

**Bunker Hill Community College
Office of the President**

President's Progress Report on 2018-2019 and Goals for 2019-2020

August 12, 2019

INTRODUCTION

The Academic Year (AY) 2018-2019 is the second year in a six-year strategic planning cycle for Bunker Hill Community College (BHCC), resulting from major planning activities that took place in 2017. The planning process and accompanying materials are documented in ***Bunker Hill Community College Goals and Strategies, 2017-2023***. The Strategic Plan provides high-level, strategic guidance of the work at the College.

To frame a high-level assessment for the six-year planning cycle, the President formulates two sets of three-year goals, the first from 2017-2020, the second from 2020-2023. This report narrates the progress experienced in Year Two (2018-2019) of the first set of goals for the President. An earlier iteration of this report was submitted to the Trustees in late June.

The Goals and Strategies of the College are also aligned with the “Big Three” Goals of the Department of Higher Education (DHE). “Access, Retention and Completion, and Closing the Achievement Gaps” were strategic directions that guided the College, and this report will respond to data in those areas.

In addition to the observations of the President, data sources for this Report include the interactive DHE data site that allows for comparison among the 15 constituent colleges in the Massachusetts community college system. This Report also uses data provided by the BHCC Office of Institutional Research, and data drawn from the Volunteer Framework of Accountability (VFA), a subsidiary of the American Association of Community Colleges (AACC). The VFA data provides a national benchmark to over 1,000 member colleges of AACC and uses success indicators that are designed for a nuanced understanding of two-year public colleges, the students of which are predominantly part-time and non-traditional in age. The VFA success framework pinpoints a six-year horizon for completion. This is an optimum cycle of measure for community colleges, in which trends in retention, completion, and credit accumulation are played out in full.

GENERAL OBSERVATIONS

June 30, 2019 marks the completion of my sixth year at Bunker Hill Community College, my eleventh year serving as a president, and my 26th year working within the Community College Movement.

A sixth-year look in the institutional rearview mirror is a revealing one. Six years is enough time for a president to know a college, develop empathy for students, faculty and staff, understand internal challenges internally and system-wide barriers, and collectively craft the first set of solutions with campus experts. Six years is also ample time to foster strategic thinking within the institution at every level, and make explicit priorities that would move the needle on student success. In the last six years, we have planted new seeds, acquired and fostered talent, and tended initiatives closely as they matured and yielded results.

Major learning initiatives such as developmental education reform, general education review, learning communities, Learn and Earn 2.0, honors, early college, holistic student support, workforce development and career programming have all launched. They are taking root, maturing, and many are fully institutionalized. Areas that were static six years ago have undergone dramatic operational changes and have grown even more vibrant. External Relations, Grants, Foundation, Communications, Events Planning, Financial Planning and Operations, and Facilities Planning are visibly transformed. We weathered challenging transitions such as the Chelsea Campus move, as well as the H-Building relocations, made possible by the generosity and tolerance of our faculty and staff for periodic chaos, and their commitment to students regardless. Our community partnerships have grown multi-fold over this time period, and few conversations happen without Bunker Hill involvement when the issues touch post-secondary education.

In safeguarding the future of the College, the senior team has been deliberate in succession planning, ensuring that members of faculty, staff, and management have opportunities and resources for professional development, and see pathways for advancement here at the College, or within the Community College Movement. We are learning to be open and transparent in our nascent efforts in these areas, and with a commitment to equity and inclusion.

In the following discussion about the progress of the President's Goals, readers will note a new round of initiatives or a new stage of progress that builds upon the successes noted above. There is keen awareness that Basic Needs, Curricular and Co-Curricular Innovations, Holistic Student Support are the keys to better Retention, Completion, and Closing the Achievement Gap. The Strategic Thinking that we have asked of the campus over the past six years has become habitual with many, and our collective work must be iterative and become deeper over time. Strategic Thinking, like our earlier efforts to develop a Culture of Evidence, a Culture of Assessment, and other critical habits of institutional thinking, serves to unify our understanding of our students, and to lead us towards particular solutions tailored to their needs. It is my belief that there are no silver bullets in community college work because of its complexity and interdependencies with social and economic challenges. The promise of success lies in iterative improvement based on observation and data. Institutional stability, faculty and staff talent, and the exercise of great patience and kindness with our students and each other are our best hope.

REPORT ON PRESIDENT'S GOALS 2018-2019

College Goal: Foster Student Success

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

President's Goal: Complete the 10-year NECHE (New England Commission of Higher Education) re-accreditation of the College in 2020.

The self-study, in its first draft form, has been circulated to the College community for reading and input. Additional revisions will be completed and the final draft circulated again. The final step will be the review by the Board of Trustees, submission to the Commission, and culminating in the accreditation team visit in 2020. The research and writing of the self-study has been inclusive of stakeholders, with training sessions by the College and by senior representatives from NECHE. In addition, members of Executive Staff have served on visiting teams to other colleges to gain insights into the accreditation process. The College President serves on the Commission and its Executive Committee.

The Board of Trustees continues to receive briefings on the accrediting standards and the re-accreditation process, including a recent session at a Board of Trustees meeting conducted by Dr. Patricia M O'Brien, SND, Senior Vice President of the Commission. This is particularly timely because of the recent appointment of several new trustees. We will ensure that there is meaningful interaction for the Board of Trustees with the self-study and team visit process.

Goal Assessment: Progress on track. Retain goal for 2019-2020.

President's Goal: The writing, submission and approval of the College's Strategic Plan to the Board of Higher Education.

The Board of Higher Education (BHE) guidance on the Strategic Planning process articulates two Touch Points before the submission of the final document submitted for approval to the BHE and the Secretary of Education. Touch Point 1 requires a review with the Commissioner of Higher Education, and Touch Point 2 requires a presentation to the Subcommittee for Strategic Planning of the BHE. Both Touch Points were completed in spring 2018.

In addition, the President met with the Secretary of Education shortly after the Subcommittee review, and submitted additional materials to clarify the College's preliminary findings and intended planning directions. Materials submitted included an executive summary and a portion of an early draft of the Strategic Plan, and a slide deck presentation consisting of financial and enrollment projections. Also included were sub-master plans such as the Educational Master Plan, the Enrollment Strategic Master Plan, the IT Master Plan, the Facilities Master Plan, and the Integrated Marketing & Communications Strategic Plan.

The final document was completed and forwarded to the Commissioner of Higher Education in early August; we await his review and action.

Goal Assessment: Retain goal for 2019-2020.

President's Goal: Developmental Education and English Second Language (ESL) curricular reform: support English and math initiatives for the next stage of expansion; moving ESL reform through the AANAPISI Grant effort.

Both the Math and the English Departments are deeply engaged in reducing the time to reach college level for students in developmental work. The acceleration work involves the creation of two-course Learning Community Clusters that compress a year's worth of developmental work into one semester or combine developmental and college level coursework in a co-requisite model. The successful completion rates of students in math and English clusters are consistently and considerably superior to students taking single courses in sequential semesters. As of fall 2019, clusters will make up 60% of Developmental English offerings, up from 40% in 2018-2019, and 37% of math offerings. The goal of the acceleration project is to reach 75% in English, and 75% in math.

Having been at the forefront of advocating for multiple measures in English and Math placement, the College is particularly gratified that on December 2018, the Board of Higher Education [voted](#) to formally amend the 1998 Common Assessment Policy to allow institutions of public higher education to use high school GPA to place students directly into college-level, credit-bearing courses. This, along with the cluster strategy and the differentiated math pathways for STEM and non-STEM students, have contributed significantly to our efforts at reducing the "churning at the front door" phenomenon that derails student success and completion.

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 to 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 clusters also interact with integrated support services, including the Language Lab, Success Coaching, ACE Peer Mentors, and the Innovation Lab.

The ESL Department piloted the cluster model in spring 2018 and has expanded the number of clusters offered each semester while refining the model. As of fall 2019, integrated clusters will make up 70% of ESL course offerings. This includes co-requisite clusters that link with credit-bearing introductory courses such as Introduction to Business (BUS-101), Computer Applications/Concepts (CIT 110), College Writing I (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.

In Math, the number of Developmental Math sections have decreased as the college-level sections increased. The most dramatic flip occurred in the lowest level Math course, with Developmental Math reduced from 43 sections in Fall 2014 to 29 in Fall 2018. The success of clustered courses is double-digit over single stand-alone courses. For example, MAT099 cluster vs MAT099 stand-alone

success rate is: 91%% vs 63% in Fall 2017, and 88% vs 69% in Fall 2018. The completion of gateway course in first year, a standard but stringent metric for Developmental Math success, went from 11% in Fall 2012 to 20% in Fall 2017.

Much of the success in Developmental Math can be traced to decisions made as early as 2012, with the formation of the Developmental Math Work Group, and an intentional design and operation of the Math Space for tutoring. The creation and scaling of the co-requisite clusters, which happened between 2014 and 2017, is at the heart of the reform effort, using Learning Communities and Ace Peer Mentors to further progress. The initiative is faculty-led, with broad participation of adjuncts; professional development is regular and well-attended. The most recent addition to this reform effort is the development of OER (Open Education Resource) based sections; 53 Math sections were offered in Fall 2018, with a calculated saving of some \$200,000 to students. (53 sections X 25 students; average \$150 book cost).

We anticipate full scaling in the next academic year in both English and Math, and will track success data as this project reaches maturing.

Goal Assessment: Progress on track. Retain goal for 2019-2020.

President's Goal: Dovetail the College's current work on Early College Pathways into the state-wide process of Early College Pathways development, leveraging legislative momentum and potential funding.

The College has been granted designations for three Early College Partnerships by the State. These designations are targeted to be funded through the legislature in this budget cycle, though the amount will be symbolic rather than fully funding operations. The Governor and the Executive Office of Education contemplate more sustainable funding in the 2020 budget cycle.

The College is leveraging the Smith Family Foundation's (SFF) grant of \$2.4 million dollars (\$800,000 per year for three years) to bridge the funding for early college work until 2020 and to establish a centralized model for Early College at BHCC and set the standard for early college in Massachusetts. We are in the first year of implementation. Over time, the SFF funding will allow the College to gather evidence supporting early college's role in increasing post-secondary success among high school students.

Initial data has shown that early college students have persisted at a higher rate (88%) from Fall to Spring, in comparison to their "Traditional" Dual Enrollment peers (76%). In fall 2018, 56% of early college students attempted between 4-12 credits. This figure has risen to 63% for spring 2019. Overall, early college students are on track to complete over 2,600 credits by the end of spring 2019.

In addition, the SFF has funded Jobs for the Future (JFF), one of the College's long-time education partners, to create a MA Early College High School Learning Community. The College will be a major contributor to this work to ensure professional development and continuing assessment are integral

to the Early College effort. The student success data we collect during this three-year grant period will provide proof-points and strong case-making to the legislature for funding support.

Goal Assessment: For 2019-2020, continue to track Year-Two progress of the SFF Grant and the EC Designation implementation.

President's Goal: Curricular and co-curricular development of the Cultural Institutes as a key strategy of closing the achievement gap.

The Center for Equity and Cultural Wealth, now in its second year of implementation, consolidates the three cultural institutes currently at the College: Africana, Asian and Pacific Islander, and Latinx. As one of its key functions, the Center facilitates multifaceted and intersectional Campus-wide conversations to explore how equity-minded practices and culturally-grounded pedagogies can be enacted to foster the success of all students and members of the College community. Core activities of the Center have included: ongoing professional development; opportunities to collaborate and generate scholarship; and advocacy for equity-minded policies. The integration of the work of the Center with the Arts and Culture agenda of the Events Office has been particularly vibrant; it is noteworthy that all the arts and cultural events mounted are focused on curricular and co-curricular activities, and always co-created with faculty and students.

At the end of May 2019, the Center will sponsor its second annual Institute for Equity and Cultural Wealth, a three-day conference that will examine the impact of power and privilege on access and equity in higher education through scholarship, field study and the arts. Dr. Shaun Harper, the CEO of the USC Race and Equity Center and the Provost Professor in the Rossier School of Education and the Marshall School of Business, will keynote the convening.

The advancement of the Center is funded in the last two years by a \$100,000 Performance Incentive Fund grant from the Massachusetts Department of Higher Education. In the focus of this past year is the assessment of the Center in terms of outcomes. The Center is also developing a business plan for sustainability.

The Center for Equity and Cultural Wealth will continue to serve as a hub for research and innovation that supports BHCC's mission to honor the cultural wealth of its students, faculty and staff, and fosters a commitment to creating learning environments where all students can achieve excellence.

Goal Assessment: Progress on track. For 2019-2020, focus on a business plan for sustainability.

President's Goal: Examine the structure of the current academic, student development and career advising model, focusing on integration and efficacy.

The LifeMap Advising Team is reorganizing its structure and theory of work to reflect a more holistic and integrated way of guiding students. The Team has been working with Achieving the Dream (ATD) to reimagine Holistic Student Support for students. There is clear understanding that fully integrated Holistic Student Support is a key lever to improve retention and completion. The Team has new leadership in an experienced Dean of Enrollment Management, and the on-ground guidance of two Associate Directors who rose from the Coaching ranks. The re-visioning is part of

the \$2.2 million, five-year Title III Strengthening Institutions federal grant to improve and integrate student guidance and advisement.

Goal Assessment: Progress on track. For 2019-2020, focus on the progress of the new team, and develop standard metrics to assess effectiveness.

Monitor access, retention, persistence, and completion via VFA metrics; triangulate with initiatives to maintain positive momentum.

The Strategic Enrollment Management Team (SEM) has met monthly in the last year to delve deeply into the enrollment and retention trend of all student groups. The development of a standard trend comparison report has enabled the SEM team, as well as the Vice Presidents Council, to understand the fluctuation in enrollment and retention through disaggregated data. The report, tracked over the past year, made it crystal clear that it is the retention of continuing students that most dramatically impacts enrollment. Having this definitive information has been critical in shaping the enrollment and retention strategies over the past year. Further attention and deeper data analysis is targeted for the next academic year.

Goal Assessment: Shift the goal to match the work of the SEM. Proposed Goal: Track retention patterns in 2019-2020 through the SEM Report, with particular attention paid to sub-groups with steep retention challenges, and attending strategies to ameliorate the low rate.

College Goal: 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.

President's Goal: Develop a clear articulation of non-credit to credit instruction in key programs that are in demand by industry.

We have a new Dean of Workforce Development and Community Education, who has taken on this work in collaboration with her dean colleagues. We have made progress in the area of Medical Assistants with a new apprenticeship contract that might serve as a template for other fields. This work is in its early phase, and should develop substance and direction over the next six months.

Goal Assessment: Personnel in place to begin work. Retain goal for 2019-2020.

President's Goal: Continue to develop new employer demand-driven programs.

The President, senior staff, managers and faculty and staff leaders are well-positioned in the community to gather information about employer needs. These venues include State and local workforce investment boards, industry groups and consortia, labor market research committees, and BHCC partners/advisory committee members in the STEM, Health Care, Business and other Professional Studies disciplines.

Paramedics, Pharmacy Technician, Cybersecurity, are some of the programs created in response to needs in the field. The College continues to work with Facebook to develop an initiative in Digital Marketing. We are also, through the offices of the Massachusetts Competitive Partnership (MACP) and its Womenomics program, establishing an employer-driven training program for Early

Childhood workers. With the hiring of the Dean for Workforce Development, and her willingness to join forces with the credit side of the house, we anticipate a quickening of momentum in this area.
Goal Assessment: Reaching for greater momentum, goal partially met. Retain goal for 2019-2020.

President's Goal: Monitor and guide the maturation of the Language Institute as a revenue-producing enterprise.

As part of the initial development of the Language Institute, the first intensive English class was offered in July 2016. The new Dean for Workforce Development is leading the department to apply for industry accreditation, and staff has completed the requisite training. The struggle now is for adequate space to accommodate full scale implementation. The College and Workforce Development is committed to this project, and progress is being made.

Goal Assessment: Retain goal for 2019-2020.

College Goal: 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.

President's Goal: Monitor and support the Campus-wide efforts to advance diversity, inclusion and equity.

The College is pushing equity work forward on three fronts:

The Center for Equity and Cultural Wealth (CECW) is in year two of implementation, addressing curricular and co-curricular development and professional development in the context of teaching and learning. A brief description and progress report is included in this progress report, above.

HOPE (Halting Oppressive Pathways through Education) is an initiative designed to examine and eliminate social, institutional and academic barriers that often prevent males of color from achieving their full potential. Employing an asset-based framework that affirms the cultural wealth of Black and Latino males, activities included: Think Days, Black Minds Matter film viewings, and Student Dialogues.

The Equity Work Group (EWG), established in the past year, has taken on two tasks. The first is identifying, modifying, and conducting an institution-wide cultural climate survey to lay the groundwork for a professional development plan for the College. The second is to develop a leadership profile for the vacant Chief Equity, Diversity and Inclusion Officer (CEDIO) position. The EWG will eventually serve as a resource for the new CEDIO. Update: the Search Committee has begun its work, and anticipate a full agenda of search activities in fall 2019.

In December 2018, the Board of Higher Education voted to institute Equity as a top policy and performance priority for Massachusetts. The College fully embraces this policy commitment, and will actively align our institution's equity framework in all aspects with the Commonwealth's imperative. The annual convening of the CECW Institute, in which equity issues within higher education are

explored and made relevant in praxis, is one of a number of venues that may be shared across our system.

Goal Assessment: Ongoing. Keep goal for 2019-2020, with specific reporting on the hiring of the new Chief Equity, Diversity and Inclusion Officer (CEDIO).

College Goal: 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.

College Goal: 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.

The two above goals are incorporated in the following assessment.

President's Goal: Monitor and guide the re-configuration of current spaces for student services on the Charlestown Campus.

The College's one-stop service center, Student Central, opened in the lobby of the B-Building in the fall semester. Students can access academic records, financial aid, student payment, health insurance and other related services. The contemporary design of the new space redefines the physical environment of what once was a cramped and outdated way-station. The space and the student-centered services communicate proper attention and respect for our commuter students.

The new space now invites comparison with the rest of the College buildings, which are outdated, and inadequate. The Campus physical plant is at 168% capacity, and inefficient. This has become an equity issue in providing the appropriate environment for learning.

Goal Assessment: Student Central Completed. Retire goal for 2019-2020. Transfer the discussion of future physical renovations and renewal to the Goal on Capital Projects below.

President's Goal: Monitor the functions of the following new spaces post-relocation: the H Building, the Chelsea Campus, and the Pao Arts Center.

The relocation of services into all three spaces are completed, and have been in operation for two years. Services and instructions housed in these spaces are functional and financially viable.

The H-Building is now fully occupied in accordance to plan. The complex houses a full range of services, with science laboratories, classrooms, the Center for Self-Directed Learning, the Welcome Back Center for Foreign-Trained Nurses, and back office operations in marketing/communications, information technology, and human resources. However, the future of the H-Building is only stable for three years. The landlord of the H-Building has plans to demolish the current building and rebuild a taller structure in its place. The lease rate thereafter will be prohibitive and out of the reach of the College. The College intends to craft a permanent solution by making available space on the Charlestown Campus.

The relocation and expansion of the Chelsea Campus, while not without challenges, benefited from the generosity and patience of its resident faculty and staff. There is still a pressing need for community space, as well as student service areas, the solution of which awaits further vacancy and availability of additional square footage in the same building.

The Pao Arts Center is in its second year of operation, and becoming known as a welcoming space for the Asian and Chinatown community. The College continues to offer classes, and to collaborate with Center staff to mount exhibitions and activities driven by the work of our faculty and students. The Center is a collaboration between BHCC and the Boston Chinatown Neighborhood Center. Pao Arts Center is a model project for community engagement for the College, and a unique cultural asset for Chinatown and our community partner.

Goal Assessment: Transition of spaces are completed. Monitor Progress for one final year. Retain goal for 2019-2020.

President's Goal: Resolve the issue of the eventual loss of Student Parking Lots One and Two.

The student parking lots have now reverted back to the administrative and operational control of the City of Boston via the Boston Planning and Redevelopment Agency (BPRA). We have an agreement with the City that the lots will be designated as student parking for at least the next two years, maybe longer. The College must make plans to accommodate 700+ parking spaces. A parking study commissioned by DCAMM (Division of Capital Asset Maintenance and Management - our state building authority), as well as campus discussions, surfaced a number of strategies from incentivizing public transportation, to the building of a parking structure. Under the leadership of the College CFO, we have begun to explore funding mechanisms for a parking structure on Campus. As discussions concerning the future of the aging physical plant of the College as a whole continue, it is important to engage the City of Boston about these adjacent lots in any design in the future.

Goal Assessment: Current situation stable, anticipating discussions in the coming year. Retain goal for 2019-2020.

President's Goal: Monitor the funding distribution of 2008 Bond Bill in FY2020.

The Executive Office of Education and DCAMM continue to utilize a new competitive strategic capital funds allocation process created in 2018-2019. The College's submission in 2018-2019 was granted \$25 million for the renovation of the E-Building, with an enabling project involving the revival of the now defunct M-Building.

Since the awarding of this competitive grant, the physical and real estate environment of the campus has undergone dramatic changes, including the complete failure of the current M-Building, and the uncertain future of the H-Building discussed in an earlier Goal. It became clear that the College must, with the guidance of DCAMM, articulate both **immediate** and **long-term** solutions to ensure our faculty and students have a contemporary, functional, and welcoming campus in which to teach and learn for the coming decades. We have begun those conversations with DCAMM; it will be a sustained, but long and complex, planning conversation that will be carefully attended to, and hopefully mature over the next year.

Goal Assessment: With the rapidly changing financial, real estate, and funding environment, this goal should be revised to reflect the complexity of discussions being had. It is no longer adequate to simply monitor the funding distribution of 2008 Bond Bill in FY2020.

Next year's goal should be revised as follows: Continue to conduct planning conversations with DCAMM, the Higher Education Commissioner (Department of Higher Education), and the Executive Office of Education (EoE) to craft capital plans on two fronts: Immediate plans related to the E-Building Renovation Project, and the long-term plans to modernize an aging campus.

President's Goal: Support the full development of the Instructional Innovation and Design Center, and the Institute for Teaching and Learning in Instructional Technology.

The review and reorganization of this unit is complete. The Instructional Technologist hired last year is providing increasing support and professional development for faculty in curriculum design and professional development.

The College has launched an initial conversation at the leadership level on how to assess and plan the College's digital future, and how to intentionally craft a dialogue (and accompanying workplan and resource strategy) that is cross-functional and integrated. Experts and stakeholders around the table for the initial conversation included instruction, faculty, academics and student advising, finance, information technology, instructional technology, and HR. This is a nascent conversation of a "digital arc" and will continue over the next six months.

Goal Assessment: With the completion of the Innovation Center and the onboarding of the Instructional Technologist, this Goal should be to revise and track the planning dialogue on the Digital Arc in 2019-2020. **Goal:** Track the leadership dialogue on the digital future of the College, with attention to assessment of current status in major functional areas, a short-term workplan, and continuing dialogue on longer-term visioning of a digital arc for the College.

President's Goal: Adopt a standard set of data analytics for institutional effectiveness, both formative and summative, for academics, student development, and business processes.

The Department of Higher Education has established a final set of metrics for Massachusetts Community Colleges to provide **summative measures** for institutional effectiveness. The software Tableau is being used for data presentation.

The College continues to be obligated to report for IPEDS, and continues to use the DHE Data Mart, our benchmarking information from the VFA, and our qualitative analysis from our work with Achieving the Dream (ATD).

We are progressing in our **formative measures** of education effectiveness through SLOAP, a faculty-driven student learning outcomes assessment initiative. Institutional Learning Outcomes have been established, and General Education outcomes, as well as Program outcomes mapping, is beginning. The next iteration of work will anticipate a fuller articulation of Student Development outcomes, and more formalized coordination and logistical support for the assessment program.

Goal Assessment: Progress on track. Retain goal for 2019-2020

President's Goal: Reach stability in budgeting, balancing state appropriation, student fees, and grants revenue.

FY18 saw the elimination of the budget deficit, first noted at \$4 million in FY14. FY19 operated under a balanced budget. While we have managed the budgeting process adequately, with no meaningful increase in State funding, which is the primary source of revenue to offset the cost to students, the goal of reaching sustained stability is a distant one. Students now shoulder roughly 70% of the cost, and the State 30%, a ratio that was reversed a decade ago. While BHCC's tuition and fees remain the lowest of the Massachusetts community colleges, the incremental increase in student fees each year is a necessity rather than a choice.

Grant revenue continues to climb, but has no effect on budget sustainability because of restrictions on supplanting current operating budget, and because of their short-term nature. We are, however, able to leverage grants for innovation pilots, and at times, perform one-time much needed reform in operational or student success-oriented processes.

Goal Assessment: Status quo maintained. Retain goal for 2019-2020.

President's Goal: Pay attention to succession planning, both locally for the College and the local community college system, and for the national movement.

Local to the College, we are attending to talent development and retention, including full-time faculty and professional staff recruitment, leadership development, professional development (PD) for entry and mid-level management, and focused development for senior staff. The VPs have identified a variety of PD venues that address academics and student development discipline work, as well as programs that emphasize civic engagement in our service area cities and towns. Diversity and inclusion continue to inform our work as we acquire talent for the present and for our next generation.

In the national sphere, the College continues to support conferences presentations and professional meetings. We especially encourage those faculty and staff new to public presentations. As our national reputation grows, we hope to attract more, and more diverse, talent to our Campus and our Commonwealth. To continue to build our reputation in service and educational expertise, the College President twice served as witness to the US House of Representative Education and Labor Committee Hearings this academic year. Locally and regionally, the President, as well as senior staff, have been invited to participate in public forums in higher education, and in particular the role of community colleges in economic and workforce development. These public service venues are valuable PD opportunities, and again, position the College as a center of expertise, and attract talent to our Commonwealth and our College.

Goal Assessment: Progress on track. Retain goal for 2019-2020.

President's Goal: Continue to orient new Board of Trustees members, and encourage engagement in regional and national leadership roles.

In 2018, we welcomed two new trustees. It is our hope that we will have stability in board membership for at least the next three years. The onboard process is now mature, and routinized; the annual retreat for strategic discussions will be in its second year this June. The annual board

self-evaluation is now four years in implementation. We have consistent representation from the board at the three key conference experiences: ACCT Leadership Conference in the Fall, ACCT National Legislative Summit in Washington DC in February, and the DHE led annual Trustees Conference. One member of our Trustees is serving as the Regional Representative for ACCT, and our Student Trustee is a member of the Student Trustees Council group. It is worthy of note that although student trustees only serve one year, an informal “passing of the baton” is in place to ensure that the national representation is passed along as part of the incoming student trustee’s responsibility.

To ensure that the Board has ample time to engage in critical areas such as accreditation; the student success agenda; the College Goals, Strategies and associated Initiatives; as well as facilities planning, a recent change was made to expand each board meeting to two hours, while reducing the monthly meetings to a more manageable number per year. This reduces travel in a very congested city, and creates quality time for more in-depth discussions and deliberations.

Goal Assessment: Progress on track. Retain goal for 2019-2020.

President’s Goals: Collaborate with faculty and Forum leadership to improve the participatory governance system through professional development, and structural and process review.

Over the past year, a team of two experts on Participatory Governance assisted the College in reviewing our current participatory governance structure and processes, and assisted Forum Leadership in crafting a final draft of a Participatory Governance Handbook. The process of deliberation and consultation, as well as the path of decision-making were examined and clarified. We look to the leadership of the Forum to resume this critical work in fall 2019, and pledge necessary support throughout this process.

Goal Assessment: Retain goal for 2019-2020

REPORT ON DHE “BIG THREE” DHE PRIORITIES 2017-2018

The Department of Higher Education (DHE) identified three areas of data analysis for institutional effectiveness, and as a part of the annual presidential evaluation. These areas are:

- Access
- Retention and Degree Completion
- Closing the Achievement Gap

ACCESS

Bunker Hill Community College enrolled 12,657 students in fall 2018, compared to the next highest enrollment at Middlesex Community College at 8,090. While these data point to a 2.6% drop over the prior year, and a cumulative drop of 9.7% over the past five years, the rate of enrollment decline at BHCC is gentle compared to the prior year cumulative system drop of 4.1%, and five-year drop of 19.9%. (Figure 1).

In data disaggregated by race/ethnicity, Latinx students increased by 5% from 22% to 27%. The College is eligible for the HIS (Hispanic Serving Institution) designation. Our expansion in Chelsea, the focused work with the UMass Gaston Institute, and the expansion of surrounding Gateway Cities are key elements in this development. African-American/Black student population growth is flat, and hovers at 26%, which is also the five-year trend. (Figure 2)

It is of note that First-Time Full-Time (FTFT) students gained 22.4% in 18-19, on top of the 22.6% gain in 2017-2018. Gain over the past five years is 13%. This compared to the system-wide loss of 19.6% in the last five years. (Figure 3) This is the second consecutive year of this phenomenon. Should this heightened enrollment of FTFT students 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.

The rate of Pell Grants awarded, a common measure of access for low-income students, is at 63% in fall 2017, and averages 65% over the past five years according to internal IR data. In fall 2018, Pell rate is 58%, and averages 63% over the past five years. (Figure 2a) However, the data set provided by the DHE (Figure 2, last panel) illustrates a 54% Pell rate with only data available for 2017. This is a data point that must be clarified between the two sources.

Regardless of the differences in the two sources of Pell data, we should note that Bunker Hill students have the third lowest unmet financial need on direct costs, and the lowest tuition and fees within the community college system. Student loan default rate is 10%, which is extraordinary when benchmarked against the national rate in the high teens. In addition, the aid to students from the Bunker Hill Community College Foundation in the form of scholarships is sustained year-over-year; slightly under \$250,000 of awards were granted in 18-19. This rate has been consistent over the past five years. (Figure 4)

Dual enrollment continues to grow at BHCC, with a 216% gain over five year in fall 2018, yielding 635 students participating in the program. (Figure 5) It is important to note that dual enrollment/Early

College at Bunker Hill is not dominated by advanced high-performing high school students only. 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. We have begun implementation of the Early College Grant of \$2.4 million awarded by the Smith Family Foundation in April 2018, and anticipate the current dual enrollment numbers to be sustained over the next three years. The Commonwealth's Early College designation process, which we noted earlier in the Goals section of this report, is also beginning implementation with modest funding appropriations. BHCC has received three Early College Designations. Assessment data sets will be made available as the program progresses.

FIRST YEAR PROGRESS

First year progress, measured by three sets metrics, is established as an anchoring indicator for retention and completion. When further disaggregated by race/ethnicity, gender, and income (proxy to Pell), the First Year Progress metric also delineate Achievement Gap among the targeted groups.

A general observation on First Year Progress at Bunker Hill is that students begin slowly in the accumulation of credits, and gain greater traction as they progress into their studies.

On-Time Credit Accumulation

Full cohort: In-system comparison has Bunker Hill at 27%, versus a high of 36% and a low of 21%. (Figure 6, panel 2)

Latinx: Risen to 21%, which is above the system average. (Figure 7, panel 2)

African American: Held steady at 20%, above system average at 19%. (Figure 8, panel 2)

Gender: Female students outpace males by 1pp; Females 26% vs Male 25%. Same trend observed in System cohort. (Figure 9, panel 2)

Pell: Credit accumulation rate has not changed since 2011 at 22%. Achievement gap of 4pp compared to non-Pell group is below the 9pp in System. (Figure 10, panel 2)

Retention After First Year

Full cohort: 64%. Compares favorably to the national cohort high of 76% and low of 46%. Ranked in the top third. (Figure 6, panel 3)

Latinx: Remained relatively flat at 64%. Achievement Gap favorable compared to system: 6pp vs 8pp. (Figure 7, panel 3)

African American: 70%. There has been virtually no Achievement Gap for the last four years. Retention and Achievement Gap compared to system: 70% vs 64% in retention; 0pp vs 4pp gap. (Figure 8, panel 3).

Gender: Female at 73%; Male at 67%. Female performance 1pp over male population. Similar gap is observed with System comparison, at 68% vs 63%. (Figure 9, panel 3)

Pell: 67% retained. System average 59%. (Figure 10, panel 3)

Timely Completion of Gateway Courses

This is the most crucial indicator of progress, particularly when the participation of students in developmental education is high. 90% of students entering the College need DevEd math, and about 45% DevEd English. While our students are slower in the on-time credit accumulation, surprising, the Timely Completion of Gateway Courses are high, and the Achievement Gap in this area is low. This is good news.

Full cohort: 32%. Nearly 20pp increase in 5 years. Dev Ed reform is beginning to see dramatic results. (Figure 6, panel 1)

Latinx: Doubled from 12% to 25% in the last five years. Achievement Gap decreased to 3pp, vs System gap of 10pp. (Figure 6, panel 1) (Happy dance here!)

African American: More than doubled in the last five years, from 10% to 23%. Achievement Gap narrowed to 2pp. System comparison: 23% vs 19% Completion; 2pp vs 11pp Gap. (Figure 8, panel 3) (Happy dance again!)

Gender: Both female and male students doubled the rate of completion in the last five years, from 12% to 27% for females, and 15% to 29% for males. While no Achievement Gap was observed during the five-year trend, we noted a 2pp opening in 2018, which we need to watch. The System, in comparison, has experienced a 2pp to 4pp gap over time. (Figure 9, panel 1) (More happy dance!)

Pell: Doubled rate of course completion from 11% in 2013 to 23% in 2017. (Figure 10, panel 1) (Still happy dancing!)

LONG TERM SUCCESS

We examined the progress in Year One for our students, both as a cohort, and with disaggregated data. It is instructive to look at longer-term progress. We use a 6-year Voluntary Framework of Accountability Model (VFA) common to the community college national segment as developed by the American Association of Community Colleges. Six years is used in this measure because it presents the most meaningful period of observation; after six years of tracking, student progress no longer change significantly.

The traditional data and measurement the federal government uses, the Integrated Post-secondary Education Data System (IPEDS), has been modified recently to better reflect community college work. It uses an eight-year trend. However, only 2017 data is available due to its newness.

As with the earlier indicator on First Year Progress, disaggregated data sets are provided for Latinx, African American, Gender, and Pell. The disaggregation is based on the VFA measure. We do not have disaggregated data for IPEDS.

Full cohort: VFA noted 67% success for the College over a six-year period, which ranks BHCC second in the Mass CC System. IPEDS' initial data year of 2017 puts BHCC at 59%, situating the College in the top third of our national peers in comparison. (Figure 11)

Latinx: 66% success. While this still puts the cohort in the upper third of the System in terms of achievement, there is an internal Achievement Gap of 5pp that mirrors the gap at the System level. (Figure 12, panel 1)

African American: 70% success. While we celebrate this good performance, we note an emerging 2pp Achievement Gap when compared to the Caucasian student group. This is a trend also seen at the System level and bears watching carefully. (Figure 12, panel 2)

Gender: Females at 71%; males at 62%. Mirrors the System disparity – females at 67% and males at 61%. (Figure 12, panel 3)

Pell: Pell students succeed at 67% vs non-Pell at 73%. This performance is above System level at 61% and 66% for Pell and non-Pell respectively. We watch carefully, however, because a small gap of 5pp emerged in 2016, where it did not exist before. It is a trend we need to reverse. (Figure 12, panel 4)

A Six-Year VFA Comprehensive Look at Full and Part Time Students: For our full-time students, success rate over six years is at 75%, versus System level of 72%. For our part time students, the success rate is 61% versus System of 57%. A point worthy of attention is the premature transfer of students before they reach a credential. While we count transfer without credential attainment as a measure of success in this analysis, we need to delve into the reasons why students are eager to move onto senior institutions despite the higher cost they incur. (Figure 13)

WORKFORCE ALIGNMENT

Degree Production in Fields Associated with High-Demand Occupations: 63% of the degrees and certificated awarded in 2018 are in the high demand fields of Management/Sales, Healthcare, and Computer and Mathematics. (Figure 14)

It is a point of research we need to undertake, however, regarding the identification of what is “high demand” within the Greater Boston area. While Healthcare and STEM are identified in all research studies 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.

On the whole, Bunker Hill Community College performed at or above the level experienced by the System's community colleges, and benchmarked favorably with national peers. While much work remains, the College is confident that our spirit of reform and our innovations are taking root, and our students benefit.

Figure 1.

Community College—Fall Unduplicated Student Headcount

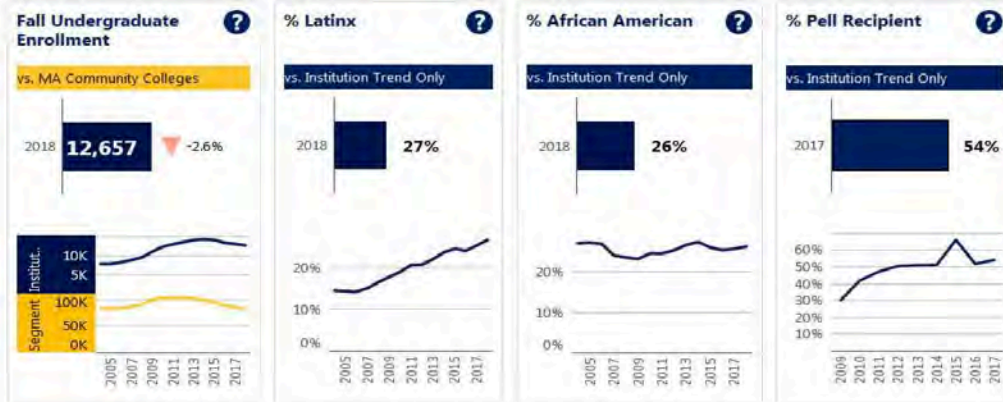
Institution	FA07	FA08	FA09	FA10	FA11	FA12	FA13	FA14	FA15	FA16	FA17	FA18	1 YR Change	5 YR Change
	Berkshire Community College	2,267	2,275	2,601	2,730	2,566	2,503	2,400	2,230	2,120	1,959	1,847	1,688	-8.6%
Bristol Community College	7,388	8,100	8,767	8,893	9,000	9,022	9,335	9,189	8,761	8,476	7,637	7,214	-5.5%	-22.7%
Bunker Hill Community College	8,806	9,497	11,009	12,271	12,934	13,504	14,023	14,253	14,047	13,324	12,896	12,657	-2.6%	-9.7%
Cape Cod Community College	4,434	4,452	4,657	4,482	4,372	4,201	4,051	3,818	3,627	3,319	3,221	2,996	-7.0%	-26.0%
Greenfield Community College	2,236	2,317	2,546	2,583	2,511	2,437	2,239	2,127	2,050	1,957	1,830	1,822	-0.4%	-18.6%
Holyoke Community College	6,461	6,592	7,473	7,404	7,144	7,164	6,740	6,604	6,285	5,890	5,565	5,206	-6.5%	-22.8%
Mass Bay Community College	5,018	5,118	5,564	5,556	5,274	5,427	5,377	5,369	4,859	4,855	4,629	4,368	-5.6%	-18.8%
Massasoit Community College	7,064	7,394	7,941	8,053	8,263	8,209	8,272	7,905	7,637	7,471	7,162	6,995	-2.3%	-15.4%
Middlesex Community College	8,124	8,522	9,516	9,710	9,840	9,664	9,702	9,205	9,021	8,617	8,206	8,090	-1.4%	-16.6%
Mt. Wachusett Community College	4,147	4,385	4,761	4,893	4,755	4,731	4,734	4,336	4,074	3,961	3,854	3,724	-3.4%	-21.3%
North Shore Community College	7,107	7,224	7,968	7,985	7,974	7,912	7,750	7,412	6,961	6,315	6,087	5,763	-5.3%	-25.6%
Northern Essex Community College	6,526	7,020	7,385	7,439	7,036	7,311	7,352	6,963	6,628	5,976	5,726	5,233	-8.6%	-28.8%
Quinsigamond Community College	6,653	7,227	8,348	8,922	9,130	8,991	8,582	8,450	8,063	7,698	7,368	7,264	-1.4%	-15.4%
Roxbury Community College	2,398	2,482	2,748	2,672	2,744	2,711	2,437	2,404	2,252	2,087	1,926	2,007	+4.2%	-17.6%
Springfield Technical Community College	6,073	6,331	6,782	6,887	6,899	7,011	6,792	6,622	6,286	5,622	5,343	4,921	-7.9%	-27.5%
Community College Total	84,702	88,936	98,066	100,480	100,442	100,798	99,786	96,887	92,671	87,527	83,397	79,948	-4.1%	-19.9%

Source: Massachusetts Department of Higher Education

Figure 2.

Enrollment & Equitable Access

Is Bunker Hill Community College enrollment maintaining expected levels, and are traditionally underserved populations well represented?



Fall 2018
12,657 students were enrolled at BHCC, a 2.6% decrease from the prior year.

The Mass. CC segment enrollment decreased 4.7% from the prior year.

Latinx student enrollment has increased 5 percentage points (PP) in the past five years from 22% to 27%.

African American enrollment, with 26% of the student population, has been relatively flat for the past 5 years.

More than half of BHCC students receive Pell grants each year, many more are eligible.

Figure 2a.

Total Enrollment	FY2014	FY2015	FY2016	FY2017	FY2018	Last Five Years
Enrollment	14,253	14,047	13,324	12,996	12,657	67,277
Received Pell	9,360	9,724	8,053	8,210	7,357	42,704
%	66%	69%	60%	63%	58%	63%

Source: BHCC SIS System

Figure 3.

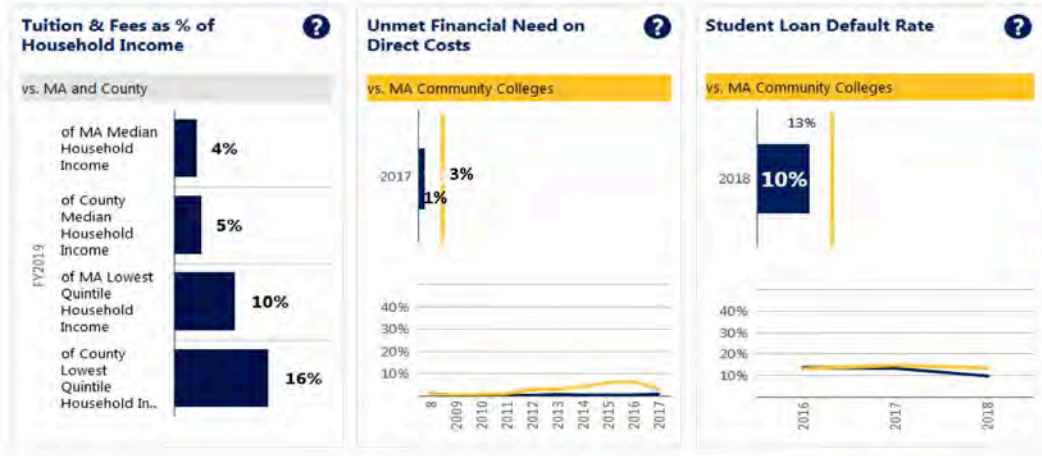
1st Time FT Degree Seekers	Cohort Year 2013	Cohort Year 2014	Cohort Year 2015	Cohort Year 2016	Cohort Year 2017	1 YR Change	5 YR Change
BHCC	1,127	1,198	866	1,041	1,274	+22.4%	+13.0%
TOTAL MA CCs	12,050	11,260	10,273	9,748	9,683	-0.7%	-19.6%
%	9%	11%	8%	11%	13%	+2.5PP	+3.8PP

Source: Massachusetts Department of Higher Education

Figure 4.

Affordability & Student Debt

Are Bunker Hill Community College tuition and fees affordable to median and low-income families, and are students avoiding excessive levels of debt?



In FY2019, full-time tuition and mandatory fees at BHCC were 4% of the Massachusetts median household income at \$5,620.

In FY2017, the average proportion of a BHCC student's cost of tuition, fees, books and supplies that was not covered by EFC and non-loan aid was 1%.

BHCC students face the third lowest unmet financial need on direct costs of the 15 Mass. CC's.

In FY2018, BHCC students had the second lowest default rate of the 15 Mass. CC's.

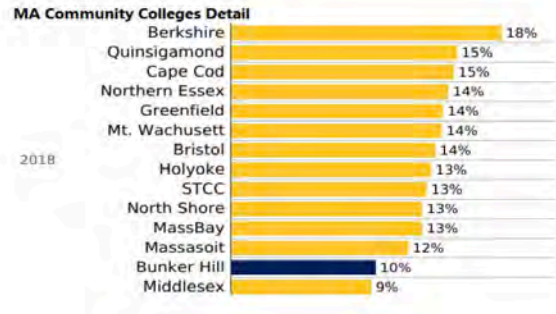
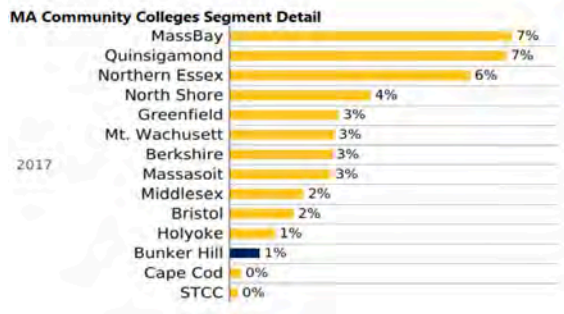


Figure 5.

	Fall-2010	Fall-2011	Fall-2012	Fall-2013	Fall-2014	Fall-2015	Fall-2016	Fall-2017	Fall-2018	5 Yr. Change
Dual Enrollment	48	84	159	201	292	374	505	542	635	+216%

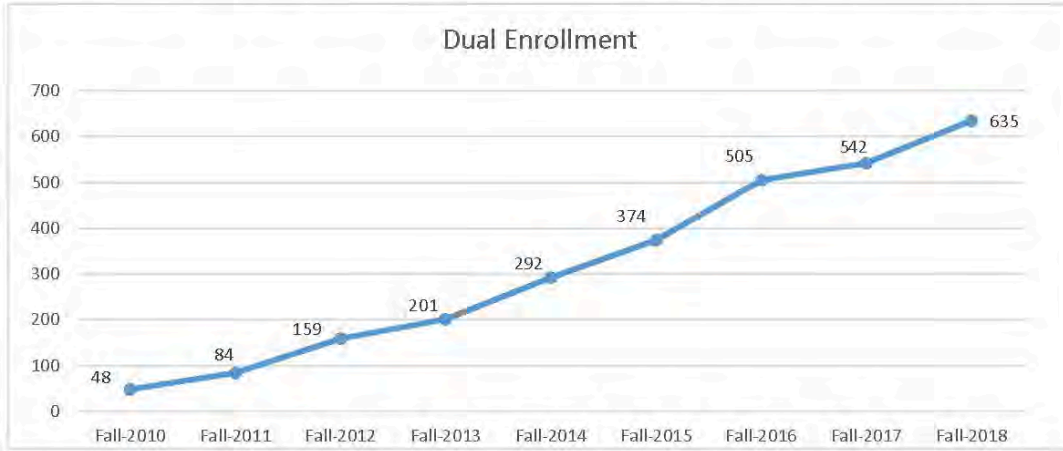


Figure 6.

First-Year Progress

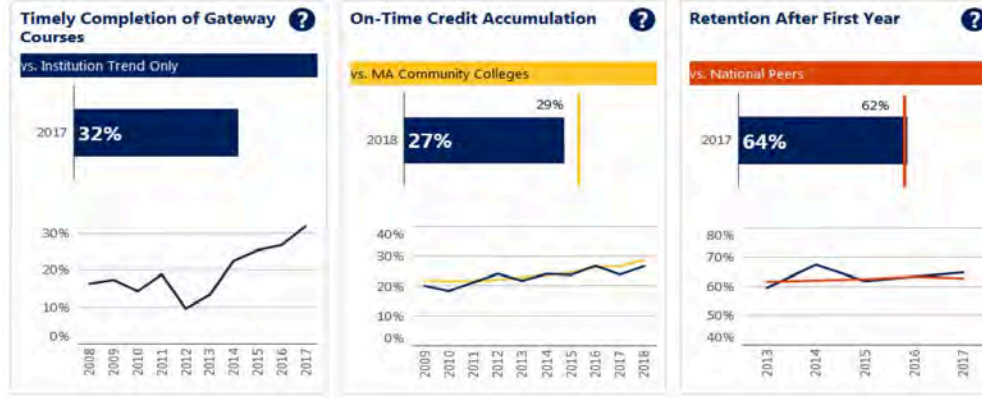
Looking at recent entering cohorts, are Bunker Hill Community College students hitting early milestones associated with achieving college success?

Of the 1,043 first-time, full-time (FTFT) degree-seeking students enrolled at BHCC in Fall 2016, 32% completed college-level English and math courses by the end of Spring 2017. **Nearly 20 percentage point increase in 5 years.**

27% of first-time, degree-seeking BHCC students in Fall 2017 completed their targeted number of credits by the end of Spring 2018. (12 /PT, 24/ FT)

FTFT degree-seeking BHCC students in Fall 2016 had a one year retention rate of 64%.

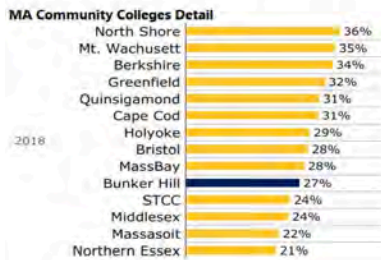
BHCC ranked in the top third for first year retention compared to National peers.



On-Time Credit Accumulation Rate (2018)

MA Community Colleges Segment: **29%**

On this metric, comparison is made to the MA Community Colleges segment due to the lack of availability of national comparison data.



First-Year Retention Rate (2017)

National Peer Group: **62%**

On this metric, comparison is made to similarly situated institutions throughout the United States.

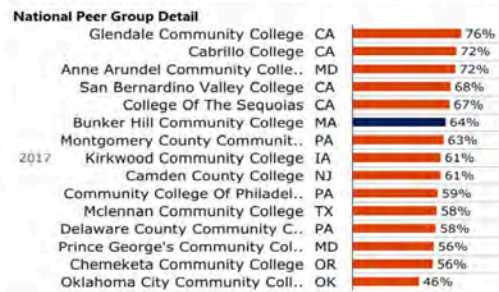
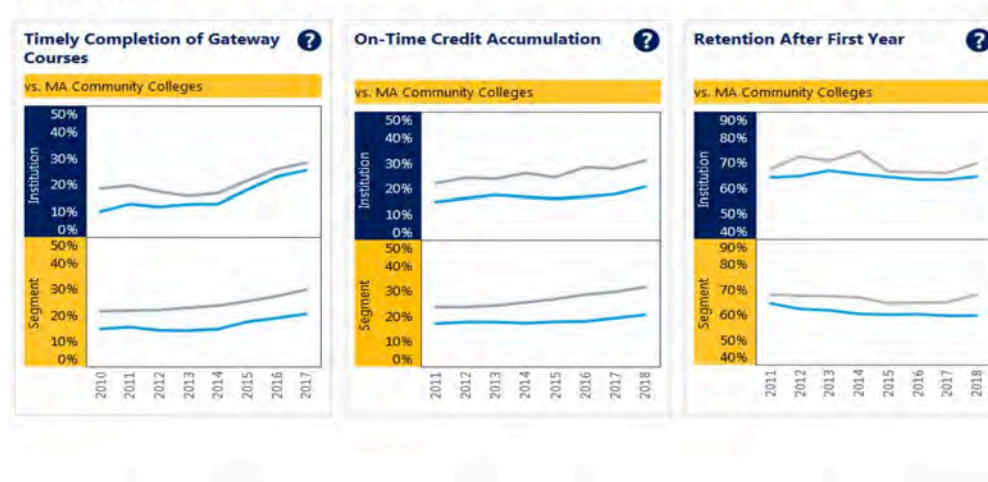


Figure 7.

Latinx Equity in First-Year Progress

Looking at recently entering cohorts, how do Latinx and White students at Bunker Hill Community College compare on hitting early milestones associated with achieving college success?



While Latinx student enrollment has increased significantly over the past five years, Latinx success has increased while achievement gaps have narrowed.

In the last five years, Latinx student Gateway course completion has doubled from 12% to 25%. The achievement gap has decreased to 3PP over the time span, while the Mass. CC gap is 10PP.

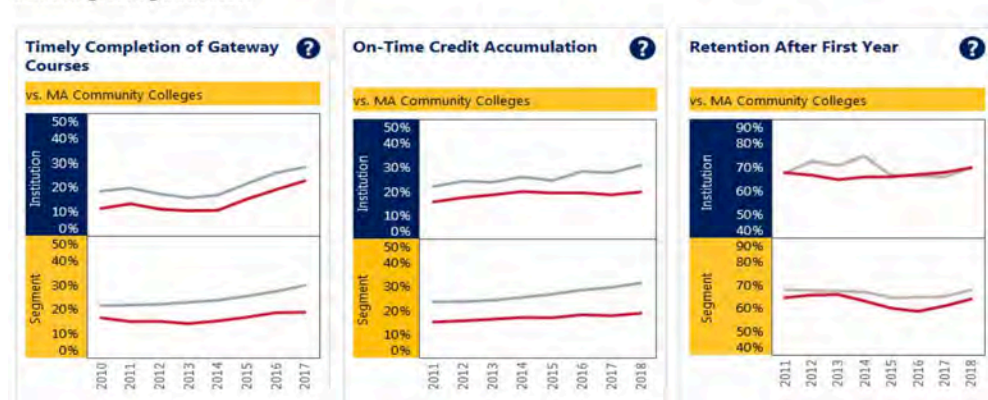
From 2014 to 2018, Latinx student on-time credit completion has risen to 21%, which is above the segment average. Similarly, the BHCC Latinx achievement gap is less than the Mass. CC's which was 11PP in 2018.

First Year retention has remained relatively flat for BHCC Latinx students. While the gap had been narrowed in 2PP in 2015, it has slightly increased to 6PP. In comparison, the Mass. CC segment has consistently had an achievement gap over the years with the 2018 gap opening up to 8PP.

Figure 8.

African American Equity in First-Year Progress

Looking at recently entering cohorts, how do African American and White students at Bunker Hill Community College compare on hitting early milestones associated with achieving college success?



The rate of African-American BHCC students completing Gateway courses on time has more than double in five years from 10% to 23% in 2018. The achievement gap has narrowed 2PP during that time. Whereas, the Mass. CC African-American Gateway completion is 19% and the gap 11PP.

On-time credit accumulation for African-American students has held steady around 20% which is above the segment average of 19%. Similarly, the achievement gap for BHCC students is 1PP less than the segment average.

African-American students' First-Year retention rate has reached 70%. **There has been virtually no achievement gap for the last four years.** This is considerable compared to African-American students at the Mass. CC's who had a retention rate of 64%, and an achievement gap of 4PP.

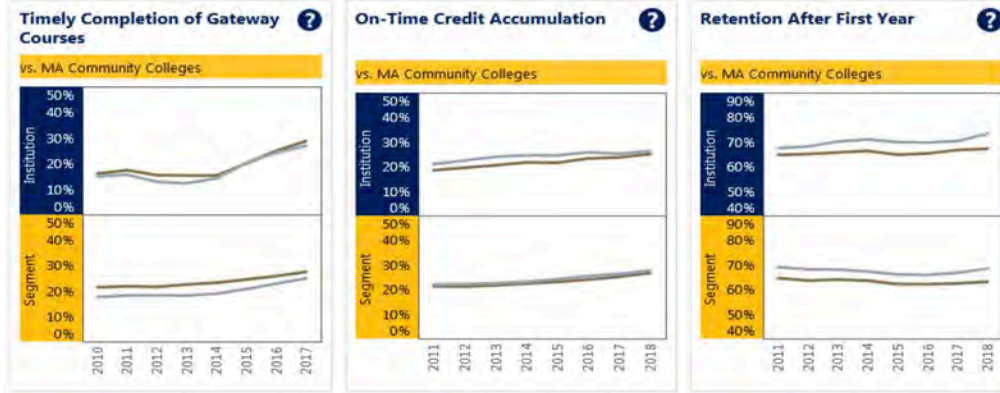
Figure 9.

Male/Female Equity in First-Year Progress

Looking at recently entering cohorts, how do Male and Female students at Bunker Hill Community College compare on hitting early milestones associated with achieving college success?

Gender
■ Female
■ Male

Both female and male BHCC students have doubled the rate of completion of Gateway courses in the last five years. During that time there had been no achievement gap, while a slight 2PP gap opened in 2018. Whereas for the Mass. CC's a 2PP to 4PP achievement gap has been present over time.



Female and male students at BHCC have been completing credits on-time at a similar rate with female student out achieving males by 1PP. The same trend appears for the Mass. CC segment.

In 2018, female BHCC students were retained in their First-Year at a rate of 73% compared to 67% for male students. The segment average for 2018 was 68% and 63% respectively.

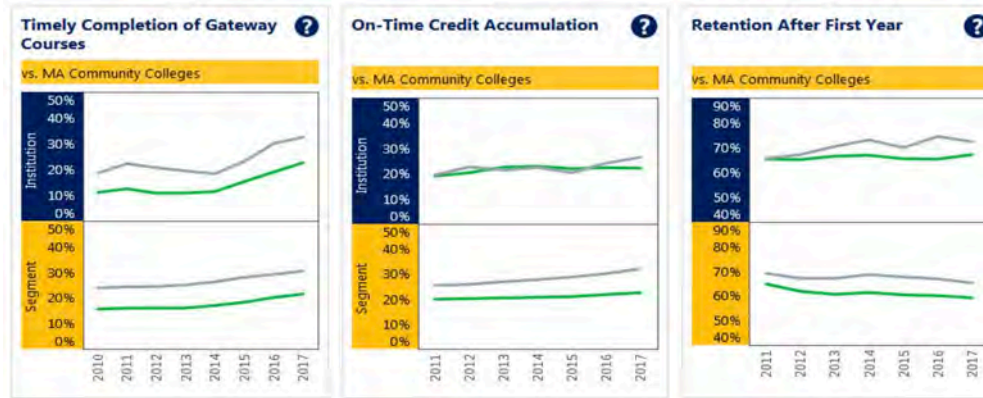
Figure 10.

Pell Recipient Equity in First-Year Progress

Looking at recently entering cohorts, how do Pell Recipient and Pell Ineligible students at Bunker Hill Community College compare on hitting early milestones associated with achieving college success?

Pell Status
■ Pell Ineligible
■ Pell Recipient

During a time when the federal Pell grant program has changed, BHCC Pell recipients doubled the rate of completion of Gateway courses from 11% in 2013 to 23% in 2017.



Since 2011, female and male students had been completing credits on-time at the same rate. The 2PP achievement gap present in 2017 with females outperforming males is considerably less than Mass. CC gap of 9PP.

67% of Pell recipients at BHCC were retained after the First-Year compared to 59% of Pell recipients in all Mass. CC's.

Figure 11.

Long-Term Success

Looking at earlier entering cohorts, are Bunker Hill Community College students achieving college success after a lengthier period of enrollment?



Six years after entering BHCC, 67% of the students had achieved a measure of success compared to the Mass. CC average of 65%.

The BHCC VFA rate of student success was the second highest of all Mass. CC's.

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.

On this metric, comparison is made to the MA Community Colleges segment due to the lack of availability of national comparison data.

On this metric, comparison is made to similarly situated institutions throughout the United States.

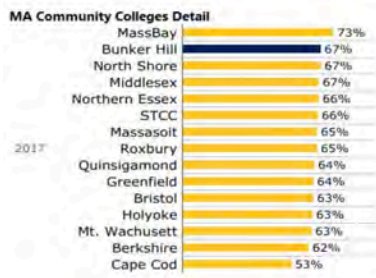


Figure 12.

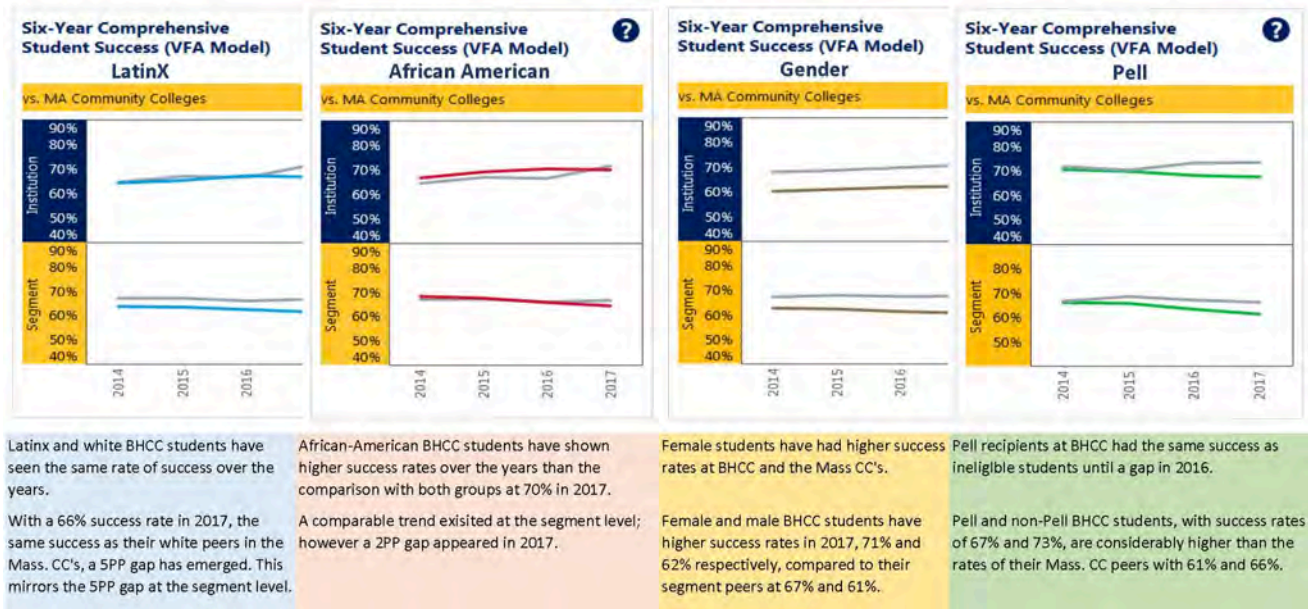


Figure 13.

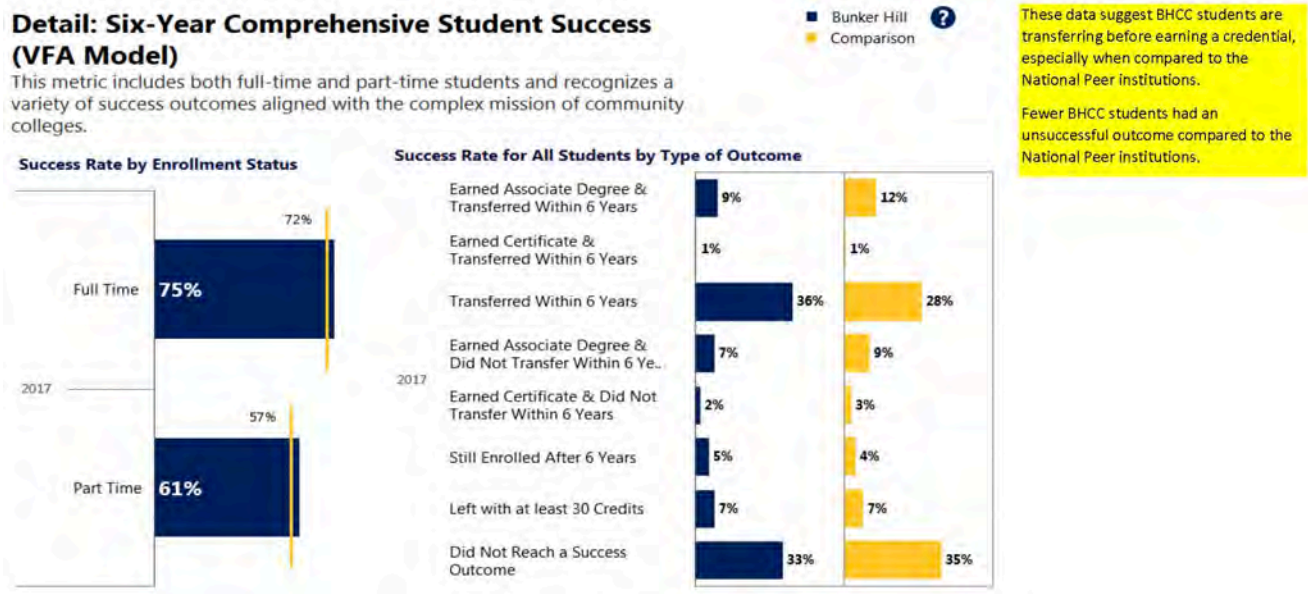


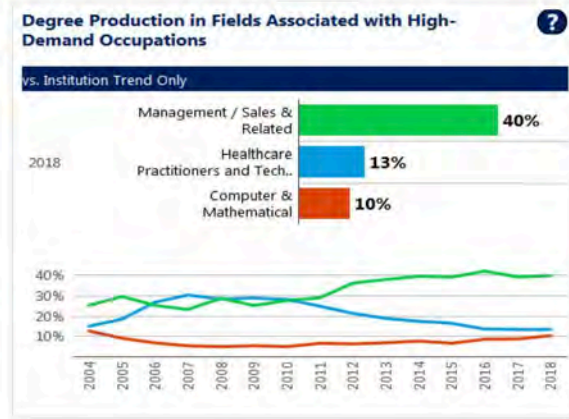
Figure 14.

Workforce Alignment

Is Bunker Hill Community College promoting completion of degrees and certificates that are aligned with occupations of employment benefit to students as well as the economic needs of the Commonwealth?

The Question: What proportion of degrees and certificates awarded each year are in fields associated with high-demand occupations?

In 2018, 63% of degrees and certificates awarded were in programs related to high-demand occupations in the Boston area.



IN CONCLUSION AND IN GRATITUDE

Thank you for taking time to read this report and to understand the full context in which we participate in the work of teaching and learning. I am grateful for your commitment to our students, and for your collaborative work in moving our College forward. Please feel free to contact me if I can clarify any part of this report. My door is open.

GOALS FOR ACADEMIC YEAR 2019-2020

College Goal: Foster Student Success

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

Complete the 10-year NECHE (New England Commission of Higher Education) re-accreditation of the College in 2020.

The writing, submission and approval of the College's Strategic Plan to the Board of Higher Education.

Developmental Education and English Second Language (ESL) curricular reform: support English and math initiatives for the next stage of expansion; moving ESL reform through the AANAPISI Grant effort.

Dovetail the College's current work on Early College Pathways into the state-wide process of Early College Pathway development, leveraging legislative momentum and potential funding. Continue to track Year-Two progress of the SFF Grant and the EC Designation implementation.

Curricular and co-curricular development of the Center for Equity and Cultural Wealth as a key strategy of closing the achievement gap. Focus on a business plan for sustainability.

Examine the structure of the current academic, student development and career advising model, focusing on integration and efficacy. Focus on the progress of the new enrollment management team, and develop standard metrics to assess effectiveness.

Track retention patterns in 2019-2020 through the SEM Report, with particular attention paid to sub-groups with steep retention challenges, and formulate attending strategies to ameliorate the low rate.

College Goal: 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.

Develop a clear articulation of non-credit to credit instruction in key programs that are in demand by industry.

Continue to develop new employer-demand driven programs.

Monitor and guide the maturation of the Language Institute as a revenue-producing enterprise.

College Goal: 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.

Monitor and support the Campus-wide efforts to advance diversity, inclusion and equity. Report specifically on the hiring of the new Chief Equity, Diversity and Inclusion Officer (CEDIO).

College Goal: 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.

President's New Goal: Develop working relationship with the new Superintendent of Boston Public Schools (BPS), and align current projects with possible new initiatives of the new BPS administration.

College Goal: 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.

Monitor, for one final year, the functions of the following spaces post-relocation: the H Building, the Chelsea Campus, and the Pao Arts Center.

Resolve the issue of the eventual loss of Student Parking Lots One and Two.

Continue to conduct planning conversations with DCAMM, the Higher Education Commissioner (Department of Higher Education), and the Executive Office of Education (EoE) to craft capital plans on two fronts: Immediate plans related to the E-Building Renovation Project, and the long-term plans to modernize an aging campus.

Track the leadership dialogue on the digital future of the College, with attention to assessment of current status in major functional areas, a short-term workplan, and continuing dialogue on longer-term visioning of a digital arc for the College.

Adopt a standard set of data analytics for institutional effectiveness, both formative and summative, for academics, student development, and business processes.

Reach stability in budgeting, balancing state appropriation, student fees, and grants revenue.

Pay attention to succession planning, both locally for the College and the local community college system, and for the national movement.

Continue to orient new Board of Trustees members, and encourage engagement in regional and national leadership roles.

Collaborate with faculty and Forum leadership to improve the participatory governance system through professional development, and structural and process review.