

**BOROUGH OF MANHATTAN COMMUNITY COLLEGE**

**FACT BOOK**

**2003 - 2004**

**The Office of Institutional Research  
Academic Affairs**

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## PREFACE

The FACT BOOK is a principal source of information about Borough of Manhattan Community College of The City University of New York. Published annually, this edition presents extensive information for the 2003-2004 academic year. Members of BMCC's Administration, Department Chairpersons, and The City University of New York's Board of Trustees are reported as of the Fall 2004 semester. Most of the information on students is displayed in six major sections: Enrollment; New Students/First-Time Freshmen; Transfers to BMCC; Placement, CPE, Academic Standing; Degrees Awarded, Transfers, and Retention; and Surveys. Except for the survey data, this information is presented as ten-semester trend data: from Fall 1999 through Spring 2004. Information on student enrollment and success in the various collaborative and special programs is reported for the 2003-2004 year, as is information on financial aid awards.

The Office of Institutional Research, David Hyllegard and Charles Deng, wishes to thank the following individuals for providing information reported below: Deirdre Anderson, Sadie Bragg, Gloria Chao, Stephen Hetherman, Howard Entin, Michael Gillespie, John Montanez, Sandra Rumayor, Greg Wist, and Erwin Wong. The cover was designed by Thomas Volpe.

# **INTRODUCTION TO BMCC**

## MISSION STATEMENT

The City University of New York defines its mission in terms of two basic themes: maintaining and expanding its commitment to academic excellence and providing access to higher education to all who seek it as "an avenue to economic and personal fulfillment to the citizens of New York City, and in particular to the economically and socially disadvantaged among them."

Borough of Manhattan Community College (BMCC) was founded in 1963 and opened in 1964 as a small, primarily business-oriented community college offering programs aimed at the mid-town business community. During the next two decades, the mission of the College changed in response to the advent of the City University's open admissions policy in 1970 and in response to an emergence of new technologies and changes in business and industry. Open admissions significantly extended higher education opportunity to thousands of students, many of them non-traditional. After BMCC relocated in 1983 to its new building at 199 Chambers Street, the programs of the College became more diversified and reflected many of the emerging new technologies. BMCC now offers a wide range of degree programs including Accounting, Allied Health Sciences, Business Administration, Business Management, Computer Programming and Operations, Computer Science, Corporate and Cable Communications, Child Care/Early Childhood Education, Engineering Science, Human Services, Liberal Arts, Mathematics, Multimedia Programming and Design, Nursing, Office Automation and Operations, Science, Small Business Entrepreneurship, Theatre, and Writing and Literature, as well as many non-degree programs in Adult and Continuing Education.

Consistent with the mission of City University to preserve academic excellence and extend higher educational opportunity to a diversified urban population, Borough of Manhattan Community College deems its mission as providing general, liberal arts, and career education, as well as transfer programs, relevant to the needs, interests, and aspirations of our students, along with continuing education for adults of all ages. The College is committed to offering quality education in a pluralistic urban environment, to fostering excellence in teaching, to facilitating the enhancement of learning, and to sustaining full access to higher education for those who seek fulfillment of personal, career or socioeconomic goals. BMCC is also committed to providing collaborative programs and services responsive to the educational, cultural, and recreational needs of the community.



Consistent with its stated mission, Borough of Manhattan Community College affirms the following goals:

- To provide higher education to the diverse urban constituency in support of CUNY's policy of open admissions.
- To provide a collegiate environment conducive to the advancement and reinforcement of teaching and learning.
- To provide all students with a level of proficiency in basic skills to assure their readiness for, and likely success in, college and in the workplace.
- To enable and encourage students to make sensible and informed choices in setting their academic, career and personal goals.
- To provide for all students a general education which fosters personal development, intellectual curiosity and critical thinking to enhance informed and effective participation in society.
- To promote multicultural awareness and understanding in our college community and respect for pluralism and diversity in our society.
- To prepare liberal arts and career students for transfer to four-year colleges.
- To prepare students in career programs for employment and career mobility.
- To encourage lifelong learning independent of degree programs.
- To enhance the cultural, recreational, and social life of the community.
- To maintain a governance structure that facilitates the participation of faculty, administrators and students in the life of the College and encourages contributions and involvement by alumni and advisory groups.

## **ACCREDITATION**

Borough of Manhattan Community College is an accredited member of the Middle States Association of Colleges and Schools. It is also accredited by the Board of Regents of the University of the State of New York and is a member of the American Association of Community Colleges. Its health programs are accredited by the appropriate agencies, including the National League of Nursing, the American Health Information Management Association and Commission on Accreditation of Allied Health Educational Programs.

## PROFILE

Borough of Manhattan Community College, chartered in 1963, is part of The City University of New York. BMCC is a two-year urban institution providing education for youths and adults and is the only diversified community college in Manhattan. The College's main campus is located at 199 Chambers Street, six blocks north of the former World Trade Center complex. At this location, adjacent to major corporations, governmental agencies and the residential neighborhood Tribeca, BMCC continues its primary mission: to provide educational programs that are relevant to the needs and interests of its students and the external community.

## HISTORY OF THE COLLEGE

When Borough of Manhattan Community College opened in 1964, partnerships were established with community businesses for the expressed purpose of training students to fill their manpower needs. In fact, when the College was established, the educational focus was to train students for business careers and to provide a general liberal arts education for those who wished to transfer to four-year colleges. In addition to supplying graduates and student workers to the business community, the College created on-site training and management development courses for mid-level employees. These courses were tailored to the specific needs of the companies. Keeping in step with national and local occupational trends, BMCC continuously modified and refined its in-house and on-site programs.

By 1974, enrollment had increased from 467 students to over 6,000 day and evening students. Now it became necessary for BMCC to expand its classroom space from two floors in a commercial building to seven locations throughout the midtown area. The phenomenal expense of renting classroom and office space for the College prompted the City of New York to plan and finance the construction of a new self-contained campus. To the disappointment of the College community, plans and construction were halted due to the City's fiscal crisis. Only the steel frame of the building was erected, and the structure remained untouched for five years. In spite of the inconvenience of scattered classroom space, BMCC continued to train skilled workers for employment in business and health careers, to prepare students for transfer to four-year colleges and to help individuals develop intellectually, socially and culturally. Nine years passed before the new campus was finally completed.

## THE FACILITY

The main campus, situated on 4.28 acres in lower Manhattan, became occupied in January 1983. The modern structure, spanning four blocks from Chambers Street to North Moore Street, is equivalent in length to the Empire State Building lying on its side (minus the tower). The structure contains 71 classrooms, eight seminar rooms, numerous laboratories and three lecture halls. The A. Philip Randolph Memorial Library has a collection of 96,000 books and reference titles, 700 magazines and newspapers and access to numerous full-text electronic subscriptions via the Internet. The campus also houses three theaters, the largest of which seats one thousand, a collegiate-size swimming pool, a fitness center, a dance studio, and a large gymnasium.

In September 1993 BMCC received the largest donation ever made to a community college, Fiterman Hall, donated by Miles and Shirley Fiterman. Fiterman Hall is located at 30 West Broadway (between Park and Barclay), just a few short blocks from the main building. This fifteen-story structure sustained damage when the World Trade Towers collapsed. It is currently closed. To help offset the loss of this space, the college is currently leasing three floors at 70 Murray Street.

BMCC has expanded its programs to reach people in other parts of Manhattan. Through fall 2004 BMCC offered courses uptown at the City College campus. Beginning in spring 2005 the college will offer courses at Theresa Towers and in Washington Heights.

### Other Features at BMCC

- A fully-staffed early childhood center.
- A Media Center containing a distance learning classroom, state-of-the-art television and audio studios, multimedia labs, and post production facilities.
- A comprehensive College Bookstore.
- The Tribeca Performing Arts Center featuring three theaters.
- Two dining facilities.

## ACADEMIC PROGRAMS

Borough of Manhattan Community College offers a choice of many programs of study. The College awards three different degrees: the Associate in Arts (A.A.) degree, the Associate in Science (A.S.) degree, and the Associate in Applied Science (A.A.S.) degree. Detailed information about each program is printed in the BMCC College Bulletin and program brochures, and is available from the Admissions Office. Programs for which degrees are conferred are:

*BMCC FACTBOOK: 2003-2004*

**Associate in Arts degree (A.A.)**

Business Administration

Liberal Arts

Childhood Education

Writing and Literature

**Associate in Science degree (A.S.)**

Child Care / Early Childhood Education

Computer Science

Engineering Science

Human Services

Mathematics

Science

Theatre

**Associate in Applied Science degree (A.A.S.)**

Accounting

Business Management

Computer Operations

Computer Programming

Health Information Technology

Multimedia Programming and Design

Nursing

Office Automation

Office Operations

Paramedic

Respiratory Therapy

Small Business / Entrepreneurship

Video Arts and Technology

In addition, the college awards a certificate in Office Automation.

BMCC offers four Evening/Weekend Programs: A.A. in Liberal Arts, A.A. in Business Administration, A.A.S. in Accounting, and A.A.S. in Nursing. In all four programs, students may complete their degree requirements by attending classes exclusively on Friday evenings, Saturdays, and Sundays. This is an ideal opportunity for students who must juggle work and family responsibilities.

Students enrolled in an evening/weekend program receive the same support services as those attending

classes during the week. These include: counseling, library, academic advisement and transfer information, tutoring/supplemental instruction, and open access computer labs. In addition, support areas such as the Registrar's Office, Bursar, Admissions, and Financial Aid are open on some Saturdays each semester. The Director of the Evening/Weekend Program is Ms. Sandra Rumayor.

## **STUDENT SUPPORT SERVICES**

Borough of Manhattan Community College provides students with a variety of programs and services that are designed to assist them with their academic, occupational, and personal needs. Included among the various services are the following.

### **LEARNING RESOURCE CENTER (LRC)**

The Learning Resource Center (LRC) offers all BMCC students free academic support services to strengthen academic skills and meet learning needs. The LRC provides tutorial, study skills workshops, and instructional computer lab services. Tutorial services include supplemental instruction, small group and individual tutoring, telephone tutoring, and on-line tutoring. Study skills workshops are available to help students learn effective study and textbook reading skills and ways to apply them to their coursework. Workshop topics include test-taking skills, listening skills, memory enhancement, study techniques, note-taking skills, and time management. Instructional computer lab services include open lab hours, computer training workshops, support for classroom-related computing activities, and course specific software.

### **THE ACADEMIC ADVISEMENT AND TRANSFER CENTER**

The Academic Advisement and Transfer Center is designed to assist students in making a successful transition from a two-year college to a four-year college so that they can continue their studies and pursue their Bachelor's Degree. The center offers a variety of resources and support services to help in the selection and transfer process, including academic transfer advising, college information fairs and visits, transfer information about financial aid, admissions and scholarships, and transfer workshops. The center provides academic advisement to all students who are enrolled in various programs of study.

### **COUNSELING ADVISEMENT CENTER**

The Counseling and Advisement Center provides personal counseling, academic advisement, and other supportive services on an individual or group basis to help make students' college experience rewarding and

successful. Professional counseling services are available to help students with any questions they may have

that might affect their performance in college.

### **COLLEGE DISCOVERY PROGRAM**

The College Discovery Program was developed to provide intensive counseling, academic advisement, tutoring, financial assistance and other support services for academically or economically disadvantaged students. The administration and counseling faculty, professional and support staff of the College Discovery Program provide on-going activities that support students' academic, career and personal growth.

### **THE WOMEN'S RESOURCE CENTER**

The Women's Resource Center provides support services for the growth and development of women students at BMCC as they pursue both their academic and their life-long goals. The Center sponsors activities designed to educate and provide information related to women, the family and community concerns. Special programs, seminars and workshops, as well as individualized counseling are designed to address such concerns as wellness, domestic violence, substance abuse, stress management, parenting, relationships, and academics.

### **THE WRITING CENTER**

The Writing Center provides writing assistants to work with registered BMCC students in the process of developing and refining assignments in all subject areas. Assistants provide guidance in all aspects of the writing process: idea generation, information gathering, drafting, revising, and editing. Assistants work with students to help them understand their assignments clearly, to generate ideas in order to begin writing, to locate and cite sources, to organize and develop their ideas, and to learn to recognize and correct their own errors in grammar and syntax.

**GOVERNING BOARD MEMBERS  
THE CITY UNIVERSITY OF NEW YORK  
BOARD OF TRUSTEES**

Honorable Benno C. Schmidt, Jr.  
Chairperson

Honorable Valerie L. Beal

Honorable John S. Bonnici

Honorable John J. Calandra

Honorable Wellington Z. Chen

Honorable Kenneth E. Cook

Honorable Rita DiMartino

Honorable Joseph J. Lhota

Honorable Randy M. Mastro

Honorable Hugo M. Morales

Honorable Kathleen M. Pesile

Honorable Carol Robles-Roman

Honorable Nilda Soto Ruiz

Honorable Marc V. Shaw

Honorable Jeffrey S. Wiesenfeld

Honorable Agnes M. Abraham  
Member ex officio  
Chairperson University Student Senate

Honorable Susan O'Malley  
Member ex officio  
Chairperson University Faculty Senate

**FALL 2004 ADMINISTRATION**

**OFFICE OF THE PRESIDENT**

*BMCC FACTBOOK: 2003-2004*

Antonio Pérez	President
Richard Hasselbach	Executive Assistant and Special Counsel to the President
Karen Wenderoff	Vice President of College Development and Relations
Robert Diaz	College Counsel and Vice President for Faculty and Staff Relations
John Montanez	Associate Dean of Grants and Development
Angela Sales	Affirmative Action Officer
Angela Sales	Director of Community and Government Relations
Lyne Etienne	Acting Director of Development, Foundation and Corporate Relations
Rodney Alexander	Director of Institute for Business Trends Analysis
Robert Diaz	Labor Designee
Thomas Volpe	Director of Publications
Vacant	Director of Public Relations
America Roman	Executive Secretary to the President

### **OFFICE OF THE VICE PRESIDENT OF ACADEMIC AFFAIRS**

Sadie Bragg	Senior Vice President of Academic Affairs
Erwin Wong	Dean of Instruction and Curriculum
Michael Gillespie	Associate Dean of Academic Support Services and Faculty Development
Janis Jones	Acting Dean of the Manhattan Educational Opportunity Center
Ena Jordan	Executive Assistant to the Vice President of Academic Affairs
Freda McClean	Director of Academic Advisement and Transfer Center
Sondra Salley	Director of COPE Program
Sandra Rumayor	Director of Evening Weekend Program
David Hyllegard	Director of Institutional Research
Thomas Lew	Director of Instructional Technology
Stephen Hetherman	Director of Instructional Testing
James Tynes	Director of Learning Resource Center
John Gallagher	Director of Media Center
Vacant	Director of Partnerships and Collaborative Programs
Gregory Wist	Senior Registrar
Linda Herring	Director of Tribeca Performing Arts Center
Julia Butterfield	Acting Director of Writing Center
Mary Weeks	Executive Secretary to the Senior Vice-President



## **OFFICE OF THE VICE PRESIDENT OF STUDENT AFFAIRS**

Michael Haynes	Vice President of Student Affairs
Marva Craig	Associate Dean of Student Affairs
Stephen Kelly	Director of Athletics and Intramurals
Vacant	Executive Director of BMCC Association, Inc.
Ronald West	Director of Center for Career Development
Orville Hill	Director of College Discovery
Marilyn Riley-Hodge	Director of Counseling Center
Todd Boressoff	Director of Early Childhood Center
Eugenio Barrios	Director of Enrollment Management
Howard Entin	Director of Financial Aid
Vacant	Coordinator of Scholarships and Special Student Services
Harry Mars	Director of Student Activities
Vacant	Director of Office of Services for Students with Disabilities
Vacant	Director of Student Health Services
Deborah Parker	Director of Women's Resource Center

## **OFFICE OF THE VICE PRESIDENT OF ADMINISTRATION AND PLANNING**

G. Scott Anderson	Vice President of Administration and Planning
Dennis Jones	Assistant Dean of Administration and Planning
Edward Sullivan	Director of Operations, Planning and Construction
Steven Reis	Bursar
Elena Samuels	Business Manager
Vacant	Director of College Computer Center
Roy Montgomery	Chief Administrative Superintendent of Buildings and Grounds
Carmen Martinez	Director of Procurement and Administrative Services
Edwin Moss	Director of Public Safety
Ticey Rosario	Assistant to the Vice President

## **OFFICE OF ADULT AND CONTINUING EDUCATION**

Acte Maldonado	Dean for Adult and Continuing Education
Katee Tully	Associate Dean of Adult and Continuing Education
Mary Kieran	Director of Funded Programs

## FALL 2003 DEPARTMENT CHAIRPERSONS

Accounting	Lloyd Carroll
Allied Health Sciences	Everett Flannery
Business Management	Chaim Ginsberg
Computer Information Systems	Mary Alice Cohen
Cooperative Education	Daisy Alverio
Developmental Skills	Gay Brookes
English	John P. Eggers
Health Education	Olivia Cousins
Library	Sydney Eng
Mathematics	Patricia Wilkinson
Modern Languages	Fay Rogg
Music and Art	Peter Hollerbach
Nursing	Barbara Tacinelli
Office Administration	Francisca Campos (Deputy)
Science	Philip Penner
Social Science	Ronald Doviak
Speech Communication and Theater Arts	Susana Powell
Student Life	Michael Haynes

## FALL 2004 FACULTY BY DEPARTMENT

Department	Full-Time Faculty				Part-Time Faculty	
	Teaching	CLTs	Tenured	Doctorates	Teaching	Non-teaching
Accounting	13	0	12	1	18	0
Allied Health Sciences	5	5	3	0	19	7
Business Management	18	1	12	11	26	0
Computer Information Systems	21	3	11	4	28	3
Cooperative Education	6	0	6	0	2	0
Developmental Skills	30	2	25	21	48	7
English	45	0	23	26	111	0
Library	12	0	7	1	0	9
Mathematics	42	5	20	17	111	0
Modern Languages	18	4	8	13	31	3
Music and Art	16	1	7	5	30	1
Nursing	23	2	6	0	41	8
Office Administration	4	3	3	0	3	0
Health Education	7	0	4	3	13	2
Science	44	7	17	31	86	0
Social Science / Early Childhood Ed. / Ethnic Studies / Human Services	49	0	19	31	92	0
Speech	21	0	7	7	33	0
Student Life	15	2	11	4	0	0
<b>TOTAL</b>	<b>389</b>	<b>35</b>	<b>201</b>	<b>175</b>	<b>692</b>	<b>40</b>

Full-time faculty includes those in teaching and CLT positions. Departmental faculty may be serving in administrative positions. Tenure frequencies include CCEs (Certificate of Continuous Employment).

## GRANTS AND CONTRACTS INCOME

## JULY 1, 2003 – JUNE 30, 2004

Principal Investigator	Project Title	Sponsor/Source	Award
<b>Office of Academic Affairs</b>			
Geoffrey Akst and VP Sadie Bragg	Title III	US Dept. of Education	\$264,706
Joe Ugoretz and Sadie Bragg	BMCC Visible Knowledge Project	Georgetown University	\$9,000
Sondra Salley and Michael Gillespie	COPE (College Opportunity to Prepare for Employment)	NYC Human Resources Adm.	\$272,883
June Gaston and Sadie Bragg	CCNY - Sci & Math Teachers for the New Millennium	NSF ATE	\$19,314
Sandra Rumayor and Sadie Bragg	Perkins III - Post Secondary	NYS Education Department	\$1,754,192
Sandra Rumayor and Sadie Bragg	College NOW	NYC Human Resources Adm.	\$259,864
Sandra Rumayor and Kim Ramirez	Liberty Partnership	NYS Education Department	\$191,500
Sandra Rumayor and Deidre Anderson	GEAR-UP	US Dept. of Education	\$199,999
Sandra Rumayor and Nanette Van Loon	Science Technology Entry Program (STEP)	NYS Education Department	\$86,895
Sandra Rumayor and Nanette Van Loon	Collegiate Science and Technology Entry Program (CSTEP)	NYS Education Department	\$46,748
Sandra Rumayor and Theresa Lindsey	UPWARD BOUND Program	US Dept. of Education	\$329,201
Stephen Jacobs and Laura Higgins	Manhattan EOC Perkins III Post Secondary	NYS Education Department	\$117,047
Total number of awards made to the Office of Academic Affairs: 12		Total Amount Awarded:	\$3,551,349
<b>Academic Departments and Library</b>			
Mete Kok and Sadie Bragg	H1B Visa High Technology Training	US Dept. of Labor and Training	\$42,388
Mete Kok and Todd Flyr	Research Project on Autonomous Agents	CUNY Collaborative Incentive Program	\$55,800
Total number of Computer Information Systems Awards: 2		Total Amount Awarded:	\$98,188
Maria Patricia Molina, Shanti Rywkin and Nanette Van Loon	The use of the Kodak Image Station for research and mentoring of students	CUNY Collaborative Incentive Program	\$35,000
Total number of Science Department Awards: 1		Total Amount Awarded:	\$35,000

Principal Investigator	Project Title	Sponsor/Source	Award
Myrie, Jackie	Nursing Workforce Diversity Grant	HRSA Division of Nursing	\$245,998
Myrie, Jackie	Nursing Summer Camp	Johnson & Johnson Foundation	\$5,000
Total number of Nursing Department Awards: 2		Total Amount Awarded:	\$250,998
Patricia Wilkinson and Larry Sher	Women in Mathematics Research	MAA/Tensor Foundation	\$5,000
Patricia Wilkinson and Alice Cohen	CSEMS Grant	NSF	\$99,000
Patricia Wilkinson and Larry Sher	Faculty Workshop: Adjuncts, Applets, Pre-Calculus and Statistics	US Dept. of Education MSEIP	\$25,000
Patricia Wilkinson and Larry Sher	Four Colleges Urban Colleges	US Dept. of Education MSEIP	\$78,066
Annie Han	Fulbright-Hays Group Projects Abroad	US Dept. of Education	\$61,000
Annie Han	Teacher Training: Community School District One	Moody's	\$5,000
Total number of Mathematics Department Awards: 6		Total Amount Awarded:	\$273,066
Sandra Poster and Lillian Oxtoby	Smart Moms, Smart Choices	New York Community Trust Fund	\$25,000
Total number of Speech, Communication and Theater Department Awards: 1		Total Amount Awarded:	\$25,000
Sidney Eng	Coordinated Collection Development Aid	NYS Education Department	\$16,420
Total number of Library Awards: 1		Total Amount Awarded:	\$16,420

**PSC CUNY**

Peskoff, Fred	Helping Nursing Students Cope With Math Anxiety: From Research to Relief	PSC CUNY AWARD	\$4,530
Theilheimer, Rachel and Weisenfeld, GG	Play in the Eyes of Early Childhood Majors	PSC CUNY AWARD	\$4,687
Clark, Marlene	Aging Queen in/ and Shakespeare's Drama	PSC CUNY AWARD	\$4,020
Depaolo, Charles	Epidemiography: The Literature of Infectious Disease	PSC CUNY AWARD	\$3,840

Principal Investigator	Project Title	Sponsor/Source	Award
Ugoretz, Joe	The Pitchman in Print: Oral Performance Art in Text and Context	PSC CUNY AWARD	\$4,390
Hayes, Dawn	Medieval Maternity: Pregnancy and Childbirth in Medieval Europe, 500-1500	PSC CUNY AWARD	\$2,000
Papoutisis, Alkis	Sophocles Antigone	PSC CUNY AWARD	\$3,990
Karasek, Cynthia	Video Projections on Large Scale Sculpture and Drawings	PSC CUNY AWARD	\$3,988
Sorce, Anthony	Six wood panel diptych and triptych paintings	PSC CUNY AWARD	\$3,191
Rothfarb, Shari	Are You Jewish? Judaism and Race in America	PSC CUNY AWARD	\$4,440
Total number of PSC CUNY Awards: 10		Total Amount Awarded:	\$39,076

#### Office of Adult Programs and Continuing Education

Rodney Alexander and Acte Maldonado	H1B Visa High Technology Training	US Dept. of Labor and Training	\$1,393,957
Denise Deagan	CUNY Immersion – LTP	NYS Office temporary and Disability Assistance	\$146,326
Denise Deagan	Workforce Investment Act	NYS Education Department	\$249,998
Denise Deagan	Workforce Investment Act- Family Literacy	NYS Education Department	\$120,053
Denise Deagan	Adult Literacy (GED)	NYC Office of the Mayor	\$116,833
Mary Kieran	English Literacy /Civics Education	NYS Education Department	\$300,000
Mary Kieran	EDGE XI Gainful Employment	NYS Department of Labor	\$122,006
Mary Kieran	Direct Care Worker Training	NYC Housing Authority	\$221,121
Mary Kieran	Employment Services/Placement CUNY Consortium	NYCHRA	\$575,355
Mary Kieran	FIA/CUNY Professional Training Academy	NYCHRA	\$319,243
Total Number of Continuing Education Awards: 10		Total Amount Awarded:	\$3,564,892

<b>Principal Investigator</b>	<b>Project Title</b>	<b>Sponsor/Source</b>	<b>Award</b>
<b>Tribeca Performing Arts Center</b>			
Herring, Linda	Lost jazz Shrines-Café Society	National Endowment for the Arts	\$20,000
Herring, Linda	School Time and Family, Folk and Fairytale	PennPat-for Nago Gato	\$7,000
Herring, Linda	Ticket Subsidy Program	NYC Department of Cultural Affairs	\$17,900
Herring, Linda	General Operating Support	Carnegie Corporation	\$50,000
Herring, Linda	Artist In Residence Program	JP Morgan Chase Arts & Culture Grant Program	\$20,000
Total Number of Tribeca Performing Arts Center Awards: 5		Total Amount Awarded:	\$114,900
<b>President's Office</b>			
Ellen O'Neill	BMCC Scholarship Fund	(various)	\$610,357
Ellen O'Neill	BMCC Scholarship Fund	Miles & Shirley Fiterman	\$200,000
Ellen O'Neill	BMCC Scholarship Fund	Citigroup Inc	\$70,000
Ellen O'Neill	BMCC Scholarship Fund	Star Foundation	\$25,000
Ellen O'Neill	BMCC Scholarship Fund	Lanza Family Foundation	\$25,000
Ellen O'Neill	BMCC Scholarship Fund	Computer Associates	\$20,000
Ellen O'Neill	BMCC Scholarship Fund	The Bank of New York	\$20,000
Ellen O'Neill	Unrestricted	James T Lee Foundation	\$20,000
Ellen O'Neill	Unrestricted	Various	\$65,512
Ellen O'Neill	Student Commons	May and Samuel Rudin Foundation	\$25,000
Ellen O'Neill	Other Projects	Various	\$76,728
Total Number of President's Office Awards: 11		Total Amount Awarded:	\$1,157,597

<b>Principal Investigator</b>	<b>Project Title</b>	<b>Sponsor/Source</b>	<b>Award</b>
<b>Student Life</b>			
Todd Boressoff	Child and Adult Care Food Program	US Dept. of Agriculture/SUNY RF	\$15,000
Todd Boressoff	Universal Pre-Kindergarten	NYC Board of Education, District 2	\$55,296
Todd Boressoff	Child Care and Development Block Grant	NYS Office of Children & Family Services	\$139,636
Todd Boressoff	Child Care Access Means Parents in School Program	US Dept. of Education	\$174,950
Colleen Lewis	Transportation Services for Disabled Students	New York Community Trust	\$2,717
Total Number of Student Life Awards: 5		Total Amount Awarded:	\$387,599
<b>Total Amount Awarded</b>		<b>\$9,514,085</b>	



## ENROLLMENT

## HEADCOUNT AND FTEs FALL 1999 TO SPRING 2004

Semester		Headcount	Percentage change in Headcount	FTEs	Percentage change in FTEs
Fall	1999	14,997	-2.7	11,275	-2.6
Spring	2000	14,586	-2.7	10,694	-5.2
Fall	2000	15,875	8.8	11,562	8.1
Spring	2001	15,536	-2.1	11,133	-3.7
Fall	2001	16,025	3.1	11,654	4.7
Spring	2002	16,435	2.6	12,073	3.6
Fall	2002	17,635	7.3	13,095	8.5
Spring	2003	17,735	0.6	12,852	-1.9
Fall	2003	18,465	4.1	13,411	4.3
Spring	2004	18,609	0.8	13,258	-1.1

Headcount enrollment consists of degree and non-degree students.

Percentage change is from the prior semester.

Full-time equivalent (FTE) is a standardized measure of enrollment equal to a full-time load of credits and hours. It is calculated by summing the total credits and hours associated with course enrollment and dividing by 15 (an ideal full-time student would take 15 credit hours per semester).

**ANNUAL UNDUPLICATED HEADCOUNT  
ACADEMIC YEARS 1999-2000 TO 2003-2004**

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Academic Year	Headcount	Percentage Change in Headcount
1999-2000	20,129	-4.3
2000-2001	21,286	5.7
2001-2002	22,264	4.6
2002-2003	23,661	6.3
2003-2004	25,446	7.5

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Annual unduplicated headcount includes summer, fall and spring terms.

Percentage change is from the prior year.

## SUMMER ENROLLMENT 1999 TO 2004

Summer	Headcount	FTEs
1999	4,553	786
2000	4,315	748
2001	4,974	838
2002	5,108	866
2003	6,125	1,042
2004	4,643	751

Summer enrollment includes the six-week Summer Immersion program.

## STUDENT RETURN RATE FROM PREVIOUS SEMESTER FALL 1999 TO SPRING 2004

Semester	Percent Returning
Fall 1999	64.9
Spring 2000	72.7
Fall 2000	66.4
Spring 2001	71.0
Fall 2001	65.7
Spring 2002	81.1*
Fall 2002	70.8*
Spring 2003	81.5*
Fall 2003	67.4*
Spring 2004	73.5*

\* Excludes non-degree students.

**DEGREE, NON-DEGREE, AND  
CONTINUING EDUCATION ENROLLMENT  
FALL 1999 TO SPRING 2004**

Semester		Degree Students	Non-Degree Students	Continuing Education	Total
Fall	1999	14,466	531	2,967	17,964
Spring	2000	14,011	575	3,490	18,076
Fall	2000	15,104	771	4,291	20,166
Spring	2001	14,602	934	3,606	18,192
Fall	2001	15,239	786	1,746	17,771
Spring	2002	15,559	876	2,693	19,128
Fall	2002	16,732	903	6,716	24,351
Spring	2003	16,825	910	4,783	22,518
Fall	2003	17,629	836	10,058	28,523
Spring	2004	17,855	754	8,921	27,530

## ENROLLMENT BY DEGREE PROGRAM FALL 1999 TO SPRING 2004

Program	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001
Accounting	856	849	865	814	899
Business Administration	1,467	1,420	1,551	1,571	1,595
Business Management	1,195	1,154	1,214	1,125	1,169
Small Business / Entrepreneurship	125	112	141	148	140
Office Automation	70	58	59	64	48
Office Operations	160	127	134	135	146
Corporate and Cable Communications	341	325	306	288	261
Computer Science	881	860	976	931	936
Computer Operations	613	583	614	621	660
Computer Programming	994	920	926	888	812
Multimedia Programming and Design	40	100	195	248	327
Nursing	1,277	1,263	1,438	1,441	1,607
Paramedic	107	103	112	99	112
Health Information Technology	114	105	102	98	109
Respiratory Therapy	250	234	233	196	211
Child Care / Early Childhood Education	971	966	1,005	934	954
Human Services	772	742	758	672	679
Engineering Science	193	177	191	176	181
Science	296	264	269	256	283
Mathematics	44	40	49	42	41
Liberal Arts	3,700	3,610	3,962	3,835	4,020
Writing and Literature	NA	NA	4	20	52
Theatre	NA	NA	NA	NA	NA

## ENROLLMENT BY DEGREE PROGRAM FALL 1999 TO SPRING 2004

Program	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
Accounting	918	967	928	1,022	1,049
Business Administration	1,742	1,907	1,997	2,056	2,098
Business Management	1,236	1,254	1,235	1,246	1,223
Small Business / Entrepreneurship	139	170	165	171	174
Office Automation	51	47	54	45	41
Office Operations	150	151	155	143	135
Corporate and Cable Communications	264	252	246	244	262
Computer Science	867	764	642	541	442
Computer Operations	626	591	587	486	429
Computer Programming	749	650	564	484	425
Multimedia Programming and Design	381	448	490	493	512
Nursing	1,631	2,067	2,122	2,667	2,861
Paramedic	113	126	140	152	138
Health Information Technology	91	107	98	78	82
Respiratory Therapy	214	202	207	239	281
Child Care / Early Childhood Education	935	1,017	1,044	1,033	1,039
Human Services	701	735	759	708	745
Engineering Science	202	215	211	243	253
Science	294	357	378	385	431
Mathematics	52	71	68	67	70
Liberal Arts	4,079	4,448	4,497	4,831	4,821
Writing and Literature	85	134	173	181	212
Theatre	29	48	65	111	125



## ENROLLMENT BY DEGREE TYPE FALL 1999 TO SPRING 2004

Semester		Associate in Arts Degree (A.A.)	Associate in Science Degree (A.S.)	Associate in Applied Science Degree (A.A.S.)
Fall	1999	5,167	2,186	7,113
	Percent	35.7	15.1	49.2
Spring	2000	5,029	2,083	6,899
	Percent	35.9	14.9	49.2
Fall	2000	5,517	2,243	7,334
	Percent	36.5	14.9	48.6
Spring	2001	5,426	2,077	7,099
	Percent	37.2	14.2	48.6
Fall	2001	5,662	2,119	7,458
	Percent	37.2	13.9	48.9
Spring	2002	5,906	2,145	7,508
	Percent	38.0	13.8	48.3
Fall	2002	6,489	2,190	8,053
	Percent	38.8	13.1	48.1
Spring	2003	6,667	2,123	8,035
	Percent	39.6	12.6	47.8
Fall	2003	7,068	2,055	8,506
	Percent	40.0	11.7	48.3
Spring	2004	7,131	2,066	8,658
	Percent	39.9	11.6	48.5

## FULL-TIME AND PART-TIME ATTENDANCE FALL 1999 TO SPRING 2004

Semester		Full-Time	Part-Time
Fall	1999	9,619	5,378
	Percent	64.1	35.9
Spring	2000	9,103	5,483
	Percent	62.4	37.6
Fall	2000	9,812	6,063
	Percent	61.8	38.2
Spring	2001	9,195	6,341
	Percent	59.2	40.8
Fall	2001	9,840	6,185
	Percent	61.4	38.6
Spring	2002	10,064	6,371
	Percent	61.2	38.8
Fall	2002	10,946	6,689
	Percent	62.1	37.9
Spring	2003	10,416	7,319
	Percent	58.7	41.3
Fall	2003	11,183	7,282
	Percent	60.6	39.4
Spring	2004	10,817	7,792
	Percent	58.1	41.9

Full-time students are those taking 12 or more credits or equated credits.

Part-time students are those taking less than 12 credits or equated credits.

## ENROLLMENT BY CLASS LEVEL FALL 1999 TO SPRING 2004

Semester		Freshmen	Second Year	Total
Fall	1999	10,122	4,875	14,997
	Percent	67.5	32.5	100.0
Spring	2000	9,166	4,845	14,011
	Percent	65.4	34.6	100.0
Fall	2000	10,339	4,765	15,104
	Percent	68.5	31.5	100.0
Spring	2001	9,717	4,885	14,602
	Percent	66.5	33.5	100.0
Fall	2001	10,534	4,705	15,239
	Percent	69.1	30.9	100.0
Spring	2002	10,425	5,134	15,559
	Percent	67.0	33.0	100.0
Fall	2002	11,590	5,142	16,732
	Percent	69.3	30.7	100.0
Spring	2003	12,755	4,070	16,825
	Percent	75.8	24.2	100.0
Fall	2003	12,866	5,599	18,465
	Percent	69.7	30.3	100.0
Spring	2004	12,558	6,051	18,609
	Percent	67.5	32.5	100.0

Freshmen have completed 27.5 or fewer credits; second year students have completed more than 27.5 credits.

Only degree students are included in this table.

## COLLEGE DISCOVERY ENROLLMENT FALL 1999 TO SPRING 2004

Semester	Full- Time	Part- Time	Total
Fall 1999	600	55	655
Spring 2000	520	18	538
Fall 2000	613	66	679
Spring 2001	491	70	561
Fall 2001	499	74	573
Spring 2002	485	65	550
Fall 2002	542	68	610
Spring 2003	486	82	568
Fall 2003	472	71	543
Spring 2004	461	88	549

College Discovery is a special program designed to enhance the academic chances of academically or economically disadvantaged students. These students are included in other tables.

## ENROLLMENT BY AGE FALL 1999 TO SPRING 2004

Semester	Median	18 & younger	19-20	21-22	23-25	26-29	30 & older
Fall 1999	23	916	3,022	2,830	2,568	1,873	3,255
Percent		6.3	20.9	19.6	17.8	12.9	22.5
Spring 2000	23	151	2,601	3,046	2,833	1,983	3,434
Percent		0.7	18.5	21.7	20.2	14.1	24.4
Fall 2000	22	2,016	3,329	2,691	2,566	1,893	3,380
Percent		12.7	21.0	17.0	16.2	11.9	21.3
Spring 2001	23	1,616	3,312	2,838	2,537	1,826	3,407
Percent		10.4	21.3	18.3	16.3	11.8	21.9
Fall 2001	23	1,925	3,392	2,779	2,651	1,875	3,403
Percent		12.0	21.2	17.3	16.5	11.7	21.2
Spring 2002	23	1,524	3,557	3,016	2,814	2,026	3,495
Percent		9.3	21.6	18.4	17.1	12.3	21.3
Fall 2002	23	1,253	3,321	3,422	3,251	2,377	3,997
Percent		7.1	18.8	19.4	18.4	13.5	22.7
Spring 2003	23	1,441	3,664	3,258	3,114	2,328	3,930
Percent		8.1	20.7	18.4	17.6	13.1	22.2
Fall 2003	23	1,242	3,376	3,465	3,437	2,594	4,351
Percent		6.7	18.3	18.8	18.6	14.0	23.6
Spring 2004	23	905	3,502	3,580	3,562	2,688	4,372
Percent		4.9	18.8	19.2	19.1	14.4	23.5

## ENROLLMENT BY GENDER FALL 1999 TO SPRING 2004

Semester		Men Full-Time	Men Part-Time	Total	Women Full-Time	Women Part-Time	Total
Fall	1999	3,714	1,742	5,456	5,905	3,636	9,541
	Percent	68.1	31.9	36.4	61.9	38.1	63.6
Spring	2000	3,517	1,824	5,341	5,587	3,658	9,245
	Percent	65.8	34.2	36.6	60.4	39.6	63.4
Fall	2000	3,800	1,923	5,723	6,012	4,140	10,152
	Percent	66.4	33.6	36.1	59.2	40.8	63.9
Spring	2001	3,618	2,061	5,679	5,577	4,279	9,856
	Percent	63.7	36.3	36.6	56.6	43.4	63.4
Fall	2001	3,725	1,970	5,695	6,115	4,215	10,330
	Percent	65.4	34.6	35.5	59.2	40.8	64.5
Spring	2002	3,933	2,083	6,016	6,131	4,288	10,419
	Percent	65.4	34.6	36.6	58.8	41.2	63.4
Fall	2002	4,276	2,136	6,412	6,670	4,553	11,223
	Percent	66.7	33.3	36.4	59.4	40.6	63.6
Spring	2003	4,095	2,304	6,399	6,321	5,015	11,336
	Percent	64.0	36.0	36.1	55.8	44.2	63.9
Fall	2003	4,283	2,324	6,607	6,900	4,958	11,858
	Percent	64.8	35.2	35.8	58.2	41.8	64.2
Spring	2004	4,267	2,500	6,767	6,550	5,292	11,842
	Percent	63.1	36.9	36.4	55.3	44.7	63.6

Full-time and part-time percents are calculated separately for men and women; total percentages are calculated on the total number of men and women.

## ENROLLMENT BY RACE / ETHNICITY FALL 1999 TO SPRING 2004

Semester		Black	White	Hispanic	Asian or Pacific Islander	American Indian or Native Alaskan	Other
Fall	1999	5,339	1,233	4,203	1,659	29	1,123
	Percent	39.3	9.1	30.9	12.2	0.2	8.3
Spring	2000	5,076	1,305	4,043	1,634	31	1,371
	Percent	37.7	9.7	30.0	12.1	0.2	10.1
Fall	2000	5,412	1,343	4,369	1,691	34	1,633
	Percent	37.4	9.3	30.2	11.7	0.2	11.3
Spring	2001	5,177	1,339	4,103	1,665	37	1,900
	Percent	36.4	9.4	28.9	11.7	0.3	13.4
Fall	2001	5,266	1,389	4,321	1,743	40	1,978
	Percent	35.7	9.4	29.3	11.8	0.3	13.4
Spring	2002	5,372	1,396	4,324	1,703	40	2,468
	Percent	35.1	9.1	28.3	11.1	0.3	16.1
Fall	2002	5,877	1,711	4,620	1,967	47	2,420
	Percent	35.3	10.3	27.8	11.8	0.3	14.5
Spring	2003	5,559	1,659	4,402	1,834	32	3,072
	Percent	33.6	10.0	26.6	11.1	0.2	18.5
Fall	2003	6,141	1,964	4,767	2,061	32	2,542
	Percent	35.1	11.2	27.2	11.8	0.2	14.5
Spring	2004	6,129	1,981	4,683	2,023	31	2,857
	Percent	34.6	11.2	26.5	11.4	0.2	16.1

The racial / ethnic categories used here are the same as those used on the University's student application forms. Numbers and percentages do not include students who did not provide race / ethnicity information.

## ENROLLMENT BY RESIDENCY FALL 1999 TO SPRING 2004

Semester		New York City	New York State	Other States	Foreign
Fall	1999	12,705	566	7	1,520
	Percent	85.9	3.8	0.04	10.3
Spring	2000	12,222	684	18	1,546
	Percent	84.5	4.7	0.1	10.7
Fall	2000	11,798	806	22	1,780
	Percent	81.9	5.6	0.2	12.4
Spring	2001	12,334	1,063	15	1,799
	Percent	81.1	7.0	0.1	11.8
Fall	2001	13,003	964	8	1,903
	Percent	81.9	6.1	0.05	12.0
Spring	2002	13,409	912	21	1,965
	Percent	82.2	5.6	0.1	12.1
Fall	2002	14,228	1,278	27	2,102
	Percent	80.7	7.2	0.2	11.9
Spring	2003	14,364	1,294	25	2,052
	Percent	81.0	7.3	0.1	11.6
Fall	2002	15,075	1,204	24	2,162
	Percent	81.6	6.6	0.1	11.7
Spring	2003	15,361	1,070	17	2,161
	Percent	82.6	5.7	0.1	11.6

Residency is defined as the county, state or country in which the student is a legal resident.



## ENROLLMENT BY BOROUGH FALL 1999 TO SPRING 2004

Semester		Brooklyn	The Bronx	Manhattan	Queens	Staten Island
Fall	1999	4,865	2,183	3,327	2,242	88
	Percent	38.3	17.2	26.2	17.6	0.7
Spring	2000	4,555	2,072	3,245	2,206	144
	Percent	37.3	17.0	26.6	18.0	1.2
Fall	2000	4,368	1,982	2,895	2,364	189
	Percent	37.0	16.8	24.5	20.0	1.6
Spring	2001	4,742	2,142	3,196	2,074	180
	Percent	38.4	17.4	25.9	16.8	1.5
Fall	2001	5,014	2,175	3,310	2,306	198
	Percent	38.6	16.7	25.5	17.7	1.5
Spring	2002	5,160	2,258	3,439	2,331	221
	Percent	38.5	16.8	25.6	17.4	1.6
Fall	2002	5,549	2,333	3,657	2,461	228
	Percent	39.0	16.4	25.7	17.3	1.6
Spring	2003	5,632	2,388	3,646	2,443	255
	Percent	39.2	16.6	25.4	17.0	1.8
Fall	2003	6,002	2,460	3,784	2,547	281
	Percent	39.8	16.3	25.1	16.9	1.9
Spring	2004	6,199	2,442	3,867	2,544	309
	Percent	40.4	15.9	25.2	16.6	2.0

Percentages are based on students whose legal residence is New York City.

## **NEW STUDENTS / FIRST-TIME FRESHMEN**

## NEW STUDENTS FALL 1999 TO SPRING 2004

Semester	First-Time Freshmen	Advanced Standing Transfers	Re-admitted	Total	Total Freshmen and Transfers
Fall 1999	2,726	1,042	1,220	4,988	3,768
Percent	54.7	20.9	24.5	100.0	75.5
Spring 2000	1,554	839	1,284	3,677	2,393
Percent	42.3	22.8	34.9	100.0	65.1
Fall 2000	3,042	1,328	1,286	5,656	4,370
Percent	53.8	23.5	22.7	100.0	77.3
Spring 2001	1,643	897	1,295	3,835	2,540
Percent	42.8	23.4	33.8	100.0	66.2
Fall 2001	3,181	1,304	1,169	5,655	4,485
Percent	56.3	23.1	20.7	100.0	79.4
Spring 2002	1,848	1,095	1,443	4,386	2,941
Percent	42.1	24.9	32.9	100.0	67.0
Fall 2002	3,280	1,595	1,252	6,127	4,875
Percent	53.5	26.1	20.4	100.0	79.6
Spring 2003	1,791	1,328	1,401	4,520	3,119
Percent	39.6	29.4	31.0	100.0	69.0
Fall 2003	3,325	1,860	1,122	6,307	5,185
Percent	52.7	29.5	17.8	100.0	82.2
Spring 2004	1,849	1,563	1,485	4,897	3,412
Percent	37.8	31.9	30.3	100.0	69.7

New student data reported in this and subsequent tables are for degree students only.

## SHOW RATE OF ADMITTED STUDENTS FALL 1999 TO SPRING 2004

Semester		Admitted	Enrolled	Show Rate
Fall	1999	6,996	3,768	53.9
Spring	2000	3,820	2,393	62.6
Fall	2000	7,449	4,370	58.7
Spring	2001	7,144	2,476	34.7
Fall	2001	8,327	4,485	53.9
Spring	2002	4,324	2,941	68.0
Fall	2002	8,738	4,875	55.8
Spring	2003	4,527	3,119	68.9
Fall	2003	11,001	5,185	47.1
Spring	2004	4,381	3,412	77.9

This table excludes re-admitted students.

## FIRST-TIME FRESHMEN BY DEGREE PROGRAM FALL 1999 TO SPRING 2004

Program	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002
Accounting	153	83	167	97	197	102
Business Administration	261	145	298	148	240	153
Business Management	219	121	235	136	251	174
Small Business / Entrepreneurship	30	15	42	27	31	30
Office Automation	7	7	6	8	9	4
Office Operations	15	8	19	12	13	10
Corporate and Cable Communications	47	28	39	25	39	22
Computer Science	241	148	263	150	255	137
Computer Operations	93	54	82	59	87	41
Computer Programming	237	127	215	118	191	110
Multimedia Programming and Design	7	16	79	44	83	51
Nursing	200	116	242	125	256	177
Paramedic	31	18	26	12	30	16
Health Information Technology	18	13	19	8	18	7
Respiratory Therapy	24	16	25	12	26	17
Child Care / Early Childhood Education	158	89	175	90	162	99
Human Services	83	49	104	64	97	58
Engineering Science	38	26	50	20	43	17
Science	67	23	65	22	62	30
Mathematics	12	7	14	5	10	10
Liberal Arts	785	445	876	459	1,075	575
Writing and Literature	NA	NA	1	2	4	7
Theatre	NA	NA	NA	NA	NA	1

## FIRST-TIME FRESHMEN BY DEGREE PROGRAM FALL 1999 TO SPRING 2004

Program	Fall 2002	Spring 2003	Fall 2003	Spring 2004
Accounting	196	86	188	82
Business Administration	287	169	295	160
Business Management	262	152	265	163
Small Business / Entrepreneurship	54	26	36	23
Office Automation	8	3	5	4
Office Operations	18	11	14	11
Corporate and Cable Communications	35	20	40	17
Computer Science	164	72	94	48
Computer Operations	47	30	47	24
Computer Programming	148	72	117	54
Multimedia Programming and Design	72	57	67	51
Nursing	363	237	505	274
Paramedic	22	22	31	11
Health Information Technology	22	6	13	9
Respiratory Therapy	28	19	34	25
Child Care / Early Childhood Education	164	88	160	116
Human Services	97	65	96	62
Engineering Science	35	29	45	32
Science	75	42	56	36
Mathematics	15	6	9	1
Liberal Arts	1,142	544	1,133	604
Writing and Literature	21	20	27	17
Theatre	4	15	48	24

## COLLEGE ADMISSIONS AVERAGE AND NUMBER OF GED's FALL 1999 TO SPRING 2004

Semester	Mean	80% & Above	75-79.9%	70-74.9%	Below 70%	GED Recipients
Fall 1999	73.9	377	444	523	653	547
Percent		18.9	22.2	26.2	32.7	20.1
Spring 2000	73.7	138	163	184	246	281
Percent		18.9	22.3	25.2	33.7	18.1
Fall 2000	74.1	446	420	565	652	556
Percent		21.2	20.2	27.2	31.4	18.3
Spring 2001	74.5	228	201	222	338	408
Percent		23.1	20.3	22.4	34.2	24.8
Fall 2001	73.8	253	312	386	438	645
Percent		18.2	22.5	27.8	31.5	20.3
Spring 2002	74.5	154	146	161	213	NA
Percent		22.8	21.7	23.9	31.6	
Fall 2002	73.4	315	373	688	526	604
Percent		16.6	19.6	36.2	27.7	18.4
Spring 2003	74.2	121	134	125	195	NA
Percent		21.0	23.3	21.7	33.9	
Fall 2003	73.6	317	368	552	519	615
Percent		18.1	21.0	31.4	29.6	18.5
Spring 2004	73.6	157	171	273	249	NA
Percent		18.5	20.1	32.1	29.3	

Data reported in this table are for first-time freshmen. College admissions average is a cumulative average of grades earned in high school college-preparatory courses. It is computed on a 0 – 98 point scale. Only students with valid averages have been reported. We are unable to report the number of GED recipients in Spring 2002, 2003, and 2004 because of missing information from The University Application Processing Center.

## FIRST-TIME FRESHMEN BY AGE FALL 1999 TO SPRING 2004

Semester		Median	18 & younger	19-20	21-22	23-25	26-29	30 & older
Fall	1999	19	826	925	354	245	151	227
	Percent		30.3	33.9	13.0	9.0	5.5	8.3
Spring	2000	20	68	607	355	220	133	138
	Percent		4.5	39.9	23.3	14.5	8.7	9.1
Fall	2000	20	1,098	862	359	250	194	279
	Percent		36.1	28.3	11.8	8.2	6.4	9.2
Spring	2001	21	318	498	284	226	133	194
	Percent		19.2	30.1	17.2	13.7	8.0	11.7
Fall	2001	20	1,166	916	383	288	172	256
	Percent		36.7	28.8	12.0	9.1	5.4	8.0
Spring	2002	21	362	643	299	212	141	177
	Percent		19.7	35.1	16.3	11.6	7.7	9.7
Fall	2002	20	497	716	300	223	135	181
	Percent		24.2	34.9	14.6	10.9	6.6	8.8
Spring	2003	21	318	564	299	244	152	214
	Percent		17.8	31.5	16.7	13.6	8.5	11.9
Fall	2003	20	907	1,174	450	271	215	308
	Percent		27.3	35.3	13.5	8.2	6.5	9.3
Spring	2004	21	209	703	351	242	147	197
	Percent		11.3	38.0	19.0	13.1	8.0	10.7



## FIRST-TIME FRESHMEN BY GENDER FALL 1999 TO SPRING 2004

Semester		Men Full-Time	Men Part-Time	Total	Women Full-Time	Women Part-Time	Total
Fall	1999	992	143	1,135	1,348	243	1,591
	Percent	87.4	12.6	41.6	84.7	15.3	58.4
Spring	2000	544	136	680	686	188	874
	Percent	80.0	20.0	43.8	78.5	21.5	56.2
Fall	2000	1,053	188	1,241	1,514	287	1,801
	Percent	84.9	15.1	40.8	84.1	15.9	59.2
Spring	2001	587	128	713	741	189	930
	Percent	82.3	17.7	43.4	79.7	20.3	56.6
Fall	2001	1,039	183	1,222	1,531	282	1,813
	Percent	85.0	15.0	40.3	84.4	15.6	59.7
Spring	2002	631	140	771	858	205	1,063
	Percent	81.1	18.2	42.0	80.7	19.3	58.0
Fall	2002	1,133	195	1,326	1,642	312	1,954
	Percent	85.4	14.6	40.4	84.0	16.0	59.6
Spring	2003	581	126	707	866	218	1,084
	Percent	82.2	17.8	39.5	79.9	20.1	60.5
Fall	2003	1,124	207	1,331	1,716	278	1,994
	Percent	84.4	15.6	40.0	86.1	13.9	60.0
Spring	2004	641	162	803	845	201	1,046
	Percent	79.8	20.2	43.4	80.8	19.2	56.6

Full-time and part-time percents are calculated separately for men and women; total percentages are calculated on the total number of men and women.

## FIRST-TIME FRESHMEN BY RACE / ETHNICITY FALL 1999 TO SPRING 2004

Semester		Black	White	Hispanic	Asian or Pacific Islander	American Indian or Native Alaskan	Other
Fall	1999	836	237	882	315	7	138
	Percent	34.6	9.8	36.5	13.0	0.3	5.7
Spring	2000	513	148	484	145	6	188
	Percent	34.6	10.0	32.6	9.8	0.4	12.7
Fall	2000	1,000	270	902	290	6	161
	Percent	38.0	10.3	34.3	11.0	0.2	6.1
Spring	2001	564	156	423	151	4	88
	Percent	40.7	11.3	30.5	10.9	0.3	6.3
Fall	2001	1,027	246	943	306	5	322
	Percent	36.0	8.6	33.1	10.7	0.2	11.3
Spring	2002	635	156	488	203	2	249
	Percent	36.6	9.0	28.2	11.7	0.1	14.4
Fall	2002	957	300	901	335	4	507
	Percent	31.9	9.9	30.0	11.2	0.1	16.9
Spring	2003	598	171	453	132	2	354
	Percent	35.0	10.0	26.5	7.7	0.1	20.7
Fall	2003	1,032	299	895	312	5	616
	Percent	32.7	9.5	28.3	9.9	0.2	19.5
Spring	2004	580	151	461	139	2	449
	Percent	32.5	8.5	25.9	7.8	0.1	25.2

The racial / ethnic categories used here are the same as those used on the University's student application forms. Numbers and percentages do not include students who did not provide race / ethnicity information.

## **TRANSFERS TO BMCC**

## TRANSFERS FROM CUNY AND NON-CUNY COLLEGES FALL 1999 TO SPRING 2004

Semester		CUNY	NON - CUNY	Total
Fall	1999	462	579	1,041
	Percent	44.4	55.6	100.0
Spring	2000	356	524	880
	Percent	40.5	59.5	100.0
Fall	2000	542	747	1,289
	Percent	42.0	58.0	100.0
Spring	2001	335	504	839
	Percent	39.9	60.1	100.0
Fall	2001	475	829	1,304
	Percent	36.4	63.6	100.0
Spring	2002	420	673	1,093
	Percent	38.4	61.6	100.0
Fall	2002	597	998	1,595
	Percent	37.4	62.6	100.0
Spring	2003	523	805	1,328
	Percent	39.4	60.6	100.0
Fall	2003	710	1,150	1,860
	Percent	38.2	61.8	100.0
Spring	2004	577	986	1,563
	Percent	36.9	63.1	100.0

## TRANSFERS BY DEGREE PROGRAM FALL 1999 TO SPRING 2004

Program	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002
Accounting	59	47	77	45	63	56
Business Administration	91	66	110	80	93	111
Business Management	77	75	81	71	117	88
Small Business / Entrepreneurship	12	11	15	10	23	13
Office Automation	4	0	5	0	5	2
Office Operations	4	5	0	5	12	2
Corporate and Cable Communications	20	22	49	24	62	18
Computer Science	57	57	90	63	78	66
Computer Operations	41	26	42	26	35	30
Computer Programming	49	36	57	32	42	38
Multimedia Programming and Design	0	0	0	0	0	26
Nursing	143	112	206	121	238	171
Paramedic	14	6	14	4	8	6
Health Information Technology	7	3	8	6	11	4
Respiratory Therapy	15	14	23	5	25	10
Child Care / Early Childhood Education	49	52	51	36	61	42
Human Services	35	35	49	23	35	32
Engineering Science	14	10	11	14	17	18
Science	25	13	21	18	25	19
Mathematics	6	6	12	3	5	7
Liberal Arts	318	284	366	251	344	323
Writing and Literature	NA	0	2	1	5	7
Theatre	NA	NA	NA	NA	NA	4

## TRANSFERS BY DEGREE PROGRAM FALL 1999 TO SPRING 2004

Program	Fall 2002	Spring 2003	Fall 2003	Spring 2004
Accounting	84	76	92	76
Business Administration	130	100	154	121
Business Management	117	92	106	105
Small Business / Entrepreneurship	15	8	22	17
Office Automation	2	2	2	1
Office Operations	4	3	11	3
Corporate and Cable Communications	19	9	18	15
Computer Science	56	58	39	34
Computer Operations	29	23	19	17
Computer Programming	36	23	18	25
Multimedia Programming and Design	46	34	28	32
Nursing	410	335	589	452
Paramedic	18	18	19	14
Health Information Technology	10	5	10	4
Respiratory Therapy	18	14	43	26
Child Care / Early Childhood Education	67	62	69	56
Human Services	43	41	49	37
Engineering Science	34	14	29	24
Science	32	35	41	50
Mathematics	10	3	8	7
Liberal Arts	387	354	469	414
Writing and Literature	17	17	13	19
Theatre	10	2	12	13

## TRANSFERS BY AGE FALL 1999 TO SPRING 2004

Semester		Median	18 & younger	19-20	21-22	23-25	26-29	30 & older
Fall	1999	24	5	157	247	243	168	221
	Percent		0.5	15.1	23.7	23.3	16.1	21.2
Spring	2000	23	6	160	208	195	129	182
	Percent		0.7	18.2	23.6	22.2	14.7	20.7
Fall	2000	23	6	227	276	300	191	289
	Percent		0.5	17.6	21.4	23.3	14.8	22.4
Spring	2001	23	7	154	190	185	131	172
	Percent		0.8	18.4	22.6	22.1	15.6	20.5
Fall	2001	23	4	190	295	300	222	293
	Percent		0.3	14.6	22.6	23.0	17.0	22.5
Spring	2002	23	14	166	247	243	183	240
	Percent		1.3	15.2	22.6	22.2	16.7	22.0
Fall	2002	23	5	218	304	360	273	435
	Percent		0.3	13.7	19.1	22.6	17.1	27.3
Spring	2003	23	4	213	277	286	217	331
	Percent		0.3	16.0	20.9	21.5	16.3	24.9
Fall	2003	23	9	227	378	378	302	566
	Percent		0.5	12.2	20.3	20.3	16.2	30.4
Spring	2004	23	18	240	311	331	249	414
	Percent		1.2	15.4	19.9	21.2	15.9	26.5

## TRANSFERS BY GENDER FALL 1999 TO SPRING 2004

Semester		Men Full-Time	Men Part-Time	Total	Women Full-Time	Women Part-Time	Total
Fall	1999	290	111	401	438	202	640
	Percent	72.3	27.7	38.5	68.4	31.6	61.5
Spring	2000	224	113	337	352	191	543
	Percent	66.5	33.5	38.3	64.8	35.2	61.7
Fall	2000	350	145	495	493	301	794
	Percent	70.7	29.3	38.4	62.1	37.9	61.6
Spring	2001	194	122	316	314	209	523
	Percent	61.4	38.6	38.1	60.0	40.0	61.9
Fall	2001	315	135	450	533	321	854
	Percent	70.0	30.0	34.5	62.4	37.6	65.5
Spring	2002	306	119	425	419	249	668
	Percent	72.0	28.0	38.9	62.7	37.3	61.1
Fall	2002	414	156	570	608	417	1,025
	Percent	72.6	27.4	35.7	59.3	40.7	64.3
Spring	2003	309	180	489	486	353	839
	Percent	63.2	36.8	36.8	57.9	42.1	63.2
Fall	2003	427	226	653	738	469	1,207
	Percent	65.4	34.6	35.1	61.1	38.9	64.9
Spring	2004	423	175	598	557	408	965
	Percent	70.0	29.3	38.3	57.7	42.3	61.7

Full-time and part-time percents are calculated separately for men and women; total percentages are calculated on the total number of men and women.



## TRANSFERS BY RACE / ETHNICITY FALL 1999 TO SPRING 2004

Semester		Black	White	Hispanic	Asian or Pacific Islander	American Indian or Native Alaskan	Other
Fall	1999	365	144	276	156	2	35
	Percent	37.3	14.7	28.2	16.0	0.2	3.6
Spring	2000	273	122	267	122	2	57
	Percent	32.4	14.5	31.7	14.5	0.2	6.8
Fall	2000	462	157	369	164	1	106
	Percent	36.7	12.5	29.4	13.0	0.1	8.4
Spring	2001	267	107	228	89	2	108
	Percent	33.4	13.3	28.4	11.1	0.2	13.5
Fall	2001	391	170	318	162	3	194
	Percent	31.6	13.7	25.7	13.1	0.2	15.6
Spring	2002	334	149	258	155	2	167
	Percent	31.4	14.0	24.3	14.5	0.2	15.7
Fall	2002	503	264	375	220	8	138
	Percent	33.4	17.5	24.9	14.6	0.5	9.1
Spring	2003	441	185	343	184	4	132
	Percent	34.2	14.3	26.6	14.3	0.3	10.2
Fall	2003	618	308	382	283	2	232
	Percent	33.9	16.9	20.9	15.5	0.1	12.7
Spring	2004	525	244	362	199	3	200
	Percent	34.2	15.9	23.6	13.0	0.2	13.0

The racial / ethnic categories used here are the same as those used on the University's student application forms. Numbers and percentages do not include students who did not provide race / ethnicity information.

## **PLACEMENT, CPE, ACADEMIC STANDING**

## BASIC SKILLS READING PLACEMENT FIRST-TIME FRESHMEN

Semester		Reading 061	Reading 062	Reading 075	Exempt	Number of Students Tested
Fall	1999	532	508	674	1,006	2,720
	Percent	19.6	18.7	24.8	37.0	100.0
Spring	2000	NA	471	519	596	1,586
	Percent	NA	29.7	32.6	37.6	100.0
Fall	2000	NA	775	1,086	1,167	3,028
	Percent	NA	25.6	35.9	38.5	100.0
Spring	2001	NA	357	404	892	1,653
	Percent	NA	21.6	24.4	54.0	100.0
Fall	2001	NA	553	778	1,783	3,114
	Percent	NA	17.8	25.0	57.3	100.0
Spring	2002	NA	329	402	1,088	1,822
	Percent	NA	18.1	22.1	59.7	100.0
Fall	2002	NA	351	734	2,046	3,131
	Percent	NA	11.2	23.4	65.2	100.0
Spring	2003	NA	191	379	1,166	1,737
	Percent	NA	11.1	21.8	67.1	100.0
Fall	2003	NA	338	710	2,154	3,202
	Percent	NA	10.6	22.2	67.3	100.0
Spring	2004	NA	121	295	1,052	1,468
	Percent	NA	8.3	20.1	71.7	100.0

Reading basic skills course placement is determined by students' performance on the Reading Test of the CUNY Freshman Skills Assessment Program. The placement distributions reported here are based on students' first attempt on the test. Reading 061 was discontinued in Spring 2000.

## BASIC SKILLS ENGLISH AND ESL PLACEMENT FIRST-TIME FRESHMEN

Semester		ENG 088	ENG 095	ESL 054	ESL 062	ESL 094	ESL 095	Exempt	Number of Students Tested
Fall	1999	160	1,091	107	217	199	134	813	2,721
	Percent	5.9	40.1	3.9	8.0	7.3	4.9	29.9	100.0
Spring	2000	91	704	66	159	97	70	399	1,586
	Percent	5.7	44.4	4.2	10.0	6.2	4.4	25.2	100.0
Fall	2000	158	1,373	88	198	205	167	857	3,046
	Percent	5.2	45.1	2.9	6.5	6.7	5.5	28.1	100.0
Spring	2001	218	676	62	120	78	50	448	1,652
	Percent	13.2	40.9	3.8	7.3	4.7	3.0	27.1	100.0
Fall	2001	321	1,274	70	205	130	106	987	3,093
	Percent	10.4	41.2	2.3	6.6	4.2	3.4	31.9	100.0
Spring	2002	228	780	29	112	84	73	513	1,822
	Percent	12.5	42.8	1.6	6.1	4.6	4.0	28.2	100.0
Fall	2002	365	1,272	70	211	118	85	996	3,117
	Percent	11.7	40.8	2.2	6.7	3.8	2.7	31.9	100.0
Spring	2003	299	694	54	97	90	53	447	1,734
	Percent	17.1	40.1	3.1	5.6	5.2	3.0	25.8	100.0
Fall	2003	551	1,312	74	211	102	126	828	3,204
	Percent	17.2	40.9	2.3	6.6	3.2	3.9	25.9	100.0
Spring	2004	211	657	44	92	63	37	363	1,467
	Percent	14.4	44.8	3.0	6.3	4.3	2.5	24.7	100.0

English or ESL basic skills course placement is determined by students' performance on the Writing Test of the CUNY Freshman Skills Assessment Program. The placement distributions reported here are based on students' first attempt on the test. In Spring 1996, English 090, ESL 083, and ESL 084 were changed to English 095, ESL 094, and ESL 095.

## BASIC SKILLS MATH PLACEMENT FIRST-TIME FRESHMEN

Semester		Math 010	Math 011	Math 012	Math 051	Exempt	Number of Students Tested
Fall	1999	499	646	630	450	496	2,721
	Percent	18.3	23.7	23.2	16.5	18.2	100.0
Spring	2000	337	390	347	256	257	1,587
	Percent	21.2	24.6	21.9	16.1	16.2	100.0
Fall	2000	571	730	686	467	585	3,039
	Percent	18.8	24.0	22.6	15.4	19.2	100.0
Spring	2001	325	403	370	266	286	1,650
	Percent	21.2	24.6	21.9	16.1	16.2	100.0
Fall	2001	659	776	716	430	528	3,109
	Percent	21.2	25.0	23.0	13.8	17.0	100.0
Spring	2002	381	448	397	292	295	1,813
	Percent	21.0	24.7	21.9	16.1	16.3	100.0
Fall	2002	600	779	695	471	635	3,180
	Percent	18.9	24.5	21.9	14.8	20.0	100.0
Spring	2003	370	396	382	290	313	1,751
	Percent	21.1	22.6	21.8	16.6	17.9	100.0
Fall	2003	636	764	736	493	638	3,267
	Percent	19.5	23.4	22.5	15.1	19.5	100.0
Spring	2004	311	341	318	236	261	1,467
	Percent	21.2	23.2	21.7	16.1	17.8	100.0

Math basic skills course placement is determined by students' performance on the Mathematics Test of the CUNY Freshman Skills Assessment Program. The placement distributions reported here are based on students' first attempt on the test.

## BASIC SKILLS READING PLACEMENT NEW STUDENTS

Semester		Reading 061	Reading 062	Reading 075	Exempt	Number of Students Tested
Fall	1999	625	654	885	1,584	3,751
	Percent	16.7	17.4	23.7	42.2	100.0
Spring	2000	NA	610	717	1,149	2,476
	Percent	NA	24.7	28.7	46.4	100.0
Fall	2000	NA	994	1,387	1,945	4,326
	Percent	NA	23.0	32.1	44.9	100.0
Spring	2001	NA	475	562	1,467	2,504
	Percent	NA	19.0	22.4	58.6	100.0
Fall	2001	NA	695	972	2,660	4,328
	Percent	NA	16.0	22.5	61.5	100.0
Spring	2002	NA	426	552	1,910	2,894
	Percent	NA	14.7	19.0	66.0	100.0
Fall	2002	NA	487	908	3,127	4,522
	Percent	NA	10.8	20.1	69.2	100.0
Spring	2003	NA	287	528	2,051	2,866
	Percent	NA	10.1	18.5	71.6	100.0
Fall	2003	NA	448	429	3,455	4,840
	Percent	NA	9.3	8.9	71.4	100.0
Spring	2004	NA	191	443	2,063	2,697
	Percent	NA	7.1	16.4	76.2	100.0

Reading basic skills course placement is determined by students' performance on the Reading Test of the CUNY Freshman Skills Assessment Program. The placement distributions reported here are based on students' first attempt on the test. The table includes matriculated first-time freshmen, re-admits, and transfer students. The latter are mainly students who were not tested at their previous college. In Spring 1996, Reading 073 was changed to Reading 075. Reading 061 was discontinued in Spring 2000.

## BASIC SKILLS ENGLISH AND ESL PLACEMENT NEW STUDENTS

Semester	ENG 088	ENG 095	ESL 054	ESL 062	ESL 094	ESL 095	Exempt	Number of Students Tested
Fall 1999	220	1,428	125	253	237	167	1,320	3,751
Percent	5.8	38.1	3.3	6.7	6.3	4.5	35.2	100.0
Spring 2000	135	991	78	201	128	95	848	2,476
Percent	5.5	40.0	3.2	8.1	5.1	3.8	34.2	100.0
Fall 2000	223	1,744	102	268	263	218	1,495	4,313
Percent	5.2	40.3	2.4	6.2	6.1	5.1	34.6	100.0
Spring 2001	268	949	76	153	104	68	875	2,494
Percent	10.7	38.2	3.0	6.1	4.2	2.7	35.1	100.0
Fall 2001	408	1,602	85	246	160	142	1,652	4,316
Percent	9.4	37.1	2.0	5.7	3.7	3.3	38.3	100.0
Spring 2002	298	1,068	38	144	108	95	1,134	2,894
Percent	10.3	36.9	1.3	5.0	3.7	3.3	39.2	100.0
Fall 2002	462	1,645	81	260	151	120	1,763	4,482
Percent	10.3	36.8	1.8	5.8	3.4	2.7	39.4	100.0
Spring 2003	372	1,016	65	130	126	88	1,036	2,833
Percent	13.0	35.9	2.3	4.6	4.5	3.1	36.6	100.0
Fall 2003	669	1,743	93	280	154	192	1,702	4,833
Percent	13.9	36.1	1.9	5.8	3.2	4.0	35.2	100.0
Spring 2004	304	992	58	138	94	63	1,044	2,693
Percent	11.3	36.8	2.2	5.1	3.4	2.3	38.7	100.0

English or ESL basic skills course placement is determined by students' performance on the Writing Test of the CUNY Freshman Skills Assessment Program. The placement distributions reported here are based on students' first attempt on the test. The table includes matriculated first-time freshmen, re-admits, and transfer students. The latter are mainly students who were not tested at their previous college. In Spring 1996, English 090, ESL 083, and ESL 084 were changed to English 095, ESL 094, and ESL 095.

## BASIC SKILLS MATH PLACEMENT NEW STUDENTS

Semester		Math 010	Math 011	Math 012	Math 051	Exempt	Number of Students Tested
Fall	1999	603	821	833	707	789	3,753
	Percent	16.1	21.9	22.2	18.8	21.0	100.0
Spring	2000	412	529	540	444	556	2,481
	Percent	16.6	21.3	21.8	17.9	22.4	100.0
Fall	2000	709	912	923	775	988	4,307
	Percent	16.5	21.2	21.4	18.0	22.9	100.0
Spring	2001	418	528	559	473	526	2,504
	Percent	16.7	21.1	22.3	18.9	21.0	100.0
Fall	2001	768	956	989	708	910	4,331
	Percent	17.7	22.1	22.8	16.3	21.0	100.0
Spring	2002	480	606	580	544	679	2,889
	Percent	16.6	21.0	20.1	18.8	23.5	100.0
Fall	2002	741	969	969	758	1,133	4,570
	Percent	16.2	21.2	21.2	16.6	24.8	100.0
Spring	2003	473	540	611	544	697	2,865
	Percent	16.5	18.8	21.3	19.0	24.3	100.0
Fall	2003	766	966	1,030	868	1,207	4,837
	Percent	15.8	20.0	21.3	17.9	25.0	100.0
Spring	2004	436	498	533	481	701	2,649
	Percent	16.5	18.8	20.1	18.2	26.5	100.0

Math basic skills course placement is determined by students' performance on the Mathematics Test of the CUNY Freshman Skills Assessment Program. The placement distributions reported here are based on students' first attempt on the test. The table includes matriculated first-time freshmen, re-admits, and transfer students. The latter are mainly students who were not tested at their previous college.



## CUNY PROFICIENCY EXAM (CPE) PASSING AND SHOW RATES FALL 2001 TO SPRING 2004

Semester	Students Who Took Exam	Passing Rate (%)	Students Who Were Invited	Show Rate (%)
Fall 2001	326	74.7	679	52.4
Spring 2002	678	78.6	1,083	63.2
Fall 2002	929	68.0	1,443	64.4
Spring 2003	1,305	66.0	1,837	71.0
Fall 2003	1,457	69.1	3,317	44.0
Spring 2004	1,628	69.0	3,084	52.8

## DEAN'S LIST, PROBATION, AND DISMISSAL FALL 1999 TO SPRING 2004

Semester		Dean's List	Probation	Dismissal
Fall	1999	936	1,592	1,390
	Percent	6.4	11.0	9.6
Spring	2000	1,070	1,517	1,407
	Percent	7.6	10.8	10.0
Fall	2000	1,076	1,642	1,311
	Percent	7.1	10.9	8.7
Spring	2001	1,271	1,409	1,327
	Percent	8.7	9.6	9.1
Fall	2001	1,308	1,691	1,075
	Percent	8.6	11.1	7.1
Spring	2002	1,492	1,600	1,323
	Percent	9.6	10.3	8.5
Fall	2002	1,518	1,841	1,104
	Percent	9.1	11.0	6.6
Spring	2003	1,696	1,638	1,356
	Percent	10.1	9.7	8.1
Fall	2003	1,628	1,900	1,047
	Percent	8.8	10.3	5.7
Spring	2004	1,843	1,798	1,449
	Percent	9.9	9.7	7.8

Dean's List is an academic honor, which is achieved when a student earns a GPA of 3.3 or higher.

Students are placed on Academic Probation when their GPA falls below the minimum retention standards. Academic Dismissal may occur if a student fails to meet the minimum academic standards for two consecutive semesters.

Percentages are based on the number of degree students enrolled in the referenced semester.

## **DEGREES AWARDED, TRANSFERS, AND RETENTION**

## DEGREES AWARDED BY PROGRAM ACADEMIC YEARS 1999-2000 TO 2003-2004

Program	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Accounting	144	133	131	141	138
Business Administration	236	210	239	307	370
Business Management	156	173	154	150	155
Small Business / Entrepreneurship	9	12	7	13	14
Office Automation	18	7	6	7	3
Office Automation (Certificate)	NA	NA	NA	1	2
Office Operations	42	16	31	26	18
Corporate and Cable Communications	55	68	38	46	23
Computer Science	32	54	43	64	56
Computer Operations	88	85	102	132	106
Computer Programming	85	84	79	74	59
Multimedia Programming and Design	NA	2	18	50	57
Nursing	114	126	116	126	145
Paramedic	7	7	4	6	4
Health Information Technology	11	12	14	18	12
Respiratory Therapy	29	22	27	39	39
Child Care / Early Childhood Education	145	152	129	143	146
Human Services	153	113	104	108	87
Engineering Science	11	14	14	13	15
Science	22	17	13	26	30
Mathematics	4	0	1	3	7
Liberal Arts	515	496	460	516	512
Writing and Literature	N/A	N/A	5	16	25
Theatre	N/A	N/A	N/A	N/A	5
<b>TOTAL</b>	<b>1,876</b>	<b>1,803</b>	<b>1,735</b>	<b>2,024</b>	<b>2,028</b>

**DEGREES AWARDED BY DEGREE TYPE  
ACADEMIC YEARS 1999-2000 TO 2003-2004**

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Academic Year	Associate in Arts Degree (A.A.)	Associate in Science Degree (A.S.)	Associate in Applied Science Degree (A.A.S.)	Total
1999-2000	751	222	903	1,876
2000-2001	706	196	899	1,803
2001-2002	702	175	858	1,735
2002-2003	839	214	970	2,023
2003-2004	907	200	919	2,026

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**DEGREES AWARDED BY GENDER AND RACE / ETHNICITY  
ACADEMIC YEAR 2003-2004**

Men

Women

	Associate in Arts Degree (A.A.)	Associate in Science Degree (A.S.)	Associate in Applied Science Degree (A.A.S.)	Associate In Arts Degree (A.A.)	Associate in Science Degree (A.S.)	Associate in Applied Science Degree (A.A.S.)	Total
Non-Resident (Alien)	44	30	50	115	22	129	391
Black	94	26	102	209	48	249	728
White	52	10	27	69	7	61	226
Hispanic	83	10	51	167	32	139	482
Asian / Pacific Islander	21	11	36	51	4	68	192
American Indian	0	0	3	2	0	4	9
<b>Total</b>	<b>294</b>	<b>87</b>	<b>269</b>	<b>613</b>	<b>113</b>	<b>688</b>	<b>2,026</b>

## TRANSFER RATES TO CUNY COLLEGES 2002-2003 BMCC GRADUATES BY PROGRAM

Program	Total Graduates	Number of Transfers	Transfer Percent
Accounting	141	82	58.2
Business Administration	307	196	63.8
Business Management	150	62	41.3
Small Business / Entrepreneurship	13	1	7.7
Office Automation	7	2	28.6
Office Operations	26	7	26.9
Corporate and Cable Communications	46	22	47.8
Computer Science	64	30	46.9
Computer Operations	132	55	41.7
Computer Programming	74	33	44.6
Multimedia Programming and Design	50	24	48.0
Nursing	126	12	9.5
Paramedic	6	0	0.0
Health Information Technology	18	2	11.1
Respiratory Therapy	39	2	5.1
Child Care / Early Childhood Education	143	80	55.9
Human Services	108	57	52.8
Engineering Science	13	8	61.5
Science	26	13	50.0
Mathematics	3	2	66.7
Liberal Arts	516	264	51.2
Writing and Literature	16	11	68.8
<b>TOTAL</b>	<b>2,024</b>	<b>965</b>	<b>47.7</b>

This table shows the number of BMCC 2002–2003 graduates, by program, that transferred to CUNY colleges in 2003–2004.

## CUNY COLLEGE DESTINATIONS 2002-2003 BMCC GRADUATES

College	Enrollment Year 2003 - 2004	Transfer Percent
Baruch College	283	29.3
Bronx Community College	3	0.3
Brooklyn College	106	11.0
City College of New York	129	13.4
College of Staten Island	6	0.6
Hunter College	144	14.9
John Jay College of Criminal Justice	49	5.1
Kingsborough Community College	1	0.1
LaGuardia Community College	1	0.1
Lehman College	74	7.7
Medgar Evers College	11	1.1
New York City College of Technology	76	7.9
Queens College	38	3.9
Queensborough Community College	2	0.2
York College	42	4.4
<b>Total</b>	<b>965</b>	<b>100.0</b>

This table shows the CUNY colleges that BMCC's 2002–2003 graduates entered in 2003–2004.



## PROGRAM / DEPARTMENT PERSISTENCE AND CHANGE OF MAJORS FALL 2002 FIRST-TIME FRESHMEN TRACKED THROUGH SPRING 2004

Department	Initial Program	ACC	AHS	BUS	CCC	CIS	ECE	HUM	LIB	MAT	MMP	NUR	OFF	SCI	ENG	THE	Dropouts
Accounting (ACC)	192	<b>126</b>	0	21	1	1	2	1	7	2	0	1	1	3	0	0	26
Percent	100.0	<b>65.6</b>	0.0	10.9	0.5	0.5	1.0	0.5	3.6	1.0	0.0	0.5	0.5	1.6	0.0	0.0	13.5
Allied Health Sciences (ACS)	77	0	<b>40</b>	0	0	3	1	2	7	0	0	1	0	2	0	0	21
Percent	100.0	0.0	<b>51.9</b>	0.0	0.0	3.9	1.3	2.6	9.1	0.0	0.0	1.3	0.0	2.6	0.0	0.0	27.3
Business Mgmt. (BUS)	607	6	1	<b>447</b>	2	7	4	7	36	0	3	2	4	2	0	0	86
Percent	100.0	1.0	0.2	<b>73.6</b>	0.3	1.2	0.7	1.2	5.9	0.0	0.5	0.3	0.7	0.3	0.0	0.0	14.2
Corp. & Cable Commun. (CCC)	32	0	0	2	<b>24</b>	0	0	0	1	0	0	0	0	0	0	0	5
Percent	100.0	0.0	0.0	6.3	<b>75.0</b>	0.0	0.0	0.0	3.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	15.6
Computer Info. Systems (CIS)	346	11	3	20	2	<b>203</b>	2	3	29	1	14	1	2	3	0	0	52
Percent	100.0	3.2	0.9	5.8	0.6	<b>58.7</b>	0.6	0.9	8.4	0.3	4.0	0.3	0.6	0.9	0.0	0.0	15.0
Early Childhood Education (ECE)	162	0	0	2	0	0	<b>113</b>	5	18	0	0	0	0	0	0	0	24
Percent	100.0	0.0	0.0	1.2	0.0	0.0	<b>69.8</b>	3.1	11.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	14.8
Human Services (HUM)	107	1	0	1	0	0	0	<b>79</b>	7	0	0	0	0	0	0	0	19
Percent	100.0	0.9	0.0	0.9	0.0	0.0	0.0	<b>73.8</b>	6.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	17.8
Liberal Arts (LIB)	1,133	5	5	65	3	16	19	12	<b>746</b>	1	14	5	5	11	0	0	226
Percent	100.0	0.4	0.4	5.7	0.3	1.4	1.7	1.1	<b>65.8</b>	0.1	1.2	0.4	0.4	1.0	0.0	0.0	19.9
Mathematics (MAT)	14	0	0	2	0	0	0	0	1	<b>8</b>	0	0	0	0	0	0	3
Percent	100.0	0.0	0.0	14.3	0.0	0.0	0.0	0.0	7.1	<b>57.1</b>	0.0	0.0	0.0	0.0	0.0	0.0	21.4
Multimedia Program. (MMP)	78	0	1	1	0	1	0	1	6	0	<b>55</b>	0	0	1	0	0	12
Percent	100.0	0.0	1.3	1.3	0.0	1.3	0.0	1.3	7.7	0.0	<b>70.5</b>	0.0	0.0	1.3	0.0	0.0	15.4
Nursing (NUR)	356	1	6	8	1	1	2	5	68	0	0	<b>218</b>	0	1	0	0	45
Percent	100.0	0.3	1.7	2.2	0.3	0.3	0.6	1.4	19.1	0.0	0.0	<b>61.2</b>	0.0	0.3	0.0	0.0	12.6
Office Admin. (OFF)	26	0	0	1	0	0	1	2	2	0	0	0	<b>17</b>	1	0	0	2
Percent	100.0	0.0	0.0	3.8	0.0	0.0	3.8	7.2	7.7	0.0	0.0	0.0	<b>65.4</b>	3.8	0.0	0.0	7.7
Science (SCI)	110	1	0	2	0	5	2	4	10	0	0	2	0	<b>68</b>	0	0	16
Percent	100.0	0.9	0.0	1.8	0.0	4.5	1.8	3.6	9.1	0.0	0.0	1.8	0.0	<b>61.8</b>	0.0	0.0	14.5
Writing & Literature (ENG)	25	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>	0	25
Percent	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	<b>0.0</b>	0.0	100.0
Theatre (THE)	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>	2
Percent	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	<b>0.0</b>	100.0

Departments with multiple programs are treated as one "program." If a student changes his or her major from HIT to RTT, for example, he or she is counted as still enrolled in Allied Health. For the purpose of this table, dropouts are defined as students who were not enrolled at BMCC in Spring 03, Fall 03, and Spring 04.

## **SURVEYS**

## FALL 2003 FIRST-TIME FRESHMAN ACT SURVEY

After admissions to BMCC, first-time freshmen take the CUNY/ACT Basic Skills Test to assess their proficiency in reading and writing. Prior to taking the examination, they are asked to complete a student profile questionnaire. Percentage tabulations for select demographic and education aspirations questions are reported below. Although the number of responses to each question varies, the results are based on approximately 1,625 respondents.

**1) Which of the following statements describes your current employment status:**

- 16.9% Not employed and not seeking employment
- 43.3% Not employed, seeking employment
- 18.2% Employment full time
- 21.7% Employment part time

**2) What is your current marital status?**

- 86.3% Never married
- 7.3% Married
- 2.3% Divorced
- 2.8% Separated
- 1.4% Widowed

**3) What is your best estimate of your household's total income last year? Consider income from all sources before taxes.**

- 44.6% Less than \$15,000
- 33.8% \$15,000-24,999
- 16.3% \$25,000-34,999
- 7.6% \$35,000-44,999
- 8.2% \$45,000 or more

**4) Do you have any children that you are supporting?**

- 65.4% No
- 8.6% Yes – 1 child
- 2.5% Yes – 2 children
- 3.5% Yes – 3 or more children

**5) What is the most important reason for attending this term?**

- 22.7% Learn skills to get new job
- 5.4% Learn skills to advance in job
- 34.8% Transfer to four-year college
- 11.7% Satisfy general education requirements
- 7.8% Improve basic skills in English, reading, or math
- 7.6% Take courses for personal interest
- 10.1% Other

**6) Do you plan to earn certificate or two-year degree at BMCC?**

*BMCC FACTBOOK: 2003-2004*

63.2%	Yes, two-year degree
13.7%	Yes, certificate or diploma
20.5%	Undecided
2.6%	No

**7) Are you considering transfer to another school later?**

6.2%	Two-year college
63.6%	Four-year college/university
0.8%	Other type of institution
13.0%	Not planning to transfer
16.4%	Undecided about transfer

**8) What is the amount of education do you plan to obtain?**

1.9%	Classes only; no certificate or degree
4.6%	One to two-year certificate or diploma program
31.9%	Two-year college degree
36.8%	Four-year college degree
24.9%	Graduate or professional study beyond four-year degree

## FALL 1998 FIRST-TIME FRESHMAN SURVEY

In fall 1998, the college conducted a survey to first-time freshmen to assess, among other issues, the reasons our students choose BMCC, their educational plans, how well they think they are prepared for college, and how much experience they have with computers. Surveys were completed by 1,797 (61%) fall 1998 first-time freshmen.

### 1) How important to you was each of the following reasons for selecting BMCC? Percent of students who indicated *Very Important* or *Somewhat Important*:

94.8%	It offers courses that will prepare me for another college.
89.9%	It has an academic program/major I wanted.
88.4%	It has a reputation for academic excellence.
87.4%	It is relatively inexpensive.
78.9%	Range and availability of student services and activities.
78.8%	It offered financial aid.
78.3%	The location.
54.2%	Students like myself go here.
48.1%	It was the only place to accept me.
40.8%	A teacher or counselor suggested it.
29.8%	Employer's recommendation.
25.2%	My parents wanted me to go here.
13.9%	indicated another reason; 52.2% of these reasons were either <i>Very Important</i> or <i>Somewhat Important</i> .

### 2) What are your educational plans at BMCC?

52.5%	Earn a degree from BMCC
40.0%	Take a few courses and then transfer to another college
2.9%	Other
2.6%	Take a few courses to see if I really like college
1.9%	Take a few courses to qualify for job entry or job advancement

### 3) Was BMCC your first college choice?

42.3%	Yes
57.7%	No
	If no, what kind of college was your first choice?
67.6%	A public four-year college
15.4%	Another community college
15.3%	A private college or university
1.7%	A vocation/technical school

### 4) When do you plan to take most of your classes?

71.9%	Day
21.3%	Evening
0.8%	Weekend
6.0%	Not sure

**5) Do you think you will attend most semesters on a full-time or part-time basis?**

79.8%	Most semesters will be full-time (taking at least 12 credits or equated credits)
10.2%	Most semesters will be part-time (taking fewer than 12 credits or equated credits)
10.0%	I'm not sure.

**6) How well do you think your high school prepared you for college in the following areas?**

**Math**

21.9%	Very well
39.7%	Well
34.5%	Not so well
3.9%	Not sure

**Writing**

21.8%	Very well
44.8%	Well
29.8%	Not so well
3.6%	Not sure

**Reading**

27.6%	Very well
44.7%	Well
23.8%	Not so well
3.9%	Not sure

**Science**

14.8%	Very well
45.1%	Well
30.4%	Not so well
9.6%	Not sure

**Preparation for college overall**

13.0%	Very well
42.2%	Well
33.1%	Not so well
11.7%	Not sure

**7) More generally, how well do you think you are prepared for college in the following areas?**

**Math**

16.3%	Very well
40.4%	Well
39.3%	Not so well
3.9%	Not sure

**Writing**

19.5%	Very well
49.9%	Well
27.2%	Not so well
3.5%	Not sure

**Reading**

26.2%	Very well
51.2%	Well
19.7%	Not so well
2.9%	Not sure

**Science**

10.2%	Very well
43.7%	Well
33.4%	Not so well
12.6%	Not sure

**Preparation for college overall**

13.2%	Very well
53.8%	Well
20.7%	Not so well
12.3%	Not sure

**8) Do you feel you need any tutoring or extra help in any of the following areas?****Math**

24.3%	Yes, a lot
26.9%	Yes, some
21.0%	Yes, a little
27.8	No, not really

**Writing**

15.4%	Yes, a lot
25.3%	Yes, some
26.6%	Yes, a little
32.7%	No, not really

**Reading**

12.6%	Yes, a lot
18.8%	Yes, some
21.8%	Yes, a little
46.8%	No, not really

**English as a Second Language**

10.4%	Yes, a lot
10.8%	Yes, some
9.0%	Yes, a little
69.8%	No, not really

**9) How much education does/did your mother/guardian have?**

17.1%	8 <sup>th</sup> grade or less
16.2%	Some high school
24.3%	High school graduate
12.6%	Some college
6.3%	2-year college degree
7.2%	4-year college degree
6.0%	Postgraduate or professional degree
10.2%	Not sure

**10) How much education does/did your father/guardian have?**

14.5%	8 <sup>th</sup> grade or less
13.0%	Some high school
21.9%	High school graduate
11.0%	Some college
3.2%	2-year college degree
9.0%	4-year college degree
6.6%	Postgraduate or professional degree
20.7%	Not sure

**11) Do you have any sisters or brothers who attended college or are now attending?**

44.3%	Yes
49.5%	No
6.2%	Does not apply – I don't have brothers or sisters

**12) Do you have any children whom you are currently supporting?**

85.2%	No
14.8%	Yes
	If yes, are any of your children under 5 years old?
54.9%	Yes
45.1%	No

**13) Will you be employed during the fall semester?**

22.1%	Yes, full-time
26.5%	Yes, part-time
13.5%	No
37.8%	Not sure

**14) How much experience do you have using personal computers?**

19.9%	A lot
37.2%	Some
28.9%	A little
14.0%	None

**15) At home, do you have access to a personal computer?**

51.2%	No
48.8%	Yes
	If yes, do you have an Internet service like America Online or Prodigy?
61.2%	Yes
38.8%	No



# SPRING 2001 COMPUTER AND INTERNET USE SURVEY

The spring 2001 Computer and Internet Use Survey was designed to obtain information about our students' use and access to computers. The survey was mailed to 5,000 randomly selected students, approximately a one in three sample. We received 868 completed questionnaires and 164 undeliverable envelopes, a response rate of 18%. We compared the survey respondents to the spring 2001 student body and found that the respondents are largely representative of the larger population.

**1. In general, how would you rate your proficiency in using computers?**

23.1% Excellent    48.4% Good    24.1% Fair    4.4% Poor

**2. At home, do you have access to a personal computer?**

84.1 Yes    15.9 No (If no, please skip to question 10.)

**3. How old is your computer?**

44.8 One year old or less    43.3 2 to 3 years old    10.3 4 to 5 years old    1.6 6 years or older

**4. What kind of computer do you own?**

95.7 PC (IBM compatible)    5.4 Apple (Macintosh)

**5. Which of the following software packages do you have on your home computer? (Check all that apply.)**

88.1 MS Word    55.0 WordPerfect    71.3 Excel    52.1 PowerPoint    44.4 Access

**6. At home, do you have an Internet connection?**

91.6 Yes    8.4 No (If no, please skip to question 10.)

**7. What type of Internet connection do you have?**

83.9 Modem (phone line)    5.5 DSL (high speed modem)    5.0 Cable Modem (e.g., Roadrunner)

1.4 Other    4.2 Not sure

(Without "Not sure": 87.5 Modem    5.7 DSL    5.3 Cable Modem    1.5 Other)

**8. If you use a modem (phone line) connection, what is the speed?**

0.6 14.4K    5.3 28.8K    49.8 56K    44.3 Not sure

(Without "Not sure": 1.2 14.4K 9.4 28.8K    89.4 56K)

**9. What Web browser do you use?**

18.8 Netscape Navigator    66.4 Internet Explorer    27.2 Other

**10. Do you have an e-mail account? (Check all that apply.)**

80.2 Yes, at home    19.7 Yes, at work    13.2 No

**11. Both at home and elsewhere, approximately how many hours per week do you:**

**Use a computer for word processing, spreadsheets, etc.?**    **Go online? (e-mail, surf the Web, etc.)**

9.9 Never

6.8 Never

55.7 1-7 hrs/week

49.1 1-7 hrs/week

18.0 8-14 hrs/week

22.0 8-14 hrs/week

6.9 15-21 hrs/week

9.8 15-21 hrs/week

9.5 22 or more hrs/week

12.4 22 or more hrs/week

**12. Have you ever downloaded free software or plug-in from the Internet?**

63.5 Yes    36.5 No

**13. How often do you use BMCC's Open-Access Computer Labs to work on course assignments?**

13.8 Frequently    24.7 Occasionally    27.5 Rarely    34.0 Never

**14. Do you think you might be interested in taking a BMCC Online course next year?**

46.5 Yes, in the fall term    31.1 Yes, in the spring term    32.1 No

**STUDENT INFORMATION**

**15. When you were planning to attend college, did you hear or see any BMCC advertisements? (Check all that apply.)**

13.9 Yes, in a newspaper  
 7.4 Yes, on radio  
 4.3 Yes, on TV  
 41.4 Yes, a subway poster  
 3.3 Yes, a movie theater advertisement  
 36.8 No  
 13.4 I'm not sure

**16. Were you encouraged to attend BMCC by any of the following? (Answer each item.)**

	Yes, Definitely	Yes, Somewhat	No
High school teacher or guidance counselor .....	8.3	9.1	82.6
A relative.....	20.9	15.7	63.4
A BMCC student.....	19.9	15.7	64.4
A BMCC graduate .....	11.8	6.4	81.7
A BMCC representative who visited my high school .....	2.4	2.4	95.2
A co-worker .....	5.7	6.7	87.6
My employer.....	3.7	4.6	91.7
A friend .....	26.9	23.3	49.7
A college fair.....	5.5	7.2	87.3
A BMCC Open House .....	7.8	6.4	85.8
A BMCC advertisement .....	10.7	18.2	71.1
The CUNY application/admissions form .....	34.2	25.0	40.8
Other (Please specify).....	18.3	4.1	77.6

**17. How important to you was each of the following reasons for selecting BMCC? (Answer each item.)**

	Very Important	Somewhat Important	Not Important
It has a reputation for academic excellence .....	41.6	40.7	17.7
It is relatively inexpensive.....	61.7	28.8	9.5
The location .....	64.2	25.3	10.6
Students like myself go here .....	33.8	28.3	37.9
It has an academic program/major I wanted .....	66.5	20.3	13.2
A teacher or counselor suggested it.....	9.3	21.5	69.1
It offered financial aid .....	49.2	17.4	33.4
Employer's recommendation .....	5.4	12.3	82.3
It was the only place to accept me .....	16.9	17.3	65.9
Range and availability of student services and activities.....	24.4	32.1	43.5
It offers courses that will prepare me for another college.....	65.4	21.0	13.7
Other (Please specify).....	16.6	6.5	76.9

**18. Including this semester, how many semesters have you been at BMCC?**

19.1 One    22.4 Two    12.2 Three    18.8 Four    27.5 Five or more semesters

**19. How many courses are you taking this semester?** Mean=3.06

Number of Courses Taken	Percent
0	0.5
1	13.9
2	21.2
3	22.6
4	29.8
5	9.9
6	1.6
7	0.2
8	0.2

**How many of these courses begin at 5:00 p.m. or later?** Mean=1.31

Number of Courses Taken	Percent
0	30.9
1	30.4
2	23.1
3	8.9
4	5.7
5	1.0

**How many of these courses are on Saturday or Sunday?** Mean=0.35

Number of Courses Taken	Percent
0	68.2
1	28.4
2	3.2
3	0.2

**20. Do you think BMCC should offer more Saturday and Sunday classes?**

76.7 Yes      23.3 No

**21. How often do you participate in BMCC's extracurricular activities (sports, student government, clubs, student-sponsored events, etc.)?**

4.1 Frequently      14.5 Occasionally      24.1 Rarely      57.3 Never

**22. Do you generally have enough time each week to keep up with your schoolwork?**

13.9 Yes, definitely      58.5 Yes, for the most part      25.7 No, not really      1.9 No, not at all

**23. What is your main educational goal at BMCC? (Check one.)**

76.1 Earn a degree from BMCC  
18.9 Take a few courses and then transfer to another college  
2.2 Take a few courses to qualify for job entry or job advancement  
2.8 Other

**24. Have you ever attended another college?**

38.0 Yes      62.0 No

**25. With whom do you currently live? (Check all that apply.)**

38.8 Parent(s)  
13.1 Sibling(s)  
19.0 Spouse/Partner  
8.8 My children/stepchildren age birth to 5

- 9.0 My children/stepchildren age 6 to 17
- 2.0 My children/stepchildren age 18 or older
- 9.2 Other relative(s) (aunt, uncle, grandparents, etc.)
- 9.4 Friend(s)/ Roommate(s)
- 14.1 Alone

**26. Are you currently employed?** (Check one.)

- 23.5 No, not employed (If no, please skip to Question 29.)
- 10.3 No, not employed but actively seeking employment (If no, please skip to Question 29.)
- 24.2 Yes, part-time (less than 35 hours per week)
- 36.8 Yes, full-time (35 or more hours per week)
- 5.2 Yes, but work only occasionally (hours per week vary)

**27. Where is your job located?** (If you work at more than one job, answer for the one involving the most hours.)

- 6.3 At BMCC      64.6 Manhattan      15.6 Brooklyn      2.5 The Bronx
- 7.2 Queens      0.5 Staten Island      0.9 New Jersey      2.5 Other

**28. Do you mostly commute to BMCC from your home or workplace?** (Check one.)

- 54.7 Home      42.5 Workplace      2.7 Other

**29. Have you encouraged anyone to attend BMCC?**

- 76.9 Yes      23.1 No

**30. Would you recommend BMCC to prospective students?**

- 93.1 Yes      6.9 No

## NON-RETURNING STUDENT SURVEY 1998-1999 STUDENTS

In spring 1999, the Non-returning Student Survey was mailed to 4,441 students who did not return to BMCC and were not academically dismissed. The percentage tabulations below are based on 573 surveys that were returned. Respondents indicate a variety of reasons why they did not return to BMCC.

1) The following ranking is based on aggregating the 'major' and 'minor' reasons for not returning.

Rank	Major Reason	Minor Reason	Reason for Leaving
1	24.0	18.0	BMCC felt more like a high school than a college.
2	16.0	23.3	I was dissatisfied with academic advising/course planning.
3	33.8	4.0	I transferred to another college.
4	19.5	17.4	I was dissatisfied with the availability of courses.
5	17.0	19.5	I experienced class scheduling problems.
6	22.9	13.3	Other responsibilities in my life became too great.
7	17.8	18.4	I was dissatisfied with BMCC's administration and staff.
8	16.7	17.6	I questioned the value of a BMCC education.
9	10.8	19.3	I was dissatisfied with course instruction.
10	17.3	12.7	Tuition and fees were more than I could afford.
11	14.4	14.2	I was required to take too many basic skills courses.
12	14.5	13.2	My work and class schedules conflicted.
13	10.7	16.6	I was dissatisfied with BMCC's learning environment (e.g., classrooms, labs).
14	15.1	11.9	I had increasing family needs.
15	19.9	6.9	I had personal problems (e.g., health problem).
16	11.5	15.2	I did not like the social life at BMCC.
17	11.4	14.5	I was dissatisfied with my academic performance.
18	15.6	9.1	The program/major I wanted was not available.
19	13.2	11.5	I achieved my academic goals for attending BMCC.
20	15.0	8.5	My financial aid was reduced or ran out.
21	8.1	13.7	I was unsure of my academic goals.
22	9.4	11.7	I just needed a break from college.
23	11.6	8.3	I achieved my personal goals for attending BMCC.
24	6.0	13.1	I felt alone or isolated.
25	7.3	11.2	I had difficulty keeping up with the coursework.
26	11.6	6.2	I accepted a new job or promotion that conflicted with my attending BMCC.
27	6.9	10.0	I could not identify with my fellow students.
28	5.4	10.5	I was dissatisfied with the opportunity to meet with my instructors outside of class.
29	3.7	11.2	The courses were not challenging.
30	8.3	4.2	I had childcare problems.
31	6.4	2.3	I moved out of the area.
32	2.7	4.2	I realized that I didn't like attending college.

2) The following ranking is based on the single most important reasons for not returning to BMCC.

Rank	%	Single Most Important Reason
1	18.9	I transferred to another college.
2	8.9	I had personal problems (e.g., health problem).
3	6.7	Tuition and fees were more than I could afford.
4	6.1	The program/major I wanted was not available.
5	6.1	Other responsibilities in my life became too great.
6	5.0	My financial aid was reduced or ran out.
7	5.0	I moved out of the area.
8	4.5	I was dissatisfied with BMCC's administration and staff.
9	3.9	BMCC felt more like a high school than a college.
10	3.3	I had childcare problems.
11	3.1	I accepted a new job or promotion that conflicted with my attending BMCC.
12	2.8	My work and class schedules conflicted.
13	2.5	I was dissatisfied with my academic performance.
14	2.5	I was dissatisfied with academic advising/course planning.
15	2.5	I questioned the value of a BMCC education.
16	2.2	I achieved my academic goals for attending BMCC.
17	2.2	I was unsure of my academic goals.
18	1.9	I was dissatisfied with the availability of courses.
19	1.7	I was required to take too many basic skills courses.
20	1.7	I just needed a break from college.
21	1.7	I had increasing family needs.
22	1.4	I achieved my personal goals for attending BMCC.
23	1.1	I was dissatisfied with course instruction.
24	1.1	I was dissatisfied with BMCC's learning environment (e.g., classrooms, labs, library).
25	1.1	I experienced class scheduling problems.
26	.6	I could not identify with my fellow students.
27	.3	I was dissatisfied with the opportunity to meet with my instructors outside of class.
28	.3	I had difficulty keeping up with the coursework.
29	.3	I realized that I didn't like attending college.
30	.3	The courses were not challenging.
31	.3	I felt alone or isolated.

Unfortunately, unlike the other items in this survey in which most respondents answered each item, only 66% answered this question.

3) The following ranking is based on aggregating the 'very satisfied' and 'satisfied' reasons. Percents are only based on those who indicated a level of satisfaction with a service.

Rank	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Service
1	16.8	69.5	10.4	3.3	Campus security
2	15.9	69.8	10.3	4.0	Bookstore
3	17.9	66.9	9.6	5.6	Library facilities
4	15.1	68.9	8.4	7.6	Nurse's Office
5	18.8	62.5	13.5	5.2	Access to my instructors
6	11.8	68.4	13.8	6.1	Class size
7	21.2	58.6	10.1	10.1	Childcare service
8	15.0	63.5	13.0	8.5	Bursar's Office
9	13.2	64.1	14.4	8.4	Freshman orientation during registration
10	14.3	61.9	13.7	10.1	Admissions Office
11	14.3	61.1	16.1	8.4	Computer labs
12	11.8	63.5	15.1	9.6	Registrar's Office
13	11.5	63.8	16.3	8.3	College facilities (e.g., classrooms, labs, bathrooms)
14	20.9	52.3	17.4	9.3	Tutoring services
15	13.2	58.0	18.3	10.5	Cafeteria/Food services
16	14.1	56.4	19.5	10.0	Overall, how satisfied were you with your experiences at BMCC?
17	9.0	61.0	18.1	11.9	CUNY Placement Testing process
18	15.8	54.1	18.7	11.5	Student activities/Student clubs.
19	12.7	55.5	20.1	11.7	Access to BMCC's administration
20	14.1	51.6	22.3	12.0	Academic advising/Course planning
21	16.8	47.8	17.1	18.2	Amount of financial aid given to me
22	12.2	52.4	19.0	16.5	Financial Aid Office
23	11.1	52.0	22.5	14.4	Helpfulness of staff (e.g., clerks, secretaries)
24	10.3	52.0	22.9	14.7	Career/Vocational guidance
25	11.2	50.8	19.8	18.2	Financial Aid process
26	10.1	50.5	23.1	16.3	Registration process
27	11.9	47.2	24.1	16.8	Counseling services
28	13.7	41.8	21.8	22.8	Transfer advisement

4) Please indicate your agreement or disagreement with each of the following statements:

- BMCC instructors were sensitive to students.
  - 12.7% Strongly agree
  - 55.4% Agree
  - 26.3% Disagree
  - 5.7% Strongly disagree
  
- BMCC instructors tried hard to help students.
  - 15.9% Strongly agree
  - 53.9% Agree
  - 25.1% Disagree
  - 5.1% Strongly disagree
  
- Students disrupted classes.
  - 15.4% Strongly agree
  - 24.4% Agree
  - 49.4% Disagree
  - 10.7% Strongly disagree
  
- BMCC was more of a hang-out spot than a college.
  - 21.0% Strongly agree
  - 22.3% Agree
  - 44.5% Disagree
  - 12.1% Strongly disagree
  
- It was hard to get a convenient class schedule.
  - 21.2% Strongly agree
  - 28.5% Agree
  - 42.0% Disagree
  - 8.3% Strongly disagree
  
- School procedures/rules were hard to understand.
  - 3.0% Strongly agree
  - 9.8% Agree
  - 64.9% Disagree
  - 22.3% Strongly disagree

5) When you first enrolled, what were your educational plans at BMCC? Mark only one answer.

- 63.5% Earn degree from BMCC
- 27.6% Take a few courses and then transfer to another college
- 4.9% Other
- 2.1% Take a few courses to qualify for job entry
- 1.9% Take a few courses to see if I really like college

6) While at BMCC, were you supporting any children?

- 71.6% No
- 28.4% Yes

7) While at BMCC, were you employed?

- 48.4% Yes, mostly full-time
- 23.4% Yes, mostly part-time
- 8.9% Yes, but worked only occasionally
- 19.3% No, not employed at all



**8) Are you currently employed?**

- 52.0% Yes, full-time
- 20.6% Yes, part-time
- 27.3% No, not employed

**9) Are you now pursuing, or do you have plans to pursue additional schooling within the next 2 years? Mark only one answer.**

- 36.7% Currently enrolled in college.
- 32.1% Plan to re-enroll in BMCC within the next 2 years.
- 21.7% Plan to enroll at another college within the next 2 years.
- 5.0% No, I don't plan on enrolling within the next 2 years but later.
- 2.6% Plan to enroll in a trade school within the next 2 years.
- 1.2% Currently enrolled in trade school.
- .6% No, I don't think I will ever be a student again.

**If you are currently enrolled, what is the name of the school?**

Percent	School
21.2	Did not indicate current school
12.2	Baruch College
7.9	Hunter College
5.8	City College
4.8	Brooklyn College
3.7	Lehman College
2.6	New York University
2.6	Fashion Institute of Technology
2.1	Queens College
2.1	Pace University
2.1	York College
2.1	New York City Technical College
2.1	Mercy College
1.6	Queensborough Community College
An additional 44 schools were reported by two or fewer respondents.	

**10) Do you feel your experiences while you were at BMCC benefited you in any of the following ways? Check all that apply.**

- 54.0% Prepared you for further study
- 45.9% Self improvement
- 23.2% Social benefit (e.g., meeting people)
- 17.9% No benefit
- 16.8% Job related advancement
- 9.2% Other benefit

**11) Would you recommend BMCC to prospective students?**

- 69.9% Yes
- 30.1% No

## GRADUATE 6-MONTH SURVEY 2001–2002 GRADUATES

The percentage tabulations reported below are based on responses from 573 graduates who returned the survey, a response rate of 33.0%. This survey was conducted by CUNY's Office of Institutional Research and Assessment.

**1) Please mark the bubble next to the statement below which best describes your current employment status.**

(If you work at more than one job, answer for the one involving the most hours.)

- 20.7% Employed in job directly related to the training I received in my program of study
- 16.0% Employed in job slightly related to my program of study
- 33.3% Employed in job not related to my program of study
- 0.3% Entered the military
- 10.9% Unemployed, but not seeking employment
- 18.8% Unemployed and seeking employment

**2) Are you employed at this job full-time or part-time?**

- 67.2% Employed full-time (35 or more hours per week)
- 32.8% Employed part-time (less than 35 hours per week)

**3) Is this job located in one of the five boroughs of New York City?**

- 93.8% No
- 6.2% Yes

**4) In what type of organization do you work?**

- 55.6% A private business, company, or organization
- 28.7% A public-sector organization (e.g., a government agency, public school, public hospital, etc.)
- 12.6% A private non-profit organization (e.g., a church, parochial school, non-profit hospital, etc.)
- 3.1% Self-employed

**5) Please select the category below that most closely describes the kind of work you do.**

- 6.2 % **Teacher** (e.g., pre-school, kindergarten, primary, secondary, special ed, college/university, vocational)
- 26.3 % **Clerical** (e.g., secretary, bookkeeper, typist, interviewer, cashier/teller, postal employee, ticket agent)
- 17.8 % **Management and Administration** (e.g., manager, supervisor, administrator, or official in: finance, insurance or real estate; service industry; education; social agency or hospital; government; construction; manufacturing; transportation; communications; sports and entertainment; utilities; wholesale and retail)
- 13.1 % **Health** (e.g., nursing, therapist, medical and dental technicians, dietitian)
- 3.1 % **Accounting** (e.g., accountant and auditor)
- 1.5 % **Social Work** (e.g., social and welfare work)
- 2.7 % **Computing** (e.g., systems analysis and programming, data communications and networks, data analyst, support)
- 6.2 % **Sales** (e.g., real estate, insurance, securities and financial services, textiles, apparel, wholesale and retail trade, rental)
- 3.5 % **Protective Services** (e.g., police officer, detective, security guard, corrections officer, fire fighter)
- 5.8 % **Service Occupation** (e.g., hospital, health service attendant, waitperson, host, flight attendant, private household worker, child care, beautician, practical nurse, chef, bartender, janitor)

0.4 %	<b>Architecture and Engineering</b> (e.g., architect, drafter, electrical/civil/mechanical/industrial engineer)
0.0%	<b>Life Science</b> (e.g., psychology, biological science)
0.8 %	<b>Legal</b> (e.g., law and jurisprudence)
0.4 %	<b>Craftsman</b> (e.g., painter, plumber, mechanic, baker, carpenter, telephone/appliance installation)
0.4 %	<b>Laborer</b> (e.g., construction, sanitation department, warehouse, car wash)
0.0%	<b>Military</b> (e.g., enlisted in the armed forces, career officer)
1.2 %	<b>Operative</b> (e.g., bus, cab, or truck driver, machine operator, assembler, welder, meat cutter)
0.8 %	<b>Miscellaneous Professional, Technical, and Managerial</b> (e.g., writer, editor, librarian, artist, entertainer, photographer, sound or video technician)
10.0 %	<b>Other</b>

**6) What is your annual salary from this job?**

28.5%	Less than \$15,000	5.5%	\$40,000 - \$44,999
14.5%	\$15,000 - \$19,999	4.7%	\$45,000 - \$49,999
12.5%	\$20,000 - \$24,999	5.1%	\$50,000 - \$54,999
13.3%	\$25,000 - \$29,999	2.3%	\$55,000 - \$59,999
5.5%	\$30,000 - \$34,999	1.6%	\$60,000 - \$69,999
5.9%	\$35,000 - \$39,999	0.8%	\$70,000 or more

**7) When did you first start working at this job?**

24.4%	Before enrolling at CUNY
48.1%	While enrolled at CUNY
27.5%	After graduating from CUNY

**8) How helpful were each of the following services of the campus placement office in assisting you to obtain the job you currently hold? (Please indicate a response for each service. If you did not use the service or it was not available at your college, please mark the last column.)**

	<b>Very Helpful</b>	<b>Somewhat Helpful</b>	<b>Not Very Helpful</b>	<b>Not At All Helpful</b>
Job posting	12.7%	30.9%	23.6%	32.7%
Job referral	13.5%	26.0%	25.0%	35.6%
On-campus recruitment	13.7%	30.4%	18.6%	37.3%
Resume review/assistance	24.6%	36.9%	16.2%	22.3%
Career counseling	14.9%	35.1%	22.8%	27.2%
Mock interviews	9.3%	32.0%	22.7%	36.1%
Workshops (e.g., interviewing skills, job search tips, networking, letter writing, phone techniques, etc.)	19.0%	39.0%	12.0%	30.0%
Internship	40.2%	24.1%	14.3%	21.4%
Vocational Testing	7.1%	35.7%	22.6%	34.5%

**9) Which one of the following best characterizes the educational requirements of your job?**

7.0%	Certificate in specific program or major
4.7%	Certificate, no specific program or major
25.6%	Associate degree in specific program or major
10.5%	Associate degree, no specific program or major
8.6%	Baccalaureate degree in specific program or major
2.3%	Baccalaureate degree, no specific program or major
41.8%	No degree or certificate was required

} **Mark both if applicable.**

**10) How well did your CUNY education prepare you for your current job?**

23.1% Very well	4.6% Poorly
31.2% Well	5.0% Very poorly
23.2% Adequately	

**11) How much opportunity for promotion do you have in your current job?**

19.2% A great deal	24.9% Not too much
38.9% Some	17.0% None

**12) Overall, how satisfied are you with your current job?**

16.7% Satisfied	12.5% Somewhat dissatisfied
40.5% Somewhat satisfied	8.3% Very dissatisfied
22.0% Neither satisfied nor dissatisfied	

**13) Five years from now, do you plan to be working in the same...**

	Yes	No
Organization?	24.7%	75.3%
Job?	18.5%	81.5%
Field?	46.4%	53.6%

**14) Whether or not you are employed, have you looked for a job that is related to your program of study?**

36.4% No  
 40.4% Yes, prior to graduation  
 48.9% Yes, after graduation

**15) Based on your experiences at the CUNY college from which you graduated, please indicate your agreement or disagreement with each of the following statements.**

	Strongly Agree	Agree	Disagree	Strongly Disagree
This college helped me meet the goals I sought to achieve	27.3%	61.7%	7.7%	3.3%
If I were choosing a college again, I would choose this college.	25.0%	43.1%	23.1%	8.9%
If I were choosing a major again, I would choose the program from which I graduated.	28.6%	38.7%	23.0%	9.8%
This college helped me to develop:				
• Analytical and problem-solving skills/ability to think critically	28.1%	59.2%	9.9%	2.8%
• Knowledge of a particular field/discipline	28.5%	56.6%	12.2%	2.8%
• Ability to communicate well orally	28.2%	58.9%	10.4%	2.5%
• Ability to write clearly and effectively	30.7%	59.7%	7.4%	2.2%

**16) Since graduating from CUNY, have you pursued any additional education, such as another degree, on-the-job training, or classes?**

71.6% No (If No, you have finished this survey. Thank you.)  
 28.4% Yes

**17) Are you enrolled in this course of study full-time or part-time?**

64.1% Enrolled full-time                      35.9% Enrolled part-time

**18) What degree are you pursuing?**

0.8%	Enrolled in a non-degree program	0.4%	Doctoral Degree (Ph.D, EdD, etc.)
1.9%	Certificate	0.0%	Professional – Dental
3.1%	Associate	0.4%	Professional – Medical
89.3%	Baccalaureate	0.8%	Professional – Law
2.3%	Master's (MSW, MBA, MA, MS, etc.)	1.1%	Other

**19) In what type of school are you enrolled for this education or training?**

1.1%	A college of the <u>State</u> University of New York (SUNY)
84.5%	A college of the <u>City</u> University of New York (CUNY)
7.9%	A <u>private</u> college or university in New York <u>City</u>
0.8%	A <u>private</u> college or university in New York <u>State</u>
2.3%	A college or university outside of New York State
3.4%	A technical, trade, or other special school

## GRADUATE 12-MONTH SURVEY 2002–2003 GRADUATES

This survey was mailed to 2002–2003 graduates approximately twelve months after they completed their degree programs. The percentage tabulations reported below are based on responses from 496 graduates who returned the survey, an adjusted response rate of 26.2%.

**1) Were you employed twelve months after completing your degree at BMCC?**

(If you worked at more than one job, answer for the one involving the most hours.)

- 49.1% Yes, employed full time
- 17.0% Yes, employed part time
- 19.5% No, but not seeking employment at that time
- 14.4% No, but seeking employment

**2) How related is this job to your academic major at BMCC?**

- 35.3% Directly related
- 34.4% Somewhat related
- 30.3% Not related

**3) How well did your BMCC education prepare you for this job?**

- 29.8% Very well
- 49.1% Well
- 9.6% Not so well
- 11.5% Not sure

**4) Were you enrolled in an educational program leading to another degree or certificate twelve months after completing your degree at BMCC?**

- 47.2% Yes, enrolled full time
- 16.0% Yes, enrolled part time
- 36.8% No, not enrolled } Please skip Questions 5 & 6.

**5) What degree are/were you pursuing in this program?**

- 0.6% Non-degree program
- 3.2% Certificate
- 6.7% Associate
- 87.8% Bachelor's
- 1.6% Master's or higher degree

**6) How well did your BMCC education prepare you for this program?**

- 37.6% Very well
- 52.1% Well
- 7.4% Not so well
- 2.9% Not sure

## 2002-2003 GRADUATE'S ASSESSMENT OF BMCC

In order to help evaluate the educational quality of our major programs and the college overall, BMCC graduates are asked to complete this questionnaire. The results reported below are based on 457 graduates who completed the survey. The survey response rate was 22.6%.

	Yes	No
1) <b>Would you recommend BMCC to friends or relatives?</b>	94.1%	5.9%
2) <b>Would you recommend your major program to friends or relatives?</b>	91.3	9.7
3) <b>Are you now enrolled, or do you plan to enroll in a bachelor's degree program in the next few years?</b>	95.5	4.5
• <b>If yes, will it be in the same major area, a related area or a different area?</b>	Same:	42.0
	Related:	34.7
	Different:	23.3

### 4) How satisfied were you with the following aspects of your major courses and your other courses?

	<b>Very Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Very Dissatisfied</b>
The teaching quality in your <u>major</u> courses?	54.7%	41.6%	3.3%	0.4%
The teaching quality in your other courses?	36.9	59.7	3.4	0.0
Course content of your <u>major</u> courses?	53.5	41.9	4.1	0.5
Course content of your other courses?	38.7	56.5	4.3	0.5
The extent to which your <u>major</u> courses were academically challenging?	46.8	48.6	4.1	0.5
The extent to which your other courses were academically challenging?	36.0	58.7	4.8	0.5
Opportunities to use computer technologies in your <u>major</u> courses?	36.4	45.5	13.9	4.3
Opportunities to use computer technologies in your other courses?	33.2	45.9	16.6	4.3
Concern shown for you by your <u>major</u> program faculty?	44.9	41.9	9.4	3.9
Concern shown for you by other (non-major) program faculty?	33.1	49.8	13.5	3.7
The academic motivation of students in your <u>major</u> courses?	41.1	47.0	9.8	2.1
The academic motivation of students in your other courses?	30.1	54.2	13.7	2.1
The overall quality of your education in your <u>major</u> ?	53.8	40.8	4.3	1.1
The overall quality of education in other courses?	43.4	50.6	5.1	0.9
The course requirements (curriculum) in your <u>major</u> ?	51.3	41.2	6.2	1.4
The extent to which you achieved your educational goals at BMCC?	56.5	38.1	4.3	1.1

5) **How well did the education provided by your major department and your BMCC educational experience overall enhance your abilities in each of the following areas?**

		Excellent	Very Well	Fairly Well	Not So Well	Not Well At All
Writing skills:	MAJOR	27.8%	42.8%	25.1 %	2.5%	1.8%
	BMCC	25.5	42.7	27.4	3.2	1.2
Mathematical skills:	MAJOR	25.3	33.4	33.7	5.9	1.8
	BMCC	23.5	36.7	30.6	6.8	2.4
Problem-solving skills:	MAJOR	27.4	41.1	24.9	5.6	1.0
	BMCC	21.8	39.5	31.0	6.7	1.0
Oral communication skills:	MAJOR	29.7	41.4	23.8	4.2	1.0
	BMCC	25.8	45.0	22.6	5.6	1.0
Computer skills:	MAJOR	26.6	33.0	29.3	8.5	2.7
	BMCC	22.0	35.1	31.3	8.0	3.6
Internet and E-mail skills:	MAJOR	27.7	33.4	26.6	8.6	3.7
	BMCC	25.5	33.5	28.8	8.2	3.8
Listening to and understanding others:	MAJOR	34.0	40.5	20.4	4.6	0.5
	BMCC	29.0	43.2	21.0	5.4	1.5
Ability to plan and carry out team projects:	MAJOR	35.5	33.7	24.4	4.7	1.7
	BMCC	26.7	37.0	28.4	6.4	1.5
Ability to interpret and apply knowledge:	MAJOR	34.1	41.2	21.4	2.4	0.9
	BMCC	28.8	42.9	24.8	2.9	0.7
Ability to think creatively and generate original ideas:	MAJOR	35.2	36.4	23.9	3.5	0.9
	BMCC	28.3	39.4	27.1	4.3	1.0
Ability to locate, screen, and organize information:	MAJOR	31.6	39.0	26.0	2.7	0.7
	BMCC	26.5	38.4	30.4	3.5	1.2
Ability to think objectively about beliefs, attitudes, and values:	MAJOR	36.8	37.0	21.7	3.0	1.5
	BMCC	32.9	39.5	23.7	2.7	1.2
Knowledge and skills needed in your career area:	MAJOR	39.0	36.3	19.2	4.0	1.4
	BMCC	28.6	41.0	22.8	5.8	1.7
Information about career options:	MAJOR	27.1	30.7	25.1	10.7	6.3
	BMCC	21.0	31.2	28.0	12.2	7.6

6) **Do you feel your experiences while you were at BMCC benefited you in any of the following ways?**

80.1%	Prepared you for further study
42.0	Job-related advancement
62.1	Increased your understanding and appreciation of people from different ethnic and cultural groups
26.3	Increased your interest in community service
33.7	Increased your appreciation for the arts and literature
68.3	Self improvements
2.0	No benefit



## MISCELLANEOUS

**DEPARTMENTAL COURSE SECTIONS  
AND AVERAGE CLASS SIZE  
FALL 1999 TO SPRING 2004**

Department	Fall 1999 Sec / Ave	Spring 2000 Sec / Ave	Fall 2000 Sec / Ave	Spring 2001 Sec / Ave	Fall 2001 Sec / Ave	Spring 2002 Sec / Ave
Accounting	61 / 30	58 / 32	62 / 31	65 / 31	69 / 32	68 / 31
Allied Health Sciences	24 / 23	24 / 14	21 / 23	24 / 16	24 / 18	20 / 28
Business Management	117 / 31	107 / 34	120 / 33	114 / 33	121 / 34	131 / 33
Cooperative Education	22 / 22	28 / 22	23 / 20	22 / 22	23 / 23	22 / 20
Computer Information Systems	89 / 25	87 / 26	100 / 26	96 / 26	110 / 26	128 / 25
Developmental Skills	191 / 25	172 / 23	175 / 25	153 / 24	131 / 24	121 / 25
English	208 / 27	201 / 28	221 / 29	211 / 28	237 / 29	252 / 29
Ethnic Studies	27 / 27	24 / 33	29 / 29	25 / 29	22 / 29	25 / 27
Mathematics	232 / 26	205 / 26	217 / 27	226 / 26	249 / 28	271 / 28
Modern Languages	79 / 26	81 / 28	84 / 27	88 / 27	91 / 28	97 / 28
Music and Art	111 / 25	119 / 24	128 / 24	129 / 24	144 / 24	150 / 24
Nursing	15 / 30	13 / 35	15 / 31	15 / 30	16 / 31	16 / 33
Physical Education	57 / 37	58 / 37	61 / 38	67 / 36	72 / 37	75 / 36
Science	142 / 24	141 / 25	136 / 24	143 / 25	151 / 26	167 / 26
Office Administration	32 / 22	35 / 25	32 / 22	34 / 23	26 / 21	27 / 22
Social Science	232 / 33	223 / 33	232 / 34	236 / 33	262 / 34	306 / 34
Speech	104 / 26	108 / 25	114 / 29	122 / 27	124 / 28	143 / 27
Student Life	49 / 62	40 / 40	NA	NA	NA	NA
TOTAL / AVE	1,791 / 28	1,724 / 28	1,806 / 29	1,770 / 28	1,964 / 29	2,041 / 29

The numbers listed under the "Sec" heading are the total number of course sections offered by the referenced department. The numbers listed under the "Ave" heading are the corresponding average class size of these sections.

**DEPARTMENTAL COURSE SECTIONS  
AND AVERAGE CLASS SIZE  
FALL 1999 TO SPRING 2004**

Department	Fall 2002 Sec / Ave	Spring 2003 Sec / Ave	Fall 2003 Sec / Ave	Spring 2004 Sec / Ave
Accounting	68 / 31	71 / 31	70 / 29	72 / 31
Allied Health	20 / 28	22 / 19	20 / 29	22 / 18
Business Management	131 / 33	128 / 33	134 / 30	127 / 32
Cooperative Education	22 / 20	22 / 24	21 / 22	22 / 24
Computer Information Systems	128 / 25	130 / 25	126 / 24	111 / 25
Developmental Skills	121 / 25	107 / 25	116 / 23	104 / 23
English	252 / 29	255 / 29	270 / 28	273 / 29
Ethnic Studies	25 / 27	24 / 30	23 / 27	26 / 29
Mathematics	271 / 28	270 / 28	292 / 28	287 / 27
Modern Languages	97 / 28	101 / 28	105 / 27	115 / 27
Music and Art	150 / 24	151 / 23	164 / 23	163 / 23
Nursing	16 / 33	16 / 33	16 / 34	16 / 35
Health Education	75 / 36	74 / 37	76 / 35	74 / 37
Science	167 / 26	173 / 28	189 / 26	196 / 27
Office Administration	27 / 22	25 / 21	23 / 21	22 / 22
Social Science	306 / 34	300 / 33	326 / 33	310 / 33
Speech	143 / 27	132 / 26	152 / 27	143 / 27
Student Life	NA	NA	NA	NA
TOTAL / AVE	2,041 / 29	1,999 / 29	2,165 / 28	2,082 / 28

## 2003-2004 FINANCIAL AID DISBURSEMENTS

Program	Number of Recipients	Dollars Disbursed
FEDERAL PELL GRANT	11,732	\$29,080,208
TAP (N.Y.S. Tuition Assistance Program)	8,066	13,314,517
APTS (Aid to Part-time Students)	3,200	1,700,000
FEDERAL STAFFORD LOANS	3,053	7,000,500
FEDERAL SEOG (Supplemental Educational Opportunity Grants)	2,728	1,099,515
FEDERAL WORK STUDY	1,202	1,542,191
COLLEGE DISCOVERY FUNDS (Includes stipends, book allowance and activity fees)	559	353,000
FEDERAL PERKINS LOANS	69	97,900
SAFETY NET	5,600	869,000

Figures reflect net disbursements to students. Substantially more dollars are awarded to considerably more students during the packaging of financial aid funds.

## ARTICULATION AGREEMENTS BY COLLEGE AND PROGRAM

College/University	Program	Program at BMCC	Completion Date
Adelphi University	Accounting	Accounting	Fall 2000
	Nursing	Nursing	
	School of Business	Business Management	
	Mathematics	Mathematics	
	School of Social Work	Human Services	
	Economics	Liberal Arts	
	Psychology	Liberal Arts	
	Music	Liberal Arts	
	Performing Arts	Liberal Arts	
	English	Liberal Arts	
	Sociology	Liberal Arts	
	Political Science	Liberal Arts	
	Anthropology	Liberal Arts	
	Art & Art History/ Fine Arts	Liberal Arts	
	Management	Business Administration	
	Environmental Studies	Science	
	Philosophy	Liberal Arts	
	International Studies	Liberal Arts	
History	Liberal Arts		
Communications	Liberal Arts		
Baruch College	Real Estate & Metropolitan Development	Business Administration	Fall 1996
	Small Business Entrepreneurship	Small Business Entrepreneurship	Fall 1998
	General Business/Management	Business Administration	Spring 2003
Brooklyn College	English	Writing & Literature	Fall 2000
	Journalism	Writing & Literature	Fall 2000
	Theater	Theatre	Spring 2001
	Computer & Information Science	Computer Programming & Computer Science	Fall 1998
	Computer & Information Science	Computer Science	Spring 2002
	Early Childhood Education Teacher (Birth - Grade 2)	Early Childhood Education	Spring 2004
City College	Engineering	Engineering Science	Spring 1988
	Management & Administration	Business Administration	Spring 1984
	Mathematics	Mathematics	Fall 1993
	Electronic Design & Multimedia	Multimedia Programming & Design	Fall 1999



<b>College//University</b>	<b>Program</b>	<b>Program at BMCC</b>	<b>Completion Date</b>
Mercy College	Nursing Business Administration Accounting	Nursing All Associate Degrees	2002
Medgar Evers College	Mathematical Science Computer Information System English	Mathematics Computer Programming Writing and Literature	2002
College of MT. ST. Vincent	Communications	Corporate & Cable Communications	2002
Monroe College	Business Management Business Management Business Management Accounting	Small Business Entrepreneurship Business Administration Business Management Accounting	Fall 2002 Fall 2002 Fall 2002 Fall 2002
New York City Technical College	Technology in Communication Design Computer Systems  Health Services Administration  Stage Technology/ Entertainment Technology	Multimedia Programming & Design Computer Programming & Computer Operations Paramedic/Respiratory Therapy Nursing Theatre	Spring 1998 Fall 1998 2003 Spring 2001
New York Institute of Technology	Liberal Arts Business Administration  Early Childhood/Early Childhood Special Education	Liberal Arts Business Administration  Early Childhood Education	Spring 1999   Spring 2002
New York University	Communications Studies Rehabilitation Services Nursing TESS	Corporate & Cable Communications Human Services  Nursing Liberal Arts	Fall 1983 Fall 1989 Fall 1990 Fall 1983
PACE University	All Business Majors BBA Management Nursing Human Services Mathematics	Business Administration Business Management Nursing Human Services Mathematics	Spring 2004  2003 Spring 2004 Spring 2004
Polytechnic University	Liberal Studies Liberal Arts		Fall 2004
St. Francis College	English	Liberal Arts	Spring 1990
SUNY at Brockport	Social Work	Human Services	Fall 1989

<b>College//University</b>	<b>Program</b>	<b>Program at BMCC</b>	<b>Completion Date</b>
SUNY Downstate Medical Center	Nursing	Nursing	Spring 2002
SUNY at New Paltz	Arts & Humanities Business Administration Biology & Chemistry Communication Computer Science Education Engineering Liberal Arts & Sciences Mathematics	Liberal Arts Business Management Science Corporate & Cable Communications Computer Science Early Childhood Education Engineering Science Liberal Arts  Mathematics	Fall 1986
York College	Mathematics Information Systems Management	Computer Science Multimedia Programming & Design	Fall 1991 Spring 1998
	Communications Technology Computer Science	Multimedia Computer Science	2003 Fall 2002



## **2004 COORDINATED FRESHMAN IMMERSION PROGRAM**

The Coordinated Freshman Immersion Program provides freshmen that have not successfully passed all of The City University of New York Skills Assessment Tests in reading, writing and mathematics with an opportunity to participate in an intensive, tuition-free basic skills program. BMCC's Coordinated Freshman Program in 2004 consisted of four components: a 12-day winter program, a 12-day summer program, a five-week summer program, and a summer program to meet the educational needs of entering College Discovery students. In the 12-day winter program and the 12-day summer program, the returning students in reading, writing and ESL workshops were all repeating and had to have the recommendation of their instructor to enroll in a program.

Approximately 500 students completed the 2004 winter program; the overall pass rate for all workshops was about 67 percent. In the 12-day summer program, 298 students completed the program; the overall pass rate for all workshops was 72 percent. In the five-week summer program, 1,097 students completed the program; the overall pass rate for all courses was 66 percent. One hundred twenty-five College Discovery students completed the final summer programs; the overall pass rate for all workshops was 63 percent.

Both the summer and winter programs provide tutoring services for students enrolled. The five-week summer program also provided counseling and peer mentoring services, textbooks and other student incentives, such as opportunities to see live theatre.

# **JUNIOR HIGH AND HIGH SCHOOL PARTNERSHIPS AND COLLABORATIVES 2003 - 2004**

## **BRIDGE PROGRAM**

The *Bridge Program* is a special collaboration between BMCC and several New York City high schools. This program offers juniors and seniors the unique opportunity to experience college classes and to have access to the recreational and cultural activities at the college. Students are enrolled in one college course a semester. Full college credit is awarded for successfully completing the course. Some students also receive high school credit. During the 2003-2004 academic year, over 200 students were enrolled in BMCC classes. High schools currently participating in the program include: Central Park East Secondary School, Professional Performing Arts, Institute for Collaborative Education, School of the Future, NYC Lab School, Richard Green High School of Teaching, HS for Leadership and Public Service, Murry Bergtraum, and Jacqueline Kennedy Onassis.

## **COLLEGE NOW**

The *BMCC College Now Program* works with ten Manhattan high schools: Murry Bergtraum, Louis Brandeis, Jacqueline Kennedy Onassis, Chelsea Vocational, Central Park East Secondary School, Graphic Communication Arts, Park West, Academy of Environmental Science, Millennium, and Norman Thomas. The goal of this program is to prepare high school students for the college experience and to enhance the self-esteem of participating students by offering them college work while still in high school. BMCC faculty teach all courses either at the participating high schools or at BMCC on Saturdays. Workshops to help prepare students to take and pass their Regent's examinations are also conducted on the weekends at BMCC. An Urban Rowing and Environmental Science summer program was successfully implemented, and widely attended. During the 2003-2004 academic year over 1,000 high school students participated in College Now activities.

## **UPWARD BOUND**

BMCC's *Upward Bound Project* is a comprehensive five-year program funded by the U.S. Department of Education and designed to assist eligible students in completing high school and enrolling in, as well as succeeding in, a postsecondary program of study. All students receive individualized tutoring and academic instruction as well as the opportunity to participate in educational, cultural, and social activities. The goal of the program is to develop students' skills and motivation to succeed academically. BMCC's Upward Bound Program has been funded for a second five-year cycle (2004 - 2009).

## **GEAR-UP**

*GEAR-UP* (Gaining Early Awareness of Undergraduate Programs) is a federally funded five-year project that serves 150 students who entered the BMCC program in fall 2000 while they were enrolled in the 7<sup>th</sup> grade at Roberto Clemente Intermediate School. The program continues to serve those students who are now in the 11<sup>th</sup> grade at Brandeis High School. The goal of *Gear-Up* is to empower students to enroll in college classes with minimal need for remediation, and to establish a network of supportive individuals and organizations that will provide services for participating students and their families, as well as provide high quality professional development for middle school and high school faculty.

## **LIBERTY PARTNERSHIPS PROGRAM**

The BMCC *Liberty Partnerships Program* (LPP) is a collaborative effort among BMCC, the New York City Department of Education's Family Centers and several community-based organizations. For the past 13 years, BMCC has received funding from the New York State Education Department to provide academic support services for 180 students who are enrolled in alternative schools for young mothers. The goal of LPP is to ensure that these students graduate from high school and successfully enroll in postsecondary education.

### **SCIENCE AND TECHNOLOGY ENTRY PROGRAM (STEP)**

The *Science and Technology Entry Program*, funded by the New York State Education Department, is offered in cooperation with several New York City high schools: Murray Bergtraum, Manhattan International, Norman Thomas, and Brandeis. The program assists economically disadvantaged and minority students to develop their abilities in science, mathematics and language arts for possible future careers in science, engineering, technology, and the health-related professions. BMCC's project provides two major activities: a hands-on science, mathematics and language arts instructional program on Friday afternoons from 4 pm to 7 pm at the college; and the opportunity for high school juniors and seniors to engage in year-long research activities along with BMCC faculty mentors.

### **“SMART MOMS, SMART CHOICES”**

“*SMART MOMS, SMART CHOICES*” is an interactive video distance learning program for teenage mothers enrolled in two New York City high schools, Port Richmond and Paul Robeson. This project, funded by New York Community Trust, represents an effort on the part of BMCC and its partners, Lehman College and the New York City Department of Education, to address a critical issue facing education today, namely the need to provide young mothers with information and skills about child rearing, support them so they will complete high school, and encourage them to consider furthering their education by going onto college or pursuing career opportunities. All sessions are held during the regular school day.

The college is now expanding the program to include a series of workshops that will focus on the realities of teen parenting. These workshops will be developed and conducted by the young mothers themselves and will be delivered via interactive video technology to middle school students.