

Bunker Hill Community College

Educational Master Plan

2017-2024

(photos)

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Educational Master Plan Guiding Principles

The Vision, Mission and Values statements below were revised during the 2013-2014 academic year, recommended to the President by the All College Forum, approved by the BHCC Board of Trustees, Massachusetts Department of Higher Education and Massachusetts Secretary of Education in October, 2014.

BHCC Mission

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

BHCC Vision

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

BHCC 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 BHCC's ILOs were created through a collaborative process that included over 300 faculty, staff, students and community members. 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

College-Wide Goals and Strategies, 2017-2023

Bunker Hill Community College's Goals and Strategies were developed through a collaborative process, engaging more than 200 campus members and more than 150 community, educational, and industry partners. College goals and their accompanying strategies 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-Wide Goals are enacted through integration into the institution's strategic planning documents, including: the Communication Master Plan, the Educational Master Plan, the Facilities Master Plan, the Strategic Enrollment Plan, and the Technology Master Plan.

Foster Student Success

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

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.

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.

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.

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.

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.

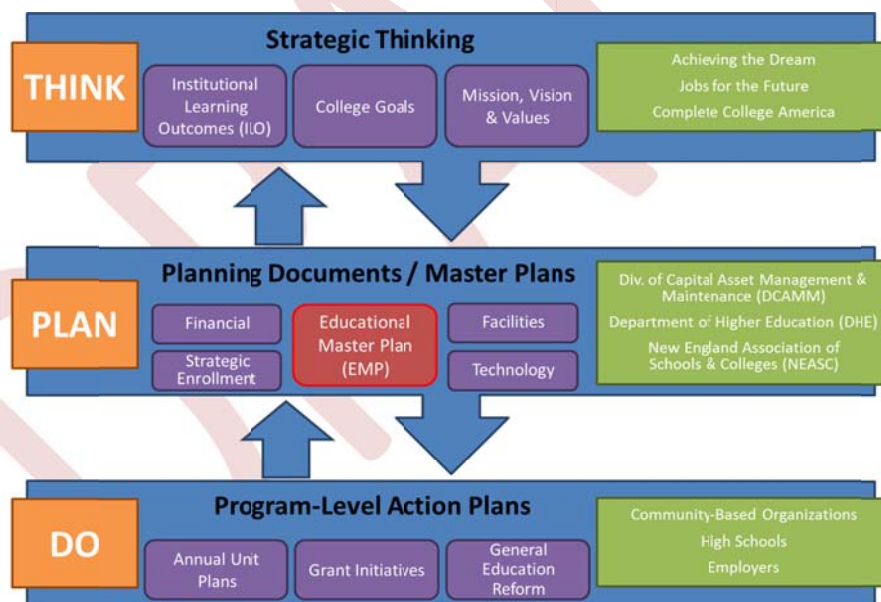
Strategies

- 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.

Educational Master Plan Overview

The Educational Master Plan (EMP) is designed to provide strategic direction to educational activities at BHCC. The EMP enables the College to enact its Mission, Vision and Values; College-Wide Goals; and Institutional Learning Outcomes (ILOs) through targeted strategic objectives. Additionally, the EMP outlines the ways in which the College contributes to the Massachusetts Department of Education's *Big Three Completion Plan* by: operationalizing the ways in which the College strives to boost completion rates; close achievement gaps; and attract and graduate more students from underserved communities.

The Educational Master Plan will shape the content of all of the College's master plans, among them: Facilities Plan, Financial Plan, Integrated Marketing and Communications Plan, Strategic Enrollment Plan, and Technology Plan. See the BHCC Strategic Planning Framework below.



The EMP is designed to provide long-term objectives related to five major college domains: Partnerships and Pathways; Enrollment Management; Teaching, Learning and Student Development, Career and Transfer Readiness; and Outcomes Assessment. This document serves as a framework for strategic thinking, decision-making and resource allocation, and it provides direction for program development and annual unit planning.

The EMP was developed collaboratively through a transparent process which included faculty and staff leadership from across the college and extensive opportunities for community participation and feedback. The leadership of the EMP included three Co-Chairs, an EMP Coordinating Team, and five EMP Domain Working Groups. In addition, the EMP planning and development process included Campus-wide working sessions during the 2015 and 2016 Academic and Student Affairs Division Retreats; 2015 and 2016 College Convocations; and the 2015 and 2016 All-College Retreats. See EMP Framework and leadership structure below.



EMP Timeline

The timeline below depicts major activities and milestones that have contributed to this plan.



Fall 2014	December, 2014	EMP Co-Chairs appointed
Spring 2015	2015 - April	EMP Leadership Team convened & met monthly
	April, 2015	EMP Framework Established & Presented to Dean's Council; Department Chair's Council; All-College Forum
Summer 2015	June, 2015	EMP framework featured at the Academic and Student Affairs Retreat; domains revised
Fall 2015- Spring 2016		EMP Progress Halted during work-to-rule
Summer 2016	June, 2016	Academic and Student Affairs Retreat: EMP Listening Sessions and Brainstorming Workshop; the need for ILOs to ground EMP established
	July- August 2016	ILO Working Group Convened
	August, 2016	Draft ILOs presented at BHCC Convocation
Fall 2016	September, 2016	EMP Leadership Team convened, Domain Working Groups established
	September, 2016	ILOs & EMP featured at BHCC All-College Retreat, Domain data gathered
	December, 2016	EMP Domain working groups complete environmental scans and SWOT analysis
	December, 2016	ILO's voted on at All-College Forum and Adopted
Spring 2017	January, 2017	EMP Retreat
	February, 2017	Engaged Campus Community Planning Event
	March, 2016	EMP Domain Objectives & Strategic Themes established
	April, 2017	EMP Draft Complete
	May, 2017	EMP Draft shared with college community at All-College Forum; feedback solicited via Qualtrics
	June, 2017	Revised EMP presented to BHCC Board of Trustees

National Trends

The creation of the EMP involved significant research on local and national literature, data and high-impact practices related to community colleges and higher education. In particular, BHCC's EMP team looked to our primary 'thought partners' including the national organizations: American Association of Colleges and Universities (AACU), The American Association of Community Colleges (AACC), and Achieving the Dream (AtD). Additionally, we drew from organizations focused on issues of enrollment, retention and completion of community college students, including: Jobs for the Future, and Complete College America. Highlights of this research are outlined below:

- **The American Association of Colleges and Universities (AACU)**

The AACU, in particular the *Liberal Education and America's Promise (LEAP)* initiative was instrumental in defining essential learning outcomes for the 21st century learner, and focusing the EMP on high-impact practices with a record of success for the particular student demographic served by BHCC. Additionally, research and resources related to Equity and Inclusive Excellence helped us to assess the impact of our major initiatives and shaped our strategic themes over the next seven years.

- **Achieving the Dream's Institutional Capacity Framework (ICAT)**

An ATD member institution for ten years, and an ATD Leader College for ? years, BHCC provided early feedback on the AtD ICAT, and has since integrated the ICAT into strategic thinking and planning processes. The ICAT is a tool used to address and improve success rates for all students, with a particular emphasis on low-income students and students of color. The ICAT is comprised of seven areas of focus, including: Leadership & Vision; Data & Technology; Equity; Teaching & Learning; Engagement & Communication; Strategy & Planning; and Policies & Practices. ICAT informed the development of the College's EMP domains and provided a framework through which EMP Domain Working Groups evaluated current activities and determined future needs.

- **The American Association of Community Colleges (AACC)**

The AACC is a community college advocacy group. Resources, particularly data collected on community colleges and community college students, provided a national context for our work at BHCC. The AACC *Next Big Things* was instrumental in identifying emerging needs and strategic objectives that will improve our work and meet emerging needs of community college students. These priorities include: Improved pathways to transfer to four--year institutions; tracking student progress toward educational goals; Sharing lessons learned on completion efforts nationwide;

Reforming College readiness and development education reform; aligning education with industry employment needs; increasing access to community college for all students.

Statewide Priorities and Projections

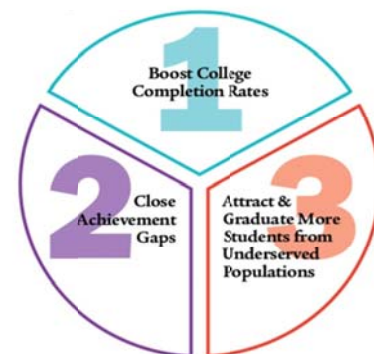
Massachusetts Department of Higher Education (DHE) Priorities

The DHE Vision Project is the vehicle through which state-wide educational priorities and accountability metrics are communicated. Central to the Vision project is the understanding that the Massachusetts economy is innovation-dependent and knowledge-based.

Therefore, education, research and creative activity are the most important contributions of the state's colleges and universities to the overall well-being of Massachusetts. Key outcomes for the Vision Project include:

- **College Participation:** Raising the percentage of high school graduates going to college—and the readiness of these students for college-level work.
- **College Completion:** Increasing the percentage of students who complete degree and certificate programs.
- **Student Learning:** Achieving higher levels of student learning through better assessment and more extensive use of assessment results.
- **Workforce Alignment:** Aligning occupationally oriented degree and certificate programs with the needs of statewide, regional and local employers.
- **Preparing Citizens:** Providing students with the knowledge, skills and dispositions to be active, informed citizens.
- **Elimination of Disparities:** Closing achievement gaps among students from different ethnic, racial, gender and income groups in all areas of educational progress.
- **Research:** Conducting research that drives economic development

In 2014 the Vision Project Report, *Degrees of Urgency* outlined several challenges: the need for more college graduates to support an increasingly knowledge-based economy; a projected decline in the number of high school graduates; and the negative cumulative impact of historic



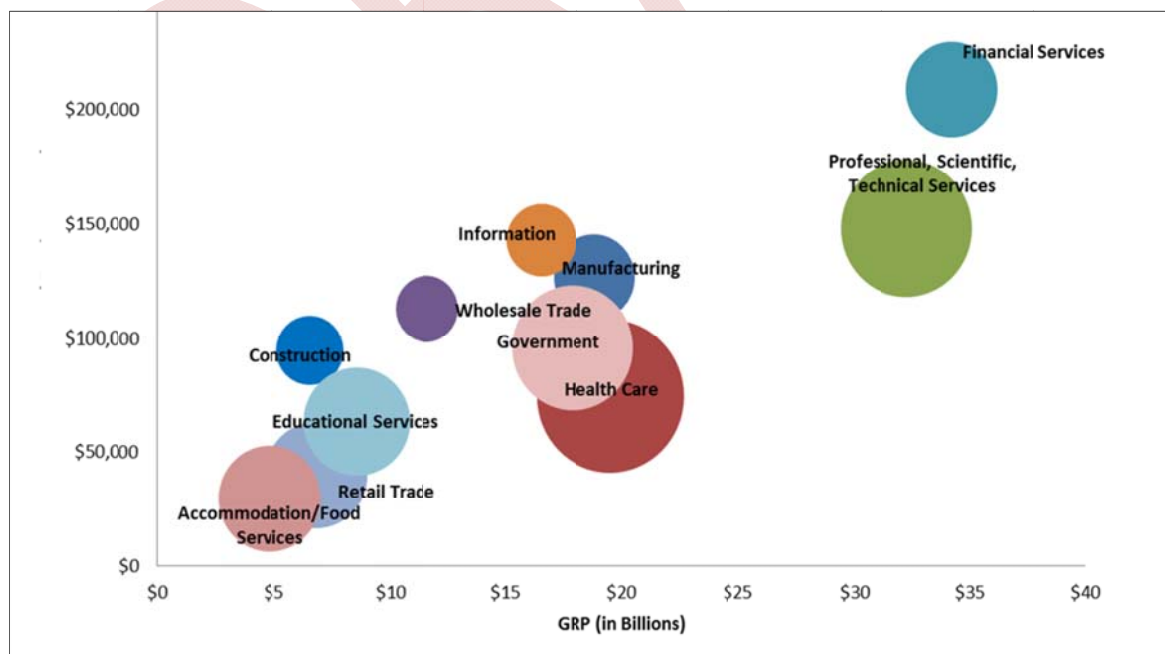
underfunding of public higher education. The report highlighted three strategies focused on these challenges, referred to as the “Big Three Completion Plan”

1. Boost College Completion Rates
2. Close Achievement Gaps
3. Attract and Graduate More Students from Underserved Populations

Statewide Economic and Industry Growth Projections

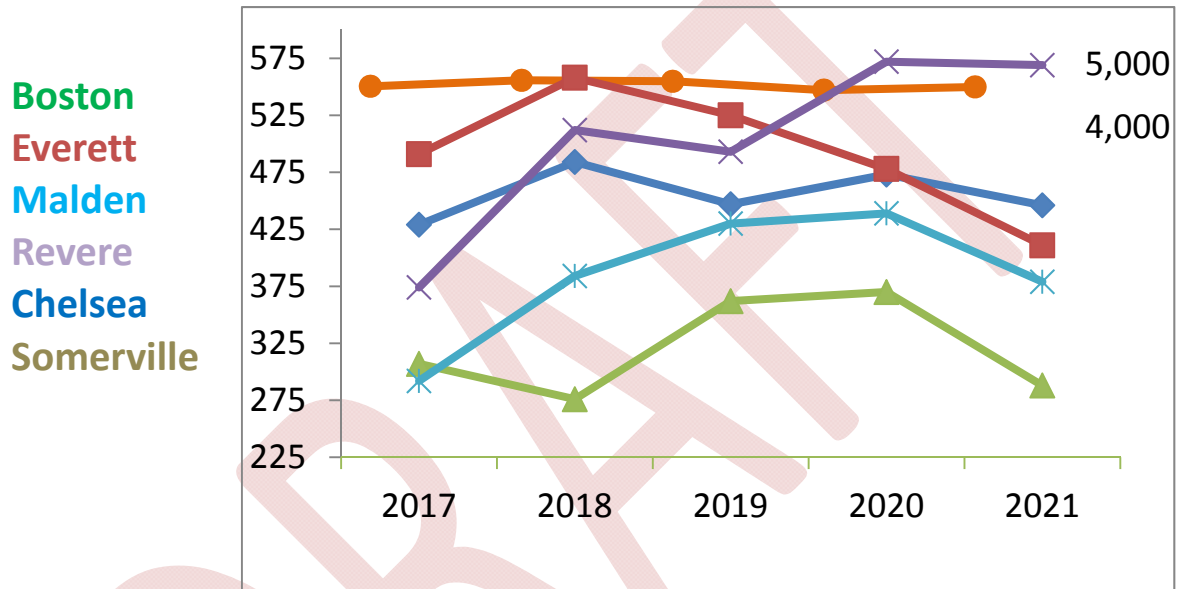
The Massachusetts Department of Labor predicts that by 2020, 3 out of 4 jobs in Massachusetts will require some college education. In 2016, the following industries employed the largest number of people in Boston: health care and social assistance, professional, scientific, and technical services. In addition to these industries, according to the Boston Planning and Development Agency (BPDA), the Creative Economy in greater Boston has seen dramatic recent growth, expanding by 20.9% between 2011 and 2014, compared with 7.1% growth across all industries in the same region. The BPDA definition of the Creative Economy includes industries related to the following areas: Written Media, Performing Arts, Visual Arts, Photography, Design, Advertising, Sound Recording & Music Publishing, Museums & Art Galleries, Libraries & Archives, Education, Software and Internet Publishing.

The chart below depicts additional emerging industries presented at the MA Statewide Strategic Framework Convening in Fall, 2016.



Trends in National and Regional High School Enrollment and Graduation

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% over the next ten years. As approximately 30% of BHCC students matriculate from Greater Boston area high schools, this downward trend has the potential to have a significant negative impact on our enrollment. The chart below depicts enrollment projections for the College's top feeder districts for high school students.

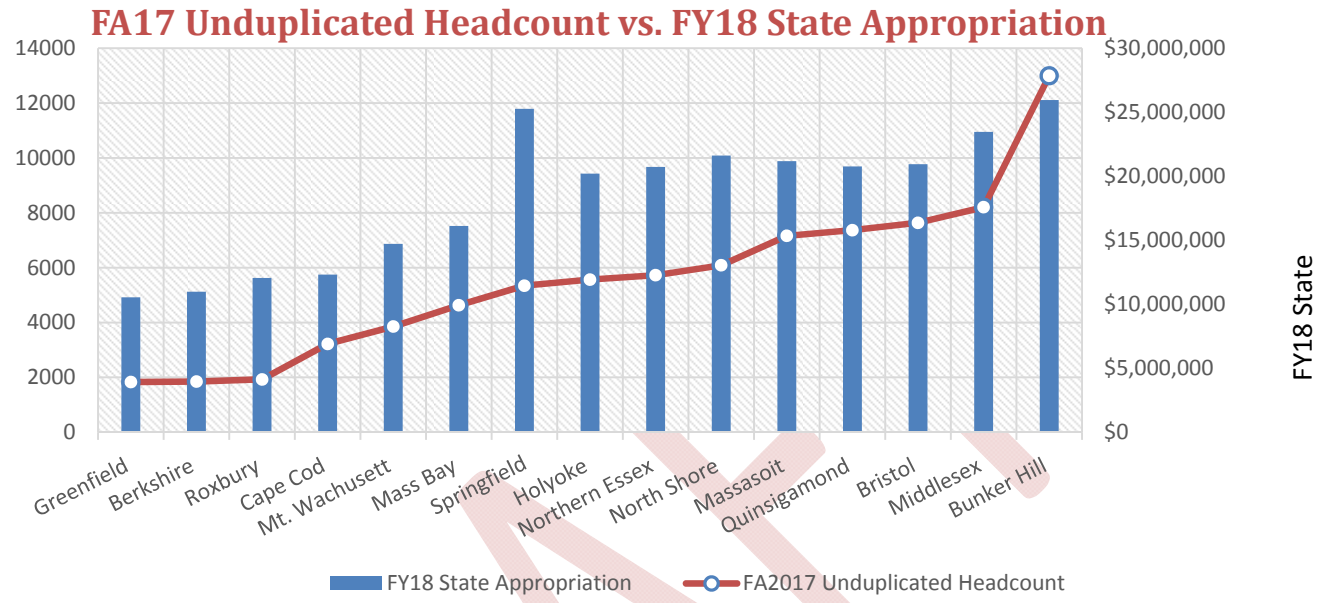


However, growth in immigrant populations in gateway cities in the greater Boston area have resulted in tremendous growth in local immigrant populations. Because of these trends, the College has focused strategic planning in the EMP on the engagement of high school partners to maximize high school student 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.

State Appropriation Trend Data

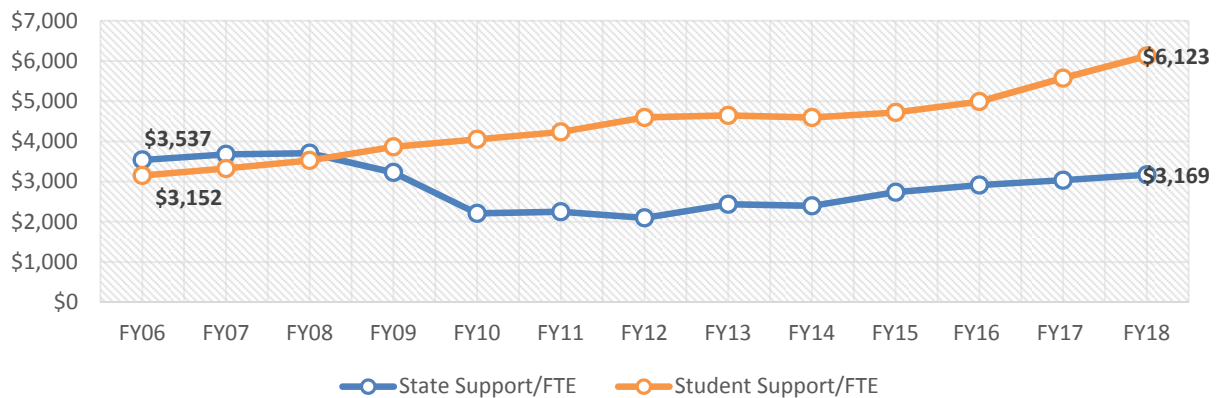
For nearly two decades, State appropriations for higher education have been declining while enrollment in all sectors of higher education rose, resulting in a decrease of 31% in per student spending in Massachusetts between FY2001 and FY2016. For BHCC, state appropriations per student are particularly low when compared to other community colleges in Massachusetts, as illustrated in

the chart below. Community colleges with similar (within 10%) appropriations of BHCC’s appropriation, Springfield Technical Community College, and Middlesex Community College serve much smaller study bodies (4,629 and 7,637 respectively) compared with BHCC’s student body of 12,996.



Declining state support and increasing enrollment have forced institutions to pass the cost of community college onto students by raising tuition and fees. The table below illustrates the relationship at BHCC between declining state appropriations and rising tuition and fees over the past twelve years.

FY06 - FY18 Cost Per FTE: State Support vs. Student Support



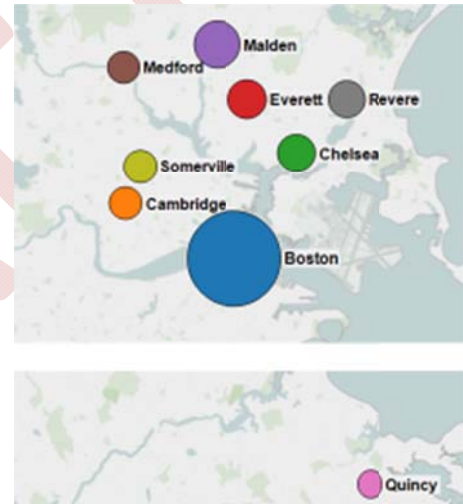
Internal Environmental Scan and Emerging Trends

About the College

Bunker Hill Community College (BHCC), located in Boston, Massachusetts, is the largest community college in the state, with approximately 14,000 students enrolled per semester. With two main campuses in Charlestown and Chelsea, in addition to three satellite campuses and several instructional centers throughout the Greater Boston Area, BHCC offers a wide range of learning options to suit the diverse needs of its student body. The College is proud to be the most affordable community college in Massachusetts. BHCC offers more than 100 academic programs, including associate degrees and certificates designed to prepare students for successful transfer to a baccalaureate degree program and/or a fulfilling career.

About our Students

Bunker Hill Community College serves the greater Boston Community, with 76% of student hailing from come from nine local communities (depicted in the map on the right), including four Gateway Cities: Chelsea, Everett, Malden and Revere. Nearly all BHCC students live within eight miles of the Charlestown campus, and remain in the greater Boston area upon graduation.



The BHCC student body is one of the most diverse of any college in Massachusetts. Approximately 61 percent of BHCC students are people of color and more than 50 percent are women. There are nearly 1000 international students who come from 105 countries and speak more than 75 languages. The average age of BHCC students is 26. Most students work part time or full time while attending college. Approximately 35 percent of BHCC's students reside in the city of Boston and 84 percent live within ten miles of the College campuses. Please see below for more detailed information on our student demographics.

Student Profile At-a-Glance

Credit Students	13,006
Part time 8,484 65%	
Full time (12+ credits) 4,522 35%	
Total Students	Full Time Equivalent (FTE = 15 credits)
	7,514.3

Gender

Women 7,380 57%
 Men 5,416 42%
 Unknown 210 2%

Average Age

26

Race/Ethnicity

American Indian or Alaskan Native
 46 <1%
 Asian 1,400 11%

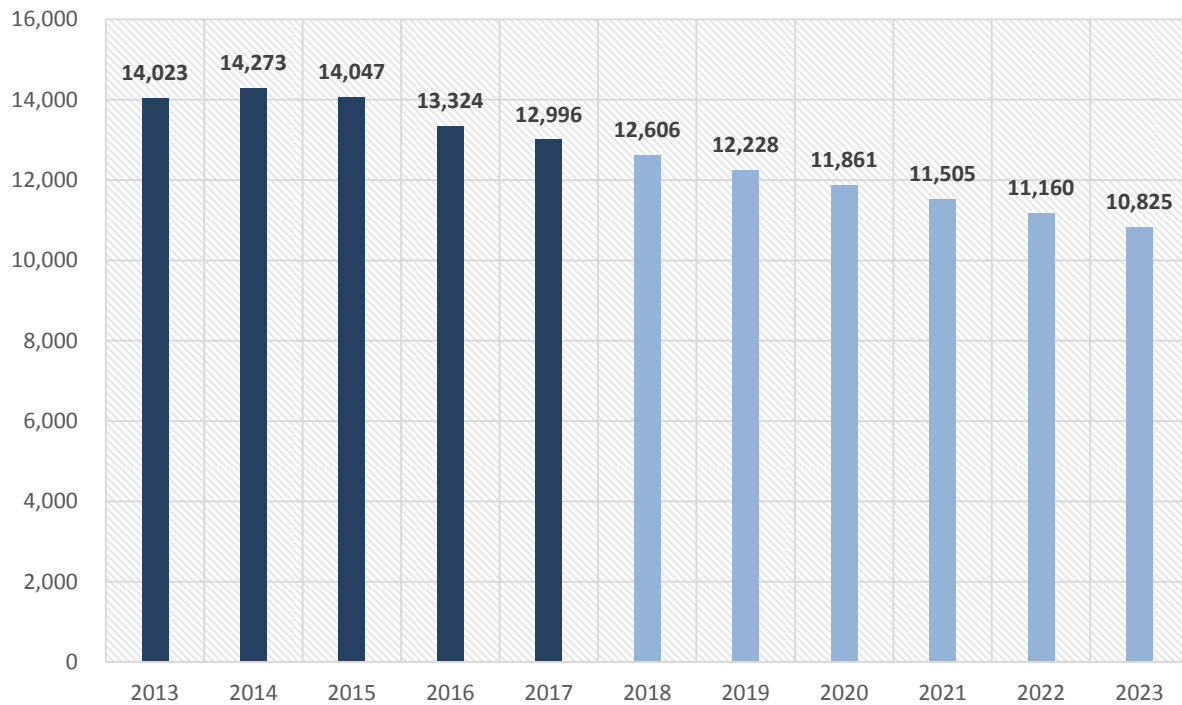
Black or African American 3,076 24%
 Cape Verdean 152 1%
 Hispanic/Latino of any Race 3,235 25%
 Native Hawaiian or Other Pacific Islander
 15 <1%
 Non-Resident Alien 701 5%
 Race/Ethnicity Unknown 1,277 10%
 Two or More Races 421 3%
 White 2,683 21%
 Students of Color 8,345 64%

International Students

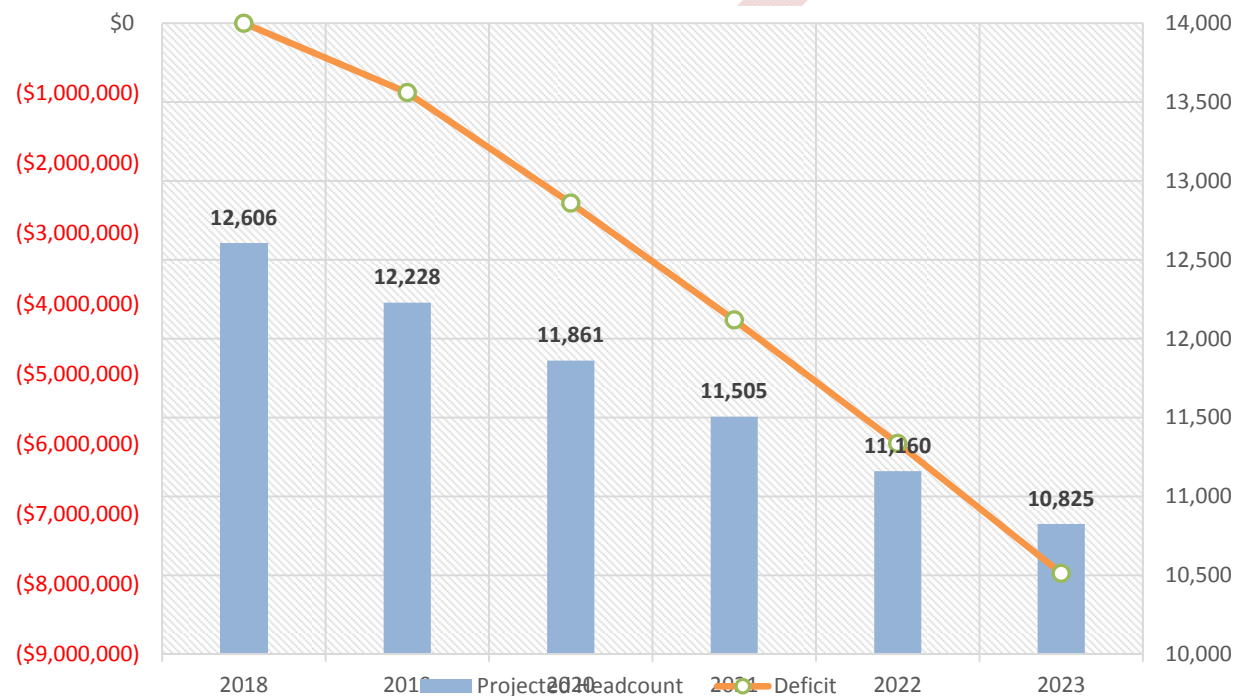
995 (100 Home Countries)

Enrollment Projections & Financial Impact

Like most public colleges and universities in Massachusetts, BHCC has experienced a recent decline in enrollment. Since 2015, the College has seen a decrease in approximately 3% per year. Our data indicate that two key factors are driving decreased enrollment: a shrinking high school population in greater Boston, and an increasingly stabilized economy. The chart below projects the College's Fall enrollment from FY19-FY23 if Enrollment continues to decline at the same rate.



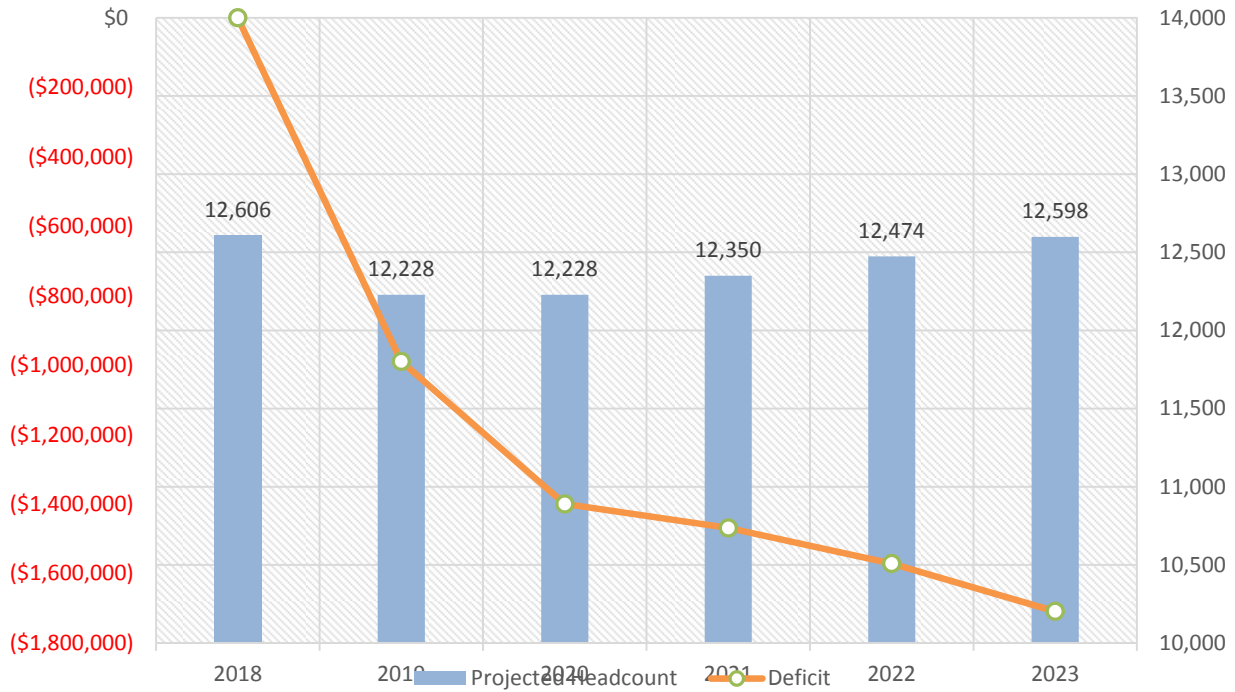
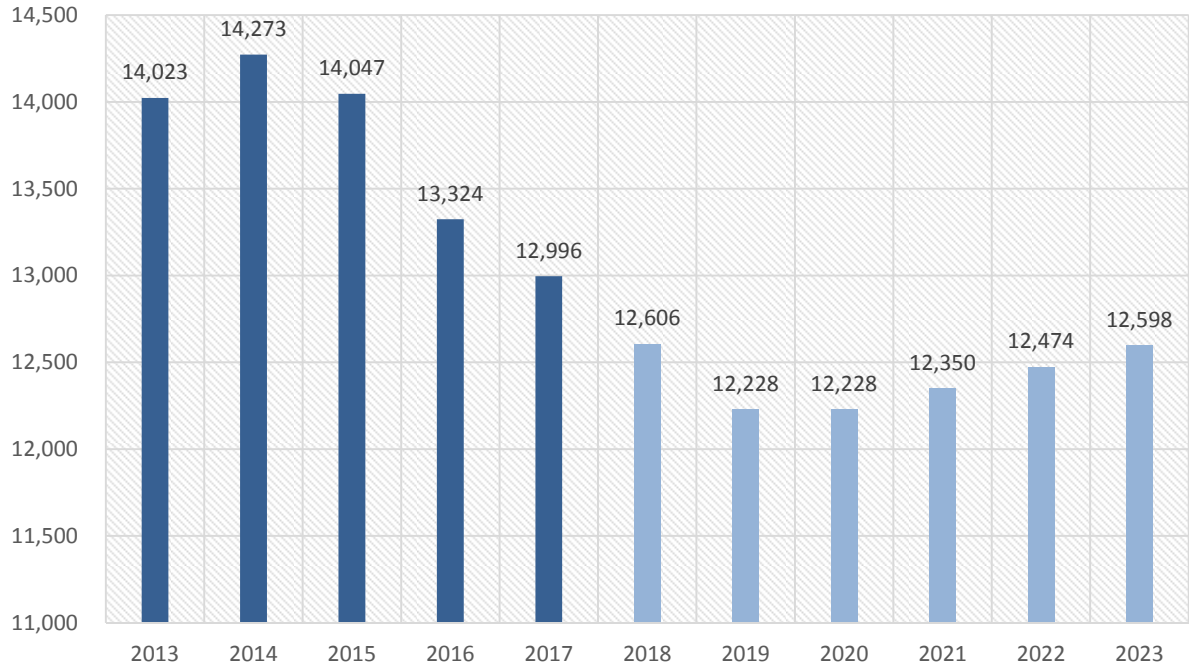
If enrollment continues to decline at the same rate, the impact on our deficit will be significant, as depicted in the table below, which represents a consistent decline in enrollment through 2023 particularly in new, traditional age students. If we continue on this downward trend the College's deficit will grow exponentially over the next five years. With modest fee increases of 3% annually and a trending 1% increase in state aid annually, we can expect to go from a balanced budget in FY2018 to an \$8 million deficit in 2023. Two of the main contributing factors are unfunded collective bargaining increases and fringe benefit rate increases.



In order to reverse this decline we need to attract and enroll more non-traditional age students, as evidenced in our Enrollment Management and Communications Master Plans. The need to increase our efforts toward our post-traditional student population is reflected in our renewed focus on alignment with workforce development needs and supports and services geared toward adult learners.

The tables below represent a more optimistic but cautious outlook on enrollment and financial stability, based on our Strategic Enrollment plans and goals (Please see Strategic Enrollment Master Plan for details). If we are able to reverse the current trends with traditional age students and are successful in attracting and retaining more non-traditional age students we project going from a 3% decline in 2019 to a flat enrollment in 2020, with 1% increases each year thereafter. As a result we are

able to do a better job managing our projected deficit. Again with the same modest increases in fees and state aid we are now able to reduce the deficit in 2023 from \$8 million to \$1.7 million, while still maintaining responsibility for unfunded collective bargaining increases and fringe benefit increases.



About our Programs

Bunker Hill Community College offers numerous programs of study that lead to Associate in Arts (AA) degrees, Associate in Science (AS) degrees and certificates. The College currently offers 114 programs of study: 17 AA degrees; 45 AS degrees; and 52 certificate programs, in disciplines related to: Humanities, Professional Studies, Science, Engineering, Health and Nurse Education, Mathematics, and Behavioral and Social Sciences. All programs of study are designed to support students in successfully transferring and/or pursuing fulfilling careers. Programs of study include coursework from three required areas: general education requirements, career and/or liberal arts electives, and program requirements.

Student Success Outcomes

The Voluntary Framework of 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.

The results of the VFA Six Year Outcome for BHCC's first participating cohort provide a more inclusive picture and better demonstrate the progress of students who entered BHCC in fall 2008. The data sample includes 3,129 full- and part-time entering students in the main cohort, but also looks at sub-cohorts of credential-seeking and first-time students. Notably, all new students are included in the main cohort including non-matriculantes. Credential-seeking students are not defined by major, but by course-taking, with those successfully completing 12 credits after two years included. The first-time sub-cohort includes students who have never attended college according to a National Student Clearinghouse analysis. The report tracks the following: Associates - transfer; Associates no transfer; Certificate - transfer; Certificate no transfer; No Award – transfer; Still Enrolled; Left with > or = 30 credits; Left with < 30 credits.

A comparison of the credential-seeking cohort to the IPEDS cohort on the completion measure shows that after six years (a more realistic time period for community college completion), 28% earned either a certificate or associate degree and 35% transferred without earning a credential. The VFA Six Year Outcomes supplement the completion data with other success measures for the main cohort and two sub cohorts. For the credential-seeking cohort, 7% were still enrolled at BHCC. Of students no longer enrolled, 12% left with 30 or more credits and 18% left with fewer than 30 credits.

It is also important to note that the Main VFA cohort's completion rates, including non-matriculantes, shows a higher level of success than IPEDS, with 15% earning a credential, 38% transferring without a credential and 6% still enrolled at BHCC. Including more students in the measure with more time for study presents a more representative and, arguably, a more accurate picture of the success of BHCC students.

Achieving the Dream

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

- fall-to-fall persistence increased from 41% to 51%;
- black students' course completion rates improved from 68% to 72%;
- Latino students' course completion rates increased from 68% to 74%;
- gateway English students' completion rates rose from 67% to 74%; and
- completion rates in developmental English courses (reading and writing) improved from 72% to 78%

The revised annual report for ATD colleges is compiled by ATD from institutional data submitted to the National Student Clearinghouse by the colleges. Similar to the VFA, ATD includes both full- and part-time new students, but like IPEDS it only includes matriculated students. As ATD is relatively new, there is only data available for the fall 2011 and 2012 cohorts with three and four year completion metrics; however, the ATD report includes more students than IPEDS (about 3,700 in each cohort) and a broader measure of their success, as it evaluates completion without transfer; completion & transfer to a 4-year institution; no completion & transfer to a 4-year institution; no completion & transfer to a 2-year institution; still enrolled; and not enrolled over time for the cohorts disaggregated by FTIC and non-FTIC.

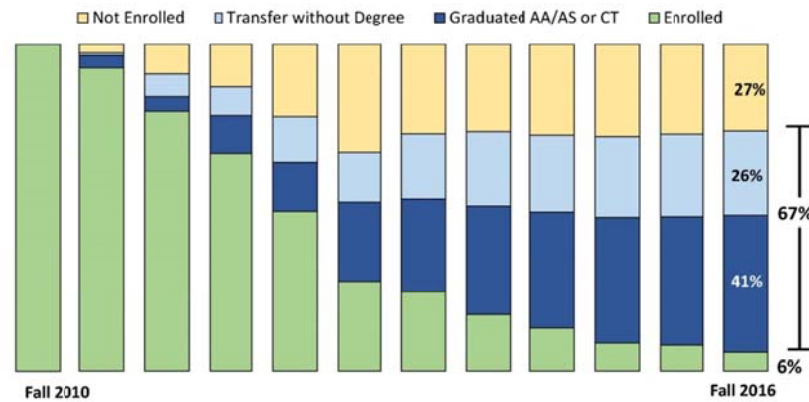
The four-year ATD outcomes show a 12% completion rate for both the FTIC and non-FTIC students, with 5% of each cohort transferring to a 4-year institution after graduating. Looking deeper, 14% FTIC and 28% non-FTIC students transferred to a 4-year college without completing. Interestingly, 9% FTIC and 14% non-FTIC transferred to another 2-year institution, while 21% FTIC and 12% non-FTIC were still enrolled at BHCC. This assessment, involving more students over longer time spans, indicates that our students are more successful than IPEDs indicates.

Bunker Hill Community College Success Model

BHCC benefits from a robust institutional research capacity, which facilitates evidence-based decision making at the College. In the past year, 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 fall 2010 cohort of 1,257 matriculated students were 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. This cohort was tracked through spring 2016. Students who were not degree-seeking or were withdrawn from all courses in fall 2010 were excluded and, as an indicator of intent, only students who completed 15 or more college-level credits within two years (by the end of summer session 2012) were included. Students are included in the cohort regardless of ESL or developmental needs, as these students comprise a sizable proportion of any first-term enrolled cohort at the College. After six years, 41% had earned an AA/AS degree, 26% transferred without a credential and 6% were still enrolled at BHCC. As with the VFA, this model supports that the inclusion of more students in the measure, tracked over a broader length of time, shows that BHCC students are more successful than the IPEDS metric suggests.

Student Achievement in Six Years: Fall 2010



Student Success Initiatives

To best meet the needs of its diverse student body, BHCC has developed and implemented a variety of initiatives that are aimed at improving college readiness, accelerating developmental education, and increasing completion.

Dual Enrollment

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 shows 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.¹ 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

¹ Berger, A., Turk-Bicakci, L., Garet, M., Song, M., Knudson, J., Haxton, C., Zeiser, K., Hoshen, G., Ford, J., Stephan, J., Keating, K. & Cassidy, L. (2013). Early College, Early Success: Early College High School Initiative Impact Study. Retrieved January 6, 2017 from http://www.air.org/sites/default/files/downloads/report/ECHSI_Impact_Study_Report_Final1_0.pdf

completion rate of 87%. 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.

Developmental Education Acceleration

The College continues to design and scale curricular models that accelerate developmental education and co-enroll students in developmental and gateway math and English. Acceleration within the first academic year increases the likelihood of students completing a credential faster; those who are able to take a co-requisite course, even more so. As the models are scaled, the College expects to see an impact on completion rates.

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. Critical to this reform were ongoing faculty professional development grounded in a growth-mindset approach; a self-paced acceleration option in every course; and the integration of technology and lab instruction supported by a new Math Space with more than 60 computers, collaborative learning spaces, and staff to provide tutoring and review sessions. At the same time, the department launched an accelerated cluster model that compresses two levels of developmental math into a single semester. Between fall 2012 and 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. This compelling evidence has led the department to scale the model for all day sections effective fall 2017.

In 2014, the Math Department designed two Accelerated STEM Clusters, one that compresses the highest level of developmental math pre-Algebra for STEM majors into one semester and a second co-requisite model that integrates pre-Algebra and College Algebra into one semester. Successful

completion in both of these clusters was at least 60% and has led to more recent efforts to design and pilot a non-STEM, Statistics co-requisite pathway that integrates Pre-Statistics and College Statistics. By 2019, the Math Department plans to increase co-requisite options to 12 sections of the STEM pathway and 16 sections of the Statistics pathway. Design of a co-requisite pathway for Quantitative Reasoning is also in the initial planning stages.

In spring 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. By the end of the fall 2015 term, 769 students had enrolled in the accelerated model. 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 scale the model to serve more than 600 students per year. 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.

Learning Communities

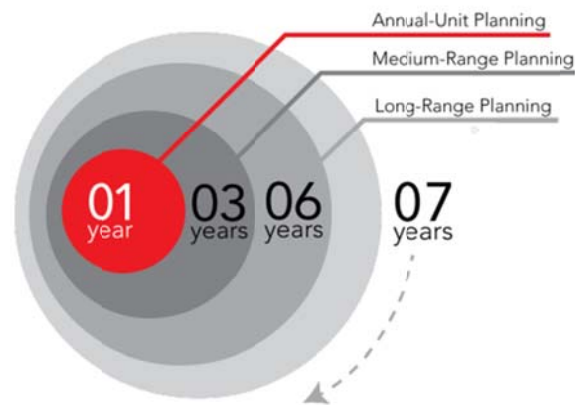
The College's Learning Community model implements learner-centered teaching approaches that help students achieve academic, career and personal goals. Small class size, engaging academic content, a focus on active learning and integrated support deliver a rich and relevant learning experience with high impact. 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. With support from Achieving the Dream's Catalyst Fund and the Vision Project, the College has grown the Learning Community Program by 77 percent since 2011. In 2015-2016, BHCC Learning Communities served 5,463 students.

LifeMap

To support students from pre-enrollment through completion, the Title III-funded LifeMap Initiative (2013-2018) is providing students with a roadmap to success that features clear curricular pathways, wraparound support systems and integrated curricular activities. The LifeMap Commons now 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. Career & Academic Advisors and LifeMap Navigators steer students to appropriate online and onsite resources, including professional tutors, peer mentors, faculty, and other support services—all collaborating to create a 360 degree support system.

BHCC Planning Cycle: 0-6-3-1



Year of the Engaged Campus

This 'Year 0' planning period engages the entire college community in a year of strategic thinking and vision-setting and jump starts the next 6-year planning cycle. During the planning year, College Goals are evaluated and revised as necessary, and Master Plans are revised.

Long-Range Planning

The College's current Long term Strategic Plan was the result of a Community and College-wide strategic planning session, the results of which were presented to the College and Board of Trustees. The Long-term Strategic Plan contains seven strategic goals.

Medium-Range Planning

The strategic goals of the Long-term Strategic Plan guide the development of a medium-term 3-Year Strategic Objectives Plan. As part of the College's Presidential Transition in 2014, the planning cycles were re-aligned to ensure that the Long-range, Medium-range, and Annual Unit Planning components were encompassed in College Planning.

Annual Unit Planning

Each operational unit submits an annual plan that connects planning to resource allocation, assessment and program improvement.

2017-2014 Strategic Objectives

The EMP outlines strategic objectives related to six core areas: Pathways and Partnerships, Enrollment Management, Teaching, Learning and Student Development, Transfer and Career Readiness, and Outcomes and Assessment.

Environmental Scanning & Emerging Trends – Overview

EMP environmental scans are designed to identify indicators and examine and analyze BHCC in relation to its internal (controllable) and external (uncontrollable) environments. Environmental scans have several components, all of which interact to shape the environment in which BHCC must navigate. The aim of environmental scanning is to actively and systematically gather information to identify and exploit new opportunities while in tandem, consider warnings of external conditions in time for potential adaptation. To provide a comprehensive and realistic view of the environment, the environmental scans that were undertaken contain points and considerations that are both positive and negative. By examining these external and internal changes and understanding the key variables affecting the institution, BHCC will be in a better position to inform its planning and decision making processes as a means to best serve the BHCC student population.

These observations and findings provide important information about the changing forces affecting BHCC and will provide the context for future strategic planning and decision making over the next several years. Ultimately, the goal of the environmental scan was to engage the college community in requesting, collecting, and reporting the input related to each specific EMP domain. Data collection methods for the environmental scan included meetings, forums, literature reviews, focus groups, interviews and observations.

The environmental scans detailed below by domain are a compilation of the information that has been gathered by each domain planning group. The scan was designed to paint a comprehensive picture of the important issues and trends that impact BHCC.

External Scan - Introduction

The external scan (opportunities and threats) is meant to provide a comprehensive look at the peripheral environment impacting BHCC. An external scan provides an opportunity to assess conditions outside the college that are likely to have an impact over the next several years. As a community college, we need to be aware of, and responsive to these conditions and how they may

impact the constituents we serve. Local and national external factors encompassing the economy, demographic changes, technological changes, legislation, educational trends and best practices all may have influence and consideration over the college's planning process.

Key questions posed in this research included:

- What's out there?
- What can we learn from other institutions and/or organizations?
- What are the state-wide and/or national practices, trends and data related to this domain?

Internal Scan - Introduction

Internal factors (strengths and weaknesses) were identified via self-examination and play an implicit role in the college's planning through data gathering and reflection.

Key questions posed in this research included:

- Internal trends: What are we doing? Do we know what's working?
- What practices/programs/services does BHCC currently have related to each domain?
- What evidence do we have related to these activities?
- What can we learn from this data?

Emerging Trends

The environmental scan also identifies information about emerging trends and relationships with regard to our local, regional and national community and beyond. These trends can aid in informing the college of forces and needs relevant for consideration regarding BHCC's planning its future direction. Some emerging trends may include commentary from any of the following areas: educational trends, public policy, economic trends, workforce and technology and social trends.

EMP Domain Objectives

- Enrollment Management
- Pathways and Partnerships
- Teaching, Learning and Student Development
- Transfer and Career Readiness
- Outcomes and Assessment

Enrollment Management Strategic Objectives

<p>Definition</p> <p>Enrollment Management is the process by which students experience the college from start to finish. This process includes five key steps: recruitment and outreach, matriculation and enrollment, academic progress, goal attainment, and post completion.</p>	
<p>Strategic Objectives</p>	
<p>Objective 1</p> <p>Increase campus-wide awareness of and involvement in strategic enrollment management</p>	<p>Core Activities</p> <p>1.1 Create a SEM Implementation and Operations team/committee to develop/refine SEM Plan to support the Educational Master Plan</p> <p>1.2 Increase campus-wide understanding of SEM by communicating SEM principles, SEM goals and news about SEM activities/accomplishments</p> <p>1.3 Engage more faculty and staff in SEM activities by provide professional development related to SEM for faculty, staff and administrators</p> <p>1.4 Implement collaborative and culturally responsive SEM models</p>
<p>Objective 2</p> <p>Determine short and long-term Enrollment Objectives, including: recruitment and outreach, matriculation and enrollment, academic progress, goal attainment, and post completion.</p>	<p>Core Activities</p> <p>2.1 Align efforts with comprehensive, integrated and measurable marketing, recruitment and outreach plan</p> <p>2.2 Identify and assess market segments yielding a high rate of return</p> <p>2.3 Optimize use of technology and electronic resources in recruitment, marketing and</p>

	<p>outreach efforts</p> <p>2.4 Leverage college programs and services with economic and workforce trends and community engagement</p> <p>2.5 Implement 1- year scheduling process and use data to ensure efficient and effective use of college resources to meet students' needs</p> <p>2.6 Leverage use of predictive modeling tool related to continued enrollment</p>
<p>Objective 3</p> <p>Promote the development and expansion of academic programs based on demographic trends and in alignment with transfer and workforce needs.</p>	<p>3.1 Implement and maintain a college-wide workforce and business development plan that promotes current programs that support economic, workforce and community development efforts</p> <p>3.2 Continue to utilize labor market studies and other needs assessments to develop and revise courses, programs and curricula</p> <p>3.3 Participate in regular and systematic engagement with the community to stay responsive to regional educational and training needs</p> <p>3.4 Continue to participate and further develop partnerships with bachelor degree granting institutions to create seamless transfer pathways for students</p> <p>3.5 Increase collaboration with faculty in creating academic programs and aligning courses that support student development thru completion</p>
<p>Objective 4</p> <p>Increase student satisfaction and engagement across all support services and academic affairs to meet or exceed national cohort</p>	<p>4.1 Increase awareness and track college-wide use of both academic and student support services.</p> <p>4.2 Institute campus wide the Community Service</p>

scores	<p>Pledge developed to guide interactions at Student Central</p> <p>4.3 Develop college-wide continuous improvement process for leveraging survey data to create positive interventions.</p>
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Pathways and Partnerships Strategic Objectives

Definition

BHCC's College and Career Pathways and Partnerships are a coordinated collection of opportunities aimed to provide support and strengthen students' transition and completion of college and/or workforce development. These Pathways have been developed through educational Partnerships that provide innovation and opportunity.

Central/Emerging Themes from Pathways and Partnerships Domain

- Collaborative leadership
- How to develop and sustain a Partnership
- Professional Development
- Outcomes Assessment
- Data-Driven Decision making

Domain Overview

Successfully creating, developing, managing and sustaining BHCC Pathways and Partnerships depends upon our ability to anticipate and assess changes to our local and global environment and then nimbly react and adapt to the changes. As part of the strategic planning process, the Pathways and Partnerships domain researched BHCC's existing Pathways and Partnerships programs, the current state-wide and/or national practices, trends and data related to Pathways and Partnerships. The goal of the environmental scan was to provide strategic intelligence useful in determining the direction of Pathways and Partnerships in BHCC's EMP. It also provides an understanding of BHCC's external environment, strengths and weaknesses of Pathways and Partnerships and the interconnections of its various Pathways and Partnerships that can be translated into strategic planning and meaningful decision making geared towards benefitting students and fostering their success.

With the growing importance of aligning educational programs, career goals and workforce needs with community college programs in Massachusetts, it was instructive to look at other states that are successful in this area. Several states have capitalized on the role of community colleges as drivers of workforce needs and economic development and are reaping the results for their residents, businesses and overall economic development. We looked at three states, North Carolina, Tennessee and Virginia, which have experienced success in this area mainly because they have centralized governance allowing them to work in tandem with their partners to benefit their students and help them reach their

education and career goals. Ultimately, in each of these states the centralized governance of the community colleges strengthens their capacity to serve as workforce dynamos and allows for a single, clear voice to their state legislatures with respect to budget requests and resource needs. It also allows for system-wide data collection, program oversight, and the ability to implement cross-college reforms.

In addition to learning from the above states, we learn from our experiences with our partners and plan how we can effectively apply our strengths and resources. We anticipate changes and/or refinements to current and future Pathways and Partnerships and in ongoing monitoring, assessment and managing and sustaining of the partnership. Equally important is having a transparent and open process for selecting partners and assessing partnerships, having strong leadership and an office to provide support for partnerships, having a clear framework of culture and values to create, nurture, and manage reciprocal and sustainable partnerships.

In summary, vision, equity-minded leadership, collaboration, transparency, accountability, clear communication and a strong culture of being student/learner centered are critical components of building a vibrant, successful and sustainable partnerships and pathways, with educational institutions, community organizations, and local businesses and industries, aligned to BHCC's mission.

Strategic Objectives

Objective 1

Build a common framework of culture and values to facilitate the creation and development of reciprocal and sustainable partnerships.

- 1.1 Develop a common understanding of mission, vision, culture and values, and clarity of purpose
- 1.2 Develop a framework for reciprocity and sustainability that can be used to inform the design and assessment of partnerships and pathways
- 1.3 Create professional development opportunities to support high-impact practices in reciprocal and sustainable partnerships and pathways.
- 1.4 Empower faculty & staff to build relationships with support, funding, & flexibility to be innovative.
- 1.5 Monitor blind-spots that may be potential barriers to establishing and sustaining successful pathways

	and partnerships
<p>Objective 2</p> <p>Develop and improve the infrastructure and administrative support needed to successfully create, develop, implement, sustain and assess new and existing pathways and partnerships</p>	<p>2.1 Establish a central office to provide support for pathways and partnerships</p> <p>2.2 Create a database of current partnerships, including partnership history, current activities, external contacts, internal liaisons, MOAs and other relevant documents or agreements</p> <p>2.3 Facilitate improved communication between various offices, administration, faculty and staff at BHCC.</p>
<p>Objective 3</p> <p>Develop outcomes and assessment measures to foster and enhance collaborative pathways and partnerships</p>	<p>3.1 Create outcomes and measures of assessment for pathways and partnerships.</p> <p>3.2 Perform regular assessment of pathways and partnerships with particular emphasis on student success data.</p> <p>3.3 Utilize assessment data for continuous improvement and resource allocation. Share data with partners, faculty, staff, and administration to inform decision making around long-term planning.</p>

Teaching, Learning & Student Development (TLSD) Strategic Objectives

Definition

BHCC's Teaching, Learning & Student Development (TLSD) domain is learner-centered and encompasses curricular and co-curricular programs, activities and experiences focused on providing students with meaningful and supportive educational experiences. Teaching, learning and student development, are intentionally integrated to reflect their interdependence and that they bear equal weight inside and outside the classroom. This domain also integrates the science and art of teaching to support the professional growth and development of faculty and staff to foster student success.

Central/Emerging Themes from the TLSD Domain

- Professional Development
- Backward design and Learning Outcomes Assessment
- Integrative Learning across curricular and co-curricular experiences

Domain Overview

As part of the strategic planning process, the TLSD domain performed an environmental scan comprising an external and internal analysis. The external analysis was a review of literature addressing teaching and learning and the role of constituents, faculty, professional staff, and classified staff, across the college. This activity provided an understanding of the external environment and how it may impact the experiences that shape a students' motivation to stay in BHCC and graduate. Much of the literature found that addressed Teaching & Learning echoed the writing of Vincent Tinto in his article *From Retention to Persistence*. Tinto points to three concepts that are central to student motivation: students' self-efficacy, sense of belonging, and perceived value of the curriculum (Tinto, V. (2016, September 26). How to improve student persistence and completion (essay) Inside Higher Ed. Retrieved November 22, 2016). Tinto further states that institutions have to adopt the student perspective and ask how they should act to retain their students and also, how they should act so that more of their students want to persist to completion.

The internal analysis was an exercise at the Fall 2016 BHCC Campus Retreat on the college's "Educational Master Plan" where college members, including students, were asked to read, share and reflect on the literature. In the teaching and learning domain faculty, professional, and classified staff were asked about the college's current practices regarding professional development. Faculty,

professional, and classified staff were of the opinion that professional development should be focused towards increasing student engagement and success, in deed and not in word. In addition, disciplines need ongoing professional development to learn new ways to engage students and keep them engaged.

Teaching, learning, and student development reflects the interdependence of our cognitive and affective development within the institution. Curricular and co-curricular programs, activities, and experiences focus not only on the students we serve, but also the professional growth of faculty and staff. BHCC is committed to cultivating a community of students, faculty, staff and creating a learning environment that fosters and promotes enriching curricular and co-curricular experiences. In addition to addressing students' curricular needs, we must also support their co-curricular experiences which include their social, mental and physical well-being so that they can successfully reach their education and career goals whether locally, nationally and globally.

In summary, it is important that BHCC continues to foster and promote enriching curricular and co-curricular programs, activities, and experiences that positively impact student development and support student success. It is also important that BHCC promotes the integration of curricular and co-curricular programs and services with clear objectives and outcomes of the impact of the programs and services offered.

Strategic Objectives

Objective 1

Increase opportunities for interdisciplinary and integrative learning in curricular and co-curricular domains.

Justification: As reported by the Center for Community College Student Engagement, active learning which incorporates academic and student affairs in the curriculum leads to higher level of persistence and retention
"The Heart Of Student Success: Teaching, Learning, And College Completion. 2010

- 1.1 Embed academic and student affairs into curricular and co-curricular domains
- 1.2 Expand integrated support services (coaching and mentoring) into the classroom
- 1.3 Align the colleges curriculum (including co-curriculum) with transfer and work force needs through
 - a) GenEd reform
 - b) Gen Con reform
 - c) Life Map and pathway and transfer initiatives
- 1.4 Continue to use evidence-based decision making related to curricular and co-curricular programming
 - a) Student success data

<p><i>Findings." Center For Community College Student Engagement (2010): ERIC. Web. 27 Sept. 2016</i></p>	<p>b) Share data and improve “closing the feedback loop” so that data informs design</p> <p>1.5 Develop a cohesive communication plan to promote collegiality, mutual trust, and positive community relationship</p>
<p>Objective 2</p> <p>Develop a centralized, sustainable framework for Professional Development that incorporates the institution's Mission, Vision, Values and Goals.</p> <p>Justification: In September 23, 2016 the college held an all college campus retreat to explore the domains of the College’s Educational Master Plan. In the teaching and learning domain faculty, professional, and classified staff were asked, about the college’s current practices regarding professional development. The recommendation was to develop a centralized, sustainable framework for Professional Development</p>	<p>2.1 Continue to refine and expand the impact of the TLI</p> <p>a) Expand opportunities for faculty and staff participation</p> <p>b) Focus on increasing offerings and participation</p> <p>2.2 Increase adjunct faculty participation</p> <p>a) Focus on increasing offerings relevant for adjunct faculty</p> <p>b) Increase opportunities for on-line and distance professional development for adjunct faculty</p> <p>2.3 Develop communities of practice that support the on-boarding of new faculty and staff and continual development</p>
<p>Objective 3</p> <p>Develop and implement culturally responsive framework that elevates student success</p> <p>Justification: A working knowledge of language acquisition and an awareness of discourse analysis is fundamental for all who work in a multilingual, multicultural</p>	<p>3.1 Continue progress in hiring and supporting a faculty and staff that reflects our community of learners including language diversity.</p> <p>a) Recruit and support individuals who demonstrate understanding of language acquisition and have had success in multilingual, multicultural environments</p> <p>3.2 Integrate the cultural wealth of the college community into teaching and learning and leverage</p>

<p>community. Just as Vygotsky and Piaget are fundamental theories in Psychology and Human Development, used by educators of all disciplines, understanding and utilizing the key concepts of language acquisition and sociolinguistics should not be limited to particular disciplines. The process by which we, the individual and collective, communicate, the way in which we do it, and the impact of our communication should be regarded as a matter of utmost importance.</p>	<p>our collective assets to deepen learning and development.</p> <ul style="list-style-type: none"> a) Cultural Institutes b) AANAPISI c) Student Activities, International center, Community Engagement
<p>Objective 4</p> <p>Refine and implement our Student Development Outcomes</p> <p>Justification: Arthur Chickering proposed a psychosocial theory in 1969 composed of seven vectors. Using the term “educationally powerful environments,” the theory outlined students moving through these seven vectors (Evans, Forney, Guido, Patton, & Renn 2010). Chickering argued that educational institutions create influential environments for student development, meaning those institutions must be clear about the impact of their programs and services. Everything from institutional size, to teaching, to friendships formed at the institutions has an influence on student development; therefore it becomes imperative for the institution to have clear objectives throughout its</p>	<ul style="list-style-type: none"> 4.1 Assess current SDO’s 4.2 Develop and implement SDO assessment process comparable to SLOAP protocol <ul style="list-style-type: none"> a) Further integrate SDOs at course and institutional level b) Increase use of evidence-based decision making regarding SDO’s c) Align current student services outcomes with SDOs

offerings.	
<p>Objective 5</p> <p>Develop a plan for fully developing, implementing and assessing ILO's and General Education Outcomes</p>	<p>5.1 Re-assess and understand what our students learn and establish ways in which we expect them to grow</p> <p>5.2 Re-assess and understand how our students learn and in what ways they grow</p> <p>5.3 Re-assess, understand and determine what should be done to facilitate and enhance student learning and growth</p>
<p>Objective 6</p> <p>Develop a plan to create an engaging campus environment that encourages and fosters social interactions, diversity, student satisfaction and long term attachment to BHCC</p>	<p>6.1 Promote wellness through increased opportunities for physical and mental well-being</p> <p>6.2 Cultural activities - re-assess, understand and determine what should be done to increase campus engagement and foster social interactions and diversity</p> <p>6.3 Community activities -re-assess, understand and determine what should be done to increase campus engagement and foster social interactions and diversity</p> <p>6.4 Build on the success of BHCC Cultural institutes by engaging more faculty and staff</p>

Transfer & Career Readiness Strategic Objectives

Definition

Career and transfer readiness enables BHCC students to develop a clear path that allows them to explore career and transfer options through coursework, co-curricular and experiential activities that allow students to identify their strengths, define their interests and commit to a plan that allows them to meet their career and transfer goals.

Overview

The environmental scan for Transfer Readiness revealed that BHCC has a very small but extremely productive Transfer Office. Despite the limited number of transfer counselors, they make a significant impact through transfer workshops and fairs, hosting four-year schools and conducting classroom visits.

The Achieving the Dream Student Success Report, compiled from data submitted to the National Clearing House, indicates that 33% students who enrolled at the College for the first time in 2012, successfully transferred to a 4-year institution within four years. This data is indicative of the level of academic preparedness they receive. In addition to challenging academics, data from student focus groups and CCSSE indicate that academic support programs, such as the Language lab, Math Space, Tutoring center, and Writing Place are instrumental in contributing to this success.

Noting the aforementioned success, the College has noted that the transfer process needs to be more transparent to students. According to 2016 CCSSEE data, BHCC students indicated that they do not feel well informed about the transfer process and express a desire for increased guidance related to the transfer process throughout their time at BHCC.

The environmental scan for Career Readiness revealed that the College's recent development of the LifeMap Center has been an integral part in BHCC's students' ability to access information related to career development, such as career exploration, internship and employment opportunities. The College's nationally recognized Learn & Earn program has been instrumental in providing experiential opportunities for students that has often resulted directly in full-time employment. ADD data from Sharon

In addition to Learn and Earn, there has been strong emphasis to reach out to students and faculty to engage students in pursuing internships as part of their program requirements. Faculty and staff are

collaborating strongly to ensure that students are able to find designated sites to fulfil their internship requirements.

Recommendations and Areas of Focus

Increased Support for Transfer:

Currently the College employs three professional staff in transfer services. To meet the transfer needs of our students, the College will need to consider expanding the number of transfer counselors in order to accommodate the need for counseling and guidance for completing appropriate courses for transfer. Providing timely transfer credit evaluations, major advising and degree audits will ensure a clear path to degree completion and transfer and career opportunities.

Consistent, Simplified Communication:

The Transfer and Career Readiness Working Group recognizes a need to increase student, faculty and staff awareness about career readiness milestones and opportunities available to students. Given the large number of first-generation college students on our campus, it is important to help them navigate the landscape of higher education to maximize their time and investment and achieve their goals. Clear messaging is also critical to curricular integration and expanded opportunities for experiential career development.

Curricular Alignment:

National research and local data indicate a need for further curricular alignment that integrates current industry trends into the curriculum and aligns programs and coursework with workforce needs/industry credentials. Additionally, collaborating with faculty to integrate feedback from our industry partners as to the knowledge and skills students need is critical. Such knowledge and skills identified by our current partners include: adapt to changing environments and new challenges, collaborating successfully in diverse teams and learning from constructive criticism, divergent thinking and openness to new ideas, strong communication skills, and self-directed learning.

Expanded Internship Opportunities

Additional internship, job shadow, networking and volunteer opportunities are essential in meeting the student demand for experiential learning. In addition, rethinking traditional internship models will be important in enabling more students to benefit. For example, developing models that

enable students unable to participate in a traditional semester-long internship to participate in apprenticeships or enroll in seminars that integrate traditional internship outcomes with students' current employment.

Increased Industry and Alumni Engagement:

The College must do extensive outreach to engage with local businesses, beyond workforce development. The college has seen an increase in student engagement in career and transfer awareness programs when BHCC alumni are involved in the program, however, such opportunities are infrequent. The Transfer and Career Readiness Work Group recommends that the College strengthen engagement with alumni and industry partners to develop a transfer/career mentor program.

Objectives

<p>Objective 1</p> <p>Develop a transfer and career readiness plan by program based on student credit attainment.</p>	<p>Core Activities</p> <p>1.1 Departmental Faculty and Transfer/Career Advisors develop transfer and career readiness milestones based on a student's number of credits.</p> <p>1.2 Targeted curricular and co-curricular programming developed to enable students to progress through milestones.</p> <p>1.3 Credit evaluations, major advising and degree audits provided to students as they approach 15/30/45 credits.</p>
<p>Objective 2</p> <p>Increase awareness of transfer processes and expand resources for students exploring transfer options</p>	<p>Core Activities</p> <p>2.1 Establish a central database with pertinent information on the top BHCC transfer schools and other potential transfer opportunity information.</p> <p>2.2 Working with the Transfer office, develop a standard workshop curriculum and delivery system that will reach the most number of students.</p> <p>2.3 Continue to increase student participation in transfer fairs</p>

	transfer workshops.
<p>Objective 3</p> <p>Increase student participation in experiential learning, including non-traditional internship models</p>	<p>Core Activities</p> <p>3.1 Transfer and Career Advisors will facilitate outreach to community and transfer partners to promote experiential learning opportunities.</p> <p>3.2 The College will explore models for internship models that maximize students prior knowledge and leverage students current employment</p>
<p>Objective 4</p> <p>Assessment of programs/courses for career readiness. This will be done every 5 years in alignment with the academic program review process.</p>	<p>Core Activities</p> <p>4.1 Collaboration between career services and academic departments to review and assess their programs of study to ensure transferability and career readiness on a five year program review cycle.</p> <p>4.2 The five year report will be shared with the BHCC community to facilitate transparency and accountability.</p>

Outcomes and Assessment Strategic Objectives

Definition

This domain provides the roadmap for an intentional, systematic, and ongoing process of collecting and evaluating information that is geared towards developing and improving effective pedagogical and student-centered practices. This domain encompasses activities that ensure a culture of effective use of evidence and accountability. Building on strong foundations, a robust culture of assessment at the end of the current Educational Master plan cycle will include exemplary demonstration by the College community and stakeholders of: shared purpose; collaboration across the institution; rituals, practices and symbols; leadership commitment; rewards and recognition; depth and pervasiveness of assessment activities; and sustainability of assessment work.

Domain Overview

The environmental scan for Outcomes and Assessment revealed that more community colleges are conducting outcomes assessment, and the roles for assessment activities are expanding on campuses. Results from a national survey indicate accreditation as the highest driver behind increased assessment activities, followed by internal institutional commitment to improving learning and faculty and staff interest in improving student learning. Additionally, assessment approaches are diversifying nationally and the average number of assessment approaches used at institutions is also increasing. These assessment approaches include: student placement exams, classroom based performance assessment, national student surveys, rubrics, and locally developed student surveys.

BHCC employs a number of assessment approaches including Advancing a Massachusetts Culture of Assessment (AMCOA) and SLOAP (Student Learning Outcomes Assessment Program.) SLOAP has been an academic assessment body led by faculty for more than a decade at BHCC. The main emphasis of activities has been focused on course level assessment, and a recent increasing focus on program assessment.

While the current assessment approaches are working and ever evolving, some suggested improvements include incorporating some of the top responses from a national survey related to practices needed to sustain/advance assessment practices including; professional development for faculty and staff, increased faculty use of assessment results, additional financial or staff resources, technologies and analytics that aggregate assessment results and greater assessment of staff capacity.

Strategic Objectives	
<p>Objective 1</p> <p>All outcomes and assessment used to evaluate student development and student learning in courses, programs, and co-curricular experiences map to the Institutional Learning Outcomes.</p>	<p>Core Activities</p> <p>1.1 Develop a mechanism to monitor and ensure that all outcome and assessment data compiled regarding student development and student learning in courses, programs, and co-curricular experiences map to the Institutional Learning Outcomes.</p> <p>1.2 Units, courses, programs, general education, student development and institutional learning outcomes are articulated and shared with students.</p>
<p>Objective 2</p> <p>Professional development for outcomes and assessment exists and is documented, scalable, systematic, cyclical, and regularly reviewed to ensure faculty, professional staff, and administration have the techniques, tools and understanding to continue building a culture of evidence for improvement of student learning inside and outside of the classroom.</p>	<p>Core Activities</p> <p>2.1 Utilize a best practices document (or such vehicle) as well as professional development opportunities that will enable faculty, professional staff, and administration the opportunity to share outcome and assessment information in order to facilitate future planning and integration.</p>
<p>Objective 3</p> <p>All units in academic and student affairs are planning and conducting cyclical assessment of outcomes and using results to improve student learning, teaching, and student-centered practices.</p>	<p>Core Activities</p> <p>3.1 Perform regular assessment of outcomes and share with all impacted areas to ensure best practices are being considered in future practices.</p>
<p>Objective 4</p> <p>Organizational structure of assessment teams has been articulated and annual budgets, systems and tools are in place to support the work of these teams.</p>	<p>Core Activities</p> <p>4.1 Ensure that BHCC Administration supports the creation of assessment teams and provides the tools and resources (administrative and financial) necessary to conduct this work.</p>