

2004-2005 FACT BOOK



Bunker Hill Community College
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Boston, MA 02129-2925

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Introduction

Institutional effectiveness is the systematic comparison of institutional performance with institutional purpose. The Bunker Hill Community College Fact Book provides general statistical and descriptive information about the college which may be useful to those engaged in planning, assessment, preparing reports, writing grant proposals or other endeavors within the college. This Fact Book is a reference tool that provides a picture of BHCC in the 2004 – 2005 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 division of developmental learning and academic support, the division of Student Affairs, the Workforce Development Center and the college Library.

The second section, **Student Profile**, provides a snapshot of Fall 2004 statistics about students, enrollment and other academic information. The third section, **Enrollment Trends**, provides historical trend data including student demographics, patterns of enrollment, 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, full-time faculty, and adjunct faculty. The final section, **Financial Profile**, shows the cost of attendance, financial aid awards, scholarships and grant funding for the 2004 – 2005 year plus revenues and expenditures for FY02 – FY04. At the time of publication, the FY05 audit was not yet complete.

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

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

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

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Last revised August 1, 2005

History

Bunker Hill Community College (BHCC) is a multi-campus urban institution founded in 1973 by the Commonwealth of Massachusetts. Its 42-acre main campus is in the historic Charlestown neighborhood of Boston, Massachusetts.

The college's second campus, in the nearby city of Chelsea, is located in a beautifully restored historic building, the Old Post Office. BHCC also runs five satellite centers in the close-by communities of Cambridge, Chinatown, Revere, Somerville and Boston's South End.

Each semester BHCC enrolls more than 7,800 students in day, evening, weekend, web-based and distance learning courses. The college offers more than 65 associate degree and certificate programs that prepare students for successful employment and transfer to four-year universities.

Internationally recognized for development of individualized and alternative methods of instruction, BHCC is a leader in distance learning technologies that enhance and strengthen the learning environment. The college also offers an extensive number of courses in English as a Second Language and Adult Basic Education. Bunker Hill is one of the largest community colleges in the state; in Fall 2004 enrolling Massachusetts' second-highest number of community college students.

Bunker Hill is also one of the most diverse and cosmopolitan colleges in New England. Each semester some 500 students from more than 90 different countries enroll. At any given time, more than 75 different languages may be heard on the BHCC campus.

At Bunker Hill, the students' average age is 28; 60 percent are women; 60 percent are people of color; a large number are the first in their families ever to attend college and many are employed – often full time -- while attending BHCC.

Bunker Hill Community College wants all its students to do well, which is why the college offers a multitude of cost-free student support services such as tutoring, mentoring and self-paced learning programs.

Whether students earn associate degrees, transfer to a four-year institution, or qualify for the certificates that give entrée to high-demand fields, each student leaves Bunker Hill Community College well prepared to succeed.

Source: BHCC Publications, July 2005

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 – 2006

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 2004

Associate in Arts Degrees*

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

Criminal Justice Program
 Culinary Arts Program
 Early Childhood Development Program
 Fire Protection and Safety Program
 Graphic Arts and Visual Communication Program
 Hotel/Restaurant/Travel Program:
 Hotel and Restaurant Management
 Travel and Tourism Management
 Human Services Program
 Media Technology Program
 Medical Imaging Program:

General Sonography
 Cardiac Sonography
 Medical Radiography
 Medical Radiography Part-time Evening

Nursing Program:
 Nursing Program Day Option
 Nursing Program Evening Option
 Nursing Program Weekend Option

Office and Information Management Program:
 Administrative Information Management
 Medical Information Management

Pharmacy Technology Program

Associate in Science Degrees

Business Administration Program:

Accounting
 Finance
 International Business
 Management

Computer Technology Program:

Computer Support Specialist
 Database Programming and Administration
 Network Technology and Administration

*Students enrolling in any AA degree program can earn World Studies Emphasis certification simultaneously

Source: BHCC 2004 – 2005 Catalog

Certificate Programs: Fall 2004

Certificate Programs

Allied Health:

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

Business Administration:

- Accounting
- eCommerce Marketing Management
- International Business
- Paralegal

Computer Information Technology:

- Database Programming and Administration
- Object-Oriented Computer Programming & Design Certificate Program

Computer Information Technology for Business & Industry:

- Computer Support Specialist
- Network Technology and Administration

Culinary Arts

Early Childhood Development

Human Services

Office and Information Management:

- Information Management Specialist
- Medical Information Management Assistant

Surgical Technology:

- Central Processing (Sterile Processing and Distribution Management)
- Surgical Technology

Travel and Tourism Management

Source: BHCC 2004 – 2005 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; 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: nlac@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: 617-973-0800; Fax: 1-800 -414-0168; 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: 617-753-8144; fax: 617-753-8096; URL: <http://www.state.ma.us/dph/>).

Source: Information updated August 2005 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

Source of Funds	Grant	Award
Federal Grants		
	TRIO/Student Support Services, year 4 of 4 (US DOE)	\$262,934
State Grants		
	Metro Boston Tech Prep Consortium (MA DOE)	\$104,500
	MA Statewide DECA Program (MA DOE)	\$40,000
	MCAS Transitional Summer Program - 2003 Graduates (MA DOE)	\$18,000
	MCAS Transitional Summer Program - 2004 Graduates (MA DOE)	\$14,300
	MCAS Transitional Program – Pathways to Success (academic year)	\$46,000
	Adult Basic Education/Chelsea, year 5 of 5 (MA DOE)	\$511,590
	ABE-Transitional Pathways to College, year 6 of 6 (MA DOE)	\$113,608
	Life Skills Offender Re-Entry Program (Hampden County Sheriff's/US DOE)	\$100,000
	McNair–MA Educational Opportunity Program, year 2 of 2 (BHE)	\$16,000
	McNair–College Success Program/Academic Support for Students with Disabilities, year 2 of 2 (BHE)	\$25,000
	McNair–Disadvantaged Student Program/Enhancing Student Success & Retention (BHE)	\$28,300
Local Grants		
	Gear-up in Boston, year 6 of 6 (BPS/US DOE)	\$275,200
	Life Skills Offender Re-entry Program (Suffolk County Sheriff's)	\$232,276
Private/Foundation Grants		
	ABE- Employment Resources, Inc., year 5 of 5	\$29,642
	MCAS Transitional Summer Program – Pathways to Success (Boston PIC)	\$3,130
	IBM Adult Literacy & Web Adaptation Technology	\$35,488
	Grand Total	\$1,855,968

Source: Director of Grant Management, FY 05 Grant Award Listing as of July 2005

Collaboration with Middle & High Schools: FY 2005

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

Source: Dean of Developmental Learning and Academic Support; Office of Recruitment & Transfer Counseling

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 places 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 CSDL 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 2005

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 and tutoring.

** 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 2005

Number of CSDL Course Offerings	36
Total LC Enrollments	463
Total Visits LC Students	6,836
Total Hours LC Students	12,659
Total Individual Tutoring Sessions by Course Facilitators	3,799
Number of 2+1 sections taught by BHCC faculty*	14
Number of student visits from 2+1 sections*	3,035
Number of hours for students in 2+1 sections*	5,328
Total ESL faculty sections accessing services	20
Total ESL students receiving orientation and support	480
Total ESL faculty 3+1 sections	2
Total Student Visits for Computer Access	10,623
Total Hours for Computer Access	11,847

* 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 of tutoring.

** 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 2005

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 2005

	Learning Center Courses	BHCC Faculty Sections	External Studies & Web Courses	Sub-Total
Jan 29 – Feb 28	709	405	60	1,174
March 02 – Mar 31	712	742	217	1,671
April 01 – Apr 29	669	810	166	1,645
May 01 – May 12	649	807	452	1,908
Total*	2,739	2,764	895	6,398

Source: Center for Self-Directed Learning, July 2005

Tutoring and Academic Support Center (TASC)

Student Academic Support Services: Fall 2000 – Spring 2005

	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005
Tutoring Sessions	1,781	2,075	1,800	2,470	3,100	3,508	3,520	4,653	5,511	6,805
Unduplicated Students	355	400	400+	517	636	726	762	942	1,090	1,216
Hours of Tutoring per Week	264	294	315	324	285	402	359	365	508	615
Student Visits per Week (approx.)	200+	200+	200+	200+	322	300	300	350	400	475
Students who report that tutoring improved their grades	86%	94%	94%	94%	96%	92%	90%	90%	-	95%
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; 1 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; 1 tutor in the math IP course	3 math tutors matched with 3 math faculty	McNair Grant funding for the math tutor matching program ended in FY03.			

Source: TASC Coordinator, July 2005

Prior Learning Assessment Program

Portfolio Assessment per Calendar Year

	2000	2001	2002	2003	2004
Portfolio/credit activities					
Number of Students Advised	160	165	275	292	231
Number of Student Assessed	52	50	50	68	49
Credits Received	297	274	299	336	210
Credit by Testing Data (CLEP)					
Number of Students Advised	105	120	287	180	171
Number of Students Assessed	42	45	148	145	146
Number of Credits Received	374	322	680	668	810
Department Challenge Exam					
Number of Students Advised	n/a	25	17	115	187
Number of Students Assessed	11	14	17	28	42
Number of Credits Received	15	40	42	63	63
Community Educational Services Program					
Number of Students Assessed	54	30	36	29	29
Number of Credits Received	633	414	594	501	522

Source: Prior Learning Assessment Program Coordinator, July 2005

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 education classes through a collaborative partnership with four community based organizations: Centro Latino de Chelsea, Chelsea Public Schools/Intergenerational Literacy Project, (CPS/ILP) and Roca, Inc. Basic English for Speakers of Other Languages (ESOL), Spanish Native Literacy and GED in Spanish, ESOL Family Literacy, English Literacy, Pre-GED and GED in English are offered day and evening. These classes are offered in Chelsea and are offered at BHCC's Chelsea Campus, Centro Latino de Chelsea, Chelsea Public Schools/Intergenerational Literacy Project, and Roca, Inc. Supplemental tutoring is provided by volunteer tutors. The Transitional Pathways to College program is located at the Charlestown Campus. Classes in developmental mathematics, developmental writing, developmental reading and transitions to college seminar are offered in the evening.

Adult Basic Education Statistics: FY 2001 – FY 2005

Adult Basic Education Classes – 20

Centro Latino	2 ESOL Level 1
	2 ESOL Level 2
	1 Spanish Native Literacy Level 1
	1 Spanish Native Literacy Level 2
	1 Spanish Native Literacy combined Level 1 & 2
CPS/ILP	1 ESOL Family Literacy Level 1
	1 ESOL Family Literacy Level 2
Roca, Inc.	1 English Literacy
	1 English Pre-GED
	1 English GED
	1 Spanish GED
Chelsea Campus	2 ESOL Level 3
	2 ESOL Level 4
	1 Spanish Pre-GED
	2 Spanish GED

Adult Basic Education Enrollments	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Summer	n/a	260	339	247	252
Fall	268	258	332	341	217
Spring	278	279	266	292	246

Transitions to College Classes – 8

Charlestown Campus	2 Transitional Mathematics
	2 Transitional Writing
	2 Transitions Reading
	2 Transitions to College

Transitions to College Enrollments	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Fall	37	55	30	39	78
Spring	32	35	35	59	78

Source: Chelsea Campus Director of ABE, July 2005

The Offender Re-entry Program: FY 2001 – FY 2005

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 Re-entry 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	54	46	38	3	17	1
2003-2004	79	52	23	2	11	3
2004-2005	88	74	29	4	8	2
Totals	316	241	132	16	48	12

In FY05, 86% of students in the community had contact with at least one ORP staff person.

In FY05, ORP graduates enrolled in the following higher education institutions: Urban College, Boston Art Institute, Bay State School of Technology and the Career Education Institute.

Learning Centers

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
2003-2004	426	190	236	7	14	1
Totals	579	268	308	11	29	4

*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
2003-2004	149	87	62	2	9	2
Totals	212	119	93	4	16	2

*Average TABE score is approximately 6th grade equivalent

Source: Acting Director of Offender Re-entry Program, August 2005

Student Affairs Division: FY 2005

The Division of Student Affairs assists students in their transition to college, and provides comprehensive support services to promote student success at BHCC. The Division includes the Student Activities Office; Athletics Department; Office for Students with Disabilities; and Health Services Office. In FY05 the Division of Student Affairs implemented the following new initiatives or increased service to students in the following areas.

New Student Orientation

A record high number of students (1,529) participated in New Student Orientation in FY05, representing a 14% increase over FY04 and a 44% increase over FY03.

An Orientation Program Evaluation Survey was completed by 49% of the student participants. In summary:

- 100% indicated that they found the program either very helpful or helpful

- More than 99% indicated that the program achieved its stated goals

- Survey respondents indicated that the orientation program successfully addressed issues of concern to new students, including:

 - Academics - expectations in a college environment

 - Techniques for being a successful student

 - Availability of student support services

 - Student Activities Programs

After attending Orientation, 69% of the respondents felt better prepared to begin classes and 48% were more confident in their ability to succeed at BHCC.

Peer Mentoring Program

A Peer Mentoring Program was initiated by expanding The Orientation Leadership Development Program. New Student Orientation Leaders were trained to serve as Peer Mentors. This new program will enable the Orientation Leaders to continue their role supporting new students, by serving as Peer Mentors. The Peer Mentors will maintain contact with the new students beyond Orientation, during the fall semester, to help ensure student success. 12 students served as Orientation Mentors in January, and 30 students were Mentors in Summer 2005.

Orientation Leaders/Peer Mentors participated in related training, which included workshops presented by Massachusetts Mentoring, a local organization recognized for its work developing student mentors.

Student Leadership Development Retreats

Two Student Leadership Development Retreats were presented off-campus. The retreats included training and presentations by external professionals in the field. 19 student leaders participated in the January 2005 retreat and 35 in the June 2005 retreat.

Steps to Success for New Students

A program entitled "Steps to Success" was developed to assist new students in their transition to college and to promote student success. The program consisted of a series of 30 free workshops for day, evening, and weekend college students enrolled at the Charlestown and Chelsea Campuses. Workshop topics included How to Select a Program Major; Career Planning; Using Library Resources; Better Grades in Less Time; Study Skills and Test-taking Strategies.

Recognition of Student Leaders

Six Student Leaders were recognized by national, regional and state organizations for their leadership and academic accomplishment. These Organizations include Phi Theta Kappa, the American Association of Community Colleges, and the Coca Cola Scholars Foundation.

Cultural, Social and Educational Activities Programs

338 cultural, social, and educational Student Activities Programs were offered at the Charlestown and Chelsea Campuses, during the day, evening, and on weekends, representing a 9% increase in activities planned by and for students, over last year.

Student Affairs Division: FY 2005 (continued)

Textbook Assistance Program

1,637 books were loaned to students through the Textbook Assistance Program, an increase of 252 books or 15% compared to last year.

BHCC Athletic Teams

The BHCC Athletic Teams demonstrated outstanding performance in areas including:

The Women's Soccer Team finished in the top four in the Northern New England Small College Conference.

The Men's Soccer Team made history by participating for the third consecutive year in post-season play at the Massachusetts Community College Athletic Conference and the National Junior College Athletic Association Region XXI.

The Women's Basketball Team captured its second consecutive National Junior College Athletic Association regional championship, and finished in eighth place, nationally in the NJCAA. In addition, the team captured its first ever Massachusetts Community College Athletic Association Conference Championship.

The Men's Basketball Team captured its first ever National Junior College Athletic Association regional championship, and finished in eighth place, nationally in the NJCAA.

Office for Students with Disabilities

The Office for Students with Disabilities served 380 students, an 8% increase in the number of students served last year.

A support group was initiated for students with math disabilities and math anxiety.

A new Student Satisfaction Survey was completed by a sample of 6% of the students using the services for students with disabilities. On a scale of 1 (low) to 5 (high), services were rated "4" or above in all five categories surveyed:

Effectiveness of accommodation with regard to class success.

Punctuality of tutor/note-taker/counselor providing the service.

Satisfaction with knowledge and organization of student assistant.

Satisfaction with overall service.

Support group satisfaction.

Health Services

The Health Services office maintained a 100% compliance rate in the timely completion of student health forms required for students enrolled in the Health Profession Programs. This represented a 48% increase in compliance in some programs over a two-year period.

2,877 students, faculty and staff received services in the Health Services Office, representing a 28% increase over last year.

Health Prevention/Promotion Programs were offered to the college community in areas including:

Blood pressure screening

Domestic Violence

Weight control management

Alcohol Abuse

Sexually transmitted diseases

Sexual Reproductive Health

Influenza

Smoking Cessation

Health Services collaborated with the International Center to present health information orientations to international student on topics identified by the students as being of importance to them in their transition to the USA and BHCC, including health care referral.

Source: Dean of Student Affairs, August 2005

Workforce Development Center

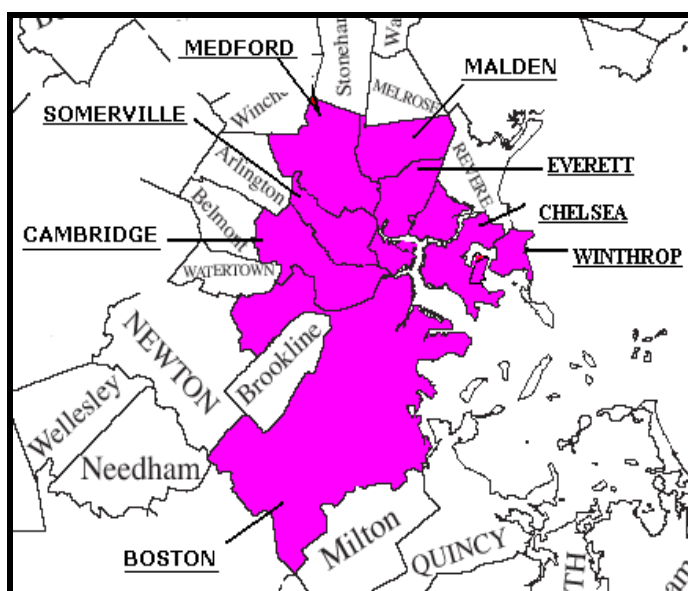
Through Workforce Development, BHCC flexibly meets the specific needs of the community with a variety of non-traditional training programs designed for both organizations and individuals.

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 2,800 web-based courses in topic areas such as computer software, time management, customer service, reading and writing, and IT certification as well as over 57 tests. The ACT Center is located in room E222 on the Charlestown campus and can be reached by calling 617-228-2440.

Communities served by BHCC Workforce Development Center

Boston
Brighton
Cambridge
Charlestown
Chelsea
Dorchester
Everett
Hyde Park
Jamaica Plain
Malden
Medford
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	English as a Second	Problem Solving	Train-the-Trainer
(Command Spanish)	Language	Reading Skills	Violence in the Workplace
Computer Skills	Food Sanitation	Sales Skills	Writing Skills
Criminal Justice	Health Care	Sexual Harassment	Zenger-Miller (Achieve Global)
Cultural Diversity	Interpersonal Skills	Stress Management	

Workforce Development Industries Served: FY 2005

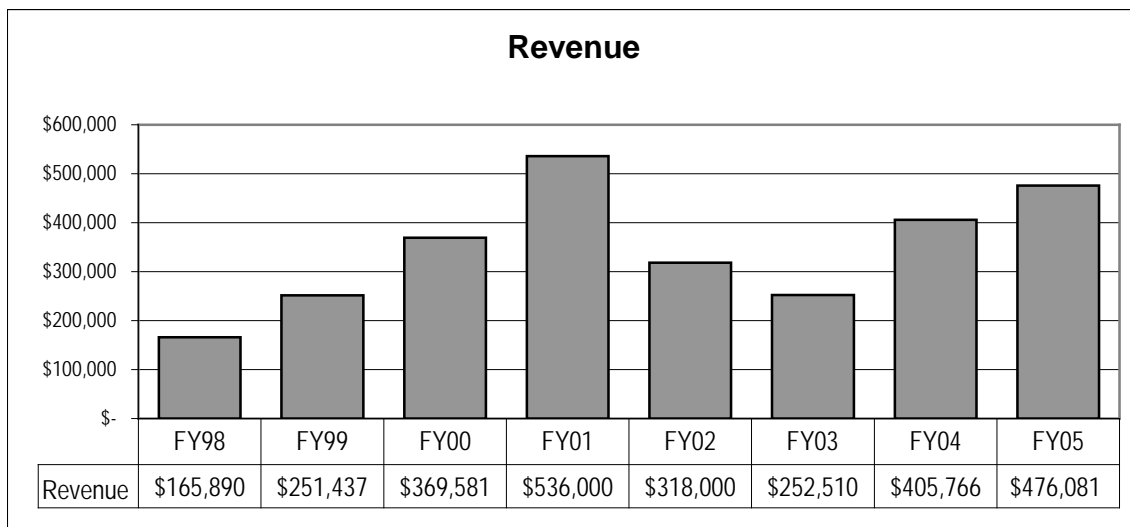
Industries served

Banking	Government
Biotechnology	Insurance
Child Care	Manufacturing
Community Groups	Non-Profits
Communications	Public Schools
Education	Retail
Distributors	Transportation
Food Service	Pharmaceuticals Utilities

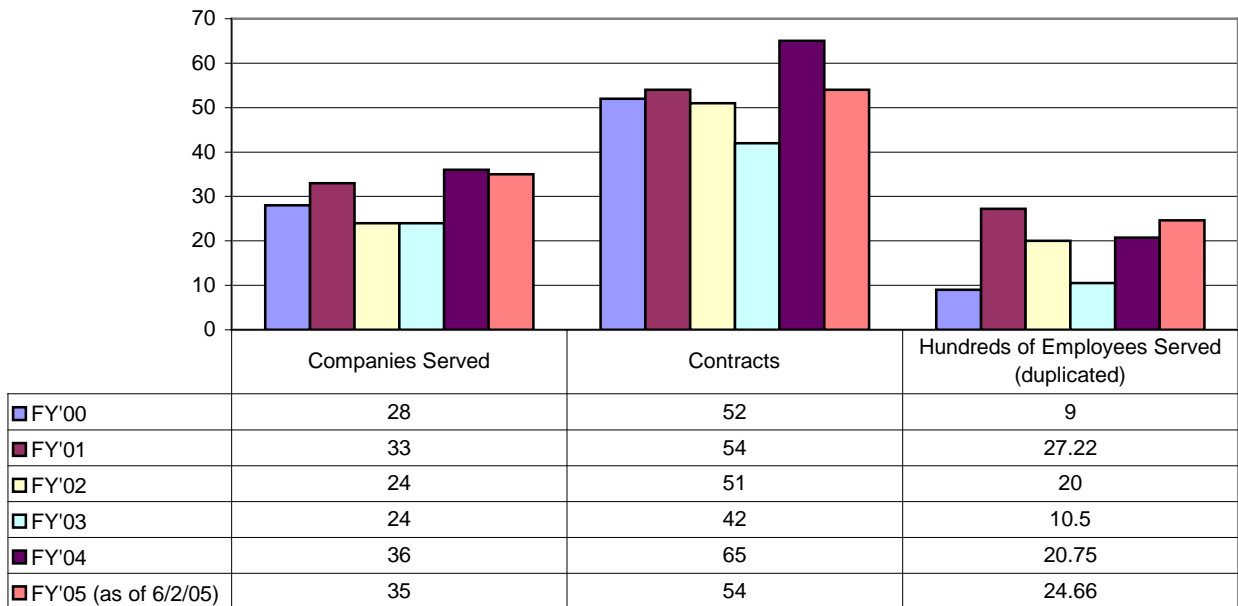
Training topics:

BioMed	Health Care
Computer Skills	Interpersonal Skills
Cultural Diversity	Leadership
Customer Service	Math
Early Childhood Education	Project Management
English as a Second	Reading
Language	Supervisory Skills
Food Sanitation	Writing
	Basic Mandarin for Designers

Workforce Development Center Revenues: FY 1998 – FY 2005

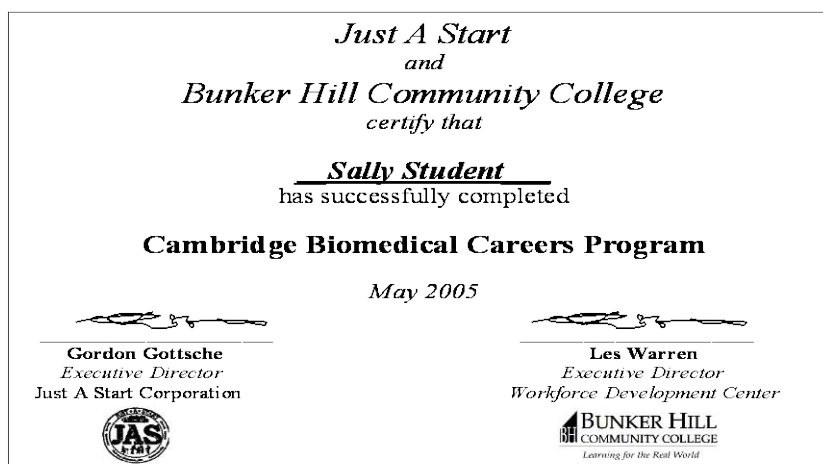


Workforce Development Activities: FY 1998 – FY 2005



Successfully launched a new A.S. degree-Associates in Science with an Electric Power/Utility Technology Option. This program, a unique collaboration between NSTAR, Local 369 of the Utility Workers of America, WDC, the ITBI department, and the Greater Boston Tech Prep Consortium, was conceived, led and managed by WDC.

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 13th 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 300 students have graduated from the program.

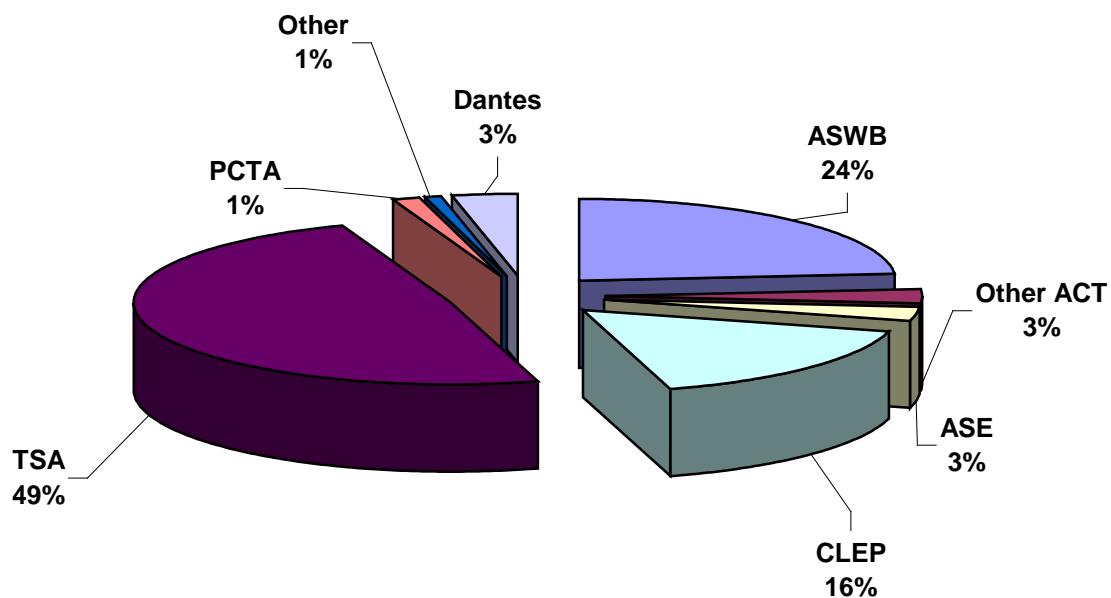


Source: BHCC Workforce Development Center, as of 7/13/05

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 and 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.

ACT Center Most Popular Tests in FY05



Testing

- ASE** Automotive Service Excellence quality certifications for automotive mechanics (45 exams)
- ASWB** American Social Worker's Board – exams required for employment or career advancement in some states (409 exams)
- TSA*** Transportation Security Administration – Airport Security Screeners (843 exams)
- CLEP** College Level Examination Placement (284 exams)
- Dantes** A college placement exam (56 exams)
- PCTA** the Work Keys exams for Teacher's Aides for certification to the new NCLB requirements (22 exams)
- Other** Other High Stakes tests (17 exams)

Training

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

Source: BHCC Workforce Development Center, May 2005

Community Education: FY 2001 – FY 2005

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. For a complete listing of courses offered, refer to the course schedule booklet that is published each semester, or contact Community Education on the Charlestown Campus, or by telephone at 617-228-2414.

Community Education is committed to increasing short-term education and training services to incumbent workers, new job entrants, persons with Limited English Proficiency and those unable to continue or commit to full time academic study due to social barriers i.e. pregnancy, single parenting, family or financial issues.

New Courses/Programs in FY05

Motorcycle Safety

This is a 15-hour course (5 hours classroom/10 hours riding) designed to teach the challenge of motorcycling. Classroom sessions cover motorcycle controls, basic riding skills, street strategies, turning and braking techniques, and dangers of impaired riding. On-Cycle sessions cover straight-line riding, turning, shifting, and stopping as well as crash avoidance maneuvers. Training motorcycles (250 cc or less), helmets and course books are provided.

R.A.D. Women's Self-Defense Workshop

The Rape Aggression Defense system is a program of realistic self-defense tactics and techniques. The R.A.D. system is a comprehensive, women-only course that begins with awareness, prevention, risk reduction, and risk avoidance while progressing on the basics of hands-on defense training. R.A.D. is not a martial arts program, but does offer women instruction on physical self-defense.

Ophthalmic Medical Assisting

After successful completion of this 14 week program of classroom instruction, participants work under the supervision of an ophthalmologist for one year and are then eligible to take the certification examination. Starting wage averages \$12 to \$16 per hour.

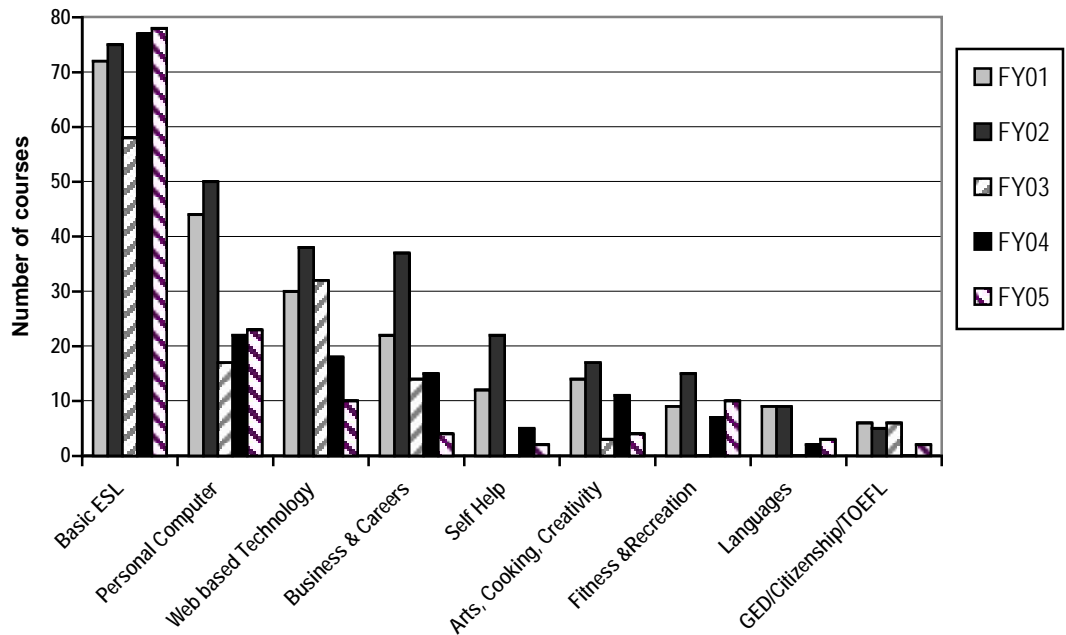
In addition to public offerings cited above, Community Education also implemented the following program during FY05:

Cambridge Rindge and Latin HS Summer Discovery Day

Summer Discovery Day: Students from Cambridge Rindge and Latin HS—between ninth and twelfth grades—spent a half day with representatives from Admissions, Financial Aid, and the Center for Self-Directed Learning, becoming acquainted with the resources and opportunities available at BHCC.

Source: BHCC Division of Community Education 07/15/2005, BHCC Business Office, BISSI/Datatel

Community Education: Enrollment Trends FY 2001 – FY 2005



Source: Director of Community Education, BISSI/Datatel

Community Education Enrollments and Revenue: FY 2000 – FY 2005

	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Courses Offered/Ran	252	218	232/167*	130	157	138
Number of Enrollments	2,048	2,372	2,002	1,143	2,101	1,949
Total Revenue	\$311,192	\$321,230**	\$311,500	\$306,764	\$379,467	\$396,150

* Offered/Actually Ran

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

Library

The Library and Information Center provides both space and services supporting student success via Information Literacy instruction, quality resource access, and an academic study environment. The library web page itself serves as an information portal and expands library services to 24/7, providing links to the online catalog, the virtual vertical file, and off-campus subscription database access. Consistent with on-campus student services, the needs of distance and non-traditional learners are addressed via carefully selected full-text databases and other online resources, as well as library web support files providing in-context instruction and lists of important resources that are customized to the curriculum. The 74,000-volume print – including books, magazines, newspapers, and journals – collection is augmented by resources accessible through its consortium memberships: NOBLE, NELINET, Boston Regional Library System, and OCLC. To maximize application of library resources, Information Literacy workshops as well as one-on-one instruction sessions are available throughout the calendar year. The library is open throughout the calendar year.

Library Mission Statement

The BHCC Library provides effective library services through the use of appropriate technology in an environment that 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: FY 2005

ON-CAMPUS LIBRARY USERS		OFF-CAMPUS LIBRARY USERS	
Visits to BHCC Library -- Gate Count/Week*:	5,007	Views of Library Web Pages:	490,417
		Sessions on Library Web Pages:	106,335
Materials checked out from BHCC Library:	16,937	Online renewal of checked out items:	683
Inter-library Loan Requests placed by Library Staff:	3,695 items	Inter-library Loan Requests placed online:	770 items
Students in Information Literacy classes:	2,611	Views of Information Literacy Pages:	14,423
		Sessions on Information Literacy Pages:	12,406
Reference interactions with Librarians per week**:	76	Off-campus Database Access:	18,835
Library open: 80 hours/week during Fall and Spring Semesters 64 hours/week during the rest of the year		Online Library Services are available 24 hours/day, 365 days/year	
Ground Library Collection:	73,630 items	Online Library Collection:	29,794 items
LIBRARY SERVICE HOURS: 24/7			

* This count has been adjusted to exclude traffic associated with faculty offices in the Charlestown Campus library. This count does not include the numbers of students using the silent study areas on the tiers.

** This includes in-depth information requests, as opposed to routine inquiries.

Library Statistics: FY 1998 – FY 2005

	FY1998	FY1999	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005
Total Expenditures	\$503,672	\$501,647	\$545,607	\$646,919	\$545,607	\$430,216	\$405,522	\$577,281
Paper Volumes	55,930	58,017	60,473	62,112	59,946	64,554	65,953	66,462
Microform	5,788	5,848	5,908	5,310	5,611	5,622	5,554	5,624
Serials Subscriptions	355	325	341	358	253	238	330	321
Inter-Library Loan Provided	1,131	898	987	1,490	2,649	2,499	2,567	2,446
Inter-Library Loan Received***	233	192	306	183	378	478	736	1,249
Circulation Transactions	10,950	12,454	12,046	11,590	9,837	14,565	15,992	16,937
Information Literacy Workshop Attendance	3,199	2,015	3,278	3,188	2,631	3,556	2,691	2,611
Hours Open/week	64	64	64	65	65	65	65	80
Gate Count/week*	4,651	5,009	5,024	4,815	5,993	5,602	4,778	5,007
Reference Transactions/week**	525	457	418	432	230	199	69	76
Page views of Library Web pages***	-	-	71,945	129,662	211,421	303,997	359,215	490,471
User Sessions on Library Pages	-	-	23,230	53,027	62,980	62,368	67,385	106,335

* As of Fall 2001, some of the gate traffic is attributable to shared space and faculty offices. Library gate counts reported here have been adjusted to exclude non-Library traffic.

** New staff training programs, including six-week Information Literacy Peer Tutor program, have increased both floor presence and staffing of Library Help Desk, while reducing unnecessary Information Services Desk interactions.

*** This measure shows the impact of applied technologies that drive independent information access and use.

Source: Diane Smith, Library Director

Computers Available for Student Use: Spring 2005

Classrooms – Charlestown Campus

D101	22 + Instructor	High End Software Applications
D102	18 + Instructor	Medium End Software Applications
D103	16 + Instructor	Networking/CISCO
D115	18 + Instructor	High End Software Applications
D116	16 + Instructor	High End Software Applications
D117	20 + Instructor	Medium End Software Applications
D119	20 + Instructor	Medium End Software Applications
D120	23 + Instructor	Medium End Software Applications
D121A	18 + Instructor	High End Software Applications/Operating Systems
D121B	19 + Instructor	High End Software Applications
Gen Lab	67	General Student Use/All Software Applications
Assistive Technology	5	All Software Applications
	<hr/> 262	

E-Building All New Macintosh G5's

Open Area	3	E159
Design Lab	14 + 1 scanner+1instructor	E160
Design Lab	1 scanner station	E162
Design Lab 2	19 + instructor	E167
Graphics Lab	19 + instructor	E165
Video Editing	9 + instructor	E169
Audio Editing	9 + instructor	E172
	<hr/> 75	

Open Areas – Charlestown Campus

Center for Self-Directed Learning (CSDL)	71	E235
Science Labs	35	B & D Bldg. 3 rd floor
Library	28	E300 (4 Noble PC)
Tutoring and Academic Support Center (TASC)	21	E174
PC hardware	22	B334 (Used for PC repair only)
Writing Place	3	E142
Career Services	6	M101
Medical Imaging	6	B336 Network Connectivity in Progress
Medical Imaging	4	B331 Network Connectivity in Progress
Linear Editing Systems	2	Inside E144
Honors Program	3	E231
Student Success	4	E236
	<hr/> 205	

(continued on next page)

Computers Available for Student Use: Spring 2005 (continued)

Chelsea Campus

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

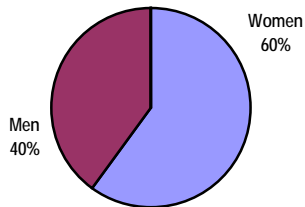
- 17 Smart Classrooms equipped with one workstation for instructor – Charlestown
- 5 Smart Classrooms equipped with workstation for instructor – Chelsea
- 4 Kiosk workstations for student records access – Charlestown
- 1 Kiosk workstation for student records access – Chelsea
- 4 workstations for health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

Source: BHCC Information Systems, March 2005

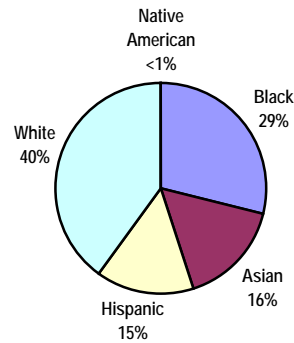
Credit Student Demographic Summary: Fall 2004

Total Enrollment 7,821

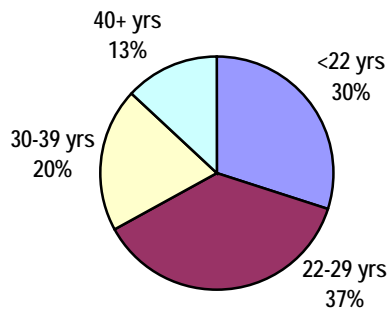
Gender



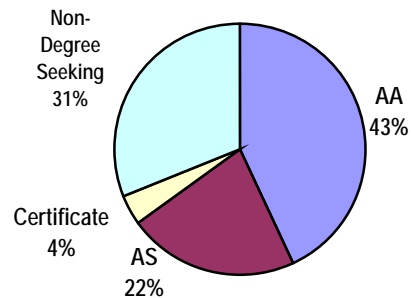
Race/Ethnicity



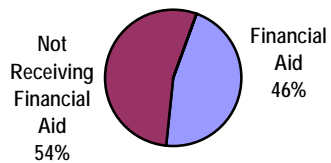
Age Group



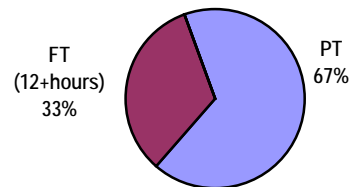
Academic Program



Financial Aid
(based on Degree-Seeking Students
with 6 or more credits)



Full time vs Part time

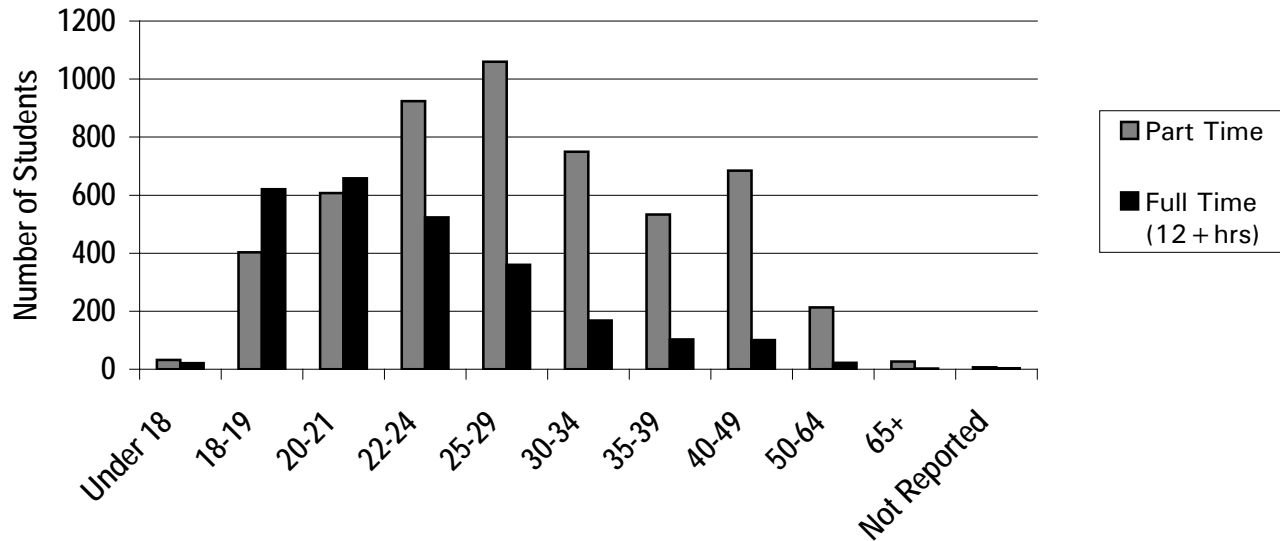


Note: Percentages may not add to 100% due to rounding.

Enrollment Distribution by Age and Gender: Fall 2004

51% of Bunker Hill Community College students are over 25 years of age, compared to the national average of 39%. 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 60% of the total enrollment at BHCC, compared to a national average of 56%. 67% of BHCC students attend part-time, compared to a national average of 39%. (National Data are from 1999, published in Community College Week, October 13, 2003)

Enrollment Distribution by Age: Fall 2004



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 2004 HEIRS II freeze file

Enrollment Distribution by Age and Gender: Fall 2004 Continued

WOMEN	Full-Time (12+ hrs)	Part-Time	All
Under 18	8	21	29
18-19	334	216	550
20-21	349	352	701
22-24	290	549	839
25-29	216	691	907
30-34	101	437	538
35-39	69	366	435
40-49	73	455	528
50-64	13	146	159
65+	1	16	17
Not Reported	2	3	5
Total	1456	3252	4708

MEN	Full-Time (12+ hrs)	Part-Time	All
Under 18	13	11	24
18-19	286	187	473
20-21	309	255	564
22-24	233	375	608
25-29	144	369	513
30-34	67	313	380
35-39	34	167	201
40-49	28	230	258
50-64	9	67	76
65+	1	10	11
Not Reported	1	4	5
Total	1125	1988	3113

ALL STUDENTS	Full-Time (12+ hrs)	Part-Time	All
Under 18	21	32	53
18-19	620	403	1023
20-21	658	607	1265
22-24	523	924	1447
25-29	360	1060	1420
30-34	168	750	918
35-39	103	533	636
40-49	101	685	786
50-64	22	213	235
65+	2	26	28
Not Reported	3	7	10
Total	2581	5240	7821

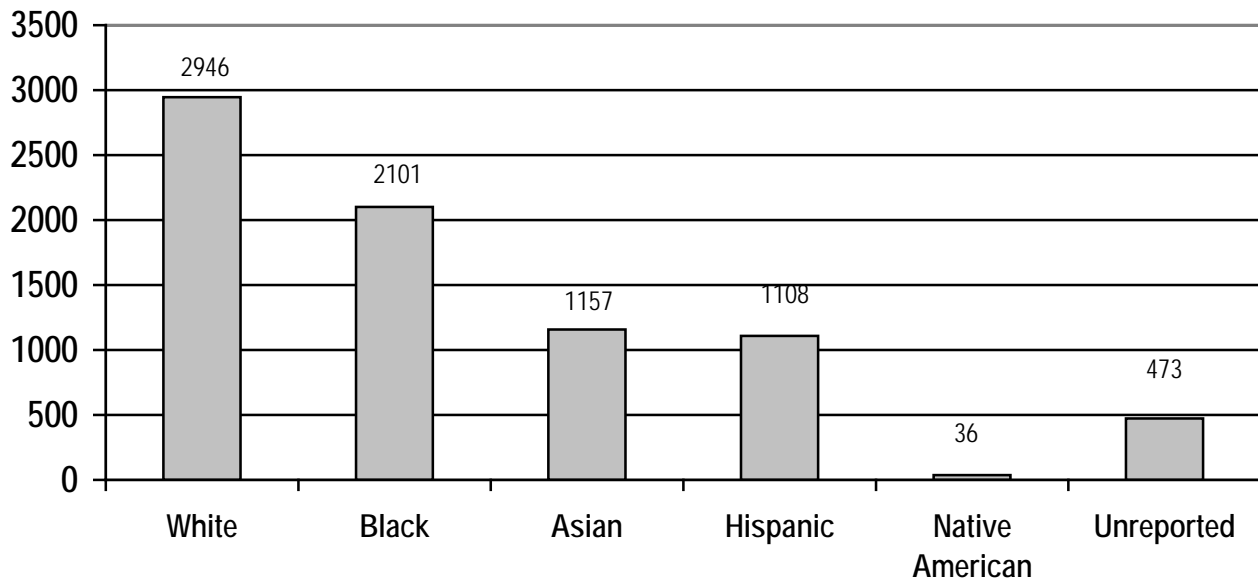
Source: Fall 2004 HEIRS II freeze file

Enrollment by Ethnicity: Fall 2004

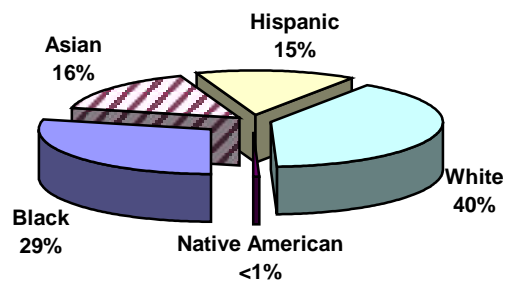
Of those who had race/ethnicity codes in Fall 2004, 60% were persons of color and 40% were white.

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. In Fall 2003 there were 515 students from 92 countries. In Fall 2004 there were 520 students from 93 countries.

Total Enrollment by Ethnicity: Fall 2004

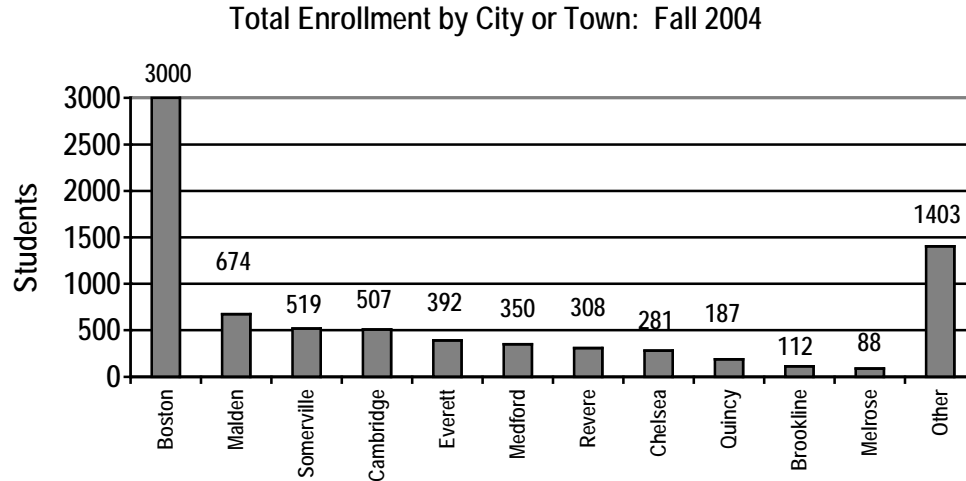


Enrollment by Race/Ethnicity: Fall 2004
(percentages based on students with race/ethnicity codes)

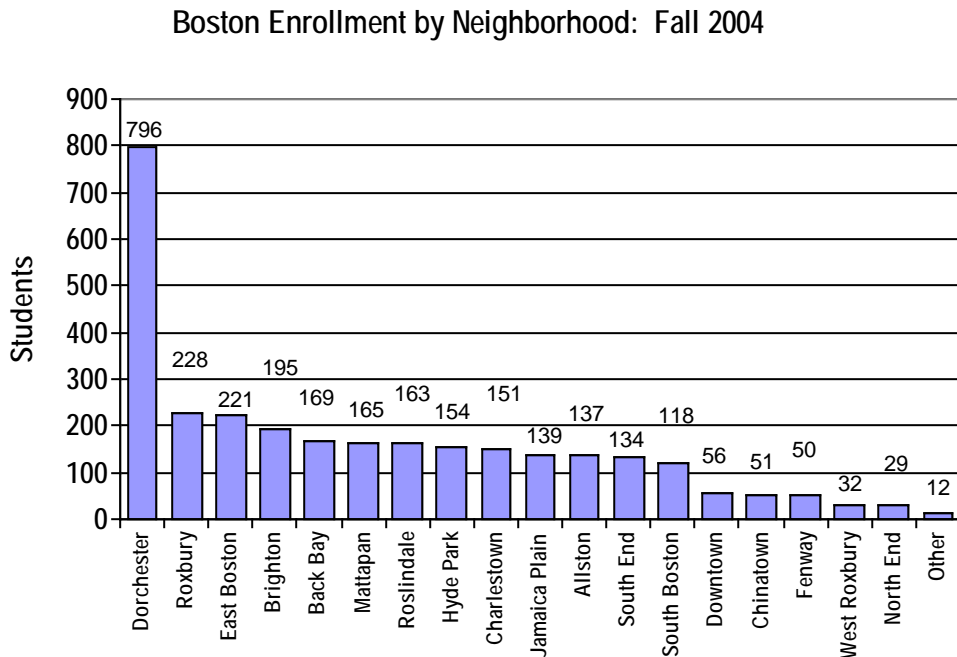


Source: Fall 2004 HEIRS freeze file

Enrollment by City or Town: Fall 2004



Boston Enrollment by Neighborhood: Fall 2004

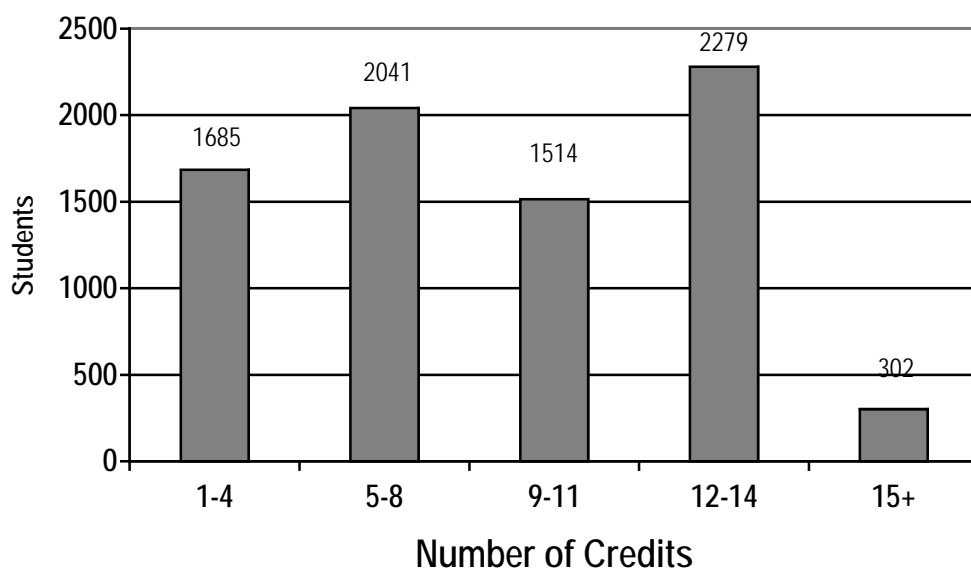


Source: Fall 2004 HEIRS freeze file

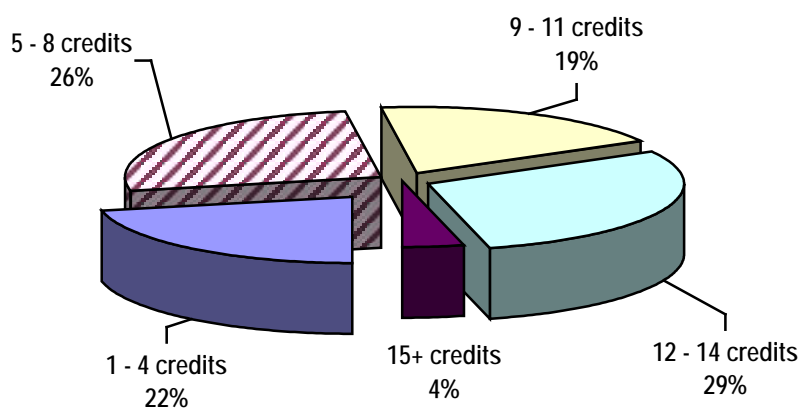
Student Enrollment by Number of Credits: Fall 2004

Most students at Bunker Hill Community College attend part-time, averaging 8.3 credits per student in the Fall 2004 semester. 32% of BHCC students enrolled for 12 or more credits.

Student Enrollment by Number of Credits: Fall 2004



Enrollment by Number of Credits Attempted: Fall 2004



Source: Fall 2004 HEIRS II freeze file

HS Class of 2004 registered at BHCC in Fall 2004: Need for Developmental Education

	HS 2004 Grads	Needs ESL*	Needs Dev Reading	Needs Dev English	Needs Dev Math	Needs ESL*	Needs Dev Reading	Needs Dev English	Needs Dev Math
Boston Public Schools	185	13	100	113	147	6%	60%	69%	89%
All Massachusetts High Schools	510	24	240	283	408	4%	48%	57%	82%
Out of State High School	10	1	2	3	5	8%	25%	38%	62%
Foreign High School	16	5	5	5	5	31%	50%	50%	45%
GED	4	0	1	1	4	0%	25%	25%	100%
Unknown High School	8	0	2	4	7	0%	29%	57%	100%
Total	548	30	250	296	429	5%	50%	60%	87%

* Students who placed into ESL are not included in the tabulation of Developmental Reading, Writing and Math needs.
Source: Datatel/BISSI Fall 2004

HS Class of 2004 Degree-Seeking at BHCC in Fall 2004: Student Demographics

HS Class of 2004	Count	%
Total Degree-Seeking	548	100%
Full-Time Students (12+ credits)	367	67%
Receiving Financial Aid	277	50%
Degree Level		
Associate in Arts	356	65%
Associate in Science	163	30%
Certificate	29	5%
Registered with Disability Support Services	21	4%
International Students	18	3%

Source: Datatel/BISSI Fall 2004

New Student Survey: Fall 2004

The following profile is based on survey responses from a sample of 1,900 students who took placement tests in July and August 2004. These students are representative of the new students entering BHCC in Fall 2004.

Parents' Education: According to the US Department of Education, if neither parent had more than a high school education, the student belongs to the First Generation in his or her family to attend college. By this standard, 46% of the respondents can be classified as First Generation; 12% of the respondents have parents with some post-secondary education but neither had a bachelor's degree. For 42% of respondents, one or both parents had earned a bachelor's degree or higher. Only 10% of the respondents reported that both parents had earned a bachelor's degree or higher.

Parents' Education	Father	Mother
Grade school or less	9%	11%
Some high school	11%	14%
High school diploma or equivalent	39%	33%
Some college	16%	13%
Business or trade school	5%	5%
Associate degree	4%	6%
Bachelor's degree	8%	10%
Some graduate or professional school	2%	2%
Completed graduate or professional school	6%	7%
	100%	100%

Disabling Condition: 9% of respondents reported having some type of disability. Of these students, 46% reported having a learning disability. Upon their request and in consultation with the Office of Disability Support Services, students who self-identify as having a disability may receive special accommodations at BHCC. Students with disabilities may also choose not to seek accommodations.

Expected Weekly Hours of Employment: Three of every four respondents planned to work more than ten hours each week while attending classes at BHCC. 46% of the respondents planned to work more than half-time.

Expected Weekly Hours of Employment	
None	16%
1-10 hours per week	9%
11-15 hours per week	9%
16-20 hours per week	19%
21-30 hours per week	19%
30 or more hours per week	27%
	100%

(continued on next page)

New Student Survey: Fall 2004 (continued)

Expected Weekly Study Hours for Each Course: Students are often advised to plan on spending two hours studying for every hour in the college classroom. Students with weak academic skills should plan at least three hours studying for every hour in the classroom. Most BHCC courses are three credits. It appears that at least seven out of ten respondents are planning to spend less time studying than their coursework may require. Insufficient time spent studying or doing homework can interfere with a student's academic achievement.

Expected Hours of Studying for Each Course, Each Week	
Less than one hour	<1%
One hour	4.4%
Two hours	20.6%
Three hours	20.0%
Four hours	12.4%
Five hours	13.6%
More than five hours	28.9%
	100.0%

Greatest Personal Demand on Time: Many BHCC students are adults with jobs and family responsibilities. 52% of the respondents report that their jobs place the single greatest demand on their time. 29% of the respondents indicated that family responsibilities place the single greatest demand on their time. These non-academic commitments may limit the time a student has to spend on his or her college coursework.

Greatest Personal Demand on Time	
Employment	51.7%
Family/household obligations	28.9%
Other	9.6%
Sports	5.1%
Religious activities	2.8%
Volunteer work	1.9%
	100.0%

Source: BHCC Assessment Office, Accuplacer CPT Survey, July and August 2005

First Time Degree-Seeking Students Entry Assessment: Fall 2004

In Fall 2004 there were 1,443 degree or certificate-seeking students who attended BHCC for the first time. Thirteen percent (191) of these students placed into the English as a Second Language Program. Students who place into ESL may postpone taking one or more of the placement tests while they develop their English language skills. As of October 15, 2004, 1,026 students had taken all three placement tests.

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.

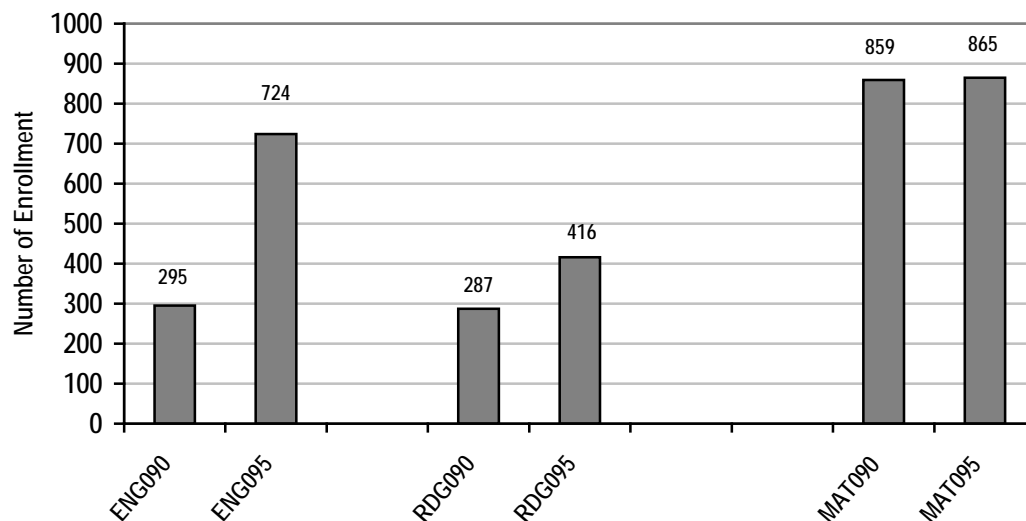
Assessment	# Tested	% Placed at College Level
Reading	1,103	57%
English (writing)	1,059	47%
Math	1,079	14%

First Time Degree-Seeking Students Developmental Needs: Fall 2004

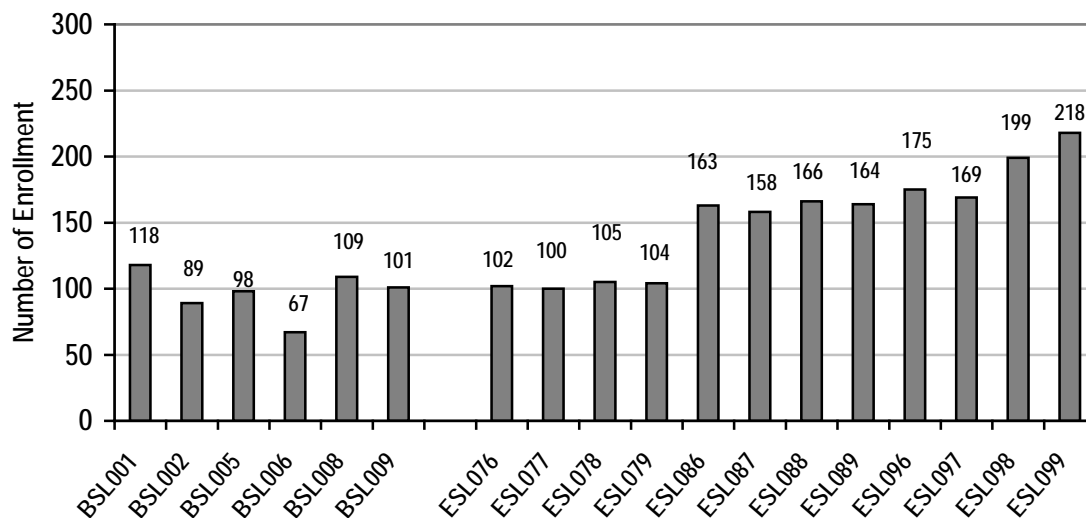
	# Placed at Developmental Level	% Placed at Developmental Level
Reading Only	3	<1%
English Only	10	1%
Math Only	392	38%
Total - One subject only	405	40%
Reading & English	48	5%
Reading & Math	10	1%
English & Math	98	10%
Reading, English, & Math	388	38%
Total - Two or more subjects	544	53%
Total - One or more subjects	949	92%

Source: Datatel/BISSI, Fall 2004 Freeze Account

Developmental Course Enrollments: Fall 2004



BESL and ESL Enrollments: Fall 2004



Source: Datatel/BISSI Fall 2004 freeze file. There were 392 BESL students and 782 ESL students in Fall 2004.

eCollege (Distance Education) Enrollments: Fall 2004

	ENROLLMENTS	CREDITS	FTE (credits/15)
Home Study Courses (ES)	336	1,015	67.7
Web Courses (WB)*	874	2,513	167.5
Telecourses (TV)	14	42	2.8
Video Conferencing (MC, CM)**	75	248	16.5
Hybrid (xxHB)	192	626	41.7
Total	1,491	4,444	296.3

***Massachusetts Colleges Online:** 53 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.

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

Evening and Weekend College (Charlestown Campus): Fall 2004

	ENROLLMENTS	CREDITS	FTE (credits/15)
Monday Night	1,031	3,561	237.4
Tuesday Night	1,034	3,300	220.0
Wednesday Night	776	2,431	162.1
Thursday Night	759	2,335	155.7
Friday Night	247	817	54.5
Saturday (any time)	997	3,148	209.9
Sunday (any time)	133	422	28.1
Total	4,977	16,014	1,068

Chelsea Campus Enrollment and Student Demographics: Fall 2004

- 92 sections were offered in Fall 2004: 68 credit and 24 non-credit.
- There were 1,683 enrollments: 1,240 credit and 433 non-credit.
- Unduplicated headcount was: 1,308. 517 or 40% of these students have enrolled at the Chelsea Campus in previous terms.
- 65% of Chelsea students are women.
- 26% are 21 or younger; 34% are 22-29; 22% are in their 30's; 14% are in their 40's; 4% are 50+.
- Race/Ethnicity of all students at the Chelsea Campus:

Hispanic:	37%
Black, Non-Hispanic:	25%
White, Non-Hispanic:	25%
Asian/Pacific Islander:	6%
Non-Resident Alien	3%
Cape Verdean:	1%
Native American:	1%
Unknown	3%

Source: Datatel/BISSI, Fall 2004 Freeze Account

Number of Credits by Academic Department: Fall 2004

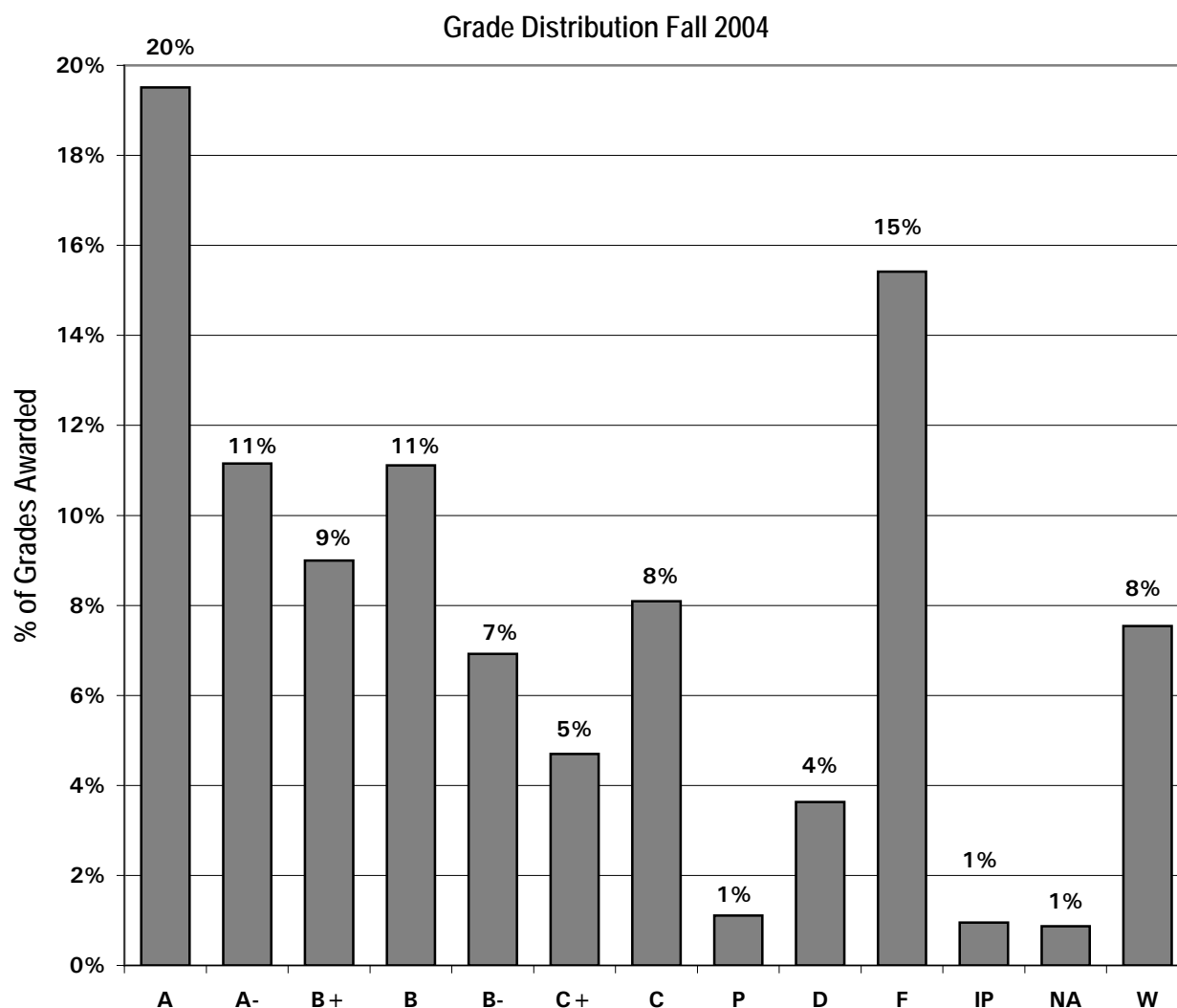
The table below shows the number of credits generated by each academic department in Fall 2004. 24% of the credits are in developmental or ESL courses. 46% of the credits are in college level general education courses. 30% of the credits are in career-specific courses.

Department	Credits	% of Credits
College Level Courses		
English – College Level	8,251	12.7%
Science	6,396	9.8%
Behavioral Sciences	6,237	9.6%
Business Administration	5,991	9.2%
Mathematics & Physics – College Level	4,465	6.9%
Computer & Electronics Technology	3,088	4.7%
History & Government	2,850	4.4%
Communication Design	1,677	2.6%
Foreign Languages & Humanities	1,596	2.5%
Nurse Education	1,582	2.4%
Criminal Justice	1,392	2.1%
Medical Imaging	1,284	2.0%
Early Childhood Education & Human Services	1,200	1.8%
Allied Health	1,195	1.8%
Office Information Management	899	1.4%
Hospitality	870	1.3%
Surgical Technology	165	<1%
Fire Science	102	<1%
Music, Art & Theatre	82	<1%
Electronics	64	<1%
<i>College Level Subtotal</i>	<i>49,386</i>	<i>75.8%</i>
College Preparatory Courses		
English as a Second Language - Developmental	5,490	8.4%
Mathematics - Developmental	5,169	7.9%
English - Developmental (Writing)	3,021	4.6%
Reading - Developmental	2,049	3.1%
<i>College Prep Subtotal</i>	<i>15,729</i>	<i>24.2%</i>
Total Credits	65,115	100%

This table shows number of credits resulting from enrollments in the courses offered by each department. Example: a Business major might register for a 3-credit business class and a 4-credit science class. On this table, those 3 business credits would be counted in the Business Department and the 4 science credits would be counted in the Science Department.

Source: Datatel/BISSI Fall 2004 Freeze Account

Grade Distribution: Fall 2004



Of the grades awarded in Fall 2004, 31% were "As," 27% were "Bs," 13% were "Cs," and 1% were "Ps," for a productive grade rate of 72%. The percentages of "NA" and "W" grades indicate that within-course retention was 92% for the Fall 2004 semester. Percentages may not add to 100% due to rounding.

P = Pass

NA = Withdrawal for non-attendance (administrative)

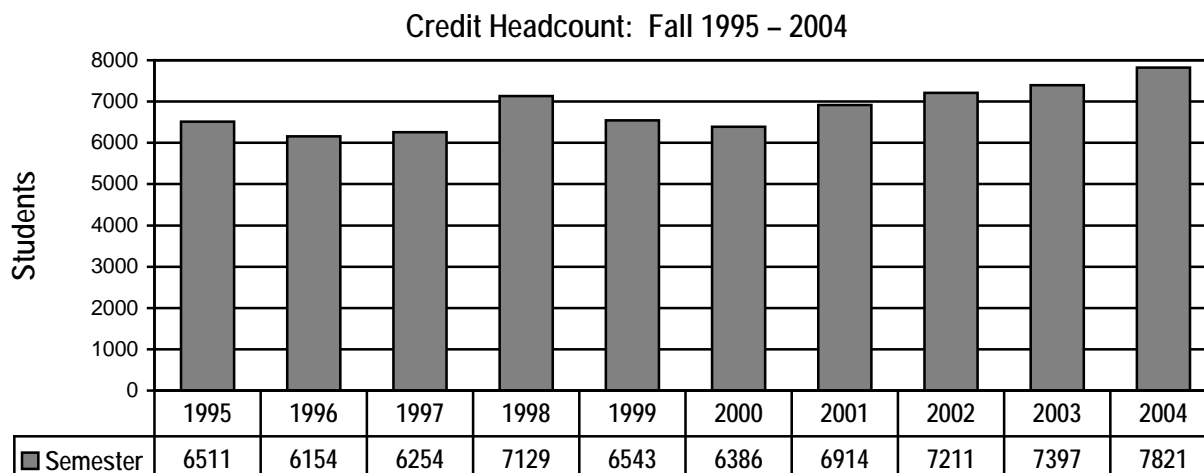
IP = Incomplete

W = Withdrawal by student

Source: Datatel/BISSI

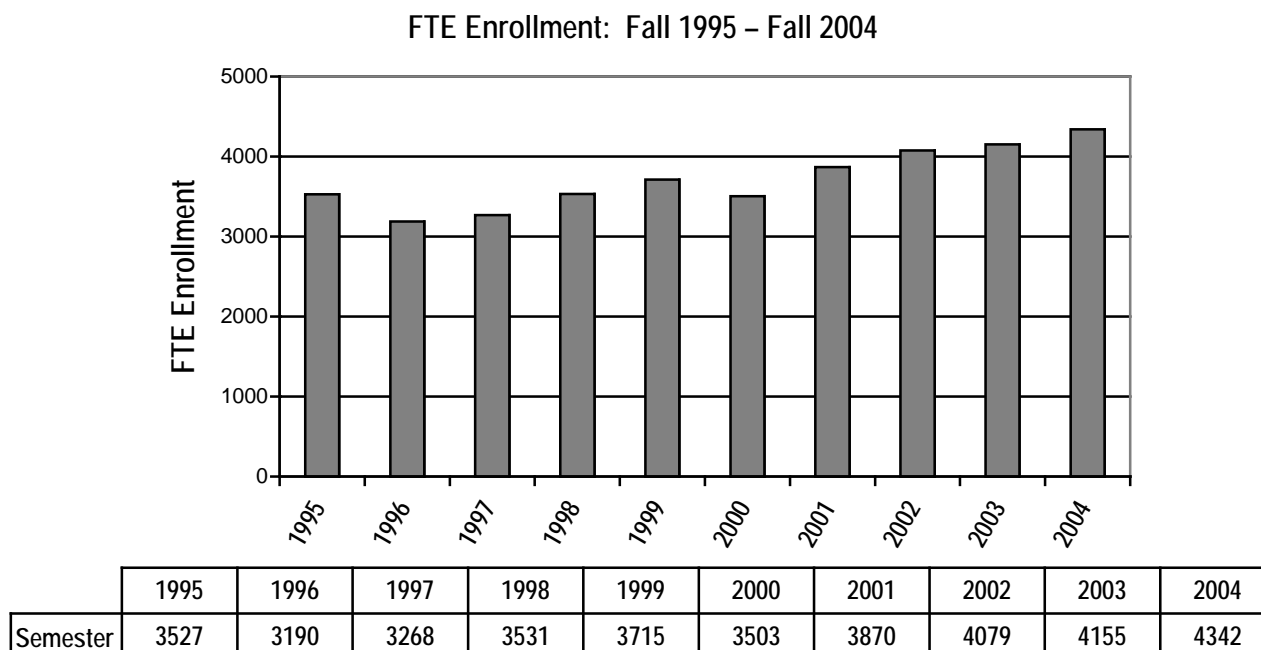
Headcount Trends: Fall 1995 – 2004

There were 7,821 students enrolled at the college in credit courses in Fall 2004.



FTE Enrollment Trends: Fall 1995 – 2004

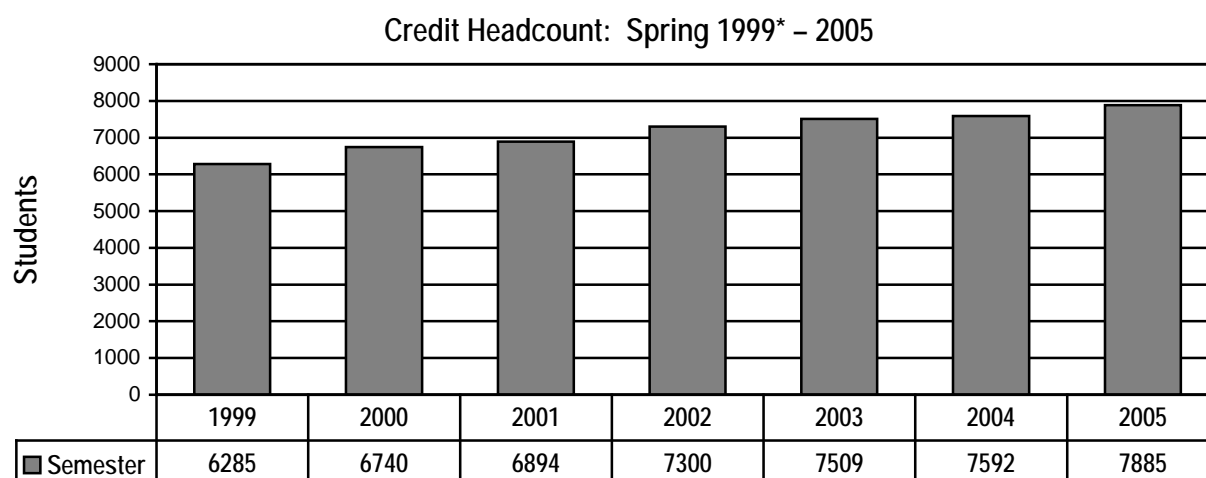
Full-Time Equivalent (FTE) enrollment, based on the Massachusetts state standard of 15 hours, was 4,342 in Fall 2004. State Supported FTE was 1,872 in Fall 2004. Non-State Supported FTE was 2,470 in Fall 2004.



Source: Datatel/BISSI and BHCC historical reports

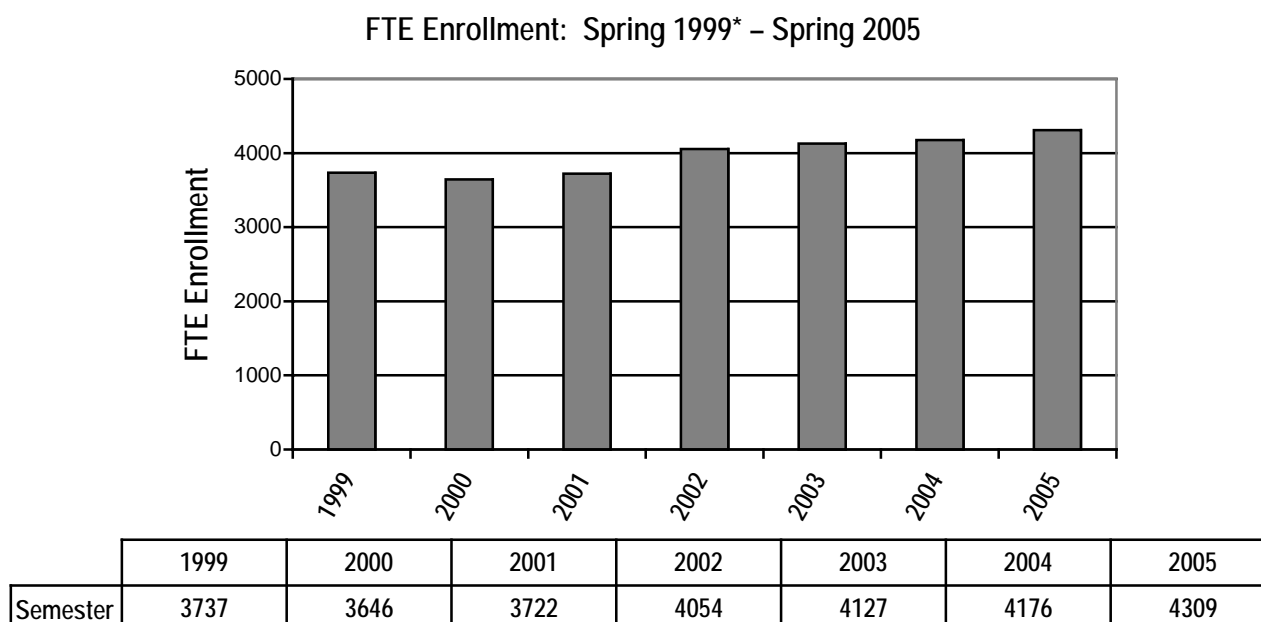
Headcount Trends: Spring 1999 – 2004

There were 7,885 students enrolled at the college in credit courses in Spring 2005



FTE Enrollment Trends: Spring 1999 – 2005

Full-Time Equivalent (FTE) enrollment, based on the Massachusetts state standard of 15 hours, was 4,309 in Spring 2005.



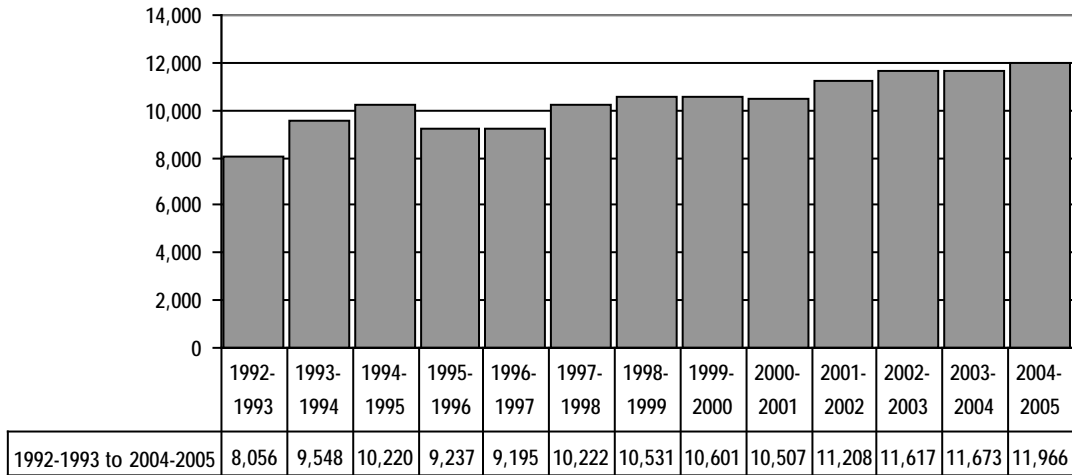
*In 1999, there was no drop for non-payment due to technical difficulties. Therefore, the Spring 1999 counts may be inflated.

Source: Datatel/BISSI, July 6, 2005

Annual Unduplicated Credit Headcount: FY 1993 - FY 2005

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 2004 – 2005



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

Unduplicated Non-Credit Headcount

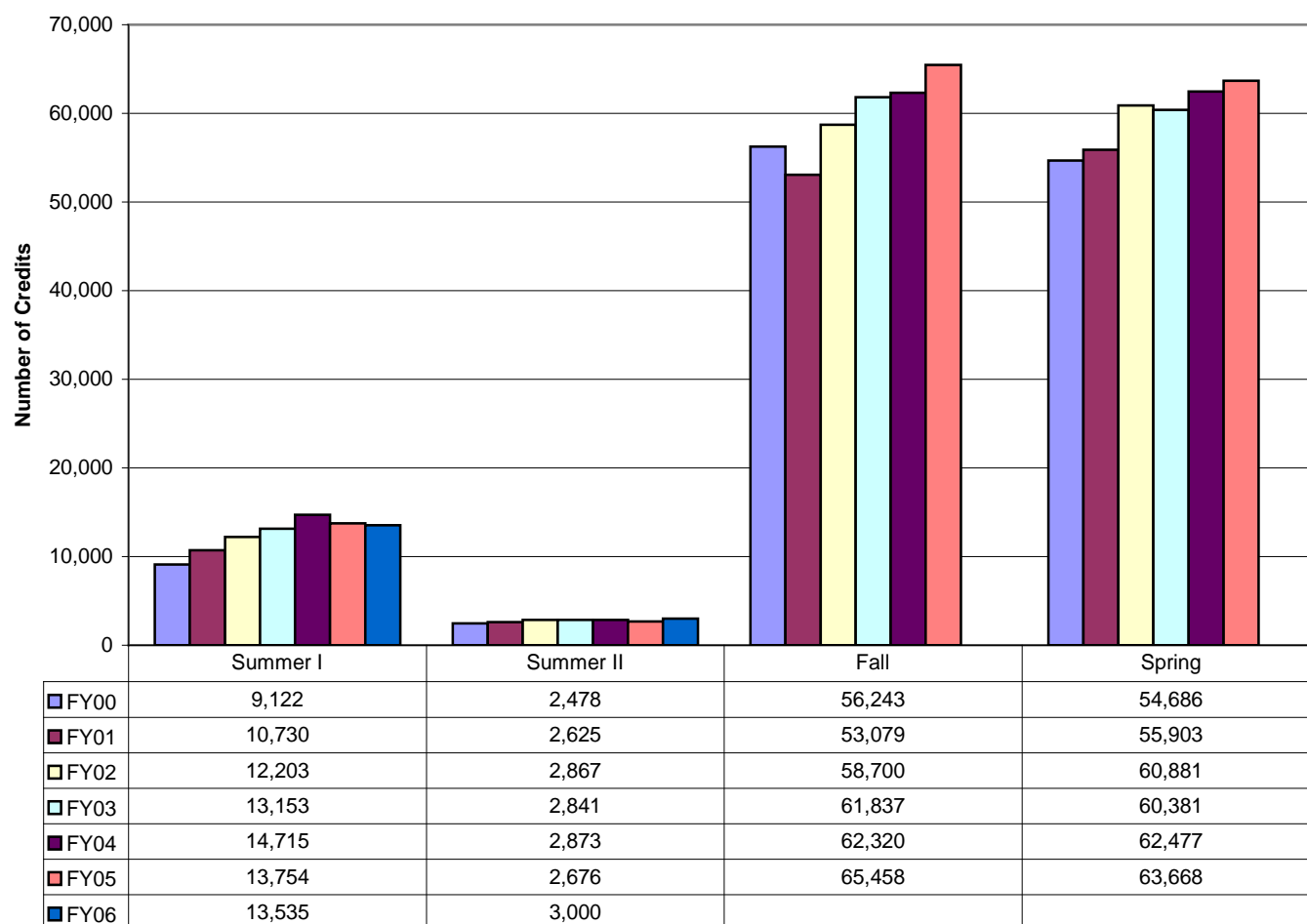
In FY05, 2,489 students registered for non-credit courses. Of these, 263 are included in the credit headcount because they took both credit and non-credit classes. This leaves 2,226 students who registered only for non-credit classes in FY05. During FY05, BHCC registered a grand total of 14,192 individuals for one or more credit or non-credit classes.

In FY04, 3,295 students registered for non-credit courses. Of these, 263 are included in the credit headcount because they took both credit and non-credit classes. This leaves 3,032 students who registered only for non-credit classes in FY04. During FY04, BHCC registered a grand total of 14,705 individuals for one or more credit or non-credit classes.

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 2,718 students who registered only for non-credit classes in FY03. During FY03, BHCC registered a grand total of 14,335 individuals for one or more credit or non-credit classes.

Total Credits by Term: FY 2000 – FY 2006

Bunker Hill Community College Credits by Term FY00 to FY06



Source: Datatel/BISSI

Enrollment Trends by Ethnicity: Fall 1992 – 2004

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Black	1142	1239	1407	1385	1196	1350	1418	1670	1404	1515	1736	1899	2101
Native American	15	16	51	56	48	37	44	38	29	32	32	33	36
Asian	843	811	957	977	740	773	693	893	741	994	1121	1173	1157
Hispanic	456	456	613	797	683	771	897	1022	860	1090	991	1063	1108
White	3497	3350	3127	2889	2852	2773	2788	2681	2116	2490	2612	2824	2946
Unreported	174	130	149	146	176	182	577	524	1236	793	719	420	473
Total	6127	6002	6304	6250	5695	5886	6417	6828	6386	6914	7211	7412	7821

Enrollment by Ethnicity: Fall 1992 - 2004

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Black	19%	21%	22%	22%	21%	23%	22%	24%	22%	22%	24%	25%	27%
Native American	<1%	<1%	1%	1%	1%	1%	1%	1%	<1%	<1%	<1%	<1%	<1%
Asian	14%	14%	15%	16%	13%	13%	11%	13%	12%	14%	16%	16%	15%
Hispanic	7%	8%	10%	13%	12%	13%	14%	15%	13%	16%	14%	14%	14%
White	57%	56%	50%	46%	50%	47%	43%	39%	33%	36%	36%	38%	38%
Unreported	3%	2%	2%	2%	3%	3%	9%	8%	19%	11%	10%	6%	6%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Students of Color: Fall 1992 - 2004*

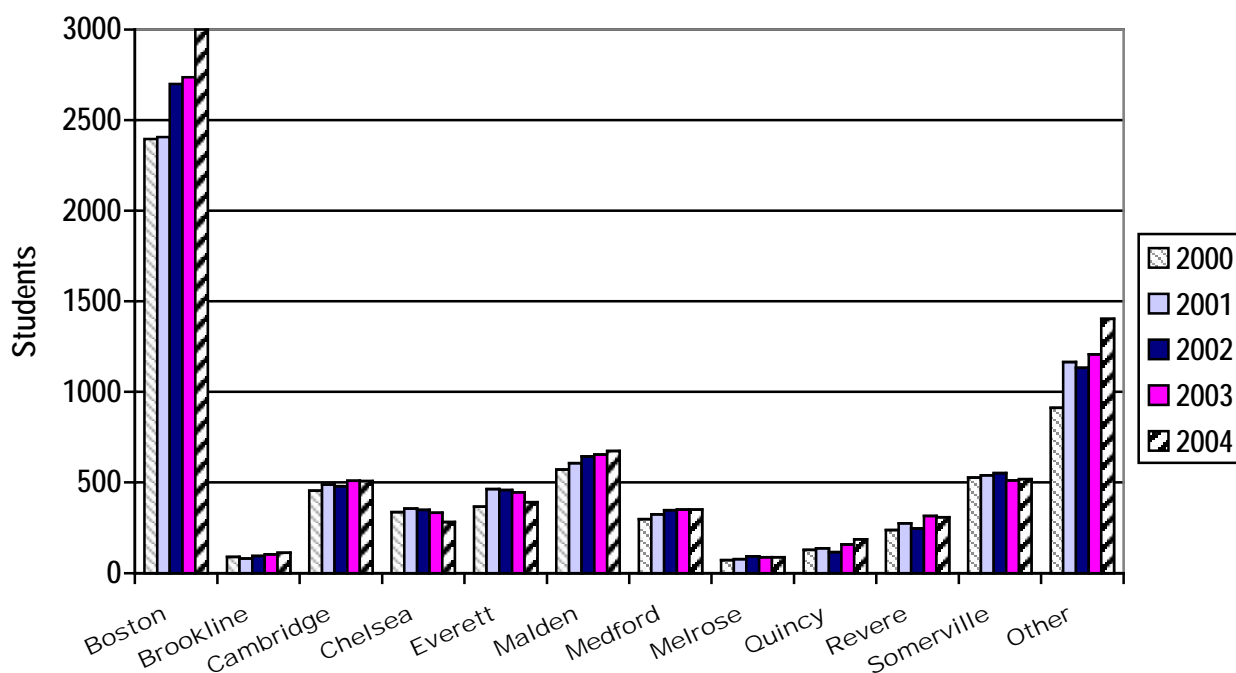
	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Students of Color	41%	43%	49%	53%	48%	51%	52%	57%	59%	59%	60%	60%	60%
White	59%	57%	51%	47%	52%	49%	48%	43%	41%	41%	40%	40%	40%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

* 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 1995 – 2004

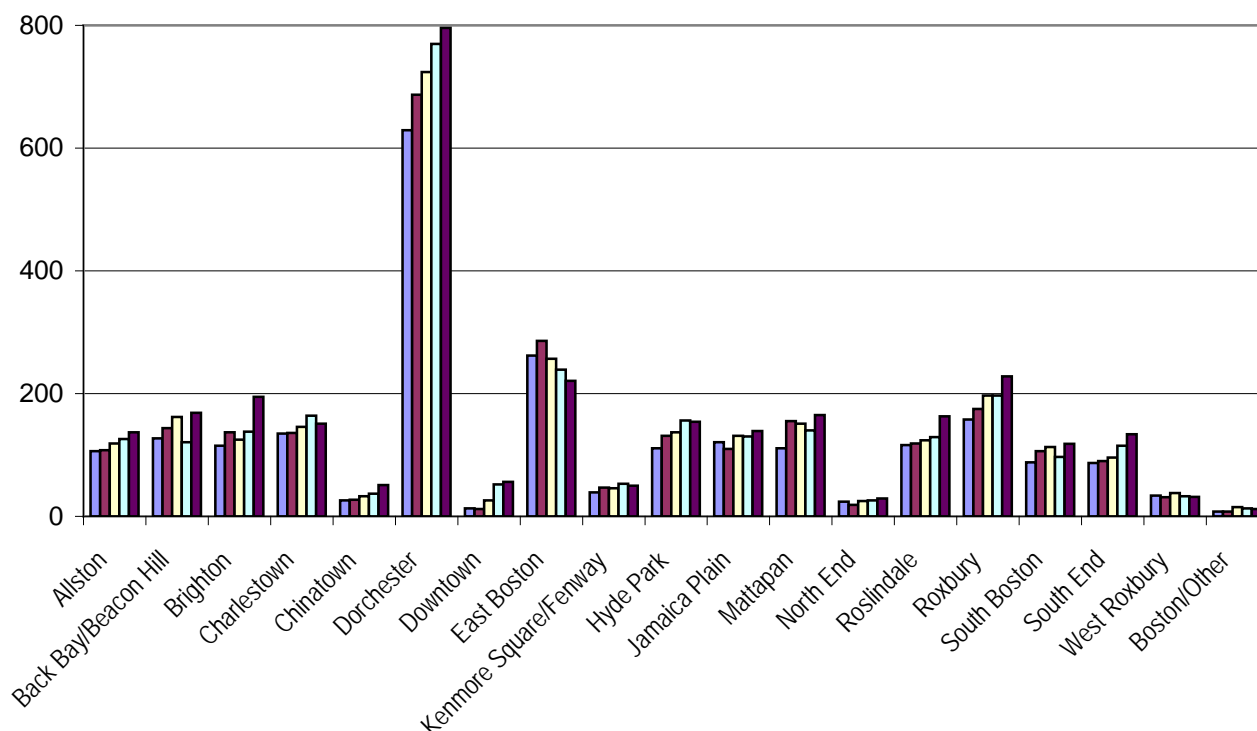
Enrollment by City or Town: Fall 2000 - 2004



City	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Boston	2427	2094	2190	2307	2515	2395	2405	2699	2736	3000
Brookline	125	92	84	59	80	89	80	95	103	112
Cambridge	405	403	425	422	498	455	489	480	509	507
Chelsea	218	210	244	391	375	337	355	349	333	281
Everett	321	318	324	322	364	366	463	458	446	392
Malden	486	431	509	505	573	572	606	643	654	674
Medford	382	373	326	320	326	297	324	347	351	350
Melrose	99	95	95	99	90	71	76	93	88	88
Quincy	90	109	112	124	127	128	137	115	158	187
Revere	176	168	205	195	249	237	274	247	315	308
Somerville	524	492	525	502	597	527	540	552	512	519
Other	997	910	904	1171	1034	912	1165	1133	1207	1403

Source: Datatec/BISSI and BHCC historical reports

Enrollment Trends by Boston Neighborhood: Fall 2000 – 2004



Neighborhood	2000	2001	2002	2003	2004
Allston	106	108	119	126	135
Back Bay/Beacon Hill	127	144	162	121	169
Brighton	115	137	125	138	194
Charlestown	135	136	146	164	145
Chinatown	26	27	33	37	51
Dorchester	629	687	724	770	792
Downtown	13	12	26	52	56
East Boston	262	286	257	239	222
Kenmore Square/Fenway	39	47	46	53	50
Hyde Park	111	131	137	156	154
Jamaica Plain	121	110	131	130	139
Mattapan	111	155	151	140	165
North End	24	19	25	26	29
Roslindale	116	119	124	129	163
Roxbury	158	175	197	197	226
South Boston	88	106	113	97	118
South End	87	90	96	115	134
West Roxbury	34	31	38	33	32
Boston/Other	8	8	15	13	12

Source: Datatel/BISSI and BHCC historical reports; revised 1/14/2005

Enrollment Trends by AA Concentration: Fall 2001 – Spring 2005

	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005
Undergraduate Total	6914	7240	7194	7414	7509	7368	7821	7769
Associate in Arts Programs	3005	3097	3200	3251	3375	3235	3353	3389
<i>AA students as percentage of UG total</i>	43%	43%	44%	44%	45%	44%	43%	44%
AA Business Concentration	280	322	353	413	433	393	392	423
AA Biological Science Concentration	88	96	97	126	157	160	182	202
AA Chemical Science Concentration	12	12	17	22	30	29	15	15
AA Communication Concentration	76	63	72	83	77	75	75	68
AA Computer Information Systems Concentration	118	100	85	98	80	83	71	62
AA Computer Science Concentration	231	219	189	156	153	129	109	94
AA Education Concentration	92	102	98	103	114	109	110	117
AA English Concentration	55	63	63	64	58	68	61	70
AA Foreign Language Concentration	10	9	13	9	11	19	16	18
AA Fine Arts Concentration	27	33	52	49	48	45	39	45
AA General Concentration	1692	1726	1818	1776	1837	1768	1914	1904
AA History/ Government Concentration	42	48	49	58	59	61	62	67
*AA Human Services Concentration	41	49	49	35	44	44	17	13
*AA Liberal Arts Concentration	0	0	1	0	0	0	0	0
AA Mathematics Concentration	12	14	12	14	21	12	16	19
*AA Electronic Music Concentration	2	1	1	0	0	0	0	0
AA General Music Concentration	25	22	21	20	30	26	33	30
*AA Vocal Performance Concentration	0	1	0	0	0	0	0	0
AA Physics/ Engineering Concentration	37	47	42	47	54	54	56	63
AA Psychology Concentration	126	132	124	134	127	113	138	129
AA Sociology Concentration	20	21	23	24	21	25	31	30
AA Theatre Concentration	19	17	21	20	21	22	16	20

* Associate in Arts Concentration is not accepting new students.

Enrollment Trends by AS Option: Fall 2001 – Spring 2005

	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005
Undergraduate Total	6914	7240	7194	7414	7509	7368	7821	7769
Associate in Science Programs	1452	1465	1527	1577	1660	1634	1688	1745
<i>AS students as percentage of UG total</i>	21%	20%	21%	21%	22%	22%	22%	22%
AS Business Administration Total	345	374	398	397	446	451	439	456
AS Accounting Option	138	133	161	167	176	160	157	168
AS Finance Option	45	48	52	49	69	73	60	67
*AS Health Care Management Option	4	3	0	0	1	0	0	0
AS International Business Option	51	50	60	54	51	59	69	70
AS Management Option	107	140	125	127	149	159	154	151
AS Criminal Justice Total	206	172	194	213	253	261	268	250
*AS Corrections Option	17	14	15	19	18	14	2	3
*AS Law Enforcement Option	43	32	42	55	50	36	24	19
*AS Security Option	2	1	2	1	1	0	1	1
AS Criminal Justice Option	144	125	135	138	184	211	241	227
AS Computer Technology Total	270	276	207	201	166	144	127	125
*AS Microsoft Applications Option	25	38	20	26	16	11	10	7
AS Database Programming & Administration Option	0	0	0	0	4	6	10	8
Computer Support Specialist Option	0	0	0	0	7	10	18	25
AS Network Option	96	121	84	82	81	70	67	68
*AS Computer Technology Program	76	46	35	26	14	10	8	6
*AS Visual Programming Option	27	20	18	13	7	6	2	1
*AS Internet WEB Design & Programming Option	46	51	50	54	37	31	12	10
AS Culinary Arts Program	28	37	54	57	67	60	61	55
AS Early Childhood Development Program	93	89	105	116	117	105	99	129
*AS Electronics Technology Program	32	42	44	43	23	21	10	6
AS Fire Science Program	23	20	29	35	30	30	21	22

* Associate in Science Program or Program Option is not accepting new students.

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Enrollment Trends by AS Option: Fall 2001 – Spring 2005

	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005
Undergraduate Total	6914	7240	7194	7414	7509	7368	7821	7769
AS Graphic Design Total	85	90	98	97	92	94	90	84
AS Graphic Art and Visual Communication Program	81	88	94	95	91	93	89	83
*AS Design for Desktop Publishing Option	4	2	4	2	1	1	1	1
AS Hotel/Restaurant/Travel & Tourism Total	92	76	81	77	83	70	91	94
*AS Culinary Arts Option	17	9	10	1	2	1	0	0
AS Hotel/Restaurant Management Option	44	37	45	46	47	43	59	55
*AS Hotel/Restaurant/Travel & Tourism Program	1	0	1	0	1	0	0	0
AS Travel and Tourism Management Option	30	30	25	30	33	26	32	39
AS Human Services Total	48	51	46	43	45	38	82	69
AS Human Services Program	48	51	46	43	45	38	82	69
AS Media Technology Program	24	31	28	44	47	47	46	36
AS Medical Imaging Total	75	72	96	93	111	104	125	123
AS Cardiac Sonography Option	14	18	20	18	20	18	21	20
*AS Medical Imaging Program	13	0	0	0	0	0	0	0
AS Medical Radiography Option	32	39	55	55	56	55	59	53
AS Medical Radiography Evening Option	16	15	21	20	35	31	38	43
AS General Sonography	0	0	0	0	0	0	7	7
AS Nursing Program Total	85	85	103	101	112	140	161	224
AS Nursing Program, Day Option	52	53	54	55	54	72	76	107
AS Nursing Program, Evening Option	29	32	49	46	58	68	70	104
*AS Nursing Program, LPN to RN Upgrade Option	4	0	0	0	0	0	0	0
AS Nursing Program, Weekend Option	0	0	0	0	0	0	15	13
AS Office Administration Total	44	50	43	59	68	69	67	72
AS Administrative Information Management Option	27	32	27	33	34	34	25	30
AS Medical Information Management Option	17	18	16	26	34	35	42	42
*AS Travel/ Tourism Management	2	0	1	1	0	0	0	0

* Associate in Science Program or Program Option is not accepting new students.

Enrollment Trends by Certificate: Fall 2001 – Spring 2005

	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005
Undergraduate Total	6914	7240	7194	7414	7509	7368	7821	7769
Certificate Programs	311	374	332	374	361	358	324	345
<i>Certificate program students as percentage of UG total</i>	4%	5%	5%	5%	5%	5%	4%	4%
CT Allied Health Total	84	105	89	120	87	114	80	99
CT Medical Assistant	45	64	35	68	42	57	33	54
CT Medical Lab Assistant	2	2	6	5	6	5	10	7
CT Patient Care Assistant	15	23	29	35	22	32	21	28
*CT Patient Care Assistant ESL	2	2	1	1	0	2	0	0
CT Phlebotomy Technician	20	14	18	11	17	18	16	10
CT Business Administration Total	74	89	84	88	104	100	102	96
CT Accounting	26	32	31	31	34	34	20	12
*CT Computer-Based Accounting	9	8	11	13	13	13	11	6
CT Ecommerce Marketing Management	0	3	3	6	6	7	13	8
*CT Health Care Management	0	0	0	0	0	0	0	0
*CT Accounting Information	0	0	0	0	0	0	5	22
CT International Business	14	12	10	4	87	7	17	10
CT Paralegal Studies	25	34	29	34	43	39	36	38
CT Biotechnology Total	0	2	0	0	0	0	0	0
*CT Biomedical Engineer	0	1	0	0	0	0	0	0
*CT Biotechnology	0	1	0	0	0	0	0	0
CT Criminal Justice Total	8	8	7	11	5	5	1	2
*CT Corrections	6	7	6	7	4	4	1	2
*CT Security Administration	2	1	1	4	1	1	0	0
CT Computer Technology Total	36	51	35	41	36	31	30	26
CT Computer Network	36	47	32	37	27	21	13	9
CT Object Oriented Programming/Design	0	4	3	4	9	9	7	6
CT Computer Support Specialist	0	0	0	0	0	1	7	8
CT Database Programming & Administration	0	0	0	0	0	0	3	3
CT Culinary Arts	12	20	19	14	12	6	19	16
CT Early Childhood Development	16	22	16	14	21	24	25	17

* Certificate program is not accepting new students. (continued on next page)

Enrollment Trends by Certificate: Fall 2001 – Spring 2005

	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005
Undergraduate Total	6914	7240	7194	7414	7509	7368	7821	7769
*CT Graphic Design Desktop Publishing	1	1	0	0	0	0	0	0
*CT Electronics Total	13	9	13	8	2	0	0	0
*CT Electronics	9	4	8	6	1	0	0	0
*CT Electronics ESL	2	2	0	0	0	0	0	0
*CT Microcomputer Support	2	3	5	2	1	0	0	0
CT Hotel, Travel & Tourism Total	16	10	4	7	10	8	7	9
*CT Hotel/Travel Culinary Arts	3	1	0	0	0	0	0	0
*CT Hotel/Travel Travel and Tourism	12	9	4	7	0	0	0	0
CT Travel and Tourism	1	0	0	0	10	8	7	9
CT Human Services Program Total	0	0	0	0	0	0	0	10
CT Medical Imaging Total	9	10	14	12	12	12	10	12
*CT Medical Imaging	3	1	0	0	0	0	0	0
?CT Ultrasound	6	9	14	12	12	12	10	12
CT Office Administration Total	23	21	25	21	31	23	21	30
CT Information Management Specialist	0	3	3	0	8	5	2	6
CT Medical Information Management Assistant	13	12	16	14	23	18	19	24
CT Information Management Specialist	10	6	6	7	0	0	0	0
CT Surgical Technology Total	19	26	26	38	41	34	29	28
CT Central Processing	1	5	5	8	5	3	3	6
CT Surgical Technology	18	21	21	30	36	31	26	22
Non-Matriculated Students	2146	2304	2135	2212	2113	2141	2456	2290
Non-Matriculated students as percentage of UG total	31%	32%	30%	30%	28%	29%	31%	29%
Not Matriculated CASCAP	0	1	2	6	18	17	9	9
Not Matriculated Pharmacy Tech (HCC)	6	7	15	11	28	31	27	23
Not Matriculated	2140	2296	2118	2195	2067	2093	2420	2258

* Certificate Program is not accepting new students.

Enrollment Trends for Disadvantaged Students: FY 2000 – FY 2005

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	FY04	FY05
Academically Disadvantaged	48%	52%	60%	62%	63%	63%
Economically Disadvantaged	56%	53%	51%	47%	52%	48%
<i>Both Academically and Economically Disadvantaged</i>	34%	35%	37%	36%	41%	33%
<i>Either Academically or Economically Disadvantaged or Both</i>	70%	70%	73%	73%	74%	73%
Not Disadvantaged	30%	30%	27%	27%	26%	26%
Annual Unduplicated Headcount	10,413	10,511	11,218	11,224	11,674	11,966

Source: Datatel/BISSI, information extracted Feb 6, 2003. FY04 data extracted Aug 5, 2004. FY05 data extracted August 2005.

Disadvantaged Students Demographics: FY 2005

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 increases each year, it is reasonable to infer that there is growth and not decline in the number of registered students who have submitted financial aid applications.

	Annual Unduplicated Headcount	Academically Disadvantaged	Economically Disadvantaged	Both Economically and Academically Disadvantaged	Either Academically Disadvantaged or Economically Disadvantaged or Both	Not Disadvantaged
Gender						
Men	4,787	61%	46%	35%	71%	28%
Women	7,179	41%	50%	40%	73%	26%
Race/Ethnicity						
Black, Non-Hispanic	3,064	72%	63%	51%	83%	16%
Cape Verdean	140	77%	61%	50%	87%	12%
Native American*	48	63%	65%	39%	87%	12%
Asian/Pacific Islander	1,590	74%	57%	48%	81%	18%
Hispanic	1,668	76%	55%	47%	83%	16%
White, Non-Hispanic	4,714	50%	37%	26%	60%	39%
Non-Resident Alien	372	65%	10%	5%	69%	30%
Unknown	370	54%	29%	23%	60%	39%
FY05Total	11,966	63%	48%	38%	73%	26%

* Native American students are eligible for 100% waiver of tuition and fees.

Enrollment Trends in Developmental Courses: Spring 2000 – Spring 2005

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
English										
ENG005	-	-	-	-	-	-	-	-	-	44
ENG090	219	225	266	295	148	143	168	181	163	160
ENG095	746	759	768	724	616	600	708	772	670	675
Total	965	984	1034	1019	764	743	876	953	833	879
Reading										
RDG090	230	232	285	287	146	140	156	192	185	181
RDG095	226	283	338	416	205	203	262	276	321	336
Total	456	515	623	703	351	343	418	468	506	517
Mathematics										
MAT005	-	-	-	-	-	-	-	-	-	69
MAT0501	-	-	-	-	2	-	-	-	-	-
MAT0502	55	63	-	-	-	65	54	-	-	-
MAT085	-	-	6	5	-	1	3	-	4	6
MAT090	770	809	885	859	575	540	602	701	718	634
MAT095	574	663	721	865	606	534	675	717	757	896
MAT096	33	18	55	37	24	17	20	28	31	26
Total	1432	1553	1667	1761	1207	1157	1354	1446	1510	1562

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

Source: Datatel/BISSI

International Students: Fall 2000 - Spring 2005

Countries by Continents	FALL 2000	SPRING 2001	FALL 2001	SPRING 2002	FALL 2002	SPRING 2003	FALL 2003	SPRING 2004	FALL 2004	SPRING 2005
Countries by Continents-Countries of Africa										
Northern Africa	28	31	38	52	44	37	30	21	16	14
Algeria	1	-	3	3	2	2	1	1	2	1
Egypt	3	5	4	8	5	4	2	1	-	1
Mauritania	-	-	-	-	1	-	1	1	1	-
Morocco	23	24	29	40	35	30	25	18	13	12
Tunisia	1	2	2	1	1	1	1	-	-	-
Central Africa	-	1	-	-	-	-	-	1	1	-
Chad	-	-	-	-	-	-	-	1	1	-
Democratic Republic of Congo (Zaire)	-	1	-	-	-	-	-	-	-	-
Southern Africa	4	4	8	10	8	10	12	14	14	14
Angola	-	-	-	-	-	-	2	2	1	1
Malawi	-	-	-	-	-	1	-	1	1	1
South Africa	-	-	2	6	3	3	4	6	7	7
Zambia	-	-	1	1	2	3	1	1	2	2
Zimbabwe	4	4	5	3	3	3	5	4	3	3
Eastern Africa	33	27	35	48	45	26	34	33	34	31
Eritrea	-	-	-	-	-	-	-	1	1	1
Ethiopia	-	-	-	-	-	-	-	1	1	2
Kenya	23	17	25	34	31	15	22	23	23	21
Tanzania	8	8	7	9	11	6	7	5	6	4
Uganda	2	2	3	5	3	5	5	3	3	3
Western Africa	12	13	17	20	16	20	22	25	20	17
Benin	-	-	2	1	1	-	-	-	1	1
Cape Verde	-	2	1	4	4	3	3	4	1	2
Cameroon	-	-	-	2	1	1	2	1	1	1
Republic of Congo	3	1	1	2	1	1	-	1	1	-
Cote d'Ivoire (Ivory Coast)	2	2	2	-	1	1	2	2	1	1
Gabon	-	-	-	-	-	-	1	1	1	2
The Gambia	-	-	1	1	1	1	-	-	-	-
Ghana	-	-	1	2	2	3	5	5	3	3
Guinea	2	3	2	1	1	-	-	-	-	-
Mali	2	2	2	1	1	-	-	-	2	1
Niger	1	1	1	2	1	1	1	1	-	-

International Students: Fall 2000 - Spring 2005 (continued)

Countries by Continents	FALL 2000	SPRING 2001	FALL 2001	SPRING 2002	FALL 2002	SPRING 2003	FALL 2003	SPRING 2004	FALL 2004	SPRING 2005
Countries by Continents-Countries of Africa										
Western Africa (continued)										
Nigeria	1	2	2	2	2	7	5	8	7	5
Senegal	-	-	1	-	-	2	2	2	2	-
Sierra Leone	1	-	1	1	-	-	1	-	-	1
Togo	-	-	-	1	-	-	-	-	-	-
Countries by Continents-Countries of Asia										
Northern Asia	-	-	-	-	-	-	-	-	1	1
Mongolia	-	-	-	-	-	-	-	-	1	1
Middle East	5	10	10	18	19	16	16	13	12	11
Cyprus	-	-	-	-	-	-	-	-	1	-
Iran	-	1	1	1	2	1	1	1	-	-
Israel	1	-	1	4	4	5	5	4	4	3
Jordan	-	-	-	1	2	-	-	-	-	-
Kuwait	-	-	1	2	2	1	1	1	-	-
Lebanon	1	5	4	6	5	4	3	4	1	1
Oman	-	-	-	-	-	-	-	-	1	1
Qatar	-	-	-	2	2	2	3	-	-	-
Saudi Arabia	2	3	1	1	2	3	2	2	3	4
Syria	-	-	1	1	-	-	-	-	-	-
United Arab Emirates	-	-	-	-	-	-	1	1	2	2
Yemen	1	1	1	-	-	-	-	-	-	-
Central Asia	-	-	-	-	-	-	-	-	2	2
Kazakhstan	-	-	-	-	-	-	-	-	2	2
Southern Asia	18	21	17	24	24	24	24	17	15	16
Bangladesh	-	1	2	3	4	3	4	2	1	1
India	11	9	7	9	7	6	4	4	5	7
Nepal	5	6	4	6	9	9	11	8	6	5
Pakistan	-	2	4	4	2	4	4	3	3	3
Sri Lanka	2	3	-	2	2	2	1	-	-	-
Southeastern Asia	25	25	22	22	35	35	44	38	43	39
Cambodia	-	-	1	1	2	2	3	2	3	4
Indonesia	1	2	3	3	4	4	4	4	3	1
Malaysia	3	1	1	1	1	1	1	-	-	1

International Students: Fall 2000 - Spring 2005 (continued)

Countries by Continents	FALL 2000	SPRING 2001	FALL 2001	SPRING 2002	FALL 2002	SPRING 2003	FALL 2003	SPRING 2004	FALL 2004	SPRING 2005
Countries by Continents-Countries of Asia (continued)										
Southeastern Asia (continued)										
Myanmar (Burma)	-	-	-	1	-	-	-	-	-	-
Philippines	-	1	1	2	3	4	4	3	1	1
Singapore	-	-	1	-	-	-	1	1	-	-
Thailand	7	8	5	7	7	6	12	9	12	12
Vietnam	14	13	10	7	18	18	19	19	24	20
Eastern Asia	79	95	113	128	162	159	203	209	217	215
China	7	3	8	17	21	15	23	23	22	21
Hong Kong	4	6	9	6	9	9	18	16	14	11
Japan	47	54	57	61	68	69	77	77	71	85
Macau	-	-	-	-	-	-	2	2	2	-
South Korea	17	28	27	34	50	54	70	74	93	83
Taiwan	4	4	12	10	14	12	13	17	15	15
South West of China	1	1	1	-	-	-	-	-	-	-
Tibet	1	1	1	-	-	-	-	-	-	-
Countries by Continents-Countries of Europe										
Northern Europe	2	2	3	-	-	2	2	3	4	3
Denmark	-	-	-	-	-	1	1	2	2	1
Finland	-	1	2	-	-	1	1	1	1	1
Iceland	1	1	-	-	-	-	-	-	-	-
Sweden	1	-	1	-	-	-	-	-	1	1
Central Europe	15	12	19	23	17	18	17	11	11	13
Austria	-	-	1	2	1	1	-	-	-	-
Czech Republic	1	1	2	3	2	3	2	2	2	2
Germany	5	6	7	10	7	8	5	3	3	4
Hungary	1	1	1	1	-	-	1	1	1	1
Poland	7	3	6	6	6	5	8	5	4	5
Switzerland	1	1	2	1	1	1	1	-	1	1
Southern Europe	5	5	3	4	5	5	5	7	7	8
Greece	1	1	-	1	1	2	2	5	4	4
Italy	4	4	3	3	4	3	3	2	3	4

International Students: Fall 2000 - Spring 2005 (continued)

Countries by Continents	FALL 2000	SPRING 2001	FALL 2001	SPRING 2002	FALL 2002	SPRING 2003	FALL 2003	SPRING 2004	FALL 2004	SPRING 2005
Countries by Continents-Countries of Europe (continued)										
Southeastern Europe	14	17	22	27	27	18	18	19	22	21
Albania	8	9	13	14	13	8	4	3	3	4
Bosnia & Herzegovina	1	1	1	2	1	1	1	2	1	1
Bulgaria	2	2	2	3	5	2	2	2	4	4
Croatia	1	1	1	1	1	-	1	1	1	1
Romania	-	-	1	3	2	2	2	1	1	-
Serbia & Montenegro (Former Federal Republic of Yugoslavia)	-	-	-	-	-	-	1	-	1	1
Yugoslavia	1	1	-	-	1	1	1	2	2	1
Turkey**	1	3	4	4	4	4	6	8	9	9
Southwestern Europe	6	3	4	2	4	4	3	4	6	6
Portugal	1	-	-	-	2	3	2	2	4	1
Spain	5	3	4	2	2	1	1	2	2	5
Western Europe	9	10	8	8	7	6	7	10	13	11
Belgium	-	1	-	-	-	-	-	-	-	-
France	4	5	4	4	3	3	1	5	9	10
Ireland	1	1	2	2	1	1	2	1	-	-
Netherlands	1	1	1	1	1	-	1	1	1	-
United Kingdom	-	-	-	-	2	2	3	3	3	1
England	3	2	1	1	-	-	-	-	-	-
Eastern Europe	5	12	16	13	16	16	13	12	15	14
Belarus	-	2	2	1	1	-	1	1	2	1
Estonia	1	1	2	2	3	2	2	2	1	2
Latvia	1	1	1	-	1	4	4	4	4	4
Lithuania	1	3	5	4	3	3	2	-	-	-
Russia*	2	5	4	5	6	5	4	4	7	7
Ukraine	-	-	2	1	2	2	-	1	1	-
Countries by Continents-Countries of America										
Caribbean	15	17	16	16	14	9	10	10	11	12
Antigua & Barbuda	1	-	1	-	-	-	-	-	1	1
Barbados	3	4	4	4	4	3	3	2	1	1
Dominica	1	1	-	-	-	-	-	-	1	1
Dominican Republic	2	2	2	1	1	-	-	-	-	-
Jamaica	1	1	1	1	3	2	2	2	1	1
Haiti	4	4	3	3	1	3	2	2	2	4

International Students: Fall 2000 - Spring 2005 (continued)

Countries by Continents	FALL 2000	SPRING 2001	FALL 2001	SPRING 2002	FALL 2002	SPRING 2003	FALL 2003	SPRING 2004	FALL 2004	SPRING 2005
Countries by Continents-Countries of America (continued)										
Caribbean (continued)										
Saint Lucia	-	-	-	-	-	-	1	1	2	1
Saint Vincent & the Grenadines	-	1	1	2	1	1	1	-	-	-
Trinidad & Tobago	3	4	4	5	4	3	1	3	3	3
North America	1	-	-	-	1	1	1	1	2	3
Bermuda	1	-	-	-	1	1	1	1	2	3
Northern North America	1	4	4	3	2	2	2	1	5	6
Canada	1	4	4	3	2	2	2	1	5	6
Middle America	6	8	8	8	10	8	4	4	3	4
El Salvador	-	1	1	1	1	1	1	-	-	-
Honduras	-	1	1	1	1	1	-	-	-	-
Mexico	4	4	4	5	7	6	3	4	3	3
Panama	2	2	2	1	1	-	-	-	-	1
South America										
Northern South America	20	27	31	32	34	36	26	24	16	14
Colombia	13	17	15	18	18	20	14	12	8	7
Guyana	-	-	2	0	-	1	-	-	-	-
Venezuela	7	10	14	14	16	15	12	12	8	7
Southern South America	2	3	5	5	3	2	2	3	3	3
Argentina	2	3	2	3	2	2	2	3	3	2
Chile	-	-	3	2	1	-	-	-	-	1
Central South America	-	1	1	-	1	1	2	3	4	4
Bolivia	-	-	-	-	1	1	1	2	3	3
Paraguay	-	1	1	-	-	-	1	1	1	1
Eastern South America	25	30	25	16	24	18	13	15	16	13
Brazil	25	30	25	16	24	18	13	15	16	13

International Students: Fall 2000 - Spring 2005 (continued)

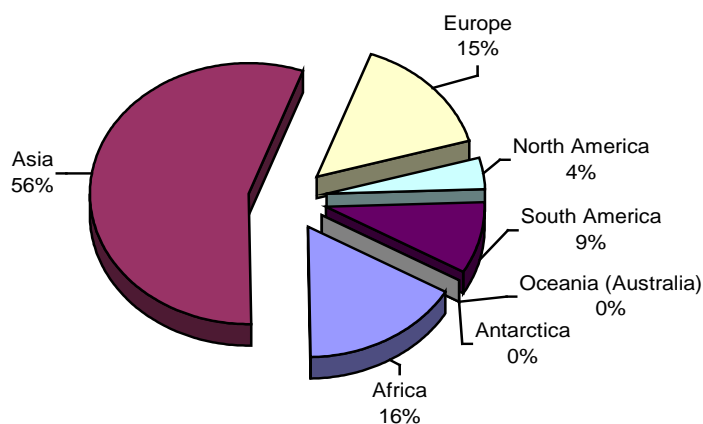
Countries by Continents	FALL 2000	SPRING 2001	FALL 2001	SPRING 2002	FALL 2002	SPRING 2003	FALL 2003	SPRING 2004	FALL 2004	SPRING 2005
Countries by Continents-Countries of America (continued)										
Western South America	4	5	5	5	7	6	5	2	7	7
Ecuador	-	-	-	1	2	1	1	1	1	1
Peru	4	5	5	4	5	5	4	1	6	6
Countries by Continents-Countries of Oceania										
Australia	1	1	-	-	-	-	-	-	-	-
Countries by Continents-Countries of Antarctica										
	-	-	-	-	-	-	-	-	-	-
Total Students:	336	385	431	484	525	482	515	500	520	502
Total Countries:	68	80	90	89	91	85	92	88	93	87

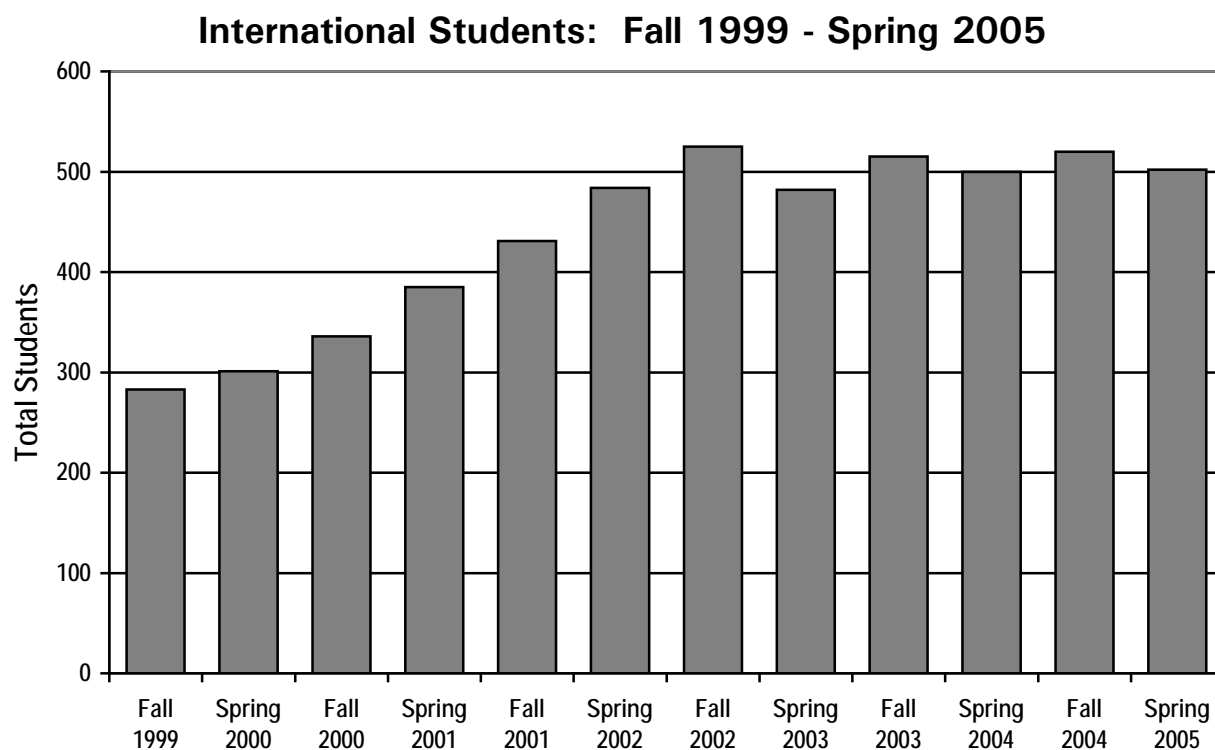
Source: BHCC International Center and CIA – The World Factbook, 2003

* Russia is located in Northern Asia (that part west of the Urals is included with Europe), bordering the Arctic Ocean, between Europe and the North Pacific Ocean.

**Turkey is located in southeastern Europe and southwestern Asia (that portion of Turkey west of the Bosphorus is geographically part of Europe). Source: CIA - The World Factbook, 2003

International Student Enrollment by Continent: Fall 2004





Source: BHCC International Center

International Student Enrollment Growth: Fall 1999 - 2004

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.

In Fall 2003, International Students made up 6.9% of BHCC credit students.

In Fall 2004, International Students made up 6.6% of BHCC credit students.

International Student enrollment at BHCC has increased by 56% from Fall 1999 to Fall 2004.

Growth in International Student enrollment accounts for 13% or almost 1/8 of the college's headcount increase from Fall 2000 to Fall 2004.

"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 2001 – Spring 2005

	FALL 2001	FALL 2002	FALL 2003	FALL 2004	SPRING 2001	SPRING 2002	SPRING 2003	SPRING 2004	SPRING 2005
Basic English as a Second Language (BESL)									
BLL001			22						35
BSL001	161	86	92	118	105	144	92	99	66
BSL002	117	54	85	89	102	107	95	86	61
HEADCOUNT	210	105	130	152	159	189	141	105	127
BSL005	58	59	87	98	82	57	81	53	97
BSL006	35	50	68	67	96	59	60	56	96
HEADCOUNT	71	76	117	118	126	76	97	73	142
BSL008	126	85	116	109	94	71	73	74	105
BSL009	100	76	130	101	83	76	97	60	89
HEADCOUNT	157	111	163	136	116	105	118	96	131
TOTAL ENROLLMENTS	597	410	600	582	562	514	498	382	549
Unduplicated Headcount	429	284	406	392	390	363	344	260	383

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

BESL Fall to Spring Retention Rates

In Fall 2004, there were 392 BESL students, down from 406 in Fall 2003. 134 of these students or 34% returned in Spring 2005.

	Fall to Spring Retention Rate
Fall 2000 – Spring 2001	42%
Fall 2001 – Spring 2002	31%
Fall 2002 – Spring 2003	37%
Fall 2003 – Spring 2004	30%
Fall 2004 – Spring 2005	34%

Source: Datatel/BISSI

Enrollment Trends in ESL: Spring 2001 – Spring 2005

	FALL 2001	FALL 2002	FALL 2003	FALL 2004	SPRING 2001	SPRING 2002	SPRING 2003	SPRING 2004	SPRING 2005
English as a Second Language (ESL)									
ESL005			24		10		24	18	26
ESL052	13	13	13	16				0	
HEADCOUNT	13	13	13	16	18 26				
ESL062					16			0	
ESL063					16			0	
HEADCOUNT					16				
ESL076	147	144	112	102	104	122	95	95	48
ESL077	158	135	129	100	94	151	101	100	53
ESL078	162	153	123	105	122	135	110	105	86
ESL079	173	157	131	104	136	144	126	105	92
HEADCOUNT	315	264	219	191	209	286	206	201	141
ESL086	169	180	160	163	135	198	192	154	145
ESL087	197	182	166	158	140	186	209	155	161
ESL088	202	211	175	166	205	224	209	162	178
ESL089	213	207	171	164	194	231	222	167	190
HEADCOUNT	358	366	317	287	314	410	383	278	302
ESL096	157	188	159	175	115	160	154	156	138
ESL097	151	156	134	169	121	146	146	133	159
ESL098	189	219	206	199	179	230	240	185	201
ESL099	255	250	214	218	212	276	262	182	185
HEADCOUNT	371	387	353	341	322	416	390	304	330
TOTAL ENROLLMENTS	3243	3225	1893	1839	2660	3315	3069	1717	1662
Unduplicated Headcount*	997	934	807	782	807	1015	881	727	722

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

ESL Fall to Spring Retention Rates

In Fall 2004, there were 782 Academic ESL students, down from 807 in Fall 2003. 554 or 71% returned in Spring 2005.

	Fall to Spring Retention Rate
Fall 2000 – Spring 2001	75 %
Fall 2001 – Spring 2002	68 %
Fall 2002 – Spring 2003	73 %
Fall 2003 – Spring 2004	69 %
Fall 2004 – Spring 2005	71 %

Source: Datatel/BISSI

eCollege Enrollment Trends: Spring 2001 – Spring 2005

	Fall 2001	Fall 2002	Fall 2003	Fall 2004		Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
Web Courses	398	512	664	868		319	596	601	883	1,011
Hybrid Courses	31	112	124	191			100	149	215	193
Telecourses	51	30	13	14		95	23	13	14	4
Home Study Courses	682	566	537	353		622	711	618	588	338
Video Conferencing	39	60	98	75		22	16	53	62	35

eCollege FTE Trends: Spring 2001 – Spring 2005

	Fall 2001	Fall 2002	Fall 2003	Fall 2004		Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
Web Courses	79.1	102.9	129.1	166.3		62.2	122.0	119.8	172.1	197.8
Hybrid Courses	6.2	22.4	24.8	41.5			20.0	29.8	44.5	42.9
Telecourses	10.2	6.0	2.6	2.8		19.0	4.6	2.8	3.2	0.8
Home Study Courses	137.7	113.6	107.7	71.1		125.3	141.5	124.5	118.3	67.7
Video Conferencing	7.3	11.8	14.3	16.5		4.1	3.5	8.5	10.0	8.5

eCollege Sections: Spring 2001 – Spring 2005

	Fall 2001	Fall 2002	Fall 2003	Fall 2004		Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
Web Courses	50	70	72	78		35	61	50	81	76
Hybrid Courses	4	14	9	11			10	10	13	11
Telecourses	8	5	1	1		12	4	3	1	1
Home Study Courses	43	40	37	28		44	44	38	37	30
Video Conferencing	5	8	6	6		7	3	8	6	5

Source: Datatel/BISSI, April 2005

Web & Weekend College Headcounts & Enrollments: FY 2005

	Headcount (Unduplicated)	Enrollments (Duplicated)	Average # of Enrollments per Student per year
FY5 Credit Courses (all)	11,966	46,791	3.91
Web Courses	1,764	2,780	1.58
Weekend College Courses	2,537	3,594	1.42
Hybrid Courses	412	496	1.20
Web or Weekend or Hybrid Courses	4,082	6,735	1.65
"Pure" Web Students	565	910	1.61
"Pure" Weekend College Students	360	520	1.44
"Pure" Web/Weekend/Hybrid Students	1,011	1,635	1.62

"Pure" Web students are those individuals who registered only for Web courses in FY05.

"Pure" Weekend College students are those individuals who registered only for courses that meet on Friday evening or Saturday or Sunday in FY05.

"Pure" Web/Weekend/Hybrid students are those individuals who registered for Web and/or Weekend and/or Hybrid courses, but did not register for any other type of course during FY05.

Source: Datatel/BISSI, June 2005

Chelsea Campus Student Demographic Trends

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Gender	Count	Count	Count	Count	%	%	%	%
Women	778	685	724	853	63%	63%	61%	65%
Men	447	401	461	455	36%	37%	39%	35%
Unknown	4	-	-	-	< 1%	-	-	-

Race/Ethnicity	Count	Count	Count	Count	%	%	%	%
Black, non-Hispanic	156	232	261	340	13%	21%	22%	26%
Native American	4	1	7	8	< 1%	< 1%	1%	1%
Asian/Pacific Islander	90	76	98	76	7%	7%	8%	6%
Hispanic/Latino	580	440	471	485	47%	41%	40%	37%
White, Non-Hispanic	280	257	290	323	23%	24%	24%	25%
Non-Resident Alien	1	1	-	42	< 1%	< 1%	-	3%
Unknown	118	76	58	34	10%	7%	5%	2%

Age	Count	Count	Count	Count	%	%	%	%
< 18	1	2	11	14	< 1%	< 1%	1%	1%
18 – 19	22	76	144	159	2%	7%	12%	12%
20 – 21	142	158	175	164	12%	15%	15%	13%
22 – 24	207	182	172	196	17%	17%	15%	15%
25 – 29	229	171	192	243	19%	16%	16%	19%
30 – 34	200	149	154	160	16%	14%	13%	12%
35 – 39	179	137	121	123	15%	13%	10%	9%
40 – 49	147	139	152	186	12%	13%	13%	14%
50 – 64	68	48	50	47	6%	4%	4%	4%
65 +	13	4	5	6	1%	1%	< 1%	< 1%
Not Reported	21	20	9	10	2%	2%	1%	1%

New to Chelsea Campus	821	662	768	791	67%	61%	65%	60%
Returning to Chelsea Campus	335	408	424	517	33%	39%	35%	40%

AA major	295	341	401	420	24%	31%	34%	32%
AS major	105	100	123	139	9%	9%	10%	11%
Certificate major	113	82	104	100	9%	8%	9%	8%
Not Matriculated	716	563	557	649	58%	52%	47%	50%

Taking Credit Courses	793	806	850	934	65%	74%	72%	71%
Taking ABE Courses	233	235	251	245	19%	22%	21%	19%
Taking other Non-Credit Courses	213	46	84	130	17%	4%	7%	10%

Chelsea Campus Enrollment Trends: Fall 2001 – Fall 2004

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Sections	Count	Count	Count	Count	%	%	%	%
Credit Sections								
Developmental	24	25	27	19	24%	30%	28%	19%
College Level	49	41	44	50	49%	49%	46%	51%
Non-Credit Sections								
Adult Basic Education Sections	14	14	14	15	14%	17%	16%	15%
Other Non-Credit Sections	13	4	10	15	13%	5%	10%	15%
Day Sections (Start before 5 PM)	65	56	51	50	65%	67%	54%	51%
Evening/Weekend Sections	35	28	44	49	35%	33%	46%	49%

Enrollments								
Credit Enrollments								
Developmental	496	494	457	358	29%	33%	29%	21%
College Level	733	716	753	884	43%	48%	48%	52%
Non-Credit Enrollments								
ABE Enrollments	236	236	252	251	14%	16%	16%	15%
Other Non-Credit Enrollments	244	46	96	214	14%	3%	6%	13%
Day Enrollments (Start before 5 PM)	1081	994	826	883	63%	67%	53%	52%
Evening/Weekend Enrollments	627	498	732	824	37%	33%	47%	48%

FTE								
State-Supported								
Developmental	19.6	15.4	0	0	8%	6%	0%	0%
College Level	41.5	41.3	44.5	34.9	17%	16%	17%	13%
Non-State Supported								
Developmental	79.6	83.4	91.4	71.6	32%	33%	36%	26%
College Level	105.5	115.5	119.7	167.5	43%	45%	47%	61%
All FTE								
Developmental	99.2	98.8	91.4	71.6	40%	39%	36%	26%
College Level	146.9	156.9	164.3	202.4	60%	61%	64%	74%
Total FTE	246.1	255.7	255.7	274.0	100%	100%	100%	100%

Student Success: Withdrawal Rate Spring 2000 – Spring 2005

Withdrawal rate is the percentage of enrollments that resulted in "W," "WA," "N" or "NA" grades.

Term	Withdrawal Rate
Spring 2000	10%
Fall 2000	10%
Spring 2001	10%
Fall 2001	10%
Spring 2002	9%
Fall 2002	8%
Spring 2003	9%
Fall 2003	7%
Spring 2004	6%
Fall 2004	8%
Spring 2005	8%

Student Success: Fall to Spring Student Retention

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%
Fall 2003 – Spring 2004	65%
Fall 2004 – Spring 2005	66%

Source: Datatel/BISSI

Student Success: Spring to Fall Student Retention

Spring to Fall retention is the percentage of students enrolled in the Spring who re-enroll in the next Fall term. 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 Spring, five re-enroll in the next Fall term.

	Spring to Fall Retention Rate
Spring 1999 – Fall 1999	48 %
Spring 2000 – Fall 2000	47 %
Spring 2001 – Fall 2001	47 %
Spring 2002 – Fall 2002	48 %
Spring 2003 – Fall 2003	50 %
Spring 2004 – Fall 2004	51 %

Source: Datatel/BISSI

Student Success: Fall to Fall Student Retention

Fall to Fall retention is the percentage of students enrolled in the Fall term who re-enroll in the next Fall term. 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, four re-enroll in the next Fall term.

	Fall to Fall Retention Rate
Fall 2000 – Fall 2001	42 %
Fall 2001 – Fall 2002	42 %
Fall 2002 – Fall 2003	43 %
Fall 2003 – Fall 2004	43 %

Source: Datatel/BISSI – data extracted August 5, 2005

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 at BHCC for more than one year.

	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Full-Time, Degree Seeking FTIC's	793	872	770	886
Still enrolled 1 year later	48%	52%	53%	48%
Of those enrolled 1 year later, percent who were attending part-time (fewer than 12 credits)	31%	32%	31%	31%

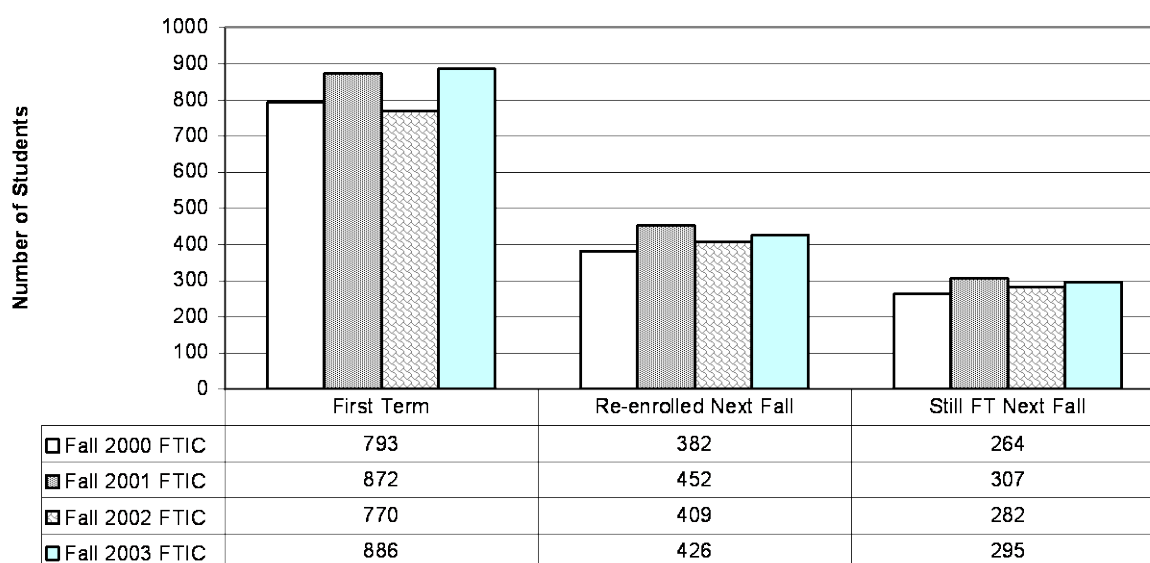
There were 793 full-time, degree-seeking FTIC's in Fall 2000. 382 or 48% registered in Fall 2001. Of these, 31% were attending part-time (less than 12 credits) in Fall 2001.

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. 409 or 53% registered in Fall 2003. Of these, 31% were attending part-time (less than 12 credits) in Fall 2003.

There were 886 full-time, degree-seeking FTIC's in Fall 2003. 426 or 48% registered in Fall 2004. Of these, 31% were attending part-time (less than 12 credits) in Fall 2004.

**First Time, Full Time Degree-Seeking Students (FTIC)
Fall-to-Fall Retention**



Student Success: Productive Grade Rate: Spring 2001 – Spring 2005

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

Term	Productive Grade Rate
Spring 2001	65%
Fall 2001	68%
Spring 2002	67%
Fall 2002	69%
Spring 2003	68%
Fall 2003	70%
Spring 2004	68%
Fall 2004	72%
Spring 2005	71%

Source: BISSI

Student Success: Licensure Examination Results 1999 – 2004

Licensure Exam	1999	2000	2001	2002	2003	2004
Nursing Education (NCLEX)						
Examined	47	41	36	29	34	34
Passed	33	25	30	27	32	28
Passing Rate	70%	61%	83%	93%	94%	82%
Medical Radiography (ARRT Exam)						
Examined	17	10	14	7	15	32
Passed	15	9	9	5	11	22
Passing Rate	88%	90%	64%	71%	73%	69%

BHCC students are not required to take licensure exams in order to graduate. Taking licensure exams may be optional for those who do not wish to work in the field immediately. Some graduates elect to continue their studies and do not attempt the exam. The data in the table above are for first-time test takers. Those who did not pass on the first attempt are allowed to retake the exam. In Medical Radiography, for example, graduates have five years in which to pass the licensure exam.

Source: Mass Board of Registration in Nursing; Association of Registered Radiologic Technicians Board of Registration

Grade Distribution Trends: Fall 2000 – Fall 2004

	A	A-	B+	B	B-	C+	C	P
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%
Fall 2003	3835 19%	2209 11%	1866 9%	2036 10%	1370 7%	927 4%	1634 8%	546 3%
Fall 2004*	4112 20%	2350 11%	1896 9%	2342 11%	1459 7%	991 5%	1705 8%	233 1%

	D	F	IP	NA	W	Total
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
Fall 2003	656 3%	2637 13%	1420 7%	196 1%	1355 7%	20687
Fall 2004*	766 4%	3249 15%	200 1%	184 1%	1590 7%	21077

* Fall 2004 grade data were extracted on August 2, 2005. Most of the IP grades for that term have converted to a final grade.

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

Grade Distribution Trends: Spring 2000 – Spring 2005

	A	A-	B+	B	B-	C+	C	P
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%
Spring 2004	4039 19%	2271 11%	1848 9%	2060 10%	1375 6%	853 4%	1517 7%	666 3%
Spring 2005	4112 20%	2354 11%	1811 9%	2050 10%	1391 7%	919 4%	1572 7%	690 3%

	D	F	IP	NA	W	Total
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
Spring 2004	637 3%	2532 12%	1154 5%	144 1%	1267 6%	21293
Spring 2005	621 3%	2656 13%	1101 5%	126 1%	1630 8%	21033

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

Grade Distribution Trends: Summer I 2000 – Summer I 2004

	A	A-	B+	B	B-	C+	C	P
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 I 2003	1145 25%	587 13%	439 9%	506 11%	288 6%	165 4%	303 7%	184 7%
Summer I 2004	1027 23%	598 14%	494 11%	529 12%	306 7%	195 4%	303 7%	37 1%

	D	F	IP	NA	W	Total
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 I 2003	94 2%	737 16%	0 0%	1 < 1%	194 4%	4643
Summer I 2004	95 2%	612 14%	73 2%	0 0%	114 3%	4383

* Summer I 2003 & Summer I 2004 grade data were extracted on August 2, 2005. Most of the IP grades for that term have converted to a final grade. The unusually large number of "P" grades in Summer I 2003 is due to credit-by-exam and other non-traditional routes to college credit. These credits were posted during the Summer I 2003 term.

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

Grade Distribution Trends: Summer II 2000 – Summer II 2004

	A	A-	B+	B	B-	C+	C	P
Summer II 2000	205 23%	100 11%	108 12%	117 13%	63 7%	29 3%	65 7%	0 0%
Summer II 2001	237 25%	145 15%	107 11%	117 12%	78 8%	36 4%	42 4%	0 0%
Summer II 2002	238 25%	126 13%	107 11%	108 11%	70 7%	45 5%	81 8%	0 0%
Summer II 2003	157 25%	86 14%	64 10%	75 12%	54 9%	28 4%	46 7%	0 0%
Summer II 2004	255 28%	111 12%	97 10%	119 13%	82 9%	44 5%	53 6%	0 0%

	D	F	IP	NA	W	Total
Summer II 2000	22 3%	118 13%	7 1%	0 0%	44 5%	878
Summer II 2001	27 3%	119 12%	9 1%	0 0%	49 5%	966
Summer II 2002	30 3%	99 10%	6 1%	0 0%	48 5%	958
Summer II 2003	17 3%	60 9%	7 1%	0 0%	42 7%	636
Summer II 2004	28 3%	89 10%	2 < 1%	0 0%	44 5%	924

* Summer II 2004 grade data were extracted on August 2, 2005. Most of the IP grades for that term have converted to a final grade.

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 Withdrawal Rate Spring 2001 – Spring 2005

Withdrawal rate is the percentage of enrollments in online courses that resulted in "W," "WA," "N" or "NA" grades.

Term	Withdrawal Rate
Spring 2001	13 %
Fall 2001	16 %
Spring 2002	16 %
Fall 2002	16 %
Spring 2003	16 %
Fall 2003	9 %
Spring 2004	10 %
Fall 2004	9 %
Spring 2005	11 %

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 in online courses each term.

Term	Productive Grade Rate
Spring 2001	45 %
Fall 2001	41 %
Spring 2002	50 %
Fall 2002	51 %
Spring 2003	50 %
Fall 2003	61 %
Spring 2004	59 %
Fall 2004	61 %
Spring 2005	58 %

Source: Datatel/BISSI, Data extracted August 2005

Web Course Grade Distribution Trends

	A	A-	B+	B	B-	C+	C	P	D	F	IP	NA	W	TOTAL
FALL 2000	45 18%	15 6%	15 6%	16 6%	10 4%	4 2%	8 3%	-	0%	101 40%	-	5 2%	32 13%	251 %
FALL 2001	49 13%	38 10%	21 5%	23 6%	10 3%	7 2%	11 3%	-	6 2%	160 41%	-	13 3%	51 13%	389
FALL 2002	78 16%	57 11%	29 6%	38 8%	23 5%	12 2%	18 4%	-	6 1%	159 32%	1 <1%	10 2%	72 14%	503
FALL 2003	149 22%	83 13%	45 7%	44 7%	34 5%	15 2%	35 5%	-	9 1%	146 22%	44 7%	1 0%	59 9%	664
FALL 2004	187 21%	90 10%	59 7%	84 10%	52 6%	19 2%	39 4%	-	14 2%	243 28%	6 1%	5 1%	74 8%	872

SPRING 2001	39 13%	25 8%	18 6%	26 9%	14 5%	3 1%	11 4%	-	2 1%	126 41%	-	8 3%	32 11%	304
SPRING 2002	96 16%	59 10%	29 5%	52 9%	20 3%	8 1%	32 5%	-	1 0%	198 34%	-	15 3%	79 13%	589
SPRING 2003	97 16%	52 9%	40 7%	48 8%	20 3%	16 3%	29 5%	-	9 1%	192 32%	1 <1%	21 3%	76 13%	601
SPRING 2004	201 23%	97 11%	68 8%	60 7%	36 4%	17 2%	43 5%	-	21 2%	165 19%	87 10%	14 2%	74 8%	883
SPRING 2005	227 22%	104 10%	74 7%	74 7%	46 5%	23 2%	40 4%	-	14 1%	170 17%	124 12%	5 0%	110 11%	1011

SUMMER I 2001	61 20%	27 9%	18 6%	29 9%	10 3%	6 2%	16 5%	-	3 1%	126 41%	-	0%	13 4%	309
SUMMER I 2002	91 19%	43 9%	42 9%	58 12%	20 4%	14 3%	32 7%	-	4 1%	145 31%	-	0%	19 4%	468
SUMMER I 2003	152 22%	86 13%	63 9%	62 9%	34 5%	19 3%	31 5%	-	11 2%	137 20%	42 6%	3 <1%	37 5%	677
SUMMER I 2004	191 24%	99 13%	93 12%	75 10%	39 5%	23 3%	48 6%	-	5 1%	167 21%	22 3%	0%	23 3%	785

FY01*	145 17%	67 8%	51 6%	71 8%	34 4%	13 2%	35 4%	-	5 1%	353 41%	-	13 2%	77 9%	864
FY02*	236 16%	140 10%	92 6%	133 9%	50 3%	29 2%	75 5%	-	11 1%	503 35%	-	28 2%	149 10%	1446
FY03*	327 18%	195 11%	132 7%	148 8%	77 4%	47 3%	78 4%	-	26 1%	488 27%	44 2%	34 2%	185 10%	1781
FY04*	541 23%	279 12%	206 9%	179 8%	109 5%	55 2%	126 5%	-	35 2%	478 20%	153 7%	15 1%	156 7%	2332
Fall 04 & Spring 05	414 22%	194 10%	133 7%	158 8%	98 5%	42 2%	79 4%	-	28 1%	413 22%	130 7%	10 1%	184 10%	1883

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

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

Degrees and Certificates Awarded: FY 1995 – FY 2005

	AS	AA	Certificate	Total
2005	301	201	172	674
2004	288	227	170	685
2003	257	183	162	602
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 2005

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
ASSOCIATE IN ARTS											
Liberal Arts	67	87	92	107	90	103	101	107	183	227	201
ASSOCIATE IN SCIENCE											
Business Administration											
Accounting Option	35	37	34	31	43	47	29	22	28	40	29
Finance Option	-	-	-	-	1	-	5	5	10	8	14
International Business Option	5	6	10	8	10	7	10	8	13	11	12
Management Option	22	28	17	22	20	18	15	10	14	20	23
*Business Retail Option	1	-	-	-	-	-	-	-	-	-	-
*Health Care Management Option	-	-	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	4	-
*Microsoft Applications Option	-	-	-	-	6	3	14	9	9	4	4
*CP Micro Application Option	9	10	15	13	3	-	-	-	-	-	-
*Visual Programming Option	-	-	-	4	4	2	3	1	2	3	-
Computer Support Specialist	-	-	-	-	-	-	-	-	-	-	1
Computer Technology Network Option	-	-	-	1	4	18	22	22	20	27	16
Database Programming & Administration Option	-	-	-	-	-	-	-	-	-	-	1

Associate Degrees Awarded by Program: 1995 – 2005 (continued)

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Criminal Justice											
Criminal Justice Option	18	32	26	24	17	17	13	9	12	23	19
*Corrections Option	-	-	-	-	-	1	1	-	-	-	-
*Law Enforcement Option	-	-	-	-	1	5	2	-	2	2	2
Culinary Arts Program	8	7	11	7	5	5	5	3	5	4	3
Early Childhood Development	5	12	15	8	15	16	15	7	7	15	17
Electronics Technology Program	-	-	-	-	5	8	6	5	7	4	8
*Electronics Technical Digital Option	7	5	6	1	1	-	-	-	-	-	-
Fire Protection and Safety Program	6	4	4	5	5	6	3	-	4	1	8
Graphic Arts and Visual Communication Program	-	-	-	-	3	6	7	7	18	13	11
*Graphic Illustration Option	1	2	1	3	1	1	-	-	-	-	-
*Desktop Publishing/Design Option	6	1	4	5	4	5	2	-	-	-	-
*Graphic Design Option	-	-	-	2	-	-	-	-	-	-	-
Hotel/Restaurant Management	17	9	6	7	3	2	4	1	4	7	6
*Culinary Arts Option	-	-	-	-	-	-	-	-	-	1	-
Hotel Restaurant Travel Option	-	-	-	1	4	2	1	-	-	-	-
Travel and Tourism Management Option	-	-	-	-	1	4	1	2	7	7	8
Human Services Program	11	9	9	14	11	11	5	10	6	6	9
Media Technology Program	6	5	5	4	1	3	3	2	7	7	13
Medical Imaging											
Cardiac Sonography Option	-	-	-	-	4	5	7	7	8	7	9
Medical Radiography Option	37	22	17	16	12	14	22	7	15	29	23
*Nuclear Medicine Technology Option	8	-	-	5	-	4	-	-	-	-	-
Medical Radiography Part-time Eve. Option	-	-	-	-	-	-	-	-	-	-	6
Nursing Education	62	90	56	51	13	-	-	-	-	-	-
Nursing Education Day Option	-	-	-	-	28	38	22	23	19	17	22
Nursing Education Evening Option	-	-	-	-	8	-	13	4	15	15	26
*Nursing Program, LP Option	-	-	-	-	-	-	1	-	-	-	-
Office and Information Management											
Administrative Information Mgmt. Option	-	-	-	-	6	2	2	6	10	6	6
Medical Information Management Option	5	3	5	-	2	5	7	1	3	7	5
*Executive Office Administration Option	4	2	2	1	-	-	-	-	-	-	-
*Legal Office Administration Option	2	3	-	-	-	1	-	-	-	-	-
*Executive Office/Word Processing Option	3	4	10	8	1	-	-	-	-	-	-
AS SUBTOTAL	356	385	349	355	341	361	246	177	257	288	301

* Program or program option is not accepting new students at this time.

Certificates Awarded by Program: FY 1995 – FY 2005

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Allied Health											
*Health Careers Preparation	6	-	-	-	-	-	-	-	-	-	-
Medical Assistant	15	24	12	19	5	-	-	39	45	59	51
*Medical Assistant/ESL	-	-	2	-	3	-	-	-	-	-	-
Medical Lab Assistant	5	8	10	5	28	35	37	-	4	2	5
*Medical Receptionist	1	-	-	-	-	-	-	-	-	-	-
Patient Care Assistant	20	68	48	40	26	28	13	13	21	22	20
Phlebotomy Technician	11	8	7	9	6	11	10	11	7	16	11
Biomedical Engineering Technology*	2	5	5	-	-	-	-	-	-	-	-
Biotechnology Technician*	-	3	6	7	-	2	-	-	-	-	-
Biomedical Equipment Repair*	-	2	-	-	-	-	-	-	-	-	-
Cardiovascular Sonography*	2	6	6	6	-	-	-	-	-	-	-
Ultra-Sound*	-	-	4	-	-	-	-	5	-	-	12
EKG Technician*	4	-	-	-	-	-	-	-	-	-	-
Business Administration											
Accounting	4	3	3	14	1	8	3	4	4	8	5
Computer-based Accounting	-	-	-	-	-	-	-	-	4	6	3
Accounting Information	-	-	-	-	-	-	-	-	-	-	2
International Business	-	-	-	-	-	-	-	-	-	1	1
e-Commerce Marketing Management	-	-	-	-	-	-	-	-	-	1	-
Paralegal Studies	6	7	9	12	5	9	5	-	10	12	12
*Paralegal Certificate	-	7	9	-	4	-	-	4	-	-	-
Computer Technology											
Computer Network	-	-	-	-	1	3	32	8	15	5	3
Object-Oriented Computer Programming & Design	1	-	-	-	-	-	-	2	1	-	2
*IBM AS/400 RPG	1	1	1	1	4	-	-	-	-	-	-
*Lotus Applications Specialist	1	1	1	-	-	2	-	-	-	-	-
*Desktop Publishing	2	6	4	-	4	3	-	-	-	-	-
Database Programming & Administration	-	-	-	-	-	-	-	-	-	-	2
Criminal Justice*											
*Corrections	-	-	-	-	-	2	-	2	2	1	-
*Security Administration	-	-	-	-	-	1	2	-	-	-	1
Culinary Arts	6	3	1	4	-	8	1	2	2	3	1
Diagnostic Medical Sonography	-	-	-	-	-	-	-	-	9	9	-
Early Childhood Development	3	5	3	4	3	2	3	3	2	1	4
Electronics*	-	-	-	1	1	-	2	-	1	-	-
*ESL Electronics	8	13	20	-	11	15	15	-	-	-	-
*Microcomputer Support	-	-	1	-	-	-	1	-	1	-	1

Certificates Awarded by Program: FY 1995 – FY 2005 (continued)

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Office and Information Management											
*Data Entry	3	1	1	2	1	-	-	-	-	-	-
Information Management Specialist	-	-	-	-	1	1	3	3	5	3	2
Medical Information Management	-	-	-	-	1	3	5	-	5	2	8
*Office Administration Medical Assistant	6	6	10	10	7	-	-	-	-	-	-
*Office Assistant	-	-	-	-	-	1	-	-	-	-	-
*Word Processing	1	1	5	-	-	-	-	-	-	-	-
Health Care Management*	-	-	-	1	-	-	-	-	-	-	-
Medical Coding	-	-	-	-	-	-	-	-	-	-	1
Gerontology*	1	-	-	-	-	-	-	-	-	-	-
Painting*	-	1	-	-	-	-	-	-	-	-	-
Surgical Technology	12	13	1	-	11	8	6	23	17	19	23
Central Processing	-	-	-	-	-	-	-	-	4	-	-
Travel and Tourism	-	1	3	1	7	3	3	2	3	-	-
CERTIFICATE SUBTOTAL	121	193	172	136	130	145	141	121	162	170	172

* Certificate Program is not accepting new students at this time.

Source: BHE HEIRS database, BHCC Enrollment Services, revised July 19, 2005

Graduate Follow-up Survey Classes of 1988 - 2004

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	2003	2004
Continuing Education	37%	39%	39%	41%	38%	35%	38%	39%	37%	41%	45%	50%	48%	53%	59%
Employed	75%	81%	76%	66%	74%	74%	81%	77%	76%	76%	82%	69%	75%	77%	81%

Graduate Follow-up Survey Class of 2004: Transfer Institutions

AA, AS and Certificate graduates from the Class of 2004 indicated they were continuing their education at public and private institutions. The following are the most frequently chosen colleges and universities:

Bunker Hill Community College (24)

Northeastern University (19)

Suffolk University (4)

Bentley College (6)

Salem State College (9)

University of Massachusetts, Boston (36)

Source: BHCC 30th Annual Graduate Follow-up Survey

Graduate Follow-up Survey Class of 2004: AA/AS Employment Data

In the Class of 2004, 226 out of 515 (44%) 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	31	33%	24	25%	3	3%	23	24%	14	15%	95	100%
Associate in Science												
Business Administration	16	47%	11	32%	3	9%	3	9%	1	3%	34	100%
Computer Technology	10	63%	3	19%	2	13%	0	0%	1	6%	16	100%
Criminal Justice	2	29%	4	57%	0	0%	0	0%	1	14%	7	100%
Culinary Arts	1	100%	0	0 %	0	0%	0	0%	0	0%	1	100%
Early Childhood Development	6	75%	2	25%	0	0%	0	0%	0	0%	8	100%
Electronics Technology	0	0%	2	67%	0	0%	1	33%	0	0%	3	100%
Fire Protection and Safety	1	100%	0	0%	0	0%	0	0%	0	0%	1	100%
Graphic Arts & Visual Comm.	1	33%	1	33%	1	33%	0	0%	0	0%	3	100%
Hotel/Restaurant/Travel Mgmt.	5	56%	2	22%	1	11%	0	0%	1	11%	9	100%
Human Services	1	50%	0	0%	0	0%	1	50%	0	0%	2	100%
Media Technology	1	67%	2	33%	0	0%	0	0%	0	0%	3	100%
Medical Imaging	18	90%	0	0%	0	0%	0	0%	2	10%	20	100%
Nursing Program	14	78%	0	0%	1	6%	0	0%	3	17%	18	100%
Office Management	2	33%	2	33%	1	17%	0	0%	1	17%	6	100%
Total	109	48%	53	23%	12	5%	28	12%	24	11%	226	100%

Source: BHCC 30th Annual Graduate Follow-up Survey

Graduate Follow-up Survey Class of 2004: Certificate Employment Data

In the Class of 2004, 64 out of 170 (38%) 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	27	75%	2	6%	3	8%	3	8%	1	3%	36	100%
Business Administration	6	43%	4	29%	2	14%	1	7%	1	7%	14	100%
Computer Programming	1	33%	1	33%	1	33%	0	0%	0	0%	3	100%
Culinary Arts	0	0%	0	0%	0	0%	0	0%	1	100%	1	100%
Early Childhood Development	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Diagnostic Medical Sonography (Ultrasound)	1	50%	0	0%	0	0%	0	0%	1	50%	2	100%
Office Management	1	50%	1	50%	0	0%	0	0%	0	0%	2	100%
Surgical Technology	4	80%	0	0%	0	0%	1	20%	0	0%	5	100%
Total	40	63%	8	13%	7	11%	5	8%	4	6%	64	100%

Source: BHCC 30th Annual Graduate Follow-up Survey

Full-Time Employee Profile: Fall 2002 – Fall 2004

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

Full-Time Employee Profile: Fall 2003

Fall 2003	White	African American	Native American	Hispanic	Asian/Pacific	Other	Female	Male	Total
Administration	34	9	0	1	3	0	29	18	47
Professional	33	10	0	4	4	0	33	18	51
Full-time Faculty	89	16	1	1	5	1	64	49	113
Classified	71	16	1	8	16	2	66	48	114
Total	228	51	2	14	28	3	193	133	326

Full-Time Employee Profile: Fall 2004

Fall 2004	White	African American	Native American	Hispanic	Asian/Pacific	Other	Female	Male	Total
Administration	35	11	0	3	3	0	34	18	52
Professional	36	13	0	3	4	0	36	20	56
Full-time Faculty	92	17	1	1	6	1	71	47	118
Classified	69	19	0	9	16	2	66	49	115
Total	232	60	1	16	29	3	207	134	341

Source: BHCC Human Resources

Full-Time Faculty Profile: Fall 2002 – Fall 2004

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 Profile: Fall 2003

Fall 2003	White	African American	Hispanic	Asian Pacific Islander	Cape Verdean	Native American	Other	Total
Female	50	10	1	2	0	0	1	64
Male	39	5	0	3	1	1	0	49
Total	89	15	1	5	1	1	1	113

Full-Time Faculty Profile: Fall 2004

Fall 2004	White	African American	Hispanic	Asian Pacific Islander	Cape Verdean	Native American	Other	Total
Female	57	8	1	3	1	0	1	71
Male	35	6	0	3	2	1	0	47
Total	92	14	1	6	3	1	1	118

Source: BHCC Human Resources

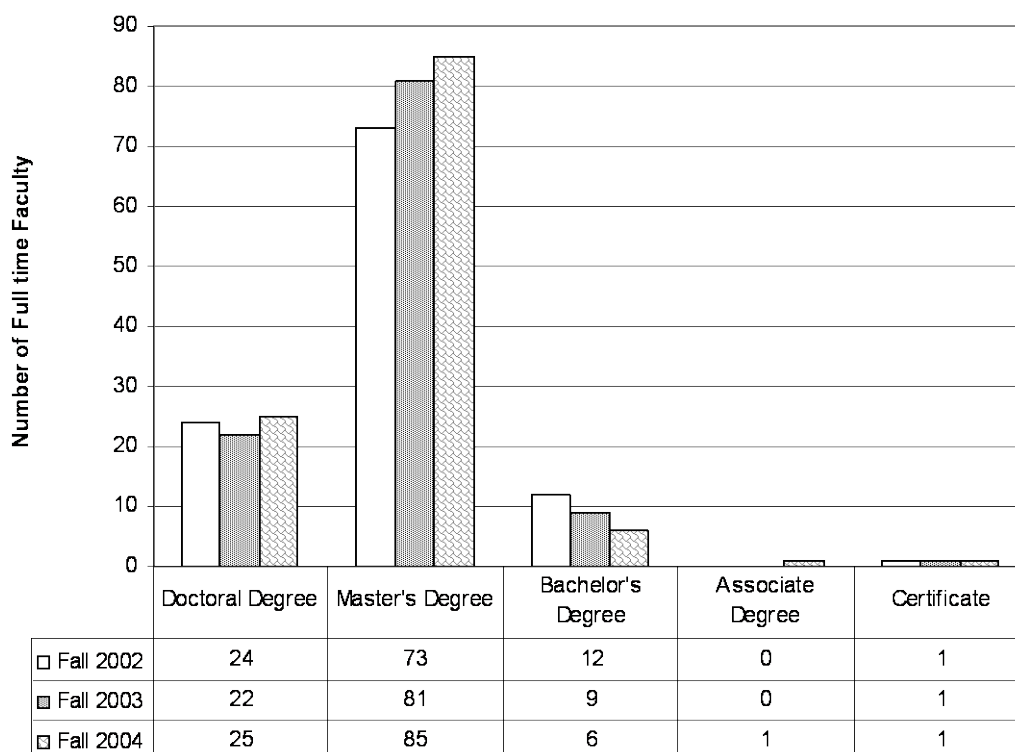
Full-Time Faculty Rank: Fall 2004

Rank	Tenured	Not Yet Tenured	Number	% of Tenured	% of Not Yet Tenured	Percent
Professor	74	4	78	96%	10%	66%
Associate Professor	3	11	14	4%	27%	12%
Assistant Professor	0	26	26	0%	63%	22%
Total	77	41	118	100%	100%	100%

In Fall 2004, there were 306 Adjunct Faculty members employed at BHCC. This figure does not include the full-time faculty who elected to teach additional classes beyond their regular full-time assignment.

Source: BHCC Human Resources

Full-Time Faculty by Highest Degree: Fall 2002 – Fall 2004



Adjunct Faculty: Fall 2003, Fall 2004

Adjunct Faculty Profile: Fall 2004

Fall 2004	White	African American	Native American	Hispanic	Asian/Pacific	Other	Female	Male	Total
Arts & Sciences	182	8	-	4	6	9	91	118	209
Nurse Education & Health Professions	25	4	-	-	-	-	21	8	29
Professional Studies	64	-	-	1	3	-	24	44	68
Total	271	12	-	5	9	9	136	170	306

Adjunct Faculty Profile: Fall 2004

Fall 2004	White	African American	Hispanic	Asian Pacific Islander	Cape Verdean	Native American	Other	Total
Female	114	10	2	5	-	-	5	136
Male	157	2	3	4	-	-	4	170
Total	271	12	5	9	-	-	9	306

Adjunct Faculty Profile: Fall 2003

Fall 2003	White	African American	Native American	Hispanic	Asian/Pacific	Other	Female	Male	Total
Arts & Sciences	193	14	-	3	11	4	94	99	193
Nurse Education & Health Professions	18	-	-	-	-	-	13	5	18
Professional Studies	25	2	-	-	3	1	10	21	31
Total	236	16	-	3	14	5	117	125	242

Adjunct Faculty Profile: Fall 2003

Fall 2003	White	African American	Hispanic	Asian Pacific Islander	Cape Verdean	Native American	Other	Total
Female	98	7	3	6	-	-	3	117
Male	106	9	-	8	-	-	2	125
Total	204	16	3	14	-	-	5	242

Cost of Attendance: FY 2005

	Tuition	Fee	Total
APPLICATION FEE			
Massachusetts Residents		\$10	\$10
Non-Residents		\$35	\$35
TUITION AND FEES			
Massachusetts Residents per credit	\$24	\$71	\$95
Non-Massachusetts Residents & International Students per credit	\$230	\$71	\$301
The New England Regional Student Program per credit	\$36	\$71	\$107
OTHER CHARGES			
Technology Fee per credit		\$5	\$5
Health Course Fee per credit		\$35	\$35
Health Insurance Fee		\$572	\$572
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, 2004 – 2005

Tuition and Mandatory Fees: FY 2002 – FY 2006

Per-Credit Charges: Tuition and Mandatory Fees

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002*
In-State	\$100	\$100	\$100	\$80	\$65 Fall, \$70 Spring
Out-of-State	\$306	\$306	\$306	\$286	\$271 Fall, \$276 Spring

One Year, Full time (24 credits) Tuition only

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
In-State	\$576	\$576	\$576	\$576	\$576
Out-of-State	\$5,520	\$5,520	\$5,520	\$5,520	\$5,520

One Year, Full time (24 credits) Mandatory Fees only

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002*
In-State	\$1,824	\$1,824	\$1,824	\$1,344	\$1,044
Out-of-State	\$1,824	\$1,824	\$1,824	\$1,344	\$1,044

One Year Full time (24 credits) Tuition and Mandatory Fees

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002*
In-State	\$2,400	\$2,400	\$2,400	\$1,920	\$1,620
Out-of-State	\$7,344	\$7,344	\$7,344	\$6,864	\$6,564

One Year, Full time (30 credits) Tuition only

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
In-State	\$720	\$720	\$720	\$720	\$720
Out-of-State	\$6,900	\$6,900	\$6,900	\$6,900	\$6,900

One Year, Full time (30 credits) Mandatory Fees only

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
In-State	\$2,280	\$2,280	\$2,280	\$1,680	\$1,305*
Out-of-State	\$2,280	\$2,280	\$2,280	\$1,680	\$1,305

One Year, Full time (30 credits) Tuition and Mandatory Fees

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002*
In-State	\$3,000	\$3,000	\$3,000	\$2,400	\$2,025
Out-of-State	\$9,180	\$9,180	\$9,180	\$8,580	\$8,205

One Year, Full time (24 or 30 credits) Other Expenses**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Transportation	\$800	\$800	\$800	\$800	\$800
Books and Supplies	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Off campus (independent - not with family)					
Room and board	\$5,612	\$5,612	\$5,612	\$5,612	\$5,612
Other Expenses	\$2,306	\$1,950	\$1,950	\$1,950	\$1,950
Off campus (dependent – with family)					
Other expenses	\$2,306	\$1,950	\$1,950	\$1,950	\$1,950

* \$5/Credit Technology Fee began in Spring 2002

**Source: BHCC Financial Aid, April 2005

Financial Aid Awards: FY 2002 – FY 2005

	2004-2005	2003-2004	2002-2003	2001-2002
Federal Pell Grant	\$5,796,211	\$5,554,658	\$5,079,430	\$4,275,207
Federal Supplemental Educational Opportunity Grant	\$218,091	\$199,312	\$214,143	\$198,902
Federal Perkins Loan	-	-	-	-
Federal Work Study	\$210,552	\$216,561	\$191,283	\$240,866
Federal Subsidized Stafford Loan	\$444,089	\$386,934	\$278,690	\$172,499
Federal Unsubsidized Stafford Loan	\$453,062	\$429,262	\$298,489	\$183,661
Federal Parent Loan	\$9,566	\$25,036	\$15,781	\$1,891
Mass State Grant	\$268,575	\$289,448	\$324,023	\$215,400
Mass Tuition Waiver	\$400,000	\$225,774	\$248,919	\$297,137
Mass Cash Grant	\$1,564,815	\$1,547,252	\$1,733,859	\$1,732,341
Mass Part-time Grant	\$154,494	\$142,534	\$164,218	\$133,000
Total	\$9,519,455	\$9,016,771	\$8,548,834	\$7,450,904

Financial Aid Students by Award: FY 2002 – FY 2005

	2004-2005	2003-2004	2002-2003	2001-2002
Federal Pell Grant	2,705	2,547	2,320	2,030
Federal Supplemental Educational Opportunity Grant	685	614	681	604
Federal Perkins Loan	-	-	-	-
Federal Work Study	128	137	116	145
Federal Subsidized Stafford Loan	242	217	137	98
Federal Unsubsidized Stafford Loan	232	210	142	93
Federal Parent Loan	2	4	3	1
Mass State Grant	532	621	766	442
Mass Tuition Waiver	1,874	1,260	1,297	1,708
Mass Cash Grant	1,711	1,921	1,797	1,919
Mass Part-time Grant	498	609	671	469
All Financial Aid Recipients	3,036	2,851	2,543	2,290

Source: Financial Aid Office; BHCC Business Office

Scholarships and Tuition Waivers: FY 2002 - FY 2005

	2004-2005	2003-2004	2002-2003	2001-2002
BHCC Scholarships	\$88,874	\$68,362	\$40,518	\$33,073
BHCC Foundation Scholarships	\$22,838	\$18,218	\$17,252	\$11,520
BHCC Pathway Technology Scholarships	\$28,638	\$26,134	-	-
BHCC Business & Industry Waivers	\$4,640	-	-	-
BHCC NUP Employees & Dependents Tuition & Fee Waiver	\$179	\$6,665	-	-
BHCC MCCC Employees & Dependents Tuition & Fee Waiver*	\$952	\$450	n/a	n/a
BHCC FT Employees & Dependents Tuition Waiver*	-	-	n/a	n/a
BHCC PT Employees & Dependents Tuition Waiver*	-	-	n/a	n/a
MCCC Employees & Dependents Tuition & Fee Waiver*	-	-	\$1,001	\$2,572
FT Higher Education Employees & dependents (not MCCC) Tuition Waiver*	\$2,947	\$11	\$4,335	\$1,759
PT Higher Education Employees & dependents (not MCCC) Tuition Waiver*	-	-	-	-
Other State Employees & Dependents Tuition Waiver	\$16,853	\$18,163	\$22,522	\$25,012
Sub-total: State Employee & Dependents Waivers	\$20,931	\$25,289	\$27,858	\$29,342
Native American Tuition Waiver	\$2,097	\$2,099	\$1,340	\$2,932
Veterans & Armed Services/Vocational Rehab Tuition Waiver	\$45,726	\$57,815	\$48,089	\$32,020
National Guard Tuition Waiver	\$1,080	\$1,680	\$4,206	\$1,944
Senior Citizen Tuition Waiver	\$5,859	\$9,858	\$11,218	\$9,239
Mass Rehab & Commission for the Blind Tuition Waiver	\$57,281	\$48,734	\$48,742	\$34,610
Human Service Workers Tuition Waiver	\$3,140	\$3,606	\$2,838	\$1,248
Stanley Z Koplik Certificate of Mastery Tuition Waiver	\$216	-	-	-
D.S.S. Adopted Children Tuition Waiver	\$10,928	\$11,614	\$12,054	\$5,417
9/11/2001 Tragedy Waiver	-	-	-	-
Grand Total Waivers and Scholarships	\$292,246	\$273,409	\$215,114	\$161,345

*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 Business Office, July 2005

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 circulated, 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.

	Budget	Number of Books Circulated
Fall 2002	\$8,000	524
Spring 2003 and Summer 2003	\$13,000	933
FY03 Total	\$21,000	1,457
Fall 2003	\$10,000	526
Spring 2004 and Summer I 2004	\$20,000	859
FY04 Total	\$30,000	1,385
Fall 2004	\$17,500	575
Spring 2005 and Summer I 2005	\$17,500	1,062
FY05 Total	\$35,000	1,637

Source: BHCC Student Activities Office, July 2005

Supplemental Grants FY 2005

The Grants Development office works closely with academic, support service and administrative departments throughout the College, as well as with external partner organizations, to secure grant funding for new programs and program enhancements that promote the College's strategic goals.

FY05 Grant Funding

A total of **39** grants were administered by BHCC in FY05, for a total of **\$3,385,310** in supplemental funding. Of these active grants, 14 were multi-year grants which totaled \$1,889,717 in FY05 and \$9,157,542 over the full course of their award periods. FY05 grants administered by BHCC were distributed among federal, state, city and private/foundation sources as follows:

Grant Funding by Source	Amount	Percentage of Total
Federal	\$489,569	14.7%
State	\$1,749,573	51.7%
City	\$648,101	19.1%
Private/Foundation	\$489,067	14.4%

New Grants in FY05

Grant	FY04 Award Amount	Total Award Amount (multi-year grants)
Mass. DOE - Building Careers in Early Childhood	\$36,184	N/A
National Libraries of Medicine – Public Health Information Outreach	\$27,910	N/A
Mass. Board of Higher Education – Improving Teacher Quality	\$67,277	\$196,064 over three years

Partnership Grants

In addition to the grants awarded to BHCC, the College received other grant funds in FY05 through partnerships with other organizations:

Grant	Lead Grantee	FY05 Award to BHCC
Building Essential Skills Through Training (BEST)	Boston Private Industry Council	\$64,257
Mass. Div. of Career Services-Workforce Training Fund	Massachusetts Lodging Assn.	\$53,340

Other New Grants awarded in FY05, to begin in FY06

Grant	Total Award Amount/Grant Period
U.S. Department of Education: Student Support Services	\$1,354,110 over five years
Mass. Dept. of Education: Adult and Community Learning Services – Adult Basic Education	\$719,563 per year over five years
Mass. Dept. of Education: Adult and Community Learning Services–ABE Transition to College	\$85,000 per year over two years
US Department of Health and Human Services: Scholarships for Disadvantaged Students	\$91,767
City of Boston Neighborhood Jobs Trust: Steps to Employment	\$117,520 per year over two years
Stratford Foundation	\$45,000

Source: BHCC Grants Development and Grants Management, July 2005

Grants Spending: FY 2000 – FY 2005

This table shows BHCC's actual expenditures from each funding source according to BHCC's fiscal year. The BHCC fiscal year runs from July 1 through June 30. Grant awards may be based on a fiscal year with different start and end dates. For example, Perkins grants for FY05 are expended from September 2004 through August of 2005.

Thus, the total amount of grants awarded for a given fiscal year, e.g. \$3,385,310 for FY 2005, will differ from the grants spending for that year. Within the guidelines for each grant, money not spent within one BHCC fiscal year will be expended in the next BHCC fiscal year.

Source	Amount					
	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Federal	579,099	773,010	683,006	304,917	350,955	394,995
State	1,550,397	1,873,213	1,695,169	1,583,294	1,755,185	1,497,864
City/Local	350,657	422,568	638,094	565,016	607,745	555,510
Private/Foundation	185,821	102,316	97,217	79,154	202,271	113,054
Total	\$2,665,973	\$3,171,106	\$3,113,487	\$2,532,381	\$2,916,156	\$2,561,423

Source: BHCC Business Office, August 2005

Weekend College Revenue: FY 2003 – FY 2005

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 2003

Revenue Type	In-State Students	Out-of-State Students	All Students
Tuition	\$165,624	\$121,900	\$287,524
General College Fee & Technology Fee	\$386,456	\$29,680	\$416,136
Total	\$552,080	\$151,580	\$703,660

FY 2004

Revenue Type	In-State Students	Out-of-State Students	All Students
Tuition	\$199,728	\$200,790	\$400,518
General College Fee & Technology Fee	\$632,472	\$66,348	\$698,820
Total	\$832,200	\$267,138	\$1,099,338

FY 2005

Revenue Type	In-State Students	Out-of-State Students	All Students
Tuition	\$247,176	\$191,130	\$438,306
General College Fee & Technology Fee	\$782,572	\$63,156	\$845,728
Total	\$1,029,748	\$254,286	\$1,284,039

eCollege Revenue: FY 2003 – FY 2005

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 2003

Revenue Type	In-State Students	Out-of-State Students	All Students
Tuition	\$266,112	\$169,280	\$435,392
General College Fee & Technology Fee	\$620,928	\$41,216	\$662,144
Total	\$887,040	\$210,496	\$1,097,536

FY 2004

Revenue Type	In-State Students	Out-of-State Students	All Students
Tuition	\$288,264	\$202,400	\$490,664
General College Fee & Technology Fee	\$912,368	\$66,880	\$979,248
Total	\$1,200,632	\$269,280	\$1,469,912

FY 2005

Revenue Type	In-State Students	Out-of-State Students	All Students
Tuition	\$252,600	\$186,300	\$438,900
General College Fee & Technology Fee	\$799,900	\$61,560	\$861,460
Total	\$1,052,500	\$247,860	\$1,300,360

Revenues and Expenditures: FY 2002 - FY 2004

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

	FY2004	FY2003	FY2002
Operating Revenues:			
Tuition and fees	\$ 16,679,666	\$ 14,120,159	\$ 12,066,668
Less: scholarship allowances	(4,141,116)	(2,968,445)	(2,782,454)
Net student fees	12,538,550	11,151,714	9,284,214
Grants and Contracts	10,975,715	10,343,836	10,359,819
Other auxiliary enterprises	409,526	255,235	331,423
Other sources	1,227,182	1,123,919	831,004
Total operating revenues	25,150,967	22,874,704	20,806,460
Operating expenses:			
Instruction	17,084,752	16,039,801	16,074,518
Academic support	4,892,819	4,768,617	4,734,536
Student services	6,334,756	7,039,415	6,798,607
Scholarships and fellowships	4,029,477	4,892,221	4,566,073
Operation and maintenance of plant	5,400,347	3,981,823	4,293,009
Depreciation and amortization	537,482	609,823	753,661
Institutional support	5,013,986	4,444,924	4,583,676
Total operating expenses	43,293,619	41,776,624	41,804,080
Operating loss	(18,142,652)	(18,901,920)	(20,997,620)
Non-operating revenues (expenses)			
State appropriations	19,551,850	22,086,663	22,814,145
Net investment income	183,399	280,374	227,666
Interest expense	(44,095)	(20,427)	(26,237)
Other non-operating revenue (expense)	(26,550)	(42,861)	464,403
Net non-operating revenues	19,664,604	22,303,749	23,479,977
Capital appropriations			
Capital gifts and grants	8,995		70,000
Net increase (decrease) in net assets	1,530,947	3,401,829	2,552,357
Net assets, beginning of year	13,172,484	9,770,655	7,218,298
Net assets, end of year	\$ 14,703,431	\$ 13,172,484	\$ 9,770,655

Source: BHCC Business Office