

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

FACTBOOK

2008 - 2009

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 2008-2009 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 2009 semester. Most of the information on students is displayed in six major sections: Enrollment; First-Time Freshmen; Transfers to BMCC; Placement, CUNY Proficiency Examination (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 2004 through Spring 2009. Information on student enrollment and success in the various collaborative and special programs is reported for the 2008-2009 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: Everton Barrett, Eugenio Barrios, Sadie Bragg, Ralph Buxton, Gloria Chao, Janice Cable, Lawrence Patrick Dail, Ardie DeWalt, Sidney Eng, Michael Gillespie, Sunil B Gupta, Orville Hill, Evelyn Humphreys, Ahmet Inal, Steve Lampedusa, Eileen Leonardi, Thomas Lew, Freda McClean, Antonette J McKain, John Montanez, Bernard B O'loughlin, Deborah Parker, Sandra B Rumayor, Barry M Rosen, James Tynes, Peter William, 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 Information Systems and Network Technology, Computer Science, Child Care/Early Childhood Education, Childhood Education/Bilingual Childhood Education, Criminal Justice, Engineering Science, Human Services, Liberal Arts, Mathematics, Multimedia Programming and Design, Nursing, Office Automation and Operations, Science, Science for Forensics, 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, *BMCC FACTBOOK: 2008-2009*

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. 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 91 classrooms (including smart classrooms), four seminar rooms, 29 computer laboratories, 29 specialized laboratories, and three lecture halls. The A. Philip Randolph Memorial Library has a collection of 120,000 books and reference titles, 190,000 electronic books, 250 magazines and newspapers and access to 52,500 full-text

electronic subscriptions via the Internet. We offer 24/7 chat and email reference service and roving librarian in the library and at non-library space. The library has a loaner program of scientific calculators, digital bilingual dictionaries and laptops. There is a screening room equipped with advanced assistive technology and a smart classroom. The entire library 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, a large gymnasium and a Child Care Center.

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.

New York City Mayor Michael Bloomberg and State Assembly Speaker Sheldon Silver personally delivered good news to the BMCC community on Thursday, November 13, 2008, announcing that the financing is now in place to rebuild Fiterman Hall. The new structure is designated to reopen in the spring of 2012.

BMCC has expanded its programs to reach students in other parts of New York City, such as the off-site program. The goal of BMCC's off-site program is to bring the college to the community and serve the needs of students who want access to higher education. The off-site program provides students with more options and greater convenience by offering classes at a variety of locations throughout the city during day, evening and weekend hours. The courses vary by semester but the majority are general education courses that are required for all BMCC students regardless of their major. Academic support services, including tutoring, advisement, and access to computer labs are provided at all off-site locations. Currently, classes are offered at four locations: Washington Heights/Inwood and the Adam Clayton Powell Jr. State Office Building/125th Street during the week and at Brooklyn and Lehman Colleges on the weekends.

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 Program

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 Information Systems
Computer Network Technology
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
Criminal Justice
Liberal Arts
Writing and Literature

Associate in Science degree (A.S.)

Child Care/Early Childhood Education
Computer Science
Engineering Science
Science for Forensics
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 Network Technology, 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.

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 their 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 techniques. Workshop topics include note-taking techniques, test-taking techniques, procrastination and common study problems. 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 Center

The staff of the Counseling Center provides services that help students achieve their personal, academic and career goals. The Center is staffed by licensed professionals with degrees in Counseling, Psychology, and Social Work. These professionals work in strictest confidence to address academic and personal concerns, while the Center's academic advisors help monitor student's academic progress, and provide support. Counselors are available for individual and group sessions, both by appointment and on a walk-in basis. Visit the website at www.bmcc.cuny.edu/counseling/ for updated notices, events, helpful information and success strategies.

College Discovery Program

The College Discovery Program provides intensive counseling, tutoring, financial aid assistance and other support services for academically and economically disadvantaged students who are accepted into the program. The administration, counselors, academic and administrative support staff of the College Discovery Program provides 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 Learning Assistants in the Writing Center work with registered BMCC students to help them become better, more confident writers. The Writing Center offers one-on-one guidance in all aspects of the writing process: understanding assignments, generating ideas, organizing information, integrating sources, and recognizing errors in grammar and syntax. The Writing Center provides support to BMCC students for all kinds of writing--academic or personal essays, creative writing, even applications for internships or college transfers. Finally, the Writing Center aids in CPE prep for students who are multiple repeaters, as well as those students who just need to brush up on their essay-writing skills. Tutoring is available in person through an appointment or drop-in basis; students can also submit essays through E-Tutoring.

GOVERNING BOARD MEMBERS
The City University of New York
Board of Trustees

Honorable Benno C. Schmidt, Jr. Chairperson

Honorable Philip Alfonso Berry Vice Chairperson

Honorable Valerie Lancaster Beal

Honorable Wellington Z. Chen

Honorable Rita DiMartino

Honorable Freida Foster-Tolbert

Honorable Joseph J. Lhota

Honorable Hugo M. Morales

Honorable Peter S. Pantaleo

Honorable Kathleen M. Pesile

Honorable Carol A. Robles-Román

Honorable Marc V. Shaw

Honorable Charle A. Shorter

Honorable Sam A. Sutton

Honorable Jeffrey S. Wiesenfeld

Honorable Cory Provost

Member ex-officio

Chairperson University Student Senate

Honorable Manfred Philipp

Member ex-officio

Chairperson University Faculty Senate

Fall 2009 Administration

Office of the President

| | |
|------------------|---|
| Antonio Pérez | President |
| Jane Lee Delgado | Dean for Institutional Effectiveness and Strategic Planning |
| 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 | Provost/Senior Vice President of Academic Affairs |
| Erwin Wong | Dean for Academic Programs & Instruction and Curriculum |
| Michael Gillespie | Associate Dean of Academic Affairs |
| Ena Jordan | Executive Assistant to the Senior Vice President of Academic Affairs |
| Freda McClean | Director of Academic Advisement and Transfer Center |
| Sondra Salley | Director of COPE Program |
| Sandra Rumayor | Director of Evening/Weekend Program |
| Vacant | Director of Institutional Research and Assessment |
| Thomas Lew | Director of Instructional Technology |
| Constance Tsai | Director of Instructional Testing |
| James Tynes | Director of Learning Resource Center |
| Rodney Alexander | Executive Director of Manhattan EOC |
| John Gallagher | Director of Media Center |
| Gregory Wist | Senior Registrar |
| Linda Herring | Director of Tribeca Performing Arts Center |
| Janice Cable | Director of Writing Center |
| Mary Weeks | Executive Secretary to the Senior Vice President |
| Peter Williams | Coordinator of College Now |

Office of the Vice President of Student Affairs

| | |
|---------------------|---|
| Marva Craig | Vice President of Student Affairs |
| Michael A. Hutmaker | Dean of Student Affairs |
| Stephen Kelly | Director of Athletics |
| Ardie D. DeWalt | Director of Advisement & Counseling Services |
| Vacant | Executive Director of BMCC Association, Inc. |
| Cecilia Scott-Croff | Executive Director of Early Childhood Center |
| 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 | Assistant Vice President for Finance |
| 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 |
| Patrick Dail | Senior Administrator for Continuing Education and Workforce Development |
| Linda Roma | Senior Administrator for Continuing Education and Workforce Development |
| Denise Deagan | Director of Adult Literacy |
| Naomi Machado | Director of CUNY Language Immersion Program |

Fall 2009 Department Chairpersons

| | |
|------------------------------|---------------------------------------|
| Josh Wolfson | Accounting |
| Everett Flannery | Allied Health Sciences |
| Chaim Ginsberg | Business Management |
| 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 |
| Annie Han | Mathematics |
| Cynthia Karasek | Media Arts and Technology |
| Carol Wasserman | Modern Languages |
| Rochelle Weinstein | Music and Art |
| Jacqueline Myrie-Nichols | Nursing |
| Joel Hernandez | Science |
| Emily Anderson | Social Science |
| Susana Powell | Speech Communication and Theater Arts |
| Marva Craig | Student Life |
| Rachel Theilheimer | Teacher Education |

Fall 2009 Faculty by Department

| Department | Full-Time Faculty | | | | Part-Time Faculty | |
|---|-------------------|-------------------------------------|------------|------------|-------------------|--------------|
| | Teaching | College Laboratory Technician | Tenured | Doctorates | Teaching | Non-teaching |
| Accounting | 15 | 0 | 12 | 0 | 18 | 0 |
| Allied Health Sciences | 5 | 1 | 5 | 0 | 17 | 20 |
| Business Management | 19 | 4 | 14 | 9 | 30 | 0 |
| Computer Information Systems | 17 | 3 | 15 | 3 | 19 | 3 |
| Cooperative Education | 6 | 0 | 5 | 2 | 3 | 0 |
| Developmental Skills | 35 | 2 | 16 | 21 | 69 | 7 |
| English | 53 | 0 | 24 | 30 | 130 | 0 |
| EOC | 13 | 1 | 11 | 1 | 34 | 4 |
| Health Education | 9 | 0 | 4 | 4 | 16 | 0 |
| Library | 14 | 0 | 7 | 2 | 0 | 10 |
| Mathematics | 48 | 1 | 20 | 16 | 159 | 2 |
| Media Arts and Technology | 6 | 0 | 6 | 0 | 11 | 14 |
| Modern Languages | 22 | 3 | 12 | 14 | 48 | 2 |
| Music and Art | 14 | 1 | 13 | 6 | 47 | 2 |
| Nursing | 21 | 2 | 15 | 0 | 43 | 20 |
| Science | 46 | 4 | 30 | 44 | 80 | 2 |
| Social Science/Ethnic Studies/Human Services | 47 | 0 | 23 | 35 | 113 | 0 |
| Speech | 22 | 0 | 12 | 8 | 43 | 0 |
| Student Life | 14 | 0 | 11 | 5 | 0 | 0 |
| Teacher Education | 9 | 0 | 2 | 4 | 10 | 0 |
| TOTAL | 435 | 22 | 257 | 204 | 890 | 86 |

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

GRANTS AND CONTRACTS INCOME 2008 – 2009

| 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 Department. of Education | \$444,123 |
| Sadie Bragg and Rodney Alexander | State University of New York Education Opportunity Centers (SUNY EOC) Perkins III - Post Secondary | NYS Education Department | \$59,460 |
| Sadie Bragg and Rodney Alexander | General Educational Development (GED) Program | CUNY Central Office | \$46,066 |
| Sandra Rumayor and Sadie Bragg | Perkins III - Post Secondary | NYS Education Department | \$1,511,045 |
| Erwin Wong and Lalitha Jayant | Title V Science for Forensics | US Department of Education | \$1,096,494 |
| Erwin Wong and Mahmoud Ardebili | Title V Engineering Science Pipeline for Success | US Department of Education | \$829,595 |
| Sondra Salley and Michael Gillespie | COPE (College Opportunity to Prepare for Employment) | NYC Human Resources Administration | \$271,632 |
| Michael Gillespie and Barbara Ashton | Science Technology Entry Program (STEP) | NYS Education Department | \$138,280 |
| Sandra Rumayor and Nannette Van Loon | Collegiate Science and Technology Entry Program (CSTEP) | NYS Education Department | \$57,901 |
| Michael Gillespie | College NOW | CUNY Central Office | \$271,071 |
| Michael Gillespie and Steve Lampedusa | Liberty Partnership | NYS Education Department | \$198,882 |
| Michael Gillespie and Antonette McKain | UPWARD BOUND Program | US Department of Education | \$286,077 |
| Erwin Wong and Linda Roma | Accent on Student Success | US Department of Education | \$12,000 |
| Michael Gillespie and June Gaston | Teachers Education Program | CUNY Central Office | \$11,297 |
| Total number of awards made to the Office of Academic Affairs: 11 | | Total Amount Awarded : | \$3,415,978 |

Academic Departments and Library

| | | | |
|--|--|------------------------------|-----------------|
| Sidney Eng | Coordinated Collection Development Aid | NYS Education Department | \$18,409 |
| Total number of Library Awards: 1 | | Total Amount Awarded: | \$18,409 |

| Principal Investigator | Project Title | Sponsor/Source | Award |
|--|--|---|------------------|
| Mahmoud Ardebili | Bridges to Engineering Degree (City College of New York) | National Science Foundation - Science, Technology Engineering and Mathematics Talent Expansion Program (NSF – STEP) | \$37,732 |
| Melissa Nashat | Cannabinoid Receptor Expression in HIV Encephalitis and the Effect of Exogenous Cannabinoid on Central Nervous System HIV expression | Mount Sinai | \$25,000 |
| Melissa Nashat and Susie Boydston-White | Distinguishing Activation States of Immune Cells Using Fourier transform infrared spectroscopy (FTIR) Micro-Spectra | CUNY Community College Research Award | \$30,000 |
| Joel Hernandez | Scholarships in Science, Technology, Engineering and Math (S-STEMS) Grant | National Science Foundation | \$125,000 |
| Total number of Science Awards: 4 | | Total Amount Awarded: | \$260,340 |

Professional Staff Congress (PSC) CUNY

| | | | |
|-------------------|--|-----------------|---------|
| Apfaltrer, Felix | Finite Elements Methods Applied to Computational Neuroscience | PSC CUNY AWARDS | \$6,000 |
| Bisz, Joseph | The Art of Dove-making: Interpretation and Possession in James, Hawthorne, Chopin, and Twain | PSC CUNY AWARDS | \$3,450 |
| Delano, Page | Border Crossing: women's flights across the Spanish border, 1939-1945 | PSC CUNY AWARDS | \$6,000 |
| Engle, Sherry | Staging the New Woman: Short Plays by Women Dramatists, 1875-1925 | PSC CUNY AWARDS | \$1,790 |
| Fish, Cheryl | Social and Environmental Justice in Harlem: June Jordan and Buckminster Fuller's "Architextural" Collaboration | PSC CUNY AWARDS | \$3,750 |
| Hayduk, Ron | Immigrants and Race: Possibilities and Pitfalls for Multiracial Alliances | PSC CUNY AWARDS | \$600 |
| Hill, Rebecca | Prison Guards Union History | PSC CUNY AWARDS | \$3,525 |
| Holland, Rochelle | To Assess and Counsel Borough of Manhattan Community College Students Who Have Writing Anxiety | PSC CUNY AWARDS | \$6,000 |
| Lee, Jaewoo | Construction of Thick Bases with a Prescribed Representation Function | PSC CUNY AWARDS | \$3,450 |
| Messitt, Holly | "There is One who knoweth every secret". Sarah Wakefield's Participation in the Great Dakota Conflict | PSC CUNY AWARDS | \$6,000 |
| Moorman, Joyce | Recording of Excerpts from Dream Variations | PSC CUNY AWARDS | \$1,790 |

| Principal Investigator | Project Title | Sponsor/Source | Award |
|------------------------|---|-----------------|---------|
| Nashat, Melissa | The Expression of the Peripheral Benzodiazepine Receptor in the Central Nervous System | PSC CUNY AWARDS | \$3,750 |
| Nogina, Elena | Justification Logic and its topological interpretation | PSC CUNY AWARDS | \$600 |
| Primamore, Elizabeth | Virginia Woolf, Walter Pater and 'Michael Field': Modernism and the Androgynous Imagination | PSC CUNY AWARDS | \$3,525 |
| Rives, Rochelle | Rules of Engagement: Modernism Impersonal Interior | PSC CUNY AWARDS | \$6,000 |
| Sedarat, Roger | Martyred in Iran: A Memoir | PSC CUNY AWARDS | \$3,450 |
| Wei, Ching-Song | Healthcare Information Exchange and Interoperability Using Semantic Web Services | PSC CUNY AWARDS | \$6,000 |
| Yau, Eugenia Oi Tan | Strike the Bamboo--Make a Joyful Noise. Research and Study of Traditional Himig Kawayan Ensembles | PSC CUNY AWARDS | \$1,790 |

Out-of-cycle Professional Staff Congress (PSC) CUNY Awards

| | | | |
|---------------------------------|---|------------------------------|-----------------|
| Boydston-White, Susie | Cell-Cycle-Dependent Patterns in the Fourier transform infrared spectroscopy (FTIR) Micro-Spectra of Non-Cancerous Single Proliferating Cells | Out-of-Cycle PSC CUNY Awards | \$6,000 |
| Geddis, Matthew | Role of Rage Signaling in Diabetic Neuronal Regeneration | Out-of-Cycle PSC CUNY Awards | \$3,450 |
| Hachey, Alyse | Intersubjectivity in the preschool classroom: The Role of Teachers | Out-of-Cycle PSC CUNY Awards | \$6,000 |
| Kramer, Jacob | The New Freedom and the Radicals: Woodrow Wilson, Progressive Views of Radicalism, and the Origins of Repressive Tolerance, 1900 - 1924 | Out-of-Cycle PSC CUNY Awards | \$1,790 |
| Kurtz, Geoffrey | The Political Thought of Jean Jaures | Out-of-Cycle PSC CUNY Awards | \$3,750 |
| Pavel, Manita | Examination of growth effects of retinoids on normal and cancerous prostate cells in culture | Out-of-Cycle PSC CUNY Awards | \$600 |
| Zyman, Marcos | Finitely generated solvable groups | Out-of-Cycle PSC CUNY Awards | \$3,525 |
| Total PSC CUNY Awards 25 | | Total Amount Awarded: | \$92,585 |

| Principal Investigator | Project Title | Sponsor/Source | Award |
|--|---|--|--------------------|
| President's Office | | | |
| Marva Craig | Study: Effect of Monetary Incentive on Academic Success and Retention | Manpower Demonstration Research Corporation (MDRC) | \$787,546 |
| Karen Wenderoff | Scholarships | Barnes and Noble | \$151,000 |
| Lisa Rose | Odyssey Project | New York Community Trust | \$105,000 |
| Karen Wenderoff | Scholarships | Pearson Education Group | \$3,000 |
| Allana Hankey-Thomas | Out In Two Program | Citi Foundation | \$50,000 |
| Karen Wenderoff | Nursing Allied Health Scholarships | Lanza Family Grant | \$20,000 |
| Karen Wenderoff | Nursing Scholarships | Lincoln Fund | \$25,000 |
| Karen Wenderoff | Scholarships | Eugene Lang Foundation | \$10,000 |
| Karen Wenderoff | Scholarships | Various | \$8,500 |
| Karen Wenderoff | Scholarship Gala | James T Lee Foundation | \$20,000 |
| Karen Wenderoff | BMCC Scholarship Gala | Various | \$302,017 |
| Karen Wenderoff | General Operating Support | Individual Donations | \$58,615 |
| Pat Splendore | Alumni Giving | Various | \$10,590 |
| Scott Anderson and Angela Sales | Security System Upgrades | NYC Council | \$252,000 |
| Scott Anderson and Angela Sales | Security System Upgrades | Manhattan Borough President's Office | \$503,000 |
| Scott Anderson and Angela Sales | Facilities Renovation | NYC Council | \$477,000 |
| Scott Anderson and Angela Sales | Green Roof Installation | NYC Council | \$3,000,000 |
| Scott Anderson and Angela Sales | Leased Space | Mayor's Executive Budget | \$400,000 |
| Total Number of President's Office Awards: 18 | | Total Amount Awarded: | \$6,183,268 |

| Principal Investigator | Project Title | Sponsor/Source | Awards |
|--|---|------------------------------|--------------------|
| Office of Adult Programs and Continuing Education | | | |
| Denise Deagan | Workforce Investment Act - Civics Education | NYS Education Department | \$373,724 |
| Denise Deagan | Adult Literacy (General Educational Development) | NYC Office of Major | \$137,754 |
| Denise Deagan | Adult Literacy and Basic Adult Education | NYS Education Department | \$170,739 |
| Denise Deagan | Educational Resources | NYS Education Department | \$70,000 |
| Denise Deagan | Workforce Investment Act | NYS Education Department | \$149,622 |
| Denise Deagan | English Language Learner Transition Program | NYS Department of Labor | \$99,792 |
| Denise Deagan | Limited English Proficient (LEP) and Contextualized Learning in the Workplace | NYS Education Department | \$69,708 |
| Denise Deagan | Limited English Proficient (LEP) Training | NYS Education Department | \$27,589 |
| Denise Deagan | Limited English Proficient (LEP) Curriculum Development | NYS Education Department | \$37,672 |
| Sunil Gupta | Language Immersion Program | CUNY Central Office | \$529,272 |
| Denise Deagan | Black Male Initiative | CUNY Central Office | \$13,650 |
| Denise Deagan | ONE STOP Program | NYS Education Department | \$162,815 |
| Denise Deagan | At Home In College | CUNY Central Office | \$14,152 |
| Sunil Gupta | National Incident Management System (NIMS) Emergency Planning Grant | U.S. Department of Labor | \$373,724 |
| Total Number of Continuing Education Awards: 14 | | Total Amount Awarded: | \$2,230,213 |

Tribeca Performing Arts Center

| | | | |
|---|--------------------------------|------------------------------------|------------------|
| Linda Herring | Lost Jazz Shrines | Mary Flagler Charitable Trust | \$50,000 |
| Linda Herring | School Time Educational Series | Con Edison | \$1,500 |
| Linda Herring | General Operating | Carnegie Corporation | \$50,000 |
| Linda Herring | Ticket Subsidy Program | NYC Department of Cultural Affairs | \$60,790 |
| Linda Herring | General Operating Support | Capital One | \$1,000 |
| Total Number of Tribeca Performing Arts Center Awards: 5 | | Total Amount Awarded: | \$163,290 |

| Principal Investigator | Project Title | Sponsor/Source | Awards |
|---|--|---|------------------|
| Student Life | | | |
| Cecila Scott-Croft Claudette Jordan | Child Care Access Means Parents in School Program | U.S. Dept. of Education | \$298,326 |
| Cecila Scott | ACD Child Care | NYC Agency for Child Development | \$20,000 |
| Cecila Scott | Universal Pre-Kindergarten Program | NYC Board of Education | \$68,000 |
| Cecila Scott | General Operating Support | New York City Council | \$30,000 |
| Cecila Scott | Child Care Development Block Grant | NYS Office of Family & Children Services | \$139,000 |
| Cecila Scott | Child and Adult Care Food Program | US Dept. of Agriculture | \$25,000 |
| Total Number of Student Life Awards: 6 | | Total Amount Awarded: | \$580,326 |

Total Amount Awarded: \$12,944,409

ENROLLMENT

HEADCOUNT AND FULL-TIME EQUIVALENT Fall 2004 to Spring 2009

| Semester | | Headcount | Percentage change in Headcount | Full-time Equivalent | Percentage change in Full-time Equivalent |
|----------|------|-----------|--------------------------------------|-------------------------|--|
| 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 |
| Fall | 2007 | 19,259 | 4.1 | 13,808 | 7.1 |
| Spring | 2008 | 19,611 | 1.8 | 13,883 | 0.5 |
| Fall | 2008 | 21,858 | 11.5 | 16,088 | 15.9 |
| Spring | 2009 | 22,199 | 1.6 | 16,031 | -0.4 |

Headcount enrollment consists of degree and non-degree students.

Percentage change is from the prior semester.

Full-time equivalent 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 2004-2005 to 2008-2009

| Academic Year | Headcount | Percentage change in Headcount | Full-time Equivalent | Percentage change in Full-time Equivalent |
|---------------|-----------|--------------------------------------|-------------------------|--|
| 2004 - 2005 | 25,737 | 1.1 | 14,089 | -2.0 |
| 2005 - 2006 | 25,380 | -1.4 | 13,799 | -2.1 |
| 2006 - 2007 | 25,394 | 0.1 | 13,779 | -0.1 |
| 2007 - 2008 | 26,510 | 4.4 | 14,646 | 6.3 |
| 2008 - 2009 | 29,771 | 12.3 | 16,988 | 16.0 |

Annual unduplicated headcount includes summer, fall and spring terms.

Percentage change is from the prior year.

Full-time equivalent 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).

SUMMER ENROLLMENT 2005 to 2009

| Academic Year | Headcount | Full-time Equivalent |
|---------------|-----------|----------------------|
| 2005 | 4,811 | 787 |
| 2006 | 4,798 | 778 |
| 2007 | 4,677 | 756 |
| 2008 | 5,235 | 861 |
| 2009 | 5,521 | 921 |

Full-time equivalent 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).

DEGREE, NON-DEGREE, AND CONTINUING EDUCATION ENROLLMENT Fall 2004 to Spring 2009

| Semester | | Degree Students | Non-Degree Students | Continuing Education | Total |
|----------|------|-----------------|---------------------|----------------------|--------|
| 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 |
| Fall | 2007 | 18,462 | 797 | 4,930 | 24,189 |
| Spring | 2008 | 18,853 | 758 | 5,130 | 24,741 |
| Fall | 2008 | 21,118 | 740 | 4,278 | 26,136 |
| Spring | 2009 | 21,537 | 662 | 3,509 | 25,708 |

ONE SEMESTER PERSISTENCE RATE Fall 2003 to Spring 2008

| Semester | Degree Students | Non-Degree Students | Total |
|-------------|-----------------|---------------------|-------|
| 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 |
| Fall 2007 | 74.0 | 32.7 | 72.1 |
| Spring 2008 | 65.9 | 22.2 | 64.1 |
| Fall 2008 | 74.9 | 30.9 | 73.3 |
| Spring 2009 | 67.5 | 22.1 | 66.1 |

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

ENROLLMENT BY DEGREE PROGRAM Fall 2004 to Spring 2009

| Program | Fall 2004 | Spring 2005 | Fall 2005 | Spring 2006 | Fall 2006 |
|--|--------------|----------------|--------------|----------------|--------------|
| Accounting | 1,068 | 1,038 | 1,039 | 1,050 | 1,104 |
| Business Administration | 2,103 | 2,142 | 2,197 | 2,228 | 2,261 |
| Business Management | 1,172 | 1,160 | 1,141 | 1,167 | 1,189 |
| Computer Network Technology | 378 | 372 | 305 | 301 | 277 |
| Computer Information Systems | 341 | 287 | 257 | 237 | 234 |
| Computer Science | 374 | 300 | 282 | 239 | 230 |
| Child Care / Early Childhood Education | 976 | 941 | 916 | 852 | 845 |
| Bilingual Education | NA | 12 | 24 | 30 | 37 |
| Childhood Education | 14 | 57 | 119 | 150 | 254 |
| Engineering Science | 262 | 222 | 268 | 251 | 245 |
| Health Information Technology | 91 | 100 | 124 | 134 | 135 |
| Human Services | 778 | 771 | 743 | 770 | 756 |
| Liberal Arts | 5,157 | 5,311 | 5,236 | 5,221 | 5,800 |
| Mathematics | 71 | 79 | 65 | 73 | 81 |
| Multimedia Programming and Design | 472 | 470 | 410 | 389 | 380 |
| Nursing | 2,878 | 2,748 | 2,747 | 2,312 | 1,698 |
| Office Automation | 36 | 44 | 38 | 43 | 33 |
| Office Operations | 139 | 138 | 115 | 115 | 108 |
| Paramedic | 152 | 147 | 147 | 175 | 197 |
| Respiratory Therapy | 395 | 427 | 369 | 327 | 302 |
| Science | 463 | 477 | 518 | 553 | 601 |
| Small Business / Entrepreneurship | 175 | 168 | 189 | 184 | 183 |
| Theatre | 164 | 155 | 185 | 176 | 186 |
| Video Arts and Technology | 244 | 247 | 266 | 258 | 269 |
| Writing and Literature | 233 | 279 | 298 | 285 | 297 |

ENROLLMENT BY DEGREE PROGRAM (continued) Fall 2004 to Spring 2009

| Program | Spring 2007 | Fall 2007 | Spring 2008 | Fall 2008 | Spring 2009 |
|--|----------------|--------------|----------------|--------------|----------------|
| Accounting | 1,106 | 1,267 | 1,193 | 1,245 | 1,243 |
| Business Administration | 2,398 | 2,515 | 2,719 | 2,988 | 3,018 |
| Business Management | 1,186 | 1,217 | 1,229 | 1,365 | 1,280 |
| Computer Network Technology | 269 | 264 | 271 | 311 | 325 |
| Computer Information Systems | 216 | 245 | 253 | 292 | 276 |
| Computer Science | 228 | 241 | 258 | 297 | 283 |
| Child Care / Early Childhood Education | 811 | 835 | 894 | 950 | 996 |
| Bilingual Education | 40 | 56 | 56 | 63 | 64 |
| Childhood Education | 279 | 276 | 322 | 367 | 397 |
| Engineering Science | 248 | 257 | 275 | 323 | 323 |
| Health Information Technology | 128 | 138 | 132 | 132 | 142 |
| Human Services | 743 | 754 | 773 | 829 | 859 |
| Liberal Arts | 5,973 | 6,399 | 6,595 | 7,500 | 7,716 |
| Mathematics | 70 | 85 | 94 | 125 | 141 |
| Multimedia Programming and Design | 403 | 436 | 449 | 509 | 476 |
| Nursing | 1,377 | 1,207 | 1,071 | 1,444 | 1,469 |
| Office Automation | 34 | 28 | 29 | 29 | 26 |
| Office Operations | 107 | 98 | 98 | 94 | 89 |
| Paramedic | 186 | 158 | 161 | 170 | 198 |
| Respiratory Therapy | 312 | 333 | 322 | 328 | 321 |
| Science | 655 | 670 | 659 | 712 | 745 |
| Small Business / Entrepreneurship | 176 | 159 | 157 | 174 | 172 |
| Theatre | 192 | 219 | 206 | 235 | 249 |
| Video Arts and Technology | 260 | 290 | 296 | 286 | 321 |
| Writing and Literature | 317 | 324 | 341 | 351 | 408 |

ENROLLMENT BY DEGREE TYPE Fall 2004 to Spring 2009

| Semester | | Associate in Arts Degree (A.A.) | Associate in Science Degree (A.S.) | Associate in Applied Science Degree (A.A.S.) |
|----------|---------|---------------------------------|------------------------------------|--|
| 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 |
| Fall | 2007 | 9,565 | 3,059 | 5,838 |
| | Percent | 51.8 | 16.6 | 31.6 |
| Spring | 2008 | 10,033 | 3,159 | 5,660 |
| | Percent | 53.2 | 16.8 | 30.0 |
| Fall | 2008 | 11,268 | 3,471 | 6,379 |
| | Percent | 53.4 | 16.4 | 30.2 |
| Spring | 2009 | 11,603 | 3,596 | 6,337 |
| | Percent | 53.9 | 16.7 | 29.4 |

FULL-TIME AND PART-TIME ATTENDANCE Fall 2004 to Spring 2009

| Semester | Full-Time | Part-Time |
|-------------|-----------|-----------|
| 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 | 7,909 |
| Percent | 57.3 | 42.7 |
| Fall 2007 | 11,679 | 7,580 |
| Percent | 60.6 | 39.4 |
| Spring 2008 | 11,470 | 8,141 |
| Percent | 58.5 | 41.5 |
| Fall 2008 | 13,690 | 8,168 |
| Percent | 62.6 | 37.4 |
| Spring 2009 | 13,335 | 8,864 |
| Percent | 60.1 | 39.9 |

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

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

ENROLLMENT BY CLASS STANDING Fall 2004 to Spring 2009

| Semester | Freshmen | Second Year | Total |
|-------------|----------|-------------|--------|
| 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 |
| Fall 2007 | 13,449 | 5,810 | 19,259 |
| Percent | 69.8 | 30.2 | 100.0 |
| Spring 2008 | 13,215 | 6,396 | 19,611 |
| Percent | 67.4 | 32.6 | 100.0 |
| Fall 2008 | 15,561 | 6,297 | 21,858 |
| Percent | 71.2 | 28.8 | 100.0 |
| Spring 2009 | 15,288 | 6,911 | 22,199 |
| Percent | 68.9 | 31.1 | 100.0 |

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

COLLEGE DISCOVERY ENROLLMENT Fall 2004 to Spring 2009

| Semester | | Full - Time | Part - Time | Total |
|----------|------|-------------|-------------|-------|
| 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 |
| Fall | 2007 | 410 | 41 | 451 |
| Spring | 2008 | 369 | 13 | 382 |
| Fall | 2008 | 497 | 36 | 533 |
| Spring | 2009 | 432 | 43 | 475 |

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 2004 to Spring 2009

| Semester | | Median | 18 & younger | 19-20 | 21-22 | 23-25 | 26-29 | 30 & older |
|----------|------|--------|--------------|-------|-------|-------|-------|------------|
| 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 |
| Fall | 2007 | 22 | 1,777 | 4,377 | 3,649 | 3,312 | 2,476 | 3,657 |
| Percent | | | 9.2 | 22.7 | 19.0 | 17.2 | 12.9 | 19.0 |
| Spring | 2008 | 23 | 1,205 | 4,649 | 3,915 | 3,547 | 2,553 | 3,733 |
| Percent | | | 6.1 | 23.7 | 20.0 | 18.1 | 13.0 | 19.0 |
| Fall | 2008 | 22 | 2,059 | 5,510 | 4,105 | 3,592 | 2,671 | 3,910 |
| Percent | | | 9.4 | 25.2 | 18.8 | 16.4 | 12.2 | 17.9 |
| Spring | 2009 | 22 | 1,389 | 5,955 | 4,363 | 3,807 | 2,699 | 3,976 |
| Percent | | | 6.3 | 26.8 | 19.7 | 17.2 | 12.2 | 17.9 |

ENROLLMENT BY GENDER BY FULL-TIME STATUS Fall 2004 to Spring 2009

| Semester | | Men | | | Women | | |
|----------|---------|------------|------------|-------|------------|------------|--------|
| | | Full -Time | Part -Time | Total | Full -Time | Part -Time | Total |
| 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 |
| Fall | 2007 | 4,937 | 2,739 | 7,676 | 6,742 | 4,841 | 11,583 |
| | Percent | 64.3 | 35.7 | 39.9 | 58.2 | 41.8 | 60.1 |
| Spring | 2008 | 4,958 | 3,035 | 7,993 | 6,512 | 5,106 | 11,618 |
| | Percent | 62.0 | 38.0 | 40.8 | 56.1 | 43.9 | 59.2 |
| Fall | 2008 | 5,792 | 3,001 | 8,793 | 7,898 | 5,167 | 13,065 |
| | Percent | 65.9 | 34.1 | 40.2 | 60.5 | 39.5 | 59.8 |
| Spring | 2009 | 5,634 | 3,423 | 9,057 | 7,701 | 5,441 | 13,142 |
| | Percent | 62.2 | 37.8 | 40.8 | 58.6 | 41.4 | 59.2 |

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.

ENROLLMENT BY RACE / ETHNICITY

Fall 2004 to Spring 2009

| Semester | Black | White | Hispanic | Asian or Pacific Islander | American Indian or Native Alaskan | Nonresident Alien |
|-------------|-------|-------|----------|---------------------------|-----------------------------------|-------------------|
| 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 |
| Fall 2007 | 7,123 | 3,110 | 6,247 | 2,756 | 23 | 1,889 |
| Percent | 37.0 | 16.1 | 32.4 | 14.3 | 0.1 | 9.8 |
| Spring 2008 | 7,205 | 3,172 | 6,399 | 2,812 | 23 | 1,819 |
| Percent | 36.7 | 16.2 | 32.6 | 14.3 | 0.1 | 9.3 |
| Fall 2008 | 7,789 | 3,425 | 7,483 | 3,126 | 35 | 1,819 |
| Percent | 35.6 | 15.7 | 34.2 | 14.3 | 0.2 | 8.3 |
| Spring 2009 | 7,755 | 3,543 | 7,755 | 3,110 | 36 | 1,796 |
| Percent | 34.9 | 16.0 | 34.9 | 14.0 | 0.2 | 8.1 |

The racial / ethnic categories used here are the same as those computed by CUNY Office of Institutional Research and Assessment (OIRA) and reported to Integrated Postsecondary Education Data System (IPEDs); CUNY Office of Institutional Research and Assessment (OIRA) imputes race/ethnicity values when data are missing. Nonresident alien percentages are computed separately from race/ethnicity.

ENROLLMENT BY RESIDENCY Fall 2004 to Spring 2009

| Semester | New York City | New York State | Other States | Foreign |
|-------------|------------------|-------------------|--------------|---------|
| 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 |
| Fall 2007 | 15,980 | 1,347 | 43 | 1,889 |
| Percent | 83.0 | 7.0 | 0.2 | 9.8 |
| Spring 2008 | 16,430 | 1,336 | 25 | 1,819 |
| Percent | 83.8 | 6.8 | 0.1 | 9.3 |
| Fall 2008 | 18,504 | 1,506 | 29 | 1,819 |
| Percent | 84.7 | 6.9 | 0.1 | 8.3 |
| Spring 2009 | 19,049 | 375 | 979 | 1,796 |
| Percent | 85.8 | 1.7 | 4.4 | 8.1 |

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

ENROLLMENT BY BOROUGH Fall 2004 to Spring 2009

| Semester | | Bronx | Brooklyn | Manhattan | Queens | Staten Island |
|----------|---------|-------|----------|-----------|--------|---------------|
| 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 |
| Fall | 2007 | 2,762 | 5,961 | 4,160 | 2,670 | 381 |
| | Percent | 17.3 | 37.3 | 26.0 | 16.7 | 2.4 |
| Spring | 2008 | 2,833 | 6,163 | 4,279 | 2,741 | 365 |
| | Percent | 17.2 | 37.5 | 26.0 | 16.7 | 2.2 |
| Fall | 2008 | 3,458 | 6,690 | 4,713 | 3,166 | 428 |
| | Percent | 18.7 | 36.3 | 25.5 | 17.2 | 2.3 |
| Spring | 2009 | 3,514 | 6,897 | 4,907 | 3,209 | 424 |
| | Percent | 18.5 | 36.3 | 25.8 | 16.9 | 2.2 |

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

NEW STUDENTS / FIRST-TIME FRESHMEN

NEW STUDENTS Fall 2004 to Spring 2009

| Semester | | First-Time Freshmen | Advanced Standing Transfers | Re-admitted | Total |
|----------|---------|---------------------|-----------------------------|-------------|-------|
| 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 |
| Fall | 2007 | 3,904 | 1,688 | 1,162 | 6,754 |
| | Percent | 57.8 | 25.0 | 17.2 | 100.0 |
| Spring | 2008 | 1,922 | 1,472 | 1,682 | 5,076 |
| | Percent | 37.9 | 29.0 | 33.1 | 100.0 |
| Fall | 2008 | 4,949 | 1,956 | 1,308 | 8,213 |
| | Percent | 60.3 | 23.8 | 15.9 | 100.0 |
| Spring | 2009 | 2,347 | 1,686 | 1,900 | 5,933 |
| | Percent | 39.6 | 28.4 | 32.0 | 100.0 |

SHOW RATE OF FIRST-TIME FRESHMEN Fall 2004 to Fall 2008

| Semester | Admitted | Enrolled | Show Rate |
|-----------|----------|----------|-----------|
| Fall 2004 | 11,178 | 3,334 | 29.8 |
| Fall 2005 | 10,364 | 3,198 | 30.9 |
| Fall 2006 | 10,163 | 3,337 | 32.8 |
| Fall 2007 | 11,742 | 3,904 | 33.2 |
| Fall 2008 | 17,474 | 5,136 | 29.4 |

Spring show rate is not available.

FIRST-TIME FRESHMEN BY DEGREE PROGRAM Fall 2004 to Spring 2009

| Program | Fall 2004 | Spring 2005 | Fall 2005 | Spring 2006 | Fall 2006 |
|--|--------------|----------------|--------------|----------------|--------------|
| Accounting | 177 | 111 | 161 | 87 | 200 |
| Business Administration | 324 | 186 | 341 | 174 | 384 |
| Business Management | 247 | 143 | 255 | 159 | 278 |
| Computer Network Technology | 39 | 20 | 48 | 27 | 43 |
| Computer Information Systems | 59 | 40 | 60 | 33 | 69 |
| Computer Science | 66 | 26 | 75 | 38 | 61 |
| Child Care / Early Childhood Education | 164 | 82 | 148 | 68 | 144 |
| Bilingual Education | NA | 2 | 2 | NA | 7 |
| Childhood Education | 7 | 6 | 42 | 23 | 84 |
| Engineering Science | 46 | 28 | 55 | 29 | 47 |
| Health Information Technology | 27 | 11 | 24 | 17 | 13 |
| Human Services | 113 | 66 | 97 | 53 | 105 |
| Liberal Arts | 1,146 | 623 | 1,040 | 659 | 1,391 |
| Mathematics | 8 | 3 | 7 | 8 | 12 |
| Multimedia Programming and Design | 74 | 43 | 65 | 33 | 73 |
| Nursing | 496 | 302 | 407 | 76 | 59 |
| Office Automation | 5 | 6 | 9 | 1 | 3 |
| Office Operations | 10 | 11 | 17 | 9 | 14 |
| Paramedic | 35 | 19 | 40 | 36 | 45 |
| Respiratory Therapy | 56 | 25 | 18 | 6 | 20 |
| Science | 68 | 43 | 81 | 50 | 84 |
| Small Business / Entrepreneurship | 48 | 20 | 56 | 28 | 48 |
| Theatre | 52 | 24 | 63 | 24 | 59 |
| Video Arts and Technology | 32 | 25 | 52 | 19 | 42 |
| Writing and Literature | 35 | 27 | 35 | 23 | 52 |

FIRST-TIME FRESHMEN BY DEGREE PROGRAM (continued) Fall 2004 to Spring 2009

| Program | Spring 2007 | Fall 2007 | Spring 2008 | Fall 2008 | Spring 2009 |
|--|----------------|--------------|----------------|--------------|----------------|
| Accounting | 96 | 272 | 122 | 293 | 132 |
| Business Administration | 213 | 418 | 239 | 588 | 249 |
| Business Management | 161 | 327 | 175 | 406 | 171 |
| Computer Network Technology | 21 | 44 | 25 | 51 | 39 |
| Computer Information Systems | 25 | 90 | 46 | 102 | 40 |
| Computer Science | 36 | 63 | 44 | 94 | 43 |
| Child Care / Early Childhood Education | 59 | 199 | 83 | 212 | 100 |
| Bilingual Education | 4 | 12 | 8 | 13 | 8 |
| Childhood Education | 37 | 65 | 30 | 80 | 46 |
| Engineering Science | 28 | 55 | 23 | 72 | 46 |
| Health Information Technology | 10 | 32 | 12 | 21 | 18 |
| Human Services | 47 | 114 | 76 | 169 | 84 |
| Liberal Arts | 658 | 1,613 | 750 | 1,918 | 923 |
| Mathematics | 6 | 14 | 5 | 33 | 8 |
| Multimedia Programming and Design | 39 | 103 | 51 | 113 | 56 |
| Nursing | 24 | 65 | 35 | 317 | 137 |
| Office Automation | 5 | 4 | 3 | 5 | 1 |
| Office Operations | 6 | 6 | 8 | 13 | 5 |
| Paramedic | 20 | 35 | 15 | 44 | 26 |
| Respiratory Therapy | 8 | 28 | 13 | 21 | 9 |
| Science | 48 | 114 | 60 | 144 | 61 |
| Small Business / Entrepreneurship | 23 | 36 | 21 | 39 | 24 |
| Theatre | 35 | 77 | 17 | 73 | 42 |
| Video Arts and Technology | 19 | 67 | 31 | 65 | 38 |
| Writing and Literature | 25 | 51 | 30 | 63 | 41 |

FIRST-TIME FRESHMEN BY AGE Fall 2004 to Spring 2009

| Semester | Median | 18 & younger | 19-20 | 21-22 | 23-25 | 26-29 | 30 & older |
|-------------|--------|--------------|-------|-------|-------|-------|------------|
| 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 |
| Fall 2007 | 19 | 1,357 | 1,538 | 430 | 258 | 144 | 172 |
| Percent | | 34.8 | 39.4 | 11.0 | 6.6 | 3.7 | 4.4 |
| Spring 2008 | 20 | 254 | 845 | 315 | 218 | 127 | 163 |
| Percent | | 13.2 | 44.0 | 16.4 | 11.3 | 6.6 | 8.5 |
| Fall 2008 | 19 | 1,772 | 1,976 | 504 | 306 | 186 | 203 |
| Percent | | 35.8 | 39.9 | 10.2 | 6.2 | 3.8 | 4.1 |
| Spring 2009 | 20 | 315 | 1,128 | 390 | 218 | 134 | 161 |
| Percent | | 13.4 | 48.1 | 16.6 | 9.3 | 5.7 | 6.9 |

FIRST-TIME FRESHMEN BY GENDER BY FULL-TIME STATUS Fall 2004 to Spring 2009

| Semester | Men | | | Women | | |
|-------------|-----------|-----------|-------|-----------|-----------|-------|
| | Full-Time | Part-Time | Total | Full-Time | Part-Time | Total |
| 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 |
| Fall 2007 | 1,490 | 282 | 1,772 | 1,831 | 301 | 2,132 |
| Percent | 84.1 | 15.9 | 45.4 | 85.9 | 14.1 | 54.6 |
| Spring 2008 | 738 | 188 | 926 | 788 | 208 | 996 |
| Percent | 79.7 | 20.3 | 48.2 | 79.1 | 20.9 | 51.8 |
| Fall 2008 | 1,829 | 342 | 2,171 | 2,363 | 415 | 2,778 |
| Percent | 84.2 | 15.8 | 43.9 | 85.1 | 14.9 | 56.1 |
| Spring 2009 | 824 | 248 | 1072 | 1,014 | 261 | 1,275 |
| Percent | 76.9 | 23.1 | 45.7 | 79.5 | 20.5 | 54.3 |

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 2004 to Spring 2009

| Semester | Black | White | Hispanic | Asian or Pacific Islander | American Indian or Native Alaskan | Nonresident Alien |
|-------------|-------|-------|----------|---------------------------|-----------------------------------|-------------------|
| 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 |
| Fall 2007 | 1,397 | 491 | 1,568 | 445 | 3 | 280 |
| Percent | 35.8 | 12.6 | 40.2 | 11.4 | 0.1 | 7.2 |
| Spring 2008 | 703 | 266 | 710 | 240 | 3 | 180 |
| Percent | 36.6 | 13.8 | 36.9 | 12.5 | 0.2 | 9.4 |
| Fall 2008 | 1,711 | 591 | 2,048 | 586 | 13 | 286 |
| Percent | 34.6 | 11.9 | 41.4 | 11.8 | 0.3 | 5.8 |
| Spring 2009 | 836 | 285 | 990 | 233 | 3 | 143 |
| Percent | 35.6 | 12.1 | 42.2 | 9.9 | 0.1 | 6.1 |

The racial / ethnic categories used here are the same as those computed by CUNY Office of Institutional Research and Assessment (OIRA) and reported to Integrated Postsecondary Education Data System (IPEDs); CUNY Office of Institutional Research and Assessment (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 2004 to Spring 2009

| Semester | CUNY | NON - CUNY | Total |
|-------------|------|------------|-------|
| 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 |
| Fall 2007 | 674 | 1,014 | 1,688 |
| Percent | 39.9 | 60.1 | 100.0 |
| Spring 2008 | 614 | 858 | 1,472 |
| Percent | 41.7 | 58.3 | 100.0 |
| Fall 2008 | 776 | 1,180 | 1,956 |
| Percent | 39.7 | 60.3 | 100.0 |
| Spring 2009 | 618 | 1,068 | 1,686 |
| Percent | 36.7 | 63.3 | 100.0 |

TRANSFERS BY DEGREE PROGRAM Fall 2004 to Spring 2009

| | Fall 2004 | Spring 2005 | Fall 2005 | Spring 2006 | Fall 2006 |
|--|--------------|----------------|--------------|----------------|--------------|
| Accounting | 90 | 61 | 93 | 80 | 122 |
| Business Administration | 149 | 149 | 184 | 168 | 182 |
| Business Management | 87 | 90 | 94 | 106 | 106 |
| Computer Network Technology | 27 | 21 | 24 | 12 | 17 |
| Computer Information Systems | 23 | 17 | 23 | 16 | 11 |
| Computer Science | 36 | 21 | 34 | 18 | 26 |
| Child Care / Early Childhood Education | 62 | 49 | 59 | 50 | 39 |
| Bilingual Education | NA | 2 | 4 | 2 | 2 |
| Childhood Education | 1 | 9 | 16 | 16 | 37 |
| Engineering Science | 28 | 15 | 31 | 20 | 17 |
| Health Information Technology | 9 | 7 | 21 | 11 | 27 |
| Human Services | 37 | 41 | 40 | 41 | 47 |
| Liberal Arts | 476 | 428 | 485 | 435 | 587 |
| Mathematics | 7 | 4 | 3 | 11 | 2 |
| Multimedia Programming and Design | 31 | 31 | 29 | 29 | 26 |
| Nursing | 485 | 409 | 456 | 116 | 51 |
| Office Automation | 3 | 2 | 0 | 1 | 5 |
| Office Operations | 9 | 4 | 5 | 10 | 9 |
| Paramedic | 11 | 20 | 12 | 10 | 19 |
| Respiratory Therapy | 79 | 52 | 31 | 11 | 25 |
| Science | 69 | 50 | 70 | 73 | 105 |
| Small Business / Entrepreneurship | 16 | 13 | 24 | 15 | 19 |
| Theatre | 15 | 8 | 13 | 11 | 23 |
| Video Arts and Technology | 18 | 10 | 16 | 20 | 14 |
| Writing and Literature | 16 | 29 | 24 | 20 | 24 |

TRANSFERS BY DEGREE PROGRAM (continued)

Fall 2004 to Spring 2009

| Program | Spring 2007 | Fall 2007 | Spring 2008 | Fall 2008 | Spring 2009 |
|--|----------------|--------------|----------------|--------------|----------------|
| Accounting | 82 | 121 | 90 | 110 | 110 |
| Business Administration | 190 | 229 | 207 | 234 | 169 |
| Business Management | 85 | 114 | 88 | 102 | 88 |
| Computer Network Technology | 16 | 17 | 16 | 30 | 14 |
| Computer Information Systems | 7 | 20 | 24 | 22 | 25 |
| Computer Science | 21 | 19 | 30 | 17 | 34 |
| Child Care / Early Childhood Education | 58 | 45 | 48 | 54 | 58 |
| Bilingual Education | 6 | 7 | 2 | 5 | 4 |
| Childhood Education | 36 | 29 | 39 | 44 | 41 |
| Engineering Science | 29 | 23 | 20 | 38 | 34 |
| Health Information Technology | 11 | 15 | 11 | 14 | 12 |
| Human Services | 37 | 57 | 48 | 58 | 46 |
| Liberal Arts | 566 | 618 | 548 | 734 | 631 |
| Mathematics | 7 | 10 | 12 | 14 | 13 |
| Multimedia Programming and Design | 33 | 31 | 30 | 35 | 32 |
| Nursing | 52 | 98 | 82 | 220 | 165 |
| Office Automation | 2 | 0 | 3 | 2 | 1 |
| Office Operations | 5 | 4 | 3 | 9 | 2 |
| Paramedic | 17 | 13 | 11 | 16 | 20 |
| Respiratory Therapy | 17 | 36 | 16 | 25 | 20 |
| Science | 109 | 113 | 75 | 79 | 80 |
| Small Business / Entrepreneurship | 13 | 10 | 15 | 23 | 17 |
| Theatre | 8 | 13 | 13 | 21 | 10 |
| Video Arts and Technology | 24 | 26 | 18 | 25 | 32 |
| Writing and Literature | 26 | 20 | 23 | 25 | 28 |

TRANSFERS BY AGE Fall 2004 to Spring 2009

| Semester | | Median | 18 & younger | 19-20 | 21-22 | 23-25 | 26-29 | 30 & older |
|----------|---------|--------|--------------|-------|-------|-------|-------|------------|
| 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 |
| Fall | 2007 | 23 | 6 | 343 | 411 | 356 | 242 | 330 |
| | Percent | | 0.4 | 20.3 | 24.3 | 21.1 | 14.3 | 19.5 |
| Spring | 2008 | 23 | 20 | 316 | 355 | 312 | 201 | 268 |
| | Percent | | 1.4 | 21.5 | 24.1 | 21.2 | 13.7 | 18.2 |
| Fall | 2008 | 23 | 6 | 406 | 438 | 417 | 306 | 382 |
| | Percent | | 0.3 | 20.8 | 22.4 | 21.3 | 15.7 | 19.5 |
| Spring | 2009 | 23 | 22 | 411 | 374 | 332 | 221 | 326 |
| | Percent | | 1.3 | 24.4 | 22.2 | 19.7 | 13.1 | 19.3 |

ENROLLMENT BY GENDER BY FULL-TIME STATUS Fall 2004 to Spring 2009

| Semester | Men | | | Women | | |
|-------------|------------|------------|-------|------------|------------|-------|
| | Full -Time | Part -Time | Total | Full -Time | Part -Time | Total |
| 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 |
| Fall 2007 | 468 | 203 | 671 | 652 | 365 | 1,017 |
| Percent | 69.7 | 30.3 | 39.8 | 64.1 | 35.9 | 60.2 |
| Spring 2008 | 431 | 181 | 612 | 547 | 313 | 860 |
| Percent | 70.4 | 29.6 | 41.6 | 63.6 | 36.4 | 58.4 |
| Fall 2008 | 521 | 229 | 750 | 751 | 455 | 1,206 |
| Percent | 69.5 | 30.5 | 38.3 | 62.3 | 37.7 | 61.7 |
| Spring 2009 | 475 | 236 | 711 | 614 | 361 | 975 |
| Percent | 66.8 | 33.2 | 42.2 | 63.0 | 37.0 | 57.8 |

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 2004 to Spring 2009

| Semester | Black | White | Hispanic | Asian or Pacific Islander | American Indian or Native Alaskan | Nonresident Alien |
|-------------|-------|-------|----------|---------------------------|-----------------------------------|-------------------|
| 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 |
| Fall 2007 | 510 | 431 | 449 | 297 | 1 | 171 |
| Percent | 30.2 | 25.5 | 26.6 | 17.6 | 0.1 | 10.1 |
| Spring 2008 | 468 | 337 | 433 | 233 | 1 | 116 |
| Percent | 31.8 | 22.9 | 29.4 | 15.8 | 0.1 | 7.9 |
| Fall 2008 | 598 | 456 | 587 | 313 | 2 | 160 |
| Percent | 30.6 | 23.3 | 30.0 | 16.0 | 0.1 | 8.2 |
| Spring 2009 | 524 | 406 | 496 | 259 | 1 | 136 |
| Percent | 31.1 | 24.1 | 29.4 | 15.4 | 0.1 | 8.1 |

The racial / ethnic categories used here are the same as those computed by CUNY Office of Institutional Research and Assessment (OIRA) and reported to Integrated Postsecondary Education Data System (IPEDs); CUNY Office of Institutional Research and Assessment (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 2004 to Spring 2009

| Semester | | Reading 094 % | Reading 095 % | Exempt % | Unknown % |
|----------|------|---------------------|---------------------|-------------|--------------|
| 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 |
| Fall | 2007 | 9.8 | 19.9 | 69.0 | 1.3 |
| Spring | 2008 | 14.3 | 22.8 | 61.7 | 1.1 |
| Fall | 2008 | 11.5 | 22.6 | 62.0 | 3.9 |
| Spring | 2009 | 12.9 | 23.9 | 62.6 | 0.6 |

Placement results are based on CUNY Assessment Tests test score; exempt status based on various sources including American College Testing (ACT) test, Scholastic Aptitude Test and Scholastic Assessment Test (SAT) test and New York Regents Exam scores. Exempt cut point on the CUNY Assessment Tests reading exam was raised 5 points in spring 2007.

BASIC SKILLS ENGLISH AND ESL PLACEMENT FIRST-TIME FRESHMEN Fall 2004 to Spring 2009

| Semester | | ENG 088 % | ENG 095 % | ESL 054 % | ESL 062 % | ESL 094 % | ESL 095 % | Exempt % | Unknown % |
|----------|------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------------|--------------|
| 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 |
| Fall | 2007 | 7.6 | 35.2 | 3.5 | 7.4 | 2.0 | 1.9 | 41.3 | 1.1 |
| Spring | 2008 | 8.5 | 38.9 | 4.0 | 8.5 | 2.5 | 3.3 | 33.1 | 1.1 |
| Fall | 2008 | 7.7 | 34.1 | 2.3 | 6.7 | 1.7 | 3.7 | 40.0 | 3.8 |
| Spring | 2009 | 8.2 | 36.4 | 4.8 | 9.5 | 1.8 | 3.1 | 35.5 | 0.7 |

Placement results are based on CUNY Assessment Tests test score; exempt status based on various sources including American College Testing (ACT) test, Scholastic Aptitude Test and Scholastic Assessment Test (SAT) test and New York Regents Exam scores.

BASIC SKILLS MATH PLACEMENT FIRST-TIME FRESHMEN Fall 2004 to Spring 2009

| Semester | | Math 010 % | Math 011 % | Math 012 % | Math 051 % | Exempt % | Unknown % |
|----------|------|------------------|------------------|------------------|------------------|-------------|--------------|
| 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 |
| Fall | 2007 | 11.8 | 24.8 | 16.2 | 21.0 | 24.8 | 1.4 |
| Spring | 2008 | 10.6 | 27.2 | 15.3 | 23.8 | 21.9 | 1.2 |
| Fall | 2008 | 11.0 | 26.9 | 15.4 | 19.0 | 23.7 | 4.1 |
| Spring | 2009 | 12.8 | 27.1 | 16.1 | 21.2 | 22.1 | 0.7 |

Placement results are based on CUNY Assessment Tests test score; exempt status based on various sources including American College Testing (ACT) test, Scholastic Aptitude Test and Scholastic Assessment Test (SAT) test and New York Regents Exam scores.

NUMBER BASIC SKILLS AREAS PLACED FIRST-TIME FRESHMEN Fall 2004 to Spring 2009

| Semester | | None % | One Area % | Two Areas % | Three Areas % | Unknown % |
|----------|------|-----------|---------------|----------------|------------------|--------------|
| 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 |
| Fall | 2007 | 13.9 | 30.0 | 33.6 | 21.5 | 1.0 |
| Spring | 2008 | 8.6 | 27.7 | 36.4 | 26.9 | 0.4 |
| Fall | 2008 | 13.1 | 29.8 | 30.6 | 25.7 | 0.7 |
| Spring | 2009 | 11.4 | 26.3 | 33.8 | 28.2 | 0.2 |

Basic skills areas are reading, writing and mathematics.

**CUNY PROFICIENCY EXAM (CPE) PASS AND SHOW RATES
PER EXAM ADMINISTRATION
Fall 2004 to Spring 2009**

| Semester | Invited N | Show Rate | | Pass Rate |
|-------------|--------------|----------------|------|-----------|
| | | Took Exam N | % | % |
| 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 |
| Fall 2007 | 2,487 | 1,220 | 49.1 | 69.5 |
| Spring 2008 | 1,925 | 962 | 50.0 | 70.5 |
| Fall 2008 | 3,145 | 1,232 | 39.2 | 70.0 |
| Spring 2009 | 3,599 | 1,399 | 38.9 | 68.9 |

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

CUNY PROFICIENCY EXAM (CPE) PASS AND SHOW RATES BEST OUTCOME PER STUDENT REQUIRED TO TAKE EXAM* Fall Semesters, 2004 to 2008

| Semester | | Show Rate | | Pass Rate |
|----------|------|-----------|------|-----------|
| | | Cohort N | % | % |
| Fall | 2004 | 925 | 79.0 | 87.3 |
| Fall | 2005 | 752 | 77.1 | 91.2 |
| Fall | 2006 | 788 | 78.2 | 87.5 |
| Fall | 2007 | 782 | 77.5 | 85.3 |
| Fall | 2008 | 962 | 82.4 | 93.3 |

*Students are required to take the CPE in the first semester after they have completed 45 hours credit.

These students have multiple chances to pass the test within an academic year. The CPE show and pass rates are defined by CUNY's Office of Institutional Research and Assessment.

The "Cohort N" above is the number of students required to take the CPE for the first time in that fall semester.

The "Show Rate" is the percentage of these students who took the CPE exam in one or more of the fall, winter, or spring administrations that academic year.

The "Pass Rate" above is the percentage of that Fall Cohort who ultimately passed the CPE from among those who were counted as test-takers for the CPE show rate. The pass rate reflects each student's best outcome for tests taken that fall or in the subsequent winter or spring administrations (longitudinal pass rate).

DEAN'S LIST, PROBATION, AND DISMISSAL Fall 2004 to Spring 2009

| Semester | | Dean's List | Probation | Dismissal |
|----------|------|-------------|-----------|-----------|
| Fall | 2004 | 1,623 | 1,986 | 1,155 |
| Percent | | 9 | 11 | 6 |
| Spring | 2005 | 1,774 | 1,794 | 1,496 |
| Percent | | 9 | 10 | 8 |
| Fall | 2005 | 1,497 | 1,957 | 1,271 |
| Percent | | 8 | 10 | 7 |
| Spring | 2006 | 1,794 | 1,728 | 1,577 |
| Percent | | 10 | 9 | 9 |
| Fall | 2006 | 1,554 | 1,907 | 1,283 |
| Percent | | 8 | 10 | 7 |
| Spring | 2007 | 1,673 | 1,777 | 1,666 |
| Percent | | 9 | 10 | 9 |
| Fall | 2007 | 1,672 | 2,423 | 1,275 |
| Percent | | 9 | 13 | 7 |
| Spring | 2008 | 1,958 | 1,876 | 1,803 |
| Percent | | 10 | 10 | 9 |
| Fall | 2008 | 1,861 | 2,739 | 1,443 |
| Percent | | 9 | 13 | 7 |
| Spring | 2009 | 2,073 | 2,283 | 2,102 |
| Percent | | 9 | 10 | 9 |

Dean's List is an academic honor achieved when a student earns a grade point average (GPA) of 3.3 or higher. Students are placed on Academic Probation when their grade point average (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 2004-2005 to 2008-2009

| | 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 | % |
| 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 |
| 2007-2008 | | | | | | | | |
| Men | 372 | 48.6 | 93 | 12.2 | 300 | 39.2 | 765 | 35.2 |
| Women | 703 | 49.9 | 251 | 17.8 | 456 | 32.3 | 1,410 | 64.8 |
| Total | 1,075 | 49.4 | 344 | 15.8 | 756 | 34.8 | 2,175 | 100.0 |
| 2008-2009 | | | | | | | | |
| Men | 480 | 53.5 | 116 | 12.9 | 302 | 33.6 | 898 | 37.7 |
| Women | 811 | 54.5 | 232 | 15.6 | 444 | 29.9 | 1,487 | 62.3 |
| Total | 1,291 | 54.1 | 348 | 14.6 | 746 | 31.3 | 2,385 | 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 2004-2005 to 2008-2009

| Program | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Accounting | 186 | 172 | 198 | 196 | 208 |
| Business Administration | 363 | 337 | 390 | 362 | 491 |
| Business Management | 151 | 126 | 124 | 116 | 118 |
| Computer Network Technology | 91 | 79 | 48 | 48 | 35 |
| Computer Information Systems | 43 | 30 | 27 | 20 | 14 |
| Computer Science | 48 | 41 | 22 | 25 | 24 |
| Child Care / Early Childhood Education | 120 | 137 | 133 | 119 | 117 |
| Bilingual Education | NA | NA | 2 | 2 | 4 |
| Childhood Education | NA | 4 | 5 | 13 | 20 |
| Engineering Science | 19 | 18 | 19 | 24 | 33 |
| Health Information Technology | 6 | 11 | 18 | 14 | 24 |
| Human Services | 120 | 99 | 96 | 113 | 99 |
| Liberal Arts | 557 | 530 | 649 | 643 | 720 |
| Mathematics | 8 | 6 | 9 | 11 | 12 |
| Multimedia Programming and Design | 72 | 64 | 59 | 46 | 59 |
| Nursing | 197 | 192 | 201 | 211 | 174 |
| Office Automation | 9 | 7 | 6 | 4 | 3 |
| Office Operations | 30 | 29 | 18 | 20 | 13 |
| Paramedic | 5 | 8 | 3 | 9 | 12 |
| Respiratory Therapy | 42 | 24 | 27 | 31 | 38 |
| Science | 41 | 45 | 40 | 36 | 40 |
| Small Business / Entrepreneurship | 19 | 12 | 16 | 12 | 17 |
| Theatre | 9 | 14 | 18 | 16 | 24 |
| Video Arts and Technology | 36 | 39 | 38 | 29 | 31 |
| Writing and Literature | 35 | 40 | 47 | 55 | 56 |

DEGREES AWARDED BY GENDER AND RACE / ETHNICITY

Academic Year 2004-2005 to 2008-2009

| | Black | | White | | Hispanic | | Asian or Pacific Islander | | American Indian or Native Alaskan | | Nonresident Alien | |
|-----------|-------|------|-------|------|----------|------|---------------------------|------|-----------------------------------|-----|-------------------|------|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| 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 |
| 2007-2008 | | | | | | | | | | | | |
| Men | 252 | 32.9 | 165 | 21.6 | 193 | 25.2 | 155 | 20.3 | 0 | 0.0 | 122 | 15.9 |
| Women | 579 | 41.1 | 278 | 19.7 | 340 | 24.1 | 211 | 15.0 | 2 | 0.1 | 217 | 15.4 |
| Total | 831 | 38.2 | 443 | 20.4 | 533 | 24.5 | 366 | 16.8 | 2 | 0.1 | 339 | 15.6 |
| 2008-2009 | | | | | | | | | | | | |
| Men | 274 | 30.5 | 178 | 19.8 | 250 | 27.8 | 195 | 21.7 | 1 | 0.1 | 130 | 14.5 |
| Women | 587 | 39.5 | 257 | 17.3 | 411 | 27.6 | 231 | 15.5 | 1 | 0.1 | 219 | 14.7 |
| Total | 861 | 36.1 | 435 | 18.2 | 661 | 27.7 | 426 | 17.9 | 2 | 0.1 | 349 | 14.6 |

The racial / ethnic categories used here are the same as those computed by CUNY Office of Institutional Research and Assessment (OIRA) and reported to Integrated Postsecondary Education Data System (IPEDS); CUNY Office of Institutional Research and Assessment (OIRA) imputes race/ethnicity values when data are missing. Nonresident alien percentages are computed separately from race/ethnicity.

TRANSFER RATES TO CUNY COLLEGES 2003-2008 BMCC Graduates by Program

| Program | 2003-2004 | | 2004-2005 | | 2005-2006 | | 2006-2007 | | 2007-2008 | |
|-----------------------------------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|
| | N | % | N | % | N | % | N | % | N | % |
| | Graduates | Transfer | Graduates | Transfer | Graduates | Transfer | Graduates | Transfer | Graduates | Transfer |
| Accounting | 138 | 48.6 | 186 | 55.4 | 172 | 59.3 | 198 | 52.0 | 196 | 59.2 |
| Business Administration | 370 | 57.0 | 363 | 61.2 | 337 | 61.1 | 390 | 59.0 | 362 | 60.2 |
| Business Management | 155 | 51.0 | 151 | 41.7 | 126 | 43.7 | 124 | 37.1 | 116 | 41.4 |
| Computer Network Technology | 106 | 50.9 | 91 | 44.0 | 79 | 34.2 | 48 | 52.1 | 48 | 50.0 |
| Computer Information Systems | 59 | 52.5 | 43 | 53.5 | 30 | 40.0 | 27 | 44.4 | 20 | 50.0 |
| Computer Science | 56 | 62.5 | 48 | 47.9 | 41 | 63.4 | 22 | 59.1 | 25 | 52.0 |
| Child Care/Early Child Education | 146 | 43.2 | 120 | 51.7 | 137 | 50.4 | 133 | 51.9 | 119 | 52.1 |
| Bilingual Education | NA | NA | NA | NA | NA | NA | 2 | 100.0 | 2 | 100.0 |
| Childhood Education | NA | NA | NA | NA | 4 | 100.0 | 5 | 40.0 | 13 | 84.6 |
| Engineering Science | 15 | 40.0 | 19 | 47.4 | 18 | 66.7 | 19 | 57.9 | 24 | 58.3 |
| Health Information Technology | 12 | 0.0 | 6 | 33.3 | 11 | 9.1 | 18 | 5.6 | 14 | 0.0 |
| Human Services | 87 | 51.7 | 120 | 49.2 | 99 | 52.5 | 96 | 54.2 | 113 | 56.6 |
| Liberal Arts | 512 | 58.0 | 557 | 55.5 | 530 | 54.7 | 649 | 50.2 | 643 | 50.7 |
| Mathematics | 7 | 71.4 | 8 | 50.0 | 6 | 16.7 | 9 | 55.6 | 11 | 63.6 |
| Multimedia Programming and Design | 57 | 35.1 | 72 | 30.6 | 64 | 34.4 | 59 | 30.5 | 46 | 30.4 |
| Nursing | 145 | 5.5 | 197 | 5.6 | 192 | 2.1 | 201 | 6.5 | 211 | 6.6 |
| Office Automation | 3 | 66.7 | 9 | 33.3 | 7 | 28.6 | 6 | 16.7 | 4 | 25.0 |
| Office Operations | 18 | 22.2 | 30 | 26.7 | 29 | 34.5 | 18 | 44.4 | 20 | 25.0 |
| Paramedic | 4 | 25.0 | 5 | 40.0 | 8 | 25.0 | 3 | 33.3 | 9 | 22.2 |
| Respiratory Therapy | 39 | 0.0 | 42 | 4.8 | 24 | 12.5 | 27 | 3.7 | 31 | 12.9 |
| Science | 30 | 66.7 | 41 | 48.8 | 45 | 51.1 | 40 | 42.5 | 36 | 52.8 |
| Small Business / Entrepreneurship | 14 | 21.4 | 19 | 47.4 | 12 | 25.0 | 16 | 37.5 | 12 | 25.0 |
| Theatre | 5 | 60.0 | 9 | 55.6 | 14 | 57.1 | 18 | 50.0 | 16 | 31.3 |
| Video Arts and Technology | 23 | 34.8 | 36 | 36.1 | 39 | 48.7 | 38 | 47.4 | 29 | 44.8 |
| Writing and Literature | 25 | 64.0 | 35 | 65.7 | 40 | 57.5 | 47 | 55.3 | 55 | 61.8 |
| Total | 2,026 | 48.3 | 2,207 | 47.0 | 2,064 | 47.3 | 2,213 | 45.9 | 2,175 | 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 2008 – 2009 Graduates by Program

| | Baruch | Brooklyn | City | Hunter | John Jay | Lehman | Medgar Evers | New York City College | Queens | Staten Island | York | Professional Studies | Total |
|----------------------------------|-------------|-------------|-------------|-------------|------------|------------|--------------|-----------------------|------------|---------------|------------|----------------------|--------------|
| | % | % | % | % | % | % | % | % | % | % | % | % | N |
| Accounting | 35.3 | 19.0 | 0.0 | 19.8 | 6.0 | 7.8 | 0.9 | 0.9 | 6.9 | 0.9 | 2.6 | 0.0 | 116 |
| Business Administration | 59.6 | 11.0 | 4.1 | 5.5 | 2.3 | 7.8 | 0.9 | 2.3 | 2.8 | 1.4 | 0.9 | 1.4 | 218 |
| Business Management | 27.1 | 20.8 | 4.2 | 2.1 | 6.3 | 12.5 | 2.1 | 4.2 | 12.5 | 2.1 | 4.2 | 2.1 | 48 |
| Computer Network Technology | 0.0 | 0.0 | 0.0 | 4.2 | 16.7 | 12.5 | 4.2 | 62.5 | 0.0 | 0.0 | 0.0 | 0.0 | 24 |
| Computer Information Systems | 10.0 | 20.0 | 10.0 | 0.0 | 20.0 | 0.0 | 0.0 | 40.0 | 0.0 | 0.0 | 0.0 | 0.0 | 10 |
| Computer Science | 0.0 | 30.8 | 30.8 | 0.0 | 0.0 | 15.4 | 7.7 | 7.7 | 7.7 | 0.0 | 0.0 | 0.0 | 13 |
| Child Care/Early Child Education | 0.0 | 32.3 | 38.7 | 3.2 | 4.8 | 9.7 | 1.6 | 1.6 | 4.8 | 1.6 | 1.6 | 0.0 | 62 |
| Bilingual Education | 0.0 | 0.0 | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 2 |
| Childhood Education | 0.0 | 9.1 | 72.7 | 9.1 | 0.0 | 9.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 11 |
| Engineering Science | 0.0 | 0.0 | 92.9 | 7.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 14 |
| Health Information Technology | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0 |
| Human Services | 0.0 | 6.3 | 7.8 | 9.4 | 6.3 | 37.5 | 1.6 | 23.4 | 0.0 | 0.0 | 7.8 | 0.0 | 64 |
| Liberal Arts | 6.4 | 16.0 | 19.0 | 23.3 | 10.1 | 7.4 | 3.1 | 3.4 | 5.5 | 1.8 | 3.1 | 0.9 | 326 |
| Mathematics | 14.3 | 14.3 | 14.3 | 28.6 | 0.0 | 14.3 | 0.0 | 0.0 | 14.3 | 0.0 | 0.0 | 0.0 | 7 |
| Multimedia Programming/Design | 0.0 | 0.0 | 42.9 | 7.1 | 0.0 | 0.0 | 0.0 | 35.7 | 7.1 | 0.0 | 7.1 | 0.0 | 14 |
| Nursing | 0.0 | 0.0 | 0.0 | 64.3 | 0.0 | 7.1 | 7.1 | 7.1 | 0.0 | 0.0 | 14.3 | 0.0 | 14 |
| Office Automation | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1 |
| Office Operations | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 20.0 | 0.0 | 40.0 | 0.0 | 0.0 | 0.0 | 40.0 | 5 |
| Paramedic | 0.0 | 0.0 | 50.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 50.0 | 0.0 | 2 |
| Respiratory Therapy | 0.0 | 0.0 | 25.0 | 0.0 | 0.0 | 0.0 | 0.0 | 25.0 | 50.0 | 0.0 | 0.0 | 0.0 | 4 |
| Science | 5.3 | 15.8 | 5.3 | 52.6 | 5.3 | 5.3 | 0.0 | 0.0 | 0.0 | 0.0 | 10.5 | 0.0 | 19 |
| Small Business/Entrepreneurship | 0.0 | 66.7 | 0.0 | 0.0 | 33.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3 |
| Theatre | 0.0 | 40.0 | 40.0 | 0.0 | 0.0 | 0.0 | 0.0 | 20.0 | 0.0 | 0.0 | 0.0 | 0.0 | 5 |
| Video Arts and Technology | 7.7 | 38.5 | 23.1 | 7.7 | 23.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 13 |
| Writing and Literature | 11.8 | 23.5 | 29.4 | 23.5 | 0.0 | 8.8 | 0.0 | 2.9 | 0.0 | 0.0 | 0.0 | 0.0 | 34 |
| Total | 20.7 | 15.5 | 15.1 | 15.0 | 6.4 | 9.7 | 1.8 | 6.4 | 4.5 | 1.2 | 2.8 | 0.9 | 1,029 |

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 Bachelor of Arts Program.

BMCC FACTBOOK: 2008-2009

PROGRAM / DEPARTMENT PERSISTENCE AND CHANGE OF MAJORS

Fall 2007 First-Time Freshmen Tracked through Spring 2009

| Department | Initial program | ACC | AHS | BUS | CIS | EDU | HUM | LIB | MAT | MMP | NUR | OFF | SCI | THE | VAT | ENG | Dropout |
|---------------------------------|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------|
| | N | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % |
| Accounting (ACC) | 272 | 58.5 | 1.1 | 12.5 | 0.0 | 1.8 | 0.4 | 11.0 | 0.7 | 0.7 | 0.0 | 0.4 | 0.0 | 0.0 | 0.0 | 0.0 | 12.9 |
| Allied Health Science (AHS) | 95 | 0.0 | 57.9 | 2.1 | 1.1 | 4.2 | 3.2 | 8.4 | 0.0 | 0.0 | 1.1 | 0.0 | 1.1 | 0.0 | 0.0 | 1.1 | 20.0 |
| Business Mgmt. (BUS) | 781 | 0.8 | 0.0 | 71.2 | 0.6 | 1.2 | 0.6 | 7.6 | 0.3 | 1.0 | 0.0 | 0.3 | 0.1 | 0.0 | 0.1 | 0.5 | 15.7 |
| Computer Info. Systems (CIS) | 197 | 0.5 | 0.5 | 4.1 | 58.4 | 0.5 | 0.5 | 8.6 | 0.0 | 4.6 | 0.0 | 0.5 | 1.0 | 0.0 | 1.5 | 0.5 | 18.8 |
| Early Childhood Education (EDU) | 276 | 0.4 | 0.4 | 1.4 | 0.4 | 76.1 | 0.7 | 9.8 | 0.0 | 0.0 | 0.0 | 0.4 | 0.0 | 0.0 | 0.0 | 1.1 | 9.4 |
| Human Services (HUM) | 114 | 0.9 | 0.0 | 1.8 | 0.9 | 0.0 | 71.9 | 6.1 | 0.0 | 0.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 17.5 |
| Liberal Arts (LIB) | 1,613 | 0.9 | 0.4 | 3.7 | 0.6 | 2.2 | 1.7 | 71.9 | 0.2 | 0.5 | 0.7 | 0.2 | 1.3 | 0.2 | 0.7 | 0.9 | 14.1 |
| Mathematics (MAT) | 14 | 0.0 | 0.0 | 7.1 | 7.1 | 0.0 | 0.0 | 7.1 | 64.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 14.3 |
| Multimedia Program. (MMP) | 103 | 0.0 | 0.0 | 2.9 | 1.9 | 1.9 | 0.0 | 5.8 | 1.0 | 67.0 | 0.0 | 0.0 | 0.0 | 1.0 | 1.9 | 1.0 | 15.5 |
| Nursing (NUR) | 65 | 0.0 | 4.6 | 3.1 | 0.0 | 6.2 | 1.5 | 21.5 | 0.0 | 0.0 | 53.8 | 0.0 | 0.0 | 0.0 | 0.0 | 1.5 | 7.7 |
| Office Administration (OFF) | 10 | 10.0 | 10.0 | 20.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 60.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Science (SCI) | 169 | 1.2 | 0.6 | 4.7 | 1.8 | 0.0 | 0.6 | 12.4 | 0.6 | 0.6 | 0.6 | 0.0 | 66.3 | 0.0 | 0.0 | 0.0 | 10.7 |
| Theatre (THE) | 77 | 0.0 | 1.3 | 2.6 | 0.0 | 1.3 | 2.6 | 11.7 | 0.0 | 1.3 | 0.0 | 0.0 | 0.0 | 62.3 | 0.0 | 0.0 | 16.9 |
| Video Arts Technology (VAT) | 67 | 0.0 | 0.0 | 1.5 | 0.0 | 0.0 | 0.0 | 9.0 | 0.0 | 1.5 | 0.0 | 1.5 | 0.0 | 0.0 | 62.7 | 1.5 | 22.4 |
| Writing & Literature (ENG) | 51 | 0.0 | 0.0 | 2.0 | 0.0 | 0.0 | 2.0 | 3.9 | 0.0 | 0.0 | 0.0 | 2.0 | 0.0 | 0.0 | 2.0 | 72.5 | 15.7 |
| Total | 3,904 | 4.7 | 1.8 | 17.5 | 3.6 | 6.9 | 3.3 | 35.0 | 0.5 | 2.6 | 1.2 | 0.4 | 3.5 | 1.3 | 1.5 | 1.6 | 14.4 |

Departments with multiple programs are treated as one "program." If a student changes his or her major from Health Information Technology (HIT) to Respiratory Therapy (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 08, Fall 08, and Spring 09.

SURVEYS

Fall 2008 First-Time Freshmen CUNY Assessment Tests (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 2,036 respondents for the first four questions, and approximately 2,771 for the last four questions.

- 1) Which of the following statements describes your current employment status:
 - 13.8% Not employed and not seeking employment
 - 42.7% Not employed, seeking employment
 - 15.8% Employment full time
 - 27.7% Employment part time

- 2) What is your current marital status?
 - 90.2% Never married
 - 5.1% Married
 - 1.5% Divorced
 - 2.0% Separated
 - 1.3% Widowed

- 3) What is your best estimate of your household's total income last year? Consider income from all sources before taxes.
 - 38.9% Less than \$15,000
 - 24.1% \$15,000-24,999
 - 16.3% \$25,000-34,999
 - 9.9% \$35,000-44,999
 - 10.9% \$45,000 or more

- 4) Do you have any children that you are supporting?
 - 88.4% No
 - 8.1% Yes – 1 child
 - 2.0% Yes – 2 children
 - 1.5% Yes – 3 or more children

- 5) What is the most important reason for attending this term?
 - 15.1% Learn skills to get new job
 - 3.2% Learn skills to advance in job
 - 41.8% Transfer to four-year college
 - 12.3% Satisfy general education requirements
 - 9.5% Improve basic skills in English, reading, or math
 - 7.6% Take courses for personal interest
 - 10.4% Other

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

- 59.8% Yes, two-year degree
- 14.2% Yes, certificate or diploma
- 22.5% Undecided
- 3.5% No

7) Are you considering transfer to another school later?

- 5.5% Two-year college
- 68.0% Four-year college/university
- 0.6% Other type of institution
- 10.5% Not planning to transfer
- 15.4% Undecided about transfer

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

- 1.8% Classes only; no certificate or degree
- 5.1% One to two-year certificate or diploma program
- 27.9% Two-year college degree
- 39.2% Four-year college degree
- 25.9% Graduate or professional study beyond four-year degree

CUNY SIX-MONTH POST-GRADUATE SURVEY 2007 – 2008 Graduates

The CUNY Graduate Survey, administered by CUNY's Office of Institutional Research and Assessment, was mailed to 2007-2008 graduates six months after they completed their degree program. The percentage tabulations reported below are based on responses from 534 graduates who returned the survey, a response rate of 24.6%.

- 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.)

- 22% Employed in job directly related to the training I received in my program of study
- 16% Employed in job slightly related to my program of study
- 32% Employed in job not related to my program of study
- 0% Entered the military
- 14% Unemployed, but not seeking employment
- 15% Unemployed and seeking employment

} Please skip to Question 14.

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

- 71% Employed full-time (35 or more hours per week)
- 29% Employed part-time (less than 35 hours per week)

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

- 92% Yes
- 8% No

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

- 56% A private business, company, or organization
- 28% A public-sector organization (e.g., a government agency, public school, public hospital, etc.)
- 15% A private non-profit organization (e.g., a church, parochial school, non-profit hospital, etc.)
- 1% Self-employed

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

- 7% Teacher (e.g., pre-school, kindergarten, primary, secondary, special ed, college/university, vocational)
- 16% Clerical (e.g., secretary, bookkeeper, typist, interviewer, cashier/teller, postal employee, ticket agent)
- 22% 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)
- 12% Nursing (e.g. LPN, RN)
- 4% Other health (e.g., therapist, medical and dental technicians, dietitian)
- 3% Accounting (e.g., accountant and auditor)
- 4% Social Work (e.g., social and welfare work)
- 3% Computing (e.g., systems analysis and programming, data communications and networks, data analyst, support)
- 7% Sales (e.g., real estate, insurance, securities and financial services, textiles, apparel, wholesale and retail trade, rental)
- 2% Protective Services (e.g., police officer, detective, security guard, corrections officer, fire fighter)

- 6% Service Occupation (e.g., hospital, health service attendant, waitperson, host, flight attendant, private household worker, child care, beautician, practical nurse, chef, bartender, janitor)
- 1% Architecture and Engineering (e.g., architect, drafter, electrical/civil/mechanical/industrial engineer)
- 0% Life Science (e.g., psychology, biological science)
- 1% Legal (e.g., law and jurisprudence)
- 1% Craftsman (e.g., painter, plumber, mechanic, baker, carpenter, telephone/appliance installation)
- 0% Laborer (e.g., construction, sanitation department, warehouse, car wash)
- 0% Military (e.g., enlisted in the armed forces, career officer)
- 1% Operative (e.g., bus, cab, or truck driver, machine operator, assembler, welder, meat cutter)
- 2% Miscellaneous Professional, Technical, and Managerial (e.g., writer, editor, librarian, artist, entertainer, photographer, sound or video technician)
- 11% Other

6) What is your annual salary from this job?

| | | | |
|-----|---------------------|-----|---------------------|
| 23% | Less than \$15,000 | 6% | \$40,000 - \$44,999 |
| 7% | \$15,000 - \$19,999 | 4% | \$45,000 - \$49,999 |
| 10% | \$20,000 - \$24,999 | 3% | \$50,000 - \$54,999 |
| 12% | \$25,000 - \$29,999 | 3% | \$55,000 - \$59,999 |
| 10% | \$30,000 - \$34,999 | 11% | \$60,000 - \$69,999 |
| 6% | \$35,000 - \$39,999 | 6% | \$70,000 or more |

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

- 32% Before enrolling at CUNY
- 36% While enrolled at CUNY
- 32% 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% | 12% | 9% | 11% | 63% |
| Job referral | 8% | 8% | 8% | 12% | 64% |
| On-campus recruitment | 5% | 10% | 7% | 13% | 65% |
| Resume review/assistance | 17% | 12% | 5% | 8% | 57% |
| Career counseling | 7% | 12% | 6% | 11% | 65% |
| Mock interviews | 4% | 7% | 8% | 10% | 72% |
| Workshops (e.g., interviewing skills, job search tips, networking, letter writing, phone techniques, etc.) | 10% | 13% | 5% | 8% | 64% |
| Internship | 16% | 8% | 4% | 7% | 65% |
| Vocational Testing | 13% | 8% | 5% | 7% | 67% |

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

- 4% Certificate in specific program or major
- 2% Certificate, no specific program or major
- 28% Associate degree in specific program or major
- 9% Associate degree, no specific program or major
- 9% Baccalaureate degree in specific program or major
- 4% Baccalaureate degree, no specific program or major
- 45% No degree or certificate was required

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

- | | | | |
|-----|------------|----|-------------|
| 26% | Very well | 3% | Poorly |
| 32% | Well | 4% | Very poorly |
| 35% | Adequately | | |

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

- | | | | |
|-----|--------------|-----|--------------|
| 17% | A great deal | 22% | Not too much |
| 41% | Some | 20% | None |

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

- | | | | |
|-----|------------------------------------|----|-----------------------|
| 28% | Very Satisfied | 9% | Somewhat dissatisfied |
| 35% | Somewhat satisfied | 7% | Very dissatisfied |
| 21% | Neither satisfied nor dissatisfied | | |

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

- | | |
|---------------|-----|
| | Yes |
| Job? | 26% |
| Organization? | 34% |
| Field? | 58% |

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

- 10% No
- 8% Yes, prior to graduation
- 11% 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 | 38% | 55% | 6% | 2% |
| If I were choosing a college again, I would choose this college. | 33% | 48% | 15% | 5% |
| If I were choosing a major again, I would choose the program from which I graduated. | 34% | 41% | 19% | 6% |

This college helped me to develop:

| | | | | |
|---|-----|-----|-----|----|
| • Analytical and problem-solving skills/ability to think critically | 34% | 56% | 9% | 1% |
| • Knowledge of a particular field/discipline | 36% | 55% | 8% | 1% |
| • Ability to communicate well orally | 35% | 52% | 12% | 1% |
| • Ability to write clearly and effectively | 36% | 52% | 11% | 1% |

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

| | |
|-----|---|
| 27% | No (If No, you have finished this survey. Thank you.) |
| 73% | Yes |

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

| | | | |
|-----|--------------------|-----|--------------------|
| 70% | Enrolled full-time | 30% | Enrolled part-time |
|-----|--------------------|-----|--------------------|

18) What degree are you pursuing?

| | | | |
|-----|-----------------------------------|----|-----------------------------------|
| 2% | Enrolled in a non-degree program | 0% | Doctoral Degree (Ph.D, EdD, etc.) |
| 2% | Certificate | 1% | Professional – Medical |
| 10% | Associate | 1% | Professional – Law |
| 82% | Baccalaureate | 2% | Other |
| 2% | Master's (MSW, MBA, MA, MS, etc.) | | |

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

| | |
|-----|---|
| 4% | A college of the <u>State</u> University of New York (SUNY) |
| 83% | A college of the <u>City</u> University of New York (CUNY) |
| 5% | A <u>private</u> college or university in New York <u>City</u> |
| 2% | A <u>private</u> college or university in New York <u>State</u> |
| 3% | A college or university outside of New York State |
| 3% | A technical, trade, or other special school |

20) After earning your CUNY certificate or associate degree, were you taken outside of CUNY any assessment, certification or licensure exam(s)? (Examples might include Microsoft Systems Engineer Certification or Cisco Certified Network Associate for Network Administration, or the NCLEX for Nursing.)

| | | | |
|----------|-----------------|----------|------------------|
| Students | | Students | |
| 81 | Taken 1 exam | 79 | Passed 1 exam |
| 17 | Taken 2-4 exams | 15 | Passed 2-4 exams |

BMCC GRADUATE ASSESSMENT SURVEY

Fall 2008 – Spring 2009 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 463 graduates who completed the survey. The survey response rate was 21%.

| | Yes | No |
|---|-------------|------|
| 1) Would you recommend BMCC to friends or relatives? | 93.7 % | 6.3% |
| 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 | 95.4 | 4.6 |
| • If yes, will it be in the same major area, a related area or a different area? | Same: | 35.4 |
| | Related: | 33.6 |
| | Different:: | 30.9 |

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? | 61.0% | 34.0% | 2.6% | 2.4% |
| The teaching quality in your other courses? | 49.8 | 46.1 | 2.2 | 2.0 |
| Course content of your <u>major</u> courses? | 61.4 | 34.4 | 2.4 | 1.7 |
| Course content of your other courses? | 53.9 | 41.9 | 2.6 | 1.5 |
| The extent to which your <u>major</u> courses were academically challenging? | 56.4 | 35.7 | 5.2 | 2.6 |
| The extent to which your other courses were academically challenging? | 47.7 | 44.6 | 5.7 | 2.0 |
| Opportunities to use computer technologies in your <u>major</u> courses? | 52.2 | 35.1 | 9.3 | 3.5 |
| Opportunities to use computer technologies in your other courses? | 49.2 | 38.2 | 9.3 | 3.3 |
| Concern shown for you by your <u>major</u> program faculty? | 50.5 | 34.9 | 9.4 | 5.2 |
| Concern shown for you by other (non-major) program faculty? | 43.8 | 40.9 | 10.5 | 4.8 |
| The academic motivation of students in your <u>major</u> courses? | 49.7 | 33.0 | 12.0 | 5.3 |
| The academic motivation of students in your other courses? | 40.4 | 43.1 | 13.0 | 3.5 |
| The overall quality of your education in your <u>major</u> ? | 63.1 | 30.2 | 4.3 | 2.4 |
| The overall quality of education in other courses? | 56.9 | 37.2 | 4.6 | 1.3 |
| The Course requirements (curriculum) in your major? | 53.8 | 37.5 | 5.9 | 2.8 |
| The extent to which you achieved your educational goals at <u>BMCC</u> ? | 64.3 | 30.6 | 2.8 | 2.2 |

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 | 29.6% | 39.6% | 25.4% | 4.0% | 1.4% |
| | BMCC | 29.0 | 39.2 | 25.4 | 5.4 | 0.9 |
| Mathematical skills: | MAJOR | 27.1 | 38.4 | 25.4 | 5.7 | 3.4 |
| | BMCC | 25.2 | 38.7 | 29.2 | 4.2 | 2.8 |
| Problem-solving skills: | MAJOR | 30.2 | 44.1 | 20.3 | 4.2 | 1.2 |
| | BMCC | 25.2 | 43.2 | 25.2 | 4.7 | 1.6 |
| Oral communication skills: | MAJOR | 37.2 | 37.4 | 17.2 | 6.5 | 1.6 |
| | BMCC | 33.1 | 40.4 | 18.9 | 5.7 | 1.8 |
| Computer skills: | MAJOR | 29.8 | 35.4 | 24.7 | 6.3 | 3.9 |
| | BMCC | 29.3 | 34.6 | 25.9 | 7.0 | 3.1 |
| Internet and E-mail skills: | MAJOR | 40.5 | 32.3 | 17.7 | 5.3 | 4.2 |
| | BMCC | 40.7 | 32.9 | 18.8 | 4.4 | 3.1 |
| Listening to and understanding others: | MAJOR | 40.4 | 37.6 | 17.2 | 2.3 | 2.6 |
| | BMCC | 35.6 | 39.2 | 18.6 | 3.4 | 3.2 |
| Knowledge of social science concepts and methods: | MAJOR | 39.1 | 36.1 | 18.7 | 4.2 | 2.0 |
| | BMCC | 35.4 | 37.1 | 22.0 | 3.6 | 1.9 |
| Knowledge of natural science concepts and methods: | MAJOR | 29.2 | 37.1 | 26.8 | 4.5 | 2.4 |
| | BMCC | 27.7 | 38.2 | 25.0 | 5.9 | 3.2 |
| Knowledge of arts and humanities: | MAJOR | 31.4 | 37.8 | 23.1 | 5.6 | 2.1 |
| | BMCC | 30.2 | 36.3 | 25.4 | 4.8 | 3.3 |
| Ability to plan and carry out team projects: | MAJOR | 35.4 | 36.1 | 18.6 | 7.2 | 2.7 |
| | BMCC | 33.3 | 37.6 | 18.6 | 8.4 | 2.2 |
| Ability to interpret and apply knowledge: | MAJOR | 40.0 | 38.8 | 16.2 | 3.2 | 1.8 |
| | BMCC | 36.9 | 37.4 | 18.8 | 5.1 | 1.9 |
| Ability to locate, screen, and organize information: | MAJOR | 40.6 | 35.2 | 16.9 | 5.4 | 1.9 |
| | BMCC | 36.2 | 38.0 | 18.5 | 6.1 | 1.2 |
| Ability to think objectively about beliefs, attitudes, and values: | MAJOR | 49.5 | 32.5 | 12.9 | 2.6 | 2.4 |
| | BMCC | 43.7 | 34.0 | 16.1 | 3.5 | 2.6 |

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

| | |
|-------|---|
| 84.4% | Prepared you for further study |
| 59.2 | Prepared you for career field |
| 34.8 | Increased your interest in community service |
| 38.0 | Increased your appreciation for the arts and literature |
| 70.0 | Increased your understanding and appreciation of people from different ethnic and cultural groups |
| 78.8 | Self improvement |
| 39.1 | Job- related advancement |
| 5.2 | No benefit |

MISCELLANEOUS

DEPARTMENTAL COURSE SECTIONS AND AVERAGE CLASS SIZE Fall 2004 to Spring 2009

| Department | Fall 2004 Sec / Ave | Spring 2005 Sec / Ave | Fall 2005 Sec / Ave | Spring 2006 Sec / Ave | Fall 2006 Sec / Ave |
|------------------------------|------------------------|--------------------------|------------------------|--------------------------|------------------------|
| Accounting | 68 / 29 | 69 / 31 | 64 / 30 | 71 / 29 | 70 / 28 |
| Allied Health Sciences | 21 / 29 | 22 / 16 | 20 / 34 | 22 / 18 | 20 / 38 |
| Business Management | 121 / 31 | 128 / 31 | 131 / 30 | 129 / 29 | 123 / 30 |
| Cooperative Education | 29 / 15 | 24 / 21 | 18 / 22 | 20 / 20 | 17 / 25 |
| Computer Information Systems | 106 / 24 | 105 / 23 | 99 / 23 | 101 / 22 | 91 / 23 |
| Developmental Skills | 104 / 23 | 101 / 22 | 100 / 23 | 95 / 23 | 113 / 24 |
| English | 297 / 28 | 296 / 27 | 304 / 27 | 306 / 26 | 301 / 28 |
| Ethnic Studies | 29 / 23 | 29 / 31 | 28 / 26 | 32 / 25 | 27 / 28 |
| Health Education | 74 / 36 | 74 / 37 | 79 / 35 | 76 / 35 | 76 / 35 |
| Mathematics | 309 / 27 | 307 / 26 | 307 / 27 | 311 / 24 | 299 / 26 |
| Modern Languages | 108 / 27 | 116 / 26 | 111 / 26 | 116 / 25 | 114 / 26 |
| Music and Art | 155 / 23 | 163 / 23 | 158 / 20 | 172 / 19 | 167 / 21 |
| Nursing | 16 / 37 | 16 / 36 | 16 / 37 | 16 / 36 | 16 / 36 |
| Science | 196 / 27 | 209 / 26 | 212 / 26 | 210 / 26 | 208 / 25 |
| Office Administration | 21 / 21 | 20 / 22 | 20 / 18 | 22 / 15 | 19 / 19 |
| Social Science | 326 / 32 | 322 / 32 | 303 / 31 | 311 / 32 | 308 / 31 |
| Speech | 156 / 26 | 148 / 27 | 156 / 25 | 152 / 24 | 155 / 27 |
| Teacher Education | NA | NA | 29 / 26 | 33 / 22 | 30 / 24 |
| TOTAL / AVE | 2,136 / 28 | 2,149 / 27 | 2,136 / 26 | 2,116 / 24 | 2,154 / 27 |

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 2004 to Spring 2009

| Department | Spring 2007 Sec / Ave | Fall 2007 Sec / Ave | Spring 2008 Sec / Ave | Fall 2008 Sec / Ave | Spring 2009 Sec / Ave |
|------------------------------|--------------------------|------------------------|--------------------------|------------------------|--------------------------|
| Accounting | 76 / 29 | 74 / 32 | 75 / 31 | 80/30 | 85/31 |
| Allied Health Sciences | 22 / 23 | 20 / 41 | 22 / 24 | 20/39 | 22/27 |
| Business Management | 123 / 31 | 126 / 32 | 135 / 31 | 149/32 | 152/31 |
| Cooperative Education | 21 / 24 | 20 / 23 | 21 / 25 | 22/22 | 21/25 |
| Computer Information Systems | 96 / 22 | 101 / 23 | 100 / 23 | 110/23 | 111/24 |
| Developmental Skills | 103 / 23 | 113 / 24 | 112 / 24 | 132/25 | 134/23 |
| English | 301 / 27 | 326 / 28 | 335 / 27 | 372/28 | 376/27 |
| Ethnic Studies | 34 / 26 | 32 / 29 | 30 / 31 | 31/30 | 40/33 |
| Health Education | 79 / 36 | 81 / 37 | 86 / 36 | 104/36 | 98/37 |
| Mathematics | 287 / 26 | 295 / 27 | 311 / 26 | 393/27 | 377/26 |
| Modern Languages | 121 / 26 | 118 / 27 | 127 / 27 | 137/27 | 136/28 |
| Music and Art | 168 / 20 | 171 / 22 | 187 / 21 | 194/23 | 210/21 |
| Nursing | 16 / 36 | 16 / 36 | 16 / 35 | 15/33 | 16/33 |
| Science | 203 / 26 | 205 / 25 | 209 / 25 | 209/26 | 214/26 |
| Office Administration | 19 / 17 | 16 / 21 | 20 / 18 | 19/22 | 20/21 |
| Social Science | 318 / 32 | 310 / 32 | 328 / 32 | 329/34 | 359/33 |
| Speech | 146 / 26 | 169 / 26 | 168 / 26 | 191/26 | 195/26 |
| Teacher Education | 31 / 23 | 30 / 24 | 35 / 24 | 32/26 | 37/26 |
| TOTAL / AVE | 2,164 / 26 | 2,223 / 28 | 2,317 / 27 | 2,541 / 28 | 2,603 / 28 |

2008-2009 Financial Aid Disbursements

| Program | Number of Recipients | Dollars Disbursed |
|--|----------------------|-------------------|
| FEDERAL PELL GRANT | 14,949 | \$42,446,462 |
| TAP (N.Y.S. Tuition Assistance Program) | 9,255 | 13,865,309 |
| APTS/PTAP (Aid to Part-time Students) | 1,554 | 565,983 |
| FEDERAL SEOG (Supplemental Educational Opportunity Grants) | 3,479 | 912,330 |
| ACADEMIC COMPETITIVENESS GRANTS | 290 | 155,353 |
| FEDERAL WORK STUDY | 1,025 | 1,114,931 |
| FEDERAL PERKINS LOANS | 41 | 64,350 |
| FEDERAL STAFFORD LOANS | 4,100 | 12,128,627 |
| COLLEGE DISCOVERY FUNDS (Includes stipends, book allowance and activity fees) | 535 | 405,372 |
| PETER VALLONE SCHOLARSHIP | 250 | 83,250 |
| SAFETY NET | 5,066 | 773,215 |
| BMCC FOUNDATION SCHOLARSHIPS | 327 | 596,270 |
| PERFORMANCE-BASES SCHOLARSHIP | 372 | 558,800 |
| OUT IN TWO | 207 | 228,590 |
| TEACHER'S ACADEMY | 16 | 72,977 |

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 2008-09 17,063 students (unduplicated count) received \$73,971,819 in assistance from at least one federal, state or city financial aid 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 | |
| | 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/ | Liberal Arts | |
| | Fine Arts | Liberal Arts | |
| | Management | Business Administration | |
| | Environmental Studies | Science | |
| | Philosophy | Liberal Arts | |
| | International Studies | Liberal Arts | |
| | History | Liberal Arts | |
| | Communications | Liberal Arts | |
| Social Work | Human Services | Spring 2009 | |
| Baruch College | Real Estate & Metropolitan Development | Business Administration | Fall 1996 |
| | Small Business | Small Business | Fall 1998 |
| | Entrepreneurship | Entrepreneurship | |
| | Memorandum of Understanding BBA | All related BMCC programs | Spring 2006 |
| Berkeley College | Business Administration | Business Administration | Spring 2009 |
| | Management, Financial Services, Marketing | Business Management | Spring 2009 |
| | Accounting | Accounting | Spring 2009 |
| 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 |

| College/University | Program | Program at BMCC | Completion Date |
|--|---|------------------------------------|-----------------|
| City College | Mathematics | Mathematics | Fall 1993 |
| | Electronic Design & Multimedia | Multimedia Programming & | Fall 1999 |
| | Early Childhood | Early Childhood | Spring 2005 |
| Clarkson | School of Management | Business Administration | Fall 1988 |
| 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 |
| | Economics with a specialization in Forensic Financial Analysis | Accounting | Spring 2009 |
| | Criminal Justice | Criminal Justice | Spring 2009 |
| | Forensics | Science for Forensics | Spring 2009 |
| 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 | |
| | Small Business Entrepreneurship | | |
| | Certification Sequence in Early Childhood Education | 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 |
| Metropolitan College of New York | Professional Studies | Human Services | Fall 1985 |
| | American Urban Studies | Liberal Arts | Fall 2007 |
| | Human Services | Liberal Arts | Fall 2007 |
| | Human Services | Human Services | Fall 2007 |
| | Business Administration | Business Administration | Spring 2009 |
| | Business Administration Business Administration | Business Management Small Business Entrepreneurship | Spring 2009 Spring 2009 |
| College of Mt. St. Vincent | Communications | Corporate & Cable Communications | 2002 |
| Monroe College | Business Management | Small Business Entrepreneurship | Fall 2002 |
| | Business Management | Business Administration | Fall 2002 |
| | Business Management | Business Management | Fall 2002 |
| | Accounting | Accounting | Fall 2002 |
| New School University | B.A or B.S Liberal Arts | Liberal Arts | Spring 2005 |
| | B.S Liberal Arts | Multimedia Programming | Spring 2005 |
| | B.A Liberal Arts | Writing and Literature Design | Spring 2005 |
| New York City College of Technology | Mathematics | Mathematics | Fall 2005 |
| | Nursing | Nursing | Fall 2005 |
| New York City Technical College | Technology in Communication Design | Multimedia Programming & Design | Spring 1998 |
| | Computer Systems | Computer Programming & Computer Operations | Fall 1998 |
| | Health Services Administration | Paramedic/Respiratory Therapy Nursing | 2003 |
| | Stage Technology/ Entertainment Technology | Theatre | Spring 2001 |
| | Applied Mathematics (Financial Science) | Mathematics | Spring 2005 |
| | | | |
| New York Institute of Technology | Liberal Arts | Liberal Arts | Spring 1999 |
| | Business Administration | Business Administration | |
| New York University | Early Childhood/Early Childhood Special Education | Early Childhood Education | Spring 2002 |
| | Communications Studies | Corporate & Cable Communications | Fall 1983 |
| | Rehabilitation Services | Human Services | Fall 1989 |

| College/University | Program | Program at BMCC | Completion Date |
|-----------------------------------|---|--|------------------------|
| New York University | Nursing | Nursing | Fall 1990 |
| | Teachers of English In Secondary Schools | Liberal Arts | Fall 1983 |
| 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 English, Writing and Literature | Writing and Literature Writing and Literature | Fall 2004 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 |
| 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 |
| Biotechnology | | Science | Fall 2008 |
| Business Administration | | Business Administration | Spring 2009 |
| Aviation Management | | Business Administration | Spring 2009 |
| Pharmaceutical Sciences | | Science | Spring 2009 |

2009 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 2009 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 2008 instructor to enroll in the program. Similarly, in the 12-day summer program, the returning students were enrolled in tutorials in reading, writing, English as Second Language, and math based on the recommendation of their spring 2009 instructors. Incoming freshmen for fall 2009 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 participate in interdisciplinary learning communities based on the theme, "College Culture, Student Success."

JUNIOR HIGH AND HIGH SCHOOL PARTNERSHIPS AND COLLABORATIVES 2008 - 2009

College Now

The *BMCC College Now Program* is partnered with 10 Manhattan high schools: Murry Bergtraum, Marte Valle Secondary, Louis D. Brandeis, Central Park East Secondary School, Graphic Communication Arts, Legacy School for Integrated Studies, Long Island City, New Design, Dual Language and Asian Studies and the Frederick Douglas Academy. 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. Students are encouraged to attend College Now pre-college courses during their ninth and tenth grade years. As high school juniors, students can register for college credit courses, and earn as much as 12 credits by their senior year. BMCC faculty teach all college credit 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. During the summer, BMCC offers the “Video Arts & Technology Program.” This hands-on technology program was implemented in summer 2006 and has been well received by youth and parents. It is one of our most successful summer high school/college/community partnerships. Students learn the fundamentals of video production and post-production techniques as they cultivate their skills using technology from video taping, editing and final mastering. Students participate in script writing as well as they transform their idea to an edited DVD. During the 2008-2009 academic year 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. College Now offers classes in the Social Sciences, such as General Psychology and Introduction to Sociology, while also offering science and technology courses such as Multimedia Programming, and General Chemistry.

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 preparation classes, regents preparation 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 60 participants in grades 9-12 at seven target high schools.

Liberty Partnerships Program

The *Liberty Partnerships Program* (LPP) at Borough of Manhattan Community College (BMCC), funded by the New York State Education Department, is a collaboration between BMCC, the New York City Department of Education high schools and several community-based organizations. For the past 16 years, The Liberty Partnerships Program LPP has provided academic, college, career and personal/social support services to over 1,700 at-risk high school students. The school sites include Marta Valle Secondary School, Edward A. Reynolds Westside High School, and University Neighborhood High School. The collaborating community based organizations are Grand Street Settlement's Beacon Program and Archdiocese of New York Head Start Program.

The program seeks to reduce the high student drop-out rate among students with at-risk needs; enabling 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.

Academic services take place during the school day at the Marta Valle Secondary School, Edward A. Reynolds Westside High School, and University Neighborhood High School. The cultural, social and educational activities (i.e. field trips to museums and college tours) occur during after-school or mid-winter and spring recess.

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 including Manhattan International, Millennium, Graphic Arts and Communication, John V. Lindsay, Brooklyn Technical High School, Stuyvesant, Staten Island Tech and the High School for Environmental Studies. The program assists economically disadvantaged and minority students prepare for college and a career in science, engineering, technology, or the health-related professions. BMCC's project provides: PSAT, SAT and SAT2 Prep, a hands-on science, mathematics and language arts instructional programs 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.