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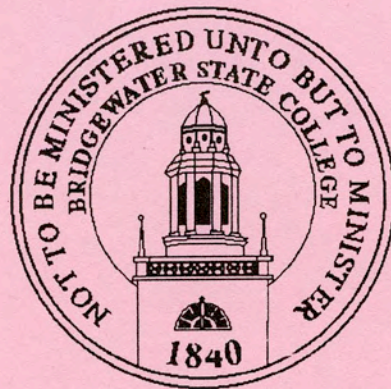
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Selected Institutional Characteristics

Bridgewater State College
Academic Year, 1996-1997



Office of Institutional Research and
Assessment



Bridgewater State College

OFFICE OF THE PRESIDENT
BOYDEN HALL
BRIDGEWATER STATE COLLEGE
BRIDGEWATER, MASSACHUSETTS 02325
(508) 697-1201
(508) 697-1707 FAX

September 1997

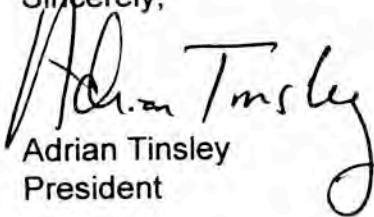
Dear Reader:

I am very pleased to present to you the sixth annual report of the Office of Institutional Research and Assessment, *Selected Institutional Characteristics*. I believe you will find this newer, updated version is clear, concise and easy to read. I would like to extend my thanks to Dr. Patricia O'Brien, Director of the Office of Institutional Research and Assessment, and her assistant, Ms. Mary Elizabeth Muckenthaler, for their outstanding effort in preparing this report.

This document is designed to provide a profile of the campus and its students, faculty, and staff. 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,



Adrian Tinsley
President

bek

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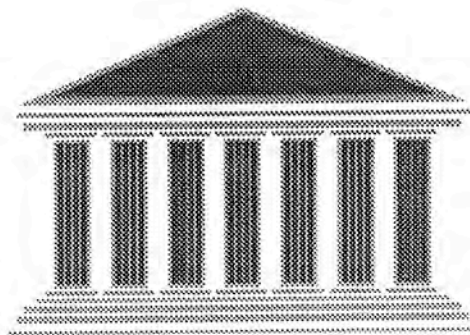
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Administration

August 1997



Office of Institutional Research and
Assessment

Massachusetts Board of Higher Education
August, 1997

James F. Carlin, Chairman
Jane C. Edmonds, Vice Chair
Woolsey S. Conover
Tamara P. Davis
M. Howard Jacobson
Catherine Wilder Labine
Peter Nessen
Michael Sentance
Aaron D. Spencer
Edward T. Sullivan, Jr.
Robert V. Antonucci, *Ex Officio*

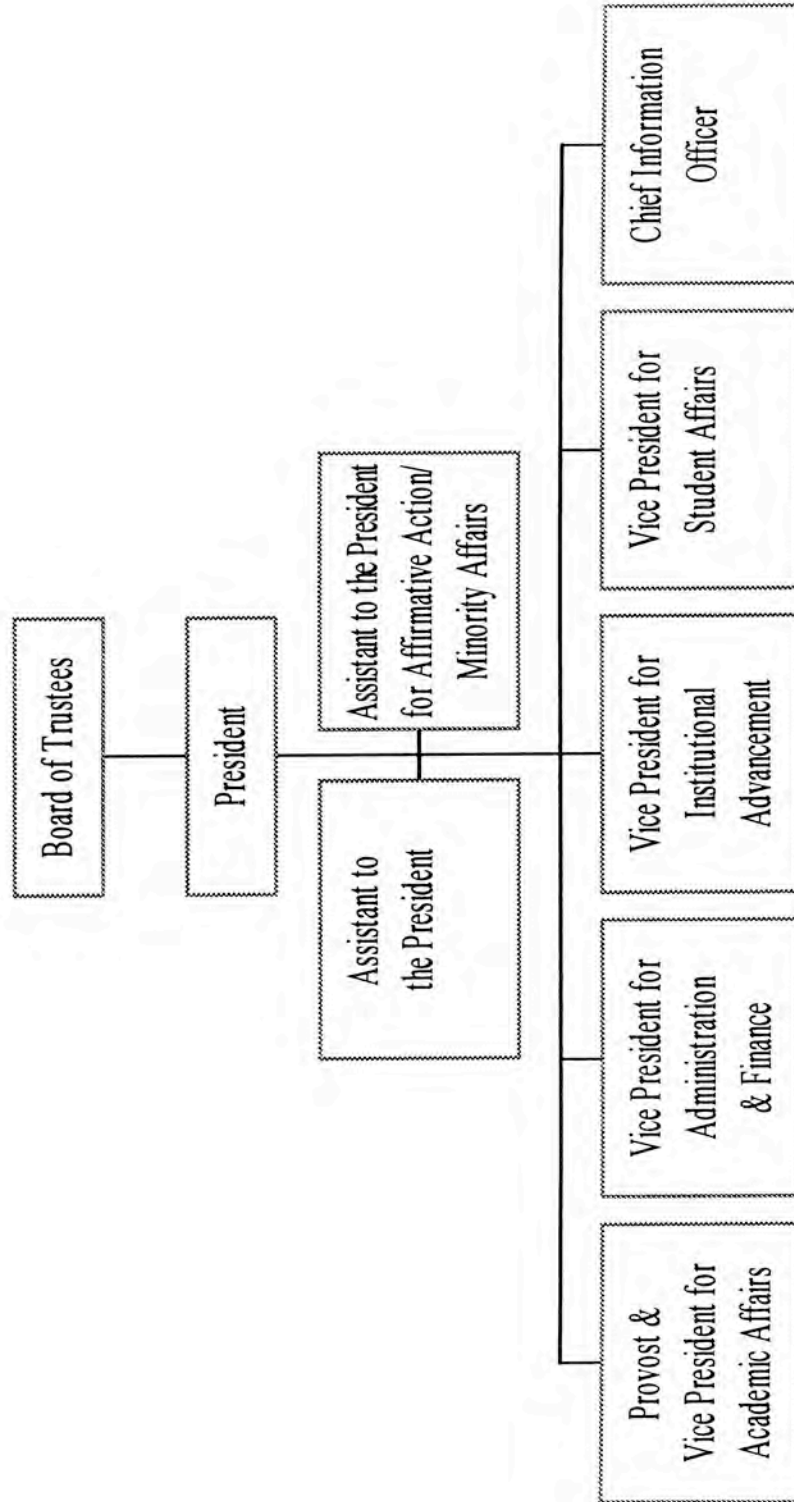
Stanley Z. Koplik, Chancellor

Bridgewater State College Board of Trustees
August, 1997

Eugene J. Durgin, Jr., Chairman
Frederick W. Clark, Jr., J.D., Vice Chairman
Louis M. Ricciardi, Secretary
Charles C. Forman, Ph.D.
David B. Jenkins
Gail M. Leftwich, J.D.
Richard P. Lombardi
Judith Block McLaughlin, Ed.D.
Paul Means
John Rennie
Matthew C. Striggles
Chad Dagraca, Student Trustee

President's Division

August, 1997



President's Division

August, 1997

President

Adrian Tinsley

Assistant to the President

Pamela Parsons

Assistant to the President for
Affirmative Action and Minority Affairs

Alan Comedy

Provost and Vice President for Academic Affairs

Ann Lydecker

Vice President for Administration and Finance

Dana Mohler-Faria

Vice President for Institutional Advancement

Richard Cost

Vice President for Student Affairs

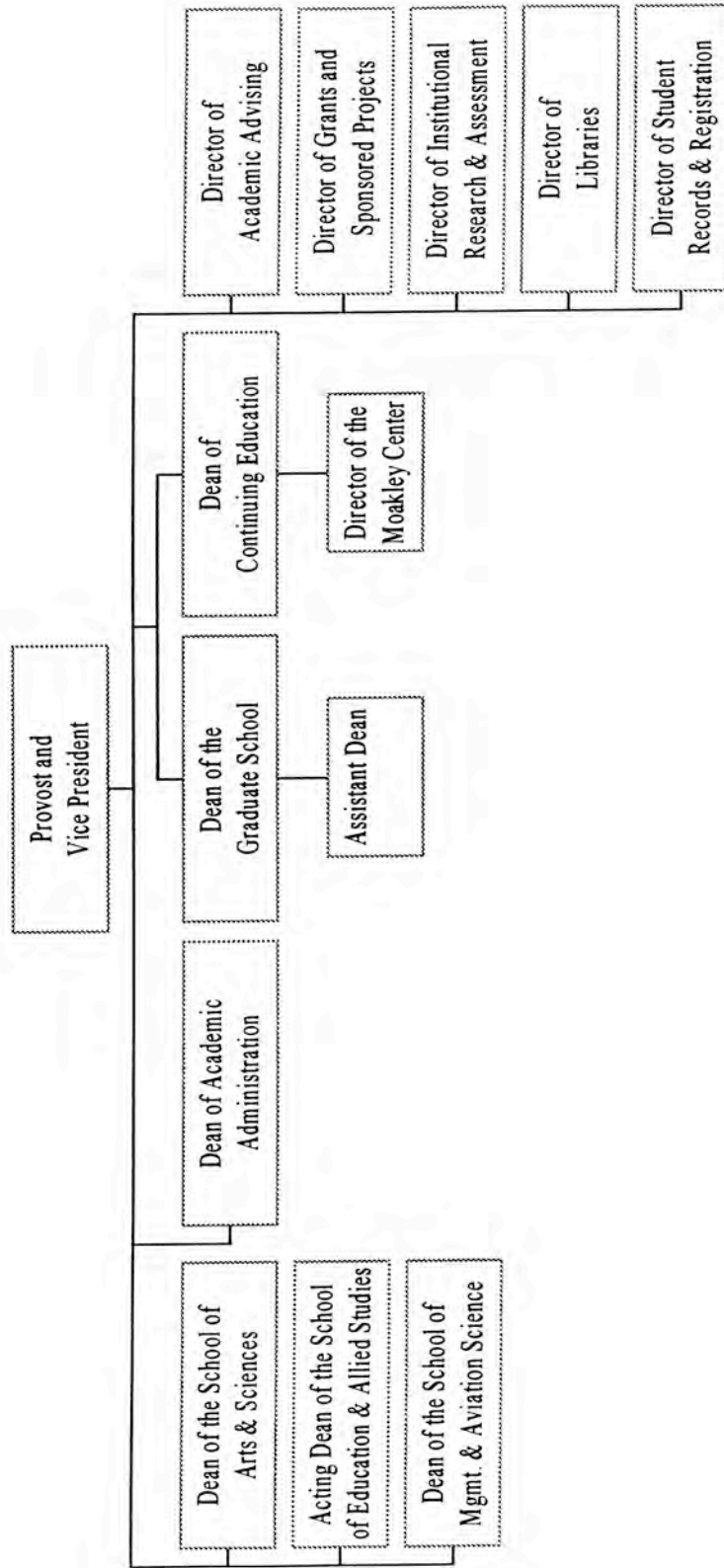
Lynette Willett

Chief Information Officer

Bill Davis

Academic Affairs Division

August, 1997



Academic Affairs Division

August, 1997

| | |
|--|--------------------|
| Provost and Vice President | Ann Lydecker |
| Dean of Academic Administration | Henry Fanning |
| Acting Dean of the School of Education and Allied Studies | Mary Lou Thornburg |
| Dean of the School of Management and Aviation Science | Laurence Richards |
| Dean of the School of Arts & Sciences | Howard London |
| Dean of the Graduate School | Marilyn Barry |
| Assistant Dean of the Graduate School | Paul Wright |
| Dean of Continuing Education | Kerry Kerber |
| Director of the Moakley Center | Mary Fuller |
| Director of Academic Advising | Thomas Walsh |
| Director of Grants & Sponsored Projects | Frances Jeffries |
| Director of Institutional Research & Assessment | Patricia O'Brien |
| Director of Libraries | David Carlson |
| Director of Student Records & Registration | Steven Seligman |

Academic Department Chairpersons

August, 1997

School of Arts and Sciences

| | |
|---|-------------------------------|
| Art | John Heller |
| Biological Sciences | John Jahoda |
| Chemical Sciences | Henry Daley |
| Communication Studies and Theatre Arts | Nancy Street |
| Earth Sciences & Geography | Reed Stewart |
| Economics | Anthony Cicerone |
| English | Iain Crawford |
| Foreign Languages | Atandra Mukhopadhyay (Acting) |
| History | Jean Stonehouse |
| Mathematics & Computer Science | Gail Price |
| Music | Arthur Dirks (Acting) |
| Philosophy | Steven Sanders |
| Physics | George Weygand |
| Political Science | Michael Kryzanek |
| Psychology | Ruth Hannon |
| Social Work | Rebecca Leavitt |
| Sociology & Anthropology | Donald Armfield |

Academic Department Chairpersons

August, 1997

School of Education and Allied Studies

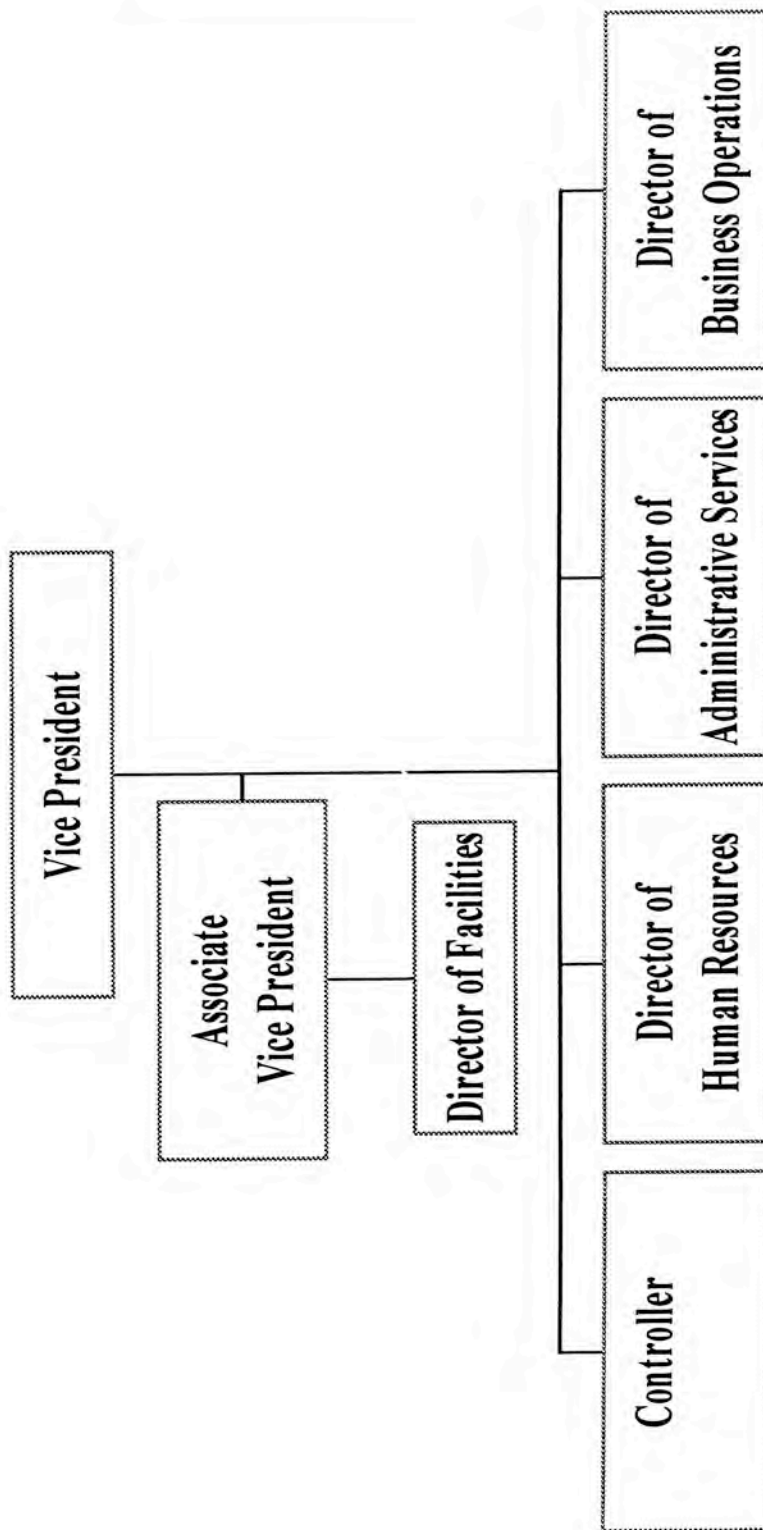
| | |
|--|----------------------|
| Acting Principal, Burnell Laboratory School | Marsha Glynn |
| Elementary and Early Childhood Education | John Marvelle |
| Secondary Education and Professional Programs | Mary Frances Zilonis |
| Movement Arts, Health Promotion and Leisure Studies | Marcia K. Anderson |
| Special Education | Lisa Battaglinio |

School of Management and Aviation Science

| | |
|------------------------|-------------------|
| Accounting and Finance | Carleton Donchess |
| Aviation Science | Veronica Cote |
| Management | Mercer Fellouris |

Administration & Finance Division

August, 1997



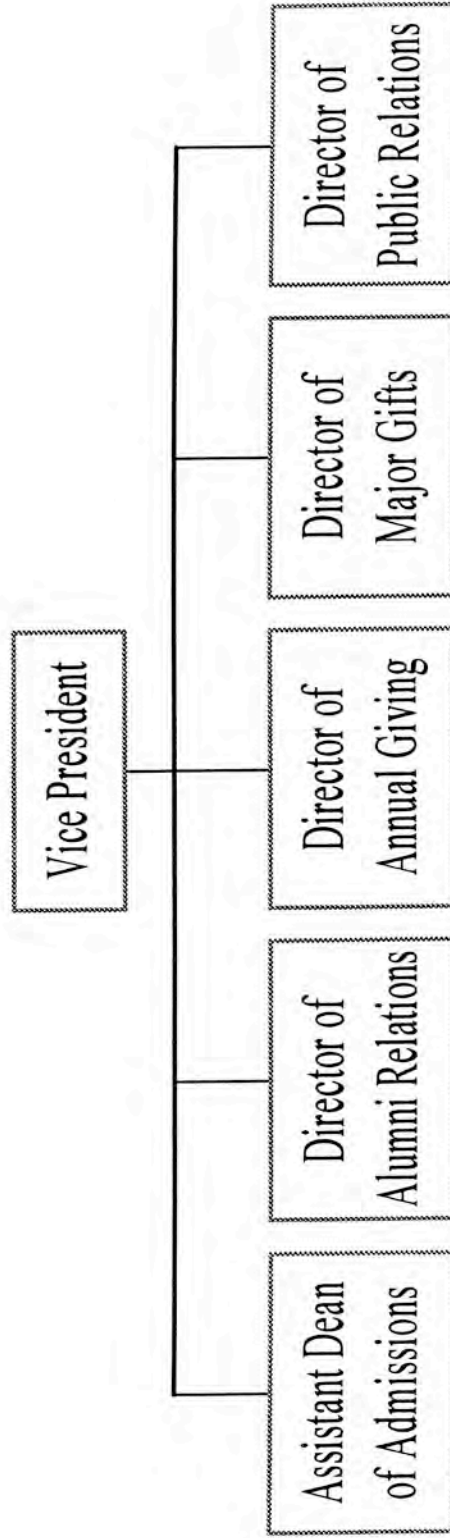
Administration and Finance Division

August, 1997

| | |
|-------------------------------------|-------------------|
| Vice President | Dana Mohler-Faria |
| Associate Vice President | Miguel Gomes |
| Director of Facilities | Dennis Maguy |
| Controller | Kim Doughty |
| Director of Human Resources | Nancy Ferguson |
| Director of Administrative Services | David Morwick |
| Director of Business Operations | John Budron |

Institutional Advancement Division

August, 1997



Institutional Advancement Division

August, 1997

Vice President

Richard Cost

Assistant Dean of Admissions

James Plotner

Director of Annual Giving

Karen Cooper

Director of Alumni Relations

Mary Tiernan

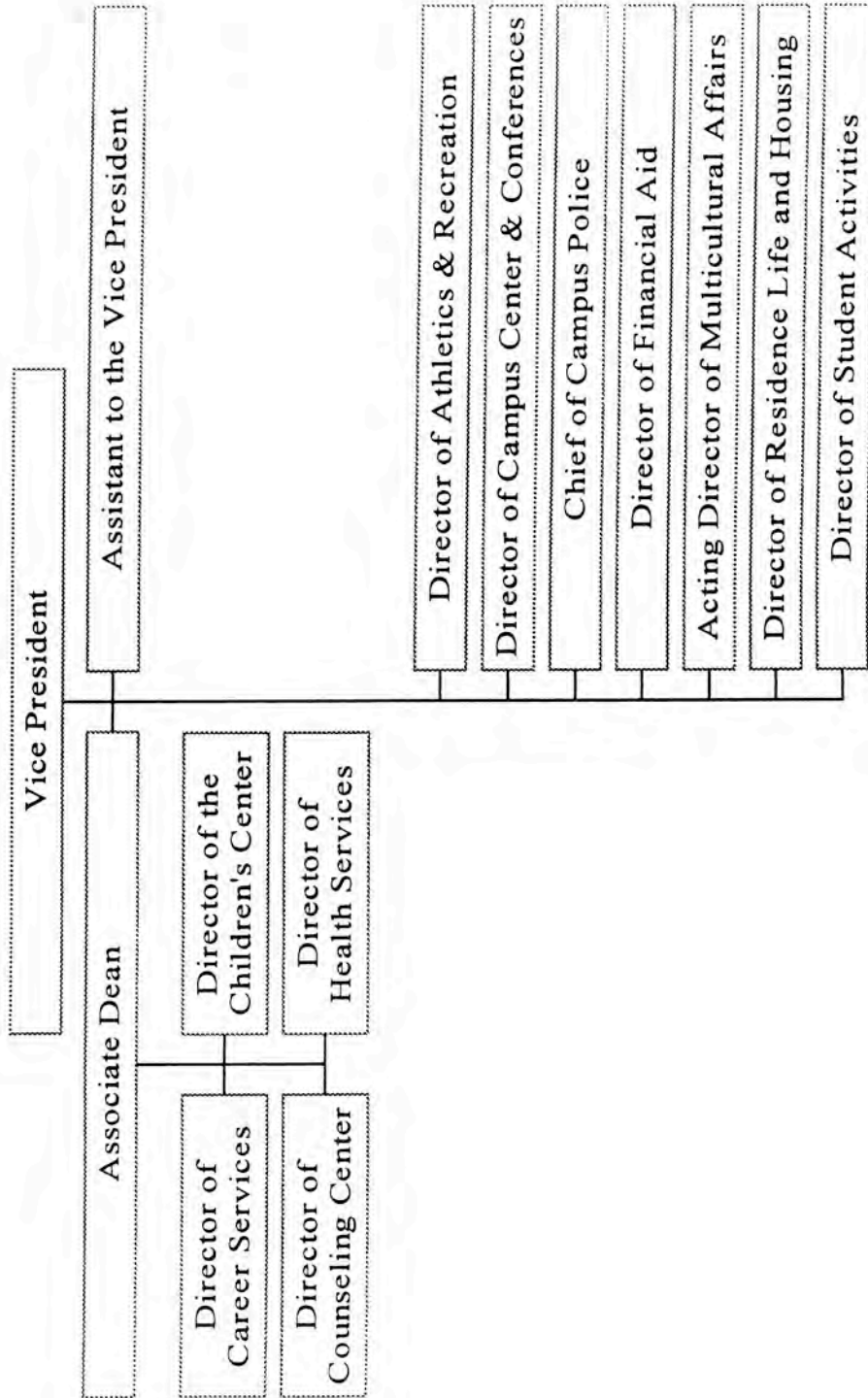
Director of Public Affairs

Marie Murphy

Director of Major Gifts

Michelle Stuart

Student Affairs Division August, 1997



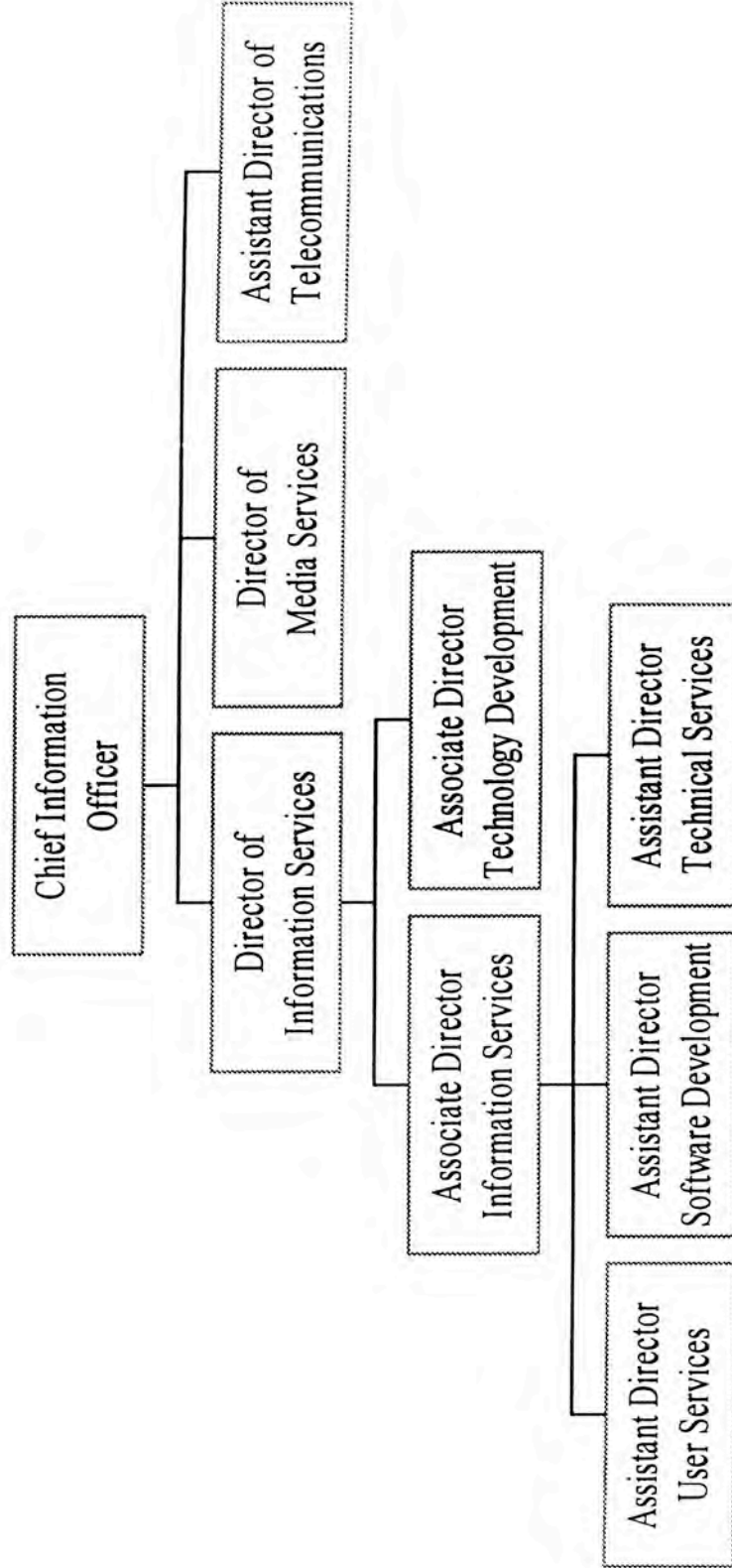
Student Affairs Division

August, 1997

| | |
|--|---------------------|
| Vice President | Lynette Willett |
| Assistant to the Vice President | [Vacant] |
| Associate Dean of Student Affairs | Martha Jones |
| Director of Career Services | Brian Salvaggio |
| Director of the Children's Center | Nancy Clark |
| Director of Counseling Services | Grace Siebert-Larke |
| Director of Health Center | Janice Murphy |
| Director of Athletics & Recreation | John Harper |
| Director of Campus Center & Conferences | Catherine Holbrook |
| Chief of Campus Police | David Tillinghast |
| Director of Financial Aid | Doreen Rose |
| Acting Director of Multicultural Affairs | Karen Johnson |
| Director of Residence Life & Housing | Anthony Esposito |
| Director of Student Activities | Carolyn Carey |

Information Technology Division

August, 1997



Information Technology Division

August, 1997

Chief Information Officer

Bill Davis

Director of Information Services

Richard Fontaine

Director of Media Service

Glenn Cook

Assistant Director for Telecommunications

Patrick Cronin

Associate Director for Information Services

Tamara Anderson

Associate Director for Technology Development

William Singleton

Assistant Director for User Services

Fera Karakaya

Assistant Director for Technical Services

Scott McNeilly

Assistant Director of Software Development

Alice Aguiar

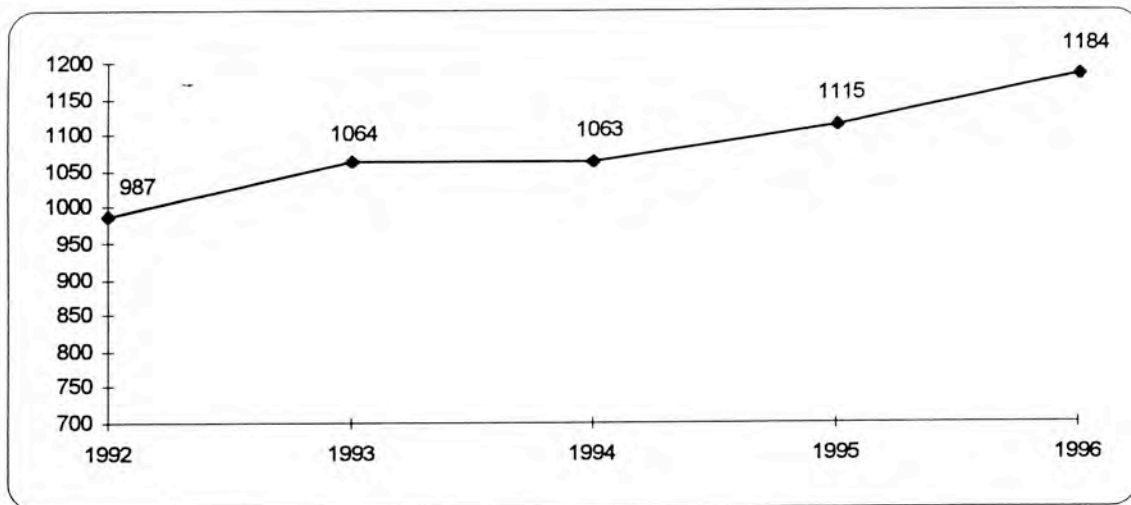
Admissions



Office of Institutional Research and
Assessment

Freshman Admissions Fall 1992-1996

The number of enrolled first-time freshmen has shown a steady increase over the past five years. The number of first-time freshmen in Fall 1996 is 6 percent higher than the number in Fall 1995.



Total Admissions

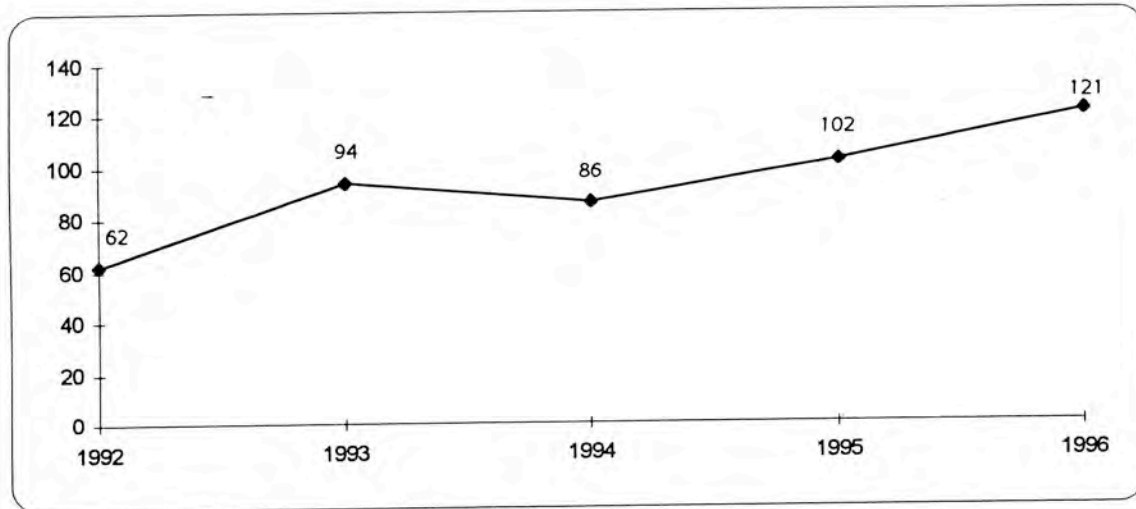
(Note: Selectivity=# accepted/# applied; Yield=# enrolled/# accepted)

| | 1992 | 1993 | 1994 | 1995 | 1996 |
|--------------------|------|------|------|------|------|
| Applied | 4770 | 4915 | 4674 | 4938 | 5043 |
| Accepted | 3311 | 3340 | 3432 | 3461 | 3561 |
| Enrolled | 987 | 1064 | 1063 | 1115 | 1184 |
| Selectivity | 69% | 68% | 73% | 70% | 71% |
| Yield | 30% | 32% | 31% | 32% | 33% |

Source: Office of Institutional Research and Assessment

Minority Freshman Admissions Fall 1992-1996

During the past 5 years, the number of minority first-time freshmen has nearly doubled. From Fall 1995 to Fall 1996, there was an increase of 18 percent.



Total Minority Admissions

(Note: Selectivity=# accepted/# applied; Yield=# enrolled/#accepted)

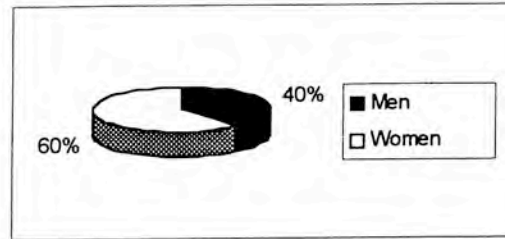
| | 1992 | 1993 | 1994 | 1995 | 1996 |
|--------------------|------|------|------|------|------|
| Applied | 329 | 393 | 431 | 414 | 440 |
| Accepted | 235 | 312 | 302 | 322 | 373 |
| Enrolled | 62 | 94 | 86 | 102 | 121 |
| Selectivity | 71% | 79% | 70% | 78% | 85% |
| Yield | 26% | 30% | 28% | 32% | 32% |

Note: Minority admission figures do not include international students of color.

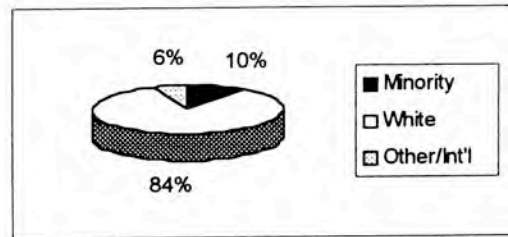
Source: Office of Institutional Research and Assessment

Profile of First-Time Freshmen Fall 1996

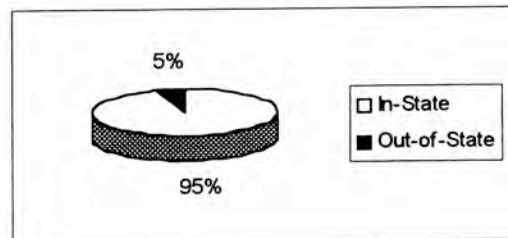
| Gender | Frequency | Percent |
|--------|-----------|---------|
| Male | 471 | 39.8% |
| Female | 713 | 60.2% |



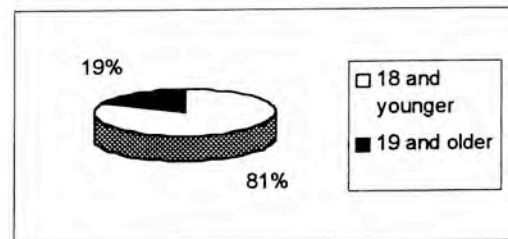
| Ethnicity | Frequency | Percent |
|-----------------|-----------|---------|
| Native American | 2 | 0.2% |
| Asian | 14 | 1.2% |
| Black | 79 | 6.7% |
| Hispanic | 26 | 2.2% |
| White | 996 | 84.1% |
| International | 23 | 1.9% |
| Other | 44 | 3.7% |



| Residence | Frequency | Percent |
|---------------|-----------|---------|
| Massachusetts | 1125 | 95.0% |
| Other N.E. | 34 | 2.9% |
| Other U.S. | 20 | 1.7% |
| International | 5 | 0.4% |



| Age | Frequency | Percent |
|-------|-----------|---------|
| 16-17 | 82 | 6.9% |
| 18 | 881 | 74.4% |
| 19 | 155 | 13.1% |
| 20 | 20 | 1.7% |
| 21-30 | 32 | 2.7% |
| 31+ | 14 | 1.2% |



Source: Office of Institutional Research and Assessment

Distribution of SAT Scores of First-Time Freshmen Fall 1996

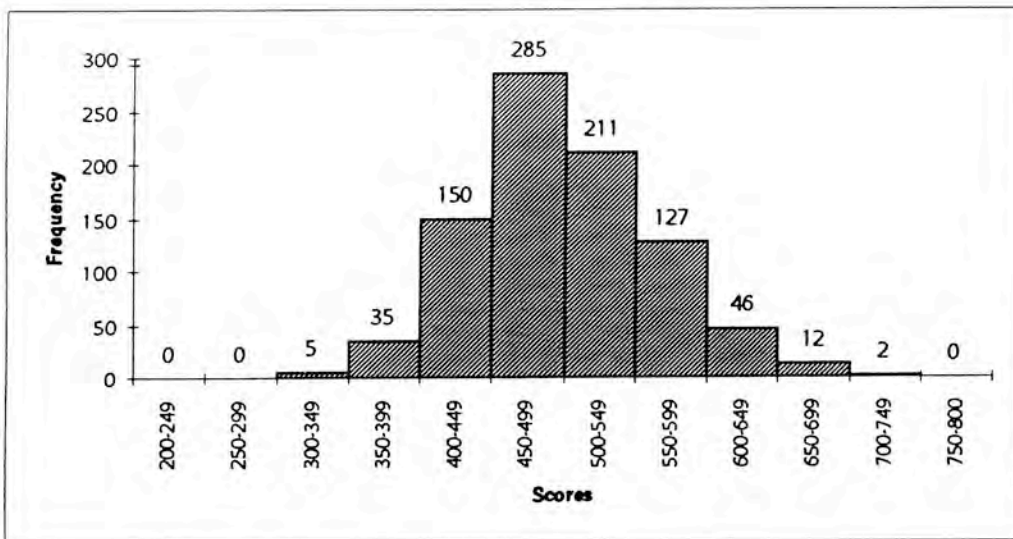
Mean Score (Math): 495

Middle 50% (Math): 450-540

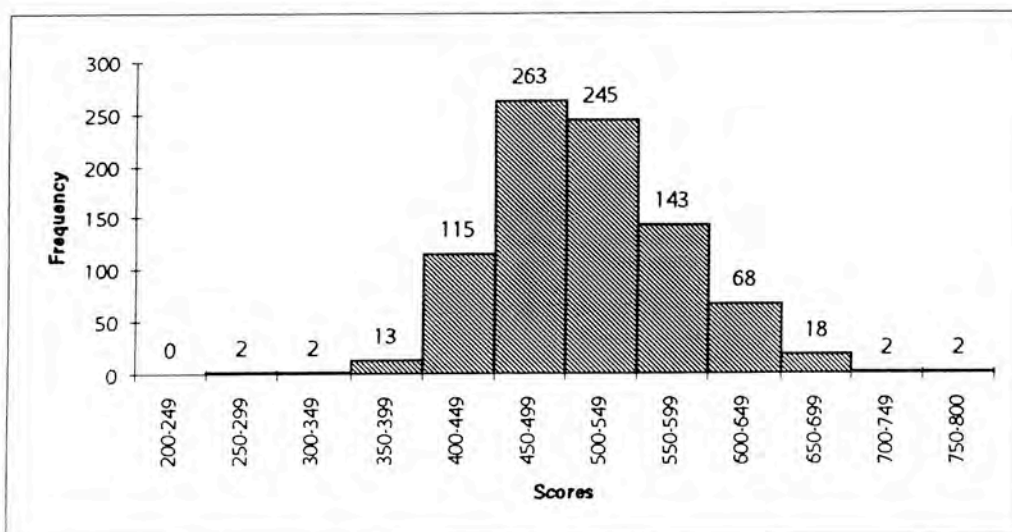
Mean Score (Verbal): 509

Middle 50% (Verbal): 470-550

Math SAT Scores



Verbal SAT Scores

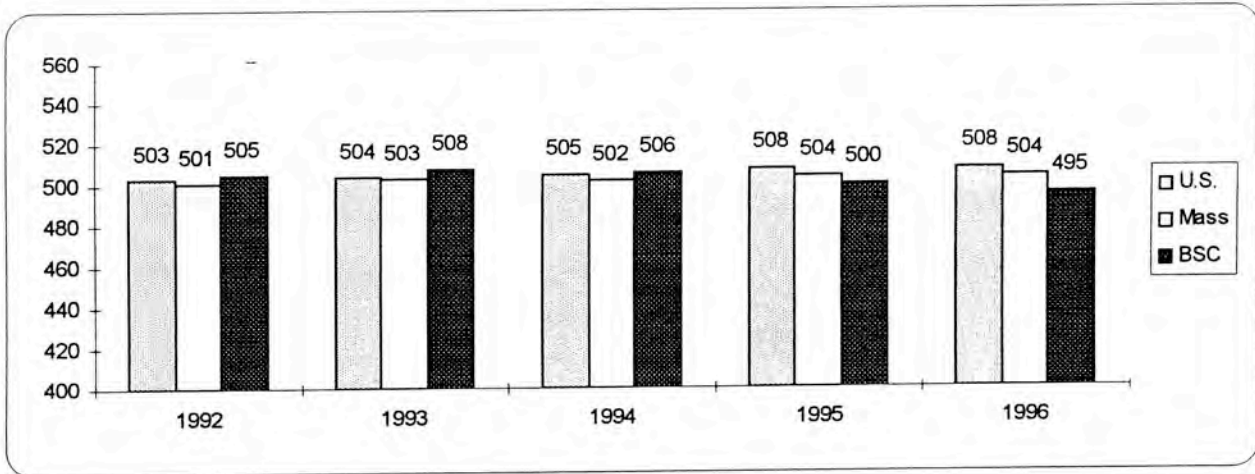


Source: Office of Institutional Research and Assessment

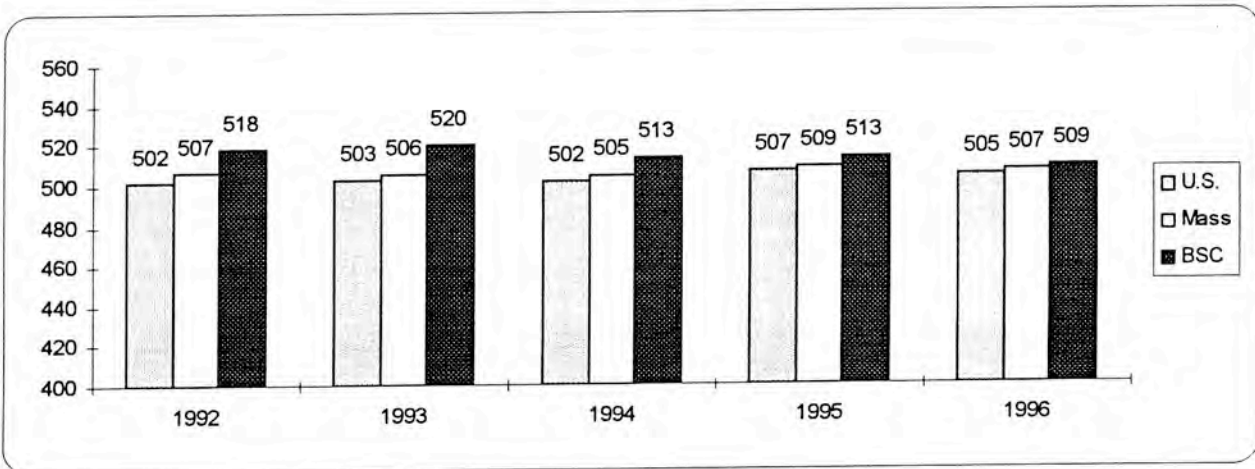
SAT Comparison: BSC/MA/US Fall 1992-1996

For the past 5 years, average SAT scores at BSC have been comparable to national and state averages.

Average Math SAT Scores



Average Verbal SAT Scores



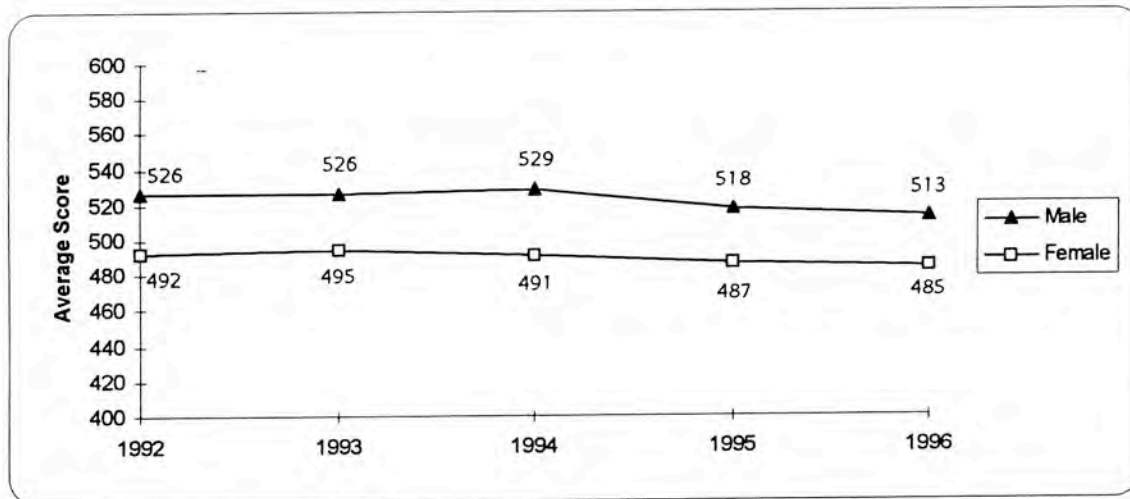
Note: 1992 - 1995 averages have been recentered

Source: Office of Institutional Research and Assessment, College Board

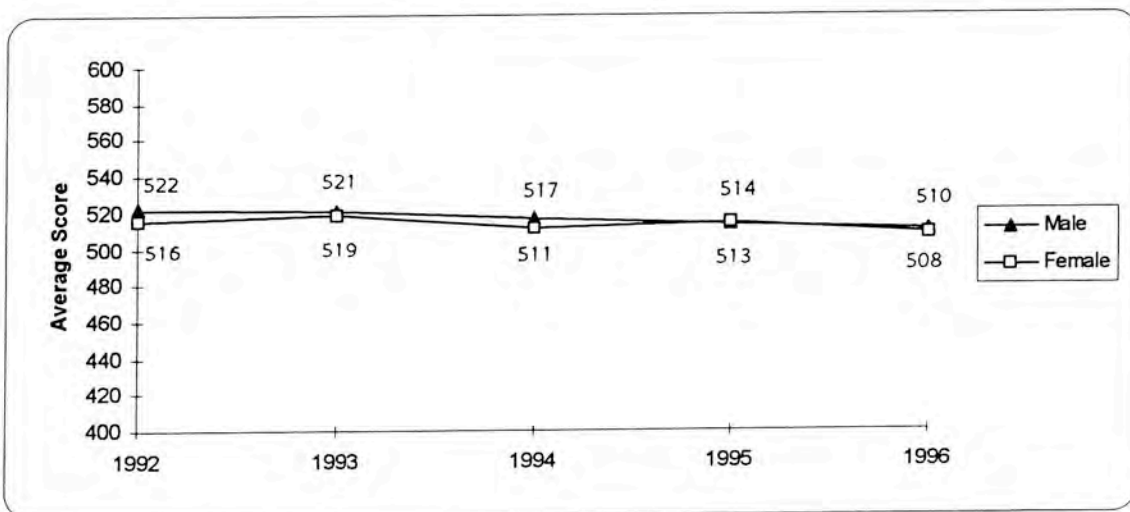
SAT Scores: Comparisons by Gender Fall 1992-1996

Men and women perform equally well on the SAT Verbal test. On average, men score approximately 30 points higher than women on the Math test.

Average Math SAT Scores



Average Verbal SAT Scores



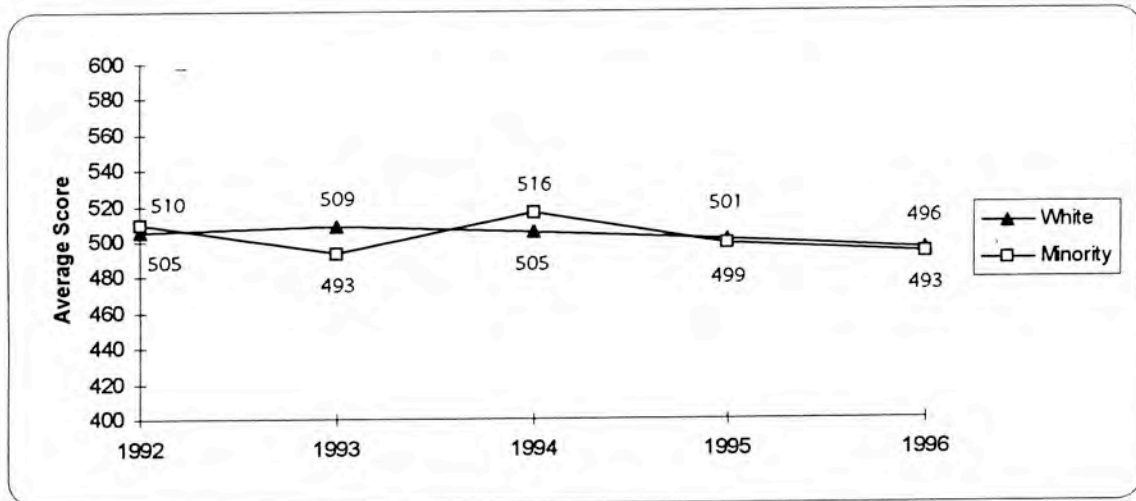
Note: 1992-1995 SAT averages have been recentered.

Source: Office of Institutional Research and Assessment

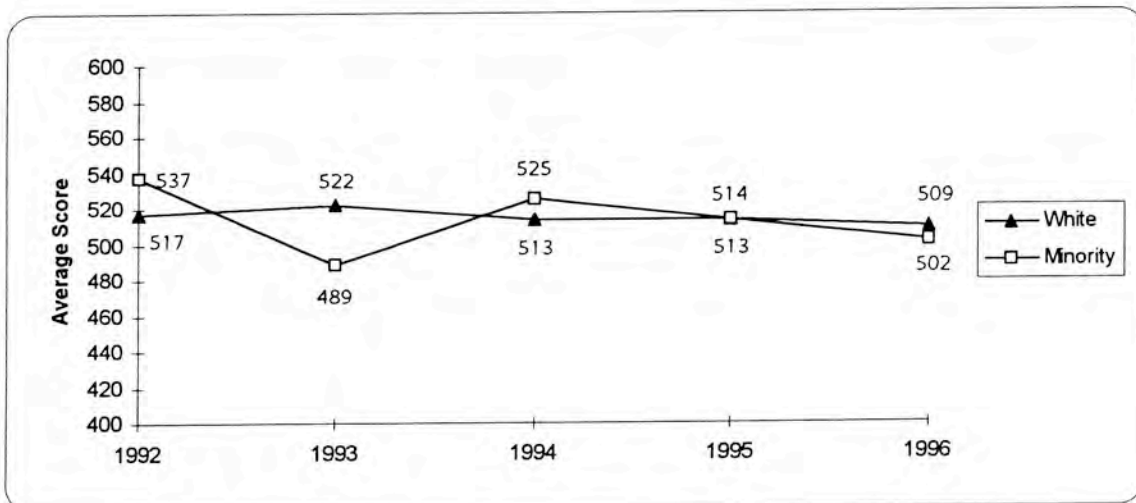
SAT Scores: Comparisons by Race Fall 1992-1996

Average SAT scores for white and minority students have been roughly equal for the past 5 years.

Average Math SAT Scores



Average Verbal SAT Scores

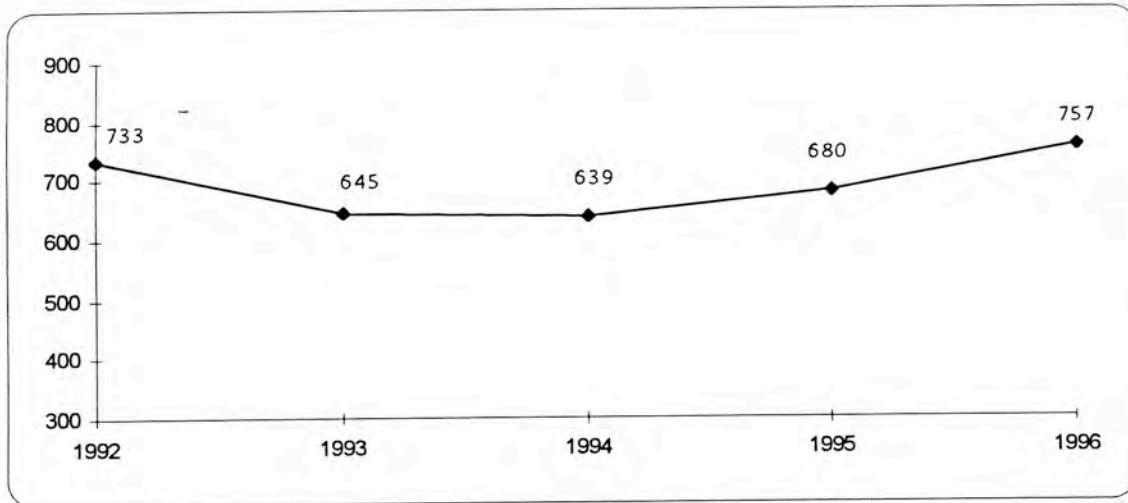


Note: 1992-1995 SAT averages have been recentered.

Source: Office of Institutional Research and Assessment

Transfer Admissions Fall 1992-1996

After a slight decline in the mid-90's, the number of transfer students rose in 1996 to its highest level in 5 years. From Fall 1995 to Fall 1996 the number of transfer students increased by 11 percent.



Transfer Admissions

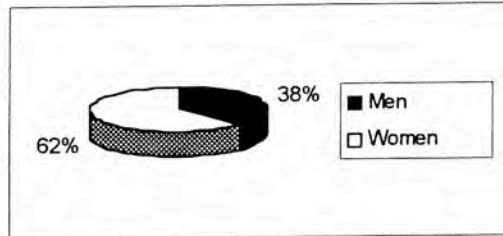
(Note: Selectivity=# accepted/# applied; Yield=# enrolled/# accepted)

| | 1992 | 1993 | 1994 | 1995 | 1996 |
|--------------------|------|------|------|------|------|
| Applied | 1708 | 1670 | 1527 | 1529 | 1581 |
| Accepted | 1385 | 1219 | 1212 | 1217 | 1280 |
| Enrolled | 733 | 645 | 639 | 680 | 757 |
| Selectivity | 81% | 73% | 79% | 80% | 81% |
| Yield | 53% | 53% | 53% | 56% | 59% |

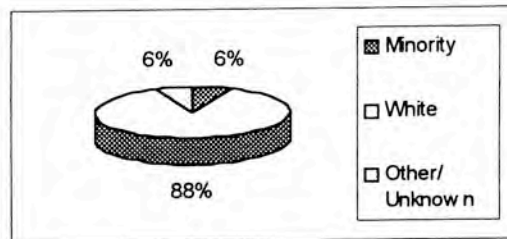
Source: Office of Institutional Research and Assessment

Profile of Transfer Students Fall 1996

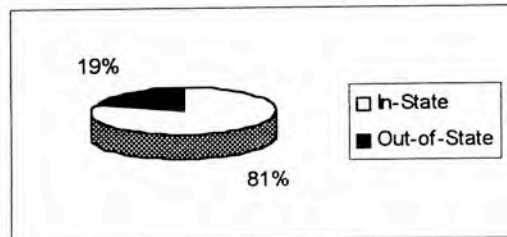
| Gender | Frequency | Percent |
|--------|-----------|---------|
| Male | 285 | 37.6% |
| Female | 472 | 62.4% |



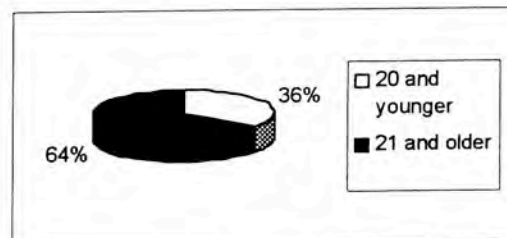
| Ethnicity | Frequency | Percent |
|-----------------|-----------|---------|
| Native American | 3 | 0.4% |
| Asian | 14 | 1.9% |
| Black | 20 | 2.6% |
| Hispanic | 11 | 1.5% |
| White | 662 | 87.5% |
| Other/Unknown | 47 | 6.2% |



| Transfer Institution | Frequency | Percent |
|---|-----------|---------|
| Public In-State | 420 | 55.5% |
| Public Out-of-State | 85 | 11.2% |
| Private In-State | 187 | 24.7% |
| Private Out-of-State | 61 | 8.1% |
| Unknown | 4 | 0.5% |
| <hr/> | | |
| Transfers from Mass. Community Colleges | 268 | 35.4% |



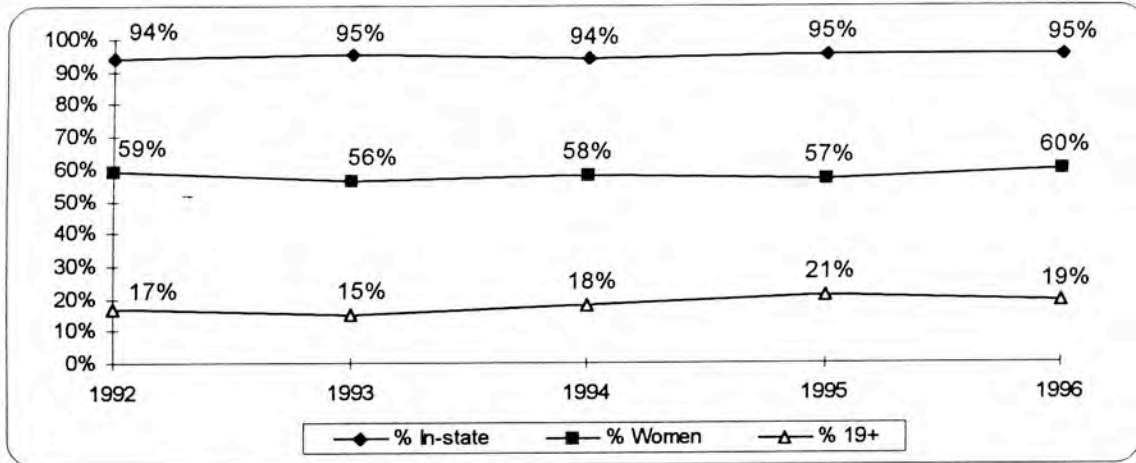
| Age | Frequency | Percent |
|-------|-----------|---------|
| 18 | 12 | 1.6% |
| 19 | 122 | 16.1% |
| 20 | 136 | 18.0% |
| 21-30 | 352 | 46.5% |
| 31+ | 135 | 17.8% |



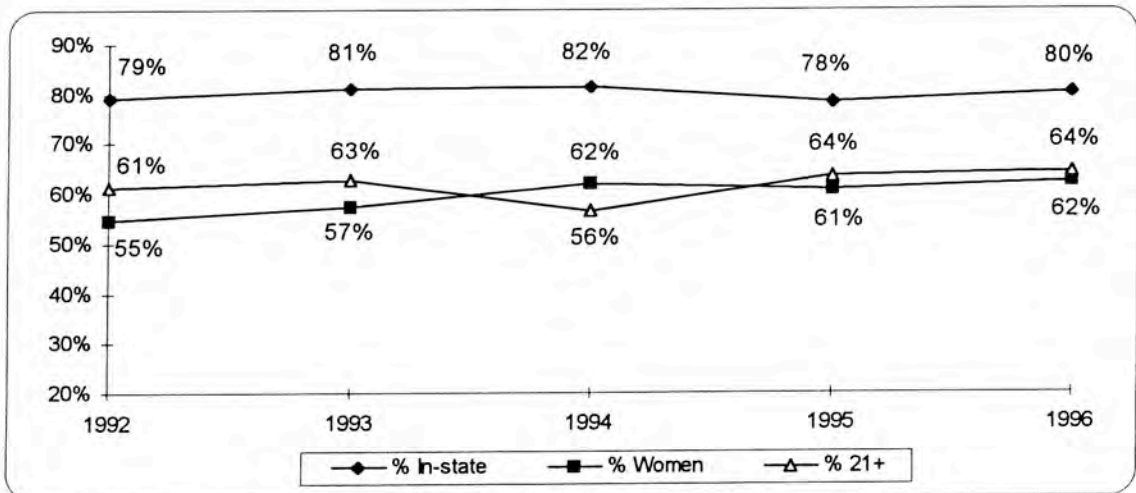
Source: Office of Institutional Research and Assessment

Trends: First-Year Students Fall 1992-1996

First-Time Freshmen



Transfer Students



Source: Office of Institutional Research and Assessment

A Profile of First-time, Full-time Freshmen at Bridgewater State College (based on the results of the CIRP Survey)

Introduction

For the past several years, Bridgewater State College has participated in the study of new students sponsored by the Cooperative Institutional Research Program (CIRP) at UCLA. Begun in 1966, CIRP is a longitudinal study that forms the basis of the *American Freshman* series of books. In the fall of 1996, 251,232 students from 494 colleges and universities participated in the study; at Bridgewater, 989 first-time, full-time freshmen completed the CIRP survey.

This report uses the CIRP results to compose a “profile” of new Bridgewater first-year students in four broad categories: background characteristics; academic preparation and self-assessment of ability; habits, activities and opinions; and attitudes and expectations about college. Comparisons are made between Bridgewater students and students attending other public, medium-selectivity four-year colleges; when relevant, trends over time and gender differences are discussed.

Background characteristics

The CIRP survey contains several demographic items, the results of which are reported in Table 1. On some of these characteristics, Bridgewater students are similar to their counterparts nationwide; in other instances, there are some notable differences.¹ Bridgewater students are as likely as their national peers to have graduated from high school in 1996 and to be 19 or older. With regard to age, there is an interesting gender difference at both the BSC and national levels: men are much more likely (at BSC, twice as likely) to be 19 or older. Virtually all respondents are U.S. citizens, and the vast majority report English as their native language. Both groups are overwhelmingly White; this contrasts with figures about the ethnic background of all college students nationally. Among all students responding to the CIRP survey, 80 percent identify themselves as White.

While Bridgewater students are no more likely to report that their parents are divorced, they do tend to come from larger families. Almost 31 percent of Bridgewater students come from a family with 5 or more children, compared to just under one-quarter of their national peers. Bridgewater students are also much more likely to be Catholic and are less likely to report a family income of \$100,000. Bridgewater students are more likely to be female and to come from the local area; in fact, the percentage of BSC students who live more than 100 miles from home is only a third of the national percentage. Bridgewater students are more

¹ In this report, BSC students were said to be “different” from their national counterparts if their score on an item differed by at least 7 percentage points or if a small absolute difference constituted a large relative difference (e.g., the difference between 2.5% and 5.0% is only 2.5 percentage points but the latter figure is a doubling of the former). Also, when the words “nationwide” or “nationally” are used in this report, they refer to first-year students attending public, medium-selectivity four-year schools, not to all students.

likely to be first-generation college students (to have a parent whose highest education level is high school graduate or less). Finally, Bridgewater students are more than twice as likely as the national group to report having a learning disability.

| Item | BSC | National |
|--|------|----------|
| Age: 19 or older | 19.0 | 23.3 |
| Women | 13.7 | 18.7 |
| Men | 27.6 | 28.9 |
| <i>Catholic</i> | 62.7 | 35.7 |
| Citizenship: U.S. | 96.9 | 98.1 |
| <i>Family size: 5+ children</i> | 30.7 | 23.8 |
| <i>Father's education: hs grad or less</i> | 43.0 | 32.9 |
| <i>Female</i> | 61.9 | 55.5 |
| <i>Learning disability</i> | 5.3 | 2.5 |
| <i>Miles from college to home: 101+</i> | 9.1 | 36.3 |
| <i>Mother's education: hs grad or less</i> | 47.0 | 37.7 |
| Native English speaker | 94.5 | 96.3 |
| Parents divorced | 24.6 | 23.7 |
| <i>Parents' income: \$100,000+</i> | 7.6 | 14.7 |
| White/Caucasian | 90.7 | 88.2 |
| Year of high school graduation: 1996 | 97.3 | 98.2 |

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

Academic preparation and self-assessment of ability

In terms of high school preparation for college, Bridgewater students are, in many ways, comparable to their national peers. They are as likely to have had

- four years of high school English (99.5%, 97.6%),²
- three years of Math (99.7%, 98.2%),
- two years of a foreign language (97.3%, 91%),
- two years of Biology (41.8%, 41.9%),
- one year of History (98.6%, 98.8%)
- a half-year of computer science (60.2%, 62.3).

They are more likely to have had two years of physical science (62.8%, 52.7%) and less likely to have had a year of music or art (57%, 70.1%). BSC students are as likely as their

² Numbers in parentheses refer to the percentages of students responding. The first number in each pair refers to Bridgewater students.

national counterparts to report they find it hard to study at home (64.4%, 60.4%), that they had been bored in class during the past year (42.2%, 39%), and that they had studied with others (83.2%, 88.0%).

However, Bridgewater students are far less likely to report having an A/A- average in high school: only 6.6% of BSC students report this average, compared to more than a quarter (26.8%) of students nationwide. Bridgewater students are also less likely to have tutored another student (39.2%, 49%), and report having fewer contacts with their high school teachers. Only 16.4% of BSC students report having been a guest in a teacher’s home or asking a teacher for advice, compared to 25.6% and 22.4% nationally.

The CIRP survey asks students to rate their ability in 18 different areas; the percentages of students who rate themselves as “above average” or “in the highest 10%” are reported in Table 2. Notice that on two-thirds of these items, Bridgewater students are less likely than their national counterparts to give themselves high ratings. The largest discrepancies come in the areas of academic competence (academic ability, intellectual self-confidence, drive to achieve) and emotional health.

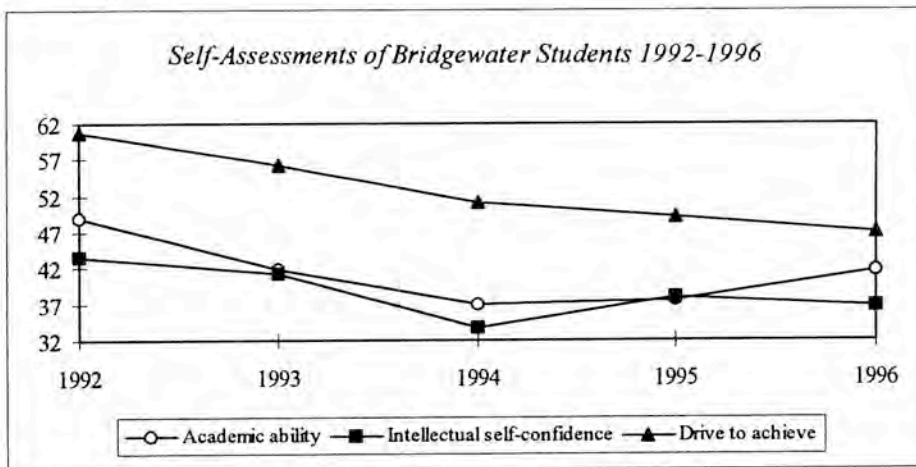
Table 2: Self-Assessments of BSC First-time Freshmen and National Peers

| Item | BSC | National |
|---------------------------------------|------|----------|
| <i>Academic ability</i> | 36.2 | 59.7 |
| Artistic ability | 19.3 | 24.4 |
| <i>Competitiveness</i> | 45.3 | 54.9 |
| <i>Cooperativeness</i> | 64.9 | 71.8 |
| <i>Creativity</i> | 40.8 | 49.7 |
| <i>Drive to achieve</i> | 46.9 | 65.1 |
| <i>Emotional health</i> | 41.0 | 53.3 |
| <i>Leadership ability</i> | 48.2 | 54.5 |
| <i>Mathematical ability</i> | 24.5 | 38.1 |
| <i>Physical health</i> | 49.2 | 56.4 |
| Popularity | 38.9 | 39.1 |
| Public speaking ability | 27.6 | 30.6 |
| <i>Self-confidence (intellectual)</i> | 36.7 | 52.8 |
| Self-confidence (social) | 42.3 | 47.7 |
| <i>Self-understanding</i> | 43.5 | 53.2 |
| Spirituality | 34.4 | 39.6 |
| Understanding of others | 59.0 | 64.9 |
| <i>Writing ability</i> | 32.5 | 42.2 |

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.

Not surprisingly, on all but three items (cooperativeness, spirituality, understanding of others), women at both the BSC and national levels were less likely than men to rate themselves highly. At Bridgewater, the largest gender differences came in self-assessment of competitiveness (men: 62.7%, women: 34.6%), intellectual self-confidence (49.6%, 28.7%), physical health (60.8%, 42%) and social self-confidence (53.1%, 35.6%).

As can be seen in graph below, the relatively low percentages of Bridgewater students who give themselves high ratings in areas of academic competence is a phenomenon that has persisted and intensified over time. This stands in contrast to national trends that show increasing percentages of students rating themselves highly in these areas. (See Sax, Linda, et. al., *The American Freshman 1996* for more details).



Habits, Activities, Opinions

One section of the CIRP survey asks students to report how many hours per week they spend in a variety of activities. While Bridgewater students are no different from their national peers in the amount of time they spend doing homework, socializing with friends, talking with teachers outside of class, exercising or playing sports, doing volunteer work, participating in student clubs or groups, watching television, doing housework or childcare or playing video games, there are four activities for which there are differences between BSC students and others.

Specifically, Bridgewater students are more likely to report having spent at least some time partying each week; less than a fifth (18.7%) of Bridgewater students say they spend less than one hour per week partying, compared to almost 30% of their national peers. Bridgewater students are also more likely to work for pay. Almost a fifth of the national group (18.5%) report they do not work for pay, compared to only 7.9% of BSC students. At the other end of the time spectrum, nearly three-quarters (73.5%) of Bridgewater

students report working 11 or more hours per week, compared to less than two-thirds (61.6%) of their national counterparts.

If they spend more time working and partying, on what activities do Bridgewater students spend *less* time? Reading for pleasure and praying: One-third of BSC students report spending no time each week reading for pleasure, compared to only a quarter of their national peers; half of the Bridgewater respondents report they spend no time each week in prayer or meditation, compared to almost 40% of the national group.

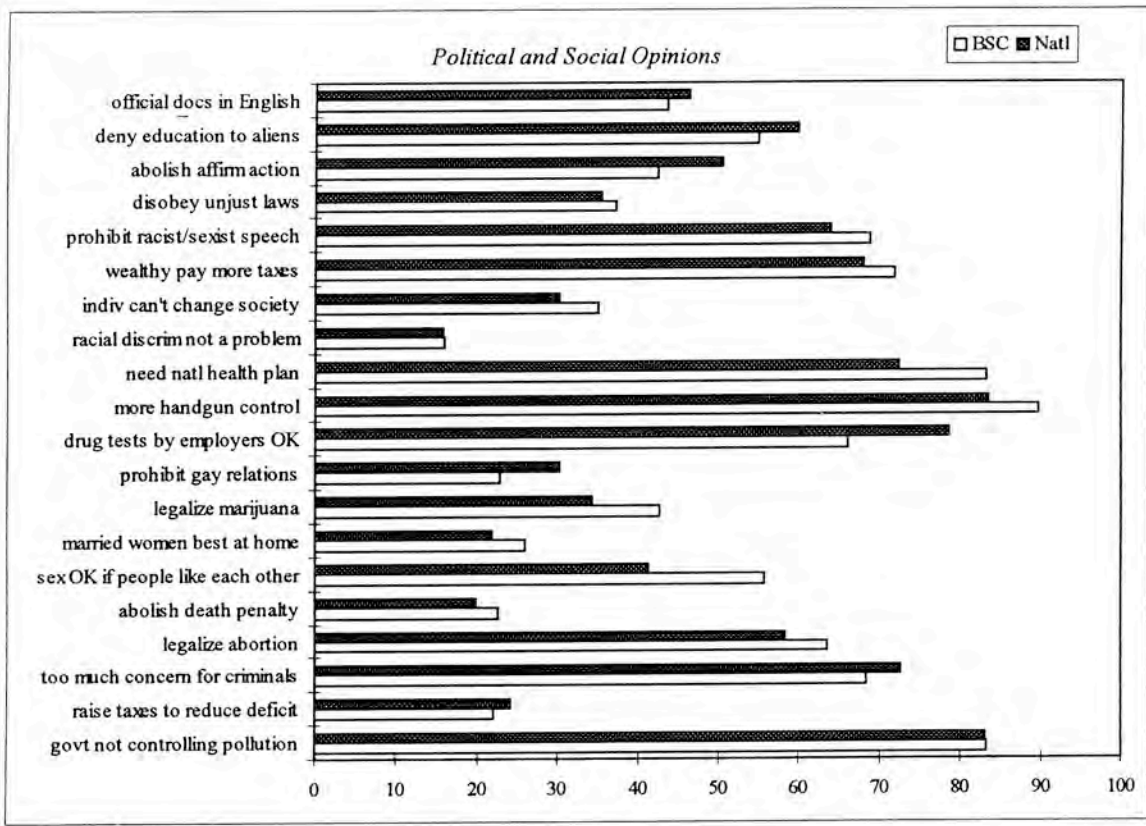
The CIRP survey also asks students to report if they had engaged in certain activities “frequently,” “occasionally,” or “not at all” during the previous year. As can be seen from the results reported in Table 3, Bridgewater students are, in many ways, similar to their national peers. The four areas in which they differ concern playing musical instruments (Bridgewater students are less likely to do so), smoking and drinking (Bridgewater students are more likely to drink and somewhat more likely to smoke), and participating in demonstrations. Over half of the Bridgewater respondents reported having participated in a demonstration during the past year. This represents an increase over previous years, when about 45% of BSC students reported such participation. Smoking is another activity that has increased over time; from 1992 to 1996, the percentage of Bridgewater students who report they smoke frequently has almost doubled from 10% to 19.7%.

| Item | BSC | National |
|---|------|----------|
| Attended a religious service | 80.4 | 83.0 |
| Did volunteer work | 72.8 | 71.3 |
| Discussed politics* | 11.5 | 15.0 |
| <i>Drank beer</i> | 66.0 | 55.0 |
| <i>Drank wine or liquor</i> | 66.4 | 57.6 |
| <i>Participated in a demonstration</i> | 52.1 | 43.5 |
| <i>Played a musical instrument</i> | 25.6 | 35.9 |
| Smoked cigarettes* | 19.7 | 14.8 |
| Socialized with different ethnic group* | 65.7 | 63.3 |
| Voted in a student election* | 22.6 | 23.2 |
| Worked in a political campaign | 5.9 | 5.7 |

*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.

The relatively low percentage of students who report discussing politics frequently is consistent with national trends that show declining interest in politics by college students (See Sax, et. al.). Bridgewater students are, however, less likely than their national peers to

identify themselves as politically conservative. While almost a fifth of the national students identify themselves as political conservatives (18.7%), fewer than one in ten Bridgewater students (8.7%) do so. This greater liberalism manifests itself in BSC students' opinions about a number of political and social issues, as can be seen in the chart below. The opinions of Bridgewater students are more liberal than those of their national counterparts in many instances. The largest differences come in attitudes about premarital sex, legalizing marijuana, the right of employers to require drug tests, prohibiting gay relations, the need for a national health care plan, and abolishing affirmative action in college admissions decisions.



There are some interesting gender differences at Bridgewater with regard to student opinions about these political and social issues. With the exception of students' attitudes about premarital sex, where two-thirds of the men think it is okay but fewer than half (47.6%) of the women do, women tend to be more liberal than the men. They are less likely, for instance, to think that women ought to remain at home (34.2%, 20.9%), that homosexual relations should be prohibited (38.2%, 13.4%), that affirmative action should be abolished (51.7%, 36.9%), that education should be denied to undocumented aliens (66.3%, 47.8%) and that all official documents should be English (53.6%, 37.4%). Women are more likely to think that the government should do more to control handguns, (82%, 94.1%) that a national health care plan is needed (78.9%, 85.8%) and that racist and sexist speech should be prohibited (62%, 72.6%).

Attitudes and Expectations about College

The CIRP survey also asks a number of questions about students' reasons for pursuing a college education, their reasons for selecting their particular college, their intended means of financing their education, and their expectations about their lives as students and after college. Once again, there are both similarities and differences between Bridgewater students and their national peers.

In terms of the reasons for going to college, for instance, there are no differences between the two groups. The top five reasons for pursuing a college education in 1996 -- as they have been since 1992 -- are: get a better job, learn more about things, make more money, gain a general education, and improve reading and study skills.

When it comes to the reasons for choosing the college they attend, however, there are some differences. Bridgewater students are less likely than their national peers to say they selected the college for its good academic reputation (42.9%, 54.3%), because the college's graduates get good jobs (36.1%, 49%), or because of the school's national rankings (2.4%, 7.6%). BSC students are more likely to say their college choice was based on low tuition (53.6%, 37.4%), a desire to live near home (31.6%, 23.9%) or because they were not offered aid by their first choice school (12.3%, 5.9%). In fact, although a majority of Bridgewater students claim to be attending their first-choice school, the percentage who make this claim is much lower than the comparable national percentage (55.2%, 70.3%).

Once again, there are some interesting gender differences among Bridgewater students. Women are more likely to claim BSC is their first choice (58.4%, 50.1%), and are more likely to say they chose Bridgewater because of its good academic reputation (50.7%, 30.1%), the size of the college (40.3%, 28.3%) or because its graduates get good jobs (40.7%, 28.5%). These gender differences may have to do with students' intended majors and careers. As the graph below illustrates, Bridgewater students are more likely than the national group to expect to major in education and to identify teaching as a probable career. Among BSC students, women are more than twice as likely as men to make these claims.

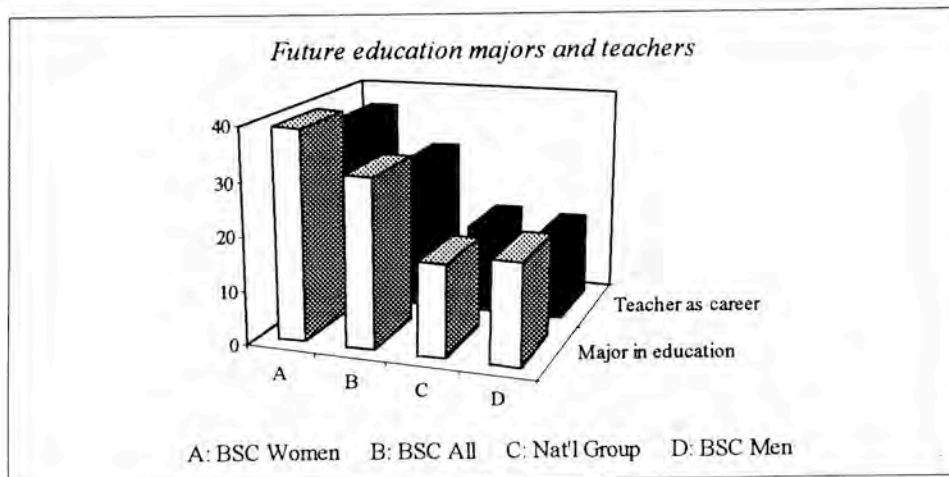


Table 4 reports other differences and similarities between Bridgewater and the national group with regard to students' expectations about their college careers. Although there are many ways in which these two groups are similar, notice that four of the seven differences have to do with academic competence. As seen in the self-assessments, Bridgewater students are less likely than their national peers to have confidence in their academic abilities.

Table 4: Expected College Activities of BSC First-time Freshmen and National Peers

| Item | BSC | National |
|--|------|----------|
| Change major field | 15.6 | 14.5 |
| Change career choice | 12.5 | 13.1 |
| Fail one or more courses | 1.1 | 0.8 |
| <i>Graduate with honors</i> | 8.9 | 16.0 |
| Be elected to student office | 2.7 | 2.7 |
| <i>Get a job to pay expenses</i> | 50.8 | 43.6 |
| Work-full time while attending college | 6.5 | 4.7 |
| Join social fraternity/sorority | 13.1 | 16.5 |
| <i>Play varsity athletics</i> | 22.5 | 13.8 |
| <i>Be elected to an honor society</i> | 4.5 | 8.0 |
| <i>Make at least a B average</i> | 31.8 | 48.9 |
| Need extra time for degree | 4.6 | 8.0 |
| <i>Get a bachelor's degree</i> | 69.1 | 76.5 |
| Participate in student protests | 5.2 | 4.7 |
| Drop out temporarily | 0.7 | 0.6 |
| Drop out permanently | 0.5 | 0.6 |
| Transfer to another college | 9.5 | 9.0 |
| <i>Be satisfied with college</i> | 35.8 | 45.8 |
| Marry while in college | 3.5 | 4.8 |
| Participate in voluntary/community service | 16.5 | 17.1 |
| Seek personal counseling | 5.5 | 5.3 |

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 different from the national figures.

In terms of gender differences, Bridgewater women are less likely than the men to expect they will play varsity sports (19.8%, 27%) and more likely to expect they will be satisfied with college (40.4%, 28.2%), will do volunteer work (21.3%, 8.4%), and will get a job to pay expenses (56%, 42.1%).

Answers to CIRP questions about paying for college suggest that Bridgewater students are more concerned about financing their college education than are their national peers. While 30 percent of the national group reported they have "no concern" about finances, only about

a fifth (21.5%) of Bridgewater students did so. And although BSC students are as likely to expect financial support from many of the traditional sources (family, savings, government grants and loans), they are more likely than the national group to anticipate using income from a part-time job to finance their education (39.1%, 25.8%) and less likely to have received institutional grant aid (23.4%, 14.2).

Finally, the CIRP survey asks students to rate the importance of 19 life objectives. Table 5 reports the percentage of students who identify each objective as “essential” or “very important.” The objectives are listed in rank order, from those BSC students rated as most important to those they rated least important. The last column of Table 5 reports the rank order for each objective in Bridgewater’s national peer group. Notice that for both groups, the top five life objectives are identical. At Bridgewater, these have been the “top five” every year since 1992, with the exception of 1993 when “help others in difficulty” was supplanted by “promote racial understanding.” It is interesting to note that this is the first year that “be very well off financially” edged out “raise a family” for the top spot.

| | BSC | Nat'l | Nat'l Rank |
|---|------|-------|------------|
| 1. Be very well off financially | 76.4 | 75.5 | 1 |
| 2. Raise a family | 75.2 | 73.1 | 2 |
| 3. Help others in difficulty | 62.4 | 61.7 | 4 |
| 4. Become an authority in my field | 60.5 | 64.9 | 3 |
| 5. Obtain recognition from colleagues | 55.0 | 55.6 | 5 |
| 6. Influence social values | 41.6 | 39.1 | 8 |
| 7. Have administrative responsibility | 39.0 | 39.2 | 7 |
| 8. Develop a philosophy of life | 37.7 | 40.4 | 6 |
| 9. Promote racial understanding | 36.4 | 32.9 | 10 |
| 10. Be successful in own business | 32.1 | 36.1 | 9 |
| 11. Be a community leader | 30.3 | 30.8 | 11 |
| 12. Participate in community action | 23.5 | 21.9 | 13 |
| 13. Keep up to date with politics | 21.8 | 27.4 | 12 |
| 14. Be involved in environmental clean-up | 17.0 | 19.4 | 14 |
| 15. Influence political structure | 16.5 | 16.8 | 15 |
| 16. Write original works | 14.0 | 13.9 | 17 |
| 17. Achieve in a performing art | 12.7 | 11.8 | 19 |
| 18. Theoretical contribution to science | 12.1 | 14.0 | 16 |
| 19. Create artistic work | 11.3 | 12.6 | 18 |

Figures represent the percentage of students who identified each objective as “essential” or “very important.”

This report has provided only a summary of the CIRP results. For a detailed compilation of results, please contact the BSC Office of Institutional Research & Assessment.

Student Enrollment

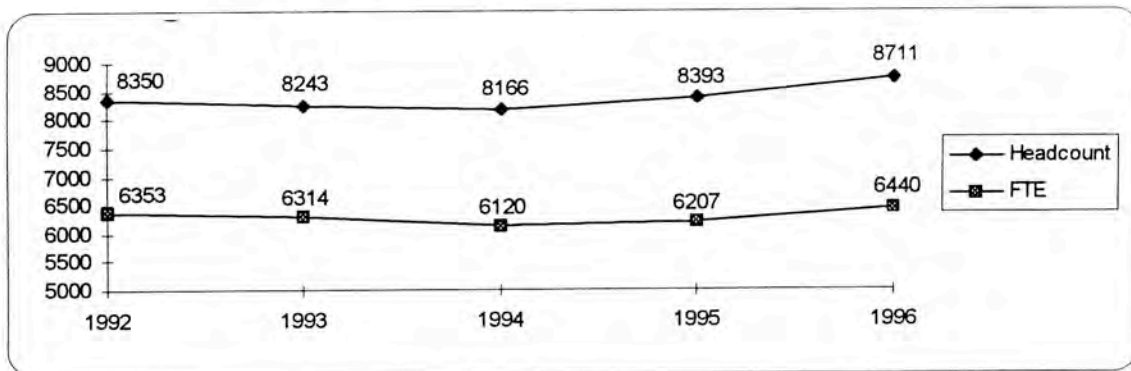


Office of Institutional Research and
Assessment

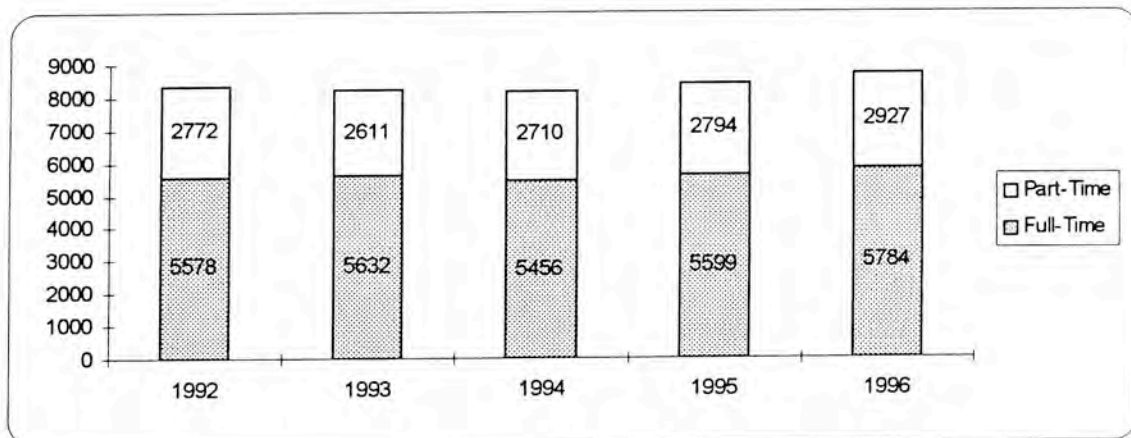
Total Fall Enrollment 1992-1996

Total enrollment increased by almost 4 percent from Fall 1995 to Fall 1996. The number of full-time students increased by approximately 3 percent while the number of part-time students increased by nearly 5 percent. In Fall 1996, a third of BSC students studied part-time.

Total Enrollment by Total Headcount and FTE



Total Enrollment by Status

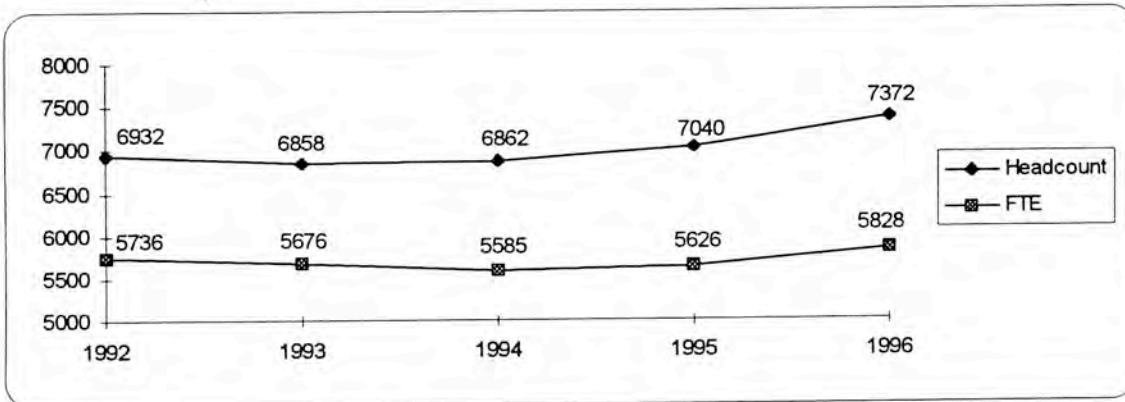


Source: Office of Institutional Research and Assessment

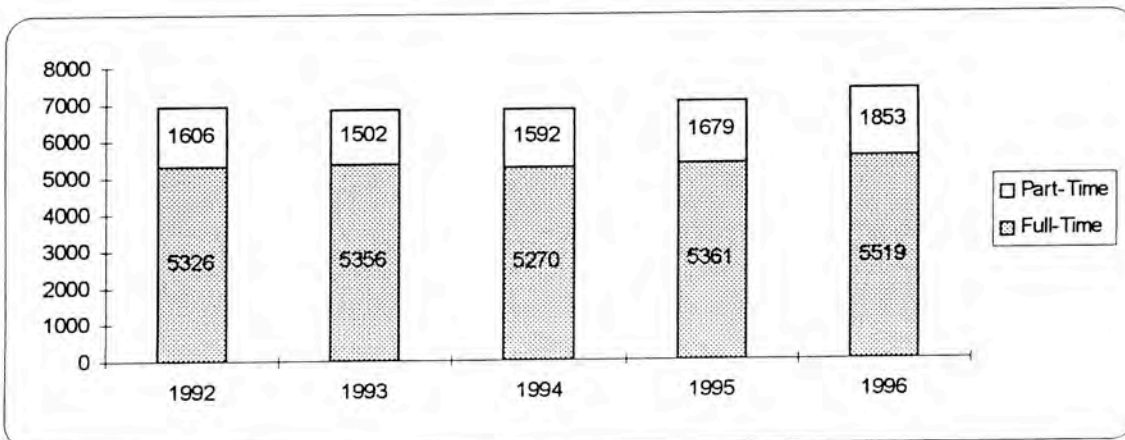
Undergraduate Fall Enrollment 1992-1996

Undergraduate enrollment increased by almost 5 percent from Fall 1995 to Fall 1996. Growth among part-time students (10 percent) was more than three times that of full-time students (3 percent). In Fall 1996, a quarter of BSC undergraduates studied part-time.

Undergraduate Enrollment by Total Headcount and FTE



Undergraduate Enrollment by Status

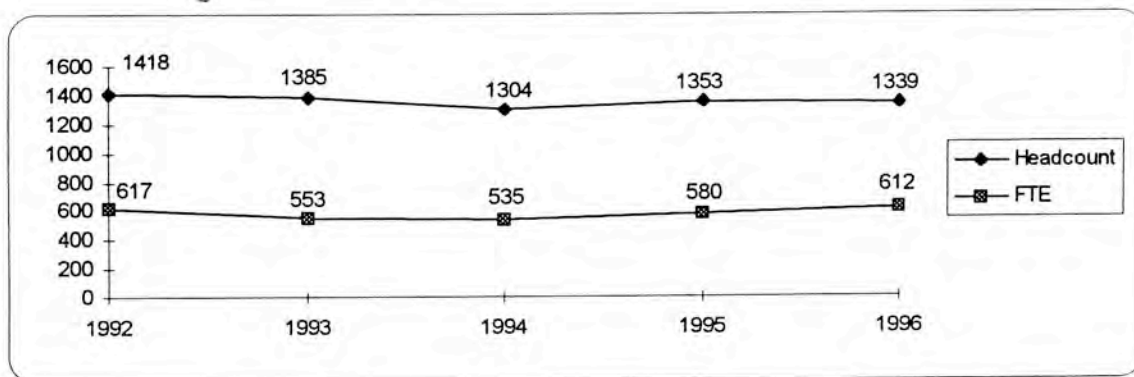


Source: Office of Institutional Research and Assessment

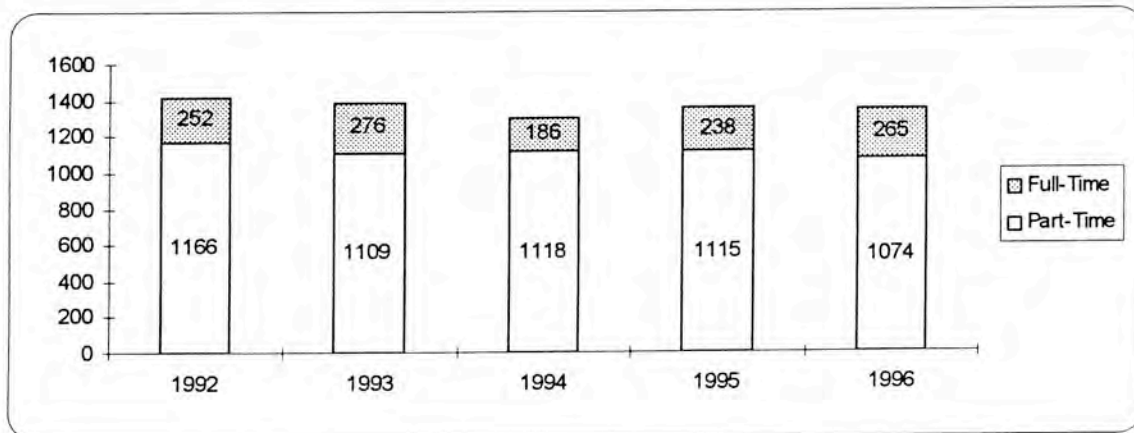
Graduate Fall Enrollment 1992-1996

Although the total number of graduate students declined slightly from 1995 to 1996, the number of full-time graduate students increased by 11 percent, resulting in a 5.5 percent increase in graduate FTE. In Fall 1996, 80% of graduate students were enrolled part-time.

Graduate Enrollment by Total Headcount and FTE



Graduate Enrollment by Status



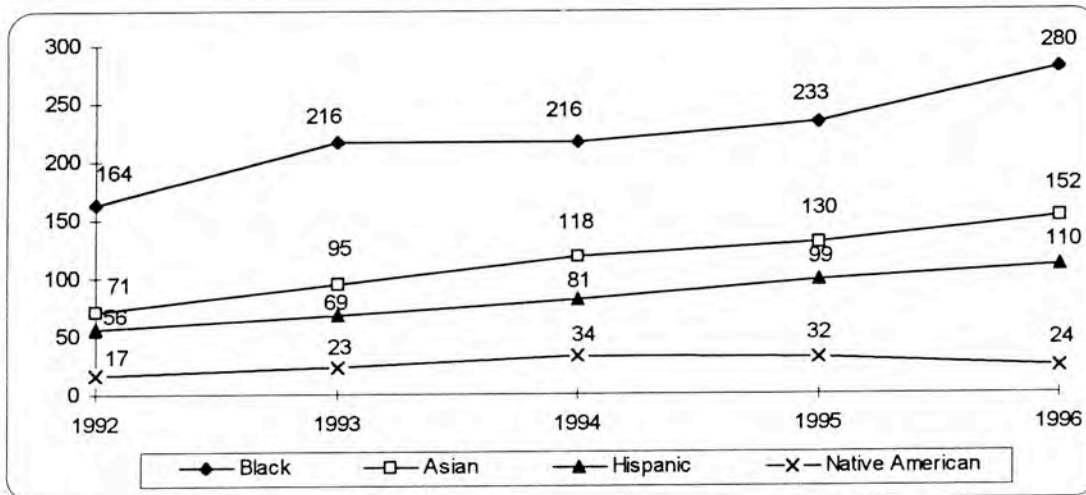
Source: Office of Institutional Research and Assessment

Enrollment by Race and Gender Fall 1996

| | Undergraduate | | | Graduate | | | Overall Total |
|------------------------|---------------|--------|-------|----------|-------|-------|---------------|
| | Male | Female | Total | Men | Women | Total | |
| Native American | 4 | 16 | 20 | 1 | 3 | 4 | 24 |
| Asian * | 71 | 68 | 139 | 7 | 6 | 13 | 152 |
| Black * | 113 | 142 | 255 | 9 | 16 | 25 | 280 |
| Hispanic * | 54 | 51 | 105 | 2 | 3 | 5 | 110 |
| White * | 2469 | 3614 | 6083 | 245 | 739 | 984 | 7067 |
| Other/Unknown | 307 | 463 | 770 | 92 | 216 | 308 | 1078 |
| Total | 3018 | 4354 | 7372 | 356 | 983 | 1339 | 8711 |

* Includes international students who identify themselves as Asian (65), Black (3), Hispanic (2), and White (17).

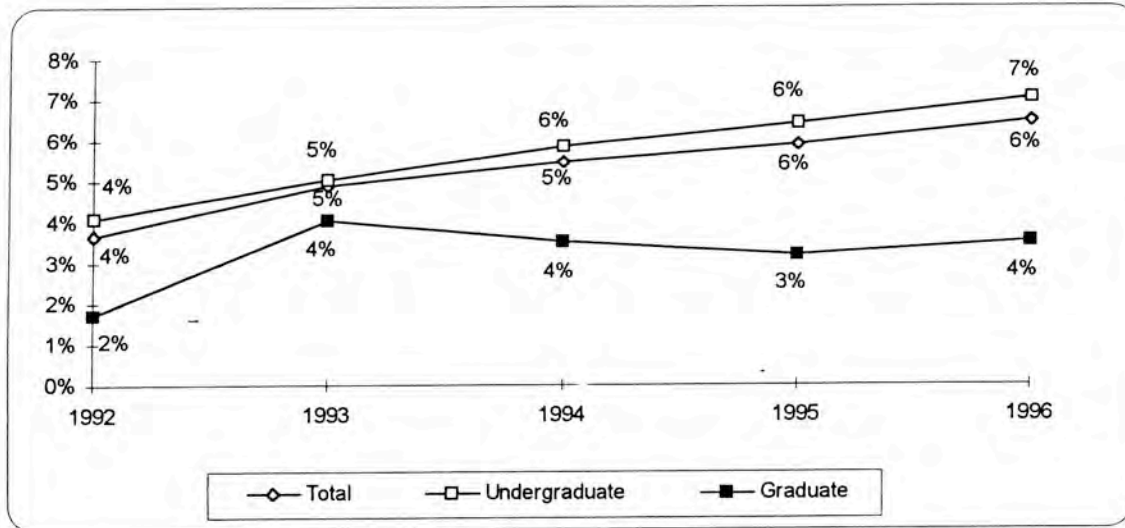
Minority Enrollment Fall 1992-1996



Note: Minority enrollments include international students of color.

Source: Office of Institutional Research and Assessment

Minority Students: Percentage by Level Fall 1992-1996



Note: Minority enrollments include international students of color.

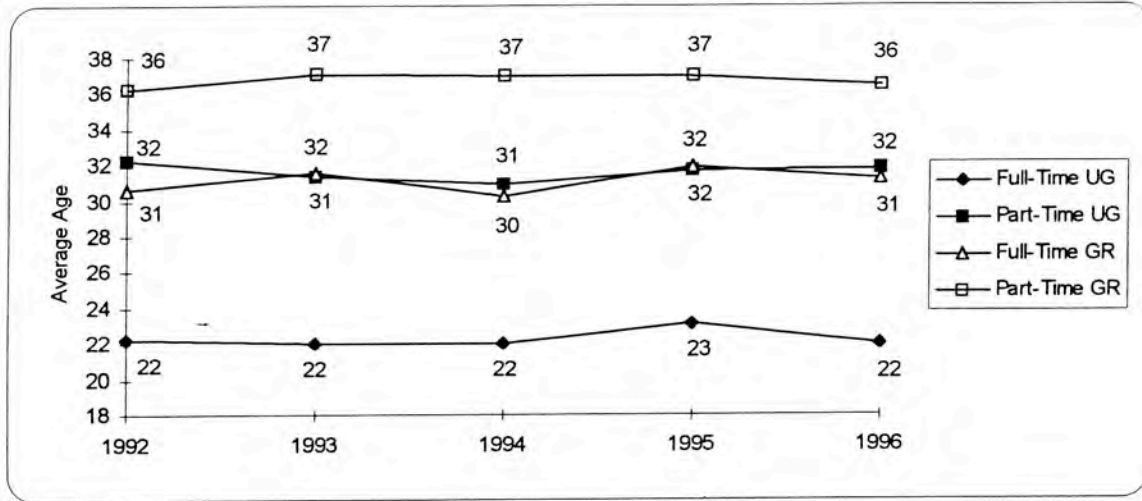
Countries of Origin: International Students Fall 1996

| | | | |
|------------|---|-----------|----|
| Canada | 4 | India | 2 |
| Cape Verde | 1 | Israel | 1 |
| China | 3 | Japan | 56 |
| Columbia | 3 | Kenya | 1 |
| Costa Rica | 1 | Lithuania | 1 |
| Denmark | 1 | Morocco | 2 |
| Ecuador | 1 | Norway | 1 |
| England | 4 | Pakistan | 3 |
| France | 1 | Poland | 1 |
| Georgia | 1 | Sweden | 5 |
| Germany | 1 | Taiwan | 1 |
| Greece | 4 | Thailand | 2 |
| Hong Kong | 2 | Zaire | 1 |

Total = 104 International Students from 26
countries

Source: Office of Institutional Research and Assessment

Average Age by Enrollment Status: All Students Fall 1992-1996



Age Distribution Fall 1992-1996

Undergraduate Students

| | 1992 | 1993 | 1994 | 1995 | 1996 |
|----------------|------|------|------|------|------|
| 17-24 | 5207 | 5194 | 5188 | 5292 | 5426 |
| 25+ | 1694 | 1638 | 1643 | 1727 | 1893 |
| Unknown | 31 | 26 | 31 | 12 | 53 |
| % 25 + | 24% | 24% | 24% | 25% | 26% |

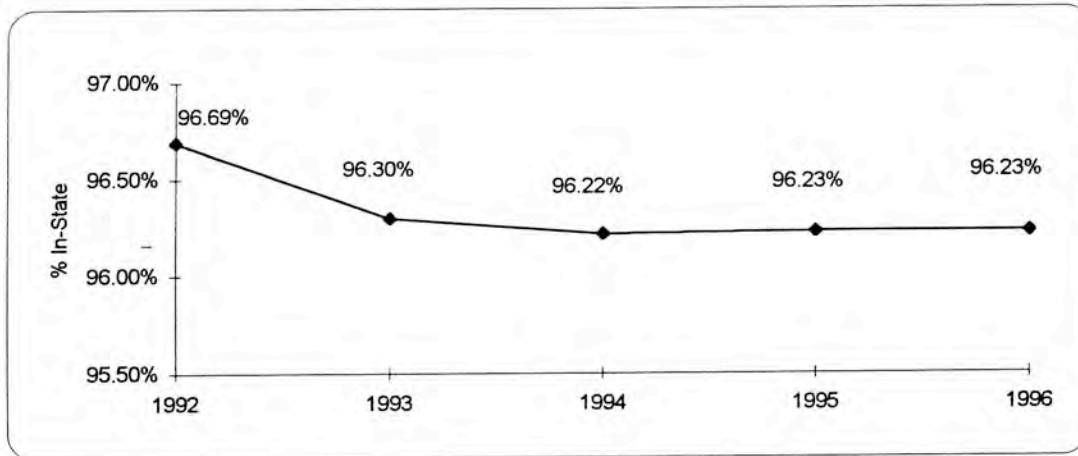
Graduate Students

| | 1992 | 1993 | 1994 | 1995 | 1996 |
|----------------|------|------|------|------|------|
| 17-24 | 208 | 200 | 189 | 205 | 195 |
| 25+ | 1179 | 1175 | 1094 | 1145 | 1121 |
| Unknown | 31 | 10 | 21 | 12 | 23 |
| % 25 + | 83% | 85% | 84% | 84% | 84% |

Source: Office of Institutional Research and Assessment

Total Enrollment by Residence Fall 1992-1996

Percentage In-State Students



Enrollment by Residence Fall 1996

| | 1992 | 1993 | 1994 | 1995 | 1996 |
|----------------------|------|------|------|------|------|
| Massachusetts | 8074 | 7938 | 7857 | 8077 | 8383 |
| Other N.E. | 157 | 168 | 145 | 149 | 152 |
| Other U.S. | 45 | 52 | 54 | 55 | 67 |
| Unknown | 20 | 20 | 34 | 12 | 5 |
| International | 54 | 65 | 76 | 100 | 104 |

Source: Office of Institutional Research and Assessment

Headcount Enrollment by School, Class, Gender & Status Fall 1996

Overall Totals

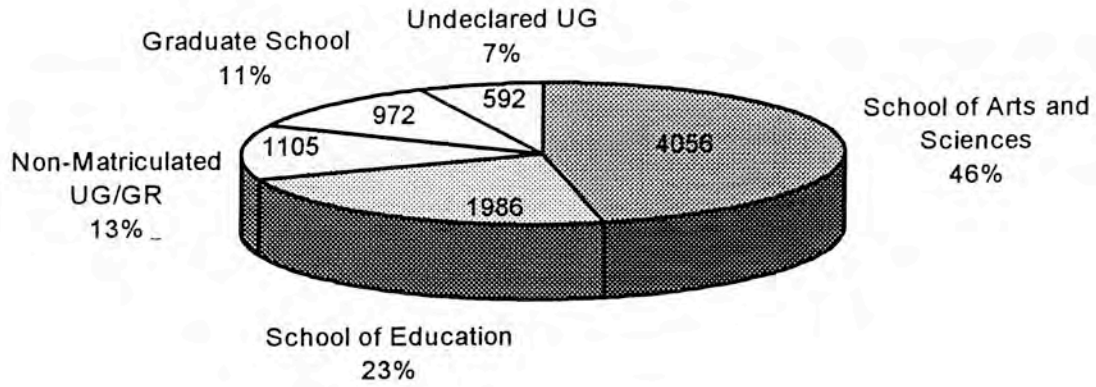
| Undergraduate | Male | Female | Total | % Female |
|--------------------------------------|-------------|-------------|-------------|------------|
| Matriculating | 2733 | 3901 | 6634 | 59% |
| Non-Matriculating | 285 | 453 | 738 | 61% |
| Total | 3018 | 4354 | 7372 | 59% |
| Graduate | Male | Female | Total | % Female |
| Matriculating | 253 | 719 | 972 | 74% |
| Non-Matriculating | 103 | 264 | 367 | 72% |
| Total | 356 | 983 | 1339 | 73% |
| Total Headcount for Fall 1996 | 3374 | 5337 | 8711 | 61% |

Totals by School, Class, and Gender

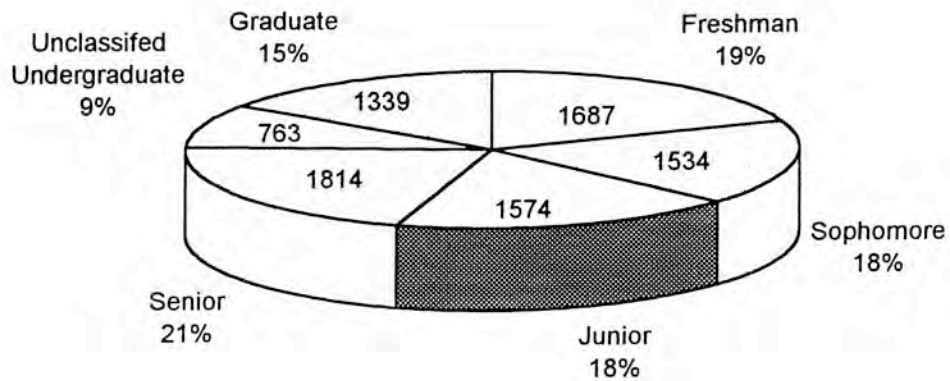
| | | | | |
|---|-------------|---------------|--------------|-----------------|
| School of Arts & Sciences | Male | Female | Total | % Female |
| Freshmen | 433 | 414 | 847 | 49% |
| Sophomores | 429 | 429 | 858 | 50% |
| Juniors | 477 | 567 | 1044 | 54% |
| Seniors | 607 | 681 | 1288 | 53% |
| Unclassified | 8 | 11 | 19 | 58% |
| Total | 1954 | 2102 | 4056 | 52% |
| School of Education and Allied Studies | | | | |
| Freshmen | 104 | 370 | 474 | 78% |
| Sophomores | 125 | 355 | 480 | 74% |
| Juniors | 141 | 361 | 502 | 72% |
| Seniors | 139 | 385 | 524 | 73% |
| Unclassified | 1 | 5 | 6 | 83% |
| Total | 510 | 1476 | 1986 | 74% |
| Undeclared Undergraduates | | | | |
| Freshmen | 169 | 197 | 366 | 54% |
| Sophomores | 87 | 109 | 196 | 56% |
| Juniors | 11 | 17 | 28 | 61% |
| Seniors | 2 | 0 | 2 | 0% |
| Total | 269 | 323 | 592 | 55% |
| Graduate School | | | | |
| Post-Bachelor Certificates | 99 | 223 | 322 | 69% |
| MA | 27 | 48 | 75 | 64% |
| MS | 15 | 20 | 35 | 57% |
| MAT | 13 | 12 | 25 | 48% |
| MEd | 68 | 358 | 426 | 84% |
| MPA | 1 | 2 | 3 | 67% |
| CAGS | 30 | 56 | 86 | 65% |
| Total | 253 | 719 | 972 | 74% |
| Non-Matriculating | | | | |
| Undergraduate | 285 | 453 | 738 | 61% |
| Graduate | 103 | 264 | 367 | 72% |
| Total | 388 | 717 | 1105 | 65% |

Source: Office of Institutional Research and Assessment

Enrollment by School Fall 1996



Enrollment by Grade Level Fall 1996



Source: Office of Institutional Research and Assessment

Part-Time Status of Degree-Seeking Students by Race and Gender Fall 1996

The tables below report the percentage of degree-seeking students studying part-time. In general, women are more likely than men to study part-time at both the undergraduate and graduate levels. White men are slightly more likely to be part-time students than minority men--except at the graduate level where the numbers are too small to draw a reliable conclusion. At both the undergraduate and graduate levels, white women are more likely than minority women to study part-time.

All Students (n = 7606)

| | White | Minority | Total |
|--------------|------------|------------|------------|
| Women | 27% | 18% | 27% |
| Men | 20% | 19% | 20% |
| Total | 24% | 18% | 24% |

Undergraduate Students (n = 6634)

| | White | Minority | Total |
|--------------|------------|------------|------------|
| Women | 18% | 13% | 18% |
| Men | 16% | 15% | 16% |
| Total | 17% | 14% | 17% |

Graduate Students (n = 972)*

| | White | Minority | Total |
|--------------|------------|------------|------------|
| Women | 76% | 67% | 76% |
| Men | 67% | 75% | 68% |
| Total | 74% | 70% | 74% |

*Percentages should be interpreted with caution due to the small number of minority graduate students.

Source: Office of Institutional Research and Assessment

Total Majors Declared by Level & Year Fall 1992-1996

School of Arts and Sciences--Baccalaureate Level

| | Year | | | | |
|---|------------|------------|------------|------------|------------|
| | 1992 | 1993 | 1994 | 1995 | 1996 |
| Art | 125 | 143 | 157 | 164 | 208 |
| Art | 107 | 107 | 8 | 11 | 27 |
| Crafts | 1 | 3 | 6 | 5 | 9 |
| Fine Arts | 5 | 14 | 126 | 123 | 127 |
| Graphic Design | 12 | 19 | 17 | 25 | 45 |
| Biological Sciences | 169 | 205 | 178 | 217 | 224 |
| Biology | 169 | 205 | 178 | 217 | 223 |
| Cell/Molecular Biology | 0 | 0 | 0 | 0 | 1 |
| Chemical Sciences | 48 | 60 | 68 | 81 | 81 |
| <i>Chemistry</i> | 37 | 49 | 48 | 59 | 61 |
| Biochemistry | 2 | 2 | 6 | 9 | 14 |
| Chemistry | 35 | 47 | 42 | 50 | 47 |
| Professional Chemistry | 0 | 0 | 0 | 2 | 1 |
| Chemistry-Geology | 11 | 11 | 20 | 20 | 19 |
| Communication Studies & Theatre Arts | 449 | 469 | 465 | 474 | 407 |
| Communications Arts & Sciences | 38 | 1 | 0 | 0 | 0 |
| Speech Communications | 228 | 254 | 254 | 261 | 262 |
| Communications Disorders | 138 | 162 | 153 | 152 | 65 |
| Theatre | 45 | 52 | 56 | 54 | 66 |
| Theatre/Dance/Speech | 0 | 0 | 2 | 7 | 14 |
| Earth Sciences and Geography | 74 | 101 | 128 | 124 | 106 |
| <i>Earth Science</i> | 41 | 51 | 59 | 50 | 42 |
| Earth Science | 33 | 36 | 44 | 40 | 28 |
| Geology | 8 | 15 | 15 | 10 | 14 |
| <i>Geography</i> | 33 | 50 | 69 | 74 | 64 |
| Environmental Geography | 8 | 22 | 34 | 34 | 21 |
| Geography | 25 | 28 | 34 | 33 | 40 |
| Geography-Technology | 0 | 0 | 1 | 2 | 1 |
| Regional & Economic Planning | 0 | 0 | 0 | 5 | 2 |
| Economics | 0 | 14 | 23 | 22 | 25 |
| English | 216 | 209 | 232 | 256 | 278 |
| English | 201 | 187 | 211 | 224 | 238 |
| Writing | 15 | 22 | 21 | 32 | 40 |
| Foreign Languages | 30 | 38 | 47 | 45 | 42 |
| <i>French</i> | 6 | 8 | 10 | 11 | 4 |
| <i>Spanish</i> | 24 | 30 | 37 | 34 | 38 |
| History | 181 | 183 | 186 | 206 | 233 |
| Community History | 2 | 2 | 1 | 1 | 0 |
| History | 173 | 176 | 184 | 205 | 227 |
| Military History | 6 | 5 | 1 | 0 | 6 |

Note: Includes double majors.

Source: Office of Institutional Research and Assessment

Total Majors Declared by Level & Year Fall 1992-1996

School of Arts and Sciences--Baccalaureate Level (cont.)

| | Year | | | | |
|---|-------------|-------------|-------------|-------------|-------------|
| | 1992 | 1993 | 1994 | 1995 | 1996 |
| Management and Aviation Science | 1525 | 1456 | 1353 | 1213 | 1246 |
| <i>Management</i> | 1214 | 1209 | 1110 | 1018 | 1067 |
| Accounting | 223 | 282 | 265 | 258 | 254 |
| Energy and Environmental Management | 35 | 46 | 51 | 47 | 49 |
| Finance | 60 | 103 | 105 | 99 | 114 |
| Finance & Accounting | 82 | 31 | 0 | 1 | 0 |
| Management/Glōbal | 0 | 0 | 0 | 1 | 8 |
| General Management | 331 | 472 | 432 | 400 | 407 |
| Information Systems Management | 67 | 64 | 55 | 62 | 77 |
| Management Science | 207 | 8 | 1 | 0 | 0 |
| Marketing | 202 | 197 | 193 | 143 | 152 |
| Transportation | 7 | 6 | 8 | 7 | 6 |
| <i>Aviation Science</i> | 311 | 247 | 243 | 195 | 179 |
| Aviation Management | 61 | 61 | 59 | 54 | 51 |
| Aviation Science | 14 | 3 | 0 | 0 | 0 |
| Flight Training | 236 | 183 | 184 | 141 | 128 |
| Mathematics and Computer Science | 179 | 181 | 191 | 206 | 259 |
| <i>Mathematics</i> | 68 | 70 | 67 | 79 | 91 |
| <i>Computer Science</i> | 111 | 111 | 124 | 127 | 168 |
| Music | 33 | 34 | 46 | 45 | 58 |
| Philosophy | 20 | 20 | 27 | 21 | 19 |
| Applied Ethics | 1 | 0 | 1 | 1 | 2 |
| Philosophy | 17 | 19 | 25 | 20 | 17 |
| Religious Studies | 2 | 1 | 1 | 0 | 0 |
| Physics | 16 | 13 | 18 | 15 | 14 |
| Physics | 16 | 12 | 17 | 13 | 13 |
| Computer Electronics | 0 | 1 | 1 | 2 | 1 |
| Political Science | 188 | 186 | 154 | 155 | 146 |
| International Affairs | 7 | 7 | 10 | 11 | 15 |
| Legal Studies | 20 | 25 | 13 | 17 | 20 |
| Political Science | 155 | 152 | 130 | 127 | 111 |
| Public Administration | 6 | 2 | 1 | 0 | 0 |
| Psychology | 499 | 635 | 821 | 866 | 893 |
| Industrial-Personnel Psychology | 21 | 24 | 25 | 21 | 24 |
| Medical Psychology | 12 | 14 | 223 | 14 | 20 |
| Psychology | 466 | 597 | 773 | 831 | 849 |
| Social Work | 206 | 205 | 238 | 271 | 275 |

Note: Includes double majors.

Source: Office of Institutional Research and Assessment

Total Majors Declared by Level & Year Fall 1992-1996

School of Arts and Sciences--Baccalaureate Level (cont.)

| | Year | | | | |
|-----------------------------------|------------|------------|------------|------------|------------|
| | 1992 | 1993 | 1994 | 1995 | 1996 |
| Sociology and Anthropology | 286 | 347 | 391 | 412 | 436 |
| <i>Sociology</i> | 258 | 311 | 342 | 368 | 399 |
| Criminology | 105 | 114 | 123 | 141 | 174 |
| Sociology | 151 | 195 | 216 | 224 | 223 |
| Third World Studies | 2 | 2 | 3 | 3 | 2 |
| <i>Anthropology</i> | 28 | 36 | 49 | 44 | 37 |
| Anthropology | 15 | 21 | 1 | 0 | 0 |
| Cultural Anthropology | 9 | 7 | 35 | 33 | 28 |
| Public Archaeology | 4 | 8 | 13 | 11 | 9 |

School of Education and Allied Studies--Baccalaureate Level

| | Year | | | | |
|--|------------|------------|------------|------------|-------------|
| | 1992 | 1993 | 1994 | 1995 | 1996 |
| Elementary and Early Childhood Ed. | 951 | 892 | 806 | 912 | 1028 |
| <i>Elementary Education</i> | 569 | 543 | 470 | 553 | 650 |
| Elementary Education | 568 | 540 | 470 | 553 | 650 |
| Middle School Education | 1 | 3 | 0 | 0 | 0 |
| <i>Early Childhood Education</i> | 382 | 349 | 336 | 359 | 378 |
| Early Childhood Education | 381 | 349 | 336 | 359 | 378 |
| Preschool | 1 | 0 | 0 | 0 | 0 |
| Movement Arts, Health Promotion,... | 508 | 613 | 691 | 740 | 744 |
| Athletic Training | 46 | 82 | 120 | 124 | 132 |
| Coaching | 12 | 20 | 36 | 30 | 32 |
| Exercise Science | 54 | 70 | 127 | 125 | 146 |
| Health | 15 | 8 | 0 | 0 | 0 |
| Motor Development | 35 | 65 | 111 | 121 | 117 |
| Physical Education | 335 | 360 | 225 | 244 | 196 |
| Program Children & Youth | 1 | 0 | 0 | 0 | 0 |
| Recreation | 10 | 8 | 20 | 26 | 33 |
| Teaching Certification | 0 | 0 | 52 | 70 | 88 |
| Special Education | 185 | 158 | 131 | 155 | 279 |
| Communication Disorders | | | | | 104 |
| Special Education | 185 | 158 | 131 | 155 | 175 |

| | Year | | | | |
|---------------------------------------|------------|------------|------------|------------|------------|
| | 1992 | 1993 | 1994 | 1995 | 1996 |
| Undeclared | 633 | 655 | 541 | 640 | 592 |
| Non-Matriculated Undergraduate | 593 | 537 | 617 | 670 | 738 |

Note: Includes double majors.

Source: Office of Institutional Research and Assessment

Total Majors Declared by Level & Year Fall 1992-1996

Master of Arts/Science

| | Year | | | | |
|--------------------------|------|------|------|------|------|
| | 1992 | 1993 | 1994 | 1995 | 1996 |
| Biology | 5 | 5 | 6 | 3 | 8 |
| Chemistry | 0 | 1 | 3 | 2 | 3 |
| Communication Arts | 1 | 0 | 0 | 0 | 0 |
| Communications Disorders | 21 | 9 | 3 | 0 | 0 |
| Computer Science | 14 | 12 | 17 | 17 | 15 |
| English | 12 | 10 | 15 | 16 | 16 |
| History | 3 | 6 | 9 | 5 | 10 |
| Physical Education | 10 | 20 | 18 | 14 | 14 |
| Psychology | 39 | 35 | 36 | 32 | 35 |
| Speech Communications | 6 | 7 | 11 | 16 | 9 |

Master Public of Administration

| | Year | | | | |
|----------------------------------|------|------|------|------|------|
| | 1992 | 1993 | 1994 | 1995 | 1996 |
| Masters of Public Administration | n/a | n/a | n/a | n/a | 3 |

Master of Arts in Teaching

| | Year | | | | |
|----------------|------|------|------|------|------|
| | 1992 | 1993 | 1994 | 1995 | 1996 |
| Biology | 4 | 9 | 6 | 3 | 1 |
| Chemistry | 5 | 2 | 2 | 2 | 2 |
| Creative Arts | 6 | 7 | 4 | 4 | 4 |
| Earth Science | 1 | 3 | 2 | 2 | 0 |
| English | 17 | 21 | 16 | 8 | 2 |
| Geography | 2 | 1 | 0 | 0 | 0 |
| History | 15 | 22 | 20 | 12 | 8 |
| Math | 15 | 19 | 17 | 4 | 4 |
| Physics | 4 | 2 | 2 | 1 | 2 |
| Social Studies | 14 | 6 | 4 | 4 | 2 |

Note: Includes double majors.

Source: Office of Institutional Research and Assessment

Total Majors Declared by Level & Year Fall 1992-1996

Certificates of Advanced Graduate Study

| | Year | | | | |
|--|-----------|-----------|-----------|-----------|-----------|
| | 1992 | 1993 | 1994 | 1995 | 1996 |
| Art | 0 | 0 | 1 | 0 | 1 |
| Creative Arts | 0 | 0 | 1 | 0 | 1 |
| Education | 84 | 70 | 72 | 78 | 85 |
| Counseling | 10 | 13 | 1 | 1 | 2 |
| Early Childhood Education | 1 | 0 | 0 | 0 | 0 |
| Elementary Education | 2 | 1 | 0 | 0 | 0 |
| Health Promotion | 1 | 1 | 1 | 0 | 0 |
| High School, Middle School & Adult Education | 1 | 1 | 0 | 1 | 0 |
| Instructional Media | 4 | 3 | 2 | 1 | 1 |
| Physical Education | 1 | 0 | 1 | 0 | 0 |
| School Administration/Educational Leadership | 55 | 45 | 65 | 74 | 82 |
| School Librarianship | 1 | 1 | 1 | 0 | 0 |
| Special Education | 8 | 5 | 1 | 1 | 0 |

Post-Baccalaureate Certificates

| | Year | | | | |
|---|------------|------------|-----------|-----------|------------|
| | 1992 | 1993 | 1994 | 1995 | 1996 |
| Elementary and Early Childhood Education | n/a | n/a | 29 | 90 | 115 |
| Early Childhood Education | n/a | n/a | 4 | 13 | 17 |
| Elementary Education | n/a | n/a | 25 | 77 | 98 |
| Movement Arts and Health Promotion | n/a | n/a | 2 | 15 | 22 |
| Health | n/a | n/a | 1 | 7 | 9 |
| Physical Education | n/a | n/a | 1 | 8 | 13 |
| Secondary Education and Prof. Programs | n/a | n/a | 18 | 68 | 115 |
| Counseling | n/a | n/a | n/a | 2 | 4 |
| Middle School | n/a | n/a | n/a | 0 | 2 |
| Secondary Education | n/a | n/a | 18 | 0 | 0 |
| Teaching | n/a | n/a | n/a | 64 | 106 |
| Unified Media | n/a | n/a | n/a | 2 | 3 |
| Special Education | n/a | n/a | 19 | 60 | 65 |

Note: Includes double majors.

Source: Office of Institutional Research and Assessment

Total Majors Declared by Level & Year Fall 1992-1996

Master of Education

| | Year | | | | |
|---|------------|------------|------------|------------|------------|
| | 1992 | 1993 | 1994 | 1995 | 1996 |
| Elementary and Early Childhood Education | 202 | 199 | 107 | 87 | 118 |
| Early Childhood Education | 51 | 55 | 35 | 22 | 28 |
| Elementary Education | 107 | 113 | 56 | 44 | 51 |
| Reading Education | 44 | 31 | 16 | 21 | 39 |
| Movement Arts and Health Promotion | 20 | 18 | 20 | 25 | 28 |
| Health Promotion | 20 | 18 | 20 | 25 | 28 |
| Secondary Education and Prof. Programs | 138 | 124 | 127 | 157 | 203 |
| Counseling | 86 | 75 | 82 | 105 | 136 |
| Instructional Media | 6 | 7 | 3 | 2 | 1 |
| Library Media Studies | 0 | 0 | 7 | 24 | 33 |
| Educational Leadership | 33 | 24 | 28 | 21 | 30 |
| School Librarianship | 13 | 18 | 7 | 5 | 3 |
| Special Education | 86 | 137 | 99 | 72 | 77 |
| Special Education | 86 | 137 | 99 | 72 | 77 |

Certificate Programs

| | Year | | | | |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
| | 1992 | 1993 | 1994 | 1995 | 1996 |
| Undergraduate Certificates | 58 | 33 | 30 | 24 | 20 |
| Accounting & Finance | 12 | 8 | 7 | 9 | 7 |
| Computer Science | 3 | 2 | 0 | 2 | 2 |
| Marketing Management | 2 | 2 | 0 | 2 | 0 |
| Media Studies | 1 | 0 | 0 | 0 | 0 |
| Paralegal Studies | 37 | 21 | 22 | 9 | 11 |
| Public Sector Management | 1 | 0 | 0 | 1 | 0 |
| Substitute Teaching | 2 | 0 | 1 | 1 | 0 |
| Graduate Certificates | 18 | 7 | 6 | 7 | 7 |
| Accounting & Finance | 8 | 4 | 4 | 3 | 5 |
| Information Systems Management | 1 | 0 | 0 | 2 | 0 |
| Marketing Management | 0 | 0 | 0 | 0 | 0 |
| Operations Management | 1 | 2 | 1 | 0 | 1 |
| Other | 8 | 1 | 0 | 1 | 0 |
| Public Affairs Management | 0 | 0 | 1 | 1 | 1 |

Note: Includes double majors.

Source: Office of Institutional Research and Assessment

Total Majors by Department and Race Fall 1996

School of Arts and Sciences Undergraduate and Graduate Majors

| | Native Am | Asian | Black | Hispanic | White | Unknown | Total | % Minority |
|--|-----------|-------|-------|----------|-------|---------|-------|------------|
| Chemistry | 0 | 7 | 5 | 1 | 67 | 6 | 86 | 15% |
| Physics | 0 | 2 | 0 | 0 | 13 | 1 | 16 | 13% |
| Economics | 0 | 1 | 2 | 0 | 20 | 2 | 25 | 12% |
| Mathematics & Computer Science | 2 | 16 | 13 | 2 | 228 | 17 | 278 | 12% |
| Political Science | 0 | 2 | 9 | 4 | 122 | 12 | 149 | 10% |
| Management & Aviation Science | 4 | 44 | 52 | 25 | 1068 | 53 | 1246 | 10% |
| Sociology & Anthropology | 2 | 10 | 23 | 8 | 376 | 17 | 436 | 10% |
| Biology | 0 | 3 | 16 | 3 | 202 | 9 | 233 | 9% |
| Social Work | 1 | 8 | 11 | 5 | 229 | 21 | 275 | 9% |
| Art | 2 | 5 | 5 | 2 | 186 | 13 | 213 | 7% |
| Psychology | 2 | 10 | 30 | 17 | 826 | 45 | 930 | 6% |
| Communication Studies and Theatre Arts | 1 | 10 | 11 | 3 | 373 | 18 | 416 | 6% |
| English | 2 | 4 | 9 | 1 | 264 | 16 | 296 | 5% |
| Foreign Languages | 0 | 1 | 1 | 0 | 38 | 2 | 42 | 5% |
| Music | 0 | 1 | 1 | 0 | 51 | 5 | 58 | 3% |
| History | 1 | 1 | 4 | 2 | 226 | 19 | 253 | 3% |
| Earth Sciences & Geography | 1 | 1 | 0 | 1 | 96 | 7 | 106 | 3% |
| Philosophy | 0 | 0 | 0 | 0 | 16 | 3 | 19 | 0% |

School of Education Undergraduate and Graduate Majors

| | Native Am | Asian | Black | Hispanic | White | Unknown | Total | % Minority |
|--|-----------|-------|-------|----------|-------|---------|-------|------------|
| Secondary Education and Prof. Programs | 2 | 5 | 17 | 2 | 347 | 30 | 403 | 6% |
| Movement Arts, Health Promotion, ... | 0 | 10 | 17 | 11 | 727 | 43 | 808 | 5% |
| Special Education | 3 | 5 | 5 | 3 | 375 | 30 | 421 | 4% |
| Elementary & Early Childhood Education | 3 | 4 | 21 | 8 | 1167 | 58 | 1261 | 3% |

Note: Includes double majors

Source: Office of Institutional Research and Assessment

Total Majors by Department and Gender Fall 1996

School of Arts and Sciences Undergraduate and Graduate Majors

| | Male | Female | Total | % Female |
|--|------|--------|-------|----------|
| Foreign Languages | 4 | 38 | 42 | 90% |
| Psychology | 141 | 789 | 930 | 85% |
| Social Work | 47 | 228 | 275 | 83% |
| Art | 65 | 148 | 213 | 69% |
| English | 93 | 203 | 296 | 69% |
| Communication Studies and Theatre Arts | 133 | 283 | 416 | 68% |
| Biology | 84 | 149 | 233 | 64% |
| Earth Sciences & Geography | 49 | 57 | 106 | 54% |
| Sociology & Anthropology | 203 | 233 | 436 | 53% |
| Music | 33 | 25 | 58 | 43% |
| Management & Aviation Science | 740 | 506 | 1246 | 41% |
| Political Science | 89 | 60 | 149 | 40% |
| History | 154 | 99 | 253 | 39% |
| Chemistry | 53 | 33 | 86 | 38% |
| Economics | 16 | 9 | 25 | 36% |
| Mathematics & Computer Science | 179 | 99 | 278 | 36% |
| Philosophy | 14 | 5 | 19 | 26% |
| Physics | 13 | 3 | 16 | 19% |

School of Education Undergraduate and Graduate Majors

| | Male | Female | Total | % Female |
|--|------|--------|-------|----------|
| Elementary & Early Childhood Education | 118 | 1143 | 1261 | 91% |
| Special Education | 47 | 374 | 421 | 89% |
| Secondary Education and Prof. Programs | 132 | 271 | 403 | 67% |
| Movement Arts, Health Promotion, ... | 429 | 379 | 808 | 47% |

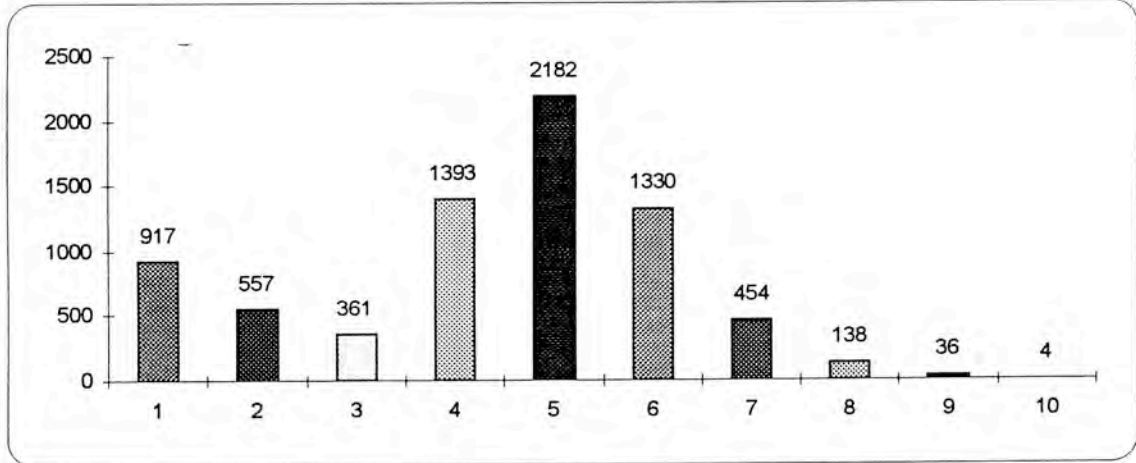
Note: Includes double majors.

Source: Office of Institutional Research and Assessment

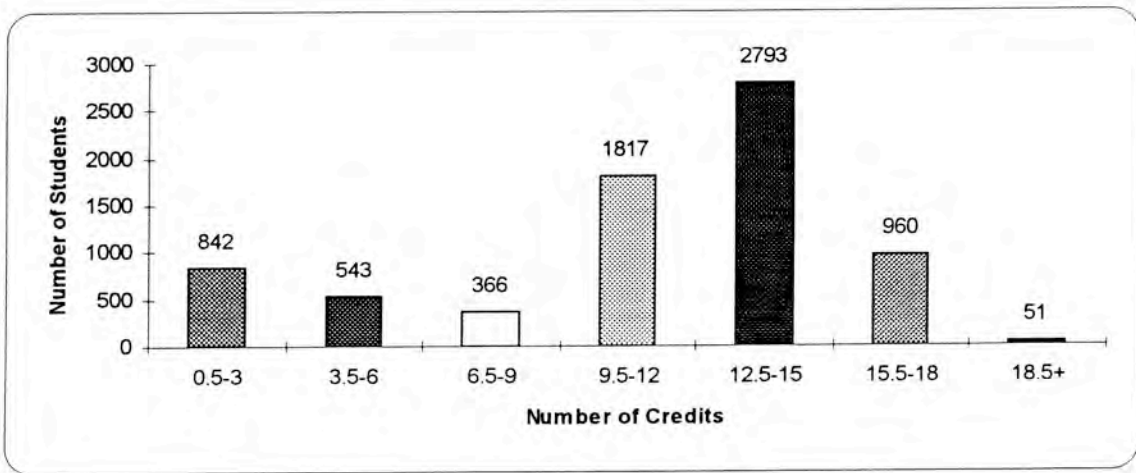
Distribution of Undergraduate Course and Credit Loads Fall 1996

| | |
|--------------------------------|----------------------------------|
| Mean Course Load: 4.37 courses | Mean Credit Load: 11.857 credits |
| Middle 50%: 4-6 courses | Middle 50%: 11-15 credits |

Undergraduate Course Loads



Undergraduate Credit Loads



Source: Office of Institutional Research and Assessment

Distribution of Graduate Course and Credit Loads Fall 1996

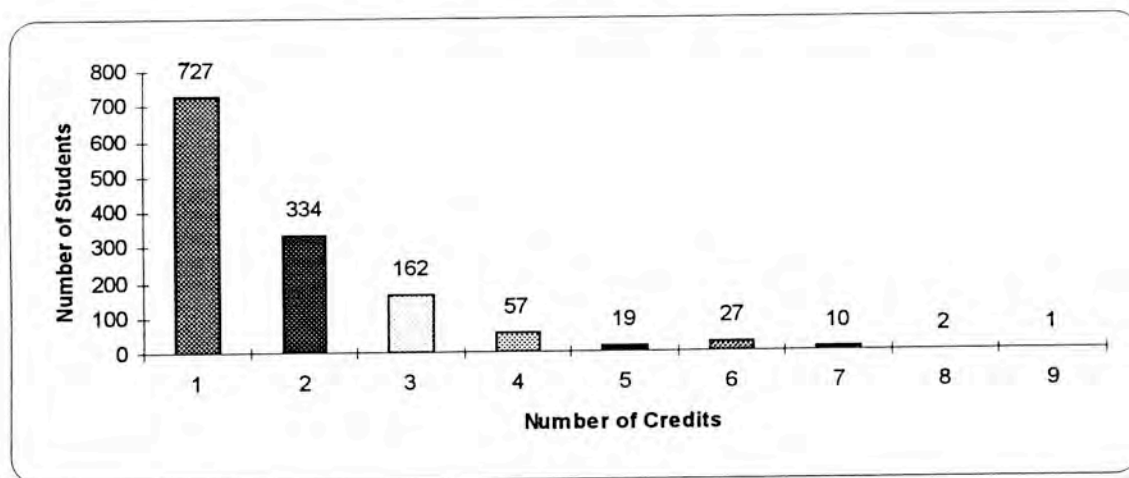
Mean Course Load: 1.838 courses

Mean Credit Load: 5.49 credits

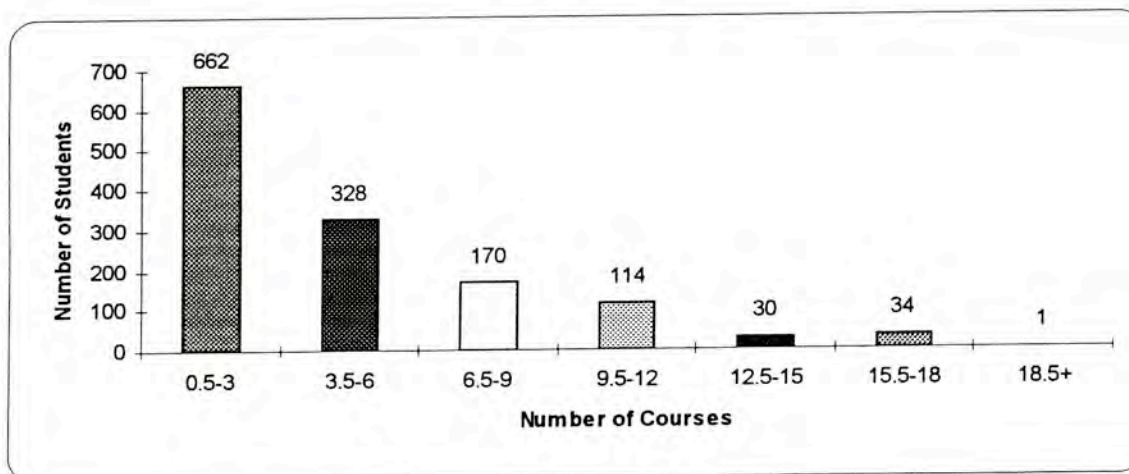
Middle 50%: 1-2 courses

Middle 50%: 3-7 credits

Graduate Course Loads



Graduate Credit Loads



Source: Office of Institutional Research and Assessment

Total Course Sections by Department & Time of Day Fall 1996

| Department | Before 4 pm | After 4 pm | Total | % After 4 pm |
|--|-------------|------------|-------------|--------------|
| Secondary Ed. and Professional Programs | 40 | 57 | 97 | 59% |
| Special Ed. and Communication Disorders | 18 | 19 | 37 | 51% |
| Elementary and Early Childhood Education | 34 | 21 | 55 | 38% |
| Art * | 33 | 15 | 48 | 31% |
| Social Work | 19 | 8 | 27 | 30% |
| Psychology | 55 | 19 | 74 | 26% |
| Foreign Language | 45 | 14 | 59 | 24% |
| Mathematics and Computer Science | 75 | 23 | 98 | 23% |
| Biology ** | 23 | 7 | 30 | 23% |
| Political Science | 25 | 7 | 32 | 22% |
| Sociology and Anthropology | 47 | 13 | 60 | 22% |
| Economics | 15 | 4 | 19 | 21% |
| Management and Aviation Science *** | 106 | 28 | 134 | 21% |
| Chemistry ** | 12 | 3 | 15 | 20% |
| Communication Studies and Theatre Arts | 65 | 14 | 79 | 18% |
| Music **** | 53 | 11 | 64 | 17% |
| Earth Sciences and Geography ** | 35 | 7 | 42 | 17% |
| Movement Arts, Health Promotion... | 115 | 21 | 136 | 15% |
| English | 112 | 18 | 130 | 14% |
| History | 59 | 9 | 68 | 13% |
| Philosophy | 20 | 3 | 23 | 13% |
| Physics ** | 11 | 1 | 12 | 8% |
| Total | 1017 | 322 | 1339 | 24% |

* Art sections meeting jointly have been combined.

** Excludes lab sections

*** Includes individual flight training

**** Includes individual instruction

Source: Office of Institutional Research and Assessment

Department Profiles



Office of Institutional Research and
Assessment

Art Fall 1996

Department: Art
Chairperson: John Heller
Concentrations: Fine Arts, Graphic Design, Crafts



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 20 | 12 | 1 | 1 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 64 | 1 | 65 |
| Female | 144 | 4 | 148 |
| Total | 208 | 5 | 213 |
| % Female | | | |
| Art | 69% | 80% | 69% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| Art | 7% | 0% | 7% |
| BSC | 8% | 4% | 7% |

| Full-Time Faculty | Men | Women |
|----------------------------|------|-------|
| Professors | 6 | 1 |
| Associate Professors | 0 | 2 |
| Assistant Professors | 0 | 0 |
| Instructors | 0 | 0 |
| Total | 6 | 3 |
| | ART | BSC |
| % Women | 33% | 38% |
| % Minority | 11% | 9% |
| % with Terminal Degree | 89% | 80% |
| % Tenured | 100% | 81% |
| Avg Number of Years at BSC | 23 | 16 |
| Average Age | 54 | 52 |
| % Part-Time (based on FTE) | 34% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 0 | 1 | 20 | 3 | 3 | 5 | 32 | 30 | 3194 |
| Upper Level | 0 | 8 | 8 | 0 | 0 | 0 | 16 | 11 | 261 |
| Graduate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 9 | 28 | 3 | 3 | 5 | 48 | 24 | 3455 |

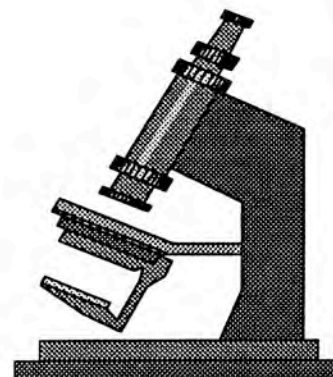
| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|--------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | Art | BSC |
| 8.67 | 4.47 | 13.14 | 225.33 | 6.25 | 231.58 | 17.63 | 19.03 |

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

Source: Office of Institutional Research and Assessment

Biology Fall 1996

Department: Biology
Chairperson: John Jahoda
Concentrations: Environmental Biology, Biomedical,
 Cell/Molecular Biology, General Biology



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 16 | 26 | 2 | 2 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 80 | 4 | 84 |
| Female | 144 | 5 | 149 |
| Total | 224 | 9 | 233 |
| % Female | | | |
| Biology | 64% | 56% | 64% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| Biology | 9% | 11% | 9% |
| BSC | 8% | 4% | 7% |

| Full-Time Faculty | Men | Women |
|----------------------------|-------------|------------|
| Professors | 6 | 1 |
| Associate Professors | 1 | 1 |
| Assistant Professors | 1 | 0 |
| Instructors | 0 | 0 |
| Total | 8 | 2 |
| | BIOL | BSC |
| % Women | 20% | 38% |
| % Minority | 10% | 9% |
| % with Terminal Degree | 100% | 80% |
| % Tenured | 90% | 81% |
| Avg Number of Years at BSC | 21 | 16 |
| Average Age | 55 | 52 |
| % Part-Time (based on FTE) | 14% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 0 | 2 | 17 | 19 | 6 | 8 | 52 | 25 | 2444 |
| Upper Level | 0 | 5 | 6 | 3 | 0 | 1 | 15 | 16 | 477 |
| Graduate | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 9 | 33 |
| Total | 0 | 8 | 23 | 22 | 6 | 9 | 68 | 23 | 2954 |

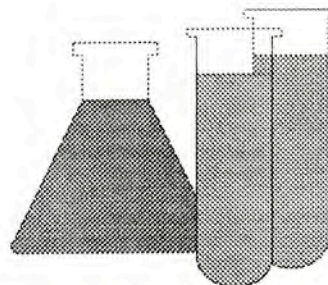
| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|--------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | Biology | BSC |
| 9.6 | 1.53 | 11.13 | 192.6 | 5.42 | 198.02 | 17.79 | 19.03 |

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

Source: Office of Institutional Research and Assessment

Chemistry Fall 1996

Department: Chemistry
Chairperson: Vahe Margarian
Concentrations: Chemistry/Geology, Biochemistry



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 17 | 9 | 0 | 1 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 49 | 4 | 53 |
| Female | 32 | 1 | 33 |
| Total | 81 | 5 | 86 |
| % Female | | | |
| Chemistry | 40% | 20% | 38% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| Chemistry | 16% | 0% | 15% |
| BSC | 8% | 4% | 7% |

| Full-Time Faculty | Men | Women |
|----------------------------|------|-------|
| Professors | 3 | 1 |
| Associate Professors | 0 | 0 |
| Assistant Professors | 1 | 0 |
| Instructors | 0 | 0 |
| Total | 4 | 1 |
| | CHEM | BSC |
| % Women | 20% | 38% |
| % Minority | 0% | 9% |
| % with Terminal Degree | 60% | 80% |
| % Tenured | 100% | 81% |
| Avg Number of Years at BSC | 33 | 16 |
| Average Age | 63 | 52 |
| % Part-Time (based on FTE) | 19% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 0 | 2 | 9 | 2 | 2 | 2 | 17 | 27 | 936 |
| Upper Level | 2 | 5 | 5 | 0 | 0 | 1 | 13 | 12 | 318 |
| Graduate | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 7 | 25 |
| Total | 2 | 8 | 14 | 2 | 2 | 3 | 31 | 20 | 1279 |

| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|-------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | CHEM | BSC |
| 4.8 | 1.13 | 5.93 | 82.33 | 3.67 | 86 | 14.49 | 19.03 |

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

Source: Office of Institutional Research and Assessment

Communications Studies and Theatre Arts Fall 1996

Department: Communication Studies and Theatre Arts
Chairperson: Nancy Street
Concentrations: Communication Studies, Theatre Arts,
 Teacher Certification in Theatre,
 Dance and Speech



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 27 | 80 | 0 | 2 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 131 | 2 | 133 |
| Female | 276 | 7 | 283 |
| Total | 407 | 9 | 416 |
| % Female | | | |
| Comm | 68% | 78% | 68% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| Comm | 6% | 22% | 6% |
| BSC | 8% | 4% | 7% |

| Full-Time Faculty | Men | Women |
|----------------------------|------|-------|
| Professors | 3 | 4 |
| Associate Professors | 0 | 2 |
| Assistant Professors | 4 | 0 |
| Instructors | 0 | 1 |
| Total | 7 | 7 |
| | COMM | BSC |
| % Women | 50% | 38% |
| % Minority | 0% | 9% |
| % with Terminal Degree | 93% | 80% |
| % Tenured | 64% | 81% |
| Avg Number of Years at BSC | 11 | 16 |
| Average Age | 47 | 52 |
| % Part-Time (based on FTE) | 34% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 3 | 7 | 15 | 35 | 0 | 3 | 63 | 24 | 3569 |
| Upper Level | 1 | 6 | 13 | 2 | 0 | 0 | 22 | 13 | 935 |
| Graduate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 4 | 13 | 28 | 37 | 0 | 3 | 85 | 21 | 4504 |

| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|--------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | COMM | BSC |
| 13.2 | 6.8 | 20 | 298.07 | 2.75 | 300.82 | 15.04 | 19.03 |

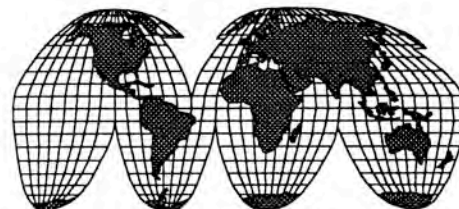
Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio=(student FTE)/(faculty FTE).

Source: Office of Institutional Research and Assessment

Earth Sciences and Geography

Fall 1996

Department: Earth Sciences and Geography
Chairperson: Reed Stewart
Concentrations: Earth Sciences, General Geography, Environmental Geography, Geo-Technology, Regional and Economic Planning, Geology, Chemistry/Geology



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 18 | 22 | 0 | 1 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 49 | 0 | 49 |
| Female | 57 | 0 | 57 |
| Total | 106 | 0 | 106 |
| % Female | | | |
| EASG | 54% | n/a | 54% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| EASG | 3% | n/a | 3% |
| BSC | 8% | 4% | 7% |

| Full-Time Faculty | Men | Women |
|----------------------------|------|-------|
| Professors | 6 | 0 |
| Associate Professors | 1 | 0 |
| Assistant Professors | 1 | 1 |
| Instructors | 1 | 0 |
| Total | 9 | 1 |
| | EASG | BSC |
| % Women | 10% | 38% |
| % Minority | 20% | 9% |
| % with Terminal Degree | 90% | 80% |
| % Tenured | 70% | 81% |
| Avg Number of Years at BSC | 14 | 16 |
| Average Age | 48 | 52 |
| % Part-Time (based on FTE) | 23% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 0 | 2 | 12 | 8 | 7 | 12 | 41 | 30 | 3072 |
| Upper Level | 0 | 7 | 9 | 2 | 0 | 0 | 18 | 12 | 530 |
| Graduate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 9 | 21 | 10 | 7 | 12 | 59 | 25 | 3602 |

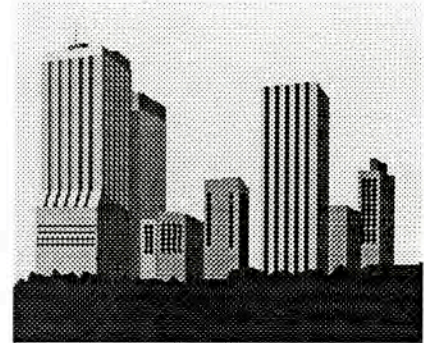
| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|--------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | EASG | BSC |
| 9.4 | 2.8 | 12.2 | 238 | 2.67 | 240.67 | 19.73 | 19.03 |

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

Source: Office of Institutional Research and Assessment

Economics Fall 1996

Department: Economics
Chairperson: Anthony Cicerone



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 4 | 3 | 0 | 0 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 16 | 0 | 16 |
| Female | 9 | 0 | 9 |
| Total | 25 | 0 | 25 |
| % Female | | | |
| Econ | 36% | n/a | 36% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| Econ | 12% | n/a | 12% |
| BSC | 8% | 4% | 7% |

| Full-Time Faculty | Men | Women |
|----------------------------|------|-------|
| Professors | 2 | 1 |
| Associate Professors | 1 | 0 |
| Assistant Professors | 0 | 0 |
| Instructors | 1 | 0 |
| Total | 4 | 1 |
| | ECON | BSC |
| % Women | 20% | 38% |
| % Minority | 40% | 9% |
| % with Terminal Degree | 60% | 80% |
| % Tenured | 80% | 81% |
| Avg Number of Years at BSC | 13 | 16 |
| Average Age | 47 | 52 |
| % Part-Time (based on FTE) | 13% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 0 | 1 | 8 | 3 | 3 | 1 | 16 | 23 | 1104 |
| Upper Level | 0 | 2 | 0 | 0 | 1 | 0 | 3 | 16 | 141 |
| Graduate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 3 | 8 | 3 | 4 | 1 | 19 | 22 | 1245 |

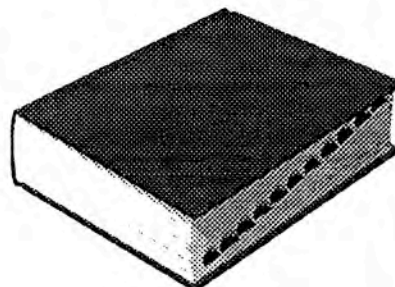
| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|-------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | ECON | BSC |
| 4.2 | 0.6 | 4.8 | 82.8 | 0.25 | 83.05 | 17.3 | 19.03 |

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

Source: Office of Institutional Research and Assessment

English Fall 1996

Department: English
Chairperson: Iain Crawford
Concentrations: Writing



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 15 | 41 | 1 | 4 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 87 | 6 | 93 |
| Female | 191 | 12 | 203 |
| Total | 278 | 18 | 296 |
| % Female | | | |
| English | 69% | 67% | 69% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| English | 6% | 0% | 5% |
| BSC | 8% | 4% | 7% |

| Full-Time Faculty | Men | Women |
|----------------------------|------|-------|
| Professors | 8 | 5 |
| Associate Professors | 3 | 4 |
| Assistant Professors | 1 | 0 |
| Instructors | 1 | 0 |
| Total | 13 | 9 |
| | ENGL | BSC |
| % Women | 41% | 38% |
| % Minority | 5% | 9% |
| % with Terminal Degree | 86% | 80% |
| % Tenured | 91% | 81% |
| Avg Number of Years at BSC | 17 | 16 |
| Average Age | 53 | 52 |
| % Part-Time (based on FTE) | 35% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|--------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 1 | 3 | 23 | 67 | 14 | 0 | 108 | 23 | 7485 |
| Upper Level | 0 | 3 | 6 | 9 | 1 | 0 | 19 | 20 | 1173 |
| Graduate | 0 | 2 | 1 | 0 | 0 | 0 | 3 | 10 | 96 |
| Total | 1 | 8 | 30 | 76 | 15 | 0 | 130 | 22 | 8754 |

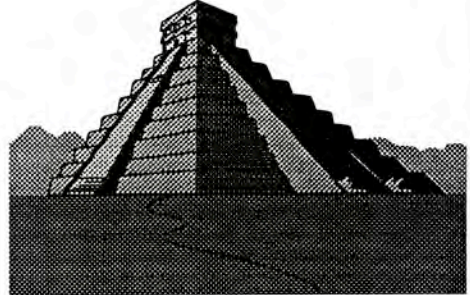
| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|-------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | English | BSC |
| 20 | 11 | 31 | 573.6 | 12.5 | 586.1 | 18.91 | 19.03 |

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

Source: Office of Institutional Research and Assessment

Foreign Languages Fall 1996

Department: Foreign Languages
Chairperson: Robert Arruda



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 1 | 7 | 0 | 0 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 4 | 0 | 4 |
| Female | 38 | 0 | 38 |
| Total | 42 | 0 | 42 |
| % Female | | | |
| LANG | 90% | n/a | 90% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| LANG | 5% | n/a | 5% |
| BSC | 8% | 4% | 7% |

| Full-Time Faculty | Men | Women |
|----------------------------|------|-------|
| Professors | 2 | 2 |
| Associate Professors | 1 | 1 |
| Assistant Professors | 0 | 1 |
| Instructors | 0 | 0 |
| Total | 3 | 4 |
| | LANG | BSC |
| % Women | 57% | 38% |
| % Minority | 14% | 9% |
| % with Terminal Degree | 86% | 80% |
| % Tenured | 100% | 81% |
| Avg Number of Years at BSC | 22 | 16 |
| Average Age | 57 | 52 |
| % Part-Time (based on FTE) | 54% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 0 | 4 | 18 | 10 | 24 | 0 | 56 | 25 | 4272 |
| Upper Level | 0 | 2 | 1 | 0 | 0 | 0 | 3 | 9 | 81 |
| Graduate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 6 | 19 | 10 | 24 | 0 | 59 | 24 | 4353 |

| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|-------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | LANG | BSC |
| 6.6 | 7.87 | 14.47 | 287.8 | 3 | 290.8 | 20.1 | 19.03 |

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

Source: Office of Institutional Research and Assessment

History Fall 1996

Department: History
Chairperson: Gerald Doiron
Concentrations: Community History, Military History



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 20 | 19 | 4* | 1 |

*Includes one social studies graduate

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 144 | 10 | 154 |
| Female | 89 | 10 | 99 |
| Total | 233 | 20 | 253 |
| % Female | | | |
| HIST | 38% | 50% | 39% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| HIST | 3% | 0% | 3% |
| BSC | 8% | 4% | 7% |

| Full-Time Faculty | Men | Women |
|----------------------------|------|-------|
| Professors | 6 | 1 |
| Associate Professors | 0 | 1 |
| Assistant Professors | 3 | 2 |
| Instructors | 0 | 0 |
| Total | 9 | 4 |
| | HIST | BSC |
| % Women | 31% | 38% |
| % Minority | 8% | 9% |
| % with Terminal Degree | 92% | 80% |
| % Tenured | 62% | 81% |
| Avg Number of Years at BSC | 17 | 16 |
| Average Age | 50 | 52 |
| % Part-Time (based on FTE) | 24% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 0 | 1 | 1 | 2 | 17 | 27 | 48 | 39 | 5655 |
| Upper Level | 0 | 10 | 5 | 4 | 0 | 0 | 19 | 14 | 807 |
| Graduate | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 17 | 57 |
| Total | 0 | 11 | 7 | 6 | 17 | 27 | 68 | 32 | 6519 |

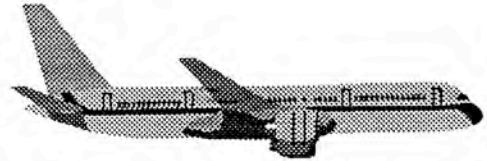
| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|-------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | HIST | BSC |
| 12.4 | 4 | 16.4 | 423.4 | 14 | 437.4 | 26.67 | 19.03 |

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

Source: Office of Institutional Research and Assessment

Management and Aviation Science Fall 1996

Department: Management and Aviation Science
Chairperson: Saul Auslander
Concentrations: General, Environmental and Energy Resources, Finance, Accounting, Information Systems, Marketing, Global Management, Transportation, Flight Training, Aviation Management



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 125 | 86 | 0 | 0 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 740 | 0 | 740 |
| Female | 506 | 0 | 506 |
| Total | 1246 | 0 | 1246 |
| % Female | | | |
| MGAS | 41% | n/a | 41% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| MGAS | 10% | n/a | 10% |
| BSC | 8% | 4% | 7% |

| Full-Time Faculty | Men | Women |
|----------------------------|------|-------|
| Professors | 8 | 3 |
| Associate Professors | 0 | 1 |
| Assistant Professors | 3 | 1 |
| Instructors | 0 | 1 |
| Total | 11 | 6 |
| | MGAS | BSC |
| % Women | 35% | 38% |
| % Minority | 0% | 9% |
| % with Terminal Degree | 88% | 80% |
| % Tenured | 76% | 81% |
| Avg Number of Years at BSC | 9 | 16 |
| Average Age | 53 | 52 |
| % Part-Time (based on FTE) | 34% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 19 | 9 | 9 | 13 | 8 | 8 | 66 | 18 | 3543 |
| Upper Level | 8 | 7 | 33 | 15 | 3 | 2 | 68 | 17 | 3500 |
| Graduate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 27 | 16 | 42 | 28 | 11 | 10 | 134 | 18 | 7043 |

| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|--------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | MGAS | BSC |
| 15.8 | 8.2 | 24 | 465.73 | 4.75 | 470.48 | 19.6 | 19.03 |

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

Source: Office of Institutional Research and Assessment

Math and Computer Science Fall 1996

Department: Mathematics and Computer Science
Chairperson: Gail Price



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 12 | 8 | 2 | 5 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 167 | 12 | 179 |
| Female | 92 | 7 | 99 |
| Total | 259 | 19 | 278 |
| % Female | | | |
| MATH | 36% | 37% | 36% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| MATH | 11% | 21% | 12% |
| BSC | 8% | 4% | 7% |

| Full-Time Faculty | Men | Women |
|----------------------------|------|-------|
| Professors | 8 | 2 |
| Associate Professors | 4 | 1 |
| Assistant Professors | 4 | 1 |
| Instructors | 1 | 0 |
| Total | 17 | 4 |
| | MATH | BSC |
| % Women | 19% | 38% |
| % Minority | 19% | 9% |
| % with Terminal Degree | 38% | 80% |
| % Tenured | 90% | 81% |
| Avg Number of Years at BSC | 18 | 16 |
| Average Age | 54 | 52 |
| % Part-Time (based on FTE) | 26% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 1 | 1 | 12 | 26 | 15 | 26 | 81 | 32 | 7763 |
| Upper Level | 0 | 3 | 5 | 6 | 1 | 0 | 15 | 19 | 843 |
| Graduate | 0 | 2 | 1 | 0 | 0 | 0 | 3 | 9 | 83 |
| Total | 1 | 6 | 18 | 32 | 16 | 26 | 99 | 29 | 8689 |

| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|--------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | MATH | BSC |
| 19.2 | 6.67 | 25.87 | 567.4 | 14.83 | 582.23 | 22.51 | 19.03 |

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

Source: Office of Institutional Research and Assessment

Music Fall 1996

Department: Music
Chairperson: David Garcia



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 1 | 6 | 0 | 0 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 33 | 0 | 33 |
| Female | 25 | 0 | 25 |
| Total | 58 | 0 | 58 |
| % Female | | | |
| MUSIC | 43% | n/a | 43% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| MUSIC | 3% | n/a | 3% |
| BSC | 8% | 4% | 7% |

| Full-Time Faculty | Men | Women |
|----------------------------|-------|-------|
| Professors | 3 | 1 |
| Associate Professors | 1 | 1 |
| Assistant Professors | 0 | 0 |
| Instructors | 0 | 0 |
| Total | 4 | 2 |
| | MUSIC | BSC |
| % Women | 33% | 38% |
| % Minority | 17% | 9% |
| % with Terminal Degree | 83% | 80% |
| % Tenured | 100% | 81% |
| Avg Number of Years at BSC | 20 | 16 |
| Average Age | 56 | 52 |
| % Part-Time (based on FTE) | 53% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 3 | 5 | 13 | 12 | 8 | 4 | 45 | 22 | 2884 |
| Upper Level | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 7 | 45 |
| Graduate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 3 | 7 | 13 | 12 | 8 | 4 | 47 | 21 | 2929 |

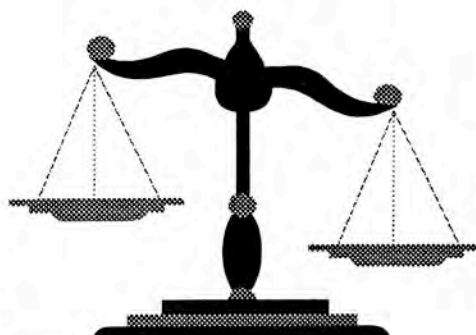
| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|--------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | MUSIC | BSC |
| 5.4 | 6.17 | 11.57 | 195 | 0.33 | 195.33 | 16.88 | 19.03 |

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

Source: Office of Institutional Research and Assessment

Philosophy Fall 1996

Department: Philosophy
Chairperson: Steven Sanders
Concentrations: Applied Ethics



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 3 | 3 | 0 | 0 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 14 | 0 | 14 |
| Female | 5 | 0 | 5 |
| Total | 19 | 0 | 19 |
| % Female | | | |
| PHIL | 26% | n/a | 26% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| PHIL | 0% | n/a | 0% |
| BSC | 8% | 4% | 7% |

| Full-Time Faculty | Men | Women |
|----------------------------|------|-------|
| Professors | 4 | 1 |
| Associate Professors | 0 | 0 |
| Assistant Professors | 0 | 0 |
| Instructors | 0 | 0 |
| Total | 4 | 1 |
| | PHIL | BSC |
| % Women | 20% | 38% |
| % Minority | 0% | 9% |
| % with Terminal Degree | 100% | 80% |
| % Tenured | 100% | 81% |
| Avg Number of Years at BSC | 21 | 16 |
| Average Age | 53 | 52 |
| % Part-Time (based on FTE) | 14% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 0 | 1 | 4 | 0 | 14 | 1 | 20 | 32 | 1923 |
| Upper Level | 0 | 3 | 0 | 0 | 0 | 0 | 3 | 8 | 69 |
| Graduate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 4 | 4 | 0 | 14 | 1 | 23 | 29 | 1992 |

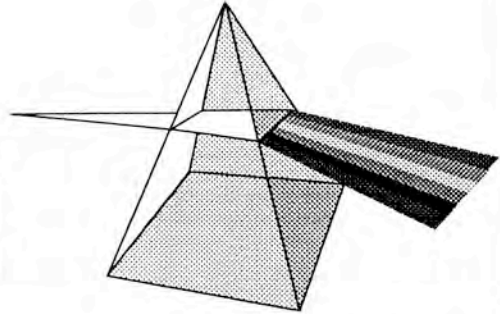
| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|-------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | PHIL | BSC |
| 4.8 | 0.8 | 5.6 | 132.8 | 0 | 132.8 | 23.71 | 19.03 |

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

Source: Office of Institutional Research and Assessment

Physics Fall 1996

Department: Physics
Chairperson: George Weygand
Concentrations: Computer Electronics



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 2 | 2 | 1 | 0 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 11 | 2 | 13 |
| Female | 3 | 0 | 3 |
| Total | 14 | 2 | 16 |
| % Female | | | |
| PHYS | 21% | 0% | 19% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| PHYS | 14% | 0% | 13% |
| BSC | 8% | 4% | 7% |

| Full-Time Faculty | Men | Women |
|----------------------------|------|-------|
| Professors | 2 | 1 |
| Associate Professors | 0 | 0 |
| Assistant Professors | 1 | 0 |
| Instructors | 0 | 0 |
| Total | 3 | 1 |
| | PHYS | BSC |
| % Women | 25% | 38% |
| % Minority | 0% | 9% |
| % with Terminal Degree | 100% | 80% |
| % Tenured | 75% | 81% |
| Avg Number of Years at BSC | 21 | 16 |
| Average Age | 58 | 52 |
| % Part-Time (based on FTE) | 3% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 0 | 2 | 8 | 6 | 3 | 0 | 19 | 20 | 710 |
| Upper Level | 2 | 1 | 0 | 0 | 0 | 0 | 3 | 4 | 39 |
| Graduate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Total | 2 | 3 | 8 | 6 | 3 | 0 | 22 | 18 | 752 |

| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|-------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | PHYS | BSC |
| 3.8 | 0.1 | 3.9 | 49.4 | 1.67 | 51.07 | 13.09 | 19.03 |

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

Source: Office of Institutional Research and Assessment

Political Science Fall 1996

Department: Political Science
Chairperson: Michael Kryzanek
Concentrations: International Affairs, Legal Studies



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 14 | 20 | 0 | 0 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 88 | 1 | 89 |
| Female | 58 | 2 | 60 |
| Total | 146 | 3 | 149 |
| % Female | | | |
| POLI | 40% | 67% | 40% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| POLI | 10% | 33% | 10% |
| BSC | 8% | 4% | 7% |

| Full-Time Faculty | Men | Women |
|----------------------------|------|-------|
| Professors | 2 | 0 |
| Associate Professors | 1 | 1 |
| Assistant Professors | 3 | 1 |
| Instructors | 0 | 0 |
| Total | 6 | 2 |
| | POLI | BSC |
| % Women | 25% | 38% |
| % Minority | 13% | 9% |
| % with Terminal Degree | 100% | 80% |
| % Tenured | 50% | 81% |
| Avg Number of Years at BSC | 8 | 16 |
| Average Age | 46 | 52 |
| % Part-Time (based on FTE) | 27% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 0 | 3 | 7 | 5 | 4 | 2 | 21 | 22 | 1428 |
| Upper Level | 0 | 3 | 5 | 1 | 0 | 0 | 9 | 12 | 353 |
| Graduate | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 18 | 108 |
| Total | 0 | 6 | 14 | 6 | 4 | 2 | 32 | 19 | 1889 |

| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|--------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | POLI | BSC |
| 6.47 | 2.4 | 8.87 | 119.33 | 8.25 | 127.58 | 14.39 | 19.03 |

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

Source: Office of Institutional Research and Assessment

Psychology Fall 1996

Department: Psychology
Chairperson: Ruth Hannon
Concentrations: Industrial-Personnel Psychology,
 Medical Psychology



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 29 | 163 | 5 | 7 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 130 | 11 | 141 |
| Female | 763 | 24 | 787 |
| Total | 893 | 35 | 928 |
| % Female | | | |
| PSYC | 85% | 69% | 85% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| PSYC | 6% | 3% | 6% |
| BSC | 8% | 4% | 7% |

| Full-Time Faculty | Men | Women |
|----------------------------|------|-------|
| Professors | 7 | 2 |
| Associate Professors | 0 | 1 |
| Assistant Professors | 2 | 1 |
| Instructors | 0 | 0 |
| Total | 9 | 4 |
| | PSYC | BSC |
| % Women | 31% | 38% |
| % Minority | 8% | 9% |
| % with Terminal Degree | 100% | 80% |
| % Tenured | 85% | 81% |
| Avg Number of Years at BSC | 20 | 16 |
| Average Age | 54 | 52 |
| % Part-Time (based on FTE) | 29% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 0 | 0 | 3 | 4 | 7 | 19 | 33 | 40 | 4020 |
| Upper Level | 0 | 0 | 4 | 8 | 3 | 17 | 32 | 38 | 3719 |
| Graduate | 0 | 6 | 3 | 0 | 0 | 0 | 9 | 10 | 293 |
| Total | 0 | 6 | 10 | 12 | 10 | 36 | 74 | 36 | 8032 |

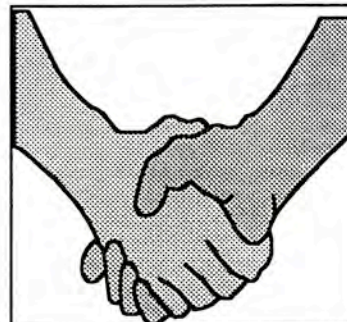
| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|-------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | PSYC | BSC |
| 12.6 | 5.2 | 17.8 | 512.53 | 28.67 | 541.2 | 30.4 | 19.03 |

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

Source: Office of Institutional Research and Assessment

Social Work Fall 1996

Department: Social Work
Chairperson: Rebecca Leavitt



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 7 | 57 | 0 | 0 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 47 | 0 | 47 |
| Female | 228 | 0 | 228 |
| Total | 275 | 0 | 275 |
| % Female | | | |
| SOWK | 83% | n/a | 83% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| SOWK | 9% | n/a | 9% |
| BSC | 8% | 4% | 7% |

| Full-Time Faculty | Men | Women |
|----------------------------|------|-------|
| Professors | 0 | 1 |
| Associate Professors | 1 | 1 |
| Assistant Professors | 0 | 2 |
| Instructors | 0 | 1 |
| Total | 1 | 5 |
| | SOWK | BSC |
| % Women | 83% | 38% |
| % Minority | 33% | 9% |
| % with Terminal Degree | 83% | 80% |
| % Tenured | 50% | 81% |
| Avg Number of Years at BSC | 6 | 16 |
| Average Age | 48 | 52 |
| % Part-Time (based on FTE) | 22% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 0 | 0 | 0 | 3 | 0 | 0 | 3 | 26 | 234 |
| Upper Level | 0 | 3 | 7 | 6 | 1 | 0 | 17 | 18 | 1217 |
| Graduate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 3 | 7 | 9 | 1 | 0 | 20 | 20 | 1451 |

| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|-------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | SOWK | BSC |
| 5.4 | 1.52 | 6.92 | 96.13 | 0.75 | 96.88 | 13.99 | 19.03 |

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

Source: Office of Institutional Research and Assessment

Sociology and Anthropology Fall 1996

Department: Sociology and Anthropology
Chairperson: Walter Carroll
Concentrations: Cultural Anthropology, Public Archaeology,
 Criminology, Third World Studies



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 51 | 53 | 0 | 0 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 203 | 0 | 203 |
| Female | 233 | 0 | 233 |
| Total | 436 | 0 | 436 |
| % Female | | | |
| SOAN | 53% | n/a | 53% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| SOAN | 10% | n/a | 10% |
| BSC | 8% | 4% | 7% |

| Full-Time Faculty | Men | Women |
|----------------------------|------|-------|
| Professors | 6 | 2 |
| Associate Professors | 1 | 0 |
| Assistant Professors | 0 | 1 |
| Instructors | 0 | 0 |
| Total | 7 | 3 |
| | SOAN | BSC |
| % Women | 30% | 38% |
| % Minority | 30% | 9% |
| % with Terminal Degree | 100% | 80% |
| % Tenured | 90% | 81% |
| Avg Number of Years at BSC | 15 | 16 |
| Average Age | 53 | 52 |
| % Part-Time (based on FTE) | 44% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 0 | 0 | 2 | 2 | 6 | 22 | 32 | 41 | 3927 |
| Upper Level | 1 | 4 | 9 | 4 | 8 | 2 | 28 | 24 | 2148 |
| Graduate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 1 | 4 | 11 | 6 | 14 | 24 | 60 | 33 | 6075 |

| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|-------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | SOAN | BSC |
| 8.8 | 7 | 15.8 | 405 | 0 | 405 | 25.63 | 19.03 |

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

Source: Office of Institutional Research and Assessment

Elementary and Early Childhood Education Fall 1996

Department: Elementary and Early Childhood Education
Chairperson: John Marvelle
Concentrations: Middle School



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 6 | 103 | 3 | 23 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 91 | 27 | 118 |
| Female | 937 | 206 | 1143 |
| Total | 1028 | 233 | 1261 |
| % Female | | | |
| ELED | 91% | 88% | 91% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| ELED | 3% | 0% | 3% |
| BSC | 8% | 4% | 7% |

| | Men | Women |
|----------------------------|------|-------|
| Professors | 2 | 1 |
| Associate Professors | 2 | 3 |
| Assistant Professors | 2 | 4 |
| Instructors | 0 | 0 |
| Total | 6 | 8 |
| | ELED | BSC |
| % Women | 57% | 38% |
| % Minority | 0% | 9% |
| % with Terminal Degree | 71% | 80% |
| % Tenured | 79% | 81% |
| Avg Number of Years at BSC | 17 | 16 |
| Average Age | 55 | 52 |
| % Part-Time (based on FTE) | 19% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 0 | 0 | 2 | 5 | 1 | 0 | 8 | 24 | 573 |
| Upper Level | 0 | 4 | 8 | 19 | 4 | 0 | 35 | 22 | 2998 |
| Graduate | 0 | 2 | 7 | 1 | 1 | 0 | 11 | 16 | 473 |
| Total | 0 | 6 | 17 | 25 | 6 | 0 | 54 | 21 | 4044 |

| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|--------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | ELED | BSC |
| 13.2 | 3.15 | 16.35 | 169.63 | 124.96 | 294.59 | 18.02 | 19.03 |

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

Source: Office of Institutional Research and Assessment

Movement Arts, Health Promotion and Leisure Studies Fall 1996

Department: Movement Arts, Health Promotion and Leisure Studies
Chairperson: Mary Lou Thornburg
Concentrations: Athletic Training, Coaching, Exercise Science
 Motor Development Therapy, Recreation, Teacher Certification in Physical Education



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 65 | 74 | 2 | 8 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 416 | 13 | 429 |
| Female | 328 | 51 | 379 |
| Total | 744 | 64 | 808 |
| % Female | | | |
| MAHP | 44% | 80% | 47% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| MAHP | 5% | 0% | 5% |
| BSC | 8% | 4% | 7% |

| Full-Time Faculty | Men | Women |
|----------------------------|------|-------|
| Professors | 8 | 6 |
| Associate Professors | 1 | 0 |
| Assistant Professors | 3 | 1 |
| Instructors | 0 | 0 |
| Total | 12 | 7 |
| | MAHP | BSC |
| % Women | 37% | 38% |
| % Minority | 5% | 9% |
| % with Terminal Degree | 84% | 80% |
| % Tenured | 89% | 81% |
| Avg Number of Years at BSC | 19 | 16 |
| Average Age | 53 | 52 |
| % Part-Time (based on FTE) | 28% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 0 | 7 | 35 | 31 | 14 | 2 | 89 | 22 | 3512 |
| Upper Level | 1 | 4 | 21 | 15 | 9 | 0 | 50 | 21 | 2973 |
| Graduate | 0 | 2 | 4 | 0 | 0 | 0 | 6 | 14 | 201 |
| Total | 1 | 13 | 60 | 46 | 23 | 2 | 145 | 21 | 6686 |

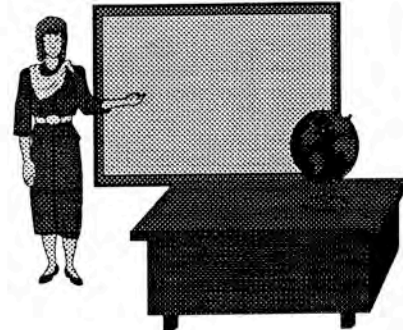
| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|--------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | MAHP | BSC |
| 17.4 | 6.6 | 24 | 412 | 42.17 | 454.17 | 18.92 | 19.03 |

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

Source: Office of Institutional Research and Assessment

Secondary Education and Professional Programs Fall 1996

Department: Secondary Education and Professional Programs
Chairperson: Mary Frances Zilonis
Programs: Counseling, High School, Middle School, and Adult Education, Educational Leadership, Library Media Studies



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | * | * | 23 | 53 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | * | 132 | 132 |
| Female | * | 271 | 271 |
| Total | * | 403 | 403 |
| % Female | | | |
| SEPP | n/a | 67% | 67% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| SEPP | n/a | 6% | 6% |
| BSC | 8% | 4% | 7% |

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

| Full-Time Faculty | Men | Women |
|----------------------------|------|-------|
| Professors | 1 | 0 |
| Associate Professors | 4 | 2 |
| Assistant Professors | 2 | 3 |
| Instructors | 0 | 0 |
| Total | 7 | 5 |
| | SEPP | BSC |
| % Women | 42% | 38% |
| % Minority | 8% | 9% |
| % with Terminal Degree | 83% | 80% |
| % Tenured | 50% | 81% |
| Avg Number of Years at BSC | 12 | 16 |
| Average Age | 53 | 52 |
| % Part-Time (based on FTE) | 42% | 29% |

| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 0 | 0 | 6 | 4 | 20 | 5 | 35 | 33 | 1539 |
| Upper Level | 0 | 6 | 7 | 2 | 0 | 0 | 15 | 13 | 951 |
| Graduate | 0 | 6 | 27 | 9 | 1 | 0 | 43 | 17 | 2500 |
| Total | 0 | 12 | 40 | 15 | 21 | 5 | 93 | 23 | 4990 |

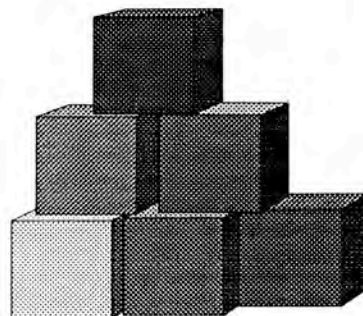
| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|-------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | SEPP | BSC |
| 9.87 | 7.29 | 17.16 | 129.33 | 254.17 | 383.5 | 22.35 | 19.03 |

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

Source: Office of Institutional Research and Assessment

Special Education and Communication Disorders Fall 1996

Department: Special Education and Communication Disorders
Chairperson: Lisa Battaglino
Concentrations: Communications Disorders



| 1996 Graduates | Baccalaureate | | Graduate | |
|---------------------|---------------|--------|----------|--------|
| | Male | Female | Male | Female |
| Number of Graduates | 4 | 18 | 4 | 13 |

| | Undergrad | Grad | Total |
|--------------------|-----------|------|-------|
| # of Majors | | | |
| Male | 24 | 23 | 47 |
| Female | 255 | 119 | 374 |
| Total | 279 | 142 | 421 |
| % Female | | | |
| SPED | 91% | 84% | 89% |
| BSC | 59% | 73% | 61% |
| % Minority | | | |
| SPED | 5% | 1% | 4% |
| BSC | 8% | 4% | 7% |

| Full-Time Faculty | Men | Women |
|----------------------------|------|-------|
| Professors | 3 | 2 |
| Associate Professors | 0 | 2 |
| Assistant Professors | 0 | 2 |
| Instructors | 0 | 0 |
| Total | 3 | 6 |
| | SPED | BSC |
| % Women | 67% | 38% |
| % Minority | 0% | 9% |
| % with Terminal Degree | 100% | 80% |
| % Tenured | 56% | 81% |
| Avg Number of Years at BSC | 11 | 16 |
| Average Age | 50 | 52 |
| % Part-Time (based on FTE) | 24% | 29% |

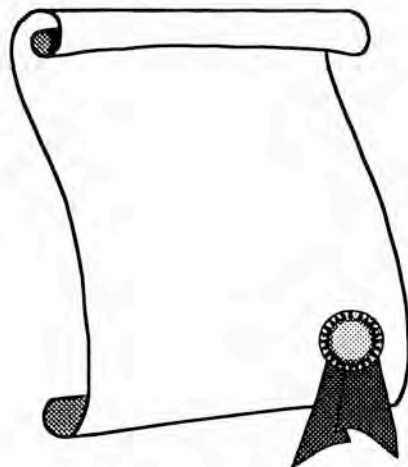
| Class Size | 1-3 | 4-10 | 11-20 | 21-30 | 31-40 | 41+ | Total | Average Headcount | Credit Hours Generated |
|-------------|-----|------|-------|-------|-------|-----|-------|-------------------|------------------------|
| Lower Level | 0 | 0 | 2 | 3 | 7 | 0 | 12 | 29 | 1041 |
| Upper Level | 0 | 4 | 9 | 3 | 0 | 0 | 16 | 14 | 849 |
| Graduate | 0 | 1 | 5 | 2 | 0 | 0 | 8 | 18 | 461 |
| Total | 0 | 5 | 16 | 8 | 7 | 0 | 36 | 20 | 2351 |

| Faculty FTE | | | Student FTE | | | Student/Faculty Ratio | |
|-------------|-----------|-------|-------------|----------|--------|-----------------------|-------|
| Full-Time | Part-Time | Total | Undergrad | Graduate | Total | SPED | BSC |
| 7.8 | 2.49 | 10.29 | 105.2 | 64.42 | 169.62 | 16.49 | 19.03 |

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

Source: Office of Institutional Research and Assessment

Graduation and Retention



Office of Institutional Research and
Assessment

Profile of Degree Recipients by Program Level Academic Year 1995-1996

The overwhelming majority of BSC graduates are Massachusetts residents; only 3% of baccalaureate degree recipients and those receiving graduate degrees are from out of state. Approximately a third of baccalaureate degree recipients are at least 25 years of age; one in six, 30 or older. The majority of degree recipients at both the baccalaureate and graduate levels are female; at the graduate levels almost three-quarters are women. Very few graduates (approximately 4%) are ethnic minorities.

| | | Baccalaureate | Graduate | Total |
|------------------|-----------------|---------------|-------------|-------|
| Age | < 25 | 736 | 5 | 741 |
| | 25-29 | 195 | 37 | 232 |
| | 30-39 | 106 | 57 | 163 |
| | 40-49 | 54 | 54 | 108 |
| | 50+ | 14 | 16 | 30 |
| | Unknown | 2 | 0 | 2 |
| Gender | Male | 424 | 48 | 472 |
| | Female | 683 | 121 | 804 |
| | % Female | 62% | 72% | 63% |
| Race | Native American | 7 | 1 | 8 |
| | Asian | 12 | 1 | 13 |
| | Black | 14 | 4 | 18 |
| | Hispanic | 6 | 1 | 7 |
| | White | 1044 | 153 | 1197 |
| | International | 8 | 1 | 9 |
| | Unknown | 16 | 8 | 24 |
| | % Minority | 4% | 4% | 4% |
| Residence | Massachusetts | 1069 | 164 | 1233 |
| | New England | 16 | 2 | 18 |
| | Other U.S. | 14 | 2 | 16 |
| | International | 8 | 1 | 9 |
| | % Mass. | 97% | 97% | 97% |
| Total | 1107 | 169 | 1276 | |

Source: Office of Institutional Research and Assessment

Baccalaureate Degree Recipients by Major/Concentration Academic Year 1995-1996

School of Arts & Sciences

| | Year | | | | |
|---|-----------|------------|------------|------------|------------|
| | 1992 | 1993 | 1994 | 1995 | 1996 |
| Art | 27 | 24 | 23 | 27 | 32 |
| Art | 11 | 12 | 12 | 0 | 0 |
| Crafts | 0 | 0 | 0 | 3 | 4 |
| Fine Arts | 6 | 7 | 7 | 16 | 20 |
| Graphic Design | 10 | 5 | 4 | 8 | 8 |
| Biological Sciences | 26 | 24 | 28 | 23 | 42 |
| Chemical Sciences | 14 | 10 | 13 | 21 | 26 |
| <i>Chemistry</i> | 11 | 5 | 6 | 8 | 12 |
| <i>Professional Chemistry</i> | 1 | 2 | 1 | 2 | 5 |
| Biochemistry | 1 | 2 | 1 | 2 | 3 |
| Professional Chemistry | 0 | 0 | 0 | 0 | 2 |
| <i>Chemistry-Geology</i> | 2 | 3 | 6 | 11 | 9 |
| Communication Studies & Theatre Arts | 95 | 112 | 101 | 129 | 107 |
| Communications Arts & Sciences | 6 | 3 | 0 | 0 | 0 |
| Speech Communications | 60 | 69 | 70 | 73 | 56 |
| Communications Disorders | 20 | 29 | 24 | 45 | 42 |
| Theatre | 9 | 11 | 7 | 11 | 9 |
| Earth Sciences and Geography | 23 | 17 | 15 | 19 | 40 |
| <i>Earth Science</i> | 6 | 7 | 7 | 12 | 6 |
| Earth Science | 2 | 3 | 3 | 7 | 1 |
| Geology | 4 | 4 | 4 | 5 | 5 |
| <i>Geography</i> | 17 | 10 | 8 | 7 | 34 |
| Environmental Geography | 3 | 2 | 2 | 4 | 20 |
| Geography | 14 | 8 | 6 | 2 | 8 |
| Geography-Technology | 0 | 0 | 0 | 0 | 1 |
| Regional & Economic Planning | 0 | 0 | 0 | 1 | 5 |
| Economics | 0 | 3 | 4 | 8 | 7 |
| English | 38 | 46 | 48 | 41 | 56 |
| English | 29 | 43 | 43 | 34 | 46 |
| Writing | 9 | 3 | 5 | 7 | 10 |
| Foreign Languages | 3 | 4 | 3 | 2 | 8 |
| <i>French</i> | 1 | 1 | 0 | 0 | 1 |
| <i>Spanish</i> | 2 | 3 | 3 | 2 | 7 |
| History | 34 | 45 | 54 | 46 | 39 |
| Community History | 0 | 0 | 0 | 1 | 1 |
| History | 34 | 41 | 52 | 44 | 38 |
| Military History | 0 | 4 | 2 | 1 | 0 |

Note: Includes double majors.

Source: Office of Institutional Research and Assessment

Baccalaureate Degree Recipients by Major/Concentration Academic Year 1995-1996

School of Arts & Sciences (cont.)

| | Year | | | | |
|---|------------|------------|------------|------------|------------|
| | 1992 | 1993 | 1994 | 1995 | 1996 |
| Management and Aviation Science | 273 | 280 | 263 | 295 | 211 |
| <i>Management</i> | 248 | 215 | 229 | 265 | 172 |
| Accounting | 22 | 19 | 44 | 50 | 29 |
| Energy and Environmental Management | 1 | 2 | 2 | 8 | 7 |
| Finance | 19 | 10 | 18 | 32 | 25 |
| Finance & Accounting | 21 | 20 | 3 | 0 | 0 |
| General Management | 102 | 88 | 97 | 99 | 77 |
| Information Systems Management | 11 | 5 | 8 | 7 | 5 |
| Management Science | 19 | 24 | 2 | 2 | 0 |
| Marketing | 52 | 47 | 55 | 66 | 29 |
| Transportation | 1 | 0 | 0 | 1 | 0 |
| <i>Aviation Science</i> | 25 | 65 | 34 | 30 | 39 |
| Aviation Management | 14 | 23 | 18 | 17 | 22 |
| Aviation Science | 2 | 3 | 2 | 0 | 0 |
| Flight Training | 9 | 39 | 14 | 13 | 17 |
| Mathematics and Computer Science | 31 | 33 | 20 | 20 | 20 |
| <i>Mathematics</i> | 16 | 17 | 11 | 13 | 9 |
| <i>Computer Science</i> | 15 | 16 | 9 | 7 | 11 |
| Music | 0 | 2 | 1 | 11 | 7 |
| Philosophy | 4 | 11 | 3 | 3 | 6 |
| Applied Ethics | 0 | 1 | 0 | 0 | 0 |
| Philosophy | 4 | 9 | 3 | 3 | 6 |
| Religious Studies | 0 | 1 | 0 | 0 | 0 |
| Physics | 6 | 5 | 4 | 3 | 4 |
| Physics | 6 | 5 | 4 | 3 | 3 |
| Computer Electronics | 0 | 0 | 0 | 0 | 1 |
| Political Science | 26 | 34 | 33 | 31 | 34 |
| International Affairs | 5 | 4 | 2 | 5 | 2 |
| Legal Studies | 10 | 14 | 18 | 2 | 10 |
| Political Science | 10 | 15 | 13 | 23 | 22 |
| Public Administration | 1 | 1 | 0 | 1 | 0 |
| Psychology | 99 | 137 | 93 | 160 | 192 |
| Industrial-Personnel Psychology | 9 | 12 | 11 | 9 | 7 |
| Medical Psychology | 0 | 4 | 0 | 8 | 6 |
| Psychology | 90 | 121 | 82 | 143 | 179 |
| Social Work | 36 | 45 | 51 | 55 | 64 |

Note: Includes double majors.

Source: Office of Institutional Research and Assessment

Baccalaureate Degree Recipients by Major/Concentration Academic Year 1995-1996

School of Arts & Sciences (cont.)

| | Year | | | | |
|-----------------------------------|-----------|-----------|-----------|------------|------------|
| | 1992 | 1993 | 1994 | 1995 | 1996 |
| Sociology and Anthropology | 64 | 67 | 56 | 102 | 104 |
| <i>Sociology</i> | 55 | 61 | 51 | 90 | 93 |
| Criminology | 26 | 33 | 28 | 50 | 41 |
| Sociology | 29 | 27 | 23 | 39 | 51 |
| Third World Studies | 0 | 1 | 0 | 1 | 1 |
| <i>Anthropology</i> | 9 | 6 | 5 | 12 | 11 |
| Anthropology | 3 | 1 | 0 | 0 | 0 |
| Cultural Anthropology | 1 | 2 | 3 | 8 | 8 |
| Public Archaeology | 5 | 3 | 2 | 4 | 3 |

School of Education

| | Year | | | | |
|--|------------|------------|------------|------------|------------|
| | 1992 | 1993 | 1994 | 1995 | 1996 |
| Elementary and Early Childhood Ed. | 272 | 233 | 336 | 97 | 109 |
| <i>Elementary Education</i> | 179 | 136 | 225 | 61 | 67 |
| Elementary Education | 179 | 135 | 225 | 60 | 67 |
| Middle School Education | 0 | 1 | 0 | 1 | 0 |
| <i>Early Childhood Education</i> | 93 | 97 | 111 | 36 | 42 |
| Early Childhood Education | 93 | 97 | 111 | 36 | 42 |
| Movement Arts, Health Promotion,... | 102 | 90 | 97 | 136 | 139 |
| Athletic Training | 11 | 10 | 10 | 14 | 11 |
| Coaching | 2 | 4 | 5 | 5 | 4 |
| Exercise Science | 22 | 25 | 24 | 30 | 38 |
| Health | 15 | 5 | 3 | 18 | 0 |
| Motor Development | 12 | 8 | 14 | 47 | 33 |
| Physical Education | 35 | 32 | 36 | 8 | 40 |
| Program Children & Youth | 0 | 0 | 0 | 0 | 0 |
| Recreation | 5 | 6 | 5 | 6 | 2 |
| Teaching Certification | 0 | 0 | 0 | 8 | 11 |
| Special Education | 44 | 34 | 66 | 15 | 22 |
| Communication Disorders | 0 | 0 | 0 | 0 | 0 |
| Special Education | 44 | 34 | 66 | 15 | 22 |

Note: Includes double majors.

Source: Office of Institutional Research and Assessment

Graduate Degree Recipients by Major/Concentration and Degree Academic Year 1995-1996

Master of Arts/Science

| | Year | | | | |
|-------------------------|------|------|------|------|------|
| | 1992 | 1993 | 1994 | 1995 | 1996 |
| Biology | 1 | 2 | 0 | 0 | 1 |
| Communication Arts | 0 | 0 | 1 | 0 | 0 |
| Communication Disorders | 2 | 13 | 1 | 0 | 1 |
| Chemistry | 1 | 1 | 1 | 0 | 1 |
| Computer Science | 1 | 1 | 4 | 4 | 3 |
| English | 2 | 4 | 9 | 4 | 4 |
| History | 0 | 4 | 2 | 2 | 2 |
| Physical Education | 4 | 3 | 5 | 3 | 7 |
| Psychology | 13 | 5 | 5 | 11 | 12 |
| Speech Communications | 1 | 1 | 5 | 1 | 1 |

Master of Arts in Teaching

| | Year | | | | |
|-------------------------|------|------|------|------|------|
| | 1992 | 1993 | 1994 | 1995 | 1996 |
| Behavioral Science | 1 | 0 | 0 | 0 | 0 |
| Biology | 1 | 1 | 0 | 2 | 3 |
| Chemistry | 2 | 2 | 1 | 0 | 0 |
| Communication Arts | 1 | 0 | 0 | 0 | 0 |
| Creative Arts | 2 | 2 | 2 | 1 | 2 |
| Earth Science/Geography | 2 | 1 | 1 | 1 | 1 |
| English | 6 | 6 | 9 | 4 | 1 |
| History | 1 | 4 | 6 | 12 | 2 |
| Math | 5 | 4 | 8 | 5 | 4 |
| Physics | 3 | 5 | 1 | 2 | 1 |
| Social Studies | 0 | 3 | 3 | 2 | 1 |

Source: Office of Institutional Research and Assessment

Graduate Degree Recipients by Major/Concentration and Degree Academic Year 1995-1996

Master of Education

| | Year | | | | |
|--------------------------------|------|------|------|------|------|
| | 1992 | 1993 | 1994 | 1995 | 1996 |
| Counseling | 36 | 45 | 48 | 35 | 20 |
| Early Childhood | 27 | 24 | 43 | 8 | 8 |
| Educational Leadership | 10 | 15 | 17 | 9 | 19 |
| Elementary Education | 58 | 47 | 93 | 19 | 16 |
| Elementary Ed.--Math | 0 | 0 | 0 | 0 | 1 |
| Elementary Ed.--Reading | 19 | 23 | 35 | 7 | 1 |
| Health Promotion | 11 | 13 | 5 | 8 | 2 |
| Instructional Media | 2 | 4 | 2 | 1 | 0 |
| Library Media Studies | 0 | 0 | 1 | 1 | 2 |
| School Librarian | 7 | 5 | 8 | 1 | 1 |
| Special Education | 38 | 42 | 57 | 48 | 16 |

Certificate of Advanced Graduate Study

| | Year | | | | |
|-------------------------------------|------|------|------|------|------|
| | 1992 | 1993 | 1994 | 1995 | 1996 |
| Art | 1 | 2 | 1 | 2 | 0 |
| Creative Arts | 1 | 2 | 1 | 2 | 0 |
| Education | 18 | 23 | 19 | 17 | 36 |
| Behavioral Science | 0 | 0 | 1 | 0 | 0 |
| Counseling | 1 | 3 | 0 | 1 | 0 |
| Early Childhood Ed. | 1 | 0 | 0 | 0 | 0 |
| Elementary Ed | 1 | 0 | 1 | 1 | 0 |
| Health Promotion | 0 | 0 | 0 | 0 | 1 |
| High School Ed. | 0 | 0 | 0 | 1 | 0 |
| Instructional Media | 0 | 1 | 0 | 1 | 1 |
| School Admin./Ed. Leadership | 15 | 19 | 17 | 13 | 32 |
| School Librarianship | 0 | 0 | 0 | 0 | 1 |
| Special Education | 0 | 2 | 1 | 1 | 1 |

Source: Office of Institutional Research and Assessment

Baccalaureate Degree Recipients by Major/Concentration and Degree Academic Year 1995-1996

School of Arts & Sciences

| | B.A. | B.S. | Total |
|---|------------|-----------|------------|
| Art | 32 | 0 | 32 |
| Art | 0 | 0 | 0 |
| Crafts | 4 | 0 | 4 |
| Fine Arts | 20 | 0 | 20 |
| Graphic Design | 8 | 0 | 8 |
| Biological Sciences | 3 | 39 | 42 |
| Chemical Sciences | 0 | 26 | 26 |
| <i>Chemistry</i> | 0 | 12 | 12 |
| <i>Professional Chemistry</i> | 0 | 5 | 5 |
| Biochemistry | 0 | 3 | 3 |
| Professional Chemistry | 0 | 2 | 2 |
| <i>Chemistry-Geology</i> | 0 | 9 | 9 |
| Communication Studies & Theatre Arts | 107 | 0 | 107 |
| Communications Arts & Sciences | 0 | 0 | 0 |
| Speech Communications | 56 | 0 | 56 |
| Communications Disorders | 42 | 0 | 42 |
| Theatre | 9 | 0 | 9 |
| Earth Sciences and Geography | 0 | 40 | 40 |
| <i>Earth Science</i> | 0 | 6 | 6 |
| Earth Science | 0 | 1 | 1 |
| Geology | 0 | 5 | 5 |
| <i>Geography</i> | 0 | 34 | 34 |
| Environmental Geography | 0 | 20 | 20 |
| Geography | 0 | 8 | 8 |
| Geography-Technology | 0 | 1 | 1 |
| Regional & Economic Planning | 0 | 5 | 5 |
| Economics | 1 | 6 | 7 |
| English | 46 | 10 | 56 |
| English | 36 | 10 | 46 |
| Writing | 10 | 0 | 10 |
| Foreign Languages | 5 | 3 | 8 |
| <i>French</i> | 0 | 1 | 1 |
| <i>Spanish</i> | 5 | 2 | 7 |
| History | 35 | 4 | 39 |
| Community History | 1 | 0 | 1 |
| History | 34 | 4 | 38 |
| Military History | 0 | 0 | 0 |

Note: Includes double majors.

Source: Office of Institutional Research and Assessment

Baccalaureate Degree Recipients by Major/Concentration and Degree Academic Year 1995-1996

School of Arts & Sciences (cont.)

| | B.A. | B.S. | Total |
|---|-----------|------------|------------|
| Management and Aviation Science | 0 | 211 | 211 |
| <i>Management</i> | 0 | 172 | 172 |
| Accounting | 0 | 29 | 29 |
| Energy and Environmental Management | 0 | 7 | 7 |
| Finance | 0 | 25 | 25 |
| Finance & Accounting | 0 | 0 | 0 |
| General Management | 0 | 77 | 77 |
| Information Systems Management | 0 | 5 | 5 |
| Management Science | 0 | 0 | 0 |
| Marketing | 0 | 29 | 29 |
| Transportation | 0 | 0 | 0 |
| <i>Aviation Science</i> | 0 | 39 | 39 |
| Aviation Management | 0 | 22 | 22 |
| Aviation Science | 0 | 0 | 0 |
| Flight Training | 0 | 17 | 17 |
| Mathematics and Computer Science | 0 | 20 | 20 |
| <i>Mathematics</i> | 0 | 9 | 9 |
| <i>Computer Science</i> | 0 | 11 | 11 |
| Music | 4 | 3 | 7 |
| Philosophy | 4 | 2 | 6 |
| Applied Ethics | 0 | 0 | 0 |
| Philosophy | 4 | 2 | 6 |
| Religious Studies | 0 | 0 | 0 |
| Physics | 0 | 4 | 4 |
| Physics | 0 | 3 | 3 |
| Computer Electronics | 0 | 1 | 1 |
| Political Science | 12 | 22 | 34 |
| International Affairs | 1 | 1 | 2 |
| Legal Studies | 4 | 6 | 10 |
| Political Science | 7 | 15 | 22 |
| Public Administration | 0 | 0 | 0 |
| Psychology | 13 | 179 | 192 |
| Industrial-Personnel Psychology | 0 | 7 | 7 |
| Medical Psychology | 1 | 5 | 6 |
| Psychology | 12 | 167 | 179 |
| Social Work | 6 | 58 | 64 |

Note: Includes double majors.

Source: Office of Institutional Research and Assessment

Baccalaureate Degree Recipients by Major/Concentration and Degree Academic Year 1995-1996

School of Arts & Sciences (cont.)

| | B.A. | B.S. | Total |
|-----------------------------------|-----------|-----------|------------|
| Sociology and Anthropology | 12 | 92 | 104 |
| <i>Sociology</i> | 12 | 81 | 93 |
| Criminology | 8 | 33 | 41 |
| Sociology | 4 | 47 | 51 |
| Third World Studies | 0 | 1 | 1 |
| <i>Anthropology</i> | 0 | 11 | 11 |
| Anthropology | 0 | 0 | 0 |
| Cultural Anthropology | 0 | 8 | 8 |
| Public Archaeology | 0 | 3 | 3 |

School of Education

| | B.A. | B.S. | Total |
|--|----------|------------|------------|
| Elementary and Early Childhood Ed. | 2 | 107 | 109 |
| <i>Elementary Education</i> | 2 | 65 | 67 |
| Elementary Education | 2 | 65 | 67 |
| Middle School Education | 0 | 0 | 0 |
| <i>Early Childhood Education</i> | 0 | 42 | 42 |
| Early Childhood Education | 0 | 42 | 42 |
| Movement Arts, Health Promotion,... | 1 | 138 | 139 |
| Athletic Training | 0 | 11 | 11 |
| Coaching | 0 | 4 | 4 |
| Exercise Science | 0 | 38 | 38 |
| Health | 0 | 0 | 0 |
| Motor Development | 0 | 33 | 33 |
| Physical Education | 1 | 39 | 40 |
| Program Children & Youth | 0 | 0 | 0 |
| Recreation | 0 | 2 | 2 |
| Teaching Certification | 0 | 11 | 11 |
| Special Education | 0 | 22 | 22 |
| Communication Disorders | 0 | 0 | 0 |
| Special Education | 0 | 22 | 22 |

Note: Includes double majors.

Source: Office of Institutional Research and Assessment

Degree Recipients by Department and Gender Academic Year 1995-1996

School of Arts and Sciences

| | Male | Female | Total | % Female |
|--|------------|------------|-------------|------------|
| Social Work | 7 | 57 | 64 | 89% |
| Foreign Languages | 1 | 7 | 8 | 88% |
| Music | 1 | 6 | 7 | 86% |
| Psychology | 34 | 170 | 204 | 83% |
| Communication Studies and Theatre Arts | 27 | 82 | 109 | 75% |
| English | 16 | 45 | 61 | 74% |
| Art | 10 | 22 | 32 | 69% |
| Biology | 18 | 28 | 46 | 61% |
| Political Science | 14 | 20 | 34 | 59% |
| Earth Science & Geography | 18 | 23 | 41 | 56% |
| Sociology & Anthropology | 51 | 53 | 104 | 51% |
| Philosophy | 3 | 3 | 6 | 50% |
| Mathematics & Computer Science | 14 | 13 | 27 | 48% |
| History | 23 | 20 | 43 | 47% |
| Economics | 4 | 3 | 7 | 43% |
| Management & Aviation Science | 125 | 86 | 211 | 41% |
| Chemistry | 17 | 10 | 27 | 37% |
| Physics | 4 | 1 | 5 | 20% |
| Total | 387 | 649 | 1036 | 63% |

School of Education

| | Male | Female | Total | % Female |
|---|------------|------------|------------|------------|
| Elementary & Early Childhood Education | 11 | 127 | 138 | 92% |
| Special Ed. and Communication Disorders | 8 | 31 | 39 | 79% |
| Secondary Education and Prof. Programs | 23 | 53 | 76 | 70% |
| Movement Arts, Health Promotion, ... | 67 | 82 | 149 | 55% |
| Total | 109 | 293 | 402 | 73% |

Note: Includes double majors.

Source: Office of Institutional Research and Assessment

Degree Recipients by Department and Race Academic Year 1995-1996

School of Arts and Sciences

| | Native Am. | Asian | Black | Hispanic | White | Unknown/ Other | Int'l | Total | % Minority |
|--|------------|-------|-------|----------|-------|-------------------|-------|-------|------------|
| Foreign Languages | 1 | | | 1 | 6 | | 2 | 8 | 25% |
| Economics | | | | 1 | 4 | | | 7 | 14% |
| Chemistry | 1 | 2 | | | 24 | | | 27 | 11% |
| Social Work | 1 | 2 | 3 | | 56 | 1 | 1 | 64 | 9% |
| Political Science | | 1 | | 1 | 32 | | | 34 | 6% |
| History | | 1 | 1 | | 41 | | | 43 | 5% |
| Art | | 1 | | | 31 | | | 32 | 3% |
| Psychology | | 2 | 3 | 1 | 197 | 1 | | 204 | 3% |
| Sociology & Anthropology | | 1 | 1 | 1 | 98 | 2 | 1 | 104 | 3% |
| Communication Studies and Theatre Arts | | 1 | 2 | | 102 | 3 | 1 | 109 | 3% |
| Earth Science & Geography | 1 | | | | 39 | | 1 | 41 | 2% |
| Management & Aviation Science | 2 | | 2 | 1 | 202 | 2 | 2 | 211 | 2% |
| Biology | | | | 1 | 45 | | | 46 | 2% |
| English | 1 | | | | 58 | 2 | | 61 | 2% |
| Mathematics & Computer Science | | | | | 25 | | 2 | 27 | 0% |
| Music | | | | | 6 | 1 | | 7 | 0% |
| Philosophy | | | | | 6 | | | 6 | 0% |
| Physics | | | | | 4 | 1 | | 5 | 0% |
| Total | 7 | 11 | 12 | 7 | 976 | 13 | 10 | 1036 | 4% |

School of Education

| | Native Am. | Asian | Black | Hispanic | White | Unknown/ Other | Int'l | Total | % Minority |
|--|------------|-------|-------|----------|-------|-------------------|-------|-------|------------|
| Secondary Education and Prof. Programs | | 1 | 2 | 1 | 66 | 6 | | 76 | 5% |
| Movement Arts, Health Promotion, ... | | 1 | 2 | 1 | 141 | 4 | | 149 | 3% |
| Special Education | 1 | | | | 38 | | | 39 | 3% |
| Elementary & Early Childhood Education | | | 2 | | 132 | 4 | | 138 | 1% |
| Total | 1 | 2 | 6 | 2 | 377 | 14 | 0 | 402 | 3% |

Note: Includes double majors.

Source: Office of Institutional Research and Assessment

All Degree Recipients by Residence: Ten Communities with the Highest Number of Graduates Academic Years 1991-92 to 1995-96

For the past 5 years, Brockton and Bridgewater have been the home-town communities of the largest number of BSC graduates. In the 1995-96 academic year, 1 out of 8 graduates was from Bridgewater or Brockton.

| | 1995-1996 | | 1994-1995 | | 1993-1994 | | 1992-1993 | | 1991-1992 | |
|-------------|-----------|--|-------------|----|-------------|----|-------------|----|-------------|-----|
| Brockton | 76 | | Brockton | 77 | Brockton | 75 | Brockton | 79 | Brockton | 101 |
| Bridgewater | 54 | | Bridgewater | 75 | Bridgewater | 68 | Bridgewater | 76 | Bridgewater | 67 |
| New Bedford | 51 | | Plymouth | 50 | New Bedford | 57 | Taunton | 62 | New Bedford | 53 |
| Plymouth | 40 | | Taunton | 43 | Taunton | 56 | Fall River | 46 | Fall River | 44 |
| Taunton | 39 | | Weymouth | 40 | Plymouth | 50 | New Bedford | 44 | Plymouth | 44 |
| Fall River | 37 | | Fall River | 32 | Fall River | 47 | Easton | 43 | Taunton | 40 |
| Weymouth | 35 | | Boston | 30 | Easton | 43 | Plymouth | 33 | Weymouth | 40 |
| Boston | 32 | | Stoughton | 29 | Weymouth | 39 | Weymouth | 32 | Easton | 30 |
| Middleboro | 28 | | Easton | 27 | Quincy | 30 | Boston | 30 | Stoughton | 27 |
| Easton | 23 | | New Bedford | 26 | Barnstable | 30 | Braintree | 24 | Braintree | 26 |

Source: Office of Institutional Research and Assessment

Retention and Graduation Rates First-Time Full-Time Freshmen

| | | Number Enrolled | | | | | | | | | |
|----------|--|-------------------------------|------|------|------|------|------|------|------|------|------|
| | | Cohort Year | | | | | | | | | |
| | | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 |
| 0 ** | | 1160 | 1054 | 1022 | 919 | 867 | 982 | 964 | 1045 | 1048 | 1087 |
| 1 | | 807 | 704 | 727 | 682 | 612 | 719 | 681 | 741 | 709 | 762 |
| 2 | | 660 | 592 | 621 | 573 | 528 | 603 | 565 | 612 | 586 | |
| 3 | | 643 | 582 | 592 | 552 | 501 | 570 | 526 | 572 | | |
| 4 | | 358 | 298 | 277 | 265 | 205 | 304 | 313 | | | |
| 5 | | 81 | 92 | 80 | 68 | 65 | 94 | | | | |
| 6 | | 54 | 53 | 51 | 47 | 33 | | | | | |
| | | Number Graduated (Cumulative) | | | | | | | | | |
| | | Cohort Year | | | | | | | | | |
| | | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 |
| 4 | | 269 | 257 | 290 | 272 | 261 | 247 | 198 | | | |
| 5 | | 519 | 467 | 505 | 470 | 409 | 456 | | | | |
| 6 | | 567 | 505 | 544 | 504 | 447 | | | | | |
| | | Retention Rates | | | | | | | | | |
| | | Cohort Year | | | | | | | | | |
| | | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 |
| Fr-Soph | | 70% | 67% | 71% | 74% | 71% | 73% | 71% | 71% | 68% | 70% |
| Soph-Jun | | 82% | 84% | 85% | 84% | 86% | 84% | 83% | 83% | 83% | |
| | | Graduation Rates | | | | | | | | | |
| | | Cohort Year | | | | | | | | | |
| | | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 |
| 4 | | 23% | 24% | 28% | 30% | 30% | 25% | 21% | | | |
| 5 | | 45% | 44% | 49% | 51% | 47% | 46% | | | | |
| 6 | | 49% | 48% | 53% | 55% | 52% | | | | | |

** Initial Cohort

Source: Office of Institutional Research and Assessment

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

| | | Number Enrolled | | | | | | | | | | |
|----------|--|-------------------------------|------|------|------|------|------|------|------|------|------|--|
| | | Cohort Year | | | | | | | | | | |
| | | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | |
| 0 ** | | 40 | 49 | 40 | 59 | 55 | 52 | 60 | 91 | 83 | 98 | |
| 1 | | 25 | 38 | 27 | 35 | 32 | 27 | 29 | 51 | 51 | 54 | |
| 2 | | 20 | 26 | 20 | 31 | 22 | 21 | 23 | 38 | 41 | | |
| 3 | | 17 | 26 | 21 | 29 | 25 | 21 | 21 | 33 | | | |
| 4 | | 11 | 16 | 5 | 18 | 12 | 16 | 13 | | | | |
| 5 | | 2 | 2 | 4 | 5 | 2 | 4 | | | | | |
| 6 | | 2 | 3 | 2 | 2 | 2 | | | | | | |
| | | Number Graduated (Cumulative) | | | | | | | | | | |
| | | Cohort Year | | | | | | | | | | |
| | | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | |
| 4 | | 6 | 6 | 15 | 11 | 6 | 3 | 5 | | | | |
| 5 | | 12 | 17 | 18 | 22 | 13 | 12 | | | | | |
| 6 | | 14 | 20 | 19 | 25 | 16 | | | | | | |
| | | Retention Rates | | | | | | | | | | |
| | | Cohort Year | | | | | | | | | | |
| | | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | |
| Fr-Soph | | 63% | 78% | 68% | 59% | 57% | 52% | 48% | 56% | 61% | 55% | |
| Soph-Jun | | 80% | 68% | 74% | 89% | 71% | 78% | 79% | 75% | 80% | | |
| | | Graduation Rates | | | | | | | | | | |
| | | Cohort Year | | | | | | | | | | |
| | | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | |
| 4 | | 15% | 12% | 38% | 19% | 11% | 6% | 8% | | | | |
| 5 | | 30% | 35% | 45% | 37% | 24% | 23% | | | | | |
| 6 | | 35% | 41% | 48% | 42% | 29% | | | | | | |

** Initial Cohort

Source: Office of Institutional Research and Assessment

Retention and Graduation Rates Full-Time Transfers

| | | Number Enrolled | | | | | |
|-----------------------------------|-----------|-------------------------------|-----------------|------|------|------|------|
| | | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 |
| Number of Years After Entry | 0 ** | 512 | 568 | 627 | 536 | 545 | 567 |
| | 1 | 382 | 428 | 440 | 370 | 375 | 393 |
| | 2 | 305 | 317 | 312 | 296 | 308 | |
| | 3 | 120 | 138 | 151 | 149 | | |
| | 4 | 43 | 51 | 48 | | | |
| | 5 | 26 | 39 | | | | |
| | 6 | 22 | | | | | |
| | | Number Graduated (Cumulative) | | | | | |
| | | Cohort Year | | | | | |
| Number of Years After Entry | 2 | 47 | 52 | 61 | 38 | 45 | |
| | 3 | 212 | 213 | 213 | 165 | | |
| | 4 | 292 | 309 | 310 | | | |
| | 5 | 308 | 336 | | | | |
| | 6 | 321 | | | | | |
| | | | Retention Rates | | | | |
| | | Cohort Year | | | | | |
| | Years 0-1 | 75% | 75% | 70% | 69% | 69% | 69% |
| | Years 1-2 | 80% | 74% | 71% | 80% | 82% | |
| | | Graduation Rates | | | | | |
| | | Cohort Year | | | | | |
| Number of Years After Entry | 2 | 9% | 9% | 10% | 7% | 8% | |
| | 3 | 41% | 38% | 34% | 31% | | |
| | 4 | 57% | 54% | 49% | | | |
| | 5 | 60% | 59% | | | | |
| | 6 | 63% | | | | | |

** Initial Cohort

Source: Office of Institutional Research and Assessment

Retention and Graduation Rates Full-Time Minority Transfers

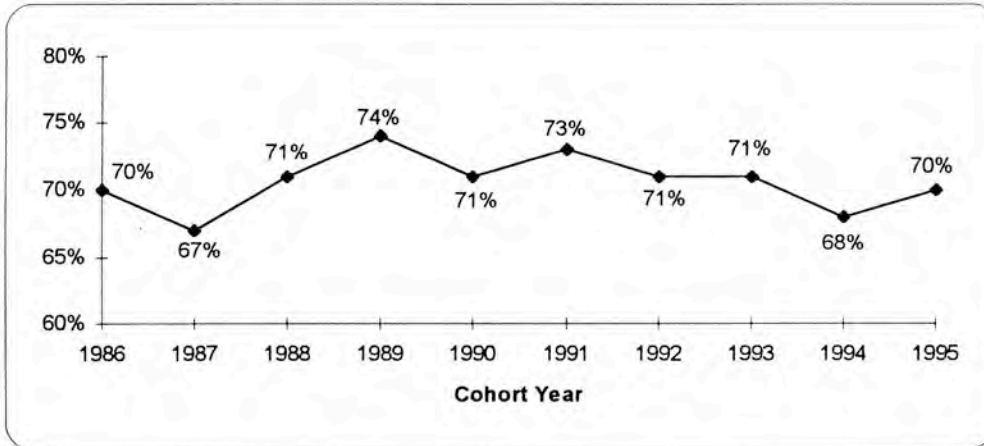
| | | Number Enrolled | | | | | |
|-----------------------------------|-----------|-------------------------------|------|------|------|------|------|
| | | Cohort Year | | | | | |
| | | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 |
| Number of Years After Entry | 0 ** | 22 | 22 | 18 | 17 | 27 | 29 |
| | 1 | 17 | 17 | 13 | 13 | 17 | 23 |
| | 2 | 13 | 13 | 6 | 10 | 12 | |
| | 3 | 8 | 10 | 5 | 4 | | |
| | 4 | 3 | 4 | 3 | | | |
| | 5 | 2 | 2 | | | | |
| | 6 | 0 | | | | | |
| | | Number Graduated (Cumulative) | | | | | |
| | | Cohort Year | | | | | |
| | | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 |
| Number of Years After Entry | 2 | 2 | 1 | 2 | 1 | 1 | |
| | 3 | 8 | 3 | 4 | 7 | | |
| | 4 | 12 | 9 | 6 | | | |
| | 5 | 12 | 10 | | | | |
| | 6 | 13 | | | | | |
| | 6 | 13 | | | | | |
| | | Retention Rates | | | | | |
| | | Cohort Year | | | | | |
| | | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 |
| | Years 0-1 | 77% | 77% | 72% | 76% | 63% | 79% |
| | Years 1-2 | 76% | 76% | 46% | 77% | 71% | |
| | | Graduation Rates | | | | | |
| | | Cohort Year | | | | | |
| | | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 |
| Number of Years After Entry | 2 | 9% | 5% | 11% | 6% | 4% | |
| | 3 | 36% | 14% | 22% | 41% | | |
| | 4 | 55% | 41% | 33% | | | |
| | 5 | 55% | 45% | | | | |
| | 6 | 59% | | | | | |

** Initial Cohort

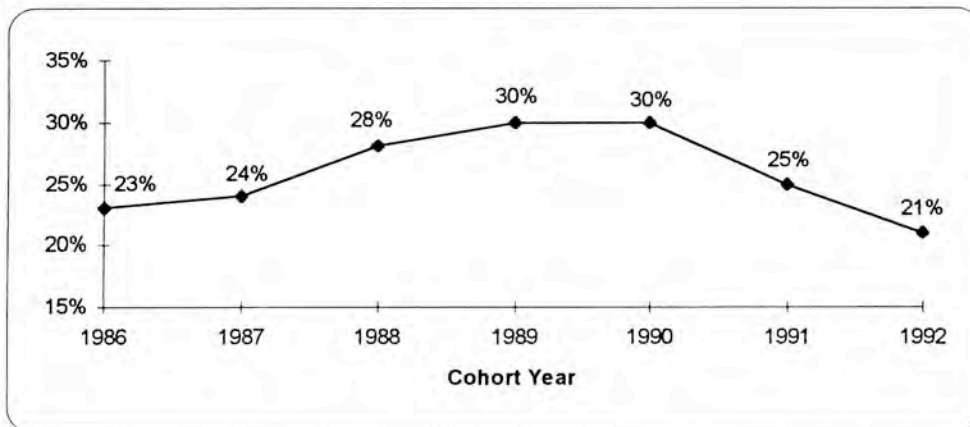
Source: Office of Institutional Research and Assessment

Freshman-Sophomore Retention and Four-Year Graduation Rates Over Time

Freshman-Sophomore Retention Rates



4-Year Graduation Rates



* Percentages based on a cohort of first-time, full-time freshmen.

Source: Office of Institutional Research and Assessment

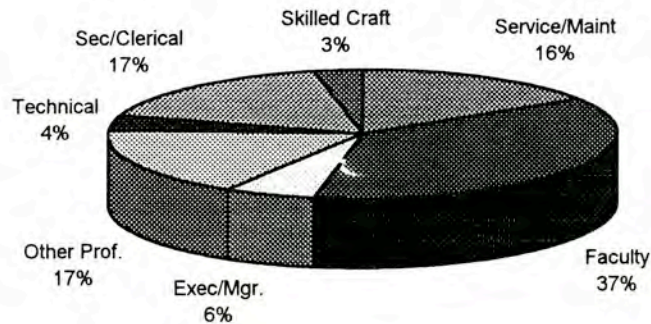
Faculty and Staff Data



Office of Institutional Research and
Assessment

Full-Time Employees Fall 1996

Distribution of Full-time Employees, Fall 1996



| | Men | Women | % Women | Minority | White | % Minority | Total |
|-----------------------------|------------|------------|------------|-----------|------------|------------|------------|
| Faculty | 158 | 98 | 38% | 23 | 233 | 9% | 256 |
| Executive/Managerial | 19 | 23 | 55% | 3 | 39 | 7% | 42 |
| Other Professional | 37 | 82 | 69% | 10 | 109 | 8% | 119 |
| Technical | 7 | 19 | 73% | 0 | 26 | 0% | 26 |
| Secretarial/Clerical | 2 | 117 | 98% | 7 | 112 | 6% | 119 |
| Skilled Craft | 20 | 1 | 5% | 0 | 21 | 0% | 21 |
| Service/Maintenance | 71 | 38 | 35% | 19 | 90 | 17% | 109 |
| Total | 314 | 378 | 55% | 62 | 630 | 9% | 692 |

Source: Office of Institutional Research and Assessment

Full-Time Faculty Fall 1996

Full-Time Faculty by Tenure Status and Gender

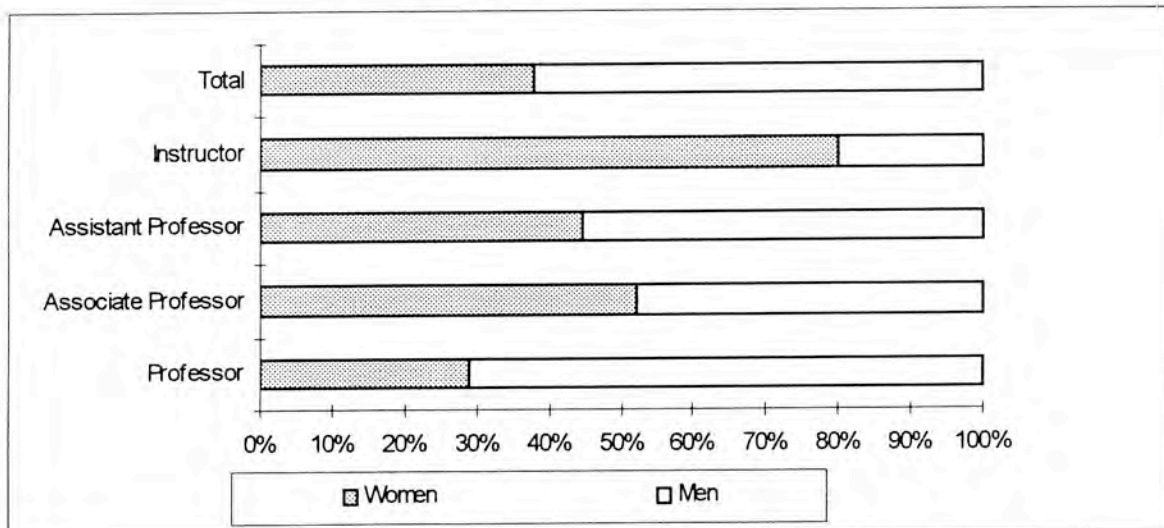
| | Tenure-Track | | Not on Tenure Track | Percent Tenured * |
|--------------|--------------|-------------|---------------------|-------------------|
| | Tenured | Non-Tenured | | |
| Men | 131 | 21 | 6 | 86% |
| Women | 68 | 25 | 5 | 73% |
| Total | 199 | 46 | 11 | 81% |

*Of tenure-track faculty

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

| | Men | Women | Total |
|----------------------------|------------|-----------|------------|
| Professor | 98 | 40 | 138 |
| Associate Professor | 23 | 25 | 48 |
| Assistant Professor | 30 | 24 | 54 |
| Instructor | 1 | 4 | 5 |
| Total | 152 | 93 | 245 |

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



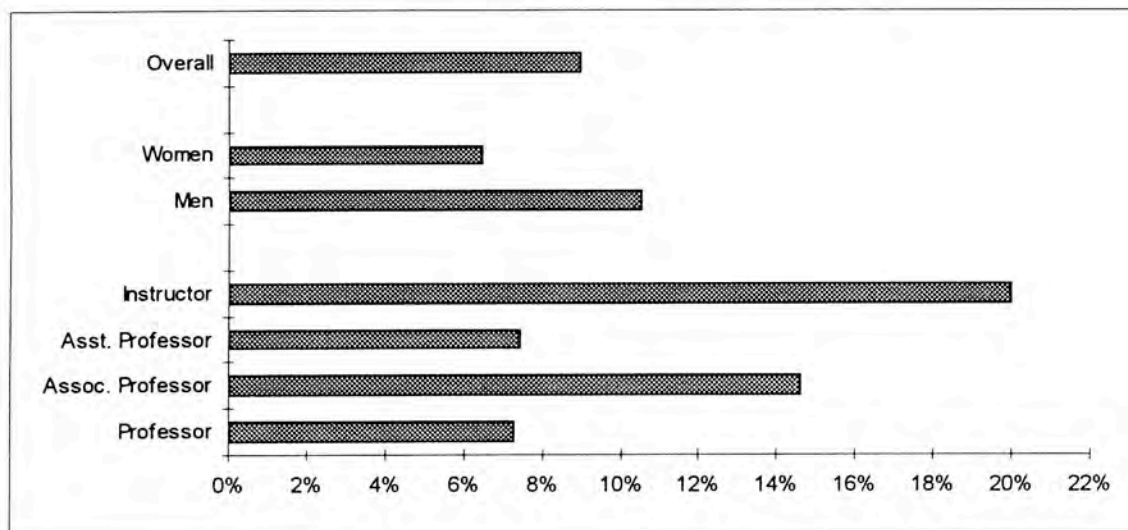
Source: Office of Institutional Research and Assessment

Full-Time Faculty by Race Fall 1996

**Full-Time Faculty (Tenured or on Tenure Track)
by Race and Rank**

| | Black | Asian | Hispanic | White | Total |
|----------------------------|----------|-----------|----------|------------|------------|
| Professor | 5 | 5 | 0 | 128 | 138 |
| Associate Professor | 3 | 3 | 1 | 41 | 48 |
| Assistant Professor | 0 | 2 | 2 | 50 | 54 |
| Instructor | 1 | 0 | 0 | 4 | 5 |
| Men | 7 | 8 | 1 | 136 | 152 |
| Women | 2 | 2 | 2 | 87 | 93 |
| Total | 9 | 10 | 3 | 223 | 245 |

**Percentage Minority Among Full-Time Faculty (Tenured
or on Tenure-Track) by Gender, Rank, and Overall**



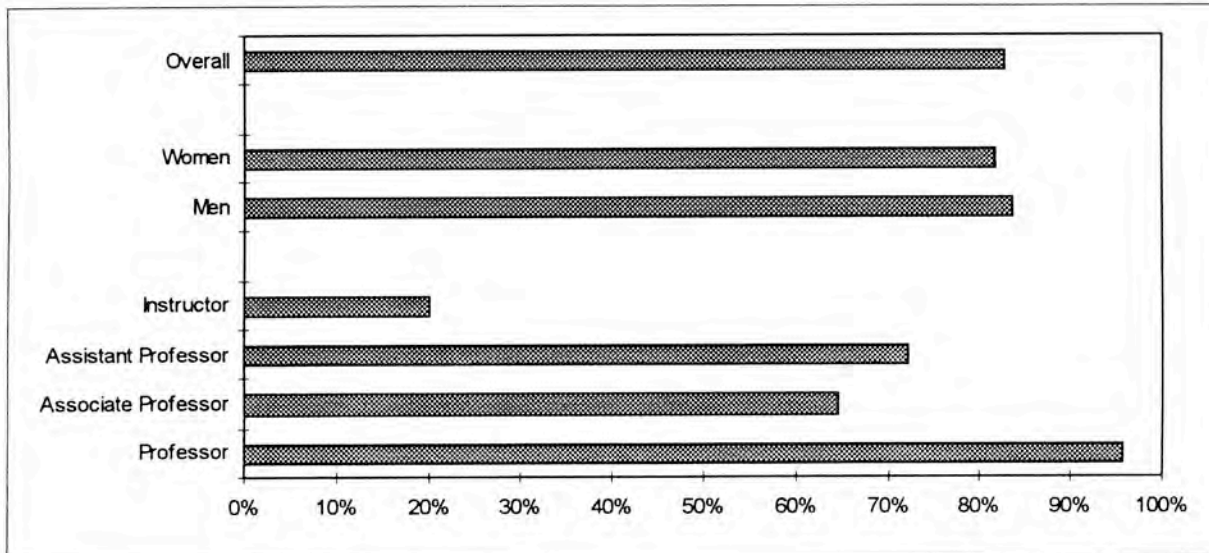
Source: Office of Institutional Research and Assessment

Full-Time Faculty with Terminal Degrees Fall 1996

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

| | Total | Term. Deg. |
|----------------------------|------------|------------|
| Professor | 138 | 132 |
| Associate Professor | 48 | 31 |
| Assistant Professor | 54 | 39 |
| Instructor | 5 | 1 |
| Men | 152 | 127 |
| Women | 93 | 76 |
| Total | 245 | 203 |

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



Source: Office of Institutional Research and Assessment

Departmental Rank Orderings by Selected Faculty Characteristics

Fall 1996

| By percentage minority: | By percentage female: | By percentage tenured: | | |
|-----------------------------|-----------------------|------------------------|-----------------------------|--------------|
| Economics | 40.0% | 83.3% | Art | 100.0% |
| Social Work | 33.3% | | Chemistry | 100.0% |
| Sociology & Anthropology | 30.0% | | Foreign Language | 100.0% |
| Earth Sciences & Geography | 20.0% | | Music | 100.0% |
| Math & Computer Science | 19.0% | | Philosophy | 100.0% |
| Music | 16.7% | | Math & Computer Science | 95.0% |
| Foreign Language | 14.3% | | English | 90.9% |
| Political Science | 12.5% | | Biology | 90.0% |
| Art | 11.1% | | Sociology & Anthropology | 90.0% |
| Biology | 10.0% | | Movement Arts... | 89.5% |
| Collegewide | 9.0% | | Psychology | 84.6% |
| Sec. Ed. & Prof. Programs | 8.3% | | Mgmt. & Aviation Science | 81.2% |
| History | 7.7% | | Collegewide | 80.9% |
| Psychology | 7.7% | | Economics | 80.0% |
| Movement Arts... | 5.3% | | Elementary Education | 78.6% |
| English | 4.5% | | Earth Sciences & Geography | 77.8% |
| Burnell School | 0.0% | | Burnell School | 75.0% |
| Chemistry | 0.0% | | Physics | 75.0% |
| Elementary Education | 0.0% | | Speech Communications | 69.2% |
| Mgmt. & Aviation Science | 0.0% | | History | 66.7% |
| Philosophy | 0.0% | | Spec. Ed. & Comm. Disorders | 55.6% |
| Physics | 0.0% | | Political Science | 50.0% |
| Spec. Ed. & Comm. Disorders | 0.0% | | Sec. Ed. & Prof. Programs | 50.0% |
| Speech Communications | 0.0% | | Social Work | 50.0% |

Source: Office of Institutional Research and Assessment

Departmental Rank Orderings by Selected Faculty Characteristics Fall 1996

| By average age: | By percentage at least 60 years of age: | By percentage at least 50 years of age: |
|-----------------------------|--|--|
| Chemistry | 63.1 | Chemistry |
| Physics | 57.5 | Philosophy |
| Foreign Language | 57.0 | Art |
| Music | 55.7 | Foreign Language |
| Biology | 55.2 | English |
| Elementary Education | 54.8 | Physics |
| Psychology | 53.9 | Elementary Education |
| Art | 53.5 | Biology |
| Math & Computer Science | 53.4 | Movement Arts... |
| Mgmt. & Aviation Science | 53.2 | Music |
| Sec. Ed. & Prof. Programs | 53.2 | Math & Computer Science |
| English | 53.1 | History |
| Movement Arts... | 53.1 | Collegewide |
| Philosophy | 53.1 | Elementary Education |
| Sociology & Anthropology | 53.0 | Burnell School |
| Collegewide | 52.3 | Political Science |
| History | 50.1 | Art |
| Burnell School | 49.8 | Spec. Ed. & Comm. Disorders |
| Spec. Ed. & Comm. Disorders | 49.6 | Movement Arts... |
| Earth Sciences & Geography | 47.8 | Earth Sciences & Geography |
| Social Work | 47.8 | English |
| Speech Communications | 47.2 | Economics |
| Economics | 47.0 | Philosophy |
| Political Science | 46.1 | Social Work |
| | | Speech Communications |
| | | 80.0% |
| | | 75.0% |
| | | 50.0% |
| | | 50.0% |
| | | 33.3% |
| | | 30.8% |
| | | 30.0% |
| | | 29.4% |
| | | 28.6% |
| | | 28.6% |
| | | 23.1% |
| | | 21.5% |
| | | 21.4% |
| | | 17.6% |
| | | 12.5% |
| | | 11.1% |
| | | 11.1% |
| | | 10.5% |
| | | 10.0% |
| | | 4.5% |
| | | 0.0% |
| | | 0.0% |
| | | 0.0% |
| | | 0.0% |
| | | 100.0% |
| | | 100.0% |
| | | 88.9% |
| | | 85.7% |
| | | 77.3% |
| | | 75.0% |
| | | 71.4% |
| | | 70.0% |
| | | 68.4% |
| | | 66.7% |
| | | 61.9% |
| | | 61.5% |
| | | 61.5% |
| | | 60.9% |
| | | 60.0% |
| | | 58.8% |
| | | 58.3% |
| | | 55.6% |
| | | 40.0% |
| | | 40.0% |
| | | 35.7% |
| | | 35.3% |
| | | 33.3% |
| | | 25.0% |

Source: Office of Institutional Research and Assessment

Departmental Rank Orderings by Selected Faculty Characteristics

Fall 1996

| By percentage with terminal degree: | By average years since terminal degree: | By average years at BSC: |
|-------------------------------------|---|-----------------------------|
| Spec. Ed. & Comm. Disorders | Chemistry | Chemistry |
| Sociology & Anthropology | Biology | Art |
| Psychology | Philosophy | Foreign Language |
| Political Science | Art | Philosophy |
| Physics | Physics | Physics |
| Philosophy | Psychology | Biology |
| Biology | Foreign Language | Psychology |
| Speech Communications | Math & Computer Science | Music |
| History | Mgmt. & Aviation Science | Movement Arts... |
| Earth Sciences & Geography | Movement Arts... | Math & Computer Science |
| Art | English | English |
| Mgmt. & Aviation Science | Elementary Education | Elementary Education |
| English | Collegewide | History |
| Foreign Language | Sec. Ed. & Prof. Programs | Collegewide |
| Movement Arts... | Sociology & Anthropology | Sociology & Anthropology |
| Social Work | Music | Earth Sciences & Geography |
| Sec. Ed. & Prof. Programs | Burnell School | Economics |
| Music | History | Sec. Ed. & Prof. Programs |
| Collegewide | Spec. Ed. & Comm. Disorders | Spec. Ed. & Comm. Disorders |
| Elementary Education | Economics | Speech Communications |
| Economics | Speech Communications | Mgmt. & Aviation Science |
| Chemistry | Earth Sciences & Geography | Political Science |
| Math & Computer Science | Political Science | Burnell School |
| Burnell School | Social Work | Social Work |

Source: Office of Institutional Research and Assessment

Library Data

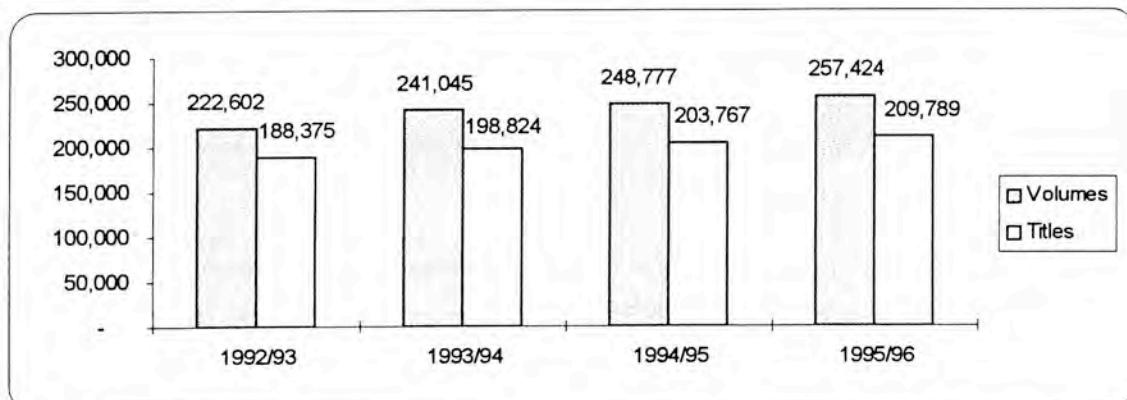


Office of Institutional Research and
Assessment

Size of the Physical Collection 1995/96

| | Titles | Volumes |
|-------------------------------------|----------------|----------------|
| General | 168,462 | 195,823 |
| Reference | 12,478 | 22,835 |
| Audio | 1,197 | 1,216 |
| Curriculum Library | 22,083 | 30,140 |
| General | 2,372 | 2,552 |
| Reference | 479 | 1,018 |
| Child Fiction | 3,822 | 4,207 |
| Child Non Fiction | 6,875 | 7,370 |
| Child Youth Adult Fiction | 1,778 | 1,883 |
| Youth Non Fiction | 3,032 | 3,104 |
| Picture | 792 | 889 |
| Textbooks | 1,539 | 7,661 |
| Instructional Aids | 181 | 192 |
| Software | 16 | 17 |
| Curriculum Guides | 1,197 | 1,247 |
| Special Collections/Archives | 3,184 | 3,927 |
| General | 158 | 240 |
| Archives | 5 | 5 |
| Children | 1,242 | 1,245 |
| Dickens | 253 | 259 |
| Textbooks | 144 | 145 |
| Lincoln | 1,259 | 1,910 |
| Roosevelt | 123 | 123 |
| Government Documents | 2,385 | 3,483 |
| Periodicals | 2,650 | n/a |
| Total | 212,439 | 257,424 |

Number of Volumes and Titles 1992/93-1995/96



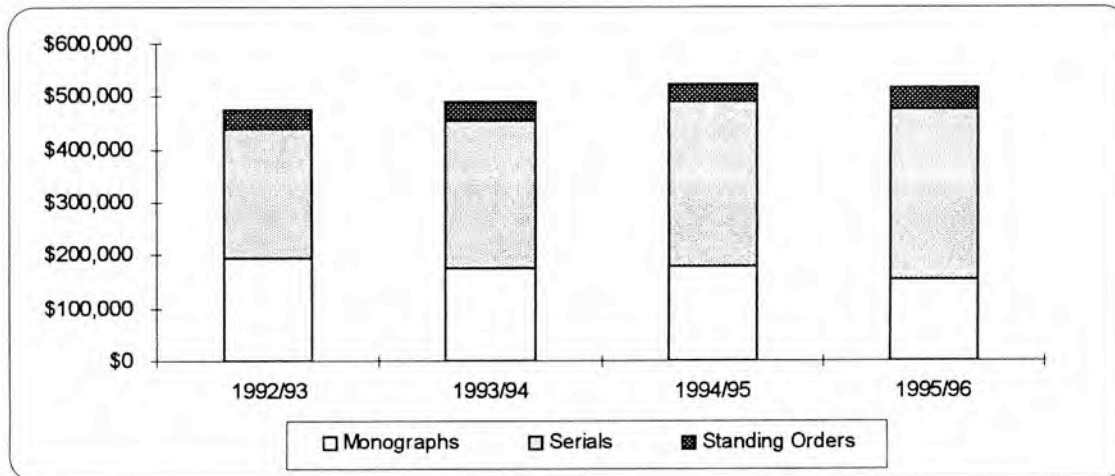
Note: Excludes periodicals

Source: The Clement C. Maxwell Library Annual Reports
Office of Institutional Research and Assessment

Total Expenditures: Monographs and Serials 1992/93-1995/96

From 1992/93 to 1995/96, total spending on library materials increased by 8.1%. While spending on monographs decreased by 20.9%, serial expenditures increased by 31.6%.

| Year | Monographs | Serials | Standing Orders | Total |
|---------|------------|-----------|-----------------|-----------|
| 1992/93 | \$193,715 | \$245,750 | \$36,622 | \$476,087 |
| 1993/94 | \$176,626 | \$278,804 | \$34,700 | \$490,130 |
| 1994/95 | \$180,780 | \$308,788 | \$34,549 | \$524,117 |
| 1995/96 | \$153,200 | \$323,431 | \$38,051 | \$514,682 |

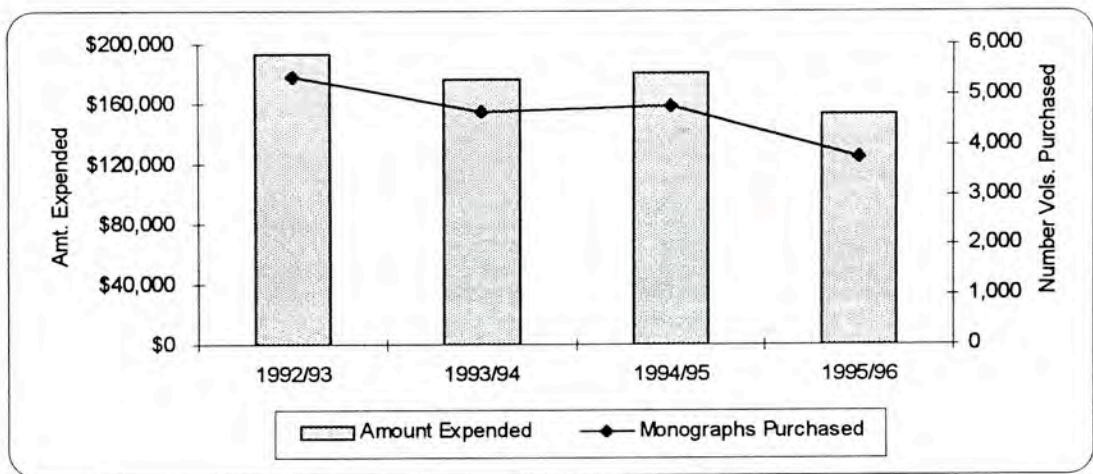


Source: The Clement C. Maxwell Library Annual Reports
Office of Institutional Research and Assessment

Monograph Expenditures 1992/93-1995/96

Nationally and at Maxwell Library the cost of monographs has increased over time. In 1992/93 the average cost at Maxwell Library was \$36.33 compared to \$40.76 in 1995/96.

| Year | Amount Expended | Monographs Purchased |
|---------|-----------------|----------------------|
| 1992/93 | \$193,715 | 5,331 |
| 1993/94 | \$176,626 | 4,663 |
| 1994/95 | \$180,780 | 4,757 |
| 1995/96 | \$153,200 | 3,759 |



Source: The Clement C. Maxwell Library Annual Reports
Office of Institutional Research and Assessment

Monographic Expenditures by Department/Collection 1992/93-1995/96

| | 1992/93 | 1993/94 | 1994/95 | 1995/96 |
|-----------------------------|------------------|------------------|------------------|------------------|
| Anthropology | \$2,245 | \$2,117 | \$2,600 | \$1,544 |
| Art | \$8,017 | \$7,274 | \$6,694 | \$4,118 |
| Aviation Science | \$516 | \$168 | \$291 | \$192 |
| Biology | \$4,089 | \$5,056 | \$5,380 | \$3,506 |
| Chemistry | \$2,062 | \$1,179 | \$1,155 | \$243 |
| Children's & YA | \$2,638 | \$3,130 | \$3,237 | \$2,604 |
| Curriculum Library | \$14,947 | \$16,867 | \$16,335 | \$16,356 |
| Earth Sciences & Geography | \$4,793 | \$4,588 | \$4,175 | \$926 |
| Economics | \$7,327 | \$2,129 | \$4,560 | \$2,667 |
| Education | \$26,698 | \$16,456 | \$10,237 | \$9,224 |
| English | \$6,795 | \$9,057 | \$14,079 | \$9,327 |
| Foreign Languages | \$4,590 | \$5,328 | \$2,708 | \$1,083 |
| General | \$730 | \$1,336 | \$1,149 | \$594 |
| Health & Physical Education | \$5,404 | \$4,276 | \$4,056 | \$3,942 |
| History | \$13,751 | \$13,711 | \$12,028 | \$12,370 |
| Management Science | \$3,713 | \$2,588 | \$4,481 | \$2,630 |
| Math & Computer Science | \$7,504 | \$3,796 | \$4,212 | \$2,976 |
| Media & Librarianship | n/a | \$4,192 | \$2,702 | \$777 |
| Music | \$7,016 | \$5,477 | \$4,126 | \$4,128 |
| Philosophy & Religion | \$5,696 | \$5,593 | \$5,835 | \$3,011 |
| Physics | \$1,821 | \$1,850 | \$1,730 | \$1,137 |
| Political Science | \$8,068 | \$6,538 | \$6,255 | \$4,271 |
| Psychology | \$2,525 | \$4,413 | \$3,220 | \$1,302 |
| Reference | \$39,945 | \$35,464 | \$40,188 | \$51,544 |
| Social Work | \$1,550 | \$1,668 | \$2,248 | \$967 |
| Sociology | \$6,597 | \$8,303 | \$8,356 | \$6,118 |
| Software | \$3,220 | \$1,477 | \$4,366 | \$1,500 |
| Special Collections | \$186 | \$448 | \$290 | \$1,432 |
| Speech Comm. & Theater | \$1,272 | \$2,147 | \$4,087 | \$2,711 |
| Total | \$193,715 | \$176,626 | \$180,780 | \$153,200 |

Excludes periodicals and standing orders

Source: The Clement C. Maxwell Library Annual Reports
Office of Institutional Research and Assessment

Serial Expenditures by Department/Collection 1996/97

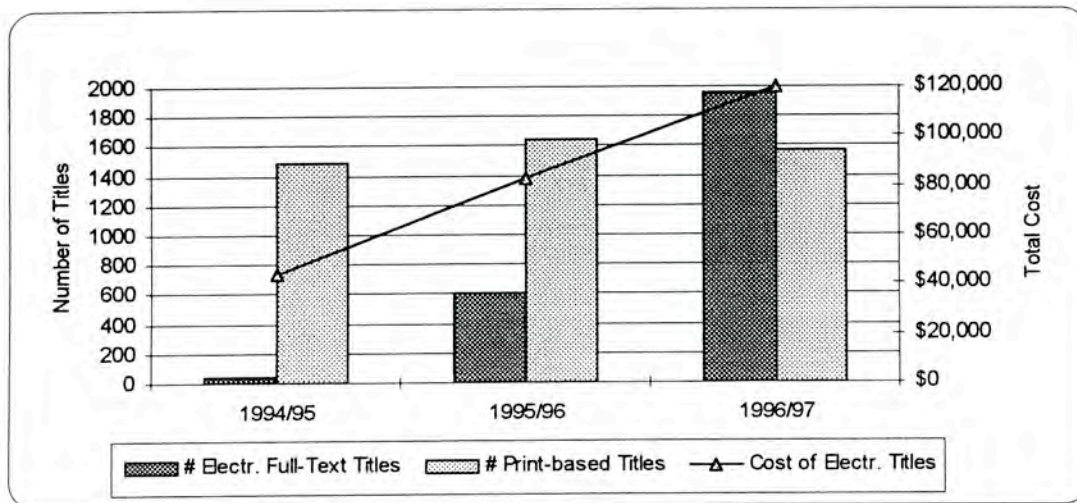
| Subject Area | Number | Cost | Avg. Price/ Title | % of Total Cost |
|----------------------------------|--------------|------------------|----------------------|--------------------|
| Newspapers | 37 | \$28,725 | \$776 | 6.74% |
| General | 61 | \$14,130 | \$232 | 3.32% |
| Electronic Full Text Resources * | 5 | \$66,012 | \$13,202 | 15.49% |
| Anthropology | 24 | \$2,460 | \$102 | 0.58% |
| Art | 28 | \$1,818 | \$65 | 0.43% |
| Aviation Science | 22 | \$3,675 | \$167 | 0.86% |
| Biological Sciences | 98 | \$67,081 | \$684 | 15.74% |
| Burnell School | 21 | \$1,023 | \$49 | 0.24% |
| Chemical Sciences | 29 | \$41,337 | \$1,425 | 9.70% |
| Comm. Studies & Theater | 45 | \$3,900 | \$87 | 0.92% |
| Curriculum Library | 28 | \$4,826 | \$172 | 1.13% |
| Earth Sciences & Geography | 54 | \$15,944 | \$295 | 3.74% |
| Economics | 40 | \$6,276 | \$157 | 1.47% |
| Education | 152 | \$13,946 | \$92 | 3.27% |
| English | 135 | \$10,640 | \$79 | 2.50% |
| Foreign Languages | 31 | \$3,424 | \$110 | 0.80% |
| History | 106 | \$11,570 | \$109 | 2.71% |
| Library/Media | 108 | \$10,321 | \$96 | 2.42% |
| Management Science | 65 | \$22,165 | \$341 | 5.20% |
| Math & Computer Science | 37 | \$7,950 | \$215 | 1.87% |
| Movement Arts,... | 100 | \$11,860 | \$119 | 2.78% |
| Music | 33 | \$2,947 | \$89 | 0.69% |
| Philosophy | 55 | \$5,514 | \$100 | 1.29% |
| Physics | 12 | \$12,547 | \$1,046 | 2.94% |
| Political Science | 89 | \$10,275 | \$115 | 2.41% |
| Psychology | 66 | \$21,592 | \$327 | 5.07% |
| Public Administration | 27 | \$5,759 | \$213 | 1.35% |
| Social Work | 31 | \$6,462 | \$208 | 1.52% |
| Sociology | 64 | \$11,994 | \$187 | 2.81% |
| Totals | 1,603 | \$426,173 | \$266 | |

* Electronic full text resources give access to multiple full text titles.

Electronic Resources 1994/95-1996/97

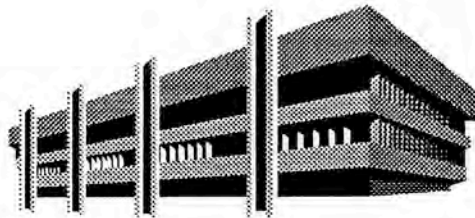
During the past three academic years, there has been explosive growth in the acquisition of electronic resources. From 95/96 to 96/97 alone the number of full-text titles to which the library has access has more than tripled; during this same time, the cost per full-text title has been cut in half.

| Year | # Electr. Full-Text Titles | # Print-based Titles | Cost of Electr. Titles | Cost per Electr. Full-Text Title |
|---------|----------------------------|----------------------|------------------------|----------------------------------|
| 1994/95 | 33 | 1,490 | \$43,849 | \$1,329 |
| 1995/96 | 608 | 1,644 | \$82,897 | \$136 |
| 1996/97 | 1958 | 1,570 | \$119,750 | \$61 |



Source: The Clement C. Maxwell Library Annual Reports
Office of Institutional Research and Assessment

Facilities Data



Office of Institutional Research and
Assessment

Building Inventory Spring 1997

| Building Name | Year Built | Function | Area (S.F.) | |
|----------------------------------|------------|--|----------------|------------------|
| | | | NASF | GSF |
| Art Center | 1904 | Academic | 9,628 | 14,924 |
| Boyden Hall | 1926 | Admin. & Classrooms | 43,896 | 63,248 |
| Burnell Campus Building | 1979 | Academic | 45,419 | 70,650 |
| Campus Police Building | 1970 | Support | 3,320 | 5,000 |
| Central Heating | 1965 | Support | 1,000 | 10,000 |
| Clement C. Maxwell Library | 1971 | Library (Support) | 101,514 | 172,580 |
| Davis Alumni Center | 1990 | Foundation | 3,795 | 6,492 |
| Durgin Hall | 1967 | Residence (Aux.) | 51,470 | 64,344 |
| Engineer's Cottage | 1900 | Support | 2,260 | 2,660 |
| Frankland Miles Hall | 1989 | Residence (Aux.) | 45,360 | 56,700 |
| Gates House | 1876 | Admissions | 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 | 1924 | Field | 1,600 | 2,080 |
| Greenhouse Potting Shed | 1924 | Field | 436 | 528 |
| Harrington Hall | 1926 | Admin. & Classrooms | 15,154 | 29,280 |
| Hart Hall | 1979 | Academic | 25,810 | 45,020 |
| Information Booth (4) Parking | 1996 | Support | 112 | 112 |
| John J. Kelly Gymnasium | 1957 | Gym | 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 |
| Pope Hall | 1960 | Residence (Aux.) | 29,100 | 36,360 |
| Rondileau Campus Center | 1970 | Auxiliary | 93,341 | 161,000 |
| Scott Hall | 1960 | Residence (Aux.) | 33,200 | 41,436 |
| Shea Hall | 1967 | Residence (Aux.) | 51,470 | 64,344 |
| Satellite Eatery | 1991 | Support | 256 | 256 |
| 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 | Auxiliary, Health Services, Financial Aid, & Classrooms | 33,849 | 51,760 |
| V. James Dinardo Hall | 1989 | Residence (Aux.) | 45,360 | 56,700 |
| Woodward Hall | 1912 | Residence (Aux.) | 46,400 | 57,920 |
| Total | | | 880,734 | 1,286,732 |

NASF = Net Available Square Feet
GSF = Gross Square Feet

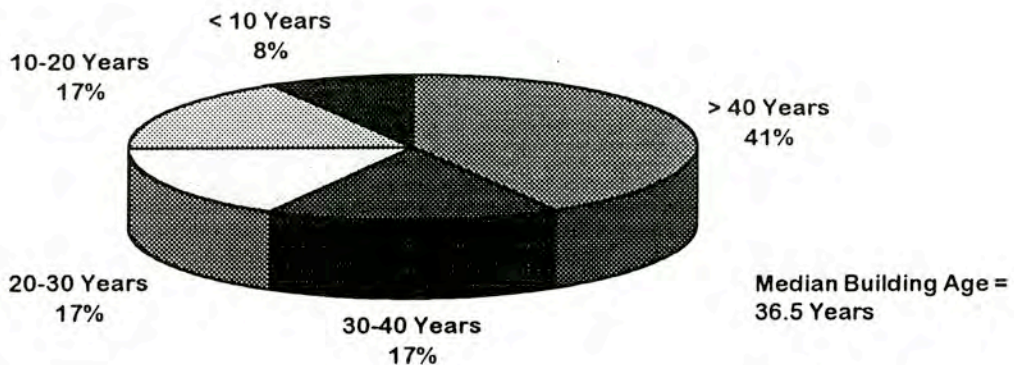
Source: Office of Facilities Planning and Management
Office of Institutional Research and Assessment

Major Buildings by Size Spring 1997

| Building | NASF | % NASF** |
|-----------------------------------|---------|----------|
| Clement C. Maxwell Library | 101,514 | 19.7% |
| Rondileau Campus Center | 93,341 | 18.1% |
| Marshall Conant Science Building | 65,575 | 12.7% |
| Burnell Campus School | 45,419 | 8.8% |
| John J. Kelly Gymnasium | 44,150 | 8.6% |
| Boyden Hall | 43,896 | 8.5% |
| Tillinghast Hall | 33,849 | 6.6% |
| John J. Moakley Technology Center | 31,540 | 6.1% |
| Hart Hall | 25,810 | 5.0% |
| Harrington Hall | 15,154 | 2.9% |
| Art Center | 9,628 | 1.9% |
| Gates House | 4,600 | 0.9% |

** % NASF refers to the percentage of the total Net Available Square Feet occupied by these twelve buildings.

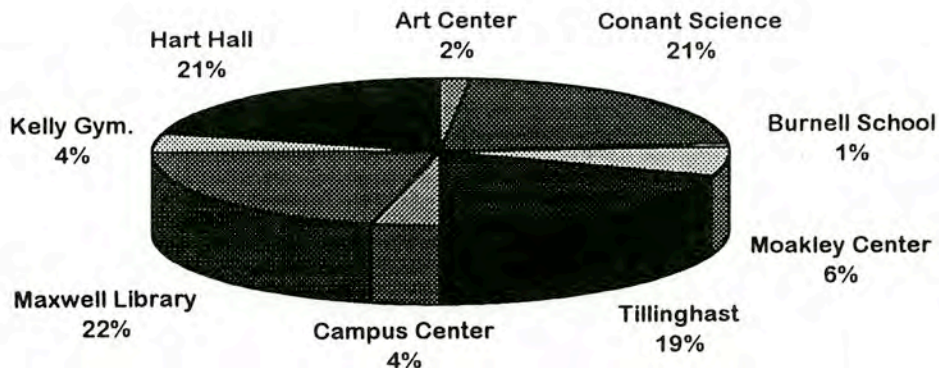
Distribution of Major Buildings by Age Spring 1997



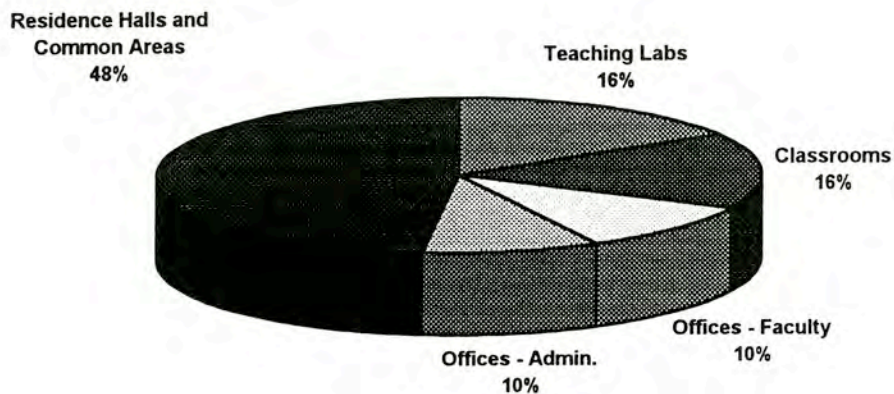
Source: Office of Facilities Planning and Management
Office of Institutional Research and Assessment

Distribution of Faculty Offices by Building Spring 1997

More than 80% of faculty offices are based in four buildings: Tillinghast, Conant Science Building, Hart Hall, and the Maxwell Library.



Space Utilization By Function - Spring 1997



Source: Office of Facilities Planning and Management
Office of Institutional Research and Assessment

Principal Location of Offices and Area Occupied Spring 1997

| Function | Principal Location | NSF |
|--|------------------------------------|-------|
| Office of the President | Boyden Hall | 2,694 |
| Affirmative Action and Minority Affairs | Boyden Hall/Harrington Hall | 1,335 |
| Office of the CIO | Boyden Hall | 528 |
| Information Services | Boyden Hall | 4,720 |
| Media Services | Maxwell Library | 7,489 |
| Office of the Vice President - Academic Affairs | Boyden Hall | 975 |
| Academic Advising | Maxwell Library | 1,694 |
| Graduate School/Continuing Education | Maxwell Library | 1,712 |
| Honors Center | Harrington Hall | 830 |
| Institutional Research | Boyden Hall | 566 |
| Library Services | Maxwell Library | 2,785 |
| Professional Education | Burnell School | 100 |
| Registrar | Boyden Hall | 2,300 |
| School of Arts and Sciences - Dean | Maxwell Library | 484 |
| 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 |
| Economics | Tillinghast Hall | 430 |
| English | Tillinghast Hall | 2,460 |
| Foreign Languages | Tillinghast Hall | 800 |
| History | Tillinghast Hall | 1,650 |
| Management and Aviation Science | Maxwell Library | 3,119 |
| 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 | Tillinghast Hall | 800 |
| Psychology | Hart Hall | 1,200 |
| Social Work | Hart Hall | 700 |
| Sociology/Anthropology | Hart Hall | 900 |
| Speech Communication, Theatre & Communication Disorders | Maxwell Library & Campus Center | 2,581 |
| Speech and Hearing Clinic | Hart Hall | 230 |
| School of Education - Dean | Burnell School | 1,863 |
| Burnell School | Burnell School | 3,974 |
| Elementary and Early Childhood Ed. | Hart Hall | 1,700 |
| Field Experience (Student Teacher) | Burnell School | 143 |
| Secondary Education & Professional Programs | Hart Hall | 1,130 |
| Movement Arts, Health Promotion & Leisure Studies | Kelly Gymnasium | 1,740 |
| Teacher Certification | Burnell School | 95 |
| Special Education | Hart Hall | 600 |
| Sponsored Projects | Maxwell Library | 852 |

Source: Office of Facilities Planning and Management
Office of Institutional Research and Assessment

Principal Location of Offices and Area Occupied Spring 1997

| Function | Principal Location | NSF |
|--|---------------------|--------|
| Office of the Vice President - Administration and Finance | Boyden Hall | 801 |
| Administrative Services | Boyden Hall | 170 |
| Bookstore | Campus Center | 4860* |
| Budget Office/Accounts Payable | Boyden Hall | 925 |
| Bursar/Accounts Receivable | Boyden Hall | 753 |
| Campus Supply | Conant Science | 200 |
| Copy Center | Tillinghast Hall | 500 |
| Facilities Planning and Construction | Boyden Hall | 570 |
| Physical Facilities | Harrington Hall | 1,627 |
| Office of the Controller | Boyden Hall | 580 |
| Human Resources/Payroll | Boyden Hall | 1,393 |
| BSC Post Office (Mailroom) | Tillinghast Hall | 750 |
| Student Employment | Boyden Hall | 414 |
| Business Operations/Purchasing | Boyden Hall | 1,464 |
| Ticket Office | Boyden Hall | 396 |
| Office of the Vice President - Institutional Advancement | | |
| Admissions | Gates House | 3800** |
| Alumni and Development | Davis Alumni Center | 2,371 |
| Community Services/Public Affairs | Harrington Hall | 1,636 |
| Office of the Vice President - Student Affairs | Boyden Hall | 1,440 |
| Athletics | Maxwell Library | 1,399 |
| Campus Center Operations | Campus Center | 1,639 |
| Campus Police | Police Building | 1,100 |
| Career Planning and Placement | Campus Center | 1,460 |
| Counseling Center Operations | Tillinghast Hall | 1,200 |
| Counseling Program | Hart Hall | 100 |
| 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 |
| Board of Trustees | Boyden Hall | 280 |

* Third-party operations

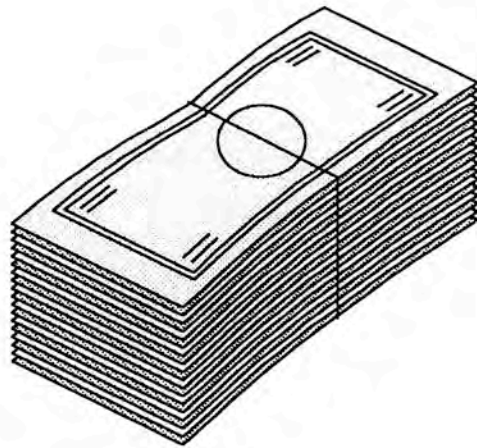
** Useable attic space included

Residence Halls -- Spring 1997

| Hall | Year Built | Residents | Capacity |
|-----------------------|------------|-----------|-------------|
| Scott | 1960 | Male | 143 |
| Woodward | 1912 | Female | 246 |
| Pope | 1960 | Female | 160 |
| Miles | 1989 | Co-Ed | 204 |
| Dinardo | 1989 | Co-Ed | 195 |
| Shea | 1967 | Co-Ed | 300 |
| Durgin | 1967 | Co-Ed | 320 |
| Great Hill Apartments | 1978 | Co-Ed | 198 |
| Total | | | 1766 |

Source: Office of Facilities Planning and Management
Office of Institutional Research

Financial Data



Office of Institutional Research and
Assessment

Unadjusted Revenues and Expenditures Fiscal Year 1997

Current Fund Revenues Restricted and Unrestricted

| | Fiscal Year 1997 | % Total Revenues FY 1997 |
|---------------------------------|---------------------|--------------------------------|
| Local Tuition/Fees | \$20,050,580 | 25.3% |
| State Appropriations | \$31,893,418 | 40.2% |
| Government Grants and Contracts | \$17,907,847 | 22.6% |
| Private Grants & Gifts | \$440,391 | 0.6% |
| Auxiliary Enterprises | \$7,772,485 | 9.8% |
| Other | \$1,257,862 | 1.6% |
| Total Revenues | \$79,322,583 | 100.0% |

Current Fund Expenditures Restricted and Unrestricted

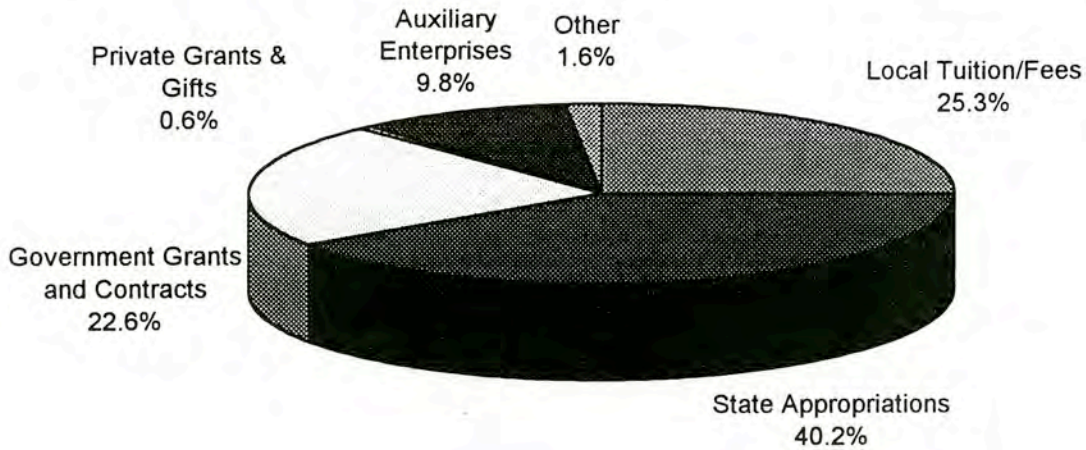
| | Fiscal Year 1997 | % Total Expenditures FY 1997 |
|---------------------------------|---------------------|------------------------------------|
| Instruction | \$23,053,625 | 29.1% |
| Academic Support | \$7,522,614 | 9.5% |
| Student Services | \$7,013,086 | 8.8% |
| Institutional Support | \$7,395,420 | 9.3% |
| Operation, Maintenance of Plant | \$7,581,454 | 9.6% |
| Scholarships & Fellowships | \$18,436,858 | 23.2% |
| Auxiliary Enterprises | \$8,319,526 | 10.5% |
| Total Expenditures | \$79,322,583 | 100.0% |

Note: Fiscal 1997 data as of 8/97.

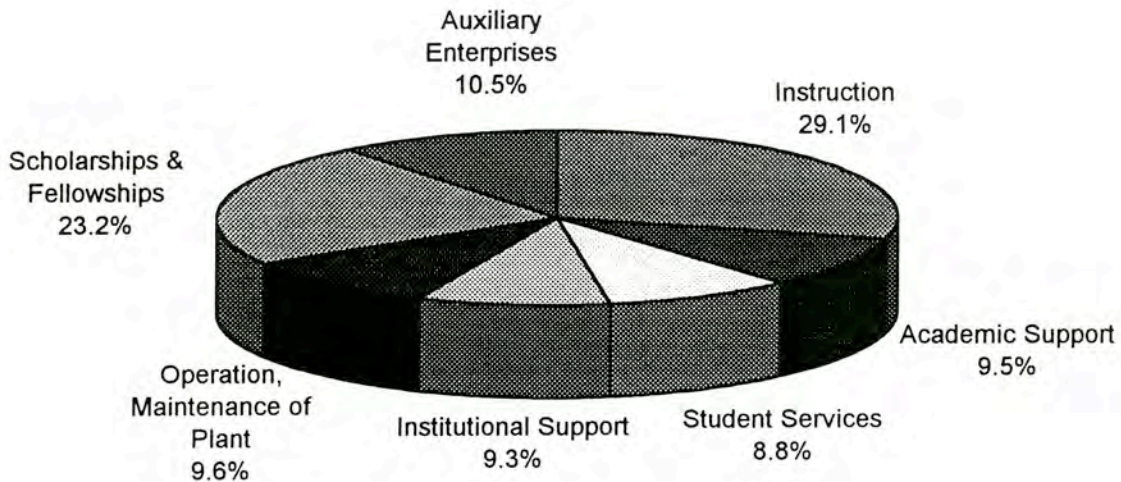
Source: Controller's Office
Office of Institutional Research and Assessment

Unadjusted Revenues and Expenditures Fiscal Year 1997

Unadjusted Revenues



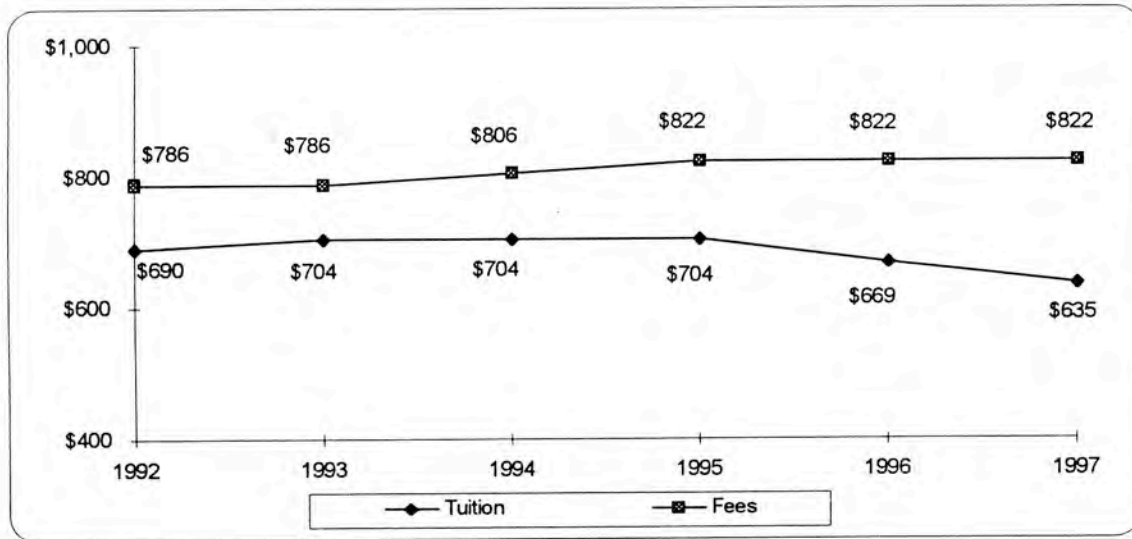
Unadjusted Expenditures



Source: Controller's Office
Office of Institutional Research and Assessment

Full-Time Undergraduate Tuition & Fees Per Term Fall 1992 - Fall 1997

During each of the last two years, tuition has decreased by 5% while fees have remained level.



Note: Figures based upon 12 credit hour load.

Source: Bursar's Office
Office of Institutional Research and Assessment

Financial Aid Program Profile Academic Years 1995-96, 1996-97

| | 1995-96 | | | | 1996-97 | | | |
|--------------------------|---------------|--------------|----------------|--------------|---------------|--------------|----------------|--------------|
| | # of Students | # Dollars | \$ Per Student | % Total \$\$ | # of Students | # Dollars | \$ Per Student | % Total \$\$ |
| Need-based | | | | | | | | |
| Scholarships & Grants | 2,627 | \$4,384,968 | \$1,669 | 32% | 2,467 | \$4,625,572 | \$1,875 | 33% |
| Loans | 2,720 | \$8,596,881 | \$3,161 | 64% | 2,865 | \$8,767,716 | \$3,060 | 63% |
| Work | 494 | \$554,813 | \$1,123 | 4% | 507 | \$491,725 | \$970 | 4% |
| Total * | 3,173 | \$13,536,662 | \$4,266 | 100% | 3,266 | \$13,885,013 | \$4,251 | 100% |
| Non-need based | | | | | | | | |
| Scholarships & Grants ** | 46 | \$64,768 | \$1,408 | 1% | 43 | \$53,354 | \$1,241 | 1% |
| Loans | 1,638 | \$5,022,734 | \$3,066 | 99% | 1,849 | \$5,679,514 | \$3,072 | 99% |
| Total * | 1,673 | \$5,087,502 | \$3,041 | 100% | 1,877 | \$5,732,868 | \$3,054 | 100% |
| Total Aid | | | | | | | | |
| Scholarships & Grants | 2,673 | \$4,449,736 | \$1,665 | 24% | 2,510 | \$4,678,926 | \$1,864 | 24% |
| Loans | 4,358 | \$13,619,615 | \$3,125 | 73% | 4,714 | \$14,447,230 | \$3,065 | 74% |
| Work | 494 | \$554,813 | \$1,123 | 3% | 507 | \$491,725 | \$970 | 3% |
| Total * | 3,811 | \$18,624,164 | \$4,887 | 100% | 4,481 | \$19,617,881 | \$4,378 | 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.

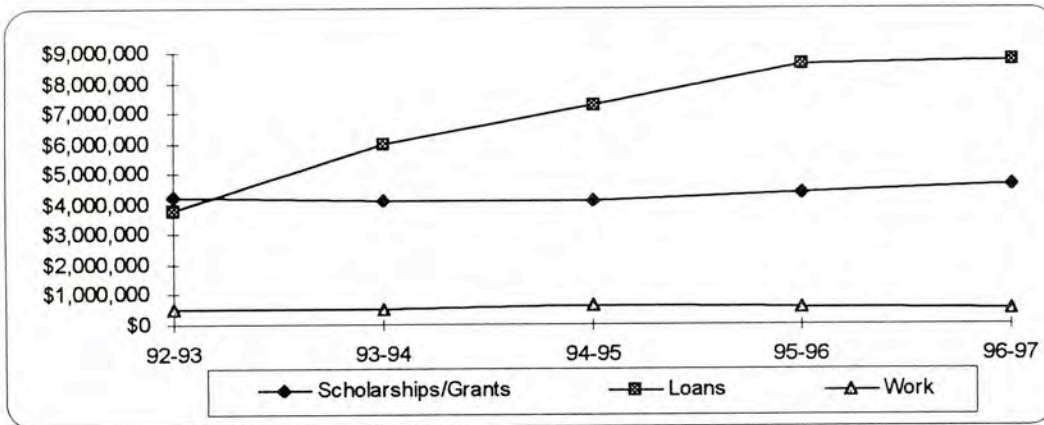
Note: Only matriculated students are eligible to receive financial aid.

Source: Office of Financial Aid, Office of Institutional Research and Assessment

Need-Based Aid 1992/93-1996/97

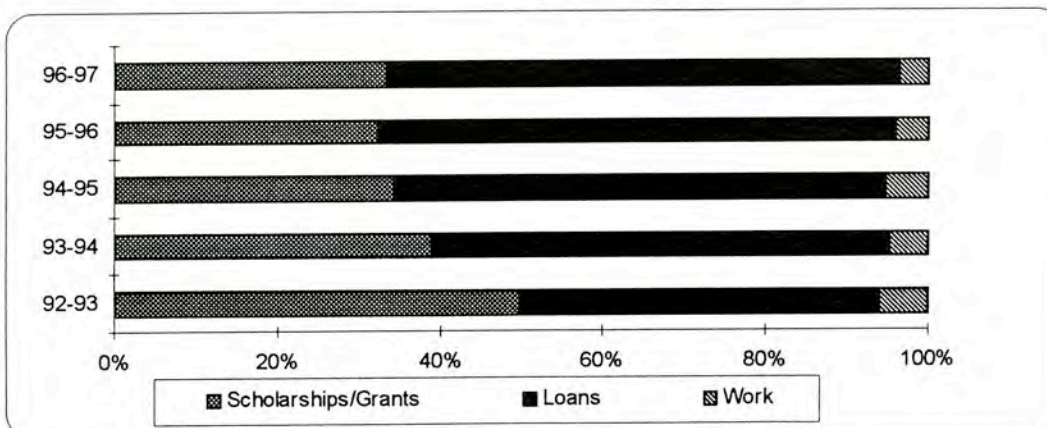
During the last five years, the percentage of need-based aid in the form of loans has increased from 44% to 63%.

Need-Based Aid on a Dollar Basis



| | 92-93 | 93-94 | 94-95 | 95-96 | 96-97 |
|----------------------------|-------------|-------------|-------------|-------------|-------------|
| Scholarships/Grants | \$4,260,373 | \$4,109,530 | \$4,102,890 | \$4,384,968 | \$4,625,572 |
| Loans | \$3,787,050 | \$5,974,844 | \$7,242,110 | \$8,596,881 | \$8,767,716 |
| Work | \$518,779 | \$505,346 | \$631,515 | \$554,813 | \$491,725 |

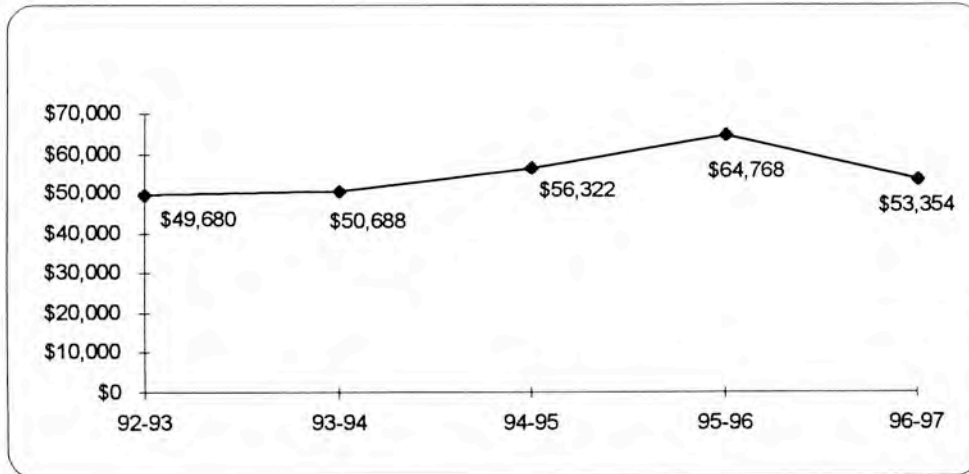
Need-Based Aid on a Percentage Basis



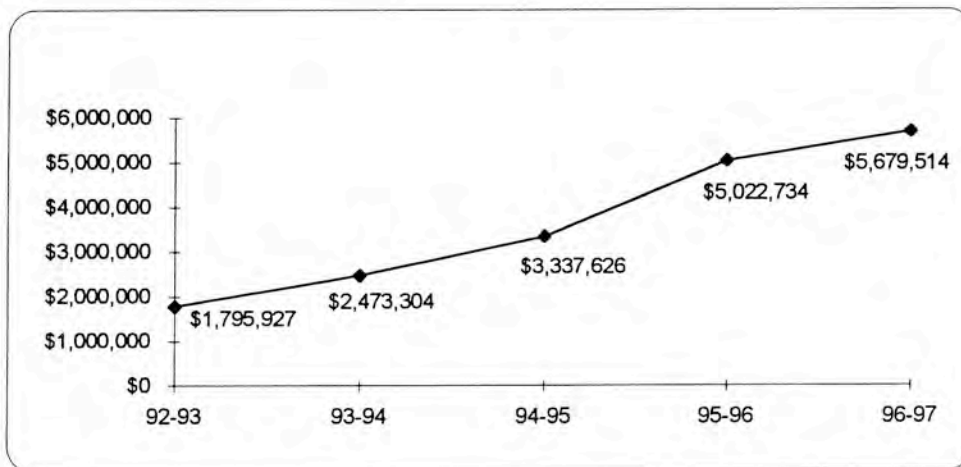
Source: Office of Financial Aid
Office of Institutional Research and Assessment

Non-Need-Based Aid 1992/93-1996/97

Scholarships



Loans

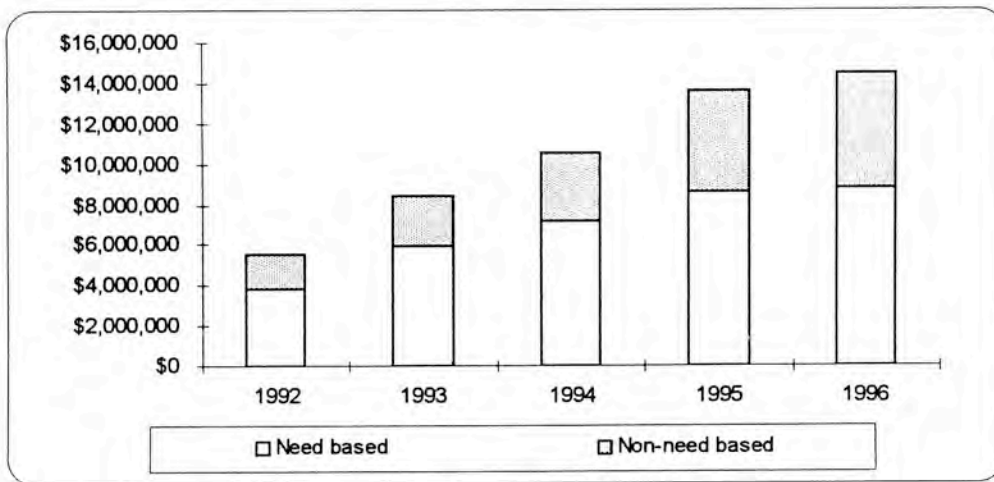


Source: Office of Financial Aid
Office of Institutional Research and Assessment

Growth in Loan Volume 1992/93-1996/97

Loan volume has increased by more than 150% during the past five years. Borrowing by students with need has more than doubled, while the volume of non-need based loans has tripled. The growth in non-need based loans is in part due to the introduction of a new unsubsidized federal student loan in 1992.

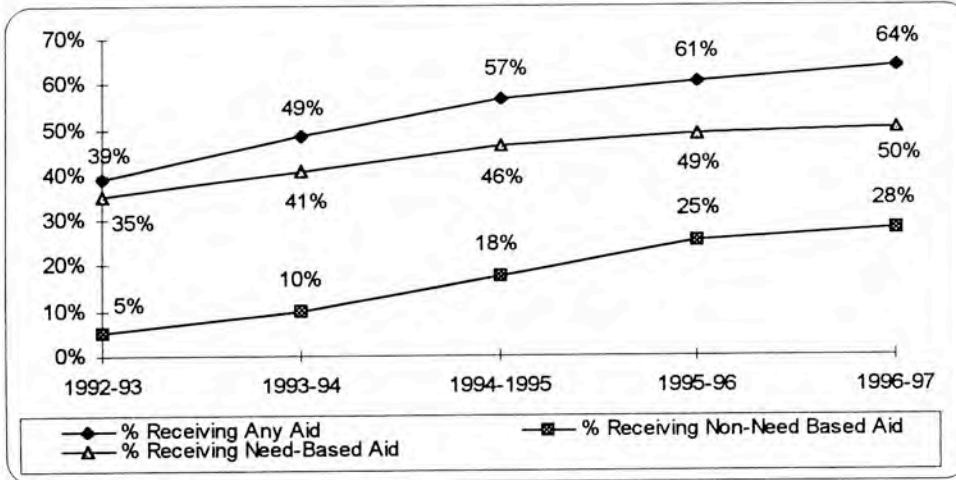
| | 1992 | 1993 | 1994 | 1995 | 1996 |
|-----------------------|-------------|-------------|--------------|--------------|--------------|
| Need based | \$3,787,050 | \$5,974,844 | \$7,233,477 | \$8,596,881 | \$8,767,716 |
| Non-need based | \$1,795,927 | \$2,473,304 | \$3,337,626 | \$5,022,734 | \$5,679,514 |
| Total | \$5,582,977 | \$8,448,148 | \$10,571,103 | \$13,619,615 | \$14,447,230 |



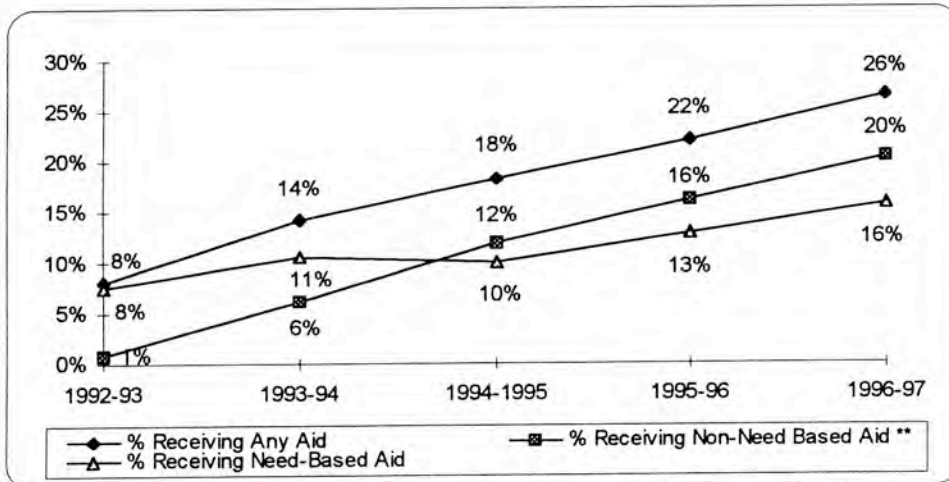
Source: Office of Financial Aid
Office of Institutional Research and Assessment

Percentage of Students* Receiving Aid 1992/93-1996/97

Undergraduates



Graduate Students**



*Percentages based on matriculated students only.

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

Source: Office of Financial Aid
Office of Institutional Research and Assessment

Glossary

Academic Year - Consecutive fall and spring semesters. For example: AY 96-97 refers to the interval from Fall 1996 to Spring 1997.

Accepted - Admitted by the institution

Census Date - Date on which official enrollment data are extracted from the student information system. This generally occurs two weeks beyond the last add/drop day.

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, 1995 and June 30, 1996 belongs to the class of '96.

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 1997 refers to the fiscal year from July 1, 1996 through June 30, 1997.

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: $\text{Undergraduate FTE} = \text{semester credit hours}/15$; $\text{Graduate FTE} = \text{semester credit hours}/12$.

Full-Time Equivalent Faculty - For full-time faculty, $\text{FTE faculty} = (\text{total credit hours})/12$, where adjustments are made for alternative responsibilities. For part-time faculty, $\text{FTE faculty} = (\text{total credit hours})/15$.

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.

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.

RPEDS - Refers to the data collection system known as the “Research & Planning, Enrollment & Degree System,” a process where higher education institutions in the Commonwealth are required to compile electronic data files for submission to the Board of Higher Education. These files include data on student admissions, student enrollments, degree completions, courses offered and programs of study.

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 attended a higher education institution elsewhere.

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.

