



Bridgewater State University

## Virtual Commons - Bridgewater State University

---

Factbook

Institutional Research

---

1998

### Selected Institutional Characteristics, Bridgewater State College, Academic Year, 1997-1998

Office of Institutional Research and Assessment, Bridgewater State College

Follow this and additional works at: <https://vc.bridgew.edu/factbook>



Part of the [Educational Assessment, Evaluation, and Research Commons](#), and the [Higher Education Administration Commons](#)

---

#### Recommended Citation

Office of Institutional Research and Assessment, Bridgewater State College (1998). Selected Institutional Characteristics, Bridgewater State College, Academic Year, 1997-1998. In *BSU Institutional Research and Assessment Factbooks*. Publication 13.

Available at: <https://vc.bridgew.edu/factbook/13>

This item is available as part of Virtual Commons, the open-access institutional repository of Bridgewater State University, Bridgewater, Massachusetts.

# Selected Institutional Characteristics

---

Bridgewater State College  
Academic Year, 1997-1998



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 1998

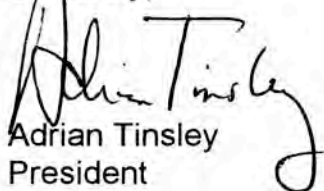
Dear Reader:

I am very pleased to present to you the seventh 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 the staff of the Office of Institutional Research and Assessment 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

## Table of Contents

---

### Administration

Massachusetts Board of Higher Education, August 1998	1
Bridgewater State College Board of Trustees, August 1998	1
President's Division, August 1998	2
Academic Affairs Division, August 1998	4
Administration and Finance Division, August 1998	8
Institutional Advancement Division, August 1998	10
Student Affairs Division, August 1998	12
Information Technology Division, August 1998	14

### Admissions Data

Freshman Admissions, Fall 1993-1997	16
Minority Freshman Admissions, Fall 1993-1997	17
Profile of First-time Freshmen, Fall 1997	18
Distribution of SAT Scores of First-time Freshmen, 1997	19
SAT Comparison: BSC/MA/US, Fall 1993-1997	20
SAT Scores: Comparisons by Gender, Fall 1993-1997	21
Transfer Admissions, Fall 1993-1997	22
Profile of Transfer Students, Fall 1997	23
Profile of First-time, Full-time Freshmen (based on CIRP Survey)	24

### Enrollment Data

Total Fall Enrollment, 1993-1997	41
Undergraduate Fall Enrollment, 1993-1997	42
Graduate Fall Enrollment, 1993-1997	43
Enrollment by Race and Gender, Fall 1997	44
Minority Enrollment, Fall 1993-1997	44
Countries of Origin: International Students, 1995-1997	45
Age Distribution, Fall 1993-1997	46
Enrollment by Residence, Fall 1997	46
Headcount Enrollment by School, Class, Gender and Status, Fall 1997	47
Enrollment by School, Fall 1997	48
Enrollment by Grade Level, Fall 1997	48
Total Majors Declared by Level and Year, Fall 1997	49
Graduate Programs: Students Enrolled, Fall 1997	56
Students Enrolled in Professional Education Programs, Fall 1997	57
Total Majors by Department and Race, Fall 1997	58
Total Majors by Department and Gender, Fall 1997	60
Distribution of Undergraduate Credit Loads, Fall 1997	61
Distribution of Graduate Credit Loads, Fall 1997	62
Total Course Sections by Department and Time of Day, Fall 1997	63

## **Graduation and Retention Data**

Profile of Degree Recipients by Program Level, 1997	64
Baccalaureate Degree Recipients by Major/Concentration, 1993-97	65
Graduate Degree Recipients by Major/Concentration, 1993-97	69
Graduate Programs: Degrees Awarded/Programs Completed, 1997	71
Degree Recipients by Department and Gender, 1997	72
Degree Recipients by Department and Race, 1997	73
Degree Recipients by Residence, 1993-1997	75
Retention and Graduation Rates: First-time, Full-time Freshmen	76
Retention and Graduation Rates: First-time, Full-time Minority Freshmen	77
Retention and Graduation Rates: Full-time Transfers	78
Retention and Graduation Rates: Full-time Minority Transfers	79
Freshmen-Sophomore Retention Rates Over Time	80
Four-Year and Six-Year Graduation Rates Over Time	80
A New Look at Graduation Rates	81

## **Faculty and Staff Data**

Full-Time Employees, Fall 1997	83
Full-Time Faculty, Fall 1997	84
Full-Time Faculty by Race, Fall 1997	85
Full-Time Faculty with Terminal Degrees, Fall 1997	86
Departmental Rank Orderings by Selected Faculty Characteristics, Fall 1997	87
Full-Time Tenure-Track Faculty: Comparisons Among Schools, Fall 1997	90
Student/Faculty Ratios, Fall 1997	91

## **Library Data**

Size of the Physical Collection	92
Number of Volumes and Titles, 1992/93-1996/97	93
Electronic Resources, 1994/95-1997/98	93
Total Expenditures: Monographs & Serials, 1992/93-1996/97	94
Monographic Expenditures, 1992/93-1996/97	95
Monographic Expenditures by Department/Collection, 1992/93-1996/97	96
Serial Expenditures by Department/Collection, 1997/98	97
Classroom-Integrated Library Instruction, 1993/94-1997/98	98

## **Information Technology**

Web Activity, 1997-1998	99
Info Bear Utilization, 1997-1998	99
Daily E-Mail Usage, 1997-1998	100
Access to Microcomputers, 1997-1998	100
Yahoo! 100 Most Wired Campuses: How BSC Compares	101

**Facilities Data**

Building Inventory, Spring 1998	102
Major Buildings by Size, 1998	103
Distribution of Major Buildings by Age, Spring 1998	103
Distribution of Faculty Offices by Building, Spring 1998	104
Space Utilization by Function, Spring 1998	104
Principal Location of Offices and Area Occupied, Spring 1998	105
Residence Halls, Spring 1998	106

**Financial Data**

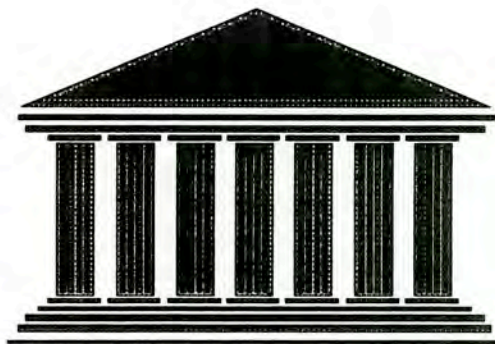
Unadjusted Revenues and Expenditures, Fiscal Year 1998	107
Full-Time Undergraduate Tuition & Fees per Term, Fall 1993-Fall 1997	108
Financial Aid Program Profile, Academic Years 1996/97-1997/98	109
Need-Based Financial Aid, 1993/94-1997/98	110
Non-need Based Financial Aid, 1993/94-1997/98	111
Growth in Loan Volume, 1993/94-1997/98	112
Percentage of Students Receiving Aid, 1993/94-1997/98	113

<b>Departmental Profiles</b>	114
------------------------------	-----

<b>Glossary</b>	138
-----------------	-----

# Administration

August 1998



Office of Institutional Research and  
Assessment

# **Massachusetts Board of Higher Education**

August, 1998

---

James F. Carlin, *Chairman*  
Jane C. Edmonds, *Vice Chair*  
Woolsey S. Conover  
Tamara P. Davis  
David P. Driscoll  
M. Howard Jacobson  
Catherine Wilder Labine  
Peter Nessen  
Aaron D. Spencer  
Edward T. Sullivan, Jr.  
Sandra Karahalıs, *Student Member*

# **Bridgewater State College Board of Trustees**

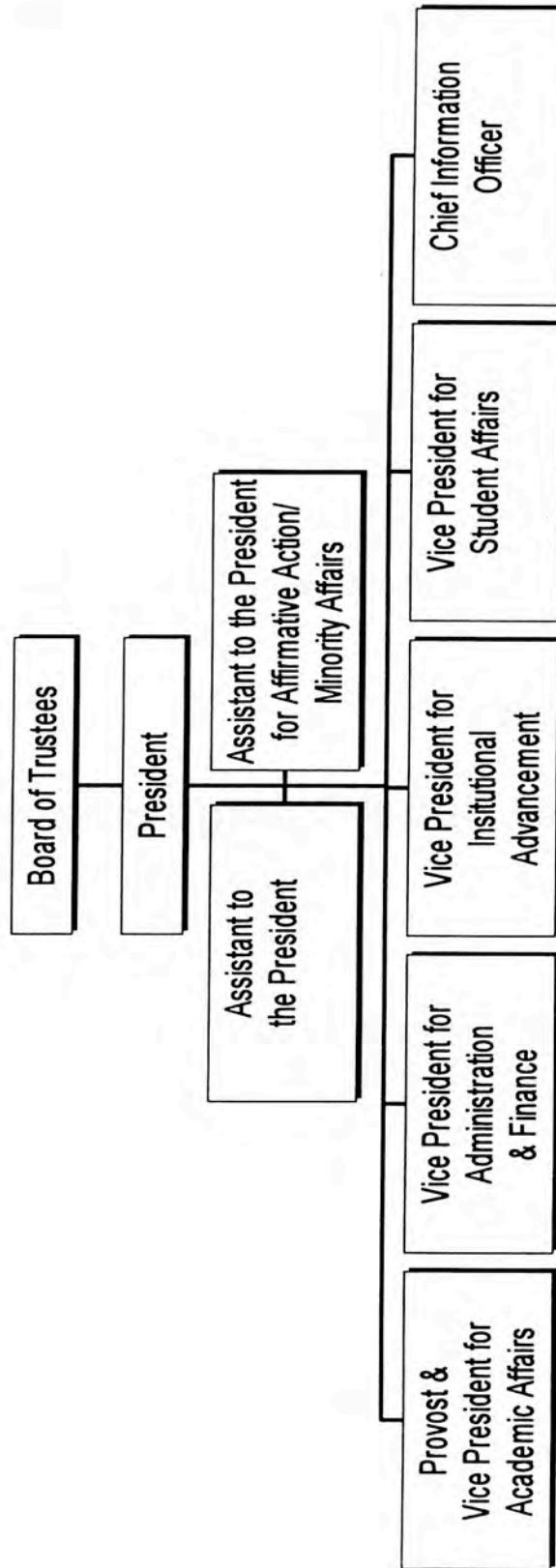
August, 1998

---

Frederick W. Clark, Jr., J.D., *Chairman*  
David B. Jenkins, *Vice Chairman*  
Eugene J. Durgin, Jr., *Secretary*  
Paul A. Finn  
Paul Gannon  
Richard P. Lombardi  
Judith Block McLaughlin, Ed.D.  
Louis M. Ricciardi  
John Rennie  
Matthew C. Striggles  
Kevin Doherty, *Student Trustee*



# President's Division August, 1998



# President's Division

August, 1998

---

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

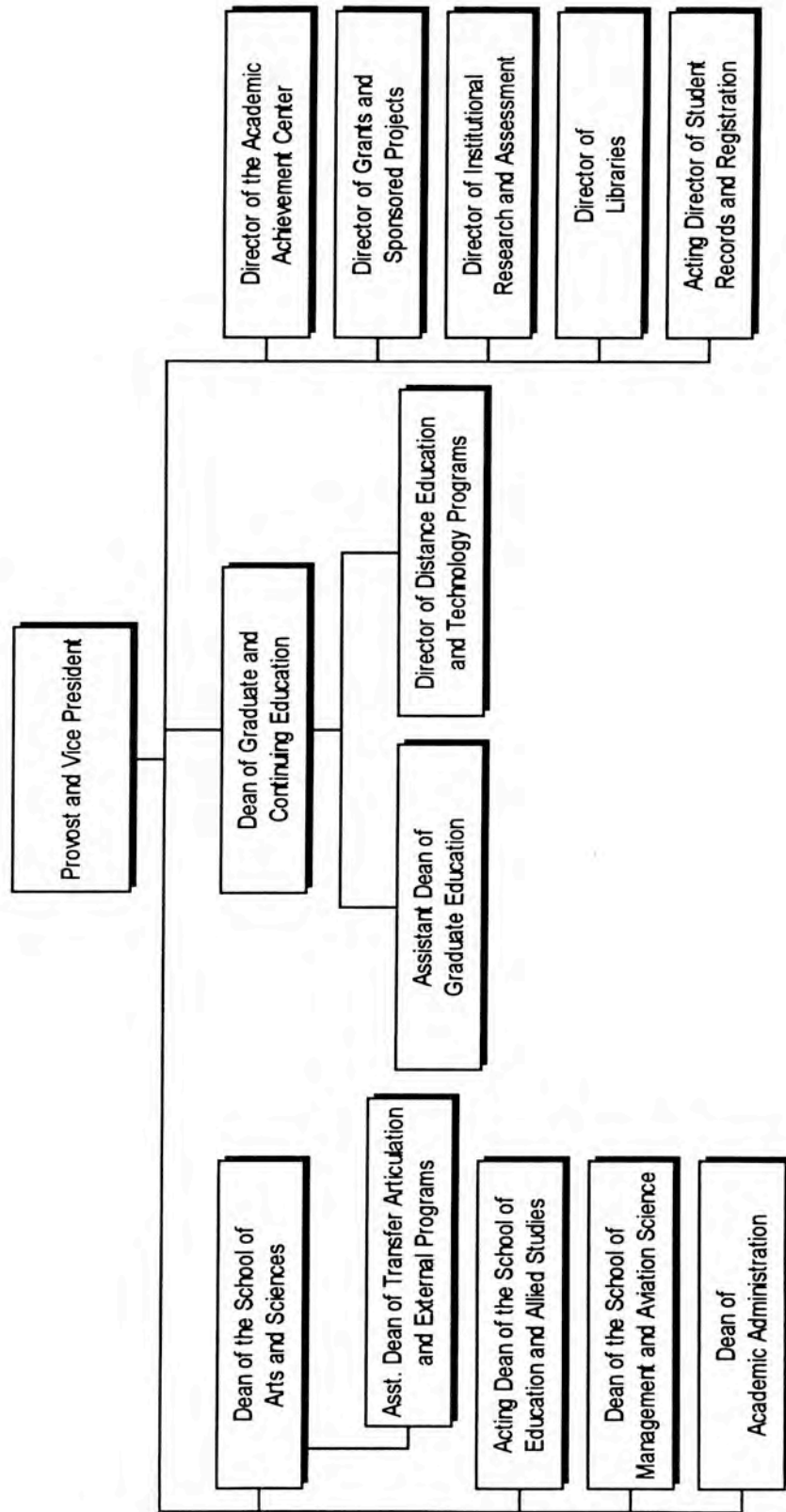
Vice President for Student Affairs

Lynette Willett

Chief Information Officer

Bill Davis

# Academic Affairs Division August, 1998



# Academic Affairs Division

August, 1998

---

Provost and Vice President	Ann Lydecker
Dean of the School of Arts & Sciences	Howard London
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 Academic Administration	Henry Fanning
Dean of Graduate and Continuing Education	Kerry Kerber
Assistant Dean of Graduate Education	Paul Wright
Asst. Dean, Transfer Articulation and Extension Programs	Jim Plotner
Director of Distance Education and Technology Programs	Mary Fuller
Director of the Academic Achievement Center	Peggy Smith
Director of Grants & Sponsored Projects	Frances Jeffries
Director of Institutional Research & Assessment	Patricia O'Brien
Director of Libraries	David Carlson
Acting Director of Student Records & Registration	Nancy Clay

---

Source: Office of Institutional Research and Assessment

# Academic Department Chairpersons

August, 1998

---

## 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 and Geography	Sandra Clark
Economics	Anthony Cicerone
English	Iain Crawford
Foreign Languages	Lydia Bernstein
History	Jean Stonehouse
Mathematics and Computer Science	Gail Price
Music	David Garcia (Acting)
Philosophy	Steven Sanders
Physics	Jeffrey Williams
Political Science	Michael Kryzanek
Psychology	Ruth Hannon
Social Work	Rebecca Leavitt
Sociology and Anthropology	Donald Armfield

Source: Office of Institutional Research and Assessment

# Academic Department Chairpersons

August, 1998

---

## 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 Battaglino

---

## School of Management and Aviation Science

Accounting and Finance

Carleton Donchess

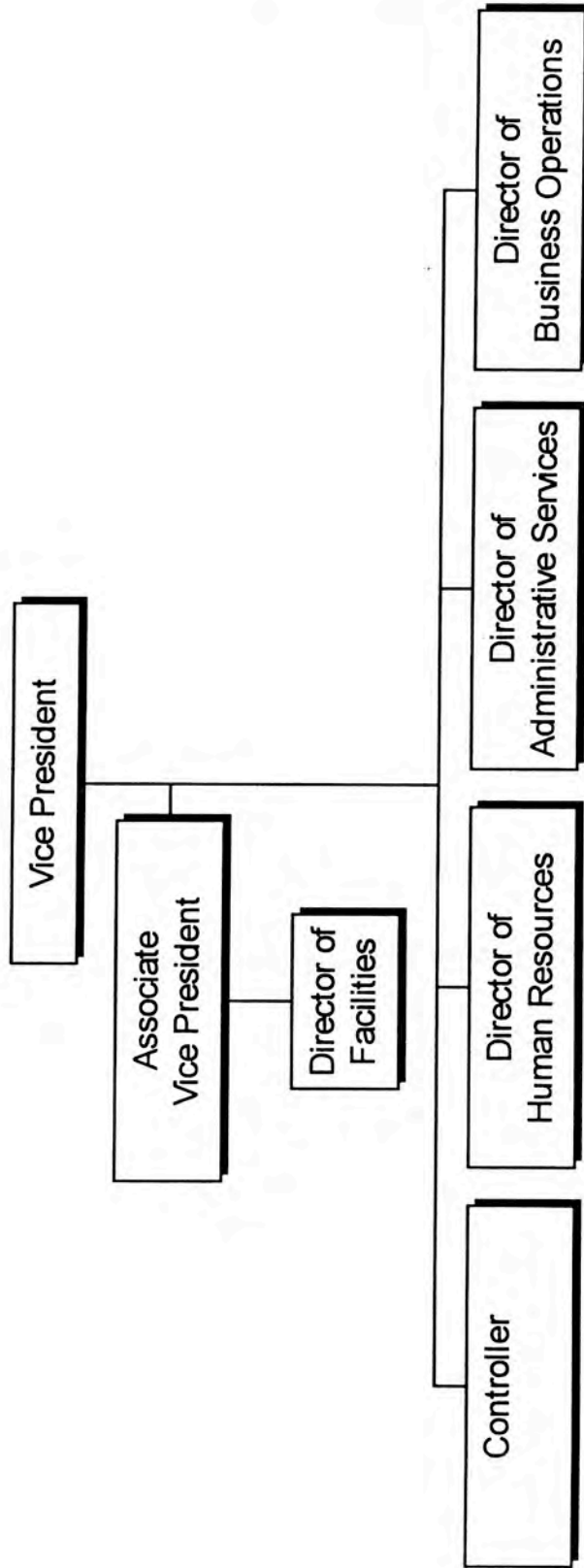
Aviation Science

Terry Milanette (acting)

Management

Mercer Fellouris

# Administration and Finance Division August, 1998



# Administration and Finance Division

August, 1998

---

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

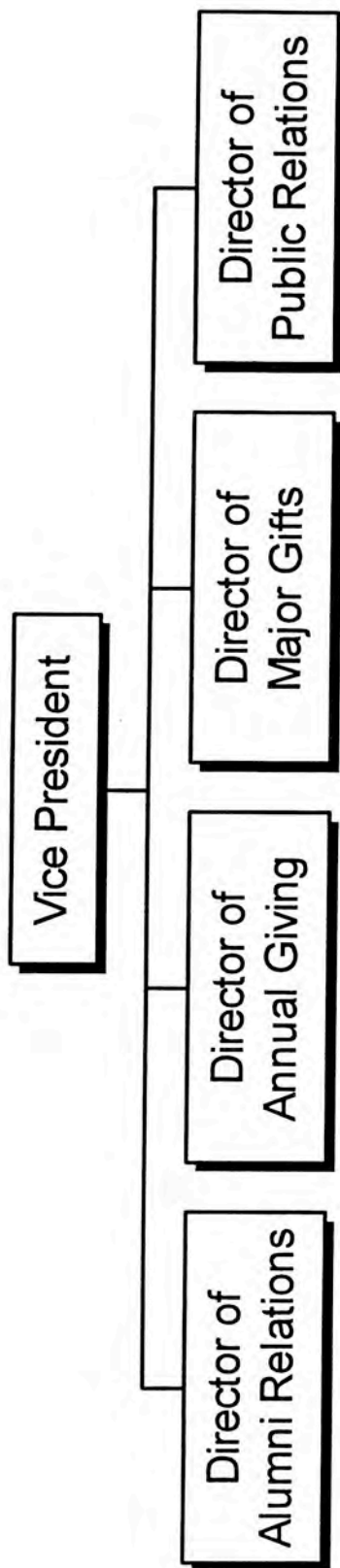
Director of Business Operations

John Budron



# Institutional Advancement Division

## August, 1998



# **Institutional Advancement Division**

August, 1998

---

Vice President

Director of Annual Giving

Director of Alumni Relations

Director of Public Affairs

Director of Major Gifts

Richard Cost

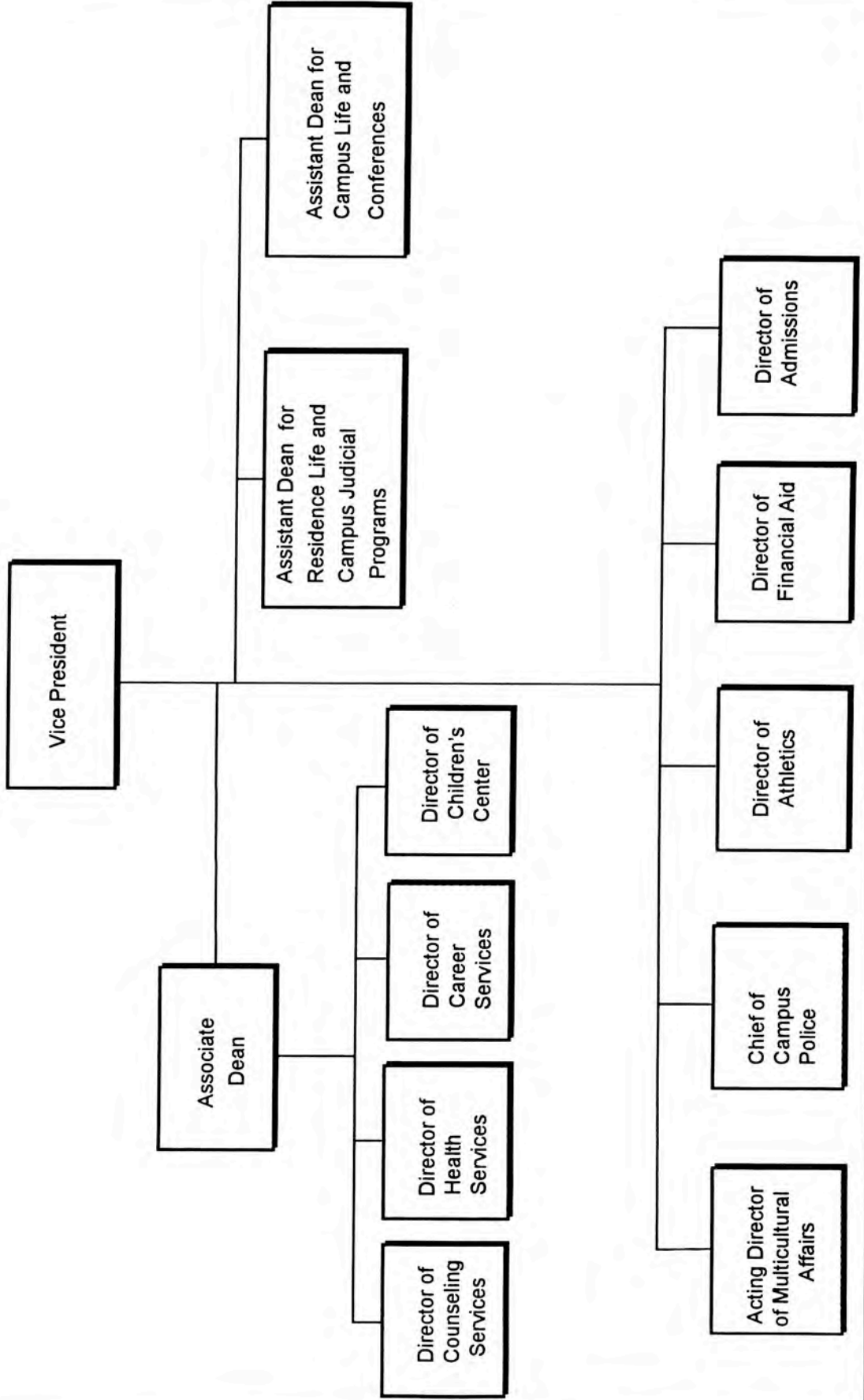
Karen Cooper

Mary Tiernan

Eva Gaffney

Michelle Poirier

# Student Affairs Division August, 1998



# **Student Affairs Division**

August, 1998

---

Vice President

Lynette Willett

Associate Dean of Student Affairs

Martha Jones

Assistant Dean for Campus Life &  
Conferences

Catherine Holbrook

Assistant Dean for Residence Life &  
Campus Judicial Programs

Anthony Esposito

Director of Admissions

Steve King

Director of Career Services

Brian Salvaggio

Director of the Children's Center

Nancy Clark

Director of Counseling Services

Grace Siebert-Larke

Director of the Health Center

Janice Murphy

Director of Athletics & Recreation

John Harper

Chief of Campus Police

David Tillinghast

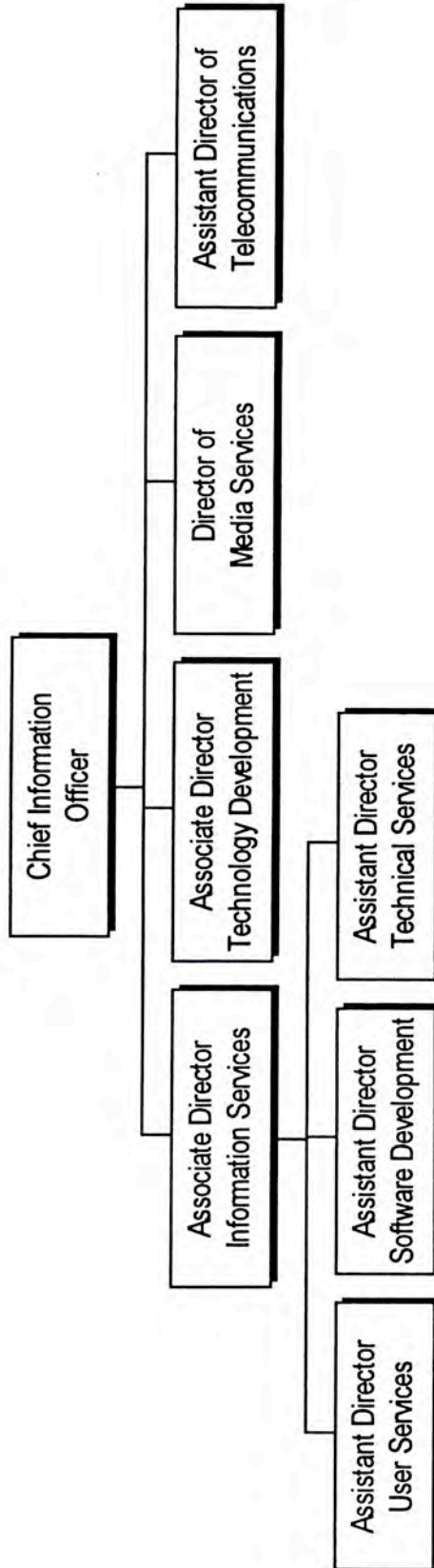
Director of Financial Aid

Janet Gumbris

Acting Director of Multicultural Affairs

Karen Johnson

# Information Technology Division August, 1998



# Information Technology Division

August, 1998

---

Chief Information Officer

Bill Davis

Director of Media Service

Glenn Cook

Assistant Director for Telecommunications

Patrick Cronin

Associate Director for Information Services

Tamara Anderson

Associate Director of Technology Development

William Singleton

Assistant Director of User Services

Fera Karakaya

Assistant Director of Technical Services

Scott McNeilly

Assistant Director of Software Development

Alice Aguiar

---

Source: Office of Institutional Research and Assessment

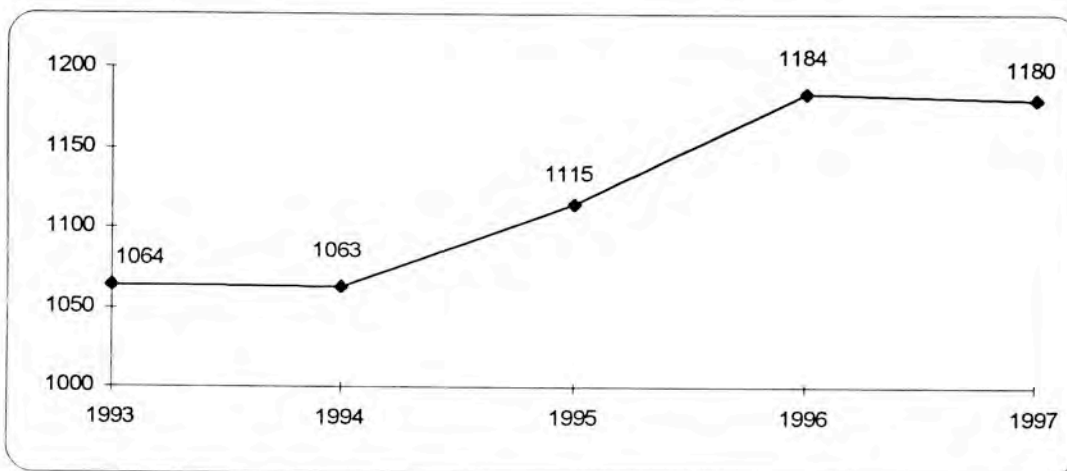
# Admissions



Office of Institutional Research and  
Assessment

## Freshman Admissions Fall 1993-1997

After three years of steady increases, the number of enrolled first-time freshmen in fall 1997 leveled off at a figure comparable to the previous year's enrollment. This may be a result of new admissions standards implemented by the Massachusetts Board of Higher Education that call for the successful completion of 16 core college-preparation courses and a minimum g.p.a. of 2.6.



BSC accepts 7 of every 10 students who apply. Of those who are accepted, roughly 1 out of every 3 chooses to enroll at Bridgewater.

	1993	1994	1995	1996	1997
<b>Applied</b>	4915	4674	4938	5043	4987
<b>Accepted</b>	3340	3432	3461	3561	3440
<b>Enrolled</b>	1064	1063	1115	1184	1180
<b>Selectivity</b>	68%	73%	70%	71%	69%
<b>Yield</b>	32%	31%	32%	33%	34%

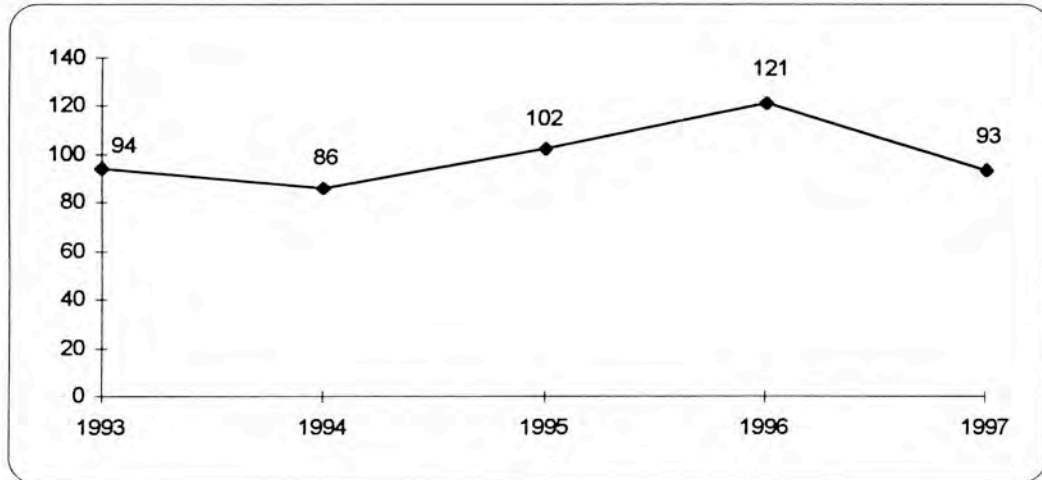
Note: Selectivity= # accepted/# applied; Yield= # enrolled/# accepted

Source: Office of Institutional Research and Assessment



## Minority Freshman Admissions Fall 1993-1997

After two years of significant increases, the number of minority freshmen enrolled in fall 1997 returned to the level observed in the early 1990's.



	1993	1994	1995	1996	1997
<b>Applied</b>	393	431	414	440	444
<b>Accepted</b>	312	302	322	373	289
<b>Enrolled</b>	94	86	102	121	93
<b>Selectivity</b>	79%	70%	78%	85%	65%
<b>Yield</b>	30%	28%	32%	32%	32%

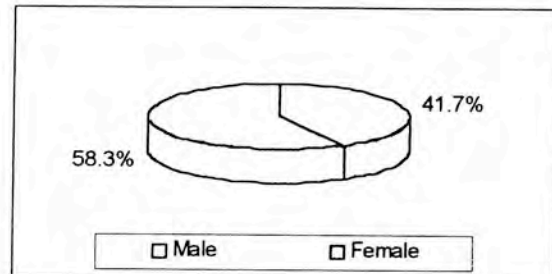
Note: Selectivity= # accepted/# applied; Yield= # enrolled/# accepted

Minority admission figures do not include international students of color

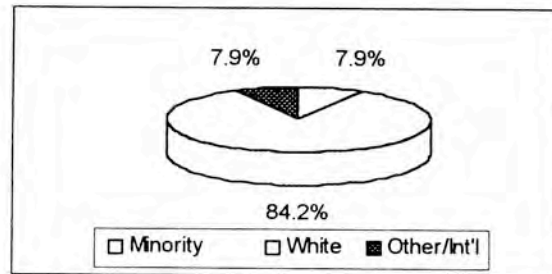
Source: Office of Institutional Research and Assessment

## Profile of First-Time Freshmen Fall 1997

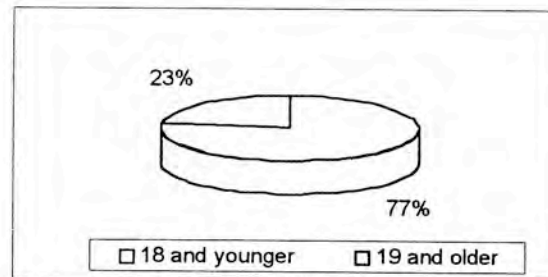
Gender	Frequency	Percent
Male	492	41.7%
Female	688	58.3%



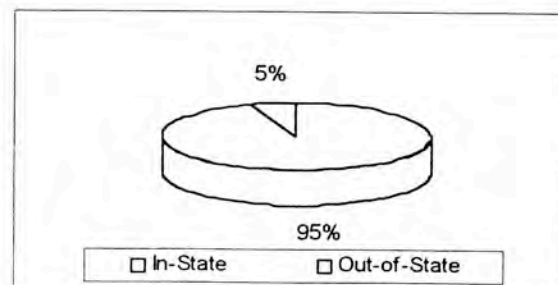
Ethnicity	Frequency	Percent
Native American	2	0.2%
Asian	15	1.3%
Black	50	4.2%
Hispanic	26	2.2%
White	994	84.2%
International	21	1.8%
Other	72	6.1%



Age	Frequency	Percent
16-17	73	6.2%
18	839	71.1%
19	189	16.0%
20	24	2.0%
21-25	34	2.9%
26-30	5	0.4%
31+	16	1.4%



Residence	Frequency	Percent
Massachusetts	1116	94.6%
Other N.E.	32	2.7%
Other U.S.	11	0.9%
International	21	1.8%

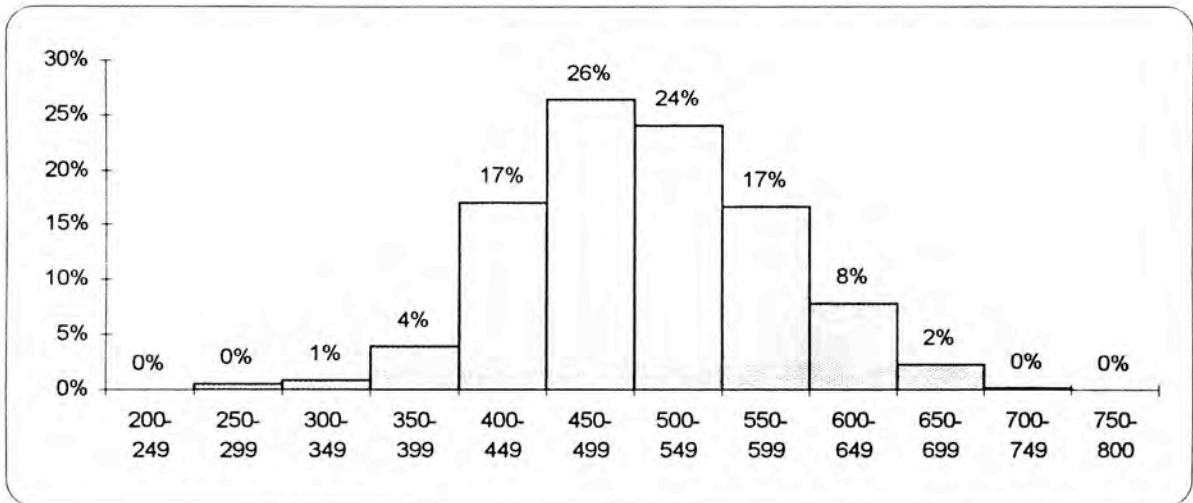


Source: Office of Institutional Research and Assessment

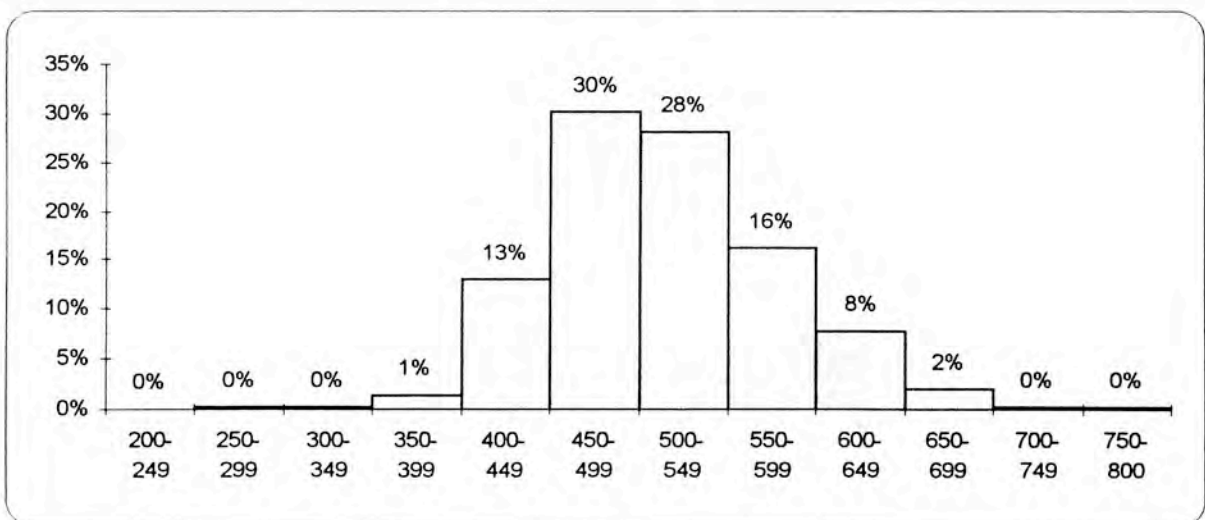
# Distribution of SAT Scores of First-Time Freshmen Fall 1997

Mean Score (Math): 500	Middle 50% (Math): 450-550
Mean Score (Verbal): 509	Middle 50% (Verbal): 460-550

## Math SAT Scores



## Verbal SAT Scores



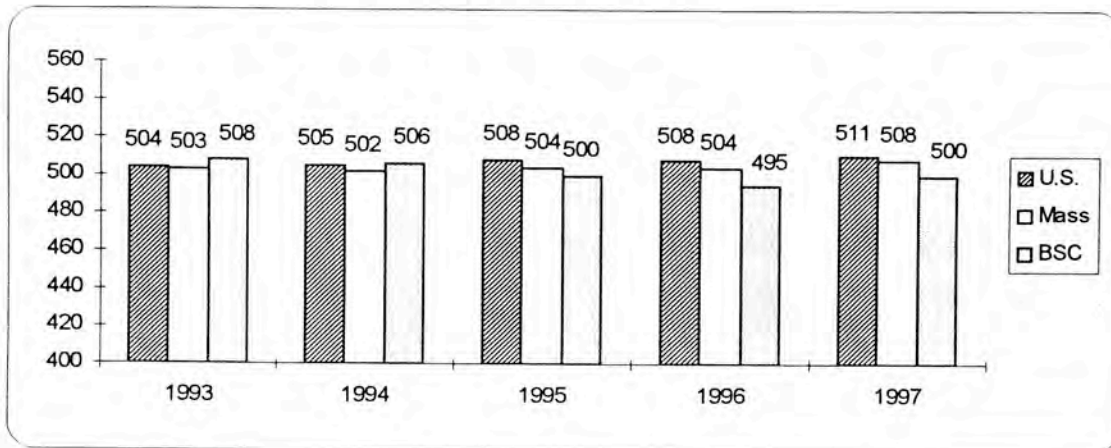
Source: Office of Institutional Research and Assessment

# SAT Comparison: BSC/MA/US

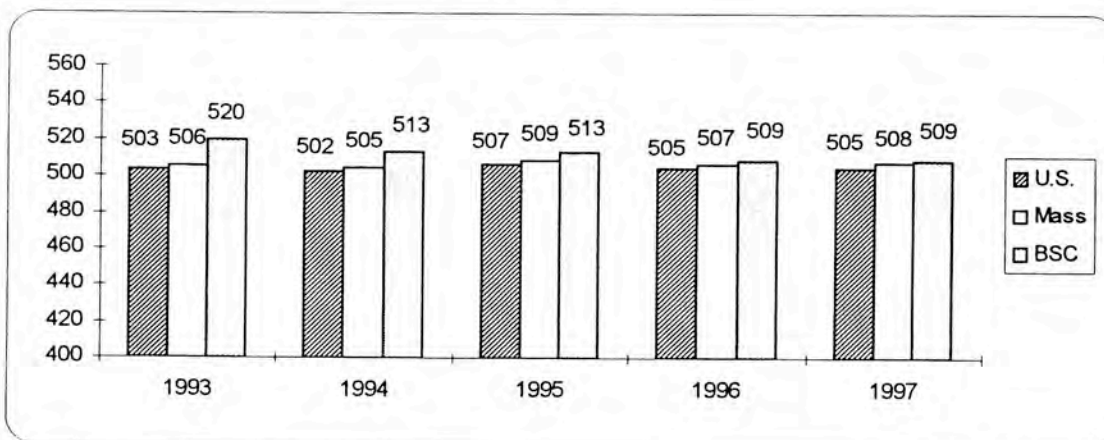
## Fall 1993-1997

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

### Average Math Scores



### Average Verbal Scores



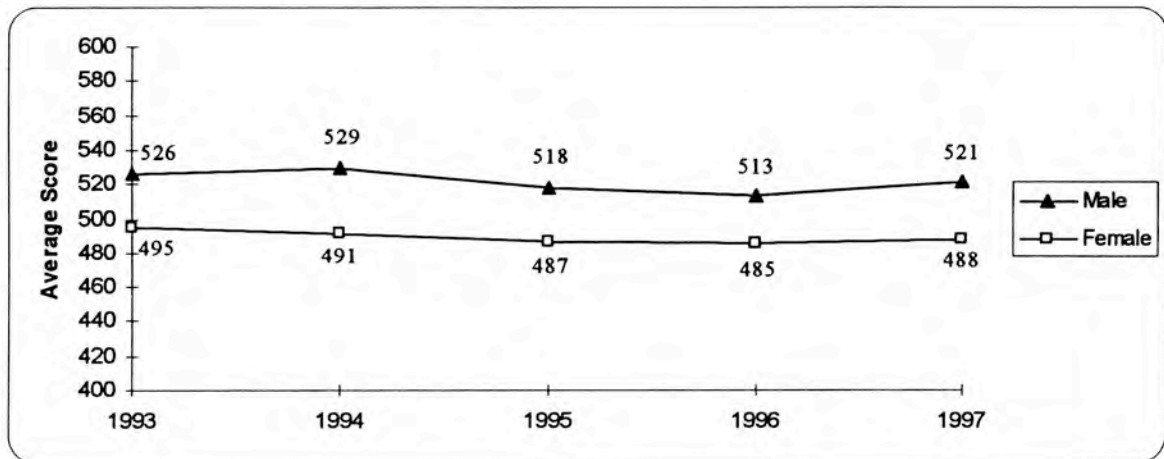
**Note:** 1993-1995 averages have been recentered.

Source: Office of Institutional Research and Assessment

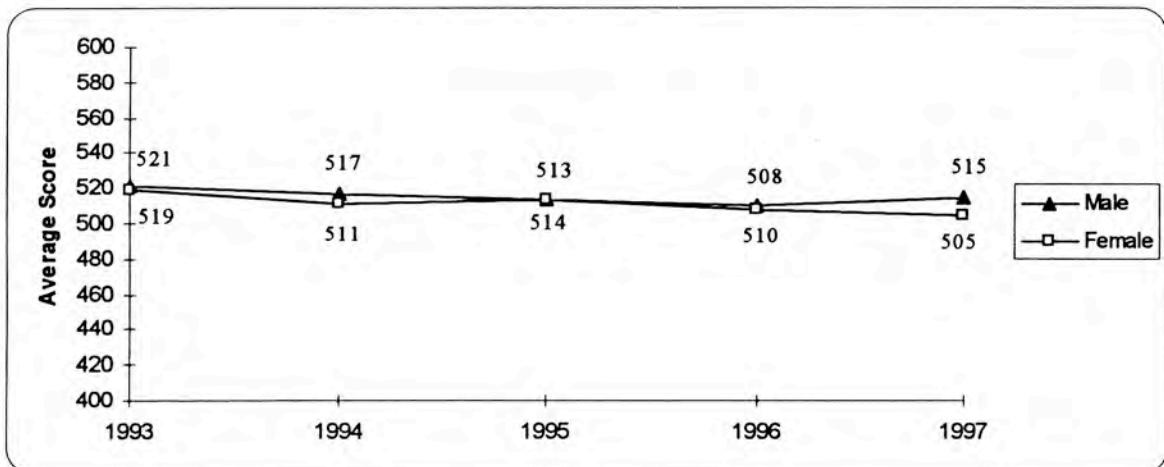
# SAT Scores: Comparisons by Gender Fall 1993-1997

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

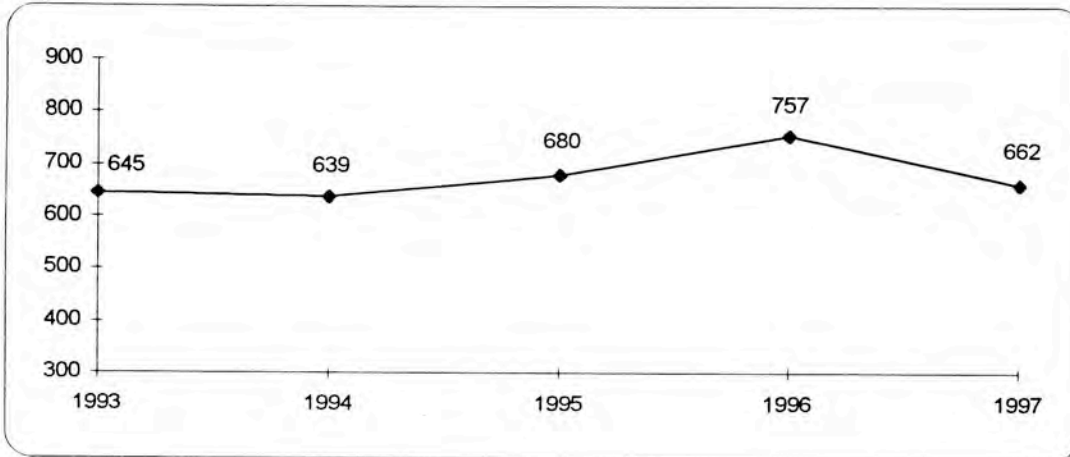


Note: 1993-1995 SAT averages have been recentered.

Source: Office of Institutional Research and Assessment

## Transfer Admissions Fall 1993-1997

After a peak year in 1996, the number of new transfer students enrolled returned to the level observed in the early and mid-1990's.



Over time, BSC's selectivity and yield rates for transfer students have gone up. BSC is accepting a higher percentage of transfer applicants, and a higher percentage of accepted transfer students choose to come to BSC.

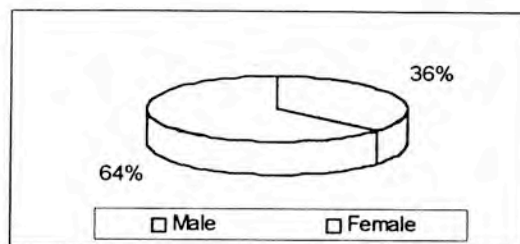
	1993	1994	1995	1996	1997
<b>Applied</b>	1670	1527	1529	1581	1321
<b>Accepted</b>	1219	1212	1217	1280	1105
<b>Enrolled</b>	645	639	680	757	662
<b>Selectivity</b>	73%	79%	80%	81%	84%
<b>Yield</b>	53%	53%	56%	59%	60%

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

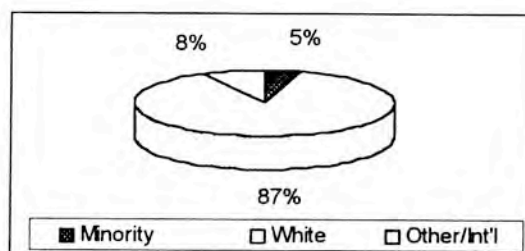
Source: Office of Institutional Research and Assessment

## Profile of Transfer Students Fall 1997

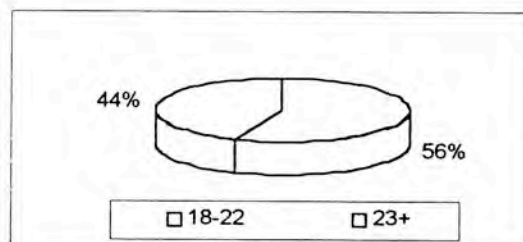
Gender	Frequency	Percent
Male	237	35.8%
Female	425	64.2%



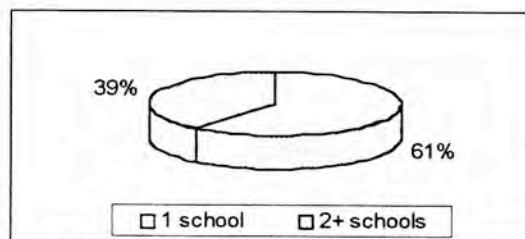
Ethnicity	Frequency	Percent
Native American	5	0.8%
Asian	5	0.8%
Black	16	2.4%
Hispanic	5	0.8%
White	580	87.6%
International	9	1.4%
Other/Unknown	42	6.3%



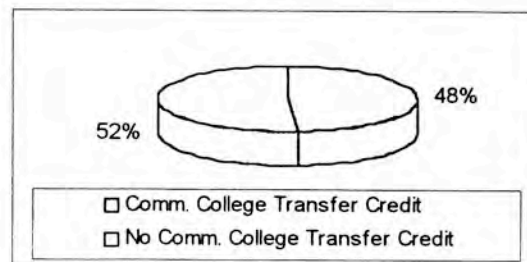
Age	Frequency	Percent
18-20	224	33.8%
21-22	147	22.2%
23-25	83	12.5%
26-30	85	12.8%
31+	123	18.6%



Transfers entering with credit from	Frequency	Percent
1 school	403	60.9%
2 schools	181	27.3%
3 schools	50	7.6%
4 schools	20	3.0%
5 schools	8	1.2%



Transfers with credit from at least one	Frequency	Percent
MA Community College	321	48.5%
MA State College	62	9.4%
MA State University	59	8.9%



Source: Office of Institutional Research and Assessment

**Results of the CIRP (American Freshman) Survey  
Bridgewater State College Students and National Peers  
Fall, 1997**

For the past six years, Bridgewater State College has participated in the study of new college 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 1997, 252,082 students from 464 colleges and universities participated in the study. At Bridgewater State College, 1008 first-time, full-time freshmen completed the CIRP survey.

The fall, 1997 results of the CIRP survey are reported on the next several pages. Results are reported for Bridgewater students and their "national peers" -- students attending other public, medium selectivity four-year colleges. In fall, 1997, Bridgewater's peer group was comprised of 21,081 students from 22 institutions. Comparisons are made between Bridgewater students and their national peers; when relevant, trends over time and gender differences are also reported.

The CIRP results are reported in three broad categories:

*Background Characteristics and Academic Preparation*

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

*Activities and Opinions*

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

*Attitudes and Expectations about College*

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



### Background Characteristics of BSC First-time Freshmen and National Peers, Fall 1997

There are both similarities and differences between BSC students and their national peers with regard to background characteristics. Both are equally like to be 19 or older, to have been graduated from high school in 1997, to be U.S. citizens, to have parents who are divorced. BSC students are more likely to be White, to come from families earning less than \$50,000, to live nearby the college, to be first-generation college students, and to be Catholic. They are less likely to be politically conservative.

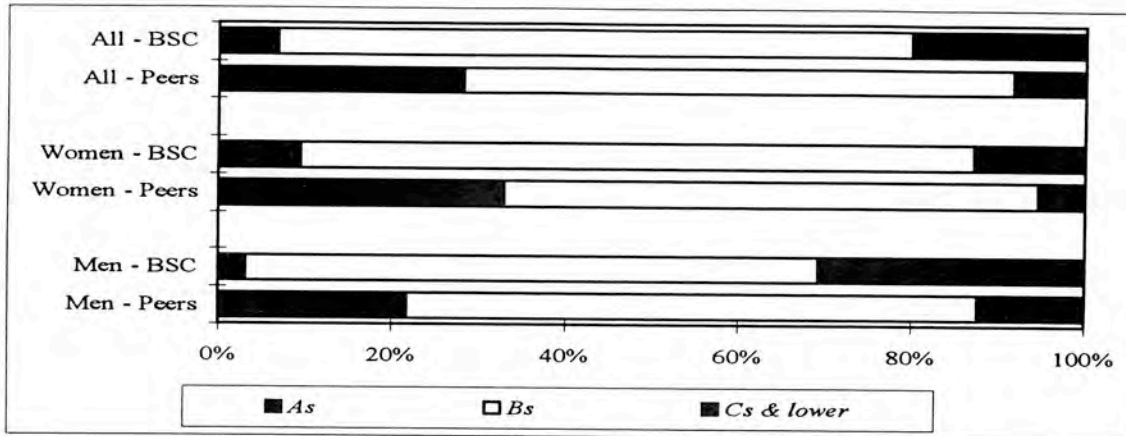
Item	BSC	National
Age: 19 or older	22.8	24.3
Women	16.6	19.9
Men	31.7	30.0
<i>Catholic</i>	62.7	35.7
<i>Women</i>	67.0	36.0
<i>Men</i>	60.4	35.1
Citizenship: U.S.	97.6	97.2
Family size: 5+ children	27.6	24.2
<i>Mother's education: hs grad or less</i>	47.0	36.7
<i>Father's education: hs grad or less</i>	42.9	33.2
Female	59.3	57.2
<i>Miles from college to home: 101+</i>	6.8	35.1
Native English speaker	95.1	93.5
Parents divorced	24.4	23.6
<i>Parents' income: less than \$50,000</i>	51.7	41.3
<i>Political orientation: conservative</i>	10.9	19.0
<i>White/Caucasian</i>	91.7	83.5
Year of high school graduation: 1997	97.5	98.5

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

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

### High School Grades Reported by BSC First-time Freshmen and National Peers, Fall 1997

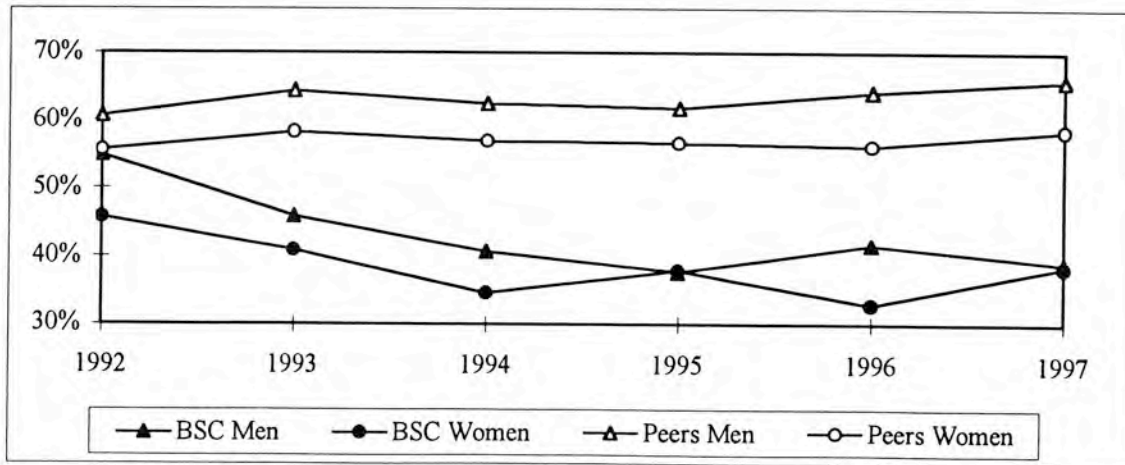
BSC students are much less likely than their national peers to report having an A/A- high school grade point average and are much more likely to report having a C average. Women in both groups report higher grades, but the difference is larger in the BSC group.



### Students' Self-Perceptions of Academic Abilities, 1992 - 1997

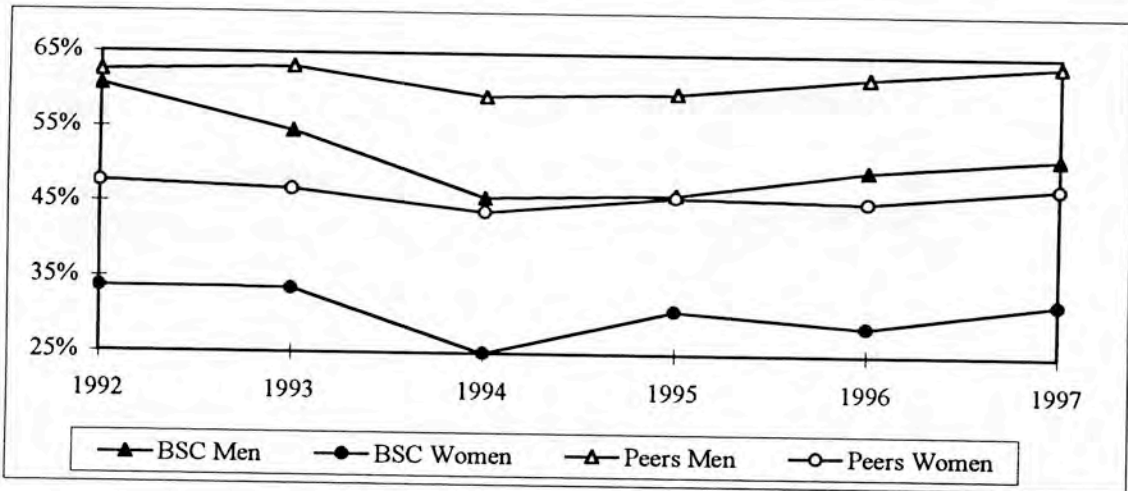
The following three graphs display trends in the percentage of BSC students and their national peers who give themselves high ratings in the areas of academic ability, intellectual self-confidence and drive to achieve. Each figure reports the percentages of women and men who rated themselves in the top 10 percent in these three areas.

**Academic ability.** In the national group, men always give themselves higher ratings than women, and the width of this "gender gap" is constant over time, about 5-6 percentage points. In the BSC group, there is a general downward trend, with a few exceptions. The gap between women and men narrows over time and in 1995 and 1997, women are equal to men.

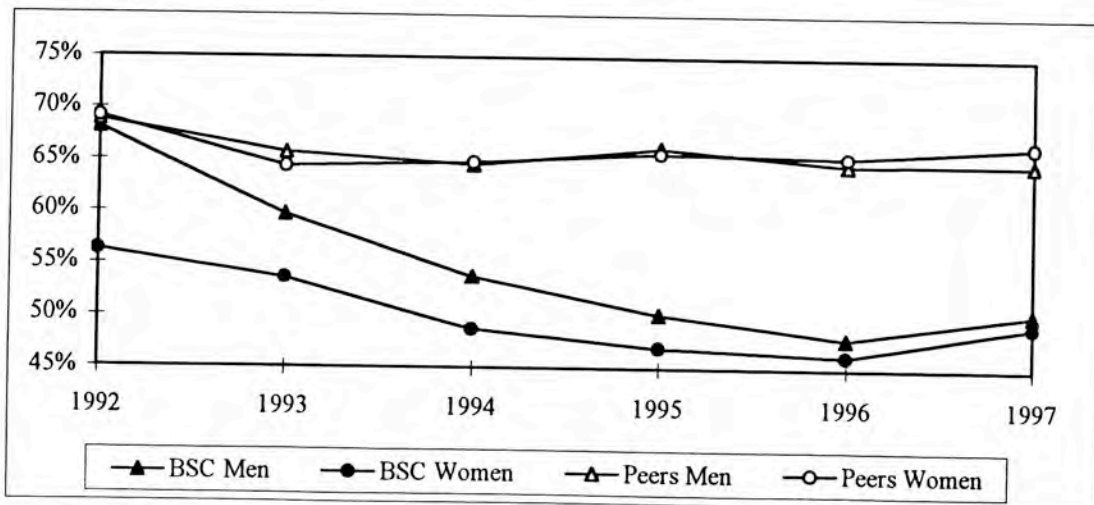


**Students' Self-Perceptions of Academic Abilities, 1992-1997 (continued)**

**Intellectual self-confidence.** In both groups, men rate themselves higher than women. The gender gap in 1997 is about 16 percentage points. Over time, the BSC gap has narrowed and is now comparable to the national gap, because the percentage of BSC men who give themselves high ratings has declined. For both women and men, BSC students give themselves lower ratings than their national peers; the difference is somewhat larger among women.



**Drive to achieve.** In the national group, men and women remain comparable over time. In the BSC group, men give themselves higher ratings than the women, although the gap has narrowed considerably over time. There has been a decline over time among both BSC men and women, with a slight increase between 1996 and 1997. The gap between BSC and the national men has widened dramatically over time, while the increase between the women has been more modest.



### Self-Assessments of BSC First-time Freshmen and National Peers, Fall 1997

BSC students give themselves lower ratings than their national peers on almost all items. The largest differences come in the areas of academic ability, drive to achieve, and intellectual self-confidence.

Item	BSC	National
<i>Academic ability</i>	38.6	61.6
Artistic ability	21.7	26.5
<i>Competitiveness</i>	45.7	53.8
Cooperativeness	68.5	72.8
<i>Creativity</i>	43.7	51.4
<i>Drive to achieve</i>	49.7	65.8
<i>Emotional health</i>	45.3	54.6
<i>Leadership ability</i>	48.3	55.9
<i>Mathematical ability</i>	28.2	38.1
<i>Physical health</i>	51.6	55.5
Popularity	40.0	39.7
Public speaking ability	25.4	31.1
<i>Self-confidence (intellectual)</i>	39.8	54.4
<i>Self-confidence (social)</i>	42.1	49.2
<i>Self-understanding</i>	45.7	55.3
<i>Spirituality</i>	29.9	41.8
Understanding of others	62.3	65.5
<i>Writing ability</i>	32.8	43.4

Table reports the percentage of students in each group that rate themselves as "above average" or "in the highest 10%". Italicized items are those for which Bridgewater's percentages differ from the national figures.

### Gender Differences in Self-Assessments of BSC First-time Freshmen, Fall 1997

BSC women are less likely than their male counterparts to give themselves high ratings on several items. The largest differences come in the areas of competitiveness, physical health, popularity, and intellectual self-confidence. In only one area -- understanding of others -- do BSC women give themselves higher ratings.

Item	Men	Women
Academic ability	38.9	38.4
Artistic ability	25.4	19.1
<i>Competitiveness</i>	67.7	30.7
Cooperativeness	64.8	71.0
<i>Creativity</i>	48.4	40.4
Drive to achieve	50.4	49.2
<i>Emotional health</i>	52.6	40.3
<i>Leadership ability</i>	55.8	43.2
<i>Mathematical ability</i>	36.5	22.6
<i>Physical health</i>	66.4	41.5
<i>Popularity</i>	54.1	30.4
Public speaking ability	29.3	25.4
<i>Self-confidence (intellectual)</i>	51.4	32.0
<i>Self-confidence (social)</i>	51.5	35.7
<i>Self-understanding</i>	51.4	41.8
Spirituality	31.1	29.1
<i>Understanding of others</i>	57.3	65.7
Writing ability	29.8	34.8

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.

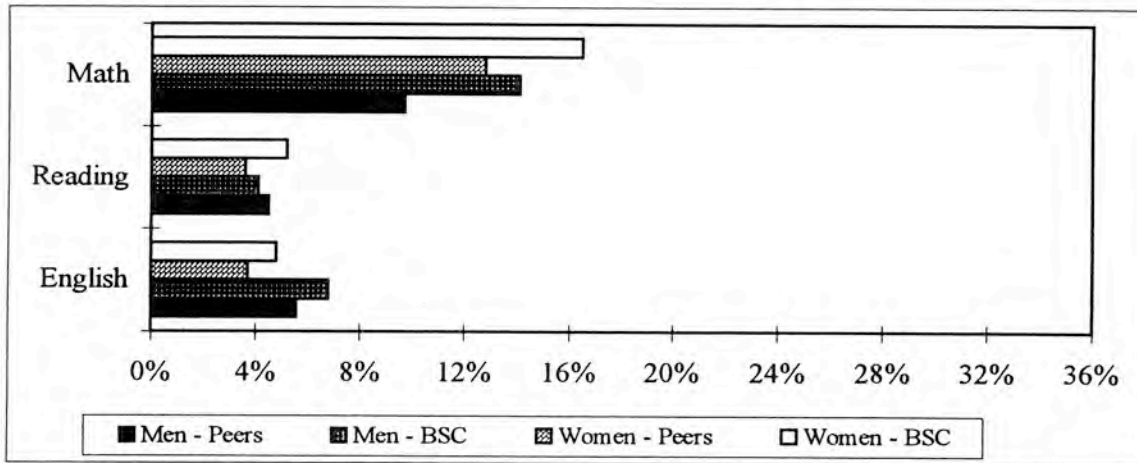
### Remedial Work Taken and Needed by BSC Freshmen & National Peers, Fall 1997

BSC students are more likely than their national peers to have had remedial work in Math and English. In terms of Reading, BSC women are more likely to have had remedial work in this area while BSC men are about as likely as their national peers to have had remediation in Reading.

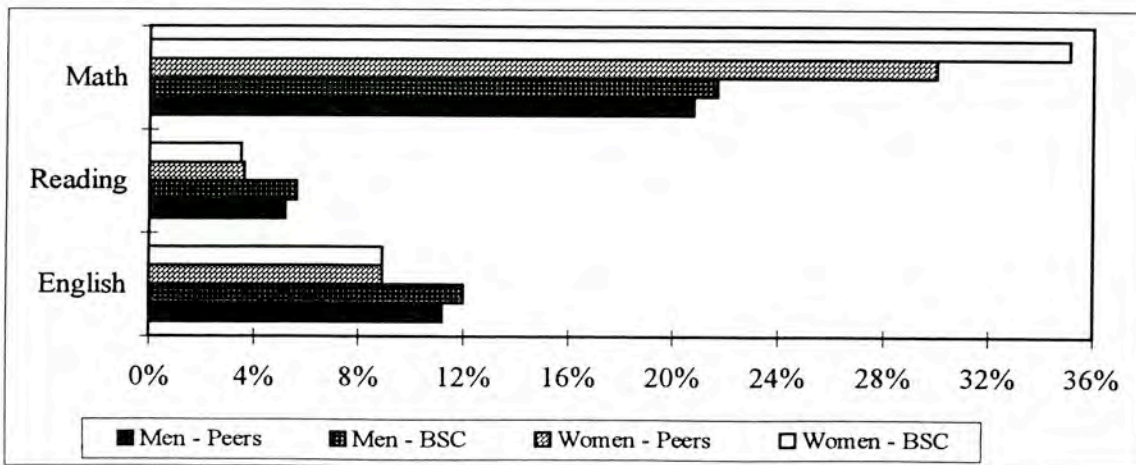
With regard to remedial work students expect to take in college, BSC men are similar to their national peers in all three areas. BSC women are similar to their peers in English and Reading, but a higher percentage of BSC women expects to need remediation in Math.

In both groups, women are more likely than men to have had and to expect to need remediation in Math; men are more likely to have had and to expect to need English and Reading remediation.

#### Percentage of students who report they have had remedial work in ...



#### Percentage of students who report they will need remedial work in ...



### How BSC First-time Freshmen and National Peers spend their time, Fall 1997

BSC students spend less time than their national peers doing homework, doing volunteer work, participating in student clubs, and reading for pleasure. They spend more time partying, socializing with friends, and working for pay. About one-half of each group spends six or more hours per week exercising or playing sports; only about a quarter of each group spends six or more hours watching television each week.

Activity/Hours per week	BSC	National
<i>Doing homework</i>		
Less than 1 hour	21.3	14.2
6 or more hours	23.8	32.7
<i>Doing volunteer work: 0 hours</i>	46.0	39.4
<i>Reading for pleasure: 0 hours</i>	39.8	26.7
Women	33.3	21.8
Men	49.7	33.0
<i>Working for pay</i>		
0 hours	10.3	20.6
11 or more hours	72.4	59.6
Household/child care: 6 or more hours	11.1	9.0
Women	14.6	11.7
Men	5.9	5.3
<i>Partying</i>		
Less than 1 hour	22.4	31.5
6 or more hours	40.0	29.2
<i>Socializing with friends: 20+ hours</i>	28.2	21.2
<i>Student clubs: 0 hours</i>	47.3	34.7
Video games: 0 hours	64.3	62.7
Watching TV: 6 or more hours	24.7	26.2
Exercising/sports: 6 or more hours	51.3	48.7
<p>Figures represent percentages of students reporting each activity. Italicized activities are those for which Bridgewater's percentages differ from the national figures.</p>		

### Activities engaged in during the past year by BSC Freshmen & National Peers, Fall 1997

Similarities and differences emerge when comparing the activities of BSC students and their national peers, but the similarities outnumber the differences in all categories of behavior. The largest differences come in the areas of drinking, participating in demonstrations, and tutoring another student.

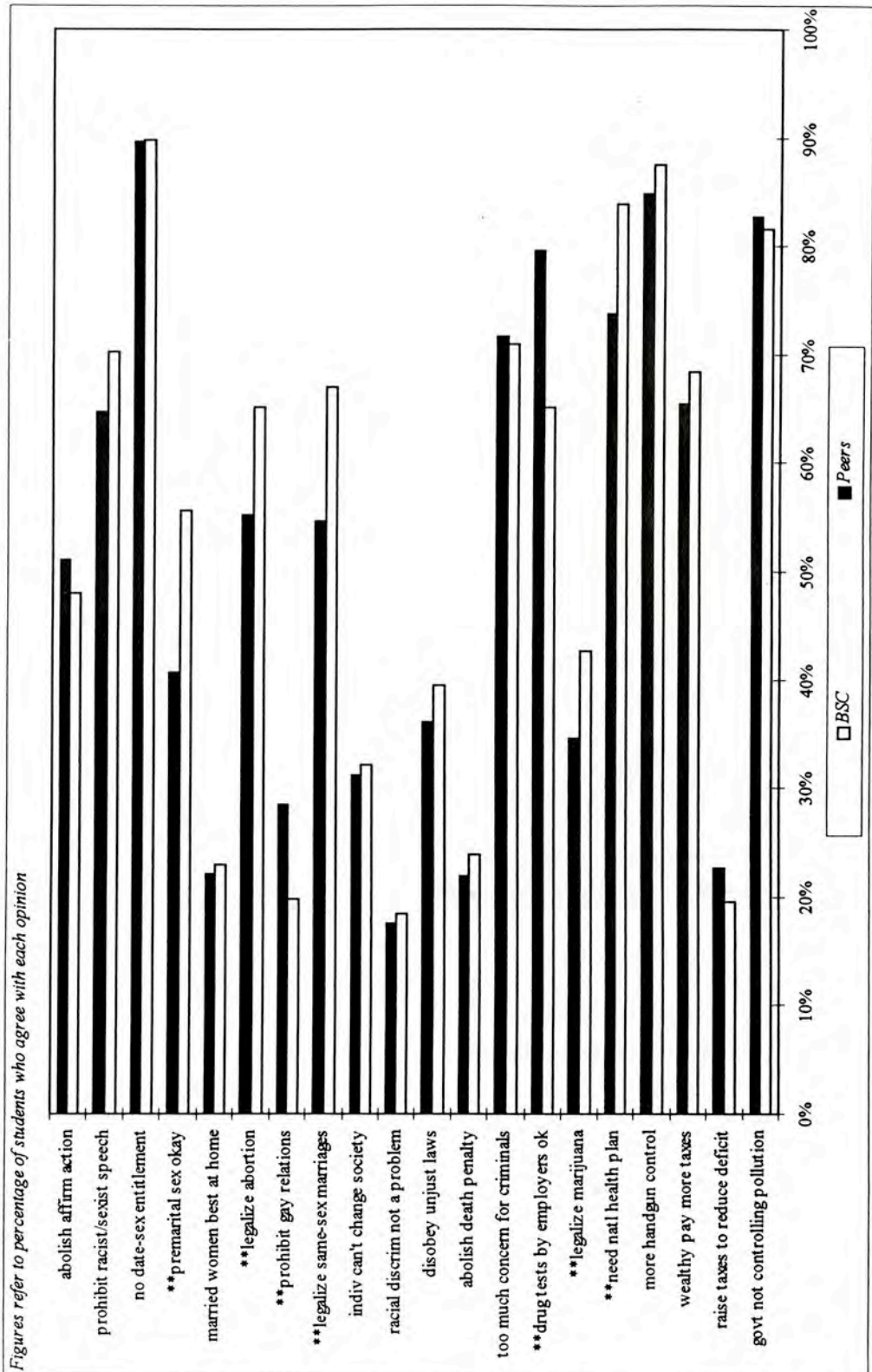
Item	BSC	National
<b>“Positive” activities</b>		
Attended a religious service	78.2	82.6
Did volunteer work	73.3	73.8
<i>Played a musical instrument</i>	25.9	37.1
Socialized with different ethnic group*	64.9	65.1
<b>“Negative” activities</b>		
<i>Drank beer</i>	63.6	50.4
<i>Drank wine or liquor</i>	65.3	55.2
Smoked cigarettes*	15.9	13.7
Lost temper	80.2	77.3
<i>Felt overwhelmed*</i>	38.4	30.3
Felt depressed*	12.4	8.7
<b>Political activities</b>		
<i>Participated in a demonstration</i>	54.3	39.2
Discussed politics*	9.7	13.6
Voted in a student election*	26.7	21.5
Worked in a political campaign	5.3	8.1
<b>Educational activities</b>		
<i>Used a personal computer*</i>	50.0	59.4
<i>Tutored another student</i>	34.5	49.3
Studied with other students	82.0	87.9
<i>Visited teacher’s home</i>	18.1	26.6
Asked a teacher for advice*	15.4	21.9
Overslept & missed class	34.9	32.4
Missed school due to work	9.4	6.9
Was bored in class*	44.9	39.2
Difficult to study at home	59.6	58.0

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



### Political and Social Opinions of BSC First-time Freshmen & National Peers, Fall 1997

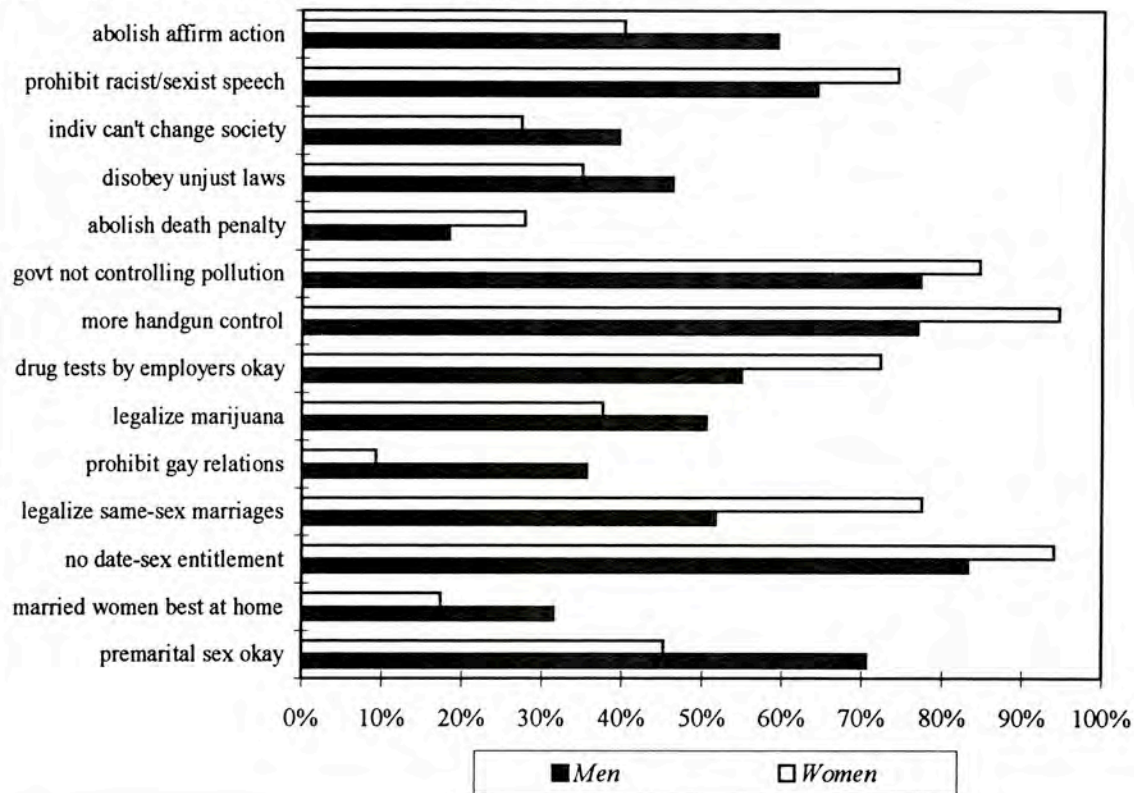
BSC students hold political and social opinions that, generally speaking, are similar to those of their national peers. However, BSC students are more likely to think that abortion should be legal, that premarital sex is okay, that same-sex marriages should be legal; and less likely to think that gay relations should be prohibited. They are less likely to think employers have a right to conduct drug tests, more likely to think that marijuana should be legalized and that a national health plan is needed.



### Gender Differences in Political and Social Opinions of BSC First-Year Students, Fall 1997

The graph below reports divergences in the political and social opinions of BSC women and men. Not surprisingly, some of the largest differences come in the area of sexual morality. Men are much more likely than women to approve of premarital sex and to believe that married women should remain at home. One in six BSC men feels he is entitled to have sex with a woman he has taken out on a date. Men are more likely to think homosexual relations should be prohibited and less likely to think same sex couples should have legal status.

Figures refer to the percentages of students who agree with each opinion



On other matters, men are more likely to think marijuana should be legalized and less likely to think employers have a right to conduct drug tests. They are more likely to support abolishing affirmative action and less likely to want racist and sexist speech to be prohibited on college campuses. Although men are more likely to claim they would obey unjust laws, they are less likely to think an individual can have much impact on society. Finally, men are more likely than women to be satisfied with government efforts in environmental concerns and handgun control.

**Top Reasons for attending college, Fall 1997  
BSC First-time Freshmen and National Peers**

The top reasons for attending college are the same for BSC students and their national peers. Overall, "Get a better job" ranks at the top of both lists, followed closely by "Make more money" and "Learn more about things." There is an interesting gender difference in the responses to this question: the top choice among women in both groups is "Learn more about things," while the top choice among both groups of men is "Make more money."

Reason	Overall	Women	Men
<b>Bridgewater State College</b>			
Get a better job	75.2	75.2	74.4
Make more money	73.5	70.3	78.3
Learn more things	71.4	76.7	63.5
Gain a general education	55.2	62.6	44.3
<b>National Peers</b>			
Reason	Overall	Women	Men
Get a better job	74.6	74.5	74.8
Make more money	71.2	68.2	75.2
Learn more things	72.3	75.8	67.7
Gain a general education	58.5	64.1	51.0

Figures refer to the percentage of students who identified the reason as "very important" in deciding to go to college.

**Reasons for selecting college of choice, Fall 1997**  
**Differences between BSC First-time Freshmen and National Peers**

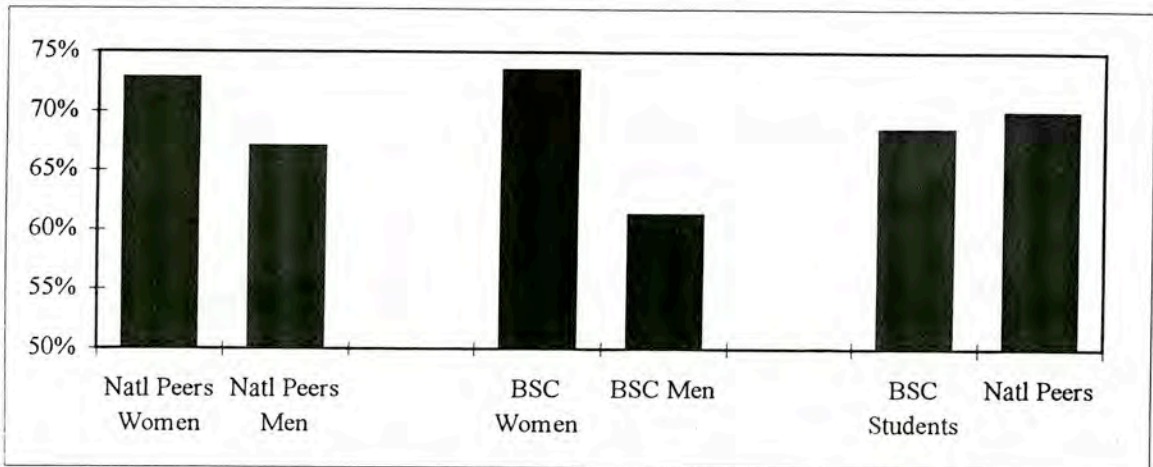
BSC students are less likely than their national peers to say they selected their college because of its good academic reputation, because its graduates get good jobs or attend top graduate schools, or because of the national rankings of the institution. They are more likely to say they chose their school because of its low tuition, its proximity to their hometown or because they were not offered aid by their first-choice school. Although a majority of BSC students claims to be attending their first-choice school, the percentage is much lower than the national percentage. Among BSC students, women are more likely than men to say they attend their first-choice college.

Reason	BSC	National
Good academic reputation	38.3	<b>52.3</b>
Women	46.5	57.3
Men	26.0	45.8
Grads get good jobs	31.9	47.4
Women	37.9	51.2
Men	23.0	42.3
Grads go to top grad schools	12.5	24.6
Women	16.5	28.7
Men	6.5	19.2
National rankings	1.3	7.3
Low tuition	<b>55.5</b>	35.2
Want to live near home	33.5	23.3
No aid from first choice school	12.7	4.9
Attending first choice school	53.0	68.7
Women	56.0	69.4
Men	48.8	67.9

Figures represent percentages of students selecting each response.  
The top reason for each group is indicated in boldface type.

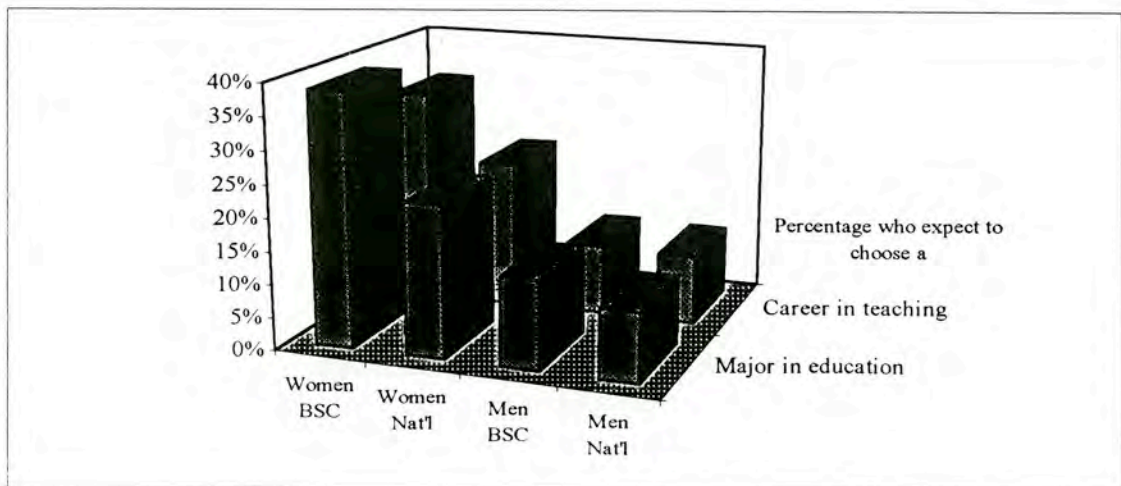
### Highest Degree Aspirations of BSC Freshmen & National Peers, Fall 1997

The graph below shows the percentage of students whose highest degree aspiration is at least a Master's degree. While the aspirations of BSC students overall are no different from their national peers, there is an interesting gender difference. Women in both groups have higher degree aspirations than their male counterparts, and the gap is wider in the BSC group.



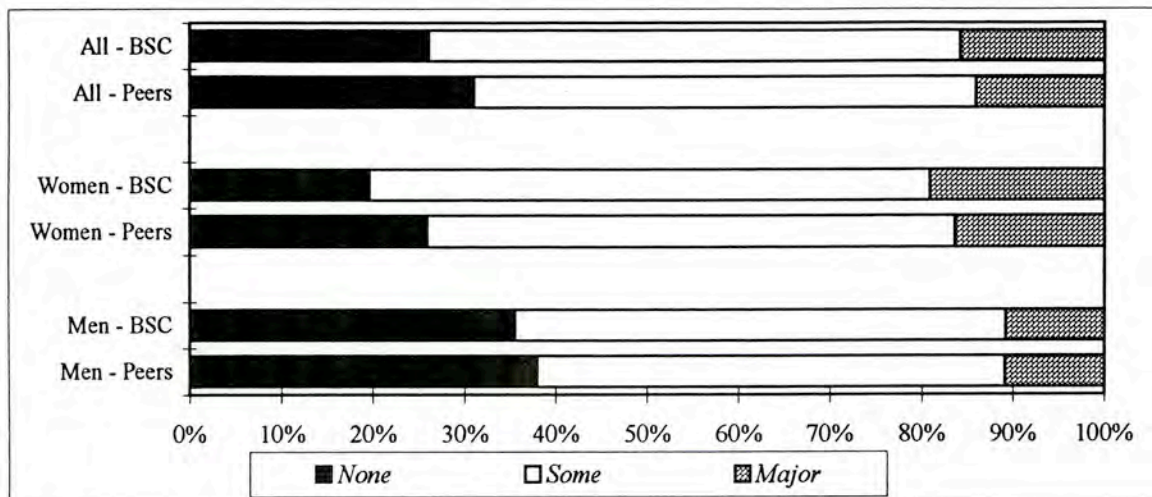
### Future Education Majors and Teachers, Fall 1997

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



### Concern about Financing College by BSC Freshmen & National Peers, Fall 1997

BSC students are less likely than their national peers to claim to have no concern about college financing and somewhat more likely to report having a "major" concern. Women in both groups are more concerned about how to pay for college, and the gap is wider in the BSC group. One of every five BSC women reports a major concern, compared to only one of every ten BSC men.



### Sources of Support for Educational Expenses, Fall 1997

BSC students rely on many of the sources used by their national peers to finance their education. However, BSC students are more likely to report reliance in income generated from work, either summer work or jobs during the school year. For BSC students, institutional support is more apt to come in the form of a loan than a grant while the reverse is true in the national group.

Source of aid:	BSC Students	National Peers
Parental or family aid	82.8%	81.3%
Savings from summer work	70.8%	55.6%
Other savings	41.0%	34.0%
Part-time job on campus	32.4%	24.3%
Part-time job off campus	40.6%	26.1%
Full-time job while in college	3.8%	2.7%
Pell Grant	12.7%	15.8%
Supp. Ed. Opportunity Grant	2.6%	5.6%
State scholarship or grant	14.5%	17.2%
College Work-Study	13.0%	10.0%
Other college grant	13.2%	20.3%
Other private grant	7.6%	8.4%
Stafford Loan	18.0%	20.5%
Perkins Loan	6.2%	7.2%
Other college loan	18.1%	11.3%
Other loan	7.6%	6.2%

### Expected College Activities of BSC First-time Freshmen & National Peers, Fall 1997

BSC students are as likely as their national peers to expect a change in their educational plans and to participate in many extra-curricular activities. They are more likely to expect to play varsity sports and to get a job to pay college expenses. They are less likely to think they will graduate with honors, make a B average or be satisfied with college (Notice that a majority of both groups expects to be dissatisfied). BSC men are less likely than their national counterparts to expect to earn the baccalaureate degree.

Item	BSC	National
<b>Change in educational plans</b>		
Change major field	14.6	14.1
Change career choice	12.8	13.0
Drop out temporarily	0.7	0.6
Drop out permanently	1.0	0.6
Transfer to another college	14.0	9.8
<b>Academic achievement</b>		
Fail one or more courses	1.6	0.9
<i>Need extra time for degree</i>	3.9	7.5
<i>Graduate with honors</i>	8.7	16.5
<i>Make at least a B average</i>	36.7	49.9
Be elected to an honor society	5.7	7.6
<i>Be satisfied with college</i>	35.0	45.0
Get a bachelor's degree	71.7	76.2
Women	75.6	78.4
Men	65.8	73.4
<b>Extra-curricular activities</b>		
Be elected to student office	2.3	2.6
<i>Get a job to pay expenses</i>	55.7	44.9
Join social fraternity/sorority	14.1	14.6
<i>Play varsity athletics</i>	20.7	13.0
Participate in student protests	4.3	4.4
Volunteer/do community service	18.0	17.8
Work-full time while in college	7.1	4.6
Women	5.5	4.8
Men	9.6	4.3

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 differ from the national figures.

### Life Objectives of BSC First-time Freshmen & National Peers, Fall 1997

The top five life objectives of BSC students are identical to those of their national peers. These have been the top five objectives every year for the past six years. This is the second year in a row that "Be very well off financially" has taken the top spot, above "Raise a family."

	BSC	Nat'l	Nat'l Rank
1. Be very well off financially	80.1	74.9	1
2. Raise a family	76.3	73.5	2
3. Help others in difficulty	64.0	62.1	4
4. Become an authority in my field	58.7	62.5	3
5. Obtain recognition from colleagues	52.8	53.2	5
6. Influence social values	39.0	37.6	7
7. Be successful in own business	36.5	36.1	9
8. Have admin responsibility	35.1	37.1	8
9. Develop a philosophy of life	33.9	39.5	6
10. Promote racial understanding	31.5	30.8	10
11. Be a community leader	26.3	30.1	11
12. Keep up to date with politics	21.8	25.5	12
13. Participate in community action	20.6	21.0	13
14. Be involved in environ. clean-up	17.9	17.7	14
15. Influence political structure	15.0	15.5	15
16. Achieve in a performing art	12.7	14.1	16
17. Write original works	11.7	13.8	17
18. Create artistic work	10.5	13.7	18
19. Theoretical contribution to science	9.6	13.5	19

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



# Student Enrollment

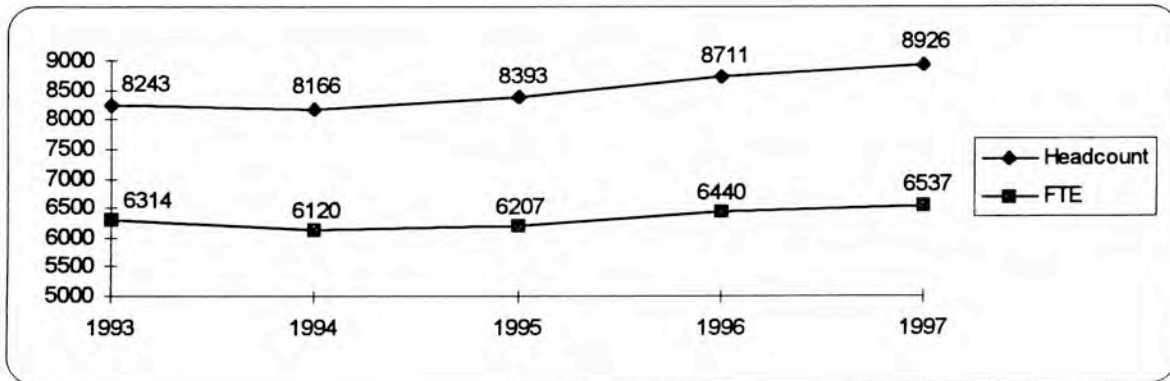


Office of Institutional Research and  
Assessment

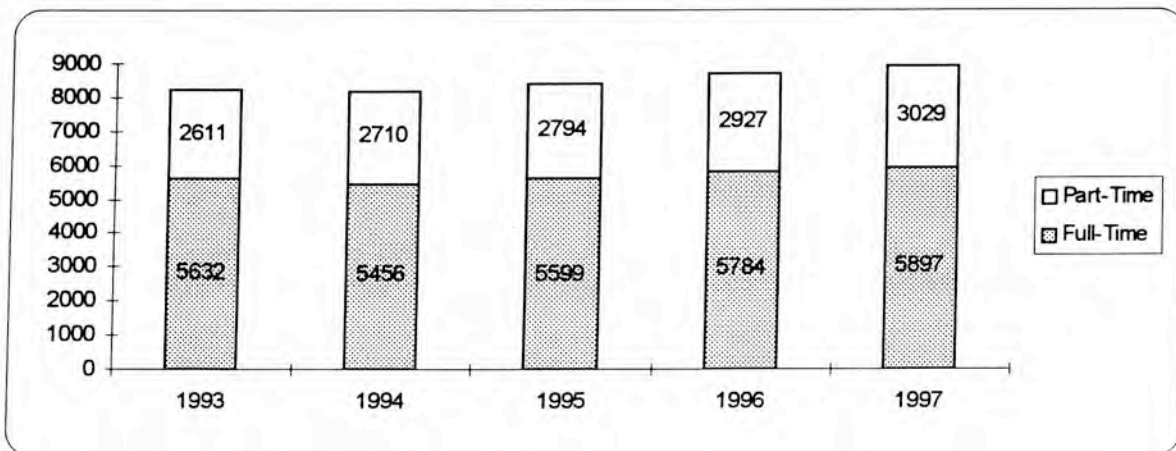
# Total Fall Enrollment 1993-1997

Total enrollment increased by approximately 2.5 percent from Fall 1996 to Fall 1997. The number of full-time students increased by approximately 2 percent while the number of part-time students increased by nearly 3.5 percent. As has been true for the past 5 years, a third of BSC students enrolled in Fall 1997 studied part-time.

**Total Enrollment by Headcount and FTE**



**Total Enrollment by Status**

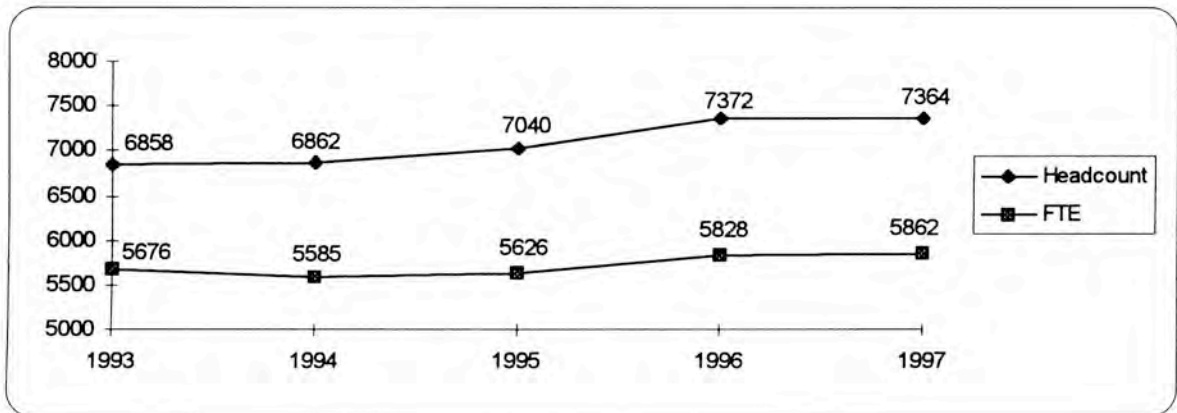


Source: Office of Institutional Research and Assessment

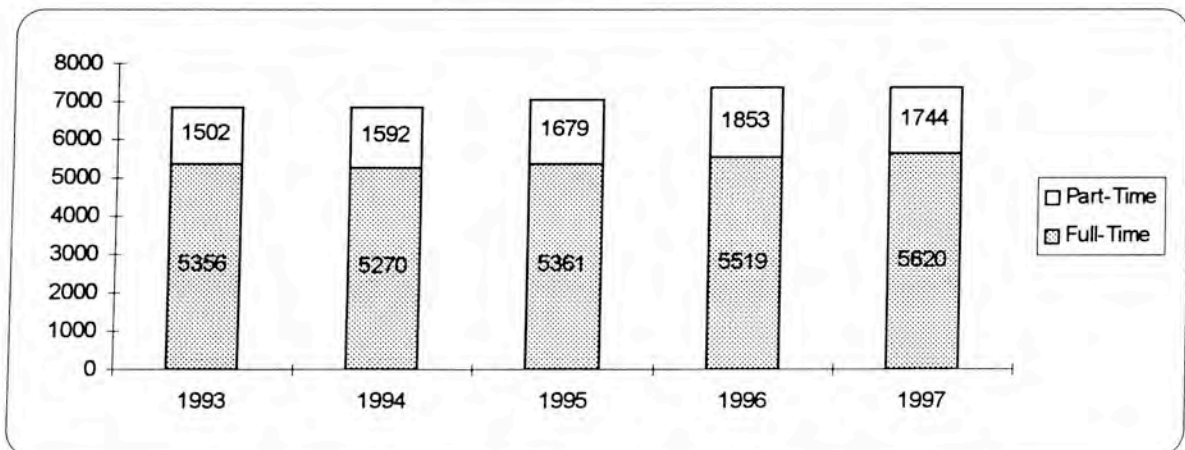
# Undergraduate Fall Enrollment 1993-1997

Undergraduate enrollment stayed roughly the same from Fall 1996 to Fall 1997. After a big increase in Fall 1996, part-time enrollments declined slightly, while full-time enrollments showed a modest increase. In Fall 1997, almost a quarter of BSC undergraduates studied part-time.

### Undergraduate Enrollment by Headcount and FTE



### Undergraduate Enrollment by Status

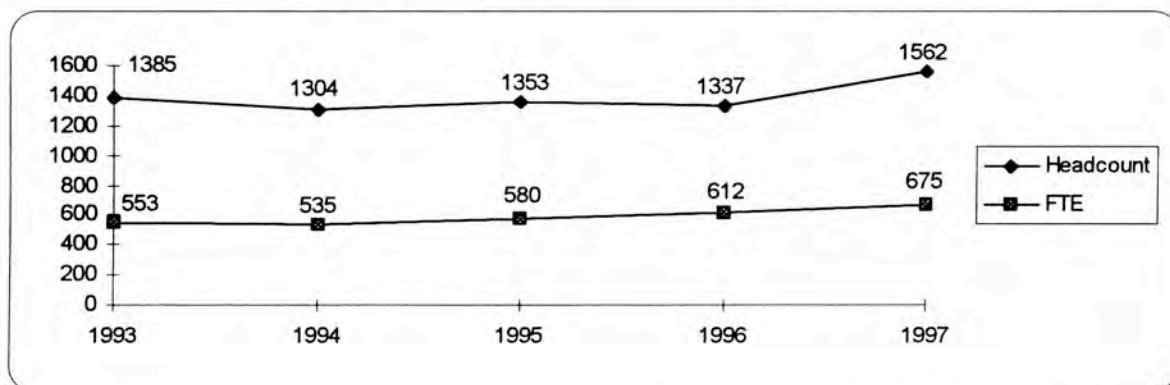


Source: Office of Institutional Research and Assessment

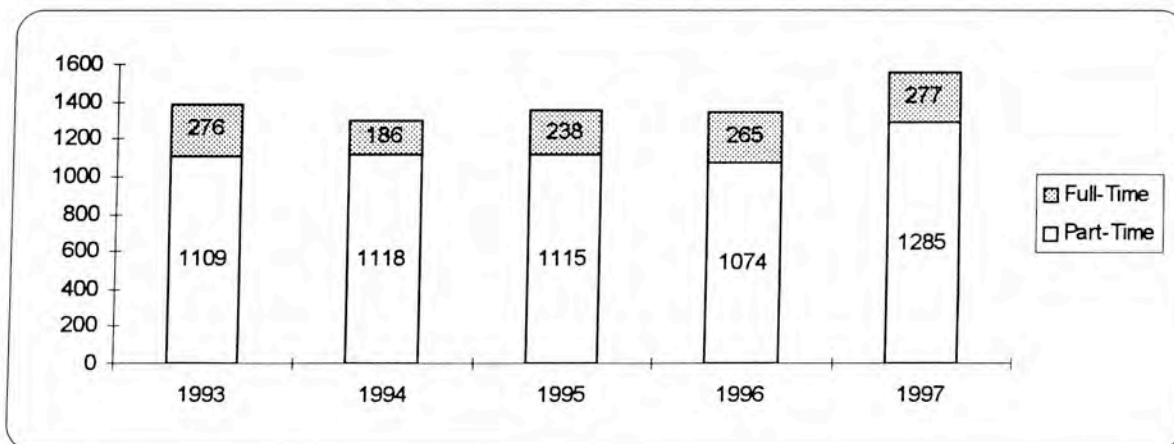
# Graduate Fall Enrollment 1993-1997

Graduate student enrollments experienced a significant increase from Fall 1996 to Fall 1997; headcount increased by 17%, FTE by 10%. The number of graduate students studying part-time increased by more than 200 ( a 20% jump) while growth among full-time graduate students was more modest (a 5% increase). As has been true for the past several years, 80% of Bridgewater's graduate students study part-time.

**Graduate Enrollment by Headcount and FTE**



**Graduate Enrollment by Status**



Source: Office of Institutional Research and Assessment

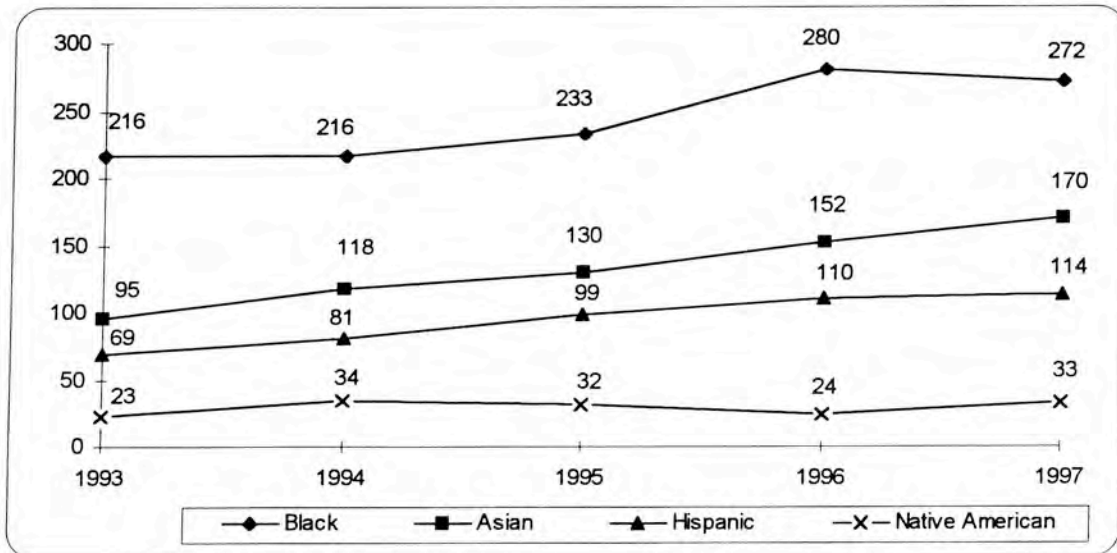
## Enrollment by Race and Gender Fall 1997

	Undergraduate			Graduate			Overall Total
	Male	Female	Total	Men	Women	Total	
Native American	6	21	27	1	5	6	33
Asian *	78	82	160	6	4	10	170
Black *	119	134	253	8	11	19	272
Hispanic	54	50	104	3	7	10	114
White *	2359	3651	6010	262	883	1145	7155
Other/Unknown	332	478	810	108	264	372	1182
<b>Total</b>	<b>2948</b>	<b>4416</b>	<b>7364</b>	<b>388</b>	<b>1174</b>	<b>1562</b>	<b>8926</b>
<b>% Minority</b>	<b>9%</b>	<b>6%</b>	<b>7%</b>	<b>5%</b>	<b>2%</b>	<b>3%</b>	<b>7%</b>

\* Includes international students who identify themselves as Asian (89), Black (2), and White (6).

## Minority Enrollments Fall 1993-1997

Overall, minority enrollments have increased 46% over the past 5 years, from 403 in 1993 to 589 in 1997. The number of Asian students has increased by 79%; the number of Hispanic students is up by 61%. BSC has also seen a rise in the number of Native American students (+43%) and Black students (+26%).



Note: Minority enrollments include international students of color.

Source: Office of Institutional Research and Assessment

## Countries of Origin: International Students Fall 1995-Fall 1997

	Fall 1995	Fall 1996	Fall 1997
Afghanistan	0	0	1
Bangladesh	0	0	1
Bermuda	2	0	0
Canada	4	4	2
Cape Verde	2	1	2
China	5	3	2
Columbia	3	3	0
Costa Rica	1	1	0
Denmark	1	1	1
Ecuador	1	1	1
England	12	4	13
France	0	1	2
Georgia	1	1	0
Germany	1	1	0
Greece	2	4	2
Haiti	1	0	0
Hong Kong	1	2	1
India	4	2	0
Ireland	0	0	1
Israel	0	1	2
Japan	36	56	74
Kenya	0	1	1
Korea	0	0	1
Lebanon	1	0	2
Lithuania	1	1	0
Morocco	2	2	0
Norway	1	1	0
Pakistan	1	3	3
Poland	2	1	1
Puerto Rico (US)	1	0	0
Russia	0	0	2
Sweden	6	5	5
Taiwan	2	1	0
Thailand	3	2	2
Turkey	0	0	1
Ukraine	1	0	0
Venezuela	1	0	0
Zaire	1	1	1
<b>Total</b>	<b>100</b>	<b>104</b>	<b>124</b>

Source: Student Affairs Office

## Age Distribution Fall 1993-1997

### Undergraduate Students

	1993	1994	1995	1996	1997
17-24	5194	5188	5299	5426	5506
25+	1638	1643	1728	1893	1795
Unknown	26	31	13	53	63
% 25+	24%	24%	25%	26%	24%
Average age all UG	24	24	25	24	24
Average age full-time	22	22	23	22	22
Average age part-time	31	31	32	32	32

### Graduate Students

	1993	1994	1995	1996	1997
17-24	200	189	198	195	245
25+	1175	1094	1144	1121	1290
Unknown	10	21	11	23	27
% 25+	85%	84%	85%	84%	83%
Average age all GR	36	36	36	35	35
Average age full-time	32	30	32	31	30
Average age part-time	37	37	37	36	36

## Enrollment by Residence Fall 1993-1997

	1993	1994	1995	1996	1997
Massachusetts	7938	7857	8077	8383	8583
Other N.E.	168	145	149	152	150
Other U.S.	52	54	55	67	67
Unknown	20	34	12	5	2
International	65	76	100	104	124
% In-State	96.3%	96.2%	96.2%	96.2%	96.2%

Source: Office of Institutional Research and Assessment

# Headcount Enrollment by School, Class, Gender & Status Fall 1997

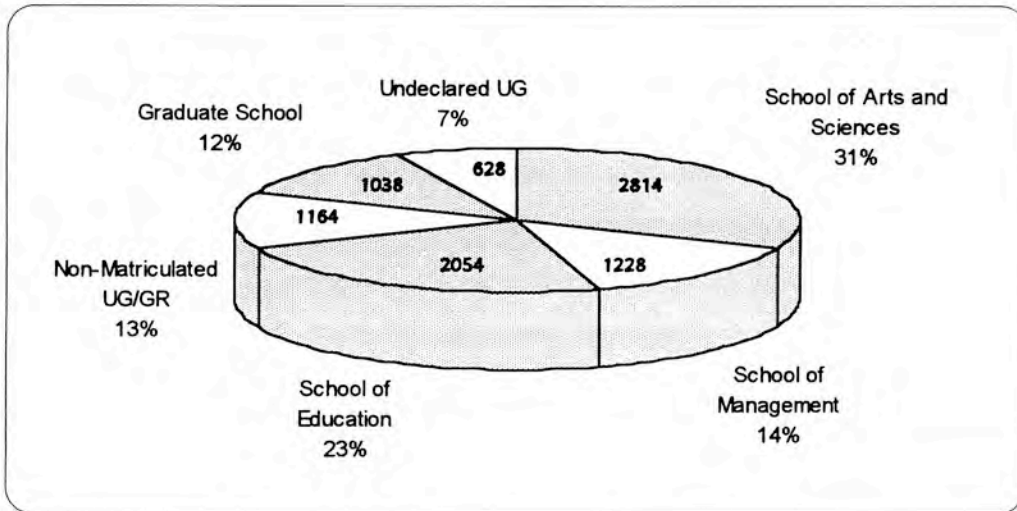
School of Arts & Sciences	Male	Female	Total	% Female
Freshmen	264	315	579	54%
Sophomores	303	344	647	53%
Juniors	289	402	691	58%
Seniors	343	534	877	61%
Unclassified	7	13	20	65%
<b>Total</b>	<b>1206</b>	<b>1608</b>	<b>2814</b>	<b>57%</b>
<b>School of Education and Allied Studies</b>				
Freshmen	103	359	462	78%
Sophomores	116	412	528	78%
Juniors	111	378	489	77%
Seniors	159	416	575	72%
<b>Total</b>	<b>489</b>	<b>1565</b>	<b>2054</b>	<b>76%</b>
<b>School of Management and Aviation Science</b>				
Freshmen	172	87	259	34%
Sophomores	127	110	237	46%
Juniors	167	125	292	43%
Seniors	250	190	440	43%
<b>Total</b>	<b>716</b>	<b>512</b>	<b>1228</b>	<b>42%</b>
<b>Undeclared Undergraduates</b>				
Freshmen	187	211	398	53%
Sophomores	86	111	197	56%
Juniors	13	15	28	54%
Seniors	2	3	5	60%
<b>Total</b>	<b>288</b>	<b>340</b>	<b>628</b>	<b>54%</b>
<b>Graduate School</b>				
Post-Baccalaureate Certification	96	258	354	73%
Graduate Certificates	4	1	5	20%
MA	18	60	78	77%
MS	15	16	31	52%
MAT	8	22	30	73%
MEd	72	374	446	84%
MPA	8	7	15	47%
CAGS	24	55	79	70%
<b>Total</b>	<b>245</b>	<b>793</b>	<b>1038</b>	<b>76%</b>
<b>Non-Matriculating</b>				
Undergraduate	249	391	640	61%
Graduate	143	381	524	73%
<b>Total</b>	<b>392</b>	<b>772</b>	<b>1164</b>	<b>66%</b>
<b>Total Headcount for Fall 1997</b>	<b>3336</b>	<b>5590</b>	<b>8926</b>	<b>63%</b>

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

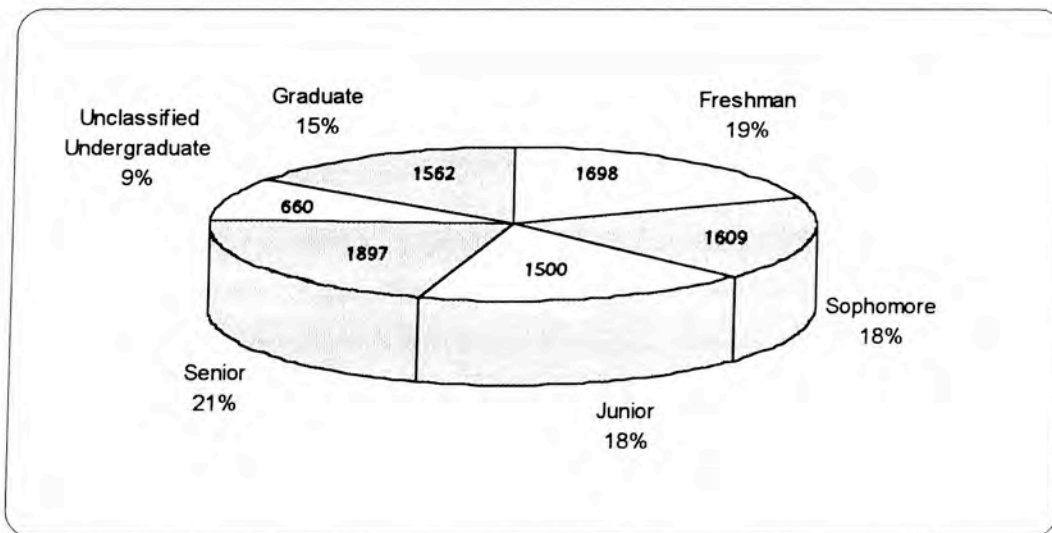
Source: Office of Institutional Research and Assessment



## Enrollment by School Fall 1997



## Enrollment by Grade Level Fall 1997



Source: Office of Institutional Research and Assessment

## Total Majors Declared by Level & Year 1993-1997

### School of Arts and Sciences--Baccalaureate Level

	Year				
	1993	1994	1995	1996	1997
<b>Art</b>	<b>143</b>	<b>157</b>	<b>164</b>	<b>208</b>	<b>211</b>
Art	107	8	11	27	31
Crafts	3	6	5	9	15
Fine Arts	14	126	123	127	116
Graphic Design	19	17	25	45	49
<b>Biological Sciences</b>	<b>205</b>	<b>178</b>	<b>217</b>	<b>224</b>	<b>220</b>
Biology	205	178	217	223	162
Cell/Molecular Biology	0	0	0	1	5
Environmental Biology	0	0	0	0	21
Medical Biology	0	0	0	0	32
<b>Chemical Sciences</b>	<b>60</b>	<b>68</b>	<b>81</b>	<b>81</b>	<b>74</b>
<i>Chemistry</i>	<b>49</b>	<b>48</b>	<b>59</b>	<b>61</b>	<b>58</b>
Biochemistry	2	6	9	14	11
Chemistry	47	42	50	47	47
<i>Professional Chemistry</i>	0	0	2	1	2
<i>Chemistry-Geology</i>	11	20	20	19	14
<b>Communication Studies &amp; Theatre Arts</b>	<b>469</b>	<b>465</b>	<b>474</b>	<b>407</b>	<b>403</b>
Communications Arts & Sciences ~	1	0	0	0	0
Speech Communications	254	254	261	262	308
Communications Disorders *	162	153	152	65	18
Theatre	52	56	54	66	45
Theatre/Dance/Speech	0	2	7	14	32
<b>Earth Sciences and Geography</b>	<b>101</b>	<b>128</b>	<b>124</b>	<b>106</b>	<b>116</b>
<i>Earth Science</i>	<b>51</b>	<b>59</b>	<b>50</b>	<b>42</b>	<b>48</b>
Earth Science	36	44	40	28	33
Geology	15	15	10	14	15
<i>Geography</i>	<b>50</b>	<b>69</b>	<b>74</b>	<b>64</b>	<b>68</b>
Environmental Geography	22	34	34	21	22
Geography	28	34	33	40	38
Geography-Technology	0	1	2	1	4
Regional & Economic Planning	0	0	5	2	4
<b>Economics</b>	<b>14</b>	<b>23</b>	<b>22</b>	<b>25</b>	<b>42</b>
<b>English</b>	<b>209</b>	<b>232</b>	<b>256</b>	<b>278</b>	<b>291</b>
English	187	211	224	238	249
Writing	22	21	32	40	42

**Note: Includes double majors**

~ Not accepting new students

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

Source: Office of Institutional Research and Assessment

# Total Majors Declared by Level & Year 1993-1997

## School of Arts and Sciences--Baccalaureate Level

	Year				
	1993	1994	1995	1996	1997
<b>Foreign Languages</b>	<b>38</b>	<b>47</b>	<b>45</b>	<b>42</b>	<b>55</b>
<i>French</i>	8	10	11	4	1
<i>Spanish</i>	30	37	34	38	54
<b>History</b>	<b>183</b>	<b>186</b>	<b>206</b>	<b>233</b>	<b>234</b>
Community History	2	1	1	0	0
History	176	184	205	227	226
Military History	5	1	0	6	8
<b>Mathematics and Computer Science</b>	<b>181</b>	<b>191</b>	<b>206</b>	<b>259</b>	<b>311</b>
<i>Mathematics</i>	70	67	79	91	95
<i>Computer Science</i>	111	124	127	168	216
<b>Music</b>	<b>34</b>	<b>46</b>	<b>45</b>	<b>58</b>	<b>57</b>
<b>Philosophy</b>	<b>20</b>	<b>27</b>	<b>21</b>	<b>19</b>	<b>19</b>
Applied Ethics	0	1	1	2	0
Philosophy	19	25	20	17	19
Religious Studies ~	1	1	0	0	0
<b>Physics</b>	<b>13</b>	<b>18</b>	<b>15</b>	<b>14</b>	<b>12</b>
Physics	12	17	13	13	11
Computer Electronics	1	1	2	1	1
<b>Political Science</b>	<b>186</b>	<b>154</b>	<b>155</b>	<b>146</b>	<b>135</b>
American Politics	0	0	0	0	1
International Affairs	7	10	11	15	12
Legal Studies	25	13	17	20	24
Political Science	152	130	127	111	98
Public Administration ~	2	1	0	0	0
<b>Psychology</b>	<b>635</b>	<b>821</b>	<b>866</b>	<b>893</b>	<b>865</b>
Industrial-Personnel Psychology	24	25	21	24	25
Medical Psychology	14	223	14	20	23
Psychology	597	773	831	849	817
<b>Social Work</b>	<b>205</b>	<b>238</b>	<b>271</b>	<b>275</b>	<b>225</b>
<b>Sociology and Anthropology</b>	<b>347</b>	<b>391</b>	<b>412</b>	<b>436</b>	<b>457</b>
<i>Sociology</i>	311	342	368	399	400
Criminology	114	123	141	174	195
Sociology	195	216	224	223	201
Third World Studies	2	3	3	2	4
<i>Anthropology</i>	36	49	44	37	57
Anthropology ~	21	1	0	0	0
Cultural Anthropology	7	35	33	28	44
Public Archaeology	8	13	11	9	13

**Note: Includes double majors**

~ Not accepting new students

Source: Office of Institutional Research and Assessment

## Total Majors Declared by Level & Year 1993-1997

### School of Education and Allied Studies--Baccalaureate Level

	Year				
	1993	1994	1995	1996	1997
<b>Elementary and Early Childhood Ed.</b>	<b>892</b>	<b>806</b>	<b>912</b>	<b>1028</b>	<b>1079</b>
<i>Elementary Education</i>	<b>543</b>	<b>470</b>	<b>553</b>	<b>650</b>	<b>699</b>
Elementary Education	540	470	553	650	699
Middle School Education	3	0	0	0	0
<i>Early Childhood Education</i>	<b>349</b>	<b>336</b>	<b>359</b>	<b>378</b>	<b>380</b>
Early Childhood Education	349	336	359	378	380
<b>Movement Arts, Health Promotion,...</b>	<b>613</b>	<b>691</b>	<b>740</b>	<b>744</b>	<b>698</b>
Athletic Training	82	120	124	132	122
Coaching	20	36	30	32	33
Exercise Science	70	127	125	146	159
Health	8	0	0	0	0
Motor Development	65	111	121	117	103
Physical Education	360	225	244	196	171
Recreation	8	20	26	33	31
Teaching Certification	0	52	70	88	79
<b>Special Education</b>	<b>158</b>	<b>131</b>	<b>155</b>	<b>279</b>	<b>351</b>
Communication Disorders *	0	0	0	104	162
Special Education	158	131	155	175	189

**Note: Includes double majors**

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

Source: Office of Institutional Research and Assessment

## Total Majors Declared by Level & Year 1993-1997

### School of Management and Aviation Science--Baccalaureate Level

	Year				
	1993	1994	1995	1996	1997
<b>Accounting and Finance</b>	<b>416</b>	<b>370</b>	<b>358</b>	<b>368</b>	<b>359</b>
Accounting	282	265	258	254	229
Finance	103	105	99	114	129
Finance & Accounting ~	31	0	1	0	1
<b>Aviation Science</b>	<b>247</b>	<b>243</b>	<b>195</b>	<b>179</b>	<b>171</b>
Aviation Management	61	59	54	51	46
Aviation Science ~	3	0	0	0	0
Flight Training	183	184	141	128	125
<b>Management *</b>	<b>793</b>	<b>740</b>	<b>660</b>	<b>699</b>	<b>719</b>
Energy and Environmental Management	46	51	47	49	35
General Management	472	432	400	407	406
Global Management	0	0	1	8	7
Information Systems Management	64	55	62	77	99
Management Science ~	8	1	0	0	0
Marketing	197	193	143	152	164
Transportation	6	8	7	6	8

**Note: Includes double majors**

~ Not accepting new students

\* The concentrations in the Management major are currently split between the Management and Accounting and Finance departments. The totals for the Management major in each year are:

1993	1994	1995	1996	1997
1209	1110	1018	1067	1078

Source: Office of Institutional Research and Assessment

## Total Majors Declared by Level & Year 1993-1997

### Master of Arts/Science

	Year				
	1993	1994	1995	1996	1997
Biology	5	6	3	8	3
Chemistry	1	3	2	3	0
Communications Disorders	9	3	0	0	0
Computer Science	12	17	17	15	18
English	10	15	16	16	20
History	6	9	5	10	7
Physical Education	20	18	14	14	11
Psychology	35	36	32	35	44
Speech Communications	7	11	16	9	6

### Master of Public Administration

	Year				
	1993	1994	1995	1996	1997
Public Administration	n/a	n/a	n/a	3	15

### Master of Arts in Teaching

	Year				
	1993	1994	1995	1996	1997
Biology	9	6	3	1	5
Chemistry	2	2	2	2	1
Creative Arts	7	4	4	4	5
Earth Science	3	2	2	0	0
English	21	16	8	2	4
Geography	1	0	0	0	0
Health Education	0	0	0	0	2
History	22	20	12	8	5
Math	19	17	4	4	4
Physics	2	2	1	2	0
Social Studies	6	4	4	2	4

Source: Office of Institutional Research and Assessment

## Total Majors Declared by Level & Year 1993-1997

### Master of Education

	Year				
	1993	1994	1995	1996	1997
<b>Elementary and Early Childhood Education</b>	<b>199</b>	<b>107</b>	<b>87</b>	<b>118</b>	<b>140</b>
Early Childhood Education	55	35	22	28	24
Elementary Education	113	56	44	51	77
Reading Education	31	16	21	39	39
<b>Movement Arts and Health Promotion</b>	<b>18</b>	<b>20</b>	<b>25</b>	<b>28</b>	<b>23</b>
Health Promotion	18	20	25	28	23
<b>Secondary Education and Prof. Programs</b>	<b>124</b>	<b>127</b>	<b>157</b>	<b>203</b>	<b>202</b>
Counseling	75	82	105	136	139
Instructional Media	7	3	2	1	0
Library Media Studies	0	7	24	33	28
Educational Leadership	24	28	21	30	33
School Librarianship	18	7	5	3	2
<b>Special Education</b>	<b>137</b>	<b>99</b>	<b>72</b>	<b>77</b>	<b>81</b>

### Certificate Programs

	Year				
	1993	1994	1995	1996	1997
<b>Undergraduate Certificates</b>	<b>33</b>	<b>30</b>	<b>24</b>	<b>20</b>	<b>20</b>
Accounting & Finance	8	7	9	7	7
Computer Science	2	0	2	2	1
Marketing Management	2	0	2	0	2
Paralegal Studies	21	22	9	11	9
Public Sector Management	0	0	1	0	1
Substitute Teaching	0	1	1	0	0
<b>Graduate Certificates</b>	<b>6</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>5</b>
Accounting & Finance	4	4	3	5	2
Information Systems Management	0	0	2	0	1
Operations Management	2	1	0	1	1
Geotechnology	0	0	1	0	1
Public Affairs Management	0	1	1	1	0

Source: Office of Institutional Research and Assessment

## Total Majors Declared by Level & Year 1993-1997

### Certificate of Advanced Graduate Study

	Year				
	1993	1994	1995	1996	1997
<b>Art</b>	0	1	0	1	0
Creative Arts	0	1	0	1	0
<b>Education</b>	70	72	78	85	79
Counseling	13	1	1	2	2
Early Childhood Education	0	0	0	0	0
Elementary Education	1	0	0	0	0
Health Promotion	1	1	0	0	0
High School, Middle School & Adult Education	1	0	1	0	0
Instructional Media	3	2	1	1	0
Physical Education	0	1	0	0	0
School Administration/Educational Leadership	45	65	74	82	77
School Librarianship	1	1	0	0	0
Special Education	5	1	1	0	0

### Post-Baccalaureate Certification

	Year				
	1993	1994	1995	1996	1997
<b>Elementary and Early Childhood Education</b>	n/a	29	90	115	136
Early Childhood Education	n/a	4	13	17	24
Elementary Education	n/a	25	77	98	112
<b>Movement Arts and Health Promotion</b>	n/a	2	15	22	25
Health	n/a	1	7	9	12
Physical Education	n/a	1	8	13	13
<b>Secondary Education and Prof. Programs</b>	n/a	18	68	115	118
Counseling	n/a	n/a	2	4	7
Middle School	n/a	n/a	0	2	11
Secondary Education	n/a	18	0	0	0
Teaching	n/a	n/a	64	106	100
Unified Media	n/a	n/a	2	3	0
<b>Special Education</b>	n/a	19	60	65	76

Source: Office of Institutional Research and Assessment



## Graduate Programs Students Enrolled Fall 1997

	Total	MPA/ MA/MS	MEd	MAT	Post- bacc	CAGS
Art	10	*	*	*	10	*
Biology	23	3	*	5	15	*
Chemistry	5	*	*	1	4	*
Computer Science	18	18	*	*	*	*
Counseling	148	*	139	*	7	2
Creative Arts	5	*	*	5	*	*
Early Childhood Ed.	48	*	24	*	24	*
Earth Science	2	*	*	0	2	*
Educational Leadership	110	*	33	*	*	77
Elementary Education	189	*	77	*	112	*
English	39	20	*	4	15	*
French	2	*	*	*	2	*
Health Education	14	*	0	2	12	*
Health Promotion	23	*	23	*	*	*
History	34	7	*	5	22	*
Instructional Media	0	*	0	*	*	*
Library Media Studies	28	*	28	*	*	*
Mathematics	16	*	*	4	12	*
Middle School	11	*	*	*	11	*
Music	1	*	*	*	1	*
Physical Education	24	11	*	0	13	*
Physical Sciences	0	*	*	0	0	*
Physics	3	*	*	0	3	*
Psychology	44	44	*	*	*	*
Public Administration	15	15	*	*	*	*
Reading Education	39	*	39	*	*	0
School Librarianship	2	*	2	*	*	*
Social Studies	13	*	*	4	9	*
Spanish	3	*	*	*	3	*
Special Education	157	*	81	*	76	*
Speech Communications	8	6	*	0	2	*

\* Degree not offered in subject.

Source: Office of Institutional Research and Assessment

# Students Enrolled in Professional Education Programs: Fall 1997

	Under-graduates	Graduate Students				Total
		Post-bacc	MAT	MEd	CAGS	
<i>Early Childhood and Elementary Education</i>	325	195		39		559
Early Childhood Education	94	30		8		132
Elementary Education	218	147		31		396
Middle School	13	18				31
<i>Movement Arts</i>	45	29	2	3		79
Health	2		2	2		20
Physical Education	43	15		1		59
<i>Secondary Education</i>	121	149	20	2		292
Art	5	11	2	1		19
Biology	13	18	2			33
Chemistry	3	7				10
Communication Studies and Theatre Arts	2	3				5
Earth Sciences	3	6				9
English	30	25	5			60
Foreign Language--French		2				2
Foreign Language--Spanish	7	7				14
General Science		2				2
History	31	31	6			68
Math	18	17	3	1		39
Music	1	1				2
Physics		2				2
Sociology	8	17	2			27
<i>Professional Programs</i>		4		46	14	64
Guidance		1		19		20
Library Media Studies		3		14	1	18
Principal				1	9	10
Reading				12		12
School Business Administrator					1	1
Supervisor/Director					3	3
<i>Special Education</i>	91	101		56	8	256
Administrator of Special Education				1	5	6
Intensive Special Needs	2					2
Special Education	89	101		55	3	248
<b>Total</b>	<b>582</b>	<b>478</b>	<b>22</b>	<b>146</b>	<b>22</b>	<b>1250</b>

Source: Office of Institutional Research and Assessment

# Total Majors by Department and Race Fall 1997

## School of Arts and Sciences Undergraduate and Graduate Majors

	Native Am	Asian	Black	Hispanic	White	Unknown	Total	% Minority
Foreign Languages	1	1	1	7	43	2	55	20%
Chemistry	1	7	4	1	56	6	75	17%
Mathematics & Computer Science	2	15	17	7	269	23	333	12%
Economics	0	1	4	0	36	1	42	12%
Social Work	0	6	13	4	181	21	225	10%
Political Science	1	4	8	1	120	16	150	9%
Sociology & Anthropology	3	10	22	7	394	21	457	9%
Communication Studies and Theatre Arts	1	15	16	5	351	21	409	9%
Physics	0	1	0	0	10	1	12	8%
Music	0	2	2	0	49	4	57	7%
Psychology	3	11	31	18	807	40	910	7%
Biology	0	4	7	4	200	13	228	7%
Art	2	7	2	2	183	20	216	6%
Philosophy	0	1	0	1	15	2	19	6%
History	3	1	6	2	222	16	250	5%
English	0	2	10	2	280	21	315	4%
Earth Sciences & Geography	0	1	1	1	106	7	116	3%

**Note: Includes double majors**

Source: Office of Institutional Research and Assessment

Enroll29.ppt

# Total Majors by Department and Race Fall 1997

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

	Native Am	Asian	Black	Hispanic	White	Unknown	Total	% Minority
Movement Arts	2	11	19	12	669	46	759	6%
Secondary Education	4	2	10	4	344	35	399	5%
Elementary Education	6	6	21	8	1253	61	1355	3%
Special Education	1	6	2	2	468	29	508	2%

## School of Management and Aviation Science Undergraduate Majors

	Native Am	Asian	Black	Hispanic	White	Unknown	Total	% Minority
Aviation Science	1	21	19	7	114	9	171	28%
Accounting and Finance	0	13	15	4	307	20	359	9%
Management	3	22	21	9	630	34	719	8%

**Note: Includes double majors**

Source: Office of Institutional Research and Assessment

# Total Majors by Department and Gender Fall 1997

## School of Arts and Sciences Undergraduate and Graduate Majors

	Male	Female	Total	% Female
Foreign Languages	6	49	55	89%
Psychology	132	778	910	85%
Social Work	34	191	225	85%
English	88	227	315	72%
Art	67	149	216	69%
Biology	73	155	228	68%
Communication Studies and Theatre Arts	140	269	409	66%
Sociology & Anthropology	211	246	457	54%
Music	28	29	57	51%
Earth Sciences & Geography	57	59	116	51%
Chemistry	40	35	75	47%
Political Science	83	67	150	45%
History	141	109	250	44%
Mathematics & Computer Science	207	126	333	38%
Economics	30	12	42	29%
Physics	9	3	12	25%
Philosophy	16	3	19	16%

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

	Male	Female	Total	% Female
Elementary Education	141	1214	1355	90%
Special Education	55	453	508	89%
Secondary Education	125	274	399	69%
Movement Arts	389	370	759	49%

## School of Management and Aviation Science Undergraduate Majors

	Male	Female	Total	% Female
Accounting and Finance	181	178	359	50%
Management	407	312	719	43%
Aviation Science	145	26	171	15%

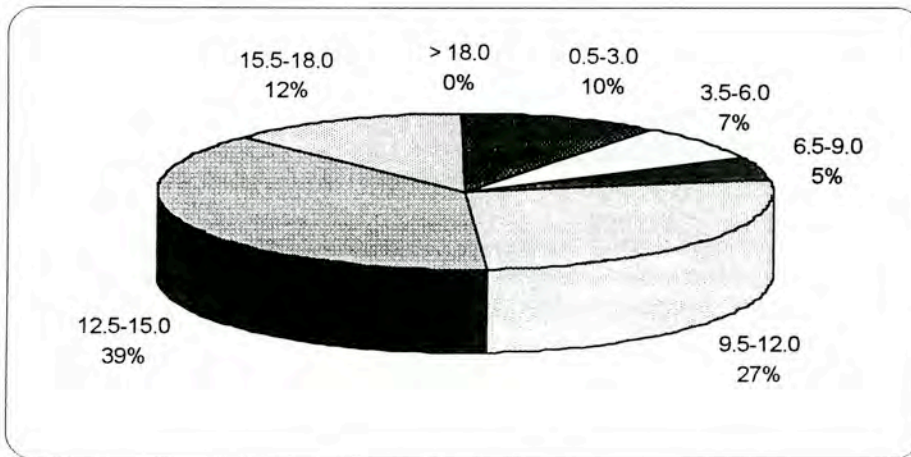
**Note:** Includes double majors

Source: Office of Institutional Research and Assessment

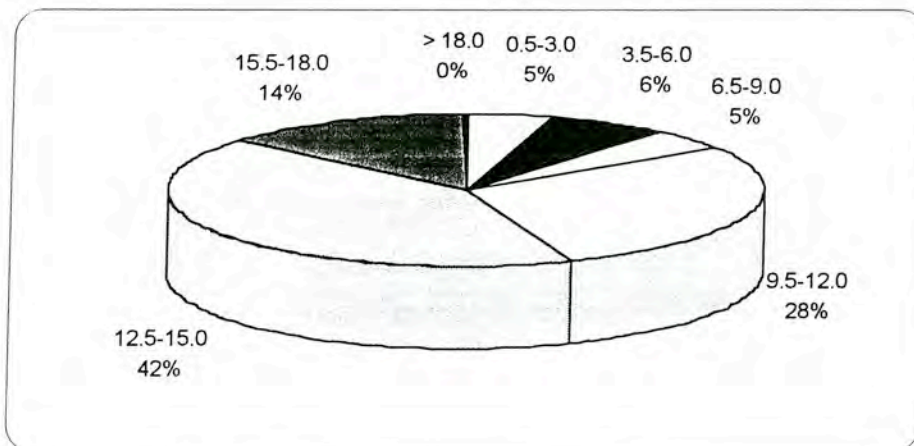
# Distribution of Undergraduate Credit Loads Fall 1997

Half of all BSC undergraduates (51%) carried more than 12 credits during Fall 1997. The average credit load among matriculated undergraduate students was slightly higher than for the entire undergraduate student body.

**Credit Loads of All Undergraduates**  
(Average credit load = 11.9 credits)



**Credit Loads of Matriculated Undergraduates**  
(Average credit load = 12.7 credits)

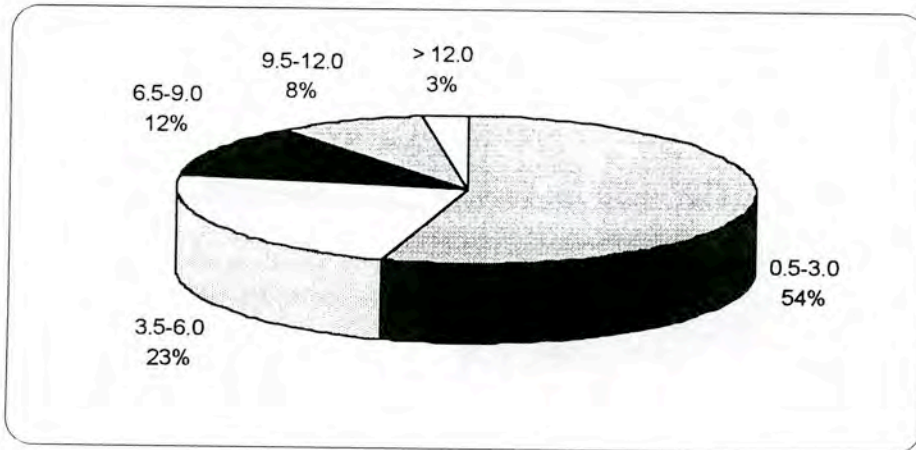


Source: Office of Institutional Research and Assessment

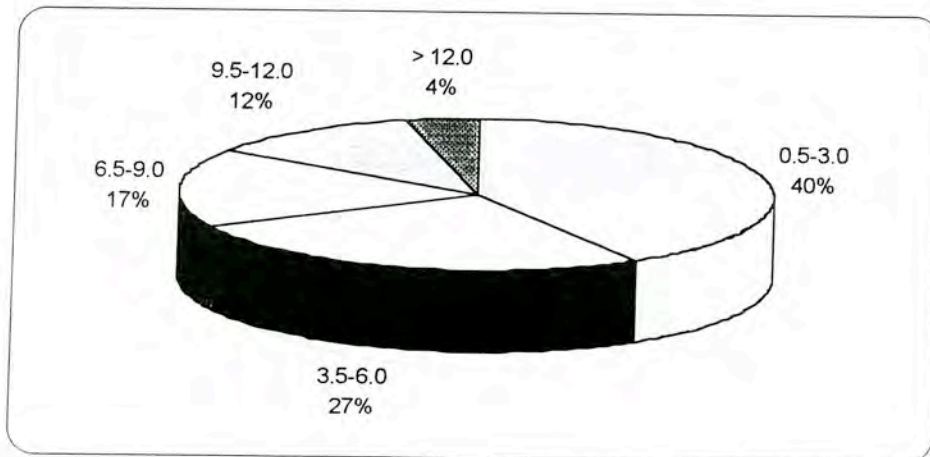
# Distribution of Graduate Credit Loads Fall 1997

Slightly more than half (54%) of graduate students carried 3 or fewer credits. Among matriculated graduate students, this figure drops to 40%. A third of matriculated graduate students carry more than 6 credits, compared to a quarter of graduate students overall.

**Credit Loads of All Graduate Students**  
(Average credit load = 5.8 credits)



**Credit Loads of Matriculated Graduate Students**  
(Average credit load = 6.0 credits)



Source: Office of Institutional Research and Assessment

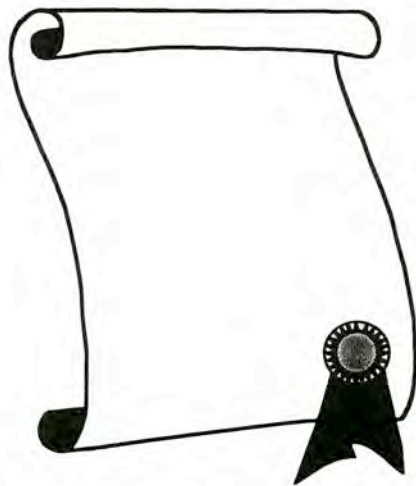
## Total Course Sections by Department & Time of Day Fall 1997

Department	Before 4 pm	After 4 pm	Total	% after 4 pm
Secondary Ed. and Prof. Prog. ****	84	54	138	39%
Special Education ****	50	24	74	32%
Art *	34	16	50	32%
Accounting and Finance	29	13	42	31%
Management Science	43	17	60	28%
Political Science	26	10	36	28%
Social Work	22	8	30	27%
Elementary Education ****	80	26	106	25%
Math	93	30	123	24%
Psychology	64	20	84	24%
Communications **	79	24	103	23%
Sociology and Anthropology	56	14	70	20%
Foreign Language	52	13	65	20%
Chemistry **	16	4	20	20%
Biology **	28	7	35	20%
Earth Science and Geography **	37	9	46	20%
Physics **	15	3	18	17%
Economics	17	3	20	15%
Music ****	58	10	68	15%
Philosophy	18	3	21	14%
Movement Arts, Health Promotion...	143	17	160	11%
English	121	14	135	10%
History	68	7	75	9%
Aviation Science ***	42	0	42	0%
<b>Total</b>	<b>1275</b>	<b>346</b>	<b>1621</b>	<b>21%</b>

- \* Art sections meeting jointly have been combined.
- \*\* Excludes lab sections and other non-credit courses
- \*\*\* Includes individual flight training
- \*\*\*\* Includes individual instruction/practica/clinical experiences



# Graduation and Retention



Office of Institutional Research and  
Assessment

## Profile of Degree Recipients by Program Level 1997

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 38% 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 level over three-quarters are women. Very few graduates (approximately 5%) are ethnic minorities.

	Baccalaureate	Graduate	Total
< 25	672	3	675
25-29	233	46	279
30-39	109	41	150
40-49	52	55	107
50+	20	18	38
Unknown	0	0	0
<b>Male</b>	456	39	495
<b>Female</b>	630	124	754
<b>% Female</b>	58%	76%	60%
<b>Native American</b>	3	0	3
<b>Asian</b>	15	2	17
<b>Black</b>	21	4	25
<b>Hispanic</b>	13	0	13
<b>White</b>	1003	140	1143
<b>International</b>	3	3	6
<b>Unknown</b>	28	14	42
<b>% Minority</b>	5%	4%	5%
<b>Massachusetts</b>	1049	157	1206
<b>New England</b>	20	1	21
<b>Other U.S.</b>	14	2	16
<b>International</b>	3	3	6
<b>% Mass.</b>	97%	96%	97%
<b>Total</b>	1086	163	1249

Source: Office of Institutional Research and Assessment

# Baccalaureate Degree Recipients by Major/Concentration 1993-1997

## School of Arts & Sciences

	Year				
	1993	1994	1995	1996	1997
<b>Art</b>	<b>24</b>	<b>23</b>	<b>27</b>	<b>32</b>	<b>23</b>
Art	12	12	0	0	0
Crafts	0	0	3	4	2
Fine Arts	7	7	16	20	19
Graphic Design	5	4	8	8	2
<b>Biological Sciences</b>	<b>24</b>	<b>28</b>	<b>23</b>	<b>42</b>	<b>19</b>
<b>Chemical Sciences</b>	<b>10</b>	<b>13</b>	<b>21</b>	<b>26</b>	<b>19</b>
<i>Chemistry</i>	5	6	8	12	8
<i>Professional Chemistry</i>	2	1	2	5	6
Biochemistry	2	1	2	3	5
Professional Chemistry	0	0	0	2	1
<i>Chemistry-Geology</i>	3	6	11	9	5
<b>Communication Studies &amp; Theatre Arts</b>	<b>112</b>	<b>101</b>	<b>129</b>	<b>107</b>	<b>108</b>
Communications Arts & Sciences ~	3	0	0	0	0
Speech Communications	69	70	73	56	76
Communications Disorders *	29	24	45	42	19
Theatre	11	7	11	9	10
Theatre/Dance/Speech	0	0	0	0	3
<b>Earth Sciences and Geography</b>	<b>17</b>	<b>15</b>	<b>19</b>	<b>40</b>	<b>20</b>
<i>Earth Science</i>	7	7	12	6	5
Earth Science	3	3	7	1	4
Geology	4	4	5	5	1
<i>Geography</i>	10	8	7	34	15
Environmental Geography	2	2	4	20	9
Geography	8	6	2	8	2
Geography-Technology	0	0	0	1	0
Regional & Economic Planning	0	0	1	5	4
<b>Economics</b>	<b>3</b>	<b>4</b>	<b>8</b>	<b>7</b>	<b>6</b>
<b>English</b>	<b>46</b>	<b>48</b>	<b>41</b>	<b>56</b>	<b>50</b>
English	43	43	34	46	44
Writing	3	5	7	10	6
<b>Foreign Languages</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>8</b>	<b>5</b>
<i>French</i>	1	0	0	1	0
<i>Spanish</i>	3	3	2	7	5

Note: Includes double majors.

~ Not accepting new students.

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

Source: Office of Institutional Research and Assessment

# Baccalaureate Degree Recipients by Major/Concentration 1993-1997

## School of Arts & Sciences (cont.)

	Year				
	1993	1994	1995	1996	1997
<b>History</b>	<b>45</b>	<b>54</b>	<b>46</b>	<b>39</b>	<b>48</b>
Community History	0	0	1	1	0
History	41	52	44	38	48
Military History	4	2	1	0	0
<b>Mathematics and Computer Science</b>	<b>33</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>30</b>
Mathematics	17	11	13	9	12
Computer Science	16	9	7	11	18
<b>Music</b>	<b>2</b>	<b>1</b>	<b>11</b>	<b>7</b>	<b>9</b>
<b>Philosophy</b>	<b>11</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>4</b>
Applied Ethics	1	0	0	0	2
Philosophy	9	3	3	6	2
Religious Studies ~	1	0	0	0	0
<b>Physics</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>2</b>
Physics	5	4	3	3	2
Computer Electronics	0	0	0	1	0
<b>Political Science</b>	<b>34</b>	<b>33</b>	<b>31</b>	<b>34</b>	<b>27</b>
International Affairs	4	2	5	2	4
Legal Studies	14	18	2	10	4
Political Science	15	13	23	22	19
Public Administration ~	1	0	1	0	0
<b>Psychology</b>	<b>137</b>	<b>93</b>	<b>160</b>	<b>192</b>	<b>201</b>
Industrial-Personnel Psychology	12	11	9	7	4
Medical Psychology	4	0	8	6	3
Psychology	121	82	143	179	194
<b>Social Work</b>	<b>45</b>	<b>51</b>	<b>55</b>	<b>64</b>	<b>58</b>
<b>Sociology and Anthropology</b>	<b>67</b>	<b>56</b>	<b>102</b>	<b>104</b>	<b>94</b>
Sociology	61	51	90	93	84
Criminology	33	28	50	41	44
Sociology	27	23	39	51	40
Third World Studies	1	0	1	1	0
Anthropology	6	5	12	11	10
Anthropology ~	1	0	0	0	0
Cultural Anthropology	2	3	8	8	6
Public Archaeology	3	2	4	3	4

Note: Includes double majors.

~ Not accepting new students.

Source: Office of Institutional Research and Assessment

# Baccalaureate Degree Recipients by Major/Concentration 1993-1997

## School of Education and Allied Studies

	Year				
	1993	1994	1995	1996	1997
<b>Elementary and Early Childhood Ed.</b>	<b>233</b>	<b>336</b>	<b>97</b>	<b>109</b>	<b>129</b>
<i>Elementary Education</i>	136	225	61	67	85
Elementary Education	135	225	60	67	85
Middle School Education	1	0	1	0	0
<i>Early Childhood Education</i>	97	111	36	42	44
<b>Movement Arts, Health Promotion,...</b>	<b>90</b>	<b>97</b>	<b>136</b>	<b>139</b>	<b>138</b>
Athletic Training	10	10	14	11	7
Coaching	4	5	5	4	3
Exercise Science	25	24	30	38	36
Health	5	3	18	0	0
Motor Development	8	14	47	33	27
Physical Education	32	36	8	40	44
Recreation	6	5	6	2	12
Teaching Certification	0	0	8	11	9
<b>Special Education</b>	<b>34</b>	<b>66</b>	<b>15</b>	<b>22</b>	<b>40</b>
Communication Disorders *	0	0	0	0	19
Special Education	34	66	15	22	21

Note: Includes double majors.

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

Source: Office of Institutional Research and Assessment

# Baccalaureate Degree Recipients by Major/Concentration 1993-1997

## School of Management and Aviation Science

	Year				
	1993	1994	1995	1996	1997
<b>Accounting and Finance</b>	<b>49</b>	<b>65</b>	<b>82</b>	<b>54</b>	<b>46</b>
Accounting	19	44	50	29	27
Finance	10	18	32	25	19
Finance & Accounting ~	20	3	0	0	0
<b>Aviation Science</b>	<b>65</b>	<b>34</b>	<b>30</b>	<b>39</b>	<b>42</b>
Aviation Management	23	18	17	22	23
Aviation Science ~	3	2	0	0	0
Flight Training	39	14	13	17	19
<b>Management</b>	<b>166</b>	<b>164</b>	<b>183</b>	<b>118</b>	<b>146</b>
Energy and Environmental Management	2	2	8	7	7
Global	0	0	0	0	1
General Management	88	97	99	77	96
Information Systems Management	5	8	7	5	6
Management Science ~	24	2	2	0	0
Marketing	47	55	66	29	35
Transportation	0	0	1	0	1

Note: Includes double majors.

~ Not accepting new students.

The concentrations in the Management major are currently split between the Management and Accounting and Finance Departments. The total number of degrees awarded in Management Science each year are:

1993	1994	1995	1996	1997
215	229	265	172	192

Source: Office of Institutional Research and Assessment

# Graduate Degree Recipients by Major/Concentration and Degree 1993-1997

## Master of Arts/Science

	Year				
	1993	1994	1995	1996	1997
Biology	2	0	0	1	1
Communication Arts	0	1	0	0	0
Communication Disorders	13	1	0	1	2
Chemistry	1	1	0	1	1
Computer Science	1	4	4	3	6
English	4	9	4	4	2
History	4	2	2	2	3
Physical Education	3	5	3	7	5
Psychology	5	5	11	12	10
Speech Communications	1	5	1	1	0

## Master of Arts in Teaching

	Year				
	1993	1994	1995	1996	1997
Behavioral Science	0	0	0	0	0
Biology	1	0	2	3	1
Chemistry	2	1	0	0	1
Communication Arts	0	0	0	0	0
Creative Arts	2	2	1	2	3
Earth Science/Geography	1	1	1	1	0
English	6	9	4	1	1
History	4	6	12	2	2
Math	4	8	5	4	2
Physics	5	1	2	1	1
Social Studies	3	3	2	1	1

Source: Office of Institutional Research and Assessment

## Graduate Degree Recipients by Major/Concentration and Degree 1993-1997

### Master of Education

	Year				
	1993	1994	1995	1996	1997
<b>Counseling</b>	45	48	35	20	36
<b>Early Childhood</b>	24	43	8	8	8
<b>Educational Leadership</b>	15	17	9	19	8
<b>Elementary Education</b>	47	93	19	16	8
<b>Elementary Ed.--Math</b>	0	0	0	1	0
<b>Elementary Ed.--Reading</b>	23	35	7	1	17
<b>Health Promotion</b>	13	5	8	2	7
<b>Instructional Media</b>	4	2	1	0	0
<b>Library Media Studies</b>	0	1	1	2	2
<b>School Librarian</b>	5	8	1	1	0
<b>Special Education</b>	42	57	48	16	20

### Certificate of Advanced Graduate Study

	Year				
	1993	1994	1995	1996	1997
<b>Art</b>	2	1	2	0	0
<b>Creative Arts</b>	2	1	2	0	0
<b>Education</b>	23	19	17	36	15
<b>Behavioral Science</b>	0	1	0	0	0
<b>Counseling</b>	3	0	1	0	1
<b>Elementary Ed</b>	0	1	1	0	0
<b>Health Promotion</b>	0	0	0	1	0
<b>High School Ed.</b>	0	0	1	0	0
<b>Instructional Media</b>	1	0	1	1	0
<b>School Admin./Ed. Leadership</b>	19	17	13	32	14
<b>School Librarianship</b>	0	0	0	1	0
<b>Special Education</b>	2	1	1	1	0

Source: Office of Institutional Research and Assessment



## Graduate Programs Degrees Awarded/Programs Completed 1997

	Total	MA/MS	MEd	MAT	Post-bacc	CAGS
Art	3	*	*	*	3	*
Biology	6	1	*	1	4	*
Chemistry	4	1	*	1	2	*
Communication Disorders	2	2	*	*	*	*
Computer Science	6	6	*	*	*	*
Counseling	40	*	36	*	3	1
Creative Arts	3	*	*	3	*	*
Early Childhood Ed.	14	*	8	*	6	*
Earth Science	3	*	*	0	3	*
Educational Leadership	22	*	8	*	*	14
Elementary Education	59	*	8	*	51	*
English	12	2	*	1	9	*
Foreign Language	1	*	*	*	1	*
Health Education	4	*	*	0	4	*
Health Promotion	7	*	7	*	*	*
History	12	3	*	2	7	*
Instructional Media	0	*	0	*	*	*
Library Media Studies	2	*	2	*	*	*
Mathematics	5	*	*	2	3	*
Middle School	0	*	*	*	0	*
Music	0	*	*	*	0	*
Physical Education	7	5	*	0	2	*
Physical Sciences	0	*	*	0	0	*
Physics	2	*	*	1	1	*
Psychology	10	10	*	*	*	*
Reading Education	17	*	17	*	*	0
Social Studies	4	*	*	1	3	*
Special Education	46	*	20	*	26	*
Speech Communications	0	0	*	0	0	*
<b>Total</b>	<b>291</b>	<b>30</b>	<b>106</b>	<b>12</b>	<b>128</b>	<b>15</b>

\* Degree not offered in subject.

Source: Office of Institutional Research and Assessment

## Degree Recipients by Department and Gender 1997

### School of Arts and Sciences

	Male	Female	Total	% Female
Foreign Languages	0	5	5	100%
Psychology	31	180	211	85%
Art	4	22	26	85%
Social Work	11	47	58	81%
English	17	36	53	68%
Music	3	6	9	67%
Physics	1	2	3	67%
Communication Studies and Theatre Arts	39	71	110	65%
Biology	8	13	21	62%
Earth Science & Geography	8	12	20	60%
Sociology & Anthropology	40	54	94	57%
Political Science	17	10	27	37%
Chemistry	14	7	21	33%
History	35	18	53	34%
Philosophy	3	1	4	25%
Mathematics & Computer Science	30	8	38	21%
Economics	6	0	6	0%
<b>Total</b>	<b>267</b>	<b>492</b>	<b>759</b>	<b>65%</b>

### School of Education and Allied Studies

	Male	Female	Total	% Female
Special Ed. and Communication Disorders	9	77	86	90%
Elementary & Early Childhood Education	21	198	219	90%
Secondary Education and Prof. Programs	36	64	100	64%
Movement Arts, Health Promotion, ...	81	75	156	48%
<b>Total</b>	<b>147</b>	<b>414</b>	<b>561</b>	<b>74%</b>

### School of Management and Aviation Science

	Male	Female	Total	% Female
Accounting and Finance	19	27	46	59%
Management Science	82	64	146	44%
Aviation Science	40	2	42	5%
<b>Total</b>	<b>141</b>	<b>93</b>	<b>234</b>	<b>40%</b>

**Note:** Includes double majors and completers of post-baccalaureate certification programs.

Source: Office of Institutional Research and Assessment

# Degree Recipients by Department and Race 1997

## School of Arts and Sciences

	Native Am	Asian	Black	Hispanic	White	Unknown/ Other	Int'l	Total	% Minority
Economics					5			6	17%
Mathematics & Computer Science	1		1		29	3	2	38	11%
Social Work	1	1	2	1	50	3		58	9%
Psychology	1	2	6	3	190	7	2	211	6%
English		3			50			53	6%
Chemistry			1		19	1		21	5%
Biology		1			20			21	5%
Communication Studies and Theatre Arts		1	2	2	101	4		110	5%
Political Science				1	24	2		27	4%
Sociology & Anthropology			2	2	89	2	1	94	2%
Foreign Languages					5			5	0%
History					52	1		53	0%
Art					25	1		26	0%
Earth Science & Geography					19	1		20	0%
Music					8	1		9	0%
Philosophy					4			4	0%
Physics					3			3	0%
<b>Total</b>	<b>3</b>	<b>10</b>	<b>13</b>	<b>9</b>	<b>693</b>	<b>26</b>	<b>5</b>	<b>759</b>	<b>5%</b>

**Note: Includes double majors.**

Source: Office of Institutional Research and Assessment

# Degree Recipients by Department and Race 1997

## School of Education and Allied Studies

	Native Am	Asian	Black	Hispanic	White	Unknown/ Other	Int'l	Total	% Minority
Secondary Education and Prof. Programs		2	5		84	9		100	7%
Special Education	1	2	2		77	4		86	6%
Movement Arts, Health Promotion,...		1	2	1	146	6		156	3%
Elementary & Early Childhood Education		1	1	2	204	11		219	2%
<b>Total</b>	<b>1</b>	<b>6</b>	<b>10</b>	<b>3</b>	<b>511</b>	<b>30</b>	<b>0</b>	<b>561</b>	<b>4%</b>

## School of Management and Aviation Science

	Native Am	Asian	Black	Hispanic	White	Unknown/ Other	Int'l	Total	% Minority
Management		3	4	2	134	3		146	6%
Accounting and Finance		1	1		44			46	4%
Aviation Science				1	40	1		42	2%
<b>Total</b>	<b>0</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>218</b>	<b>4</b>	<b>0</b>	<b>234</b>	<b>5%</b>

**Note: Includes double majors.**

Source: Office of Institutional Research and Assessment

## All Degree Recipients by Residence: Ten Communities with the Highest Number of Graduates 1993-1997

For the past 5 years, Brockton and Bridgewater have been the home-town communities of the largest number of BSC graduates. In 1997, 1 out of 8 graduates was from Bridgewater or Brockton.

	1996-1997	1995-1996	1994-1995	1993-1994	1992-1993
Bridgewater	70	76	77	75	79
Brockton	63	54	75	68	76
Taunton	48	51	50	57	62
Weymouth	44	40	43	56	46
New Bedford	41	39	40	50	44
Fall River	37	37	32	47	43
Plymouth	37	35	30	43	33
Easton	32	32	29	39	32
Stoughton	28	28	27	30	30
Attleboro*	25	23	26	30	24
				Barnstable	Braintree
				Quincy	Boston
				Weymouth	Weymouth
				Easton	Plymouth
				Fall River	Easton
				Plymouth	New Bedford
				Taunton	Fall River
				New Bedford	Taunton
				Bridgewater	Bridgewater
				Brockton	Brockton

\* Also with 25 graduates: Boston, East Bridgewater, Middleboro, and Whitman.

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

		Number Enrolled											
		Cohort Year											
		1987	1988	1989	1990	1991	1992	1993	1994	1995	1996		
Number of Years After Entry	0 **	1054	1022	919	867	982	964	1045	1048	1087	1154		
	1	704	725	682	612	719	680	740	708	762	813		
	2	584	621	573	527	603	563	612	586	627			
	3	570	591	552	499	570	526	571	551				
	4	281	260	257	193	288	296	344					
	5	66	55	54	50	66	78						
	6	32	29	24	16	36							
		Number Graduated (Cumulative)											
		Cohort Year											
		1987	1988	1989	1990	1991	1992	1993	1994	1995	1996		
Number of Years After Entry	4	257	290	272	261	265	198	182					
	5	467	505	470	409	471	413						
	6	508	538	504	449	507							
		Retention Rates											
		Cohort Year											
		1987	1988	1989	1990	1991	1992	1993	1994	1995	1996		
Fr-Soph Soph-Jun	Fr-Soph	67%	71%	74%	71%	73%	71%	71%	68%	70%	70%		
	Soph-Jun	83%	86%	84%	86%	84%	83%	83%	83%	82%			
		Graduation Rates											
		Cohort Year											
		1987	1988	1989	1990	1991	1992	1993	1994	1995	1996		
Number of Years After Entry	4	24%	28%	30%	30%	27%	21%	17%					
	5	44%	49%	51%	47%	48%	43%						
	6	48%	53%	55%	52%	52%							

\*\* Initial Cohort

Source: Office of Institutional Research and Assessment

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

		Number Enrolled									
		Cohort Year									
		1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Number of Years After Entry	0 **	49	40	59	55	52	60	91	83	98	117
	1	38	27	35	32	27	29	51	51	54	80
	2	25	20	31	22	21	23	38	41	38	
	3	25	21	29	25	21	21	33	34		
	4	16	5	18	12	16	12	20			
	5	2	2	5	2	4	6				
	6	2	1	1	1	4					
		Number Graduated (Cumulative)									
		Cohort Year									
		1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Number of Years After Entry	4	6	15	11	6	3	5	8			
	5	17	18	22	13	12	13				
	6	20	19	25	16	15					
		Retention Rates									
		Cohort Year									
		1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Fr-Soph		78%	68%	59%	57%	52%	48%	56%	61%	55%	68%
Soph-Jun		66%	74%	89%	71%	78%	79%	75%	80%	80%	
		Graduation Rates									
		Cohort Year									
		1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Number of Years After Entry	4	12%	38%	19%	11%	6%	8%	9%			
	5	35%	45%	37%	24%	23%	22%				
	6	41%	48%	42%	29%	29%					

\*\* Initial Cohort

Source: Office of Institutional Research and Assessment

## Retention and Graduation Rates Full-Time Transfers

		Number Enrolled					
		1991	1992	1993	1994	1995	1996
Number of Years After Entry	0 **	568	627	536	545	566	588
	1	427	438	368	375	392	396
	2	314	312	292	305	302	
	3	132	143	140	139		
	4	38	36	41			
	5	32	20				
	6	18					
		Number Graduated (Cumulative)					
		Cohort Year					
Number of Years After Entry	2	52	61	38	45	44	
	3	213	213	165	178		
	4	309	310	261			
	5	336	335				
	6	347					
			Retention Rates				
		Cohort Year					
	Years 0-1	75%	70%	69%	69%	69%	67%
	Years 1-2	74%	71%	79%	81%	77%	
		Graduation Rates					
		Cohort Year					
Number of Years After Entry	2	9%	10%	7%	8%	8%	
	3	38%	34%	31%	33%		
	4	54%	49%	49%			
	5	59%	59%				
	6	61%					

\*\* Initial Cohort

Source: Office of Institutional Research and Assessment



## Retention and Graduation Rates Full-Time Minority Transfers

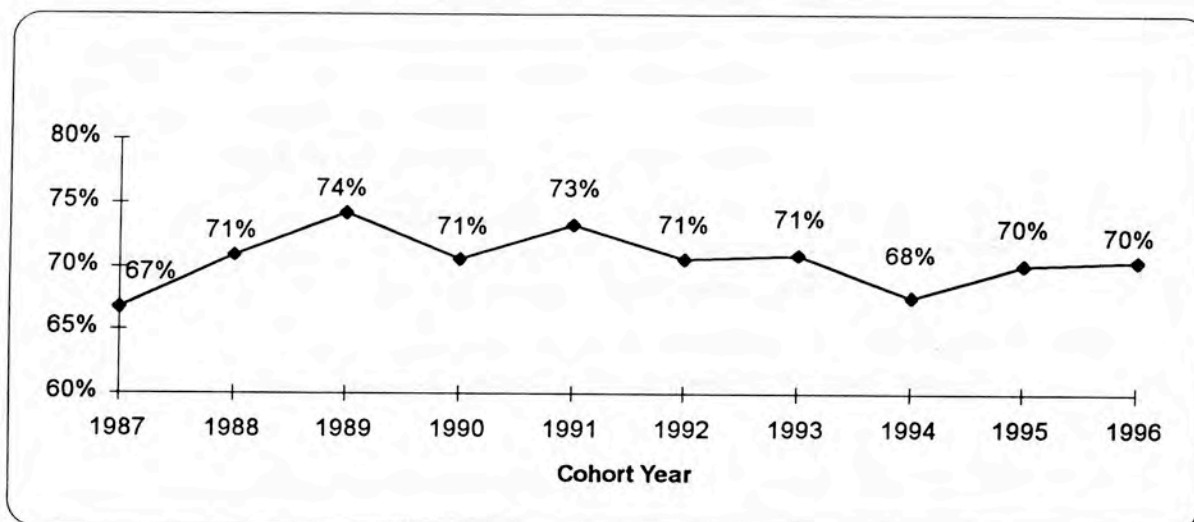
		Number Enrolled					
		Cohort Year					
		1991	1992	1993	1994	1995	1996
<b>Number of Years After Entry</b>	0 **	22	18	17	27	29	33
	1	17	13	13	17	23	16
	2	13	6	10	12	16	
	3	10	5	4	6		
	4	3	3	0			
	5	1	1				
	6	2					
		Number Graduated (Cumulative)					
		Cohort Year					
		1991	1992	1993	1994	1995	1996
<b>Number of Years After Entry</b>	2	1	2	1	1	4	
	3	3	4	7	7		
	4	8	6	11			
	5	9	7				
	6	9					
	6	9					
		Retention Rates					
		Cohort Year					
		1991	1992	1993	1994	1995	1996
Years 0-1		77%	72%	76%	63%	79%	48%
Years 1-2		76%	46%	77%	71%	70%	
		Graduation Rates					
		Cohort Year					
		1991	1992	1993	1994	1995	1996
<b>Number of Years After Entry</b>	2	5%	11%	6%	4%	14%	
	3	14%	22%	41%	26%		
	4	36%	33%	65%			
	5	41%	39%				
	6	41%					
	6	41%					

\*\* Initial Cohort

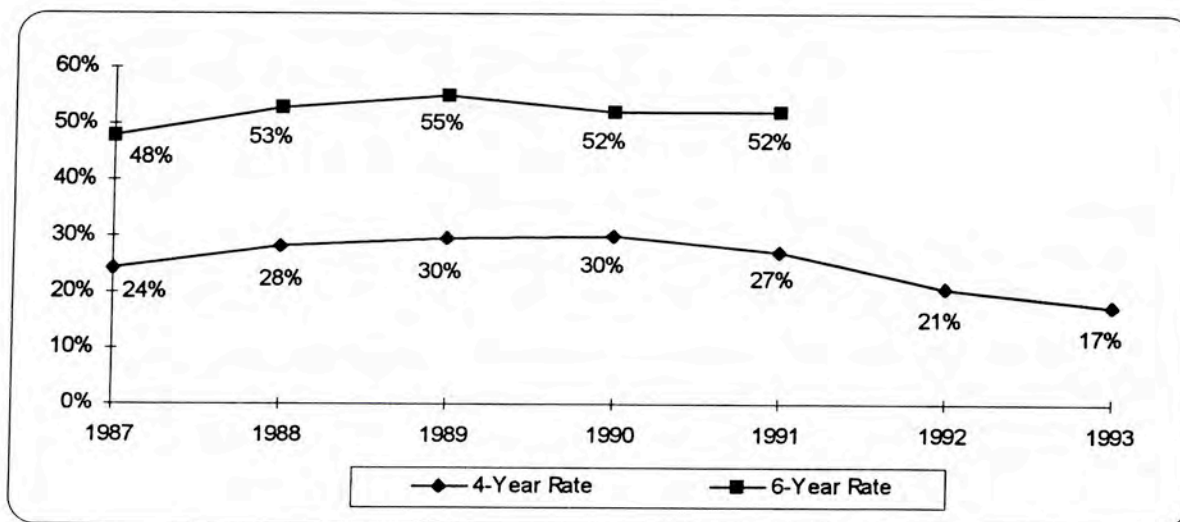
Source: Office of Institutional Research and Assessment

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

## Freshman-Sophomore Retention Rates



## 4- and 6-Year Graduation Rates



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

Source: Office of Institutional Research and Assessment

## A New Look at Graduation Rates

The table on the following page presents an alternative look at graduation rates based on recommendations from the Joint Commission on Accountability Reporting (JCAR) of the American Association of State Colleges and Universities. When computing traditional graduation rates, colleges normally include only students who began at the institution as full-time freshmen. As the members of JCAR point out, however, this practice ignores several realities of student life. For example, part-time students comprise an ever-increasing proportion of all college students, and many students who begin as full-time students change their status during their educational careers.

JCAR recommends including all first-time freshmen in the computation of graduation rates, after these students have been classified according to the average number of credits they carried during their time of matriculation. JCAR proposes three categories of students:

- Catalog-load students are those who, on average, attempt a course load per term that leads to graduation within four years. At Bridgewater, this would be an average of 15 or more credits per semester.
- Extended-load students are those who, on average, attempt a course load per term that is not enough to lead to graduation within four years but is sufficient to graduate within six years. At Bridgewater, this would be fewer than 15 but at least 10 credits per semester.
- Partial-load students are those whose average course load is not enough to lead to graduation within six years. At Bridgewater, this would be an average course load of fewer than 10 credits per semester.

The table on the following page shows the graduation rates, by category of student, for four cohorts (1990-1993). The table also reports the number of students in each cohort and the proportion that falls into each of the three categories. There are several interesting results to note:

- The cohorts increase in size over time. There is a 16% increase between the 1990 and 1993 cohorts.
- The proportion of catalog-load students in the cohorts declines over time. In 1990, more than 60% of the cohort averaged 15 or more credits per term; by 1993, this figure had fallen to 44%.
- While the four-year graduation rates among all first-time freshmen are low, between 40 and 50 percent of the catalog-load students have earned their baccalaureate degree within that time. The six-year graduation rates for catalog-load students are quite high - 63% for the 1990 cohort and 75% for the 1991 cohort.
- The six-year graduation rates for extended-load students (33% for 1990 cohort and 28% for the 1991 cohort) are lower than the four-year rates among catalog-load students. This suggests, perhaps, that extended-load students are more vulnerable to transfer, stopping out or dropping out.

Source: Office of Institutional Research and Assessment

## Graduation Rates for 1990, 1991, 1992, and 1993 Cohorts

	Cohort Size	Portion of Total Cohort	Cumulative Graduation Rate after			
			4 years	5 years	6 years	7 years
<b>1990 Cohort</b>						
Catalog-Load Students	568	62%	46%	61%	63%	64%
Extended-Load Students	282	31%	0%	24%	33%	36%
Partial-Load Students	68	7%	0%	0%	1%	1%
<b>Total First-Time Freshmen</b>	<b>918</b>	<b>100%</b>	<b>29%</b>	<b>45%</b>	<b>49%</b>	<b>51%</b>
<b>1991 Cohort</b>						
Catalog-Load Students	506	51%	49%	73%	75%	
Extended-Load Students	422	42%	0%	21%	28%	
Partial-Load Students	72	7%	0%	0%	6%	
<b>Total First-Time Freshmen</b>	<b>1000</b>	<b>100%</b>	<b>25%</b>	<b>45%</b>	<b>51%</b>	
<b>1992 Cohort</b>						
Catalog-Load Students	481	49%	41%	69%		
Extended-Load Students	423	43%	0%	19%		
Partial-Load Students	84	9%	0%	0%		
<b>Total First-Time Freshmen</b>	<b>988</b>	<b>100%</b>	<b>20%</b>	<b>42%</b>		
<b>1993 Cohort</b>						
Catalog-Load Students	468	44%	39%			
Extended-Load Students	498	47%	0			
Partial-Load Students	98	9%	0			
<b>Total First-Time Freshmen</b>	<b>1064</b>	<b>100%</b>	<b>17%</b>			

Source: Office of Institutional Research and Assessment

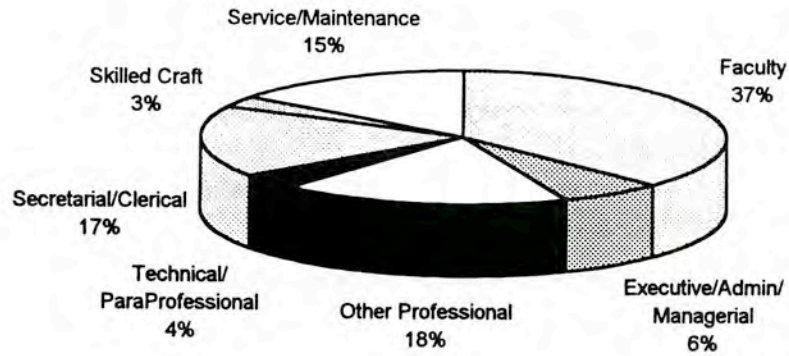
# Faculty and Staff Data



Office of Institutional Research and  
Assessment

# Full-Time Employees Fall 1997

**Distribution of Full-time Employees**



	Men	Women	% Women	Minority	White	% Minority	Total
<b>Faculty</b>	153	109	42%	24	238	9%	262
<b>Executive/Admin/Managerial</b>	21	24	53%	4	41	9%	45
<b>Other Professional</b>	42	84	67%	12	114	10%	126
<b>Technical/ParaProfessional</b>	7	19	73%	1	25	4%	26
<b>Secretarial/Clerical</b>	2	118	98%	3	117	3%	120
<b>Skilled Craft</b>	20	1	5%	0	21	0%	21
<b>Service/Maintenance</b>	69	36	34%	19	86	18%	105
<b>Total</b>	<b>314</b>	<b>391</b>	<b>55%</b>	<b>63</b>	<b>642</b>	<b>9%</b>	<b>705</b>

Source: Office of Human Resources

# Full-Time Faculty Fall 1997

**Full-Time Faculty by Tenure Status and Gender**

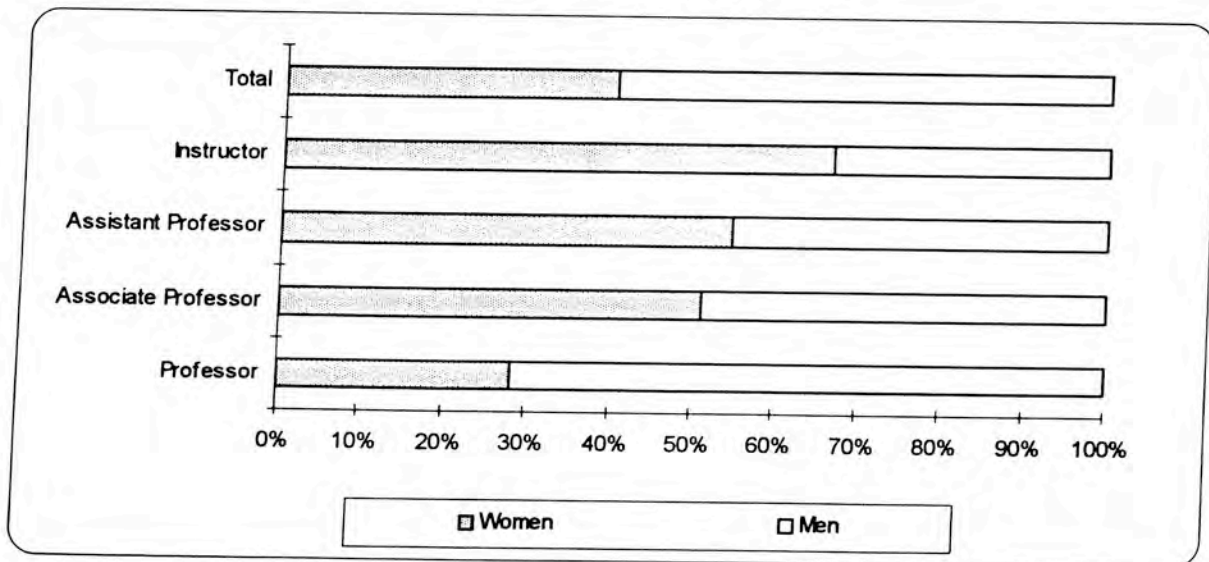
	Tenure-Track		Not on Tenure Track	Percent Tenured *
	Tenured	Non-Tenured		
<b>Men</b>	125	23	5	84%
<b>Women</b>	64	35	10	65%
<b>Total</b>	<b>189</b>	<b>58</b>	<b>15</b>	<b>77%</b>

\*Of tenure-track faculty

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

	Men	Women	Total
<b>Professor</b>	94	37	131
<b>Associate Professor</b>	23	24	47
<b>Assistant Professor</b>	30	36	66
<b>Instructor</b>	1	2	3
<b>Total</b>	<b>148</b>	<b>99</b>	<b>247</b>

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



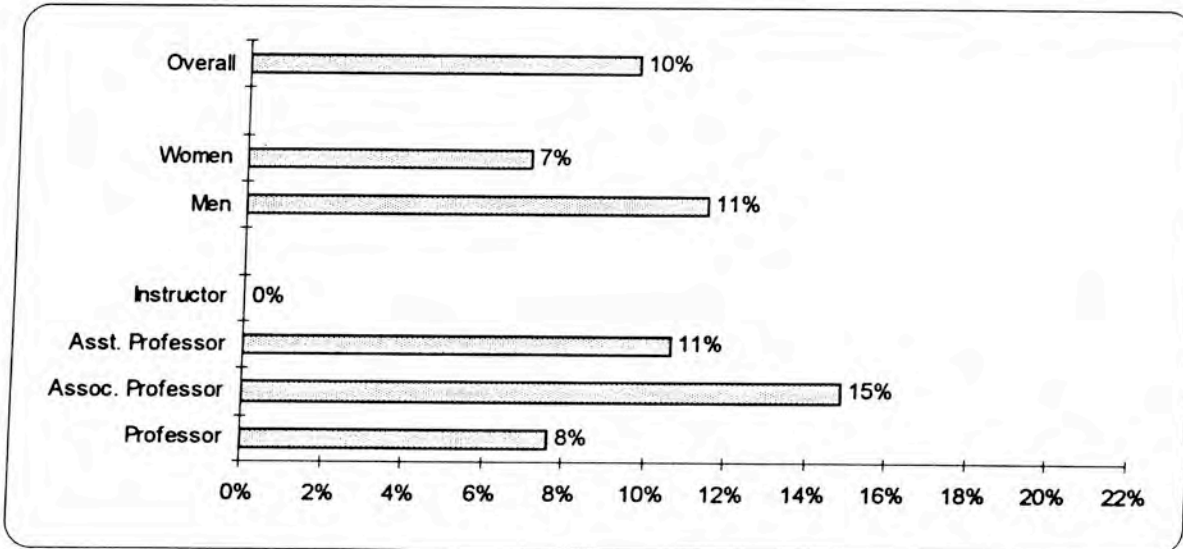
Source: Office of Institutional Research and Assessment

# Full-Time Faculty by Race Fall 1997

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

	Black	Asian	Hispanic	White	Total
Professor	4	6	0	121	131
Associate Professor	3	3	1	40	47
Assistant Professor	1	4	2	59	66
Instructor	0	0	0	3	3
Men	6	10	1	131	148
Women	2	3	2	92	99
<b>Total</b>	<b>8</b>	<b>13</b>	<b>3</b>	<b>223</b>	<b>247</b>

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



Source: Office of Institutional Research and Assessment

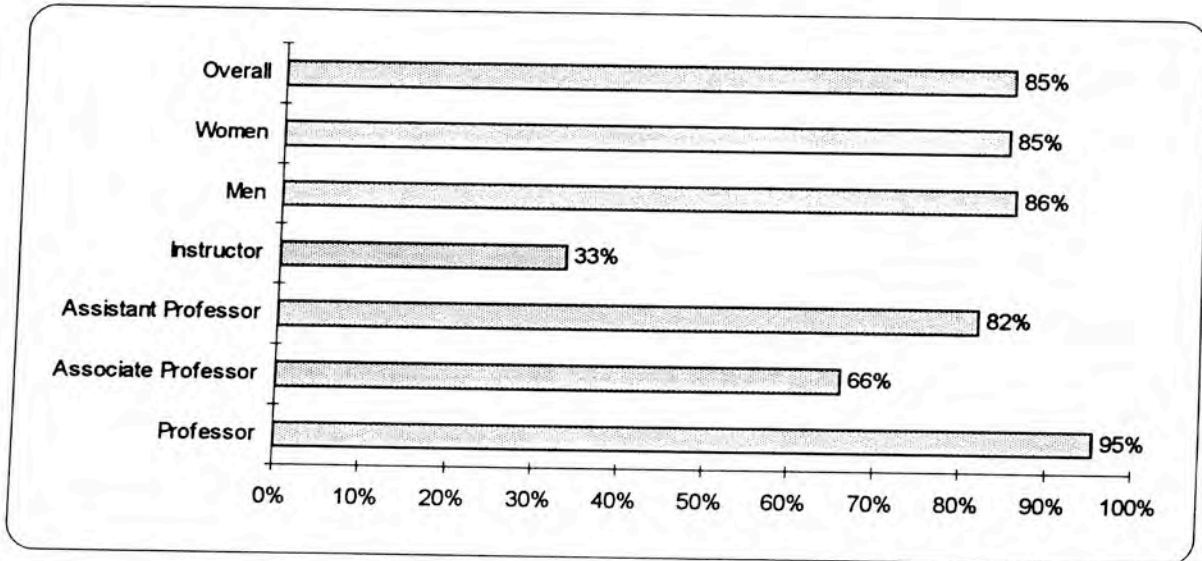


# Full-Time Faculty with Terminal Degrees Fall 1997

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

	Total	With Terminal Degree
<b>Professor</b>	131	125
<b>Associate Professor</b>	47	31
<b>Assistant Professor</b>	66	54
<b>Instructor</b>	3	1
<b>Men</b>	148	127
<b>Women</b>	99	84
<b>Total</b>	<b>247</b>	<b>211</b>

**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 1997

	By percentage minority:	By percentage female:	By percentage tenured: **
Economics	40.0%	Social Work	83.3%
Social Work	33.3%	Burnell School	72.2%
Sociology & Anthropology	30.0%	Foreign Language	71.4%
Chemistry	20.0%	Spec. Ed. & Comm. Disorders	62.5%
Earth Sciences & Geography	20.0%	Elementary Education	60.0%
Math & Computer Science	19.0%	Sec. Ed. & Prof. Programs	58.3%
Music	16.7%	English	50.0%
Foreign Language	14.3%	Music	50.0%
Political Science	12.5%	Speech Communications	42.9%
Art	11.1%	<b>Collegewide</b>	<b>41.6%</b>
Biology	10.0%	Chemistry	40.0%
<b>Collegewide</b>	<b>9.2%</b>	Management Science	40.0%
Psychology	8.3%	Movement Arts...	40.0%
Sec. Ed. & Prof. Programs	8.3%	Sociology & Anthropology	40.0%
History	7.7%	Psychology	38.5%
Movement Arts...	5.0%	Accounting and Finance	33.3%
English	4.2%	Art	33.3%
Accounting and Finance	0.0%	Aviation Science	33.3%
Aviation Science	0.0%	History	30.8%
Burnell School	0.0%	Physics	25.0%
Elementary Education	0.0%	Political Science	25.0%
Management Science	0.0%	Biology	20.0%
Philosophy	0.0%	Economics	20.0%
Physics	0.0%	Philosophy	20.0%
Spec. Ed. & Comm. Disorders	0.0%	Math & Computer Science	20.0%
Speech Communications	0.0%	Earth Sciences & Geography	14.3%
		Aviation Science	10.0%

\*\* Percentages based on tenure-track faculty

Source: Office of Institutional Research and Assessment



# Departmental Rank Orderings by Selected Faculty Characteristics Fall 1997

By average age:		By percentage at least 60 years of age:		By percentage at least 50 years of age:	
Biology	56.2	Biology	50.0%	Philosophy	100.0%
Music	55.6	Physics	50.0%	Art	88.9%
Elementary Education	55.1	Chemistry	40.0%	Sociology & Anthropology	80.0%
Art	54.5	Accounting and Finance	33.3%	English	70.8%
Physics	54.5	Music	33.3%	Biology	70.0%
Accounting and Finance	54.3	Management Science	30.0%	Management Science	70.0%
Management Science	54.2	Sociology & Anthropology	30.0%	Aviation Science	66.7%
Philosophy	54.1	Psychology	23.1%	Elementary Education	66.7%
Sec. Ed. & Prof. Programs	53.6	Elementary Education	20.0%	Music	66.7%
Sociology & Anthropology	53.6	Math & Computer Science	19.0%	Sec. Ed. & Prof. Programs	66.7%
English	52.9	<b>Collegewide</b>	<b>17.6%</b>	Spec. Ed. & Comm. Disorders	62.5%
Math & Computer Science	52.2	Sec. Ed. & Prof. Programs	16.7%	Math & Computer Science	61.9%
Psychology	52.1	Social Work	16.7%	Psychology	61.5%
Chemistry	51.6	History	15.4%	Chemistry	60.0%
Spec. Ed. & Comm. Disorders	51.5	Movement Arts...	15.0%	Movement Arts...	60.0%
<b>Collegewide</b>	<b>51.3</b>	Foreign Language	14.3%	<b>Collegewide</b>	<b>59.2%</b>
Movement Arts...	51.1	Political Science	12.5%	Foreign Language	57.1%
Foreign Language	50.5	Spec. Ed. & Comm. Disorders	12.5%	History	53.8%
Speech Communications	50.1	Art	11.1%	Physics	50.0%
Earth Sciences & Geography	48.9	Earth Sciences & Geography	10.0%	Social Work	50.0%
Social Work	48.8	English	8.3%	Speech Communications	50.0%
Economics	48.0	Speech Communications	7.1%	Earth Sciences & Geography	40.0%
History	47.9	Burnell School	5.6%	Economics	40.0%
Aviation Science	47.6	Aviation Science	0.0%	Political Science	37.5%
Political Science	47.1	Economics	0.0%	Accounting and Finance	33.3%
Burnell School	41.4	Philosophy	0.0%	Burnell School	22.2%

Source: Office of Institutional Research and Assessment

## Full-Time, Tenure-track Faculty: Comparisons among Schools Fall 1997

	Arts & Sciences	Education & Allied Studies	Management & Aviation Science
<b>Percentage tenured</b>	80%	69%	75%
<b>Rank</b>			
Professor	58%	37%	69%
Associate Professor	18%	25%	13%
Assistant Professor	24%	35%	19%
Instructor	1%	3%	0%
<b>Percentage female</b>	34%	55%	38%
<b>Percentage minority</b>	13%	3%	0%
<b>Age</b>			
50 or older	64%	60%	65%
60 or older	19%	15%	29%
<b>Average Age</b>	52	52	54
<b>Percentage with terminal degree*</b>	86%	87%	100%
<b>Average years at BSC</b>	19	15	10

\* Figure for School of Education excludes Burnell School faculty.

Source: Office of Institutional Research and Assessment

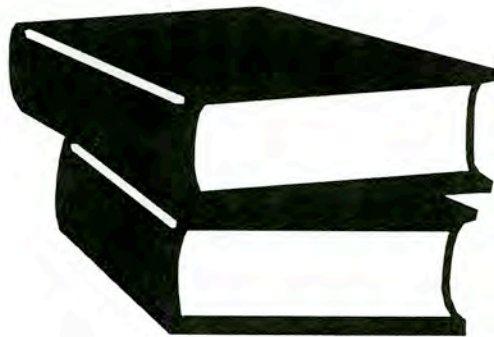
# Student/Faculty Ratios Fall 1997

Department	Full-time Faculty		Faculty FTE		Total	Student FTE		Total	Student/Faculty Ratio
	Faculty	Part-Time	Full-Time	Part-Time		Undergrad	Graduate		
Art	9	8.7	5.5	14.2	235.8	4.3	240.1	16.9	
Biology	10	9.2	1.8	11.0	193.1	4.8	197.9	18.0	
Chemistry	5	4.8	0.7	5.5	78.5	3.0	81.5	14.8	
Earth Sciences & Geography	10	9.4	2.6	12.0	239.7	0.8	240.5	20.0	
Economics	5	4.4	1.0	5.4	97.6	0.5	98.1	18.2	
English	24	22.4	8.0	30.4	543.8	15.8	559.6	18.4	
Foreign Language	7	6.8	6.6	13.4	295.8	2.5	298.3	22.3	
History	13	12.4	3.8	16.2	428.4	11.0	439.4	27.1	
Math & Computer Science	21	18.5	7.9	26.4	596.1	17.9	614.0	23.3	
Music	6	5.8	5.6	11.4	188.3	1.5	189.8	16.6	
Philosophy	5	4.8	0.6	5.4	133.8	0.0	133.8	24.8	
Physics	4	3.8	0.0	3.8	53.5	1.2	54.7	14.4	
Political Science	8	6.1	2.8	8.9	111.0	7.8	118.8	13.3	
Psychology	13	12.6	5.3	17.9	530.5	30.8	561.3	31.4	
Social Work	6	5.4	1.3	6.7	90.7	0.7	91.4	13.6	
Sociology & Anthropology	10	8.8	6.4	15.2	392.3	3.0	395.3	26.0	
Speech Communications	14	12.8	7.4	20.2	298.7	3.6	302.3	15.0	
<b>Total - School of Arts and Sciences</b>	<b>170</b>	<b>156.7</b>	<b>67.3</b>	<b>224.0</b>	<b>4507.6</b>	<b>109.2</b>	<b>4616.8</b>	<b>20.6</b>	
Elem & Early Childhood Education	15	14.2	3.5	17.7	184.9	132.0	316.9	17.9	
Movement Arts,...	20	18.8	5.2	24.0	379.2	43.3	422.5	17.6	
Sec. Ed. & Professional Programs	12	11.3	8.4	19.7	122.1	290.6	412.7	20.9	
Special Education & Comm. Disorders	8	6.4	4.0	10.4	122.8	84.0	206.8	19.9	
<b>Total - School of Education</b>	<b>55</b>	<b>50.7</b>	<b>21.1</b>	<b>71.8</b>	<b>809.0</b>	<b>549.9</b>	<b>1358.9</b>	<b>18.9</b>	
Accounting and Finance	6	5.4	4.0	9.4	206.4	1.8	208.2	22.1	
Aviation Science	3	2.8	0.8	3.6	49.4	0.0	49.4	13.7	
Management Science	10	9.6	3.8	13.4	225.7	1.8	227.5	17.0	
<b>Total - School of Management</b>	<b>19</b>	<b>17.8</b>	<b>8.6</b>	<b>26.4</b>	<b>481.5</b>	<b>3.6</b>	<b>485.1</b>	<b>18.4</b>	
<b>Total - Bridgewater State College</b>	<b>244 **</b>	<b>225.2</b>	<b>97.0</b>	<b>322.2</b>	<b>5798.1</b>	<b>662.7</b>	<b>6460.8</b>	<b>20.1</b>	

\*\* Total does not include 18 faculty members at the Burnell School.

Source: Office of Institutional Research and Assessment

# Library Data



Office of Institutional Research and  
Assessment

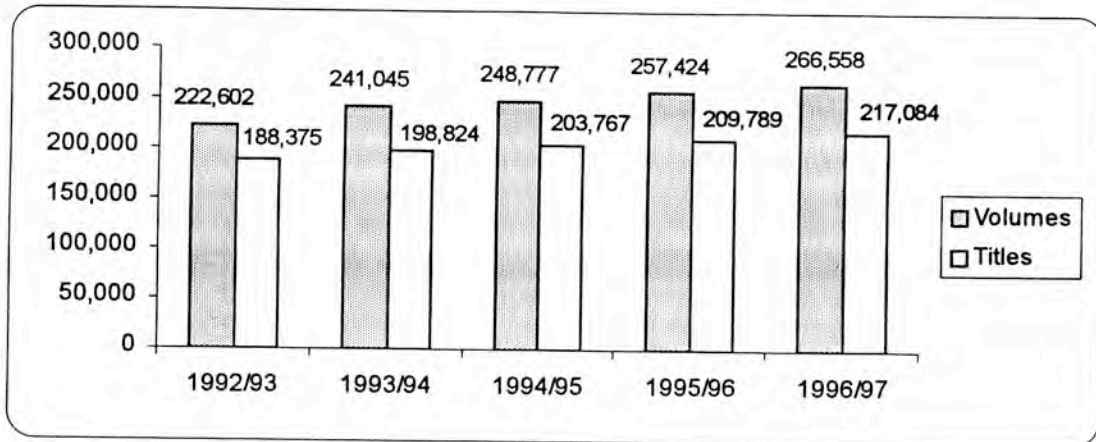
## Size of the Physical Collection 1996/97

	Titles	Volumes
<b>General Collection</b>	<b>171,109</b>	<b>198,600</b>
Reference	12,574	23,026
<b>Electronic</b>	<b>66</b>	<b>n/a</b>
Audio (MS)	2,362	6,138
<b>Curriculum Library</b>	<b>22,387</b>	<b>30,582</b>
General	2,423	2,607
Reference	496	1,051
Child Fiction	3,849	4,232
Child Nonfiction	6,947	7,444
Child/Young Adult Fiction	1,794	1,896
Young Adult Nonfiction	3,056	3,128
Picture	798	894
Textbooks	1,586	7,830
Instructional Aids	184	195
Software	16	17
Curriculum Guides	1,238	1,288
<b>Special Collections/Archives</b>	<b>3,551</b>	<b>4,557</b>
General	162	249
Archives	5	5
Children	1,487	1,545
Dickens	253	259
Textbooks	145	146
Lincoln	1,311	2,124
Taris Science	65	106
Roosevelt	123	123
<b>Government Documents</b>	<b>2,385</b>	<b>3,655</b>
Periodicals	2,650	n/a
<b>TOTAL</b>	<b>217,084</b>	<b>266,558</b>

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



## Number of Volumes and Titles 1992/93-1996/97



## Electronic Resources 1994/95-1997/98

BSC continues its investment in electronic bibliographic resources. The apparent decline in the number of titles and the amount expended on these resources between 1996/97 and 1997/98 is due primarily to the replacement of one electronic resource (UMI's Periodical Abstracts Research II) with an alternative that is both more cost-effective and more responsive to the research needs of BSC students and faculty (Ebsco's Academic Search Full-Text Elite).

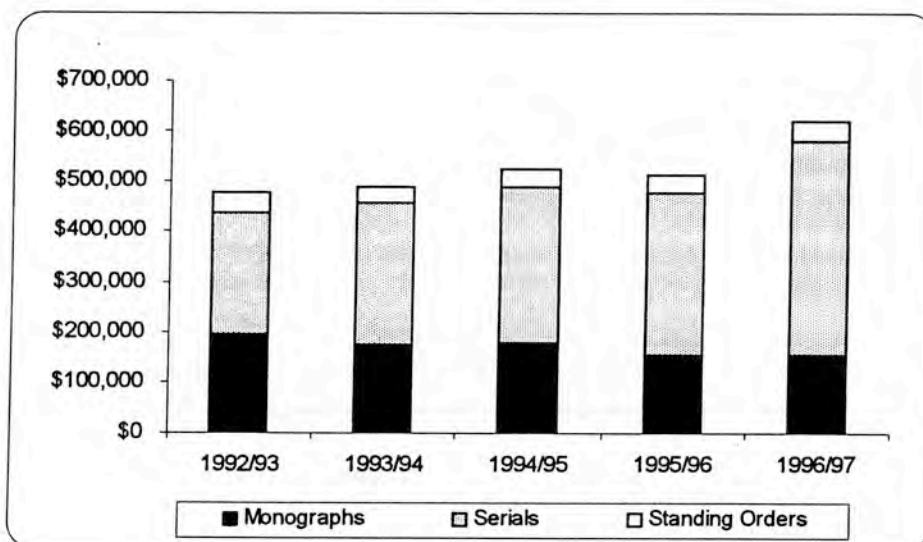
Year	# Electr. Full-Text Titles	# Print-Based Titles	Cost of Electr. Full-Text Titles	Cost per Electr. Full-Text Title
1994/95	33	1490	\$43,849	\$1,329
1995/96	608	1644	\$82,897	\$136
1996/97	1958	1570	\$119,750	\$61
1997/98	1535	1555	\$86,116	\$56

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

## Total Expenditures: Monographs and Serials 1992/93-1996/97

From 1992/93 to 1996/97, total spending on library materials increased by 30%. During this time, spending on standing orders remained approximately the same, expenditures on monographs declined by 20%, and serial expenditures increased by 73%.

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
1996/97	\$155,896	\$426,173	\$38,157	\$620,226

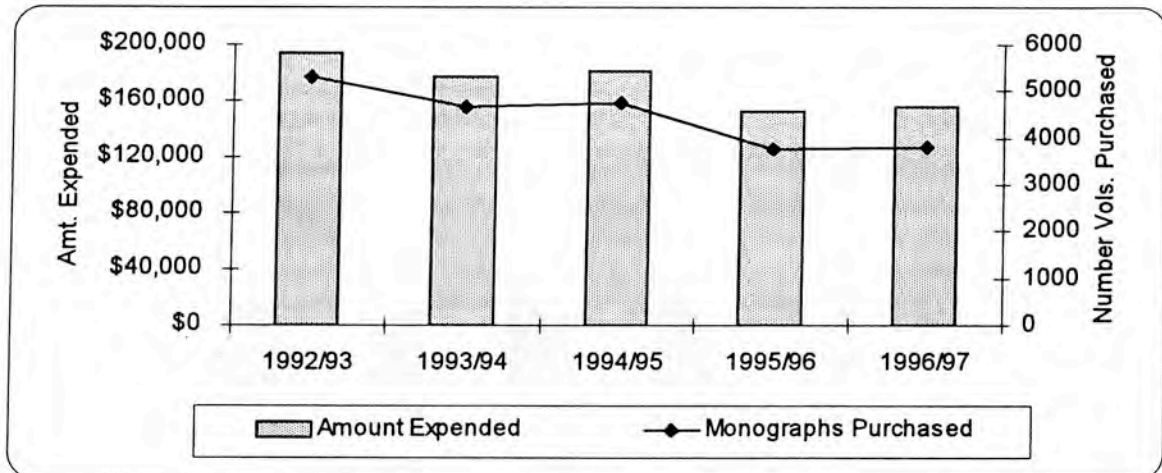


Source: The Clement C. Maxwell Library Annual Reports  
Office of Institutional Research and Assessment

## Monograph Expenditures 1992/93-1996/97

Nationally, the cost of monographs has increased over time, limiting the number of monographs that could be purchased by Maxwell Library. From 1992/93 to 1996/97 the average cost per monograph at Maxwell Library increased by almost 13%.

Year	Amount Expended	Monographs Purchased	Avg. Cost per Monograph
1992/93	\$193,715	5,331	\$36
1993/94	\$176,626	4,663	\$38
1994/95	\$180,780	4,757	\$38
1995/96	\$153,200	3,759	\$41
1996/97	\$155,896	3,806	\$41



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

## Monographic Expenditures by Department/Collection 1992/93-1996/97

	1992/93	1993/94	1994/95	1995/96	1996/97
<b>Collections</b>	<b>\$61,666</b>	<b>\$58,722</b>	<b>\$65,565</b>	<b>\$74,030</b>	<b>\$62,405</b>
Children & Young Adult	\$2,638	\$3,130	\$3,237	\$2,604	\$2,852
Curriculum Library	\$14,947	\$16,867	\$16,335	\$16,356	\$15,081
General	\$730	\$1,336	\$1,149	\$594	\$726
Reference	\$39,945	\$35,464	\$40,188	\$51,544	\$41,723
Software	\$3,220	\$1,477	\$4,366	\$1,500	\$1,500
Special Collections	\$186	\$448	\$290	\$1,432	\$523
<b>Academic Departments/Areas</b>	<b>\$132,049</b>	<b>\$117,904</b>	<b>\$115,215</b>	<b>\$79,170</b>	<b>\$93,491</b>
Anthropology	\$2,245	\$2,117	\$2,600	\$1,544	\$2,161
Art	\$8,017	\$7,274	\$6,694	\$4,118	\$3,381
Aviation Science	\$516	\$168	\$291	\$192	\$574
Biology	\$4,089	\$5,056	\$5,380	\$3,506	\$1,676
Chemistry	\$2,062	\$1,179	\$1,155	\$243	\$812
Communications Studies	\$1,272	\$2,147	\$4,087	\$2,711	\$4,977
Earth Sciences & Geography	\$4,793	\$4,588	\$4,175	\$926	\$1,530
Economics	\$7,327	\$2,129	\$4,560	\$2,667	\$4,531
Education	\$26,698	\$16,456	\$10,237	\$9,224	\$8,902
English	\$6,795	\$9,057	\$14,079	\$9,327	\$6,622
Foreign Languages	\$4,590	\$5,328	\$2,708	\$1,083	\$3,286
Movement Arts	\$5,404	\$4,276	\$4,056	\$3,942	\$5,915
History	\$13,751	\$13,711	\$12,028	\$12,370	\$15,716
Management Science	\$3,713	\$2,588	\$4,481	\$2,630	\$2,583
Math & Computer Science	\$7,504	\$3,796	\$4,212	\$2,976	\$4,933
Media & Librarianship	n/a	\$4,192	\$2,702	\$777	\$1,076
Music	\$7,016	\$5,477	\$4,126	\$4,128	\$3,644
Philosophy	\$5,696	\$5,593	\$5,835	\$3,011	\$4,186
Physics	\$1,821	\$1,850	\$1,730	\$1,137	\$1,447
Political Science	\$8,068	\$6,538	\$6,255	\$4,271	\$5,801
Psychology	\$2,525	\$4,413	\$3,220	\$1,302	\$2,141
Social Work	\$1,550	\$1,668	\$2,248	\$967	\$735
Sociology	\$6,597	\$8,303	\$8,356	\$6,118	\$6,862
<b>Total -- Collections &amp; Academic</b>	<b>\$193,715</b>	<b>\$176,626</b>	<b>\$180,780</b>	<b>\$153,200</b>	<b>\$155,896</b>

\*\* Excludes periodicals and standing orders

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

## Serial Expenditures by Department/Collection 1997/98

Subject Area	Number of		Avg. Price/ Title	% of Total	
	Titles	Cost		Cost	Titles
Newspapers	36	\$30,599	\$850	8.79%	2.32%
General	57	\$13,097	\$230	3.76%	3.67%
Electronic Full Text Resources*	6	\$35,401	\$5,900	10.17%	0.39%
Anthropology	24	\$2,531	\$105	0.73%	1.54%
Art	28	\$1,825	\$65	0.52%	1.80%
Aviation Science	21	\$3,837	\$183	1.10%	1.35%
Biological Sciences	91	\$52,928	\$582	15.21%	5.85%
Bumell School	20	\$1,079	\$54	0.31%	1.29%
Chemical Sciences	18	\$18,082	\$1,005	5.20%	1.16%
Comm. Studies & Theater Arts	47	\$4,485	\$95	1.29%	3.02%
Curriculum Library	28	\$5,062	\$181	1.45%	1.80%
Earth Sciences & Geography	54	\$15,937	\$295	4.58%	3.47%
Economics	40	\$6,432	\$161	1.85%	2.57%
Education	147	\$14,348	\$98	4.12%	9.45%
English	133	\$9,459	\$71	2.72%	8.55%
Foreign Languages	29	\$3,317	\$114	0.95%	1.86%
History	101	\$10,530	\$104	3.03%	6.50%
Library/Media	101	\$8,912	\$88	2.56%	6.50%
Management	72	\$19,899	\$276	5.72%	4.63%
Math & Computer Science	35	\$8,170	\$233	2.35%	2.25%
Movement Arts,...	98	\$11,210	\$114	3.22%	6.30%
Music	32	\$1,884	\$59	0.54%	2.06%
Philosophy	53	\$5,780	\$109	1.66%	3.41%
Physics	7	\$3,704	\$529	1.06%	0.45%
Political Science	87	\$10,428	\$120	3.00%	5.59%
Psychology	67	\$22,190	\$331	6.38%	4.31%
Public Administration	30	\$6,962	\$232	2.00%	1.93%
Social Work	31	\$7,742	\$250	2.22%	1.99%
Sociology	62	\$12,195	\$197	3.50%	3.99%
<b>Totals</b>	<b>1555</b>	<b>\$348,027</b>	<b>\$224</b>		

Note: From 1996/97 to 1997/98 serial expenditures declined by more than \$78,000. This spending difference can be traced to four unique events in 1996/97: the replacement of a high-priced electronic resource with a less expensive resource that provides equivalent access, the cancellation of selected science titles, a one-time charter subscription incurred in 1996, and a change in vendor service.

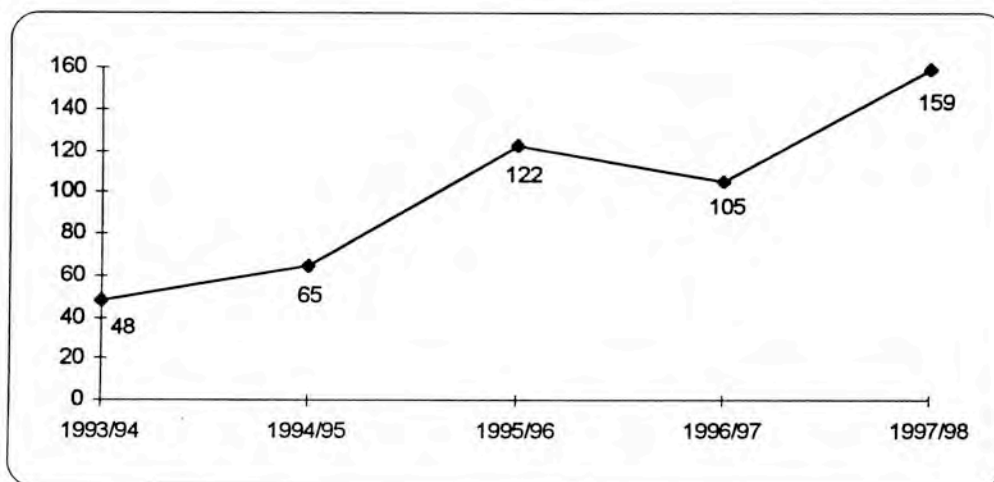
\* Electronic full text resources give access to multiple full-text titles.

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

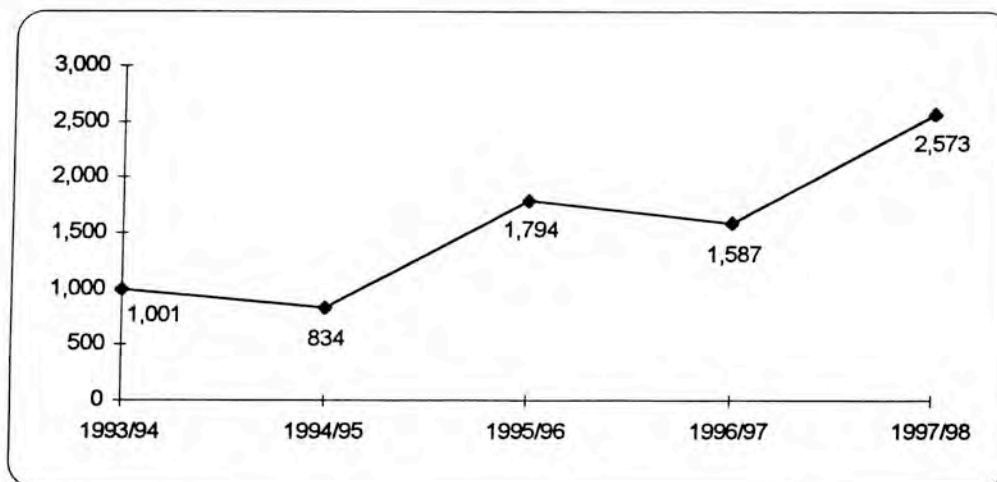
# Classroom-Integrated Library Instruction 1993/94-1997/98

"Library Instruction" sessions are offered as a component of many classes and are a measure of library use. Sessions are conducted by librarians and provide discipline-specific information about library research. During the past 5 years, the number of library instruction sessions has more than tripled, and the number of participants has more than doubled. This jump can be attributed to two factors: the installation of a new electronic classroom and increased electronic access to resources.

**Number of Sessions**

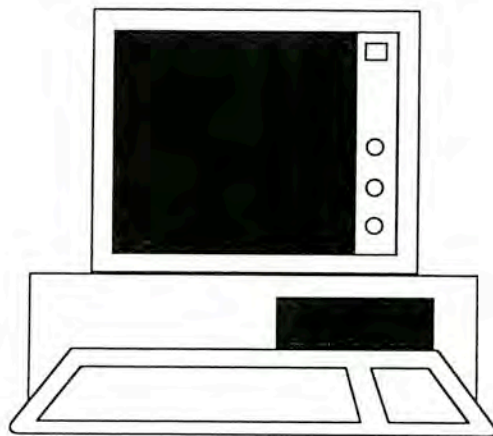


**Number of Attendees**



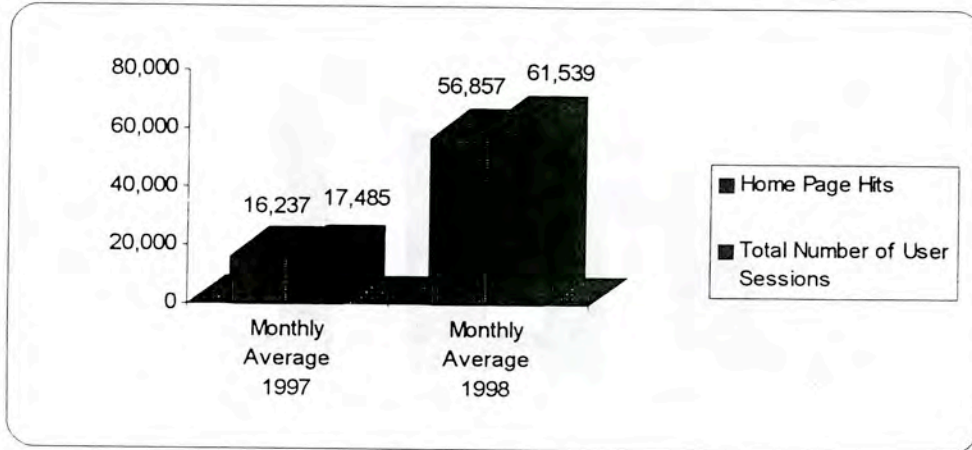
Source: The Clement C. Maxwell Library Annual Reports  
Office of Institutional Research and Assessment

# Information Technology

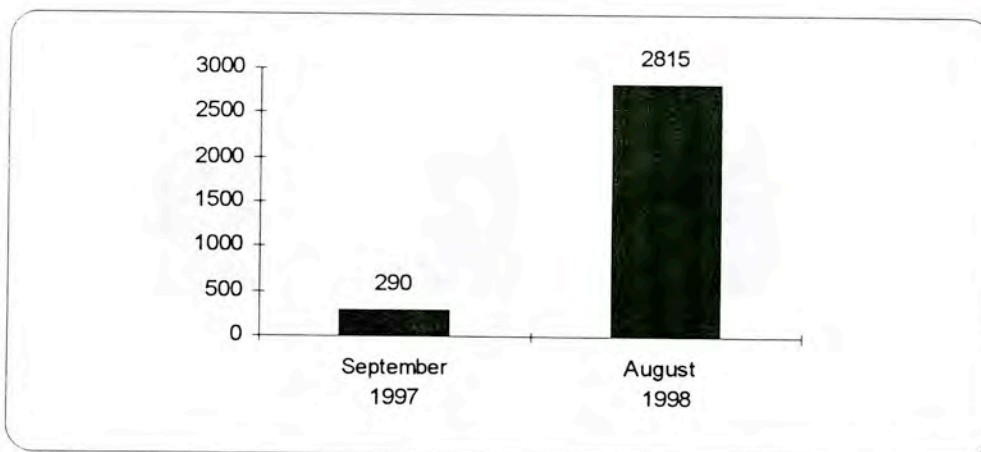


Office of Institutional Research and  
Assessment

## Web Activity 1997-1998



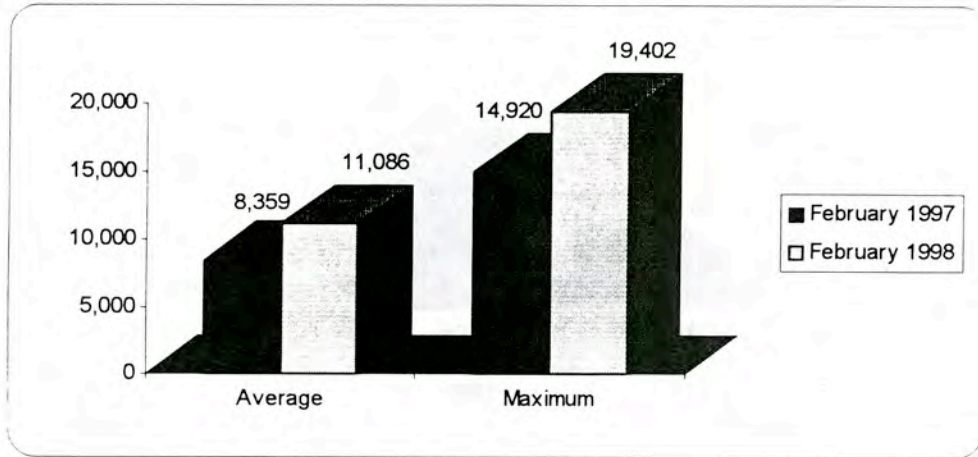
## InfoBear Utilization 1997-1998



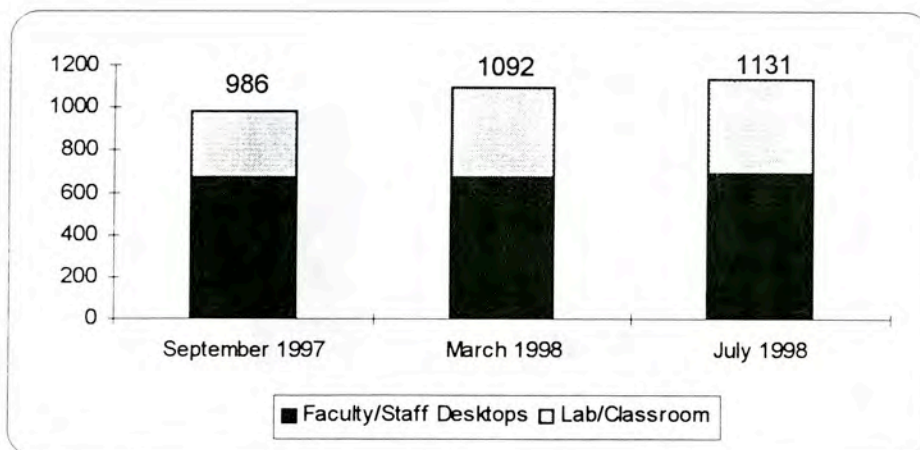
Source: Office of Institutional Research and Assessment



## Daily E-Mail Usage 1997-1998



## Access to Microcomputers 1997-1998



Source: Office of Institutional Research and Assessment

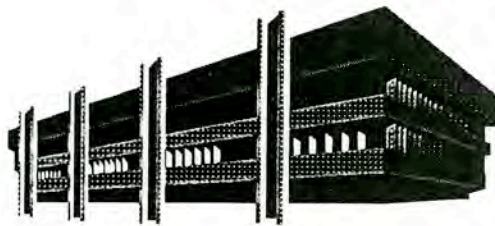
## America's 100 Most Wired Colleges How Does BSC Compare?

*Yahoo! Internet Life* conducted a survey to determine America's 100 Most Wired Colleges. Here's how Bridgewater State College fares on the items *Yahoo!* measured:

	% among 100 Most-Wired	BSC?
Students offered e-mail	100%	Y
Online library catalogs offered	100%	Y
Students offered web access	100%	Y
Student newspaper available online	88%	N
Students allowed to view transcripts online	66%	Y
Students allowed to register for courses online	64%	Y
Distance learning offered	31%	Y
Cyber Cafe located on campus	28%	N
Faculty offered internet training	8%	Y

Source: Office of Institutional Research and Assessment

# Facilities Data



Office of Institutional Research and  
Assessment

## Building Inventory Spring 1998

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
<b>Total</b>			<b>880,734</b>	<b>1,286,732</b>

NASF = Net Available Square Feet

GSF = Gross Square Feet

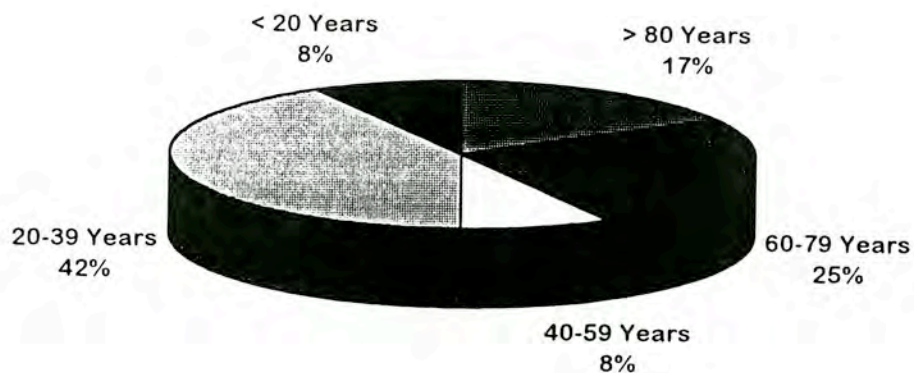
Source: Office of Facilities Planning and Management  
Office of Institutional Research and Assessment

## Major Buildings by Size Spring 1998

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 1998

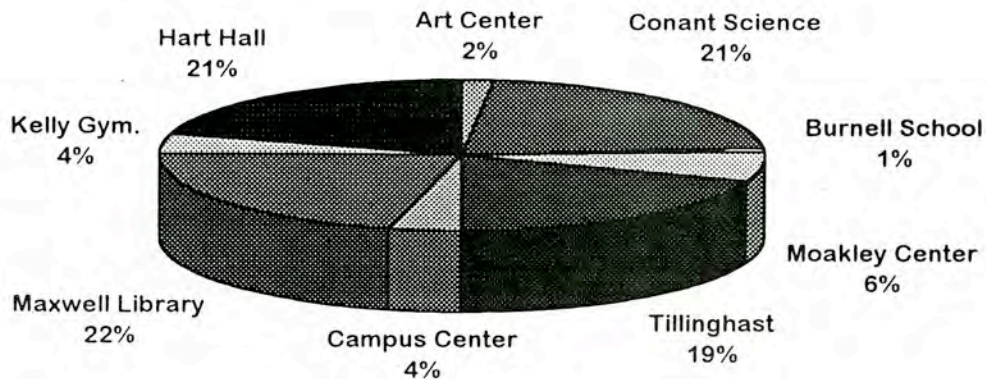


Median Building Age = 36.5 Years

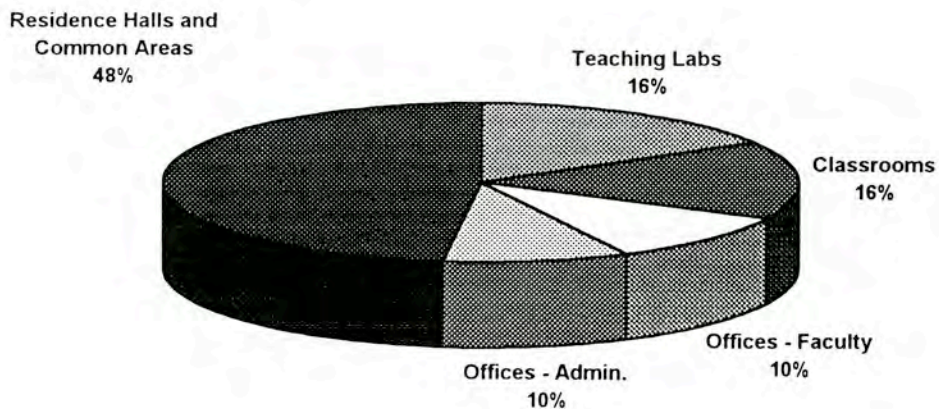
Source: Office of Facilities Planning and Management  
Office of Institutional Research and Assessment

## Distribution of Faculty Offices by Building Spring 1998

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 1998



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

## Principal Location of Offices and Area Occupied Spring 1998

Function	Principal Location	NSF
<b>Office of the President</b>	Boyden Hall	2,694
Affirmative Action and Minority Affairs	Boyden Hall/Harrington Hall	566
<b>Office of the CIO</b>	Boyden Hall	528
Information Services	Boyden Hall	4,720
Media Services	Maxwell Library	7,489
<b>Office of the Vice President - Academic Affairs</b>	Boyden Hall	975
Academic Advising	Maxwell Library	1,694
Graduate School/Continuing Education	Maxwell Library	2,196
Honors Center	Harrington Hall	830
Institutional Research	Boyden Hall	566
Library Services	Maxwell Library	2,190
Professional Education	Burnell School	100
Registrar	Boyden Hall	2,300
School of Arts and Sciences - Dean	Maxwell Library	595
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
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	1,230
Movement Arts, Health Promotion & Leisure Studies	Kelly Gymnasium	1,740
Teacher Certification	Burnell School	95
Special Education	Hart Hall	600
School of Management & Aviation Science - Dean	Harrington Hall	769
Aviation Science	Library/Science Building	1,239
Accounting & Finance	Maxwell Library	790
Management	Maxwell Library	1,190
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 1998

Function	Principal Location	NSF
<b>Office of the Vice President - Administration and Finance</b>		
Administrative Services	Boyden Hall	801
Bookstore	Boyden Hall	170
Budget Office/Accounts Payable	Campus Center	4,860*
Bursar/Accounts Receivable	Boyden Hall	925
Campus Supply	Boyden Hall	753
Copy Center	Conant Science	200
Facilities Planning and Construction	Tillinghast Hall	500
Physical Facilities	Boyden Hall	570
Office of the Controller	Harrington Hall	1,627
Human Resources/Payroll	Boyden Hall	580
BSC Post Office (Mailroom)	Boyden Hall	1,393
Student Employment	Tillinghast Hall	750
Business Operations/Purchasing	Boyden Hall	414
Ticket Office	Boyden Hall	1,464
<b>Office of the Vice President - Institutional Advancement</b>		
Admissions	Boyden Hall	396
Admissions	Gates House	3,800**
Alumni and Development	Davis Alumni Center	2,371
Community Services/Public Affairs	Harrington Hall	1,636
<b>Office of the Vice President - Student Affairs</b>		
Athletics	Boyden Hall	1,440
Campus Center Operations	Maxwell Library	1,399
Campus Police	Campus Center	1,639
Career Planning and Placement	Police Building	1,100
Counseling Center Operations	Campus Center	1,460
Day Care Center Office	Tillinghast Hall	1,200
Financial Aid	Burnell School	110
Health Services/Health Promotion	Tillinghast Hall	2,119
Housing	Tillinghast Hall	1,054
<b>Board of Trustees</b>	DiNardo Hall	1,380
	Boyden Hall	280

\* Third-party operations

\*\* Useable attic space included

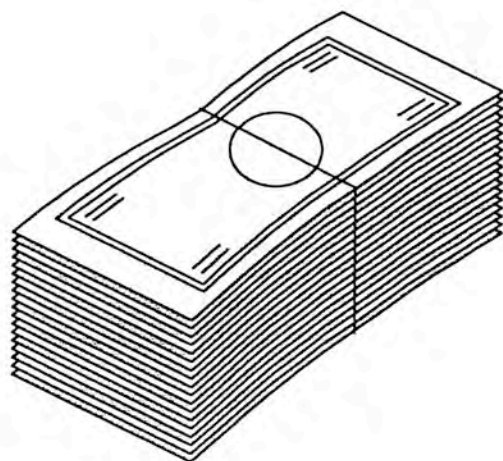
### Residence Halls--Spring 1998

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 and Assessment



# Financial Data



Office of Institutional Research and  
Assessment

# Unadjusted Revenues and Expenditures Fiscal Year 1998

## Current Fund Revenues Restricted and Unrestricted

	Fiscal Year 1997	% Total Revenues FY 1997
Local Tuition/Fees	\$19,829,744	23.8%
State Appropriations	\$34,536,590	41.5%
Government Grants and Contracts	\$18,662,776	22.4%
Private Grants & Gifts	\$579,394	0.7%
Auxiliary Enterprises	\$8,248,989	9.9%
Other	\$1,328,117	1.6%
<b>Total Revenues</b>	<b>\$83,185,610</b>	<b>100.0%</b>

## Current Fund Expenditures Restricted and Unrestricted

	Fiscal Year 1997	% Total Expenditures FY 1997
Instruction	\$24,334,065	29.6%
Academic Support	\$8,023,692	9.8%
Student Services	\$7,572,737	9.2%
Institutional Support	\$7,571,276	9.2%
Operation, Maintenance of Plant	\$7,580,987	9.2%
Scholarships & Fellowships	\$3,200,526	3.9%
Public Service	\$296,495	0.4%
Agency**	\$15,683,128	19.1%
Auxiliary Enterprises	\$7,869,872	9.6%
<b>Total Expenditures</b>	<b>\$82,132,778</b>	<b>100.0%</b>

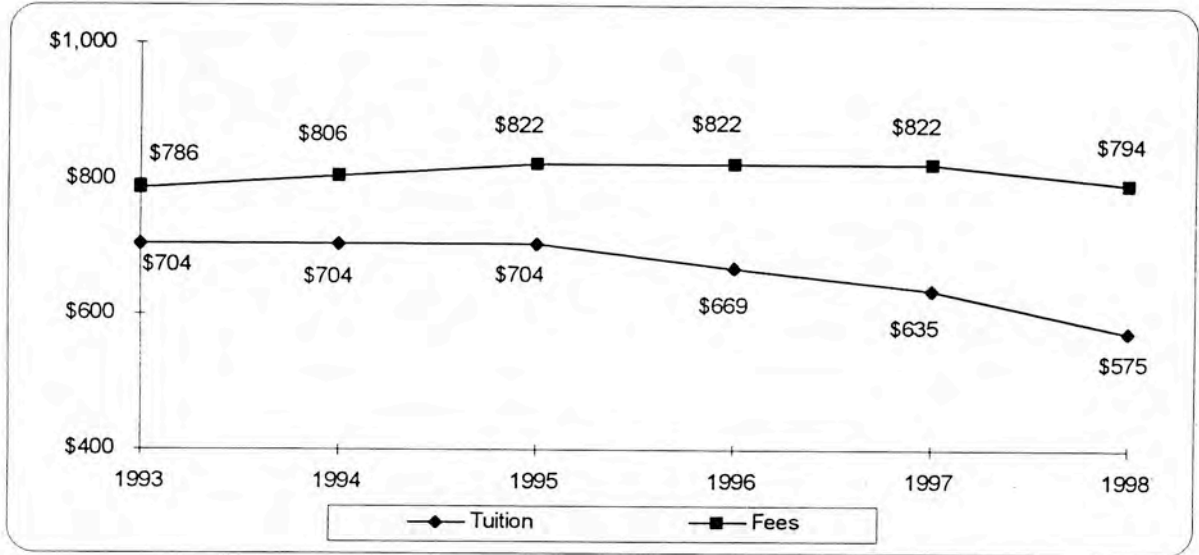
Note: Fiscal 1998 data as of 8/98.

\*\* Includes \$15,487,995 "pass through" student financial assistance, of which \$13,032,873 represents loans from the federal Direct Lending Program. These funds were previously classified as scholarships and fellowships.

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

# Full-Time Undergraduate Tuition & Fees Per Term Fall 1993 - Fall 1998

From 1997 to 1998, tuition costs decreased by over 9%, while fees decreased by approximately 3%.



Note: Figures based upon 12 credit hour load.

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

## Financial Aid Program Profile Academic Years 1996-97, 1997-98

	1996-1997			1997-1998				
	# of Students	# Dollars	\$\$ Per Student	% Total \$\$	# of Students	# Dollars	\$\$ Per Student	% Total \$\$
<b>Need-based</b>								
Scholarships & Grants	2,467	\$4,625,572	\$1,875	33.3%	2,391	\$4,817,275	\$2,015	35.0%
Loans	2,865	\$8,767,716	\$3,060	63.1%	2,856	\$8,456,538	\$2,961	61.4%
Work	507	\$491,725	\$970	3.5%	451	\$509,038	\$1,129	3.7%
Total *	3,266	\$13,885,013	\$4,251	100.0%	3,240	\$13,782,851	\$4,254	100.0%
<b>Non-need based</b>								
Scholarships & Grants **	43	\$53,354	\$1,241	0.9%	43	\$81,104	\$1,886	1.5%
Loans	1,849	\$5,679,514	\$3,072	99.1%	1,881	\$5,335,069	\$2,836	98.5%
Total *	1,877	\$5,732,868	\$3,054	100.0%	1,917	\$5,416,173	\$2,825	100.0%
<b>Total Aid</b>								
Scholarships & Grants	2,491	\$4,678,926	\$1,878	23.9%	2,420	\$4,898,379	\$2,024	25.5%
Loans	3,611	\$14,447,230	\$4,001	73.6%	3,678	\$13,791,607	\$3,750	71.8%
Work	507	\$491,725	\$970	2.5%	451	\$509,038	\$1,129	2.7%
Total *	4,151	\$19,617,881	\$4,726	100.0%	4,060	\$19,199,024	\$4,729	100.0%

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

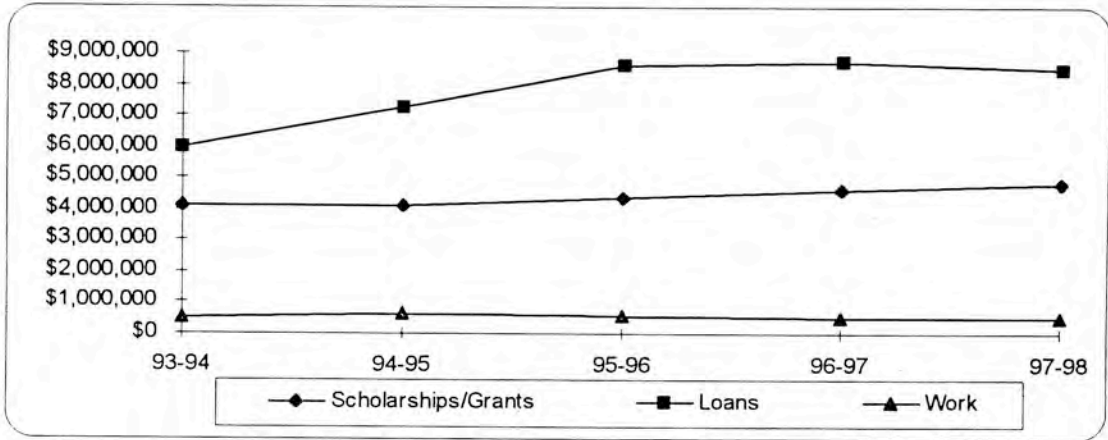
\*\* Does not include graduate student tuition waivers.

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

# Need-Based Aid 1993/94-1997/98

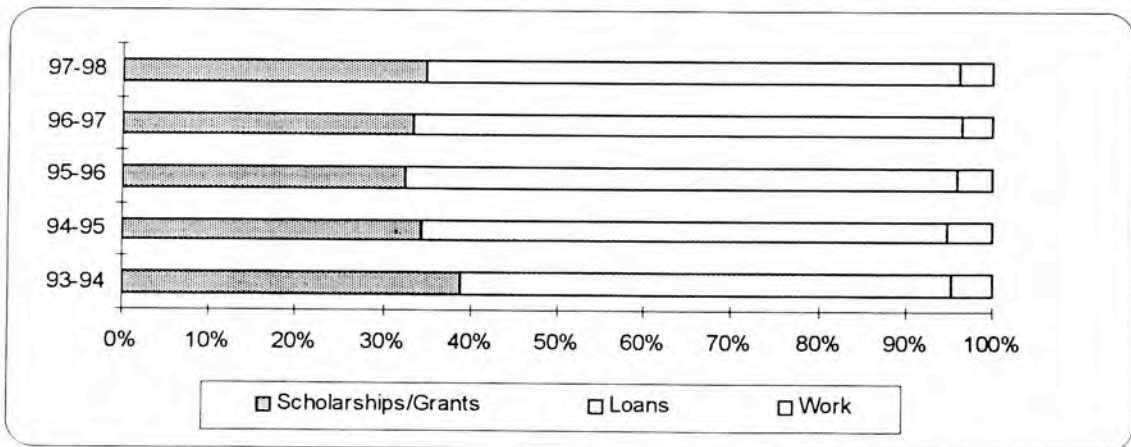
Over the past five years, the percentage of need-based aid in the form of loans has increased from 50% to 61%.

**Need-Based Aid on a Dollar Basis**



	93-94	94-95	95-96	96-97	97-98
<b>Scholarships/Grants</b>	\$4,109,530	\$4,102,890	\$4,384,968	\$4,625,572	\$4,817,275
<b>Loans</b>	\$5,974,844	\$7,242,110	\$8,596,881	\$8,767,716	\$8,456,538
<b>Work</b>	\$505,346	\$631,515	\$554,813	\$491,725	\$509,038

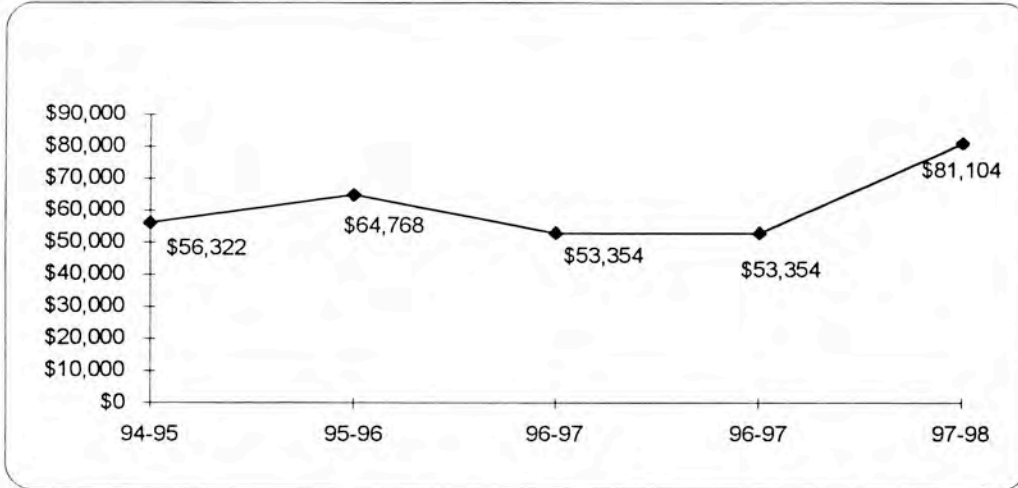
**Need-Based Aid on a Percentage Basis**



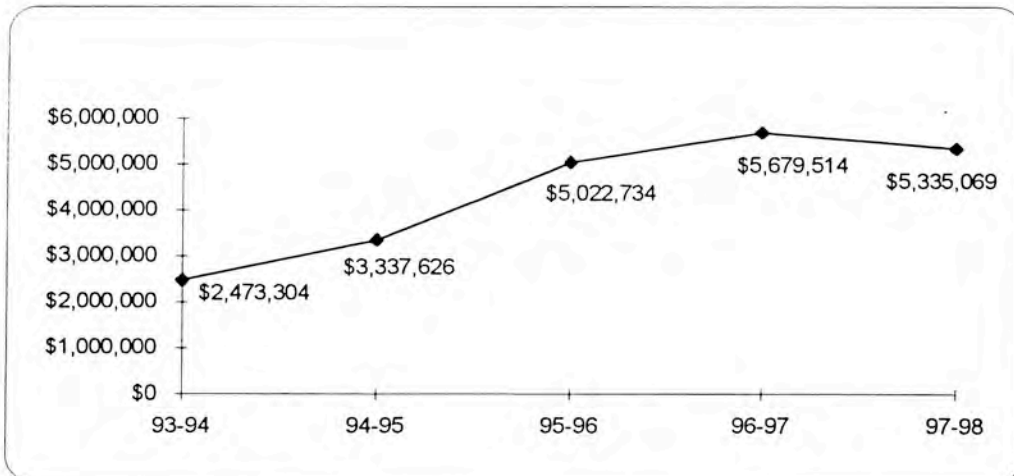
Source: Office of Financial Aid  
Office of Institutional Research and Assessment

# Non-Need-Based Aid 1993/94-1997/98

## Scholarships and Grants



## Loans

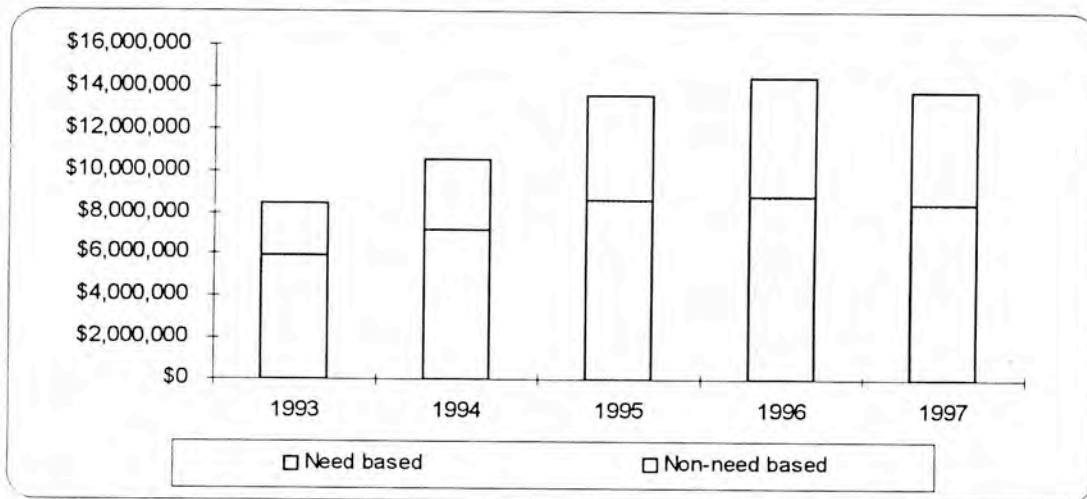


Source: Office of Financial Aid  
Office of Institutional Research and Assessment

## Growth in Loan Volume 1993/94-1997/98

Following two years of explosive growth in non-need borrowing sparked by the introduction of a new unsubsidized federal student loan in 1992, there has been a levelling-off of student borrowing. This may be due, in part, to recent decreases in tuition and fees.

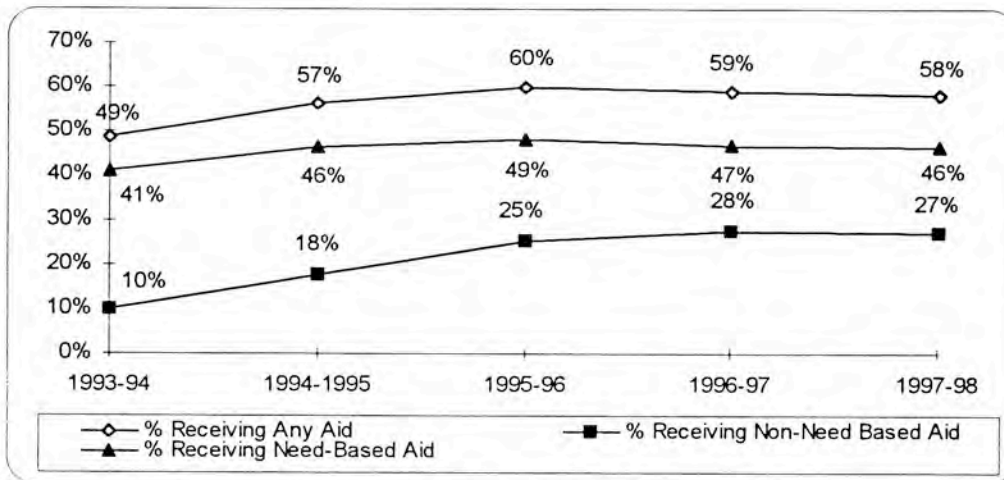
	1993/94	1994/95	1995/96	1996/97	1997/98
<b>Need based</b>	\$5,974,844	\$7,233,477	\$8,596,881	\$8,767,716	\$8,456,538
<b>Non-need based</b>	\$2,473,304	\$3,337,626	\$5,022,734	\$5,679,514	\$5,335,069
<b>Total</b>	\$8,448,148	\$10,571,103	\$13,619,615	\$14,447,230	\$13,791,607



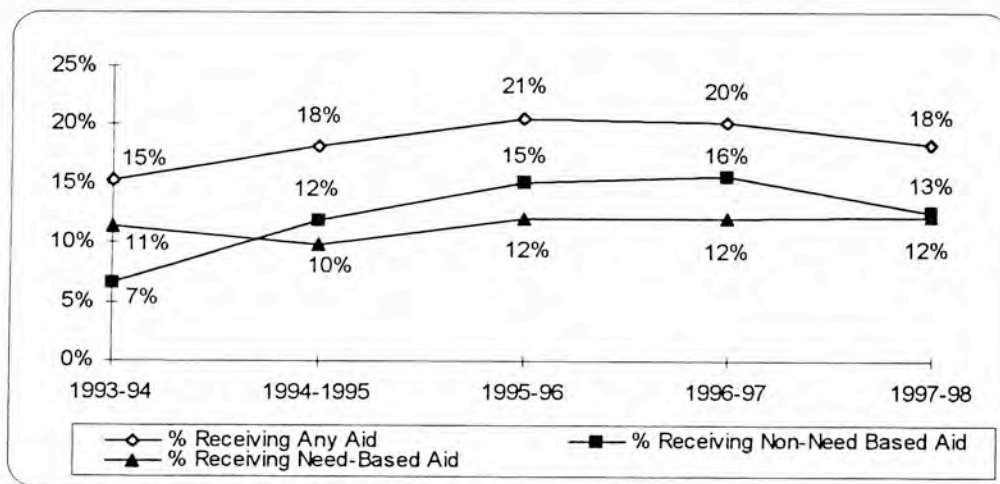
Source: Office of Financial Aid  
Office of Institutional Research and Assessment

# Percentage of Students\* Receiving Aid 1993/94-1997/98

## 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



# Department Profiles



Office of Institutional Research and  
Assessment

# Art Fall 1997

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



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	4	19	0	3

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	66	1	67
Female	145	4	149
Total	211	5	216
<b>% Female</b>			
ART	69%	80%	69%
BSC	60%	75%	63%
<b>% Minority</b>			
ART	6%	0%	6%
BSC	7%	3%	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%	42%
% Minority	11%	9%
% with Terminal Degree	89%	81%
% Tenured	100%	77%
Avg Number of Years at BSC	24	17
Average Age	55	51
% Part-Time (based on FTE)	39%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	0	3	19	2	5	3	32	29	3192
Upper Level	0	3	14	1	0	0	18	14	396
Graduate	0	0	0	0	0	0	0	0	0
Total	0	6	33	3	5	3	50	24	3588

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	Art	BSC
8.7	5.5	14.2	235.8	4.3	240.1	16.9	20.1

**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 1997

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



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	8	11	0	2

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	71	2	73
Female	149	6	155
Total	220	8	228
<b>% Female</b>			
BIOL	68%	75%	68%
BSC	60%	75%	63%
<b>% Minority</b>			
BIOL	7%	0%	7%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	6	1
Associate Professors	2	1
Assistant Professors	0	0
Instructors	0	0
Total	8	2
	BIOL	BSC
% Women	20%	42%
% Minority	10%	9%
% with Terminal Degree	100%	81%
% Tenured	100%	77%
Avg Number of Years at BSC	24	17
Average Age	56	51
% Part-Time (based on FTE)	16%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	0	3	19	16	7	10	55	25	2545
Upper Level	0	7	4	2	0	0	13	12	378
Graduate	0	1	0	0	0	0	1	10	30
Total	0	11	23	18	7	10	69	23	2953

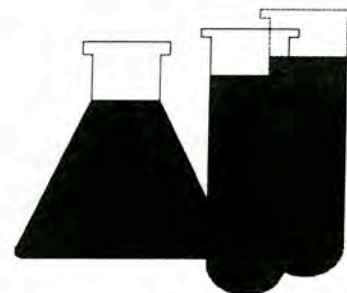
Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	Biol	BSC
9.2	1.8	11.0	193.1	4.8	197.9	18.0	20.1

**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 1997

**Department:** Chemistry  
**Chairperson:** Henry Daley  
**Concentrations:** Chemistry/Geology, Biochemistry,  
 Professional Chemistry



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	13	6	1	1

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	39	1	40
Female	35	0	35
Total	74	1	75
<b>% Female</b>			
CHEM	47%	0%	47%
BSC	60%	75%	63%
<b>% Minority</b>			
CHEM	18%	0%	17%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	2	1
Associate Professors	0	0
Assistant Professors	1	1
Instructors	0	0
Total	3	2
	CHEM	BSC
% Women	40%	42%
% Minority	20%	9%
% with Terminal Degree	80.0%	81%
% Tenured	60.0%	77%
Avg Number of Years at BSC	33	17
Average Age	52	51
% Part-Time (based on FTE)	13%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	1	0	10	2	3	2	18	23	863
Upper Level	1	2	8	0	0	1	12	15	348
Graduate	0	0	0	0	0	0	0	0	3
Total	2	2	18	2	3	3	30	20	1214

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	Chem	BSC
4.8	0.7	5.5	78.5	3.0	81.5	14.8	20.1

**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 1997

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



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	39	69	0	2

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	139	1	140
Female	264	5	269
Total	403	6	409
<b>% Female</b>			
COMM	66%	83%	66%
BSC	60%	75%	63%
<b>% Minority</b>			
COMM	9%	17%	9%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	4	4
Associate Professors	0	2
Assistant Professors	4	0
Instructors	0	0
Total	8	6
	COMM	BSC
% Women	43%	42%
% Minority	0%	9%
% with Terminal Degree	93%	81%
% Tenured	71%	77%
Avg Number of Years at BSC	13	17
Average Age	50	51
% Part-Time (based on FTE)	37%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	4	4	16	34	1	4	63	25	3600
Upper Level	1	8	10	2	1	0	22	13	894
Graduate	0	1	0	0	0	0	1	8	30
Total	5	13	26	36	2	4	86	22	4524

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	COMM	BSC
12.8	7.4	20.2	298.7	3.6	302.3	15.0	20.1

**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 1997

**Department:** Economics  
**Chairperson:** Anthony Cicerone



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	6	0	0	0

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	30	0	30
Female	12	0	12
Total	42	0	42
<b>% Female</b>			
ECON	29%	n/a	29%
BSC	60%	75%	63%
<b>% Minority</b>			
ECON	12%	n/a	12%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	2	1
Associate Professors	1	0
Assistant Professors	1	0
Instructors	0	0
Total	4	1
	ECON	BSC
% Women	20%	42%
% Minority	40%	9%
% with Terminal Degree	80%	81%
% Tenured	100%	77%
Avg Number of Years at BSC	14	17
Average Age	48	51
% Part-Time (based on FTE)	19%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	0	1	4	2	3	4	14	30	1260
Upper Level	0	1	2	0	1	0	4	17	210
Graduate	0	0	0	0	0	0	0	0	0
Total	0	2	6	2	4	4	18	27	1470

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	Econ	BSC
4.4	1.0	5.4	97.6	0.5	98.1	18.2	20.1

**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 1997

**Department:** English  
**Chairperson:** Iain Crawford  
**Concentrations:** Writing



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	16	34	1	2

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	83	5	88
Female	208	19	227
Total	291	24	315
<b>% Female</b>			
ENGL	71%	79%	72%
BSC	60%	75%	63%
<b>% Minority</b>			
ENGL	4%	4%	4%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	8	7
Associate Professors	3	2
Assistant Professors	1	2
Instructors	0	1
Total	12	12
	ENGL	BSC
% Women	50%	42%
% Minority	4%	9%
% with Terminal Degree	88%	81%
% Tenured	87%	77%
Avg Number of Years at BSC	19	17
Average Age	53	51
% Part-Time (based on FTE)	26%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	0	0	20	66	14	0	100	24	7140
Upper Level	0	1	9	7	1	0	18	20	1083
Graduate	0	1	2	0	0	0	3	12	123
Total	0	2	31	73	15	0	121	23	8346

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	ENGL	BSC
22.4	8.0	30.4	543.8	15.8	559.6	18.4	20.1

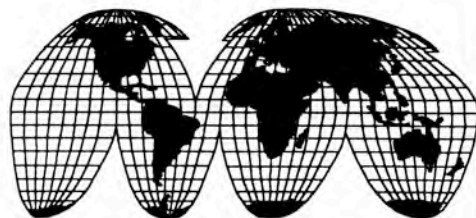
**Note:** FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio=(student FTE)/(faculty FTE).

Source: Office of Institutional Research and Assessment

# Earth Sciences and Geography

## Fall 1997

**Department:** Earth Sciences and Geography  
**Chairperson:** Reed Stewart  
**Concentrations:** Environmental Geography, Geotechnology,  
 Regional and Economic Planning, Geology



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	8	12	0	0

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	57	0	57
Female	59	0	59
Total	116	0	116
<b>% Female</b>			
EASG	51%	n/a	51%
BSC	60%	75%	63%
<b>% Minority</b>			
EASG	3%	n/a	3%
BSC	7%	3%	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%	42%
% Minority	20%	9%
% with Terminal Degree	90%	81%
% Tenured	70%	77%
Avg Number of Years at BSC	16	17
Average Age	49	51
% Part-Time (based on FTE)	22%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	0	3	9	10	4	14	40	30	3027
Upper Level	0	6	10	1	0	0	17	14	578
Graduate	0	0	0	0	0	0	0	0	0
Total	0	9	19	11	4	14	57	25	3605

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	EASG	BSC
9.4	2.6	12.0	239.7	0.8	240.5	20.0	20.1

**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 1997

**Department:** History  
**Chairperson:** Jean Stonehouse  
**Concentrations:** Community History, Military History



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	33	15	2	3

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	133	8	141
Female	101	8	109
Total	234	16	250
<b>% Female</b>			
HIST	43%	50%	44%
BSC	60%	75%	63%
<b>% Minority</b>			
HIST	5%	0%	5%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	5	1
Associate Professors	0	1
Assistant Professors	4	2
Instructors	0	0
Total	9	4
	HIST	BSC
% Women	31%	42%
% Minority	8%	9%
% with Terminal Degree	92%	81%
% Tenured	54%	77%
Avg Number of Years at BSC	19	17
Average Age	48	51
% Part-Time (based on FTE)	23%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	0	0	2	6	11	31	50	39	5793
Upper Level	0	4	4	4	1	0	13	18	714
Graduate	0	0	1	0	0	0	1	15	51
Total	0	4	7	10	12	31	64	34	6558

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	HIST	BSC
12.4	3.8	16.2	428.4	11.0	439.4	27.1	20.1

**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 Language Fall 1997

**Department:** Foreign Language  
**Chairperson:** Atandra Mukhopadhyay (Acting)



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	0	5	0	0

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	6	0	6
Female	49	0	49
Total	55	0	55
<b>% Female</b>			
LANG	89%	n/a	89%
BSC	60%	75%	63%
<b>% Minority</b>			
LANG	18%	n/a	20%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	1	1
Associate Professors	1	1
Assistant Professors	0	3
Instructors	0	0
Total	2	5
	LANG	BSC
% Women	71%	42%
% Minority	14%	9%
% with Terminal Degree	86%	81%
% Tenured	71%	77%
Avg Number of Years at BSC	21	17
Average Age	51	51
% Part-Time (based on FTE)	49%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	0	3	17	10	27	0	57	26	4380
Upper Level	0	0	2	0	0	0	2	15	87
Graduate	0	0	0	0	0	0	0	0	0
Total	0	3	19	10	27	0	59	25	4467

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	LANG	BSC
6.8	6.6	13.4	295.8	2.5	298.3	22.3	20.1

**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 1997

**Department:** Math and Computer Science  
**Chairperson:** Gail Price



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	23	7	7	1

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	196	11	207
Female	115	11	126
Total	311	22	333
<b>% Female</b>			
MATH	37%	50%	38%
BSC	60%	75%	63%
<b>% Minority</b>			
MATH	11%	27%	12%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	8	1
Associate Professors	4	1
Assistant Professors	4	1
Instructors	2	0
Total	18	3
	MATH	BSC
% Women	14%	42%
% Minority	19%	9%
% with Terminal Degree	33%	81%
% Tenured	95%	77%
Avg Number of Years at BSC	20	17
Average Age	52	51
% Part-Time (based on FTE)	30%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	1	4	16	27	22	21	91	30	8220
Upper Level	0	1	6	5	2	0	14	19	819
Graduate	0	2	1	0	0	0	3	12	118
Total	1	7	23	32	24	21	108	28	9157

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	MATH	BSC
18.5	7.9	26.4	596.1	17.9	614.0	23.3	20.1

**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 1997

Department: Music  
Chairperson: Arthur Dirks (Acting)



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	3	6	0	0

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	28	0	28
Female	29	0	29
Total	57	0	57
<b>% Female</b>			
MUSIC	51%	n/a	51%
BSC	60%	75%	63%
<b>% Minority</b>			
MUSIC	7%	n/a	7%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	2	2
Associate Professors	1	0
Assistant Professors	0	1
Instructors	0	0
Total	3	3
	MUSIC	BSC
% Women	50%	42%
% Minority	17%	9%
% with Terminal Degree	83%	81%
% Tenured	83%	77%
Avg Number of Years at BSC	19	17
Average Age	56	51
% Part-Time (based on FTE)	49%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	1	4	16	11	9	2	43	22	2778
Upper Level	0	1	1	0	0	0	2	10	65
Graduate	0	0	0	0	0	0	0	0	0
Total	1	5	17	11	9	2	45	22	2843

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	MUSIC	BSC
5.8	5.6	11.4	188.3	1.5	189.8	16.6	20.1

**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 1997

Department: Philosophy  
Chairperson: Steven Sanders



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	3	1	0	0

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	16	0	16
Female	3	0	3
Total	19	0	19
<b>% Female</b>			
PHIL	16%	n/a	16%
BSC	60%	75%	63%
<b>% Minority</b>			
PHIL	11%	n/a	6%
BSC	7%	3%	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%	42%
% Minority	0%	9%
% with Terminal Degree	100%	81%
% Tenured	100%	77%
Avg Number of Years at BSC	22	17
Average Age	54	51
% Part-Time (based on FTE)	11%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	0	0	2	1	13	2	18	36	1935
Upper Level	1	1	1	0	0	0	3	8	72
Graduate	0	0	0	0	0	0	0	0	0
Total	1	1	3	1	13	2	21	32	2007

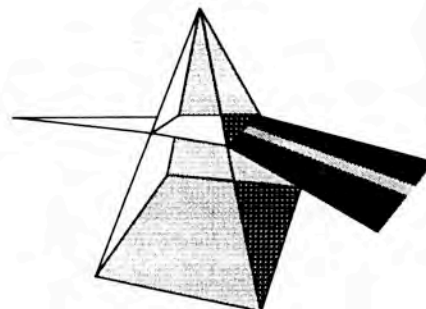
Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	PHIL	BSC
4.8	0.6	5.4	133.8	0.0	133.8	24.8	20.1

**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 1997

**Department:** Physics  
**Chairperson:** GeorgeWeygand  
**Concentration:** Computer Electronics



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	1	1	0	1

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	9	0	9
Female	3	0	3
Total	12	0	12
<b>% Female</b>			
PHYS	25%	n/a	25%
BSC	60%	75%	63%
<b>% Minority</b>			
PHYS	8%	n/a	8%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	2	0
Associate Professors	0	0
Assistant Professors	1	1
Instructors	0	0
Total	3	1
	PHYS	BSC
% Women	25%	42%
% Minority	0%	9%
% with Terminal Degree	100%	81%
% Tenured	67%	77%
Avg Number of Years at BSC	26	17
Average Age	55	51
% Part-Time (based on FTE)	0%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	0	1	7	7	4	0	19	22	758
Upper Level	0	3	0	0	0	0	3	7	56
Graduate	0	0	0	0	0	0	0	0	0
Total	0	4	7	7	4	0	22	20	814

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	PHYS	BSC
3.8	0.0	3.8	53.5	1.2	54.7	14.4	20.1

**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 1997

**Department:** Political Science  
**Chairperson:** Michael Kryzaneck  
**Concentrations:** American Politics, Legal Studies, International Studies



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	17	10	0	0

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	75	8	83
Female	60	7	67
Total	135	15	150
<b>% Female</b>			
POLI	44%	47%	45%
BSC	60%	75%	63%
<b>% Minority</b>			
POLI	10%	7%	9%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	2	1
Associate Professors	2	0
Assistant Professors	2	1
Instructors	0	0
Total	6	2
	POLI	BSC
% Women	25%	42%
% Minority	13%	9%
% with Terminal Degree	100%	81%
% Tenured	63%	77%
Avg Number of Years at BSC	12	17
Average Age	47	51
% Part-Time (based on FTE)	31%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	0	0	4	5	3	3	15	29	1284
Upper Level	0	3	5	1	0	0	9	14	393
Graduate	0	4	0	0	0	0	4	9	82
Total	0	7	9	6	3	3	28	21	1759

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	POLI	BSC
6.1	2.8	8.9	111.0	7.8	118.8	13.3	20.1

**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 1997

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



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	27	174	4	6

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	123	9	132
Female	742	35	777
Total	865	44	909
<b>% Female</b>			
PSYC	86%	80%	85%
BSC	60%	75%	63%
<b>% Minority</b>			
PSYC	5%	2%	7%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	6	2
Associate Professors	0	1
Assistant Professors	2	2
Instructors	0	0
Total	8	5
	PSYC	BSC
% Women	38%	42%
% Minority	8%	9%
% with Terminal Degree	100%	81%
% Tenured	77%	77%
Avg Number of Years at BSC	20	17
Average Age	52	51
% Part-Time (based on FTE)	30%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	0	0	4	5	4	22	35	40	4227
Upper Level	0	0	1	7	6	17	31	40	3781
Graduate	0	2	2	2	0	0	6	16	252
Total	0	2	7	14	10	39	72	38	8260

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	PSYC	BSC
12.6	5.3	17.9	530.5	30.8	561.3	31.4	20.1

**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 1997

**Department:** Sociology and Anthropology  
**Chairperson:** Donald Armfield  
**Concentrations:** Criminology, Third World Studies,  
 Cultural Anthropology, Public  
 Archaeology



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	40	54	0	0

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	211	0	211
Female	246	0	246
Total	457	0	457
<b>% Female</b>			
SOAN	54%	n/a	54%
BSC	60%	75%	63%
<b>% Minority</b>			
SOAN	9%	n/a	9%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	5	2
Associate Professors	1	0
Assistant Professors	0	2
Instructors	0	0
Total	6	4
	SOAN	BSC
% Women	40%	42%
% Minority	30%	9%
% with Terminal Degree	100%	81%
% Tenured	89%	77%
Avg Number of Years at BSC	16.1	17
Average Age	54	51
% Part-Time (based on FTE)	42%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	0	0	4	6	4	20	34	39	3984
Upper Level	0	2	10	4	7	2	25	25	1936
Graduate	0	0	0	0	0	0	0	0	0
Total	0	2	14	10	11	22	59	33	5920

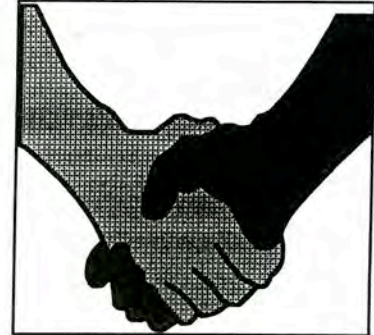
Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	SOAN	BSC
8.8	6.4	15.2	392.3	3.0	395.3	26.0	20.1

**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 1997

Department: Social Work  
Chairperson: Rebecca Leavitt



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	11	47	0	0

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	34	0	34
Female	191	0	191
Total	225	0	225
<b>% Female</b>			
SOWK	85%	n/a	85%
BSC	60%	75%	63%
<b>% Minority</b>			
SOWK	10%	n/a	10%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	0	1
Associate Professors	1	1
Assistant Professors	0	3
Instructors	0	0
Total	1	5
	SOWK	BSC
<b>% Women</b>	83%	42%
<b>% Minority</b>	33%	9%
<b>% with Terminal Degree</b>	100%	81%
<b>% Tenured</b>	50%	77%
<b>Avg Number of Years at BSC</b>	6.8	17
<b>Average Age</b>	49	51
<b>% Part-Time (based on FTE)</b>	19%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	0	0	0	4	0	0	4	27	321
Upper Level	0	2	9	5	0	0	16	17	1045
Graduate	0	0	0	0	0	0	0	0	0
Total	0	2	9	9	0	0	20	19	1366

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	SOWK	BSC
5.4	1.3	6.7	90.7	0.7	91.4	13.6	20.1

**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 1997

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



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	10	119	1	32

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	110	31	141
Female	969	245	1214
Total	1079	276	1355
<b>% Female</b>			
ELEM	90%	89%	89%
BSC	60%	75%	63%
<b>% Minority</b>			
ELEM	3%	2%	3%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	2	1
Associate Professors	2	3
Assistant Professors	2	5
Instructors	0	0
Total	6	9
	ELEM	BSC
% Women	60%	42%
% Minority	0%	9%
% with Terminal Degree	73%	81%
% Tenured	73%	77%
Avg Number of Years at BSC	18	17
Average Age	55	51
% Part-Time (based on FTE)	20%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	0	0	3	5	1	0	9	25	666
Upper Level	1	2	3	27	0	0	33	23	3196.5
Graduate	0	3	4	2	1	0	10	17	496
Total	1	5	10	34	2	0	52	22	4358.5

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	ELEM	BSC
14.2	3.5	17.7	184.9	132.0	316.9	17.9	20.1

**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 1997

**Department:** Movement Arts, Health Promotion, and Leisure Studies  
**Chairperson:** Marcia K. Anderson  
**Concentrations:** Athletic Training, Coaching, Exercise Science/Health Fitness, Motor Development Therapy, Recreation, Teacher Certification



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	77	61	2	10

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	373	16	389
Female	325	45	370
Total	698	61	759
<b>% Female</b>			
MOVE	47%	74%	49%
BSC	60%	75%	63%
<b>% Minority</b>			
MOVE	6%	0%	6%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	8	3
Associate Professors	1	0
Assistant Professors	3	5
Instructors	0	0
Total	12	8
	MOVE	BSC
% Women	40%	42%
% Minority	5%	9%
% with Terminal Degree	85%	81%
% Tenured	70%	77%
Avg Number of Years at BSC	18	17
Average Age	51	51
% Part-Time (based on FTE)	22%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	2	15	41	26	9	0	93	19	2949
Upper Level	2	3	24	10	12	0	51	21	3102
Graduate	0	1	3	0	0	0	4	13	156
Total	4	19	68	36	21	0	148	19	6207

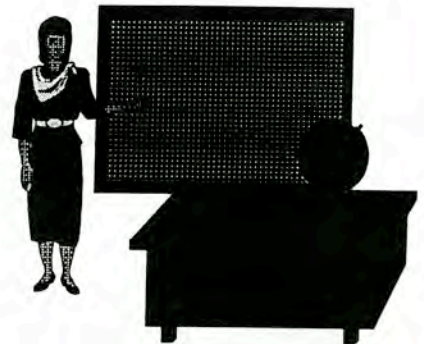
Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	MOVE	BSC
18.8	5.2	24.0	379.2	43.3	422.5	17.6	20.1

**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:** M. Frances Zilonis  
**Programs:** Counseling, High School, Middle School, Adult Education, Educational Leadership, Library Media Studies



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	*	*	19	42

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	*	125	125
Female	*	274	274
Total	0	399	399
<b>% Female</b>			
SEPP	*	69%	69%
BSC	60%	75%	63%
<b>% Minority</b>			
SEPP	*	5%	5%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	2	0
Associate Professors	2	4
Assistant Professors	1	3
Instructors	0	0
Total	5	7
	SEPP	BSC
% Women	58%	42%
% Minority	8%	9%
% with Terminal Degree	100%	81%
% Tenured	50%	77%
Avg Number of Years at BSC	9	17
Average Age	54	51
% Part-Time (based on FTE)	43%	30%

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

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	22	3	37	32	1598
Upper Level	2	2	7	4	0	0	15	15	975
Graduate	1	11	26	10	1	0	49	15	2746
Total	3	14	41	17	23	3	101	21	5319

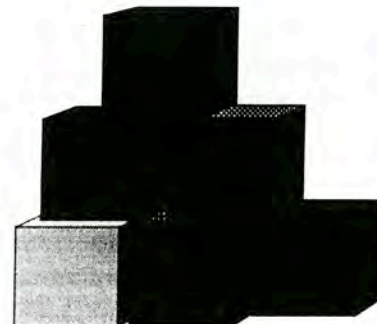
Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	SEPP	BSC
11.3	8.4	19.7	122.1	290.6	412.7	21.0	20.1

**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 1997

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



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	0	40	1	19

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	32	23	55
Female	319	134	453
Total	351	157	508
<b>% Female</b>			
SPED	91%	85%	89%
BSC	60%	75%	63%
<b>% Minority</b>			
SPED	3%	0%	2%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	3	2
Associate Professors	0	2
Assistant Professors	0	1
Instructors	0	0
Total	3	5
	SPED	BSC
<b>% Women</b>	63%	42%
<b>% Minority</b>	0%	9%
<b>% with Terminal Degree</b>	100%	81%
<b>% Tenured</b>	75%	77%
<b>Avg Number of Years at BSC</b>	13	17
<b>Average Age</b>	52	51
<b>% Part-Time (based on FTE)</b>	38%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	0	0	1	9	4	0	14	27	1143
Upper Level	0	2	10	3	2	0	17	19	1242
Graduate	0	1	8	0	0	0	9	15	465
Total	0	3	19	12	6	0	40	21	2850

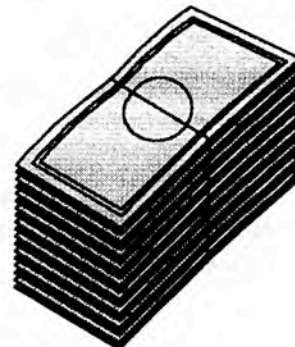
Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	SPED	BSC
6.4	4.0	10.4	122.8	84.0	206.8	19.9	20.1

**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

# Accounting and Finance Fall 1997

**Department:** Accounting and Finance  
**Chairperson:** Carleton Donchess  
**Concentrations:** Accounting, Finance



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	19	27	0	0

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	181	0	181
Female	178	0	178
Total	359	0	359
<b>% Female</b>			
ACCT	50%	n/a	50%
BSC	60%	75%	63%
<b>% Minority</b>			
ACCT	9%	n/a	9%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	4	1
Associate Professors	0	0
Assistant Professors	0	0
Instructors	0	1
Total	4	2
	ACCT	BSC
% Women	33%	42%
% Minority	0%	9%
% with Terminal Degree	83%	81%
% Tenured	100%	77%
Avg Number of Years at BSC	11	17
Average Age	54	51
% Part-Time (based on FTE)	43%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	0	0	2	4	5	3	14	31	1320
Upper Level	0	1	12	7	5	1	26	23	1797
Graduate	0	0	0	0	0	0	0	0	0
Total	0	1	14	11	10	4	40	26	3117

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	ACCT	BSC
5.4	4.0	9.4	206.4	1.8	208.2	22.1	20.1

**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

# Aviation Science Fall 1997

**Department:** Aviation Science  
**Chairperson:** Veronica Cote  
**Concentrations:** Aviation Management, Flight Training



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	40	2	0	0

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	145	0	145
Female	26	0	26
Total	171	0	171
<b>% Female</b>			
AVS	15%	n/a	15%
BSC	60%	75%	63%
<b>% Minority</b>			
AVS	28%	n/a	28%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	0	0
Associate Professors	0	0
Assistant Professors	2	1
Instructors	0	0
Total	2	1
	<b>AVS</b>	<b>BSC</b>
% Women	33%	42%
% Minority	0%	9%
% with Terminal Degree	100%	81%
% Tenured	0%	77%
Avg Number of Years at BSC	2	17
Average Age	48	51
% Part-Time (based on FTE)	22%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	16	4	3	2	0	0	25	6	408
Upper Level	4	1	1	2	1	0	9	12	333
Graduate	0	0	0	0	0	0	0	0	0
Total	20	5	4	4	1	0	34	7	741

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	AVS	BSC
2.8	0.8	3.6	49.4	0.0	49.4	13.7	20.1

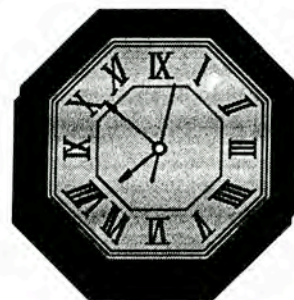
**Note:** FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio=(student FTE)/(faculty FTE).

Source: Office of Institutional Research and Assessment



# Management Science Fall 1997

**Department:** Management Science  
**Chairperson:** Mercer Fellouris  
**Concentrations:** General Management, Accounting, Energy and Environmental Resources Management, Finance, Global Management, Marketing, Information Systems Management, Transportation



1997 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	82	64	0	0

	Undergrad	Grad	Total
<b># of Majors</b>			
Male	407	0	407
Female	312	0	312
Total	719	0	719
<b>% Female</b>			
MGMT	43%	n/a	43%
BSC	60%	75%	63%
<b>% Minority</b>			
MGMT	8%	n/a	8%
BSC	7%	3%	7%

Full-Time Faculty	Men	Women
Professors	4	2
Associate Professors	0	2
Assistant Professors	1	0
Instructors	1	0
Total	6	4
	MGMT	BSC
% Women	40%	42%
% Minority	0%	9%
% with Terminal Degree	90%	81%
% Tenured	78%	77%
Avg Number of Years at BSC	10	17
Average Age	54	51
% Part-Time (based on FTE)	28%	30%

Class Size	1-3	4-10	11-20	21-30	31-40	41+	Total	Average Headcount	Credit Hours Generated
Lower Level	0	0	7	2	11	1	21	29	1845
Upper Level	0	5	14	7	2	0	28	18	1561
Graduate	0	0	0	0	0	0	0	0	0
Total	0	5	21	9	13	1	49	23	3406

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-Time	Part-Time	Total	Undergrad	Graduate	Total	MGMT	BSC
9.6	3.8	13.4	225.7	1.8	227.5	17.0	20.1

**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

## Glossary

**Academic Year** - Consecutive fall and spring semesters. For example: AY 97-98 refers to the interval from Fall 1997 to Spring 1998.

**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, 1996 and June 30, 1997 belongs to the class of '97.

**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 1998 refers to the fiscal year from July 1, 1997 through June 30, 1998.

**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: Undergraduate FTE=semester credit hours/15; Graduate FTE=semester credit hours/12.

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

