

OKLAHOMA STATE UNIVERSITY
ACADEMIC PROGRAM REVIEW
EXECUTIVE SUMMARY

DEPARTMENT OR DEGREE PROGRAM: School Administration


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 School Administration faculty's efforts and energies to prepare the best quality leaders for PK-12 public schools, career and technology centers, the state Department of Education, and the Department of Career and Technology Education. Current demands by the public for greater accountability of schools and state departments of education are placing increasing pressure on the preparation of those who lead these districts and agencies.

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 School Administration 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  Date 4-1-05
(Signature)

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

School Administration

Title of unit or degree program reviewed (Level III)

With options (Level IV) in:

School Administration

Degree designation as on diploma (Level II)

EDLE EDD

Formal degree abbreviation (Level I)

Degree-granting academic unit

School of Educational Studies

(Name)

403

(Cost Center)

CIP code

130401

HEGIS code

0827

Instructional Program code

067

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

(Signature)

Date:

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: School Administration

Program Clientele: Students are primarily part-time, typically range in age from 25-50, and are employed full-time in school districts and education agencies. The clientele are similar for Tulsa and Stillwater. There are a few international students, and there was a cohort from England (primarily Department of Defense employees) during the past five years.

Program Objectives: The Educational Leadership program seeks to foster the improvement of educational institutions through leadership. The degree is designed to aid students in the development of skills necessary to analyze and resolve educational issues and work in diverse contexts.

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*)

These courses have been offered on-line during the past five years: EDLE 6003 Educational Ideas and EDLE Special Topics in School Law

- 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 74 in 2000 to a low of 50 in 2004. Because of faculty turnover in the EDLE program, no students were admitted Fall 03. This decision is reflected in the lower major numbers for 03 and 04. Lower major numbers resulted in lower student credit hours 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 numbers in School Administration have remained fairly consistent over the past five years. The resulting decrease in headcount has allowed for more manageable class sizes and doctoral loads. The move to cohorts has facilitated the scheduling of the classes and faculty loads. We anticipate an increase in doctoral students at OSU-Tulsa and plan to request within three years an additional faculty member to be located in Tulsa. This person would be hired on the OSU-Tulsa budget.

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	12	4.5	63

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	
Forsyth, Patrick	Regular	100	EdD	EdD	25
Harris, Ed	Regular	100	PhD	PhD	15
Hyle, Adrienne	Regular	.25	PhD	PhD	20
Mathers, Judith	Regular	100	EdD	EdD	7
Stern, Kenneth	Regular	100	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.*)

Scholarly activity has increased rather dramatically during the past five years. 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) during the period. 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 examining the consequences of implementation of the federal legislation No Child Left Behind.

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 to 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.

- F. 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 School Administration were studied to learn what might be applicable to improving the program. All 14 alumni were employed fulltime and most were employed in a position moderately to highly-related to their graduation studies. All but one reported their graduate program prepared them adequately or very well for their current position. Four were satisfied and nine were very satisfied with their overall OSU educational experience.

- G. 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 school 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.)

School Administration received 33, 19, and 24 applications in 2002, 2003, and 2004, respectively. Nineteen, five, and 14 were accepted, respectively. Sixteen, three, and 14 enrolled. Thirty-three students graduated during this three year period. Seventy-six persons applied for admission, 38 were admitted, and 33 enrolled. Thus, half of those applying were admitted, only five admitted did not enroll, and the same number graduated as 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 School Administration program is very successful in placing its graduates in leadership positions. Some examples are: high school principal, Greencastle, Indiana; assistant superintendent, Broken Arrow Public Schools; principal, Cleveland, Oklahoma High School; assistant superintendent, Union Public Schools; professor, Abilene Christian University; principal, intermediate high school, Broken Arrow Public Schools; elementary school principal, Sherman, Texas; and assistant superintendent, Bixby Public Schools.

B. Areas for Improvement

The results of the 2003 OSU Graduate Program Alumni Survey for the School Administration 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 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 performance-based assessment system
2. Increase the quality and diversity of applicant pool through recruiting and 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
ETS - NBPTS Summer Scoring Sessions in Tulsa and Stillwater	Harris	Educational Testing Services	10,000				
Star Schools: The New Millennium - Improving Math & Science in Middle Schools	Harris	U.S. Department of Education	28683	55,447			
Star Schools: Personal Access=Learning Success (PALS)	Harris	U.S. Department of Education		0	60,865		
GEAR UP	Harris	Tulsa Public Schools		101,727	101,727	101,727	
Evaluation of HIV Prevention Interventions	Hyle	Oklahoma State Department of Health			23,000	27,500	30,000
US Coast Guard Auxiliary, Distance Education "C" School	Hyle	U.S. Coast Guard Auxiliary				194,000	
Total for each FY			38,683	157,174	185,592	323,227	30,000

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

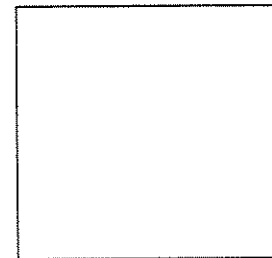
Name and Type of Scholarly, Artistic and/or Creative Work	Program Faculty	Year Completed (1999-2005)
<p>"The Meaning and Measurement of Social Capital in Educational Research," with Curt Adams. In Wayne K. Hoy and Cecil G. Miskel (Eds.), <i>Research and Theory in Educational Administration</i>. Greenwich, CN: Information Age Publishing, 2004.</p> <p>"Building Social Capital as the Work of School Administrators: Demonstrating Practice Knowledge for the Preparation of School Leaders" In Wen-liuh Lin (Ed.), International Conference on school leader preparation: Licensure, certification and professional development. Taipei, Taiwan: National Taipei Teachers College, 2003. Translated into Chinese.</p> <p>"International Dialogue on Educational Administration." In <i>Educational Administration: Leading Scholars Dialogue</i>, edited by Feng Daming (published in Chinese), Shanghai: Educational Publishing House, 2002.</p> <p>"Charter Schools and Teacher Empowerment," with James Crawford. <i>The Journal of School Leadership</i>. Vol. 14, Issue 1, (January, 2004)</p> <p>"Willower, The Professorship and UCEA," <i>Journal of Educational Administration</i>. Vol. 39, Issue 5, (August, 2001): 419-423.</p>	Forsyth, Pat	2004 2003 2002 2004 2001
<p>_____. (2005) <i>Key strategies to improve schools: How to apply them contextually</i>. Lanham, MD. Rowan & Littlefield Education.</p> <p>Stansberry, S.B. & _____. (2005) "Understanding the interrelationship of instructional technology use and organizational culture: A case study of a veterinary medicine college." <u><i>Journal of Veterinary Medical Education</i></u></p> <p>_____. (2005) "Politically incorrect." <i>The Journal of Case Studies in Educational Leadership</i></p> <p>Solomon, B., _____, Barta, S., Woods, M. (2002) "Economic impact: One methodology for valuing adult education programs", <u><i>Journal of Adult Education</i></u>. Vol. XXX No. 1, Spring/Summer 2002. pages 27-37.</p> <p>_____. (2001) "Instructional technology and higher education: Two case studies," Paper presented at Rocky Mountain Research Association (RMERA), Los Cruces, New Mexico.</p> <p>_____ and Bull, K. (2001) "Doing research in virtual environments." Paper presented at Rocky Mountain Research Association (RMERA), Los Cruces, New Mexico.</p>	Harris, Ed	2005 2005 2005 2002 2001 2001 2002

<p>_____. (2002). "Understanding context and practice in applying SREB strategies." Paper presented at SREB annual conference, Louisville, Kentucky, summer, 2002.</p>		
<p>Mathers, J. K. (2001). Sanctions in performance-based accountability systems. <i>Educational Considerations</i>, 29(1), 20-23.</p> <p>Mathers, J. K. (2001). State performance-based accountability systems: A national perspective. <i>School Business Affairs</i>, 67(9), 6-12.</p> <p>Mathers, J. K., Boswell, K., Waiwaiiole, E. N. (2000). <i>State funding for community colleges: A 50-state survey</i>. Denver, CO: Education Commission of the States.</p> <p>2004 (March) <i>Performance-Based Accountability: Perceptions of Oklahoma Teachers</i>. Paper prepared for the annual conference of the American Education Finance Association, Salt Lake City, UT.</p> <p>2002 (March) <i>A Conversation Exploring Financial Rewards and Fiscal Sanctions</i>. Paper prepared for the annual conference of the American Education Finance Association, Albuquerque, NM.</p> <p>2001 (April) <i>Teachers' Perspectives of Accountability Systems</i>. Paper prepared for the annual meeting of the American Educational Research Association, Seattle, WA. Paper co-authored with Dr. Richard A. King.</p> <p>2001 (March) <i>State Funding of Community Colleges: A National Perspective</i>. Paper presented at the annual conference of the American Education Finance Association, Cincinnati, OH.</p> <p>2000 (July) <i>Key Policy Issues in Education Accountability Systems</i>. Presentation at the Summer Curriculum Institute of the California School Boards Association, Monterey, CA</p>	<p>Mathers, Judie</p>	<p>2001</p> <p>2001</p> <p>2000</p> <p>2004</p> <p>2002</p> <p>2001</p> <p>2001</p> <p>2000</p>
<p>_____, "Territorial Department of Public Instruction," <u>Encyclopedia of Oklahoma History and Culture</u>. (To be published during the Centennial in 2007).</p> <p>_____, "About the Territorial/State Superintendents," <u>Better Schools</u>, October, 2002.</p> <p>_____, "What are the State Superintendent's Duties?" <u>Better Schools</u>, September, 2002.</p> <p>_____, "State Superintendent's Salary and Campaign Accounts," <u>Better Schools</u>, August, 2002.</p> <p>_____, "Why Do We Elect a State Superintendent of Public Instruction?" <u>Better Schools</u>, 7, March 2002.</p> <p>_____, "Candidates and Election Results 1907-1998," <u>Better Schools</u>, 11, April 2002</p> <p>_____, "Who is Eligible to be State Superintendent of Public Instruction?" <u>Better Schools</u>, 10, May</p>	<p>Stern, Kenneth</p>	<p>In press</p> <p>2002</p> <p>2002</p> <p>2002</p> <p>2002</p> <p>2002</p>

<p>_____, "Who is Eligible to be State Superintendent of Public Instruction?" <u>Better Schools</u>, 10, May 2002.</p> <p>_____, "The First Quarter Century of New Mexico's Superintendent of Public Instruction," (accepted for publication by <u>the New Mexico Historical Review</u>).</p> <p>_____, and Janelle L. Wagner, "The First Decade of Educational Governance in Kansas, 1855-1865," <u>Kansas History</u>, 24, (1), Spring 2001.</p>		<p>2002</p> <p>In press</p> <p>2001</p>
<p>Rusch, Edith A., Coaxum, James, Hyle, A. E., Kinser, Kevin & Wolverton, Mimi. (2003). Breeching firewalls of practice in educational settings: Intentional talk between higher education and educational administration faculty. In F. Lunenburg and C. Carr (Eds.) <i>2003 Yearbook of the National Council for the Professors of Educational Administration</i> (pp. 134-145). Scarecrow Press: Lancaster PA.</p> <p>Kaufman, Judith S., Ewing, Margaret S., Montgomery, Diane M., Hyle, A. E. & Self, Patricia A. (2003). <i>From girls in their elements to women in science: Rethinking socialization through memory-work</i>. New York: Peter Lang.</p> <p>Keegan, Danette, Hyle, A. E., & Sanders, Vicki S. (2004). Cultural competence, educators and military families. <i>Journal of School Leadership</i>, 14, 600-620.</p> <p>Kearney, Kerri & Hyle, A. E. (2004). Drawing out emotions in organizations: The use of participant-produced drawings in qualitative inquiry. <i>Qualitative Research</i>, 4(3), 361-383.</p> <p>Kearney, Kerri & Hyle, A. E. (2003). The grief cycle and educational change: The Kubler-Ross contribution. <i>Planning and Changing</i>, 34(1 & 2), 32-57.</p> <p>Kaufman, Judith S., Ewing, Margaret S., Hyle, A. E., Montgomery, Diane, & Self, Patricia A. (2001). Women and nature: Using memory work to rethink our relationship to the natural world. <i>Journal of Environmental Education Research</i>, 7(4), 359-377.</p> <p>Mills, Michael, & Hyle, A. E. (2001). "No rookies on rookies:" Compliance and opportunity in policy implementation. <i>Journal of Higher Education</i>, 72(4), 453-477.</p> <p>Blanke, Debra J., & Hyle, A. E. (2000, Spring). Faculty tiering and academic inbreeding: One institution's relationships and realities. <i>Advancing Women in Leadership On-Line Journal</i> (http://www.advancingwomen.com/awl/winter2000/blanke-hyle.html).</p> <p><i>Enhancing teacher and faculty quality through experiences abroad</i>, with Stacy Reeder, Pamela Fry and Margaret Scott. (2005, January). Points of Pride presentation accepted for presentation at the ninth annual meeting of the Holmes Partnership, Philadelphia.</p> <p><i>Memory-work research: A methodological discussion</i>, with Judy Kaufman, Diane Montgomery and Margaret Ewing. (2004, January). Paper presented at the annual meeting of the Interdisciplinary Qualitative Studies Conference, Athens, GA.</p> <p><i>The ties that blind: Perpetuation of racial comfort and discomfort at a community college</i>, with Douglas B. Price. (2003, April). Paper presented at the annual meeting of the American Educational Research Association, Portland, OR.</p> <p><i>Memory-work research: A methodological discussion</i>, with Judith Kaufman, Diane Montgomery and</p>	<p>Hyle, Adrienne</p>	<p>2003</p> <p>2003</p> <p>2004</p> <p>2004</p> <p>2003</p> <p>2001</p> <p>2001</p> <p>2000</p> <p>2005</p> <p>2004</p> <p>2003</p> <p>2003</p>

Margaret Ewing. (2003, April) Panel discussion presented at the annual meeting of the American Educational Research Association, Division D Qualitative Research Methods, Chicago.

Drawing out emotions: Participant/researcher revelations, with Kerri Kearney. (2003, April). Paper presented at the annual meeting of the American Educational Research Association, Division D Qualitative Research Methods, Chicago.



2003

Oklahoma State University
FIVE-YEAR ACADEMIC REPORT CARD
EDUC STUDIES

Fall Semester	2000	2001	2002	2003	2004	Change						
						Amount	Percent					
Student Information												
Headcount	236	248	261	265	289	53	22.5%					
Undergraduate	254	272	294	259	221	-33	-13.0%					
Graduate	0	0	0	0	0	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												
	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%	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	\$285,510	\$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	26.5%
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 Constant	\$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.

Old major designation: ED EDD HIEDMGMT
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: ED MS HRAEHRDV
New major designation: ED MS HRAEHRDV
Old major designation: ED MS HRAEACED
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: 7991
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

DSRHE 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	TERM					
	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	TERM					
	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	TERM					
	SPRING					2
	A11					2
Occupational & Adult Education - EDD	TERM					
	SUMMER	1	11	2	3	5
	FALL	4	3	5	1	8
	SPRING	5	11	8	5	4

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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%
ENTRY INFORMATION	SCORE	NUM	SCORE	NUM	SCORE	NUM	SCORE	NUM	SCORE	NUM		
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		-13	PTS
TOP 10% OF HS CLASS	25%		13%		15%		10%		12%			
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%
NUMBER AND AVG SIZE OF LECTURE												
ASSES 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%
ANNUAL ACADEMIC YEAR SALARY												
FULL-TIME, 9 OR 10 MO.)	OSU	% OF	OSU	% OF	OSU	% OF	OSU	% OF	OSU	% OF		
		BIG 12		BIG 12		BIG 12		BIG 12		BIG 12		
PROFESSOR	68,057	82%	72,176	84%	69,019	78%	69,020	77%	72,058	.%	4,001	+5.8%
ASSOC PROF	49,605	86%	47,974	82%	50,698	84%	50,593	85%	53,971	.%	4,366	+8.8%
ASST PROF	41,150	88%	43,880	95%	44,814	93%	45,522	95%	47,695	.%	6,545	+15.9%
ASSES 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 totals shown)	
	2002	2004	2002	2004	2002	2004	2002	2004	2002	2004
Domestic	29 (11)	13 (5)	1 1	0 (2)	1 0	2 1	1 0	1 0	15 (7)	5 (3)
International	2 (1)	0 (1)	0 0	0 0	0 0	0 0	0 0	0 0	0 1	1 0
Totals	31 (12)	13 (6)	1 1	0 (2)	1 0	2 1	1 0	1 0	15 (6)	6 (3)
Domestic	42 (15)	23 (4)	0 0	0 0	0 0	0 0	0 0	0 0	14 2	6 (10)
International	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	1 (1)	0 0
Totals	42 (15)	23 (4)	0 0	0 0	0 0	0 0	0 0	0 0	15 1	6 (10)
Domestic	57 (15)	22 (20)	10 (10)	0 0	3 (3)	0 0	2 (2)	0 0	11 (4)	15 8
International	0 0	0 0	5 (5)	0 0	1 (1)	0 0	0 0	0 0	0 0	0 0
Totals	57 (15)	22 (20)	15 (15)	0 0	4 (4)	0 0	2 (2)	0 0	11 (4)	15 8



	Enrolled		Applications		Acceptances		New Enrollments from Applications Accepted		Graduations (Summer, Fall, Spring totals shown)	
	2002	2004	2002	2004	2002	2004	2002	2004	2002	2004
Domestic	72 (5)	65 (2)	27 (13)	0 (14)	16 (11)	10 5	13 (8)	8 3	4 3	12 5
International	4 (2)	3 1	1 (1)	0 0	0 0	1 1	0 0	0 0	8 (5)	0 (3)
Totals	76 (7)	68 (1)	28 (14)	0 (14)	16 (11)	11 6	13 (8)	8 3	12 (2)	12 2
Domestic	0 0	1 1	9 (9)	0 0	2 (2)	0 0	1 (1)	0 0	0 0	0 0
International	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
Totals	0 0	1 1	9 (9)	0 0	2 (2)	0 0	1 (1)	0 0	0 0	0 0
Domestic	85 (16)	49 (20)	16 (15)	0 0	2 (2)	0 0	2 (2)	0 0	16 (6)	17 8
International	0 0	1 0	1 (1)	0 0	0 0	0 0	0 0	0 0	0 0	0 0
Totals	85 (16)	50 (20)	17 (16)	0 0	2 (2)	0 0	2 (2)	0 0	16 (6)	17 8

	Enrolled		Applications		Acceptances		New Enrollments from Applications Accepted		Graduations (Summer, Fall, Spring totals shown)	
	2002	2004	2002	2004	2002	2004	2002	2004	2002	2004
Domestic	10	27	17	0	14	10	13	8	0	0
	3	14	(1)	(16)	(9)	5	(10)	5	0	0
International	0	1	1	0	1	0	1	0	0	0
	1	0	2	(3)	(1)	0	(1)	0	0	0
Totals	10	28	18	0	15	10	14	8	0	0
	4	14	1	(19)	(10)	5	(11)	5	0	0
Domestic	17	17	18	0	5	7	5	6	4	4
	(3)	3	(9)	(9)	(1)	3	(3)	4	(1)	1
International	1	1	4	0	0	0	0	0	0	0
	0	0	(1)	(3)	0	0	0	0	0	0
Totals	18	18	22	0	5	7	5	6	4	4
	(3)	3	(10)	(12)	(1)	3	(3)	4	(1)	1
Domestic	12	3	6	0	1	0	1	0	25	3
	(6)	(3)	(4)	(2)	(1)	0	(1)	0	(7)	(15)
International	4	0	0	0	0	0	0	0	0	1
	(4)	0	1	(1)	0	0	0	0	2	(1)
Totals	16	3	6	0	1	0	1	0	25	4
	(10)	(3)	(3)	(3)	(1)	0	(1)	0	(5)	(16)

	Enrolled			Applications			Acceptances			New Enrollments from Applications Accepted			Graduations (Summer, Fall, Spring totals shown)		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Domestic	35		3	1		0	1		0	0		0	63		9
	(24)		(8)	(1)		0	(1)		0	0		0	(32)		(22)
International	1		0	0		0	0		0	0		0	3		0
	0		(1)	0		0	0		0	0		0	(3)		0
Totals	36		3	1		0	1		0	0		0	66		9
	(24)		(9)	(1)		0	(1)		0	0		0	(35)		(22)
Domestic	0		24	0		0	0		20	0		11	0		0
	0		24	0		0	1		19	1		10	0		0
International	0		1	0		0	0		1	0		1	0		0
	0		1	0		0	0		1	0		1	0		0
Totals	0		25	0		0	0		21	0		12	0		0
	0		25	0		0	1		20	1		11	0		0
Domestic	79		44	59		0	33		1	25		0	30		37
	(3)		(32)	24		(83)	(8)		(24)	(9)		(16)	0		7
International	1		4			0			0	1		0	1		0
	2		1	(3)		(1)	0		(1)	0		(1)	(1)		0
Totals	80		48	63		0	34		1	26		0	31		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	
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	ETHNIC						Total
	AFRICAN AMERICAN	ASIAN AM ERICAN	HISPANIC	NATIVE A MERICAN	NON RES. ALIEN	OTHER	
Frequency							
Percent							
Row Pct							
Col Pct							
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)