

TRANSFORMING Bunker Hill Community College



A Report of Progress and Accomplishments

2006 - 2009



From the President

In January 2006, more than 250 business, civic and community leaders, College Trustees, College Foundation members, faculty, staff and student leaders gathered to address major issues facing greater Boston and to contribute ideas for new College goals that would address them. A distinguished panel led by Paul Guzzi, President and CEO of the Greater Boston Chamber of Commerce, spoke about life sciences, healthcare, civic engagement and the region's most pressing workforce needs. The contributions of the many community and business partners who attended the event were inspiring, insightful and ultimately led to creation of the College's 2006-2009 goals. These goals were approved by the College's Board of Trustees in April, 2006.

This all-encompassing planning and goal setting process has become a College tradition and has occurred every three years since 1999. While the process is now routine, the energy brought to it by a winning combination of engaged civic and community leaders, a committed Board of Trustees, College Foundation members and caring faculty, staff and students is a remarkable and galvanizing testimony to the value of Bunker Hill Community College to our region.

This publication highlights many of the most significant accomplishments of Bunker Hill Community College from spring 2006 to spring 2009. More than half are related to two major multi-year grant assisted College initiatives. The two initiatives are titled **Achieving the Dream: Community Colleges Count** and **Building the Engaged Campus**. Together, these two transformative ventures, plus a faculty-driven and ongoing **Student Learning Outcomes Assessment Program (SLOAP)**, have become the defining hallmarks of our work to increase student success.

I am deeply appreciative to all who participated in the development of the 2006-2009 College goals which have resulted in the achievements contained in this report. Please accept my gratitude on behalf of the 10,000 students who come to our College annually with the dream of nothing less than changing their lives through education.

A handwritten signature in blue ink that reads "Mary L. Fifield". The signature is written in a cursive style with a large, looping "f" at the end.

Mary L. Fifield, Ph.D.
September 2009

Transforming Bunker Hill Community College

Achieving the Dream: Community Colleges Count



Pictured from left to right: Ted Wright, BHCC Achieving the Dream Data Coach; Jeanne-Marie Boylan, Chair, Bunker Hill Community College Board of Trustees; Laura Sitterley, formerly of the Lloyd G. Balfour Foundation; Mary L. Fifield, President, BHCC; Ruth Sherman, formerly of the Education Resource Institute; Ann Coles, Senior Fellow, ACCESS; Senior Associate, Institute for Higher Education Policy; Interim Executive Director, Boston Higher Education Partnership and Director, Pathways to College Network; Jacquelyn Belcher, BHCC Achieving the Dream Coach.

Bunker Hill Community College is one of four community colleges in Massachusetts and one of 84 in the nation selected to take part in a multi-year initiative to help more urban students achieve their educational goals. In July 2007, the College received an initial \$50,000 grant from the Lumina Foundation to plan and launch **Achieving the Dream: Community Colleges Count**. In 2008, the College received an implementation grant of \$400,000 over four years from the Boston Foundation, the Lloyd G. Balfour Foundation, The Educational Resources Institute (TERI), and the Irene E. and George A. Davis Foundation with support from Jobs for the Future.

Achieving the Dream institutions must have a student-centered vision, a culture of evidence and accountability, and a commitment to equity and excellence while pursuing a process of institutional change that has broad-based participation and a long-term impact.

Since BHCC's designation as an **Achieving the Dream** institution in 2007, the College has made significant changes and expanded services to assist students as follows:

- Completed longitudinal studies and analyzed data on student persistence and completion rates including: developmental academic needs of new students and persistence rates of developmental students as compared to college-ready students.
- Established learning communities for students enrolled in developmental and first-year college-level courses.
- Began a process of integrating teaching and learning with a comprehensive network of student support services.
- Started a "Success Coach" advising model that provides intensive advising for at-risk students during their first-year transition to College.
- Provided an array of professional development opportunities for faculty and staff that has changed the College's teaching, learning and co-curricular environment.
- Upgraded information technology capacity by installing higher bandwidth connectivity, new desktop workstations, and a new student email server. This has allowed for a faster and more reliable desktop experience for students, faster and more stable internet access, and more reliable disaster recovery capabilities.
- Upgraded Institutional Research capacity by installing a new data warehouse that will help the College to implement a more streamlined registration process as well as to track and analyze student persistence and success.
- Shared information and lessons learned from the College's **Achieving the Dream** work and the student success agenda by presenting at national, state-wide and local educational and business conferences and meetings.



The Engaged Campus

Awarded funding in 2006 for a five-year period from a U.S. Department of Education Title III grant, **The Engaged Campus** aims to increase student engagement, persistence, and program completion. Its cornerstone consists of learning communities that serve as a central and unifying feature of the College. The learning communities are supported by integrated student services, comprehensive assessment of student learning outcomes, and a renewed focus on professional development.

The Engaged Campus began to take shape the first year of funding when several design teams researched models and best practices from leading community colleges, and began implementing changes to reshape the teaching and learning environment at the College. Now, three years later, **The Engaged Campus** has involved 248 faculty and staff from a broad range of disciplines and work areas. The Engaged Campus Task Force, composed of the College President and other key faculty, staff, and student leaders, provides direction and assists with implementation.

In 2008, the College began to implement three levels of learning communities to deepen the level of student engagement:

- **The Learning Community Seminar** is a core course that enables incoming students to make a successful transition to college. The Seminar develops students' abilities to reflect and assess; discover their strengths and explore career interests; set goals and problem solve; connect with peers, faculty and staff; collaborate in active and diverse learning environments; develop critical thinking, information literacy and communication skills; and make connections between classroom learning and the larger community. In 2008-2009, 471 students enrolled in 33 Learning Community Seminar sections. The fall-to-spring retention rate of students in fall 2008 Learning Community Seminars was 73

percent. Beginning fall 2009, the Seminar is required for first-time, full-time students pursuing an Associate in Arts degree, with this requirement extending to first-time, full-time students pursuing an Associate in Science degree in fall 2010.

- **Learning Community Clusters** enable students to take two or more courses together and learn and study with the same group of students. In Clusters, faculty members plan their courses together around common themes and design joint field activities and team projects. Students in Clusters get to know fellow students and teachers, learn in a supportive environment, and see the connections among the different courses they are taking. In 2008-2009, 456 students enrolled in 27 Learning Community Clusters. The fall-to-spring retention rate of students in fall 2008 Learning Community Clusters was 79 percent.
- **Common Interest Communities** bring together students with common academic goals, career aspirations, or interests for structured learning experiences outside of the traditional classroom. Students in Common Interest Communities have the opportunity to hear from guest speakers, participate in field activities and group projects, and connect with their peers, faculty and staff. During the 2008-2009 academic year, 68 students participated in six Common Interest Communities. The fall-to-spring retention rate of students in fall 2008 Common Interest Communities was 88 percent.

Most recently, last year, 52 faculty and 853 students participated in at least one Learning Community Seminar, Learning Community Cluster, or Common Interest Community. Learning community participants had a retention rate of 78 percent, compared to a 69 percent retention rate for all BHCC students.

COLLEGE GOAL

Support Each Student's Goals for Success

Bunker Hill Community College will assist degree- and certificate-seeking students to complete programs while recognizing and supporting the many and varied learning goals of the College's diverse student body.



ACCOMPLISHMENTS

- **Completed a faculty-driven initiative which established student learning outcomes for 577 college courses and 86 degree and certificate programs.** The initiative includes continuous assessment.
- **Awarded a five year 1.9 million dollar highly competitive federal grant in FY2006 to establish a college-wide program, titled "The Engaged Campus,"** with a focus on increasing student graduation rates through the creation of learning communities. The number of degrees awarded has increased 19 percent since 2006.
- **Earmarked a special fund to provide immediate relief to students who encounter unforeseen obstacles which interfere with their ability to complete their coursework.** The fund distributed \$56,000 to 86 students in the 2008/2009 academic year and will be incorporated into the College's operating budget in subsequent years. The Student Emergency Assistance Fund was initially supported by a grant from the MetLife Foundation, the BHCC Foundation and the College's budget.
- **Selected in 2007 as one of 84 of 1,100 community colleges nationwide to participate in Achieving the Dream: Community Colleges Count,** a broad-based, data-driven multi-year national initiative to help students reach their educational goals and to address the achievement gap of African-American and Latino students.

- **Customized an intensive on-line tutoring system to improve the pass rate for nurses applying for licensure.** From 2006 to 2008, the pass rate increased from 70 percent to 84 percent. In the first quarter of 2009, the pass rate increased to 88 percent.
- **Formalized an Early Alert Program in 2006 that identifies students that need additional academic support to complete their courses.** On average, 350-400 students are referred each academic year. An Early Alert Coordinator works with the students to set up an academic plan and connects them with the Tutoring and Academic Support Center (TASC). In the spring 2009 semester, 40 percent of the students who worked with the Coordinator achieved a course grade of C or better compared with 24 percent of students who did not meet with the Coordinator.



COLLEGE GOAL

Prepare Students for 21st Century Careers

Bunker Hill Community College will prepare students for 21st Century careers by revising current academic programs and by establishing new degree and certificate programs.



ACCOMPLISHMENTS

- Responded to the current workforce needs of the Commonwealth by creating new degree and certificate programs:

- A.S. in Biological Sciences with Biotechnology option — 43 majors.

- A.S. in Engineering with Biomedical Engineering option — 12 majors.

- A.S. in Respiratory Therapy — 26 majors.

- A.S. in Clinical Laboratory Sciences — 18 majors.

- In partnership with Beth Israel Deaconess Medical Center, Children's Hospital and New England Baptist Hospital.

- A.S. in Business with Entrepreneurship option — To start fall 2009.

- Certificate in Computer Forensics — 12 majors.

- Supported by a program development grant from the National Science Foundation.

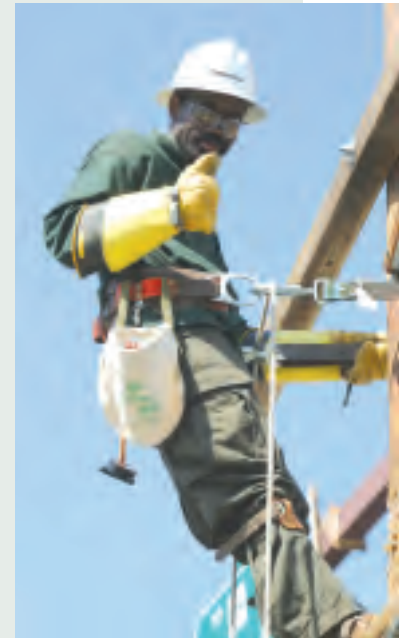
- Certificates in Computed Tomography (CT), Magnetic Resonance Imaging (MRI) and Mammography —

- 31 students in the first 2008/2009 cohort. In partnership with the Partners Healthcare Collaboration.

- Received the Daniel M. Hull and Dale P. Parnell Excellence Award from the National Career Pathways Network in 2007 for the College's collaboration with NSTAR and the Utility Workers Union. The Electric Power Utility Technology (EPUT) degree program, launched in 2004, includes rigorous education in physics, mathematics, and engineering. The program has an overall graduation rate of 72 percent and a 100 percent job placement rate. Funded in part by the Massachusetts Office of Jobs and Community Services—Math and Science Advancement and NSTAR.

- Expanded the College's internship program with new competitive summer research internships for 18 Science, Technology, Engineering, Mathematics (STEM) students at the National Cancer Institute, UMass Boston, Boston University, Wellesley College, Tufts University and Massachusetts Institute of Technology. Since 2006, more than 300 students have participated in internships.

- Revitalized the Computer Applications and Concepts course in the Computer Information Technology Department based on data provided by the Boston-Area Advanced Technological Education Connections (BATEC) Workforce Study of the Greater Boston Area conducted in 2008. This new course has become a nationally recognized model and is being adopted and adapted in several community colleges across the country. BHCC is one of BATEC's 18 education partners.



COLLEGE GOAL

Advance Immigrant Success

Bunker Hill Community College will expand and develop new programs for immigrant students to enable them to achieve academic and career goals.



ACCOMPLISHMENTS

- **Enabled more than 120 internationally educated nurses to receive their nursing license in Massachusetts through the services of the College's Boston Welcome Back Center.** The Program assists nurses from other countries who practiced nursing in their home country but are not licensed to practice in the United States. Since 2006, the Center has placed 104 newly licensed nurses in more than 40 healthcare facilities in Massachusetts.
The Welcome Back Center is a consortium of Bunker Hill Community College, Massachusetts Bay Community College, Roxbury Community College, the University of Massachusetts, Boston and the Department of Higher Education and is funded in part by the institutions and grants from the Yawkey Foundation, the BlueCross Blue Shield Foundation of Massachusetts and the Boston Foundation.
- **Linked English as a Second Language (ESL) courses with entry-level courses in Psychology, Sociology, History and Computer Information Technology in a Learning Community.** A longitudinal study of ESL students enrolled in these linked courses found that 38 percent had completed degrees within five years. There have been 648 enrollments in 28 ESL Learning Community courses since 2006.
- **Continued to advocate for the passage of legislation to enable undocumented Massachusetts high school graduates to pay in-state tuition at state higher education institutions.**

- **Revamped the College's Language Lab to include English as a Second Language (ESL) practice exams, study guides and tutoring and foreign language learning programs.** There have been more than 8,000 individual student visits and 1,500 faculty class visits since the lab's inception in 2007.



COLLEGE GOAL

Create Partnerships for Pathways to College

Bunker Hill Community College will create and sustain partnerships and pathways to promote student success.



Massachusetts State Senator Anthony D. Galluccio (center) at BHCC's Chelsea Campus with area-high school students enrolled in Youth/Build/Just-a-Start, which provides classroom and vocational training in Biotechnology.

ACCOMPLISHMENTS

- **Partnered with the East Boston Neighborhood Health Clinic** to train the clinic's front line staff to become Certified Medical Interpreters with a 98 percent program completion rate in 2009. Funded by grants from the Robert Wood Johnson Foundation and the Hitachi Corporation.
- **Provided a pathway to a nursing degree program for students from five Boston high schools** that have very high percentages of students of color and that offer health career pathways. All participants who successfully complete the Students Taking Action for Nursing Diversity (STAND) program are guaranteed entry into the BHCC Nursing program. At the end of the 2008/2009 academic year, 69 students had finished the program and enrolled at BHCC; three students had completed their required courses and been accepted into the nursing program. Partial funding provided by the Boston Public Health Commission.
- **Provided 185 Dual Enrollment course scholarship opportunities for 141 students from 13 high schools in 2009.** Almost 75 percent of all students successfully completed their courses. Dual Enrollment allows high school students to earn high school and college credit at the same time. Funded by BHCC with assistance from the Massachusetts Department of Higher Education.
- **Collaborated with the Chelsea Public Schools and The Education Resource Institute (TERI)** to complete the BHCC admissions enrollment process for 45 graduating high school seniors who did not have plans for college. Partially funded by the United States Department of Education.
- **Provided MCAS preparation to approximately 90 Boston area high school students** from the 2003/2009 classes who failed the MCAS mathematics and English retest. Nearly half of the students who participated in the program earned their high school diploma by passing the MCAS. Funded by the Massachusetts Department of Education.
- **Partnered with the New England Center for Homeless Veterans** and trained four Center employees to teach computer technology courses to veterans. Funded by Microsoft Corporation and BATEC.



COLLEGE GOAL

Demonstrate Strength through Diversity

Bunker Hill Community College will leverage its reputation and visibility as a college community that recognizes that diversity adds value.



Gloria Steinem



Ken Burns

ACCOMPLISHMENTS

- **Joined the Commonwealth Compact, a public/private partnership with the goal of making Massachusetts a more welcoming place for people of color and women.** As one of 102 “founding signers” in 2008, BHCC submitted quantitative data on its racial and gender diversity to a benchmark data base. When the data were released in 2009, it showed that within the higher education sector:
 - Mean percent of employees of color at other higher education institutions is 21 percent; BHCC is 32 percent.
 - Mean percent of employees of color on the leadership team at other higher education institutions is 22.9 percent; BHCC is 50 percent.
 - Mean percent of people of color on governing boards at other higher education institutions is 18.9 percent; BHCC is 27 percent.
- **Awarded a Ford Foundation grant to promote constructive dialogue about contentious issues on campus.** BHCC was one of 27 higher education institutions awarded funding nationwide. Major achievements resulting from the award include:
 - The development of two new courses: *Civic Leadership In The Context Of Religious and Cultural Pluralism*, and, *Katrina: What The Hurricane Teaches Us About Race, Class, and Power In America*.
 - The revision of 32 courses to incorporate Difficult Dialogue issues/topics.
 - The development and training of a corps of student cultural ambassadors. The cultural ambassadors made classroom presentations and provided assistance with Compelling Conversations and Difficult Dialogue presentations.

- **Inaugurated a Compelling Conversation Speaker Series in 2005.** Featured speakers have included Mary Frances Berry, Ken Burns, Richard Dreyfuss, Barbara Ehrenreich, Gish Jen, Nathan McCall, Mariane Pearl, Jehan Sadat, Gloria Steinem, Ray Suarez, Juan Williams, and Bob Woodward. Speakers typically draw an audience of nearly 600 faculty, staff, students and greater Boston community members.
- **Trained a team of 19 staff and faculty members to lead prejudice reduction workshops.** Since 2007, the College has been a member of the National Coalition Building Institute (NCBI), an international leadership training organization. In 2008, the campus NCBI team developed a Welcoming Diversity workshop for Learning Community faculty and another for student leaders. A total of ten faculty and 19 students participated.



Richard Dreyfuss



Juan Williams

Mariane Pearl



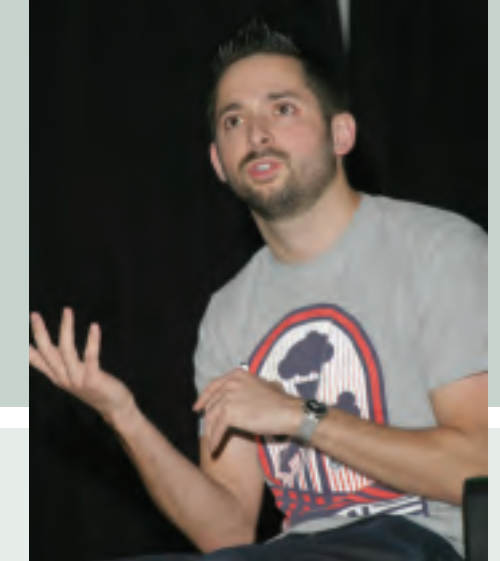
Bob Woodward



COLLEGE GOAL

Promote Civic Engagement and Leadership

Bunker Hill Community College will encourage a climate of civic engagement to involve students fully in their communities and in the democratic process.



ACCOMPLISHMENTS

- **Received federal recognition from the President's Higher Education Community Service Honor Role** by the Corporation for National and Community Service. BHCC was one of 22 Massachusetts colleges and universities recognized among 546 higher education institutions named nationwide.
- **Established an Office of Community Engagement in 2007 with a full-time coordinator.** Each semester more than 400 students in 40 courses are involved in service learning activities such as:
 - Sending computers and other educational materials to Senegal.
 - Spending Spring Break working with Habitat for Humanity rebuilding houses destroyed by Hurricane Katrina in Mississippi.
 - Participating in CANSTRUCTION — A national competition to build large-scale sculptures out of canned goods which were donated to local food pantries.
- **Created the BHCC Art Mobile in 2008** to offer no-cost, hands-on art activities to senior citizens in the Greater Boston area. In one year more than a dozen nursing home and assisted living center residents participated in doing art projects.
- **Aided victims of domestic violence by creating the Chelsea Community Education & Support Initiative (CCESI)** with HarborCOV, a community-based agency. Funded by grants from The Boston Foundation, the Stratford Foundation and the Shapiro Foundation.

- **Selected as one of nine community colleges out of 1,200 nationally by the Carnegie Foundation for the Advancement of Teaching** as a 2008 Community Engagement Campus.
- **Created a BHCC Community Center for Entrepreneurship (CCE)** and collaborated with the Charlestown Business Association, the Charlestown Retail Organization and Boston Young Entrepreneurs to assist entrepreneurs. Supported by grants from the Coleman Foundation and the Hughes Foundation.



Looking Ahead...



Bunker Hill Community College is a charter member of the American College and University Presidents' Climate Commitment, a network of 650 higher education institutions committed to sustainability and climate neutrality. With the goal of becoming carbon-neutral and reversing the damaging implications of global warming, our College has accomplished several significant initiatives over the past two years. Among these is the adoption of LEED Silver Certification for the design, construction and operation of all new buildings.

Nearing completion, the **Bunker Hill Community College Health & Wellness Center** is a two-story, 48,000-square-foot state-of-the-art facility that will house the BHCC Nurse Education and Health Professions' academic programs, a Gymnasium and Fitness Center. The Center is a winner of this year's **Green Design Concept Award from the Education Design Showcase**, awarded to buildings that meet or exceed high standards of sustainability. The new building includes an Acute Respiratory Skills Unit, an Acute Critical Skills Unit, an Ultrasound Unit, a Medical Imaging Resource Room, Medical Imaging Computer Room, and a Basic Skills Unit. It also has three "smart" classrooms, two x-ray stations, a Conference Room, and 22 faculty offices. When fully completed this year, the Health & Wellness Center is expected to meet LEED GOLD standards and be awarded **LEED GOLD Certification**.

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