



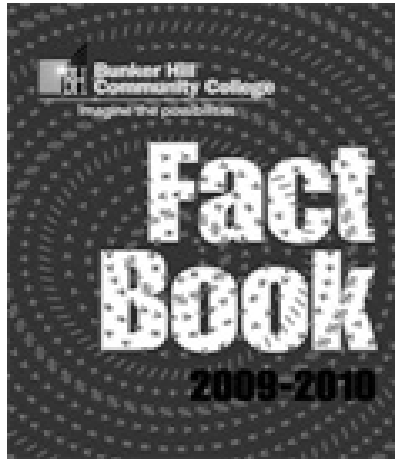
**Bunker Hill
Community College**

imagine the possibilities

Fact Book

2009-2010

2009-2010 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 **2009 – 2010** 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 Achieving the Dream Initiative, the Engaged Campus Initiative, the College Pathway and Academic Support division, the Student Affairs division, the Workforce Development Center, the Boston Welcome Back Center, and the Library and Learning Commons.

The second section, **Student Profile**, provides a snapshot of Fall 2009 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, successful course completion, 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 **2009 – 2010** year plus revenues and expenditures for **FY07 – FY09**.

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

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

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

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

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Last revised: February 18, 2011

History

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

Founded in 1973 by the Commonwealth of Massachusetts, BHCC enrolls more than 11,700 students in day, evening, late-night, midnight, weekend, web-based and distance learning courses and programs each semester. The College offers 94 associate degree and certificate programs that prepare students for successful employment and transfer to four-year colleges and 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 extensive course offerings in English as a Second Language and Adult Basic Education.

The largest community college in Massachusetts, BHCC incorporates multi-cultural and international perspectives in its courses, programs and institutional climate. With students from 93 countries and students of color comprising 63% of the student population, BHCC is one of the most diverse and cosmopolitan colleges in New England. The average age of students is 27, 58% percent are women, and the majority of students work while attending college. An array of student services support the varied needs of BHCC students.

A leader in workforce education, the College's academic and technical programs reflect the workforce needs of the local and regional economy. The Workforce Development Center and ACT Center provide customized programs to support Greater Boston's employment training needs.

Source: BHCC Publications, August 2010

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 Massachusetts System of Public Higher Education

Massachusetts Public Higher Education is a SYSTEM with a distinguished past, increasing and measurable accomplishments, and dedicated to being recognized as having one of the nation's most outstanding array of institutions. It 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 programs that adapt to meet changing individual and societal needs for education and employment. The public system is committed to continuous improvement and accountability in all aspects of teaching and learning. The Board of Higher Education, together with each respective Board of Trustees, expects all students, faculty, and staff to be held to exacting standards in the performance of their roles and responsibilities.

Massachusetts Community College Mission Statement

The fifteen Massachusetts Community Colleges offer open access to high quality, affordable academic programs, including associate degree and certificate programs. They are committed to excellence in teaching and learning and provide academic preparation for transfer to four-year institutions, career preparation for entry into high demand occupational fields, developmental coursework, and lifelong learning opportunities.

Community colleges have a special responsibility for workforce development and through partnerships with business and industry, provide job training, retraining, certification, and skills improvement. In addition, they assume primary responsibility, in the public system, for offering developmental courses, programs, and other educational services for individuals who seek to develop the skills needed to pursue college-level study or enter the workforce.

Rooted in their communities, the colleges serve as community leaders, identifying opportunities and solutions to community problems and contributing to the region's intellectual, cultural, and economic development. They collaborate with elementary and secondary education and work to ensure a smooth transition from secondary to post-secondary education. Through partnerships with baccalaureate institutions, they help to promote an efficient system of public higher education.

The community colleges offer an environment where the ideas and contributions of all students are respected. Academic and personal support services are provided to ensure that all students have an opportunity to achieve academic and career success. No eligible student shall be deprived of the opportunity for a community college education in Massachusetts because of an inability to pay tuition and fees.

Source: <http://www.mass.edu/aboutus/missionbhe.asp>

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: 2010 – 2013

Create Pathways and Partnerships to Promote Student Success

BHCC will strengthen and coordinate public and private sector pathways and partnerships leading to college readiness; student internships; dual enrollment; mentoring; career opportunities; practica, civic engagement and learning communities.

Demonstrate Strength through Diversity

BHCC will demonstrate the value of diversity by modeling successful college initiatives; collaborating with public and private sectors to expand diversity interests; strengthening college hiring, promotion and retention practices; and closing achievement gaps among all student populations.

Develop and Cultivate College-Wide Sustainability Initiatives

BHCC will raise institutional and individual awareness of and commitment to the responsible use of natural resources.

Expand Technology throughout the College

BHCC will provide software, hardware, infrastructure, social networking, internet, multimedia, repository, and other extended technology resources required to maintain institutional excellence and increase student success.

Foster Wellness, Growth and Lifelong Learning

BHCC will address the holistic needs of the college community by expanding student support interventions and strategies, and increasing faculty and staff professional development.

Identify and Close Workforce Gaps

BHCC will design and align curricula to meet current and future high demand employer needs.

Institute a Culture of Evidence and Accountability

BHCC will collect, analyze and use data for assessment of academic programs, non-academic departments, and college-wide decision making.

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 2009

Associate in Arts Degrees*

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

Computer Media Technology:
 Gaming/Computer Simulation
 Web Development Option

Criminal Justice Program

Culinary Arts Program

Early Childhood Development Program

Electric Power Utility Program

Engineering Program:

Biomedical Engineering
 Engineering Transfer

Fire Protection and Safety Program

Hotel/Restaurant/Travel Program:

Hotel and Restaurant Management
 Meeting and Event Planning Option
 Travel and Tourism Management

Human Services Program

Medical Imaging Program:

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

Nursing Program:

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

Office and Information Management Program:

Administrative Information Management
 Medical Information Management

Respiratory Therapy Program

Visual and Media Arts Program:

Graphic Design Program
 Media Communications Program

Associate in Science Degrees

Biological Science Program:

Biology Transfer
 Biotechnology

Business Administration Program:

Accounting
 Entrepreneurship
 Finance
 International Business
 Management
 Technical Business

Clinical Laboratory Science Program

Computer Technology Program:

Computer Technology Program Core
 Computer Support Specialist
 Database Programming and Administration
 Network Technology and Administration
 Computer Science Transfer
 Digital and Computer Forensics and
 Investigations
 Information Technology Transfer

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

Source: BHCC 2009 – 2010 Catalog

Certificate Programs: Fall 2009

Certificate Programs

Allied Health:

Medical Assistant
Patient Care Assistant
Phlebotomy Technician

Business Administration:

Accounting
Entrepreneurship
International Business

Computer Technology:

Computer Forensics
Computer Support Specialist
Computer Technology Certificate Program Core
Cisco Systems CCNA
Database Programming and Administration
Excel Applications Support Specialist
Network Technology and Administration
Object-Oriented Computer Programming & Design

Computer Media Technology:

Web Development

Criminal Justice:

Law Enforcement
Paralegal

Culinary Arts:

Culinary Arts
Pastry Arts

Early Childhood Development

Fire Protection and Safety

Hotel/Restaurant/Travel:

Hotel/Restaurant Management
Meeting and Event Planning
Travel and Tourism Management

Human Services:

Community Health Worker
Professional Human Services Work
Psychiatric Rehabilitation

Medical Coding

Medical Imaging:

Computed Tomography
Magnetic Resonance (MR)
Mammography
PACS Administration
Vascular Sonography

Office and Information Management:

Information Management Specialist
Medical Information Management Assistant

Surgical Technology:

Central Processing (Sterile Processing and Distribution Management)
Surgical Technology

Source: BHCC 2009 – 2010 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://cihe.neasc.org/>).

The Nursing Program is accredited by the National League for Nursing Accrediting Commission (N.L.N.A.C.), 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326 (telephone: 404-975-5000; fax: 404-975-5020; 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 2850, 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.), 1361 Park Street, Clearwater, FL 33756 (telephone: 727-210-2350; fax: 727-210-2354; e-mail: mail@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, 99 Chauncy Street; 2nd floor, Boston, MA 02111-1212 (telephone: 617-753-8144; fax: 617-753-8096; URL: <http://www.mass.gov/dph/dhcg>).

Source: Information updated July 2010 by Dean of Nurse Education & Health Professions

Achieving the Dream: Community Colleges Count

Bunker Hill Community College is one of four community colleges in Massachusetts and one of 84 in the nation chosen to take part in a multi-year initiative to help more students achieve their educational goals. The College received an initial \$50,000 grant from the Lumina Foundation to plan and launch in FY08 Achieving the Dream: Community Colleges Count. In FY09, the College received an implementation grant of \$400,000 over four years from the Boston Foundation, the Lloyd G. Balfour Foundation, the Educational Resources Institute, and the Irene E. and George A. Davis Foundation. Through Achieving the Dream, BHCC is expanding and institutionalizing a robust structure of student engagement, building upon the work of the Title III-funded Engaged Campus Initiative.

In FY10, new learning communities were developed for developmental and gateway course students, supported by integrated student services. Success Coaches provided intensive advising for at-risk students during their early college experience to strengthen their ability to stay on track toward their educational goals. An array of professional development opportunities provided faculty and staff with the tools to create successful learning environments. BHCC's Achieving the Dream strategies formed a cohesive effort that resulted in a marked increase in student retention in FY10. Fall-to-spring retention of the nearly 1,000 students enrolled in fall 2009 learning communities was 82%, compared to 73% for all BHCC students. Developmental and gateway learning communities had an impact not only on retention but on successful course completion. In fall 2009, 84% of students in developmental math learning communities passed their developmental math course with a grade of C or better, compared to 53% of students in comparable stand-alone versions of developmental math. In fall 2009, 68% of students in college writing learning communities passed their course with a grade of C or better, compared to 61% in stand-alone versions of the course.

As an Achieving the Dream institution, BHCC is committed to fostering a student-centered vision, building a culture of evidence, and promoting equity and excellence as twin goals.

Engaged Campus Initiative: FY 2010

The Engaged Campus Initiative, funded by a U.S. Department of Education Title III grant, supports BHCC's core institutional goal of increasing student engagement, persistence, and program completion. The cornerstone of the College's student success agenda is the establishment of learning communities across the curriculum, supported by comprehensive learning outcomes assessment, integrated student services, and a renewed focus on professional development. The goal is to increase student retention by 15%, persistence by 10% and program completion by 5% by 2012.

In 2008-2009, the College began implementing three levels of learning communities to deepen the level of student engagement: The Learning Community Seminar, a first-year experience course required for first-time, full-time degree seeking students; Learning Community Clusters that co-enroll students in two or more courses organized around common academic themes; and Common Interest Communities that bring together students with common interests or career goals for structured learning opportunities outside of the classroom. Drawing on the pioneering work of the faculty-led Student Learning Outcomes and Assessment Program (SLOAP), BHCC's learning communities have been built on a foundation of student outcomes assessment. Assessment strategies incorporated into the learning communities are documenting student performance and achievement, informing teaching and learning improvements, and promoting best practices proven to foster student success.

Together, BHCC's three tiers of learning communities -- built on a foundation of student outcomes assessment and buttressed by integrated support services and professional development -- are enriching the College's teaching and learning environment. Findings from the spring 2009 Community College Survey of Student Engagement (CCSSE) provide insight into why learning communities are having an impact on student success. Students enrolled in BHCC learning communities scored higher on all five CCSSE benchmarks for Active & Collaborative Learning (56.6 versus 49.8); Student Effort (63.3 versus 56.2); Academic Challenge (55.2 versus 52.1); Student-Faculty Interaction (52.6 versus 48.4); and Support for Learners (55.1 versus 52.8). According to CCSSE data, students in BHCC learning communities are reading and writing more; doing more critical thinking; working more with other students in and out of class; feel more supported; have a better understanding of the importance of and somewhat more use of student support services; and believe they are getting more help in coping with non-academic issues.

Student Success: Learning Community Student Retention

In FY10, 1,982 students participated in at least one Learning Community Seminar, Cluster or Common Interest Community. Learning community participants had a higher fall-to-spring retention rate (82%) than that of all BHCC credit students (73%).

FY10 Student Participation in Learning Communities	# of Students	Fall to Spring Retention Rate
Learning Community Seminars	1233	84%
Learning Community Clusters	567	76%
Common Interest Communities	165	82%
FY10 Total (unduplicated count)	1982	82%

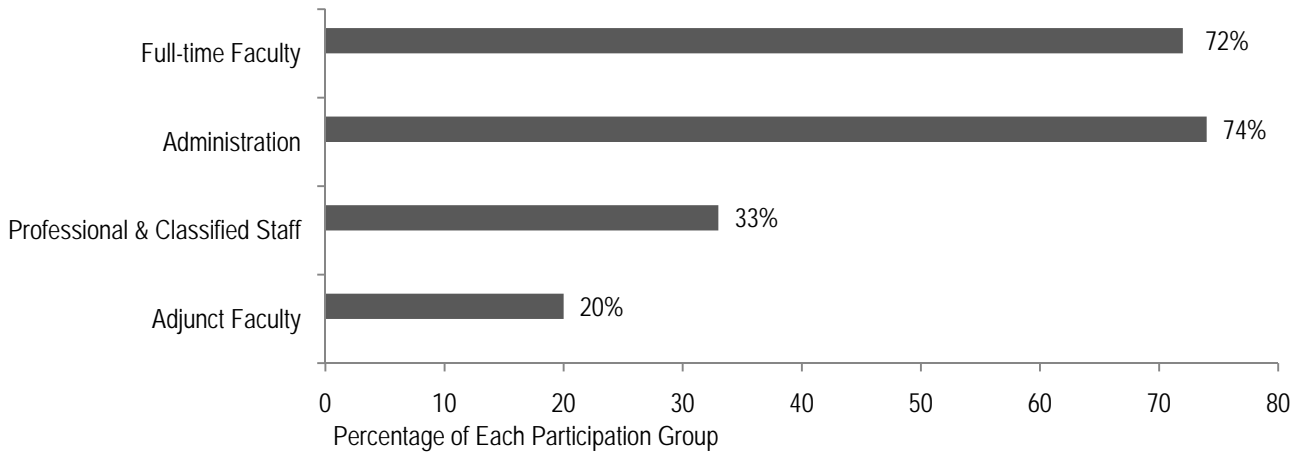
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Engaged Campus Initiative FY 2010 (continued)

Faculty and Staff Participation

Since 2006, several design teams have taken a close look at the BHCC student experience, researched models and best practices from leading community colleges, and implemented changes that are reshaping the teaching and learning environment at the College. To date, the Initiative has involved 265 faculty and staff from a broad range of disciplines and work areas. The Engaged Campus Task Force, composed of the College President and other key faculty, staff, and student leaders, provides direction and assists with the implementation of key initiatives.

Faculty/Staff Participation: Engaged Campus Activities (2007-2010) Total = 265



FY10 Engaged Campus Teams & Activities	# of Participants
Engaged Campus Task Force	16
Engaged Campus Web Design Team	17
Learning Community Seminar Faculty Team	28
Learning Community Clusters Faculty Team	38
Common Interest Community Coordinators	12
Engaged Campus Academic Advisors	23
Achieving the Dream Success Coaches	13
Participants in FY10 Professional Development Programs (programs co-sponsored with Achieving the Dream)	103

(continued on next page)

Engaged Campus Initiative FY 2010 (continued)

Professional Development

To support faculty and staff teaching BHCC's learning communities, the College has implemented a robust professional development program. Faculty and staff receive training to design integrated curricula, implement pedagogies and practices proven to foster student success, weave support services into the teaching and learning environment, and devise team teaching approaches. In addition, teams meet regularly during the semester to collaborate and discuss individual student progress. In FY10, 103 full time and adjunct faculty and staff attended programs designed to provide them with the tools to create successful learning environments. Program evaluations together with faculty portfolios provide clear evidence that faculty and staff learned about as well as implemented new pedagogies and practices aimed at improving student success.

FY10 Faculty/Staff Professional Development Activities (co-sponsored with Achieving the Dream)	# of Participants
<i>The E-Portfolio: Tool for Lifelong and Life Wide Learning</i> Dr. Helen Barrett, E-Portfolio Consultant September 25, 2009	37
<i>Learning Communities: Data, Documentation and Direction</i> Christy Cheney and Terry Rafter-Carles, Valencia Community College Learning in Community (LinC) October 15, 2009	20
<i>A Holistic Advising Approach for Student Success</i> Andrea Apa and Elvira Perez, Broward Community College Senior Student Success Specialists October 15, 2009	20
<i>Student, Stats, & Success: The Impact of Learning Communities</i> Arleen Arnsparger, Project Manager, Initiative on Student Success at CCSSE October 16, 2009	22
<i>Using Reflection to Transform Student Learning</i> Dr. Mary King, National Society for Experiential Education November 13, 2009	20
<i>Learning Community Seminar Faculty Training Program</i> Dr. Robert Whitman, Curriculum Design Consultant January 6 & 7, February 9, 2010; April 28, May 1 & 5, 2010; June 15 & 16, 2010	30
<i>Student Success Summit</i> February 23, 2010	49
<i>New Directions in Developmental Learning Communities</i> March 22, 2010	44
<i>Advising Across the College: Student Success is Everyone's Business</i> May 25 & 26, 2010	90
<i>Building on Our Best: Designing and Teaching Integrated Learning Communities</i> Dr. W. Joye Hardiman, Evergreen State College June 23 & 24, 2010	55
FY10 Faculty and Staff Participation (unduplicated count)	103

Source: Director of Learning Communities, August 2010

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 that 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 5 of 5 (US DOE)	\$305,690
State Grants		
	Commonwealth Dual Enrollment Program (MA DHE)	\$24,100
	Metro Boston Tech Prep Consortium (MA DESE)	\$141,078
	MA Statewide DECA Program (MA DESE)	\$40,000
	MCAS Transitional Summer Program (MA DESE)	\$11,000
	MCAS Academic Year Program (MA DESE)	\$32,000
	Adult Basic Education/Chelsea, year 5 of 5 (MA DESE)	\$673,433
	ABE-Transitional Pathways to College, (MA DESE)	\$65,000
	ABE- Capacity Building/Career Pathways (MA DESE)	\$9,000
	McNair-MA Educational Opportunity Program, year 1 of 2 (MA DHE)	\$15,000
	McNair-Disadvantaged Student Program/Enhancing Student Success & Retention, year 2 of 2 (DHE)	\$23,000
Local Grants		
	Suffolk County Sheriff's Department – On Site Courses	\$13,556
	Suffolk County Sheriff's Department – Academic Transition Program	\$48,030
Private/Foundation Grants		
	ABE – Metro North Regional Employment Board, year 5 of 5	\$26,974
	Grand Total	\$1,427,861

Source: Director of Grant Management, FY10 Grant Award Listing as of July 2010

Collaboration with K-12 Schools: FY 2010

K-12 SCHOOL	CISCO	MCAS OUTREACH & SUPPORT	MEOP	TECH PREP	COLLEGE AWARENESS ACTIVITIES	DUAL ENROLLMENT	STAND PROGRAM
Academy of Public Service		X			X		
Arlington H.S.					X		
Amesbury H.S.					X		
Boston Adult Tech Academy		X					
Boston Arts Academy				X	X		
Boston Charter School Collaborative					X		
Boston Day and Evening Academy					X	X	
Boston High/Boston Community Leadership Academy					X	X	
Boston International H.S.					X		
Boston Latin Academy	X	X			X		
Bedford H.S.					X		
Belmont H.S.					X		
Bellingham H.S.					X		
Braintree H.S.					X		
Blue Hills Regional Vocational	X	X			X		
Brighton		X		X	X	X	
Brookline				X	X		
Cambridge Rindge & Latin	X				X		
Champion Charter School		X			X		
Charlestown		X	X	X	X	X	X
Chelsea					X	X	
Community Academy of Science and Health							X
Community Academy					X		
Dorchester		X			X		
East Boston		X		X	X	X	
Everett	X				X		
Greater Egleston Community H.S.		X			X		
Greater Lawrence Technical High	X						
Harvard/Kent Elementary School							
The Edward M. Kennedy Academy of Health (formerly Careers Academy)							X
Horace Mann School for Deaf & Hard of Hearing				X			
Hyde Park High School					X		
Jeremiah Burke		X		X	X		
John D. O'Bryant			X		X		
Josiah Quincy Middle School					X		
Keefe Vocational High	X						
Leominster							
Lowell High School	X				X		
Lynn High School	X						
Madison Park	X	X	X	X	X		X
Malden				X	X	X	
Malden Catholic H.S.					X		
McKinley Prep High School					X		

Collaboration with K–12 Schools: FY 2010 (continued)

K–12 SCHOOL	CISCO	MCAS OUTREACH & SUPPORT	MEOP	TECH PREP	COLLEGE AWARENESS ACTIVITIES	DUAL ENROLLMENT	STAND PROGRAM
Media Communications Technology				X			
Medford High School					X	X	
Medford Vocational	X			X			
Melrose High School					X		
Metro Voc. Technical H.S.	X						
Milton H.S.					X		
Minuteman Voc. Technical H.S.					X		
MLK Middle School							
New Bedford H.S.	X						
New Mission H.S.					X		
Newton North H.S.					X		
Noonan Business Academy				X	X	X	
Northeast Metropolitan Technical H.S.					X		
North Shore Technical High Odyssey	X			X	X		
Parkway Academy of Tech & Health		X			X		X
Peabody Veterans Memorial School					X		
Quincy H.S.	X				X		
Phoenix Charter Academy					X	X	
Quincy Vocational High							
Randolph H.S.					X		
Reading H.S.					X		
Revere						X	
Rindge School of Technical Arts				X			
Shawsheen Valley Technical	X						
Silver Lake Regional H.S.					X		
Snowden International		X	X				
Somerville	X			X	X	X	
South Boston					X		
South Shore Vocational	X						
Stoneham H.S.					X		
Tech Boston					X		
Tech Boston Academy School					X	X	
The Engineering School				X			
Tri-County Regional H.S.	X						
Waltham					X		
Warren Prescott K-8 School							
Watertown				X	X		
West Roxbury							
Winthrop							
Woburn H.S.					X		

Collaboration with K–12 Schools: FY 2010 (continued)

CISCO – BHCC is both a regional and local CISCO academy. BHCC's regional academy provides recruitment and support for local high schools and other educational institutions. As a local academy, BHCC offers for-credit courses in the operation, configuration and installation of CISCO networking equipment. Courses count towards BHCC's degree programs and provide strong pathways with local high schools.

MEOP – The Massachusetts Educational Opportunity Program is an intensive college preparation program held after school on BHCC's Charlestown Campus. MEOP offers a broad range of college prep, academic and life skills activities to highly motivated students from the Boston Public Schools who demonstrate economic need and/or who are the first in their family to enter college. Each academic year, participants are recruited from grades 10-12 from Boston area high schools. Upon completion of their program, students do a presentation which is attended by BHCC staff.

TECH PREP – Funded through the Carl Perkins grants for the Secondary Postsecondary Career and Vocational Technical Education Linkage Initiative, Tech Prep provides activities and services including career planning, early college placement testing, articulation agreement credit, college and industry on-site visits, hands-on workshops in related career/vocational fields, as well as workshops and conferences in science, technology, engineering and mathematics. These activities and services are designed to encourage and aid high school students in successfully completing at least a two-year associate degree, two-year certificate program, or a registered apprenticeship training program.

Dual Enrollment – – The Dual Enrollment Program at BHCC enables high school and GED students from Boston area schools and programs to earn high school and college credits simultaneously while gaining familiarity with the college experience. The courses are taught on-site by BHCC faculty. The program coordinator provides students with advice on procedures for testing, enrollment and college expectations. The coordinator also provides academic and non-academic support for students throughout their time at the college.

STAND Program – Students Taking Action for Nursing Diversity is a grant awarded by the Boston Public Health Department to help alleviate Health Care Disparities in Boston. The program offers high school students integrated learning components to encourage and prepare them to become nurses. Each year students from participating Boston Public High Schools are selected to participate. The students are provided with symposia on the meaning of Health Care Disparities; Dual Enrollment in a Bunker Hill Introduction to Nursing course for college and high school credit; exposure to health care sites in Boston; participation in customized health care workshops and field trips; tutoring and mentoring; and advising on how to enroll in college and the prerequisite requirements for nursing.

Source: Interim Dean of College Pathway and Academic Support; Office of Recruitment & Transfer Counseling, Dean of Nurse Education and Health Professions and Dean of Professional Studies

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 75 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 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 professional Learning Specialists 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 2010

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 courses, External Studies, web courses and students enrolled in 2+1 sections*
 ESL activities
 Computer assisted instruction for nursing, medical imaging and science programs
 Administration of ATI (Assessment Technologies Institute) computerized test for nursing students
 Administration of proctored Kaplan Test for Welcome Back Center nurses

* 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 include testing and tutoring.

(continued on next page)

Source: CSDL Director, Summer 2010

Center for Self-Directed Learning Statistics: Spring 2009

Number of CSDL Course Offerings	37
Total CSDL Course Enrollments	749
Total Visits CSDL Students	20,385
Total Hours CSDL Students	23,359
Total Individual Tutoring Sessions by Course Facilitators	3,337
Total Individual Tutoring Hours by Course Facilitators	3,200
Total Individual Tutoring Sessions by Part-time Tutors	2,241
Total Individual Tutoring Hours by Part-time Tutors	1,924
Number of 2+1 sections taught by BHCC faculty*	15
Number of student visits from 2+1 sections*	6,223
Number of hours for students in 2+1 sections*	4,856
Total Student Visits for Computer Access	57,694
Total Hours for Computer Access	49,888

* 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 or tutoring.

CSDL Testing Room: Spring 2010

Students taking courses in the CSDL and faculty 2+1 sections are required to take their quizzes, mid-term and final exams in the CSDL Testing room (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 2010

	CSDL Courses	BHCC Faculty Sections	External Studies & Web Courses	Sub-Total
Jan 20 – Jan 31	40	3	5	48
Feb 1 – Feb 28	927	468	46	1,441
March 01 – Mar 31	1,042	897	208	2,147
April 01 – Apr 30	1,215	782	132	2,129
May 01 – May 13	1,135	912	593	2,640
Total	4,359	3,062	984	8,405

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The Language Lab

The Language Lab provides students both drop-in and scheduled tutoring sessions for ESL, English, BSL, and other academic departments. Two full-time tutors, three part-time tutors, three work study students, two ESL faculty members, and a full-time coordinator are available to assist students. The lab also features several interactive software programs that assist students in improving their reading, writing, speaking, and listening skills.

In addition to these services, there is foreign language software support for Arabic, Chinese, French, Italian, Japanese, and Spanish. The lab also encourages ESL and English students to take practice exit exams throughout the semester to better prepare for the end of semester exit exams.

The lab also provides grammar and software workshops for students and faculty members to help students enhance both their language and computer skills.

Spring 2010 Language Lab Attendance

Individual Student Visits

	Sunday	Monday	Tuesday	Wed.	Thursday	Friday	Sat.	Weekly Totals
Jan 25 – Feb 31	41	186	120	209	222	13	60	851
Feb 1 – 7	26	216	215	211	175	82	125	1050
Feb 8 – 14	30	231	198	107	204	48	138	956
Feb 15 – 21	81	0	222	268	229	47	180	1027
Feb 22 – 28	43	222	231	204	244	35	83	1062
March 1 – 7	45	194	217	213	215	35	98	1017
March 8 – 14	31	232	181	208	247	59	75	1033
March 15 – 21	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
March 22 – 28	51	165	180	193	246	38	99	972
March 29 – April 4	30	213	151	226	221	30	40	911
April 5 – 11	37	181	172	195	157	21	52	815
April 12 – 18	40	188	188	183	198	45	54	896
April 19 – 25	30	0	221	181	151	28	38	649
April 26 – May 2	26	183	177	198	186	25	48	843
May 3 – 9	28	157	148	154	178	50	70	785
May 10 – 16	37	170	180	221	186	28	66	888
Spring 2010 Total	576	2,538	2,801	2,971	3,059	584	1,226	13,755

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Spring 2010 Language Lab Attendance

Reasons for Visiting Language Lab

Visit Reason	Number of Visits	Hours	Number of Students
Academic Questions	38	28	32
Audio Recordings	164	108	79
Classroom Visits	1,469	956	583
Email	915	721	269
Foreign Language	59	36	43
Grammar Practice/Software	794	593	264
Lab Workshops	164	136	60
Meet with Tutor/Tutoring	108	140	39
Other	2,135	1,764	444
Paper Editing	702	723	246
Printing	447	283	190
Pronunciation Practice	232	135	122
Reading Practice	72	62	34
TOEFL Practice	389	382	141
Total	7,688	6,067	2,546

Source: Language Lab, Summer 2010

Tutoring and Academic Support Center (TASC)

Student Academic Support Services: Fall 2005 – Spring 2010

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Tutoring Sessions	8,410	8,588	8,580	8,403	8,871	10,122	9,418	9,778	11,440	13,185
Unduplicated Students	1,488	1,499	1,486	1,448	1,566	1,627	1,654	1,755	2,147	2,320
Hours of Tutoring per Week	623	625	550	625	830	848	985	1,030	1,144	1,145
Student Visits per Week (approx.)	600	614	612	600	664	723	673	698	763	879
Students who report that tutoring improved their grades*	94%	94%	-	-	-	-	97%	-	-	95%
Number of Math Tutors	*Fall 2006, Spring 2007, Fall 2007, Spring 2008, Spring 2009 and Fall 2009 no survey was performed.									

Source: TASC Coordinator, July 2010

Prior Learning Assessment Program

Portfolio Learning Assessment per Calendar Year

	2003	2004	2005	2006	2007	2008	2009
Portfolio/credit activities							
Number of Students Advised	292	231	226	185	234	191	221
Number of Student Assessed	68	49	53	53	49	44	54
Credits Received	336	210	189	238	197	154	198
Credit by Testing Data (CLEP)							
Number of Students Advised	180	171	168	176	199	146	217
Number of Students Assessed	145	146	148	149	127	111	109
Number of Credits Received	668	810	755	1,020	695	599	578
Department Challenge Exam							
Number of Students Advised	115	187	155	193	189	200	63
Number of Students Assessed	28	42	48	48	64	50	50
Number of Credits Received	63	63	69	62	94	108	114
Community Educational Services Program							
Number of Students Assessed	29	29	30	33	33	28	28
Number of Credits Received	501	522	540	474	474	501	472

Source: Prior Learning Assessment Program Coordinator, July 2010

Adult Basic Education Program

The Adult Basic Education and Transitions Program is grant funded by the Massachusetts Department of Elementary and Secondary Education and offers free classes at both the Charlestown and Chelsea Campuses. At the Chelsea Campus, the program offers classes through a collaborative partnership with three community based organizations: Centro Latino, Inc., Chelsea Public Schools/Intergenerational Literacy Project (CPS/ILP), and LARE/American Training. 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 at BHCC's Chelsea Campus, Centro Latino, Inc., Chelsea Public Schools/Intergenerational Literacy Project and LARE/American Training. Supplemental tutoring is provided by volunteer tutors. The Transitional Pathways to College program is located at the Charlestown Campus. Classes in transitions to college are offered in the evening.

Adult Basic Education Statistics: FY 2006 – FY 2010

Adult Basic Education Classes – 23

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

Adult Basic Education Enrollments	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Summer	166	379	327	150	309
Fall	416	364	357	270	321
Spring	402	427	389	298	314

Transitions to College Classes – 1

Charlestown Campus	1 Transitions to College
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Transitions to College Enrollments	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Fall	21	21	26	14	12
Spring	25	28	29	14	12

Source: Chelsea Campus Director of ABE, July 2010

Student Affairs Division: FY 2010

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.

New Student Orientation

In FY 10, the New Student Orientation Program assisted 1,928 students in their transition to BHCC (up from 1,749 in FY 09). An Orientation Program Evaluation Survey was completed by 97% of the student participants. In summary:

- 98% indicated that they found the program either very helpful or helpful
- 98% indicated that the program achieved its stated goals
- Survey respondents indicated that the 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, 87% of the respondents felt better prepared to begin classes and 83% were more confident in their ability to succeed at BHCC.

Peer Mentoring Program

The Peer Mentoring Program allows Orientation Mentors to support new students by maintaining contact with them beyond the New Student Orientation. In Summer/Fall 2009, 40 students served as Orientation Mentors. In Spring 2010, 30 students served as Mentors. Orientation Leaders/Peer Mentors and Student Club/Organization Leaders participated in training 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 held off-campus. The retreats included training and presentations by external professionals recognized nationally in the student development field. Forty-two students participated in the January 2010 Retreat and 45 students participated in the June 2010 Retreat.

Steps to Success for New Students

"Steps to Success," a series of free workshops, was expanded to assist students in their transition to college and to promote student success. The program included 42 workshops for day, evening, and weekend students enrolled at the Charlestown and Chelsea Campuses. Workshops included Better Grades in Less Time; Career Planning; How to Select a Program Major; Manage Your Time; Preparing Yourself for the Job Interview; Preparing to Transfer to a Four-Year College or University; Reducing Your Stress; Using Library Resources; and Study Skills and Test-taking Strategies.

Cultural, Social and Educational Activities Programs

The Student Activities Office offered 381 educational, social and cultural Student Activities Programs at the Charlestown and Chelsea Campuses during the day, evening, and weekends. Activities provide students of various backgrounds with the opportunity to engage in social interaction, develop leadership skills, and increase their cultural competency. Programs presented by the Office include cultural festivals, speakers, musical concerts, dance presentations, and special events that mark the change of seasons and celebrate holidays throughout the calendar year.

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Student Affairs Division: FY 2010 (continued)

Recognition of Student Leaders and Student Organizations

Two student leaders were the recipients of the 2010 All-USA Academic Team Award. Three student leaders were recognized by national, regional and state organizations for their leadership and academic accomplishments. Alpha Kappa Mu, BHCC's chapter of the Phi Theta Kappa Honor Society, received seven awards at the Phi Theta Kappa New England Regional Conference.

Textbook Assistance Program

2,099 books were loaned to students through the Textbook Assistance Program, (up from 1,941 in FY 09).

BHCC Athletic Teams

The Men's Soccer Team completed another monumental season in the fall of 2009 earning their second (**MCCAC**) Massachusetts Community College Athletic Conference State Championship Title in four years. The team played brilliantly this past year posting a final record of 11 wins and 6 losses. With a team record of 11-6, the Bulldogs continued their championship pursuit in the (**NJCAA**) National Junior College Athletic Association Region 21 Tournament Finals against Manchester C.C. in CT.

The 2009 fall soccer season was not only an historical campaign for the players, but also for BHCC Head Coach, who was voted as the Region 21 "**Coach of the Year**" for the fourth time in his career.

The Women's Soccer Team managed to kick their way back into contention this past season and got back into the win column finishing the year with a steady record of 3 wins and 6 losses. Although their overall record wasn't enough for a playoff berth, the team made sure that there were plenty of soccer highlights to marvel at. The Lady Bulldogs achieved several milestones and set many records during the 2009 season such as most goals scored by a team in a single game (17) vs. Mass. Bay C.C., and most goals scored in a single game by an individual (11). With a strong recruiting class, and veteran play from some of their key returning players, the team should be able to build on this past season's success.

The Women's Basketball Team rebounded this past season and made some noise of their own and made it back into the playoff picture during the 2009-2010 season. The Lady Bulldogs silenced a few of their critics and posted a winning season with an overall record of 11 wins and 10 losses. With an impressive record in hand, the ladies rode this wave of momentum right into the state and regional post season tournaments. The future looks bright for the Lady Bulldogs Basketball program. The team is expecting ten new recruits for the upcoming 2010-2011 season, and they are looking to take another step next year.

The Men's Basketball Team produced some magic and brought home the 2010 (**MCCAC**) Massachusetts Community College Athletic Conference Finalist award to display in the trophy case of the new 48,000 square foot "Health and Wellness Center." The Bulldogs posted an overall record this season of 16 wins and 10 losses. The team, through hard work and determination, capped off their regular season with an amazing 15-8 record and a stunning six game winning streak into the playoffs. With the new campus facility completed, we can only expect more exciting hoop action in the future from our team.

Men's Baseball

The defending **2009 (MCCAC) State Champion Men's Baseball** team had a solid season in the spring of 2010. The boys of summer were able to salvage their season and clinched the fourth seed in the (**MCCAC**) Massachusetts Community College Athletic Conference State Tournament. The team possessed the heart of a true champion coming down the stretch toward the end of the regular season winning four out of their last five games finishing with an overall record of 11 wins and 15 losses. The team is very excited about the upcoming 2011 season and what it could bring. They and will be on a mission to get back into championship form.

Student Affairs Division: FY 2010 (continued)

Office for Students with Disabilities

The Office for Students with Disabilities served 302 students in Fall 2009, and 323 students in Spring 2010; the percentage of students returning to receive services from Fall 2008 to Spring 2009 was 82%. Services in FY10 included the following:

- 54 student assistants (25 for Fall 2009, 29 for Spring 2010) were employed to assist students with disabilities as note-takers, scribes, tutors and/or mentors.
- The Assistive Technology Educator trained 44 students in the use of assistive technology, including speech to text software, text to speech software, and CD players designed to read textbooks for the visually impaired.
- Sign Language Interpreters were hired to assist eleven deaf students (5 in Fall 2009, 6 in Spring 2010).
- The Office for Students with Disabilities contacted 888 students who self-disclosed a disability on the Computerized Placement Test to inform them of the services offered at Bunker Hill Community College.
- Two Mathematics Support Specialists continued to work part-time to address the needs of students with mathematics challenges, and a Literacy Specialist continued to work part-time with students enrolled in Developmental Reading and Writing courses.
- An Educational Coach continued to mentor students with disabilities and to support them with organization, time management, test-taking, and study skills. The Educational Coach also participated in the Concurrent Enrollment Initiative to support students attending Bunker Hill Community College to engage in "the college experience."
- The Office for Students with Disabilities participated in an initiative from the Department of Higher Education, entitled the Concurrent Enrollment Initiative, in which students with significant cognitive learning issues who were enrolled in High School also attended Bunker Hill Community College to engage in "the college experience."
- The Office for Students with Disabilities participated in workshops for Full-time and Adjunct Faculty to encourage faculty to help inform students with disabilities of the services available and to support faculty in managing specific challenges in the classroom.

Student Satisfaction Survey

A Student Satisfaction Survey was completed by a sample of 22% of the students with disabilities who were served. On a scale of 1 (low) to 5 (high), services were rated "4.4" or above in all four categories surveyed:

- Effectiveness of accommodation with regard to class success
- Punctuality/reliability of tutor/note-taker/counselor providing the service
- Satisfaction with knowledge and organization of student assistant
- Satisfaction with overall service

Health Services

The Health Services Office reviews and maintains the health records of all students enrolled in health professions programs. Further, these students are tracked throughout their course of study to ensure immunization follow up subsequent to the initial requirements of their programs as well as documentation of annual/ semiannual TB testing or TB risk assessments, as required by clinical sites.

During FY10 there were 4,023 student, faculty and staff visits to the Health Services Office. Health Prevention/Promotion Programs were offered to the college community in areas including:

- H1N1 and Seasonal Flu
- Blood pressure screening
- Weight control management
- Sexually transmitted diseases
- Domestic Violence
- Alcohol Abuse
- Sexual Reproductive Health

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Student Affairs Division: FY 2010 (continued)**Office for Health Services**

The Health Services Office, in partnership with the Visiting Nurse Association of Boston, organized and scheduled clinics for students, faculty, staff, and their family members to receive H1N1 and seasonal flu immunizations on campus.

Working as a partner with the Boston Public Health Commission and the Tuberculosis Control Unit, the Health Services Office actively monitors, performs surveillance, and provides follow up and education with regard to communicable disease. During FY10, H1N1, tuberculosis, pertussis, and mumps were monitored and/or tracked.

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

Health Services collaborated with Nursing Students by providing resources for health fairs on campus and in the community, advised student organizations regarding health related presentations, and worked with students in the Introduction to Health Careers course to research health related issues.

The Health Services Office continues to work closely with Enrollment Services by addressing questions regarding student immunization requirements mandated by the Commonwealth of Massachusetts.

Source: Dean of Student Affairs, July 2010

Workforce Development

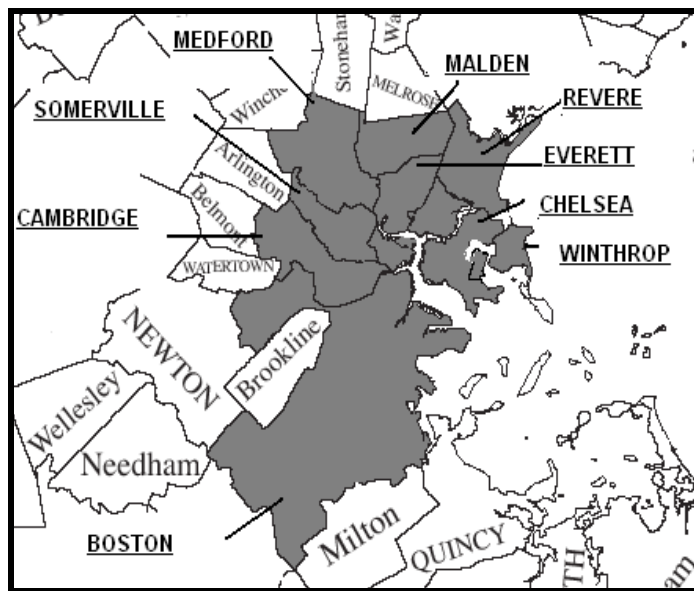
Through Workforce Development, BHCC flexibly meets the specific needs of the community with a variety of non-traditional training programs designed for both organizations and individuals.

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 organizations 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 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 2,000 web-based courses in topic areas such as computer software, time management, customer service, reading and writing, and IT certification as well as more than 150 tests.
- The Office of Community Education specializes in providing programs that meet the needs of Greater Boston area residents. These seminars, workshops, non-credit courses and programs help members of the community to keep up with the myriad of changes that affect them every day, at home and on the job. Courses include workforce and career education classes including, but not limited to: "Green" courses, Real Estate Sales, Basic English as a Second Language, CPR, in on-line and instructor-led formats. The Office of Community Education offers an affordable way for individuals to learn new skills or to prepare for new careers. Classes are held at the main campus in Charlestown or at the Chelsea Campus.

Communities served by BHCC Workforce Development

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



Workforce Development Center

The Workforce Development Center at BHCC is in the business of helping companies grow and adapt to the new economic realities through targeted hands-on training programs, custom designed to yield real world results. The Center strives to be the preferred training and economic development partner and resource for companies and organizations in Greater Boston, to grow and retain quality jobs, thereby enhancing the region's quality of life. We focus on those core workplace skills necessary to achieve positive change in virtually all organizations.

Workforce Development Core Skills Training

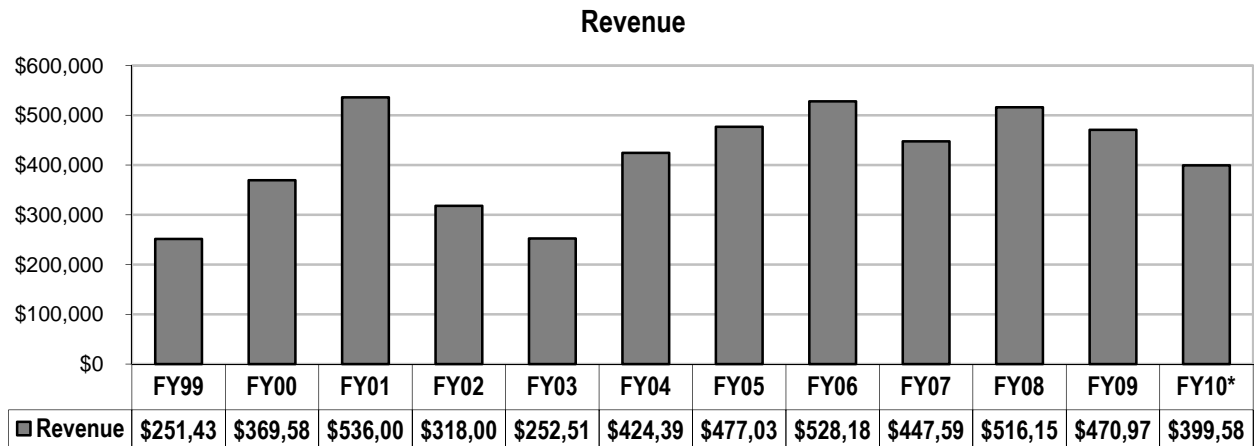
Available for All Industries

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 2010

Industries served	Non-Profits	Change Management	Interpersonal Skills
Biotechnology	Pharmaceuticals	Computer Skills	Leadership
Child Care	Transportation	Cultural Diversity	Math
Community Groups	Utilities	Customer Service	Medical Terminology
Education		Early Childhood Education	Project Management
Government	Training topics:	English as a Second Language	Supervisory Skills
Health Care	BioMed	Food Sanitation	
Manufacturing	Central Processing		

Workforce Development Center Revenues: FY 1999 – FY 2010



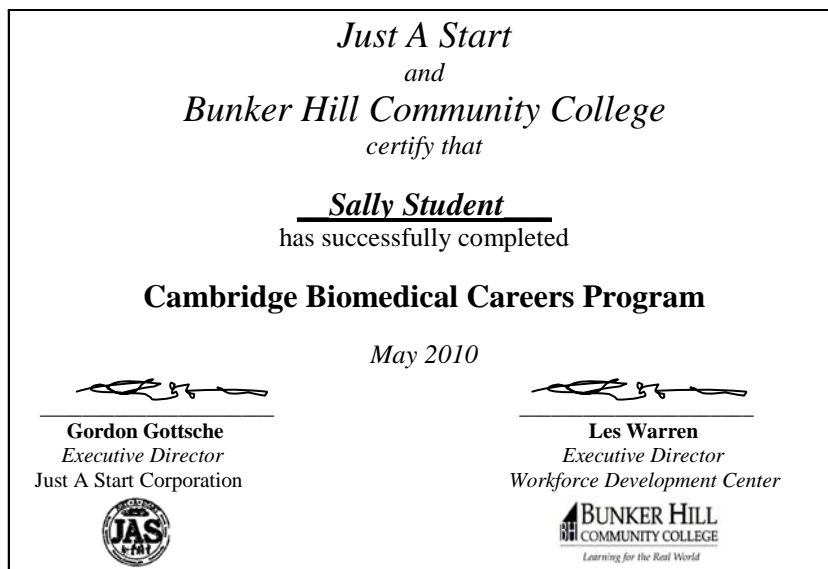
*Estimated

Source: BHCC Workforce Development Center, July 15, 2010

Workforce Development Activities: FY 2010

In 2010, the Workforce Development Center graduated the 5th group of students in an A.S. degree—**Associate in Science with an Electric Power/Utility Technology Option**. This program, a unique collaboration among NSTAR, Local 369 of the Utility Workers of America, Workforce Development Center, the Computer Information Technology for Business and Industry Department, and the Greater Boston Tech Prep Consortium, was conceived, led and managed by Workforce Development Center. The program boasts an impressive overall graduation rate of 73% (now with 48 grads) and a 100% job placement rate.

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 18th year, Just-A-Start and BHCC prepare disadvantaged adults, mostly immigrants, for sustainable wage jobs in the growing biotechnology field. The Program offers academic credit classes, computer labs, biomedical lab training, job counseling and placement. Since this partnership began, over 400 students have graduated from the program, which boasts an impressive 88% graduation rate over its 18 year history.

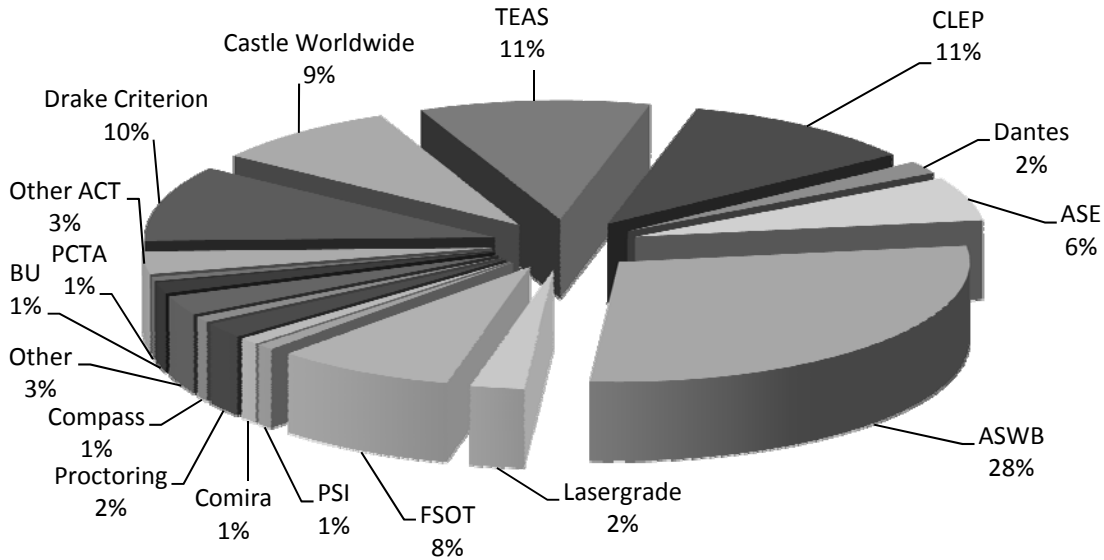


Source: BHCC Workforce Development Center, as of July 15, 2010

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

ACT Center Most Popular Tests in FY10



Testing

- ASE** Automotive Service Excellence quality certifications for automotive mechanics
- ASWB** Association of Social Work Boards – exams required for employment or career advancement in some states
- BU** Boston University tests
- BOC** Personal trainers, etc.
- Castle** Misc tests
- CLEP** College Level Examination Placement
- Dantes** College Level Examination Placement
- Lasergrade** (minus TSA) – various tests
- FSOT** Foreign Service Officer Test
- PCTA** Paraprofessional Certification exams for Teacher Aids
- Proctoring** Misc. Proctoring of others exams
- TEAS** Nursing Entrance Exam
- Infosys, Drake Criterion, Comira, Compass & PSI** various tests

Source: BHCC Workforce Development Center, July 2010

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. Programs are targeted to community needs and interest and are available at convenient times at the Charlestown and Chelsea campuses. Customized programs are also available.

Selected Courses and Programs

Basic English as a Second Language (BSL) Classes

BHCC offers an array of BSL classes, including literacy, conversation, writing, and computer literacy.

Motorcycle Course

A course on motorcycle safety, maintenance and accident management is offered on weekends from April to September.

Gatlin Education Services

Services include online courses in sustainability (Green) healthcare, business, construction/automotive technology, networking and CompTIA™ Certification Prep, and Microsoft Certification Prep.

Academic Enrichment & Enhancement Studies (AEES)

The goal of the AEES is to assist students and staff from Denmark in perfecting their English language skills and creating a business plan. The four week study program consists of academic instruction, U.S. company visits, presentations of project work, and cultural excursions.

Community Education Enrollments and Revenue: FY 2005 – FY 2010

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Courses Offered	138	130	144	193	146	167
Number of Enrollments	1,949	3,153	2,470	2,853	3,165	3,401
Total Revenue	\$413,180	\$399,014	\$419,475	\$480,000	\$470,000	\$492,470

Source: BHCC Division of Community Education, July 2010

Boston Welcome Back Center for Internationally Educated Nurses

Mission

Boston Welcome Back Center assists internationally educated nurses who earned their credentials outside of the United States to obtain state licensure so they can re-enter the nursing workforce in Massachusetts.

Participants

WBC has served 694 participants since October 26, 2005.

	New	Continuing	FY Total
FY06	240	-	240
FY07	135	218	353
FY08	130	262	392
FY09	101	288	389
FY10	88	268	356
Total	694		

- 100% were nurses in their homelands
- 100% are residents of Massachusetts
- 100% are immigrants
- 7% are refugees/asylees
- 100% are bilingual or multi-lingual in English and their native languages/dialects

Participants originated from 103 countries in the following geographic regions:

- Asia 25%
- Caribbean 24%
- Africa 21%
- Europe 18%
- North/Central/South America 11%
- Others 1%

Top Ten Countries

- Haiti 131
- China 51
- Brazil 41
- Nigeria 28
- Nepal 23
- Russia 23
- Ukraine 22
- Philippines 20
- Ethiopia 16
- Puerto Rico 15

Boston Welcome Back Center for Internationally Educated Nurses (continued)

Participants reside in 102 cities/towns in the following regions of the state:

- City Region 33%
- North Shore Region 18%
- South Shore Region 16%
- Metro West Region 12%
- North West Region 15%
- Central Mass Region 4%
- Cape & Islands Region 1%
- Western Mass Region 1%

Challenges Faced by WBC Participants

- Meeting survival needs as immigrants
- Refugee/asylee related issues
- Years since graduation from nursing school
- English skills – preparation for the Test Of English as a Foreign Language (TOEFL)
- Dependents/family responsibilities
- Multiple jobs and/or underemployed
- Familiarity with US healthcare systems
- Study skills/test-taking skills/test anxiety
- Limited computer skills
- Access to resources for test preparation
- Access to resources for nursing job search

Services Provided to WBC Participants (in addition to ongoing social and emotional support)

Credential Evaluation

- Assistance with application process
- Obtaining documents/credentials from home country
- Referral to necessary nursing courses

Language Proficiency Requirements

- Diagnostic testing for TOEFL readiness
- Placement in needed courses including:
 - English as a Second Language (ESL) courses
 - TOEFL preparation courses/test strategy and test anxiety
 - Conversation course
 - Computer literacy course

Boston Welcome Back Center for Internationally Educated Nurses (continued)

NCLEX Preparation

- Application to Massachusetts Board of Nursing
- National Council Licensure Examination (NCLEX) preparation course

Transition to Workplace

- Transition to Nursing Practices in the US course
- Resources for job search

Welcome Back Center Nurse Graduates

	WBC Graduates by Nursing Education Level			
	LPN	Registered Nurse (RN)		Total
		ASN	BSN	
FY06	4	5	4	13
FY07	7	12	9	28
FY08	9	21	9	39
FY09	4	27	10	41
FY10	7	23	6	36
Total	31	88	38	157

Welcome Back Center Nurse Graduates (n = 157)		
At time of entry	90 unemployed	67 employed – average wage: \$23K
At time of licensure	46 not yet employed	111 employed – average base wage: \$44K (LPNs) \$59K (RNs)
	20 – employment pending	55 – Long Term Care Facility
	16 – furthering education	36 – Hospital
	8 – relocated	14 – Specialty Care Facility
	2 – maternity leave	6 – Community Health Center

Source: Executive Director of Welcome Back Center, July 2010

Library and Learning Commons

The Library and Learning Commons 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, a directory of high-quality research websites, and over 53,000 electronic resources, including full-text magazines, journals, and books. The almost 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, Lyris, 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 identification card is 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 2010

ON-CAMPUS LIBRARY USERS		OFF-CAMPUS LIBRARY USERS	
Visits to BHCC Library -- Gate Count/Week:*	5,161	Views of Library Web Pages:*** Sessions on Library Web Pages:***	243,758 94,748
Materials checked out from BHCC Library:	15,485	Patron online renewals of checked out items:	724
Inter-library Loan Requests handled by Library Staff:	2,720	Patron Item Requests placed online:	571
Students in Information Literacy classes:	4,212	Views of Information Literacy Wikis:*** Views of Information Literacy Pages:*** Sessions on Information Literacy Pages:***	46,459 6,228 4,928
Reference interactions with Librarians per week:**	49	Off-campus Database Access:****	24,463
Library open: 86 hours/week during Fall and Spring Semester 65 hours/week during the rest of the year		Online Library Services are available 24 hours/day, 365 days/year	
Ground Library Collection:	73,214 items	Online Library Collection:	53,188 items
LIBRARY SERVICE HOURS: 24/7			

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

** The reduction in reference interactions is attributable to the increase in information literacy workshop attendance. Public Services desk hours have been reduced and reference questions are often answered in the context of the workshop.

*** This count reflects the transition of the Language Lab and MWPHE web pages from the library website to the BHCC website at the beginning of FY10. The totals for FY10 also reflect the library's increased use of web 2.0 technologies in instruction.

****Estimated

Library Statistics: FY 2003 – FY 2010

	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010
Total Expenditures	\$430,216	\$405,522	\$577,281	\$620,859	\$640,164	\$669,271	\$642,257	\$657,631
Paper Volumes	64,554	65,953	66,462	67,211	67,824	66,987	66,777	66,011
Microform	5,622	5,554	5,624	5,745	5,745	5,745	5,745	5,745
Serials Subscriptions	238	330	321	357	220	306	249	225
Inter-Library Loan Provided	2,499	2,567	2,446	2,230	2,028	1,900	1,861	2,013
Inter-Library Loan Received	478	736	1,249	2,320	1,195	1,436	903	707
Circulation Transactions	14,565	15,992	16,937	17,280	16,562	18,766	14,907	16,209
Information Literacy Workshop Attendance	3,556	2,691	2,611	2,154	3,279	3,502	2,694	4,212
Hours Open/week	65	65	80	81	81	86	86	86
Gate Count/week*	5,602	4,778	5,007	4,628	5,023	4,912	5,515	5,561
Reference Transactions/week**	199	69	76	67	71	74	75**	49
Page views of Library Web pages***	303,997	359,215	490,471	535,221	587,300	568,450	334,570	243,758
User Sessions on Library Pages***	62,368	67,385	106,335	149,187	193,891	162,474	116,859	97,748
Ground Library Collection	-	-	73,630	74,540	75,016	74,280	73,903	73,214
Patron Online Renewals of Checked Out Items	-	-	683	608	491	499	564	724
Patron Item Requests Placed Online	-	-	770	1,929	934	932	674	571
Page views of Library Information Literacy Pages***	-	-	14,423	15,542	85,429	100,973	55,711	52,687
User Sessions on Library Information Literacy Pages***	-	-	12,406	9,640	40,379	53,133	40,224	4,928****
Off-campus Database Access*****	-	-	18,835	22,657	21,737	29,237	21,749	24,463
Online Library Service Availability	-	-	24/7	24/7	24/7	24/7	24/7	24/7
Online Library Collection*****	-	-	29,794	32,804	33,402	32,681	47,736	53,188

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

**New staff training programs and redistribution of staff duties have increased floor presence while appropriately channeling interactions among patrons and staff.

***This count reflects the transition of the Language Lab and MWPHE web pages from the library website to the BHCC website at the beginning of FY10. The totals for FY10 also reflect the library's increased use of web 2.0 technologies in instruction.

**** The adoption of Wikispaces as the primary delivery tool for information literacy instruction in FY10 has changed web traffic patterns resulting in a lower number of reportable user sessions. Wikispace page views in FY10 totaled 46,459.

*****Estimated

***** This count shows increased movement of the library collection toward online resources and a focus on alternative formats such as ebooks and audiobooks

Source: Director of Library and Learning Commons

Computers Available for Student Use: Spring 2010

Classrooms – Charlestown Campus

D101	22 + Instructor	High End Software Applications
D102	18 + Instructor	Medium End Software Applications
D103	16 + Instructor	Networking/CISCO
D110	15	Forensics/High End Applications
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
D121B	19 + Instructor	High End Software Applications
Gen Lab	62 + 4 scanners	General Student Use/All Software Applications
Assistive Technology	6	All Software Applications
Assistive Technology Laptops	6	All Software Applications
	289	

E-Building available to student enrolled in VMA classes

Open Area	3	E159
Design Lab	16 + 2 scanner + Instructor	E160
Design Lab 2	20 + 2 scanners + Instructor	E167
Graphics Lab	20 + 2 scanner + Instructor	E165
Video Editing	9 + Instructor	E169
Audio Lab	9 + Instructor	E152
Audio Editing\Record	1	E172
	83	

Open Areas – Charlestown Campus

Center for Self-Directed Learning (CSDL)	75	E235
Language Lab	35 + Instructor	E226 High End Multi-Media
Library	28	E300 (4 Noble PC)
Tutoring and Academic Support Center (TASC)	22	E174-D222
Student Success	6	Laptops
PC hardware	22	M104 (Used for PC repair only)
Writing Place	3	E142
Career Services	5	M101
Nursing	1	B337 (ADAM Software)
Medical Imaging	10	B336
Medical Imaging	20	B335 (Tablet Laptops)
Honors Program	4	E231
Student Success	4	E236
Physics	11	B335
Science Lab	22	D301-D305 (IBooks\IMACS)
Biology	54	D310/D314 (IBooks\IMACS)
Chemistry	4	D316/D317
Math Lab	24	M103
	351	

(continued on next page)

Computers Available for Student Use: Spring 2010 (continued)

Chelsea Campus

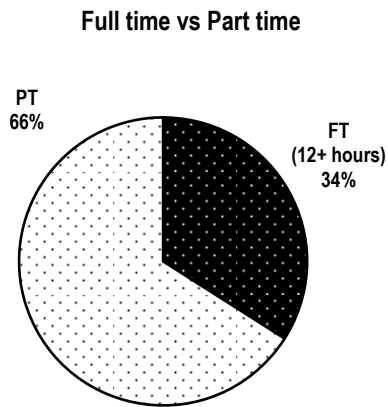
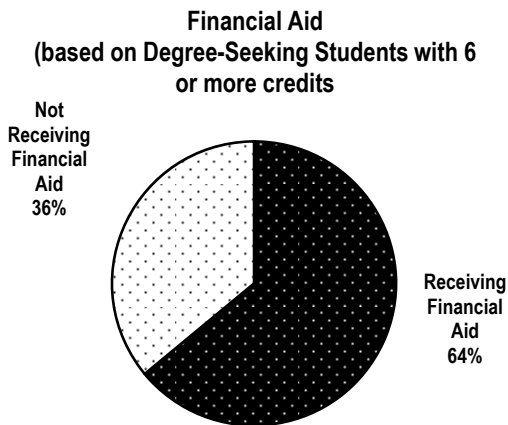
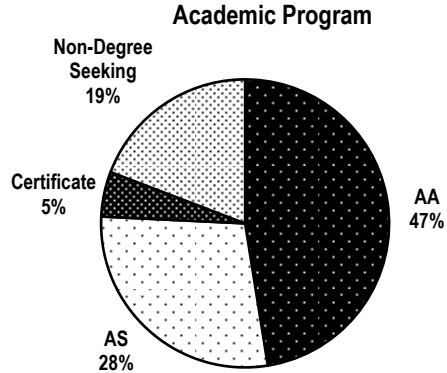
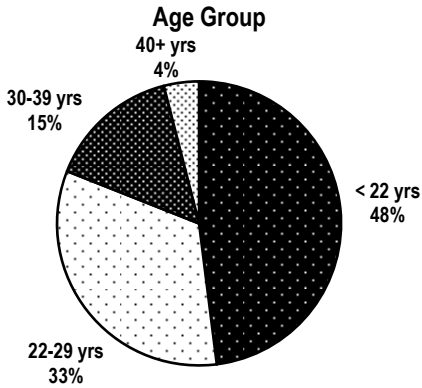
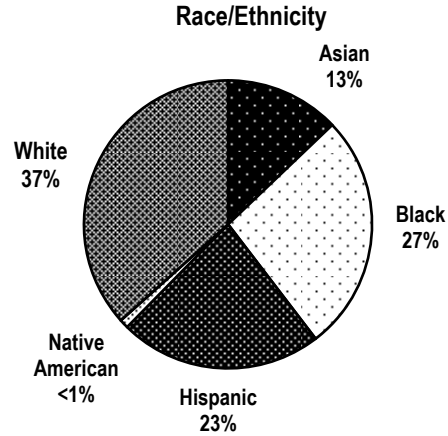
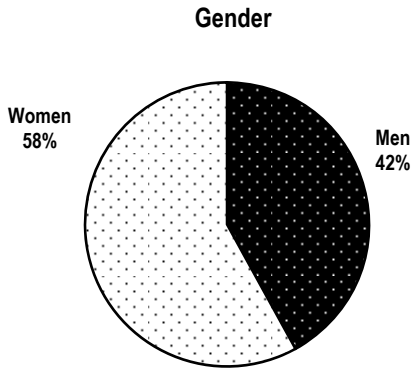
B10	41	General Student Use/All Software Applications
B03	10	IBooks/Science Lab
B02	10	IBooks/Science Lab
Resource/Assistive Technology	12	Assistive Technology/All Software Applications
202	14	Student Success
206	20 + Instructor	Classroom
207	18 + Instructor	Classroom
	127	

- 62 Smart Classrooms equipped with one workstation for instructor – Charlestown
- 1 Smart Classrooms equipped with Mobile Station – Chelsea
- 1 Kiosk workstation for student records access - Chelsea
- 4 Computers for students at Chelsea Public Library - Chelsea
- 19 + 1 Adaptive workstations for Online Services – Charlestown Front Lobby side counter
- 24 + 1 Proctor Station for Rapid Registration – Charlestown B215
- 4 Computers for Online Financial Aid Application - Charlestown

Source: BHCC Information Systems, June 2010

Credit Student Demographic Summary: Fall 2009

Total Enrollment 11,009

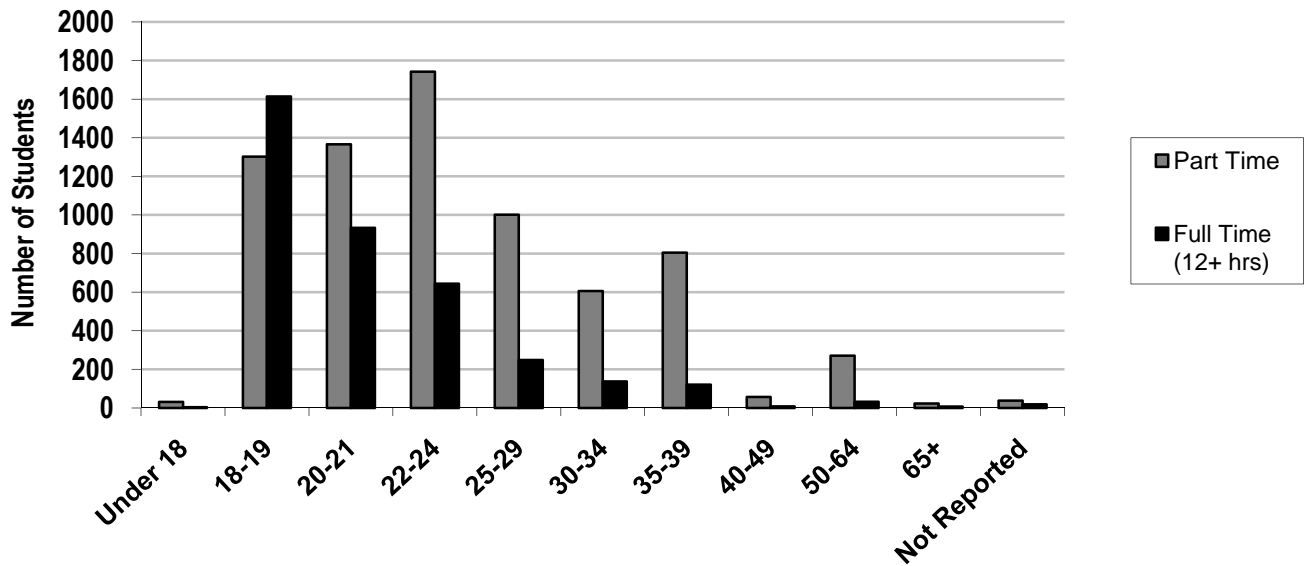


Note: Percentages may not add to 100% due to rounding.
 Source: Financial Aid data from Director of Financial Aid
 HEIRS Fall 2009 Term Student File

Enrollment Distribution by Age and Gender: Fall 2009

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 25. The average age for part-time students is 30. Female students represent 58% of the total enrollment at BHCC. 66% of BHCC students attend part-time.

Enrollment Distribution by Age: Fall 2009



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 2009 HEIRS II freeze file

Enrollment Distribution by Age and Gender: Fall 2009 (continued)

WOMEN	Full-Time (12+ hrs)	Part-Time	All
Under 18	2	19	19
18-19	821	721	1542
20-21	476	779	1255
22-24	355	1087	1442
25-29	126	632	758
30-34	72	377	449
35-39	78	532	610
40-49	4	34	38
50-64	14	183	197
65+	4	14	18
Not Reported	6	20	26
Total	1958	4398	6356

MEN	Full-Time (12+ hrs)	Part-Time	All
Under 18	2	12	14
18-19	793	581	1374
20-21	457	587	1044
22-24	289	655	944
25-29	122	369	491
30-34	65	229	294
35-39	43	273	316
40-49	4	23	27
50-64	18	88	106
65+	3	9	12
Not Reported	13	18	31
Total	1809	2844	4653

ALL STUDENTS	Full-Time (12+ hrs)	Part-Time	All
Under 18	4	31	35
18-19	1614	1302	2916
20-21	933	1366	2299
22-24	644	1742	2386
25-29	248	1001	1249
30-34	137	606	743
35-39	121	805	926
40-49	8	57	65
50-64	32	271	303
65+	7	23	30
Not Reported	19	38	57
Total	3767	7242	11009

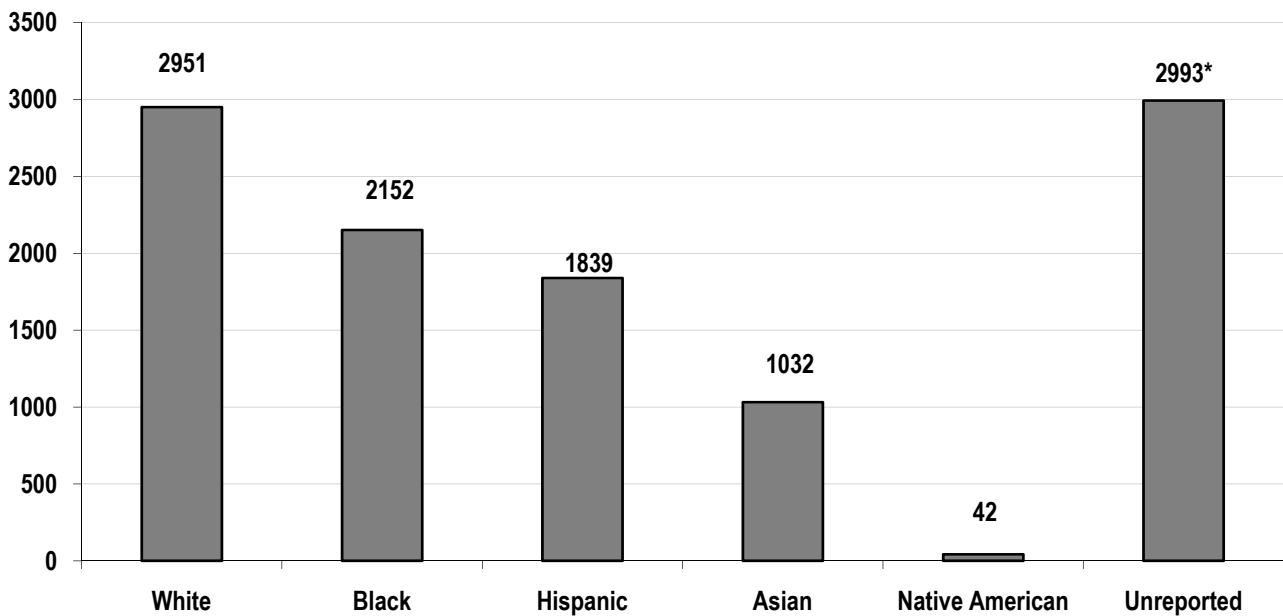
Source: Fall 2009 HEIRS II freeze file

Enrollment by Ethnicity: Fall 2009

Of those who had race/ethnicity codes in Fall 2009, 63% were persons of color and 37% were white.

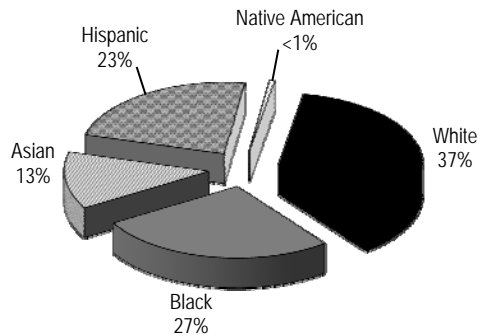
Enrollment of International students has increased. In Fall 1999 there were 283 students from 62 countries. In Fall 2000 there were 337 students from 72 countries. In Fall 2001 there were 431 students from 90 countries. In Fall 2002 there were 525 students from 91 countries. In Fall 2003 there were 515 students from 92 countries. In Fall 2004 there were 520 students from 93 countries. In Fall 2005 there were 521 students from 90 countries. In Fall 2006 there were 614 students from 94 countries. In Fall 2007 there were 643 students from 103 countries. In Fall 2008 there were 671 from 87 countries. In Fall 2009 there were 662 from 78 countries.

Total Enrollment by Ethnicity: Fall 2009



*BHCC is transitioning to new Federal classification of race/ethnicity

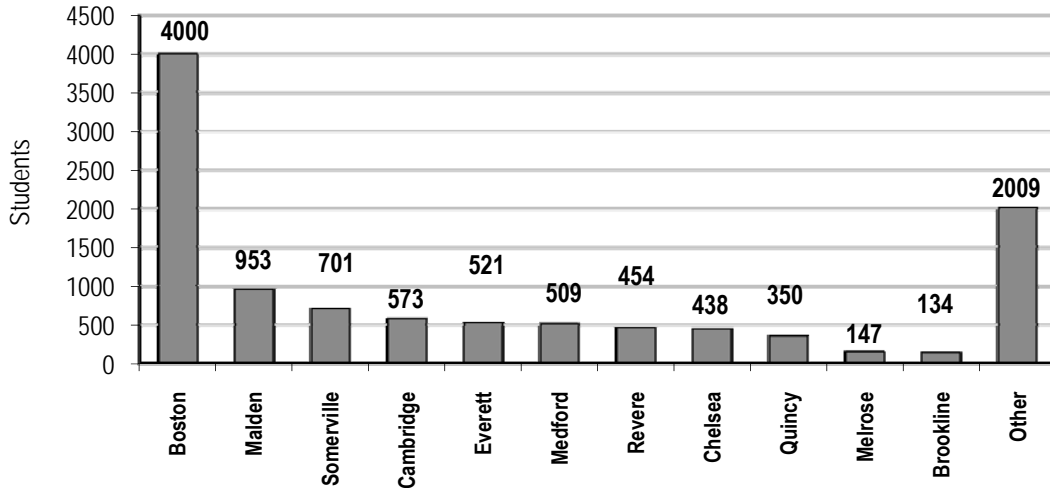
Enrollment by Race/Ethnicity: Fall 2009
(percentages based on students with race/ethnicity codes)



Source: Fall 2009 HEIRS freeze file

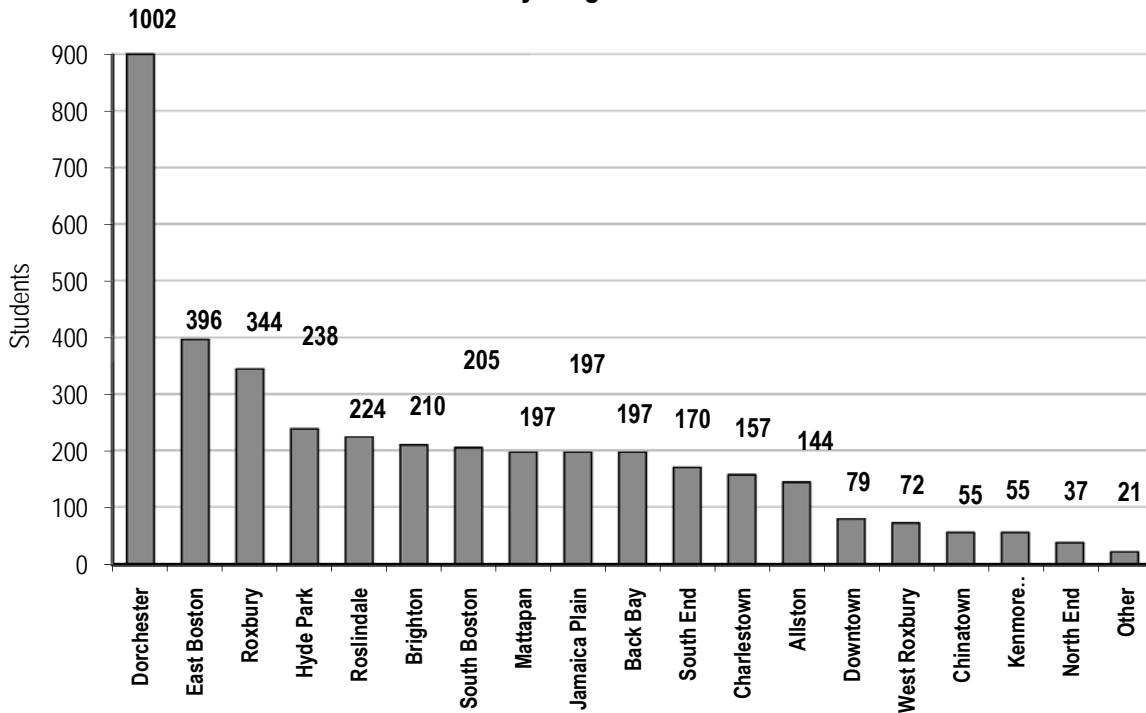
Enrollment by City or Town: Fall 2009

Total Enrollment by City or Town: Fall 2009



Boston Enrollment by Neighborhood: Fall 2009

Boston Enrollment by Neighborhood: Fall 2009

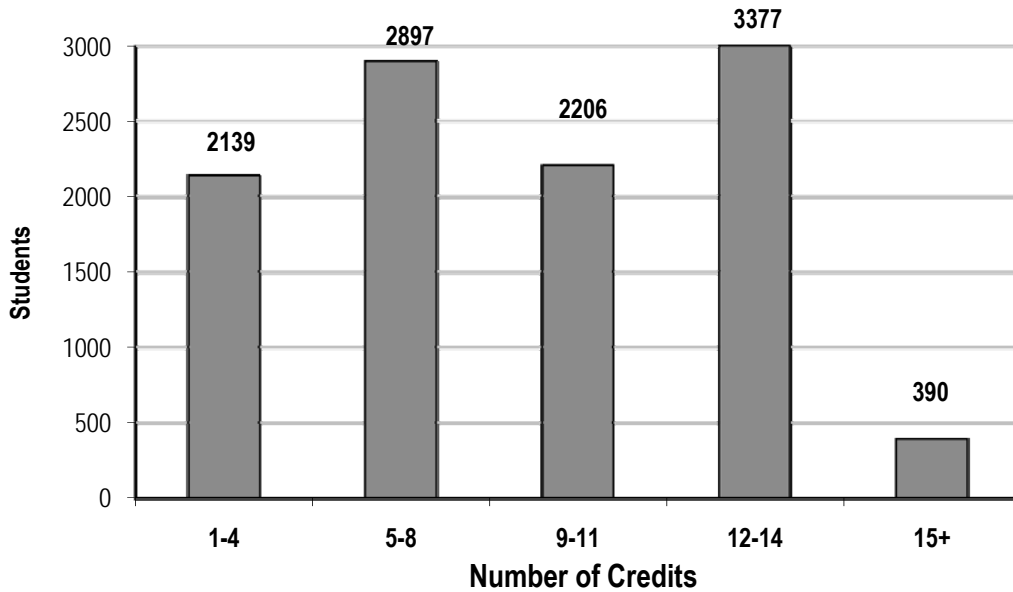


Source: Fall 2009 HEIRS freeze file

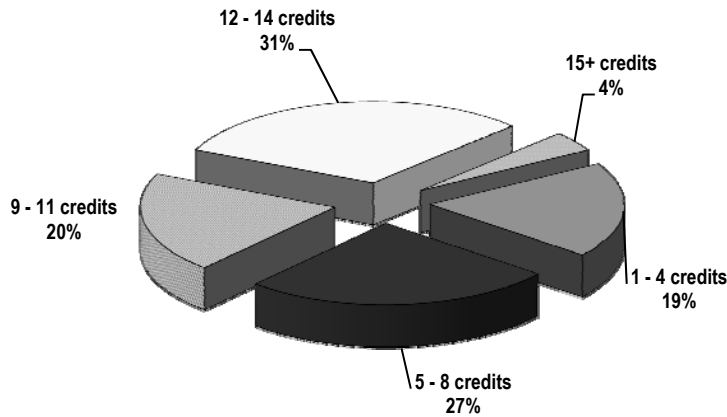
Student Enrollment by Number of Credits: Fall 2009

Most students at Bunker Hill Community College attend part-time, averaging 6.3 credits per student in the Fall 2009 semester. 34% of BHCC students enrolled for 12 or more credits.

Student Enrollment by Number of Credits: Fall 2009



Enrollment by Number of Credits Attempted: Fall 2009



Source: Fall 2009 HEIRS II freeze file

High School Class of 2009 registered at BHCC in Fall 2009: Need for Developmental Education

	HS 2009 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	263	43	120	155	200	16%	55%	70%	91%
Other Massachusetts High Schools	488	23	194	288	431	5%	42%	62%	93%
All Massachusetts High Schools	751	66	314	443	631	9%	46%	65%	92%
Out of State High School	23	1	8	14	21	4%	36%	64%	95%
Foreign High School	24	9	4	5	4	38%	27%	33%	27%
GED	0	0	0	0	0	0%	0%	0%	0%
Unknown High School	48	3	12	16	41	6%	27%	36%	91%
Total	846	79	338	478	697	9%	44%	62%	91%

*Students who placed into ESL are not included in the tabulation of Developmental Reading, Writing and Math needs.
% of students needing development work is based on the number who took the placement test(s) as of October 15, 2009.
Source: HEIRS Fall 2009 Term Student File

High School Class of 2009 Degree-Seeking at BHCC in Fall 2009: Student Demographics

HS Class of 2009	Count	%
Total Degree-Seeking	828	100%
Full-Time Students (12+ credits)	532	64%
Economically Disadvantaged	520	63%
Degree Level		
Associate in Arts	529	64%
Associate in Science	268	32%
Certificate	31	4%
Registered with Disability Support Services	27	3%
International Students	17	2%

Source: HEIRS Fall 2009 Term Student File

New Student Survey: Fall 2009

The following profile is based on survey responses from a sample of approximately 1,900 students who took placement tests in the summer of 2009. These students are representative of the new students entering BHCC in Fall 2009.

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, 36% of the respondents can be classified as First Generation; 30% of the respondents have parents with some post-secondary education but neither had a bachelor's degree. For 30% of respondents, one parent had earned a bachelor's degree or higher. Only 13% of the respondents reported that both parents had earned a bachelor's degree or higher.

Parents' Education	Father	Mother
Grade school or less	9%	9%
Some high school	13%	12%
High school diploma or equivalent	31%	30%
Some college	13%	17%
Business or trade school	4%	3%
Associate degree	5%	8%
Bachelor's degree	14%	13%
Some graduate or professional school	1%	1%
Completed graduate or professional school	9%	8%
	100%	100%

Disabling Condition: 11% of respondents reported having some type of disability. Of these students, 53% 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. 38% of the respondents planned to work more than half-time.

Expected Weekly Hours of Employment	
None	21%
1-10 hours per week	8%
11-15 hours per week	12%
16-20 hours per week	21%
21-30 hours per week	18%
30 or more hours per week	15%
More than 40 hours per week	4%
Total	100%

Note: Percentages may not add to 100% due to rounding.
(continued on next page)

New Student Survey: Fall 2009 (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	20%
Three hours	17%
Four hours	15%
Five hours	11%
Six hours	10%
More than six hours	22%
Total	100%

Reason for attending BHCC: In Fall 2009, 55% of the incoming students surveyed indicated they planned to earn an Associate Degree. 69% of these students planned to transfer to a four-year college. 22% were seeking new employment or a career change.

Reason for attending BHCC	
Earn an Associate degree to transfer to a four-year college	38%
Earn credits to transfer to a four-year college	31%
Earn an Associate degree to obtain new employment	17%
Take courses to retrain or make a career change	5%
Earn a Certificate	3%
Other	4%
Improve basic skills in English, Reading, and Mathematics without completing a degree	<1%
Take courses for personal enrichment only	1%
Total	100%

Source: Datatel/BISSI, extracted August 2010

First Time Degree-Seeking Students Entry Assessment: Fall 2009

In Fall 2009 there were 2,820 degree or certificate-seeking students who attended BHCC for the first time. 281 (10%) 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, 2009, 1,896 students had taken all three placement tests.

At BHCC, writing tests are not given to all students and no writing test results are stored in the student information system. English placement status is reported here in lieu of writing test data. English placement is based on a sentence skills test combined with performance on the reading test. Writing tests are administered only to students whose test scores put them on the borderline between two placement levels. Math placement is also based on a combination of test scores.

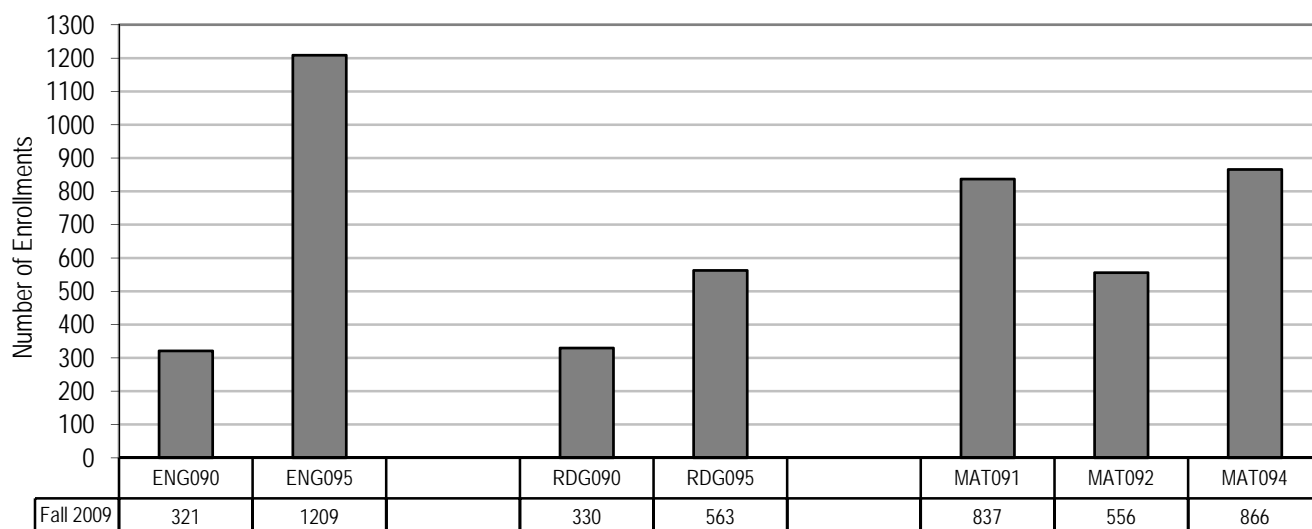
Assessment	# Tested	% Placed at College Level
Reading	1,896	63.6%
English (writing)	1,896	42.4%
Math	1,896	2.3%

First Time Degree-Seeking Students Developmental Needs: Fall 2009

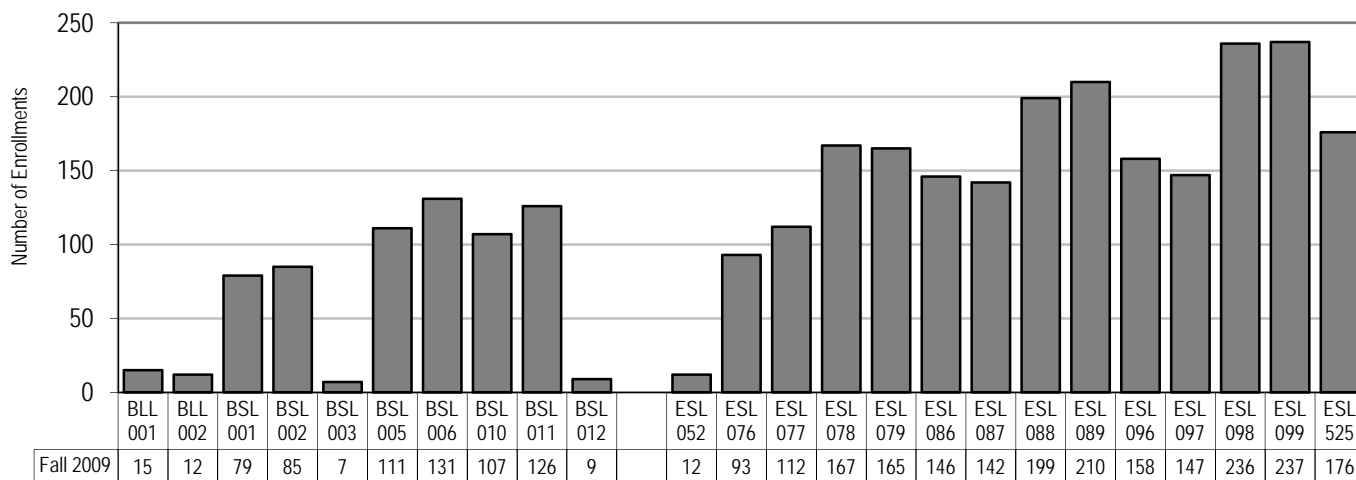
	# Placed at Developmental Level	% Placed at Developmental Level
Reading Only	0	0%
English Only	5	<1%
Math Only	769	41%
Total - One subject only	774	41%
Reading & English	5	<1%
Reading & Math	2	<1%
English & Math	398	21%
Reading, English, & Math	684	36%
Total - Two or more subjects	1,089	57%
Total - One or more subjects	1,863	98%

Source: HEIRS Fall 2009 Term Student File

Developmental Course Enrollments: Fall 2009



BESL and ESL Enrollments: Fall 2009



There were 482 BESL students and 905 ESL students in Fall 2009.

Source: Datatel/BISSI

BHCC Online (Distance Education) Enrollments: Fall 2009

	ENROLLMENTS	CREDITS	FTE (credits/15)
Home Study Courses (ES)	318	954	63.6
Web Courses (WB)*	2,419	7,129	475.3
Hybrid (xxHB)	706	2,453	163.5
Total	3,443	10,536	702.4

***Massachusetts Colleges Online:** 83 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: Fall 2009

	ENROLLMENTS	CREDITS	FTE (credits/15)
Charlestown Campus			
Monday Night	1,394	5,045	336.3
Tuesday Night	1,386	4,914	327.6
Wednesday Night	1,180	4,241	282.7
Thursday Night	1,382	4,843	322.9
Friday Night	601	1,923	128.2
Saturday (any time)	1,736	5,603	373.5
Sunday (any time)	603	1,895	26.3
Chelsea Campus	747	2,777	185.1
Satellites	398	1,233	82.2
Total	9,427	32,474	2,064.8

Source: Datatel/BISSI, August 2010

Chelsea Campus Enrollment and Student Demographics: Fall 2009

- 135 sections were offered in Fall 2009: 109 credit and 26 non-credit.
- There were 2,555 enrollments: 2,184 credit and 371 non-credit.
- Unduplicated headcount was: 2,000. 1,567 or 78% of these students have enrolled at the Chelsea Campus in previous terms.
- 62% of Chelsea students are women.
- 29% are 21 or younger; 36% are 22-29; 18% are in their 30's; 10% are in their 40's; 4% are 50+.
- Race/Ethnicity of all students at the Chelsea Campus:

Hispanic:	30%
White, Non-Hispanic:	28%
Black, Non-Hispanic:	24%
Asian/Pacific Islander:	3%
Non-Resident Alien:	3%
Native American:	<1%
Unknown:	10%

Source: Datatel/BISSI August 2010

Number of Credits by Academic Department: Fall 2009

The table below shows the number of credits generated by each academic department in Fall 2009. 22% of the credits are in developmental or ESL courses.

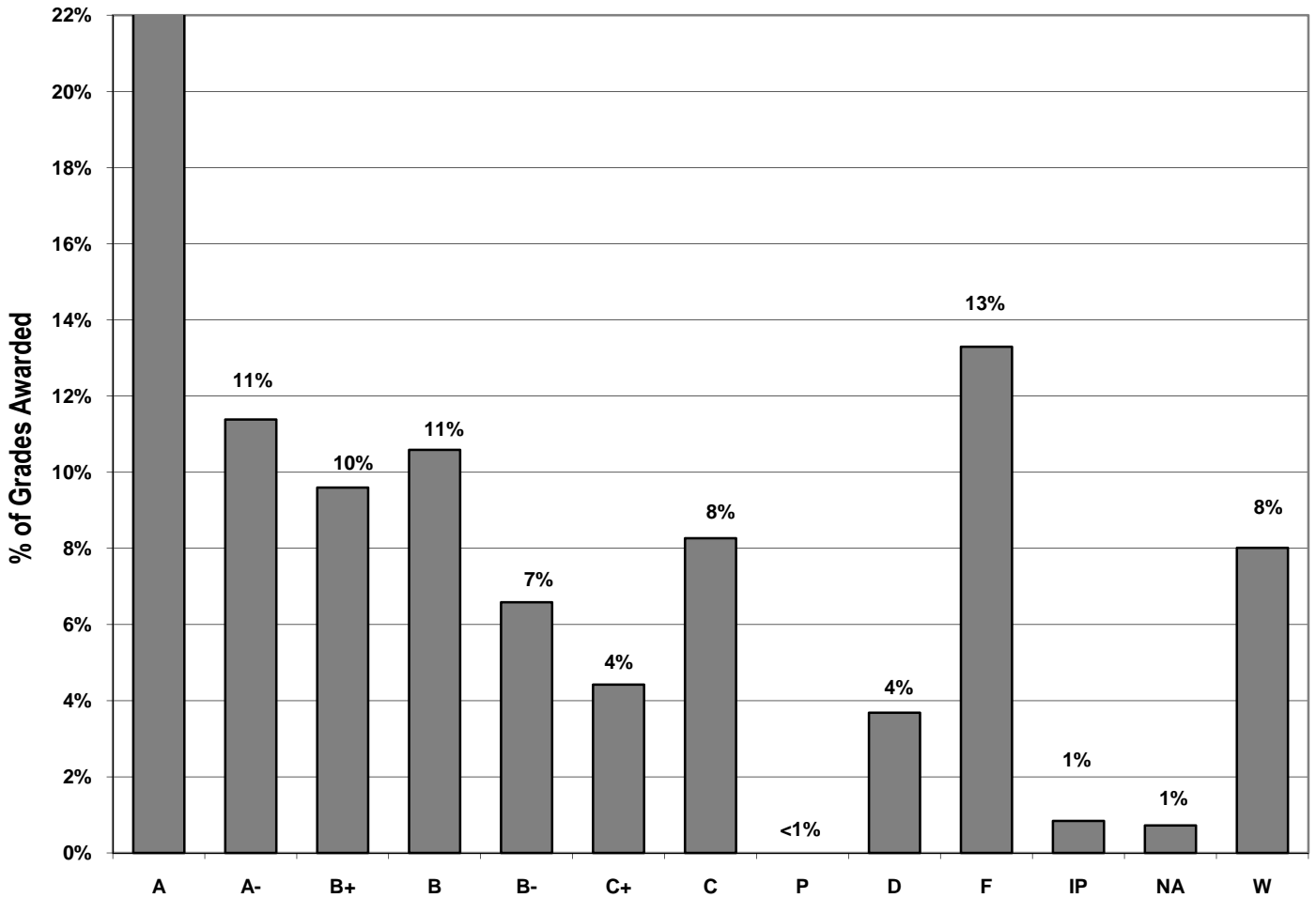
Department	Credits	% of Credits
College Level Courses		
English – College Level	10,636	11%
Science and Engineering	10,212	11%
Behavioral Sciences	8,643	9%
Business Administration	7,680	8%
Mathematics – College Level	6,429	7%
History and Government	6,084	7%
Computer Information Technology	4,709	5%
Nurse Education	2,831	3%
Visual and Media Arts	2,641	3%
Legal Studies and Public Safety	1,959	2%
Foreign Languages	1,731	2%
Early Childhood Education & Human Services	1,329	1%
Medical Imaging	1,298	1%
Hospitality, Travel/Tourism & Culinary Arts	1,248	1%
Learning Community Seminars	1,170	1%
Performing Arts	555	1%
Surgical Technology	541	1%
Office and Information Management	439	<1%
Computer Media Technology	387	<1%
Respiratory Therapy	330	<1%
Electric Power Utility Program	275	<1%
Fire Science	159	<1%
<i>College Level Subtotal</i>	<i>72,631</i>	<i>78%</i>
College Preparatory Courses		
Mathematics - Developmental	6,774	7%
English as a Second Language	6,579	7%
English - Developmental (Writing)	4,593	5%
Reading - Developmental	2,685	3%
Nursing Education	126	<1%
Allied Health	78	<1%
Early Childhood Education & Human Services	3	<1%
<i>College Prep Subtotal</i>	<i>20,838</i>	<i>22%</i>
Total Credits	79,248	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 2009 Freeze Account

Grade Distribution: Fall 2009

Grade Distribution Fall 2009



Of the grades awarded in Fall 2009, 33% were "A's," 28% were "B's," 12% were "C's," and <1% were "P's," for a productive grade rate of 72%. The percentages of "NA" and "W" grades indicate that within-course retention was 91% for the Fall 2009 semester. Percentages may not add to 100% due to rounding.

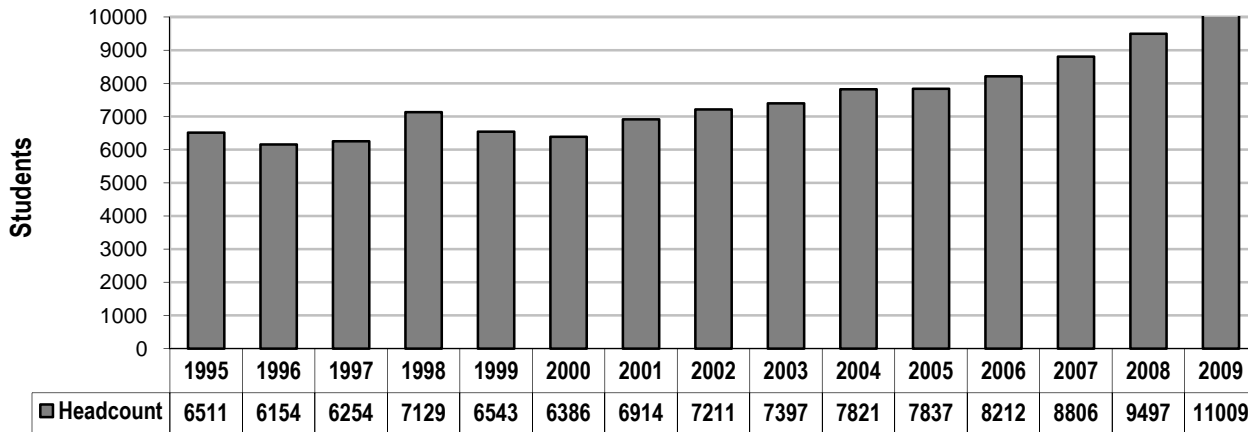
P = Pass
 IP = Incomplete
 NA = Withdrawal for non-attendance (administrative)
 W = Withdrawal by student

Source: Datatel/BISSI, July 2010

Headcount Trends: Fall 1995 – 2009

There were 11,009 students enrolled at the college in credit courses in Fall 2009.

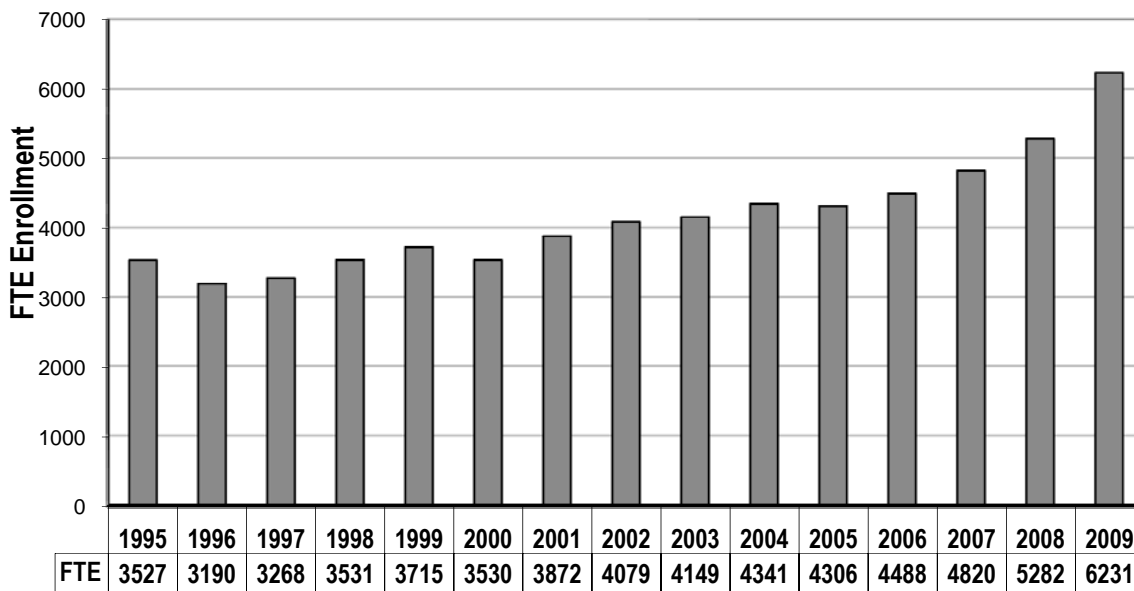
Credit Headcount: Fall 1995 – 2009



FTE Enrollment Trends: Fall 1995 – 2009

Full-Time Equivalent (FTE) enrollment, based on the Massachusetts state standard of 15 hours, was 6,231 in Fall 2009. State Supported FTE was 2,098 in Fall 2009. Non-State Supported FTE was 4,133 in Fall 2009.

FTE Enrollment: Fall 1995 – Fall 2009



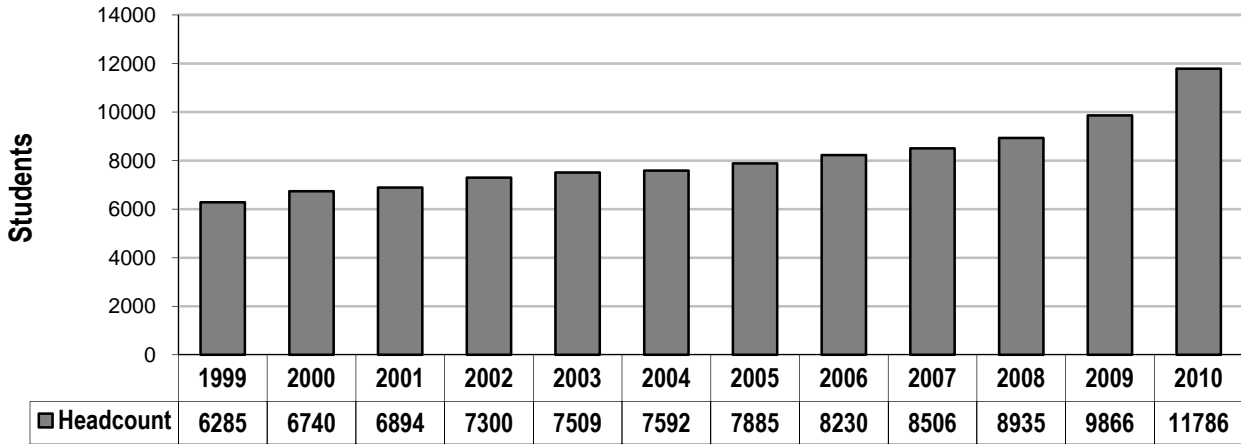
*In 1999, there was no drop for non-payment due to technical difficulties. Therefore, the Fall 1999 counts may be inflated.

Source: Datatel/BISSI and BHCC historical reports

Headcount Trends: Spring 1999 – 2010

There were 11,786 students enrolled at the college in credit courses in Spring 2010.

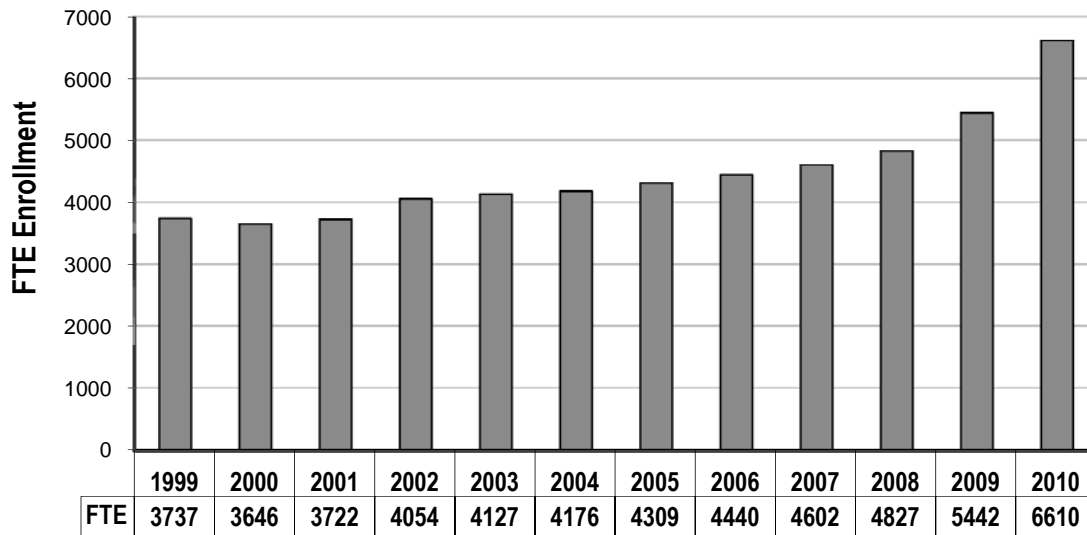
Credit Headcount: Spring 1999* – 2010



FTE Enrollment Trends: Spring 1999 – 2010

Full-Time Equivalent (FTE) enrollment, based on the Massachusetts state standard of 15 hours, was 6,610 in Spring 2010.

FTE Enrollment: Spring 1999* – Spring 2010



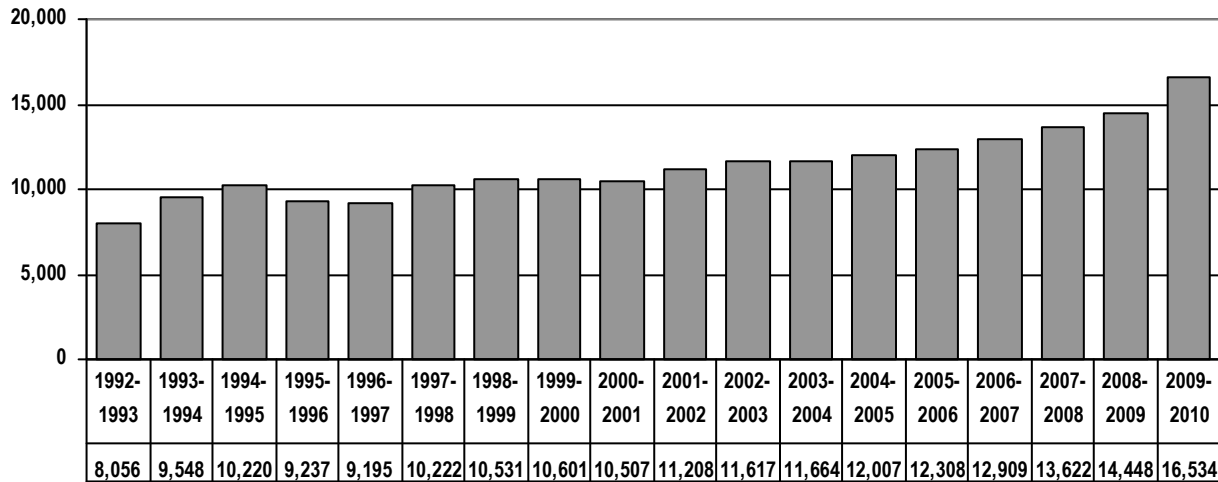
*In 1999, there was no drop for non-payment due to technical difficulties. Therefore, the Spring 1999 counts may be inflated.

Source: Datatel/BISSI, August 2010

Annual Unduplicated Credit Headcount: FY 1993 – FY 2010

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 2009 – 2010



Source: Integrated Postsecondary Education Data System (IPEDS).

Unduplicated Non-Credit Headcount

In FY10, 1,665 students registered for non-credit classes. Of these, 174 are included in the credit headcount because they took both credit and non-credit classes. This leaves 1,491 students who registered only for non-credit classes in FY10. During FY10, BHCC registered a grand total of 18,025 individuals for one or more credit or non-credit classes.

In FY09, 1,778 students registered for non-credit classes. Of these, 147 are included in the credit headcount because they took both credit and non-credit classes. This leaves 1,631 students who registered only for non-credit classes in FY09. During FY09, BHCC registered a grand total of 16,079 individuals for one or more credit or non-credit classes.

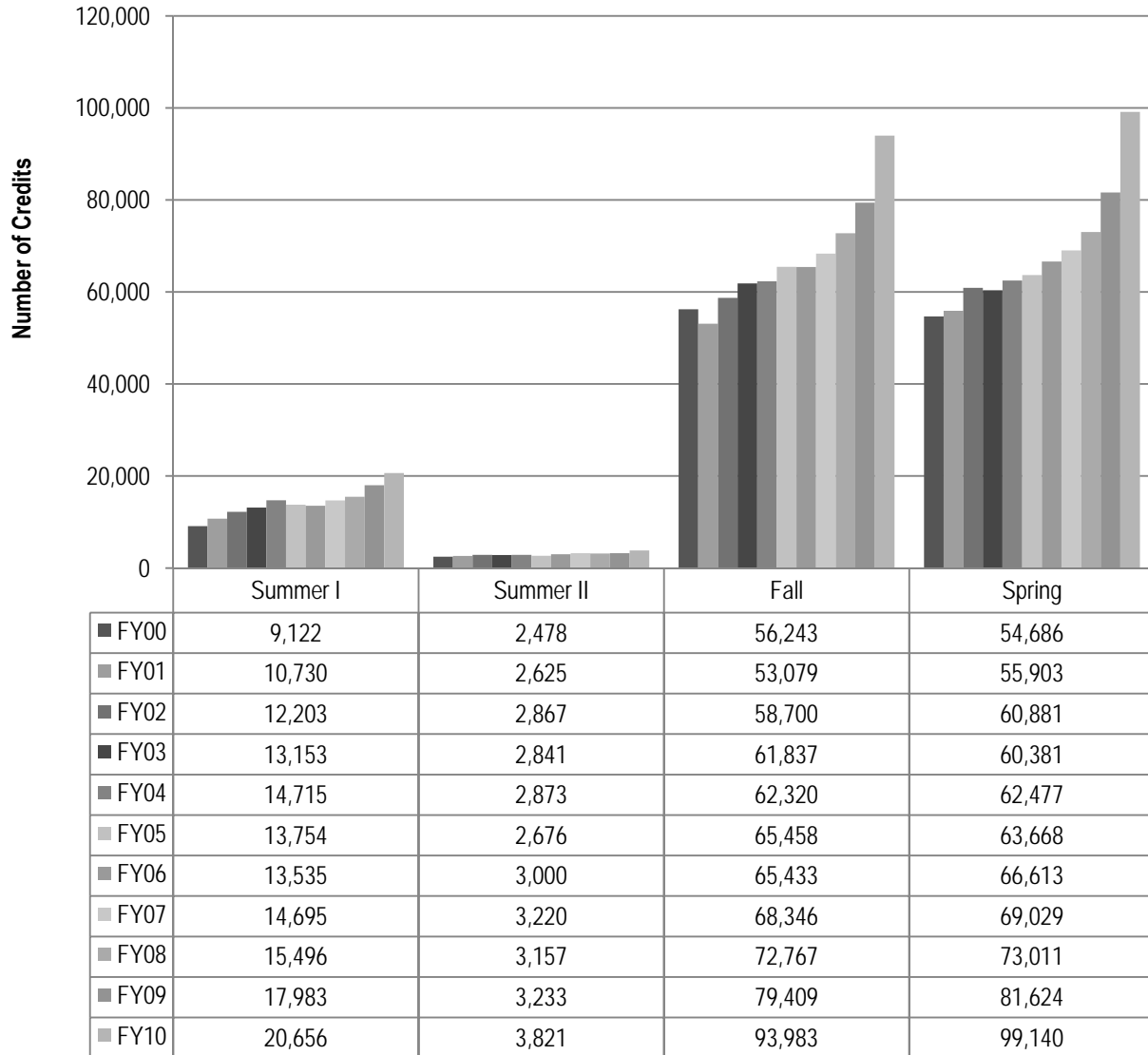
In FY08, 2,431 students registered for non-credit classes. Of these, 159 are included in the credit headcount because they took both credit and non-credit classes. This leaves 2,272 students who registered only for non-credit classes in FY08. During FY08, BHCC registered a grand total of 15,894 individuals for one or more credit or non-credit classes.

In FY07, 2,469 students registered for non-credit classes. Of these, 450 are included in the credit headcount because they took both credit and non-credit classes. This leaves 2,019 students who registered only for non-credit classes in FY07. During FY07, BHCC registered a grand total of 14,928 individuals for one or more credit or non-credit classes.

Source: HEIRS/DHE Annual File

Total Credits by Term: FY 2000 – FY 2010

Bunker Hill Community College Credits by Term FY00 to FY10



Source: Datatel/BISSI

Enrollment Trends by Ethnicity: Fall 1997 – 2009

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Black	1350	1418	1670	1404	1515	1736	1899	2101	2152	2216	1974	2210	2152
Native American	37	44	38	29	32	32	33	36	49	36	30	38	42
Asian	773	693	893	741	994	1121	1173	1157	1068	1038	1234	1189	1032
Hispanic	771	897	1022	860	1090	991	1063	1108	1064	1090	1247	1472	1839
White	2773	2788	2681	2116	2490	2612	2824	2946	2896	2934	3250	3394	2951
Unreported	182	577	524	1236	793	719	420	473	608	898	1071	1194	2993
Total	5886	6417	6828	6386	6914	7211	7412	7821	7837	8212	8806	9497	11009

Enrollment by Ethnicity: Fall 1997 - 2009

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Black	23%	22%	24%	22%	22%	24%	25%	27%	27%	27%	22%	23%	20%
Native American	1%	1%	1%	<1%	<1%	<1%	<1%	<1%	1%	<1%	<1%	<1%	<1%
Asian	13%	11%	13%	12%	14%	16%	16%	15%	14%	13%	14%	13%	9%
Hispanic	13%	14%	15%	13%	16%	14%	14%	14%	14%	13%	14%	15%	17%
White	47%	43%	39%	33%	36%	36%	38%	38%	37%	36%	37%	36%	27%
Unreported	3%	9%	8%	19%	11%	10%	6%	6%	8%	11%	12%	13%	27%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Students of Color: Fall 1997 - 2009*

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Students of Color	51%	52%	57%	59%	59%	60%	60%	60%	60%	60%	60%	59%	63%
White	49%	48%	43%	41%	41%	40%	40%	40%	40%	40%	40%	41%	37%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

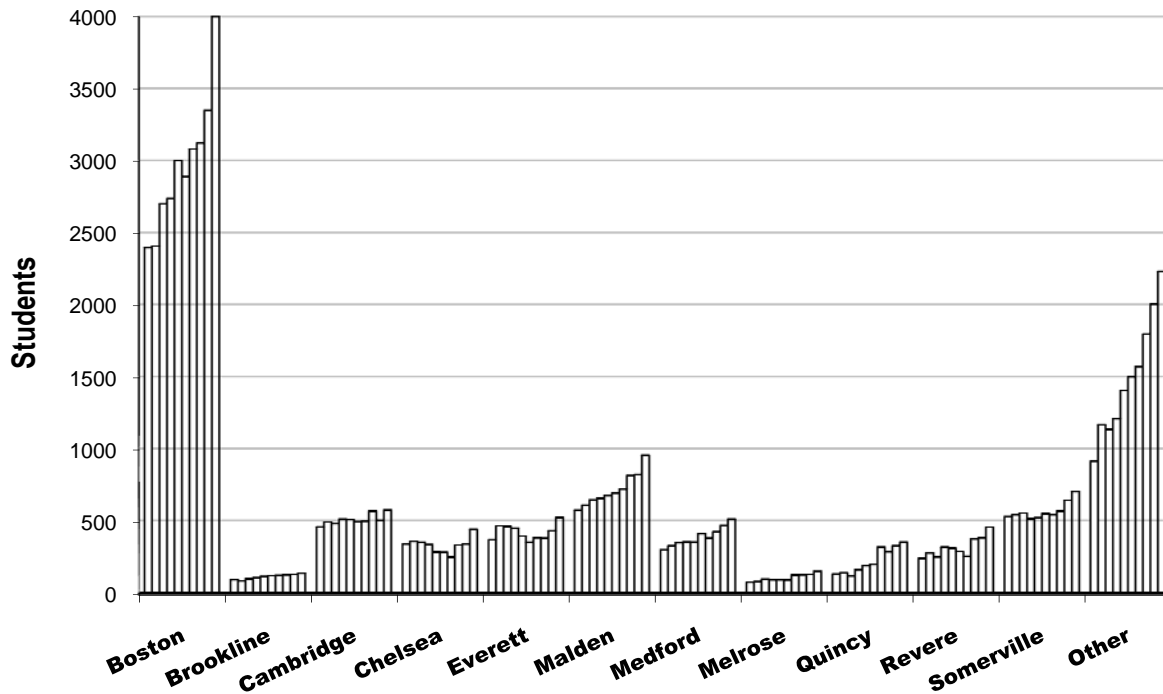
*Percentages based on students with race/ethnicity codes on their student records.

BHCC is transitioning to new federal classification of race/ethnicity.

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

Enrollment Trends by City or Town: Fall 1998 – 2009

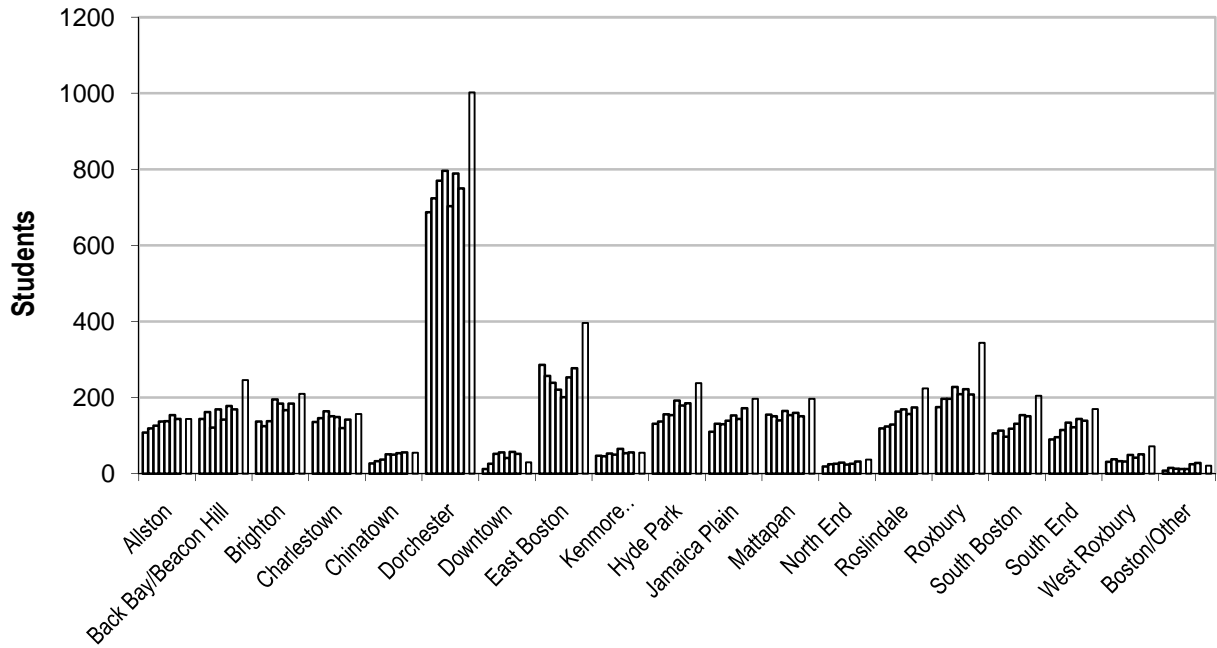
Enrollment by City or Town: Fall 2000 - 2009



City	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Boston	2307	2515	2395	2405	2699	2736	3000	2888	3079	3121	3348	4000
Brookline	59	80	89	80	95	103	112	117	119	123	126	134
Cambridge	422	498	455	489	480	509	507	492	495	484	501	573
Chelsea	391	375	337	355	349	333	281	280	246	330	336	438
Everett	322	364	366	463	458	446	392	349	380	377	429	521
Malden	505	573	572	606	643	654	674	690	718	812	819	953
Medford	320	326	297	324	347	351	350	408	378	422	465	509
Melrose	99	90	71	76	93	88	88	87	121	123	126	147
Quincy	124	127	128	137	115	158	187	196	316	283	324	350
Revere	195	249	237	274	247	315	308	285	251	372	380	454
Somerville	502	597	527	540	552	512	519	547	541	565	640	701
Other	1171	1034	912	1165	1133	1207	1403	1498	1568	1794	2003	2229

Source: Datatel/BISSI and BHCC historical reports

Enrollment Trends by Boston Neighborhood: Fall 2001 – 2009



Neighborhood	2001	2002	2003	2004	2005	2006	2007	2008	2009
Allston	108	119	126	135	138	154	144	150	144
Back Bay/Beacon Hill	144	162	121	169	142	178	169	213	246
Brighton	137	125	138	194	184	167	184	210	210
Charlestown	136	146	164	145	149	120	142	158	157
Chinatown	27	33	37	51	50	54	56	56	55
Dorchester	687	724	770	792	703	789	750	786	1002
Downtown	12	26	52	56	41	57	52	26	30
East Boston	286	257	239	222	201	253	277	308	396
Kenmore Square/Fenway	47	46	53	50	65	54	56	55	55
Hyde Park	131	137	156	154	192	179	185	198	238
Jamaica Plain	110	131	130	139	153	144	172	169	197
Mattapan	155	151	140	165	154	160	151	169	197
North End	19	25	26	29	24	26	32	40	37
Roslindale	119	124	129	163	169	157	174	168	224
Roxbury	175	197	197	226	209	222	208	244	344
South Boston	106	113	97	118	131	154	151	160	205
South End	90	96	115	134	122	144	139	152	170
West Roxbury	31	38	33	32	49	42	51	61	72
Boston/Other	8	15	13	12	12	25	28	25	21

Source: Datatel/BISSI and BHCC historical reports; August 2010

Enrollment Trends by AA Concentration: Fall 2006 – Spring 2010

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Undergraduate Total	8212	8506	8806	8935	9497	9866	11009	11786
Associate in Arts Programs	3773	3663	4079	3880	4249	4314	5160	5371
<i>AA students as percentage of UG total</i>	46%	43%	46%	43%	45%	44%	47%	46%
AA Business Concentration	482	539	556	618	607	654	687	756
AA Biological Science Concentration	208	183	179	116	79	51	34	20
AA Chemical Science Concentration	20	16	23	18	23	24	32	27
AA Communication Concentration	82	72	79	78	95	91	108	127
AA Computer Information Systems Concentration	45	46	41	39	33	36	41	46
AA Computer Science Concentration	66	57	56	45	59	48	58	50
AA Education Concentration	88	70	84	79	104	116	136	145
AA English Concentration	64	59	93	83	88	99	139	134
AA Foreign Language Concentration	16	19	20	28	24	26	34	38
AA Fine Arts Concentration	60	43	55	58	50	44	49	58
AA General Concentration	2224	2158	2435	2303	2621	2671	3260	3341
AA History/Government Concentration	62	68	78	85	94	103	122	117
*AA Human Services Concentration	2	4	3	0	3	2	1	1
*AA Liberal Arts Concentration	0	0	0	0	0	0	0	0
AA Mathematics Concentration	24	25	25	25	32	23	29	29
*AA Electronic Music Concentration	0	0	0	0	0	0	0	0
AA General Music Concentration	28	23	25	20	34	31	44	46
*AA Vocal Performance Concentration	0	0	0	0	0	0	0	0
AA Physics/Engineering Concentration	70	65	74	63	48	41	41	36
AA Psychology Concentration	180	165	188	171	199	191	249	301
AA Sociology Concentration	31	35	46	35	39	45	65	72
AA Theatre Concentration	21	16	21	16	17	18	31	27

*Associate in Arts Concentration is not accepting new students.

Source: HEIRS/DHE Term File; Datatel/BISSI

Enrollment Trends by AS Option: Fall 2006 – Spring 2010

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Undergraduate Total	8212	8506	8806	8935	9497	9866	11009	11786
Associate in Science Programs	2045	1809	2090	2175	2578	2705	3133	3313
<i>AS students as percentage of UG total</i>	25%	21%	24%	24%	27%	27%	28%	28%
AS Biological Science Total	-	-	29	107	185	223	306	345
AS Biological Transfer Option	-	-	27	87	148	175	234	264
AS Biotechnology Option	-	-	2	20	37	48	72	81
AS Business Administration Total	572	504	548	541	627	583	674	679
AS Accounting Option	218	203	229	219	231	228	262	247
AS Entrepreneurship Option	0	0	0	0	0	0	1	9
AS Finance Option	78	73	72	73	93	67	74	81
AS International Business Option	85	68	81	76	86	82	91	104
AS Management Option	191	160	166	173	217	206	245	238
AS Technical Business Option	0	0	0	0	0	0	1	0
AS Clinical Laboratory Science Program	0	0	0	0	0	3	5	20
AS Legal Studies & Public Safety Total	282	261	306	326	356	360	444	455
*AS Corrections Option	2	2	1	1	0	1	0	0
*AS Law Enforcement Option	4	1	4	2	2	2	1	1
AS Criminal Justice Option	27	258	301	323	354	357	443	454
AS Computer Technology Total	123	130	151	162	198	222	317	358
*AS Microsoft Applications Option	2	1	0	1	2	0	0	1
AS Database Programming & Administration Option	18	16	17	18	22	15	24	28
AS Gaming/Computer Simulation Option	-	-	-	-	-	7	23	31
AS Computer Forensics	-	-	-	-	-	4	12	16
AS Computer Science Transfer	0	9	27	32	54	59	90	91
AS Computer Support Specialist Option	30	30	31	20	29	32	43	40
AS Network Option	64	62	62	74	77	93	101	116
AS Information Technology Transfer Option	-	-	-	-	-	-	-	6
*AS Computer Technology Program	6	4	4	3	0	0	0	1
*AS Visual Programming Option	2	1	1	0	1	0	0	0
Web Development	-	5	9	14	12	12	24	28
*AS Internet WEB Design & Programming Option	1	2	0	0	1	0	0	0
AS Culinary Arts Program	61	59	69	55	84	72	108	107
AS Early Childhood Development Program	126	123	146	143	152	174	174	183
AS Electronics Technology Program	30	3	1	0	0	0	0	0

*Associate in Science Program or Program Option is not accepting new students. (continued on next page)

Enrollment Trends by AS Option: Fall 2006 – Spring 2010

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Undergraduate Total	8212	8506	8806	8935	9497	9866	11009	11786
AS Electric Power Utility Program	-	13	26	25	30	29	30	29
AS Fire Science Program	25	26	20	20	25	26	37	37
AS Engineering Total	-	-	4	33	81	88	143	167
AS Biomedical Engineering Option	-	-	1	4	12	12	21	25
AS Engineering Transfer Option	-	-	3	29	69	76	122	142
AS Graphic Design Total	91	87	95	88	97	104	125	120
AS Graphic Art and Visual Communication Program	91	86	95	87	75	71	47	119
*AS Design for Desktop Publishing Option	0	1	0	1	1	1	0	1
Graphic Design Option	-	-	-	-	21	32	78	0
AS Hotel/Restaurant/Travel & Tourism Total	110	88	95	89	98	92	95	93
*AS Culinary Arts Option	0	0	0	1	0	0	0	0
AS Hotel/Restaurant Management Option	78	65	63	61	75	67	63	59
AS Meeting & Event Planning Option	-	-	-	-	-	-	-	1
AS Travel and Tourism Management Option	32	23	32	27	23	25	32	33
AS Human Services Program	86	87	88	82	100	109	126	152
AS Media Technology Program	45	39	40	42	53	49	48	63
AS Medical Imaging Total	156	124	146	148	143	156	125	120
AS Cardiac Sonography Option	27	25	25	25	24	25	21	20
AS Medical Radiography Option	55	30	50	52	46	53	38	40
AS Medical Radiography Evening Option	49	45	47	48	49	52	43	38
AS General Sonography	25	24	24	23	23	25	23	22
Nuclear Medicine Option	-	-	-	-	1	1	0	0
AS Nursing Program Total	260	200	245	235	255	313	280	271
AS Nursing Program, Day Option	124	108	125	117	113	136	113	112
AS Nursing Program, Evening Option	107	82	97	96	113	144	134	129
AS Nursing Program, Weekend Option	29	10	23	22	29	33	33	30
AS Office Administration Total	58	65	66	65	68	72	70	84
AS Administrative Information Management Option	27	16	21	17	19	21	24	24
AS Medical Information Management Option	51	49	45	48	48	51	46	59
Word Processing Option	-	-	-	-	1	0	0	1
AS Respiratory Therapy	-	-	15	14	26	30	26	30

*Associate in Science Program or Program Option is not accepting new students. (continued on next page)

Source: HEIRS/DHE Term File; Datatel/BISSI

Enrollment Trends by Certificate: Fall 2006 – Spring 2010

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Undergraduate Total	8212	8506	8806	8935	9497	9866	11009	11786
Certificate Programs	342	337	359	404	486	503	573	584
<i>Certificate program students as percentage of UG total</i>	4%	4%	4%	5%	5%	5%	5%	5%
CT Allied Health Total	88	67	80	115	86	110	89	109
CT Medical Assistant	41	38	37	62	37	62	37	56
CT Medical Lab Assistant	8	3	4	1	5	3	1	0
CT Patient Care Assistant	28	21	20	23	8	7	2	2
CT Patient Care Technician	0	0	0	10	23	28	32	33
CT Phlebotomy Technician	11	5	19	19	13	10	17	18
CT Business Administration Total	86	87	92	97	104	101	122	58
CT Accounting	2	2	0	0	0	0	0	0
CT e-Commerce Marketing Management	9	13	11	11	11	9	11	6
*CT Accounting Information	29	31	28	31	36	34	48	37
CT International Business	15	9	15	13	18	13	13	15
CT Legal Studies & Public Safety Total	41	42	57	61	65	69	87	83
CT Criminal Justice	10	10	19	19	26	24	37	0
CT Paralegal	31	32	38	42	39	45	50	57
CT Law Enforcement	-	-	-	-	-	-	-	26
CT Computer Technology Total	35	35	35	46	77	68	91	99
CT Computer Network	11	8	10	15	24	21	23	26
CT Object Oriented Programming/Design	6	4	9	8	9	5	8	11
CT Computer Support Specialist	12	15	10	13	14	14	18	15
CT Database Programming & Administration	6	8	6	6	9	12	15	15
CT Computer Forensics	-	-	-	1	15	11	16	21
CT Excel Applications Support Specialist	-	-	-	-	1	-	3	4
CT Web Development	-	-	-	3	5	5	8	5
CT Cisco Systems CCNA	-	-	-	-	-	-	-	2
CT Culinary Arts Total	23	14	18	12	20	15	21	24
CT Culinary Arts	23	14	18	12	20	15	21	21
CT Pastry Arts	-	-	-	-	-	-	-	3
CT Early Childhood Development	20	29	34	33	27	27	38	32
CT Fire Protection & Safety	-	-	-	-	-	-	-	1

*Certificate program is not accepting new students.

(continued on next page)

Enrollment Trends by Certificate: Fall 2006 – Spring 2010

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Undergraduate Total	8212	8506	8806	8935	9497	9866	11009	11786
CT Travel & Tourism	9	7	10	9	4	6	6	4
CT Human Services Total	1	15	6	13	15	27	9	27
Community Health Worker	-	-	-	-	-	3	1	3
Professional Human Services Worker	-	-	-	-	11	22	0	14
Psychiatric Rehabilitation	-	-	-	-	4	2	8	10
CT Medical Coding	14	14	13	12	23	27	33	37
CT Medical Imaging Total	0	0	1	1	42	26	30	37
PACS Administration	-	-	1	1	7	3	7	8
Vascular Sonography	-	-	-	-	4	4	0	0
Mammography	-	-	-	-	3	2	6	7
Magnetic Resonance (MRI)	-	-	-	-	18	16	8	13
Computed Tomography	-	-	-	-	10	1	9	9
CT Office Administration Total	21	26	26	27	24	28	29	30
CT Information Management Specialist	3	11	5	11	5	9	10	12
CT Medical Information Management Assistant	18	14	19	16	18	19	19	18
*CT Information Management Specialist	0	1	2	0	1	0	0	0
CT Surgical Technology Total	35	33	25	20	38	44	54	43
CT Central Processing	0	2	1	2	2	10	18	17
CT Surgical Technology	35	31	24	18	36	34	36	26
Non-Matriculated Students	2052	2697	2278	2476	2184	2344	2143	2518
<i>Non-Matriculated students as percentage of UG total</i>	<i>25%</i>	<i>32%</i>	<i>26%</i>	<i>28%</i>	<i>23%</i>	<i>24%</i>	<i>19%</i>	<i>21%</i>
Non Matriculated CASCAP	1	1	15	0	0	0	0	0
Non Matriculated Pharmacy Tech (HCC)	7	6	7	6	0	1	0	0
Non Matriculated Dual Enrollment	-	-	-	-	-	-	-	78
Non Matriculated Just a Start Program	-	-	-	-	-	-	-	29
Non Matriculated	2044	2690	2256	2470	2184	2343	2143	2411

*Certificate Program is not accepting new students.

Source: HEIRS/DHE Term File; Datatel/BISSI

Enrollment Trends for Disadvantaged Students: FY 2005 – FY 2010

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.

	FY05	FY06	FY07	FY08	FY09	FY10
Academically Disadvantaged	63%	64%	63%	79%	63%	64%
Economically Disadvantaged	48%	34%	48%	48%	53%	56%
<i>Both Academically and Economically Disadvantaged</i>	33%	29%	38%	45%	40%	44%
<i>Either Academically or Economically Disadvantaged or Both</i>	73%	70%	73%	82%	75%	76%
Not Disadvantaged	26%	30%	27%	18%	25%	24%
Annual Unduplicated Headcount	11,966	12,308	12,909	13,622	14,448	16,545

Source: Datatel/BISSI FY05 data extracted August 2005. FY06 data extracted July 2006. FY07 data extracted July 2007. FY08 data extracted August 2008. FY09 data extracted August 2009. FY10 data extracted August 2010.

Disadvantaged Students Demographics: FY 2010

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	6,996	62%	54%	41%	75%	25%
Women	9,549	65%	57%	46%	76%	24%
Race/Ethnicity						
Black, Non-Hispanic	3,735	75%	75%	61%	89%	11%
Cape Verdean	182	82%	68%	62%	89%	11%
Native American*	138	77%	74%	63%	88%	12%
Asian/Pacific Islander	804	69%	50%	40%	78%	22%
Hispanic	2,659	78%	67%	57%	88%	12%
White, Non-Hispanic	5,676	53%	46%	32%	67%	33%
Non-Resident Alien	658	74%	17%	12%	78%	22%
Unknown	2,693	51%	48%	38%	62%	38%
FY10 Total	16,545	64%	56%	44%	76%	24%

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

Enrollment Trends in Developmental Courses: Fall 2005 – Spring 2010

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010
English											
ENG090	281	261	257	258	321	160	197	159	129	173	183
ENG095	747	796	893	893	1209	675	680	725	795	919	1178
Total	1028	1057	1150	1151	1530	835	877	884	924	1092	1361
Reading											
RDG090	285	240	265	236	330	181	189	170	127	144	149
RDG095	395	378	399	396	563	336	350	310	325	362	508
Total	680	618	664	632	893	517	539	480	452	506	657
Mathematics											
MAT0502	-	-	-	-	-	-	10	-	-	-	-
MAT085	10	2	5	-	-	6	1	4	1	-	-
MAT090	834	794	826	-	-	634	624	639	640	-	-
MAT091	-	-	-	723	837	-	-	-	-	586	840
MAT092	-	-	-	190	556	-	-	-	-	558	698
MAT094	-	-	-	367	866	-	-	-	-	549	896
MAT095	883	883	1000	573	-	896	871	861	883	-	-
MAT096	36	13	-	-	-	26	16	3	-	-	-
Total	1763	1692	1831	1853	2259	1562	1522	1507	1524	1693	2434

Note that MAT0502 indicates an experimental course that is not offered every term.

Source: Datatel/BISSI, August 2010

International Students: Fall 2005 – Spring 2010

Countries by Continent	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008	SPRING 2009	FALL 2009	SPRING 2010
Countries by Continent-Countries of Africa										
Northern Africa	12	12	11	10	12	14	15	16	15	19
Algeria	1	1	-	1	1	2	2	2	4	4
Egypt	-	-	-	-	-	-	-	-	-	1
Libya	-	-	1	1	1	1	1	-	-	-
Mauritania	-	-	-	-	-	-	-	1	-	1
Morocco	11	11	10	8	10	11	12	13	11	13
Central Africa	-	-	1	1	2	2	1	1	1	1
Central African Republic	-	-	-	-	-	-	-	-	1	-
Chad	-	-	1	1	1	1	1	1	-	1
Rwanda	-	-	-	-	1	1	-	-	-	-
Southern Africa	12	9	7	8	13	14	7	5	3	5
Angola	1	1	-	-	1	2	1	1	-	-
Botswana	-	-	-	-	1	1	1	1	1	1
Malawi	1	1	-	1	1	1	2	1	1	1
Namibia	1	1	1	1	1	1	-	-	-	-
South Africa	6	5	4	4	5	5	1	1	1	1
Zambia	1	-	-	-	2	3	2	1	-	1
Zimbabwe	2	1	2	2	2	1	-	-	-	-
Madagascar	-	-	-	-	-	-	-	-	-	1
Eastern Africa	35	35	28	27	28	25	21	12	14	11
Eritrea	1	1	2	1	1	1	-	-	-	-
Ethiopia	1	1	-	-	2	2	4	4	5	3
Kenya	19	21	14	13	14	10	7	4	7	4
Tanzania	8	6	6	7	6	6	4	3	-	1
Uganda	6	6	6	6	5	6	6	1	2	3
Western Africa	19	13	17	13	16	16	20	27	26	37
Benin	1	-	-	-	-	-	1	1	-	1
Cape Verde	1	1	2	-	2	4	3	4	5	5
Cameroon	4	4	5	4	3	4	6	9	9	11
Republic of Congo	-	-	-	1	1	1	2	2	2	2
Cote d'Ivoire (Ivory Coast)	1	1	1	-	-	-	-	-	-	2
Gabon	2	1	1	-	2	1	-	1	1	2
The Gambia	1	-	-	-	-	-	-	-	-	-
Ghana	3	3	2	1	1	1	2	2	3	2
Guinea	-	-	1	1	1	1	-	-	-	-
Mali	1	1	-	-	-	-	-	-	-	-

International Students: Fall 2005 – Spring 2010 (continued)

Countries by Continent	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008	SPRING 2009	FALL 2009	SPRING 2010
Countries by Continent-Countries of Africa										
Western Africa (continued)										
Niger	-	-	1	-	-	-	-	-	-	-
Nigeria	4	1	2	4	5	4	6	7	5	11
Senegal	1	1	2	2	1	-	-	1	1	1
Countries by Continents-Countries of Asia										
Northern Asia										
Mongolia	-	1	-	-	-	-	-	-	-	2
Middle East										
Bahrain	-	-	2	1	1	1	1	1	-	-
Cyprus	-	-	-	-	-	-	-	-	-	-
Iran	-	-	-	-	-	-	-	-	-	-
Israel	3	3	3	3	2	2	1	1	-	2
Jordan	1	1	-	-	-	-	2	1	1	1
Kuwait	2	2	1	1	1	1	2	2	-	2
Lebanon	-	2	2	2	2	3	1	1	1	1
Oman	-	-	-	-	2	2	2	2	-	-
Qatar	-	-	-	-	-	-	-	-	-	-
Saudi Arabia	1	2	2	-	3	3	4	3	1	3
The Palestinian Authority	-	-	-	1	1	1	1	1	2	-
United Arab Emirates	2	1	1	1	2	2	3	4	2	5
Yemen	1	1	1	-	-	-	-	-	-	-
Central Asia										
Kazakhstan	4	2	3	1	1	1	-	2	3	3
Kyrgyzstan	1	-	2	1	2	2	1	1	1	3
Uzbekistan	-	-	-	-	-	-	1	1	-	-
Southern Asia										
Bangladesh	-	2	2	1	2	2	2	2	-	1
India	5	8	9	5	7	7	11	15	12	16
Nepal	6	11	16	13	20	17	21	20	21	20
Pakistan	2	1	1	1	2	1	1	-	-	1
Sri Lanka	-	-	-	-	1	1	2	2	2	2
Afghanistan	-	-	-	-	-	-	-	-	-	1
Southwestern Asia										
Georgia	-	-	-	-	-	-	-	-	1	1

International Students: Fall 2005 – Spring 2010 (continued)

Countries by Continent	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008	SPRING 2009	FALL 2009	SPRING 2010
Countries by Continent-Countries of Asia (continued)										
Southeastern Asia	47	46	57	64	68	75	95	99	103	96
Cambodia	4	5	4	2	2	2	3	3	2	2
Indonesia	5	4	9	10	9	8	11	11	18	15
Malaysia	1	1	1	1	1	1	3	3	2	3
Myanmar	-	-	-	-	-	-	1	-	-	-
Philippines	1	2	2	1	1	1	-	-	-	-
Singapore	-	2	1	2	2	3	3	2	3	3
Thailand	15	12	13	17	14	10	12	13	11	12
Vietnam	21	20	27	31	39	50	62	67	67	61
Eastern Asia	193	186	238	244	248	254	277	296	284	286
China	22	23	21	15	23	28	32	31	35	38
Hong Kong	14	10	14	16	15	16	14	11	15	18
Japan	55	45	57	49	50	43	52	59	52	51
Macau	-	-	-	-	-	-	2	2	2	2
South Korea	81	89	129	142	139	149	157	176	173	164
Taiwan	21	19	17	22	21	18	20	17	7	13
Countries by Continents-Countries of Europe										
Northern Europe	6	7	16	27	23	21	17	10	5	5
Denmark	1	1	1	1	1	1	1	-	-	-
Finland	2	2	1	1	-	-	1	-	-	-
Iceland	1	1	1	1	1	1	-	1	-	-
Sweden	2	3	13	24	21	19	15	9	5	5
Central Europe	13	8	16	14	19	18	15	11	15	15
Austria	-	-	-	-	-	-	-	-	1	1
Czech Republic	1	1	1	1	1	-	1	1	1	1
Germany	4	3	2	2	6	7	8	7	10	9
Hungary	-	-	-	-	-	-	-	-	-	-
Poland	8	4	11	9	11	9	6	3	3	3
Switzerland	-	-	2	2	1	2	-	-	-	1
Southern Europe	5	7	10	7	5	9	8	9	4	7
Greece	2	3	2	2	-	-	-	1	-	-
Italy	3	4	8	5	5	9	8	8	4	7

International Students: Fall 2005 – Spring 2010 (continued)

Countries by Continent	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008	SPRING 2009	FALL 2009	SPRING 2010
Countries by Continent-Countries of Europe (continued)										
Southeastern Europe	35	28	31	31	30	29	27	34	32	31
Albania	6	7	8	8	8	8	8	8	8	7
Bosnia & Herzegovina	2	1	2	2	-	-	-	-	-	-
Bulgaria	10	8	8	8	9	8	9	12	10	11
Croatia	1	1	2	2	2	1	1	3	1	1
Romania	2	2	2	2	1	2	2	1	-	1
Serbia & Montenegro (Former Federal Republic of Yugoslavia)	-	-	1	1	3	1	1	-	-	-
Yugoslavia	1	1	-	-	-	-	-	-	-	-
Turkey***	13	8	8	8	7	9	6	10	13	11
Southwestern Europe	7	4	4	4	4	5	3	4	4	5
Portugal	2	2	2	2	-	-	-	-	-	-
Spain	5	2	2	2	4	5	3	4	4	5
Western Europe	12	12	14	13	11	12	11	15	12	16
Belgium	-	1	1	1	1	-	1	2	2	2
France	11	10	10	10	7	8	10	12	6	10
Ireland	-	-	2	1	-	1	-	1	1	1
Netherlands	-	-	-	-	1	1	-	-	-	1
United Kingdom	1	1	1	1	2	2	-	-	3	2
Eastern Europe	18	18	20	21	25	21	21	20	22	29
Belarus	8	5	3	3	3	2	1	2	2	3
Estonia	2	2	1	1	1	-	-	-	-	-
Latvia	-	1	1	1	1	1	-	-	-	-
Lithuania	1	1	1	2	2	1	2	2	1	-
Moldova	-	-	1	1	1	1	1	2	1	1
Russia**	7	9	13	12	15	14	13	11	16	21
Ukraine	-	-	-	1	2	2	4	3	2	4
Countries by Continent-Countries of America										
Caribbean	16	19	23	19	20	24	17	16	14	13
Antigua & Barbuda	1	-	-	-	-	1	1	1	-	-
Bahamas	-	-	-	-	1	1	1	-	-	-
Barbados	2	2	1	1	-	-	-	-	-	-
Dominica Republic	-	-	-	-	-	-	-	-	1	1
Jamaica	1	2	5	2	1	2	2	2	-	-

International Students: Fall 2005 – Spring 2010 (continued)

Countries by Continent	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008	SPRING 2009	FALL 2009	SPRING 2010
Countries by Continent-Countries of America (continued)										
Caribbean (continued)										
Haiti	6	9	9	8	9	10	8	7	9	8
Netherlands Antilles	-	-	-	1	1	1	1	1	1	1
Saint Lucia	2	2	2	2	1	-	1	2	1	1
Saint Vincent & the Grenadines	-	-	1	1	1	-	-	-	-	-
Trinidad & Tobago	3	2	3	4	5	8	3	3	2	2
Saint Kitts & Nevis	1	2	2	-	1	1	-	-	-	-
North America	3	3	3	2	2	2	1	1	1	1
Bermuda	3	3	3	2	2	2	1	1	1	1
Northern North America	6	5	7	6	5	7	6	7	7	7
Canada	6	5	7	6	5	7	6	7	7	7
Middle America	5	6	7	6	4	5	3	6	4	7
El Salvador	-	-	1	-	1	-	-	-	-	-
Mexico	5	6	6	6	2	4	3	6	4	7
Panama	-	-	-	-	1	1	-	-	-	-
South America										
Northern South America	14	18	18	19	17	20	18	14	15	17
Colombia	6	8	6	6	3	7	8	4	7	8
Venezuela	8	10	12	13	14	13	10	10	8	9
Southern South America	6	5	4	3	4	2	2	2	3	1
Argentina	3	3	3	1	-	-	-	1	1	1
Chile	3	2	1	2	4	2	2	1	2	-
Central America	-	-	-	-	-	-	1	1	-	2
Honduras	-	-	-	-	-	-	1	1	-	2
Central South America	6	6	5	4	4	3	2	2	3	4
Bolivia	3	3	3	2	1	2	1	1	2	2
Costa Rica	-	-	-	-	1	-	-	-	-	1
Paraguay	2	2	1	1	1	1	1	1	1	1
Nicaragua	1	1	1	1	1	-	-	-	-	-
Eastern South America	13	19	20	16	21	16	23	21	20	22
Brazil	13	19	20	16	21	16	23	21	20	22

International Students: Fall 2005 – Spring 2010 (continued)

Countries by Continent	FALL 2005	SPRING 2006	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008	FALL 2008	SPRING 2009	FALL 2009	SPRING 2010
Countries by Continent-Countries of America (continued)										
Western South America	8	11	12	12	12	9	4	6	6	7
Ecuador	2	2	2	2	1	-	-	1	1	2
Peru	6	9	10	10	11	9	4	5	5	5
Countries by Continent-Countries of Oceania										
Australia	2	2	-	-	-	-	-	-	1	2
New Zealand	-	-	-	1	1	1	-	-	-	-
Countries by Continent-Countries of Antarctica										
	-	-	-	-	-	-	-	-	-	-
Total Students:	521	516	614	603	643	650	671	694	662	710
Total Countries:	90	91	94	93	103	94	87	89	78	93

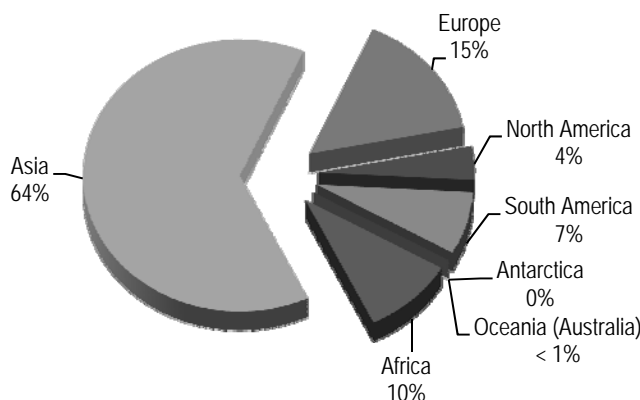
Source: BHCC International Center and CIA – The World Factbook, 2009

*New countries for Fall 2008 semester

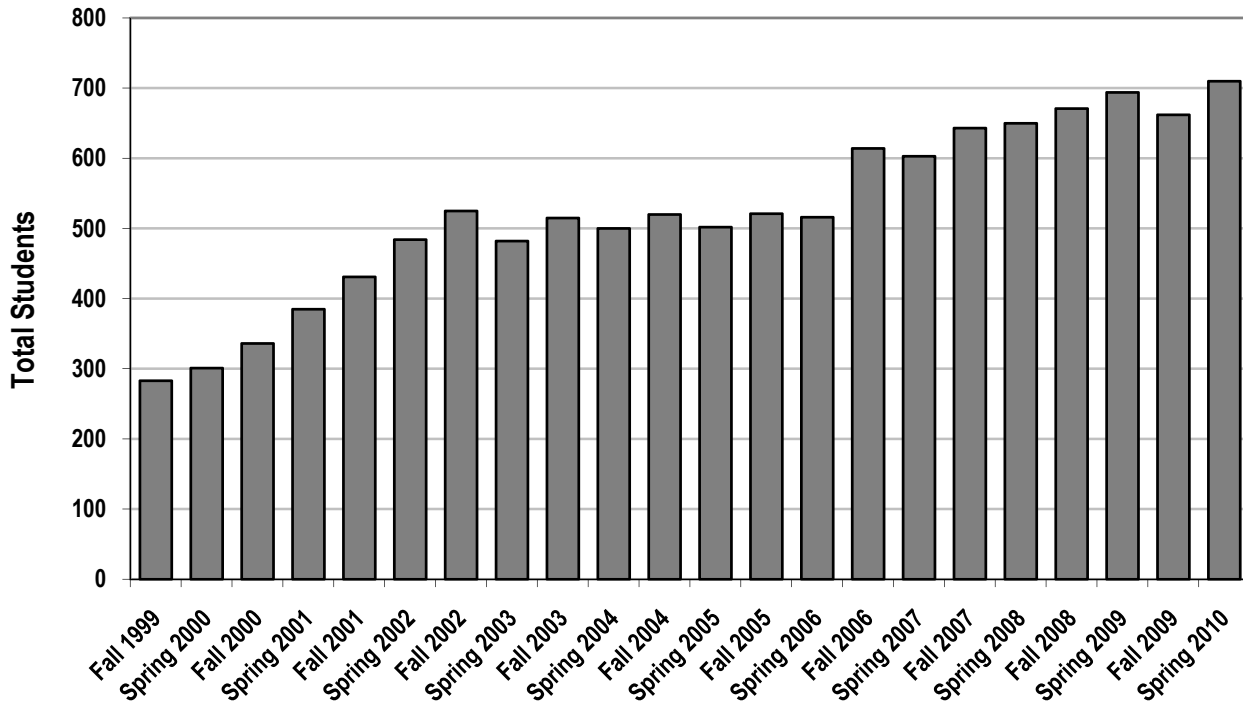
**Russia is located in Northern Asia (that part west of the Urals is included with Europe), bordering the Arctic Ocean, between Europe and the North Pacific Ocean.

***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 2009



International Students: Fall 1999 - Spring 2010



Source: BHCC International Center

In Fall 2009, International Students made up 6% of BHCC credit students.

International Student enrollment at BHCC has increased by 97% from Fall 2000 to Fall 2009.

Growth in International Student enrollment accounts for 7% of the college's headcount increase from Fall 2000 to Fall 2009.

"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 BSL: Fall 2005 – Spring 2010

	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009	SPRING 2006	SPRING 2007	SPRING 2008	SPRING 2009	SPRING 2010
Basic English as a Second Language (BSL)										
BLL001	34	35	31	24	15	32	29	17	26	20
BLL002	-	-	13	22	12	-	14	5	7	20
BSL001	82	64	59	63	79	71	66	56	70	66
BSL002	95	79	65	80	85	86	72	82	63	73
BSL003	-	-	32	26	7	-	37	35	13	-
HEADCOUNT	123	139	153	166	151	149	165	148	134	136
BSL005	86	102	99	-	111	82	94	109	-	117
BSL006	85	104	108	109	131	85	105	118	120	131
HEADCOUNT	120	151	164	109	183	120	157	172	118	179
BSL008	127	-	-	-	-	-	-	-	-	-
BSL009	119	-	-	-	-	-	-	-	-	-
HEADCOUNT	172	-	-	-	-	-	-	-	-	-
BSL010	-	109	114	106	107	88	118	109	85	112
BSL011	-	106	114	106	126	100	112	110	91	138
HEADCOUNT	-	150	161	164	175	132	164	161	138	176
BSL012	-	-	37	34	9	-	39	36	29	12
BSL020	-	-	8	8	0	-	8	9	-	-
BSL999	-	-	19	-	0	-	-	-	-	-
HEADCOUNT	-	-	62	41	9	-	46	44	29	12
TOTAL ENROLLMENTS	608	599	699	578	682	544	694	686	504	689
Unduplicated Headcount	432	414	468	437	484	378	456	462	383	486

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

BESL Fall to Spring Retention Rates

In Fall 2009, there were 468 BESL students, up from 437 in Fall 2007. 206 of these students or 44% returned in Spring 2010.

	Fall to Spring Retention Rate
Fall 2005 – Spring 2006	37%
Fall 2006 – Spring 2007	33%
Fall 2007 – Spring 2008	37%
Fall 2008 – Spring 2009	33%
Fall 2009 – Spring 2010	44%

Source: Datatel/BISSI

Enrollment Trends in ESL: Fall 2005 – Spring 2010

	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009	SPRING 2006	SPRING 2007	SPRING 2008	SPRING 2009	SPRING 2010
English as a Second Language (ESL)										
ESL052	20	14	15	16	12	13	-	-	-	-
HEADCOUNT	20	14	15	16	12	13	-	-	-	-
ESL076	79	125	94	100	93	102	89	78	75	94
ESL077	84	108	77	68	112	114	66	57	69	85
ESL078	114	128	131	132	167	120	103	126	128	145
ESL079	109	131	133	135	165	121	124	126	122	146
HEADCOUNT	185	242	228	202	273	207	203	203	202	234
ESL086	171	174	112	151	146	146	145	133	155	168
ESL087	168	166	110	129	142	125	127	108	133	146
ESL088	178	173	164	198	199	179	164	171	201	240
ESL089	176	195	167	220	210	175	177	201	198	253
HEADCOUNT	335	337	317	336	340	303	308	308	324	379
ESL096	171	199	149	156	158	146	202	138	131	136
ESL097	136	168	130	121	147	129	150	116	127	144
ESL098	188	233	229	242	236	195	217	219	236	271
ESL099	188	218	214	217	237	209	221	216	208	272
HEADCOUNT	331	404	397	408	389	343	371	376	368	418
ESL 514	-	-	-	43	-	-	-	39	38	-
ESL515	-	-	-	-	-	-	-	24	-	-
ESL516	-	-	104	-	-	-	-	-	-	-
ESL517	-	-	14	15	-	-	-	9	22	-
ESL518	-	-	53	26	-	-	-	23	21	-
ESL519	-	-	44	26	-	-	-	29	23	-
ESL525	-	-	-	-	176	-	-	-	-	-
ESL530	-	-	-	-	-	-	-	-	-	34
HEADCOUNT	-	-	203	102	176	-	-	112	94	34
TOTAL ENROLLMENTS	1800	2032	1941	1995	2200	1774	1785	1813	1887	2134
Unduplicated Headcount*	790	880	872	857	905	779	781	800	786	915

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

ESL Fall to Spring Retention Rates

In Fall 2009, there were 905 Academic ESL students, up from 857 in Fall 2008. 714 or 79% returned in Spring 2010.

	Fall to Spring Retention Rate
Fall 2005 – Spring 2006	72%
Fall 2006 – Spring 2007	72%
Fall 2007 – Spring 2008	71%
Fall 2008 – Spring 2009	76%
Fall 2009 – Spring 2010	79%

**BHCC Online Enrollment Trends:
Fall 2005 – Spring 2010**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Web Courses	901	993	1,322	1,923	2,419	1,152	1,230	1,681	2,103	2,753
Hybrid Courses	244	284	456	590	706	246	340	595	519	688
Home Study Courses	296	224	376	276	318	301	256	229	245	289

**BHCC Online FTE Trends:
Fall 2005 – Spring 2010**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Web Courses	174.1	194.1	258	378.6	475.3	225.3	242.1	323.0	417.3	542.8
Hybrid Courses	53.2	63.3	99.5	133.5	163.5	56.0	78.7	135.6	117.3	158.8
Home Study Courses	59.5	45.4	75.3	55.2	63.6	60.5	51.9	45.8	49.0	57.8

**BHCC Online Sections:
Fall 2005 – Spring 2010**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Web Courses	84	79	101	132	142	81	92	124	132	157
Hybrid Courses	14	15	21	27	32	15	19	26	23	33
Home Study Courses	29	27	29	18	14	30	28	23	14	14

Source: Datatel/BISSI, August 2010

Web & Weekend College Headcounts & Enrollments: FY 2010

	Headcount (Unduplicated)	Enrollments (Duplicated)	Average # of Enrollments per Student per Year
FY10 Credit Courses (all)	16,568	69,406	4.19
Web Courses	3,810	6,908	1.81
Weekend College Courses (Charlestown)	4,259	6,266	1.47
Hybrid Courses	1,190	1,394	1.17
Web or Weekend or Hybrid Courses	7,607	14,013	1.84
"Pure" Web Students	706	1,231	1.74
"Pure" Weekend College Students	394	632	1.6
"Pure" Web/Weekend/Hybrid Students	1,164	1,940	1.67

"Pure" Web students are those individuals who registered only for Web courses in FY10.

"Pure" Weekend College students are those individuals who registered only for courses that met on Friday evening or Saturday or Sunday in FY10 on the Charlestown Campus.

"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 FY10.

Source: DHE Annual Enrollment File, August 2010

Chelsea Campus Student Demographic Trends

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Gender	Count	Count	Count	Count	%	%	%	%
Women	919	1018	1026	1249	65%	65%	65%	62%
Men	490	543	541	751	35%	35%	35%	38%
Race/Ethnicity								
Black, Non-Hispanic	354	361	302	485	25%	23%	19%	24%
Native American	1	3	3	8	<1%	<1%	<1%	<1%
Asian/Pacific Islander	110	111	129	64	8%	7%	8%	3%
Hispanic/Latino	471	539	537	601	33%	35%	34%	30%
White, Non-Hispanic	372	427	392	562	26%	27%	25%	28%
Non-Resident Alien	47	51	63	63	3%	3%	4%	3%
Unknown	54	69	141	217	4%	5%	9%	10%
Age								
< 18	3	2	29	7	<1%	<1%	2%	<1%
18 – 19	93	149	230	199	7%	10%	15%	10%
20 – 21	218	194	202	365	15%	12%	12%	18%
22 – 24	203	182	233	344	14%	17%	15%	17%
25 – 29	289	311	281	381	21%	20%	18%	19%
30 – 34	197	188	182	220	14%	12%	12%	11%
35 – 39	149	153	150	136	11%	10%	10%	7%
40 – 49	178	209	176	197	13%	13%	11%	1%
50 – 64	66	74	62	83	5%	5%	4%	4%
65 +	7	5	3	4	<1%	<1%	<1%	<1%
Not Reported	6	14	19	64	<1%	1%	1%	3%
New to Chelsea Campus	504	546	493	496	36%	35%	31%	25%
Returning to Chelsea Campus	905	1015	1074	1504	64%	65%	69%	75%
AA major	448	490	533	729	32%	31%	34%	37%
AS major	131	189	185	364	9%	12%	12%	18%
Certificate major	72	105	94	99	5%	7%	6%	5%
Not Matriculated	758	777	755	808	54%	50%	48%	40%
Taking Credit Courses	1019	1074	1107	1641	72%	69%	71%	82%
Taking ABE Courses	293	368	328	269	21%	24%	21%	13%
Taking other Non-Credit Courses	97	119	132	90	7%	7%	8%	5%

Chelsea Campus Enrollment Trends: Fall 2006 – Fall 2009

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Sections	Count	Count	Count	Count	%	%	%	%
Credit Sections								
Developmental	12	17	14	16	12%	15%	13%	12%
College Level	57	62	59	93	59%	54%	56%	69%
Non-Credit Sections								
Adult Basic Education Sections	19	25	21	20	20%	22%	20%	15%
Other Non-Credit Sections	9	10	11	6	9%	9%	11%	4%
Day Sections (Start before 5 PM)	52	61	62	84	54%	54%	59%	62%
Evening/Weekend Sections	45	33	43	51	46%	46%	41%	38%
Enrollments								
Credit Enrollments								
Developmental	222	319	263	339	13%	17%	14%	13%
College Level	1,057	1,084	1,164	1,845	62%	56%	61%	72%
Non-Credit Enrollments								
ABE Enrollments	295	371	315	271	17%	19%	17%	11%
Other Non-Credit Enrollments	126	163	152	100	7%	8%	8%	4%
Day Enrollments (Start before 5 PM)	1,057	1,017	1,149	1,610	62%	52%	61%	63%
Evening/Weekend Enrollments	643	920	745	945	38%	48%	39%	37%
FTE								
State-Supported								
Developmental	7	0	0	9	2%	0%	0%	2%
College Level	46	57	59	116	16%	17%	18%	23%
Non-State Supported								
Developmental	34.7	64	53	59	12%	20%	16%	12%
College Level	210	206	221	312	70%	63%	66%	63%
All FTE								
Developmental	44	63	53	68	15%	20%	16%	14%
College Level	256	263	280	428	85%	80%	84%	86%
Total FTE	300	326	333	496	100%	100%	100%	100%

Student Success: Withdrawal Rate Spring 2003 – Spring 2010

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

Term	Withdrawal Rate
Spring 2003	9%
Fall 2003	7%
Spring 2004	6%
Fall 2004	8%
Spring 2005	8%
Fall 2005	9%
Spring 2006	9%
Fall 2006	8%
Spring 2007	9%
Fall 2007	8%
Spring 2008	8%
Fall 2008	8%
Spring 2009	9%
Fall 2009	9%
Spring 2010	8%

Student Success: Fall to Spring Student Retention

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

	Fall to Spring Retention Rate
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%
Fall 2006 – Spring 2007	67%
Fall 2007 – Spring 2008	66%
Fall 2008 – Spring 2009	69%
Fall 2009 – Spring 2010	69%

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 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%
Spring 2006 – Fall 2006	51%
Spring 2007 – Fall 2007	52%
Spring 2008 – Fall 2008	53%
Spring 2009 – Fall 2009	59%

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 for which s/he registered. Out of every ten students enrolled in the Fall, four re-enroll in the next Fall term.

	Fall to Fall Retention Rate
Fall 2001 – Fall 2002	42%
Fall 2002 – Fall 2003	43%
Fall 2003 – Fall 2004	43%
Fall 2004 – Fall 2005	43%
Fall 2005 – Fall 2006	44%
Fall 2006 – Fall 2007	44%
Fall 2007 – Fall 2008	45%
Fall 2008 – Fall 2009	45%

Source: Datatel/BISSI – data extracted August 2010

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 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Full-Time, Degree Seeking FTIC's	812	633	656	962	862
Still enrolled 1 year later	49%	48%	52%	51%	56%
Of those enrolled 1 year later, percent who were attending part-time (fewer than 12 credits)	39%	40%	34%	32%	38%

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.

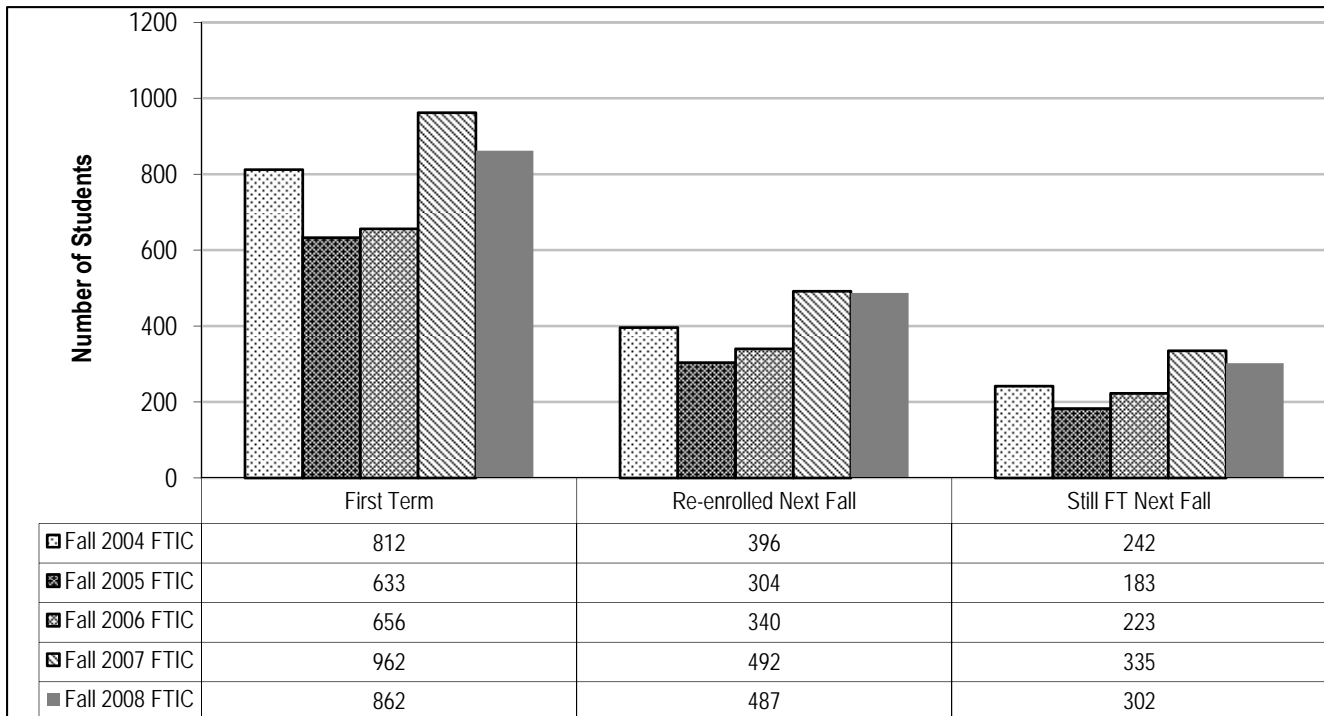
There were 633 full-time, degree-seeking FTIC's in Fall 2005. 304 or 48% registered in Fall 2006. Of these, 40% were attending part-time (less than 12 credits) in Fall 2006.

There were 656 full-time, degree-seeking FTIC's in Fall 2006. 340 or 52% registered in Fall 2007. Of these, 34% were attending part-time (less than 12 credits) in Fall 2007.

There were 962 full-time, degree-seeking FTIC's in Fall 2007. 492 or 51% registered in Fall 2008. Of these, 32% were attending part-time (less than 12 credits) in Fall 2008.

There were 862 full-time, degree-seeking FTIC's in Fall 2008. 487 or 56% registered in Fall 2009. Of these, 38% were attending part-time (less than 12 credits) in Fall 2009.

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



Student Success: Productive Grade Rate Spring 2005 – Spring 2010

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 2005	71%
Fall 2005	72%
Spring 2006	70%
Fall 2006	73%
Spring 2007	70%
Fall 2007	73%
Spring 2008	73%
Fall 2008	74%
Spring 2009	73%
Fall 2009	73%
Spring 2010	70%

Source: BISSI

Student Success: Licensure Examination Results 2003 – 2009

Licensure Exam	2003	2004	2005	2006	2007	2008	2009
Nursing Education (NCLEX)							
Examined	34	34	47	80	120	100	113
Passed	32	28	41	56	74	84	95
Passing Rate	94%	82%	87%	70%	62%	84%	84%
Medical Radiography (ARRT Exam)							
Examined	32	32	37	44	32	42	43
Passed	22	22	37	44	29	36	30
Passing Rate	69%	69%	100%	100%	91%	86%	70%

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: Dean of Nurse Education and Health Professions

Grade Distribution Trends: Fall 2002 – Fall 2009

	A	A-	B+	B	B-	C+	C	P
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%
Fall 2006*	4401 20%	2482 11%	2080 10%	2342 11%	1497 7%	957 4%	1844 9%	162 1%
Fall 2007	4942 21%	2613 11%	2041 9%	2330 10%	1469 6%	924 4%	1771 8%	279 1%
Fall 2008	5553 22%	2970 12%	2384 9%	2796 11%	1658 7%	1057 4%	1997 8%	173 1%
Fall 2009	6634 22%	3408 11%	2873 10%	3169 11%	1971 7%	1324 4%	2475 8%	130 <1%

	D	F	IP	NA	W	Total
Fall 2002	627 3%	2610 13%	1372 7%	174 1%	1385 7%	19,805
Fall 2003	656 3%	2637 13%	1420 7%	196 1%	1355 7%	20,687
Fall 2004*	766 4%	3249 15%	200 1%	184 1%	1590 7%	21,077
Fall 2005*	690 3%	2788 13%	441 2%	185 1%	1626 8%	20,867
Fall 2006*	745 3%	3086 14%	268 1%	119 1%	1700 8%	21,687
Fall 2007	710 3%	2910 13%	1337 6%	122 1%	1800 8%	23,248
Fall 2008	835 3%	3586 14%	266 1%	182 1%	1794 7%	25,251
Fall 2009	1103 4%	3980 13%	252 1%	217 1%	2399 8%	29,935

*Fall 2004, Fall 2005 and Fall 2006 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 2010

Grade Distribution Trends: Spring 2003 – Spring 2010

	A	A-	B+	B	B-	C+	C	P
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%
Spring 2007	4558 21%	2426 11%	1972 9%	2248 10%	1392 6%	911 4%	1654 7%	312 1%
Spring 2008	5156 22%	2540 11%	2151 9%	2397 10%	1495 6%	902 4%	1681 7%	446 2%
Spring 2009	5654 22%	2996 12%	2370 9%	2757 11%	1702 7%	1112 4%	1906 7%	340 1%
Spring 2010	7095 22%	3553 11%	2778 9%	3200 10%	2053 7%	1236 4%	2292 7%	303 1%

	D	F	IP	NA	W	Total
Spring 2003	536 3%	2611 13%	1179 6%	183 1%	1464 7%	20,245
Spring 2004	637 3%	2532 12%	1154 5%	144 1%	1267 6%	21,293
Spring 2005	621 3%	2656 13%	1101 5%	126 1%	1630 8%	21,033
Spring 2006	690 3%	2512 12%	1187 6%	155 1%	1721 8%	21,041
Spring 2007	689 3%	2741 12%	1020 5%	79 1%	1885 9%	22,069
Spring 2008	747 3%	2817 12%	1057 5%	92 0%	1852 8%	23,333
Spring 2009	914 4%	3205 12%	779 3%	155 1%	2058 8%	25,953
Spring 2010	1101 3%	4082 13%	724 2%	292 1%	2865 9%	31,574

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, August 2010

Grade Distribution Trends: Summer I 2002 – Summer I 2009

	A	A-	B+	B	B-	C+	C	P
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%
Summer I 2006*	1175 25%	13 13%	475 10%	499 11%	317 7%	203 5%	323 7%	63 1%
Summer I 2007*	1304 26%	678 14%	514 10%	563 11%	303 6%	173 4%	293 6%	46 1%
Summer I 2008*	1455 26%	794 14%	580 11%	570 10%	348 6%	201 4%	358 6%	35 1%
Summer I 2009*	1810 31%	806 14%	642 11%	571 10%	338 6%	235 4%	359 6%	45 1%

	D	F	IP	NA	W	Total
Summer I 2002	71 2%	544 13%	256 6%	0 0%	159 4%	4,190
Summer I 2003*	94 2%	737 16%	0 0%	1 <1%	194 4%	4,643
Summer I 2004*	95 2%	612 14%	73 2%	0 0%	114 3%	4,383
Summer I 2005*	84 2%	507 13%	39 1%	3 1%	200 5%	4,342
Summer I 2006*	112 2%	666 14%	50 1%	2 <1%	204 4%	4,714
Summer I 2007*	111 2%	740 15%	0 0%	1 0%	216 4%	4,942
Summer I 2008*	144 3%	718 13%	47 1%	1 <1%	265 5%	5,516
Summer I 2009*	153 3%	646 11%	42 1%	3 <1%	258 4%	5,908

*Summer I 2003 & Summer I 2004 grade data were extracted in August 2005. Summer I 2005 grades were extracted in Summer 2006. Summer I 2006 grades were extracted in August 2007. Summer I 2007 grades were extracted in September 2008. Summer I 2008 grades were extracted in August 2009. Summer I 2009 grades were extracted in August 2010. 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, August 2010

Grade Distribution Trends: Summer II 2002 – Summer II 2009

	A	A-	B+	B	B-	C+	C	P
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%
Summer II 2006	291 27%	148 13%	130 11%	148 13%	94 8%	59 5%	91 8%	0 0%
Summer II 2007	320 29%	139 13%	112 10%	126 11%	54 5%	44 4%	79 7%	0 0%
Summer II 2008	316 28%	128 11%	115 10%	152 14%	57 5%	34 3%	108 10%	0 0%
Summer II 2009	352 27%	186 14%	142 11%	186 14%	81 6%	55 4%	95 7%	0 0%

	D	F	IP	NA	W	Total
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%	1,038
Summer II 2006	28 3%	108 9%	1 <1%	1 <1%	39 3%	1,138
Summer II 2007	39 4%	91 8%	38 3%	0 0%	54 5%	1,096
Summer II 2008	18 2%	126 11%	6 1%	0 0%	57 5%	1,117
Summer II 2009	27 2%	106 8%	1 <1%	5 <1%	68 5%	1,304

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, August 2010

Student Success: Web Course Withdrawal Rate Spring 2005 – Spring 2010

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

Term	Withdrawal Rate
Spring 2005	11%
Fall 2005	11%
Spring 2006	13%
Fall 2006	12%
Spring 2007	11%
Fall 2007	10%
Spring 2008	12%
Fall 2008	11%
Spring 2009	11%
Fall 2009	14%
Spring 2010	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 2005	58%
Fall 2005	61%
Spring 2006	58%
Fall 2006	59%
Spring 2007	58%
Fall 2007	61%
Spring 2008	61%
Fall 2008	60%
Spring 2009	62%
Fall 2009	61%
Spring 2010	59%

Source: Datatel/BISSI, Data extracted August 2010

Web Course Grade Distribution Trends

	A	A-	B+	B	B-	C+	C	P	D	F	IP	NA	W	Total
Fall 2003	149 22%	83 13%	45 7%	44 7%	34 5%	15 2%	35 5%	-	9 1%	146 22%	44 7%	1 <1%	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
Fall 2006	254 26%	84 8%	55 6%	70 7%	51 5%	24 2%	52 5%	-	21 2%	232 23%	29 3%	19 2%	102 11%	993
Fall 2007	315 24%	132 10%	87 7%	106 8%	51 4%	28 2%	83 6%	-	27 2%	322 25%	23 2%	11 1%	124 9%	1,309
Fall 2008	429 22%	166 9%	142 7%	176 9%	85 4%	43 2%	106 6%	1 <1%	60 3%	450 23%	54 3%	22 1%	189 10%	1,923
Fall 2009	597 25%	215 9%	178 7%	219 9%	87 4%	57 2%	124 5%	-	81 3%	492 20%	40 2%	44 2%	285 12%	2,419

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 <1%	110 11%	1,011
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%	1,162
Spring 2007	258 21%	115 9%	68 6%	104 8%	53 4%	39 3%	77 6%	-	34 3%	264 21%	83 8%	4 <1%	131 11%	1,230
Spring 2008	395 24%	185 11%	105 6%	124 8%	56 3%	44 3%	81 5%	-	51 3%	315 19%	87 5%	7 <1%	181 11%	1,631
Spring 2009	517 25%	208 10%	140 7%	176 8%	87 4%	55 3%	114 5%	-	55 3%	427 20%	96 5%	13 1%	214 10%	2,103
Spring 2010	632 23%	256 9%	199 7%	235 9%	124 5%	58 2%	135 5%	1 <1%	78 3%	529 19%	122 4%	38 1%	334 12%	2,741

Summer I 2004	191 24%	99 13%	93 12%	75 10%	39 5%	23 3%	48 6%	-	5 1%	167 21%	22 3%	-	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 <1%	54 6%	831
Summer I 2006	209 21%	32 3%	107 11%	94 9%	68 7%	32 3%	63 6%	-	24 2%	197 19%	19 2%	1 <1%	66 7%	1,012
Summer I 2007	299 25%	150 12%	87 7%	104 9%	64 5%	32 3%	55 5%	-	37 3%	294 24%	-	-	81 7%	1,203
Summer I 2008	372 25%	188 13%	103 7%	152 10%	69 5%	34 2%	102 7%	1 <1%	39 3%	269 18%	28 2%	-	112 8%	1,469
Summer I 2009	461 30%	179 12%	129 8%	138 9%	70 5%	50 3%	88 6%	-	38 2%	260 17%	23 1%	2 <1%	96 6%	1,534

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

Degrees and Certificates Awarded: FY 1999 – FY 2010

	AS	AA	Certificate	Total
2010	465	305	239	1,009
2009	391	266	160	817
2008	359	262	193	814
2007	416	236	164	816
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

Associate Degrees Awarded by Program: FY 1999 – FY 2010

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
ASSOCIATE IN ARTS												
Liberal Arts	90	103	101	107	183	227	204	196	236	262	266	305
ASSOCIATE IN SCIENCE												
Biological Science												
Biology Transfer	-	-	-	-	-	-	-	-	-	-	6	15
Biotechnology	-	-	-	-	-	-	-	-	-	-	2	14
Business Administration												
Accounting Option	43	47	29	22	28	40	29	27	31	27	29	32
Finance Option	1	-	5	5	10	8	14	9	14	9	10	12
International Business Option	10	7	10	8	13	11	12	11	9	10	10	12
Management Option	20	18	15	10	14	20	23	16	24	15	19	16
*Health Care Management Option	4	1	1	-	-	-	-	-	-	-	-	-
Clinical Laboratory Science Program	-	-	-	-	-	-	-	-	-	-	-	16
Computer Technology Program	1	1	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	2	-	-	-
*CP Micro Application Option	3	-	-	-	-	-	-	-	-	-	-	-
*Visual Programming Option	4	2	3	1	2	3	-	1	-	-	-	-

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

Associate Degrees Awarded by Program: 1999 – 2010 (continued)

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Computer Technology Program (continued)												
Computer Science Transfer	-	-	-	-	-	-	-	-	1	1	6	5
Computer Support Specialist	-	-	-	-	-	-	1	4	9	5	2	2
Computer Technology Network Option	4	18	22	22	20	27	16	10	12	9	10	13
Database Programming & Administration Option	-	-	-	-	-	-	1	1	1	1	1	2
Digital & Computer Forensics & Investigations Option	-	-	-	-	-	-	-	-	-	-	-	1
Criminal Justice												
Criminal Justice Option	17	17	13	9	12	23	19	18	29	32	27	34
*Corrections Option	-	1	1	-	-	-	-	2	-	-	-	-
*Law Enforcement Option	1	5	2	-	2	2	2	3	1	-	-	-
Culinary Arts Program	5	5	5	3	5	4	3	9	5	6	10	11
Early Childhood Development	15	16	15	7	7	15	17	16	15	16	16	19
Electronics Technology Program	5	8	6	5	7	4	8	6	-	-	1	-
*Electronics Technical Digital Option	1	-	-	-	-	-	-	-	-	-	-	-
Fire Protection and Safety Program	5	6	3	-	4	1	8	1	3	2	4	4
Electric Power Utility Program	-	-	-	-	-	-	-	-	12	7	13	12
Engineering												
Biomedical Engineering	-	-	-	-	-	-	-	-	-	-	-	3
Engineering Transfer	-	-	-	-	-	-	-	-	-	-	3	3
Graphic Arts and Visual Communication Program	3	6	7	7	18	13	11	11	11	14	5	14
*Graphic Illustration Option	1	1	-	-	-	-	-	-	-	-	-	-
*Desktop Publishing/Design Option	4	5	2	-	-	-	-	-	-	-	-	-
Hotel/Restaurant Management	3	2	4	1	4	7	6	11	13	11	11	9
*Culinary Arts Option	-	-	-	-	-	1	-	-	-	-	-	-
*Hotel Restaurant Travel Option	4	2	1	-	-	-	-	-	-	-	-	-
Travel and Tourism Management Option	1	4	1	2	7	7	8	3	5	7	1	4
Meeting and Event Planning Option	-	-	-	-	-	-	-	-	-	-	-	1
Human Services Program	11	11	5	10	6	6	9	11	13	8	10	5
Media Technology Program	1	3	3	2	7	7	13	1	3	3	4	4
Medical Imaging												
Cardiac Sonography Option	4	5	7	7	8	7	9	8	10	12	10	11
Medical Radiography Option	12	14	22	7	15	29	23	27	25	24	21	22
*Nuclear Medicine Technology Option	-	4	-	-	-	-	-	-	-	-	-	-
Medical Radiography Part-time Eve. Option	-	-	-	-	-	-	6	9	14	16	12	12
General Sonography	-	-	-	-	-	-	-	-	6	10	13	10

Associate Degrees Awarded by Program: 1999 – 2010 (continued)

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Nursing Education	13	-	-	-	-	-	-	-	-	-	-	-
Nursing Education Day Option	28	38	22	23	19	17	22	33	50	56	48	47
Nursing Education Evening Option	8	-	13	4	15	15	26	36	53	36	47	53
*Nursing Program, LP Option	-	-	1	-	-	-	-	-	-	-	-	-
Nursing Weekend	-	-	-	-	-	-	-	9	18	9	9	14
Respiratory Therapy	-	-	-	-	-	-	-	-	-	-	11	17
Office and Information Management												
Administrative Information Mgmt. Option	6	2	2	6	10	6	6	6	11	3	3	7
Medical Information Management Option	2	5	7	1	3	7	5	11	16	9	16	9
*Legal Office Administration Option	-	1	-	-	-	-	-	-	-	-	-	-
*Executive Office/Word Processing Option	1	-	-	-	-	-	-	-	-	-	-	-
AS SUBTOTAL	247	258	246	177	257	288	301	312	416	359	391	465

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

Certificates Awarded by Program: FY 1999 – FY 2010

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Allied Health												
Medical Assistant	5	-	-	39	45	59	51	44	51	46	41	61
*Medical Assistant/ESL	3	-	-	-	-	-	-	-	-	-	-	-
Medical Lab Assistant	28	35	37	-	4	2	5	-	3	1	5	-1
Patient Care Assistant	26	28	13	13	21	22	20	23	25	17	16	28
Phlebotomy Technician	6	11	10	11	7	16	11	9	6	15	8	10
Biotechnology Technician*	-	2	-	-	-	-	-	-	-	-	-	-
Ultra-Sound*	-	-	-	5	-	-	-	-	-	-	-	-
Business Administration												
Accounting	1	8	3	4	4	8	5	2	-	1	4	10
*Computer-based Accounting	-	-	-	-	4	6	3	2	1	-	-	-
*Accounting Information	-	-	-	-	-	-	2	6	6	9	-	-
International Business	-	-	-	-	-	1	1	1	-	5	1	1
e-Commerce Marketing Management	-	-	-	-	-	1	-	1	-	3	1	-
*Paralegal Certificate	4	-	-	4	-	-	-	-	-	-	-	-
Computer Technology												
Cisco Systems	-	-	-	-	-	-	-	-	-	-	-	2
Computer Forensics	-	-	-	-	-	-	-	-	-	-	1	2
Computer Network	1	3	32	8	15	5	4	4	2	2	1	3
Computer Support Specialist	-	-	-	-	-	-	-	1	-	3	-	3
Object-Oriented Computer Programming & Design	-	-	-	2	1	-	2	-	1	-	4	1
*IBM AS/400 RPG	4	-	-	-	-	-	-	-	-	-	-	-
*Lotus Applications Specialist	-	2	-	-	-	-	-	-	-	-	-	-
*Desktop Publishing	4	3	-	-	-	-	-	-	-	-	-	-
Database Programming & Administration	-	-	-	-	-	-	2	-	-	2	1	1
Excel Applications Support Specialist	-	-	-	-	-	-	-	-	-	-	-	2
Criminal Justice												
*Corrections	-	2	-	2	2	1	-	-	-	-	-	-
*Security Administration	-	1	2	-	-	-	1	-	-	-	-	-
Law Enforcement	-	-	-	-	-	-	-	3	11	21	11	8
Paralegal	5	9	5	-	10	12	12	20	11	18	16	13
Culinary Arts												
Pastry Arts	-	8	1	2	2	3	1	3	1	2	-	2
Diagnostic Medical Sonography												
	-	-	-	-	9	9	12	10	-	-	-	-

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

Certificates Awarded by Program: FY 1999 – FY 2010 (continued)

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Early Childhood Development	3	2	3	3	2	1	4	5	6	6	9	5
Fire Protection and Safety	-	-	-	-	-	-	-	-	-	-	-	4
Electronics*	1	-	2	-	1	-	-	-	-	-	-	-
*ESL Electronics	11	15	15	-	-	-	-	-	-	-	-	-
*Microcomputer Support	-	-	1	-	1	-	1	1	-	-	-	-
Medical Coding	-	-	-	-	-	-	1	9	4	6	1	7
Medical Imaging												
Computed Tomography	-	-	-	-	-	-	-	-	-	-	-	9
Magnetic Resonance (MR)	-	-	-	-	-	-	-	-	-	-	2	10
Mammography	-	-	-	-	-	-	-	-	-	-	3	6
PACS Administration	-	-	-	-	-	-	-	-	-	-	2	1
Vascular Sonography	-	-	-	-	-	-	-	-	-	-	-	1
Office and Information Management												
*Data Entry	1	-	-	-	-	-	-	-	-	-	-	-
Information Management Specialist	1	1	3	3	5	3	2	3	-	1	1	2
Medical Information Management	1	3	5	-	5	2	8	4	6	2	8	4
*Office Administration Medical Assistant	7	-	-	-	-	-	-	-	-	-	-	-
*Office Assistant	-	1	-	-	-	-	-	-	-	-	-	-
*Word Processing	-	-	-	-	-	-	-	-	-	-	1	-
Human Services	-	-	-	-	-	-	1	6	7	6	6	9
Psychiatric Rehabilitation	-	-	-	-	-	-	-	-	-	-	-	1
Surgical Technology	11	8	6	23	17	19	23	15	13	22	14	21
Central Processing	-	-	-	-	4	-	-	4	-	-	-	7
Travel and Tourism	7	3	3	2	3	-	2	2	7	5	2	1
CERTIFICATE SUBTOTAL	130	145	141	121	162	170	174	178	164	193	160	239

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

Source: BHE HEIRS database, BHCC Enrollment Services, August 2010

Full-Time Employee Profile: Fall 2007 – Fall 2009

Full-Time Employee Profile: Fall 2009

Fall 2009	White	African American	Native American	Hispanic	Asian/Pacific	Other	Female	Male	Total
Administration	39	10	-	2	5	2	37	21	58
Professional	38	12	1	4	4	-	37	22	59
Full-time Faculty	96	13	1	3	12	3	79	49	128
Classified	68	22	1	14	13	-	62	56	118
Total	241	57	3	23	34	5	215	148	363

Full-Time Employee Profile: Fall 2008

Fall 2008	White	African American	Native American	Hispanic	Asian/Pacific	Other	Female	Male	Total
Administration	39	11	-	4	5	-	39	20	59
Professional	41	9	-	5	4	-	35	24	59
Full-time Faculty	93	15	1	2	11	-	73	49	122
Classified	69	21	1	13	13	-	63	54	117
Total	242	56	2	24	33	-	210	147	357

Full-Time Employee Profile: Fall 2007

Fall 2007	White	African American	Native American	Hispanic	Asian/Pacific	Other	Female	Male	Total
Administration	39	14	-	6	5	-	42	22	64
Professional	46	13	-	5	3	-	40	27	67
Full-time Faculty	100	16	1	2	11	-	79	51	130
Classified	76	20	-	12	13	-	69	52	121
Total	261	63	1	25	32	-	230	152	382

Source: BHCC Human Resources, July 2010

Full-Time Faculty Profile: Fall 2007 – Fall 2009

Full-Time Faculty Profile: Fall 2009

Fall 2009	White	African American	Hispanic	Asian Pacific Islander	Cape Verdean	Native American	Other	Total
Female	60	8	2	8	1	-	-	79
Male	36	5	1	4	2	1	-	49
Total	96	13	3	12	3	1	-	128

Full-Time Faculty Profile: Fall 2008

Fall 2008	White	African American	Hispanic	Asian Pacific Islander	Cape Verdean	Native American	Other	Total
Female	57	7	1	7	1	-	-	73
Male	36	5	1	4	2	1	-	49
Total	93	12	2	11	3	1	-	122

Full-Time Faculty Profile: Fall 2007

Fall 2007	White	African American	Hispanic	Asian Pacific Islander	Cape Verdean	Native American	Other	Total
Female	62	8	1	7	1	-	-	79
Male	38	5	1	4	2	1	-	51
Total	100	13	2	11	3	1	-	130

Source: BHCC Human Resources, July 2010

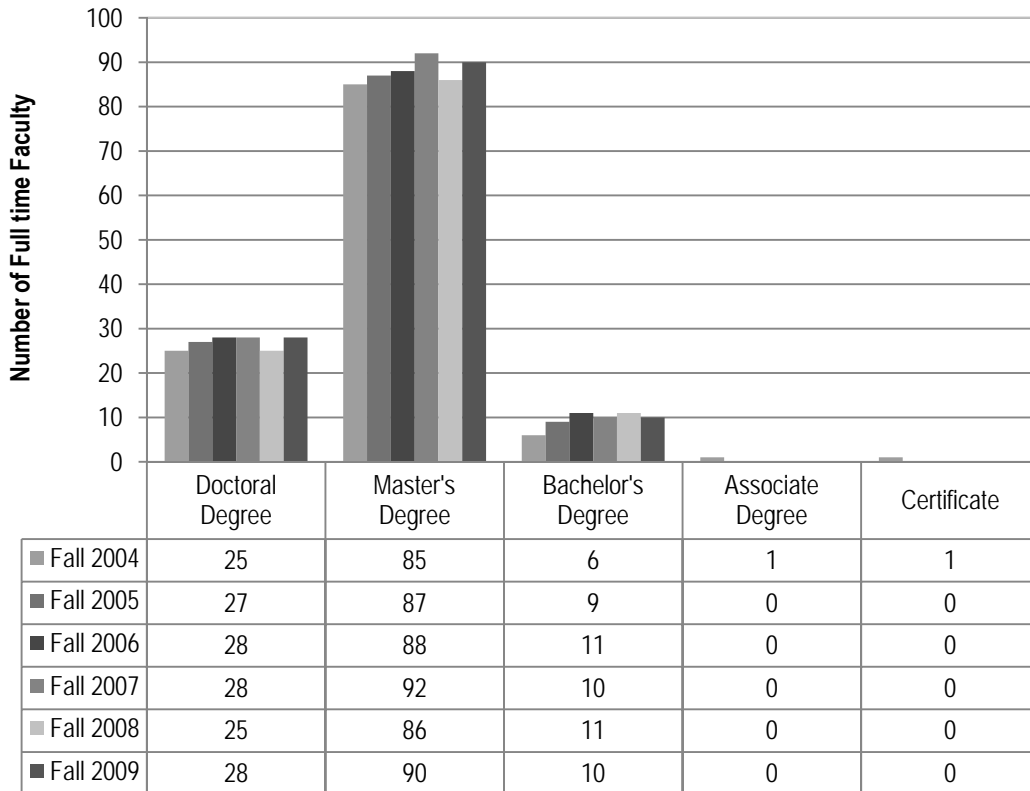
Full-Time Faculty Rank: Fall 2009

Rank	Tenured	Not Yet Tenured	Number	% of Tenured	% of Not Yet Tenured	% of Faculty
Professor	81	6	87	90%	16%	68%
Associate Professor	5	15	20	6%	39%	16%
Assistant Professor	4	17	21	4%	45%	16%
Total	90	38	128	100%	100%	100%

In Fall 2009, there were 429 Adjunct Faculty members employed at BHCC. This figure does not include 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 2004 – Fall 2009



Adjunct Faculty: Fall 2007, 2008, 2009

Adjunct Faculty Profile: Fall 2009

Fall 2009	White	African American	Native American	Hispanic	Asian/Pacific	Other	Female	Male	Total
Arts & Sciences	219	19	-	3	17	11	122	147	269
Nurse Education & Health Professions	55	3	-	-	-	2	48	12	60
Professional Studies	82	6	-	1	5	6	39	61	100
Total	356	28	-	4	22	19	209	220	429

Adjunct Faculty Profile: Fall 2009

Fall 2009	White	African American	Native American	Hispanic	Asian Pacific Islander	Other	Total
Female	176	13	-	3	8	9	209
Male	180	15	-	1	14	10	220
Total	356	28	-	4	22	19	429

Adjunct Faculty by Highest Degree: Fall 2009

Fall 2009	Doctoral Degree	Master's Degree	Bachelor's Degree	Associate Degree	Certificate	Total
Arts & Sciences	18%	77%	5%	0%	0%	100%
Nurse Education & Health Professions	3%	33%	55%	7%	2%	100%
Professional Studies	17%	65%	17%	2%	0%	100%
Total	16%	67%	15%	1%	0%	100%

Adjunct Faculty Profile: Fall 2008

Fall 2008	White	African American	Native American	Hispanic	Asian/Pacific	Other	Female	Male	Total
Arts & Sciences	193	11	-	4	16	1	104	120	225
Nurse Education & Health Professions	34	4	-	-	-	5	33	10	43
Professional Studies	102	6	-	1	4	8	46	75	121
Total	329	21	-	5	20	14	183	206	389

Adjunct Faculty Profile: Fall 2008

Fall 2008	White	African American	Native American	Hispanic	Asian Pacific Islander	Other	Total
Female	151	9	-	4	10	9	183
Male	178	12	-	1	10	5	206
Total	329	21	-	5	20	14	389

Adjunct Faculty by Highest Degree: Fall 2008

Fall 2008	Doctoral Degree	Master's Degree	Bachelor's Degree	Associate Degree	Certificate	Total
Arts & Sciences	18%	78%	4%	0%	0%	100%
Nurse Education & Health Professions	2%	47%	40%	2%	0%	100%
Professional Studies	19%	67%	12%	0%	0%	100%
Total	17%	71%	11%	1%	0%	100%

Adjunct Faculty Profile: Fall 2007

Fall 2007	White	African American	Native American	Hispanic	Asian/Pacific	Other	Female	Male	Total
Arts & Sciences	173	10	-	4	12	9	94	114	208
Nurse Education & Health Professions	24	8	-	2	-	5	29	10	39
Professional Studies	62	4	-	1	1	3	24	47	71
Total	259	22	-	7	13	17	147	171	318

Adjunct Faculty Profile: Fall 2007

Fall 2007	White	African American	Native American	Hispanic	Asian Pacific Islander	Other	Total
Female	114	14	-	5	5	9	147
Male	145	8	-	2	8	8	171
Total	259	22	-	7	13	17	318

Adjunct Faculty by Highest Degree: Fall 2007

Fall 2007	Doctoral Degree	Master's Degree	Bachelor's Degree	Associate Degree	Certificate	Total
Arts & Sciences	15%	79%	6%	0%	0%	100%
Nurse Education & Health Professions	3%	31%	59%	5%	3%	100%
Professional Studies	16%	67%	15%	2%	0%	100%
Total	13%	70%	16%	1%	0%	100%

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

Source: Academic Deans' Offices, Summer 2010

Cost of Attendance: FY 2010

	Tuition	Fee	Total
APPLICATION FEE			
Massachusetts Residents		\$10	\$10
Non-Residents		\$35	\$35
TUITION AND FEES*			
Massachusetts Residents per credit	\$24	\$102	\$126
Non-Massachusetts Residents & International Students per credit	\$230	\$102	\$332
The New England Regional Student Program per credit	\$36	\$102	\$138
OTHER CHARGES			
Health Course Fee per credit		\$35	\$35
Health Insurance Fee**			
Purchased in Fall Semester		\$823	\$823
Purchased in Spring Semester		\$564	\$564
Liability Insurance Fee		\$15	\$15
Parking Permit Fee		\$30	\$30
Photo ID Replacement Fee		\$15	\$15
Returned Check Fee		\$25	\$25
Transcript Fee per transcript		\$2	\$2

**Massachusetts state law requires that all students taking nine or more credits fall semester or nine or more credits in spring semester to have medical insurance. There are no exceptions.

Source: BHCC Catalog, 2009 - 2010

Tuition and Mandatory Fees: FY 2007 – FY 2011

Per-Credit Charges: Tuition and Mandatory Fees

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
In-State	\$131	\$126	\$116	\$106 Fall, \$112 Spring*	\$100 Fall, \$106 Spring*
Out-of-State	\$337	\$332	\$322	\$312 Fall, \$318 Spring*	\$306 Fall, \$312 Spring*

One Year, Full time (24 credits) Tuition only

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
In-State	\$2,568	\$2,448	\$2,208	\$1,968	\$1,896
Out-of-State	\$2,568	\$2,448	\$2,208	\$1,968	\$1,896

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
In-State	\$3,144	\$3,024	\$2,784	\$2,544	\$2,472
Out-of-State	\$8,088	\$7,968	\$7,728	\$7,488	\$7,416

One Year, Full time (30 credits) Tuition only

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
In-State	\$3,210	\$3,060	\$2,760	\$2,460	\$2,370
Out-of-State	\$3,210	\$3,060	\$2,760	\$2,460	\$2,370

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
In-State	\$3,930	\$3,780	\$3,480	\$3,180	\$3,090
Out-of-State	\$10,110	\$9,960	\$9,660	\$9,360	\$9,270

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Transportation	\$1,000	\$1,000	\$1,000	\$1,000	\$800
Books and Supplies	\$1,800	\$1,200	\$1,200	\$1,200	\$1,000
Off campus (independent - not with family)					
Room and board	\$6,800	\$6,800	\$6,800	\$6,800	\$5,612
Other Expenses	\$3,800	\$3,800	\$3,800	\$3,800	\$2,306
Off campus (dependent – with family)					
Other expenses	\$4,000	\$4,000	\$4,000	\$4,000	\$2,306

*Fees were increased by \$6 per credit in Spring 2007 and Spring 2008.

**Source: BHCC Financial Aid, September 2010

Financial Aid Awards: FY 2007 – FY 2010

	2009-2010*	2008-2009	2007-2008	2006-2007
Federal Pell Grant	\$17,919,347	\$9,440,206	\$7,931,365	\$6,331,264
Federal Supplemental Educational Opportunity Grant	277,744	228,169	282,369	275,000
Federal Perkins Loan	-	-	-	-
Federal Work Study	350,000	275,000	279,738	242,517
Federal Subsidized Stafford Loan	1,621,407	1,211,197	1,026,432	788,903
Federal Unsubsidized Stafford Loan	2,051,861	1,308,044	1,114,213	980,838
Federal Parent Loan	21,195	22,611	50,111	38,256
Mass State Grant	560,476	306,075	340,346	294,308
Mass Tuition Waiver	379,039	444,109	433,909	428,595
Mass Cash Grant	1,328,237	1,660,156	1,662,756	1,564,815
Mass Part-time Grant	123,000	165,000	159,336	165,000
Total	\$24,632,306	\$14,695,121	\$13,280,575	\$11,109,497

Financial Aid Students by Award: FY 2007 – FY 2010

	2009-2010	2008-2009*	2007-2008	2006-2007
Financial Aid Recipients	7,112	5,918	5,104	3,879
Federal Pell Grant	5,821	3,825	3,179	2,979
Federal Supplemental Educational Opportunity Grant	1,001	1,072	902	988
Federal Perkins Loan	-	-	-	-
Federal Work Study	152	136	147	138
Federal Subsidized Stafford Loan	683	487	438	401
Federal Unsubsidized Stafford Loan	651	418	435	389
Federal Parent Loan	6	5	11	12
Mass State Grant	1,004	537	599	504
Mass Tuition Waiver	1,102	1,450	1,465	2,080
Mass Cash Grant	1,242	1,494	2,249	1,986
Mass Part-time Grant	393	495	535	507

*Estimated

Source: Director of Financial Aid Office, August 9, 2010

Scholarships and Tuition Waivers: FY 2007 – FY 2010

	2009-2010	2008-2009	2007-2008	2006-2007
BHCC Scholarships	\$241,651	\$198,550	\$136,693	\$99,416
BHCC Foundation Scholarships	\$45,840	\$52,049	\$53,898	\$27,312
BHCC Pathway Technology Scholarships	\$18,402	\$31,625	\$39,184	\$30,685
BHCC Business & Industry Waivers	-	-	\$7,500	\$5,649
BHCC NUP Employees & Dependents Tuition & Fee Waiver	\$144	\$744	\$989	\$1,713
BHCC MCCC Employees & Dependents Tuition & Fee Waiver	\$768	\$2,664	\$1,427	\$1,071
MCCC Employees & Dependents Tuition & Fee Waiver	\$1,097	\$1,013	-	-
FT Higher Education Employees & Dependents (not MCCC) Tuition Waiver	\$3,830	\$4,372	\$2,934	\$1,577
PT Higher Education Employees & Dependents (not MCCC) Tuition Waiver	\$1,471	\$172	\$1,663	-
Other State Employees & Dependents Tuition Waiver	\$11,223	\$14,154	\$17,925	\$12,160
Sub-total: State Employee & Dependents Waivers	\$18,533	\$23,119	\$24,937	\$16,519
Native American Tuition Waiver	\$3,598	\$2,647	\$2,926	\$2,738
Veterans & Armed Services/Vocational Rehab Tuition Waiver	\$81,441	\$64,340	\$52,564	\$45,365
National Guard Tuition Waiver	\$12,864	\$26,834	\$8,645	\$29,368
Senior Citizen Tuition Waiver	\$5,001	\$5,895	\$6,345	\$6,498
Mass Rehab & Commission for the Blind Tuition Waiver	\$85,848	\$59,018	\$56,926	\$58,195
Human Service Workers Tuition Waiver	\$336	\$600	-	\$1,536
Stanley Z. Koplik Certificate of Mastery Tuition Waiver	-	-	-	-
D.S.S. Adopted Children Tuition Waiver	\$17,565	\$13,019	\$12,926	\$12,156
John & Abigail Adams Scholarship	\$22,416	\$12,912	\$10,608	\$10,656
Katrina Tuition Waiver	-	-	-	-
Grand Total Waivers and Scholarships	\$554,299	\$490,608	\$373,967	\$346,093

Source: BHCC Business Office, August 2010

Textbook Assistance Program: FY 2005 – FY 2010

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 2009	\$17,500	711
Spring 2010 and Summer I 2010	\$17,500	1,388
FY10 Total	\$35,000	2,099
Fall 2008	\$17,500	754
Spring 2009 and Summer I 2009	\$17,500	1,187
FY09 Total	\$35,000	1,941
Fall 2007	\$17,500	698
Spring 2008 and Summer I 2008	\$17,500	951
FY08 Total	\$35,000	1,649
Fall 2006	\$17,500	650
Spring 2007 and Summer I 2007	\$17,500	888
FY07 Total	\$35,000	1,538
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

Source: BHCC Student Activities Office, July 2010

Supplemental Grants: FY 2010

The BHCC Grants Development office strives to secure grant funding from public and private sources for new programs and program enhancements that promote the College's mission and strategic goals. Grant-funded projects provide the College with staff and other resources to design and enhance curricula, expand programs and services, develop faculty and staff capabilities and, ultimately, assist the College in realizing its mission. In pursuing 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.

FY10 Grant Funding by Source

A total of **59** grants were administered by BHCC in FY10, for a total of **\$4,355,406** in supplemental funding. Of these active grants, 13 were multi-year grants which totaled \$2,015,258 in FY10 and \$9,083,166 over the full course of their award periods.

Grant Funding by Source	Amount	Percentage of Total
Federal	\$1,128,206	25.9%
State	\$2,022,953	46.4%
City	\$334,944	7.7%
Private/Foundation	\$869,303	20.0%

New Grants in FY10

Grant	FY10 Award Amount	Total Award Amount (multi-year grants)
City of Boston Office of Jobs and Community Services – American Recovery and Reinvestment Act (ARRA) Adult Job Training	\$90,754	N/A
Metro North Regional Employment Board – American Recovery and Reinvestment Act (ARRA) Group Training	\$76,675	N/A
Gates Foundation, League for Innovation, Knowledge in the Public Interest, LaGuardia C.C. – Global Skills for College Completion	\$48,800	\$97,600 over two years
Mass. Dept. of Elementary and Secondary Education: Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities	\$76,000	N/A
Massachusetts Campus Compact - AmeriCorps VISTA	\$20,000 (value of VISTA member)	N/A
Mass. Dept. of Elementary and Secondary Educ., Adult and Community Learning Services – Adult Basic Education Capacity Building	\$9,000	
TJX Foundation	\$5,000	
Second Nature – Campus Green Building 101	\$2,000	

Other New Grants awarded in FY10, to begin in FY11

Grant	Award Amount
Small Business Administration – Congressional Earmark Program	\$150,000
Scholarship America - Dreamkeepers	\$85,000 over 3 years

Source: Director of Grants Development, July 2010

Grants Spending: FY 2004 – FY 2010

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 FY10 are expended from September 2009 through August of 2010.

Thus, the total amount of grants awarded for a given fiscal year, e.g. \$4,355,406 for FY 2010, 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 2010	FY 2009	FY 2008	FY 2007	FY 2006	FY 2005	FY 2004
Federal	910,478	857,242	896,321	435,290	425,834	394,995	350,955
State	1,978,452	2,003,200	1,925,179	1,929,858	1,734,928	1,497,864	1,755,185
City/Local	275,262	372,951	522,913	662,127	724,861	555,510	607,745
Private/Foundation	374,017	434,128	409,749	211,234	225,700	113,054	202,271
Total	\$3,538,209	\$3,667,521	\$3,754,162	\$3,238,508	\$3,111,323	\$2,561,423	\$2,916,156

Source: BHCC Business Office, August 2010

Weekend College Revenue: FY 2006 – FY 2010

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 2010

Revenue Type	In-State Students	Out-of-State Students	All Students
Tuition	\$483,504	\$407,790	\$891,294
General College Fee & Technology Fee	\$2,054,892	\$180,846	\$2,235,738
Total	\$2,538,396	\$588,636	\$3,127,032

FY 2009

Revenue Type	In-State Students	Out-of-State Students	All Students
Tuition	\$360,696	\$357,190	\$717,886
General College Fee & Technology Fee	\$1,382,668	\$142,876	\$1,525,544
Total	\$1,743,364	\$500,066	\$2,243,430

FY 2008

Revenue Type	In-State Students	Out-of-State Students	All Students
Tuition	\$327,888	\$295,550	\$623,582
General College Fee & Technology Fee	\$1,158,090	\$109,192	\$1,267,634
Total	\$1,485,978	\$404,742	\$1,891,216

FY 2007

Revenue Type	In-State Students	Out-of-State Students	All Students
Tuition	\$293,184	\$259,210	\$552,394
General College Fee & Technology Fee	\$966,360	\$89,030	\$1,055,390
Total	\$1,259,544	\$348,240	\$1,607,784

BHCC Online Revenue: FY 2007 – FY 2010

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 2010

Tuition	In-State Students	Out-of-State Students	All Students
Home Study (ES)	\$ 46,080	\$ 39,330	\$ 85,410
Web Courses (WB)	459,432	328,900	788,332
Hybrid Courses (HB)	103,368	121,440	224,808
General College Fee & Technology Fee			
Home Study (ES)	195,840	17,442	213,282
Web Courses (WB)	1,952,586	145,860	2,098,446
Hybrid Courses (HB)	439,314	53,856	493,170
Total	\$ 3,196,620	\$ 706,828	\$ 3,903,448

FY 2009

Tuition	In-State Students	Out-of-State Students	All Students
Home Study (ES)	\$ 43,632	\$ 34,500	\$ 78,132
Web Courses (WB)	363,408	327,290	690,698
Hybrid Courses (HB)	81,816	125,810	207,626
General College Fee & Technology Fee			
Home Study (ES)	167,256	13,800	181,056
Web Courses (WB)	1,393,064	130,916	1,523,980
Hybrid Courses (HB)	313,628	50,324	363,952
Total	\$ 2,362,804	\$ 682,640	\$ 3,045,444

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BHCC Online Revenue: FY 2007 – FY 2010 (continued)

FY 2008

Tuition	In-State Students	Out-of-State Students	All Students
Home Study (ES)	\$ 39,432	\$ 40,710	\$ 80,142
Web Courses (WB)	188,904	189,290	378,626
Hybrid Courses (HB)	74,568	94,990	169,810
General College Fee & Technology Fee			
Home Study (ES)	138,452	14,928	153,880
Web Courses (WB)	671,762	70,132	742,422
Hybrid Courses (HB)	265,682	35,120	301,418
Total	\$ 1,378,800	\$ 445,170	\$ 1,825,798

FY 2007

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)	146,558	17,128	163,686
Web Courses (WB)	743,662	70,106	813,768
Hybrid Courses (HB)	164,344	17,736	182,080
Total	\$ 1,370,380	\$ 407,190	\$ 1,777,570

Source: Datatel/BISSI

Revenues and Expenditures: FY 2007 – FY 2009

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

	FY 2009	FY 2008	FY 2007
Operating Revenues:			
Tuition and fees	\$ 25,390,955	\$ 21,863,533	\$ 19,449,474
Less: scholarship allowances	(6,212,191)	(3,923,182)	(3,571,051)
Net student fees	19,178,764	17,940,351	15,878,423
Grants and Contracts	16,289,606	14,036,571	12,003,680
Other auxiliary enterprises	542,353	586,802	491,074
Other sources	1,346,769	1,336,548	1,338,575
Total operating revenues	37,357,492	33,900,272	29,711,752
Operating expenses:			
Instruction	23,909,292	23,898,358	22,099,956
Academic support	7,090,530	8,470,076	6,432,112
Student services	9,378,246	9,213,109	8,985,532
Scholarships and fellowships	6,777,776	6,594,020	5,387,052
Operation and maintenance of plant	5,704,041	5,584,947	5,327,027
Depreciation and amortization	1,076,945	1,024,938	875,622
Institutional support	7,088,416	7,850,847	6,593,820
Other non-operating revenue (expense)	(312,746)	(50,801)	(219,884)
Total operating expenses	60,712,500	62,585,494	55,481,237
Operating loss	(23,355,008)	(28,685,222)	(25,769,485)
Non-operating revenues (expenses)			
State appropriations	24,075,754	27,998,952	25,830,717
Net investment income	(788,658)	(126,051)	1,165,190
Interest expense	(15,088)	(44,316)	(37,396)
Payments between foundation & college	297,057	113,531	67,424
Net non-operating revenues	23,569,065	27,942,116	27,025,935
Capital appropriations	4,684,645	399,400	1,372,800
Capital gifts and grants			
Private Gifts			1,400
Net increase (decrease) in net assets	4,898,702	(343,706)	2,630,650
Net assets, beginning of year	17,446,188	17,789,894	15,159,244
Net assets, end of year	\$22,344,890	\$17,446,188	\$ 17,789,894

Source: BHCC Business Office, July 2010

Charlestown Campus

Chelsea Campus

East Boston Satellite

Malden Satellite

Somerville Satellite

South End Satellite



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