Academic Deans to provide appropriate and adequate support to the faculty and staff.

Appraisal

While BHCC has traditionally had a strong internal governance structure, there is a desire within the Forum to promote a higher level of participation as stated in our 2015 Fifth-Year Interim Report. Full participation in the governance process that includes constituents from the H-building, Chelsea campus, and other locations has been a logistical challenge. In 2017, the Forum initiated a review and proposed reforms in the BHCC Participatory Governance Structure to determine the changes that were needed to improve current governance structure and practices. Part of the newly proposed system required that BHCC hold a bi-annual review process to evaluate the effectiveness of the internal governance process, and create a survey to gauge the effectiveness of the governance process. The survey would also serve as a mechanism for feedback, monitoring, and improving the internal governance process.

Two consultants, Dr. Helen Benjamin and Dr. Debbie DiThomas, conducted onsite visits to meet with stakeholders and hold open forums at the Charlestown and Chelsea campuses to solicit feedback from the community regarding participatory governance at the College. At the conclusion of their visits, Drs. Benjamin and DiThomas submitted a formal report of their findings to the College and Forum leadership. The IE Office then developed a Participatory Governance Survey and administered it to full and part-time faculty and staff, administrators and the SGA to gauge the effectiveness of the participatory governance structures and processes and ask for suggestions. A Participatory Governance Steering Committee consisting of 43 faculty, staff and administrators was then formed to review the site visit feedback and survey results and make recommendations to the College. The Committee's recommendations will be brought to the College Forum in AY 2019-2020 for a vote.

Summary of Strengths & Challenges

Governing Board

Strengths	Challenges
The diverse composition of the Board of Trustees allows them to provide a depth and breadth of expertise and perspectives.	None
BHCC's long-range planning is closely linked to the Strategic Plan, fee setting, and overall responsibilities for the effective administrative management and general business of the College. The Board ensures that the budget reflects priorities of the College as defined by its Mission Statement and Strategic Plan.	
The Board conducts an annual board evaluation and an annual retreat to ensure its continuing effectiveness.	

Internal Governance

Strengths	Challenges
The Student Government Association (SGA) provides effective representation at the College Forum and advocacy for the rights of all BHCC students.	An outdated governance structure that has been in place for more than 35 years has created significant shared governance challenges.
The College Forum composition and voting membership are well represented and there is a high level of engagement in Forum meetings.	There is a lack of full participation from stakeholders at other campus locations such as those based in the H-building, Chelsea campus, and others.

Projections

Projection	Person/s Responsible	Timeline
Finalize the proposed updates and modifications to the participatory governance structure in anticipation of a Forum vote in AY 2019-2020.	Participatory Governance Steering Committee; College Forum Moderator; Governance Committee; College Forum Committee Heads	2019 - 2020
Create intentional structures and procedures to ensure full participation in the participatory governance of all stakeholders regardless of their campus location.	Forum Moderator; Governance College Forum Committee Heads Governance Committee; IMC Executive Director	2019 - 2020

Standard 3: Organization and Governance
(Board and Internal Governance)

Please attach to this form:

1) **A copy of the institution's organization chart(s).**
2) **A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.**

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	Massachusetts Department of Higher Education
Website location of documentation of relationship	https://www.mass.edu/system/campusdirectory.asp

Governing Board	**Website location**
By-laws	https://www.bhcc.edu/media/03-documents/Trustees-Bylaws-Adopted-Sept-2000.pdf
Board members' names and affiliations	https://www.bhcc.edu/about/boardoftrustees/

Board committees *	**Website location or document name for meeting minutes**
? All Board of Trustees Meeting Minutes and Agendas	https://www.bhcc.edu/about/boardoftrustees/boardagendaandminutesarchive/
	*being transtioned to BoardDocs in 2020-21

Major institutional faculty committees or governance	**Website location or document name for meeting minutes**
Governance Structure of College Forum	https://www.bhcc.edu/media/03-documents/library/Governance-Document-2013-2014.pdf
College Forum E-Portfolio, Including Minutes, Committee Membership, Etc.	https://bhcc.digication.com/college_forum/Welcome/published

Major institutional student committees or governance	**Website location or document name for meeting minutes**
SGA Membership	https://bhcc.digication.com/college_forum/SGA_Rrepresentatives_2018-2019

Other major institutional committees or governance	**Website location or document name for meeting minutes**

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment* 2 years prior	1 year prior	Current year
			AY2016-17	AY2017-2018	AY2018-2019
Main campus	Boston, MA U.S.A.	9/1/1973	15,081	14,258	13,220
Other principal campuses					
Branch campuses (US)	Chelsea, MA U.S.A.	9/1/1985	3,053	3,108	2,743
Other instructional locations (US)	East Boston, MA USA	9/1/2017	113	98	26
	Malden, MA USA	11/18/11	1,214	1,109	838
	South End, Boston, MA USA	2003	0	0	0
	Everett, MA, USA	7/21/15	78	62	59
	Pao Arts Center, Boston, MA USA	01/2017	70	267	256
	Quincy, MA USA	01/2015	5	0	0
Branch campuses (overseas)					
Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment* 2 years prior	1 year prior	Current year
			AY2016-17	AY2017-2018	AY2018-2019
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line					
Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs	2 - Includes Early College (18-19 only)	1/1/08	758	1,014	1,036
Contractual Arrangements involving the award of credit					

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

For a list of 100% online programs, please see http://www.bhcc.edu/onlinedegrees. Data are unduplicated students taking classes at the campus location listed, though not necessarily exclusively at this location.

	Unique Student Enrollment		
	2 years prior	1 year prior	Current year
	AY2016-17	AY2017-2018	AY2018-2019
On-Ground	15,905	15,126	15,140
Hybrid	2, 421	2,647	4,232
Online	3,968	4,096	5,201
OER	267	1,487	2, 700
Center for Self-Directed Learning	1,065	954	1,131

	Number of Sections		
	2 years prior	1 year prior	Current year
	AY2016-17	AY2017-2018	AY2018-2019
On-Ground	3,045	2,923	2,981
Hybrid	189	196	315
Online	402	392	539
OER	19	109	199
Center for Self-Directed Learning	78	77	118

	Number of Courses		
	2 years prior	1 year prior	Current year
	AY2016-17	AY2017-2018	AY2018-2019
On-Ground	508	500	515
Hybrid	79	80	94
Online	170	166	176
OER	8	22	33
Center for Self-Directed Learning	40	39	40

Standard 4

The Academic Program

STANDARD 4: THE ACADEMIC PROGRAM

Description

Consistent with its Mission, BHCC offers open access to high quality and affordable academic programs to prepare students for further education and employment. Currently, the College offers 108 programs**:** 18 Associate in Arts (A.A.) degree programs, 56 Associate in Science (A.S.) degree programs, and 62 certificate programs. The A.A. and A.S. degree concentrations are designed to prepare students for the workforce and for transfer to four-year colleges, whereas certificate programs are more specifically focused on a set of competencies and skills in a field of study or a career. Many BHCC certificate programs are stackable. For example, the Accounting Information Certificate Program maps to the A.S. degree in Accounting, providing a seamless pathway for students in the workforce to earn an associate degree. Some programs with limited space, such as those offered by the Allied Health and Medical Imaging departments, have selective admissions processes. Information about all admissions processes is available on BHCC's Admissions Apply Now page.

All programs of study are listed in the BHCC College Catalog. Each program of study page provides a general program overview and requirements, course and program pre-requisites and career outlook information. In order to provide students with the most up-to-date information, the Programs of Study web page includes updated curricular changes and recently developed curriculum maps that contain advising notes. Course pre-requisite information, used along with the sequential course progression in the curriculum maps, ensure that students receiving an associate degree demonstrate collegiate-level skills in English and math.

Each of BHCC's programs is designed to meet the needs of its particular subject matter and outcomes. For example, transfer degrees such as the Biology Transfer Option and the Business Transfer Option are aligned with bachelor's degree programs at four-year institutions. Career-focused programs such as General Sonography and Early Childhood Education provide a coherent sequence with an ultimate goal of certification and industry licensure.

In fall 2019, 83% of BHCC students (or 9,792 out of 11,769 students) matriculated into associate degree programs. The largest programs were A.A. Liberal Arts and A.A. General Concentration, which had a combined enrollment of 2,504 students; A.A. Business Transfer Option (785 students); A.S. Biology Transfer Option (513 students); A.A. Psychology (497 students), and; A.S. Computer Transfer Option (415 students). A.A. Liberal Arts (formerly A.A. General Concentration), has consistently been the largest program of the College in the last four years and is designed to prepare students for transfer to four-year colleges (see Data First Form 4.3).

Courses under each academic program are also offered in different modalities in order to meet students' diverse learning styles and schedules. In AY 2018-2019, 86.5% of unique student enrollment was accounted for by students enrolled in traditional, in-class courses (15,140), online courses (5,201) and hybrid courses (4,232). As mentioned in Standard 3, courses that used Open Educational Resources (OER) demonstrated the most notable increases across student enrollment, the number of courses offered, and total number of sections offered. Over a two-year period from AY 2016-2017 to AY 2018-2019, student enrollment increased by more than tenfold from 267 to 2,700 students, the number of OER courses offered more than quadrupled from 8 to 33 courses, and the number of sections increased

by more than tenfold, from 19 to 199 sections (see additional table appended to Data First Form 3.2). The substantive change on Distance Education that BHCC proposed and NECHE approved in 2002 has also enabled the College to offer fully online programs – five associate degrees and ten certificate programs as of this writing. General Education requirements for all programs can likewise be completed online.

Appraisal

Since the 2015 Fifth Year Interim Report, the A.A. General Concentration program has gone through a process of evaluation and revision to better align it with MassTransfer requirements at institutions where the majority of our students transfer. Over a three-year period from 2014 to 2017, an ad hoc committee comprised of faculty and staff engaged in a comprehensive review and reform of the General Concentration program that involved: a review of data on students in the General Concentration program, MassTransfer Pathways, and other comparable Massachusetts community college Liberal Arts degree programs; exploring the integration of best practices from student success initiatives, such as those from the Learning Communities and LifeMap, into the Program; evaluating the LEAP framework as a possible foundation for the Program, and; collaborating with faculty and staff who were conducting a simultaneous review of the College's General Education requirements. The Committee's review culminated in a 2014 report, with key recommendations that included: better alignment of the Program with MassTransfer Pathways; reducing the number of literature and math courses from two to one, and; changing the name of the Program from General Concentration to Liberal Arts (see Appendix F-5). In spring 2017, the proposal was vetted with college stakeholders, then approved by the Curriculum Committee and finally, by the College Forum.

The new A.A. Liberal Arts program was fully implemented in fall 2017. Students in the A.A. General Concentration program were advised to switch to A.A. Liberal Arts, and those who elected to remain in A.A. General Concentration are currently in the process of finishing their program. The implementation of curriculum maps, mentioned earlier and further described in the section on *The Major or Concentration*, is expected to provide more effective support to Liberal Arts majors in helping them choose their concentration and providing them with clear transfer pathways into baccalaureate programs.

In September 2018, the Division of Workforce and Economic Development (WFED) started re-focusing its strategies and initiatives to strengthen the College's workforce pathways for students. In 2019, the College was selected to be a partner with Facebook and Amazon on offering programs that are geared to serve the workforce needs. Serving the needs of nearly 3,000 diverse non-traditional students, among its major initiatives include the reform of Adult Basic Education (ABE), which has over 300 students every year. The Division has also recognized the need to continue creating policies and processes to ensure that program development is timely, data-driven and reflects an analysis of high demand skills acquisition and high-growth fields in the areas of STEM, health care, and the creative economy. These industries, driven by the expansion of gaming and artificial intelligence, are anticipated to require 65,000 middle-skills workers in the next decade. To date, 63% of the BHCC degrees and certificates awarded in 2018 have been in the high demand fields of management/sales, healthcare, and computer and mathematics (see Workforce Alignment and Development data on the DHE BHCC Dashboard).
It is important to carry out further research on what fields are considered "high demand" within the Greater Boston area. While Healthcare and STEM are identified in all research studies that the College recently reviewed, Management/Sales is not ubiquitous. The three growth industries in the service area covered by BHCC are STEM, Healthcare, and the Creative Economy (graphics, gaming design, theater

and performing arts, and artificial intelligence); this was identified through the Capital Strategic Planning exercise conducted by the Executive Office of Education a year and a half ago. The Creative Economy data set should be included in DHE's dashboard for BHCC.

ASSURING ACADEMIC QUALITY

Description

The College offers courses at its two main campuses in Charlestown and Chelsea, at multiple off-campus locations including (two satellite locations and five instructional centers--all BHCC students can register for courses at any of these sites), and in five area high schools and three community-based organizations through the Dual Enrollment and Early College Program and the office of Community-Based Initiatives. The College maintains full academic oversight over all its course offerings, including those delivered through the dual enrollment and early college program, as articulated in the Memoranda of Understanding (MOU) in place for all off-campus locations and area high schools where BHCC delivers programming (see Appendix F-6). All MOUs state that all courses in the College's instructional sites and area high school partners are taught by BHCC instructors. The College also provides adequate staffing support for all satellite campuses and instructional centers, and students in the dual enrollment/early college program are supported by staff from the Division of Academic Support and College Pathway Programs. Additionally, BHCC partners with area healthcare facilities, pre-schools and childcare centers, and other clinical/practicum sites to deliver hands-on practical training. In cases where students are receiving instruction at the remote sites, clinical agreements are in place.

College faculty and administration engage in rigorous, established processes designed to ensure the quality of academic programs through regular review, planning and evaluation. Faculty-led governance committees that include the Curriculum Committee and General Education Standards Committee review and recommend proposals for all new courses/programs and course/program modifications to the larger college community through the College Forum (see also Standard 3). In cases where programs are discontinued or program requirements change, departments are required to submit teach-out plans as part of the program modification proposal process, to ensure that currently enrolled students are able to finish their program with minimal disruption.

Faculty and administrators also routinely assess program quality through the Academic Program Review and Annual Unit Planning (AUP) processes. The AUP process (see also Standard 2) is the mechanism by which the College assesses and determines resource allocation based on area needs, projections and evaluation of initiatives implemented.

The Academic Program Review process allows the College to assess the overall effectiveness of its academic programs; these reviews provide a basis for program modification, the establishment of course offerings, and the allocation of resources. In this context, faculty-led Academic Program Reviews are an essential component of BHCC's institutional assessment framework. Academic Program Reviews use a model that focuses on the strengths of the program, changes needed, and constraints involved in making recommended changes, and faculty exercise a substantive voice throughout the whole review process. The model provides flexibility for departments to design self-studies that meet their individual needs. At the conclusion of every Program Review, an external evaluator reviews the study and submits a formal report with recommendations to the appropriate department chair and academic dean. Programs that must comply with external accreditation mandates, such as the A.S. Registered Nursing

Program, substitute external accreditation self-studies for the Academic Program Review described here. External evaluators of non-accredited programs parallel the role that external accreditors take on in externally accredited programs. This process ensures the same level of quality and effectiveness across all programs when recommendations made by external evaluators or external accreditors are implemented.

Within the last five years, the Program Review process has led to a total of 42 program modifications (see Appendix F-7).

Appraisal

BHCC has developed and implemented processes and strategies to enable the College to maintain the quality and effectiveness of its academic programs. Some illustrative examples of programs that have used the outcomes of their program reviews for curriculum improvement include the Registered Nursing Program, Music Program, and programs run by the departments of Business, Criminal Justice, Public Safety, and Hospitality.

Based on the recommendations made by external accreditors, the program review outcomes of the Registered Nursing Program were used to improve curriculum delivery and to increase students' NCLEX-RN pass rates (see Appendix F-8). In 2016 and 2017, the NCLEX-RN pass rates of BHCC students were at 78% and 76%, respectively. Through subsequent rigorous efforts by faculty to continually assess and improve course content and delivery based on recommendations from the program review, the NCLEX-RN pass rate jumped very significantly, to 93.8% in 2018. Program faculty continue to engage collaboratively in regular assessments for continuous curriculum improvement.

Following a Program Review in 2010-2011 (see Appendix F-9) and based on the recommendations of two external reviewers, the College hired a tenure-track faculty member in Music, Dr. Mark Popeney. Drawing from Program Review recommendations, Dr. Popeney conducted extensive follow-up research on music programs at community colleges and top transfer institutions, which led to a substantial revision of the Music Concentration in 2015-2016. The curriculum was completely restructured to include 15 new courses and 7 modifications to existing courses, making the program well-aligned for transfer and vocational pursuits, and offering students a wide range of educational experiences not previously available. These changes led to increased enrollment since the initial implementation of the restructured program. As of fall 2019, 89 students were enrolled in the major (up from 79 majors in fall 2016 – see Data First Form 4.3), and enrollment in Music courses increased from 249 students in fall 2016 to 535 students in fall 2018.

In the Division of Professional Studies, recent program review outcomes and recommendations have led to improved curricular alignment with career and/or transfer options, expanded opportunities for student engagement, and revitalization of the role of advisory boards. The Department of Business Administration increased its course section offerings in the A.S. Sport Management Option to address the rise in student enrollment, designated finance courses clearly with FIN course prefixes that made it more acceptable at transfer institutions and job internships in financial companies and strengthened support for students in the business programs by expanding internship opportunities and implementing the Business Honor Society Alpha Beta Gamma® for students (see Appendix F-10). Based on program review outcomes and recommendations by external reviewers, the Department of Criminal Justice and Public Safety improved the alignment of its A.S. degrees in Criminal Justice, both the Career Option and Transfer Option, by making the courses on Policing (CRJ 225) and Statistics (MAT 181) part of the core

concentration requirement and general education requirement, respectively. The Department also identified the need for reactivating its advisory board, which had not been convened in a long time. The Department formed a new advisory board in 2017, which has since held meetings at least once a year. Finally, the Hospitality Department is continuing to implement the recommendations from its most recent program review, which include installing a smartboard in the baking classroom; improving the Meeting and Event Planning program (in both the A.S. degree and certificate program) by developing a course in Human Resources and continuing to focus on the use of updated software and technology for event management and hotel management; offering internships during the academic year as well as in the summer, and; revitalizing the department's advisory board to hold meetings once a year (see Appendix F-11).

The current shared governance structure supports robust participation by faculty in the curriculum development process. With the implementation of CurricuNet, the online system for managing the curriculum proposal process, access to information about proposals and approvals is now available to all faculty and administrators.

In addition, BHCC leverages community and industry partnerships to support students' learning. In particular, students enrolled in healthcare programs learn hands-on skills through clinical and practicum placements at area hospitals, long-term care facilities, and acute care companies, thus strengthening their career, transfer, and workforce readiness. Moreover, stackable certificate program offerings also provide opportunities for students to earn associate degrees.

To maintain the high level of engagement and significant contributions that faculty bring to the curriculum through their content expertise, BHCC recognizes that faculty must have adequate support for professional development in the area of content design, pedagogy, as well as technical details in the construction of sound curriculum. Curriculum development also needs to be more aligned with college initiatives, long-term planning, and resource information that support the development of quality academic programs. Creating a more robust process for conducting program reviews supports this effort. In addition, the work of the SLOAP Committee (discussed in detail in Standard 8) needs to be integrated into the program review process and should include input from the deans who are also responsible for curricular assessment and program review.

Finally, while many BHCC certificate programs are stackable and provide a seamless pathway for students in the workforce to earn an associate degree, enhanced awareness to the students is needed. In fall of 2019, the College adopted a new system to allow students to register for more than one program of study if done through advising. This can properly account for stackable certificates by students. This is not offered in the application phase so more communication and education is ongoing.

UNDERGRADUATE DEGREE PROGRAMS

Description

All associate degree programs include courses from three required areas: General Education (courses that provide students a substantial introduction to the broad areas of human knowledge); Major Concentration (courses that offer more program-specific knowledge), and; Career and/or Liberal Arts (electives that allow students to take other courses of interest to them). Also, completion of a Learning

Community Seminar or Cluster within the first year is a graduation requirement for A.A. and A.S. degree students who are enrolled in nine or more credits in their first semester of matriculation.

General Education

The College Forum overwhelmingly approved a revised General Education Program in May 2018, and fully implemented the revised program in fall 2019. Directly aligned with BHCC's Institutional Learning Outcomes (ILOs), the Program is integrated into all of the College's degree programs and serves as a core component of the College's curriculum. The revised program is designed to prepare BHCC graduates to have twenty-first century skills that they need to succeed in their careers, pursue further study and engage in meaningful roles within their communities.

The revision of the General Education program began with a comprehensive review that started in 2015 and was completed in fall 2017 by a diverse committee of faculty, staff, and administrators who elicited broad participation from faculty, staff, administrators and students in the review process. The review culminated in a set of recommendations that shifted the General Education curriculum from a model rooted in discipline-based requirements to a framework rooted in student learning outcomes. To this end, in addition to critical thinking and writing skills outcomes that served as the core of the previous general education program, the revised program outcomes are distributed among seven General Education Areas: Academic Discourse, Research Writing, Quantitative Problem Solving, Community and Cultural Contexts, Scientific Reasoning, Creative Work, and the General Education Elective. These areas directly align with the MassTransfer Pathway program, and each General Education Area also addresses a specific guiding question. Students who receive an A.A. or A.S. degree are required to complete at least 22 credits of General Education, one in each of the seven areas.

The Major or Concentration

Program concentration requirements provide students with the opportunity to develop knowledge and skills in a specific discipline. Requirements for the major area of concentration are detailed in the College Catalog and Programs of Study web page, and included in course syllabi that articulate student learning outcomes and course expectations regarding students' demonstrated mastery of theories, concepts, methods, and information resources pertinent to an area of inquiry. If applicable, the accrediting agencies provide content and competency requirements in the field. Program advisory committees offer advice on program curriculum design and its alignment with industry needs, creation of pathways into jobs and four-year programs, networking and internship opportunities for students. Information on these are published in the appropriate department pages on the BHCC website and in the College Catalog.

Curriculum maps, mentioned earlier in this Standard and recently published in spring 2019 on the Programs of Study web page and in the College Catalog provide guidance on the scope and sequence of all courses in a concentration. For programs designed to provide professional training, such as the A.S. Culinary Option, A.S. Paralegal Studies Program, and A.S. in Medical Information Management Option, properly sequenced courses provide a logical progression from theory to practicum or internship experiences, making the program sound and cohesive.

Electives

Apart from the required General Education elective, degree-seeking students also have the opportunity to enroll in career or unrestricted electives. Most degree programs recommend options for electives

from certain areas, such as the programs in A.A. Business Transfer Option and A.S. Biology Transfer. In the case of the new Liberal Arts degree program, seven unrestricted electives in this degree allow students to explore potential majors they might pursue once they transfer to a four-year institution.

The Learning Community Program

The Learning Community Program deserves special mention in this section because it is the cornerstone of the College's student success efforts is statistically proven that this effective strategy boosts retention and engagement (see Standard 8). Learning Community designated courses add to the cohesiveness of our undergraduate programs by being responsive to the diverse needs of our student population. Through the use of learner-centered approaches and holistic supports, Learning Communities help students navigate campus resources and achieve academic, career and personal goals. The College offers two types of Learning Communities, the Learning Community Seminar for first-year students and Learning Community Clusters.

The Learning Community Seminar for first-year students is a three-credit college seminar that enables new students to explore an academic topic as they gain the academic foundations necessary for success in college. Each seminar is supported by a Success Coach/Advisor and ACE Peer Mentor who collaborates with instructors on educational and career planning and provides timely support to help students overcome challenges.

Learning Community Clusters enroll a common cohort of students in two or more courses, enabling students to learn and study together. Cluster learning outcomes include connecting academic knowledge to relevant experience; making connections across disciplines and multiple perspectives, and; applying skills, abilities, theories, or methodologies to new situations.

In AY 2017-2018, about 4,700 students (unduplicated) enrolled in one or more types of Learning Communities.

Appraisal

With all the challenges that came with the overhaul and transformation of the General Education curriculum, the comprehensive, dynamic process of the reform demonstrated the commitment from members of the college community to engage in vigorous, broad-based, participative discussions to create meaningful change and take collective ownership of the new curriculum. The reform process also became a catalyst for equally broad engagement in crafting and approving the Institutional Learning Outcomes (ILOs) discussed in Standard 2. This dynamic, interactive process has brought the College closer to the creation of a comprehensive Academic Assessment Plan grounded in the new ILOs and updated General Education learning outcomes. With the full implementation of the Gen Ed curriculum in fall 2019, assessment of the General Education learning outcomes is poised to serve as a pilot model for the assessment of ILOs.

The comprehensive reform of the A.A. degree in General Concentration that has led to the new A.A. Liberal Arts program will provide students with a scope and sequence of courses that allows them to explore their academic and career interests and better positions them to successfully transfer to a baccalaureate institution. Furthermore, the Open Educational Resources (OER) Initiative has allowed the College to deliver the new A.A. Liberal Arts degree as a fully OER program, significantly increasing its accessibility and affordability to BHCC students.

Curriculum Maps ensure that students have accurate information regarding course sequencing to promote degree progression and timely completion. Given that curriculum maps have just been implemented, it will be important to implement a rigorous assessment plan and a process to keep them up to date.

The College continues to refine and scale the Learning Community model to build on its documented effectiveness. In particular, three sub-types of Learning Community Clusters have been instrumental to supporting the progression and successful acceleration of our students from college preparatory courses to college-level courses: Developmental Learning Community Clusters, Co-requisite Acceleration Clusters in English and math, and more recently, ESL Integrated Skills Courses.

Since 2012, both the math and the English Departments have been deeply engaged in reducing the time to reach college-level courses for students in developmental coursework. The acceleration work involved creating two-course clusters that compressed a year's worth of developmental work into one semester or combining developmental and college level coursework in a co-requisite model. The successful completion rates of students in math and English clusters have consistently and considerably been superior to students taking single courses in sequential semesters (see Standard 8). In fall 2019, clusters made up 60% of Developmental English offerings, up from 40% in fall 2018, and 37% of math offerings, up from 32% in fall 2018. The goal of the acceleration project is to reach 75% in English, and 75% in math.

In fall 2016, through funding from the Asian American Native American Pacific Islander Serving Institution (AANAPISI) grant, the ESL Department undertook a comprehensive reform of the ESL curriculum to accelerate student progression from ESL to college-level gateway English (College Writing I or ENG-111). Using best practices to redesign the curriculum, ESL faculty compressed four courses in each level of Academic ESL I, II, and III into Learning Community Clusters grounded in an integrated skills pedagogical approach. Students in ESL integrated skills clusters also interact with integrated support services, including the Language Lab, Success Coaches, ACE Peer Mentors, and the Academic Innovation and Distance Education (AIDE) Lab.

The ESL Department piloted the cluster model in spring 2018 and has quickly expanded the number of clusters offered each semester while refining the model. As of fall 2019, a total of 21 integrated skills clusters already comprised 70% of ESL course offerings. This included co-requisite clusters that link with credit-bearing introductory courses such as Introduction to Business (BUS 101), Computer Applications/Concepts (CIT 110), College Writing (ENG 111), Music in the U.S. (MUS 147), Principles of Psychology (PSY 101), and Principles of Sociology (SOC 101). In addition, 50 ESL and English faculty collaborated in 2018-2019 on curricular alignment and exit assessment, enabling half of all students enrolled in ESL Level III to move directly into College Writing I, compared to only 10% before curricular alignment and joint exit assessment. Standard 8 provides a discussion on the impact of these types of clusters on student success.

In the last five years, as the use of the Learning Community model has become a more established practice, another strategy has emerged to further strengthen the quality, impact, and relevance of academic programs for our diverse student population: the incorporation of culturally responsive practices. These evolving practices and their transformational impact on our faculty, staff and administrators are further discussed in Standard 6.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

Description

BHCC has policies and processes in place to ensure that credit is awarded in a consistent, equitable and transparent manner. The College hews to the Carnegie credit hour, as is standard with the requirements of the U.S. Department of Education and with NECHE. The College Catalog articulates a clear Credit Hour Policy, policies and procedures on the transfer of credits, and awarding of academic credit for learning acquired outside the traditional college environment via the Prior Learning Assessment (PLA) Program, which includes: earning credit by taking departmental examinations, the College-Level Examination Program (CLEP), Advanced Placement (AP) Examinations, and evaluation of learning experiences acquired during military service. Students may apply a maximum of 45 PLA credits towards an associate degree. In addition, a minimum of 15 credits of residency, or 25% of total program credits, is required for students to graduate with a BHCC Associates Degree.

The College ensures that academic credit aligns with college-level rigor across all modes of instruction. For instance, resources have been allocated to support the College's continued expansion of online and hybrid courses and improve the consistency of quality across these courses. In 2018, the College launched the Office of Academic Innovation and Distance Education (AIDE), which integrated two existing units, the Teaching, Learning and Instructional Technology Center (TLiTC) and BHCC Online and Weekend College, to create a college-wide resource focused on excellence and innovation and provide support for faculty in instructional design and digital teaching and learning. The mission of AIDE is to advance college goals by inspiring creative collaboration and empowered experimentation among faculty, staff and students. AIDE provides innovative, inclusive, and accessible teaching and learning opportunities and resources to the BHCC community.

A total of 57 articulation agreements have also been developed by faculty and academic leadership between BHCC programs and four-year college programs, with 22 of the latter based in Massachusetts. Articulation agreements document the transfer policies for a specific academic program or degree in general. One of the College's noteworthy partnerships is with Lesley University, which offers the Lesley at BHCC Bachelor's Degree Completion Programs for graduates of an associate degree in Business, Early Childhood Education, Psychology, and Visual and Media Arts. The partnership, which started with just 5 students in fall 2014, has grown to more than 120 students in fall 2018 and has graduated 111 students since 2016, the year the first cohort completed their degrees (see Lesley at Bunker Hill Five Year Report in Appendix F-12).

Finally, Transferology, an easy online tool that helps students know how their course/s can transfer into BHCC or to other colleges, was launched in 2018 as a link within the Transfer Services tab of the Admissions web page. In addition, the College's Coordinator of Transfer and Articulation provides further assistance in the evaluation of transfer credits via implementation of BHCC's policy, reviews of individual program requirements, and through consultation with Program Directors.

Appraisal

All of BHCC's Associate Degree programs require a minimum of 60 credits. Notably, 23 of the College's 74 Associate Degree offerings – mostly in technical disciplines -- require more than 63 college-level credits. Technical disciplines such as Nursing, Allied Health, and many science areas such as Engineering, justifiably require more credits due to the complexity of the competencies, or requirements of area

accreditations. The required 4-credit science and math courses also contributes to having more than 63 credits in these programs.

In general terms, it is a burden to students both academically and financially to accumulate more than 60 credits, since upper division Colleges may not accept the additional credits. The time-to-completion factor is also important. The longer students take to complete requirements, the higher the likelihood of attrition. A review of the majors with credits over the minimum should take place to ensure appropriateness of the additional credit hours required.

To help faculty understand the importance of awarding academic credits that reflect the level and amount of student learning, the Academic Affairs Committee started to review information on the Carnegie credit hour policy in fall 2018, including how other community colleges incorporate the policy language into their course requirements and/or course syllabi. The Committee continues with this undertaking and will present best practices from their research and make recommendations to the College Forum in spring 2020.

One of the newer units at the College, AIDE has quickly become a vibrant place for faculty and students seeking support. AIDE leadership and staff should develop an assessment plan to routinely evaluate and improve its effectiveness.

Finally, partnerships like the Lesley at BHCC program are helping to advance the access, success and equity agenda of the College, as exemplified in some student success stories and success data in the recently released Lesley at Bunker Hill Five Year Report (see Appendix F-12). The partnership with Lesley University is a model that the College should use in pursuing partnerships with other four-year academic institutions, including the tracking of success data on BHCC graduates after they transfer.

Summary of Strengths and Challenges

Strengths	Challenges
BHCC offers academic programs designed to meet the needs of the diverse students we serve. These include stackable certificates that map to associates degrees.	With the College now allowing students to register for more than one program of study through advising, it still is not vastly known to the general public or BHCC community.
Curriculum maps that help guide students towards degree progression and timely completion are available for each program.	The College needs to develop a process for assessing and updating curriculum maps.
Alignment of the updated A.A. Liberal Arts Program with MassTransfer Pathways ensures a more seamless transfer for BHCC students to four-year colleges.	The Creative Economy, currently a field in high demand, is not included in the DHE PMRS dashboard for BHCC and should be.
The new General Education Program, also well-aligned with MassTransfer Pathways, better prepares students for 21st century learning. It is rooted in student learning outcomes and aligned with the College's ILOs.	The process for program reviews needs to be more robust and integrated with the work of the SLOAP Committee. Faculty need professional development that focuses on sound curriculum design and assessment.
Learning Communities, which are statistically proven to boost student persistence and retention, continue to be refined and scaled.	A review of the majors with credits over the minimum should be undertaken to ensure appropriateness of the additional credit

	hours required.
The Division of Workforce and Economic Development is re-focusing its strategies and initiatives to strengthen workforce pathways for students.	
BHCC has established robust processes and strategies for maintaining the quality of its academic programs. Faculty engage in vigorous discussions to create meaningful change that is transformational for our students and the institution.	
The newly established AIDE office is becoming a valuable resource for faculty and students.	

Projections

Projection	Responsible Person(s)	Timeline
Revise the program review requirements and procedures to ensure that program reviews provide valuable information that can be used to develop recommendations for program improvements. Create a formal structure for presenting program reviews to the College community so others can learn from the experiences of individual departments going through the review process.	Provost; Academic Deans; Department Chairs	2020-2021
Create a structure for effective implementation and evaluation of curriculum maps by: (1) providing training and frequent information exchange on the use and purpose of curriculum maps, particularly for faculty advisors; (2) developing an assessment plan to evaluate and constantly improve the use of curriculum maps.	Associate Dean of Advising, LifeMap & Assessment	2019-2021
Provide professional development and support to train faculty in: (1) sound curriculum development and design, including reviewing course compliance with the Carnegie Credit Hour requirements; (2) creating student learning outcomes that align with program outcomes and the ILOs; (3) conducting program reviews	Provost; Academic Deans; Department Chairs; Forum Committees (Curriculum, Gen Ed Standards, Academic Affairs, & Professional Development)	2020 and ongoing
Create a formal structure that incorporates administrator input in the planning and execution of all professional development activities offered by the College.	Provost; Academic Deans	Fall 2020 and continuing
Explore strategies for data-sharing with partner institutions that will allow for tracking of data on the success of BHCC graduates.	Provost; Institutional Effectiveness; Deans	2020-2025
Create internal and external communication strategies to educate and promote double majors and process.	Dean of Enrollment Management & LifeMap; Executive Director of IMC	2020-2021

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	3,832							3,832
Main Campus PT	5,965							5,965
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	9,797	0	0	0	0	0	0	9,797
Total FTE	6,010.33							6,010.33
Enter FTE definition:	Total attempted credits/15							
Degrees Awarded, Most Recent Year	1,268							1,268

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Fall Enrollment as of Fall 2019 Internal Freeze Data and is inclusive of students pursuing Associate Degrees. Degrees awarded include Associate of Arts, and Associate of Science Degrees awarded in the most recent academic year, 2018-2019.

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	135	72		207	3,949	4,156
Main Campus PT	524	1,196		1,720	6,427	8,147
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	659	1,268	0	1,927	3,195	5,122
Total FTE	757.93	446.60		1,205	6,010.33	7,214.86
Enter FTE definition:	Total attempted credits/15	Total attempted credits/15			Total attempted credits/15	Total attempted credits/15
Certificates Awarded, Most Recent Year	310					

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

?	For Fall Term, as of Census Date	Number of credits*	3 Years Prior Fall 2016	2 Years Prior Fall 2017	1 Year Prior Fall 2018	Current Year Fall 2019	Next Year Forward (goal) (Fall 2020)
	Certificate						
?	CT-AHMDA, CT Medical Assistant	22	35	38	31	45	41
	CT-AHMDI, CT Medical Interpreting	18	18	22	5	8	7
	CT-AHPCT, CT Patient Care Technician	20	33	41	28	21	19
	CT-AMAC, CT Android Mobile App Certificate	16	2	6	5	5	5
	CT-BAEPS, CT Entrepreneurship	27	27	30	42	12	11
	CT-BAINF, CT Accounting Information	27	77	106	62	49	45
	CT-BAPLC, CT Paralegal Studies	27	6	12	11	12	11
	CT-BASPM, CT Sport Management	24	12	18	17	15	14
	CT-BATAX, CT Taxation	24	10	7	5	2	2
	CT-CCNA, CT Cisco Systems	16	20	20	19	16	15
	CT-CJLAW, CT Law Enforcement	27	12	17	10	5	5
	CT-CPCSS, CT PC Hardware	16	5	3	4	4	4
	CT-CPDAN, CT Data Analytics				13	24	22
	CT-CPDBP, CT Database Support Specialist	28	10	6	5	4	4
	CT-CPDMC, CT Data Management Certificate	16	8	12	18	9	8
	CT-CPEXL, CT Excel Appl Support Specialist	22	1	1	1		-
	CT-CPFFT, CT Computer Forensics Fast Track	16	2	6	1	1	1
	CT-CPFOR, CT Computer Forensics	27	11	10	11	8	7
	CT-CPGSE, CT Gaming Simulatn Entrepreneurship	24	6	8	6	4	4
	CT-CPHIN, CT Health Information Networking	21	12	23	16	7	6
	CT-CPHIT, CT Health Information Technology	18	21	43	58	48	44
	CT-CPISF, CT Info Tech Security & Essntials	16	1	1	2	4	4
	CT-CPITS, CT Info Technology Security	26	14	14	11	16	15
	CT-CPMAP, CT Mobile App Start				1	2	2
	CT-CPMAS, CT MS Appls Support Specialist	16	2	2	2	1	1
	CT-CPNET, CT Network Tecnhology	29	22	22	22	21	19
	CT-CPOOD, CT Object Oriented Design	24	11	10	12	15	14
	CT-CPTSS, CT Computer Support Specialist	27	20	21	22	29	27
	CT-CPWBD, CT Web Development Program	27	13	13	22	10	9
	CT-CPWDE, CT Web Dev in Entrepreneurship	24	3	7	5	4	4
	CT-CULPA, CT Pastry Arts	29	7	14	7	11	10
	CT-CULRT, CT Culinary Arts (CULRT)	25	23	31	26	27	25
	CT-ECDAC, CT Child Development Associate Credential		1	2	1	1	1
	CT-ECDEV, CT Early Childhood Development	24	67	79	62	40	37
	CT-EMTPS, CT EMT Paramedics	46	16	12	8	6	6
	CT-ESMGT, CT Energy & Sustainability Mgmt	28	6	9	9	7	6
	CT-FIRPS, CT Fire Protection & Safety	27	3	3	2	4	4
	CT-HSCHW, CT Community Health Worker	24		1	1		-
	CT-HSPRH, CT Psychiatric Rehabilitation	24	3	1			-
	CT-HSSAS, CT Substance Abuse Services	24	2				-
	CT-HTLRM, CT Hotel Restaurant Management	28	21	21	24	20	18
	CT-HTMTG, CT Meeting and Event Planning	28	5	9	9	5	5
	CT-HUMSV, CT Human Services	27	15	24	24	14	13
	CT-MIINF, CT Imaging Informatics	17	1				-
	CT-MIMAM, CT Mammography	9	5	12	6	6	6
	CT-MIMRI, CT Magnetic Resonance (MRI)	9	11	16	20	10	9
	CT-MITOM, CT Computed Tomography	9	10	14	12	7	6
	CT-NRPNP, CT Practical Nursing	39	24				-
	CT-OAASS, CT Administrative Support Special	21	10	18	14	14	13
	CT-OAIMS, CT Information Management Spec.	24	2	1			-
	CT-OAMED, CT Medical Information Management	27	37	47	59	26	24
	CT-PHRMT, CT Pharmacy Technician	16	28	19	13	12	11
	CT-SRCPC, CT Central Processing	19	19	25	13	30	28
	CT-SRGTC, CT Surgical Technology	29	25	23	26	18	17
?	Certificate Program Subtotal		755	900	803	659	606

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

For Fall Term, as of Census Date	Number of credits*	3 Years Prior Fall 2016	2 Years Prior Fall 2017	1 Year Prior Fall 2018	Current Year Fall 2019	Next Year Forward (goal) (Fall 2020)
Certificate program students as % of UG total		6%	7%	6%	6%	6%
Associate						
AA-BADMN, AA Business	63	1143	639	256	100	92
AA-BATRN, AA Business Transfer	64		433	681	785	722
AA-CHMSC, AA Chemical Science	60	46	58	49	39	36
AA-COMMN, AA Communication	62	152	156	160	132	121
AA-CPTIS, AA Computer Information Systems	62	42	40	38	46	42
AA-CPTSC, AA Computer Science	62	103	108	104	101	93
AA-EDUCN, AA Education	62	144	143	118	126	116
AA-ENGSH, AA English	60	125	144	147	110	101
AA-FLANG, AA Foreign Language	62	41	34	40	49	45
AA-FNART, AA Fine Arts	62	87	96	109	73	67
AA-GENCN, AA General Concentration	62	3470	1859	829	325	299
AA-HSTGV, AA History/Government	62	103	105	96	85	78
AA-LIBAT, AA Liberal Arts	62		1177	1969	2179	2,005
AA-MATHM, AA Mathematics	60	49	67	61	59	54
AA-MUSIC, AA General Music	62	79	78	88	89	82
AA-PHYCN, AA Physics	65	22	32	25	22	20
AA-PSYCH, AA Psychology	62	484	480	508	497	457
AA-SOCLG, AA Sociology	62	88	80	84	80	74
AA-THEAT, AA Theatre	62	38	39	37	48	44
AS-AHMLT, AS Medical Lab Technician	66	25	19	28	28	26
AS-BAACT, AS Accounting	61	291	298	314	296	272
AS-BAEPS, AS Entrepreneurship	64	52	55	62	67	62
AS-BAFIN, AS Finance	61	160	141	152	127	117
AS-BAINT, AS International Business	61	20	7	1		-
AS-BAMGT, AS Management	61	200	170	173	171	157
AS-BAPLC, AS Paralegal Studies	62	111	88	85	82	75
AS-BASPM, AS Sport Management	61	43	52	75	80	74
AS-BATAX, AS Taxation	67	15	18	15	5	5
AS-BATCH, AS Technical Business	64	2	1			-
AS-BIOEG, AS Biomedical Engineering	69	91	106	99	91	84
AS-BIOMP, AS Biology Medical Professions	60-62				113	104
AS-BIOTC, AS Biotechnology (BIOTC)	62	75	74	77	86	79
AS-BIOTR, AS Biology Transfer	62	482	526	590	513	472
AS-CJCAR, AS Criminal Justice - Career Opt	61-62		6	118	166	153
AS-CJTRA, AS Criminal Justice Tran Option	62		3	147	213	196
AS-CJUST, AS Criminal Justice	61	438	416	202	100	92
AS-CPDBP, AS Database Support Specialist	61	31	20	15	26	24
AS-CPFOR, AS Computer Forensics	64	19	13	18	16	15
AS-CPGMS, AS Gaming/Computer Simulation	61	38	21	8	4	4
AS-CPGSA, AS Gaming/Computer Artist Simulation	61	50	62	68	70	64
AS-CPGSP, AS Gaming/Cmptr Programng Simultn	61	47	55	59	63	58
AS-CPINF, AS Information Technology Trnsfr	62	104	109	107	99	91
AS-CPITS, AS Info Technology Security	63	78	95	84	88	81
AS-CPNET, AS Network Technology	63	97	85	89	59	54
AS-CPSTP, AS Computer Science Transfer	61	363	380	421	415	382
AS-CPTSS, AS Computer Support Specialist	61	42	52	44	45	41
AS-CPWBD, AS Web Development Program	64	25	30	29	25	23
AS-CULBP, AS Baking and Pastry Arts	63	29	29	28	35	32
AS-CULRT, AS Culinary Arts (CULRT)	62	84	84	89	71	65
AS-ECDEV, AS Early Childhood Development	61	230	214	230	211	194
AS-EGTRN, AS Engineering Transfer Program	66	429	443	357	324	298
AS-ELENGTR, AS Electical Engineering	67		12	79	99	91
AS-EMSPS, AS Paramedic Studies	61	7	11	8	6	6
AS-ENVSC, AS Environmental Science	64	54	41	35	48	44

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

For Fall Term, as of Census Date	Number of credits*	3 Years Prior Fall 2016	2 Years Prior Fall 2017	1 Year Prior Fall 2018	Current Year Fall 2019	Next Year Forward (goal) (Fall 2020)
AS-EPUT, AS Electric Power Utility Program	62	32	37	32	36	33
AS-FIRPS, AS Fire Protection & Safety	61	57	51	39	37	34
AS-FNART, AS Fine Arts	65	49	37	21	10	9
AS-GUTP, AS Gas Utility Technology	62	7	7	5	3	3
AS-HTLRM, AS Hotel/Restaurant Management	64	114	106	104	83	76
AS-HTMAL, AS Mgmt of Assisted Living	64	6	9	6	9	8
AS-HTMTG, AS Meeting and Event Planning	65	27	30	26	19	17
AS-HUMSV, AS Human Services	61	232	199	206	191	176
AS-IMDMM, AS Integrated Media Design	64			11	31	29
AS-MECOM, AS Media Communications	62		3	1	1	1
AS-METEC, AS Media Technology	61	23			1	1
AS-MICAR, AS Cardiac Sonography	66	22	22	23	22	20
AS-MIRAD, AS Medical Radiography (MIRAD)	63	37	38	43	42	39
AS-MIREV, AS Medical Radiography (MIREV)	63	33	34	32	34	31
AS-MIULT, AS General Sonography Program	63	19	20	20	21	19
AS-NRDAY, AS Nurse Education (NRDAY)	69	101	109	105	75	69
AS-NREVE, AS Nurse Education (NREVE)	69	105	98	52	8	7
AS-NRHYB, AS Nurse Education (NRHYB)	69	38	58	63	73	67
AS-OAEXC, AS Administrative Info Mgmt	61	4	2	1		-
AS-OAMED, AS Medical Information Management	61	101	125	128	123	113
AS-START, AS Studio Arts Option	61-62			18	54	50
AS-VMAGR, AS Graphic Design Option	63	95	48	26	16	15
AS-VMAID, AS Interactive Design	64	12	7	3	1	1
AS-VMAVD, AS Visual Design Option	64	37	87	106	115	106
Associate Program Stubtotal		11099	10631	10270	9792	9,009
Assoicate program students as % of UG total		83%	83%	82%	83%	83%
XX DUALS, XX Dual Enrollment (DUALS)		445	481	613	633	582
XX NOMTR, XX Non-matriculated		1012	822	737	685	630
XX PTHWP, XX Pathways to Prosperity		12				
Non-Matricualted Subtotal		1469	1303	1350	1318	1213
Non-Matriculated students as % of UG total		11%	10%	11%	11%	11%
Grand Total		13323	12834	12529	11769	10827
Baccalaureate						
Undeclared						
	Total	0	0	0	0	0
Total Undergraduate		13323	12834	12423	11769	10827

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

All data as of Fall Internal Freeze Dates.

Enrollment is projected to decrease 8% for fall 2020. All categories fall 2019 data reduced by 8%.

Standard 4: The Academic Program
(Headcount by GRADUATE Major)

? For Fall Term, as of Census Date

?

	Number of credits*	3 Years Prior (Fall 2)	2 Years Prior (Fall 2)	1 Year Prior (Fall 2)	Current Year (Fall 2)	Next Year Forward (goal) (Fall 2)
Master's (add more rows as needed)						
?						
Total		0	0	0	0	0
Doctorate (add more rows as needed)						
?						
Total		0	0	0	0	0
First Professional (add more rows as needed)						
?						
Total		0	0	0	0	0
Other; specify (add more rows as needed)						
?						
Total		0	0	0	0	0
Total Graduate		0	0	0	0	0

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

?		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
?		Fall 2016	Fall 2017	Fall 2018	Fall 2019	(Fall 2020)
Undergraduate						
?	**College Level Credits**					
	Allied Health	709	668	880	765	704
	Behavioral Sciences	10,035	9,993	9,693	9,744	8,964
	Biology & Chemistry Department		10,649	11,035	10,855	9,987
	Business Administration	8,157	7,941	7,734	7,368	6,779
	Communication				1,110	1,021
	Computer Information Tech	6,766	7,400	7,289	4,931	4,537
	Computer Media Technology Dept	654	762	747	717	660
	Computer Science				2,044	1,880
	Creative/Performing Arts	996	1,262	1,554	1,633	1,502
	Criminal Justice and Public Safety	2,850	2,210	2,220	2,127	1,957
	Early Childhood Education	1,931	1,857	1,936	1,455	1,339
	Emergency Medical Studies Dept.	526	477	448	459	422
	Engineering & Physical Sci Dept	60	3,418	3,420	3,065	2,820
	English Department	15,381	15,219	14,952	14,055	12,931
	Foreign Languages	1,740	1,671	1,656	1,614	1,485
	History and Social Sciences	5,925	6,027	5,658	5,139	4,728
	Hospitality	1,664	1,866	1,769	1,654	1,522
	Human Services				372	342
	Learning Community Seminars	1,575	1,518	1,251	1,221	1,123
	Math	9,902	10,568	10,075	9,866	9,077
	Medical Imaging	1,067	1,090	1,164	1,170	1,076
	Medical Laboratory Science	236	176	228	256	236
	Nurse Education	2,581	2,276	1,887	1,373	1,263
	Office Information Management	27				-
	Paralegal & Legal Studies Dept		429	420	312	287
	Pharmacy Tech Program	424	272	232	310	285
	Science & Engineering Dept	13,345				-
	Student Services	69	33	30	57	52
	Surgical Technology	866	848	946	896	824
	Visual and Media Arts	3,354	3,561	3,462	3,513	3,232
	College Level Subtotal	90,840	92,191	90,686	88,081	81,035
	College Preparatory Credits					
	English As a Second Language	7,098	5,718	4,128	3,570	3,284
	English Department	6,849	5,997	5,391	3,525	3,243
	Math	8,340	7,308	7,281	6,297	5,793
	Nurse Education	83	32	34	28	26
	College Prep Subtotal	22,370	19,055	16,834	13,420	12,346
	Total Credits	113,210	111,246	107,520	101,501	93,381
Graduate						
	Not applicable					

Information Literacy Sessions (by Academic Year)

	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020	
Information Literacy Workshops Held (reported by Diurector of Library)	244	232	232	Not available	
Information Literacy Workshops - Students Served	4,046	3,759	2,915	Not available	

URL of Information Literacy Reports:

Main campus					
Sessions embedded in a class					
Free-standing sessions					
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions					

Please enter any explanatory notes in the box below

All data as of Internal Fall Freeze Dates
Enrollment is projected to decrease 8% for fall 2020. All categories fall 2019 data reduced by 8%.

Standard 5

Students

STANDARD 5: STUDENTS

Bunker Hill Community College continuously improves its access, services, policies, recruitment efforts, and outreach strategies to meet the needs of our diverse student body. The largest and most diverse of the fifteen Community Colleges in the Commonwealth of Massachusetts, BHCC's Charlestown location boasts its own"Community College" train stop on the MBTA Orange Line, making the main campus accessible to residents in the Metro-Boston area as well as Gateway Cities in the Greater Boston environment. The average age of our students is 25 according the College's Fast Facts. Three out of every four students work; three out of five are parents. Approximately 35% reside in the city of Boston, and 92% live within 15 miles of the College campuses. More than half of our students are female; more than half are first-generation college students. Two out of three are students of color and study part-time. As of fall 2019, we have more than 600 international students from 92 countries who speak an estimated 75 languages.

The typical new student at BHCC is female and a student of color. Out of the 3,890 new students who enrolled in fall 2019, 2,205 (57%) were female and 2,788 (72%) were students of color – 1,231 (32%) Hispanic or Latinx, 1,020 (26%) Black or African American, 406 (10%) Asian or Hawaiian/Pacific Islander, 115 (3%) of two or more races, and less than 1% each either Cape Verdean (10 students) or American Indian/Alaskan Native (6 students). Dual enrollment students accounted for 382 (10%) of the new student population, while 173 international students accounted for 4% of the new student population (see Data First Form 5.4).

Further analysis of total enrollment (new and continuing students) shows that BHCC's admissions efforts are well-aligned with our urban mission of serving a highly diverse student population. Of the 11,769 students who enrolled in fall 2019, 7,724 (66%) studied part-time, 6,696 (57%) were female, 5,033 (43%) were Pell recipients, and 7,914 (67%) self-identified as students of color – 3,183 (27%) Hispanic or Latino, 2,937 (25%) Black or African American, 1,401 (12%) Asian or Hawaiian/Pacific Islander, 284 (2%) of two or more races, and 109 (1%) Cape Verdean or American Indian/Alaskan Native. There were 702 international students and 633 dual enrollment students that comprised 6% and 5%, respectively, of the total student population for the same period (see Data First Form 5.4 again).

With a wide range of associate degree programs, certificates, non-credit programming, English Language curricula, Early College Programs, Dual Enrollment, Workforce Development, and community education programs, BHCC employs far-reaching, open and accessible admissions practices. With two campuses in Charlestown and Chelsea, two satellite campuses, and five instructional centers throughout Metro Boston, the College is accessible to all residents in Metro Boston and its surrounding areas.

ADMISSIONS

Description

At the core of Bunker Hill Community College's mission is providing "inclusive and affordable access to higher education." The mission states: "Our students reflect our diverse local and global community, and the College integrates the strengths of many cultures, age groups, lifestyles and learning styles into the life of the institution." Hewing closely to that promise, BHCC strives to enact a broad conception of access, which encompasses affordability; racial, cultural and gender diversity; location and transportation access, and; flexibility in scheduling/modalities.

Bunker Hill Community College remains among the lowest in tuition and fees across the 15 community colleges in Massachusetts (DHE Data Center, Massachusetts Department of Higher Education). The College's open admissions policy for the vast majority of its programs continues to allow a broad range of students to have equal access to educational opportunities. Selective programs of the College maintain admissions requirements to ensure that entering students meet program expectations and demonstrate the potential to succeed. Resources to assist students in preparing for program entry as well as academic support services offered in these selective programs ensure that all students have equitable opportunities to thrive in the field of their choosing.

From fall 2016 to fall 2018, the number of new-to-college prospective students, who accounted for the overwhelming majority of admitted students, rose significantly. The number of completed and accepted applications increased by 38% (from 5,777 to 7,985) and 43% (from 4,785 to 6,844), respectively, and; the number of students admitted who enrolled at the College increased by 12%, from 2,546 to 2,853 (see Data First Form 5.1). The significant increases during these three years, especially in completed and accepted applications, may be attributed to major improvements undertaken through the Title III grant-funded LifeMap Initiative (see Appendix F-13), the creation of Student Central as a physical and virtual space, and actions implemented by the Strategic Enrollment and Management (SEM) Team. All of these are discussed below.

Admissions information is made available to prospective applicants through several different channels: accessing the BHCC website; contacting admissions counselors to request admissions information, scheduling group campus visits or request school/community visits; attending campus tours, general information sessions, and specialized Information sessions for specific programs, and; walking-in to connect with the Admissions staff directly, or via the staff of Student Central, a newly formed area that is strategically located at the main entrance of the College and a key component of the College's admissions strategy. This area is staffed with a group of cross-functionally trained staff members, who are equipped to assist prospective and new students with multiple requests and inquiries. Student Central also has a web presence on the BHCC website that includes QLess, a virtual student queue line that minimizes waiting time.

The College conducts targeted recruitment visits to feeder high schools, community organizations, regional and international high school fairs, and; runs admissions workshops on both the Charlestown and Chelsea campuses.

Applying to the College is made easily accessible through the New Student Online Application. On average, students are admitted within 24 to 48 hours of their application submission. For the first time in 2019, BHCC also started admitting new students in the summer, which now enables applicants year-round opportunities to begin attending the College. Continuing improvements to BHCC's new student online application include having one singular application (vs. having two applications previously for selective and non-selective programs), an option for BHCC text messaging service that allows Admissions and Student Central staff to better engage with students on a one-on-one or one-to-many basis, and automated data integration of Radius and Colleague that eliminates manual uploads of student information in the system, allowing staff to focus on student engagement and follow-up.

Appraisal

In the College's ongoing efforts to provide seamless support for the students we serve, BHCC evaluated the College's student service functions. Administrators, staff, and students all gave consistent feedback: the core service areas remained disconnected, leading to misinformation and the "BHCC student bounce" -- the shuffling of students from one office to the next. The major recommendation was to develop an integrated delivery of student services. This recommendation resulted in a reimagining of the student experience, triggering key transformations in the admissions process:

An Improved Application and Admissions Process

The College centralized the admissions process and invested in technology (see Standard 7) that allowed the Admissions office to shift from in-person and paper registration to a New Student Online Application. The application fee for non-residents was eliminated, and the Admissions Office generated communication plans to remind prospective students to complete their applications. The College also re-launched a more integrated, student-friendly Admissions web page that provided links to information from relevant offices and centers, making it easier for prospective students to navigate through the College's admissions requirements. These changes, first launched during the fall 2017 enrollment cycle, had a strong, positive and immediate impact that gave our admission numbers a significant boost as discussed in the previous section.

The College also enhanced the New Student Online Application by giving students the option to identify their ethnic sub-group within their chosen race category. Currently, more than 100 ethnic sub-groups across six race categories are listed in the application. This provides the technological infrastructure for the College to conduct data disaggregation analysis, provide evidence-based, targeted support for students who need them, and consequently increase our ability to enact more equity-minded student support service practices. The AANAPISI grant gave impetus to this effort and is currently exploring the piloting of disaggregated data analysis of the AAPI student population. The deeper analysis can surface nuanced data for underserved ethnic sub-groups that may be masked by the higher-performing sub-groups and address an analytical misstep that gave rise to an Asian model minority myth that renders invisible groups that need support. Data disaggregation efforts under the AANAPISI grant will provide a template for analyses of other racial categories to inform the design of targeted and more effective student services.

In 2018, procedures for guest and transfer students were revised and further enhanced with Transferology (see Standard 4) to increase the ease of their access to course registration at BHCC. These changes led to a significant increase in the 2018 summer I and II enrollment.

In addition, the International Center updated its policy and procedures on the English language proficiency requirement in fall 2017, expanding the number of ways applicants can meet the required proof of English language proficiency, including a waiver of the requirement for English speaking applicants from certain countries listed on the Guide to Admissions page of the Center.

Trends in dual enrollment have particularly been phenomenal, rising by 215% over six years, from 201 students in fall 2013 to 633 students in fall 2019 (see Data First Forms 5.4 and also 4.3). The goals of the program align with the equity agenda championed by the College, and students of all abilities and students traditionally underserved are encouraged to participate.

Assessment and Placement

Along with the transformations in the Admissions process, the College is also transforming its course placement procedures, first through the High School GPA Placement Project and second, through the comprehensive reform of the ESL program which is a key goal of the AANAPISI grant.

The High School GPA Placement Project is part of a broad set of strategies in accelerated developmental education designed to promote student success by using high school GPA to place students into college-level math and English courses within the first year of their college education. First piloted in fall 2015 in response to national and statewide initiatives on the use of multiple measures as a reliable predictor of academic success, promising results prompted the College to launch an Expanded GPA Placement Project in 2016 that was then scaled beginning 2017. In its first year of scaling, the number of GPA-eligible students who participated in the GPA placement project increased dramatically: 289 students enrolled in College Writing I (vs. just 64 in AY 2016-2017), and 170 students enrolled in either Statistics I or the integrated co-requisite acceleration cluster of Intermediate Algebra and Algebra for STEM (vs. just 44 in AY 2016-2017). In spring 2019, the Board of Higher Education voted to formally adopt the new 2019 Common Assessment Policy (CAP) to allow institutions of public higher education to use high school GPA to place students directly into college-level, credit-bearing courses (see Appendix F-14). The Office of Enrollment Management and LifeMap is currently in the process of preparing implementation strategies under the new statewide assessment policy.

As part of the College's commitment to comprehensive reform of the ESL program, math and English placement procedures for ESL students were also revised. Previously, students had to demonstrate successful completion of Academic ESL Level II (i.e., final grade of C or higher) before becoming eligible to take the math placement test. As of December 2017, ESL students currently enrolled in Academic ESL Level I are eligible to take the math placement test (see Appendix F-15).

In partnership with Enrollment Management leadership, the Humanities and Learning Communities (HLC) Division completed a revision of placement processes for ESL and English that were implemented for the fall 2019 incoming cohort. This included the implementation of English and ESL WritePlacer essays in place of multiple-choice sentence skill tests, holistic placement into ESL and English coursework based on combined reading and writing scores, and new placement cutoff scores that facilitate placement of ELL students directly into College English (ENG-111).

Along with these dramatic changes, the Office of the Provost formed the Strategic Enrollment Management (SEM) Team. The SEM Team is charged with identifying and eliminating roadblocks to student progression and completion, improving enrollment and student retention strategies, and closely monitoring enrollment trends. The Team has updated the SEM Plan and created a Recruitment Plan (see Appendix F-4) that are both aligned with the College Goals (see also Standard 2). Activities and programming that are addressed in these strategic plans focus on communication and building connections in the community. The plans also address student persistence, retention, and personal success.

These changes have helped to cushion the impact of a decline in enrollment at the College. BHCC's total enrollment fell by 6% from fall 2012 to fall 2018. In contrast, student enrollment across all community colleges in Massachusetts declined by 21% during the same period (DHE Data Center).

The College continues to track admissions and enrollment trends, both of which continue to decline. Recently, completed applications declined sharply by 21.8%, from 7,985 in fall 2018 to 6,247 in fall 2019; applications accepted fell by 18% during the same period, from 6,844 to 5,614, and; the number of applicants enrolled also decreased by 16.1%, from 2,853 to 2,394 students (see Data First Form 5.1). Total student enrollment likewise fell by 6.1%, from 12,529 in fall 2018 to 11,769 in fall 2019 (see Data First Form 5.2). While these rates of decrease are high compared to previous years, they are not unexpected. The College has taken prompt action to address these decreases, starting with the implementation of strategies to increase student retention through the Holistic Student Supports Redesign Project (see also Standard 8), an early retirement incentive offered in fall 2019 and implementing an increase in student fees starting with the spring 2020 semester (see Standard 7).

STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES

Description

For students new to the College, the Advising and Registration and New Student Day sessions ensure that incoming students are set up to succeed as they begin their program of studies at the College. Upon acceptance into a degree or certificate program, new students are advised to take a Learning Community – designated course (either in seminar or cluster form – see Standard 4) if they plan to enroll in at least nine credits, and also assigned to their advisor/success coach who will share advising duties with the Learning Community instructor. New Student Peer Mentors provide information on academic and co-curricular opportunities that students can engage in to support their educational, career and personal goals. Mandatory advising sessions in the first semester provide additional information about second-semester registration, academic progress and support services as students begin developing their academic and career plans. This holistic approach provides strong support from the moment that BHCC students start their program.

Advising

Students can obtain academic, career and transfer advising from advisors/success coaches at the Advising & LifeMap office. Since 2013 when the LifeMap Initiative was launched, the College has increased its staff to fifteen (15) success coaches who provide advising, classroom-based success coaching to students enrolled in Learning Community designated courses and conduct Educational Planning sessions or Steps to Success (STS) workshops on a variety of topics such as Exploring Majors and Career Pathways (see Appendix F-16). Over the last five years, success coaches have become increasingly cross-trained, allowing them to be on top of their area of expertise, academic, career, and transfer advising to students inside and outside of the classroom. In 2018, there were a total of 26,876 student visits to Advising & LifeMap from 12,498 unique/unduplicated students. Success coaches conducted a total of 117 Educational Planning sessions and 8 Student Success Workshops on a variety of topics.

In addition to obtaining advising from the success coaches at LifeMap, students can also meet with full-time faculty for academic advising (see Standard 6).

Financial Aid

Bunker Hill Community College participates in a wide variety of federal, state, and private financial aid programs to assist students and their families in meeting the costs of a college education. Information

on financial aid, including access to the FAFSA application, is available via the Student Central web page, and a net price calculator helps current and prospective students and their families estimate the cost of attending college. On the Paying for College web page, students can access other useful resources to help them make informed decisions regarding the cost of their education, borrowing loans, repayment and scholarship information.

In AY 2018-2019, the College's total administered federal aid was $28.6 million, and 5,033 students received Pell grants in fall 2019. Student debt at BHCC is quite low, with only 13% of our students graduating with debt in AY 2018-2019. For that same academic year, the average debt of students was $11,116 if they graduated with a degree and $9,539 if they left the College without a degree (see Data First Forms 5.3 and 5.4)

Support from the Division of Student Affairs Offices

The Division of Student Affairs provides other support services and resources that address varying circumstances and concerns of the College's diverse student body.

To promote a healthy and productive environment for all students, the Office of the Dean of Students ensures that student rights and responsibilities and the code of behavior are clearly stated in the Student Code of Conduct found in the Student Handbook. Senior Academic Counselors provide personal counseling, referrals, and prevention education including alcohol and other drug abuse prevention that align with the Drug-Free Schools and Communities Act (DFSCA). A Behavioral Intervention Team, also known as the CARE Team (Campus Assessment, Response, and Evaluation), meets regularly to handle reports on students with concerning behaviors and uses the NCHERM tool by the National Behavioral Intervention Team Association (NaBITA) tool to determine the best mechanisms for responding to these reports and providing appropriate support for students. Assessment and prevention protocols, designed to promote student well-being, are also posted on the Office of the Dean of Students web page.

The Office of Disability Support Services provides resources and support for students with documented disabilities who seek reasonable accommodations. Single Stop connects students to local community, state, and federal resources so that they can avert financial, transportation and housing emergencies and continue to study, thrive and succeed. The DISH (Delivering Information, Sustenance, and Health) is the College's food pantry that offers a digital and social media interface to connect students with food, information, and resources. The Health Services Office provides assistance with minor injuries, common illnesses, health education, and multi-cultural health concerns. It also oversees all student health clearances for health professions. Military veterans or students in active military service can access specialized academic and career support from the Veterans Center.

Through the Office of Student Leadership and Engagement, the College provides a wide range of co-curricular activities that support holistic development, making BHCC a vibrant place for deep student engagement and personal growth. There are more than 30 multicultural and multi-interest student clubs and organizations that include the Alpha Kappa Mu (AKM), opportunities for student leadership development and participation in governance through the Student Government Association (SGA). The College also holds a regular student activity hour twice a week during the academic year, during which no classes are scheduled, allowing clubs and organizations to conduct meetings and engage in athletics and other student activities.

BHCC also values the physical development and well-being of its students. Thus, the Department of Athletics and Wellness offers fitness and wellness programs, varsity programs and intramural programs, and manages a Health and Wellness Center that faculty, staff, and students can use for free. The College has its own gymnasium for indoor sports such as basketball and volleyball, and a field for baseball and soccer games and practices. An Athletics Director oversees all athletic and fitness programs and campus recreational facilities; ensures that there are the same academic expectations of and academic opportunities afforded to student-athletes as other students, and equitable athletic and wellness opportunities for male and female students as published in the Department's updated Equity in Athletics Disclosure Act (EADA) Report.

Academic Support

The College provides a broad array of academic support services and programs that serve our new and continuing students as described on the Academic Resources web page and in the Student Handbook.

The MathSpace offers individual and supplemental group tutoring for students currently enrolled in developmental math and HiSet. The STEM Starter Academy offers STEM majors opportunities to take the MAT-099/MAT-194 co-requisite cluster for free (including free textbooks) and work in a silent study area staffed by faculty. The Language Lab provides a high-tech learning environment, tutoring, study groups, in-class workshops, and practice exit exams to help English Language Learner students improve all aspects of their English language skills. Trained peer tutors at the Writing Place provide support for students in specific writing tasks, such as brainstorming ideas for writing assignments or doing library research. The Tutoring and Academic Support Center (TASC) offers tutorial assistance, small group workshops, and academic support to students enrolled in credit-bearing courses. The Library and Learning Commons offer quiet study spaces, access to more than 100 databases, and information literacy workshops. The TRIO-funded Student Success Program provides an intensive program of advising and academic support for students who are Pell-eligible, or first generation or have a documented disability. Students can drop-in to use computers at Academic Computing Centers to do their academic work. The Academic Innovation and Distance Education (AIDE) provides support for students taking web, hybrid, or web-based courses that use Moodle and other online learning platforms.

Support services are likewise available for students at the Chelsea Campus. At the Student Access and Success Center, students may register for courses, be assessed for course placement, and access advising and academic support services; while eligible Chelsea Public School students benefit from the TRIO Talent Search Program that provides college access services in the form of academic support, career guidance, college visits, and assistance in applying for financial aid and completing college applications.

Academic and Professional Enrichment

Other opportunities exist to enhance students' academic experiences, get them engaged with local communities, and develop their leadership and professional skills.

The Achievement, Cultural Competency, Engagement (ACE) Mentor Program of the Learning Community Program offers a very robust training for students. ACE Mentors are integrated into Learning Community classrooms where they serve as resources in helping new students adjust to the academic, social and personal environment at BHCC.

Student tutors who staff The Writing Place are required to take a course that prepares them to provide effective feedback and assistance to other students who seek support in their writing assignments.

The Office of Community Engagement offers students service-learning and volunteering opportunities in local communities, and leadership and professional experience through its Community Work Study (CWS) Program.

The College offers internship opportunities to students in a broad range of fields, and BHCC's Learn and Earn Program is particularly noteworthy. The Program places students in Greater Boston's top corporations, non-profits, civic and cultural organizations in paid positions where they gain hands-on experience—and introduces the possibility of new careers and new lives. Launched with the support of the Massachusetts Competitive Partnership (MACP) in spring 2012, five firms sponsored 20 student interns working one or two days per week. Today, top corporations continue to host Learn and Earn interns and now placement sites include biotech startups, social justice organizations, and cultural institutions. The diversity of options within the Learn and Earn program provides access to paid internships to students with many interests and levels of experience. Learn and Earn staff recruit students based on prior coursework and life experiences, focusing most especially on recruiting students who might not typically have considered a paid internship in a field that could lead to a long-term career. Learn and Earn students earn wages starting at $15/hour, a travel stipend starting at $180 per semester, and receive support through a credit-bearing internship course and a workplace mentor.

The Commonwealth Honors Program at BHCC is a vibrant, state-accredited program that allows students to excel academically in a rich and challenging environment, enhance their transfer and scholarship applications, present at conferences and network with other honors students across the state. In AY 2018-2019, more than 250 students took honors courses and seminars, and nearly 75 students participated in the 2018 Honors Poster Presentation Session held at the College.

As the leading community college in the state of international education, the College offers additional opportunities for students to engage in global learning. The BHCC Study Abroad Scholarship provides funds for qualified students to engage in academic and cultural programs offered across countries from Europe, Asia, North America, and South America, and covers 80% of the total program cost. Since AY 2010-2011, the College has supported 290 Study Abroad participants, or 35% of the total number of students who have applied for the Study Abroad Program (see Appendix F-17). During the annually held International Education Week, students also learn about diversity around the world through featured events, including the sharing from their student peers in the Community College Initiative (CCI) Program, which is designed to promote intercultural understanding. BHCC's CCI Program has provided a total of 72 students from 11 underserved and underrepresented countries access to quality one-year certificate programs since 2013. In turn, Program participants have collectively given back more than 12,000 hours of volunteer service to Metro Boston communities in the last six years.

Students showcase their talents with support and guidance from faculty. Every year, students are given the opportunity to interact with the author of the chosen text under the One Book Program and to participate in the One Book Contest for Best Essay and Best Poetry. The Mary L. Fifield Art Gallery regularly hosts the Annual BHCC Visual and Media Arts Department Student Exhibit. During National Poetry Month, students have multiple opportunities to actively engage with poets, poetry writing, and poetry reading. Three Student Performance Groups – the Jazz Ensemble, Choir, and Popular Music Ensemble – as well as the BHCC Jazz Fest, enrich the performing arts at the College. Finally, *Tell*, the

College's Digital Literary Magazine, is a student-led project that publishes original artwork, poems, stories and essays by the BHCC community.

Staffing and Policies on Academic Records

The majority of the staff that delivers direct student support services are housed within the Division of Academic Affairs and Student Services and the Division of Administration and Finance. In these divisions, institutional hiring guidelines and practices ensure that all administrators, faculty, and staff are qualified to support students effectively, assigned to appropriate office spaces and given access to communication and technology that will enable them to perform their job functions, and provided with adequate training and professional development opportunities to remain current in their field of practice (see Standard 6). When needed improvements related to staffing, technological equipment, physical facilities or new initiatives arise, work units submit appropriate funding requests through the College's Annual Unit Planning (AUP) process (see Standard 2).

BHCC is diligent about publicizing policies (see also Standard 9) and protecting academic records. Students are informed of their rights under the Family Educational Rights and Privacy Act (FERPA) as well as the College's responsibility with regards to designated directory information.

Appraisal

Parallel to the continuing transformations in the admissions process discussed earlier are the continuing transformations in the onboarding process for new students, improving the Student Portal, and creating Curriculum Maps.

Onboarding Process for New Students

BHCC refined the Start Smart Orientation sessions discussed in the 2015 Fifth Year Interim Report. As of spring 2017, all newly accepted students receive the New Student Enrollment Checklist that simplifies the enrollment steps into three Gs: Get Ready, Get Set, Go. Students are directed to visit the Assessment Center website first to determine if they should take the placement tests; then second, to attend New Student Orientation where they meet with advisors in LifeMap who evaluate their placement tests, high school GPA or standardized test scores and transcripts to ensure that they register for the right classes; third, to attend New Student Day where they meet Student Services Staff and student peer mentors to learn about the Code of Conduct, Alcohol and Other Drug Prevention information, Title IX and Consent. Students also learn how to read a syllabus, create strategies for success, identify academic support services, involvement opportunities, and on-campus resources such as Disability Support Services, Single Stop, Senior Academic Counselors, and Campus Police Outreach/Education. Admitted international students receive the New International Student Enrollment Checklist, which has additional steps and requirements to ensure that they remain compliant with U.S. immigration laws.

An Improved Student Portal and Curriculum Maps

The old BHCC Portal was replaced with BHCC SelfService, which has more functions that help students navigate through their chosen academic pathway. Through BHCC SelfService, students can create and maintain educational plans, select and register for course sections that fit their program and schedule, sign up for Steps to Success Workshops (see Appendix F-16), check the status of their financial aid and student account, receive information on transfer fairs and workshops, and view their program evaluation and transcripts to determine if they meet graduation requirements.

Curriculum maps, mentioned in Standard 4, have also been implemented to help students make better educational plans based on their program course sequence so that they can finish their degree sooner.

Beyond broad-based efforts to reform the experience for new and continuing students, improvements have also been made in specific areas under the Dean of Students.

To improve management of student behaviors, the *CARE Team* began using Maxient software in 2018 to centralize reporting and record-keeping for all Code of Conduct, Mental Health/CARE Team referrals, Medical Re-entry, Preferred First Name, Grade Appeals, Student Complaints and Student Grievances. All judicial files from 2015 were entered in the electronic system and the process is currently managed by the Assistant Dean of Students. An emergency on-call system during the day and after office hours, staffed by Dean of Students and two Assistant Deans, was also implemented to address issues pertaining to students of concern.

Given the documented rise in enrolled students who have sought reasonable accommodations, from 344 in fall 2013 to 516 in fall 2017 -- a dramatic increase of 50% over a four-year period (see Appendix F-18) -- an external evaluator reviewed the programs, policies, and practices of the Office of Disability Support Services in 2018. Using the evaluation results, the Office updated its policies and procedures on testing accommodations, use of personal care attendants, graduation requirement modification (GRM) and sign language interpretation, along with the installation of a camera in the testing area. The tracking of student success indicators for this particular sub-population has also begun. The Office is anticipated to play an increasingly important role in supporting the success of students who need reasonable accommodations.

Recognizing that addressing food and shelter security needs are basic, critical factors for students to succeed, the College's Single Stop offers year-round mobile pantry services for students who register in advance. In a 2016 study where BHCC was one of the participating colleges, results showed that students who utilized Single Stop services persisted longer and earned more credit hours on average versus those who did not utilize the services. In particular, findings showed that the use of Single Stop services positively impacted adult learners and students of color the most.

These findings strengthened the advocacy of our community, led by our President, to find more permanent solutions to support the need of students to have access to adequate food and housing, and BHCC's student leaders answered the call. In 2018, the Student Government Association (SGA) authored its first proclamation in the history of the College recognizing campus leadership on this issue and gifted the College with $50,000 to build a dedicated on-campus food pantry that uses a wellness model: the DISH Food Pantry (Deliver Information, Sustenance and Health). Recently launched in fall 2019, the DISH Food Pantry has ServSafe® trained and certified staff and student interns/employees who primarily serve students as well as faculty and staff in need of temporary food assistance. Our College President continues to advocate for changes in public policy that can more effectively provide long-term solutions to address issues of security around food and shelter on college campuses. The Office of Institutional Effectiveness also continues to work towards refining its analysis on the impact of the use of BHCC Single Stop services on student success.

The comprehensive and sweeping reforms undertaken in the last five years to create more unified support services demonstrates the commitment of the College to increasing access and success for all our students. However, the College still needs to be more intentional in aligning student services

outcomes with the College Mission and conducting regular assessment of their impact on student success or communicating assessment findings to the community. Currently, student success data from Single Stop, the Athletics and Wellness Department, the Office of Student Leadership and Engagement, and participation in New Student Day have been documented through the annual unit planning (AUP) report process. However, these outcomes are not always communicated to the college community. Even when they are, the communication of these outcomes remains disjointed. This lack of alignment stems from the fact that regular and systematic outcomes assessment has its genesis in academic curricula, spearheaded by the SLOAP Team that was comprised of classroom faculty. The inclusion of student support staff in the SLOAP Team's leadership and membership was recent and welcomed since there is wide acknowledgment that academic and student support services are most successful when integrated and holistic. The addition of student services in the structure of systematic assessment should provide the much-needed push in creating student service outcomes that align with the ILOs, the College Mission, and the forthcoming Institutional Assessment Plan that will be developed. A key component to achieving this alignment and the assessment of outcomes also rests on providing more training to student support staff on college student development and the standards set by the Council for the Advancement of Standards (CAS) in Higher Education.

Student Voices

As part of the self-study process, the College engaged a diverse group of students in focus group discussions on two occasions – during the fall 2018 college-wide retreat when the initial draft of the self-study was being prepared and in fall 2019 when the final draft was nearing completion. Nearly twenty unique students, some of them in leadership positions, participated in these discussions and shared their student experiences at the College. Three broad themes emerged from these discussions: advising experiences; knowledge and use of resources and support services, and suggestions on how to support students more effectively.

Students shared some of their difficulties with their advising experiences. A recurrent comment was the lack of connection and opportunities to develop an ongoing, in-depth relationship with an advisor because students who come to LifeMap are randomly assigned to the first available advisor. This is problematic, the students said, because they end up having to re-tell their history to every advisor they engage with. In addition, students noted that the different types and forms of advising that exist in the College, such as career and transfer advising, individual advising, group advising in some departments like the Behavioral Sciences, as well as the differences in the quality of advising they receive, potentially add to their confusion and the time they spend obtaining the guidance they need.

Overall, students acknowledged that the College has a vast array of resources in place to support diverse student needs, although they did point out a need to: make updated scholarship information more accessible on the college website; provide better support for parents who have childcare issues, and; give students T-passes so that they can save on transportation expenses. Students in the focus groups who also serve as peer mentors noted that more importantly, there continues to be a lack of information, knowledge and proper, timely communication across the student population about campus resources. New students are particularly more vulnerable, peer mentors have observed, as they can be studying several weeks into a semester without even knowing about the DISH Food Pantry, the shuttle services to the H-Building or Chelsea campus, or updated procedures, such as what happened to recent changes made in the site moves for the Textbook Assistance Program (TAP) or the student ID station. Moreover, students said that lack of knowledge about campus resources appears to extend to other staff and some faculty as well. Hence, students frequently feel frustrated when their questions are

typically met with the response, "I don't know." Peer mentors added that they help counter these frustrations by making students aware of campus resources or procedural changes because they are trained to do so. Towards this end, students cited that the College should support training more peer mentors to become campus leaders and peer advocates and utilizing them to help address information and communication gaps across student groups on campus. Peer mentors can also help build the advocacy skills of other students.

Finally, students wondered what the College does with the information it collects to assess the impact of student services, an indicator of their own need to be active participants in the process of evaluation and improvement. Students conveyed the following suggestions. First, use their feedback to put an end to the "BHCC Student Bounce," so that they are not referred from one office to the next to have their questions and concerns addressed. Second, improve the tracking of the student experience through the use of technology, such as BHCC SelfService, to regularly send out short surveys as touchpoints that can track and document students' progress towards their goal. Third, provide training for faculty and staff on how to more effectively engage with the diverse student population at BHCC, given the misperceptions that they may have of students, such as those who have a disability.

Obtaining candid feedback from students helps to continue grounding the continuous improvements that the College strives to make. Clearly, nearly all the above comments -- a more cohesive structure for advising that allows for creating meaningful relationships, the use of technology to support student success and monitor student progress, the training of more student leaders to act as advocates for their peers and build student advocacy skills, and the training of faculty and staff to more effectively work with diverse student populations -- should inform the Holistic Student Supports Redesign Initiative as it evolves in the next two years. Even more important, the College needs to continue the practice of regularly eliciting feedback from a wide array of students *and* involving them in the process of discussing evaluation findings and suggestions for improving the delivery and communication of student support services.

Summary of Strengths and Challenges

Strengths	**Challenges**
The College's open admissions policy allows for broad access to a wide range of programs.	Recent data shows a decrease in student enrollment.
Comprehensive reforms have transformed the admissions process and have created a unified set of services that more effectively support students from the point of application to graduation.	Many students still do not know the wide array of resources on campus that they can access.
Student debt is low.	The current advising structure does not allow students the opportunity to develop meaningful relationships with their advisors. The quality of advising is also uneven and inconsistent.
The College provides a broad array of student support services and co-curricular options that promote deep student engagement, leadership formation, and holistic development.	Students continue to experience the "BHCC Bounce."
The Holistic Student Support Redesign Project is	The College has yet to create an integrated,

being implemented to improve student retention.	systematic plan of assessing the effectiveness of its student support services that align with the College Goals, Institutional Learning Outcomes (ILOs), and the forthcoming Institutional Assessment Plan.

Projections

Projection	Responsible Person/s	Timeline
Create and implement an integrated, systematic plan to assess student support services. Align them with the College Goals, Institutional Learning Outcomes (ILOs), and the forthcoming Institutional Assessment Plan.	SLOAP Leadership in collaboration with: Dean of Enrollment Management & LifeMap; Dean of Student Affairs; Director of Student Central	2019-2024
Create intentional strategies for regularly engaging students in the process of evaluating and improving the delivery of student support services.	Director of Student Leadership and Engagement; Director of Learning Communities	2020-2024

Standard 5: Students

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	(Fall 2020)
Freshmen - Undergraduate	?					
Completed Applications	?	5,777	7,370	7,985	6,247	5,934
Applications Accepted	?	4,785	5,992	6,844	5,614	5,044
Applicants Enrolled	?	2,546	3,142	2,853	2,394	2,270
% Accepted of Applied		82.8%	81.3%	85.7%	89.9%	85.0%
% Enrolled of Accepted		53.2%	52.4%	41.7%	42.6%	45.0%
Percent Change Year over Year						
Completed Applications		na	27.6%	8.3%	-21.8%	-5.0%
Applications Accepted		na	25.2%	14.2%	-18.0%	-10.2%
Applicants Enrolled		na	23.4%	-9.2%	-16.1%	-5.2%
Average of statistical indicator of aptitude of enrollees: (define below)	?					
Transfers - Undergraduate	?					
Completed Applications		2,607	1,358	1,480	1,188	1,129
Applications Accepted		2,195	1,078	1,195	940	914
Applications Enrolled		1,318	597	568	453	448
% Accepted of Applied		84.2%	79.4%	80.7%	79.1%	81.0%
% Enrolled of Accepted		60.0%	55.4%	47.5%	48.2%	49.0%
Master's Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
First Professional Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-

Please enter any explanatory notes in the box below

"Freshman - Undergraduate" are for first-time students only. Transfer students data are those who identify as transfer students at Admission. These are two distinct groups of students who apply to BHCC, but these groups leave out readmitted students.

Standard 5: Students
(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

			3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
			Fall 2016	Fall 2017	Fall 2018	Fall 2019	(Fall 2020)
UNDERGRADUATE		?					
First Year	Full-Time Headcount	?	2,719	2,832	3,131	3,054	2,810
	Part-Time Headcount	?	5,889	5,459	6,043	5,637	5,186
	Total Headcount		8,608	8,291	9,174	8,691	7,996
	Total FTE	?	4,710	4,656	5,235	4,986	4,587
Second Year	Full-Time Headcount		1,616	1,672	1,051	991	912
	Part-Time Headcount		3,099	2,871	2,304	2,087	1,920
	Total Headcount		4,715	4,543	3,355	3,078	2,832
	Total FTE		2,846	2,786	1,942	1,782	1,640
Third Year	Full-Time Headcount						
	Part-Time Headcount						
	Total Headcount		0	0	0	0	0
	Total FTE						
Fourth Year	Full-Time Headcount						
	Part-Time Headcount						
	Total Headcount		0	0	0	0	0
	Total FTE						
Unclassified	Full-Time Headcount	?					
	Part-Time Headcount						
	Total Headcount		0	0	0	0	0
	Total FTE						
Total Undergraduate Students							
	Full-Time Headcount		4,335	4,504	4,182	4,045	3,721
	Part-Time Headcount		8,988	8,330	8,347	7,724	7,106
	Total Headcount		13,323	12,834	12,529	11,769	10,827
	Total FTE		7,556	7,442	7,177	6,768	6,227
% Change FTE Undergraduate			na	-1.5%	-3.6%	-5.7%	-8.0%
GRADUATE		?					
	Full-Time Headcount	?					
	Part-Time Headcount	?					
	Total Headcount		0	0	0	0	0
	Total FTE	?					
% Change FTE Graduate			na	-	-	-	-
GRAND TOTAL							
Grand Total Headcount			13,323	12,834	12,529	11,769	10,827
Grand Total FTE			7,556	7,442	7,177	6,768	6,227
% Change Grand Total FTE			na	-1.5%	-3.6%	-5.7%	-8.0%

Please enter any explanatory notes in the box below

First year = students with 30 cumulative credits or below. FTE is calculated as the total credits/15.

Enrollment is projected to decrease 8% for fall 2020. All categories fall 2019 data reduced by 8%.

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?

http://www.bhcc.edu/about/missionvision/#MassCCMission

	AY 2015-2016	AY 2016-2017	AY 2017-2018
? **Three-year Cohort Default Rate**	10%	9.5	Not final
? **Three-year Loan repayment rate (from College Scorecard)**		48%	45%

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	(FY 2020)
? **Student Financial Aid**					
Total Federal Aid	$30,442,056	$28,856,826	$29,739,150	$28,615,276	$30,047,838
Grants	$25,240,035	$23,821,945	$24,580,792	$23,859,288	$24,881,292
Loans	$5,202,021	$5,034,881	$4,726,359	$4,257,838	$5,080,146
Work Study	$444,945	$415,765	$431,999	$498,150	$437,687
Total State Aid	$3,318,831	$3,192,600	$3,291,655	$4,149,071	$3,293,199
Total Institutional Aid	$596,387	$620,583	$574,131	$848,101	$595,807
Grants	$596,387	$620,583	$574,131	$848,101	$595,807
Loans	N/A	N/A	N/A	N/A	N/A
Total Private Aid					
Grants					
Loans	$191,885	$154,721	$232,485	$308,536	$194,059
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	16%	16%	14%	13%	16%
Graduates	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$4,840	$10,793	$12,444	$11,116	$7,314
Graduates	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
Average amount of debt for students leaving the institution without a degree					
Undergraduates	$7,876	$7,734	$7,231	$9,539	$7,724
Graduate Students	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language	13%	13%	12%	11%	10%
English (reading, writing, communication skills)	30%	29%	16%	15%	13%
Math	32%	34%	30%	28%	25%
Other	0%	0%	0%	0%	0%

Please enter any explanatory notes in the box below

Exponenetial Smoothing used with a damping factor of 0.8.

Standard 5: Students
(Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Total (All applicants, Fall 2019)	**9,873**	**8,736**	**3,890**
Gender			
Male	3,975	3,633	1,674
Female	5,840	5,057	2,205
No Response or Unknown	58	46	11
Ethnicity			
American Indian or Alaskan Native	26	24	6
Asian	764	679	403
Black or African American	2,681	2,395	1,020
Cape Verdean	39	30	10
Hawaiian or Pacific Islander	10	9	3
Hispanic or Latino	3,079	2,816	1,231
Two or More Races	371	311	115
Non-Resident Alien	376	231	132
Unknown	678	622	268
White	1,849	1,619	702
Financial Aid			
Received Pell (Fall 2019)	N/A	N/A	1,658
Other Student Categories			
International (F1-Visa)	N/A	N/A	173
Dual Enrollment	713	710	382

Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			

Undergraduate Enrollment information (Fall 2019 Frozen Enrollment)	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (Fall 2020)
Category of Students (e.g., male/female); add more rows as needed					
Male	1,923	3,084	5,007	2983.33	4,606
Female	2,112	4,584	6,696	3757.20	6,160
Unknown Gender	10	56	66	27.73	61
American Indian or Alaskan Native	10	19	29	16.87	27
Asian	540	853	1,393	836.20	1,282
Black or African American	930	2,007	2,937	1672.20	2,702
Cape Verdean	15	65	80	41.73	74
Hawaiian or Pacific Islander	2	6	8	3.87	7
Hispanic or Latino	1,078	2,105	3,183	1813.20	2,928
Two or More Races	89	195	284	165.87	261
Non-Resident Alien	436	79	515	413.87	474
Unknown	270	793	1,063	551.07	978
White	675	1,602	2,277	1253.40	2,095
Received Pell (Fall 2019)	2,098	2,935	5,033	3208.60	4,630
International (F1-Visa)	632	70	702	580.87	646
Dual Enrollment	58	575	633	203.27	582
	4,035	7,668	11,703		10,827
Graduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**	**Headcount Goal (specify year)**
Category of Students (e.g., male/female); add more rows as needed					
			0		
			0		

Please enter any explanatory notes in the box below

Data included above are for Fall 2019 applications, accepted, and enrolled students.

Enrollment is projected to decrease 8% for fall 2020. All categories fall 2019 data reduced by 8%.

Standard 6

Teaching, Learning, and Scholarship

STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP

FACULTY AND ACADEMIC STAFF

Description

BHCC has a sizeable faculty that teaches at all of the College's Charlestown and Chelsea main campuses, satellite campuses, and instructional centers. In FY 2017, BHCC employed a total of 721 faculty; 148 (20%) taught full-time and 573 (80%) taught part-time. Full-time faculty on average taught half of the total number of courses every year from FY 2014 to FY 2017 (see Data First Forms 6.1 and 6.4). Full-time faculty are also highly qualified. Based on data reported by the Human Resources (HR) Division to IPEDS for FY 2017, 160 out of 171 full-time faculty (or 94%) held a master's degree or higher (see Data First Form 6.2).

More than 300 staff provide support to faculty and students in academic and non-academic areas. These include professional staff such as success coaches, counselors, specialists, coordinators, librarians, and other personnel who provide direct services to students for all teaching sites. Additional academic staff who provide oversight or support at all teaching sites include administrators and support staff. Just as with full-time faculty, professional staff are highly qualified; 27 of 34 of them (or 79%) had a master's degree or higher in FY 2017 (see Data First Form 6.2).

In terms of diversity, Data First Form 6.5 indicates that in FY 2017, women comprised 61% each of full-time faculty (92 out of 151) and academic staff (209 out of 345). These two workforce groups closely mirrored the gender demographics of our student population. Employees of color were highest among academic staff (163 out a total of 345, or 47%), followed by full-time faculty (48 out of 151, or 32%), and adjunct faculty (90 out of 573, or 16%).

Working conditions for faculty and professional staff are agreed upon and documented in two statewide collective bargaining agreements (CBAs) with the Massachusetts Community College Council (MCCC/MTA/NEA), one for Full-time and Part-time Day Faculty and Professional Staff, and the other for Division of Continuing Education (DCE) adjunct faculty instructors. The Division of Human Resources and Labor Relations (HR) oversees the implementation by college administrators of policies and procedures related to the terms of employment. In addition, a 1998 Memorandum of Agreement (MOA) provides further guidelines on how CBA provisions should be applied to distance education courses. For Support Staff, conditions of employment are agreed upon in the American Federation of State, County, and Municipal Employees (AFSCME) contract.

Hiring and Orientation

Academic leadership, in consultation with faculty in the disciplines, establishes minimum qualifications for position postings. The College follows a standardized set of hiring guidelines, accessible through the HR link on the BHCC Intranet, in the hiring of faculty and staff. As an Affirmative Action/Equal Opportunity Employer, the College also strongly encourages women, people of color and persons with disabilities to apply for open job positions as explicitly stated on the College's HR webpage.

All full-time faculty and professional staff positions require a committee search process that includes an in-person interview and, where appropriate, a teaching demonstration. Search committees have diverse

representation and are comprised of faculty, staff, and administrators that have different levels and types of expertise related to the field of practice or discipline required for a job posting.

Adjunct faculty positions are filled through a modified process. Positions are posted via the HR Website upon the request of academic deans. Qualified candidates are invited to the Adjunct Academy (see Appendix F-19), where they learn about the College and give a teaching demonstration on a topic relevant to the position. Department chairs forward chosen finalists to the dean, who conducts reference checks and makes the final hiring decision. Once hired, adjunct faculty receive guidance from the Manager of Adjunct Faculty Support and are given access to working in a state-of-the-art adjunct faculty space on the Charlestown campus.

The CBAs provide contractual guidelines on the rights and responsibilities of faculty and staff employees, which include Academic Freedom and Responsibility, contractual workloads, and the process of assigning work to faculty and staff. Workload computations, including reassigned time, are regularly reviewed every semester by academic deans and the Provost.

Institutional Integration and Professional Development (PD)

In alignment with the College's Mission, Vision, and Values, faculty and staff collaborate to provide thoughtful and data-driven practices designed to support student success. They engage in regular professional development, both locally and nationally, to continually improve and enhance the college experience. Together, they offer the diversity and breadth of experiences, perspectives and educational approaches necessary to ensure that BHCC students receive a high-quality education.

Full-time faculty and professional staff attend New Full-time Faculty/Professional Staff Orientation (see Appendix F-20) during their initial year at the College whereas Adjunct Faculty are offered a New Adjunct Faculty Orientation (see Appendix F-21). These two opportunities are the mainstays of the faculty/professional staff PD agenda. In addition, there are opportunities for faculty and staff to participate in regularly held college-wide activities: fall Convocation, the annual college-wide Retreat, Professional Development Day; monthly College Forum, College Governance Committee and academic department meetings, and; student commencement celebration events. Opportunities for college service include serving on search committees, student suspension hearings, ad hoc or special task force committees, or as faculty advisors to student clubs.

A wide range of other PD opportunities is open to faculty, staff and administrators throughout the year. The executive leadership conducts annual retreats for lead administrators, as does the Office of the Provost for Academic and Student Affairs (ASA) for faculty and staff. The Office of Institutional Effectiveness (IE) offers training sessions in the use of ZogoTech, Qualtrics, Colleague, and Taskstream. The Office for Administration and Finance regularly offers staff online training in receiving goods and services. In the area of student services, the Office of the Dean of Students regularly holds staff retreats, and staffs from LifeMap and Advising attend the annual Massachusetts Community College Advising Association (MCCADA) Conference.

The College, in particular, supports the funding of PD activities that promote designing innovative pedagogical practices to support student success:

- The Office of the Provost provides stipends for all faculty and staff members of the SLOAP Team as well as for faculty and staff who engage in SLOAP assessment projects. The College also funds

PD sessions on the assessment of ILOs that on average serves 40 participants each time. Annually, the Office allocates an average of about $30,000 in stipends for SLOAP activities. In 2018, with an expansion in SLOAP Team membership and scope of work (see Standard 8), the Office provided nearly $65,000 to support SLOAP activities.

- As an Achieving the Dream (ATD) Leader College, BHCC regularly sends a team of participants to attend the annual National ATD DREAM Conference. Since 2016, a total of 31 faculty, staff and administrators have attended the conference, with funding support from the Office of the Provost totaling $71,500.

- Academic Innovation and Distance Education (AIDE), previously mentioned in Standards 4 and 5, assists faculty with innovative and effective instructional design, and digital teaching and learning resources. Since it opened in fall 2018, AIDE PD opportunities for faculty have been offered on an ongoing basis.

- The College has successfully pursued grants to support innovations in teaching. The Open Educational Resources (OER) grant engages faculty in the use of web-based and other openly available resources in lieu of textbooks, in order to boost college access and completion. The AANAPISI grant engages ESL and English faculty in the use of asset-based pedagogical practices integrated with success coaching and mediated language lab support in order to support accelerated progression of ELL students into college-level English (see Standard 4).

- The College provides strong support for faculty and staff PD and conference attendance in their discipline or areas of practice. Funding is provided either in division annual budgets as a standing item or additional requests submitted through the Annual Unit Planning (AUP) process. Some innovation requests approved via the AUP process also have a substantial PD component, such as faculty and/or staff engagement in the Center for Equity and Cultural Wealth (CECW) activities, digital learning, developmental English reform work, and web course redesign, and; participation in the adjunct faculty engagement and support program. In the last two fiscal years, nearly $250,000 in AUP funds have supported PD and conference travel as well as innovation projects with a substantial PD component.

Performance Evaluation

The CBAs outline the criteria and procedure for the regular performance evaluation of faculty and staff, change of rank, tenure, post-tenure review, and the evaluation of department chairs.

As required by the CBAs, faculty regularly undergo course instructor-student evaluation -- every fall semester for full-time faculty, and every semester for adjunct faculty. These course evaluations are reviewed by Academic Deans and discussed as needed with faculty to help them improve their teaching. Academic Deans also provide Faculty Summary Evaluations for full-time faculty who are non-tenured or in a post-tenure review year as a means to give feedback on performance across all components of their faculty contractual workload.

Appraisal

Since FY 2015, BHCC has responded to an increased number of faculty retirements by hiring more full-time early-career faculty (see Data First Form 6.3). As of FY 2017, the distribution of full-time faculty by rank shows that 43% of them were early to mid-career professionals: 28 Assistant Professors, 36 Associate Professors, and 84 Professors (see Data First Form 6.1). New faculty appointments in FY 2017, a total of 13, included 10 full-time instructors that started at the rank of Assistant Professor (see Data First Form 6.5).

To improve the delivery of services that support student success, the College increased academic and professional staff by 4%, from 330 in FY 2014 to 345 in FY 2017 (see Data First Form 6.1). The most significant staffing changes occurred in the Office of Enrollment Management and LifeMap to address the need to have more cross-trained success coaches. Specifically, the number of advisors/success coaches increased from zero in FY 2014 to 14 in FY 2017.

The hiring procedures put into place since 2015 have increased the diversity of the College's workforce. Using data collected by the HR Division, racial diversity among all full-time employees increased from 41% in fall 2014 to 44% in fall 2018 primarily because of a growth in the racial diversity among full-time faculty and support staff. In each of these groups, the proportion of employees of color to the total number of employees rose by six percentage points from fall 2014 to fall 2018. Currently, one out of three full-time faculty and one out of two support staff are employees of color at BHCC. Racial diversity among part-time faculty also grew, increasing by four percentage points from 13% to 17% from fall 2014 to fall 2018. However, growth in diversity among administrators by gender and race remained flat, and; diversity among professional staff, both in terms of gender and race, fell by four and five percentage points, respectively, in the same period (see Table 2).

Clearly, the College needs to continue exploring other strategies to increase diversity among its administrators and professional staff, as these are key workforce groups in the College. Administrators provide institutional leadership, while professional staff is often the front liners, the 'face' of the institution who serve students directly. Increased diversity in these workforce groups can help the College become more culturally responsive to the diversity not only of its own students but equally important, to the growing diversity among full-time and adjunct faculty. The newly created position, Chief Equity, Diversity, and Inclusion Officer (CEDIO), will enable the College to have someone provide guidance in reviewing and improving equity-minded policies and practices in the recruitment, onboarding, and training of all employees that can promote greater diversity in the BHCC workforce at all levels. The job search for the CEDIO position is currently in progress.

In addition, the Academic Affairs Committee is currently reviewing a proposal to use alternate qualifications (e.g. equivalent industry experience) for full-time and adjunct faculty applicants in some disciplines which could potentially promote greater diversity of professional experience among faculty. The Committee anticipates submitting its recommendations to the College Forum in AY 2020-2021.

Table 2. Distribution of BHCC Employees By Gender and Racial Diversity, Fall 2014 to Fall 2018					
Employee Category	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Full-time Faculty	157	162	151	151	149
% FT Female	61	61	60	60	59
% FT Faculty of Color	30	33	33	32	36
Total Administrators	82	86	93	96	99
% Female	66	67	68	68	68
% Administrators of Color	40	37	39	39	40
Total Professional Staff	90	89	91	94	85
% Female	68	69	67	65	64
% Professional Staff of Color	46	45	45	37	41
Total Support Staff	151	155	149	155	154
% Female	50	49	50	54	53
% Support Staff of Color	50	52	53	59	56
Total FT Employees	480	492	484	496	487
% Female	60	59	60	60	60
% FT Employees of Color	41	42	43	43	44
Total Part-time Faculty	607	593	556	561	567
% PT Female	51	50	50	48	51
% PT Faculty of Color	13	15	15	19	17

Source: BHCC Human Resources. Data as of fall 2018.

The Division of Human Resources continues to further improve hiring procedures at the College. In response to feedback elicited in 2018 from multiple stakeholders who said that the hiring process takes too long, two changes were implemented to shorten the hiring timeline: granting the hiring manager and department chair (in the case of faculty positions) access to candidate applications while the search is in progress to facilitate review of minimum qualifications, and; requiring the search committee to agree on a timeline from the start, in order to set clear schedules and deadlines.

Starting in AY 2017-2018, the College has taken concrete steps to better integrate new faculty and staff into the College. Newly hired faculty members are granted one-course release in the fall semester in their first year to allow them to participate in a year-long new faculty professional development experience and engage in the College's institutional life early on. Recently, a Manager for Adjunct Faculty Support was also hired to better provide support for adjunct instructors, and new, state-of-the-art adjunct faculty space has been created on the Charlestown campus.

The College has intentionally focused much of its PD efforts and resources to support the scaling of three of our key student success initiatives: the Learning Communities (LC) Program, developmental education reform, and professional development in the pedagogical use of Open Educational Resources (OER).

The *Learning Communities (LC) Program* funds participation in annual retreats held through the Atlantic Center for Learning Communities (ACLC) to expand the circle of faculty and staff trained in Learning Communities methodologies and ensure that they remain abreast of current best practices in student

engagement. In the last three years, 58 faculty and staff participants have engaged in every annual ACLC retreat, with total funding support of more than $14,000 from 2016 to 2018.

The College's *Developmental Education Reform Initiative* provides PD in acceleration models, and student outcomes from this initiative are one of the College's demonstrable strengths as discussed in Standard 8. The math department conducts regular PD sessions for roughly 30 to 40 faculty participants annually on co-requisite acceleration clusters and alignment of curricula to college readiness standards. The model has expanded to include training nearly 40 ESL and English faculty on the co-requisite model and alignment to college-level English under the AANAPISI grant, resulting in the successful accelerated progression of 87% of ELL students who attempted gateway college-level English within two semesters since spring 2017.

Faculty engagement in *PD activities funded by the Open Educational Resources (OER) grant* has grown. Since fall 2016, 37 faculty across 5 cohorts have been trained and certified in OER and engaged in curriculum redesign. This has resulted in 35 OER courses across more than 98 sections that served more than 1,500 unique students as of spring 2019 -- including a fully OER A.A. degree in Liberal Arts.

The College's PD efforts have also become increasingly focused on cultivating more equity-minded, culturally responsive practices in supporting students. Given the diversity of our student population and the need to develop new ways to promote student success and close achievement gaps, the College has harnessed its community partnerships since 2012 to form Cultural Institutes that encourage faculty to design culturally relevant curricula that helps increase student engagement: the Latinx Student Success Initiative (LSSI), the AANAPISI grant, and the partnership with the Museum of African-American History (MAAH). In 2017, stakeholders from these Cultural Institutes collaborated in the submission of a proposal to the Massachusetts Department of Higher Education's Performance Incentive Funding (PIF) Grant to build capacity for our nascent Center for Equity and Cultural Wealth (CECW) that would guide and scale the College's efforts to develop and practice cultural inclusivity. Since January 2017, the College has been awarded $100,000 PIF grant funds for two consecutive years. The College has submitted another PIF proposal in summer 2019 to seek continued funding for CECW activities for a third year.

The CECW has unified the work of the major cultural institutes by grounding curricular and co-curricular practice in the cultural wealth of our student body and the local communities of Greater Boston and providing a cohesive vision and administrative infrastructure to ensure continued, sustainable growth for our equity work. Through its Annual Equity Institute, the CECW has engaged nearly 400 students, faculty, staff, administrators, and community partners in PD activities since 2018, resulting in more than 100 faculty engaging in curricular redesign, implementation, and assessment, to create inclusive and equitable learning environments which impact success outcomes, especially for underrepresented students. Further supporting the work of the CECW is a re-configured Office of College Events and Cultural Planning that uses the theme of every Equity Institute as the unifying theme for all planned events during the academic year in order to continue deepening campus-wide reflections on issues of equity. The Mary L. Fifield Art Gallery and the College Library are currently the primary venues where the Office holds these events.

While there is a wealth of PD for faculty and staff, these efforts are not centralized, thus making it hard for everyone in the community to know and track all the PD opportunities that are available at the College. Discussions have recently begun on the need to create an organizing structure for PD

opportunities and activities at the College, exploring different models used in-state community colleges that can be adopted at BHCC and revitalizing the Teaching and Learning Institute (TLI) as a possible clearinghouse for PD opportunities. A more cohesive structure for PD would benefit academic deans, who have a broad understanding of the PD needs of the faculty and staff they supervise. It would also enable the College to conduct a more organized, systematic way of documenting and evaluating the outcomes of PD activities.

One important area to address is the creation of PD that serves those advancing in leadership or taking on large-scale projects with cross-campus impact. These include systems and procedural expertise in Program Review (as previously indicated in Standard 4), and; leadership, administrative and technical PD for faculty and staff as they assume greater responsibilities as department chairs, governance committee chairs, and leaders of college-wide initiatives. These PD opportunities are particularly critical in nurturing the leadership potential of junior faculty and staff, providing smoother transitions in leadership, and promoting healthy conversations and mentoring between senior faculty and staff who may have long-established leadership practices on the one hand and junior faculty and staff who are just starting to rise to leadership positions on the other hand.

Finally, given the disproportionately large pool of adjunct faculty, the previous staffing structure of having one Assistant Dean to support two divisions in the conduct of adjunct faculty evaluations proved to be unsustainable. To address this issue, the College is in the process of hiring additional staffing to ensure that every academic division has a Dean and Assistant Dean who can work together to handle adjunct faculty evaluations and review of adjunct course syllabi.

TEACHING AND LEARNING

Description

Faculty experts design course content and learning outcomes that are appropriate to a program concentration or aligned with lower-division courses taken in the first two years of a four-year college education, or that meet workforce needs or accreditation standards. Where appropriate, advisory boards and external accrediting bodies ensure that course content and pedagogy align with accepted academic and/or professional standards in the discipline.

Faculty are contractually required to create course syllabi that meet the relevant Checklist for Course Materials stipulated in the MCCC Contract. Faculty compliance with this requirement ensures a uniform set of academic expectations across departments and disciplines.

Faculty have the opportunity to develop and experiment with new courses in collaboration with their departmental colleagues, academic dean, and the Curriculum Committee. If such courses prove viable, the department may then initiate the curriculum proposal process discussed in Standard 4. Learning Community Seminars, Learning Community (LC) clusters and Honors Seminars also encourage experimentation with curriculum design and pedagogical approaches.

Field studies and place-based teaching strategies from PD activities of the Cultural Institutes and the CECW's Equity Institute have also enhanced equity-minded teaching and learning practices among faculty and staff. Faculty and staff are learning to incorporate the cultural assets found in Greater Boston's local communities with their curriculum or student support work to create more culturally

inclusive academic experiences for students. In collaboration with the Isabella Gardner Museum, some faculty and staff are also starting to incorporate Visual Thinking Strategies (VTS) to enhance critical thinking among students as well as their own evaluative and strategic thinking.

There are a number of ways that faculty & staff can pursue scholarship, research, and creative activities. The CBA provides guidelines on granting a sabbatical leave to a faculty member who meets eligibility requirements. Faculty can conduct their own research, or research with their students on campus if approved by the BHCC Institutional Review Board (IRB). For faculty and staff who want to pursue graduate programs or courses relevant to their discipline, the CBA provides guidelines on faculty and staff eligibility for tuition remission incentives.

Program reviews, discussed in detail in Standard 4, facilitate periodic evaluation and improvement of program and course learning outcomes. To assess the effectiveness of academic programs and course instruction, the SLOAP Team guides all departments in creating outcomes assessment strategic plans that are linked to their program review recommendations, proposing and implementing assessment projects with technical and funding support from SLOAP, and using the results to improve their department's degree programs and/or course instruction (see Standard 8). Faculty and staff may also request data from the Office of Institutional Effectiveness to assess how their program and/or courses are impacting student persistence, retention and graduation rates, and the closing of achievement gaps.

Success coaches/career advisors in the Advising and LifeMap Office advise both new and continuing students throughout their academic studies in BHCC. This practice is integral to the overall effectiveness of teaching and learning at the College and is discussed in detail in Standard 5. A number of academic departments conduct individual advising, in which full-time faculty are assigned 18 student advisees at the start of the academic year by the Director of Advising. Some departments hold group advising sessions conducted by full-time faculty for students enrolled in their programs. Other departments, such as Biology and Chemistry, use a mixed model. Students are first invited to group advising/information sessions and then encouraged to meet with individual advisors as often as needed in a semester.

Appraisal

Through curricular and pedagogical innovation, program and course improvement is a particular strength of the College and is enacted in a number of ways that include design, pilot and scale of new or experimental courses; co-requisite clusters that compress the teaching of a developmental course with a college-level course, and; the development and curricular integration of culturally relevant place-based pedagogy.

However, the College has noted a number of areas where teaching and learning practice needs improvement. First, given that full-time and adjunct faculty teach under different contracts, only faculty teaching under the day contract is required to include learning outcomes in their course syllabi; this is not a requirement for DCE course instructors even though many do include the outcomes. This lack of standardization prevents effective implementation of course outcomes assessment. Second, The College does not have clear, written guidelines for proposing experimental courses or Honors Seminar topics that reflect best practices.

Inadequate staffing has also made the task of reviewing the significant number of adjunct course syllabi a challenge. As mentioned in the previous section, the College has recognized this challenge and is currently in the process of hiring additional staff so that every division will have an Academic Dean and

Assistant Dean who will review all faculty course syllabi and ensure that syllabi meet academic expectations.

The College also needs to provide standardized training in advising to ensure that all faculty and staff across campuses and modalities (individual, group, or mixed) are consistent in their use of advising strategies to support students. The current lack of a standardized training program in advising makes it difficult to create outcomes and conduct outcomes assessments that is comparable across all advising models and locations.

Summary of Main Strengths and Challenges

Faculty and Academic Staff

Strengths	Challenges
Improved hiring procedures have increased the overall racial diversity of the workforce at BHCC, especially among full-time faculty and support staff	The College needs to continue increasing the diversity of its workforce, especially among administrators and professional staff
The College has improved its new fulltime faculty and staff orientation to better integrate them into the institutional life of BHCC.	PD activities and opportunities are not centralized, making it difficult for faculty, staff and administrators (especially deans) to keep track of them and evaluate their outcomes systematically.
Adjunct faculty are being supported through an onboarding system, the hiring of a Manager of Adjunct Faculty Support, and the creation of a state-of-the-art adjunct faculty space on the Charlestown campus.	There is no PD leadership training program for faculty and staff when they assume greater responsibilities or leadership roles at the College.
Several PD opportunities exist. Many of them are helping to scale the College's student success initiatives and cultivating more equity-minded practices in supporting students.	Academic deans' offices are inadequately staffed vis-à-vis the large pool of adjunct faculty. This makes it very difficult to review their course syllabi and to evaluate them.

Teaching and Learning

Strengths	Challenges
Faculty are highly innovative, engaged and collaborative in curriculum and program design and improvement	There are no clear, written guidelines for proposing experimental courses or Honors Seminar topics that reflect best practices.
PD activities provided by the Cultural Institutes and the CECW's Equity Institute have enhanced equity-minded teaching and learning practices among faculty and staff.	There is no standardized training for faculty in advising across campuses and modalities, which makes it difficult to create and assess common outcomes.

Projections

Projection	Responsible Person(s)	Timeline
Explore recruitment strategies that can continue to promote workforce diversity at BHCC, especially among administrators and professional staff.	Human Resources; CEDIO to be hired	AY 2020-2025
Explore strategies that will create a more cohesive, organized structure for handling PD activities and opportunities in terms of information dissemination, tracking, and outcomes evaluation.	Provost; Deans; Exec Director of Grants	AY 2020-2025
Create a strategy for the institutionalization of the Center for Equity and Cultural Wealth (CECW) and implement it.	Provost; Dean, BSS & GL Division	AY 2019-2024
Design PD programs that promote leadership development, and the creation and assessment of common student outcomes. Provide standardized training in student advising as well and document these activities.	Professional Development Committee; Deans	AY 2020-2025
Create clear guidelines for proposing experimental courses and Honors Seminar topics.	Curriculum Committee; Director of Honors Program	AY 2020-2021

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

	3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)
Number of Faculty by category*				
Full-time	154	159	148	148
Part-time	669	593	610	573
Total	823	752	758	721
Percentage of Courses taught by full-time faculty**				
	48%	52%	51%	48%

*Data source: IPEDS

**Data source: Colleague Database

Number of Faculty by rank, if applicable				
Professor	82	85	90	84
Associate	24	29	34	36
Assistant	48	45	24	28
Other; specify below:				
Total	154	159	148	148

Number of Academic Staff by category				
Total Academic Staff	330	330	333	**345**
Academic Affairs & Student Services				
Overall Administration	4	6	7	9
Institutional Effectiveness	5	7	7	7
Mathematics, Behavioral & Social Sciences	12	12	13	11
Nurse Education, Medical Imaging & Respiratory	9	8	9	8
Professional Studies *AND* Workforce Development & Community Education	13	13	13	11
Science, Engineering & Health Programs	11	11	13	12
Student Central	-	-	-	3
Academic Support & College Pathways				
Overall Administration	20	4	3	5
Center for Self-Directed Learning	0	9	10	10
BHCC Online/Distance Education & Weekend College	8	5	5	5
Language Lab	0	3	3	3
Satellite Sites (TRIO Program, Villa Victoria, Malden High)	0	6	5	4
Student Success Program	0	3	2	2
Tutoring and Academic Support Center	0	1	2	2
Welcome Back Center	3	2	2	2
Administration & Finance				
Overall Administration	0	2	5	3
Business Office	14	9	10	9
Facilities Management	20	31	25	22
Financial Aid	9	9	9	9
Financial Services				2

Fiscal Affairs & Central Services	13	7	10	10
Grants	0	5	5	6
Information Services	25	24	23	27
Payroll	0	5	5	5
Public Safety	14	15	15	17
Student Payment	11	10	11	11
Chelsea Campus				
Chelsea Campus	7	7	8	7
Enrollment Management & LifeMap				
Overall Administration	0	8	9	8
Admissions/Enrollment Services/Enrollment Systems	14	12	9	13
Advising/Counseling & Assessment	12	12	5	4
Career Planning & Internship Programs	0	8	5	4
LifeMap	0	5	13	14
Academic Records (Registrar)	24	7	9	13
Executive				
Executive	15	9	9	10
Human Resources				
Human Resources	12	6	6	7
Humanities & Learning Communities				
Overall Administration	6	6	6	6
Library and Learning Commons	6	5	6	6
TLiTC	0	4	3	2
Institutional Advancement & BHCC Foundation				
Institutional Advancement & BHCC Foundation	2	2	2	2
Integrated Marketing & Communications				
Marketing & Communications	11	17	13	17
Student Services & Student Activities				
Overall Administration	20		5	5
Athletics	0	3	3	3
Disabilities Support Services	0	3	3	5
Veterans Center	0	3	2	1
Health Services	0	1	2	1
Single Stop Program	0	2	3	3
Student Activities	0	5	5	5

Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)

?

		3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)
Highest Degree Earned: Doctorate					
Faculty	Professor	25	25	28	29
	Associate	6	6	6	11
	Assistant	1	1	4	4
	Instructor				
	No rank				
	Other				
	Total	32	32	38	44
Academic Staff	Librarians	1	1	0	0
	Advisors: Academic Counselor, Success Coach/Career Advisor	0	0	0	0
	Inst. Designers	0	0	0	0
Other; specify*	Admissions Counselor	0	0	0	0
Other; specify*	Transfer Counselor	0	0	0	0
Other; specify*	Programs Coordinator	0	0	0	0
Other; specify*	Career Navigator (Career Development Counselor)	0	0	0	0
		1	1	0	0
Highest Degree Earned: Master's					
Faculty	Professor	55	58	59	68
	Associate	**19**	**21**	**23**	**29**
	Assistant	4	5	11	19
	Instructor				
	No rank				
	Other				
	Total	78	84	93	116
Academic Staff	Librarians	4	4	4	5
	Advisors: Academic Counselor, Success Coach/Career Advisor	8	10	9	16
	Inst. Designers		1	1	2
Other; specify*	Admissions Counselor	1	1	1	2
Other; specify*	Transfer Counselor	1	2	2	1
Other; specify*	Programs Coordinator	2	2	1	1
Other; specify*	Career Navigator (Career Development Counselor)	0	0	1	0
		16	20	19	27
Highest Degree Earned: Bachelor's					
Faculty	Professor	4	4	4	0
	Associate	1	1	2	0
	Assistant	3	4	6	10
	Instructor				
	No rank				
	Other				
	Total	8	9	12	10
Academic Staff	Librarians	0	0	0	0
	Advisors: Academic Counselor, Success Coach/Career Advisor	4	4	4	5
	Inst. Designers	0	0	0	0
Other; specify*	Admissions Counselor	0	0	0	0
Other; specify*	Transfer Counselor	0	0	0	0
Other; specify*	Programs Coordinator	0	0	0	0

Other; specify*	Career Navigator (Career Development Counselor)	0	1	1	1
		4	5	5	6
Highest Degree Earned: Associate's Degree					
Faculty	Professor	0	0	0	0
	Associate	0	0	0	0
	Assistant	0	0	0	1
	Instructor				
	No rank				
	Other				
	Total	0	0	0	1
Academic Staff	Librarians	0	0	0	0
	Advisors: Academic Counselor, Success Coach/Career Advisor	0	0	0	0
	Inst. Designers	0	0	0	0
Other; specify*	Admissions Counselor	1	1	1	1
Other; specify*	Transfer Counselor				
Other; specify*	Programs Coordinator				
Other; specify*	Career Navigator (Career Development Counselor)				
		1	1	1	1
	Total Faculty	**119**	**125**	**143**	**171**

Data are only readily available for full-time faculty members and staff members. Adjunct facutly credentials are not captured above. Data retrieved from Human Resources annual state reporting, which is inclusive of the entire academic year, rather than a given Fall semester. These numbers will not be equal to other counts of faculty and staff, as these data are from IPEDS snapshot data for the Fall term only.

Standard 6: Teaching, Learning, and Scholarship

(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

	3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)
Number of Faculty Appointed				
Professor				
Associate	6	1	2	**3**
Assistant	4	13	4	**10**
Instructor				
No rank				
Other				
Total	10	14	6	13
Number of Faculty in Tenured Positions				
Professor	78	81	87	80
Associate	8	13	3	6
Assistant	2	3	2	2
Instructor				
No rank				
Other				
Total	88	97	92	88
Number of Faculty Departing				
Professor	3			2
Associate	1		2	3
Assistant	1	3	3	5
Instructor				
No rank				
Other				
Total	5	3	5	10
Number of Faculty Retiring				
Professor	7	14	1	5
Associate				
Assistant				
Instructor				
No rank				
Other				
Total	7	14	1	5

		3 Years Prior (FY 2014)		2 Years Prior (FY 2015)		1 Year Prior (FY 2016)		Current Year (FY 2017)	
		FT	PT	FT	PT	FT	PT	FT	PT
Fall Teaching Load, in credit hours									
Professor	Maximum	15	0	15	0	15	0	15	0
	Median	7.5	0	7.5	0	7.5	0	7.5	0
Associate	Maximum	15	0	15	0	15	0	15	0
	Median	7.5	0	7.5	0	7.5	0	7.5	0
Assistant	Maximum	15	0	15	0	15	0	15	0
	Median	7.5	0	7.5	0	7.5	0	7.5	0
Instructor	Maximum	0	0	0	0	0	0	0	0
	Median	0	0	0	0	0	0	0	0
No rank	Maximum	0	0	0	0	0	0	0	0
	Median	0	0	0	0	0	0	0	0
Other	Maximum	0	0	0	0	0	0	0	0
	Median	0	0	0	0	0	0	0	0

Explanation of teaching load if not measured in credit hours

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Department)

	3 Years Prior (FY 2014)		2 Years Prior (FY 2015)		1 Year Prior (FY 2016)		Current Year (FY 2017)	
?	**Departments**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**
	Allied Health	2	15	2	13	2	14	2	10
	Behavioral Science	9	57	10	54	8	49	7	47
	Business Administration	8	50	8	63	8	63	7	61
	Community Education	-	23	0	21	0	30	0	21
	Computer Info. Tech.	11	29	11	29	12	26	12	30
	Computer Media Tech.	2	1	2	3	2	3	2	5
	Early Child.& Hum. Serv.	4	15	4	12	4	13	3	13
	Emergency Medical	-	-	-	-	-	-	-	1
	English	21	148	21	121	20	121	21	117
	ESL	10	44	11	51	11	47	11	42
	Fire Science	-	7	0	4	0	4	0	4
	Hist. & Soc. Sciences	4	43	5	31	5	33	6	27
	Hospitality	6	5	6	8	5	9	4	7
	Lang. & Humanities	2	16	2	4	2	4	2	9
	Legal Studies & Pub. Safety	4	9	5	0	5	0	5	0
	Mathematics	17	82	18	73	13	74	14	72
	Medical Imaging	5	12	5	6	5	10	5	6
	Medical Laboratory Tech.	1	0	1	0	1	0	2	0
	Nurse Education	25	16	25	11	22	11	21	5
	Office & Info. Management*	1	6	1	6	0	6	-	5
	Paramedic Studies	1	0	1	0	1	1	2	0
	Performing Arts Department	-	-	-	-	1	-	1	0
	Pharmacy Technician	1	0	1	0	1	0	1	0
	Respiratory Therapy	0	1	0	0	0	0	0	1
	Science & Engineering	16	62	16	54	16	63	17	66
	Surgical Technology	2	0	2	0	2	0	2	0
	Visual & Media Arts	5	28	5	29	5	29	4	24
	Total	157	669	162	593	151	610	151	573

Please enter any explanatory notes in the box below

This is a duplicated count of total fculty across all departments, due to faculty teaching in multiple departments. Therefore, these counts are likely higher than the unduplicated faculty count listed in 6.1.

Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Gender Breakdown

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Female	88	285	373	
Male	60	288	348	
Total	**148**	**573**	**721**	

Academic Staff (Includes Administrators, Professional Staff, Support Staff)	Full-time & Part-time
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed	
Female	209
Male	136
Total	**345**

Ethnicity Breakdown

Faculty	Full-time		Part-time	
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Ethnicity Categories	**Count**	**Percentage**	**Count**	**Percentage**
American Indian/Alaskan Native	2	1.4%	0	0.0%
Asian	17	11.5%	38	6.6%
Black (Non-Hispanic)	24	16.2%	30	5.2%
Hispanic	4	2.7%	20	3.5%
Other or Multiracial	1	0.7%	2	0.3%
Unknown	0	0.0%	72	12.6%
White	100	67.6%	411	71.7%
Total	**148**	100.0%	**573**	100%

Academic Staff	Full-time & Part-time	
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed		
Ethnicity Categories	**Count**	**Percentage**
American Indian	3	0.9%
Asian	45	13.0%
Black (non-Hispanic)	67	19.4%
Hispanic	39	11.3%
Cape Verdean	3	0.9%
Other or Multi	6	1.7%
White	166	48.1%
Unknown	16	5%
Total	**345**	**100%**

Please enter any explanatory notes in the box below

FT/PT status for Academic Staff is not reported.

Standard 7

Institutional Resources

STANDARD 7: INSTITUTIONAL RESOURCES

HUMAN RESOURCES

Description

Based on data reported to IPEDS in Data First Form 7.1, the College's total workforce grew by a modest 3%, from 971 employees in AY 2015-2016 to 998 employees in AY 2018-2019, with sharp fluctuations in the number of adjunct faculty instructors during the same period. Since AY 2015-2016, instructional staff has consistently accounted for over 60% of total employees, averaging 67% for the last four academic years. In AY 2018-2019, the College's total workforce was at 998 employees, of which 463 (46%) worked full-time and 535 (54%) worked part-time. Of the total number of employees for that year, 675 (or 68% of the total) were instructional staff.

The Human Resources (HR) Department at BHCC is accountable for all areas that cover labor relations, recruitment and staffing, performance management, compensation and benefits, recognition programs, and employee relations.

Employees of the College fall into three units. Faculty and Professional Staff belong to the bargaining unit of the Massachusetts Community College Council (MCCC). Support staff and Campus Police belong to the American Federation of State, County and Municipal Employees (AFSCME). The Collective Bargaining Agreements (CBAs) of these units cover terms of employment, salary, workload, and performance evaluation, promotion, and grievance procedures with the intent of fair resolution. Administrators are Non-Unit Professionals (NUP) and are employed at will. They follow the articles of the NUP Personnel Policies Handbook for working conditions. Copies of the MCCC and AFCSME CBAs, the NUP Personnel Policies Handbook, and HR policies and procedures are available in the HR Office and the HR link on the BHCC Intranet. BHCC also publishes its Affirmative Action and Equal Opportunity Statement and the Policy on Affirmative Action, Equal Opportunity in the Office of Equity, Diversity and Inclusion home page, and as a brief statement on the HR home page.

Vacant or new faculty, professional staff, or administrative positions, along with the corresponding job descriptions and minimum qualifications, are initially reviewed by administrative managers (such as Deans) with unit heads and the executive supervisor (such as the Provost) before they (the administrative manager) initiates a hiring request. The hiring request form, which is available on the HR link in the BHCC Intranet, also requires a proposed search committee. The committees are vetted by HR staff to ensure hiring guideline compliance and appropriate composition. Applicants are reviewed to ensure that minimum qualifications or equivalent qualifications are met before being forwarded to the search committee.

The search committee selects and submits candidates for the first round of interviews to the Affirmative Action Officer (AAO), who certifies the list to ensure a diverse pool in gender and race/ethnicity before the interviews commence. The Committee recommends a pool of candidates after the interviews, which is certified a second time by the AAO before the finalist interviews are conducted jointly by the administrative manager and the executive supervisor. The administrative or hiring manager conducts reference checks and coordinates with HR on the compensation package before making a job offer.

To ensure that personnel is qualified to render excellent service to students, the College establishes minimum qualifications for Faculty in the disciplines, for Professional staff, for Administrators, and adheres to the established classification qualifications in AFSCME. A petition process for alternative equivalent qualifications for Faculty is also currently in progress to ensure that the College responds to current demands in the different disciplines (see also Standard 6).

To determine fair and competitive compensation levels, HR conducts salary reviews that include making salary comparisons with other community colleges via research from the College and University Professional Association for Human Resources, CUPA. Recently, an external consultant was hired to conduct a compensation study of NUP positions, and the findings showed that our College salary levels are fair and competitive.

BHCC conducts performance evaluations at least once annually. For those employees who fall under either the AFCSME or MCCC CBA, their performance evaluations are predicated by their respective collective bargaining agreements. All evaluations are expected to be completed on time, and each evaluator is responsible for familiarizing themselves with the applicable contractual guidelines.

Professional development for BHCC employees is supported in several ways as already discussed in Standard 6. Further, specific departments can elect to include money in their budget to cover the cost of professional development opportunities including attending local, regional or national conferences and seminars. All employees, including support staff, can also participate in the college-wide Professional Development Day held once every semester.

The College's Mission, Vision, and Values, Statement on Inclusion, Statement on Civility, and Faculty and Staff Guide to Title IX set the institutional tone for the expectation that all faculty, staff, administrators, and students at the College not only act responsibly, ethically, and within their rights – but also constantly strive towards equity-minded practices. In addition, BHCC provides professional development and other opportunities designed to ensure that all BHCC employees have the information they need to meet these expectations.

The College requires that full-time employees take the Conflict of Interest Online Training every two years and the annual Online Campus Security Authority (CSA) Training if they are a designated CSA. Workshops on Active Shooter Awareness Training, Bystander Training are offered every semester, and the College has started offering information sessions and summits on regulations related to FERPA and undocumented students. In addition, all faculty, staff, and students are encouraged to use the Dean of Students web page to report any code of conduct incident or share information about a person of concern to the CARE Team. BHCC apprises faculty and staff of local and federal regulatory and legislative changes that may impact their work.

Appraisal

BHCC continually strives to increase the diversity of faculty and staff as part of its strategy under College Goal 3, to "promote diversity in all areas of the College workforce." The College's HR Recruitment Guidelines, which underwent revision since 2015 and currently available on the HR link inside the BHCC Intranet, systematically ensure that all candidate pools and the composition of search committees are diverse. These systematic changes have advanced diversity among faculty and staff at the College, as discussed in Standard 6.

Recruitment, hiring and orientation processes, while heavily in use, are not commonly well-understood. There is a call for fuller distribution and explanation of the processes to reach greater transparency, as well as the need to create a more cohesive professional development program for faculty and staff (see also Standard 6).

FINANCIAL RESOURCES

Description

Administrative managers and their supervisors work together to prepare and review the budget of operational units by using the previous year's base budget to determine the budget for the next fiscal year that would allow the unit to operate at the same level as the previous year. From FY 2010 to FY 2019, the College increased budget spending from $52.2 million to $81.4 million, an increase of 56%. This increase reflected a significant investment in technology and plant infrastructure to meet increases in the student population.

The College has funds invested that can be accessed within 24 hours in the case of an emergency. The money is invested with two different investment firms, with diversified portfolios and in compliance with the BHCC Investment Policy & Procedures.

All additional funding requests are channeled through the Annual Unit Planning (AUP) process, for which the College allocates $1.5 million annually. As stated in Standard 2, AUP is tied to Strategic Planning; AUP proposals are mission and goal-driven and are competitively awarded. All resource requests are tied to a current College Goal, reviewed by appropriate governance committees and the executive team. Final funding decisions are then shared with the college community.

BHCC is financially healthy and stable. In official audit statements, the College's unrestricted net assets decreased from $8.7 million in FY2010 to negative $13.8 million as of June 30, 2018. However, the decrease in unrestricted net assets is due to the implementation of GASB 68 (Pension Liability) and GASB 75 (OPEB – Post Employment Benefits Other Than Pensions), which is now booked by the College rather than by the Commonwealth as in the past (see Appendix C). While the College's net asset on the books is in the negative, the Commonwealth continues to have actual fiscal responsibility for the liability. The negative $13.8 million is not an actual indication of negative health or instability.

With the Commonwealth of Massachusetts owning the Pension and OPEB liabilities in actuality, the College is financially stable, with unrestricted net assets of $17.5 million at this writing. In addition to supporting capital improvements, this substantial growth in unrestricted reserves has allowed the College to develop new programs and to maintain competitively low student fees while retaining the ability to respond effectively to financial emergencies and unforeseen circumstances without compromising its academic programs.

As with many public higher education institutions in Massachusetts and across the nation, state funding has declined since the Great Recession. Massachusetts Community College funding has not recovered despite periodic upward fluctuations. A decade ago, state appropriations made up 70% of education funding, and student tuition and fees paid for 30%. Ten years hence to today, that proportion has flipped: students shoulder 70% of the cost, and state appropriation hovers at around 30%.

Despite the decline in state funding, the College has practiced prudent financial management and sought external resources to balance the budget. A nine-year trend analysis shows a significant increase in capital assets from $31.5 million in FY2010 to $42.3 million in FY2018, an indication that BHCC's financial position is stronger now than it was in 2010. This strong financial position has allowed the College to embark on a planned program of capital improvements, and as such, has continued to make capital improvements on both campuses. The College has converted conventional classrooms to Smart Classrooms, built new laboratories, created new faculty offices, and increased/upgraded technology college-wide. All of these capital improvements have upgraded the educational environment and in turn, supporting student success. The Department of Higher Education mandates that colleges spend a minimum of 5% of the annual state appropriation, retained tuition, and general course fees on capital renewal and adaptation. BHCC clearly exceeded that target.

The College's financial records show that substantial institutional resources are channeled to its educational activities. In FY2018, the College spent 76% of its financial resources on instruction, academic support, student services, and scholarships/fellowships. The cost of instruction, at 37%, was the single largest operational expense (see Appendix C).

The Office of Financial Student Services reviews and updates its policies and procedures annually to reflect the Department of Education regulations and BHCC's mission and vision. To ensure that BHCC supports the student body we seek to serve, the Financial Aid Office undergoes a yearly A-133 audit. It is an opportunity to identify any findings that may require process or policy revisions.

The College has qualified, competent managers who oversee its financial resources. Since 2014, the Division of Administration and Finance has engaged a new CFO, Comptroller, and Assistant Comptroller. It has also increased financial oversight with the addition of an Associate Vice President of Administration and Finance.

Financial integrity is at the core of BHCC's multi-year financial planning and operations. The College ensures this integrity through a set of BHCC Policies and Procedures that include a strong, reliable system of internal controls, an orderly budget process, the preparation of regular budget and financial reports for its constituents (the CFO, Board of Trustees, faculty and staff and student leaders), and compliance with external reporting mandates.

The College prepares its financial statements in accordance with generally accepted accounting principles for colleges and universities. These include a Statement of Net Assets, a Statement of Revenues, Expenses, and Changes in Net Assets, and a statement of cash flows that use the method required by the Government Accounting Standards Board. Financial statements are audited annually by an independent auditing firm, in accordance with generally accepted auditing standards.

In addition, the Office of the State Auditor periodically conducts state audits, which are primarily compliance audits that cover student financial aid programs, technology controls, cash management, year-end operations, inventory management, and financial operations. The College has always implemented the recommendations of the external auditors.

As part of its fiduciary duty, the BHCC Board of Trustees (BOT) at its regular meetings approves financial/budget reports, grant reports, annual audits, and expenditures above established limits.

It clearly states in the BHCC Policies and Procedures that the Board is responsible for the approval of the annual budget.

To further maintain financial integrity, all employees in appropriate operational units adhere to strict accounting and financial practices and established internal controls. They are also required to participate in the Conflict of Interest Law Training every two years (see Standard 6).

Submission of external reports ensures that BHCC remains compliant with appropriate governmental and agency regulations:

- Audited Financial Statements are submitted to the Office of the State Comptroller, the State Auditor, the Department of Higher Education and the College's financial institutions.
- Financial Ratios and Performance Measurements are submitted to BHCC financial institutions and to the Department of Higher Education.
- Six monthly Draft Interim Financial Statements are submitted to loan and bond creditors.
- A number of other reports are submitted to the U.S. Department of Education and the Commonwealth Department of Higher Education.

The Board of Trustees has worked closely with the CFO to ensure that BHCC student fees are set at a level that compensates for the persistent shortfalls in state appropriations, while still maintaining as one of the lowest fee rate across all Massachusetts Community Colleges. These increased fees have helped to offset the decrease in state funding.

BHCC also secures a variety of federal, state and private foundation grants to support its work in teaching and learning, and direct aid to students. For FY 2019, grants and contracts comprised 7.4% of total revenue, with 33 grants totaling $6.8 million, and multi-year grants totaling $16.3 million. Other sources of operating revenue and revenue from auxiliary enterprises comprised 2.7% and 1.4%, respectively, of total revenue in the same year. The College has sought new opportunities for revenue by negotiating contracts in auxiliary services that implement new strategies.

BHCC directs its fundraising efforts through BHCC Foundation, Inc., a legally separate, tax-exempt component unit of the College that acts primarily as a fund-raising organization to supplement the College's resources and support its programs. Resources received or held by the Foundation are restricted to use by the College to further its mission. The BHCC Foundation Board of Directors, which is independent of BHCC's Board of Trustees, consists of business and civic leaders in the Greater Boston area. The Foundation's Board ensures transparency and accountability in dispensing donations, and in accordance with the wishes of donors. Between FY 2010 and FY 2018, the Foundation distributed over $3.8 million to BHCC for both restricted and unrestricted purposes

Appraisal

A key accomplishment under the leadership of the current administration is the elimination of the budgeted deficit, first noted at $4 million in 2014. Fiscal discipline throughout the College, as well as stable enrollment, contributed to this goal, with no reduction in the workforce or services, and even with the tightening state budget. Despite the budget challenges during this time, the College was able to incentivize innovations that are tied to its Strategic Plan with modest set-aside dollars through the Annual Unit Planning process. These seed funds allow faculty and staff to test new ideas or nurture promising practices.

Despite the uneven and unpredictable state funding in the last five years, BHCC experienced an increase in total net assets during the same period. The aggressive and successful pursuit of several federal, state and private grants, as well as other funding sources, has helped to augment limited yearly state appropriations.

The College is currently in sound financial condition, and no change to the system of budget allocation is needed at this time. However, in the longer term, with no meaningful increase in State funding, which is the primary source of revenue to offset the cost to students, maintaining the current stability will remain a challenge. In fact, in the wake of the recent decline in enrollment last fall 2019, the College has already taken immediate steps to maintain fiscal stability by increasing student fees for the spring 2020 semester and offering an early retirement incentive for eligible College employees (see Standard 5).

INFORMATION, PHYSICAL AND TECHNOLOGICAL RESOURCES

BHCC has undertaken major improvements and renovations that include repurposing of existing spaces, acquisition of additional space, and technology upgrades to enhance its teaching and learning environment.

Information Resources

Description

The BHCC Library provides access to information resources, services and physical space that is conducive to teaching and learning. These include over 120,000 books (of which more than 80,000 are in eBook format), 115 online databases, and 37 online and 28 print journals; study spaces; a course reserve section to access additional instructor assigned course materials; computers with regularly updated software; LibGuides and digital archives, and; a classroom where library staff offer more than 200 information literacy workshops for more than 4,000 students every academic year. From 2016 to 2018, library staff offered a total of 753 information literacy workshops that served 12,153 students. In addition, faculty and students can also learn about the library's information literacy workshop program electronically.

Through its web page, students, faculty and staff are able to access library resources whether they are on or off-campus. A BHCC Library and Learning Commons Resource Site on Moodle also provides information and tutorials on how to use library resources.

Six full-time employees currently staff the library (see Data First Form 7.1). All library staff are academically qualified and hold an ALA-accredited Master's degree in Library and/or Information Science (see also Data First Form 6.2). Staff are primarily based in the Charlestown campus but conduct visits at the Chelsea campus twice a week every semester or upon request to assist students in accessing library resources, provide information literacy workshops requested by faculty, or individual consultations for research or library use. Library staff is also represented in the Open Educational Resources (OER) initiative, which enables them to provide support for students taking OER courses.

Appraisal

BHCC continuously reviews and updates its library resources to improve teaching, learning and the student experience. Physical renovations have enhanced the College's library space. The College's Library and Learning Commons were expanded to include integrated spaces for studying and collaboration, and more individual study carrels and computers. The space has also been redesigned to have more natural lighting and painted walls with different color schemes. This has resulted in nine library areas, each conducive to a different type of activity: reading, computer use, quiet study, and studying collaboratively in groups.

In 2017, a closer collaboration between the BHCC Library, the Office of College Events and Cultural Planning, the AANAPISI grant initiative and other academic departments led to the start of using the library as a space for art exhibits, lectures, and interactive discussions and community engagement events by visiting artists. These library activities are enhancing the BHCC Library as a space that enriches teaching and learning at the College.

Despite enhancements to the Library and Learning Commons, there remains a need for additional collaborative workspace and quiet study. Assessment of learning outcomes from the information literacy workshops also needs to be a priority in the coming year.

Physical Resources

Description

The College's main campus in Charlestown was built in the early 1970s to accommodate some 4,000 students. Today, some 18,000 students come through our campuses annually, with little to no physical expansion of the original buildings on site. While modest space leases in Chelsea and at the H Building on New Rutherford Avenue provide some alleviation of over-crowding, the College continues to operate from 7 am to 10 pm each business day, with a severe lack of classroom, laboratory, student activities, and service spaces. Despite this ongoing need, the College has made the best use of its current physical resources, while urgently considering short- and longer-term solutions to its space needs.

The Space Utilization Study undertook by the Division of Capital Asset Management and Maintenance (DCAMM) – BHCC's state-building authority -- was completed and served as a foundation for the College's 2015 Facilities Master Plan (see Appendix F-3) that envisioned the construction of a new building. In late June 2015, however, state funding for the new building was withdrawn, prompting the College to find alternate strategies to upgrade the campus physical structure in the absence of a longer-term state-funded plan. These included leasing additional academic and administrative space in the H-building, renovation of the existing space in the Charlestown campus to create Student Central (see also Standard 2), relocation and expansion of the Chelsea campus, and the addition of a new but modest instructional site in Chinatown, Boston.

To assist in BHCC's physical space planning, a Facilities Planning Committee reviews college-wide policies related to space utilization and development and provides a mechanism for college-wide study, analysis, and discussion of institutional facilities planning. An Executive Director of Facilities Planning, Construction, and Energy Management ensures that construction and maintenance of physical facilities comply with legal requirements and that the College community is regularly provided with Facilities Updates. Furthermore, two governance committees ensure that BHCC's construction/renovation

projects and maintenance of physical facilities comply with environmental health and safety regulations and are ecologically sound: the Safety and Health Advisory Committee discusses issues and proposed solutions to health, safety and security issues raised by community stakeholders; whereas the President's Climate Commitment and Sustainability Committee evaluates and recommends policies for developing action plans to reduce greenhouse gases and ensures that the College's Climate Action Plan complies with the American College & University Presidents' Climate Commitment (ACUPCC).

Following the 2015 Fifth Year Interim Report, the College's leased H Building has become a fully integrated part of the Charlestown campus. The building houses a full range of services, with classrooms, faculty offices, the Center for Self-Directed Learning (CSDL), the Boston Welcome Back Center for Foreign-trained Nurses, and back-office operations in marketing, information technology, and human resources. A shuttle bus service with accessibility features transports students from the Main Campus to the H-Building and back to help students get to their classes on time.

In addition, the B2-Lobby has undergone renovations to create Student Central, a one-stop student service center that is comprised of four departments: Admissions, Financial Aid, Student Paymen,t and Academic Records. A Welcome Desk anchored this main entry hub to the campus. A café, expanded seating areas, an informational video wall, and training lab were also added. An unanticipated benefit of this renovation was the found space at the back of Student Central, which was reconfigured and furnished to house the College's DISH Food Pantry. Launched officially in fall 2019, the DISH Food Pantry is currently meeting students' basic needs.

Smaller facilities improvements include the relocation of BHCC's Department of Public Safety to a newly renovated area to provide more space, to create a larger on-campus presence and easier access for the BHCC community. Directly next to the Public Safety Office, the Overpass and Pedestrian Entry were renovated through state-supported funds to rebuild the area and to further improve safety. As mentioned in Standard 6, a new adjunct faculty office was also created to provide adjunct faculty with work, storage and meeting space in the heart of the Charlestown campus.

In spring 2017, the College leased space at 70 Everett Avenue in the city of Chelsea and relocated its campus operations from the small historic post office that served as the original Chelsea campus. The new site offers students an additional 22,000 square feet of newly renovated and updated facilities. The space also offers an improved learning environment that features updated technology, an Allied Health lab, computer lab, Surgical Technology lab, EMT and Paramedic lab, multiple science labs, and a student lounge. The new location allowed for additional class offerings as well as parking space for faculty, staff and students. BHCC's former location, 175 Hawthorne Street, has been renovated and leased to Phoenix Charter Academy, one of the College's education partners and feeder schools.

Another expansion took place in the Chinatown neighborhood of Boston. Located in the One Greenway building, the PAO Arts Center is a partnership between Bunker Hill Community College and Boston Chinatown Neighborhood Center (BCNC). The Center, opened in 2017, is Chinatown's first community-based arts, culture, and education center and BHCC's newest instructional center.

In July 2018, Bunker Hill Community College (BHCC) was awarded $25.7M from the Baker-Polito Administration to fund a major renovation project involving the M and E Buildings on the Charlestown Campus. Plans included the construction of a new Academic Success Center to expand and co-locate space for key services such as the College's International Center, Veteran's Center, LifeMap, an

academic planning and career center, and Single Stop, which links students with government benefits and services. These plans were updated in November 2019 to make $65 million available for the M and E Building renewal project (see also Standard 3).

Appraisal

The lack of space has been a consistent challenge since the last comprehensive visit. While there has been one building added to the college's space inventory in 2010 (G-Building), the percentage of usage remains unacceptable at 168% -- a finding validated by the Capital Planning Survey conducted for the Massachusetts Executive Office of Education. The crowded environment at our College negatively impacts student learning, social belonging and a range of other retention and success issues. Furthermore, it limits the creation of a student-friendly schedule and is a partial reason for the decline in enrollment despite the pent-up demand for classes in the Greater Boston area. We recognize the need for persistent and creative planning to continue improving our physical plant and learning environment, and the M and E Building renewal project to be implemented over the next three years will provide a short-term solution to address space issues. In addition, we need to aggressively pursue public-private partnerships in the long-term to leverage land assets connected to the College to rebuild our campus.

In 2017, two student parking lots that accommodate more than 700 parking spaces reverted back to the administrative and operational control of the City of Boston via the Boston Planning and Redevelopment Agency (BPRA). The College entered into an agreement with the City for the lots to be designated as student parking for the next two years. A parking study commissioned by DCAMM as well as campus discussions surfaced a number of strategies that ranged from incentivizing public transportation, to the building of a parking structure, to address the student parking issues.

Technological Resources

Description

The Department of Information Services, led by the Chief Information Officer (CIO), provides information technology (IT) support by implementing the Information Technology Strategic Plan that enables the College to operate using adequate, secure, and sustainable IT systems. Its four operational units -- Technology Support Services, Administrative Systems, Network Operations, and Information Technology Project Management – are adequately supported by twenty-seven professional and support staff (see Organizational Chart).

Hardware and software at the College are replaced regularly as their manufacturer-stated product life cycle ends. BHCC's Technology Refresh/Replacement rate is 20% per year. Further, Networking and Bandwidth have been upgraded and additional upgrade plans are in place for upcoming fiscal years for multiple campuses.

The College also regularly updates its policies and procedures related to integrity and security of data, the privacy of individuals, illegal or inappropriate uses of technology and information resources, and disaster and recovery action plans. To support BHCC's Technology initiatives, an Information Technology (IT) Advisory Committee convenes once a month to assist IT Services in the development and continuous review of the College's Academic Technology Plan, and to serve as a conduit for discussing IT-related issues at the College.

To ensure the integrity and security of data and protect the privacy of individuals, the Department of Network Operations (NetOps) engages third party firms to perform an independent Payment Card Industry (PCI) security audit and to detect and monitor unusual network activity. There were no significant findings from the PCI security audit conducted in 2018, and continuous network monitoring prevented any threats or compromise to the College's data integrity and communications system in the same period. A Colleague Security Project implemented in 2016 also helped to tighten secure access to the College's information system and protect the confidentiality of student information.

Appraisal

An IT capacity review conducted in late 2014 revealed that the College was facing major challenges with the physical IT infrastructure, with insufficient staffing, with the service delivery of the enterprise resource planning (ERP) vendors, and with other mission-critical elements. Based on the results of the review, the College spent the next two-and-a-half years remediating and reinvesting in its IT infrastructure. In 2015, a donation of $650,000 from the BHCC Foundation helped to jumpstart the IT reinvestment process. Business process audits were performed and recommendations and work plans proposed for a number of work areas, including Information Technology, the Ellucian ERP system, Admissions and Enrollment Management, Human Resources, and Business Operations. Improvements to infrastructure and processes are ongoing in these areas. The improvement work ranges from seeking short-term solutions to immediate problems to planning for greater efficiency in processes, and in some cases, staffing appropriately and adequately for optimal operations.

By the end of AY 2015-2016, the IT Committee had created a first draft of the Information Technology Strategic Plan in terms of Administrative Technology and continued to work on the Educational Technology portion of the Plan.

A definitive and tangible milestone for this improvement work plan was the hiring of an in-house Chief Information Officer (CIO) in 2017 to lead IT operations. This was the first of such a position to exist at the College in over a decade and signaled the commitment on the part of the College to create and sustain an efficient and well-managed IT operation that will scale with the growth of the College. One of the first tasks that the CIO undertook was to review the organizational structure of the Department, to ensure adequate supervisory support and appropriate workload assignment.

The above actions and outcomes discussed are significant, given that when the current president began her tenure seven years ago, the IT system had received little to no investment and renewal for more than a decade. With the capacity assessment and the investments made, the first cycle of improvement was implemented. Over a span of three years, the College successfully completed infusing IT with equipment and infrastructure upgrades, business process audits, and the hiring of its first CIO. Frequent and timely college-wide email communication on IT system upgrades and maintenance has also improved, and more improvements, such as the exploration of an accessible IT dashboard, are needed.

Continuing plans to improve the College's IT infrastructure will be implemented through a second cycle of improvements over the next three years. The plan will prioritize stabilization of infrastructure and IT system software (SQLl migration, cloud migration; a capacity audit of the SIS (Colleague); the clean-up and stabilization of Colleague components, and; identifying additional needed components of enrollment management and student success software. The College has committed adequate physical and human resources to ensure the success of the new IT leadership, and to maintain a proper level of investment in the long-term effectiveness of the Information Technology backbone and operations.

Summary of Main Strengths and Challenges

Human Resources

Strengths	Challenges
The College has established recruitment, hiring, and orientation processes that are accessible and in use.	While heavily used, recruitment, hiring, and orientation processes are not always explained and thus not widely understood.

Financial Resources

Strengths	Challenges
The budget deficit was eliminated without reducing College services or retrenching members of the College workforce.	With tight state fiscal conditions expected to continue, incremental increases in student fees in the next five years will be necessary to maintain the College's fiscal stability.
Despite tightening fiscal conditions and uneven and unpredictable state funding, the College has remained financially resilient, nimble, and resourceful.	The College will likely not be the lowest in tuition and fees in all of the 15 community colleges. This will no longer be a guaranteed talking point.
Despite setbacks from the withdrawal of state capital funding in 2015, the College was able to repurpose space and increase actual square footage through alternative space expansion strategies.	
Currently, the College has $65 million available to fund the replacement and renovation of the M and E Buildings, respectively.	

Information, Physical and Technological Resources

Strengths	Challenges
The Library and Learning Commons was expanded and redesigned to make it more conducive to diverse teaching and learning needs at the College.	More collaborative learning and quiet study spaces in the Library are needed.
Despite limited space, the College found alternate strategies to upgrade the campus physical structure by renovating existing space in the Charlestown campus to create Student Central, relocating to an expanded Chelsea campus, and adding a new instructional site in Chinatown, Boston.	Current campus space utilization is at 168%, making the availability of space at the College a continuing and difficult challenge.
With the hiring of a CIO and implementation of the Technological Master Plan, the College is able to provide better, more timely support for its IT needs.	With the loss of two student parking lots, the College has to explore alternative solutions to the parking problem.
	Reclaiming IT operations and completing process reengineering will take time because of

	challenges posed by an old IT infrastructure that was neglected for over a decade, and the ever-changing IT environment.

Projections

Projection	Person/s Responsible	Timeline
Ensure hiring processes and orientations are documented and widely available to promote transparency and wide understanding.	AVP Human Resources; Provost	AY 2020-2021
The College will explore methods of employee data collection and management that will facilitate disaggregation analysis, and reporting.	AVP Human Resources	AY 2020-2021
The College will continue to aggressively seek other sources of funding to augment limited state funds.	Executive Director, Grants Department; Executive Director, Development & BHCC Foundation	AY 2020-2025
The Library will conduct an outcomes assessment of its information literacy workshops.	Director, Library; SLOAP	AY 2020-2025
In the short-term, the College will finalize and implement planned modernization/ renovation of the E Building and the replacement of the M Building.	VP for Administration & Finance; Executive Director, Facilities Planning	AY 2020-2023
In the long-term, the College will pursue public-private sector partnerships that can leverage land assets connected to the College to rebuild the campus.	College President; VP for Administration & Finance; Executive Director, Facilities Planning	AY 2020-2030 (Anticipated 8-10 year trajectory)
The College will plan and implement alternative solutions to the parking problem	VP for Administration & Finance; Executive Director, Facilities Planning	AY 2020-2025
The College will create a three-year plan to implement phase two of its IT Improvement Cycle, and conduct a mid-assessment of the progress of the Technology Master Plan	Chief Information Officer	AY 2020-2023

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.
If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	2015-2016 IPEDS (Fall 2015)			2016-2017 IPEDS (Fall 2016)			2017-2018 IPEDS (Fall 2017)			2018-2019 IPEDS (Fall 2018)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	159	494	653	148	664	812	148	375	523	146	529	675
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	4	0	4	4	0	4	5	0	5	3	0	3
Library Technicians	0	0	0	0	0	0	0	0	0	0	0	0
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs	30	0	30	28	0	28	24	0	24	25	0	25
Management Occupations	70	1	71	73	1	74	79	1	80	85	1	86
Business and Financial Operations	3	0	3	0	0	0	0	0	0	0	0	0
Computer, Engineering and Science	33	0	33	32	0	32	35	0	35	36	0	36
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	34	0	34	36	0	36	39	0	39	43	0	43
Healthcare Practitioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0
Service Occupations	22	0	22	22	0	22	22	0	22	22	0	22
Sales and Related Occupations	3	0	3	3	0	3	3	0	3	2	0	2
Office and Administrative Support	98	7	105	100	7	107	104	7	111	93	5	98
Natural Resources, Construction, Maintenance	9	0	9	10	0	10	10	0	10	8	0	8
Production, Transportation, Material Moving	4	0	4	0	0	0	0	0	0	0	0	0
Total	469	502	971	456	672	1,128	469	383	852	463	535	998

Please enter any explanatory notes in the box below

All Data from IPEDS Human Resources Report, which includes an employment snapshot from the Fall semester of the given year.

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

	Fiscal Year ends - month & day: (06 / 30)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Most Recent Year (FY 2019)	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
	ASSETS (in 000s)					
?	Cash and Short Term Investments	$19,497	$21,120	$20,088	8.3%	-4.9%
?	Cash held by State Treasurer	$55	$281	$1,000	410.9%	255.9%
?	Deposits held by State Treasurer	$2,508	$2,952	$420	17.7%	-85.8%
?	Accounts Receivable, Net	$3,994	$4,366	$3,413	9.3%	-21.8%
?	Contributions Receivable, Net	$0	$0	$0	-	-
?	Inventory and Prepaid Expenses	$557	$420	$465	-24.6%	10.7%
?	Long-Term Investments	$11,546	$5,126	$8,451	-55.6%	64.9%
?	Loans to Students	$0	$0	$0	-	-
?	Funds held under bond agreement	$0	$0	$0	-	-
?	Property, plants, and equipment, net	$40,283	$42,283	$44,065	5.0%	4.2%
?	Other Assets	$4,299	$13,150	$18,281	205.9%	39.0%
	Total Assets	**$82,739**	**$89,698**	**$96,183**	8.4%	7.2%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	$9,177	$10,892	$10,538	18.7%	-3.3%
?	Deferred revenue & refundable advances	$3,484	$2,811	$2,251	-19.3%	-19.9%
?	Due to state	$0	$0	$0	-	-
?	Due to affiliates	$0	$0	$0	-	-
?	Annuity and life income obligations	$0	$0	$0	-	-
?	Amounts held on behalf of others	$1,449	$1,519	$1,402	4.8%	-7.7%
?	Long-term investments	$0	$0	$0	-	-
?	Refundable government advances	$0	$0	$0	-	-
?	Other long-term liabilities	$24,178	$52,475	$60,239	117.0%	14.8%
	Total Liabilities	**$38,288**	**$67,697**	**$74,430**	76.8%	9.9%
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional	**$8,393**	**($10,947)**	**($13,651)**	-230.4%	24.7%
?	Foundation	**$944**	**$1,042**	**$1,146**	10.4%	10.0%
	Total	**$9,337**	**($9,905)**	**($12,505)**	-206.1%	26.2%
	Temporarily restricted net assets					
	Institutional	$30,548	$32,948	$35,404	7.9%	7.5%
?	Foundation	$2,885	$4,153	$5,045	44.0%	21.5%
	Total	**$33,433**	**$37,101**	**$40,449**	11.0%	9.0%
	Permanently restricted net assets					
	Institutional	$0	$0	$0	-	-
?	Foundation	$1,681	$1,776	$1,891	5.7%	6.5%
	Total	**$1,681**	**$1,776**	**$1,891**	5.7%	6.5%
	Total Net Assets	**$44,451**	**$28,972**	**$29,835**	-34.8%	3.0%
	TOTAL LIABILITIES and NET ASSETS	**$82,739**	**$96,669**	**$104,265**	16.8%	7.9%

Please enter any explanatory notes in the box below

The statements include activities of BHCC Foundation.

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

	Fiscal Year ends - month& day: (/)	3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
	OPERATING REVENUES (in 000s)					
?	Tuition and fees	$48,558	$48,287	$49,460	$49,854	$50,000
?	Room and board	$0	$0	$0	$0	$0
?	Less: Financial aid	-$17,604	-$17,797	-$18,930	-$19,000	-$19,000
	Net student fees	$30,954	$30,490	$30,530	$30,854	$31,000
?	Government grants and contracts	$32,154	$31,817	$32,848	$33,000	$33,000
?	Private gifts, grants and contracts	$221	$124	$139	$140	$140
?	Other auxiliary enterprises	$719	$569	$682	$500	$500
	Endowment income used in operations	$0	$0	$0	$0	$0
?	Other revenue (specify): Commissions	$973	$886	$1,223	$909	$909
	Other revenue (specify):	$869	$1,065	$1,003	$1,400	$1,400
	Net assets released from restrictions	$0	$0	$0	$0	$0
	Total Operating Revenues	**$65,890**	**$64,951**	**$66,425**	**$66,803**	**$66,949**
	OPERATING EXPENSES (in 000s)					
?	Instruction	$38,689	$37,482	$38,631	$39,404	$40,192
?	Research	$0	$0	$0	$0	$0
?	Public Service	$0	$0	$0	$0	$0
?	Academic Support	$12,738	$14,447	$14,292	$14,578	$14,869
?	Student Services	$11,928	$15,374	$15,314	$15,620	$15,933
?	Institutional Support	$11,666	$12,775	$14,597	$14,889	$15,187
	Fundraising and alumni relations	$0	$0	$0	$0	$0
?	Operation, maintenance of plant (if not allocated)	$9,398	$8,960	$10,242	$10,000	$10,000
?	Scholarships and fellowships (cash refunded by public institution)	$10,784	$10,363	$10,579	$10,600	$10,600
?	Auxiliary enterprises	$0	$0	$0	$0	$0
?	Depreciation (if not allocated)	$3,019	$3,530	$3,741	$4,000	$4,000
?	Other expenses (specify):	$0	$0	$0	$0	$0
	Other expenses (specify):	$0	$0	$0	$0	$0
	Total operating expenditures	**$98,222**	**$102,931**	**$107,396**	**$109,091**	**$110,780**
	Change in net assets from operations	**-$32,332**	**-$37,980**	**-$40,971**	**-$42,288**	**-$43,831**
	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)	$35,232	$36,012	$38,295	$39,061	$39,842
?	Investment return	$1,493	$1,623	$1,547	$1,550	$1,550
?	Interest expense (public institutions)	-$536	-$527	-$496	-$500	-$500
	Gifts, bequests and contributions not used in operations	$0	$0	$0	$0	$0
?	Other (specify):Payments from College Foundation	$348	$140	$754	$400	$400
	Other (specify): Gain on sale of asset	$9	$0	$0	$0	$0
	Other (specify):	$0	$0	$0	$0	$0
	Net non-operating revenues	**$36,546**	**$37,248**	**$40,100**	**$40,511**	**$41,292**
	Income before other revenues, expenses, gains, or losses	**$4,214**	**-$732**	**-$871**	**-$1,777**	**-$2,539**
?	Capital appropriations (public institutions)	$20	$529	$623	$600	$600
?	Other (specify):	$0	$0	$0	$0	$0
	TOTAL INCREASE/DECREASE IN NET ASSETS	**$4,234**	**-$203**	**-$248**	**-$1,177**	**-$1,939**

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (06/30)			3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
		Debt					
		Beginning balance	$10,383	$9,798	$9,395	$8,720	$8,021
		Additions	$0	$258	$0	$0	$0
	?	Reductions	($585)	($661)	($675)	($699)	($205)
		Ending balance	**$9,798**	**$9,395**	**$8,720**	**$8,021**	**$7,816**
		Interest paid during fiscal year	$536	$527	$496	$500	$500
		Current Portion	$604	$672	$696	$475	$503
		Bond Rating					

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.

In conjunction with its February 2007 issuance of variable rate bonds, the College entered into an agreement with a financial institution counterparty to synthetically fix the interest rate on the bonds at 4.18%The variable rate on the bonds as of June 30, 2017 was 0.9%. The repayment of bonds commenced in fiscal year 2015 and will end in fiscal year 2031. The College has met debt covenants up to date.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

Future borrowing plans (please describe)

The College intends to finance a $65M project in part with funds obtained through the MSCBA. This project includes vacating leased spaces, and utilizing the budgeted lease payments to service the debt. The lease payments are expected to be adequate to service a 30 year bond of approximately $35M.

In addition, the College is exploring refinancing of $10 M in existing debt at a lower rate of interest. No additional funds would be acquired in this refinancing

Please enter any explanatory notes in the box below

FY2020 and FY2021 Data are projections.

Standard 7: Institutional Resources
(Supplemental Data)

	FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
	NET ASSETS					
	Net assets beginning of year	$34,727	$22,204	$22,001	$21,753	$20,576
	Total increase/decrease in net assets	$4,214	($203)	($248)	($1,177)	($1,939)
	Net assets end of year	**$38,941**	**$22,001**	**$21,753**	**$20,576**	**$18,637**
	FINANCIAL AID					
	Source of funds					
	Unrestricted institutional	$426	$463	$394	$400	$400
	Federal, state and private grants	$32,375	$32,040	$32,987	$33,000	$33,000
	Restricted funds	$362	$372	$0	$0	$0
	Total	**$33,163**	**$32,875**	**$33,381**	**$33,400**	**$33,400**
	% Discount of tuition and fees					
?	% Unrestricted discount					
?	**FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**	N/A	N/A	N/A	N/A	

Please indicate your institution's endowment spending policy:

N/A

Please enter any explanatory notes in the box below

FY2020 and FY2021 Data are projections.

Standard 7: Institutional Resources
(Liquidity)

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
CASH FLOW					
Cash and Cash Equivalents beginning of year	$4,234,321	$5,295,473	$5,502,830	$5,207,352	$5,007,352
Cash Flow from Operating Activities	($21,448,476)	($20,836,536)	($23,725,946)	($22,000,000)	($22,000,000)
Cash Flow from Investing Activities	$2,051,616	$507,898	$772,326	$800,000	$800,000
Cash Flow from Financing Activities	$20,458,012	$20,535,995	$22,658,142	$21,000,000	$21,000,000
Cash and Cash Equivalents end of year	**$5,295,473**	**$5,502,830**	**$5,207,352**	**$5,007,352**	**$4,807,352**
LIQUIDITY RATIOS					
Current Assets	$26,309,405	$29,138,658	$25,385,964	$27,000,000	$27,000,000
Current Liabilities	$13,799,168	$15,221,275	$14,191,473	$14,500,000	$14,500,000
Current Ratio	1.91	1.91	1.79	1.86	1.86
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)	20.30	20.21	18.34	17.39	16.43

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

Please enter any explanatory notes in the box below.

FY2020 and FY2021 Data are projections.

Standard 7: Institutional Resources
(Information Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)
Total Expenditures					
Materials	$241,600	$282,680	$295,814	$308,026	$308,026
Salaries & wages (permanent staff)	$443,508	$449,219	$465,098	$429,851	$438,448
Salaries & wages (student employees)	$180,500	$194,500	$194,500	$203,695	$203,695
Other operating expenses	$11,308	$16,580	$11,492	$3,012	$2,771
Expenditures/FTE student					
Materials	$29	$35	$38	$43	$47
Salaries & wages (permanent staff)	$53	$55	$60	$60	$66
Salaries & wages (student employees)	$22	$24	$25	$28	$31
Other operating expenses	$1.35	$2.04	$1.47	$0.42	$0.42
Collections					
Percent available physically	33%	28%	12%	11%	10%
Percent available electronically	67%	72%	88%	89%	90%
Number of digital repositories	1	1	1	1	1
Personnel (FTE)					
Librarians - main campus	6	6	6	6.00	6.00
Librarians - branch /other locations	1	1	1	0.00	0.00
Other library personnel - main campus	13	12	11	10.00	10.00
Other library personnel - branch/other locations	N/A	N/A	N/A	N/A	N/A
Availability/attendance					
? Hours of operation/week main campus	84	84	84	84	84
Hours of operation/week branch/other locations	N/A	N/A	N/A	N/A	N/A

? **Consortia/Partnerships**

NOBLE (North of Boston Library exchange)
MCCLPHEI (Massachusetts Conference of Chief Librarians of Public Higher Educational Institutions)

URL of most recent library annual report: www.bhcc.edu/library/about/assessmentandlibrarystatistics/

Please enter any explanatory notes in the box below

Library services in Chelsea began in Spring 2016; Coop with Chelsea Public Library prior to Spring 2016; FY2020 and FY2021 Data are projections.

Standard 7: Institutional Resources
(Technological Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	? Next Year Forward (goal)
	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)
? **Course management system**	Moodle (Hosted by Moodlerooms) FY19 Moodle by Open LMS				
Number of classes using the system	1,544	2,064	2,109	2,282	2,737
Bandwidth					
On-campus network	1 GB	1 GB	10GB	10GB	10 GB
Off-campus access					
? commodity internet (Mbps)	2.1 GB	2.1 GB	2.1 GB	2.1GB	2.1GB to 5 GB
? high-performance networks (Mbps)	Charlestown Campus to the Chelsea Campus 500MB, Charlestown Campus to the H-building Campus 500MB,	Charlestown Campus to the Chelsea Campus 500MB, Charlestown Campus to the H-building Campus 500MB,	Charlestown Campus to the Chelsea Campus 500MB, Charlestown Campus to the H-building Campus 500MB H-building Campus to the Chelsea Campus 500MB	Charlestown Campus to the Chelsea Campus 500MB, Charlestown Campus to the H-building Campus 1GB H-building Campus to the Chelsea Campus 500MB	Charlestown Campus to the Chelsea Campus 500MB, Charlestown Campus to the H-building Campus 1GB H-building Campus to the Chelsea Campus 500MB
? Wireless protocol(s)	802.11 a/g/b/n/ac	802.11 a/g/b/n/ac	802.11 a/g/b/n/ac	802.11 a/g/b/n/ac	802.11 a/g/b/n/ac or the new

Typical classroom technology

Main campus	Dell Optiplex, Apple IMAC, Apple IPAD, Acer Travelmate, Lenovo Thinkstation
Branch/other locations	Dell Optiplex, Del Inspirion, Nexus 7

Software systems and versions

Students	Adobe, Android, AutoDesk, Cisco Packet Tracer, Oracle, Microsoft
Finances	Colleague ERP SQL 2014
Human Resources	Massachusetts HRCMS State System
Advancement	Donor Perfect
Library	Microsoft Office 2016, 2013, Python, Vmware 6, NetBeans 7.4
Website Management	TerminalFour - https://www.terminalfour.com/
Portfolio Management	Digication
Interactive Video Conferencing	Webex Cisco Cloud and Jabber – Faculty, staff, students accounts
Digital Object Management	

Website locations of technology policies/plans

Integrity and security of data	No current written policy/plan
Privacy of individuals	https://www.bhcc.edu/about/privacypolicy/ and https://www.bhcc.edu/media/03-documents/studentlife/ComputerNetworkPolicy.pdf
Appropriate use	https://www.bhcc.edu/media/03-documents/studentlife/ComputerNetworkPolicy.pdf
Disaster and recovery plan	https://www.bhcc.edu/media/bhccintranet/documents/publicsafety/emergencyoperationsplan/BHCC_Emergency_Operations_Plan.pdf
Technology replacement	No current written policy/plan

FY2020 and FY2021 Data are projections.

Standard 7: Institutional Resources
(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	533	451
Other U.S. locations	26	22
International locations	0	0

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)
Revenue ($000)					
Capital appropriations (public institutions)	$20	$529	$623	$2,973	$3,394
Operating budget	$102,605	$102,586	$106,267	$107,330	$108,403
Gifts and grants	$348	$140	$754	$1,387	$1,000
Debt	$0	$0	$0	$0	$0
Total	$102,973	$103,255	$107,644	$111,690	$112,797
Expenditures ($000)					
New Construction	$0	$0	$0	$0	$0
Renovations, maintenance and equipment	$13,582	$12,217	$14,525	$15,521	$16,014
Technology	$8,205	$7,794	$8,245	$8,657	$9,090
Total	$21,787	$20,011	$22,770	$24,178	$25,104

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	228	7	235
Laboratory	67	7	74
Office	28	2	30
Study	26	2	28
Special	4	0	4
General	33	1	34
Support	43	2	45
Residential	0	0	0
Other	14	1	15

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Chelsea Campus	Educational	22.00	$1,500	2016-2017

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
M Building	Educational	60.00	$35,000	2019-2023

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing 25,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
A Building	Public Safety	3.00	$1,000	2016-17
B Building	Student Central	10.00	$3,000	2018-2019
Plaza Replacement (end of life)	Overpass/Pedestrian Entry	3.00	$2,560	2015-16
Music Practice Rooms	Student Improvement	1.20	$156	2018
H Building Phase 1	Expansion Space	25.00	$1,500	2013-2014
H Building Phase 2	Expansion Space	14.00	$750	2014-2015
H Building Phase 3	Expansion Space	5.00	$300	2016-2017
Engineering Lab	Student Improvement	0.75	$286	2017-2018
Pao Art Center	Community Partnership	5.00	$750	2015-2016
Art Gallery Refurbishment	Student/Community	0.60	$25	2018

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing 80,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
B Building	Chemistry Lab	1.15	$308	2020
E Building	Library/Student Services	50.00	$25,000	2019-2023
ADA Compliance (exterior)	Faculty, Staff and Student Improvement		$310	2019
Classroom upgrades	Student improvement		$80	2016-2017
Food pantry	Provision of basic needs	0.80	$200	2019

Please enter any explanatory notes in the box below

FY2020 and FY2021 Data are projections

Standard 8

Educational Effectiveness

STANDARD 8: EDUCATIONAL EFFECTIVENESS

Description

As stated on the BHCC website and the College Catalog, Bunker Hill Community College enacts its Mission, Vision, and Values through a set of four Institutional Learning Outcomes (ILOs) practiced by BHCC students, faculty, staff, and alumni: (1) Inquire with intention; (2) Communicate with purpose; (3) Act to integrate knowledge and practice; (4) Grow through continuous learning. The College's updated General Education Requirements, directly aligned with these ILOs, are designed around a set of General Education Outcomes that provide associate degree-seeking students with twenty-first-century skills regardless of their chosen Program of Study. The ILOs and the General Education Outcomes provide the structure for the assessment of student learning on an institutional, program, and course level.

Program Reviews, as discussed in Standard 4, also provide opportunities to assess student learning at the program and course levels. Program Reviews are in part informed by the results of course-level assessments conducted by faculty with support from the Student Learning Outcomes Assessment Project (SLOAP) Committee. The SLOAP Committee, which leads the College's formative assessment work with funding support from the Office of the Provost (see Standard 2), is comprised of representatives from every department who meet twice a month every semester to discuss, approve, and fund assessment projects to ensure that assessment is used to evaluate and improve curricular design and delivery.

Since 2015, a total of 38 SLOAP projects were completed. From fall 2015 to summer 2018, nearly all completed projects were course-level assessments. A shift in emphasis then occurred last year from fall 2018 to summer 2019: of 21 completed projects, revision of learning outcomes on the program level (3) and course level (14) increased, as departments prepared to align their curriculum outcomes with the new ILOs and the new General Education Outcomes. SLOAP projects carried out by the math department provide noteworthy examples of recently completed program and course revision projects that demonstrated clear alignment with program outcomes, General Education Outcomes, and ILOs. Recommendations on program and course modification of the A.A. Mathematics Concentration and College Algebra for STEM (MAT 194), respectively, were implemented as a result of these projects (see Appendices F-22, F-23, and F-24).

Accredited programs in the Division of Health Sciences use their accreditation reports in place of Program Reviews as mentioned in Standard 4. These include the A.S. in Registered Nursing, Medical Radiography Program, the A.S. degrees in Cardiac Sonography and General Sonography, and the Surgical Technology Certificate Program. As part of accreditation requirements, each program's accreditation status and program outcomes are published on the appropriate department web page. Published program outcomes typically include licensure passage rates, job placements and employment data of graduates to ensure that prospective students can make informed career choices. Program and outcomes assessment is routinely conducted in these programs to ensure alignment of the curriculum with required licensure or industry standards, which in turn can lead to high-quality graduates and high job placement rates. The program outcomes of the A.S. Registered Nursing Program provide a good, concrete example of program and course-level outcomes assessment that has been used effectively for program improvement, as discussed in Standard 4.

The licensure passage rates, given in Data First Form 8.3, indicate pass rates of 80% and higher in FY 2018 for nearly all the aforementioned programs. The only exception is Surgical Technology, which had a pass rate of 35% in the same year.

Information regarding Gainful Employment is discussed in Standard 9.

As an Achieving the Dream (ATD) Leader College, Bunker Hill Community College is committed to building and sustaining a culture of evidence and accountability. To understand the experiences and learning outcomes of our students and to inform policy reform and practice, the College engages in quantitative and qualitative data analysis and reporting. We define student success metrics that typically include completion of developmental education and gateway course work, persistence and first-term success, retention, degree or certificate completion, transfer, graduation, closing achievement gaps, and licensure pass rates, to evaluate our institution's educational effectiveness. We also engage in benchmark analysis using data from the Integrated Postsecondary Education Data System (IPEDS), Voluntary Framework of Accountability (VFA) [1], the Performance Measurement Reporting System (PMRS) of the Massachusetts Department of Higher Education (DHE) Data Center, Achieving the Dream (ATD) Annual Report, and Community College Survey of Student Engagement (CCSSE) [2] to compare our performance against state, regional and national peers. In addition, our Office of Institutional Effectiveness (IE) provides internal student success data analysis and reporting on our diverse student sub-groups regularly and upon request. Collectively, the results of these assessments inform our planning and resource allocation, and the continuous improvement of our curricula, teaching, and our students' learning experiences.

Appraisal

The founding of SLOAP as a faculty-driven initiative in 2003 was envisioned to promote a college-wide culture of assessment. Four years later, the College became part of the ATD network in 2007, which emphasized the use of data as evidence for improvement of student success strategies. Then in 2010, the College made a commitment to "institute a culture of evidence and accountability," and in 2014, it started implementing Annual Unit Planning (AUP) as part of the strategic planning process. Together, these initiatives and activities began to interactively shape a growing culture of evidence-based approaches and thinking in the College. In tandem with the Learning Communities and LifeMap initiatives that piloted, evaluated, and scaled the integration of academic and unified support services to improve the student learning experience, the clamor for assessment of student services and co-curricular activities steadily gained momentum.

[1] Managed by the American Association of Community Colleges (AACC), the VFA identifies and tracks metrics that more adequately capture who community college students are and how they are successful within and beyond the institution that they currently attend. VFA allows for benchmarking of BHCC against similar institutions. BHCC participated in the VFA pilot and refinement of VFA metrics in 2015, has submitted and analyzed VFA data since 2016, vetted and adopted VFA as BHCC's student success metrics in spring 2018, and began broad dissemination of VFA to the College community in fall 2018.

[2] CCSSE is a national survey instrument based in academic research that looks at five benchmarks area through which we can assess facets of student engagement: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. BHCC last conducted the CCSSE in spring 2016, with prior administrations in spring 2011 and spring 2009. BHCC oversamples students enrolled in its Learning Communities so that CCSSE results can be used to further evaluate this high impact practice.

In 2017, a three-year process of reforming the composition and scope of work of the SLOAP Committee began. Representation in SLOAP was expanded to include professional staff in student service and co-curricular areas, and its activities were broadened to include assessment of student services and co-curricular activities. As new SLOAP Committee leaders emerged to replace faculty leaders who retired, the SLOAP leadership structure was also re-organized to create two sub-committees, the Unit Assessment Committee and the Professional Development Committee. The Unit Assessment Committee continues to be charged with reviewing and approving SLOAP project proposals, while the Professional Development (PD) Committee is a new subcommittee intended to offer PD activities to develop greater expertise among SLOAP leaders, liaison officers, and other faculty and staff in outcomes and assessment work.

As the SLOAP Committee continues to undergo transformation, appraisals of the Program Review process (see Standard 4), the admissions process and delivery of student services and co-curricular activities (see Standard 5) underscore the critical need for tighter integration among these areas and the expanded work of the SLOAP Committee in order to strengthen outcomes assessment and close the feedback loop across the College. The role and responsibilities of the Office of Institutional Effectiveness (IE) should be clearly articulated in this process and in the new structure.

Given that deans are responsible for program reviews and assessment and are in the best position to know the priorities of their academic/service units, including them in the ongoing SLOAP conversations and eliciting their perspectives will also be key – not just to the transformation of the expanded work of the SLOAP Committee but also to the continuing transformation of the process of formative assessment across the College.

Evaluating our Institutional Effectiveness

Having conducted our self-evaluation in terms of the previous standards, we ask ourselves, how effectively have we enacted our Mission, Vision, and Values as a College?

We focus our self-evaluation on three main areas of data analysis: access, retention/completion, and the closing of achievement gaps. These are the benchmarks of institutional effectiveness identified by the Massachusetts Department of Higher Education (DHE). They correspond to the "Big Three of DHE," to which our College Goals also align, as stated in Standard 2.

Our basic approach, peer comparisons (E-4), uses a clear set of criteria to identify state, regional, and national peer institutions that mirror our own demographics. We use the Massachusetts Department of Higher Education (DHE) Performance Measurement Reporting System (PMRS) for state and national peer comparisons; the Achieving the Dream (ATD) network of community colleges for comparisons with New England as well as national peer institutions, and; the Voluntary Framework of Accountability (VFA) for national peer comparisons (see Appendix B). For brevity, we refer to these comparison groups in the discussion as DHE-state, DHE-national, ATD-New England, ATD-network, and VFA-national peer institutions.

Access and Affordability

We stand by the claims we make publicly: Bunker Hill Community College is the "largest" and "one of the most affordable community college in Massachusetts…Our student body is one of the most diverse of any community college in Massachusetts."

We maintain the largest enrollment of community colleges in the state of Massachusetts. Based on our freeze enrollment date, 12,657 students enrolled at our College in fall 2018. While this is a 2.6% drop over the prior year, and a cumulative drop of 6% over the past six years, the rate of enrollment decline at BHCC is gentle compared to the prior year cumulative drop of 4.1%, and the six-year drop of 21%, across all Massachusetts community colleges. (DHE Data Center; see also Standard 5).

As of fall 2019, we are the most affordable community college in the Commonwealth. In FY19, total tuition and fees at BHCC were at $5,620 per student, well below the weighted average of $6,380 per student across all community colleges in the state.

As we reported in Standard 5, student debt at BHCC is low: in AY 2018-2019, only 13% of our students graduated with debt. Moreover, Bunker Hill students have the third-lowest unmet financial need as a proportion of direct costs. Their default rate, 10% in FY 2018, is also the second-lowest among students at our DHE-state peers (see DHE Dashboard for BHCC – graphs on Affordability and Student Debt).

Data disaggregated by race/ethnicity shows that the proportion of Latinx students to total student enrollment increased by 5% from 22% in fall 2013 to 27% in fall 2018 (see DHE PMRS for BHCC – graphs on Enrollment and Equitable Access graphs). Our expansion in Chelsea, our partnership with Chelsea High School, and the expansion of surrounding Gateway Cities are key elements in this development. African-American/Black student population growth was flat for the same five-year period and hovered at 26% of the total student population. For Asian/Asian American students, the increase has been modest but has climbed steadily, from comprising 12% of total student enrollment in fall 2014 to 13% in fall 2018.
The rate of Pell Grants awarded is a common measure of access for low-income students. From fall 2013 to fall 2017, the proportion of Pell recipients to total students enrolled at BHCC increased by three percentage points, from 51% to 54%, averaging 55% for the whole period (see DHE PMRS for BHCC – graph on Pell recipients). Our Pell rate, in combination with the percentage of our AAPI student population, led to our federal designation as an AANAPISI in 2016 and to our ability to successfully secure the AANAPISI grant that currently supports our ESL-to-English acceleration and the piloting of culturally responsive practices on campus. With the increase in our Latinx student enrollment, we are now eligible for the Hispanic Serving Institution (HSI) designation. This increases our ability to apply for federal grants that can be used to further support the success of our students.

We are gratified by the rise in the number of First-Time Full-Time (FTFT) students enrolling at BHCC. For two years in a row, the number of enrolled FTFT students increased by 20.2% from the 2015 to 2016 cohorts, and again by 22.4% from the 2016 to 2017 cohorts, for an overall gain of 13% in the last five years (see Table 3). Meanwhile, FTFT student enrollment fell 19% across all community colleges in the state for the same period. Should the heightened enrollment of FTFT students at BHCC sustain over multiple consecutive semesters, and we make greater progress in retention and persistence, we should expect to see a decrease in time-to-completion. We will continue to watch this unexpected data point over the next year.

Table 3. No. of First-Time Full-Time Students Enrolled at BHCC
2013-2017 Cohorts

1st Time FT Degree Seekers	Cohort Year 2013	Cohort Year 2014	Cohort Year 2015	Cohort Year 2016	Cohort Year 2017	1 YR Change	5 YR Change
BHCC	1,127	1,198	866	1,041	1,274	+22.4%	+13.0%
TOTAL MA CCs	12,050	11,260	10,273	9,748	9,683	-0.7%	-19.6%
%	9%	11%	8%	11%	13%	+2.5PP	+3.8PP

Source: Massachusetts Department of Higher Education

Dual enrollment continues to grow, a positive indicator that more high school students are taking the opportunity to fast track their college education at BHCC. The program has had a 215% gain over six years since fall 2013, yielding 633 students in fall 2019 who currently participate in the program (see Standard 5). Its goals align with the equity agenda championed by the College -- students of all abilities and students traditionally underserved are encouraged to participate. With the implementation of the Early College Grant underway, we anticipate the current dual enrollment numbers to be sustained over the next three years.

Retention/Completion, and Closing of Achievement Gaps

In this section, we look at indicators of student success in terms of *first-year progress* and *Long-term Success*.

First-Year Progress

First-year progress, measured by three sets of metrics below, is established as an anchoring indicator for retention and completion. When further disaggregated by race/ethnicity, gender, and Pell status, the first-year progress metrics can also shed light on Achievement Gaps among the different student sub-groups.
A general observation on first-year progress at Bunker Hill is that students begin slowly in the accumulation of credits, then gain greater traction as they progress into their studies.

First-Term Success and Persistence (Fall-to-Spring Enrollment)

As students begin their academic journey, how well do they succeed in their first semester as new college students? To understand this part of their learning experience, we look at first-term success metrics, comprised of first term credit success rates (where success is defined as receiving a final grade of C or better in a course) as well as first-term non-completion rates (which applies to students who do not complete any courses successfully in their first term).

The analysis from the VFA Dashboard shows that from the 2013 cohort and onward, BHCC students have been outperforming students at our VFA-national peer institutions. Across all racial and ethnic groups, our students display higher first-term credit success rates compared to their VFA-national peers. BHCC also has lower proportions of students who are not successful in any first-term courses they take when compared with these same benchmark colleges.

After their first semester, do students persist and enroll in the next semester? Since fall 2013, the persistence rates of credential-seeking students at BHCC have remained relatively consistent at about 85% on average. This is higher compared to the same cohorts of students at our ATD-New England and ATD-network peers (see Figure 3 and Data First Form 8.1). When disaggregated by race, our students

across all racial sub-categories have also persisted at higher rates than that of similar students from our VFA-national peer colleges for the last four student cohorts.

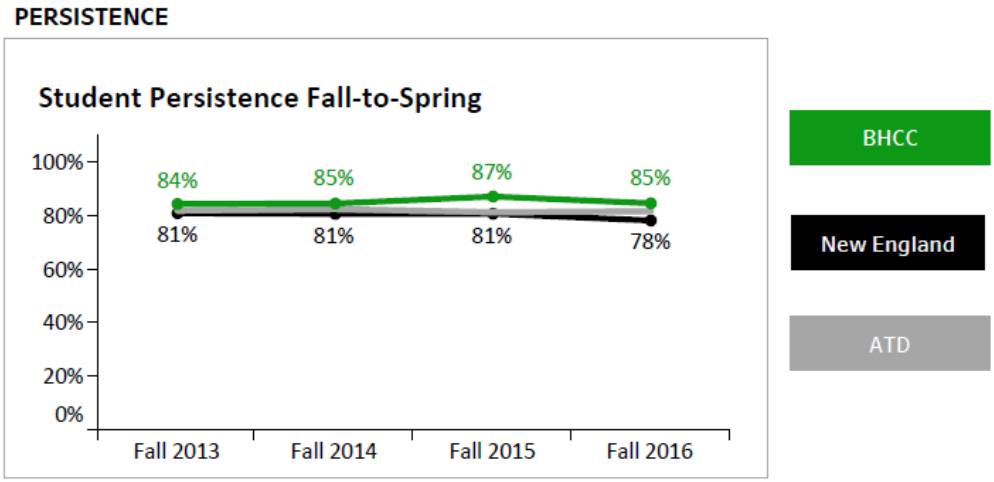


Figure 3. Persistence of BHCC Students vs. Students at ATD Peer Colleges Fall 2013 to Fall 2016.

Retention (Fall-to-Fall Enrollment)

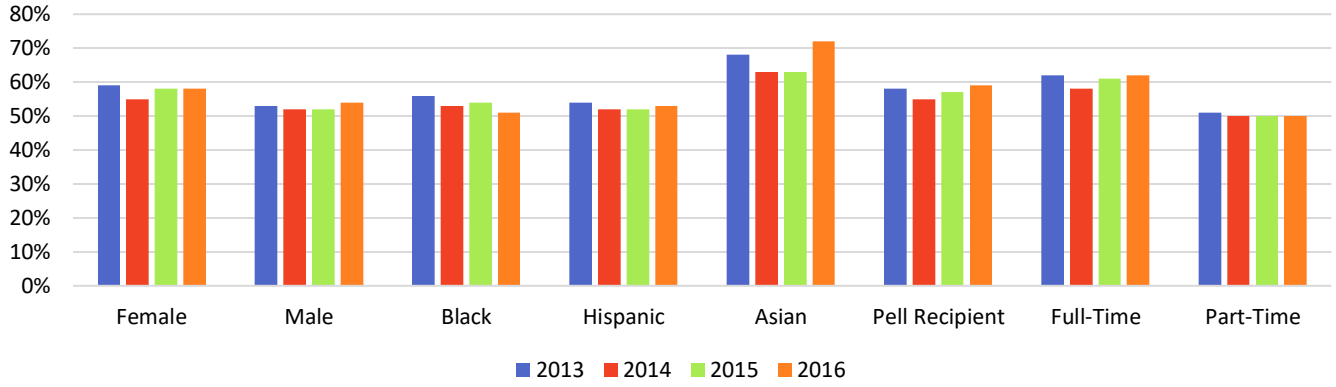
After their first year of studies, what percentage of BHCC students re-enroll in the following year? The data shows that 64% of our fall 2016 FTFT degree-seeking cohort was retained to fall 2017 vs. a retention rate of 62% of the same cohort among enrolled at DHE-national peer institutions (see DHE Dashboard for BHCC – graph on Retention after First Year). BHCC had the top student retention rate in 2017 compared to its DHE-state peers, and it has also been one of the top three community colleges in the state with the highest retention rates every year for the past four years (DHE, 2018).

When disaggregated by race (Latinx and African American), by gender, and by Pell status, retention rates of all these student sub-populations at BHCC have consistently been higher than those of their counterparts in our DHE-state peers for the last five years. Most notable is the progress that our African American students demonstrate: the retention rate increased from 57% for the fall 2010-2012 cohorts to 61% for the fall 2015-2017 cohorts, and the achievement gap was eliminated starting with the fall 2012-2014 cohorts. The achievement gap for our Latinx students was likewise eliminated beginning with the fall 2012-2014 cohorts; their retention rate, starting with the fall 2009-2011 cohorts, has also been consistently higher compared with the Latinx students in our DHE-state peer colleges (see DHE Dashboard for BHCC – graphs on Student Success and Completion, and Equity Lens).

When compared to both its ATD- New England and network peers, similar patterns emerge. All BHCC students, and BHCC students across all racial sub-groups, are retained at higher rates (ATD, 2018).

Within BHCC itself, we note some patterns in the retention rates of first-term enrolled, degree-seeking students by student sub-group (see Figure 4).

Figure 4. BHCC Retention Rates by Student Sub-Group
First-Term Enrolled, Degree-Seeking Students (2013-2016)



Source: BHCC Office of Institutional Effectiveness.

In general, retention rates are higher for female students compared to male students; Asian students compared to Black and Hispanic/Latinx students, and full-time students compared to part-time students. By race, the retention rates of black students have also decreased by 5 percentage points, from 56% for the 2013 cohort, to 51% for the 2016 cohort.

Despite the positive performance of BHCC against its peers in terms of first-term success, persistence and retention, it is important to note that since 2013, retention rates overall have remained consistent at about 56% for first-term enrolled, degree-seeking students (ATD Leader College Application, 2018). Clearly, there is room for improvement.

More recent data analysis of *overall* and *disaggregated* student persistence from the work of the Strategic Enrollment Management (SEM) Team is informing the continuing exploration of more targeted strategies to improve persistence and retention and address the challenge of declining enrollment mentioned in Standard 7 (see Appendix F-25). In particular, trend analysis shows the following:

- Persistence has decreased by about four percentage points over the past three academic years, from AY 2016-2017 to AY 2018-2019.
- Decreases in continuing degree-seeking successful persistence outcomes impact the largest number of students.
- Continuing degree-seeking students who are not successful from fall-to-spring are significantly more likely to be Black or African-American, Hispanic or Latinx, Non-Pell recipients, and male.
- 25% of Continuing degree-seeking students who do not persist to spring re-enroll the following fall.
- Continuing degree-seeking students who are not successful from fall-to-spring are likely to have a high GPA (2.50 or higher) and have completed 30 or more credits.

The main findings above have led to some key initiatives and further recommendations:

- An ongoing collaboration between Advising and the Office of Institutional Effectiveness is supporting the development of *Loss Analysis* protocols to better understand and predict, in real-time, potential barriers to enrollment.
- Providing Transfer Advising to continuing, degree-seeking students with 30+ credits earned. A large number of continuing degree-seeking students who do not persist are generally high achievers. Thus, targeting this group for Transfer Advising may help retain and 'convert' them into successful students. Transfer Advising should also consider a student's Pell status. Evidently, students who do not receive Pell are also significantly more likely to not persist from fall to spring.
- Conduct additional data analyses on efforts that contribute to accelerated student progression and success beyond the first year at BHCC, and not just on students entering BHCC (as was used in the SEM Team data analysis).

Finally, the SEM Team recommended creating a Retention Sub-committee by fall 2019 to review national, regional, and institutional enrollment trends, and use data and best practices to inform retention strategies and institutional policies that will best serve students. Since then, this recommendation has been integrated with the rationale and goals of the Holistic Student Supports Redesign Project.

Developmental Education and Gateway Course Completion

Successful completion of college-level gateway courses within the first year of college is directly aligned with the DHE goals and is one of the initiatives that support our College Goal of fostering student success. This is the most crucial indicator of progress for us, given that a high proportion of our students place into developmental courses.

Based on VFA fall 2012 cohort data, nearly 70% of all BHCC students place into at least one developmental course. Among credential-seeking students, nearly 68% place into developmental math, about 36% into developmental English, and about 24% into developmental Reading (see Voluntary Framework of Accountability or VFA link on the College Data web page of the Office of Institutional Effectiveness).

Placement into developmental courses is at even higher rates for new BHCC students who are first-time-in-college: over 80% place into developmental math, over 50% into developmental English, and about 34% into developmental Reading (see VFA link on the College Data web page of the Office of Institutional Effectiveness).

While our students do need more developmental coursework compared to students at any of our VHA-national peers, they also succeed at higher rates in completing their developmental coursework (VFA, 2018). In fact, BHCC students ranked second in developmental math and developmental English progression compared to their DHE-state peers in 2017 (DHE, 2018).

Furthermore, successful completion of college-level gateway coursework within the first year is consistently on the rise. Out of 1,043 FTFT degree-seeking students enrolled in fall 2016, 32% completed college-level English and math courses by the end of their first year – an increase of nearly 20 percentage points from the fall 2012 cohort when the English and math departments first piloted developmental and co-requisite clusters (see DHE Dashboard for BHCC – graphs on Timely Completion of Gateway Courses under Student Success and Completion).

Developmental education reform at our College is indeed beginning to show dramatic results:

- Successful gateway course completion rates nearly or more than doubled, for all cohorts of BHCC student sub-groups from 2010 to 2016: Latinx (12% to 25%), African American (10% to 23%), female (12% to 27%), male (15% to 29%), and Pell recipients (11% to 23%).

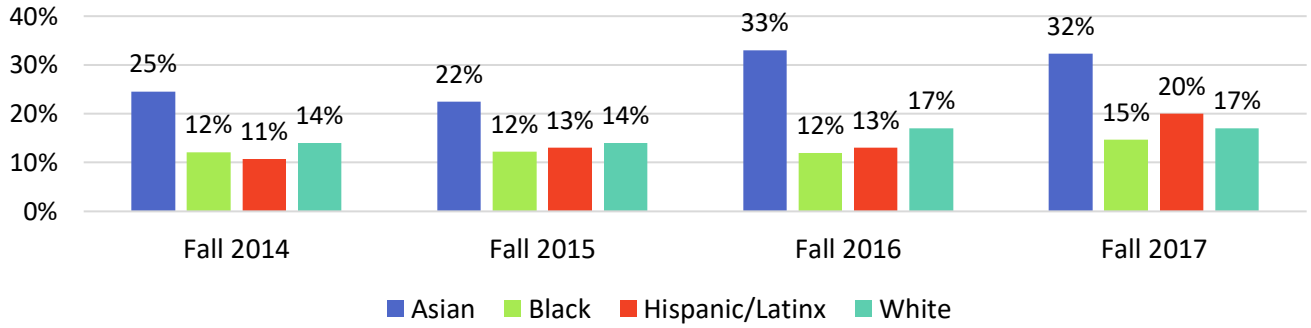
- Within the same period, achievement gaps in gateway course completion narrowed for our African American and Latinx students to 5% and 3%, respectively. In contrast, achievement gaps at our DHE-peer institutions were at 11% for African American students and 10% for Latinx students (see again DHE Dashboard for BHCC – graphs on Timely Completion of Gateway Courses under Student Success and Completion).

We are particularly gratified by the successful completion of math college-level gateway courses within one year among first-term enrolled, degree-seeking students by race (see Figure 5):

- There was an increase in successful math gateway course completion for all racial sub-groups from the 2014 to 2017 fall cohorts (Asian, Black, Hispanic/Latinx, White), with the most notable increases of 7 and 9 percentage points occurring among Asian Hispanic/Latinx students, respectively.

- The achievement gap for Black students in the fall 2017 cohort decreased by 2 percentage points compared to the fall 2016 cohort and was eliminated for Hispanic/Latinx students

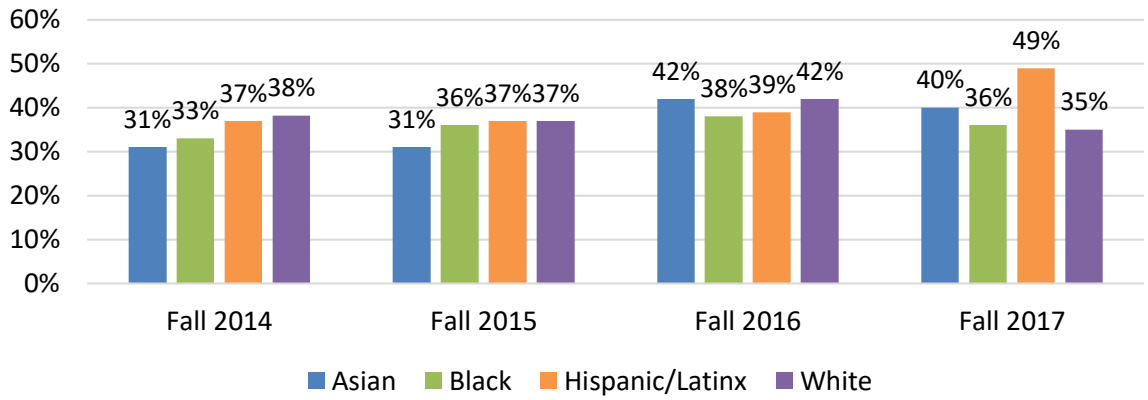
Figure 5. Math Gateway Successful Completion Within One Year
First-Term Enrolled, Degree-Seeking Students, Fall 2014-Fall 2017



Source: BHCC Office of Institutional Effectiveness.

For first-term enrolled, degree-seeking students who took the college-level English gateway course, successful course completion trends for fall 2014 through fall 2017 showed an even more positive trend: The achievement gap was eliminated for all students of color in the fall 2017 cohort. In addition, Hispanic/Latinx students demonstrated the most dramatic gains in successful gateway English course completion over three cohorts, and they also outperformed all racial subgroups in the fall 2017 cohort by significant margins. Successful course completion for White students, however, declined by 3 percentage points from the fall 2014 to 2017 cohorts (see Figure 6).

Figure 6. English Gateway Successful Completion Within One Year
First-Term Enrolled, Degree-Seeking Students, Fall 2014 to Fall 2017



Source: BHCC Office of Institutional Effectiveness.

In our 2015 Fifth-Year Interim Report, we made a commitment to continue curricular reforms that would support developmental course completion. We have delivered on that promise and even exceeded expectations. The upward trends in the success of nearly all our students, both in developmental course completion *and* college-level gateway course completion within one year, and the closing or elimination of achievement gaps, are the fruits of combined efforts that were discussed in previous standards: the scaling of Learning Community-designated courses, which include corequisite clusters in math, English, and ESL; the scaling and refinement of success coaching and student advising services offered by LifeMap; the scaling of High School GPA placement that allowed more than 500 eligible students to enroll in college-level English and more than 400 students in college-level math in fall 2018, the scaling of dual enrollment and early college that include curricular alignment with partner high schools, the continuation of grant-funded STEM Starter Academy activities, and the ongoing professional development of faculty in math, English and ESL to constantly improve pedagogy that include the use of Open Educational Resources (OER) and culturally responsive practices.

As of this writing, many of these initiatives continue to be refined and scaled. The College is poised for full-scale implementation of Placement by High School GPA, consolidation of the Early College Model is underway with grant support, the math and English departments continue to increase the number of their English and co-requisite clusters as well as offer PD for faculty, a Quantitative Reasoning corequisite cluster is under development by the math Department, and ESL integrated skills clusters and alignment of ESL with college-level English continue to be scaled under the AANAPISI grant. The additional work that still lies ahead must emphasize ongoing evaluation and improvement to continue increasing accelerated course progression into and successful completion of college-level coursework, and sustain the closing or elimination of achievement gaps; a more robust training for peer mentors and tutors, especially in math, and; sharing of best practices locally, regionally, and nationally. The College has truly developed a best practices model for college-level gateway course completion. It should establish itself publicly as a leader in the field.

Long-Term Success

We evaluate the success attained by our students at the 6- and 8- year mark using a broad definition of long-term success based on VFA metrics. While we do look at completion, transfer, earning 30+ credits and continued enrollment as separate metrics of success, we also take these components as an aggregate that captures a more accurate picture of our students' overall success. As with the indicators for first-year progress, we include, where available, disaggregated data analysis of our different student sub-populations.

Degree or Certificate Completion

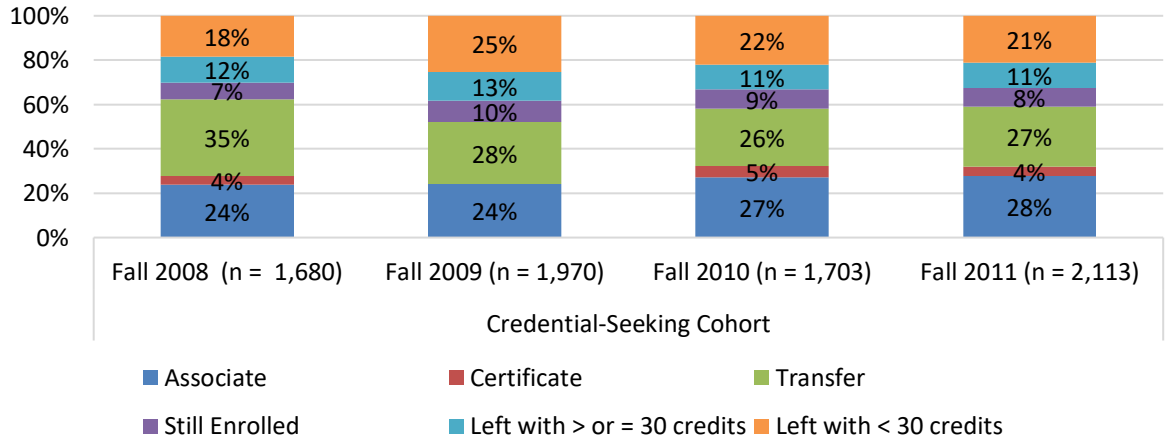
Six-year completion rates of students who exhibit credential-seeking behavior are defined by VFA metrics as students who complete at least 12 credits in their first two years. On this metric, BHCC students show an upward trend for the last three fall cohorts of 2009, 2010, and 2011. (see Figure 7 and also Data First Form 8.2C).

Six-year completion rates likewise increased:

- across Asian, Black/African American, and Hispanic/Latinx students between the fall 2008 and fall 2011 cohorts;
- for students in fall 2009 through fall 2011 cohorts who identified as being multi-racial (i.e., belonging to 2 or more racial categories);
- for full-time students, by 3% between the fall 2008 cohort and fall 2011 cohorts, and even more significantly for part-time students, by 7%.

African American students leave the College before degree completion at a higher rate than their peers in other racial/ethnic categories.

Figure 7. BHCC Six-Year Completion
VFA Credential-Seeking Cohort, Fall 2008 to Fall 2011



Prepared by BHCC Office of Institutional Effectiveness.

The increase in completion rates indicates that the College is moving in the right direction. However, BHCC students still demonstrate lower overall completion rates when compared to students at our peer institutions.

- Only 19% of BHCC students in the fall 2012 cohort completed a certificate or associate's degree within six years (see Data First Form 8.2D), vs. 25% of students at our DHE-state peer institutions.

- After eight years, only 42% of BHCC students from the fall 2010 cohort have completed any credential, compared to 45% and 47% of students enrolled at our ATD- New England and network peer institutions, respectively (see Data First Form 8.2E).

- BHCC students from the fall 2011 cohort who earned their bachelor's degrees within six years (14%) did so at a lower rate vs. students in our ATD- network peers (21%).

- Within 8 years, 22% of BHCC students from the fall 2010 cohort earned their bachelor's degree, slightly better than students in our ATD-New England peer colleges (20%) but still lower than our ATD-network peer institutions (27%).

Finally, the percentage of students who drop out within 6 years is also higher at BHCC (48%) than those in our ATD-New England (47%) and ATD-network peers (42%), as well as those who drop out within 8 years (49% for BHCC vs. 47% at our ATD-New England and 45% ATD-network peers).

Apart from knowing our students' completion rates, our College also needs to improve its student success metrics by tracking employment rates and exploring strategies that can increase response rates to graduate surveys. Currently, the response rates from graduate surveys hover at only around 15%. While we do gather and feature news articles on the success of some of our students, we currently do not have any robust quantitative and qualitative data that gives us an overview of what happens to our students after they leave the College. The only exception to this is the recently released Lesley at Bunker Hill Five Year Report (see Appendix F-12).

In addition, the Office of Institutional Effectiveness needs to continue engaging in Labor Market Analysis in order to provide useful data that can inform the AUP process, program reviews, and the creation of new programs to meet high industry demands.

Transfer and Continued Enrollment

Over a quarter of BHCC students exhibiting credential-seeking behavior transfer within six years before earning their degree. In the fall 2012 cohort, for instance, almost 30% transferred out within six years before earning their credential, compared to the transfer out rates of students at our DHE-state peer institutions, an average of 28% (see Data First Form 8.2C).

When completion rates, transfer rates, and continued enrollment are combined to provide an aggregated measure of success at the six-year mark, students from BHCC demonstrate significantly higher overall success rates compared to students at our peer institutions. In particular, six years after entering BHCC in fall 2011, our students demonstrated the second-highest rate of student success, 67%, among community colleges in Massachusetts vs. the DHE-state peer group average of 65% (PMRS BHCC data on Long-term Success under Student Success & Completion). This success rate is even more favorable on a national level. The success rate of our students, compared to the success rate of students at our VFA-national peer institutions at 57%, was significantly higher by 10 percentage points (VFA Dashboard).

Despite the positive overall success rates of BHCC students after six years, equity gaps persist. Based on the fall 2011 cohort, female students are more successful than male students (56% compared to 49%); a 3-percentage point gap remains for Black and African-American and Hispanic/Latinx students vs. the overall success rate of white students at 61%, and; more Black and Hispanic students continue to enroll at BHCC (12% and 11%, respectively), compared to white students who enroll at the rate of only 5% (ATD Success Report, 2018).

The data on overall completion, overall success and dropout rates of our students are sobering facts that we must continue to address. The ongoing development of loss analysis measures that were mentioned in the previous section, and implementation of further recommendations discussed in the next section to sustain the success of LifeMap, will be key to addressing these issues. We need to understand *why* many of our students transfer to other colleges before they complete their degree.

Persistent equity gaps underscore the need for our College to increase our data literacy as an institution. We need to become more engaged in the analysis of disaggregated student success data from an equity framework so that we can provide more targeted support for students who need them. The work about to be piloted in this area by the AANAPISI Leadership Team will be important. Moreover, continued institutional support to increase the momentum of CECW activities will be key to advancing and sustaining our equity goals. The College should continue pursuing grants that can help close achievement gaps among our students; implement culturally responsive practices, and evaluate their impact on persistence, retention, completion, overall success and prevention/minimization of dropout rates. More routine qualitative data-gathering and analysis should also be conducted to elicit more student voices and lend depth to quantitative analysis.

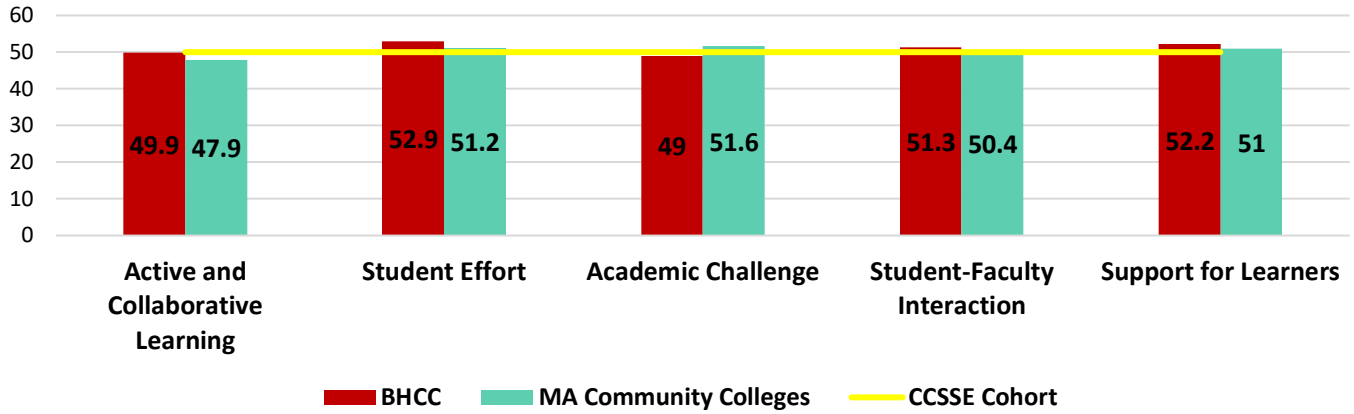
Student Engagement and Learning

We include one more measure to gauge our institutional effectiveness. The College uses the Community College Survey of Student Engagement (CCSSE) to benchmark and evaluate BHCC students' levels of engagement and learning. Based on the 2016 CCSSE results, we found that compared to their peers at other Massachusetts community colleges, BHCC students reported higher levels of engagement in four out of the five CCSSE areas -- Student Effort, Support for Learners, Student-Faculty Interaction, and Active and Collaborative Learning – and a lower level of engagement in the area of Academic Challenge (see Figure 8).

We noted a similar pattern when we compared our students' responses to the CCSSE national benchmark, with just a very slightly lower score on the level of engagement in Active and Collaborative Learning (49.9) vs. the national benchmark of 50[3].

[3] Benchmark weighted scores range from 1-100 with a national average of 50. Any score above 50 is above the national average.

Figure 8. 2016 CCSSE Results
BHCC vs. MA Community Colleges



Source: BHCC Office of Institutional Effectiveness.

Given that our students consistently reported a lower level of engagement in the area of Academic Challenge when compared to both peer groups, the College is in the process of exploring how to make the curricula more challenging for our students. As the following discussion will show, the answer may lie with the rich academic learning experience that Learning Communities provide.

Student Success Initiatives

Our College has several ongoing student success initiatives as mentioned in previous standards, most of them in the early phases of implementation and thus too early to evaluate fully at this point. In this section, we choose to evaluate two initiatives that have matured in the last 5-10 years: -- the Learning Community Program and LifeMap. Our evaluation of these initiatives offers us the opportunity to take the best practices from these undertakings and apply them to ongoing initiatives, as a way of also improving the implementation of our current and future student success efforts.

Learning Community Program

BHCC's Learning Community (LC) Program, a cornerstone of the College's student success agenda, is rooted in learner-centered teaching approaches that help students achieve academic, career and personal goals (see also Standard 4). As a high-impact practice, Learning Communities have contributed significantly to the persistence and retention of our students. An external study conducted in 2013 by DVP-PRAXIS LTD and OMG Center for Collaborative Learning found that the College's Learning Communities have statistically significant positive impacts on students' academic progress. Students enrolled in Learning Communities were more likely than a propensity-matched comparison group to complete developmental coursework, persist in their studies and earn more credits toward degree completion.

Six years later, we continue to confirm these results. Overall, students enrolled in Learning Communities still have higher persistence and retention rates than students not enrolled in Learning Communities. In addition, our updated findings also establish the statistically significant impact of LCs on the success of *part-time* students. In particular:

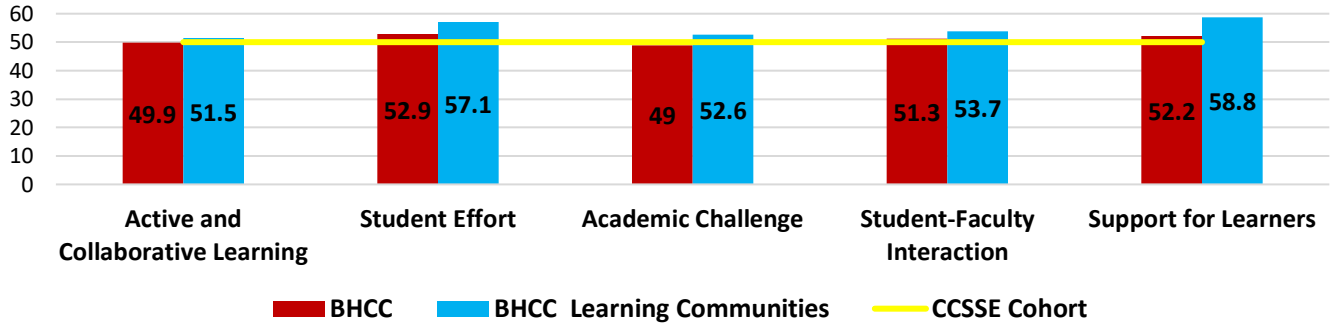
- Students enrolled in accelerated English and math Learning Community Clusters have higher fall-to-fall retention rates, on average than students who take developmental English and math courses in a standalone format. Enrollment in any type of BHCC Learning Community (LC) is also significantly associated with higher rates of semester-to-semester persistence among both part-time and full-time students.

- The difference in persistence rates among students enrolling in any type of LC is *more significant among part-time students*. In fall 2017, 75% of part-time students enrolling in an LC persisted to spring, compared to only 60% of part-time students who were not enrolled in an LC. The Center for American Progress (CAP), an independent nonpartisan institution based in Washington D.C., has recognized BHCC's work around Learning Communities as an integral and innovative strategy to support part-time students, a growing population of college students around the country.

- Enrolling in an LC in a student's first year is a significant predictor of *fall-to-fall retention* for both part-time and full-time students. Even when controlling for demographic variables, part-time students who enroll in an LC are 7% more likely than those who do not enroll in one to return the following fall.

The 2016 CCSSE results also continue to echo the same results from the 2011 CCSSE: that students enrolled in LCs report higher levels of engagement than the BHCC random sample on *all* five areas of student engagement (see Figure 9).

Figure 9. 2016 CCSSE Results
Overall BHCC vs. BHCC Learning Communities



Source: BHCC Office of Institutional Effectiveness.

It is worth noting from the previous related discussion on Student Engagement and Learning that for each level of engagement, the scores of BHCC students enrolled in Learning Communities are also higher when compared with students at other Massachusetts community colleges and with the national benchmark. The highest score, Support for Learners (58.8), also strongly suggests that the support provided by both Learning Community success coaches and ACE mentors may make the biggest difference to students enrolled in Learning Communities. Clearly, the College should not be just looking into improving the level of BHCC student engagement in the area of Academic Challenge as mentioned earlier. Rather, it should strive to adopt and enact, however possible, the Learning Communities

approach across the College in order to improve *all* of BHCC students' levels of engagement in *all* the CCSSE areas.

One example of an LC Program component that seems to be worth adopting is the routine practice of providing faculty with regular opportunities to reflect as a community of learners and practitioners and documenting their own self-assessment. In a focus group conducted with LC faculty in 2014, participants shared how teaching in the LC program helped them become more innovative, flexible, and engaged with students. They also talked about the 'bleed factor' -- how teaching and participating in the LC program influenced their teaching and interactions with students in their non-LC courses. In particular, awareness and integration of student support services emerged as a major bleed factor from the 2014 discussion. One faculty said, *"…it changed my teaching in fundamental ways…as the person in the classroom, I was increasingly taking responsibility for all aspects of the student's success at Bunker Hill, and not just the academic (aspect)."*

The above peer comparisons and findings from the LC faculty focus group re-affirm the rich learning environment that Learning Communities create as a model for best practices that, moving forward, should be incorporated in all initiatives and professional development activities at the College.

A part-time student who shared the experience of taking a Learning Community perhaps best summarizes the impact of the Program:

Sometimes part-time students just come in, come to class, and leave. Even when I did that as a new student, it was detrimental…I didn't get to know people, I didn't have a network. Building that network has been the most beneficial thing to me, and I think by having peer mentors in these learning communities, we are closing the gap between the students that stick around and the students that just fall through. (Center for American Progress, 2018)

LifeMap

Five years after LifeMap was first launched in fall 2013 to change the educational landscape for students, its transformational impact on the College is palpable. The College's technological infrastructure has been overhauled. The seamless unified support services that LifeMap sought to create have centralized the admissions process, significantly improved the efficiency of the new student online application process and student portal, and the accessibility and use of LifeMap Commons and Student Central as busy hubs for over 12,000 students who engage with staff in advising, educational planning, career exploration, and many more services to support their educational journey. LifeMap components have been integrated into the curriculum in at least 22 departments, LifeMap toolkits developed, and curriculum maps have been implemented for all programs, enabling students to plan their courses better and graduate on time.

What demonstrable impact has LifeMap's unified support services and curricular integration had on student success?

Statistical regression models run on the fall 2016 student cohort indicate that visiting LifeMap in a students' first semester is a significant predictor of persistence to the next semester, retention one year later, and retention two years later. Holding all other variables constant and controlling for Pell status, gender, race, and part-time/full-time status, visiting LifeMap increases the probability of a student

persisting to spring or returning in the fall by 5%. Students who visit LifeMap in their first semester also increase their predicted probability of being retained or graduating after two years by 4%.

Part-time students who visit LifeMap in their first semester demonstrate an even larger increase in both persistence and retention rates. They are 16 percentage points more likely to persist than students who do not visit LifeMap, as compared to an 8+ percentage point increase in persistence rates among full-time students.

The same patterns hold true when race and ethnicity are considered. Persistence, one-year retention, and two-year retention rates increase across all racial and ethnic groups for students who visit LifeMap in their first semester compared to students who do not.

Furthermore, the combination of enrolling in an LC and visiting LifeMap increases persistence and fall-to-fall retention for all BHCC students, and across all racial and ethnic groups. BHCC students who enroll in an LC and visit LifeMap achieve the *highest* overall rates of persistence, one-year retention, and two-year retention (see Table 4).

Table 4. Impact of Learning Communities (LC) and LifeMap Visits
On Persistence and Retention of BHCC Students
Fall 2016 Cohort

	Persist to SP17	**Retained to F17**
Learning Community (LC)	83.2%	60.9%
No LC	72.1%	51.9%
	Persist to SP17	**Retained to F17**
LC and LifeMap Visit	87.9%	63.2%
LC, No LifeMap Visit	77.0%	57.9%
	Persist to SP17	**Retained to F17**
No LC and LifeMap Visit	81.3%	58.3%
No LC, No LifeMap Visit	67.4%	48.6%

Source: BHCC Office of Institutional Effectiveness.

These effects seem to be *largest for part-time students* enrolled in an LC in their first semester, as visiting LifeMap increases their persistence rates by 17%. The effect is less -- only an 11% bump -- for fulltime students who are also enrolled in an LC and visit LifeMap in their first semester. In addition, the gap in two-year persistence rates between part-time and full-time students is nearly eliminated when they enroll in a Learning Community and visit LifeMap in their first semester.

Through the "exemplary implementation" of LifeMap (see Appendix F-13), the College has taken a major leap forward in creating a comprehensive and holistic approach to engage and support student learning and development. The College needs to continue with this momentum, and build on the success of its efforts by creating a robust college-wide PD program so that all personnel can fully contribute to the continuing tasks of LifeMap; establish a fully-realized alert and intervention system that could improve achievement, strengthen the role of coaches, increase advising opportunities, and offer just-in-time support, and; explore the development of a case management system and an effective 'hand-off' of advisees to departments in order to encourage all faculty and staff to provide timely support and

increase success and timely completion. The integration of these recommendations from the Final LifeMap Report (see Appendix F-13 again) into the goals of the Holistic Student Supports Redesign Project is a step in the right direction. Finally, the College should establish a regular cycle of eliciting feedback from students (such as those that they provided in Standard 5) and integrate these in the process of continuous improvement.

Improving Institutional Assessment

As mentioned earlier in this Standard, the culture of assessment is accepted at the College and deemed vital to improvement. In the last decade, a faculty-driven SLOAP Committee has undertaken most of the assessment work, and its expansion in the last two years to include student development and support services is expected to expand the practice of assessment.

To date, however, assessment continues to remain most prominent in the academic area and is still dominated by course level assessment. Clearly, assessment must increasingly move more towards the program and institutional levels. Administration leadership and support for faculty work in this area will be needed to continue expanding the capacity for deeper and wider assessment efforts. Student services and support services are beginning to add to the work of SLOAP, organizational support from administration leadership will help the expansion work as well.

Administrative and Financial Services have not been an official part of the Institutional Assessment effort; assessment in this area has been periodic but informal. Metrics for this area should be formalized and made part of the Institutional Assessment effort.

An Emerging Framework of Student Retention and Completion

Despite celebrating some real strides we have made in promoting the success of our students, we continue to recognize that improving student retention and completion rates remain part of our struggle. Bunker Hill Community College is not alone in this quest; our dilemma mirrors what other community colleges in urban centers across the nation grapple with as well.

To address the complex factors contributing to the declining retention and low completion rates, we believe we need to develop a Suite of Solutions, at scale, across all areas of the College. Our College Goals and their accompanying Strategies and Initiatives, as identified in our Strategic Plan, represent the suite of solutions being crafted.

We see three issues that pose as major barriers to our College's efforts in crafting a suite of solutions to address the long-standing problems of persistence, retention, and completion: facilities and space constraints, a technology infrastructure that still needs improvement (both discussed in Standard Seven), and assessment practices that need to expand and deepen (discussed in Standard Two and in this Standard). Hence, Facilities and Capital Planning, Technology Planning and Stabilization, and Assessment Expansion are in the critical path of creating the Suite of Solutions we need. We recognize these three projections as substantial, and worthy of special institutional attention over the next five years.

Summary of Strengths and Challenges

Strengths	Challenges
SLOAP is working as intended, with growth in representation that now includes both faculty *and* professional staff, and an intentional expansion in its scope (professional development and assessment)	SLOAP Work has primarily focused on the academic area and on course-level assessments. It is also not tightly integrated with the Program Review process.
BHCC has clear, defined success metrics and appropriate criteria for conducting peer analysis and analysis of its student sub-populations.	Assessment in Administrative and Financial Services is not a well-established, regular practice.
BHCC is outperforming its peer colleges on multiple measures of student success, resulting in a decrease/elimination of many student achievement gaps. The College's strategies in developmental acceleration and college-level gateway course completion are highly successful.	Surgical Technology has a low pass rate.
Completion rates have been climbing across all student subgroups by race, gender, and enrollment intensity.	Persistence rates have been decreasing since 2016 and impacting continuous, degree-seeking students the most.
The development of metrics and procedures for loss analysis is currently underway.	Equity gaps persist in some student success measures.
The College has a demonstrably robust Learning Communities Program.	The College does not have an effective system for gathering employment data from graduates. Graduate survey response rates are also very low.
LifeMap has successfully transformed the College's educational landscape.	Most success metrics are quantitative in nature. Qualitative data gathering and analysis are not routinely done.
	The perennial challenges of persistence, retention, and completion are impacted by lack of physical space, a technology infrastructure that still needs to be improved, and assessment practices that have yet to expand and deepen

Projections

Projection	Responsible Person/s	Timeline
Through the Program Review Process, explore strategies for improving the pass rates for students in the Surgical Technology program	Dean, Health Sciences; Chair, Surgical Technology	AY 2020-2025
Explore and implement strategies for building the capacity of the Office of Institutional Effectiveness to continue improving assessment and evaluation across the College from an equity lens.	Provost; IE Director and Executive Director	AY 2020-2024
Explore strategies to continue refining the advising model of the College in line with the recommendations of the SEM Team and of the	Associate Provost/SEM Team Leader; Director of Advising, Dean of Enrollment	AY 2020-2024

final report on the LifeMap Initiative.	Management and LifeMap	
Explore strategies for further integration and scaling of best practices from the Learning Communities Program and LifeMap as a template for all student success initiatives.	Dean of Humanities & Learning Communities; Dean of Enrollment Management and LifeMap; Project Directors of all major student success initiatives	AY 2020-2024
Implement a suite of solutions to improve persistence, retention and completion rates that pay special attention to facilities and capital planning, technology planning and the creation of an Institutional Assessment Plan (IAP)	Vice President for Administration and Finance; Chief Information Officer; Executive Director, Institutional Effectiveness	2020-2023 (short-term plans for all three areas); 2020-2030 (long-term for facilities and capital planning)

Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

	Student Success Measures/ Prior Performance and Goals	4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	(AY 2019)
	IPEDS Retention Data						
	Associate degree students	59%	67%	62%	63%	61%	61%
	Bachelors degree students	NA	NA	NA	NA	NA	NA
?	**IPEDS Graduation Data (150% of time)**						
	Associate degree students	11%	11%	9%	11%	14%	11%
	Bachelors degree students	NA	NA	NA	NA	NA	NA
?	**IPEDS Outcomes Measures Data**						
	First-time, full time students						
	Awarded a degree within six years	NA	NA	NA	25%	25%	25%
	Awarded a degree within eight years	NA	NA	NA	27%	26%	25%
	Not awarded within eight years but still enrolled	NA	NA	NA	2%	2%	2%
	First-time, part-time students						
	Awarded a degree within six years	NA	NA	NA	14%	15%	16%
	Awarded a degree within eight years	NA	NA	NA	18%	19%	20%
	Not awarded within eight years but still enrolled	NA	NA	NA	4%	4%	4%
	Non-first-time, full-time students						
	Awarded a degree within six years	NA	NA	NA	18%	21%	24%
	Awarded a degree within eight years	NA	NA	NA	18%	22%	26%
	Not awarded within eight years but still enrolled	NA	NA	NA	2%	2%	2%
	Non-first-time, part-time students						
	Awarded a degree within six years	NA	NA	NA	15%	16%	17%
	Awarded a degree within eight years	NA	NA	NA	17%	18%	19%
	Not awarded within eight years but still enrolled	NA	NA	NA	2%	3%	4%
?	**Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)**						
1	Achieving the Dream Student Persistence:Fall-to-Spring	84%	85%	87%	85%	84%	85%
2	Achieving the Dream Student Retention Fall-to-Fall	NA	61%	58%	63%	62%	61%
3	Voluntary Framework of Accountability Retention: fall to next term	72%	79%	79%	77%	73%	75%
4							
5							
?	**Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)**						
1	Voluntary Framework of Accountability Completion by End of Year Two (Main Cohort)	4% (Fall 2012 Cohort)	5% (Fall 2013 Cohort)	5% (Fall 2014 Cohort)	6% (Fall 2015 Cohort)	6% (Fall 2016 Cohort)	7% (Fall 2017 Cohort)
2	Achieving the Dream Completion at the End of the Third Year After Initial Enrollment	8% (Fall 2011 Cohort)	11% (Fall 2012 Cohort)	11% (Fall 2013 Cohort)	12% (Fall 2014 Cohort)	13% (Fall 2015 Cohort)	14% (Fall 2016 Cohort)
3	Voluntary Framework of Accountability Completion by End of Year Six (Main Cohort)	15% (Fall 2008 Cohort)	17% (Fall 2009 Cohort)	21% (Fall 2010 Cohort)	22% (Fall 2011 Cohort)	18% (Fall 2012 Cohort)	19% (Fall 2013 Cohort)
4							
5							

Definition and Methodology Explanations

	All data included above are dated by reporting year (i.e. all data for current year are for the 2018-2019 IPEDS/ATD/VFA reporting year). 2019-2020 academic year reporting will not be complete until Spring/Summer 2020.
1	BHCC has been a member of Achieving the Dream AtD) since 2007 and a Leader College since 2010. In 2016, the College entered and agreement with AtD granting access to the College's National Student Clearinghouse data. These measures were calculated by AtD using gthe NSC data. Persistence and retention data are dissaggregated by gender, race/ethnicity, age group and first time enrolled in college (FTEIC) in Appendix X.
2	BHCC participated in the pilot of the Voluntary Framework of Accountability in 2011 and became a regular user in 2015. These measures are calculated by the VFA from a raw bulk upload file proivded by the College.
3	Exponenetial Smoothing used with a damping factor of 0.8.

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

?	Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering*	
		6 years ago	4 years ago	8 years ago (Fall 2009)	4 years ago (Fall 2013)
?	**First-time Students**				
	Degree from original institution			21%	15%
	Not graduated, still enrolled at original institution			3%	15%
	Degree from a different institution			19%	NA
	Transferred to a different institution			17%	28%
	Not graduated, never transferred, no longer enrolled			57%	43%
?	**First-time, Part-time Students**				
	Degree from original institution				
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
	Not graduated, never transferred, no longer enrolled				
?	**Non-first-time**				
	Degree from original institution			17%	15%
	Not graduated, still enrolled at original institution			3%	7%
	Degree from a different institution			34%	NA
	Transferred to a different institution			37%	49%
	Not graduated, never transferred, no longer enrolled			44%	29%
?	**Non-first-time, Part-time Students**				
	Degree from original institution				
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
	Not graduated, never transferred, no longer enrolled				

Measures of Student Achievement and Success/Institutional Performance and Goals

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)

1						
2						
3						
4						

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

1						
2						
3						
4						

Definition and Methodology Explanations

1	* Based on Achieving the Dream Student Success Report compiled from National Student Clearinghouse data. Students in the 8 years measure may be counted more than once. For example, if the student completed at Home institution + 4-Year Degree, the student is counted as Degree from original institution and Transferred to a different institution.
2	

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

Category of Student/Outcome Measure	Voluntary Framework of Accountability Two-Year Progess Measures Progress by the ened of Year Two by Cohort Type				
Main Cohort (All students)[1]	**Fall 2012 (n = 3,431)**	**Fall 2013 (n = 3,181)**	**Fall 2014 (n = 3,086)**	**Fall 2015 (n=3,055)**	**Fall 2016 (n=3,175)**
Completed	3.7%	4.9%	4.8%	5.8%	5.9%
Transferred	17.9%	12.7%	12.5%	13.7%	17.8%
Still Enrolled	45.8%	54.9%	52.0%	50.6%	45.4%
Fall to Next Term Retention	71.7%	79.0%	78.4%	77.2%	72.6%
Credit Hours Completed First Term[4]	73.3%	74.7%	73.5%	75.8%	76.1%
Credit Hours Completed Year Two[4]	73.3%	75.1%	74.0%	74.9%	75.9%
Reached Credit Threshold[5]	25.1%	38.6%	36.4%	35.6%	37.3%
Credential Seeking Cohort[2]	**(n = 2,027)**	**(n = 2,320)**	**(n = 1,948)**	**(n = 2,046)**	**(n = 2,002)**
Completed	6.1%	6.7%	7.2%	8.7%	9.4%
Transferred	13.6%	10.9%	9.9%	11.8%	13.8%
Still Enrolled	69.3%	70.6%	71.2%	68.8%	65.3%
Fall to Next Term Retention	93.2%	91.3%	94.7%	93.3%	93.3%
Credit Hours Completed First Term	89.1%	87.2%	89.1%	89.7%	15.0%
Credit Hours Completed Year Two	81.3%	81.2%	81.8%	82.1%	83.3%
Reached Credit Threshold	42.1%	52.9%	52.9%	51.5%	55.8%
First-time in College Cohort[3]	**(n = 1,615)**	**(n = 1,798)**	**(n = 1,706)**	**(n = 1,627)**	**(n = 1,551)**
Completed	2.0%	3.1%	2.6%	3.8%	4.0%
Transferred	10.3%	8.5%	8.6%	9.0%	10.6%
Still Enrolled	58.7%	62.5%	57.3%	56.9%	56.4%
Fall to Next Term Retention	82.0%	84.0%	80.8%	79.7%	79.6%
Credit Hours Completed First Term	76.3%	77.3%	74.7%	76.5%	77.2%
Credit Hours Completed Year Two	73.2%	75.8%	74.0%	74.9%	75.4%
Reached Credit Threshold	29.5%	34.6%	31.2%	33.4%	33.8%

Definition and Methodology Explanations

1 Fall dates above are the Fall cohorts of students.
2 Main Cohort: Fall entering students wo are first time at the reporting college
3 Credential Seeking Cohort: Students in the Main Cohort who earned 12 credits (any) by the end of their first two years.
4 First Time in College Cohort: Students in the Main Cohort who are first time in college.
5 Successful completion of credits: 1st term; by end of year two
6 Reached credit threshold by end of year two:

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

?	Category of Student/Outcome	Voluntary Framework of Accountability Six-Year Progess Measures Progress by the ened of Year Six by Cohort Type				
?	**Main Cohort (All students)[1]**	**Fall 2008 (n = 3,129)**	**Fall 2009 (n = 2,837)**	**Fall 2010 (n = 2,652)**	**Fall 2011 (n = 3,189)**	**Fall 2012 (n = 3,423)**
	Associate (Transfer)	7%	8.9%	9.6%	10.3%	9.2%
	Associate (No Transfer)	6%	7.9%	8.1%	8.4%	6.0%
	Certificate (Transfer)	0%	NA	0.6%	0.5%	0.6%
	Certificate (No Transfer)	2%	NA	2.9%	2.3%	2.3%
	No Award (Transfer)	38%	28.0%	28.4%	30.1%	32.9%
	Still Enrolled	6%	9.6%	7.5%	7.2%	5.9%
	Left with > or = 30 credits	7%	13.1%	7.9%	8.1%	6.8%
	Left with < 30 credits	35%	25.2%	35.0%	33.1%	36.3%
?	**Credential Seeking Cohort[2]**	**(n = 1,680)**	**(n = 1,970)**	**(n = 1,703)**	**(n = 2,113)**	**(n = 2,048)**
	Associate (Transfer)	12%	12.7%	15.0%	15.5%	14.9%
	Associate (No Transfer)	11%	11.3%	12.1%	12.4%	10.0%
	Certificate (Transfer)	1%	NA	1.0%	0.8%	1.0%
	Certificate (No Transfer)	4%	NA	4.2%	3.3%	3.6%
	No Award (Transfer)	35%	28.0%	25.8%	27.0%	29.7%
	Still Enrolled	7%	9.6%	8.7%	8.4%	7.1%
	Left with > or = 30 credits	12%	13.1%	11.1%	11.4%	10.7%
	Left with < 30 credits	18%	25.2%	22.1%	21.3%	22.9%
?	**First-time in College Cohort[3]**	**(n = 1,113)**	**(n = 1,459)**	**(n = 1,379)**	**(n = 1,640)**	**(n = 1,611)**
	Associate (Transfer)	7%	9.8%	9.9%	9.9%	10.5%
	Associate (No Transfer)	6%	7.7%	8.2%	7.9%	7.0%
	Certificate (Transfer)	0%	NA	0.4%	0.5%	0.4%
	Certificate (No Transfer)	2%	NA	2.2%	2.8%	2.6%
	No Award (Transfer)	31%	24.3%	23.9%	26.2%	26.3%
	Still Enrolled	7%	9.3%	8.2%	8.0%	8.3%
	Left with > or = 30 credits	11%	7.6%	6.9%	6.9%	7.3%
	Left with < 30 credits	36%	41.3%	40.2%	37.7%	37.6%

Definition and Methodology Explanations

1	Fall dates above are the Fall cohorts of students.
2	Main Cohort: Fall entering students wo are first time at the reporting college
3	Credential Seeking Cohort: Students in the Main Cohort who earned 12 credits (any) by the end of their first two years.
4	First Time in College Cohort: Students in the Main Cohort who are first time in college.

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

?	Category of Student/Outcome Measure	Achieving the Dream Student Success End of Sixth Year				
?	**Credential-Seeking students First Enrolling in Fall Semester**	**Fall 2008 (n=2298)**	**Fall 2009 (n=3180)**	**Fall 2010 (n=2713)**	**Fall 2011 (n=2870)**	**Fall 2012 (n=2839)**
	Earned an Associate Degree at BHCC and Bachelor's or Higher from Transfer Institution	5%	3%	5%	5%	5%
	Earned a Certificate from BHCC and Bachelor's or Higher from Transfer Institution.	0%	0%	0%	0%	0%
	No award from BHCC, but earned a Bachelor's or Higher from Transfer Institution	10%	9%	10%	9%	10%
	Earned an Associate Degree at BHCC, No Higher Degree from Transfer Institution	8%	11%	13%	14%	13%
	Earned a Certificate at BHCC and Associate degree from Transfer Institution	0%	0%	0%	0%	0%
	No award from BHCC, but earned Associate Degree from Transfer Institution	2%	2%	3%	2%	3%
	Earned a Certificate from BHCC, No higher degree from Transfer Instituion	2%	4%	3%	4%	3%
	No award from BHCC, but earned Certificate from Transfer Institution	0%	1%	1%	1%	0%
	No award by still Enrolled at BHCC	4%	8%	8%	8%	7%
	No award by still enrolled at Transfer Institution	7%	12%	9%	10%	10%
	No award and not enrolled anywhere	35%	50%	47%	48%	48%

Definition and Methodology Explanations

1 Data provided from the Achieving the Dream Student Success Report compiled from National Student Clearinghouse data. Only data available are Fall 2008 - Fall 2012 cohorts.

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

?	Category of Student/Outcome Measure	Achieving the Dream Student Success End of Eighth Year		
?	**Credential-Seeking students First Enrolling in Fall Semester**	**Fall 2008 (n=2298)**	**Fall 2009 (n=3180)**	**Fall 2010 (n=2713)**
	Earned an Associate Degree at BHCC and Bachelor's or Higher from Transfer Institution	6%	6%	9%
	Earned a Certificate from BHCC and Bachelor's or Higher from Transfer Institution.	0%	0%	0%
	No award from BHCC, but earned a Bachelor's or Higher from Transfer Institution	15%	12%	13%
	Earned an Associate Degree at BHCC, No Higher Degree from Transfer Institution	11%	11%	12%
	Earned a Certificate at BHCC and Associate degree from Transfer Institution	0%	0%	0%
	No award from BHCC, but earned Associate Degree from Transfer Institution	3%	2%	3%
	Earned a Certificate from BHCC, No higher degree from Transfer Instituion	3%	3%	4%
	No award from BHCC, but earned Certificate from Transfer Institution	1%	1%	1%
	No award by still Enrolled at BHCC	3%	4%	4%
	No award by still enrolled at Transfer Institution	6%	7%	6%
	No award and not enrolled anywhere	52%	53%	49%

Definition and Methodology Explanations

1 Data provided from the Achieving the Dream Student Success Report compiled from National Student Clearinghouse data. Only data available are Fall 2008 - Fall 2010 cohorts.

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and Completion and Placement Rates for Short-Term Vocational Training Programs)

	3-Years Prior		2 Years Prior		1 Year Prior		Most Recent Year	
	FY 2015		FY 2016		FY 2017		FY 2018	

? State Licensure Examination Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1									
2									
3									
4									
5									

? National Licensure Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	NCLEX	NA	81%	NA	78%	NA	76%	NA	94%
2	Medical Radiography		85%		85%		85%		85%
3	Certified Nursing Assistant	12*	67%*	49	82%	36	90%	20*	80%*
4	Sonography - Cardiac Option		100%		100%		100%		100%
	Sonography - General Option		100%		100%		100%		100%
5	Surgical Technology	21	43%	19	42%	19	47%	20	35%

? Job Placement Rates

	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	Nursing		88	82%	72	80%	80	82%	78	NA
2	Medical Radiography		29	100%	29	0%	27	100%	28	100%
3	Sonography - Cardiac Option		7	1	9	86%	8	89%	8	88%
4	Sonography - General Option		10	1	8	100%	9	86%	9	100%
5										

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable) https://www.bhcc.edu/certificate-programs/

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		FY2015	FY2016	FY2017	(FY 2018)	(FY 2)
	? Completion Rates					
1	Accounting Information Certificate Program	*	*	6%	See Note	
2	Administrative Support Specialist Certificate	*	*	*		
3	Android Mobile App Certificate Program	*	*	*		
4	Central Processing Certificate Program	*	*	27%		
5	Cisco Systems CCNA Fast Track Certificate Program	*	*	15%		
6	Community Health Worker Certificate Program	*	*	*		
7	Computed Tomography Certificate Program	*	*	*		
8	Computer Forensics Certificate Program	*	*	5%		
9	Computer Forensics Certificate Program (Fast Track	*	*	*		
10	Computer Support Specialist Certificate Program	*	*	7%		
11	Craft Entrepreneurship Certificate Program	*	*	*		
12	Culinary Arts Certificate Program	*	*	18%		
13	Data Management (Fast-Track) Certificate Program	*	*	*		
14	Database Support Specialist Certificate Program	*	*	*		
15	DB Specialist Certificate Program (Fast Track)	*	*	6%		
16	Early Childhood Development Certificate Program	*	*	15%		
17	Early Childhood Development with Child Development	*	*	18%		
18	Energy and Sustainability Management Certificate P	*	*	5%		

19	Entrepreneurship Certificate Program	*	*	25%		
20	Excel Applications Support Specialist Certificate	*	*	*		
21	Fire Protection & Safety Certificate Program	*	*	*		
22	Gaming/Computer Simulation in Entrepreneurship	*	*	0%		
23	Health Information Networking Certificate Program	*	*	0%		
24	Health Information Technology Certificate Program	*	*	*		
25	Hotel/Restaurant Management Certificate Program	*	*	7%		
26	Human Services Certificate Program	*	*	14%		
27	Imaging Informatics Certificate Program	*	*	*		
28	Information Management Specialist Certificate Prog	*	*	*		
29	Information Technology Security Certificate	*	*	*		
30	Information Technology Security Certificate FT	*	*	0%		
31	Law Enforcement Certificate Program	*	*	0%		
32	Magnetic Resonance Certificate Program	*	0%	*		
33	Mammography Certificate Program	*	*	*		
34	Medical Assistant Certificate Program	*	43%	59%		
35	Medical Information Management Certificate	*	*	8%		
36	Medical Interpreting Certificate Program	*	*	38%		
37	Meeting and Event Planning Certificate Program	*	*	0%		
38	Mobile App Starter Certificate: Apple Devices	*	*	*		
39	MS Applications Support Specialist Certificate	*	*	*		
40	Network Technology Certificate Program	*	*	4%		
41	Object Oriented Design Certificate Program	*	*	*		
42	Paralegal Studies Certificate Program	*	*	20%		
43	Paramedic Certificate Program	*	*	*		
44	Pastry Arts Certificate Program	*	6%	9%		
45	Patient Care Technician Program	*	47%	15%		
46	PC Hardware Support Specialist Certificate Program	*	*	14%		
47	Pharmacy Technician Certificate Program	*	*	63%		
48	Psychiatric Rehabilitation Certificate Program	*	*	*		
49	Sport Management Certificate Program	*	*	*		
50	Substance Abuse Services Certificate Program	*	*	*		
51	Surgical Technology Certificate Program	*	0%	72%		
52	Taxation Certificate Program	*	*	18%		
53	Web Development Certificate Program	*	*	10%		
54	Web Development in Entrepreneurship Certificate Pr	*	*	*		

Placement Rates

1						
2						
3						
4						
5						

Please enter any explanatory notes in the box below

* Full academic year data is unavailable. Program completion rates based on annual Gainful Employment regulation reporting. Programs with fewer than 10 students are not reported in the GE regulation to preserve the confidentiality of the students. BHCC will not be reporting Gainful Employment data for the 2018-2019 year per early rescission guidelines. See more information at: https://www.bhcc.edu/certificate-programs/.

Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020
? **Master's Programs (Add definitions/methodology in #1 below)**					
Retention rates first-to-second year	NA	NA	NA	NA	NA
Graduation rates @ 150% time	NA	NA	NA	NA	NA
Average time to degree	NA	NA	NA	NA	NA
Other measures, specify:					
? **Doctoral Programs (Add definitions/methodology in #2 below)**					
Retention rates first-to-second year	NA	NA	NA	NA	NA
Graduation rates @ 150% time	NA	NA	NA	NA	NA
Average time to degree	NA	NA	NA	NA	NA
Other measures, specify:					
? **First Professional Programs (Add definitions/methodology in #3 below)**					
Retention rates first-to-second year	NA	NA	NA	NA	NA
Graduation rates @ 150% time	NA	NA	NA	NA	NA
Average time to degree	NA	NA	NA	NA	NA
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates	69%	68%	69%	70%	69%
Retention rates	NA	NA	NA	NA	NA
Graduation rates	NA	NA	NA	NA	NA
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates (Chelsea)	82%	82%	83%	82%	82%
Course completion rates (East Boston)	71%	84%	79%	77%	75%
Course completion rates (Malden)	77%	80%	78%	78%	78%
Course completion rates (South End)	65%	NA	NA	NA	NA
Course completion rates (Everett)	73%	81%	81%	97%	76%
Course completion rates (Pao Arts Center)	NA	73%	73%	75%	76%
Course completion rates (Quincy)	75%	80%	NA	NA	NA
Retention rates	NA	NA	NA	NA	NA
Graduation rates	NA	NA	NA	NA	NA
Other measures, specify:					

Definition and Methodology Explanations

1	NA
2	NA
3	NA
4	Distance Education (Online) course completion rates are for all online courses in the given academic year. Distance Education (Online) students are currently not a distinct, separate population of students. BHCC students enroll in a mixture of online and face-to-face courses that differs from semester-to-semester, therefore retention and graduation rates cannot be calculated.
5	Students who complete courses at any of the instructional locationas or branch campuses are not distinct populations and, as such, retention and graduation rates cannot be calculated.

Standard 9

Integrity, Transparency, and Public Disclosure

STANDARD 9: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

INTEGRITY

Description

Bunker Hill Community College is committed to transparency and clear communication in its operations, and integrity in the implementation of its mission of teaching and learning. The College derives its degree-granting authority and responsibility from Massachusetts General Law, as regulated by the Massachusetts Board of Higher Education via the Commissioner and Department of Higher Education and the Bunker Hill Community College Board of Trustees (BOT) (see also Standard 3)**.** The open meeting law governs BOT meetings, and the open-door policies of the President and senior staff exemplify the College's commitment to an environment of open discussion and learning. The College complies with all local, state, and federal regulations, mandates, and statutes that impact higher education, such as Titles IV and IX, the Family Educational Rights and Privacy Act (FERPA), Americans with Disabilities Act (ADA), and Affirmative Action and Equal Opportunity. BHCC fulfills standards of integrity established by the New England Commission of Higher Education (NECHE) and the Commonwealth of Massachusetts.

Appraisal

BHCC Institutional Values set the standards of integrity for all members of the College community. They help shape expectations in the conduct of all college functions and operations, as well as meetings and convenings held at all levels. These include but are not limited to venues conducted by the Board of Trustees (BOT), Executive Staff, College Forum and Governance Committees, the Institutional Review Board (IRB), Division and Department Meetings, college-wide convenings of Convocation and Commencement, and all faculty and staff interactions with students. In addition, the Statement on Civility reiterates the College's commitment to language and behavior that is courteous and respectful in all interactions with members of the BHCC community.

Ethical practices and integrity are promoted in a number of ways:

- Administrators implement contractual guidelines using the appropriate CBA or handbook that applies to an employee's terms of employment, salary, workload, performance evaluation, promotion, and grievance procedures with the intent of fair resolution (see also Standard 7 and the last bullet point below).

- Article VII on Academic Freedom and Responsibility of the MCCC contract and Chapter 1 of the Non-Unit Professionals (NUP) Personnel Policies Handbook articulate the expectations on honesty and fairness for faculty and staff. Integrity is also a component of the annual performance evaluation of NUPs. For students, expectations of academic integrity are found in the Student Handbook, and the College's Policy on Student Expression ensures that all student views are valued and allowed in appropriate venues (see Data First Form 9.1).

- Mandatory conflict of interest training for faculty and staff is conducted each year and managed through the Human Resources department. Regular annual training in Title IX is also required for key designated administrators and staff.

- The College formally created the Institutional Review Board (IRB) in 2018 to better enforce the practice of ethical research on BHCC's diverse population. The IRB reviews and approves proposals to ensure that the research study's methods and procedures adhere to ethical standards, risks to research participants from BHCC are minimized and reasonable in relation to anticipated benefits, and that the selection of research participants is equitable. Details on IRB Policies and Procedures are found online.

- Guidelines on the Family Education Rights and Privacy Act (FERPA) are available online and published in the College Catalog. Intellectual Property Policies are likewise posted on the College's website.

- Behavior Policies and Procedures and the policy on Satisfactory Academic Progress, both found in the Student Handbook, ensure that the College's educational policies and procedures are equitably applied to all students.

- All minutes of the Executive Staff, College Forum, and Faculty Governance Committees are disseminated via email and/or posted online for members of the college community.

- Annual Unit Planning (AUP) budget requests are accessible to all members of the college community via TaskStream, and AUP decisions are disseminated via email to all full-time employees.

- Appropriate policies and procedures for the fair resolution of grievances brought by faculty, staff, or students are available on the website, the BHCC Intranet, in the collective bargaining agreements (CBAs), and in the NUP handbook. The Policy on Affirmative Action, Equal Opportunity and Diversity includes procedures for filing complaints. As stated in the Policy, a prompt, thorough, fair and objective investigation of complaints must be conducted by designated officers of the College before any corrective actions are taken. The College adheres to due process in each policy/procedure articulated and ensures that the rights of all persons involved in the grievance process are protected. Moreover, students or employees who file a discrimination complaint/grievance or cooperate with the College's investigation are protected from any form of retaliation.

In order to continue strengthening institutional practices that promote integrity, the President's office is leading a review of the BHCC Policies and Procedures handbook, currently found on the BHCC Intranet. Part of the handbook revisions will include a periodic review and assessment procedure by appropriate stakeholders to ensure currency and continuous improvement. The updated document is anticipated to be completed and made available to the public in AY 2020-2021.

The College further demonstrates honesty and integrity in its relationship with the New England Commission of Higher Education (NECHE) by complying with NECHE standards, policies, Requirements of affiliation, and responding to all information requests in a timely manner. The College's senior team serves the field through assignments for the Commission as Commissioner and as visiting team members. The College maintains a collegial and excellent relationship with the Commission and values peer review.

Access and success, and inclusiveness and equity, are also at the core of the College's commitment to institutional integrity and diversity. The Statement on Inclusion is publicly posted as an explicit part of the College's mission and vision. The College's Office for Equity, Diversity and Inclusion also ensures that all prospective or current employees and students are treated with respect and are able to pursue their goals for advancement "without experiencing undue discrimination or undue impediments." Its Policy on Affirmative Action, Equal Opportunity & Diversity articulates a clear commitment to diversity and inclusion and provides clear guidelines to protect the rights of people against unlawful conduct, the rights of persons with disabilities, and the right to equal opportunity for all contractors, suppliers, and vendors. Informal and formal complaint procedures further ensure due process for all parties involved. In addition, updated information on Pregnant and Parenting College Students' Rights and Pregnant Workers Fairness Act are published on the Office's web page, and the College is committed to Web Accessibility for students, faculty, and staff with disabilities.

In spring 2018, a diverse team comprising the Equity Work Group (EWG) was formed to further strengthen policies and practices in advancing diversity, inclusion, and equity, and integrating the cultural wealth of students, faculty, staff, and communities in its institutional life. As of spring 2019, a concrete outcome of the EWG was re-envisioning the Office of Equity, Diversity, and Inclusion and compiling a leadership profile for the Chief Equity, Diversity and Inclusion Officer (CEDIO) who will oversee both regulatory compliance of Title IX as well as the development of campus culture through the lens of equity. This work has led to posting a job ad for the said position, and a search committee is currently in the process of evaluating prospective candidates for the College's first CEDIO. Upon hire, two priority tasks of the CEDIO will be to (1) conduct a much-needed campus climate assessment to elicit employee and student feedback on issues related to access, inclusion, equity, and respect for individual and group needs, abilities and potential, and; (2) to oversee the implementation of Title IX in compliance as well as training and development (see also Standard 6).

Improvements in the College's open admissions, advising, registration and enrollment processes for students, already discussed in Standard 5, are likewise fostering greater access and inclusion across a diverse range of prospective students. Nonetheless, given our linguistically diverse population, the College can further promote inclusion if translations of digital and print publications into the major languages spoken on campus are made available. See, for instance, the Public Safety Statements Concerning Police Activities and Immigration.

All activities and functions proposed, implemented or sponsored by the College are reviewed by area managers and senior staff for their appropriateness and alignment with the institution's Mission and Vision.

TRANSPARENCY

Description

The College strives to be transparent in all of its print and online publications. Through the website, the BHCC Intranet for faculty and staff, weekly online newsletters emailed to faculty, staff and students via BHCC Updates, and the BHCC SelfService portal for students, information is relayed and searchable for prospective students, current students, faculty and staff, and community members. These include, for instance, information on admissions, grading, and employment. The College provides required program data to ensure that accreditation requirements are met. Updates are made on all BHCC mediums once appropriate approvals are obtained (please see Data First Form 9.2).

Appraisal

The BHCC Website provides sufficient detailed information for prospective and current students to help them make informed decisions about their educational and career goals. Improvements and enhancements implemented in the last five years (discussed in Standards 4 and 5) have made the home page highly student-centered and mobile-friendly; its updated content and multiple links ensure that requesting information, learning about academic life at the College, especially programs of study that one can pursue, and obtaining admissions information remain accurate and accessible.

Every program of study typically provides the program overview, learning outcomes, career outlook, and the curriculum map. Some programs in the Health Sciences, such as Medical Imaging and Nurse Education, also provide information on pass rates and job placement. Information on programs of study is available online and in the College Catalog. The updated College Catalog, as well as previously archived versions, are readily accessible online and in print, and also downloadable for printing.

As students decide on their program of study, they can also easily access admissions information. Centralized information on the Admissions home page allows prospective students to easily apply online and navigate through the different requirements in the admissions process, such as assessment procedures, transfer of credits (including the use of Transferology), or steps to applying for financial aid. As of this writing, the new student online application continues to be refined to better serve international and dual enrollment students, as these populations have different or additional application requirements.

In addition to the above, prospective and current students can access the home page of Student Central, the College's student triage center, to obtain information on registration, payment, and academic records. Its Qless App allows students to get in into a virtual line as they travel to campus, in order to save on waiting time.

The Student Life home page provides links to support services and opportunities for co-curricular and internship engagement. It links to the Student Affairs -- Dean of Students Office home page as well, where students can find the student handbook, information, and procedures for the grade appeal process, and the student code of conduct.

Persons seeking employment can obtain information on the Human Resources web page. The process for applying for employment is managed by Human Resources utilizing a third party vendor, Interview Exchange.

The College also documents and celebrates the achievements of its graduates and faculty through featured stories in the BHCC Magazine, BHCC News, social media, and the BHCC Highlights link accessible via the BHCC Intranet.

Inquiries about the College can be channeled through the contact us link that appears at the footer of every page of the website. Contact information is also posted on the web page of every service-oriented department. Finally, in line with the new Massachusetts public record law enacted in January 2017, the College maintains a public records page that provides links to information such as the College's recent and past financial audit reports, and a process for submitting public record requests.

Digital and print publications are reviewed and updated regularly by appropriate content stakeholders, using different timelines that make the most sense for each operational unit. The two-year College Catalog, published in print and online, is updated on an ongoing basis as changes to programs of study, course offerings, or tuition and fees occur. The online Student Handbook is updated each summer, and specific programs or course offerings for community education, Learning Communities or other programs are updated before each registration period.

Currently, there are inconsistencies with the content on academic division and department web pages, which poses a challenge to students in finding and comparing information. Creating more consistent web content in the academic areas will need to be a priority in the next review of digital publications and web content. Addition videos are being created for hi-demand programs that will be integrated throughout the website. With the demand from faculty and deans for more focused program marketing, the Executive Director of Integrated Marketing and Communications developed a program marketing initiative and formed a Program Marketing Task Force to address the needs of program marketing with supporting external and internal data (See Appendix F-26).

PUBLIC DISCLOSURE

Description

The Bunker Hill Community College official College Catalog is produced every two years and is available in print with a downloadable version accessible from the catalog page. The College Catalog serves as the historical record of College policies and houses vital program and course information. The catalog and the official BHCC website are the primary sources for disclosing requirements, procedures, and policies related to admissions, attendance, tuition and fees, financial aid, and transfer services. An online programs of study that duplicates the College Catalog is available online and is print-friendly. The online version is updated and maintained as programs, course offerings and course descriptions change (see Data First Form 9.3).

The catalog includes BHCC's NECHE accreditation status. A list of academic program accreditations is also available, and the website includes a designated page about the institution's accreditations, including the accreditation status of specific programs.

BHCC complies with federal and state laws regarding public access to information that includes the Family Educational Rights and Privacy Act (FERPA), the Freedom of Information Act (FOIA) pertaining to public records, and the Higher Education Act (HEA). A link to the public records and request page is found on the bottom footer of every webpage.

Finally, the College maintains archived information on gainful employment for the certificate programs, which includes data on student debt and loan repayment rates. Recently, the College adopted early rescission of the Gainful Employment regulations as made available by the June 2019 memo from the U.S. Department of Education.

Appraisal

The College ensures that its public disclosures are available online and in print, or downloadable for printing.

The College Catalog states the Mission, Vision, and Values of the College as a member institution of the Massachusetts system of public higher education and of community colleges, as well as its goals and Institutional Learning Outcomes (ILOs) which are likewise found on the website and cross-linked with the Mission, Vision, Values page. The catalog also publishes information on the College's Campus and Instructional Centers and academic policies and procedures, both of which are accessible on the Locations page of the website and under the Educational Planning section of the Student Handbook, respectively. Other vital information found in the catalog include admissions information (also found on the Admissions web page and cross-linked with advising, registration and orientation, transfer services, and financial aid that links to the cost of attendance and the net price calculator), and; curricular and co-curricular opportunities which are also given on the Student Life web page. In addition, the catalog lists all current full-time faculty, professional staff and administrators with their appropriate credentials, and the Board of Trustees. A searchable online directory of full-time faculty, staff and administrators provides their name, title, department, email and phone number. The Board of Trustees webpage shows the trustee's name, picture, title and employer..

Behavior policies, which include and the student code of conduct, are published in the online Student Handbook, which can be accessed from the Student Affairs -- Dean of Students Office home page.

Every year, the Office of Institutional Effectiveness (IE) updates its fast facts to provide information on the size and demographic characteristics of the College's student population and the general profile of full-time employees and adjunct faculty. Through its College Data page, it also publishes the key performance metrics used to evaluate student success data and the major data sources used to report on these metrics, among them, the Integrated Postsecondary Education Data System (IPEDS), the Higher Education Information Resource System (HEIRS), a state database managed by the Massachusetts Department of Higher Education (DHE), the Voluntary Framework of Availability (VFA), the National Student Clearinghouse, the Community College Survey of Student Engagement (CCSSE), and Labor Market Data.

Only College employees are authorized to act and interact on behalf of the College. The College does *not* authorize other agents to act on its behalf. This includes the handling of all media relations, which should be directed to the Integrated Marketing and Communications (IMC) Division, the official designated contact for all press and media inquiries. Prospective and current students also enter into an agreement with the College through the application process and follow the policies in the Student Handbook. All contracts with the College are signed by an officer of the College.

Even as the College remains compliant with federal and state laws on public access to information, improvements can still be made in its digital publications. With the recent purchase of Board Docs, the College plans to transition many key areas of content to this new platform which will allow ongoing stakeholder review, version control, and promote transparency that will be easily linked from the website.

Currently, the list of articulation agreements is being updated and will include agreements with high schools and community-based organizations. Emails were recently added to the online faculty and staff directory. Contact boxes within division and department web pages are currently being reviewed with stakeholders to ensure consistency and accuracy.

Summary of Strengths and Challenges

Integrity

Strengths	Challenges
The College is implementing a formal review process to revise the College's policies and procedures.	The College has not conducted a comprehensive campus climate assessment on issues of diversity, inclusion, equity, and campus safety.
The job search for a Chief Equity, Diversity and Inclusion Officer (CEDIO) is in-progress.	BHCC publications do not reflect their linguistically diverse campus.

Transparency

Strengths	Challenges
Enhancements on the website have improved transparency and clarity of communication with prospective and current students.	There are inconsistencies with the content on academic division and department pages that make it hard for students to find the information they need.
The new student online application continues to be refined to better serve students applying to selective programs, international students and dual enrollment students.	A program marketing taskforce was created in the fall of 2019 to address the need to increase program marketing collaborating with stakeholders across the campus.
Digital and print publications are regularly updated.	

Public Disclosure

Strengths	Challenges
The College is compliant with federal and state laws on public access to information	The College does not publish information on student debt, cohort default, and loan repayment rates. College will look at best place to post this.
The College is in the process of transitioning key areas of administrative and board governance content to BoardDocs.	
Articulation agreements are being updated, including those with high schools and community-based organizations.	
The online directory was recently updated to include emails.	

Projections

Projection	Responsible Person/s	Timeline
Finalize and upload the BHCC Policies and Procedures Manual	President; Associate Dean for Academic Affairs	2020
Conduct a campus climate assessment to elicit feedback on issues related to diversity, inclusion, and equity.	Chief Equity, Diversity and Inclusion Officer (CEDIO)	2020-2021
Translate digital and print publications into the major languages spoken at the College	Executive Director, Integrated Marketing & Communications (IMC)	2019-2025
Finalize the new student online applications for international and dual enrollment students, and students applying to selective programs	Dean of Enrollment and Director of Admissions	2019-2021
Create more consistent web content in the academic areas	Executive Director, Integrated Marketing & Communications (IMC) and Academic Deans	2019-2021
Provide complete contact information for college personnel in the online directory and in division and department web pages	Executive Director, Integrated Marketing & Communications (IMC)	2020-2021
Publish information on student debt, cohort default, and loan repayment rates as part of an official data warehouse for the College	Executive Director, Financial Aid	2019-2020
Continue to work on the Program Marketing Initiative with program stakeholders and task force.	Executive Director, Integrated Marketing & Communications (IMC) and Academic Deans	2020-2021

Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)

Policies	Last Updated	Website location where policy is posted
Academic honesty	2017	http://www.bhcc.edu/handbook/behaviorpolicies/#scc-dishonesty
Intellectual property rights	2010	http://www.bhcc.edu/media/03-documents/library/librarypolicies/Massachusetts-Community-Colleges-Copyright-and-Intellectual-Property-Policy.pdf
Conflict of interest	2014	https://www.bhcc.edu/equitydiversityinclusion/equalopportunitydiversitypolicy/
Privacy rights	2017	http://www.bhcc.edu/web-accessibility (web); http://www.bhcc.edu/handbook/institutionalandgeneralpolicies/#educational (FERPA)
Fairness for students	2017	http://www.bhcc.edu/handbook/behaviorpolicies/
Fairness for faculty	2018	http://www.mass.edu/shared/collbargaining/mccc.pdf
Fairness for staff	2017, 2018	http://www.mass.edu/shared/collbargaining/AFSCME2014-2017_final.pdf (AFSCME); http://www.mass.edu/shared/collbargaining/mccc.pdf (MCCC)
Academic freedom	2018	http://www.mass.edu/shared/collbargaining/mccc.pdf
Research	2017	http://www.bhcc.edu/about/facultyandstaffresources/institutionalreviewboard/
Title IX (Faculty/Staff)	2017	https://www.bhcc.edu/media/03-documents/FacultyStaff-Title-IX-w-o2018.pdf
Title IX (Student	2017	https://www.bhcc.edu/equitydiversityinclusion/studentguidetotitleix/

Non-discrimination policies		
Recruitment and admissions		http://www.bhcc.edu/eeo/
Employment		http://www.bhcc.edu/eeo/
Evaluation (NUP)	07/2016	BHCC Intranet - https://intranet.bhcc.edu/humanresources/hrforms/#d.en.50029
Evaluation (MCCC)	06/01/2018	BHCC Intranet - https://intranet.bhcc.edu/humanresources/hrforms/#d.en.50029
Evaluation (AFSCME)	07/01/2017	BHCC Intranet - https://intranet.bhcc.edu/humanresources/hrforms/#d.en.50029
Disciplinary (NUP)	07/2016	https://intranet.bhcc.edu/humanresources/hrforms/
Disciplinary (MCCC)	06/01/2018	https://intranet.bhcc.edu/humanresources/hrforms/
Disciplinary (AFSCME)	07/01/2017	BHCC Intranet - https://intranet.bhcc.edu/humanresources/hrforms/#d.en.50029 (faculty/staff); https://www.bhcc.edu/handbook/behaviorpolicies/(student)
Advancement		https://intranet.bhcc.edu/humanresources/hrforms/
Other; specify		

Resolution of grievances		
Students		http://www.bhcc.edu/handbook/behaviorpolicies/#grievance-procedure
Faculty		https://mccc-union.org/contracts-forms/
Staff		(AFSCME) https://intranet.bhcc.edu/media/bhccintranet/documents/hr/forms/AFSCME---APPENDIX-H---GRIEVANCE-FORM.pdf; (MCCC) https://intranet.bhcc.edu/media/bhccintranet/documents/hr/forms/MCCC-X-G1-STEP-ONE-COMPLAINT.pdf
Other; specify		

Other	Last Updated	Website location or Publication

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure
(Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	http://www.bhcc.edu/about/contactus/
Notice of availability of publications and of audited financial statement or fair summary	http://www.bhcc.edu/publicrecords/
Processes for admissions	http://www.bhcc.edu/admissions/applynow/
Processes for employment	http://www.bhcc.mass.edu/hr/available positions
Processes for grading	https://www.bhcc.edu/dos/gradeappealprocess/
Processes for assessment	http://www.bhcc.edu/sloap/ (Institutional); https://www.bhcc.edu/assessment/
Processes for student discipline	http://www.bhcc.edu/handbook/behaviorpolicies
Processes for consideration of complaints and appeals	http://www.bhcc.edu/handbook/behaviorpolicies/#ma-code-of-conduct; https://www.bhcc.edu/dos/studentconduct/, Grade appeal process: https://www.bhcc.edu/dos/gradeappealprocess/, Union Contract http://www.mass.edu/shared/collbargaining/mccc.pdf and http://www.mass.edu/shared/collbargaining/AFSCME2014-2017_final.pdf, NUP Handbook https://www.mass.edu/forfacstaff/nonunit/documents/NUPHandbookCCRevisedOctober2016.pdf

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	**Website location and/or publication where valid documentation can be found**
Career Outlooks on each program of study page	www.bhcc.edu/programsofstudy
Gainful employment	http://www.bhcc.edu/certificate-programs/
All programs include career outlook	http://www.bhcc.edu/programsofstudy

Date of last review of:	
Print publications	Fall 2019
Digital publications	Fall 2019

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)

Information	Website location
Institutional catalog	http://www.bhcc.edu/catalog/
institution	http://www.bhcc.edu/handbook/behaviorpolicies/
Information on admission and attendance	Admission: https://www.bhcc.edu/media/01-collegepublications/collegecatalogs/BHCC-2019-2021-College-Catalog.pdf#page=16 ; Attendance: http://www.bhcc.edu/handbook/educationplanning/#attendance
Institutional mission and objectives	http://www.bhcc.edu/about/missionvision/
Expected educational outcomes	https://www.bhcc.edu/ilos/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.bhcc.edu/catalog
Requirements, procedures and policies re: admissions	https://www.bhcc.edu/admissions/
Requirements, procedures and policies re: transfer credit	http://www.bhcc.edu/transfer/
A list of institutions with which the institution has an articulation agreement	http://www.bhcc.edu/admissions/articulationagreements/
Student fees, charges and refund policies	http://www.bhcc.edu/costofattendance/ ; http://www.bhcc.edu/studentcentral/studentpayment/refunds/ ; https://www.bhcc.edu/tuition/
Rules and regulations for student conduct	http://www.bhcc.edu/handbook/behaviorpolicies/#ma-code-of-conduct
Procedures for student appeals and complaints	http://www.bhcc.edu/handbook/behaviorpolicies/#scc-appeal
Other information re: attending or withdrawing from the institution	https://www.bhcc.edu/catalog/
Academic programs	http://www.bhcc.edu/programsofstudy/
Courses currently offered	https://www.bhcc.edu/courseschedules/
Other available educational opportunities	www.bhcc.edu/catalog
Other academic policies and procedures	
Requirements for degrees and other forms of academic recognition	http://www.bhcc.edu/handbook/educationplanning/#graduation-information; http://www.bhcc.edu/programsofstudy/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://www.bhcc.edu/media/01-collegepublications/collegecatalogs/BHCC-2019-2021-College-Catalog.pdf#page=308
Names and positions of administrative officers	Please see Institutional Characteristics form.
Names, principal affiliations of governing board members	http://www.bhcc.edu/about/boardoftrustees/
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	http://www.bhcc.edu/locations/
Programs, courses, services, and personnel not available in any given academic year.	Courses and Faculty: https://selfservice.bhcc.edu/Student/Courses/Search Programs: list in catalog when programs are no longer available for new students Services: need solution for programs that are temporarily unavailable, ie, STAND not currently accepting new students
Size and characteristics of the student body	http://www.bhcc.edu/about/institutionaleffectiveness/fastfacts/
Description of the campus setting	http://www.bhcc.edu/about/charlestowncampus/
Availability of academic and other support services	http://www.bhcc.edu/handbook/educationplanning/ ; http://www.bhcc.edu/handbook/supportservices/ ; https://www.bhcc.edu/academics/academicresources/
Range of co-curricular and non-academic opportunities available to students	http://www.bhcc.edu/handbook/studentinvolvement/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	Shuttle, Health and Wellness Center, Library, Quiet Study Space, Student Lounges, Cafeteria/Cafe, Veterans Center, International Center (https://www.bhcc.edu/studentlife/)
Institutional goals for students' education	https://www.bhcc.edu/ilos/
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://www.bhcc.edu/about/institutionaleffectiveness/
Total cost of education and net price, including availability of financial aid and typical length of study	Student Central (Net Price Calculator here: https://www.bhcc.edu/studentcentral/), Cost of Attendance: https://www.bhcc.edu/costofattendance/
Expected amount of student debt upon graduation and loan payment rates	Amount of Debt: http://www.bhcc.edu/financialaid/costofattendanceanddeterminingneed/ http://www.bhcc.edu/financialaid/costofattendanceanddeterminingneed/netpricecalculator/
Statement about accreditation	http://www.bhcc.edu/academics/accreditation/

Appendix A

Affirmation of Compliance

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
Tel: 781-425-7785 I Fax: 781-425-1001 I cihe.neasc.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. **Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (NECHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	https://www.bhcc.edu/catalog
Print Publications	BHCC Catalog
Self-study/Fifth-year report Page Reference	28 - 30

2. **Credit Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	https://www.bhcc.edu/transfer/
Print Publications	BHCC Catalog
Self-study/Fifth-year Report Page Reference	28

3. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	Multiple sites: 1) https://www.bhcc.edu/handbook/ ; 2) https://www.bhcc.edu/dos/
Print Publications	BHCC Catalog
Self-study/Fifth-year Report Page Reference	40, 87, 90

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Password protected learning management system
Self-study/Fifth-year Report Page Reference	39, 63, 90

5. **FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	https://www.bhcc.edu/news/2020/february/public-notice-neche-evaluation.html
Print Publications	Charlestown Patriot, Chelsea Record, Malden Observer, El Planeta (Spanish),World News (Chinese)
Self-study Page Reference	xliii

The undersigned affirms that ___Bunker Hill Community College meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: Pam Eddinger ___ Date: 2/11/2020

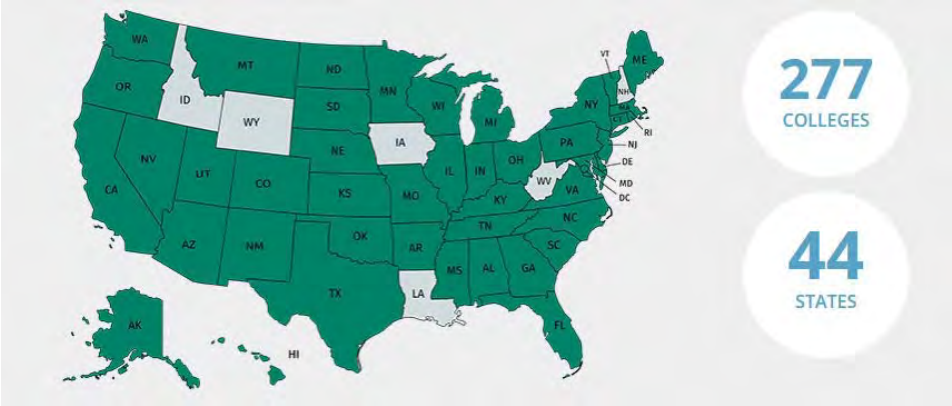
Appendix B

Making Assessment More Explicit: Option E4 (Peer Comparisons)

Peer Selection

ACHIEVING THE DREAM – Student Success Report

Achieving the Dream (AtD) compares Bunker Hill Community College to two groups for Six and Eight Year Outcomes using data from the National Student Clearinghouse. Since there are only three other AtD colleges in Massachusetts (the AtD Standard for state comparison is five colleges), the New England Region, consisting of 24 AtD colleges from four states, is used. Achieving the Dream also compares completion outcomes to the entire AtD Network of community colleges.



Connecticut
Asnuntuck Community College
Capital Community College
Gateway Community College
Housatonic Community College
Manchester Community College
Middlesex Community College
Naugatuck Community College
Northwestern Connecticut Community College
Norwalk Community College
Quinebaug Valley Community College
Three Rivers Community College
Tunxis Community College

Maine
Central Maine Community College
Eastern Maine Community College
Kennebec Valley Community College
Maine Community College System
Northern Maine Community College
Southern Maine Community College
Washington County Community College
York County Community College

Massachusetts
Northern Essex Community College
Roxbury Community College
Springfield Technical Community College

Vermont
Community College of Vermont

MASSACHUSETTS DEPARTMENT OF HIGHER EDUCATION - PMRS

The Massachusetts Department of Higher Education (DHE) introduced the new Performance Measurement Reporting System (PMRS) in spring 2019 using data submitted by the Colleges to the state's Higher Education Information Resource System (HEIRS). For the Six Year Outcomes, the 14 other Massachusetts Community Colleges are used for comparison; while for the Eight Year Outcomes, a comparison group of 14 national peer institutions is used. The DHE contracted with Dennis Jones of the National Center for Higher Education Management Systems (NCHEMS) to develop peer groups for the fifteen community colleges. Using the NCHEMS peer selection tool and his own insights, a peer group of 9-16 institutions for each MA institution was constructed. The following factors are included in the construction of the peer groups.

Factor	**Description**
Control	Public or Private
Special Mission Features	Presence of Baccalaureate Programs
Size	Annualized FTE
Full-time/Part-time Enrollment Mix	Annualized FTE
Program Mix	With Particular attention to: Level of program—how much emphasis on certificates vs. Associates Extent of offerings in high cost programs, particularly health and engineering.

Massachusetts Community Colleges	NCHEMS Selected National Peers
Berkshire Community College	Anne Arundel Community College, MD
Bristol Community College	Camden County College, NJ
Cape Cod Community College	Carillo College, CA
Greenfield Community College	Chemeketa Community College, OR
Holyoke Community College	College of the Sequoias, CA
Massachusetts Bay Community College	Community College of Philadelphia, PA
Massasoit Community College	Delaware County Community College, PA
Middlesex Community College	Glendale Community College, CA
Mount Wachusett Community College	Kirkwood Community College, IA
North Shore Community College	McLennan Community College, TX
Northern Essex Community College	Montgomery County Community College, PA
Quincy College	Oklahoma City Community College, OK
Quinsigamond Community College	Prince George's Community College, MD
Roxbury Community College	San Bernadino Valley College, CA
Springfield Technical Community College	Anne Arundel Community College, MD

VOLUNTARY FRAMWEWORK OF ACCOUNTABILITY

Since 2015, Bunker Hill Community College submits data to and uses the Voluntary Framework of Accountability (VFA), developed by the AACC, as a tool for analysis. The VFA allows colleges to select peer institutions that also participate for comparison utilizing a tool that considers eight factors: ratio of African American student enrollment, ratio of Hispanic student enrollment, total student enrollment, enrollment intensity (FT:PT), urbanicity, institution type, ratio of developmental education referrals, and state. Bunker Hill's unique diversity proved challenging to find a college where the students reflected BHCC's student population. The Standard Eight Committee attempted several combinations until agreeing on seven national peer institutions.

Benchmarking Selectors	
Collection Cycle:	2018
African American:	10% to less than 20%:10 to < 20%, 20% to less than 40%:20 to < 40%, 40% or more:>= 40%
Hispanic:	10% to less than 20%:10 to < 20%, 20% to less than 40%:20 to < 40%, 40% or more:>= 40%
Enrollment:	5,000 to 9,999 students:5,000 to 9,999, 10,000 to 29,999 students:10,000 to 29,999
Enrollment Intensity:	At least 63% but fewer than 70% part-time, At least 70% or more part-time
Urbanicity:	City
Institution Type:	(All), 2-year Campus, Separate Accreditation, College of Multi College District, Main Campus of a Multi-Campus College, Multi-campus College, Multi-Campus College (main campus/system office), Multi-Campus College of Multi-College District, Single Campus College
Developmental Edu. Referrals:	(All), Not Applicable, Less Than 30%, 30% to Less Than 40%, 40% to Less Than 50%, 50% or Greater
State(s):	(All)

Name of Benchmarking Colleges	**City**	**State**
Central Piedmont Community College	Charlotte	North Carolina
Community College of Philadelphia	Philadelphia	Pennsylvania
Delaware Technical Community College	Dover	Delaware
Harrisburg Area Community College	Harrisburg	Pennsylvania
Metropolitan Community College	Omaha	Nebraska
Milwaukee Area Technical College	Milwaukee	Wisconsin
Norwalk Community College	Norwalk	Connecticut

Peer Analysis

ACHIEVING THE DREAM – Student Success Report

Fall 2012 Cohort Six-Year Outcomes:

- Both BHCC students who completed at the College or elsewhere earned a 4 Year degree as the same rate when compared the New England AtD region, approximately 16%.
- 21% of AtD Network college students earned a 4 Year degree after six years.
    - Comparing to the AtD Network requires the caveat that many AtD colleges award Bachelor degrees or have 2+2 programs that BHCC does not offer.
- 35% of BHCC students were found to have completed any credential at any institution six years after entering BHCC compared to 38% for New England and 43% for the AtD Network
- More BHCC students are still enrolled in college after six years than students in the comparison groups; 17%, 15% and 14% respectively.
- The AtD Student Success Report does not provide a disaggregated peer comparison.
- 56% of female students had a successful outcome compared to 49% of male students
    - Home Completion + 4-Year Degree: 5% female and male students
    - No Home Completion + 4-Year Degree: 12% female; 8% male
    - Associate/Cert Completion at Home Ins: 17% female; 16% male
    - Associate/Cert Completion at Transfer Inst.: 4% female; 2% male
    - No Completion, Still Enrolled at Home Inst.: 8% female and male
    - No Completion, Still Enrolled at Transfer Inst.: 11% female; 10% male
- Achievement gaps of 4PP (Black/White) and 3PP (Hispanic/White) are present while more than half of each group had a successful outcome after 6 years: 54% Black students (B), 55% Hispanic students (H) and 58% white students (W).
    - Home Completion + 4-Year Degree: small gaps (4% B, 5% H, 7% W)
    - No Home Completion + 4-Year Degree: wider gap between H and W (9PP) than between B and W (6PP)
    - Associate/Cert Completion at Home Ins: H students (20%) outperform B (16%) and W (18%)
    - Associate/Cert Completion at Transfer Inst.: Relatively no gaps – B 2%, H 3%, W 3%
    - No Completion, Still Enrolled at Home Inst.: More B (12%) and H (11%) are still enrolled than W (5%)
    - No Completion, Still Enrolled at Transfer Inst.: Relatively no gaps – B 12%, H 12%, W 11%

Fall 2010 Cohort Eight-Year Outcomes:

- 22% of the fall 2010 AtD Cohort were awarded a 4 Year degree, which aligns with the New England AtD region; however, it is 5 percentage points (PP) below the entire AtD Network of colleges at 27%.
- While 41% of the BHCC cohort completed any credential over the period, it is 4PP below the New England region (45%), and 6PP below the AtD network (47%)

- After eight years, 10% of Bunker Hill AtD Cohort were still enrolled in college, 2PP more than both the New England region and AtD Network (8%).
- The AtD Student Success Report does not provide a disaggregated peer comparison.
- 58% of female students had a successful outcome compared to 46% of male students
    - Home Completion + 4-Year Degree: 9% female and male students
    - No Home Completion + 4-Year Degree: 14% female; 12% male
    - Associate/Cert Completion at Home Ins: 19% female; 13% male
    - Associate/Cert Completion at Transfer Inst.: 4% female; 2% male
    - No Completion, Still Enrolled at Home Inst.: 5% female; 3% male
    - No Completion, Still Enrolled at Transfer Inst.: 7% female; 5% male
- Achievement gaps of 4PP (Black/White) and 3PP (Hispanic/White) are present while more than half of each group had a successful outcome after 6 years: 54% Black students (B), 55% Hispanic students (H) and 58% white students (W).
    - Home Completion + 4-Year Degree: gaps exist, less prominent between H and W (6% B, 10% H, 12% W)
    - No Home Completion + 4-Year Degree: same 4PP gap with H and B compared to W
    - Associate/Cert Completion at Home Ins: small gaps between B and W (3PP) and H and W (2PP)
    - Associate/Cert Completion at Transfer Inst.: B (7%) outperform both H and W at 4%.
    - No Completion, Still Enrolled at Home Inst.: More B (8%) and H (10%) are still enrolled than W (5%)
    - No Completion, Still Enrolled at Transfer Inst.: H (9%) outperform both B and W at 7%.

MASSACHUSETTS DEPARTMENT OF HIGHER EDUCATION - PMRS

Six-Year Outcomes:

- Six years after entering BHCC, 67% of the students had achieved a measure of success compared to the Massachusetts Community College average of 65%.
    - These data suggest BHCC students are transferring before earning a credential, especially when compared to the National Peer institutions.
    - Fewer BHCC students had an unsuccessful outcome compared to the segment.
        - Earned and Associates Degree & Transferred: 9% BHCC; 12% segment
        - Earned and Certificate & Transferred: 1% both groups
        - Transferred: Big difference - 36% BHCC; 28% segment
        - Earned and Associates Degree & Did Not Transfer: 7% BHCC; 9% segment
        - Earned and Certificate & Did Not Transfer: 2% BHCC; 3% segment
        - Still Enrolled: 5% BHCC; 4% segment
        - Left with at least 30 Credits: 7% both groups
- The BHCC VFA rate of student success was the second highest of all Mass. Community Colleges.
- Female students have had higher success rates at BHCC and the Mass Community Colleges.

- Female and male BHCC students have higher success rates in 2017, 71% and 62% respectively, compared to their segment peers at 67% and 61%.
- Latinx and white BHCC students have seen the same rate of success over the years.
- With a 66% success rate in 2017, the same success as their white peers in the Mass. Community Colleges, a 5PP gap has emerged. This mirrors the 5PP gap at the segment level.
- African-American BHCC students have shown higher success rates over the years than the comparison with both groups at 70% in 2017.
- A comparable trend existed at the segment level; however, a 2PP gap appeared in 2017.

Eight-Year Outcomes:

- Measuring success with the IPEDS 8 Year model, BHCC student success is 59% compared to 15 National Peer Institutions at 56%
- BHCC's IPEDS student success rate was in the top third of the National Peer comparison.

VOLUNTARY FRAMWEWORK OF ACCOUNTABILITY

- Whether coincidence or validation of the data and measures, Bunker Hill's VFA success rate, calculated using different data sets and similar methodology, is the same as the DHE PMRS Six Year success measure, at 67%.
    - Associate (Transfer) – 10.3%
    - Associate (No Transfer) – 8.4%
    - Certificate (Transfer) – 0.5%
    - Certificate (No Transfer) – 2.3%
    - No Award (Transfer) – 30.1%
    - Still Enrolled – 7.2%
    - Left (>= 30 Credits) – 8.1%
- BHCC's VFA success rate is 10PP higher than the selected national peers' (57%).
- The BHCC VFA cohort success measures that include transfer is 12PP more than the national peers, 41% and 29%.
- Both female and male BHCC students had higher Six year outcomes than the national peers
    - Success Rate
        - Female students: BHCC – 70%; Peers – 61%
        - Male students: BHCC – 63%; Peers – 52%
    - Measures that include transfer
        - Female students: BHCC – 42%; Peers – 32%
        - Male students: BHCC – 40%; Peers – 26%
- BHCC students had higher success rates than the national peers when disaggregated by race/ethnicity; however, gaps are present among the BHCC student population
    - Success Rate
        - 3PP: Black students – 67%; white –70%
        - 6PP: Hispanic students – 64%; white – 70%
    - Measures that include transfer

- No gap: Black students – 42%; white – 42%
- 5PP: Hispanic students – 37%; white – 42%

Appendix C

Most Recent Audited Financial Statements

Appendix D

Auditor's Management Letter

BUNKER HILL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

FINANCIAL STATEMENTS AND MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2019

BUNKER HILL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Financial Statements and Management's Discussion and Analysis

June 30, 2019

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Bunker Hill Community College
Boston, Massachusetts

Report on the Financial Statements
We have audited the accompanying financial statements of Bunker Hill Community College (an agency of the Commonwealth of Massachusetts, the "Commonwealth") (the "College"), and its discretely presented component unit, the Bunker Hill Community College Foundation (the "Foundation"), which comprise the statements of net position as of June 30, 2019 and 2018, the related statements of revenues, expenses and changes in net position and cash flows for the years then ended, and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements
Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility
Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective net position of Bunker Hill Community College and its discretely presented component unit as of June 30, 2019 and 2018, and the respective changes in net position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that management's discussion and analysis and the required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards,* we have also issued our report dated October 28, 2019, on our consideration of Bunker Hill Community College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Bunker Hill Community College's internal control over financial reporting and compliance.

Certified Public Accountants
Braintree, Massachusetts

October 28, 2019

BUNKER HILL COMMUNITY COLLEGE

Management Discussion and Analysis

June 30, 2019 and 2018

(Unaudited)

The following discussion and analysis provides management's view of the financial position of Bunker Hill Community College (the College) as of June 30, 2019 and 2018, and the changes in net position for the years then ended. This analysis should be read in conjunction with the College's financial statements and notes thereto, which are also presented in this document.

The College is a public institution of higher education that served nearly 13,000 students in fall 2018 semester, with 148 full time faculty, 643 adjunct faculty, and 351 staff members for the year ended June 30, 2019. Campuses are located in Boston and Chelsea, Massachusetts. In addition, the College offers programs at four off-campus locations throughout the greater Boston area. The College offers 63 programs leading to associate degrees including two concentrations that prepare students to enter technical programs and 46 certificate programs. Through our initiatives the College seeks to empower and inspire students, faculty and staff from diverse backgrounds to make meaningful contributions to our local and global communities.

Financial Highlights

- At June 30, 2019, the College's assets and deferred outflows were $96,183,311 and its liabilities and deferred inflows were $74,430,411 resulting in net position of $21,752,900. This represents a decrease in net position of $247,952 for fiscal year 2019. By contrast, at June 30, 2018, the College's assets and deferred outflows were $89,697,642 and its liabilities and deferred inflows were $67,696,790 resulting in net position of $22,000,852.

	June 30	
	2019	**2018**
Invested in capital assets, net of related liabilities	**$ 35,403,540**	**$ 32,948,525**
Unrestricted	**(13,650,640)**	**(10,947,673)**
Total net position	**$ 21,752,900**	**$ 22,000,852**

- The decrease in the College's net position of $247,952 in fiscal year 2019 and decrease in College's net position of $202,990 in fiscal year 2018 was mainly due to implementation of GASB 75 OPEB liabilities in FY 2018 and 2019.

BUNKER HILL COMMUNITY COLLEGE

Management Discussion and Analysis

June 30, 2019 and 2018

(Unaudited)

Overview of the Financial Statements

The College's financial statements comprise two primary components: 1) the financial statements and 2) the notes to the financial statements. Additionally, the financial statements focus on the College as a whole, rather than upon individual funds or activities.

Bunker Hill Community College Foundation (Foundation) is a legally separate tax-exempt component unit of Bunker Hill Community College. The Foundation acts primarily as a fund raising organization to supplement the resources that are available to the College in support of its programs. The Board of the Foundation is self-perpetuating and consists of business and civic leaders in the greater Boston area. Although the College does not control the timing or the amount of receipts from the Foundation, the resources received or held by the Foundation are restricted to the activities of the College by the donors. Because these resources held by the Foundation can only be used by or are for the benefit of the College, the Foundation is considered a component unit of the College and is discretely presented in the College's financial statements.

Management's Discussion and Analysis is required to focus on the College, not its component unit.

The Financial Statements – The financial statements are designed to provide readers with a broad overview of the College's finances and comprise three basic statements:

The Statements of Net Position presents information on all of the College's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the College is improving or deteriorating.

The Statements of Revenues, Expenses, and Changes in Net Position present information showing how the College's net position changed during the fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will result in cash flows in future fiscal periods (e.g., the payment for accrued compensated absences or the receipt of amounts due from students and others for services rendered).

The Statements of Cash Flows is reported on the direct method. The direct method of cash flows reporting portrays net cash flows from operations as major classes of operating receipts (e.g., tuition and other student fees) and disbursements (e.g., payments to employees). GASB Statement No. 34 and No. 35 require this method to be used. In accordance with GASB Statement No. 39, the Foundation is not required to present the statement of cash flows.

Overview of the Financial Statements - Continued

The financial statements can be found on pages 27-30 of this report.

The College reports its activity as a business type activity using the economic resources measurement focus and full accrual basis of accounting. The College is an agency of the Commonwealth of Massachusetts (the Commonwealth). Therefore, the results of the College's operations, its net assets and its cash flows are also summarized in the Commonwealth's Annual Financial Report in its government wide financial statements.

Notes to the Financial Statements – The notes provide additional information that is essential to a full understanding of the data provided in the financial statements. The notes provide information regarding both the accounting policies and procedures the College has adopted as well as additional detail of certain amounts contained in the financial statements. The notes to the financial statements can be found on pages 31-69 of this report.

Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of the College's financial position. At the close of fiscal year 2019, assets exceeded liabilities by $21,752,900 compared to $22,000,852 in fiscal year 2018.

The College's FY 2019 net position of $21,752,900 includes investment in capital assets of $35,403,540 (e.g., land, buildings and improvements, and equipment), less any related liabilities such as capital leases used to acquire those assets. The College uses these capital assets to provide services to students, faculty, and administration; consequently, these assets are not available for future spending. Although the College's investment in its capital assets is reported net of related liabilities, it should be noted that the resources needed to repay these liabilities must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities. Also, in addition to the liabilities noted above, which are reflected in the College's financial statements, the Commonwealth regularly provides financing for certain capital projects through the issuance of general obligation bonds. These borrowings by the Commonwealth are not reflected in these financial statements.

BUNKER HILL COMMUNITY COLLEGE

Management Discussion and Analysis

June 30, 2019 and 2018

(Unaudited)

Financial Analysis - Continued

Summary of the College's Net Position

	June 30		Between 2019 and 2018	
	2019	2018	Dollar change	Change percentage
Current assets	$ **25,385,964**	$ **29,138,658**	$ (3,752,694)	-13%
Noncurrent assets	**52,515,736**	**47,408,902**	5,106,834	11%
Deferred outflows	**18,281,611**	**13,150,082**	5,131,529	39%
Total assets and deferred outflows	**96,183,311**	**89,697,642**	**6,485,669**	7%
Current liabilities	**14,191,473**	**15,221,275**	(1,029,802)	-7%
Noncurrent liabilities	**50,506,003**	**47,528,671**	2,977,332	6%
Deferred inflows	**9,732,935**	**4,946,844**	4,786,091	97%
Total liabilities	**74,430,411**	**67,696,790**	**6,733,621**	10%
Net position:				
Invested in capital assets, net of related debt	**35,403,540**	**32,948,525**	2,455,015	7%
Unrestricted	**(13,650,640)**	**(10,947,673)**	(2,702,967)	25%
Total net position	$ **21,752,900**	$ **22,000,852**	**$ (247,952)**	-1%

- As stated earlier, the decrease in the College's net position of $247,952 in fiscal year 2019 and decrease of $202,990 in net assets in fiscal year 2018 was due to implementation of GASB 75 OPEB liabilities in FY 2019 and 2018.

Financial Analysis – Continued

	Summary of Changes in Net Position			
	Year Ended June 30		Between 2019 and 2018	
	2019	2018	Change	Change percentage
Operating:				
Tuition and fees, net of scholarship allowances	**$ 30,529,892**	**$ 30,490,034**	$ 39,858	—%
Grants and contracts	**32,986,503**	**31,940,929**	1,045,574	3
Other operating revenues	**2,908,814**	**2,520,179**	388,635	15
Total operating revenues	**66,425,209**	**64,951,142**	1,474,067	2
Total operating expenses	**107,396,299**	**102,931,031**	4,465,268	4
Operating loss	**(40,971,090)**	**(37,979,889)**	(2,991,201)	8
Nonoperating:				
Total state support	**38,918,104**	**36,540,880**	2,377,224	7
Net other nonoperating	**1,805,034**	**1,236,019**	569,015	46
Total change in net position	**(247,952)**	**(202,990)**	(44,962)	22
Net position, beginning of year	**22,000,852**	**22,203,842**	(202,990)	(1)
Net position, end of year	**$ 21,752,900**	**$ 22,000,852**	$ (247,952)	(1)%

BUNKER HILL COMMUNITY COLLEGE

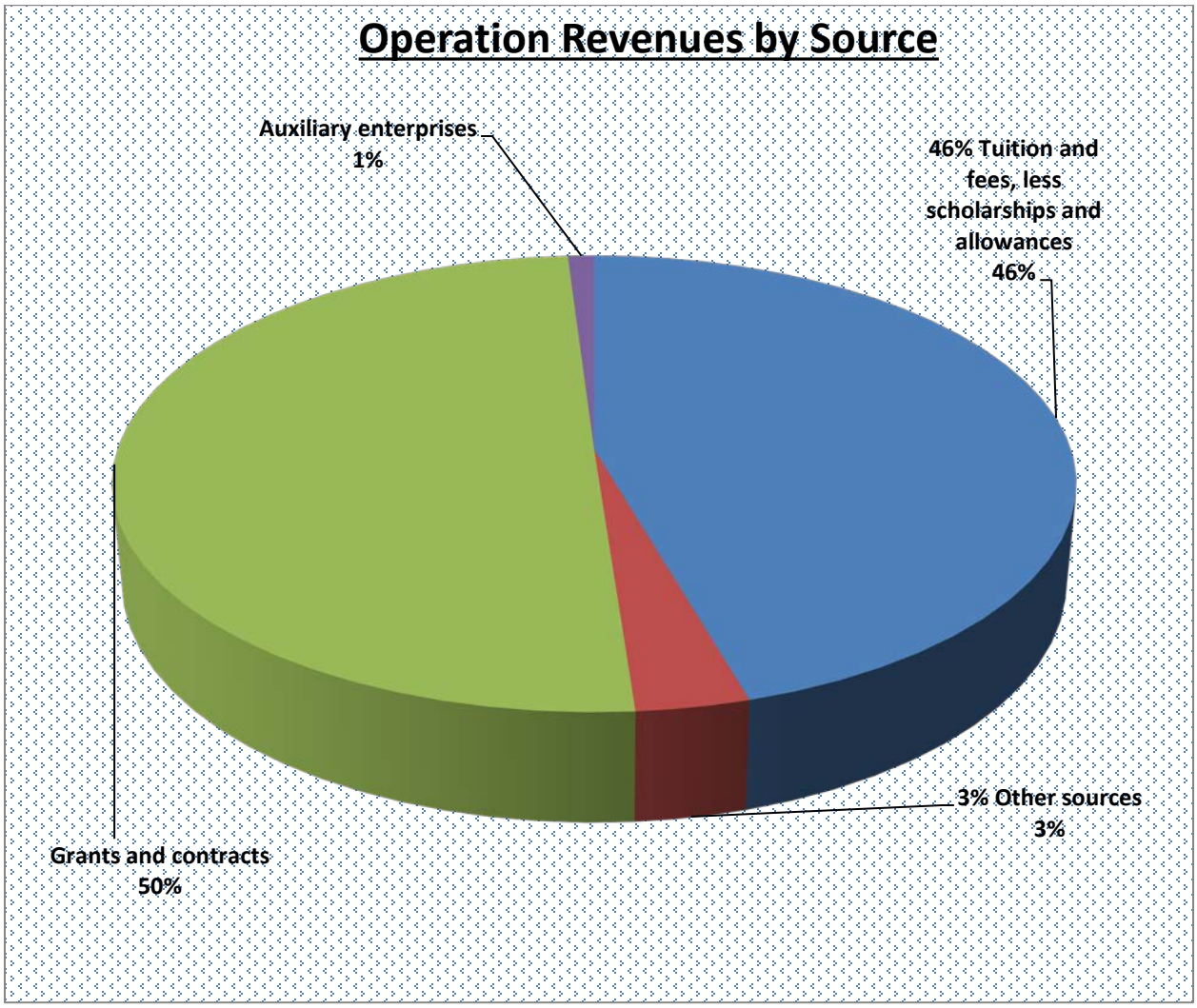
Management Discussion and Analysis - Continued

June 30, 2019 and 2018

(Unaudited)

Financial Analysis – Continued

Tuition and fees, less scholarships and allowances increased by .13% in fiscal year 2019 compared to a decrease of 2% in fiscal year 2018. Tuition and fees, less scholarship allowances were 46 % of total operating revenues in fiscal year 2019 and was 47% in fiscal year 2018. Federal, State, Local and Private Grants and contracts revenue increased by 5% compared to fiscal year 2018 and was 50 % of total operating revenue in fiscal year 2019.



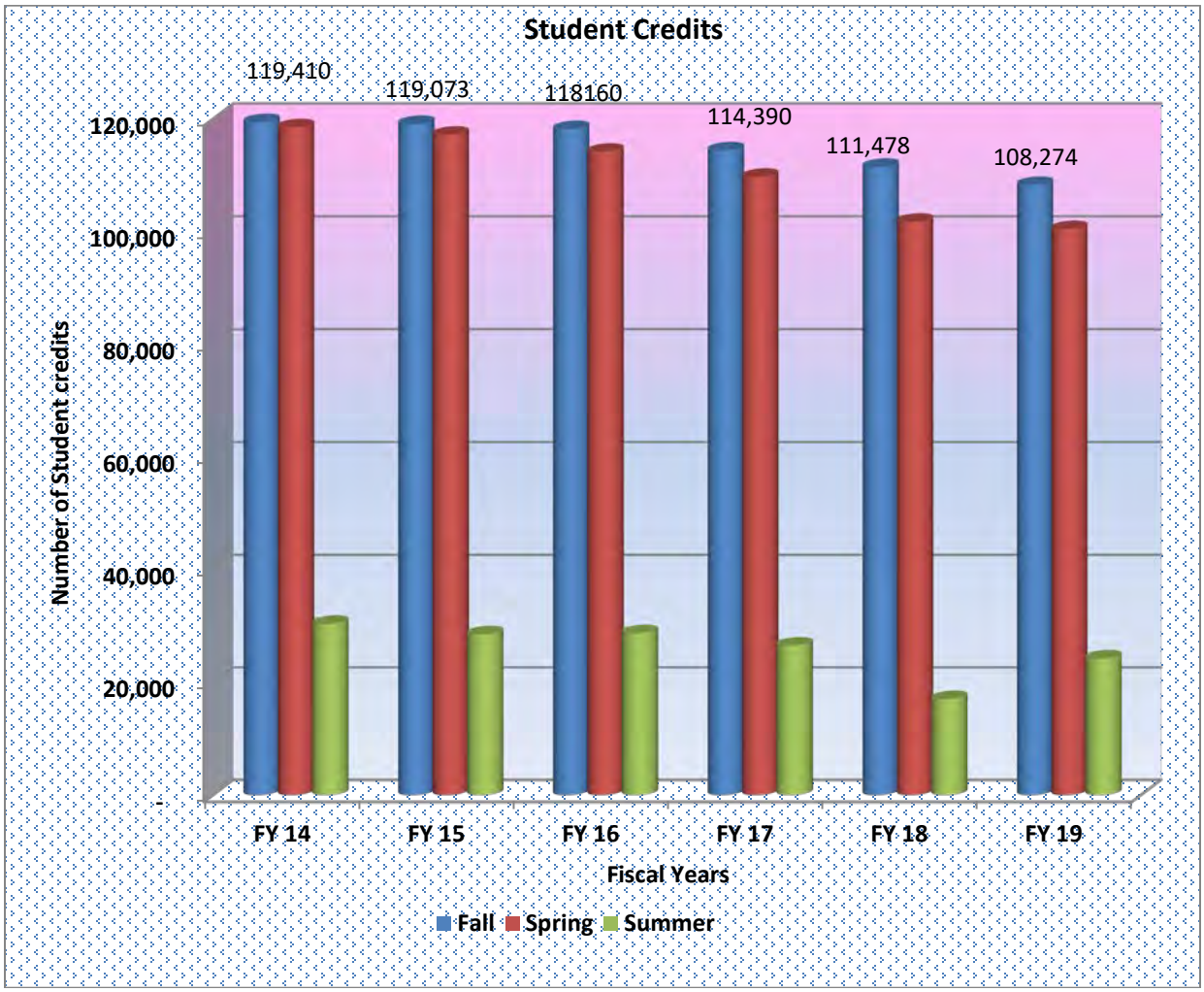
BUNKER HILL COMMUNITY COLLEGE

Management Discussion and Analysis - Continued

June 30, 2019 and 2018

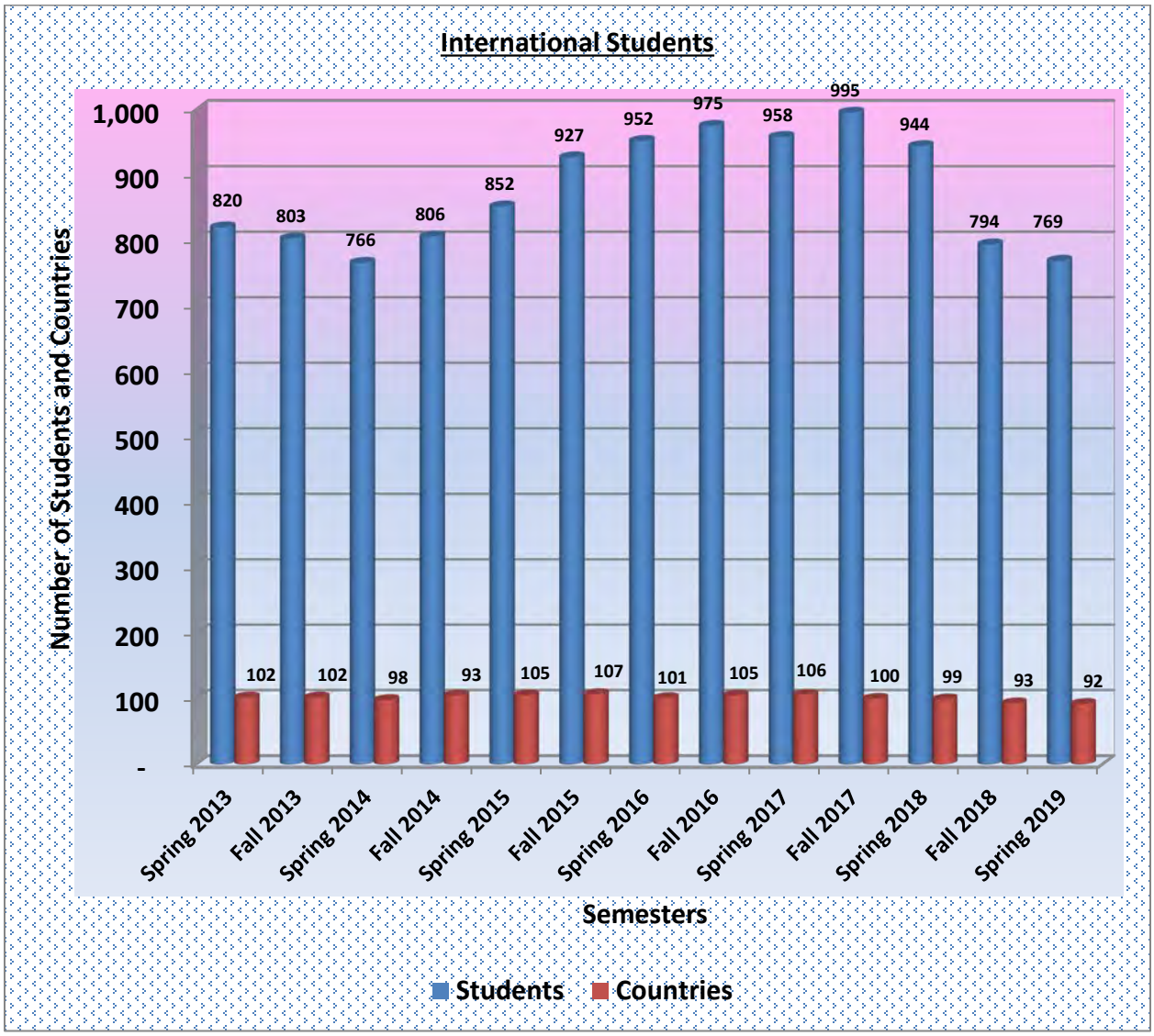
(Unaudited)

Financial Analysis – Continued



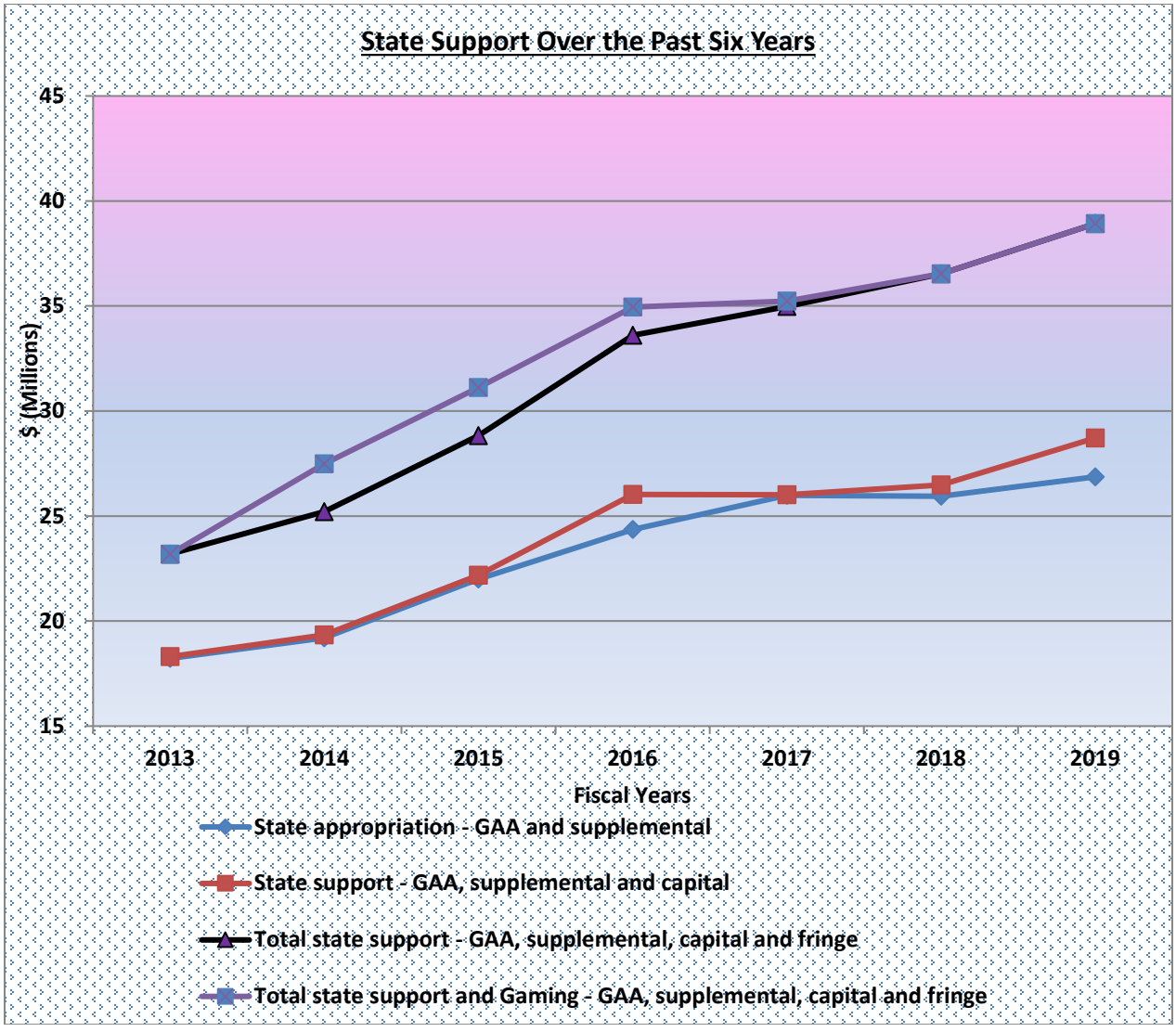
Although the student enrollment has declined in fiscal years 2018 and 2019, the College maintains its position as the largest of the fifteen Community Colleges in the Commonwealth of Massachusetts.

Financial Analysis – Continued



There was a gradual increase in international students' up to fiscal year 2017 to 995 students and thereafter, the enrollments have declined.

Financial Analysis – Continued



BUNKER HILL COMMUNITY COLLEGE

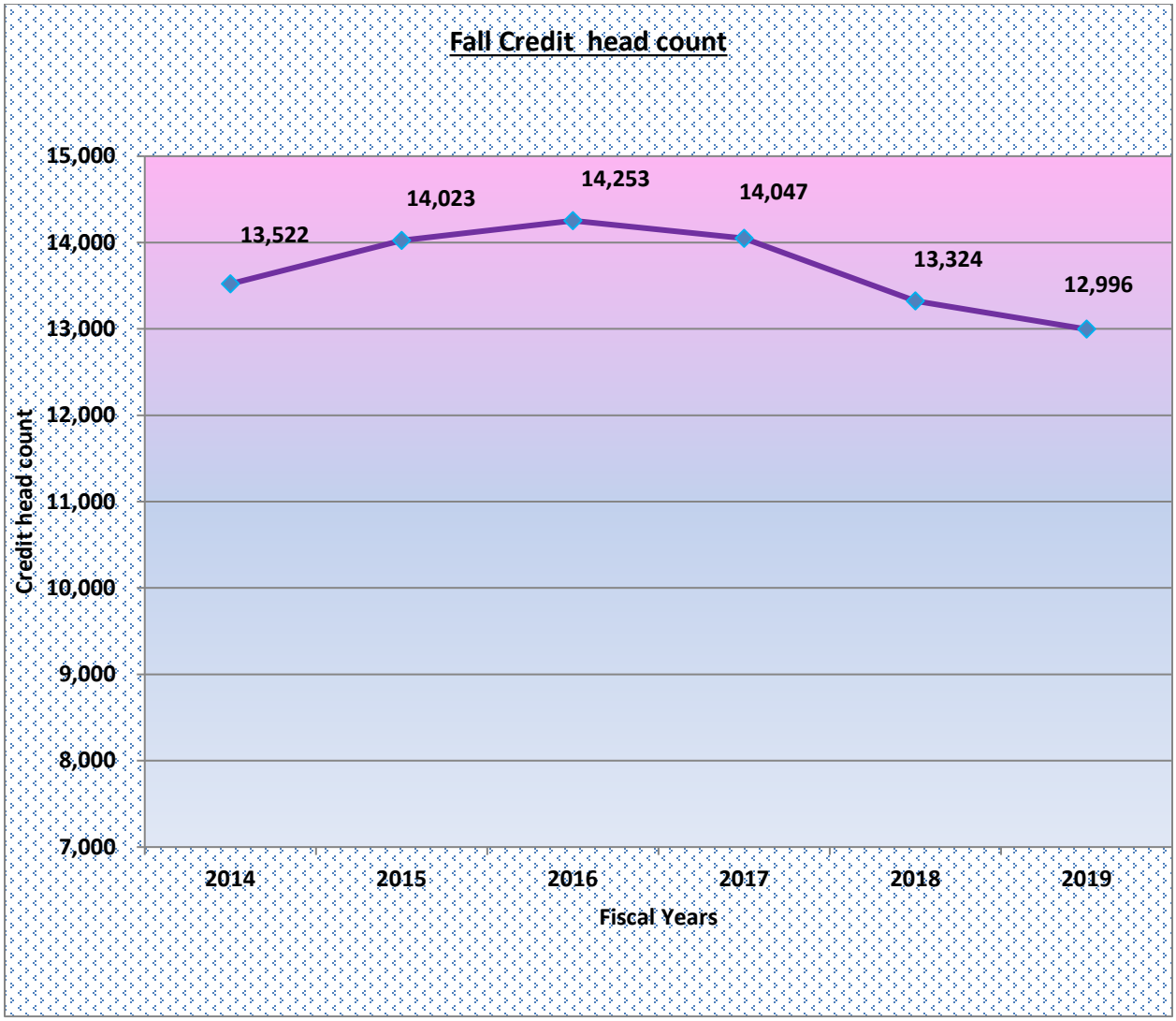
Management Discussion and Analysis - Continued

June 30, 2019 and 2018

(Unaudited)

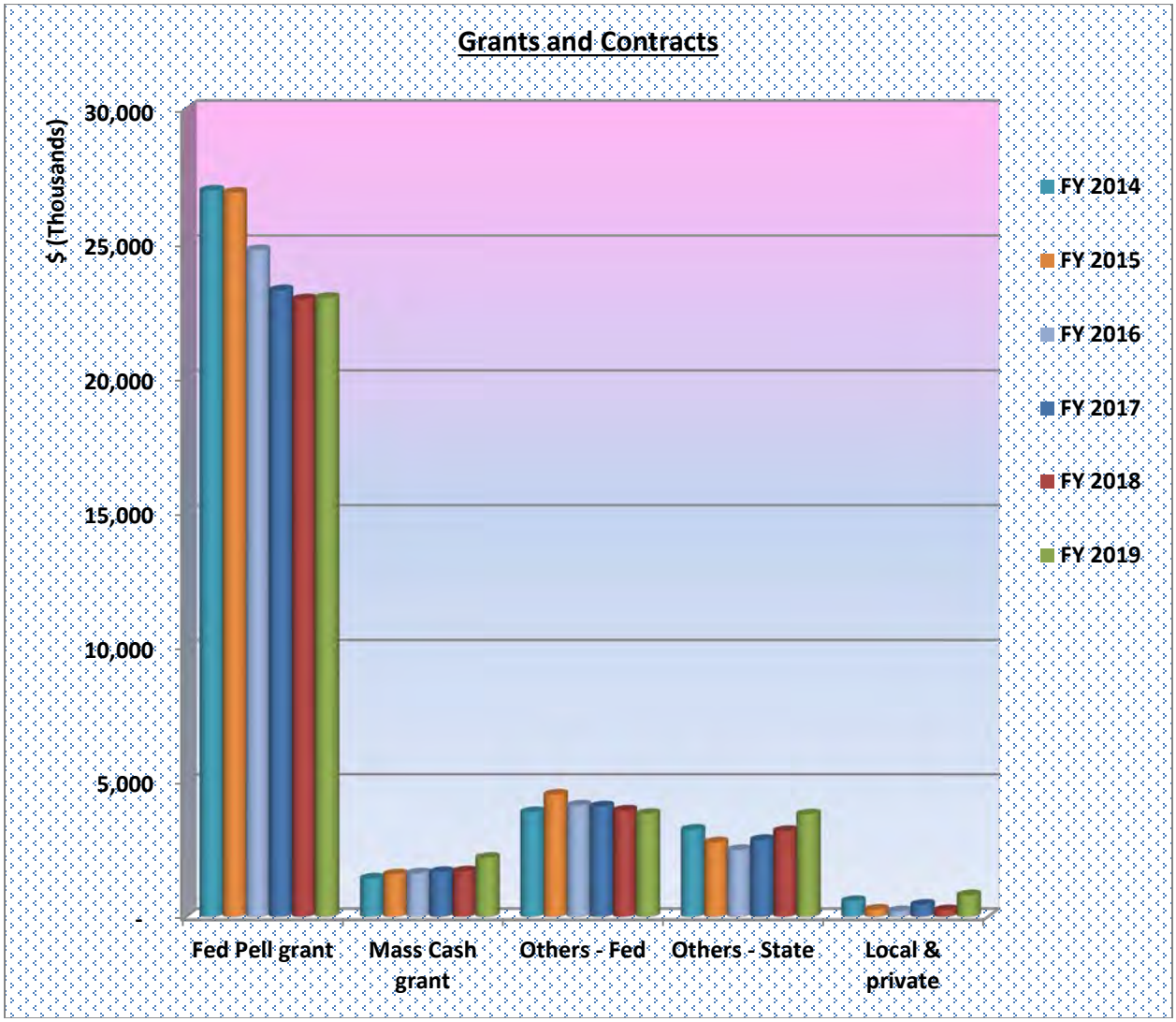
The seven-year trend analysis shows that for the year ended June 30, 2019, there has been a slight increase in general and supplemental state appropriation. The analysis also shows that there has been an increase in capital appropriation.

Financial Analysis - Continued



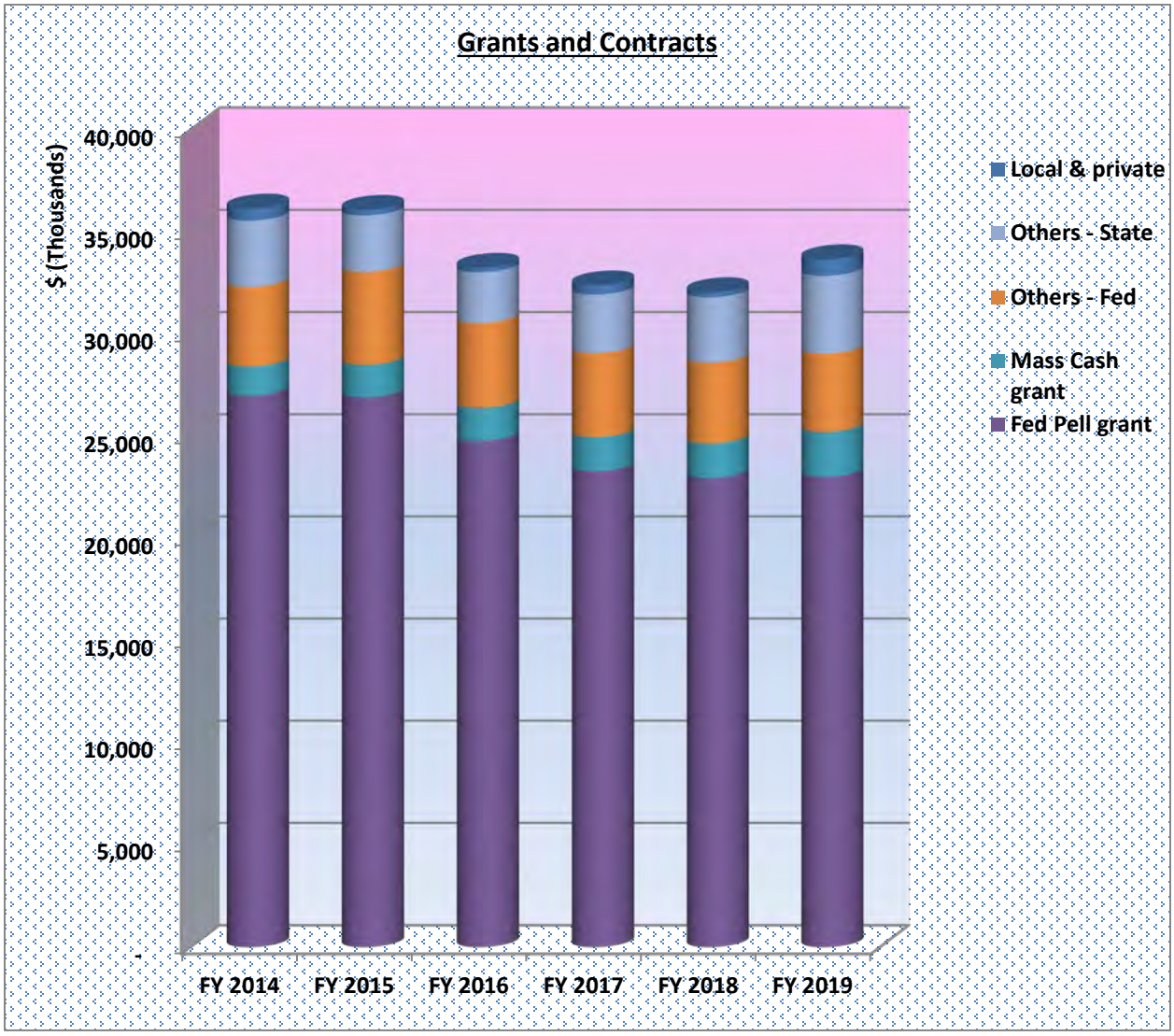
The College's head count has increased consistently over the years to over 14,000 students in Fall 2016 semester and declined to slightly below 13,000 students by Fall 2018.

Financial Analysis – Continued



Grants and contracts increased by $1,612,695 or by 5% in fiscal year 2019. This is due to an increase on $506,597 or 30% of Mass. cash grant, $619,302 or 19% of other State grants and $560,954 or 230% of local and private grants.

Financial Analysis – Continued



Financial Analysis – Continued

Major grants and contracts received by the College for 2019 included the following:

- PELL grant from US Department of Education in the amount of $23,000,715 for student financial aid. This is an increase of $52,551 (0.2%) from 2018 and a decrease of $279,958 (1.2%) from 2017.
- SEOG grant from US Department of Education in the amount of $653,519 for student financial aid. This is an increase of $73,757 from 2018 and an increase of $109,928 from 2017.
- Nursing grant from US Department of Health and Human Services in the amount of $300,000 for student financial aid. This is an increase of $14,845 from 2018 and same amount as in 2017.
- MASS CASH grant from Massachusetts Board of Higher Education in the amount of $2,199,063 for student financial aid. This is an increase of $506,597 from 2018 and an increase of $530,046 from 2017.
- MASS grant from Massachusetts Board of Higher Education in the amount of $1,256,961 for student financial aid. This is an increase of $154,410 from 2018 and an increase of $131,278 from 2017.
- TRIO grant from U.S. Department of Education of $593,712. This is an increase of $92,376 from 2018 and an increase of $93,242 from 2017.
- Grants and contracts from other sources in the amount of $4,651,240 for specific purposes. This is an increase of $1,914,701 from 2018 and an increase of $787,228 from 2017. Grants were received for following specific purposes:

– State Appropriated grants received for MCAS of $1,803,542.

– Department of Higher Education grants received for Adult Basic Education of $64,074 Perkins Vocational grant of $142,721, Dual Enrollment grant of $239,685, STEM Starter Academy $132,784, NOVA Initiative Program – 35 for $221,648, Local AH grant $30,379 and TITLE III grant of $313,940.

- Auxiliary enterprises (Workforce development contracts) revenue increased by 20% or $113,130 in fiscal year 2019. Mainly due to decrease in contracts with Metro North Regional Employment Board and Merrimack Valley Workforce Investment Board.

Financial Analysis – Continued

Tuition and fees received by the College included the following:

	Year Ended June 30		Between 2019 and 2018	
	2019	**2018**	**Change**	**Change percentage**
Tuition	**$ 11,214,032**	**$ 12,044,929**	$ (830,897)	(7)%
Student fees	**39,848,563**	**37,812,031**	2,036,532	5
Waivers	**(1,602,182)**	**(1,570,242)**	(31,940)	2
Tuition and fees, net	**$ 49,460,413**	**$ 48,286,718**	$ 1,173,695	2%

	Year Ended June 30		Between 2018 and 2017	
	2018	**2017**	**Change**	**Change percentage**
Tuition	$ **12,044,929**	**$ 12,810,444**	$ (765,515)	(6)%
Student fees	**37,812,031**	**37,075,345**	736,686	2
Waivers	**(1,570,242)**	**(1,327,332)**	(242,910)	18
Tuition and fees, net	$ **48,286,718**	**$ 48,558,457**	$ (271,739)	(1)%

Financial Analysis – Continued

Comparison of Expenses by Function

	Year Ended June 30		Between 2019 and 2018	
	2019	**2018**	**Change**	**Change percentage**
Instruction	**$ 38,631,028**	$ **37,482,302**	$ 1,148,726	3%
Academic support	**14,291,527**	**14,446,670**	(155,143)	(1)
Student services	**15,314,183**	**15,374,037**	(59,854)	—
Scholarships and fellowships	**10,578,904**	**10,363,044**	215,860	2
Operation and maintenance of plant	**10,242,480**	**8,960,094**	1,282,386	14
Institutional support and other	**14,596,885**	**12,774,850**	1,822,035	14
Depreciation and amortization	**3,741,292**	**3,530,034**	211,258	6
	$ 107,396,299	$ **102,931,031**	$ 4,465,268	4%

	Year Ended June 30		Between 2018 and 2017	
	2018	**2017**	**Change**	**Change percentage**
Instruction	**$ 37,482,302**	$ **38,688,617**	$ (1,206,315)	(3)%
Academic support	**14,446,670**	**12,738,332**	1,708,338	13
Student services	**15,374,037**	**11,927,800**	3,446,237	29
Scholarships and fellowships	**10,363,044**	**10,784,082**	(421,038)	(4)
Operation and maintenance of plant	**8,960,094**	**9,398,390**	(438,296)	(5)
Institutional support and other	**12,774,850**	**11,666,138**	1,108,712	10
Depreciation and amortization	**3,530,034**	**3,018,891**	511,143	17
	$ 102,931,031	$ **98,222,250**	$ 4,708,781	5%

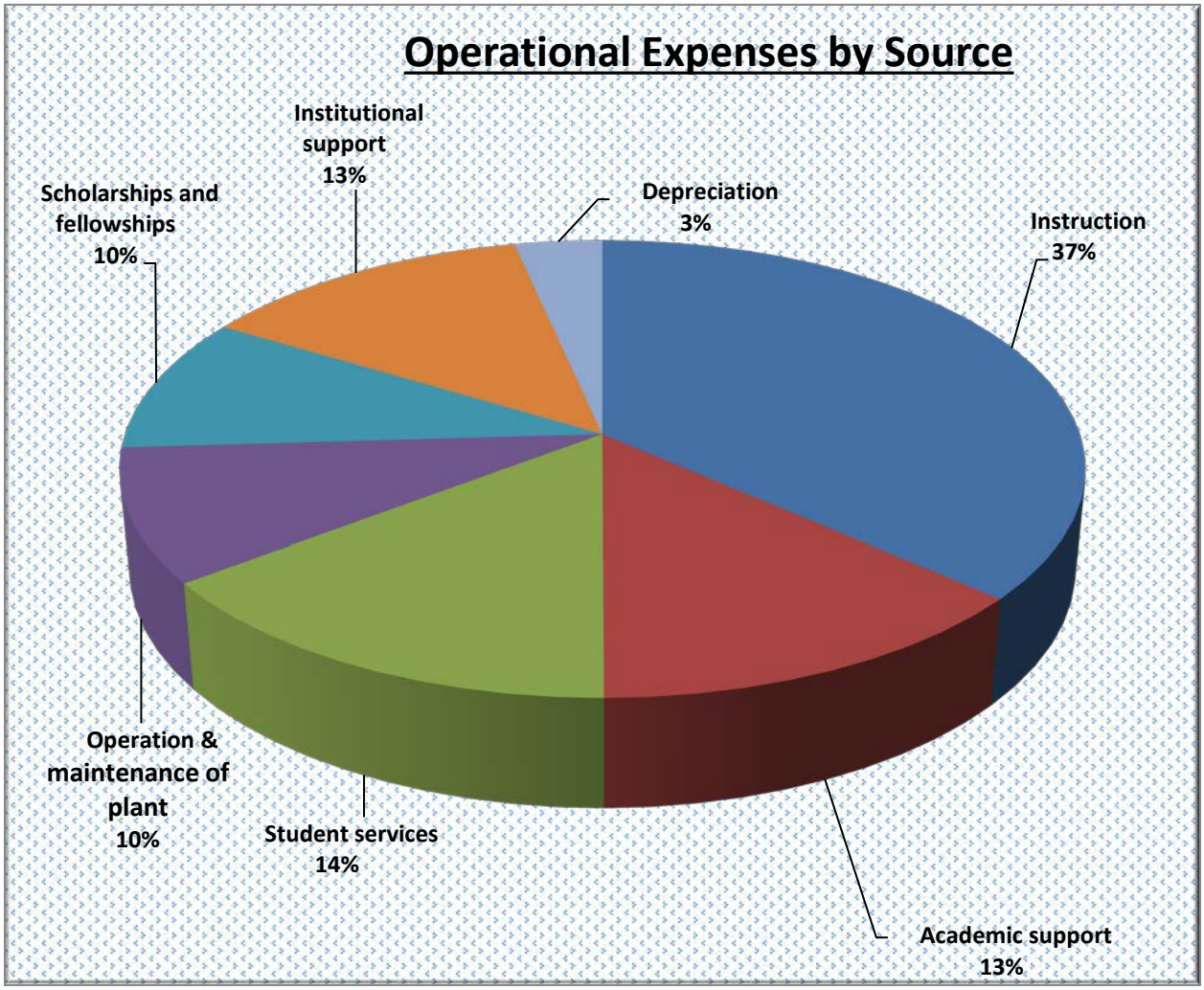
BUNKER HILL COMMUNITY COLLEGE

Management Discussion and Analysis - Continued

June 30, 2019 and 2018

(Unaudited)

Financial Analysis – Continued

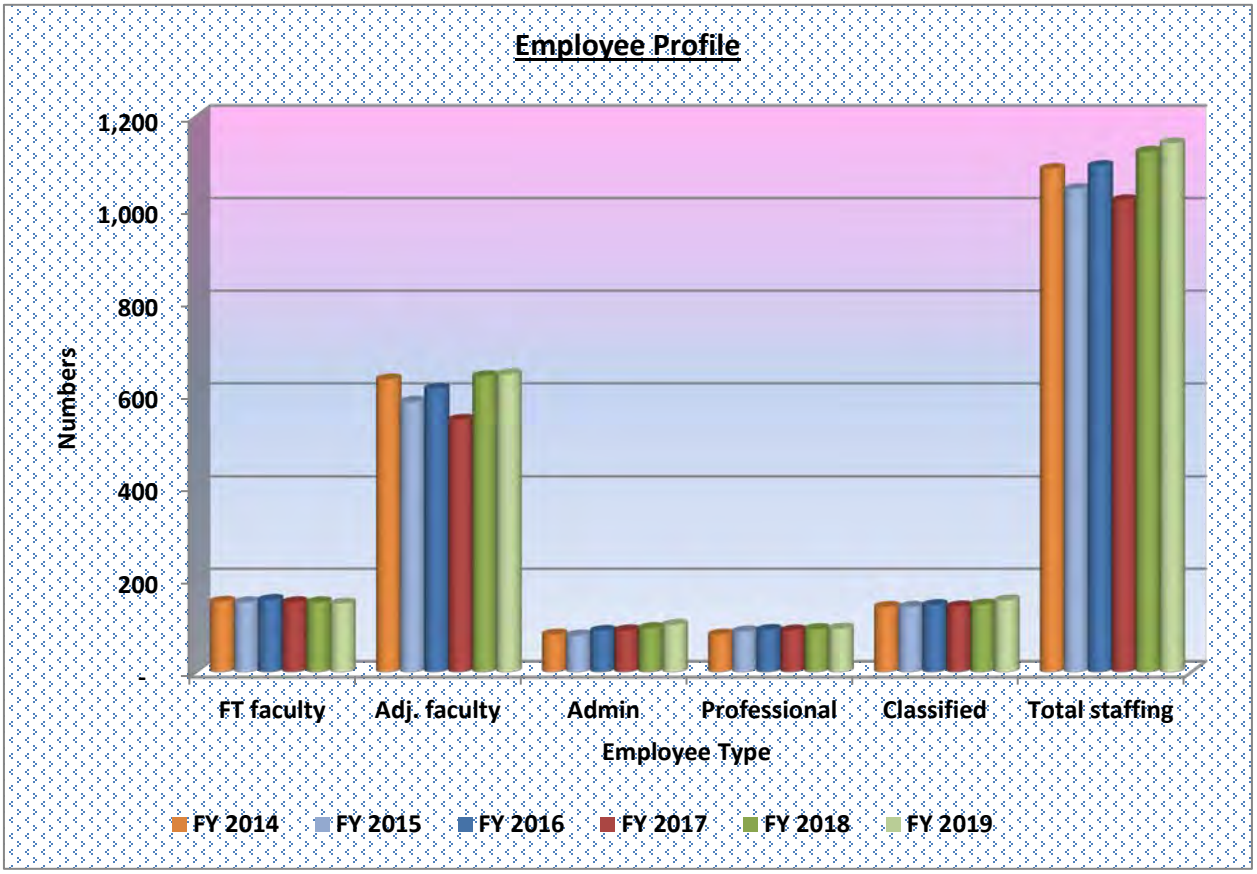


Highlights of operating expense activity:

- Of the total operating expenses in fiscal year 2019 of $107,396,299, 74% relates to instruction, academic support, student services, and scholarship and fellowships. Of the total operating expenses in fiscal year 2018 of $102,931,031, 75% relates to instruction, academic support, student services, and scholarship and fellowships.

Financial Analysis – Continued

The expenditure on scholarships and fellowships increased by 2% or $215,860 in fiscal year 2019 due to an overall increase in grant aid other than those applied to tuition and fees. In fiscal year 2018, the expenditure in scholarships and fellowship decreased by 4% or $421,038.



Financial Analysis – Continued

Loss from Operations

The following schedule presents the College's operating loss for the years ended June 30:

	Year Ended June 30		Between 2019 and 2018	
	2019	2018	Change	Change percentage
Tuition and fees	**$ 49,460,413**	$ **48,286,718**	$ 1,173,695	2%
Less scholarship allowances	**(18,930,521)**	**(17,796,684)**	(1,133,837)	6
Net tuition and fees	**30,529,892**	**30,490,034**	39,858	0%
Grants and contracts	**32,986,503**	**31,940,929**	1,045,574	3
Other revenue	**2,908,814**	**2,520,179**	388,635	15
Operating expenses	**(107,396,299)**	**(102,931,031)**	(4,465,268)	4
Operating loss	**$ (40,971,090)**	$ **(37,979,889)**	$ (2,991,201)	8

	Year Ended June 30		Between 2018 and 2017	
	2018	2017	Change	Change percentage
Tuition and fees	**$ 48,286,718**	$ **48,558,456**	$ (271,738)	(1)%
Less scholarship allowances	**(17,796,684)**	**(17,603,798)**	(192,886)	1
Net tuition and fees	**30,490,034**	**30,954,658**	(464,624)	(2)
Grants and contracts	**31,940,929**	**32,374,544**	(433,615)	(1)
Other revenue	**2,520,179**	**2,561,305**	(41,126)	(2)
Operating expenses	**(102,931,031)**	**(98,222,250)**	(4,708,781)	5
Operating loss	**$ (37,979,889)**	$ **(32,331,743)**	$ (5,648,146)	17%

Financial Analysis - Continued

Pursuant to Governmental Accounting Standards Board (GASB) Statements No. 34 and 35, the State appropriation is not classified as operating revenue. Therefore, institutions of public higher education generally incur a loss from operations. The Commonwealth's Department of Higher Education sets tuition while the College's Board of Trustees sets general course fees. Commonwealth appropriations and other state support to the College reduced the loss from operations. The College, with the purpose of balancing educational and operational needs with tuition and fee revenue, approves budgets to mitigate losses after Commonwealth appropriations.

Nonoperating Revenues and Expenses

	Year Ended June 30		Between 2019 and 2018	
	2019	**2018**	**Change**	**Change percentage**
Operating loss	**$ (40,971,090)**	$ **(37,979,889)**	$ (2,991,201)	8%
Nonoperating:				
Total state support	**38,295,359**	**36,012,273**	2,283,086	6
Net other nonoperating	**2,427,779**	**1,764,626**	663,153	38
Increase (decrease) in net position	**$ (247,952)**	$ **(202,990)**	$ (44,962)	22%

	Year Ended June 30		Between 2018 and 2017	
	2018	**2017**	**Change**	**Change percentage**
Operating loss	**$ (37,979,889)**	$ **(32,331,743)**	$ (5,648,146)	17%
Nonoperating:				
Total state support	**36,012,273**	**35,231,433**	780,840	2
Net other nonoperating	**1,764,626**	**1,314,019**	450,607	34
Increase (decrease) in net position	**$ (202,990)**	$ **4,213,709**	$ (4,416,699)	(105)%

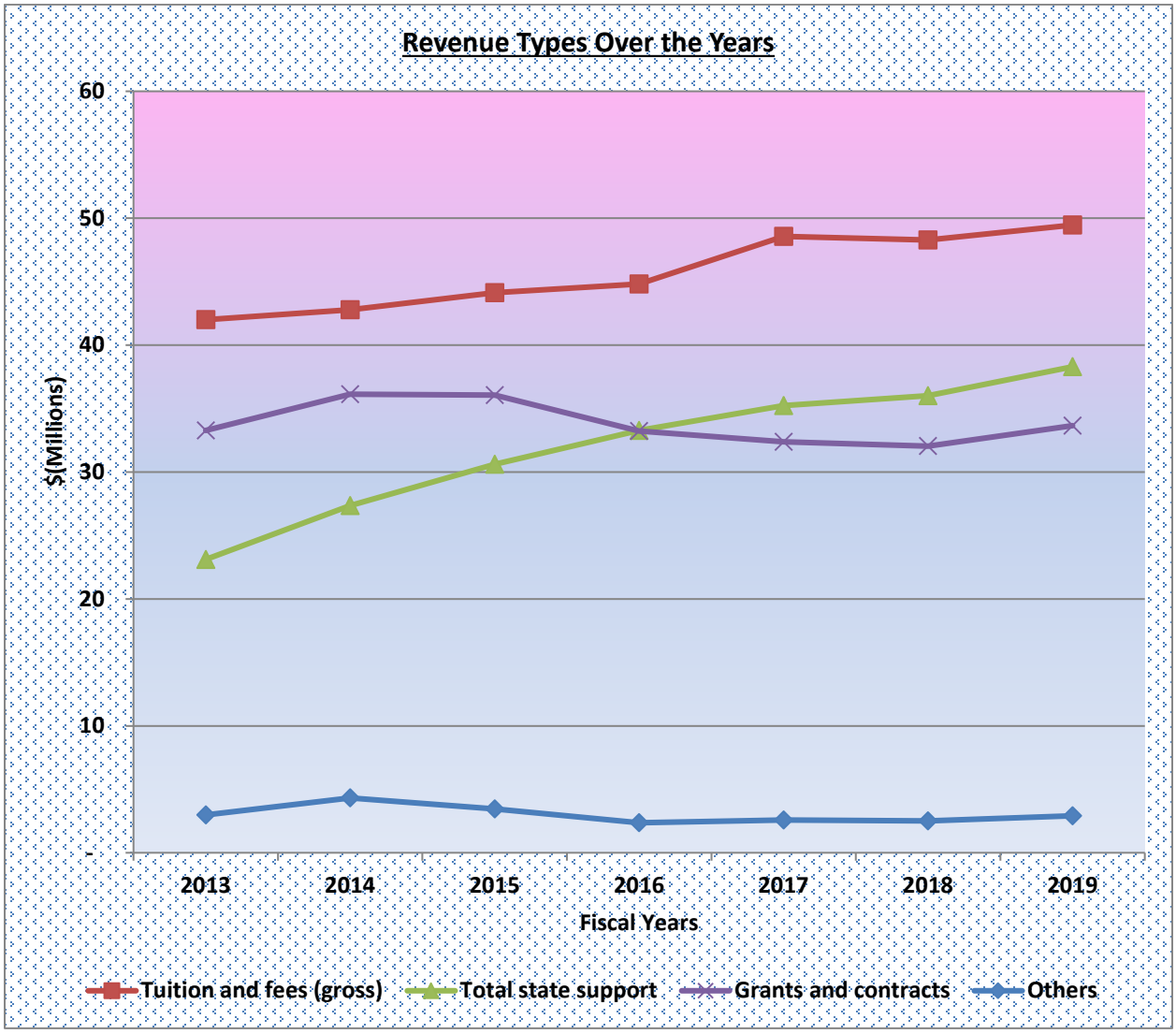
BUNKER HILL COMMUNITY COLLEGE

Management Discussion and Analysis - Continued

June 30, 2019 and 2018

(Unaudited)

Financial Analysis – Continued



Gross tuition and fees net of waivers for FY 2019 was the largest single source of revenue at $49,460,413 or 40% followed by State appropriation of $38,295,359 or 31% and Grants and Contracts at $33,652,174 or 27%.

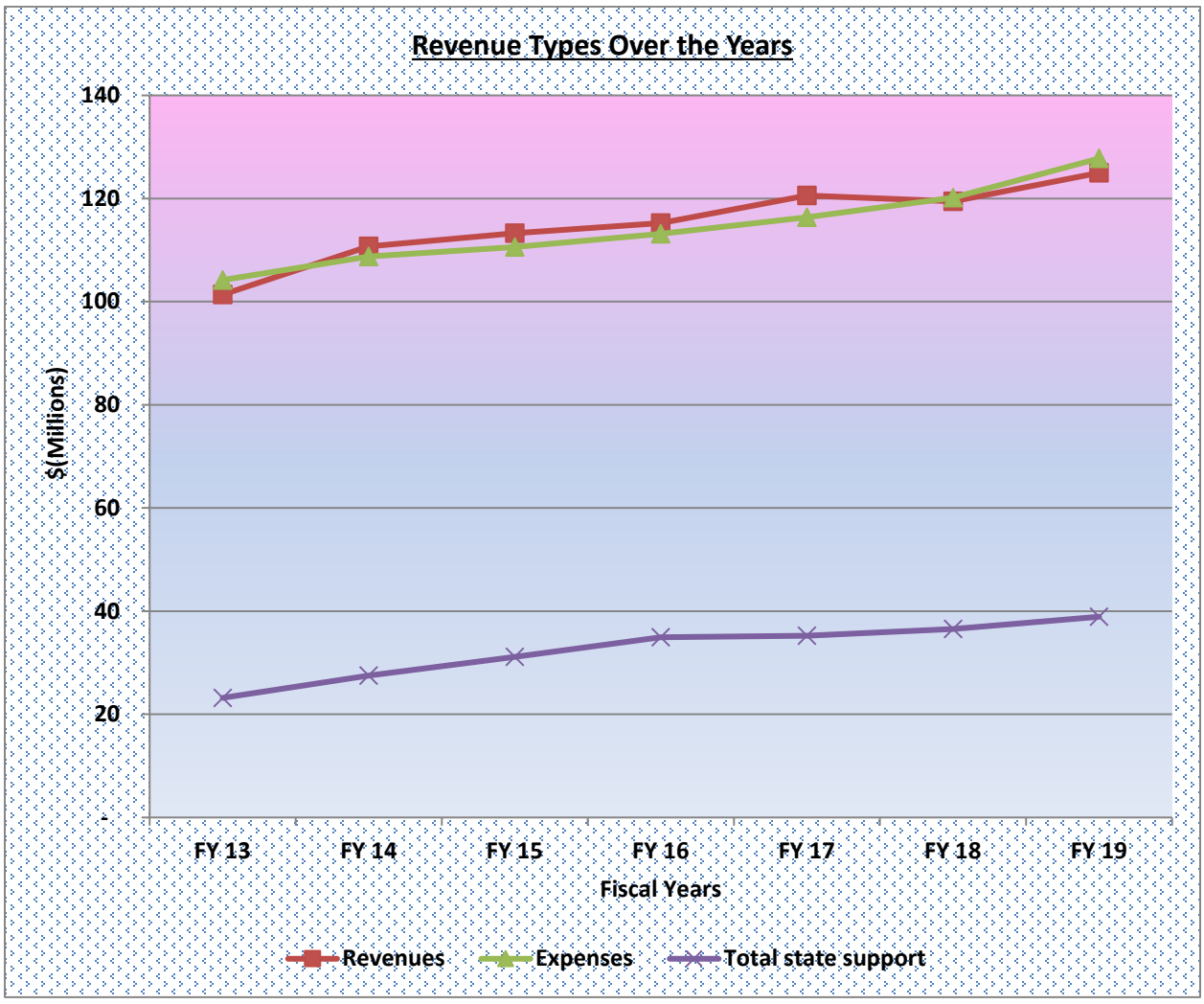
BUNKER HILL COMMUNITY COLLEGE

Management Discussion and Analysis - Continued

June 30, 2019 and 2018

(Unaudited)

Financial Analysis – Continued



- The seven-year trend analysis shows that from FY 2014 to FY 2017 revenue (excluding scholarship allowances) has gradually exceeded and it broke even in FY 2018. However, in FY 2019, the expenses (including scholarship allowances) slightly increased revenue due to effect of implementation of GASB 75 OPEB liabilities.

Capital Assets of the College

The College's capital assets as of June 30, 2019 amounted to $44,065,135, net of accumulated depreciation. The capital assets include land, buildings and improvements, furnishings, and equipment. Capital assets net of depreciation increased from $42.3 million in FY 2018 to $44.1 million in FY 2019. This was mainly due to improvements to buildings at a cost of $6,462,757 including a reclassification of Capital Work in Progress of $6,146,986 and addition to capital software of $1,436,826 including a reclassification of Capital Work in Progress of $1,369,869. The total addition to capital assets during fiscal year 2019 was $5,523,941 while the total depreciation amounted to $3,741,292.

The Board of Trustees approves capital asset purchases. Additional information about the College's capital assets can be found in note 5.

Long-Term Liabilities of the College

During the fiscal year 2007, the College participated in a Pool M3-C Series, tax exempt, variable rate bond issued through Massachusetts Health and Educational Facilities Authority Capital Assets Program (HEFA) to finance the construction of the Health and Wellness Center. Of the Pool M3-C Series, tax exempt bond of $8,000,000, a sum of $58,202 is held as a debt service reserve fund at the Peoples United Bank.

The College also entered into an interest rate swap agreement with Citizens Bank to manage (hedge) cash flows associated with the variable rate bond. The terms of the swap transaction are as follows:

Trade date		February 9, 2007
Effective date		February 11, 2007
Termination date		June 15, 2031
Rate paid by College		4.18%
Rate paid by counterparty		SIFMA Swap Index
Fair value – liability at June 30, 2019	$	1,262,354

Long-Term Liabilities of the College - Continued

In November 2011, the College participated in a clean energy (savings) program which was administered by the Department of Capital Asset Management and Maintenance (DCAM). This project, DCAM project number BHC 1001-EC1 was funded in part by a loan from the Clean Energy Investment program (CEIP) funds and in part by a General Obligation Bond through DCAM. The status of the CEIP funds as June 30, 2019 is as follows:

Date of note	November 29, 2011
Original amount of note	$3,330,488
Unpaid principal balance	$2,447,113
Maturity date	January 01, 2032
Interest rate	4.00%
Date to which interest has been paid	January 01, 2019

During fiscal year 2016, the College leased equipment which was funded through Key Finance Government to upgrade Colleges computer network infrastructure. The capital lease obligations at June 30, 2019 are as follows.

Asset value	$1,160,596
Interest	$ 69,101
Period of the lease	60 months
Annual payment	$ 245,939
Lease obligation at June 30, 2019	$ 239,626

Economic Factors and Decisions Affecting Next Year's Tuition and Student Fee Revenues

The seasonally adjusted unemployment rate for the Commonwealth within which the College primarily draws students, decreased from 3.5% in June 2018 to 3.0% in June 2019, according to the United States Department of Labor, Bureau of Labor Statistics. The seasonally adjusted unemployment rate on a national level decreased from 4.0% in June 2018 to 3.7% in June 2019. The trend is that unemployment will continue to decrease if the performance of the economy improves and vice versa. It is difficult for the College to predict the extent to which enrollment may vary in the current environment.

Requests for Information

This financial report is designed to provide a general overview of the College's financial position for all those with an interest in the College's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to The Office of the Vice President, Administration and Finance, Bunker Hill Community College, 250 New Rutherford Avenue, Boston, Massachusetts 02129-2925.

BUNKER HILL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Statements of Net Position

June 30,

Assets and Deferred Outflows of Resources

	Primary Government		Component Unit	
	2019 College	2018 College	**2019 Foundation**	2018 Foundation
Current Assets:				
Cash and equivalents	**$ 2,673,339**	$ 1,149,135	**$ 845,148**	$ 461,852
Deposits held by State Treasurer	**419,711**	2,951,456	**-**	-
Cash held by State Treasurer	**999,659**	281,682	**-**	-
Restricted cash	**1,056,441**	1,059,855	**1,074,380**	790,202
Short-term investments	**16,300,619**	18,850,077	**-**	-
Deposits with bond trustee - restricted	**58,202**	60,702	**-**	-
Accounts receivable, net	**3,413,324**	4,365,703	**85,286**	64,368
Other assets	**464,669**	420,048	**-**	-
Total Current Assets	**25,385,964**	29,138,658	**2,004,814**	1,316,422
Non-Current Assets:				
Long-term investments	**8,450,601**	5,126,416	**6,204,482**	5,722,517
Capital assets, net of accumulated depreciation	**44,065,135**	42,282,486	**-**	-
Total Non-Current Assets	**52,515,736**	47,408,902	**6,204,482**	5,722,517
Total Assets	**77,901,700**	76,547,560	**8,209,296**	7,038,939
Deferred Outflows of Resources				
Interest rate swap	**1,262,354**	954,970	-	-
Pension related, net	**5,573,782**	4,834,718	-	-
OPEB related, net	**11,445,475**	7,360,394	**-**	-
Total Deferred Outflows of Resources	**18,281,611**	13,150,082	**-**	-
Total Assets and Deferred Outflows of Resources	**$ 96,183,311**	$ 89,697,642	**$ 8,209,296**	$ 7,038,939

The accompanying notes are an integral part of the financial statements.

Liabilities, Deferred Inflows of Resources and Net Position

	Primary Government		Component Unit	
	2019 College	2018 College	**2019 Foundation**	2018 Foundation
Current Liabilities:				
Accounts payable and accrued liabilities	**$ 4,735,839**	$ 4,928,275	**$ 127,302**	$ 68,169
Accrued payroll	**1,689,115**	1,844,933	**-**	-
Compensated absences and workers' compensation	**3,416,691**	3,446,640	**-**	-
Unearned revenues	**209,344**	250,460	**-**	-
Students' deposits	**2,042,150**	2,560,097	**-**	-
Funds held for others	**1,402,034**	1,518,504	**-**	-
Current portion of capital lease obligations	**289,122**	280,848	**-**	-
Current portion of bonds payable	**260,000**	250,000	**-**	-
Current portion of liability for energy project	**147,178**	141,518	**-**	-
Total Current Liabilities	**14,191,473**	15,221,275	**127,302**	68,169
Non-Current Liabilities:				
Compensated absences and workers compensation	**1,950,487**	2,044,698	**-**	-
Pension liability, net	**14,246,192**	12,158,456	**-**	-
OPEB liability, net	**25,023,473**	23,648,250		
Capital lease obligations	**105,359**	394,481	**-**	-
Bonds payable	**5,618,202**	5,880,702	**-**	-
Liability for energy project	**2,299,936**	2,447,114	**-**	-
Liability for derivative instrument	**1,262,354**	954,970	**-**	-
Total Non-Current Liabilities	**50,506,003**	47,528,671	**-**	-
Total Liabilities	**64,697,476**	62,749,946	**127,302**	68,169
Deferred Inflows of Resources				
Pension related, net	**1,928,755**	2,170,919		
OPEB, net	**7,804,180**	2,775,925	**-**	-
Total Deferred Inflows of Resources	**9,732,935**	4,946,844	**-**	-
Net Position:				
Net investment in capital assets	**35,403,540**	32,948,525	**-**	-
Restricted:				
Expendable	**-**	-	**5,044,784**	4,152,460
Non-expendable	**-**	-	**1,891,479**	1,775,869
Unrestricted	**(13,650,640)**	(10,947,673)	**1,145,731**	1,042,441
Total Net Position	**21,752,900**	22,000,852	**8,081,994**	6,970,770
Total Liabilities, Deferred Inflows of Resources and Net Position	**$ 96,183,311**	$ 89,697,642	**$ 8,209,296**	$ 7,038,939

BUNKER HILL COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Statements of Revenues, Expenses and Changes in Net Position

For the Years Ended June 30,

	Primary Government		Component Unit	
	2019 College	2018 College	**2019 Foundation**	2018 Foundation
Operating Revenues:				
Tuition and fees	**$ 49,460,413**	$ 48,286,718	**$ -**	$ -
Less: scholarship allowance	**(18,930,521)**	(17,796,684)	**-**	-
Net tuition and fees	**30,529,892**	30,490,034	-	-
Federal, state, local and private grants and contracts	**32,986,503**	31,940,929	**1,688,754**	1,307,180
Other auxiliary enterprises	**682,038**	568,908	-	-
Other sources	**2,226,776**	1,951,271	**291,633**	304,273
Total Operating Revenues	**66,425,209**	64,951,142	**1,980,387**	1,611,453
Operating Expenses:				
Instruction	**38,631,028**	37,482,302	-	-
Academic support	**14,291,527**	14,446,670	-	-
Student services	**15,314,183**	15,374,037	-	-
Scholarships	**10,578,904**	10,363,044	**437,657**	372,409
Operation and maintenance of plant	**10,242,480**	8,960,094	-	-
Institutional support	**14,596,885**	12,774,850	-	-
Depreciation and amortization	**3,741,292**	3,530,034	-	-
Other operating expenses	**-**	-	**142,684**	147,985
Total Operating Expenses	**107,396,299**	102,931,031	**580,341**	520,394
Operating Income (Loss)	**(40,971,090)**	(37,979,889)	**1,400,046**	1,091,059
Non-Operating Revenues (Expenses):				
State appropriations	**38,295,359**	36,012,273	-	-
Payments between Foundation and College	**754,258**	139,975	**(754,258)**	(167,735)
Net investment income	**1,547,053**	1,623,311	**465,436**	537,537
Interest expense	**(496,277)**	(527,267)	**-**	-
Net Non-Operating Revenues (Expenses)	**40,100,393**	37,248,292	**(288,822)**	369,802
Change in Net Position Before Capital Appropriations	**(870,697)**	(731,597)	**1,111,224**	1,460,861
Capital appropriations	**622,745**	528,607	**-**	-
Change in Net Position	**(247,952)**	(202,990)	**1,111,224**	1,460,861
Net Position, Beginning of Year	**$ 22,000,852**	$ 22,203,842	**$ 6,970,770**	$ 5,509,909
Net Position, End of Year	**$ 21,752,900**	$ 22,000,852	**$ 8,081,994**	$ 6,970,770

The accompanying notes are an integral part of the financial statements.

BUNKER HILL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows

For the Years Ended June 30,

	Primary Government	
	2019	2018
	College	College
Cash Flows from Operating Activities:		
Tuition and fees	**$ 30,618,220**	$ 30,203,827
Grants and contracts	**32,771,311**	31,610,877
Payments to suppliers	**(12,395,825)**	(10,961,780)
Payments to students	**(10,578,904)**	(10,363,044)
Payments to employees	**(67,569,742)**	(63,356,293)
Other operating revenues	**3,428,994**	2,029,877
Net Cash Applied to Operating Activities	**(23,725,946)**	(20,836,536)
Cash Flows from Non-Capital Financing Activities:		
State appropriations	**28,092,693**	25,947,933
Funds held for others	**(116,470)**	379,659
Contributions from Foundation	**754,258**	139,975
Net Cash Provided by Non-Capital Financing Activities	**28,730,481**	26,467,567
Cash Flows from Capital Financing Activities:		
Capital appropriations	**622,745**	-
Purchases of capital assets	**(5,523,941)**	(4,742,484)
Principal payments on capital debt	**(674,866)**	(661,821)
Interest paid on capital debt	**(496,277)**	(527,267)
Net Cash Applied to Capital Financing Activities	**(6,072,339)**	(5,931,572)
Cash Flows from Investing Activities:		
Proceeds from sale of investments	**11,439,964**	64,801,486
Interest and dividends on investments, net	**5,534**	20,950
Purchases of investments	**(10,673,172)**	(64,314,538)
Net Cash Provided by Investing Activities	**772,326**	507,898
Net Increase (Decrease) in Cash and Equivalents	**(295,478)**	207,357
Cash and Equivalents, Beginning of Year	**5,502,830**	5,295,473
Cash and Equivalents, End of Year	**$ 5,207,352**	$ 5,502,830

BUNKER HILL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows - Continued

For the Years Ended June 30,

	Primary Government	
	2019 College	2018 College
Reconciliation of Net Operating Loss to Net Cash Applied to Operating Activities:		
Net operating loss	**$ (40,971,090)**	$ (37,979,889)
Adjustments to reconcile net operating loss to net cash applied to operating activities:		
Depreciation	**3,741,292**	3,530,034
Bad debts recoveries	**(20,370)**	(30,861)
Net pension activity	**1,106,508**	506,514
Net OPEB activity	**2,318,397**	2,016,951
Fringe benefits paid by state	**10,202,666**	10,064,340
Changes in assets and liabilities:		
Accounts receivable	**972,749**	(402,126)
Other current assets	**(44,621)**	136,892
Accounts payable and accrued expenses	**(192,436)**	1,401,060
Accrued salaries and wages	**(155,818)**	114,995
Accrued compensated absences and workers' compensation	**(124,160)**	479,128
Student deposits	**(517,947)**	(563,901)
Unearned revenues	**(41,116)**	(109,673)
Net Cash Applied to Operating Activities	**$ (23,725,946)**	$ (20,836,536)
Reconciliation of Cash and Equivalents Balance to the Statements of Net Position:		
Cash and equivalents	**$ 2,673,339**	$ 1,149,135
Deposits held by State Treasurer	**419,711**	2,951,456
Cash held by State Treasurer	**999,659**	281,682
Restricted cash	**1,056,441**	1,059,855
Deposits with bond trustee - restricted	**58,202**	60,702
Cash and Equivalents, End of Year	**$ 5,207,352**	$ 5,502,830
Non-Cash Transactions:		
Fringe benefits provided by the state	**$ 10,202,666**	$ 10,064,340
Capital assets acquired through state appropriation	**$ -**	$ 528,607
Capital assets acquired through capital leases	**$ -**	$ 258,092

The accompanying notes are an integral part of the financial statements.

BUNKER HILL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements

June 30, 2019 and 2018

Note 1 - **Summary of Significant Accounting Policies**

Organization
Bunker Hill Community College (the "College") is the largest community college in Massachusetts and is accredited by the New England Commission of Higher Education. The College is located in Charlestown, Massachusetts with a branch campus in Chelsea, Massachusetts and three satellite campuses throughout Greater Boston providing instruction and training in a variety of liberal arts and sciences, allied health, engineering technologies and business fields of study. Through the Division of Continuing Education, the College offers credit and non-credit courses as well as community service programs.

Basis of Presentation
The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by the Governmental Accounting Standards Board ("GASB"). Revenues are recorded when earned, and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met.

The College's policy for defining operating activities in the statements of revenues, expenses and changes in net position, are those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services and certain grants and contracts. Certain other transactions are reported as non-operating activities. These non-operating activities include the College's operating and capital appropriations from the Commonwealth of Massachusetts, net investment income, gifts, and interest expense.

Bunker Hill Community College Foundation, Inc. (the "Foundation") is a legally separate tax-exempt organization established in July 1986. The Foundation was established to promote and support the furtherance of the educational and cultural mission of the College. Although the College does not control the timing or the amount of receipts from the Foundation, the majority of resources received or held by the Foundation are restricted to the activities of the College by the donors. The Foundation is located at the College's Charlestown campus. The Foundation is considered a component unit of the College because of the nature and significance of its relationship with the College as of June 30, 2019 and 2018 and is therefore discretely presented in the College's financial statements.

Note 1 - **Summary of Significant Accounting Policies - Continued**

Basis of Presentation - continued
During the years ended June 30, 2019 and 2018, the Foundation distributed $754,258 and $139,975, respectively, to the College for both restricted and unrestricted purposes.

Complete financial statements for the Foundation can be obtained from Bunker Hill Community College Foundation at 250 New Rutherford Avenue, Suite H150, Charlestown, Massachusetts 02129.

Net Position
Resources are classified for accounting purposes into the following four net position categories:

Net Investment in Capital Assets: Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, repair, or improvement of those assets.

Restricted – Nonexpendable: Net position subject to externally imposed conditions that the College must maintain in perpetuity.

Restricted – Expendable: Net position whose use is subject to externally imposed conditions that can be fulfilled by the actions of the College or by the passage of time.

Unrestricted: All other amounts of net position. Unrestricted net position may be designated by actions of the College's Board of Trustees.

The College has adopted a policy of generally utilizing restricted expendable funds, when available, prior to unrestricted funds.

Cash and Equivalents
The College considers all highly liquid debt instruments purchased with an original maturity date of three months or less, cash and deposits held by state agencies on behalf of the College, cash held by the College on behalf of another agency and deposits with bond trustee to be cash equivalents.

Note 1 - **Summary of Significant Accounting Policies - Continued**

Investments

Investments in marketable securities are stated at fair value. Dividends, interest, and net realized and unrealized gains or losses on investments are reported in the statements of revenues and expenses. Gains and losses on the disposition of investments are determined based on specific identification of securities sold. Investment income is recognized when earned. The College has no donor-restricted endowments as of June 30, 2019 and 2018.

Allowance for Doubtful Accounts

Provisions for losses on receivables are determined on the basis of less experience, known and inherent risks and current economic conditions.

Capital Assets

Real estate, including improvements, furnishings, equipment, and collection items are stated at cost at date of acquisition or, in the case of gifts, at fair value at date of donation. In accordance with the state's capitalization policy, only those items with a unit cost of more than $50,000 are capitalized. Interest costs on debt related to capital assets are capitalized during the construction period. College capital assets, with the exception of land and construction in progress, are depreciated on a straight-line basis over their estimated useful lives, which range from 3 to 40 years. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets lives are not capitalized.

The College does not hold collections of historical treasures, works of art or other items not requiring capitalization or depreciation.

Capital assets are controlled, but not owned by the College. The College is not able to sell or otherwise pledge its assets since they are owned by the Commonwealth.

Students' Deposits and Unearned Revenues

Deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year are deferred and are recorded as related services are provided.

Note 1 - **Summary of Significant Accounting Policies - Continued**

Fringe Benefits

The College participates in the Commonwealth's Fringe Benefit programs, including health insurance, unemployment, pension, workers' compensation and certain post-retirement benefits. Health insurance, unemployment and pension costs are billed through a fringe-benefit rate charged to the College.

Workers' Compensation

The Commonwealth provides workers' compensation coverage to its employees on a self-insured basis. The Commonwealth requires the College to record its portion of the workers' compensation in its records. Workers' compensation costs are determined based on the College's actual experience.

Compensated Absences

Employees earn the right to be compensated during absences for vacation and sick leave. Accrued vacation is the amount earned by all eligible employees through June 30, 2019 and 2018. The accrued sick leave balance represents 20% of amounts earned by those employees with ten or more years of state service at June 30, 2019 and 2018. Upon retirement, these employees are entitled to receive payment for this accrued balance.

Pensions

For purposes of measuring the net pension liability, deferred outflow of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Massachusetts State Employee's Retirement System ("SERS") and the additions to/deductions from SERS' fiduciary net position have been determined on the same basis as they are reported by SERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Note 1 - **Summary of Significant Accounting Policies - Continued**

Postemployment Benefits Other Than Pensions ("OPEB")

For purposes of measuring the College's net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the State Retirees' Benefit Trust ("SRBT") and additions to/deductions from SRBT's fiduciary net position have been determined on the same basis as they are reported by SRBT. For this purpose, SRBT recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost.

Student Fees

Student tuition and fees are presented net of scholarships and fellowships applied to students' accounts. Certain other scholarship amounts are paid directly to, or refunded to students and are generally reflected as expenses.

Derivative Instruments

GASB Statement No. 53, *Accounting and Financial Reporting for Derivative Instruments* ("GASB 53"), requires the fair value of a hedging derivative instrument be reported in the financial statements. Changes in the fair value of an effective hedging derivative instrument are deferred and reported as deferred outflows or deferred inflows on the statement of net position. In compliance with GASB Statement 53, the College has recorded a deferred outflow and corresponding liability on the Statements of Net Position.

Tax Status

The College is a component unit of the Commonwealth of Massachusetts and is therefore generally exempt from income taxes under Section 115 of the Internal Revenue Code.

Note 1 - **Summary of Significant Accounting Policies - Continued**

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions about future events. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, as well as reported amounts of revenue and expenses during the reporting period. Management evaluates the estimates and assumptions on an ongoing basis using historical experience and other factors that management believes to be reasonable under the circumstances. Adjustments to estimates and assumptions are made as facts and circumstances require. As future events and their effects cannot be determined with certainty, actual results may differ from the estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of estimating an allowance for doubtful accounts, depreciation, determining the fair value of the interest rate swap and determining the net pension and OPEB liabilities.

New Governmental Accounting Pronouncements

GASB Statement 84 – *Fiduciary Activities* is effective for periods beginning after December 15, 2018. The objective of this Statement is to establish criteria for identifying fiduciary activities. Activity meeting the established criteria would then be presented in a statement of net position and a statement of changes in net position. Pension and other employee benefit trust funds, investment trust funds, private-purpose trust funds and custodial funds would be reported, as applicable, according to this Statement. Information of component units of a primary government would be shown in the aggregate with the fiduciary funds of the primary government. Under this Statement, a liability could be recognized to the beneficiaries in a fiduciary fund if the government has been compelled to disburse fiduciary resources. Management has not yet evaluated the effects of the implementation of this Statement.

Note 1 - **Summary of Significant Accounting Policies - Continued**

New Governmental Accounting Pronouncements - continued

GASB Statement 87 – *Leases* is effective for periods beginning after December 15, 2019. Implementation of this standard will require lessees to recognize on their statement of net position the rights and obligations resulting from leases categorized as operating leases as assets, liabilities, or deferred inflows / outflows of resources. It provides for an election on leases with terms of less than twelve months to be excluded from this Statement. Management is in the process of evaluating this Statement and has not yet determined its impact on the financial statements.

GASB Statement 89 – *Accounting for Interest Costs Incurred before the End of a Construction Period* is effective for reporting periods beginning after December 15, 2019. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period. Management has not completed its review of the requirements of this standard and its applicability.

Note 2 - **Cash and Investments**

Overall Deposits and Investments Descriptions

Deposits and investments consist of the following at June 30,:

Investment type	2019	2018
Cash in bank	$ 2,673,339	$ 1,149,135
Cash in bank - restricted	1,056,441	1,059,855
Proprietary money market funds - restricted	58,202	60,702
Total Deposits	3,787,982	2,269,692
Money market funds	494,474	481,014
Corporate bonds	7,317,133	3,908,439
Mutual funds	41,086	1,122,186
Federal agencies	1,635,953	1,274,651
Equity securities	15,262,574	17,190,203
Total Investments	24,751,220	23,976,493
Total Deposits and Investments	$ 28,539,202	$ 26,246,185

Note 2 - **Cash and Investments - Continued**

Overall Deposits and Investments Descriptions - continued
The proprietary money market funds represent unspent proceeds of a Pool M3-C Series bond issue through Mass HEFA, which was converted to a MHEFA Pool 'O' Series bond.

Restricted Cash
The College accepts funds and makes payments on behalf of the Executive Office. The cash balance that belongs to the Executive Office has been classified as restricted on the statements of net position.

Restricted Cash - Foundation
During the year ended June 30, 2018, the Foundation received a three-year $2.4 million grant from the Richard and Susan Smith Family Foundation on behalf of the College to be used to fund the College's Early College Program. The Foundation is the fiscal agent of the grant funds and as the College incurs costs related to this program funds will be released by the Foundation. At June 30, 2019 and 2018, the Foundation had $1,074,380 and $790,202, respectively, in restricted cash related to this grant.

Custodial Credit Risk
Custodial credit risk is the risk that, in the event of a bank failure, the College's deposits might not be recovered. The College's bank balances, including money market funds, as of June 30, 2019 and 2018 were $4,760,682 and $3,003,330, respectively. Of these balances, $3,260,682 and $2,530,233 were exposed to custodial credit risk as uninsured and uncollateralized as of June 30, 2019 and 2018, respectively.

Investment Policy
In accordance with Chapter 15A of the Massachusetts General Laws, the Board of Trustees has adopted an investment policy that applies to locally held funds that are not appropriated by the state legislature or derived from federal allocations. The principal objectives of the investment policy are: (1) preservation of capital and safety of principal, (2) minimizing price volatility, (3) liquidity, (4) return on investment, and (5) diversification. The Board of Trustees supports the investments of trust funds in a variety of vehicles, including bank instruments, equities, bonds, government and commercial paper of high quality and mutual funds holding in any or all of the above. The Board of Trustees may establish investment fund ceilings and broad asset allocation guidelines, but delegates to the President or her designee, the authority to determine exact dollar amounts to be invested within those established limits and guidelines.

Note 2 - **Cash and Investments - Continued**

Fair Value Hierarchy

The fair value hierarchy categorizes inputs to valuation techniques used to measure fair value into three levels. Level 1 inputs are quoted market prices for identical assets or liabilities in active markets that a government can access at the measurement date. Level 2 inputs are inputs, other than quoted prices included within Level 1 that are observable for an asset or liability, directly or indirectly. Level 3 inputs are unobservable inputs. The highest priority is assigned to Level 1 inputs and the lowest to Level 3 inputs. If the fair value is measured using inputs from more than one level of the hierarchy, the measurement is considered to be based on the lowest priority input level that is significant to the entire measurement. Valuation techniques used should maximize the use of the observable inputs and minimize the use of unobservable inputs.

The asset's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. The following is a description of the valuation methodologies used for assets at fair value on a recurring basis.

Following is a description of the valuation methodologies used for assets measured at fair value. With the adoption of GASB Statement 72, there have been no changes in the methodologies used to measure fair value.

Federal agencies, corporate bonds and equity securities: Valued at the closing price reported on the active market on which the individual securities are traded.

Mutual funds: Valued at daily closing prices as reported by the fund. Mutual funds held by the College are open-end mutual funds that are registered with the SEC.

These funds are required to publish their daily net asset value ("NAV") and to transact at that price. The mutual funds held by the College are deemed to be actively traded.

Money market funds: Valued based on the net asset value per share.

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, although the College believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

Note 2 - **Cash and Investments - Continued**

Fair Value Hierarchy - continued

The following tables set forth, by level, the College's investments:

	June 30, 2019				
	NAV per share	**Level 1**	**Level 2**	**Level 3**	**Total**
Recurring fair value measurements:					
Federal agencies	**$ -**	**$ 1,635,953**	**$ -**	**$ -**	**$ 1,635,953**
Corporate bonds	**-**	**-**	**7,317,133**	**-**	**7,317,133**
Money market funds	**494,474**	**-**	**-**	**-**	**494,474**
Mutual funds	**-**	**41,086**	**-**	**-**	**41,086**
Equity securities	**-**	**15,262,574**	**-**	**-**	**15,262,574**
Total marketable securities at fair value	**$ 494,474**	**$ 16,939,613**	**$ 7,317,133**	**$ -**	**$ 24,751,220**

	June 30, 2018				
	NAV per share	Level 1	Level 2	Level 3	Total
Recurring fair value measurements:					
Federal agencies	$ -	$ 1,274,651	$ -	$ -	$ 1,274,651
Corporate bonds	-	-	3,908,439	-	3,908,439
Money market funds	481,014	-	-	-	481,014
Mutual funds	-	1,122,186	-	-	1,122,186
Equity securities	-	17,190,203	-	-	17,190,203
Total marketable securities at fair value	$ 481,014	$ 19,587,040	$ 3,908,439	$ -	$ 23,976,493

Note 2 - **Cash and Investment - Continued**

Interest Rate Risk

Maturities of investments exposed to interest rate risk were as follows at June 30:

2019

Investment type	Fair value	Investment maturities (in years) Less than 1	1 to 5	6 to 10	More than 10
Debt securities:					
Federal agencies	**$ 1,635,953**	**$ 393,150**	**$ 1,215,924**	**$ 26,879**	**$ -**
Corporate bonds	**7,317,133**	**150,421**	**2,772,857**	**3,924,029**	**469,826**
	8,953,086	**$ 543,571**	**$ 3,988,781**	**$ 3,950,908**	**$ 469,826**
Cash in bank	**3,729,780**				
Money market funds	**494,474**				
Proprietary money market funds	**58,202**				
Mutual funds	**41,086**				
Equity securities	**15,262,574**				
	$ 28,539,202				

2018

Investment type	Fair value	Investment maturities (in years) Less than 1	1 to 5	6 to 10	More than 10
Debt securities:					
Federal agencies	$ 1,274,651	$ 318,336	$ 956,315	$ -	$ -
Corporate bonds	3,908,439	219,353	1,762,542	1,926,544	-
	5,183,090	$ 537,689	$ 2,718,857	$ 1,926,544	$ -
Cash in bank	2,208,990				
Money market funds	481,014				
Proprietary money market funds	60,702				
Mutual Funds	1,122,186				
Equity securities	17,190,203				
	$ 26,246,185				

Note 2 - **Cash and Investment - Continued**

Interest Rate Risk - continued

Fixed-income investments consist of bond mutual funds with fair market values of $244,810 and $289,873 as of June 30, 2019 and 2018, respectively. The weighted average maturity of underlying securities was as follows as June 30,:

	2019	2018
Pimco 0-5 Year High Yield Corporate Bond EFT	n/a	3.22 Years
Eaton Vance Floating-Rate Fund	5.06 Years	5.38 Years
Eaton Vance Short Duration High Income Fund	2.79 Years	3.12 Years
Eaton Vance Income Fund of Boston	5.55 Years	5.74 Years

Disclosure of Credit Risk of Debt Securities

Credit risk disclosures of debt securities were as follows at June 30:

		2019			
		Quality ratings			
Rated debt investments	Fair value	Aaa	A1	A2	A3
Federal agencies	$ 1,635,953	$ 1,609,074	$ 26,879	$ -	$ -
Corporate bonds	7,317,133	307,916	610,553	1,406,386	2,529,587
Total	$ 8,953,086	$ 1,916,990	$ 637,432	$ 1,406,386	$2,529,587

	Quality ratings			
Rated debt investments	Aa1	Aa2	Aa3	Baa1,2,3
Federal agencies	$ -	$ -	$ -	$ -
Corporate bonds	250,544	414,482	-	1,797,665
Total	$ 250,544	$ 414,482	$ -	$1,797,665

Note 2 - **Cash and Investment - Continued**

2018

		Quality ratings				
Rated debt investments	Fair value	Aaa	A	A1	A2	A3
Federal agencies	$ 1,274,651	$ 1,274,651	$ -	$ -	$ -	$ -
Corporate bonds	$ 3,908,439	-	-	483,144	380,998	1,263,493
Total	$ 5,183,090	$ 1,274,651	$ -	$ 483,144	$ 380,998	$ 1,263,493

	Quality ratings				
Rated debt investments	Aa1	Aa2	Aa3	Baa1,2,3	Unrated
Federal agencies	$ -	$ -	$ -	$ -	$ -
Corporate bonds	44,282	-	55,027	1,653,386	28,109
Total	$ 44,282	$ -	$ 55,027	$1,653,386	$ 28,109

Investments of the Foundation

The Foundation's long-term investments consist of the following at June 30:

	2019	2018
Corporate equities	$ 2,946,185	$ 2,743,783
Mutual funds	1,241,027	1,822,410
Corporate and other bonds	2,017,270	1,156,324
	$ 6,204,482	$ 5,722,517

Note 3 - **Deposits and Cash Held by State Treasurer**

Accounts payable and accrued salaries to be funded by cash forwarded by the College to, and held by, the State Treasurer for payment of so-called 'non-appropriated' liabilities at June 30, 2019 and 2018 through Massachusetts Management Accounting Reporting System ("MMARS") were recorded in the sum of $419,711 and $2,951,456, respectively.

Accounts payable and accrued salaries to be funded from state-appropriated funds totaled $999,659 and $281,682 at June 30, 2019 and 2018, respectively. The College has recorded a comparable dollar amount of cash held by the State Treasurer for the benefit of the College, which was subsequently utilized to pay for such liabilities.

Note 4 - Accounts Receivable

Accounts receivable include the following at June 30,:

	2019	2018
Student accounts receivable	**$ 646,491**	$ 674,585
Grants receivable	**937,484**	763,408
Financial aid receivable	**1,230,962**	1,609,654
Other receivables	**693,892**	1,433,931
	3,508,829	4,481,578
Less: allowance for doubtful accounts	**(95,505)**	(115,875)
	$ 3,413,324	$ 4,365,703

Note 5 - Capital Assets

Capital assets of the College consist of the following at June 30,:

		2019				
	Estimated lives (in years)	Beginning Balance	Additions	Retirements	Reclassifications	Ending Balance
Capital assets not depreciated:						
Land		$ 208,827	$ -	$ -	$ -	$ 208,827
Capital work in progress		4,025,067	4,282,981	-	(7,516,855)	791,193
Total not depreciated		4,233,894	4,282,981	-	(7,516,855)	1,000,020
Capital assets depreciated:						
Building, including improvements	20-40	60,854,001	315,770	-	6,146,986	67,316,757
Furnishings and equipment	3-10	8,803,084	858,233	-	-	9,661,317
Software	5	4,144,957	66,957	-	1,369,869	5,581,783
Motor vehicles	3-10	172,176	-	-	-	172,176
Books	5	614,858	-	-	-	614,858
Total depreciated		74,589,076	1,240,960	-	7,516,855	83,346,891
Less accumulated depreciation:						
Building, including improvements		(27,793,946)	(1,913,143)	-	-	(29,707,089)
Furnishings and equipment		(6,531,849)	(983,569)	-	-	(7,515,418)
Software		(1,466,630)	(828,991)	-	-	(2,295,621)
Motor vehicles		(133,201)	(15,589)	-	-	(148,790)
Books		(614,858)	-	-	-	(614,858)
Total accumulated depreciation		(36,540,484)	(3,741,292)	-	-	(40,281,776)
Capital assets, net		$ 42,282,486	$ 1,782,649	$ -	$ -	$ 44,065,135

Note 5 - **Capital Assets - Continued**

2018

	Estimated lives (in years)	Beginning Balance	Additions	Retirements	Reclassifications	Ending Balance
Capital assets not depreciated:						
Land		$ 208,827	$ -	$ -	$ -	$ 208,827
Construction in progress		768,126	3,256,941	-	-	4,025,067
Total not depreciated		976,953	3,256,941	-	-	4,233,894
Capital assets depreciated:						
Building, including improvements	20-40	59,062,511	1,791,490	-	-	60,854,001
Furnishings and equipment	3-10	8,322,332	480,752	-	-	8,803,084
Software	5	4,144,957	-	-	-	4,144,957
Motor vehicles	3-10	172,176	-	-	-	172,176
Books	5	614,858	-	-	-	614,858
Total depreciated		72,316,834	2,272,242	-	-	74,589,076
Less accumulated depreciation:						
Building, including improvements		(26,004,631)	(1,789,315)	-		(27,793,946)
Furnishings and equipment		(5,647,163)	(884,686)	-	-	(6,531,849)
Software		(637,639)	(828,991)	-	-	(1,466,630)
Motor vehicles		(106,159)	(27,042)	-	-	(133,201)
Books		(614,858)	-	-	-	(614,858)
Total accumulated depreciation		(33,010,450)	(3,530,034)	-	-	(36,540,484)
Capital assets, net		$ 40,283,337	$ 1,999,149	$ -	$ -	$ 42,282,486

Note 6 - **Long-Term Liabilities**

Long-term liabilities at June 30, consist of the following:

	2019				
	Beginning balance	**Additions**	**Reductions**	**Ending balance**	**Current portion**
Other long-term liabilities:					
Compensated absences	**$ 5,003,125**	**$ -**	**$ (76,749)**	**$ 4,926,376**	**$ 3,236,866**
Workers' compensation	**488,213**	**-**	**(47,411)**	**440,802**	**179,825**
Net OPEB liability	**23,648,250**	**1,375,223**	**-**	**25,023,473**	**-**
Net pension liability	**12,158,456**	**2,087,736**	**-**	**14,246,192**	**-**
Capital lease obligations	**675,329**	**-**	**(280,848)**	**394,481**	**289,122**
Bonds payable	**6,130,702**	**-**	**(252,500)**	**5,878,202**	**260,000**
Energy project liability	**2,588,632**	**-**	**(141,518)**	**2,447,114**	**147,178**
Derivative instrument	**954,970**	**307,384**	**-**	**1,262,354**	**-**
Total long-term liabilities	**$ 51,647,677**	**$ 3,770,343**	**$ (799,026)**	**$ 54,618,994**	**$ 4,112,991**

	2018				
	Beginning balance	Additions	Reductions	Ending balance	Current portion
Other long-term liabilities:					
Compensated absences	$ 4,601,941	$ 401,184	$ -	$ 5,003,125	$ 3,286,424
Workers' compensation	410,269	77,944	-	488,213	160,216
Net OPEB liability	17,642,141	6,006,109	-	23,648,250	-
Net pension liability	9,915,602	2,242,854	-	12,158,456	-
Capital lease obligations	700,583	258,092	(283,346)	675,329	280,848
Bonds payable	6,373,102	-	(242,400)	6,130,702	250,000
Energy project liability	2,724,707	-	(136,075)	2,588,632	141,518
Derivative instrument	1,303,920	-	(348,950)	954,970	-
Total long-term liabilities	$ 43,672,265	$ 8,986,183	$ (1,010,771)	$ 51,647,677	$ 4,119,006

Note 6 - **Long-Term Liabilities - Continued**

Capital leases

The College leased Cisco network server equipment from Presidio Network Solutions at a cost of $1,160,596 during the fiscal year 2016. The five-year lease was financed by Key Government Finance, Inc.

The College leased data storage equipment from EchoStar Technologies at a cost of $258,092 during the fiscal year 2018. The five-year lease was financed by De Lage Landen Public Finance LLC.

The following reports the cost and accumulated depreciation for equipment under lease agreements at June 30,:

	2019	2018
Cost	**$ 1,418,688**	$ 1,418,688
Less: Accumulated depreciation	**876,940**	593,203
	$ 541,748	$ 825,485

The following schedule summarizes future annual minimum payments due under non-cancelable capital leases as of June 30, 2019:

Years Ending June 30,	Principal	Interest	Total
2020	$ 289,122	$ 12,682	$ 301,804
2021	51,618	4,246	55,864
2022	53,741	2,123	55,864
	$ 394,481	$ 19,051	$ 413,532

Note 6 - **Long-Term Liabilities - Continued**

Operating Leases

The College has multiple leases for building space to be used for classrooms, workforce training, meeting space and educational administration under agreements expiring through January 2027. Each of these leases have varying payment terms, including graduated payments over the term of the lease. In addition, the College leases computer equipment, software, and copiers for various departments and has a three-year lease agreement for a vehicle expiring in 2019. Rent expense under these operating leases was $2,831,925 and $2,634,052 for the years ended June 30, 2019 and 2018, respectively.

Future minimum annual rental payments due under operating leases as of June 30, 2019 is as follows:

Years Ending June 30,	
2020	$ 2,759,403
2021	2,488,511
2022	2,385,568
2023	2,415,898
2024	2,446,349
2025-2027	2,544,406
	$ 15,040,135

Bonds Payable

During fiscal year 2010, the College issued Pool O-1 Series bonds through the Massachusetts Health and Educational Facilities Authority ("MHEFA") to refinance the Pool M3-C Series tax-exempt variable rate bond that was previously issued by the College to finance the construction of the Health and Wellness Center and other projects.

Note 6 - **Long-Term Liabilities - Continued**

Bonds Payable - continued

The bonds are payable in annual installments and are due July 2031. The following schedule summarizes future principal and interest payments on bonds payable as of June 30, 2019:

Years Ending June 30,	Principal	Interest	Interest rate swap, net*	Total
2020	$ 260,000	$ 89,975	$ 149,161	$ 499,136
2021	270,000	86,010	141,968	497,978
2022	290,000	81,893	134,242	506,135
2023	300,000	77,470	126,251	503,721
2024	310,000	72,895	117,994	500,889
2025 – 2029	1,750,000	289,598	453,830	2,493,428
2030 – 2031	2,698,202	77,013	59,578	2,834,793
	$ 5,878,202	$ 774,854	$ 1,183,024	$ 7,836,080

* In conjunction with its February 2007 issuance of variable rate bonds, the College entered into an agreement with a financial institution counterparty to synthetically fix the interest rate on the bonds at 4.18% (see note 7). This column represents the projected net amounts the College would have to pay the counterparty under the swap contract if interest rates were to remain unchanged from their value at June 30, 2019 during the remaining life of the swap. The variable rate on the bonds as of June 30, 2019 and 2018 was 1.52% and 1.13%, respectively.

The bank provides credit enhancement in the form of a Direct Pay Letter of Credit on the tax-exempt bonds issued under the MHEFA Pool O bond. The College is a Pool O borrower. The short-term rating of the bank was lowered by S&P in March 2009 to "A-2 status". This downgrade resulted in the weekly interest rate on the pool bonds increasing by 200 – 300 basis points. In order to reduce the weekly interest rate on the pool bonds, the bank arranged to have the Federal Home Loan Bank of Boston provide a confirming Letter of Credit for the Pool O bonds. The Pool O bonds, with the bank's Letter of Credit and the FHLB confirming Letter of Credit are rated AA+/A-1+ by S&P. During the fiscal year 2019, the short-term rating of the bank remained at A-2 status.

Note 6 - **Long-Term Liabilities - Continued**

Clean Energy Investment Project

In fiscal year 2012, the College entered into an agreement with the Department of Capital Asset Management ("DCAM") to participate in the Massachusetts Clean Energy Investment Program ("CEIP"). Under the program, DCAM was responsible for construction of specific energy conservation projects at the College funded by CEIP funds and proceeds of bonds issued by the Commonwealth. Upon completion of the construction, the College is responsible for reimbursing the Commonwealth for the CEIP funding of $3.3 million plus interest. The interest rate on this obligation is 4% and semi-annual payments began in January 2013 and run through 2032.

Years Ending June 30,	Principal	Interest	Total
2020	$ 147,178	$ 97,885	$ 245,063
2021	153,066	91,997	245,063
2022	159,188	85,875	245,063
2023	165,556	79,507	245,063
2024	172,178	72,885	245,063
2025 – 2029	969,874	255,441	1,225,315
2030 – 2032	680,074	55,117	735,191
	$ 2,447,114	$ 738,707	$ 3,185,821

Note 7 - **Interest Rate Swap**

Objective and Terms

As a means to manage cash flows and lower its borrowing costs, the College entered into a fixed interest rate swap agreement with Citizens Bank in connection with its Pool M3-C Series tax-exempt variable rate bond in February 2007. This bond was replaced during fiscal year 2010 with a MHEFA Pool 'O' Series bond. The purpose of the swap agreement was to synthetically create a fixed rate on the underlying debt, and not for any speculative purposes.

Note 7 - **Interest Rate Swap - Continued**

Objective and Terms - continued
The swap agreement, as amended in October 2010, is scheduled to mature on June 15, 2031. The swap's notional amount at inception was $7,920,000 and will amortize in line with each payment of principal on the bonds. The notional amount at June 30, 2019 and 2018 was $5,820,000 and $6,070,000, respectively. Under the swap agreement, on the first day of each month, the College pays the counterparty monthly payments based on the fixed rate of 4.18% and the counterparty pays the bond trustee the floating rate, which is the Securities Industry and Financial Markets Association Swap Index ("SIFMA"), on the same day.

Fair Value
The fair value of the swap was estimated using the zero-coupon method. This method calculates the future net settlement payment required by the swap, assuming that the current forward rates implied by the yield curve correctly anticipate future spot interest rates. These payments are then discounted using the spot rates implied by the yield curve for hypothetical zero-coupon bonds due on the date of each future net settlement on the swap.

The fair value of the College's interest rate swap at June 30, 2019 was a liability of $1,262,354 compared to $954,970 at June 30, 2018, which is recorded in the College's statement of net position. The change in the fair value of the interest rate swap was ($307,384) and ($348,950) for the years ended June 30, 2019 and 2018, respectively. The College has determined its interest rate swap to be an effective hedge and has recorded a corresponding deferred outflow in the statements of net position.

Credit Risk
The College is reliant upon the performance of the counterparty to perform according to the terms of the interest rate swap agreement. The College monitors the counterparty's (Citizens Bank N.A.) credit rating, which is currently rated at A- by S&P. The College is not exposed to credit risk at June 30, 2019 or 2018 because the interest rate swap had a negative value. As discussed further in Note 6, the counterparty has guaranteed the debt with a Letter of Credit that expires July 1, 2020.

Basis Risk
The College is exposed to basis risk on the interest rate swap because the floating rate received on the swap ("SIFMA") has a different basis than the variable rate on the associated bonds. Should these rates differ, the College will not achieve the intended synthetic fixed rate.

Note 7 - **Interest Rate Swap - Continued**

Termination Risk

The College or the counterparty may terminate the interest rate swap if the other party fails to perform under the terms of the contract. If, at the time of termination, the interest rate swap is in a liability position, the College would be liable to the counterparty for a payment approximating the liability, subject to netting arrangements.

Note 8 - **Pensions**

Defined-Benefit Plan Description

Certain employees of the College participate in a cost-sharing multiple-employer defined benefit pension plan – the Massachusetts State Employees' Retirement System – administered by the Massachusetts State Board of Retirement (the "Board"), which is a public employee retirement system ("PERS"). Under a cost-sharing plan, pension obligations for employees of all employers are pooled and plan assets are available to pay the benefits through the plan, regardless of the status of the employers' payment of its pension obligations to the plan. The plan provides retirement and disability benefits and death benefits to plan members and beneficiaries.

The Massachusetts State Employees' Retirement System does not issue stand-alone financial statements. Additional information regarding the Plan is contained in the Commonwealth's financial statements, which is available online from the Office of State Comptroller's website.

Benefit Provisions

SERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws ("MGL") establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated based on the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member's age, length of creditable service, group creditable service, and group classification. The authority for amending these provisions rests with the Massachusetts State Legislature (the "Legislature").

Note 8 - **Pensions - Continued**

Benefit Provisions - continued
Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65; for certain hazardous duty and public safety positions, normal retirement is at age 55. Most employees who joined the system after April 1, 2012 are not eligible for retirement until they have reached age 60.

Contributions
The SERS' funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the SERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets. Member contributions for SERS vary depending on the most recent date of membership:

Hire Date	Percent of Compensation
Prior to 1975	5% of regular compensation
1975 – 1983	7% of regular compensation
1984 – 6/30/1996	8% of regular compensation
7/1/1996 – present	9% of regular compensation except for State Police which is 12% of regular compensation
1979 – present	An additional 2% of regular compensation in excess of $30,000

The Commonwealth does not require the College to contribute funding from its local trust funds for employee paid by state appropriations. Pension funding for employees paid from state appropriations are made through a benefit charge assessed by the Commonwealth. Such pension contributions amounted to $3,526,631, $3,400,973 and $2,663,382, for the years ended June 30, 2019, 2018 and 2017, respectively.

For employees covered by SERS but not paid from state appropriations, the College is required to contribute at an actuarially determined rate. The rate was 12.06%, 11.78% and 9.45% of annual covered payroll for the years ended June 30, 2019, 2018 and 2017, respectively. The College contributed $890,327, $984,723, and $741,193 for the years ended June 30, 2019, 2018 and 2017, respectively, equal to 100% of the required contributions for each year. Annual covered payroll was approximately 68%, 68% and 63%, of total related payroll for the years ended June 30, 2019, 2018 and 2017, respectively.

Note 8 - **Pensions - Continued**

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources

At June 30, 2019 and 2018, the College reported a liability of $14,246,192 and $12,158,456, respectively, for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2019, the reporting date, was measured as of June 30, 2018, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2018 rolled forward to June 30, 2018. The net pension liability as of June 30, 2018, the reporting date, was measured as of June 30, 2017, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2017 rolled forward to June 30, 2017.

The College's proportion of the net pension liability was based on its share of the Commonwealth of Massachusetts' collective pension amounts allocated on the basis of actual fringe benefit charges assessed to the College for the fiscal year 2019. The Commonwealth's proportionate share was based on actual employer contributions to the SERS for fiscal year 2019 relative to total contributions of all participating employers for the fiscal years. At June 30, 2019 and 2018, the College's proportion was 0.108% and 0.095%, respectively.

For the years ended June 30, 2019 and 2018, the College recognized pension expense of $1,997,124 and $1,491,236, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources at June 30,:

	2019	2018
Deferred Outflows of Resources Related to Pension		
Contributions made subsequent to the measurement date	**$ 890,327**	$ 984,723
Differences between expected and actual experience	**451,778**	470,095
Changes in proportion from Commonwealth	**38,422**	41,643
Changes in plan actuarial assumptions	**1,443,792**	1,265,273
Changes in proportions due to internal allocations	**2,749,463**	2,072,984
Total	**$ 5,573,782**	$ 4,834,718

Note 8 - **Pensions - Continued**

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources - continued

	2019	2018
Deferred Inflows of Resources Related to Pension		
Differences between expected and actual experience	**$ 290,344**	$ 330,801
Changes in proportion from Commonwealth	**2,708**	4,334
Changes in proportions due to internal allocations	**1,140,510**	1,690,916
Differences between projected and actual investment earnings on plan investments	**495,193**	144,868
Total	**$ 1,928,755**	$ 2,170,919

The College's contributions of $890,327 and $984,723 and made during the year ended June 30, 2019 and 2018, respectively, subsequent to the measurement date will be recognized as a reduction of the net pension liability in each of the succeeding years.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as increases (decreases) in pension expense as follows:

Years Ending June 30,	
2020	$ 1,261,584
2021	776,979
2022	161,902
2023	395,361
2024	158,874
	$ 2,754,700

Note 8 - **Pensions - Continued**

Actuarial Assumptions
The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

	2019	2018
Measurement date	**June 30, 2018**	June 30, 2017
Inflation	**3.00%**	3.00%
Salary increases	**4.00% to 9.00%**	4.00% to 9.00%
Investment rate of return	**7.35%**	7.50%
Interest rate credited to annuity savings fund	**3.50%**	3.50%

For measurement dates June 30, 2018 and 2017, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2016 set forward 1 year for females
- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2016 set forward 1 year for females
- Disability – reflects RP-2000 Healthy Annuitant Table projected generationally with Scale BB and a base year of 2015 (gender distinct)

The 2019 pension liability for the June 30, 2018 measurement date was determined by an actuarial valuation as of January 1, 2018 and rolled forward to June 30, 2018. The 2018 pension liability for the June 30, 2017 measurement date was determined by an actuarial valuation as of January 2017 and rolled forward to June 30, 2017.

Investment assets of SERS are with the Pension Reserves Investment Trust ("PRIT") Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. Best estimates of geometric rates of return for each major asset class included in the PRIT Fund's target asset allocation as of June 30 are summarized in the following table:

Note 8 - **Pensions - Continued**

Actuarial Assumptions - continued

	2019		2018	
Asset Class	**Target Allocation**	**Long-term expected real rate of return**	Target Allocation	Long-term expected real rate of return
Global Equity	**39.0%**	**5.0%**	40.0%	5.0%
Portfolio Completion Strategies	**13.0%**	**3.7%**	13.0%	3.6%
Core Fixed Income	**12.0%**	**0.9%**	12.0%	1.1%
Private Equity	**12.0%**	**6.6%**	11.0%	6.6%
Value Added Fixed Income	**10.0%**	**3.8%**	10.0%	3.8%
Real Estate	**10.0%**	**3.8%**	10.0%	3.6%
Timber/Natural Resources	**4.0%**	**3.4%**	4.0%	3.2%
Hedge Funds	**0.0%**		0.0%	3.6%
	100%		100%	

Discount Rate

The discount rate used to measure the total pension liability was 7.35% and 7.50% at June 30, 2019 and 2018, respectively. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following table illustrates the sensitivity of the net pension liability calculated using the discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower or one-percentage-point higher than the current rate.

1.00% Decrease (6.35%)	**June 30, 2019 Current Discount Rate (7.35%)**	**1.00% Increase (8.35%)**
$ 19,201,876	**$14,246,192**	**$ 10,012,288**

Note 8 - **Pensions - Continued**

Sensitivity of the Net Pension Liability to Changes in the Discount Rate - continued

1.00% Decrease (6.50%)	June 30, 2018 Current Discount Rate (7.50%)	1.00% Increase (8.50%)
$ 16,559,311	$12,158,456	$ 8,613,462

Note 9 - **Other Post-Employment Benefits ("OPEB")**

Plan Description

As an agency of the Commonwealth, certain employees of the College participate in the Commonwealth's single employer defined benefit-OPEB plan – the State Retirees' Benefit Trust ("SRBT"). Benefits are managed by the Group Insurance Commission ("GIC") and investments are managed by the Pension Reserves Investment Management ("PRIM") Board. The GIC has representation on the Board of Trustees of the State Retirees' Benefits Trust ("Trustees").

The SRBT is set up solely to pay for OPEB benefits and the cost to administer those benefits. It can only be revoked when all such health care and other non-pension benefits, current and future, have been paid or defeased. The GIC administers benefit payments, while the Trustees are responsible for investment decisions.

Management of the SRBT is vested with the board of trustees, which consists of 7 members including the Secretary of Administration and Finance (or their designee), the Executive Director of the GIC (or their designee), the Executive Director of PERAC (or their designee), the State Treasurer (or their designee), the Comptroller (or a designee), 1 person appointed by the Governor and 1 person appointed by the State Treasurer. These members elect 1 person to serve as chair of the board.

The SRBT does not issue stand-alone audited financial statements but is reflected as a fiduciary fund in the Commonwealth's audited financial statements.

Note 9 - **OPEB - Continued**

Benefits Provided

Under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities and certain other governmental agencies. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care / benefit costs, which are comparable to contributions required from employees. Dental and vision coverage may be purchased by these groups with no subsidy from the Commonwealth.

Contributions

Employer and employee contribution rates are set by MGL. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2019 and 2018, and as of the valuation date (January 1, 2018 and 2017), participants contributed 0% to 20% of premium costs, depending on the date of hire and whether the participant's status is active, retired, or survivor. As part of the fiscal year 2010 General Appropriation Act, all active employees pay an additional 5% of premium costs.

Effective beginning in fiscal year 2014, by statute, the Commonwealth is required to allocate, to the SRBT, a portion of revenue received under the Master Settlement Agreement with tobacco companies, increasing from 10% in fiscal year 2014 to 100% by fiscal year 2023. In fiscal years 2018 and 2017, 30% and 10%, respectively, of tobacco settlement proceeds or approximately $73 million and $25 million was allocated to the SRBT. The percentage of proceeds to be transferred to the SRBT in fiscal years 2018 and 2017 was set at 30% and 10%, respectively, overriding existing statute.

The Massachusetts General Laws governing employer contributions to SRBT determine whether entities are billed for OPEB costs. Consequently, SRBT developed an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner (based on an employer's share of total covered payroll). The College is required to contribute based on Massachusetts General Laws; the rate was 8.79% and 8.92% of annual covered payroll for the years ended June 30, 2019 and 2018, respectively. The College contributed $649,222 and $745,553 for the years ended June 30, 2019 and 2018, respectively, equal to 100% of the required contribution for each year.

Note 9 - **OPEB - Continued**

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2019 and 2018, the College reported a liability of $25,023,473 and $23,648,250, respectively, for its proportionate share of the net OPEB liability related to its participation in SRBT. The net OPEB liability was measured as of June 30, 2018 and 2017, respectively, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2018 and 2017, respectively. The College's proportion of the net OPEB liability was based on its share of the Commonwealth's collective OPEB amounts allocated on the basis of an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner based on the College's share of total covered payroll for the fiscal years 2018 and 2017. The College's proportionate share was based on the actual employer contributions to the SRBT for fiscal years 2018 and 2017 relative to total contributions of all participating employers for the fiscal year. At June 30, 2019 and 2018, the College's proportion was 0.168% and 0.135%.

For the years ended June 30, 2019 and 2018, the College recognized OPEB expense of $3,131,383 and $2,799,585, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources at June 30,:

	2019	2018
Deferred Outflows of Resources Related to OPEB		
Contributions subsequent to the measurement date	**$ 649,222**	$ 745,553
Difference between expected and actual experience	**303,932**	-
Changes in proportion from Commonwealth	**80,418**	49,493
Changes in proportion due to internal allocation	**10,411,903**	6,565,348
Total deferred outflows related to OPEB	**$ 11,445,475**	7,360,394

Note 9 - **OPEB - Continued**

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB - continued

	2019	2018
Deferred Inflows of Resources Related to OPEB		
Net differences between projected and actual earnings on OPEB plan investments	**$ 62,484**	$ 43,145
Differences between expected and actual experience	**53,411**	54,372
Changes in OPEB plan actuarial assumptions	**7,688,285**	2,678,408
Total deferred inflows related to OPEB	**$ 7,804,180**	$ 2,775,925

The College's contributions of $649,222 and $745,553 made during the years ended June 2019 and 2018, respectively, subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the following year.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized as increases (decreases) in OPEB expense as follows:

Years Ended June 30,	
2020	$ 720,523
2021	720,523
2022	720,523
2023	882,626
2024	(52,122)
	$ 2,992,073

Note 9 - **OPEB - Continued**

Actuarial Assumptions
The total OPEB liability was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Measurement date	June 30, 2018	June 30, 2017
Inflation	3.00%	3.00%
Salary increases	4.0% per year	4.5% per year
Investment rate of return	7.35%, net of OPEB plan investment expense, including inflation	7.50%, net of OPEB plan investment expense, including inflation
Health care cost trend rates	8.0%, decreasing by 0.5% each year to 5.5% in 2023, then decreasing 0.25% each year to an ultimate rate of 5.0% in 2025 for Medical; 5.0% for EGWP; 5.0% for administrative	8.5%, decreasing by 0.5% each year to an ultimate rate of 5.0% in 2024 for Medical; 5.0% for EGWP; 5.0% for administrative

The mortality rate was in accordance with RP 2014 Blue Collar Mortality Table projected with scale MP-2016 from the central year, with females set forward one year.

The participation rates are actuarially assumed as below:

- 100% of all retirees who currently have health care coverage will continue with the same coverage, except that retirees under age 65 with POS/PPO coverage switch to Indemnity at age 65 and those over 65 with POS/PPO coverage switch to HMO.
- All current retirees, other than those indicated on the census data as not being eligible by Medicare, have Medicare coverage upon attainment of age 65, as do their spouses. All future retirees are assumed to have Medicare coverage upon attainment of age 65.
- 80% of current and future contingent eligible participants will elect health care benefits at age 65, or current age if later.
- Actives, upon retirement, take coverage, and are assumed to have the following coverage:

Note 9 - **OPEB - Continued**

Actuarial Assumptions - continued

	Retirement Age	
	Under 65	Age 65+
Indemnity	40.0%	85.0%
POS/PPO	50.0%	0.0%
HMO	10.0%	15.0%

The actuarial assumptions used in the January 1, 2018 and 2017 valuations were based on the results of an actuarial experience study for the periods ranging July 1, 2016 and 2015 through December 31, 2017 and 2016, depending upon the criteria being evaluated**.**

As a result of this actuarial experience study, the mortality assumption was adjusted in the January 1, 2017 and 2016 actuarial valuations to more closely reflect actual experience as a result of the recent experience study completed by the Public Employee Retirement Administration Commission ("PERAC").

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage.

The SRBT is required to invest in the PRIT Fund. Consequently, information about SRBT's target asset allocation and long-term expected real rate of return as of June 30, 2019 and 2018, are the same as discussed in the pension footnote.

Discount Rate

The discount rate used to measure the total OPEB liability for 2019 and 2018 was 3.95% and 3.63%, respectively. These rates were based on a blend of the Bond Buyer Index rate (3.87% and 3.58%) as of the measurement date and the expected rate of return. The OPEB plan’s fiduciary net position was not projected to be available to make all projected future benefit payments for current plan members. The projected "depletion date" when projected benefits are not covered by projected assets is 2025 and 2023 for the fiscal years 2019 and 2018, respectively. Therefore, the long-term expected rate of return on OPEB plan investments is 7.35% and 7.50%, respectively per annum was not applied to all periods of projected benefit payments to determine the total OPEB liability.

Note 9 - **OPEB - Continued**

Sensitivity of the College's Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current discount rate:

1.00% Decrease 2.95%	**June 30, 2019 Current Discount Rate 3.95%**	**1.00% Increase 4.95%**
$ 29,548,428	**$ 25,023,473**	**$ 21,405,839**

1.00% Decrease 2.63%	June 30, 2018 Current Discount Rate 3.63%	1.00% Increase 4.63%
$ 28,072,364	$ 23,648,250	$ 20,130,734

Note 9 - **OPEB - Continued**

Sensitivity of the College's Proportionate Share of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower or 1-percentage-point higher than the current healthcare cost trend rates:

1.00% Decrease (B)	June 30, 2019 Cost Trend Rate (A)	1.00% Increase (C)
$ 20,790,187	**$ 25,023,473**	**$ 30,549,837**

1.00% Decrease (B)	June 30, 2018 Cost Trend Rate (A)	1.00% Increase (C)
$ 19,565,919	$ 23,648,250	$ 29,020,350

(A) - Current healthcare cost trend rate, as disclosed on page 63
(B) - 1 - percentage decrease in current healthcare cost trend rate, as disclosed on page 63
(C) - 1 - percentage increase in current healthcare cost trend rate, as disclosed on page 63

Note 10 - **Contingencies**

Various lawsuits are pending or threatened against the College that arose from the ordinary course of operations. In the opinion of management, no litigation is now pending, or threatened, which would materially affect the College's financial position.

The College receives significant financial assistance from federal and state agencies in the form of grants. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditures resulting from such audits become a liability of the College. In the opinion of management such adjustments, if any, are not expected to materially affect the financial condition of the College.

Note 10 - **Contingencies - Continued**

The College participates in the Massachusetts College Savings Prepaid Tuition Program (the "Program"). This Program allows individuals to pay in advance for future tuition at the cost of tuition at the time of election to participate, increased by changes in the Consumer Price Index plus 2%. The College is obligated to accept as payment of tuition the amount determined by this Program without regard to the standard tuition rate in effect at the time of the individual's enrollment at the College. The effect of this program cannot be determined as it is contingent on future tuition increases and the Program participants who attend the College.

The College has evaluated the requirements of GASB Statement 49, *Accounting and Financial Reporting for Pollution Remediation Obligations* ("GASB 49"), and has determined that asbestos containing material was used to fireproof some of its buildings. Currently, there are no obligating events, as defined within GASB 49 that require the College to measure and report this pollution remediation obligation. The College has implemented a program to remediate this pollutant.

Note 11 - **Operating Expenses**

The College's operating expenses, on a natural classification basis, consisted of the following for the years ended June 30:

	2019	2018
Compensation and benefits	**$ 76,545,614**	$ 73,628,902
Supplies and services	**16,530,489**	15,409,051
Depreciation and amortization	**3,741,292**	3,530,034
Scholarships	**10,578,904**	10,363,044
	$ 107,396,299	$ 102,931,031

Note 12 - **State Appropriations**

The College's total state support is composed of the following for the years ended June 30:

	2019	2018
Direct unrestricted appropriations	**$ 28,092,693**	$25,947,933
Add fringe benefits for benefited employees on the state payroll	**10,202,666**	10,064,340
Total unrestricted state support	**38,295,359**	36,012,273
Capital appropriation	**622,745**	528,607
Total state support	**$ 38,918,104**	$36,540,880

Note 13 - **Other Fringe Benefits**

The College participates in the Commonwealth's Fringe Benefit programs, including active employee and post-employment health insurance, unemployment, pension, and workers' compensation benefits. Health insurance for active employees and retirees are paid through a fringe benefit rate charged to the College by the Commonwealth and currently the liability is borne by the Commonwealth, as are any effects on net position and the results of current year operations, in accordance with GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Post-Employment Benefits Other than Pensions.*

Under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities and certain other governmental agencies. Substantially all of the Commonwealth's fringe benefited employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth.

Note 13 - **Other Fringe Benefits - Continued**

Eligible retirees are required to contribute a specified percentage of health care benefit costs, which is comparable to contributions required from employees. The Commonwealth is reimbursed for the cost of benefits to retirees of the eligible authorities and non-state agencies.

Group Insurance Commission

The Commonwealth's Group Insurance Commission ("GIC") was established by the Legislature in 1955 to provide and administer health insurance and other benefits to the Commonwealth's employees and retirees, and their dependents and survivors. The GIC also covers housing and development authorities' personnel, certain authorities and other offline agencies, retired municipal teachers from certain cities and towns and a small number of municipalities as an agent-multiple employer program, accounted for as an agency fund activity of the Commonwealth, not the College.

The GIC administers a plan included within the State Retirement Benefits Trust Fund, an irrevocable trust. Any assets accumulated in excess of liabilities to pay premiums or benefits or administrative expenses are retained in that fund. The GIC's administrative costs are financed through Commonwealth appropriations and employee investment returns. The Legislature determines employees' and retirees' contribution rates.

The GIC is a quasi-independent state agency governed by an eleven-member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance and is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees and their survivors and dependents. During the fiscal years ended June 30, 2019 and 2018, the GIC provided health insurance for its members through indemnity, PPO, and HMO plans. The GIC also administered carve-outs for pharmacy, mental health, and substance abuse benefits for certain of its health plans. In addition to health insurance, the GIC sponsors life insurance, long-term disability insurance (for active employees only), dental and vision coverage (for employees not covered by collective bargaining), retiree discount vision and dental plans, and a pretax health care spending account and dependent care assistance program (for active employees only).

Note 13 - **Other Fringe Benefits - Continued**

Other Employee Benefits

The employees of the College can elect to participate in two defined-contribution plans offered and administered by the Massachusetts Department of Higher Education - an IRC 403(b) Tax-Deferred Annuity Plan and an IRC 457 Deferred Compensation SMART Plan. Employees can contribute by payroll deduction a portion of before-tax salary into these plans up to certain limits. The College has no obligation to contribute to these plans and no obligation for any future pay-out.

Note 14 - **Pass-Through Loans**

The College distributed $4,540,177 and $5,526,249 for student loans through the U.S. Department of Education Federal Direct Lending Program for the years ended June 30, 2019 and 2018, respectively. These distributions and related funding sources are not included as expenses and revenues nor as cash disbursements and cash receipts in the accompanying financial statements.

REQUIRED SUPPLEMENTARY INFORMATION

BUNKER HILL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedule of Proportionate Share of Net Pension Liability (Unaudited)

Massachusetts State Employees' Retirement System

Year ended	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Measurement date	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014
Valuation date	January 1, 2018	January 1, 2017	January 1, 2016	January 1, 2015	January 1, 2014
Proportion of the collective net pension liability	0.108%	0.095%	0.072%	0.091%	0.104%
Proportionate share of the collective net pension liability	$ 14,246,192	$ 12,158,456	$ 9,915,602	$ 10,411,537	$ 7,723,013
College's covered payroll	$ 8,359,278	$ 7,449,176	$ 5,464,180	$ 5,511,376	$ 7,716,356
College's proportionate share of the net pension liability as a percentage of its covered payroll	170.42%	163.22%	181.47%	188.91%	100.09%
Plan fiduciary net position as a percentage of the total pension liability	67.91%	67.21%	63.48%	67.87%	76.32%

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

BUNKER HILL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedule of Contributions - Pension (Unaudited)

Massachusetts State Employees' Retirement System

For the Years Ended June 30,

	2019	2018	2017	2016	2015
Statutorily required contribution	$ 890,327	$ 984,723	$ 741,193	$ 516,365	$ 572,632
Contributions in relation to the statutorily required contribution	(890,327)	(984,723)	(741,193)	(516,365)	(572,632)
Contribution (excess)/deficit	$ -	$ -	$ -	$ -	$ -
College's covered payroll	$ 7,382,479	$ 8,359,278	$ 7,449,176	$ 5,464,180	$ 5,511,376
Contribution as a percentage of covered payroll	12.06%	11.78%	9.95%	9.45%	10.39%

Notes:

Employers participating in the Massachusetts State Employees' Retirement System are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

BUNKER HILL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information - Pension (Unaudited)

For the Year Ended June 30, 2019

Note 1 - **Change in Plan Actuarial and Assumptions**

Measurement date – June 30, 2018
The investment rate of return changed from 7.50% to 7.35%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rate assumptions were changed as follows:

- Disabled members – the amount reflects the same assumptions as for superannuation retirees, but with an age set forward of one year

Measurement date – June 30, 2017
The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Employees Table projected generationally with Scale MP-2016 and set forward 1 year for females

- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 and set forward 1 year for females

- Disability – did not change

Measurement date – June 30, 2016
The assumption for salary increases changed from a range of 3.5% to 9.0% depending on group and length of service to a range of 4.0% to 9.0% depending on group and length of service.

Chapter 176 of the Acts of 2011 created a one-time election for eligible members of the Optional Retirement Plan ("ORP") to transfer to the SERS and purchase service for the period while members of the ORP. As a result, the total pension liability of SERS increased by approximately 400 million as of June 30, 2016.

BUNKER HILL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information - Pension (Unaudited)

For the Year Ended June 30, 2019

Note 1 - **Change in Plan Actuarial and Assumptions - Continued**

Measurement date – June 30, 2015
The discount rate to calculate the pension liability decreased from 8.0% to 7.5%

In May 2015, Chapter 19 of the Acts of 2015 created an Early Retirement Incentive ("ERI") for certain members of SERS who upon election of the ERI retired effective June 30, 2015. As a result, the total pension liability of SERS increased by approximately $230 million as of June 30, 2015.

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected 20 years with Scale AA (gender distinct) to RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct)

- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected 15 years with Scale AA (gender distinct) to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct)

- Disability – was changed from RP-2000 table projected 5 years with Scale AA (gender distinct) set forward three years for males to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct)

BUNKER HILL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedule of Proportionate Share of Net OPEB Liability (Unaudited)

Massachusetts State Retirees' Benefit Trust

Year ended	June 30, 2019	June 30, 2018
Measurement date	June 30, 2018	June 30, 2017
Valuation date	January 1, 2018	January 1, 2017
Proportion of the collective net OPEB liability	0.168%	0.135%
Proportionate share of the collective net OPEB liability	$ 25,023,473	$ 23,648,250
College's covered payroll	$ 8,359,278	$ 7,449,173
College's proportionate share of the net OPEB liability as a percentage of its covered payroll	299.35%	317.46%
Plan fiduciary net position as a percentage of the total OPEB liability	7.38%	5.39%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

BUNKER HILL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedule of Contributions - OPEB (Unaudited)

Massachusetts State Retirees' Benefit Trust

For the Year Ended June 30,

	2019	2018
Statutorily required contribution	$ 649,222	$ 745,553
Contributions in relation to the statutorily required contribution	(649,222)	(745,553)
Contribution (excess)/deficit	$ -	$ -
College's covered payroll	$ 7,382,479	$ 8,359,278
Contribution as a percentage of covered payroll	8.79%	8.92%

Notes:

Employers participating in the Massachusetts State Retirees' Benefit Trust are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

BUNKER HILL COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information – OPEB (Unaudited)

June 30, 2019

Note 1 - **Change in Plan Assumptions**

Fiscal year June 30, 2019

Assumptions:

Change in Trend on Future Costs

The healthcare trend rate decreased from 8.5% to 8.0%, which impact the high cost excise tax.

Change in Mortality Rates

The following mortality assumption changes were made in the January 1, 2018 Actuarial Valuation:

- Disabled members – would reflect the same assumptions as for superannuation retirees, but with an age set forward of one year

Change in Discount Rate

The discount rate was increased to 3.95% (based upon a blend of the Bond Buyer Index rate (3.87%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2018

Assumptions:

Change in Discount Rate

The discount rate was increased to 3.63% (based upon a blend of the Bond Buyer Index rate (3.58%) as of the measurement date as required by GASB Statement 74. The June 30, 2016 discount rate was calculated to be 2.80%.

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

O'Connor & Drew P.C.
Certified Public Accountants

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Education of
Bunker Hill Community College
Boston, Massachusetts

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Bunker Hill Community College (the "College"), which comprise the statements of net position as of June 30, 2019 and 2018, the related statements of revenues, expenses and changes in net position and cash flows for the years then ended, and the related notes to the financial statements, which collectively comprise the College's basic financial statements, and we have issued our report thereon dated October 28, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the College's internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

O'Connor + Drew, P.C.

Certified Public Accountants
Braintree, Massachusetts

October 28, 2019

Appendix E

Supporting Documents Provided Electronically by Standard

Standard 1: Mission and Purposes

Mission, Vision and Values

BHCC website

College Catalog

Student Handbook

Corporate and Community Education Catalog

Mission, Vision and Values

Institutional Learning Outcomes

General Education outcomes

Standard 2: Planning and Evaluation

College Goals

Strategies *and* institutional initiatives that supported each College Goal

DHE goals

Educational Master Plan

Emergency Operations Plan

Information Technology Plan

Integrated Marketing and Communications (IMC) Strategic Plan

Strategic Enrollment Management (SEM) Plan

Updated College Goals

Previous set of College Goal

Student Central

Academic Records

Financial Aid

Student Payment

Strategic Enrollment Management (SEM) Plan

Strategic Plan for 2019 to 2023

Additional plans

Private grant award

College Goals

Asian American Native American Pacific Islander Serving Institution (AANAPISI) grant

College Goal 1 (Foster Student Success)

Center for Equity and Cultural Wealth (CECW)

College Goal 3 (Advance Diversity, Inclusion and Equity)

Early College grant

College Goal 4 (Build Partnerships and Pathways)

PMRS

Center for Equity and Cultural Wealth (CECW)

AANAPISI grant

Holistic Student Supports Redesign Project

Educational Master Plan (EMP)

Institutional Learning Outcomes (ILOs)

EMP

New General Education outcomes

PMRS

College Strategic Goals

Standard 3: Organization and Governance

Meeting minutes archive on the BHCC website

Bylaws

Current Board

Performance Measurement Reporting System (PMRS)

PMRS

Open Educational Resources (OER)

Strategic Initiatives

OER

DISH Food Pantry

Holistic Student Supports Redesign

Mission Statement

Strategic Plan

Boston Foundation

WGBH

New England Council

Chairs

Achieving the Dream (ATD)

Student Government Association (SGA)

Student Government Association (SGA)

Holistic Student Support

Achieving the Dream

SEM (Science, Engineering and Math)

Standard 4: The Academic Program

Mission

Programs

Accounting Information Certificate Program

A.S. degree in Accounting

Allied Health

Medical Imaging

Admissions Apply Now

College Catalog

Programs of Study web page

Biology Transfer Option

Business Transfer Option

General Sonography

Early Childhood Education

A.A. Liberal Arts

Open Educational Resources (OER)

Fully online programs

A.A. Liberal Arts

Division of Workforce and Economic Development (WFED)

DHE BHCC Dashboard

Charlestown

Chelsea

Satellite locations

Instruction Centers

Dual Enrollment

Early College Program

Division of Academic Support and College Pathway Programs

External accreditation

A.S. Registered Nursing Program

93.8% in 2018

Division of Professional Studies

Department of Business Administration

A.S. Sport Management Option

Alpha Beta Gamma

Career Option

Transfer Option

Hospitality Department

Revised General Education Program

BHCC's Institutional Learning Outcomes (ILOs)

General Education Areas

College Catalog

Programs of Study

Accrediting agencies

Program advisory committees

Programs of Study web page

A.S. Culinary Option

A.S. Paralegal Studies Program

A.S. in Medical Information Management Option

A.A. Business Transfer Option

A.S. Biology Transfer

Liberal Arts degree program

Learning Community Seminar

Learning Community Clusters

Institutional Learning Outcomes (ILOs)

A.A. Liberal Arts

Open Educational Resources (OER)

Asian American Native American Pacific Islander Serving Institution (AANAPISI)

Language Lab

ACE Peer Mentors

Academic Innovation and Distance Education (AIDE)

Credit Hour Policy

Transfer of credits

Prior Learning Assessment (PLA) Program

Office of Academic Innovation and Distance Education (AIDE)

Articulation agreements

Lesley University

Lesley at BHCC Bachelor's Degree Completion Programs

Transferology

Transfer Services

Admissions

AIDE

Some student success stories

Standard 5: Students

Own “Community College” train stop

College’s Fast Facts

Early College

Dual Enrollment

Workforce Development

Community education programs

Charlestown

Chelsea

Two satellite campuses, and five instructional centers

DHE Data Center

Student Central

BHCC website

Admissions counselors

Campus tours

Student Central

QLess

Charlestown

Chelsea

New Student Online Application

New Student Online Application

Admissions

AANAPISI grant

Transferology

Policy and procedures

Guide to Admissions

High School GPA Placement Project

SEM Plan

College Goals

DHE Data Center

Holistic Student Supports Redesign Project

Advising and Registration

New Student Day

Advising & LifeMap

Financial aid

Student Central

Net price calculator

Paying for College

Division of Student Affairs

Office of the Dean of Students

Student Handbook

Drug-Free Schools and Communities Act (DFSCA)

CARE Team

Assessment

Prevention

Office of Disability Support Services

Single Stop

DISH (Delivering Information, Sustenance, and Health)

Health Services Office

Veterans Center

Office of Student Leadership and Engagement

Student clubs and organizations

Student leadership development

Student Government Association (SGA)

Department of Athletics and Wellness

Fitness and wellness programs

Intramural programs

Health and Wellness Center

Equity in Athletics Disclosure Act (EADA) Report

Academic Resources

Student Handbook

MathSpace

STEM Starter Academy

Language Lab

Writing Place

Tutoring and Academic Support Center (TASC)

Library and Learning Commons

Student Success Program

Academic Computing Centers

Academic Innovation and Distance Education (AIDE)

Student Access and Success Center

TRIO Talent Search Program

Achievement, Cultural Competency, Engagement (ACE) Mentor Program

Learning Community Program

The Writing Place

Office of Community Engagement

Community Work (CWS) Study Program

Learn and Earn Program

Commonwealth Honors Program at BHCC

Study Abroad Scholarship

International Education Week

Community College Initiative (CCI) Program

BHCC's CCI Program

One Book Program

Mary L. Fifield Art Gallery

National Poetry Month

Popular Music Ensemble

BHCC Jazz Fest

Tell

Family Educational Rights and Privacy Act (FERPA)

New Student Enrollment Checklist

New Student Orientation

New Student Day

Code of Conduct

Title IX

Disability Support Services

Single Stop

Campus Police Outreach/Education

New International Student Enrollment Checklist

Dean of Students

CARE Team

Office of Disability Support Services

Testing accommodations

Personal care attendants

Graduation requirement modification (GRM)

Sign language interpretation

Single Stop

Student Government Association (SGA)

DISH Food Pantry

ILOs

Mission

DISH Food Pantry

Shuttle services

Textbook Assistance Program (TAP)

Student ID station

Holistic Student Supports Redesign Initiative

Standard 6: Teaching, Learning, and Scholarship

Charlestown

Chelsea

Satellite campuses

Instructional centers

Full-time and Part-time Day Faculty and Professional Staff

Division of Continuing Education (DCE) adjunct faculty instructors

1998 Memorandum of Agreement (MOA)

(AFSCME) contract

Affirmative Action/Equal Opportunity Employer

College's HR webpage

Achieving the Dream (ATD) Leader College

Academic Innovation and Distance Education (AIDE)

Open Educational Resources (OER)

AANAPISI grant

CECW

Atlantic Center for Learning Communities (ACLC)

Center for Equity and Cultural Wealth (CECW)

January 2017

CECW

Annual Equity Institute

Mary L. Fifield Art Gallery

College Library

MCCC Contract

Learning Community Seminars

Learning Community (LC) clusters

CECW's Equity Institute

Visual Thinking Strategies (VTS)

CBA

BHCC Institutional Review Board (IRB)

Advising and LifeMap

Standard 7: Institutional Resources

NUP Personnel Policies Handbook

MCCC

AFCSME

Affirmative Action and Equal Opportunity Statement

Policy on Affirmative Action, Equal Opportunity

Office of Equity, Diversity and Inclusion

HR home page

AFCSME

MCCC

Mission, Vision and Institutional Values

Statement on Inclusion

Statement on Civility

Faculty and Staff Guide to Title IX

Conflict of Interest Online Training

Undocumented students

Dean of Students

CARE Team

BHCC Policies and Procedures

Board of Trustees (BOT)

BHCC Policies and Procedures

BHCC Foundation, Inc.

BHCC Foundation Board of Directors

BHCC Library

LibGuides

Digital archives

Information literacy workshops

BHCC Library and Learning Commons Resource Site

BHCC Library

AANAPISI grant initiative

Library activities

Library and Learning Commons

Charlestown

Chelsea

H Building

Student Central

Chinatown

Facilities Updates

H Building

Center for Self-Directed Learning (CSDL)

Boston Welcome Back Center

Shuttle bus service

Student Central

DISH Food Pantry

Public Safety

Charlestown campus

New site

PAO Arts Center

Boston Chinatown Neighborhood Center (BCNC)

International Center

Veteran's Center

Single Stop

Information Technology Strategic Plan

Information Technology Strategic Plan

Standard 8: Educational Effectiveness

Institutional Learning Outcomes (ILOs)

General Education Requirements

General Education Outcomes

Program of Study

Division of Health Sciences

A.S. in Registered Nursing

Medical Radiography Program

Cardiac Sonography

General Sonography

Surgical Technology Certificate Program

Program outcomes

Gainful Employment

Achieving the Dream (ATD) Leader College

Postsecondary Education Data System (IPEDS)

Voluntary Framework of Accountability (VFA)

Performance Measurement Reporting System (PMRS)

Office of Institutional Effectiveness (IE)

ATD

Institute a culture of evidence and accountability

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Office of Institutional Effectiveness (IE)

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DHE Dashboard for BHCC

DHE PMRS

Retention after First Year

DHE Dashboard for BHCC

Holistic Student Supports Redesign Project

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DHE Dashboard for BHCC

The success of some of our students

PMRS BHCC data

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Center for American Progress, 2018

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Article VII on Academic Freedom and Responsibility

Non-Unit Professionals (NUP) Personnel Policies Handbook

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IRB Policies and Procedures

Family Education Rights and Privacy Act (FERPA)

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Policy on Affirmative Action, Equal Opportunity and Diversity

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Office for Equity, Diversity and Inclusion

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2014 Facilities Master Plan

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2011 Academic Program Reviews: (1) A.A. Music Concentration: Summary of Program and Curricular Improvements Based on Program Review Outcomes, 2010-2018; (2) BHCC Creative Arts Self-Study 6-28-2011; (3) BHCC Creative Arts External Review 10-03-2012; (4) BHCC Music Program White Paper 10-16-2014; (5) Music Program Revision - Program Proposal - Executive Summary 05-16-2016; (6) Music Program Revision - Program Proposal 05-16-2016

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Standard 9: Integrity, Transparency, and Public Disclosure

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The Program Marketing Task Force

Bunker Hill Community College

imagine the possibilities

Charlestown Campus
250 New Rutherford Avenue
Boston, MA 02129
617-228-2000
TTY 617-242-2365

Chelsea Campus
70 Everett Avenue
Chelsea, MA 02150
617-228-2101
TTY 617-884-3293

bhcc.edu

Connect with Us!

@bhccboston

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