

Bunker Hill Community College will ...
continue to value the diversity of our communities,
to demonstrate cultural competence, and to increase
institutional diversity in staff and student populations.
TRANSFORMING BUNKER HILL COMMUNITY COLLEGE



2000-2001

fact book

institutional effectiveness

bunker hill community college

institutional effectiveness



Learning for the Real World

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Introduction

Institutional effectiveness is the systematic comparison of institutional performance with institutional purpose. The Bunker Hill Community College Fact Book provides general statistical and descriptive information about the college which may be useful to those engaged in planning, assessment, preparing reports, writing grant proposals or other endeavors within the college. The Fact Book is a reference tool that provides a picture of BHCC in the 2000 - 2001 year, along with some historical trend data.

It is important for the reader to be aware that data presented in this publication may differ from statistics found in other college and state reports. Such variances result from differences in the source of information used, the date on which the report was generated or the reporting period included in the data. Trends should be tracked using identical data sources over time.

Beginning in 2000, students were dropped for non-payment. In previous years, students who registered, but did not pay and did not attend were recorded in the official enrollment figures. As of Spring 2000, these individuals are no longer included in BHCC enrollment counts. This change in enrollment procedures improves the accuracy of the 2000 - 2001 data. Taken out of context, however, this change in the method of counting students suggests a downward trend in areas including but not limited to enrollments, number of declared majors and grade distribution. The reader should take this change in the method of counting into consideration and use caution when comparing data from 2000 with data from previous years.

This Fact Book was prepared with the assistance of many Bunker Hill Community College employees. Like all Fact Books, it is a work-in-progress subject to annual revision. If you have comments or recommendations, please direct them to me and I will do my best to incorporate them into future editions.

Emily Dibble, Ph.D.
Executive Dean of Institutional Effectiveness

Bunker Hill Community College
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617-228-2412

October 2001

History

Bunker Hill Community College (BHCC) is a multi-campus urban institution. The main campus is situated on 42 acres in the historic Charlestown section of Boston, Massachusetts. The college has a branch campus in Chelsea, Massachusetts, in what was once the historic Old Post Office Building in Bellingham Square. Satellite campuses are located at the Cambridge Rindge and Latin School in Cambridge, Massachusetts and the Mystic Activity Center in Somerville, Massachusetts. An outreach extension is located at the Chinese Economic Development Corporation in Boston's Chinatown District.

Founded in 1973, BHCC enrolls approximately 6,400 students in day, evening and weekend courses and programs each fall. The college is internationally recognized for development of individualized and alternative methods of instruction. BHCC is a leader in the application of distance learning technologies and computer-based methodologies that enhance and strengthen the learning environment. In 2000, BHCC ranked fifth in enrollment among community colleges in Massachusetts. The average age of students is 28. Approximately 57 percent are female, and the majority work full- or part-time while attending college. Approximately 36 percent of BHCC's students reside in the city of Boston, and 86 percent live within 10 miles of the college campuses.

Bunker Hill Community College incorporates multi-cultural and international perspectives in its courses, programs and institutional climate. With students from over 80 countries, and students of color comprising more than half of the student population, BHCC is one of the most diverse and cosmopolitan colleges in New England. The college has one of the largest and best recognized course offerings in English as a Second Language. A representative list of the native languages spoken by students includes Russian, Vietnamese, Haitian-Creole, Spanish, Portuguese, Chinese, Arabic and Italian.

BHCC offers associate degree programs that prepare students to enter the workforce or transfer to a four-year college, as well as certificate programs in a wide array of technical fields.

Bunker Hill Community College Institutional Mission

Three separate but cohesive mission statements guide Bunker Hill Community College. The first is a comprehensive, system-wide mission statement for Public Higher Education in the Commonwealth of Massachusetts. The second is a mission statement of general characteristics common to all Massachusetts community colleges. The third mission statement contains the specialized and focused components which identify Bunker Hill Community College's distinctive characteristics and priorities.

Mission of the Public Higher Education System

The public college and university system in the Commonwealth of Massachusetts comprises 15 community colleges, nine state colleges and five campuses of the University of Massachusetts. The system exists to provide accessible, affordable, relevant and rigorous academic programs that adapt to meet changing individual and societal needs for education and employment. All campuses are committed to operating effectively and efficiently in order to maintain tuition at a level as low as possible, while providing a high-quality education to every student who qualifies for admission. The public system is committed to continuous improvement and accountability in all aspects of teaching and learning. The Board of Higher Education and institutional Boards of Trustees recognize their responsibilities to the taxpayers and residents of Massachusetts and expect all students, faculty and staff to be held to exacting high standards in the performance of their roles and responsibilities. Massachusetts public higher education is a system with a distinguished past, increasing pride and unlimited potential.

Massachusetts Community College Mission Statement

Within the system of Massachusetts's public higher education, the community colleges provide open pathways to baccalaureate education and to career advancement. The 15 community colleges offer developmental, certificate and associate degree programs as well as opportunities for workforce development and lifelong learning.

The community colleges support the public system of higher education by:

- ❖ Providing open access and affordable costs for all students;
- ❖ Assuming primary responsibility for offering developmental educational services;
- ❖ Offering career preparation for entry into occupational fields;
- ❖ Expanding collaborative efforts with pre-K-12 and baccalaureate institutions;
- ❖ Developing partnerships with business and industry to provide job training, retraining and skills improvement to insure a workforce equipped to meet the needs of a changing economy; and
- ❖ Managing their resources in an efficient and responsible manner.

By actively contributing to their region's intellectual, cultural, environmental and economic development, community colleges serve as leaders and resources for the communities they serve.

The community colleges offer a campus climate that respects ideas, values and contributions of a culturally diverse community. They are committed to excellence in instruction and offer responsive and innovative programs that develop students' oral, written, critical thinking, technological and quantitative skills, and their appreciation of the arts, sciences and humanities.

Mission of Bunker Hill Community College

Bunker Hill Community College is a public institution of higher education offering programs and courses of study including Arts and Science, nursing and allied health, domestic and international business, hospitality and culinary arts, early childhood development, electronics and computer applications. The college supports open access to post-secondary education by providing a range of educational opportunities that include distance learning, self-directed learning and an honors program. The college offers an entry-level assessment program for new incoming students, a sound foundation in developmental studies and, for non-native English speaking students, a variety of levels of English as a Second Language (ESL) instruction.

The student body reflects the diversity of the urban community, and an essential part of the college's mission is to encourage this diversity. The college seeks to become a national model for successfully incorporating the strengths of many cultures, ethnic backgrounds, age groups and learning styles into the curricular and extracurricular life of the institution.

Bunker Hill Community College seeks to enhance its position as a primary educational and economic asset for the Commonwealth through cooperative planning and program implementation involving neighboring institutions of higher education, the public schools, community organizations, and area businesses and industries.

Bunker Hill Community College Vision Statement

Bunker Hill Community College is a comprehensive multi-campus urban community college that serves diverse educational needs and is enriched by our global community. We are dedicated to a dynamic educational environment that is accessible to all and to a college that is invested in the social and economic well being of its communities.

We believe in student-centered learning that draws upon the rich diversity of our students' life experiences and that uses strategies and technologies to maximize opportunities for reaching educational goals. We respect and value what each student brings to the college and celebrate learning as an interactive and reciprocal process.

Institutional Values

The Bunker Hill Community College Board of Trustees adopted five institutional values for the college. The values were arrived at following several meetings and discussions among the Trustees including two open sessions with faculty and staff.

Inspiring Excellence

- ❖ Encourage all faculty, staff and students to rise above self-imposed limits.
- ❖ Create partnerships to excel.
- ❖ Commit that all members of the community reach their potential.

Integrity

- ❖ Do what we say we do.
- ❖ Keep our word.
- ❖ Act responsibly, accountably and ethically.
- ❖ Do the right thing no matter what.
- ❖ Take personal responsibility for your actions and the outcomes of your actions.

Learning

- ❖ Commit to forward growth and positive change for everyone.
- ❖ Provide tools for lifelong learning for students, employees and the community.
- ❖ Provide opportunities to grow beyond current boundaries, both personally and professionally.

Respect

- ❖ Value differences.
- ❖ Treat everyone fairly.
- ❖ Give everyone an equal opportunity to be a participant.

Service

- ❖ Put students first: we train you, we teach you, we prepare you.
- ❖ Meet student needs as well as those of the job market.
- ❖ Work together to improve our community.

Institutional Goals and Institutional Objectives

Goal I - Customer Service

Bunker Hill Community College will offer student-friendly services at accessible educational sites.

Goal II - Diversity

Bunker Hill Community College will continue to value the diversity of our communities, to demonstrate cultural competence and to increase institutional diversity in staff and student populations.

Goal III - Facility

Bunker Hill Community College will provide well-maintained and safe facilities with continuing improvements and expansions.

Goal IV - Flexibility

Bunker Hill Community College will respond flexibly to changing educational needs of students, staff and external communities.

Goal V - Funding

Bunker Hill Community College will develop new sources of funding to support programs and facilities while keeping costs to students affordable.

Goal VI - Global Learning

Bunker Hill Community College will develop global learning opportunities that will expand the character, diversity and curriculum of the institution.

Goal VII - Lifelong Learning

Bunker Hill Community College will provide lifelong learning, educational partnerships, retraining and transitional skills to meet needs of the college and community.

Goal VIII - Partnerships

Bunker Hill Community College will build and enhance partnerships with business and industry, community organizations and educational institutions.

Goal IX - Student Success

Bunker Hill Community College will provide all students with the quality education and support services necessary to achieve academic competencies and realize personal goals.

Goal X - Technology

Bunker Hill Community College will expand and integrate technology across teaching and learning, administrative and student support services.

Statement on Inclusion

The Bunker Hill Community College Board of Trustees endorsed and approved for adoption on June 9, 1997, the American Association of Community College Statement on Inclusion as follows:

Bunker Hill Community College strongly endorses the continued use of admissions policies and employment practices that promote broad diversity in the community college system.

The college will be free to pursue standards and policies that allow it to fulfill its diversity mission and vision. The students who are educated will help provide tomorrow's leaders, and their college experience will demonstrate the richness and substance of our diverse, multi-cultural and global environment. The college environment will promote understanding and appreciation of others, while encouraging students to grow as individuals.

Bunker Hill Community College reaffirms its commitment to diversity.

In accord with this philosophy, the college will evaluate its hiring, admissions and financial aid policies to ensure diversity and equal access within the institution. The college will ensure that the results of these evaluations conform to the concept of open access -- the cornerstone of the college's mission.

Bunker Hill Community College believes that diversity in education is crucial to a democratic society.

Community colleges are in effect microcosms of our greater society. As such, Bunker Hill Community College will encourage and enhance the fullest understanding of human rights and responsibilities and will teach the skills that allow its students to effectively participate in a democratic society. The college will be responsible for shaping an environment that mirrors the general culture and creates opportunities for all within the college community to interact with understanding, tolerance and respect for others. In this way, diversity in education not only serves as a model for the world at large, but it also perpetuates social harmony for the future.

Degree and Certificate Programs

Associate in Arts Degrees

Liberal Arts
 Biological Science
 Business
 Chemical Science
 Communication
 Computer Information Systems
 Computer Science
 Education
 English
 Foreign Language
 Fine Arts
 General Concentration
 General Concentration/Pre-Health
 History and Government
 Human Services
 Mathematics
 Music
 Physics/Engineering
 Psychology
 Sociology
 Theatre

Associate in Science Degrees

Business Administration
 Accounting
 Finance
 International Business
 Management
 Computer Technology
 Internet Web Design
 Microsoft Applications
 Network
 Visual Programming
 Criminal Justice
 Corrections
 Criminal Justice
 Law Enforcement
 Security
 Early Childhood Development
 Electronics Technology
 Fire Protection & Fire Safety
 Graphic Arts/Visual Communication
 Hospitality Program
 Culinary Arts
 Hotel/Restaurant Management
 Travel and Tourism

Human Services
 Media Technology
 Medical Imaging
 Cardiac Sonography
 Medical Radiography
 Nursing R.N. Training
 Day Option
 Evening Option
 LPN to RN Upgrade Evening Option
 Office and Information Management
 Administrative Information Management
 Medical Information Management
 Pharmacy Technology Program

Certificate Programs

Allied Health
 Medical Assistant & ESL
 Medical Lab Assistant
 Patient Care Assistant & ESL
 Phlebotomy Technician & ESL
 Business Administration
 Accounting
 Computer-based Accounting
 International Business
 Paralegal Studies
 Computer Programming
 Computer Network
 Criminal Justice
 Corrections
 Security Administration
 Diagnostic Medical Sonography (Ultrasound)
 Early Childhood Development
 Electronics Technology
 Electronics
 ESL Electronics
 Microcomputer Support
 Hospitality Program
 Culinary Arts
 Travel and Tourism
 Office and Information Management
 Medical Information Management Asst.
 Information Management Specialist
 Surgical Technology

Bunker Hill Community College Accreditation Statements

Bunker Hill Community College is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education. Inquiries regarding accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact: Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 209 Burlington Road, Bedford, MA 01730-1433 (telephone: 781-271-0022; e-mail: cihe@neasc.org).

The Nursing Program is accredited by the National League for Nursing Accrediting Commission (N.L.N.A.C.), 61 Broadway, New York, NY 10006 (telephone: 212-363-5555, ext. 153), and approved by the Massachusetts Board of Registration in Nursing. **The Medical Radiography Program** is accredited by the Joint Review Committee on Education in Radiologic Technology (J.R.C.E.R.T.), 20 North Wacker Drive, Suite 900, Chicago, IL 60606-2901 (telephone: 312-705-5300; fax: 312-704-5304; e-mail: <http://www.jrcert.org>). **The Surgical Technology Program** and the **Ultrasound Program** are both accredited by the Commission on Accreditation of Allied Health Education Programs (C.A.A.H.E.P.), 35 East Wacker Drive, Suite 1970, Chicago, IL 60601-2208 (telephone: 312-553-9616; e-mail: <http://www.CAAHEP.org>).

Developmental Learning and Academic Support

Division Mission Statement

The Division of Developmental Learning and Academic Support provides effective and dynamic instructional, academic and student support services through a variety of traditional and non-traditional resources. Individual and group learning experiences are designed to enhance student retention and success at Bunker Hill Community College.

Division Philosophy

It is our philosophy that each student is a unique learner. The division is dedicated to meeting the individual needs of all students, ensuring that all students work in a respectful, supportive environment which values the diversity of the college community.

Developmental Learning and Academic Support Division Grant-Funded Initiatives

Grant	
Adult Basic Education	\$426,129
ABE – Employment Resources, Inc.	\$32,152
ABE – Transitions Program	\$115,000
ABE – Curriculum Frameworks	\$17,885
BHE – Family Literacy Centers	\$197,350
BHE – MCAS Outreach	\$50,000
Commonwealth Information Technology Initiative	\$10,000
McNair – Disadvantaged Student Program	\$70,000
Offender Re-entry Program	\$426,588
Office of Community Corrections Learning Centers	\$137,000
TRIO Student Success Program	\$218,777
ABE Technology Grant	\$10,540
Total	\$1,711,421

Center for Self-Directed Learning

Center for Self-Directed Learning Activities: Spring 2001

Content tutoring by full-time staff for CSDL students
 Content tutoring by full-time staff for students enrolled in 2+1 sections*
 Content tutoring by part-time staff for CSDL students
 Content tutoring by part-time staff for students enrolled in 2+1 sections
 Internet and email usage (non-academic)
 Academic internet projects
 Microsoft applications support for new users
 Computer Assisted Instruction supporting CSDL and 2+1 students
 Computer Assisted Instruction supporting external faculty
 Testing of CSDL, External Studies and students enrolled in 2+1 sections
 ESL activities for CSDL students and students enrolled in 3+1 ESL sections**
 Computer Department students: tutorial support for students in computer courses

* 2+1 sections are taught by BHCC faculty. Students spend two 75-minute time blocks with their faculty member each week and one additional hour accessing the services of the CSDL, which includes testing.

** 3+1 sections are taught by BHCC faculty. Students spend three time blocks with their faculty member each week and one additional lab hour in the CSDL using special ESL software to supplement their course work.

Center for Self-Directed Learning Statistics: Spring 2001

Number of student visits via Red Canyon Log-in System	9,589
Number of student hours via Red Canyon Log-in System	17,172
Number of tests administered in Testing Room in a two week period 4/30 - 5/12	1,744
Enrollments in CSDL courses	559
Number of 2+1 sections taught by BHCC faculty	21
Number of students in 2+1 sections	525
Total required hours for 2+1 students in CSDL	563
Average number of students per day accessing computers in the CSDL	379
Number of phone contacts with students regarding progress	421
Decrease in NA grades from Fall 2000 to Spring 2001	22%
Number of 3+1 ESL sections taught by BHCC faculty	21
Number of students in 3+1 ESL sections	420
Number of tutoring sessions by full-time staff in a six week period 4/2 - 5/18	2247

Multi-Assistance Center

Student Academic Support Services: September 2000 - June 2001

Fall 2000

1,781 sessions
 355 unduplicated students served
 264 hours of tutoring per week
 200+ visits per week
 86% of students indicated that their grades increased with tutoring
 3 tutors in 5 math classrooms

Spring 2001

2,075 sessions
 400 unduplicated students served
 294 hours of tutoring per week
 200+ visits per week
 94% of students indicated that their grades increased with tutoring
 5 tutors in 8 math classrooms

Prior Learning Assessment Program

Portfolio Assessment

Number of students advised for portfolio preparation	160
Portfolio/credit activities	
Portfolios started	52
Credits requested (excluding Military Evaluation)	303
Credits awarded	297
Portfolios denied	5
Credits processed	303
Fees for credits processed	\$5,445
Credit by Testing Data (CLEP)	
Students requesting CLEP Test information	105
Students tested	42
Credits awarded	374
Department Challenge Exam	
Students tested	11
Credits awarded	15
Credits rejected	15
Fees collected	\$165
Community Educational Services Program	
Credits requested by students	54
Credits awarded	633
Fees collected	\$1,300

Library

The BHCC Library is a center for study, research and resource based instruction. Located on the Charlestown Campus, the library serves all three BHCC locations: the Charlestown Campus, the Chelsea Campus and a satellite location at the Cambridge Rindge and Latin School in Cambridge, Massachusetts. The collection contains 65,000 volumes, 250 newspapers and magazines and is augmented by numerous full text electronic journal databases. From computers on the Charlestown and Chelsea campuses, you can connect to the online catalog, and over one hundred online databases. The library offers a variety of services including user workshops, inter-library loan access to the collections of other libraries and passes to Boston-area museums.

Library Mission Statement

The BHCC Library provides effective library services through the use of appropriate technology in an environment which encourages and advances learning while also fostering mutual respect and civility between and among library staff and the patrons we serve. It endeavors to be responsive to the informational needs of all its patrons by developing, maintaining and making accessible a balanced collection of materials, as well as by teaching the skills and concepts associated with information literacy.

Library Statistics: 1994 - 2000

	1994	1995	1996	1997	1998	1999	2000
Total Expenditures	\$417,660	\$434,110	\$440,753	\$480,575	\$503,672	\$501,647	\$545,607
Paper Volumes	49,273	50,251	52,267	53,535	55,930	58,017	60,473
Paper Titles	42,385	43,285	45,061	48,300	50,318	52,245	54,479
Microform	5,473	5,567	5,644	5,721	5,788	5,848	5,908
Serials Subscriptions	326	337	316	311	355	325	341
Inter-Library Loan Provided	537	1,024	2,529	802	1,131	898	987
Inter-Library Loan Received	170	345	1,007	474	233	192	306
Circulation Transactions	10,259	18,918	14,793	14,261	10,950	12,454	12,046
Information Technology Workshop Attendance	1,200	1,348	1,837	1,908	3,199	2,015	3,278
Hours Open/week	64	64	64	64	64	64	64
Gate Count/week	1,050	5,946	5,690	3,873	4,651	5,009	5,024
Reference Transactions/week	335	420	455	425	525	457	418

Adult Basic Education Program

The Adult Basic Education program is grant funded by the Massachusetts Department of Education and offers free classes at both the Charlestown and Chelsea Campuses. At the Chelsea Campus, the program offers basic education classes through a collaborative partnership with three community based organizations: Centro Latino de Chelsea, Chelsea Human Services Collaborative (CHSC) and Roca, Inc. Basic English for Speakers of Other Languages (ESOL), Spanish Native Language Literacy and GED in Spanish are offered during the day and in the evening. These classes are located in Chelsea and are offered at BHCC's Chelsea Campus, Centro Latino de Chelsea and Roca, Inc. Supplemental tutoring is provided by CHSC-Chelsea Community Volunteer Center. The Transitional Pathways to College Project is located at the Charlestown Campus. This project is directed toward GED recipients who want to transition into higher education. Classes in developmental mathematics, developmental English and transitions to college are offered during the day and in the evening.

Adult Basic Education Statistics: 2000 - 2001

Services Offered during Summer 2000, Fall 2000, Spring 2001 semesters

Adult Basic Education classes - 15

Centro Latino	2 ESOL Level1
	2 ESOL Level 2
	1 Spanish Native Literacy Level 1
	1 Spanish Native Language Literacy Level 2
	1 Spanish Native Language Literacy combined Level 1 & 2
Roca, Inc.	1 Spanish GED Level 1
Chelsea Campus	2 ESOL Level 3
	2 ESOL Level 4
	1 Spanish GED combined Level 3 & 4
	1 Spanish GED Level 3
	1 Spanish GED Level 4

268 students served in Fall 2000

278 students served in Spring 2001

Transitions to College classes - 6

Charlestown Campus	2 Transitional English
	2 Transitional Mathematics
	2 Transitions to College

37 students served in Fall 2000

32 students served in Spring 2001

BHE Literacy Grant

Goals Completed

South Boston High School (SBHS)

- 120 Administrators, faculty and staff from SBHS attended a professional development day at BHCC.
- A 15-station computer lab was established for students in the after-school program.
- Software (Learning 2000) was purchased and installed in the SBHS lab.
- 4 pairs of BHCC faculty/SBS teachers formed ongoing mentoring relationships.
- A portable SmartClassroom was set up for SBHS faculty use in classroom teaching. Training in use of equipment is ongoing.

Charlestown High School (CHS)

- Headmaster and six teachers from CHS attended an information session at BHCC – 5/1/01.
- Passkey software was purchased for use by high school students in after-school program at BHCC.
- 31 students were shuttled to BHCC, via the BHCC van, to access software and receive tutoring at the CSDL in preparation for the MCAS exam. With their teacher, they arrived in groups of 8-10, twice weekly, over a period of several weeks.
- 20 CHS summer school students with their teacher attended weekly throughout the summer.
- CHS students were provided with a tour of BHCC.
- CHS students met with BHCC Admissions Counselor.
- A plan is in place, for the Fall 2001 semester, to provide continued support in the areas of basic literacy skills building and MCAS preparation, and to expose the students to a college environment.

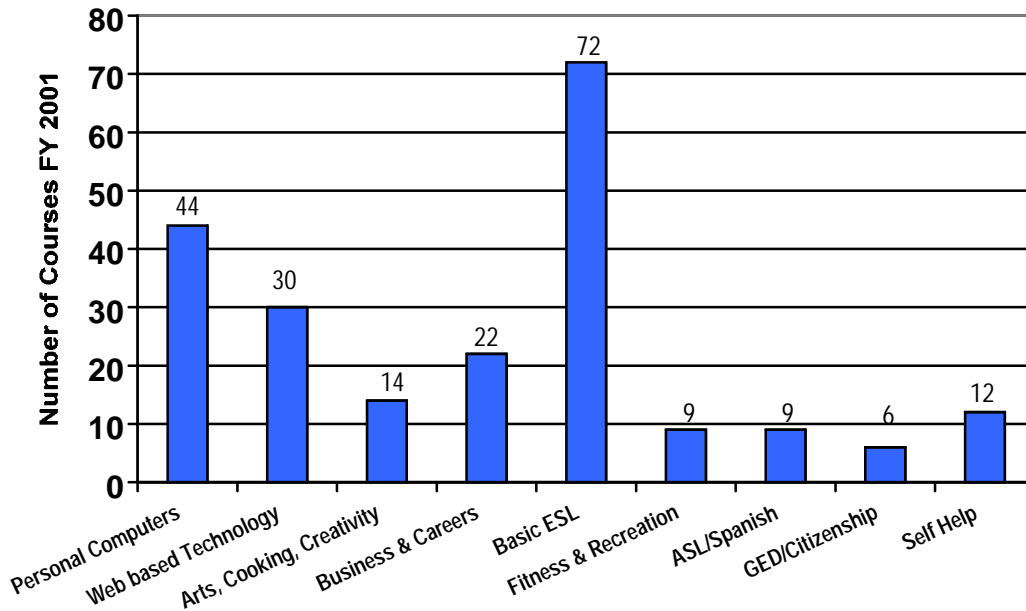
BHCC Chelsea Campus

- An after-school Family Literacy Center was established at the BHCC Chelsea Campus, serving 465 students and adult learners.
- A Family Literacy Center information session was held at Roca, Inc., a community based organization in Chelsea.
- Just A Start/Cambridge brought 20 students to the Family Literacy Center to utilize Passkey software to enhance math skills.
- 30 Transitions to College students were assigned user ID's to access software.
- Prospective Surgical Technology students who scored low on placement tests are using center to improve their test scores.
- Students who are enrolled in the Fall 2001 Transitional Pathways to College have been given assignments in Passkeys to enhance math and English skills in preparation for classes.

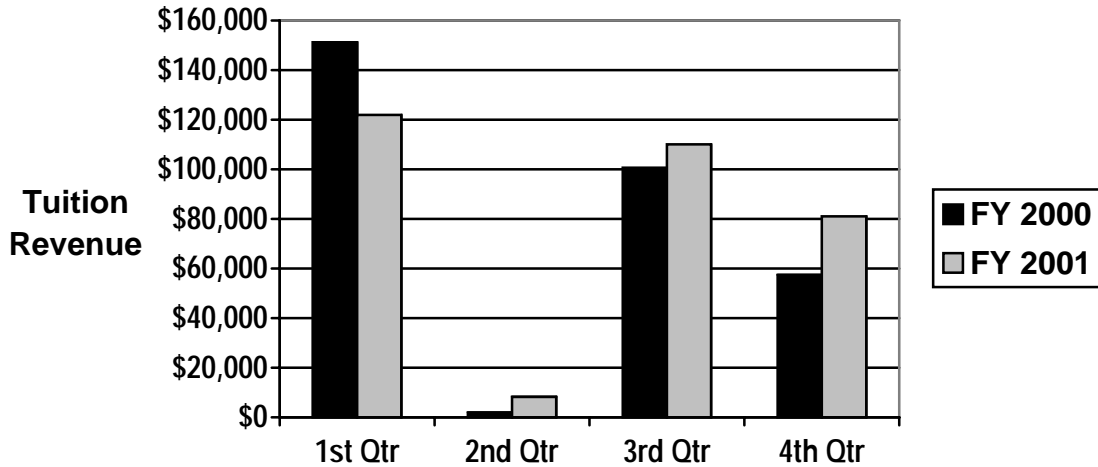
Community Education

- ❖ Increased non-credit enrollments by 14% (324) from FY 2000. FY 2001 enrollments totalled 2,372.
- ❖ Increased total revenue by 8% (\$10,000) from FY 2000. Total revenue for FY 2001 was \$321,230.
- ❖ Decreased non-credit offerings by 13% from FY 2000. Offered 218 courses in FY 2001 compared to 252 offered in FY 2000.
- ❖ Decreased the number of BESL offerings by 15%, from 85 offered in FY 2000 to 72 in FY 2001.

Community Education Noncredit Courses by Type: FY 2001



Community Education Tuition Revenue: FY 2000 and FY 2001



Community Education Courses, Enrollments and Revenue: FY 2000 and FY 2001

	FY 2000	FY 2001
Courses Offered	252	218
Number of Enrollments	2,048	2,372
Total Revenue	\$311,192	\$321,230

Workforce Development Center

The Workforce Development Center at BHCC is in the business of helping companies become healthier and more profitable through targeted hands-on training programs, custom designed to yield real world results. Our vision is to be the preferred training and economic development partner and resource for all companies and organizations in Greater Boston, to grow and retain quality jobs, enhancing the region's quality of life. We focus on those core workplace skills necessary for growth in virtually all organizations.

Workforce Development Core Skills Training

Available for All Industries

American Sign Language	Interpersonal Skills
Adult Learning	Leadership
Assertiveness	Machining & Tooling
Assessments	Math Skills
Blueprint Reading	Problem Solving
Change Management	Reading Skills
Circuit Analysis	Surface Mount Technology
Occupational Spanish (Command Spanish)	Statistical Process Control
Computer Skills	Safety & Chemical Awareness
Continuous Improvement	Sales Skills
Criminal Justice	Sexual Harassment
Cultural Diversity	Soldering
Customer Service	Stress Management
Early Childhood Education	Supervisory Skills
English as a Second Language	Total Quality Management
Electronics	Teaming
Food Sanitation	Train-the-Trainer
Health Care	Violence in the Workplace
ISO9000	Writing Skills
International Business	Zenger-Miller (Achieve Global)

Workforce Development Industries Served: FY 2001

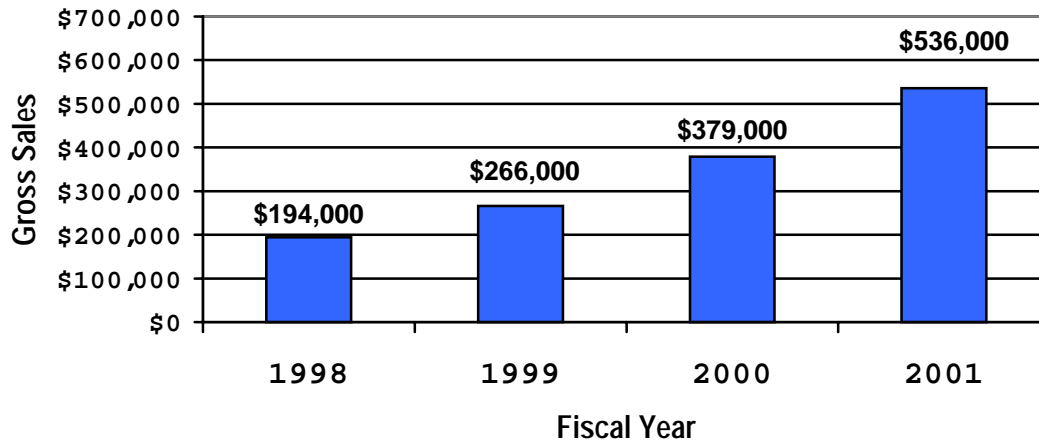
Industries served:

Banking
 Child Care
 Community Groups
 Electronic Manufacturing
 Financial Services
 Food Service
 Government
 Health Care
 Insurance
 Jet Engine Manufacturing
 Public Schools

Training topics:

Computer Skills
 Criminal Justice
 Cultural Diversity
 Customer Service
 Early Childhood Education
 English as a Second Language
 Food Sanitation
 Health Care
 Interpersonal Skills
 Leadership
 Math
 Occupational Spanish
 Reading
 Supervisory Skills
 Teaming
 Writing

Workforce Development Gross Sales: FY 1998 – FY 2001



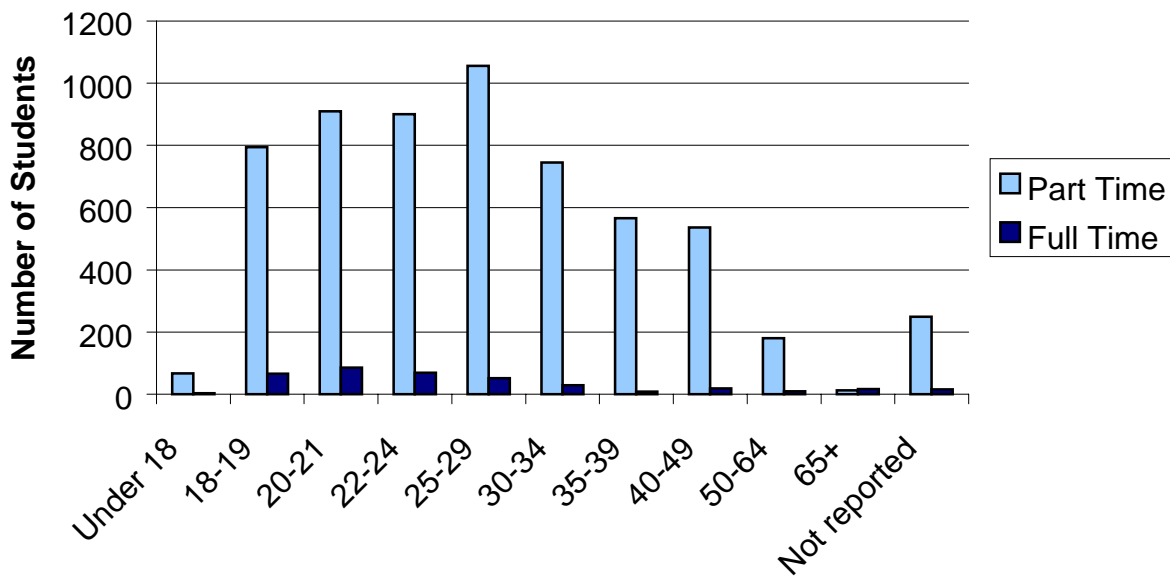
Workforce Development Activities: FY 2000 and FY 2001

	FY 2000	FY 2001
Companies Served	28	33
Contracts	52	54
Employees Served (Duplicated)	900	2,722
Instructors	43	42

Enrollment Distribution by Age and Gender: Fall 2000

More than two-thirds of Bunker Hill Community College students are over 21 years of age. This is the norm for community college populations. The average age is 28. Female students represent 57% of the total enrollment. The percentage of those female students under the age of 21 is 30%, and male students under 21 represent 31% of the college's total male population.

Enrollment Distribution by Age: Fall 2000



Note that "full-time" enrollment is based on the Massachusetts state standard of 15 credits, not the federal financial aid standard of 12 credits. Associate degree programs typically require 60 to 72 total credit hours.

Enrollment Distribution by Age and Gender: Fall 2000 Continued

WOMEN	Full-Time (15+ hrs)	Part-Time	All
Under 18	2	32	34
18-19	44	442	486
20-21	47	506	553
22-24	39	512	551
25-29	31	592	623
30-34	16	405	421
35-39	5	326	331
40-49	8	321	329
50-64	2	116	118
65+	14	0	14
Not Reported	8	140	148
Total	216	3392	3608

MEN	Full-Time (15+ hrs)	Part-Time	All
Under 18	1	35	36
18-19	20	329	349
20-21	35	386	421
22-24	28	365	393
25-29	20	437	457
30-34	12	325	337
35-39	2	218	220
40-49	6	197	203
50-64	2	64	66
65+	0	12	12
Not Reported	5	83	88
Total	131	2451	2582

ALL STUDENTS	Full-Time (15+ hrs)	Part-Time	All
Under 18	3	67	70
18-19	66	794	860
20-21	86	910	996
22-24	69	900	969
25-29	52	1056	1108
30-34	29	745	774
35-39	8	565	573
40-49	19	536	555
50-64	9	180	189
65+	16	12	28
Not Reported	15	249	264
Total	372	6014	6386

GENDER NOT REPORTED	Full-Time (15+ hrs)	Part-Time	All
Under 18	0	0	0
18-19	2	23	25
20-21	4	18	22
22-24	2	23	25
25-29	1	27	28
30-34	1	15	16
35-39	1	21	22
40-49	5	18	23
50-64	5	0	5
65+	2	0	2
Not Reported	2	26	28
Total	25	171	196

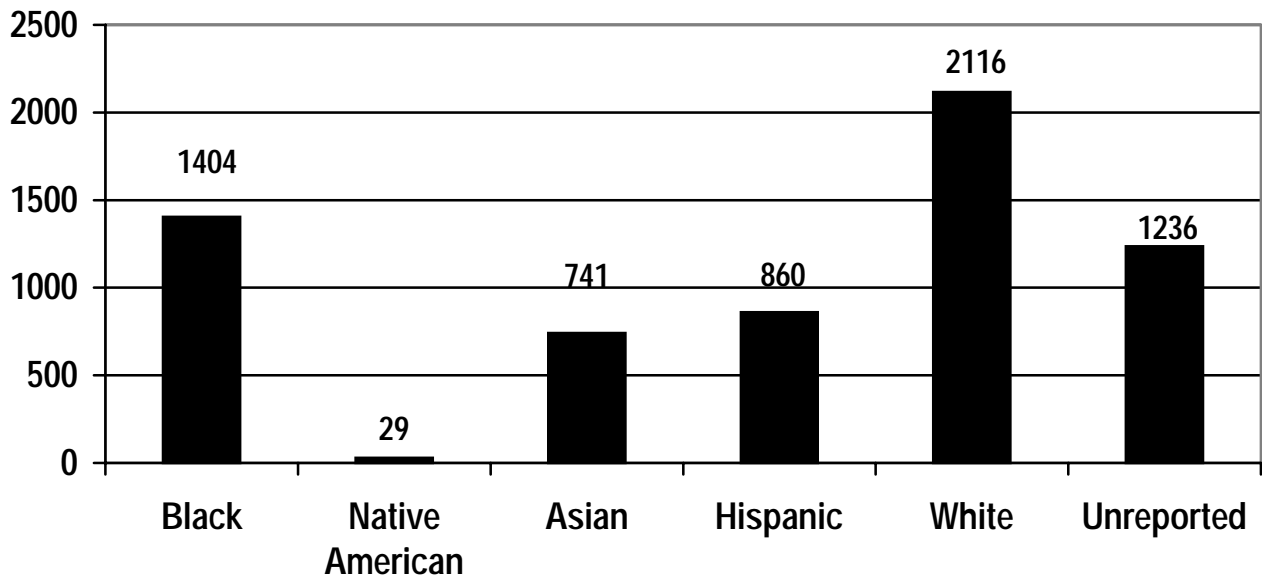
Enrollment by Ethnicity: Fall 2000

In Fall 1999, 8% of students had no race/ethnicity code on their student record. In Fall 2000, this rate more than doubled to 19.6%. With one out of five students at BHCC lacking race/ethnicity codes, the proportion of students in any racial/ethnic group cannot be reliably estimated, and comparisons with 1999 proportions should be made with caution.

Of those who had race/ethnicity codes in Fall 2000, 59% were persons of color and 41% were white.

There was an apparent increase in enrollment of international students. In Fall 1999 there were 271 students from 62 countries. In Fall 2000 there were 337 students from 72 countries. This change can be attributed in part to increased efforts to code citizenship on student records.

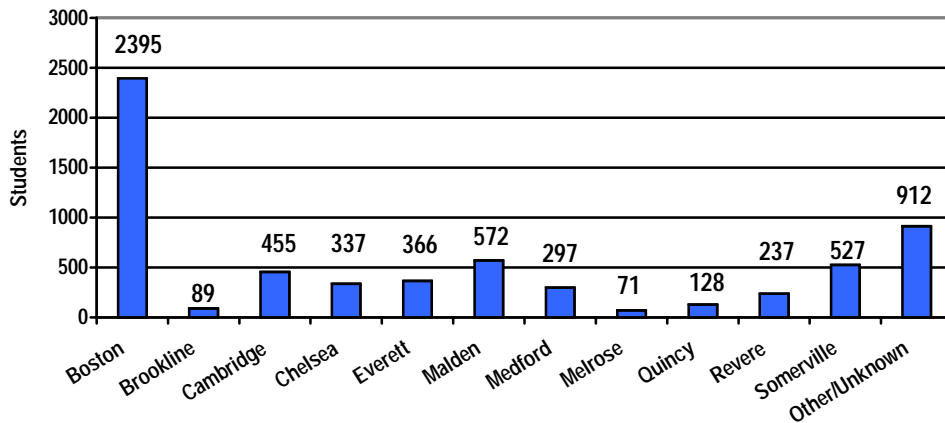
Total Enrollment by Ethnicity: Fall 2000



Enrollment by City or Town: Fall 2000

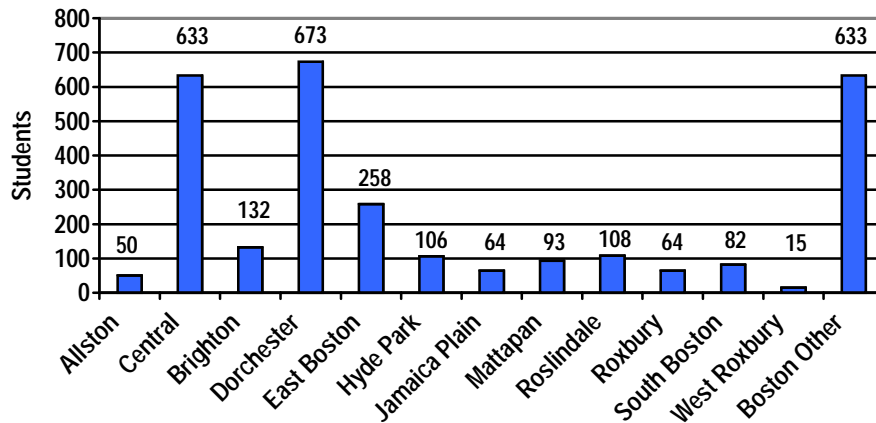
Nearly 2,400 students came from the city of Boston in Fall 2000. More than 500 students represent Somerville and Malden each, and Cambridge nearly hit the same mark. Bunker Hill registers students from nearly 50 cities and town throughout seven counties in the Commonwealth. The BHCC service area is located in a 15-mile radius in eastern Massachusetts where one fifth of the Commonwealth's population resides. The chart below illustrates the cities and towns with the largest enrollment at Bunker Hill Community College. Beginning in 2000, students were dropped for non-payment. This change in enrollment procedures improves the accuracy of the Fall 2000 data. In previous years, students who registered, did not pay and did not attend were included in the official enrollment figures. As of 2000, these individuals are not included in enrollment counts.

Total Enrollment by City or Town: Fall 2000



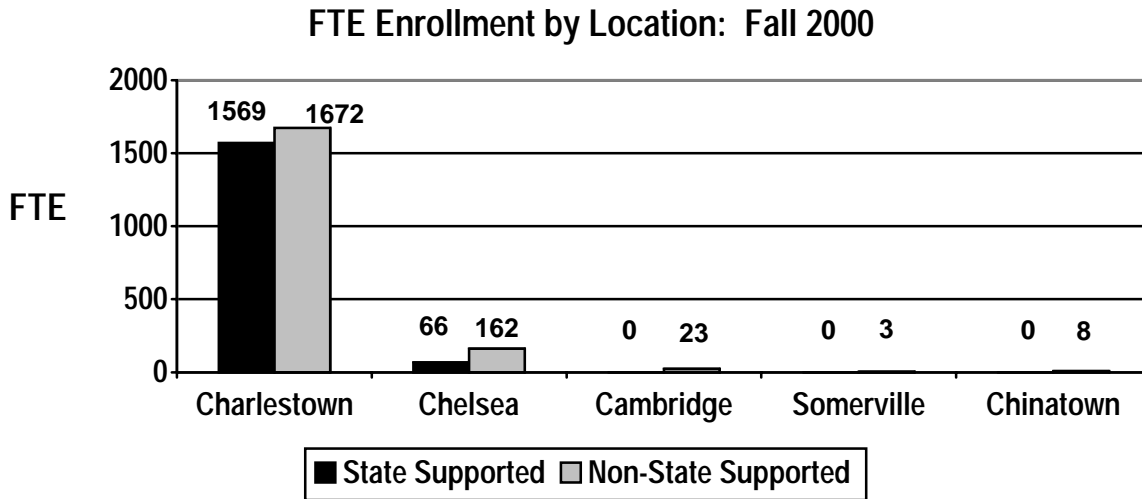
Boston Enrollment by Neighborhood: Fall 2000

Boston Enrollment by Neighborhood: Fall 2000



FTE Enrollment by Location: Fall 2000

In Fall 2000, Bunker Hill Community College offered for-credit classes at five locations, including the Charlestown and Chelsea campuses, and satellite locations in Cambridge, Somerville and Chinatown. FTE is based on the Massachusetts standard of 15 credits, not the federal financial aid standard of 12 credits



International Students: Fall 2000

<u>Country</u>	<u>New</u>	<u>Cont.</u>	<u>Total</u>	<u>Country</u>	<u>New</u>	<u>Cont.</u>	<u>Total</u>
Albania	3	5	8	Algeria	0	1	1
Antigua	0	1	1	Argentina	0	2	2
Australia	1	0	1	Barbados	2	1	3
Bermuda	0	1	1	Bosnia	1	0	1
Brazil	9	16	25	Bulgaria	2	0	2
Canada	0	1	1	China	2	5	7
Colombia	6	7	13	Congo	0	3	3
Croatia	0	1	1	Czech Republic	1	0	1
Dominica	0	1	1	Dominican Republic	0	2	2
Egypt	1	2	3	England	2	1	3
Estonia	1	0	1	France	1	3	4
Germany	2	3	5	Greece	1	0	1
Guinea	0	2	2	Haiti	1	3	4
Hong Kong	1	3	4	Hungary	1	0	1
Iceland	1	0	1	India	4	7	11
Indonesia	0	1	1	Ireland	0	1	1
Israel	0	1	1	Italy	3	1	4
Ivory Coast	2	0	2	Jamaica	1	0	1
Japan	9	38	47	Kenya	4	19	23
Latvia	1	0	1	Lebanon	0	1	1
Lithuania	0	1	1	Malaysia	3	0	3
Mali	0	2	2	Mexico	2	2	4
Morocco	7	16	23	Nepal	0	5	5
Netherlands	0	1	1	Niger	0	1	1
Nigeria	0	1	1	Panama	0	2	2
Peru	1	3	4	Poland	3	4	7
Portugal	1	0	1	Russia	0	2	2
Saudi Arabia	0	2	2	Sierra Leone	0	1	1
South Korea	8	9	17	Spain	2	3	5
Sri Lanka	1	1	2	Sweden	0	1	1
Switzerland	1	0	1	Taiwan	1	3	4
Tanzania	6	2	8	Thailand	3	4	7
Tibet	0	1	1	Trinidad	0	3	3
Tunisia	1	0	1	Turkey	0	1	1
Uganda	2	0	2	Venezuela	2	5	7
Vietnam	4	10	14	Yemen	1	0	1
Yugoslavia	1	0	1	Zimbabwe	1	3	4
(Unknown)	1	0	1				

New Students in Fall 2000: 115
 Continuing Students: 222
 Total Students Fall 2000: 337

Countries: 72
 New Countries: 18

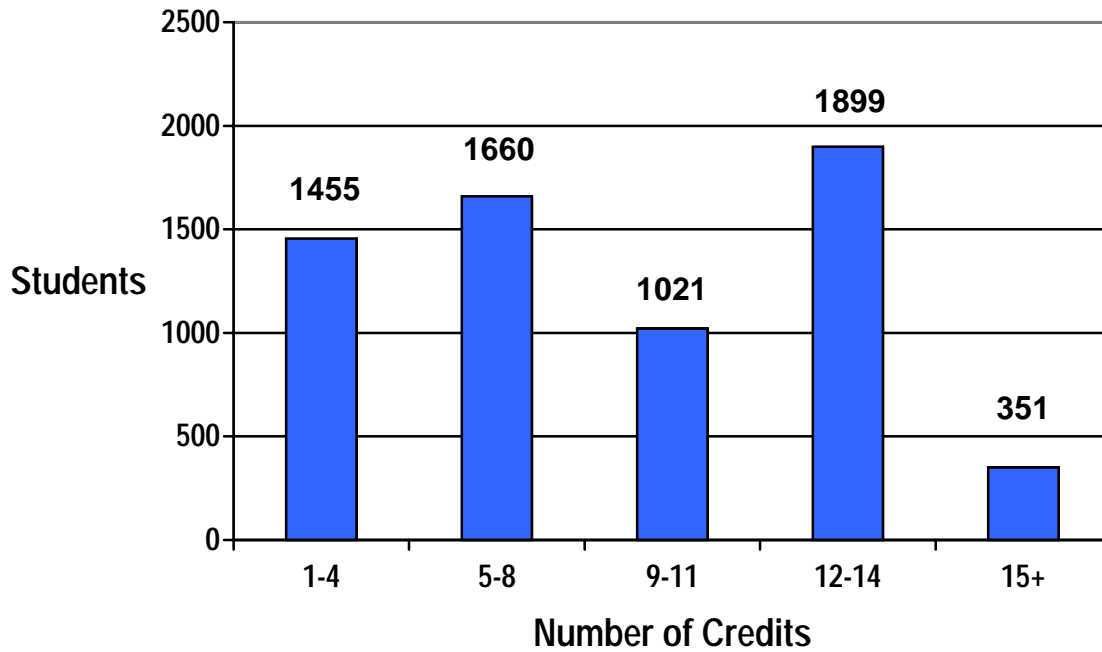
International Students: Spring 2001

<u>Country</u>	<u>New</u>	<u>Cont.</u>	<u>Total</u>	<u>Country</u>	<u>New</u>	<u>Cont.</u>	<u>Total</u>
Albania	3	6	9	Argentina	1	2	3
Australia	0	1	1	Bangladesh	1	0	1
Barbados	1	3	4	Belarus	2	0	2
Belgium	0	1	1	Bosnia	0	1	1
Brazil	8	22	30	Bulgaria	0	2	2
Canada	3	1	4	Cape Verde	2	0	2
China	0	3	3	Colombia	6	11	17
Congo	1	0	1	Croatia	0	1	1
Czech Republic	0	1	1	Dominica	0	1	1
Dominican Republic	0	2	2	Egypt	2	3	5
El Salvador	1	0	1	England	0	2	2
Estonia	0	1	1	Finland	1	0	1
France	1	4	5	Germany	3	3	6
Greece	0	1	1	Guinea	1	2	3
Haiti	0	4	4	Honduras	1	0	1
Hong Kong	2	4	6	Hungary	0	1	1
Iceland	0	1	1	India	2	7	9
Indonesia	1	1	2	Iran	1	0	1
Ireland	0	1	1	Italy	0	4	4
Ivory Coast	0	2	2	Jamaica	0	1	1
Japan	15	39	54	Kenya	3	14	17
Latvia	0	1	1	Lebanon	4	1	5
Lithuania	2	1	3	Malaysia	0	1	1
Mali	1	1	2	Mexico	1	3	4
Morocco	9	15	24	Nepal	1	5	6
Netherlands	0	1	1	Niger	0	1	1
Nigeria	0	2	2	Pakistan	1	1	2
Panama	0	2	2	Paraguay	1	0	1
Peru	1	4	5	Philippines	1	0	1
Poland	0	3	3	Russia	3	2	5
Saint Vincent	1	0	1	Saudi Arabia	2	1	3
South Korea	11	17	28	Spain	0	3	3
Sri Lanka	2	1	3	Switzerland	1	0	1
Taiwan	2	2	4	Tanzania	4	4	8
Thailand	2	6	8	Tibet	0	1	1
Trinidad	1	3	4	Tunisia	1	1	2
Turkey	2	1	3	Uganda	1	1	2
Venezuela	5	5	10	Vietnam	4	9	13
Yemen	0	1	1	Yugoslavia	0	1	1
Zaire	0	1	1	Zimbabwe	1	3	4
New Students:			127	Total Countries:			80
Continuing Students:			258	New Countries:			10
Total Students Spring 2001:			385				

Student Enrollment by Number of Credits: Fall 2000

Most students at Bunker Hill Community College attend part-time, averaging 8 credits per student in the Fall 2000 semester. One third of BHCC students enrolled for 12 or more credits.

Student Enrollment by Number of Credits: Fall 2000



Distance Education Enrollments and Courses: Fall 2000

	ENROLLMENTS	CREDITS	FTE
Home Study Courses	487	1473	98.2
Web Courses	250	765	51
Telecourses	77	231	15.4
Total	814	2,469	164.6

First Time Degree-Seeking Students Entry Assessment: Fall 2000

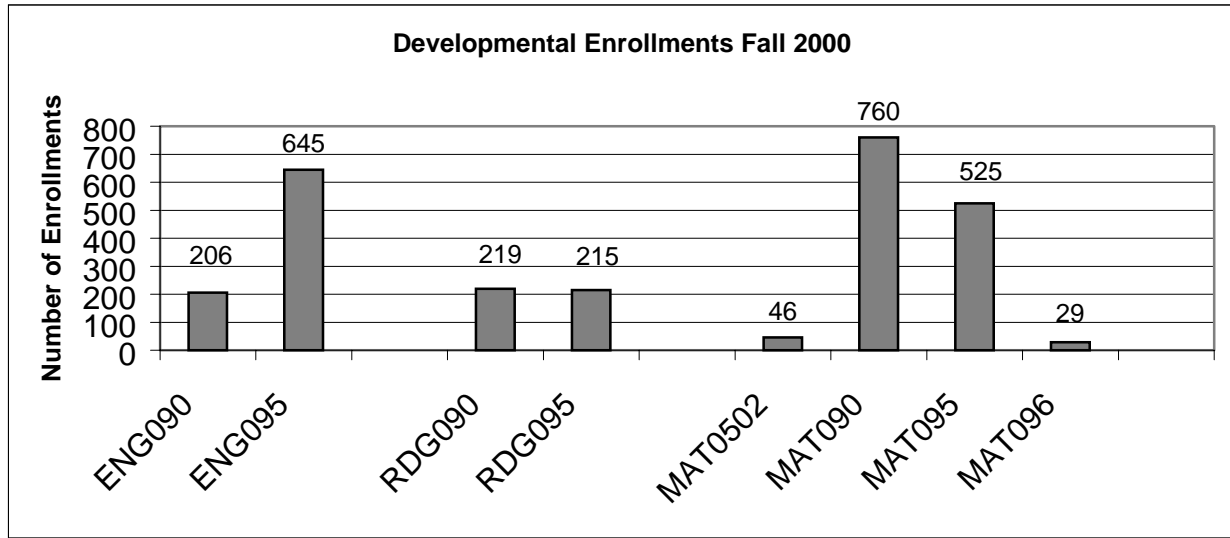
This group includes 802 students who attended BHCC for the first time in Fall 2000 and who matriculated in Fall 2000. All matriculated students are required to take placement tests. This report includes only the highest level math placement test taken by the student, e.g. students who took the College Math test also took the Algebra test but only the College Math test results are reported here. English placement is based on a sentence skills test combined with performance on the reading test.

Assessment	# Tested	% Placed at College Level
Reading	802	57.2%
English	802	37.8%
Mathematics - Algebra	64	1.5%
Mathematics - College Math	92	6.0%

First Time Degree-Seeking Students Developmental Needs: Fall 2000

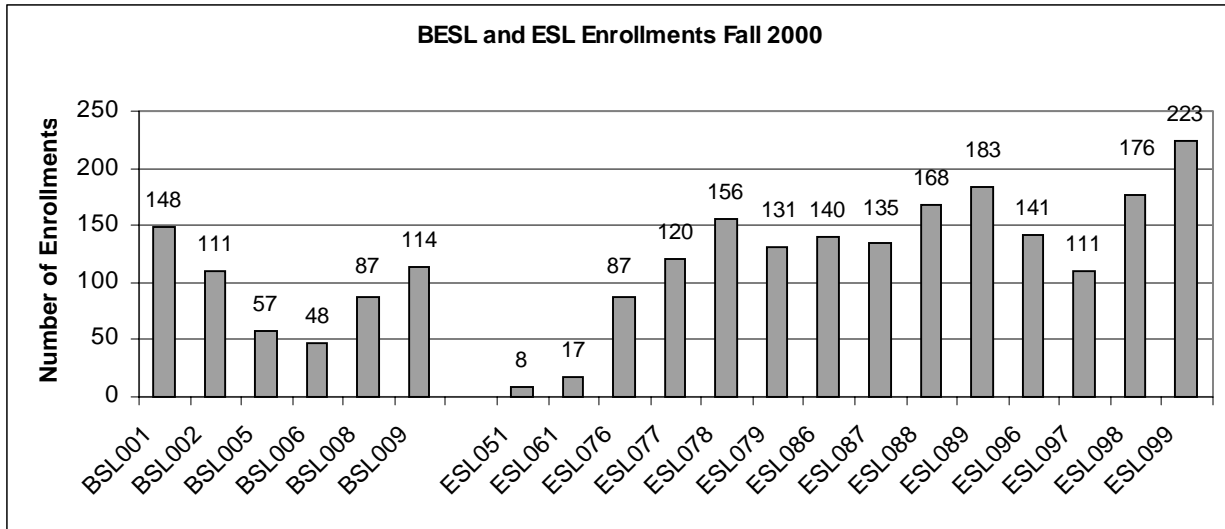
	# Placed at Developmental Level	% Placed at Developmental Level
Reading Only	0	0.0%
English Only	8	1.0%
Math Only	280	34.9%
Total - One subject only	288	35.9%
Reading & English	20	2.5%
Reading & Math	3	0.4%
English & Math	151	18.8%
Reading, English, & Math	320	39.9%
Total - Two or more subjects	494	61.6%
Total - One or more subjects	782	97.5%

Developmental Enrollments: Fall 2000

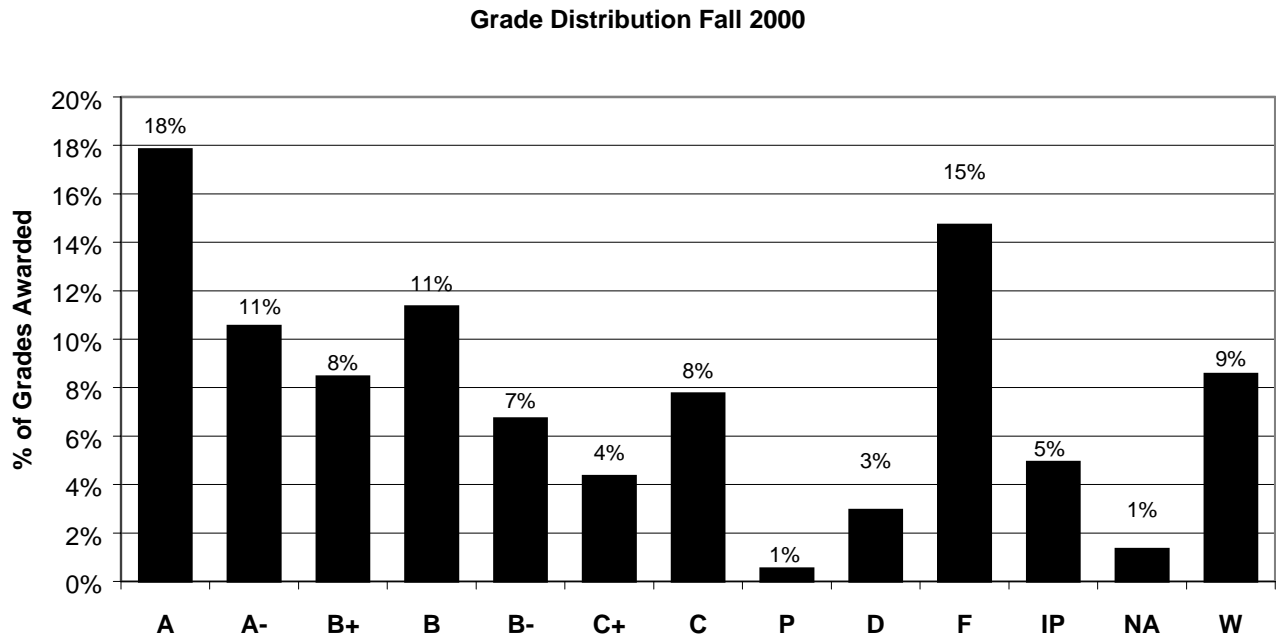


BESL and ESL Enrollments: Fall 2000

Basic English as a Second Language and English as a Second Language



Grade Distribution: Fall 2000



Of the grades awarded in Fall 2000, 29% were "A's," 26% were "B's," 12% were "C's," and 1% were "P's," for a productive grade rate of 68%. The 1% "NA" and 9% "W" grades indicate that within-course retention was 90% for the Fall 2000 semester.

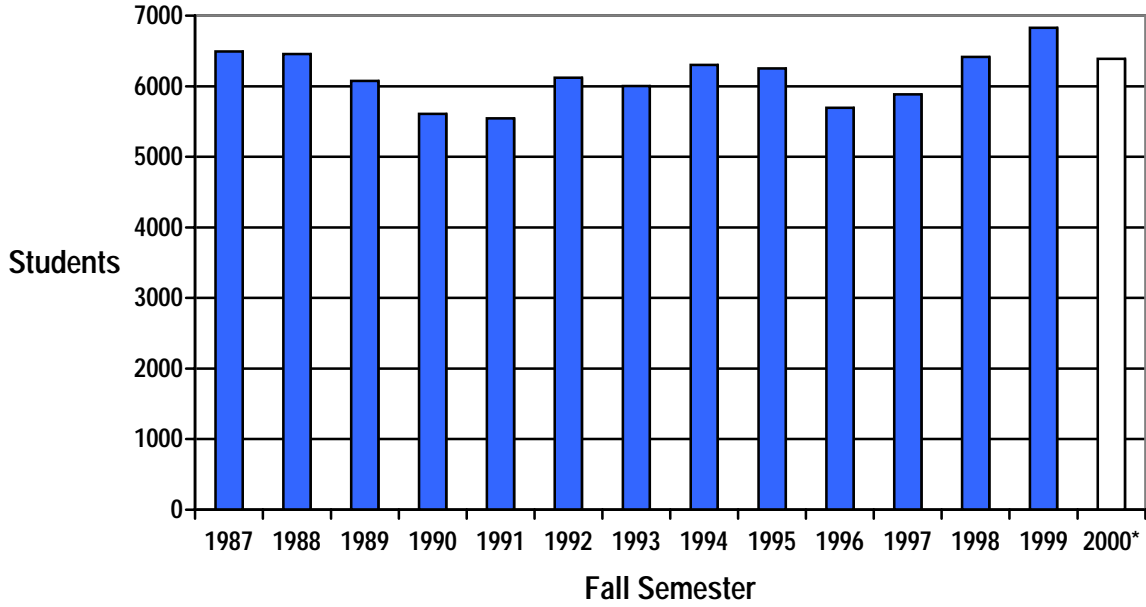
Financial Aid Awards: 2000 - 2001

Category	Amount Awarded	Number of Awards
SCHOLARSHIPS		
Outside Scholarship	\$163,538	123
Academic Excellence Scholarship	\$3,312	10
President's High School Scholarship	\$7,605	8
President's Leadership Award	\$1,000	1
Trustees' Service Award	\$1,560	1
O'Shea Trustees' Academic Award	\$2,340	2
GRANTS		
Massachusetts Cash Grant	\$1,865,423	1,832
Mass. Grant	\$296,400	565
Mass. Performance Grant	\$8,400	29
Federal Supplemental Educational Opportunity Grant	\$259,973	687
Mass. Tuition Waiver	\$342,847	1,804
Federal Pell Grant	\$3,384,526	1,843
Mass. Part-time Grant	\$132,182	466
LOANS		
Federal Parent Loan to Undergraduate Students	\$2,000	1
Federal Subsidized Stafford Loan	\$156,244	91
Federal Unsubsidized Stafford Loan	\$136,625	65
Mass. No-Interest Loan	\$5,000	2
WORK STUDY		
Federal College Work Study	\$214,894	94
TOTAL	\$6,983,969	2,000 students (unduplicated)

Headcount Trends: Fall 1987 - 2000

There were 6,386 students enrolled at the college in credit courses. Of these, 70% were continuing students, 25% were first-time freshmen, and 2% were re-admitted (returning to BHCC after a semester absence) and 3% were transfer students.

Credit Headcount: Fall 1987 - 2000

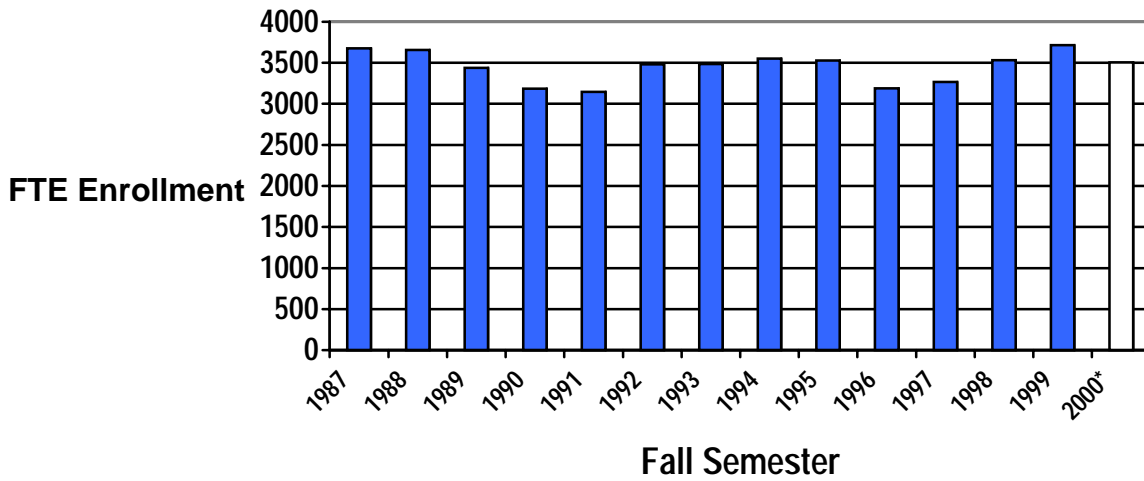


* In calendar year 2000, students were dropped for non-payment. This change in enrollment procedures improves the accuracy of the Fall 2000 data. In previous years, students who registered but did not pay were included in the official enrollment figures. As of 2000, these individuals are no longer included in enrollment counts.

FTE Enrollment Trends: Fall 1987 - 2000

Full-Time Equivalent (FTE) enrollment, based on the Massachusetts state standard of 15 hours, was 3,503 in Fall 2000. State Supported FTE was 1,634 in Fall 2000. Non-State Supported FTE was 1,868 in Fall 2000.

State and Non-State Supported FTE Enrollment: Fall 1987 - 2000

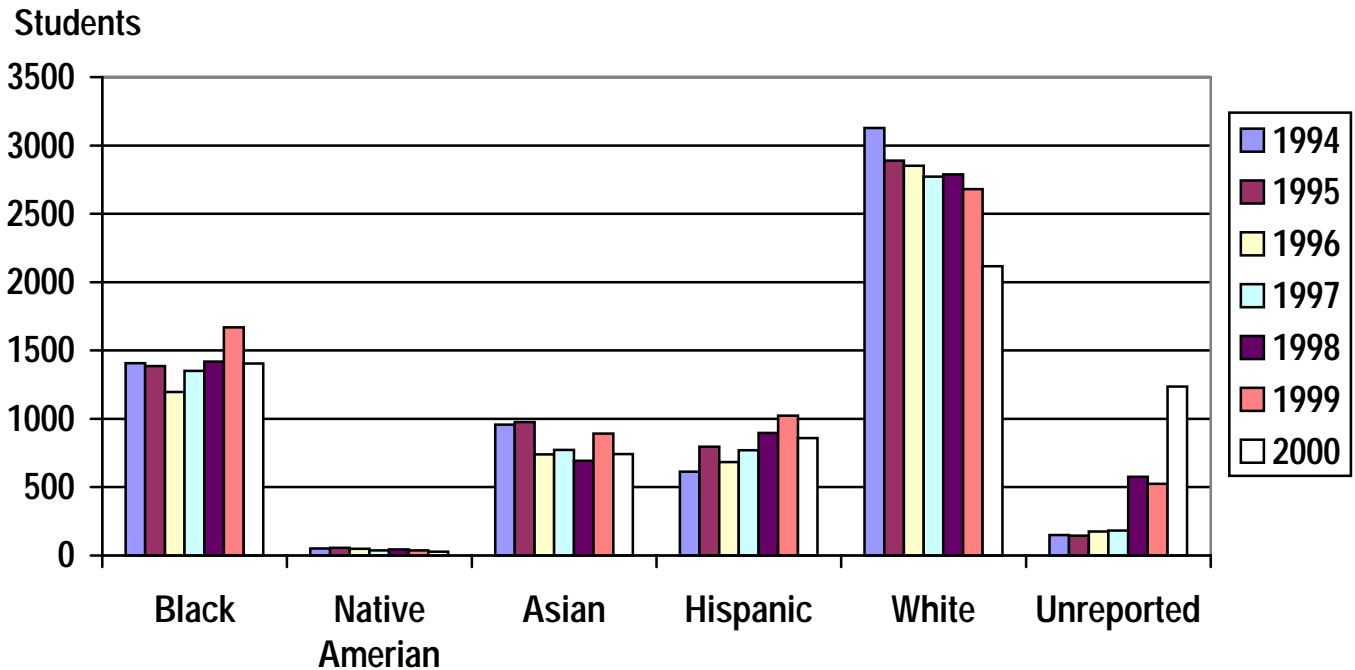


* In calendar year 2000, students were dropped for non-payment. This change in enrollment procedures improves the accuracy of the Fall 2000 data. In previous years, students who registered but did not pay were included in the official enrollment figures. As of 2000, these individuals are no longer included in enrollment counts.

Enrollment Trends by Ethnicity: Fall 1994 - 2000

Because of the 135% increase in the number of students with no race/ethnicity code on their records, generalizations about enrollment trends should be made with caution. In calendar year 2000, students were dropped for non-payment. This change in enrollment procedures improves the accuracy of the Fall 2000 data. In previous years, students who registered but did not pay were included in the official enrollment figures. As of 2000, these individuals are no longer included in enrollment counts.

Enrollment by Ethnicity: Fall 1994 - 2000



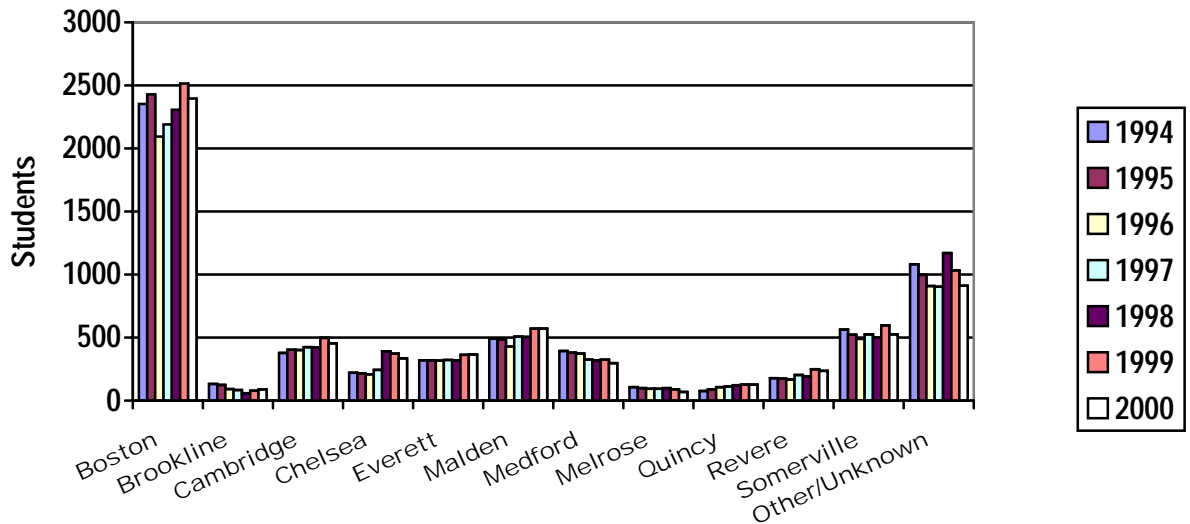
Enrollment by Ethnicity: Fall 1994 - 2000

	1994	1995	1996	1997	1998	1999	2000
Black	1407	1385	1196	1350	1418	1670	1404
Native American	51	56	48	37	44	38	29
Asian	957	977	740	773	693	893	741
Hispanic	613	797	683	771	897	1022	860
White	3127	2889	2852	2773	2788	2681	2116
Unreported	149	146	176	182	577	524	1236
Total	6304	6250	5695	5886	6417	6828	6386

Credit and Non-Credit Enrollment Trends by City or Town: Fall 1994 - 2000

Four area city and towns contributed nearly 500 students or more to the Bunker Hill Community College student population. Cambridge, Malden and Somerville follow Boston, which sent almost 2400 students to BHCC this year. Enrollments from both Chelsea and Everett continue to be strong since the 1998 opening of the Chelsea Campus. In calendar year 2000, students were dropped for non-payment. This change in enrollment procedures improves the accuracy of the Fall 2000 data. In previous years, students who registered but did not pay were included in the official enrollment figures. As of 2000, these individuals are no longer included in enrollment counts.

Enrollment by City or Town: Fall 1994 - 2000



City	1994	1995	1996	1997	1998	1999	2000
Boston	2353	2427	2094	2190	2307	2515	2395
Brookline	133	125	92	84	59	80	89
Cambridge	378	405	403	425	422	498	455
Chelsea	222	218	210	244	391	375	337
Everett	320	321	318	324	322	364	366
Malden	494	486	431	509	505	573	572
Medford	395	382	373	326	320	326	297
Melrose	108	99	95	95	99	90	71
Quincy	77	90	109	112	124	127	128
Revere	178	176	168	205	195	249	237
Somerville	564	524	492	525	502	597	527
Other/Unknown	1082	997	910	904	1171	1034	912

Enrollment Trends by Program: Associate Degrees

Computer Technology maintained its enrollment strength during Fall 2000. The associate degree programs with the largest enrollment are Business Administration (530), Computer Technology (524) and Criminal Justice (201). There were 1859 students enrolled in associate-level career programs, and 2145 students pursuing Liberal Arts programs. In Fall 2000, there was an increase in the number of non-matriculated students, which partially accounts for the difference in total program enrollments from Fall 1999 to Fall 2000.

Associate Degree Program Declared Majors

	Fall 1997	Fall 1998	Fall 1999	Fall 2000
ASSOCIATE IN ARTS				
Liberal Arts	2198	2224	2634	2145
ASSOCIATE IN SCIENCE				
Business Administration	603	663	669	530
Computer Technology	342	449	526	524
Criminal Justice	227	254	250	201
Early Childhood Development	82	94	101	97
Electronics Technology	42	51	36	29
Fire Protection & Fire Safety	31	38	28	20
Graphic Arts/Visual Communication	70	85	82	69
Culinary Arts	63	59	59	36
Travel and Tourism	76	79	83	69
Human Services	77	96	77	81
Media Technology	18	33	33	17
Medical Imaging	70	72	66	52
Nursing R.N. Training	111	124	128	80
Office and Information Management	69	74	63	53
Pharmacy Technology Program	0	0	0	1
AS SUBTOTAL	1881	2171	2201	1859
TOTAL	4079	4395	4835	4004

Enrollment Trends by Program: Certificate Programs

In Fall 2000, there was an increase in the number of non-matriculated students, which partially accounts for the difference in total program enrollments from Fall 1999 to Fall 2000.

Certificate Program Declared Majors

	Fall 1997	Fall 1998	Fall 1999	Fall 2000
Allied Health	97	95	98	74
Biotechnology	10	8	2	0
Business Administration	69	63	57	45
Computer Programming	9	18	26	30
Criminal Justice	4	12	3	5
Diagnostic Medical Sonography	0	0	0	5
Early Childhood Development	21	18	17	10
Electronics Technology	22	29	31	16
Graphic Arts/Visual Communication	4	5	4	1
Culinary Arts	10	14	12	15
Travel and Tourism	9	22	22	8
Medical Imaging	2	1	0	6
Office and Information Management	78	54	18	13
Surgical Technology	19	25	24	29
TOTAL	354	364	314	257

Enrollment Trends in Developmental Courses: Spring 1999 - Spring 2001

	Fall 1999	Fall 2000	Spring 1999	Spring 2000	Spring 2001
English					
ENG005	-	1	-	-	22
ENG090	261	206	110	148	143
ENG095	725	645	615	616	600
Total	986	852	725	764	765
Reading					
RDG090	236	219	114	146	140
RDG095	239	215	197	205	203
Total	475	434	311	351	343
Mathematics					
MAT005	-	-	-	-	74
MAT0501	4	1	4	2	-
MAT0502	-	46	-	-	65
MAT085	-	-	-	-	1
MAT090	825	760	554	575	540
MAT095	610	525	604	606	534
MAT096	39	29	24	24	17
Total	1478	1361	1186	1207	1231

Enrollment Trends in BESL and ESL: Spring 1999 – Spring 2001

	Fall 1999	Fall 2000	Spring 1999	Spring 2000	Spring 2001
Basic English as a Second Language (BESL)					
BSL001	155	148	84	98	106
BSL002	69	111	56	109	102
BSL005	57	57	58	86	82
BSL006	51	48	62	51	96
BSL008	81	87	76	83	94
BSL009	76	114	96	86	83
Total Enrollments*	489	565	432	513	563
English as a Second Language (ESL)					
ESL005	-	-	-	-	10
ESL051	13	8	-	-	-
ESL061	19	17	-	-	-
ESL062	-	-	10	15	16
ESL063	-	-	-	15	16
ESL076	179	87	122	111	105
ESL077	189	120	125	128	95
ESL078	169	156	131	126	122
ESL079	174	131	140	108	136
ESL086	137	140	139	175	135
ESL087	140	135	164	171	140
ESL088	148	168	182	183	204
ESL089	148	183	186	192	192
ESL096	109	141	97	105	114
ESL097	95	111	96	87	120
ESL098	160	176	151	151	174
ESL099	201	223	202	183	210
ESL514	10	-	-	-	-
Total Enrollments*	1891	1796	1745	1750	1789

* Note that BESL and ESL students typically register for more than one section of BESL or ESL each semester.

BESL and ESL Fall to Spring Retention Rates

In Fall 2000, there were 404 BESL students. In Spring 2001, 170 or 42% of them returned to BHCC. In Fall 2000, there were 789 Academic ESL students. In Spring 2001, 595 or 75% of them returned to BHCC.

**Enrollment Trends in Distance
Education: Spring 1999 - Spring 2001**

	Fall 1999	Fall 2000	Spring 1999	Spring 2000	Spring 2001
Home Study Courses	673	487	663	591	611
Web Courses	103	250	25	217	300
Telecourses	98	77	106	98	91
Total Enrollments	874	814	794	906	1,002

Grade Distribution Trends: Spring 1999 - Spring 2001

	A	A-	B+	B	B-	C+	C	P
Fall 1999	3133 17.3%	1805 10.0%	1480 8.2%	1874 10.4%	1195 6.6%	771 4.3%	1440 8.0%	110 0.6%
Fall 2000	3044 17.8%	1799 10.5%	1443 8.5%	1938 11.4%	1147 6.7%	742 4.3%	1324 7.8%	91 0.5%

Spring 1999	2963 18.0%	1689 10.2%	1369 8.3%	1667 10.1%	1083 6.6%	740 4.5%	1381 8.4%	46 0.3%
Spring 2000	3186 18.1%	1833 10.4%	1547 8.8%	1850 10.5%	1113 6.3%	710 4.0%	1399 8.0%	376 2.1%
Spring 2001	3140 17.7%	1722 9.7%	1461 8.2%	1752 9.9%	1128 6.4%	710 4.0%	1298 7.3%	283 1.6%

Summer I 1999	568 19.9%	371 13.0%	309 10.8%	327 11.4%	224 7.8%	147 5.1%	223 7.8%	20 0.7%
Summer I 2000	632 18.8%	392 11.7%	298 8.9%	360 10.7%	265 7.9%	141 4.2%	218 6.5%	43 1.3%

Summer II 1999	204 24.7%	137 16.6%	99 12.0%	118 14.3%	64 7.7%	32 3.9%	53 6.4%	0 0.0%
Summer II 2000	205 23.3%	100 11.4%	108 12.3%	117 13.3%	63 7.2%	29 3.3%	65 7.4%	0 0.0%

	D	F	IP	NA	W	TOTAL
Fall 1999	484 2.7%	3741 20.7%	14 0.1%	488 2.7%	1551 8.6%	18086
Fall 2000	504 3.0%	2512 14.7%	841 4.9%	227 1.3%	1461 8.6%	17073

Spring 1999	457 2.8%	3017 18.3%	14 0.1%	313 1.9%	1757 10.7%	16496
Spring 2000	518 2.9%	2930 16.7%	289 1.6%	338 1.9%	1508 8.6%	17597
Spring 2001	462 2.6%	2812 15.8%	1254 7.1%	277 1.6%	1463 8.2%	17762

Summer I 1999	60 2.1%	530 18.6%	0 0.0%	0 0.0%	78 2.7%	2857
Summer I 2000	89 2.6%	439 13.1%	327 9.7%	0 0.0%	156 4.6%	3360

Summer II 1999	9 1.1%	90 10.9%	0 0.0%	0 0.0%	21 2.5%	827
Summer II 2000	22 2.5%	118 13.4%	7 0.8%	0 0.0%	44 5.0%	878

Within Course Student Retention: Spring 1999 - Spring 2001

Within-course retention is the percentage of enrollments that did *not* result in "W," "WA," "N" or "NA" grades. This retention rate includes grades of A – F, P and IP.

Term	Within Course Retention Rate
Spring 1999	88%
Fall 1999	89%
Spring 2000	90%
Fall 2000	90%
Spring 2001	90%

Fall to Spring Student Retention: AY 2000 & AY 2001

Fall to Spring retention is the percentage of students enrolled in the Fall who re-enroll in the Spring. This is a headcount, not an enrollment count. Each student is counted only once regardless of the number of credit hours s/he registered for. Out of every 10 students enrolled in the Fall, approximately six re-enroll in the Spring.

	Fall to Spring Retention Rate
Fall 1999 – Spring 2000	60%
Fall 2000 – Spring 2001	62%

Student Success: Productive Grade Rate

One measure of student success is the productive grade rate. This is the percentage of A, B, C and P grades awarded each term.

Term	Productive Grade Rate
Spring 1999	66%
Fall 1999	65%
Spring 2000	68%
Fall 2000	68%
Spring 2001	65%

Degrees and Certificates: 1995 - 2000

Academic Year	AS	AA	Certificate	Total
2000	258	103	148	509
1999	250	90	130	470
1998	251	111	153	515
1997	258	92	166	516
1996	300	87	186	573
1995	289	67	121	477

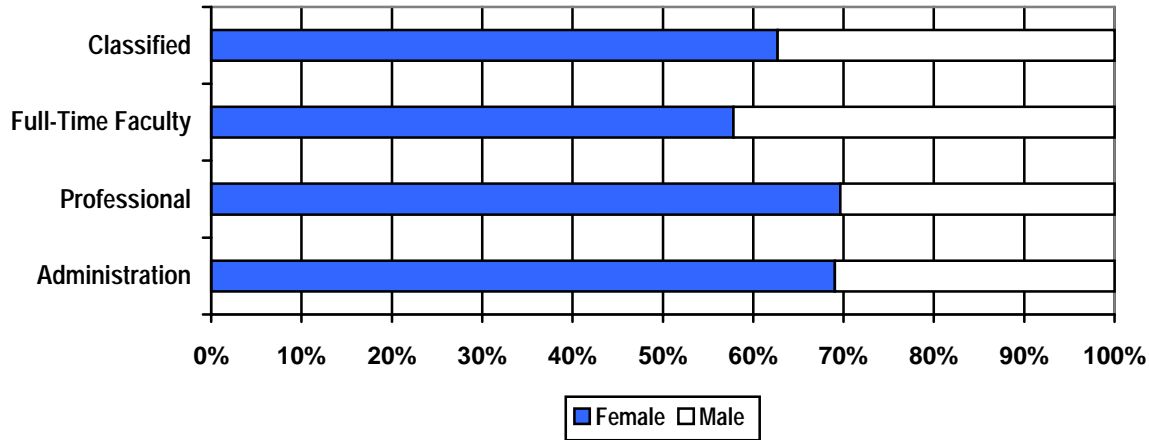
State Supported and Non State Supported Sections: Fall 1995 - Fall 2000

	State Supported Sections	Non State Supported Sections	Total
Fall 2000	421	606	1027
Fall 1999	419	542	961
Fall 1998	408	607	1015
Fall 1997	436	595	1031
Fall 1996	435	622	1057
Fall 1995	450	702	1152

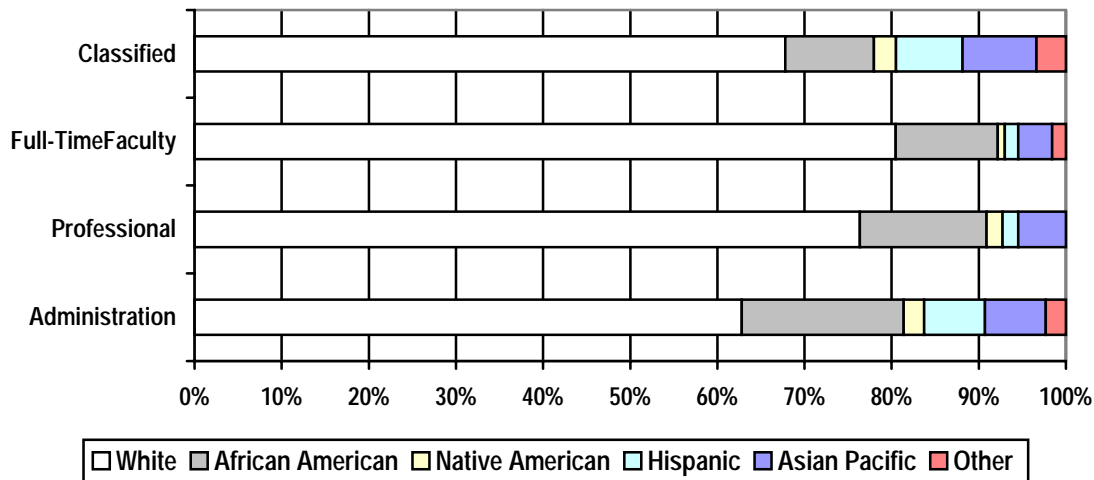
Full-Time Employee Profile: Fall 2000

Type	White	African American	Native American	Hispanic	Asian/Pacific	Other	Female	Male	Total
Administration	27	8	1	3	3	0	29	13	42
Professional	42	8	1	1	3	1	39	17	56
Full-time Faculty	103	15	1	2	5	2	74	54	128
Classified	80	12	3	9	10	4	74	44	118
Total	252	43	6	15	21	7	216	128	344

Employees by Gender & Classification: Fall 2000



Employees by Ethnicity & Classification: Fall 2000

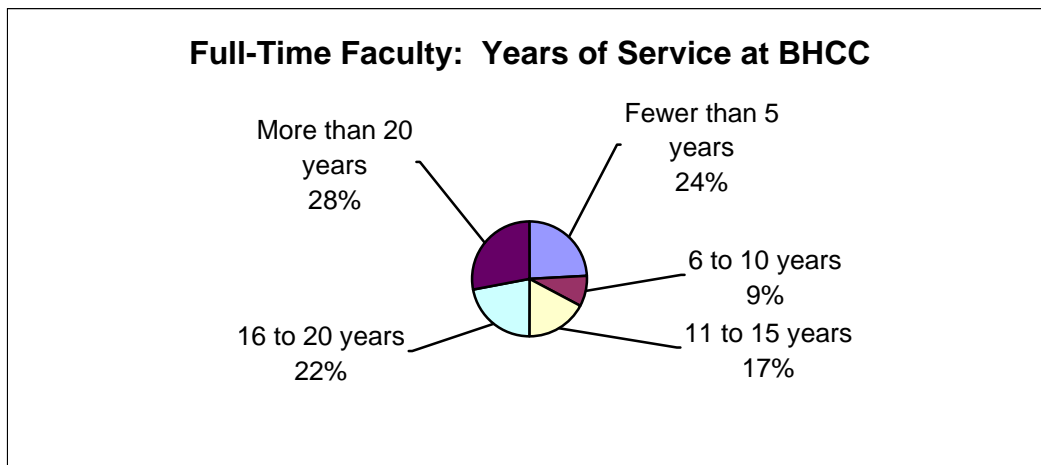


Full-Time Faculty: Fall 2000

	White	African American	Hispanic	Asian Pacific Islander	Cape Verdean	Native American	Other	Total
Female	60	9	2	2	0	0	1	74
Male	43	6	0	3	1	1	0	54
Total	103	15	2	5	1	1	1	128

Faculty Rank: Fall 2000

Rank	Number	Percent
Professor	92	71.9%
Associate Professor	15	11.7%
Assistant Professor	18	14.1%
Instructor	3	2.3%
Total	128	100%



Cost of Attendance: 2000 - 2001

	Tuition	Fee	Total
APPLICATION FEE			
Massachusetts Residents		\$10.00	\$10.00
Non-Residents		\$35.00	\$35.00
TUITION AND FEES			
Massachusetts Residents per credit	\$24.00	\$41.00	\$65.00
Non-Massachusetts Residents & International Students per credit	\$230.00	\$41.00	\$271.00
The New England Regional Student Program per credit	\$36.00	\$41.00	\$77.00
OTHER CHARGES			
Health Course Fee per credit		\$35.00	\$35.00
Health Insurance Fee		\$525.00	\$525.00
Liability Insurance Fee		\$15.00	\$15.00
Parking Permit Fee		\$15.00	\$15.00
Photo ID Replacement Fee		\$5.00	\$5.00
Returned Check Fee		\$25.00	\$25.00
Transcript Fee per transcript		\$2.00	\$2.00

Revenues and Expenditures: FY 1998 - FY 2000

Audited Statement of Current Funds Revenues and Expenditures

FY 1998 - FY 2000

	<u>Total FY 2000</u>	<u>Total FY 1999</u>	<u>Total FY 1998</u>
Revenues			
Tuition and fees	\$ 8,869,544	9,838,559	8,926,464
State appropriation	21,417,144	18,044,377	16,360,192
Federal grants and contracts	4,008,446	3,794,315	4,366,695
State grants and contracts	3,079,475	2,603,703	841,213
Local grants and contracts	350,657	297,274	57,977
Private grants and contracts	184,614	89,657	317,522
Sales and services of auxiliary enterprises	371,544	235,841	142,377
Investment income	324,421	235,977	233,370
Other sources	<u>509,522</u>	<u>819,168</u>	<u>425,208</u>
Total revenues	<u>\$ 39,115,367</u>	<u>35,958,871</u>	<u>31,671,018</u>
Expenditures			
Education and general:			
Instruction	\$ 13,732,823	12,453,477	12,009,865
Academic support	3,621,660	3,347,990	2,856,282
Student services	6,881,953	5,061,547	5,057,450
Operation and maintenance of plant	4,558,060	2,973,493	2,484,812
Institutional support	4,022,793	4,800,258	4,501,666
Scholarships and fellowships	<u>5,609,523</u>	<u>5,455,170</u>	<u>4,165,314</u>
Total education and general expenditures	<u>\$ 38,426,812</u>	<u>34,091,935</u>	<u>31,075,389</u>