

Bunker Hill Community College

Strategic Plan

2024–2029







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I. Introduction

Fifty Years of Service and Innovation

Welcome to the Bunker Hill Community College Strategic Plan (BHCC), 2024-2029. The college celebrated its fiftieth anniversary in 2023, at the same time that it emerged successfully from the worst of the COVID pandemic crisis. This Plan is shaped by a sense of history and pride in recent accomplishments, but it is most strongly informed by our understanding of what the future will be for our students and communities, and how BHCC can best contribute to their growth and success.

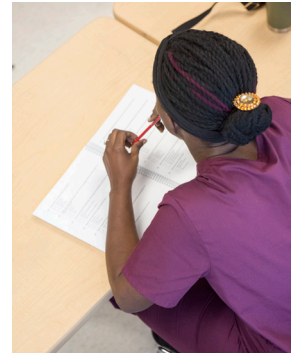
During its first fifty years, BHCC has become the largest community college in the Commonwealth of Massachusetts and one of the most diverse higher education institutions in the state. We serve an average of 16,000 students annually and do so with one of the lowest tuition and fee costs among the state's community colleges.

Given its mission as an urban institution of higher education, BHCC offers a diverse range of programs that prepare students for jobs, for transfer to four-year institutions, or both. There are over 100 associate degrees and certificate programs that students can choose from to prepare them for work and more advanced education at senior institutions.

Among the many of BHCC's accomplishments charted by our previous Strategic Plan are exemplary responses to student food insecurity, college-wide equity commitments, successful retention initiatives, grounded in the curriculum and inclusive pedagogies, significant increase in Early College enrollments, three-fold growth in employer demand for our workforce development programming, and an innovative public-private partnership (the Vision Project) which aims to provide the college with new facilities, as well as workforce development opportunities.

BHCC is nationally recognized for being at the forefront of teaching and learning, and the future of work. Indeed, despite decreases in the state budget, increasingly unpredictable state funding, the limitations of physical space, and the COVID-19 pandemic, the College continues to thrive by balancing stability with innovation. Each year, we put aside \$1.5 million of innovation funds from our general fund budget, and College faculty and staff make proposals to use these funds for new programs and continuous improvements.

At BHCC, we understand that innovation grows out of organizational stability, and that organizational stability is rooted in sound operations and finances, shared and enduring organizational values, and internal and external relationships. This web of support sustains programmatic and structural excellence over time. The measure of this stability is the College's capacity to weather the unexpected and achieve the seemingly impossible – which is exactly what we were called to do during the Spring semester of 2020.



COVID-19 and its Challenges

Without warning, COVID-19 created challenges unlike any seen before in our fifty-year history. The heroic efforts of faculty and staff at BHCC, and community colleges generally, is a story that needs to be told in greater detail, but that is not our purpose here. Suffice it to say that BHCC was able to meet the occasion because of the decision-making of leadership; the dedication, creativity, and flexibility of faculty and staff; and the courage and persistence of our students. In a matter of weeks, BHCC:

- Developed a collaborative emergency management workgroup that monitored and guided the campus through COVID safely.
- Flipped 2,500 sections to remote delivery in two weeks. Instructional design support for faculty and remote access to tutoring and advising for students went into place in record time. Instruction was never disrupted despite physical limitations.
- Recognized and mitigated the most critical supports, including home-delivery from the food pantry, laptop and internet access, academic advising and tutoring support, and mental health counseling.
- Amended academic policies to help students to complete despite health and employment challenges, and amended financial policies to allow for balance forgiveness and emergency cash provision using HEEF (Higher Education Emergency Fund) and BHCC Foundation funding.

While the COVID years were trying ones, the College was stable and resilient enough to counter the crisis. We emerged with a good deal of new knowledge about flexibility, the depth of student needs, and how to build new pathways to guide students regardless of where they start. The previous eight years of building enduring physical, academic, and financial foundations served us well, and helped us weather the storm.

Strategic Thinking and Foreseeing Trends

Our Strategic Plans are implemented through Annual Strategic Planning (ASP) and within the greater context of a culture of assessment. Strategic thinking has become a habit of mind at the College. This habit enhances the college's ability to do "signal spotting"¹. We have learned to quickly recognize signs in the environment that forecast the socio-economic trends of community, region, and beyond, and to incorporate them into strategic planning. Some signals that inform this current plan are: the demographic changes and diversity of students;

the growing vibrancy and talent pool in our Gateway Cities; workforce pressure in a tight labor market and the need for middle-skills trained employees; the need to educate citizens in a divisive environment; and the pivotal role community colleges will continue to play in providing pathways to multiple destinations.

The themes, goals, and strategies outlined below are the result of a year and a half of engaged conversations through convenings, surveys and feedback from external and internal BHCC stakeholders and partners.

Additional data sources included [BHCC's 2020 NECHE Accreditation Self-Study](#), MA Department of Higher Education's Performance Measurement Reporting System data ([DHE PMRS data](#)), 2023 BHCC Achieving The Dream Institutional Capacity Framework and Assessment Tool (ICAT) results, [Community College Survey of Student Engagement \(CCSSE\)](#) survey results, data from the [Volunteer Framework of Accountability \(VFA\)](#), and data provided by the BHCC Office of Institutional Research, Assessment and Planning.

This plan reflects our best thinking at this juncture. Yet, we know that changes, sometimes foundational changes, can happen quickly. The plan will be reviewed annually and adjusted as needed.

II. Mission, Vision, Values, Institutional Learning Outcomes

BHCC's mission, vision, values, and institutional learning outcomes (ILOs) are at the core of all that we do and are reflected throughout the Strategic Plan's themes, goals, and strategies. They were approved by the Board of Trustees, the Massachusetts Department of Higher Education, and the Massachusetts Secretary of Education in October 2014.

Mission of Bunker Hill Community College

Bunker Hill Community College serves as an educational and economic asset for the Commonwealth of Massachusetts by offering associate degrees and certificate programs that prepare students for further education and fulfilling careers. Our students reflect our diverse local and global community, and the College integrates the strengths of many cultures, age groups, lifestyles and learning styles into the life of the institution. The College provides inclusive and affordable access

¹ The theme of "signal spotting" anchored the proceedings of the American Association of Community Colleges Workforce Development Institute, 2024, New Orleans, LA. January 23-25, 2024.

to higher education, supports the success of all students and forges vibrant partnerships and pathways with educational institutions, community organizations, and local businesses and industries.

Vision of Bunker Hill Community College

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

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

BHCC's Institutional Learning Outcomes

Bunker Hill Community College is a learning institution that enacts its mission, vision and values through a set of Institutional Learning Outcomes practiced by BHCC students, faculty, staff and alumni.

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

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

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

III. Challenges and Opportunities

Challenges

There are certain challenges that all community colleges face in terms of retention and completion, equitable access, and rising programmatic costs. We have made progress in these areas during the past five years – even while coping with an unprecedented epidemic. The need to continue to refine those efforts and initiatives is reflected in this Strategic Plan, but new challenges have emerged in enrollment, workforce development, and funding that also require strategic and sustained responses.

Enrollment

It is well documented that the number of high school graduates will decrease significantly over the next five to eight years. In addition, the high cost of living in Greater Boston is forcing many of the working age population to live and work elsewhere. We know that in order to maintain a healthy enrollment, we

must increasingly draw on the working adult population, and, in particular, from our immigrant population in our Gateway Cities of Chelsea, Revere, Malden, and Everett. The lack of resources to support immigrant community development and higher education affordability can make recruitment difficult.

Within BHCC's service area, many families have been devastated economically by COVID and work is paramount right now. There are jobs to be had, but they are often entry-level jobs with limited opportunities for advancement that are paying temporarily high wages in a low unemployment environment. Many individuals who would normally be at community colleges are working because the opportunity cost is simply too high. Yet the long-term consequence of individuals trapped in low-skills jobs is dire; we will have a further erosion of the economic future of our communities, and continued generational poverty in families.

Workforce Development

While credit enrollment has decreased, our non-degree registrations have grown three-fold. Boston and the surrounding areas have complex and shifting workforce needs. BHCC prepares students for employment in sectors as different as Health, Finance, and Information Technology. It is a continuing challenge to retain instructors with industry expertise and to provide expensive learning environments appropriate to the fields as well as emerging technology sectors such as the blue and green industries, AI, IT, and the expanding Allied Health areas.

Funding

Our public funding streams are unsteady and inadequate for colleges serving a high-financial-need population of learners. While BHCC is financially stable, the on-going effects of just getting by begin to dampen both innovation and growth. This lack of consistent public funding over the past two decades has affected the state of our physical infrastructure, as well as our ability to fully delineate and offer support services to our underserved populations. The lack of adequate teaching and learning spaces to meet current and anticipated future areas of training, as well as the existence of equity gaps in student attainment for want of supports and interventions are symptoms of this long-term challenge.

Opportunities

In developing this Strategic Plan, we found that our greatest opportunities emerged from the challenges listed above. We are rethinking enrollment by focusing on the variety of starting points our students have and how they affect their goals and progress. We are questioning the lines between credit and

non-credit programming, and we are launching a competitive selection process to create the private-public partnership that will result in new facilities for the College.

Enrollment: Shifting Populations and Rethinking the Student Journey

While the enrollment decreased due the pandemic is starting to reverse itself, and the potential of Mass Reconnect is starting to emerge, neither of these factors are enough to offset the coming demographic decline in high school graduates. BHCC must shift our attention to adult learners eager for economic mobility, and the growing immigrant populations of our gateway cities. This is an opportunity to reconsider our assumptions about how students enter, progress, and exit the college – especially the assumption that non-degree and credit students are two different populations and that the programs should run on two separate tracks. A goal of this Strategic Plan is to develop a “no wrong door” mindset that considers the various starting points for students and maps new pathways from wherever students start – whether it be high school, early college, Adult Basic Education, English Language Learning, or non-credit certificates. The end goal is to ensure that from wherever a student enters, there will be a path for social and economic mobility.

Workforce Development and the “No Wrong Door” Mindset

While unemployment is low, the region's employers are in desperate need of middle and high skill workers. Some 75% of the jobs on the market require some post-secondary training. Tens of thousands of life sciences and health sector jobs are going unfilled. The “no wrong door” approach assumes that we need post-secondary education or training for everyone, whether it is non-degree workforce development, credit certificates, associate degrees that lead to jobs or to transfer. There should be “no wrong door” by which students come to us and no predetermined end to their life-long learning. We



will be questioning the habitual silos of non-degree versus credit programming to determine the fields where stackable programming can open doors of greater advancement for our students.

Funding: Innovative Public-private Partnership

The Vision Project proposes to leverage the College's land assets in a public-private partnership that will return revenue to build a new campus in place of many of the current structures. This process will take at least a decade, with the building of the new campus occurring as early as is feasible. The revenue will support the construction of new facilities for BHCC at little or no cost to the Commonwealth, and in the process, relieve the state of approximately \$150 million of deferred maintenance in the existing, outdated campus facilities. The Vision Project will define, in large part, the physical environment for Bunker Hill Community College in the next half century.

The ambitions of the Vision Project go beyond the five years of this Strategic Plan. The preparation and execution will span two generations of leadership at the College, as well as the Division of Capital Asset Management and Maintenance (DCAMM). Started two years ago, the Project has cleared the hurdle of the State's Asset Management Board and has entered the next phase of RFP preparation and invitation to developers. The goal for the duration of this Strategic Plan is to keep the project moving forward through partner solicitation and selection, planning and design, and permitting and ground-breaking in 2029.



IV. Strategic Themes, Goals, Strategies, Metrics

Theme 1: Institutional Culture of Student Learning and Success

Create inclusive and equity-minded teaching and learning environments that promote student success through an asset-based learning culture and inclusive pedagogical approaches. Adopt a "no wrong door" mindset that charts seamless, integrated pathways from non-degree through credit programming and that addresses the needs of adult students. Embrace our Minority Serving Institution identity and our commitment to racial justice to enhance student learning, belonging, and academic success.

Goal 1. Promote Student Learning and Success for Equitable Outcomes and Increased Retention

Enhance student success outcomes by aligning and optimizing current programs and initiatives, creating seamless educational pathways, and closing opportunity gaps for historically marginalized and underserved student populations.

- 1.a. Review current and future student success programs and initiatives to better align activities and outcomes with institutional goals to ensure a unified approach to equitable student success.
- 1.b. Develop procedures for continual impact assessment of success programs and initiatives by utilizing data to measure and enhance equitable student outcomes to reduce barriers that cause racial success gaps.
- 1.c. Build a seamless learning experience from pre-enrollment to completion for all students (regardless of where or how they enter BHCC) by leveraging analytics, communication, collaboration, and instructional technologies.
- 1.d. Expand the successful curricular innovations in developmental education redesign, accelerated clusters, and Learning Communities.
- 1.e. Expand pedagogies that are inclusive, culturally responsive, and reflect the needs of adult students in both academic learning and co-curricular activities.
- 1.f. Provide academic programming that supports the transfer and/or employment goals of a diverse student body and prepares them to thrive in the workforce and their communities.
- 1.g. Advance Chelsea campus curricular pathways in Allied Health, Early Childhood Education and Early College as an exemplar for other place-based programming.

Goal 2. Strengthen Assessment across the Institution

Ensure design and decision-making for all programs, initiatives and services are data-informed by increasing data access and literacy, implementing impact assessments, and developing a shared definition of student success across the college.

- 2.a. Develop an institutional understanding of student success metrics aligned with institutional learning outcomes to guide impactful decision-making.
- 2.b. Increase campus-wide access to data to ensure that stakeholders have the necessary information to drive continuous improvement.
- 2.c. Review and implement procedures for assessing the impact of all programs, initiatives, and services to track progress and create greater cohesion among them.
- 2.d. Conduct a comprehensive review of data governance procedures and policies to improve accuracy and enhance the user experience.

Metrics

- Increase six-year comprehensive student success rate by at least 2% points to 67%.
- Increase semester to semester student persistence rate by at least 3% points to 72%.
- Decrease the current equity gaps in timely completion of gateway courses for Latine and Black/African American students by 50%.
- Increase overall course success rates by at least 3% points to 74%.
- Determine the key shared principles for student success across all programs and use them to develop and implement a simple impact assessment tool.
- Complete assessment of current data governance to improve accuracy and increase usage.



Theme 2: Fostering Lifelong Learning through Partnerships

Continue to foster collaborative, reciprocal, and sustainable partnerships with civic, educational, and community entities. Increase student access and college readiness by facilitating pathways to degree completion that start in high schools, the workforce, or non-degree programming. Emphasize experiential learning and holistic skill development that is informed by changing workforce needs and centered on equity and cultural wealth.

Goal 1. Transfer, Workforce, and Career Readiness

Empower students with knowledge, skills, and resources for successful entry into their chosen careers.

- 1.a. Design effective non-degree to degree pathways that begin in Immigrant Education, Adult Basic Education, or English Language Learning and end in a certificate, a degree, transfer or employment.
- 1.b. Expand seamless transfer pathways to four-year institutions with favorable articulation agreements and by developing programmatic support for students navigating between the two institutions.
- 1.c. Increase opportunities and pathways for high school students to earn college credit by continuing to grow early college and dual enrollment programming.
- 1.d. Develop a “no wrong door” framework to align non-degree, workforce, and community education with institutional learning outcomes, and to assess program equity and its benefits for students at all locations.

Goal 2. Community and Partnerships

- 2.a. Provide ongoing thought-leadership in higher education and community college initiatives to external partners.
- 2.b. Manage the significant growth in workforce development and community education programs to sustain quality and balance student and employer needs.
- 2.c. Ensure the sustained vitality of new and existing institutional collaborations with substantive and reciprocal communications.
- 2.d. Establish an alumni initiative that encourages alumni support of the college and keeps their contact and career information current.
- 2.e. Expand geographic partnerships focusing on Gateway Cities in the college's service area, using the Chelsea Campus as the proven model of excellence, with particular attention to civic and community engagement, and academic and curricular leadership.

Goal 3. Experiential Learning and Holistic Skill Development

- 3.a. Expand experiential learning opportunities so that more students gain access to work-place learning opportunities that foster students' personal growth, active engagement, and critical thinking.
- 3.b. Integrate Ethnographies of Work frameworks across the curriculum to enhance holistic skill development.
- 3.c. Increase opportunities for meaningful civic volunteerism that increase students' awareness of diverse communities and potential career pathways.

Metrics

- Increase the six-year comprehensive success rate for students transferring with an earned credential to an accredited institution from 10% to 15%.
- Establish 3-5 non-degree to credit program pathways.
- Identify student employment and wage baseline and five-year targets based on anticipated metrics provided by the MA Department of Higher Education.
- Develop and meet five-year targets for student participation in: Ethnographies of Work, Guided Pathways, Academic, Career and Transfer Advising services, internships, community engagement and volunteering.

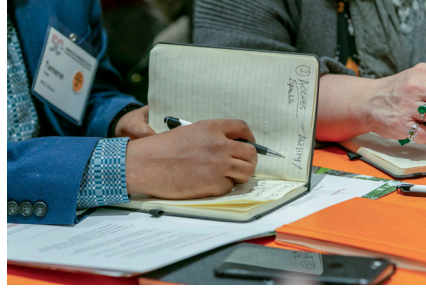
Theme 3: Equity, Diversity, Inclusion, and Belonging

The College recognizes and honors the experiential and cultural assets of students, faculty, and staff. We will further advance diversity, equity, inclusion, and belonging by ensuring that every individual and community, at all locations, feels valued, respected, and empowered to thrive academically and professionally.

Goal 1. Campus Culture Enhancement

- 1.a. Develop and implement a strategic college-wide Diversity, Justice, Equity, and Inclusion Plan for sustained progress.
- 1.b. Leverage the Center for Equity and Cultural Wealth (CECW) and a future Center for Teaching, Learning and Student Development as key partners in achieving the above plan's goals.





- 1.c. Develop strategies that will engage and develop student leadership towards the creation of an inclusive campus.
- 1.d. Undertake an equity-minded review of policies and procedures to ensure they do not impose unnecessary barriers to students, faculty, or staff.

Goal 2. Data-Informed Decision-Making

- 2.a. Leverage data for informed decision-making and equitable program development.
- 2.b. Share disaggregated data to inform all college initiatives and activities.
- 2.c. Provide equitable programs, services, and experiences across all campuses and for both credit and non-credit programming.

Goal 3. Equitable Access to Resources that Nurtures Students' Well-being

- 3.a. Evaluate the impact of affinity-based student programming, spaces, and groups to support scaling and growth.
- 3.b. Create effective communication channels for students to assess and suggest improvements regarding campus culture and support services. Use data for targeted communication and proactive, sustained engagement.
- 3.c. Expand both awareness of and access to campus and community resources available to meet students' basic and mental health needs.

Metrics

- Increase Community College Survey of Student Engagement (CCSSE) Support for Learners score from 51% to 56%.
- Develop and meet five-year targets for faculty, staff and student participation in equity-centered curricular and non-academic programmatic design and delivery.
- Completed Diversity, Justice, Equity, and Inclusion strategic plan.

- Review college policies and procedures through an equity lens and remove unintended or unnecessary barriers.

Theme 4: Expand Professional Development

Support employees through opportunities for professional learning and growth across the college.

Goal 1. Invest in Employee Growth

- 1.a. Provide comprehensive onboarding for new employees.
- 1.b. Establish an institutional framework for holistic professional development that meets employee needs for professional growth and renewal, and that builds on current professional development offerings across campus.
- 1.c. Identify and prioritize strategies to recruit and retain faculty and staff who reflect the college's diverse student body and communities.
- 1.d. Create a process and space to capture and share institutional knowledge within programs and departments across the college, for both students and employees.

Goal 2. Foster Learning Environments

- 2.a. Establish a Center for Teaching, Learning and Student Development that ensures broad-based faculty engagement in its planning and provides consistent and timely opportunities for professional growth.
- 2.b. Provide professional development grounded in equity principles that fosters employee engagement and supports equitable student learning environments.
- 3.b. Provide professional development in andragogical principles that focuses on the needs of older adult students.

Metrics

- Establish a Center for Teaching, Learning and Student Development.
- Complete a comprehensive assessment of employee professional development needs across the College.
- Increase the ATD ICAT Teaching and Learning capacity area average score by 15% to 3.2.
- Determine and achieve five-year goals based on an institutional framework for holistic professional development.

Theme 5: Strengthening Communication

Strengthen college communication to increase transparency, consistency, and accuracy across all internal and external audiences, ultimately strengthening trust and engagement.

Goal 1: Improve Communication Policies and Practices

- 1.a. Review current communication practices to assess how they can become more effective, timely, and reliable when disseminating information across a complex and multi-location college.
- 1.b. Increase and sustain participation in the College's shared governance venues.
- 1.c. Create a regular internal communication practice that celebrates employee achievements and college successes.

Goal 2: Improve Communication with Students

- 2.a. Streamline and focus communications with students to increase their effectiveness and impact.
- 2.b. Increase faculty and staff knowledge of the full range of support programs available to students so they can help increase student awareness of the same.

Metrics

- Completed assessment the college's communication challenges and implementation of strategies to address at least the top three issues.
- Increase the ATD ICAT Engagement and Communication capacity area average score by 15% to 3.1.
- Design, pilot, and implement at least three new strategies to make communication with students more effective.

Theme 6: Financial Sustainability, Technology Planning, and Physical Infrastructure Development

Ensure that planning and implementation in finance, technology, and infrastructure are learner-centered, equity minded, sustaining of the College's current healthy status, and encouraging of growth that anticipates the future workplace and contributes to community vibrancy.

Goal 1. Financial Sustainability

- 1.a. Strive to maintain a balance budget, an adequate level of reserve, and a fund management strategy that is long-term and stable.
- 1.b. Increase faculty and staff understanding of financial sustainability by providing regular presentations on BHCC's financial status, budget projections, and future budget planning.
- 1.c. When choosing grants to pursue, ensure they align with the goals of relevant divisions and departments and are reviewed with long-term sustainability in mind.
- 1.d. Continue strong advocacy with the Governor and the Legislature on annual budget priorities, both as an individual college, and as a community college system.

Goal 2. Technology Infrastructure and Innovation in Distance Learning

- 2.a. Review the sufficiency of the administrative and learning technology status and planning to ensure reliable data and



research, support the expansion of BHCC Online, and ultimately ensuring student success.

- 2.b. Compile a technology masterplan with a dual focus: 1) addressing administrative technology and resource needs, and 2) learning technology needs of current teaching and learning strategies, and the expansion of BHCC Online.
- 2.c. Compile a strategic plan for BHCC Online to inform the Technology Masterplan.
- 2.d. Ensure adequate technology infrastructure to support the one college concept beginning with the Chelsea campus, to strengthen curricular and student services delivery, and serve as a model for additional sites.

Goal 3. Physical Infrastructure Development

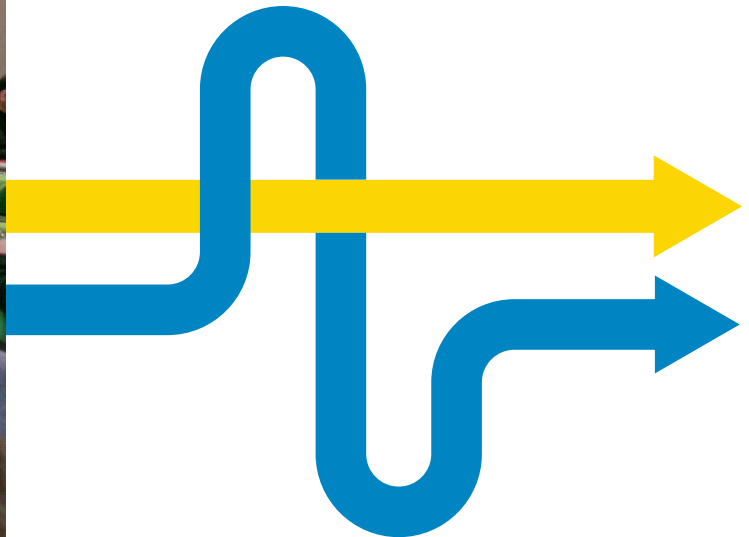
Enhance the stability of the current facilities through appropriate maintenance planning and anticipate the future needs of the college by leveraging the Vision Project public-private partnership for campus renewal.

- 3.a. Ensure the current facilities masterplan is updated and share plan elements with college constituents.
- 3.b. Ensure the completion of the E Building Renovation.
- 3.c. Ensure the Vision Project proceeds with alacrity, meeting both state regulatory requirements, and the learner-centered needs of Teaching and Learning.
- 3.d. Strengthen the communication of capital project status to campus constituencies, particularly through intense planning and construction phases of capital projects.



Metrics

- 60% of faculty and staff report a greater understanding of financial sustainability and decision-making.
- Increase the ATD ICAT Data and Technology capacity area average score from 2.6 to 3.0.
- Completion of E Building Renovation.
- Vision Project progresses along the expected timeline and meets the performance measures the College defined for the Massachusetts Asset Management Board.
- Updated Technology and Facilities Masterplans.
- Completed strategic plan for BHCC Online and meet five year targets.



V. Planning Philosophy and Process

Planning Philosophy and Process

Strategic thinking is a habit of mind at BHCC and is informed by on-going assessment and the careful interpretation of evidence. It is also animated by our belief in the collective and iterative nature of our work. We know there are no silver bullets for the challenges community colleges face because of their complexity and interdependencies with social and economic challenges. Thus, our strategic planning process was designed to ensure broad engagement with internal and external stakeholders, and all considerations were grounded in the student experience and student success outcomes as reflected in access, retention, persistence, completion, and belonging.

Strategic planning began in fall of 2022 with the formation of a Steering Committee, MA Department of Higher Education (DHE) Touch Point #1, a campus-wide listening session, and administration of the Current Goals Feedback Survey. The Steering Committee was comprised of administrators, faculty, professional staff, support staff, and students. The committee would be responsible for drafting and revising the plan's themes, goals, and strategies throughout an 18-month process that included surveys, convenings, and retreats. Each event provided feedback that the committee used to revise and refine the plan's themes, goals, strategies, and metrics.

Early in the planning process, a data consultant was hired to review, organize, and summarize the many available documents and data sources for use in the 2024-2029 strategic planning and to advise the college of any gaps in their data resources.

As already stated, this Plan aligns with BHCC's mission, vision, values, and ILOs. In addition, the frameworks listed below informed our discussions throughout the process.

- Department of Education Higher Education: *The New Undergraduate Experience* (DHE NUE)
- Department of Education Higher Education: *Strategic Plan for Racial Equity* (DHE SPRE)
- Department of Education Higher Education: *Student Success Framework* (DHE SSF)
- Achieving the Dream (ATD): *Institutional Capacity Framework and Assessment Tool* (ICAT)
- New England Commission of Higher Education (NECHE)

March 2023: Community Convening for Strategic Planning

In order to ensure significant input from the community, BHCC invited external stakeholders and partners to attend a Community Convening in March 2023. Over two hundred people participated representing more than fifty organizations

Strategic Planning Process



and institutions. The dialogue focused on the following guiding questions:

- (1) What do students need to thrive in the workplace?
- (2) Which opportunities can BHCC leverage to reduce barriers?
- (3) What collaborations should BHCC pursue to address the most pressing needs of Boston's diverse communities?
- (4) How can BHCC's Vision Project contribute to the education and workforce landscape while ensuring that benefits are shared equitably among all community members?

April 2023: BHCC Faculty and Staff Professional Day

While the March Community Convening reached outward to the College's partners and communities, the spring 2023 professional day turned the focus inward to ensure broad-based input from faculty and staff. All received a pre-workshop data packet. Session topics were: Student Success; Career, Transfer, and Workforce Readiness; Diversity, Equity, and Inclusion; Partnerships and Pathways; College Infrastructure.

June 2023: Achieving the Dream (ATD) facilitated ICAT Capacity Café

The online ICAT survey was administered in Spring 2023 and completed by a broad group of administrators, faculty, and staff who represented all areas of the college. It is an institutional self-assessment with seven key areas: leadership and vision, strategy and planning, data and technology, engagement and communication, equity, policies and practices, and teaching and learning. An ATD consultant reviewed the results with the college at the annual Academic and Student Affairs Retreat in June, 2023. Members of the Strategic Planning Steering Committee and members of Administration and Finance division also participated in this discussion of the assessment results.

October 2023: BHCC College Retreat for Strategic Planning

Between June and October, the Strategic Planning Committee reviewed reports and data that had been gathered including detailed reports from the Community Convening and Professional Day, the ICAT survey, and a recent student survey. The committee drafted strategic themes, goals, and strategies. This document was the center of group discussions at the College Retreat.

February 2024: Final Campus Review and DHE Touch Point #2

Following the College Retreat, final changes were made to the plan's themes, goals, and strategies. Metrics were developed and the full plan prepared for a final review by the campus. In Spring 2024, copies of this draft were sent to the college community in Spring 2024 for feedback, as well as to the DHE for Touch Point #2.

April 2024: BHCC Board of Trustees Approval

At its April meeting, the BHCC Board of Trustees approved the plan following their review and discussion the final draft of the plan.

VI. Assessment

At BHCC, the Strategic Plan serves as a framework for strategic thinking, decision-making, and resource allocation. It provides direction for program development, annual unit planning, and a number of overarching plans that translate strategic goals to the operational and tactical levels (equity, facilities, information technology, enrollment, marketing communications, and the Chelsea campus).

The College assesses progress toward strategic goals at the program and initiative level through Annual Unit Planning. Departments across the College report on progress toward yearly goals and demonstrate how they align with the Strategic Plan. Additionally, academic departments undergo regular program review and new curricular proposals are expected to reflect current strategic goals.

BHCC is a complex institution that exists in a changing landscape, and the Strategic Plan covers five years. In order to guarantee comprehensive progress toward strategic goals, each year the President and leadership team assess global progress and determine whether adjustments need to be made to the Plan. Adjustments are integrated into the President's goals, and reported annually to the Board of Trustees.

The President and leadership team also ensure that the Strategic Plan aligns with the standards set out by the College's accrediting body, New England Commission of Higher Education (NECHE) and the Department of Higher Education's NUE, Equity Agenda and major initiatives.

VII. Acknowledgements and Appreciations

Thank you to the community college faculty and staff, students, businesses, and partners who contributed to the development of the 2024-2029 Bunker Hill Community College Strategic Plan. The successful implementation of this plan will lean on the participation of each member of BHCC's internal and external community. In addition to the names listed below, numerous members of the BHCC community, including college employees, students, trustees, partners, and industries gave input and/or provided vital recommendations for the creation of this Strategic Plan. A special thanks to Rhonda Gabovitch Ed.D. and Barbara McCarthy Ph.D., consultants who shared their expertise and invaluable knowledge of the MA community college system throughout this process, and towards the development of this plan.

Strategic Planning Leadership Taskforce

Pam Eddinger, Ph.D., President

Jim Canniff, Ed.D., Provost and Vice President, Academic and Student Affairs

John Pitcher, M.B.A., Vice President, Administration and Finance

Nahomi Carlisle, J.D., Associate Vice President and Chief Equity and Compliance Officer

R. Arlene Vallie, Dean, Academic Affairs, Research, Assessment and Planning, and Strategic Planning Project Lead

Wissal Nouchrif, Ed.D., Professor, Business Administration and College Forum Moderator

Miguel Zepada-Torres, Ph.D., Associate Dean, Chelsea Campus

Karen Norton, Executive Director, Integrated Marketing and Communications

Kevin Wery, Senior Director, College Events and Cultural Planning

Strategic Planning Steering Committee

R. Arlene Vallie, *Co-Chair*, Dean, Academic Affairs, Research, Assessment and Planning, and Strategic Planning Project Lead

Wissal Nouchrif, Ed.D. *Co-Chair*, Professor, Business Administration and College Forum Moderator

Robert Barrows, Executive Director of Public Safety and Chief of Police

Nahomi Carlisle, J.D., Associate Vice President and Chief Equity and Compliance Officer

Nuri Chandler-Smith, Dean, Academic Support and College Pathways Programs

John Chirichiello, Director, Facilities Management

Aanchal-Annalee Deprince, Student, '23

Christina Hannon, Academic Coordinator, Advising and LifeMap

Melissa Holster, Executive Director, Student Financial Services

Maria Leite, Director of Information Technology Project Management

Katherine Lopez, Senior Special Programs Coordinator, Learning Communities

Jayne MacPherson, Ph.D., Professor and Chairperson, Surgical Technology Certificate Program

Carlos Maynard, Professor, Behavioral Science Department

Edward N Morgan, Ph.D., Associate Dean, Institutional Research, Assessment and Planning

Tahmina Munmun, Administrative Assistant II, Disability Support Services

Karen Norton, Executive Director, Integrated Marketing and Communications

Donica C O'Malley, Ph.D., Assistant Professor and Chairperson, Communication Department

Laura Rubin, Ph.D., Dean, Science, Engineering and Mathematics

Kevin Wery, Senior Director, College Events and Cultural Planning

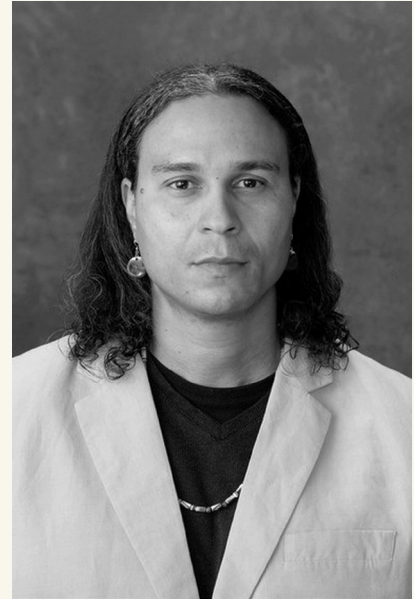
Miguel Zepada Torres, Ph.D., Associate Dean, Chelsea Campus

BHCC Land Acknowledgment

Authored by: Larry Mann and Pamela Ellis, Nipmuc Tribe

*Edited by: Deborah Spears Moorehead, Seaconke Pokanoket Wampanoag Tribe
May 10, 2023*

We want to recognize, as Indigenous homelands, this land that I am a (guest, belong to, share kinship with the Indigenous people who belong to, acknowledge my Indigenous relations, etc.) on, where Bunker Hill Community College now sits. This land from which we all benefit is the homeland of the Pawtucket band of the Massachusetts Tribe. They have been stewards of this land for thousands of years. They called this place Mishawum, "great springs." Their leader was the sachem, Nanepashemet (New Moon). Upon his death in 1619, his wife, the Saunkskwa of Mystic ascended to the leadership of the Pawtucket Massachusetts homelands. From the historical records, we know little about her. We know her only by her leadership title, Saunkskwa of Mystic. We do not know her proper name. However, we know from the deeds that she executed that she was an important political and diplomatic presence among the Pawtucket people and in her dealings with the English colonists. Through her life, we are reminded of the importance of Indigenous women's leadership from both historic times to the present day and the gender equality present, before contact, in the tribal nations of the area.



Colonial settlement of the lands on which Bunker Hill Community College now stands began in 1623 with heavy settlement occurring from 1630 on. In 1645, the Saunkskwa of Mystic executed the Deed of Menotomy which included Charlestown and ceded Pawtucket interests in the land, some fifteen (15) years after colonial settlement. The lands were taken without legal authority. Within the framework of the Anglo-American legal system, such an act constitutes theft. Once English colonial settlers outnumbered Indigenous people on their land and the colonial legal system demonstrated its indifference to prosecuting the claims of Indigenous people, a deed was exacted. This happened in place after place in the Massachusetts Bay Colony and exemplified the process of systematic dispossession which resulted in the displacement of Indigenous peoples from their homelands.

Massachusetts means "Great Hill" in the dialect of southern New England Algonkian spoken by the Pawtucket and was taken as the name of the both the colony and the Commonwealth of Massachusetts. The present-day citizens of the Massachusetts tribe are the descendants of the Neponset band of the Massachusetts, led by the Sachem (Chief) Chickataubut, who in 1657 assembled at their homelands at Punkapoag in what is now called Canton.

The neighboring nations of the Massachusetts Tribe are the Nipmuc (People of the Fresh Water) of central Massachusetts, the Stockbridge Mohican Nation in western Massachusetts, and south of Boston and the Cape and Islands are the Pokanoket and Wampanoag Nations.

We further recognize that Massachusetts, in many respects, has historically been at the center of freedom, democracy, science, industry and education that has made the United States one of the most prosperous countries in history. However, Massachusetts has also been at the forefront of the development and execution of devastating state Indian policies such as slavery, forced removal, tribal termination, detribalization, and assimilation – policies eventually implemented by the United States federal government and later repudiated. Massachusetts has never repudiated its implementation of its

devastating Indian policies or apologized to the tribes that are still recovering and rebuilding from the damage done to them through these policies and the many corrupt guardians assigned to them. Further, the Commonwealth of Massachusetts has failed to acknowledge the contributions and sacrifices of the Tribes of Massachusetts. Adding insult to injury, the Commonwealth has systematically engaged in removal, erasure, and the usurping of tribal lands.

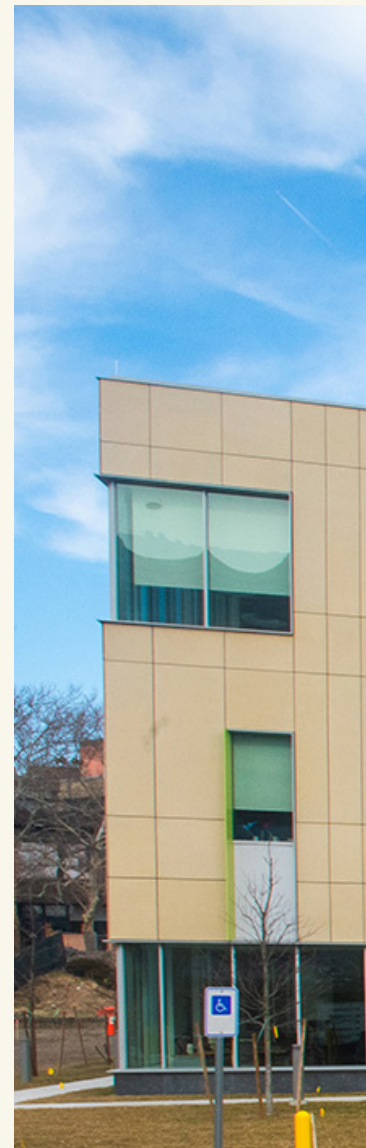
Today, we now benefit from the confiscation of Native lands and colonial expansion; underscored by a Eurocentric narrative that has attempted to obliterate an entire people's history and culture that has spanned for millennia. Despite centuries of genocide, erasure, and starting in the late 1800s- forcefully taking thousands of Native American children from their homes to Boarding Schools, where countless children died at the hands of the Church and State- The Native Nations are still here.

And from this day forward, we the faculty, students, and staff of BHCC are called to action to recognize, respect, and honor the Tribes of Massachusetts by taking intentional and meaningful actions and steps. Please get to know the Indigenous people of your area and ask what you can do to lift and amplify their voices and to acknowledge, honor, and respect their sovereignty. In that spirit, we have three action steps.

First: Recognize and make changes to the dominant historical and cultural narrative that glorifies colonization and the genocide of Indigenous peoples of this area and throughout the Indigenous homelands now called the United States. Be mindful that problematic terms like "Pioneer Valley" are a reminder of the legacy of Indigenous dispossession, forced removal, and subsequent erasure.

Second: Support Native organizations. They will welcome your involvement and financial support. Your support will assist in the cultivation of learning and growth for the Indigenous community and the next generations.

Lastly: Support federal and state legislation which supports Indigenous peoples and communities. With the present-day challenges of climate disruption, cultural fragmentation, and political unrest around the world, let us therefore look to the land in a holistic way. Let us commit to working with the Tribes of Massachusetts to educate the citizenry on the philosophy, content, and methods of sustainable and regenerative lifestyles, practices, and protocols so central to the teachings of all Indigenous Peoples and so necessary at this time on Planet Earth.







**Bunker Hill
Community College**

imagine the possibilities

Charlestown Campus
250 New Rutherford Avenue
Boston, MA 02129
617-228-2000
TTY 617-242-2365

Chelsea Campus
70 Everett Avenue
Chelsea, MA 02150
617-228-2101
TTY 617-242-2365

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