

Table of Contents

Introduction	1
COLLEGE PROFILE	
History	2
Mission Statements	3
Bunker Hill Community College Vision Statement	4
Institutional Goals: 2002 – 2005	5
Statement on Inclusion	5
Degree Programs: Fall 2002	6
Certificate Programs: Fall 2002	7
Bunker Hill Community College Accreditation Statements	8
Developmental Learning and Academic Support	9
Collaboration with Middle & High Schools: FY 2003	10
Center for Self-Directed Learning (CSDL)	11
Tutoring and Academic Support Center (TASC)	13
Prior Learning Assessment Program	13
Library	14
Adult Basic Education Program	15
The Offender Re-entry Program: FY 2001 – FY 2003	16
Workforce Development Center	17
ACT Center	20
Community Education: FY 2001 – FY 2003	21
Computers Available for Student Use: Spring 2003	23
STUDENT PROFILE	
Credit Student Demographic Summary: Fall 2002	24
Enrollment Distribution by Age and Gender: Fall 2002	25
Enrollment by Ethnicity: Fall 2002	27
Enrollment by City or Town: Fall 2002	28
Boston Enrollment by Neighborhood: Fall 2002	28
Student Enrollment by Number of Credits: Fall 2002	29
Students enrolling directly from High School: Fall 2002	30
First Time Degree-Seeking Students Entry Assessment: Fall 2002	32
Developmental Course Enrollments: Fall 2002	33
BESL and ESL Enrollments: Fall 2002	33
Distance Education Enrollments and Courses: Fall 2002	34
Chelsea Campus Enrollment and Student Demographics: Fall 2002	35
Average Class Size by Section Type: Fall 2002	36
Average Class Size by Credit Type: Fall 2002	36
Average Class Size by Type of Instruction: Fall 2002	37

Course Sections by Number of Credits: Fall 2002.....	37
Number of Credits by Academic Department: Fall 2002.....	38
Grade Distribution: Fall 2002	39

ENROLLMENT TRENDS

Headcount Trends: Fall 1987 – 2002.....	40
FTE Enrollment Trends: Fall 1987 – 2002	40
Annual Unduplicated Credit Headcount: FY 1993 - FY 2003	41
Total Credits by Term: FY00 – FY03	42
Enrollment Trends by Ethnicity: Fall 1994 – 2002	43
Enrollment Trends by City or Town: Fall 1994 – 2002.....	44
Enrollment Trends by Program: Associate Degree Programs.....	45
Enrollment Trends by Program: Certificate Programs	46
Enrollment Trends by AA Concentration: Fall 2000 – Fall 2002.....	47
Enrollment Trends for Disadvantaged Students: FY 2000 – FY 2003.....	48
Enrollment Trends in Developmental Courses: Spring 1999 – Spring 2003	49
Enrollment Trends for International Students: Fall 1999 – Spring 2003.....	50
Enrollment Trends in BESL: Spring 1999 – Spring 2003.....	53
Enrollment Trends in ESL: Spring 1999 – Spring 2003	54
eCollege Enrollment Trends: Spring 1999 – Spring 2003	55
eCollege FTE Trends: Spring 1999 – Spring 2003.....	55
eCollege Sections: Spring 1999 – Spring 2003	55
Chelsea Campus Student Demographic Trends	56
Chelsea Campus Enrollment Trends: Fall 2000 – Fall 2002	57
Student Success: Within Course Student Retention: Spring 1999 – Spring 2003	58
Student Success: Fall to Spring Student Retention: FY 2000 – FY 2003	58
Student Success: Retention of First Time in College Students	59
Student Success: Productive Grade Rate: Spring 1999 – Spring 2003	60
Student Success: Licensure Examination Results 1998 - 2002	60
Grade Distribution Trends: Spring 1999 – Spring 2003.....	61
Student Success: Web Course Within Course Student Retention	63
Student Success: Web Course Productive Grade Rate	63
Web Course Grade Distribution Trends.....	64
Degrees and Certificates Awarded: FY 1995 – FY 2003.....	66
Associate Degrees Awarded by Program: FY 1995 – FY 2003.....	66
Certificates Awarded by Program: FY 1995 – FY 2003.....	68
Graduate Follow-up Survey Classes of 1988 - 2002	70
Graduate Follow-up Survey Class of 2002: Transfer Institutions	70
Graduate Follow-up Survey Class of 2002: AA/AS Employment Data.....	71

EMPLOYEE PROFILE

Full-Time Employee Profile: Fall 2000 – Fall 200273
Full-Time Faculty Profile: Fall 2000 – Fall 2002.....74
Full-Time Faculty Rank: Fall 200275
Full-Time Faculty by Highest Degree: Fall 2002.....75

FINANCIAL PROFILE

Cost of Attendance: FY 200376
Financial Aid Awards: FY 2000 – FY 200377
Scholarships and Tuition Waivers: FY 2001 - FY 200378
Textbook Assistance Program79
FY03 Grant Funding.....80
FY04 Grant Funding to Date80
Weekend College Revenue: FY 2002 – FY 200381
eCollege Revenue: FY 2002 – FY 200382
Revenues and Expenditures: FY 2000 - FY 200283

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 2002 – 2003 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 2002 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, financial aid awards, scholarships and grant funding for the 2002 — 2003 year plus revenues and expenditures for FY00 — FY02. At the time of publication, the FY03 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

Bunker Hill Community College
250 New Rutherford Avenue
Boston, Massachusetts 02129

617-228-2412

August 2003

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 and the Mystic Activity Center in Somerville. A new satellite in Boston's South End will open in Fall 2003.

Founded in 1973, BHCC enrolls more than 7,400 students in day, evening and weekend courses web-based and distance learning courses and programs each semester. 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 Fall 2002, BHCC had the second largest enrollment among community colleges in Massachusetts. The average age of students is 28. Approximately 59 percent are female, and the majority work full- or part-time while attending college. Approximately 37% percent of BHCC's students reside in the city of Boston, and 84% 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 more than 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 Sciences, nursing and allied health, domestic and international business, hospitality and culinary arts, early childhood development, 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: 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 2002

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
 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 2002 — 2003 Catalog

Certificate Programs: Fall 2002

Certificate Programs

Allied Health

- Medical Assistant
- Medical Lab Assistant
- Patient Care Assistant
- Phlebotomy Technician

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)

Culinary Arts

- Diagnostic Medical Sonography (Ultrasound)

Early Childhood Development

Electronics

- Electronics
- ESL Electronics
- Microcomputer Support

Office and Information Management

- Information Management Specialist
- Medical Information Management Assistant

Surgical Technology

- Central Processing
- Surgical Technology

Travel and Tourism

World Studies

Source: BHCC 2002 – 2003 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; 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; 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; 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; 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; 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	2002 – 2003
Adult Basic Education (ABE), Year 3 of 5	\$ 416,362
ABE – Employment Resources, Inc.	30,465
ABE – Transitions Program, Year 4 of 5	116,761
BEST – Older Youth Initiative	60,000
Carnegie Corp. Schools for a New Society	32,832
DECA – Dept. of Education Career Cluster Grant	40,000
MCAS – Transitions Pathways to Success	68,580
McNair – Disadvantaged Student Program Year 2 of 2	58,600
Metro Boston Tech Prep Consortium	104,500
Offender Re-entry Program, Year 3 of 3	438,162
Office of Community Corrections Learning Centers	100,256
Jamaica Plain Women’s Resource Center	116,558
TRIO Student Success Program, Year 2 of 4	262,779
GEAR-UP, Year 4 of 5	275,200
Total	\$ 2,121,055

Note: The FY03 dollar value of grant-funded initiatives for this division is \$288,250 (17%) higher than it was in FY02.

Source: Director of Grant Management, FY03 Grant Award Listing as of 3/30/03

Collaboration with Middle & High Schools: FY 2003

MIDDLE & HIGH SCHOOL	CISCO	DIPLOMA PLUS	GEAR UP	JUST A START CBO	MCAS OUTREACH & SUPPORT	MEOP	TECH PREP	COLLEGE AWARENESS ACTIVITIES
Boston High/Boston Community Leadership Academy							X	
Brighton							X	
Brookline							X	
Cambridge Rindge & Latin				X			X	X
Champion Charter School		X						
Charlestown	X		X		X	X	X	X
Chelsea	X				X		X	X
Clarence Edwards Middle School Charlestown								X
Dorchester							X	X
East Boston							X	X
El Centro de Cardinal		X						X
Everett					X		X	X
Fenway Community	X						X	X
Greater Egleston Community H.S.		X						X
Jeremiah Burke							X	X
John D. O'Bryant						X	X	
Josiah Quincy Middle School							X	X
Madison Park		X				X	X	X
Malden	X						X	
Medford Vocational	X							X
Melrose High School	X							
Newton North							X	X
Newton South							X	X
Northeast Metropolitan Technical H.S.	X							X
Revere					X			X
Snowden International						X		X
Somerville						X	X	X
South Boston					X		X	X
Watertown							X	X
West Roxbury							X	X
Winthrop							X	X

Source: Dean of Developmental Learning and Academic Support, March 2003

Center for Self-Directed Learning (CSDL)

Mission Statement

The Center for Self-Directed Learning extends academic opportunity and support to all students through its flexible and individualized approach. The Center provides an alternative educational environment, which promotes independent learning and academic success. The CSDL is committed to making quality education accessible and values each student's unique learning style and educational needs.

The CSDL is an open, friendly environment in which students have access to 71 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 2003

Content tutoring by full-time staff and part-time staff for CSDL students

Content tutoring by full-time staff and 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, web courses and students enrolled in 2+1 sections*

ESL activities (faculty support)

ESL 3+1 faculty sections**

Computer assisted instruction for nursing, medical imaging and science programs

* 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 coursework.

Center for Self-Directed Learning Statistics: Spring 2003

Number of CSDL Course Offerings	34
Total LC Enrollments	552
Total Visits LC Students	7,891
Total Hours LC Students	15,690
Total Individual Tutoring Sessions by Course Facilitators	4,238
Number of 2+1 sections taught by BHCC faculty*	23
Number of student visits from 2+1 sections*	4,173
Number of hours for students in 2+1 sections*	7,147
Total ESL faculty sections accessing services	1826
Total ESL students receiving orientation and support	520
Total ESL faculty 3+1 sections	2
Total Student Visits for Computer Access	6,389
Total Hours for Computer Access	7,390

* 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 coursework.

CSDL Testing Room: Spring 2003

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 2003*

	Learning Center Courses	BHCC Faculty Sections	External Studies & Web Courses	Sub-Total
Jan 25 – Feb 22	749	1,105	151	2,005
Feb 24 – Mar 22	801	1,288	328	2,417
Mar 24 – Apr 19	1,001	1,158	377	2,536
Apr 21 – May 10	809	1,407	419	2,635
Total*	3,360	4,958	1,275	9,593*

* This report does not include all the ESL testing activities and the final exam week in Spring 2003.

Source: Center for Self Directed Learning, June 2003

Tutoring and Academic Support Center (TASC)

Student Academic Support Services: Fall 2000 – Spring 2003

	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003
Tutoring Sessions	1,781	2,075	1,800	2,470	3,100	3,508
Unduplicated Students	355	400	400+	517	636	726
Hours of Tutoring per Week	264	294	315	324	285	402
Student Visits per Week (approx.)	200+	200+	200+	200+	322	300
Students who report that tutoring improved their grades	86%	94%	94%	94%	96%	92%
Number of Math Tutors	3 math tutors in 5 math classrooms	5 math tutors in 8 math classrooms	3 math tutors matched with 3 math faculty and one tutor in the math IP course	3 math tutors matched with 3 math faculty and 3 tutors in the math IP course	3 math tutors matched with 3 math faculty and one tutor in the math IP course	3 math tutors matched with 3 math faculty

Source: TASC Coordinator, Spring 2003

Prior Learning Assessment Program

Portfolio Assessment

	FY 2001	FY 2002	FY 2003
Portfolio/credit activities			
Number of Students Advised	160	165	275
Number of Student Assessed	52	50	50
Credits Received	297	274	299
Credit by Testing Data (CLEP)			
Number of Students Advised	105	120	287
Number of Students Assessed	42	45	148
Number of Credits Received	374	322	680
Department Challenge Exam			
Number of Students Advised	n/a	25	17
Number of Students Assessed	11	14	17
Number of Credits Received	15	40	42
Community Educational Services Program			
Number of Students Assessed	54	30	36
Number of Credits Received	633	414	594

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, users can connect to the online catalog, and over 100 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: 1996 – 2002

	1996	1997	1998	1999	2000	2001	2002
Total Expenditures	\$440,753	\$480,575	\$503,672	\$501,647	\$545,607	\$646,919	\$545,607
Paper Volumes	52,267	53,535	55,930	58,017	60,473	62,112	
Paper Titles	45,061	48,300	50,318	52,245	54,479	56,127	
Microform	5,644	5,721	5,788	5,848	5,908	5,310	5,611
Serials Subscriptions	316	311	355	325	341	358	253
Inter-Library Loan Provided	2,529	802	1,131	898	987	1,490	
Inter-Library Loan Received	1,007	474	233	192	306	183	
Circulation Transactions	14,793	14,261	10,950	12,454	12,046	11,590	
Information Literacy Workshop Attendance	1,837	1,908	3,199	2,015	3,278	3,188	
Hours Open/week	64	64	64	64	64	65	
Gate Count/week	5,690	3,873	4,651	5,009	5,024	4,815	
Reference Transactions/week	455	425	525	457	418	432	

Source: BHCC Library Interim Director, April 2003

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: FY 2001 – FY 2002

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

Adult Basic Education Students Served	FY 2001	FY 2002
Summer	n/a	260
Fall	268	258
Spring	278	279

Transitions to College Classes – 6

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

Transitions to College Students Served	FY 2001	FY 2002
Fall	37	55
Spring	32	35

Source: Chelsea Campus Director of ABE, July 2002

The Offender Re-entry Program: FY 2001 – FY 2003

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.

Offender Reentry Program Statistics

	Enrolled	Graduated	Employed	Enrolled or Enrolling in College	Enrolled in GED Program	Passed GED
2000 – 2001	23	14	10	3	5	3
2001 – 2002	72	55	32	4	7	3
2002 – 2003	46	37	29	1	13	1 pending scores
Totals	141	106	71	8	25	7

In FY03 95% of students had contact with case manager after entering community.

Learning Centers' FY03 Statistics

Community Corrections Center

	Enrolled	Computer Students	GED Students	Passed GED Exam*	Took 1 or more GED tests	Enrolled in College
2002 – 2003	153	78	72	4	15	3

*Average TABE score is approximately 6th grade equivalent

Women's Resource Center

	Enrolled	Computer Students	GED Students	Passed GED Exam*	Took 1 or more GED tests	Enrolled in College
2002 – 2003	63	32	31	2	7	0

*Average TABE score is approximately 6th grade equivalent

Source: Director of Offender Reentry Program

Workforce Development Center

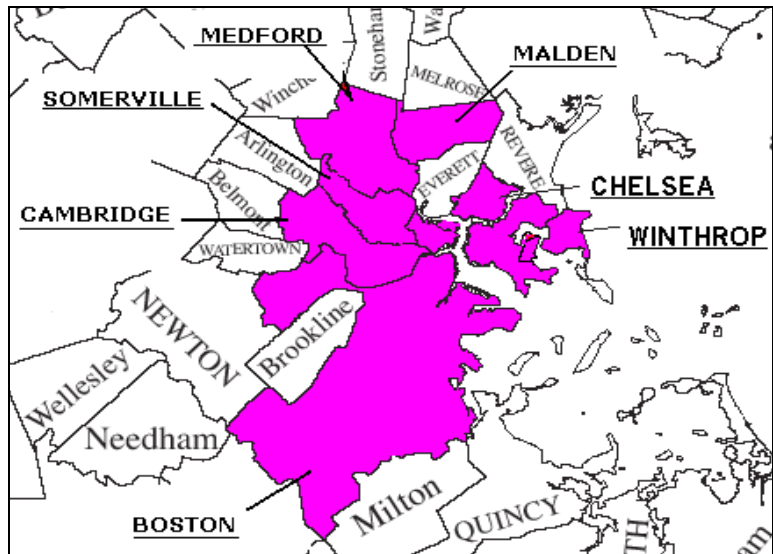
Through Workforce Development, BHCC flexibly meets the specific needs of the community through a variety of non-traditional training programs designed for both organizations and individuals.

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. 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, 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.
- 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 Service Area

Boston
 Brighton
 Cambridge
 Charlestown
 Chelsea
 Dorchester
 Hyde Park
 Jamaica Plain
 Malden
 Medford
 Somerville
 South Boston
 Winthrop



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

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

Workforce Development Industries Served: FY 2003

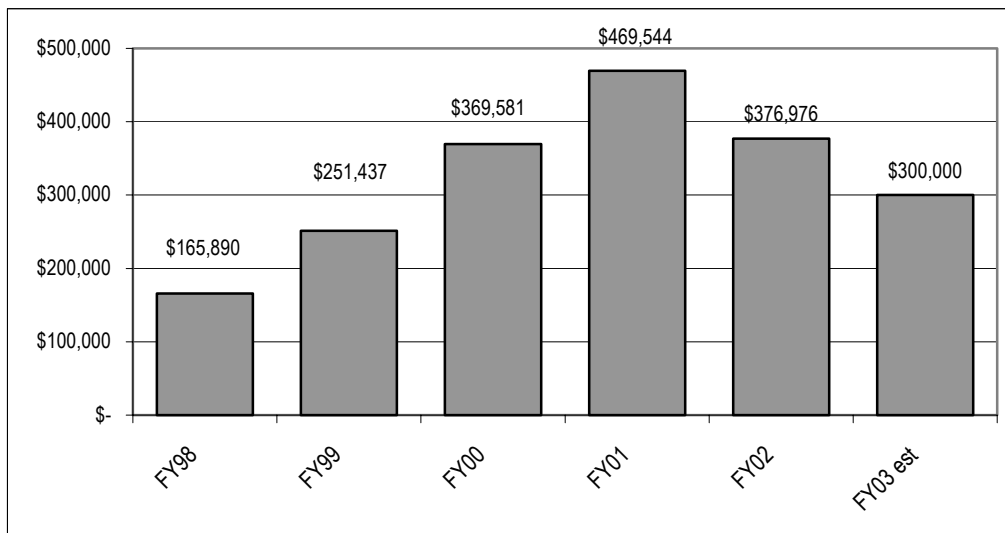
Industries served

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

Training topics:

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

Workforce Development Center Revenues: FY 1998 – FY 2003



Workforce Development Activities: FY 2000 – FY 2003

	FY 2000	FY 2001	FY 2002	FY 2003
Companies Served	28	33	24	24
Contracts	52	54	51	42
Employees Served (Duplicated)	900	2,722	2,000	1,050

- Currently working with hospitals representing over 35% of the total health care/research employment in Boston.
- Earned more than \$230,000 from the Community College workforce training incentive grant (not included in revenues above).
- Collaborated with the Greater Boston Chamber of Commerce to provide customized training assessment instruments for use by regional businesses.
- Held 11th Graduation of Just-A-Start Biomedical Certificate Program, May 2003: 26 Graduates ready for job placement.

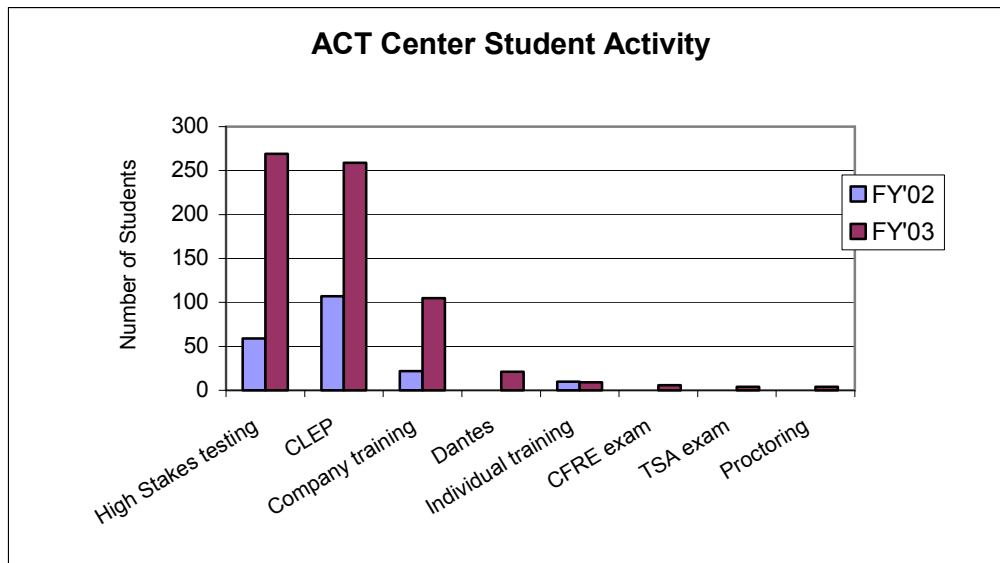
The **Just-A-Start BioMedical Certificate Program** includes Chemical Science I & II, Medical Terminology, Principles of Biology and Introduction to Computers. Through this collaborative program now in its 11th year, Just-A-Start and BHCC prepare disadvantaged adults, mostly immigrants, for sustainable wage jobs in the growing biotechnology field. Together, we offer academic credit classes, computer labs, biomedical lab training, job counseling and placement. Since this partnership began, approximately 275 students have graduated from the program.



Source: BHCC Workforce Development Center, May 2003

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. The ACT Center's products and services include computer-based programs in three areas: Assessment, Training, and Testing.



In FY03, students have taken advantage of:

Training

MS Excel, MS Windows, MS Word, Reading Level 3+4, Intro Programming, MS Access, Global English, Supervisory Skills, Unix.

Testing

CLEP (College Level Examination Program), which awards college credit for previous learning.

Dantes exams- another method of attaining college credit for previous learning.

High Stakes Testing: required to qualify for specific employment or career advancement in certain states, for example Social Worker exams of which BHCC offers four levels.

New in FY03:

CFRE (Certified Fund Raiser Exam) - the industry standard exam for fund raising professionals.

TSA (Transportation Security Administration) – an exam that is part of the new Homeland Security efforts to screen potential airport security workers before hiring.

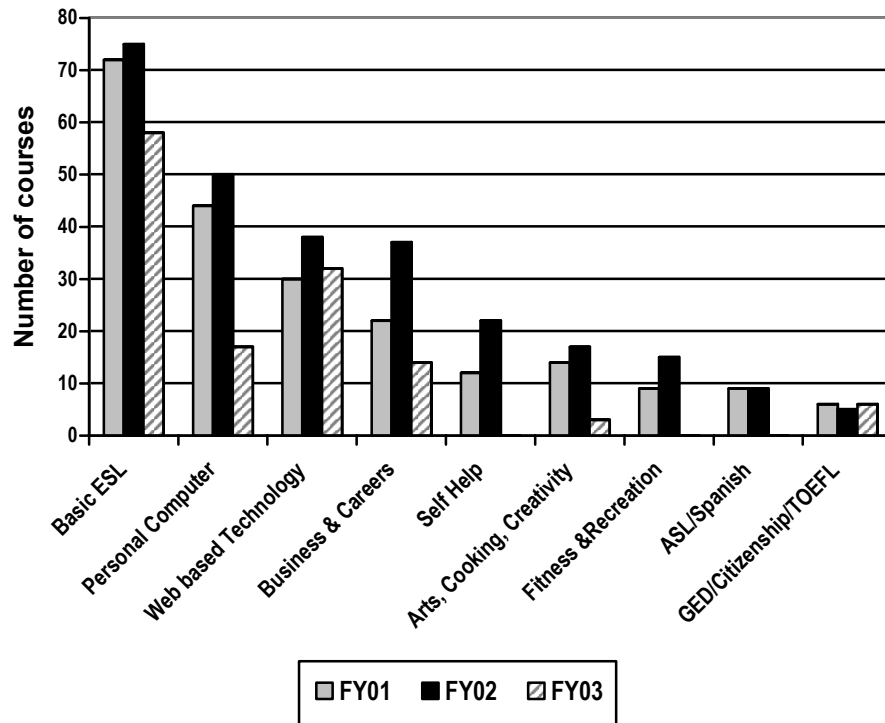
Source: BHCC Workforce Development Center, May 2003

Community Education: FY 2001 – FY 2003

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.

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.

Community Education Non-credit Courses



Source: Director of Community Education, BISSI/Datatel, July 2003

Community Education Enrollments and Revenue: FY 2000 – FY 2003

	FY 2000	FY 2001	FY 2002	FY 2003
Courses Offered/Ran	252	218	232/167*	130
Number of Enrollments	2,048	2,372	2,002	1,143
Total Revenue	\$311,192	\$321,230**	\$311,500	\$306,764

* 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 program during FY03:

Revere and Everett Public Schools

SPELL (Summer Program for English Language Literacy)

Contract with the Division of Community Education for writing skills courses to help prepare students for the essay writing portion of the MCAS test, which bilingual students must pass in order to graduate from high school. Revere High School sent 26 ninth to eleventh grade students this year to participate in a five week SPELL program. Everett High School had more than fifty seventh to eleventh grade students enrolled in a four-week version of the SPELL program.

Source: BHCC Division of Community Education, BHCC Business Office, BISSI/Datatel, July 2003

Computers Available for Student Use: Spring 2003

Classrooms – Charlestown Campus

D101	22 + Instructor	High End Software Applications
D102	18 + Instructor	Medium End Software Applications
D103	16 + Instructor	Networking
D114	16 + Instructor	Macintosh Lab, Graphic Arts
D115	18 + Instructor	High End Software Applications
D116	16 + Instructor	Networking
D117	20 + Instructor	High End Software Applications
D119	20 + Instructor	Medium End Software Applications
D120	23 + Instructor	High End Software Applications
D121A	18 + Instructor	Medium Software Applications/Operating Systems
D121B	19 + Instructor	High End Software Applications
Gen Lab	66	General Student Use/All Software Applications
Assistive Technology	5	All Software Applications
	277	

Open Areas – Charlestown Campus

Center for Self Directed Learning (CSDL)	71	E235
Science Labs	35	B & D Bldg. 3 rd floor
Library	28	E300
Electronics	11	B333
Tutoring and Academic Support Center (TASC)	21	E174
PC hardware	22	B334
Cisco	10	B333
Writing Place	3	E142
Career Services	6	M101
Audio Technology	3	First floor E-Bldg.
Linear Editing Systems	2	Inside E144
Honors Program	3	E231
	215	

Chelsea Campus

B010	36	General Student Use/All Software Applications
208	10	PC Hardware/Low End Software Applications
209	18	High End Software Applications
210	13	Assistive Technology/All Software Applications
B004	21	Classroom
	98	

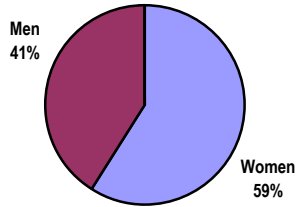
- 13 Smart Classrooms equipped with workstation for instructor – Charlestown
- 2 Smart Classrooms equipped with workstation for instructor – Chelsea
- 4 Kiosk workstations for student records access – Charlestown
- 1 Kiosk workstation for student records access – Chelsea
- 4 workstations for health insurance waivers – Charlestown Front Lobby side counter

Source: BHCC Information Systems, May 2003

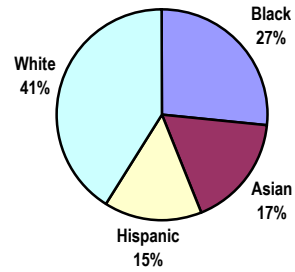
Credit Student Demographic Summary: Fall 2002

Total Enrollment 7,211

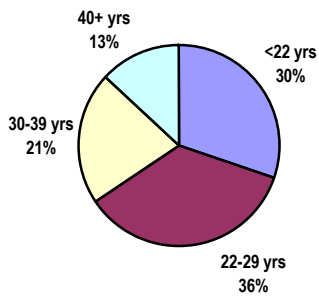
Gender



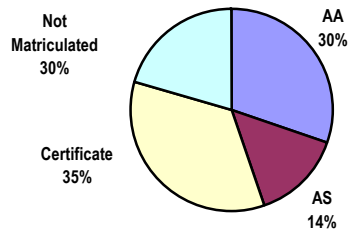
Race/Ethnicity



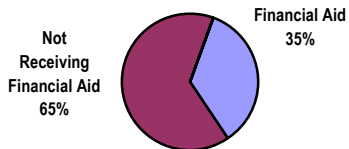
Age Group



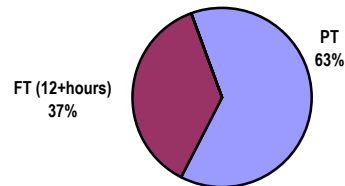
Academic Program



Financial Aid



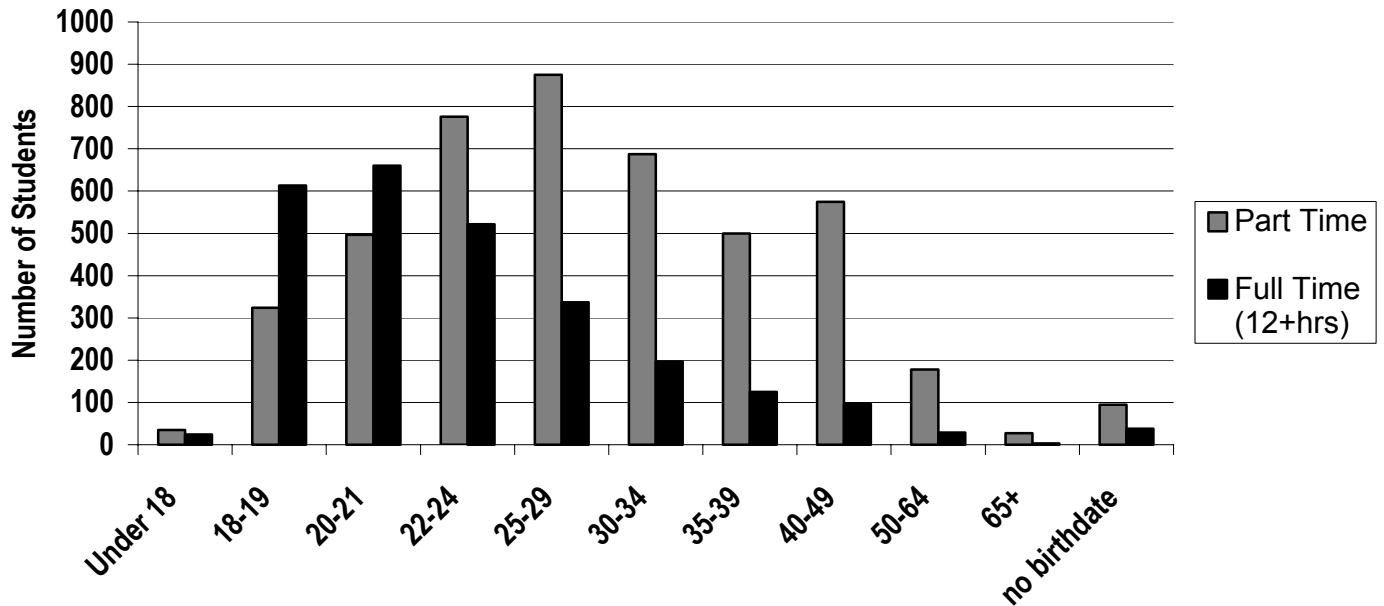
Full time vs Part time



Enrollment Distribution by Age and Gender: Fall 2002

70% 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. The average age of full-time students (12+ credits) is 24. The average age for part-time students is 30. Female students represent 59% of the total enrollment.

Enrollment Distribution by Age: Fall 2002



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 2002 HEIRS II freeze file

Enrollment Distribution by Age and Gender: Fall 2002 Continued

WOMEN	Full-Time (12+ hrs)	Part-Time	All
Under 18	14	19	33
18-19	343	174	517
20-21	350	293	643
22-24	289	463	752
25-29	195	533	728
30-34	112	405	517
35-39	74	326	400
40-49	57	376	433
50-64	14	109	123
65+	2	15	17
Not Reported	22	47	69
Total	1472	2760	4232

MEN	Full-Time (12+ hrs)	Part-Time	All
Under 18	7	16	23
18-19	265	146	411
20-21	315	203	518
22-24	230	315	545
25-29	146	342	488
30-34	84	285	369
35-39	53	172	225
40-49	39	201	240
50-64	15	69	84
65+	1	12	13
Not Reported	16	47	63
Total	1171	1808	2979

ALL STUDENTS	Full-Time (12+ hrs)	Part-Time	All
Under 18	21	35	56
18-19	608	320	928
20-21	665	496	1161
22-24	519	778	1297
25-29	341	875	1216
30-34	196	690	886
35-39	127	498	625
40-49	96	577	673
50-64	29	178	207
65+	3	27	30
Not Reported	38	94	132
Total	2643	4568	7211

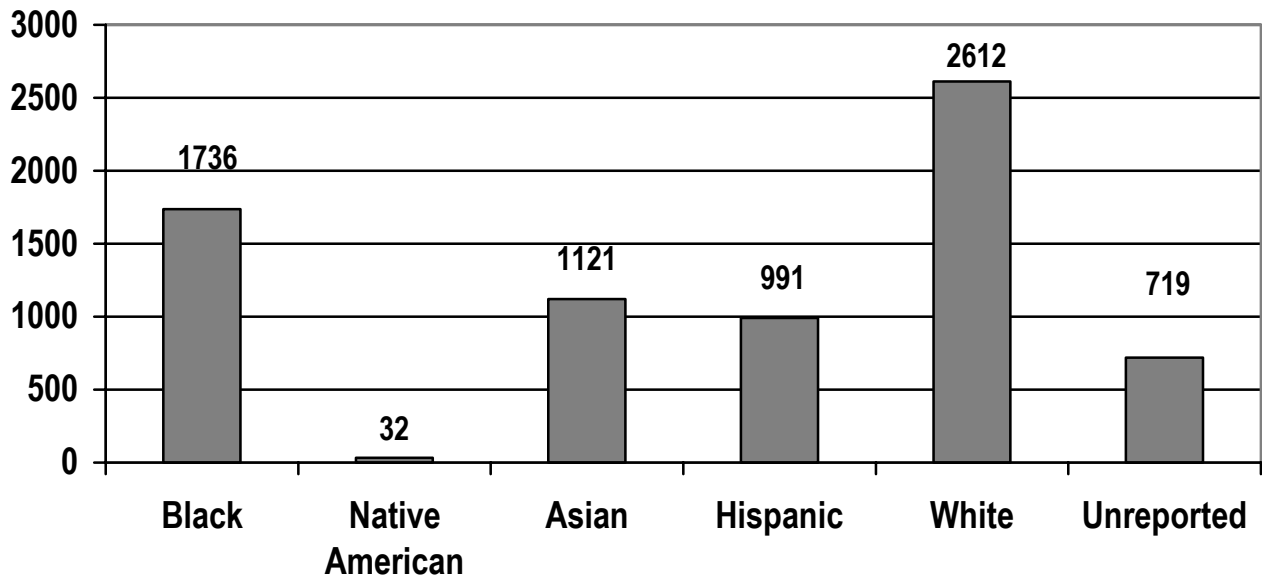
Source: Fall 2002 HEIRS II freeze file

Enrollment by Ethnicity: Fall 2002

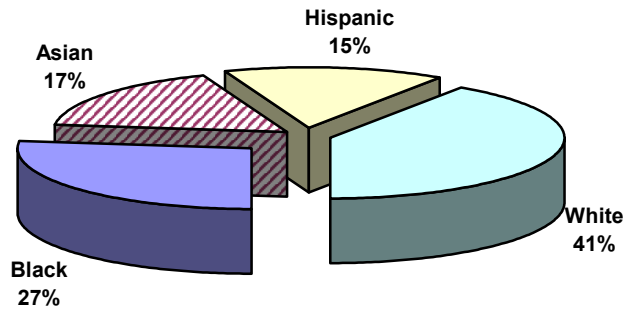
Of those who had race/ethnicity codes in Fall 2002, 59% were persons of color and 41% were white.

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. In Fall 2002 there were 525 students from 91 countries.

Total Enrollment by Ethnicity: Fall 2002



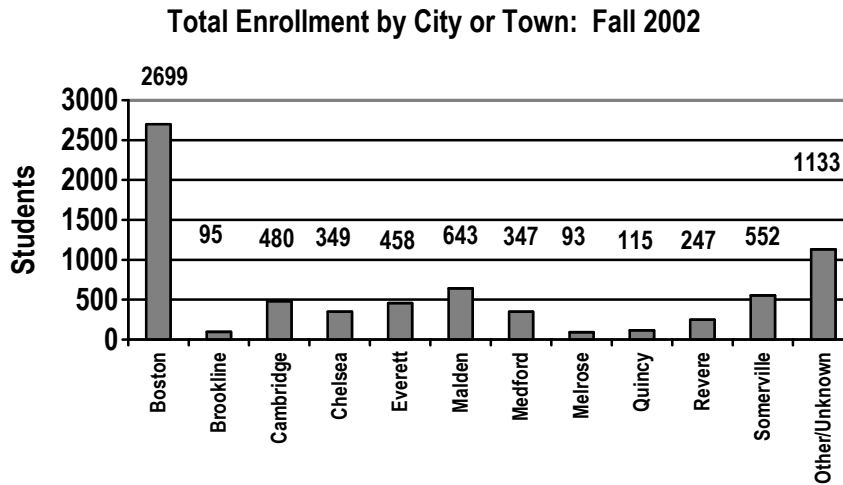
Enrollment by Race/Ethnicity: Fall 2002



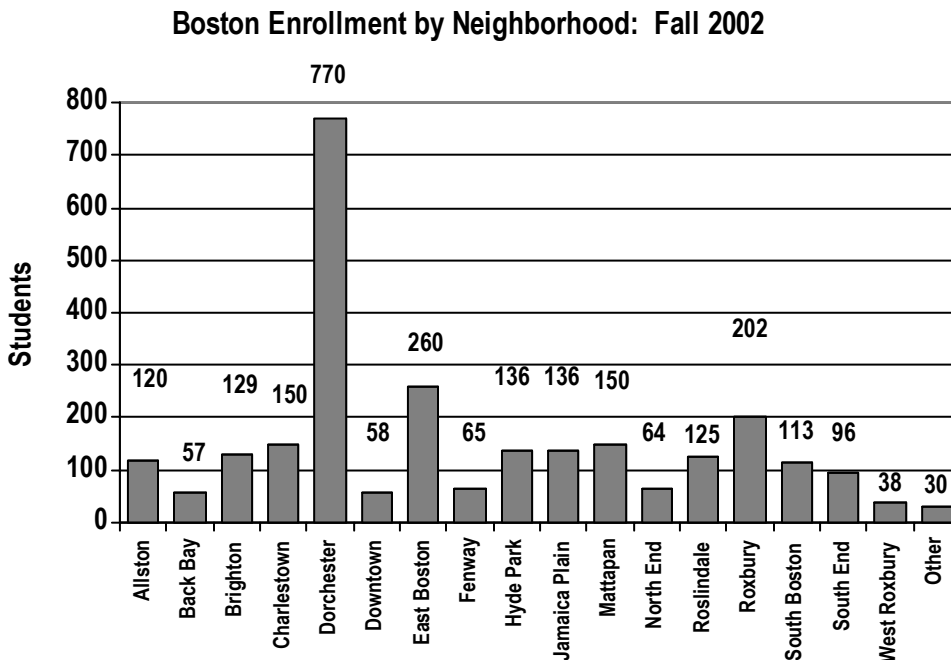
Source: Fall 2002 HEIRS freeze file

Enrollment by City or Town: Fall 2002

About 2,700 students lived in the city of Boston in Fall 2002. Almost 650 students attend BHCC from Malden, and just over 550 students come from Somerville. More than 450 students represent the cities of Cambridge and Everett. 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.



Boston Enrollment by Neighborhood: Fall 2002

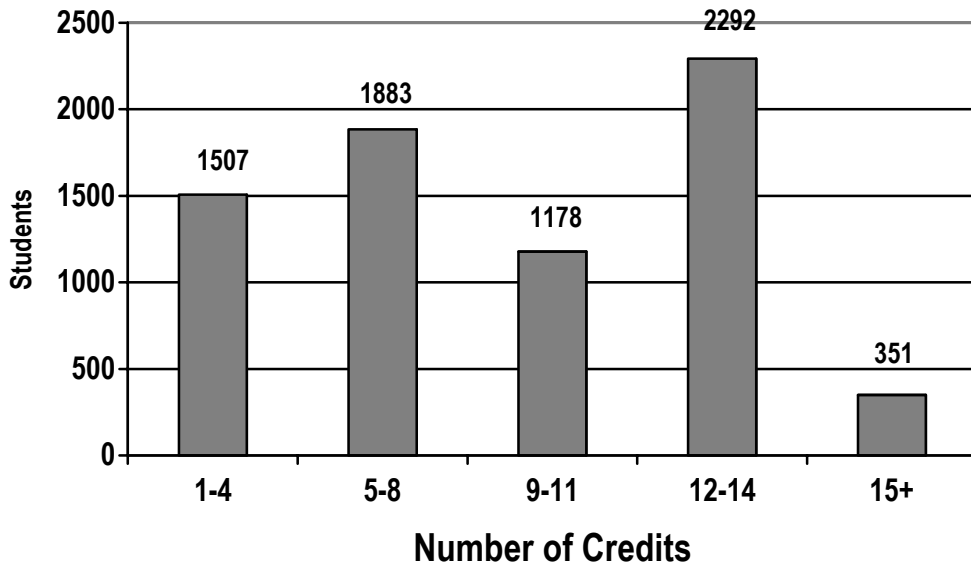


Source: Fall 2002 HEIRS freeze file

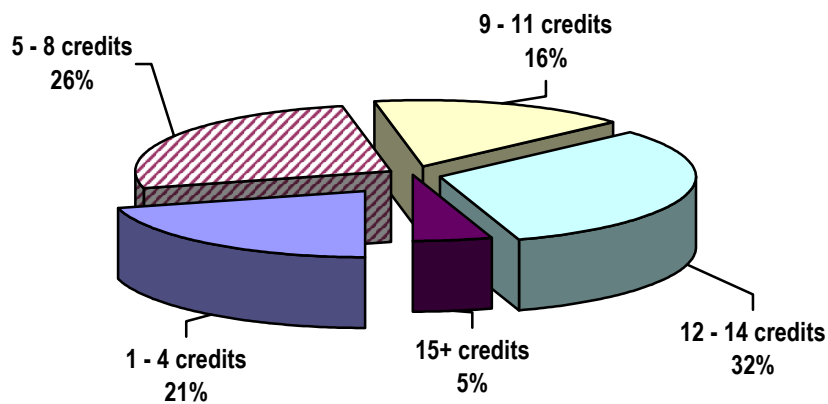
Student Enrollment by Number of Credits: Fall 2002

Most students at Bunker Hill Community College attend part-time, averaging 8.5 credits per student in the Fall 2002 semester. 37% of BHCC students enrolled for 12 or more credits.

Student Enrollment by Number of Credits: Fall 2002



Enrollment by Number of Credits Attempted: Fall 2002



Source: Fall 2002 HEIRS freeze file

Students enrolling directly from High School: Fall 2002

High School	HS 2002 Grads who Registered at BHCC In Fall 2002
Everett High School	36
Somerville High School	26
Cambridge Rindge and Latin High School	24
Madison Park High School	23
Medford High School	21
Malden High School	20
Charlestown High School	18
English High School	18
East Boston High School	17
J.E. Burke High School	16
West Roxbury High School	15
Boston Central Adult High School	12
Brighton High School	12
Chelsea High School	11
Dorchester High School	10
Hyde Park High School	10
South Boston High School	10
Revere Public Schools	8
Melrose High School	7
Health Careers Academy	6
Northeast Regional High School	6
Boston Arts Academy High Newton North High School North Cambridge Catholic High School	5
Arlington Catholic High School Boston High School Boston Latin High School Malden Catholic High School Matignon High School Winthrop High School	4
City on a Hill Charter School John D O'Bryant High School Lynn Classical High School Peabody Veterans Memorial High School Watertown High School	3
Beacon High School Boston Technical High School Braintree High School Brookline High School Cathedral High School Dedham High School Fenway Middle College High School Milton High School Pope John High School Shawsheen Valley Voc. Technical High School St Clements High School Stoneham High School Stoughton High School (table continues on next page)	2

Students enrolling directly from High School: Fall 2002 continued

High School	HS 2002 Grads who Registered at BHCC In Fall 2002
Algonquin Regional High	
Amherst Pelham Regional High School	
Andover High School	
Apponequet Regional High School	
Archbishop Williams High	
Arlington High School	
Assabet Valley Regional Voc. High School	
Baycove Academy	
Bedford High School	
Beverly High School	
Canton High School	
Catholic Memorial High School	
Classical High School	
Continental Academy	
Dearborn Academy	
Foxboro High School	
Gifford High School	
Jefferson Davis High School	
Lexington High School	
Lowell High School	
Lynn English High School	
Lynn Vocational Technical High School	
Mansfield High School	1
Medford Voc. Tech.High School	
Methuen High School	
Minuteman Regional Voc. Tech.High School	
Mission View High School	
Msgr. Ryan Memorial High School	
Mt.St.Joseph Academy	
Multicultural High School	
North High School	
North Quincy High School	
Northeast Metro Tech High School	
Norton High School	
Randolph High School	
Reading Memorial High School	
Shrewsbury High School	
Silverlake Regional High	
Snowden International High School	
State College Area High School	
Wakefield High School	
Waltham High School	
Wilmington High School	
Winchester High School	
Woburn High School	
Sub-Total	451
Foreign High School	15
Out of State High School	14
GED	30
Grand Total	510

Source: Datatel/BISSI, Fall 2002 Freeze Account

First Time Degree-Seeking Students Entry Assessment: Fall 2002

This group includes degree-seeking students who attended BHCC for the first time in Fall 2002 and who have placement test results stored in the Datatel system. 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.

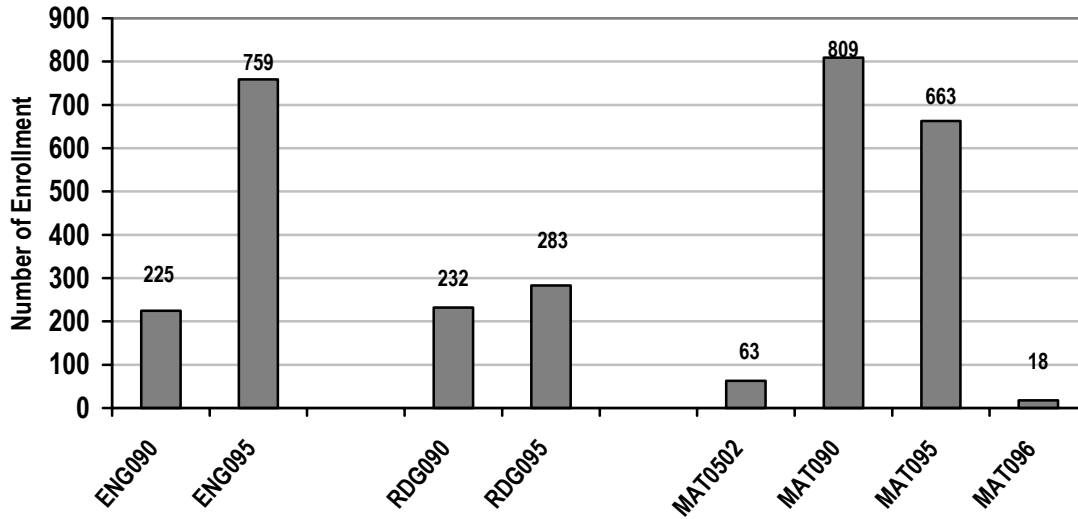
Assessment	# Tested	% Placed at College Level
Reading	882	56%
English	867	36%
Math	970	16%

First Time Degree-Seeking Students Developmental Needs: Fall 2002

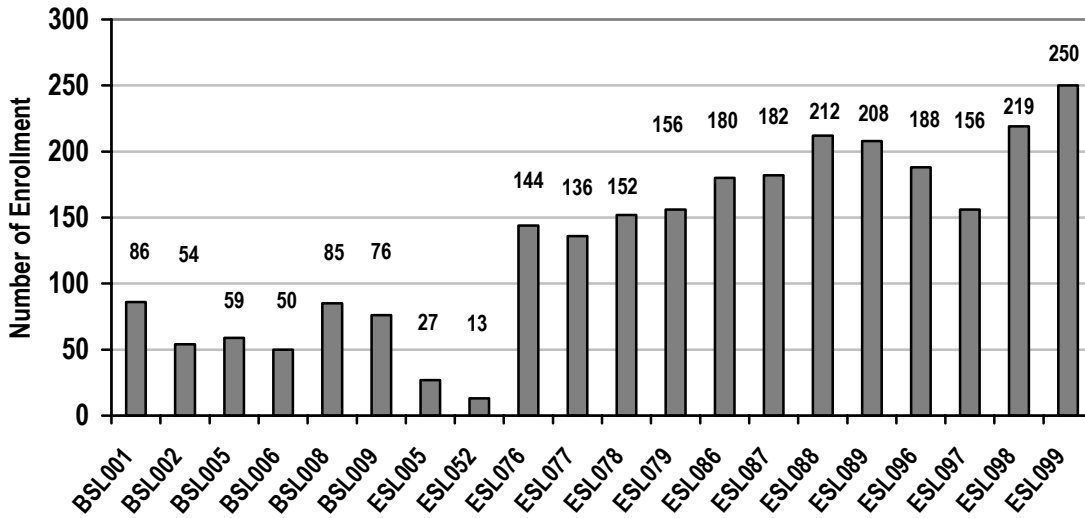
	# Placed at Developmental Level	% Placed at Developmental Level
Reading Only	8	< 1%
English Only	35	3.6%
Math Only	336	34.6%
Total - One subject only	379	39.1%
Reading & English	43	4.4%
Reading & Math	2	< 1%
English & Math	142	14.6%
Reading, English, & Math	332	34.2%
Total - Two or more subjects	519	53.5%
Total - One or more subjects	898	92.6%

Source: Datatel/BISSI, Fall 2002 Freeze Account

Developmental Course Enrollments: Fall 2002



BESL and ESL Enrollments: Fall 2002



Source: Datatel/BISSI Fall 2002 freeze file. There were 284 BESL students and 934 ESL students in Fall 2002.

Distance Education Enrollments and Courses: Fall 2002

	ENROLLMENTS	CREDITS	FTE (credits/15)
Home Study Courses (ES)	567	1707	114
Web Courses (WB)*	504	1546	103
Telecourses (TV)	30	90	6
MassCode (MC, CM)**	60	177	12
Hybrid (xxHB)	113	339	23
Total	1274	3859	258

*Massachusetts Colleges Online: 22 students from other colleges enrolled in BHCC web courses through the new statewide distance learning consortium. These students receive course credit from their home institution and are not reflected in the table above.

** MassCode courses use video conferencing technology to permit students in Boston to participate in courses of study offered at other, geographically remote institutions, i.e., Holyoke Community College's pharmacy technology program.

Source: Datatel/BISSI, Fall 2002 Freeze Account; Dean of eCollege

Chelsea Campus Enrollment and Student Demographics: Fall 2002

- 84 sections were offered in Fall 2002: 66 credit and 18 non-credit.
- There were 1,492 enrollments: 1,210 credit and 282 non-credit.
- Unduplicated headcount was 1,086: 62% of these students have enrolled at the Chelsea Campus in previous terms.
- 63% of Chelsea students are women.
- 33% are 22 or younger; 24% are 23-29; 26% are in their 30's; 13% are in their 40's; 4% are 50+.
- Race/Ethnicity of all students at the Chelsea Campus:

Black, Non-Hispanic:	22%
Native American:	0.4%
Asian/Pacific Islander:	7.3%
Cape Verdean:	0.7%
Hispanic:	44%
White, Non-Hispanic:	25%

Source: Datatel/BISSI, Fall 2002 Freeze Account

Average Class Size by Section Type: Fall 2002

Morning courses on Charlestown Campus (Monday through Friday):	21.1 students per section
Afternoon courses on Charlestown Campus (Monday through Friday):	19.3 students per section
Evening courses on Charlestown Campus (Monday through Friday):	21.2 students per section
Saturday & Sunday courses on Charlestown Campus:	20.9 students per section
Morning courses on Chelsea Campus (Monday through Friday):	19 students per section
Afternoon courses on Chelsea Campus (Monday through Friday):	9.8 students per section
Evening courses on Chelsea Campus:	18.7 students per section
Evening courses at Satellite locations:	18.2 students per section
Mini Semester courses:	24.4 students per section
Web courses:	11.5 students per section
TV courses:	6 students per section
MassCode courses:	7.5 students per section
Weekend College (Friday evening – Sunday Evening):	20.9 students per section
External Studies/Home Studies courses:	14 students per section
Learning Center courses:	14.7 students per section

Average Class Size by Credit Type: Fall 2002

College Level Courses:	18.4 students per section
Developmental Courses:	
English (Writing):	19.3 students per section
Math:	22.3 students per section
Reading:	20.6 students per section
ESL Courses:	18.7 students per section

Average Class Size by Type of Instruction: Fall 2002

Web Courses:	11.5 students per section
Self-Paced Courses:	9.6 students per section
Lecture and/or Lab Courses:	20.6 students per section
Hybrid Courses (part classroom, part web course):	14.1 students per section
Clinical Courses:	19.4 students per section

Course Sections by Number of Credits: Fall 2002

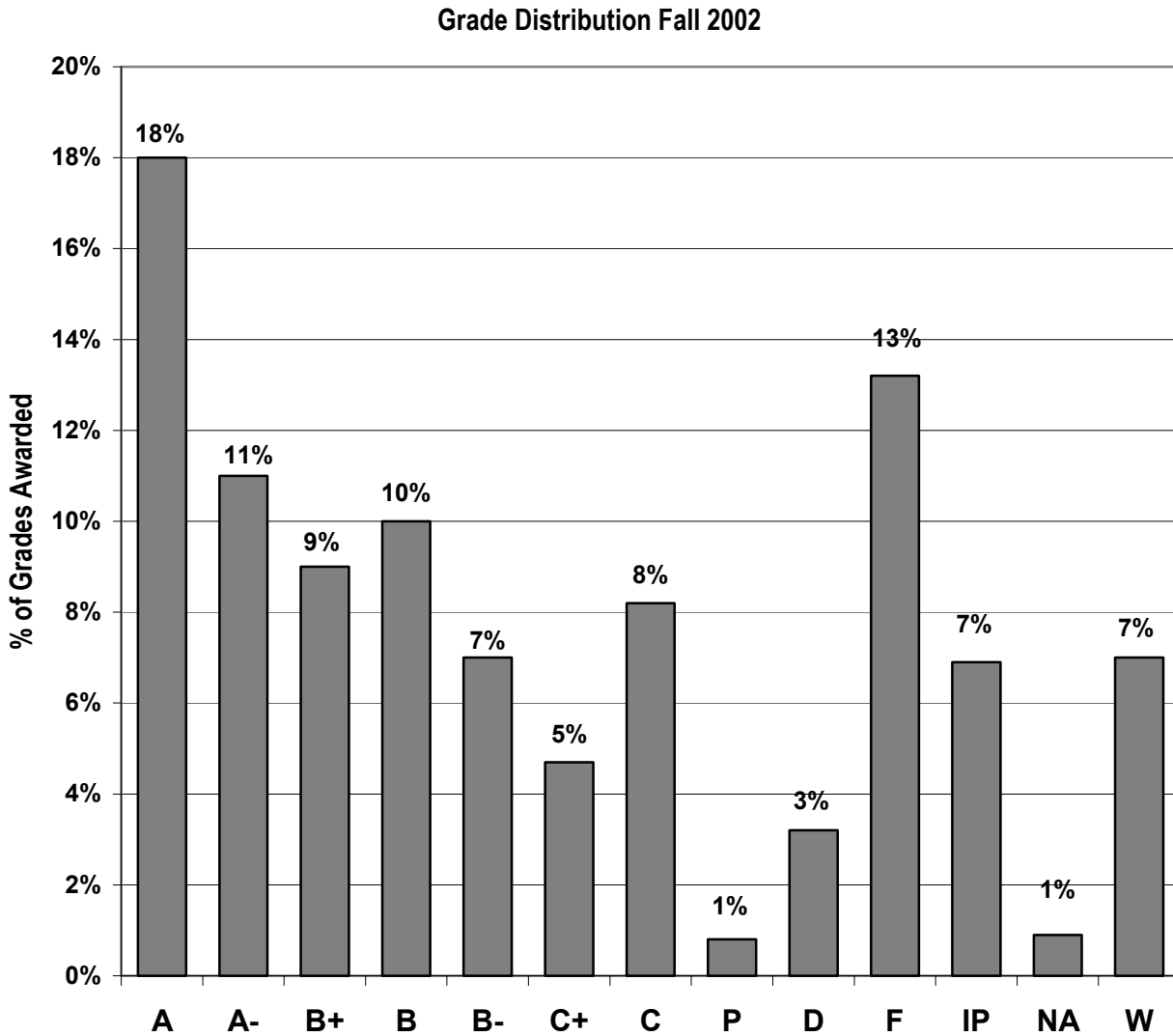
Credits per Section	Number of Sections
1 Credit	18 Sections
2 Credits:	10 Sections
3 Credits:	900 Sections
4 Credits:	104 Sections
5 Credits:	1 Section
6 Credits:	7 Sections
7 Credits:	5 Sections
9 Credits:	2 Sections
Total	1,047 Sections

Number of Credits by Academic Department: Fall 2002

The table below shows the number of credits generated by each academic department in Fall 2002. Approximately 57% of the credits are associated with liberal arts courses such as English, Math and Science. Approximately 32% of the credits are associated with career-specific courses such as Criminal Justice and Medical Imaging. The remaining 11% of the credits are associated with English as a Second Language courses.

Department	Credits	% of Credits	Cum %
English	11,547	19%	19%
Mathematics & Physics	8,851	14%	33%
ESL	6,612	11%	44%
Behavioral Sciences	6,075	10%	54%
Business Administration	5,898	10%	64%
Computer & Electronics Technology	4,670	8%	71%
Science	4,189	7%	78%
History & Government	2,433	4%	82%
Communication Design	1,944	3%	85%
Foreign Languages & Humanities	1,785	3%	88%
Criminal Justice	1,233	2%	90%
Medical Imaging	1,182	2%	92%
Allied Health	1,123	2%	94%
Early Childhood Education & Human Services	1,095	2%	96%
Nurse Education	860	1%	97%
Hospitality	737	1%	98%
Office Information Management	606	1%	99%
Surgical Technology	203	< 1%	
Fire Science	156	< 1%	
Music & Theater	4	< 1%	
Total Credits	61,203	100%	

Grade Distribution: Fall 2002



Of the grades awarded in Fall 2002, 29% were “As,” 26% were “Bs,” 13% were “Cs,” and 1% were “Ps,” for a productive grade rate of 69%. The 1% “NA” and 7% “W” grades indicate that within-course retention was 92% for the Fall 2002 semester.

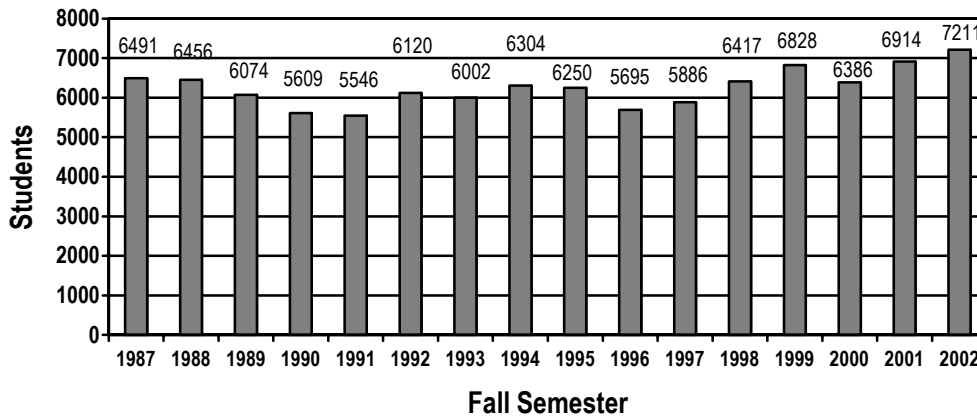
P = Pass
 IP = Incomplete
 NA = Withdrawal for non-attendance (administrative)
 W = Withdrawal by student

Source: Datatel/BISSI

Headcount Trends: Fall 1987 – 2002

There were 7,211 students enrolled at the college in credit courses in Fall 2002.

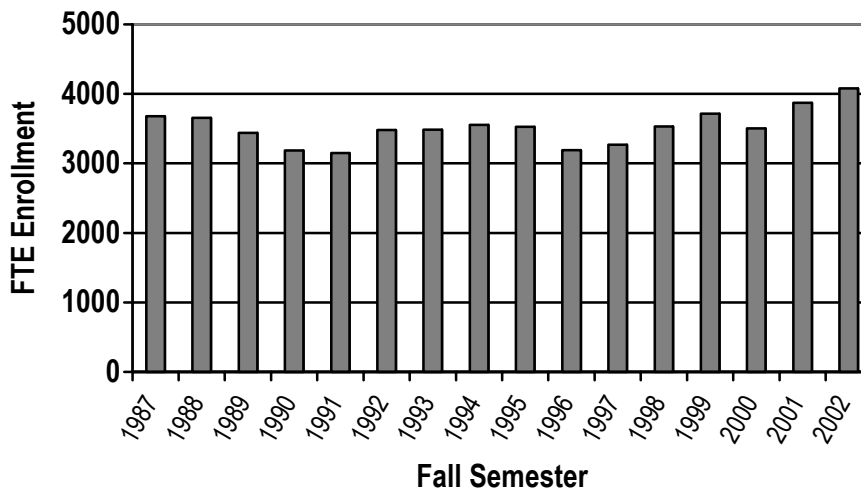
Credit Headcount: Fall 1987 – 2002



FTE Enrollment Trends: Fall 1987 – 2002

Full-Time Equivalent (FTE) enrollment, based on the Massachusetts state standard of 15 hours, was 4,079 in Fall 2002. State Supported FTE was 1,935 in Fall 2002. Non-State Supported FTE was 2,145 in Fall 2002.

FTE Enrollment: Fall 1987 – Fall 2002



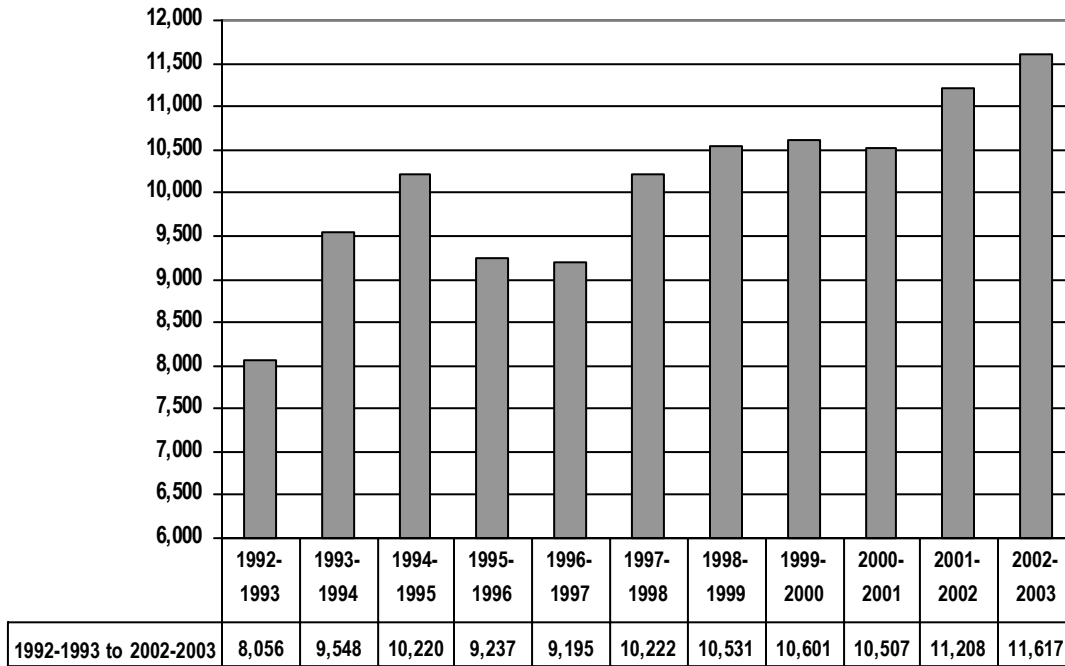
	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Semester	3677	3657	3440	3186	3148	3482	3486	3553	3527	3190	3268	3531	3715	3503	3870	4079

Source: Datatel/BISSI and BHCC historical reports

Annual Unduplicated Credit Headcount: FY 1993 - FY 2003

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 2002 – 2003



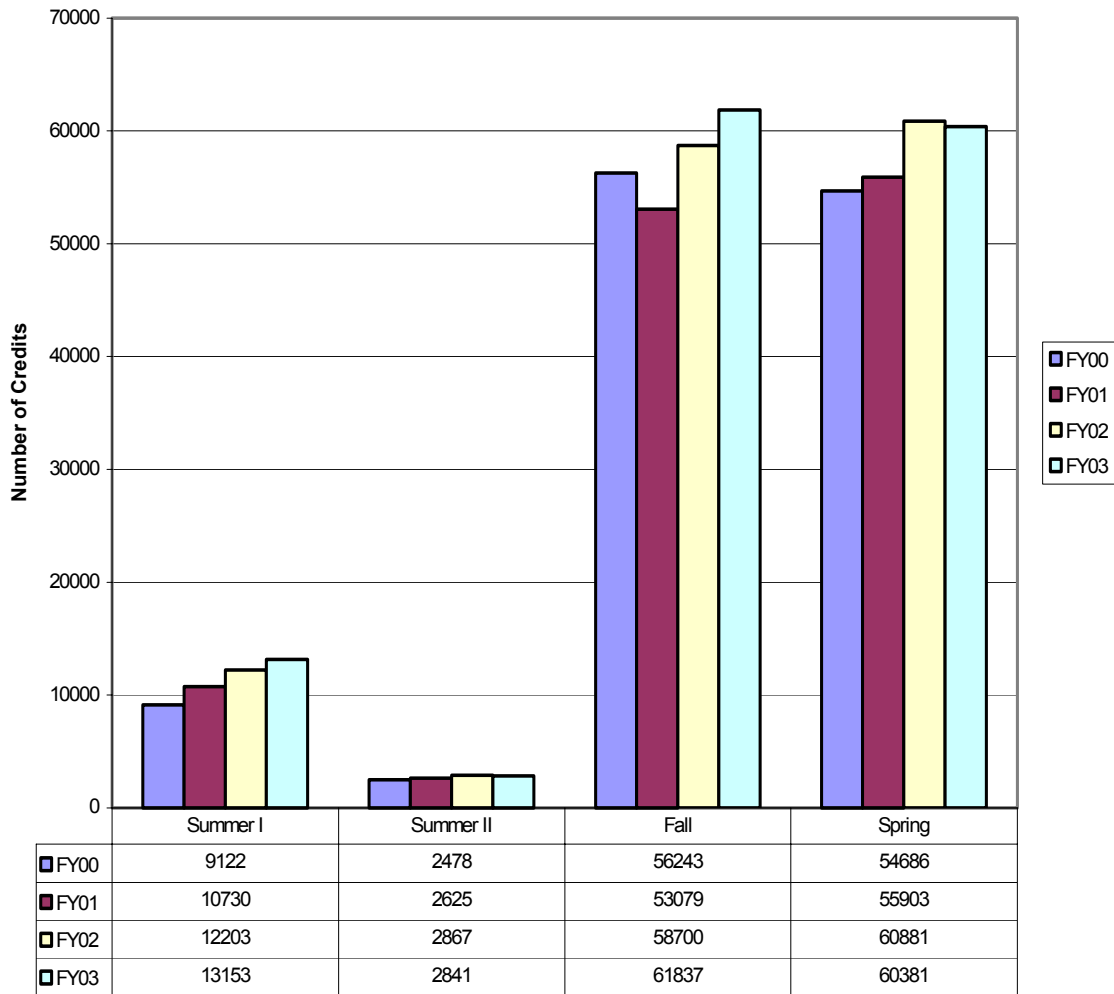
Source: Integrated Postsecondary Education Data System (IPEDS). BHE Website, 02/26/02; Performance Measurement System Report.

Unduplicated Non-Credit Headcount

In FY03, 2,830 students registered for non-credit courses. Of these, 112 are included in the credit headcount because they took both credit and non-credit classes. This leaves 2,654 students who registered only for non-credit classes in FY03. During FY03, BHCC registered a grand total of 14,271 individuals for one or more credit or non-credit classes.

Total Credits by Term: FY00 – FY03

Bunker Hill Community College
Credits by Term FY00 to FY03



Source: BISSI/Datatel, Spring 2003

Enrollment Trends by Ethnicity: Fall 1994 – 2002

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Black	889	954	1142	1239	1407	1385	1196	1350	1418	1670	1404	1515	1736
Native American	22	17	15	16	51	56	48	37	44	38	29	32	32
Asian	641	632	843	811	957	977	740	773	693	893	741	994	1121
Hispanic	361	388	456	456	613	797	683	771	897	1022	860	1090	991
White	3567	3366	3497	3350	3127	2889	2852	2773	2788	2681	2116	2490	2612
Unreported	210	189	174	130	149	146	176	182	577	524	1236	793	719
Total	5690	5546	6127	6002	6304	6250	5695	5886	6417	6828	6386	6914	7211

Enrollment by Ethnicity: Fall 1994 - 2002

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Black	16%	17%	19%	21%	22%	22%	21%	23%	22%	24%	22%	22%	24%
Native American	0%	0%	0%	0%	1%	1%	1%	1%	1%	1%	0%	0%	0%
Asian	11%	11%	14%	14%	15%	16%	13%	13%	11%	13%	12%	14%	16%
Hispanic	6%	7%	7%	8%	10%	13%	12%	13%	14%	15%	13%	16%	14%
White	63%	61%	57%	56%	50%	46%	50%	47%	43%	39%	33%	36%	36%
Unreported	4%	3%	3%	2%	2%	2%	3%	3%	9%	8%	19%	11%	10%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Students of Color: Fall 1994 - 2002*

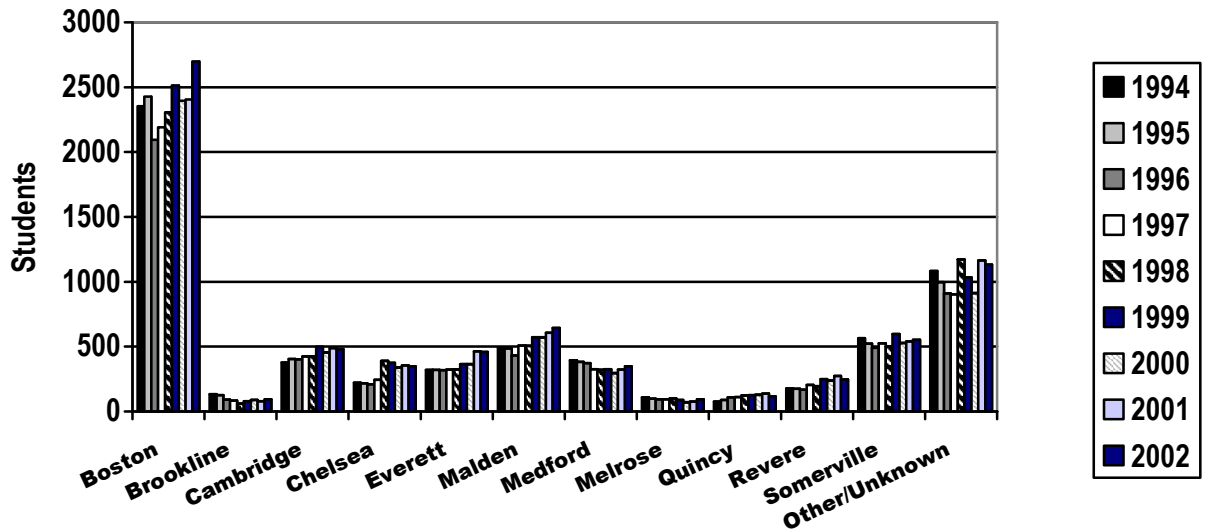
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Students of Color	35%	37%	41%	43%	49%	53%	48%	51%	52%	57%	59%	59%	60%
White	65%	63%	59%	57%	51%	47%	52%	49%	48%	43%	41%	41%	40%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

* Percentages based on students with race/ethnicity codes on their student records.

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

Enrollment Trends by City or Town: Fall 1994 – 2002

Enrollment by City or Town: Fall 1994 - 2002



City	1994	1995	1996	1997	1998	1999	2000	2001	2002
Boston	2353	2427	2094	2190	2307	2515	2395	2405	2699
Brookline	133	125	92	84	59	80	89	80	95
Cambridge	378	405	403	425	422	498	455	489	480
Chelsea	222	218	210	244	391	375	337	355	349
Everett	320	321	318	324	322	364	366	463	458
Malden	494	486	431	509	505	573	572	606	643
Medford	395	382	373	326	320	326	297	324	347
Melrose	108	99	95	95	99	90	71	76	93
Quincy	77	90	109	112	124	127	128	137	115
Revere	178	176	168	205	195	249	237	274	247
Somerville	564	524	492	525	502	597	527	540	552
Other/Unknown	1082	997	910	904	1171	1034	912	1165	1133

Source: Datatel/BISSI and BHCC historical reports

Enrollment Trends by Program: Associate Degree Programs

The associate degree programs with the largest enrollment are Business Administration (395), Computer Technology (194) and Criminal Justice (207). There were 1,541 students enrolled in associate-level career programs, and 3,192 students pursuing Liberal Arts programs. In Fall 2002, more students were in degree programs than in Fall 2001.

Associate Degree Program Declared Majors

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
ASSOCIATE IN ARTS						
Liberal Arts	2198	2224	2634	2145	3068	3192
ASSOCIATE IN SCIENCE						
Business Administration	603	663	669	530	345	395
Computer Technology	342	449	526	524	270	194
Criminal Justice	227	254	250	201	206	207
Early Childhood Development	82	94	101	97	93	105
Electronics Technology	42	51	36	29	32	44
Fire Protection & Fire Safety	31	38	28	20	23	29
Graphic Arts/Visual Communication	70	85	82	69	85	98
Culinary Arts	63	59	59	36	45	54
Travel and Tourism	76	79	83	69	77	81
Human Services	77	96	77	81	48	46
Media Technology	18	33	33	17	24	28
Medical Imaging	70	72	66	52	75	96
Nursing R.N. Training	111	124	128	80	85	103
Office and Information Management	69	74	63	53	44	43
Pharmacy Technology Program	0	0	0	1	6	15
Human Services – Mental Health (CASCAP)	0	0	0	0	0	2
AS SUBTOTAL	1881	2171	2201	1859	1458	1541
TOTAL	4079	4395	4835	4004	4526	4733

Source: BHE Website; HEIRS reports

Enrollment Trends by Program: Certificate Programs

In Fall 2002, there was a slight increase in the number of students in certificate programs compared to Fall 2001.

Certificate Program Declared Majors

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Allied Health	97	95	98	74	84	85
Biotechnology	10	8	2	0	0	0
Business Administration	69	63	57	45	74	84
Computer Technology	9	18	26	30	36	35
Criminal Justice	4	12	3	5	8	7
Diagnostic Medical Sonography	0	0	0	5	9	14
Early Childhood Development	21	18	17	10	16	16
Electronics Technology	22	29	31	16	13	13
Graphic Arts/Visual Communication	4	5	4	1	1	0
Culinary Arts	10	14	12	15	15	19
Travel and Tourism	9	22	22	8	13	4
Medical Imaging	2	1	0	6	0	0
Office and Information Management	78	54	18	13	23	25
Surgical Technology	19	25	24	29	19	26
TOTAL	354	364	314	257	311	328

Source: BHE Website; HEIRS reports

Enrollment Trends by AA Concentration: Fall 2000 – Fall 2002

Associate In Arts	Fall 00	Fall 01	Fall 02
AA General Concentration	1480	1692	1819
AA Business Concentration	273	280	353
AA Computer Science Concentration	182	231	189
AA Psychology Concentration	122	126	124
AA Education Concentration	80	92	98
AA Biological Science Concentration	82	88	97
AA Computer Information Systems Concentration	112	118	85
AA Communication Concentration	72	76	72
AA English Concentration	40	55	63
AA Fine Arts Concentration	28	27	52
AA History/ Government Concentration	42	42	49
AA Human Services Concentration	39	41	49
AA Physics/ Engineering Concentration	32	37	42
AA Sociology Concentration	25	20	23
AA General Music Option	18	25	21
AA Theatre Concentration	12	19	21
AA Chemical Science Concentration	17	12	17
AA Foreign Language Concentration	13	10	13
AA Mathematics Concentration	11	12	12
AA Electronic Music Option	2	2	1
AA Vocal Performance Option	1	0	0
Total	2683	3005	3200

The total numbers of AA majors listed on this table do not match the totals on the Enrollment Trends by Program table, due to the fact that the data in each table were extracted at different times. The Enrollment Trends by Program are the more accurate figures, and they have been reported to the Board of Higher Education.

These AA Concentration statistics are provided to give the reader a general picture of choices made by AA students: approximately 57% choose General Concentration, 11% choose Business Concentration, 6% choose Computer Science Concentration and 4% choose Psychology Concentration. This accounts for nearly 80% of the AA majors. The remaining AA students choose from among a wide range of Concentrations.

Source: Datatel/BISSI.

Enrollment Trends for Disadvantaged Students: FY 2000 – FY 2003

Academically Disadvantaged: Students who have registered for one or more developmental courses and/or English as a Second Language.

Economically Disadvantaged: Students who received financial aid or whose federally-determined family contribution to their education indicates a low-income household. These percentages are conservative – BHCC only has financial status information for those students who apply for financial aid. However, because the number of students receiving Pell Grants has increased over this period, it is reasonable to infer that there is growth and not decline in the number of registered students who have submitted financial aid applications.

	FY00	FY01	FY02	FY03
Academically Disadvantaged	48%	52%	60%	62%
Economically Disadvantaged	56%	53%	51%	47%
<i>Both Academically and Economically Disadvantaged</i>	34%	35%	37%	36%
<i>Either Academically or Economically Disadvantaged or Both</i>	70%	70%	73%	73%
Not Disadvantaged	30%	30%	27%	27%
Annual Unduplicated Headcount	10,413	10,511	11,218	11,224

Source: Datatel/BISSI, information extracted Feb 6, 2003

Enrollment Trends in Developmental Courses: Spring 1999 – Spring 2003

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
English									
ENG090	261	206	219	225	110	148	143	168	181
ENG095	725	645	746	759	615	616	600	708	772
Total	986	851	965	984	725	764	743	876	953
Reading									
RDG090	236	219	230	232	114	146	140	156	192
RDG095	239	215	226	283	197	205	203	262	276
Total	475	434	456	515	311	351	343	418	468
Mathematics									
MAT0501	4	1	-	-	4	2	-	-	-
MAT0502	-	46	55	63	-	-	65	54	-
MAT085	-	-	-	-	-	-	1	3	-
MAT090	825	760	770	809	554	575	540	602	701
MAT095	610	525	574	663	604	606	534	675	717
MAT096	39	29	33	18	24	24	17	20	28
Total	1478	1361	1432	1553	1186	1207	1157	1354	1446

Note that MAT0501 and MAT0502 indicate experimental courses that are not offered every term.

Source: Datatel/BISSI

Enrollment Trends for International Students: Fall 1999 - Spring 2003

COUNTRY	FALL 1999	SPRING 2000	FALL 2000	SPRING 2001	FALL 2001	SPRING 2002	FALL 2002	SPRING 2003
Albania	6	4	8	9	13	14	13	8
Algeria	2	2	1	-	3	3	2	2
Angola	2	1	-	-	-	-	-	-
Antigua	1	1	1	-	1	-	-	-
Argentina	2	3	2	3	2	3	2	2
Australia	-	-	1	1	-	-	-	-
Austria	-	-	-	-	1	2	1	1
Bangladesh	-	-	-	1	2	3	4	3
Barbados	2	3	3	4	4	4	4	3
Belarus	-	-	-	2	2	1	1	-
Belgium	1	1	-	1	-	-	-	-
Benin	-	-	-	-	2	1	1	-
Bermuda	1	-	1	-	-	-	1	1
Bolivia	-	-	-	-	-	-	1	1
Bosnia	-	-	1	1	1	2	1	1
Brazil	11	21	25	30	25	16	24	18
Bulgaria	-	-	2	2	2	3	5	2
Cambodia	-	-	-	-	1	1	2	2
Cameroon	2	-	-	-	-	2	1	1
Canada	3	1	1	4	4	3	2	2
Cape Verde	-	1	-	2	1	4	4	3
Chad	1	1	-	-	-	-	-	-
Chile	-	-	-	-	3	2	1	-
China	8	10	7	3	8	17	21	15
Colombia	5	8	13	17	15	18	18	20
Congo	7	1	3	1	1	2	1	1
Croatia	-	1	1	1	1	1	1	-
Cyprus	1	-	-	-	-	-	-	-
Czech Republic	-	-	1	1	2	3	2	3
Denmark	-	-	-	-	-	-	-	1
Dominica	-	1	1	1	-	-	-	-
Dominican Republic	-	1	2	2	2	1	1	-
Ecuador	-	-	-	-	-	1	2	1
Egypt	3	4	3	5	4	8	5	4
El Salvador	-	-	-	1	1	1	1	1
England	4	2	3	2	1	1	-	-
Estonia	-	-	1	1	2	2	3	2
Ethiopia	1	-	-	-	-	-	-	-
Finland	-	-	-	1	2	-	-	1
France	7	4	4	5	4	4	3	3
Gambia	-	-	-	-	1	1	1	1
Germany	6	5	5	6	7	10	7	8
Ghana	-	-	-	-	1	2	2	3
Greece	-	-	1	1	-	1	1	2
Guinea	2	2	2	3	2	1	1	-
Guyana	-	-	-	-	2	1	-	1
Haiti	4	4	4	4	3	3	1	3

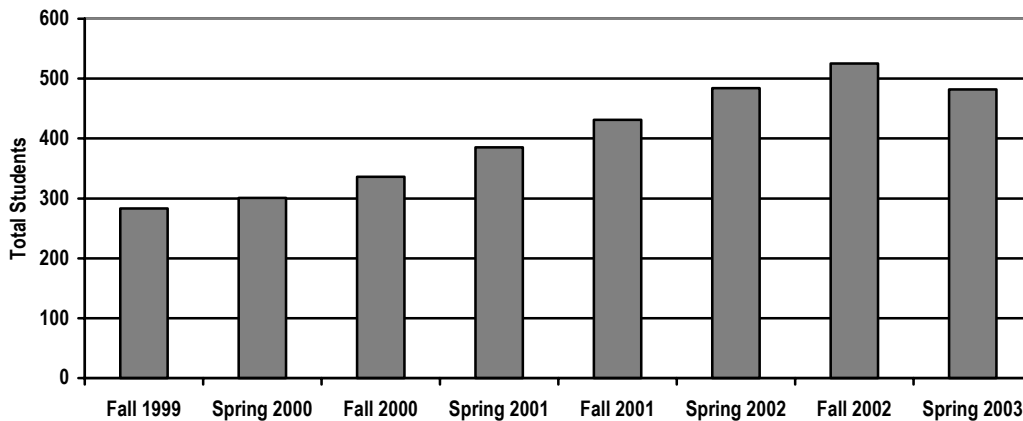
International Students: Fall 1999 - Spring 2003 continued

COUNTRY	FALL 1999	SPRING 2000	FALL 2000	SPRING 2001	FALL 2001	SPRING 2002	FALL 2002	SPRING 2003
Honduras	-	-	-	1	1	1	1	1
Hong Kong	4	4	4	6	9	6	9	9
Hungary	-	-	1	1	1	1	-	-
Iceland	-	-	1	1	-	-	-	-
India	12	12	11	9	7	9	7	6
Indonesia	-	1	1	2	3	3	4	4
Iran	-	-	-	1	1	1	2	1
Ireland	3	3	1	1	2	2	1	1
Israel	1	1	1	-	1	4	4	5
Italy	4	1	4	4	3	3	4	3
Ivory Coast	1	1	2	2	2	-	1	1
Jamaica	-	1	1	1	1	1	3	2
Japan	54	54	47	54	57	61	68	69
Jordan	-	-	-	-	-	1	2	-
Kenya	15	15	23	17	25	34	31	15
Kuwait	-	-	-	-	1	2	2	1
Latvia	-	-	1	1	1	-	1	4
Lebanon	2	2	1	5	4	6	5	4
Lithuania	1	1	1	3	5	4	3	3
Malawi	-	1	-	-	-	-	-	1
Malaysia	-	-	3	1	1	1	1	1
Mali	-	1	2	2	2	1	1	-
Mauritania							1	-
Mexico	1	3	4	4	4	5	7	6
Mongolia	-	1	-	-	-	-	-	-
Morocco	21	19	23	24	29	40	35	30
Myanmar	1	1	-	-	-	1	-	-
Nepal	4	8	5	6	4	6	9	9
Netherlands	1	2	1	1	1	1	1	-
Niger	2	2	1	1	1	2	1	1
Nigeria	1	5	1	2	2	2	2	7
Pakistan	-	-	-	2	4	4	2	4
Panama	-	2	2	2	2	1	1	-
Paraguay	-	-	-	1	1	-	-	-
Peru	2	4	4	5	5	4	5	5
Philippines	-	-	-	1	1	2	3	4
Poland	4	4	7	3	6	6	6	5
Portugal	-	-	1	-	-	-	2	3
Qatar	-	-	-	-	-	2	2	2
Romania	1	-	-	-	1	3	2	2
Russia	1	5	2	5	4	5	6	5
Saint Vincent	1	1	-	1	1	2	-	-
Saudi Arabia	2	3	2	3	1	1	2	3
Senegal	1	1	-	-	1	-	-	2
Sierra Leone	-	-	1	-	1	1	-	-
Singapore	-	-	-	-	1	-	-	-
South Africa	3	1	-	-	2	6	3	3

International Students: Fall 1999 - Spring 2003 continued

COUNTRY	FALL 1999	SPRING 2000	FALL 2000	SPRING 2001	FALL 2001	SPRING 2002	FALL 2002	SPRING 2003
South Korea	13	10	17	28	27	34	50	54
Spain	1	3	5	3	4	2	2	1
Sri Lanka	-	2	2	3	-	2	2	2
St. Vincent							1	1
Sweden	3	1	1	-	1	-	-	-
Switzerland	-	-	1	1	2	1	1	1
Syria	-	1	-	-	1	1	-	-
Taiwan	2	3	4	4	12	10	14	12
Tanzania	4	6	8	8	7	9	11	6
Thailand	5	5	7	8	5	7	7	6
Tibet	1	1	1	1	1	-	-	-
Togo	-	-	-	-	-	1	-	-
Trinidad	1	3	3	4	4	5	4	3
Tunisia	-	-	1	2	2	1	1	1
Turkey	1	1	1	3	4	4	4	4
Uganda	4	2	2	2	3	5	3	5
Ukraine	-	-	-	-	2	1	2	2
United Kingdom							2	2
Venezuela	7	5	7	10	14	14	16	15
Vietnam	12	12	14	13	10	7	18	18
Yemen	1	1	1	1	1	-	-	-
Yugoslavia	-	-	1	1	-	-	1	1
Zaire	-	1	-	1	-	-	-	-
Zambia	-	-	-	-	1	1	2	3
Zimbabwe	3	2	4	4	5	3	3	3
Total Students	283	301	336	385	431	484	525	482
Total Countries	62	68	68	80	90	89	91	85

International Students: Fall 1999 - Spring 2003



Source: BHCC International Center

International Student Enrollment Growth: Fall 1999 - 2002

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.

In Fall 2002, International Students made up 7.3% of BHCC credit students

International Student enrollment at BHCC has increased by 86% from Fall 1999 to Fall 2002.

Growth in International Student enrollment accounts for 23% or almost one-fourth of the college's headcount increase from Fall 00 to Fall 02.

"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.

Enrollment Trends in BESL: Spring 1999 – Spring 2003

	FALL 1999	FALL 2000	FALL 2001	FALL 2002	SPRING 1999	SPRING 2000	SPRING 2001	SPRING 2002	SPRING 2003
Basic English as a Second Language (BESL)									
BSL001	166	148	161	86	96	98	105	144	92
BSL002	74	111	117	54	67	109	102	107	95
HEADCOUNT	195	201	210	105	114	160	159	189	141
BSL005	58	57	58	59	69	86	82	57	81
BSL006	56	48	35	50	72	51	96	59	60
HEADCOUNT	88	75	71	76	104	103	126	76	97
BSL008	84	87	126	85	83	83	94	71	73
BSL009	81	114	100	76	115	86	83	76	97
HEADCOUNT	116	143	157	111	133	115	116	105	118
TOTAL ENROLLMENTS	802	984	878	702	502	513	562	514	498
TOTAL HEADCOUNT	387	409	429	284	288	368	390	363	344

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

BESL Fall to Spring Retention Rates

In Fall 2002, there were 284 BESL students, down from 429 in Fall 2001. 37 of these students (13%) returned in Spring 2003. From Fall 2001 to Spring 2002, the BESL retention rate was 31%.

Source: Datatel/BISSI

Enrollment Trends in ESL: Spring 1999 – Spring 2003

	FALL 1999	FALL 2000	FALL 2001	FALL 2002	SPRING 1999	SPRING 2000	SPRING 2001	SPRING 2002	SPRING 2003
English as a Second Language (ESL)									
ESL005							10		24
ESL051	13	8							
ESL052			13	13					
HEADCOUNT	13	8	13	13					
ESL061	19	17							
ESL062					10	15	16		
ESL063						15	16		
HEADCOUNT	19	17			10	15	16		
ESL076	179	87	147	144	134	111	104	122	95
ESL077	188	120	158	135	140	128	94	151	101
ESL078	168	156	162	153	145	126	122	135	110
ESL079	173	131	173	157	159	108	136	144	126
HEADCOUNT	296	232	315	264	239	201	209	286	206
ESL086	137	140	169	180	156	175	135	198	192
ESL087	140	135	197	182	179	171	140	186	209
ESL088	148	167	202	211	203	183	205	224	209
ESL089	148	182	213	207	204	192	194	231	222
HEADCOUNT	256	293	358	366	283	291	314	410	383
ESL096	109	141	157	188	117	105	115	160	154
ESL097	95	111	151	156	112	87	121	146	146
ESL098	160	176	189	219	169	151	179	230	240
ESL099	201	223	255	250	231	183	212	276	262
HEADCOUNT	270	331	371	387	285	268	322	416	390
ESL514					10				
HEADCOUNT					10				
TOTAL ENROLLMENTS	2732	2675	3243	3225	2796	2525	2660	3315	3069
TOTAL HEADCOUNT	805	817	997	934	754	714	807	1015	881

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

ESL Fall to Spring Retention Rates

In Fall 2002, there were 952 Academic ESL students, down from 997 in Fall 2001. 685 (73%) returned in Spring 2003. From Fall 2001 to Spring 2002, the ESL retention rate was 68%.

Source: Datatel/BISSI

eCollege Enrollment Trends: Spring 1999 – Spring 2003

	Fall 1999	Fall 2000	Fall 2001	Fall 2002		Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Web Courses	103	250	392	504		25	217	300	589	605
Hybrid Courses			31	112					100	149
Telecourses	98	77	90	30		106	98	91	39	13
Home Study Courses	673	487	645	567		663	591	611	714	619

Source: Datatel/BISSI

eCollege FTE Trends: Spring 1999 – Spring 2003

	Fall 1999	Fall 2000	Fall 2001	Fall 2002		Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Web Courses	21.6	51.2	79.1	102.9		6.4	48.0	62.2	122.2	120.4
Hybrid Courses			6.2	22.4					20.0	29.8
Telecourses	20.2	15.4	10.2	6.0		25.2	21.6	19.0	4.6	2.8
Home Study Courses	149.0	98.0	137.1	113.6		155.5	128.1	148.3	141.7	124.7

Source: Datatel/BISSI

eCollege Sections: Spring 1999 – Spring 2003

	Fall 1999	Fall 2000	Fall 2001	Fall 2002		Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Web Courses	16	33	50	70		5	27	35	61	50
Hybrid Courses			4	14					10	10
Telecourses	16	12	8	5		27	12	12	4	3
Home Study Courses	76	45	43	40		67	45	44	44	38

Source: Datatel/BISSI

Chelsea Campus Student Demographic Trends

	Fall 2000	Fall 2001	Fall 2002	Fall 2000	Fall 2001	Fall 2002
Gender	Count	Count	Count	%	%	%
Women	698	778	685	62%	63%	63%
Men	432	447	401	38%	36%	37%
Unknown	2	4	-	0%	0%	0%

Race/Ethnicity						
Black, non-Hispanic	164	156	232	14%	13%	21%
Native American	1	4	1	0%	0%	0%
Asian/Pacific Islander	93	90	76	8%	7%	7%
Hispanic/Latino	528	580	440	47%	47%	41%
White, Non-Hispanic	258	280	257	23%	23%	24%
Non-Resident Alien	-	1	1		0%	0%
Unknown	88	118	76	8%	10%	7%

Age						
< 18	3	1	2	< 1%	< 1%	< 1%
18 - 19	5	22	76	< 1%	2%	7%
20 - 21	69	142	158	6%	12%	15%
22 - 24	206	207	182	18%	17%	17%
25 - 29	201	229	171	18%	19%	16%
30 - 34	193	200	149	17%	16%	14%
35 - 39	159	179	137	14%	15%	13%
40 - 49	168	147	139	15%	12%	13%
50 - 64	85	68	48	8%	6%	4%
65 +	15	13	4	1%	1%	0%
Not Reported	28	21	20	2%	2%	2%

New to Chelsea Campus	521	555	411	46%	45%	38%
Returning to Chelsea Campus	611	674	675	54%	55%	62%

AA major	312	295	341	28%	24%	31%
AS major	149	105	100	13%	9%	9%
Certificate major	59	113	82	5%	9%	8%
Not Matriculated	612	716	563	54%	58%	52%

Taking Credit Courses	686	793	806	61%	65%	74%
Taking ABE Courses	226	233	235	20%	19%	22%
Taking Other Non-Credit Courses	447	444	281	39%	36%	26%

Chelsea Campus Enrollment Trends: Fall 2000 – Fall 2002

	Fall 2000	Fall 2001	Fall 2002	Fall 2000	Fall 2001	Fall 2001
Sections	Count	Count	Count	%	%	%
Credit Sections						
Developmental	23	24	25	32%	33%	38%
College Level	49	49	41	68%	67%	62%

Non-Credit Sections						
Adult Basic Education Sections	13	14	14	36%	52%	78%
Other Non-Credit Sections	23	13	4	64%	48%	22%

Day Sections (Start before 5 PM)	66	65	56	61%	65%	67%
Evening Sections	42	35	28	39%	35%	33%

Enrollments

Credit Enrollments						
Developmental	351	496	494	33%	40%	41%
College Level	718	733	716	67%	60%	59%

Non-Credit Enrollments						
ABE Enrollments	229	236	236	47%	49%	84%
Other Non-Credit Enrollments	263	244	46	53%	51%	16%

Day Enrollments (that start before 5 PM)	949	1081	994	61%	63%	67%
Evening Enrollments	612	627	498	39%	37%	33%

FTE

State-Supported						
Developmental	14.8	19.6	15.4	23%	32%	27%
College Level	50	41.5	41.3	77%	68%	73%
Non-State Supported						
Developmental	57	79.6	83.4	36%	43%	42%
College Level	101	105.5	115.5	64%	57%	58%
All FTE						
Developmental	71.8	99.2	98.8	32%	40%	39%
College Level	151	146.9	156.9	68%	60%	61%
Total FTE	222.9	246.1	255.7	100%	100%	100%

Student Success: Within Course Student Retention: Spring 1999 – Spring 2003

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 2002	92%
Spring 2003	91%

Student Success: Fall to Spring Student Retention: FY 2000 – FY 2003

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%
Fall 2002 – Spring 2003	65%

Source: Datatel/BISSI

Student Success: Retention of First Time in College Students

The FTIC (First Time In College) student is new to BHCC with no transfer credit. FTIC's who are enrolled full time (12 or more credits) in a degree or certificate program are tracked to determine how many of these students returned the subsequent fall. These students, because of their full-time commitment to a degree program and lack of transfer credit, are considered likely to continue their studies for more than one year.

There were 793 full-time, degree-seeking FTIC's in Fall 2000. 382 or 48% registered in Fall 2001. Of these, 31% were attending part-time (less than 12 credits) in Fall 2001.

There were 872 full-time, degree-seeking FTIC's in Fall 2001. 452 or 52% registered in Fall 2002. Of these, 32% were attending part-time (less than 12 credits) in Fall 2002.

There were 770 full-time, degree-seeking FTIC's in Fall 2002. 619 or 80% registered in Spring 2003.

These numbers suggest that retention of full-time, degree-seeking FTIC's is improving. However, of those retained, one-third are dropping back to part-time status.

Student Success: Productive Grade Rate: Spring 1999 – Spring 2003

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%
Fall 2002	69%
Spring 2003	68%

Source: BISSI

Student Success: Licensure Examination Results 1998 - 2002

Licensure Exam	1998 Pass Rate	1999 Pass Rate	2000 Pass Rate	2001 Pass Rate	2002 Pass Rate
Nursing (NCLEX)	73%	70%	61%	83.3%	96.3%
Medical Radiography – ARRT Exam	N/A	88%	90%	75%	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.

Source: Academic & Student Affairs

Grade Distribution Trends: Spring 1999 – Spring 2003

	A	A-	B+	B	B-	C+	C	P
Fall 1999	3133 17%	1805 10%	1480 8%	1874 10%	1195 7%	771 4%	1440 8%	110 1%
Fall 2000	3044 18%	1799 11%	1443 8%	1938 11%	1147 7%	742 4%	1324 8%	91 1%
Fall 2001	3483 18%	1966 10%	1710 9%	1901 10%	1231 6%	817 4%	1461 8%	105 1%
Fall 2002	3567 18%	2142 11%	1850 9%	1990 10%	1378 7%	930 5%	1629 8%	151 1%

Spring 1999	2963 18%	1689 10%	1369 8%	1667 10%	1083 7%	740 4%	1381 8%	46 0%
Spring 2000	3186 18%	1833 10%	1547 9%	1850 11%	1113 6%	710 4%	1399 8%	376 2%
Spring 2001	3140 18%	1722 10%	1461 8%	1752 10%	1128 6%	710 4%	1298 7%	283 2%
Spring 2002	3500 18%	2116 11%	1729 9%	1955 10%	1254 6%	829 4%	1437 7%	315 2%
Spring 2003	3808 19%	2356 12%	1857 9%	2080 10%	1298 6%	875 4%	1509 7%	489 2%

Summer I 1999	568 20%	371 13%	309 11%	327 11%	224 8%	147 5%	223 8%	20 7%
Summer I 2000	632 19%	392 12%	298 9%	360 11%	265 8%	141 4%	218 6%	43 1%
Summer I 2001	837 16%	469 9%	355 7%	427 8%	253 5%	154 3%	224 4%	43 1%
Summer I 2002	902 22%	526 13%	397 9%	472 11%	302 7%	190 5%	321 8%	50 1%

Summer II 1999	204 25%	137 17%	99 12%	118 14%	64 8%	32 4%	53 6%	0 0%
Summer II 2000	205 23%	100 11%	108 12%	117 13%	63 7%	29 3%	65 7%	0 0%
Summer II 2001	237 15%	145 9%	107 7%	117 8%	78 5%	36 2%	42 3%	0 0%
Summer II 2002	238 25%	126 13%	107 11%	108 11%	70 7%	45 5%	81 8%	0 0%

Note: This table includes all BHCC enrollments in credit-bearing courses. Table continued on next page.

**Grade Distribution Trends:
Spring 1999 – Spring 2003 continued**

	D	F	IP	NA	W	Total
Fall 1999	484 3%	3741 21%	14 0%	488 3%	1551 9%	18086
Fall 2000	504 3%	2512 15%	841 5%	227 1%	1461 9%	17073
Fall 2001	524 3%	2703 14%	1193 6%	277 1%	1594 8%	18965
Fall 2002	627 3%	2610 13%	1372 7%	174 1%	1385 7%	19805

Spring 1999	457 3%	3017 18%	14 0%	313 2%	1757 11%	16496
Spring 2000	518 3%	2930 17%	289 2%	338 2%	1508 9%	17597
Spring 2001	462 3%	2812 16%	1254 7%	277 2%	1463 8%	17762
Spring 2002	567 3%	2858 15%	1226 6%	293 1%	1476 8%	19555
Spring 2003	536 3%	2611 13%	1179 6%	183 1%	1464 7%	20245

Summer I 1999	60 2%	530 19%	0 0%	0 0%	78 3%	2857
Summer I 2000	89 3%	439 13%	327 10%	0 0%	156 5%	3360
Summer I 2001	49 1%	521 10%	415 8%	0 0%	164 3%	5134
Summer I 2002	71 2%	544 13%	256 6%	0 0%	159 4%	4190

Summer II 1999	9 1%	90 11%	0 0%	0 0%	21 3%	827
Summer II 2000	22 3%	118 13%	7 1%	0 0%	44 5%	878
Summer II 2001	27 2%	119 8%	9 1%	0 0%	49 3%	1536
Summer II 2002	30 3%	99 10%	6 1%	0 0%	48 5%	958

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. P = Pass, IP = Incomplete, NA = Withdrawal for non-attendance (administrative), W = Withdrawal by student

Source: Datatel/BISSI

Student Success: Web Course Within Course Student Retention

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%
Fall 2001	83%
Spring 2002	84%
Fall 2002	84%
Spring 2003	83%

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%
Fall 2001	43%
Spring 2002	44%
Fall 2002	42%
Spring 2003	47%

Source: Datatel/BISSI

Web Course Grade Distribution Trends

	A	A-	B+	B	B-	C+	C	P
Fall 2000	45 18%	15 6%	15 6%	16 6%	10 4%	4 2%	8 3%	0 0%
Fall 2001	48 12%	37 10%	21 5%	22 6%	10 3%	6 2%	8 2%	0 0%
Fall 2002	71 14%	45 9%	21 4%	28 6%	18 4%	11 2%	16 3%	0 0%

Spring 2001	37 12%	24 8%	18 6%	26 9%	14 5%	3 1%	10 3%	0 0%
Spring 2002	89 15%	50 8%	23 4%	46 8%	15 3%	7 1%	29 5%	0 0%
Spring 2003	83 15%	52 10%	27 5%	45 8%	16 3%	7 1%	27 5%	0 0%

FY01 Total*	112 16%	48 7%	37 5%	52 8%	29 4%	7 1%	22 3%	0 0%
FY02 Total*	198 15%	113 9%	62 5%	96 7%	35 3%	19 1%	52 4%	0 0%
FY03 Total*	265 17%	144 9%	106 7%	135 9%	61 4%	41 3%	77 5%	0 0%

Web Course Grade Distribution Trends (continued)

	D	F	IP	NA	W	TOTAL
Fall 2000	0 0%	91 36%	10 4%	5 2%	32 13%	251
Fall 2001	6 2%	108 28%	58 15%	14 4%	51 13%	389
Fall 2002	5 1%	113 22%	94 19%	10 2%	70 14%	502

Spring 2001	2 1%	104 34%	26 9%	8 3%	32 11%	304
Spring 2002	1 0%	119 20%	118 20%	15 3%	78 13%	590
Spring 2003	1 0%	104 19%	89 16%	15 3%	78 14%	544

FY01 Total*	3 0%	245 36%	49 7%	13 2%	71 10%	688
FY02 Total*	10 1%	308 24%	226 18%	29 2%	139 11%	1287
FY03 Total*	18 1%	377 24%	150 10%	31 2%	170 11%	1575

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

P = Pass, IP = Incomplete, NA = Withdrawal for non-attendance (administrative), W = Withdrawal by student.

Source: BISSI, August 2002

Degrees and Certificates Awarded: FY 1995 – FY 2003

	AS	AA	Certificate	Total
2003	252	182	182	616
2002	177	107	121	405
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: FY 1995 – FY 2003

	1995	1996	1997	1998	1999	2000	2001	2002	2003
ASSOCIATE IN ARTS									
Liberal Arts	67	87	92	107	90	103	101	107	182
ASSOCIATE IN SCIENCE									
Business Administration									
Accounting Option	35	37	34	31	43	47	29	22	28
Finance Option	-	-	-	-	1	-	5	5	10
International Business Option	5	6	10	8	10	7	10	8	13
Management Option	22	28	17	22	20	18	15	10	14
Business Retail	1	-	-	-	-	-	-	-	-
Health Care Management	-	-	1	3	4	1	1	-	-
Computer Technology Program	11	7	3	4	1	1	1	1	-
Internet Web Design and Programming Option	-	-	-	-	-	-	4	5	12
Microsoft Applications Option	-	-	-	-	6	3	14	9	9
CP Micro Application	9	10	15	13	3	-	-	-	-
Visual Programming Option	-	-	-	4	4	2	3	1	1
Computer Technology Network Option	-	-	-	1	4	18	22	22	20

Associate Degrees Awarded by Program: 1995 – 2003 continued

	1995	1996	1997	1998	1999	2000	2001	2002	2003
Criminal Justice Program									
Criminal Justice Option	18	32	26	24	17	17	13	9	12
Corrections Option	-	-	-	-	-	1	1	-	
Law Enforcement Option	-	-	-	-	1	5	2	-	2
Culinary Arts	8	7	11	7	5	5	5	3	5
Early Childhood Development	5	12	15	8	15	16	15	7	7
Electronics Technology	-	-	-	-	5	8	6	5	7
Electronics Technical Digital	7	5	6	1	1	-	-	-	
Fire Protection and Safety	6	4	4	5	5	6	3	-	
Graphic Arts and Visual Communication	-	-	-	-	3	6	7	7	
Graphic Illustration	1	2	1	3	1	1	-	-	
Desktop Publishing/Design	6	1	4	5	4	5	2	-	
Graphic Design	-	-	-	2	-	-	-	-	18
Hotel/Restaurant Management	17	9	6	7	3	2	4	1	3
Hotel Restaurant Travel	-	-	-	1	4	2	1	-	1
Human Services	11	9	9	14	11	11	5	10	6
Media Technology	6	5	5	4	1	3	3	2	7
Medical Imaging Program									
Cardiac Sonography Option	-	-	-	-	4	5	7	7	8
Medical Radiography Option	37	22	17	16	12	14	22	7	15
Nuclear Medicine Technology Option	8	-	-	5	-	4	-	-	
Nursing Program	62	90	56	51	13	-	-	-	
Nursing Day Option	-	-	-	-	28	38	22	23	19
Nursing Evening Option	-	-	-	-	8	-	13	4	15
Nursing Program, LP	-	-	-	-	-	-	1	-	
Office and Information Management									
Administrative Information Management Option	-	--	-	-	6	2	2	6	8
Medical Information Management Option	5	3	5	-	2	5	7	1	3
Executive Office Administration Option	4	2	2	1	-	-	-	-	1
Legal Office Administration Option	2	3	-	-	-	1	-	-	
Executive Office/Word Processing	3	4	10	8	1	-	-	-	1
Travel and Tourism Management	-	-	-	-	1	4	1	2	7
AS SUBTOTAL	356	385	349	355	341	361	246	177	252

Certificates Awarded by Program: FY 1995 – FY 2003

	1995	1996	1997	1998	1999	2000	2001	2002	2003
Allied Health									
Health Careers Preparation	6	-	-	-	-	-	-	-	
Medical Assistant	15	24	12	19	5	-	-	39	45
Medical Assistant/ESL	-	-	2	-	3	-	-	-	
Medical Lab Assistant	5	8	10	5	28	35	37	-	4
Medical Receptionist	1	-	-	-	-	-	-	-	
Patient Care Assistant	20	68	48	40	26	28	13	13	21
Phlebotomy Technician	11	8	7	9	6	11	10	11	7
Biomedical Engineering Technology	2	5	5	-	-	-	-	-	
Biotechnology Technician	-	3	6	7	-	2	-	-	
Biomedical Equipment Repair	-	2	-	-	-	-	-	-	
Cardiovascular Sonography	2	6	6	6	-	-	-	-	1
Ultra-Sound	-	-	4	-	-	-	-	5	
EKG Technician	4	-	-	-	-	-	-	-	
Business Administration								-	
Accounting	4	3	3	14	1	8	3	4	4
Computer-based Accounting	-	-	-	-	-	-	-	-	5
International Business	-	-	-	-	-	-	-	-	
e-Commerce Marketing Management	-	-	-	-	-	-	-	-	
Paralegal Studies	6	7	9	12	5	9	5	-	
Paralegal Certificate	-	7	9	-	4	-	-	4	9
Computer Technology									
Computer Network	-	-	-	-	1	3	32	8	15
Object-Oriented Computer Programming & Design	1	-	-	-	-	-	-	2	1
IBM AS/400 RPG	1	1	1	1	4	-	-	-	
Lotus Applications Specialist	1	1	1	-	-	2	-	-	
Desktop Publishing	2	6	4	-	4	3	-	-	
Criminal Justice									
Corrections Option	-	-	-	-	-	2	-	2	3
Security Administration	-	-	-	-	-	1	2	-	
Culinary Arts	6	3	1	4	-	8	1	2	1
Diagnostic Medical Sonography	-	-	-	-	-	-	-	-	8
Early Childhood Development	3	5	3	4	3	2	3	3	2
Electronics	-	-	-	1	1	-	2	-	2
ESL Electronics	8	13	20	-	11	15	15	-	
Microcomputer Support	-	-	1	-	-	-	1	-	

Certificates Awarded by Program: FY 1995 – FY 2003 continued

	1995	1996	1997	1998	1999	2000	2001	2002	2003
Office and Information Management									
Data Entry	3	1	1	2	1	-	-	-	
Information Management Specialist	-	-	-	-	1	1	3	-	6
Medical Information Management	-	-	-	-	1	3	5	-	2
Office Administration Medical Assistant	6	6	10	10	7	-	-	-	
Office Assistant	-	-	-	-	-	1	-	-	
Word Processing	1	1	5	-	-	-	-	-	2
Health Care Management	-	-	-	1	-	-	-	-	
Gerontology	1	-	-	-	-	-	-	-	
Painting	-	1	-	-	-	-	-	-	
Surgical Technology	12	13	1	-	11	8	6	23	17
Central Processing	-	-	-	-	-	-	-	-	4
Travel and Tourism	-	1	3	1	7	3	3	2	2
World Studies	-	-	-	-	-	-	-	-	21
CERTIFICATE SUBTOTAL	121	193	172	136	130	145	141	121	182

Source: BHE HEIRS database, BHCC Enrollment Services

Graduate Follow-up Survey Classes of 1988 - 2002

Each year, BHCC surveys graduates from the previous year. This survey provides the college community, prospective students, interested employers and other agencies with important information about the status of the graduates of Bunker Hill Community College. Knowing about employment outcomes, educational and transfer decisions assists the college in educational planning, helps students make important career choices and indicates the successes our graduates are experiencing.

AA & AS Graduates responding to the Survey

	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	2001	2002
Continuing Education	37%	39%	39%	41%	38%	35%	38%	39%	37%	41%	45%	50%	48%
Employed	75%	81%	76%	66%	74%	74%	81%	77%	76%	76%	82%	69%	75%

Graduate Follow-up Survey Class of 2002: Transfer Institutions

AA, AS and Certificate graduates indicated they were continuing their education at a wide range of public and private institutions:

Bentley College (1)	Howard University, DC (1)	Roxbury Community College (1)
Boston University (1)	Hunter College, NY (1)	Salem State College (4)
Bridgewater State College (2)	Lesley University (3)	Suffolk University (5)
Bunker Hill Community College (18)	Massachusetts College of Liberal Arts (1)	University of Massachusetts, Amherst (1)
Cape Cod Community College (1)	Massachusetts College of Pharmacy & Health Sciences (1)	University of Massachusetts, Boston (26)
Dickinson College, PA (1)	Massachusetts School of Barbering (1)	University of Massachusetts, Lowell (1)
Eastern Kentucky University, KY (1)	Mount Ida College (1)	Wellesley College (1)
Emerson College (2)	Northeastern University (10)	Wentworth Institute of Technology (1)
Emmanuel College (1)	Pittsburg State College, KS (1)	Wheelock College (1)
Georgia Perimeter College, GA (1)	Richmond Community College, NC (1)	
Harvard Extension School (4)		

Source: BHCC 28th Annual Graduate Followup Survey

Graduate Follow-up Survey Class of 2002: AA/AS Employment Data

In the Class of 2002, 164 (58%) of AA/AS graduates responded to the follow-up survey. Their employment status by program is listed below.

	Employed Related		Employed Not Related		Unemployed Seeking		Unemployed Not Seeking		Other/ Unknown		Total Responses	
Associate in Arts	19	32%	17	29%	15	25%	6	10%	2	3%	59	100%
Associate in Science												
Business Administration	10	45%	5	23%	4	18%	3	14%	0	0%	22	100%
Computer Technology	8	44%	7	39%	2	11%	1	6%	0	0%	18	100%
Criminal Justice	1	25%	3	75%	0	0%	0	0%	0	0%	4	100%
Culinary Arts	3	100%	0	0%	0	0%	0	0%	0	0%	3	100%
Early Childhood Development	3	50%	0	0%	1	17%	2	33%	0	0%	6	100%
Electronics Technology	0	0%	2	67%	1	33%	0	0%	0	0%	3	100%
Fire Protection and Safety	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Graphic Arts & Visual Comm.	0	0%	0	0%	1	50%	1	50%	0	0%	2	100%
Hotel/Restaurant Management	1	100%	0	0%	0	0%	0	0%	0	0%	1	100%
Human Services	7	88%	0	0%	1	13%	0	0%	0	0%	8	100%
Media Technology	1	100%	0	0%	0	0%	0	0%	0	0%	1	100%
Medical Imaging	12	100%	0	0%	0	0%	0	0%	0	0%	12	100%
Nursing Program	21	100%	0	0%	0	0%	0	0%	0	0%	21	100%
Office Management	3	75%	0	0%	0	0%	1	25%	0	0%	4	100%
Travel & Tourism Management	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	89	54%	34	21%	25	15%	14	9%	2	1%	164	100%

Source: BHCC 28th Annual Graduate Followup Survey

Graduate Follow-up Survey Class of 2002: Certificate Employment Data

In the Class of 2002, 60 (50%) of the Certificate graduates responded to the follow-up survey. Their employment status by program is listed below.

	Employed Related		Employed Not Related		Unemployed Seeking		Unemployed Not Seeking		Other/ Unknown		Total Responses	
Allied Health	17	44%	5	15%	5	15%	5	15%	2	6%	34	100%
Business Administration	3	100%	0	0%	0	0%	0	0%	0	0%	3	100%
Computer Programming	0	0%	3	75%	1	25%	0	0%	0	0%	4	100%
Criminal Justice	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Culinary Arts	2	100%	0	0%	0	0%	0	0%	0	0%	2	100%
Early Childhood Development	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Diagnostics Medical Sonography	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Electronics Technology	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Office Management	0	0%	2	67%	1	33%	0	0%	0	0%	3	100%
Surgical Technology	9	75%	1	8%	1	8%	1	8%	0	0%	12	100%
Travel and Tourism Management	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Ultrasound Program	1	100%	0	0%	0	0%	0	0%	0	0%	1	100%
Total	32	53%	11	18%	9	15%	6	10%	2	3%	60	100%

Full-Time Employee Profile: Fall 2000 – Fall 2002

Full-Time Employee Profile: Fall 2000

Fall 2000	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

Full-Time Employee Profile: Fall 2001

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
Total	236	50	3	12	21	3	184	141	325

Full-Time Employee Profile: Fall 2002

Fall 2002	White	African American	Native American	Hispanic	Asian/Pacific	Other	Female	Male	Total
Administration	30	8	0	1	3	0	28	14	42
Professional	35	10	0	3	5	0	33	20	53
Full-time Faculty	87	14	1	1	5	2	62	48	110
Classified	68	17	1	7	16	5	69	45	114
Total	220	49	2	12	29	7	192	127	319

Source: BHCC Human Resources

Full-Time Faculty Profile: Fall 2000 – Fall 2002

Full-Time Faculty Profile: Fall 2000

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

Full-Time Faculty Profile: Fall 2001

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

Full-Time Faculty Profile: Fall 2002

Fall 2002	White	African American	Hispanic	Asian Pacific Islander	Cape Verdean	Native American	Other	Total
Female	48	10	1	2	0	0	1	62
Male	39	4	0	3	1	1	0	48
Total	87	14	1	5	1	1	1	110

Full-Time Faculty Rank: Fall 2002

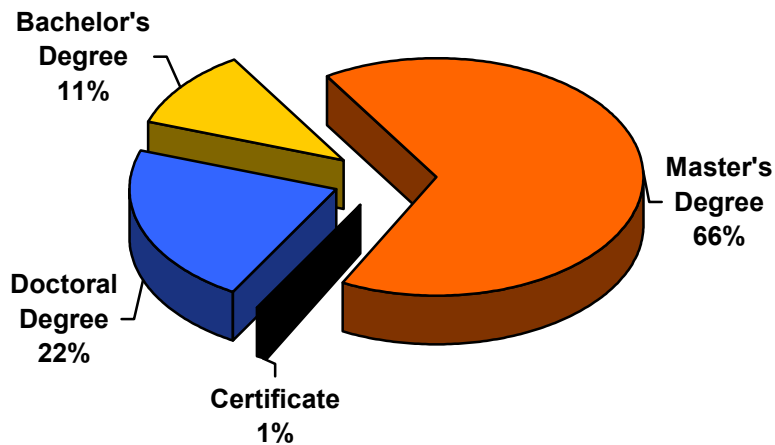
Rank	Number	Percent
Professor	90	82%
Associate Professor	5	5%
Assistant Professor	13	12%
Instructor	2	2%
Total	110	100%

Note: In Fall 2002 there was also 1 temporary full-time faculty member. This individual is not included in the tables above.

In Fall 2002, there were 280 Adjunct Faculty members employed at BHCC.

Source: BHCC Human Resources

Full-Time Faculty by Highest Degree: Fall 2002



Cost of Attendance: FY 2003

	Tuition	Fee	Total
APPLICATION FEE			
Massachusetts Residents		\$10	\$10
Non-Residents		\$35	\$35
TUITION AND FEES			
Massachusetts Residents per credit	\$24	\$51	\$75
Non-Massachusetts Residents & International Students per credit	\$230	\$51	\$281
The New England Regional Student Program per credit	\$36	\$51	\$87
OTHER CHARGES			
Technology Fee per credit		\$5	\$5
Health Course Fee per credit		\$35	\$35
Health Insurance Fee		\$437	\$437
Liability Insurance Fee		\$15	\$15
Parking Permit Fee		\$30	\$30
Photo ID Replacement Fee		\$5	\$5
Returned Check Fee		\$25	\$25
Transcript Fee per transcript		\$2	\$2

Source: BHCC Catalog, 2002 – 2003

Financial Aid Awards: FY 2000 – FY 2003

	2002-2003*	2001-2002	2000-2001	1999-2000
Federal Pell Grant	\$5,137,610.00	\$4,275,207.05	\$3,196,041.42	\$2,987,382.00
Federal Supplemental Educational Opportunity Grant	\$214,343.00	\$198,902.00	\$228,948.00	\$204,350.00
Federal Perkins	-	-	-	\$29,950.00
Federal Work Study	\$204,407.00	\$240,866.00	\$217,623.00	\$198,094.00
Federal Subsidized Stafford Loan	\$279,240.00	\$172,499.00	\$150,763.00	\$82,751.00
Federal Unsubsidized Stafford Loan	\$299,144.00	\$183,661.00	\$133,015.00	\$118,131.00
Federal Parent Loan	\$15,781.00	\$1,891.00	\$2,000.00	\$9,000.00
Mass State Grant	\$327,573.00	\$215,400.00	\$301,575.00	\$200,575.00
Mass Tuition Waiver	\$250,509.00	\$297,137.22	\$340,026.74	\$268,526.00
Mass Cash Grant	\$1,704,655.00	\$1,732,341.38	\$1,761,680.82	\$1,494,685.00
Mass Part-time Grant	\$164,617.00	\$133,000.00	\$132,781.52	\$139,500.00
Total	\$8,633,879.00	\$7,450,904.65	\$6,331,672.98	\$5,732,944.00

Financial Aid Students by Award: FY 2000 – FY 2003

	2002-2003*	2001-2002	2000-2001	1999-2000
Federal Pell Grant	2,325	2,030	1,813	1,669
Federal Supplemental Educational Opportunity Grant	683	604	648	643
Federal Perkins	-	-	-	15
Federal Work Study	116	145	95	58
Federal Subsidized Stafford Loan	138	98	84	36
Federal Unsubsidized Stafford Loan	142	93	63	54
Federal Parent Loan	3	1	1	3
Mass State Grant	772	442	563	469
Mass Tuition Waiver	1,301	1,708	1,798	621
Mass Cash Grant	1,798	1,919	1,803	1,918
Mass Part-time Grant	674	469	469	694
All Financial Aid Recipients	2,543	2,290	2,000	2,114

Source: Financial Aid Office; * 2002-2003 figures are estimated.

Scholarships and Tuition Waivers: FY 2001 - FY 2003

	2002-2003	2001-2002	2000-2001
BHCC Scholarships	\$46,569	\$26,720	\$39,757
BHCC Foundation Scholarships	\$13,000	\$16,272	\$18,432
BHCC MCCC Employees & Dependents Tuition & Fee Waiver*	\$1,455	n/a	n/a
BHCC FT Employees & Dependents Tuition Waiver*	\$6,426	n/a	n/a
BHCC PT Employees & Dependents Tuition Waiver*	\$0	n/a	n/a
MCCC Employees & Dependents Tuition & Fee Waiver*	\$689	\$2,691	\$2,520
FT Higher Education Employees & dependents (not MCCC) Tuition Waiver*	\$4,335	\$1,759	\$3,360
PT Higher Education Employees & dependents (not MCCC) Tuition Waiver*	\$0	\$0	\$0
Other State Employees & Dependents Tuition Waiver	\$21,821	\$25,012	\$35,965
Sub-total: State Employee & Dependents Waivers	\$34,726	\$29,462	\$41,845
Native American Tuition Waiver	\$1,340	\$2,932	\$1,224
Veterans & Armed Services/Vocational Rehab Tuition Waiver	\$48,964	\$32,020	\$35,746
National Guard Tuition Waiver	\$4,206	\$1,944	\$7,200
Senior Citizen Tuition Waiver	\$11,218	\$9,239	\$12,350
Mass Rehab & Commission for the Blind Tuition Waiver	\$48,167	\$34,610	\$61,524
Human Service Workers Tuition Waiver	\$2,838	\$1,248	\$2,424
Stanley Z Koplik Certificate of Mastery Tuition Waiver	\$0	\$0	\$n/a
Department of Social Services Adopted Children Tuition Waiver	\$12,053	\$5,417	\$2,412
9/11/2001 Tragedy Waiver	\$0	\$0	n/a
Grand Total Waivers and Scholarships	\$223,081	\$159,864	\$222,914

* In FY03, BHCC began recording waivers for BHCC employees/dependents separately from waivers awarded to employees from other public college and universities.

Source: Datatel/BISSI, BHCC Student Payment Office

Textbook Assistance Program

The Textbook Assistance Program (TAP) is designed to help BHCC students afford the high cost of textbooks. New and used books are purchased and lent out, one book per student, based on the requests BHCC students identify when they apply to the program. The program is open to all BHCC students.

The Textbook Assistance Program was originated by the BHCC Alumni Association and is currently made possible through the generous support of the Student Government Association and the BHCC Foundation.

	Fall 2002	Spring 2003*
Budget	\$8,000	\$13,000
Number of Books lent out	524	620

*The Spring numbers are higher for two reasons: books purchased in the Fall are made available for loan in the Spring, so the stock of books increased accordingly; also, in the Spring of 2003, the BHCC Foundation donated an additional \$5,000 to the TAP Program, enabling the TAP to help more students.

Source: BHCC Student Activities Office

FY03 Grant Funding

A total of 34 federal, state, local, and private foundation grants were awarded to BHCC in FY03, netting \$3,175,412 in supplemental funding. Of these grants, 24 were continuing or competitive grants, totaling \$2,302,635. Multi-year grants that ended in FY03 included the U.S. Department of Education Title III extension and Title VI extension, the McNair Massachusetts Educational Opportunity Program, the McNair Disadvantaged Student Program, the McNair College Success Program, the Life Skills Offender Reentry Program, and the Allied Health Education and Career Network Program with the Boston Public Schools.

FY04 Grant Funding to Date

As of 7/7/03, the following FY04 competitive and allocation grants have been awarded to BHCC:

·	Scholarships for Disadvantaged Nursing Students U.S. Department of Education	\$ 27,100
·	Carl D. Perkins Career and Technical Education	301,456
·	MCAS 2003 Summer Support for High School Students	68,580
·	Adult Basic Education (Mass. DOE) (Employment Resources, Inc.)	392,958 29,642
·	ABE Transitions to Postsecondary Education	113,608
·	Suffolk County Sheriff's Office Community Corrections Learning Center and Jamaica Plain Women's Resource Center	216,000
·	Economic Development and Industrial Corporation Allied Health Certificate Program	49,500
	Total:	\$ 1,198,844

Pending Entitlement, Allocation, and Multi-Year Grants for FY04 total approximately \$645,500 and include:

TRIO, Student Support Services, U.S. Department of Education; Year 3 of 4
 BATEC [Boston Area Advanced Technological Education Connections] with UMASS/Boston; Year 2 of 4
 Gear-Up in Boston, U.S. Department of Education, Year 5 of 5
 Creating an Oracle Continuum, The Boston Foundation; Year 2 of 2.

Thus, as of July 8, 2003, the total for awarded and anticipated competitive and entitlement grants is approximately \$1,844,300

Competitive FY04 grant proposals currently pending total \$632,545. These proposals include applications to the following agencies:

- Fund for the Improvement of Postsecondary Education, U.S. Dept. of Education
- Health Resources and Services Administration, U.S. Dept. of Health and Human Services
- McNair Reserve Fund, Massachusetts Department of Education
- Massachusetts Educational Opportunity Program; Disadvantaged Student Program; College Success Program

Source: BHCC Grants Development Office, July 2003

Weekend College Revenue: FY 2002 – FY 2003

Weekend College includes traditional sixteen-week courses with classes that meet on Friday evenings, Saturdays and Sundays. BHCC also offers on-campus courses in various formats, including eight-week concentrated mini-semesters with classes on Saturdays or Sundays, plus web and hybrid courses, and self-paced courses through the Center for Self Directed Learning. Students can work toward, and even complete, all requirements for one of several degrees through this comprehensive program. Weekend College courses are offered in a wide range of subjects, including: Business, Science, Computer Technology, Health, History, English, Mathematics, and other Arts & Sciences areas.

FY 2002

Revenue Type	In-State Students	Out-of-State Students	All Students
Tuition	\$101,232	\$46,690	\$147,922
General College Fee & Technology Fee	\$185,578	\$8,748	\$194,326
Total	\$286,810	\$55,438	\$342,248

FY 2003

Revenue Type	In-State Students	Out-of-State Students	All Students
Tuition	\$155,328	\$120,060	\$275,388
General College Fee & Technology Fee	\$362,432	\$29,232	\$391,664
Total	\$517,760	\$149,292	\$667,052

eCollege Revenue: FY 2002 – FY 2003

BHCC is a leader in developing innovative new ways to deliver college courses to students. Many courses in eCollege are created for the web; others incorporate both web and classroom time, or are available in a videoconferencing format. For students who don't have access to or are unfamiliar with the use of computers, we offer courses that have been adapted for home study. With eCollege, BHCC makes education accessible to students who can't be on campus.

FY 2002

Revenue Type	In-State Students	Out-of-State Students	All Students
Tuition	\$234,744	\$171,228	\$405,972
General College Fee & Technology Fee	\$463,766	\$33,977	\$497,743
Total	\$698,510	\$205,205	\$903,715

FY 2003

Revenue Type	In-State Students	Out-of-State Students	All Students
Tuition	\$241,704	\$144,900	\$386,604
General College Fee & Technology Fee	\$563,976	\$35,280	\$599,256
Total	\$805,680	\$180,180	\$985,860

Revenues and Expenditures: FY 2000 - FY 2002

These financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by the Governmental Accounting Standards Board (GASB).

The college adopted provisions made in GASB Statements numbers 34, 35, 37, and 38 as of July 2001. As a result, the college shows an operating loss in its statement of revenues and expenses. The operating loss is reduced to the extent of the State appropriations received and further adjusted according to revenue and expenses generated from other non-operating activities.

Statement of Revenues, Expenditures and Changes in Net Assets

	FY2002	FY2001	FY2000
Operating revenues:			
Tuition and fees	\$ 12,066,668	8,901,455	8,414,552
Less: scholarship allowances	(2,782,454)	(1,454,016)	(1,588,127)
Net student fees	9,284,214	7,447,439	6,826,425
Grants and contracts	10,359,819	9,434,834	7,623,192
Other auxiliary enterprises	331,423	536,154	371,544
Other sources	831,004	543,179	566,172
	<hr/>	<hr/>	<hr/>
Total operating revenues	20,806,460	17,961,606	15,387,333
Operating expenses:			
Instruction	16,074,518	16,252,182	13,732,823
Academic support	4,734,536	4,870,569	3,621,660
Student services	6,798,607	6,894,127	6,881,953
Scholarships and fellowships	4,566,073	5,023,104	3,566,404
Operation and maintenance of plant	4,293,009	4,372,308	4,053,529
Depreciation and amortization	753,661	844,252	727,370
Institutional support	4,583,676	4,603,359	4,022,793
	<hr/>	<hr/>	<hr/>
Total operating expenses	41,804,080	42,859,901	36,606,532
Operating loss	<hr/>	<hr/>	<hr/>
	(20,997,620)	(24,898,295)	(21,219,199)
Non-operating revenues (expenses)			
State appropriations	22,814,145	24,235,133	20,543,769
Net investment income	227,666	441,810	324,421
Interest expense	(26,237)	(50,153)	(80,360)
Other non-operating revenue (expense)	464,403	(56,425)	(524,847)
	<hr/>	<hr/>	<hr/>
Net non-operating revenues	23,479,977	24,570,365	20,262,983
Capital appropriations			873,375
Capital gifts and grants	70,000		5,005,000
Net increase (decrease) in net assets	2,552,357	(327,930)	4,922,159
Net assets, beginning of year	<hr/>	<hr/>	<hr/>
	7,218,298	7,546,228	2,624,069
Net assets, end of year	<hr/>	<hr/>	<hr/>
	\$ 9,770,655	7,218,298	7,546,228

Source: BHCC Business Office, Feb 2003