

2005-2006 fact book

INSTITUTIONAL EFFECTIVENESS

BUNKER HILL
COMMUNITY COLLEGE



2005-2006 FACT BOOK



Bunker Hill Community College
250 New Rutherford Avenue
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 2005 – 2006 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 College Pathway, the division of Student Affairs, the Workforce Development Center and the college Library.

The second section, **Student Profile**, provides a snapshot of Fall 2005 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 2005 – 2006 year plus revenues and expenditures for FY03 – FY05. At the time of publication, the FY06 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 July 2006

History

Bunker Hill Community College (BHCC) is a multi-campus urban institution, its main campus situated in the historic Charlestown neighborhood of Boston, Massachusetts. A second campus is located in nearby Chelsea, Massachusetts; five satellites are located in the local communities of Cambridge, Chinatown, Revere, Somerville and Boston's South End.

Founded in 1973 by the Commonwealth of Massachusetts, BHCC enrolls more than 8,100 students in day, evening, weekend, web-based and distance learning courses and programs. 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 has expansive course offerings in English as a Second Language and Adult Basic Education.

One of the largest colleges in the state's community college system, BHCC incorporates multi-cultural and international perspectives in its courses, programs and institutional climate. With students from 90 countries, and students of color comprising more than half of the student's population, BHCC is one of the most diverse and cosmopolitan colleges in New England. The average age of students is 28, nearly two-thirds are women and the majority of all students work while attending college. An expansive array of student services support the varied needs of the BHCC students.

A leader in workforce education, the College's academic and technical programs offered at two campuses, five satellites and through distance learning models reflect the workforce of the local and regional economy. The additional resources of the Workforce Development Center and ACT Center further support the Greater Boston communities' employment training needs.

Source: BHCC Publications, July 2006

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: 2006 – 2009

Support Each Student's Goals for Success

Bunker Hill Community College will assist degree- and certificate-seeking students to complete programs while recognizing and supporting the many and varied learning goals of the College's diverse student body.

Prepare Students for 21st Century Careers

Bunker Hill Community College will prepare students for 21st Century careers by revising current academic programs and by establishing new degree and certificate programs.

Advance Immigrant Success

Bunker Hill Community College will expand and develop new programs for immigrant students to enable them to achieve academic and career goals.

Create Partnerships for Pathways to College

Bunker Hill Community College will create and sustain partnerships and pathways to promote student success.

Demonstrate Strength through Diversity

Bunker Hill Community College will leverage its reputation and visibility as a college community that recognizes that diversity adds value.

Promote Civic Engagement and Leaders

Bunker Hill Community College will encourage a climate of civic engagement to involve students fully in their communities and in the democratic process.

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 2005

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

Associate in Science Degrees

Business Administration Program:

Accounting
 Finance
 International Business
 Management

Computer Information Technology Program:

Computer Support Specialist
 Database Programming and Administration
 Network Technology and Administration

Medical Imaging Program:

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

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

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

Source: BHCC 2005 – 2006 Catalog

Certificate Programs: Fall 2005

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

Law Enforcement

Medical Coding

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 2005 – 2006 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: nlnac@nlanc.org; URL: <http://www.nlnac.org>) and approved by the Massachusetts Board of Registration in Nursing, 239 Causeway Street, Suite 500, 5th Floor, Boston, MA 02114 (telephone: 617-973-0800; 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.

College Pathway and Academic Support

Division Mission Statement

The Division of College Pathway 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.

College Pathway and Academic Support Division Grant-Funded Initiatives

Source of Funds	Grant	Award
Federal Grants		
	TRIO/Student Support Services, year 1 of 5 (US DOE)	\$270,822
State Grants		
	Metro Boston Tech Prep Consortium (MA DOE)	\$102,500
	MA Statewide DECA Program (MA DOE)	\$40,000
	MCAS Transitional Summer Program (MA DOE)	\$15,000
	MCAS Transitional Program - Pathways to Success (MA DOE)	\$40,000
	MCAS Academic Support Partnering Program (MA DOE)	\$22,250
	Adult Basic Education/Chelsea, year 1 of 5 (MA DOE)	\$702,973
	ABE-Transitional Pathways to College, year 1 of 3 (MA DOE)	\$85,000
	McNair-MA Educational Opportunity Program, year 1 of 2 (BHE)	\$16,000
	McNair-Disadvantaged Student Program/Enhancing Student Success & Retention, year 1 of 2 (BHE)	\$28,300
Local Grants		
	Gear-up in Boston, year 7 of 7 (BPS/US DOE)	\$237,402
	Life Skills Offender Re-entry Program (Suffolk County Sheriff's)	\$258,949
Private/Foundation Grants		
	ABE- Employment Resources, Inc., year 1 of 5	\$29,642
	Bridge to College Success (The Stratford Foundation)	\$45,000
	Grand Total	\$1,893,838

Source: Director of Grant Management, FY 06 Grant Award Listing as of July 2006

Collaboration with Middle & High Schools: FY 2006

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	
Blue Hills Regional Vocational Brighton			X		X	X	
Brookline					X	X	
Cambridge Rindge & Latin					X	X	
Champion Charter School			X		X	X	
Charlestown	X	X	X	X		X	X
Chelsea	X				X	X	
Clarence Edwards Middle School Charlestown							
Community Academy							
Dorchester			X		X	X	
East Boston			X		X	X	X
El Centro de Cardinal			X				
English High School							
Everett						X	
Fenway Community							
Greater Egleston Community H.S.			X				
Hyde Park High School						X	
Jeremiah Burke			X		X	X	
John D. O'Bryant				X		X	
Josiah Quincy Middle School							
Keefe Vocational High	X				X	X	
Leominster							
Madison Park	X		X	X	X	X	
Malden					X	X	
Medford High School						X	
Medford Vocational					X	X	
Melrose High School						X	
Minuteman Voc. Technical H.S.					X	X	
MLK Middle School						X	
Newton North							
Newton South							
Northeast Metropolitan Technical H.S.					X	X	
North Shore Technical High	X				X	X	
Quincy Vocational High					X	X	
Revere						X	
Rindge School of Technical Arts						X	
Snowden International			X	X		X	
Somerville				X	X	X	
South Boston			X			X	
Waltham					X	X	
Watertown						X	
West Roxbury			X		X	X	
Winthrop					X	X	

Source: Acting Dean of College Pathway 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 and DVD's or find a quiet corner in which they can work on their courses.

CSDL 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.

CSDL 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 2006

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
 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.

Center for Self-Directed Learning Statistics: Spring 2006

Number of CSDL Course Offerings	36
Total LC Enrollments	590
Total Visits LC Students	8,329
Total Hours LC Students	16,118
Total Individual Tutoring Sessions by Course Facilitators	2,150
Total Individual Tutoring Hours by Course Facilitators	3,732
Total Individual Tutoring Sessions by Part-time Tutors	1,670
Total Individual Tutoring Hours by Part-time Tutors	3,419
Number of 2+1 sections taught by BHCC faculty*	12
Number of student visits from 2+1 sections*	4,468
Number of hours for students in 2+1 sections*	7,235
Total Student Visits for Computer Access	9,328
Total Hours for Computer Access	9,331

* 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.

CSDL Testing Room: Spring 2006

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 2006

	Learning Center Courses	BHCC Faculty Sections	External Studies & Web Courses	Sub-Total
Jan 23 – Feb 28	685	463	38	1,186
March 02 – Mar 31	729	659	233	1,621
April 01 – Apr 29	827	738	738	2,303
May 01 – May 18	752	768	397	1,917
Total	2,993	2,628	1406	7,027

Source: Center for Self-Directed Learning, July 2006

Tutoring and Academic Support Center (TASC)

Student Academic Support Services: Fall 2001 – Spring 2006

	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
Tutoring Sessions	1,800	2,470	3,100	3,508	3,520	4,653	5,511	6,805	8,410	8,588
Unduplicated Students	400+	517	636	726	762	942	1,090	1,216	1,488	1,499
Hours of Tutoring per Week	315	324	285	402	359	365	508	615	623	625
Student Visits per Week (approx.)	200+	200+	322	300	300	350	400	475	600	614
Students who report that tutoring improved their grades	94%	94%	96%	92%	90%	90%	-	95%	94%	94%
Number of Math Tutors	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 2006

Prior Learning Assessment Program

Portfolio Assessment per Calendar Year

	2000	2001	2002	2003	2004	2005
Portfolio/credit activities						
Number of Students Advised	160	165	275	292	231	226
Number of Student Assessed	52	50	50	68	49	53
Credits Received	297	274	299	336	210	189
Credit by Testing Data (CLEP)						
Number of Students Advised	105	120	287	180	171	168
Number of Students Assessed	42	45	148	145	146	148
Number of Credits Received	374	322	680	668	810	755
Department Challenge Exam						
Number of Students Advised	n/a	25	17	115	187	155
Number of Students Assessed	11	14	17	28	42	48
Number of Credits Received	15	40	42	63	63	69
Community Educational Services Program						
Number of Students Assessed	54	30	36	29	29	30
Number of Credits Received	633	414	594	501	522	540

Source: Prior Learning Assessment Program Coordinator, July 2006

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) LARE/American Training 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, LARE/American Training 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 2002 – FY 2006

Adult Basic Education Classes – 23

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

Adult Basic Education Enrollments	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Summer	260	339	247	252	166
Fall	258	332	341	217	416
Spring	279	266	292	246	402

Transitions to College Classes – 3

Charlestown Campus	1 Transitional Mathematics
	1 Transitional Writing & Reading
	1 Transitions to College

Transitions to College Enrollments	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Fall	55	30	39	78	21
Spring	35	35	59	78	25

Source: Chelsea Campus Director of ABE, July 2006

The Offender Re-entry Program: FY 2001 – FY 2006

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
2005-2006	90	79	27	3	8	2
Totals	406	320	159	19	56	14

In FY06, 56% students in the community had contact with at least one ORP staff person.

In FY06, ORP graduates enrolled in the following higher education institutions: Bunker Hill Community College

Public Safety Award

The Offender Re-entry Program (ORP) received a Meritorious Achievement Award from the Commonwealth of Massachusetts Executive Office of Public Safety during its first-ever Excellence in Public Safety Awards in August 2006. BHCC was one of the 12 recipients from more than 50 competitors for this honor.

Source: Acting Director of Offender Re-entry Program, August 2006

Student Affairs Division: FY 2006

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 FY06 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 (1,651) participated in New Student Orientation in FY06, representing an 8% increase over FY05. An Orientation Program Evaluation Survey was completed by 46% of the student participants. In summary:

- 100% indicated that they found the program either very helpful or helpful
- More than 98% 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, 67% of the respondents felt better prepared to begin classes and 46% were more confident in their ability to succeed at BHCC.

Peer Mentoring Program

The Peer Mentoring Program was expanded, and an increased number of New Student Orientation Leaders were trained to serve as Peer Mentors. This new program enables Orientation Leaders to continue their role supporting new students, by maintaining contact with the new students beyond Orientation, during the fall semester, to help ensure student success. 29 students served as Orientation Mentors in January, and 60 students were Mentors in Summer 2005.

Orientation Leaders/Peer Mentors and Student Club/Organization Leaders 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. Participation in the Leadership Development Retreats was at an all-time high: 26 students participated in the January Retreat (up from 19 in 2005); 42 students participated in the June Retreat (up from 35 in 2005).

Steps to Success for New Students

A program entitled "Steps to Success" was expanded to assist new students in their transition to college and to promote student success. The program consisted of a series of 98 free workshops (up from 30 in FY 05) 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

Five 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

427 cultural, social, and educational Student Activities Programs were offered at the Charlestown and Chelsea Campuses, during the day, evening, and on weekends, representing a 26% increase in activities planned by and for students, over last year.

Textbook Assistance Program

1,444 books were loaned to students through the Textbook Assistance Program.

Student Affairs Division: FY 2006 (continued)

BHCC Athletic Teams

The BHCC Athletic Teams demonstrated outstanding performance in areas including:

The Men's Soccer Team made history by winning its first ever Massachusetts Community College Athletic Conference Title and was runner-up in the Region 21 Tournament, marking the fourth consecutive year the team participated in the National Junior College Athletic Association Region XXI post-season play.

The Bulldogs posted five All-Region players, one Adidas Junior College All-American and received the 2005 Team Sportsmanship Award.

The Women's Basketball Team captured its second consecutive Massachusetts Community College Athletic Association Championship, and was runner-up in the National Junior College Athletic Association Region XXI Tournament.

The Men's Basketball Team advanced to the 2006 Massachusetts Community College Athletic Conference Tournament and the National Junior College Athletic Association Region XXI Tournament.

Office for Students with Disabilities

The Office for Students with Disabilities served 431 students, a 13% increase in the number of students served over last year.

Support group were held for students with math disabilities and math anxiety; and to provide general support for students with disabilities.

A Literacy Specialist was hired to work part-time, particularly with students enrolled in the lowest level developmental reading course.

A Mathematics Support Specialist was hired to work part-time to address the needs of students with mathematics challenges.

Sign Language Interpreters were hired to assist four deaf or hearing impaired students.

Training was provided to thirty-three students in use of assistive technology.

A new Student Satisfaction Survey was completed by a sample of 17% 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 three-year period.

3,349 students, faculty and staff received services in the Health Services Office, representing a 16% increase over last year.

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

Blood pressure screening

Influenza

Sexual Reproductive Health

Weight control management

Domestic Violence

Smoking Cessation

Sexually transmitted diseases

Alcohol Abuse

Health Services collaborated with the International Center to present health information orientations to International students 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 2006

Workforce Development

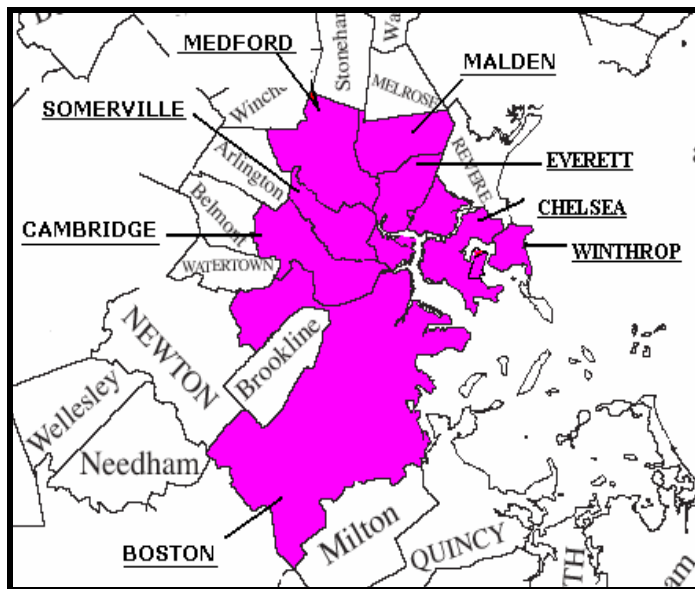
Through Workforce Development, BHCC flexibly meets the specific needs of the community with a variety of non-traditional training programs designed for both organizations and individuals.

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.
- Community Education at Bunker Hill Community College offers an affordable way for individuals to learn new skills, prepare for a new career, or just have fun. New classes include in personal enrichment, drama, computers, web design, foreign languages, real estate investment and sales, Cisco network certification and more. We also offer classes just for those 60 years and older. Classes are held at the main campus in Charlestown or at our Chelsea Campus. For more information, contact the Community Education Office at 617-228-2462 or visit Room M107 on the Charlestown Campus.

Communities served by BHCC Workforce Development

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

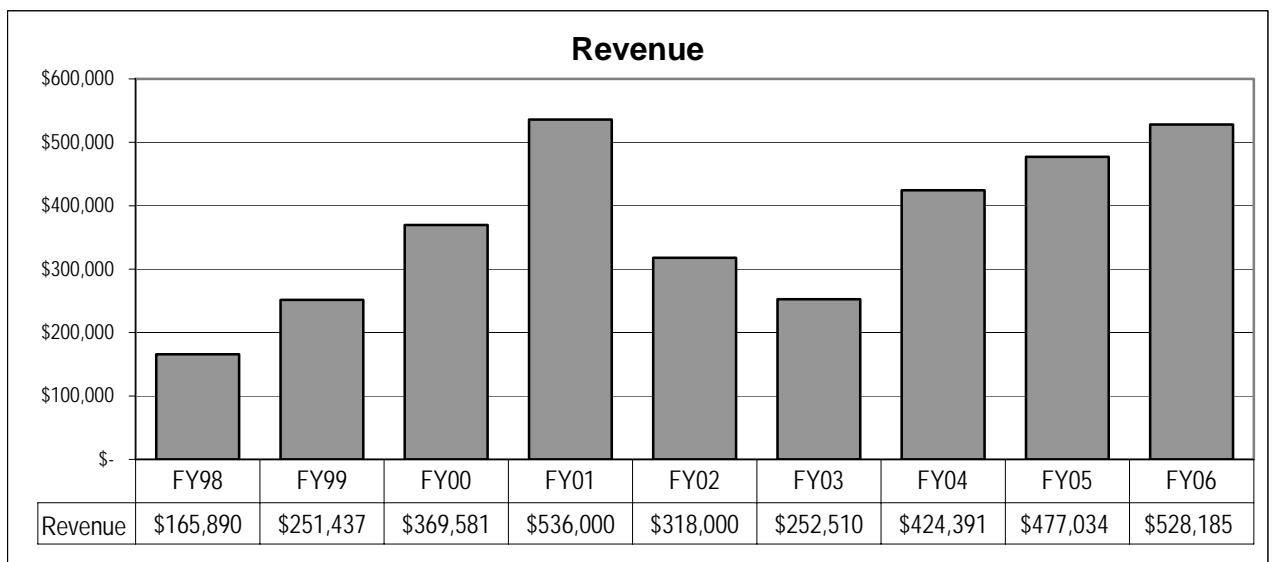
Assessments	Customer Service	Leadership	Supervisory Skills
Change Management	Early Childhood Education	Math Skills	Teaming
Occupational Spanish (Command Spanish)	English as a Second Language	Problem Solving	Train-the-Trainer
Computer Skills	Food Sanitation	Reading Skills	Violence in the Workplace
Criminal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

Workforce Development Industries Served: FY 2006

Industries served

Banking	Government	Training topics:	
Biotechnology	Health Care	BioMed	Interpersonal Skills
Child Care	Manufacturing	Computer Skills	Leadership
Community Groups	Non-Profits	Cultural Diversity	Math
Communications	Pharmaceuticals	Customer Service	Project Management
Education	Retail	Early Childhood Education	Reading
Distributors	Transportation	English as a Second Language	Supervisory Skills
Food Service	Utilities	Food Sanitation	Writing
			Basic Mandarin for Designers

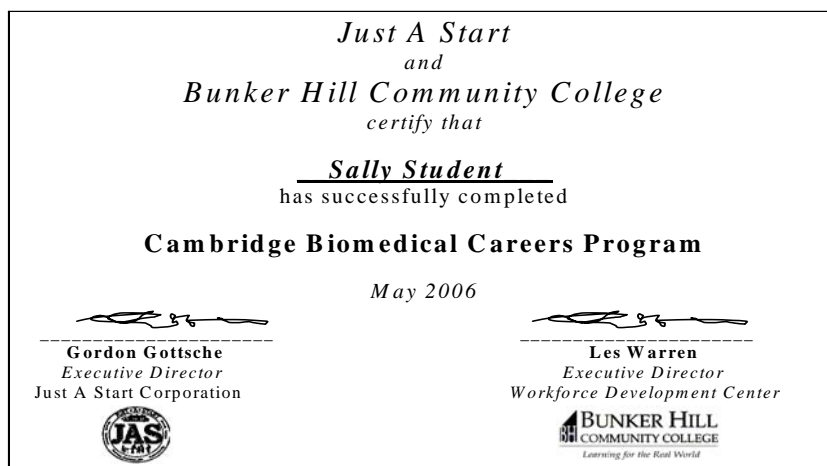
Workforce Development Center Revenues: FY 1998 – FY 2006



Workforce Development Activities: FY 1998 – FY 2006

Graduated the first pilot group of students in a A.S. degree—Associate 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 14th 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.

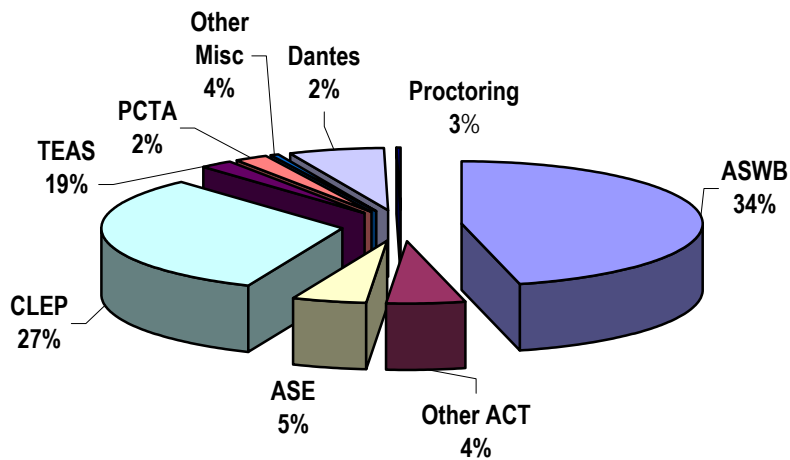


Source: BHCC Workforce Development Center, as of 7/13/06

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 FY06



Testing

- ASE** Automotive Service Excellence quality certifications for automotive mechanics (86 exams)
- ASWB** American Social Worker's Board – exams required for employment or career advancement in some states (621 exams)
- TEAS** Nursing Entrance Exam (358 exams)
- CLEP** College Level Examination Placement (494 exams)
- Dantes** A college placement exam (31 exams)
- PCTA** the Work Keys exams for Teacher's Aides for certification to the new NCLB requirements (31 exams)
- Misc** 78 exams
- Other** Other High Stakes tests (17 exams)
- Proctoring** Proctoring various tests (63 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, July 2006

Community Education

Community Education non-credit courses are designed for students of varying ages, professional experience and education levels to assist in learning new skills, or enhancing existing skills. Programs are targeted to community needs and interest and are available at convenient times on the Charlestown and Chelsea campus. For a complete listing of courses offered, refer to the master schedule booklet that is published each semester or contact the Office of Community Education on the Charlestown or by telephone at 617-228-2462.

New Courses/Programs in FY06

Special Events Planner Certificate

This comprehensive certificate program gives the participant the expertise to conduct events that have a community wide impact whether they contribute to the tourism economy or raise funds for a favorite charity or event. Participants gain a thorough understanding of all event planning and production facets include creating an event concept, mastering logistics, conducting advertising and publicity, negotiating sponsorships, securing entertainment budgeting and locating venues.

Motorcycle Safety

This exciting new course has been extremely popular. The mission is to minimize accidents and motorcycle fatalities on the road. Classroom sessions cover motorcycle controls, basic riding, street strategies, turning and braking techniques, and the dangers of impaired riding.

Crafts

Arts and Crafts and Do-It-Yourself courses are making a come-back this year. Community residents enrolled in Beginning Sewing and Basic Bead Earring non-credit courses. Topics for the sewing classes included pattern layout, pattern fitting and basic garment construction. As colorful beaded jewelry comes back in style, participants have fun learning a variety of earring beading techniques.

Additional New Programs in FY06

Community Partnership

BELL Summer Enrichment Program The Office of Community Education partnered with nationally recognized BELL (BUILDING EDUCATED LEADERS FOR LIFE) for their summer enrichment program. BELL is a leader in the national out-of-school-time movement, and is frequently cited as a model of best practices in the education field. This summer the office of Community Education hosted 120 BELL Boys aged 11-13 from July 10 thru August 18 for a packed filled summer of academic preparedness and afternoons of tennis, golf and drama.

Summer Discovery Academy

Students from Cambridge Rindge and Latin HS 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, July 2006

(continued on the next page)

Community Education (continued)

Academic Enrichment and Enhancement Studies AEES

In collaboration with the International Center the office of Community Education held its inaugural Academic Enrichment and Enhancement Studies (AEES) seminar for the SYNERGI-skole Commercial College staff and students from Denmark. The four week study program consisted of academic instruction, U.S. company visits, presentation of project work and cultural excursions.

ACADEMIC / ENRICHMENT INSTRUCTION:

The AEES program provided 10 hours of academic instruction including English; Teambuilding; Marketing; Export Marketing; Interviewing Skills; Introduction to Presentation Skills; Project Work; and U.S. Culture instruction. The teaching staff provided a combination of theory and engaged the students with applied learning opportunities.

COMPANY VISITS:

To gain insight into U. S. business practices and marketing strategies the AEES program arranged visits to the following companies: Hampton Inn, Zelma Lacy House, Whole Foods Market, and an extended visit to multiple companies located within the World Trade Center in Boston.

CULTURAL EXCURSIONS:

Cultural excursions included Harvard University; The Freedom Trail; The Black Heritage Trail; the John F. Kennedy Library and Museum; Newport, Rhode Island mansions; and the Boston Celtics v. LA Lakers professional basketball game.

Community Education Enrollments and Revenue: FY 2000 – FY 2006

	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Courses Offered/Ran	252	218	232/167*	130	157	138	130
Number of Enrollments	2,048	2,372	2,002	1,143	2,101	1,949	3,153
Total Revenue	\$311,192	\$321,230**	\$311,500	\$306,764	\$379,467	\$413,180	\$399,014

* Offered/Actually Ran

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

Source: BHCC Division of Community Education, July 2006

Library

The Library and Information Center delivers services crucial for student success, including Information Literacy instruction, quality resource selection, and an academic learning atmosphere. The library web page serves as an information gateway and extends library services with links to an online catalog, to a directory of high-quality research websites, and to 30,000 electronic resources, including full-text magazines, journals, and books. The 74,000 items in the physical collection, including books, AV materials, magazines, newspapers, and journals, is augmented by resources available through the library's memberships: NOBLE, NELINET, Boston Regional Library System, and OCLC. Consistent with the library's on-campus services, the needs of distance and non-traditional learners are also addressed with carefully selected online resources, which offer in-context instruction customized to the curriculum. To maximize use of library resources, Information Literacy workshops as well as one-on-one instruction sessions are available throughout the calendar year. The BHCC photo identification card is issued at the library, and serves as the library card. The library is open year-round.

Library Mission Statement

The BHCC Library and Information Center is an academic independent learning opportunity; it is a place for the life long learner where personal, social and empirical investigation are fueled by curiosity, critical thinking, speculation, exchange, analysis and communication.

Library Statistics: FY 2006

ON-CAMPUS LIBRARY USERS		OFF-CAMPUS LIBRARY USERS	
Visits to BHCC Library -- Gate Count/Week*:	4,628	Views of Library Web Pages:	535,221
		Sessions on Library Web Pages:	149,187
Materials checked out from BHCC Library:	17,280	Patron online renewals of checked out items:	608
Inter-library Loan Requests placed by Library Staff:	4,550	Patron Item Requests placed online:	1,929
Students in Information Literacy classes:	2,154	Views of Information Literacy Pages:	15,542
		Sessions on Information Literacy Pages:	9,640
Reference interactions with Librarians per week**:	67	Off-campus Database Access***:	22,657
Library open: 81 hours/week during Fall and Spring Semesters 61 hours/week during the rest of the year		Online Library Services are available 24 hours/day, 365 days/year	
Ground Library Collection:	74,540 items	Online Library Collection:	32,804 items
LIBRARY SERVICE HOURS: 24/7			

* This count has been adjusted to exclude non-library traffic

** This refers to in-depth information requests only

*** estimated

Library Statistics: FY 1999 – FY 2006

	FY1999	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005	FY2006
Total Expenditures	\$501,647	\$545,607	\$646,919	\$545,607	\$430,216	\$405,522	\$577,281	\$620,859
Paper Volumes	58,017	60,473	62,112	59,946	64,554	65,953	66,462	67,211
Microform	5,848	5,908	5,310	5,611	5,622	5,554	5,624	5,745
Serials Subscriptions	325	341	358	253	238	330	321	357
Inter-Library Loan Provided	898	987	1,490	2,649	2,499	2,567	2,446	2,230
Inter-Library Loan Received***	192	306	183	378	478	736	1,249	2,320
Circulation Transactions	12,454	12,046	11,590	9,837	14,565	15,992	16,937	17,280
Information Literacy Workshop Attendance	2,015	3,278	3,188	2,631	3,556	2,691	2,611	2,154
Hours Open/week	64	64	65	65	65	65	80	81
Gate Count/week*	5,009	5,024	4,815	5,993	5,602	4,778	5,007	4,628
Reference Transactions/week**	457	418	432	230	199	69	76	67
Page views of Library Web pages***	-	71,945	129,662	211,421	303,997	359,215	490,471	535,221
User Sessions on Library Pages	-	23,230	53,027	62,980	62,368	67,385	106,335	149,187
Ground Library Collection	-	-	-	-	-	-	73,630	74,540
Patron Online Renewals of Checked Out Items***	-	-	-	-	-	-	683	608
Patron Item Requests Placed Online***	-	-	-	-	-	-	770	1,929
Page views of Library Information Literacy Pages***	-	-	-	-	-	-	14,423	15,542
User Sessions on Library Information Literacy Pages***	-	-	-	-	-	-	12,406	9,640
Off-campus Database Access****	-	-	-	-	-	-	18,835	22,657
Online Library Service Availability	-	-	-	-	-	-	24/7	24/7
Online Library Collection	-	-	-	-	-	-	29,794	32,804

* As of Fall 2001, library gate counts reported here have exclude non-Library traffic.

** New staff training programs and redistribution of staff duties have increased floor presence while presence while appropriately channeling Information Services Desk interactions

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

****FY2006 figure estimated Source: Diane Smith, Library Director

Computers Available for Student Use: Spring 2006

Classrooms – Charlestown Campus

D101	22 + Instructor	High End Software Applications
D102	18 + Instructor	Medium End Software Applications
D103	16 + Instructor	Networking/CISCO
D114	18 + Instructor	High End Multi-Media/Multi Purpose Language Lab
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	72	General Student Use/All Software Applications
Assistive Technology	7	All Software Applications
	287	

E-Building All New Macintosh G5's

Open Area	3	E159
Design Lab	14 + 1 scanner + 1 instructor	E160
Design Lab	1 scanner station	E162
Design Lab 2	19 + instructor	E167
Graphics Lab	19 + instructor	E165
Video Editing	9 + instructor	E169
Audio Lab	9 + instructor	E152
Audio Editing	9 + instructor	E172
	84	

Open Areas – Charlestown Campus

Center for Self-Directed Learning (CSDL)	73	E235
Science Labs	20	iBooks\Macintosh 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
Medical Imaging	4	B331
Linear Editing Systems	2	Inside E144
Honors Program	3	E231
Student Success	4	E236
Physics	20	D335
	212	

(continued on next page)

Computers Available for Student Use: Spring 2006 (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
206	21	Classroom
	98	

- 25 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, July 2006

Career Center Usage: Fall 2005

The Career Center provides career exploration and career development services to current and former students. This includes assistance with all aspects of the job search, including resume and cover letter development, and preparation for job interviews. The Career Center also provides access to job postings and facilitates communication with prospective employers. Each year employers are invited to participate in the College's Career Fairs.

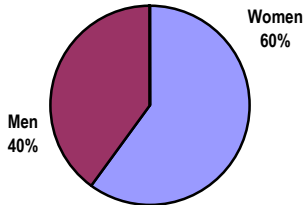
	Sept.	Oct.	Nov.	Dec.	Total
Students Visiting Center	404	364	289	221	1,278
Evening Students	7	3	2	0	12
Alumni	22	16	14	21	73
Non-enrolled	6	7	22	0	35
Individual Student Counseling/Contacts	232	253	249	182	916
Students Attending Workshops/Classes	81	181	131	45	438
Total	313	434	380	227	1,354
Workshops/Classes Presented	10	14	9	2	35
Faculty Contacts	12	28	100	14	154
Academic Department Contacts	9	19	26	11	65
Employer Contacts	50	47	75	42	214
Employers on Campus	4	3	59	3	69
Jobs Posted	1,922	1,976	1,596	1,831	7,325

Source: BHCC Career Center, January 2006

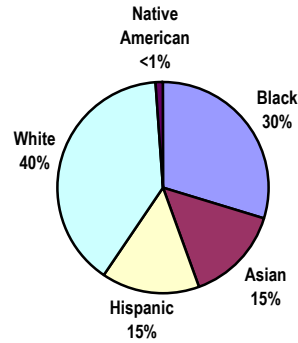
Credit Student Demographic Summary: Fall 2005

Total Enrollment 7,837

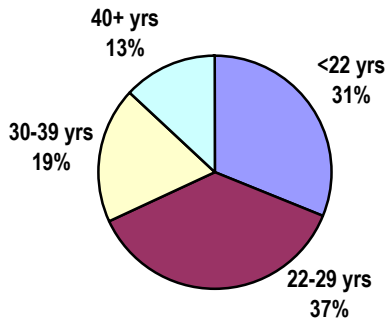
Gender



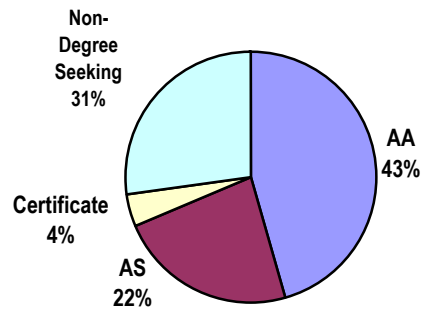
Race/Ethnicity



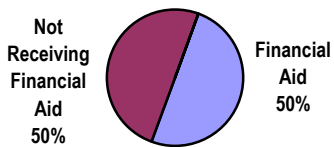
Age Group



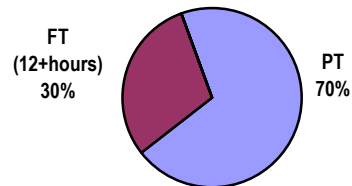
Academic Program



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



Full time vs Part time

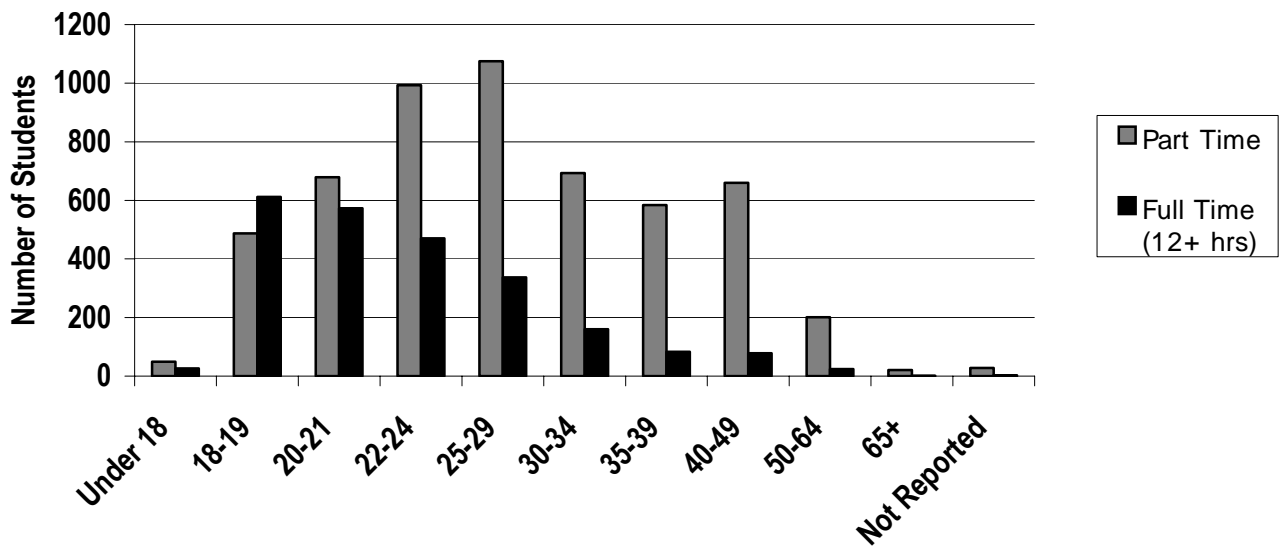


Note: Percentages may not add to 100% due to rounding.

Enrollment Distribution by Age and Gender: Fall 2005

50% of Bunker Hill Community College students are over 25 years of age. The average age is 28. The average age of full-time students (12+ credits) is 24. The average age for part-time students is 29. Female students represent 60% of the total enrollment at BHCC. 70% of BHCC students attend part-time.

Enrollment Distribution by Age: Fall 2005



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 2005 HEIRS II freeze file

Enrollment Distribution by Age and Gender: Fall 2005 (continued)

WOMEN	Full-Time (12+ hrs)	Part-Time	All
Under 18	13	22	35
18-19	328	261	589
20-21	312	378	690
22-24	267	585	852
25-29	198	718	916
30-34	97	424	521
35-39	52	347	399
40-49	55	444	499
50-64	13	121	134
65+	0	12	12
Not Reported	1	18	19
Total	1336	3330	4666

MEN	Full-Time (12+ hrs)	Part-Time	All
Under 18	13	27	40
18-19	284	226	510
20-21	261	301	562
22-24	203	408	611
25-29	139	357	496
30-34	63	269	332
35-39	31	237	268
40-49	23	216	239
50-64	11	80	91
65+	1	9	10
Not Reported	2	10	12
Total	1031	2140	3171

ALL STUDENTS	Full-Time (12+ hrs)	Part-Time	All
Under 18	26	49	75
18-19	612	487	1099
20-21	573	679	1252
22-24	470	993	1463
25-29	337	1075	1412
30-34	160	693	853
35-39	83	584	667
40-49	78	660	738
50-64	24	201	225
65+	1	21	22
Not Reported	3	28	31
Total	2367	5470	7837

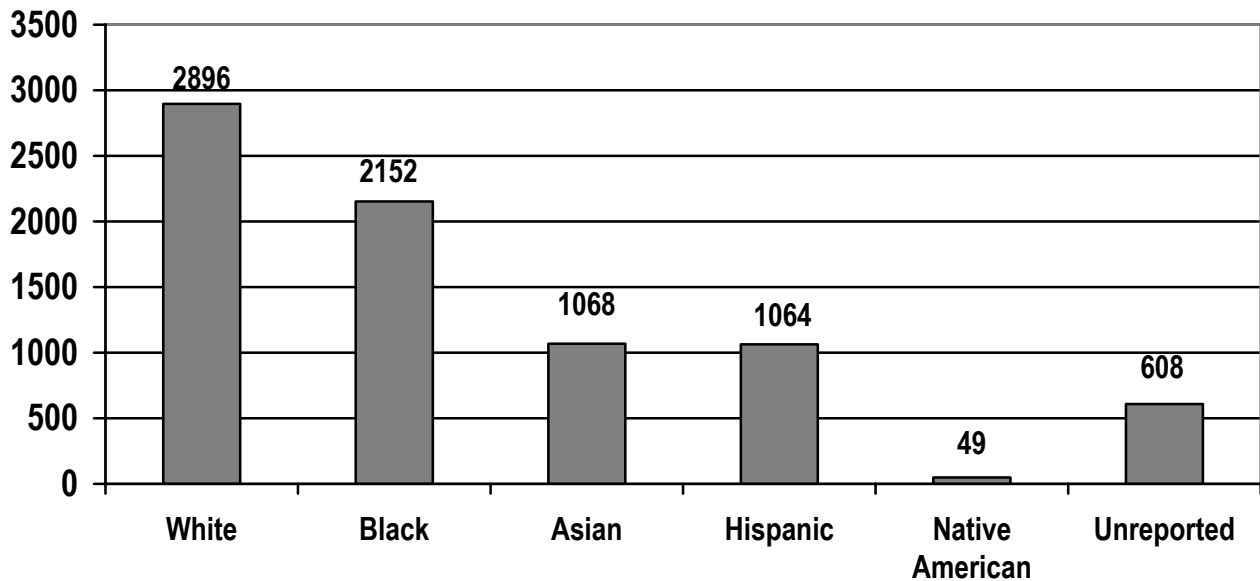
Source: Fall 2005 HEIRS II freeze file

Enrollment by Ethnicity: Fall 2005

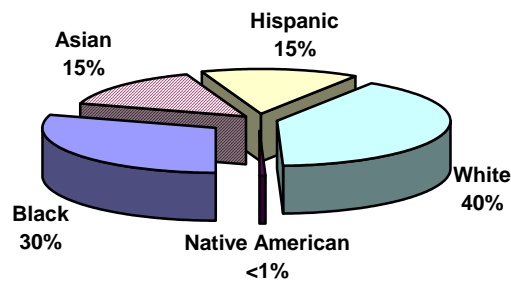
Of those who had race/ethnicity codes in Fall 2005, 60% were persons of color and 40% were white.

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. In Fall 2005 there were 521 students from 90 countries.

Total Enrollment by Ethnicity: Fall 2005



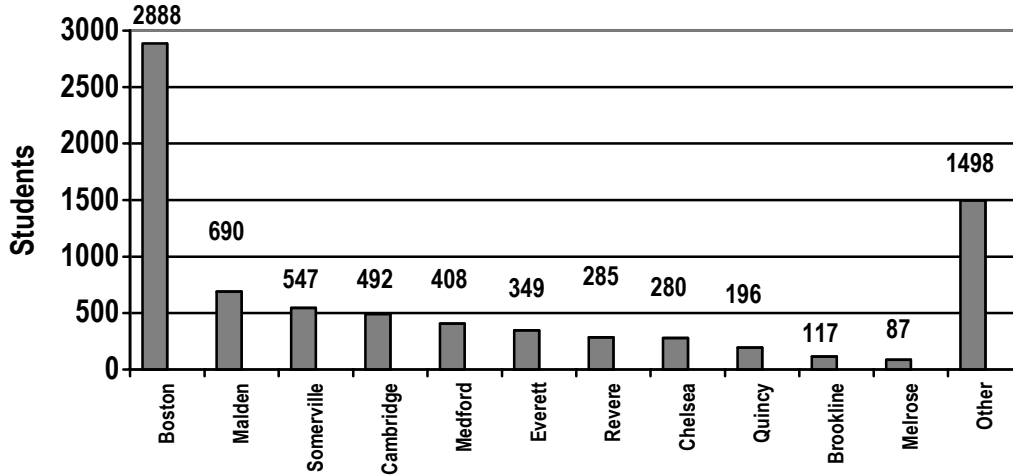
Enrollment by Race/Ethnicity: Fall 2005
(percentages based on students with race/ethnicity codes)



Source: Fall 2005 HEIRS freeze file

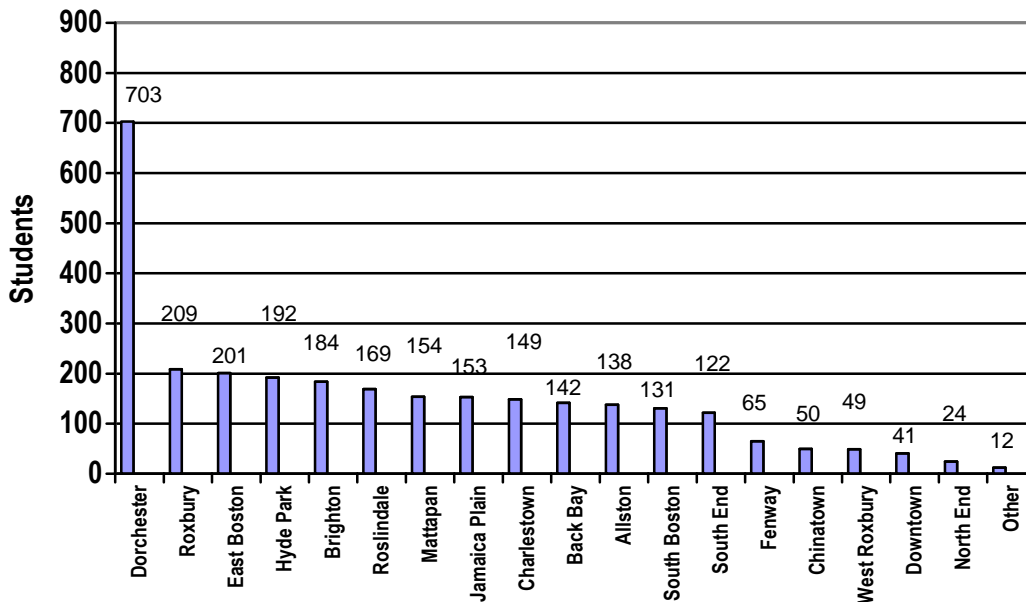
Enrollment by City or Town: Fall 2005

Total Enrollment by City or Town: Fall 2005



Boston Enrollment by Neighborhood: Fall 2005

Boston Enrollment by Neighborhood: Fall 2005

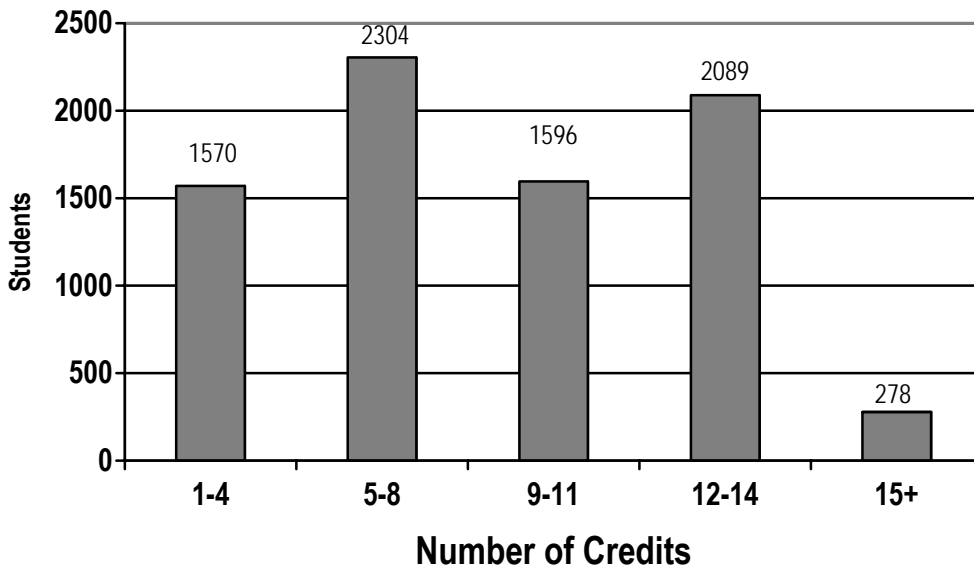


Source: Fall 2005 HEIRS freeze file absent

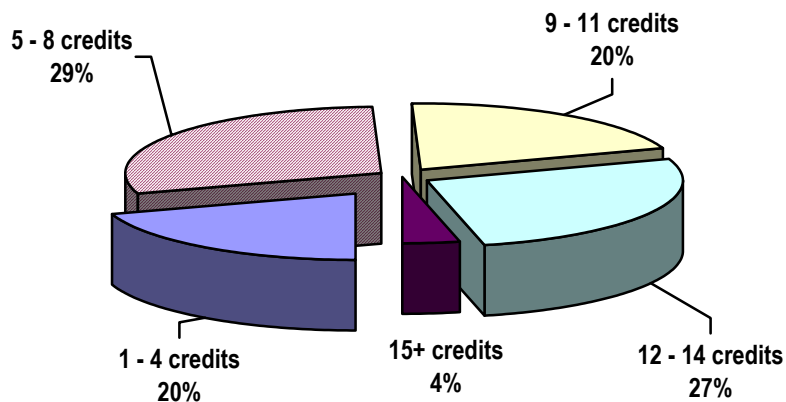
Student Enrollment by Number of Credits: Fall 2005

Most students at Bunker Hill Community College attend part-time, averaging 8.2 credits per student in the Fall 2005 semester. 30% of BHCC students enrolled for 12 or more credits.

Student Enrollment by Number of Credits: Fall 2005



Enrollment by Number of Credits Attempted: Fall 2005



Source: Fall 2005 HEIRS II freeze file

HS Class of 2005 registered at BHCC in Fall 2005: Need for Developmental Education

	HS 2005 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	307	44	113	138	167	14%	59%	72%	88%
Other Massachusetts High Schools	810	26	172	228	373	3%	39%	54%	88%
All Massachusetts High Schools	1,117	70	285	366	540	6%	45%	60%	88%
Out of State High School	99	1	9	12	32	1%	21%	32%	82%
Foreign High School	424	193	40	55	43	46%	40%	58%	52%
GED	61	0	8	17	36	0%	20%	45%	100%
Unknown High School	107	4	8	14	28	4%	20%	39%	82%
Total	1,808	268	350	464	679	15%	41%	57%	84%

*Students who placed into ESL are not included in the tabulation of Developmental Reading, Writing and Math needs.
Source: Datatel/BISSI Fall 2005

HS Class of 2005 Degree-Seeking at BHCC in Fall 2005: Student Demographics

HS Class of 2005	Count	%
Total Degree-Seeking	1,586	100%
Full-Time Students (12+ credits)	784	49%
Receiving Financial Aid	711	45%
Degree Level		
Associate in Arts	1,061	67%
Associate in Science	421	26%
Certificate	104	7%
Registered with Disability Support Services	38	2%
International Students	130	8%

Source: Datatel/BISSI Fall 2005

New Student Survey: Fall 2005

The following profile is based on survey responses from a sample of 1,393 students who took placement tests in July and August 2005. These students are representative of the new students entering BHCC in Fall 2005.

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, 49% of the respondents can be classified as First Generation; 29% of the respondents have parents with some post-secondary education but neither had a bachelor's degree. For 22% of respondents, one or both parents had earned a bachelor's degree or higher. Only 9% 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	13%	16%
High school diploma or equivalent	41%	32%
Some college	16%	14%
Business or trade school	3%	4%
Associate degree	3%	7%
Bachelor's degree	8%	10%
Some graduate or professional school	2%	2%
Completed graduate or professional school	5%	5%
	100%	100%

Disabling Condition: 10% of respondents reported having some type of disability. Of these students, 41% 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. 56% of the respondents planned to work more than half-time.

Expected Weekly Hours of Employment	
None	16%
1-10 hours per week	10%
11-15 hours per week	9%
16-20 hours per week	19%
21-30 hours per week	20%
30 or more hours per week	26%
	100%

(continued on next page)

New Student Survey: Fall 2005 (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	6%
Two hours	22%
Three hours	21%
Four hours	13%
Five hours	11%
More than five hours	27%
	100%

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. 30% 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	52%
Family/household obligations	30%
Other	9%
Sports	5%
Religious activities	2%
Volunteer work	2%
	100%

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

First Time Degree-Seeking Students Entry Assessment: Fall 2005

In Fall 2005 there were 1,356 degree or certificate-seeking students who attended BHCC for the first time. 189 percent (14%) 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, 2005, 737 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.

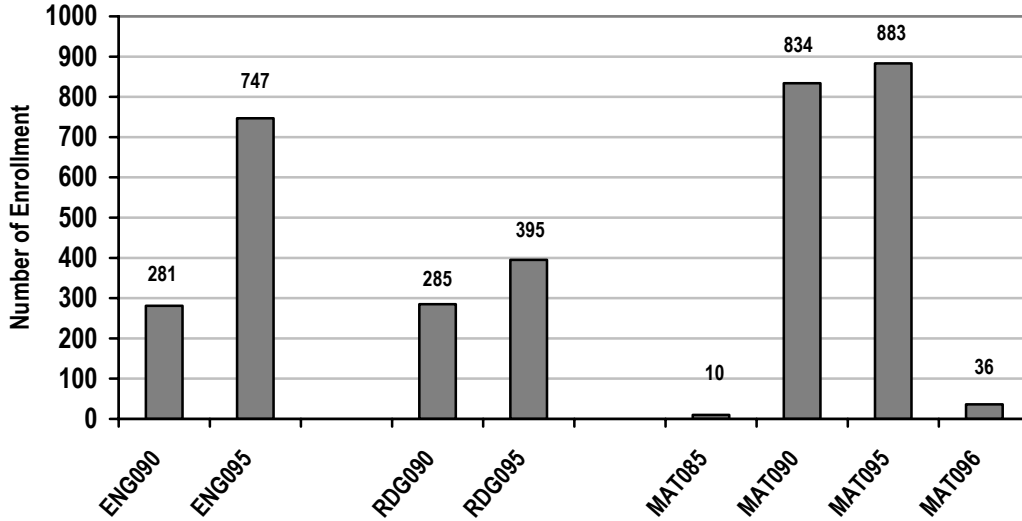
Assessment	# Tested	% Placed at College Level
Reading	792	57.3%
English (writing)	771	42.2%
Math	759	14.6%

First Time Degree-Seeking Students Developmental Needs: Fall 2005

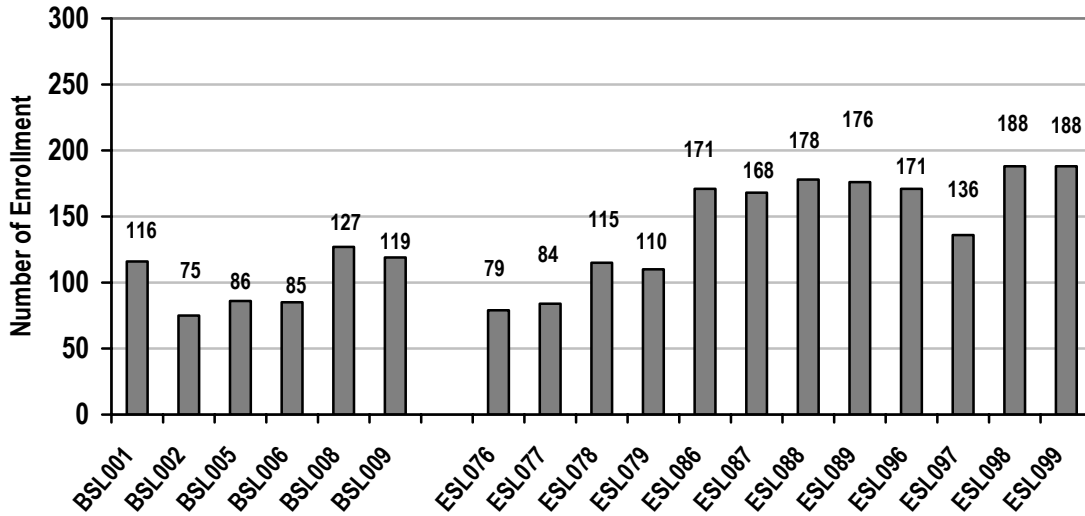
	# Placed at Developmental Level	% Placed at Developmental Level
Reading Only	1	<1%
English Only	13	2%
Math Only	247	34%
Total - One subject only	261	35%
Reading & English	31	4%
Reading & Math	2	<1%
English & Math	99	13%
Reading, English, & Math	286	39%
Total - Two or more subjects	418	57%
Total - One or more subjects	679	92%

Source: Datatel/BISSI, Fall 2005 Freeze Account

Developmental Course Enrollments: Fall 2005



BESL and ESL Enrollments: Fall 2005



Source: Datatel/BISSI Fall 2005 freeze file. There were 432 BESL students and 790 ESL students in Fall 2005.

BHCC Online (Distance Education) Enrollments: Fall 2005

	ENROLLMENTS	CREDITS	FTE (credits/15)
Home Study Courses (ES)	296	892	59.5
Web Courses (WB)*	901	2,611	174.1
Hybrid (xxHB)	244	798	53.2
Total	1,441	4,301	286.7

***Massachusetts Colleges Online:** 72 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.

Evening and Weekend College (Charlestown Campus): Fall 2005

	ENROLLMENTS	CREDITS	FTE (credits/15)
Monday Night	1,049	3,809	253.9
Tuesday Night	917	2,830	188.7
Wednesday Night	636	2,062	137.5
Thursday Night	723	2,215	147.7
Friday Night	399	1,326	88.4
Saturday (any time)	939	2,928	195.2
Sunday (any time)	384	1,228	81.9
Total	5,074	16,398	1,093.2

Chelsea Campus Enrollment and Student Demographics: Fall 2005

- 108 sections were offered in Fall 2005: 69 credit and 37 non-credit.
- There were 1,899 enrollments: 1,246 credit and 653 non-credit.
- Unduplicated headcount was: 1,531. 882 or 57% of these students have enrolled at the Chelsea Campus in previous terms.
- 65% of Chelsea students are women.
- 22% are 21 or younger; 38% are 22-29; 23% are in their 30's; 12% are in their 40's; 5% are 50+.
- Race/Ethnicity of all students at the Chelsea Campus:

Hispanic:	38%
White, Non-Hispanic:	24%
Black, Non-Hispanic:	23%
Asian/Pacific Islander:	8%
Non-Resident Alien	2%
Native American:	<1%
Unknown	4%

Source: Datatel/BISSI, July 2006 Freeze Account

Number of Credits by Academic Department: Fall 2005

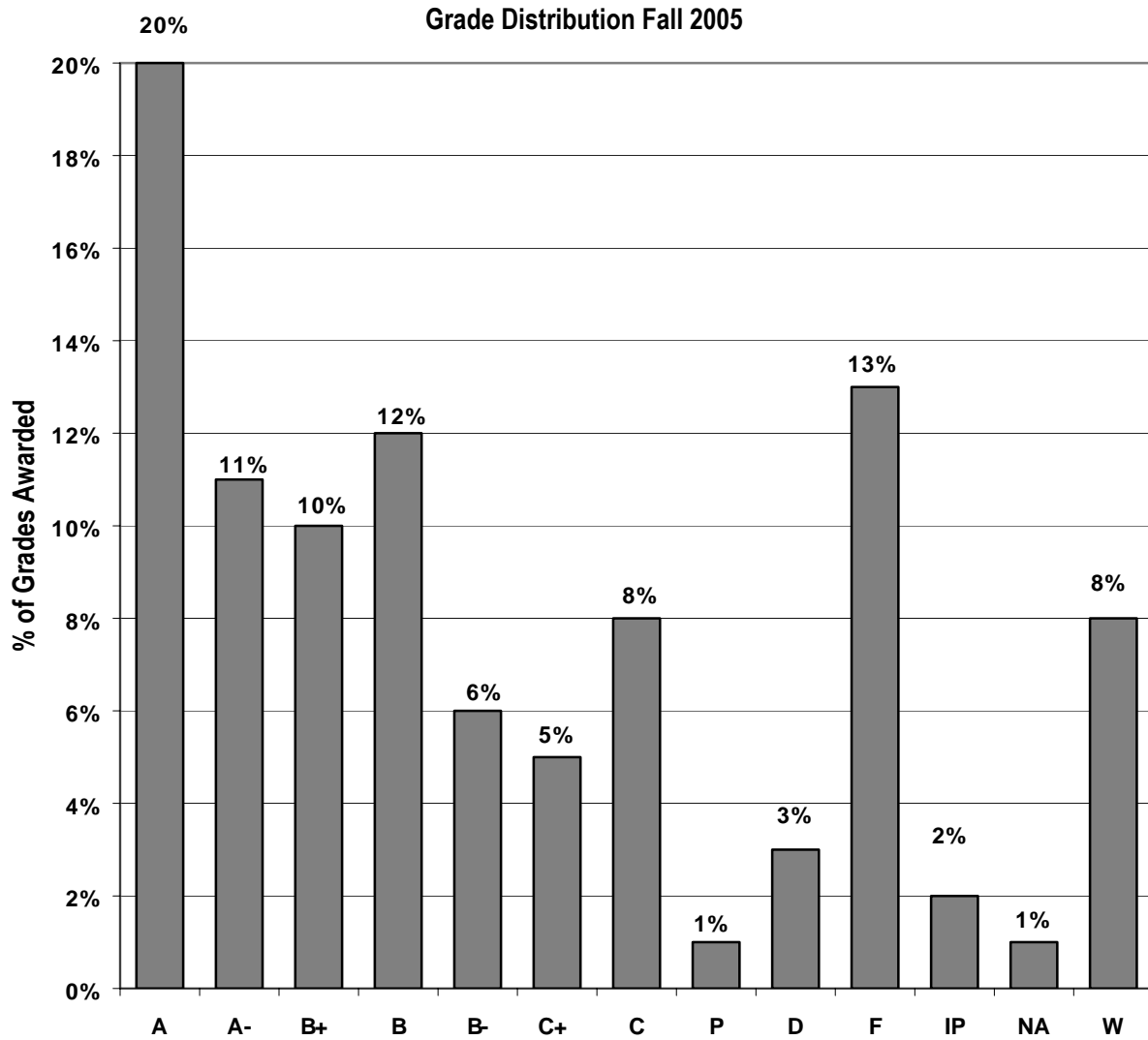
The table below shows the number of credits generated by each academic department in Fall 2005. 25% of the credits are in developmental or ESL courses. 45% of the credits are in college level general education courses. 30% of the credits are in career-specific courses.

Department	Credits	% of Credits
College Level Courses		
English – College Level	8,020	12%
Science	6,853	11%
Behavioral Sciences	6,120	9%
Business Administration	5,904	9%
Mathematics & Physics – College Level	4,348	7%
Computer & Electronics Technology	2,867	4%
History & Government	2,508	4%
Communication Design	1,716	3%
Foreign Languages & Humanities	1,074	2%
Nurse Education	2,523	4%
Criminal Justice	1,323	2%
Medical Imaging	1,284	2%
Early Childhood Education & Human Services	900	1%
Allied Health	1,011	2%
Office Information Management	873	1%
Hospitality	835	1%
Surgical Technology	146	<1%
Fire Science	48	<1%
Music, Art & Theatre	146	<1%
Electronics	48	<1%
<i>College Level Subtotal</i>	<i>48,716</i>	<i>75%</i>
College Preparatory Courses		
English as a Second Language - Developmental	5,358	8%
Mathematics - Developmental	5,397	8%
English - Developmental (Writing)	3,084	5%
Reading - Developmental	2,040	3%
<i>College Prep Subtotal</i>	<i>15,879</i>	<i>25%</i>
Total Credits	64,595	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 2005 Freeze Account

Grade Distribution: Fall 2005



Of the grades awarded in Fall 2005, 32% were "As," 27% were "Bs," 12% 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 91% for the Fall 2005 semester. Percentages may not add to 100% due to rounding.

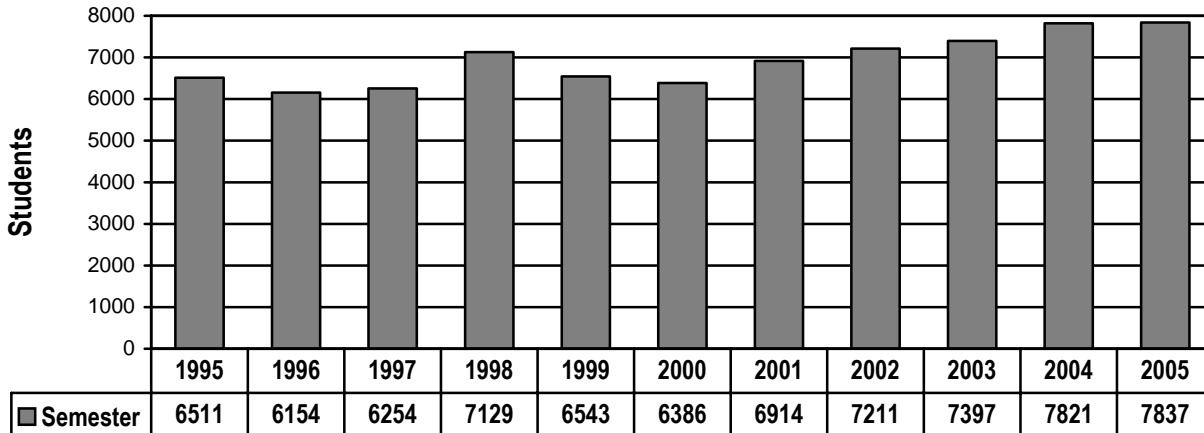
P = Pass
 IP = Incomplete
 NA = Withdrawal for non-attendance (administrative)
 W = Withdrawal by student

Source: Datatel/BISSI

Headcount Trends: Fall 1995 – 2005

There were 7,837 students enrolled at the college in credit courses in Fall 2005.

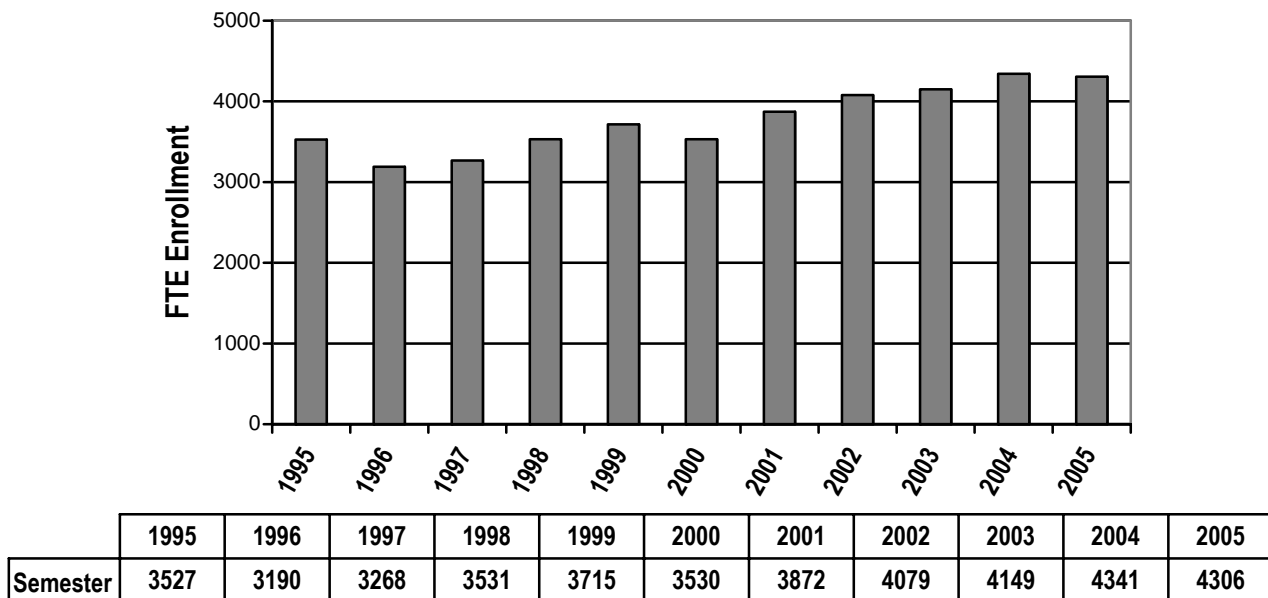
Credit Headcount: Fall 1995 – 2005



FTE Enrollment Trends: Fall 1995 – 2005

Full-Time Equivalent (FTE) enrollment, based on the Massachusetts state standard of 15 hours, was 4,306 in Fall 2005. State Supported FTE was 1,839 in Fall 2005. Non-State Supported FTE was 2,468 in Fall 2005.

FTE Enrollment: Fall 1995 – Fall 2005

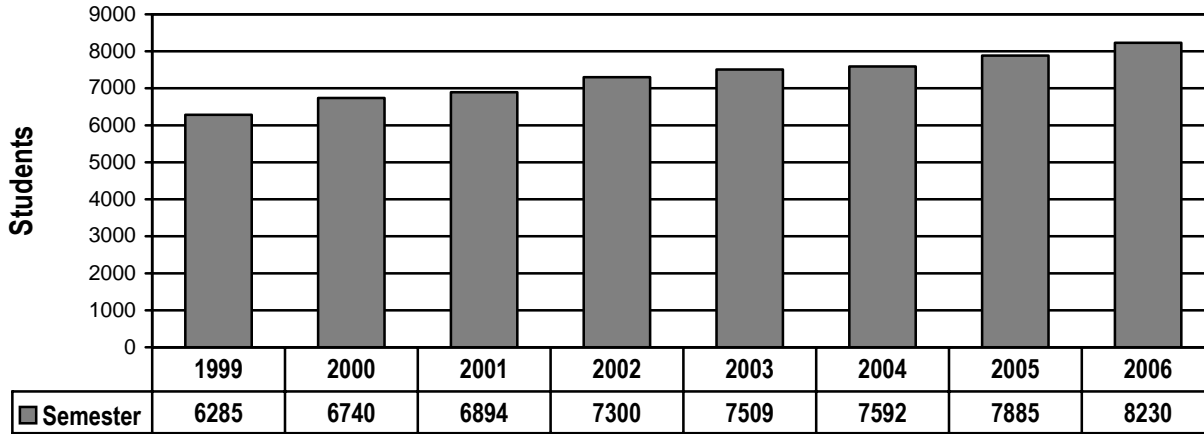


Source: Datatel/BISSI and BHCC historical reports 12/08/05

Headcount Trends: Spring 1999 – 2006

There were 8,230 students enrolled at the college in credit courses in Spring 2006

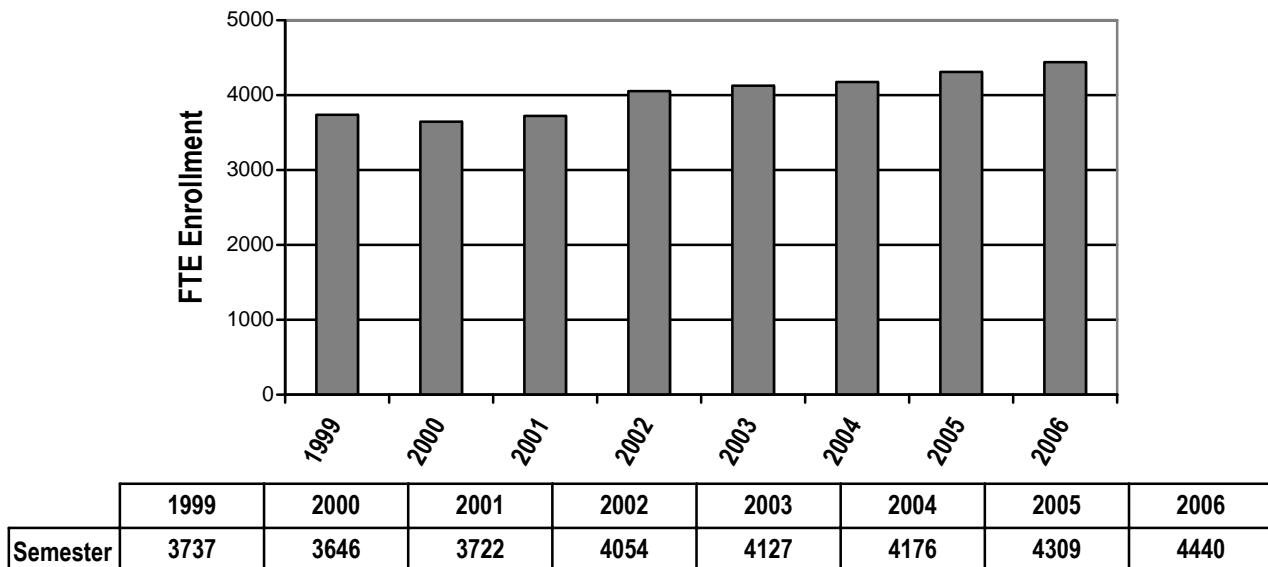
Credit Headcount: Spring 1999* – 2005



FTE Enrollment Trends: Spring 1999 – 2006

Full-Time Equivalent (FTE) enrollment, based on the Massachusetts state standard of 15 hours, was 4,440 in Spring 2006.

FTE Enrollment: Spring 1999* – Spring 2006



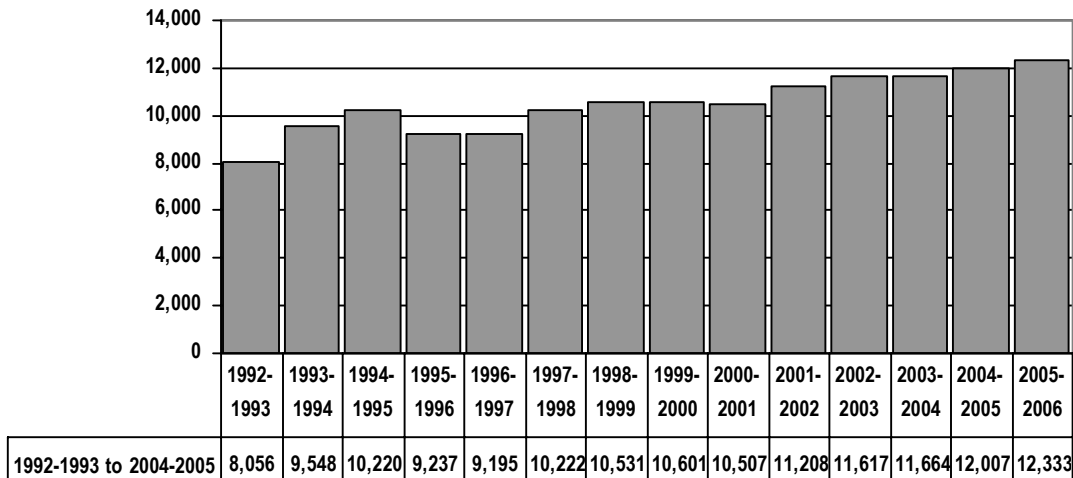
*In 1999, there was no drop for non-payment due to technical difficulties. Therefore, the Spring 1999 counts may be inflated.

Source: Datatel/BISSI, July 12, 2006

Annual Unduplicated Credit Headcount: FY 1993 - FY 2006

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 2005 – 2006



Source: Integrated Postsecondary Education Data System (IPEDS). BHE Website, December 2005.

Unduplicated Non-Credit Headcount

In FY06, 2,611 students registered for non-credit courses. Of these, 540 are included in the credit headcount because they took both credit and non-credit classes. This leaves 2,071 students who registered only for non-credit classes in FY06. During FY06, BHCC registered a grand total of 14,404 individuals for one or more credit or non-credit classes.

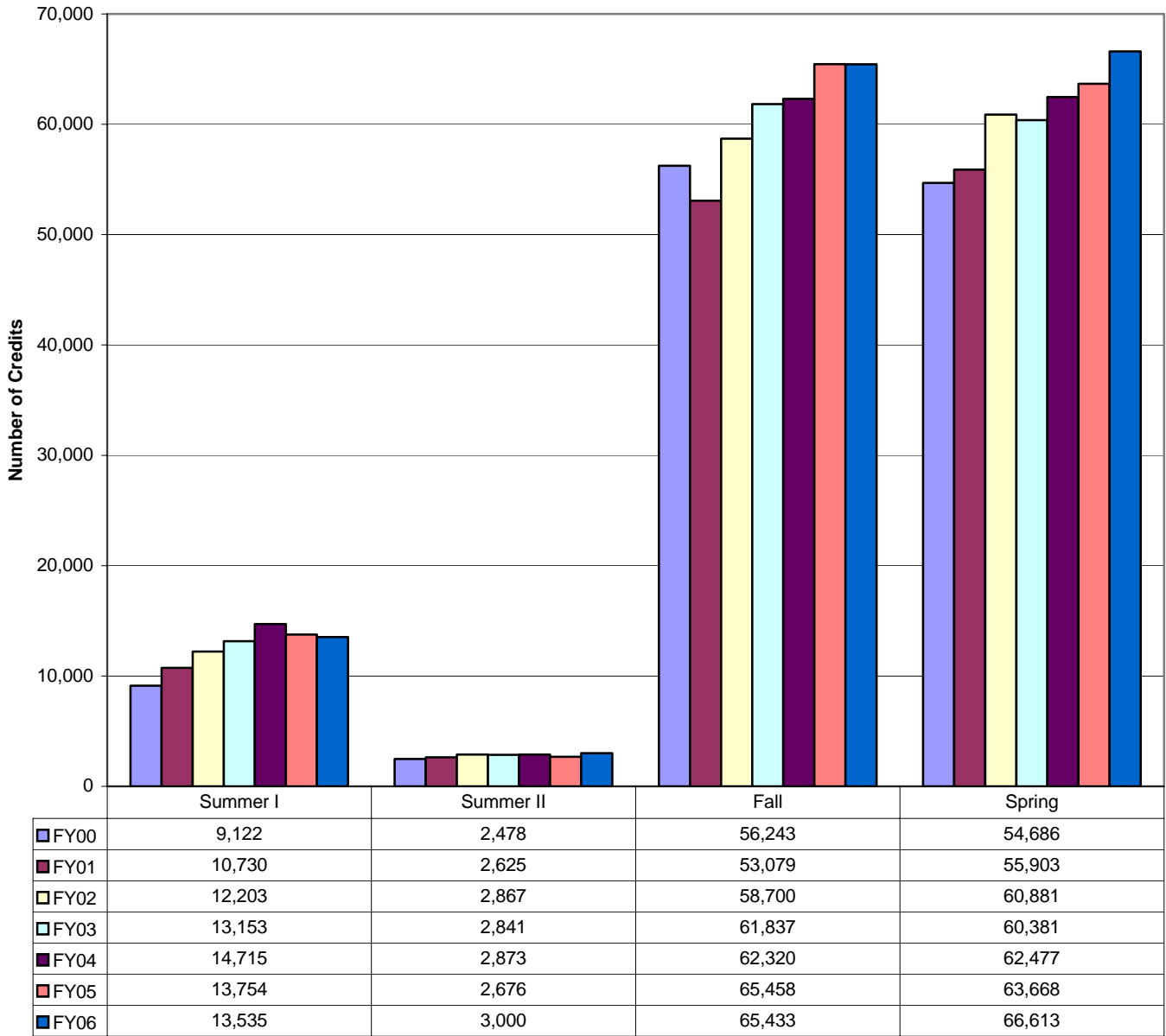
In FY05, 2,489 students registered for non-credit courses. Of these, 263 are included in the credit headcount because they took both credit and non-credit classes. This leaves 2,226 students who registered only for non-credit classes in FY05. During FY05, BHCC registered a grand total of 14,192 individuals 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 1993 – 2005

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Black	1239	1407	1385	1196	1350	1418	1670	1404	1515	1736	1899	2101	2152
Native American	16	51	56	48	37	44	38	29	32	32	33	36	49
Asian	811	957	977	740	773	693	893	741	994	1121	1173	1157	1068
Hispanic	456	613	797	683	771	897	1022	860	1090	991	1063	1108	1064
White	3350	3127	2889	2852	2773	2788	2681	2116	2490	2612	2824	2946	2896
Unreported	130	149	146	176	182	577	524	1236	793	719	420	473	608
Total	6002	6304	6250	5695	5886	6417	6828	6386	6914	7211	7412	7821	7837

Enrollment by Ethnicity: Fall 1993 - 2005

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Black	21%	22%	22%	21%	23%	22%	24%	22%	22%	24%	25%	27%	27%
Native American	<1%	1%	1%	1%	1%	1%	1%	<1%	<1%	<1%	<1%	<1%	1%
Asian	14%	15%	16%	13%	13%	11%	13%	12%	14%	16%	16%	15%	14%
Hispanic	8%	10%	13%	12%	13%	14%	15%	13%	16%	14%	14%	14%	14%
White	56%	50%	46%	50%	47%	43%	39%	33%	36%	36%	38%	38%	37%
Unreported	2%	2%	2%	3%	3%	9%	8%	19%	11%	10%	6%	6%	8%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Students of Color: Fall 1993 - 2005*

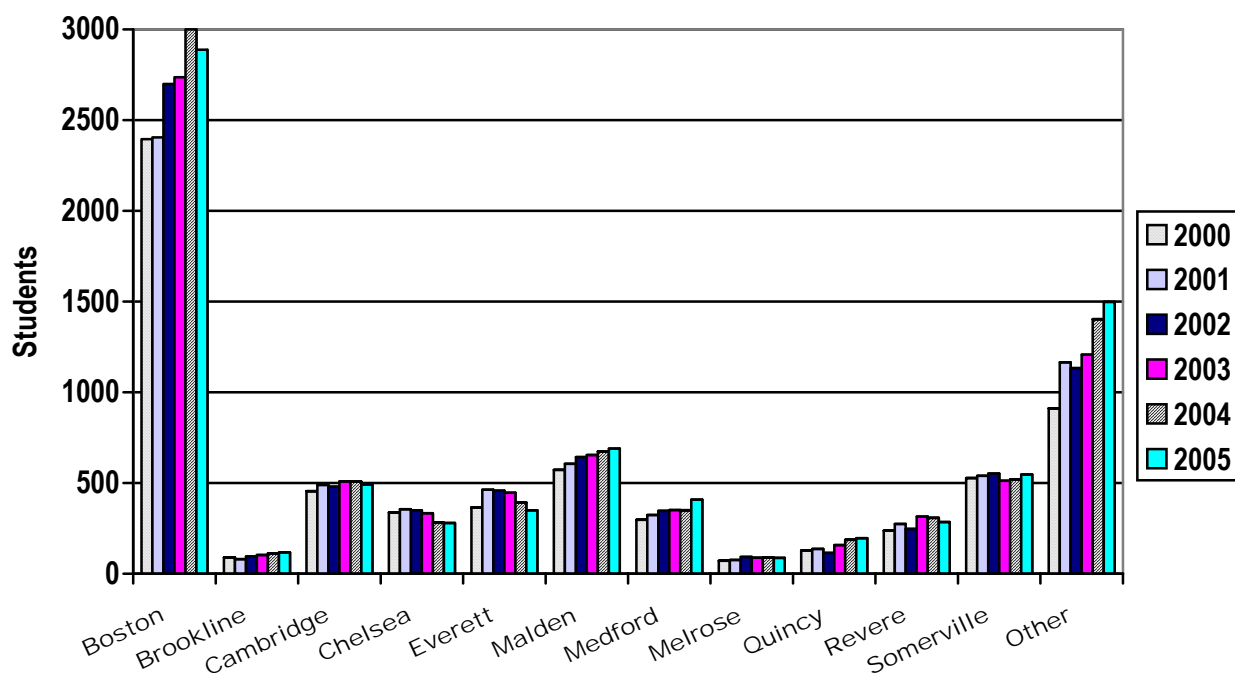
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Students of Color	43%	49%	53%	48%	51%	52%	57%	59%	59%	60%	60%	60%	60%
White	57%	51%	47%	52%	49%	48%	43%	41%	41%	40%	40%	40%	40%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

* 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 1996 – 2005

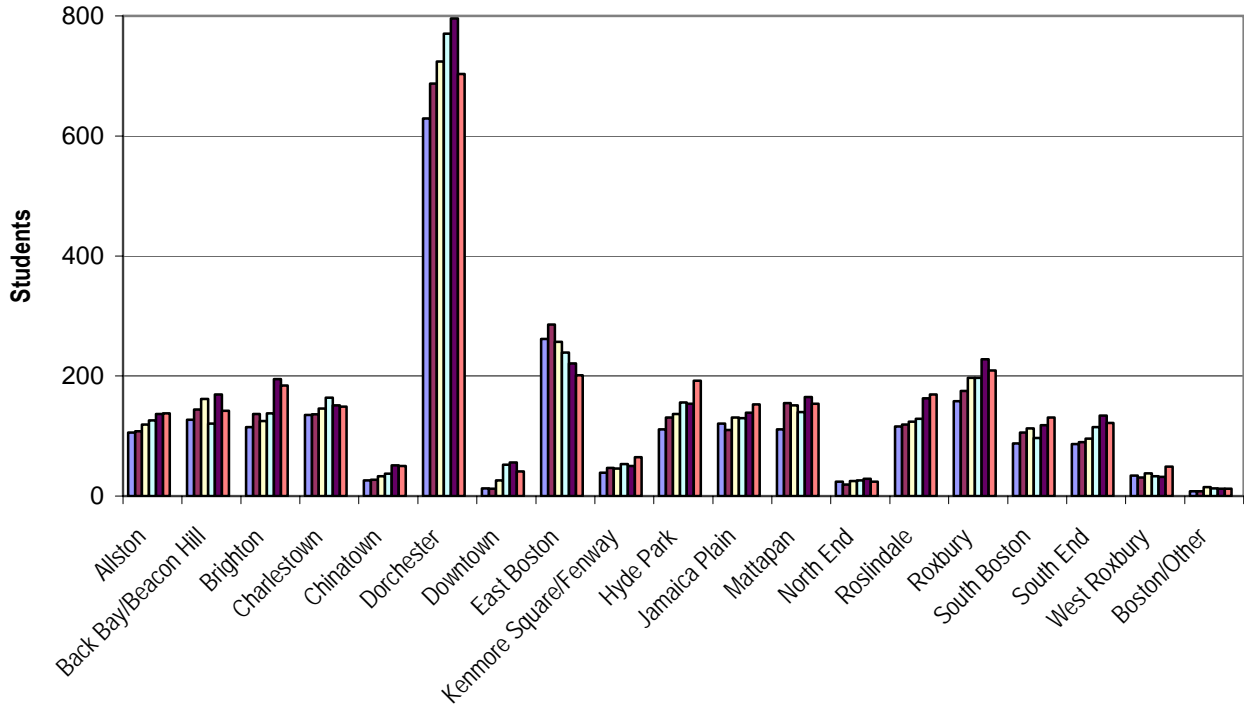
Enrollment by City or Town: Fall 2000 - 2005



City	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Boston	2094	2190	2307	2515	2395	2405	2699	2736	3000	2888
Brookline	92	84	59	80	89	80	95	103	112	117
Cambridge	403	425	422	498	455	489	480	509	507	492
Chelsea	210	244	391	375	337	355	349	333	281	280
Everett	318	324	322	364	366	463	458	446	392	349
Malden	431	509	505	573	572	606	643	654	674	690
Medford	373	326	320	326	297	324	347	351	350	408
Melrose	95	95	99	90	71	76	93	88	88	87
Quincy	109	112	124	127	128	137	115	158	187	196
Revere	168	205	195	249	237	274	247	315	308	285
Somerville	492	525	502	597	527	540	552	512	519	547
Other	910	904	1171	1034	912	1165	1133	1207	1403	1498

Source: Datatel/BISSI and BHCC historical reports

Enrollment Trends by Boston Neighborhood: Fall 2000 – 2005



Neighborhood	2000	2001	2002	2003	2004	2005
Allston	106	108	119	126	135	138
Back Bay/Beacon Hill	127	144	162	121	169	142
Brighton	115	137	125	138	194	184
Charlestown	135	136	146	164	145	149
Chinatown	26	27	33	37	51	50
Dorchester	629	687	724	770	792	703
Downtown	13	12	26	52	56	41
East Boston	262	286	257	239	222	201
Kenmore Square/Fenway	39	47	46	53	50	65
Hyde Park	111	131	137	156	154	192
Jamaica Plain	121	110	131	130	139	153
Mattapan	111	155	151	140	165	154
North End	24	19	25	26	29	24
Roslindale	116	119	124	129	163	169
Roxbury	158	175	197	197	226	209
South Boston	88	106	113	97	118	131
South End	87	90	96	115	134	122
West Roxbury	34	31	38	33	32	49
Boston/Other	8	8	15	13	12	12

Source: Datatel/BISSI and BHCC historical reports; revised 11/18/2005

Enrollment Trends by AA Concentration: Fall 2002 – Spring 2006

	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
Undergraduate Total	7194	7414	7509	7368	7821	7769	7837	8230
Associate in Arts Programs	3200	3251	3375	3235	3353	3389	3547	3449
<i>AA students as percentage of UG total</i>	44%	44%	45%	44%	43%	44%	45%	42%
AA Business Concentration	353	413	433	393	392	423	427	428
AA Biological Science Concentration	97	126	157	160	182	202	205	198
AA Chemical Science Concentration	17	22	30	29	15	15	21	19
AA Communication Concentration	72	83	77	75	75	68	71	72
AA Computer Information Systems Concentration	85	98	80	83	71	62	45	43
AA Computer Science Concentration	189	156	153	129	109	94	71	61
AA Education Concentration	98	103	114	109	110	117	106	93
AA English Concentration	63	64	58	68	61	70	80	63
AA Foreign Language Concentration	13	9	11	19	16	1813	13	11
AA Fine Arts Concentration	52	49	48	45	39	45	38	40
AA General Concentration	1818	1776	1837	1768	1914	1904	2074	2033
AA History/ Government Concentration	49	58	59	61	62	67	68	68
*AA Human Services Concentration	49	35	44	44	17	13	6	4
*AA Liberal Arts Concentration	1	0	0	0	0	0	0	0
AA Mathematics Concentration	12	14	21	12	16	19	20	24
*AA Electronic Music Concentration	1	0	0	0	0	0	0	0
AA General Music Concentration	21	20	30	26	33	30	31	23
*AA Vocal Performance Concentration	0	0	0	0	0	0	0	0
AA Physics/ Engineering Concentration	42	47	54	54	56	63	68	67
AA Psychology Concentration	124	134	127	113	138	129	140	150
AA Sociology Concentration	23	24	21	25	31	30	37	30
AA Theatre Concentration	21	20	21	22	16	20	26	22

* Associate in Arts Concentration is not accepting new students.

Enrollment Trends by AS Option: Fall 2002 – Spring 2006

	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
Undergraduate Total	7194	7414	7509	7368	7821	7769	7837	8230
Associate in Science Programs	1527	1577	1660	1634	1688	1745	1840	1777
<i>AS students as percentage of UG total</i>	21%	21%	22%	22%	22%	22%	23%	22%
AS Business Administration Total	398	397	446	451	439	456	496	478
AS Accounting Option	161	167	176	160	157	168	196	186
AS Finance Option	52	49	69	73	60	67	61	52
*AS Health Care Management Option	0	0	1	0	0	0	1	0
AS International Business Option	60	54	51	59	69	70	67	67
AS Management Option	125	127	149	159	154	151	171	173
AS Criminal Justice Total	194	213	253	261	268	250	286	287
*AS Corrections Option	15	19	18	14	2	3	3	2
*AS Law Enforcement Option	42	55	50	36	24	19	15	6
*AS Security Option	2	1	1	0	1	1	0	0
AS Criminal Justice Option	135	138	184	211	241	227	268	279
AS Computer Technology Total	207	201	166	144	127	125	127	111
*AS Microsoft Applications Option	20	26	16	11	10	7	6	4
AS Database Programming & Administration Option	0	0	4	6	10	8	14	21
Computer Support Specialist Option	0	0	7	10	18	25	31	29
AS Network Option	84	82	81	70	67	68	67	49
*AS Computer Technology Program	35	26	14	10	8	6	5	6
*AS Visual Programming Option	18	13	7	6	2	1	1	0
*AS Internet WEB Design & Programming Option	50	54	37	31	12	10	3	2
AS Culinary Arts Program	54	57	67	60	61	55	66	48
AS Early Childhood Development Program	105	116	117	105	99	129	111	127
AS Electronics Technology Program	44	43	23	21	10	6	3	6
AS Fire Science Program	29	35	30	30	21	22	13	17

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

(continued on next page)

Enrollment Trends by AS Option: Fall 2002 – Spring 2006

	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
Undergraduate Total	7194	7414	7509	7368	7821	7769	7837	8230
AS Graphic Design Total	98	97	92	94	90	84	95	85
AS Graphic Art and Visual Communication Program	94	95	91	93	89	83	94	84
*AS Design for Desktop Publishing Option	4	2	1	1	1	1	1	1
AS Hotel/Restaurant/Travel & Tourism Total	81	77	83	70	91	94	103	87
*AS Culinary Arts Option	10	1	2	1	0	0	0	0
AS Hotel/Restaurant Management Option	45	46	47	43	59	55	63	60
*AS Hotel/Restaurant/Travel & Tourism Program	1	0	1	0	0	0	0	0
AS Travel and Tourism Management Option	25	30	33	26	32	39	40	27
AS Human Services Total	46	43	45	38	82	69	68	84
AS Media Technology Program	28	44	47	47	46	36	22	34
AS Medical Imaging Total	96	93	111	104	125	123	140	121
AS Cardiac Sonography Option	20	18	20	18	21	20	23	23
*AS Medical Imaging Program	0	0	0	0	0	0	0	0
AS Medical Radiography Option	55	55	56	55	59	53	52	28
AS Medical Radiography Evening Option	21	20	35	31	38	43	49	54
AS General Sonography	0	0	0	0	7	7	16	16
AS Nursing Program Total	103	101	112	140	161	224	244	219
AS Nursing Program, Day Option	54	55	54	72	76	107	113	104
AS Nursing Program, Evening Option	49	46	58	68	70	104	100	93
*AS Nursing Program, LPN to RN Upgrade Option	0	0	0	0	0	0	0	0
AS Nursing Program, Weekend Option	0	0	0	0	15	13	31	22
AS Office Administration Total	43	59	68	69	67	72	66	73
AS Administrative Information Management Option	27	33	34	34	25	30	22	24
AS Medical Information Management Option	16	26	34	35	42	42	44	49
*AS Travel/ Tourism Management	1	1	0	0	0	0	0	0

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

Enrollment Trends by Certificate: Fall 2002 – Spring 2006

	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
Undergraduate Total	7194	7414	7509	7368	7821	7769	7837	8230
Certificate Programs	332	374	361	358	324	345	320	288
<i>Certificate program students as percentage of UG total</i>	5%	5%	5%	5%	4%	4%	4%	3%
CT Allied Health Total	89	120	87	114	80	99	79	64
CT Medical Assistant	35	68	42	57	33	54	36	38
CT Medical Lab Assistant	6	5	6	5	10	7	2	0
CT Patient Care Assistant	29	35	22	32	21	28	26	24
*CT Patient Care Assistant ESL	1	1	0	2	0	0	0	0
CT Phlebotomy Technician	18	11	17	18	16	10	15	2
CT Business Administration Total	84	88	104	100	102	96	93	76
CT Accounting	31	31	34	34	20	12	9	6
*CT Computer-Based Accounting	11	13	13	13	11	6	2	1
CT e-Commerce Marketing Management	3	6	6	7	13	8	10	6
*CT Health Care Management	0	0	0	0	0	0	0	0
*CT Accounting Information	0	0	0	0	5	22	23	22
CT International Business	10	4	87	7	17	10	8	11
CT Paralegal Studies	29	34	43	39	36	38	41	30
CT Biotechnology Total	0	0	0	0	0	0	0	0
*CT Biomedical Engineer	0	0	0	0	0	0	0	0
*CT Biotechnology	0	0	0	0	0	0	0	0
CT Criminal Justice Total	7	11	5	5	1	2	3	5
*CT Corrections	6	7	4	4	1	2	3	1
*CT Security Administration	1	4	1	1	0	0	0	4
CT Computer Technology Total	35	41	36	31	30	26	34	37
CT Computer Network	32	37	27	21	13	9	14	12
CT Object Oriented Programming/Design	3	4	9	9	7	6	3	6
CT Computer Support Specialist	0	0	0	1	7	8	11	10
CT Database Programming & Administration	0	0	0	0	3	3	6	9
CT Culinary Arts	19	14	12	6	19	16	16	16
CT Early Childhood Development	16	14	21	24	25	17	20	17

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

Enrollment Trends by Certificate: Fall 2002 – Spring 2006

	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
Undergraduate Total	7194	7414	7509	7368	7821	7769	7837	2830
*CT Graphic Design Desktop Publishing	0	0	0	0	0	0	0	0
*CT Electronics Total	13	8	2	0	0	0	1	0
*CT Electronics	8	6	1	0	0	0	0	0
*CT Electronics ESL	0	0	0	0	0	0	0	0
*CT Microcomputer Support	5	2	1	0	0	0	1	0
CT Hotel, Travel & Tourism Total	4	7	10	8	7	9	7	8
*CT Hotel/Travel Culinary Arts	0	0	0	0	0	0	0	0
*CT Hotel/Travel Travel and Tourism	4	7	0	0	0	0	0	0
CT Travel and Tourism	0	0	10	8	7	9	7	8
CT Human Services Program Total	0	0	0	0	0	10	6	13
CT Medical Coding Total	0	0	0	0	0	0	7	8
CT Medical Imaging Total	14	12	12	12	10	12	1	1
*CT Medical Imaging	0	0	0	0	0	0	0	0
*CT Ultrasound	14	12	12	12	10	12	1	1
CT Office Administration Total	25	21	31	23	21	30	26	22
CT Information Management Specialist	3	0	8	5	2	6	5	6
CT Medical Information Management Assistant	16	14	23	18	19	24	21	16
*CT Information Management Specialist	6	7	0	0	0	0	0	0
CT Surgical Technology Total	26	38	41	34	29	28	27	22
CT Central Processing	5	8	5	3	3	6	3	1
CT Surgical Technology	21	30	36	31	26	22	24	21
Non-Matriculated Students	2135	2212	2113	2141	2456	2290	2130	2716
<i>Non-Matriculated students as percentage of UG total</i>	30%	30%	28%	29%	31%	29%	27%	33%
Not Matriculated CASCAP	2	6	18	17	9	9	1	0
Not Matriculated Pharmacy Tech (HCC)	15	11	28	31	27	23	10	12
Non Matriculated NSTAR	0	0	0	0	0	0	19	9
Not Matriculated	2118	2195	2067	2093	2420	2258	2100	2695

* Certificate Program is not accepting new students.

Enrollment Trends for Disadvantaged Students: FY 2001 – FY 2006

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.

	FY01	FY02	FY03	FY04	FY05	FY06
Academically Disadvantaged	52%	60%	62%	63%	63%	64%
Economically Disadvantaged	53%	51%	47%	52%	48%	34%
<i>Both Academically and Economically Disadvantaged</i>	35%	37%	36%	41%	33%	29%
<i>Either Academically or Economically Disadvantaged or Both</i>	70%	73%	73%	74%	73%	70%
Not Disadvantaged	30%	27%	27%	26%	26%	30%
Annual Unduplicated Headcount	10,511	11,218	11,224	11,674	11,966	12,308

Source: Datatel/BISSI, information extracted Feb 6, 2003. FY04 data extracted Aug 5, 2004. FY05 data extracted August 2005. FY06 data extracted July 2006.

Disadvantaged Students Demographics: FY 2006

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	4,992	62%	31%	26%	67%	33%
Women	7,316	67%	37%	32%	72%	28%
Race/Ethnicity			50%	44%	82%	18%
Black, Non-Hispanic	3,168	76%	46%	41%	90%	10%
Cape Verdean	129	85%	49%	35%	86%	14%
Native American*	65	72%	46%	43%	77%	23%
Asian/Pacific Islander	1,567	74%	43%	38%	84%	16%
Hispanic	1,591	79%	22%	17%	55%	45%
White, Non-Hispanic	4,757	50%	1%	0%	68%	32%
Non-Resident Alien	558	68%	0%	15%	57%	43%
Unknown	473	53%	34%	29%	70%	30%
FY06 Total	12,308	65%	34%	29%	70%	30%

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

Enrollment Trends in Developmental Courses: Spring 2001 – Spring 2006

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
English											
ENG090	219	225	266	295	281	143	168	181	163	160	197
ENG095	746	759	768	724	747	600	708	772	670	675	680
Total	965	984	1034	1019	1028	743	876	953	833	835	877
Reading											
RDG090	230	232	285	287	285	140	156	192	185	181	189
RDG095	226	283	338	416	395	203	262	276	321	336	350
Total	456	515	623	703	680	343	418	468	506	517	539
Mathematics											
MAT0502	55	63	-	-		65	54	-	-	-	10
MAT085	-	-	6	5	10	1	3	-	4	6	1
MAT090	770	809	885	859	834	540	602	701	718	634	624
MAT095	574	663	721	865	883	534	675	717	757	896	871
MAT096	33	18	55	37	36	17	20	28	31	26	16
Total	1432	1553	1667	1761	1763	1157	1354	1446	1510	1562	1522

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

Source: Datatel/BISSI, July 12, 2006

International Students: Fall 2001 - Spring 2006

Countries by Continents	FALL 2001	SPRING 2002	FALL 2002	SPRING 2003	FALL 2003	SPRING 2004	FALL 2004	SPRING 2005	FALL 2005	SPRING 2006
Countries by Continents-Countries of Africa										
Northern Africa	38	52	44	37	30	21	16	14	12	12
Algeria	3	3	2	2	1	1	2	1	1	1
Egypt	4	8	5	4	2	1	-	1	-	-
Mauritania	-	-	1	-	1	1	1	-	-	-
Morocco	29	40	35	30	25	18	13	12	11	11
Tunisia	2	1	1	1	1	-	-	-	-	-
Central Africa	-	-	-	-	-	1	1	-	-	-
Chad	-	-	-	-	-	1	1	-	-	-
Democratic Republic of Congo (Zaire)	-	-	-	-	-	-	-	-	-	-
Southern Africa	8	10	8	10	12	14	14	14	12	9
Angola	-	-	-	-	2	2	1	1	1	1
Malawi	-	-	-	1	-	1	1	1	1	1
Namibia*	-	-	-	-	-	-	-	-	1	1
South Africa	2	6	3	3	4	6	7	7	6	5
Zambia	1	1	2	3	1	1	2	2	1	-
Zimbabwe	5	3	3	3	5	4	3	3	2	1
Eastern Africa	35	48	45	26	34	33	34	31	35	35
Eritrea	-	-	-	-	-	1	1	1	1	1
Ethiopia	-	-	-	-	-	1	1	2	1	1
Kenya	25	34	31	15	22	23	23	21	19	21
Tanzania	7	9	11	6	7	5	6	4	8	6
Uganda	3	5	3	5	5	3	3	3	6	6
Western Africa	17	20	16	20	22	25	20	17	19	13
Benin	2	1	1	-	-	-	1	1	1	-
Cape Verde	1	4	4	3	3	4	1	2	1	1
Cameroon	-	2	1	1	2	1	1	1	4	4
Republic of Congo	1	2	1	1	-	1	1	-	-	-
Cote d'Ivoire (Ivory Coast)	2	-	1	1	2	2	1	1	1	1
Gabon	-	-	-	-	1	1	1	2	2	1
The Gambia	1	1	1	1	-	-	-	-	1	-
Ghana	1	2	2	3	5	5	3	3	3	3
Guinea	2	1	1	-	-	-	-	-	-	-
Mali	2	1	1	-	-	-	2	1	1	1
Niger	1	2	1	1	1	1	-	-	-	-

International Students: Fall 2001 – Spring 2006 (continued)

Countries by Continents	FALL 2001	SPRING 2002	FALL 2002	SPRING 2003	FALL 2003	SPRING 2004	FALL 2004	SPRING 2005	FALL 2005	SPRING 2006
Countries by Continents-Countries of Africa										
Western Africa (continued)										
Nigeria	2	2	2	7	5	8	7	5	4	1
Senegal	1	-	-	2	2	2	2	-	1	1
Sierra Leone	1	1	-	-	1	-	-	1	-	-
Togo	-	1	-	-	-	-	-	-	-	-
Countries by Continents-Countries of Asia										
Northern Asia	-	-	-	-	-	-	1	1	-	1
Mongolia	-	-	-	-	-	-	1	1	-	1
Middle East	10	18	19	16	16	13	12	11	10	12
Cyprus	-	-	-	-	-	-	1	-	-	-
Iran	1	1	2	1	1	1	-	-	-	-
Israel	1	4	4	5	5	4	4	3	3	3
Jordan	-	1	2	-	-	-	-	-	1	1
Kuwait	1	2	2	1	1	1	-	-	2	2
Lebanon	4	6	5	4	3	4	1	1	-	2
Oman	-	-	-	-	-	-	1	1	-	-
Qatar	-	2	2	2	3	-	-	-	-	-
Saudi Arabia	1	1	2	3	2	2	3	4	1	2
Syria	1	1	-	-	-	-	-	-	-	-
United Arab Emirates	-	-	-	-	1	1	2	2	2	1
Yemen	1	-	-	-	-	-	-	-	1	1
Central Asia	-	-	-	-	-	-	2	2	5	2
Kazakhstan	-	-	-	-	-	-	2	2	4	2
Kyrgyzstan*	-	-	-	-	-	-	-	-	1	-
Southern Asia	17	24	24	24	24	17	15	16	13	22
Bangladesh	2	3	4	3	4	2	1	1	-	2
India	7	9	7	6	4	4	5	7	5	8
Nepal	4	6	9	9	11	8	6	5	6	11
Pakistan	4	4	2	4	4	3	3	3	2	1
Sri Lanka	-	2	2	2	1	-	-	-	-	-
Southeastern Asia	22	22	35	35	44	38	43	39	47	46
Cambodia	1	1	2	2	3	2	3	4	4	5
Indonesia	3	3	4	4	4	4	3	1	5	4
Malaysia	1	1	1	1	1	-	-	1	1	1

International Students: Fall 2001 - Spring 2006 (continued)

Countries by Continents	FALL 2001	SPRING 2002	FALL 2002	SPRING 2003	FALL 2003	SPRING 2004	FALL 2004	SPRING 2005	FALL 2005	SPRING 2006
Countries by Continents-Countries of Asia (continued)										
Southeastern Asia (continued)										
Myanmar (Burma)	-	1	-	-	-	-	-	-	-	-
Philippines	1	2	3	4	4	3	1	1	1	2
Singapore	1	-	-	-	1	1	-	-	-	2
Thailand	5	7	7	6	12	9	12	12	15	12
Vietnam	10	7	18	18	19	19	24	20	21	20
Eastern Asia	113	128	162	159	203	209	217	215	193	186
China	8	17	21	15	23	23	22	21	22	23
Hong Kong	9	6	9	9	18	16	14	11	14	10
Japan	57	61	68	69	77	77	71	85	55	45
Macau	-	-	-	-	2	2	2	-	-	-
South Korea	27	34	50	54	70	74	93	83	81	89
Taiwan	12	10	14	12	13	17	15	15	21	19
South West of China	1	-	-	-	-	-	-	-	-	-
Tibet	1	-	-	-	-	-	-	-	-	-
Countries by Continents-Countries of Europe										
Northern Europe	3	-	-	2	2	3	4	3	6	7
Denmark	-	-	-	1	1	2	2	1	1	1
Finland	2	-	-	1	1	1	1	1	2	2
Iceland	-	-	-	-	-	-	-	-	1	1
Sweden	1	-	-	-	-	-	1	1	2	3
Central Europe	19	23	17	18	17	11	11	13	13	8
Austria	1	2	1	1	-	-	-	-	-	-
Czech Republic	2	3	2	3	2	2	2	2	1	1
Germany	7	10	7	8	5	3	3	4	4	3
Hungary	1	1	-	-	1	1	1	1	-	-
Poland	6	6	6	5	8	5	4	5	8	4
Switzerland	2	1	1	1	1	-	1	1	-	-
Southern Europe	3	4	5	5	5	7	7	8	5	7
Greece	-	1	1	2	2	5	4	4	2	3
Italy	3	3	4	3	3	2	3	4	3	4

International Students: Fall 2001 - Spring 2006 (continued)

Countries by Continents	FALL 2001	SPRING 2002	FALL 2002	SPRING 2003	FALL 2003	SPRING 2004	FALL 2004	SPRING 2005	FALL 2005	SPRING 2006
Countries by Continents-Countries of Europe (continued)										
Southeastern Europe	22	27	27	18	18	19	22	21	35	28
Albania	13	14	13	8	4	3	3	4	6	7
Bosnia & Herzegovina	1	2	1	1	1	2	1	1	2	1
Bulgaria	2	3	5	2	2	2	4	4	10	8
Croatia	1	1	1	-	1	1	1	1	1	1
Romania	1	3	2	2	2	1	1	-	2	2
Serbia & Montenegro (Former Federal Republic of Yugoslavia)	-	-	-	-	1	-	1	1	-	-
Yugoslavia	-	-	1	1	1	2	2	1	1	1
Turkey***	4	4	4	4	6	8	9	9	13	8
Southwestern Europe	4	2	4	4	3	4	6	6	7	4
Portugal	-	-	2	3	2	2	4	1	2	2
Spain	4	2	2	1	1	2	2	5	5	2
Western Europe	8	8	7	6	7	10	13	11	12	12
Belgium	-	-	-	-	-	-	-	-	-	1
France	4	4	3	3	1	5	9	10	11	10
Ireland	2	2	1	1	2	1	-	-	-	-
Netherlands	1	1	1	-	1	1	1	-	-	-
United Kingdom	-	-	2	2	3	3	3	1	1	1
England	1	1	-	-	-	-	-	-	-	-
Eastern Europe	16	13	16	16	13	12	15	14	18	18
Belarus	2	1	1	-	1	1	2	1	8	5
Estonia	2	2	3	2	2	2	1	2	2	2
Latvia	1	-	1	4	4	4	4	4	-	1
Lithuania	5	4	3	3	2	-	-	-	1	1
Russia**	4	5	6	5	4	4	7	7	7	9
Ukraine	2	1	2	2	-	1	1	-	-	-
Countries by Continents-Countries of America										
Caribbean	16	16	14	9	10	10	11	12	16	19
Antigua & Barbuda	1	-	-	-	-	-	1	1	1	-
Barbados	4	4	4	3	3	2	1	1	2	2
Dominica	-	-	-	-	-	-	1	1	-	-
Dominican Republic	2	1	1	-	-	-	-	-	-	-
Jamaica	1	1	3	2	2	2	1	1	1	2
Haiti	3	3	1	3	2	2	2	4	6	9

International Students: Fall 2001 – Spring 2006 (continued)

Countries by Continents	FALL 2001	SPRING 2002	FALL 2002	SPRING 2003	FALL 2003	SPRING 2004	FALL 2004	SPRING 2005	FALL 2005	SPRING 2006
Countries by Continents-Countries of America (continued)										
Caribbean (continued)										
Saint Lucia	-	-	-	-	1	1	2	1	2	2
Saint Vincent & the Grenadines	1	2	1	1	1	-	-	-	-	-
Trinidad & Tobago	4	5	4	3	1	3	3	3	3	2
Saint Kitts & Nevis*	-	-	-	-	-	-	-	-	1	2
North America	-	-	1	1	1	1	2	3	3	3
Bermuda	-	-	1	1	1	1	2	3	3	3
Northern North America	4	3	2	2	2	1	5	6	6	5
Canada	4	3	2	2	2	1	5	6	6	5
Middle America	8	8	10	8	4	4	3	4	5	6
El Salvador	1	1	1	1	1	-	-	-	-	-
Honduras	1	1	1	1	-	-	-	-	-	-
Mexico	4	5	7	6	3	4	3	3	5	6
Panama	2	1	1	-	-	-	-	1	-	-
South America										
Northern South America	31	32	34	36	26	24	16	14	14	18
Colombia	15	18	18	20	14	12	8	7	6	8
Guyana	2	-	-	1	-	-	-	-	-	-
Venezuela	14	14	16	15	12	12	8	7	8	10
Southern South America	5	5	3	2	2	3	3	3	6	5
Argentina	2	3	2	2	2	3	3	2	3	3
Chile	3	2	1	-	-	-	-	1	3	2
Central South America	1	-	1	1	2	3	4	4	6	6
Bolivia	-	-	1	1	1	2	3	3	3	3
Paraguay	1	-	-	-	1	1	1	1	2	2
Nicaragua	-	-	-	-	-	-	-	-	1	1
Eastern South America	25	16	24	18	13	15	16	13	13	19
Brazil	25	16	24	18	13	15	16	13	13	19

International Students: Fall 2001 – Spring 2006 (continued)

Countries by Continents	FALL 2001	SPRING 2002	FALL 2002	SPRING 2003	FALL 2003	SPRING 2004	FALL 2004	SPRING 2005	FALL 2005	SPRING 2006
Countries by Continents-Countries of America (continued)										
Western South America	5	5	7	6	5	2	7	7	8	11
Ecuador	-	1	2	1	1	1	1	1	2	2
Peru	5	4	5	5	4	1	6	6	6	9
Countries by Continents-Countries of Oceania										
Australia	-	-	-	-	-	-	-	-	2	2
Countries by Continents-Countries of Antarctica										
	-	-	-	-	-	-	-	-	-	-
Total Students:	431	484	525	482	515	500	520	502	521	516
Total Countries:	90	89	91	85	92	88	93	87	90	91

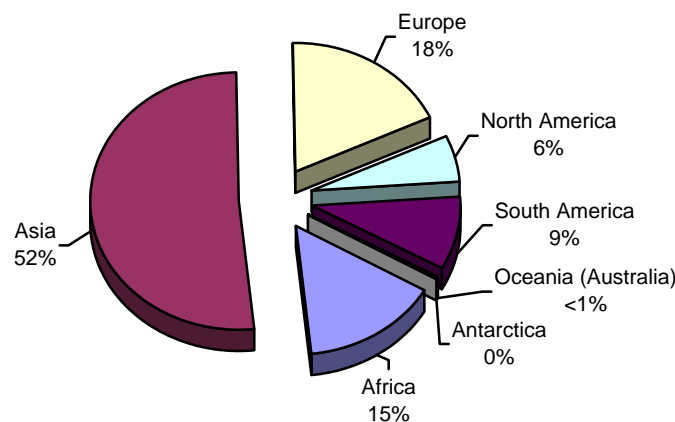
Source: BHCC International Center and CIA – The World Factbook, 2005

* New countries for Fall 2005 semester

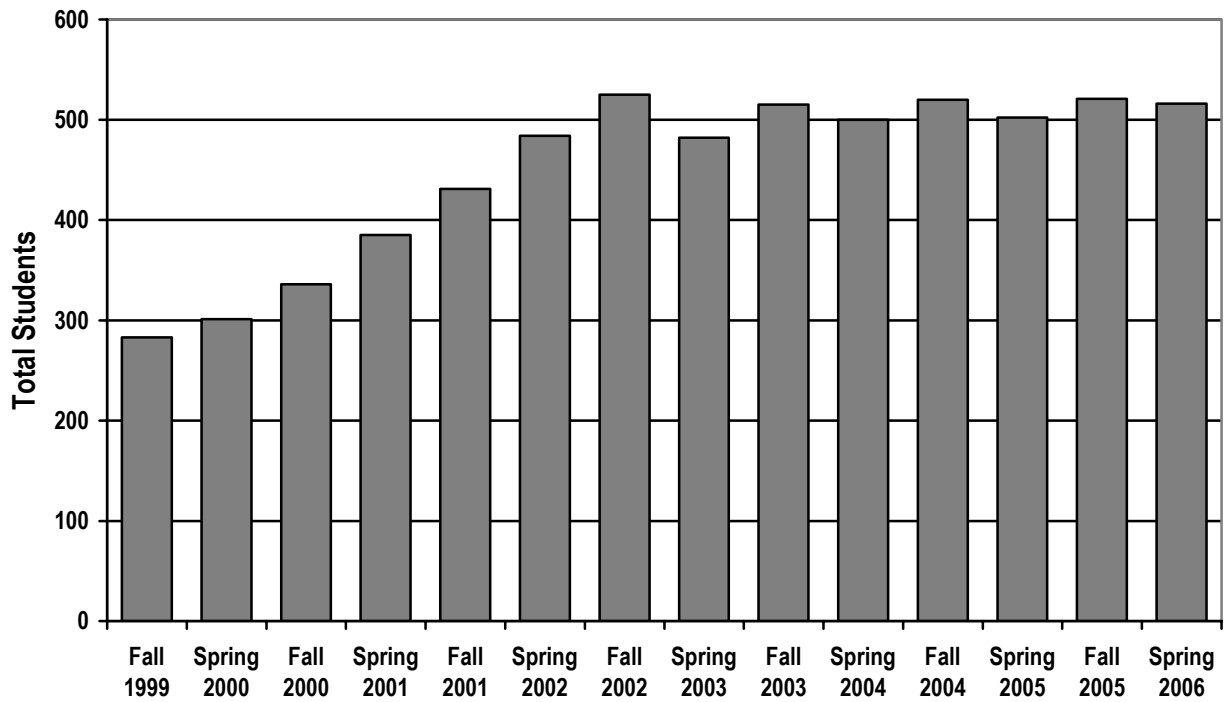
** Russia is located in Northern Asia (that part west of the Urals is included with Europe), bordering the Arctic Ocean, between Europe and the North Pacific Ocean.

**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 2005



International Students: Fall 1999 - Spring 2006



Source: BHCC International Center

In Fall 2005, International Students made up 6.6% of BHCC credit students

International Student enrollment at BHCC has increased by 84% from Fall 1999 to Fall 2005.

Growth in International Student enrollment accounts for 12% or almost 1/8 of the college's headcount increase from Fall 2000 to Fall 2005.

"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: Fall 2001 – Spring 2006

	FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005	SPRING 2002	SPRING 2003	SPRING 2004	SPRING 2005	SPRING 2006
Basic English as a Second Language (BESL)										
BLL001	-	-	22	-	34	-	-	-	35	32
BSL001	161	86	92	118	82	144	92	99	66	71
BSL002	117	54	85	89	95	107	95	86	61	86
HEADCOUNT	210	105	130	152	123	189	141	105	127	149
BSL005	58	59	87	98	86	57	81	53	97	82
BSL006	35	50	68	67	85	59	60	56	96	85
HEADCOUNT	71	76	117	118	120	76	97	73	142	120
BSL008	126	85	116	109	127	71	73	74	105	-
BSL009	100	76	130	101	119	76	97	60	89	-
HEADCOUNT	157	111	163	136	172	105	118	96	131	-
BSL010	-	-	-	-	-	-	-	-	-	88
BSL011	-	-	-	-	-	-	-	-	-	100
HEADCOUNT	-	-	-	-	-	-	-	-	-	132
TOTAL ENROLLMENTS	597	410	600	582	608	514	498	382	549	544
Unduplicated Headcount	429	284	406	392	432	363	344	260	383	378

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

BESL Fall to Spring Retention Rates

In Fall 2005, there were 432 BESL students, up from 392 in Fall 2004. 160 of these students or 37% returned in Spring 2006.

	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%
Fall 2005 – Spring 2006	37%

Source: Datatel/BISSI

Enrollment Trends in ESL: Fall 2001 – Spring 2006

	FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005	SPRING 2002	SPRING 2003	SPRING 2004	SPRING 2005	SPRING 2006
English as a Second Language (ESL)										
ESL052	13	13	13	16	20	-	-	-	-	13
HEADCOUNT	13	13	13	16	20	-	-	-	-	13
ESL076	147	144	112	102	79	122	95	95	48	102
ESL077	158	135	129	100	84	151	101	100	53	114
ESL078	162	153	123	105	114	135	110	105	86	120
ESL079	173	157	131	104	109	144	126	105	92	121
HEADCOUNT	315	264	219	191	185	286	206	201	141	207
ESL086	169	180	160	163	171	198	192	154	145	146
ESL087	197	182	166	158	168	186	209	155	161	125
ESL088	202	211	175	166	178	224	209	162	178	179
ESL089	213	207	171	164	176	231	222	167	190	175
HEADCOUNT	358	366	317	287	335	410	383	278	302	303
ESL096	157	188	159	175	171	160	154	156	138	146
ESL097	151	156	134	169	136	146	146	133	159	129
ESL098	189	219	206	199	188	230	240	185	201	195
ESL099	255	250	214	218	188	276	262	182	185	209
HEADCOUNT	371	387	353	341	331	416	390	304	330	343
TOTAL ENROLLMENTS	2186	2195	1917	1839	1800	2203	2090	1717	1662	1774
Unduplicated Headcount*	997	934	807	782	790	1015	881	727	722	779

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

ESL Fall to Spring Retention Rates

In Fall 2005, there were 790 Academic ESL students, up from 782 in Fall 2004. 569 or 72% returned in Spring 2006.

	Fall to Spring Retention Rate
Fall 2001 – Spring 2002	68%
Fall 2002 – Spring 2003	73%
Fall 2003 – Spring 2004	69%
Fall 2004 – Spring 2005	71%
Fall 2005 – Spring 2006	72%

Source: Datatel/BISSI

**BHCC Online Enrollment Trends:
Fall 2001 – Spring 2006**

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Web Courses	398	512	664	868	901	596	601	883	1,011	1,152
Hybrid Courses	31	112	124	191	244	100	149	215	193	246
Home Study Courses	682	566	537	353	296	711	618	588	338	301

**BHCC Online FTE Trends:
Fall 2001 – Spring 2006**

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Web Courses	79.1	102.9	129.1	166.3	174.1	122.0	119.8	172.1	197.8	225.3
Hybrid Courses	6.2	22.4	24.8	41.5	53.2	20.0	29.8	44.5	42.9	56
Home Study Courses	137.7	113.6	107.7	71.1	59.5	141.5	124.5	118.3	67.7	60.5

**BHCC Online Sections:
Fall 2001 – Spring 2006**

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Web Courses	50	70	72	78	84	61	50	81	76	81
Hybrid Courses	4	14	9	11	14	10	10	13	11	15
Home Study Courses	43	40	37	28	29	44	38	37	30	30

Source: Datatel/BISSI, July 2006

Web & Weekend College Headcounts & Enrollments: FY 2006

	Headcount (Unduplicated)	Enrollments (Duplicated)	Average # of Enrollments per Student per year
FY06 Credit Courses (all)	12,308	47,579	3.87
Web Courses	1,960	3,075	1.57
Weekend College Courses	2,574	3,774	1.47
Hybrid Courses	432	489	1.13
Web or Weekend or Hybrid Courses	4,425	7,230	1.63
"Pure" Web Students	683	1,129	1.65
"Pure" Weekend College Students	439	697	1.59
"Pure" Web/Weekend/Hybrid Students	1,210	2,082	1.72

"Pure" Web students are those individuals who registered only for Web courses in FY06.

"Pure" Weekend College students are those individuals who registered only for courses that meet on Friday evening or Saturday or Sunday in FY06.

"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 FY06.

Source: Datatel/BISSI, June 2006

Chelsea Campus Student Demographic Trends

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Gender	Count	Count	Count	Count	%	%	%	%
Women	685	724	853	995	63%	61%	65%	65%
Men	401	461	455	536	37%	39%	35%	35%
Race/Ethnicity								
Black, non-Hispanic	232	261	340	355	21%	22%	26%	23%
Native American	1	7	8	7	<1%	<1%	<1%	<1%
Asian/Pacific Islander	76	98	76	120	7%	8%	6%	8%
Hispanic/Latino	440	471	485	575	41%	40%	37%	38%
White, Non-Hispanic	257	290	323	368	24%	24%	25%	24%
Non-Resident Alien	1	-	42	31	<1%	-	3%	2%
Unknown	76	58	34	61	7%	5%	2%	4%
Age								
< 18	2	11	14	14	<1%	1%	1%	1%
18 – 19	76	144	159	165	7%	12%	12%	11%
20 – 21	158	175	164	195	15%	15%	13%	13%
22 – 24	182	172	196	275	17%	15%	15%	18%
25 – 29	171	192	243	274	16%	16%	19%	18%
30 – 34	149	154	160	198	14%	13%	12%	13%
35 – 39	137	121	123	144	13%	10%	9%	9%
40 – 49	139	152	186	179	13%	13%	14%	12%
50 – 64	48	50	47	64	4%	4%	4%	4%
65 +	4	5	6	5	1%	<1%	<1%	<1%
Not Reported	20	9	10	18	2%	1%	1%	1%
New to Chelsea Campus	662	768	791	649	61%	65%	60%	43%
Returning to Chelsea Campus	408	424	517	882	39%	35%	40%	57%
AA major	341	401	420	487	31%	34%	32%	32%
AS major	100	123	139	145	9%	10%	11%	9%
Certificate major	82	104	100	101	8%	9%	8%	7%
Not Matriculated	563	557	649	795	52%	47%	50%	52%
Taking Credit Courses	806	850	934	963	74%	72%	71%	63%
Taking ABE Courses	235	251	245	286	22%	21%	19%	19%
Taking other Non-Credit Courses	46	84	130	282	4%	7%	10%	18%

Chelsea Campus Enrollment Trends: Fall 2002 – Fall 2005

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Sections	Count	Count	Count	Count	%	%	%	%
Credit Sections								
Developmental	25	27	19	18	30%	28%	19%	17%
College Level	41	44	50	51	49%	46%	51%	48%
Non-Credit Sections								
Adult Basic Education Sections	14	14	15	19	17%	16%	15%	18%
Other Non-Credit Sections	4	10	15	18	5%	10%	15%	17%
Day Sections (Start before 5 PM)								
	56	51	50	58	67%	54%	51%	55%
Evening/Weekend Sections								
	28	44	49	48	33%	46%	49%	45%
Enrollments								
Credit Enrollments								
Developmental	494	457	358	329	33%	29%	21%	17%
College Level	716	753	884	917	48%	48%	52%	48%
Non-Credit Enrollments								
ABE Enrollments	236	252	251	294	16%	16%	15%	15%
Other Non-Credit Enrollments	46	96	214	359	3%	6%	13%	19%
Day Enrollments (Start before 5 PM)								
	994	826	883	1,008	67%	53%	52%	53%
Evening/Weekend Enrollments								
	498	732	824	891	33%	47%	48%	47%
FTE								
State-Supported								
Developmental	15.4	0	0	3.6	6%	0%	0%	1%
College Level	41.3	44.5	34.9	68.9	16%	17%	13%	24%
Non-State Supported								
Developmental	83.4	91.4	71.6	62.2	33%	36%	26%	21%
College Level	115.5	119.7	167.5	157.3	45%	47%	61%	54%
All FTE								
Developmental	98.8	91.4	71.6	65.8	39%	36%	26%	23%
College Level	156.9	164.3	202.4	226.2	61%	64%	74%	77%
Total FTE	255.7	255.7	274.0	292.0	100%	100%	100%	100%

Student Success: Withdrawal Rate Spring 2000 – Spring 2006

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%
Fall 2005	9%
Spring 2006	9%

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 seven 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%
Fall 2005 – Spring 2006	67%

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%
Spring 2005 – Fall 2005	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%
Fall 2004 – Fall 2005	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	Fall 2004
Full-Time, Degree Seeking FTIC's	793	872	770	886	812
Still enrolled 1 year later	48%	52%	53%	48%	49%
Of those enrolled 1 year later, percent who were attending part-time (fewer than 12 credits)	31%	32%	31%	31%	39%

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.

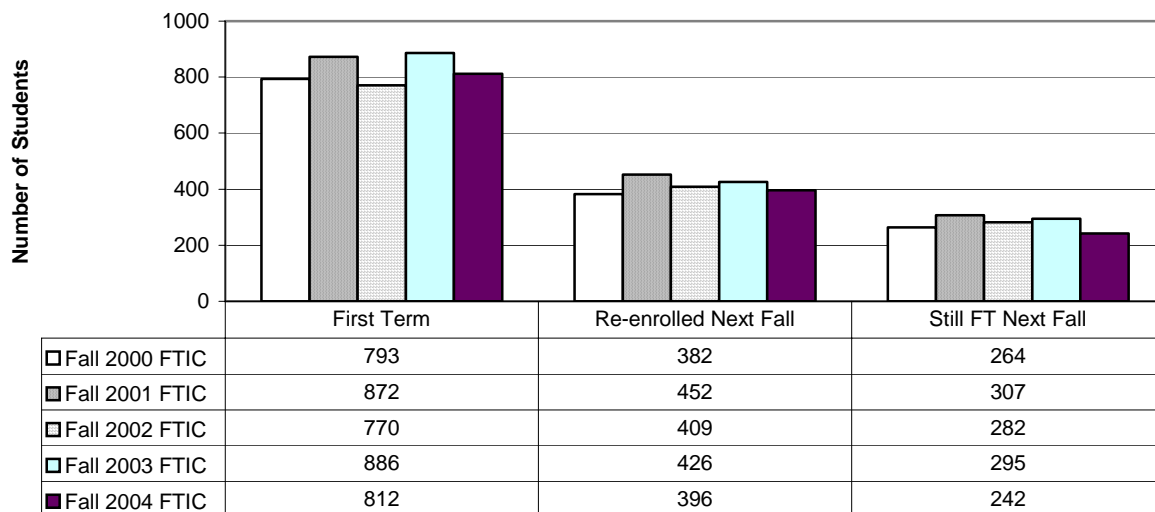
There were 872 full-time, degree-seeking FTIC's in Fall 2001. 452 or 52% registered in Fall 2002. Of these, 32% were attending part-time (less than 12 credits) in Fall 2002.

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.

There were 812 full-time, degree-seeking FTIC's in Fall 2004. 396 or 49% registered in Fall 2005. Of these, 39% were attending part-time (less than 12 credits) in Fall 2005.

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



Student Success: Productive Grade Rate: Spring 2001 – Spring 2006

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%
Fall 2005	72%
Spring 2006	70%

Source: BISSI

Student Success: Licensure Examination Results 1999 – 2005

Licensure Exam		1999	2000	2001	2002	2003	2005
Nursing Education (NCLEX)							
Examined	47	41	36	29	34	34	47
Passed	33	25	30	27	32	28	41
Passing Rate	70%	61%	83%	93%	94%	82%	87%
Medical Radiography (ARRT Exam)							
Examined	17	10	14	7	15	32	37
Passed	15	9	9	5	11	22	37
Passing Rate	88%	90%	64%	71%	73%	69%	100%

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 2005

	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%
Fall 2005*	4261 20%	2355 11%	2023 10%	2402 12%	1259 6%	970 5%	1584 8%	283 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 2005*	690 3%	2788 13%	441 2%	185 1%	1626 8%	20867

* Fall 2004 and Fall 2005 grade data were extracted in mid-summer. Most of the IP grades for these terms 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, July 2006

Grade Distribution Trends: Spring 2000 – Spring 2006

	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%
Spring 2006	4158 20%	2352 11%	1915 9%	2156 10%	1307 7%	919 4%	1578 7%	391 2%

	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
Spring 2006	690 3%	2512 12%	1187 6%	155 1%	1721 8%	21041

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, July 2006

Grade Distribution Trends: Summer I 2000 – Summer I 2005

	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%
Summer I 2005*	1094 25%	578 18%	448 12%	520 12%	294 7%	181 4%	316 7%	78 2%

	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 2005*	84 2%	507 13%	39 1%	3 1%	200 5%	4342

* Summer I 2003 & Summer I 2004 grade data were extracted on August 2, 2005. Summer I 2005 grades were extracted in Summer 2006. Most of the IP grades for those terms 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, July 2006

Grade Distribution Trends: Summer II 2000 – Summer II 2005

	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%
Summer II 2005	288 28%	123 12%	106 10%	144 13%	79 8%	43 4%	82 8%	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 2005	28 3%	93 9%	0 0%	0 0%	52 5%	1038

* 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, July 2006

Student Success: Web Course Withdrawal Rate Spring 2001 – Spring 2006

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%
Fall 2005	11%
Spring 2006	13%

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%
Fall 2005	61%
Spring 2006	58%

Source: Datatel/BISSI, Data extracted July 2006

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
FALL 2005	219 24%	104 12%	75 8%	75 8%	28 3%	14 2%	41 4%	-	15 2%	174 19%	62 7%	6 1%	88 10%	901

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
SPRING 2006	256 22%	120 10%	80 7%	96 8%	44 4%	27 2%	56 5%	-	29 2%	183 16%	128 11%	19 2%	124 11%	1162

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
SUMMER I 2005	202 24%	93 11%	79 9%	91 11%	46 6%	21 3%	49 6%	-	14 2%	167 20%	14 2%	1 0%	54 6%	831

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

Degrees and Certificates Awarded: FY 1996 – FY 2006

	AS	AA	Certificate	Total
2006	312	196	178	686
2005	301	204	174	679
2004	288	227	170	685
2003	257	183	162	602
2002	177	107	121	405
2001	246	101	141	488
2000	258	103	145	506
1999	247	90	130	467
1998	248	107	136	491
1997	257	92	172	521
1996	298	87	193	578

Associate Degrees Awarded by Program: FY 1996 – FY 2006

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
ASSOCIATE IN ARTS											
Liberal Arts	87	92	107	90	103	101	107	183	227	204	196
ASSOCIATE IN SCIENCE											
Business Administration											
Accounting Option	37	34	31	43	47	29	22	28	40	29	27
Finance Option	-	-	-	1	-	5	5	10	8	14	9
International Business Option	6	10	8	10	7	10	8	13	11	12	11
Management Option	28	17	22	20	18	15	10	14	20	23	16
*Business Retail Option	-	-	-	-	-	-	-	-	-	-	-
*Health Care Management Option	-	1	3	4	1	1	-	-	-	-	-
Computer Technology Program	7	3	4	1	1	1	1	-	-	-	-
*Internet Web Design and Programming Option	-	-	-	-	-	4	5	12	4	-	1
*Microsoft Applications Option	-	-	-	6	3	14	9	9	4	4	1
*CP Micro Application Option	10	15	13	3	-	-	-	-	-	-	-
*Visual Programming Option	-	-	4	4	2	3	1	2	3	-	1
Computer Support Specialist	-	-	-	-	-	-	-	-	-	1	4
Computer Technology Network Option	-	-	1	4	18	22	22	20	27	16	10
Database Programming & Administration Option	-	-	-	-	-	-	-	-	-	1	1

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Associate Degrees Awarded by Program: 1996 – 2006 (continued)

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Criminal Justice											
Criminal Justice Option	32	26	24	17	17	13	9	12	23	19	18
*Corrections Option	-	-	-	-	1	1	-	-	-	-	2
*Law Enforcement Option	-	-	-	1	5	2	-	2	2	2	3
Culinary Arts Program	7	11	7	5	5	5	3	5	4	3	9
Early Childhood Development	12	15	8	15	16	15	7	7	15	17	16
Electronics Technology Program	-	-	-	5	8	6	5	7	4	8	6
*Electronics Technical Digital Option	5	6	1	1	-	-	-	-	-	-	-
Fire Protection and Safety Program	4	4	5	5	6	3	-	4	1	8	1
Graphic Arts and Visual Communication Program	-	-	-	3	6	7	7	18	13	11	11
*Graphic Illustration Option	2	1	3	1	1	-	-	-	-	-	-
*Desktop Publishing/Design Option	1	4	5	4	5	2	-	-	-	-	-
*Graphic Design Option	-	-	2	-	-	-	-	-	-	-	-
Hotel/Restaurant Management	9	6	7	3	2	4	1	4	7	6	11
*Culinary Arts Option	-	-	-	-	-	-	-	-	1	-	-
*Hotel Restaurant Travel Option	-	-	1	4	2	1	-	-	-	-	-
Travel and Tourism Management Option	-	-	-	1	4	1	2	7	7	8	3
Human Services Program	9	9	14	11	11	5	10	6	6	9	11
Media Technology Program	5	5	4	1	3	3	2	7	7	13	1
Medical Imaging											
Cardiac Sonography Option	-	-	-	4	5	7	7	8	7	9	8
Medical Radiography Option	22	17	16	12	14	22	7	15	29	23	27
*Nuclear Medicine Technology Option	-	-	5	-	4	-	-	-	-	-	-
Medical Radiography Part-time Eve. Option	-	-	-	-	-	-	-	-	-	6	9
General Sonography	-	-	-	-	-	-	-	-	-	-	-
Nursing Education	90	56	51	13	-	-	-	-	-	-	-
Nursing Education Day Option	-	-	-	28	38	22	23	19	17	22	33
Nursing Education Evening Option	-	-	-	8	-	13	4	15	15	26	36
*Nursing Program, LP Option	-	-	-	-	-	1	-	-	-	-	-
Nursing Weekend	-	-	-	-	-	-	-	-	-	-	9
Office and Information Management											
Administrative Information Mgmt. Option	-	-	-	6	2	2	6	10	6	6	6
Medical Information Management Option	3	5	-	2	5	7	1	3	7	5	11
*Executive Office Administration Option	2	2	1	-	-	-	-	-	-	-	-
*Legal Office Administration Option	3	-	-	-	1	-	-	-	-	-	-
*Executive Office/Word Processing Option	4	10	8	1	-	-	-	-	-	-	-
AS SUBTOTAL	298	257	248	247	258	246	177	257	288	301	312

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

Certificates Awarded by Program: FY 1996 – FY 2006

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Allied Health											
*Health Careers Preparation	-	-	-	-	-	-	-	-	-	-	-
Medical Assistant	24	12	19	5	-	-	39	45	59	51	44
*Medical Assistant/ESL	-	2	-	3	-	-	-	-	-	-	-
Medical Lab Assistant	8	10	5	28	35	37	-	4	2	5	-
*Medical Receptionist	-	-	-	-	-	-	-	-	-	-	-
Patient Care Assistant	68	48	40	26	28	13	13	21	22	20	23
Phlebotomy Technician	8	7	9	6	11	10	11	7	16	11	9
Biomedical Engineering Technology*	5	5	-	-	-	-	-	-	-	-	-
Biotechnology Technician*	3	6	7	-	2	-	-	-	-	-	-
Biomedical Equipment Repair*	2	-	-	-	-	-	-	-	-	-	-
Cardiovascular Sonography*	6	6	6	-	-	-	-	-	-	-	-
Ultra-Sound*	-	4	-	-	-	-	5	-	-	-	-
EKG Technician*	-	-	-	-	-	-	-	-	-	-	-
Business Administration											
Accounting	3	3	14	1	8	3	4	4	8	5	2
*Computer-based Accounting	-	-	-	-	-	-	-	4	6	3	2
*Accounting Information	-	-	-	-	-	-	-	-	-	2	6
International Business	-	-	-	-	-	-	-	-	1	1	1
e-Commerce Marketing Management	-	-	-	-	-	-	-	-	1	-	1
Paralegal Studies	7	9	12	5	9	5	-	10	12	12	20
*Paralegal Certificate	7	9	-	4	-	-	4	-	-	-	-
Computer Technology											
Computer Network	-	-	-	1	3	32	8	15	5	4	4
Computer Support Specialist	-	-	-	-	-	-	-	-	-	-	1
Object-Oriented Computer Programming & Design	-	-	-	-	-	-	2	1	-	2	-
*IBM AS/400 RPG	1	1	1	4	-	-	-	-	-	-	-
*Lotus Applications Specialist	1	1	-	-	2	-	-	-	-	-	-
*Desktop Publishing	6	4	-	4	3	-	-	-	-	-	-
Database Programming & Administration	-	-	-	-	-	-	-	-	-	2	-
Criminal Justice											
*Corrections	-	-	-	-	2	-	2	2	1	-	-
*Security Administration	-	-	-	-	1	2	-	-	-	1	-
Law Enforcement	-	-	-	-	-	-	-	-	-	-	3
Culinary Arts	3	1	4	-	8	1	2	2	3	1	3
Diagnostic Medical Sonography	-	-	-	-	-	-	-	9	9	12	10
Early Childhood Development	5	3	4	3	2	3	3	2	1	4	5

Certificates Awarded by Program: FY 1996 – FY 2006 (continued)

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Electronics*	-	-	1	1	-	2	-	1	-	-	-
*ESL Electronics	13	20	-	11	15	15	-	-	-	-	-
*Microcomputer Support	-	1	-	-	-	1	-	1	-	1	1
Office and Information Management											
*Data Entry	1	1	2	1	-	-	-	-	-	-	-
Information Management Specialist	-	-	-	1	1	3	3	5	3	2	3
Medical Information Management	-	-	-	1	3	5	-	5	2	8	4
*Office Administration Medical Assistant	6	10	10	7	-	-	-	-	-	-	-
*Office Assistant	-	-	-	-	1	-	-	-	-	-	-
*Word Processing	1	5	-	-	-	-	-	-	-	-	-
Health Care Management*	-	-	1	-	-	-	-	-	-	-	-
Human Services	-	-	-	-	-	-	-	-	-	1	6
Medical Coding	-	-	-	-	-	-	-	-	-	1	9
Gerontology*	-	-	-	-	-	-	-	-	-	-	-
Painting*	1	-	-	-	-	-	-	-	-	-	-
Surgical Technology	13	1	-	11	8	6	23	17	19	23	15
Central Processing	-	-	-	-	-	-	-	4	-	-	4
Travel and Tourism	1	3	1	7	3	3	2	3	-	2	2
CERTIFICATE SUBTOTAL	193	172	136	130	145	141	121	162	170	174	178

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

Source: BHE HEIRS database, BHCC Enrollment Services, revised August 2006

Graduate Follow-up Survey Classes of 1989 - 2005

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

	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	2001	2002	2003	2004	2005
Continuing Education	39%	39%	41%	38%	35%	38%	39%	37%	41%	45%	50%	48%	53%	59%	49%
Employed	81%	76%	66%	74%	74%	81%	77%	76%	76%	82%	69%	75%	77%	81%	74%

Graduate Follow-up Survey Class of 2005: Transfer Institutions

AA, AS and Certificate graduates from the Class of 2005 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 (26)	Northeastern University (9)	University of Massachusetts, Amherst (14)
Boston University (10)	Salem State College (13)	University of Massachusetts, Boston (49)

Source: BHCC 31st Annual Graduate Follow-up Survey

Graduate Follow-up Survey Class of 2005: AA/AS Employment Data

In the Class of 2005, 301 out of 505 (60%) 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	37	31%	28	23%	10	8%	36	30%	10	8%	121	100%
Associate in Science												
Business Administration	23	46%	17	34%	2	4%	7	14%	1	2%	50	100%
Computer Technology	3	23%	7	54%	3	23%	0	0%	0	0%	13	100%
Criminal Justice	4	33%	6	50%	0	0%	2	17%	0	0%	12	100%
Culinary Arts	1	33%	1	33%	1	33%	0	0%	0	0%	3	100%
Early Childhood Development	10	77%	2	15%	0	0%	0	0%	1	8%	13	100%
Electronics Technology	0	0%	3	60%	1	20%	1	20%	0	0%	5	100%
Fire Protection and Safety	5	71%	1	14%	0	0%	1	14%	0	0%	7	100%
Graphic Arts & Visual Comm.	1	14%	4	57%	1	14%	1	14%	0	0%	7	100%
Hotel/Restaurant/Travel Mgmt.	3	30%	5	50%	1	10%	0	0%	1	10%	10	100%
Human Services	5	63%	1	13%	1	13%	1	13%	0	0%	8	100%
Media Technology	2	29%	3	43%	0	0%	2	29%	0	0%	7	100%
Medical Imaging	15	88%	0	0%	2	12%	0	0%	0	0%	17	100%
Nursing Program	16	89%	1	6%	0	0%	1	6%	0	0%	18	100%
Office Management	6	60%	1	10%	1	10%	0	0%	2	20%	10	100%
Total	131	44 %	80	27%	23	8%	52	17%	15	5%	301	100%

Source: BHCC 31st Annual Graduate Follow-up Survey

Graduate Follow-up Survey Class of 2005: Certificate Employment Data

In the Class of 2005, 90 out of 174 (52%) 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	60%	12	27%	2	4%	1	2%	3	7%	45	100%
Business Administration	8	53%	6	40%	0	0%	1	7%	0	0%	15	100%
Computer Programming	1	25%	3	75%	0	0%	0	0%	0	0%	4	100%
Criminal Justice	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Culinary Arts	1	100%	0	0%	0	0%	0	0%	0	0%	1	100%
Early Childhood Development	3	75%	0	0%	0	0%	1	25%	0	0%	4	100%
Diagnostic Medical Sonography (Ultrasound)	7	100%	0	0%	0	0%	0	0%	0	0%	7	100%
Human Services	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Medical Coding	1	100%	0	0%	0	0%	0	0%	0	0%	1	100%
Office Management	0	0%	0	0%	2	67%	0	0%	1	33%	3	100%
Surgical Technology	6	75%	0	0%	2	25%	0	0%	0	0%	8	100%
Total	54	60%	22	24%	7	8%	3	3%	4	4%	90	100%

Source: BHCC 31st Annual Graduate Follow-up Survey

Full-Time Employee Profile: Fall 2003 – Fall 2005

Full-Time Employee Profile: Fall 2005

Fall 2005	White	African American	Native American	Hispanic	Asian/Pacific	Other	Female	Male	Total
Administration	36	14	-	2	5	-	34	23	57
Professional	44	14	-	3	6	1	46	22	68
Full-time Faculty	96	16	1	2	7	1	74	49	123
Classified	75	25	-	10	13	2	73	52	125
Total	251	69	1	17	31	4	227	146	373

Full-Time Employee Profile: Fall 2004

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

Full-Time Employee Profile: Fall 2003

Fall 2003	White	African American	Native American	Hispanic	Asian/Pacific	Other	Female	Male	Total
Administration	34	9	-	1	3	-	29	18	47
Professional	33	10	-	4	4	-	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

Source: BHCC Human Resources, December 2005

Full-Time Faculty Profile: Fall 2003 – Fall 2005

Full-Time Faculty Profile: Fall 2005

Fall 2002	White	African American	Hispanic	Asian Pacific Islander	Cape Verdean	Native American	Other	Total
Female	59	8	1	4	1	-	1	74
Male	37	5	1	3	2	1	-	49
Total	96	13	2	7	3	1	1	123

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	-	1	71
Male	35	6	-	3	2	1	-	47
Total	92	14	1	6	3	1	1	118

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	-	-	1	64
Male	39	5	-	3	1	1	-	49
Total	89	15	1	5	1	1	1	113

Source: BHCC Human Resources, December 2005

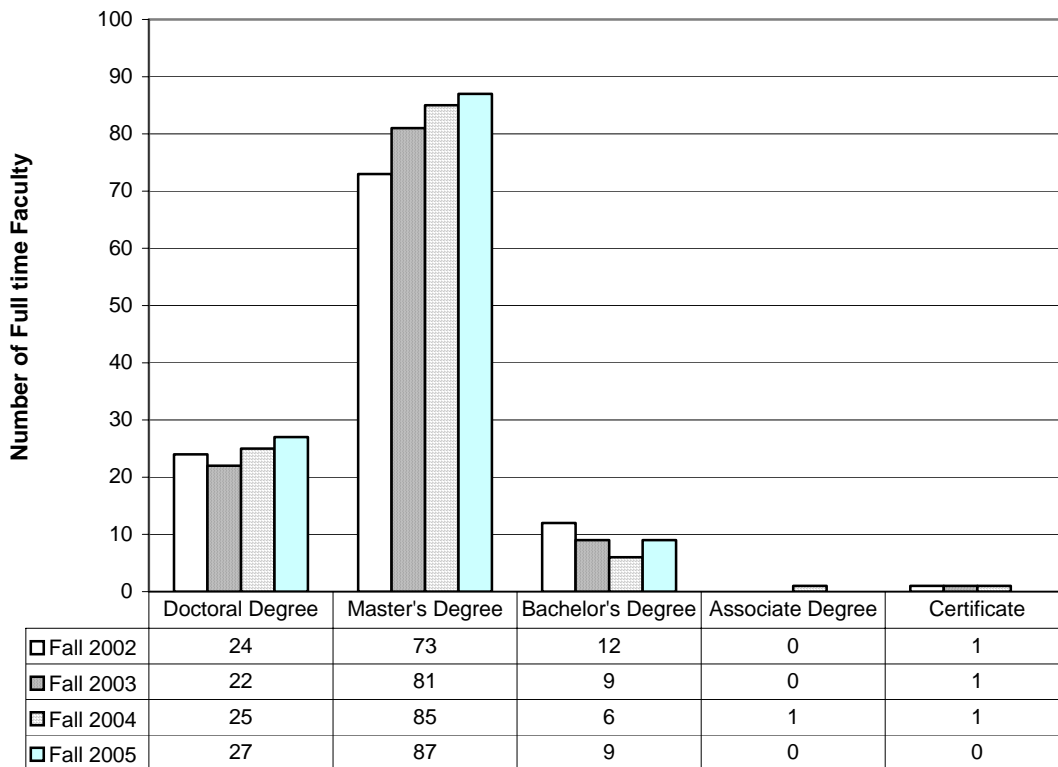
Full-Time Faculty Rank: Fall 2005

Rank	Tenured	Not Yet Tenured	Number	% of Tenured	% of Not Yet Tenured	Percent
Professor	78	3	81	95%	7%	66%
Associate Professor	4	13	17	5%	32%	14%
Assistant Professor	-	25	25	0%	61%	20%
Total	79	41	123	100%	100%	100%

In Fall 2005, there were 325 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 2005



Adjunct Faculty: Fall 2004, Fall 2005

Adjunct Faculty Profile: Fall 2005

Fall 2005	White	African American	Native American	Hispanic	Asian/Pacific	Other	Female	Male	Total
Arts & Sciences	193	7	-	2	9	7	101	117	218
Nurse Education & Health Professions	35	7	-	1	1	-	40	4	44
Professional Studies	55	-	-	1	3	4	22	41	63
Total	283	14	-	4	13	11	163	162	325

Adjunct Faculty Profile: Fall 2005

Fall 2005	White	African American	Hispanic	Asian Pacific Islander	Cape Verdean	Native American	Other	Total
Female	136	10	3	7	-	-	7	163
Male	147	4	1	6	-	-	4	162
Total	283	14	4	13	-	-	11	325

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

Cost of Attendance: FY 2006

	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
Technology Fee per credit (applies to <i>all</i> students)		\$5	\$5
OTHER CHARGES			
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, 2005-2006

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, October 2005

Financial Aid Awards: FY 2003 – FY 2006

	2005-2006	2004-2005	2003-2004	2002-2003
Federal Pell Grant	\$6,111,776	\$5,796,211	\$5,554,658	\$5,079,430
Federal Supplemental Educational Opportunity Grant	250,000	\$218,091	\$199,312	\$214,143
Federal Perkins Loan	-	-	-	-
Federal Work Study	273,289	\$210,552	\$216,561	\$191,283
Federal Subsidized Stafford Loan	549,831	\$444,089	\$386,934	\$278,690
Federal Unsubsidized Stafford Loan	657,050	\$453,062	\$429,262	\$298,489
Federal Parent Loan	49,350	\$9,566	\$25,036	\$15,781
Mass State Grant	228,695	\$268,575	\$289,448	\$324,023
Mass Tuition Waiver	349,673	\$400,000	\$225,774	\$248,919
Mass Cash Grant	1,564,815	\$1,564,815	\$1,547,252	\$1,733,859
Mass Part-time Grant	152,000	\$154,494	\$142,534	\$164,218
Total	\$10,186,479	\$9,519,455	\$9,016,771	\$8,548,834

Financial Aid Students by Award: FY 2003 – FY 2006

	2005-2006	2004-2005	2003-2004	2002-2003
Federal Pell Grant	3,105	2,705	2,547	2,320
Federal Supplemental Educational Opportunity Grant	812	685	614	681
Federal Perkins Loan	-	-	-	-
Federal Work Study	153	128	137	116
Federal Subsidized Stafford Loan	310	242	217	137
Federal Unsubsidized Stafford Loan	314	232	210	142
Federal Parent Loan	13	2	4	3
Mass State Grant	439	532	621	766
Mass Tuition Waiver	1,757	1,874	1,260	1,297
Mass Cash Grant	1,710	1,711	1,921	1,797
Mass Part-time Grant	488	498	609	671
All Financial Aid Recipients	3,127	3,036	2,851	2,543

Scholarships and Tuition Waivers: FY 2003 - FY 2006

	2005-2006	2004-2005	2003-2004	2002-2003
BHCC Scholarships	\$117,624	\$88,874	\$68,362	\$40,518
BHCC Foundation Scholarships	\$32,586	\$22,838	\$18,218	\$17,252
BHCC Pathway Technology Scholarships	\$30,996	\$28,638	\$26,134	-
BHCC Business & Industry Waivers	\$4,030	\$4,640	-	-
BHCC NUP Employees & Dependents Tuition & Fee Waiver*	\$498	\$179	\$6,665	-
BHCC MCCC Employees & Dependents Tuition & Fee Waiver*	\$1327	\$952	\$450	n/a
John & Abigail Adams Scholarship	\$6,840			
Katrina Tuition Waiver	\$10,312			
MCCC Employees & Dependents Tuition & Fee Waiver*	-	-	-	\$1,001
FT Higher Education Employees & dependents (not MCCC) Tuition Waiver*	\$3,347	\$2,947	\$11	\$4,335
PT Higher Education Employees & dependents (not MCCC) Tuition Waiver*	\$6	-	-	-
Other State Employees & Dependents Tuition Waiver	\$12,886	\$16,853	\$18,163	\$22,522
Sub-total: State Employee & Dependents Waivers	\$18,064	\$20,931	\$25,289	\$27,858
Native American Tuition Waiver	\$2,644	\$2,097	\$2,099	\$1,340
Veterans & Armed Services/Vocational Rehab Tuition Waiver	\$47,949	\$45,726	\$57,815	\$48,089
National Guard Tuition Waiver	\$720	\$1,080	\$1,680	\$4,206
Senior Citizen Tuition Waiver	\$7,477	\$5,859	\$9,858	\$11,218
Mass Rehab & Commission for the Blind Tuition Waiver	\$60,474	\$57,281	\$48,734	\$48,742
Human Service Workers Tuition Waiver	\$1,866	\$3,140	\$3,606	\$2,838
Stanley Z. Koplik Certificate of Mastery Tuition Waiver	\$168	\$216	-	-
D.S.S. Adopted Children Tuition Waiver	\$11,946	\$10,928	\$11,614	\$12,054
9/11/2001 Tragedy Waiver	-	-	-	-
Grand Total Waivers and Scholarships	\$353,696	\$292,246	\$273,409	\$215,114

*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 2006

Textbook Assistance Program: FY 2003 - FY 2006

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 2005	\$17,500	580
Spring 2006 and Summer I 2006	\$17,500	864
FY06 Total	\$35,000	1,444
Fall 2004	\$17,500	575
Spring 2005 and Summer I 2005	\$17,500	1,062
FY05 Total	\$35,000	1,637
Fall 2003	\$10,000	526
Spring 2004 and Summer I 2004	\$20,000	859
FY04 Total	\$30,000	1,385
Fall 2002	\$8,000	524
Spring 2003 and Summer 2003	\$13,000	933
FY03 Total	\$21,000	1,457

Source: BHCC Student Activities Office, August 2006

Supplemental Grants FY 2006

The BHCC Grants Development office strives to secure additional grant funding for new programs and program enhancements that promote the College's strategic goals. Grant-funded projects provide the College with staff and other resources to design and enhance curricula, to expand programs and services, to develop faculty and staff capabilities and, ultimately, to assist the College in realizing its mission. In pursuing supplemental grants, the Grants Development office works closely with all academic, support service and administrative departments throughout the College, as well as with the BHCC Foundation.

FY06 Grant Funding

A total of **40** grants were administered by BHCC in FY06, for a total of **\$4,141,087** in supplemental funding. Of these active grants, 14 were multi-year grants which totaled \$2,181,751 in FY06 and \$9,908,696 over the full course of their award periods. FY06 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	\$790,226	19.1%
State	\$1,843,705	44.5%
City	\$863,989	20.9%
Private/Foundation	\$643,167	15.5%

New Grants in FY06

New Grants that were awarded to BHCC for FY06 are indicated below:

Grant	FY06 Award Amount	Total Award Amount (multi-year grants)
Mass. Dept. of Education: Adult and Community Learning Services – Adult Basic Education	\$702,973	\$3,462,657 over five years
Mass. Dept. of Educ.: Adult and Community Learning Services – ABE Transition to College	\$85,000	\$255,000 over three years
Stratford Foundation	\$40,000	N/A
U.S. Dept. of Education: Student Support Services	\$270,822	\$1,354,110 over five years
City of Boston Neighborhood Jobs Trust: Steps to Employment	\$117,520	N/A
Boston Public Health Commission: Boston Disparities Project	\$90,448	N/A
Ford Foundation: Difficult Dialogues	\$100,000	18-month grant period
Mass Department of Education: Academic Support Partnering Program	\$22,250	N/A
Polaroid Fund at The Boston Foundation	\$20,000	N/A
Hewlett-Packard: Technology for Teaching	\$69,000	N/A
National Science Foundation: Advanced Technological Education	\$258,580	\$699,422 over three years

Other New Grants awarded in FY06, to begin in FY07

BHCC was awarded the following grants during FY06, which will take effect in FY07.

Grant	Award Amount
Massachusetts Campus Compact: AmeriCorps VISTA	\$20,000
City of Boston Office of Jobs and Community Services: Math and Science Advancement	\$100,000

Source: BHCC Grants Development and Grants Management, July-August 2006

Grants Spending: FY 2000 – FY 2006

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 FY06 are expended from September 2005 through August of 2006.

Thus, the total amount of grants awarded for a given fiscal year, e.g. \$4,141,087 for FY 2006, 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 2006	FY 2005	FY 2004	FY 2003	FY 2002	FY 2001	FY 2000
Federal	425,834	394,995	350,955	304,917	683,006	773,010	579,099
State	1,734,928	1,497,864	1,755,185	1,583,294	1,695,169	1,873,213	1,550,397
City/Local	724,861	555,510	607,745	565,016	638,094	422,568	350,657
Private/Foundation	225,700	113,054	202,271	79,154	97,217	102,316	185,821
Total	\$3,111,323	\$2,561,423	\$2,916,156	\$2,532,381	\$3,113,487	\$3,171,106	\$2,665,973

Source: BHCC Business Office, August 2006

Weekend College Revenue: FY 2003 – FY 2006

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 2006

Revenue Type	In-State Students	Out-of-State Students	All Students
Tuition	277,200	219,650	496,850
General College Fee & Technology Fee	877,800	72,580	950,380
Total	\$1,155,000	\$292,230	\$1,447,230

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

FY 2004

Revenue Type	In-State Students	Out-of-State Students	All Students
Tuition	\$199,584	\$200,100	\$319,684
General College Fee & Technology Fee	\$632,016	\$66,120	\$698,136
Total	\$831,600	\$266,220	\$1,097,820

FY 2003

Revenue Type	In-State Students	Out-of-State Students	All Students
Tuition	\$165,696	\$121,210	\$286,906
General College Fee & Technology Fee	\$386,624	\$29,512	\$416,136
Total	\$552,320	\$150,722	\$703,042

BHCC Online Revenue: FY 2003 – FY 2006 (continued)

BHCC is a leader in developing innovative new ways to deliver college courses to students. Many courses are created for the web; others incorporate both web and classroom time. 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. BHCC Online makes education accessible to students who can't be on campus.

FY 2006

Tuition	In-State Students	Out-of-State Students	All Students
Home Study (ES)	\$ 56,064	\$ 34,040	\$ 90,104
Web Courses (WB)	199,536	158,470	358,006
Hybrid Courses (HB)	32,256	37,490	69,746
General College Fee & Technology Fee			
Home Study (ES)	177,536	11,248	188,784
Web Courses (WB)	631,864	52,364	684,228
Hybrid Courses (HB)	111,644	12,388	124,032
Total	\$ 1,208,900	\$ 306,000	\$ 1,514,900

FY 2005

Tuition	In-State Students	Out-of-State Students	All Students
Home Study (ES)	\$ 64,728	\$ 38,180	\$ 102,908
Web Courses (WB)	176,640	130,180	306,820
Hybrid Courses (HB)	32,544	26,450	58,994
General College Fee & Technology Fee			
Home Study (ES)	204,972	12,616	217,588
Web Courses (WB)	559,360	43,016	602,376
Hybrid Courses (HB)	103,056	8,740	111,796
Total	\$ 1,141,300	\$ 259,182	\$ 1,400,482

(continued on next page)

BHCC Online Revenue: FY 2003 – FY 2006

FY 2004

Tuition	In-State Students	Out-of-State Students	All Students
Home Study (ES)	\$ 100,272	\$ 58,190	\$ 158,462
Web Courses (WB)	153,048	113,160	266,208
Hybrid Courses (HB)	24,384	28,290	52,674
General College Fee & Technology Fee			
Home Study (ES)	317,528	19,228	336,756
Web Courses (WB)	484,652	37,392	522,044
Hybrid Courses (HB)	77,216	9,348	86,564
Total	\$ 1,157,100	\$ 265,608	\$ 1,422,708

FY 2003

Tuition	In-State Students	Out-of-State Students	All Students
Home Study (ES)	\$ 118,152	\$ 69,460	\$ 187,612
Web Courses (WB)	46,968	76,820	123,788
Hybrid Courses (HB)	1,632	20,700	22,332
General College Fee & Technology Fee			
Home Study (ES)	275,688	16,912	292,600
Web Courses (WB)	109,592	18,704	128,296
Hybrid Courses (HB)	38,808	5,040	43,848
Total	\$ 590,840	\$ 207,636	\$ 798,476

Revenues and Expenditures: FY 2003 - FY 2005

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

	FY2005	FY2004	FY2003
Operating Revenues:			
Tuition and fees	\$ 17,392,251	\$ 16,679,666	\$ 14,120,159
Less: scholarship allowances	(4,047,370)	(4,141,116)	(2,968,445)
Net student fees	13,344,881	12,538,550	11,151,714
Grants and Contracts	10,946,179	10,975,715	10,343,836
Other auxiliary enterprises	481,574	409,526	255,235
Other sources	1,117,258	1,227,182	1,123,919
Total operating revenues	25,889,892	25,150,967	22,874,704
Operating expenses:			
Instruction	18,726,565	17,084,752	16,039,801
Academic support	5,458,429	4,892,819	4,768,617
Student services	7,049,730	6,334,756	7,039,415
Scholarships and fellowships	4,381,773	4,029,477	4,892,221
Operation and maintenance of plant	5,490,163	5,400,347	3,981,823
Depreciation and amortization	602,508	537,482	609,823
Institutional support	5,054,397	5,013,986	4,444,924
Total operating expenses	46,763,565	43,293,619	41,776,624
Operating loss	(20,873,673)	(18,142,652)	(18,901,920)
Non-operating revenues (expenses)			
State appropriations	20,650,564	19,551,850	22,086,663
Net investment income	434,999	183,399	280,374
Interest expense	(32,903)	(44,095)	(20,427)
Other non-operating revenue (expense)	(36,835)	(26,550)	(42,861)
Net non-operating revenues	21,015,825	19,664,604	22,303,749
Capital appropriations	763,695		
Capital gifts and grants		8,995	
Net increase (decrease) in net assets	905,847	1,530,947	3,401,829
Net assets, beginning of year	14,703,431	13,172,484	9,770,655
Net assets, end of year	\$ 15,609,278	\$ 14,703,431	\$ 13,172,484

Source: BHCC Business Office, November 2005



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