

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

FACTBOOK

2006 - 2007

The Office of Institutional Research and Assessment

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Preface

The Factbook 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 2006-2007 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 2007 semester. Most of the information on students is displayed in six major sections: Enrollment; First-Time Freshmen; Transfers to BMCC; Placement, CPE, Academic Standing; Degrees Awarded, Transfers, and Retention; and Surveys. Except for the survey data, most of this information is presented as ten-semester trend data: from Fall 2002 through Spring 2007. Information on student enrollment and success in the various collaborative and special programs is reported for the 2006-2007 year, as is information on financial aid awards.

Results in this year's Factbook may differ from those reported in previous years because of changes in the data source and/or computational procedures. As such, it may be inappropriate to compare data to previous editions of the Factbook. For each table in this edition, the same data source and methods are used throughout the reporting period and thus comparisons across time within this edition are appropriate.

The Office of Institutional Research and Assessment wishes to thank the following individuals for providing information reported below: Deirdre Anderson, Barbara Ashton, Eugenio Barrios, Sadie Bragg, Julia Butterfield, Ralph Buxton, Gloria Chao, Alice Cohen, Ardie DeWalt, Sidney Eng, Michael Gillespie, Orville Hill, Ahmet Inal, Mete Kok, Steve Lampedusa, Eileen Leonardi, Freda McClean, Antonette McKain, John Montanez, Deborah Parker, Ticey Rosario, James Tynes, 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 that 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 120,000 books and reference titles, 8,000 electronic books, 350 magazines and newspapers and access to 28,800 full-text electronic subscriptions via the Internet. We offer 24/7 chat and email reference service and roving librarian at non-library space. 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. Since Spring 2005 the college has offered courses in Washington Heights, and since Fall 2007 has offered courses at Adam Clayton Powell Jr. State Office Building.

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 Applied Science degree (A.A.S.)

Accounting
Business Management
Computer Operations
Computer Programming
Health Information Technology
Multimedia Programming and Design
Nursing
Office Automations
Office Operations
Paramedic
Respiratory Therapy
Small Business / Entrepreneurship
Video Arts and Technology

Associate in Arts degree (A.A.)

Bilingual Childhood Education
Business Administration
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

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

BMCC offers six Evening/Weekend Programs: A.A. in Liberal Arts, A.A. in Business Administration, A.A.S. in Accounting, A.A.S. in Computer Operations, A.A.S. in Nursing, and A.A.S. in Early Childhood Education - Preschool. In all six 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 receive the same support services as those attending classes during the week. These include: counseling, library, academic advisement and transfer information, tutoring/supplemental instruction, computer labs, and seminars/workshops that focus on financial, career and global issues. The Early

Childhood Center is also open on the weekends and provides programs that serve both preschool and school-age children. In addition, administrative support areas such as the Registrar's Office, Bursar, Admissions, and Financial Aid are open on some Saturdays each semester.

The Evening/Weekend Program Office, located in S720, is the point of contact and information for faculty, students and staff during evening and weekend hours. The Evening/Weekend Student Club, chartered in fall 2006, develops and promotes evening and weekend academic and career enhancement activities and experiences. The club also provides a forum for exploring the role of the college student in the awareness of global affairs.

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 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 computer training workshops, support for classroom-related computing activities, open lab hours, and course-specific software.

Academic Advisement and Transfer Center

The Academic Advisement & Transfer Center (AATC) is responsible for the coordination of campus-wide academic and transfer advisement. The AATC promotes continual learning and understanding of the academic process, while assisting students with the effective navigation of post-secondary education. The AATC offers a variety of resources and support services including group and individual academic advisement, a transfer library and other programs that are critical to the success of students.

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.

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.

Writing Center

The Writing Center provides writing assistants to work with registered BMCC students while they develop and refine 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
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Honorable Robert Ramos
Member ex-officio
Chairperson University Student Senate

Honorable Manfred Philipp
Member ex-officio
Chairperson University Faculty Senate

Fall 2007 Administration

Office of the President

Antonio Pérez	President
Richard Hasselbach	Executive Assistant and Special Counsel to the President
Patricia Stein	Director of Affirmative Action and Compliance
Angela Sales	Director of Community Outreach and Government Relations
Barry Rosen	Executive Director of Public and External Affairs
Thomas Volpe	Director of Publications
America Roman	Executive Secretary to the President

Office of the Vice President for College Development

Karen Wenderoff	Vice President for College Development
John Montanez	Associate Dean of Grants and Development
Brian Haller	Director of Foundations and Corporation Relations
Patricia Splendore	Director of Annual Giving

Office of the Vice President for Legal Affairs and Faculty and Staff Relations

Robert Diaz	Vice President for Legal Affairs and Faculty and Staff Relations
Gloria Chao	Deputy Director of Human Resources
Karen Bonner	Assistant to Vice President

Office of the Vice President of Academic Affairs

Sadie Bragg	Senior Vice President of Academic Affairs
Erwin Wong	Dean for Academic Programs & 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
Melissa Bolyard	Director of Institutional Research and Assessment
Thomas Lew	Director of Instructional Technology
Virginia Russell	Director of Instructional Testing
James Tynes	Director of Learning Resource Center
Rodney Alexander	Executive Director of Manhattan EOC
John Gallagher	Director of Media Center
Vacant	Director of Partnerships and Collaborative Programs
Gregory Wist	Senior Registrar
Vacant	Director of Teaching with Technology
Linda Herring	Director of Tribeca Performing Arts Center
Julia Butterfield	Director of Writing Center
Mary Weeks	Executive Secretary to the Senior Vice President

Office of the Vice President of Student Affairs

Vacant	Vice President of Student Affairs
Marva Craig	Dean of Student Affairs
Stephen Kelly	Director of Athletics
Vacant	Director of Advisement & Counseling Services
Vacant	Executive Director of BMCC Association, Inc.
Melba Olmeda	Director of Center for Career Development
Orville Hill	Director of College Discovery
Eugenio Barrios	Director of Enrollment Management
Howard Entin	Director of Financial Aid
Marcos Gonzalez	Director of Office of Services for Students with Disabilities
Harry Mars	Director of Student Activities
Penelope Jordan	Director of Student Health Services
Deborah Parker	Director of Women's Resource Center
Sussie Gyamfi	Coordinator of Scholarships and Special Student Services

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 & Comptroller
Vacant	Chief Administrative Superintendent of Buildings and Grounds
Bruce Farley	Administrative Superintendent of Buildings and Grounds III
Vacant	Director of College Computer Center
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

Sunil Gupta	Dean of Center for Continuing Education and Workforce Development
Vacant	Associate Dean of Center for Continuing Education and Workforce Development
Patrick Dail	Director of Grants & Contracts for Adult & Continuing Education
Linda Roma	Director of Grants & Contracts for Adult & Continuing Education
Naomi Machado	Acting Director of CUNY Language Immersion Program

Fall 2007 Department Chairpersons

Yvonne Phang	Accounting
Everett Flannery	Allied Health Sciences
Chaim Ginsberg	Business Management
Segundo Pantoja	Center for Ethnic Studies
Richard Chorley	Computer Information Systems
Jonathan Dash	Cooperative Education
Gay Brookes	Developmental Skills
Joyce Harte	English
Philip Belcastro	Health Education
Sidney Eng (Chief Librarian)	Library
Fred Peskoff	Mathematics
Peter Consenstein	Modern Languages
Rochelle Weinstein	Music and Art
Barbara Tacinelli	Nursing
Joel Hernandez	Science
Ronald Doviak	Social Science
Susana Powell	Speech Communication and Theater Arts
Marva Craig	Student Life
Mohammad Ahmenduzzaman	Teacher Education

Fall 2007 Faculty by Department

Department	Full-Time Faculty				Part-Time Faculty	
	Teaching	CLTs	Tenured	Doctorates	Teaching	Non-teaching
Accounting	13	0	11	0	32	0
Allied Health Sciences	5	1	6	0	17	8
Business Management	19	4	18	9	36	0
Computer Information Systems	19	3	17	3	26	3
Cooperative Education	5	0	5	1	4	0
Developmental Skills	30	2	21	19	49	7
English	46	0	18	24	130	0
Health Education	8	0	4	3	12	0
Library	14	0	7	1	0	8
Mathematics	43	5	20	13	115	2
Modern Languages	18	5	11	13	45	3
Music and Art	16	1	9	6	33	2
Nursing	20	2	10	0	38	13
Science	45	7	28	42	103	1
Social Science/Ethnic Studies/Human Services	45	0	17	32	99	0
Speech	22	0	14	7	42	13
Teacher Education	10	0	2	3	12	0
Student Life	15	0	11	4	0	1
TOTAL	393	30	229	180	793	65

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 2006 – 2007

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
Sadie Bragg and Rodney Alexander	SUNY EOC Perkins III - Post Secondary	NYS Education Department	\$114,873
Sandra Rumayor and Sadie Bragg	Perkins III - Post Secondary	NYS Education Department	\$2,377,308
Sondra Salley and Michael Gillespie	COPE (College Opportunity to Prepare for Employment)	NYC Human Resources Administration.	\$313,495
Michael Gillespie and Barbara Ashton	Science Technology Entry Program (STEP)	NYS Education Department	\$134,087
Sandra Rumayor and Nannette Van Loon	Collegiate Science and Technology Entry Program (CSTEP)	NYS Education Department	\$56,141
Michael Gillespie and Deirdre Anderson	College NOW	CUNY Central Office	\$233,147
Michael Gillespie and Daisy Alverio	Liberty Partnership	NYS Education Department	\$200,181
Michael Gillespie and Antonette McKain	UPWARD BOUND Program	US Dept. of Education	\$329,201
Wong, Erwin and Linda Roma	Accent on Student Success	US Dept. of Education	\$10,000
Total number of awards made to the Office of Academic Affairs: 10		Total Amount Awarded :	\$3,768,433
Academic Department and Library			
Elena Nogina	Mathematical Theory of Justification	CUNY Community College Research Initiative	\$30,000
Katherine Kavanagh, Sangeetta Bishop and Mahatapa Palit	CUNY's Creative Campus: The Role of Performing Arts	CUNY Community College Research Initiative	\$30,000
Lauren Goodwyn, Sarah Salm and Patricia Molina	Investigation of Student Gains in Undergraduate Research	CUNY Community College Research Initiative	\$29,960
Rafael Niyazov	Welding Compatibility of Biomedical Materials	CUNY Community College Research Initiative	\$30,000
Total number of CCRI Awards: 4		Total Amount Awarded:	\$119,960

Principal Investigator	Project Title	Sponsor/Source	Award
Ana Salvatti and Mete Kok	Cybersecurity Partnership	National Science Foundation	\$280,000
Total number of Computer Information Systems Awards: 1		Total Amount Awarded:	\$280,000
Shari Mekonen and Sandra Poster	Career Pathways for Women and Minorities in Video Arts and Technology	NSF ATE	\$274,164
Total number of Speech, Communication and Theater Department Awards: 1		Total Amount Awarded:	\$274,164
Patricia Wilkinson	CSEMS - Women in Research	National Science Foundation	\$67,952
Total number of Mathematics Department Awards: 1		Total Amount Awarded:	\$67,952
Sidney Eng	Coordinated Collection Development Aid	NYS Education Department	\$18,554
Total number of Library Awards: 1		Total Amount Awarded:	\$18,554
Mahmoud Ardebili	Bridges to Engineering Degree (CCNY)	NSF – STEP	\$75,000
Brahmadeo Dewprshad and Dennis Robbins	Facilitating STEM Teaching and Learning	CUNY Central Office	\$10,000
Mahmoud Ardebili	Composite Self-Sensing Via Electrical Resistivity Measurement	Global Contour Ltd.	\$40,000
Barry McKernan	Chandra Observations of Dwingeloo1	Smithsonian Astrophysical Observatory	\$10,340
Joel Hernandez	S-STEMS Grant	National Science Foundation	\$125,000
Total number of Science Awards: 5		Total Amount Awarded:	\$260,340
PSC CUNY			
Belluscio, Steven	Garibaldi M. La Polla's The Fire in the Flesh: Desire and Italian American Art	PSC CUNY AWARDS	\$3,750
Bisz, Joseph	World Without End	PSC CUNY AWARDS	\$2,100
Greer, Robert	“Peer Gynt and “Terje Vigen.” A Comparative Study in Performance	PSC CUNY AWARDS	\$2,750
Hjelle, Ann	From Ancient Rock to Fossil People: An Evolution	PSC CUNY AWARDS	\$3,000
Kalogeropoulos, Nikolaos	Physical Applications of the Gromov-Hausdorff Distance and Length Spaces	PSC CUNY AWARDS	\$3,155

Principal Investigator	Project Title	Sponsor/Source	Award
Khazanov, Leonid	Addressing Students' Misconceptions about Probability in Introductory Applied College Statistics	PSC CUNY AWARDS	\$5,250
Kyle, Jennifer	Protective Factors in Black Youth	PSC CUNY AWARDS	\$3,230
Mathews-Salazar, Patricia	Glorifying the Incas, Neglecting their Heirs: Indigenous Women, Cultural heritage and the Dilemmas of the Indian Identify in Cuzco, Peru	PSC CUNY AWARDS	\$3,990
Mekonen, Shari R.	Judaism and Race	PSC CUNY AWARDS	\$3,708
Nogina, Elena	Joining Two Goedel's Model of Provability	PSC CUNY AWARDS	\$2,992
Ramirez Marquez, Alister	Research on XXth Century Argentine Novels by Cesar Aira	PSC CUNY AWARDS	\$2,903
Suarez-Coalla, Francisca	"So I Will not Forget"	PSC CUNY AWARDS	\$1,980
Apfaltrer, Felix	Finite Element Methods Applied to Computational Neuroscience	PSC CUNY AWARDS	\$2,993
Pamplin, Claire	Joel Chandler Harris and Uncle Remus in Contemporary Popular Culture	PSC CUNY AWARDS	\$4,750
Prado, Lucio	A Characterization of p-Parabolicity and Decomposition of p-Dirichlet Space on Infinite Graphs	PSC CUNY AWARDS	\$2,992
Primamore, Elizabeth	"The Rise of New Literary Genre: Figuring the Modernist Self as a Dandy-Androgyne in the Life and Work of Michael Field"	PSC CUNY AWARDS	\$2,050
Weiner, Rebecca	CONVERSION – A Manuscript of Poetry	PSC CUNY AWARDS	\$500
Total number of PSC CUNY Awards: 17		Total Amount Awarded:	\$52,093

Office of Adult Programs and Continuing Education

Denise Deagan	Workforce Investment Act	NYS Education Department	\$110,733
Denise Deagan	Workforce Investment Act- Family Literacy	NYS Education Department	\$265,000
Denise Deagan	Adult Literacy (GED)	NYC Office of the Mayor	\$119,652
Denise Deagan	Adult Literacy and Basic Adult Education	NYS Education Department	\$33,056
Denise Deagan	Educational Resources	NYS Department of Labor	\$142,000
Sunil Gupta	Limited English Proficiency Program	U.S. Department of Labor	\$448,212
Linda Roma	ESP Employment Specialist Program	New York City Human Resources Administration	\$231,207

Principal Investigator	Project Title	Sponsor/Source	Award
Denise Deagan	EDGE - Gainful Employment	NYS Education Department	\$57,120
Sunil Gupta	New York City Works	United Way/NYC Council	\$225,000
Denise Deagan	ESOL and Civics Education	NYS Education Department	\$313,416
Sunil Gupta	Language Immersion Program	CUNY Central Office	\$498,825
Denise Deagan	ONE STOP Program	NYS Education Department	\$150,116
Total Number of Continuing Education Awards: 12		Total Amount Awarded:	\$2,594,337

President's Office

Karen Wenderoff	Out In Two Program	Carol and Milton Petrie Foundation	\$486,000
Karen Wenderoff	Out In Two Program	Eugene M. Lang Foundation	\$10,000
Karen Wenderoff	Endowment and Scholarships	Miles and Shirley Fiterman Charitable Foundation	\$5,000,000
Karen Wenderoff	General Operating Support for Continuing Ed	Grainger Corporation	\$20,000
Karen Wenderoff	Nursing and Allied Health Scholarships	Lanza Family Grant	\$25,000
Karen Wenderoff	Nursing	Lincoln Fund	\$25,000
Karen Wenderoff	Scholarships	James T Lee Foundation	\$20,000
Karen Wenderoff	Scholarships	Met Life	\$5,000
Karen Wenderoff	Endowment and Scholarships	Louis and Bessie Stein Foundation	\$20,000
Karen Wenderoff	Money Works	Foundation for Financial Planning	\$22,000
Karen Wenderoff	General Operating Support	Springold Foundation	\$5,000
Karen Wenderoff	BMCC Scholarship Gala	Various	\$668,260
Karen Wenderoff	Leadership Initiative	Goldman Sachs and Company	\$6,000
Karen Wenderoff	General Operating Support	Individual Donations	\$86,625
Karen Wenderoff	Alumni Giving	Various	\$7,469
Total Number of President's Office Awards: 15		Total Amount Awarded:	\$6,406,354

Principal Investigator	Project Title	Sponsor/Source	Award
Tribeca Performing Arts Center			
Linda Herring	Lost Jazz Shrines (Tin Palace)	National Endowment for the Arts	\$17,500
Linda Herring	Latin Jazz Concert: Bobby Sanabria's Big Band	Mary Flagler Cary Charitable Trust	\$8,000
Linda Herring	Jazz in Progress, Lost Jazz Shrines and Tribeca Cabaret	Mary Flagler Cary Charitable Trust	\$15,000
Linda Herring	Ticket Subsidy Program	NYC Department of Cultural Affairs	\$18,000
Linda Herring	Partnership in the Art Center	National Endowment for the Arts	\$1,000
Linda Herring	General Operating Support	Carnegie Corporation	\$50,000
Linda Herring	Collaborative Marketing Grant: Culture Kids Downtown	Lower Manhattan Culture Council	\$20,000
Linda Herring	Arts in Education Program	Con Edison	\$1,500
Total Number of Tribeca Performing Arts Center Awards: 8		Total Amount Awarded:	\$131,000

Student Life

Haynes, Michael	Black Male Initiative	CUNY Central Office	\$70,000
Claudette Jordan	Child and Adult Care Food Program	US Dept. of Agriculture/SUNY RF	\$14,000
Claudette Jordan	Universal Pre-Kindergarten	NYC Board of Education, District 2	\$71,907
Claudette Jordan	Child Care Access Means Parents in School Program	U.S. Department of Education	\$290,326
Claudette Jordan	General Operating Support	New York Mercantile Exchange	\$30,000
Claudette Jordan	ACD Child Care	NYC Agency for Child Development	\$20,000
Claudette Jordan	Child Care Development Block Grant	NYS Office of Family & Children Services	\$139,000
Claudette Jordan	Weekend Program	New York City Council	\$30,000
Marva Craig	Transportation for Disabled Students	CUNY Central Office	\$2,197
Total Number of Student Life Awards: 9		Total Amount Awarded:	\$667,430

Total Amount Awarded: \$15,115,132

ENROLLMENT

HEADCOUNT AND FTEs Fall 2002 to Spring 2007

Semester		Headcount	Percentage change in Headcount	FTEs	Percentage change in FTEs
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
Fall	2005	18,776	-0.3	13,311	0.9
Spring	2006	18,425	-1.9	12,663	-4.9
Fall	2006	18,457	0.2	13,029	2.9
Spring	2007	18,506	0.3	12,894	-1.0

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 2002-2003 to 2006-2007

Academic Year	Headcount	Percentage change in Headcount	FTEs	Percentage change in FTEs
2002 - 2003	24,010	7.8	13,839	9.0
2003 - 2004	25,446	6.0	14,376	3.9
2004 - 2005	25,737	1.1	14,089	-2.0
2005 - 2006	25,380	-1.4	13,799	-2.1
2006 - 2007	25,394	0.0	13,779	-1.0

Annual unduplicated headcount includes summer, fall and spring terms.

Percentage change is from the prior year.

SUMMER ENROLLMENT 2002 to 2007

Academic Year	Headcount	FTEs
2003	6,125	1,041
2004	4,643	751
2005	4,811	787
2006	4,798	778
2007	4,677	756

DEGREE, NON-DEGREE, AND CONTINUING EDUCATION
ENROLLMENT
Fall 2002 to Spring 2007

Semester	Degree Students	Non-Degree Students	Continuing Education	Total
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
Fall 2005	17,998	778	7,162	25,938
Spring 2006	17,518	907	4,925	23,350
Fall 2006	17,692	765	3,998	22,455
Spring 2007	17,714	792	5,854	24,360

ONE SEMESTER PERSISTENCE RATE Fall 2002 to Spring 2007

Semester	Degree Students	Non-Degree Students	Total
Fall 2002	75.7	34.1	73.4
Spring 2003	66.1	25.7	63.9
Fall 2003	75.3	35.6	73.5
Spring 2004	65.8	24.9	64.1
Fall 2004	74.1	35.6	72.5
Spring 2005	64.7	21.9	62.9
Fall 2005	73.5	32.5	71.8
Spring 2006	64.5	21.5	62.3
Fall 2006	74.2	36.3	72.6
Spring 2007	64.2	19.7	62.2

Persistence rates denote the rate at which non-graduates return in the following semester.

ENROLLMENT BY DEGREE PROGRAM Fall 2002 to Spring 2007

Program	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004
Accounting	967	928	1,022	1,049	1,068
Business Administration	1,907	1,997	2,056	2,098	2,103
Business Management	1,254	1,235	1,245	1,223	1,172
Computer Operations	591	586	486	429	378
Computer Programming	650	564	484	425	341
Computer Science	764	642	541	442	374
Child Care / Early Childhood Education	1,017	1,044	1,033	1,039	976
Bilingual Education	NA	NA	NA	NA	NA
Childhood Education	NA	NA	NA	NA	14
Engineering Science	215	211	243	253	262
Health Information Technology	107	98	78	82	91
Human Services	735	759	708	745	778
Liberal Arts	4,448	4,496	4,831	4,821	5,157
Mathematics	71	68	67	70	71
Multimedia Programming and Design	448	490	493	512	472
Nursing	2,067	2,122	2,667	2,861	2,878
Office Automation	51	54	48	48	36
Office Operations	151	155	143	135	139
Paramedic	126	140	152	138	152
Respiratory Therapy	202	207	239	281	395
Science	357	378	385	431	463
Small Business / Entrepreneurship	170	165	171	174	175
Theatre	48	65	111	125	164
Video Arts and Technology	252	246	244	262	244
Writing and Literature	134	173	181	212	233

ENROLLMENT BY DEGREE PROGRAM (continued)

Fall 2002 to Spring 2007

Program	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Accounting	1,038	1,039	1,050	1,104	1,106
Business Administration	2,142	2,197	2,228	2,261	2,398
Business Management	1,160	1,141	1,167	1,189	1,186
Computer Operations	372	305	301	277	269
Computer Programming	287	257	237	234	216
Computer Science	300	282	239	230	228
Child Care / Early Childhood Education	941	916	852	845	811
Bilingual Education	12	24	30	37	40
Childhood Education	57	119	150	254	279
Engineering Science	222	268	251	245	248
Health Information Technology	100	124	134	135	128
Human Services	771	743	770	756	743
Liberal Arts	5,311	5,236	5,221	5,800	5,973
Mathematics	79	65	73	81	70
Multimedia Programming and Design	470	410	389	380	403
Nursing	2,748	2,747	2,312	1,698	1,377
Office Automation	44	38	43	33	34
Office Operations	138	115	115	108	107
Paramedic	147	147	175	197	186
Respiratory Therapy	427	369	327	302	312
Science	477	518	553	601	655
Small Business / Entrepreneurship	168	189	184	183	176
Theatre	155	185	176	186	192
Video Arts and Technology	247	266	258	269	260
Writing and Literature	279	298	285	297	317

ENROLLMENT BY DEGREE TYPE

Fall 2002 to Spring 2007

Semester		Associate in Arts Degree (A.A.)	Associate in Science Degree (A.S.)	Associate in Applied Science Degree (A.A.S.)
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	40.1	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	11.6	47.0
Spring	2005	7,801	2,945	7,344
	Percent	43.1	16.3	40.6
Fall	2005	7,874	2,977	7,145
	Percent	43.8	16.5	39.7
Spring	2006	7,914	2,914	6,688
	Percent	45.2	16.6	38.2
Fall	2006	8,644	2,941	6,107
	Percent	48.9	16.6	34.5
Spring	2007	9,007	2,947	5,760
	Percent	50.8	16.6	32.5

FULL-TIME AND PART-TIME ATTENDANCE Fall 2002 to Spring 2007

Semester		Full-Time	Part-Time
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
Fall	2005	10,809	7,967
	Percent	57.6	42.4
Spring	2006	10,130	8,295
	Percent	55.0	45.0
Fall	2006	10,859	7,598
	Percent	58.8	41.2
Spring	2007	10,597	7909
	Percent	57.3	42.7

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 2002 to Spring 2007

Semester		Freshmen	Second Year	Total
Fall	2002	12,481	5,154	17,635
	Percent	70.8	29.2	100.0
Spring	2003	13,647	4,088	17,735
	Percent	76.9	23.1	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
Fall	2005	12,937	5,839	18,776
	Percent	68.9	31.1	100.0
Spring	2006	12,256	6,169	18,425
	Percent	66.5	33.5	100.0
Fall	2006	12,659	5,798	18,457
	Percent	68.6	31.4	100.0
Spring	2007	12,334	6,172	18,506
	Percent	66.6	33.4	100.0

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

COLLEGE DISCOVERY ENROLLMENT Fall 2002 to Spring 2007

Semester		Full - Time	Part - Time	Total
Fall	2002	542	68	610
Spring	2003	486	82	568
Fall	2003	472	71	543
Spring	2004	461	88	549
Fall	2004	483	92	575
Spring	2005	375	84	459
Fall	2005	376	56	432
Spring	2006	353	56	409
Fall	2006	489	45	534
Spring	2007	391	59	450

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 2002 to Spring 2007

Semester	Median	18 & younger	19-20	21-22	23-25	26-29	30 & older
Fall 2002	23	1,255	3,321	3,422	3,251	2,377	4,004
Percent		7.1	18.8	19.4	18.4	13.5	22.7
Spring 2003	23	843	3,286	3,548	3,364	2,519	4,170
Percent		4.8	18.5	20.0	19.0	14.2	23.5
Fall 2003	23	1,237	3,376	3,465	3,437	2,594	4,351
Percent		6.7	18.3	18.8	18.6	14.1	23.6
Spring 2004	23	900	3,502	3,581	3,562	2,688	4,372
Percent		4.8	18.8	19.2	19.1	14.4	23.5
Fall 2004	23	1,243	3,601	3,402	3,585	2,589	4,429
Percent		6.6	19.1	18.0	19.0	13.7	23.5
Spring 2005	23	972	3,676	3,519	3,634	2,643	4,379
Percent		5.2	19.5	18.7	19.3	14.0	23.3
Fall 2005	23	1,349	3,732	3,372	3,511	2,598	4,213
Percent		7.2	19.9	18.0	18.7	13.8	22.4
Spring 2006	23	1,100	3,745	3,461	3,446	2,586	4,085
Percent		6.0	20.3	18.8	18.7	14.0	22.2
Fall 2006	23	1,421	3,860	3,466	3,403	2,466	3,838
Percent		7.7	20.9	18.8	18.4	13.4	20.8
Spring 2007	23	1,043	4,078	3,603	3,430	2,535	3,811
Percent		5.6	22.0	19.5	18.5	13.7	20.6

ENROLLMENT BY GENDER BY FULL-TIME STATUS Fall 2002 to Spring 2007

Semester	Men			Women		
	Full -Time	Part -Time	Total	Full -Time	Part -Time	Total
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	4,098	2,312	6,410	6,318	5,007	11,325
Percent	63.9	36.1	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
Fall 2005	4,381	2,593	6,974	6,428	5,374	11,802
Percent	62.8	37.2	37.1	54.5	45.5	62.9
Spring 2006	4,260	2,752	7,012	5,870	5,543	11,413
Percent	60.8	39.2	38.1	51.4	48.6	61.9
Fall 2006	4,536	2,581	7,117	6,323	5,017	11,340
Percent	63.7	36.3	38.6	55.8	44.2	61.4
Spring 2007	4,500	2,785	7,285	6,097	5,124	11,221
Percent	61.8	38.2	39.4	54.3	45.7	60.6

Full-time and part-time percents are calculated separately for men and women; percentages in total columns are based on the total number of men and women enrolled each semester.

ENROLLMENT BY RACE / ETHNICITY Fall 2002 to Spring 2007

Semester	Black	White	Hispanic	Asian or Pacific Islander	American Indian or Native Alaskan	Nonresident Alien
Fall 2002	7,366	2,450	5,369	2,411	39	2,102
Percent	41.8	13.9	30.4	13.7	0.2	11.9
Spring 2003	7,485	2,517	5,332	2,363	38	2,052
Percent	42.2	14.2	30.1	13.3	0.2	11.6
Fall 2003	7,700	2,745	5,515	2,482	23	2,162
Percent	41.7	14.9	29.9	13.4	0.1	11.7
Spring 2004	7,763	2,864	5,479	2,474	29	2,161
Percent	41.7	15.4	29.4	13.3	0.2	11.6
Fall 2004	7,860	2,861	5,651	2,459	23	2,117
Percent	41.7	15.2	30.0	13.0	0.1	11.2
Spring 2005	7,819	2,849	5,680	2,460	19	2,032
Percent	41.5	15.1	30.2	13.1	0.1	10.8
Fall 2005	7,649	2,878	5,806	2,422	21	2,057
Percent	40.7	15.3	30.9	12.9	0.1	11.0
Spring 2006	7,355	2,882	5,669	2,501	18	2,058
Percent	39.9	15.6	30.8	13.6	0.1	11.2
Fall 2006	7,222	2,884	5,775	2,556	20	1,988
Percent	39.1	15.6	31.3	13.8	0.1	10.8
Spring 2007	7,225	2,967	5,762	2,531	21	2,184
Percent	39.0	16.0	31.1	13.7	0.1	11.8

The racial / ethnic categories used here are the same as those computed by CUNY OIRA and reported to IPEDs; CUNY OIRA imputes race/ethnicity values when data are missing. Nonresident alien percentages are computed separately from race/ethnicity.

ENROLLMENT BY RESIDENCY Fall 2002 to Spring 2007

Semester		New York City	New York State	Other States	Foreign
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	6.5	0.1	11.7
Spring	2004	15,361	1,070	17	2,161
	Percent	82.5	5.7	0.1	11.6
Fall	2004	15,695	1,019	23	2,117
	Percent	83.2	5.4	0.1	11.2
Spring	2005	15,707	1,059	29	2,032
	Percent	83.4	5.6	0.2	10.8
Fall	2005	15,533	1,131	55	2,057
	Percent	82.7	6.0	0.3	11.0
Spring	2006	15,163	1,166	38	2,058
	Percent	82.3	6.3	0.2	11.2
Fall	2006	15,250	1,177	42	1,988
	Percent	82.6	6.4	0.2	10.8
Spring	2007	14,948	1,351	23	2,184
	Percent	80.8	7.3	0.1	11.8

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

ENROLLMENT BY BOROUGH Fall 2002 to Spring 2007

Semester		Bronx	Brooklyn	Manhattan	Queens	Staten Island
Fall	2002	2,337	5,518	3,684	2,457	229
	Percent	16.4	38.8	25.9	17.3	1.6
Spring	2003	2,388	5,631	3,646	2,440	255
	Percent	16.6	39.2	25.4	17.0	1.8
Fall	2003	2,459	6,001	3,784	2,546	281
	Percent	16.3	39.8	25.1	16.9	1.9
Spring	2004	2,442	6,198	3,867	2,543	309
	Percent	15.9	40.4	25.2	16.6	2.0
Fall	2004	2,517	6,367	3,905	2,571	332
	Percent	16.0	40.6	24.9	16.4	2.1
Spring	2005	2,587	6,221	3,937	2,625	336
	Percent	16.5	39.6	25.1	16.7	2.1
Fall	2005	2,654	5,999	3,960	2,561	356
	Percent	17.1	38.6	25.5	16.5	2.3
Spring	2006	2,498	5,906	3,916	2,461	377
	Percent	16.5	39.0	25.8	16.2	2.5
Fall	2006	2,553	5,887	3,923	2,525	358
	Percent	16.7	38.6	25.7	16.6	2.3
Spring	2007	2,449	5,771	3,923	2,446	359
	Percent	16.4	38.6	26.2	16.4	2.4

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

NEW STUDENTS / FIRST-TIME FRESHMEN

NEW STUDENTS Fall 2002 to Spring 2007

Semester		First-Time Freshmen	Advanced Standing Transfers	Re-admitted	Total
Fall	2002	3,280	1,595	1,252	6,127
	Percent	53.5	26.0	20.4	100.0
Spring	2003	1,788	1,328	1,401	4,517
	Percent	39.6	29.4	31.0	100.0
Fall	2003	3,325	1,860	1,122	6,307
	Percent	52.7	29.5	17.8	100.0
Spring	2004	1,849	1,563	1,485	4,897
	Percent	37.8	31.9	30.3	100.0
Fall	2004	3,334	1,784	1,282	6,400
	Percent	52.1	27.9	20.0	100.0
Spring	2005	1,892	1,542	1,530	4,964
	Percent	38.1	31.1	30.8	100.0
Fall	2005	3,198	1,791	1,152	6,141
	Percent	52.1	29.2	18.8	100.0
Spring	2006	1,680	1,302	1,571	4,553
	Percent	36.9	28.6	34.5	100.0
Fall	2006	3,337	1,542	1,268	6,147
	Percent	54.3	25.1	20.6	100.0
Spring	2007	1,653	1,457	1,611	4,721
	Percent	35.0	30.9	34.1	100.0

SHOW RATE OF FIRST-TIME FRESHMEN Fall 2002 to Fall 2006

Semester	Admitted	Enrolled	Show Rate
Fall 2002	11,002	3,280	29.8
Fall 2003	12,033	3,325	27.6
Fall 2004	11,178	3,334	29.8
Fall 2005	10,364	3,198	30.9
Fall 2006	10,163	3,337	32.8

Spring show rate is not available.

FIRST-TIME FRESHMEN BY DEGREE PROGRAM Fall 2002 to Spring 2007

Program	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004
Accounting	196	86	188	82	177
Business Administration	287	168	295	160	324
Business Management	262	152	265	163	247
Computer Operations	47	30	47	24	39
Computer Programming	148	72	117	54	59
Computer Science	164	72	94	48	66
Child Care / Early Childhood Education	164	88	160	116	164
Bilingual Education	NA	NA	NA	NA	NA
Childhood Education	NA	NA	NA	NA	7
Engineering Science	35	29	45	32	46
Health Information Technology	22	6	13	9	27
Human Services	97	65	96	62	113
Liberal Arts	1,142	543	1,133	604	1,146
Mathematics	15	6	9	1	8
Multimedia Programming and Design	72	57	67	51	74
Nursing	363	236	505	274	496
Office Automation	9	3	5	5	5
Office Operations	18	11	14	11	10
Paramedic	22	22	31	11	35
Respiratory Therapy	28	19	34	25	56
Science	75	42	56	36	68
Small Business / Entrepreneurship	54	26	36	23	48
Theatre	4	15	48	24	52
Video Arts and Technology	35	20	40	17	32
Writing and Literature	21	20	27	17	35

FIRST-TIME FRESHMEN BY DEGREE PROGRAM (continued) Fall 2002 to Spring 2007

Program	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Accounting	111	161	87	200	96
Business Administration	186	341	174	384	213
Business Management	143	255	159	278	161
Computer Operations	20	48	27	43	21
Computer Programming	40	60	33	69	25
Computer Science	26	75	38	61	36
Child Care / Early Childhood Education	82	148	68	144	59
Bilingual Education	2	2	NA	7	4
Childhood Education	6	42	23	84	37
Engineering Science	28	55	29	47	28
Health Information Technology	11	24	17	13	10
Human Services	66	97	53	105	47
Liberal Arts	623	1,040	659	1,391	658
Mathematics	3	7	8	12	6
Multimedia Programming and Design	43	65	33	73	39
Nursing	302	407	76	59	24
Office Automation	6	9	1	3	5
Office Operations	11	17	9	14	6
Paramedic	19	40	36	45	20
Respiratory Therapy	25	18	6	20	8
Science	43	81	50	84	48
Small Business / Entrepreneurship	20	56	28	48	23
Theatre	24	63	24	59	35
Video Arts and Technology	25	52	19	42	19
Writing and Literature	27	35	23	52	25

FIRST-TIME FRESHMEN BY AGE Fall 2002 to Spring 2007

Semester		Median	18 & younger	19-20	21-22	23-25	26-29	30 & older
Fall	2002	20	801	1,108	497	341	222	310
	Percent		24.4	33.8	15.2	10.4	6.8	9.5
Spring	2003	21	168	621	330	269	174	226
	Percent		9.4	34.7	18.5	15.0	9.7	12.6
Fall	2003	20	906	1,174	450	271	215	308
	Percent		27.3	35.3	13.5	8.2	6.5	9.3
Spring	2004	21	208	703	352	242	147	197
	Percent		11.2	38.0	19.0	13.1	8.0	10.7
Fall	2004	19	915	1,212	445	311	177	272
	Percent		27.5	36.4	13.4	9.3	5.3	8.2
Spring	2005	20	261	745	334	221	130	201
	Percent		13.8	39.4	17.7	11.7	6.9	10.6
Fall	2005	19	981	1,140	412	281	160	224
	Percent		30.7	35.6	12.9	8.8	5.0	7.0
Spring	2006	20	214	700	294	206	126	139
	Percent		12.7	41.7	17.5	12.3	7.5	8.3
Fall	2006	19	1,061	1,282	420	246	126	200
	Percent		31.8	38.4	12.6	7.4	3.8	6.0
Spring	2007	20	241	692	272	190	125	132
	Percent		14.6	41.9	16.5	11.5	7.6	8.0

FIRST-TIME FRESHMEN BY GENDER BY FULL-TIME STATUS Fall 2002 to Spring 2007

Semester	Men			Women		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
Fall 2002	1,133	193	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	863	218	1,081
Percent	82.2	17.8	39.5	79.8	20.2	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
Fall 2005	1,143	225	1,368	1,545	285	1,830
Percent	83.6	16.4	42.8	84.4	15.6	57.2
Spring 2006	627	157	784	704	192	896
Percent	80.0	20.0	46.7	78.6	21.4	53.3
Fall 2006	1,279	219	1,498	1,589	250	1,839
Percent	85.4	14.6	44.9	86.4	13.6	55.1
Spring 2007	616	138	754	720	179	899
Percent	81.7	18.3	45.6	80.1	19.9	54.4

Full-time and part-time percents are calculated separately for men and women; percentages in total columns are based on the total number of men and women enrolled each semester.

FIRST-TIME FRESHMEN BY RACE / ETHNICITY Fall 2002 to Spring 2007

Semester	Black	White	Hispanic	Asian or Pacific Islander	American Indian or Native Alaskan	Nonresident Alien
Fall 2002	1,283	478	1,099	417	3	350
Percent	39.1	14.6	33.5	12.7	0.1	10.7
Spring 2003	798	254	553	181	2	245
Percent	44.6	14.2	30.9	10.1	0.1	13.7
Fall 2003	1,371	466	1,079	406	3	391
Percent	41.2	14.0	32.5	12.2	0.1	11.8
Spring 2004	797	252	608	190	2	254
Percent	43.1	13.6	32.9	10.3	0.1	13.7
Fall 2004	1,434	447	1,111	342	0	334
Percent	43.0	13.4	33.3	10.3	0.0	10.0
Spring 2005	788	252	643	208	1	227
Percent	41.6	13.3	34.0	11.0	0.1	12.0
Fall 2005	1,283	396	1,143	372	4	325
Percent	40.1	12.4	35.7	11.6	0.1	10.2
Spring 2006	650	223	580	225	2	209
Percent	38.7	13.3	34.5	13.4	0.1	12.4
Fall 2006	1,267	431	1,198	438	3	301
Percent	38.0	12.9	35.9	13.1	0.1	9.0
Spring 2007	639	203	592	218	1	263
Percent	38.7	12.3	35.8	13.2	0.1	15.9

The racial / ethnic categories used here are the same as those computed by CUNY OIRA and reported to IPEDs; CUNY OIRA imputes race/ethnicity values when data are missing. Nonresident alien percentages are computed separately from race/ethnicity.

TRANSFERS TO BMCC

TRANSFERS FROM CUNY AND NON-CUNY COLLEGES Fall 2002 to Spring 2007

Semester		CUNY	NON - CUNY	Total
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	100.0
Fall	2005	741	1,050	1,791
	Percent	41.4	58.6	100.0
Spring	2006	500	802	1,302
	Percent	38.4	61.6	100.0
Fall	2006	565	977	1,542
	Percent	36.6	63.4	100.0
Spring	2007	524	933	1,457
	Percent	36.0	64.0	100.0

TRANSFERS BY DEGREE PROGRAM Fall 2002 to Spring 2007

	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004
Accounting	84	76	92	76	90
Business Administration	130	100	154	121	149
Business Management	117	92	106	105	87
Computer Operations	29	23	19	17	27
Computer Programming	36	23	18	25	23
Computer Science	56	58	39	34	36
Child Care / Early Childhood Education	67	62	69	56	62
Bilingual Education	NA	NA	NA	NA	NA
Childhood Education	NA	NA	NA	NA	1
Engineering Science	34	14	29	24	28
Health Information Technology	10	5	10	4	9
Human Services	43	41	49	37	37
Liberal Arts	387	354	469	414	476
Mathematics	10	3	8	7	7
Multimedia Programming and Design	46	34	28	32	31
Nursing	410	335	589	452	485
Office Automation	3	2	2	2	3
Office Operations	4	3	11	3	9
Paramedic	18	18	19	14	11
Respiratory Therapy	18	14	43	26	79
Science	32	35	41	50	69
Small Business / Entrepreneurship	15	8	22	17	16
Theatre	10	2	12	13	15
Video Arts and Technology	19	9	18	15	18
Writing and Literature	17	17	13	19	16

TRANSFERS BY DEGREE PROGRAM (continued)

Fall 2002 to Spring 2007

Program	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Accounting	61	93	80	122	82
Business Administration	149	184	168	182	190
Business Management	90	94	106	106	85
Computer Operations	21	24	12	17	16
Computer Programming	17	23	16	11	7
Computer Science	21	34	18	26	21
Child Care / Early Childhood Education	49	59	50	39	58
Bilingual Education	2	4	2	2	6
Childhood Education	9	16	16	37	36
Engineering Science	15	31	20	17	29
Health Information Technology	7	21	11	27	11
Human Services	41	40	41	47	37
Liberal Arts	428	485	435	587	566
Mathematics	4	3	11	2	7
Multimedia Programming and Design	31	29	29	26	33
Nursing	409	456	116	51	52
Office Automation	2	0.0	1	5	2
Office Operations	4	5	10	9	5
Paramedic	20	12	10	19	17
Respiratory Therapy	52	31	11	25	17
Science	50	70	73	105	109
Small Business / Entrepreneurship	13	24	15	19	13
Theatre	8	13	11	23	8
Video Arts and Technology	10	16	20	14	24
Writing and Literature	29	24	20	24	26

TRANSFERS BY AGE Fall 2002 to Spring 2007

Semester		Median	18 & younger	19-20	21-22	23-25	26-29	30 & older
Fall	2002	25	5	218	304	360	273	435
	Percent		0.3	13.7	19.1	22.6	17.1	27.3
Spring	2003	24	4	213	277	286	217	331
	Percent		0.3	16.0	20.9	21.5	16.3	24.9
Fall	2003	25	9	227	378	378	302	566
	Percent		0.5	12.2	20.3	20.3	16.2	30.4
Spring	2004	24	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	470
	Percent		0.3	15.2	19.5	21.5	17.1	26.4
Spring	2005	24	21	255	310	360	244	352
	Percent		1.4	16.5	20.1	23.3	15.8	22.8
Fall	2005	24	3	307	373	410	284	414
	Percent		0.2	17.1	20.8	22.9	15.9	23.1
Spring	2006	23	13	239	312	275	214	249
	Percent		1.0	18.4	24.0	21.1	16.4	19.1
Fall	2006	23	8	287	346	361	249	291
	Percent		0.5	18.6	22.4	23.4	16.1	18.9
Spring	2007	23	19	357	350	287	223	221
	Percent		1.3	24.5	24.0	19.7	15.3	15.2

ENROLLMENT BY GENDER BY FULL-TIME STATUS Fall 2002 to Spring 2007

Semester	Men			Women		
	Full -Time	Part -Time	Total	Full -Time	Part -Time	Total
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	70.7	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	36.6	61.3	38.7	63.4
Fall 2005	490	202	692	626	473	1,099
Percent	70.8	29.2	38.6	57.0	43.0	61.4
Spring 2006	364	149	513	501	288	789
Percent	71.0	29.0	39.4	63.5	36.5	60.6
Fall 2006	439	180	619	629	294	923
Percent	70.9	29.1	40.1	68.1	31.9	59.9
Spring 2007	424	185	609	547	301	848
Percent	69.6	30.4	41.8	64.5	35.5	58.2

Full-time and part-time percents are calculated separately for men and women; percentages in total columns are based on the total number of men and women enrolled each semester.

TRANSFERS BY RACE / ETHNICITY Fall 2002 to Spring 2007

Semester	Black	White	Hispanic	Asian or Pacific Islander	American Indian or Native Alaskan	Nonresident Alien
Fall 2002	603	327	423	237	5	191
Percent	37.8	20.5	26.5	14.9	0.3	12.0
Spring 2003	519	245	364	199	1	120
Percent	39.1	18.4	27.4	15.0	0.1	9.0
Fall 2003	734	388	416	321	1	233
Percent	39.5	20.9	22.4	17.3	0.1	12.5
Spring 2004	616	339	390	214	4	161
Percent	39.4	21.7	25.0	13.7	0.3	10.3
Fall 2004	729	393	430	230	2	160
Percent	40.9	22.0	24.1	12.9	0.1	9.0
Spring 2005	568	310	430	230	4	171
Percent	36.8	20.1	27.9	14.9	0.3	11.1
Fall 2005	617	404	485	281	4	197
Percent	34.5	22.6	27.1	15.7	0.2	11.0
Spring 2006	454	311	337	198	2	137
Percent	34.9	23.9	25.9	15.2	0.2	10.5
Fall 2006	507	348	438	246	3	158
Percent	32.9	22.6	28.4	16.0	0.2	10.2
Spring 2007	484	332	402	236	3	193
Percent	33.2	22.8	27.6	16.2	0.2	13.2

The racial / ethnic categories used here are the same as those computed by CUNY OIRA and reported to IPEDs; CUNY OIRA imputes race/ethnicity values when data are missing. Nonresident alien percentages are computed separately from race/ethnicity.

PLACEMENT, CPE, ACADEMIC STANDING

BASIC SKILLS READING PLACEMENT FIRST-TIME FRESHMEN Fall 2002 to Spring 2007

Semester		Reading 094 %	Reading 095 %	Exempt %	Unknown %
Fall	2002	10.2	21.6	64.8	3.4
Spring	2003	10.2	20.7	66.3	2.8
Fall	2003	9.3	20.2	67.2	3.2
Spring	2004	8.1	20.4	69.3	2.1
Fall	2004	7.5	19.2	70.8	2.5
Spring	2005	7.4	17.0	73.9	1.7
Fall	2005	6.9	17.5	74.0	1.6
Spring	2006	10.8	22.5	66.2	0.5
Fall	2006	10.1	22.1	66.2	1.5
Spring	2007	10.2	21.7	68.0	0.2

Placement results are based on ACT test score; exempt status based on various sources including ACT test, SAT test and New York Regents Exam scores. Exempt cut point on the ACT reading exam was raised 5 points in spring 2007.

**BASIC SKILLS ENGLISH AND ESL PLACEMENT FIRST-TIME
FRESHMEN
Fall 2002 to Spring 2007**

Semester		ENG 088 %	ENG 095 %	ESL 054 %	ESL 062 %	ESL 094 %	ESL 095 %	Exempt %	Unknown %
Fall	2002	10.6	37.9	2.2	6.4	3.1	2.4	33.7	3.7
Spring	2003	15.9	37.9	2.9	5.8	4.9	2.7	27.4	2.6
Fall	2003	14.9	37.1	2.2	6.2	2.9	3.5	29.6	3.5
Spring	2004	11.9	43.0	3.2	9.0	3.6	2.6	24.5	2.3
Fall	2004	9.4	41.2	2.4	10.6	1.9	1.6	30.8	2.1
Spring	2005	9.7	39.5	4.1	10.4	2.7	2.2	29.6	1.8
Fall	2005	9.5	37.0	3.1	10.8	2.1	1.8	34.2	1.6
Spring	2006	7.4	37.5	4.6	10.5	2.8	2.4	34.3	0.6
Fall	2006	6.4	37.7	3.0	7.6	2.1	2.2	39.4	1.5
Spring	2007	7.4	40.5	4.3	8.7	2.7	2.3	33.9	0.2

Placement results are based on ACT test score; exempt status based on various sources including ACT test, SAT test and New York Regents Exam scores.

BASIC SKILLS MATH PLACEMENT FIRST-TIME FRESHMEN Fall 2002 to Spring 2007

Semester		Math 010 %	Math 011 %	Math 012 %	Math 051 %	Exempt %	Unknown %
Fall	2002	19.6	25.1	18.2	13.5	19.9	3.7
Spring	2003	21.7	23.9	19.4	14.2	18.2	2.6
Fall	2003	19.8	24.0	18.9	12.9	21.0	3.5
Spring	2004	23.1	26.2	18.5	13.1	17.0	2.1
Fall	2004	15.2	22.4	16.1	25.0	19.0	2.3
Spring	2005	15.3	21.2	14.1	26.3	21.2	1.8
Fall	2005	17.5	22.6	9.4	26.5	22.3	1.7
Spring	2006	17.2	22.3	10.5	25.4	23.9	0.6
Fall	2006	19.1	23.0	8.9	24.7	22.6	1.7
Spring	2007	16.8	25.3	12.3	22.4	22.7	0.4

Placement results are based on ACT test score; exempt status based on various sources including ACT test, SAT test and New York Regents Exam scores.

NUMBER BASIC SKILLS AREAS PLACED FIRST-TIME FRESHMAN Fall 2002 to Spring 2007

Semester		None %	One Area %	Two Areas %	Three Areas %	Unknown %
Fall	2002	8.5	27.5	37.3	23.2	3.5
Spring	2003	6.7	25.4	41.2	24.1	2.5
Fall	2003	8.3	26.2	39.4	22.1	4.0
Spring	2004	5.8	24.4	45.2	23.0	1.7
Fall	2004	8.2	27.6	41.5	20.8	2.0
Spring	2005	8.7	28.0	43.5	18.8	1.1
Fall	2005	11.4	27.7	40.7	18.6	1.6
Spring	2006	10.8	26.3	39.5	22.8	0.7
Fall	2006	11.0	30.3	33.9	23.0	1.8
Spring	2007	10.2	27.9	37.7	23.7	0.5

Basic skills areas are reading, writing and mathematics.

CUNY PROFICIENCY EXAM (CPE) PASS AND SHOW RATES Spring 2003 to Spring 2007

Semester	Invited N	Show Rate		Pass Rate
		N	%	%
Spring 2003	1,837	1,305	71.0	66.0
Fall 2003	3,317	1,459	44.0	69.1
Spring 2004	3,114	1,626	52.2	69.0
Fall 2004	2,749	1,468	53.4	72.4
Spring 2005	2,743	1,394	50.8	77.0
Fall 2005	2,450	1,194	48.7	80.9
Spring 2006	2,554	956	37.4	71.9
Fall 2006	2,390	1,144	47.9	68.7
Spring 2007	2,529	1,125	44.5	69.2

Pass rate is based on the number of students who took the test.

DEAN'S LIST, PROBATION, AND DISMISSAL Fall 2002 to Spring 2007

Semester		Dean's List	Probation	Dismissal
Fall	2002	1,518	1,841	1,104
	Percent	8.6	10.4	6.3
Spring	2003	1,696	1,638	1,356
	Percent	9.6	9.2	7.6
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	8.6	10.5	6.1
Spring	2005	1,774	1,794	1,496
	Percent	9.4	9.5	7.9
Fall	2005	1,497	1,957	1,271
	Percent	8.0	10.4	6.8
Spring	2006	1,794	1,728	1,577
	Percent	9.7	9.4	8.6
Fall	2006	1,554	1,907	1,283
	Percent	8.0	10.0	7.0
Spring	2007	1,673	1,777	1,666
	Percent	9.0	10.0	9.0

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 DEGREE TYPE

Academic Years 2002-2003 to 2006-2007

	Associate in Arts Degree (A.A.)		Associate in Science Degree (A.S.)		Associate in Applied Science Degree (A.A.S.)		Total	
	N	%	N	%	N	%	N	%
2002-2003								
Men	259	41.7	81	13.0	281	45.2	621	30.7
Women	580	41.4	133	9.5	689	49.1	1,402	69.3
Total	839	41.5	214	10.6	970	47.9	2,023	100.0
2003-2004								
Men	294	45.2	87	13.4	269	41.4	650	32.1
Women	613	44.5	113	8.2	650	47.2	1,376	67.9
Total	907	44.8	200	9.9	919	45.4	2,026	100.0
2004-2005								
Men	302	43.3	104	14.9	292	41.8	698	31.6
Women	653	43.3	251	16.6	605	40.1	1,509	68.4
Total	955	43.3	355	16.1	897	40.6	2,207	100.0
2005-2006								
Men	304	43.7	92	13.2	300	43.1	696	33.7
Women	607	44.4	268	19.6	493	36.0	1,368	66.3
Total	911	44.1	360	17.4	793	38.4	2,064	100.0
2006-2007								
Men	378	48.2	78	9.9	329	41.9	785	35.5
Women	715	50.1	259	18.1	454	31.8	1,428	64.5
Total	1,093	49.4	337	15.2	783	35.4	2,213	100.0

Percentages sum across degree types and are computed separately for women and men; percentages in the total column are based on the total number of men and women enrolled each semester.

DEGREES AWARDED BY PROGRAM

Academic Years 2002-2003 to 2006-2007

Program	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Accounting	141	138	186	172	198
Business Administration	307	370	363	337	390
Business Management	150	155	151	126	124
Computer Operations	132	106	91	79	48
Computer Programming	74	59	43	30	27
Computer Science	64	56	48	41	22
Child Care / Early Childhood Education	143	146	120	137	133
Bilingual Education	NA	NA	NA	NA	2
Childhood Education	NA	NA	NA	4	5
Engineering Science	13	15	19	18	19
Health Information Technology	18	12	6	11	18
Human Services	108	87	120	99	96
Liberal Arts	516	512	557	530	649
Mathematics	3	7	8	6	9
Multimedia Programming and Design	50	57	72	64	59
Nursing	126	145	197	192	201
Office Automation	6	3	9	7	6
Office Operations	26	18	30	29	18
Paramedic	6	4	5	8	3
Respiratory Therapy	39	39	42	24	27
Science	26	30	41	45	40
Small Business / Entrepreneurship	13	14	19	12	16
Theatre	NA	5	9	14	18
Video Arts and Technology	46	23	36	39	38
Writing and Literature	16	25	35	40	47

DEGREES AWARDED BY GENDER AND RACE / ETHNICITY

Academic Year 2002-2003 to 2006-2007

	Black		White		Hispanic		Asian or Pacific Islander		American Indian or Native Alaskan		Nonresident Alien	
	N	%	N	%	N	%	N	%	N	%	N	%
2002-2003												
Men	261	42.0	116	18.7	153	24.6	89	14.3	2	0.3	115	18.5
Women	644	45.9	164	11.7	391	27.9	201	14.3	2	0.1	231	16.5
Total	905	44.7	280	13.8	544	26.9	290	14.3	4	0.2	346	17.1
2003-2004												
Men	274	42.2	116	17.8	152	23.4	105	16.2	3	0.5	124	19.1
Women	621	45.1	201	14.6	352	25.6	196	14.2	6	0.4	266	19.3
Total	895	44.2	317	15.6	504	24.9	301	14.9	9	0.4	390	19.2
2004-2005												
Men	266	38.1	107	15.3	177	25.4	144	20.6	4	0.6	131	18.8
Women	685	45.4	200	13.3	374	24.8	248	16.4	2	0.1	253	16.8
Total	951	43.1	307	13.9	551	25.0	392	17.8	6	0.3	384	17.4
2005-2006												
Men	260	37.4	127	18.2	178	25.6	129	18.5	2	0.3	119	17.1
Women	584	42.7	239	17.5	340	24.9	204	14.9	1	0.1	232	17.0
Total	844	40.9	366	17.7	518	25.1	333	16.1	3	0.1	351	17.0
2006-2007												
Men	274	34.9	146	18.6	225	28.7	139	17.7	1	0.1	128	16.3
Women	586	41.0	260	18.2	395	27.7	186	13.0	1	0.1	230	16.1
Total	860	38.9	406	18.3	620	28.0	325	14.7	2	0.1	358	16.2

Race/ethnicity percents are calculated separately for men and women. The racial / ethnic categories used here are the same as those computed by CUNY OIRA and reported to IPEDs; CUNY OIRA imputes race/ethnicity values when data are missing. Nonresident alien percentages are computed separately from race/ethnicity

TRANSFER RATES TO CUNY COLLEGES 2001-2006 BMCC Graduates by Program

Program	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006	
	N Graduates	% Transfer	N Graduates	% Transfer	N Graduates	% Transfer	N Graduates	% Transfer	N Graduates	% Transfer
Accounting	131	59.5	141	57.4	138	48.6	186	55.4	172	59.3
Business Administration	237	59.1	307	63.5	370	57.0	363	61.2	337	61.1
Business Management	156	41.7	150	40.7	155	51.0	151	41.7	126	43.7
Computer Operations	102	50.0	132	40.9	106	50.9	91	44.0	79	34.2
Computer Programming	79	44.3	74	41.9	59	52.5	43	53.5	30	40.0
Computer Science	43	37.2	64	45.3	56	62.5	48	47.9	41	63.4
Child Care/Early Child Education	129	55.8	143	53.8	146	43.2	120	51.7	137	50.4
Childhood Education	NA	NA	NA	NA	NA	NA	NA	NA	4	100.0
Engineering Science	14	64.3	13	61.5	15	40.0	19	47.4	18	66.7
Health Information Technology	14	0.0	18	11.1	12	0.0	6	33.3	11	9.1
Human Services	104	43.3	108	52.8	87	51.7	120	49.2	99	52.5
Liberal Arts	459	47.5	516	47.5	512	58.0	557	55.5	530	54.7
Mathematics	1	0.0	3	66.7	7	71.4	8	50.0	6	16.7
Multimedia Programming and Design	18	38.9	50	48.0	57	35.1	72	30.6	64	34.4
Nursing	116	12.9	126	7.9	145	5.5	197	5.6	192	2.1
Office Automation	6	33.3	6	33.3	3	66.7	9	33.3	7	28.6
Office Operations	31	25.8	26	26.9	18	22.2	30	26.7	29	34.5
Paramedic	4	0.0	6	0.0	4	25.0	5	40.0	8	25.0
Respiratory Therapy	27	3.7	39	5.1	39	0.0	42	4.8	24	12.5
Science	13	53.8	26	46.2	30	66.7	41	48.8	45	51.1
Small Business / Entrepreneurship	7	57.1	13	7.7	14	21.4	19	47.4	12	25.0
Theatre	N/A	N/A	N/A	N/A	5	60.0	9	55.6	14	57.1
Video Arts and Technology	38	36.8	46	47.8	23	34.8	36	36.1	39	48.7
Writing and Literature	5	60.0	16	68.8	25	64.0	35	65.7	40	57.5
Total	1,734	45.6	2,023	46.1	2,026	48.3	2,207	47.0	2,064	47.3

This table shows the percent of BMCC graduates, by program, who transferred to CUNY 4-year colleges in the Academic Year following graduation.

CUNY COLLEGE DESTINATIONS 2005 – 2006 Graduates by Program

	Baruch	Brooklyn	City	Hunter	John Jay	Lehman	Medgar Evers	NYCCT	Queens	Staten Island	York	Professional Studies	Total
	%	%	%	%	%	%	%	%	%	%	%	%	N
Accounting	40.2	21.6	1.0	14.7	1.0	6.9	1.0	0.0	11.8	0.0	2.0	0.0	102
Business Administration	55.8	10.2	4.4	5.3	4.4	10.7	1.0	1.9	4.4	0.5	1.5	0.0	206
Business Management	49.1	16.4	5.5	1.8	0.0	14.5	0.0	3.6	5.5	1.8	1.8	0.0	55
Computer Operations	29.6	3.7	3.7	3.7	3.7	3.7	0.0	51.9	0.0	0.0	0.0	0.0	27
Computer Programming	16.7	25.0	0.0	0.0	8.3	8.3	0.0	41.7	0.0	0.0	0.0	0.0	12
Computer Science	3.8	34.6	30.8	3.8	3.8	7.7	0.0	7.7	7.7	0.0	0.0	0.0	26
Child Care/Early Child Education	0.0	43.5	26.1	5.8	1.4	14.5	1.4	0.0	4.3	0.0	2.9	0.0	69
Childhood Education	0.0	0.0	75.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4
Engineering Science	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12
Health Information Technology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	1
Human Services	1.9	3.8	5.8	7.7	11.5	28.8	1.9	19.2	0.0	3.8	15.4	0.0	52
Liberal Arts	8.6	17.2	19.7	22.4	8.6	10.0	2.1	3.1	4.1	0.0	4.1	0.0	290
Mathematics	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1
Multimedia Programming/Design	4.5	9.1	18.2	13.6	0.0	4.5	0.0	40.9	4.5	0.0	0.0	4.5	22
Nursing	0.0	0.0	0.0	75.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0	0.0	4
Office Automation	50.0	0.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	2
Office Operations	20.0	30.0	10.0	0.0	30.0	0.0	0.0	0.0	0.0	10.0	0.0	0.0	10
Paramedic	0.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	2
Respiratory Therapy	0.0	33.3	33.3	0.0	0.0	0.0	0.0	33.3	0.0	0.0	0.0	0.0	3
Science	8.7	8.7	26.1	30.4	0.0	8.7	0.0	0.0	0.0	4.3	13.0	0.0	23
Small Business/Entrepreneurship	0.0	0.0	0.0	0.0	33.3	0.0	66.7	0.0	0.0	0.0	0.0	0.0	3
Theatre	0.0	75.0	12.5	0.0	0.0	12.5	0.0	0.0	0.0	0.0	0.0	0.0	8
Video Arts and Technology	0.0	36.8	21.1	26.3	0.0	10.5	0.0	0.0	5.3	0.0	0.0	0.0	19
Writing and Literature	4.3	17.4	4.3	52.2	4.3	4.3	0.0	4.3	8.7	0.0	0.0	0.0	23
Total	23.4	17.6	13.7	13.6	5.1	10.6	1.3	5.8	4.7	0.7	3.3	0.1	976

This table shows for each BMCC degree program, the CUNY colleges their graduates entered within one year of graduation. Row percentages total to 100%. Professional Studies is an on-line BA Program.

PROGRAM / DEPARTMENT PERSISTENCE AND CHANGE OF MAJORS

Fall 2005 First-Time Freshmen Tracked through Spring 2007

Department	Initial program	ACC	AHS	BUS	CIS	EDU	HUM	LIB	MAT	MMP	NUR	OFF	SCI	THE	VAT	ENG	Dropout
	N	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Accounting (ACC)	161	69.6	0.0	6.8	1.9	1.9	0.0	9.9	0.0	0.6	0.0	0.0	0.6	0.0	0.0	0.0	8.7
Allied Health Science (AHS)	82	0.0	61.0	2.4	0.0	2.4	1.2	12.2	0.0	0.0	0.0	1.2	1.2	0.0	1.2	0.0	17.1
Business Mgmt. (BUS)	652	2.0	0.3	71.5	0.3	0.9	0.9	5.5	0.2	0.6	0.0	0.3	0.9	0.0	0.0	0.3	16.3
Computer Info. Systems (CIS)	183	1.1	1.1	3.3	56.8	0.5	2.2	9.3	0.5	1.6	0.0	0.0	0.5	0.0	0.5	0.5	21.9
Early Childhood Education (EDU)	192	1.0	0.0	1.0	0.5	69.3	1.6	5.7	0.0	0.0	0.0	0.0	0.0	1.0	0.5	1.0	18.2
Human Services (HUM)	97	0.0	1.0	1.0	0.0	1.0	66.0	10.3	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	19.6
Liberal Arts (LIB)	1,040	1.0	0.5	4.6	0.8	1.1	1.0	68.0	0.1	0.6	0.1	0.1	1.3	0.0	0.4	0.7	20.0
Mathematics (MAT)	7	0.0	0.0	0.0	0.0	0.0	0.0	14.3	57.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	28.6
Multimedia Program. (MMP)	65	1.5	0.0	4.6	1.5	0.0	0.0	12.3	0.0	55.4	0.0	0.0	0.0	0.0	3.1	1.5	20.0
Nursing (NUR)	407	1.2	2.9	2.2	0.0	1.2	2.5	14.0	0.0	0.0	58.5	0.2	0.5	0.0	0.2	0.0	16.5
Office Administration (OFF)	26	0.0	3.8	3.8	0.0	0.0	0.0	3.8	0.0	0.0	0.0	73.1	0.0	0.0	0.0	0.0	15.4
Science (SCI)	136	0.0	0.0	3.7	1.5	2.2	0.7	8.1	0.0	0.0	0.7	0.0	67.6	0.7	0.0	0.0	14.7
Theatre (THE)	63	0.0	0.0	1.6	1.6	0.0	0.0	11.1	0.0	1.6	1.6	0.0	0.0	57.1	4.8	0.0	20.6
Video Arts Technology (VAT)	52	0.0	0.0	0.0	0.0	1.9	1.9	5.8	0.0	1.9	0.0	0.0	1.9	0.0	65.4	1.9	19.2
Writing & Literature (ENG)	35	0.0	0.0	2.9	0.0	0.0	2.9	11.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	77.1	5.7
Total	3,198	4.5	2.3	17.4	3.8	5.2	3.2	28.1	0.2	1.6	7.5	0.8	3.7	1.2	1.5	1.3	17.7

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 06, Fall 06, and Spring 07.

SURVEYS

Fall 2006 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 1,394 respondents for the first four questions, and approximately 2,862 for the last four questions.

- 1) Which of the following statements describes your current employment status:
 - 13.7% Not employed and not seeking employment
 - 42.2% Not employed, seeking employment
 - 18.0% Employment full time
 - 26.1% Employment part time

- 2) What is your current marital status?
 - 92.6% Never married
 - 3.4% Married
 - 1.7% Divorced
 - 1.4% Separated
 - 0.9% Widowed

- 3) What is your best estimate of your household's total income last year? Consider income from all sources before taxes.
 - 40.5% Less than \$15,000
 - 23.5% \$15,000-24,999
 - 16.9% \$25,000-34,999
 - 8.8% \$35,000-44,999
 - 10.3% \$45,000 or more

- 4) Do you have any children that you are supporting?
 - 90.5% No
 - 6.3% Yes – 1 child
 - 2.4% Yes – 2 children
 - 0.9% Yes – 3 or more children

- 5) What is the most important reason for attending this term?
 - 18.6% Learn skills to get new job
 - 3.8% Learn skills to advance in job
 - 36.4% Transfer to four-year college
 - 12.2% Satisfy general education requirements
 - 8.9% Improve basic skills in English, reading, or math
 - 7.4% Take courses for personal interest
 - 12.7% Other

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

- 62.1% Yes, two-year degree
- 11.0% Yes, certificate or diploma
- 23.5% Undecided
- 3.4% No

7) Are you considering transfer to another school later?

- 5.0% Two-year college
- 64.0% Four-year college/university
- 0.8% Other type of institution
- 12.0% Not planning to transfer
- 18.2% Undecided about transfer

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

- 1.4% Classes only; no certificate or degree
- 4.1% One to two-year certificate or diploma program
- 26.4% Two-year college degree
- 41.2% Four-year college degree
- 26.9% Graduate or professional study beyond four-year degree

CUNY 12 MONTH SURVEY OF GRADUATES 2005 – 2006 Graduates

The CUNY Graduate Survey, administered by CUNY's Office of Institutional Research and Assessment, was mailed to 2005-2006 graduates twelve months after they completed their degree program. The percentage tabulations reported below are based on responses from 549 graduates who returned the survey, a response rate of 26.6%.

- 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.)

- 26.0% Employed in job directly related to the training I received in my program of study
- 18.2% Employed in job slightly related to my program of study
- 31.6% Employed in job not related to my program of study
- 0.0% Entered the military
- 11.9% Unemployed, but not seeking employment
- 12.3% Unemployed and seeking employment

} Please skip to Question 14.

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

- 68.9% Employed full-time (35 or more hours per week)
- 31.1% Employed part-time (less than 35 hours per week)

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

- 94.4% Yes
- 5.6% No

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

- 55.4% A private business, company, or organization
- 28.0% A public-sector organization (e.g., a government agency, public school, public hospital, etc.)
- 15.1% A private non-profit organization (e.g., a church, parochial school, non-profit hospital, etc.)
- 1.5% Self-employed

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

- 7.3% Teacher (e.g., pre-school, kindergarten, primary, secondary, special ed, college/university, vocational)
- 19.7% Clerical (e.g., secretary, bookkeeper, typist, interviewer, cashier/teller, postal employee, ticket agent)
- 20.2% 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)
- 18.4% Health (e.g., nursing, therapist, medical and dental technicians, dietitian)
- 4.8% Accounting (e.g., accountant and auditor)
- 0.8% Social Work (e.g., social and welfare work)
- 2.5% Computing (e.g., systems analysis and programming, data communications and networks, data analyst, support)
- 4.5% Sales (e.g., real estate, insurance, securities and financial services, textiles, apparel, wholesale and retail trade, rental)
- 2.3% 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)

- 0.8% Architecture and Engineering (e.g., architect, drafter, electrical/civil/mechanical/industrial engineer)
- 0.0% Life Science (e.g., psychology, biological science)
- 1.5% Legal (e.g., law and jurisprudence)
- 0.3% Craftsman (e.g., painter, plumber, mechanic, baker, carpenter, telephone/appliance installation)
- 0.5% Laborer (e.g., construction, sanitation department, warehouse, car wash)
- 0.3% Military (e.g., enlisted in the armed forces, career officer)
- 1.0% Operative (e.g., bus, cab, or truck driver, machine operator, assembler, welder, meat cutter)
- 2.3% Miscellaneous Professional, Technical, and Managerial (e.g., writer, editor, librarian, artist, entertainer, photographer, sound or video technician)
- 7.1% Other

6) What is your annual salary from this job?

22.9%	Less than \$15,000	6.2%	\$40,000 - \$44,999
9.1%	\$15,000 - \$19,999	4.2%	\$45,000 - \$49,999
7.6%	\$20,000 - \$24,999	3.2%	\$50,000 - \$54,999
11.8%	\$25,000 - \$29,999	3.7%	\$55,000 - \$59,999
10.1%	\$30,000 - \$34,999	11.3%	\$60,000 - \$69,999
6.9%	\$35,000 - \$39,999	3.0%	\$70,000 or more

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

25.5%	Before enrolling at CUNY
34.1%	While enrolled at CUNY
40.4%	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	Not Applicable
Job postings	5.3%	12.6%	7.8%	9.6%	64.6%
Job referral	7.4%	10.7%	7.2%	9.7%	65.0%
On-campus recruitment	6.1%	11.8%	6.6%	10.2%	65.2%
Resume review/assistance	14.0%	16.5%	5.9%	6.2%	57.4%
Career counseling	9.7%	11.7%	7.7%	8.4%	62.5%
Mock interviews	3.8%	8.7%	7.9%	7.4%	72.1%
Workshops (e.g., interviewing skills, job search tips, networking, letter writing, phone techniques, etc.)	10.5%	12.3%	6.6%	6.9%	63.7%
Internship	15.6%	11.5%	5.1%	6.6%	61.2%
Vocational Testing	3.8%	8.1%	4.3%	6.9%	76.9%

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

- 7.5% Certificate in specific program or major
- 3.3% Certificate, no specific program or major
- 26.9% Associate degree in specific program or major
- 8.5% Associate degree, no specific program or major
- 8.8% Baccalaureate degree in specific program or major
- 6.5% Baccalaureate degree, no specific program or major
- 38.4% No degree or certificate was required

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

- 24.8% Very well
- 34.2% Well
- 33.2% Adequately
- 4.6% Poorly
- 3.3% Very poorly

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

- 24.2% A great deal
- 38.9% Some
- 24.0% Not too much
- 13.0% None

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

- 25.1% Satisfied
- 41.6% Somewhat satisfied
- 16.0% Neither satisfied nor dissatisfied
- 11.6% Somewhat dissatisfied
- 5.7% Very dissatisfied

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

	Yes	No
Organization?	32.7%	67.3%
Job?	24.5%	75.5%
Field?	53.8%	46.2%

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

- 36.4% No
- 38.1% Yes, prior to graduation
- 50.8% 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	34.3%	56.0%	7.5%	2.2%
If I were choosing a college again, I would choose this college.	30.2%	49.0%	15.6%	5.1%
If I were choosing a major again, I would choose the program from which I graduated.	32.9%	37.4%	21.8%	7.8%
This college helped me to develop:				
• Analytical and problem-solving skills/ability to think critically	31.5%	59.3%	6.4%	2.8%
• Knowledge of a particular field/discipline	32.3%	57.2%	7.5%	3.0%

- Ability to communicate well orally 29.2% 57.4% 10.4% 3.0%
- Ability to write clearly and effectively 30.2% 57.4% 9.2% 3.2%

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

- 22.5% No (If No, you have finished this survey. Thank you.)
- 77.5% Yes

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

- 65.5% Enrolled full-time
- 34.5% Enrolled part-time

18) What degree are you pursuing?

- 0.5% Enrolled in a non-degree program
- 0.2% Doctoral Degree (Ph.D, EdD, etc.)
- 1.7% Certificate
- 0.2% Professional – Dental
- 2.5% Associate
- 1.0% Professional – Medical
- 88.3% Baccalaureate
- 0.2% Professional – Law
- 3.7% Master’s (MSW, MBA, MA, MS, etc.)
- 1.5% Other

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

- 3.2% A college of the State University of New York (SUNY)
- 80.8% A college of the City University of New York (CUNY)
- 8.0% A private college or university in New York City
- 1.7% A private college or university in New York State
- 2.9% A college or university outside of New York State
- 3.4% A technical, trade, or other special school

20) Thinking back to approximately six months after completing your certificate/associate degree, please mark the bubble next to the statement below which best describes your employment status at that time. (If you worked at more than one job, answer for the one involving the most hours.)

- 23.1% Employed in job directly related to the training I received in my program of study
- 20.4% Employed in job slightly related to my program of study
- 31.9% Employed in job not related to my program of study
- 0.0% Entered the military
- 13.4% Unemployed, but not seeking employment
- 11.3% Unemployed and seeking employment

} Please skip to Question 22.

21) If you were employed six months after graduation, were you employed at your job full time or a part time?

- 67.0% Employed full time (35 or more hours per week)
- 33.0% Employed part time (less than 35 hours per week)

22) Six months after earning your CUNY certificate or associate degree, were you enrolled in an additional educational or training program?

- 40.6% No
- 59.4% Yes

BMCC GRADUATE ASSESSMENT SURVEY

Fall 2006 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 209 graduates who completed the survey. The survey response rate was 23.5%.

	Yes	No
1) Would you recommend BMCC to friends or relatives?	97.0%	3.0%
2) Would you recommend your major program to friends or relatives?	91.7	8.3
3) Are you now enrolled, or do you plan to enroll in a bachelor's degree program in the next few years?	95.5	4.5
• If yes, will it be in the same major area, a related area or a different area?	Same:	40.5
	Related:	36.9
	Different:	22.6

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?	53.2%	41.0%	5.4%	0.5%
The teaching quality in your other courses?	42.7	54.4	2.9	0.0
Course content of your <u>major</u> courses?	58.5	38.5	2.0	1.0
Course content of your other courses?	46.0	51.0	2.5	0.5
The extent to which your <u>major</u> courses were academically challenging?	52.9	39.2	6.4	1.5
The extent to which your other courses were academically challenging?	42.8	46.8	10.4	0.0
Opportunities to use computer technologies in your <u>major</u> courses?	44.2	39.2	14.6	2.0
Opportunities to use computer technologies in your other courses?	39.5	47.5	10.0	3.0
Concern shown for you by your <u>major</u> program faculty?	44.1	41.1	11.9	3.0
Concern shown for you by other (non-major) program faculty?	33.7	52.2	12.2	2.0
The academic motivation of students in your <u>major</u> courses?	46.8	37.1	12.2	3.9
The academic motivation of students in your other courses?	36.8	47.3	13.4	2.5
The overall quality of your education in your <u>major</u> ?	54.4	39.2	5.4	1.0
The overall quality of education in other courses?	48.5	44.6	6.9	0.0
The Course requirements (curriculum) in your major?	51.5	43.2	3.9	1.5
The extent to which you achieved your educational goals at <u>BMCC</u> ?	59.2	35.8	3.5	1.5

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

		Excellent	Very Well	Fairly Well	Not So Well	Not Well At All
Writing skills:	MAJOR	27.2%	42.4%	26.6%	2.7%	1.1%
	BMCC	25.4	47.1	23.3	3.2	1.1
Mathematical skills:	MAJOR	23.3	35.0	34.4	6.1	1.1
	BMCC	23.9	37.5	31.5	7.1	0.0
Problem-solving skills:	MAJOR	30.1	40.3	23.7	4.8	1.1
	BMCC	24.0	43.7	26.2	6.0	0.0
Oral communication skills:	MAJOR	31.2	39.2	21.5	7.5	0.5
	BMCC	31.2	40.2	18.0	10.1	0.5
Computer skills:	MAJOR	28.3	34.7	25.4	9.8	1.7
	BMCC	26.7	40.0	25.0	7.2	1.1
Internet and E-mail skills:	MAJOR	39.5	35.2	16.7	5.6	3.1
	BMCC	38.4	33.9	18.1	5.6	4.0
Listening to and understanding others:	MAJOR	40.0	40.0	17.3	1.6	1.1
	BMCC	35.5	41.4	17.7	5.4	0.0
Knowledge of social science concepts and methods:	MAJOR	32.3	39.6	24.4	2.4	1.2
	BMCC	30.5	37.9	25.9	4.0	1.7
Knowledge of natural science concepts and methods:	MAJOR	22.0	43.3	26.7	7.3	0.7
	BMCC	21.5	41.9	27.9	6.4	2.3
Knowledge of arts and humanities:	MAJOR	32.5	38.9	22.3	5.1	1.3
	BMCC	32.0	34.9	26.6	3.6	3.0
Ability to plan and carry out team projects:	MAJOR	33.1	43.1	14.9	8.3	0.6
	BMCC	28.4	42.0	20.5	6.8	2.3
Ability to interpret and apply knowledge:	MAJOR	36.4	45.5	16.0	1.6	0.5
	BMCC	33.3	45.7	16.7	4.3	0.0
Ability to locate, screen, and organize information:	MAJOR	39.1	42.4	16.3	1.6	0.5
	BMCC	34.8	42.5	18.8	3.3	0.6
Ability to think objectively about beliefs, attitudes, and values:	MAJOR	44.0	37.9	14.3	2.2	1.6
	BMCC	38.8	39.9	16.4	3.8	1.1

6) Do you feel your experiences while you were at BMCC benefited you in any of the following ways?
(Mark all that apply)

82.3%	Prepared you for further study
59.8	Prepared you for career field
28.2	Increased your interest in community service
39.7	Increased your appreciation for the arts and literature
65.6	Increased your understanding and appreciation of people from different ethnic and cultural groups
76.6	Self improvement
2.4	No benefit

MISCELLANEOUS

DEPARTMENTAL COURSE SECTIONS AND AVERAGE CLASS SIZE Fall 2002 to Spring 2007

Department	Fall 2002 Sec / Ave	Spring 2003 Sec / Ave	Fall 2003 Sec / Ave	Spring 2004 Sec / Ave	Fall 2004 Sec / Ave
Accounting	68 / 31	71 / 31	70 / 29	72 / 31	68 / 29
Allied Health Sciences	20 / 28	22 / 19	20 / 29	22 / 18	21 / 29
Business Management	131 / 33	128 / 33	134 / 30	127 / 32	121 / 31
Cooperative Education	22 / 20	22 / 24	21 / 22	22 / 24	29 / 15
Computer Information Systems	128 / 25	130 / 25	126 / 24	111 / 25	106 / 24
Developmental Skills	121 / 25	107 / 25	116 / 23	104 / 23	104 / 23
English	252 / 29	255 / 29	270 / 28	273 / 29	297 / 28
Ethnic Studies	25 / 27	24 / 30	23 / 27	26 / 29	29 / 23
Health Education	75 / 36	74 / 37	76 / 35	74 / 37	74 / 36
Mathematics	271 / 28	270 / 28	292 / 28	287 / 27	309 / 27
Modern Languages	97 / 28	101 / 28	105 / 27	115 / 27	108 / 27
Music and Art	150 / 24	151 / 23	164 / 23	163 / 23	155 / 23
Nursing	16 / 33	16 / 33	16 / 34	16 / 35	16 / 37
Science	167 / 26	173 / 28	189 / 26	196 / 27	196 / 27
Office Administration	27 / 22	25 / 21	23 / 21	22 / 22	21 / 21
Social Science	306 / 34	300 / 33	326 / 33	310 / 33	326 / 32
Speech	143 / 27	132 / 26	152 / 27	143 / 27	156 / 26
Teacher Education	NA	NA	NA	NA	NA
TOTAL / AVE	2,041 / 29	1,999 / 29	2,165 / 28	2,082 / 28	2,136 / 28

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

DEPARTMENTAL COURSE SECTIONS AND AVERAGE CLASS SIZE (continued)
Fall 2002 to Spring 2007

Department	Spring 2005 Sec / Ave	Fall 2005 Sec / Ave	Spring 2006 Sec / Ave	Fall 2006 Sec / Ave	Spring 2007 Sec / Ave
Accounting	69 / 31	64 / 30	71 / 29	70 / 28	76 / 29
Allied Health	22 / 16	20 / 34	22 / 18	20 / 38	22 / 23
Business Management	128 / 31	131 / 30	129 / 29	123 / 30	123 / 31
Cooperative Education	24 / 21	18 / 22	20 / 20	17 / 25	21 / 24
Computer Information Systems	105 / 23	99 / 23	101 / 22	91 / 23	96 / 22
Developmental Skills	101 / 22	100 / 23	95 / 23	113 / 24	103 / 23
English	296 / 27	304 / 27	306 / 26	301 / 28	301 / 27
Ethnic Studies	29 / 31	28 / 26	32 / 25	27 / 28	34 / 26
Health Education	74 / 37	79 / 35	76 / 35	76 / 35	79 / 36
Mathematics	307 / 26	307 / 27	311 / 24	299 / 26	287 / 26
Modern Languages	116 / 26	111 / 26	116 / 25	114 / 26	121 / 26
Music and Art	163 / 23	158 / 20	172 / 19	167 / 21	168 / 20
Nursing	16 / 36	16 / 37	16 / 36	16 / 36	16 / 36
Science	209 / 26	212 / 26	210 / 26	208 / 25	203 / 26
Office Administration	20 / 22	20 / 18	22 / 15	19 / 19	19 / 17
Social Science	322 / 32	303 / 31	311 / 32	308 / 31	318 / 32
Speech	148 / 27	156 / 25	152 / 24	155 / 27	146 / 26
Teacher Education	NA	29 / 26	33 / 22	30 / 24	31 / 23
TOTAL / AVE	2,149 / 27	2,136 / 26	2,116 / 24	2,154 / 27	2,164 / 26

2006-2007 Financial Aid Disbursements

Program	Number of Recipients	Dollars Disbursed
FEDERAL PELL GRANT	11,811	\$27,857,569
TAP (N.Y.S. Tuition Assistance Program)	7,959	12,448,519
APTS/PTAP (Aid to Part-time Students)	2,494	827,303
FEDERAL SEOG (Supplemental Educational Opportunity Grants)	2,507	838,756
ACADEMIC COMPETITIVENESS GRANTS	181	114,890
FEDERAL WORK STUDY	921	1,054,547
FEDERAL PERKINS LOANS	78	109,543
FEDERAL STAFFORD LOANS	3,530	8,057,330
COLLEGE DISCOVERY FUNDS (Includes stipends, book allowance and activity fees)	1,157	384,984
PETER VALLONE SCHOLARSHIP	126	103,750
SAFETY NET	5,189	809,286

Figures reflect net disbursements to students. Substantially more dollars are awarded to considerably more students during the packaging of financial aid funds. In addition, most students receive assistance from more than one program. In 2006-07 14,628 students received \$52,606,477 in assistance from at least one federal, state or city award program.

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	Small Business	Fall 1998
	Entrepreneurship	Entrepreneurship	
Berkeley College	General Business/Management	Business Administration	Spring 2003
Brooklyn College	English	Writing & Literature	Fall 2000
	Journalism	Writing & Literature	Fall 2000
	Theater	Theatre	Spring 2001
	Computer & Information Science	Computer Programming & Computer Science	Fall 1998
	Computer & Information Science	Computer Science	Spring 2002
	Early Childhood Education Teacher (Birth - Grade 2)	Early Childhood Education	Spring 2004
City College	Engineering	Engineering Science	Spring 1988
	Management & Administration	Business Administration	Spring 1984
	Mathematics	Mathematics	Fall 1993
	Electronic Design & Multimedia	Multimedia Programming & Design	Fall 1999
	Early Childhood	Early Childhood	Spring 2005

College/University	Program	Program at BMCC	Completion Date
Clarkson	School of Management	Business Administration	Fall 1988
Metropolitan College of New York	Professional Studies	Human Services	Fall 1985
College of Staten Island	Engineering Science	Engineering Science	Spring 1991
	Social Work	Human Services	Spring 1994
	Early Childhood	Early Childhood	Spring 2005
Delaware State University	All bachelor's degree programs	All programs	Fall 1999
Hunter College	English (Writing Concentration)	Writing & Literature	Fall 2000
	Computer Science	Computer Science	Fall 1991
	Physics	Science	
	Astronomy	Mathematics	
	Biological Sciences	Mathematics	
	Chemistry	Science	
	Mathematics	Mathematics	
	Black & Puerto Rican Studies	Liberal Arts	Fall 1996
	Communication	Corporate and Cable Communications	
	Sociology	Liberal Arts	
	Art	Liberal Arts	
	Liberal Arts	Liberal Arts	
	Accounting	Accounting	
	Political Science	Liberal Arts	
John Jay College Of Criminal Justice	Computer Science	Computer Science	Fall 2004
Laboratory Institute of Merchandising	Professional Studies	Business Management	Fall 1988
	All bachelor's degree programs	All programs	Fall 1999
Lehman College	Business Education	Office Operations	Spring 1988
	Corporate Training	Office Automation	
	Social Work	Human Services	Fall 1983
	Bachelor of Business Administration	Business Administration	Spring 2003
		Accounting	
		Business Management	
	Certification Sequence in Early Childhood Education	Small Business Entrepreneurship Early Childhood Education	Spring 2004
Long Island University	School of Education	Early Childhood Education	Fall 1998
	Accounting	Accounting	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 Applied Mathematics (Financial Science)	Multimedia Programming & Design Computer Programming & Computer Operations Paramedic/Respiratory Therapy Nursing Theatre Mathematics	Spring 1998 Fall 1998 2003 Spring 2001 Spring 2005
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 Teachers of English In Secondary Schools	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	Fall 2004
	English Language and Literature	Writing and Literature	Fall 2004
	English Literature and Culture	Writing and Literature	Fall 2004
	English, Writing and Literature	Writing and Literature	Fall 2004
Polytechnic University	Liberal Studies	Liberal Arts	Fall 2004
Pratt Institute	Engineering Science	Engineering	Spring 1990
Queens 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	Fall 1991
	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

2007 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 2007 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 2006 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 2007 instructors. Incoming freshmen for fall 2007 were assigned to the appropriate developmental/remedial workshops based on their placement exam scores.

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

JUNIOR HIGH AND HIGH SCHOOL PARTNERSHIPS AND COLLABORATIVES 2006 - 2007

College Now

The *BMCC College Now Program* is partnered with 11 Manhattan high schools: Murry Bergtraum, Marte Valle Secondary, Louis D. Brandeis, Chelsea Technical and Vocational, Central Park East Secondary School, Graphic Communication Arts, Legacy School for Integrated Studies, Washington Irving, Dual Language and Asian Studies, Manhattan Bridges and Norman Thomas. The goal of this program is to allow high school students a “taste of college” by enhancing their understanding of the differences between high school and college academic rigor. To this end students may take one college classe per semester beginning in their junior year, in preparation for the college experience. 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 Allied Health Now, where students have a chance to meet and talk with professionals in our Emergency Medical Technician program, Respiratory Therapy, Medical Records and Nursing, and may earn credits in First Aid/ CPR as well as core freshman academic courses. These courses are easily transferable to the college of their choice.

During the summer of 2007, BMCC continued the “Urban Rowing and Environmental Science Summer Experience.” This hands-on science and technology program was implemented in summer 2006 and well received by youth and parents. It is one of our most successful summer high school/college/community partnerships. During the 2006-2007 academic year over 800 high school students participated in College Now activities, including tutoring, previewing Success Workshops in test prep and note taking, and participating in BMCC campus 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 and succeeding in a postsecondary program of study. Participants attend SAT prep classes, regents prep classes and interstate college tours year-round. 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 graduate high school and to succeed in college. Upward Bound serves a minimum of 70 participants in grades 9-12 at eight target high schools.

Liberty Partnerships Program

The BMCC *Liberty Partnerships Program* (LPP), funded by the New York State Education Department, is a collaboration between BMCC, the New York City Department of Education's Family Centers and several community-based organizations. For the past 15 years, LPP has provided academic, college, career and personal/social support services to over 1,500 students enrolled in the alternative high schools for at-risk high school students. The school sites include: Marta Valle Secondary School, Edward A. Reynolds Westside High School, and Bronx Regional High School.

The program seeks to reduce the high student drop-out rate among students with at-risk needs; enable students to move from the 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 Marta Valle Secondary School and the Edward A. Reynolds Westside High School, as well as additional services taking place on Saturdays on the BMCC campus.

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 Bergrbaum, 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.