

BUNKER HILL COMMUNITY COLLEGE



2001-2002

# fact book

institutional effectiveness

bunker hill community college

Charlestown Campus ■ Chelsea Campus  
Cambridge Satellite ■ Chinatown Satellite ■ Revere Satellite ■ Somerville Satellite ■ South Boston Satellite

# 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. This Fact Book is a reference tool that provides a picture of BHCC in the 2001 – 2002 year, along with historical trend data.

There are five major sections to this Fact Book. The first, **College Profile**, provides a general description of the college, its mission and strategic goals. This section also includes institutional effectiveness data from the Workforce Development Center and from the division of developmental education and academic support. The purpose of the College Profile is to characterize institutional purpose.

The second section, **Student Profile**, provides a snapshot of Fall 2001 statistics about students, enrollment and other academic information. The third section, **Enrollment Trends**, provides historical trend data including student demographics, patterns of enrollment, financial aid awards and student success data such as student retention, licensure examination results and degrees awarded by program.

The fourth section, **Employee Profile**, includes demographic information on full-time employees and on full-time faculty members. In future editions, BHCC hopes to have more descriptive information about adjunct faculty members. The final section, **Financial Profile**, shows the cost of attendance and grant funding for the 2001 – 2002 year plus revenues and expenditures for FY99 – FY01. At the time of publication, the FY02 audit was not yet complete.

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.

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

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## History

Bunker Hill Community College (BHCC) is a multi-campus urban institution. The main campus is situated on 42 acres in the historic Charlestown neighborhood 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. Satellites are located at Cambridge Rindge and Latin High School in Cambridge; the Chinese Economic Development Council in Boston's Chinatown neighborhood; Revere High School in Revere; the Mystic Activity Center in Somerville; and South Boston High School in South Boston.

Founded in 1973, BHCC enrolls more than 7,000 students in day, evening and weekend courses web-based and distance learning 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. According to the Board of Higher Education, in 2000 – 2001, BHCC had the largest annual headcount of credit students 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 ten 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 90 countries and with 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.

Source: BHCC Director of Communications

## Mission Statements

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 Goals: 1999 – 2001**

### **Customer Service**

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

### **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.

### **Facility**

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

### **Flexibility**

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

### **Funding**

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

### **Global Learning**

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

### **Lifelong Learning**

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

### **Partnerships**

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

### **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.

### **Technology**

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

## **Institutional Goals: 2002 – 2005**

### **Learner Success**

Bunker Hill Community College will provide students with innovative, quality educational resources, leadership experiences and support services necessary to achieve academic success and realize personal goals.

### **Workforce Education Partnerships**

Bunker Hill Community College will build and strengthen partnerships with business and industry, community organizations and educational institutions to support student opportunities, ensure skilled workers and engage civically minded community members.

### **Recognition**

Bunker Hill Community College will strengthen its identity and presence locally, statewide and beyond.

### **Curricula**

Bunker Hill Community College will develop dynamic curricula and innovative teaching and learning methods that are competency-based, incorporate state of the art technology and are responsive to workforce needs and diverse populations.

### **Customer Service**

Bunker Hill Community College will offer student-friendly services that are responsive, efficient, accessible and convenient.

### **Funding**

Bunker Hill Community College will seek new resources and explore additional collaborations to support student learning, programs and facilities.

## 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 Programs: Fall 2001

### Associate in Arts Programs

#### Liberal Arts

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

#### Criminal Justice

Corrections  
 Criminal Justice  
 Law Enforcement

#### Culinary Arts

#### Early Childhood Development

#### Electronics Technology

#### Fire Protection and Safety

#### Graphic Arts and Visual Communication

#### Hotel/Restaurant Management

#### Human Services

#### Media Technology

#### Medical Imaging

Cardiac Sonography  
 Medical Radiography/Part-time Evening

#### Nursing R.N. Training

Day Option  
 Evening Option

#### Office and Information Management

Administrative Information Management  
 Medical Information Management

#### Pharmacy Technology Program

#### Travel and Tourism Management

### Associate in Science Programs

#### Business Administration

Accounting  
 Finance  
 International Business  
 Management

#### Computer Technology

Internet Web Design and Programming  
 Microsoft Applications  
 Network  
 Visual Programming

Source: BHCC 2001 – 2002 Catalog

## Certificate Programs: Fall 2001

### Certificate Programs

#### Allied Health

Medical Assistant & ESL  
 Medical Lab Assistant  
 Patient Care Assistant & ESL  
 Phlebotomy Technician & ESL

#### Business Administration

Accounting  
 Computer-based Accounting Systems  
 eCommerce Marketing Management  
 International Business  
 Paralegal

#### Computer Technology

Computer Network  
 Object-Oriented Computer Programming &  
 Design

#### Criminal Justice

Corrections  
 Security Administration (Web Only)

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

Information Management Specialist  
 Medical Information Management Assistant

Surgical Technology

Central Processing  
 Surgical Technology

World Studies (for AA students only)

Source: BHCC 2001 – 2002 Catalog

## 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, ext. 153; fax: 781-271-0950; e-mail: [cihe@neasc.org](mailto:cihe@neasc.org); URL: <http://www.neasc.org>)

**The Nursing Program** is accredited by the National League for Nursing Accrediting Commission (N.L.N.A.C.), 61 Broadway, 33rd Floor, New York, NY 10006 (telephone: 212-363-5555, ext. 153), fax: 212-812-0390; e-mail: [nlnac@nlanc.org](mailto:nlnac@nlanc.org); URL: <http://www.nlnac.org> and approved by the Massachusetts Board of Registration in Nursing, 239 Causeway Street, Suite 500, 5th Floor, Boston, MA 02114 (telephone: 617-727-9961; URL: <http://www.state.ma.us/reg/boards/rn/>).

**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: 312-704-5300; fax: 312-704-5304; e-mail: [mail@jrcert.org](mailto:mail@jrcert.org); URL: <http://www.jrcert.org>).

**The Surgical Technology Program, Ultrasound Program, Cardiac Sonography Program and the Diagnostic Medical Sonography Program** are all 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: 312-553-9355; fax: 312-553-9616; e-mail: [caahep@caahep.org](mailto:caahep@caahep.org); URL: <http://www.CAAHEP.org>).

**The Certified Nurse Assistant Program** is accredited by the Massachusetts Department of Public Health, Nurse Aide Registry, MDPH/Division of Health Care Quality, 10 West Street, 5th Floor, Boston, MA 02111-1212 (telephone: 617-753-8000; fax: 617-753-8096; e-mail: [traudel.hankinson@state.ma.us](mailto:traudel.hankinson@state.ma.us); URL: <http://www.state.ma.us/dph/>).

Source: Information updated August, 2002 with each accrediting body.

## 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	2001 – 2002
Adult Basic Education (ABE)	\$427,226
ABE – Employment Resources, Inc.	\$31,548
ABE – Transitions Program	\$122,210
ABE – Curriculum Frameworks	\$17,885
Commonwealth Information Technology Initiative	\$10,000
McNair – Disadvantaged Student Program	\$65,100
Metro Boston Tech Prep Consortium	\$114,500
Offender Re-entry Program	\$438,162
Office of Community Corrections Learning Centers	\$104,229
Jamaica Plain Women’s Resource Center	\$70,996
TRIO Student Success Program	\$251,829
ABE Technology Grant	\$10,540
<b>Total</b>	<b>\$1,664,225</b>

Source: Director of Grant Management, FY02 Grant Award Listing as of 6/30/02

## Center for Self-Directed Learning

### Mission Statement

The CSDL is an open, friendly environment in which students have access to 73 networked computers with a wide-range of instructional software to supplement their course work. In the assistance area, tutors and course facilitators are available at all times to provide content tutoring and answer questions. Students who wish to work together can find a study table where they can meet and exchange ideas. All testing for CSDL courses take place in one centralized area, the Testing Room (E225), and feedback on test results is prompt in order to enable students to review and retake a test if necessary. In addition, there is a quiet study/VCR room (E226) where students watch their supplemental videotapes or find a quiet corner in which they can work on their courses.

The Learning Center Program is based on the concept that the individual student's learning style, paired with a complementary method of instruction, may be significant factor in successful learning. Learning Center courses deliver course content via self-paced, individualized methods of instruction. Students are mentored by trained facilitators and learn at their own pace in a computer-oriented environment using the most up-to-date computer software programs.

The Learning Center Program offers a wide range of courses from many departments and uses state-of-the-art multimedia instructional devices to assist the student in pursuing independent instruction. Students are always active participants in the learning process – solving problems, answering questions and developing skills.

### Center for Self-Directed Learning Activities: Spring 2002

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 (faculty support)  
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.



## Center for Self-Directed Learning Statistics: Spring 2002

Total Number of CSDL Course Offerings	34
Number of student visits	8,613
Number of student hours	16,689
Number of tests administered in Testing Room	7,925
Enrollments in CSDL courses	548
Number of 2+1 sections taught by BHCC faculty*	22
Number of students in 2+1 sections*	3,260
Total required hours for 2+1 students in CSDL*	6,242
Total Student Visits for Computer Access Feb. 12 – May 11, 2002 (3 months)	3,103
Total Hours for Computer Access Feb. 12 – May 11, 2002 (3 months)	3,326
Number of tutoring sessions by full-time staff Feb 1 – May 1 (3 months)	3,791
Number of students participating in small-group orientation the first week of the semester	320
Decrease in NA grades from Fall 2001 to Spring 2002	42%
Decrease in NA grades from Spring 2001 to Spring 2002	53%
Total ESL faculty sections accessing services	18
Total ESL students receiving orientation and support	360
Number of CSDL Students participating in small-group orientations	320

\* 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.

## CSDL Testing Room: Spring 2002

Students taking courses in the CSDL and faculty 2+1 sections are required to take their quizzes, mid-term and final exams in the testing room of the CSDL (E225). These tests are distributed and corrected by trained staff under the supervision of the Testing Room Coordinator. In addition, tests for those students enrolled in the External Studies and Web-based courses are also distributed and monitored by the staff. The testing room is open day, evening and weekend hours and students take their tests on a drop-in basis. Currently, there are 42 seats available for concurrent course testing.

### Testing Room Activities: Spring 2002

	Learning Center Courses	BHCC Faculty Sections	External Studies & Web Courses	Sub-Total
January	105	55	17	177
February	615	1,035	57	1,707
March	920	1,276	208	2,404
April	838	1,255	319	2,412
May	427	597	201	1,225
<b>Total</b>	<b>2,905</b>	<b>4,218</b>	<b>802</b>	<b>7,925</b>

Source: Center for Self Directed Learning, June 2002

## Multi-Assistance Center

### Student Academic Support Services: September 2001 – June 2002

#### Fall 2001

1,800 sessions  
 400+ Unduplicated students  
 315 hours of tutoring per week  
 200+ visits per week  
 94% of students indicated that their grades increased with tutoring  
 Three math tutors matched with three math faculty and one tutor in the math IP course

#### Spring 2002

2,470 sessions  
 517 Unduplicated students  
 324 hours of tutoring per week  
 200+ visits per week  
 94% of students indicated that their grades increased with tutoring  
 Three math tutors matched with three math faculty and three tutors in the math IP course

Source: Multi-Assistance Center Coordinator, Spring 2002

## Prior Learning Assessment Program

### Portfolio Assessment

<b>Portfolio/credit activities</b>	
Number of Students Advised	165
Number of Student Assessed	50
Credits Received	274

<b>Credit by Testing Data (CLEP)</b>	
Number of Students Advised	120
Number of Students Assessed	45
Number of Credits Received	322

<b>Department Challenge Exam</b>	
Number of Students Advised	25
Number of Students Assessed	14
Number of Credits Received	40

<b>Community Educational Services Program</b>	
Number of Students Assessed	30
Number of Credits Received	414

Source: Prior Learning Assessment Program Coordinator, June 2002

## Library

The BHCC Library is a center for study, research and resource based instruction. Located on the Charlestown Campus, the library serves all BHCC locations: the Charlestown Campus, the Chelsea Campus and five satellite locations in Metro Boston. The collection contains 62,000 volumes, 360 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 – 2001

	1995	1996	1997	1998	1999	2000	2001
<b>Total Expenditures</b>	\$434,110	\$440,753	\$480,575	\$503,672	\$501,647	\$545,607	\$646,919
<b>Paper Volumes</b>	50,251	52,267	53,535	55,930	58,017	60,473	62,112
<b>Paper Titles</b>	43,285	45,061	48,300	50,318	52,245	54,479	56,127
<b>Microform</b>	5,567	5,644	5,721	5,788	5,848	5,908	5,310
<b>Serials Subscriptions</b>	337	316	311	355	325	341	358
<b>Inter-Library Loan Provided</b>	1,024	2,529	802	1,131	898	987	1,490
<b>Inter-Library Loan Received</b>	345	1,007	474	233	192	306	183
<b>Circulation Transactions</b>	18,918	14,793	14,261	10,950	12,454	12,046	11,590
<b>Information Technology Workshop Attendance</b>	1,348	1,837	1,908	3,199	2,015	3,278	3,188
<b>Hours Open/week</b>	64	64	64	64	64	64	65
<b>Gate Count/week</b>	5,946	5,690	3,873	4,651	5,009	5,024	4,815
<b>Reference Transactions/week</b>	420	455	425	525	457	418	432

Source: BHCC Library Interim Director, June 2002

## 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: 2001 – 2002

#### Services Offered during Summer 2001, Fall 2001, Spring 2002 semesters

##### Adult Basic Education classes – 15

Centro Latino	2 ESOL Level 1
	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
260 students served in Summer 2001	
258 students served in Fall 2001	
279 students served in Spring 2002	

##### Transitions to College classes – 6

Charlestown Campus	2 Transitional English
	2 Transitional Mathematics
	2 Transitions to College
55 students served in Fall 2001	
35 students served in Spring 2002	

Source: Chelsea Campus Director of ABE, July 2002

# The Offender Re-entry Program

## Mission Statement

The Offender Re-entry Program (ORP) is a collaboration of Bunker Hill Community College, Community Resources for Justice, the Ella J. Baker House, the Suffolk County Sheriff's Department and the Work Place. The ORP works to provide students with the necessary educational, life skills, mentoring and career resources to return successfully to their communities.

### Graduate Employment and Education Summary: 60 Students Enrolled / 41 Graduates

#### Employment Summary

	Graduates	Graduates living at Brooke House	Graduates in Community	Graduates returned to HOC** from Brooke House	Graduates returned to HOC** from Community	Graduates in community in contact w/ORP
	41	4	27	8	2	19
Working FT	11	2	9	NA	NA	9
Working PT	9	3	6	NA	NA	6
<b>Total Working</b>	<b>20</b>	<b>5</b>	<b>15</b>	<b>NA</b>	<b>NA</b>	<b>15</b>

#### Education Summary

	Graduates	Graduates living at Brooke House	Graduates in Community	Graduate returned to HOC** from Brooke House	Graduates returned to HOC** from Community	Graduates in community in contact w/ORP
	41	4	27	8	2	19
Enrolled or enrolling in college	7	1	4	1	1	4
Passed GED exam	6	0	5	1	0	5
Enrolled or enrolling in GED	5	0	0	0	0	0
<b>Total Continuing Education</b>	<b>16*</b>	<b>1</b>	<b>9</b>	<b>2</b>	<b>1</b>	<b>9</b>

\*Two students are counted are reported as passed GED exam *and* enrolled or enrolling college

\*\* HOC – House of Corrections

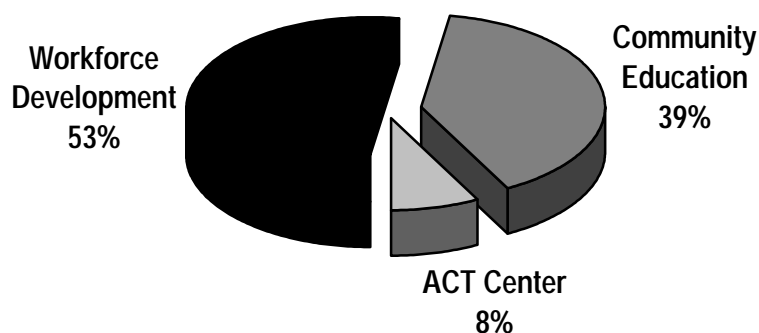
Source: Dean of Developmental Learning and Academic Support

## Workforce Development and Community Education

Through Workforce Development and Community Education, BHCC flexibly meets the specific needs of the community through a variety of non-traditional training programs designed for both organizations and individuals.

BHCC assists local businesses in assessing and upgrading the skills of their employees through contract training programs offered 24 hours a day, seven days per week. Individuals enroll in continuing education courses and computer-based training to acquire new skills leading to career enhancement as well as personal enrichment. Three different types of services are available, depending on the needs and interests of organization and individuals, as follows:

- The Workforce Development Center provides custom hands-on training and consulting services to employees of businesses and organizations in the Greater Boston area. Services are designed to address the unique business needs of each customer and are developed in collaboration with appropriate subject matter experts. Training topics include: basic workplace skills, supervisory skills, leadership, customer service, team building, Workplace English as a Second Language, computer literacy, manufacturing, allied health, food sanitation, criminal justice and occupational Spanish. Training is provided either on-site or at BHCC, and is scheduled at the convenience of the organization. The Workforce Development Center is located in room M107 on the Charlestown campus and can be reached by calling 617-228-2021.
- Community Education provides a wide variety of non-credit courses and certificate programs for individuals and groups seeking to enhance their personal and professional skills. Programs are targeted to community needs and interests in areas including English as a Second Language, computers, financial planning, web page design, world languages, technology, physical fitness and self-improvement. Courses and programs are available at several locations in the Greater Boston area. For a complete listing of courses offered, refer to the course schedule booklet that is published each semester, or contact Community Education in room B313 on the Charlestown Campus, or by telephone at 617-228-2414.
- The ACT Center is a state-of-the-art training center that uses computer-based technologies to build the job skills needed for success. Employers and individuals can take advantage of more than 3,000 web-based courses in topic areas such as computer software, time management, customer service, reading and writing, and IT Certification. The ACT Center is located in room E222 on the Charlestown campus and can be reached by calling 617-228-2440.



## 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

Adult Learning	Interpersonal Skills
Assessments	Leadership
Change Management	Math Skills
Occupational Spanish (Command Spanish)	Problem Solving
Computer Skills	Reading Skills
Continuous Improvement	Safety & Chemical Awareness
Criminal Justice	Sales Skills
Cultural Diversity	Sexual Harassment
Customer Service	Stress Management
Early Childhood Education	Supervisory Skills
English as a Second Language	Teaming
Electronics	Train-the-Trainer
Food Sanitation	Violence in the Workplace
Health Care	Writing Skills
	Zenger-Miller (Achieve Global)

### Workforce Development Industries Served: FY 2002

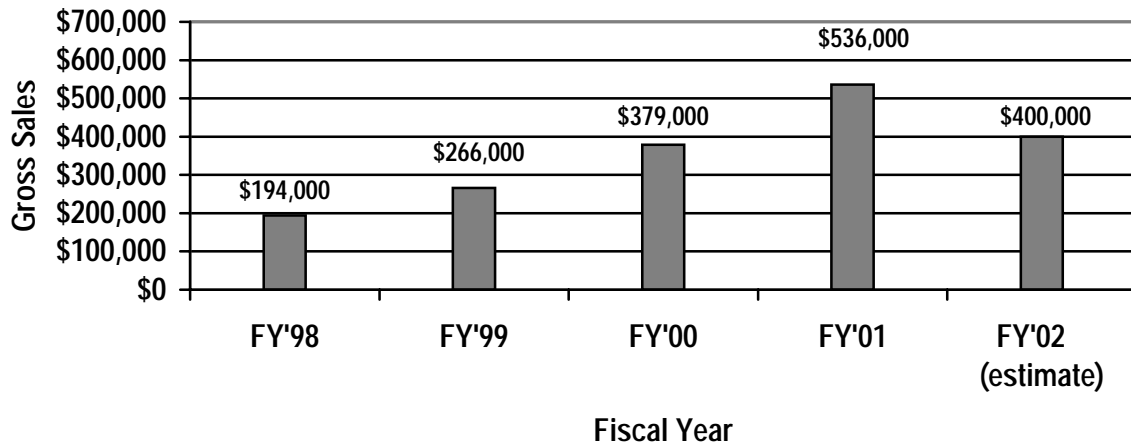
#### Industries served:

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

#### Training topics:

Computer Skills  
 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 – FY 2002

	FY 2000	FY 2001	FY 2002
<b>Companies Served</b>	28	33	24
<b>Contracts</b>	52	54	51
<b>Employees Served (Duplicated)</b>	900	2,722	2,000
<b>Instructors</b>	43	42	30

- Held 10<sup>th</sup> Graduation of Just-A-Start Biomedical Certificate Program, May 2002: 30 Graduates ready for job placement.
- Currently, working with hospitals representing over 35% of the total health care/research employment in Boston.
- Have earned almost \$200,000 from the CC workforce training incentive grant (not reflected in gross sales).

Source: BHCC Workforce Development Center, June 2002



## Community Education

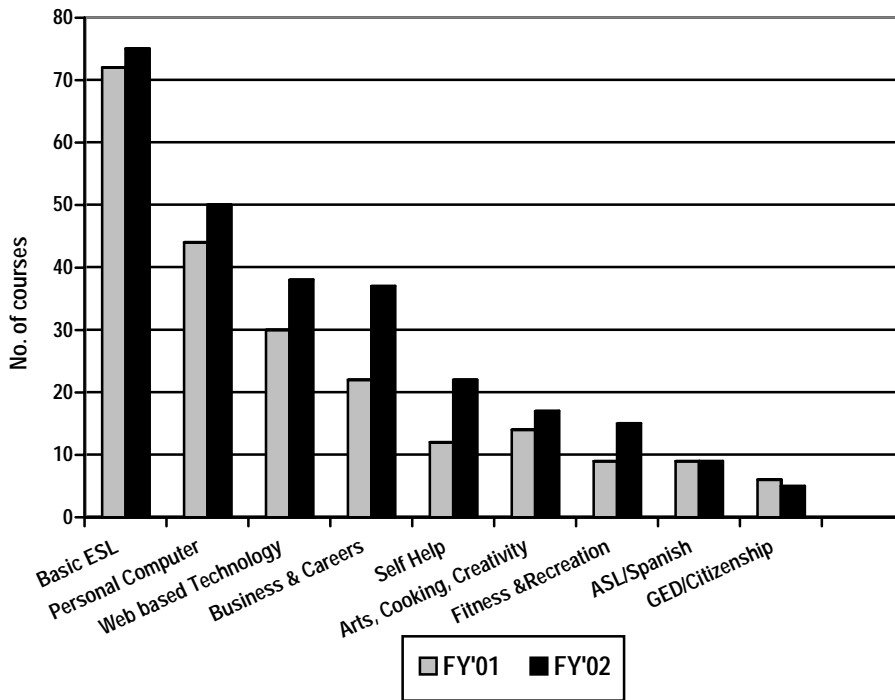
Community Education provides a wide variety of non-credit courses and certificate programs for individuals and groups seeking to enhance their personal and professional skills. Programs are targeted to community needs and interests and are available at several locations in the Greater Boston area.

From FY01 to FY02 CE offerings have increased in every category except one.

The one category showing a decline in offerings is our smallest category and only decreased by one course.

The largest increase of offerings are in the Business/Careers and BESL sections in response to community needs.

**Community Education  
Non-credit Courses**



Source: BHCC Workforce Development Center, June 2002

**Community Education Enrollments and Revenue:  
FY 2000 – FY 2002**

	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>
Courses Offered/Ran	252	218	232/167*
Number of Enrollments	2,048	2,372	2,002
Total Revenue	\$311,192	\$321,230**	\$311,500

\* Offered/Actually Ran

\*\* Includes Cisco Academy which was subsequently NOT included under CE

**In addition to public offerings cited above, Community Education also implemented the following programs during FY02:**

**Revere Public Schools**

SPELL (Summer Program for English Language Literacy)

Contract with the Bilingual Program for two five-week, 15-hour writing skills courses for 40 seventh to twelfth grade Revere Public School students enrolled in the SPELL program. The courses are taught at BHCC. The purpose of the writing skills courses is to help prepare the students for the essay writing portion of the MCAS test, which bilingual students must pass in order to graduate from high school.

**Boston Public Health Commission**

BAHEC (Boston Area Health Education Center)

Youth to Health Careers Program (Y<sub>2</sub>HC)

For the third year, a contract with BAHEC to provide one instructor for a 39 hour “College Writing Skills” course for 23 rising high school seniors who are interested in pursuing health-related careers. The course is taught at Boston Medical Center. Y<sub>2</sub>HC provides a continuum of academic enrichment activities focused on preparing youth from underrepresented and underserved communities for entry into post-secondary education, leading to health care careers with an emphasis on primary and preventive medicine, public health, allied health and alternative medicine.

Source: BHCC Workforce Development Center, June 2002

## ACT Center

The ACT Center is a state-of-the-art training center that uses computer-based technologies to build the job skills needed for success. Employers contract with Bunker Hill Community College to provide the courses that their employees need. Individuals can also take advantage of the training resources available through the ACT Center to advance their employability skills. Training is hands-on and self-paced, ensuring that each participant acquires all the skills desired.

## Products and Services

The ACT Center's products and services include computer-based programs in three areas:

- **Assessment**
  - **Training**
  - **Testing**
- Adult Literacy/Employability
  - Computer Basics/Information Technology
  - Industrial Technology/Safety
  - Personal Development
  - Management/Leadership
  - English as a Second Language

In FY02, students have taken advantage of:

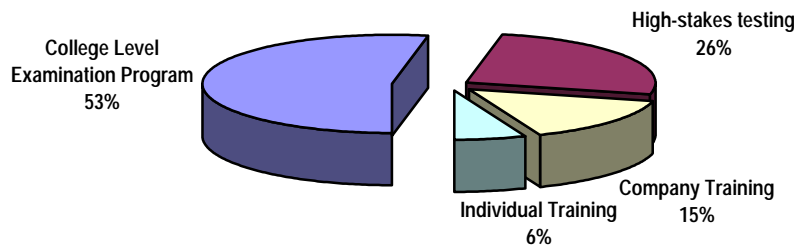
### Training

Excel  
Windows  
Word  
Reading Level 3+4  
Intro Programming  
Access  
A+ Certification

### College Level Examination Program (CLEP)

Calculus  
Writing  
Psychology  
History  
Spanish  
French  
English Literature  
Humanities  
Natural Science  
Human Growth

ACT Center Activity



Source: BHCC Workforce Development Center, July 2002

## Computers Available for Student Use: Spring 2002

### Classrooms – Charlestown Campus

D101	22 + Instructor	
D102	18 + three servers	
D103	16	Networking Only
D114	17 + Instructor	Macintosh Lab, Desktop Publishing
D115	18	
D116	16	Networking Only
D117	20 + Instructor	
D119	20 + Instructor	
D121A	18	
D121B	18 + Instructor	
Gen Lab	64	General Student Use
Assistive Technology	5	
	252	

### Open Areas – Charlestown Campus

CSDL	71	E235
Science Labs	35	B & D Bldg. 3 <sup>rd</sup> floor
Library	26	E300
Electronics	11	B333
Multi Assistance Center	18	E174
PC hardware	22	B334
Cisco	10	B333
Writing Place	4	E142
Career Services	6	M101
Audio Technology	3	First floor E-Bldg.
Linear Editing Systems	2	Inside E144
	208	

### Chelsea Campus

B010	36	General Student Use
290	18	Classroom
210	13	Library/Resource
B004	22	Classroom
122	6	PC Hardware
	95	

- 13 smart classrooms equipped with one workstation for instruction – Charlestown
- one smart classroom equipped with one workstation for instruction – Chelsea
- 4 Kiosks workstations for student records access – Charlestown
- one Kiosk workstation for student records access – Chelsea
- 4 workstations for health insurance waivers – Charlestown Front Lobby side counter

Source: BHCC Information Systems, June 2002

## Class Scheduling Patterns: Fall 2001

Summary of Charlestown Campus Class Scheduling Patterns by Day of Week and Time of Day: Fall 2001

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning 7 am to 12 noon	221	232	220	221	60	25	2
Afternoon 12 noon to 5 pm	165	129	171	125	27	11	1
Evening 5 pm to 10 pm	92	97	92	84	4	0	0
Total Class Sections Scheduled per Day	397	363	396	339	65	30	3

**Notes/Comments:**

*The total number of sections per day is not equal to the sum of sections scheduled in the three time periods. Some sections occupy classroom or laboratory space during two of the three time periods specified above.*

*Number of students scheduled to be physically on the Charlestown Campus each day of the week, Fall 2001:*

*M - 4212  
 T - 4031  
 W - 4165  
 Th - 3812  
 F - 903  
 Sa - 446  
 Su - 41*

*These figures should be treated as conservative estimates. They include day and evening Charlestown classes, the first mini semester, the Center for Self-Directed Learning and Community Education (non-credit).*

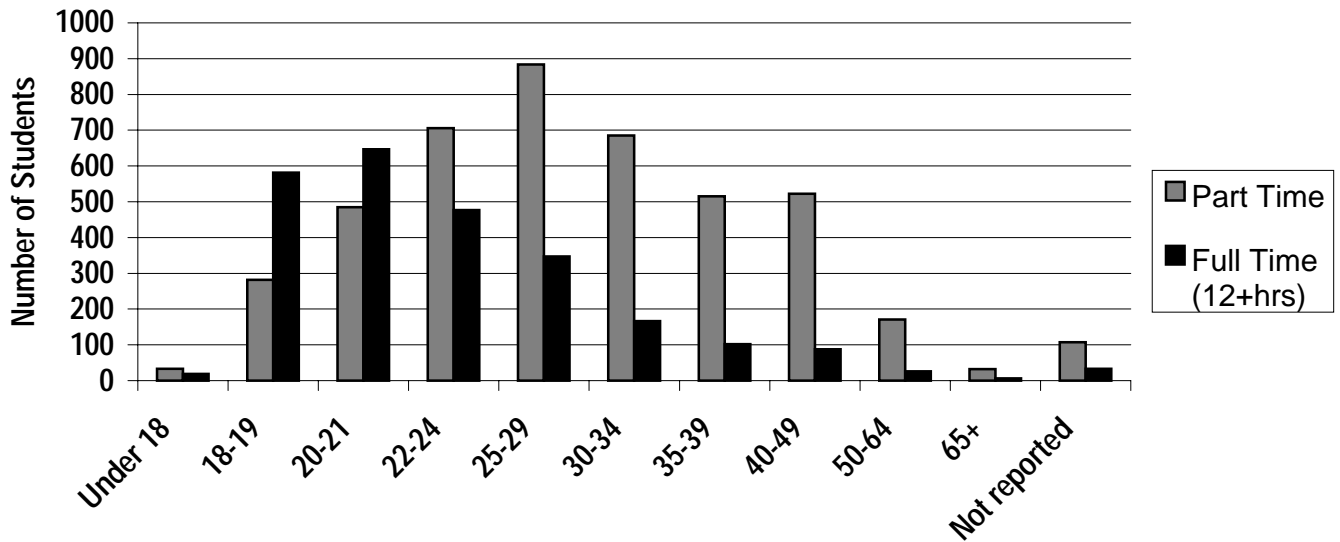
*They exclude most of the eCollege (Web courses, external studies, TV), Chelsea, satellites and Workforce Development courses. Students in these courses do not come on campus, e.g. to register, meet with professors, apply for financial aid, pay their bills, use the library or computer labs, speak with the Dean, attend activities and functions, hang out, etc. However, we have no way to estimate the number of these students present on any particular day.*

Source: BISSI, Spring 2002

## Enrollment Distribution by Age and Gender: Fall 2001

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 59% of the total enrollment. The percentage of those female students under the age of 21 is 29%, and male students under 21 represent 32% of the college's total male population.

**Enrollment Distribution by Age: Fall 2001**



Note that "full-time" enrollment is based on the federal financial aid standard of 12 credits. Associate degree programs typically require 60 to 72 total credit hours.

Source: Fall 2001 HEIRS G-File BHE

## Enrollment Distribution by Age and Gender: Fall 2001 Continued

WOMEN	Full-Time (12+ hrs)	Part-Time	All
Under 18	7	16	23
18-19	323	172	495
20-21	363	267	630
22-24	251	436	687
25-29	190	551	741
30-34	101	400	501
35-39	52	325	377
40-49	47	344	391
50-64	12	105	117
65+	3	16	19
Not Reported	18	62	80
<b>Total</b>	<b>1367</b>	<b>2694</b>	<b>4061</b>

MEN	Full-Time (12+ hrs)	Part-Time	All
Under 18	11	13	24
18-19	258	110	368
20-21	284	218	502
22-24	226	270	496
25-29	157	333	490
30-34	65	285	350
35-39	50	190	240
40-49	41	178	219
50-64	14	66	80
65+	3	16	19
Not Reported	16	49	65
<b>Total</b>	<b>1125</b>	<b>1728</b>	<b>2853</b>

ALL STUDENTS	Full-Time (12+ hrs)	Part-Time	All
Under 18	19	33	52
18-19	581	282	863
20-21	647	485	1132
22-24	477	706	1183
25-29	347	884	1231
30-34	166	685	851
35-39	102	515	617
40-49	88	522	610
50-64	26	171	197
65+	6	32	38
Not Reported	33	107	140
<b>Total</b>	<b>2492</b>	<b>4422</b>	<b>6914</b>

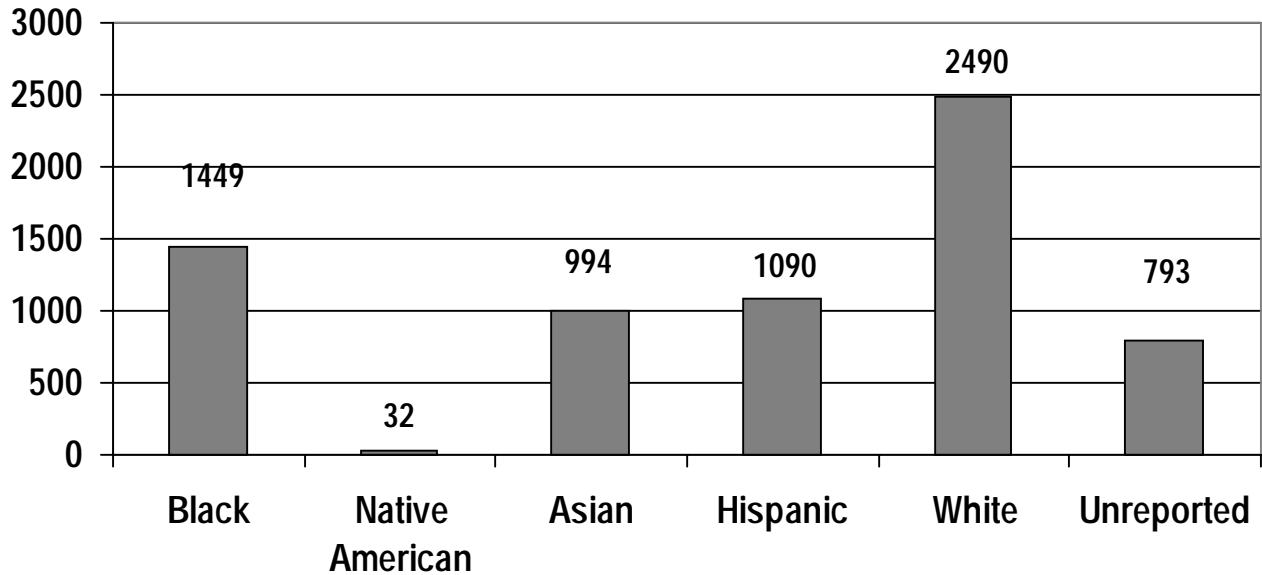
Source: Fall 2001 HEIRS G-File BHE

## Enrollment by Ethnicity: Fall 2001

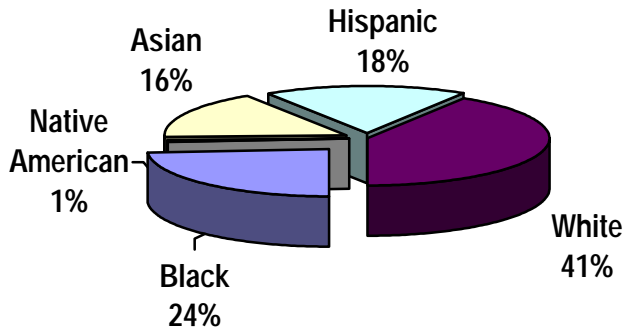
Of those who had race/ethnicity codes in Fall 2001, 59% were persons of color and 41% were white.

Enrollment of international students has increased. In Fall 1999 there were 271 students from 62 countries. In Fall 2000 there were 337 students from 72 countries. In Fall 2001 there were 431 students from 90 countries.

Total Enrollment by Ethnicity: Fall 2001



Enrollment by Race/Ethnicity: Fall 2001



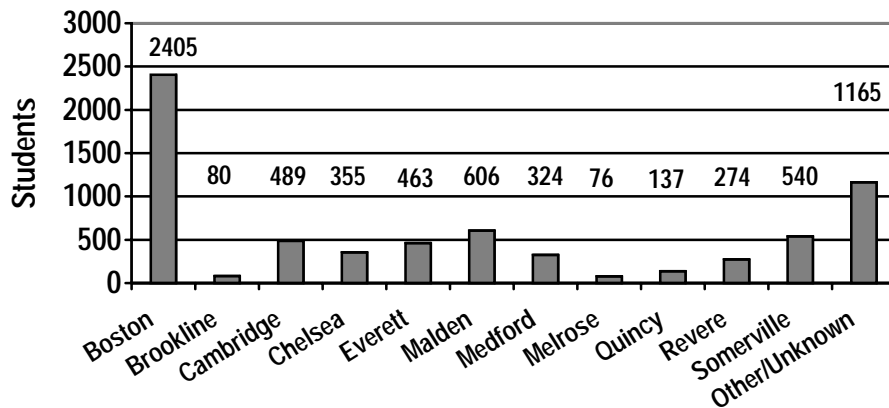
Source: Fall 2001 HEIRS G-File BHE



## Enrollment by City or Town: Fall 2001

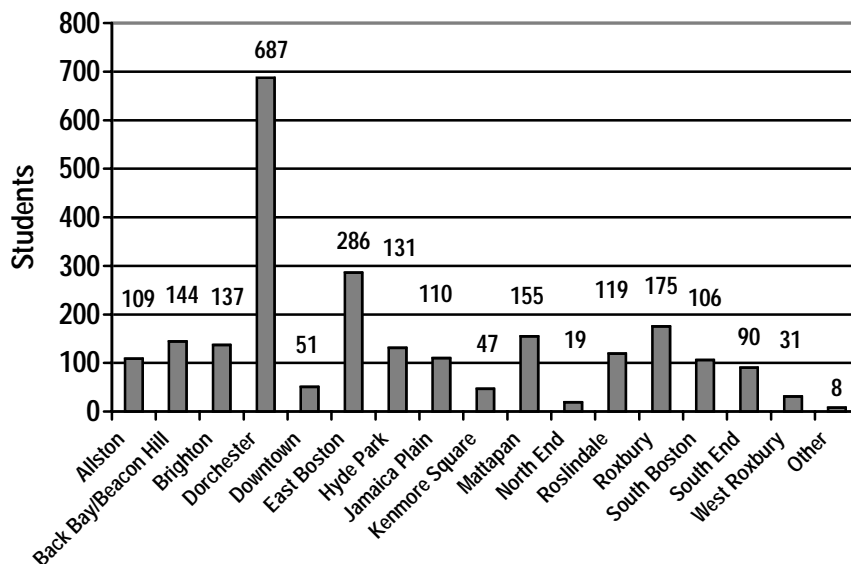
About 2,400 students came from the city of Boston in Fall 2001. More than 500 students represent Somerville and Malden each; Cambridge and Everett nearly hit the same mark. Bunker Hill registers students from over 180 cities and towns. The BHCC service area is located in a 15-mile radius in eastern Massachusetts 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.

Total Enrollment by City or Town: Fall 2001



## Boston Enrollment by Neighborhood: Fall 2001

Boston Enrollment by Neighborhood: Fall 2001

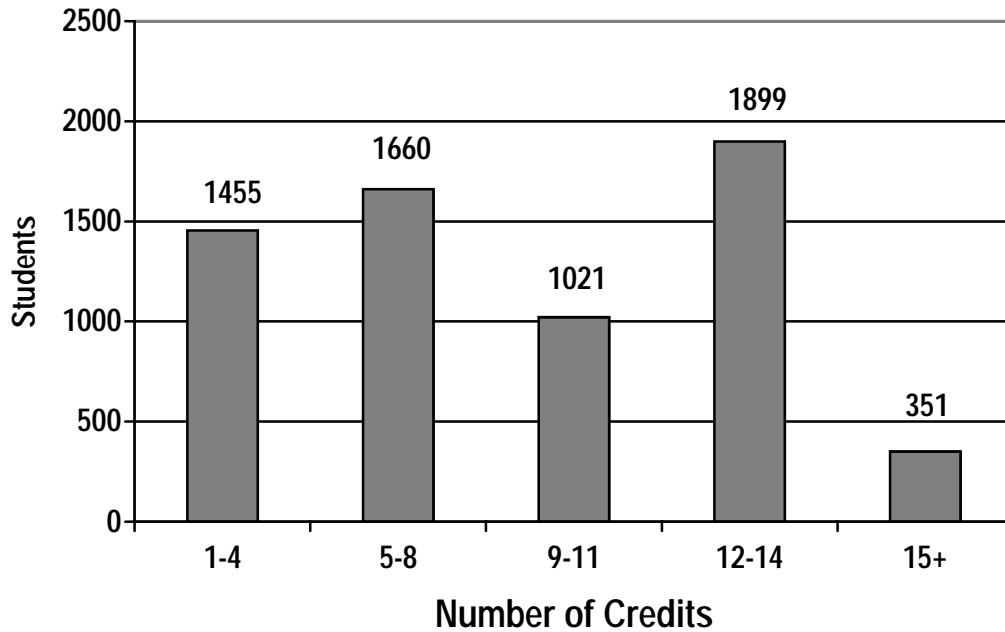


Source: Fall 2001 HEIRS G-File BHE

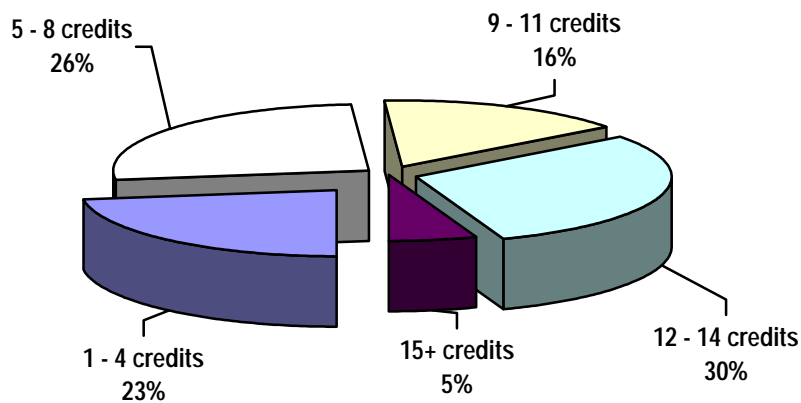
## Student Enrollment by Number of Credits: Fall 2001

Most students at Bunker Hill Community College attend part-time, averaging 8.8 credits per student in the Fall 2001 semester. One third of BHCC students enrolled for 12 or more credits.

**Student Enrollment by Number of Credits: Fall 2000**



**Enrollment by Number of Credits Attempted: Fall 2001**



Source: Fall 2001 HEIRS G-File BHE

## Chelsea Campus Enrollment and Student Demographics: Fall 2001

- 98 sections were offered in Fall 2001: 71 credit and 27 non-credit.
- There were 1,715 enrollments: 1,244 credit and 471 non-credit.
- Average class size is approximately 17; the student/teacher ratio is approximately 17:1.
- Unduplicated Headcount was 1,229: 33% of these students have enrolled at the Chelsea campus in previous terms.
- 30% live in Chelsea; 13% live in East Boston; 13% live in South Boston; 11% live in Revere.
- 64% of Chelsea students are women.
- 26% are 22 or younger; 27% are 23-29; 29% are in their 30's; 12% are in their 40's; 6% are 50+.
- Race/Ethnicity of Students at the Chelsea Campus:

Black, Non-Hispanic:	13%
Native American:	0.5%
Asian/Pacific Islander:	8%
Cape Verdean:	0.8%
Hispanic:	53%
Non-resident Alien:	0.1%
White, Non-Hispanic:	25%

Source: Datatel/BISSI, Fall 2001 Freeze Account

## Distance Education Enrollments and Courses: Fall 2001

	ENROLLMENTS	CREDITS	FTE
Home Study Courses	645	1958	131
Web Courses	392	1196	80
Telecourses	51	153	10
MassCode	39	110	7
Hybrid	46	138	9
Total	1,173	3,555	237

Source: Dean of eCollege, BISSI

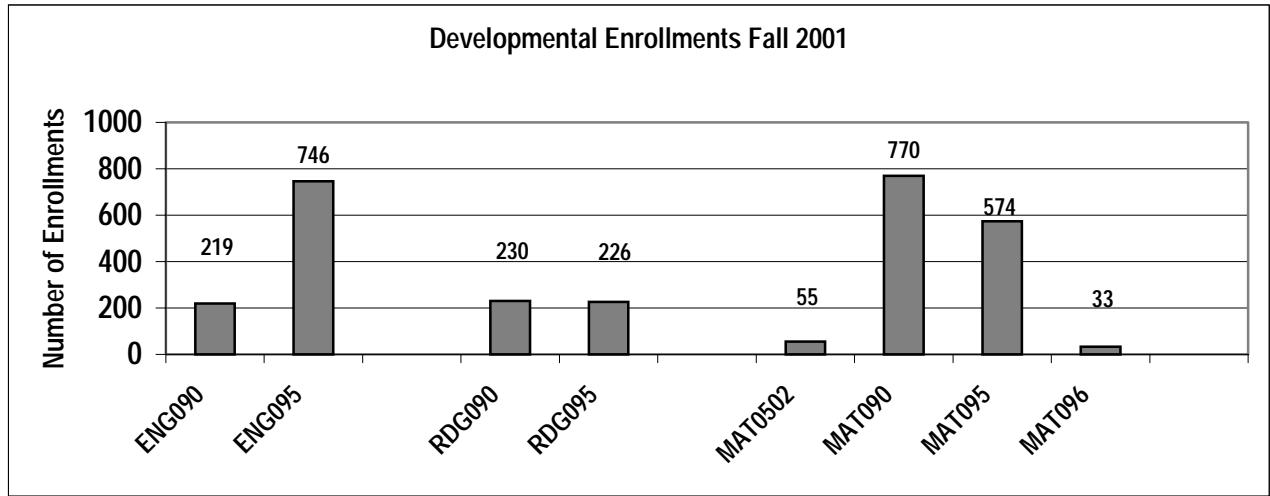
## First Time Degree-Seeking Students Entry Assessment: Fall 2001

This group includes 905 students who attended BHCC for the first time in Fall 2001, took one or more placement tests, and who have no transfer credit on their records. Some are matriculated, some are not. At BHCC, writing tests are not given to all students and no writing test results are stored in the student information system. English placement status is reported here in lieu of writing test data. English placement is based on a sentence skills test combined with performance on the reading test. Writing tests are administered only to students whose test scores put them on the borderline between two placement levels. Math placement is also based on a combination of test scores.

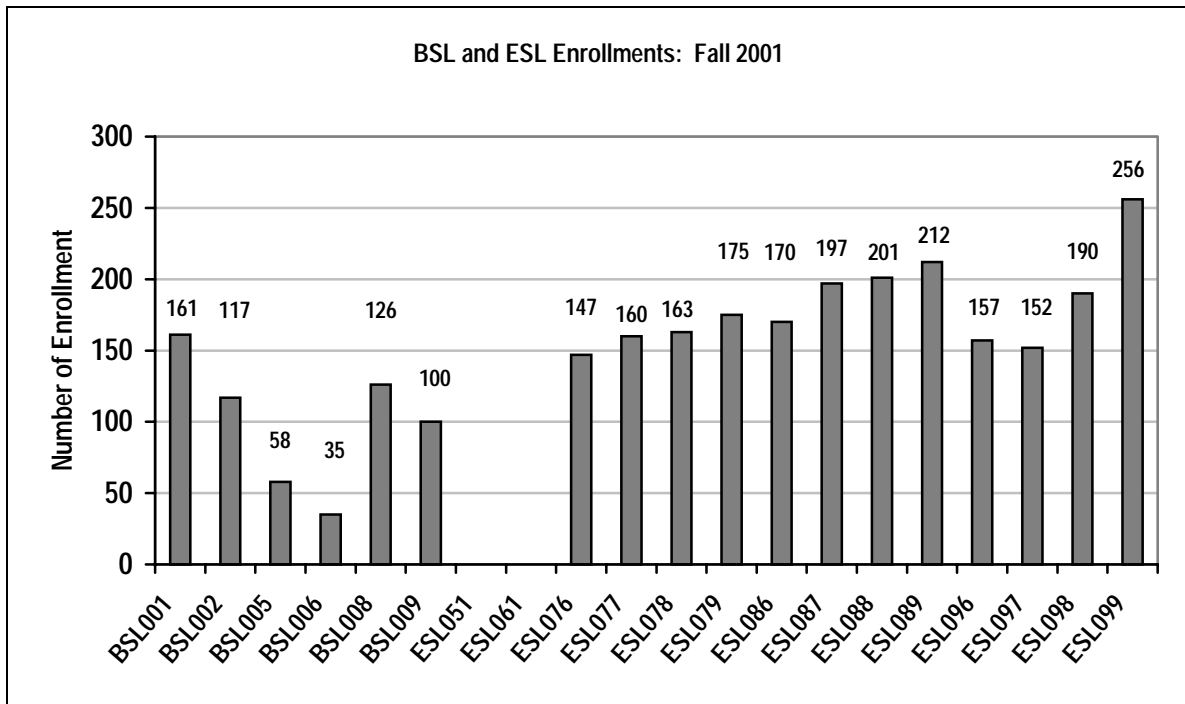
Assessment	# Tested	% Placed at College Level
Reading	851	55%
Writing (English)	832	38%
Mathematics	898	13%

Source: Early Enrollment Report-Part II, Fall 2001

## Developmental Enrollments: Fall 2001

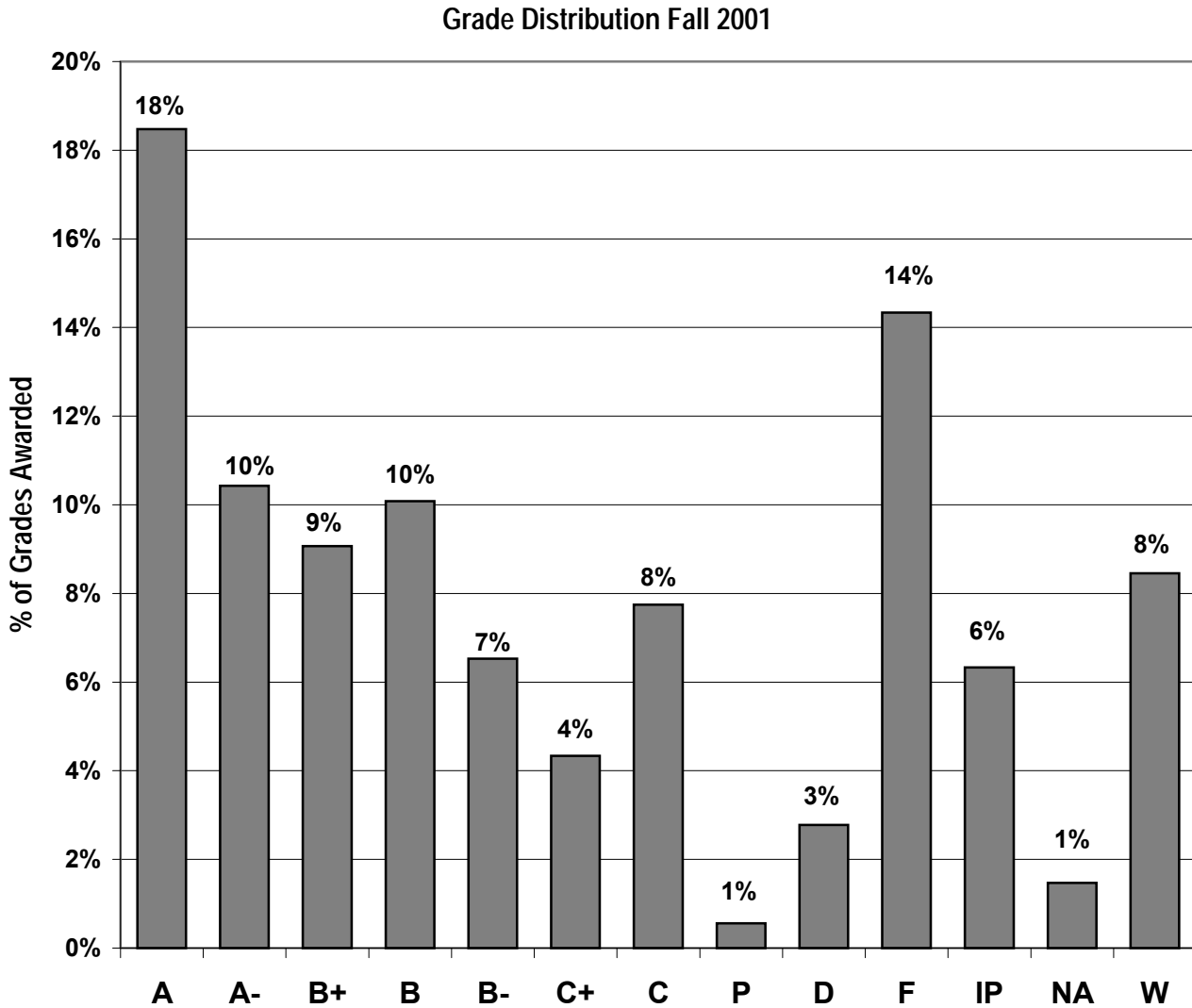


## Basic English as a Second Language and English as a Second Language Enrollments: Fall 2001



Source: Datatel/BISSI

## Grade Distribution: Fall 2001



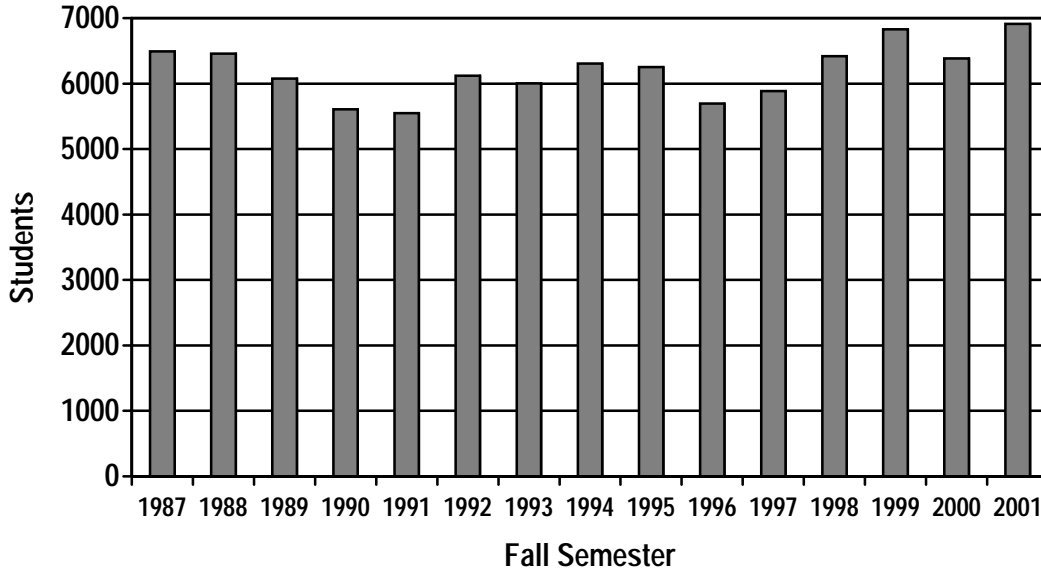
Of the grades awarded in Fall 2001, 28% were "As," 25% were "Bs," 12% were "Cs," and 1% were "Ps," for a productive grade rate of 68%. The 2% "NA" and 8% "W" grades indicate that within-course retention was 90% for the Fall 2001 semester.

Source: Datatel/BISSI

## Headcount Trends: Fall 1987 – 2001

There were 6,914 students enrolled at the college in credit courses in Fall 2001.

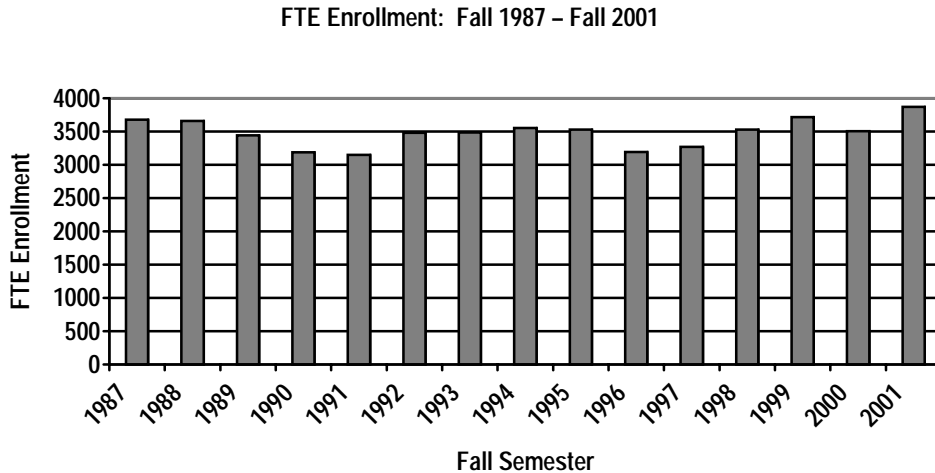
Credit Headcount: Fall 1987 – 2001



Source: Datatel/BISSI and BHCC historical reports

## FTE Enrollment Trends: Fall 1987 – 2001

Full-Time Equivalent (FTE) enrollment, based on the Massachusetts state standard of 15 hours, was 3,870 in Fall 2001. State Supported FTE was 1,858 in Fall 2001. Non-State Supported FTE was 2,012 in Fall 2001.

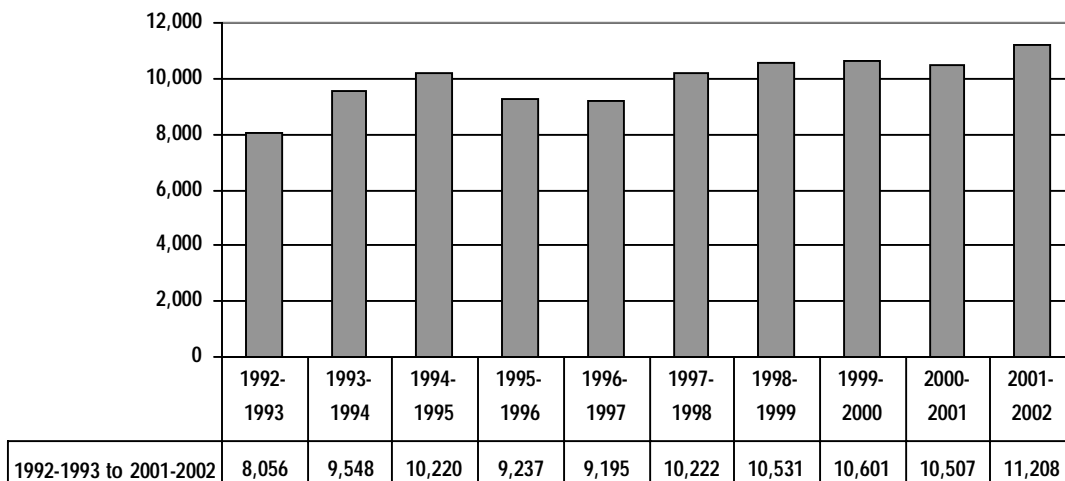


Source: Datatel/BISSI and BHCC historical reports

## Annual Unduplicated Credit Headcount: 1992 – 1993 to 2001 – 2002

Annual unduplicated headcount represents the total number of individual students enrolled at Bunker Hill Community College during a given academic year. Annual headcounts include fall enrollment plus students who take classes at times other than the fall semester. Unduplicated headcount includes students only once for the year, even if they registered in more than one semester.

**Annual Unduplicated Credit Headcount: 1992 – 1993 to 2001 – 2002**

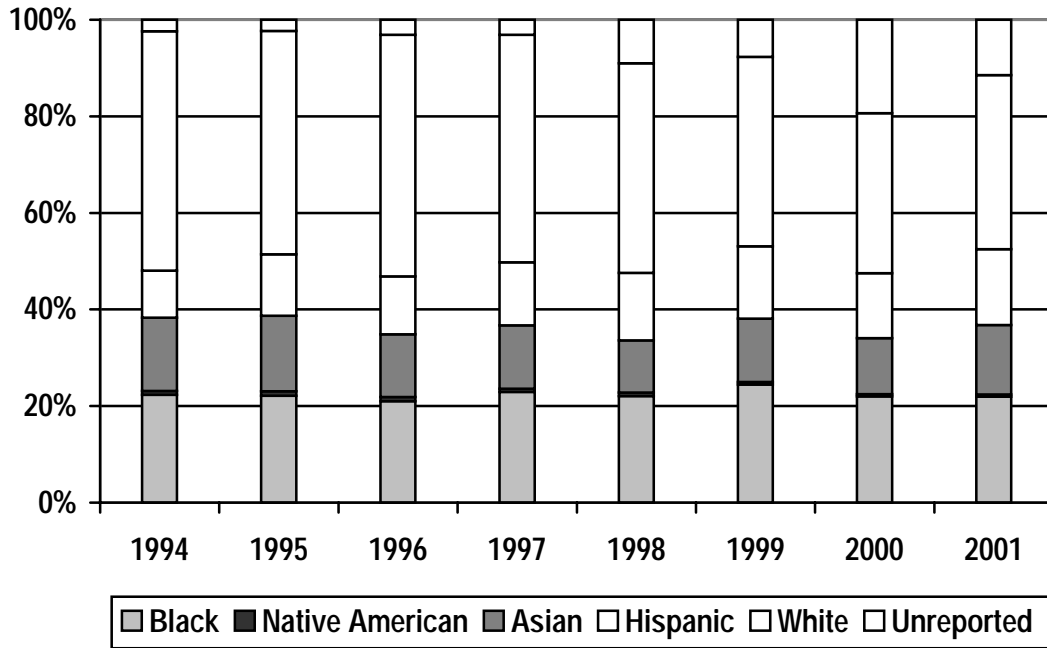


Source: Integrated Postsecondary Education Data System (IPEDS). BHE Website, 02/26/02; Performance Measurement System Report, December 2001.



## Enrollment Trends by Ethnicity: Fall 1994 – 2001

Enrollment by Ethnicity: Fall 1994 - 2001



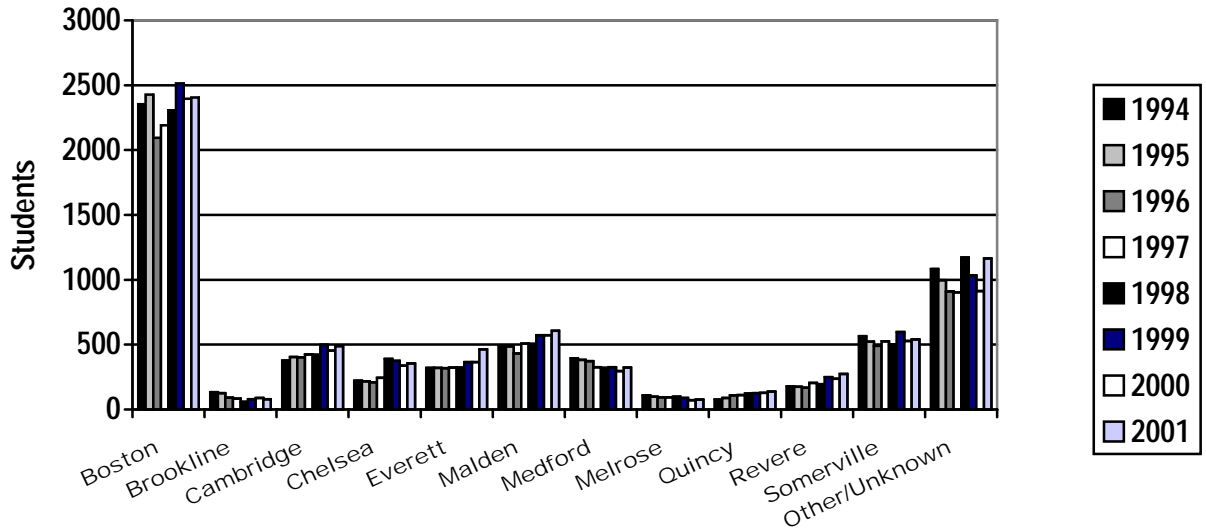
## Enrollment by Ethnicity: Fall 1994 – 2001

	1994	1995	1996	1997	1998	1999	2000	2001
Black	1407	1385	1196	1350	1418	1670	1404	1515
Native American	51	56	48	37	44	38	29	32
Asian	957	977	740	773	693	893	741	994
Hispanic	613	797	683	771	897	1022	860	1090
White	3127	2889	2852	2773	2788	2681	2116	2490
Unreported	149	146	176	182	577	524	1236	793
Total	6304	6250	5695	5886	6417	6828	6386	6914

Source: BHE Website, Datatel/BISSI and BHCC historical reports

## Enrollment Trends by City or Town: Fall 1994 – 2001

Enrollment by City or Town: Fall 1994 - 2001



City	1994	1995	1996	1997	1998	1999	2000	2001
Boston	2353	2427	2094	2190	2307	2515	2395	2405
Brookline	133	125	92	84	59	80	89	80
Cambridge	378	405	403	425	422	498	455	489
Chelsea	222	218	210	244	391	375	337	355
Everett	320	321	318	324	322	364	366	463
Malden	494	486	431	509	505	573	572	606
Medford	395	382	373	326	320	326	297	324
Melrose	108	99	95	95	99	90	71	76
Quincy	77	90	109	112	124	127	128	137
Revere	178	176	168	205	195	249	237	274
Somerville	564	524	492	525	502	597	527	540
Other/Unknown	1082	997	910	904	1171	1034	912	1165

Source: Datatel/BISSI and BHCC historical reports

## International Students: Fall 1999 – Spring 2002

COUNTRY	FALL 1999	SPRING 2000	FALL 2000	SPRING 2001	FALL 2001	SPRING 2002
Albania	6	4	8	9	13	14
Algeria	2	2	1	-	3	3
Angola	2	1	-	-	-	-
Antigua	1	1	1	-	1	-
Argentina	2	3	2	3	2	3
Australia	-	-	1	1	-	-
Austria	-	-	-	-	1	2
Bangladesh	-	-	-	1	2	3
Barbados	2	3	3	4	4	4
Belarus	-	-	-	2	2	1
Belgium	1	1	-	1	-	-
Benin	-	-	-	-	2	1
Bermuda	1	-	1	-	-	-
Bosnia	-	-	1	1	1	2
Brazil	11	21	25	30	25	16
Bulgaria	-	-	2	2	2	3
Cambodia	-	-	-	-	1	1
Cameroon	2	-	-	-	-	2
Canada	3	1	1	4	4	3
Cape Verde	-	1	-	2	1	4
Chad	1	1	-	-	-	-
Chile	-	-	-	-	3	2
Colombia	5	8	13	17	15	18
Congo	7	1	3	1	1	2
Croatia	-	1	1	1	1	1
Cyprus	1	-	-	-	-	-
Czech Republic	-	-	1	1	2	3
Dominica	-	1	1	1	-	-
Dominican Republic	-	1	2	2	2	1
Ecuador	-	-	-	-	-	1
Egypt	3	4	3	5	4	8
El Salvador	-	-	-	1	1	1
England	4	2	3	2	1	1
Estonia	-	-	1	1	2	2
Ethiopia	1	-	-	-	-	-
Finland	-	-	-	1	2	-
France	7	4	4	5	4	4
Gambia	-	-	-	-	1	1
Germany	6	5	5	6	7	10
Ghana	-	-	-	-	1	2
Greece	-	-	1	1	-	1
Guinea	2	2	2	3	2	1
Guyana	-	-	-	-	2	1
Haiti	4	4	4	4	3	3
Honduras	-	-	-	1	1	1
Hong Kong	4	4	4	6	9	6
Hungary	-	-	1	1	1	1
Iceland	-	-	1	1	-	-
India	12	12	11	9	7	9
Indonesia	-	1	1	2	3	3

## International Students: Fall 1999 – Spring 2002 continued

COUNTRY	FALL 1999	SPRING 2000	FALL 2000	SPRING 2001	FALL 2001	SPRING 2002
Iran	-	-	-	1	1	1
Ireland	3	3	1	1	2	2
Israel	1	1	1	-	1	4
Italy	4	1	4	4	3	3
Ivory Coast	1	1	2	2	2	-
Jamaica	-	1	1	1	1	1
Japan	54	54	47	54	57	61
Jordan	-	-	-	-	-	1
Kenya	15	15	23	17	25	34
Kuwait	-	-	-	-	1	2
Latvia	-	-	1	1	1	-
Lebanon	2	2	1	5	4	6
Lithuania	1	1	1	3	5	4
Malawi	-	1	-	-	-	-
Malaysia	-	-	3	1	1	1
Mali	-	1	2	2	2	1
Mexico	1	3	4	4	4	5
Mongolia	-	1	-	-	-	-
Morocco	21	19	23	24	29	40
Myanmar	1	1	-	-	-	1
Nepal	4	8	5	6	4	6
Netherlands	1	2	1	1	1	1
Niger	2	2	1	1	1	2
Nigeria	1	5	1	2	2	2
Pakistan	-	-	-	2	4	4
Panama	-	2	2	2	2	1
Paraguay	-	-	-	1	1	-
Peru	2	4	4	5	5	4
China	8	10	7	3	8	17
Philippines	-	-	-	1	1	2
Poland	4	4	7	3	6	6
Portugal	-	-	1	-	-	-
Qatar	-	-	-	-	-	2
Romania	1	-	-	-	1	3
Russia	1	5	2	5	4	5
Saint Vincent	1	1	-	1	1	2
Saudi Arabia	2	3	2	3	1	1
Senegal	1	1	-	-	1	-
Sierra Leone	-	-	1	-	1	1
Singapore	-	-	-	-	1	-
South Africa	3	1	-	-	2	6
South Korea	13	10	17	28	27	34
Spain	1	3	5	3	4	2
Sri Lanka	-	2	2	3	-	2
Sweden	3	1	1	-	1	-
Switzerland	-	-	1	1	2	1
Syria	-	1	-	-	1	1
Taiwan	2	3	4	4	12	10
Tanzania	4	6	8	8	7	9

## International Students: Fall 1999 – Spring 2002 continued

COUNTRY	FALL 1999	SPRING 2000	FALL 2000	SPRING 2001	FALL 2001	SPRING 2002
Thailand	5	5	7	8	5	7
Togo	-	-	-	-	-	1
Tibet	1	1	1	1	1	-
Trinidad	1	3	3	4	4	5
Tunisia	-	-	1	2	2	1
Turkey	1	1	1	3	4	4
Uganda	4	2	2	2	3	5
Ukraine	-	-	-	-	2	1
Venezuela	7	5	7	10	14	14
Vietnam	12	12	14	13	10	7
Yemen	1	1	1	1	1	-
Yugoslavia	-	-	1	1	-	-
Zaire	-	1	-	1	-	-
Zambia	-	-	-	-	1	1
Zimbabwe	3	2	4	4	5	3
<b>Total Students</b>	<b>283</b>	<b>301</b>	<b>336</b>	<b>385</b>	<b>431</b>	<b>484</b>
<b>Total Countries</b>	<b>62</b>	<b>68</b>	<b>68</b>	<b>80</b>	<b>90</b>	<b>89</b>

In Fall 1999, International Students made up 4.1% of BHCC credit students.

In Fall 2000, International Students made up 5.3% of BHCC credit students.

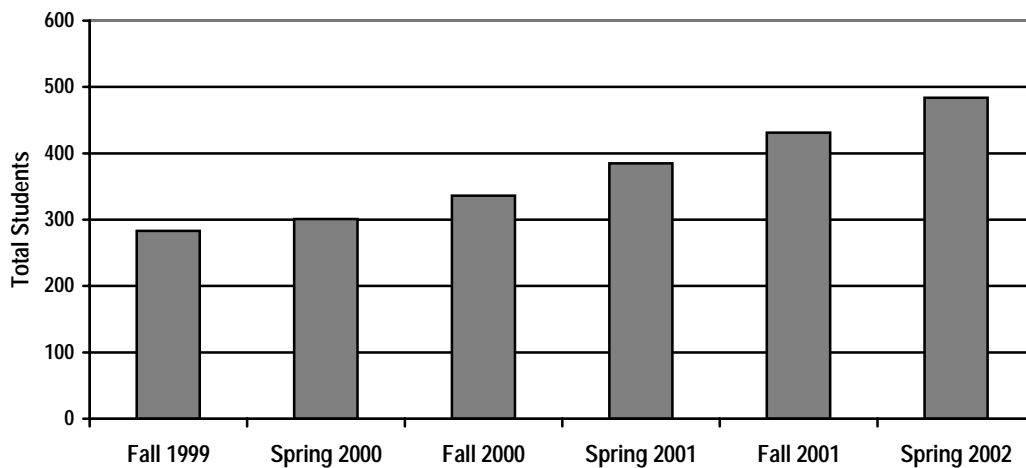
In Fall 2001, International Students made up 6.2% of BHCC credit students.

International Student enrollment at BHCC has increased by more than 50% from Fall 1999 to Fall 2001.

Growth in International Student enrollment accounts for 18% or about one-fifth of the college's headcount increase from Fall 00 to Fall 01.

"International Student" refers to students who are citizens of other nations and hold visas permitting them to attend BHCC. This category of students does *not* include documented or undocumented immigrants, refugees, asylees or resident aliens.

**International Students: Fall 1999 - Spring 2002**



Source: BHCC International Center

## Enrollment Trends by Program: Associate Degree Programs

The associate degree programs with the largest enrollment are Business Administration (345), Computer Technology (270) and Criminal Justice (206). There were 1458 students enrolled in associate-level career programs, and 3068 students pursuing Liberal Arts programs. In Fall 2001, more students were in degree programs than in Fall 2000.

### Associate Degree Program Declared Majors

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
<b>ASSOCIATE IN ARTS</b>					
Liberal Arts	2198	2224	2634	2145	3068
<b>ASSOCIATE IN SCIENCE</b>					
Business Administration	603	663	669	530	345
Computer Technology	342	449	526	524	270
Criminal Justice	227	254	250	201	206
Early Childhood Development	82	94	101	97	93
Electronics Technology	42	51	36	29	32
Fire Protection & Fire Safety	31	38	28	20	23
Graphic Arts/Visual Communication	70	85	82	69	85
Culinary Arts	63	59	59	36	45
Travel and Tourism	76	79	83	69	77
Human Services	77	96	77	81	48
Media Technology	18	33	33	17	24
Medical Imaging	70	72	66	52	75
Nursing R.N. Training	111	124	128	80	85
Office and Information Management	69	74	63	53	44
Pharmacy Technology Program	0	0	0	1	6
<b>AS SUBTOTAL</b>	1881	2171	2201	1859	1458
<b>TOTAL</b>	4079	4395	4835	4004	4526

Source: BHE Website

## Enrollment Trends by Program: Certificate Programs

In Fall 2002, there was an increase in the number of students in certificate programs compared to Fall 2000.

### Certificate Program Declared Majors

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Allied Health	97	95	98	74	84
Biotechnology	10	8	2	0	0
Business Administration	69	63	57	45	74
Computer Technology	9	18	26	30	36
Criminal Justice	4	12	3	5	8
Diagnostic Medical Sonography	0	0	0	5	9
Early Childhood Development	21	18	17	10	16
Electronics Technology	22	29	31	16	13
Graphic Arts/Visual Communication	4	5	4	1	1
Culinary Arts	10	14	12	15	15
Travel and Tourism	9	22	22	8	13
Medical Imaging	2	1	0	6	0
Office and Information Management	78	54	18	13	23
Surgical Technology	19	25	24	29	19
TOTAL	354	364	314	257	311

Source: BHE Website

## Enrollment Trends in Developmental Courses: Spring 1999 – Spring 2002

	Fall 1999	Fall 2000	Fall 2001		Spring 1999	Spring 2000	Spring 2001	Spring 2002
<b>English</b>								
ENG005	-	1	-		-	-	22	-
ENG090	261	206	219		110	148	143	168
ENG095	725	645	746		615	616	600	708
<b>Total</b>	<b>986</b>	<b>852</b>	<b>965</b>		<b>725</b>	<b>764</b>	<b>765</b>	<b>876</b>
<b>Reading</b>								
RDG090	236	219	230		114	146	140	156
RDG095	239	215	226		197	205	203	262
<b>Total</b>	<b>475</b>	<b>434</b>	<b>456</b>		<b>311</b>	<b>351</b>	<b>343</b>	<b>418</b>
<b>Mathematics</b>								
MAT005	-	-	-		-	-	74	-
MAT0501	4	1	-		4	2	-	-
MAT0502	-	46	55		-	-	65	54
MAT085	-	-	-		-	-	1	3
MAT090	825	760	770		554	575	540	602
MAT095	610	525	574		604	606	534	675
MAT096	39	29	33		24	24	17	20
<b>Total</b>	<b>1478</b>	<b>1361</b>	<b>1432</b>		<b>1186</b>	<b>1207</b>	<b>1231</b>	<b>1354</b>

Note that ENG005, MAT005, MAT0501, MAT0502 indicate experimental courses that are not offered every term.

Source: Datate/BISSI



## Enrollment Trends in BESL and ESL: Spring 1999 – Spring 2002

	Fall 1999	Fall 2000	Fall 2001		Spring 1999	Spring 2000	Spring 2001	Spring 2002
<b>Basic English as a Second Language (BESL)</b>								
BSL001	155	148	161		84	98	106	143
BSL002	69	111	117		56	109	102	109
BSL005	57	57	58		58	86	82	57
BSL006	51	48	35		62	51	96	59
BSL008	81	87	126		76	83	94	71
BSL009	76	114	100		96	86	83	76
<b>Total Enrollments*</b>	489	565	597		432	513	563	515
<b>English as a Second Language (ESL)</b>								
ESL005	-	-	-		-	-	10	-
ESL051	13	8	-		-	-	-	-
ESL061	19	17	-		-	-	-	-
ESL062	-	-	-		10	15	16	-
ESL063	-	-	-		-	15	16	-
ESL076	179	87	147		122	111	105	122
ESL077	189	120	160		125	128	95	151
ESL078	169	156	163		131	126	122	135
ESL079	174	131	175		140	108	136	145
ESL086	137	140	170		139	175	135	198
ESL087	140	135	197		164	171	140	186
ESL088	148	168	201		182	183	204	223
ESL089	148	183	212		186	192	192	230
ESL096	109	141	157		97	105	114	161
ESL097	95	111	152		96	87	120	147
ESL098	160	176	190		151	151	174	231
ESL099	201	223	256		202	183	210	277
ESL514	10	-	-		-	-	-	-
<b>Total Enrollments*</b>	1891	1796	2180		1745	1750	1789	2206

\* 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 2001, there were 429 BESL students. In Spring 2002, 132 or 31% of them returned to BHCC. In Fall 2001, there were 997 Academic ESL students. In Spring 2002, 681 or 68% of them returned to BHCC. Source: DataTel/BISSI

## Enrollment Trends in Distance Education: Spring 1999 – Spring 2002

	Fall 1999	Fall 2000	Fall 2001	Spring 1999	Spring 2000	Spring 2001	Spring 2002
Home Study Courses	673	487	645	663	591	611	714
Web Courses	103	250	392	25	217	300	589
Telecourses	98	77	90	106	98	91	39

Source: Datatel/BISSI

## Within Course Student Retention for Web Courses: FY00 and FY01

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
Fall 2000	85%
Spring 2001	86%
FY01 Total	88%
Fall 2001	83%
Spring 2002	84%
FY02 Total	87%

Note that Fiscal Year Totals include Summer I, Summer II, Fall, and Spring registrations.

Source: Datatel/BISSI

## Student Success: Web Course 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
Fall 2000	45%
Spring 2001	39%
FY01 Total*	45%
Fall 2001	43%
Spring 2002	44%
FY02 Total*	45%

\* Note that Fiscal Year Totals include Summer I, Summer II, Fall, and Spring registrations.

Source: Datatel/BISSI

## Grade Distribution Trends in Web Courses: FY01 and FY02

	A	A-	B+	B	B-	C+	C	P
<b>Fall 2000</b>	45 18%	15 6%	15 6%	16 6%	10 4%	4 2%	8 3%	0 0%
<b>Fall 2001</b>	48 12%	37 10%	21 5%	22 6%	10 3%	6 2%	8 2%	0 0%

<b>Spring 2001</b>	37 12%	24 8%	18 6%	26 9%	14 5%	3 1%	10 3%	0 0%
<b>Spring 2002</b>	89 15%	50 8%	23 4%	46 8%	15 3%	7 1%	29 5%	0 0%

<b>FY01 Total*</b>	112 16%	48 7%	37 5%	52 8%	29 4%	7 1%	22 3%	0 0%
<b>FY02 Total*</b>	198 15%	113 9%	62 5%	96 7%	35 3%	19 1%	52 4%	0 0%

## Grade Distribution Trends in Web Courses *continued*

	<b>D</b>	<b>F</b>	<b>IP</b>	<b>NA</b>	<b>W</b>	<b>TOTAL</b>
<b>Fall 2000</b>	0 0%	91 36%	10 4%	5 2%	32 13%	251
<b>Fall 2001</b>	6 2%	108 28%	58 15%	14 4%	51 13%	389
<b>Spring 2001</b>	2 1%	104 34%	26 9%	8 3%	32 11%	304
<b>Spring 2002</b>	1 0%	119 20%	118 20%	15 3%	78 13%	590
<b>FY01 Total*</b>	3 0%	245 36%	49 7%	13 2%	71 10%	688
<b>FY02 Total*</b>	10 1%	308 24%	226 18%	29 2%	139 11%	1287

\* Note that Fiscal Year Totals include Summer I, Summer II, Fall, and Spring registrations.

Source: BISSI, August 2002

**Grade Distribution Trends (all enrollments):  
Spring 1999 – Spring 2002**

	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>P</b>
<b>Fall 1999</b>	3133 17%	1805 10%	1480 8%	1874 10%	1195 7%	771 4%	1440 8%	110 1%
<b>Fall 2000</b>	3044 18%	1799 11%	1443 9%	1938 11%	1147 7%	742 4%	1324 8%	91 1%
<b>Fall 2001</b>	3483 19%	1966 10%	1710 9%	1901 10%	1231 7%	817 4%	1461 8%	105 1%

<b>Spring 1999</b>	2963 18%	1689 10%	1369 8%	1667 10%	1083 7%	740 5%	1381 8%	46 0%
<b>Spring 2000</b>	3186 18%	1833 10%	1547 9%	1850 11%	1113 6%	710 4%	1399 8%	376 2%
<b>Spring 2001</b>	3140 18%	1722 10%	1461 8%	1752 10%	1128 6%	710 4%	1298 7%	283 2%
<b>Spring 2002</b>	3500 18%	2116 11%	1729 9%	1955 10%	1254 6%	829 4%	1437 7%	315 2%

<b>Summer I 1999</b>	568 20%	371 13%	309 11%	327 11%	224 8%	147 5%	223 8%	20 7%
<b>Summer I 2000</b>	632 19%	392 12%	298 9%	360 11%	265 8%	141 4%	218 7%	43 1%
<b>Summer I 2001</b>	837 16%	469 9%	355 7%	427 8%	253 5%	154 3%	224 4%	43 1%

<b>Summer II 1999</b>	204 25%	137 17%	99 12%	118 14%	64 8%	32 4%	53 6%	0 0%
<b>Summer II 2000</b>	205 23%	100 11%	108 12%	117 13%	63 7%	29 3%	65 7%	0 0%
<b>Summer II 2001</b>	237 15%	145 9%	107 7%	117 8%	78 5%	36 2%	42 3%	0 0%

Continued on next page.

## Grade Distribution Trends (all enrollments): Spring 1999 – Spring 2002 continued

	D	F	IP	NA	W	TOTAL
<b>Fall 1999</b>	484 3%	3741 21%	14 0%	488 3%	1551 9%	18086
<b>Fall 2000</b>	504 3%	2512 15%	841 5%	227 1%	1461 9%	17073
<b>Fall 2001</b>	524 3%	2703 14%	1193 6%	277 2%	1594 9%	18965

<b>Spring 1999</b>	457 3%	3017 18%	14 0%	313 2%	1757 11%	16496
<b>Spring 2000</b>	518 3%	2930 17%	289 2%	338 2%	1508 9%	17597
<b>Spring 2001</b>	462 3%	2812 16%	1254 7%	277 2%	1463 8%	17762
<b>Spring 2002</b>	567 3%	2858 15%	1226 6%	293 1%	1476 8%	19555

<b>Summer I 1999</b>	60 2%	530 19%	0 0%	0 0%	78 3%	2857
<b>Summer I 2000</b>	89 3%	439 13%	327 10%	0 0%	156 5%	3360
<b>Summer I 2001</b>	49 1%	521 10%	415 8%	0 0%	164 3%	5134

<b>Summer II 1999</b>	9 1%	90 11%	0 0%	0 0%	21 3%	827
<b>Summer II 2000</b>	22 3%	118 13%	7 1%	0 0%	44 5%	878
<b>Summer II 2001</b>	27 2%	119 8%	9 1%	0 0%	49 3%	1536

Note: This table includes all grades for credit courses offered during the semester indicated. There are six to eight "AU" or audit enrollments each term. They are excluded from this table.

Source: Datatel/BISSI

## Within Course Student Retention: Spring 1999 – Spring 2002

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 2001	90%
Spring 2002	91%

## Fall to Spring Student Retention: AY 1999 – 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 ten 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%
Fall 2001 – Spring 2002	64%

Source: Datatel/BISSI

## 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%
Fall 2001	68%
Spring 2002	67%

Source: BISSI

## Student Success: Licensure Examination Results

Licensure Exam	1999 Pass Rate	2000 Pass Rate	2001 Pass Rate
Nursing (NCLEX)	70%	61%	83.3%
Medical Radiography – ARRT Exam	88%	90%	N/A
Cardiac Sonography	N/A	100%	N/A
Diagnostic Medical Sonography	N/A	N/A	N/A

BHCC students are not required to take licensure exams in order to graduate. Taking the licensure exam is optional for those who do not wish to work in the field immediately. Some graduates opt to continue their studies and do not attempt the exam. 2001 pass rate information for Medical Radiography, Cardiac Sonography and Diagnostic Medical Sonography was not available at time of publication.

Source: Academic & Student Affairs



## Degrees and Certificates: 1995 – 2001

	AS	AA	Certificate	Total
2001	246	101	141	488
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

## Associate Degrees Awarded by Program: 1995 – 2001

	1995	1996	1997	1998	1999	2000	2001
<b>ASSOCIATE IN ARTS</b>							
Liberal Arts	67	87	92	107	90	103	101
<b>ASSOCIATE IN SCIENCE</b>							
<b>Business Administration</b>							
Accounting Option	35	37	34	31	43	47	29
Finance Option	-	-	-	-	1	-	5
International Business Option	5	6	10	8	10	7	10
Management Option	22	28	17	22	20	18	15
Business Retail	1	-	-	-	-	-	-

**Associate Degrees Awarded by Program: 1995 – 2001** continued

	1995	1996	1997	1998	1999	2000	2001
<b>ASSOCIATE IN SCIENCE</b>							
Health Care Management	-	-	1	3	4	1	1
<b>Computer Technology Program</b>	11	7	3	4	1	1	1
Internet Web Design and Programming Option	-	-	-	-	-	-	4
Microsoft Applications Option	-	-	-	-	6	3	14
CP Micro Application	9	10	15	13	3	-	-
Visual Programming Option	-	-	-	4	4	2	3
Computer Technology Network Option	-	-	-	1	4	18	22
<b>Criminal Justice Program</b>							
Criminal Justice Option	18	32	26	24	17	17	13
Corrections Option	-	-	-	-	-	1	1
Law Enforcement Option	-	-	-	-	1	5	2
<b>Culinary Arts</b>	8	7	11	7	5	5	5
<b>Early Childhood Development</b>	5	12	15	8	15	16	15
<b>Electronics Technology</b>	-	-	-	-	5	8	6
Electronics Technical Digital	7	5	6	1	1	-	-
<b>Fire Protection and Safety</b>	6	4	4	5	5	6	3
<b>Graphic Arts and Visual Communication</b>	-	-	-	-	3	6	7
Graphic Illustration	1	2	1	3	1	1	-

## Associate Degrees Awarded by Program: 1995 – 2001 *continued*

	1995	1996	1997	1998	1999	2000	2001
<b>ASSOCIATE IN SCIENCE</b>							
Desktop Publishing/Design	6	1	4	5	4	5	2
Graphic Design	-	-	-	2	-	-	-
<b>Hotel/Restaurant Management</b>	17	9	6	7	3	2	4
Hotel Restaurant Travel	-	-	-	1	4	2	1
<b>Human Services</b>	11	9	9	14	11	11	5
<b>Media Technology</b>	6	5	5	4	1	3	3
<b>Medical Imaging Program</b>	-	-	-	-	3	-	-
Cardiac Sonography Option	-	-	-	-	4	5	7
Medical Radiography Option	37	22	17	16	12	14	22
Medical Radiography Part-time or Evening Option	-	-	-	-	-	-	-
Nuclear Medicine Technology Option	8	-	-	5	-	4	-
<b>Nursing Program</b>	62	90	56	51	13	-	-
Nursing Day Option	-	-	-	-	28	38	22
Nursing Evening Option	-	-	-	-	8	-	13
Nursing Program, LP	-	-	-	-	-	-	1
<b>Office and Information Management</b>							
Administrative Information Management Option	-	--	-	-	6	2	2
Medical Information Management Option	5	3	5	-	2	5	7
Executive Office Administration Option	4	2	2	1	-	-	-

## Associate Degrees Awarded by Program: 1995 – 2001 continued

	1995	1996	1997	1998	1999	2000	2001
<b>ASSOCIATE IN SCIENCE</b>							
Legal Office Administration Option	2	3	-	-	-	1	-
Executive Office/Word Processing	3	4	10	8	1	-	-
<b>Pharmacy Technology Program</b>	-	-	-	-	-	-	-
Travel and Tourism Management	-	-	-	-	1	4	1
<b>AS SUBTOTAL</b>	356	385	349	355	341	361	246

## Certificates Awarded by Program: 1995 – 2001

	1995	1996	1997	1998	1999	2000	2001
<b>Allied Health</b>							
Health Careers Preparation	6	-	-	-	-	-	-
Medical Assistant	15	24	12	19	5	-	-
Medical Assistant/ESL	-	-	2	-	3	-	-
Medical Lab Assistant	5	8	10	5	28	35	37
Medical Receptionist	1	-	-	-	-	-	-
Patient Care Assistant	20	68	48	40	26	28	13
Phlebotomy Technician	11	8	7	9	6	11	10
<b>Biomedical Engineering Technology</b>	2	5	5	-	-	-	-
Biotechnology Technician	-	3	6	7	-	2	-
Biomedical Equipment Repair	-	2	-	-	-	-	-
Cardiovascular Sonography	2	6	6	6	-	-	-

## Certificates Awarded by Program: 1995 – 2001 continued

	1995	1996	1997	1998	1999	2000	2001
<b>Ultra-Sound</b>	-	-	4	-	-	-	-
<b>EKG Technician</b>	4	-	-	-	-	-	-
<b>Business Administration</b>							
Accounting	4	3	3	14	1	8	3
Computer-based Accounting	-	-	-	-	-	-	-
International Business	-	-	-	-	-	-	-
e-Commerce Marketing Management	-	-	-	-	-	-	-
Paralegal Studies	6	7	9	12	5	9	5
Paralegal Certificate	-	7	9	-	4	-	-
<b>Computer Technology</b>							
Computer Network	-	-	-	-	1	3	32
Object-Oriented Computer Programming & Design	1	-	-	-	-	-	-
IBM AS/400 RPG	1	1	1	1	4	-	-
Lotus Applications Specialist	1	1	1	-	-	2	-
Desktop Publishing	2	6	4	-	4	3	-
<b>Criminal Justice</b>							
Corrections Option	-	-	-	-	-	2	-
Security Administration	-	-	-	-	-	1	2
<b>Culinary Arts</b>	6	3	1	4	-	8	1
<b>Diagnostic Medical Sonography</b>	-	-	-	-	-	-	-

## Certificates Awarded by Program: 1995 – 2001 continued

	1995	1996	1997	1998	1999	2000	2001
<b>Early Childhood Development</b>	3	5	3	4	3	2	3
<b>Electronics</b>	-	-	-	1	1	-	2
ESL Electronics	8	13	20	-	11	15	15
Microcomputer Support	-	-	1	-	-	-	1
<b>Office and Information Management</b>							
Data Entry	3	1	1	2	1	-	-
Information Management Specialist	-	-	-	-	1	1	3
Medical Information Management	-	-	-	-	1	3	5
Office Administration Medical Assistant	6	6	10	10	7	-	-
Office Assistant	-	-	-	-	-	1	-
Word Processing	1	1	5	-	-	-	-
<b>Health Care Management</b>	-	-	-	1	-	-	-
<b>Gerontology</b>	1	-	-	-	-	-	-
<b>Painting</b>	-	1	-	-	-	-	-
<b>Surgical Technology</b>	12	13	1	-	11	8	6
Central Processing	-	-	-	-	-	-	-
<b>Travel and Tourism</b>	-	1	3	1	7	3	3
<b>World Studies</b>	-	-	-	-	-	-	-
<b>AS SUBTOTAL</b>	121	193	172	136	130	145	141

Source: BHE HEIRS database

## Financial Aid Awards: 1999 – 2002

	2001-2002	2000-2001	1999-2000
Federal Pell Grant	\$4,285,767.00	\$3,196,041.42	\$2,987,382.00
Federal Supplemental Educational Opportunity Grant	\$198,902.00	\$228,948.00	\$204,350.00
Federal Perkins	-	-	\$29,950.00
Federal Work Study	\$240,866.00	\$217,623.00	\$198,094.00
Federal Subsidized Stafford Loan	\$172,499.00	\$150,763.00	\$82,751.00
Federal Unsubsidized Stafford Loan	\$183,661.00	\$133,015.00	\$118,131.00
Federal Parent Loan	\$1,891.00	\$2,000.00	\$9,000.00
Mass State Grant	\$215,400.00	\$301,575.00	\$200,575.00
Mass Tuition Waiver	\$297,281.00	\$340,026.74	\$268,526.00
Mass Cash Grant	\$1,733,394.00	\$1,761,680.82	\$1,494,685.00
Mass Part-time Grant	\$133,000.00	\$132,781.52	\$139,500.00
<b>Total</b>	<b>\$7,462,661.00</b>	<b>\$6,331,672.98</b>	<b>\$5,732,944.00</b>

## Financial Aid Students by Award: 1999 – 2002

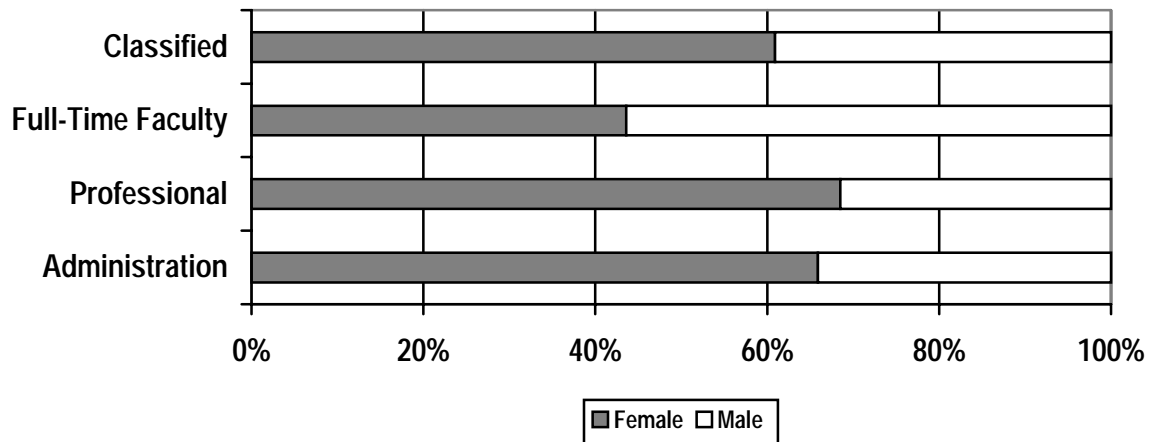
	2001-2002	2000-2001	1999-2000
Federal Pell Grant	2,029	1,813	1,669
Federal Supplemental Educational Opportunity Grant	603	648	643
Federal Perkins	-	-	15
Federal Work Study	145	95	58
Federal Subsidized Stafford Loan	98	84	36
Federal Unsubsidized Stafford Loan	93	63	54
Federal Parent Loan	1	1	3
Mass State Grant	442	563	469
Mass Tuition Waiver	1,708	1,798	621
Mass Cash Grant	1,919	1,803	1,918
Mass Part-time Grant	469	469	694
<b>All Financial Aid Recipients</b>	<b>2,290</b>	<b>2,000</b>	<b>2,114</b>

Source: Financial Aid Office

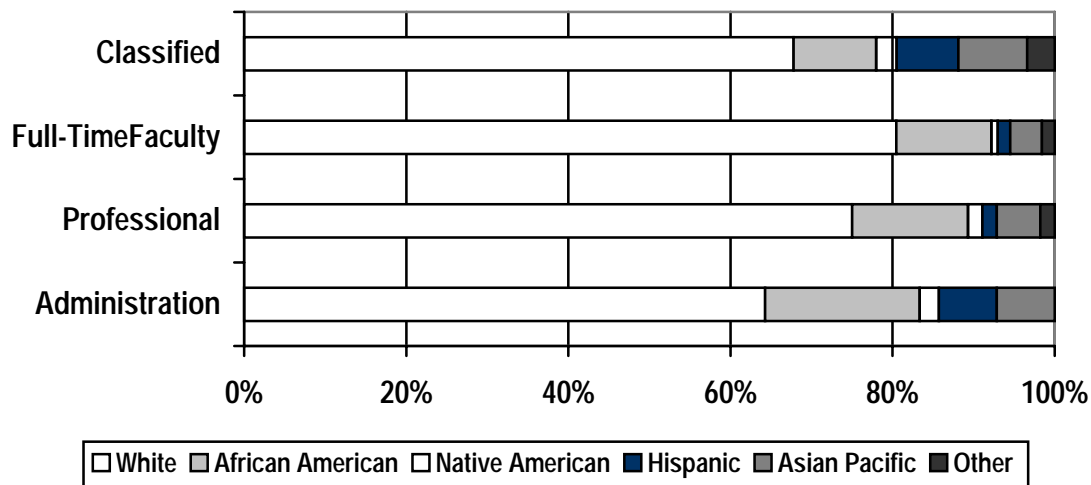
## Full-Time Employee Profile: Fall 2001

	White	African American	Native American	Hispanic	Asian/Pacific	Other	Female	Male	Total
Administration	30	9	0	2	3	0	29	15	44
Professional	42	9	1	1	1	0	37	17	54
Full-time Faculty	92	17	1	1	5	1	51	66	117
Classified	72	15	1	8	12	2	67	43	110
<b>Total</b>	<b>236</b>	<b>50</b>	<b>3</b>	<b>12</b>	<b>21</b>	<b>3</b>	<b>184</b>	<b>141</b>	<b>325</b>

## Employees by Gender & Classification: Fall 2001



## Employees by Ethnicity & Classification: Fall 2001



Source: BHCC Human Resources IPEDS Fall Staff Survey, December 2001



## Full-Time Faculty: Fall 2001

	White	African American	Hispanic	Asian Pacific Islander	Cape Verdean	Native American	Other	Total
Female	52	10	1	2	0	0	1	66
Male	40	6	0	3	1	1	0	51
Total	92	16	1	5	1	1	1	117

## Faculty Rank: Fall 2001

Rank	Number	Percent
Professor	84	72%
Associate Professor	15	13%
Assistant Professor	15	13%
Instructor	3	2%
Total	117	100%

Note: In Fall 2001 there were also two temporary full-time faculty members. These individuals are not included in the tables above.

From Fall 2001 through Summer I of 2002, there were 293 Adjunct Faculty members employed at BHCC. In Fall 2001, there were 224 Adjunct Faculty members.

Source: BHCC Human Resources IPEDS Fall Staff Survey, December 2001; HRCMS June 25, 2002

## Cost of Attendance: 2001 – 2002

	Tuition	Fee	Total
<b>APPLICATION FEE</b>			
Massachusetts Residents		\$10	<b>\$10</b>
Non-Residents		\$35	<b>\$35</b>
<b>TUITION AND FEES</b>			
Massachusetts Residents per credit	\$24	\$41	<b>\$65</b>
Non-Massachusetts Residents & International Students per credit	\$230	\$41	<b>\$271</b>
The New England Regional Student Program per credit	\$36	\$41	<b>\$77</b>
<b>OTHER CHARGES</b>			
Technology Fee per credit (beginning Spring 2002)		\$5	<b>\$5</b>
Health Course Fee per credit		\$35	<b>\$35</b>
Health Insurance Fee		\$525	<b>\$525</b>
Liability Insurance Fee		\$15	<b>\$15</b>
Parking Permit Fee		\$15	<b>\$15</b>
Photo ID Replacement Fee		\$5	<b>\$5</b>
Returned Check Fee		\$25	<b>\$25</b>
Transcript Fee per transcript		\$2	<b>\$2</b>

Source: BHCC Catalog, 2001 – 2002

## FY02 Grant Funding

- A total of 33 federal, state, local, and private/foundation grants were awarded to BHCC in FY02, netting \$3,511,763 in supplemental funding.
- Of this total, 18 were continuing or new competitive grants (rather than entitlement monies), totaling \$1,929,601.
- Multi-year grants ending in FY02 were: Title III, Title VI and Fleet Career Ladder Initiative, totaling \$442,151.

## FY03 Grant Funding Prospects

For FY03, three competitive grants have thus far been awarded, totaling \$125,047 in direct funds. In addition, one full-time position in Service Learning has been funded. These awards are:

- Employment Services Program awarded \$62,717 to BHCC Allied Health Certificate Programs.
- Schools for a New Society Program/Boston Plan for Excellence awarded a two-year grant to BHCC for an adult learners literacy initiative. FY03 award is \$62,330.
- Massachusetts Campus Compact awarded a full-time VISTA volunteer to BHCC for the coordination and support of service-learning activities at the College.

Four competitive FY03 grants are currently pending, totaling \$93,049. These pending competitive proposals seek funding from

- The Boston Foundation.
- The National Endowment for the Humanities.
- Perkins Career and Technical Education Fund.
- Massachusetts Campus Compact.

FY03 Allocation/Entitlement Grants, now pending state budget approval, total \$1,068,063. Allocation grants include the primary Perkins Career and Technical Education Grant, Perkins Tech Prep Program, Mass DECA and three distinct Adult Basic Education grants.

Ongoing, multi-year grants that will supplement College funding in FY03 total approximately \$1,089,142. These continuing grants include the TRIO Grant, three McNair Grants, Gear-Up, Health Education Careers Network and Life Skills Offender Re-entry.

As of July 16, 2002, the current total for awarded grants and anticipated allocation/multi-year grants for FY03 is \$2,282,252.

Source: BHCC Grants Development Office, July 2002

## Revenues and Expenditures: FY 1999 – FY 2001

### Audited Statement of Current Funds Revenues and Expenditures

	<u>Total FY 2001</u>	<u>Total FY 2000</u>	<u>Total FY 1999</u>
<b>Revenues</b>			
Tuition and fees	\$ 9,532,088	8,869,544	9,838,559
State appropriation	24,235,132	21,417,144	18,044,377
Federal grants and contracts	4,727,707	4,008,446	3,794,315
State grants and contracts	4,182,243	3,079,475	2,603,703
Local grants and contracts	422,568	350,657	297,274
Private grants and contracts	102,316	184,614	89,657
Sales and services of auxiliary enterprises	536,154	371,544	235,841
Investment income	441,810	324,421	235,977
Other sources	<u>539,425</u>	<u>509,522</u>	<u>819,168</u>
<b>Total revenues</b>	<b><u>\$ 44,719,443</u></b>	<b><u>39,115,367</u></b>	<b><u>35,958,871</u></b>
<b>Expenditures</b>			
Education and general:			
Instruction	\$ 16,252,182	13,732,823	12,453,477
Academic support	4,870,569	3,621,660	3,347,990
Student services	6,894,127	6,881,953	5,061,547
Operation and maintenance of plant	4,439,287	4,558,060	2,973,493
Institutional support	4,602,778	4,022,793	4,800,258
Scholarships and fellowships	<u>7,108,334</u>	<u>5,609,523</u>	<u>5,455,170</u>
<b>Total education and   general expenditures</b>	<b><u>\$ 44,167,277</u></b>	<b><u>38,426,812</u></b>	<b><u>34,091,935</u></b>

Source: BHCC Business Office