

OKLAHOMA STATE UNIVERSITY
ACADEMIC PROGRAM REVIEW
EXECUTIVE SUMMARY

DEPARTMENT OR DEGREE PROGRAM: Higher Education

Address items specified in OSRHE policy on program review (VI-Content of Program Review Reports): description of review process, program objectives, student outcomes assessment, and program recommendations. Please limit the summary to 1 or 2 pages.

This five year Academic Program Review was conducted through the active involvement of the School Head, the Educational Leadership Studies Program Coordinator, and the program area faculty. The Program Coordinator guided the effort most extensively, coordinating the collection of information through the documents and contacting faculty for their input. The effort was aided by the annual assessment reports and institutional reports from the Institutional Research Office.

The program objectives have been in effect for a number of years, and are included on the information flyers that were printed two years ago. The objectives focus the Higher Education faculty's efforts and energies to prepare the best quality professors and administrators for post-secondary institutions of all kinds and sizes and state level governing agencies, both in the United States and internationally. Current demands by the public for greater accountability of higher education institutions and agencies place greater pressure on the preparation of those who lead these entities.

Oklahoma State University's movement toward performance-based assessments is gaining steam. Because this effort is in the initial stages, perfection of a systematic plan has not yet been achieved. This program review reflects the status of this process by framing what the plans are for the next five years rather than a soon-to-be obsolete description of what has been.

Three program recommendations are listed near the end of this report. The faculty wants to expand recruiting efforts to increase the number of highly qualified student applicants for admission to the Higher Education degree. Highly qualified here is defined as exceptionally bright academically and diverse in background, gender, and ethnicity. Secondly, the faculty wants to establish an advisory board to assist them in developing and periodically reviewing the curriculum. And, thirdly, it is important that the methods to obtain data and information relative to the offering of a quality program be expanded. Only with multiple origins of data can a program be assessed sufficiently and accurately.

Dean _____


(Signature)

Date _____

4-1-05

Note: Complete one of these forms for each degree program

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2004 - 2005

ACADEMIC PROGRAM REVIEW

BACCALAUREATE, MASTERS & DOCTORAL DEGREES

OKLAHOMA STATE UNIVERSITY

Higher Education

Title of unit or degree program reviewed (Level III)

With options (Level IV) in: _____

Higher Education

Degree designation as on diploma (Level II)

~~EDLE~~ EDD

Formal degree abbreviation (Level I)

Degree-granting academic unit School of Educational Studies 403
(Name) (Cost Center)

CIP code 130406

HEGIS code 0805

Instructional Program code 119

Name of department head
(person who oversees degree program listed above) Bert Jacobson

Program holds specialized accreditation from _____

Name and title of contact person Bert H. Jacobson
(Name)
School Head
(Title)

Date of Institutional Governing Board Review: _____

President _____ Date: _____
(Signature)

OVERVIEW

A. Description of the Departmental/Program Review Process *(Briefly describe how the review was conducted and who was involved)*

Documents were collected and data were compiled and analyzed. Faculty and administrative assistance was sought in collecting the documents, compiling and analyzing data, and in determining revised goals and objectives.

B. Recommendations from Previous Program Reviews. *(Discuss actions taken to address the recommendations of program faculty from the last program review.)*

We have been unable to locate a copy of the previous program reviews.

CRITERION I Program Centrality

A. Goals & Objectives of Degree Programs *(List each degree option, its clientele, objectives, and expected student outcomes. For program clientele, briefly describe the students in the program, e.g., are they primarily full-time traditional college-age students in Stillwater or part-time nontraditional students in Tulsa? Expected student outcomes for the degree program are described in the program's Student Outcomes Assessment Plan)*

Degree Program: Higher Education

Program Clientele: Students are primarily part-time, typically range in age from 25-50, and are employed full-time in colleges, universities, and government agencies. The clientele are similar for Tulsa and Stillwater. There are a few international students, and there was a cohort from Thailand during the past five years.

Program Objectives: The Educational Leadership program area seeks to foster the improvement of educational institutions through leadership. EDLE seeks to invite individuals who will benefit from such degree programs and who make significant contributions to educational organizations and who demonstrate the potential for individual growth, leadership, educational advocacy, and the fostering of learning-centered environments.

Expected Student Outcomes: Formed by and embedded in the assessment system

B. Linkage of the Program to Institution's Mission *(Use the mission "Proud of its land grant heritage, Oklahoma State University advances knowledge, enriches lives, and stimulates / enhances economic development through instruction, research, outreach, and creative activities" or the final version of the OSU mission).*

The Educational Leadership Studies program area links well with the University's mission, "Proud of its land grant heritage, Oklahoma State University advances knowledge, enriches lives, and stimulates/enhances economic development through instruction, research, outreach, and creative activities." The program area's purpose is to prepare the leaders of the educational organizations and entities in Oklahoma primarily and elsewhere secondarily. High quality leadership in schools, school districts, technology and career centers, colleges and universities, and state departments of education provide high quality programs to educate the citizens whether they be pre-

schoolers or graduate students. The better educated the populace, the higher the living standards.

CRITERION II

Program Curriculum and Structure

A. Program Structure *(Attach copies of the current degree requirements sheet)*

See attached

B. Distance Education *(List the courses offered by electronic or other distance delivery methods)*

This course was offered on-line during the past five years: EDLE 6003 Educational Ideas.

C. Articulation Agreement *(Identify the articulation (2+2) agreements the program has with community colleges)*

There are no articulation agreements with community colleges. However, the Educational Leadership program has entered into a Memorandum of Understanding with Pittsburg State University (Pittsburg, Kansas) to assist their Ed.S. graduates to matriculate to the Ed.D. at OSU.

D. Multidisciplinary programs *(Briefly describe how program faculty participate in multidisciplinary programs with other OSU departments or other institutions)*

Educational Leadership faculty sometimes teach courses in the qualitative research sequence, especially for the EDLE cohorts. A new college teaching option has begun within the College of Education and EDLE faculty are teaching several of those courses. Also, the EDLE faculty and the University of Oklahoma leadership faculty have begun informal talks to share what each is doing in curriculum, internships, and faculty research. Initial discussion has occurred to consider the feasibility of starting a statewide policy center for education.

CRITERION III

Program Resources

- A. New facilities and major equipment** *(Describe major changes in facilities and major equipment added in the past 5 years)*

There have been no major new facilities or equipment.

- B. Academic and administrative efficiencies** *(In the past 5 years, what strategies has the program used to achieve greater academic and administrative efficiencies?)*

So the faculty could become more efficient in dealing with the number of students, the decision was made to move to a cohort model. Cohorts are more efficient in admissions, scheduling and advisement.

- C. External funding.** If applicable, complete Appendix A External Grants, Contracts, and Gifts Awarded to Program Faculty for the past 5 years. *(Describe the changes in external funding during the past 5 years.)*

CRITERION IV

Productivity

- A. Number of majors (headcount), student credit hours, and average time to graduation.** Attach a copy of the 5 Year Academic Ledger for the department. *(Briefly summarize changes in the number of majors, student credit hours generated, and average time to graduation during the past 5 years.)*

The number of majors ranged from a high of 76 in 2002 to a low of 62 in 2000. Because of faculty turnover in the EDLE program, no students were admitted Fall 03. This decision is reflected in the slight drop in major numbers for 03 and 04. Only slightly fewer student credit hours were generated. However, since these are all doctoral students, the student credit hours generated for research and dissertation make up a significant portion of the overall credit hours generated. The average time to graduation for the past five years is 5.4 years. The overwhelming majority of the students are part-time, resulting in this length of average time to graduation.

- B. Faculty ratio and class size.** Attach a copy of the 5 Year Academic Ledger for the department. *(Briefly summarize changes in the student to faculty ratio and class size during the past 5 years. Provide a brief explanation of the future plans for the program related to student to faculty ratio and class size, the time frame required to accomplish these plans, and the budget implications of the plans.)*

Faculty turnover has become a persistent problem over the past five years. Some have retired, three moved to other universities, and one became an administrator. Through the hiring of adjuncts and visiting assistant professors, the classes have been taught. The move to cohorts has facilitated the scheduling of the classes and faculty loads. We anticipated an increase in doctoral students at OSU-Tulsa so we requested, and were

granted, permission to advertise the position. Hopefully, we will be able to find a professor to assume the duties.

C. 5 year average number of degrees conferred and majors. Refer to the OSRHE productivity spreadsheet. *(Compare the number of graduates and majors to the minimum productivity standards established by the Oklahoma State Regents for Higher Education)*

Degree	Number of Degrees Conferred		Majors (Headcount) – Fall Semester	
	OSRHE standard	5 yr average	OSRHE standard	5 yr average
Certificate	NA	NA	NA	NA
Baccalaureate	5	NA	12.5	NA
Masters	3	NA	6.0	NA
Doctoral	2	9.2	4.5	69

If the department has more than one degree program in a degree level (e.g, BS and BA), please list the number of degrees and headcount enrollment for each program separately.

If the five year average for any degree program does not meet State Regents' minimum productivity requirements for graduates and/or headcount enrollment provide a brief explanation of the future plans for the program that will enable it to meet the productivity requirements, the time frame required to accomplish these plans, and the budget implications for continuation of the program.

CRITERION V Quality

A. Program faculty qualifications

Name	Faculty Status (Regular or Adjunct)	Faculty FTE in program	Degrees Earned		Related Work Experience (years)
			Highest	Highest in Teaching Area	
			Type	Type	
Dickman, Marcia	Regular	100	PhD	Phd	20
Halligan, James	Regular	.25	PhD	Phd	3
Hughes, Robin	Regular	100	PhD	PhD	7
Nolan, Robert	Regular	100	EdD	EdD	30
Pettibone, Tim	Regular	100	PhD	Phd	20
Jacobson, Bert	Regular	.25	EdD	EdD	25

B. Evidence of regional / national reputation and ranking

C. Scholarly activity. Complete Appendix B Record of Significant Scholarly, Artistic and/or Creative Work for the past 5 years. (*Describe the changes in scholarly activity during the past 5 years.*)

Overall, the faculty have been somewhat productive in scholarly activity during the past five years, given the turnover. At the beginning of the period, a full professor was added to the faculty and his productivity has been very high. Two faculty members have taken sabbaticals (one last semester). Faculty-student co-authoring has increased the publication record. One faculty member is working on a major project with a professor at the University of Pittsburgh. Faculty who left during the period were productive prior to their leaving. The former OSU Graduate Dean moved to a fulltime faculty position and he has continued his scholarly efforts.

D. Assessment of student achievement of expected learning outcomes for each degree program (this information should be available in your annual assessment reports). Select 3-5 key expected learning outcomes for each degree program. Identify the primary method used to assess student achievement of the selected outcomes. *Please indicate the year(s) the assessment was conducted, the number of program graduates that year, and the number of students assessed.*

The Educational Leadership program area completed a new performance-based assessment system for the master's level degree option in School Administration in February 05. The present focus is do develop a system for the remaining degrees and options using that same framework.

In addition to tracking data from the admissions process, the assessment system will include continuing and consistent data from specific core and required courses, and corresponding rubrics for each of the assessments to reduce the problem of inter-rater reliability when scoring the assessments.

- E. Overview of results from program outcomes assessment** (this information should be available in your annual assessment reports). For each key expected outcome, summarize results of assessment and describe how results have been interpreted relative to that outcome. *(To what extent are students achieving each expected outcome? What do assessment results indicate are curricular strengths or areas for improvement / program development?)*

Since the assessment system for this degree is currently being created, no data are available yet. Data will be gathered and entered in the new system in fall 05. By the next five year Academic Program Review, there should be five years of data available in the system for all indicators and assessment.

- E. Feedback from program alumni / documented achievements of program graduates** *(Describe achievements of program graduates obtained from other sources such as department-sponsored alumni surveys, alumni advisory boards, professional societies, etc. Summarize alumni survey results for the degree program, including, if available, information on employment and continued education of program graduates and graduates perceptions of program quality)*

The results of the 2004 OSU Graduate Program Alumni Survey for Higher Education were studied to learn what might be applicable to improving the program. All 12 alumni were employed fulltime and all were employed in a position moderately to highly-related to their graduation studies. All reported their graduate program prepared them adequately or very well for their current position. All but one were satisfied or very satisfied with their overall OSU educational experience.

- F. Other Program Evaluations** *(Comment on the results of any outside reviews of the program or any institutional reviews within the last 5 years.)*

NA

CRITERION VI

Program Demand/Need

- A. Occupation Manpower Demand** (If applicable)

1. Advisory Committee Membership
2. Advisory Committee Recommendations
3. School Response to Recommendations
4. Other sources and documents indicating demand

- B Societal Needs for the Program**

Given the demands on the public university system today, the need for highly qualified leaders is as great as ever.

- C Graduate student applications and enrollment changes.** Refer to the spreadsheet that lists the number of graduate student applications, acceptances, enrollments, and graduates for the past 3 years. *(Comment on the number of applications, acceptances, and enrollments, and*

changes over time. For example, if applications are relatively high but the department accepts few students, why are most students denied admission? If acceptances are relatively high, but enrollments are low, why do admitted students not enroll? Is the rate of graduations consistent with the enrollment number and the expected time to earn the degree? Then provide a brief explanation of the future plans for the program that will enable it to improve numbers of concern, the time frame required to accomplish these plans, and the budget implications for these plans.)

Higher Education received 28, 14, and 32 applications in 2002, 2003, and 2004, respectively. Sixteen, five, and 18 were accepted, respectively. Thirteen, five, and 18 enrolled. Thirty-four students graduated during this three year period. Seventy-four persons applied for admission, 39 were admitted, and 36 enrolled. Thus, slightly more than half of those applying were admitted, only three admitted did not enroll, and five fewer graduated than were newly enrolled. The primary reasons for rejection of applicants are test score and match with the program. Attempts are made to attract a diverse (gender and ethnicity) student group.

CRITERION VII Program Duplication

- A. Identify other degree programs at OSU with similar titles or functions** (*include degree programs in the department if the department has more than one degree program at a degree level (e.g., BS and BA)*).

No similar titles or functions.

- B. For similar programs, describe how each degree program fulfills unique student needs** (*A program may be unique because of the subject matter treated, the students served, the educational methods employed, the effect of the achievements of the program on other institutions or agencies, etc.*)

NA

Summary and Recommendations

Note-information for this section may come from a variety of sources and should include information about program strengths and areas for improvement that have been described in the program's outcomes assessment reports.

A. Strengths

Throughout 2003-2004 a systematic and thorough analysis was conducted of the status of the current doctoral students. Where each student was in his/her program, anticipated date of graduation, committee advisor, dissertation advisor, and committee membership were determined. The program area had significant changes in the faculty and students seemed to be somewhat adrift. Many students were not pursuing their degrees in a timely manner and courses seemed to be cancelled randomly by the administration. All students who were not actively enrolled in the previous year and all students who had completed

coursework and passed the exams more than two years earlier were sent letters notifying them of their status and the necessity of contacting the School Head to arrange a meeting of their committee advisors, if they were still interested in completing their degrees. Also, all students who needed to update their doctoral committee membership were urged to do so as soon as possible. This effort began a more extensive effort to track the students in a more consistent manner. Greater attention is now being paid to facilitating student progress to degree completion.

The Higher Education program is very successful in placing its graduates in leadership positions. Some examples are: professor, University of Akron; professor, New Mexico State University; administrator, Tulsa Community College; director of adult programs, Oklahoma City University; campus director, NWOSU; professor, Northeastern State University; professor, NWOSU; vice-president, Panola College, Carthage, Texas .

B. Areas for Improvement

The results of the 2003 OSU Graduate Program Alumni Survey for the Higher Education program provided little specific data or information valuable to the faculty regarding the curriculum. Thus, the faculty are planning to develop up to seven questions to add to the survey form to be used next year.

The faculty are designing new recruiting techniques to improve the quality of the applicant pool, particularly regarding ethnicity. Approximately half of the applicants are female and they are admitted at a rate similar to males. Few minorities apply and fewer still are accepted. Attempts need to be made to increase the size and quality of the pool.

C. Recommendations for Action

1. Recruiting to increase student applicant pool numbers and quality
2. Establishment of an advisory board for assistance in ensuring appropriate curriculum
3. Expansion of the methods to obtain data and information relative to the offering of a quality program

D. Five-Year Goals for the Program

1. Implementation of the performance-based assessment system
2. Increase the quality and diversity of applicant pool through recruiting and the admissions process
3. Continue efforts to attract and retain a high quality and diverse faculty
4. Establish an advisory board to ensure an appropriate curriculum

Appendix A

External Grants, Contracts, and Gifts Awarded to Program Faculty.

External Funds			Dollar Amounts				
Name of Grant, Contract, or Gift	Principal Investigator	Source of Funds	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Native American Cohort	Jacobson	American Indian Research & Development, Inc.				28,469	1,500
School Administrator Training Program for American Indians (SATP II, aka Native American Cohort II)	Jacobson	American Indian Research & Development, Inc.				9,089	5,730
Total for each FY						34,0558	7,230

Appendix B
Record of Significant Scholarly, Artistic and/or Creative Work

Name and Type of Scholarly, Artistic and/or Creative Work	Program Faculty	Year Completed (1999-2005)
Hallenbeck, D.A., Dickman, M.M., & Fuqua, D.R. (2004). Dimensions of leadership and motivation in relation to residential setting. <i>The Journal of College and University Student Housing</i> , 33, 23-31.	Dickman, Marcia	2004
Weir, S.B., Dickman, M.M., & Fuqua, D.R. (in press). Preferences for academic advising styles. <i>NACADA Journal</i> .		In press
Bowers, P.J., Dickman, M.M., & Fuqua, D.R. (2001). Psychosocial and career development related to employment of graduating seniors, <i>NASPA Journal</i> , 38, 326-347.		2001
Association of College and University Housing Officers – International, International Conference – “Assessment of Learning and Development in a Residential Setting: Preliminary Results” – 2004. Montreal, Quebec, Canada.		2004
Invited Faculty, Association of College and University Housing Officers – International, International Conference– “STARS College (Program for Select Group of Undergraduates)”- 2004. Montreal, Quebec, Canada.		2004
National Association of Student Personnel Administrators National Conference- “The Spirit of Leadership: Motivation and Residential Setting” – 2003. St. Louis Missouri.		2003
Invited Speaker, Association of College and University Housing Officers – International, International Conference – “Student Learning and Development in Residence Halls” – 2003. Las Vegas, Nevada.		2003

<p>National Association of Student Personnel Administrators National Conference- “Evolving Communication in Hierarchical Organizations”- 2002. Boston, Massachusetts</p> <p>National Association of Student Personnel Administrators National Conference - “Perspectives on a Caring Environment: Enhancing the Human Connection” – 2001. Seattle, Washington.</p> <p>National Association of Student Personnel Administrators National Conference – “A Student Affairs Research Agenda: A Perspective on Design” – 2001. Seattle, Washington.</p> <p>National Association of Student Personnel Administrators National Conference – “Using Self-Assessment to Create a Shared Vision: One Institution’s Effort” – 2000. Indianapolis, Indiana.</p>		<p>2002</p> <p>2001</p> <p>2001</p> <p>2000</p>
<p>Hughes, R. L. (2002). The Weary Need not Apply: Managing the Transition from Graduate Student to Professor. <i>Black Issues in Higher Education</i>. June 6, 2002. Vol. 19 Issue 8.</p> <p>Hughes, R. L. (2002). African-Centered Pedagogy: Developing Schools of Achievement for African American Children. Murrell Jr., P. Book Review. <i>Teachers College Record</i>. p. 45-49.</p> <p>Hughes, R.L. (2002). Whistling Dixie, Raising the Confederate Flag, and other Welcoming Mats: Black Students Talk About Change at Big Texas State University. In, <i>An Imperfect world: Resonance from the Nation Violence</i>. Ed. Lemual Berry. 2002 <i>Education Monograph Series</i>. National Association of African American Students. NAAAS & Affiliates. Biddeford, ME, p. 395-418.</p> <p>Hughes, R.L. and Howard-Hamilton, M. F. (2003) Insights: Emphasizing issues that affect African American women. In (Ed.) Mary F. Howard-Hamilton. <i>New Directions for Student Services</i>, Issue 104 Special Issue: Meeting the Needs of African American Women. Jossey- Bass p. 95-104</p> <p>Hughes, R. L. (2004). The Dwindling Pool of Qualified Professors of Color: Suburban Legends. In.(Ed.) Darrell Cleveland. <i>A Long Way to Go: Conversations About Race By African American Faculty And</i></p>	<p>Hughes, Robin</p>	<p>2002</p> <p>2002</p> <p>2002</p> <p>2003</p> <p>2004</p>

<p><i>Students On The Journey To The Professorate</i>. Vol. 14. Peter Lang Publishers, Higher. Education Series. p. 79-91.</p> <p>Hughes, R. L. (2004). <i>Hopeful Girls, Doubtful Boys</i>. Lopez, Nancy. Routledge Press. New York: New York. Invited Book Review. <i>Teachers College Record</i>. Vol 106. Number 12 p. 2281-2293.</p> <p>Hughes, R.L. (2004). <i>Tales from the Hood—A Trilogy: Two Degrees of Separation; The Good Old Professor’s Network; Hell Hath no Fury Like a Professor</i>. Invited Edited Book Chapter, Ed. Darrell Cleveland. <i>Minorities are Encouraged to Apply</i>. Peter Lang Publishers, Higher Education Series. (in press)</p> <p>Hughes, R. L. and Satterfield, J. (2004). <i>Hiring Faculty of Color: Stealing all the Jobs, not Qualified, and Reverse Discrimination In</i> (Ed) Mary Howard-Hamilton, <i>Case Studies in Higher Education</i>. D. Brown Publishers. (in press)</p> <p>Hughes, R. L. and Satterfield (2004). <i>Dousing the Friday Night Lights: The Changing and Critical Look at the Landscape of High School Athletics</i>. Invited Commentary. <i>Teachers College Record</i>. (in press)</p> <p>Hughes, R. L. (2004). <i>African American Scholars and Balla’s: The Social Construction of the Black Professor</i>. Paper presented to the American Education Association, AESA, Kansas City, Mo.</p> <p>Hughes, R. L. and Satterfield J. (2004). <i>Sports Athleticizing Black Athletes: The role of Higher Education in Sports and Athletics</i>. Paper presented to the 2004 Rocky Mountain American Educational Research Association.</p> <p>Hughes, R.L. (2004) <i>Tales from the Regalia —A Trilogy: Two Degrees of Separation and the Good Old Professor’s Network; Writing While Black; Hell Hath no Fury Like a Professor</i>. Presented to the <i>Patterson Research Institute</i>. September, 24-27. Washington D. C.</p> <p>Hughes, R.L. and Satterfield, J. (2004). “Athletisizing” High Profile African American Athletes: A Critical Race Perspective. <i>Paper presented to The American Educational and Research Association National Conference, 2004, San Diego, California</i>.</p> <p>Hughes, R. L. and Izquierdo, E. (2004). <i>Teaching in Border Schools: How Teachers Perceive Mexican and Mexican American Students in the Classroom</i>. Paper presented at <i>The American Educational Research Association National Conference, 2004, San Diego, California</i>.</p>		<p>2004</p> <p>2004</p> <p>2004</p> <p>2004</p> <p>2004</p> <p>2004</p> <p>2004</p> <p>2004</p> <p>2004</p>
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<p>Hughes, R. L. (2003). Aint I a professor? African American Professors in the Ivy Tower. On Darrell Cleveland's panel, Broken Promises. Paper presented at the 2003 <i>Association for the Study of Higher Education Conference</i>. Portland, Oregon.</p>		2004
<p>Hughes, R.L. (2003). The Social Construction of the Black Student Athlete: The Role of Peer Perceptions and Institutional Dynamics in "Athletisizing" Black Student Athletes. Panel Presentation, A Long Way to Go: Conversations about Race by African-American Faculty and Graduate Students in Higher Education Paper presented to the 2003 <i>Association for the Study of Higher Education</i>. Portland Oregon.</p>		2004
<p>Hughes, R.L. (2003). Flaws in the Pool Argument: Discussions of Race, Athleticism, and the Professorate. Paper presented to the 2003 <i>American Educational and Research Association National conference</i>, 2003. Chicago, Illinois.</p>		2004
<p>Lincoln, Y., Fine, M., Denzin, N. Weems, M., Brady, I. Bratich, J., Hughes, R.L. , Leffel, R. Performing 9/11 (2003): Teaching in a Terrorized World. Paper presented to the 2003, <i>American Educational and Research Association National conference</i>, 2003. Chicago, Illinois.</p>		2004
<p>Hughes, R.L. (2003). Minorities are Encouraged to Apply: An African-American Professor's Description of the Road to Tenure. Paper presented to the 2003, <i>National Association of African-American Studies</i>, Houston Texas.</p>		2003
<p>Hughes, R.L. (2003). A Qualitative Study of Profiles and Perceptions of Black Student Athletes On a Research One, Division One Sports College Campus. Presentation accepted by the 2003, <i>National Conference of the Freshman Year Experience</i>. Atlanta , GA.</p>		2003
<p>Hughes, R.L., Leffel, R. and Calvo, E. (2003) The Effects of Affirmative Action on Postsecondary Educational Achievement. Accepted by the 2003, <i>National Association of African American Studies Conference</i>, 2003 in Houston, Texas.</p>		2003
<p>Hughes, R.L. (2002). The Social Context of the "Other" Education: Black and White Students Talk About Their Experiences at Big State University, a Predominantly White Institution of Higher Education in the South. Paper presented to the <i>National Conference of the American Educational Research Association</i>. In New Orleans, La. April 1-5, 2002.</p>		2002
<p>Denzin, N., Lincoln, Y.S. and Thorpe, L. , Weiss, L., Hughes, R.L., (2002). Performance Texts and Educational Ethnography. Presented in New Orleans, Louisiana at the <i>National Conference of the American Educational Research Association</i>. April 1-5, 2002.</p>		2002

<p>Hughes, R. L. (2002). Whistling Dixie, Raising the Confederate Flag, and Other Welcoming Mats: Black Students Talk About Change at Big Texas State University. Presented in Houston, Texas at the 2002 National Conference of the National Association of African American Studies. February 11-15, 2002.</p>		2002
<p>Ice, R. & Nolan, R. (Accepted, Nov. 13, 2004). The literacy programs of the New Deal: Oklahoma from 1933 to 1942. <i>Journal of Philosophy and History of Education</i>.</p>	Nolan, Robert	2004
<p>Mills, M., Bettis, P., Williams, J., & Nolan, R. (Accepted, July 15, 2004). Experiences of academic unit reorganization: Organization identity and identification in organizational change. <i>The Review of Higher Education</i>.</p>		2004
<p>Sleezer, C., Conti, G. & Nolan, R. (2004). Comparing CPE and HRD programs: Definitions, theoretical foundations, outcomes, and measures of quality. <i>Advances in Developing Human Resources</i>, 6 (1), pp. 20-34.</p>		2004
<p>Schwark, J. & Nolan, R. (2003, under review). A case study of cross-cultural work teams: The issue of bilingualism. <i>Human Resource Development Quarterly</i>.</p>		2003
<p>Nolan, R. (2002). How graduate students of adult and continuing education are assessed at the doctoral level. <i>Journal of Continuing Higher Education</i> 50 (3), pp. 38-43.</p>		2002
<p>Nolan, R. (2002). Geo-literacy: How well adults understand the world in which they live. <i>Adult Basic Education</i>. 12 (3), Fall, 2002, pp. 134 – 144.</p>		2002
<p>Birzer, M. and Nolan, R. (2002). Learning strategies utilized by police officers. <i>Policing: An International Journal of Police Strategies & Management</i>. 25 (2), pp. 242-255.</p>		2002
<p>Nolan, R. (2001). The power of theory in the administration of ESL programs. <i>Adult Basic Education</i> 11 (1), pp. 3 – 16.</p>		2001
<p>Nolan, R & Patterson, R. (2000). Curtains, lights: Using skits to teach English to Spanish speaking adolescents and adults. <i>Journal of Adolescent and Adult Literacy</i>. 44 (1), pp. 6 - 14.</p>		2000
<p>Nolan, R and Ice, R. (June 2, 2001). A re-examination of the role of power and politics in the planning of adult education. <i>Proceedings of the 42nd Annual Adult Education Research Conference</i>, pp. pp. 299 – 304. Michigan State University, East Lansing, Michigan.</p>		2001
<p>Nolan, R. (June 3, 2000) Lessons from Central America: Action research in an adult English as a foreign</p>		

<p>language program. <i>Proceedings of the 41st Annual Adult Education Research Conference</i>, pp. 314 - 318. University of British Columbia, Vancouver, BC, CA</p> <p>Nolan, R. (Oct. 9, 2003). Vaillant's contribution to research and theory of adult development. Midwest Research-to Practice Conference, Ohio State University.</p> <p>Nolan, R. & Ice, R. (Oct. 11, 2002). Geo-literacy: How well adults understand the world in which they live. Poster Session Presentation, Midwest Research-to-Practice conference, Northern Illinois University, DeKalb, IL.</p>		<p>2000</p> <p>2003</p> <p>2002</p>
<p>Jacobson BH, Redus BS, & Palmer T. (2004) An assessment of college cheerleading: Injury distribution, frequency, and associated factors. <i>British Journal of Sports Medicine</i>. Br J Sports Med 2005;39:237-240</p> <p>Jacobson BH, *Oney B, Redus B, Edgley B, Kulling F, & Gemmell HA. (2004) Comparison of perceived backpack comfort using two rating systems. <i>Perceptual and Motor Skills</i>. 99: 171-178.</p> <p>Jacobson BH, *Hubbard M, *Redus B, Price S, Palmer T, Purdie R, & *Altena T. (2004) An assessment of high school cheerleading: Injury distribution, frequency, and associated factors. <i>Journal of Orthopaedic and Sport Physical Therapy</i>. 34:261-265</p> <p>Jacobson BH, *Cook DA, *Altena TS, Gemmell HA, & Hays BM. (2003) Comparison of perceived comfort differences between standard and experimental load carriage systems. <i>Ergonomics</i>. 46(10): 1035-1043.</p> <p>Gemmell HA, Jacobson BH, & Hayes BM. (2003) Effect of a topical herbal cream on osteoarthritis of the hand and knee: A pilot study. <i>J Manipulative Physiol Ther</i>. 26:(5) 315-323.</p> <p>Jacobson BH, *Cook D, & *Redus B. (2003) Correlation between body mass index and percent body fat of trained body builders. <i>Perceptual and Motor Skills</i>. 96, 931-932.</p> <p>McKay L, Gemmell H, Jacobson, BH, & Hayes B. (2003) Effect of a topical herbal cream on the pain and stiffness of osteoarthritis: a randomized double-blind, placebo-controlled clinical trial. <i>Journal of Clinical Rheumatology</i>. 9(3): 164-169.</p> <p>Jacobson BH, Gemmell HA, Hayes BM, & *Altena TS. (2002) Effectiveness of a selected</p>	<p>Jacobson, Bert</p>	<p>2004</p> <p>2004</p> <p>2004</p> <p>2003</p> <p>2003</p> <p>2003</p> <p>2003</p> <p>2002</p>

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**Oklahoma State University
FIVE-YEAR ACADEMIC REPORT CARD
EDUC STUDIES**

Fall Semester	2000	2001	2002	2003	2004	Change						
						Amount	Percent					
Student Information												
Headcount												
Undergraduate	236	248	261	265	289	53	22.5%					
Graduate	254	272	294	259	221	-33	-13.0%					
Professional	0	0	0	0	0	0	-					
Total	490	520	555	524	510	20	4.1%					
Minority	106	117	121	102	102	-4	-3.8%					
Non-minority	384	403	434	422	408	24	6.3%					
Entry Information												
ACT Average	24.25	23.97	23.68	24.41	23.91	-0.34	-1.4%					
ACT 25th - 75th Percentile	22-27	22-25	22-25	23-26	22-26							
Top 10% High Sch. Class(%)	25.0%	13.2%	14.6%	10.3%	12.1%	-12.9%						
Retention/Graduation Rates												
No. of Full-time Semesters	0	7.7	8.1	7.5	7.9	0.2	2.6%					
Semester Credit Hours - State Funded												
Undergraduate	2,606	3,520	3,866	3,995	4,124	1,518	58.3%					
Graduate	2,036	2,305	2,196	2,679	2,631	595	29.2%					
Professional	0	0	0	0	0	0	-					
Total	4,642	5,825	6,062	6,674	6,755	2,113	45.5%					
Number of Lecture Classes Taught Avg Class Size												
Undergraduate	Number Avg.	Number Avg.	Number Avg.	Number Avg.	Number Avg.							
Undergraduate	41 23.0	50 24.4	52 25.2	50 26.7	57 24.2	16	39.0%					
Graduate/Professional	42 16.0	46 15.0	60 15.0	49 13.0	50 15.0	8	19.0%					
All Student	83 19.5	96 19.9	112 19.7	99 19.9	107 19.9	24	28.9%					
Class Size												
% of Classes < 20	71.1%	67.7%	65.2%	63.6%	54.2%	-16.9%						
% of Classes > 50	2.4%	1.0%	0.9%	2.0%	0.9%	-1.5%						
OSU-Tulsa												
Headcount	177	193	212	192	202	25	14.1%					
Student Credit Hours	1194	1480	1324	1459	1681	487	40.8%					
Faculty Information												
Instructional-FTE	28.56	40.13	35.25	36.25	36.56	8.00	28.0%					
Professor-Lecturer	7.26	5.94	9.00	1.34	3.13	-4.13	-56.9%					
Graduate Assistant	35.82	46.07	44.25	37.59	39.69	3.87	10.8%					
Headcount												
Professor-Lecturer	42	58	50	45	51	9	21.4%					
Total	4	5	4	5	4	0	0.0%					
Minority	24	29	28	29	26	2	8.3%					
Tenured/Tenure Track	20	20	20	18	17	-3	-15.0%					
% Tenured	83.3%	69.0%	71.4%	62.1%	65.4%	-17.9%						
% of Faculty Full - Time	78.4%	77.5%	81.3%	84.5%	78.5%	0.1%	0.0%					
Student Faculty Ratio	10.9	8.8	10.5	10.3	10.1	-0.8	-7.1%					
Faculty Salaries vs. Peer Inst. (Full-time Faculty - 9 mos.)												
	OSU	Big 12	OSU	Big 12	OSU	Big 12	OSU	Big 12	OSU	Big 12	OSU	
Professor	\$68,057	\$83,050	\$72,176	\$85,930	\$69,019	\$88,184	\$69,020	\$89,897	\$72,058	\$91,483	\$4,001	5.9%
Associate	\$49,605	\$57,497	\$47,974	\$58,664	\$50,698	\$60,327	\$50,593	\$59,476	\$53,971	\$63,186	\$4,366	8.8%
Assistant	\$41,150	\$46,677	\$43,880	\$46,396	\$44,814	\$48,133	\$45,522	\$47,823	\$47,695	\$52,453	\$6,545	15.9%
Classes Taught by Tenured/Tenure Track												
% Lower Div. Classes	58%	67%	67%	67%	58%	0.00%						
% Undergrad. Classes	63%	56%	52%	54%	39%	-24.00%						

**Oklahoma State University
FIVE-YEAR ACADEMIC REPORT CARD
EDUC STUDIES**

Fiscal Year	2000	2001	2002	2003	2004	Change	
						Amount	Percent
Financial Information							
Faculty Salaries	\$1,411,739	\$1,216,710	\$1,580,605	\$1,413,287	\$1,416,919	\$5,180	0.4%
Other Salaries	\$204,843	\$265,354	\$250,977	\$265,510	\$218,960	\$14,117	6.9%
Fringe Benefits	\$353,534	\$336,077	\$474,123	\$432,329	\$434,770	\$81,236	23.0%
Travel	\$22,357	\$19,949	\$16,499	\$15,249	\$18,556	(\$3,801)	-17.0%
Utilities	\$0	\$0	\$0	\$0	\$0	\$0	-
Supplies Other Oper. Exp.	\$46,415	\$40,692	\$37,971	\$34,984	\$58,727	\$12,312	28.5%
Property, Furniture Equip.	\$2,516	\$1,849	\$3,408	\$118	\$74,561	\$72,045	2863.0%
Library Books Periodicals	\$269	\$61	\$38	\$2,689	(\$1,787)	(\$2,056)	-764.5%
Transfers Other Disbur.	\$0	\$0	\$0	\$0	\$0	\$0	-
Total	\$2,041,672	\$1,880,691	\$2,363,622	\$2,184,166	\$2,220,706	\$179,033	8.8%
Cost per SCH	\$236.30	\$162.45	\$176.67	\$139.14	\$152.63	(\$83.68)	-35.4%
Cost per SCH in Constantt	\$236.30	\$157.83	\$168.79	\$129.63	\$136.94	(\$99.37)	-42.1%
Other Revenue							
Other Student Fees	\$5,465	\$2,300	\$2,150	\$3,700	\$100,422	\$94,957	1737.5%
Gifts and Grants	\$0	\$8,566	\$40,225	\$33,002	\$528,766	\$528,766	-
Fees Related to Educ. Depts.	\$0	\$0	(\$2,990)	\$0	\$0	\$0	-
Other Income	\$2,084	\$862,783	\$72,345	\$800,378	\$3,796	\$1,712	82.2%
Total	\$7,549	\$873,649	\$111,730	\$837,080	\$632,984	\$625,435	8285.0%
External Funding							
Sponsored Expenditures**	\$138,169	\$299,757	\$486,968	\$435,555	\$345,284	\$207,115	149.9%
Fundraising							

**Excludes federal appropriations for College of Agriculture Sciences and Natural Resources.

EDUCATIONAL STUDIES

Information for the cover page (page 2 in your packet) of Oklahoma State Regents of Higher Education Program Review. Since we have changed systems for both accounting data and student data during the past five years, both old and new major designations (options) are listed under each degree program. Both old and new academic department numbers are also listed. The current cost center code for your department is given.

The department numbers are:

Old: 12488

New: C4088

The cost center code: 403

Degree program: 067 - School Administration - EDD
The HEGIS code is: 0827, the CIP code is: 130401

Old major designation:	7441
New major designation:	ED EDD SA
Old major designation:	7441
New major designation:	ED EDD EADM

Degree program: 069 - Applied Educational Studies - EDD
The HEGIS code is: 0822, the CIP code is: 421701

Old major designation:	8353
New major designation:	ED EDD AESTCIED
Old major designation:	
New major designation:	ED EDD AEST
Old major designation:	
New major designation:	ED EDD AESTCINT
Old major designation:	8351
New major designation:	ED EDD AESTABST
Old major designation:	8352
New major designation:	ED EDD AESTAVED
Old major designation:	8354
New major designation:	ED EDD AESTHPEL
Old major designation:	8355
New major designation:	ED EDD AESTOAE

Degree program: 119 - Higher Education - EDD
The HEGIS code is: 0805, the CIP code is: 130406

New major designation: ED EDD HIEDMGMT
Old major designation: 7722
New major designation: ED EDD HIED

Degree program: 204 - Human Resources & Adult Education - MS
The HEGIS code is: 0839, the CIP code is: 131201

Old major designation: 7991
New major designation: ED MS HRAE

Old major designation:
New major designation: ED MS HRAEHRDV

Old major designation:
New major designation: ED MS HRAEACED

Old major designation: 7991
New major designation: ED MS OAED

Old major designation: 7991
New major designation: ED MS OAEDACED

Old major designation: 7991
New major designation: ED MS OAEDHRDV

Old major designation:
New major designation: ED MS OAEDOCED

Degree program: 206 - Human Resources & Adult Education - EDD
The HEGIS code is: 0839, the CIP code is: 131201

Old major designation: 7992
New major designation: ED EDD HRAE

Old major designation: 7992
New major designation: ED EDD OAED

Old major designation: 7992
New major designation: ED EDD OAEDACED

Old major designation: 7992
New major designation: ED EDD HRAEHRDV

Old major designation: 7992
New major designation: ED EDD OAEDHRDV

Old major designation: 7992
New major designation: ED EDD HRAEOVED

Old major designation: 7992
New major designation: ED EDD OAEDOVED

OSRHE PROGRAM REVIEW
 CRITERION IV - PROGRAM PRODUCTIVITY
 NUMBER OF MAJORS IN EACH PROGRAM FOR PAST FIVE FALL SEMESTERS

16:11 Sunday, October 24, 2004 12

----- DEPARTMENT_NAME=EDUCATIONAL STUDIES -----

PROGRAM	FALL				
	FALL 2000	FALL 2001	FALL 2002	FALL 2003	FALL 2004
	N	N	N	N	N
Applied Educational Studies - EDD	66	46	31	19	13
Education Administration - EDD	74	67	57	42	22
Higher Education - EDD	62	69	76	69	68
Human Resources & Adult Education - EDD	1
Human Resources & Adult Education - MS	.	.	1	10	6
Occupational & Adult Education EDD	62	83	86	70	50
Occupational & Adult Education MS	51	49	39	11	1
School Administration - EDD	.	.	10	14	28

Total 74 67 67 56 50 SA
 62 69 76 69 68 HE

74
 67
 67
 56
 50
 50

 314
 63

OSHRE PROGRAM REVIEW
 CRITERION IV - PROGRAM PRODUCTIVITY
 FIVE YEAR HISTORY OF DEGREES AWARDED

----- COLLEGE=EDUCATION, DEPARTMENT=EDUCATIONAL STUDIES -----

PROGRAM	TERM	YEAR				
		1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
		N	N	N	N	N
Applied Educational Studies - EDD	SUMMER	2	6	5	1	2
	FALL	3	9	4	2	3
	SPRING	4	9	6	6	1
	A11	9	24	15	9	6
Education Administration - EDD	SUMMER	5	6	5	3	3
	FALL	4	5	4	3	10
	SPRING	3	5	2	1	2
	A11	12	16	11	7	15
Higher Education - EDD	SUMMER	3	1		1	2
	FALL	1	2	4	4	4
	SPRING	2	3	8	5	6
	A11	6	6	12	10	12
Human Resources & Adult Education - MS	SPRING					2
	A11					2
	TERM					
Occupational & Adult Education - EDD	SUMMER	1	11	2	3	5
	FALL	4	3	5	1	8
	SPRING	5	11	8	5	4
	TERM					

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(Continued)

OSHRE PROGRAM REVIEW
 CRITERION IV - PROGRAM PRODUCTIVITY
 FIVE YEAR HISTORY OF DEGREES AWARDED

----- COLLEGE=EDUCATION, DEPARTMENT=EDUCATIONAL STUDIES -----

		YEAR				
		1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004
		N	N	N	N	N
PROGRAM	A11					
Occupational & Adult Education - EDD		10	25	15	9	17
Occupational & Adult Education - MS	TERM					
	SUMMER	12	7	5	9	4
	FALL	10	5	8	13	3
	SPRING	18	10	11	6	2
	A11	40	22	24	28	9

FIVE YEAR ACADEMIC REPORT CARD

COLLEGE: EDUCATION
EDUC STUDIES (C4088)

FALL SEMESTER -->		2000		2001		2002		2003		2004		5-YEAR DIFFERENCE	
* * * * * S T U D E N T I N F O R M A T I O N * * * * *													
ACCOUNT OF STUDENTS													
UNDERGRADUATE	236		248		261		265		289		53	+22.4%	
GRADUATE	254		272		294		259		221		-33	-12.9%	
PROFESSIONAL	0		0		0		0		0		0		
TOTAL	490		520		555		524		510		20	+4.0%	
MINORITY	106		117		121		102		102		-4	-3.7%	
NONMINORITY	384		403		434		422		408		24	+6.2%	
COURSE INFORMATION													
ACT AVERAGE	24.3	24	24.0	38	23.7	41	24.4	39	23.9	33	-0.3	-1.4%	
ACT RANGE (25TH-75TH)	22-27		22-25		22-25		23-26		22-26				
TOP 10% OF HS CLASS	25%		13%		15%		10%		12%		-13	PTS	
RETENTION/GRADUATION RATES													
FULLTIME SEMESTERS			7.7		8.1		7.5		7.9		0.2	+2.5%	
SEMESTER CREDIT HOURS (STATE FUNDED ONLY)													
UNDERGRADUATE	2,606		3,520		3,866		3,995		4,069		1,463	+56.1%	
GRADUATE	2,036		2,305		2,196		2,679		2,496		460	+22.5%	
PROFESSIONAL	0		0		0		0		0		0		
TOTAL	4,642		5,825		6,062		6,674		6,565		1,923	+41.4%	
COURSE AND AVG SIZE OF LECTURE													
COURSES TAUGHT	NUMBER	AVG	NUMBER	AVG	NUMBER	AVG	NUMBER	AVG	NUMBER	AVG			
UNDERGRADUATE	41	23.0	50	24.4	52	25.2	50	26.7	57	23.2	16	+39.0%	
GRADUATE/PROF	42	16.0	46	15.0	60	15.0	49	13.0	50	15.0	8	+19.0%	
TOTAL	83	19.5	96	19.9	112	19.7	99	19.9	107	19.3	24	+28.9%	
* * * * * F A C U L T Y I N F O R M A T I O N * * * * *													
ACCOUNT OF FACULTY													
PROF - LECTURER													
TOTAL	42		58		50		45		51		9	+21.4%	
MINORITY	4	10%	5	9%	4	8%	5	11%	4	8%	0	+0.0%	
TENURED & TENURE TRACK													
TOTAL	24		29		28		29		26		2	+8.3%	
TENURED	20	83%	20	69%	20	71%	18	62%	17	65%	-3	-15.0%	
INSTRUCTIONAL FTE													
PROF - LECTURER	28.56		40.13		35.25		36.25		36.56		8.00	+28.0%	
GRAD ASSISTANT	7.26		5.94		9.00		1.34		3.13		-4.13	-56.8%	
TOTAL	35.82		46.07		44.25		37.59		39.69		3.87	+10.8%	
STUDENT-FACULTY RATIO	12.0		10.6		12.5		13.5		13.1		1.1	+9.0%	
GROSS ACADEMIC YEAR SALARY (FULL-TIME, 9 OR 10 MO.)													
OSU	% OF BIG 12	OSU	% OF BIG 12	OSU	% OF BIG 12	OSU	% OF BIG 12	OSU	% OF BIG 12	OSU	% OF BIG 12		
PROFESSOR	68,057	82%	72,176	84%	69,019	78%	69,020	77%	72,058	85%	4,001	+5.8%	
ASSOC PROF	49,605	86%	47,974	82%	50,698	84%	50,593	85%	53,971	85%	4,366	+8.8%	
ASST PROF	41,150	88%	43,880	95%	44,814	93%	45,522	95%	47,695	95%	6,545	+15.9%	
COURSES TAUGHT BY TENURED & TENURE TRACK													
% LOWER DIV	58%		67%		67%		67%		58%		0	PTS	
% UNDERGRAD	63%		56%		52%		54%		53%		-10	PTS	

NOTE: NUMBERS FOR FALL 2004 ARE PRELIMINARY. FINAL FIGURES WILL BE AVAILABLE AFTER THE END OF THE SEMESTER.

GRADUATE STUDENT APPLICATION AND ENROLLMENT CHANGES 2002 - 2004

	Enrolled		Applications		Acceptances		New Enrollments from Applications Accepted		Graduations (Summer, Fall, Spring, and Unknown)	
	2003		2004		2004		2004		2004	
Domestic	(11)	(5)	1	(2)	0	1	0	0	(7)	(3)
International	(1)	(1)	0	0	0	0	0	0	1	0
Totals	(12)	(6)	1	(2)	0	1	0	0	(6)	(3)
Domestic	(15)	(4)	0	0	0	0	0	0	2	(10)
International	0	0	0	0	0	0	0	0	(1)	0
Totals	(15)	(4)	0	0	0	0	0	0	1	(10)
Domestic	(15)	(20)	(10)	0	(3)	0	(2)	0	(4)	8
International	0	0	(5)	0	(1)	0	0	0	0	0
Totals	(15)	(20)	(15)	0	(4)	0	(2)	0	(4)	8

	Enrolled			Applications			Acceptances			New Enrollments from Applications Accepted			Graduations (Summer, Fall, Spring totals shown)		
	2003		2004	2003		2004	2003		2004	2003		2004	2003		2004
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
Domestic	65	(5)	(2)	0	(13)	(14)	10	(11)	5	8	(8)	3	12	3	5
International	3	(2)	1	0	(1)	0	1	0	1	0	0	0	0	(5)	(3)
Totals	68	(7)	(1)	0	(14)	(14)	11	(11)	6	8	(8)	3	12	(2)	2
Domestic	1	0	1	0	(9)	0	0	(2)	0	0	(1)	0	0	0	0
International	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	1	0	1	0	(9)	0	0	(2)	0	0	(1)	0	0	0	0
Domestic	9	(16)	(20)	0	(15)	0	0	(2)	0	0	(2)	0	17	(6)	8
International	0	0	0	0	(1)	0	0	0	0	0	0	0	0	0	0
Totals	9	(16)	(20)	0	(16)	0	0	(2)	0	0	(2)	0	17	(6)	8

	Enrolled			Applications			Acceptances			New Enrollments from Applications Accepted			Graduations (Summer, Fall, Spring, Total)		
	2003		2004	2003		2004	2003		2004	2003		2004	2003		2004
Domestic		27		0		10		8		0		0		0	
	3	14		(1)	(16)		(9)	5		(10)	5		0	0	
International		1		0		0		0		0		0		0	
	1	0		2	(3)		(1)	0		(1)	0		0	0	
Totals		28		0		10		8		0		0		0	
	4	14		1	(19)		(10)	5		(11)	5		0	0	
Domestic		17		0		7		6		4		1		4	
	(3)	3		(9)	(9)		(1)	3		(3)	4		(1)	1	
International		1		0		0		0		0		0		0	
	0	0		(1)	(3)		0	0		0	0		0	0	
Totals		18		0		7		6		4		1		4	
	(3)	3		(10)	(12)		(1)	3		(3)	4		(1)	1	
Domestic		3		0		0		0		0		3		3	
	(6)	(3)		(4)	(2)		(1)	0		(1)	0		(7)	(15)	
International		0		0		0		0		0		1		1	
	(4)	0		1	(1)		0	0		0	0		2	(1)	
Totals		3		0		0		0		0		4		4	
	(10)	(3)		(3)	(3)		(1)	0		(1)	0		(5)	(16)	

	Enrolled			Applications			Acceptances			New Enrollments from Applications Accepted			Graduations (Summer, Fall, Spring total shown)		
	2003		2004	2003		2004	2003		2004	2003		2004	2003		2004
Domestic		3			0			0			0			9	
	(24)	(8)		(1)	0		(1)	0		0	0		(32)	(22)	
International		0			0			0			0			0	
	0	(1)		0	0		0	0		0	0		(3)	0	
Totals		3			0			0			0			9	
	(24)	(9)		(1)	0		(1)	0		0	0		(35)	(22)	
Domestic		24			0			20			11			0	
	0	24		0	0		1	19		1	10		0	0	
International		1			0			1			1			0	
	0	1		0	0		0	1		0	1		0	0	
Totals		25			0			21			12			0	
	0	25		0	0		1	20		1	11		0	0	
Domestic		33			0			1			0			37	
	(3)	(32)		24	(83)		(8)	(24)		(9)	(16)		0	7	
International		1			0			0			0			0	
	2	1		(3)	(1)		0	(1)		0	(1)		(1)	0	
Totals		48			0			1			0			37	
	(1)	(31)		21	(84)		(8)	(25)		(9)	(17)		(1)	7	

----- DIVISION=GRADUATE -----

MAJOR	ETHNIC						Total
	AFRICAN AMERICAN	ASIAN AMERICAN	HISPANIC	NATIVE AMERICAN	NON RES. ALIEN	OTHER	
Frequency							
Percent							
Row Pct							
Col Pct							
ED EDD OAEDACED	4	0	0	2	0	11	17
	0.46	0.00	0.00	0.23	0.00	1.27	1.97
	23.53	0.00	0.00	11.76	0.00	64.71	
	7.84	0.00	0.00	2.86	0.00	1.62	
ED EDD OAEDHRDV	6	0	0	1	0	10	17
	0.69	0.00	0.00	0.12	0.00	1.16	1.97
	35.29	0.00	0.00	5.88	0.00	58.82	
	11.76	0.00	0.00	1.43	0.00	1.47	
ED EDD OAEDOVED	0	0	0	0	0	2	2
	0.00	0.00	0.00	0.00	0.00	0.23	0.23
	0.00	0.00	0.00	0.00	0.00	100.00	
	0.00	0.00	0.00	0.00	0.00	0.29	
ED EDD SA	1	0	0	2	1	10	14
	0.12	0.00	0.00	0.23	0.12	1.16	1.62
	7.14	0.00	0.00	14.29	7.14	71.43	
	1.96	0.00	0.00	2.86	3.33	1.47	
ED EDS EDUC	0	0	0	1	1	9	11
	0.00	0.00	0.00	0.12	0.12	1.04	1.27
	0.00	0.00	0.00	9.09	9.09	81.82	
	0.00	0.00	0.00	1.43	3.33	1.32	
ED EDS EDUCSCHP	0	0	0	1	0	3	4
	0.00	0.00	0.00	0.12	0.00	0.35	0.46
	0.00	0.00	0.00	25.00	0.00	75.00	
	0.00	0.00	0.00	1.43	0.00	0.44	
ED MS ABST	0	0	0	1	0	3	4
	0.00	0.00	0.00	0.12	0.00	0.35	0.46
	0.00	0.00	0.00	25.00	0.00	75.00	
	0.00	0.00	0.00	1.43	0.00	0.44	
ED MS ABSTEDR	0	0	0	0	0	1	1
	0.00	0.00	0.00	0.00	0.00	0.12	0.12
	0.00	0.00	0.00	0.00	0.00	100.00	
	0.00	0.00	0.00	0.00	0.00	0.15	
Total	51	16	17	70	30	680	864
	5.90	1.85	1.97	8.10	3.47	78.70	100.00

(Continued)

-----DIVISION=GRADUATE-----

MAJOR Frequency Percent Row Pct Col Pct	ETHNIC						Total
	AFRICAN AMERICAN	ASIAN AM ERICAN	HISPANIC	NATIVE A MERICAN	NON RES. ALIEN	OTHER	
ED EDD AEST	1	0	0	1	1	16	19
	0.12	0.00	0.00	0.12	0.12	1.85	2.20
	5.26	0.00	0.00	5.26	5.26	84.21	
	1.96	0.00	0.00	1.43	3.33	2.35	
ED EDD CIED	0	0	1	0	0	18	19
	0.00	0.00	0.12	0.00	0.00	2.08	2.20
	0.00	0.00	5.26	0.00	0.00	94.74	
	0.00	0.00	5.88	0.00	0.00	2.65	
ED EDD CIEDCVSP	0	0	1	0	0	3	4
	0.00	0.00	0.12	0.00	0.00	0.35	0.46
	0.00	0.00	25.00	0.00	0.00	75.00	
	0.00	0.00	5.88	0.00	0.00	0.44	
ED EDD CIEDRDED	0	0	0	0	0	1	1
	0.00	0.00	0.00	0.00	0.00	0.12	0.12
	0.00	0.00	0.00	0.00	0.00	100.00	
	0.00	0.00	0.00	0.00	0.00	0.15	
ED EDD CIEDSCED	0	0	0	0	0	3	3
	0.00	0.00	0.00	0.00	0.00	0.35	0.35
	0.00	0.00	0.00	0.00	0.00	100.00	
	0.00	0.00	0.00	0.00	0.00	0.44	
ED EDD EADM	1	0	0	2	0	39	42
	0.12	0.00	0.00	0.23	0.00	4.51	4.86
	2.38	0.00	0.00	4.76	0.00	92.86	
	1.96	0.00	0.00	2.86	0.00	5.74	
ED EDD HIED	9	0	2	3	2	53	69
	1.04	0.00	0.23	0.35	0.23	6.13	7.99
	13.04	0.00	2.90	4.35	2.90	76.81	
	17.65	0.00	11.76	4.29	6.67	7.79	
ED EDD OAED	3	2	0	5	1	23	34
	0.35	0.23	0.00	0.58	0.12	2.66	3.94
	8.82	5.88	0.00	14.71	2.94	67.65	
	5.88	12.50	0.00	7.14	3.33	3.38	
Total	51	16	17	70	30	680	864
	5.90	1.85	1.97	8.10	3.47	78.70	100.00

(Continued)