

Bunker Hill Community College

Strategic Plan 2019–2023





Introduction from the President

Welcome to the Bunker Hill Community College Strategic Plan, 2019–2023. This document and its referenced resources represent the collective efforts of the internal and external College community to engage in critical analysis of the College’s present strengths, to envision appropriate responses to our future challenges and to meet the needs of our students and ensure their success.

This Strategic Plan operates on two levels. It documents analyses generated by deep community engagement, institutional research and environmental scanning, and provides high-level guidance for area and unit planning that shapes tactics in operations and initiatives.

Of equal importance is the process of learning and engagement that took place during the strategic planning sessions and activities. It is our intention to shift the purpose of strategic planning from a periodic performance to a “way of thinking” at our College, so that long after the official planning activities are over, “strategic thinking” continues to inform our policies, our decision-making, and our actions daily. Strategic thinking is evident as we shape multi-year, college-wide initiatives, iterate the work, and guide them to maturation. We also encourage strategic thinking through our annual planning process for over 70 functional units across the College, in which Faculty and Staff link critical work for the coming year to established Strategic Goals. When strategic thinking suffuses our organizational culture, and the collective commitment to our Goals and Strategies becomes aligned and ubiquitous, we will have achieved the dual purpose of our strategic planning exercise.

We welcome your feedback and look forward to the continuous improvement of our strategic planning and thinking. We honor the inevitable need to change as we plan, and renew our commitment to engage, and evolve.

Handwritten signature of Pam Eddinger in black ink.

Pam Y. Eddinger, Ph.D.
President, Bunker Hill Community College



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Strategic Plan Guiding Principles

The BHCC Strategic Plan was designed to align with the College's Mission, Vision and Values; Institutional Learning Outcomes (ILOs); as well as the Massachusetts Department of Higher Education Performance Measurement Reporting System (PMRS).

Mission, Vision and Values

The Mission, Vision and Values statements below were approved by Board of Trustees, Massachusetts Department of Higher Education and Massachusetts Secretary of Education, October 2014.

Mission of Bunker Hill Community College

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 of Bunker Hill Community College

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

Institutional Learning Outcomes (ILOs)

BHCC is a learning institution, and we enact our mission, vision and values individually and collectively through a set of Institutional Learning Outcomes. The ILOs below were created through a collaborative process that included over 300 faculty, staff and students. In December, 2016 the BHCC All College Forum voted unanimously to adopt the ILOs below:

INQUIRE with intention

- Reflect and think critically
- Explore and define compelling questions
- Locate and integrate information from diverse contexts
- Think creatively
- Synthesize findings

COMMUNICATE with purpose

- Listen actively
- Express ideas and arguments with intention
- Consider audience, situation and intercultural context
- Engage diverse forms of media
- Facilitate inclusive dialogue

ACT to integrate knowledge and practice

- Advance justice and equity
- Collaborate in diverse teams
- Facilitate reciprocal and sustainable partnerships
- Enact innovative solutions to significant problems
- Contribute to community and civic wellness

GROW through continuous learning

- Identify and leverage individual and collective strengths
- Cultivate resilience and agency
- Develop intercultural competence and critical consciousness
- Form personal and global identities
- Empower oneself and others

Model for Strategic Thinking, Planning and Action

The Strategic Plan serves as a framework for strategic thinking, decision-making and resource allocation, and it provides direction for program development and annual unit planning.

STRATEGIC THINKING



Achieving the Dream
Jobs for the Future
Complete College America

PLANNING DOCUMENTS/MASTER PLANS



Division of Capital Asset Management and Maintenance (DCAMM)
Department of Higher Education (DHE)
New England Commission of Higher Education (NECHE)

PROGRAM-LEVEL ACTION PLANS



Community-Based Organizations
High Schools
Employers

Notable Areas of Strength

Student Success

Over the past ten years, internal and external assessment measures have documented improvements in student persistence, retention, course completion and accelerated completion of developmental coursework. As an Achieving the Dream Leader College, Bunker Hill Community College is committed to building and sustaining a culture of evidence and accountability related to student success. A critical component of this work is a focus on equity-minded practice. To this end, quantitative and qualitative data is used to understand the learning experiences of our students, identify and address inequities in student achievement and inform policy reform and practice. The College uses a variety of data sources, including the Integrated Postsecondary Education Data System (IPEDS), Voluntary Framework of Accountability (VFA), Massachusetts Department of Higher Education (DHE) Data Center, Community College Survey of Student Engagement (CCSSE), Office of Institutional Effectiveness research, the College's Student Learning Outcomes Assessment Program (SLOAP), Program Review and Annual Unit Planning (AUP). Highlights of this data are presented below.

Persistence

BHCC has remained relatively consistent in fall-to-spring persistence rates at about 85 percent (ATD Annual Report, 2018). BHCC performs above both New England Achieving the Dream (ATD) schools and all ATD schools on average in persistence rates for each of the past four years (ATD, 2018). Persistence rates among all racial and ethnic subgroups of BHCC students are higher than persistence rates of similar students from our peer benchmarking colleges for each of the last three years (VFA, 2018). Notably, Students in all racial/ethnic sub-groups remain at or near three-year highs for the proportion of courses successfully completed (with a grade of C or higher) during their first term (VFA, 2018).

Retention (Fall-to-Fall)

BHCC has higher retention rates than both New England ATD schools and ATD schools overall (ATD, 2018). BHCC has the top retention rate among the Massachusetts Community Colleges for 2017 and has been among the top three community colleges in retention rate for the past four years (DHE, 2018). Students of all racial and ethnic backgrounds at BHCC are retained at higher rates than at our peer institutions.

Degree or Certificate Completion

IPEDS graduation rates focus on a small minority of BHCC students (first-time, full-time students beginning in a fall semester), thus, the College has utilized VFA data to assess completion rates. Six-year

(300 percent) completion rates have been trending upward for the past three years among all student cohorts (VFA, 2018). Nearly one third of students exhibiting credential-seeking behavior (completing 12 credits in first two years) complete a degree or certificate within six years. Both part-time and full-time students have seen an increase in six-year completion rates; full-time completion rates have increased over 3 percentage points from 2008 to 2011, while part-time completion rates have increased nearly 7 percentage points during this same time period (VFA, 2018). Students across all racial and ethnic groups achieved an increase in completion between fall 2008 and fall 2011 (VFA, 2018). Notably, the College's largest student groups that are underrepresented in higher education—Asian, Black/African-American and Hispanic/Latinx students, as well as students who identify as two or more races—have seen steady increases in completion rates from fall 2009 through fall 2011 (VFA, 2018).

Achieving the Dream Student Success Data

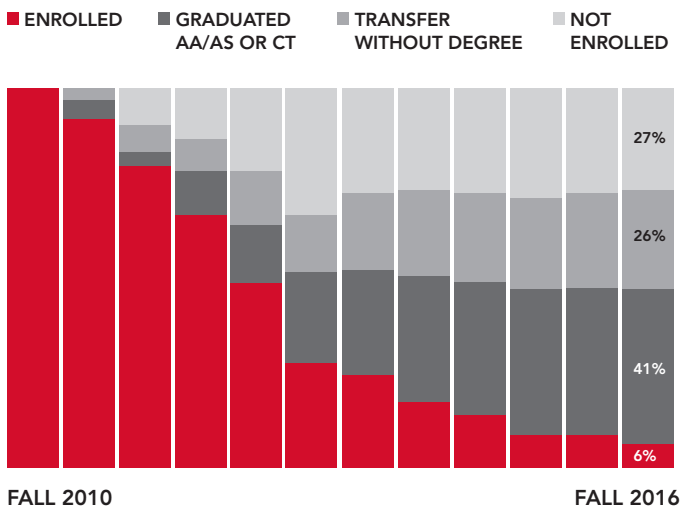
In 2007 BHCC joined the Achieving the Dream (ATD) network for community colleges. In 2014 the College was awarded the prestigious Leah Meyer Austin Award, honoring BHCC's focus on college-wide, data-informed decision making that resulted in measurable increases in critical areas of student success:

- Fall-to-fall persistence increased from 41 percent to 51 percent;
- Black students' course completion rates improved from 68 percent to 72 percent;
- Latinx students' course completion rates increased from 68 percent to 74 percent;
- Gateway English students' completion rates rose from 67 percent to 74 percent; and
- Completion rates in developmental reading and writing improved from 72 percent to 78 percent

Bunker Hill Community College Success Model

Over the past two years, the College's institutional research team has developed a six-year cohort tracker student success model to help us better understand BHCC students' enrollment and success patterns. The following tracks the fall 2010 cohort through spring 2016. This cohort includes matriculated students enrolled in one or more credit courses for the first time, including new and transfer students as well as students who previously only took non-credit courses at the College. After six years, 41 percent had earned an AA/AS degree, 26 percent transferred without a credential and 6 percent were still enrolled at BHCC.

STUDENT ACHIEVEMENT IN SIX YEARS: FALL 2010



Voluntary Framework for Accountability

Bunker Hill Community College utilizes several student success models to measure all students as well as selected cohorts. In 2011, the College participated in the pilot of the Voluntary Framework of Accountability (VFA), a framework for community colleges with measures designed to reflect the full breadth of the community college mission and the diversity of students' goals and educational experiences. Developed by more than 60 community college leaders, the VFA evaluates student progress and outcomes, including developmental education and Adult Basic Education, academic progress and momentum points, completion and transfer measures and workforce outcomes for career and technical education.

VFA Two-Year Progress Measures

Fall to Next Term Retention:

- Main Cohort increased from 71.7 percent for the Fall 2012 Cohort to 78.4 percent for the Fall 2014 Cohort
- Credential Seeking increased from 93.2 percent for the Fall 2012 Cohort to 94.7 percent for the Fall 2014 Cohort
- Main Cohort increased from 25.1 percent for the Fall 2012 Cohort to 36.4 percent for the Fall 2014 Cohort
- Credential-seeking students increased from 42.1 percent for the Fall 2012 Cohort to 52.9 percent for the Fall 2014 Cohort
- First-time-in-college increased from 29.5 percent for the Fall 2012 Cohort to 31.2 percent for the Fall 2014 Cohort

Effective, Targeted Student Success Initiatives and Pilots

To best meet the needs of its diverse student body, BHCC has developed and implemented a variety of targeted initiatives aimed at improving college readiness, accelerating developmental education and increasing completion. Five major student success initiatives are outlined below:

1. The Center for Equity and Cultural Wealth

BHCC's Center for Equity and Cultural Wealth (CECW) was established in 2017, drawing on the College's nationally recognized work to design culturally inclusive learning environments that value the strengths of diverse students and local communities. The CECW builds upon the College's innovative Cultural Institutes, which were developed in partnership with the Museum of African-American History (MAAH) in Boston and Nantucket, UMass Boston's Asian American Studies Program and the Mauricio Gastón Institute for Latinx Community Development and Public Policy. The Center engages faculty and staff in culturally relevant scholarship, practice and advocacy focused on achieving equitable outcomes for all students. Engaging more than 250 faculty, students, staff and community partners, major activities of the CECW in 2018-2019 include:

- **The Equity and Cultural Wealth Institute**
"Power and Place: Valuing Cultural Wealth to Advance Equity" brought together more than 240 higher education faculty, staff, administrators, artists, community-based organizations, K-12 educators and cultural institutions to explore scholarship and practice that support equity outcomes and value community cultural wealth. Institute participants engaged with national scholars including Shaun Harper, Peter Kiang and Yolanda Sealy Ruiz, and participated in workshops, curricular/co-curricular design and assessment showcases, field study in local neighborhoods and artistic performances.
- **Assessment Fellowship**
A team of 14 faculty and staff Assessment Fellows representing a range of academic disciplines and student service areas engaged in a process of designing and piloting student learning outcomes that align with the College's Institutional Learning Outcomes (ILOs) and focus on cultural wealth and equity. The goal of this initiative is to clearly define and embed learning outcomes across the curriculum and co-curriculum and assess the extent to which the CECW is impacting student learning.
- **Curricular/Co-Curricular Integration**
Throughout the year, the CECW offers professional development to faculty and staff rooted in the integration of

community cultural wealth into the curriculum, assessment of student learning to identify inequities, and the design of inclusive learning environments that support inclusion and success for all students.

2. Dual Enrollment and Early College

Since 2006, Bunker Hill Community College has utilized dual enrollment as an effective method for providing high school students with first-hand exposure to a college setting, thereby easing the students' transition into higher education. National research demonstrates that dual enrollment and early college students are more likely to graduate from high school, more likely to enroll in college and more likely to graduate from college than their peers (Berger et al., 2013). BHCC's dual enrollment program serves high schools with high percentages of students of color, low-income students and those who would be first in their families to attend college. BHCC has memoranda of agreement with Malden and Everett High Schools, in addition to partnerships with 21 area high schools and many community agencies that offer dual enrollment classes on site. In 2015–2016, 780 students from 52 different high schools enrolled in dual enrollment coursework. These 780 students attempted 4,255 credits and successfully completed 3,704 credits, for a completion rate of 87 percent. In one initiative, BHCC and Boston Public School faculty teams have aligned Math and English Language Arts curricula and course objectives for 9th and 10th grade, allowing students to begin introductory college-level coursework in nursing and health through dual enrollment in the 11th and 12th grades. In partnership with the gateway City of Chelsea School District, BHCC offers an Early College at Chelsea High School that enrolls more than 300 students per year in college-level and accelerated coursework. The College also partners with area community-based organizations, including Cambridge Community Learning Center, College Bound Dorchester, Inquilinos Boricuas en Acción and Jewish Vocational Services, to align curriculum, offer accelerated and college coursework and provide pathways that enable adult learners to make a successful transition to college.

3. Accelerated Developmental and ELL Education

The College continues to scale curricular models that accelerate developmental education and co-enroll students in developmental and gateway math and English courses. A major focus of curricular reform over the past five years has been the design, pilot and scale of developmental math, developmental English and English Language Learning pathways. Students enrolled in accelerated pathways have higher average fall-to-fall retention rates compared with students who take standalone developmental English and math courses. Since fall 2014, among students who place into Developmental Education, we have seen a 25 percent increase

in Gateway Math completion in one year, an 11 percent increase in Gateway English completion in one year and a 30 percent increase in Gateway Math and English completion in one year. Highlights of BHCC's accelerated pathways are below:

Acceleration in Math

- In 2012, the Math Department shortened the developmental math sequence from three to two courses for approximately 90 percent of BHCC students who are non-STEM majors.
- In 2012, the Math department launched an accelerated cluster model that compresses two levels of developmental math into a single semester.
- From fall 2012 to fall 2015, there was a difference of at least 20 percentage points in successful course completion between students who completed the accelerated model in one semester and students who took the courses in stand-alone format over two consecutive semesters.

Acceleration in English

- In 2013, the English Department launched a co-requisite accelerated model that compresses the highest level of developmental English and the first level of college English into a single semester.
- For each of the five semesters between spring 2013 and fall 2015, there was a difference of at least 40 percentage points in successful course completion between students who completed the accelerated English cluster in one semester and students who took the courses in stand-alone format over two consecutive semesters.
- This data led the department to continue to scale the accelerated model. Instructors report that the model fosters stronger relationships among students, faculty and staff and higher levels of active participation distributed across more students than in stand-alone courses.

Acceleration in English Language Learning

- In 2016, in conjunction with the College's Board of Trustees Retreat Asian American and Native American Pacific Islander Serving Institution (AANAPISI) grant, English as a Second Language (ESL) curriculum reform began focused on integrated ESL courses supported by the Language Lab and Success Coaching to accelerate student progress to college-level coursework.
- In 2017, the College began piloting the accelerated ESL course sequence, and early results show great promise. Of the students enrolled in pilot courses, 48 percent progressed into college-level English within two semesters (vs. 30 percent projected) and 41 percent successfully completed college-level English within three semesters (vs. 23 percent projected). Asian American Pacific Islander

(AAPI) ESL students who were also Pell-eligible demonstrated the highest percentages of progression into and successful completion of college-level English at 57 percent and 47 percent, respectively.

4. Learning Communities

The College's Learning Community (LC) program, the cornerstone of the College's Student Success agenda, is rooted in learner-centered teaching approaches that help students achieve academic, career and personal goals. Small class size, engaging academic content, a focus on active learning and integrated support deliver a rich and relevant learning experience with high impact. The Learning Community Seminar for First-Year Students is a three-credit, college-level course that enables new students to explore an academic topic as they gain the academic foundations necessary for College success. Learning Community Seminars feature integrated support services including Success Coaches and Peer Mentors. 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 across multiple perspectives; and applying skills, abilities, theories or methodologies to new situations. Learning Community Clusters have also served as a vehicle for accelerated pathways through developmental education and English language learning.

Highlights of the Learning Community Program are below:

- The College launched the Learning Community Program in 2007 as a part of the federally funded Title III grant, Building an Engaged Campus. Since its inception, the program has grown to serving 4,700 unduplicated students in 2017-2018.
- 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.
- In 2011 and 2016, students enrolled in LCs reported higher levels of engagement on all five Community College Survey of Student Engagement (CCSSE) benchmarks than the BHCC random sample: Support for Learners (58.8 versus 52.2), Student Effort (57.1 versus 52.9), Student-Faculty Interaction (53.7 versus 51.3), Academic Challenge (52.6 versus 49.0) and Active and Collaborative Learning (51.5 versus 49.9) (CCSSE, 2016).

- The positive impact of learning communities is particularly notable among part-time students. In fall 2016, 83 percent part-time students enrolling in a LC persisted to spring, compared to only 64 percent of part-time students who were not enrolled in an LC (IE, 2018). In 2018, the Center for American Progress (CAP), an independent nonpartisan institution based in Washington D.C., found that part-time students at BHCC who enroll in a Learning Community were seven percent more likely than other part-time students to enroll at the College the next semester.

5. LifeMap

To support students from pre-enrollment through completion, the Title III-funded LifeMap Initiative (2013–2018) provides students with a roadmap to success that features clear curricular pathways, wraparound support systems and integrated curricular activities. The LifeMap Commons offers a cohesive and comprehensive suite of services, including virtual, one-on-one, and small group academic, career, financial, and transfer coaching; workshops and seminars; technology and multi-media options; and support for departmental curricular integration. Similar to the Learning Community Program, student interaction with LifeMap support services has had a significant impact on student success, particularly for part-time students. Additionally, students enrolled in Learning Communities who interact with LifeMap services experience consistently increased persistence rates across all racial/ethnic groups. Additional highlights of the LifeMap program are below:

- Statistical regression models indicate that visiting LifeMap in a student's first semester is a significant predictor of persistence to the next semester, retention one year later and retention two years later.
- The probability of a student returning to BHCC after one semester, one year, or two years increases significantly if that student has visited LifeMap in their first semester.
- 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 fall by 5 percent.
- Part-time students who visit LifeMap are 16 percentage points more likely to persist than students who do not visit LifeMap, as compared to an over eight percentage point increase in persistence rates among full-time students.

Increased Financial Stability

Despite the challenge of steadily declining state funding, the College has enjoyed significant improvement in its financial resources over the last decade. Increased financial stability has allowed the College to invest in capital improvements and

improvements in technology, including a complete remodeling of the main lobby to support unified admission and enrollment services in the College's one-stop, Student Central; the integration of technology into the classroom through the renovated Academic Innovation and Distance Education (AIDE) Innovation Center; and new Smart Classrooms and laboratories that support the STEM curriculum.

To ensure continued financial stability, the College has established a clearly defined set of financial policies and procedures that include internal controls, an orderly budget process, the preparation of a regular budget and financial reports for cost center managers, executive staff and the Board of Trustees. Revised policies and practices can be seen in the practice of a non-deficit budget, a systematic integrated resource allocation process, Annual Unit Planning (AUP) and successful pursuit of local and national grants.

Non-Deficit Budget Practices

Over the past five years, the College has been able to shift from a \$4 million budgeted deficit in FY14 to a balanced budget in FY18. During this transition in financial practices, the College has maintained the lowest tuition and fee rates of all Massachusetts public higher education institutions. Additionally, analysis of the past nine years, demonstrates a significant increase in our capital assets from \$31.5 million in FY2010 to \$42.3 million in FY2018.

Annual Unit Planning Institutionalized

The College has successfully aligned resource allocation to college-wide goals and state-wide priorities through an Annual Unit Planning (AUP) Process established in 2014. The AUP process enables the College to better integrate and coordinate across divisions of the College and ensure regular assessment of new and continuing initiatives that inform future planning. AUP proposals are mission and goal driven, and are competitively awarded. All resource requests are tied to a current College Strategic Goal and reviewed by appropriate governance committees and the executive team. Final funding decisions and comments are shared with the college community.

Successful Pursuit of Local and National Grants

Strategic and successful pursuit of several federal, state and private grants has helped to supplement state appropriations and drive innovation on campus. In FY2019, grants and contracts constituted 7.4 percent of total revenue, with 33 grants totaling \$6.8 million, and multi-year grants totaling \$16.3 million. Recent success in securing significant grant funding includes:

- **2018** | The Richard and Susan Smith Family Foundation awarded \$2.4 million to BHCC to establish the Early

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

- **2017** | The Cummings Foundation awarded BHCC \$100,000 to support the C-Town Business Pathways Program, a collaboration between BHCC, BUILD, Charlestown High and the Boston Private Industry Council. The program provides high school students the opportunity to earn up to 30 college credits—at no cost to the student—toward an associate degree in business.
- **2017** | The Massachusetts Department of Higher Education awarded BHCC a \$100,000 Performance Incentive Fund grant to establish the Center for Equity and Cultural Wealth (CECW). The CECW draws on the College's nationally recognized work to design culturally inclusive learning environments that value the strengths of our diverse students, faculty, staff and local communities.
- **2016** | National community college reform network Achieving the Dream (ATD) awarded BHCC an Open Education Resource Degree Initiative (OER) grant of \$100,000. The grant is designed to support the College's OER initiative, which leverages technology to remove financial roadblocks that can derail student progress toward degree completion.
- **2016** | The United States Department of Education's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) program, award BHCC a \$1.7 million grant. The goal of the AANAPISI funding is to expand the capacity of educational institutions to serve these populations as well as low-income individuals. The funds, to be awarded over five years, will impact the College's large and growing population of Asian American and low-income English language learners.

Institutional Challenges

Declining Enrollment

Like most public colleges and universities in Massachusetts, BHCC has experienced a recent decline in enrollment. While our 2-5 percent decline has been less dramatic than the double-digit drops experienced by our system colleges, the decline is a trend worth noting. Our data indicate that two key factors are driving decreased enrollment: a shrinking high school population in Greater Boston and an increasingly stabilized economy.

Shrinking High School Population

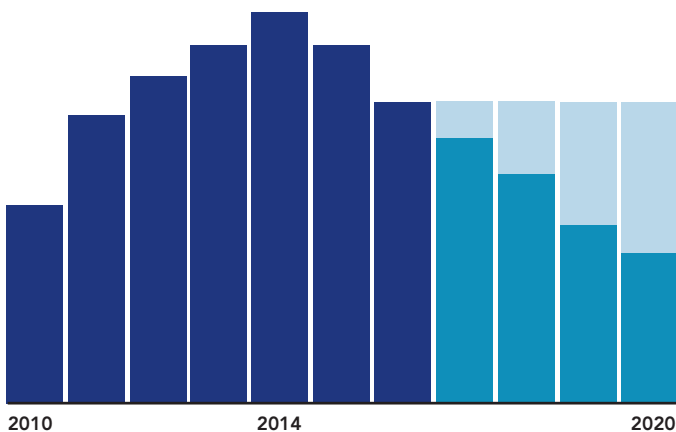
While graduation rates in Massachusetts are among the highest in the United States, population growth in Greater Boston remains flat. K-12 enrollment trends reveal that while the proportion

of high school graduates in Greater Boston is increasing, the number of students graduating from high school will decline approximately 33 percent over the next ten years. (See bhcc.edu/strategicplans to view the *Strategic Enrollment Plan*)

Growing Economy and Rising Unemployment Rates

For several decades, national and local trends have indicated a counter-cyclical relationship between higher education and economic growth. Namely, when the economy is in recession and unemployment rises, enrollment in higher education increases. Conversely, when the economy grows and unemployment rates drop, enrollment in higher education decreases. This pattern can be seen in enrollment trends at BHCC, which indicate peak enrollment in 2014, following the economic crash of 2008. Since 2014, enrollment has steadily decreased as the economy has stabilized.

ENROLLMENT PROJECTIONS TO 2020



ASSUMPTIONS

- 3% Annual decline
- Decline in traditional age students
- Need more non-traditional age students to stabilize enrollment
- Tight focus on workforce development

Facilities and Space Constraints

BHCC is the largest community college in Massachusetts, serving more than 13,000 students each semester. The main campus is a single continuous structure of approximately 450,000 square feet. Aside from an addition in 2009 which increased space capacity by approximately 10 percent, the main campus has not been significantly renovated since it was built in 1973, when it was designed to serve a population of 4,000 students. As a result, the College faces many space-related challenges in meeting the needs of its students, faculty and staff. An assessment of our physical plant by the Division of Capital Asset Management and Maintenance (DCAMM) concluded that our current campus space utilization rate is

167 percent, and constraints regarding space at the College a continuing and difficult challenge. To provide additional space for instruction, student support services and administration and finance operations, the College has been leasing space in the nearby “H-Building”; however, this short-term solution is not sustainable, as a long-term lease of the H-Building is not financially viable. Thus, the College is in pursuit of both additional College-owned space, and renovation of current space to maximize space utilization and support student success.

Space constraints can also be seen in our available parking for students, faculty and staff. In 2017, two student parking lots that accommodate over 700 parking spaces reverted back to the administrative and operational control of the City of Boston via the Boston Planning and Redevelopment Agency (BPRA), which has forced the College to explore alternative solutions to for our parking shortage problem. (See bhcc.edu/strategicplans to view the *Facilities Plan*)

Technological Infrastructure

The College has struggled to maintain a technology infrastructure that is in alignment with advancements in digital teaching, learning, and student development, data integrity and analysis, and evidence-based decision making. While efforts to improve the College’s IT infrastructure continue, progress has been slow and costly due to major reengineering needs that are complicated by an out-of-date IT infrastructure. In 2014, an IT Capacity Review concluded that the College faced major challenges with the physical IT infrastructure and sufficient IT staffing to meet the demands of mission critical elements supported by technology. Based on the results of the review, the College has begun a process of remediating and reinvesting in its IT infrastructure. (See bhcc.edu/strategicplans to view the *Technology Plan*)

Declining State Funding and Increasing Financial Burden for Students

State funding has not grown in proportion to the needs of the College’s student body, thus maintaining the College’s ability to maintain current programming and fund innovation remains a challenge. To compensate for insufficient state funding, the College has been forced to increase the cost of fees for students and rely on grant funding for critical activities. Historically, BHCC has received the smallest proportion of state aid per FTE, and this trend continues. As a result, student fees now constitute 70 percent of the overall college budget, compared with 30 percent in 2008. While BHCC’s tuition and fees remain the lowest of the Massachusetts community colleges, the College is concerned about displacing costs onto students and maintaining affordability. (See bhcc.edu/strategicplans to view the *Financial planning documents*)

Environmental Scan

Shifting Demographics in our Service Areas

Although our local high school population is shrinking the immigrant populations are seeing tremendous growth in gateway cities in the Greater Boston area. Because of these trends, the College has focused strategic planning on the engagement of high school partners to maximize high school student enrollment—including dual enrollment, early college and pathway programs, as well as targeted efforts to enroll non-traditional students—including partnerships with community-based organizations and local businesses and industries that serve immigrant communities. (See bhcc.edu/strategicplans to view the *Integrated Marketing and Communications Strategic Plan*)

Workforce and Economic Development

The Massachusetts Department of Labor predicts that by 2020, 3 out of 4 jobs in Massachusetts will require some college education. Emerging industries in Greater Boston that are projected to result in workforce gaps include health care, science and technology-related fields, education and the creative economy. These trends have informed the development of our degree programs and community education offerings.

Strategic Goals, Strategies and Major College Initiatives

Bunker Hill Community College's Strategic Goals, Strategies and Initiatives were developed through an analysis of the College's strengths, challenges and opportunities, informed by local and national contexts. The goals indicate the College's over-arching areas of focus over the next six years, and the strategies reflect College initiatives that have demonstrated effectiveness, as well as pilot programs that are rooted in national research on high-impact practices and models. The goals were developed through a collaborative college-wide process, engaging more than 200 campus members and more than 150 community, educational and industry partners. College Strategic Goals and their associated initiatives provide a framework through which the institution enacts its mission and supports the priorities of the Massachusetts Department of Education's Big Three Completion Plan. College Goals are enacted through integration into the institution's strategic planning documents, including the Educational Master Plan, the Facilities Master Plan, the Integrated Marketing and Communications Strategic Plan, the Strategic Enrollment Plan, the Technology Master Plan and Financial Planning documents.

Goal 1: Foster Student Success

Promote data-informed, high impact innovations in teaching, learning and student development that lead to increased rates of engagement, persistence, retention, completion and transfer.

Strategies

- Expand co-requisite models and acceleration of developmental education and English language instruction.
- Implement learner-centered curricular and co-curricular practices, including culturally relevant, collaborative, experiential and multi-modal learning.
- Integrate holistic student development into the curriculum and co-curriculum.
- Deepen student learning outcomes and competency-based assessment models.
- Enhance instructional technology to support digital teaching, learning, and student development on-line and on-ground.
- Support faculty and staff professional development aimed at fostering the success of all students.

Initiatives

- AANAPISI/Building the Framework for Success
- Developmental Education and ELL Reform
- Innovation Lab and Development of the Digital Arc
- Learning Communities Program
- LifeMap, Guided Pathways and Curricular Mapping

Goal 2: Strengthen Career, Transfer and Workforce Readiness

Prepare students for fulfilling 21st century careers that meet Greater Boston's workforce needs through credentialed, non-credit, stackable and transferable programs.

Strategies

- Design programs that promote transfer and workforce readiness, including non-credit to credit pathways.
- Institutionalize demand-driven program development, including the high-growth fields of STEM, health care and the creative economy.
- Expand internship and apprenticeship programs in partnership with businesses, industries and community organizations.
- Create seamless transfer opportunities through alignment and articulation with baccalaureate institutions.
- Support students in developing transferable 21st century

skills and capacities.

Initiatives

- Apprenticeships and Internships
- Adult Basic Education Reform
- General Education Program and Institutional Learning Outcomes
- Honors Program
- Transfer Articulation
- Veteran's Services

Goal 3: Advance Diversity, Inclusion and Equity

Advance diversity, inclusion, and equity in all areas of the College and integrate the cultural wealth of our students, faculty, staff and communities into the life of the institution.

Strategies

- Promote diversity in all areas of the College workforce.
- Build a campus community rooted in collaboration, inclusivity and engagement.
- Design culturally relevant and community-engaged curricular and co-curricular learning environments.
- Identify and address disparities in academic achievement among student groups.
- Increase access, persistence and completion rates for underserved student populations.

Initiatives

- Center for Equity and Cultural Wealth
- HSI Designation, Title V and National Science Foundation grants
- Equity Working Group and Open Search for Chief Equity, Diversity and Inclusion Officer
- HOPE (Halting Oppressive Pathways through Education)
- Open Educational Resources
- Undocumented Student Working Group and Summit
- Voices of Hunger and The DISH food pantry

Goal 4: Build Partnerships and Pathways

Foster reciprocal, sustainable relationships with civic, educational, and community partners to increase access, promote college readiness, and facilitate seamless pathways to post-secondary study.

Strategies

- Increase opportunities for enrollment in early college, dual enrollment and bridge programs.

- Deepen partnerships with civic, educational and community-based organizations.
- Design guided educational pathways through meta-majors programming and curricular mapping.
- Leverage the resources and scholarship of local museums and cultural institutions to enrich the College curriculum and expand student access.
- Broaden partnerships with industry and business leaders.

Initiatives

- Arts and Expansion and Cultural Institution Collaborations
- Civic Engagement and Service Learning
- Dual Enrollment, Early College and Curricular Alignment
- Pao Arts Center

Goal 5: Develop the College's Infrastructure

Develop the College's capacity to support student success through learner-centered facilities, strategic communication, enhanced information technology, and fiscal stewardship.

Strategies

- Stabilize technology to support teaching, learning, and student success; improve data integrity and analysis, and facilitate evidence-based decision making throughout the college.
- Maximize college and community-based resources to ensure facilities well-suited to the needs of students, faculty and staff.
- Closely monitor the sources of funding supporting teaching and learning, general operations, and capital projects to ensure long-term sustainability and financial health.
- Support the development of new instructional sites.
- Integrate print and web communications to disseminate accurate, consistent, transparent information to internal and external audiences.

Initiatives

- Capital Projects: E Building, Parking, New Structure
- Chelsea Campus and Community
- Print and Digital Communications: Branding, Signage, and Intranet
- Student Central

Assessment of the Strategic Plan

Formative

The College has several mechanisms in place focused on ongoing, local, formative assessment of the initiatives to assess the degree to which the College's ground-level work contributes to realizing our College Strategic Goals. These methods include Annual Unit Planning, where departments across the College report on progress toward their yearly goals and demonstrate the ways in which their goals and strategic plans advance the goals. Additionally, academic departments undergo regular program review, and the College is in the process of revising program review guidelines so that they better align with our strategic plan and advance the College's equity agenda.

Summative

The College is focused on establishing and assessing summative outcomes that articulate the ways in which our program-and division-level work adds up to a comprehensive equity agenda. We have adopted the Massachusetts Department of Higher Education Performance Measurement Reporting System, and are in the process of mapping the ways in which our policies and practices support and/or inhibit progress in these key indicators, particularly when data on the indicators is disaggregated by race, gender and Pell status. Findings from the performance measurement metrics are integrated into the President's goals, and reported on yearly to the Board of Trustees.

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BHCC strategic plan and referenced plans and documents. [bhcc.edu/strategicplans](https://www.bhcc.edu/strategicplans)





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