

2024-2029 Strategic Planning Community Convening

Bunker Hill Community College

March 24, 2023



BHCC 2024-2029 Strategic Plan

In fall 2022, Bunker Hill Community College began its strategic planning process with a review of its current 2019-2023 goals, and initial conversations with the campus community. By the end of this process in Spring 2024, the College's 2024-2029 strategic goals and priorities will:

- Express our values
- Guide our priority setting
- Serve as a guide for Educational, Facilities and IT Plans
- Integrate budget planning
- Improve our capacity to support our mission and vision
- Provide direction on annual, mid-range and long-range institutional planning
- Align with the MA Department of Higher Education's Strategic Priorities

Strategic Planning Timeline

Fall 2022

- Steering Committee conducts an environmental scan
- Prepare stakeholders for ICAT assessment
- MA DHE Touch Point I

Summer 2023

- Develop plan framework and draft written plan

Spring 2024

- MA DHE Touch Point III
- Present 2024-2029 Strategic Plan to BHE for approval

Spring 2023

- Administer ATD's ICAT assessment
- Host Community Convening and ICAT World Café
- Campus community surveys and discussions

Fall 2023

- Strategic Plan draft shared with Board and College community for discussion, review and input
- MA DHE Touch Point II

Strategic Planning: An Inquiry Based Planning Process

The strategic planning process begins with an understanding of the BHCC student, BHCC's external environments, and the needs of our communities.

It includes a systematic **review** of the College's [2019-2023 Goals](#) and accomplishments, and a series of conversations **imagining the future work** of the institution.

Guiding Questions for Community Convening

1. Thinking of the future of education and workforce development, what skills and credentials do our students need to thrive as invaluable members of Boston's diverse workforce? How can BHCC adapt to these changing needs and trends?
2. What opportunities can BHCC create or leverage to reduce barriers to access and completion?
3. What collaborations can BHCC pursue to better address the most pressing needs of Boston's diverse communities?
4. How can [BHCC's Vision Project](#) contribute to Greater Boston's education and workforce landscape, while ensuring that the benefits of this development are shared equitably among all community members?

BHCC **Student Body** **Characteristics**

16,000 annual enrollments in credit and non-credit

2 out of 3 learners are adult students

65% are students of color

Average age 26

4 out of 5 work, many fulltime

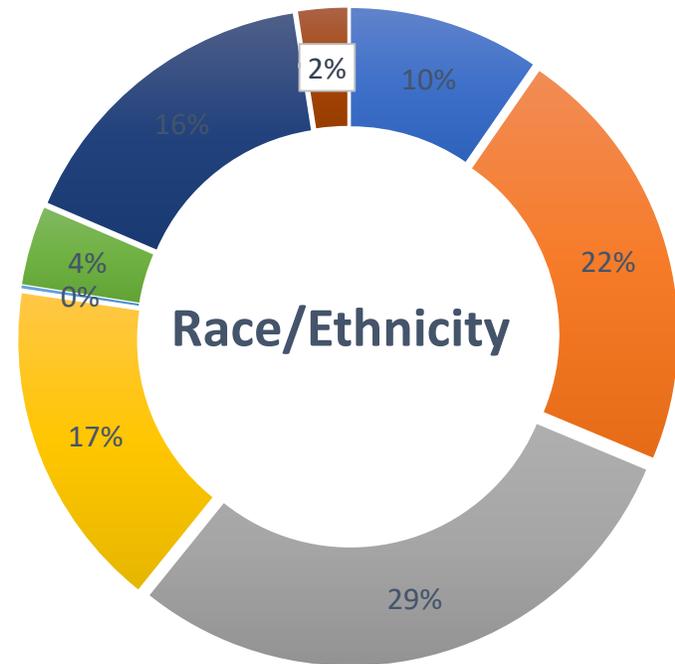
1 out of 2 qualify for financial aid

3 out of 5 are parents

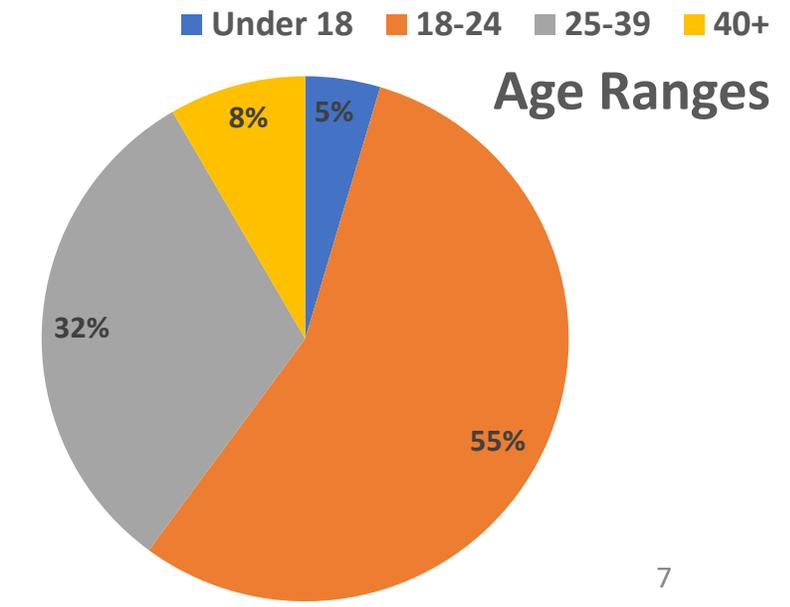
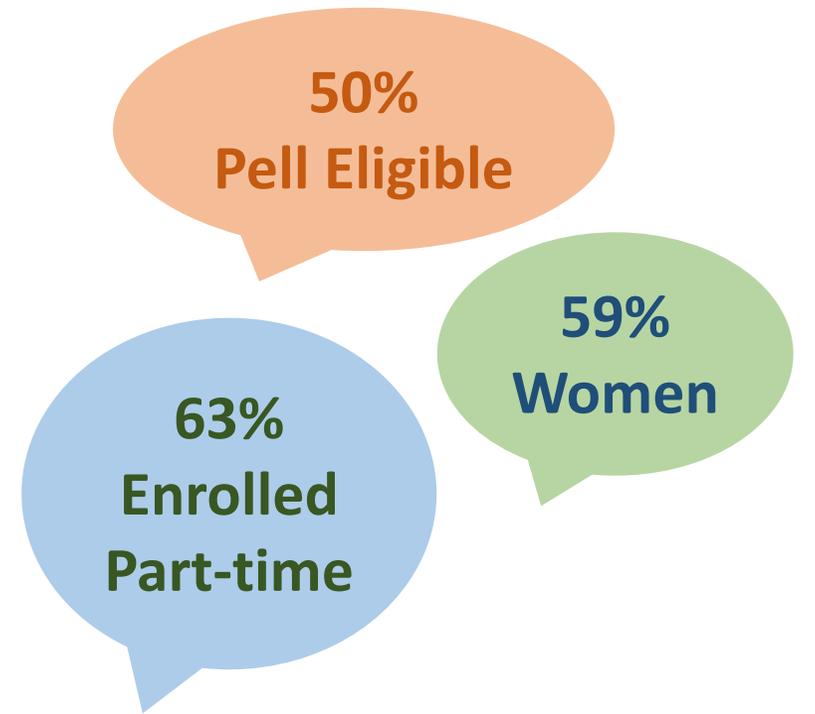
85% pursuing Associates Degree

11% enrolled in courses with no declared major

Fall 2022 Student Demographics



- Asian
- Black/African American
- Hispanic/Latinx
- White
- American/Alaskan Native
- Two or More Races
- Unknown
- Non-Resident Alien

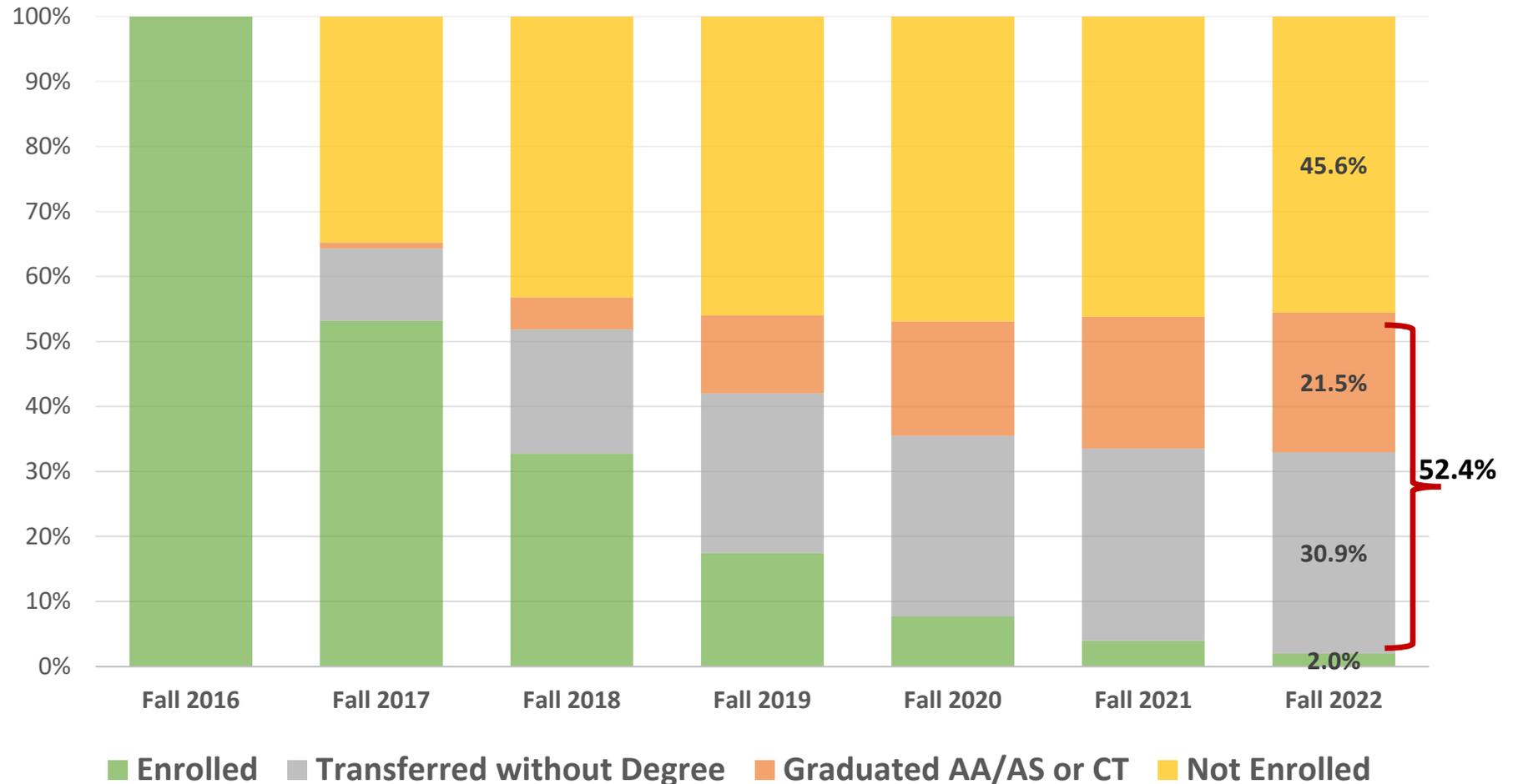


Student Achievement in Six Years

Fall 2016 New Student Cohort

Measuring outcomes over a six-year period reflects the reality of the community college student experience. It gives a complete picture of our non-traditional students who may attend college part-time, take breaks from their education, or balance their studies with work or family responsibilities. These factors impact the time it takes for students to complete their degree or certificate programs or to transfer to four-year institutions.

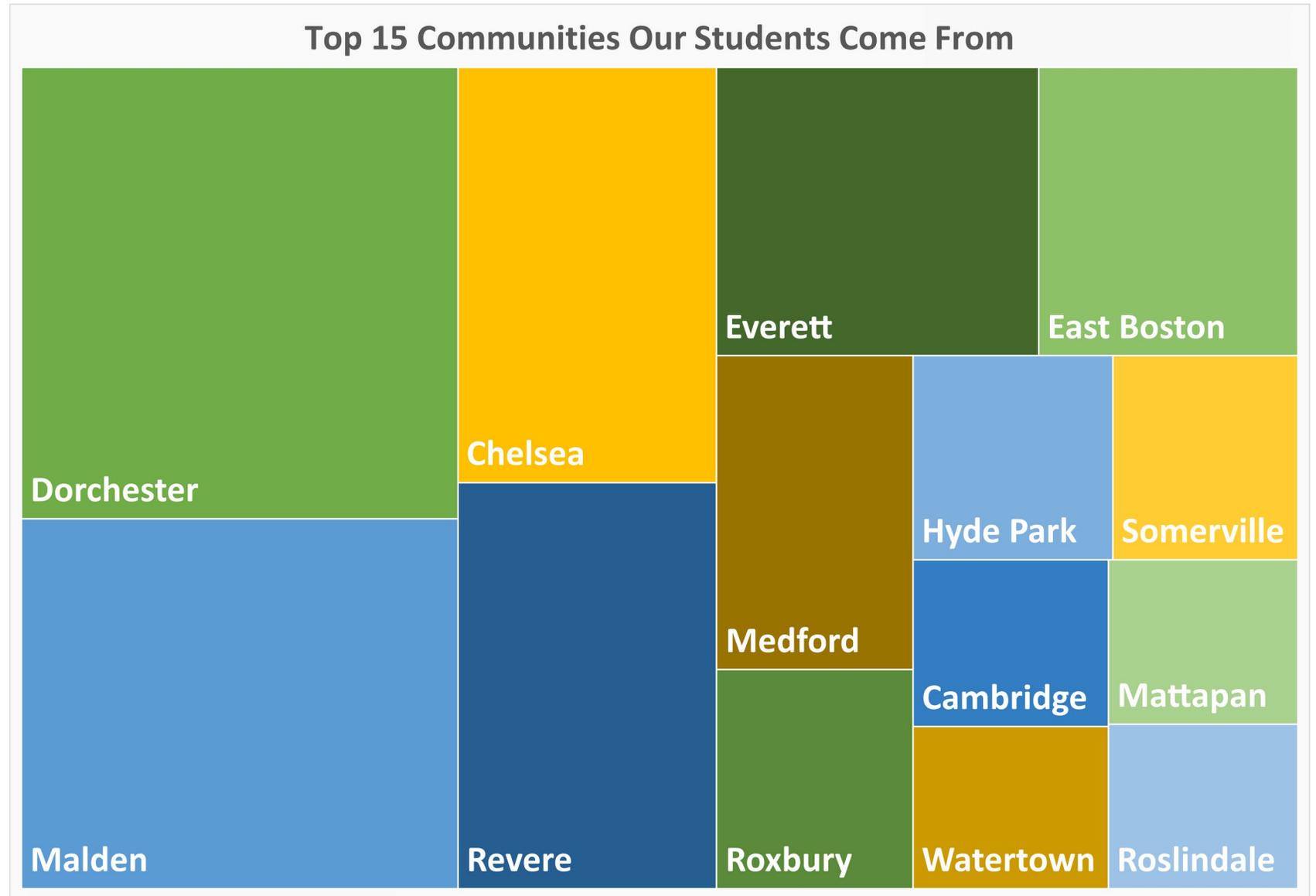
A student who graduates and/or transfers is a success. BHCC's 52.4% for its fall 2016 cohort, is slightly higher than the state's community college average of 51%.



The six-year outcomes metric is a measure of the Voluntary Framework for Accountability (VFA), developed by the American Association for Community Colleges. The MA Department of Higher Education also use this metrics to track community college student success.

Students and Geography

- 56% come from 15 Greater Boston communities
 - Within 8 miles of campus
 - Four Gateway Cities
- Most stay in MA after graduation
 - An essential economic and workforce base
 - Immigrant, first-in-family
- 559 international students from 83 countries



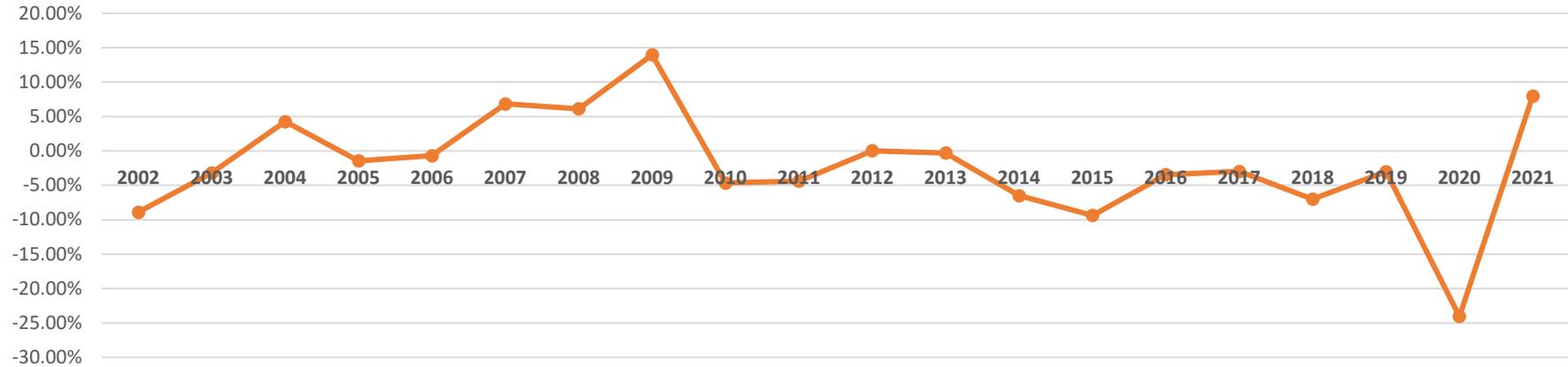
Statewide Community Colleges vs. BHCC Enrollment

20-year Trend; First-time, degree-seeking student

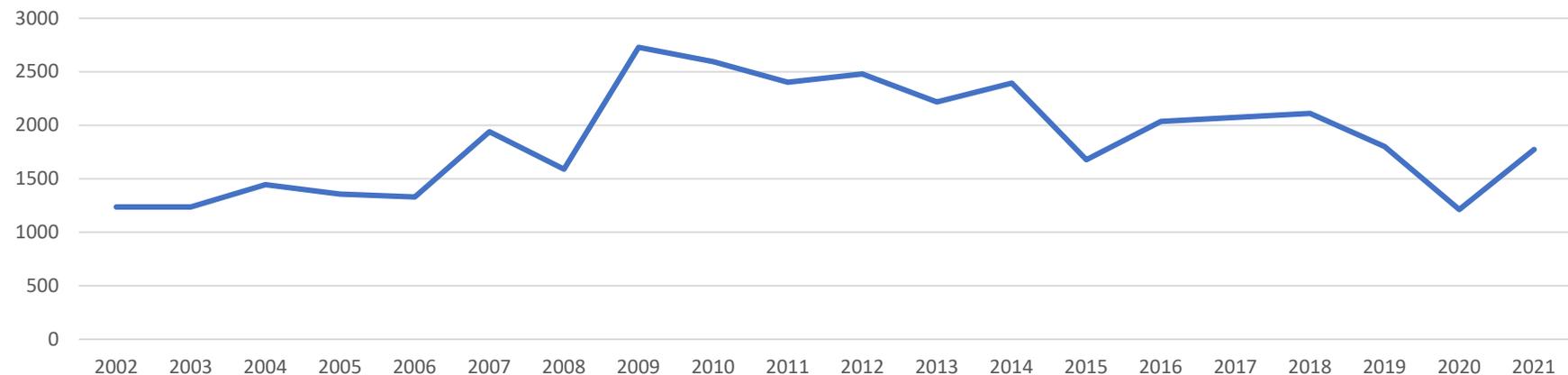
The community college system has experienced post-pandemic stabilization in enrollment, with overall increasing enrollment trends since 2021. Many colleges have had partial or total recovery of enrollment amongst first time degree-seeking students.

Source: Massachusetts Department of Higher Education, 2023, <https://www.mass.edu/datacenter/2021enrollmentestimates.asp> . 2021 data are estimates prior to final fall data collection in December 2021.

Annual % Difference in MA Community College Student Enrollment

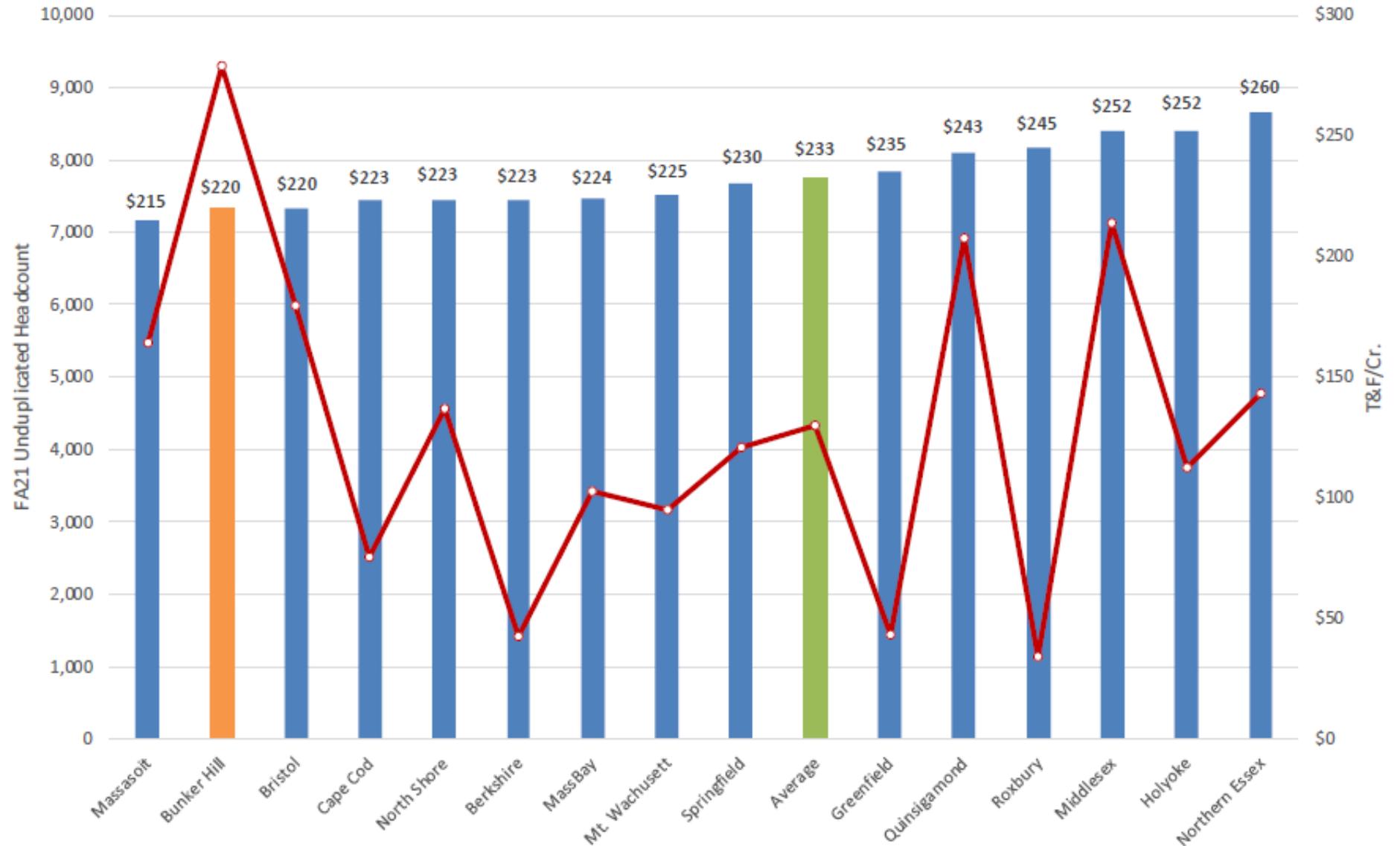


BHCC First-time, Degree-seeking Student Enrollment



Fall 2021 Unduplicated Headcount vs Fall 2022 In-State Tuition & Fees

When compared to student enrollments, BHCC's tuition and fees* are amongst the lowest statewide.



*On this chart, general or mandatory fees are converted to per credit amounts for comparison. Actual fees vary.

MA Department of Higher Education Strategic Priority

The elimination of racial inequities in student outcomes is a primary goal for the DHE. The Department's [Strategic Plan for Racial Equity](#) includes five Strategies that work together to achieve the Plan's goals.

This work will be supported by a Framework for Student Support Services for Student Success, currently in development, and which aligns with the Equity goals, and centers the student and their experience.

BHCC's programs, initiatives and institutional resources are meant to align with the DHE's priorities and support the success of the state's goals.



BHCC's Current Goals 2019-2023 Strategic Plan



The Covid-19 global pandemic ushered in a period of rapid learning, pivoting and innovation.

The global pandemic had a detrimental impact on the lives and communities of the majority of our students, faculty and staff. Similar to our sister colleges across the state, and peers nationwide, BHCC experienced significant enrollment declines and service disruptions. Through it all, the college realized opportunities to innovate and identified new ways to support all students, faculty and staff, many in alignment with current strategic goals.

Key Innovations and Learnings:

- Provide training to ~ 150 faculty on the design of fully web-based and hybrid courses using learning-centered pedagogies and trauma-informed teaching through [AIDE](#)
- Leverage technology to build strong student support systems, affinity groups and peer networks to enhance the student experience and support student success
- Build upon the ongoing success of expanded web-based course offerings through the exploration of a 100% BHCC Online experience

Goal One Foster Student Success

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

Initiatives:

- [AANAPISI/Building the Framework for Success](#)
- Developmental Education and ELL Reform
- Innovation Lab and [The Digital Arc](#)
- [Learning Communities Program](#)
- [LifeMap](#), [Guided Pathways](#) and Curricular Mapping

Goal Two 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.

Initiatives:

- [Apprenticeships and Internships](#)
- [Adult Education Reform](#)
- [Institutional Learning Outcomes](#)
- [Honors Program](#)
- [Transfer Articulation](#)
- [Veterans Services](#)

Goal Three

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.

Initiatives:

- [Center for Equity and Cultural Wealth](#)
- [HSI, Title V](#) and National Science Foundation
- [Equity Work Group](#) & Open Search for [Chief Diversity Officer](#)
- [HOPE \(Halting Oppressive Pathways through Education\)](#)
- [Open Education Resources \(OER\)](#)
- [Undocumented Student Work Group and Summit](#)
- [Voices of Hunger](#) and the [Food Pantry](#)
- [Basic Needs](#)

Goal Four 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.

Initiatives:

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

Goal Five 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.

Initiatives:

- Capital Projects: E Building, Parking, [Student Success Center](#)
- [Chelsea Campus and Community](#)
- [Print and Digital Communications: Branding, Signage, and Intranet](#)
- [Student Central](#)

The March 24 Community Convening

World Café: Engaged Conversational Leadership

“The natural cross-pollination of relationships, ideas, and meaning as people move from one conversation to others enables us to learn, explore possibilities, and co-create together.”

~ TheWorldCafe.com

Guiding Questions for the Day:

1. Thinking of the future of education and workforce development, what skills and credentials do our students need to thrive as invaluable members of Boston’s diverse workforce? How can BHCC adapt to these changing needs and trends?
2. What opportunities can BHCC create or leverage to reduce barriers to access and completion?
3. What collaborations can BHCC pursue to better address the most pressing needs of Boston’s diverse communities?
4. How can [BHCC’s Vision Project](#) contribute to Greater Boston’s education and workforce landscape, while ensuring that the benefits of this development are shared equitably among all community members?

Credits



Data, charts and resources are gathered from a varied of sources including but not limited to:

- Massachusetts Department of Higher Education, Strategic Plan for Racial Equity
- Massachusetts Department of Higher Education, Data Center
- The Department of Elementary and Secondary Education and the National Center for Education Statistics
- Bunker Hill Community College Institutional Research