

institutional effectiveness



Learning for the Real World

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Introduction

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

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

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

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

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

Bunker Hill Community College
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History

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

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

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

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

Bunker Hill Community College Institutional Mission

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

Mission of the Public Higher Education System

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

Massachusetts Community College Mission Statement

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

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

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

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

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

Mission of Bunker Hill Community College

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

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

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

Bunker Hill Community College Vision Statement

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

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

Institutional Values

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

Inspiring Excellence

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

Integrity

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

Learning

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

Respect

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

Service

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

Institutional Goals and Institutional Objectives

Goal I - Customer Service

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

Goal II - Diversity

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

Goal III - Facility

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

Goal IV - Flexibility

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

Goal V - Funding

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

Goal VI - Global Learning

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

Goal VII - Lifelong Learning

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

Goal VIII - Partnerships

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

Goal IX - Student Success

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

Goal X - Technology

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

Statement on Inclusion

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

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

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

Bunker Hill Community College reaffirms its commitment to diversity.

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

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

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

Degree and Certificate Programs

Associate in Arts Degrees

Liberal Arts

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

Associate in Science Degrees

Business Administration

Accounting
 Finance
 International Business
 Management

Computer Technology

Internet Web Design
 Microsoft Applications
 Network
 Visual Programming

Criminal Justice

Corrections
 Criminal Justice
 Law Enforcement
 Security

Early Childhood Development

Electronics Technology

Fire Protection & Fire Safety

Graphic Arts/Visual Communication

Hospitality Program

Culinary Arts
 Hotel/Restaurant Management
 Travel and Tourism

Human Services

Media Technology

Medical Imaging

Cardiac Sonography

Medical Radiography

Nursing R.N. Training

Day Option

Evening Option

LPN to RN Upgrade Evening Option

Office and Information Management

Administrative Information Management

Medical Information Management

Pharmacy Technology Program

Certificate Programs

Allied Health

Medical Assistant & ESL

Medical Lab Assistant

Patient Care Assistant & ESL

Phlebotomy Technician & ESL

Business Administration

Accounting

Computer-based Accounting

International Business

Paralegal Studies

Computer Programming

Computer Network

Criminal Justice

Corrections

Security Administration

Diagnostic Medical Sonography (Ultrasound)

Early Childhood Development

Electronics Technology

Electronics

ESL Electronics

Microcomputer Support

Hospitality Program

Culinary Arts

Travel and Tourism

Office and Information Management

Medical Information Management Asst.

Information Management Specialist

Surgical Technology

Bunker Hill Community College Accreditation Statements

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

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

Developmental Learning and Academic Support

Division Mission Statement

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

Division Philosophy

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

Developmental Learning and Academic Support Division Grant-Funded Initiatives

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

Center for Self-Directed Learning

Center for Self-Directed Learning Activities: Spring 2001

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

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

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

Center for Self-Directed Learning Statistics: Spring 2001

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

Multi-Assistance Center

Student Academic Support Services: September 2000 - June 2001

Fall 2000

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

Spring 2001

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

Prior Learning Assessment Program

Portfolio Assessment

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

Library

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

Library Mission Statement

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

Library Statistics: 1994 - 2000

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

Adult Basic Education Program

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

Adult Basic Education Statistics: 2000 - 2001

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

Adult Basic Education classes - 15

| | |
|----------------|---|
| Centro Latino | 2 ESOL Level1 |
| | 2 ESOL Level 2 |
| | 1 Spanish Native Literacy Level 1 |
| | 1 Spanish Native Language Literacy Level 2 |
| | 1 Spanish Native Language Literacy combined Level 1 & 2 |
| Roca, Inc. | 1 Spanish GED Level 1 |
| Chelsea Campus | 2 ESOL Level 3 |
| | 2 ESOL Level 4 |
| | 1 Spanish GED combined Level 3 & 4 |
| | 1 Spanish GED Level 3 |
| | 1 Spanish GED Level 4 |
| | 268 students served in Fall 2000 |
| | 278 students served in Spring 2001 |

Transitions to College classes - 6

| | |
|--------------------|-----------------------------------|
| Charlestown Campus | 2 Transitional English |
| | 2 Transitional Mathematics |
| | 2 Transitions to College |
| | 37 students served in Fall 2000 |
| | 32 students served in Spring 2001 |

BHE Literacy Grant

Goals Completed

South Boston High School (SBHS)

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

Charlestown High School (CHS)

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

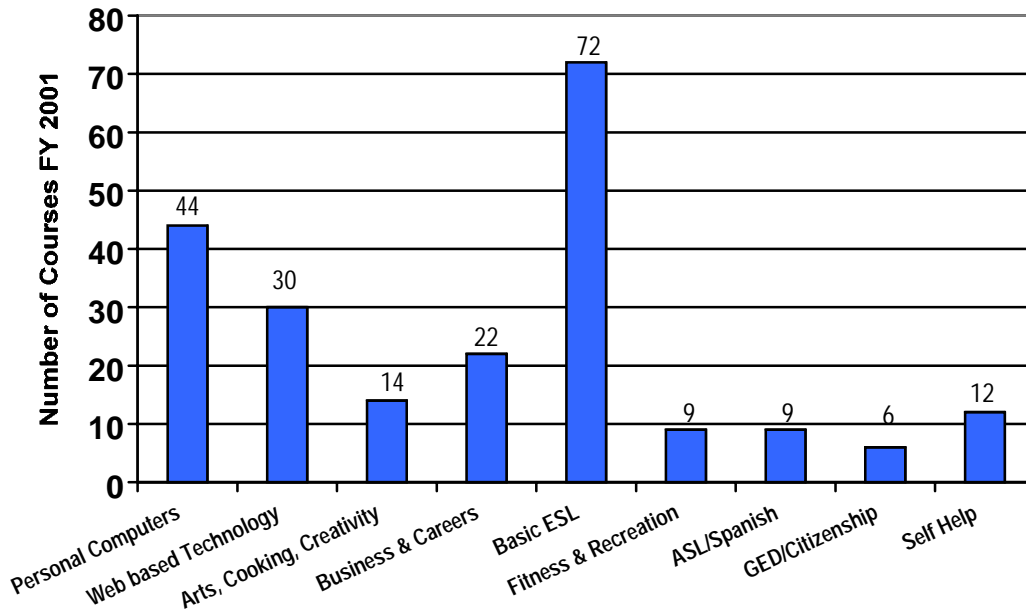
BHCC Chelsea Campus

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

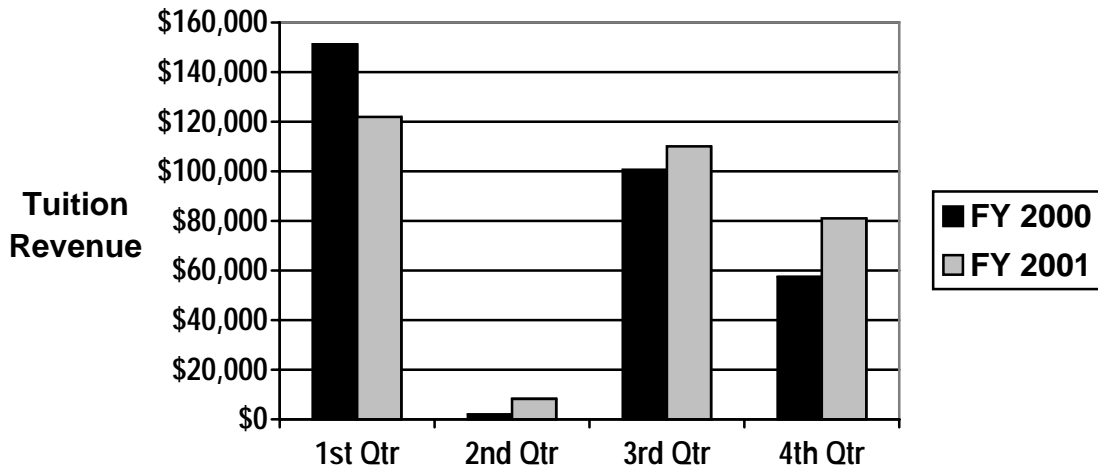
Community Education

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

Community Education Noncredit Courses by Type: FY 2001



Community Education Tuition Revenue: FY 2000 and FY 2001



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

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

Workforce Development Center

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

Workforce Development Core Skills Training

Available for All Industries

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

Workforce Development Industries Served: FY 2001

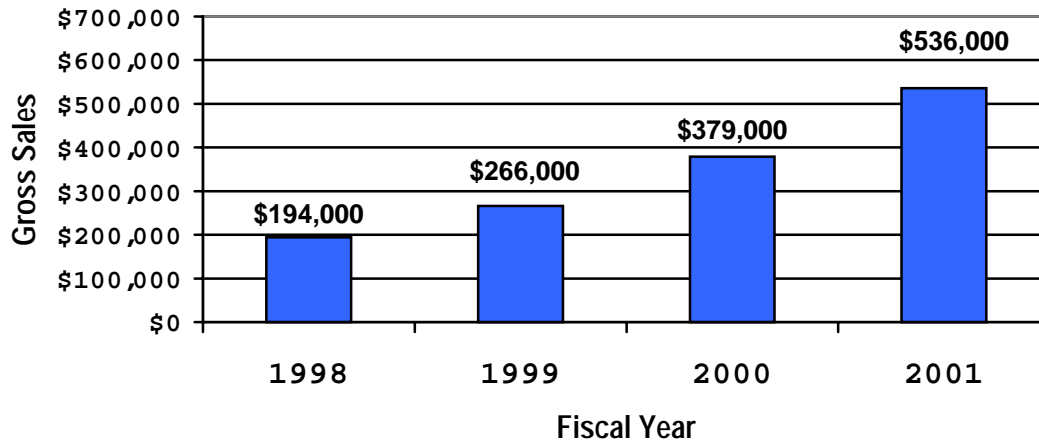
Industries served:

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

Training topics:

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

Workforce Development Gross Sales: FY 1998 – FY 2001



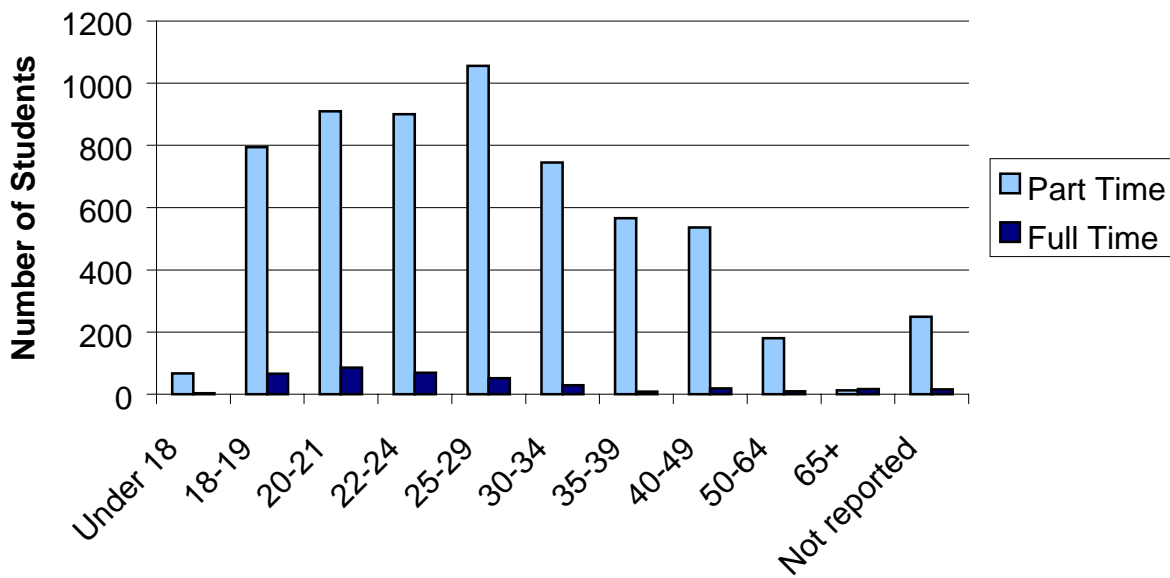
Workforce Development Activities: FY 2000 and FY 2001

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

Enrollment Distribution by Age and Gender: Fall 2000

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

Enrollment Distribution by Age: Fall 2000



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

Enrollment Distribution by Age and Gender: Fall 2000 Continued

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

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

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

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

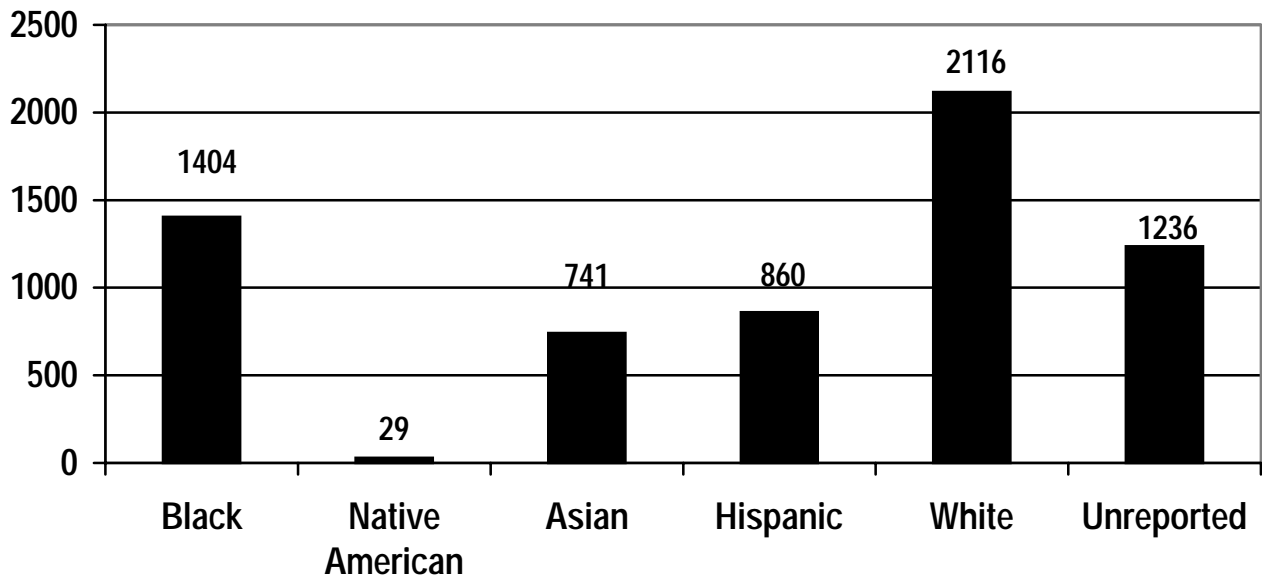
Enrollment by Ethnicity: Fall 2000

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

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

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

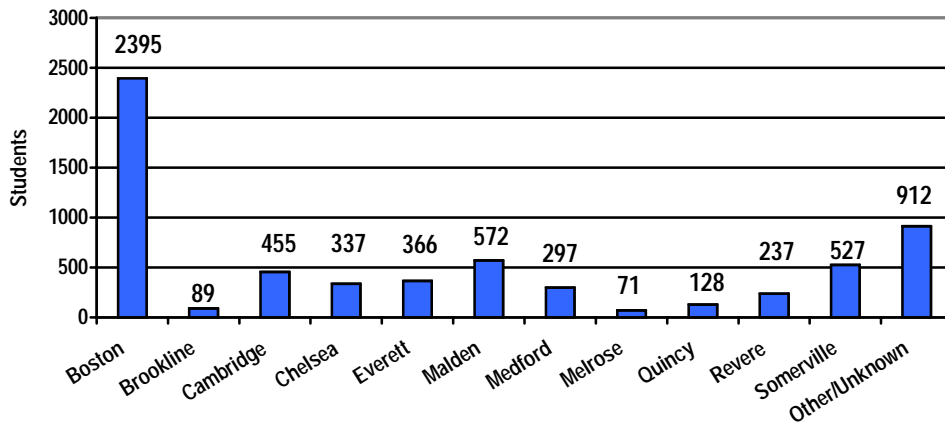
Total Enrollment by Ethnicity: Fall 2000



Enrollment by City or Town: Fall 2000

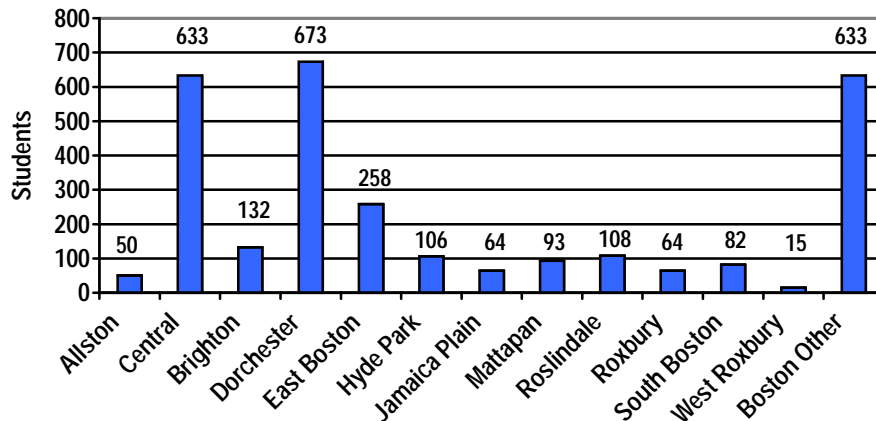
Nearly 2,400 students came from the city of Boston in Fall 2000. More than 500 students represent Somerville and Malden each, and Cambridge nearly hit the same mark. Bunker Hill registers students from nearly 50 cities and town throughout seven counties in the Commonwealth. The BHCC service area is located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

Total Enrollment by City or Town: Fall 2000



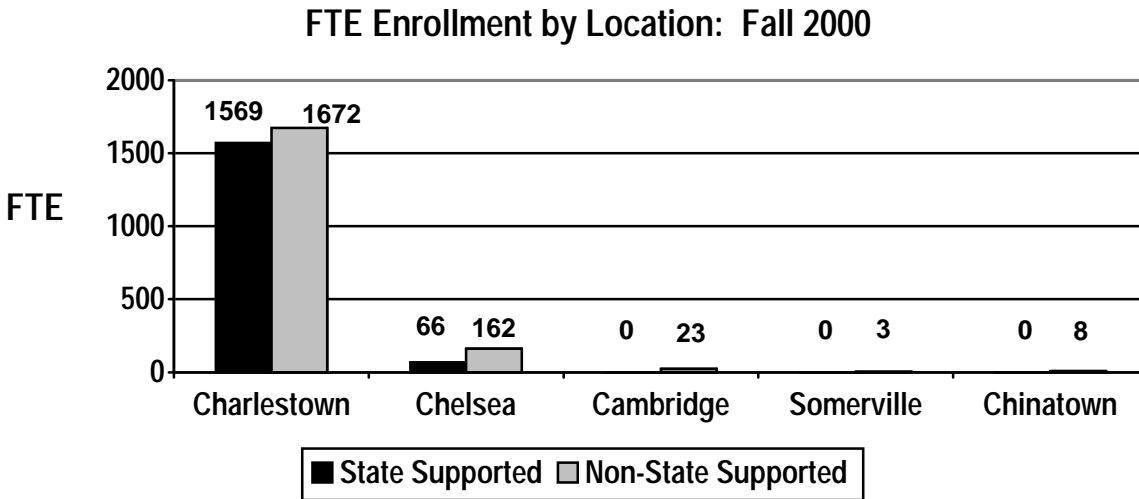
Boston Enrollment by Neighborhood: Fall 2000

Boston Enrollment by Neighborhood: Fall 2000



FTE Enrollment by Location: Fall 2000

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



International Students: Fall 2000

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

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

Countries: 72
 New Countries: 18

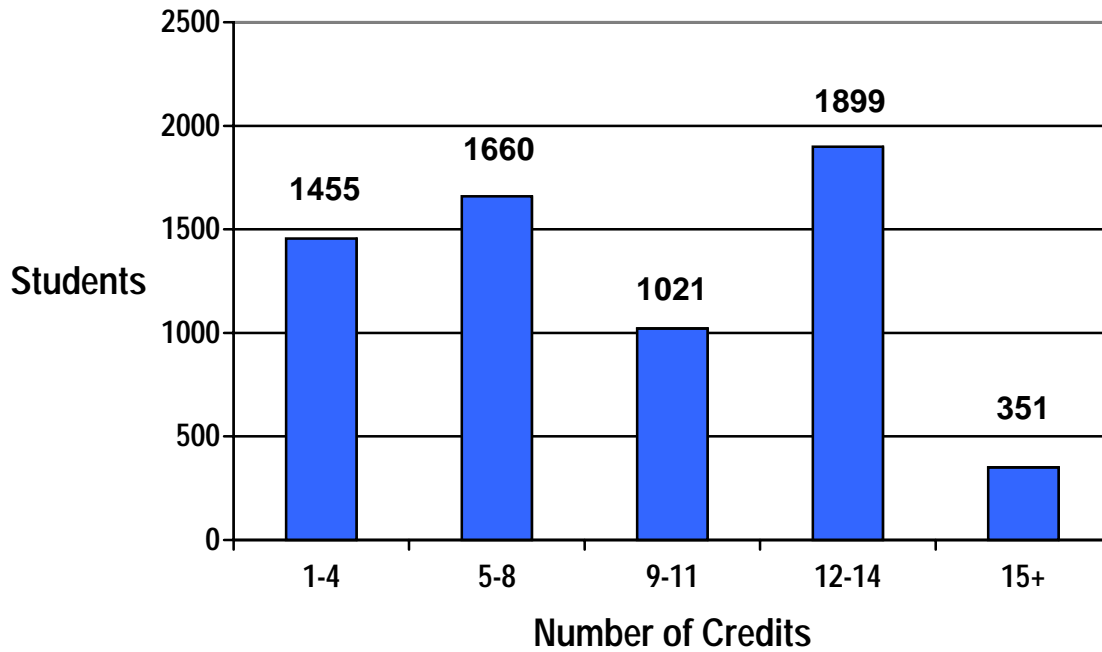
International Students: Spring 2001

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

Student Enrollment by Number of Credits: Fall 2000

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

Student Enrollment by Number of Credits: Fall 2000



Distance Education Enrollments and Courses: Fall 2000

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

First Time Degree-Seeking Students Entry Assessment: Fall 2000

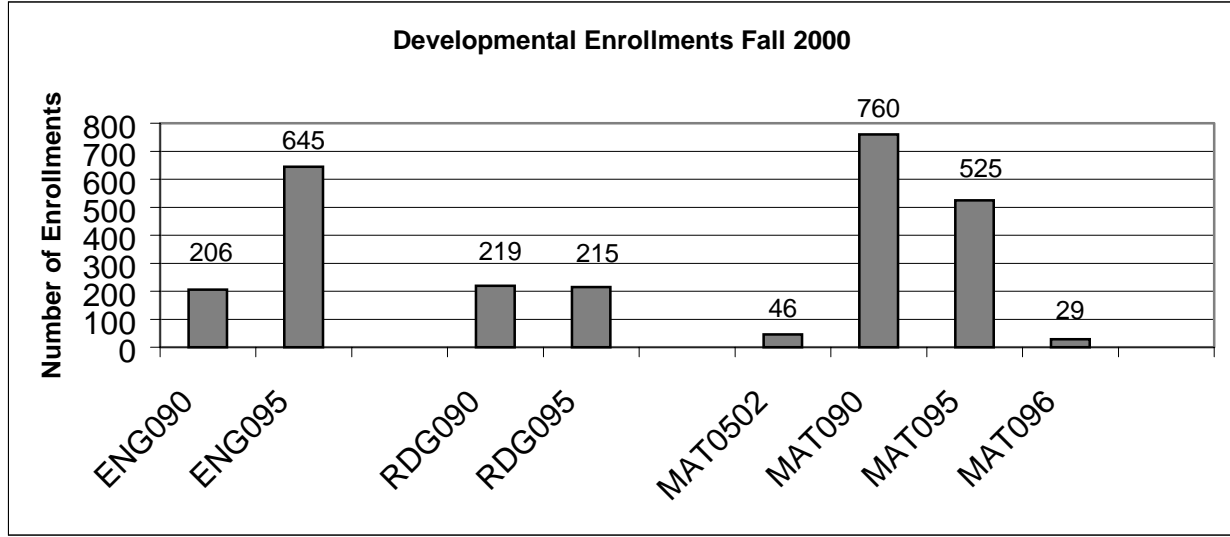
This group includes 802 students who attended BHCC for the first time in Fall 2000 and who matriculated in Fall 2000. All matriculated students are required to take placement tests. This report includes only the highest level math placement test taken by the student, e.g. students who took the College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

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

First Time Degree-Seeking Students Developmental Needs: Fall 2000

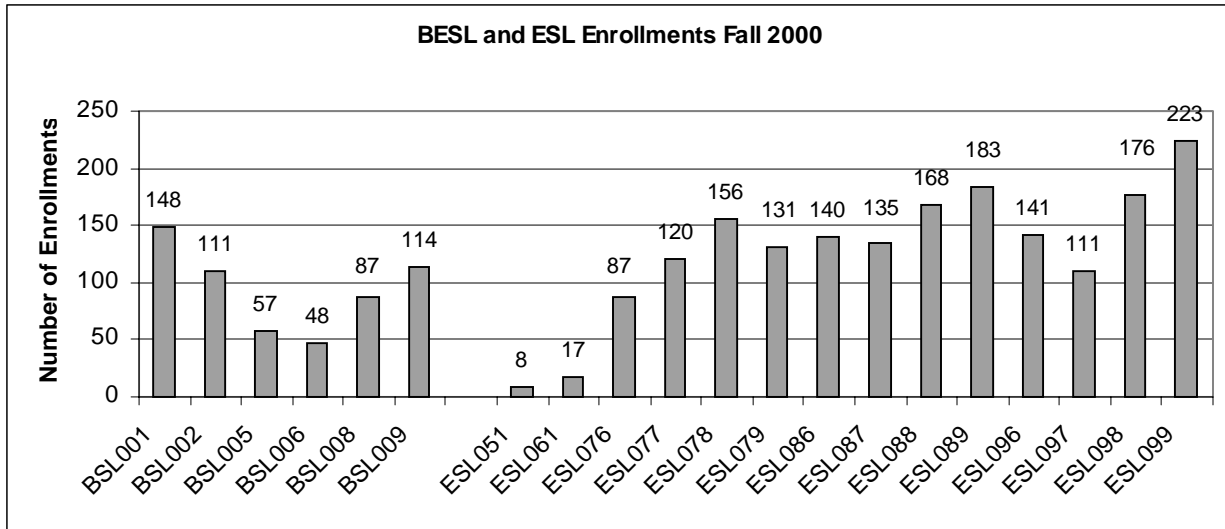
| | # Placed at Developmental Level | % Placed at Developmental Level |
|-------------------------------------|---------------------------------|---------------------------------|
| Reading Only | 0 | 0.0% |
| English Only | 8 | 1.0% |
| Math Only | 280 | 34.9% |
| Total - One subject only | 288 | 35.9%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

Developmental Enrollments: Fall 2000

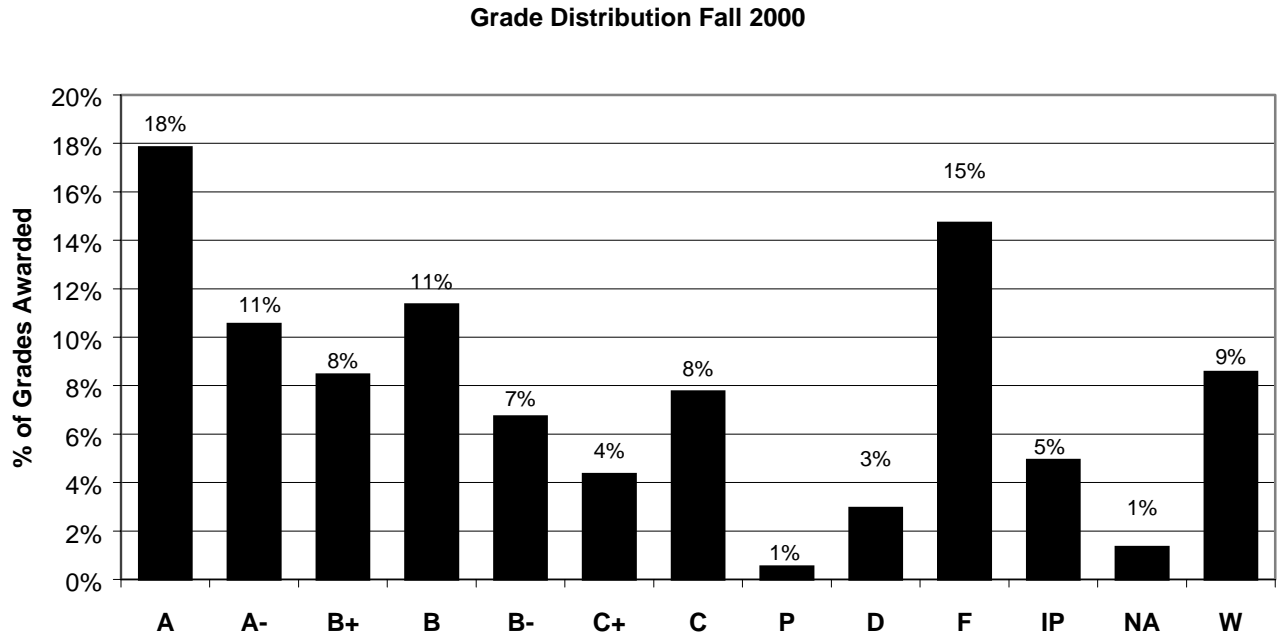


BESL and ESL Enrollments: Fall 2000

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



Grade Distribution: Fall 2000



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

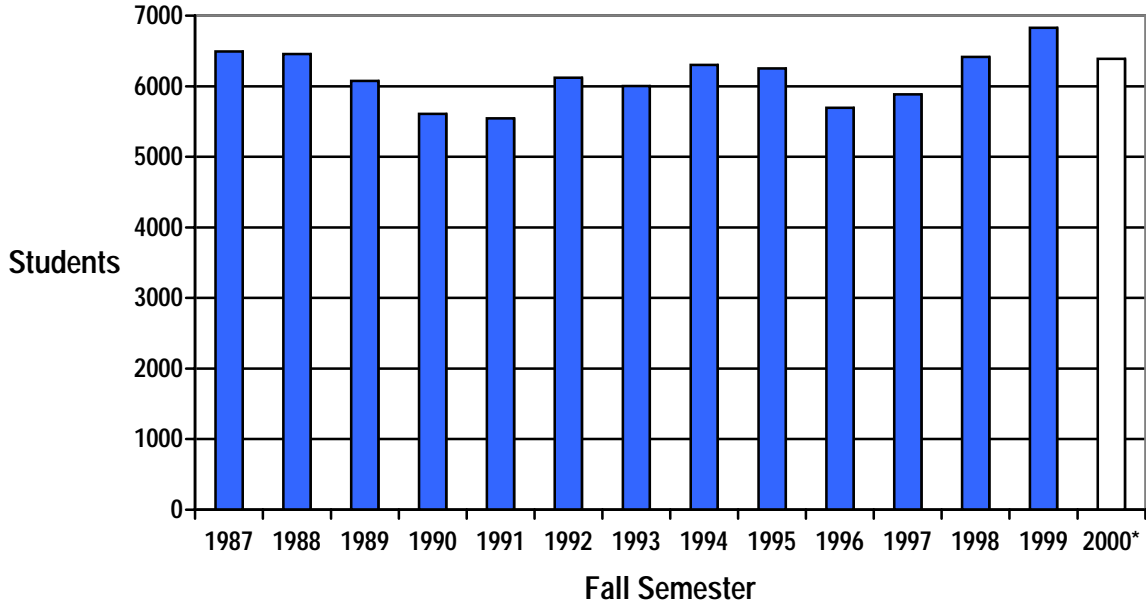
Financial Aid Awards: 2000 - 2001

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

Headcount Trends: Fall 1987 - 2000

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

Credit Headcount: Fall 1987 - 2000

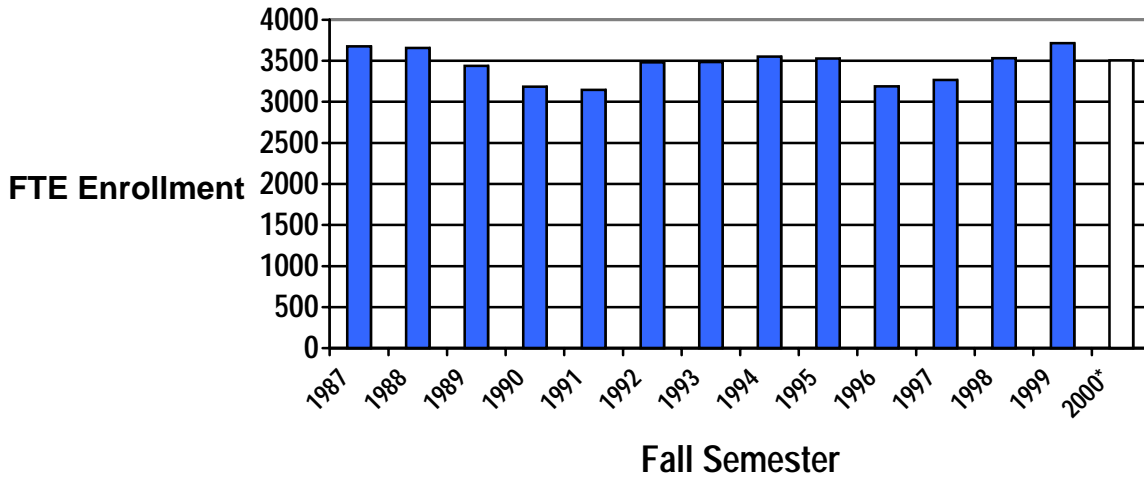


* In calendar year 2000, students were dropped for non-payment. This change in enrollment procedures improves the accuracy of the Fall 2000 data. In previous years, students who registered but did not pay were included in the official enrollment figures. As of 2000, these individuals are no longer included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

FTE Enrollment Trends: Fall 1987 - 2000

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

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

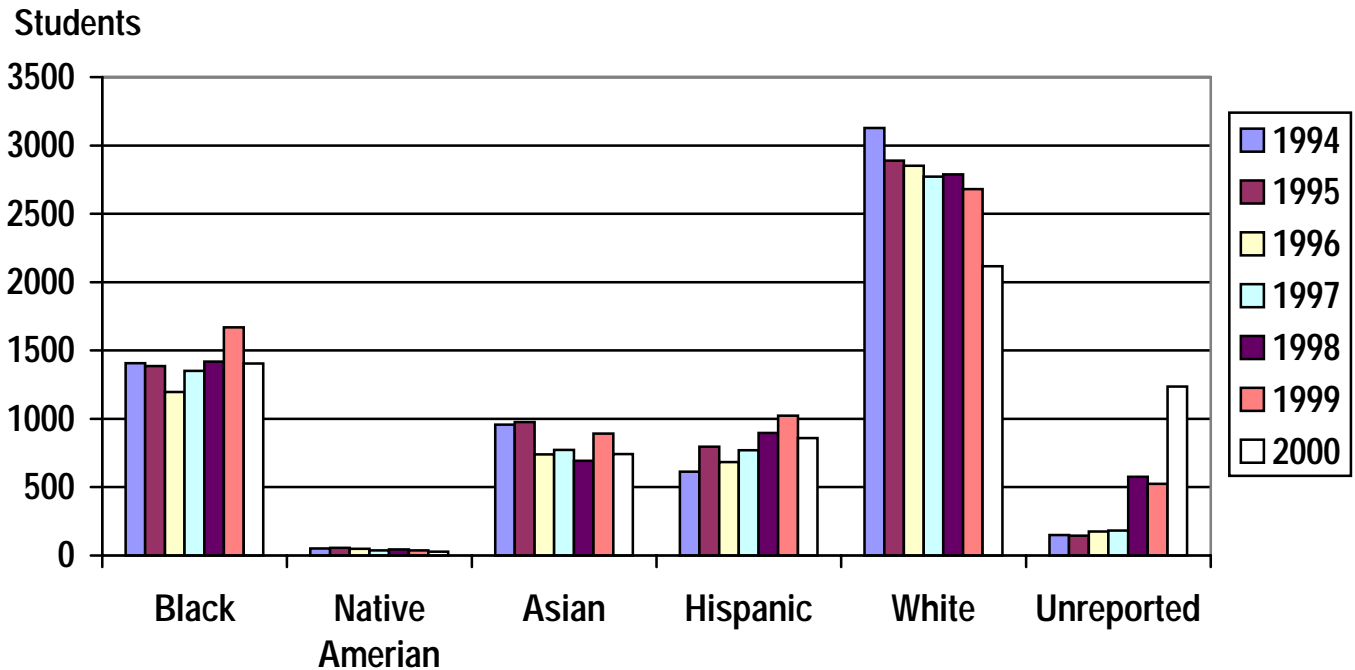


* In calendar year 2000, students were dropped for non-payment. This change in enrollment procedures improves the accuracy of the Fall 2000 data. In previous years, students who registered but did not pay were included in the official enrollment figures. As of 2000, these individuals are no longer included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

Enrollment Trends by Ethnicity: Fall 1994 - 2000

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

Enrollment by Ethnicity: Fall 1994 - 2000



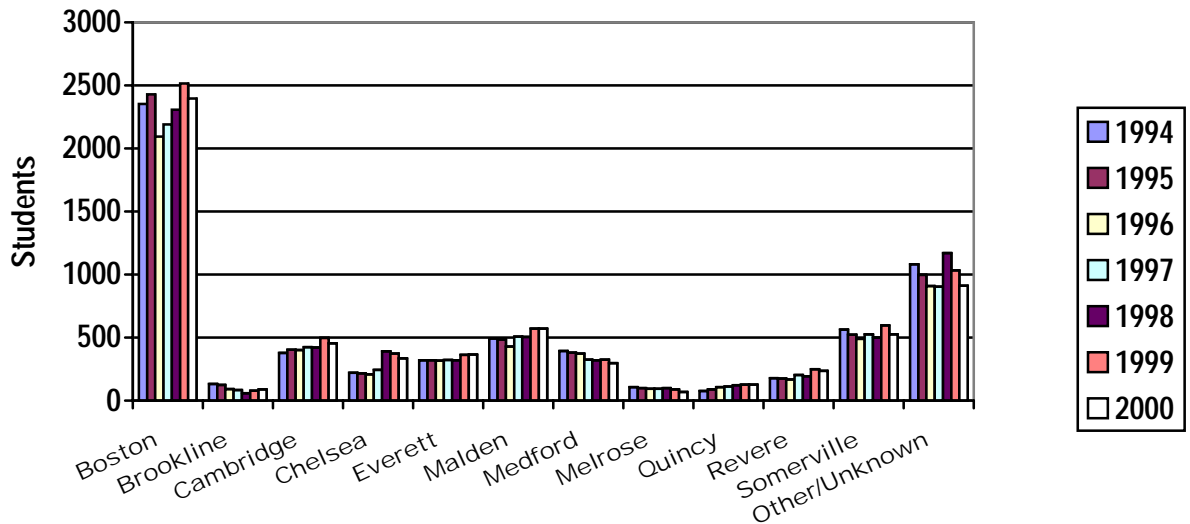
Enrollment by Ethnicity: Fall 1994 - 2000

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

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

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

Enrollment by City or Town: Fall 1994 - 2000



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

Enrollment Trends by Program: Associate Degrees

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

Associate Degree Program Declared Majors

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

Enrollment Trends by Program: Certificate Programs

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

Certificate Program Declared Majors

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

Enrollment Trends in Developmental Courses: Spring 1999 - Spring 2001

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

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

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

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

BESL and ESL Fall to Spring Retention Rates

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

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

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

Grade Distribution Trends: Spring 1999 - Spring 2001

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

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

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

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

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

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

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

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

Within Course Student Retention: Spring 1999 - Spring 2001

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

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

Fall to Spring Student Retention: AY 2000 & AY 2001

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

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

Student Success: Productive Grade Rate

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

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

Degrees and Certificates: 1995 - 2000

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

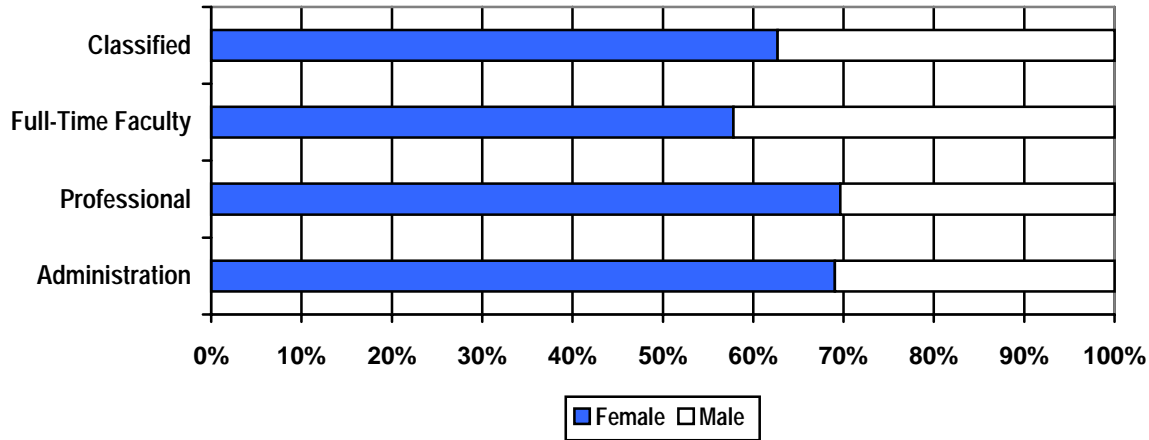
State Supported and Non State Supported Sections: Fall 1995 - Fall 2000

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

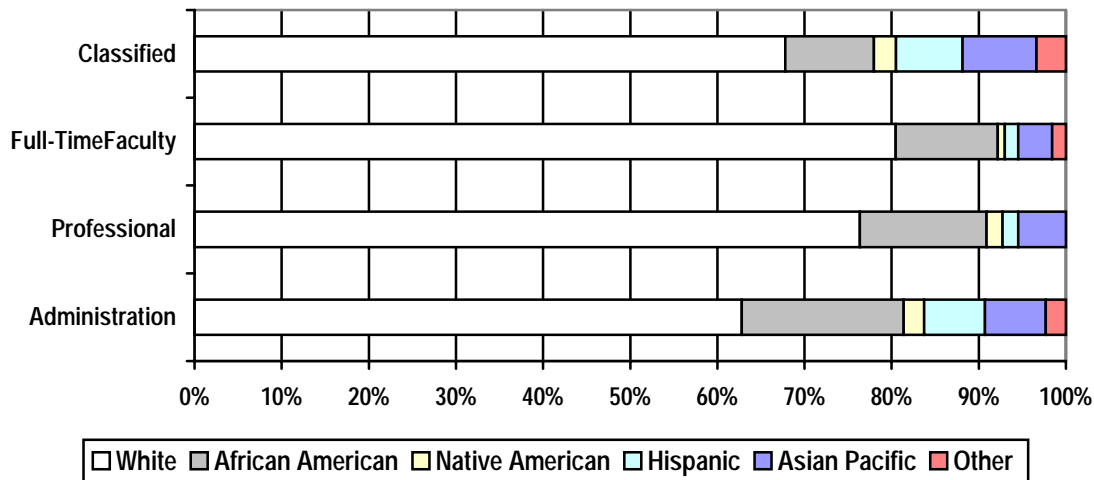
Full-Time Employee Profile: Fall 2000

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

Employees by Gender & Classification: Fall 2000



Employees by Ethnicity & Classification: Fall 2000

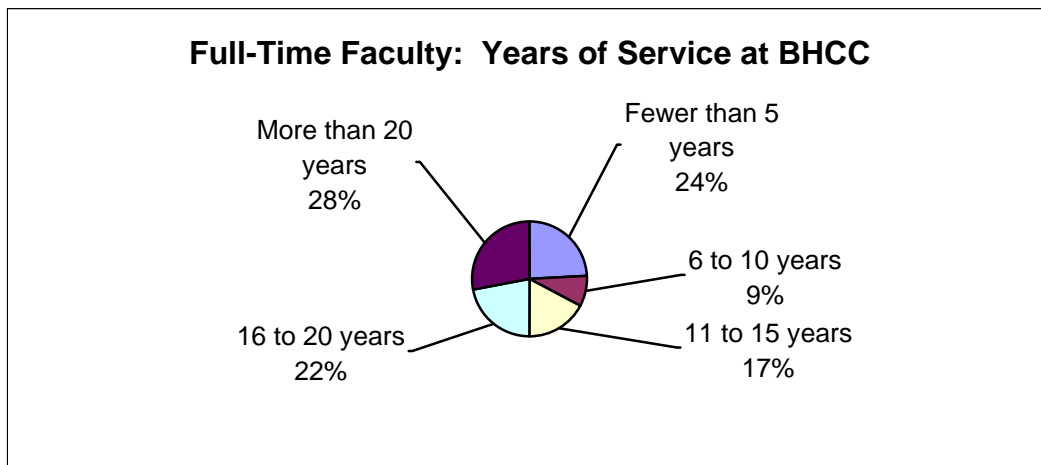


Full-Time Faculty: Fall 2000

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

Faculty Rank: Fall 2000

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



Cost of Attendance: 2000 - 2001

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

Revenues and Expenditures: FY 1998 - FY 2000

Audited Statement of Current Funds Revenues and Expenditures

FY 1998 - FY 2000

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