



BERKSHIRE COMMUNITY COLLEGE 2022–2027 Strategic Plan

EQUITY-CENTERED • EQUITY-ACTIONED



BERKSHIRE
COMMUNITY COLLEGE

TABLE OF CONTENTS

Executive Summary	1
Introduction: Vision, Mission and Values	5
Vision	5
Mission	5
Values	5
Plan Rationale	7
Centering Equity	7
Goal I: Equitable Student Success	8
Access and Enrollment	8
Adult Learners	10
High School Students	11
Persistence	12
Student Experience: Survey Findings	17
Goal II: Equitable Teaching and Learning	19
Retention	20
Goal III: Equitable Workforce and Community Engagement	21
Diverse Pipelines and Workforce Equity	22
Goal IV: Equitable Institutional Innovation and Sustainability	26
A Sense and Culture of Belonging	26
Infrastructure	27
Berkshire Community College 2022-2027	31
Strategic Goals, Objectives and Foci	31
Goal I: Equitable Student Success	33
Objective I.A. Foster individual student growth and development	33
Objective I.B. Increase access to educational opportunities	34
Objective I.C. Improve student outcomes, particularly for BIPOC and historically marginalized, Pell eligible and students over 23 years of age	35
Goal II: Equitable Teaching and Learning	37
Objective II.A: Improve opportunities for student-centered teaching and learning that produce high-quality educational outcomes	38
Objective II.B: Promote a culture of assessment, reflection and continued improvement	39
Goal III: Equitable Workforce and Community Engagement	40
Objective III.A: Design academic, workforce training and community education programs that align student, employer and community needs	40
Objective III.B: Amplify digital skills across the student experience to reflect the needs of a future-oriented workforce and digital economy	41
Objective III.C: Cultivate strategic educational and philanthropic partnerships, both internally and externally	41

Goal IV: Equitable Institutional Innovation and Sustainability	44
Objective IV.A. Grow and diversify enrollment	44
Objective IV.B. Ensure ongoing financial stability of the College	45
Objective IV.C. Diversify the College workplace and promote a culture of belonging	45
Objective IV.D. Modernize College campus infrastructure and operations	46
Objective IV.E. Align advancement initiatives to diversify funding opportunities	47
Objective IV.F. Elevate campus-wide institutional environmental sustainability	48
Glossary	49
Centering Equity Terms	49
General Terms	51
Frameworks Informing the BCC 2022-2027 Strategic Plan	54
Appreciation	55
Appendix	57
Summary Guiding Principles of the Planning Process	57
Reimagining Mission Vision Values.....	58
Environmental Scans	59
Benchmark to National Center for Higher Education Management Systems (NCHEMS) Peer Institutions.....	60
BCC Initiative Review	61
Overview.....	61
2014-2019 Strategic Plan Review	61
NECHE.....	61
Student Centered Services at the One Stop Enrollment Center	61
Technology Infrastructure with ELLUCIAN Enterprise Resource Planning System.....	62
Holistic Student Support.....	62
Achieving the Dream (ATD).....	62
Conclusion	63



EXECUTIVE SUMMARY

When Berkshire Community College (BCC) began the groundwork for its 2022-2027 Strategic Plan, the focus became immediately clear: to eliminate barriers to academic achievement and encourage student engagement in meaningful, transformational ways. This Plan presents ways to maximize opportunities for student success by committing to creating a student-centered and welcoming environment — one that values equity, promotes diversity and inclusiveness, cultivates scholarship and affirms students' prior knowledge and experience.

Our intentions became even more clear after the murder of George Floyd and other Black and indigenous people of color (BIPOC), which fostered a social movement that demanded improved opportunities and the removal of barriers for BIPOC and historically marginalized populations. In addition, the COVID-19 pandemic further exacerbated structural racism and social inequities around the world and here in Berkshire County, where BCC students, faculty and staff were faced with a new way of life as they adapted to the challenges of remote learning.

The College will be at the forefront of addressing the gaps in educational and skill attainment for all Berkshire County residents, as well as identifying new growth opportunities. Investments in post-secondary training, certificates and degree attainment can yield clear economic benefit to individuals, their families, the region and the Commonwealth. As the region's population changes, the College must ensure that programs are both relevant to the interests of this population and responsive to new economic growth sectors. This will be achieved through strategic community and industry engagement that measures equity by addressing racial, ethnic and socioeconomic disparities in the labor market.

BCC's leadership role in developing constituency relationships and strengthening community and industry partnerships remains central to expanding equitable workforce opportunities in the region. As a longstanding principal provider of educational experiences for Berkshire County residents, and as a connector to community, the College understands the important role it plays in our democracy by prioritizing relationships with other public institutions to foster civic participation. And, as a relentless visionary and innovator in education, BCC continues to work collaboratively with public and private partners to improve the student experience and expand pathways to economic and social mobility in the Berkshires and beyond.

College faculty and staff took the greater societal context as a call to action to create this Plan. The Plan prioritizes four strategic goals that center equity as a campus-wide imperative:

1. Equitable student success
2. Equitable teaching and learning
3. Equitable workforce and community engagement
4. Equitable institutional innovation and sustainability

These strategic goals are informed by the following core areas:

- BCC's mission, vision and values
- BCC's environmental scan results, faculty/staff expertise and institutional key performance indicators (KPIs)
- Economic trend analysis, both regionally and nationally
- Massachusetts Department of Higher Education (DHE) Performance Measurement Reporting System (PMRS)
- Alignment with DHE Equity frameworks*, New England Commission of Higher Education (NECHE)* accreditation agency, National Association for Diversity Officers (NADOHE)*

Throughout the planning process and with rigorous research, the College identified critical needs and key performance indicators (KPIs) reflective of students, employees and the community, as well as the fiscal stewardship of the College. Lastly, any strategic plan would be incomplete without prioritization of environmental sustainability to meet the needs of the present without compromising the needs of future generations — simply put, the practice of being a good ancestor.

In summary, the Berkshire Community College 2022-2027 Strategic Plan addresses the needs of students and community stakeholders while aligning with the broader goals developed by the Massachusetts Department of Higher Education. It represents a commitment to reducing equity gaps and supporting an economically vibrant region inclusive of diverse communities as we strive to create a new and better normal.

Berkshire Community College Presents 2022-2027 Strategic Plan: Four Overarching Goals

Goal I: Equitable Student Success

Goal II: Equitable Teaching and Learning

Goal III: Equitable Workforce and Community Engagement

Goal IV: Equitable Institutional Innovation and Sustainability





INTRODUCTION: VISION, MISSION AND VALUES

Crafting and developing the four overarching strategic goals began with reimagining the College's vision, mission and values statements. Over the course of a year, students, faculty, staff, the Board of Trustees and members of the Berkshire community engaged in multiple conversations to deeply examine the College's current statements and apply diverse perspectives to advance them. The statements below were created with campus-wide input and are the building blocks to centering equity through action and accountability.

VISION

Berkshire Community College will provide equitable, accessible and transformative learning opportunities focused on the current and evolving needs of our diverse community.

MISSION

Berkshire Community College is committed to providing an exceptional education and a wide range of opportunities that meet the diverse needs of our community through college transfer, workforce and career pathways, partnerships and lifelong learning.

VALUES

STUDENT-CENTERED

We work to provide access and opportunity for our students, and we support them in exploring and attaining their academic and career goals.

DIVERSITY AND INCLUSION

We are committed to exploration and development of the BCC community, in which we value diverse perspectives, identities and experiences to ensure individuals are welcomed, acknowledged and celebrated for their authentic selves.

PURPOSE-DRIVEN

We create and do meaningful work that enhances the well-being of our community.

RESPONSIVENESS

We create innovative and accessible ways to adapt to changing needs of our community through inclusive teaching practices, community partnerships and individualized student experiences.

SUSTAINABILITY

We promote and foster conscientious social, civic, economic and environmental sustainability.



PLAN RATIONALE

CENTERING EQUITY

Community colleges exist in spaces where political, social and technological forces converge, fundamentally altering the educational landscape in increasingly challenging ways. Innovation in higher education must reflect a commitment to improving equitable outcomes for all of BCC's learners as well as creating a campus culture that fosters a sense of belonging for everyone. With that said, the seemingly simple addition of the word "equity" to each of the College's goals boldly reinforces this commitment throughout the strategic plan.

Over the next five years, BCC must strengthen its position as a nimble and creative leader in the Berkshires. As an institution that has received accolades for student success strategies, the College can build upon this foundation to identify and make necessary improvements. From a newly designed One Stop that creates a single point of contact for students, to a thriving Center for Teaching and Learning Innovation, the College has responded resoundingly to calls for change. Yet, this work is never done.

The BCC Strategic Plan is informed by work with Achieving the Dream (ATD) as well as recommendations from the DHE Strategic Plan for Racial Equity, the DHE Framework for Support Services for Student Success and the DHE New Undergraduate Experience. Additionally, the National Association of Diversity Officers (NADOHE) Anti-Racism Framework has provided a starting point to examine policies, procedures and practices and to establish BCC's four strategic goals. Finally, resources have been committed to sustain such equity-centered practices as a dedicated DEI director position; a DEI Faculty Lead; faculty support via [Pedagogy of Real Talk](#) cohorts; a newly formed [Multicultural Affairs, Diversity and Engagement \(MADE\) Center](#); and extensive professional development funding.

BCC understands the importance of supporting students in reaching their goals, achieving economic and social mobility and contributing to a thriving community. To that end, the 2022-2027 BCC Strategic Plan represents a deep responsibility to shaping a college culture that best serves an inclusive learning environment.

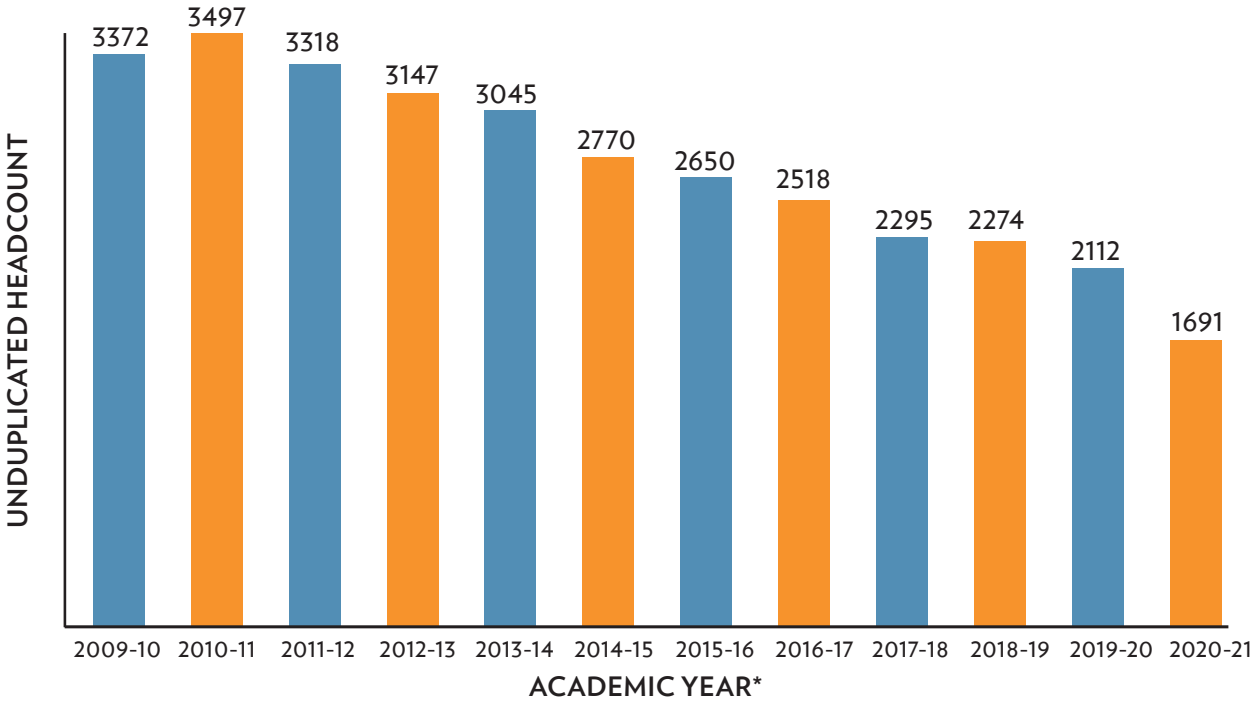


GOAL I: EQUITABLE STUDENT SUCCESS

Access and Enrollment

The College must investigate and address the complexities of accessing education in two ways: first, by centering BIPOC and historically marginalized populations in our enrollment and targeted strategies, and second, by expanding the use of disaggregated student data to improve outcomes. BCC has experienced a sustained period of enrollment decline since 2010 (see chart below).

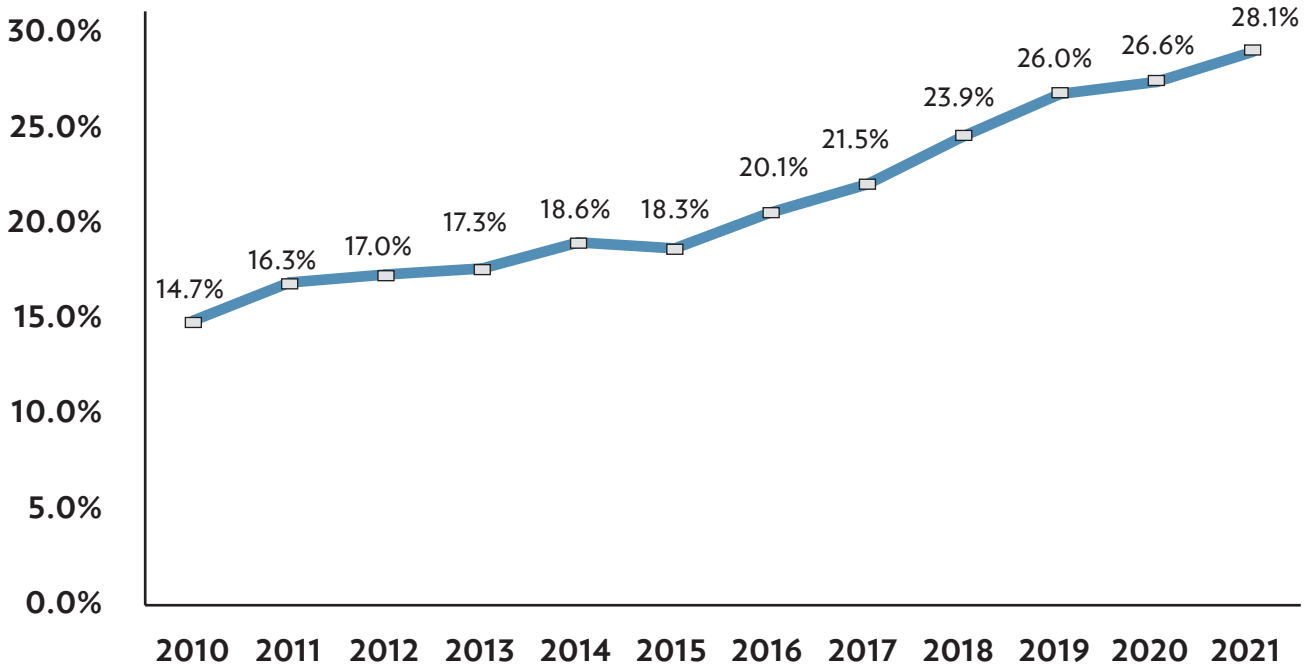
BCC Academic Year Enrollment Unduplicated Headcount in Credit Courses Academic Years Ending 2010 to 2021



*The unduplicated number of students who enrolled in a credit course during one Academic Year. The Academic Year enrollment refers to the enrollment in course sections with a start date between 07/01 and 06/30 regardless of term.

Berkshire County’s new census data reveals that over the past 10 years, the non-Hispanic White population decreased, while the population increased in Black, African American, Asian, Hispanic and multiracial residents; as such, the College has prioritized these populations in enrollment strategies. Notably, the College has seen a relative enrollment increase in the BIPOC population, from 14.7% in 2010 to 28.1% in 2021.

BIPOC & Historically Marginalized Populations % of Fall Total Course Enrollment (Unduplicated) 2010–2021



Source: BCC Institutional Effectiveness

CATHERYN CHACON '12 BUSINESS ADMINISTRATION MEMBER, BCC BOARD OF TRUSTEES

“Without BCC I don’t think I would be here in my shoes right now. BCC was just one step of the woman I am today, but it was one of the most important steps that I took towards my education. A lot of my coworkers went to Boston College or Boston University or any of the other colleges. But we all end up in the same position, we are at the same level. They always tell me how smart I was because I saved so much money and was able to stay at home while I went to school. There are so many benefits to starting your career at a community college that you might not realize right now, but once you start as a professional you will see.”



Adult Learners

Data shows that adults in Berkshire County of differing racial and ethnic groups are not attaining educational degrees at similar rates (see table below). When relating these percentages to actual population sizes, it becomes clear that there are gaps in educational attainment levels among all adults of various racial and ethnic groups in Berkshire County with 1) less than high school, 2) high school/GED, 3) some college and 4) associate degrees.

Education Attainment - Potential Adult Learners			
Race/Ethnicity	Total Population Ages 25-44*	Potential Adult Learners	% with Less than High School, High School/GED, Some College, & Associate Degrees
American Indian or Alaska Native, non-Hispanic	153	136	89%
Black, non-Hispanic	2,357	1,909	81%
Hispanic, all types	3,628	3,193	88%
Native Hawaiian or Pacific Islander, non-Hispanic	27	19	69%
White, non-Hispanics	23,488	15,032	64%
Two or more races, non-Hispanic	1,028	648	63%
Asian, non-Hispanic	1,366	683	50%
TOTAL Potential Adult Learners: 21,620			

* % of people over 60 who are BIBOC is less than 5%

Source: Emsi Burning Glass demographic data and US Census American Community Survey

Using this information as a starting point, the College has committed to a strategic enrollment plan that recognizes students' prior experiences and expands awarding credit for prior learning. Once students begin classes, the strategy shifts to advising, coaching and mentoring; individualized career coaching; and an emphasis on delivering wraparound services.



High School Students

Since 2016, the College has seen steady participation in overall dual enrollment and steady growth for BIPOC students. BCC will continue to expand ways for students to explore college opportunities and earn college credit, with the ultimate objective of increasing the yield of matriculating students.

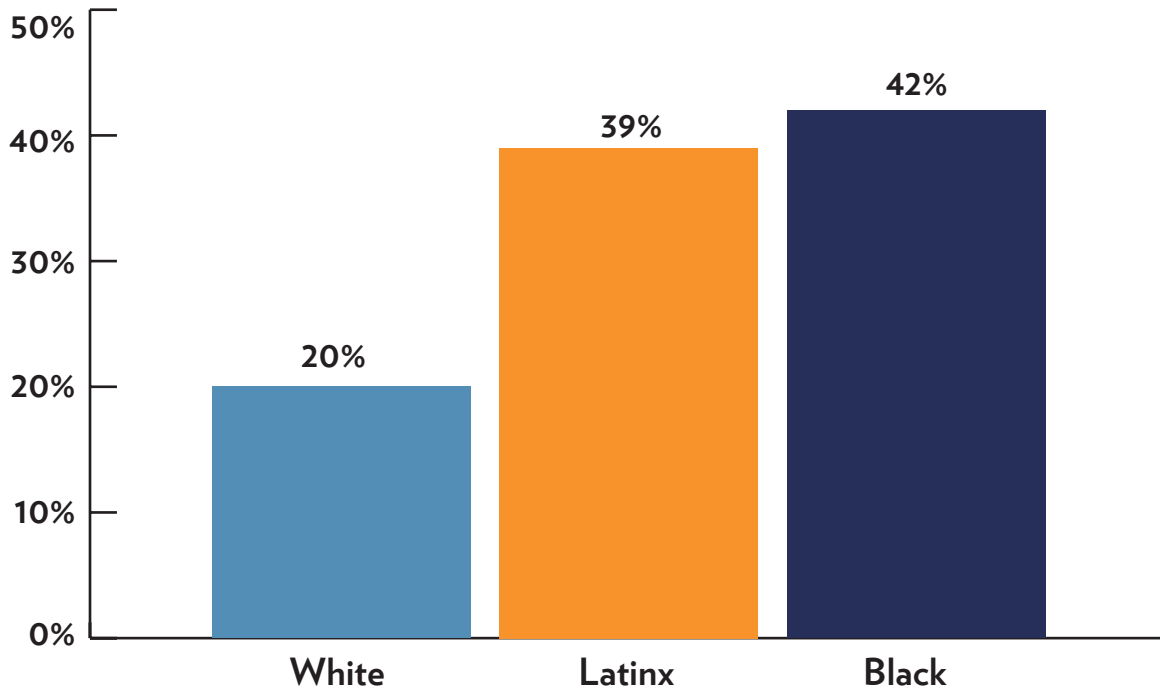
Dual Enrollment Summary						
Race/Ethnicity Categories	2016	2017	2018	2019	2020	2021
Total BIPOC Non-White	18%	18%	35%	27%	32%	30%
Total White	82%	82%	65%	73%	68%	70%
Total Dual Enrollment	146	137	142	186	228	360

Source: BCC Institutional Effectiveness

Persistence

During the College's work with ATD in analyzing data from years 2016 to 2020, an important observation emerged. Among the College's 2012 First Time Ever in College (FTEiC)* cohorts, equity gaps exist among White, Latinx and Black or African American students in three key early momentum metrics: 1) students earning zero credits in the first semester, 2) students completing gateway math in the first year, and 3) term-to-term persistence (see table below).

Early Momentum Metric for First Time Ever In College (FTEiC)
Students earning zero credits in first semester Fall 2020



Source: BCC Institutional Effectiveness

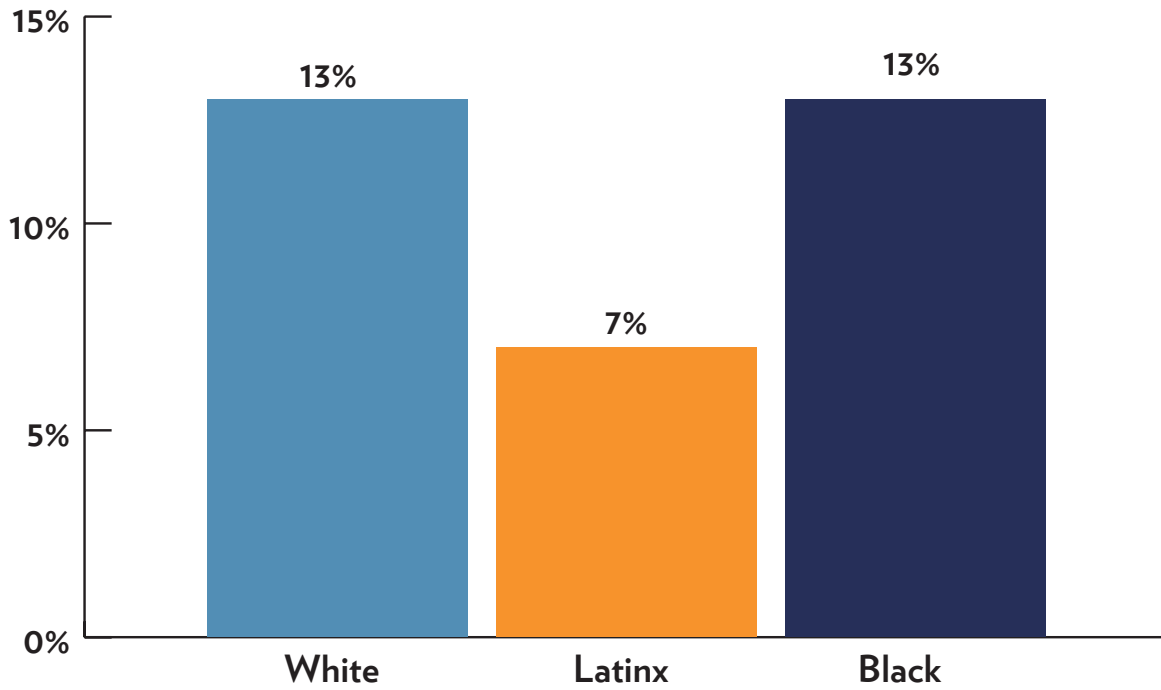
DENISE FOSS '20 EARLY CHILDHOOD EDUCATION 2020 BCC VALEDICTORIAN

"The ECE cohort model was a perfect fit because I was able to keep my full-time job and still earn my degree. Typically, you only take one class at a time – often on Thursday evenings, for about four hours an evening. With the cohort model, you're with the same group of students and you really begin to build a family together, who support and push one another, and it makes going to college so much easier – knowing you're all in this together."



Early Momentum Metric for First Time Ever In College (FTEiC)

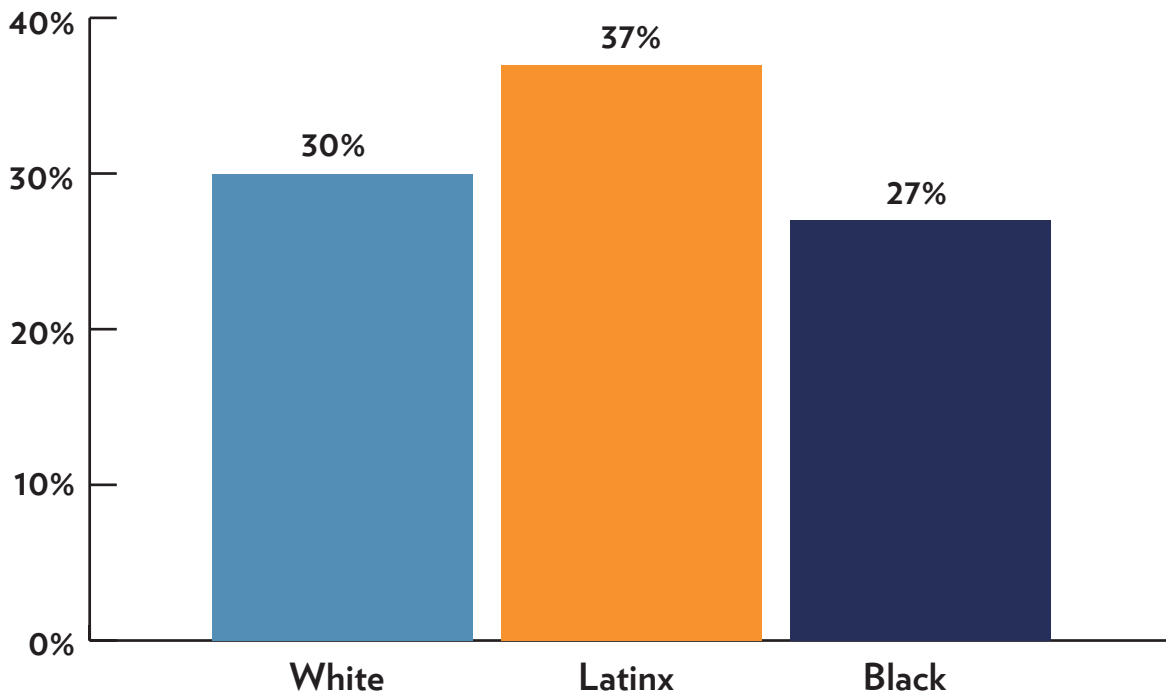
Students completing first college-level math in first year Fall 2020



Source: BCC Institutional Effectiveness

Early Momentum Metric for First Time Ever In College (FTEiC)

Student persistence Fall 2020



Source: BCC Institutional Effectiveness

Additionally, for years 2019 to 2021, African American and Latinx students' on-time credit accumulation and gateway course completion are less than that of White peers; specifically, there was a 12% gap in on-time credit accumulation and a 13% gap in gateway course completion among African American students, and 13% and 15% gaps, respectively, among Latinx students (see DHE Performance Measurement Report).

Examining the indicators below for fall full-time freshman students, averaged from 2017 to 2021, illustrates similar equity gaps as indicated in the tables below.

- Zero Credits Earned: 17.3% gap between Black or African American and White students; 13.7% gap between Hispanic and White students
- On-Time Credit Accumulation: 15.3% gap between Black or African American students and White students; 9.5% gap between Hispanic students and White students
- Timely Completion of Gateway Math: 14.4% gap between Black or African American students and White students; 6.4% gap between Hispanic students and White students
- Timely Completion of Gateway English: 16.5% gap between Black or African American students and White students; 12.2% gap between Hispanic students and White students

5 Year Average 2017–2021				
Performance Indicators Full Time Freshman 24 Credits or More				
Race/Ethnicity	Zero Credits Earned	On-Time Credit Accumulation	Timely Completion Gateway Math	Timely Completion Gateway English
American Indian	11.1%	28.6%	0.0%	85.7%
Asian	9.1%	53.3%	46.7%	73.3%
Black or African American	35.5%	26.8%	26.8%	53.6%
Hispanic	31.7%	32.6%	34.7%	57.9%
Two or More Races	23.2%	20.0%	28.0%	64.0%
Unknown	12.2%	34.6%	32.7%	61.5%
White	18.0%	42.1%	41.1%	70.1%
Total Students	21.0%	40.4%	37.9%	66.9%
Pell Eligible	21.5%	35.9%	33.8%	65.0%
Pell Non-Eligible	20.3%	48.7%	43.8%	69.7%
Total Students	21.0%	40.4%	37.9%	66.9%

Source: BCC Institutional Effectiveness

Examining the indicators below for fall part time freshman students averaged from 2017 to 2021, illustrates similar equity gaps as indicated in the tables below.

- Zero Credits Earned: 21.0% gap between Black or African American and White students and a 24.0% gap between Hispanic and White students
- On-time Credit Accumulation: 12.7% gap between Black or African American students and White students and an 8.0% gap between Hispanic students and White students
- Timely Completion of Gateway Math: 4.9% gap between Black or African American students and White students and a 1.2% gap between Hispanic students and White students
- Timely Completion of Gateway English: 9.8% gap between Black or African American students and White students and a 3.0% gap between Hispanic students and White students.

5 Year Average 2017–2021

Performance Indicators Part Time Freshman 12 Credits or More

Race/Ethnicity	Zero Credits Earned	On-Time Credit Accumulation	Timely Completion Gateway Math	Timely Completion Gateway English
American Indian	50.0%	50.0%	50.0%	50.0%
Asian	14.3%	42.9%	0.0%	42.9%
Black or African American	42.9%	26.0%	6.5%	36.4%
Hispanic	42.0%	30.7%	10.2%	43.2%
Two or More Races	34.4%	37.5%	9.4%	46.9%
Unknown	10.5%	42.1%	13.2%	55.3%
White	21.9%	38.7%	11.4%	46.2%
Total Students	27.0%	38.3%	10.7%	45.2%
Pell Eligible	26.0%	40.2%	10.7%	48.0%
Pell Non-Eligible	28.4%	36.8%	10.6%	41.5%
Total Students	27.0%	38.3%	10.7%	45.2%

Source: BCC Institutional Effectiveness

A goal over the next five years is to adopt decision-making models based upon consistent data inquiries. Targeted inquiries into certain student populations are key to achieving this goal. Additionally, adjusting the comparisons of student populations to a campus goal, rather than to White peers, may prove more useful in achieving equitable student success.



When intentionally increasing educational access for more diverse populations, there must be a willingness to adapt the campus culture to student population changes as well. For example, during ATD data review, an important equity indicator emerged: Black and African American men are given Business Office holds more frequently than other racial/ethnic student groups. The College plans to examine financial aid practices and offer financial literacy programming, with targeted outreach to those students who are most adversely impacted.

A related point: The College talks about what it measures and publishes, however understanding individualized student accomplishment is not visible to students nor seen as essential to them. BCC's commitment to being a student-ready college requires an intentionally designed environment where students can explore interests that support their personal growth and development while feeling like the College champions those same elements of success. Creating affinity-based communities and integrating well-being supports are two important steps toward achieving this goal.

Informed by success indicators from the TRiO model (see table below) combined with the resources from the SUCCESS grant, the College increased student supports with targeted interventions such as coaching, mentoring, success workshops and career exploration and development. Early results indicate promising outcomes for students enrolled in developmental math, particularly for BIPOC students, who saw an increase in persistence rates of more than 30% (see table below).

Student Persistence in Developmental Math					
SUCCESS Program 2020–2021					
Race/Ethnicity	Pre (2020-2021)		Post (2020-2021)		AY 2020/21 to 2021/22 % Change Persistence
	Yes	No	Yes	No	
American Indian	100%	0%	100%	0%	0%
Asian	50%	50%	80%	20%	30%
Black or African American	49%	51%	83%	17%	34%
Hispanic	44%	56%	75%	26%	30%
Two or More Races	47%	53%	57%	43%	10%
Unknown	50%	50%	78%	22%	28%
White	55%	45%	64%	36%	9%
Total	52%	48%	72%	28%	19%

Source: BCC Institutional Effectiveness

Given these promising persistence outcomes, the College will continue to use the TRiO program as a model to support BIPOC and historically marginalized populations. One category warranting further investigation, for example, is students who identify as two or more races.

Persistence - TRiO		
Non-Dev Math vs. Dev Math 2020–2021		
IPEDS Race/Ethnicity	Non-Dev Math	Dev Math
Asian	100%	100.0%
Black or African American	88.9%	100.0%
Hispanic	85.7%	85.7%
Two or More Races	33.3%	66.7%
Unknown	66.7%	100.0%
White	77.8%	76.7%
Total	80.0%	83.0%
Total BIPOC	85.4%	90.5%
Total White	77.8%	76.7%
Total Unknown	66.7%	100.0%

Source: BCC Institutional Effectiveness



Student Experience: Survey Findings

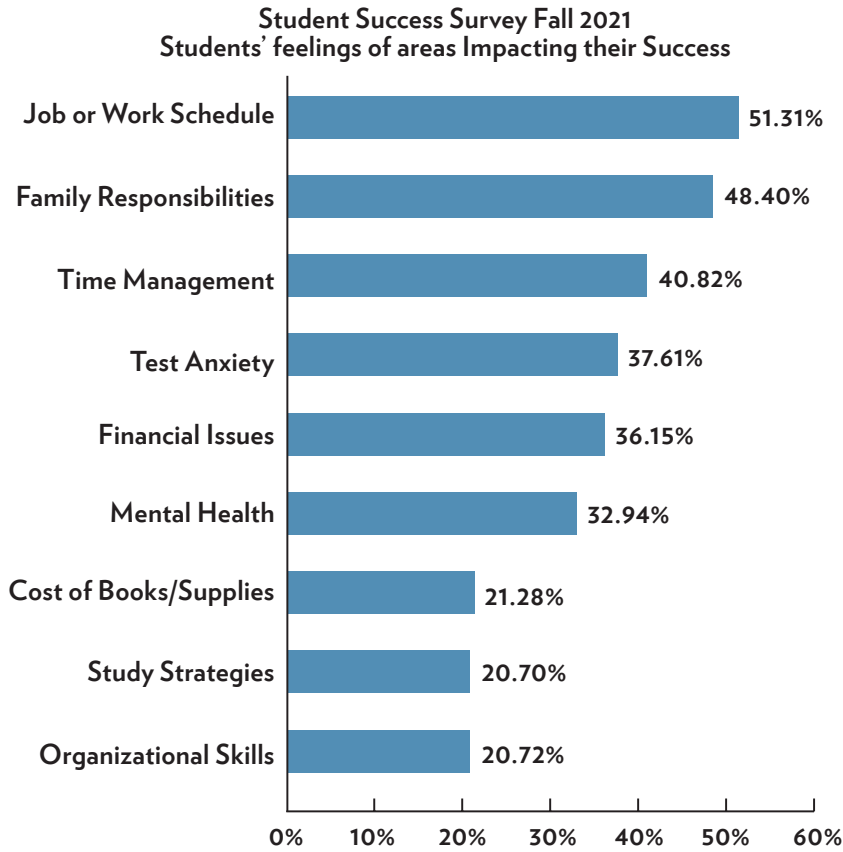
BCC has conducted several student surveys over the past decade. In 2014, 2017 and 2019, the College administered the SENSE survey, which provides benchmarks for student engagement and early college experiences as they relate to educational outcomes. The results indicated three areas in need of improvement: early connections, a clear academic plan and pathway, and engaged learning.

Key Areas of Student Engagement	% Difference 2017 to 2019	2019	% Difference 2014 to 2017	2017	2014
Early Connections	-2.9	55.4	+9.1	58.3	49.2
High Expectations and Aspirations	+3.3	53.8	+0.5	50.0	50.0
Clear Academic Plan and Pathway	-3.4	53.4	+2.9	56.9	54.0
Effective Track to College Readiness	-0.9	53.5	+1.7	54.4	53.7
Engaged Learning	-2.9	41.5	+0.4	44.4	44.1
Academic Social Support Network	-0.2	51.1	+0.08	50.9	50.1

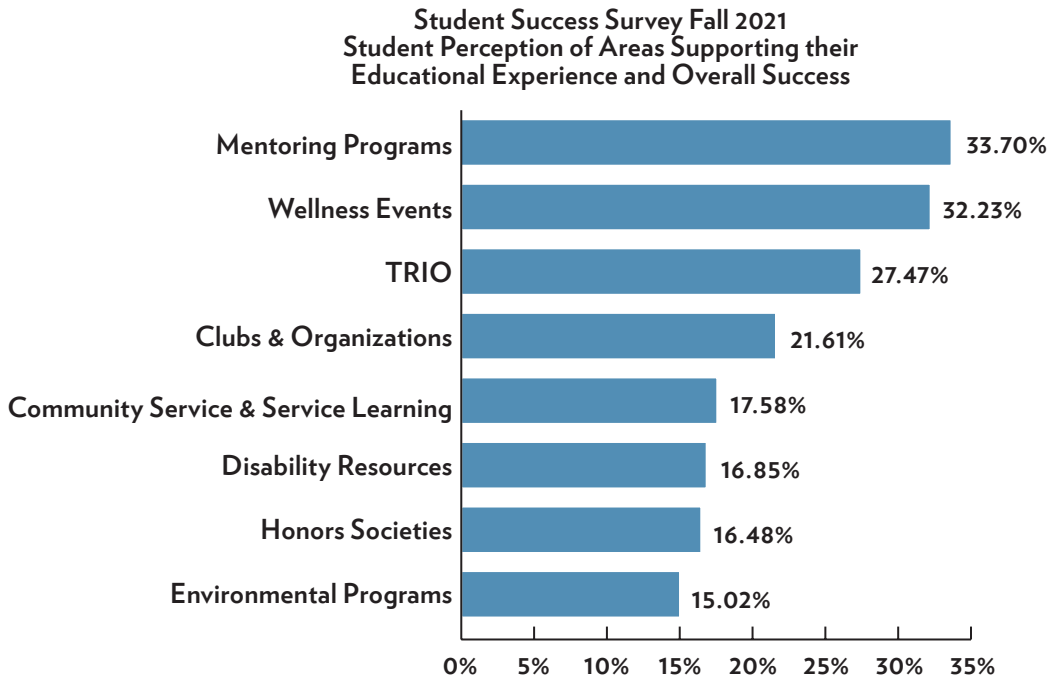
Source: SENSE Survey

In 2020, BCC administered the HOPE Survey, with a response rate of about 15.5%. Findings showed that 65% of students experienced at least one form of basic needs insecurity, including 41% who experienced food insecurity, 57% who experienced housing insecurity and 11% who experienced homelessness. Twenty-four percent had a close friend or family member who was sick with COVID-19, while 2% were sick with COVID-19 themselves. Also, 36% exhibited at least moderate anxiety and 25% experienced depression. While 24% of students with basic needs insecurity used emergency aid, 34% had not heard of emergency aid programs on campus. Further, 41% of students experiencing basic needs insecurity did not apply for campus support because they did not know how. Lastly, 64% of students experiencing basic needs insecurity received some form of public assistance, indicating areas where the College can improve communication and delivery of basic needs assistance to students. These findings substantiate the need to provide the right support at the right time for specific groups of students.

Finally, BCC conducted a survey in 2021 to better understand student demographics and experiences. Students were asked to indicate what might challenge or support their success during the semester. Interestingly, 62% of respondents indicated this was not their first time attending college.



Source: BCC Institutional Effectiveness



Source: BCC Institutional Effectiveness



GOAL II: EQUITABLE TEACHING AND LEARNING

At the heart of a community college philosophy for teaching and learning is addressing the tension between access and success. Since 2015, the Center for Teaching and Learning Innovation (CTLI) continues to strengthen an inviting and creative culture with dedicated staff and physical spaces. With a shared commitment from the Office of Academic Affairs and the CTLI, the emphasis has shifted to supporting outcomes and outcomes assessment while continuing to leverage technology for student engagement and embed writing across the curriculum.

Beginning with equitable teaching, innovation encompasses adopting new strategies and ways of delivering instruction, including changing grading practices and integrating High Impact Practices (HIPs). In a survey of faculty and staff conducted by Academic Affairs and Student Affairs in preparation for participation in the American Association of Colleges & Universities (AAC&U) [High Impact Practices Institute](#) (June 2021), of 43 respondents, 88% reported participating with students in HIPs, although only 39% had assessed the impact of HIPs on student learning.

Open Education Resources (OER) are another strategy the College is increasingly adopting, with approximately half of faculty having integrated OER into one or more of their courses. The goals for expanding OER align with those of the Massachusetts Department of Higher Education. A combined team from BCC's library, Center for Teaching and Learning and faculty are participating in a year-long AAC&U institute to articulate a plan for broader adoption and support.

Retention

Qualitative HIP and OER data not only demonstrate faculty interest and commitment, but also identifies student needs, informs teaching approaches and shows the degree to which student learning is supported. An analysis of the fall-to-fall average retention rate of 47% from 2017 to 2021 further illustrates the need to develop and adopt strategies intentionally focused on student success.

Fall-to-Fall Retention Full Time Freshman 24 Credits or More				
	5 Year Total 2017 - 2021			
Race/Ethnicity	Total	F	M	U
American Indian	44.4%	0.0%	80.0%	33.3%
Asian	81.8%	100.0%	76.5%	100.0%
Black or African American	42.9%	40.0%	45.6%	53.6%
Hispanic	43.2%	43.7%	41.8%	43.5%
Two or More Races	35.4%	38.3%	31.4%	22.2%
Unknown	48.9%	59.6%	36.6%	40.9%
White	49.6%	50.4%	48.7%	52.5%
Total Students	47.8%	48.6%	46.8%	50.5%
Pell Eligible	48.9%	50.4%	46.8%	51.2%
Pell Non-Eligible	46.3%	45.6%	46.9%	49.3%
Total Students	47.8%	48.6%	46.8%	50.5%

Source: BCC Institutional Effectiveness

Retention figures also support the need for strategies dedicated to the first year and early college experiences. Based on analysis of these data, faculty continue to revise and improve courses and programs. Through participation in ATD's Building Resiliency in Rural Communities for the Future of Work cohort, which emphasizes digital literacy and 21st-century skills, the Liberal Arts Program has made revisions and created new learning communities — exciting areas of innovation that serve as guides for expansion. Adopting these evidence-based strategies and sharing results across the campus have reinforced a commitment to new HIPs.

When expanding outreach plans that aim to enroll more diverse populations, the College realizes the critical importance of supporting students through successful retention and completion. The College recently expanded basic needs supports and mental health services, for example, by providing 24/7 counseling through the Department of Higher Education Student Behavioral and Mental Health grant. BCC will also investigate options for becoming a trauma-informed campus, with a focus on addressing racial trauma and social inequities. With a combination of individualized advising, coaching and mentoring (noted in Goal I) and a holistic first-year experience with wrap-around services grounded in asset-based and equity-informed best practices, the College commits to retaining diverse students from enrollment to completion.

Central to the success of all these initiatives is a more evolved assessment framework coupled with campus-wide data governance. Stemming from a 2019 NECHE comprehensive site visit, BCC was directed to advance the practices of learning outcomes assessment throughout the College. In response, BCC has committed to a data governance structure that supports operational efficiency and effectiveness, reduces risk and enhances innovation — all with the goal of supporting student success.

The beginning components of the data governance plan include integrity, access, literacy, reporting, utilization and analytics. In essence, BCC's data governance structure serves to advance the College's mission by supporting information democracy and data-informed decision-making throughout the entire campus community.



GOAL III: EQUITABLE WORKFORCE AND COMMUNITY ENGAGEMENT

Berkshire County holds a unique position as the home of the first community college in Massachusetts situated in a geographically separate area, which makes BCC a regionally serving institution. The County's geography illuminates the critical importance of institutional connection and collaboration with industry partners — and BCC is one of few providers in the region offering programming that meets both the interests of students and the needs of employers. As noted earlier, a market research report provided by EMSI Burning Glass indicated that 55% of adults in Berkshire County have a high school diploma and some college credit. That statistic, coupled with the increasing demand for career-ready and skilled individuals, makes BCC's strategic priorities clear: increase access, foster student growth and development, and improve and balance outcomes across student populations.

Diverse Pipelines and Workforce Equity

That said, an alarming income disparity between traditionally marginalized groups and White populations surfaced during the planning process. According to a 2022 report titled “State of the County,” published by Berkshire Benchmarks, regional incomes continue to fall further behind the state despite several years of modest growth. Additionally, Berkshire County’s GDP fell during the pandemic, primarily due to impacts on tourism-focused industries. For people of color, especially the Black and African American population, income gaps continue to increase compared to the White population. Namely, 49.44% of Whites earned more than \$75,000 per year, compared to 35.11% of the Hispanic population and only 24.1% of the Black and African American population.

To counter these disparities, marginalized populations must have access to high-potential, high-wage jobs. Barriers to finding higher-paying wage positions are less about a lack of jobs than they are about the disparities in opportunities for preparation, education and credentialing, as well as the lack of employer pipelines that increase access to employment. Thus, BCC will continue to work with regional employers to diversify employer pipelines, bringing equitable access to living family-wage jobs with high earning potential and paths for career growth.

A critical component to achieving workforce equity begins with equitable access to work-based learning experiences, e.g., job shadowing, internships, etc., which in turn increase student career prospects and economic mobility. In partnership with employers, the College must invest in building a local pipeline that enables Berkshire County employers to actively engage in the education and training of the region’s historically marginalized groups — thus becoming co-developers of human capital, not simply consumers of it. This pipeline will emerge as a reliable connector of individuals to local employers, with the goal of creating long-term employment. While the pipeline can include training in hard and soft skills, employment, internships and supportive services such as career coaching, childcare, food assistance, transportation and housing, its differentiating role is that it creates paths for Berkshire employers to actively engage in the education and training of Berkshire County residents.



CRAIG WILLIAMS '22

ASSOCIATE DEGREE IN NURSING

“The atmosphere at BCC is different than I expected it to be as a non-traditional student. I found great support from faculty from the moment I started my journey. I quickly found that there were other veterans on campus, and that not every course was full of young adults fresh out of high school, which was a huge relief.”



Importantly, creation of the local talent pipeline goes beyond creating a workforce program. While good workforce programs are necessary, they are not sufficient to prepare Berkshire residents to be competitive for the high-wage, high-potential jobs in the region. Instead, the creation of this pipeline requires a shared vision among all key stakeholders, along with the processes, practices and feedback mechanisms necessary to connect residents to local employers for long-term employment.

Redesigning for workforce equity requires BCC and its regional partners to prioritize the financial stability and economic security of every worker. BCC proposes a paradigm shift that replaces the norms currently governing workforce development with performance indicators such as the number of participants placed in employment, change in salary and/or benefits after placement, promotion rates, participant goal achievement rates, and cliff effect* rates.

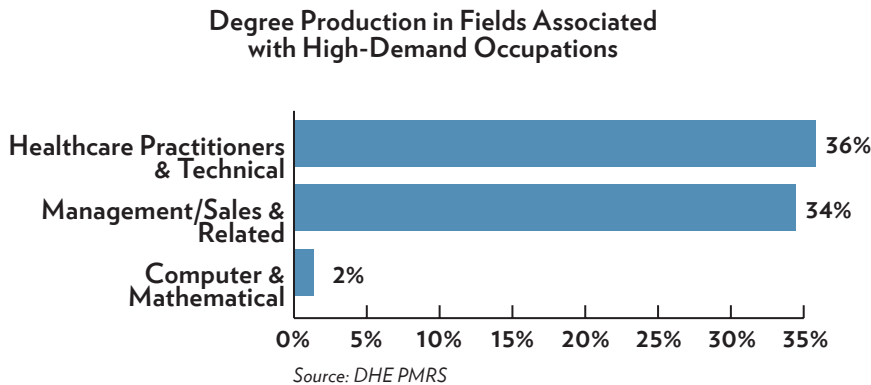
BCC commits to an increase of training capacity to upskill new workers and address hiring needs across Berkshire County in industries identified by the Massachusetts Governor’s Workforce Skills Cabinet, MassHire Berkshire Workforce Board, and 1Berkshire regional economic development organization. These industries include healthcare, advanced manufacturing and engineering services, creative economy, food and agriculture, hospitality and tourism, and outdoor recreation. Cultivating educational and philanthropic partnerships will harness the power of collaboration to create a better future for Berkshire County as a whole.



As shown in the report “[Preparing for the Future of Work in the Commonwealth of Massachusetts](#),” Berkshire County’s employers consistently identify a skilled and educated workforce as the dominant factor in their ability to deliver high-quality products and services and to grow in response to market demands. Further, economic analysis has uncovered gaps between current workforce readiness and jobs requiring 21st-century technical and hard skills, particularly in the areas of health care, advanced manufacturing, hospitality and outdoor recreation, as noted in an Economic Modeling Specialists International (EMSI) report titled “[756 Occupations in Berkshire County, MA](#),” along with in-depth analysis performed using Gray Associates program portfolio methodology. Increasingly, employers are also seeking resiliency and critical thinking as explicit skills among their workforce, lending encouragement to the changes to BCC’s Liberal Arts curriculum and numerous workforce certificates under consideration.

Because investments in post-secondary training, certificates and degree attainment yield clear economic benefit to individuals and the community, the College will be at the forefront of addressing both new growth opportunities and the gaps in educational and skill attainment for all Berkshire County residents. External, market and environmental data will be integrated into the College’s program review process and used to inform programming. With revitalized and enhanced facilities and technology, the College must now promote equitable educational attainment and in-demand workforce skills.

The DHE developed performance monitoring mechanisms as part of the Performance Measurement Reporting System (PMRS) so that college and university students have access to degrees and certificates in fields associated with high-demand occupations — and the support to successfully complete them. With this in mind, the DHE, in partnership with Burning Glass, published guidelines titled “Degree Production in Fields Associated with High Demand Occupations.” As seen in the chart below, of the 188 degrees conferred in 2021, 36% were to students in fields associated with healthcare practitioners and technicians, 34% in management, sales, business and finance, and 2% in computer and mathematical operations and technology.



In response to meeting the goals of students and the needs of regional employers, BCC recognizes the need to provide seamless pathways between noncredit and for-credit programming in attaining workforce certificates and advanced credentials. The alignment of noncredit programs with the skills necessary for specific jobs in specific industries means the College must now hone the skills of entry and exit in both curriculum and processes. This work will begin in the sectors of manufacturing and making, business and culinary arts.

Through partnerships with industry stakeholders and advisory boards, programming will reflect economic demands and employer/employee satisfaction, implemented with consistent feedback and with consideration of return on investment. New tracking metrics designed to improve the College’s data management must align with PMRS indicators, such as graduate earnings (or gains in earning) attributable to college enrollment and completion; students’ annual earnings prior to seeking a degree or certificate at BCC compared to earnings after graduation; and all community education/workforce students’ associated employment and earnings outcomes.

With employers increasingly seeking individuals with critical thinking, problem-solving and communication skills, the Community Education and Workforce Development team is integrating these areas in their programs. Some faculty are also incorporating learning labs, such as Ed Design Lab trainings, into their courses. But more can be done. The introduction of badges or smaller credentials is a necessary next step for BCC in creating



numerous points of entry and, for many, a digestible first step into college or a new pathway toward career development and long-term employment.

Not surprisingly, the pandemic had negative impacts on the College’s workforce development offerings, as many of the programs required in-person instruction or served markets drastically hurt by travel restrictions. Berkshire County’s collaborative economic recovery plan, combined with BCC’s new workforce development team, make the College poised to rebuild the delivery model. Excitingly, extensive state and federal funding has allowed the College to absorb program fees and invest in new resources — and programming will be delivered from revitalized teaching spaces, such as the new Berkshire Science Commons and renovated culinary classrooms.

A final area of focus within this goal is to contribute to the interest in science among early learners and to the professional development of STEM educators in our region. There is a strong need for STEM teachers in our state and in Berkshire County, with Department of Education data showing teacher shortages in all areas of K-12 science education. BCC intends to build upon collaborations with MassTeach to explore additional science and education pathways.

Teacher Shortage Area Report			
School Year	State	Subject Matter	Grades
2022-2023	Massachusetts	Science	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
2021-2022	Massachusetts	Science	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
2020-2021	Massachusetts	Science	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
2019-2020	Massachusetts	Science	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
2018-2019	Massachusetts	Science	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Source: Department of Education. (2022, June). *Teacher Shortage Area Report*. Retrieved from: <https://tsa.ed.gov/#/reports>

GOAL IV: EQUITABLE INSTITUTIONAL INNOVATION AND SUSTAINABILITY

Establishing and implementing effective data and accountability procedures and practices requires a clear vision and a commitment from leadership. According to the National Skills Coalition ([Vilsack & Laprad, May 2022](#)), this vision recognizes the value of measuring what matters, funding necessary data technology, and creating a data-informed culture of shared accountability. The report also delves into structural racism and other longstanding inequities that contribute to unequal outcomes for students and employees, especially people of color, women, immigrants and people without a college degree. To maximize equitable outcomes, data disaggregation must include age, race/ethnicity, gender, income, geography, English language proficiency, guardian status, accessibility needs and various intersections.

A Sense and Culture of Belonging

The College recognizes the important connection between student engagement and role models. [Research shows](#) that student engagement increases when role models are of the same race and/or gender identification. In 2021, BCC's Office of Institutional Effectiveness conducted a [study](#) that examined three groups to determine population representation of Berkshire County compared with that of BCC employees and students. The study revealed that while the College employee demographic is representative of the region, the student body is not. The study further indicated that while Board members, deans, senior administrators and DEI committee members are representative of the students they serve, adjunct faculty, part-time staff, full-time faculty, support staff and full-time staff are not.

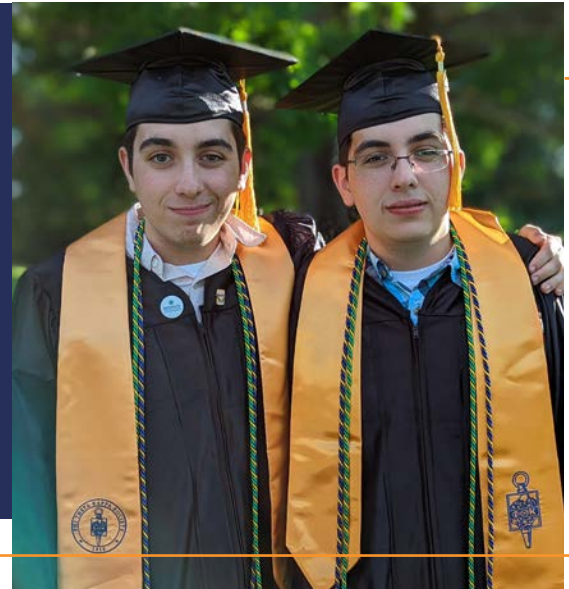


GAVIN TRAUTMAN '22

LIBERAL ARTS

“Community college is not a last resort. It’s a stepping stone, a center of learning where people from all different backgrounds can connect to better their lives and better their communities. Community college might be for people who are laid off and want a new career path, or for people like me who want to get their gen eds out of the way, or for people who can only take one course at a time because they have kids to feed. Instead of the public perception of community college as a school for those who aren’t prepared for college, we should view it as a place to learn how to do the jobs that are essential to the community.”

Photo: (left) Ethan Trautman '22, Liberal Arts; (right) Gavin Trautman '22, Liberal Arts



Based on research, the Plan sets forth objectives to attract, retain, promote, tenure and reward faculty and staff of color to achieve employee demographics that reflect the College’s student body. Along with these efforts, the Plan focuses on increasing opportunities for all employees to improve cultural competence and equity-minded teaching as holistic approaches to equitable student success. The College commits to diversifying the workplace, removing barriers that prevent equitable access and including and valuing the voices of all people served (including employees). Through this Plan, the College will foster an environment that cultivates a sense of belonging and safety in which everyone can be their authentic selves.

Infrastructure

In addition to modernization of data and infrastructure, BCC’s equity-centered plan prioritizes in-depth equitable review of policies, procedures and practices to ensure consistent and reliable operations. The College also understands the need for consistent review, evaluation and communication of key financial benchmark indicators intended to support economic viability and sustainability of the College. Such indicators are established by independent industry associations such as the New England Commission of Higher Education (NECHE) and the National Association of College and University Business Officers (NACUBO).

BCC places high priority on appropriate funding of key resource allocation. For every dollar spent by BCC in FY2020 on institutional support, \$4.57 was spent on student support, including instruction, academic support and student services. For the past several years, BCC has performed at higher rates than national peer institutions in committing sufficient funds to resourcing instruction and student support, placing BCC in the top 25% (see table below). In most years, the College has exceeded national peers by upwards of 17%.

Resource Allocation for Student Instruction and Support				
Year	BCC	National Peers	Difference	% Exceeded
2020	\$4.57	\$3.84	\$0.73	16%
2019	\$4.76	\$3.94	\$0.82	17%
2018	\$4.76	\$3.94	\$0.82	17%
2017	\$4.51	\$4.52	-\$0.01	0%
2016	\$4.63	\$4.05	\$0.58	13%

Source: DHE PMRS

KATE LAUZON '20

LIBERAL ARTS

“Fortunately for me, my professors helped guide me through the ins and outs of being in school, the feelings and all the challenges I had to go through at home as well. BCC is where I really gained a sense of what community means, and I was able to transfer that into the greater Pittsfield community.”



Sound fiscal stewardship allows the College to dedicate resources that help promote equitable affordability and access for students and the greater Berkshire County community. The College's financial sustainability is key to ensuring continuity of services through reliable, safe, equitable and responsible fiscal management. The College strives to refine processes through an effective and efficient lens while safeguarding public funds. This will be achieved in part by a comprehensive investment management strategy that integrates strategic planning, academic program review and enrollment management into the annual budgeting process.

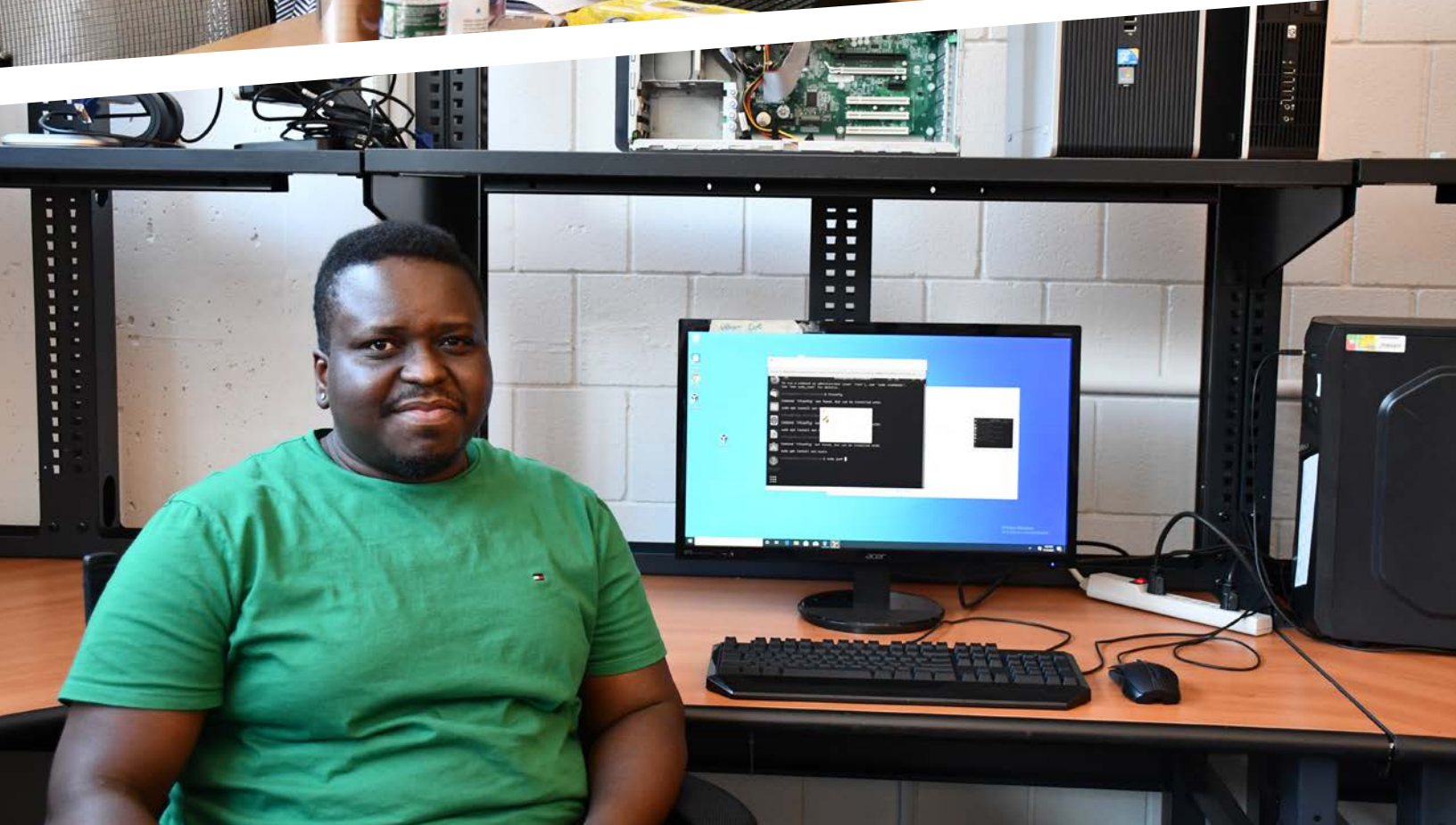
From these efforts emerges the ability to monitor several key indicators, including:

- The Modified Composite Financial Index (CFI), an industry standard from NECHE and NACUBO
- Expenditures per degree
- The percentage of state appropriation and retained tuition revenue
- Physical resource adaptation and renewal
- Utilization of resources allocated to instructors and classrooms

A goal of increasing fund balances will make available ongoing resources to support current and future strategic planning initiatives, including continuity of staff and services as the state funding process moves through its annual legislative cycle. More specifically, a fund balance of \$5,000,000 by fiscal year FY2033 would require the College to set aside \$250,000 annually to the reserve fund.

When considering long-term financial diversification, BCC's priorities are twofold: first, increasing advancement funding opportunities by cultivating philanthropic partnerships, and second, expanding planned giving programs that connect with a more diverse audience. Additional focus areas include growing and diversifying alumni engagement, aligning funding opportunities with the strategic objectives, and conducting a capital campaign preparedness and feasibility study.

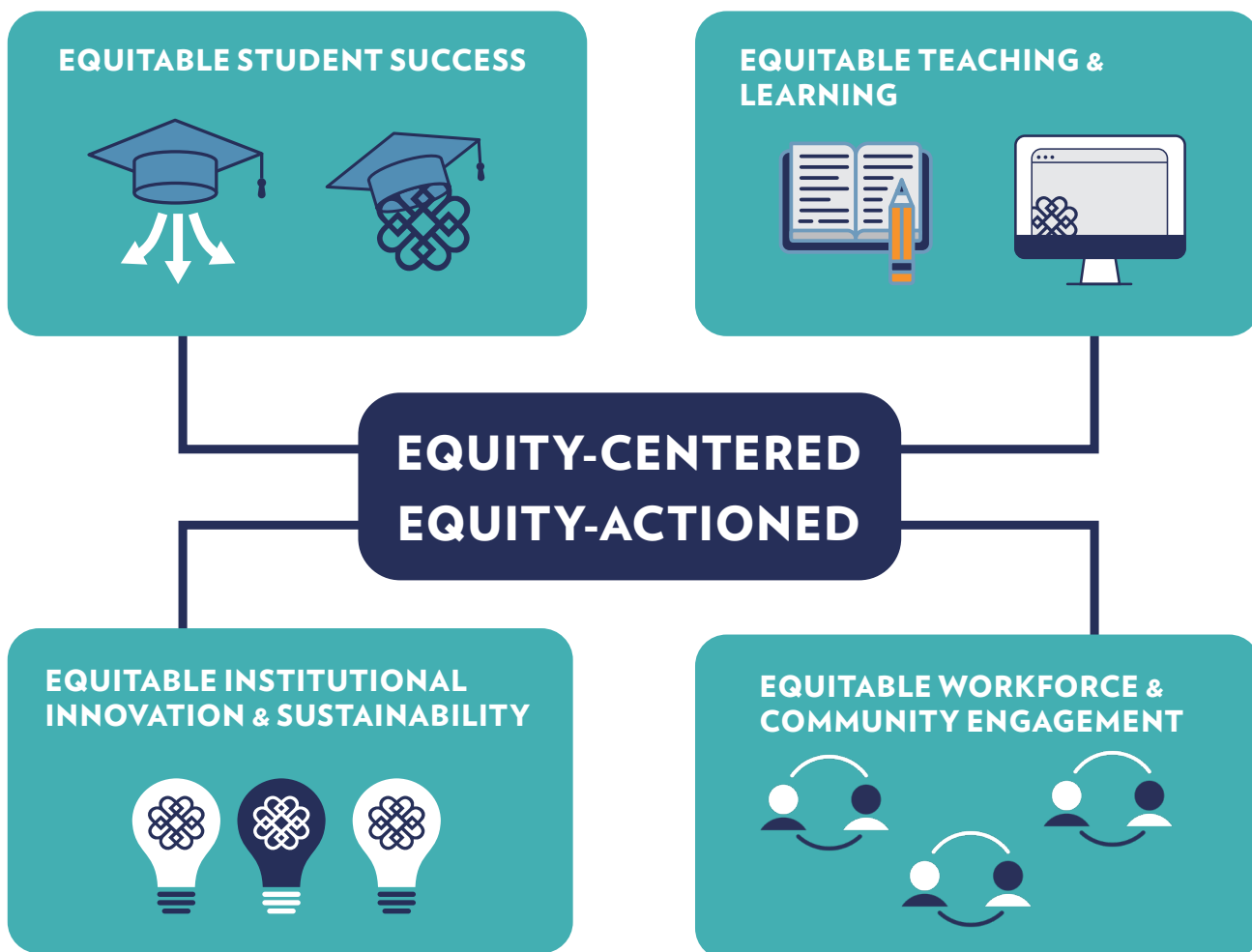




BERKSHIRE COMMUNITY COLLEGE 2022-2027

STRATEGIC GOALS, OBJECTIVES AND FOCI

Each strategic goal in this Plan is supported by a set of objectives, foci, baselines, key performance indicators (KPIs), outcomes and alignment. See Glossary for a full list of terms mentioned in this section and throughout the Plan.





GOAL I: EQUITABLE STUDENT SUCCESS

Student success is defined as the outcome from an experience that fosters a student's felt sense of accomplishment upon completion of their self-identified and/or college goals. Individual experiences are supported by practices, policies and procedures at the College and measured both qualitatively and quantitatively. With recognition of the individual nature of success and a need to track success metrics, the College will pay particular attention to reducing achievement gaps for BIPOC and historically marginalized students.

Objective I.A. Foster individual student growth and development

Focus Area	Baseline	KPI	Outcome
I.A.1: Develop comprehensive individualized advising, coaching and mentoring (ACM) through co-curricular collaboration.	<ul style="list-style-type: none"> Student learning outcomes (SLO) associated with individualized advising, coaching and mentoring; inventory of tracking process and supporting tools; # of advising, coaching or mentoring sessions; CCSSE survey results (administered spring 2023); positive student sentiment index. 	<ul style="list-style-type: none"> SLOs, persistence rates, graduation rates, GPA student success outcomes, student sentiment of ACM. 	Interventions and initiatives developed in response to establishing SLO baselines aligning with measurable support services for student success connected to student goals and College outcomes.
Alignment: DHE Strategic Plan for Racial Equity, Strategy 2: Transform Institutional Cultures to be Equity-Minded Priority 1; Student Success Framework; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 1 Institutional Structure; NECHE Standard 5.10, 6.19.			
I.A.2: Expand Career Coaching	<ul style="list-style-type: none"> 191 student participants (currently Handshake software platform), 141 individual career coaching sessions, 16 career classroom presentations; # of career workshops, # of internships offered, # of participants in internships; # of employer participants (currently Handshake software platform). 	<ul style="list-style-type: none"> # of student participants (currently Handshake software platform), # of individual career coaching sessions, # of career classroom presentations; # of career workshops, # of internships offered, # of participants in internships; # of employer participants (currently Handshake software platform). 	Expand students' ability to explore internship opportunities that connect their education, personal interests and goals to career experience and overall professional development.
Alignment: DHE Strategic Plan for Racial Equity Strategy 5: Prepare Students of Color to Thrive Beyond Their Time in Higher Education, Priority 1 & Priority 2; NUE: High-Impact Practices and the Co-Curriculum Recommendation; NECHE Standard 5.10 & 8.6.			
I.A.3: Strengthen holistic delivery of intentional wrap-around services to increase student success outcomes, including retention, to specifically targeted BIPOC and historically marginalized students, Pell eligible students and students over 23 years of age.	<ul style="list-style-type: none"> Student success metrics including retention, persistence and completion with particular attention to BIPOC and traditionally marginalized groups. 	<ul style="list-style-type: none"> # of interactions (engagement) with SUCCESS program components such as advising, coaching, mentoring and other student support programs, # of meetings with advisor, registration for future term(s), # of reverse transfer credits awarded annually. 	Increase six-year graduation and Voluntary Framework of Accountability (VFA) rates by 2% a year and bring all cohorts to above 35% for graduation and 75% for VFA. Understand what interventions help to increase fall-to-fall retention for engaged SUCCESS cohort students and bring those actions to scale for all student populations. Increase fall-to-fall retention by 8% compared to the baseline for all students. Add SUCCESS retention after reaching first day of classes and freeze.
Alignment: Mass DHE Strategic Plan for Racial Equity, 2022: Strategy 3: Increase Access to Higher Education for Students of Color Priority 1; DHE NUE; Support Services for Student Success Framework: Cultivate Campus Climate and Belonging; NADOHE - A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 1 Institutional Structure and Priority Area 4 Academic Equity and Student Success; NECHE Standard 4.31, 5.8, 5.9, & 8.1.			

Objective I.B. Increase access to educational opportunities

Focus Area	Baseline	KPI	Outcome
I.B.1: Increase student interest in BCC, particularly with BIPOC, historically marginalized, LGBTQ, Pell eligible and students over 23 years of age.	<ul style="list-style-type: none"> Disaggregated data for applications, registrations and melt (% of students who register but have stepped out by freeze date). 	<ul style="list-style-type: none"> Disaggregated data for # of inquiries, applications, registrations, enrollment and two-week class attendance. 	Tracking and analysis of inquiries; increase # of applications, increase yield (% of admits who register); decrease melt; improve recruitment, application, admission and enrollment processes and pathways.
Alignment: DHE Strategic Plan for Racial Equity Strategy 3: Increase Access to Higher Education for Students of Color Priority 1; DHE NUE Admission, Enrollment, and Transfer Recommendations; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 10 Admissions and Access; NECHE Standard 5.1, 5.2, & 5.6.			
I.B.2: Expand ways for students to explore college opportunities through multiple pathways, such as dual enrollment.	<ul style="list-style-type: none"> 360 students in dual enrollment courses; establish baseline of FTE dual enrollment students; establish baseline % (yield) of dual enrollment students who matriculate into a degree program at BCC and at another institution; establish baseline of dual enrollment student persistence and retention at BCC and at another institution; establish baseline of dual enrollment students who complete a bachelor's degree. 	<ul style="list-style-type: none"> Disaggregated data including dual enrollment students attending courses at BCC; FTE of dual enrollment students; % (yield) of dual enrollment participants who matriculate into a degree program. 	Gain Early College designation. Expand opportunities for high school students to earn college credit. Increase dual enrollment offerings throughout Berkshire County. Increase yield of matriculating students. Report of findings including feasibility of NACEP accreditation.
Alignment: Mass DHE Strategic Plan for Racial Equity, Strategy 3: Increase Access to Higher Education for Students of Color, Priority #1; NUE Admission and Enrollment Recommendations; DHE PMRS Enrollment & Equitable Access; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 10 Admissions and Access; NECHE Standard 4.41, 4.46, & 5.6.			
I.B.3: Expand and promote Credit for Prior Learning (CPL) opportunities, particularly with BIPOC and historically marginalized, PELL eligible and students over 23 years of age.	<ul style="list-style-type: none"> Establish baseline for disaggregated awards for: CPL, Advanced Placement Exam, College-Level Examination Program (CLEP), Challenge Exams, Life Experience (Portfolio); current total baselines: CPL 29 students, 265 credits; CLEP exam 2 students 6 credits; Challenge Exams, 21 students, 178 credits; Life Experience (Portfolio), 33 students, 71 credits. 	<ul style="list-style-type: none"> Disaggregated data including # of students applying for each CPL opportunity, # of students awarded CPL, time to completion. 	Increase in students applying and receiving credit for CPL. Expedited academic to career pathways. Review of CPL awards with attention to closing equity gaps. Equity-minded assessments and reviews of practices to ensure equitable CPL outcomes. Inventory of courses for which credits may be earned from experience, work and other non-traditional sources.
Alignment: Mass DHE Strategic Plan for Racial Equity Strategy 4: Build a Culturally Relevant and Civically Engaged Educational Experience for Students of Color, Priority #3; NUE Curriculum Recommendations; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 1 Institutional Structure & 4 Academic Equity and Student Success; NECHE Standard 3.18, 4.36, 4.39, & 4.41.			

Focus Area	Baseline	KPI	Outcome
<p>I.B.4: Increase access to educational opportunities with Open Education Resources (OER), particularly for BIPOC, historically marginalized and Pell eligible students. Support faculty in creating, adopting and/or adapting Open Education Resources for use in academic courses.</p>	<ul style="list-style-type: none"> 87 no-cost OER courses, 62 low-cost OER courses. Student savings of \$183,169; establish baseline for percentage of students with D, F, W grades in OER course by sections; establish baseline for persistence rates in OER course by sections; # of faculty participating in OER professional development offerings. 	<ul style="list-style-type: none"> Total cost savings; institutional investments in OER; percentage of no/low-cost course sections; percentage of students in no/low-cost course sections; # of faculty/staff participating in professional development in OER training and education; % of students with D, F, W grades in no/low-cost course sections; students in key demographic groups taking no/low-cost course section; survey of faculty/student perspectives on no/low-cost resources; # of courses reviewed and adapted for cultural relevancy. 	<p>Increase in course completion of no/low-cost course sections; reduce D, F, W grades in no/low-cost course sections; increase total cost savings in course material to students enrolled in no/low-cost course sections; positive student sentiment with ease of access to no/low-cost course materials. Increase in culturally relevant course material in no/low-cost course sections; increase in student sentiment of cultural relevancy of course material in no/low-cost course sections. Increase in persistence rates.</p>

Alignment: MA DHE Strategic Initiative for OER; Mass DHE Strategic Plan for Racial Equity Strategy 4: Build a Culturally Relevant and Civically Engaged Educational Experience for Students of Color Priority 1; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 4 Academic Equity and Student Success; NECHE Standard 4.36, 6.16, 6.17 & 7.22.

Objective I.C. Improve student outcomes, particularly for BIPOC and historically marginalized, Pell eligible and students over 23 years of age

Focus Area	Baseline	KPI	Outcome
<p>I.C.1: Examine current financial policies and practices to identify reasons that BIPOC and historically marginalized students, particularly Black and African American men, are slower to complete on time compared to other student populations. Investigate funding for direct and indirect educational expenses for BIPOC and historically marginalized students. Expand current financial literacy programs to include culturally competent, equity-minded content.</p>	<ul style="list-style-type: none"> Assess unmet need, loan debt, basic needs insecurity; assess on-time rates of credit accumulation. 	<ul style="list-style-type: none"> % of BIPOC students with on-time credit accumulation; % of BIPOC students with zero credit earned (semester to semester); % of unmet need, total loan debt, rates of basic needs insecurity; student sentiment of financial literacy programs. 	<p>Decrease in unmet need, loan debt, basic needs insecurity; increase feelings of financial support and agency; increase in on-time credit accumulation.</p>

Alignment: DHE Racial Equity Strategic Plan Strategy 3: Increase Access to Higher Education for Students of Color, Priority 2; DHE Strategic Plan for Racial Equity 2022 Strategy 2: Transform Institutional Cultures to be Equity-Minded, Priority 1; NUE High Impact Practices and Co-Curriculum & Holistic Student Supports Recommendations; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 2 Policies and Procedures & Priority Area 3 Resource Allocation; NECHE Standard 5.13, 5.14, 7.1, & 8.6.

Focus Area	Baseline	KPI	Outcome
I.C.2: Support student mental health and well-being through wrap-around services grounded in asset-based and equity-informed best practices to address racial trauma and social inequities.	<ul style="list-style-type: none"> Results from the HOPE Survey, 2020: 36% of students exhibited at least moderate anxiety, 25% experienced depression, 65% experienced at least one form of basic needs insecurity; # of students requesting services versus # of students accessing services; inventory professional development and training for faculty and staff focused on student mental health and well-being; inventory processes to assess student opinion/sentiment of mental health and well-being services and programming. Identify tools and processes to assess this student opinion/sentiment. 	<ul style="list-style-type: none"> Results from the HOPE Survey, % of students experiencing at least one form of basic needs insecurity; # of students requesting services versus # of students accessing services; # of faculty and staff participating in professional development and training focused on student mental health and well-being; processes to assess student opinion/sentiment of mental health and well-being services and programming. Tools and processes to assess this student opinion/sentiment. 	Increase in student mental health/well-being and engagement; increase in faculty and staff participation in professional development for student mental health and well-being. Decrease in basic needs insecurity. Establishment, assessment and constant improvement of student opinion/sentiment of mental health and well-being services and programming. Exploration of feasibility in becoming a Trauma-Informed Campus.

Alignment: DHE Racial Equity Strategic Plan Strategy 2: Transform Institutional Cultures to be Equity-Minded, Priority 1; Holistic Student Support Recommendations; Support Services for Student Success Framework: Sustained Supportive Services; Pathway: Cultivating Campus Climate and Belonging; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 1 Institutional Structure; NECHE Standard 5.8, & 5.9.

I.C.3: Expand opportunities for BIPOC and historically marginalized students to create affinity-based communities within their shared cultural and social identities.	<ul style="list-style-type: none"> Massachusetts Equity Inventory results; assess current affinity-based communities, SENSE 2019 & 2022 survey results; CCSSE 2023 survey results. 	<ul style="list-style-type: none"> # of affinity-based communities, # of student participants per affinity-based communities, positive student sentiment of affinity-based community experiences. 	Greater number of formal affinity-based communities representing diverse populations; increase in SENSE metrics tied to student experience sentiment; CCSSE survey metrics for sense of belonging.
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Alignment: DHE Racial Equity Survey/Equity Improvements, Category #6 Holistic Student Support; DHE Racial Equity Strategic Plan Strategy 2: Transform Institutional Cultures to be Equity-Minded, Priority 1, NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 1 Institutional Structure; NECHE Standard 5.8.

I.C.4: Remove barriers to student success by reviewing academic policies, teaching practices and curriculum through an equity lens to improve progression and completion.	<ul style="list-style-type: none"> Inventory academic policies and conduct an equity-oriented review; develop methodology for student group identification and policy/practice issues. Build from work already completed in areas such as nursing, early childhood education (ECE), library, OER; expand to additional areas such as grade appeals, incomplete grades, scheduling. 	<ul style="list-style-type: none"> # of policy updates; # of equity-minded pedagogical best-practices; # of equity-minded curricula; progression rates, persistence rates, retention rates. 	Increase in student retention and persistence with adherence to clear and timely processes. Data-informed rationale for revising policies with language that is inclusive, transparent and promotes student accessibility; evaluation points (i.e., leading indicators) and methods identified in Year 1.
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Alignment: Mass DHE Strategic Plan for Racial Equity, 2022 Strategy 1: Establish the Infrastructure to Drive Racial Equity, Priority 2 & Strategy 2: Transform Institutional Cultures to be Equity-Minded, Priority 1; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 2 Policies and Procedures; NECHE Standard 4.42, 4.43, & 9.18.



GOAL II: EQUITABLE TEACHING AND LEARNING

Equitable teaching and learning practices are student-centered and asset-based. These principles employ multiple means of representation, engagement, expression and action, thereby allowing student learning to be flexible, holistic and empowering. Equitable teaching and learning are reflective of data and rely on all faculty and non-teaching staff to be curious, lifelong learners.

Objective II.A: Improve opportunities for student-centered teaching and learning that produce high-quality educational outcomes

Focus Area	Baseline	KPI	Outcome
<p>II.A.1: Promote a coherent, comprehensive first year student experience through co-curricular activities and interventions, as well as through curricular pathways, learning communities and other in-class strategies.</p>	<ul style="list-style-type: none"> • Student persistence rates and retention rates of disaggregated groups (race, age, sex, full-time and part-time, program level data, Pell eligibility), measurement development of sense of belonging and student goal achievement; • inventory of current learning community offerings, curricular pathways and other in-class strategies. 	<ul style="list-style-type: none"> • Persistence for all students and retention rates for subsets of students (race, age, sex, full time, part time, program level data, Pell eligibility), sense of belonging, student goal achievement metrics. 	<p>Increase persistence and retention rates for all students, as well as sense of belonging, with particular attention to BIPOC and historically marginalized groups; meet and exceed pre-pandemic overall success indicator metrics; develop a process to monitor student demographics and corresponding program demand, offerings and student sentiment.</p>

Alignment: DHE Strategic Plan for Racial Equity Strategy 2: Transform Institutional Cultures to be Equity-Minded, Priority 1; NUE Admissions, Enrollment, and Transfer Recommendations; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 9 Campus Climate/Culture; NECHE Standard 4.16, 5.8, & 8.4.

<p>II.A.2: Provide teaching and learning professional development opportunities that are culturally relevant, equity-minded and employ evidence-based high impact practices (HIPs) focused on success for all students, particularly BIPOC and historically marginalized students.</p>	<ul style="list-style-type: none"> • Inventory of Center for Teaching and Learning (CTLI) professional development offerings centered on culturally relevant and equity-minded topics; • inventory of current embedded HIPs. • Inventory of 2022 learning communities. • New faculty onboarding outcomes. • Faculty survey results of usage of HIP results. 	<ul style="list-style-type: none"> • SLOs from HIP-embedded courses (e.g., direct and indirect measures such as attendance, pass rates, student feedback); • # of faculty proposals for communities of practice, faculty sentiment of community of practice; • utilization of active and experiential learning spaces. 	<p>Faculty engagement and application of best practices from professional development and trainings focused on culturally relevant, equity-minded high impact practices; positive student outcomes in success, retention and completion. Increase in faculty and staff engagement within and across divisions; increase in alignment of SLOs, increase in student engagement with learning opportunities, increase in usage of active learning spaces, increase in integration of reading and writing across disciplines; establish training sessions for sharing lessons learned from teaching and learning professional development.</p>
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Alignment: DHE Strategic Plan for Racial Equity Strategy 2 Transform Institutional Cultures to be Equity-Minded, Priority 3; DHE NUE Equity-Minded Teaching, Learning, and Assessment Recommendation; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 5 Curriculum and Pedagogy, Priority Area 8 Education/Training/Employee Development; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 4 Academic Equity and Student Success; NECHE 6.6, 6.16, 6.17.

Objective II.B: Promote a culture of assessment, reflection and continued improvement.

Focus Area	Baseline	KPI	Outcome
II.B.1: Expand and foster a consistent and transparent process for student learning outcomes (SLOs) assessment that considers current methods and incorporates program level outcome (PLO) assessment.	<ul style="list-style-type: none"> Inventory of program review and SLO assessment components, current departmental assessment plans and practices, and academic program accreditation reports. 	<ul style="list-style-type: none"> SLOs by course and program; development of multiple measures for use as sources of evidence for each outcome. 	Systematic process to measure and monitor SLOs and PLOs; faculty engagement and application of best practices from professional development, trainings and webinars focused on SLO development and improvement. Completed assessment plans for all programs, including assessment practices, rubrics and norming practices for using the plans.

Alignment: DHE Strategic Plan for Racial Equity Strategy 4: Build a Culturally Relevant and Civically Engaged Educational Experience for Students of Color, Priority 1; NUE High-Impact Practices and Co-Curriculum Recommendations; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 5 Curriculum and Pedagogy, Priority Area 8 Education/Training/Employee Development; NECHE Standard 2.7, 4.2, 8.3, 8.8, 8.9, & 8.10.

II.B.2: Develop a data governance structure to increase data integrity, access, literacy and utilization and, in turn, operationalize a campus-wide data-informed culture of inquiry.	<ul style="list-style-type: none"> Inventory policies, procedures, practices and programs for using data in decision-making. 	<ul style="list-style-type: none"> Assess data governance best practices both in the classroom and throughout academic support services. 	Established pattern of data-request cycles and follow-up practices; increased disaggregated data requests by faculty and staff, and corresponding application of that data. Establishment of a BCC Data Team responsible for data review and report distribution for use in decision-making; transition plan for reimplementation of the College’s enterprise system with employee training; 100% employee access to dynamic data sets and shared reports; comprehensive policy and procedures for data integrity; 100% new employee onboarding training with IE; increased employee understanding of data request process, availability and access. Data utilized through an equity lens to inform understanding of class, program and college-level SLOs. Data-informed equitable changes to policies, procedures, practices and programs in the classroom and in student support services. Development of a data-use plan with scheduled inquiries to inform decisions; incorporation of ad-hoc inquiries for emergent needs and areas for future study.
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Alignment: DHE Strategic Plan for Racial Equity Strategy 4 Build a Culturally Relevant and Civically Engaged Educational Experience for Students of Color, Priority 1; NUE Equity-Minded Teaching, Learning, and Assessment; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 4 Academic Equity and Student Success; NECHE Standard 2.2, 2.6, 6.13, 8.5, & 8.7.



GOAL III: EQUITABLE WORKFORCE AND COMMUNITY ENGAGEMENT

Technical skills, hands-on experience and opportunities to earn credentials shape a robust portfolio for workforce and community education. Programs are designed to meet the needs of area employers and connect students with new and relevant job opportunities. By engaging employers in workforce training, BCC can help strengthen employee retention and enhance equitable work environments.

Objective III.A: Design academic, workforce training and community education programs that align student, employer and community needs

Focus Area	Baseline	KPI	Outcome
<p>III.A.1: Grow, transform and revise academic programs using a data-informed review and planning process that incorporates internal assessment data, student and employer demand data, and community partnership outcomes.</p>	<ul style="list-style-type: none"> • Program review results that integrate internal and external data (begun in 2020); • internal assessment analysis. 	<ul style="list-style-type: none"> • Program review data sets (enrollment, retention, transfer/completion, annual PLOs); • employer and student demand; • advisory board or partnership reviews. 	<p>Academic programs and trainings maintain currency and align with student, employer and community needs; program portfolio review follows a five-year review cycle supporting annual improvements and adjustment. Students complete with credentials and degrees that serve their career interests and goals; employer feedback as evidence of competent and knowledgeable BCC graduates and completers.</p>

Alignment: DHE Strategic Plan for Racial Equity Strategy 1 Establish the Infrastructure to Drive Racial Equity, Priority #2 & Strategy 4 Build a Culturally Relevant and Civically Engaged Educational Experience for Students of Color, Priority 1; NUE Equity-Minded Teaching, Learning, and Assessment; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 4 Academic Equity and Student Success; NECHE Standard 2.7, 2.8, 3.14, 3.15 3.17, 4.6, 4.7, & 7.15.

Objective III.B: Amplify digital skills across the student experience to reflect the needs of a future-oriented workforce and digital economy

Focus Area	Baseline	KPI	Outcome
<p>III.B.1: Expand integration of digital skills and career exploration into Community Education and Workforce (CE & WD) and first year courses to infuse a “future of work” mindset, beginning with Liberal Arts 101/ Introduction to Liberal Arts and Liberal Arts 285/Capstone, as well as Community Education STEM programming. Scale and implement successes, particularly through student ePortfolio development, to strengthen digital literacy, career readiness and First-Year Experience (FYE) elements of the courses.</p>	<ul style="list-style-type: none"> Liberal Arts Program SLOs, Business Program SLOs, and CE & WD 21st-century skills SLOs and digital skills SLOs. CE & WF identification of entry-level skills, certificates and target populations. 	<ul style="list-style-type: none"> Fall-to-fall persistence and retention rate for Introduction to Liberal Arts (LAR 101), pre (LAR 101) and post (LAR 285) SLO assessment, student reflections on learning in ePortfolios for LAR 285, digital skills competency rates (mastery) across several academic programs, including Business, CE & WF SLOs and skills competency rates (mastery). 	<p>Increase in persistence and retention in Liberal Arts Program, increase in SLOs, career-readiness and digital skills competencies; increase in persistence in Business Program, Business Program curriculum mapping to ATD digital skills competencies; clearly defined career pathways and student advising that support experiential learning. Online pathways for Liberal Arts program, specifically those that accelerate time to completion and increase on-time credit accumulation. Increase bi-directional (non-credit to credit and credit to non-credit) opportunities for students to earn industry recognized certificates and badges.</p>

Alignment: DHE Strategic Plan for Racial Equity Strategy 4 Build a Culturally Relevant and Civically Engaged Educational Experience for Students of Color, Priority 1 & Strategy 5 Prepare Students of Color to Thrive Beyond Their Time in Higher Education, Priority 1 & 2; NUE Equity-Minded Teaching, Learning, and Assessment; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 4 Academic Equity and Student Success; NECHE Standard 4.37-4.39, & 5.7.

Objective III.C: Cultivate strategic educational and philanthropic partnerships, both internally and externally

Focus Area	Baseline	KPI	Outcome
<p>III.C.1: Strengthen the College’s Community Education and Workforce Development (CE & WD) Advisory Boards using an equity lens.</p>	<ul style="list-style-type: none"> Inventory of current CE & WD advisory boards, their membership and terms, and community partnerships. 	<ul style="list-style-type: none"> Diversity in Advisory Board membership and number of boards; Advisory Board effective index. 	<p>Five active, effective and valued advisory boards reflective of our regionally identified economic sectors each meet twice annually: 1) Community Education; 2) English for Speakers of Other Languages – Adult Learning; 3) Food, Culture and Economy; 4) Health and Wellness; 5) Making, Manufacturing and Technology.</p>

Alignment: DHE Strategic Plan for Racial Equity Strategy 1 Establish the Infrastructure to Drive Racial Equity, Priority 3 & Strategy 2 Transform Institutional Cultures to be Equity-Minded, Priority 3; NUE NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area Institutional Structure; Governor’s Skills Cabinet Berkshire Blueprint, Berkshire Blueprint 2.0. NECHE Standard 1.4.

Focus Area	Baseline	KPI	Outcome
<p>III.C.2: Partner with local community groups to align community education and workforce programming with Berkshire County business sector clusters, entrepreneurial opportunities and local employer needs.</p>	<ul style="list-style-type: none"> Existing employer needs-analysis process and procedures. Current and prior program enrollment and completion of trainings and/or certificates. Analysis of current offerings alignment with market and student/participant/employer demand. Inventory of grant awards associated with certificate program and/or training offerings. 	<ul style="list-style-type: none"> # enrolled in certificate programs, # of certificates earned; # enrolled in trainings, # of training completed; increase in student social and economic mobility index; # of design/re-designs sector-based contextualized ESOL training programs; # of design/re-designs of sector-based placement programs for ESOL participants; # of participants receiving services; # of participants placed in employment; change in salary or wages and benefits that participants receive after placement. Increase in Berkshire County employment and documentation of salary increase or family-living wage earnings; # of students who complete a certificate or training and return to enroll in an associate degree program, # of students who transfer to bachelor's degree programs. 	<p>Increase in program offerings from private and public funding sources; enrollment and completions reflective of local interest in enhancing the College's contribution to the community. Alignment with ISTE standards and 21st-century skills inventories with employer-identified competencies. Job placement and salary increases for program participants. Meaningful connections between students and regional employers through work-based learning and support services. Relevant and real-world experience for students by growing the quantity and quality of work-based learning, including a variety of business sector campus presentations, job shadowing, internships, and additional job training opportunities.</p>

Alignment: DHE Strategic Plan for Racial Equity Strategy 5: Prepare Students of Color to Thrive Beyond Their Time in Higher Education, Priority 1 & 2; NUE Majors, Minors, and Certificate Programs Recommendations; Governor's Skills Cabinet Berkshire Blueprint, 1Berkshire Blueprint 2.0; NECHE Standard 1.4, 2.7.

<p>III.C.3: Establish pathways that align non-credit and for-credit offerings addressing the "future of work" through partnerships both within the College and with local organizations focused on economic development and student economic and social mobility.</p>	<ul style="list-style-type: none"> Inventory of non-credit and for-credit pathways; inventory of College partnerships and articulation agreements; # of bachelor's degree transfers, # of bachelor degree completions; student economic and social mobility index rates. 	<ul style="list-style-type: none"> # of non-credit to credit pathways; # of participants per pathway; # of completions and/or transfers per pathway; student social and economic mobility index rates. Job retention rates by training program (self-reported); job retention rates by service (self-reported); participant goal achievement rate for sustained economic stability; cliff effect* rates per participant by program (self-reported); cliff effect* rates per participant by service (self-reported). 	<p>CE & WD and Academic Affairs collaborations that build pathways from informal to formal educational offerings that support student economic and social mobility; student progression from beginning to completion along a pathway ending with successful transfer or living family-wage job attainment.</p>
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Alignment: DHE Strategic Plan for Racial Equity Strategy 4 Build a Culturally Relevant and Civically Engaged Educational Experience for Students of Color, Priority 3; NUE Majors, Minors, and Certificate Programs Recommendations; Governor's Skills Cabinet Berkshire Blueprint; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 4 Academic Equity and Student Success; NECHE Standard 4.31, 4.37, 4.38, 5.10, & 6.19.



Focus Area	Baseline	KPI	Outcome
<p>III.C.4: Explore and develop inclusive STEM and STEAM programming in the BCC Berkshire Science Commons (BSC) for students and K-12 educators.</p>	<ul style="list-style-type: none"> • Inventory current community and campus programming; • identify instruments for measuring change in attitudes reflecting participants' connection to STEM or STEAM (and social-emotional learning [SEL] in participating youth); • inventory current data collection strategies; • K-12 STEM or STEAM teacher interests and professional development needs. 	<ul style="list-style-type: none"> • # of informal learning engagements with K-12 students, # of student participants; • # of new learning engagements offerings; • # of educator professional development engagements; • # of BCC students who serve as teaching assistants in community programs. • Data tracking put in place to detail the % of students progressing from informal BSC offerings to credit and non-credit opportunities. • # of participants from BIPOC and historically marginalized communities engaged, both in terms of number and percentage of the whole group. 	<p>Cohesive process formalizing CE & WD and AA collaboration to build pathways from informal to formal educational offerings in support of regional educational strength and inclusion in STEM and STEAM pathways.</p>

Alignment: DHE Strategic Plan for Racial Equity Strategy 4 Build a Culturally Relevant and Civically Engaged Educational Experience for Students of Color, Priority 3; ISTE frameworks and standards, Governor's Skills Cabinet Berkshire BluePrint. NECHE Standard 1.4 & 6.11.

GOAL IV: EQUITABLE INSTITUTIONAL INNOVATION AND SUSTAINABILITY

BCC pursues transparent, agile and efficient operational practices while maintaining standards that promote excellence. In doing so, the College underscores the need for innovation, continuous reflection and accountability that address current and future challenges, paying particular attention to instilling equity across the College. Additionally, BCC is committed to attracting, developing and retaining quality and diverse employees who are passionate about the College’s mission. In serving the needs of our communities, the College supports highly effective performance and cross-campus collaboration to advance knowledge, creativity and capability.

BCC prioritizes responsible and sustainable stewardship of the College’s resources and community relationships by engaging in partnerships with educational institutions, community groups, nonprofit organizations, governmental entities and businesses. Leveraging these partnerships allows the College to broaden its community reach and increase the capacity to ensure equity.

Objective IV.A. Grow and diversify enrollment

Focus Area	Baseline	KPI	Outcome
IV.A.1: Develop a comprehensive outreach plan to increase awareness and interest in BCC and to attract new audiences, with emphasis on BIPOC, historically marginalized, LBGTQ, Pell eligible and students over 23 years of age.	<ul style="list-style-type: none"> # of applicants disaggregated by multiple demographics and intersectionalities (age, gender, race, educational attainment, socioeconomic status), analyze results of the effectiveness of current outreach efforts/ programs. 	<ul style="list-style-type: none"> # of applicants by demographics, as derived by outreach plan. 	Increased # of applicants; increased diversity of applicants; comprehensive equitable outreach plan. Process to analyze admissions and registration.
Alignment: MA DHE Strategic Plan for Racial Equity Strategy 3: Increase Access to Higher Education for Students of Color, Priority 1; NUE 2022 Admissions, Enrollment, and Transfer Recommendations; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 9 Campus Climate/Culture; NECHE Standard 5.2 & 9.5.			
IV.A.2: Increase yield rates for applications-to-registrations with emphasis on BIPOC, historically marginalized, LBGTQ, Pell eligible and students over 23 years of age.	<ul style="list-style-type: none"> Yield rates by demographics. 	<ul style="list-style-type: none"> Yield rates; enrollment and equitable access indicators (College and PMRS). 	Increased access to educational opportunities.
Alignment: DHE Strategic Plan for Racial Equity Strategy 3: Increase Access to Higher Education for Students of Color, Priority 1; NUE 2022 Admissions, Enrollment, and Transfer Recommendations; DHE PMRS Enrollment & Equitable Access; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 9 Campus Climate/Culture; NECHE Standard 5.2-5.6, 7.10, & 8.6.			
IV.C.3: Identify enrollment technology systems that efficiently capture prospective students and connect with best-fit applicants supported by real-time progress monitoring.	<ul style="list-style-type: none"> Inventory current technology systems, functional processes and data requirements. Assess the number of prospective student inquiries and define touch points with inquiring students. 	<ul style="list-style-type: none"> # of inquiries, # of touch points from inquiries, yield rates. 	Comprehensive and flexible enrollment technology system with seamless integration to the College’s ERP system; just-in-time, proactive protocols in response to real-time progress monitoring results. Best-fit recruitment pathways leading to increased student enrollment.
Alignment: DHE Strategic Plan for Racial Equity Strategy 3 Increase Access to Higher Education for Students of Color, Priority 1; NUE 2022 Admissions, Enrollment, and Transfer Recommendations; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 10 Admissions and Access; NECHE Standard 7.21 & 7.26.			

Objective IV.B. Ensure ongoing financial stability of the College

Focus Area	Baseline	KPI	Outcome
IV.B.1: Develop a comprehensive investment management strategy to grow the reserve account balance through sustainable practices.	<ul style="list-style-type: none"> 2021 College reserve balance as reported on certified audit statements. 	<ul style="list-style-type: none"> Quarterly performance rates. 	A reserve fund balance increase of at least 50% of the 2023 certified year-end balance by FY2033.

Alignment: DHE PMRS Fiscal Stewardship; MA Comptroller Financial Oversight Guidelines. NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 3 Resource Allocation; NECHE Standard 2.4, 7.14, & 7.17.

Objective IV.C. Diversify the College workplace and promote a culture of belonging

Focus Area	Baseline	KPI	Outcome
IV.C.1: Administer a diversity, equity and inclusion self-assessment survey to faculty, staff and students to identify strengths, opportunities and measurables. Develop a comprehensive communication strategy that considers all-campus engagement, feedback mechanisms and reporting of survey results.	<ul style="list-style-type: none"> ATD – ICAT survey results, Massachusetts Equity Inventory results, Great Colleges to Work For results. 	<ul style="list-style-type: none"> # of staff, faculty and students who participated in the DEI self-assessment survey, completion of the comprehensive communication plan. 	Inventory and knowledge base of current diversity, equity and inclusion efforts at BCC. A better understanding of strengths, opportunities and measurable outcomes around DEI at the College. Results inform an institutional DEI strategic plan.

Alignment: DHE Strategic Plan for Racial Equity Strategy 2: Transform Institutional Cultures to be Equity-Minded, Priority 2; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 4 Academic Equity and Student Success and Priority Area 9 Campus Climate/Culture; NECHE Standards 5.12 & 7.1.

IV.C.2: Develop an institutional DEI strategic plan for faculty, staff and students, woven throughout the College's culture and practices.	<ul style="list-style-type: none"> BCC DEI self-assessment survey results (2023), DHE racial equity survey results; UMass Donahue Institute equity inventory results; inventory of resource allocation supporting DEI efforts. 	<ul style="list-style-type: none"> DEI self-assessment survey administration; participation demographics. 	A multi-year DEI strategic plan consisting of goals, objectives and strategies with corresponding measurables, with particular attention to increasing a sense of belonging on campus.
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Alignment: DHE Strategic Plan for Racial Equity Strategy 2: Transform Institutional Cultures to be Equity-Minded, Priority 2; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 4 Academic Equity and Student Success and Priority Area 9 Campus Climate/Culture; NECHE Standard 2.1, 2.2, & 7.1.

IV.C.3: Develop a culture of innovation and growth by creating a comprehensive training and professional development program for all divisions.	<ul style="list-style-type: none"> BCC self-assessment survey results, 2023; ATD – ICAT 2021 results; Great Colleges to Work for survey results, 2018 and 2022; inventory of Vector training and completion rates, 2022; inventory of Massachusetts state-mandated training and completion rates, 2022; inventory of College-specific training and completion rates, 2021 and 2022. 	<ul style="list-style-type: none"> Great Colleges to Work For survey results; participation in professional development opportunities measured across employee job roles; internal survey measuring employee learning, self-efficacy and positive sentiment from professional development programs. 	An established professional development plan with evaluation model. Increased positive employee sentiment and well-being. Process for aligning grant funding with supporting and/or improving employee sentiment regarding a culture of creativity and innovation, opportunities for growth, a sense of belonging and positive well-being.
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Alignment: DHE Strategic Plan for Racial Equity Strategy 2: Transform Institutional Cultures to be Equity-Minded, Priority 3; DHE NUE 2022 Student Bill of Rights: #2 Inclusive, anti-racist, and culturally responsive curricula and pedagogies, #4 Diverse and supportive faculty and staff who are equity minded higher education practitioners, #5 Welcoming, inclusive, and safe campus environments; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 6 Hiring, Retention, and Promotion & Priority Area 8 Education/Training/Employee Development; NECHE Standard 6.6 & 7.3.

Focus Area	Baseline	KPI	Outcome
IV.C.4: Recruit, onboard and retain a diverse community	<ul style="list-style-type: none"> • IPEDS employee data. • Assess hires, promotions and rates of retention of faculty, staff and administrators of color; • assess recruiting and onboarding procedures. 	<ul style="list-style-type: none"> • # of BIPOC hires in faculty, staff and administrator categories; • # of professional advancements for BIPOC faculty and staff; • attrition rate for BIPOC faculty, staff and administrators. • Sense of belonging rates for BIPOC employees; • new hire survey results. • Exit survey results. 	Increased diversity and sense of belonging for all faculty, staff and administrators; increased professional advancement and retention of BIPOC employees. Increase in faculty and staff who are representative of the College's student population, resulting in improved learning experiences for all students. Comprehensive recruiting, onboarding and retention process with qualitative and quantitative measurables.

Alignment: DHE Strategic Plan for Racial Equity Strategy 2 Transform Institutional Cultures to be Equity-Minded, Priority 2 & 3; DHE NUE 2022 Equity-Minded Teaching, Learning, and Assessment Recommendations and Hiring, Supporting, and Retaining Faculty of Color; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 6 Hiring, Retention, and Promotion; NECHE Standard 6.5 & 7.1.

IV.C.5: Strive to ensure that all Boards associated with the College reflect the diverse communities served by the College.	<ul style="list-style-type: none"> • Inventory of the diversity of all advisory and standing boards. 	<ul style="list-style-type: none"> • Demographic composition of all college advisory and standing boards including Board of Trustees, the BCC Foundation Board, OLLI Board, Alumni Board and all academic and workforce boards. 	Boards reflect the diverse communities served.
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Alignment: DHE Strategic Plan for Racial Equity Strategy 1 Establish the Infrastructure to Drive Racial Equity, Priority 3 & Strategy 2 Transform Institutional Cultures to be Equity-Minded, Priority 2 & 3; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 1 Institutional Structure; NECHE Standard 3.8.

Objective IV.D. Modernize College campus infrastructure and operations

Focus Area	Baseline	KPI	Outcome
IV.D.1: Assess effectiveness of technology to meet needs of a modern and secure campus. Properly train all employees in using the appropriate software corresponding to role, function, safety and security requirements.	<ul style="list-style-type: none"> • Inventory of all software, utilization, end-user awareness and proficiency. 	<ul style="list-style-type: none"> • Survey results from staff needs. Kace results (inventory of software usage of all campus computers). • Spice Works results (help desk ticket categorization). • Assessment of security awareness. 	Modernized and sustainable technology infrastructure. Increase in operational efficiencies and employee competencies. Overall increase in employee productivity and satisfaction.

Alignment: MA Office of Comptroller Cyber Center, Educause. NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 8 Education/Training/Employee Development; NECHE Standard 7.21 & 7.25.

IV.D.2: Strengthen policies, procedures and practices that promote consistent and reliable operations for all employees, roles and functions, with particular attention to eliminating systemic barriers for BIPOC and historically marginalized populations.	<ul style="list-style-type: none"> • Inventory of current written documentation of policies, procedures and practices. 	<ul style="list-style-type: none"> • # of documented policies, procedures and practices. 	Evaluation schedule and improvement of policies, procedures and practices as maintained by relevant department. Exploration of framework and process for management of campus-wide policies and procedures with an equity lens.
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Alignment: NADOHE Framework for Advancing Anti-Racism Strategy on Campus, Priority 2 Policies and Procedures; DHE Strategic Plan for Racial Equity Strategy 2, Priority 2 & Strategy 3 Increase Access to Higher Education for Students of Color, Priority 1; 2021 Internal Guidelines; NECHE Standard 9.2, 9.8, & 9.18.

Objective IV.E. Align advancement initiatives to diversify funding opportunities

Focus Area	Baseline	KPI	Outcome
IV.E.1: Grow support for OLLI at BCC through expanded planned giving and annual fund campaigns. Diversify pool of donors and membership of OLLI at BCC by training volunteers to develop curriculum that appeals to a more diverse audience and to improve member retention.	<ul style="list-style-type: none"> • OLLI membership audit, review of programming content, # of OLLI donors (quarterly and annually); • total funds generated. 	<ul style="list-style-type: none"> • Funds generated, donor rates; • new membership rates, membership retention rates, diversity of membership, program participation rates. 	Increase in: total # of OLLI members, giving program participants, membership diversity, donor diversity, member retention. Comprehensive curriculum training for volunteers; expanded planned giving and annual fund campaigns.

Alignment: DHE Strategic Plan for Racial Equity Strategy 4: Build a Culturally Relevant and Civically Engaged Educational Experience for Students of Color, Priority 1; Marts & Lundy and National Association of Charitable Gift Planners Special Report (2020): Impacts of COVID-19 on Gift Planning.

Focus Area	Baseline	KPI	Outcome
IV.E.2: Grow and diversify alumni engagement.	<ul style="list-style-type: none"> • Inventory total # of alumni with current contact information and related demographic information. 	<ul style="list-style-type: none"> • Track alumni engagement via four modes: experiential, volunteer, communication, philanthropic. 	Map alumni lifecycle and expand alumni groups to include 40 Under Forty alumni and other future college programs. Design specific efforts to include BIPOC alumni in events and leadership programs to promote greater sense of belonging among all alumni. Increased engagement of all alumni, especially those who identify as BIPOC.

Alignment: Strategy 5: Prepare Students of Color to Thrive Beyond Their Time in Higher Education, Priority 1: Align academic and co-curricular experiences with life after post-secondary education. CASE Alumni Engagement Metrics Survey and Key Findings (2021); NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 1 Institutional Structure and Priority Area 3 Resource Allocation; NECHE Standard 7.18.

IV.E.3: Expand advancement events with mission-aligned partner organizations that intentionally prioritize community needs.	<ul style="list-style-type: none"> • Partnership analysis tool, # of advancement events. 	<ul style="list-style-type: none"> • Partnership contributions. 	Refined event strategy that increases revenue for BCC and deepens the programmatic connection between the College and the community.
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Alignment: DHE Strategic Plan for Racial Equity, Strategy 1: Establish the Infrastructure to Drive Racial Equity, Priority 1; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 1 Institutional Structure and Priority Area 3 Resource Allocation; NECHE Standard 7.18.

IV.E.4: Engage expert consultants to develop a comprehensive Capital Campaign Preparedness and Feasibility report.	<ul style="list-style-type: none"> • Assess institutional preparedness and campaign feasibility with consideration given to current BCC constituents, philanthropic opportunities, and organizations with a proven track record in supporting community colleges. 	<ul style="list-style-type: none"> • Capital campaign preparedness and feasibility. 	A comprehensive Capital Campaign strategy, plan and timeline that aligns with the mission, vision and values of the College.
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Alignment: DHE Strategic Plan for Racial Equity, Strategy 1: Establish the Infrastructure to Drive Racial Equity, Priority 1; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 1 Institutional Structure and Priority Area 3 Resource Allocation; NECHE Standard 2.3, 7.6, & 7.13

IV.E.5: Align opportunities for funding with the strategic objectives of the College.	<ul style="list-style-type: none"> • Review annual fundraising allocations to scholarships and programs. 	<ul style="list-style-type: none"> • Annual disaggregated breakdown of scholarships and other funds from the BCC Foundation over the past several years. 	Funds raised meet student and college objectives. Creation of new funds if needed. Determination of giving mechanisms to help capture the interest of potential supporters of equitable student access and programmatic innovation.
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Alignment: DHE Strategic Plan for Racial Equity, Strategy 1: Establish the Infrastructure to Drive Racial Equity, Priority 1; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus: Priority Area 3 Resource Allocation; NECHE Standard 2.1 & 2.4.

Objective IV.F. Elevate campus-wide institutional environmental sustainability

Focus Area	Baseline	KPI	Outcome
<p>IV.F.1: Develop a comprehensive, campus-wide environmental sustainability plan by building on the work of the BCC Green Team and faculty projects, in collaboration with Berkshire County community organizations.</p>	<ul style="list-style-type: none"> Inventory of BCC sustainability programs with corresponding qualitative and quantitative metrics. 	<ul style="list-style-type: none"> Comprehensive campus-wide environmental sustainability plan; environmental justice metrics, environmental sustainability metrics. 	<p>A multi-year BCC Environmental Sustainability Plan consisting of goals, objectives and strategies with corresponding measurables, with particular attention to ensuring environmental justice.</p>

Alignment: DHE NUE 2022 Equitable Access to Co-Curricular and High-Impact Experiences Recommendations; NADOHE – A Framework for Advancing Anti-Racism Strategy on Campus Priority Area 9: Campus Climate/Culture.



GLOSSARY

CENTERING EQUITY TERMS

Language matters. The impact of how language is used becomes even more critical when discussing sensitive topics that affect the ways in which individuals identify who they are and where they are from. Centering equity requires active listening, curiosity and an openness to the change.

Many terms, especially those around equity and diversity, have evolved over time. It is important to acknowledge that the terms contained in this document are no exception. Main sources can be found below each term; some definitions are paraphrased or updated.

Affinity-based Groups/Communities

A group of faculty, staff or students linked by a common purpose, ideology, social identity or interest. Affinity groups play a vital role in ensuring an inclusive environment where all are valued, included and empowered to succeed.

Source: Paraphrased from University of Pittsburgh, Office for Equity, Diversity, and Inclusion, "[What is an Affinity Group?](#)" (accessed August 2022)

BIPOC

Black, Indigenous and people of color. Pronounced "bye-pock," this term is specific to the United States. It is intended to center the experiences of Black and Indigenous groups and demonstrate solidarity among communities of color.

Source: YWCA, "[Why We Use BIPOC](#)"

Cliff Effect

Refers to the decrease in public supports that occur when earnings increase; a small increase in earning can result in the sudden loss of public assistance that can leave a family with lower total net resources.

Source: [UMASS Boston Center for Social Policy](#)

Diversity

The presence of individual differences (e.g., personality, prior knowledge and life experiences) and group/social differences (e.g., race, ethnicity, socio-economic status, gender, gender identity, sexual orientation, country of origin and ability, as well as cultural, political, religious or other affiliations).

Source: [MA DHE Strategic Plan for Racial Equity](#) (accessed August 2022)

Equity

To treat everyone fairly. An equity emphasis seeks to render justice by deeply considering structural factors that benefit some social groups/communities and harm other social groups/communities. Sometimes justice demands, for the purpose of equity, an unequal response.

Source: YWCA, "[Our Shared Language: Social Justice Glossary](#)" (2016, accessed August 2022)

Equity-Centered

To center and create intentional strategies to remove barriers to access, participation and success of those who have been historically or are currently systematically excluded by or marginalized within the organization.

Source: Paraphrased from YWCA, "[Our Shared Language: Social Justice Glossary](#)" (2016, accessed August 2022)

Equity-Actioned

An organization that actively seeks the transformation of its organizational policies and practices to foster the involvement and success of those who have been excluded or marginalized.

Source: Paraphrased from YWCA, "[Our Shared Language: Social Justice Glossary](#)" (2016, accessed August 2022)

Historically Marginalized Populations / Groups

Marginalization is a social process by which individuals or groups are (intentionally or unintentionally) distanced from access to power and resources and are constructed as insignificant, peripheral or less valuable/privileged to a community or "mainstream" society. Marginalized groups or people are those excluded from mainstream social, economic, cultural or political life. Examples of marginalized groups include, but are not limited to, groups excluded due to race, ethnicity, religion, political or cultural group, age, gender or financial status. The extent to which such populations are marginalized is context-specific and reliant on the cultural organization of the social site in question.

Source: The University of British Columbia's [Equity & Inclusion Glossary of Terms](#), citing the [SAGE Encyclopedia of Qualitative Research Methods](#) (accessed August 2022)

Inclusion

Authentically bringing traditionally excluded individuals and/or groups into processes, activities and decision/policy-making in a way that shares power. Inclusion promotes broad engagement and shared participation, and it advances authentic sense of belonging through safe, positive and nurturing environments. Inclusion is key to eliminating systemic inequality.

Source: University of Pittsburgh, Office for Equity, Diversity, and Inclusion, "[Diversity, Equity, and Inclusion Glossary](#)" (accessed August 2022)

Inclusive Excellence

An active process designed to help colleges and universities integrate diversity, equity and educational quality efforts into their missions and institutional operations. This includes uncovering inequities in student success, identifying effective educational practices and building such practices organically for sustained institutional change.

Source: [Association of American Colleges & Universities](#)

Intersectionality

An approach largely advanced by women of color, arguing that classifications such as gender, race, class and others cannot be examined in isolation from one another; they interact and intersect in individuals' lives, in society, in social systems, and are mutually constitutive. Exposing [one's] multiple identities can help clarify the ways in which a person can simultaneously experience privilege and oppression. For example, a Black woman in America does not experience gender inequalities in exactly the same way as a white woman, nor racial oppression identical to that experienced by a Black man. Each race and gender intersection produces a qualitatively distinct life.

The term was coined by law professor Kimberlé Williams Crenshaw, who said intersectionality is simply a prism to see the interactive effects of various forms of discrimination and disempowerment. It looks at the way that racism often interacts with patriarchy, heterosexism, classism and xenophobia — seeing that the overlapping vulnerabilities created by these systems actually create specific kinds of challenges.
Source: Pacific University Oregon, “[Equity, Diversity and Inclusion Glossary of Terms](#)” (accessed September 2022); Otamere Guobadia, “[Kimberlé Crenshaw and Lady Phyll Talk Intersectionality, Solidarity, and Self-Care](#)” (2018)

Sense of Belonging

The feeling of security and support when there is a sense of acceptance, inclusion and identity for a member of a certain group. It occurs when an individual can bring their authentic self to work.
Source: Cornell University, “[Sense of Belonging](#)” (accessed August 2022)

GENERAL TERMS

Completer

A student who receives a degree, diploma, certificate or other recognized postsecondary credential. In order to be considered a completer, the degree/award must actually be conferred.
Source: [IPEDS](#)

Completions

The number of degrees and other recognized postsecondary credentials (certificates) conferred. These data are reported annually by IPEDS by level (associate, bachelor’s, master’s and doctor’s), as well as by length of program for some. Both are reported by race/ethnicity and gender of recipient, as well as the field of study, using the Classification of Instructional Programs (CIP) code. Institutions report all degrees and other awards conferred during an academic year, from July 1 through June 30.
Source: [IPEDS](#)

Composite Financial Index (CFI)

An overall financial measurement of an institution’s health, based on four core financial ratios: Primary Reserve Ratio, Net Operating Revenues Ratio, Return on Net Position Ratio and Viability Ratio. These four key measures are calculated into a single number that provides a balanced view of the state of the institution’s finances. The CFI scale is from -4 to 10. A CFI score of less than 3 indicates a need for serious attention to the institution’s financial condition. A score of greater than 3 indicates an opportunity for strategic investment of institutional resources to optimize the achievement of institutional mission.
Source: [Strategic Financial Analysis for Higher Education Identifying, Measuring & Reporting Financial Risks, Seventh Edition](#)

Credit for Prior Learning (CPL)

A program designed to provide college credit to students for life experience including workplace training, military service and volunteering.
Source: [Massachusetts Community Colleges](#)

Developmental Courses / Education (also called remedial courses)

Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. Developmental courses credits do not count toward the certificate or degree requirements for a program of study.
Source: [IPEDS](#)

Dual Enrollment

The Massachusetts Commonwealth Dual Enrollment Partnership provides opportunities for Massachusetts high school students to take college-level courses for free or at a discounted price and earn credit toward high school completion and future college degrees.
Source: [The Massachusetts Commonwealth Dual Enrollment Partnership \(CDEP\)](#)

Early College

Intentionally designed programs that empower students traditionally underrepresented in higher education. MA Early College Designated Programs work to blend elements of high school and college to provide students with the opportunity to experience and complete college-level academic coursework on a clearly articulated pathway while gaining exposure to a variety of career opportunities. Early college programs also reduce the time and expense of earning a college credential while increasing the likelihood of completion.

Source: [Massachusetts Early College Program](#) and [Early College Programs Community of Practice](#)

First-time-ever-in-college student (FTEIC)

A student with no prior postsecondary experience who is attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer session, and students who entered with advanced standing (college credits or recognized postsecondary credential earned before graduation from high school).

Source: [IPEDS](#)

Freshman

First-year undergraduate student enrolled in a 4- or 5-year bachelor degree program, an associate degree program, or a vocational or technical program below the baccalaureate.

Source: [IPEDS](#)

Full-time equivalent student (FTE)

The number of FTE students is calculated based on the total number of credits for which a student is registered divided by 15.

Source: [IPEDS](#)

Gateway Courses (also referred to as college-level or first-year college course)

The first credit-bearing college-level courses in a program of study. These courses generally apply to the requirements of a degree program and may also be called introductory courses or prerequisites. Typically, every student majoring in each discipline must pass through gateway courses.

Source: [Complete College America: Common College Completion Metrics Technical Guide; PDP Technical Brief, Defining Gateway Courses for Data Submission, 2020](#)

High-Impact Practices

Teaching and learning practices that have been widely tested and shown to be beneficial for college students from many demographic groups. These practices take various forms, depending on the learner's characteristics.

Source: [High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter](#), George D. Kuh, 2008

International Society for Technology in Education (ISTE)

ISTE Standards define the competencies for learning, teaching and leading in the digital age, providing a comprehensive roadmap for the effective use of technology in schools worldwide. Grounded in learning science research and based on practitioner experience, ISTE Standards ensure that using technology for learning can create high-impact, sustainable, scalable and equitable learning experiences for all learners.

Source: [International Society for Technology in Education](#)

National Alliance of Concurrent Enrollment Partnerships (NACEP)

NACEP works to ensure that college courses offered by high school teachers are as rigorous as courses offered on the sponsoring college campus. As the sole accrediting body for concurrent enrollment partnerships, NACEP helps these programs adhere to the highest standards so that students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development.

Source: [National Alliance of Concurrent Enrollment Partnership](#)

New England Commission on Higher Education (NECHE)

NECHE is one of seven regional higher education accrediting bodies in the United States. It is a voluntary, non-governmental membership association that serves as an institutional accreditor and promotes educational excellence and quality assurance to its member institutions. Through its evaluation activities, the Commission provides public assurance about the educational quality of degree-granting institutions that seek or wish to maintain accreditation. The Commission is recognized by the U.S. Secretary of Education as a reliable authority on the quality of education for the institutions it accredits. The Commission is also recognized by the Council for Higher Education Accreditation (CHEA), affirming that its standards and processes are consistent with the quality, improvement and accountability expectations that CHEA has established.

Source: [New England Commission on Higher Education](#)

Open Educational Resources (OER)

OERs are teaching, learning and research materials in any medium — digital or otherwise — that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

Source: [Open Educational Resources \(OER\) Working Group Final Report & Recommendations, Fall 2019](#)

Persistence

A student's ability to continue to the next term. A student enrolls in term 1 and persists through term 2. Persistence rates inform the College of areas where barriers may exist as students progress from semester to semester.

Source: Gardner, A. (June 2022), [Persistence and Retention Fall 2020 Beginning Postsecondary Student Cohort, Herndon, VA: National Student Clearinghouse Research Center](#); [Persistence vs. Retention: How to Measure & Improve Rates](#)

Progress / Progression

The measure of student progress from semester to semester or year to year toward the completion of an undergraduate academic program. Such metrics allow institutions of higher education to track student progression and identify opportunities for early intervention and support that will increase the likelihood of a successful completion or transfer.

Source: [Complete College America: Common College Completion Metrics Technical Guide](#)

Retention Rate

A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelor's (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions, it is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.

Source: [IPEDS](#)

Student Learning Outcomes (SLO)

The knowledge, skills, attitudes, competencies and habits of mind that students are expected to acquire from an educational experience. Transparent SLO statements are: specific to institution-level (ILO) and/or program-level (PLO); clearly expressed and understandable by multiple audiences; prominently posted or linked to multiple places across the website; updated regularly to reflect current outcomes; and receptive to feedback or comments on the quality and utility of the information provided.

Source: [National Institute for Learning Outcomes Assessment \(NILOA\) and National Institute for Learning Outcomes Assessment \(2022, February\) DQP report: Institution-level Learning Outcomes: Where Are We Now?](#) Urbana, IL: University of Illinois and Indiana University

Student-Ready College

A college where services and activities are intentionally designed to facilitate students' advancement toward college completion and positive post-college outcomes. Student-ready colleges strategically and holistically advance student success and educate all students for civic and economic participation in a global, interconnected society. They are committed to student achievement, organizational learning and institutional improvement.

Source: [Becoming a Student-Ready College: A New Culture of Leadership for Student Success](#) by McNair, Albertine, Cooper, McDonald, and Major (2016).

FRAMEWORKS INFORMING THE BCC 2022-2027 STRATEGIC PLAN

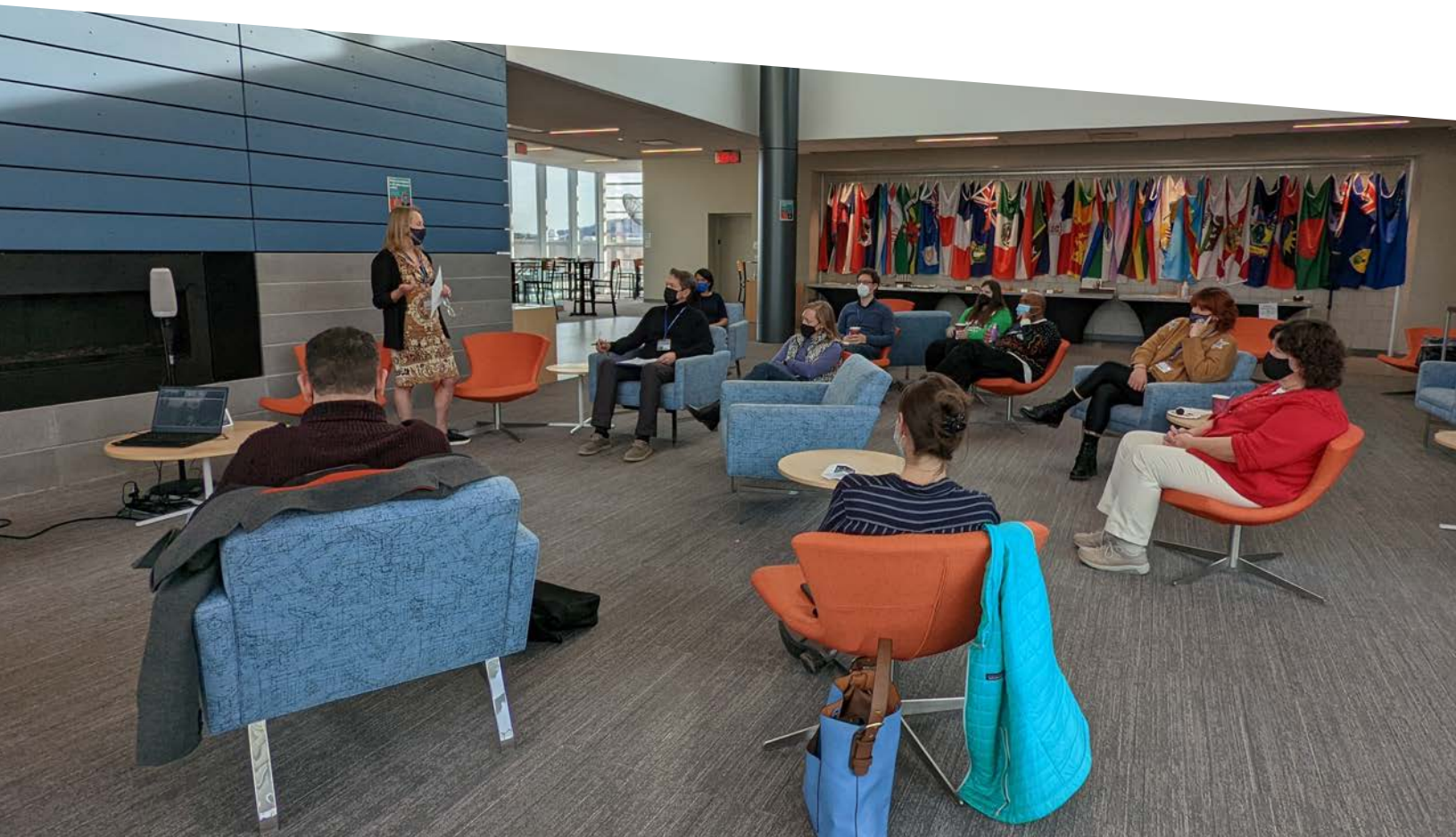
Department of Higher Education: [The New Undergraduate Experience](#) (DHE NUE)

Department of Higher Education: [Strategic Plan for Racial Equity](#) (DHE SPRE)

Department of Higher Education: [Student Success Framework](#), May 2022 (DHE SSF)

[National Association for Diversity Officers](#) (NADOHE)

[New England Commission of Higher Education](#) (NECHE)



APPRECIATION

Tri-Chairs College

Ellen Kennedy
Celia Norcross
June Tooley

Strategic Planning Coordinating Committee

Monica Bliss
Christina Briggs
Reena Bucknell
Melissa Loiodice
Kierstyn Hunter
Maureen McLaughlin
Nicole Mooney
Dave Moran
Daryl Shreve

Strategic Planning Support Team

Damien Boutillon
Toni Buckley
Julia Curletti
Karen Hines
Adam Klepetar
Erin Lynn
Matthew Martin
Charles Prescott
Ross Ryan
Christina Wynn

Strategic Planning Operations Team

Julie Krzanik
Kaila Mullaney
Laura Saldarini
Heather Seely
Jonah Sykes
Andrea Wadsworth

Faculty Review Team

Reena Bucknell
Chris Laney
Amanda Lardizabal
Chuck Prescott

Mission Vision Values Re-Imagine Team

Sarah Blizzard
Reena Bucknell
Annette Guertin
Lisa Mattila
Nicole Mooney
Daryl Shreve
Juliana Spallholz

Economic Trends Analysis Team

Pete Farkas
Celia Norcross
Dhanushka Peru
Abby Powers
Ross Ryan
Gina Stec
Geoff Tabor

College Glossary Team

George Ambriz
Sarah Blizzard
Meghan Callaghan
Karen Carreras-Hubbard (Co-Lead)
Janet Collins
Nick Delmolino
Patty Kay
Charlotte Lotz
Tattiya Maruco (Co-Lead)
Nell McCabe
Amanda Meier
Michelle Peets
Tina Schettini
Sherriann Stanton
Ana Suffish
Jonah Sykes
June Tooley
Andrea Wadsworth
Kirsten Wanamaker

Office of Institutional Effectiveness

Jeremy LaCrosse
Maureen Peterson
Margaret Stephenson

2014-2019 Strategic Planning Review Team

Damien Boutillon
Richard Felver
Judith Gawron
Lauren Goodman
Christopher Laney
Annette Guertin
Amanda Lardizabal
Matthew Martin
Lisa Mattila
Paul Mattingly
Kaila Mullaney
Charles Park (Lead)
Abby Powers
Andrea Robare
Taylor Woodward
Christina Wynn

Strategic Plan Publication Design Team

Norah Beauregard
Cara Borelli
Laira Leta
Jay Miller
Amanda Powers
Jonah Sykes

Board of Trustees (during the development of the Strategic Plan)

Julia Bowen 2017-2021 – 2021-2026, Chair
Melissa Myers 2019-2024, Vice Chair,
Elected Alumni Representative
Monica Bliss 2021-2022, Student Trustee
Autumn Bateman 2022-2023, Student Trustee
Cheryl Casper 2018-2022
Danielle Gonzalez 2021-2024
Lorelei Gazzillo Kiely 2017-2022
Peter Mirante 2015-2020 – 2020-2025
Chip Moore 2022-2025
Catheryn Chacon Ortega 2019-2024,
Appointed Alumni Representative
Darlene Rodowicz 2014-2019 – 2019-2021
Jennifer Vrabel 2022-2023
Carlo Zaffanella 2017-2021 – 2021-2026



 BERKSHIRE
COMMUNITY COLLEGE


FALCONS

APPENDIX

SUMMARY GUIDING PRINCIPLES OF THE PLANNING PROCESS

In the fall of 2021, BCC embarked on a strategic planning approach grounded in a philosophy and set of principles known as Appreciative Inquiry (AI), which builds upon the positive core of an organization proceeding through a five-phased inclusive process (Verheijen, et al., 2020). Counter to traditional deficit-based approaches that focus on identifying and solving problems, this strengths-based framework places emphasis on what is working well in the College, along with areas for growth and improvement.

Over time, the process replaces problems with successes, and in BCC's case, student and community successes. In Phase One, Define, the College hosted a virtual campus kick-off session to establish a common understanding of the planning process. Phase Two, Discovery, consisted of facilitating strategic conversations with internal and external stakeholders using an AI framework known as SOAR (Strengths, Opportunities, Aspirations, Results). Phase Three, Dream, brought the campus and extended community together to reimagine the College's mission, vision and values. Phase Four, Design, saw divisions and departments establishing strategies and measurables for accountability and transparency. Lastly, in Phase Five, Deliver, the College presented the 2022-2027 Strategic Plan to the BCC Board of Trustees and the MA DHE for approval, along with an implementation plan for equitable change.

BCC's Strategic Plan focuses on equity-informed practices across the College with a long-term goal of sustaining BCC as a "student-ready" college by assessing institutional effectiveness, policies and resource allocation. In doing so, BCC will contribute to enhanced economic and social mobility for all citizens of Berkshire County and the Commonwealth as a whole — and for those who have historically been underserved and underrepresented throughout all levels of education.

The core principles of the planning process were designed and executed in keeping with the MA DHE's "2019-2020 Revised Campus Strategic Planning Guidelines and Procedures" that stipulate a process that "should be transparent and inclusive" ([Revised Campus Strategic Planning Guidelines and Procedures](#), p. 6) and NECHE Standard 2.1 requirements to "involve the participation of individuals and groups responsible for the achievement of institutional perspectives and include external perspectives" ([Standards for Accreditation](#), p. 4).

Three committee groups were formed to oversee the planning process, along with task teams charged with a deeper exploration of specific areas. Composed of faculty and staff, these groups and teams met throughout the year to review existing data, research and discuss best practices, plan and facilitate activities, and engage internal and external participants. While acknowledging the challenges presented by working remotely, significant efforts were made to include experiences and perspectives from multiple individuals and groups with varying levels of interest and engagement. All told, the process included numerous college-wide events (primarily virtual), as well as presentations with faculty, staff, students, trustees and external partners.

Reimagining Mission Vision Values

The resilience and dedication of the BCC campus community became evident as employees embraced a new approach to planning. After a campus call for participation, seven individuals volunteered to serve on the review team. Amid the COVID-19 global pandemic, campus-wide participation over a three-month timeframe took place in virtual town halls and breakout room discussion sessions, where people engaged in deep conversation to discuss BCC's current mission, vision and values statements (see below). These discussions provided guidance on how each statement in the Plan could be improved to reflect the impact of both the global pandemic and the racial reckoning resulting from community, individual and collective learning. In addition to internal discussions, external stakeholders were invited to review the reimagined statements. These community voices supported the revisions and noted the relevance and clarity of the reimagined statements. The following table represents a summary of participation in the Mission Vision Values (MVV) Reimagine exercise.

Participation & Process (December 2021 through March 2022)		
Examining Current MVV Statements with SOAR framework		
Welcome Back Spring Semester Professional Development (virtual)	BCC Board of Trustees Meeting (virtual)	BCC Campus Virtual Town Hall (virtual)
First Draft to campus for feedback with guiding questions		
131 Employees via virtual sessions at various days/times	14 Employees via survey 32 Students via survey	12 Students via lunch and talk and/or virtual sessions
Second Draft to campus for feedback with guiding questions		
56 Employees via virtual sessions at various days/times Eight Students via virtual sessions	Board of Trustees Meeting via virtual breakout room sessions	Six Community Partners - via asynchronous communications
Final Draft		
Presented to campus via Town Hall and asynchronous communication		

Current Mission Statement	Reimagined Mission Statement
<p>Berkshire Community College (BCC) strives to place higher education within reach of all residents of Berkshire County and beyond. BCC is committed to access, academic excellence, student success and leadership in the community.</p> <p>BCC helps students overcome financial, physical and/or social barriers and welcomes them into a college environment of academic excellence.</p> <p>BCC provides quality programs that prepare students to enter or progress within the workforce and/or for transfer, while fostering a lifelong enthusiasm for learning.</p> <p>BCC provides the resources and services students need to be successful, to meet our academic standards and to achieve their personal and professional goals.</p> <p>BCC provides leadership by furthering the engagement of our students in the community; by working collaboratively with civic leaders, organizations and employers; and by serving as a center for diverse educational and cultural activities.</p>	<p>Berkshire Community College is committed to providing an exceptional education and a wide range of opportunities that meet the diverse needs of our community through college transfer, workforce and career pathways, partnerships and lifelong learning.</p>
Current Vision Statement	Reimagined Vision Statement
<p>BCC is a dynamic learning community, transforming lives and preparing students to succeed in an increasingly complex, diverse and changing world.</p>	<p>Berkshire Community College will provide equitable, accessible and transformative learning opportunities focusing on the current and evolving needs of our diverse community.</p>

Current Values Statement	Reimagined Values Statement
<p>Integrity and Engagement. We expect all members of the college community to participate in the fulfillment of the college mission through actions that are forthright and consistent with the mission.</p> <p>Innovation. We promote a campus climate that encourages innovative thought and creative expression.</p> <p>Diversity and Inclusion. We foster an environment that validates and respects cultural identities and provides curriculum, pedagogy, programs and services within multicultural philosophies and frameworks.</p> <p>Service. We maintain a community that demonstrates respect for growth, responsibility and leadership through service to others.</p> <p>Sustainability. We follow practices that promote environmental and financial sustainability at the college.</p>	<p>Student-Centered. We work to provide access and opportunity for our students. We guide and support students in exploring and attaining their individual academic and career goals.</p> <p>Diversity and Inclusion. We are committed to exploration and development of our community, which values diverse perspectives, identities and experiences to ensure individual members are welcomed, acknowledged and celebrated for their authentic selves.</p> <p>Purpose-driven. We create and do meaningful work that enhances the well-being of our community.</p> <p>Responsiveness. We create innovative and accessible ways to adapt to changing needs of our community through inclusive teaching practices, community partnerships and individualized student experiences.</p> <p>Sustainability. We promote and foster conscientious social, civic, economic and environmental sustainability.</p>

Environmental Scans

Reflecting the voices of the BCC community, the vision, mission and strategic plan provide a five-year framework to develop strategies, goals, benchmarks and assessment procedures that will evaluate progress and chart a clear course of action for BCC's future. Including the voices, experiences and expertise of those BCC serves remains central to the strategic planning process.

As part of strategic planning processes and unique to the AI approach, BCC continued to utilize SOAR framework for environmental scans to facilitate strategic conversations with stakeholders. With COVID-19 restrictions in place during much of the development of the plan, social distancing restrictions propelled the BCC campus community to adapt, be resilient and develop innovative ways to create an inclusive process. In this phase, BCC engaged K-12 and four-year partners, social service organizations and business and community partners. The following table represents a summary of participation in the SOAR activities.

SOAR Activities	# of Participants
BCC Internal	128
Students*	31
Boards and Advisors	40
Community Partners	49
TOTAL	248

*Additional data analysis from Student Surveys (Nursing & Student Satisfaction) = 188

SOAR Environmental Scan Analysis - Internal & External

STRENGTHS	OPPORTUNITIES
<ul style="list-style-type: none"> Size Personal Connection to Students Adaptability Customer/ Student Services Teamwork Communication Student-Centered Agility Responsiveness Flexibility Community Connection 	<ul style="list-style-type: none"> Develop student communities Conduct training & cross-training of department functions Streamline processes & clarify procedures Support community and cross-campus connections & collaboration Increase Workforce Development Programs Investigate vocational and trade programming Upgrade/improvement technology Strengthen preparation for career or transfer Increase cultural competencies (students, employees, & community) Increase social-emotional support for students Develop consistent Dual Enrollment progress reports to HS
ASPIRATIONS	RESULTS
<ul style="list-style-type: none"> State-of-the-Art Technology (cross-campus) Recognition of Back-Office Department Contributions Reduce Community College Stigma First-Year student experience Early Interventions for Students Proactive to Student & Community Needs High-Quality Training & Education Sustainable Programming Exceptional Reputation in the Community Lower Carbon footprint & support environmental sustainability 	<ul style="list-style-type: none"> Increased Enrollment Employee Retention Data-informed Decisions (retention, enrollment, graduation) Valued as Best Training & Education for Employees & Community Graduates Experience Increase in Living-Wage Increased Job Opportunities for Students Increased Skill Qualification of Students Positive Student Feedback/Satisfaction New or Upgraded Equipment & Facilities

Benchmark to National Center for Higher Education Management Systems (NCHEMS) Peer Institutions

<https://nchems.org/>

NCHEMS NCES IPEDS Peer Community Colleges	Retention after 1st Yr	IPEDS Eight-Yr. Comp Success Rate	Resource Allocation – Student & Instruction
Berkshire Community College (MA)	43%	59%	\$4.57
Allegany College of Maryland (MD)	52%	60%	\$2.96
Baltimore City Community College (MD)	32%	69%	\$3.50
Capital Community College	49%	52%	\$6.29
Carl Albert State College	72%	52%	\$3.95
Chesapeake College	51%	61%	\$3.31
College of the Siskiyous	44%	62%	\$3.43
Great Bay Community College	49%	61%	\$1.60
Labette Community College	44%	43%	\$2.49
Middlesex Community College (CT)	43%	59%	\$5.85
North Central Michigan College (MI)	54%	55%	\$4.23
North Central Missouri College (MO)	62%	69%	\$4.01
Southern State Community College	43%	55%	\$4.06
Wor-Wic Community College	48%	63%	\$3.47

BCC INITIATIVE REVIEW

Overview

In order to understand the context of BCC's strategic plan, multiple sources of data and project reviews were analyzed and considered, including:

- A BCC 2014-2019 Strategic Plan review
- NECHE report
- Student-centered services at the newly opened One Stop Enrollment Center
- Data-informed holistic student support services
- Multimillion-dollar capital improvements
- Office of Institutional Research & Effectiveness
- A partnership with Achieving the Dream's Rural Resilience Cohort

In addition, critical analysis and attention were given to the impact of COVID-19, along with consideration of the external environmental factors relevant to Berkshire County and extended markets. These factors included demographics fluctuations, economic trends, workforce development and rapid acceleration of technology. Lastly, the MA DHE's Equity Agenda, Racial Equity Strategic Plan, Support Services for Student Success and the New Undergraduate Experience provided additional frameworks. Each of the above informed the establishment of BCC Strategic Goals, Objectives and Foci through an inclusive process for actionable imperatives centered on equity.

2014-2019 Strategic Plan Review

Since 2013, BCC has engaged in various strategic planning and accreditation self-study efforts. The 2014-19 Strategic Plan and the 2020 NECHE Self-Study launched initiatives and developed a set of recommendations for the future of the College. The next strategic plan should be a continuation of these efforts.

The 2013-2020 period saw numerous changes in student support and College operations, including assessing and using data for decision-making; developing and/or enhancing the academic review process; and increasing modalities for offering developmental education and for strengthening diversity, equity and inclusion (DEI) resources. The results can be seen in the renovation of the Hawthorne and Melville buildings, the newly opened One Stop Enrollment Center, the reimagined Jonathan Edwards Library as a Learning Commons, the new Writing Center, the expanded use of Open Education Resources (OER) and the renewed shared governance model.

NECHE

In addition to the progress made on shared governance, NECHE requested a progress report on Learning Outcomes Alignment, particularly across course sections. In the spring and summer of 2020 while in the midst of the pandemic, the Center for Teaching and Learning Innovation team seized the opportunity to embed a process for course review coupled with SLOs. Data were collected from faculty regarding the assessment of learning outcomes and how best to incorporate sustainable approaches for program improvement.

Student Centered Services at the One Stop Enrollment Center

Planning and development for BCC's One Stop Enrollment Center grew out of the College's 2014 Title III proposal, with the goal of creating a comfortable and inviting central location where students can meet their enrollment needs efficiently in one place. In 2018, the project received a \$5.5 million grant provided by Governor Baker's Capital Investment Plan for public higher education, and construction for the Center began in 2020.

With a student-centered focus, the new space has replaced the worn, outdated layout of the 1970s. The renovated space puts the student at the center and features a warm, welcoming reception area. One Stop staff guide students through their enrollment journey, with centralized meeting spaces for individual consultations on admissions, advising, new student registration, financial services and student records. Meeting rooms within the One Stop will also be available for use by BCC's education and community partners as well as by area employers for career workshops and onsite interviews.

Technology Infrastructure with ELLUCIAN Enterprise Resource Planning System

Ellucian Colleague is BCC's Enterprise Resource Planning (ERP) system that houses the Student Information System (SIS) and financial systems. Colleague interfaces with student records, planning, advising, billing, financial aid and financial reporting. The ERP system was implemented more than 25 years ago. In 2019, a plan to modernize Colleague was instituted. New modules were added, including Student Self Service, HR Self Service and Financial Aid Self Service.

In January 2021, the College invested a portion of its CARES Act: Higher Education Emergency Relief Fund (HEERF) grant award to reimplement Colleague, move from on-premises to cloud-based services and modernize the coding language from Unidata to SQL. This reimplementation is expected to be completed by April 2023. The results will allow students, staff and faculty access to up-to-date data, in real time. A core team of power users oversees the project sections, while the Vice President of Administration and Finance and Vice President of Student Affairs and Student Engagement are project sponsors. Brown Hendrix and Associates lead the project as IT consultants to BCC and Ellucian.

Holistic Student Support

Holistic student support is at the core of the BCC's work. The College's team understands that students enter the College with diverse backgrounds including but not limited to age, race, ethnicity, socioeconomic status and mental, physical and emotional abilities. The College also works with students who are in college for the first time, people who are giving college a second chance and people with advanced degrees looking to try something new. The Enrollment Management team helps with not only the enrollment process, but also with academic, career and financial counseling and with assisting students to connect to the wide variety of services on campus. Enrollment Management's goal is to create a seamless experience for students throughout their time at BCC as they identify, meet and even exceed their goals.

Students receive individual support from areas in Student Affairs such as Personal Counseling, Disability Resources, TRiO, SUCCESS and Engagement. These support programs are dedicated to the success of all dimensions of the students' personal development and to fostering a sense of agency. Students engage with professionals and other students to create a sense of community and utilize resources to support their overall experience. BCC resources further create support structures to combat stigmas around learning differences, mental health and recovery lifestyles, and they increase dedicated resources to housing, food and transportation security. As so many BCC students are faced with additional responsibilities on top of their classes and studies, it is critically important to offer the tools, access and individual attention necessary to succeed.

Achieving the Dream (ATD)

In the beginning of 2021, after a nationwide, rigorous application and selection process, BCC was chosen as one of seven community colleges to join ATD's inaugural [Building Resiliency in Rural Communities for the Future of Work](#) cohort (BRRC). BRRC capitalizes on the local expertise and knowledge of community colleges as stable, adaptive and respected organizations that catalyze efforts to build socially just and economically prosperous communities. More specifically, the initiative aims to increase equitable student success — one of the key goals of our 2022-2027 Strategic Plan — by strengthening rural colleges' capacity to prepare students for careers in today's economy. As part of this work, a team of BCC employees attended the ATD virtual kickoff conference, and the College created a CORE Team, Data Team and Communication Team. These teams continue to lead BCC's whole-college reform efforts to provide students with the workforce skills needed in today's and tomorrow's economy — and to connect them with careers that pay family-sustaining wages.

In direct response to participation in the BRRC cohort, BCC teams analyzed early momentum metrics disaggregated by race, sex, socio-economic status and other factors. Particular attention is focused on the "first time ever in college (FTEIC)" cohort to identify areas of strength and opportunities to improve.



CONCLUSION

The intentional emphasis on equity guides not only the goals and focus areas illustrated in this Plan, but everything we do at BCC. The strategies necessary to accomplish our goals — equitable student success, equitable teaching and learning, equitable workforce and community engagement, and equitable institutional innovation and sustainability — will be carried out with an eye toward collaboration and increased efficiencies.

When we created this Plan and developed all the focus strategies associated with it, we did so through a campus-wide inclusive process. In addition to asking staff, faculty and students for input, we facilitated a collaborative effort among the BCC Office of Institutional Effectiveness, focus area leads and those with expert knowledge in each focus area. Looking ahead to implementation, we will prioritize data-informed decision-making, continual progress monitoring, transparent reporting, and the flexibility to make changes or improvements whenever necessary — all through a student-centered lens of equity. As we implement this cohesive plan across every department at BCC, our ultimate goal is to create a genuine sense of culture, belonging and equity for all.

BERKSHIRE COMMUNITY COLLEGE

1350 West Street, Pittsfield, MA 01201

413-499-4660 www.berkshirecc.edu

