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2004

### Bridgewater State College Factbook, Academic Year 2003-2004

Office of Institutional Research and Assessment, Bridgewater State College

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BRIDGEWATER STATE COLLEGE

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Factbook

Academic Year 2003 –2004

**OFFICE OF INSTITUTIONAL RESEARCH AND ASSESSMENT**

Bridgewater State College

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[www.bridgew.edu/depts/ir](http://www.bridgew.edu/depts/ir)



September 2004

Dear Reader:

It is my pleasure to present to you the 2003-2004 Bridgewater State College Factbook. This document is designed to provide a profile of the campus and its students, faculty, and staff. The Factbook contains frequently requested institutional data and, in many cases, trend data over a 5-year period.

I would like to extend my thanks to the staff of the Office of Institutional Research and Assessment for their outstanding effort in preparing this report. Many offices and individuals contributed information for the Factbook and their assistance is much appreciated.

The 2003-2004 Factbook is also available on-line at <http://www.bridgew.edu/depts/ir>. If you need additional information about Bridgewater State College that is not included in this report, please contact the Office of Institutional Research and Assessment.

I hope you will find this helpful and informative and, as always, I welcome your comments.

Sincerely,

Dana Mohler-Faria  
President

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## ***MISSION OF THE COLLEGE***

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The mission statement of Bridgewater State College was adopted in April 1998.

As the comprehensive public college of Southeastern Massachusetts, Bridgewater State College has a dual mission: to educate the residents of Southeastern Massachusetts and the Commonwealth, and to use its intellectual, scientific and technological resources to support and advance the economic and cultural life of the region and the state.

While maintaining its historic focus on the preparation of teachers, Bridgewater today provides a broad range of baccalaureate degree programs through its School of Arts and Sciences, its nationally recognized School of Education and Allied Studies, and its new School of Management and Aviation Science, which includes the only four-year Aviation program at a public college in New England. At the graduate level, the college offers doctoral programs in Educational Leadership and Reading in partnership with the University of Massachusetts-Lowell.

Through the extensive information technology and distance education resources available at Bridgewater, including the unique John Joseph Moakley Center for Technological Applications, the college has made technology an integral component of teaching and learning on campus, and seeks to become the regional center for the enhancement of teaching through technology for PreK-12 teachers and college faculty.

Bridgewater educates its students to think critically, communicate effectively and act responsibly within a context of personal and professional ethics. Learning communities on campus and internships in the workplace help students sharpen skills and examine values. Outside the classroom, resident and commuting students alike benefit from participation in research projects, public and community service, and a wide range of recreational and cultural activities.

## ***ACCREDITATIONS AND CERTIFICATIONS***

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Bridgewater State College is accredited by the New England Association of Schools and Colleges, Inc. (NEASC), through its commission on Institutions of Higher Education.

Other accreditations and certifications include:

- ❖ American Chemical Society (ACS)
- ❖ Commission on the Accreditation of Allied Health Education Programs (CAAHEP)
- ❖ Council on Social Work Education (CSWE)
- ❖ Federal Aviation Administration (FAA)
- ❖ International Assembly for Collegiate Business Education (IACBE)
- ❖ Interstate Certification Compact (ICC)
- ❖ National Council for the Accreditation of Teacher Education (NCATE)

## *HISTORY OF THE COLLEGE*

---

Bridgewater State College's journey from 1840, when the school was founded with 27 students in a single room in the basement of Town Hall, to the 2003-2004 academic year, when it serves more than 9,000 full-time and part-time students on a 235-acre campus with 34 major buildings, has had a profoundly positive impact on the citizens of this region and the commonwealth.

Today, under the leadership of Dr. Dana Mohler-Faria, the college's 11<sup>th</sup> president, Bridgewater has grown to become the largest state college in Massachusetts and the fifth largest of the state's 29 public colleges and universities.

Its location in the heart of Southeastern Massachusetts, midway between Boston and Cape Cod, makes BSC a key educational hub that serves the area's 51 cities and towns and more than a million nearby residents with a wide range of programs and services. Bridgewater's 43,000 alumni, more than 80 percent of who live and work in Massachusetts, are a vital part of every sector of the state's economy.

Having just completed a \$70 million new construction and building renovation program, the college's academic, administrative and student housing facilities feature a host of state-of-the-art teaching and learning resources, many of which are used on a regular basis by the businesses, school districts, community organizations and individuals located in this part of the state.

The college's expertise in the field of instructional technology – launched almost a decade ago with the opening of the \$10 million J. Joseph Moakley Center for Technological Applications – is among Bridgewater's most important resources, given society's ever-increasing dependence on advances in this field.

The Moakley Center is the focal point for the college's growing network of technology services to the campus and the region, and continuing progress in the development of technology resources is a major priority. All college buildings are wired for high-speed voice, video and data transmission, and a host of computer-based training programs are offered throughout the year both for the campus community and for educators, business leaders and public service personnel from throughout the region.

Bridgewater's early years were very modest in comparison. One of the oldest public colleges in America, Bridgewater was exclusively a teacher-

training institution from its founding well into the 20<sup>th</sup> century (the school's name was Bridgewater State Teachers College until 1960).

Enrollment grew slowly through the 19<sup>th</sup> century but was still approximately 500 students into the late 1950s. A four-year program was first introduced after the Civil War, and in 1921, the college was authorized for the first time to grant a bachelor of education degree, and in 1937, the graduate school was established. For most of its first century-and-quarter, the college's physical plant was confined to the 33 acres surrounding the main administration building.

In the mid-1960s a new liberal arts curriculum was introduced in the state colleges of Massachusetts, adopted in 1965. Under the leadership of Dr. Adrian Rondileau, who took office in 1962 and remained as president for 25 years, the college began experiencing dramatic growth in terms of students, academic programs and new buildings.

In 1989, Dr. Adrian Tinsley became the college's 10<sup>th</sup> – and first woman – president, and the college's expansion continued during her 13-year tenure. Academically, the college grew significantly. The Tinsley years saw the construction of six new buildings, the addition of a half-dozen new academic programs, and the completion of the college's first endowment campaign, which raised \$10 million for student scholarships and other worthwhile academic projects.

She development plans for the creation in 1992 of the School of Arts and Sciences and the School of Education and Allied Studies, and in 1997 she opened the School of Management and Aviation Science. Further, she re-emphasized support for the college's historic commitment to teacher certification, and today, as in the past, education is the field of choice for a large number of Bridgewater students.

When Dr. Dana Mohler-Faria succeeded Dr. Tinsley in the summer of 2002, he brought with him a full decade of experience at BSC, having spent the previous 11 years as her vice president for administration and finance. At his inaugural in October of that year, he said, "We have important plans for Bridgewater and its commitment to offering high quality, affordable education, and we have equally important plans for how we will repay the people and communities around us for all the gifts that we have been given."





BRIDGEWATER STATE COLLEGE

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Administration

**Massachusetts Board of Higher Education  
August 2004**

Stephen P. Tocco, *Chairman*

David P. Driscoll, *Ex Officio*

George (Peter) Alcock

John C. Brockelman

Jeanne-Marie Boylan

Matthew E. Carlin

Grace K. Fey

Kathleen A. Kelley

Aaron D. Spencer

Richard Taylor

**Bridgewater State College  
Board of Trustees  
August 2004**

David B. Jenkins, *Chairman*

Paul T. Gannon, *Vice Chairman*

Franklin P. Ollivierre, *Secretary*

Terry Hart Cogan

Arthur C. George, Esq.

Matthew Keswick

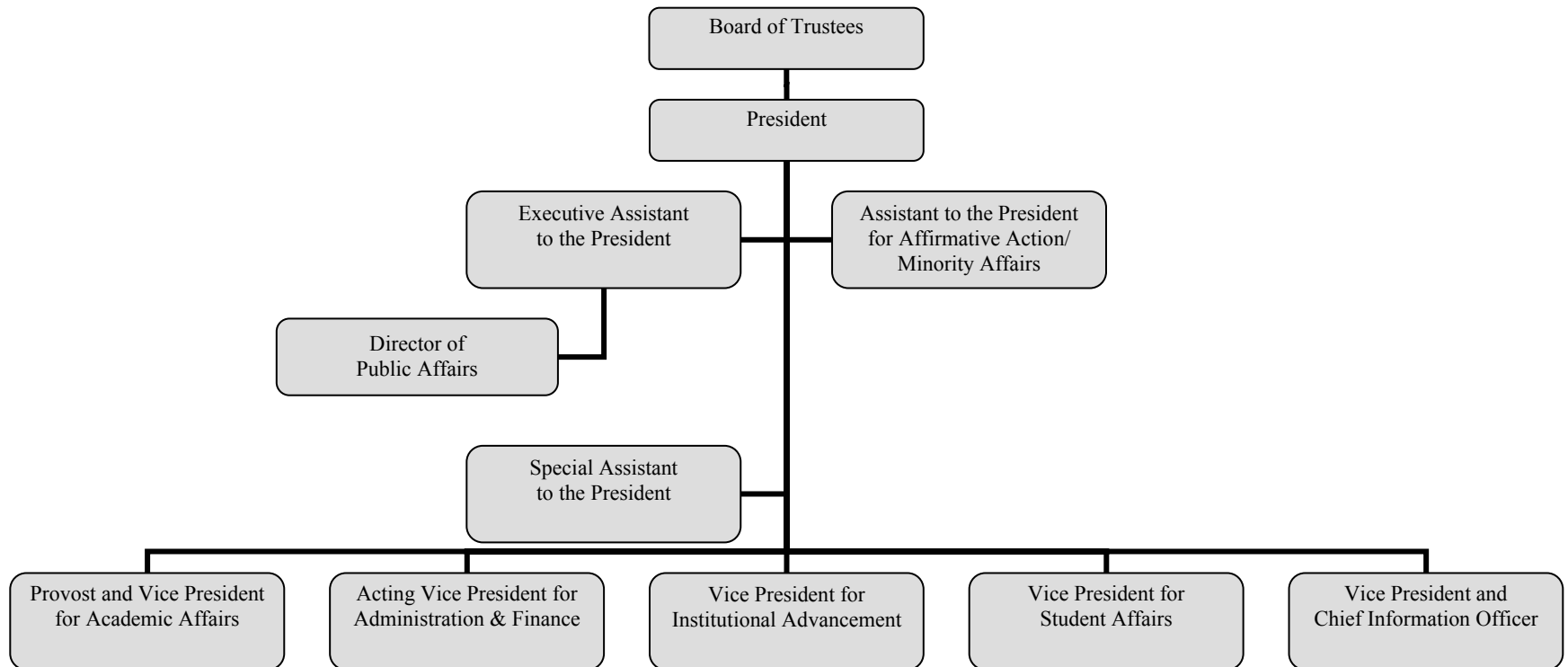
Judith Block McLaughlin, Ed.D.

Rachel Matos, Student Trustee

## **President's Division August 2004**

President	Dana Mohler-Faria
Executive Assistant to the President	Victor DeSantis
Special Assistant to the President	Susan McCombe
Director of Public Affairs	Eva Gaffney
Assistant to the President for Affirmative Action and Minority Affairs	Alan Comedy
Provost and Vice President for Academic Affairs	Nancy Kleniewski
Acting Vice President for Administration and Finance	Bill Davis
Vice President for Institutional Advancement	Molly Fannon Williams
Vice President for Student Affairs	David Ostroth
Vice President and Chief Information Officer	Bill Davis

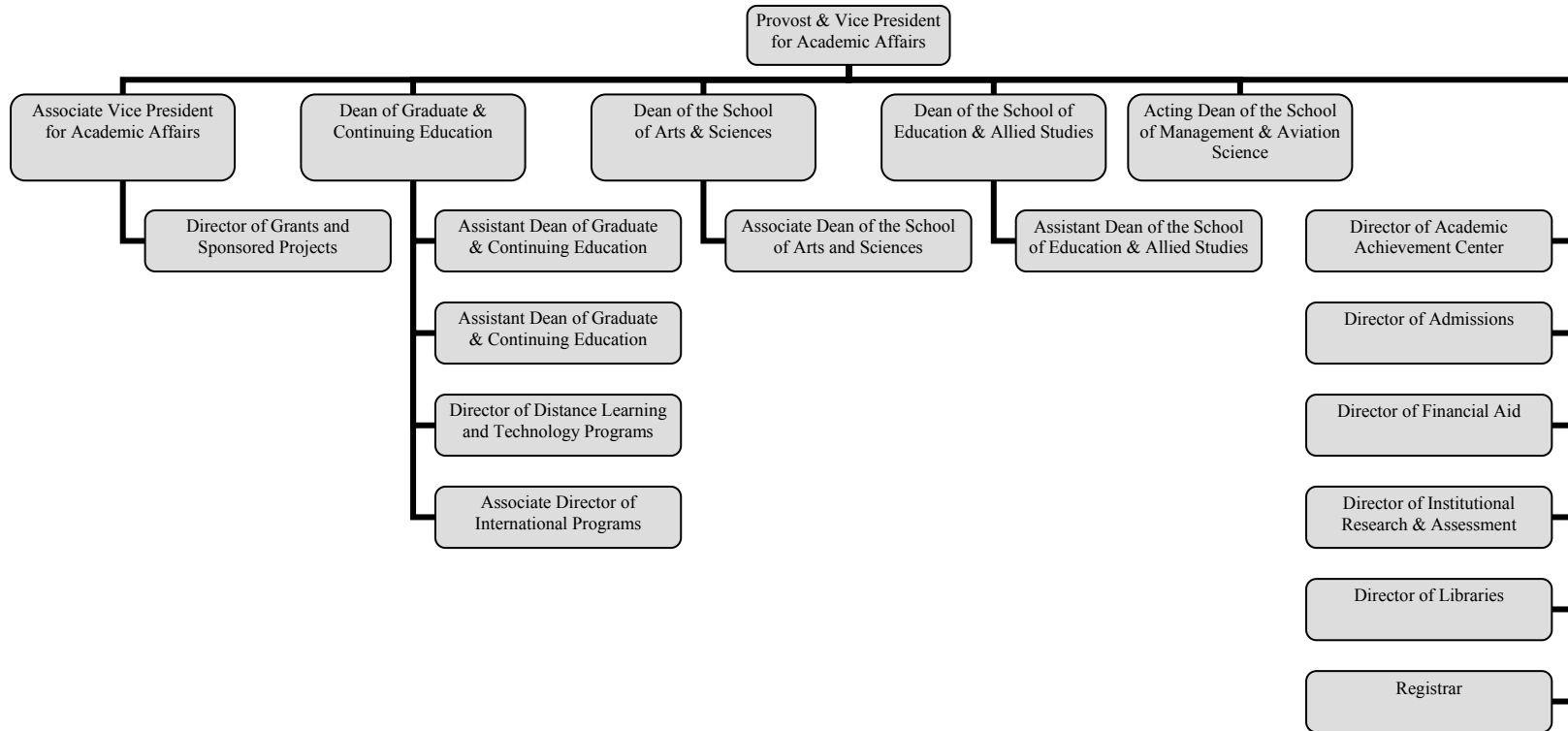
## President's Division August 2004



## **Academic Affairs Division August 2004**

Provost and Vice President	Nancy Kleniewski
Associate Vice President for Academic Affairs	Ronald Pitt
Dean of the School of Arts and Sciences	Howard London
Dean of the School of Education and Allied Studies	Anna Bradfield
Acting Dean of the School of Management and Aviation Science	Edward Minnock
Dean of Graduate and Continuing Education	Edward Minnock
Associate Dean of the School of Arts and Sciences	Rita Miller
Assistant Dean of the School of Education and Allied Studies	Mary Ann McKinnon
Assistant Dean of Graduate and Continuing Education	Raymond Guillette
Assistant Dean of Graduate and Continuing Education and Director of Off-Campus Programs	Jane Souza
Director of the Academic Achievement Center	Peggy Smith
Director of Admissions	Gregg Meyer
Director of Distance Learning and Technology Programs	Mary Fuller
Director of Financial Aid	Janet Gumbris
Director of Grants and Sponsored Projects	Frances Jeffries
Director of Institutional Research and Assessment	Shu-Ling Chen
Director of Libraries	Michael Somers
Registrar	Irene Checkovich
Associate Director of International Programs	Robin Melavalin

# Academic Affairs Division August 2004



## **Academic Department Chairpersons August 2004**

### **School of Arts and Sciences**

Anthropology	Curtiss Hoffman
Art	Roger Dunn
Biological Sciences	F. Hardy Moore
Chemical Sciences	Frank Gorga
Communication Studies and Theatre Arts	Arthur Dirks
Earth Sciences and Geography	Peter Saccocia (Acting)
English	Evelyn Pezzulich
Foreign Languages	Margaret Snook
History	Jean Stonehouse
Mathematics and Computer Science	Richard Quindley
Music	Steven Young
Philosophy	Edward James
Physics	Jeffrey Williams
Political Science	Michael Kryzanek
Psychology	Jeffrey Nicholas (Acting)
Social Work	Lucinda King-Frode
Sociology and Criminal Justice	Patricia Fanning

## **Academic Department Chairpersons August 2004**

### **School of Education and Allied Studies**

Counselor Education	Victoria Bacon
Elementary and Early Childhood Education	Nancy Witherell
Movement Arts, Health Promotion and Leisure Studies	Robert Haslam
Secondary Education and Professional Programs	Lynne Yeamans
Special Education	Robert MacMillan

### **School of Management and Aviation Science**

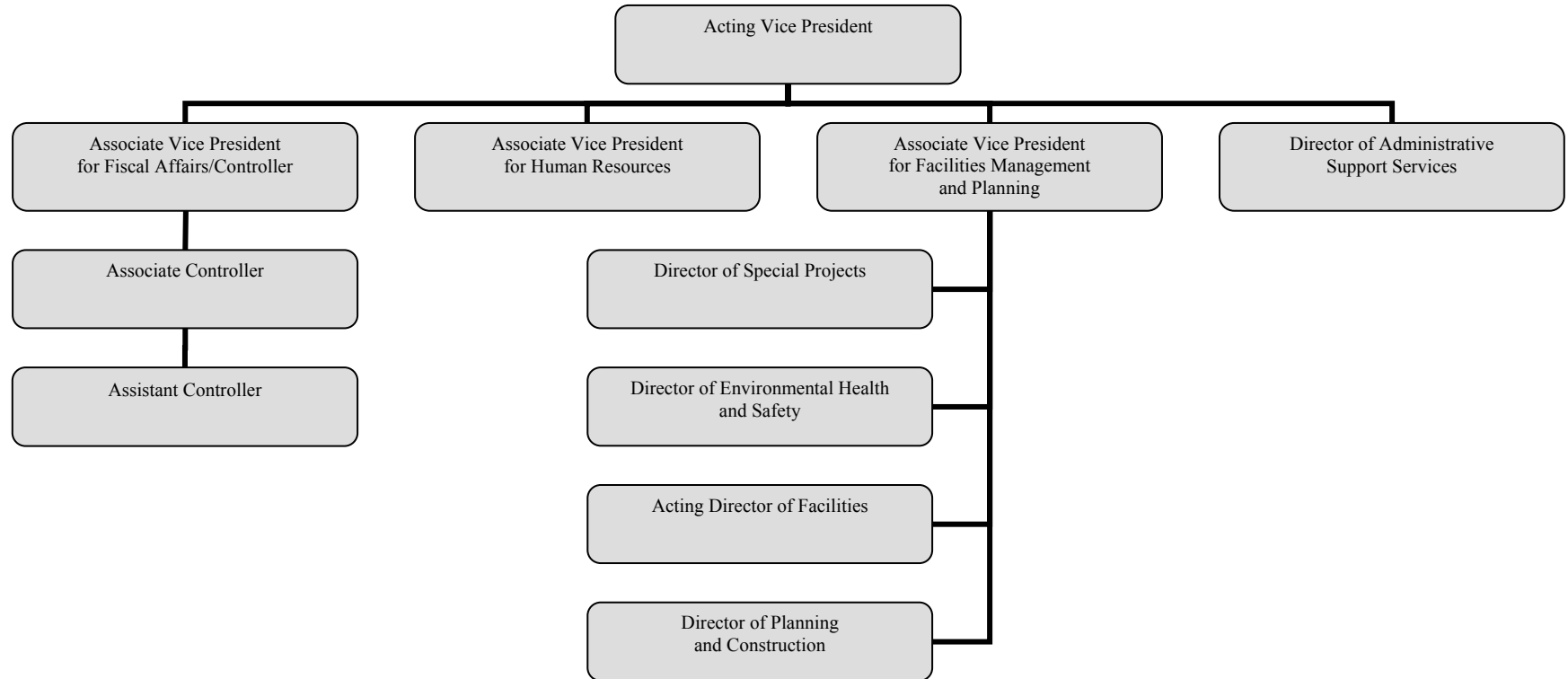
Accounting and Finance	Carleton Donchess
Aviation Science	Michael Farley
Economics	Margaret Landman
Management	Mercer Fellouris



## **Administration and Finance Division August 2004**

Acting Vice President	Bill Davis
Associate Vice President for Facilities Management and Planning	Miguel Gomes
Associate Vice President for Fiscal Affairs/Controller	Darlene Costa-Brown
Associate Vice President for Human Resources	Peter Martel
Director of Special Projects	David Morwick
Director of Administrative Support Services	Margarida Vieira
Director of Environmental Health and Safety	Patricia Delaney
Acting Director of Facilities	Keith Macdonald
Director of Planning and Construction	Karen Jason
Associate Controller	Dan Pidgeon
Assistant Controller	Jennifer Trent

# Administration and Finance Division August 2004



**Institutional Advancement Division  
August 2004**

Vice President

Molly Fannon Williams

Director of Annual Giving

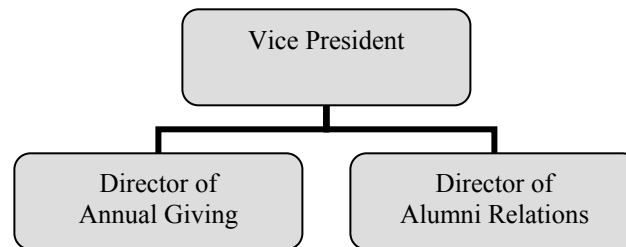
Barbara LaFrance

Director of Alumni Relations

Candace Maguire

# Institutional Advancement Division

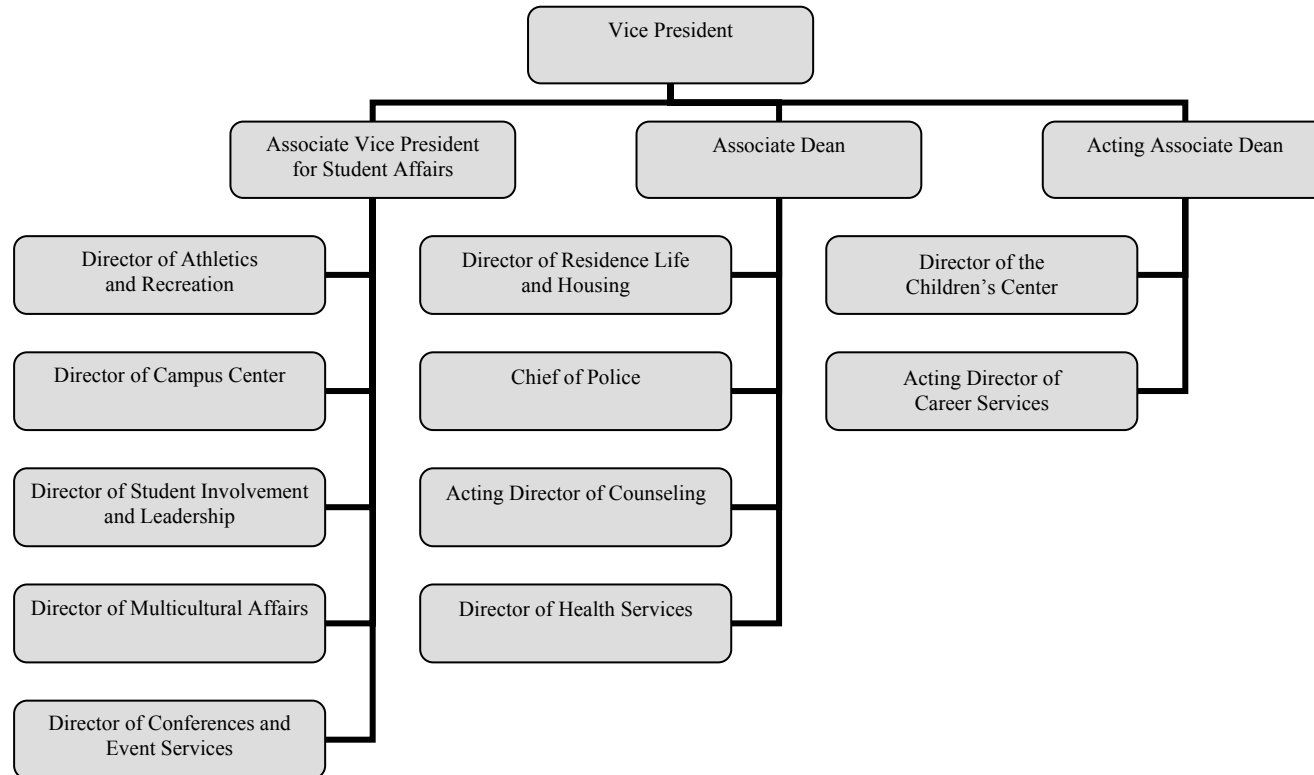
## August 2004



## **Student Affairs Division August 2004**

Vice President	David Ostroth
Associate Vice President for Student Affairs	Catherine Holbrook
Acting Associate Dean	Brian Salvaggio
Associate Dean	Anthony Esposito
Chief of Campus Police	David Tillinghast
Director of Athletics & Recreation	John Harper
Director of Campus Center	James Hallenbeck
Acting Director of Career Services	Christine Tetreault
Director of the Children's Center	Nancy Clark
Director of Conference and Event Services	Laura Aikey
Acting Director of Counseling	Wayne Assing
Director of Health Services	Mary Lou Frias
Director of Multicultural Affairs	Andrea Garr-Barnes
Director of Residence Life and Housing	Beth Moriarty
Director of Student Involvement and Leadership	Cindy Kane

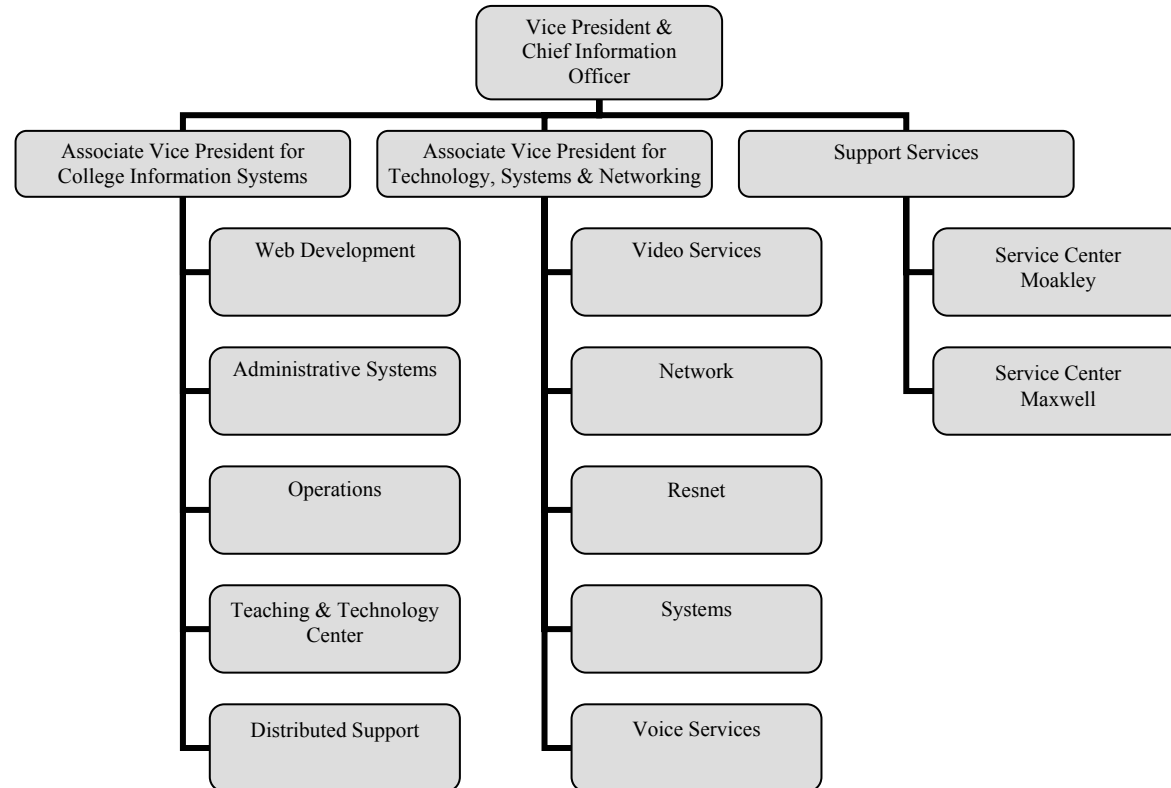
# Student Affairs Division August 2004



## **Information Technology August 2004**

Vice President and Chief Information Officer	Bill Davis
Associate Vice President for College Information Systems	Thomas Groh
Associate Vice President for Technology, Systems and Networking	Patrick Cronin

# Information Technology Division August 2004





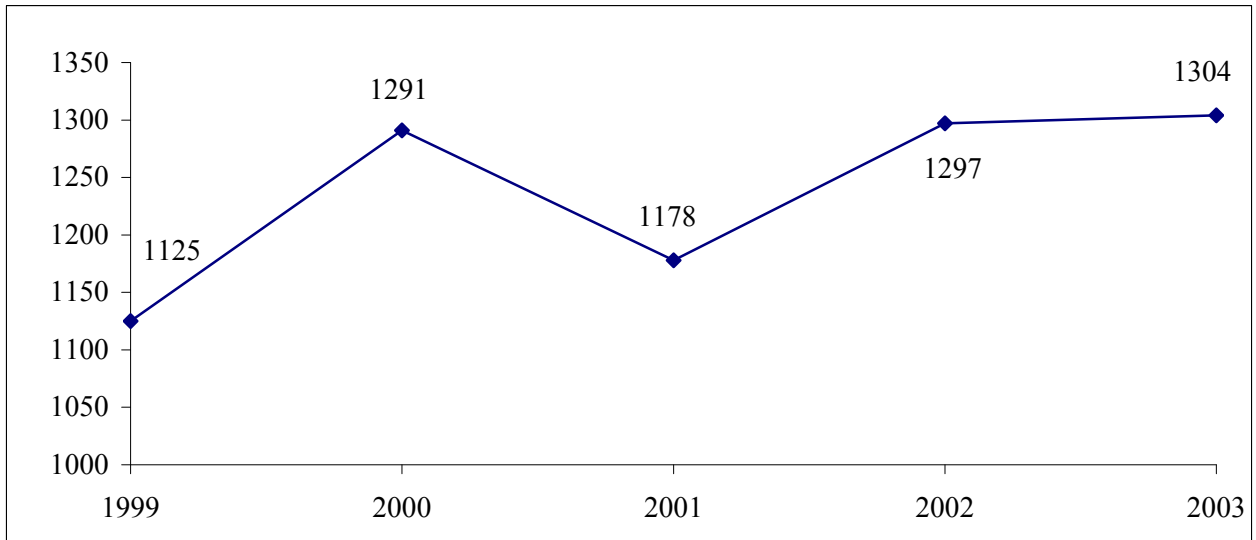


BRIDGEWATER STATE COLLEGE

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Admissions Data

## Freshman Admissions Fall 1999 – 2003

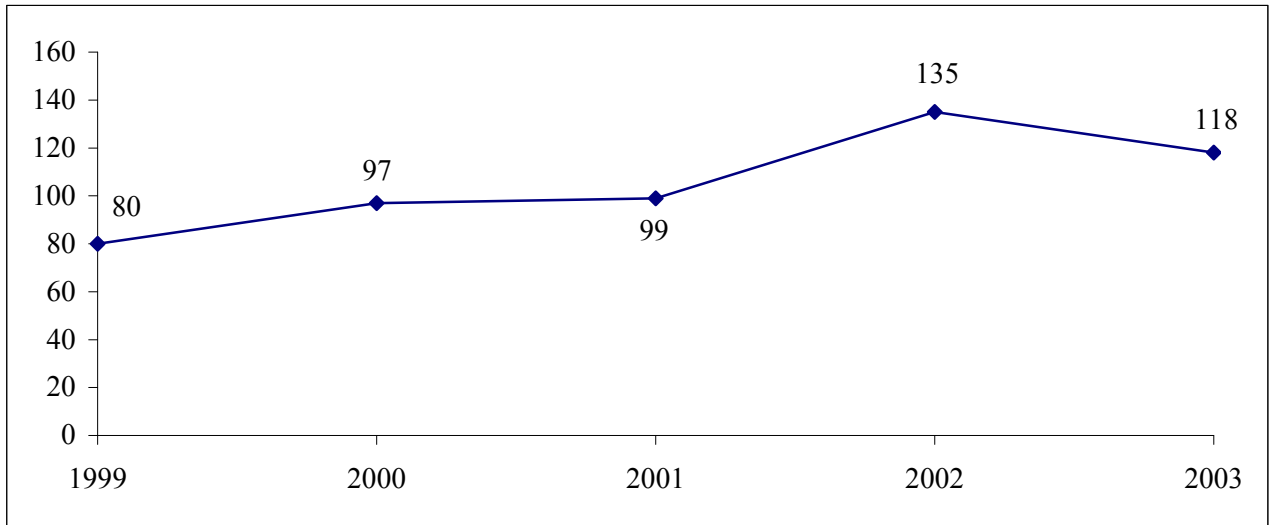


In Fall 2003, BSC accepted 7 of every 10 students who applied. Of those who were accepted, 1 out of every 3 chose to enroll at Bridgewater.

	1999	2000	2001	2002	2003
<b>Applied</b>	4680	4463	4680	5252	5540
<b>Accepted</b>	3569	3626	3484	3597	4005
<b>Enrolled</b>	1125	1291	1178	1297	1304
<b>Selectivity</b>	76%	81%	74%	69%	72%
<b>Yield</b>	32%	36%	34%	36%	33%

*Note: Selectivity = # accepted/# applied, Yield = # enrolled/# accepted*

## Students of Color Admissions\* Fall 1999 – 2003



	1999	2000	2001	2002	2003
<b>Applied</b>	386	419	503	570	530
<b>Accepted</b>	253	284	362	368	380
<b>Enrolled</b>	80	97	99	135	118
<b>Selectivity</b>	66%	68%	72%	65%	72%
<b>Yield</b>	32%	34%	27%	37%	31%

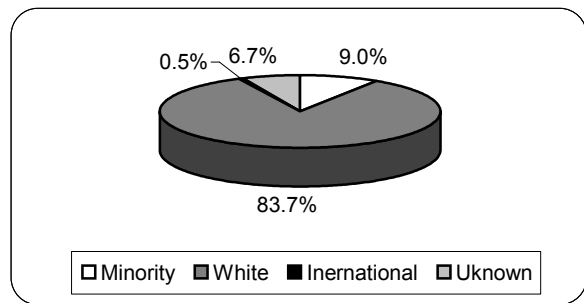
*Note: Selectivity = # accepted/# applied; Yield = # enrolled/# accepted  
\*Figures do not include international students.*

## Profile of First-Time Freshmen Fall 2003

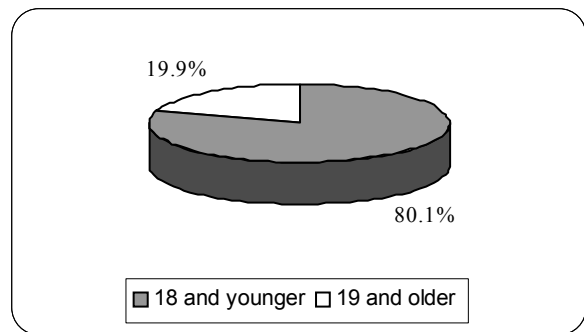
Gender	Frequency	Percent
Male	551	42.3%
Female	753	57.7%



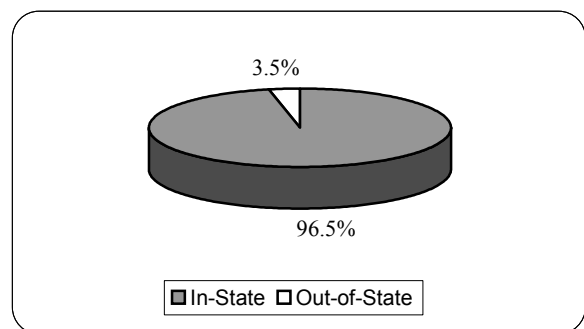
Ethnicity	Frequency	Percent
Native American	3	0.2%
Asian	24	1.8%
Black	57	4.4%
Hispanic	34	2.6%
White	1092	83.7%
International	6	0.5%
Unknown	88	6.8%



Age	Frequency	Percent
16-17	46	3.5%
18	999	76.6%
19	222	17.0%
20	14	1.1%
21-25	13	1.0%
26-30	5	0.4%
31+	5	0.4%
Unknown	0	0.0%



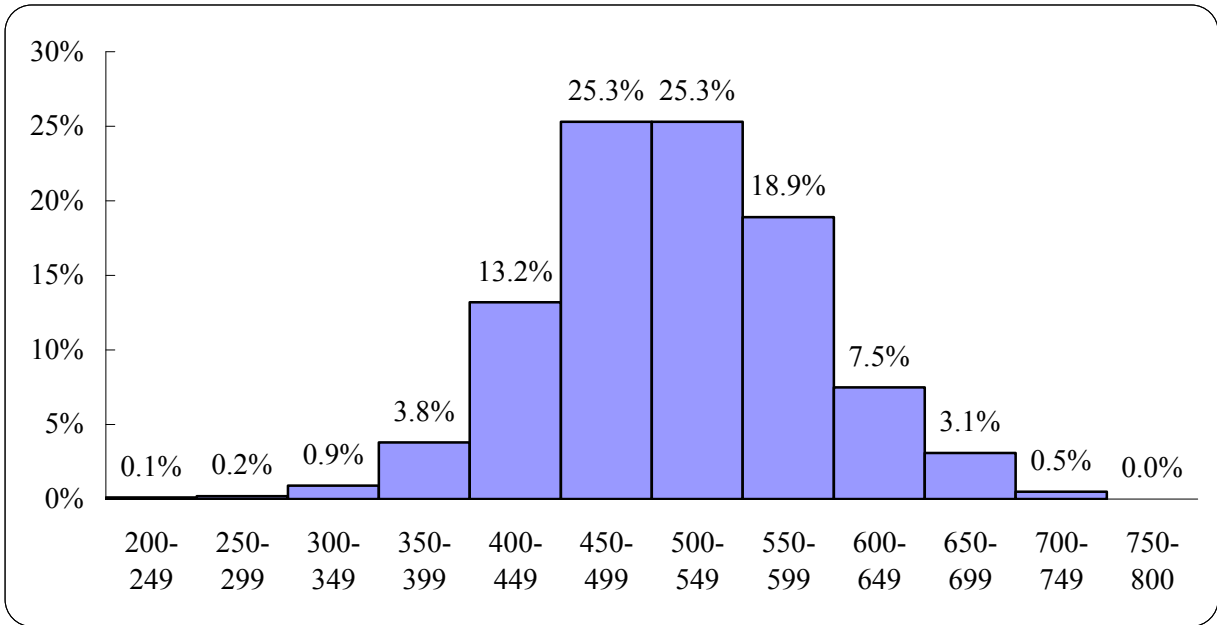
Residence	Frequency	Percent
Massachusetts	1259	96.5%
Other N.E.	29	2.2%
Other U.S.	10	0.8%
International	6	0.5%



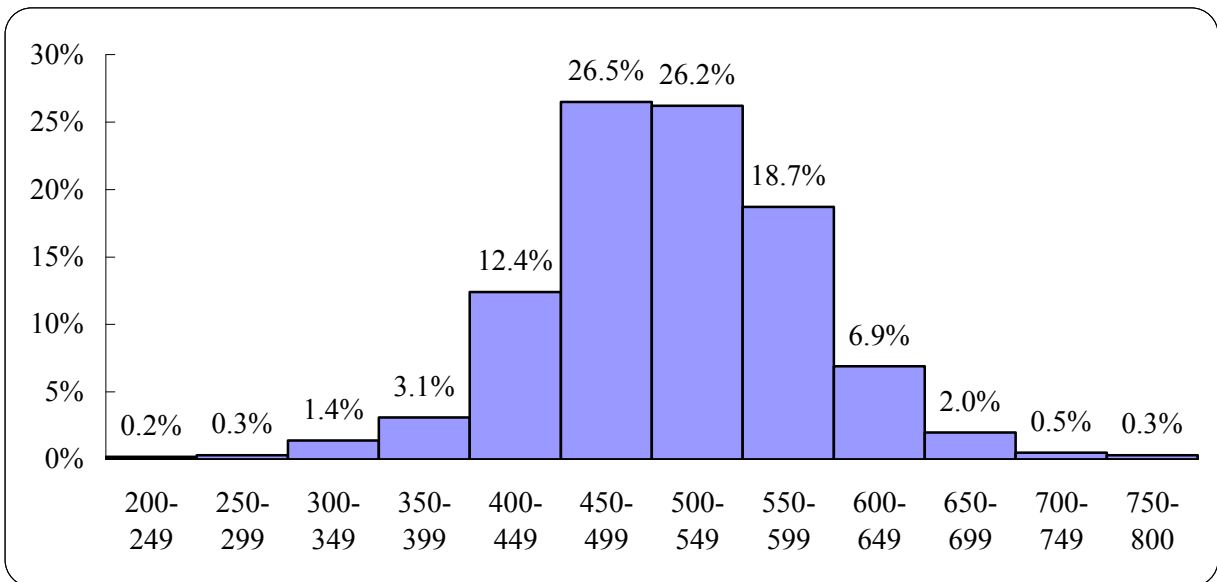
## Distribution of SAT Scores of First-Time Freshmen Fall 2003

Mean Score (Math): 509	Middle 50% (Math): 460-560
Mean Score (Verbal): 508	Middle 50% (Verbal): 460-550

### Math SAT Scores



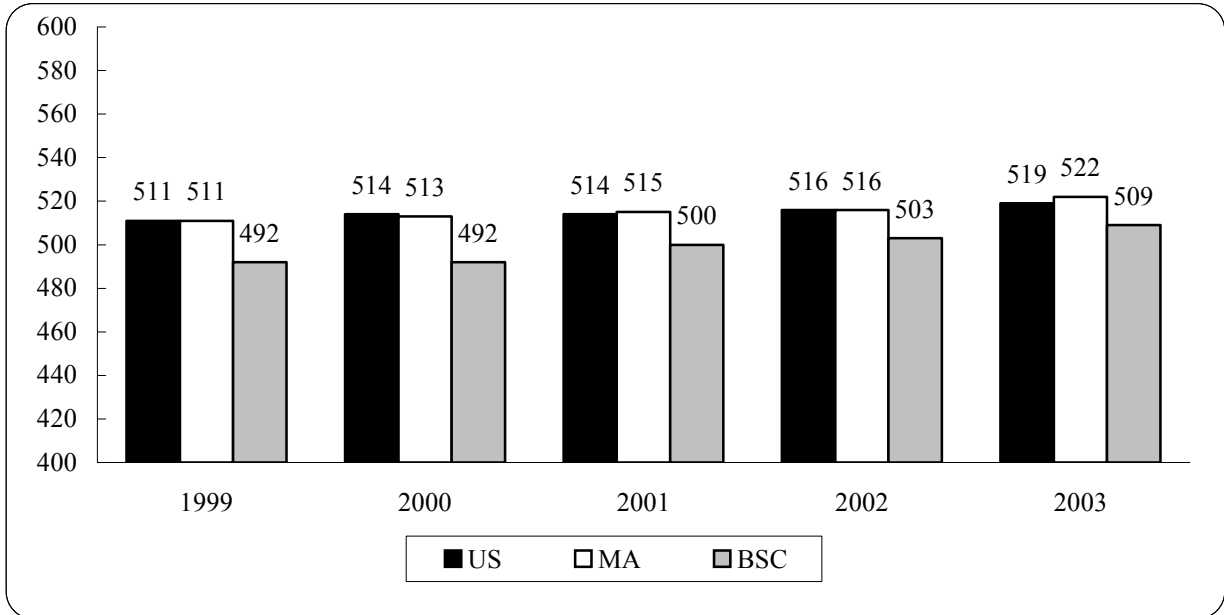
### Verbal SAT Scores



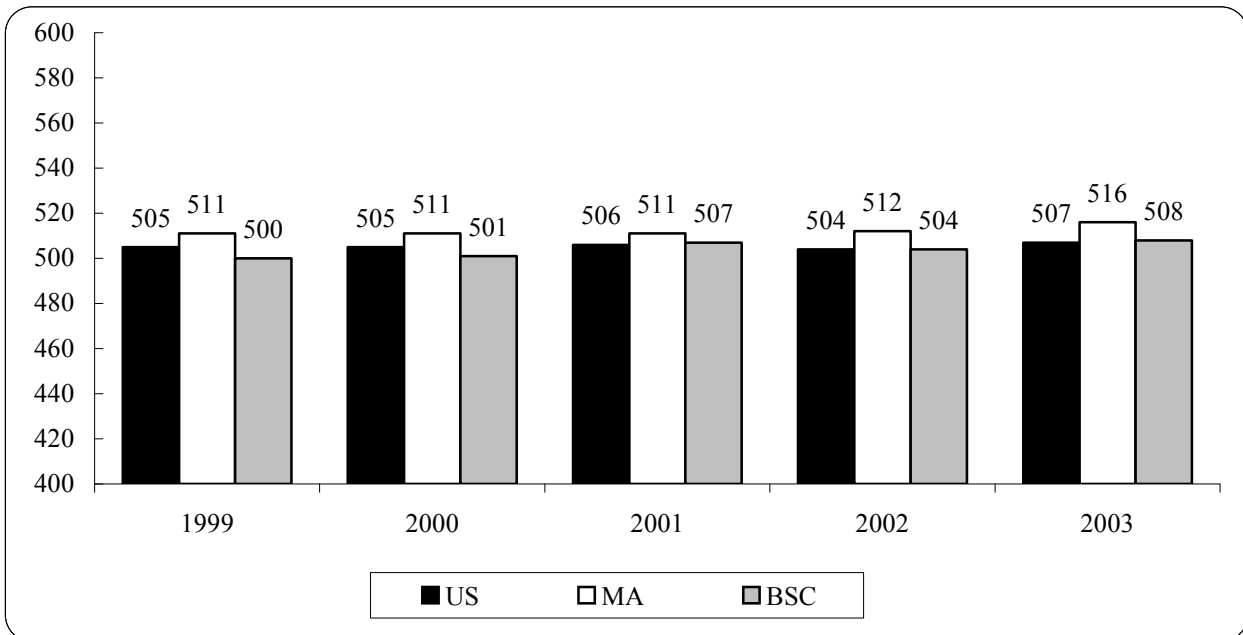
## SAT Comparison: BSC/MA/US Fall 1999 - 2003

For the past five years, average SAT scores at BSC have been comparable to national and state averages.

### Average Math Scores



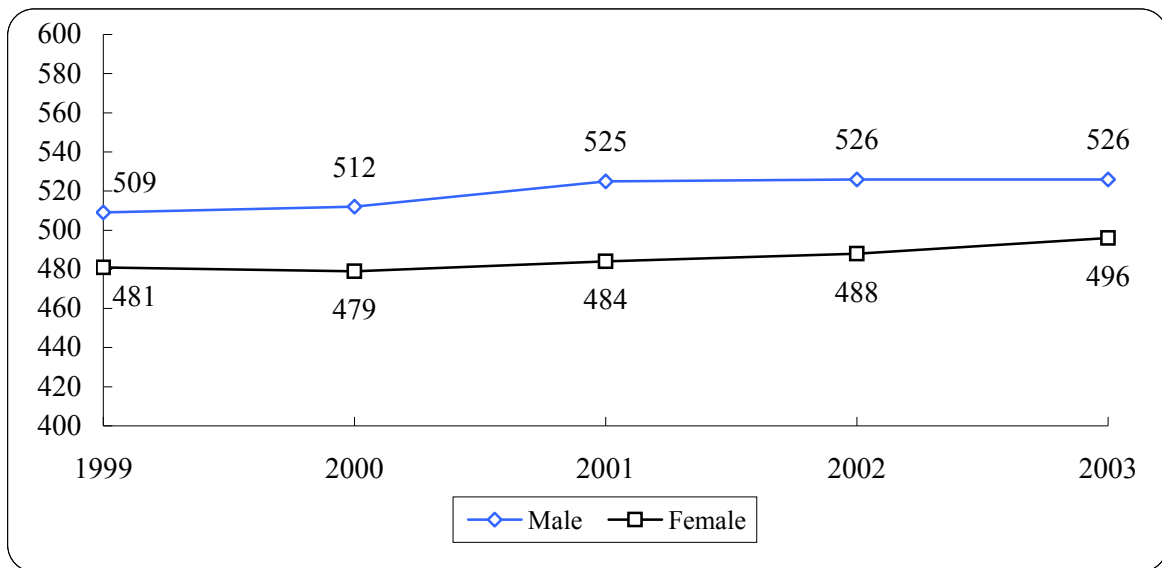
### Average Verbal Scores



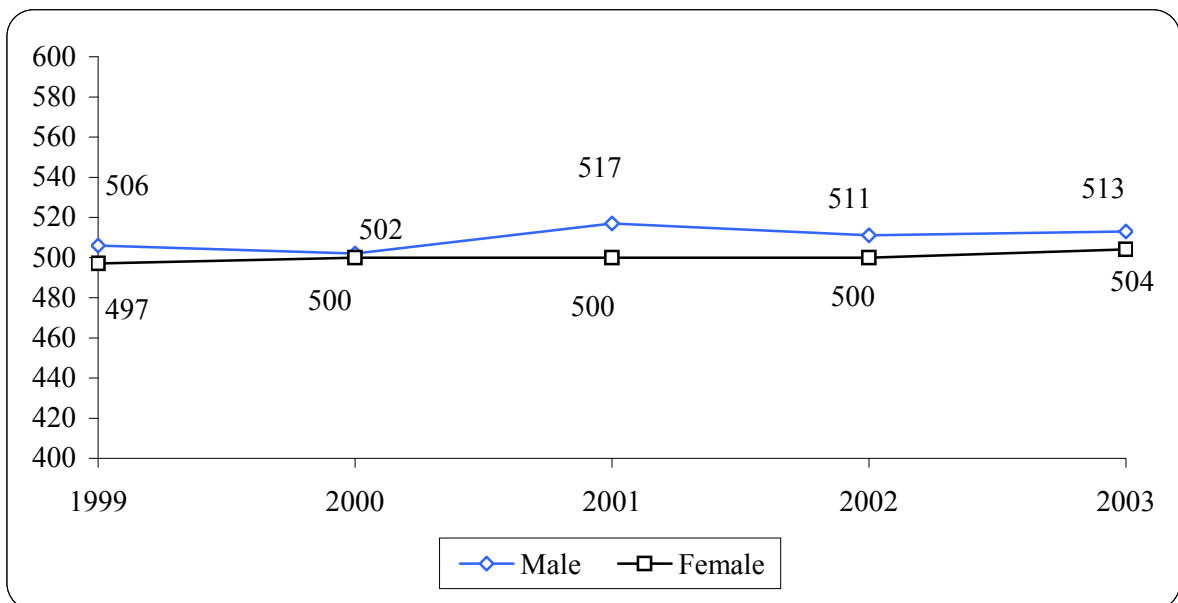
## SAT Scores: Comparisons by Gender Fall 1999 - 2003

For 2003, on average, men scored 30 points higher than women on the Math test. The difference is less pronounced for the SAT Verbal test scores.

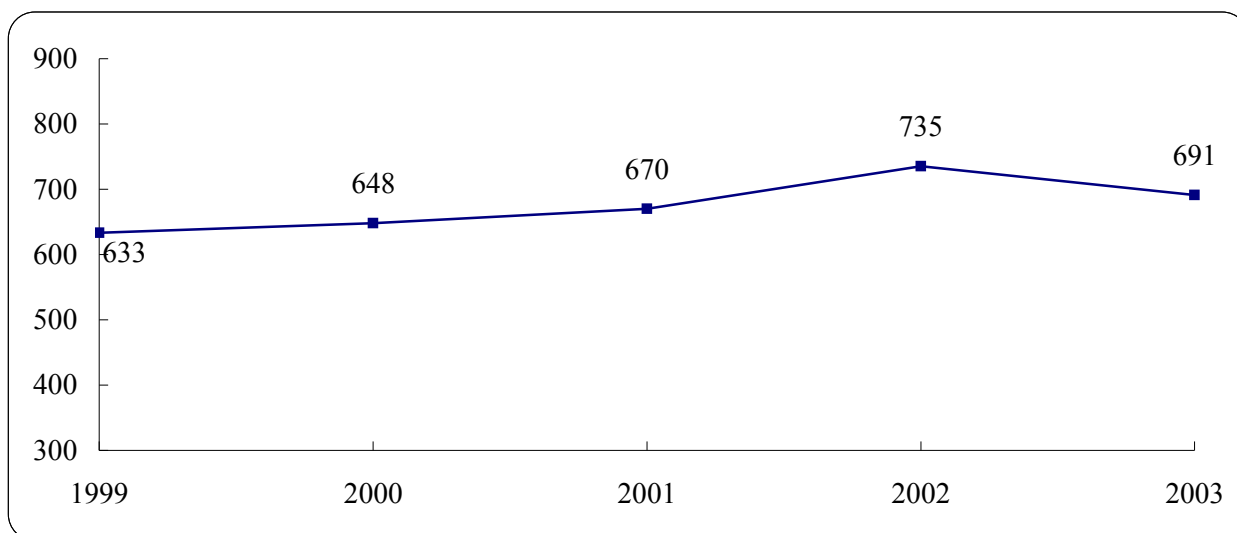
### Average Math SAT Scores



### Average Verbal SAT Scores



## Transfer Admissions Fall 1999 - 2003



BSC accepts 9 out of every 10 transfer students who apply. Of those who are accepted, 2 out of every 3 choose to enroll at Bridgewater.

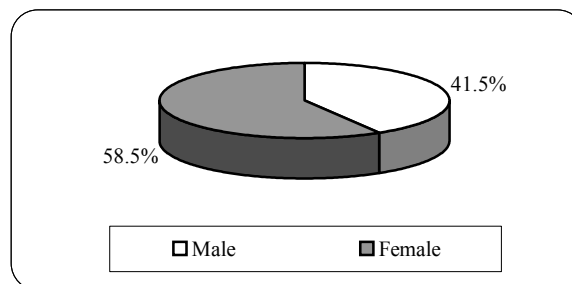
	1999	2000	2001	2002	2003
<b>Applied</b>	1121	1060	1136	1255	1138
<b>Accepted</b>	982	961	1047	1137	1049
<b>Enrolled</b>	633	648	670	735	691
<b>Selectivity</b>	88%	91%	92%	91%	92%
<b>Yield</b>	64%	67%	64%	65%	66%

*Note: Selectivity = # accepted/# applied; Yield = # enrolled/# accepted*

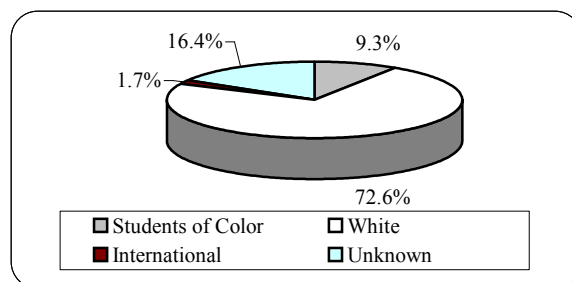


## Profile of Transfer Students Fall 2003

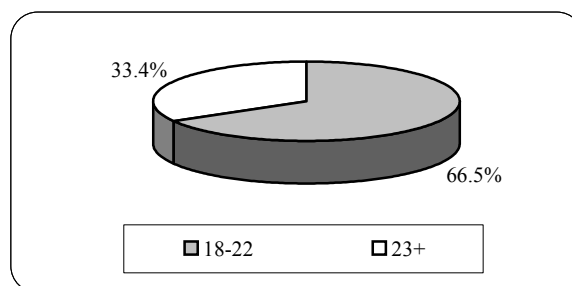
Gender	Frequency	Percent
Male	287	41.5%
Female	404	58.5%



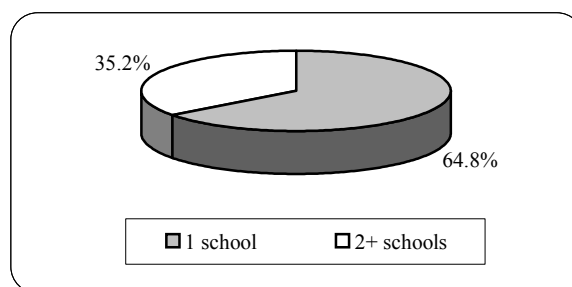
Ethnicity	Frequency	Percent
Native American	4	0.6%
Asian	12	1.7%
Black	33	4.8%
Hispanic	15	2.2%
White	502	72.6%
International	12	1.7%
Unknown	113	16.4%



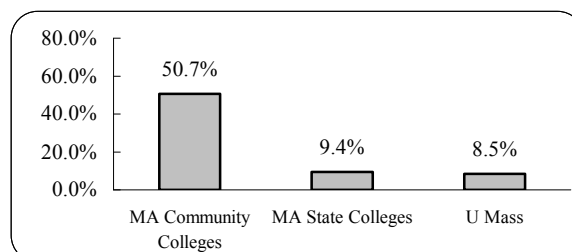
Age	Frequency	Percent
18-20	263	38.1%
21-22	196	28.4%
23-25	86	12.4%
26-30	57	8.3%
31+	88	12.7%
Unknown	1	0.1%



Transfers entering with credit from:	Frequency	Percent
1 school	448	64.8%
2 schools	176	25.5%
3 schools	54	7.8%
4 schools	8	1.2%
5 schools	5	0.7%



Transfers with credit from at least one:	Frequency	Percent
MA Community College	350	50.7%
MA State College	65	9.4%
U Mass	59	8.5%



# Profile of First-Time Full-Time Freshmen BSC Students and National Peers, Fall 2003

## Based on Results of the CIRP (American Freshman) Survey

For the past thirteen years, Bridgewater State College has participated in the study of new college students sponsored by the Cooperative Institutional Research Program (CIRP) at UCLA's Higher Education Research Institute (HERI). Begun in 1966, CIRP is a longitudinal study that forms the basis of the *American Freshman* series of books. In the Fall of 2003, 276,449 students from 413 colleges and universities participated in the study. At Bridgewater State College, 1,220 first-time, full-time freshmen completed the CIRP survey.

The Fall 2003 results of the CIRP survey are reported on the next several pages. Results are reported for Bridgewater students and their "national peers" -- students attending other public, medium selectivity four-year colleges. In Fall 2003, Bridgewater's peer group was comprised of 22,097 students from 21 institutions. Comparisons are made between Bridgewater students and their national peers; when relevant, trends over time and gender differences are also reported.

**An important note:** In fall, 2000, HERI conducted a full reclassification of institutions by institutional type and selectivity. Consequently, the institutions in Bridgewater's peer group have changed. Any comparison of this year's results with those of prior years should be made with caution.

The CIRP results are reported in three broad categories:

### Background Characteristics and Academic Preparation

- Background Characteristics
- High School Grades
- Students' Self-assessments of Academic Abilities

### Activities and Opinions

- Use of Time in an Average Week
- Previous Year's Activities
- Political and Social Opinions

### Attitudes and Expectations about College

- Top Reasons for Attending College
- Reasons for Selecting College of Choice
- Degree Aspirations and Career Plans
- Concern about Financing College
- Sources of Financial Support for College
- Expected College Activities
- Life Objectives

## Background Characteristics of BSC First-time Freshmen and National Peers Fall 2003

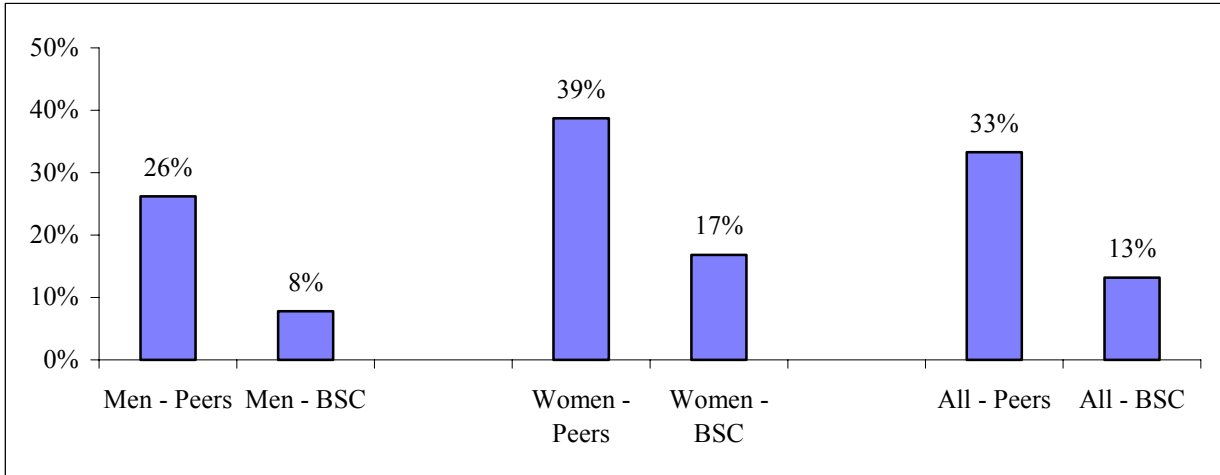
There are both similarities and differences between BSC students and their national peers with regard to background characteristics. Both are equally likely to be 19 or older, to have been graduated from high school in 2003, and to be U.S. citizens. BSC students are more likely than their peers to live nearby the college and to be Catholic. Their political views are more likely to be moderate.

Item	BSC	National
<b>Personal Characteristics</b>		
Gender		
Female	59.4	56.6
Male	40.6	43.4
Age: 19 or older	26.2	29.3
Women	22.1	25.4
Men	32.4	34.5
<i>White/Caucasian</i>	<i>90.3</i>	<i>79.1</i>
Native English speaker	94.4	93.8
Citizenship: U.S.	97.9	97.5
Year of high school graduation: 2003	98.4	98.1
<b>Family Characteristics</b>		
Father's education: HS grad or less	39.5	35.6
Mother's education: HS grad or less	34.9	34.6
Parents divorced	23.7	25.2
Parents' income: less than \$50,000	29.1	34.8
Parents' income: greater than \$100,000	24.8	22.5
<i>Miles from college to home: 100+ miles</i>	<i>6.4</i>	<i>28.0</i>
<b>Religious and political orientation</b>		
<i>Catholic</i>	<i>51.1</i>	<i>33.2</i>
Political Orientation		
Conservative	13.3	17.8
<i>Moderate</i>	<i>64.9</i>	<i>56.7</i>
Liberal	18.5	21.4
Figures represent percentages of students reporting each characteristic. Italicized items are those for which Bridgewater's percentages differ* from the national figures.		

\*In these reports, two groups were said to "differ" if their scores on an item differed by at least 7 percentage points.

## High School Grades Reported by BSC First-time Freshmen and National Peers Fall 2003

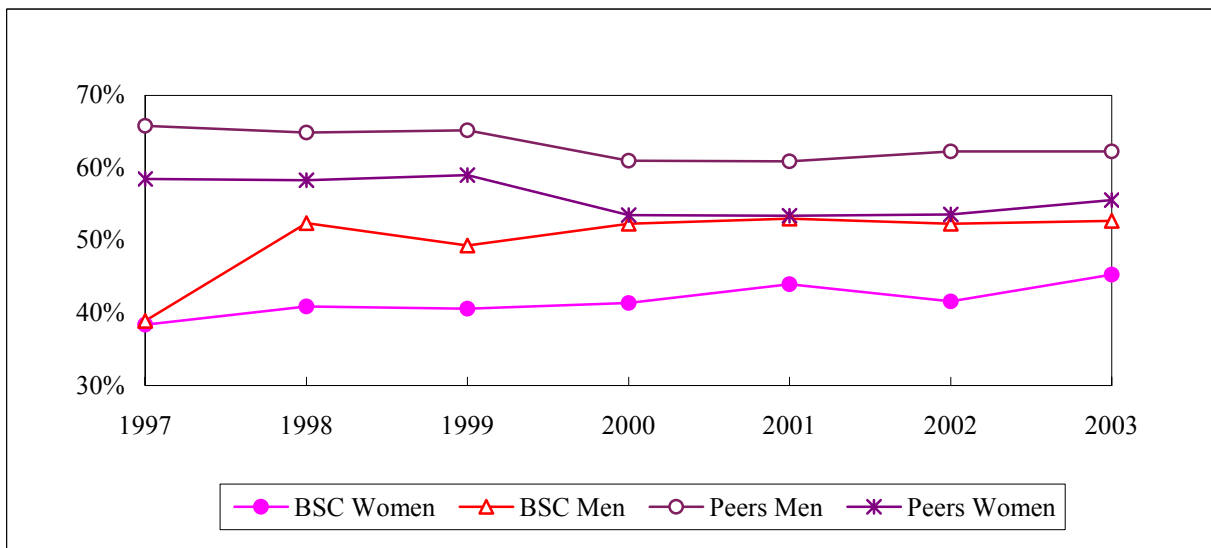
BSC students are much less likely than their national peers to report having an A/A- high school grade point average. Approximately 3 of every 10 students in the national group report an A/A- average compared with only 1 of every 10 BSC students.



## Students' Self-Perceptions of Academic Abilities, 1997 - 2003

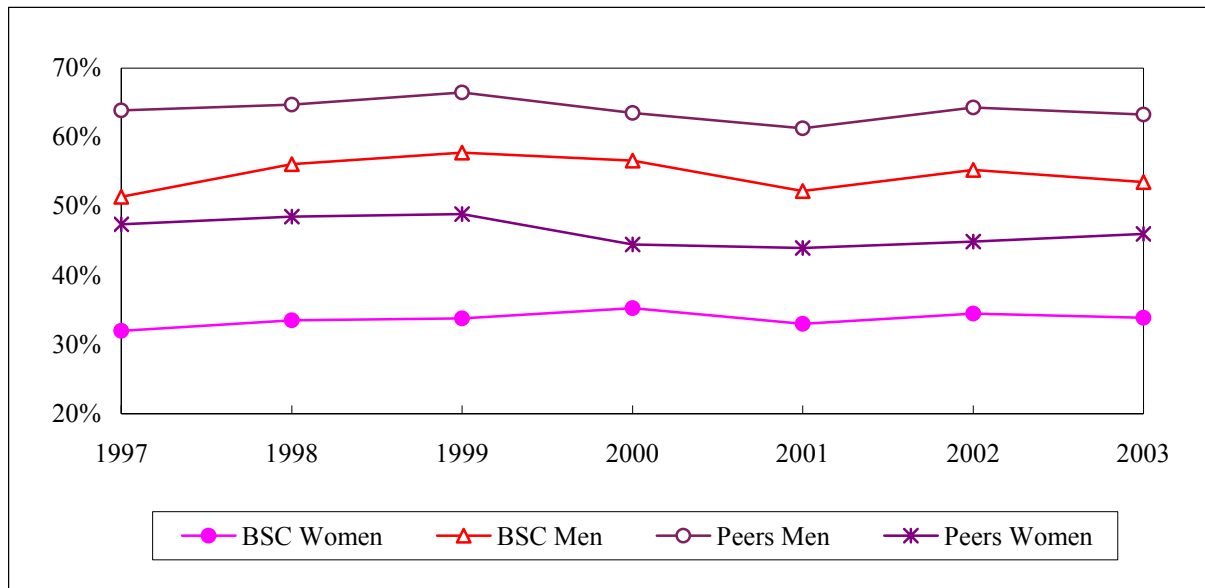
The following three graphs display trends in the percentage of BSC students and their national peers who rate themselves as above average or in the top 10 percent in the areas of academic ability, intellectual self-confidence, and drive to achieve.

**Academic ability.** In the national group, men always give themselves higher ratings than women, and the width of this "gender gap" is constant over time, about 5-8 percentage points. Compared to their peers, a smaller proportion of BSC students rate themselves as having high academic ability. Since 1998, the gender gap in the BSC group has been larger than that in the national group.

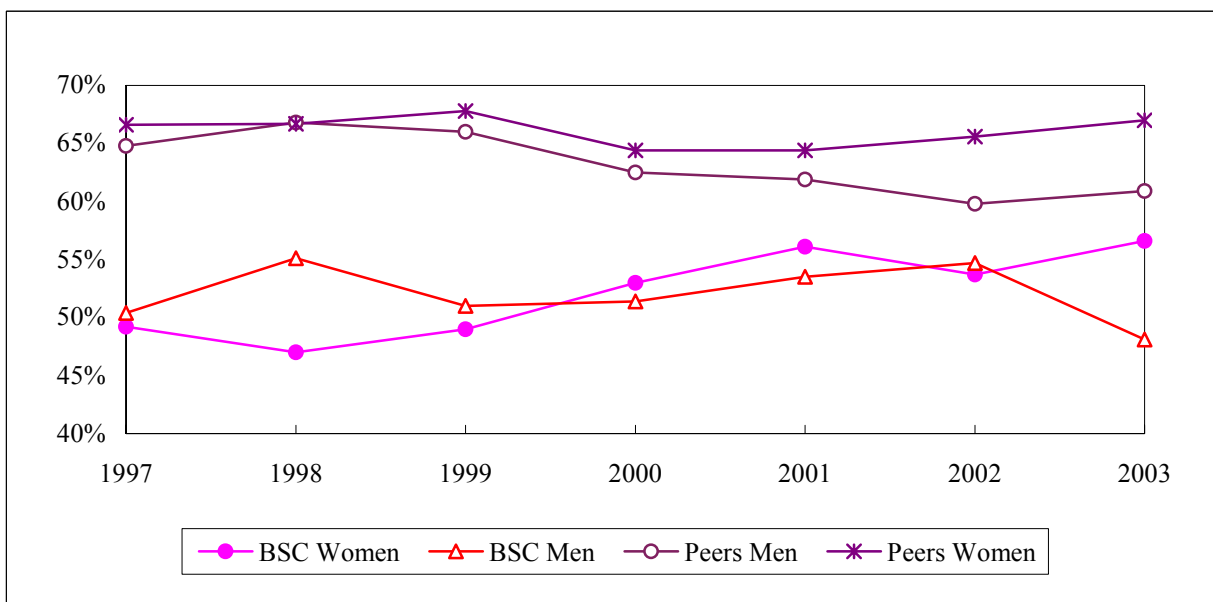


### Students' Self-Perceptions of Academic Abilities, 1997 - 2003 (continued)

**Intellectual self-confidence.** In both the national and BSC groups, men rate themselves higher than women, but the gender gap in the BSC group tends to be slightly larger than in the national group. Compared to their peers, both BSC women and BSC men give themselves lower ratings; the gap is somewhat narrower among men.



**Drive to achieve.** In the national group, men and women remain comparable over time. BSC students consistently rate themselves lower than the national group on this ability, though the gender gap has increased in 2003.



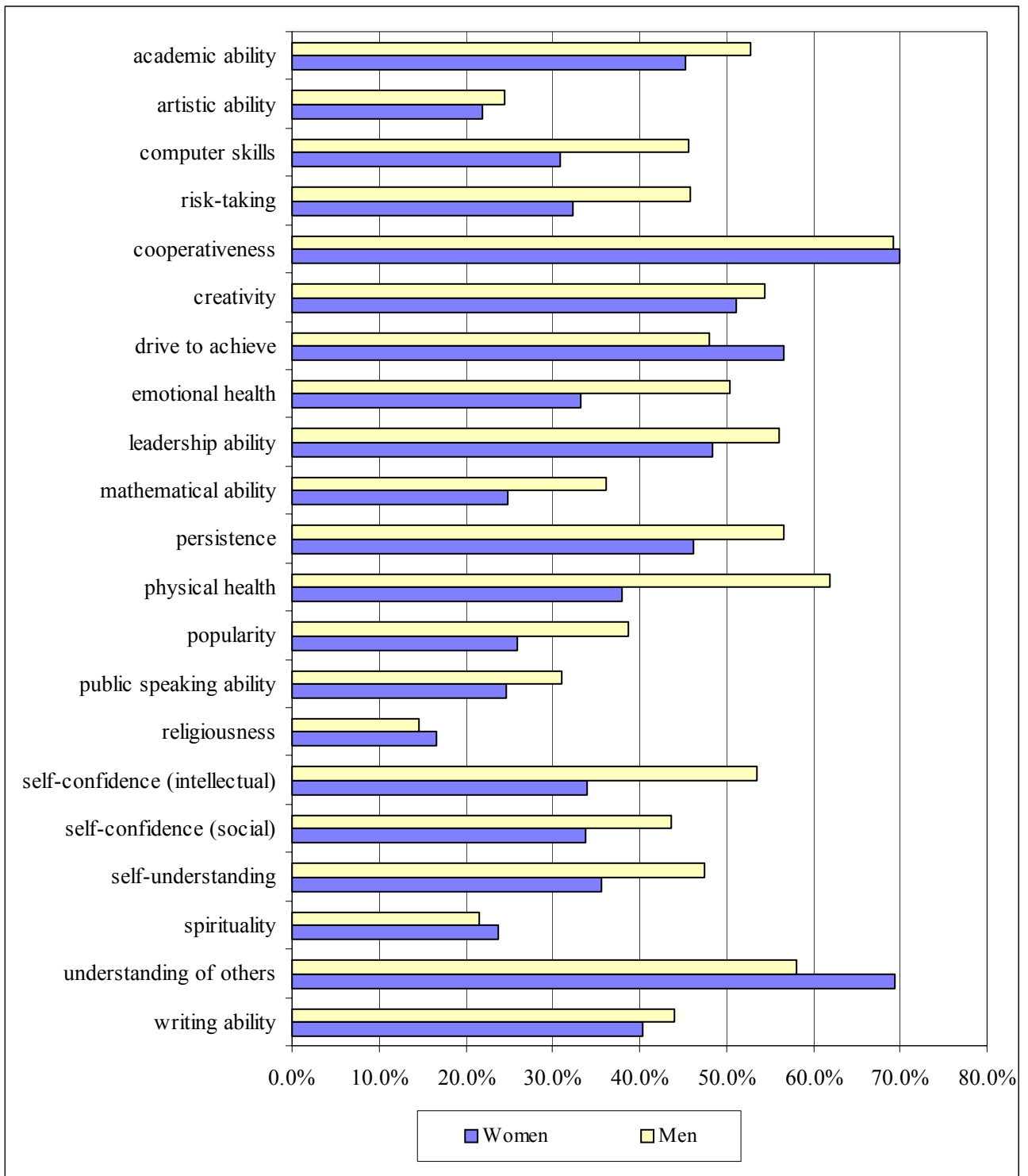
### Self-Assessments of BSC First-time Freshmen and National Peers Fall 2003

BSC students give themselves lower ratings than their national peers on most items, significantly lower on about half. The largest differences come in the areas of religiousness (12 percentage points), intellectual self-confidence (12 points), spirituality (12 points), drive to achieve (11 points), self-understanding (11 points) and emotional health (11 points).

Item	BSC	National
<i>Academic ability</i>	48.3	58.5
Artistic ability	23.0	28.3
Risk-taking	37.8	42.7
Computer skills	36.8	40.6
Cooperativeness	69.6	71.4
Creativity	52.4	56.3
<i>Drive to achieve</i>	53.2	64.4
<i>Emotional health</i>	40.2	50.8
Leadership ability	51.4	55.4
<i>Mathematical ability</i>	29.4	37.7
Physical health	47.6	52.3
<i>Persistence</i>	50.5	57.1
Popularity	31.1	35.2
Public speaking ability	27.2	31.4
<i>Religiousness</i>	15.9	27.7
<i>Self-confidence (intellectual)</i>	41.8	53.4
<i>Self-confidence (social)</i>	37.7	47.6
<i>Self-understanding</i>	40.3	51.1
<i>Spirituality</i>	22.8	34.4
Understanding of others	64.8	63.8
Writing ability	41.9	42.3
Table reports the percentage of students in each group that rate themselves as "above average" or "in the highest 10%." Italicized items are those for which Bridgewater's percentages differ from the national figures.		

## Gender Differences in Self-Assessments of BSC First-time Freshmen Fall 2003

BSC women are less likely than their male counterparts to give themselves high ratings on most items. The largest differences come in the areas of physical health (24 points), intellectual self-confidence (20 points), emotional health (17 points), computer skills (15 points), risk-taking (13 points), and popularity (13 points).



## How BSC First-time Freshmen and National Peers spend their time Fall 2003

For the most part, BSC students spend about the same amount of time on educational, social and leisure activities as their national peers. However, BSC students are more likely than their peers to spend more time working for pay and less likely to participate in student clubs. About half of each group report spending 6 or more hours per week exercising while only about a quarter of each group report spending that much time each week watching television.

Activity/Hours per week during last year of HS	BSC	National
<b>Educational Activities</b>		
Doing homework: Less than 1 hour	25.4	22.3
Women	18.4	16.5
Men	35.9	30.0
<i>Reading for pleasure: Less than 1 hour</i>	<i>64.8</i>	<i>56.1</i>
<b>Work/Service Activities</b>		
<i>Working for pay:</i>		
<i>Less than 1 hour</i>	<i>12.1</i>	<i>25.6</i>
<i>11 or more hours</i>	<i>68.6</i>	<i>54.2</i>
Doing volunteer work: 0 hours	42.5	36.6
Women	34.4	31.0
Men	54.6	44.1
<b>Social Activities</b>		
Partying: 6 or more hours	30.1	25.6
Women	29.7	23.0
Men	30.8	29.0
Socializing with friends: 20+ hours	26.6	21.3
Women	26.5	18.8
Men	26.7	24.7
<i>Student clubs: 0 hours</i>	<i>46.5</i>	<i>35.6</i>
Women	<i>37.8</i>	<i>28.4</i>
Men	<i>59.5</i>	<i>45.3</i>
<b>Leisure Activities</b>		
Video Games: 6 or more hours	10.6	11.7
Women	2.6	3.2
Men	22.8	23.3
Watching TV: 6 or more hours	27.8	27.4
Women	23.0	22.5
Men	35.1	33.9
Exercising/sports: 6 or more hours	50.7	46.5
Women	45.5	40.9
Men	58.5	54.2

Figures represent percentages of students reporting each activity. Italicized activities are those for which Bridgewater's percentages differ from the national figures.



**Activities engaged in during the past year by BSC Freshmen & National Peers  
Fall 2003**

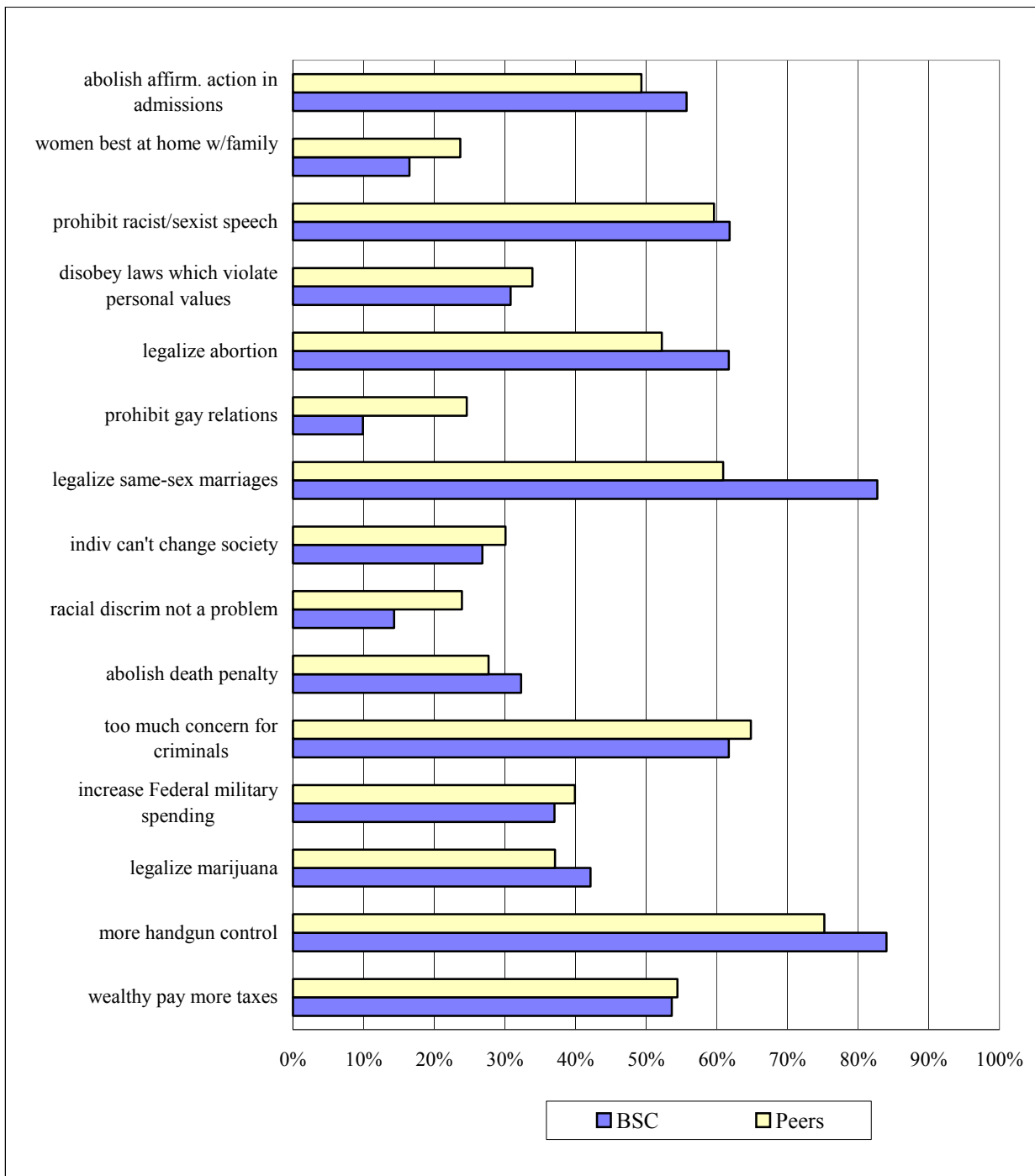
Similarities and differences emerge when comparing the activities of BSC students and their national peers. BSC students are less likely to have tutored other students, studied with other students, visited a teacher's home, played a musical instrument, performed community service as part of a class, or attended a religious service. However, they are more likely to have been late for class and consumed alcohol.

Item	BSC	National
<b>Educational Activities</b>		
<i>Tutored another student</i>	38.1	46.0
<i>Studied with other students</i>	75.7	83.8
<i>Visited teacher's home</i>	14.0	21.0
<i>Asked a teacher for advice*</i>	15.4	22.1
Overslept & missed class	37.1	32.9
<i>Was bored in class*</i>	48.5	40.4
<i>Came late to class</i>	71.5	62.6
<b>Social/Cultural Activities</b>		
Did volunteer work	73.6	77.2
<i>Played a musical instrument</i>	29.4	38.6
Socialized with different ethnic group*	67.1	65.2
<i>Visited art gallery/museum</i>	40.4	50.7
<i>Performed community service as part of class</i>	42.5	49.4
<b>Political/Religious Activities</b>		
Attended a religious service	72.6	78.9
<i>Discussed religion*</i>	16.8	25.5
Participated in organized demonstrations	53.4	51.5
Discussed politics*	19.2	17.9
Voted in a student election*	12.4	17.9
<b>"Negative" Activities</b>		
<i>Drank beer</i>	59.7	44.5
<i>Drank wine or liquor</i>	61.4	49.1
Smoked cigarettes*	9.3	8.5
<i>Felt overwhelmed*</i>	36.2	26.3
<i>Felt depressed*</i>	11.5	7.8

\*Percentage responding "frequently" only. Other percentages reflect responses of "frequently" or "occasionally." Italicized items are those for which Bridgewater's percentages differ from the national figures.

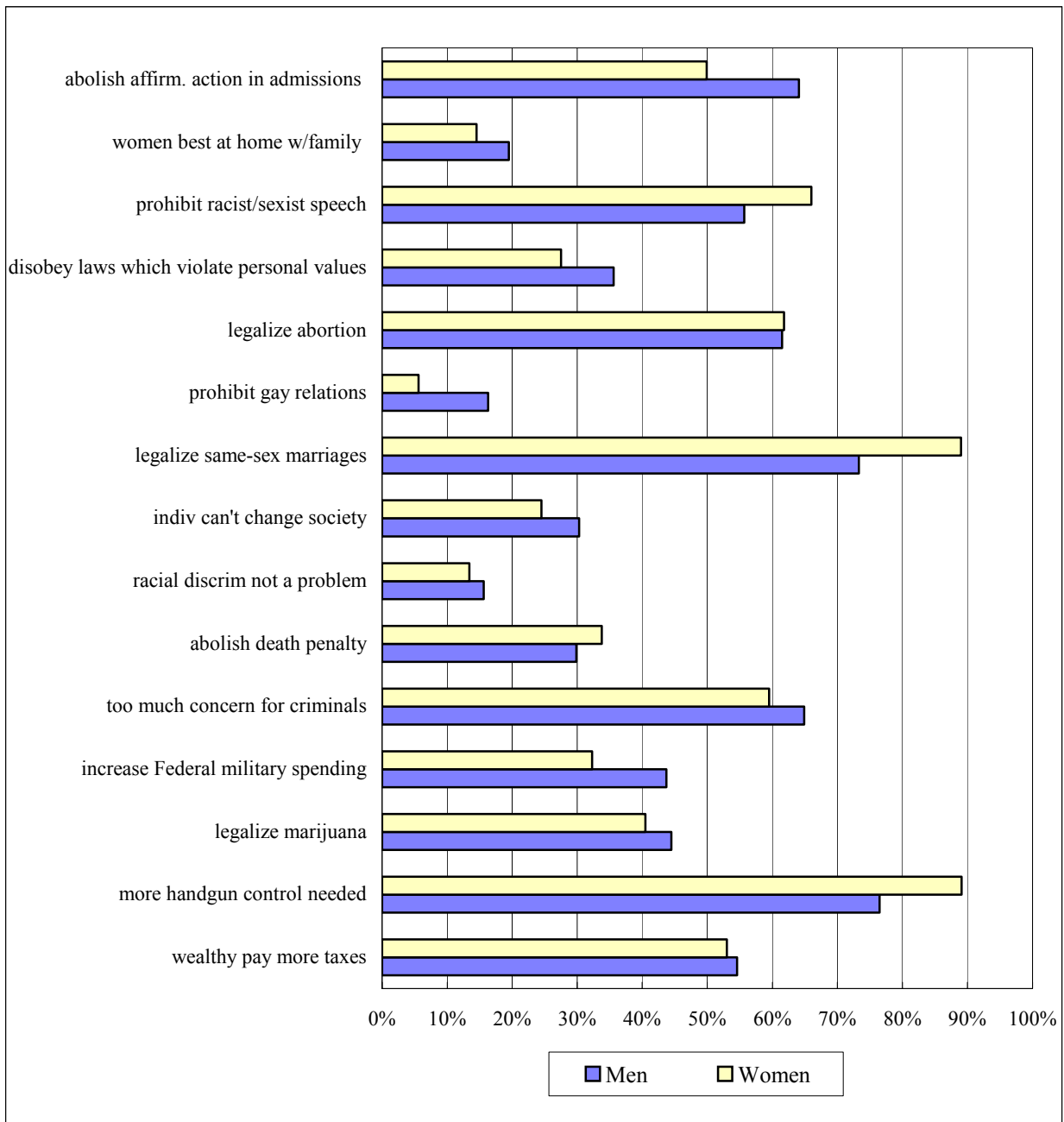
## Political and Social Opinions of BSC First-time Freshmen & National Peers Fall 2003

BSC students hold political and social opinions that, generally speaking, are similar to those of their national peers. However, BSC students are more likely to think that same-sex marriages should be legal, that marijuana should be legalized, and that abortion should be legal. They are also more likely to agree that the federal government should do more to control the sale of handguns and affirmative action in admissions should be abolished. They are less likely to support the death penalty and think that gay relations should be prohibited.



## Gender Differences in Political and Social Opinions of BSC First-Year Students Fall 2003

The graph below reports similarities and differences in the political and social opinions of BSC women and men. Not surprisingly, some of the largest differences come in the area of sexual morality. Men are more likely to think gay relations should be prohibited and less likely to think same-sex couples should have legal status. Men more often believe that the activities of married women are best confined to the home and family. On other matters, women are more likely than men to think that the death penalty should be abolished, that the government should do more to control handgun sales, and that colleges should prohibit racist/sexist speech on campus. Finally, a higher proportion of men believe that affirmative action in admissions should be abolished, that marijuana should be legalized, that federal military spending should be increased, and that the individual can do little to change society.



### Computer-related Activities engaged in during the past year by BSC Freshmen & National Peers Fall 2003

BSC students are very similar to their national peers in their use of computers. However, BSC students are less likely than their peers to have communicated via Instant Messaging. In both groups, women are more likely than men to use the Internet for research or homework while men are more likely than women to have used the Internet for other purposes.

Item	BSC	National
Used a personal computer	74.8	80.3
Communicated via email	54.7	56.5
<i>Communicated via Instant Messaging</i>	75.7	66.6
Used Internet for research/homework	77.0	78.2
Women	80.0	81.4
Men	72.6	74.0
Other Internet use	62.2	64.1
Women	58.8	61.9
Men	67.1	67.1

Table reports the percentages of students who engaged in each activity "frequently."

### Top Reasons for attending college among BSC First-time Freshmen and National Peers Fall 2003

The top reasons for attending college are the same for BSC students and their national peers – to get training for a specific career, learn more about things that interest the student, get a better job, make more money and gain a general education and appreciation of ideas. However, these reasons are not equally important to men and women. Among women, to “get training for a specific career” and “learn more about the things that interest me” rank at the top of the list, while to “be able to make more money” is the top reason among the men.

Reason	BSC Women	BSC Men	Peers Women	Peers Men
Get training for a specific career	75.5	71.5	<b>78.3</b>	70.6
Learn more about things that interest me	<b>77.6</b>	72.5	76.3	69.1
Be able to get a better job	68.1	71.3	72.0	72.9
Be able to make more money	61.1	<b>73.6</b>	70.1	<b>76.5</b>
Gain a general education and appreciation of ideas	62.8	50.8	64.8	54.2

Figures refer to the percentage of students who identified the reason as "very important" in deciding to go to college. The top reason for each group is indicated in boldface type.

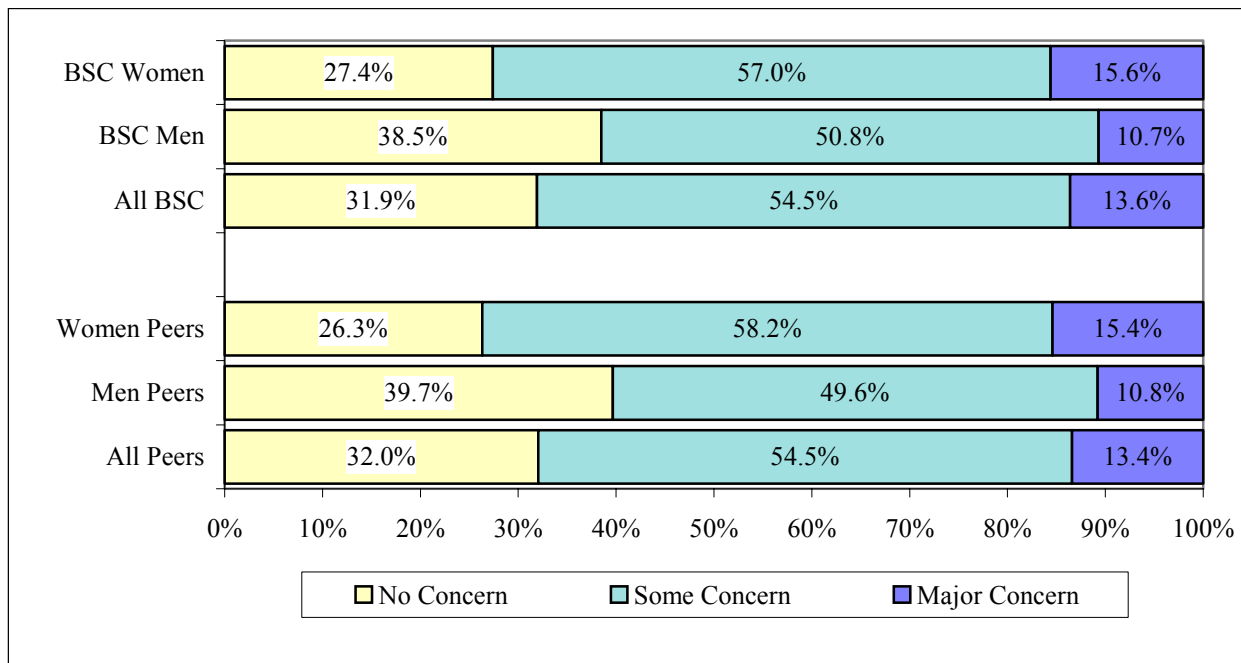
**Reasons for selecting college of choice, Fall 2003**  
**Differences between BSC First-time Freshmen and National Peers**

While their national peers most frequently cite good academic reputation as the reason for selecting their college (42%), the top reason for BSC students is the college's low tuition (47%). BSC students are less likely to say they selected their college because of its size. Although a majority of BSC students claim to be attending their first-choice school, the percentage is lower than the national percentage.

Reason	BSC	National
<i>Low tuition</i>	47.3	31.9
<i>Women</i>	46.8	34.5
<i>Men</i>	48.2	28.4
Good academic reputation	42.6	42.4
Women	47.4	46.8
Men	35.2	36.6
Good reputation for social activities	23.9	21.8
Women	26.1	23.2
Men	20.7	19.9
Want to live near home	30.8	24.4
<i>Women</i>	34.6	27.5
Men	25.2	20.2
Offered financial assistance	17.4	23.0
Women	19.8	26.4
Men	13.9	18.5
<i>Size of the school</i>	22.7	27.3
<i>Women</i>	26.2	31.6
Men	17.3	21.5
Campus Visit	29.1	28.7
National rankings	2.1	4.4
No aid from first choice school	8.0	5.1
Attending first choice school	61.2	67.7
Women	63.2	67.8
<i>Men</i>	58.4	67.6
Figures represent percentages of students selecting each response. Italicized items are those for which Bridgewater's percentages differ from the national figures.		

### Concern about Financing College by BSC Freshmen & National Peers, Fall 2003

BSC students are just as likely to be concerned about college financing as their national peers. Two out of three students in each group said they have some or major concerns about their ability to pay for their college education. Women in both groups are more concerned about how to pay for college.



### Sources of Support for Educational Expenses, Fall 2003

BSC students rely on many of the sources used by their national peers to finance their education. However, BSC students are more likely to report reliance on income generated from work or work-study jobs.

Source of aid:	BSC Students	National Peers
Parental or family aid	80.3%	78.4%
Savings from work	67.3%	62.7%
Grants/scholarships	49.9%	55.5%
Loans	49.8%	47.0%
Other than above	5.8%	5.1%

## Expected College Activities of BSC First-time Freshmen & National Peers Fall 2003

BSC students are as likely as their national peers to expect a change in their educational plans and to participate in many extra-curricular activities. BSC students are less likely than their peers to think they will make at least a B average, but more likely to expect to get a job to pay expenses and socialize with other ethnic groups. For both groups, women are more likely than men to think that they will participate in study abroad, get a job, volunteer for community service, participate in student clubs, develop close friendships with other students, socialize with other ethnic groups, and be satisfied with college. Compared to their peers, BSC men are more likely to expect to play varsity sports and develop close friendships.

Item	BSC	National
<b>Change in educational plans</b>		
Change in major field	14.5	13.0
Change career choice	13.1	11.2
Drop out of college	0.4	0.9
Transfer to another college	8.1	11.6
<b>Academic</b>		
<i>Make at least a B average</i>	<i>44.1</i>	<i>53.8</i>
<i>Women</i>	<i>49.3</i>	<i>56.0</i>
<i>Men</i>	<i>35.8</i>	<i>50.9</i>
Get a bachelor's degree	74.0	76.0
Women	76.5	79.1
Men	70.3	71.7
Be satisfied with college	41.8	44.3
Women	47.0	48.5
Men	33.6	38.5
Participate in Study Abroad	14.0	12.3
Women	18.3	15.4
Men	7.2	8.0
<b>Extra-curricular</b>		
Participate in Student Government	4.1	5.7
<i>Get a job to pay expenses</i>	<i>62.1</i>	<i>53.3</i>
Women	65.3	59.0
Men	57.1	45.5
Table reports the percentage of students in each group that report the chances are "very good" that they will participate in the activity. Italicized items are those for which Bridgewater's percentages differ from the national figures.		

Continued on next page...

**Expected College Activities of BSC First-time Freshmen & National Peers (cont'd)  
Fall 2003**

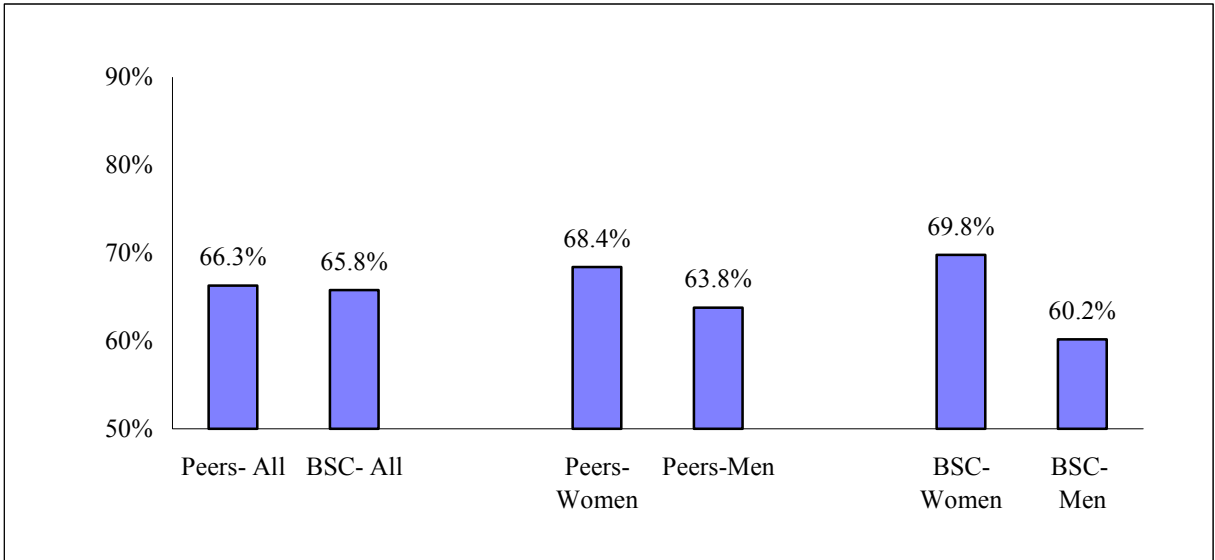
<b>Item</b>	<b>BSC</b>	<b>National</b>
Join social fraternity/sorority	4.9	7.7
Play varsity athletics	16.9	12.8
Women	15.4	10.2
Men	19.2	16.2
Participate in student protests	4.3	4.9
Volunteer/do community service	17.2	16.5
Women	22.8	22.0
Men	8.4	9.2
Work full-time while in college	12.6	9.4
Participate in student clubs	32.6	32.0
Women	38.4	38.3
Men	23.5	23.4
<b>Interpersonal Relationships</b>		
Seek personal counseling	6.3	7.1
Develop close friendships	68.5	64.1
Women	72.6	70.2
Men	62.1	55.8
Communicate regularly with professors	24.0	28.6
Women	27.5	32.2
Men	18.5	23.8
<i>Socialize with someone of another race</i>	<i>68.5</i>	<i>60.4</i>
<i>Women</i>	<i>72.7</i>	<i>66.1</i>
<i>Men</i>	<i>62.1</i>	<i>52.8</i>
<i>Strengthen religious beliefs</i>	<i>9.6</i>	<i>17.8</i>
<i>Women</i>	<i>9.9</i>	<i>20.7</i>
Men	9.1	13.9

Table reports the percentage of students in each group that report the chances are "very good" that they will participate in the activity. Italicized items are those for which Bridgewater's percentages differ from the national figures.



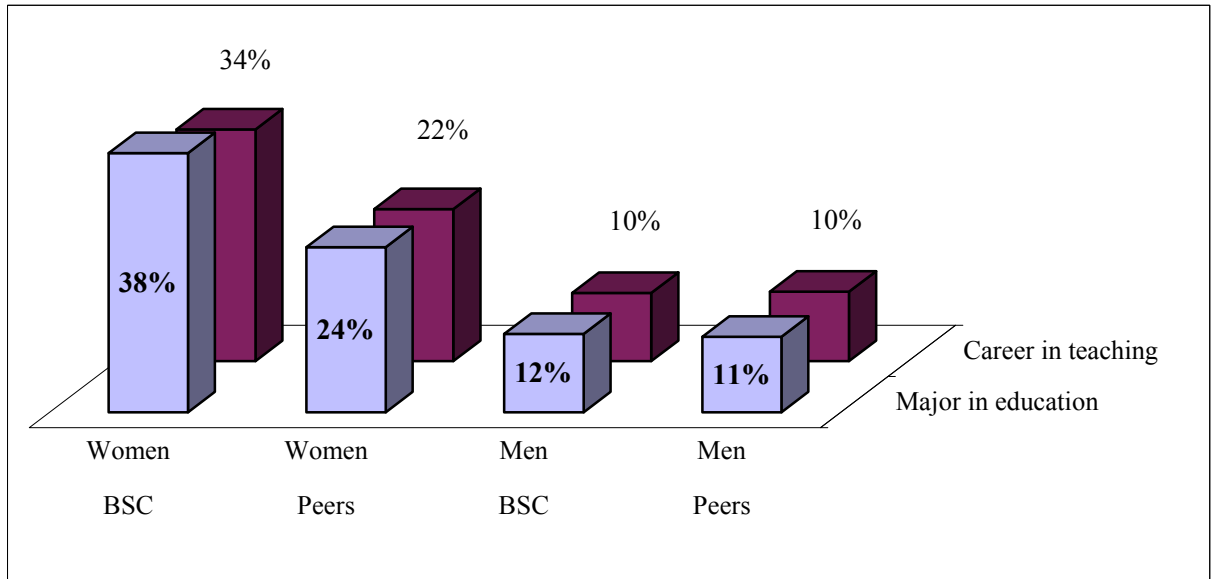
### Highest Degree Aspirations of BSC Freshmen & National Peers, Fall 2003

The graph below shows the percentage of students whose highest degree aspiration is at least a Master's degree. Women in both groups are somewhat more likely than men to have higher degree aspirations.



### Future Education Majors and Teachers, Fall 2003

BSC women are more likely than either their national peers or BSC men to expect to major in education or to pursue a career in teaching. This difference may help to explain why more BSC women say they chose the school for its good academic reputation. It may also help to explain why BSC women are more likely than their male counterparts to aspire to graduate school, since Massachusetts professional teaching certification requires a Master's degree.



## Life Objectives of BSC First-Time Freshmen & National Peers Fall 2003

The top five life objectives of BSC students are identical to those of their national peers. These have been the top five objectives every year for the past ten years. This year "Raise a family" remains the top spot among BSC students while "Be very well off financially" remains the top life objective of their national peers. For both groups, women see raising a family as the top life objective. BSC men also see raising a family as the top life objective while their national peers see being financially well off as the top objective.

	BSC	National	National Rank
<b>Top five life objectives</b>			
Raise a family	81.0	74.4	2
<i>Be very well off financially</i>	<i>68.5</i>	<i>77.1</i>	1
Help others in difficulty	63.5	61.2	3
<i>Become an authority in my field</i>	<i>49.5</i>	<i>56.7</i>	4
Obtain recognition from colleagues	45.9	51.4	5
<b>Top five life objectives - Men</b>			
Raise a family	75.4	71.5	2
<i>Be very well off financially</i>	<i>71.7</i>	<i>78.4</i>	1
Become authority in my field	55.1	58.7	3
Help others in difficulty	52.6	51.3	5
Obtain recognition from colleagues	45.7	52.0	4
<b>Top five life objectives - Women</b>			
<i>Raise a family</i>	<i>84.5</i>	<i>76.6</i>	1
Help others in difficulty	70.5	68.5	3
<i>Be very well off financially</i>	<i>66.4</i>	<i>76.1</i>	2
Obtain recognition from colleagues	46.1	50.9	5
<i>Become authority in my field</i>	<i>45.9</i>	<i>55.2</i>	4

Figures represent the percentage of students who identified each objective as "essential" or "very important." Italicized items are those for which Bridgewater's percentages differ from the national figures.



BRIDGEWATER STATE COLLEGE

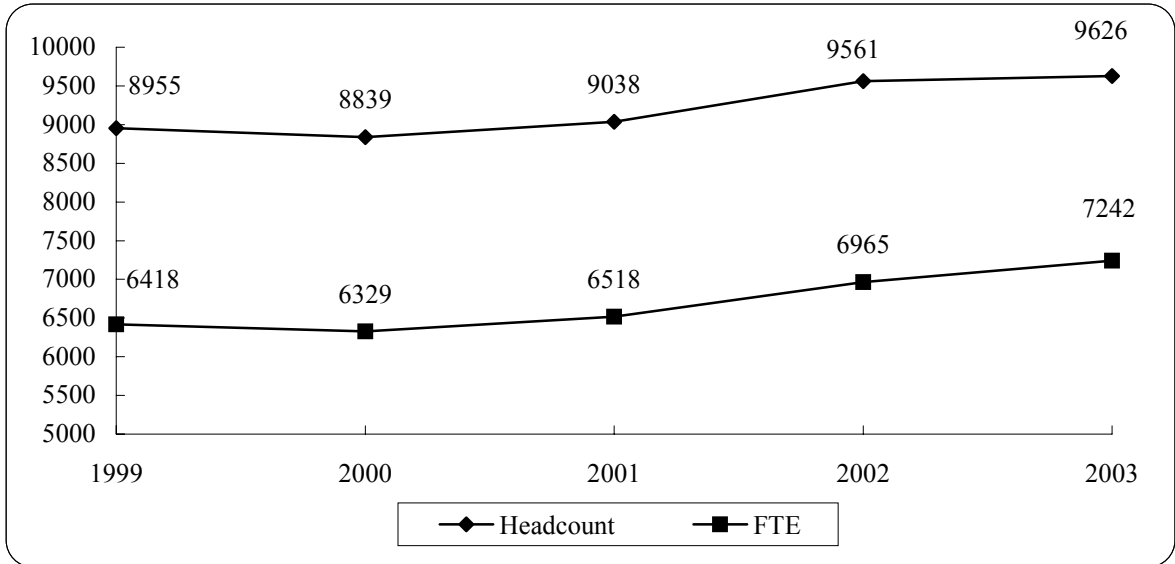
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Student Enrollment Data

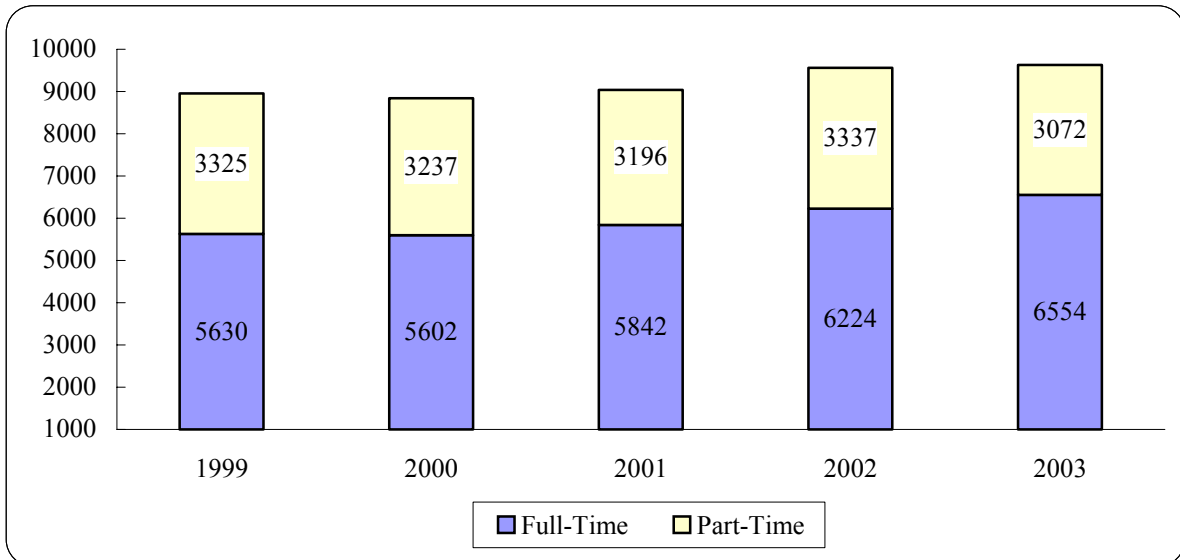
## Total Fall Enrollment 1999 - 2003

Total enrollment increased by 1 percent from Fall 2002. The number of full-time students increased by 5 percent while the number of part-time students enrolled for Fall 2003 decreased by 8 percent from the previous year. In Fall 2003 about 32 percent of BSC students enrolled part-time.

### Total Enrollment by Headcount and FTE



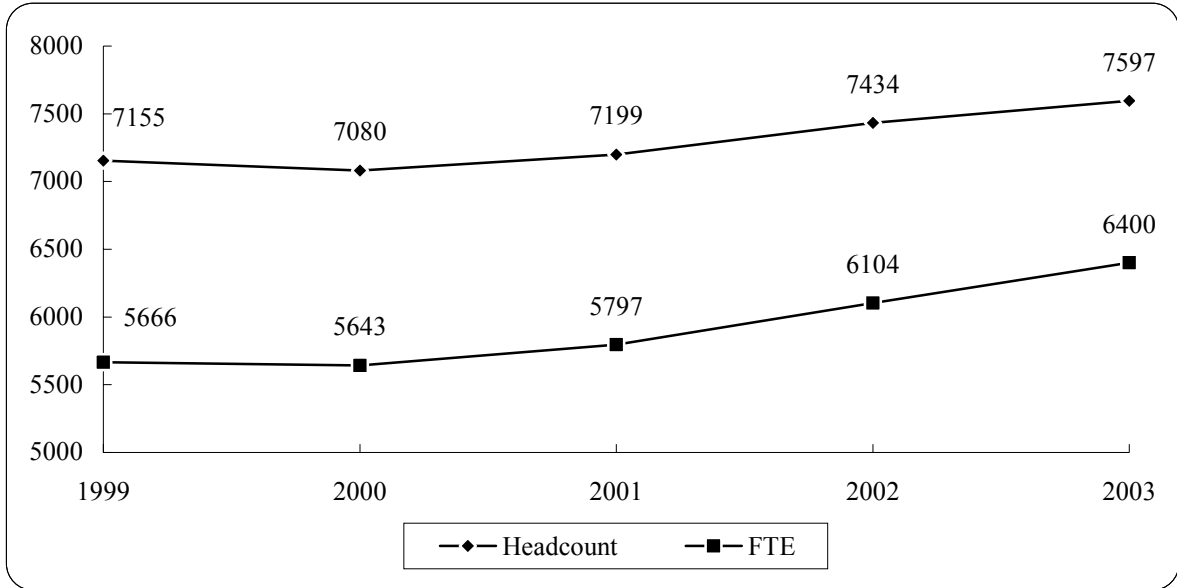
### Total Enrollment by Status



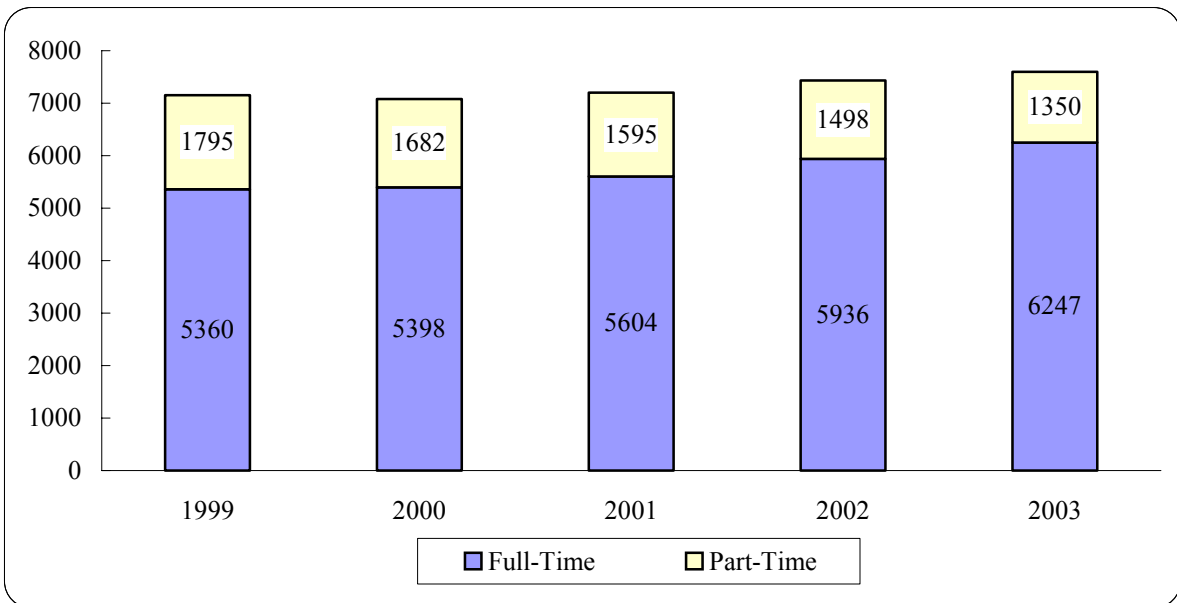
## Undergraduate Fall Enrollment 1999 - 2003

Overall undergraduate enrollment increased about 2 percent from Fall 2002 to Fall 2003. Full-time undergraduate enrollment increased 5 percent while part-time undergraduate enrollment decreased 10 percent. In Fall 2003 one in six of BSC undergraduates were enrolled part-time.

### Undergraduate Enrollment by Headcount and FTE



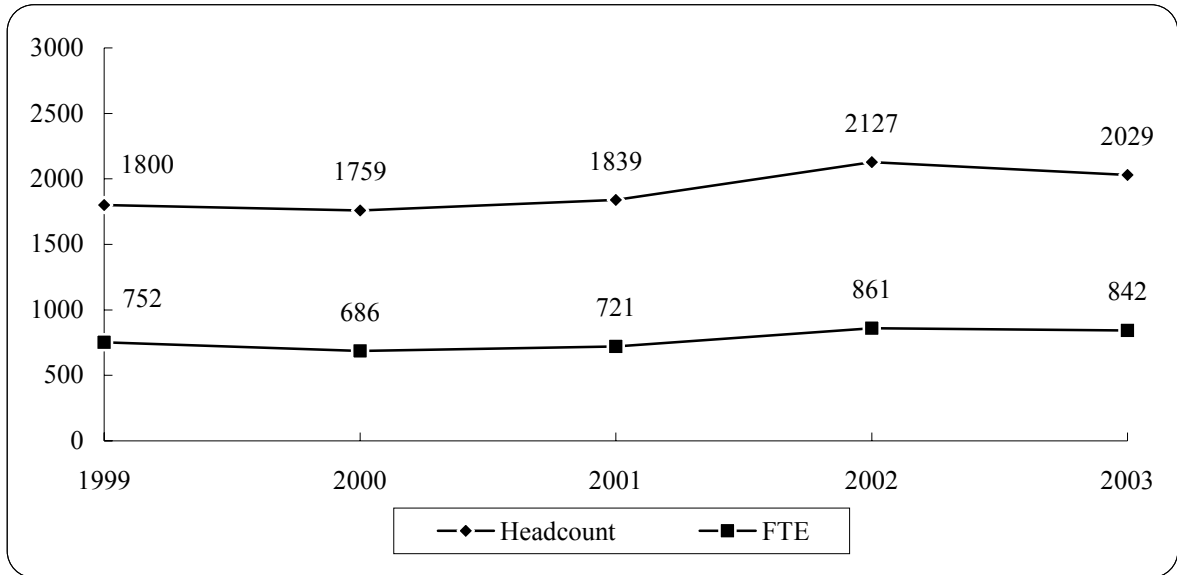
### Undergraduate Enrollment by Status



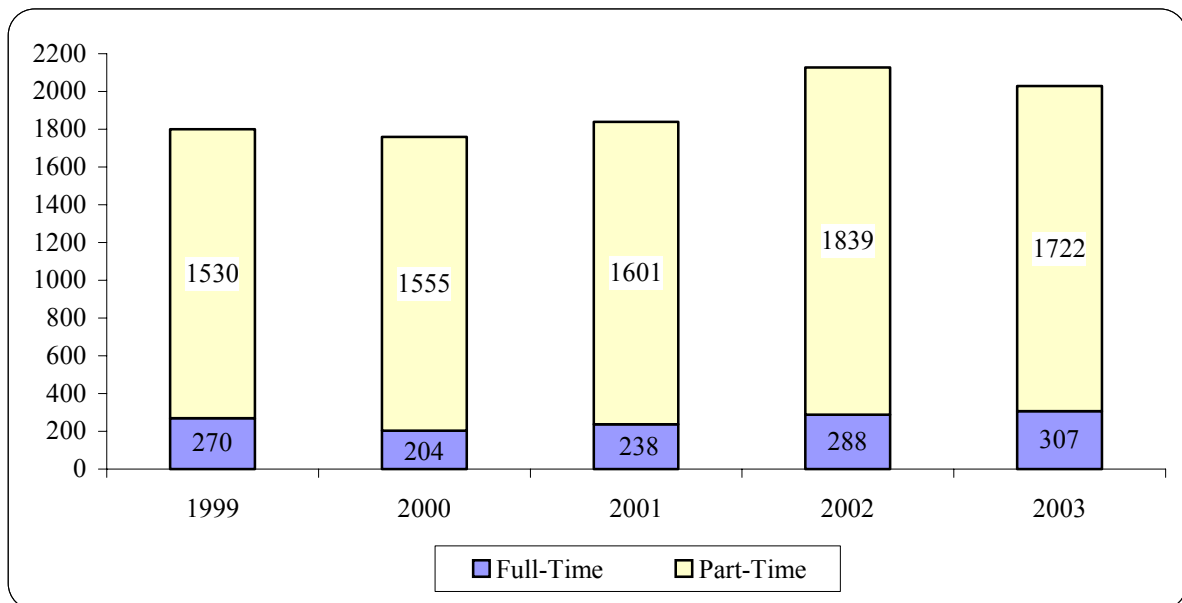
## Graduate Fall Enrollment 1999 - 2003

Graduate student enrollments decreased by approximately 5 percent from Fall 2002 to Fall 2003. The number of part-time graduate students decreased 6 percent, while the number of full-time graduate students increased 7 percent. As of Fall 2003, 85 percent of Bridgewater's graduate students study part-time.

### Graduate Enrollment by Headcount and FTE



### Graduate Enrollment by Status

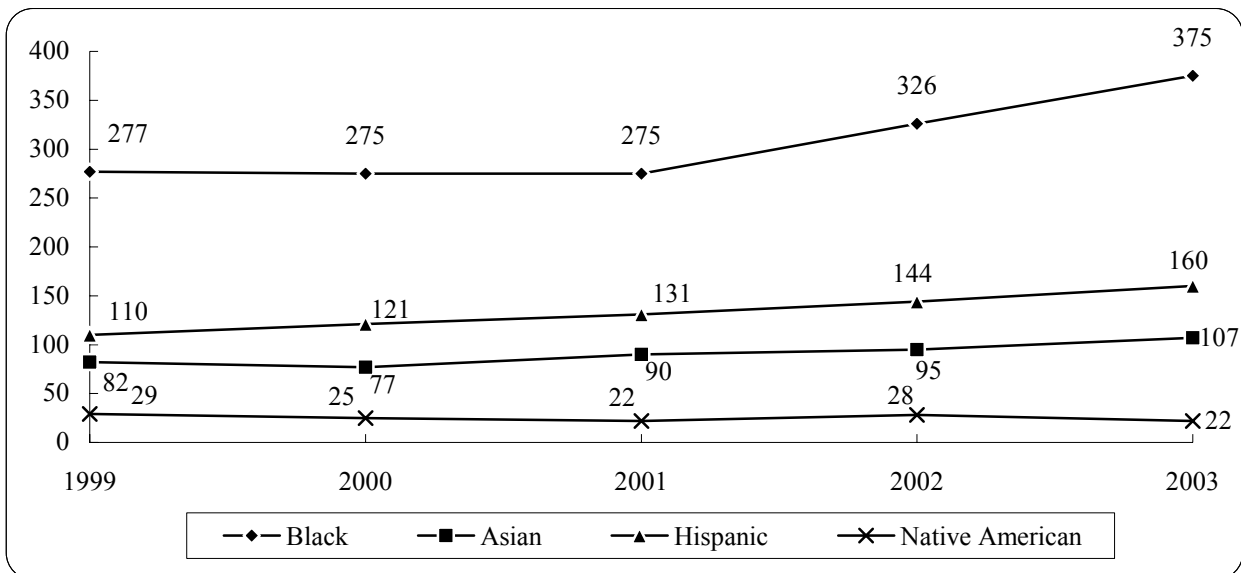


## Enrollment by Race and Gender Fall 2003

	Undergraduate			Graduate			Overall Total
	Male	Female	Total	Male	Female	Total	
Native American	10	10	20	0	2	2	22
Asian	41	47	88	3	16	19	107
Black	157	189	346	8	21	29	375
Hispanic	62	85	147	5	8	13	160
White	2261	3717	5978	272	879	1151	7129
International	85	64	149	10	10	20	169
Other/Unknown	364	505	869	242	553	795	1664
<b>Total</b>	<b>2980</b>	<b>4617</b>	<b>7597</b>	<b>540</b>	<b>1489</b>	<b>2029</b>	<b>9626</b>
<i>Students of Color</i>	<i>270</i>	<i>331</i>	<i>601</i>	<i>16</i>	<i>47</i>	<i>63</i>	<i>664</i>
<i>% Students of Color</i>	<i>9.1</i>	<i>7.2</i>	<i>7.9</i>	<i>3.0</i>	<i>3.2</i>	<i>3.1</i>	<i>6.9</i>

## Students of Color Enrollments Fall 1999 - 2003

Enrollments for students of color have been on the incline for the past two years, increasing 12 percent over Fall 2002.



Note: Figures do not include international students.

## Countries of Origin: International Students Fall 1999 - 2003

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Albania	0	0	0	1	1
Aruba	2	1	0	0	0
Australia	2	2	2	2	2
Bangladesh	1	1	0	0	0
Brazil	0	1	1	2	2
Bulgaria	0	0	1	1	3
Canada	1	0	3	1	2
Cape Verde	1	1	0	1	3
Chile	1	1	1	1	0
China	6	5	5	6	7
Colombia	0	0	0	1	1
Cote d'Ivoire	0	0	0	1	1
Czechoslovakia	0	0	0	1	1
Germany	1	1	2	2	3
Greece	1	2	1	0	0
Hong Kong	2	2	2	1	1
Hungary	0	0	0	2	3
India	3	6	10	9	9
Iran	2	0	0	0	0
Ireland	1	0	1	0	0
Israel	2	0	0	0	0
Japan	80	80	80	78	87
Kenya	2	3	9	12	11
Korea	0	1	0	0	0
Lebanon	1	1	1	0	0
Lithuania	1	0	1	0	1
Malawi	0	2	2	2	1
Mexico	0	0	0	0	1
Morocco	1	1	0	0	0
Nepal	0	1	1	1	1
Netherlands	0	1	1	1	1
New Zealand	0	0	0	0	1
Nigeria	0	1	1	1	1
North Korea	1	3	0	2	0
Norway	1	1	0	0	0
Poland	3	2	3	2	1
Portugal	0	0	2	2	3
Romania	0	0	1	1	0
Russia (Soviet Union)	1	2	3	3	1



## Countries of Origin: International Students Fall 1999 – 2003 Continued

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Saudi Arabia	0	1	1	1	0
Singapore	0	0	1	0	0
South Korea	0	0	0	1	2
Sweden	2	1	2	1	0
Taiwan	4	3	2	3	4
Tanzania	0	0	1	0	0
Thailand	0	0	0	2	2
Togo	1	0	0	0	0
Trinidad and Tobago	1	1	1	0	0
Turkey	1	1	0	0	0
United Kingdom	10	13	13	9	7
Venezuela	1	1	1	1	1
Vietnam	0	0	0	2	2
Zambia	0	0	1	0	0
Zimbabwe	0	0	0	1	1
Unknown	0	0	0	4	1
<b>Total</b>	<b>137</b>	<b>140</b>	<b>157</b>	<b>162</b>	<b>169</b>

## Age Distribution Fall 1999 - 2003

<b>Undergraduate Students</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>17-24</b>	5473	5579	5740	6009	6267
<b>25+</b>	1555	1424	1406	1382	1286
<b>Unknown</b>	127	77	53	43	44
<b>% 25+</b>	23%	20%	20%	19%	17%
<b>Average age all UG</b>	24	24	23	23	23
<b>Average age full-time</b>	22	22	22	22	22
<b>Average age part-time</b>	30	30	30	30	31

<b>Graduate Students</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>17-24</b>	216	197	231	273	289
<b>25+</b>	1523	1501	1555	1823	1677
<b>Unknown</b>	61	61	53	31	63
<b>% 25+</b>	83%	85%	85%	87%	83%
<b>Average age all Grad.</b>	35	36	36	35	35
<b>Average age full-time</b>	33	33	33	33	32
<b>Average age part-time</b>	36	36	36	36	36

## Enrollment by Residence Fall 1999 - 2003

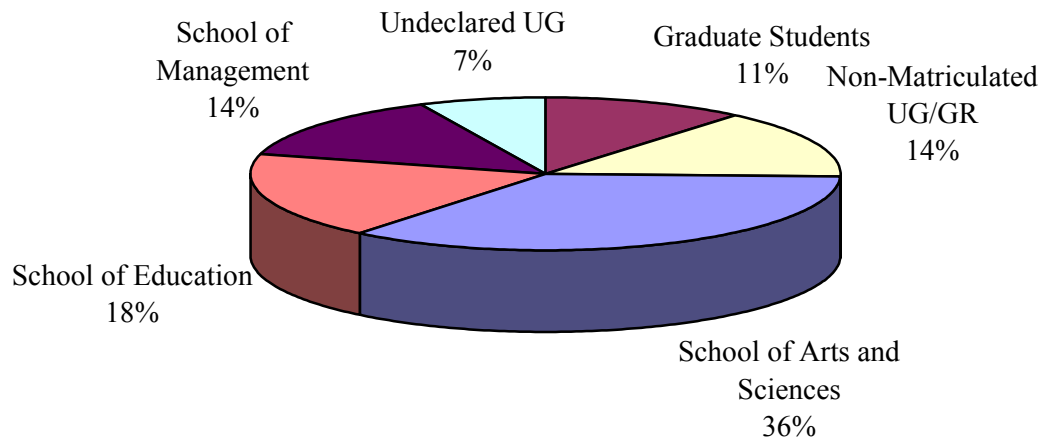
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Massachusetts</b>	8591	8481	8646	9145	9184
<b>Other New England</b>	159	157	180	196	201
<b>Other United States</b>	33	61	54	54	68
<b>Unknown</b>	2	0	1	4	4
<b>International</b>	137	140	157	162	169
<b>% In-State</b>	95.9%	95.9%	95.7%	95.6%	95.4%

## Headcount Enrollment by School, Class, Gender & Status Fall 2003

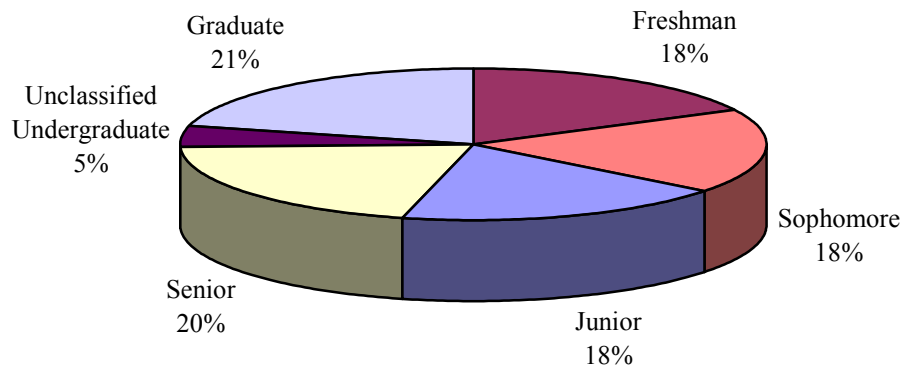
	Male	Female	Total	% Female
<b>School of Arts &amp; Sciences</b>				
Freshmen	323	327	650	50%
Sophomores	342	433	775	56%
Juniors	368	541	909	60%
Seniors	389	674	1063	63%
Unclassified	3	4	7	57%
<b>Total</b>	<b>1425</b>	<b>1979</b>	<b>3404</b>	<b>58%</b>
<b>School of Education and Allied Studies</b>				
Freshmen	67	323	390	83%
Sophomores	72	355	427	83%
Juniors	84	365	449	81%
Seniors	92	397	489	81%
<b>Total</b>	<b>315</b>	<b>1440</b>	<b>1755</b>	<b>82%</b>
<b>School of Management and Aviation Science</b>				
Freshmen	175	94	269	35%
Sophomores	172	111	283	39%
Juniors	192	167	359	47%
Seniors	232	182	414	44%
<b>Total</b>	<b>771</b>	<b>554</b>	<b>1325</b>	<b>42%</b>
<b>Undeclared Undergraduates</b>				
Freshmen	159	218	377	58%
Sophomores	107	145	252	58%
Juniors	22	26	48	54%
Seniors	1	3	4	75%
<b>Total</b>	<b>289</b>	<b>392</b>	<b>681</b>	<b>58%</b>
<b>Graduate Students</b>				
Post-Baccalaureate Certification	66	183	249	73%
Graduate Certificates	7	8	15	53%
MA	10	48	58	83%
MS	69	85	154	55%
MAT	10	22	32	69%
MEd	64	357	421	85%
MPA	13	22	35	63%
MSW	2	28	30	93%
CAGS	23	61	84	73%
Post-Master's Certification	1	2	3	67%
<b>Total</b>	<b>265</b>	<b>816</b>	<b>1081</b>	<b>75%</b>
<b>Non-Matriculating</b>				
Undergraduate	180	252	432	58%
Graduate	275	673	948	71%
<b>Total</b>	<b>455</b>	<b>925</b>	<b>1380</b>	<b>67%</b>
<b>Total Headcount for Fall 2003</b>	<b>3520</b>	<b>6106</b>	<b>9626</b>	<b>63%</b>

*Note: School enrollment determined by student's first major.*

## Enrollment by School Fall 2003



## Enrollment by Grade Level Fall 2003



## Total Majors Declared by Level & Year 1999 – 2003

<b>School of Arts and Sciences Baccalaureate Level</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Anthropology</b>	<b>49</b>	<b>54</b>	<b>42</b>	<b>51</b>	<b>40</b>
Anthropology	1	0	0	0	0
Cultural Anthropology	38	39	32	37	30
Public Archaeology	10	15	10	14	10
<b>Art</b>	<b>226</b>	<b>232</b>	<b>270</b>	<b>262</b>	<b>248</b>
Art	12	6	5	2	1
Crafts	24	20	13	11	13
Fine Arts	127	127	139	142	143
Graphic Design	63	79	113	107	91
<b>Biological Sciences</b>	<b>212</b>	<b>222</b>	<b>185</b>	<b>211</b>	<b>200</b>
Biology	167	170	140	152	148
Biomedical/Molecular	NA	NA	NA	NA	2
Cell/Molecular Biology	5	5	4	6	6
Environmental Biology	16	17	15	19	16
Medical Biology	24	30	26	34	28
<b>Chemical Sciences</b>	<b>51</b>	<b>54</b>	<b>53</b>	<b>65</b>	<b>69</b>
<i>Chemistry</i>	<b>38</b>	<b>43</b>	<b>48</b>	<b>58</b>	<b>66</b>
Biochemistry	8	9	16	21	24
Chemistry	30	34	27	31	28
Environmental Chemistry	NA	NA	NA	1	3
Professional Chemistry	4	3	5	5	11
<i>Chemistry-Geology</i>	<b>9</b>	<b>8</b>	<b>5</b>	<b>7</b>	<b>3</b>
<b>Communication Studies &amp; Theatre Arts</b>	<b>495</b>	<b>503</b>	<b>492</b>	<b>454</b>	<b>460</b>
Communication Studies	401	416	411	379	379
Communications Disorders *	2	0	0	0	0
Dance Education	NA	NA	NA	2	17
Theatre Arts	46	43	41	45	48
Theatre/Dance/Speech	46	44	40	27	13
Theatre Education	NA	NA	NA	1	3

*Notes: Includes double majors*

*\* Concentration moved to the Special Education department in 1996. Students already enrolled were given the option of staying in the Communications Studies department or switching to the Special Education department.*

## Total Majors Declared by Level & Year 1999 – 2003

<b>School of Arts and Sciences Baccalaureate Level</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Earth Sciences and Geography</b>	<b>120</b>	<b>121</b>	<b>129</b>	<b>123</b>	<b>117</b>
<i>Earth Science</i>	<b>55</b>	<b>65</b>	<b>77</b>	<b>63</b>	<b>64</b>
Earth Science	40	51	55	45	43
Environmental Geo-Science	3	3	7	11	13
Geology	12	11	15	7	8
<i>Geography</i>	<b>65</b>	<b>56</b>	<b>52</b>	<b>60</b>	<b>53</b>
Environmental Geography	24	20	11	16	12
Geography	32	28	32	34	34
Geography-Technology	6	5	6	9	6
Regional & Economic Planning	3	3	3	1	1
<b>English</b>	<b>318</b>	<b>347</b>	<b>388</b>	<b>396</b>	<b>398</b>
English	292	312	348	348	339
Writing	26	35	39	47	55
English – HS Education	NA	NA	1	1	4
<b>Foreign Languages</b>	<b>72</b>	<b>79</b>	<b>74</b>	<b>84</b>	<b>70</b>
Spanish	72	79	74	84	70
<b>History</b>	<b>286</b>	<b>268</b>	<b>295</b>	<b>306</b>	<b>327</b>
Community History	1	1	0	0	0
History	282	267	293	306	324
Military History	3	0	2	0	3
<b>Mathematics and Computer Science</b>	<b>337</b>	<b>375</b>	<b>394</b>	<b>388</b>	<b>364</b>
Mathematics	116	114	145	139	160
Computer Science	221	261	249	249	204
<b>Music</b>	<b>59</b>	<b>62</b>	<b>61</b>	<b>52</b>	<b>53</b>
<b>Philosophy</b>	<b>24</b>	<b>20</b>	<b>26</b>	<b>29</b>	<b>27</b>
<b>Physics</b>	<b>22</b>	<b>23</b>	<b>28</b>	<b>24</b>	<b>29</b>
Physics	22	23	28	23	28
Professional Physics	NA	NA	NA	1	1
<b>Political Science</b>	<b>113</b>	<b>99</b>	<b>101</b>	<b>124</b>	<b>126</b>
American Politics	5	7	9	7	7
International Affairs	14	13	10	4	8
Legal Studies	23	19	12	13	22
Political Science	71	60	70	100	89

*Notes: Includes double majors*

## Total Majors Declared by Level & Year 1999 - 2003

<b>School of Arts and Sciences Baccalaureate Level</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Psychology</b>	<b>709</b>	<b>625</b>	<b>706</b>	<b>793</b>	<b>836</b>
Industrial-Personnel Psychology	19	19	8	11	10
Medical Psychology	12	5	3	4	2
Psychology	678	601	695	778	824
<b>Social Work</b>	<b>191</b>	<b>187</b>	<b>158</b>	<b>156</b>	<b>164</b>
<b>Sociology &amp; Criminal Justice</b>	<b>416</b>	<b>395</b>	<b>402</b>	<b>525</b>	<b>674</b>
<i>Sociology</i>	<b>416</b>	<b>395</b>	<b>278</b>	<b>183</b>	<b>135</b>
Criminology	189	198	100	30	2
Sociology	220	195	172	151	129
Third World Studies	7	2	6	2	4
<i>Criminal Justice</i>	<b>NA</b>	<b>NA</b>	<b>124</b>	<b>342</b>	<b>539</b>

*Notes: Includes double majors*

## Total Majors Declared by Level & Year 1999 – 2003

<b>School of Education and Allied Studies Baccalaureate Level</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Elementary and Early Childhood Ed.</b>	<b>1092</b>	<b>991</b>	<b>1018</b>	<b>1143</b>	<b>1105</b>
<i>Elementary Education</i>	<b>744</b>	<b>684</b>	<b>701</b>	<b>808</b>	<b>781</b>
Elementary Education	744	684	696	745	730
Elementary/Special Education	NA	NA	5	63	51
<i>Early Childhood Education</i>	<b>348</b>	<b>307</b>	<b>317</b>	<b>335</b>	<b>324</b>
<b>Movement Arts, Health Promotion,...</b>	<b>579</b>	<b>509</b>	<b>495</b>	<b>491</b>	<b>494</b>
Athletic Training	64	86	84	64	59
Coaching	27	21	26	26	19
Exercise Science/Health Fitness	134	130	127	88	89
Health Education	NA	NA	NA	7	33
Motor Development	56	45	40	39	41
Physical Education	201	139	120	161	157
Recreation	19	30	26	22	22
Recreation/Fitness Club Administration	NA	NA	NA	NA	7
Teaching Certification	78	58	72	84	67
<b>Special Education</b>	<b>290</b>	<b>259</b>	<b>213</b>	<b>173</b>	<b>197</b>
Communication Disorders *	123	109	92	102	105
Special Education	167	150	116	22	9
Special Education Moderate Needs	NA	NA	NA	1	30
Special Education Intensive Needs	NA	NA	5	48	53

*Notes: Includes double majors.*

*\*Concentration moved to Special Education Department in 1996. Students already enrolled were given the choice of staying in the Communications Studies department or switching to the Special Education department.*



## Total Majors Declared by Level & Year 1999 – 2003

<b>School of Management and Aviation Science Baccalaureate Level</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Accounting and Finance</b>	<b>329</b>	<b>307</b>	<b>332</b>	<b>316</b>	<b>345</b>
Accounting	200	171	182	183	218
Finance	129	136	150	133	127
<b>Aviation Science</b>	<b>139</b>	<b>159</b>	<b>174</b>	<b>195</b>	<b>222</b>
Airport Management	NA	NA	NA	1	3
Aviation Management	51	49	47	41	48
Flight Training	88	110	127	153	171
<b>Economics</b>	<b>24</b>	<b>30</b>	<b>38</b>	<b>46</b>	<b>41</b>
<b>Management</b>	<b>640</b>	<b>668</b>	<b>696</b>	<b>699</b>	<b>741</b>
Energy and Environmental Management	17	13	15	9	16
General Management	343	376	399	398	456
Global Management	19	20	20	27	22
Information Systems Management	112	113	121	113	99
Management Science ~	1	0	0	0	0
Marketing	143	144	139	150	145
Transportation	5	2	2	2	3

*Notes: Includes double majors  
~ Not accepting new students*

## Total Majors Declared by Level & Year 1999 – 2003

<b>Master of Arts/ Science</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Biology ~</b>	1	0	0	0	0
<b>Computer Science</b>	24	35	42	34	34
<b>Criminal Justice</b>	NA	NA	10	21	29
<b>English</b>	9	9	14	12	17
<b>History ~</b>	1	0	0	0	0
<b>Management</b>	NA	8	24	48	61
<b>Physical Education</b>	27	31	19	20	30
<b>Psychology</b>	33	25	22	35	41
<b>Speech Communication ~</b>	5	0	0	0	0

<b>Master of Arts in Teaching</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Biology</b>	6	11	9	7	6
<b>Chemistry</b>	0	1	1	0	0
<b>Creative Arts</b>	5	5	3	3	2
<b>Earth Science</b>	1	1	0	0	0
<b>English</b>	14	14	9	4	7
<b>Health Education</b>	4	2	1	1	1
<b>History</b>	6	10	10	10	8
<b>Math</b>	8	5	1	2	7
<b>Physical Education</b>	1	3	1	2	0
<b>Physical Science</b>	1	1	0	0	0
<b>Physics</b>	0	1	0	1	1
<b>Social Studies</b>	7	6	1	1	0

<b>Master of Public Administration</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Public Administration</b>	28	29	29	33	35

<b>Master of Social Work</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Social Work</b>	NA	NA	NA	NA	30

~ Not accepting new students.

## Total Majors Declared by Level & Year 1999 – 2003

<b>Master of Education</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Counselor Education</b>	<b>119</b>	<b>97</b>	<b>67</b>	<b>93</b>	<b>99</b>
Counseling	119	97	67	93	99
<b>Elementary and Early Childhood</b>	<b>166</b>	<b>158</b>	<b>147</b>	<b>138</b>	<b>132</b>
Early Childhood Education	27	20	15	19	19
Elementary Education	82	76	64	52	28
Reading Education	57	62	68	67	85
<b>Movement Arts and Health Promotion</b>	<b>22</b>	<b>30</b>	<b>22</b>	<b>14</b>	<b>7</b>
Health Promotion	22	30	22	14	7
<b>Secondary Education and Prof.</b>	<b>143</b>	<b>104</b>	<b>100</b>	<b>80</b>	<b>70</b>
Instructional Technology	58	52	59	28	23
Library Media Studies	38	21	21	12	0
Educational Leadership	46	31	20	40	47
School Librarianship	1	0	0	0	0
<b>Special Education</b>	<b>77</b>	<b>65</b>	<b>73</b>	<b>107</b>	<b>113</b>

<b>Certificate Programs</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Undergraduate Certificates</b>	<b>17</b>	<b>11</b>	<b>7</b>	<b>5</b>	<b>7</b>
Accounting and Finance	8	7	5	2	5
CPA Exam Preparation	6	2	2	1	1
Computer Science	1	1	0	0	0
Marketing Management	2	1	0	1	1
Operations Management	2	1	0	1	0
<b>Graduate Certificates</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>15</b>
Accounting and Finance	1	3	1	1	4
Information Systems Management	1	1	1	0	1
Instructional Technology	NA	NA	NA	NA	5
Management	NA	NA	NA	NA	5
Marketing	1	0	0	0	0

## Total Majors Declared by Level & Year 1999 - 2003

<b>Certificate of Advanced Graduate Study (CAGS) and Post-Master's Certification</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>CAGS in Education</b>	<b>63</b>	<b>59</b>	<b>50</b>	<b>67</b>	<b>84</b>
Counseling – Mental Health	NA	NA	4	3	9
Reading	3	7	13	17	8
School Administration/Educational Leadership	60	52	33	47	67
<b>Post-Master's Certification</b>	<b>7</b>	<b>11</b>	<b>9</b>	<b>6</b>	<b>4</b>
Counseling	2	3	1	3	2
Instructional Technology	4	4	2	1	2
Library Media Studies	1	4	6	2	0

<b>Post-Baccalaureate Certification</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Elementary and Early Childhood Education</b>	<b>161</b>	<b>119</b>	<b>116</b>	<b>136</b>	<b>118</b>
Early Childhood Education	30	25	28	12	21
Elementary Education	130	94	88	124	97
<b>Movement Arts and Health Promotion</b>	<b>22</b>	<b>13</b>	<b>11</b>	<b>11</b>	<b>11</b>
Health	7	4	3	2	3
Physical Education	15	9	8	9	8
<b>Secondary Education &amp; Professional Programs</b>	<b>134</b>	<b>88</b>	<b>89</b>	<b>151</b>	<b>112</b>
Middle School	35	14	6	4	2
Teaching	99	74	83	147	110
<b>Special Education</b>	<b>78</b>	<b>53</b>	<b>56</b>	<b>36</b>	<b>7</b>

## Graduate Programs Students Enrolled Fall 2003

	Total	MPA/ MSW MA/MS	MEd	MAT	Post- Bacc	CAGS	Post- Master's
<b>Art</b>	7	*	*	0	7	*	*
<b>Biology</b>	11	*	*	6	5	*	*
<b>Chemistry</b>	2	*	*	0	2	*	*
<b>Computer Science</b>	34	34	*	*	*	*	*
<b>Counseling</b>	110	*	99	*	*	9	2
<b>Creative Arts</b>	2	*	*	2	*	*	*
<b>Criminal Justice</b>	29	29	*	*	*	*	*
<b>Early Childhood Ed.</b>	40	*	19	*	21	*	*
<b>Earth Science</b>	2	*	*	0	2	*	*
<b>Educational Leadership</b>	114	*	47	*	*	67	*
<b>Elementary Education</b>	125	*	28	*	97	*	*
<b>English</b>	43	17	*	7	19	*	*
<b>French</b>	0	*	*	*	0	*	*
<b>Health Education</b>	4	*	*	1	3	*	*
<b>Health Promotion</b>	7	*	7	*	*	*	*
<b>History</b>	32	*	*	8	24	*	*
<b>Instructional Technology</b>	25	*	23	*	*	*	2
<b>Management</b>	61	61	*	*	*	*	*
<b>Mathematics</b>	43	*	*	7	36	*	*
<b>Middle School</b>	2	*	*	*	2	*	*
<b>Music</b>	4	*	*	*	4	*	*
<b>Physical Education</b>	38	30	*	0	8	*	*
<b>Physical Sciences</b>	0	*	*	0	*	*	*
<b>Physics</b>	1	*	*	1	0	*	*
<b>Psychology</b>	41	41	*	*	*	*	*
<b>Public Administration</b>	35	35	*	*	*	*	*
<b>Reading Education</b>	93	*	85	*	*	8	*
<b>School Librarianship</b>	0	*	0	*	*	*	*
<b>Science (teacher licensure)</b>	7	*	*	*	7	*	*
<b>Social Studies</b>	0	*	*	0	0	*	*
<b>Social Work</b>	30	30	*	*	*	*	*
<b>Spanish</b>	4	*	*	*	4	*	*
<b>Special Education</b>	120	*	113	*	7	*	*

*\*Degree not offered in subject*

## Total Majors by Department and Gender Fall 2003

<b>School of Arts and Sciences Undergraduate and Graduate Majors</b>				
	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>% Female</b>
Social Work	17	177	194	91%
Psychology	92	785	877	90%
Foreign Languages	10	60	70	86%
English	91	331	422	78%
Anthropology	10	30	40	75%
Biology	59	147	206	71%
Art	76	174	250	70%
Communication Studies & Theatre Arts	178	282	460	61%
Music	21	32	53	60%
Earth Sciences & Geography	49	68	117	58%
History	179	156	335	47%
Sociology & Criminal Justice	373	330	703	47%
Chemical Sciences	38	31	69	45%
Philosophy	15	12	27	44%
Political Science	92	69	161	43%
Mathematics & Computer Science	243	162	405	40%
Physics	26	4	30	13%
<b>Total</b>	<b>1569</b>	<b>2850</b>	<b>4419</b>	<b>64%</b>

<b>School of Education and Allied Studies Undergraduate and Graduate Majors</b>				
	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>% Female</b>
Elementary and Early Childhood Ed.	79	1284	1363	94%
Special Education	34	283	317	89%
Counselor Education	16	94	110	85%
Secondary and Professional Ed.	95	155	250	62%
Movement Arts and Health Promotion	267	276	543	51%
<b>Total</b>	<b>491</b>	<b>2092</b>	<b>2583</b>	<b>81%</b>

<b>School of Management and Aviation Science Undergraduate and Graduate Majors</b>				
	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>% Female</b>
Accounting and Finance	153	192	345	56%
Management	431	371	802	46%
Economics	34	7	41	17%
Aviation Science	196	26	222	12%
<b>Total</b>	<b>814</b>	<b>596</b>	<b>1410</b>	<b>42%</b>

*Note: Includes double majors*

## Total Majors by Department and Race Fall 2003

### School of Arts and Sciences Undergraduate and Graduate Majors

	Native American	Asian	Black	Hispanic	White	International Students	Other/Unknown	Total	% Students of Color
Foreign Languages	0	2	4	9	47	2	6	70	21%
Social Work	0	2	24	8	119	3	38	194	18%
Chemical Sciences	0	5	4	2	44	4	10	69	16%
Biological Sciences	1	3	18	2	151	5	26	206	12%
Mathematics & Computer Science	0	16	20	3	292	28	46	405	10%
Physics	0	1	1	1	22	3	2	30	10%
Music	0	2	2	1	46	1	1	53	9%
Art	1	1	9	10	196	6	27	250	8%
Comm. Studies and Theatre Arts	5	3	24	5	388	6	29	460	8%
Political Science	0	2	8	3	123	3	22	161	8%
Psychology	3	5	35	18	739	12	65	877	7%
Sociology & Criminal Justice	1	1	30	11	598	7	55	703	6%
English	0	5	13	4	360	0	40	422	5%
Philosophy	0	0	1	0	21	0	5	27	4%
History	0	0	7	3	291	0	34	335	3%
Earth Sciences & Geography	0	0	2	2	99	0	14	117	3%
Anthropology	0	0	0	0	28	2	10	40	0%
<b>Total</b>	<b>11</b>	<b>48</b>	<b>202</b>	<b>82</b>	<b>3564</b>	<b>82</b>	<b>430</b>	<b>4419</b>	<b>8%</b>

*Note: Includes double majors*

## Total Majors by Department and Race Fall 2003

### School of Education and Allied Studies Undergraduate and Graduate Majors

	<b>Native American</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>International Students</b>	<b>Other/ Unknown</b>	<b>Total</b>	<b>% Students of Color</b>
Movement Arts and Health Prom.	3	2	18	9	462	12	37	543	6%
Counselor Education	1	0	4	0	80	0	25	110	5%
Secondary and Professional Ed.	0	1	5	1	170	1	72	250	3%
Elementary and Early Child Ed.	2	7	24	11	1193	3	123	1363	3%
Special Education	0	1	2	2	262	0	50	317	2%
<b>Total</b>	<b>6</b>	<b>11</b>	<b>53</b>	<b>23</b>	<b>2167</b>	<b>16</b>	<b>307</b>	<b>2583</b>	<b>4%</b>

### School of Management and Aviation Science Undergraduate and Graduate Majors

	<b>Native American</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>International Students</b>	<b>Other/ Unknown</b>	<b>Total</b>	<b>% Students of Color</b>
Economics	0	1	7	1	24	5	3	41	22%
Accounting and Finance	1	11	19	8	269	8	29	345	11%
Management	2	19	46	22	600	40	73	802	11%
Aviation Science	0	3	8	11	165	16	19	222	10%
<b>Total</b>	<b>3</b>	<b>34</b>	<b>80</b>	<b>42</b>	<b>1058</b>	<b>69</b>	<b>124</b>	<b>1410</b>	<b>11%</b>

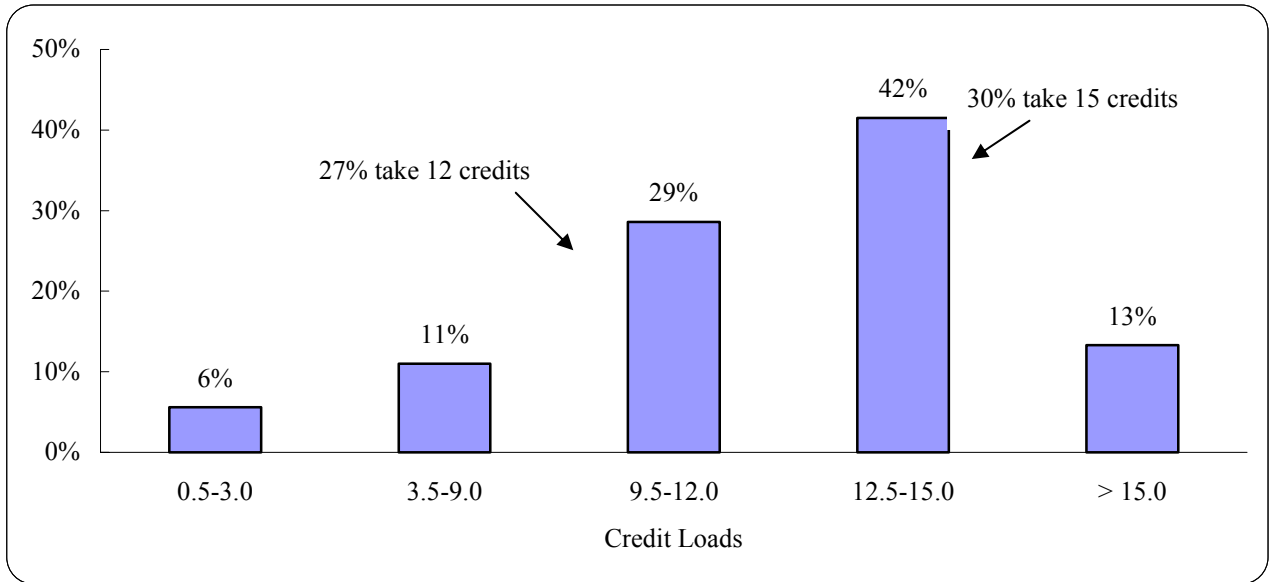
*Note: Includes double majors.*



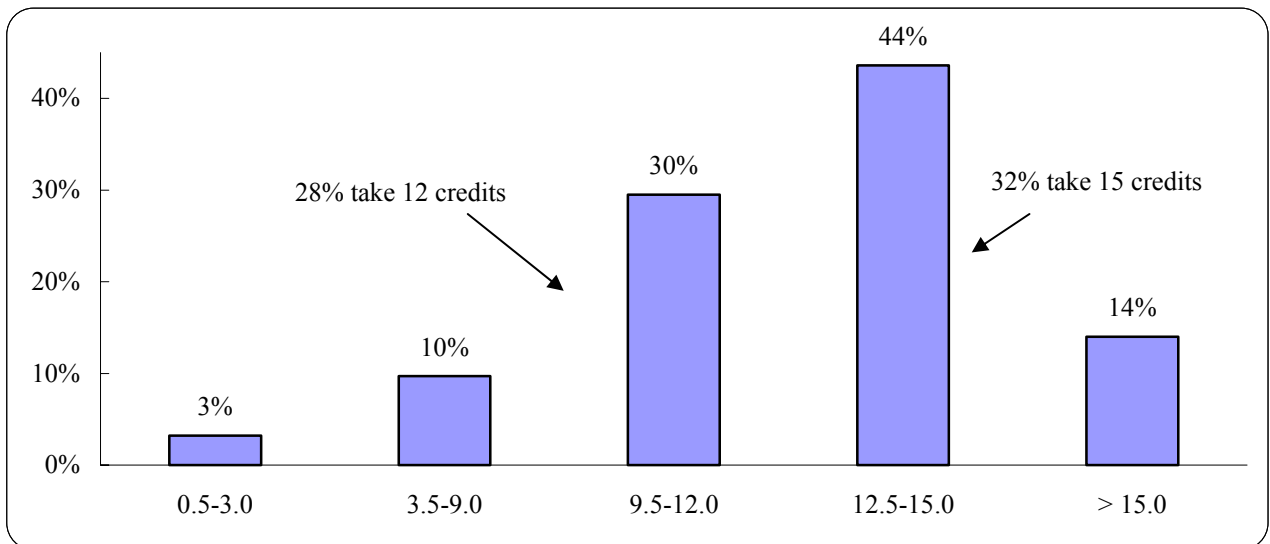
## Distribution of Undergraduate Credit Loads Fall 2003

Half of all BSC undergraduates carried more than 12 credits during Fall 2003. The average credit load among matriculated undergraduate students was slightly higher than for the entire undergraduate student body.

### Credit Loads of All Undergraduates (Average credit load = 12.6 credits)



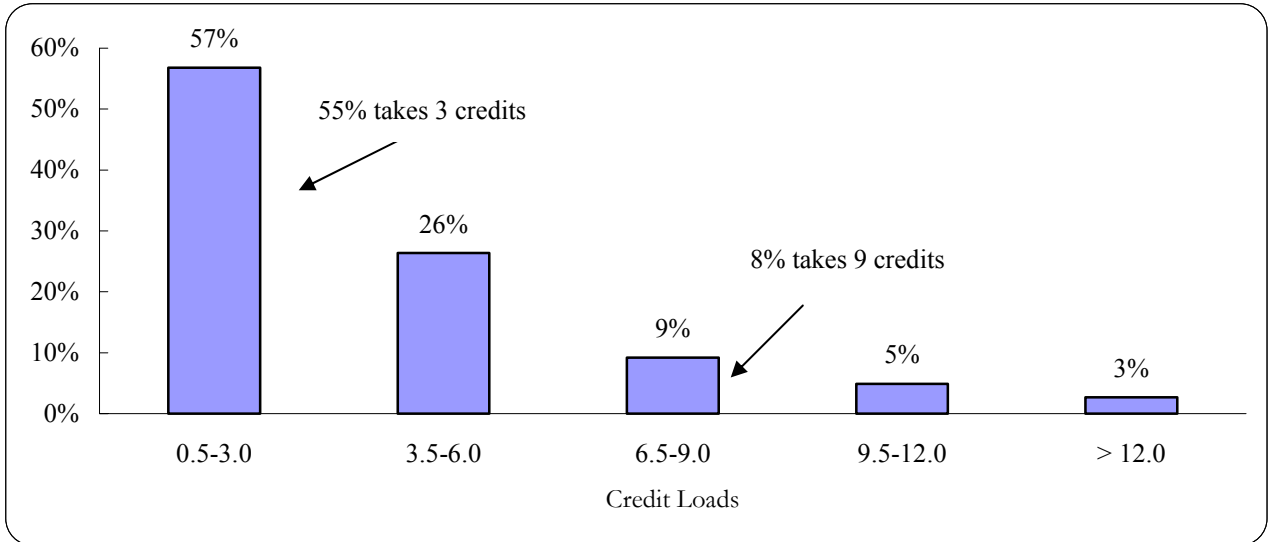
### Credit Loads of Matriculated Undergraduates (Average credit load = 13.0 credits)



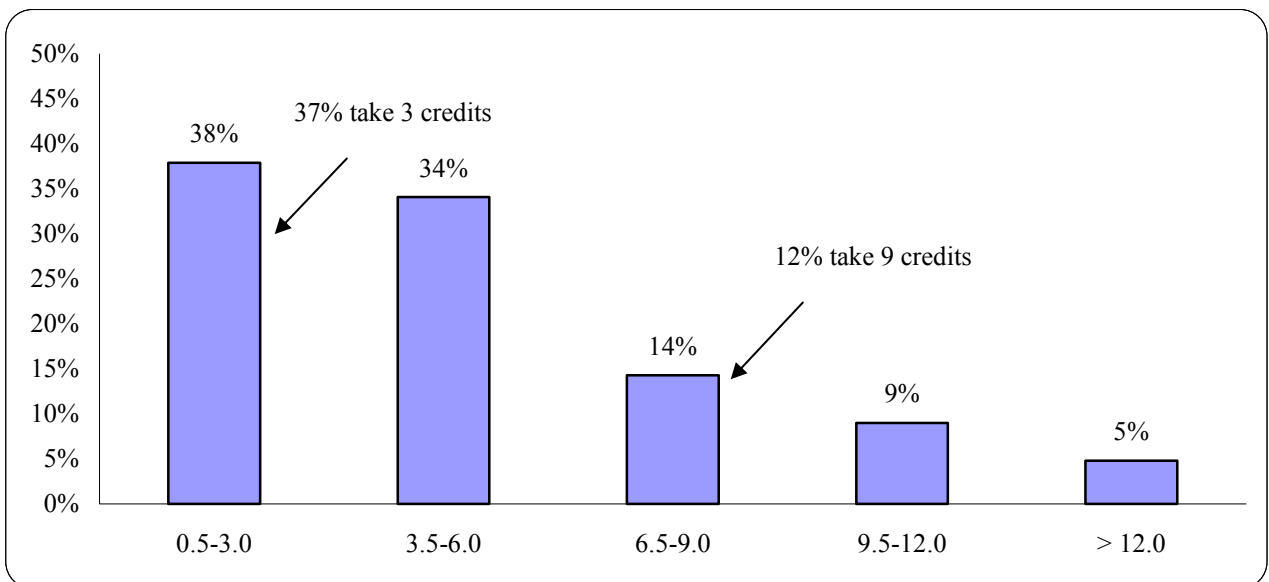
## Distribution of Graduate Credit Loads Fall 2003

Nearly sixty percent of graduate students carried 3 or fewer credits. Among matriculated graduate students, this figure drops to 38 percent. More than a quarter of matriculated graduate students carry more than 6 credits, compared to 17 percent of graduate students overall.

### Credit Loads of All Graduate Students (Average credit Load = 5.0 credits)



### Credit Loads of Matriculated Graduate Students (Average credit load = 6.1 credits)





BRIDGEWATER STATE COLLEGE

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Graduation & Retention Data

## Profile of Degree Recipients by Program Level 2003

The overwhelming majority of BSC graduates are Massachusetts residents; only 5 percent of degree recipients are from out of state. Approximately 35 percent of baccalaureate degree recipients are at least 25 years of age; 16 percent are 30 or older. The majority of degree recipients at both the baccalaureate and graduate levels are female; at the graduate level more than three-quarters are women.

	Baccalaureate	Graduate	Total
<b>&lt; 25</b>	774	7	781
<b>25-29</b>	223	94	317
<b>30-39</b>	99	105	204
<b>40-49</b>	75	73	148
<b>50+</b>	14	40	54
<b>Male</b>	398	66	464
<b>Female</b>	787	253	1040
<b>% Female</b>	66%	79%	69%
<b>Native American</b>	5	0	5
<b>Asian</b>	14	2	16
<b>Black</b>	34	4	38
<b>Hispanic</b>	23	3	26
<b>White</b>	996	244	1240
<b>International</b>	17	9	26
<b>Unknown</b>	96	57	153
<b>% Students of Color</b>	6%	3%	6%
<b>Massachusetts</b>	1126	300	1426
<b>New England</b>	24	7	31
<b>Other U.S.</b>	18	3	21
<b>International</b>	17	9	26
<b>% Massachusetts</b>	95%	94%	95%
<b>Total</b>	<b>1185</b>	<b>319</b>	<b>1504</b>

*Notes: Numbers are for those who graduated January, May and August 2003.  
Excludes those who received Post-Baccalaureate Teacher Certification.*

## Baccalaureate Degree Recipients by Major/Concentration 1999 - 2003

School of Arts and Sciences					
	1999	2000	2001	2002	2003
<b>Anthropology</b>	<b>14</b>	<b>14</b>	<b>16</b>	<b>10</b>	<b>10</b>
Cultural Anthropology	10	12	10	9	8
Public Archaeology	4	2	3	1	2
<b>Art</b>	<b>58</b>	<b>48</b>	<b>54</b>	<b>51</b>	<b>68</b>
Art	3	0	0	0	0
Crafts	9	8	11	7	6
Fine Arts	25	26	22	20	31
Graphic Design	21	14	21	24	31
<b>Biological Sciences</b>	<b>30</b>	<b>29</b>	<b>39</b>	<b>29</b>	<b>39</b>
Cell/Molecular	2	4	2	1	2
Biology	14	15	18	12	14
Environmental Biology	3	2	7	3	7
Medical Biology	11	8	12	13	16
<b>Chemical Sciences</b>	<b>18</b>	<b>23</b>	<b>14</b>	<b>14</b>	<b>12</b>
<i>Chemistry</i>	<b>11</b>	<b>17</b>	<b>11</b>	<b>12</b>	<b>9</b>
Biochemistry	2	5	3	5	4
Chemistry	9	12	6	4	3
Professional Chemistry	2	3	2	3	2
<i>Chemistry-Geology</i>	<b>5</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>Communication Studies and Theatre Arts</b>	<b>79</b>	<b>96</b>	<b>124</b>	<b>121</b>	<b>121</b>
Communication Studies	67	80	107	107	100
Communications Disorders*	2	0	1	0	0
Theatre	9	5	6	4	12
Theatre/Dance/Speech	1	11	10	10	9
<b>Earth Sciences and Geography</b>	<b>29</b>	<b>29</b>	<b>32</b>	<b>32</b>	<b>39</b>
<i>Earth Science</i>	<b>8</b>	<b>5</b>	<b>12</b>	<b>14</b>	<b>22</b>
Earth Science	3	1	7	5	15
Geology	5	3	5	7	4
Environmental GeoScience	NA	1	0	2	3

*Notes: Includes double majors.*

*Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.*

*\*Concentration moved to the Special Education Department in 1996. Students already enrolled were given the option of staying in the Communication Studies Department or switching to the Special Education Department.*

## Baccalaureate Degree Recipients by Major/Concentration 1999 - 2003

<b>School of Arts and Sciences</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<i>Geography</i>	<b>21</b>	<b>24</b>	<b>20</b>	<b>18</b>	<b>17</b>
Environmental Geography	7	13	11	4	4
Geography	3	6	5	5	4
Geography-Technology	7	5	3	7	5
Regional & Economic Planning	4	0	1	2	4
<b>English</b>	<b>58</b>	<b>77</b>	<b>62</b>	<b>81</b>	<b>94</b>
English	51	67	44	57	71
Writing	7	10	18	24	23
<b>Foreign Languages</b>	<b>11</b>	<b>13</b>	<b>10</b>	<b>17</b>	<b>19</b>
<i>Spanish</i>	11	13	10	17	19
<b>History</b>	<b>54</b>	<b>60</b>	<b>74</b>	<b>67</b>	<b>63</b>
Community History	0	0	1	0	0
History	50	59	72	66	61
Military History	4	1	1	1	2
<b>Mathematics and Computer Science</b>	<b>43</b>	<b>54</b>	<b>39</b>	<b>43</b>	<b>56</b>
<i>Mathematics</i>	19	30	20	19	17
<i>Computer Science</i>	24	24	19	24	39
<b>Music</b>	<b>6</b>	<b>10</b>	<b>14</b>	<b>5</b>	<b>10</b>
<b>Philosophy</b>	<b>10</b>	<b>9</b>	<b>10</b>	<b>5</b>	<b>8</b>
Applied Ethics	0	1	1	0	0
Philosophy	10	8	9	5	8
<b>Physics</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>2</b>
Physics	1	4	2	6	0
Professional Physics	NA	NA	NA	NA	2
<b>Political Science</b>	<b>23</b>	<b>25</b>	<b>20</b>	<b>18</b>	<b>22</b>
American Politics	4	2	6	7	3
International Affairs	3	4	3	3	1
Legal Studies	3	6	3	2	3
Political Science	13	13	8	6	15

*Notes: Includes double majors.*

*Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.*

## Baccalaureate Degree Recipients by Major/Concentration 1999 - 2003

<b>School of Arts and Sciences</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Psychology</b>	<b>203</b>	<b>205</b>	<b>188</b>	<b>167</b>	<b>180</b>
Industrial-Personnel Psychology	2	7	6	1	4
Medical Psychology	4	4	1	1	0
Psychology	197	194	181	165	176
<b>Social Work</b>	<b>46</b>	<b>34</b>	<b>42</b>	<b>51</b>	<b>25</b>
<b>Sociology and Criminal Justice</b>	<b>100</b>	<b>98</b>	<b>120</b>	<b>125</b>	<b>97</b>
<i>Sociology</i>	<b>100</b>	<b>98</b>	<b>120</b>	<b>85</b>	<b>49</b>
Criminology	47	44	59	30	12
Sociology	53	50	60	53	36
Third World Studies	0	4	1	2	1
<i>Criminal Justice</i>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>40</b>	<b>48</b>

*Notes: Includes double majors.*

*Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.*

## Baccalaureate Degree Recipients by Major/Concentration 1999 - 2003

<b>School of Education and Allied Studies</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Elementary and Early Childhood Ed.</b>	<b>133</b>	<b>153</b>	<b>99</b>	<b>111</b>	<b>123</b>
<i>Elementary Education</i>	<b>88</b>	<b>114</b>	<b>71</b>	<b>77</b>	<b>94</b>
<i>Early Childhood Education</i>	<b>45</b>	<b>39</b>	<b>28</b>	<b>34</b>	<b>29</b>
<b>Movement Arts, Health Promotion,...</b>	<b>160</b>	<b>142</b>	<b>112</b>	<b>113</b>	<b>113</b>
Athletic Training	6	10	6	10	13
Coaching	11	3	3	4	2
Exercise Science	52	46	33	38	38
Motor Development	41	17	9	11	10
Physical Education	33	39	45	35	32
Recreation	10	11	6	10	9
Recreation/Fitness Club Administration	NA	NA	NA	NA	1
Teaching Certification	7	16	10	5	8
<b>Special Education</b>	<b>86</b>	<b>67</b>	<b>55</b>	<b>49</b>	<b>37</b>
Communication Disorders*	54	40	29	28	23
Special Education	32	27	26	18	7
Intensive Special Education	NA	NA	NA	3	5
Moderate Disabilities	NA	NA	NA	NA	2

*Notes: Includes double majors.*

*Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.*

*\* Concentration moved to the Special Education Department in 1996. Students already enrolled were given the option of staying in the Communication Studies Department or switching to the Special Education Department.*



## Baccalaureate Degree Recipients by Major/Concentration 1999 - 2003

<b>School of Management and Aviation Science</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Accounting and Finance</b>	<b>54</b>	<b>59</b>	<b>48</b>	<b>67</b>	<b>52</b>
Accounting	21	26	20	31	19
Finance	33	33	28	36	33
<b>Aviation Science</b>	<b>30</b>	<b>21</b>	<b>17</b>	<b>28</b>	<b>22</b>
Airport Management	NA	NA	NA	NA	1
Aviation Management	16	16	12	20	14
Flight Training	14	5	5	8	7
<b>Economics</b>	<b>14</b>	<b>4</b>	<b>6</b>	<b>16</b>	<b>16</b>
<b>Management</b>	<b>147</b>	<b>107</b>	<b>113</b>	<b>135</b>	<b>134</b>
Energy and Environmental Management	6	3	2	2	2
Global Management	1	1	1	4	5
General Management	89	62	65	93	78
Information Systems Management	16	14	17	13	13
Marketing	35	27	28	23	35
Transportation	NA	NA	NA	NA	1

*Notes: Includes double major.*

*Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.*

## Graduate Degree Recipients by Major/Concentration and Degree 1999 - 2003

<b>Master of Arts/Science</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Biology~</b>	1	1	3	0	0
<b>Communication Disorders~</b>	1	0	0	0	0
<b>Computer Science</b>	2	7	9	14	17
<b>Criminal Justice</b>	NA	NA	NA	NA	5
<b>English</b>	6	5	3	5	5
<b>History~</b>	0	2	1	0	0
<b>Management</b>	NA	NA	NA	2	10
<b>Physical Education</b>	4	4	13	10	10
<b>Psychology</b>	2	8	8	5	14
<b>Speech Communication~</b>	6	5	1	0	0

<b>Master of Arts in Teaching</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Biology</b>	1	1	0	6	3
<b>Chemistry</b>	1	0	0	0	0
<b>Creative Arts</b>	0	0	1	2	2
<b>English</b>	2	2	3	4	2
<b>Health Education</b>	NA	NA	1	0	0
<b>History</b>	2	4	2	2	6
<b>Math</b>	1	2	3	1	0
<b>Physical Science</b>	0	2	0	1	0
<b>Physics</b>	NA	NA	NA	1	1
<b>Social Studies</b>	1	0	0	1	0

<b>Master of Public Administration</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Public Administration</b>	1	6	11	8	9

*Notes: Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.*

*~ Not accepting new students.*

## Graduate Degree Recipients by Major/Concentration and Degree 1999 - 2003

<b>Master of Education</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Counselor Education</b>	<b>33</b>	<b>33</b>	<b>46</b>	<b>40</b>	<b>22</b>
Counseling	33	33	46	40	22
<b>Elementary and Early Childhood</b>	<b>44</b>	<b>51</b>	<b>56</b>	<b>45</b>	<b>73</b>
Early Childhood	11	10	10	6	11
Elementary Education	27	22	30	21	36
Reading Education	6	19	16	18	26
<b>Movement Arts and Health Promotion</b>	<b>10</b>	<b>3</b>	<b>1</b>	<b>9</b>	<b>13</b>
Health Promotion	10	3	1	9	13
<b>Secondary Education and Prof.</b>	<b>17</b>	<b>23</b>	<b>35</b>	<b>24</b>	<b>47</b>
Educational Leadership	16	17	23	12	24
Library Media Studies	1	6	12	12	14
Instructional Technology	NA	NA	NA	NA	9
<b>Special Education</b>	<b>16</b>	<b>29</b>	<b>23</b>	<b>22</b>	<b>39</b>

<b>Certificate of Advanced Graduate Study (CAGS) and Post-Master's Certification</b>					
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>CAGS in Education</b>	<b>17</b>	<b>17</b>	<b>21</b>	<b>12</b>	<b>40</b>
Counseling	0	1	1	0	0
Elementary Ed	0	1	0	0	0
Reading	NA	NA	5	3	17
School Admin./Ed. Leadership	17	15	15	9	23
<b>Post Master's Certification</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
Counseling	0	0	0	1	0
Library Media Studies	0	0	0	0	1

*Notes: Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.*

## Graduate Degree Recipients by Major/Concentration and Degree 1999 - 2003

Post - Baccalaureate Certification					
	1999	2000	2001	2002	2003
<b>Elementary and Early Childhood Education</b>	<b>78</b>	<b>69</b>	<b>54</b>	<b>66</b>	<b>72</b>
Early Childhood Education	8	13	13	17	7
Elementary Education	70	56	41	49	65
<b>Movement Arts and Health Promotion</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>2</b>	<b>2</b>
Health Education	0	0	2	0	1
Physical Education	7	4	5	2	1
<b>Secondary Education and Professional Programs</b>	<b>38</b>	<b>43</b>	<b>8</b>	<b>13</b>	<b>63</b>
Art	4	1	1	0	2
Biology	4	3	0	0	1
Chemistry	0	1	0	0	1
Earth Science	0	0	1	1	1
English	3	3	1	2	1
Foreign Language	1	1	0	0	0
History	8	9	2	1	5
Mathematics	0	5	1	2	32
Middle School	16	19	1	5	2
Physics	0	0	0	1	0
Science	NA	NA	NA	NA	18
Social Studies	2	0	0	0	0
Speech Communication	0	1	1	1	0
<b>Special Education</b>	<b>25</b>	<b>17</b>	<b>14</b>	<b>14</b>	<b>24</b>

*Note: Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.*

## Graduate Programs Degrees Awarded/Programs Completed 2003

	Total	MA/ MS/ MPA	MEd	MAT	Post- Bacc	CAGS
Art	2	*	*	*	2	*
Biology	4	0	*	3	1	*
Chemistry	1	*	*	0	1	*
Communication Disorders	0	0	*	*	*	*
Computer Science	17	17	*	*	*	*
Counseling	22	*	22	*	*	0
Creative Arts	2	*	*	2	*	*
Criminal Justice	5	5	*	*	*	*
Early Childhood Ed.	18	*	11	*	7	*
Earth Science	1	*	*	*	1	*
Educational Leadership	47	*	24	*	*	23
Elementary Education	101	*	36	*	65	0
English	8	5	*	2	1	*
Foreign Language	0	*	*	*	0	*
Health Education	1	*	*	0	1	*
Health Promotion	13	*	13	*	*	*
History	11	0	*	6	5	*
Instructional Technology	9	*	9	*	*	*
Library Media Studies	15	*	14	*	*	1
Management	10	10	*	*	*	*
Mathematics	32	*	*	0	32	*
Middle School	2	*	*	*	2	*
Music	0	*	*	*	*	*
Physical Education	11	10	*	*	1	*
Physical Sciences	0	*	*	0	*	*
Physics	1	*	*	1	0	*
Psychology	14	14	*	*	*	*
Public Administration	9	9	*	*	*	*
Reading Education	43	*	26	*	*	17
Science (teacher licensure)	18	*	*	*	18	*
Social Studies	0	*	*	0	0	*
Special Education	63	*	39	*	24	*
Speech Communication	0	0	*	*	0	*
<b>Total</b>	<b>480</b>	<b>70</b>	<b>194</b>	<b>14</b>	<b>161</b>	<b>41</b>

\* Degree not offered in subject.

## Degree Recipients by Department and Gender 2003

<b>School of Arts and Sciences Undergraduates and Graduates</b>				
	Male	Female	Total	% Female
Foreign Languages	1	18	19	95%
Social Work	2	23	25	92%
Psychology	22	172	194	89%
Biology	5	37	42	88%
English	19	82	101	81%
Anthropology	2	8	10	80%
Chemistry	3	9	12	75%
Art	21	49	70	70%
Earth Science & Geography	12	27	39	69%
Political Science	11	20	31	65%
Communication Studies & Theatre Arts	48	73	121	60%
Music	4	6	10	60%
History	29	40	69	58%
Sociology and Criminal Justice	43	59	102	58%
Mathematics & Computer Science	43	30	73	41%
Philosophy	5	3	8	38%
Physics	3	0	3	0%
<b>Total</b>	<b>273</b>	<b>656</b>	<b>929</b>	<b>71%</b>

<b>School of Education and Allied Studies Undergraduates and Graduates</b>				
	Male	Female	Total	% Female
Elementary & Early Childhood Education	14	271	285	95%
Special Ed. and Communication Disorders	10	90	100	90%
Counselor Education	4	18	22	82%
Secondary Education and Prof. Programs	43	91	134	68%
Movement Arts, Health Promotion, ...	59	79	138	57%
<b>Total</b>	<b>130</b>	<b>549</b>	<b>679</b>	<b>81%</b>

<b>School of Management and Aviation Science Undergraduates and Graduates</b>				
	Male	Female	Total	% Female
Accounting and Finance	24	28	52	54%
Management	70	74	144	51%
Economics	8	8	16	50%
Aviation Science	19	3	22	14%
<b>Total</b>	<b>121</b>	<b>113</b>	<b>234</b>	<b>48%</b>

*Notes: Includes double majors.*

*Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.*

## Degree Recipients by Department and Race 2003

### School of Arts and Sciences Undergraduates and Graduates

	Native American	Asian	Black	Hispanic	White	International Students	Unknown/ Other	Total	% Students of Color
Mathematics & Computer Science	0	5	2	5	44	8	9	73	16%
Foreign Languages	0	0	1	1	13	0	4	19	11%
Anthropology	0	0	1	0	8	0	1	10	10%
Comm. Studies & Theatre Arts	1	1	7	2	101	3	6	121	9%
Chemistry	0	1	0	0	10	0	1	12	8%
Social Work	0	0	0	2	21	0	2	25	8%
Sociology & Criminal Justice	0	0	6	2	87	0	7	102	8%
Psychology	2	0	7	2	167	3	13	194	6%
History	0	1	1	1	58	0	8	69	4%
Art	0	2	0	0	58	2	8	70	3%
Biology	0	1	0	0	34	0	7	42	2%
English	0	1	0	0	88	0	12	101	1%
Earth Science & Geography	0	0	0	0	33	1	5	39	0%
Music	0	0	0	0	10	0	0	10	0%
Philosophy	0	0	0	0	7	0	1	8	0%
Physics	0	0	0	0	2	0	1	3	0%
Political Science	0	0	0	0	27	0	4	31	0%
<b>Total</b>	<b>3</b>	<b>12</b>	<b>25</b>	<b>15</b>	<b>768</b>	<b>17</b>	<b>89</b>	<b>929</b>	<b>6%</b>

*Notes: Includes double majors.*

*Numbers as reported to HEIRS; includes those who graduated in January and May of the year indicated and August the year before.*

## Degree Recipients by Department and Race 2003

### School of Education and Allied Studies Undergraduates and Graduates

	Native American	Asian	Black	Hispanic	White	International Students	Unknown /Other	Total	% Students of Color
Counselor Education	0	0	3	1	17	0	1	22	18%
Movement Arts, Health Promotion...	1	0	3	2	116	1	15	138	4%
Special Education	1	0	0	3	79	1	16	100	4%
Elementary & Early Childhood Ed	0	1	1	0	252	1	30	285	1%
Secondary Ed. & Prof. Programs	0	0	0	1	106	0	27	134	1%
<b>Total</b>	<b>2</b>	<b>1</b>	<b>7</b>	<b>7</b>	<b>570</b>	<b>3</b>	<b>89</b>	<b>679</b>	<b>3%</b>

### School of Management and Aviation Science Undergraduates and Graduates

	Native American	Asian	Black	Hispanic	White	International Students	Unknown /Other	Total	% Students of Color
Management	0	3	6	5	113	6	11	144	10%
Accounting & Finance	1	3	0	0	42	1	5	52	8%
Aviation Science	0	0	1	0	20	0	1	22	5%
Economics	0	0	0	0	15	1	0	16	0%
<b>Total</b>	<b>1</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>190</b>	<b>8</b>	<b>17</b>	<b>234</b>	<b>8%</b>

*Notes: Includes double majors.*

*Numbers as reported to HEIRS; includes those who graduated in January and May of the year indicated and August the year before.*



## All Degree Recipients by Residence: Ten Communities with the Highest Number of Graduates 1999 - 2003

For the past 5 years, Brockton and Bridgewater have been the home-town communities of the largest number of BSC graduates.

2002-2003		2001-2002		2000-2001		1999-2000		1998-1999	
<b>Brockton</b>	95	<b>Brockton</b>	80	<b>Brockton</b>	75	<b>Brockton</b>	91	<b>Bridgewater</b>	72
<b>Bridgewater</b>	81	<b>Bridgewater</b>	76	<b>Bridgewater</b>	73	<b>Bridgewater</b>	71	<b>Brockton</b>	70
<b>Taunton</b>	63	<b>Taunton</b>	68	<b>Taunton</b>	48	<b>Plymouth</b>	55	<b>New Bedford</b>	57
<b>New Bedford</b>	58	<b>New Bedford</b>	50	<b>Plymouth</b>	47	<b>New Bedford</b>	45	<b>Taunton</b>	50
<b>Plymouth</b>	47	<b>Plymouth</b>	49	<b>New Bedford</b>	41	<b>Taunton</b>	45	<b>Plymouth</b>	50
<b>Fall River</b>	45	<b>Boston</b>	44	<b>Weymouth</b>	32	<b>Fall River</b>	41	<b>Weymouth</b>	37
<b>Attleboro</b>	44	<b>Fall River</b>	43	<b>Fall River</b>	31	<b>Boston</b>	35	<b>Marshfield</b>	34
<b>Boston</b>	35	<b>Easton</b>	38	<b>Boston</b>	30	<b>Easton</b>	32	<b>Fall River</b>	33
<b>Raynham</b>	35	<b>Weymouth</b>	38	<b>North Attleboro</b>	28	<b>Weymouth</b>	32	<b>Stoughton</b>	33
<b>Easton</b>	34	<b>Middleboro</b>	34	<b>Abington</b>	27	<b>Middleboro</b>	30	<b>Easton*</b>	31

\*Also with 31 graduates: Raynham.

## Retention and Graduation Rates First-Time Full-Time Freshmen

Number Enrolled													
Cohort Year													
		1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>Number of Years After Entry</b>	<b>0 **</b>	982	963	1045	1048	1087	1154	1147	1128	1079	1244	1139	1272
	<b>1</b>	719	680	740	708	762	826	814	837	749	914	837	980
	<b>2</b>	603	563	612	586	627	693	654	695	634	780	724	
	<b>3</b>	570	526	571	551	588	633	597	644	604	736		
	<b>4</b>	288	296	344	336	341	383	361	361	369			
	<b>5</b>	66	78	75	78	87	90	87	68				
	<b>6</b>	36	31	31	31	31	46	28					
Number Graduated (Cumulative)													
Cohort Year													
		1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>Number of Years After Entry</b>	<b>4</b>	265	213	197	192	211	221	206	260	208			
	<b>5</b>	471	420	454	433	450	488	473	539				
	<b>6</b>	507	469	495	482	503	544	525					
Retention Rates													
Cohort Year													
		1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>Fr-Soph Soph-Jun</b>	<b>Fr-Soph</b>	73%	71%	71%	68%	70%	72%	71%	74%	69%	73%	74%	77%
	<b>Soph-Jun</b>	84%	83%	83%	83%	82%	84%	80%	83%	85%	85%	86%	
Graduation Rates													
Cohort Year													
		1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>Number of Years After Entry</b>	<b>4</b>	27%	22%	19%	18%	19%	19%	18%	23%	19%			
	<b>5</b>	48%	44%	43%	41%	41%	42%	41%	48%				
	<b>6</b>	52%	49%	47%	46%	46%	47%	46%					

\*\*Initial cohort

## Retention and Graduation Rates First-Time Full-Time Students of Color

Number Enrolled													
Cohort Year													
Number of Years After Entry	0 **	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
	1	27	32	51	51	54	80	61	36	47	60	56	96
	2	21	25	38	41	38	68	41	28	34	59	47	
	3	21	23	33	34	34	48	41	26	33	52		
	4	16	12	20	23	29	35	28	19	21			
	5	4	6	3	9	8	11	14	1				
	6	4	5	2	5	6	9	3					
	Number Graduated (Cumulative)												
Cohort Year													
Number of Years After Entry	4	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
	5	12	14	22	19	18	34	23	20	7			
	6	15	16	24	24	21	38	31					
Retention Rates													
Cohort Year													
Fr-Soph Soph-Jun	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	
	73%	52%	48%	56%	61%	55%	68%	67%	52%	64%	65%	60%	
	78%	79%	75%	80%	80%	85%	67%	78%	72%	98%	84%		
Graduation Rates													
Cohort Year													
Number of Years After Entry	4	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
	5	23%	22%	24%	23%	18%	29%	25%	29%	10%			
	6	29%	25%	26%	29%	21%	32%	34%					

\*\*Initial Cohort

## Retention and Graduation Rates Full-Time Transfers

		Number Enrolled								
		Cohort Year								
		1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>Number of Years After Entry</b>	<b>0 **</b>	541	566	588	516	453	460	500	548	586
	<b>1</b>	374	392	395	387	317	312	372	406	423
	<b>2</b>	304	302	307	287	247	237	279	306	
	<b>3</b>	138	140	161	113	118	106	126		
	<b>4</b>	46	48	46	31	31	30			
	<b>5</b>	15	14	20	11	19				
	<b>6</b>	9	11	11	8					
		Number Graduated (Cumulative)								
		Cohort Year								
		1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>Number of Years After Entry</b>	<b>2</b>	52	58	51	59	39	43	61	62	
	<b>3</b>	194	196	184	213	148	159	201		
	<b>4</b>	276	293	292	286	221	235			
	<b>5</b>	306	322	316	306	238				
	<b>6</b>	312	330	328	311					
			Retention Rates							
		Cohort Year								
		1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>Years</b>	<b>0-1</b>	69%	69%	67%	75%	70%	68%	74%	74%	72%
	<b>1-2</b>	81%	77%	78%	74%	78%	76%	75%	75%	
		Graduation Rates								
		Cohort Year								
		1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>Number of Years After Entry</b>	<b>2</b>	10%	10%	9%	11%	9%	9%	12%	11%	
	<b>3</b>	36%	35%	31%	41%	33%	35%	40%		
	<b>4</b>	51%	52%	50%	55%	49%	51%			
	<b>5</b>	57%	57%	54%	59%	53%				
	<b>6</b>	58%	58%	56%	60%					

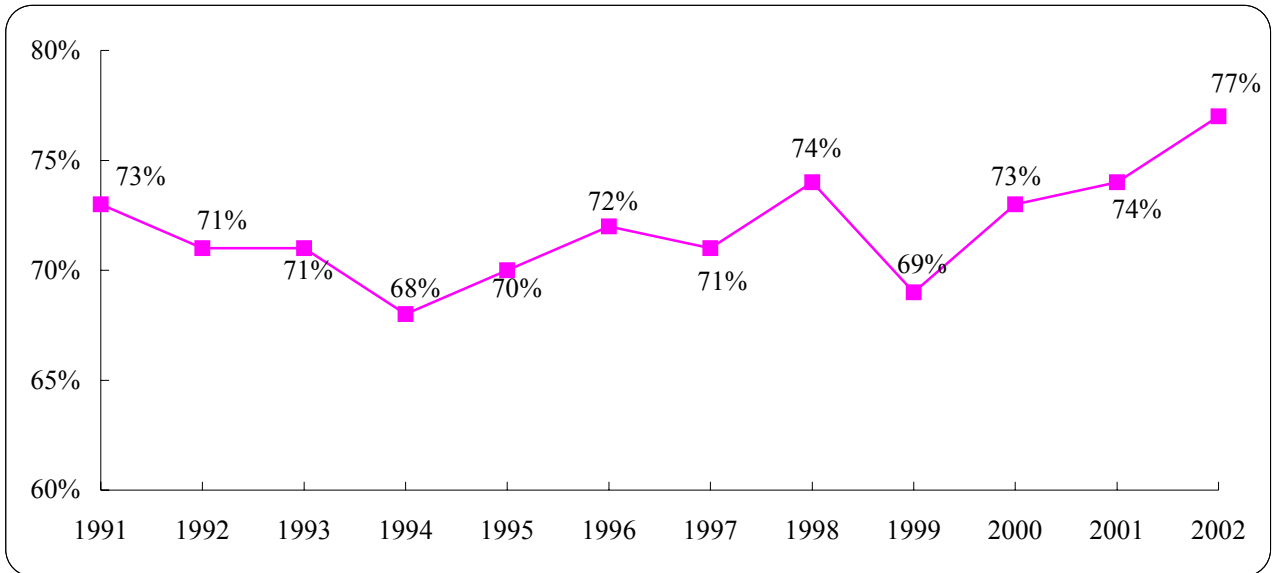
*\*\*Initial Cohort*

## Retention and Graduation Rates Full-Time Students of Color Transfers

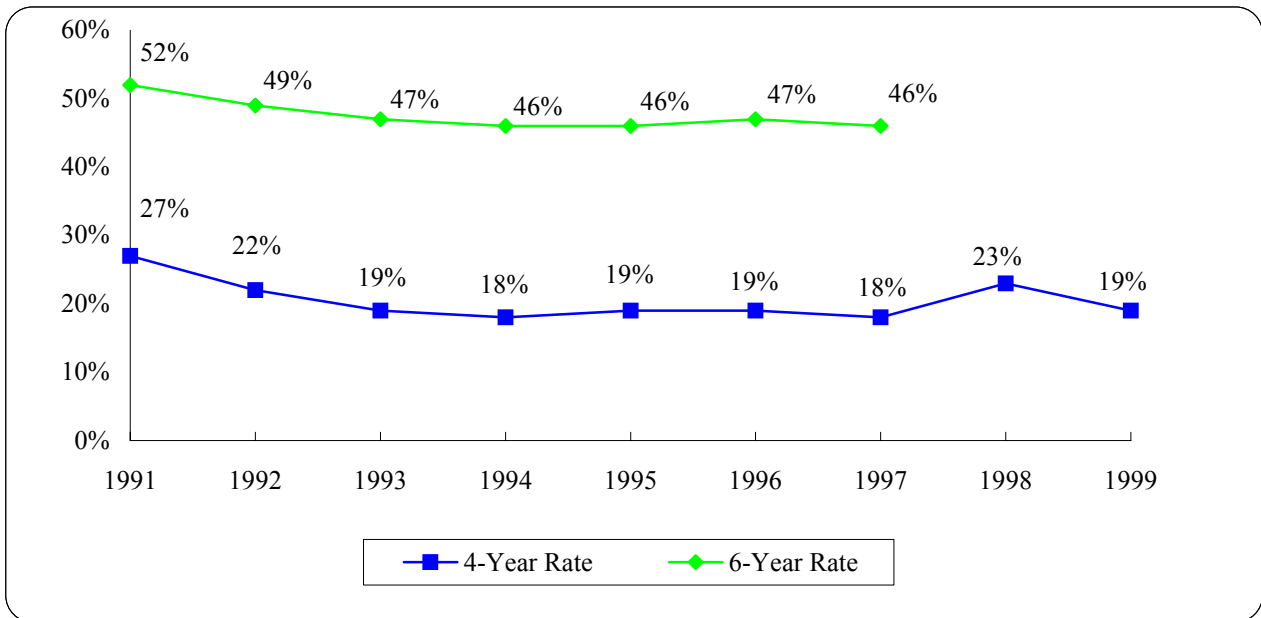
		Number Enrolled								
		Cohort Year								
		1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>Number of Years After Entry</b>	<b>0 **</b>	27	29	33	27	31	34	30	26	45
	<b>1</b>	17	23	16	20	17	21	22	20	38
	<b>2</b>	12	16	11	16	12	13	17	15	
	<b>3</b>	6	7	5	9	6	8	7		
	<b>4</b>	3	3	2	2	3	5			
	<b>5</b>	2	0	2	0	2				
	<b>6</b>	2	0	2	0					
		Number Graduated (Cumulative)								
		Cohort Year								
		1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>Number of Years After Entry</b>	<b>2</b>	2	4	2	2	2	4	2	3	
	<b>3</b>	7	10	8	6	7	10	9		
	<b>4</b>	10	15	11	12	9	15			
	<b>5</b>	11	17	12	14	10				
	<b>6</b>	11	17	12	14					
	<b>6</b>	11	17	12	14					
		Retention Rates								
		Cohort Year								
		1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>Years</b>	<b>0-1</b>	63%	79%	48%	74%	55%	62%	73%	77%	84%
	<b>1-2</b>	71%	70%	69%	80%	71%	62%	77%	75%	
		Graduation Rates								
		Cohort Year								
		1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>Number of Years After Entry</b>	<b>2</b>	7%	14%	6%	7%	6%	12%	7%	12%	
	<b>3</b>	26%	34%	24%	22%	23%	29%	30%		
	<b>4</b>	37%	52%	33%	44%	29%	44%			
	<b>5</b>	41%	58%	36%	52%	32%				
	<b>6</b>	41%	59%	36%	52%					
	<b>6</b>	41%	59%	36%	52%					

\*\*Initial Cohort

## Freshman-Sophomore Retention Rates By Cohort Year



## 4- and 6- Year Graduation Rates by Cohort Year



*Note: Percentages based on a cohort of first-time, full-time freshman.*



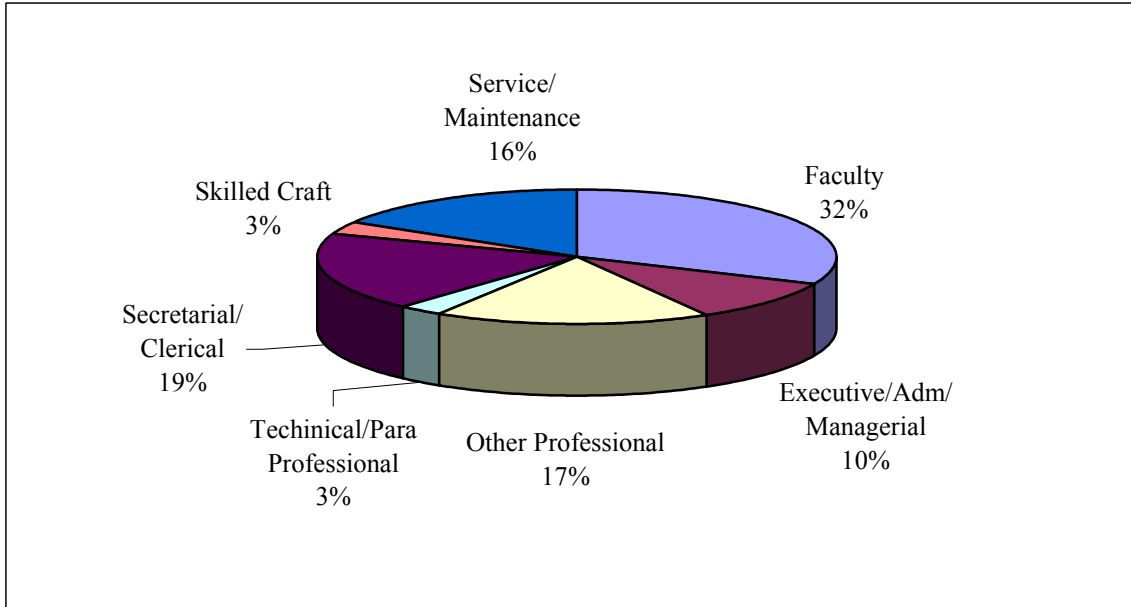
BRIDGEWATER STATE COLLEGE

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Faculty & Staff Data

# Full-Time Employees Fall 2003

## Distribution of Full-Time Employees



	Men	Women	% Women	Faculty & Staff of Color	White	% Faculty & Staff of Color	Total
<b>Faculty</b>	149	112	43%	36	225	14%	261
<b>Executive/Admin/ Managerial</b>	37	44	54%	8	73	10%	81
<b>Other Professional</b>	57	84	60%	11	130	8%	141
<b>Technical/ Paraprofessional</b>	7	17	71%	0	24	0%	24
<b>Secretarial/Clerical</b>	9	147	94%	7	149	5%	156
<b>Skilled Craft</b>	23	2	8%	0	25	0%	25
<b>Service/Maintenance</b>	84	50	37%	21	113	16%	134
<b>Total</b>	<b>366</b>	<b>456</b>	<b>56%</b>	<b>83</b>	<b>739</b>	<b>10%</b>	<b>822</b>



# Full-Time Faculty Fall 2003

## Full-Time Faculty by Tenure Status and Gender

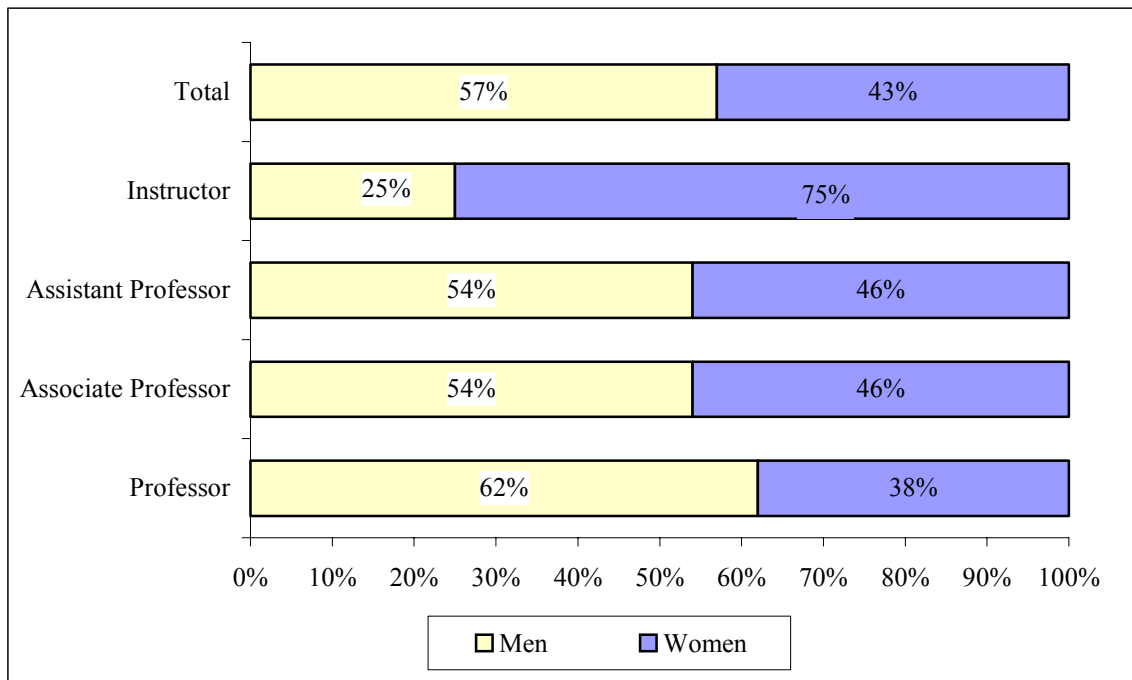
	Tenure-Track		Not on Tenure Track	Percent Tenured **
	Tenured	Non-Tenured		
<b>Men</b>	105	42	2	71%
<b>Women</b>	72	40	0	64%
<b>Total</b>	<b>177</b>	<b>82</b>	<b>2</b>	<b>68%</b>

*\*\*Of tenure-track faculty*

## Full-Time Faculty (Tenured or on Tenure-Track) by Rank and Gender

	Men	Women	Total
<b>Professor</b>	66	41	107
<b>Associate Professor</b>	29	25	54
<b>Assistant Professor</b>	51	43	94
<b>Instructor</b>	1	3	4
<b>Total</b>	<b>147</b>	<b>112</b>	<b>259</b>

## Gender Distribution of Full-Time Faculty (Tenured or on Tenure-Track) by Rank

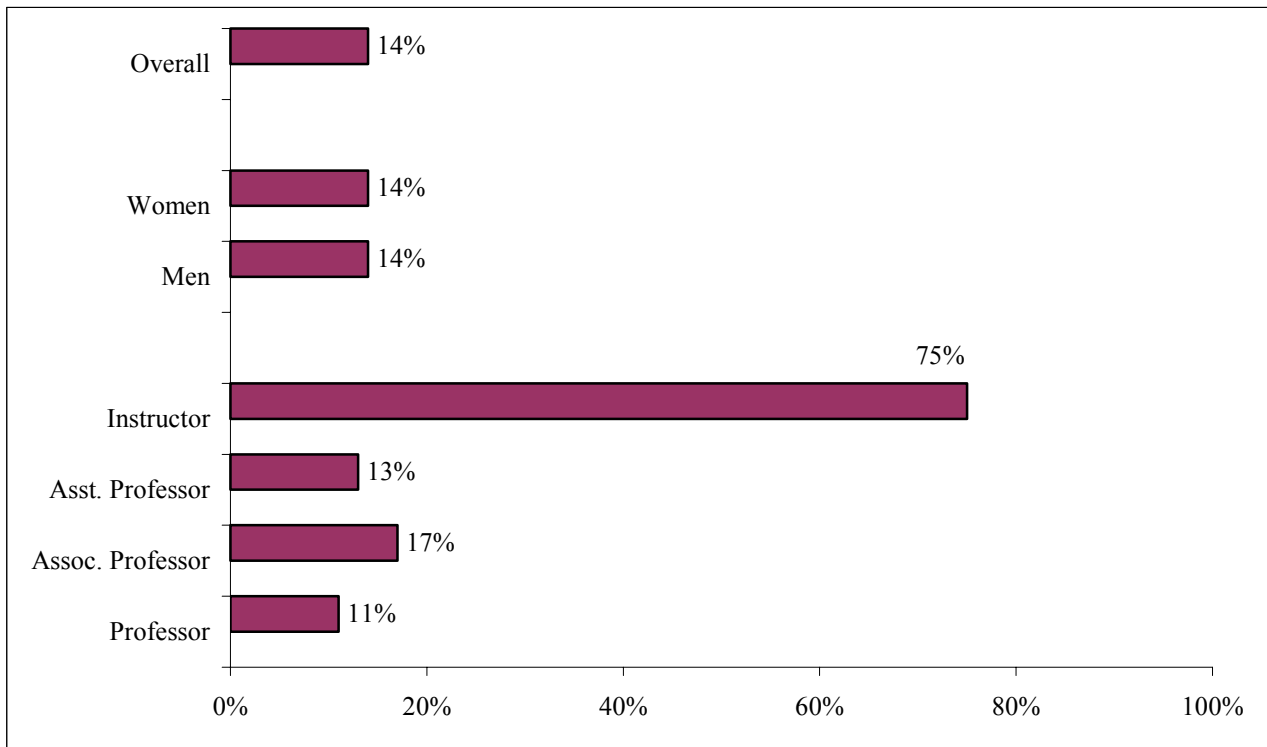


## Full-Time Faculty by Race Fall 2003

### Full-Time Faculty (Tenured or on Tenure-Track) by Race, Rank and Gender

	Black	Asian	Hispanic	White	Total
<b>Professor</b>	4	7	1	95	107
<b>Associate Professor</b>	2	5	2	45	54
<b>Assistant Professor</b>	3	7	2	82	94
<b>Instructor</b>	1	1	1	1	4
<b>Men</b>	5	13	2	127	147
<b>Women</b>	5	7	4	96	112
<b>Total</b>	<b>10</b>	<b>20</b>	<b>6</b>	<b>223</b>	<b>259</b>

### Percentage Among Full-Time Faculty of Color (Tenured or on Tenure-Track) by Gender, Rank, and Overall

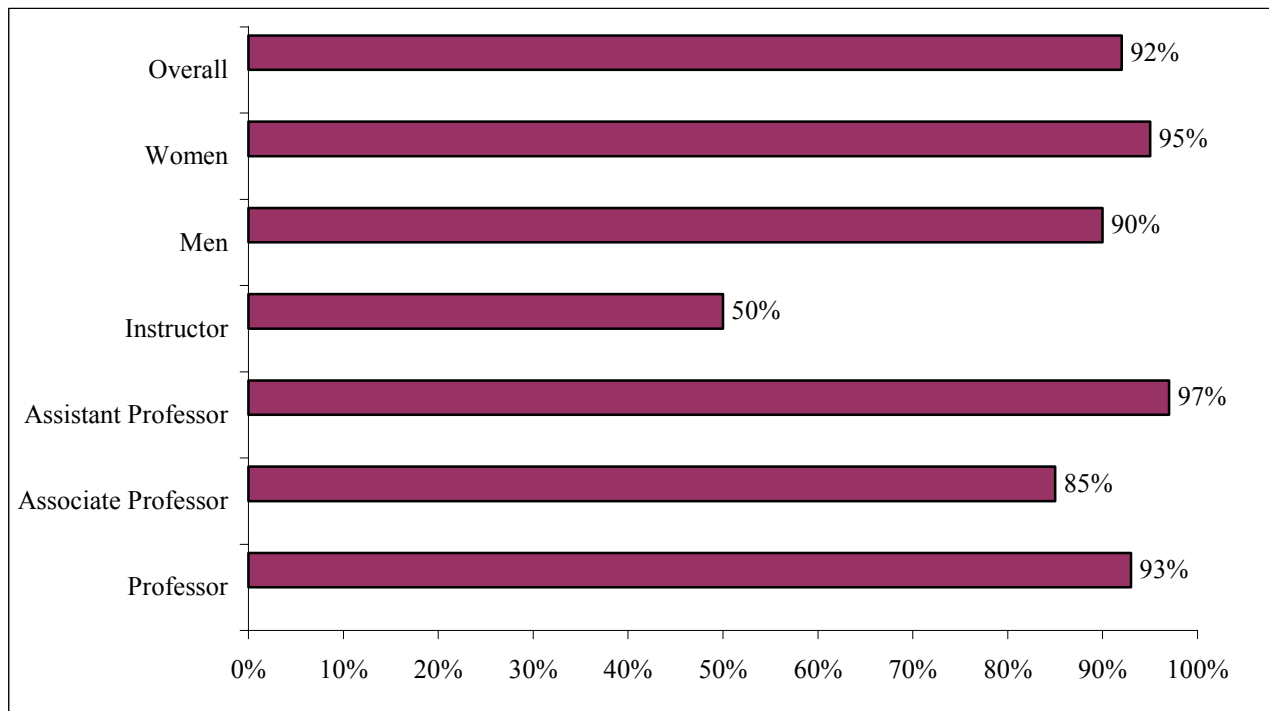


## Full-Time Faculty with Terminal Degrees Fall 2003

### Full-Time Faculty (Tenured or on Tenure-Track) with Terminal Degree by Gender, Rank

	Total	With Terminal Degree
<b>Professor</b>	107	100
<b>Associate Professor</b>	54	46
<b>Assistant Professor</b>	94	91
<b>Instructor</b>	4	2
<b>Men</b>	147	133
<b>Women</b>	112	106
<b>Total</b>	<b>259</b>	<b>239</b>

### Percentage of Full-Time Faculty (Tenured or on Tenure-Track) with Terminal Degree, by Rank, Gender, and Overall

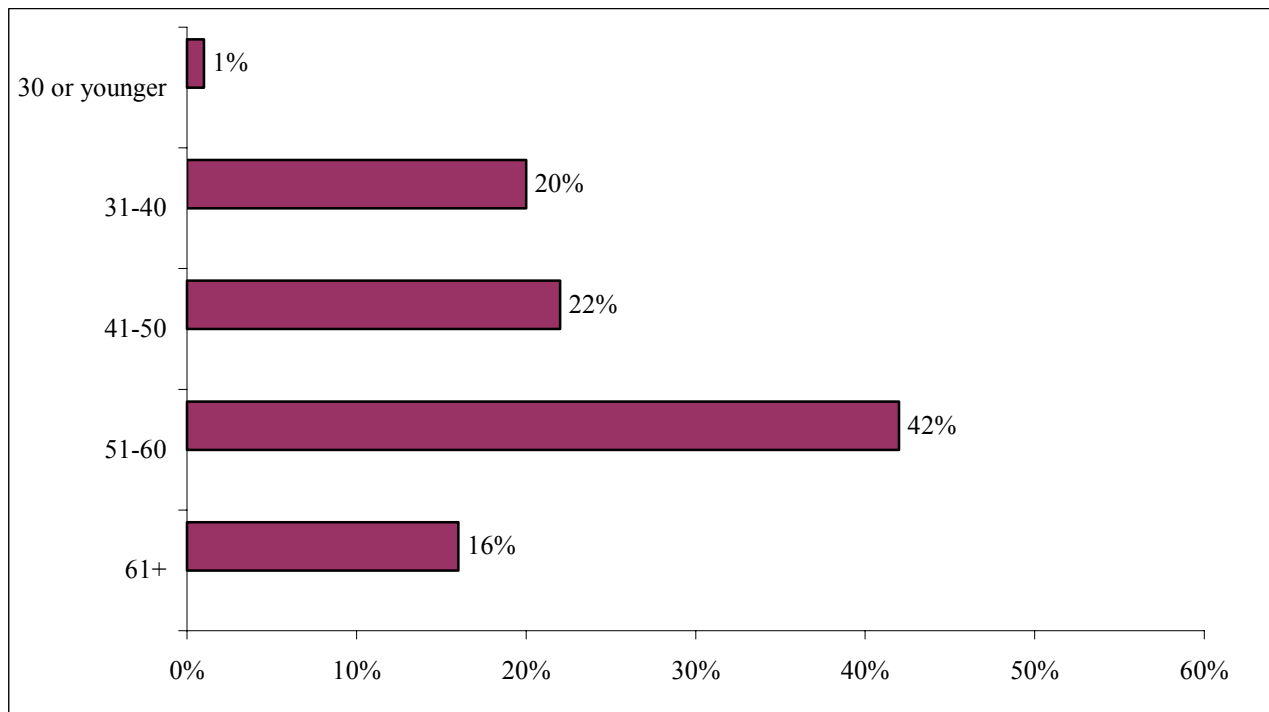


## Age Distribution of Full-Time Faculty Fall 2003

### Full-Time Faculty (Tenured or on Tenure-Track) By Age, Rank and Gender

	30 or younger	31-40	41-50	51-60	61+
<b>Professor</b>	0	0	11	63	33
<b>Associate Professor</b>	0	9	17	22	6
<b>Assistant Professor</b>	2	38	29	23	2
<b>Instructor</b>	0	4	0	0	0
<b>Men</b>	0	25	29	63	30
<b>Women</b>	2	26	28	45	11
<b>Total</b>	<b>2</b>	<b>51</b>	<b>57</b>	<b>108</b>	<b>41</b>

### Percentage of Full-Time Faculty (Tenured or on Tenure-Track) By Age

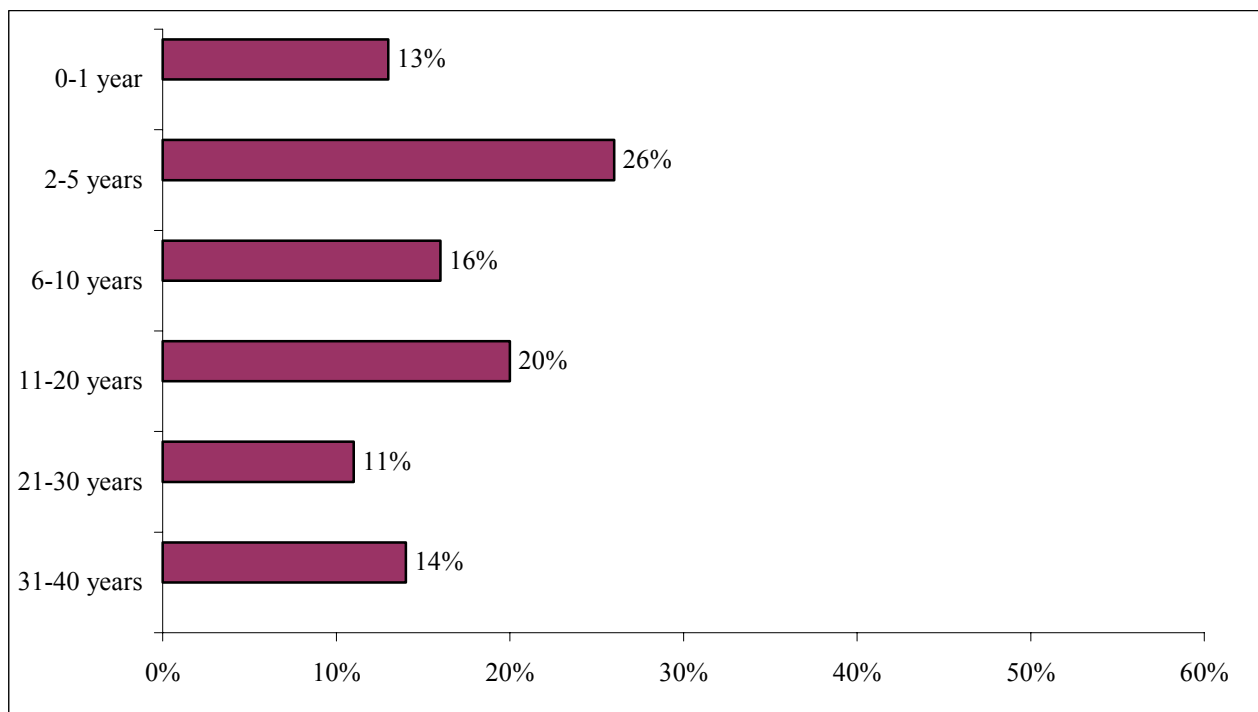


## Full-Time Faculty By Years at BSC Fall 2003

### Full-Time Faculty (Tenured or on Tenure-Track) By Years at BSC, Rank and Gender

	0-1 year	2-5 years	6-10 years	11-20 years	21-30 years	31-40 years
<b>Professor</b>	1	1	7	45	25	28
<b>Associate Professor</b>	2	13	24	7	2	6
<b>Assistant Professor</b>	27	53	11	1	1	1
<b>Instructor</b>	3	1	0	0	0	0
<b>Men</b>	16	39	18	27	18	29
<b>Women</b>	17	29	24	26	10	6
<b>Total</b>	<b>33</b>	<b>68</b>	<b>42</b>	<b>53</b>	<b>28</b>	<b>35</b>

### Percentage of Full-Time Faculty (Tenured or on Tenure-Track) By Years at BSC



**Full-Time, Tenure-Track Faculty:  
Comparisons Among Schools  
Fall 2003**

	<b>Arts &amp; Sciences</b>	<b>Education &amp; Allied Studies</b>	<b>Management &amp; Aviation Science</b>
<b>Percentage Tenured</b>	68%	69%	71%
<b>Rank</b>			
Professor	39%	42%	50%
Associate Professor	22%	23%	11%
Assistant Professor	38%	31%	39%
Instructor	2%	4%	0%
<b>Percentage Female</b>	41%	54%	36%
<b>Percentage Faculty of Color</b>	16%	10%	11%
<b>Age</b>			
50 or older	53%	73%	71%
60 or older	21%	27%	32%
<b>Average Age</b>	50	53	55
<b>Percentage with Terminal Degree</b>	91%	92%	96%
<b>Average Years at BSC</b>	13	12	12

## Departmental Rank Orderings by Selected Faculty Characteristics\* Fall 2003

By percentage faculty of color:		By percentage female:		By percentage tenured: **	
Foreign Languages	50.0%	Foreign Languages	83.3%	Movement Arts...	86.7%
Chemical Sciences	40.0%	Secondary Ed. & Prof. Programs	77.8%	Math & Computer Science	85.7%
Economics	40.0%	Anthropology	75.0%	Economics	80.0%
Political Science	28.6%	Music	62.5%	History	78.6%
Social Work	25.0%	Social Work	62.5%	Elementary Education	76.9%
Math & Computer Science	23.8%	Special Ed. & Comm. Disorders	62.5%	Comm. Studies & Theatre Arts	76.5%
Art	23.1%	Counselor Education	60.0%	Anthropology	75.0%
Sociology & Criminal Justice	22.2%	Psychology	57.1%	Aviation Science	75.0%
Secondary Ed. & Prof. Programs	22.2%	Art	53.8%	Social Work	75.0%
Counselor Education	20.0%	Comm. Studies & Theatre Arts	52.9%	Special Ed & Comm. Disorders	75.0%
Earth Sciences & Geography	18.2%	English	50.0%	Earth Sciences & Geography	72.7%
<b>College-wide</b>	<b>13.8%</b>	Elementary Education	46.2%	Management	72.7%
Music	12.5%	Management	45.5%	English	70.8%
English	12.5%	Sociology & Criminal Justice	44.4%	<b>College-wide</b>	<b>68.3%</b>
Special Ed. & Comm. Disorders	12.5%	<b>College-wide</b>	<b>42.9%</b>	Philosophy	66.7%
Biological Sciences	10.0%	Movement Arts...	41.2%	Accounting and Finance	62.5%
Management	9.1%	Accounting and Finance	37.5%	Music	62.5%
History	7.1%	Philosophy	33.3%	Art	61.5%
Psychology	7.1%	Biological Sciences	30.0%	Biological Sciences	60.0%
Movement Arts...	5.9%	History	28.6%	Chemical Sciences	60.0%
Accounting and Finance	0.0%	Aviation Science	25.0%	Counselor Education	60.0%
Anthropology	0.0%	Physics	25.0%	Psychology	57.1%
Aviation Science	0.0%	Chemical Sciences	20.0%	Foreign Languages	50.0%
Comm. Studies & Theatre Arts	0.0%	Economics	20.0%	Physics	50.0%
Elementary Education	0.0%	Earth Sciences & Geography	18.2%	Political Science	50.0%
Philosophy	0.0%	Math & Computer Science	14.3%	Sociology & Criminal Justice	44.4%
Physics	0.0%	Political Science	0.0%	Secondary Ed. & Prof. Programs	22.2%

\*Includes both tenure track and non-tenure track

\*\*Percentages based on tenure track faculty

## Departmental Rank Orderings by Selected Faculty Characteristics\* Fall 2003

By percentage with terminal degree:		By average years since terminal degree:		By average years at BSC:	
Anthropology	100.0%	Art	29.9	Math & Computer Science	21.6
Aviation Science	100.0%	Philosophy	29.0	Philosophy	18.8
Biological Sciences	100.0%	Math & Computer Science	26.5	Art	17.3
Chemical Sciences	100.0%	Biological Sciences	26.2	Movement Arts...	17.0
Counselor Education	100.0%	Accounting and Finance	23.8	English	15.8
Economics	100.0%	Anthropology	23.0	History	15.3
Earth Sciences & Geography	100.0%	Comm. Studies & Theatre Arts	22.3	Comm. Studies & Theatre Arts	14.8
Elementary Education	100.0%	English	22.1	Economics	14.0
Foreign Languages	100.0%	History	20.9	Biological Sciences	13.4
Management	100.0%	Movement Arts...	20.9	Accounting and Finance	13.3
Music	100.0%	<b>College-wide</b>	<b>20.4</b>	<b>College-wide</b>	<b>13.0</b>
Philosophy	100.0%	Political Science	20.3	Psychology	12.4
Physics	100.0%	Psychology	19.2	Elementary Education	12.2
Political Science	100.0%	Management	19.1	Earth Sciences & Geography	11.5
Psychology	100.0%	Special Ed. & Comm. Disorders	17.6	Management	11.5
Secondary Ed. & Prof. Programs	100.0%	Earth Sciences & Geography	17.4	Anthropology	11.0
Social Work	100.0%	Aviation Science	17.3	Special Ed. & Comm. Disorders	10.3
Sociology & Criminal Justice	100.0%	Elementary Education	16.4	Political Science	8.6
Special Ed. & Comm. Disorders	100.0%	Foreign Languages	15.7	Sociology & Criminal Justice	7.9
Comm. Studies & Theatre Arts	94.1%	Sociology & Criminal Justice	15.5	Music	7.8
History	92.9%	Chemical Sciences	15.3	Social Work	7.6
Art	92.3%	Counselor Education	15.3	Secondary Ed. & Prof. Programs	7.0
<b>College-wide</b>	<b>92.0%</b>	Secondary Ed. & Prof. Programs	14.5	Foreign Languages	6.9
English	91.7%	Economics	12.0	Counselor Education	6.6
Accounting and Finance	87.5%	Social Work	12.0	Aviation Sciences	5.8
Movement Arts...	76.5%	Music	10.8	Chemical Sciences	4.4
Math & Computer Science	47.6%	Physics	10.0	Physics	3.0

\*Includes both tenure track and non-tenure track



## Departmental Rank Orderings by Selected Faculty Characteristics\* Fall 2003

By average age:		By percentage at least 60 years of age:		By percentage at least 50 years of age:	
Management	58.7	Aviation Science	50.0%	Elementary Education	100.0%
Elementary Education	56.1	Art	46.2%	Management	90.9%
Math & Computer Science	55.9	Math & Computer Science	38.1%	Math & Computer Science	81.0%
Accounting and Finance	55.3	English	37.5%	Economics	80.0%
Secondary Ed. & Prof. Programs	53.3	Management	36.4%	Sociology & Criminal Justice	77.8%
Philosophy	53.2	Philosophy	33.3%	Movement Arts...	70.6%
Economics	52.4	Secondary Ed. & Prof. Programs	33.3%	English	66.7%
Movement Arts...	52.4	Elementary Education	30.8%	Philosophy	66.7%
Special Ed. & Comm. Disorders	52.4	Movement Arts...	29.4%	Secondary Ed. & Prof. Programs	66.7%
Comm. Studies & Theatre Arts	52.1	History	28.6%	Comm. Studies & Theatre Arts	64.7%
Social Work	52.1	Accounting and Finance	25.0%	Social Work	62.5%
English	51.0	Special Ed. & Comm. Disorders	25.0%	Special Ed. & Comm. Disorders	62.5%
<b>College-wide</b>	<b>50.9</b>	Comm. Studies & Theatre Arts	23.5%	<b>College-wide</b>	<b>58.6%</b>
Sociology & Criminal Justice	50.1	<b>College-wide</b>	<b>23.4%</b>	Art	53.8%
Aviation Science	49.8	Economics	20.0%	Accounting and Finance	50.0%
Art	49.5	Earth Sciences & Geography	18.2%	Anthropology	50.0%
Anthropology	49.3	Music	12.5%	Aviation Science	50.0%
Biological Sciences	49.2	Biological Sciences	10.0%	Biological Sciences	50.0%
History	48.4	Psychology	7.1%	Foreign Languages	50.0%
Psychology	47.8	Anthropology	0.0%	History	42.9%
Earth Sciences & Geography	47.4	Chemical Sciences	0.0%	Psychology	42.1%
Foreign Languages	46.2	Counselor Education	0.0%	Counselor Education	40.0%
Music	46.1	Foreign Languages	0.0%	Political Science	28.6%
Counselor Education	45.6	Physics	0.0%	Earth Sciences & Geography	27.3%
Chemical Sciences	43.4	Political Science	0.0%	Music	12.5%
Political Science	43.1	Sociology & Criminal Justice	0.0%	Chemical Sciences	0.0%
Physics	36.5	Social Work	0.0%	Physics	0.0%

\*Includes both tenure track and non-tenure track

## Student/Faculty Ratios Fall 2003

Department	Full-Time Faculty	Faculty FTE			Student FTE			Student/Faculty Ratio
		Full-Time	Part-Time	Total	Undergrad	Graduate	Total	
Anthropology	4	3.4	1.2	4.6	98.1	1.3	99.4	21.6
Art	13	12.6	10.0	22.6	257.8	6.5	264.3	11.7
Biological Sciences	10	8.9	1.4	10.3	173.0	6.9	179.9	17.5
Chemical Sciences	5	4.6	2.2	6.8	99.1	3.2	102.2	15.0
Communications Studies & Theatre Arts	17	16.4	8.0	24.4	414.7	1.5	416.2	17.1
Earth Sciences & Geography	11	10.5	2.8	13.3	254.5	2.3	256.8	19.3
English	24	22.0	10.9	32.9	605.7	20.5	626.2	19.0
Foreign Languages	6	5.0	8.4	13.4	280.6	2.5	283.1	21.1
History	14	11.9	6.4	18.3	537.4	10.3	547.7	29.9
Math & Computer Science	21	20.2	9.5	29.7	636.4	35.1	671.5	22.6
Music	8	7.4	4.2	11.6	187.7	2.9	190.6	16.4
Philosophy	6	5.8	0.4	6.2	163.4	0.3	163.7	26.4
Physics	4	3.6	0.6	4.2	66.9	6.0	72.9	17.4
Political Science	7	6.0	1.8	7.8	143.6	18.3	161.9	20.8
Psychology	14	13.2	7.4	20.6	585.3	29.4	614.8	29.8
Social Work	8	7.6	0.6	8.2	88.4	31.3	119.7	14.6
Sociology & Criminal Justice	9	8.2	9.8	18.0	455.7	20.3	476.0	26.4
<b>Total - School of Arts and Sciences</b>	<b>181</b>	<b>167.3</b>	<b>85.6</b>	<b>252.9</b>	<b>5048.3</b>	<b>198.3</b>	<b>5246.7</b>	<b>20.7</b>
Counselor Education	5	4.2	0.8	5.0	0.0	86.3	86.3	17.3
Elementary & Early Childhood Education	13	11.9	4.2	16.1	124.6	153.6	278.3	17.3
Movement Arts, Health Prom. & Leisure Studies	17	15.8	6.7	22.5	307.6	42.4	350.0	15.6
Secondary Education & Professional Programs	9	8.3	4.9	13.2	97.5	188.5	286.0	21.7
Special Education & Communication Disorders	8	7.8	1.4	9.2	101.2	97.0	198.2	21.5
<b>Total - School of Education &amp; Allied Studies</b>	<b>52</b>	<b>48.0</b>	<b>18.0</b>	<b>66.0</b>	<b>630.9</b>	<b>567.8</b>	<b>1198.7</b>	<b>18.2</b>
Accounting and Finance	8	7.6	3.3	10.9	236.2	23.3	259.5	23.8
Aviation Science	4	3.0	0.4	3.4	66.6	0.5	67.1	19.7
Economics	5	4.0	1.8	5.8	122.0	1.3	123.3	21.3
Management	11	10.0	3.1	13.1	217.4	40.5	257.9	19.7
<b>Total - School of Management &amp; Aviation Science</b>	<b>28</b>	<b>24.6</b>	<b>8.6</b>	<b>33.2</b>	<b>642.2</b>	<b>65.5</b>	<b>707.7</b>	<b>21.3</b>
<b>Non Discipline Specific</b>	<b>0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>78.9</b>	<b>9.9</b>	<b>88.8</b>	<b>N/A</b>
<b>Total - Bridgewater State College</b>	<b>261</b>	<b>239.9</b>	<b>112.2</b>	<b>352.1</b>	<b>6400.3</b>	<b>841.5</b>	<b>7241.8</b>	<b>20.6</b>

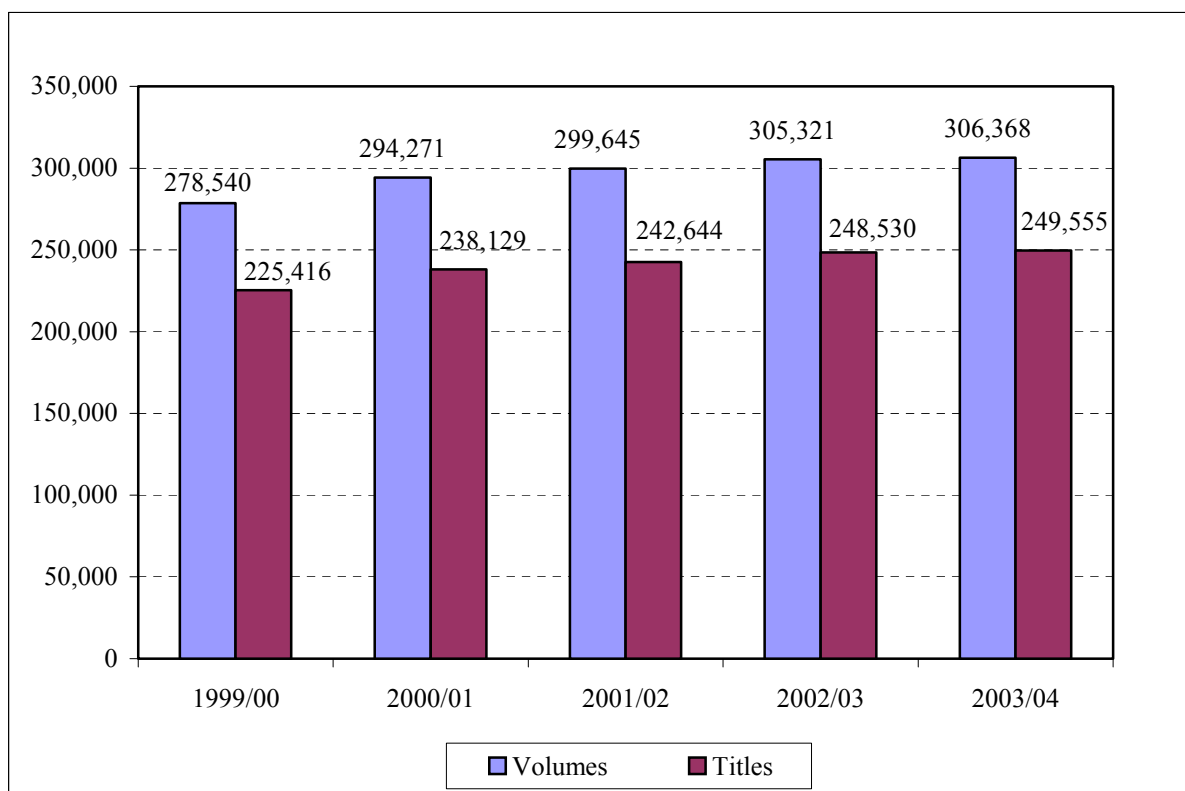


BRIDGEWATER STATE COLLEGE

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Library Data

## Number of Volumes and Titles 1999/00 – 2003/04



*Note: Volume count does not include bound serial volumes.*

## Electronic Resources 1999/00 – 2003/04

Year	# Electronic Full Text Titles	# Print-Based Titles	Cost of Electronic Full Text Titles	Cost per Electronic Full Text Title
<b>1999/00</b>	12,599	1,561	\$65,699	\$5.21
<b>2000/01</b>	14,365	1,546	\$76,074	\$5.30
<b>2001/02</b>	19,498	1,100	\$86,971	\$4.46
<b>2002/03</b>	17,338*	1,077	\$92,081	\$5.40
<b>2003/04</b>	17,841	1,065	\$91,798	\$5.15

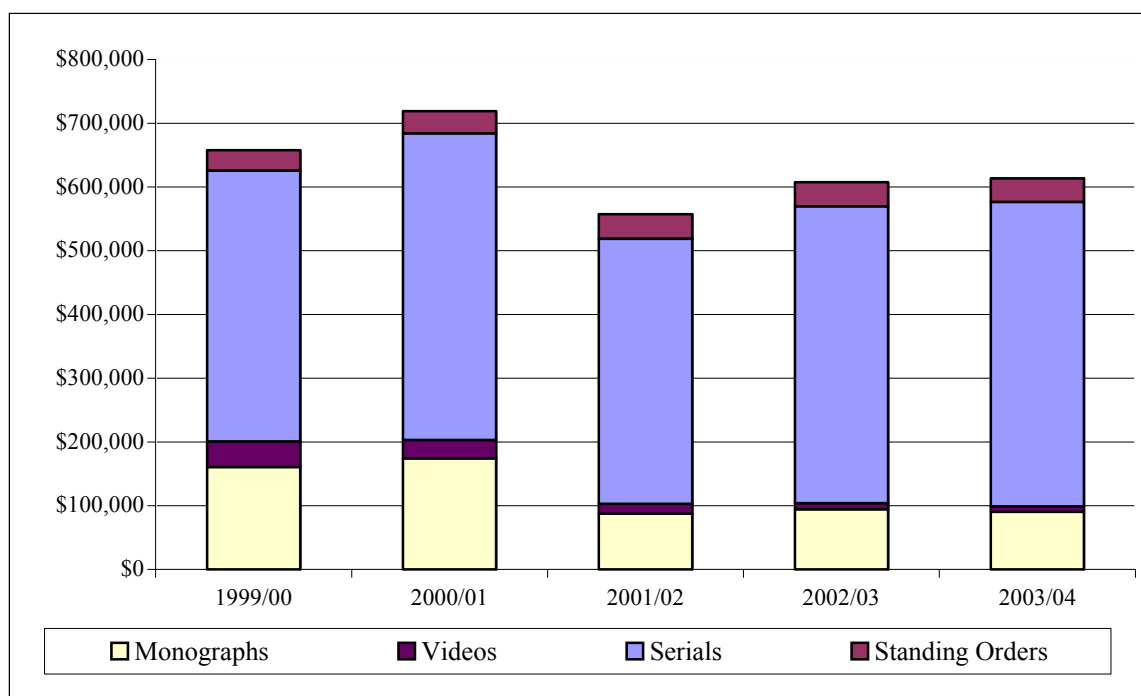
*\*Duplicate titles have been eliminated*

## Total Expenditures: All Media/Materials 1999/00 – 2003/04

Year	Monographs	Serials	Standing Orders	Videos	Total
1999/00	\$160,787	\$424,982	\$31,750	\$40,023	\$657,541
2000/01	\$174,535*	\$481,112	\$34,955	\$28,405	\$719,007
2001/02	\$87,503	\$415,638	\$38,687	\$15,386	\$556,762
2002/03	\$94,232	\$465,229	\$38,416	\$9,706	\$607,583
2003/04	\$90,638	\$477,839	\$37,160	\$8,197	\$613,834

*\*An \$11,311 credit was applied in 2000/01. \$174,535 also includes a \$2,000 set of documents on CD-ROM.*

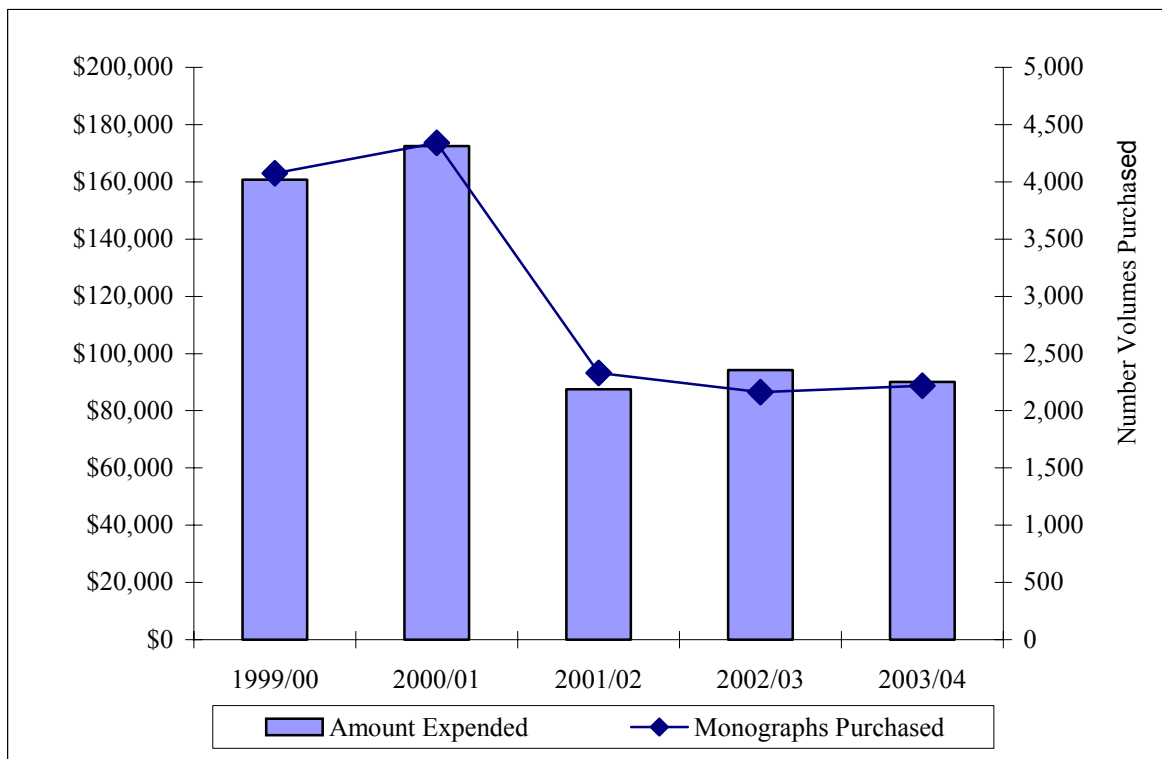
## Total Expenditures: Monographs & Serials 1999/00 – 2003/04



## Monograph Expenditures 1999/00 – 2003/04

Year	Amount Expended	Monographs Purchased	Avg Cost per Monograph
1999/00	\$160,787	4,075	\$39.46
2000/01	\$172,535	4,341	\$39.75
2001/02	\$87,503	2,331	\$37.54
2002/03	\$94,232	2,164	\$43.55
2003/04	\$90,638	2,219	\$40.85

*Note: A one time credit of \$11,311 was included in the total amount expended for 2000/01.*



## Monograph Expenditures by Department/Collection 1999/00– 2003/04

	1999/00	2000/01	2001/02	2002/03*	2003/04
<b>Collections</b>	<b>\$89,769</b>	<b>\$80,573</b>	<b>\$45,540</b>	<b>\$50,722</b>	<b>\$44,401</b>
Burnell School Library	-	-	-	-	\$866
Children's & YA	\$3,192	\$3,217	\$1,334	\$397	\$1,185
Educational Resources	\$14,966	\$23,158	\$12,269	\$12,527	\$10,240
General	-	\$142	-	-	-
Reference*	\$27,866	\$20,023	\$15,891	\$26,476	\$22,625
Software	\$1,799	\$2,000	-	-	-
Special Collections	\$1,923	\$3,628	\$660	\$1,616	\$1,288
Videos*	\$40,023	\$28,405	\$15,386	\$9,706	\$8,197
<b>Academic Department Areas</b>	<b>\$114,232</b>	<b>\$122,367</b>	<b>\$57,349</b>	<b>\$53,216</b>	<b>\$54,434</b>
Anthropology	\$3,426	\$1,744	\$1,397	\$2,287	\$2,977
Art	\$6,555	\$8,820	\$3,745	\$4,174	\$4,478
Asian Studies*	-	\$2,242	\$1,624	\$1,427	\$1,654
Aviation Science	\$518	\$1,591	\$4,077	\$1,156	\$975
Biology	\$10,634	\$5,943	\$1,298	\$1,432	\$1,190
Canadian Studies	-	\$3,615	\$2,433	\$1,529	\$1,208
Chemistry	\$771	\$1,423	\$477	\$79	\$399
Communication Studies	\$8,309	\$6,660	\$3,900	\$3,674	\$3,741
Criminal Justice	-	-	\$796	\$449	\$848
Earth Sciences & Geography	\$13,326	\$2,140	\$823	\$1,409	\$832
Economics	\$768	\$1,101	\$602	\$693	\$653
Education	\$9,418	\$10,798	\$3,355	\$1,278	\$1,292
English	\$12,241	\$12,501	\$6,233	\$6,495	\$6,612
Foreign Languages	\$3,916	\$4,476	\$768	\$423	\$763
History	\$12,273	\$19,534	\$5,700	\$6,601	\$6,883
Latin American Studies	-	-	-	\$772	\$442
Management Science	\$2,843	\$5,230	\$1,966	\$1,601	\$876
Math & Computer Science*	\$1,194	\$2,603	\$1,540	\$1,543	\$2,183
Media & Librarianship	\$1,335	\$1,958	\$331	\$1,136	\$380
Movement Arts	\$5,150	\$4,506	\$1,934	\$1,593	\$1,651
Music	\$1,927	\$2,250	\$2,001	\$1,938	\$2,307
Philosophy	\$1,299	\$3,363	\$1,136	\$1,706	\$2,095
Physics	\$1,392	\$1,993	\$1,911	\$405	\$590
Political Science	\$3,850	\$5,922	\$4,933	\$3,894	\$1,815
Psychology	\$5,428	\$3,624	\$1,057	\$1,741	\$2,071
Social Work	\$268	\$1,311	\$207	\$186	\$737
Sociology*	\$7,390	\$7,019	\$2,936	\$2,800	\$3,590
Women's Studies	-	-	\$169	\$795	\$1,192
<b>Total--Collections and Academic Departments</b>	<b>\$204,001</b>	<b>\$202,940</b>	<b>\$102,889</b>	<b>\$103,938</b>	<b>\$98,835</b>

\*2002/03 additional expenditures from other college funds: TOTAL: \$11,342

\$5,000 Computer Science, \$4,483 Reference, \$1,327 Asian Studies, \$93 Sociology, \$439 Videos

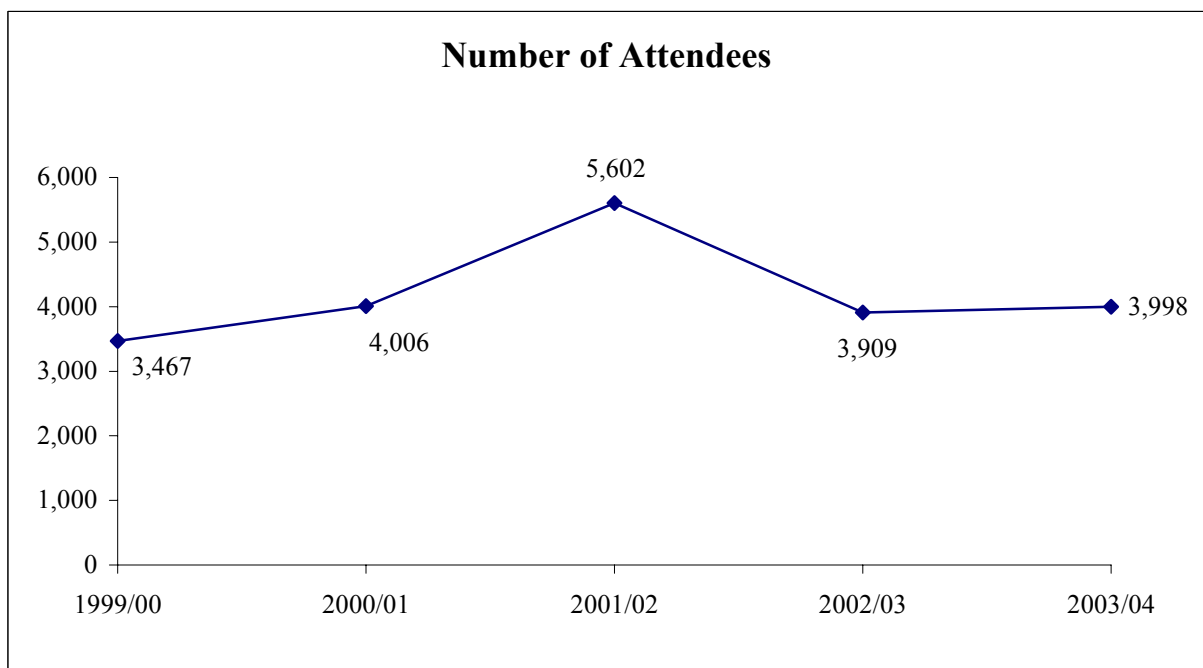
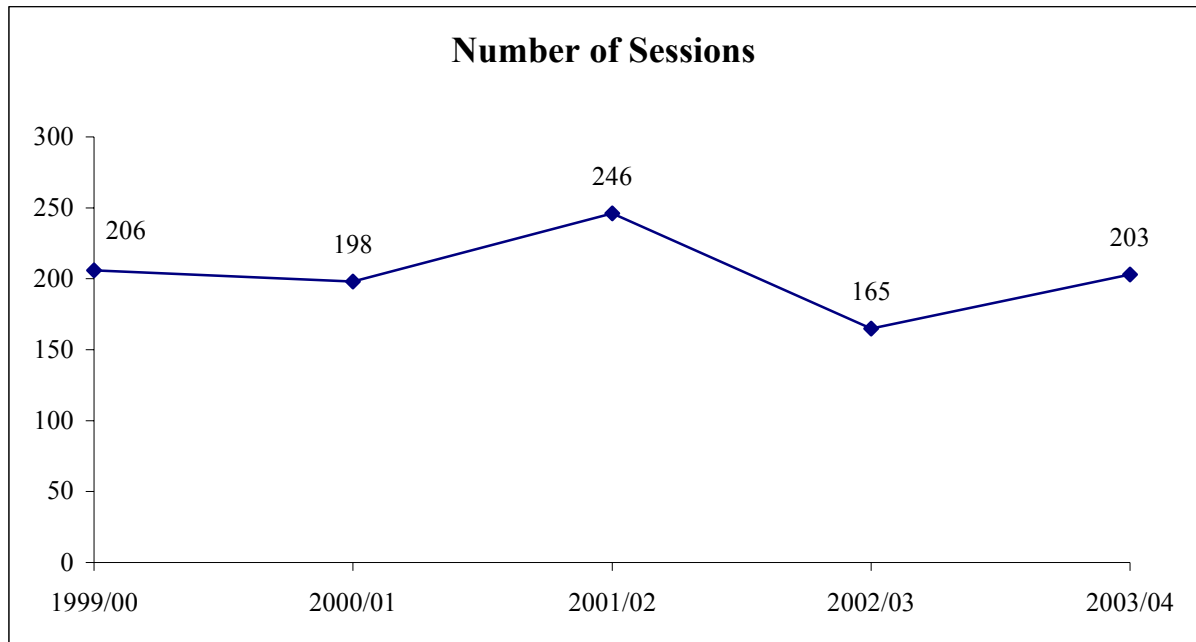
## Serial Expenditures by Department/Collection 2003/04

Subject Area	Number of Titles	Cost	Average Price/Title	% of Total Cost	% of Total Titles
Newspapers	22	\$17,732.55	\$806.03	3.70%	1.98%
General	37	\$6,360.47	\$171.90	1.30%	3.34%
General Electronic	10	\$81,182.09	\$8,118.29	17.00%	0.90%
Anthropology	20	\$3,293.44	\$164.67	0.68%	1.80%
Art	24	\$6,054.35	\$252.26	1.30%	2.16%
Aviation	19	\$1,450.62	\$76.35	0.30%	1.70%
Biological Sciences	64	\$63,829.04	\$997.32	13.35%	5.78%
Chemical Sciences	15	\$35,459.17	\$2,363.95	7.40%	1.35%
Comm. Studies & Theatre	28	\$3,787.68	\$135.27	0.79%	2.53%
Communication Disorders	9	\$2,523.64	\$280.40	0.52%	2.52%
Curriculum Library	20	\$3,082.72	\$154.14	0.65%	0.81%
Earth Sciences	40	\$19,851.36	\$496.28	4.15%	3.61%
Economics	27	\$6,055.37	\$224.27	1.26%	2.44%
Education	119	\$23,825.52	\$200.21	5.00%	10.73%
English	88	\$11,604.49	\$131.87	2.40%	7.97%
Foreign Languages	27	\$2,509.32	\$92.94	0.53%	2.44%
History	79	\$18,920.67	\$239.50	3.95%	7.13%
Library/Media	9	\$2,237.34	\$248.59	0.47%	0.81%
Management	36	\$21,481.71	\$596.71	4.50%	3.24%
Math & Computer Science	32	\$18,712.87	\$584.77	3.91%	2.89%
Movement Arts	74	\$14,609.49	\$197.43	3.06%	6.68%
Music	27	\$5,314.09	\$196.82	1.11%	2.44%
Philosophy	44	\$7,757.98	\$176.32	1.62%	3.97%
Physics	5	\$5,080.54	\$1,016.11	1.06%	0.45%
Political Science	71	\$20,143.94	\$283.72	4.22%	6.41%
Psychology	72	\$38,182.37	\$530.31	7.99%	6.50%
Public Administration	23	\$5,681.76	\$247.03	1.12%	2.08%
Social Work	23	\$11,558.80	\$502.56	2.41%	2.08%
Sociology	44	\$19,555.68	\$444.45	4.09%	3.97%
<b>Total</b>	<b>1,108</b>	<b>\$477,839.07</b>	<b>\$431.26</b>		



## Classroom-Integrated Library Instruction 1999/00 – 2003/04

"Library Instruction" sessions are offered as a component of many classes and are a measure of library use. Sessions are usually taught by librarians and provide discipline-specific information about library research.





BRIDGEWATER STATE COLLEGE

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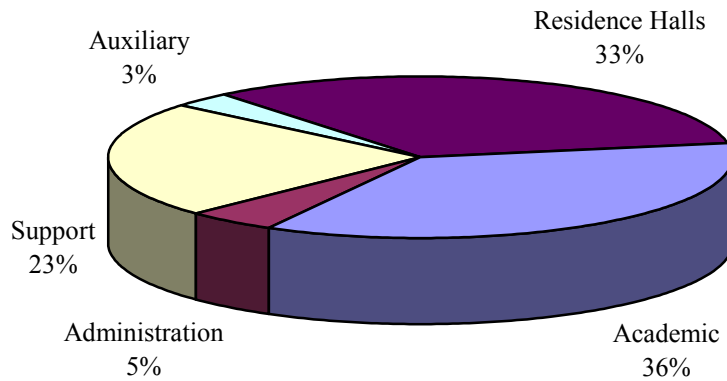
Facilities Data

## Building Inventory Spring 2004

Building Name	Year Built	Function	NASF	GSF
180 Summer Street	1925	Academic	2,406	3,831
Art Center	1904	Academic	9,628	14,924
Boyden Hall	1926	Academic/Administration	43,896	63,248
Burnell Campus Building	1979	Academic	45,419	70,650
Central Heating	1965	Support	1,000	10,000
Clement C. Maxwell Library	1971	Academic	101,514	172,580
Davis Alumni Center (Foundation)	1990	Administration	3,795	6,492
Durgin Hall	1967	Residence (Aux.)	51,470	64,344
East Campus Commons	2002	Auxiliary	34,380	32,000
East Hall	2002	Residence (Aux.)	67,200	84,000
Frankland Miles Hall	1989	Residence (Aux.)	45,360	56,700
Gates House (Admissions)	1876	Administration	4,600	6,138
Great Hill Student Apts-A	1978	Residence (Aux.)	15,215	17,900
Great Hill Student Apts-B	1978	Residence (Aux.)	10,285	12,100
Great Hill Student Apts-C	1978	Residence (Aux.)	17,995	21,000
Greenhouse (Field)	1924	Support	1,600	2,080
Greenhouse Potting Shed (Field)	1924	Support	436	528
Harrington Hall	1926	Academic	25,173	26,640
Hart Hall	1979	Academic	25,810	45,020
Hunt Hall	1936	Academic/Administration	11,809	25,500
Information Booth (4) Parking	1996	Support	112	112
John J. Kelly Gymnasium (Gym)	1957	Academic/Support	44,150	56,640
J. Moakley Tech. Center	1995	Academic	31,540	49,000
Maintenance Garage	1937	Support	1,350	1,350
Marshall Conant Science Building	1964	Academic	65,575	99,700
MSCA Union Building	1945	Support	1,400	2,000
Observatory	1973	Academic	150	500
Old Power Plant Building	1916	Support	2,400	4,050
Operations Center	2003	Support	25,477	30,632
Pope Hall	1960	Residence (Aux.)	29,100	36,360
Rondileau Campus Center	1970	Academic/Support	93,341	161,000
Scott Hall	1960	Residence (Aux.)	33,200	41,436
Shea Hall	1967	Residence (Aux.)	51,470	64,344
Swenson Field Press Box	1977	Support	800	800
Swenson Field Ticket Booth	1977	Support	40	40
Swenson Fieldhouse	1977	Support	1,484	2,120
Tillinghast Hall	1916	Academic/Support/Auxiliary	33,849	51,760
Tinsley Center	2002	Academic/Admin/Support	57,449	84,000
V. James Dinardo Hall	1989	Residence (Aux.)	45,360	56,700
Woodward Hall	1912	Residence (Aux.)	46,400	57,920
<b>Total</b>			<b>1,083,638</b>	<b>1,536,139</b>

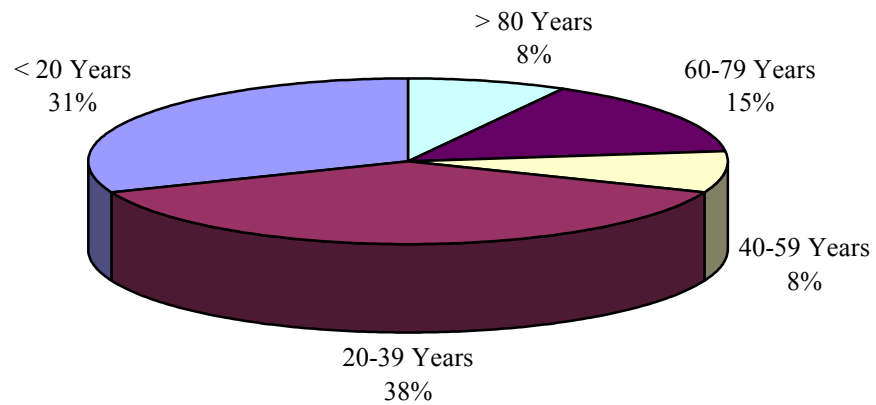
*NASF = Net Assignable Square Feet    GSF = Gross Square Feet*

## Space Utilization by Function Spring 2004



*Note: Auxiliary includes Health Services, Counseling Center, Financial Aid, and the Campus Center.*

## Distribution of Major Buildings by Age Spring 2004



**Major Buildings\* by Size  
Spring 2004**

<b>Building</b>	<b>NASF</b>	<b>% NASF**</b>
Clement C. Maxwell Library	101,514	16.2%
Rondileau Campus Center	93,341	14.9%
Marshall Conant Science Building	65,575	10.5%
Tinsley Center	57,449	9.2%
Burnell Campus School	45,419	7.2%
John J. Kelly Gymnasium	44,150	7.0%
Boyden Hall	43,896	6.9%
East Campus Commons	34,380	5.5%
Tillinghast Hall	33,849	5.4%
John J. Moakley Technology Center	31,540	5.0%
Hart Hall	25,810	4.1%
Operations Center	25,477	4.1%
Harrington Hall	25,173	4.0%

\* Does not include residence halls.

\*\* % NASF refers to the percentage of the total Net Assignable Square Feet occupied by these thirteen buildings.

**Residence Halls  
Spring 2004**

<b>Hall</b>	<b>Year Built</b>	<b>Residents</b>	<b>Capacity</b>
Durgin	1967	Co-Ed	320
East Hall	2002	Co-Ed	300
Shea	1967	Co-Ed	300
Woodward	1912	Female	231
Miles	1989	Co-Ed	204
Dinardo	1989	Co-Ed	195
Great Hill Apartments	1978	Co-Ed	192
Pope	1960	Female	160
Scott	1960	Male	143
<b>Total</b>			<b>2,045</b>

**Principal Location of Offices and Area Occupied  
Spring 2004**

Function	Principal Location	NSF
<b>Office of the President</b>	Boyden Hall	2,694
Affirmative Action and Minority Affairs	Boyden Hall/Harrington Hall	566
Community Services/Public Affairs	Hunt Hall	1,214
<b>Office of the Chief Information Officer</b>	Boyden Hall	528
Information Services	Boyden Hall	4,720
Media Services	Maxwell Library	1,450
<b>Office of the Vice President - Academic Affairs</b>	Boyden Hall	1,541
Academic Achievement Center	Maxwell Library	9,000
Graduate School/Continuing Education	Maxwell Library	2,196
Institutional Research	Boyden Hall	390
Library Services	Maxwell Library	2,190
Professional Education	Burnell School	100
Registrar	Boyden Hall	2,300
School of Arts and Sciences - Dean	Maxwell Library	595
Anthropology	Hart Hall	966
Art	Art Center/Tillinghast Hall	1,155
Biological Sciences	Conant Science Building	2,490
Chemical Sciences	Conant Science Building	1,560
Earth Sciences & Geography	Conant Science Building	2,816
English	Tillinghast Hall	2,460
Foreign Languages	Tillinghast Hall	800
History	Tillinghast Hall	1,650
Mathematics and Computer Science	Hart Hall/Conant Science Bldg.	2,280
Music	Maxwell Library	1,500
Philosophy	Tillinghast Hall	680
Physics	Conant Science Bldg.	1,270
Political Science	Summer Street House	1,595
Psychology	Hart Hall	1,200
Social Work	Hart Hall	700
Sociology & Criminal Justice	Hart Hall	1,062
Communication Studies & Theatre Arts	Maxwell Library/Campus C.	2,581
Speech and Hearing Clinic	Hart Hall	230
School of Education – Dean	Hart Hall	714
Burnell School	Burnell School	6,075
Counselor Education	Kelly Gym	1,292
Elementary and Early Childhood Ed.	Hart Hall	1,700
Field Experience/Teacher Certification	Hart Hall	124
Secondary Education & Professional Programs	Hart Hall	1,230
Movement Arts, Health Promotion & Leisure	Tinsley Center	2,884
Special Education	Hart Hall	600
School of Management & Aviation Science - Dean	Harrington Hall	653
Aviation Science	Harrington Hall	736
Accounting & Finance	Harrington Hall	1,016
Economics	Hunt Hall	1,000
Management	Harrington Hall	1,863
Sponsored Projects	Maxwell Library	852

**Principal Location of Offices and Area Occupied  
Spring 2004**

<b>Function</b>	<b>Principal Location</b>	<b>NSF</b>
<b>Office of the Vice President - Administration and Finance</b>	Boyden Hall	801
Administrative Services	Boyden Hall	170
Bookstore	East Campus Commons	5,620
Campus Supply	Conant Science	200
Copy Center	Tillinghast Hall	500
Facilities, Management and Planning	Boyden Hall	570
Fiscal Affairs	Boyden Hall	3,071
Physical Facilities	Campus Center	3,120
Human Resources/Payroll	Boyden Hall	1,393
BSC Post Office (Mailroom)	Tillinghast Hall	750
Student Employment	Boyden Hall	414
Purchasing	Boyden Hall	1,074
Ticket Office	Hunt Hall	420
<b>Office of the Vice President - Institutional Advancement</b>		
Alumni and Development	Davis Alumni Center	2,371
<b>Office of the Vice President - Student Affairs</b>	Boyden Hall	1,440
Admissions	Gates House	*3,800
Athletics	Tinsley Center	3,392
Campus Center Operations	Campus Center	1,639
Campus Police	Operations Center	1,477
Career Planning and Placement	Campus Center	1,460
Counseling Center Operations	Tillinghast Hall	1,200
Day Care Center Office	Burnell School	110
Financial Aid	Tillinghast Hall	2,119
Health Services/Health Promotion	Tillinghast Hall	1,054
Housing	DiNardo Hall	1,380
<b>Board of Trustees</b>	Boyden Hall	280

\* Useable attic space included



BRIDGEWATER STATE COLLEGE

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Financial Data



## Unadjusted Revenues and Expenditures Fiscal Year 2004

### Current Fund Revenues Restricted and Unrestricted

	Fiscal Year 2004	% Total Revenues FY 2004
Local Tuition/Fees	\$31,671,390	38.4%
State Appropriations	\$30,674,482	37.2%
Government Grants and Contracts	\$6,577,256	8.0%
Private Grants and Gifts	\$246,991	0.3%
Auxiliary Enterprises	\$11,618,450	14.1%
Other	\$1,674,378	2.0%
<b>Total Revenues</b>	<b>\$82,462,947</b>	<b>100%</b>

### Current Fund Expenditures Restricted and Unrestricted

	Fiscal Year 2004	% Total Expenditures FY 2004
Instruction	\$26,075,347	30.5%
Academic Support	\$7,598,743	8.9%
Student Services	\$8,643,689	10.1%
Institutional Support	\$11,049,590	12.9%
Operation, Maintenance of Plant	\$11,904,010	13.9%
Scholarships and Fellowships	\$7,482,574	8.7%
Public Service	\$664,236	0.8%
Auxiliary Enterprises	\$12,141,964	14.2%
<b>Total Expenditures</b>	<b>\$85,560,153</b>	<b>100%</b>

## Full-Time Undergraduate Tuition & Fees Per Term Fall 2000 – Fall 2004

In Fall 2004, tuition remained unchanged while fees increased by 26 percent from the previous Fall to offset expected cuts in the College's state funding.



*Note: Figures based upon 12 credit hour load.*

## Financial Aid Program Profile Academic Years 2002/03 and 2003/04

	<u>2003-2004</u>				<u>2002-2003</u>			
	# of Students	# Dollars	\$\$ Per Student	% Total \$\$	# of Students	# Dollars	\$\$ Per Student	% Total \$\$
<b>Need-based</b>								
Scholarships & Grants	2944	\$8,251,929	\$2,803	48%	2836	\$7,942,884	\$2,801	56%
Loans	2554	\$8,256,265	\$3,233	48%	2005	\$5,870,822	\$2,928	41%
Work	517	\$646,091	\$1,250	4%	455	\$563,697	\$1,239	4%
Total *	3521	\$17,154,285	\$4,872	100%	3172	\$14,377,403	\$4,533	100%
<b>Non-need based</b>								
Scholarships & Grants**	95****	\$283,190	\$2,981	3%	232***	\$763,757	\$3,292	9%
Loans	2445	\$8,105,643	\$3,315	97%	2358	\$7,707,633	\$3,269	91%
Total *	2520	\$8,388,833	\$3,329	100%	2507	\$8,471,390	\$3,379	100%
<b>Total Aid</b>								
Scholarships & Grants	2989	\$8,535,119	\$2,856	33%	2973	\$8,707,849	\$2,929	39%
Loans	3950	\$16,361,908	\$4,142	64%	3493	\$13,578,455	\$3,887	60%
Work	517	\$646,091	\$1,250	3%	455	\$563,697	\$1,239	3%
Total *	4671	\$25,543,118	\$5,468	100%	4354	\$22,850,001	\$5,248	100%

\* Unduplicated headcount. Also, within each aid category (scholarships and grants, loans, work), the number of students is an unduplicated headcount.

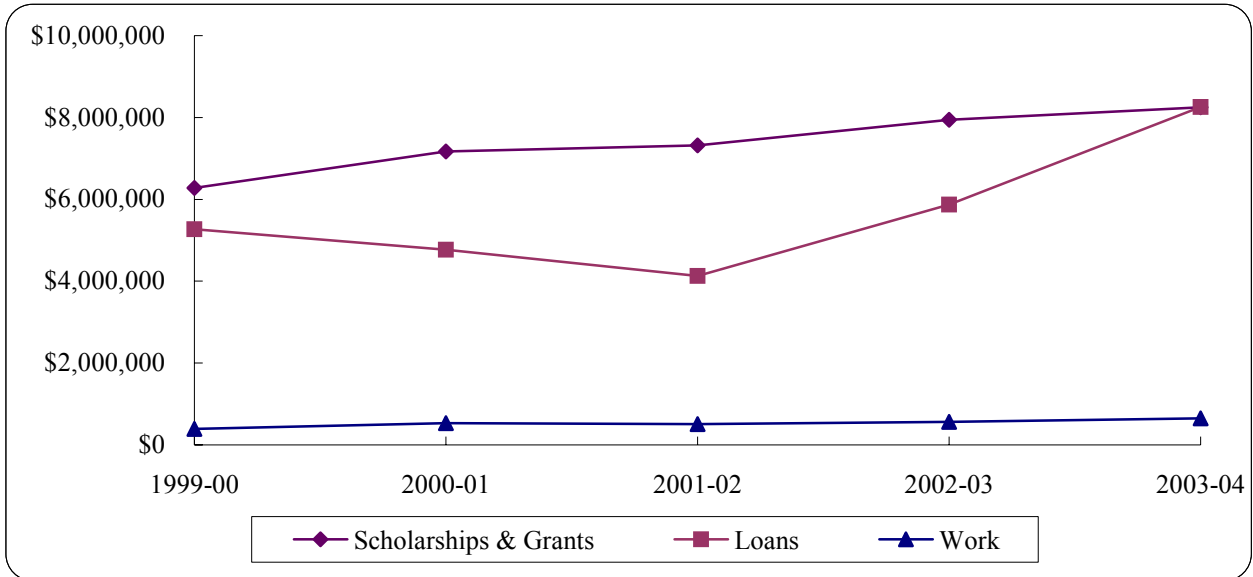
\*\* Does not include graduate student tuition waivers.

\*\*\* Includes alumni scholarships given by Financial Aid Office.

\*\*\*\* Decrease in 2003-04 due to loss of Tomorrow's Teachers Scholarship, which was cut by the State.

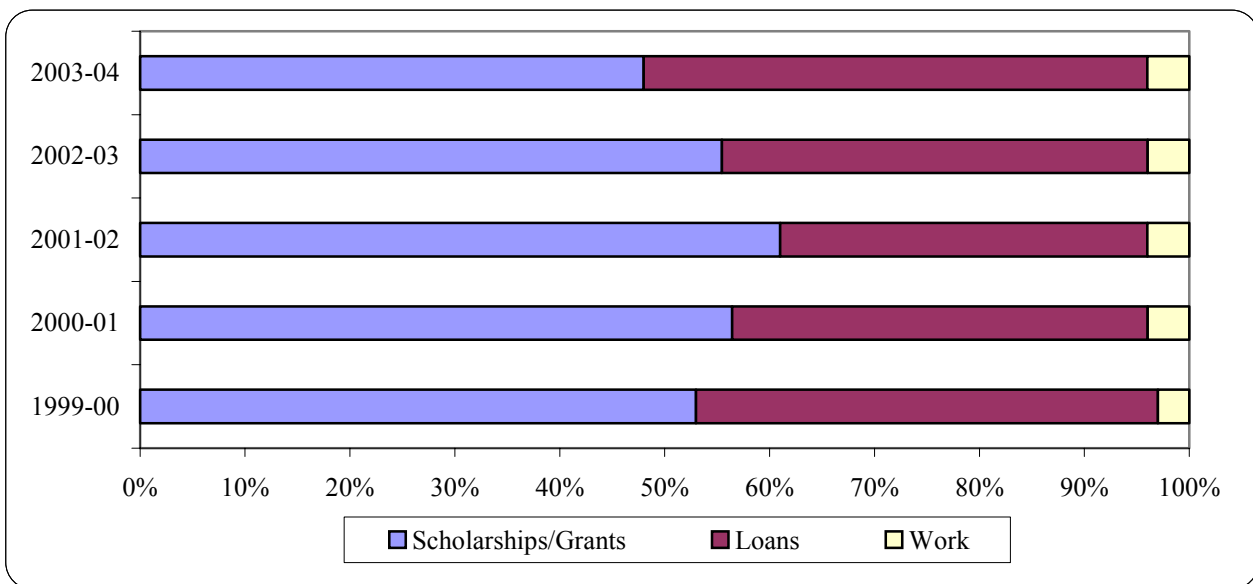
Note: Only matriculated students are eligible to receive financial aid. Beginning in 1997-98, non-need-based scholarships and grants awarded to students cover both tuition and fees; scholarships awarded prior to this time cover tuition only.

## Need-Based Aid 1999/00 – 2003/04



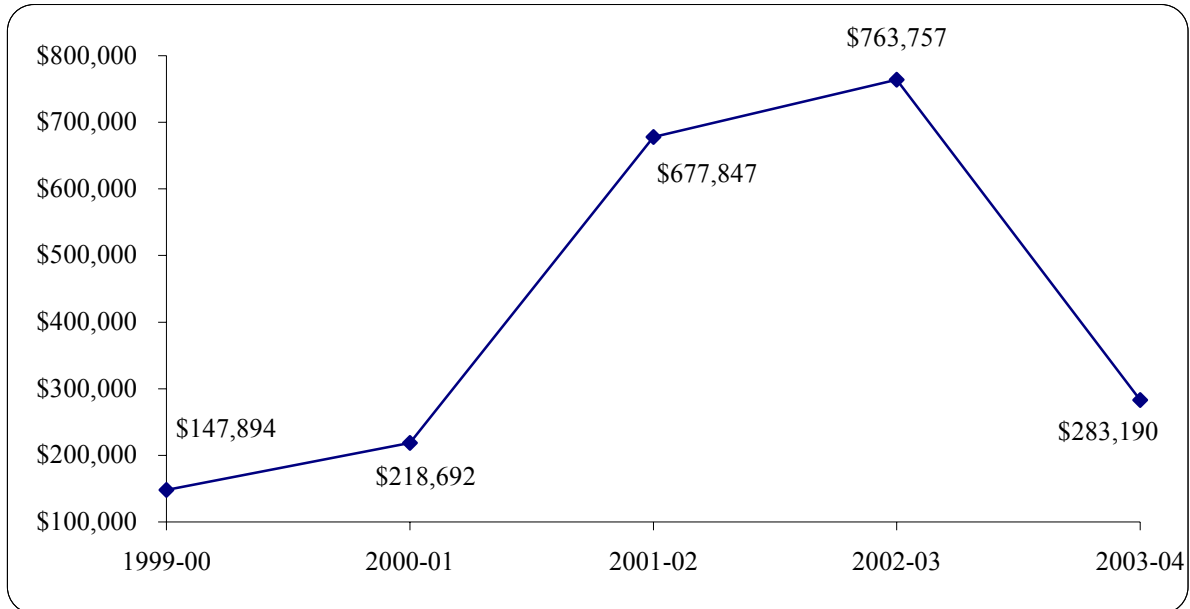
	1999-00	2000-01	2001-02	2002-03	2003-04
Scholarships & Grants	\$6,274,999	\$7,166,125	\$7,315,602	\$7,942,884	\$8,251,929
Loans	\$5,266,126	\$4,769,263	\$4,130,972	\$5,870,822	\$8,256,265
Work	\$393,234	\$534,640	\$504,324	\$563,697	\$646,091

## Need-Based Aid on a Percentage Basis



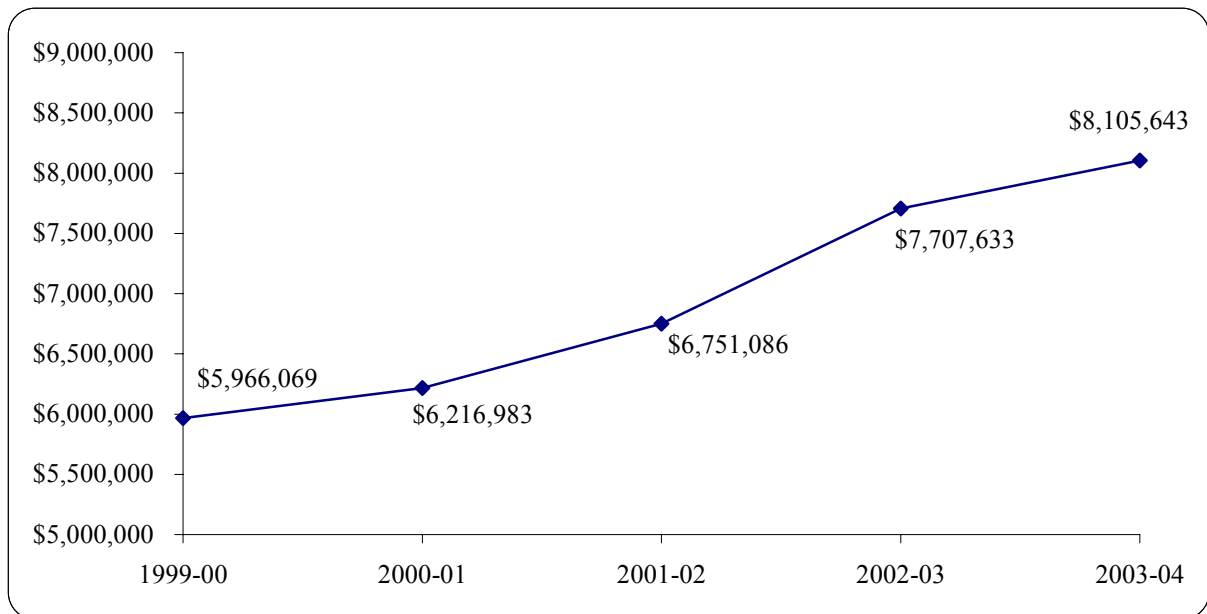
# Non-Need-Based Aid 1999/00 – 2003/04

## Scholarships and Grants



*Note: Decrease in 2003-04 due to loss of Tomorrow's Teachers Scholarship, which was cut by the State.*

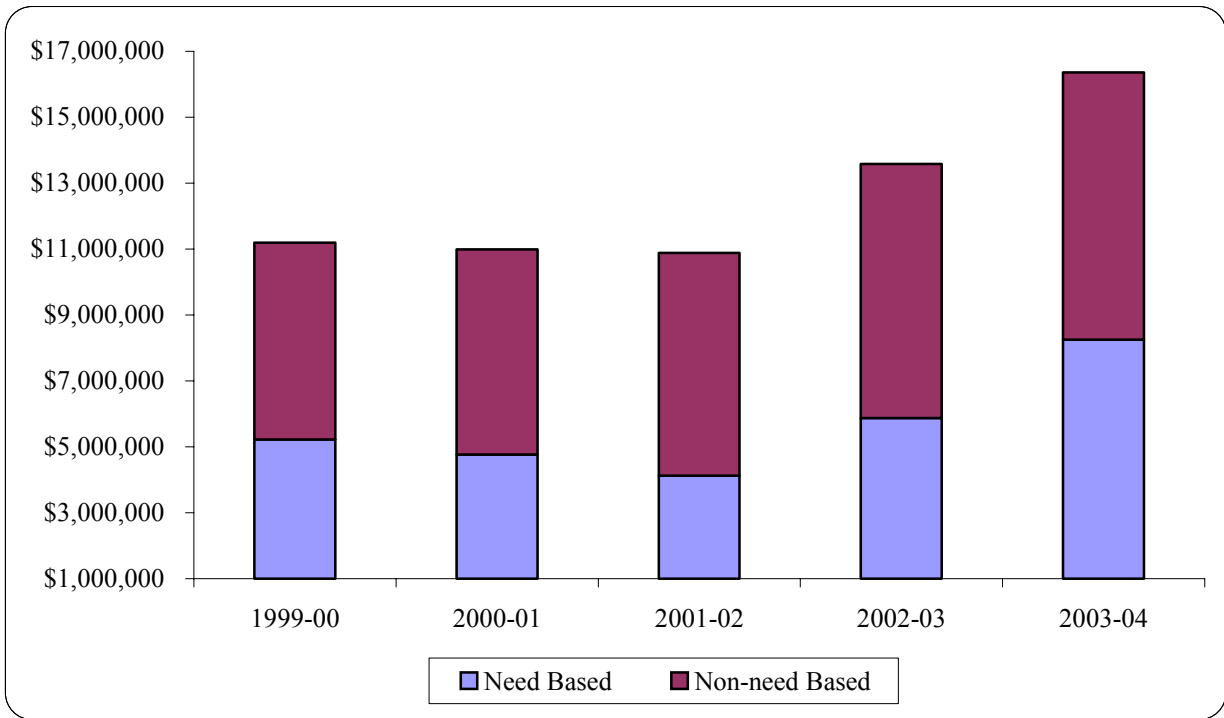
## Loans



## Student Loan Volume 1999/00 – 2003/04

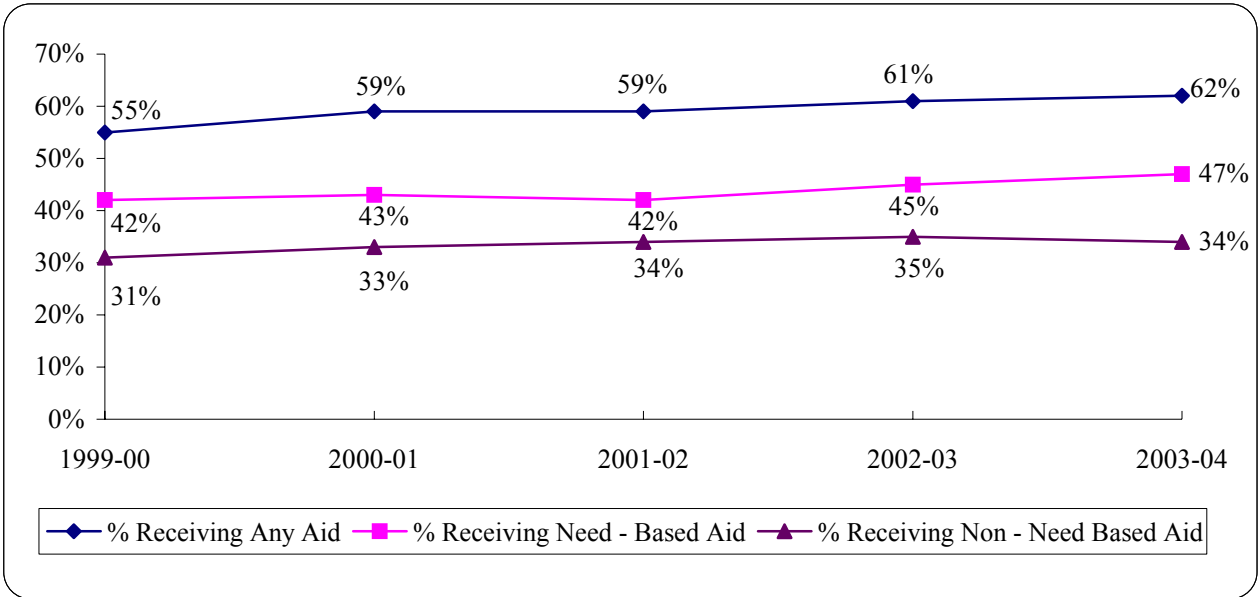
The amount of need-based student borrowing has increased by 41 percent over the past year. Non-need based student borrowing increased by approximately 5 percent during that same time. Overall, student borrowing increased 20 percent in the last year.

	1999-00	2000-01	2001-02	2002-03	2003-04
<b>Need based</b>	\$5,226,126	\$4,769,263	\$4,130,972	\$5,870,822	\$8,256,265
<b>Non-need based</b>	\$5,966,069	\$6,216,983	\$6,751,086	\$7,707,633	\$8,105,643
<b>Total</b>	\$11,192,195	\$10,986,246	\$10,882,058	\$13,578,455	\$16,361,908

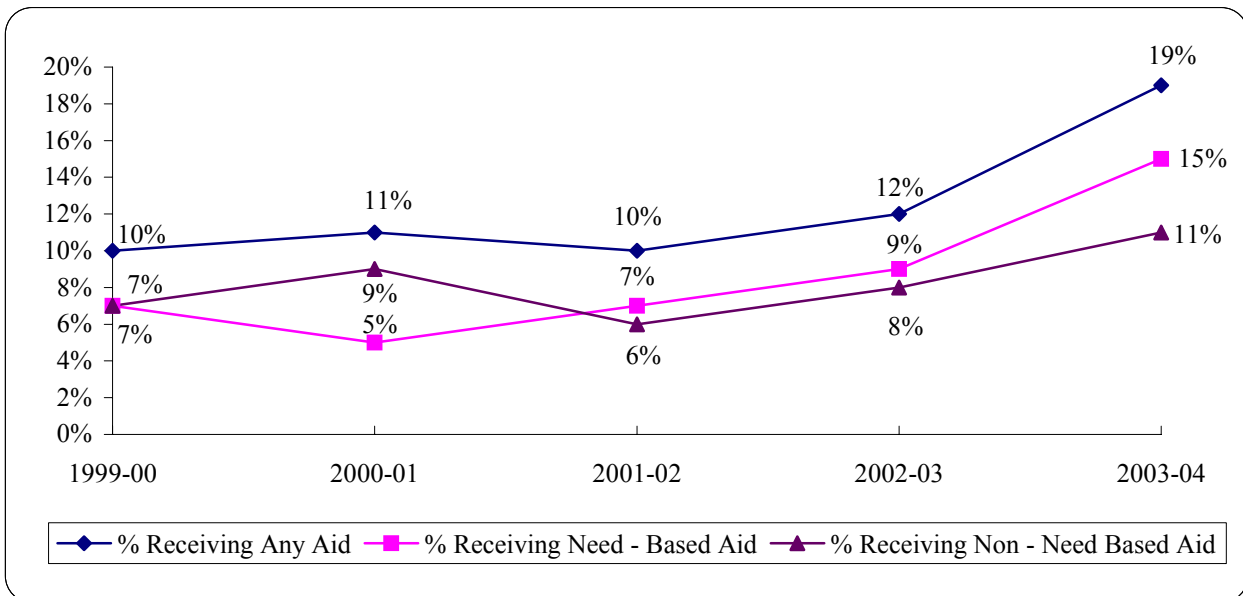


## Percentage of Students Receiving Aid\* 1999/00 – 2003/04

### Undergraduates



### Graduate Students\*\*



\*Percentages based on matriculated students only.

\*\*Non-need based aid for graduate students includes tuition waivers.



BRIDGEWATER STATE COLLEGE

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Departmental Profiles



# ANTHROPOLOGY

## FALL 2003

**Concentrations:** Anthropology, Cultural Anthropology, and Public Archaeology  
**Chairperson:** Curtiss Hoffman

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	2	8	N/A	N/A

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	10	N/A	10
<b>Female</b>	30	N/A	30
<b>Total</b>	40	N/A	40
<b>% Female</b>			
<b>ANTH</b>	75%	N/A	75%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>ANTH</b>	0%	N/A	0%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	1	N/A	1
<b>Female</b>	5	N/A	5
<b>Total</b>	6	N/A	6

Full-time Faculty***	Men	Women
<b>Professors</b>	1	1
<b>Associates Professors</b>	0	1
<b>Assistant Professors</b>	0	1
<b>Instructors</b>	0	0
<b>Total</b>	1	3
	ANTH	BSC
<b>% Women</b>	75%	43%
<b>% Faculty of Color</b>	0%	14%
<b>% with terminal degree</b>	100%	92%
<b>% Tenured</b>	75%	68%
<b>Avg # of Years at BSC</b>	11	13
<b>Average Age</b>	49	51
<b>% part-time (based on FTE)</b>	26%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	0	2	1	6	4	13	36	0	462	1386
<b>Upper</b>	0	2	0	0	0	2	16	2	33	99
<b>Grad</b>	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	4	1	6	4	15	33	2	495	1485

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	ANTH	BSC
3.4	1.2	4.6	98.1	1.3	99.4	21.6	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# ART FALL 2003

**Concentrations:** Art, Crafts, Fine Arts, Graphic Design, and Teacher Certification in Visual Art  
**Chairperson:** Roger Dunn

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	20	48	1	1

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	76	0	76
<b>Female</b>	172	2	174
<b>Total</b>	248	2	250
<b>% Female</b>			
<b>ART</b>	69%	100%	70%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>ART</b>	8%	0%	8%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	4	N/A	4
<b>Female</b>	20	N/A	20
<b>Total</b>	24	N/A	24

Full-time Faculty***	Men	Women
<b>Professors</b>	4	2
<b>Associates Professors</b>	0	1
<b>Assistant Professors</b>	2	4
<b>Instructors</b>	0	0
<b>Total</b>	6	7
	ART	BSC
<b>% Women</b>	54%	43%
<b>% Faculty of Color</b>	23%	14%
<b>% with terminal degree</b>	92%	92%
<b>% Tenured</b>	62%	68%
<b>Avg # of Years at BSC</b>	17	13
<b>Average Age</b>	50	51
<b>% part-time (based on FTE)</b>	44%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	3	30	2	10	2	47	21	0	982	2910
<b>Upper /Grad</b>	5	15	0	2	0	22	15	6	325	1029
<b>Total</b>	8	45	2	12	2	69	19	6	1307	3939

Note: Data reflect Art sections meeting jointly.

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	ART	BSC
12.6	10.0	22.6	257.8	6.5	264.3	11.7	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

## BIOLOGICAL SCIENCES FALL 2003

**Concentrations:** Biology, Biomedical/Molecular Biology, Cell/Molecular Biology, Environmental Biology, Medical Biology, and Teacher Certification in Biology

**Chairperson:** F. Hardy Moore

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	4	35	1	2

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	59	0	59
<b>Female</b>	141	6	147
<b>Total</b>	200	6	206
<b>% Female</b>			
<b>BIO</b>	71%	100%	71%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>BIO</b>	12%	0%	12%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	1	N/A	1
<b>Female</b>	4	N/A	4
<b>Total</b>	5	N/A	5

Full-time Faculty***	Men	Women
<b>Professors</b>	3	1
<b>Associates Professors</b>	2	0
<b>Assistant Professors</b>	2	2
<b>Instructors</b>	0	0
<b>Total</b>	7	3
	BIO	BSC
<b>% Women</b>	30%	43%
<b>% Faculty of Color</b>	10%	14%
<b>% with terminal degree</b>	100%	92%
<b>% Tenured</b>	60%	68%
<b>Avg # of Years at BSC</b>	13	13
<b>Average Age</b>	49	51
<b>% part-time (based on FTE)</b>	14%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	2	12	2	13	10	48	27	0	1279	2274
<b>Upper</b>	3	5	1	1	0	10	18	16	196	381
<b>Grad</b>	1	0	0	0	0	1	10	1	11	36
<b>Total</b>	6	17	22	4	10	59	25	17	1486	2691

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	BIO	BSC
8.9	1.4	10.3	173.0	6.9	179.9	17.5	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# CHEMICAL SCIENCES

## FALL 2003

**Concentrations:** Chemistry, Biochemistry, Environmental Chemistry, Professional Chemistry, Chemistry-Geology, and Teacher Certification in Chemistry

**Chairperson:** Frank Gorga

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	3	9	0	0

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	38	0	38
<b>Female</b>	31	0	31
<b>Total</b>	69	0	69
<b>% Female</b>			
<b>CHEM</b>	45%	0%	45%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>CHEM</b>	16%	0%	16%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	2	N/A	2
<b>Female</b>	15	N/A	15
<b>Total</b>	17	N/A	17

Full-time Faculty***	Men	Women
<b>Professors</b>	1	0
<b>Associates Professors</b>	1	1
<b>Assistant Professors</b>	2	0
<b>Instructors</b>	0	0
<b>Total</b>	4	1
	CHEM	BSC
<b>% Women</b>	20%	43%
<b>% Faculty of Color</b>	40%	14%
<b>% with terminal degree</b>	100%	92%
<b>% Tenured</b>	60%	68%
<b>Avg # of Years at BSC</b>	4	13
<b>Average Age</b>	43	51
<b>% part-time (based on FTE)</b>	32%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	0	13	3	3	2	21	22	0	469	1103
<b>Upper</b>	3	7	2	1	0	13	16	17	219	447
<b>Grad</b>	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	3	20	5	4	2	34	20	17	688	1550

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	CHEM	BSC
4.6	2.2	6.8	99.1	3.2	102.3	15.0	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# COMMUNICATION STUDIES AND THEATRE ARTS

## FALL 2003

**Concentrations:** Communications Studies, Theatre Arts, Dance Education, Theatre Education, Theatre/Dance/Speech, and Teacher Certification in Theatre and Dance

**Chairperson:** Arthur Dirks

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	48	73	0	0

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	178	0	178
<b>Female</b>	282	0	282
<b>Total</b>	460	0	460
<b>% Female</b>			
<b>COMM</b>	61%	0%	61%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>COMM</b>	8%	0%	8%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	8	N/A	8
<b>Female</b>	16	N/A	16
<b>Total</b>	24	N/A	24

Full-time Faculty***	Men	Women
<b>Professors</b>	4	4
<b>Associates Professors</b>	2	2
<b>Assistant Professors</b>	2	3
<b>Instructors</b>	0	0
<b>Total</b>	8	9
	COMM	BSC
<b>% Women</b>	53%	43%
<b>% Faculty of Color</b>	0%	14%
<b>% with terminal degree</b>	94%	92%
<b>% Tenured</b>	77%	68%
<b>Avg # of Years at BSC</b>	15	13
<b>Average Age</b>	52	51
<b>% part-time (based on FTE)</b>	33%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	5	15	44	2	4	70	27	61	1929	4467
<b>Upper</b>	5	19	9	0	0	33	17	24	594	1818
<b>Grad</b>	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	10	34	53	2	4	103	24	85	2523	6285

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	COMM	BSC
16.4	8.0	24.4	414.7	1.5	416.2	17.1	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# EARTH SCIENCES AND GEOGRAPHY

## FALL 2003

**Concentrations:** Earth Science, Environmental Geo-Science, Geology, Geography, Environmental Geography, Geography-Technology, Regional and Economic Planning, and Teacher Certification in Earth Science

**Chairperson:** Peter Saccocia, Acting Chairperson

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	12	27	0	0

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	49	0	49
<b>Female</b>	68	0	68
<b>Total</b>	117	0	117
<b>% Female</b>			
<b>EASG</b>	58%	0%	58%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>EASG</b>	3%	0%	3%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	3	N/A	3
<b>Female</b>	2	N/A	2
<b>Total</b>	5	N/A	5

Full-time Faculty***	Men	Women
<b>Professors</b>	3	0
<b>Associates Professors</b>	3	1
<b>Assistant Professors</b>	3	1
<b>Instructors</b>	0	0
<b>Total</b>	9	2
	EASG	BSC
<b>% Women</b>	18%	43%
<b>% Faculty of Color</b>	18%	14%
<b>% with terminal degree</b>	100%	92%
<b>% Tenured</b>	73%	68%
<b>Avg # of Years at BSC</b>	12	13
<b>Average Age</b>	47	51
<b>% part-time (based on FTE)</b>	21%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	5	11	6	3	18	43	30	0	1279	3342
<b>Upper</b>	5	11	1	0	0	17	13	4	224	506
<b>Grad</b>	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	10	22	7	3	18	60	25	4	1503	3848

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	EASG	BSC
10.5	2.8	13.3	254.5	2.3	256.8	19.3	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# ENGLISH FALL 2003

**Concentrations:** English, Writing, and Teacher Certification in English

**Chairperson:** Evelyn Pezzulich

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	16	78	3	4

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	87	4	91
<b>Female</b>	311	20	331
<b>Total</b>	398	24	422
<b>% Female</b>			
<b>ENGL</b>	78%	83%	78%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>ENGL</b>	5%	8%	5%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	3	N/A	3
<b>Female</b>	9	N/A	9
<b>Total</b>	12	N/A	12

Full-time Faculty***	Men	Women
<b>Professors</b>	5	7
<b>Associates Professors</b>	3	0
<b>Assistant Professors</b>	3	4
<b>Instructors</b>	1	1
<b>Total</b>	12	12
	ENGL	BSC
<b>% Women</b>	50%	43%
<b>% Faculty of Color</b>	13%	14%
<b>% with terminal degree</b>	92%	92%
<b>% Tenured</b>	71%	68%
<b>Avg # of Years at BSC</b>	16	13
<b>Average Age</b>	51	51
<b>% part-time (based on FTE)</b>	33%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	5	23	65	19	0	112	23	0	2608	7824
<b>Upper</b>	0	8	14	0	0	22	21	10	461	1419
<b>Grad</b>	0	2	1	0	0	3	17	1	53	162
<b>Total</b>	5	33	80	19	0	137	23	11	3122	9405

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	ENGL	BSC
22.0	10.9	32.9	605.7	20.5	626.2	19.0	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

## FOREIGN LANGUAGES FALL 2003

**Concentrations:** Spanish, and Teacher Certification in Spanish

**Chairperson:** Margaret Snook

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	1	18	N/A	N/A

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	10	N/A	10
<b>Female</b>	60	N/A	60
<b>Total</b>	70	N/A	70
<b>% Female</b>			
<b>LANG</b>	86%	N/A	86%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>LANG</b>	21%	N/A	21%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	4	N/A	4
<b>Female</b>	19	N/A	19
<b>Total</b>	23	N/A	23

Full-time Faculty***	Men	Women
<b>Professors</b>	0	1
<b>Associates Professors</b>	0	2
<b>Assistant Professors</b>	1	1
<b>Instructors</b>	0	1
<b>Total</b>	1	5
	LANG	BSC
<b>% Women</b>	83%	43%
<b>% Faculty of Color</b>	50%	14%
<b>% with terminal degree</b>	100%	92%
<b>% Tenured</b>	50%	68%
<b>Avg # of Years at BSC</b>	7	13
<b>Average Age</b>	46	51
<b>% part-time (based on FTE)</b>	63%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	7	8	35	6	0	56	24	0	1346	4038
<b>Upper</b>	0	3	1	0	0	4	17	0	67	201
<b>Grad</b>	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	7	11	36	6	0	60	24	0	1413	4239

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	LANG	BSC
5.0	8.4	13.4	280.6	2.5	283.1	21.1	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).



# HISTORY

## FALL 2003

**Concentrations:** History, Military History, and Teacher Certification in History

**Chairperson:** Jean Stonehouse

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	24	39	5	1

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	173	6	179
<b>Female</b>	154	2	156
<b>Total</b>	327	8	335
<b>% Female</b>			
<b>HIST</b>	47%	25%	47%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>HIST</b>	3%	0%	3%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	3	N/A	3
<b>Female</b>	8	N/A	8
<b>Total</b>	11	N/A	11

Full-time Faculty***	Men	Women
<b>Professors</b>	4	1
<b>Associates Professors</b>	4	2
<b>Assistant Professors</b>	2	1
<b>Instructors</b>	0	0
<b>Total</b>	10	4
	HIST	BSC
<b>% Women</b>	29%	43%
<b>% Faculty of Color</b>	7%	14%
<b>% with terminal degree</b>	93%	92%
<b>% Tenured</b>	79%	68%
<b>Avg # of Years at BSC</b>	15	13
<b>Average Age</b>	48	51
<b>% part-time (based on FTE)</b>	35%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	1	1	2	10	42	56	41	0	2293	6879
<b>Upper</b>	6	1	7	5	0	19	22	5	423	1269
<b>Grad</b>	0	1	0	0	0	1	11	0	11	33
<b>Total</b>	7	3	9	15	42	76	36	5	2727	8181

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	HIST	BSC
11.9	6.4	18.3	537.4	10.3	547.7	29.9	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# MATHEMATICS AND COMPUTER SCIENCE

## FALL 2003

**Concentration:** Mathematics, Computer Science, and Teacher Certification in Mathematics  
**Chairperson:** Richard Quindley

2003 Graduates	Baccalaureate		Graduate	
		Female	Male	Female
Number of Graduates	36	20	7	10

Enrollment*	grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	227	16	243
<b>Female</b>	137	25	162
<b>Total</b>	364	41	405
<b>% Female</b>			
<b>MATH</b>	38%	61%	40%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>MATH</b>	8%	27%	10%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	26	N/A	26
<b>Female</b>	23	N/A	23
<b>Total</b>	49	N/A	49

Full-time Faculty***	Men	Women
<b>Professors</b>	9	2
<b>Associates Professors</b>	3	0
<b>Assistant Professors</b>	6	1
<b>Instructors</b>	0	0
<b>Total</b>	18	3
	MATH	BSC
<b>% Women</b>	14%	43%
<b>% Faculty of Color</b>	24%	14%
<b>% with terminal degree</b>	48%	92%
<b>% Tenured</b>	86%	68%
<b>Avg # of Years at BSC</b>	22	13
<b>Average Age</b>	56	51
<b>% part-time (based on FTE)</b>	32%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	4	25	24	12	31	96	30	0	2861	8602
<b>Upper</b>	1	6	8	2	0	17	22	1	370	1110
<b>Grad</b>	2	4	1	0	0	7	14	3	100	294
<b>Total</b>	7	35	33	14	31	120	28	4	3331	10,006

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	MATH	BSC
20.2	9.5	29.7	636.4	35.1	671.5	22.6	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# MUSIC

## FALL 2003

**Concentration:** Music and Teacher Certification in Music

**Chairperson:** Steven Young

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	4	6	N/A	N/A

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	21	N/A	21
<b>Female</b>	32	N/A	32
<b>Total</b>	53	N/A	53
<b>% Female</b>			
<b>MUSIC</b>	60%	N/A	60%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>MUSIC</b>	9%	N/A	9%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	6	N/A	6
<b>Female</b>	8	N/A	8
<b>Total</b>	14	N/A	14

Full-time Faculty***	Men	Women
<b>Professors</b>	0	1
<b>Associates Professors</b>	1	2
<b>Assistant Professors</b>	2	2
<b>Instructors</b>	0	0
<b>Total</b>	3	5
	MUS	BSC
<b>% Women</b>	63%	43%
<b>% Faculty of Color</b>	13%	14%
<b>% with terminal degree</b>	100%	92%
<b>% Tenured</b>	63%	68%
<b>Avg # of Years at BSC</b>	8	13
<b>Average Age</b>	46	51
<b>% part-time (based on FTE)</b>	36%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	4	21	6	12	1	44	23	62	1053	2805
<b>Upper</b>	0	1	0	0	0	1	14	1	15	45
<b>Grad</b>	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	4	22	6	12	1	45	22	63	1068	2850

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	MUSIC	BSC
7.4	4.2	11.6	187.7	2.9	190.6	16.4	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# PHILOSOPHY

## FALL 2003

**Chairperson:** Edward James

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	5	3	N/A	N/A

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	15	N/A	15
<b>Female</b>	12	N/A	12
<b>Total</b>	27	N/A	27
<b>% Female</b>			
<b>PHIL</b>	44%	N/A	44%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>PHIL</b>	4%	N/A	4%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	4	N/A	4
<b>Female</b>	3	N/A	3
<b>Total</b>	7	N/A	7

Full-time Faculty***	Men	Women
<b>Professors</b>	3	1
<b>Associates Professors</b>	0	0
<b>Assistant Professors</b>	1	1
<b>Instructors</b>	0	0
<b>Total</b>	4	2
	PHIL	BSC
<b>% Women</b>	33%	43%
<b>% Faculty of Color</b>	0%	14%
<b>% with terminal degree</b>	100%	92%
<b>% Tenured</b>	67%	68%
<b>Avg # of Years at BSC</b>	19	13
<b>Average Age</b>	53	51
<b>% part-time (based on FTE)</b>	7%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	0	3	0	14	4	21	36	0	757	2271
<b>Upper</b>	0	3	1	0	0	4	15	0	61	183
<b>Grad</b>	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	6	1	14	4	25	33	0	818	2454

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	PHIL	BSC
5.8	0.4	6.2	163.4	0.3	163.7	26.4	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# PHYSICS FALL 2003

**Concentrations:** Physics, Professional Physics, and Teacher Certification in Physics

**Chairperson:** Jeffrey Williams

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	2	0	1	0

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	25	1	26
<b>Female</b>	4	0	4
<b>Total</b>	29	1	30
<b>% Female</b>			
<b>PHYS</b>	14%	0%	13%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>PHYS</b>	10%	0%	10%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	4	N/A	4
<b>Female</b>	0	N/A	0
<b>Total</b>	4	N/A	4

Full-time Faculty***	Men	Women
<b>Professors</b>	0	0
<b>Associates Professors</b>	2	0
<b>Assistant Professors</b>	1	1
<b>Instructors</b>	0	0
<b>Total</b>	3	1
	PHYS	BSC
<b>% Women</b>	25%	43%
<b>% Faculty of Color</b>	0%	14%
<b>% with terminal degree</b>	100%	92%
<b>% Tenured</b>	50%	68%
<b>Avg # of Years at BSC</b>	3	13
<b>Average Age</b>	37	51
<b>% part-time (based on FTE)</b>	14%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	2	10	5	3	0	20	20	0	404	788
<b>Upper</b>	2	4	0	0	0	6	12	0	74	218
<b>Grad</b>	0	0	1	0	0	1	23	0	23	69
<b>Total</b>	4	14	6	3	0	27	19	0	501	1075

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	PHYS	BSC
3.6	0.6	4.2	66.9	6.0	72.9	17.4	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# POLITICAL SCIENCE FALL 2003

**Concentrations:** Political Science, American Politics, International Affairs, and Legal Studies  
**Chairperson:** Michael Kryzanek

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	8	14	3	6

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	79	13	92
<b>Female</b>	47	22	69
<b>Total</b>	126	35	161
<b>% Female</b>			
<b>POLI</b>	37%	63%	43%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>POLI</b>	10%	3%	8%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	4	N/A	4
<b>Female</b>	3	N/A	3
<b>Total</b>	7	N/A	7

Full-time Faculty***	Men	Women
<b>Professors</b>	3	0
<b>Associates Professors</b>	0	0
<b>Assistant Professors</b>	4	0
<b>Instructors</b>	0	0
<b>Total</b>	7	0
	POLI	BSC
<b>% Women</b>	0%	43%
<b>% Faculty of Color</b>	29%	14%
<b>% with terminal degree</b>	100%	92%
<b>% Tenured</b>	50%	68%
<b>Avg # of Years at BSC</b>	9	13
<b>Average Age</b>	43	51
<b>% part-time (based on FTE)</b>	23%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	2	1	6	2	7	18	31	0	561	1683
<b>Upper</b>	1	4	2	1	0	8	19	3	156	504
<b>Grad</b>	0	4	1	0	0	5	16	2	81	223
<b>Total</b>	3	9	9	3	7	31	26	5	798	2410

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	POLI	BSC
6.0	1.8	7.8	143.6	18.3	161.9	20.8	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# PSYCHOLOGY

## FALL 2003

**Concentrations:** Psychology, Industrial-Personnel Psychology, and Medical Psychology

**Chairperson:** Jeffrey Nicholas, Acting Chairperson

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	19	161	3	11

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	85	7	92
<b>Female</b>	751	34	785
<b>Total</b>	836	41	877
<b>% Female</b>			
<b>PSYC</b>	90%	83%	90%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>PSYC</b>	7%	5%	7%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	18	N/A	18
<b>Female</b>	88	N/A	88
<b>Total</b>	106	N/A	106

Full-time Faculty***	Men	Women
<b>Professors</b>	2	3
<b>Associates Professors</b>	1	1
<b>Assistant Professors</b>	3	4
<b>Instructors</b>	0	0
<b>Total</b>	6	8
	PSYC	BSC
<b>% Women</b>	57%	43%
<b>% Faculty of Color</b>	7%	14%
<b>% with terminal degree</b>	100%	92%
<b>% Tenured</b>	57%	68%
<b>Avg # of Years at BSC</b>	12	13
<b>Average Age</b>	48	51
<b>% part-time (based on FTE)</b>	36%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	0	4	3	8	25	40	41	0	1657	4971
<b>Upper</b>	1	9	7	8	14	39	33	9	1280	3972
<b>Grad</b>	0	5	0	0	0	5	18	10	102	339
<b>Total</b>	1	18	10	16	39	84	36	19	3039	9282

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	PSYC	BSC
13.2	7.4	20.6	585.3	29.4	614.7	29.8	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# SOCIAL WORK FALL 2003

**Chairperson:** Lucinda King-Frode

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	2	23	0	0

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	15	2	17
<b>Female</b>	149	28	177
<b>Total</b>	164	30	194
<b>% Female</b>			
<b>SOWK</b>	91%	93%	91%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>SOWK</b>	21%	0%	18%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	1	N/A	1
<b>Female</b>	12	N/A	12
<b>Total</b>	13	N/A	13

Full-time Faculty***	Men	Women
<b>Professors</b>	1	2
<b>Associates Professors</b>	0	2
<b>Assistant Professors</b>	2	1
<b>Instructors</b>	0	0
<b>Total</b>	3	5
	SOWK	BSC
<b>% Women</b>	63%	43%
<b>% Faculty of Color</b>	25%	14%
<b>% with terminal degree</b>	100%	92%
<b>% Tenured</b>	75%	68%
<b>Avg # of Years at BSC</b>	8	13
<b>Average Age</b>	52	51
<b>% part-time (based on FTE)</b>	7%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	0	1	2	1	0	4	27	0	106	318
<b>Upper</b>	0	7	5	0	0	12	19	54	282	1008
<b>Grad</b>	2	1	2	0	0	5	19	30	125	375
<b>Total</b>	2	9	9	1	0	21	20	84	513	1701

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	SOWK	BSC
7.6	0.6	8.2	88.4	31.3	119.7	14.6	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).



# SOCIOLOGY AND CRIMINAL JUSTICE

## FALL 2003

**Concentrations:** Sociology, Criminology, Third World Studies, and Criminal Justice

**Chairperson:** Patricia Fanning

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	39	58	4	1

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	359	14	373
<b>Female</b>	315	15	330
<b>Total</b>	674	29	703
<b>% Female</b>			
<b>SOCJ</b>	47%	52%	47%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>SOCJ</b>	6%	0%	6%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	8	N/A	8
<b>Female</b>	24	N/A	24
<b>Total</b>	32	N/A	32

Full-time Faculty***	Men	Women
<b>Professors</b>	2	0
<b>Associates Professors</b>	0	2
<b>Assistant Professors</b>	3	2
<b>Instructors</b>	0	0
<b>Total</b>	5	4
	SOCJ	BSC
<b>% Women</b>	44%	43%
<b>% Faculty of Color</b>	22%	14%
<b>% with terminal degree</b>	100%	92%
<b>% Tenured</b>	44%	68%
<b>Avg # of Years at BSC</b>	8	13
<b>Average Age</b>	50	51
<b>% part-time (based on FTE)</b>	54%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	0	5	2	5	19	31	41	0	1258	3774
<b>Upper</b>	2	11	14	9	3	39	26	20	1015	3249
<b>Grad</b>	4	1	1	0	0	6	13	8	83	249
<b>Total</b>	6	17	17	14	22	76	31	28	2356	7272

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	SOCJ	BSC
8.2	9.8	18.0	455.7	20.3	476.0	26.4	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

## COUNSELOR EDUCATION FALL 2003

**Concentrations:** Higher Education Counseling, Mental Health Counseling, and School Guidance Counseling  
**Chairperson:** Victoria Bacon

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	N/A	N/A	4	18

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	N/A	16	16
<b>Female</b>	N/A	94	94
<b>Total</b>	N/A	110	110
<b>% Female</b>			
<b>CNED</b>	N/A	86%	86%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>CNED</b>	N/A	5%	5%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A
<b>Total</b>	N/A	N/A	N/A

Full-time Faculty***	Men	Women
<b>Professors</b>	0	1
<b>Associates Professors</b>	0	1
<b>Assistant Professors</b>	2	1
<b>Instructors</b>	0	0
<b>Total</b>	2	3
	CNED	BSC
<b>% Women</b>	60%	43%
<b>% Faculty of Color</b>	20%	14%
<b>% with terminal degree</b>	100%	92%
<b>% Tenured</b>	60%	68%
<b>Avg # of Years at BSC</b>	7	13
<b>Average Age</b>	46	51
<b>% part-time (based on FTE)</b>	16%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	0	0	0	0	0	0	0	0	0	0
<b>Upper</b>	0	0	0	0	0	0	0	0	0	0
<b>Grad</b>	8	6	8	0	0	22	14	13	323	1035
<b>Total</b>	8	6	8	0	0	22	14	13	323	1035

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	CNED	BSC
4.2	0.8	5.0	N/A	86.3	86.3	17.3	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

## ELEMENTARY AND EARLY CHILDHOOD EDUCATION FALL 2003

**Concentrations:** Elementary Education, Elementary/Special Education, Early Childhood Education, Teacher Certification in Elementary Education, Teacher Certification in Early Childhood Education, and Reading Specialist  
**Chairperson:** Nancy Witherell

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	3	120	11	151

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	64	15	79
<b>Female</b>	1041	243	1284
<b>Total</b>	1105	258	1363
<b>% Female</b>			
<b>ELED</b>	92%	94%	94%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>ELED</b>	4%	2%	3%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A
<b>Total</b>	N/A	N/A	N/A

Full-time Faculty***	Men	Women
<b>Professors</b>	4	3
<b>Associates Professors</b>	1	2
<b>Assistant Professors</b>	2	1
<b>Instructors</b>	0	0
<b>Total</b>	7	6
	ELED	BSC
<b>% Women</b>	46%	43%
<b>% Faculty of Color</b>	0%	14%
<b>% with terminal degree</b>	100%	92%
<b>% Tenured</b>	77%	68%
<b>Avg # of Years at BSC</b>	12	13
<b>Average Age</b>	56	51
<b>% part-time (based on FTE)</b>	26%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	1	3	4	0	0	8	20	0	156	468
<b>Upper</b>	6	9	19	0	0	34	19	85	726	2583
<b>Grad</b>	3	4	6	0	0	13	17	32	258	749
<b>Total</b>	10	16	29	0	0	55	19	117	1140	3800

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	ELED	BSC
11.9	4.2	16.1	124.6	153.6	278.2	17.3	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# MOVEMENT ARTS, HEALTH PROMOTION & LEISURE STUDIES

## FALL 2003

**Concentrations:** Athletic Training, Coaching, Exercise Science/Health Fitness, Health Education, Motor Development, Physical Education, Recreation, Recreation and Fitness Club Administration, and Teacher Certification in Physical Education

**Chairperson:** Robert Haslam

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	54	59	5	20

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	247	20	267
<b>Female</b>	247	29	276
<b>Total</b>	494	49	543
<b>% Female</b>			
<b>MOVE</b>	50%	59%	51%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>MOVE</b>	7%	0%	6%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	10	N/A	10
<b>Female</b>	14	N/A	14
<b>Total</b>	24	N/A	24

Full-time Faculty***	Men	Women
<b>Professors</b>	6	2
<b>Associates Professors</b>	3	1
<b>Assistant Professors</b>	0	3
<b>Instructors</b>	1	1
<b>Total</b>	10	7
	<b>MOVE</b>	<b>BSC</b>
<b>% Women</b>	41%	43%
<b>% Faculty of Color</b>	6%	14%
<b>% with terminal degree</b>	77%	92%
<b>% Tenured</b>	88%	68%
<b>Avg # of Years at BSC</b>	17	13
<b>Average Age</b>	52	51
<b>% part-time (based on FTE)</b>	30%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	9	29	32	2	0	72	19	0	1391	2353
<b>Upper</b>	8	19	18	0	1	46	19	35	911	2555
<b>Grad</b>	8	2	1	0	0	11	9	10	107	283
<b>Total</b>	25	50	51	2	1	129	18	45	2409	5191

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	MOVE	BSC
15.8	6.7	22.5	307.6	42.4	350.0	15.6	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

## SECONDARY EDUCATION AND PROFESSIONAL PROGRAMS FALL 2003

**Concentrations:** High School, Middle School, Educational Leadership, Instructional Technology, Library Media, School Business Administrator, Supervisor/Director, School Principal/Assistant Principal, and Superintendent/Assistant Superintendent

**Chairperson:** Lynne Yeamans

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	N/A	N/A	43	91

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	N/A	95	95
<b>Female</b>	N/A	155	155
<b>Total</b>	N/A	250	250
<b>% Female</b>			
<b>SEPP</b>	N/A	62%	62%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>SEPP</b>	N/A	3%	3%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	68	N/A	68
<b>Female</b>	150	N/A	150
<b>Total</b>	218	N/A	218

Full-time Faculty***	Men	Women
<b>Professors</b>	1	1
<b>Associates Professors</b>	0	1
<b>Assistant Professors</b>	1	5
<b>Instructors</b>	0	0
<b>Total</b>	2	7
	SEPP	BSC
<b>% Women</b>	78%	43%
<b>% Faculty of Color</b>	22%	14%
<b>% with terminal degree</b>	100%	92%
<b>% Tenured</b>	22%	68%
<b>Avg # of Years at BSC</b>	7	13
<b>Average Age</b>	53	51
<b>% part-time (based on FTE)</b>	37%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Note: Students preparing for secondary education certification choose a liberal arts major; secondary education is their minor. "Majors" are degree-seeking students.

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	2	5	6	20	0	33	30	0	994	1258
<b>Upper</b>	7	2	2	0	0	11	11	12	130	492
<b>Grad</b>	17	12	10	0	0	39	14	59	603	1977
<b>Total</b>	26	19	18	20	0	83	20	71	1727	3727

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	SEPP	BSC
8.3	4.9	13.2	97.5	188.5	286.0	21.7	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# SPECIAL EDUCATION AND COMMUNICATION DISORDERS

## FALL 2003

**Concentration:** Special Education, Special Education Moderate Needs, Special Education Intensive Needs, Communication Disorders, Teacher Certification in Moderate and Severe Disabilities

**Chairperson:** Robert MacMillan

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	2	35	8	55

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	14	20	34
<b>Female</b>	183	100	283
<b>Total</b>	197	120	317
<b>% Female</b>			
<b>SPED</b>	93%	83%	89%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>SPED</b>	2%	1%	2%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	0	N/A	0
<b>Female</b>	4	N/A	4
<b>Total</b>	4	N/A	4

Full-time Faculty***	Men	Women
<b>Professors</b>	1	3
<b>Associates Professors</b>	2	1
<b>Assistant Professors</b>	0	1
<b>Instructors</b>	0	0
<b>Total</b>	3	5
	SPED	BSC
<b>% Women</b>	63%	43%
<b>% Faculty of Color</b>	13%	14%
<b>% with terminal degree</b>	100%	92%
<b>% Tenured</b>	75%	68%
<b>Avg # of Years at BSC</b>	10	13
<b>Average Age</b>	52	51
<b>% part-time (based on FTE)</b>	15%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	0	4	9	3	0	16	24	0	385	1155
<b>Upper</b>	7	2	2	0	0	11	12	16	149	465
<b>Grad</b>	5	7	8	0	0	20	18	1	354	1065
<b>Total</b>	12	13	19	3	0	47	19	17	888	2685

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	SPED	BSC
7.8	1.4	9.2	101.2	97.0	198.2	21.5	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# ACCOUNTING AND FINANCE

## FALL 2003

**Concentrations:** Accounting and Finance

**Chairperson:** Carleton Donchess

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	24	28	N/A	N/A

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	153	N/A	153
<b>Female</b>	192	N/A	192
<b>Total</b>	345	N/A	345
<b>% Female</b>			
<b>ACFI</b>	56%	N/A	56%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>ACFI</b>	11%	N/A	11%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	24	N/A	24
<b>Female</b>	22	N/A	22
<b>Total</b>	46	N/A	46

Full-time Faculty***	Men	Women
<b>Professors</b>	4	1
<b>Associates Professors</b>	0	0
<b>Assistant Professors</b>	1	2
<b>Instructors</b>	0	0
<b>Total</b>	5	3
	ACFI	BSC
<b>% Women</b>	38%	43%
<b>% Faculty of Color</b>	0%	14%
<b>% with terminal degree</b>	88%	92%
<b>% Tenured</b>	63%	68%
<b>Avg # of Years at BSC</b>	13	13
<b>Average Age</b>	55	51
<b>% part-time (based on FTE)</b>	30%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	0	1	3	9	1	14	33	0	456	1368
<b>Upper</b>	2	7	12	5	3	29	27	6	779	2409
<b>Grad</b>	0	1	1	0	0	2	20	0	39	117
<b>Total</b>	2	9	16	14	4	45	28	6	1274	3894

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	ACFI	BSC
7.6	3.3	10.9	236.2	23.3	259.5	23.8	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# AVIATION SCIENCE FALL 2003

**Concentrations:** Airport Management, Aviation Management, and Flight Training

**Chairperson:** Michael Farley

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	19	3	N/A	N/A

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	196	N/A	196
<b>Female</b>	26	N/A	26
<b>Total</b>	222	N/A	222
<b>% Female</b>			
<b>AVSC</b>	12%	N/A	12%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>AVSC</b>	10%	N/A	10%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	2	N/A	2
<b>Female</b>	2	N/A	2
<b>Total</b>	4	N/A	4

Full-time Faculty***	Men	Women
<b>Professors</b>	0	0
<b>Associates Professors</b>	0	0
<b>Assistant Professors</b>	3	1
<b>Instructors</b>	0	0
<b>Total</b>	3	1
	AVSC	BSC
<b>% Women</b>	25%	43%
<b>% Faculty of Color</b>	0%	14%
<b>% with terminal degree</b>	100%	92%
<b>% Tenured</b>	75%	68%
<b>Avg # of Years at BSC</b>	6	13
<b>Average Age</b>	50	51
<b>% part-time (based on FTE)</b>	12%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	2	1	2	0	0	5	17	82	161	618
<b>Upper</b>	1	5	1	0	0	7	16	19	138	401
<b>Grad</b>	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	3	6	3	0	0	12	17	101	299	1019

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	AVSC	BSC
3.0	0.4	3.4	66.6	0.5	67.1	19.7	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).



# ECONOMICS FALL 2003

**Chairperson:** Margaret Landman

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	8	8	N/A	N/A

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	34	N/A	34
<b>Female</b>	7	N/A	7
<b>Total</b>	41	N/A	41
<b>% Female</b>			
<b>ECON</b>	17%	N/A	17%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>ECON</b>	22%	N/A	22%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	0	N/A	0
<b>Female</b>	1	N/A	1
<b>Total</b>	1	N/A	1

Full-time Faculty***	Men	Women
<b>Professors</b>	2	1
<b>Associates Professors</b>	0	0
<b>Assistant Professors</b>	2	0
<b>Instructors</b>	0	0
<b>Total</b>	4	1
	ECON	BSC
<b>% Women</b>	20%	43%
<b>% Faculty of Color</b>	40%	14%
<b>% with terminal degree</b>	100%	92%
<b>% Tenured</b>	80%	68%
<b>Avg # of Years at BSC</b>	14	13
<b>Average Age</b>	52	51
<b>% part-time (based on FTE)</b>	31%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	0	3	3	7	5	18	33	0	594	1782
<b>Upper</b>	0	2	0	1	0	3	20	3	63	189
<b>Grad</b>	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	5	3	8	5	21	31	3	657	1971

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	ECON	BSC
4.0	1.8	5.8	122.0	1.3	123.3	21.3	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# MANAGEMENT FALL 2003

**Concentrations:** General Management, Information Systems Management, Energy and Environmental Resources Management, Global Management, Marketing, and Transportation

**Chairperson:** Mercer Fellouris

2003 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	64	70	6	4

Enrollment*	Under-grads	Grads	Total
<b># of majors</b>			
<b>Male</b>	403	28	431
<b>Female</b>	338	33	371
<b>Total</b>	741	61	802
<b>% Female</b>			
<b>MGMT</b>	46%	54%	46%
<b>BSC</b>	61%	73%	63%
<b>% Students of Color**</b>			
<b>MGMT</b>	12%	3%	11%
<b>BSC</b>	8%	3%	7%
<b># of minors</b>			
<b>Male</b>	28	N/A	28
<b>Female</b>	44	N/A	44
<b>Total</b>	72	N/A	72

Full-time Faculty***	Men	Women
<b>Professors</b>	3	3
<b>Associates Professors</b>	1	2
<b>Assistant Professors</b>	2	0
<b>Instructors</b>	0	0
<b>Total</b>	6	5
	MGMT	BSC
<b>% Women</b>	46%	43%
<b>% Faculty of Color</b>	9%	14%
<b>% with terminal degree</b>	100%	92%
<b>% Tenured</b>	73%	68%
<b>Avg # of Years at BSC</b>	12	13
<b>Average Age</b>	59	51
<b>% part-time (based on FTE)</b>	24%	32%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
<b>Lower</b>	0	2	4	14	0	20	31	0	620	1860
<b>Upper</b>	2	12	6	3	0	23	20	6	467	1473
<b>Grad</b>	2	5	3	0	0	10	16	0	158	474
<b>Total</b>	4	19	13	17	0	53	23	6	1245	3807

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	MGMT	BSC
10.0	3.1	13.1	217.4	40.5	257.9	19.7	20.6

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

## Glossary of Terms

**Academic Year** - Consecutive fall and spring semesters. For example: AY 03-04 refers to the interval from Fall 2003 to Spring 2004.

**Accepted** - Admitted by the institution.

**Census Date** - Date on which official enrollment data are extracted from the student information system. This generally occurs in the fourth week of the semester.

**Class** - Alumni who graduated in a fiscal year (between July 1 in one year and June 30 in the next year). For example, a student graduating between July 1, 2003 and June 30, 2004 belongs to the class of '04.

**Cohort** - All students who entered the institution at the same time; usually designated by matriculation year.

**Cumulative GPA** - The grade point average calculated on all work completed at BSC.

**Enrolled** - Registered at time of semester census date.

**First-Time Freshmen** - Freshmen attending any college for the first time, including those with Advanced Placement credit and those who have earned college credits prior to high school graduation and/or during summer session between high school and college matriculation.

**Fiscal Year** - Funding year that includes July 1 through June 30. For example: FY 2004 refers to the fiscal year from July 1, 2003 through June 30, 2004.

**Freshman** - An enrolled student with fewer than 24 accumulated credit hours.

**Full-Time Equivalent (FTE) Enrollment** - Full-time equivalent enrollment is based on the following formula:  $\text{Undergraduate FTE} = \frac{\text{semester credit hours}}{15}$ ;  $\text{Graduate FTE} = \frac{\text{semester credit hours}}{12}$ .

**Full-Time Equivalent Faculty** - Each full-time faculty member is counted as one FTE; however, adjustments are made for alternative responsibilities. For part-time faculty,  $\text{FTE faculty} = \frac{\text{total credit hours}}{15}$ .

**Full-Time Faculty/Staff** - Faculty/staff employed 100% time; faculty on annual sabbatical leave not included.

**Full-Time Student** - Undergraduates: Students registered for 12 or more credit hours at the census date; Graduate Students: Students registered for 9 or more credit hours at the census date.

**Graduate Division** - Courses numbered 500 and above.

**Gross Square Feet (GSF)** - The sum of all areas on all floors of a building included within the outside faces of its exterior walls, including floor penetration areas, however insignificant, for circulation and shaft areas that connect one floor to another.

**HEIRS** – The Higher Education Information Resource System is a data warehouse developed by the Massachusetts Board of Higher Education.

**Junior** - An enrolled student with 54.0 - 83.5 accumulated credit hours.

**Lower Division** - Courses numbered 000 to 299.

**Matriculated** - Enrolled in a degree program.

**Monograph** - A separate treatise on a single subject or class of subjects or on one person, usually detailed in treatment but not extensive in scope and often containing bibliographies.

**Need-Based Financial Aid** - Aid in the form of scholarships, grants, loans, and student employment awarded to students on the basis of demonstrated financial need.

**Net Assignable Square Feet (NASF)** - The sum of all areas on all floors of a building assigned to, or available for assignment to, an occupant or specific use.

**Non-Matriculated** - Not enrolled in a degree program

**Non-Need Based Financial Aid** - Aid in the form of scholarships, grants, loans, and student employment not based on demonstrated financial need.

**Non-Resident** - A student paying out-of-state tuition.

**Net Square Feet (NSF)** - The sum of all areas on all floors of a building assigned to, or available for assignment to, an occupant or specific use, or necessary for the general operation of a building.

**Part-Time Student** - Undergraduates: Students registered for fewer than 12 credit hours at the census date; Graduate Students: Students registered for fewer than 9 credit hours at the census date.

**Residency** - Either in-state or out-of-state, determined for tuition purposes.

**Resident** - A student paying in-state tuition.

**Retention Rate** - The percentage of students enrolled from fall semester to fall semester.

**SAT Score** - Scholastic Aptitude Test score.

**Senior** - An enrolled student with at least 84 accumulated credit hours.

**Serial** - Any publication issued in successive parts appearing at intervals--usually regular ones--and as a rule intended to be continued indefinitely. The term includes periodicals, newspapers,

annuals, numbered monographic series, and the proceedings, transactions, and memoirs of societies.

**Sophomore** - An enrolled student with 24.0 - 53.5 accumulated credit hours.

**Student Credit Hour (SCH)** - The sum of credits attempted by students enrolled in a course as of the census date.

**Student Faculty Ratio** - The ratio of student FTE to faculty FTE.

**Staff** - Non-faculty appointments including executive, professional secretarial/clerical positions, technical/paraprofessional positions, skilled crafts, and service maintenance positions.

**Student Level** - An indication of a student's progress toward a degree: freshman, sophomore, junior, senior, unclassified.

**Titles** - The number of bibliographic records in the library's on-line catalog.

**Transfer Student** - A student who earned 12 or more credits at another higher education institution prior to enrolling at BSC.

**Unclassified** - A non-degree seeking student who cannot be classified into a student level because he or she is not pursuing a degree.

**Undeclared** - A student who has not specified a major program.

**Upper Division** - Courses numbered 300-499.

**Volumes** - The number of item records in the library's on-line catalog.