

BUNKER HILL COMMUNITY COLLEGE
Board of Trustees Committee of the Whole Meeting
Monday, March 7, 2016 at 6 p.m. Charlestown Campus – Art Gallery

Minutes

Present: Sondos Alnamos
Hung Goon
Cathy Guild
Antoine Junior Melay
Marita Rivero
Carmen Vega-Barachowitz
William Walczak
Amy Young

Provost Canniff
Vice President Pitcher
Assistant Secretary Ambrose

Absent: James Klocke, Colleen Richards Powell, Richard Walker, III

I. CALL TO ORDER/CHAIR’S REPORT

Chair Walczak called the meeting to order at 6:05 p.m. Chair Walczak stated that he and President Eddinger had met recently with Mr. Joseph Corcoran of Corcoran Jennison Associates, the company presently engaged in the renovation of the Bunker Hill Housing Development. The development will be a mixed used property with low, moderate and market rate apartments with 3000 units projected. They discussed how Bunker Hill Community College could partner with them by having a presence there, perhaps in their community center. This project will begin in 20187 and is estimated to take seven to eight years to complete. He stated that he had met with Gerald Chertavian, Chair of the Board at Roxbury Community College and CEO of YearUp to discuss strategies for greater interactions with the local philanthropic community. He noted that the Barr Foundation has an interest in secondary education, and the college to careers pathway. He also noted that the reappointment process for Trustees whose terms have expired is underway and the reappointment packets have been submitted to the Governor’s Office.

II. PUBLIC COMMENTS

- None

III. PRESIDENT’S REPORT

Academic and Student Development: Programs and Key Initiatives—James F. Canniff, Provost; Lori A. Catalozzi, Dean of Humanities and Learning Communities; Liya N. Escalera, Associate Dean for Academic Affairs; Maria K. Puente, Interim Dean of Mathematics, Behavioral and Social Sciences’ Austin Mirasolo, Director Chelsea TRIO Program; Sally A. Buckley, Dean of Enrollment Services and LifeMap and Arlene Vallie, Director of Learning Communities.

Bunker Hill Community College’s Student Success Agenda is informed by Achieving the Dream (AtD) and the American Association of Colleges and Universities (AAC&U). It is grounded in a culture of evidence and inclusive excellence. Recently, the College has placed a renewed focus on students with 30+ credits. The initiatives include Learning Communities; LifeMap; Accelerated and Aligned Developmental Education; Dual Enrollment and Reciprocal Community Partnerships. The initiatives

are supported with institutional and grant funds: Title III; the Vision Project; the U.S. Department of Labor and the National Endowment for the Humanities (NEH).

The principles of Inclusive Excellence include student-centered curricular revision; holistic and integrated student development; culturally inclusive place-based learning; reciprocal, sustainable community partnerships; inquiry and evidence-based practice and collaborative leadership and innovation.

The College implemented Learning Communities in fiscal year 2011; 2,601 students were served by the program in its initial year. In fiscal year 2015, 5,463 students were served in Learning Communities. New Learning Communities are developed each year. For fall 2015, new clusters included BUS-101 and ESL-097, the Business of Social Responsibility; ESL-098 and VMA 123, Expression through Watercolor and ENG-095 and ENG-111, Accelerated English Clusters. New seminars for fall 2015 included LCS-101AO, Stepping out of the Box; LCS-101AP, Let me Clear My Throat: the Power of the Urban Vice and LCS-101AQ, The Lying Game. New clusters offered in spring 2016 included LCS-101NN and SOC-101, Living Healthy in an Urban Society and LIT-204 and HIS-152, the Paradox of American Identity: American History and Literature 1865-Present.

A key initiative is success coach advising and peer mentoring. Success Coach Advisors are assigned to Learning Community Seminars; focus on educational and career planning; collaborate with faculty on integration of advising into the curriculum and provide an access point for student to support services. ACE Student Mentors are integrated into the seminar classroom; help new students transition to college; serve as peer role models; focus on achievement, cultural competence and engagement and collaborate with faculty on course design and delivery.

The College has been successful in accelerating the rate at which students can move through Developmental Mathematics courses and on to college-level courses. There is a Pre-Statistics pilot program where students who are not on a STEM track take Pre-Statistics as one of their three developmental math courses instead of Intermediate Algebra. These students then move on to take college level math courses. The percentage of students who have successfully completed MAT-097 as part of a cluster is substantially higher than the success rate for students taking M-097 as a stand-alone course.

Developmental English is also exploring an English acceleration program of compressed instruction in Developmental English and College English. It is designed backwards from college learning outcomes and incorporates student-centered, theme-based learning. It includes peer teaching, more time on task and individualized instruction. Student development outcomes are integrated into course learning activities. Three hundred and one students were enrolled in 2014-2015; 600 students are projected to enroll in 2015-2016. There are also English acceleration and curricular alignment initiatives at six area high schools and community-based organizations. As was found in developmental mathematics, the proportion of students successfully completing ENG-111 was significantly higher for students who took the course as a cluster rather than as a stand-alone course.

LifeMap includes career planning; educational planning; financial planning; support networks; social networks and e-portfolio. It is BHCC's student guide to figuring out

what they need to do and when they need to do it to achieve their education, career, and personal goals. LifeMap is based on the premise that integrating learning opportunities that promote the development of student life skills into the students' experience will facilitate success. It is a roadmap to success consisting of a series of guideposts, support systems, activities and growth opportunities. It begins at pre-enrollment, continues throughout the college experience and results in the accumulation of knowledge and skills that can be applied later in life. The LifeMap framework is based on curricular integration; integration of support/enrollment services and technology implementation

Dual Enrollment and Early College allow over 500 high school students from area schools to earn high school and college credits simultaneously. All classes are taught by BHCC faculty. BHCC staff advises students on procedures for Accuplacer testing, course selection, BHCC enrollment and college expectations. The staff works closely with BHCC faculty and high school guidance counselors to monitor student performance. BHCC staff ensures that students are connected to the many academic support programs and resources on campus. Dual Enrollment and Early College programs are offered in Boston, Cambridge, Chelsea, Everett, Malden, and Revere and at numerous Community-Based Organizations.

FY16 Budget Status and FY17 Preliminary Budget Assumptions—John K. Pitcher, Vice President of Administration and Finance and Jeff Ginsberg, Assistant CFO

The status of the FY16 budget was reviewed. The Board of Trustees has approved a budget with a projected deficit of \$800,000. The summer one revenue split, a tuition and fee shortfall and a supplemental appropriation to cover collective bargaining costs for the MCCC resulted in a negative \$1,150,000 in net revenue. MCCC salary savings (a 2% increase versus 3.5 % in the budget and other declines in expenses resulted in net expenditures of \$1.5 million leading to an estimated budget deficit as of June 30, 2016 of(\$450,000).

Vice President Pitcher indicated that the College would probably request approval of a fee increase for spring 2017 semester of \$5 per credit hour. In response to a question, he stated that two or three fee increase scenarios would be presented to the Trustees for discussion before a final decision is made. He affirmed that BHCC places a high value on being the most affordable community college in Massachusetts

The FY17 baseline budget would include a projected \$450,000 budget deficit from FY16. An increase in the formula funding \$180,000; the FY16 year fee increase \$1,500,000; projected FY17 spring general course fee increase -\$5 /credit \$655,000; FY17 spring facility fee increase-\$5/credit \$655,000; 2% decline in enrollment (\$900,000); and summer 1 revenue adjustment \$1,000,000 results in a new revenue of \$3,090,000.

Expenditures include Chelsea lease and related expenses \$1,000,000; shuttle bus net expenses \$200,000; salary increases \$1,690,000; vacant positions \$1,170,000; early retirement savings of\$500,000) and adjunct savings (\$300,000) results in net expenditures of \$3,260,000 with an estimated budget deficit as of June 30, 2017 of (\$620,000).

The budget will be reviewed with the trustees at future meetings; the final FY17 budget will be presented for Board approval at the September 2016 meeting.

IV. ADJOURNMENT

The Committee of the Whole meeting adjourned at 7:00 p.m.

.