2004

Bridgewater State College Factbook, Academic Year 2003-2004

Office of Institutional Research and Assessment, Bridgewater State College

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Recommended Citation

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September 2004

Dear Reader:

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

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

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

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

Sincerely,

Dana Mohler-Faria
President
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MISSION OF THE COLLEGE

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

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

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

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

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

ACCREDITATIONS AND CERTIFICATIONS

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

Other accreditations and certifications include:

- American Chemical Society (ACS)
- Commission on the Accreditation of Allied Health Education Programs (CAAHEP)
- Council on Social Work Education (CSWE)
- Federal Aviation Administration (FAA)
- International Assembly for Collegiate Business Education (IACBE)
- Interstate Certification Compact (ICC)
- National Council for the Accreditation of Teacher Education (NCATE)
Bridgewater State College’s journey from 1840, when the school was founded with 27 students in a single room in the basement of Town Hall, to the 2003-2004 academic year, when it serves more than 9,000 full-time and part-time students on a 235-acre campus with 34 major buildings, has had a profoundly positive impact on the citizens of this region and the commonwealth.

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

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

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

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

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

Bridgewater’s early years were very modest in comparison. One of the oldest public colleges in America, Bridgewater was exclusively a teacher-training institution from its founding well into the 20th century (the school’s name was Bridgewater State Teachers College until 1960).

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

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

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

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

When Dr. Dana Mohler-Faria succeeded Dr. Tinsley in the summer of 2002, he brought with him a full decade of experience at BSC, having spent the previous 11 years as her vice president for administration and finance. At his inaugural in October of that year, he said, “We have important plans for Bridgewater and its commitment to offering high quality, affordable education, and we have equally important plans for how we will repay the people and communities around us for all the gifts that we have been given.”
# President’s Division
## August 2004

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Dana Mohler-Faria</td>
</tr>
<tr>
<td>Executive Assistant to the President</td>
<td>Victor DeSantis</td>
</tr>
<tr>
<td>Special Assistant to the President</td>
<td>Susan McCombe</td>
</tr>
<tr>
<td>Director of Public Affairs</td>
<td>Eva Gaffney</td>
</tr>
<tr>
<td>Assistant to the President for Affirmative Action and Minority Affairs</td>
<td>Alan Comedy</td>
</tr>
<tr>
<td>Provost and Vice President for Academic Affairs</td>
<td>Nancy Kleniewski</td>
</tr>
<tr>
<td>Acting Vice President for Administration and Finance</td>
<td>Bill Davis</td>
</tr>
<tr>
<td>Vice President for Institutional Advancement</td>
<td>Molly Fannon Williams</td>
</tr>
<tr>
<td>Vice President for Student Affairs</td>
<td>David Ostroth</td>
</tr>
<tr>
<td>Vice President and Chief Information Officer</td>
<td>Bill Davis</td>
</tr>
</tbody>
</table>
### Academic Affairs Division
#### August 2004

<table>
<thead>
<tr>
<th>Position and Title</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost and Vice President</td>
<td>Nancy Kleniewski</td>
</tr>
<tr>
<td>Associate Vice President for Academic Affairs</td>
<td>Ronald Pitt</td>
</tr>
<tr>
<td>Dean of the School of Arts and Sciences</td>
<td>Howard London</td>
</tr>
<tr>
<td>Dean of the School of Education and Allied Studies</td>
<td>Anna Bradfield</td>
</tr>
<tr>
<td>Acting Dean of the School of Management and Aviation Science</td>
<td>Edward Minnock</td>
</tr>
<tr>
<td>Dean of Graduate and Continuing Education</td>
<td>Edward Minnock</td>
</tr>
<tr>
<td>Associate Dean of the School of Arts and Sciences</td>
<td>Rita Miller</td>
</tr>
<tr>
<td>Assistant Dean of the School of Education and Allied Studies</td>
<td>Mary Ann McKinnon</td>
</tr>
<tr>
<td>Assistant Dean of Graduate and Continuing Education</td>
<td>Raymond Guillette</td>
</tr>
<tr>
<td>Assistant Dean of Graduate and Continuing Education and Director of Off-Campus Programs</td>
<td>Jane Souza</td>
</tr>
<tr>
<td>Director of the Academic Achievement Center</td>
<td>Peggy Smith</td>
</tr>
<tr>
<td>Director of Admissions</td>
<td>Gregg Meyer</td>
</tr>
<tr>
<td>Director of Distance Learning and Technology Programs</td>
<td>Mary Fuller</td>
</tr>
<tr>
<td>Director of Financial Aid</td>
<td>Janet Gumbris</td>
</tr>
<tr>
<td>Director of Grants and Sponsored Projects</td>
<td>Frances Jeffries</td>
</tr>
<tr>
<td>Director of Institutional Research and Assessment</td>
<td>Shu-Ling Chen</td>
</tr>
<tr>
<td>Director of Libraries</td>
<td>Michael Somers</td>
</tr>
<tr>
<td>Registrar</td>
<td>Irene Checkovich</td>
</tr>
<tr>
<td>Associate Director of International Programs</td>
<td>Robin Melavalin</td>
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## Academic Department Chairpersons
### August 2004

### School of Arts and Sciences

<table>
<thead>
<tr>
<th>Department</th>
<th>Chairperson</th>
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<tbody>
<tr>
<td>Anthropology</td>
<td>Curtiss Hoffman</td>
</tr>
<tr>
<td>Art</td>
<td>Roger Dunn</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>F. Hardy Moore</td>
</tr>
<tr>
<td>Chemical Sciences</td>
<td>Frank Gorga</td>
</tr>
<tr>
<td>Communication Studies and Theatre Arts</td>
<td>Arthur Dirks</td>
</tr>
<tr>
<td>Earth Sciences and Geography</td>
<td>Peter Saccocia (Acting)</td>
</tr>
<tr>
<td>English</td>
<td>Evelyn Pezzulich</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>Margaret Snook</td>
</tr>
<tr>
<td>History</td>
<td>Jean Stonehouse</td>
</tr>
<tr>
<td>Mathematics and Computer Science</td>
<td>Richard Quindley</td>
</tr>
<tr>
<td>Music</td>
<td>Steven Young</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Edward James</td>
</tr>
<tr>
<td>Physics</td>
<td>Jeffrey Williams</td>
</tr>
<tr>
<td>Political Science</td>
<td>Michael Kryzanek</td>
</tr>
<tr>
<td>Psychology</td>
<td>Jeffrey Nicholas (Acting)</td>
</tr>
<tr>
<td>Social Work</td>
<td>Lucinda King-Frode</td>
</tr>
<tr>
<td>Sociology and Criminal Justice</td>
<td>Patricia Fanning</td>
</tr>
</tbody>
</table>
Academic Department Chairpersons
August 2004

School of Education and Allied Studies

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

School of Management and Aviation Science

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

Source: Office of Institutional Research & Assessment
### Administration and Finance Division
#### August 2004

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

Source: Office of Institutional Research & Assessment
Institutional Advancement Division
August 2004

Vice President
Molly Fannon Williams

Director of Annual Giving
Barbara LaFrance

Director of Alumni Relations
Candace Maguire
# Student Affairs Division
## August 2004

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President</td>
<td>David Ostroth</td>
</tr>
<tr>
<td>Associate Vice President for Student Affairs</td>
<td>Catherine Holbrook</td>
</tr>
<tr>
<td>Acting Associate Dean</td>
<td>Brian Salvaggio</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Anthony Esposito</td>
</tr>
<tr>
<td>Chief of Campus Police</td>
<td>David Tillinghast</td>
</tr>
<tr>
<td>Director of Athletics &amp; Recreation</td>
<td>John Harper</td>
</tr>
<tr>
<td>Director of Campus Center</td>
<td>James Hallenbeck</td>
</tr>
<tr>
<td>Acting Director of Career Services</td>
<td>Christine Tetreault</td>
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<tr>
<td>Director of the Children’s Center</td>
<td>Nancy Clark</td>
</tr>
<tr>
<td>Director of Conference and Event Services</td>
<td>Laura Aikey</td>
</tr>
<tr>
<td>Acting Director of Counseling</td>
<td>Wayne Assing</td>
</tr>
<tr>
<td>Director of Health Services</td>
<td>Mary Lou Frias</td>
</tr>
<tr>
<td>Director of Multicultural Affairs</td>
<td>Andrea Garr-Barnes</td>
</tr>
<tr>
<td>Director of Residence Life and Housing</td>
<td>Beth Moriarty</td>
</tr>
<tr>
<td>Director of Student Involvement and Leadership</td>
<td>Cindy Kane</td>
</tr>
</tbody>
</table>
Information Technology
August 2004

Vice President and Chief Information Officer          Bill Davis

Associate Vice President for College Information Systems   Thomas Groh

Associate Vice President for Technology, Systems and Networking  Patrick Cronin
In Fall 2003, BSC accepted 7 of every 10 students who applied. Of those who were accepted, 1 out of every 3 chose to enroll at Bridgewater.

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>4680</td>
<td>4463</td>
<td>4680</td>
<td>5252</td>
<td>5540</td>
</tr>
<tr>
<td>Accepted</td>
<td>3569</td>
<td>3626</td>
<td>3484</td>
<td>3597</td>
<td>4005</td>
</tr>
<tr>
<td>Enrolled</td>
<td>1125</td>
<td>1291</td>
<td>1178</td>
<td>1297</td>
<td>1304</td>
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</tbody>
</table>

Selectivity 76% 81% 74% 69% 72%
Yield 32% 36% 34% 36% 33%

Note: Selectivity = # accepted/# applied, Yield = # enrolled/# accepted
Students of Color Admissions*
Fall 1999 – 2003

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

Note: Selectivity = # accepted/# applied; Yield = # enrolled/# accepted
*Figures do not include international students.
Profile of First-Time Freshmen
Fall 2003

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>551</td>
<td>42.3%</td>
</tr>
<tr>
<td>Female</td>
<td>753</td>
<td>57.7%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
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<tbody>
<tr>
<td>Native American</td>
<td>3</td>
<td>0.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>24</td>
<td>1.8%</td>
</tr>
<tr>
<td>Black</td>
<td>57</td>
<td>4.4%</td>
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<tr>
<td>Hispanic</td>
<td>34</td>
<td>2.6%</td>
</tr>
<tr>
<td>White</td>
<td>1092</td>
<td>83.7%</td>
</tr>
<tr>
<td>International</td>
<td>6</td>
<td>0.5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>88</td>
<td>6.8%</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
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<tbody>
<tr>
<td>16-17</td>
<td>46</td>
<td>3.5%</td>
</tr>
<tr>
<td>18</td>
<td>999</td>
<td>76.6%</td>
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<tr>
<td>19</td>
<td>222</td>
<td>17.0%</td>
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<td>20</td>
<td>14</td>
<td>1.1%</td>
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<td>21-25</td>
<td>13</td>
<td>1.0%</td>
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<tr>
<td>26-30</td>
<td>5</td>
<td>0.4%</td>
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<tr>
<td>31+</td>
<td>5</td>
<td>0.4%</td>
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<td>Unknown</td>
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<td>0.0%</td>
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</table>

<table>
<thead>
<tr>
<th>Residence</th>
<th>Frequency</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Massachusetts</td>
<td>1259</td>
<td>96.5%</td>
</tr>
<tr>
<td>Other N.E.</td>
<td>29</td>
<td>2.2%</td>
</tr>
<tr>
<td>Other U.S.</td>
<td>10</td>
<td>0.8%</td>
</tr>
<tr>
<td>International</td>
<td>6</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research & Assessment
Distribution of SAT Scores of First-Time Freshmen
Fall 2003

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

Math SAT Scores

Verbal SAT Scores

Source: Office of Institutional Research & Assessment
SAT Comparison: BSC/MA/US  
Fall 1999 - 2003

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

### Average Math Scores

![Average Math Scores Graph]

### Average Verbal Scores

![Average Verbal Scores Graph]
SAT Scores: Comparisons by Gender
Fall 1999 - 2003

For 2003, on average, men scored 30 points higher than women on the Math test. The difference is less pronounced for the SAT Verbal test scores.
BSC accepts 9 out of every 10 transfer students who apply. Of those who are accepted, 2 out of every 3 choose to enroll at Bridgewater.

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

Note: Selectivity = # accepted/# applied; Yield = # enrolled/# accepted
## Profile of Transfer Students
### Fall 2003

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>287</td>
<td>41.5%</td>
</tr>
<tr>
<td>Female</td>
<td>404</td>
<td>58.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>4</td>
<td>0.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>12</td>
<td>1.7%</td>
</tr>
<tr>
<td>Black</td>
<td>33</td>
<td>4.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15</td>
<td>2.2%</td>
</tr>
<tr>
<td>White</td>
<td>502</td>
<td>72.6%</td>
</tr>
<tr>
<td>International</td>
<td>12</td>
<td>1.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>113</td>
<td>16.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-20</td>
<td>263</td>
<td>38.1%</td>
</tr>
<tr>
<td>21-22</td>
<td>196</td>
<td>28.4%</td>
</tr>
<tr>
<td>23-25</td>
<td>86</td>
<td>12.4%</td>
</tr>
<tr>
<td>26-30</td>
<td>57</td>
<td>8.3%</td>
</tr>
<tr>
<td>31+</td>
<td>88</td>
<td>12.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfers entering with credit from:</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 school</td>
<td>448</td>
<td>64.8%</td>
</tr>
<tr>
<td>2 schools</td>
<td>176</td>
<td>25.5%</td>
</tr>
<tr>
<td>3 schools</td>
<td>54</td>
<td>7.8%</td>
</tr>
<tr>
<td>4 schools</td>
<td>8</td>
<td>1.2%</td>
</tr>
<tr>
<td>5 schools</td>
<td>5</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfers with credit from at least one:</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Community College</td>
<td>350</td>
<td>50.7%</td>
</tr>
<tr>
<td>MA State College</td>
<td>65</td>
<td>9.4%</td>
</tr>
<tr>
<td>U Mass</td>
<td>59</td>
<td>8.5%</td>
</tr>
</tbody>
</table>
Profile of First-Time Full-Time Freshmen
BSC Students and National Peers, Fall 2003

Based on Results of the CIRP (American Freshman) Survey

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

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

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

The CIRP results are reported in three broad categories:

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

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

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

Source: Office of Institutional Research & Assessment
Background Characteristics of BSC First-time Freshmen and National Peers
Fall 2003

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

<table>
<thead>
<tr>
<th>Item</th>
<th>BSC</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Characteristics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>59.4</td>
<td>56.6</td>
</tr>
<tr>
<td>Male</td>
<td>40.6</td>
<td>43.4</td>
</tr>
<tr>
<td>Age: 19 or older</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>22.1</td>
<td>25.4</td>
</tr>
<tr>
<td>Men</td>
<td>32.4</td>
<td>34.5</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>90.3</td>
<td>79.1</td>
</tr>
<tr>
<td>Native English speaker</td>
<td>94.4</td>
<td>93.8</td>
</tr>
<tr>
<td>Citizenship: U.S.</td>
<td>97.9</td>
<td>97.5</td>
</tr>
<tr>
<td>Year of high school graduation: 2003</td>
<td>98.4</td>
<td>98.1</td>
</tr>
<tr>
<td><strong>Family Characteristics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father's education: HS grad or less</td>
<td>39.5</td>
<td>35.6</td>
</tr>
<tr>
<td>Mother's education: HS grad or less</td>
<td>34.9</td>
<td>34.6</td>
</tr>
<tr>
<td>Parents divorced</td>
<td>23.7</td>
<td>25.2</td>
</tr>
<tr>
<td>Parents' income: less than $50,000</td>
<td>29.1</td>
<td>34.8</td>
</tr>
<tr>
<td>Parents' income: greater than $100,000</td>
<td>24.8</td>
<td>22.5</td>
</tr>
<tr>
<td>Miles from college to home: 100+ miles</td>
<td>6.4</td>
<td>28.0</td>
</tr>
<tr>
<td><strong>Religious and political orientation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholic</td>
<td>51.1</td>
<td>33.2</td>
</tr>
<tr>
<td>Political Orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conservative</td>
<td>13.3</td>
<td>17.8</td>
</tr>
<tr>
<td>Moderate</td>
<td>64.9</td>
<td>56.7</td>
</tr>
<tr>
<td>Liberal</td>
<td>18.5</td>
<td>21.4</td>
</tr>
</tbody>
</table>

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.

Source: Office of Institutional Research & Assessment 34
High School Grades Reported by BSC First-time Freshmen and National Peers
Fall 2003

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

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

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

Academic ability. In the national group, men always give themselves higher ratings than women, and the width of this "gender gap" is constant over time, about 5-8 percentage points. Compared to their peers, a smaller proportion of BSC students rate themselves as having high academic ability. Since 1998, the gender gap in the BSC group has been larger than that in the national group.
**Intellectual self-confidence.** In both the national and BSC groups, men rate themselves higher than women, but the gender gap in the BSC group tends to be slightly larger than in the national group. Compared to their peers, both BSC women and BSC men give themselves lower ratings; the gap is somewhat narrower among men.

**Drive to achieve.** In the national group, men and women remain comparable over time. BSC students consistently rate themselves lower than the national group on this ability, though the gender gap has increased in 2003.
Self-Assessments of BSC First-time Freshmen and National Peers  
Fall 2003

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

<table>
<thead>
<tr>
<th>Item</th>
<th>BSC</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Academic ability</em></td>
<td>48.3</td>
<td>58.5</td>
</tr>
<tr>
<td>Artistic ability</td>
<td>23.0</td>
<td>28.3</td>
</tr>
<tr>
<td>Risk-taking</td>
<td>37.8</td>
<td>42.7</td>
</tr>
<tr>
<td>Computer skills</td>
<td>36.8</td>
<td>40.6</td>
</tr>
<tr>
<td>Cooperativeness</td>
<td>69.6</td>
<td>71.4</td>
</tr>
<tr>
<td>Creativity</td>
<td>52.4</td>
<td>56.3</td>
</tr>
<tr>
<td><em>Drive to achieve</em></td>
<td>53.2</td>
<td>64.4</td>
</tr>
<tr>
<td><em>Emotional health</em></td>
<td>40.2</td>
<td>50.8</td>
</tr>
<tr>
<td>Leadership ability</td>
<td>51.4</td>
<td>55.4</td>
</tr>
<tr>
<td><em>Mathematical ability</em></td>
<td>29.4</td>
<td>37.7</td>
</tr>
<tr>
<td>Physical health</td>
<td>47.6</td>
<td>52.3</td>
</tr>
<tr>
<td><em>Persistence</em></td>
<td>50.5</td>
<td>57.1</td>
</tr>
<tr>
<td>Popularity</td>
<td>31.1</td>
<td>35.2</td>
</tr>
<tr>
<td>Public speaking ability</td>
<td>27.2</td>
<td>31.4</td>
</tr>
<tr>
<td>Religiousness</td>
<td>15.9</td>
<td>27.7</td>
</tr>
<tr>
<td><em>Self-confidence (intellectual)</em></td>
<td>41.8</td>
<td>53.4</td>
</tr>
<tr>
<td><em>Self-confidence (social)</em></td>
<td>37.7</td>
<td>47.6</td>
</tr>
<tr>
<td><em>Self-understanding</em></td>
<td>40.3</td>
<td>51.1</td>
</tr>
<tr>
<td>Spirituality</td>
<td>22.8</td>
<td>34.4</td>
</tr>
<tr>
<td>Understanding of others</td>
<td>64.8</td>
<td>63.8</td>
</tr>
<tr>
<td>Writing ability</td>
<td>41.9</td>
<td>42.3</td>
</tr>
</tbody>
</table>

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.

Source: Office of Institutional Research & Assessment
Gender Differences in Self-Assessments of BSC First-time Freshmen
Fall 2003

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

Source: Office of Institutional Research & Assessment
How BSC First-time Freshmen and National Peers spend their time  
Fall 2003

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

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

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

Source: Office of Institutional Research & Assessment
Activities engaged in during the past year by BSC Freshmen & National Peers
Fall 2003

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

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

*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.

Source: Office of Institutional Research & Assessment
BSC students hold political and social opinions that, generally speaking, are similar to those of their national peers. However, BSC students are more likely to think that same-sex marriages should be legal, that marijuana should be legalized, and that abortion should be legal. They are also more likely to agree that the federal government should do more to control the sale of handguns and affirmative action in admissions should be abolished. They are less likely to support the death penalty and think that gay relations should be prohibited.
Gender Differences in Political and Social Opinions of BSC First-Year Students
Fall 2003

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

Source: Office of Institutional Research & Assessment
Computer-related Activities engaged in during the past year by BSC Freshmen & National Peers Fall 2003

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

<table>
<thead>
<tr>
<th>Item</th>
<th>BSC</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used a personal computer</td>
<td>74.8</td>
<td>80.3</td>
</tr>
<tr>
<td>Communicated via email</td>
<td>54.7</td>
<td>56.5</td>
</tr>
<tr>
<td>Communicated via Instant Messaging</td>
<td>75.7</td>
<td>66.6</td>
</tr>
<tr>
<td>Used Internet for research/homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>77.0</td>
<td>78.2</td>
</tr>
<tr>
<td>Men</td>
<td>77.0</td>
<td>74.0</td>
</tr>
<tr>
<td>Other Internet use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>62.2</td>
<td>64.1</td>
</tr>
<tr>
<td>Men</td>
<td>67.1</td>
<td>67.1</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Reason</th>
<th>BSC</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low tuition</td>
<td>47.3</td>
<td>31.9</td>
</tr>
<tr>
<td>Women</td>
<td>46.8</td>
<td>34.5</td>
</tr>
<tr>
<td>Men</td>
<td>48.2</td>
<td>28.4</td>
</tr>
<tr>
<td>Good academic reputation</td>
<td>42.6</td>
<td>42.4</td>
</tr>
<tr>
<td>Women</td>
<td>47.4</td>
<td>46.8</td>
</tr>
<tr>
<td>Men</td>
<td>35.2</td>
<td>36.6</td>
</tr>
<tr>
<td>Good reputation for social activities</td>
<td>23.9</td>
<td>21.8</td>
</tr>
<tr>
<td>Women</td>
<td>26.1</td>
<td>23.2</td>
</tr>
<tr>
<td>Men</td>
<td>20.7</td>
<td>19.9</td>
</tr>
<tr>
<td>Want to live near home</td>
<td>30.8</td>
<td>24.4</td>
</tr>
<tr>
<td>Women</td>
<td>34.6</td>
<td>27.5</td>
</tr>
<tr>
<td>Men</td>
<td>25.2</td>
<td>20.2</td>
</tr>
<tr>
<td>Offered financial assistance</td>
<td>17.4</td>
<td>23.0</td>
</tr>
<tr>
<td>Women</td>
<td>19.8</td>
<td>26.4</td>
</tr>
<tr>
<td>Men</td>
<td>13.9</td>
<td>18.5</td>
</tr>
<tr>
<td>Size of the school</td>
<td>22.7</td>
<td>27.3</td>
</tr>
<tr>
<td>Women</td>
<td>26.2</td>
<td>31.6</td>
</tr>
<tr>
<td>Men</td>
<td>17.3</td>
<td>21.5</td>
</tr>
<tr>
<td>Campus Visit</td>
<td>29.1</td>
<td>28.7</td>
</tr>
<tr>
<td>National rankings</td>
<td>2.1</td>
<td>4.4</td>
</tr>
<tr>
<td>No aid from first choice school</td>
<td>8.0</td>
<td>5.1</td>
</tr>
<tr>
<td>Attending first choice school</td>
<td>61.2</td>
<td>67.7</td>
</tr>
<tr>
<td>Women</td>
<td>63.2</td>
<td>67.8</td>
</tr>
<tr>
<td>Men</td>
<td>58.4</td>
<td>67.6</td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research & Assessment
Concern about Financing College by BSC Freshmen & National Peers, Fall 2003

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

![Bar chart showing concern levels among BSC and national peers.]

Sources of Support for Educational Expenses, Fall 2003

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

<table>
<thead>
<tr>
<th>Source of aid</th>
<th>BSC Students</th>
<th>National Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental or family aid</td>
<td>80.3%</td>
<td>78.4%</td>
</tr>
<tr>
<td>Savings from work</td>
<td>67.3%</td>
<td>62.7%</td>
</tr>
<tr>
<td>Grants/scholarships</td>
<td>49.9%</td>
<td>55.5%</td>
</tr>
<tr>
<td>Loans</td>
<td>49.8%</td>
<td>47.0%</td>
</tr>
<tr>
<td>Other than above</td>
<td>5.8%</td>
<td>5.1%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research & Assessment
Expected College Activities of BSC First-time Freshmen & National Peers
Fall 2003

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

<table>
<thead>
<tr>
<th>Item</th>
<th>BSC</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Change in educational plans</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in major field</td>
<td>14.5</td>
<td>13.0</td>
</tr>
<tr>
<td>Change career choice</td>
<td>13.1</td>
<td>11.2</td>
</tr>
<tr>
<td>Drop out of college</td>
<td>0.4</td>
<td>0.9</td>
</tr>
<tr>
<td>Transfer to another college</td>
<td>8.1</td>
<td>11.6</td>
</tr>
<tr>
<td><strong>Academic</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make at least a B average</td>
<td>44.1</td>
<td>53.8</td>
</tr>
<tr>
<td>Women</td>
<td>49.3</td>
<td>56.0</td>
</tr>
<tr>
<td>Men</td>
<td>35.8</td>
<td>50.9</td>
</tr>
<tr>
<td>Get a bachelor's degree</td>
<td>74.0</td>
<td>76.0</td>
</tr>
<tr>
<td>Women</td>
<td>76.5</td>
<td>79.1</td>
</tr>
<tr>
<td>Men</td>
<td>70.3</td>
<td>71.7</td>
</tr>
<tr>
<td>Be satisfied with college</td>
<td>41.8</td>
<td>44.3</td>
</tr>
<tr>
<td>Women</td>
<td>47.0</td>
<td>48.5</td>
</tr>
<tr>
<td>Men</td>
<td>33.6</td>
<td>38.5</td>
</tr>
<tr>
<td>Participate in Study Abroad</td>
<td>14.0</td>
<td>12.3</td>
</tr>
<tr>
<td>Women</td>
<td>18.3</td>
<td>15.4</td>
</tr>
<tr>
<td>Men</td>
<td>7.2</td>
<td>8.0</td>
</tr>
<tr>
<td><strong>Extra-curricular</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in Student Government</td>
<td>4.1</td>
<td>5.7</td>
</tr>
<tr>
<td>Get a job to pay expenses</td>
<td>62.1</td>
<td>53.3</td>
</tr>
<tr>
<td>Women</td>
<td>65.5</td>
<td>59.0</td>
</tr>
<tr>
<td>Men</td>
<td>57.1</td>
<td>45.5</td>
</tr>
</tbody>
</table>

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.

Source: Office of Institutional Research & Assessment
## Expected College Activities of BSC First-time Freshmen & National Peers (cont’d)
### Fall 2003

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

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.

Source: Office of Institutional Research & Assessment
Highest Degree Aspirations of BSC Freshmen & National Peers, Fall 2003

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

Future Education Majors and Teachers, Fall 2003

BSC women are more likely than either their national peers or BSC men to expect to major in education or to pursue a career in teaching. This difference may help to explain why more BSC women say they chose the school for its good academic reputation. It may also help to explain why BSC women are more likely than their male counterparts to aspire to graduate school, since Massachusetts professional teaching certification requires a Master's degree.
The top five life objectives of BSC students are identical to those of their national peers. These have been the top five objectives every year for the past ten years. This year "Raise a family" remains the top spot among BSC students while "Be very well off financially" remains the top life objective of their national peers. For both groups, women see raising a family as the top life objective. BSC men also see raising a family as the top life objective while their national peers see being financially well off as the top objective.

<table>
<thead>
<tr>
<th>Top five life objectives</th>
<th>BSC</th>
<th>National</th>
<th>National Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raise a family</td>
<td>81.0</td>
<td>74.4</td>
<td>2</td>
</tr>
<tr>
<td><em>Be very well off financially</em></td>
<td>68.5</td>
<td>77.1</td>
<td>1</td>
</tr>
<tr>
<td>Help others in difficulty</td>
<td>63.5</td>
<td>61.2</td>
<td>3</td>
</tr>
<tr>
<td><em>Become an authority in my field</em></td>
<td>49.5</td>
<td>56.7</td>
<td>4</td>
</tr>
<tr>
<td>Obtain recognition from colleagues</td>
<td>45.9</td>
<td>51.4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Top five life objectives - Men</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Raise a family</td>
<td>75.4</td>
<td>71.5</td>
<td>2</td>
</tr>
<tr>
<td><em>Be very well off financially</em></td>
<td>71.7</td>
<td>78.4</td>
<td>1</td>
</tr>
<tr>
<td>Become authority in my field</td>
<td>55.1</td>
<td>58.7</td>
<td>3</td>
</tr>
<tr>
<td>Help others in difficulty</td>
<td>52.6</td>
<td>51.3</td>
<td>5</td>
</tr>
<tr>
<td>Obtain recognition from colleagues</td>
<td>45.7</td>
<td>52.0</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Top five life objectives - Women</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Raise a family</td>
<td>84.5</td>
<td>76.6</td>
<td>1</td>
</tr>
<tr>
<td>Help others in difficulty</td>
<td>70.5</td>
<td>68.5</td>
<td>3</td>
</tr>
<tr>
<td><em>Be very well off financially</em></td>
<td>66.4</td>
<td>76.1</td>
<td>2</td>
</tr>
<tr>
<td>Obtain recognition from colleagues</td>
<td>46.1</td>
<td>50.9</td>
<td>5</td>
</tr>
<tr>
<td><em>Become authority in my field</em></td>
<td>45.9</td>
<td>55.2</td>
<td>4</td>
</tr>
</tbody>
</table>

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

*Source: Office of Institutional Research & Assessment*
Total Fall Enrollment
1999 - 2003

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

Total Enrollment by Headcount and FTE

Total Enrollment by Status

Source: Office of Institutional Research & Assessment
Undergraduate Fall Enrollment
1999 - 2003

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

Undergraduate Enrollment by Headcount and FTE

Undergraduate Enrollment by Status

Source: Office of Institutional Research & Assessment
Graduate Fall Enrollment 1999 - 2003

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

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th></th>
<th>Graduate</th>
<th></th>
<th>Overall Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Native American</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>41</td>
<td>47</td>
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## Students of Color Enrollments
### Fall 1999 - 2003

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

Note: Figures do not include international students.
### Countries of Origin: International Students
#### Fall 1999 - 2003

<table>
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<tr>
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## Age Distribution
### Fall 1999 - 2003

### Undergraduate Students

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### Graduate Students

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<td>273</td>
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<td>Average age part-time</td>
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### Enrollment by Residence
### Fall 1999 - 2003

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

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<td>50%</td>
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<td>Sophomores</td>
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<table>
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<th>Total</th>
<th>% Female</th>
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<td>Juniors</td>
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<th>Total</th>
<th>% Female</th>
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<tr>
<td>Sophomores</td>
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<td>111</td>
<td>283</td>
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<tr>
<td>Juniors</td>
<td>192</td>
<td>167</td>
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<td>47%</td>
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<tr>
<td>Seniors</td>
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<tr>
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<tr>
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<td>58%</td>
</tr>
<tr>
<td>Juniors</td>
<td>22</td>
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<td>48</td>
<td>54%</td>
</tr>
<tr>
<td>Seniors</td>
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<td>75%</td>
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<tr>
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<th>Female</th>
<th>Total</th>
<th>% Female</th>
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**Note:** School enrollment determined by student's first major.
Enrollment by School
Fall 2003

School of Arts and Sciences 36%
School of Management 14%
School of Education 18%
Undeclared UG 7%
Graduate Students 11%
Non-Matriculated UG/GR 14%

Enrollment by Grade Level
Fall 2003

Freshman 18%
Sophomore 18%
Junior 18%
Senior 20%
Unclassified Undergraduate 5%
Graduate 21%

Source: Office of Institutional Research & Assessment
## Total Majors Declared by Level & Year  
**1999 – 2003**

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

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**Notes:** Includes double majors

* Concentration moved to the Special Education department in 1996. Students already enrolled were given the option of staying in the Communications Studies department or switching to the Special Education department.
## Total Majors Declared by Level & Year
### 1999 – 2003

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

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*Notes: Includes double majors*
## Total Majors Declared by Level & Year
### 1999 - 2003

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*Source: Office of Institutional Research & Assessment*

*Notes: Includes double majors*
# Total Majors Declared by Level & Year
## 1999 – 2003

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Notes: Includes double majors.

*Concentration moved to Special Education Department in 1996. Students already enrolled were given the choice of staying in the Communications Studies department or switching to the Special Education department.
## Total Majors Declared by Level & Year
1999 – 2003

### School of Management and Aviation Science
Baccalaureate Level

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Notes: Includes double majors
~ Not accepting new students

Source: Office of Institutional Research & Assessment
Total Majors Declared by Level & Year
1999 – 2003

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~ Not accepting new students.

Source: Office of Institutional Research & Assessment
## Total Majors Declared by Level & Year 1999 – 2003

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Source: Office of Institutional Research & Assessment
### Total Majors Declared by Level & Year
#### 1999 - 2003

#### Certificate of Advanced Graduate Study (CAGS) and Post-Master’s Certification

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#### Source: Office of Institutional Research & Assessment

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**Source:** Office of Institutional Research & Assessment
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*Degree not offered in subject*
## Total Majors by Department and Gender

### Fall 2003

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<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work</td>
<td>17</td>
<td>177</td>
<td>194</td>
<td>91%</td>
</tr>
<tr>
<td>Psychology</td>
<td>92</td>
<td>785</td>
<td>877</td>
<td>90%</td>
</tr>
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<td>70</td>
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</tr>
<tr>
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<td>91</td>
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<td>422</td>
<td>78%</td>
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</tr>
<tr>
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<td>147</td>
<td>206</td>
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<tr>
<td>Art</td>
<td>76</td>
<td>174</td>
<td>250</td>
<td>70%</td>
</tr>
<tr>
<td>Communication Studies &amp; Theatre Arts</td>
<td>178</td>
<td>282</td>
<td>460</td>
<td>61%</td>
</tr>
<tr>
<td>Music</td>
<td>21</td>
<td>32</td>
<td>53</td>
<td>60%</td>
</tr>
<tr>
<td>Earth Sciences &amp; Geography</td>
<td>49</td>
<td>68</td>
<td>117</td>
<td>58%</td>
</tr>
<tr>
<td>History</td>
<td>179</td>
<td>156</td>
<td>335</td>
<td>47%</td>
</tr>
<tr>
<td>Sociology &amp; Criminal Justice</td>
<td>373</td>
<td>330</td>
<td>703</td>
<td>47%</td>
</tr>
<tr>
<td>Chemical Sciences</td>
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<td>69</td>
<td>45%</td>
</tr>
<tr>
<td>Philosophy</td>
<td>15</td>
<td>12</td>
<td>27</td>
<td>44%</td>
</tr>
<tr>
<td>Political Science</td>
<td>92</td>
<td>69</td>
<td>161</td>
<td>43%</td>
</tr>
<tr>
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<td>162</td>
<td>405</td>
<td>40%</td>
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<tr>
<td>Physics</td>
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<td>13%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1569</td>
<td>2850</td>
<td>4419</td>
<td>64%</td>
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#### School of Education and Allied Studies

<table>
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<th>Male</th>
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<th>Total</th>
<th>% Female</th>
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<tr>
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<td>94%</td>
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<td>317</td>
<td>89%</td>
</tr>
<tr>
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<td>94</td>
<td>110</td>
<td>85%</td>
</tr>
<tr>
<td>Secondary and Professional Ed.</td>
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<td>155</td>
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<td>62%</td>
</tr>
<tr>
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<td>276</td>
<td>543</td>
<td>51%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td>2583</td>
<td>81%</td>
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#### School of Management and Aviation Science

<table>
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<tr>
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<th>% Female</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
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<td>371</td>
<td>802</td>
<td>46%</td>
</tr>
<tr>
<td>Economics</td>
<td>34</td>
<td>7</td>
<td>41</td>
<td>17%</td>
</tr>
<tr>
<td>Aviation Science</td>
<td>196</td>
<td>26</td>
<td>222</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>814</td>
<td>596</td>
<td>1410</td>
<td>42%</td>
</tr>
</tbody>
</table>

*Note: Includes double majors*
## Total Majors by Department and Race
### Fall 2003

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

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

*Note: Includes double majors*
## Total Majors by Department and Race
### Fall 2003

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

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

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

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

*Note: Includes double majors.*

*Source: Office of Institutional Research & Assessment*
Distribution of Undergraduate Credit Loads
Fall 2003

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

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

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

Source: Office of Institutional Research & Assessment
Distribution of Graduate Credit Loads
Fall 2003

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

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

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

Source: Office of Institutional Research & Assessment
Profile of Degree Recipients by Program Level  
2003

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

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

Notes: Numbers are for those who graduated January, May and August 2003. Excludes those who received Post-Baccalaureate Teacher Certification.
## Baccalaureate Degree Recipients by Major/Concentration
### 1999 - 2003

### School of Arts and Sciences

<table>
<thead>
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<th>Major/Concentration</th>
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<th>2001</th>
<th>2002</th>
<th>2003</th>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Anthropology</td>
<td>14</td>
<td>14</td>
<td>16</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Public Archaeology</td>
<td>10</td>
<td>12</td>
<td>10</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td>58</td>
<td>48</td>
<td>54</td>
<td>51</td>
<td>68</td>
</tr>
<tr>
<td>Art</td>
<td>3</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Crafts</td>
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<td>11</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
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<td>22</td>
<td>20</td>
<td>31</td>
</tr>
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<td>21</td>
<td>24</td>
<td>31</td>
</tr>
<tr>
<td><strong>Biological Sciences</strong></td>
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<td>39</td>
<td>29</td>
<td>39</td>
</tr>
<tr>
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<td>2</td>
</tr>
<tr>
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<td>18</td>
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</tr>
<tr>
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<td>3</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Medical Biology</td>
<td>11</td>
<td>8</td>
<td>12</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td><strong>Chemical Sciences</strong></td>
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<td>23</td>
<td>14</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Chemistry</td>
<td>11</td>
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**Notes:** Includes double majors.
Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.

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

Source: Office of Institutional Research & Assessment
## Baccalaureate Degree Recipients by Major/Concentration 1999 - 2003

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

**Source:** Office of Institutional Research & Assessment
# Baccalaureate Degree Recipients by Major/Concentration 1999 - 2003

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

#### School of Education and Allied Studies

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

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Notes: Includes double major.
Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.
Graduate Degree Recipients by Major/Concentration and Degree 1999 - 2003

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Notes: Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.
~ Not accepting new students.

Source: Office of Institutional Research & Assessment
## Graduate Degree Recipients by Major/Concentration and Degree 1999 - 2003

### Master of Education

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<th>2002</th>
<th>2003</th>
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<td>33</td>
<td>46</td>
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<td>1</td>
<td>9</td>
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<td>9</td>
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### Certificate of Advanced Graduate Study (CAGS) and Post-Master’s Certification

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

Source: Office of Institutional Research & Assessment
Graduate Degree Recipients by Major/Concentration and Degree  
1999 - 2003

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<th>Post - Baccalaureate Certification</th>
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<th>2003</th>
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<td><strong>Movement Arts and Health Promotion</strong></td>
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Note: Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.
### Graduate Programs
#### Degrees Awarded/Programs Completed
##### 2003

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* Degree not offered in subject.

Source: Office of Institutional Research & Assessment
# Degree Recipients by Department and Gender

## 2003

### School of Arts and Sciences

#### Undergraduates and Graduates

<table>
<thead>
<tr>
<th>Department</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% Female</th>
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</thead>
<tbody>
<tr>
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<td>40</td>
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<td>Mathematics &amp; Computer Science</td>
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<td>929</td>
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### School of Education and Allied Studies

#### Undergraduates and Graduates

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<th>Total</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary &amp; Early Childhood Education</td>
<td>14</td>
<td>271</td>
<td>285</td>
<td>95%</td>
</tr>
<tr>
<td>Special Ed. and Communication Disorders</td>
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<td>Counselor Education</td>
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<td>22</td>
<td>82%</td>
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<tr>
<td>Secondary Education and Prof. Programs</td>
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<td>Movement Arts, Health Promotion, ...</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

### School of Management and Aviation Science

#### Undergraduates and Graduates

<table>
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<th>Female</th>
<th>Total</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting and Finance</td>
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<td>113</td>
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**Notes:**
- Includes double majors.
- Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.

**Source:** Office of Institutional Research & Assessment
## Degree Recipients by Department and Race
### 2003

**School of Arts and Sciences**
**Undergraduates and Graduates**

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<th>Department</th>
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<td>0</td>
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<td>0</td>
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<td>5</td>
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<td>25</td>
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**Notes:** Includes double majors.
Numbers as reported to HEIRS; includes those who graduated in January and May of the year indicated and August the year before.
## Degree Recipients by Department and Race 2003

### School of Education and Allied Studies

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<thead>
<tr>
<th>Department</th>
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<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>International Students</th>
<th>Unknown /Other</th>
<th>Total</th>
<th>% Students of Color</th>
</tr>
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<td>22</td>
<td>18%</td>
</tr>
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<td>3</td>
<td>2</td>
<td>116</td>
<td>1</td>
<td>15</td>
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<td>0</td>
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<td>79</td>
<td>1</td>
<td>16</td>
<td>100</td>
<td>4%</td>
</tr>
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<td>1</td>
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</tr>
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<td><strong>2</strong></td>
<td><strong>1</strong></td>
<td><strong>7</strong></td>
<td><strong>7</strong></td>
<td><strong>570</strong></td>
<td><strong>3</strong></td>
<td><strong>89</strong></td>
<td><strong>679</strong></td>
<td><strong>3%</strong></td>
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</table>

### School of Management and Aviation Science

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<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>International Students</th>
<th>Unknown /Other</th>
<th>Total</th>
<th>% Students of Color</th>
</tr>
</thead>
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<td>5</td>
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<td>6</td>
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<td>Accounting &amp; Finance</td>
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<td>0</td>
<td>0</td>
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<td>1</td>
<td>5</td>
<td>52</td>
<td>8%</td>
</tr>
<tr>
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<td>1</td>
<td>0</td>
<td>20</td>
<td>0</td>
<td>1</td>
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<td>0</td>
<td>0</td>
<td>15</td>
<td>1</td>
<td>0</td>
<td>16</td>
<td>0%</td>
</tr>
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<td><strong>Total</strong></td>
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<td><strong>7</strong></td>
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<td><strong>190</strong></td>
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<td><strong>17</strong></td>
<td><strong>234</strong></td>
<td><strong>8%</strong></td>
</tr>
</tbody>
</table>

Notes: Includes double majors. Numbers as reported to HEIRS; includes those who graduated in January and May of the year indicated and August the year before.
All Degree Recipients by Residence:
Ten Communities with the Highest Number of Graduates
1999 - 2003

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

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<thead>
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<td>76</td>
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<td>71</td>
<td>70</td>
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<td>48</td>
<td>55</td>
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<tr>
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<td>45</td>
<td>50</td>
</tr>
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<td>41</td>
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<td>34</td>
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<td>Easton</td>
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<td>27</td>
<td>30</td>
<td>31</td>
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*Also with 31 graduates: Raynham.

Source: Office of Institutional Research & Assessment
# Retention and Graduation Rates
## First-Time Full-Time Freshmen

### Number Enrolled

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<tr>
<th></th>
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<td>719</td>
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<td>740</td>
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<td>814</td>
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<tr>
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<td>612</td>
<td>586</td>
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<td>654</td>
<td>695</td>
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<tr>
<td>3</td>
<td>570</td>
<td>526</td>
<td>571</td>
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<td>597</td>
<td>644</td>
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### Number Graduated (Cumulative)

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### Retention Rates

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<td>83%</td>
<td>83%</td>
<td>83%</td>
<td>82%</td>
<td>84%</td>
<td>80%</td>
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### Graduation Rates

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<td>18%</td>
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<td>41%</td>
<td>42%</td>
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<tr>
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<td>47%</td>
<td>46%</td>
<td>46%</td>
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<td>46%</td>
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**Initial cohort**

Source: Office of Institutional Research & Assessment
## Retention and Graduation Rates
### First-Time Full-Time Students of Color

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Number Enrolled</th>
<th>Number Graduated (Cumulative)</th>
<th>Retention Rates</th>
<th>Graduation Rates</th>
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<td>Fr-Soph</td>
<td>Number of Years</td>
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<td>7%</td>
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<tr>
<td>1996</td>
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<td>14%</td>
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<td>1998</td>
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<td>14%</td>
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</table>

**Initial Cohort**

Source: Office of Institutional Research & Assessment
## Retention and Graduation Rates
### Full-Time Transfers

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<td>588</td>
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<td>453</td>
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<td>500</td>
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### Number Graduated (Cumulative)

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### Retention Rates

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### Graduation Rates

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**Initial Cohort**

Source: Office of Institutional Research & Assessment
## Retention and Graduation Rates

### Full-Time Students of Color Transfers

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### Number Graduated (Cumulative)

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### Retention Rates

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<tr>
<td>Years 0-1</td>
<td>63%</td>
<td>79%</td>
<td>48%</td>
<td>74%</td>
<td>55%</td>
<td>62%</td>
<td>73%</td>
<td>77%</td>
<td>84%</td>
</tr>
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<td>70%</td>
<td>69%</td>
<td>80%</td>
<td>71%</td>
<td>62%</td>
<td>77%</td>
<td>75%</td>
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### Graduation Rates

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**Initial Cohort**

Source: Office of Institutional Research & Assessment
Freshman-Sophomore Retention Rates
By Cohort Year

4- and 6- Year Graduation Rates
by Cohort Year

Note: Percentages based on a cohort of first-time, full-time freshman.
Full-Time Employees
Fall 2003
Distribution of Full-Time Employees

<table>
<thead>
<tr>
<th>Category</th>
<th>Men</th>
<th>Women</th>
<th>% Women</th>
<th>Faculty &amp; Staff of Color</th>
<th>White</th>
<th>% Faculty &amp; Staff of Color</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>149</td>
<td>112</td>
<td>43%</td>
<td>36</td>
<td>225</td>
<td>14%</td>
<td>261</td>
</tr>
<tr>
<td>Executive/Admin/Managerial</td>
<td>37</td>
<td>44</td>
<td>54%</td>
<td>8</td>
<td>73</td>
<td>10%</td>
<td>81</td>
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<tr>
<td>Other Professional</td>
<td>57</td>
<td>84</td>
<td>60%</td>
<td>11</td>
<td>130</td>
<td>8%</td>
<td>141</td>
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<tr>
<td>Technical/Paraprofessional</td>
<td>7</td>
<td>17</td>
<td>71%</td>
<td>0</td>
<td>24</td>
<td>0%</td>
<td>24</td>
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<tr>
<td>Secretarial/Clerical</td>
<td>9</td>
<td>147</td>
<td>94%</td>
<td>7</td>
<td>149</td>
<td>5%</td>
<td>156</td>
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<td>Skilled Craft</td>
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<td>0</td>
<td>25</td>
<td>0%</td>
<td>25</td>
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<tr>
<td>Service/Maintenance</td>
<td>84</td>
<td>50</td>
<td>37%</td>
<td>21</td>
<td>113</td>
<td>16%</td>
<td>134</td>
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<td><strong>Total</strong></td>
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<td><strong>456</strong></td>
<td><strong>56%</strong></td>
<td><strong>83</strong></td>
<td><strong>739</strong></td>
<td><strong>10%</strong></td>
<td><strong>822</strong></td>
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Source: Office of Institutional Research & Assessment
Full-Time Faculty
Fall 2003

Full-Time Faculty by Tenure Status and Gender

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<th>Tenure-Track</th>
<th>Not on Tenure Track</th>
<th>Percent Tenured **</th>
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<td>Tenured</td>
<td>Non-Tenured</td>
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<tr>
<td>Men</td>
<td>105</td>
<td>42</td>
<td>71%</td>
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<tr>
<td>Women</td>
<td>72</td>
<td>40</td>
<td>64%</td>
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<tr>
<td>Total</td>
<td>177</td>
<td>82</td>
<td>68%</td>
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**Of tenure-track faculty

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

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<th>Rank</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tbody>
<tr>
<td>Professor</td>
<td>66</td>
<td>41</td>
<td>107</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>29</td>
<td>25</td>
<td>54</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>51</td>
<td>43</td>
<td>94</td>
</tr>
<tr>
<td>Instructor</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>147</td>
<td>112</td>
<td>259</td>
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Gender Distribution of Full-Time Faculty (Tenured or on Tenure-Track) by Rank

Source: Office of Institutional Research & Assessment 102
Full-Time Faculty by Race
Fall 2003

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

<table>
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<tr>
<th>Race</th>
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<th>Hispanic</th>
<th>White</th>
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<td>7</td>
<td>1</td>
<td>95</td>
<td>107</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>45</td>
<td>54</td>
</tr>
<tr>
<td>Assistant Professor</td>
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<td>7</td>
<td>2</td>
<td>82</td>
<td>94</td>
</tr>
<tr>
<td>Instructor</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
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<tr>
<td>Total</td>
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<td>20</td>
<td>6</td>
<td>223</td>
<td>259</td>
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</table>

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

- Overall: 14%
- Women: 14%
- Men: 14%
- Instructor: 75%
- Asst. Professor: 13%
- Assoc. Professor: 17%
- Professor: 11%

Source: Office of Institutional Research & Assessment
Full-Time Faculty with Terminal Degrees
Fall 2003

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

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<thead>
<tr>
<th>Rank</th>
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<td>Associate Professor</td>
<td>54</td>
<td>46</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>94</td>
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<tr>
<td>Instructor</td>
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<tr>
<td>Men</td>
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<td>133</td>
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<td>Women</td>
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<td>106</td>
</tr>
<tr>
<td>Total</td>
<td>259</td>
<td>239</td>
</tr>
</tbody>
</table>

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

- Overall: 92%
- Women: 95%
- Men: 90%
- Instructor: 50%
- Assistant Professor: 97%
- Associate Professor: 85%
- Professor: 93%

Source: Office of Institutional Research & Assessment
Age Distribution of Full-Time Faculty
Fall 2003

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

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<th>Age Group</th>
<th>30 or younger</th>
<th>31-40</th>
<th>41-50</th>
<th>51-60</th>
<th>61+</th>
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<td>0</td>
<td>11</td>
<td>63</td>
<td>33</td>
</tr>
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<td>Associate Professor</td>
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<tr>
<td>Assistant Professor</td>
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<tr>
<td>Total</td>
<td>2</td>
<td>51</td>
<td>57</td>
<td>108</td>
<td>41</td>
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</tbody>
</table>

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

- 30 or younger: 1%
- 31-40: 20%
- 41-50: 22%
- 51-60: 42%
- 61+: 16%

Source: Office of Institutional Research & Assessment
Full-Time Faculty By Years at BSC
Fall 2003

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

<table>
<thead>
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<th>2-5 years</th>
<th>6-10 years</th>
<th>11-20 years</th>
<th>21-30 years</th>
<th>31-40 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>45</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>2</td>
<td>13</td>
<td>24</td>
<td>7</td>
<td>2</td>
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<tr>
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<td>39</td>
<td>18</td>
<td>27</td>
<td>18</td>
<td>29</td>
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<tr>
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<td>17</td>
<td>29</td>
<td>24</td>
<td>26</td>
<td>10</td>
<td>6</td>
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<td>Total</td>
<td>33</td>
<td>68</td>
<td>42</td>
<td>53</td>
<td>28</td>
<td>35</td>
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Percentage of Full-Time Faculty (Tenured or on Tenure-Track)
By Years at BSC

0-1 year 13%
2-5 years 26%
6-10 years 16%
11-20 years 20%
21-30 years 11%
31-40 years 14%

Source: Office of Institutional Research & Assessment
Full-Time, Tenure-Track Faculty:
Comparisons Among Schools
Fall 2003

<table>
<thead>
<tr>
<th></th>
<th>Arts &amp; Sciences</th>
<th>Education &amp; Allied Studies</th>
<th>Management &amp; Aviation Science</th>
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<tr>
<td>Percentage Tenured</td>
<td>68%</td>
<td>69%</td>
<td>71%</td>
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<tr>
<td>Rank</td>
<td></td>
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</tr>
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<td>50%</td>
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<tr>
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<td>31%</td>
<td>39%</td>
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<tr>
<td>Instructor</td>
<td>2%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Percentage Female</td>
<td>41%</td>
<td>54%</td>
<td>36%</td>
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<td>11%</td>
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<tr>
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<td>73%</td>
<td>71%</td>
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<tr>
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<td>21%</td>
<td>27%</td>
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<td>Average Age</td>
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<tr>
<td>Percentage with Terminal Degree</td>
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<td>92%</td>
<td>96%</td>
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Source: Office of Institutional Research & Assessment
## Departmental Rank Orderings by Selected Faculty Characteristics*

**Fall 2003**

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<th>By percentage female:</th>
<th>By percentage tenured: **</th>
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<tr>
<td>Chemical Sciences</td>
<td>Secondary Ed. &amp; Prof. Programs</td>
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<tr>
<td>40.0%</td>
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<td>85.7%</td>
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<tr>
<td>Economics</td>
<td>Anthropology</td>
<td>Economics</td>
</tr>
<tr>
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<td>80.0%</td>
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<td>Music</td>
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<tr>
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</tr>
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<td>76.9%</td>
</tr>
<tr>
<td>23.8%</td>
<td>62.5%</td>
<td>76.5%</td>
</tr>
<tr>
<td>Art</td>
<td>Psychology</td>
<td>Aviation Science</td>
</tr>
<tr>
<td>23.1%</td>
<td>57.1%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Sociology &amp; Criminal Justice</td>
<td>Counselor Education</td>
<td>Anthropology</td>
</tr>
<tr>
<td>22.2%</td>
<td>60.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Secondary Ed. &amp; Prof. Programs</td>
<td>Art</td>
<td>Social Work</td>
</tr>
<tr>
<td>22.2%</td>
<td>53.8%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Counselor Education</td>
<td>Comm. Studies &amp; Theatre Arts</td>
<td>Special Ed &amp; Comm. Disorders</td>
</tr>
<tr>
<td>20.0%</td>
<td>52.9%</td>
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<td>Management</td>
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<td>12.5%</td>
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<td>70.8%</td>
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<tr>
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<td>Movement Arts…</td>
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<td>Music</td>
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<td>Philosophy</td>
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<td>60.0%</td>
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<td>Chemical Sciences</td>
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<td>Counselor Education</td>
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<td>Psychology</td>
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<td>Chemical Sciences</td>
<td>Foreign Languages</td>
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<td>50.0%</td>
</tr>
<tr>
<td>Comm. Studies &amp; Theatre Arts</td>
<td>Economics</td>
<td>Physics</td>
</tr>
<tr>
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<td>20.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Earth Sciences &amp; Geography</td>
<td>Political Science</td>
</tr>
<tr>
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<td>18.2%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Math &amp; Computer Science</td>
<td>Sociology &amp; Criminal Justice</td>
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<td>14.3%</td>
<td>44.4%</td>
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<tr>
<td>Physics</td>
<td>Political Science</td>
<td>Secondary Ed. &amp; Prof. Programs</td>
</tr>
<tr>
<td>0.0%</td>
<td>0.0%</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

*Includes both tenure track and non-tenure track

**Percentages based on tenure track faculty

Sources: Office of Institutional Research & Assessment
## Departmental Rank Orderings by Selected Faculty Characteristics*

### Fall 2003

<table>
<thead>
<tr>
<th>By percentage with terminal degree:</th>
<th>By average years since terminal degree:</th>
<th>By average years at BSC:</th>
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<td>Biological Sciences 26.2</td>
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<td>History 15.3</td>
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<tr>
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<td>Comm. Studies &amp; Theatre Arts 14.8</td>
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<td>Earth Sciences &amp; Geography 17.4</td>
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<tr>
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<td>Comm. Studies &amp; Theatre Arts 94.1%</td>
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<td>College-wide 92.0%</td>
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<tr>
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<td>Physics 3.0</td>
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</table>

*Includes both tenure track and non-tenure track

Sources: Office of Institutional Research & Assessment
# Departmental Rank Orderings by Selected Faculty Characteristics*

**Fall 2003**

<table>
<thead>
<tr>
<th>By average age:</th>
<th>By percentage at least 60 years of age:</th>
<th>By percentage at least 50 years of age:</th>
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</tbody>
</table>

*Includes both tenure track and non-tenure track*
## Student/Faculty Ratios
### Fall 2003

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<thead>
<tr>
<th>Department</th>
<th>Full-Time Faculty</th>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Student/Faculty Ratio</th>
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<tbody>
<tr>
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<td>Full-Time</td>
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<td>6.8</td>
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<td>3.6</td>
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<tr>
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<td>Elementary &amp; Early Childhood Education</td>
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<td>16.1</td>
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<td>Movement Arts, Health Prom. &amp; Leisure Studies</td>
<td>17</td>
<td>15.8</td>
<td>6.7</td>
<td>22.5</td>
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<td>Secondary Education &amp; Professional Programs</td>
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<td>8.3</td>
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<td>Special Education &amp; Communication Disorders</td>
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<td>7.8</td>
<td>1.4</td>
<td>9.2</td>
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<tr>
<td><strong>Total - School of Education &amp; Allied Studies</strong></td>
<td><strong>52</strong></td>
<td><strong>48.0</strong></td>
<td><strong>18.0</strong></td>
<td><strong>66.0</strong></td>
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<tr>
<td>Accounting and Finance</td>
<td>8</td>
<td>7.6</td>
<td>3.3</td>
<td>10.9</td>
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<tr>
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<td>4</td>
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<td>0.4</td>
<td>3.4</td>
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<tr>
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<td>1.8</td>
<td>5.8</td>
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<td>Management</td>
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<td>10.0</td>
<td>3.1</td>
<td>13.1</td>
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<tr>
<td><strong>Total - School of Management &amp; Aviation Science</strong></td>
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<tr>
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</table>

**Sources:** Office of Institutional Research & Assessment
Number of Volumes and Titles
1999/00 – 2003/04

<table>
<thead>
<tr>
<th>Year</th>
<th>Volumes</th>
<th>Titles</th>
</tr>
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<tbody>
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<td>225,416</td>
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<tr>
<td>2000/01</td>
<td>294,271</td>
<td>238,129</td>
</tr>
<tr>
<td>2001/02</td>
<td>299,645</td>
<td>242,644</td>
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<td>2002/03</td>
<td>305,321</td>
<td>248,530</td>
</tr>
<tr>
<td>2003/04</td>
<td>306,368</td>
<td>249,555</td>
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</table>

Note: Volume count does not include bound serial volumes.

Electronic Resources
1999/00 – 2003/04

<table>
<thead>
<tr>
<th>Year</th>
<th># Electronic Full Text Titles</th>
<th># Print-Based Titles</th>
<th>Cost of Electronic Full Text Titles</th>
<th>Cost per Electronic Full Text Title</th>
</tr>
</thead>
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<td>1999/00</td>
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<td>$5.40</td>
</tr>
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<td>1,065</td>
<td>$91,798</td>
<td>$5.15</td>
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</table>

*Duplicate titles have been eliminated

Source: The Clement C. Maxwell Library Annual Reports
## Total Expenditures: All Media/Materials
### 1999/00 – 2003/04

<table>
<thead>
<tr>
<th>Year</th>
<th>Monographs</th>
<th>Serials</th>
<th>Standing Orders</th>
<th>Videos</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>$34,955</td>
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<td>$415,638</td>
<td>$38,687</td>
<td>$15,386</td>
<td>$556,762</td>
</tr>
<tr>
<td>2002/03</td>
<td>$94,232</td>
<td>$465,229</td>
<td>$38,416</td>
<td>$9,706</td>
<td>$607,583</td>
</tr>
<tr>
<td>2003/04</td>
<td>$90,638</td>
<td>$477,839</td>
<td>$37,160</td>
<td>$8,197</td>
<td>$613,834</td>
</tr>
</tbody>
</table>

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

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

Source: The Clement C. Maxwell Library Annual Reports
### Monograph Expenditures
#### 1999/00 – 2003/04

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount Expended</th>
<th>Monographs Purchased</th>
<th>Avg Cost per Monograph</th>
</tr>
</thead>
<tbody>
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<td>4,075</td>
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<td>$172,535</td>
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<td>$39.75</td>
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<td>$37.54</td>
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<td>$43.55</td>
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<td>2,219</td>
<td>$40.85</td>
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Note: A one time credit of $11,311 was included in the total amount expended for 2000/01.

Source: The Clement C. Maxwell Library Annual Reports
### Monograph Expenditures by Department/Collection
#### 1999/00– 2003/04

<table>
<thead>
<tr>
<th>Collections</th>
<th>1999/00</th>
<th>2000/01</th>
<th>2001/02</th>
<th>2002/03*</th>
<th>2003/04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnell School Library</td>
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<td>-</td>
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<td>-</td>
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<td>$397</td>
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<tr>
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<td>$22,625</td>
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<td>$2,000</td>
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<td>$1,288</td>
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<td>$28,405</td>
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<table>
<thead>
<tr>
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<th>$114,232</th>
<th>$122,367</th>
<th>$57,349</th>
<th>$53,216</th>
<th>$54,434</th>
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<td>$1,624</td>
<td>$1,427</td>
<td>$1,654</td>
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<td>$399</td>
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<td>$3,900</td>
<td>$3,674</td>
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<td>-</td>
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<td>-</td>
<td>-</td>
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**Total—Collections and Academic Departments**

<table>
<thead>
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<th>1999/00</th>
<th>2000/01</th>
<th>2001/02</th>
<th>2002/03*</th>
<th>2003/04</th>
</tr>
</thead>
<tbody>
<tr>
<td>$204,001</td>
<td>$202,940</td>
<td>$102,889</td>
<td>$103,938</td>
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*2002/03 additional expenditures from other college funds: TOTAL: $11,342

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

Source: The Clement C. Maxwell Library Annual Reports
## Serial Expenditures by Department/Collection
### 2003/04

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number of Titles</th>
<th>Cost</th>
<th>Average Price/Title</th>
<th>% of Total Cost</th>
<th>% of Total Titles</th>
</tr>
</thead>
<tbody>
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</tr>
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</tr>
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<tr>
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<td><strong>$477,839.07</strong></td>
<td><strong>$431.26</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: The Clement C. Maxwell Library Annual Reports
"Library Instruction" sessions are offered as a component of many classes and are a measure of library use. Sessions are usually taught by librarians and provide discipline-specific information about library research.

### Number of Sessions

<table>
<thead>
<tr>
<th>Year</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999/00</td>
<td>206</td>
</tr>
<tr>
<td>2000/01</td>
<td>198</td>
</tr>
<tr>
<td>2001/02</td>
<td>246</td>
</tr>
<tr>
<td>2002/03</td>
<td>165</td>
</tr>
<tr>
<td>2003/04</td>
<td>203</td>
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</tbody>
</table>

### Number of Attendees

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999/00</td>
<td>3,467</td>
</tr>
<tr>
<td>2000/01</td>
<td>4,006</td>
</tr>
<tr>
<td>2001/02</td>
<td>5,602</td>
</tr>
<tr>
<td>2002/03</td>
<td>3,909</td>
</tr>
<tr>
<td>2003/04</td>
<td>3,998</td>
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</tbody>
</table>

Source: The Clement C. Maxwell Library Annual Reports
# Building Inventory

## Spring 2004

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

**Total**

<table>
<thead>
<tr>
<th>NASF</th>
<th>GSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,083,638</td>
<td>1,536,139</td>
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</tbody>
</table>

*Source: Office of Facilities Planning & Management/Office of Institutional Research & Assessment*
Space Utilization by Function
Spring 2004

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

Distribution of Major Buildings by Age
Spring 2004

Source: Office of Facilities Planning & Management/Office of Institutional Research & Assessment
## Major Buildings* by Size
### Spring 2004

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

* Does not include residence halls.

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

## Residence Halls
### Spring 2004

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

Source: Office of Facilities Planning & Management/Office of Institutional Research & Assessment
## Principal Location of Offices and Area Occupied
### Spring 2004

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

Source: Office of Facilities Planning & Management/Office of Institutional Research & Assessment
### Principal Location of Offices and Area Occupied
#### Spring 2004

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

* Useable attic space included
### Unadjusted Revenues and Expenditures
#### Fiscal Year 2004

#### Current Fund Revenues
**Restricted and Unrestricted**

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

#### Current Fund Expenditures
**Restricted and Unrestricted**

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

*Source: Fiscal Affairs*
In Fall 2004, tuition remained unchanged while fees increased by 26 percent from the previous Fall to offset expected cuts in the College’s state funding.

Note: Figures based upon 12 credit hour load.
## Financial Aid Program Profile
### Academic Years 2002/03 and 2003/04

<table>
<thead>
<tr>
<th></th>
<th><strong>2003-2004</strong></th>
<th></th>
<th><strong>2002-2003</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of Students</td>
<td># Dollars</td>
<td>% Total $</td>
<td># of Students</td>
</tr>
<tr>
<td><strong>Need-based</strong></td>
<td></td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarships &amp; Grants</td>
<td>2944</td>
<td>$8,251,929</td>
<td>$2,803</td>
<td>48%</td>
</tr>
<tr>
<td>Loans</td>
<td>2554</td>
<td>$8,256,265</td>
<td>$3,233</td>
<td>48%</td>
</tr>
<tr>
<td>Work</td>
<td>517</td>
<td>$646,091</td>
<td>$1,250</td>
<td>4%</td>
</tr>
<tr>
<td>Total *</td>
<td>3521</td>
<td>$17,154,285</td>
<td>$4,872</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Non-need based</strong></td>
<td></td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarships &amp; Grants**</td>
<td>95****</td>
<td>$283,190</td>
<td>$2,981</td>
<td>3%</td>
</tr>
<tr>
<td>Loans</td>
<td>2445</td>
<td>$8,105,643</td>
<td>$3,315</td>
<td>97%</td>
</tr>
<tr>
<td>Total *</td>
<td>2520</td>
<td>$8,388,833</td>
<td>$3,329</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total Aid</strong></td>
<td></td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarships &amp; Grants</td>
<td>2989</td>
<td>$8,535,119</td>
<td>$2,856</td>
<td>33%</td>
</tr>
<tr>
<td>Loans</td>
<td>3950</td>
<td>$16,361,908</td>
<td>$4,142</td>
<td>64%</td>
</tr>
<tr>
<td>Work</td>
<td>517</td>
<td>$646,091</td>
<td>$1,250</td>
<td>3%</td>
</tr>
<tr>
<td>Total *</td>
<td>4671</td>
<td>$25,543,118</td>
<td>$5,468</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Unduplicated headcount. Also, within each aid category (scholarships and grants, loans, work), the number of students is an unduplicated headcount.
** Does not include graduate student tuition waivers.
*** Includes alumni scholarships given by Financial Aid Office.
**** Decrease in 2003-04 due to loss of Tomorrow’s Teachers Scholarship, which was cut by the State.

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

Source: Office of Financial Aid
Need-Based Aid
1999/00 – 2003/04

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

Source: Office of Financial Aid
Non-Need-Based Aid
1999/00 – 2003/04

Scholarships and Grants

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

Loans

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

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

Source: Office of Financial Aid
Percentage of Students Receiving Aid*
1999/00 – 2003/04

Undergraduates

Graduate Students**

*Percentages based on matriculated students only.
**Non-need based aid for graduate students includes tuition waivers.

Source: Office of Financial Aid
## ANTHROPOLOGY
### FALL 2003

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

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

### Enrollment*

<table>
<thead>
<tr>
<th># of majors</th>
<th>Under-grads</th>
<th>Grads</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10</td>
<td>N/A</td>
<td>10</td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td>N/A</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>N/A</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Female</th>
<th>ANTH</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>75%</td>
<td>61%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Students of Color**</th>
<th>ANTH</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># of minors</th>
<th>Under-grads</th>
<th>Grads</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
<td>N/A</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>N/A</td>
<td>6</td>
</tr>
</tbody>
</table>

### Full-time Faculty***

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Instructors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

### % Women

<table>
<thead>
<tr>
<th></th>
<th>ANTH</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Women</td>
<td>75%</td>
<td>43%</td>
</tr>
</tbody>
</table>

### % Faculty of Color

<table>
<thead>
<tr>
<th></th>
<th>ANTH</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Faculty of Color</td>
<td>0%</td>
<td>14%</td>
</tr>
</tbody>
</table>

### % with terminal degree

<table>
<thead>
<tr>
<th></th>
<th>ANTH</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>% with terminal degree</td>
<td>100%</td>
<td>92%</td>
</tr>
</tbody>
</table>

### % Tenured

<table>
<thead>
<tr>
<th></th>
<th>ANTH</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Tenured</td>
<td>75%</td>
<td>68%</td>
</tr>
</tbody>
</table>

### Avg # of Years at BSC

<table>
<thead>
<tr>
<th></th>
<th>ANTH</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avg # of Years at BSC</td>
<td>11</td>
<td>13</td>
</tr>
</tbody>
</table>

### Average Age

<table>
<thead>
<tr>
<th></th>
<th>ANTH</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Age</td>
<td>49</td>
<td>51</td>
</tr>
</tbody>
</table>

### % part-time (based on FTE)

<table>
<thead>
<tr>
<th></th>
<th>ANTH</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>% part-time (based on FTE)</td>
<td>26%</td>
<td>32%</td>
</tr>
</tbody>
</table>

*** Includes faculty on leave or sabbatical

### Note:

- Includes double majors
- Excludes international students

<table>
<thead>
<tr>
<th>Level</th>
<th>Class Size</th>
<th>Total Sections</th>
<th>Avg Section Size</th>
<th>Enrollment</th>
<th>Individual Instruction</th>
<th>Total Head-count</th>
<th>Credit Hours Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower</td>
<td>1-10</td>
<td>13</td>
<td>36</td>
<td>0</td>
<td>2</td>
<td>462</td>
<td>1386</td>
</tr>
<tr>
<td></td>
<td>11-20</td>
<td>2</td>
<td>16</td>
<td>2</td>
<td>33</td>
<td>33</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>21-30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>31-40</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>41+</td>
<td>15</td>
<td>33</td>
<td>2</td>
<td>495</td>
<td>1485</td>
<td></td>
</tr>
</tbody>
</table>

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

### Faculty FTE

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td>3.4</td>
<td>1.2</td>
<td>4.6</td>
</tr>
<tr>
<td>GR</td>
<td>1.3</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>98.1</td>
<td>21.6</td>
<td>119.7</td>
</tr>
</tbody>
</table>

### Student FTE

<table>
<thead>
<tr>
<th></th>
<th>ANTH</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td>21.6</td>
<td>20.6</td>
</tr>
</tbody>
</table>

### Student/Faculty Ratio

<table>
<thead>
<tr>
<th></th>
<th>ANTH/Faculty Ratio</th>
<th>BSC/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21.6</td>
<td>20.6</td>
</tr>
</tbody>
</table>

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).
## ART
### FALL 2003

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

### 2003 Graduates

<table>
<thead>
<tr>
<th></th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>20</td>
<td>48</td>
</tr>
</tbody>
</table>

### Enrollment*

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

### Full-time Faculty***

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Instructors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

### Note:
- Data reflect Art sections meeting jointly.
- Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

### Faculty FTE

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td>257.8</td>
<td>6.5</td>
<td>264.3</td>
</tr>
</tbody>
</table>

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

---

* Includes double majors  
** Excludes international students

---

Source: Office of Institutional Research & Assessment
### BIOLOGICAL SCIENCES
#### FALL 2003

**Concentrations:** Biology, Biomedical/Molecular Biology, Cell/Molecular Biology, Environmental Biology, Medical Biology, and Teacher Certification in Biology  
**Chairperson:** F. Hardy Moore

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>4</td>
<td>35</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Full-time Faculty***</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Instructors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

| % Women | 30% | 43% |
| % Faculty of Color | 10% | 14% |
| % with terminal degree | 100% | 92% |
| % Tenured | 60% | 68% |
| Avg # of Years at BSC | 13 | 13 |
| Average Age | 49 | 51 |
| % part-time (based on FTE) | 14% | 32% |

*** Includes faculty on leave or sabbatical

* Includes double majors  
** Excludes international students

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

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

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Part-time</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>UG</td>
<td>GR</td>
</tr>
<tr>
<td>BIO</td>
<td>BSC</td>
<td></td>
</tr>
<tr>
<td>8.9</td>
<td>10.3</td>
<td>173.0</td>
</tr>
<tr>
<td>179.9</td>
<td>17.5</td>
<td>20.6</td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research & Assessment
## CHEMICAL SCIENCES
### FALL 2003

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

### 2003 Graduates

<table>
<thead>
<tr>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>3</td>
</tr>
</tbody>
</table>

### Enrollment*

<table>
<thead>
<tr>
<th># of majors</th>
<th>Under-grads</th>
<th>Grads</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>38</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>Female</td>
<td>31</td>
<td>0</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
<td>0</td>
<td>69</td>
</tr>
</tbody>
</table>

| % Female | CHEM | 45% | 0% | 45% |
| BSC      | 61%  | 73% | 63% |

| % Students of Color** | CHEM | 16% | 0% | 16% |
| BSC                 | 8%   | 3%  | 7% |

<table>
<thead>
<tr>
<th># of minors</th>
<th>Male</th>
<th>N/A</th>
<th>Female</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

### Full-time Faculty***

| Professors | 1 | 0 |
| Associates Professors | 1 | 1 |
| Assistant Professors | 2 | 0 |
| Instructors | 0 | 0 |
| Total       | 4 | 1 |

| CHEM | BSC |
| % Women | 20% | 43% |
| % Faculty of Color | 40% | 14% |
| % with terminal degree | 100% | 92% |
| % Tenured | 60% | 68% |
| Avg # of Years at BSC | 4 | 13 |
| Average Age | 43 | 51 |
| % part-time (based on FTE) | 32% | 32% |

*** Includes faculty on leave or sabbatical

---

### Faculty FTE

<table>
<thead>
<tr>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6</td>
<td>2.2</td>
<td>6.8</td>
</tr>
</tbody>
</table>

### Student FTE

<table>
<thead>
<tr>
<th>CHEM</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.0</td>
<td>20.6</td>
</tr>
</tbody>
</table>

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

---

### Source: Office of Institutional Research & Assessment
**COMMUNICATION STUDIES AND THEATRE ARTS**

**FALL 2003**

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

**Chairperson:** Arthur Dirks

### 2003 Graduates

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td><strong>Number of Graduates</strong></td>
<td>48</td>
<td>73</td>
</tr>
</tbody>
</table>

### Enrollment*

<table>
<thead>
<tr>
<th># of majors</th>
<th>Under-grads</th>
<th>Grads</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>178</td>
<td>0</td>
<td>178</td>
</tr>
<tr>
<td>Female</td>
<td>282</td>
<td>0</td>
<td>282</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>460</td>
<td>0</td>
<td>460</td>
</tr>
</tbody>
</table>

| % Female | COMM  | 61%  | 0%   | 61%  |
|          | BSC   | 61%  | 73%  | 63%  |

| % Students of Color** | COMM  | 8%   | 0%   | 8%   |
|                       | BSC   | 8%   | 3%   | 7%   |

| # of minors | Male | N/A | 8    |
|            | Female | N/A | 16   |
| **Total**  | 24   | N/A | 24   |

### Full-time Faculty***

| Professors | 4     | 4     |
| Associates Professors | 2     | 2     |
| Assistant Professors | 2     | 3     |
| Instructors | 0     | 0     |
| **Total**   | 8     | 9     |

| % Women   | COMM  | 53%  | BSC  | 43%  |
| % Faculty of Color | 0%   | 14%  |
| % with terminal degree | 94%  | 92%  |
| % Tenured | 77%  | 68%  |
| Avg # of Years at BSC | 15   | 13   |
| Average Age | 52   | 51   |
| % part-time (based on FTE) | 33%  | 32%  |

*** Includes faculty on leave or sabbatical

* Includes double majors

** Excludes international students

### Class Size

<table>
<thead>
<tr>
<th>Level</th>
<th>Class Size</th>
<th>Total Sections</th>
<th>Avg Section Size</th>
<th>Enrollment</th>
<th>Individual Instruction</th>
<th>Total Headcount</th>
<th>Credit Hours Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower</td>
<td>1-10</td>
<td>70</td>
<td>27</td>
<td>61</td>
<td>1929</td>
<td>4467</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11-20</td>
<td>33</td>
<td>17</td>
<td>24</td>
<td>594</td>
<td>1818</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21-30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>31-40</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td></td>
<td>41+</td>
<td>103</td>
<td>24</td>
<td>85</td>
<td>2523</td>
<td>6285</td>
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</tr>
</tbody>
</table>

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

### Faculty FTE

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>UG</td>
<td>GR</td>
</tr>
<tr>
<td>16.4</td>
<td>414.7</td>
<td>1.5</td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research & Assessment
EARTH SCIENCES AND GEOGRAPHY
FALL 2003

Concentrations: Earth Science, Environmental Geo-Science, Geology, Geography, Environmental Geography, Geography-Technology, Regional and Economic Planning, and Teacher Certification in Earth Science
Chairperson: Peter Saccocia, Acting Chairperson

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>12</td>
<td>27</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Full-time Faculty***</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Instructors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Women</th>
<th>% Faculty of Color</th>
<th>% with terminal degree</th>
<th>% Tenured</th>
<th>Avg # of Years at BSC</th>
<th>Average Age</th>
<th>% part-time (based on FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18%</td>
<td>18%</td>
<td>100%</td>
<td>73%</td>
<td>12</td>
<td>47</td>
<td>21%</td>
</tr>
<tr>
<td>43%</td>
<td>14%</td>
<td>92%</td>
<td>68%</td>
<td>13</td>
<td>51</td>
<td>32%</td>
</tr>
</tbody>
</table>

* Includes double majors
** Excludes international students

### Faculty FTE

<table>
<thead>
<tr>
<th>Level</th>
<th>1-10</th>
<th>11-20</th>
<th>21-30</th>
<th>31-40</th>
<th>41+</th>
<th>Total Sections</th>
<th>Avg Section Size</th>
<th>Enrolment Individual Instruction</th>
<th>Total Headcount</th>
<th>Credit Hours Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower</td>
<td>5</td>
<td>11</td>
<td>6</td>
<td>3</td>
<td>18</td>
<td>43</td>
<td>30</td>
<td>0</td>
<td>1279</td>
<td>3342</td>
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<tr>
<td>Upper</td>
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<td>0</td>
<td>17</td>
<td>13</td>
<td>4</td>
<td>224</td>
<td>506</td>
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<td>Grad</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>Total</td>
<td>10</td>
<td>22</td>
<td>7</td>
<td>3</td>
<td>18</td>
<td>60</td>
<td>25</td>
<td>4</td>
<td>1503</td>
<td>3848</td>
</tr>
</tbody>
</table>

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

### Student FTE

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UG</td>
<td>GR</td>
</tr>
<tr>
<td>Full-time</td>
<td>254.5</td>
<td>2.3</td>
</tr>
<tr>
<td>Part-time</td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>13.3</td>
<td></td>
</tr>
</tbody>
</table>

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).
## ENGLISH
### FALL 2003

**Concentrations:** English, Writing, and Teacher Certification in English  
**Chairperson:** Evelyn Pezzulich

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>16</td>
<td>78</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Full-time Faculty***</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Instructors</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGL</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>43%</td>
</tr>
<tr>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>71%</td>
<td>68%</td>
</tr>
<tr>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>33%</td>
<td>32%</td>
</tr>
</tbody>
</table>

*** Includes faculty on leave or sabbatical

* Includes double majors  
** Excludes international students

### Class Size

<table>
<thead>
<tr>
<th>Level</th>
<th>Class Size</th>
<th>Total Sections</th>
<th>Avg Section Size</th>
<th>Enrollment Individual Instruction</th>
<th>Total Head-count</th>
<th>Credit Hours Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-10</td>
<td>11-20</td>
<td>21-30</td>
<td>31-40</td>
<td>41+</td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td>5</td>
<td>23</td>
<td>65</td>
<td>19</td>
<td>0</td>
<td>112</td>
</tr>
<tr>
<td>Upper</td>
<td>0</td>
<td>8</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>Grad</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>33</td>
<td>80</td>
<td>19</td>
<td>0</td>
<td>137</td>
</tr>
</tbody>
</table>

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

### Faculty FTE

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Part-time</td>
<td>Total</td>
</tr>
<tr>
<td>22.0</td>
<td>10.9</td>
<td>32.9</td>
</tr>
</tbody>
</table>

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).
# FOREIGN LANGUAGES
## FALL 2003

**Concentrations:** Spanish, and Teacher Certification in Spanish  
**Chairperson:** Margaret Snook

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>1</td>
<td>18</td>
</tr>
</tbody>
</table>

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

### Full-time Faculty***

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Instructors</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

### LANG and BSC

<table>
<thead>
<tr>
<th></th>
<th>LANG</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Women</td>
<td>83%</td>
<td>43%</td>
</tr>
<tr>
<td>% Faculty of Color</td>
<td>50%</td>
<td>14%</td>
</tr>
<tr>
<td>% with terminal degree</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>% Tenured</td>
<td>50%</td>
<td>68%</td>
</tr>
<tr>
<td>Avg # of Years at BSC</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Average Age</td>
<td>46</td>
<td>51</td>
</tr>
<tr>
<td>% part-time (based on FTE)</td>
<td>63%</td>
<td>32%</td>
</tr>
</tbody>
</table>

*** Includes faculty on leave or sabbatical

### Class Size

<table>
<thead>
<tr>
<th>Level</th>
<th>Class Size</th>
<th>Total Sections</th>
<th>Avg Section Size</th>
<th>Enrollment Individual Instruction</th>
<th>Total Headcount</th>
<th>Credit Hours Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower</td>
<td>1-10</td>
<td>56</td>
<td>24</td>
<td>0</td>
<td>1346</td>
<td>4038</td>
</tr>
<tr>
<td></td>
<td>11-20</td>
<td>4</td>
<td>17</td>
<td>0</td>
<td>67</td>
<td>201</td>
</tr>
<tr>
<td>Upper</td>
<td>Grad</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60</td>
<td>24</td>
<td>0</td>
<td>1413</td>
<td>4239</td>
</tr>
</tbody>
</table>

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

### Faculty FTE

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td>280.6</td>
<td>2.5</td>
<td>283.1</td>
</tr>
<tr>
<td>GR</td>
<td>21.1</td>
<td>20.6</td>
<td></td>
</tr>
</tbody>
</table>

### Student/Faculty Ratio

<table>
<thead>
<tr>
<th>LANG</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.1</td>
<td>20.6</td>
</tr>
</tbody>
</table>

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).
# HISTORY
## FALL 2003

**Concentrations:** History, Military History, and Teacher Certification in History  
**Chairperson:** Jean Stonehouse

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>24</td>
<td>39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment*</th>
<th>Under-grads</th>
<th>Grads</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td># of majors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>173</td>
<td>6</td>
<td>179</td>
</tr>
<tr>
<td>Female</td>
<td>154</td>
<td>2</td>
<td>156</td>
</tr>
<tr>
<td>Total</td>
<td>327</td>
<td>8</td>
<td>335</td>
</tr>
<tr>
<td>% Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST</td>
<td>47%</td>
<td>25%</td>
<td>47%</td>
</tr>
<tr>
<td>BSC</td>
<td>61%</td>
<td>73%</td>
<td>63%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Students of Color**</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>BSC</td>
<td>8%</td>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># of minors</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>N/A</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full-time Faculty***</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Instructors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Women</th>
<th>% Faculty of Color</th>
<th>% with terminal degree</th>
<th>% Tenured</th>
<th>Avg # of Years at BSC</th>
<th>Average Age</th>
<th>% part-time (based on FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>29%</td>
<td>7%</td>
<td>93%</td>
<td>79%</td>
<td>15</td>
<td>48</td>
<td>35%</td>
</tr>
<tr>
<td>43%</td>
<td>14%</td>
<td>92%</td>
<td>68%</td>
<td>13</td>
<td>51</td>
<td>32%</td>
</tr>
</tbody>
</table>

* Includes double majors  
** Excludes international students  

<table>
<thead>
<tr>
<th>Level</th>
<th>Class Size</th>
<th>Total Sections</th>
<th>Avg Section Size</th>
<th>Enrollment Individual Instruction</th>
<th>Total Head-count</th>
<th>Credit Hours Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-10</td>
<td>11-20</td>
<td>21-30</td>
<td>31-40</td>
<td>41+</td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>42</td>
<td>56</td>
</tr>
<tr>
<td>Upper</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>5</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>Grad</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>3</td>
<td>9</td>
<td>15</td>
<td>42</td>
<td>76</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>UG</td>
<td>GR</td>
</tr>
<tr>
<td>11.9</td>
<td>6.4</td>
<td>18.3</td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research & Assessment
# Mathematics and Computer Science
## Fall 2003

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

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>36</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment*</th>
<th># of majors</th>
<th>Total</th>
<th>% Female</th>
<th>% Students of Color**</th>
<th># of minors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td></td>
<td>MATH</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>227</td>
<td>137</td>
<td>364</td>
<td>38%</td>
<td>26</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>25</td>
<td>41</td>
<td>61%</td>
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<td>N/A</td>
</tr>
<tr>
<td></td>
<td>243</td>
<td>162</td>
<td>405</td>
<td>40%</td>
<td>26</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>61%</td>
<td>73%</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>MATH</td>
<td>BSC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td>8%</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>27%</td>
<td>3%</td>
<td>7%</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Women</td>
<td>% Faculty of Color</td>
<td>% with terminal degree</td>
<td>% Tenured</td>
<td>Avg # of Years at BSC</td>
<td>Average Age</td>
</tr>
<tr>
<td>Professors</td>
<td>14%</td>
<td>24%</td>
<td>48%</td>
<td>86%</td>
<td>22</td>
<td>56</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>14%</td>
<td>24%</td>
<td>48%</td>
<td>86%</td>
<td>22</td>
<td>56</td>
</tr>
<tr>
<td>Assistant Professors</td>
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<td>24%</td>
<td>48%</td>
<td>86%</td>
<td>22</td>
<td>56</td>
</tr>
<tr>
<td>Instructors</td>
<td>14%</td>
<td>24%</td>
<td>48%</td>
<td>86%</td>
<td>22</td>
<td>56</td>
</tr>
<tr>
<td>Total</td>
<td>14%</td>
<td>24%</td>
<td>48%</td>
<td>86%</td>
<td>22</td>
<td>56</td>
</tr>
</tbody>
</table>

* Includes double majors  
** Excludes international students

<table>
<thead>
<tr>
<th>Level</th>
<th>Class Size</th>
<th>Total Sections</th>
<th>Avg Section Size</th>
<th>Enrollments</th>
<th>Individual Instruction</th>
<th>Total Headcount</th>
<th>Credit Hours Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-10</td>
<td>11-20</td>
<td>21-30</td>
<td>31-40</td>
<td>41+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td>4</td>
<td>25</td>
<td>24</td>
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<td>31</td>
<td>96</td>
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<tr>
<td>Upper</td>
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<td>6</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>17</td>
<td>22</td>
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<tr>
<td>Grad</td>
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<td>0</td>
<td>0</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>35</td>
<td>33</td>
<td>14</td>
<td>31</td>
<td>120</td>
<td>28</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Part-time</td>
<td>Total</td>
</tr>
<tr>
<td>20.2</td>
<td>9.5</td>
<td>29.7</td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research & Assessment
### MUSIC
**FALL 2003**

**Concentration:** Music and Teacher Certification in Music  
**Chairperson:** Steven Young

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment*</th>
<th>Under-grads</th>
<th>Grads</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>21</td>
<td>N/A</td>
<td>21</td>
</tr>
<tr>
<td>Female</td>
<td>32</td>
<td>N/A</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>N/A</td>
<td>53</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Female</th>
<th>MUSIC</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>60%</td>
<td>N/A</td>
</tr>
<tr>
<td>BSC</td>
<td></td>
<td>63%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Students of Color**</th>
<th>MUSIC</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Students of Color**</td>
<td>9%</td>
<td>N/A</td>
</tr>
<tr>
<td>BSC</td>
<td></td>
<td>7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># of minors</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>6</td>
<td>N/A</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>N/A</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>N/A</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full-time Faculty***</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Instructors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

| % Women | 63% | 43% |
| % Faculty of Color | 13% | 14% |
| % with terminal degree | 100% | 92% |
| % Tenured | 63% | 68% |
| Avg # of Years at BSC | 8 | 13 |
| Average Age | 46 | 51 |
| % part-time (based on FTE) | 36% | 32% |

*** Includes faculty on leave or sabbatical

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Part-time</td>
<td>Total</td>
</tr>
<tr>
<td>UG</td>
<td></td>
<td>187.7</td>
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<tr>
<td>GR</td>
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<td>2.9</td>
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<tr>
<td>Total</td>
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<tr>
<td>MUSIC</td>
<td></td>
<td>16.4</td>
</tr>
<tr>
<td>BSC</td>
<td></td>
<td>20.6</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Class Size</th>
<th>Total Sections</th>
<th>Avg Section Size</th>
<th>Enrollments Individual Instruction</th>
<th>Total Head-count</th>
<th>Credit Hours Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower</td>
<td>1-10</td>
<td>21</td>
<td>44</td>
<td>23</td>
<td>62</td>
<td>1053</td>
</tr>
<tr>
<td></td>
<td>11-20</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>21-30</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31-40</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>41+</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
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<tr>
<td>Grad</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>22</td>
<td>6</td>
<td>12</td>
<td>1</td>
<td>14</td>
</tr>
</tbody>
</table>

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).
### PHILOSOPHY
#### FALL 2003

**Chairperson:** Edward James

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Full-time Faculty***

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Instructors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Women</th>
<th>% Faculty of Color</th>
<th>% with terminal degree</th>
<th>% Tenured</th>
<th>Avg # of Years at BSC</th>
<th>Average Age</th>
<th>% part-time (based on FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>33%</td>
<td>0%</td>
<td>100%</td>
<td>67%</td>
<td>19</td>
<td>53</td>
<td>7%</td>
</tr>
<tr>
<td>43%</td>
<td>14%</td>
<td>92%</td>
<td>68%</td>
<td>13</td>
<td>51</td>
<td>32%</td>
</tr>
</tbody>
</table>

*** Includes faculty on leave or sabbatical

* Includes double majors
** Excludes international students

<table>
<thead>
<tr>
<th>Level</th>
<th>Class Size</th>
<th>Total Sections</th>
<th>Avg Section Size</th>
<th>Enrolment Individual Instruction</th>
<th>Total Head-count</th>
<th>Credit Hours Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-10</td>
<td>11-20</td>
<td>21-30</td>
<td>31-40</td>
<td>41+</td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
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<td>6</td>
<td>1</td>
<td>14</td>
<td>4</td>
<td>25</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Part-time</td>
<td>Total</td>
</tr>
<tr>
<td>5.8</td>
<td>0.4</td>
<td>6.2</td>
</tr>
</tbody>
</table>

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).
PHYSICS
FALL 2003

Concentrations: Physics, Professional Physics, and Teacher Certification in Physics
Chairperson: Jeffrey Williams

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment*</th>
<th>Under-grads</th>
<th>Grads</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td># of majors</td>
<td>Male</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>29</td>
<td>1</td>
</tr>
<tr>
<td>% Female</td>
<td>PHYS</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>BSC</td>
<td>61%</td>
<td>73%</td>
</tr>
<tr>
<td>% Students of Color**</td>
<td>PHYS</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>BSC</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td># of minors</td>
<td>Male</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Female</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td>4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full-time Faculty***</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Instructors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>% Women</td>
<td>PHYS</td>
<td>25%</td>
</tr>
<tr>
<td>% Faculty of Color</td>
<td>BSC</td>
<td>0%</td>
</tr>
<tr>
<td>% with terminal degree</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>% Tenured</td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td>Avg # of Years at BSC</td>
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<td>3</td>
</tr>
<tr>
<td>Average Age</td>
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<td>37</td>
</tr>
<tr>
<td>% part-time (based on FTE)</td>
<td></td>
<td>14%</td>
</tr>
</tbody>
</table>

*** Includes faculty on leave or sabbatical

<table>
<thead>
<tr>
<th>Level</th>
<th>Class Size</th>
<th>Total Sections</th>
<th>Avg Section Size</th>
<th>Enrollment Individual Instruction</th>
<th>Total Head-count</th>
<th>Credit Hours Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-10</td>
<td>11-20</td>
<td>21-30</td>
<td>31-40</td>
<td>41+</td>
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<td>Lower</td>
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<td>Upper</td>
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<td>3</td>
<td>0</td>
<td>27</td>
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</table>

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

<table>
<thead>
<tr>
<th>Faculty FTE</th>
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<th>GR</th>
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<tbody>
<tr>
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<td>4.2</td>
</tr>
<tr>
<td>Part-time</td>
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</table>

<table>
<thead>
<tr>
<th>Student FTE</th>
<th>PHYS</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
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<td>66.9</td>
<td></td>
</tr>
<tr>
<td>GR</td>
<td>6.0</td>
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<td>Total</td>
<td>72.9</td>
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<table>
<thead>
<tr>
<th>Faculty/Faculty Ratio</th>
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<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17.4</td>
<td>20.6</td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research & Assessment
**POLITICAL SCIENCE**
**FALL 2003**

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

**Chairperson:** Michael Kryzanek

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>8</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment*</th>
<th>Under-grads</th>
<th>Grads</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td># of majors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>79</td>
<td>13</td>
<td>92</td>
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<tr>
<td>Female</td>
<td>47</td>
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<td>Total</td>
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<tr>
<td>% Female</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>POLI</td>
<td>37%</td>
<td>63%</td>
<td>43%</td>
</tr>
<tr>
<td>BSC</td>
<td>61%</td>
<td>73%</td>
<td>63%</td>
</tr>
<tr>
<td>% Students of Color**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLI</td>
<td>10%</td>
<td>3%</td>
<td>8%</td>
</tr>
<tr>
<td>BSC</td>
<td>8%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td># of minors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>4</td>
<td>N/A</td>
<td>4</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>N/A</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full-time Faculty***</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
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<tr>
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<td>0</td>
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<tr>
<td>Assistant Professors</td>
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<td>0</td>
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<tr>
<td>Instructors</td>
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<td>0</td>
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<tr>
<td>Total</td>
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</table>

<table>
<thead>
<tr>
<th>% Women</th>
<th>POLI</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Faculty of Color</td>
<td>0%</td>
<td>43%</td>
</tr>
<tr>
<td>% with terminal degree</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>% Tenured</td>
<td>50%</td>
<td>68%</td>
</tr>
<tr>
<td>Avg # of Years at BSC</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Average Age</td>
<td>43</td>
<td>51</td>
</tr>
<tr>
<td>% part-time (based on FTE)</td>
<td>23%</td>
<td>32%</td>
</tr>
</tbody>
</table>

*** Includes faculty on leave or sabbatical

* Includes double majors
** Excludes international students

<table>
<thead>
<tr>
<th>Level</th>
<th>Class Size</th>
<th>Total Sections</th>
<th>Avg Section Size</th>
<th>Enrollment Individual Instruction</th>
<th>Total Head-count</th>
<th>Credit Hours Generated</th>
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<td>504</td>
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<tr>
<td></td>
<td>21-30</td>
<td>5</td>
<td>16</td>
<td>2</td>
<td>81</td>
<td>223</td>
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<td>31</td>
<td>26</td>
<td>5</td>
<td>798</td>
<td>2410</td>
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<td>41+</td>
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<td>19</td>
<td>3</td>
<td>156</td>
<td>504</td>
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<tr>
<td>Grad</td>
<td>1</td>
<td>5</td>
<td>16</td>
<td>2</td>
<td>81</td>
<td>223</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>31</td>
<td>26</td>
<td>5</td>
<td>798</td>
<td>2410</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Part-time</td>
<td>Total</td>
</tr>
<tr>
<td>6.0</td>
<td>1.8</td>
<td>7.8</td>
</tr>
</tbody>
</table>

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).
Concentrations: Psychology, Industrial-Personnel Psychology, and Medical Psychology
Chairperson: Jeffrey Nicholas, Acting Chairperson

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>19</td>
<td>161</td>
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Enrollment*

<table>
<thead>
<tr>
<th># of majors</th>
<th>Under-grads</th>
<th>Grads</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>85</td>
<td>7</td>
<td>92</td>
</tr>
<tr>
<td>Female</td>
<td>751</td>
<td>34</td>
<td>785</td>
</tr>
<tr>
<td>Total</td>
<td>836</td>
<td>41</td>
<td>877</td>
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% Female

<table>
<thead>
<tr>
<th></th>
<th>PSYC</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>90%</td>
<td>61%</td>
</tr>
<tr>
<td>Female</td>
<td>83%</td>
<td>73%</td>
</tr>
<tr>
<td>Total</td>
<td>90%</td>
<td>63%</td>
</tr>
</tbody>
</table>

% Students of Color**

<table>
<thead>
<tr>
<th></th>
<th>PSYC</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Female</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>7%</td>
<td>7%</td>
</tr>
</tbody>
</table>

# of minors

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>18</td>
<td>N/A</td>
<td>18</td>
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<tr>
<td>Female</td>
<td>88</td>
<td>N/A</td>
<td>88</td>
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<tr>
<td>Total</td>
<td>106</td>
<td>N/A</td>
<td>106</td>
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</table>

Full-time Faculty***

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Instructors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>PSYC</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Women</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>% Faculty of Color</td>
<td>7%</td>
<td>14%</td>
</tr>
<tr>
<td>% with terminal degree</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>% Tenured</td>
<td>57%</td>
<td>68%</td>
</tr>
<tr>
<td>Avg # of Years at BSC</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Average Age</td>
<td>48</td>
<td>51</td>
</tr>
<tr>
<td>% part-time (based on FTE)</td>
<td>36%</td>
<td>32%</td>
</tr>
</tbody>
</table>

% Students of Color**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>Female</td>
<td>5%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
</tr>
</tbody>
</table>

% with terminal degree

|       | 100%  | 92%  |

% Tenured

|       | 57%   | 68%  |

Avg # of Years at BSC

|       | 12    | 13   |

Average Age

|       | 48    | 51   |

% part-time (based on FTE)

|       | 36%   | 32%  |

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

Faculty FTE

<table>
<thead>
<tr>
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<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
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<tbody>
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<td>29.4</td>
<td>614.7</td>
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<td>20.6</td>
<td>13.2</td>
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</table>

Student/Faculty Ratio

<table>
<thead>
<tr>
<th></th>
<th>PSYC</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.8</td>
<td>20.6</td>
<td></td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research & Assessment
SOCIAL WORK
FALL 2003

Chairperson: Lucinda King-Frode

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
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<table>
<thead>
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<th>Grads</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td># of majors</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
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<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Female</td>
<td>149</td>
<td>28</td>
<td>177</td>
</tr>
<tr>
<td>Total</td>
<td>164</td>
<td>30</td>
<td>194</td>
</tr>
<tr>
<td>% Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK</td>
<td>91%</td>
<td>93%</td>
<td>91%</td>
</tr>
<tr>
<td>BSC</td>
<td>61%</td>
<td>73%</td>
<td>63%</td>
</tr>
<tr>
<td>% Students of Color**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK</td>
<td>21%</td>
<td>0%</td>
<td>18%</td>
</tr>
<tr>
<td>BSC</td>
<td>8%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td># of minors</td>
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</tr>
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<td>N/A</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>N/A</td>
<td>12</td>
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<tr>
<td>Total</td>
<td>13</td>
<td>N/A</td>
<td>13</td>
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<table>
<thead>
<tr>
<th>Full-time Faculty***</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Associates Professors</td>
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<td>2</td>
</tr>
<tr>
<td>Assistant Professors</td>
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<td>1</td>
</tr>
<tr>
<td>Instructors</td>
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<td>0</td>
</tr>
<tr>
<td>Total</td>
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<td>5</td>
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<table>
<thead>
<tr>
<th></th>
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<th>BSC</th>
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<tbody>
<tr>
<td>% Women</td>
<td>63%</td>
<td>43%</td>
</tr>
<tr>
<td>% Faculty of Color</td>
<td>25%</td>
<td>14%</td>
</tr>
<tr>
<td>% with terminal degree</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>% Tenured</td>
<td>75%</td>
<td>68%</td>
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<tr>
<td>Avg # of Years at BSC</td>
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<td>13</td>
</tr>
<tr>
<td>Average Age</td>
<td>52</td>
<td>51</td>
</tr>
<tr>
<td>% part-time (based on FTE)</td>
<td>7%</td>
<td>32%</td>
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</tbody>
</table>

*** Includes faculty on leave or sabbatical

* Includes double majors
** Excludes international students

<table>
<thead>
<tr>
<th>Level</th>
<th>Class Size</th>
<th>Total Sections</th>
<th>Avg Section Size</th>
<th>Enrolment Individual Instruction</th>
<th>Total Headcount</th>
<th>Credit Hours Generated</th>
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<tbody>
<tr>
<td></td>
<td>1-10</td>
<td>11-20</td>
<td>21-30</td>
<td>31-40</td>
<td>41+</td>
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<td>2</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
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<td>0</td>
<td>0</td>
<td>12</td>
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<tr>
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<td>2</td>
<td>0</td>
<td>0</td>
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Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Student/Faculty Ratio</th>
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<tbody>
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<td>Full-time</td>
<td>Part-time</td>
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</tr>
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<td>7.6</td>
<td>0.6</td>
<td>8.2</td>
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</tbody>
</table>

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).
Concentrations: Sociology, Criminology, Third World Studies, and Criminal Justice
Chairperson: Patricia Fanning

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
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<td>58</td>
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<table>
<thead>
<tr>
<th>Enrollment*</th>
<th>Under-grads</th>
<th>Grads</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<tr>
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<tr>
<td>% Students of Color**</td>
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</tr>
<tr>
<td>BSC</td>
<td>8%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td># of minors</td>
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<td>Male</td>
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</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>N/A</td>
<td>32</td>
</tr>
</tbody>
</table>

* Includes double majors  
** Excludes international students

<table>
<thead>
<tr>
<th>Full-time Faculty***</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Instructors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

| % Women | 44% | 43% |
| % Faculty of Color | 22% | 14% |
| % with terminal degree | 100% | 92% |
| % Tenured | 44% | 68% |
| Avg # of Years at BSC | 8   | 13   |
| Average Age | 50  | 51   |
| % part-time (based on FTE) | 54% | 32% |

*** Includes faculty on leave or sabbatical

<table>
<thead>
<tr>
<th>Level</th>
<th>Class Size</th>
<th>Total Sections</th>
<th>Avg Section Size</th>
<th>Enrollment Individual Instruction</th>
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<td>1-10</td>
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<td>31-40</td>
<td>41+</td>
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<tr>
<td>Lower</td>
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<td>2</td>
<td>5</td>
<td>19</td>
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<td>Grad</td>
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<td>1</td>
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<td>13</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>76</td>
<td>31</td>
<td>28</td>
<td>2356</td>
<td>7272</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Part-time</td>
<td>Total</td>
</tr>
<tr>
<td>8.2</td>
<td>9.8</td>
<td>18.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>476.0</td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research & Assessment
COUNSELOR EDUCATION
FALL 2003

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

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment*</th>
<th>Under-grad</th>
<th>Grads</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td># of majors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>N/A</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Female</td>
<td>N/A</td>
<td>94</td>
<td>94</td>
</tr>
<tr>
<td>Total</td>
<td>N/A</td>
<td>110</td>
<td>110</td>
</tr>
<tr>
<td>% Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNED</td>
<td>N/A</td>
<td>86%</td>
<td>86%</td>
</tr>
<tr>
<td>BSC</td>
<td>61%</td>
<td>73%</td>
<td>63%</td>
</tr>
<tr>
<td>% Students of Color**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNED</td>
<td>N/A</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>BSC</td>
<td>8%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td># of minors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Female</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Total</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full-time Faculty***</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Instructors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Women</th>
<th>% Faculty of Color</th>
<th>% with terminal degree</th>
<th>% Tenured</th>
<th>Avg # of Years at BSC</th>
<th>Average Age</th>
<th>% part-time (based on FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td>20%</td>
<td>100%</td>
<td>60%</td>
<td>7</td>
<td>46</td>
<td>16%</td>
</tr>
<tr>
<td>43%</td>
<td>14%</td>
<td>92%</td>
<td>68%</td>
<td>13</td>
<td>51</td>
<td>32%</td>
</tr>
</tbody>
</table>

* Includes double majors
** Excludes international students
*** Includes faculty on leave or sabbatical

<table>
<thead>
<tr>
<th>Level</th>
<th>Class Size</th>
<th>Total Sections</th>
<th>Avg Section Size</th>
<th>Enrollment Individual Instruction</th>
<th>Total Headcount</th>
<th>Credit Hours Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower</td>
<td>1-10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Upper</td>
<td>11-20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grad</td>
<td>21-30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>31-40</td>
<td>22</td>
<td>14</td>
<td>13</td>
<td>323</td>
<td>1035</td>
</tr>
<tr>
<td></td>
<td>41+</td>
<td>22</td>
<td>14</td>
<td>13</td>
<td>323</td>
<td>1035</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Part-time</td>
<td>Total</td>
</tr>
<tr>
<td>4.2</td>
<td>0.8</td>
<td>5.0</td>
</tr>
<tr>
<td>UG</td>
<td>GR</td>
<td>Total</td>
</tr>
<tr>
<td>86.3</td>
<td>86.3</td>
<td>17.3</td>
</tr>
<tr>
<td>CNED</td>
<td>BSC</td>
<td></td>
</tr>
<tr>
<td>20.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research & Assessment
### Concentrations:
Elementary Education, Elementary/Special Education, Early Childhood Education, Teacher Certification in Elementary Education, Teacher Certification in Early Childhood Education, and Reading Specialist

### Chairperson:
Nancy Witherell

### Enrollment*

<table>
<thead>
<tr>
<th># of majors</th>
<th>Under-grads</th>
<th>Grads</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>64</td>
<td>15</td>
<td>79</td>
</tr>
<tr>
<td>Female</td>
<td>1041</td>
<td>243</td>
<td>1284</td>
</tr>
<tr>
<td>Total</td>
<td>1105</td>
<td>258</td>
<td>1363</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Female</th>
<th>ELED</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>92%</td>
<td>61%</td>
</tr>
<tr>
<td></td>
<td>94%</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>94%</td>
<td>63%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Students of Color**</th>
<th>ELED</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% of minors</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Female</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Total</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Full-time Faculty***

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Instructors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

### Note:
* Includes double majors
** Excludes international students
*** Includes faculty on leave or sabbatical

### Class Size

<table>
<thead>
<tr>
<th>Level</th>
<th>1-10</th>
<th>11-20</th>
<th>21-30</th>
<th>31-40</th>
<th>41+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Upper</td>
<td>6</td>
<td>9</td>
<td>19</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grad</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>16</td>
<td>29</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Faculty FTE

<table>
<thead>
<tr>
<th></th>
<th>UG</th>
<th>GR</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Full-time</td>
<td>124.6</td>
<td>153.6</td>
<td>278.2</td>
</tr>
<tr>
<td>Part-time</td>
<td>4.2</td>
<td>11.9</td>
<td>16.1</td>
</tr>
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</table>

### Student FTE

<table>
<thead>
<tr>
<th></th>
<th>ELED</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avg</td>
<td>17.3</td>
<td>20.6</td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research & Assessment
MOVEMENT ARTS, HEALTH PROMOTION & LEISURE STUDIES
FALL 2003

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

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>54</td>
<td>59</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Full-time Faculty***</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Instructors</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MOVE</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>41%</td>
<td>43%</td>
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<td>6%</td>
<td>14%</td>
</tr>
<tr>
<td>77%</td>
<td>92%</td>
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<td>88%</td>
<td>68%</td>
</tr>
<tr>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>52</td>
<td>51</td>
</tr>
<tr>
<td>30%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Note: Includes faculty on leave or sabbatical

<table>
<thead>
<tr>
<th>Level</th>
<th>Class Size</th>
<th>Total Sections</th>
<th>Avg Section Size</th>
<th>Enrollment Individual Instruction</th>
<th>Total Head-count</th>
<th>Credit Hours Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-10</td>
<td>11-20</td>
<td>21-30</td>
<td>31-40</td>
<td>41+</td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td>9</td>
<td>29</td>
<td>32</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Upper</td>
<td>8</td>
<td>19</td>
<td>18</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Grad</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>50</td>
<td>51</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Class Size</th>
<th>Total Sections</th>
<th>Avg Section Size</th>
<th>Enrollment Individual Instruction</th>
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<tr>
<td></td>
<td>1-10</td>
<td>11-20</td>
<td>21-30</td>
<td>31-40</td>
<td>41+</td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td>9</td>
<td>29</td>
<td>32</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Upper</td>
<td>8</td>
<td>19</td>
<td>18</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Grad</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>50</td>
<td>51</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>UG</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>15.8</td>
<td>22.5</td>
</tr>
<tr>
<td>Part-time</td>
<td>6.7</td>
<td>307.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student FTE</th>
<th>MOVE</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Faculty Ratio</td>
<td>16.5</td>
<td>20.6</td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research & Assessment
**SECONDARY EDUCATION AND PROFESSIONAL PROGRAMS**  
**FALL 2003**

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

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Full-time Faculty***</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Instructors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>7</td>
</tr>
</tbody>
</table>

| % Women | 78% | 43% |
| % Faculty of Color | 22% | 14% |
| % with terminal degree | 100% | 92% |
| % Tenured | 22% | 68% |
| Avg # of Years at BSC | 7 | 13 |
| Average Age | 53 | 51 |
| % part-time (based on FTE) | 37% | 32% |

*** Includes faculty on leave or sabbatical

* Includes double majors
** Excludes international students

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Class Size</th>
<th>Total</th>
<th>Avg Section Size</th>
<th>Enrollment Individual Instruction</th>
<th>Total Head-count</th>
<th>Credit Hours Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-10</td>
<td>11-20</td>
<td>21-30</td>
<td>31-40</td>
<td>41+</td>
<td></td>
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<tr>
<td>Lower</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Total</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Part-time</td>
<td>Total</td>
</tr>
<tr>
<td>8.3</td>
<td>4.9</td>
<td>13.2</td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research & Assessment
SPECIAL EDUCATION AND COMMUNICATION DISORDERS
FALL 2003

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

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>2</td>
<td>35</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Enrollment*</th>
<th>Under-grads</th>
<th>Grads</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td># of majors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>14</td>
<td>20</td>
<td>34</td>
</tr>
<tr>
<td>Female</td>
<td>183</td>
<td>100</td>
<td>283</td>
</tr>
<tr>
<td>Total</td>
<td>197</td>
<td>120</td>
<td>317</td>
</tr>
<tr>
<td>% Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED</td>
<td>93%</td>
<td>83%</td>
<td>89%</td>
</tr>
<tr>
<td>BSC</td>
<td>61%</td>
<td>73%</td>
<td>63%</td>
</tr>
<tr>
<td>% Students of Color**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>BSC</td>
<td>8%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td># of minors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>N/A</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>N/A</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full-time Faculty***</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Instructors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Women</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED</td>
<td>63%</td>
<td>43%</td>
</tr>
<tr>
<td>BSC</td>
<td>63%</td>
<td>43%</td>
</tr>
<tr>
<td>% Faculty of Color</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>BSC</td>
<td>68%</td>
<td>68%</td>
</tr>
<tr>
<td>% with terminal degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>BSC</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>% Tenured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED</td>
<td>75%</td>
<td>68%</td>
</tr>
<tr>
<td>BSC</td>
<td>68%</td>
<td>68%</td>
</tr>
<tr>
<td>Avg # of Years at BSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>BSC</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Average Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED</td>
<td>52</td>
<td>51</td>
</tr>
<tr>
<td>BSC</td>
<td>52</td>
<td>51</td>
</tr>
<tr>
<td>% part-time (based on FTE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED</td>
<td>15%</td>
<td>32%</td>
</tr>
<tr>
<td>BSC</td>
<td>15%</td>
<td>32%</td>
</tr>
</tbody>
</table>

*** Includes faculty on leave or sabbatical

<table>
<thead>
<tr>
<th>Level</th>
<th>Class Size</th>
<th>Total Sections</th>
<th>Avg Section Size</th>
<th>Enrollment Individual Instruction</th>
<th>Total Headcount</th>
<th>Credit Hours Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-10</td>
<td>11-20</td>
<td>21-30</td>
<td>31-40</td>
<td>41+</td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td>0</td>
<td>4</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Upper</td>
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<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>11</td>
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<tr>
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<td>5</td>
<td>7</td>
<td>8</td>
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<td>0</td>
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<td>13</td>
<td>19</td>
<td>3</td>
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</table>

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

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Part-time</td>
<td>Total</td>
</tr>
<tr>
<td>7.8</td>
<td>1.4</td>
<td>9.2</td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research & Assessment
ACCOUNTING AND FINANCE  
FALL 2003  

Concentrations: Accounting and Finance  
Chairperson: Carleton Donchess

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>24</td>
<td>28</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Full-time Faculty***</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Instructors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Women</th>
<th>ACFI</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>38%</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>% Faculty of Color</td>
<td>0%</td>
<td>14%</td>
</tr>
<tr>
<td>% with terminal degree</td>
<td>88%</td>
<td>92%</td>
</tr>
<tr>
<td>% Tenured</td>
<td>63%</td>
<td>68%</td>
</tr>
<tr>
<td>Avg # of Years at BSC</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Average Age</td>
<td>55</td>
<td>51</td>
</tr>
<tr>
<td>% part-time (based on FTE)</td>
<td>30%</td>
<td>32%</td>
</tr>
</tbody>
</table>

*** Includes faculty on leave or sabbatical

<table>
<thead>
<tr>
<th>Class Size</th>
<th>1-10</th>
<th>11-20</th>
<th>21-30</th>
<th>31-40</th>
<th>41+</th>
<th>Total Sections</th>
<th>Avg Section Size</th>
<th>Enrolment Individual Instruction</th>
<th>Total Head-count</th>
<th>Credit Hours Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>1</td>
<td>14</td>
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<td>5</td>
<td>3</td>
<td>29</td>
<td>27</td>
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<td>2409</td>
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<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>20</td>
<td>0</td>
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<td>Total</td>
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<td>9</td>
<td>16</td>
<td>14</td>
<td>4</td>
<td>45</td>
<td>28</td>
<td>6</td>
<td>1274</td>
<td>3894</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Part-time</td>
<td>Total</td>
</tr>
<tr>
<td>7.6</td>
<td>3.3</td>
<td>10.9</td>
</tr>
</tbody>
</table>

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).
AVIATION SCIENCE
FALL 2003

Concentrations: Airport Management, Aviation Management, and Flight Training
Chairperson: Michael Farley

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>19</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment*</th>
<th>Undergrads</th>
<th>Grads</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td># of majors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>196</td>
<td>N/A</td>
<td>196</td>
</tr>
<tr>
<td>Female</td>
<td>26</td>
<td>N/A</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>222</td>
<td>N/A</td>
<td>222</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Female</th>
<th>AVSC</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12%</td>
<td>73%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Students of Color**</th>
<th>AVSC</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10%</td>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># of minors</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full-time Faculty***</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Instructors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Women</th>
<th>AVSC</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>43%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Faculty of Color</th>
<th>AVSC</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>14%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% with terminal degree</th>
<th>AVSC</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>92%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Tenured</th>
<th>AVSC</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
<td>68%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Avg # of Years at BSC</th>
<th>AVSC</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Age</th>
<th>AVSC</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>51</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% part-time (based on FTE)</th>
<th>AVSC</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>12%</td>
<td>32%</td>
<td></td>
</tr>
</tbody>
</table>

*** Includes faculty on leave or sabbatical

<table>
<thead>
<tr>
<th>Level</th>
<th>Class Size</th>
<th>Total Sections</th>
<th>Avg Section Size</th>
<th>Enrollments Individual Instruction</th>
<th>Total Headcount</th>
<th>Credit Hours Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower</td>
<td>1-10</td>
<td>5</td>
<td>17</td>
<td>82</td>
<td>161</td>
<td>618</td>
</tr>
<tr>
<td></td>
<td>11-20</td>
<td>7</td>
<td>16</td>
<td>19</td>
<td>138</td>
<td>401</td>
</tr>
<tr>
<td></td>
<td>21-30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td></td>
<td>31-40</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>41+</td>
<td>12</td>
<td>17</td>
<td>101</td>
<td>299</td>
<td>1019</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Part-time</td>
<td>Total</td>
</tr>
<tr>
<td>3.0</td>
<td>0.4</td>
<td>3.4</td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research & Assessment
**ECONOMICS**  
**FALL 2003**

*Chairperson:* Margaret Landman

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment*</th>
<th>Undergrads</th>
<th>Grads</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td># of majors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>34</td>
<td>N/A</td>
<td>34</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>N/A</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>N/A</td>
<td>41</td>
</tr>
<tr>
<td>% Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON</td>
<td>17%</td>
<td>N/A</td>
<td>17%</td>
</tr>
<tr>
<td>BSC</td>
<td>61%</td>
<td>73%</td>
<td>63%</td>
</tr>
<tr>
<td>% Students of Color**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON</td>
<td>22%</td>
<td>N/A</td>
<td>22%</td>
</tr>
<tr>
<td>BSC</td>
<td>8%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td># of minors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>N/A</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>N/A</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full-time Faculty***</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Associates Professors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Instructors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

| % Women            |       |       |
| % Faculty of Color | 30%   | 43%   |
| % with terminal degree | 100% | 92%   |
| % Tenured          | 80%   | 68%   |
| Avg # of Years at BSC | 14  | 13    |
| Average Age        | 52    | 51    |
| % part-time (based on FTE) | 31% | 32%   |

| * Includes double majors |
| ** Excludes international students |

<table>
<thead>
<tr>
<th>Level</th>
<th>Class Size</th>
<th>Total Sections</th>
<th>Avg Section Size</th>
<th>Enrolment Individual Instruction</th>
<th>Total Headcount</th>
<th>Credit Hours Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-10</td>
<td>11-20</td>
<td>21-30</td>
<td>31-40</td>
<td>41+</td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Upper</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Grad</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Total</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>5</td>
<td>21</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Part-time</td>
<td>Total</td>
</tr>
<tr>
<td>4.0</td>
<td>1.8</td>
<td>5.8</td>
</tr>
</tbody>
</table>

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absence or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).
MANAGEMENT FALL 2003

Concentrations: General Management, Information Systems Management, Energy and Environmental Resources Management, Global Management, Marketing, and Transportation
Chairperson: Mercer Fellouris

<table>
<thead>
<tr>
<th>2003 Graduates</th>
<th>Baccalaureate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>64</td>
<td>70</td>
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</table>

Enrollment*

<table>
<thead>
<tr>
<th># of majors</th>
<th>Under-grads</th>
<th>Grads</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>403</td>
<td>28</td>
<td>431</td>
</tr>
<tr>
<td>Female</td>
<td>338</td>
<td>33</td>
<td>371</td>
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<tr>
<td>Total</td>
<td>741</td>
<td>61</td>
<td>802</td>
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<table>
<thead>
<tr>
<th>% Female</th>
<th>MGMT</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>46%</td>
<td>61%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Students of Color**</th>
<th>MGMT</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>12%</td>
<td>8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% with terminal degree</th>
<th>MGMT</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Tenured</th>
<th>MGMT</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>73%</td>
<td>73%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Age</th>
<th>MGMT</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>59</td>
<td>59</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% part-time (based on FTE)</th>
<th>MGMT</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24%</td>
<td>24%</td>
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</table>

Full-time Faculty***

<table>
<thead>
<tr>
<th>Professors</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Associates Professors</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
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<table>
<thead>
<tr>
<th>Assistant Professors</th>
<th>Men</th>
<th>Women</th>
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</thead>
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<tr>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Instructors</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Women</th>
<th>MGMT</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>46%</td>
<td>43%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Faculty of Color</th>
<th>MGMT</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9%</td>
<td>14%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% with terminal degree</th>
<th>MGMT</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
<td>92%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Tenured</th>
<th>MGMT</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>73%</td>
<td>68%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Age</th>
<th>MGMT</th>
<th>BSC</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>59</td>
<td>59</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% part-time (based on FTE)</th>
<th>MGMT</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24%</td>
<td>24%</td>
</tr>
</tbody>
</table>

*** Includes faculty on leave or sabbatical

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Lower</th>
<th>Upper</th>
<th>Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Size</td>
<td>1-10</td>
<td>11-20</td>
<td>21-30</td>
</tr>
<tr>
<td>Total Sections</td>
<td>20</td>
<td>23</td>
<td>10</td>
</tr>
<tr>
<td>Avg Section Size</td>
<td>31</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>Enrolment Individual Instruction</td>
<td>0</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>620</td>
<td>467</td>
<td>158</td>
</tr>
<tr>
<td>Credit Hours Generated</td>
<td>1860</td>
<td>1473</td>
<td>474</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Part-time</td>
<td>Total</td>
</tr>
<tr>
<td>UG</td>
<td>GR</td>
<td>Total</td>
</tr>
<tr>
<td>10.0</td>
<td>3.1</td>
<td>13.1</td>
</tr>
</tbody>
</table>

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

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

**Accepted** - Admitted by the institution.

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

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

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

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

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

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

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

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

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

**Full-Time Equivalent Faculty** - Each full-time faculty member is counted as one FTE; however, adjustments are made for alternative responsibilities. For part-time faculty, 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Serial** - Any publication issued in successive parts appearing at intervals--usually regular ones--and as a rule intended to be continued indefinitely. The term includes periodicals, newspapers,
annuals, numbered monographic series, and the proceedings, transactions, and memoirs of societies.

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

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

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

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

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

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

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

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

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

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

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