

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

FACT BOOK

2004 - 2005

**The Office of Institutional Research
Academic Affairs**

TABLE OF CONTENTS

PREFACE _____	1
INTRODUCTION TO BMCC2	
MISSION STATEMENT _____	3
ACCREDITATION _____	4
PROFILE _____	5
HISTORY OF THE COLLEGE _____	5
THE FACILITY _____	6
ACADEMIC PROGRAMS _____	6
STUDENT SUPPORT SERVICES _____	8
GOVERNING BOARD MEMBERS _____	9
FALL 2005 ADMINISTRATION _____	10
FALL 2005 DEPARTMENT CHAIRPERSONS _____	13
FALL 2005 FACULTY BY DEPARTMENT _____	14
GRANTS AND CONTRACTS INCOME JULY 1, 2004 – JUNE 30, 2005 _____	14
ENROLLMENT	
HEADCOUNT AND FTEs: FALL 2000 TO SPRING 2005 _____	22
ANNUAL UNDUPLICATED HEADCOUNT: ACADEMIC YEARS 2000-2001 TO 2004-2005 _____	23
SUMMER ENROLLMENT: 2000 TO 2005 _____	24
STUDENT RETURN RATE FROM PREVIOUS SEMESTER: FALL 2000 TO SPRING 2005 _____	25
DEGREE, NON-DEGREE, AND CONTINUING EDUCATION ENROLLMENT: FALL 2000 TO SPRING 2005 _____	26
ENROLLMENT BY DEGREE PROGRAM: FALL 2000 TO SPRING 2005 _____	27
ENROLLMENT BY DEGREE TYPE: FALL 2000 TO SPRING 2005 _____	29

FULL-TIME AND PART-TIME ATTENDANCE: FALL 2000 TO SPRING 2005 _____	30
ENROLLMENT BY CLASS STANDING: FALL 2000 TO SPRING 2005 _____	31
COLLEGE DISCOVERY ENROLLMENT: FALL 2000 TO SPRING 2005 _____	32
ENROLLMENT BY AGE: FALL 2000 TO SPRING 2005 _____	33
ENROLLMENT BY GENDER: FALL 2000 TO SPRING 2005 _____	34
ENROLLMENT BY RACE / ETHNICITY: FALL 2000 TO SPRING 2005 _____	35
ENROLLMENT BY RESIDENCY: FALL 2000 TO SPRING 2005 _____	36
ENROLLMENT BY BOROUGH: FALL 2000 TO SPRING 2005 _____	37

NEW STUDENTS / FIRST-TIME FRESHMEN

NEW STUDENTS: FALL 2000 TO SPRING 2005 _____	39
SHOW RATE OF ADMITTED STUDENTS: FALL 2000 TO SPRING 2005 _____	40
FIRST-TIME FRESHMEN BY DEGREE PROGRAM: FALL 2000 TO SPRING 2005 _____	41
COLLEGE ADMISSIONS AVERAGE AND NUMBER OF GED's: _____	FALL 43
2000 TO SPRING 2005 _____	
FIRST-TIME FRESHMEN BY AGE: FALL 2000 TO SPRING 2005 _____	44
FIRST-TIME FRESHMEN BY GENDER: FALL 2000 TO SPRING 2005 _____	45
FIRST-TIME FRESHMEN BY RACE / ETHNICITY: FALL 2000 TO SPRING 2005 _____	46

TRANSFERS TO BMCC

TRANSFERS FROM CUNY AND NON-CUNY COLLEGES: FALL 2000 TO SPRING 2005 _____	48
TRANSFERS BY DEGREE PROGRAM: FALL 2000 TO SPRING 2005 _____	49
TRANSFERS BY AGE: FALL 2000 TO SPRING 2005 _____	51
TRANSFERS BY GENDER: FALL 2000 TO SPRING 2005 _____	52
TRANSFERS BY RACE / ETHNICITY: FALL 2000 TO SPRING 2005 _____	53

PLACEMENT, CPE, ACADEMIC STANDING

BASIC SKILLS READING PLACEMENT: FIRST-TIME FRESHMEN _____	55
BASIC SKILLS ENGLISH AND ESL PLACEMENT: FIRST-TIME FRESHMEN _____	56

BASIC SKILLS MATH PLACEMENT: FIRST-TIME FRESHMEN _____	57
BASIC SKILLS READING PLACEMENT: NEW STUDENTS _____	58
BASIC SKILLS ENGLISH AND ESL PLACEMENT: NEW STUDENTS _____	59
BASIC SKILLS MATH PLACEMENT: NEW STUDENTS _____	60
CUNY PROFICIENCY EXAM (CPE) PASSING AND SHOW RATES: 2001 TO SPRING 2005 _____	FALL 61
DEAN'S LIST, PROBATION, AND DISMISSAL: FALL 2000 TO SPRING 2005 _____	62

DEGREES AWARDED, TRANSFERS, AND RETENTION

DEGREES AWARDED BY PROGRAM: ACADEMIC YEARS 2000-2001 TO 2004-2005 _____	64
DEGREES AWARDED BY DEGREE TYPE: ACADEMIC YEARS 2000-2001 TO 2004-2005 _____	65
DEGREES AWARDED BY GENDER AND RACE / ETHNICITY: ACADEMIC YEAR 2004-2005 _____	66
TRANSFER RATES TO CUNY COLLEGES: 2004 BMCC GRADUATES BY PROGRAM _____	2003- 67
CUNY COLLEGE DESTINATIONS: 2003-2004 BMCC GRADUATES _____	68
PROGRAM / DEPARTMENT PERSISTENCE AND CHANGE OF MAJORS: FALL 2003 FIRST-TIME FRESHMEN TRACKED THROUGH SPRING 2005 _____	69

SURVEYS

FALL 2004 FIRST-TIME FRESHMAN ACT SURVEY _____	71
FALL 1998 FIRST-TIME FRESHMAN SURVEY _____	73
SPRING 2001 COMPUTER AND INTERNET USE SURVEY _____	76
NON-RETURNING STUDENT SURVEY: 1998 -1999 STUDENTS _____	80
GRADUATE 6-MONTH SURVEY: 2002 – 2003 GRADUATES _____	86
GRADUATE 12-MONTH SURVEY: 2003 – 2004 GRADUATES _____	90
GRADUATE ASSESSMENT: 2003 - 2004 GRADUATES _____	91

MISCELLANEOUS

DEPARTMENTAL COURSE SECTIONS AND AVERAGE CLASS SIZE: 2000 TO SPRING 2005 _____	FALL 94
2004-2005 FINANCIAL AID DISBURSEMENTS _____	96
ARTICULATION AGREEMENTS BY COLLEGE AND PROGRAM _____	97
2005 FRESHMAN IMMERSION PROGRAM _____	101
JUNIOR HIGH AND HIGH SCHOOL PARTNERSHIPS AND COLLABORATIVES: 2004 - 2005 _____	102

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 2004-2005 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 2005 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 2000 through Spring 2005. Information on student enrollment and success in the various collaborative and special programs is reported for the 2004-2005 year, as is information on financial aid awards.

The Office of Institutional Research, Charles Deng, wishes to thank Cheryl Brown for data entry and the following individuals for providing information reported below: Deirdre Anderson, Barbara Ashton, Eugenio Barrios, Sadie Bragg, Ralph Buxton, Gloria Chao, Laurel Coleman, Stephen Hetherman, Ena Jordan, Steve Lampedusa, Antonette Mckain, Michael Gillespie, John Montanez, Kim Ramirez, Sandra Rumayor, Shira Silverman, 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, Child Care/Early Childhood Education, Childhood Education/Bilingual Childhood Education, Engineering Science, Human Services, Liberal Arts, Mathematics, Multimedia Programming and Design, Nursing, Office Automation and Operations, Science, Small Business Entrepreneurship, Theatre, Video Arts and Technology, 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, 37 computer laboratories and three lecture halls. The A. Philip Randolph Memorial Library has a collection of 96,000 books and reference titles, 350 magazines and newspapers and access to 24,512 full-text electronic subscriptions via the Internet. The Library as well as the entire College is Wi-Fi enabled. The campus also houses three theaters, the largest of which seats one thousand, a collegiate-size swimming pool, a fitness center, a theatre 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 space 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. Since spring 2005 the college has offered 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:

Associate in Arts degree (A.A.)

Business Administration
Childhood Education/Bilingual Childhood Education
Liberal Arts
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 five Evening/Weekend Programs: A.A. in Liberal Arts, A.A. in Business Administration, A.A.S. in Accounting, A.A.S. in Computer Operations, and A.A.S. in Nursing. In all five 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.

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.
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Honorable Carlos Sierra
Member ex officio
Chairperson University Student Senate

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

Jay Hershenson
Secretary of the Board of Trustees

FALL 2005 ADMINISTRATION

OFFICE OF THE PRESIDENT

Antonio Pérez President

BMCC FACTBOOK: 2004-2005

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
Patricia Stein	Director of Affirmative Action and Compliance
Angela Sales	Director of Community and Government Relations
Brian Haller	Director of Foundation and Corporate Relations
Rodney Alexander	Director of Institute for Business Trends Analysis
Robert Diaz	Labor Designee
Thomas Volpe	Director of Publications
Patricia Willard	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
Ena Jordan	Executive Assistant to the Senior 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
Vacant	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
Joseph Ugoretz	Acting Director of Teaching with Technology
Laurel Coleman	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
Sussie Gyamfi	Coordinator of Scholarships and Special Student Services
Harry Mars	Director of Student Activities
Marcos Gonzalez	Director of Office of Services for Students with Disabilities
Penelope Jordan	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
Vacant	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
Vacant	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

CENTER FOR CONTINUING EDUCATION AND WORKFORCE DEVELOPMENT

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

FALL 2005 DEPARTMENT CHAIRPERSONS

Accounting	Lloyd Carroll
Allied Health Sciences	Everett Flannery
Business Management	Chaim Ginsberg
Center For Ethnics Studies	Segundo Pantoja
Computer Information Systems	Richard Chorley
Cooperative Education	Jonathan Dash
Developmental Skills	Gay Brookes
English	Philip Eggers
Health Education	Olivia Cousins
Library	Sydney Eng (Chief Librarian)
Mathematics	Patricia Wilkinson
Modern Languages	Fay Rogg
Music and Art	Rochelle Weinstein
Nursing	Barbara Tacinelli
Science	Philip Penner
Social Science	Ronald Doviak
Speech Communication and Theater Arts	Susana Powell
Student Life	Michael Haynes
Teacher Education	Rachel Theilheimer

FALL 2005 FACULTY BY DEPARTMENT

Department	Full-Time Faculty				Part-Time Faculty	
	Teaching	CLTs	Tenured	Doctorates	Teaching	Non-teaching
Accounting	13	0	11	0	18	0
Allied Health Sciences	5	2	5	0	11	10
Business Management	21	4	19	12	28	0
Computer Information Systems	20	3	15	4	22	3
Cooperative Education	6	0	6	0	3	0
Developmental Skills	27	2	23	19	55	2
English	45	0	21	28	98	0
Health Education	7	0	4	3	14	0
Library	12	0	7	2	0	7
Mathematics	42	5	21	18	100	0
Modern Languages	18	4	11	15	27	0
Music and Art	16	1	8	6	32	1
Nursing	21	2	5	0	48	0
Office Administration	0	0	0	0	0	0
Science	42	7	22	32	79	0
Social Science/Ethnic Studies/Human Services	43	0	19	31	87	0
Speech	21	0	7	7	42	0
Teacher Education	6	0	3	3	14	0
Student Life	14	2	13	6	0	0
TOTAL	379	32	220	186	678	23

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, 2004 – JUNE 30, 2005

Principal Investigator	Project Title	Sponsor/Source	Award
Office of Academic Affairs			
Erwin Wong and Nidia Pulles-Linares	Title V Fostering Student Success by Strengthening Academic Advisement	US Dept. of Education	\$475,000
Geoffrey Akst and Sadie Bragg	Title III Enhancing Student Learning through the Use of Emerging Technology	US Dept. of Education	\$336,202
Joe Ugoretz and Sadie Bragg	BMCC Visible Knowledge Project	Georgetown University	\$2,500
Sondra Salley and Michael Gillespie	COPE (College Opportunity to Prepare for Employment)	NYC Human Resources Adm.	\$325,380
June Gaston and Sadie Bragg	CCNY Math Teachers for the New Millennium	NASA	\$28,995
Sandra Rumayor and Sadie Bragg	Perkins III - Post Secondary	NYS Education Department	\$1,837,397
Michael Gillespie and Deirdre Anderson	College NOW	NYC Human Resources Adm.	\$227,236
Michael Gillespie and Kim Ramirez	Liberty Partnership	NYS Education Department	\$181,325
Michael Gillespie and Sandra Rumayor	GEAR-UP	US Dept. of Education	\$119,999
Michael Gillespie and Sandra Rumayor	Science Technology Entry Program (STEP)	NYS Education Department	\$82,550
Michael Gillespie and Sandra Rumayor	Collegiate Science and Technology Entry Program (CSTEP)	NYS Education Department	\$39,178
Michael Gillespie and Antonette McKain	UPWARD BOUND Program	US Dept. of Education	\$351,917
Janis Jones and Stephen Jacobs	Manhattan EOC Perkins III Post Secondary	NYS Education Department	\$82,179
Total number of awards made to the Office of Academic Affairs: 13		Total Amount Awarded:	\$4,342,416
Academic Departments and Library			
Kok, Roy, Salvati, Genis, Rani & Flyr	Cybersecurity Partnership	National Science Foundation	\$270,000
Manawedra Roy	Virtual Laboratory/Polytechnic University	National Science Foundation	75,000
Total number of Computer Information Systems Awards: 2		Total Amount Awarded:	\$345,000
Isserles, Robin	Considering Care: New Scholarship and Emerging Issues	CUNY Faculty Development Program	\$2,800
Total number of Social Science Department Awards: 1		Total Amount Awarded:	\$2,800

Principal Investigator	Project Title	Sponsor/Source	Award
Myrie, Jackie	Nursing Workforce Diversity Grant	HRSA Division of Nursing	\$250,980
Total number of Nursing Department Awards: 1		Total Amount Awarded:	\$250,980
Patricia Wilkinson and Alice Cohen	CSEMS Grant	National Science Foundation	\$99,000
Patricia Wilkinson	CSEMS - Women in Research	National Science Foundation	\$200,000
Patricia Wilkinson	Minority Science and Engineering Improvement Program	US Dept. of Education	\$59,000
Patricia Wilkinson	Four Colleges Urban Colleges	US Dept. of Education	\$27,310
Patricia Wilkinson	Women In Research	MAA-Tensor Foundation	\$5,000
Total number of Mathematics Department Awards: 5		Total Amount Awarded:	\$390,310
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			
Dewprashad, Brahmadeo	An investigation into the antimicrobial properties of Casareep	PSC CUNY 36 Awards	\$3,387
Clark, Marlene	Aging Queens in/and Shakespeare's Drama	PSC CUNY 36 Awards	\$3,600
Kalogeropoulos, Nikos	Curvature of Configuration Spaces and Effective Potentials	PSC CUNY 36 Awards	\$3,600
Tolan, James	Blood Spot	PSC CUNY 36 Awards	\$3,600

Principal Investigator	Project Title	Sponsor/Source	Award
Fish, Cheryl	Environmental Justice in Literature and Film: From the Toxic to the Sustainable	PSC CUNY 36 Awards	\$3,840
Niyazov, Rafael	Development of the ultrasonic welding process base on the new method of activation of the thermoplastic	PSC CUNY 36 Awards	\$3,875
Ugoretz, Joseph	The Pitchman in Print: Oral Performance Art in Text and Context	PSC CUNY 36 Awards	\$3,900
Thiers-Thiam, Valerie	A chacun son griot: the myth of the narrator-griot in West African Literature and Cinema	PSC CUNY 36 Awards	\$3,900
Foster, Roger	Mind, World and the role of experience	PSC CUNY 36 Awards	\$4,000
Scott, Jonathan	The Writing Workshops of Langston Hughes: Lessons for CUNY-BMCC	PSC CUNY 35 Awards	\$4,090
Engle, Sherry	Posterity Postponed: Progressive Era Women Dramatists	PSC CUNY 35 Awards	\$4,275
Wladis, Claire	Full Length Dramatization of the life of mathematician Sofya Kovalevskaia	PSC CUNY 35 Awards	\$4,310
Martin, Hyacinth	Gender and Career Choice in Nursing	PSC CUNY 35 Awards	\$4,368
Culkin, Jody	The Look of Things	PSC CUNY 35 Awards	\$4,400
Rothfarb, Shari	"Are You Jewish?" Judaism and Race in America	PSC CUNY 35 Awards	\$4,539
McDonald, Kathleen	From rosie the riveter to the feminine mystique: An anthology of left feminist writing from postwar era, 1945-1963	PSC CUNY 35 Awards	\$5,050
Moorman, Joyce	Elegies for the Fallen	PSC CUNY 35 Awards	\$5,500
Mathews Salazar, Patricia	Glorifying Incas, Neglecting their Heirs: The Struggles of Indian Women in the Margins of Cuzco, Peru	PSC CUNY 35 Awards	\$7,950
Total number of PSC CUNY 35 Awards: 18		Total Amount Awarded:	\$78,184

Office of Adult Programs and Continuing Education

Denise Deagan	Workforce Investment Act	NYS Education Department	\$110,732
Denise Deagan	Workforce Investment Act- Family Literacy	NYS Education Department	\$265,821
Denise Deagan	Adult Literacy (GED)	NYC Office of the Mayor	\$125,156
Mary Kieran	Direct Care Worker	NYC Housing Authority	\$254,250
Mary Kieran	EDGE XI Gainful Employment	NYS Department of Labor	\$113,560
Denise Deagan	ESP Employment Specialist Program	New York City Human Resources Administration	\$645,671

Principal Investigator	Project Title	Sponsor/Source	Award
Denise Deagan	FIA Professional Training Academy	New York City Human Resources Administration	\$325,457
Mary Kieran	ESOL and Civics Education	NYS Education Department	\$300,000
Maldonado, Acte	Language Immersion Program	CUNY Central Office	\$512,000
Mary Kieran	Literacy Training Program (LTP)	NYS Office Temporary and Disability Assistance	\$325,707
Total Number of Continuing Education Awards: 10		Total Amount Awarded:	\$2,978,354

Tribeca Performing Arts Center

Herring, Linda	Lost jazz Shrines (Village Gate part Two)	National Endowment for the Arts	\$15,000
Herring, Linda	Jazz in Progress, Lost Jazz Shrines & Cabaret	Mary Flagler Cary Charitable Trust	\$10,000
Herring, Linda	Ticket Subsidy Program	NYC Department of Cultural Affairs	\$17,900
Herring, Linda	General Operating Support	Carnegie Corporation of New York	\$50,000
Herring, Linda	Artist In Residence Program	JP Morgan Chase Arts & Culture Grant Program	\$10,000
Herring, Linda	Artist In Residence (AIR) Program	Jerome Foundation	\$8,000
Herring, Linda	Jazz in Progress Summer Marketing Internship	Arts and Business Council	\$1,500
Herring, Linda	General Support for School-time Program	Con Edison	\$3,000
Herring, Linda	Creative Communities – Jazz in Progress	Lower Manhattan Cultural Council	\$2,500
Total Number of Tribeca Performing Arts Center Awards: 9		Total Amount Awarded:	\$117,900

Principal Investigator	Project Title	Sponsor/Source	Award
President's Office			
Wenderoff, Karen	BMCC Scholarship Fund	(various)	\$930,000
Wenderoff, Karen	General Operating Support	Ford Foundation	\$1,500
Wenderoff, Karen	Out-In-Two	Citigroup Inc	\$100,000
Wenderoff, Karen	BMCC Scholarship Fund	New York Stock Exchange	\$1,000
Wenderoff, Karen	BMCC Scholarship Fund	Lanza Family Foundation	\$25,000
Wenderoff, Karen	Out-In-Two	Eugene M. Lang Foundation	\$10,000
Wenderoff, Karen	BMCC Scholarship Fund	Con Edison	\$15,000
Wenderoff, Karen	General Operating Support	James T Lee Foundation	\$20,000
Wenderoff, Karen	Unrestricted	New York Mercantile Exchange	\$30,000
Wenderoff, Karen	Student Commons	AECOM Services Group	\$17,935
Wenderoff, Karen	Other Projects	Various	\$246,000
Total Number of President's Office Awards: 11		Total Amount Awarded:	\$1,396,435

CCRIP

Dewprashad, Brahamdeo Tacinelli, Barbara Afgu, Nkechi	An Investigation into the Patterns of Uses and Effects of Self-Medication in Caribbean Immigrant Communities.	CUNY Community College Research Incentive Program	\$30,000
Kessler, Kathy	Word-concept Relations in L1-dominant Bilinguals: A Longitudinal Investigation of Word Production in First and Second Language	CUNY Community College Research Incentive Program	\$30,000
Patricia Molina, Sara Salm and Lauren Goodwyn	Biochemical Characterization of the p53 Molecules that Bind to the p53-Response Element in the WAF1gene.	CUNY Community College Research Incentive Program	\$30,000
Niyazov, Rafael	Propagation of High-Frequency Mechanical Waves through a Viscoelastic Material during the Bonding Process.	CUNY Community College Research Incentive Program	\$30,000
Dina M. Karafantis	A Comparison of the Multicultural and Colorblind Perspectives on the Intergroup Attitudes of College Students.	CUNY Community College Research Incentive Program	\$28,093
Elena Nogina	Mathematical Foundations of Knowledge Representation.	CUNY Community College Research Incentive Program	\$22,802

Principal Investigator	Project Title	Sponsor/Source	Award
Ramdayal, Frank	Intramolecular Charge-Transfer Molecules, Their Synthesis, Chemistry, Photochemistry, and Intercalation into DNA+C38.	CUNY Community College Research Incentive Program	\$30,000
Tribiano, Shana	The Spatial Clustering of High Redshift Galaxies in the COSMOS Survey and Multi-wavelength Collaboration	CUNY Community College Research Incentive Program	\$30,000
Xu, Yibao	Mathematicians in China and the Cultural Revolution	CUNY Community College Research Incentive Program	\$15,911
Total number of CCRIP Awards: 9		Total Amount Awarded:	\$246,806

Student Life

Todd Boressoff	Child and Adult Care Food Program	US Dept. of Agriculture/SUNY RF	\$12,000
Todd Boressoff	Universal Pre-Kindergarten	NYC Board of Education, District 2	\$50,884
Todd Boressoff	Child Care and Development Block Grant	NYS Office of Children & Family Services	\$148,438
Todd Boressoff	Community College Investment Program	CUNY Central Office	\$50,000
Todd Boressoff	ACD Child Care	NYS Office of Children & Family Services	\$17,992
Todd Boressoff	General Operating Support	Calvert Foundation	\$2,500
Total Number of Student Life Awards: 6		Total Amount Awarded:	\$281,814

Total Amount Awarded: \$10,271,340

ENROLLMENT

HEADCOUNT AND FTEs FALL 2000 TO SPRING 2005

Semester	Headcount	Percentage change in Headcount	FTEs	Percentage change in FTEs
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
Fall 2004	18,854	1.3	13,484	1.7
Spring 2005	18,827	-0.1	13,192	-2.2

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 2000-2001 TO 2004-2005

Academic Year	Headcount	Percentage Change in Headcount
2000-2001	21,286	5.7
2001-2002	22,264	4.6
2002-2003	23,661	6.3
2003-2004	25,446	7.5
2004-2005	26,069	2.4

Annual unduplicated headcount includes summer, fall and spring terms.

Percentage change is from the prior year.

SUMMER ENROLLMENT 2000 TO 2005

Summer	Headcount	FTEs
2000	4,315	748
2001	4,974	838
2002	5,108	866
2003	6,125	1,042
2004	4,643	751
2005	4,811	787

Summer enrollment includes the six-week Summer Immersion program.

STUDENT RETURN RATE FROM PREVIOUS SEMESTER FALL 2000 TO SPRING 2005

Semester	Percent Returning
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*
Fall 2004	73.4*
Spring 2005	81.0*

* Excludes non-degree students.

**DEGREE, NON-DEGREE, AND
CONTINUING EDUCATION ENROLLMENT
FALL 2000 TO SPRING 2005**

Semester	Degree Students	Non-Degree Students	Continuing Education	Total
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
Fall 2004	18,129	725	6,442	25,296
Spring 2005	18,092*	735	5,798	24,625

* Includes two students who registered for a certificate program.

ENROLLMENT BY DEGREE PROGRAM FALL 2000 TO SPRING 2005

Program	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002
Accounting	865	814	899	918	967
Business Administration	1,551	1,571	1,595	1,742	1,907
Business Management	1,214	1,125	1,169	1,236	1,254
Small Business / Entrepreneurship	141	148	140	139	170
Office Automation	59	64	48	51	47
Office Operations	134	135	146	150	151
Video Arts and Technology	306	288	261	264	252
Computer Science	976	931	936	867	764
Computer Operations	614	621	660	626	591
Computer Programming	926	888	812	749	650
Multimedia Programming and Design	195	248	327	381	448
Nursing	1,438	1,441	1,607	1,631	2,067
Paramedic	112	99	112	113	126
Health Information Technology	102	98	109	91	107
Respiratory Therapy	233	196	211	214	202
Child Care / Early Childhood Education	1,005	934	954	935	1,017
Human Services	758	672	679	701	735
Engineering Science	191	176	181	202	215
Science	269	256	283	294	357
Mathematics	49	42	41	52	71
Liberal Arts	3,962	3,835	4,020	4,079	4,448
Writing and Literature	4	20	52	85	134
Theatre	NA	NA	NA	29	48

ENROLLMENT BY DEGREE PROGRAM FALL 2000 TO SPRING 2005

Program	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005
Accounting	928	1,022	1,049	1,068	1,038
Business Administration	1,997	2,056	2,098	2,103	2,142
Business Management	1,235	1,246	1,223	1,172	1,160
Small Business / Entrepreneurship	165	171	174	175	168
Office Automation	54	45	41	34	44
Office Operations	155	143	135	139	138
Video Arts and Technology	246	244	262	244	247
Computer Science	642	541	442	374	300
Computer Operations	587	486	429	377	372
Computer Programming	564	484	425	340	287
Multimedia Programming and Design	490	493	512	472	470
Nursing	2,122	2,667	2,861	2,877	2,748
Paramedic	140	152	138	152	147
Health Information Technology	98	78	82	91	100
Respiratory Therapy	207	239	281	395	427
Child Care / Early Childhood Education	1,044	1,033	1,039	976	941
Human Services	759	708	745	777	771
Engineering Science	211	243	253	262	222
Science	378	385	431	463	477
Mathematics	68	67	70	71	79
Liberal Arts	4,497	4,831	4,821	5,168	5,380
Writing and Literature	173	181	212	233	279
Theatre	65	111	125	164	155

ENROLLMENT BY DEGREE TYPE FALL 2000 TO SPRING 2005

Semester		Associate in Arts Degree (A.A.)	Associate in Science Degree (A.S.)	Associate in Applied Science Degree (A.A.S.)
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
Fall	2004	7,504	2,111	8,514
	Percent	41.4	11.7	46.9
Spring	2005	7,801	2,945	7,344
	Percent	43.1	16.3	40.6

FULL-TIME AND PART-TIME ATTENDANCE FALL 2000 TO SPRING 2005

Semester	Full-Time	Part-Time
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
Fall 2004	10,979	7,875
Percent	58.2	41.8
Spring 2005	10,495	8,332
Percent	55.7	44.3

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 STANDING FALL 2000 TO SPRING 2005

Semester		Freshmen	Second Year	Total
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
Fall	2004	13,048	5,806	18,854
	Percent	69.2	30.8	100.0
Spring	2005	12,647	6,180	18,827
	Percent	67.2	32.8	100.0

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

COLLEGE DISCOVERY ENROLLMENT FALL 2000 TO SPRING 2005

Semester		Full - Time	Part - Time	Total
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	568
Spring	2004	461	88	549
Fall	2004	473	86	559
Spring	2005	377	80	457

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 2000 TO SPRING 2005

Semester	Median	18 & younger	19-20	21-22	23-25	26-29	30 & older
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
Fall 2004	23	1,243	3,600	3,402	3,585	2,589	4,435
Percent		6.6	19.1	18.0	19.0	13.7	23.5
Spring 2005	23	972	3,675	3,518	3,634	2,643	4,385
Percent		5.2	19.5	18.7	19.3	14.0	23.3

ENROLLMENT BY GENDER FALL 2000 TO SPRING 2005

Semester		Men Full -Time	Men Part -Time	Total	Women Full -Time	Women Part -Time	Total
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
Fall	2004	4,303	2,537	6,840	6,676	5,338	12,014
	Percent	62.9	37.1	36.3	55.6	44.4	63.7
Spring	2005	4,160	2,706	6,866	6,335	5,626	11,961
	Percent	60.6	39.4	36.5	53.0	47.0	63.5

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 2000 TO SPRING 2005

Semester		Black	White	Hispanic	Asian or Pacific Islander	American Indian or Native Alaskan	Other
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
Fall	2004	6,413	2,036	4,808	2,051	25	3,521
	Percent	34.0	10.8	25.5	10.9	0.1	18.7
Spring	2005	6,240	1,955	4,787	1,957	20	3,868
	Percent	33.1	10.4	25.4	10.4	0.1	20.5

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 2000 TO SPRING 2005

Semester	New York City	New York State	Other States	Foreign
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 2003	15,075	1,204	24	2,162
Percent	81.6	6.6	0.1	11.7
Spring 2004	15,361	1,070	17	2,161
Percent	82.6	5.7	0.1	11.6
Fall 2004	15,695	1,019	23	2,117
Percent	83.3	5.4	0.1	11.2
Spring 2005	15,707	1,059	29	2,032
Percent	83.4	5.6	0.2	10.8

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

ENROLLMENT BY BOROUGH FALL 2000 TO SPRING 2005

Semester		Brooklyn	The Bronx	Manhattan	Queens	Staten Island
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
Fall	2004	6,367	2,516	3,905	2,574	332
	Percent	40.6	16.0	24.9	16.4	2.1
Spring	2005	6,221	2,587	3,938	2,625	336
	Percent	39.6	16.5	25.1	16.7	2.1

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

NEW STUDENTS / FIRST-TIME FRESHMEN

NEW STUDENTS FALL 2000 TO SPRING 2005

Semester	First-Time Freshmen	Advanced Standing Transfers	Re-admitted	Total	Total Freshmen and Transfers
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
Fall 2004	3,267	1,760	1,282	6,309	5,027
Percent	51.8	27.9	20.3	100.0	79.7
Spring 2005	1,881	1,533	1,530	4,944	3,414
Percent	38.0	31.1	30.9	100.0	69.1

New student data reported in this table are for degree students only.

SHOW RATE OF ADMITTED STUDENTS FALL 2000 TO SPRING 2005

Semester	Admitted	Enrolled	Show Rate
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
Fall 2004	10,885	6,598	60.6
Spring 2005	7,258	5,130	71.0

This table excludes re-admitted students.

FIRST-TIME FRESHMEN BY DEGREE PROGRAM FALL 2000 TO SPRING 2005

Program	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002
Accounting	167	97	197	102	196
Business Administration	298	148	240	153	287
Business Management	235	136	251	174	262
Small Business / Entrepreneurship	42	27	31	30	54
Office Automation	6	8	9	4	8
Office Operations	19	12	13	10	18
Video Arts and Technology	39	25	39	22	35
Computer Science	263	150	255	137	164
Computer Operations	82	59	87	41	47
Computer Programming	215	118	191	110	148
Multimedia Programming and Design	79	44	83	51	72
Nursing	242	125	256	177	363
Paramedic	26	12	30	16	22
Health Information Technology	19	8	18	7	22
Respiratory Therapy	25	12	26	17	28
Child Care / Early Childhood Education	175	90	162	99	164
Human Services	104	64	97	58	97
Engineering Science	50	20	43	17	35
Science	65	22	62	30	75
Mathematics	14	5	10	10	15
Liberal Arts	876	459	1,075	575	1,142
Writing and Literature	1	2	4	7	21
Theatre	NA	NA	NA	1	4

FIRST-TIME FRESHMEN BY DEGREE PROGRAM FALL 2000 TO SPRING 2005

Program	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005
Accounting	86	188	82	177	111
Business Administration	169	295	160	324	186
Business Management	152	265	163	245	142
Small Business / Entrepreneurship	26	36	23	48	20
Office Automation	3	5	4	4	6
Office Operations	11	14	11	10	11
Video Arts and Technology	20	40	17	32	25
Computer Science	72	94	48	66	26
Computer Operations	30	47	24	39	20
Computer Programming	72	117	54	59	40
Multimedia Programming and Design	57	67	51	74	43
Nursing	237	505	274	494	300
Paramedic	22	31	11	35	19
Health Information Technology	6	13	9	27	11
Respiratory Therapy	19	34	25	56	25
Child Care / Early Childhood Education	88	160	116	162	82
Human Services	65	96	62	113	66
Engineering Science	29	45	32	46	28
Science	42	56	36	68	42
Mathematics	6	9	1	8	3
Liberal Arts	544	1,133	604	1,093	624
Writing and Literature	20	27	17	35	27
Theatre	15	48	24	51	24

Data reported in this table are for degree students only.

COLLEGE ADMISSIONS AVERAGE AND NUMBER OF GED's FALL 2000 TO SPRING 2005

Semester	Mean	80% & Above	75-79.9%	70-74.9%	Below 70%	GED Recipients
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	29.5	18.5
Spring 2004	73.6	157	171	273	249	NA
Percent		18.5	20.1	32.1	29.3	
Fall 2004	73.1	248	291	526	476	507
Percent		16.1	18.9	34.1	30.9	15.5
Spring 2005	73.6	142	158	261	238	NA
Percent		17.8	19.8	32.7	29.7	

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, 2004, and 2005 because of missing information from The University Application Processing Center.

FIRST-TIME FRESHMEN BY AGE FALL 2000 TO SPRING 2005

Semester	Median	18 & younger	19-20	21-22	23-25	26-29	30 & older
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
Fall 2004	19	886	1,189	432	310	176	274
Percent		27.1	36.4	13.2	9.5	5.4	8.4
Spring 2005	20	260	741	329	220	130	201
Percent		13.8	39.4	17.5	11.7	6.9	10.7

Data reported in this table are for degree students only.

FIRST-TIME FRESHMEN BY GENDER FALL 2000 TO SPRING 2005

Semester		Men Full-Time	Men Part-Time	Total	Women Full-Time	Women Part-Time	Total
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
Fall	2004	1,096	234	1,330	1,654	350	2,004
	Percent	82.4	17.6	39.9	82.5	17.5	60.1
Spring	2005	627	158	785	875	232	1,107
	Percent	79.9	20.1	41.5	79.0	21.0	58.5

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 2000 TO SPRING 2005

Semester	Black	White	Hispanic	Asian or Pacific Islander	American Indian or Native Alaskan	Other
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
Fall 2004	1,135	296	913	258	2	730
Percent	34.0	8.9	27.4	7.7	0.1	21.9
Spring 2005	600	150	527	140	1	474
Percent	31.7	7.9	27.9	7.4	0.1	25.1

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.

TRANSFERS TO BMCC

TRANSFERS FROM CUNY AND NON-CUNY COLLEGES FALL 2000 TO SPRING 2005

Semester		CUNY	NON - CUNY	Total
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
Fall	2004	732	1,052	1,784
	Percent	41.0	59.0	100.0
Spring	2005	626	916	1,542
	Percent	40.6	59.4	100

TRANSFERS BY DEGREE PROGRAM FALL 2000 TO SPRING 2005

Program	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002
Accounting	77	45	63	56	84
Business Administration	110	80	93	111	130
Business Management	81	71	117	88	117
Small Business / Entrepreneurship	15	10	23	13	15
Office Automation	5	0	5	2	2
Office Operations	0	5	12	2	4
Video Arts and Technology	49	24	62	18	19
Computer Science	90	63	78	66	56
Computer Operations	42	26	35	30	29
Computer Programming	57	32	42	38	36
Multimedia Programming and Design	0	0	0	26	46
Nursing	206	121	238	171	410
Paramedic	14	4	8	6	18
Health Information Technology	8	6	11	4	10
Respiratory Therapy	23	5	25	10	18
Child Care / Early Childhood Education	51	36	61	42	67
Human Services	49	23	35	32	43
Engineering Science	11	14	17	18	34
Science	21	18	25	19	32
Mathematics	12	3	5	7	10
Liberal Arts	366	251	344	323	387
Writing and Literature	2	1	5	7	17
Theatre	NA	NA	NA	4	10

TRANSFERS BY DEGREE PROGRAM FALL 2000 TO SPRING 2005

Program	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005
Accounting	76	92	76	90	61
Business Administration	100	154	121	149	149
Business Management	92	106	105	87	90
Small Business / Entrepreneurship	8	22	17	16	13
Office Automation	2	2	1	3	2
Office Operations	3	11	3	9	4
Video Arts and Technology	9	18	15	18	10
Computer Science	58	39	34	37	21
Computer Operations	23	19	17	27	21
Computer Programming	23	18	25	23	17
Multimedia Programming and Design	34	28	32	31	31
Nursing	335	589	452	485	409
Paramedic	18	19	14	11	20
Health Information Technology	5	10	4	9	7
Respiratory Therapy	14	43	26	79	52
Child Care / Early Childhood Education	62	69	56	62	49
Human Services	41	49	37	37	41
Engineering Science	14	29	24	28	15
Science	35	41	50	69	50
Mathematics	3	8	7	7	4
Liberal Arts	354	469	414	477	439
Writing and Literature	17	13	19	16	29
Theatre	2	12	13	15	8

TRANSFERS BY AGE FALL 2000 TO SPRING 2005

Semester	Median	18 & younger	19-20	21-22	23-25	26-29	30 & older
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
Fall 2004	25	5	271	348	384	305	471
Percent		0.3	15.2	19.5	21.5	17.1	26.4
Spring 2005	24	18	198	259	285	180	280
Percent		1.5	16.2	21.2	23.4	14.7	23.0

TRANSFERS BY GENDER FALL 2000 TO SPRING 2005

Semester		Men Full-Time	Men Part-Time	Total	Women Full-Time	Women Part-Time	Total
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
Fall	2004	413	237	650	648	486	1,134
	Percent	63.5	36.5	36.4	57.1	42.9	63.6
Spring	2005	369	195	564	600	378	978
	Percent	65.4	34.6	36.5	61.3	39.7	63.5

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 2000 TO SPRING 2005

Semester		Black	White	Hispanic	Asian or Pacific Islander	American Indian or Native Alaskan	Other
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
Fall	2004	640	287	355	210	3	289
	Percent	35.8	16.1	19.9	11.8	0.2	16.2
Spring	2005	476	199	391	199	3	274
	Percent	30.8	12.9	25.4	12.9	0.2	17.8

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 062	Reading 075	Exempt	Number of Students Tested
Fall	2000	775	1,086	1,167	3,028
	Percent	25.6	35.9	38.5	100.0
Spring	2001	357	404	892	1,653
	Percent	21.6	24.4	54.0	100.0
Fall	2001	553	778	1,783	3,114
	Percent	17.8	25.0	57.3	100.0
Spring	2002	329	402	1,088	1,822
	Percent	18.1	22.1	59.7	100.0
Fall	2002	351	734	2,046	3,131
	Percent	11.2	23.4	65.2	100.0
Spring	2003	191	379	1,166	1,737
	Percent	11.1	21.8	67.1	100.0
Fall	2003	338	710	2,154	3,202
	Percent	10.6	22.2	67.3	100.0
Spring	2004	121	295	1,052	1,468
	Percent	8.3	20.1	71.7	100.0
Fall	2004	251	648	2,143	3,042
	Percent	8.3	21.3	70.4	100.0
Spring	2005	145	331	1,303	1,779
	Percent	8.2	18.6	73.2	100.0

Reading basic skills course placement is determined by students' performance on the ACT 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	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
Fall	2004	319	1,382	85	361	65	53	793	3,058
	Percent	10.4	45.2	2.8	11.8	2.1	1.7	26.0	100.0
Spring	2005	189	750	77	200	53	45	455	1,769
	Percent	10.7	42.4	4.4	11.3	3.0	2.5	25.7	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	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
Fall	2004	440	661	659	871	588	3,219
	Percent	13.7	20.5	20.5	27.1	18.2	100.0
Spring	2005	221	378	355	516	362	1,832
	Percent	12.1	20.5	19.4	28.2	19.8	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 062	Reading 075	Exempt	Number of Students Tested
Fall	2000	994	1,387	1,945	4,326
	Percent	23.0	32.1	44.9	100.0
Spring	2001	475	562	1,467	2,504
	Percent	19.0	22.4	58.6	100.0
Fall	2001	695	972	2,660	4,328
	Percent	16.0	22.5	61.5	100.0
Spring	2002	426	552	1,910	2,894
	Percent	14.7	19.0	66.0	100.0
Fall	2002	487	908	3,127	4,522
	Percent	10.8	20.1	69.2	100.0
Spring	2003	287	528	2,051	2,866
	Percent	10.1	18.5	71.6	100.0
Fall	2003	448	429	3,455	4,840
	Percent	9.3	8.9	71.4	100.0
Spring	2004	191	443	2,063	2,697
	Percent	7.1	16.4	76.2	100.0
Fall	2004	340	825	3,345	4,511
	Percent	7.6	18.3	74.2	100.0
Spring	2005	207	476	2,248	2,931
	Percent	7.0	16.2	76.7	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. 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 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
Fall 2004	403	1,799	101	442	88	71	1,604	4,510
Percent	8.9	39.9	2.2	9.8	2.0	1.6	35.6	100.0
Spring 2005	238	1,074	105	264	79	74	1,078	2,912
Percent	8.2	36.9	3.6	9.1	2.7	2.5	37.0	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	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
Fall	2004	551	833	908	1,269	1,113	4,674
	Percent	11.8	17.8	19.4	27.2	23.8	100.0
Spring	2005	306	520	569	828	751	2,974
	Percent	10.3	17.5	19.1	27.8	25.3	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 2005**

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	1,459	69.1	3,317	44.0
Spring 2004	1,626	69.0	3,084	52.8
Fall 2004	1,468	72.4	2,749	53.4
Spring 2005	1,394	77.0	2,743	50.8

DEAN'S LIST, PROBATION, AND DISMISSAL FALL 2000 TO SPRING 2005

Semester		Dean's List	Probation	Dismissal
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
Fall	2004	1,623	1,986	1,155
	Percent	9.0	11.0	6.0
Spring	2005	1,774	1,794	1,496
	Percent	9.0	10.0	8.0

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 total enrollment in the referenced semester.

DEGREES AWARDED, TRANSFERS, AND RETENTION

DEGREES AWARDED BY PROGRAM ACADEMIC YEARS 2000-2001 TO 2004-2005

Program	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Accounting	133	131	141	138	186
Business Administration	210	239	307	370	363
Business Management	173	154	150	155	151
Small Business / Entrepreneurship	12	7	13	14	19
Office Automation	7	6	7	3	9
Office Automation (Certificate)	NA	NA	1	2	NA
Office Operations	16	31	26	18	30
Video Arts and Technology	68	38	46	23	36
Computer Science	54	43	64	56	48
Computer Operations	85	102	132	106	91
Computer Programming	84	79	74	59	43
Multimedia Programming and Design	2	18	50	57	72
Nursing	126	116	126	145	197
Paramedic	7	4	6	4	5
Health Information Technology	12	14	18	12	6
Respiratory Therapy	22	27	39	39	42
Child Care / Early Childhood Education	152	129	143	146	110
Human Services	113	104	108	87	120
Engineering Science	14	14	13	15	19
Science	17	13	26	30	41
Mathematics	0	1	3	7	8
Liberal Arts	496	460	516	512	557
Writing and Literature	NA	5	16	25	35
Theatre	N/A	N/A	N/A	5	9

**DEGREES AWARDED BY DEGREE TYPE
ACADEMIC YEARS 2000-2001 TO 2004-2005**

Academic Year	Associate in Arts Degree (A.A.)	Associate in Science Degree (A.S.)	Associate in Applied Science Degree (A.A.S.)	Total
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
2004-2005	955	255	997	2,207

**DEGREES AWARDED BY GENDER AND RACE / ETHNICITY
ACADEMIC YEAR 2004-2005**

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)	59	32	40	102	26	125	384
Black	79	28	103	234	68	265	777
White	42	13	35	72	17	67	246
Hispanic	83	14	70	180	40	145	532
Asian / Pacific Islander	38	10	50	63	7	96	264
American Indian	1	0	1	2	0	0	4
Total	302	97	299	653	158	698	2,207

TRANSFER RATES TO CUNY COLLEGES 2003-2004 BMCC GRADUATES BY PROGRAM

Program	Total Graduates	Number of Transfers	Transfer Percent
Accounting	138	66	47.8
Business Administration	370	214	57.8
Business Management	155	78	50.3
Small Business / Entrepreneurship	14	5	35.7
Office Automation	3	2	66.7
Office Operations	18	4	22.2
Video Arts and Technology	23	8	34.7
Computer Science	56	30	53.5
Computer Operations	106	55	51.8
Computer Programming	59	32	54.2
Multimedia Programming and Design	57	23	40.3
Nursing	145	9	62.0
Paramedic	4	1	1.25
Health Information Technology	12	0	0.0
Respiratory Therapy	39	2	51.2
Child Care / Early Childhood Education	146	66	45.2
Human Services	87	45	51.7
Engineering Science	15	6	1.4
Science	30	19	63.3
Mathematics	7	5	71.4
Liberal Arts	512	295	57.6
Writing and Literature	25	13	52.0
TOTAL	2,026	981	48.4

This table shows the number of BMCC 2003–2004 graduates, by program, that transferred to CUNY colleges in 2004–2005.

CUNY COLLEGE DESTINATIONS 2003-2004 BMCC GRADUATES

College	Enrollment Year 2003 - 2004	Transfer Percent
Baruch College	264	26.9
Brooklyn College	128	13.0
City College of New York	123	12.5
College of Staten Island	9	0.9
Hunter College	172	17.5
John Jay College of Criminal Justice	45	4.6
Lehman College	78	8.0
Medgar Evers College	14	1.4
New York City College of Technology	70	7.1
Queens College	37	3.8
York College	41	4.2
Total	981	100.0

This table shows the CUNY colleges that BMCC's 2003–2004 graduates entered in 2004–2005.

PROGRAM / DEPARTMENT PERSISTENCE AND CHANGE OF MAJORS FALL 2003 FIRST-TIME FRESHMEN TRACKED THROUGH SPRING 2005

Department	Initial Program	ACC	AHS	BUS	CCC	CIS	ECE	HUM	LIB	MAT	MMP	NUR	OFF	SCI	ENG	THE	Dropouts
Accounting (ACC)	188	143	0	8	0	0	0	0	8	0	1	0	0	2	0	0	26
Percent	100.0	76.1	0.0	4.3	0.0	0.0	0.0	0.0	4.3	0.0	0.5	0.0	0.0	1.1	0.0	0.0	13.8
Allied Health Sciences (ACS)	79	0	48	3	0	1	1	0	4	0	0	0	0	0	0	0	22
Percent	100.0	0.0	60.8	3.8	0.0	1.3	1.3	0.0	5.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	27.8
Business Mgmt. (BUS)	601	10	1	425	3	2	2	2	25	1	3	0	2	2	2	0	121
Percent	100.0	1.7	0.2	70.7	0.5	0.3	0.3	0.3	4.2	0.2	0.5	0.0	0.3	0.3	0.3	0.0	20.1
Corp. & Cable Commun. (CCC)	40	0	0	0	33	0	0	0	0	0	0	0	0	0	0	1	6
Percent	100.0	0.0	0.0	0.0	82.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.5	15.0
Computer Info. Systems (CIS)	260	3	3	17	1	145	2	1	20	0	8	0	3	1	0	1	55
Percent	100.0	1.2	1.2	6.5	0.4	55.8	0.8	0.4	7.7	0.0	3.1	0.0	1.2	0.4	0.0	0.4	21.2
Early Childhood Education (ECE)	160	0	0	0	0	0	110	2	19	0	0	0	2	0	1	0	26
Percent	100.0	0.0	0.0	0.0	0.0	0.0	68.8	1.3	11.9	0.0	0.0	0.0	1.3	0.0	0.6	0.0	16.3
Human Services (HUM)	96	0	1	1	1	0	0	68	4	0	1	0	0	0	0	0	20
Percent	100.0	0.0	0.9	0.9	0.9	0.0	0.0	70.8	4.2	0.0	1.0	0.0	0.0	0.0	0.0	0.0	20.8
Liberal Arts (LIB)	1,147	5	10	36	4	4	19	15	731	0	14	3	0	9	11	3	283
Percent	100.0	0.4	0.9	3.1	0.3	0.3	1.7	1.3	63.7	0.0	1.2	0.3	0.0	0.8	1.0	0.3	24.7
Mathematics (MAT)	9	0	0	0	0	0	1	0	0	7	0	0	0	0	0	0	1
Percent	100.0	0.0	0.0	0.0	0.0	0.0	11.1	0.0	0.0	77.8	0.0	0.0	0.0	0.0	0.0	0.0	11.1
Multimedia Program. (MMP)	67	0	1	1	1	1	0	0	0	0	43	0	0	0	0	0	20
Percent	100.0	0.0	1.5	1.5	1.5	1.5	0.0	0.0	0.0	0.0	64.2	0.0	0.0	0.0	0.0	0.0	29.9
Nursing (NUR)	509	2	8	4	0	1	3	3	14	0	0	377	1	5	1	1	89
Percent	100.0	0.4	1.6	0.8	0.0	0.2	0.6	0.6	2.8	0.0	0.0	74.1	0.2	1.0	0.2	0.2	17.5
Office Admin. (OFF)	19	0	0	0	0	0	0	0	1	0	0	0	14	0	0	0	4
Percent	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.3	0.0	0.0	0.0	73.7	0.0	0.0	0.0	21.1
Science (SCI)	101	0	0	6	0	2	0	0	6	0	1	0	0	66	0	0	20
Percent	100.0	0.0	0.0	5.9	0.0	2.0	0.0	0.0	5.9	0.0	1.0	0.0	0.0	65.3	0.0	0.0	19.8
Writing & Literature (ENG)	27	0	0	0	0	0	0	0	1	0	0	0	0	0	21	0	5
Percent	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.7	0.0	0.0	0.0	0.0	0.0	77.8	0.0	18.5
Theatre (THE)	49	0	0	1	0	0	0	0	1	0	0	0	1	0	0	33	13
Percent	100.0	0.0	0.0	2.0	0.0	0.0	0.0	0.0	2.0	0.0	0.0	0.0	2.0	0.0	0.0	67.3	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 04, Fall 04, and Spring 05.

SURVEYS

FALL 2004 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 1,225 respondents.

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

16.2%	Not employed and not seeking employment
29.5%	Not employed, seeking employment
30.6%	Employment full time
23.8%	Employment part time

2) What is your current marital status?

77.1%	Never married
11.9%	Married
4.7%	Divorced
4.2%	Separated
2.2%	Widowed

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

43.8%	Less than \$15,000
24.1%	\$15,000-24,999
16.1%	\$25,000-34,999
8.0%	\$35,000-44,999
8.1%	\$45,000 or more

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

76.0%	No
14.1%	Yes – 1 child
5.3%	Yes – 2 children
4.6%	Yes – 3 or more children

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

25.0%	Learn skills to get new job
8.8%	Learn skills to advance in job
26.3%	Transfer to four-year college
13.0%	Satisfy general education requirements
7.7%	Improve basic skills in English, reading, or math
8.1%	Take courses for personal interest
11.1%	Other

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

BMCC FACTBOOK: 2004-2005

67.0%	Yes, two-year degree
13.1%	Yes, certificate or diploma
17.2%	Undecided
2.7%	No

7) Are you considering transfer to another school later?

7.0%	Two-year college
55.6%	Four-year college/university
0.6%	Other type of institution
15.4%	Not planning to transfer
21.5%	Undecided about transfer

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

2.3%	Classes only; no certificate or degree
6.2%	One to two-year certificate or diploma program
32.4%	Two-year college degree
36.0%	Four-year college degree
23.1%	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 th 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 th 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 2002 – 2003 GRADUATES

The percentage tabulations reported below are based on responses from 833 graduates who returned the survey, a response rate of 41.2%. 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.)

- 19.9% Employed in job directly related to the training I received in my program of study
- 15.9% Employed in job slightly related to my program of study
- 33.9% Employed in job not related to my program of study
- .3% Entered the military
- 12.6% Unemployed, but not seeking employment
- 17.3% Unemployed and seeking employment

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

- 59.5% Employed full-time (35 or more hours per week)
- 40.5% Employed part-time (less than 35 hours per week)

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

- 5.7% No
- 94.3% Yes

4) In what type of organization do you work?

- 57.2% A private business, company, or organization
- 28.4% A public-sector organization (e.g., a government agency, public school, public hospital, etc.)
- 11.5% A private non-profit organization (e.g., a church, parochial school, non-profit hospital, etc.)
- 2.9% Self-employed

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

- 8.7 % **Teacher** (e.g., pre-school, kindergarten, primary, secondary, special ed, college/university, vocational)
- 20.7 % **Clerical** (e.g., secretary, bookkeeper, typist, interviewer, cashier/teller, postal employee, ticket agent)
- 15.9 % **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)
- 14.9 % **Health** (e.g., nursing, therapist, medical and dental technicians, dietitian)
- 4.8 % **Accounting** (e.g., accountant and auditor)
- 1.9 % **Social Work** (e.g., social and welfare work)
- 1.0 % **Computing** (e.g., systems analysis and programming, data communications and networks, data analyst, support)
- 8.2 % **Sales** (e.g., real estate, insurance, securities and financial services, textiles, apparel, wholesale and retail trade, rental)
- 3.8 % **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)
- 0.0% **Architecture and Engineering** (e.g., architect, drafter, electrical/civil/mechanical/industrial engineer)
- 0.0% **Life Science** (e.g., psychology, biological science)

- 1.4% **Legal** (e.g., law and jurisprudence)
- 0.0% **Craftsman** (e.g., painter, plumber, mechanic, baker, carpenter, telephone/appliance installation)
- 1.0% **Laborer** (e.g., construction, sanitation department, warehouse, car wash)
- 0.0% **Military** (e.g., enlisted in the armed forces, career officer)
- 0.0% **Operative** (e.g., bus, cab, or truck driver, machine operator, assembler, welder, meat cutter)
- 1.4% **Miscellaneous Professional, Technical, and Managerial** (e.g., writer, editor, librarian, artist, entertainer, photographer, sound or video technician)
- 10.6 % **Other**

6) What is your annual salary from this job?

34.6%	Less than \$15,000	5.9%	\$40,000 - \$44,999
12.2%	\$15,000 - \$19,999	3.9%	\$45,000 - \$49,999
7.8%	\$20,000 - \$24,999	2.0%	\$50,000 - \$54,999
9.8%	\$25,000 - \$29,999	7.3%	\$55,000 - \$59,999
5.4%	\$30,000 - \$34,999	4.4%	\$60,000 - \$69,999
6.3%	\$35,000 - \$39,999	0.5%	\$70,000 or more

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

- 27.5% Before enrolling at CUNY
- 42.2% While enrolled at CUNY
- 30.3% 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.)

	Very Helpful	Somewhat Helpful	Not Very Helpful	Not At All Helpful
Job posting	13.0%	30.4%	18.8%	37.7%
Job referral	13.4%	34.3%	13.4%	38.8%
On-campus recruitment	22.6%	29.0%	9.7%	38.7%
Resume review/assistance	28.9%	39.8%	6.0%	25.3%
Career counseling	16.9%	32.3%	15.4%	35.4%
Mock interviews	14.8%	35.2%	11.1%	38.9%
Workshops (e.g., interviewing skills, job search tips, networking, letter writing, phone techniques, etc.)	30.9%	36.8%	4.4%	27.9%
Internship	51.1%	30.0%	3.3%	15.6%
Vocational Testing	14.9%	34.0%	14.9%	36.2%

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

- 7.6% Certificate in specific program or major
- 6.7% Certificate, no specific program or major
- 24.3% Associate degree in specific program or major
- 9.0% Associate degree, no specific program or major
- 7.1% Baccalaureate degree in specific program or major
- 2.9% Baccalaureate degree, no specific program or major
- 42.4% No degree or certificate was required

10) How well did your ~~CUNY education~~ ^{education if applicable} prepare you for your current job?

25.7%	Very well	4.0%	Poorly
27.7%	Well	4.0%	Very poorly
38.6%	Adequately		

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

19.3%	A great deal	26.4%	Not too much
36.8%	Some	17.5%	None

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

21.9%	Satisfied	7.6%	Somewhat dissatisfied
43.3%	Somewhat satisfied	8.1%	Very dissatisfied
19.0%	Neither satisfied nor dissatisfied		

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

	Yes	No
Organization?	28.9%	71.1%
Job?	20.4%	79.6%
Field?	48.0%	52.0%

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

41.6%	No
36.5%	Yes, prior to graduation
44.2%	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	26.6%	61.6%	9.1%	2.7%
If I were choosing a college again, I would choose this college.	26.0%	48.0%	17.6%	8.4%
If I were choosing a major again, I would choose the program from which I graduated.	29.5%	32.5%	26.4%	11.5%
This college helped me to develop:				
• Analytical and problem-solving skills/ability to think critically	28.4%	61.5%	7.0%	3.0%
• Knowledge of a particular field/discipline	31.9%	60.1%	6.0%	2.0%
• Ability to communicate well orally	29.0%	57.6%	10.1%	3.4%
• Ability to write clearly and effectively	30.1%	58.9%	8.4%	2.7%

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

23.5%	No (If No, you have finished this survey. Thank you.)
76.5%	Yes

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

65.9%	Enrolled full-time	34.1%	Enrolled part-time
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18) What degree are you pursuing?

1.4%	Enrolled in a non-degree program	0.5%	Doctoral Degree (Ph.D, EdD, etc.)
2.3%	Certificate	0.0%	Professional – Dental
2.7%	Associate	0.0%	Professional – Medical
89.2%	Baccalaureate	0.0%	Professional – Law
2.3%	Master's (MSW, MBA, MA, MS, etc.)	1.8%	Other

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

2.3%	A college of the <u>State</u> University of New York (SUNY)
86.5%	A college of the <u>City</u> University of New York (CUNY)
4.1%	A <u>private</u> college or university in New York <u>City</u>
1.8%	A <u>private</u> college or university in New York <u>State</u>
1.8%	A college or university outside of New York State
3.6%	A technical, trade, or other special school

GRADUATE 12-MONTH SURVEY 2003 – 2004 GRADUATES

This survey was mailed to 2003–2004 graduates approximately twelve months after they completed their degree programs. The percentage tabulations reported below are based on responses from 412 graduates who returned the survey, an adjusted response rate of 31.3%.

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.)

- 43.1% Yes, employed full time
- 21.1% Yes, employed part time
- 22.0% No, but not seeking employment at that time
- 13.8% No, but seeking employment

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

- 33.8% Directly related
- 28.1% Somewhat related
- 38.1% Not related

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

- 23.1% Very well
- 52.5% Well
- 8.8% Not so well
- 15.6% Not sure

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

- 48.9% Yes, enrolled full time
- 18.1% Yes, enrolled part time
- 33.0% No, not enrolled } Please skip Questions 5 & 6.

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

- 1.2% Non-degree program
- 8.4% Certificate
- 88.6% Associate
- 1.8% Bachelor's
- 1.8% Master's or higher degree

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

- 37.6% Very well
- 50.6% Well
- 7.1% Not so well
- 4.7% Not sure

GRADUATE ASSESSMENT 2003 - 2004 GRADUATES

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 418 graduates who completed the survey. The survey response rate was 20.7%.

	Yes	No
1) Would you recommend BMCC to friends or relatives?	94.8%	5.3%
2) Would you recommend your major program to friends or relatives?	90.9	9.1
3) Are you now enrolled, or do you plan to enroll in a bachelor's degree program in the next few years?	94.5	5.5
• If yes, will it be in the same major area, a related area or a different area?	Same:	38.4
	Related:	39.4
	Different:	22.2

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

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
The teaching quality in your <u>major</u> courses?	51.9%	44.6%	2.7%	0.7%
The teaching quality in your other courses?	39.6	56.2	3.7	0.5
Course content of your <u>major</u> courses?	50.0	46.3	3.0	0.8
Course content of your other courses?	38.8	56.6	4.0	0.5
The extent to which your <u>major</u> courses were academically challenging?	49.1	44.6	5.3	1.0
The extent to which your other courses were academically challenging?	37.3	54.8	6.5	1.5
Opportunities to use computer technologies in your <u>major</u> courses?	40.9	42.1	13.0	4.0
Opportunities to use computer technologies in your other courses?	34.4	46.3	14.7	4.6
Concern shown for you by your <u>major</u> program faculty?	42.7	42.7	10.1	4.4
Concern shown for you by other (non-major) program faculty?	32.1	54.5	10.9	2.5
The academic motivation of students in your <u>major</u> courses?	42.8	45.8	9.3	2.3
The academic motivation of students in your other courses?	31.6	53.6	12.8	2.0
The overall quality of your education in your <u>major</u> ?	53.9	41.4	3.8	1.0
The overall quality of education in other courses?	42.8	52.2	4.5	0.5
The course requirements (curriculum) in your <u>major</u> ?	51.3	40.8	6.5	1.5
The extent to which you achieved your educational goals at BMCC?	55.3	38.7	5.0	1.0

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	21.0%	39.9%	32.9 %	5.4%	0.8%
	BMCC	22.3	42.4	29.5	4.8	1.1
Mathematical skills:	MAJOR	23.9	35.4	30.5	8.1	2.0
	BMCC	21.2	41.5	30.4	5.3	1.7
Problem-solving skills:	MAJOR	22.7	44.0	27.1	5.5	0.6
	BMCC	19.4	41.3	31.0	7.5	0.8
Oral communication skills:	MAJOR	25.9	39.3	28.4	5.6	0.8
	BMCC	22.9	42.1	27.0	6.9	1.1
Computer skills:	MAJOR	26.3	34.0	29.9	7.7	2.1
	BMCC	25.2	33.4	32.8	6.2	2.3
Internet and E-mail skills:	MAJOR	33.7	30.8	26.0	7.3	2.2
	BMCC	32.5	30.9	27.8	5.6	3.1
Listening to and understanding others:	MAJOR	32.8	40.7	22.9	2.8	0.8
	BMCC	27.7	41.5	26.3	3.6	0.8
Ability to plan and carry out team projects:	MAJOR	21.7	41.4	31.6	3.8	1.4
	BMCC	19.7	43.2	31.6	4.3	1.2
Ability to interpret and apply knowledge:	MAJOR	15.0	36.1	38.0	8.6	2.2
	BMCC	13.8	37.4	38.0	7.8	3.0
Ability to think creatively and generate original ideas:	MAJOR	20.6	36.3	32.8	9.1	1.3
	BMCC	19.6	36.7	34.3	8.1	1.2
Ability to locate, screen, and organize information:	MAJOR	26.6	34.8	32.6	4.0	2.0
	BMCC	21.3	35.3	35.3	6.3	1.7
Ability to think objectively about beliefs, attitudes, and values:	MAJOR	29.0	40.3	27.7	1.9	1.1
	BMCC	23.4	42.7	29.8	3.0	1.1
Knowledge and skills needed in your career area:	MAJOR	29.2	39.7	26.3	4.0	0.8
	BMCC	23.9	42.6	28.7	3.1	1.7
Information about career options:	MAJOR	35.6	41.9	20.3	1.7	0.6
	BMCC	32.8	39.7	24.2	3.1	0.3

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

75.1%	Prepared you for further study
51.4	Job-related advancement
59.1	Increased your understanding and appreciation of people from different ethnic and cultural groups
26.3	Increased your interest in community service
29.2	Increased your appreciation for the arts and literature
69.1	Self improvements
2.2	No benefit

MISCELLANEOUS

**DEPARTMENTAL COURSE SECTIONS
AND AVERAGE CLASS SIZE
FALL 2000 TO SPRING 2005**

Department	Fall 2000 Sec / Ave	Spring 2001 Sec / Ave	Fall 2001 Sec / Ave	Spring 2002 Sec / Ave	Fall 2002 Sec / Ave	Spring 2003 Sec / Ave
Accounting	62 / 31	65 / 31	69 / 32	68 / 31	68 / 31	71 / 31
Allied Health Sciences	21 / 23	24 / 16	24 / 18	20 / 28	20 / 28	22 / 19
Business Management	120 / 33	114 / 33	121 / 34	131 / 33	131 / 33	128 / 33
Cooperative Education	23 / 20	22 / 22	23 / 23	22 / 20	22 / 20	22 / 24
Computer Information Systems	100 / 26	96 / 26	110 / 26	128 / 25	128 / 25	130 / 25
Developmental Skills	175 / 25	153 / 24	131 / 24	121 / 25	121 / 25	107 / 25
English	221 / 29	211 / 28	237 / 29	252 / 29	252 / 29	255 / 29
Ethnic Studies	29 / 29	25 / 29	22 / 29	25 / 27	25 / 27	24 / 30
Health Education	61 / 38	67 / 36	72 / 37	75 / 36	75 / 36	74 / 37
Mathematics	217 / 27	226 / 26	249 / 28	271 / 28	271 / 28	270 / 28
Modern Languages	84 / 27	88 / 27	91 / 28	97 / 28	97 / 28	101 / 28
Music and Art	128 / 24	129 / 24	144 / 24	150 / 24	150 / 24	151 / 23
Nursing	15 / 31	15 / 30	16 / 31	16 / 33	16 / 33	16 / 33
Science	136 / 24	143 / 25	151 / 26	167 / 26	167 / 26	173 / 28
Office Administration	32 / 22	34 / 23	26 / 21	27 / 22	27 / 22	25 / 21
Social Science	232 / 34	236 / 33	262 / 34	306 / 34	306 / 34	300 / 33
Speech	114 / 29	122 / 27	124 / 28	143 / 27	143 / 27	132 / 26
Teacher Education	NA	NA	NA	NA	NA	NA
TOTAL / AVE	1,806 / 29	1,770 / 28	1,964 / 29	2,041 / 29	2,041 / 29	1,999 / 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 2000 TO SPRING 2005**

	Fall 2003	Spring 2004	Fall 2004	Spring 2005
Department	Sec / Ave	Sec / Ave	Sec / Ave	Sec / Ave
Accounting	70 / 29	72/31	68 / 29	69 / 31
Allied Health	20 / 29	22/18	21 / 29	22 / 16
Business Management	134 / 30	127/32	121 / 31	128 / 31
Cooperative Education	21 / 22	22/24	29 / 15	30 / 17
Computer Information Systems	126 / 24	111/25	106 / 24	105 / 23
Developmental Skills	116 / 23	104/23	104 / 23	101 / 22
English	270 / 28	273/29	297 / 28	296 / 27
Ethnic Studies	23 / 27	26/29	29 / 23	29 / 18
Health Education	76 / 35	74/37	74 / 36	74 / 37
Mathematics	292 / 28	287/27	309 / 27	308 / 26
Modern Languages	105 / 27	115/27	108 / 27	117 / 26
Music and Art	164 / 23	163/23	164 / 22	172 / 22
Nursing	16 / 34	16/35	16 / 37	16 / 36
Science	189 / 26	196/27	196 / 27	209 / 26
Office Administration	23 / 21	22/22	24 / 19	24 / 19
Social Science	326 / 33	310/33	326 / 32	343 / 31
Speech	152 / 27	143/27	156 / 26	151 / 26
Teacher Education	NA	NA	NA	33/23
TOTAL / AVE	2,165/28	2,082/28	2,199 /28	2,169 / 27

2004-2005 FINANCIAL AID DISBURSEMENTS

Program	Number of Recipients	Dollars Disbursed
FEDERAL PELL GRANT	\$12,260	\$29,476,986
TAP (N.Y.S. Tuition Assistance Program)	7,508	11,667,842
APTS (Aid to Part-time Students)	3,478	1,711,759
FEDERAL STAFFORD LOANS	3,179	7,265,195
FEDERAL SEOG (Supplemental Educational Opportunity Grants)	2,751	934,000
FEDERAL WORK STUDY	1,074	1,104,178
COLLEGE DISCOVERY FUNDS (Includes stipends, book allowance and activity fees)	514	268,989
FEDERAL PERKINS LOANS	102	135,091
SAFETY NET	5,239	828,447

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
	English	Writing & Literature	Fall 2000
Brooklyn College	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
	Engineering	Engineering Science	Spring 1988
	Management & Administration	Business Administration	Spring 1984
City College	Mathematics	Mathematics	Fall 1993
	Electronic Design & Multimedia	Multimedia Programming & Design	Fall 1999

College/University	Program	Program at BMCC	Completion Date
Clarkson	School of Management	Business Administration	Fall 1988
Audrey Cohen College	Professional Studies	Human Services	Fall 1985
College of Staten Island	Engineering Science Social Work	Engineering Science Human Services	Spring 1991 Spring 1994
Delaware State University	All bachelor's degree programs	All programs	Fall 1999
Hunter College	English (Writing Concentration) Computer Science Physics Astronomy Biological Sciences Chemistry Mathematics Black & Puerto Rican Studies Communication Sociology Art Liberal Arts Accounting Political Science	Writing & Literature Computer Science Science Mathematics Mathematics Science Mathematics Liberal Arts Corporate and Cable Communications Liberal Arts Liberal Arts Liberal Arts Accounting Liberal Arts	Fall 2000 Fall 1991 Fall 1996
John Jay College Of Criminal Justice	Computer Science	Computer Science	Fall 2004
Laboratory Institute of Merchandising	Professional Studies All bachelor's degree programs	Business Management All programs	Fall 1988 Fall 1999
Lehman College	Business Education Corporate Training Social Work Bachelor of Business Administration Certification Sequence in Early Childhood Education	Office Operations Office Automation Human Services Business Administration Accounting Business Management Small Business Entrepreneurship Early Childhood Education	Spring 1988 Fall 1983 Spring 2003 Spring 2004
Long Island University	School of Education Accounting	Early Childhood Education Accounting	Fall 1998 Spring 2005

College//University	Program	Program at BMCC	Completion Date
Marymount College	All Bachelor of Science & All Bachelor of Arts	All Programs	Spring 2001
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 School University	B.A or B.S Liberal Arts B.S Liberal Arts B.A Liberal Arts	Liberal Arts Multimedia Programming Writing and Literature Design	Spring 2005 Spring 2005 Spring 2005
New York City College of Technology	Mathematics Nursing	Mathematics Nursing	Fall 2005 Fall 2005
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	Liberal Arts Business Administration	Spring 1999
New York University	Early Childhood/Early Childhood Special Education Communications Studies Rehabilitation Services Nursing TESS	Early Childhood Education Corporate & Cable Communications Human Services Nursing Liberal Arts	Spring 2002 Fall 1983 Fall 1989 Fall 1990 Fall 1983

College//University	Program	Program at BMCC	Completion Date
PACE University	All Business Majors	Business Administration	Spring 2004
	BBA Management	Business Management	
	Nursing	Nursing	2003
	Human Services	Human Services	Spring 2004
	Mathematics	Mathematics	Spring 2004
	English and Communications - Writing and Literature	Writing and Literature	Fall 2004
	English Language and Literature-Writing and Literature	Writing and Literature	Fall 2004
	English Literature and Culture - Writing and Literature	Writing and Literature	Fall 2004
English, Writing and Literature - Writing and Literature	Writing and Literature	Fall 2004	
Polytechnic University	Liberal Studies	Liberal Arts	Fall 2004
Queen's College	Accounting	Accounting	Fall 2005
St. Francis College	English	Liberal Arts	Spring 1990
St. John's University	All B.A and B.S Programs	All A.A and A.S Programs	Fall 2004
SUNY at Brockport	Social Work	Human Services	Fall 1989
SUNY Downstate Medical Center	Nursing	Nursing	Spring 2002
SUNY at New Paltz	Arts & Humanities	Liberal Arts	Fall 1986
	Business Administration	Business Management	
	Biology & Chemistry	Science	
	Communication	Corporate & Cable Communications	
	Computer Science	Computer Science	
	Education	Early Childhood Education	
	Engineering	Engineering Science	
	Liberal Arts & Sciences	Liberal Arts	
	Mathematics	Mathematics	
	York College	Mathematics	Computer Science
	Information Systems Management	Multimedia Programming & Design	Spring 1998
	Communications Technology	Multimedia	2003
	Computer Science	Computer Science	Fall 2002
	Communications-Technology	Video Arts and Technology	Spring 2005

2005 FRESHMAN IMMERSION PROGRAM

The Freshman Immersion Program is an integral part of the College's Coordinated Undergraduate Education (CUE) Initiative. The program provides freshmen who 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 Immersion Program in 2005 consisted of three components: a 12-day winter program, a 12-day summer program, and a six-week summer program. In the 12-day winter program, the returning students in reading, writing, and ESL workshops were all repeating and had to have the recommendation of their fall 2004 instructor to enroll in the program. Similarly, in the 12-day summer program, the returning students were enrolled in tutorials in reading, writing, ESL, and math based on the recommendation of their spring 2005 instructors. Incoming freshmen for fall 2005 were assigned to the appropriate developmental/remedial workshops based on their placement exam scores.

Approximately 467 students completed the 2005 winter program; the overall pass rate for all workshops was 66%. In the 12-day summer program, 400 students completed the program; the overall pass rate for all tutorials was 59%. In the six-week program, 800 students completed the program with an overall pass rate of 74%. This includes approximately 90 College Discovery students who participated in the six-week Immersion Program.

Both the summer and winter programs provided supplementary instruction and advisement services for students enrolled. The five-week program also provided peer mentoring services, textbooks, and other student incentives, such as an opportunity to see live theatre.

JUNIOR HIGH AND HIGH SCHOOL PARTNERSHIPS AND COLLABORATIVES 2004 - 2005

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 2004-2005 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, Leadership and Public Service, Millennium, and Norman Thomas. The goal of this program is to prepare high school students for the college experience and to enhance their self-esteem by offering them college work while still in high school. BMCC faculty teach all courses either at the partner high schools or at BMCC on Saturdays.

Career exploration is also a part of the College Now commitment to assist students in preparing for their future. To this end, we have implemented Nursing Now and Teaching Now, where students have a chance to meet and talk with professionals in their field of interest and earn credits in core freshman academic courses. These courses are easily transferable to the college of their choice.

During the summer of 2005, BMCC implemented, the "Urban Rowing and Environmental Science Summer Experience," this hands-on science and technology program was well received by youth and parents. It was one of our most successful summer high school/college/community partnerships.

During the 2004-2005 academic year over 1,000 high school students participated in College Now activities, including tutoring and college tours.

UPWARD BOUND

BMCC's *Upward Bound Project* is a comprehensive four-year program funded by the U.S. Department of Education. It is designed to assist eligible students in completing high school and enrolling in, as well as succeeding in, a postsecondary program of study. Year-round, participants attend SAT prep classes, regents prep classes and interstate college tours. Social, cultural and career-related activities such as attending plays, visiting landmarks, participating in retreats and meeting professionals are also part of the Upward Bound dynamic. All events and activities contribute to the program's goal of giving students the skills and motivation necessary to not only graduate high school, but also obtain at least a bachelor's degree. Upward Bound participants are in grades 9-12 and attend 8 target high schools

GEAR-UP

GEAR-UP (Gaining Early Awareness of Undergraduate Programs) is a federally funded five-year project that served 150 students who entered the BMCC program in fall 2000 while they were enrolled in the 7th grade at Roberto Clemente Intermediate School. The program later served those same students, as they were enrolled in 11th 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), funded by the New York State Education Department, is a collaborative effort between BMCC, the New York City Department of Education's Family Centers and several community-based organizations. For the past 13 years, LPP has provided academic, college, career and personal/social support services to over 700 students enrolled in the alternative schools for teen mothers. The school sites include: Center for Continued Education, Martha Neilson, Community School for Comprehensive Education and Ida B. Wells.

The program seeks to: reduce the high student drop-out rate among teenage mothers; enable students to move from the junior high and high school experience to successful enrollment in a college or university setting and/or employment; and increase students' academic and motivational levels. All students receive tutoring and academic instruction as well as the opportunity to participate in educational, cultural, career, and social activities.

Services take place during the school day at the four school sites, along with additional services taking place on Saturdays on the college campus. Utilization of college resources has made it possible for LPP students to take college courses while in high school, via the Bridge and COLLEGE NOW programs. Some students have received high school credit for their successful completion of the college courses.

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, Millenium, Brandeis and Graphic Arts and Communication. 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.