

Shepherd University Board of Governors  
May 11, 2006  
Agenda Item No. 7

## **ACADEMIC AFFAIRS ANNUAL DATA REPORT**

Dr. Mark Stern, Vice President for Academic Affairs, will present the Academic Affairs annual report to the Board for informational purposes. Institutional data and a copy of the PowerPoint presentation are included on the following pages.

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# SHEPHERD UNIVERSITY

*Office of the*  
Vice President of Academic Affairs

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Data for the Shepherd University  
Board of Governors

(Unless otherwise noted, all data are for the four-year college and graduate programs.)

May 2006

## Data for President Dunlop and the BOG

Data	Area	Reporting Frequency	Period	Compact	BOG Document*	Comments added by Betty Myers and Sara Maene
<b>Enrollment:</b> Includes headcount, full-time equivalent students, and the percent change in each measure from year to year. owvs/region	1		15 yr.	2 yr, 4 yr	1	
<b>Adult Enrollment: (25-44)</b> Includes both headcount and full time equivalent enrollment.	1		10 yr or best	4 yr	2	
<b>Retention Rate:</b> Freshman to sophomore year owvs/np	1		10 yr	2 yr	3	
Total number of <b>part time students</b> enrolled, average number of credit hours taken per part time student, and percent of total students enrolled who are part time. Owvs/ np	1		10 yr or best	2 yr	4	
<b>In State to out of state student ratio:</b> Use both head count and fulltime equivalent students for the four year college, the C&TC and the whole institution	1		10 yr or best		5	As of Fall 2005, all data in this report (unless otherwise noted) are for SU only; no CTC data are included here.
Admissions <b>applications / # of admitted students/ #of new enrolling students</b>	1		5 yrs or best			
High school grade average /ACT / SAT scores of applicants and <b>new enrolling students</b>	1		5 yrs or best			
Recruiting Demographics: Where students come from, family income, ethnicity, gender, age, etc.	1		5 yrs or best			The admissions office might have this information.
<b>Enrollment Demographics</b>	1		5 yrs		9, 9A, 9B	
Tuition Waiver Report and statistics on students on financial aid	1		5 yrs			
<b>Transfer Student Information:</b> <i>Schools from which students transfer</i> , transfer students' academic records, etc.	1		5 yrs			
<b>HS Student/College Credit hours</b>	1		5 yrs			
Degree Programs requested by prospective students	1		5 yrs			Only the admissions office would have this information.
Student Participants in Community Service	1		5 yr or best	4 yr		

## Data for President Dunlop and the BOG

Data	Area	Reporting Frequency	Period	Compact	BOG Document*	Comments added by Betty Myers and Sara Maene
Senior Student satisfaction with current career status / <b>Student Satisfaction w/college</b>	2		5 yr or best	2 yr, 4 yr	<b>15</b>	There is a survey developed by the HEPC's predecessor which continues. This is not the Noel-Levitz survey.
Judicial Statistics relating to student discipline	2		3 yrs or best			
WEB Usage Data	2		3 yrs or best			
Campus Programming Information: Student Participation, Diversity Programming, Alcohol and other drug prevention & intervention	2		3 yrs			
Student Utilization of Counseling Services Student Utilization of Health Services	2		3 yrs			
Housing and Dining Costs	3		3 yrs or best			
Participants utilizing Conference Services	3		3 yrs			
Employer Satisfaction / Career Fair/ Cooperative Education participants	5		3 yr or best	2 yr, 4 yr		
Career Entry Survey of Recent ?	5		5 yr or best			
<b>Developmental pass rates</b> in each area and overall 2 year college and national average	5		5 yr	2 yr, 4 yr	<b>24, 24A</b>	
<b>Graduation Rate</b> (six year period) owvs/np	7		10 yr	4 yr	<b>25</b>	
Workforce Development: # of companies non-credit #'s Certificates Associates	7		2 yr 5 yr or best 5 yr or best 5 yr or best 5 yr or best			
Progress toward Independent Accreditation	7		1 yr.	2 yr		
<b>Certification Pass Rate</b> (licensure) in each licensure area and overall for education. np/owvs	7		5 yr	2 yr, 4 yr	<b>28</b>	
Actual number of full time faculty to full time equivalent student <b>ratio</b> owvs/ np	7		10 yr or best		<b>29</b>	
Percent of course credits taught by <b>adjuncts</b> owvs/ np	7		10 yr or best		<b>30</b>	

## Data for President Dunlop and the BOG

Data	Area	Reporting Frequency	Period	Compact	BOG Document*	Comments added by Betty Myers and Sara Maene
Mathematics, Sciences and Health <b>Technical fields</b> enrollment numbers (includes all sciences, engineering, and health related professions)	7		10 yr.	2 yr	31	
<b>Degree Production:</b> Overall by program – only internal growth owvs/ np	7		10 yr.	4 yr	<b>32, 32A, 32B, 32C</b>	<i>Internal growth</i> was unclear; I reported Shepherd's graduates by major.
<b>Graduate program and student information</b>			10 yr		<b>32D, 32E</b>	Not originally requested by the BOG, but provided by the VPAA.
Percent of full time faculty with <b>Terminal Degree</b>	7		10 yr.	4 yr	<b>33</b>	
All Programs— <b>full time equivalent</b> faculty to student ratios for each program over time and headcount student enrollment in each program.	7		10 yr or best		<b>34, 34A, 34B, 34C, 34D, 34E, 34F, 34G</b>	
<b>Enrollments</b> per major	7		5 yr or best		<b>35, 35A, 35B, 35C</b>	
Athletic & Title IX Information—EADA reports on on file (with Valerie) since 1996.	8		5 yr or best			
State Appropriations for Athletics & total appropriations, including student fees, for athletics	8		5 yr			
Criminal complaints and arrests rp	9 annually		3 yrs or best			
Parking: ratios of spaces to # of decals sold (Internal data only)	9 annually (September)		build to 5 yrs			
Advertising / Marketing Data Internal	10		5 yr or best			
Alum. Assoc. Events	10		10 yrs or best			
Parents Club Activities	10		10 yrs or best			

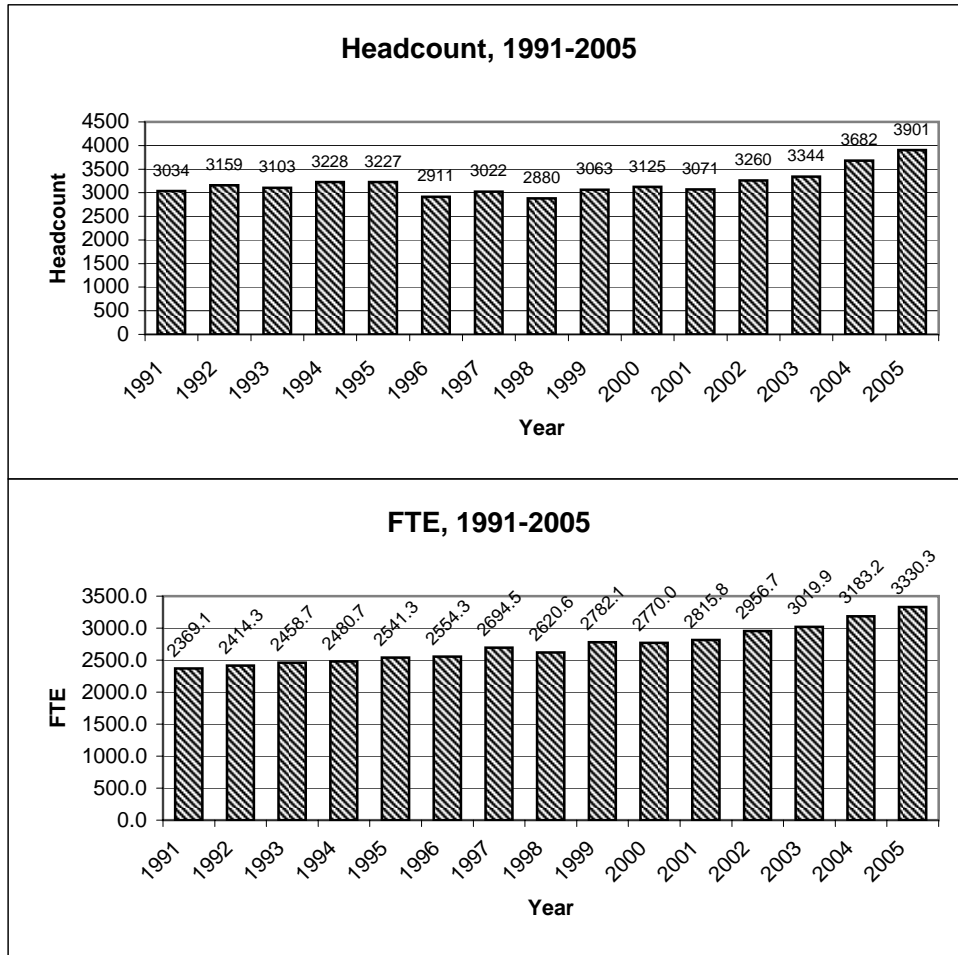
\*A number in this column shows that there is a document for this item. If there is no document, I am not the best source of information.

# BOG 1: Headcount Enrollment Comparisons 1991-2005

Fall Semester	Headcount		FTE	
	N	Percent Change	Value	Percent Change
1991	3034	-5.6%	2369.1	-5.5%
1992	3159	4.1%	2414.3	1.9%
1993	3103	-1.8%	2458.7	1.8%
1994	3228	4.0%	2480.7	0.9%
1995	3227	0.0%	2541.3	2.4%
1996	2911	-9.8%	2554.3	0.5%
1997	3022	3.8%	2694.5	5.5%
1998	2880	-4.7%	2620.6	-2.7%
1999	3063	6.4%	2782.1	6.2%
2000	3125	2.0%	2770.0	-0.4%
2001	3071	-1.7%	2815.8	1.7%
2002	3260	6.2%	2956.7	5.0%
2003	3344	2.6%	3019.9	2.1%
2004	3682	10.1%	3183.2	5.4%
2005	3901	5.9%	3330.3	4.6%

Notes. 1. Only students registered for credit are included.  
2. Data files prior to 1993 may contain errors.

Data Source: Board/HEPC files.

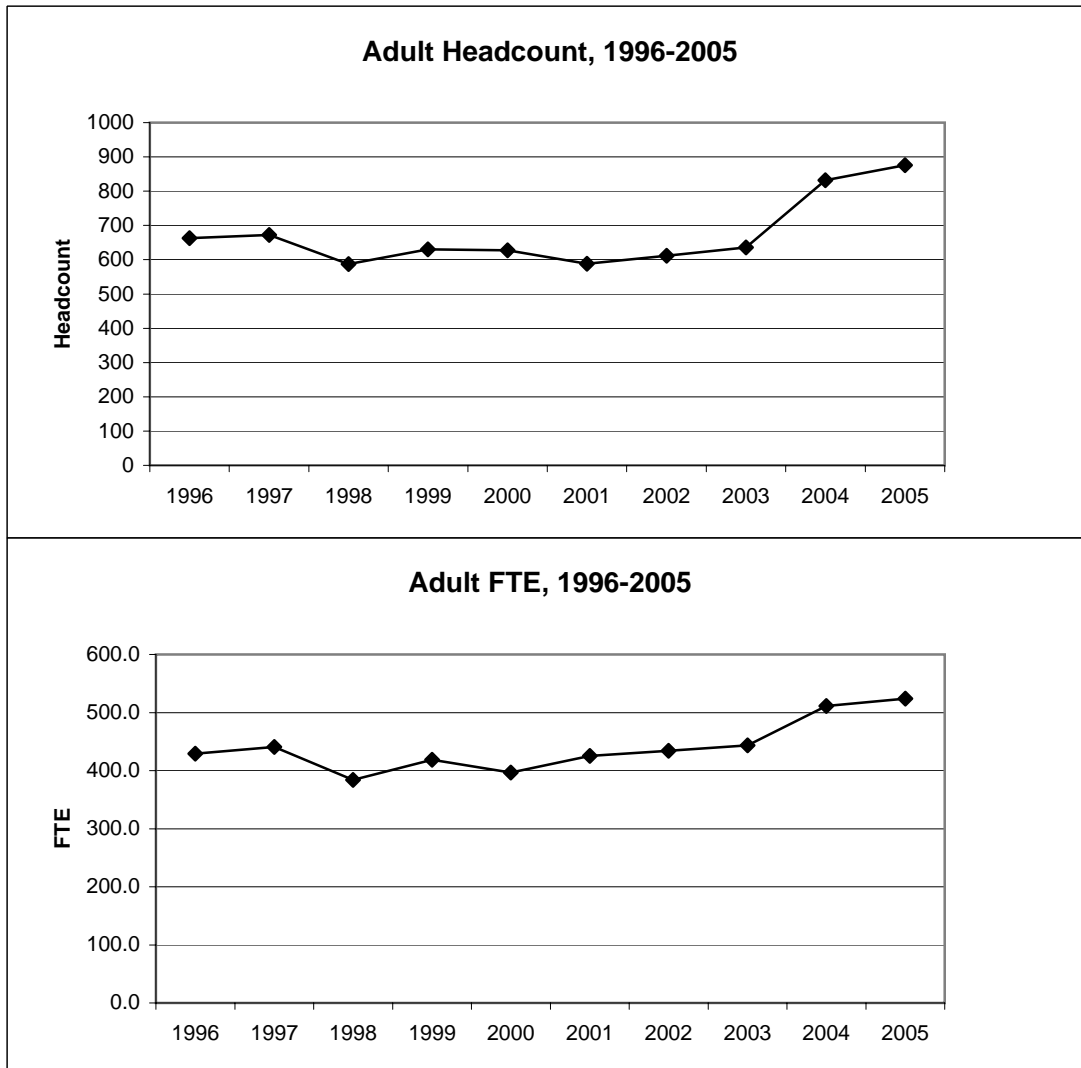


## BOG 2: Adult (25 and over) Enrollment Comparisons 1996-2005

Fall Semester	Headcount		FTE	
	N	Percent Change	Value	Percent Change
1996	663	-18.8%	429.5	-4.7%
1997	672	1.4%	440.9	2.7%
1998	587	-12.6%	383.9	-12.9%
1999	630	7.3%	419.0	9.1%
2000	627	-0.5%	396.6	-5.3%
2001	588	-6.2%	425.2	7.2%
2002	612	4.1%	434.2	2.1%
2003	636	3.9%	443.5	2.1%
2004	832	30.8%	511.3	15.3%
2005	876	5.3%	523.9	2.4%

Note. Only students registered for credit are included.

Data Source: Board/HEPC files.



## BOG 3: Retention Rates from First to Second Year 1996-2005

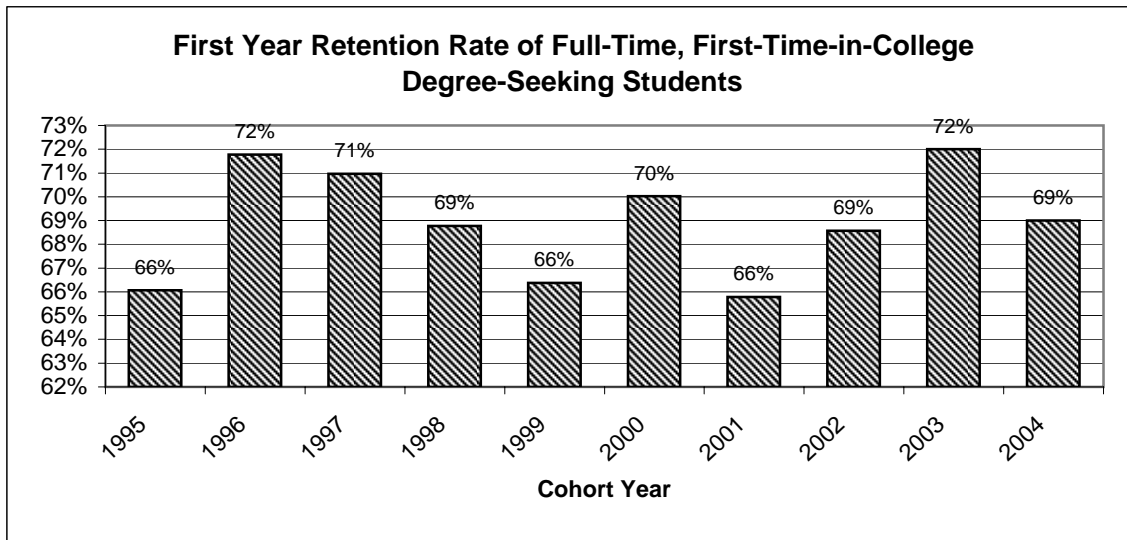
Fall Semester	Cohort		
	Initial	One Year Later	Percent Retained
1996	535	384	72%
1997	558	396	71%
1998	522	359	69%
1999	565	375	66%
2000	557	390	70%
2001	526	346	66%
2002	614	421	69%
2003	629	452	72%
2004	642	443	69%
2005	675		

**Notes.**

1 A cohort consists of all the full-time, first-time-in-college students who entered in a specific semester.

2 There are three possible categories for students. **One Year Later**: enrolled, withdrawn, or dropped. *Enrolled* is self-explanatory. *Withdrawn* includes students who enrolled, but withdrew prior to the end of the semester. *Dropped* includes students who did not enroll in the fall semester following their initial enrollment. In this table, the sum of the enrolled and withdrawn is recorded in the **One Year Later** columns because that is how the HEPC appears to calculate retention. This will be different than in the fact book and some other sources where I have used only the enrolled number.

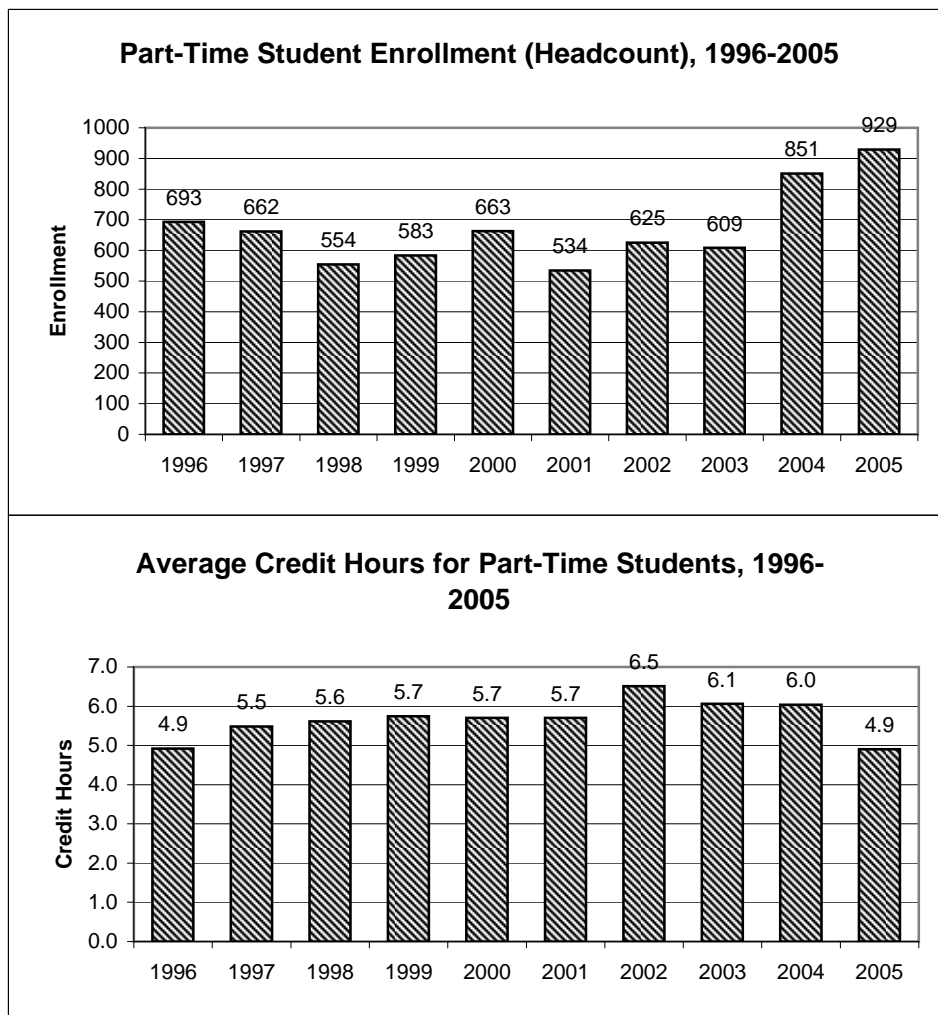
Data Source: Board/HEPC files



## BOG 4: Part-Time Enrollment Comparisons 1996-2005

Fall Semester	Total Enrollment	Part-Time Enrollment	Average Number of Credit Hours	Percent of Students Who Are Part-Time	Part-time % of Total FTE
1996	2899	693	5.5	24%	10%
1997	3017	662	5.6	22%	9%
1998	2877	554	5.7	19%	8%
1999	3058	583	5.7	19%	8%
2000	3116	663	5.7	21%	9%
2001	3071	534	6.5	17%	8%
2002	3254	625	6.1	19%	9%
2003	3327	609	6.0	18%	8%
2004	3682	851	5.2	23%	9%
2005	3935	929	4.9	24%	9%

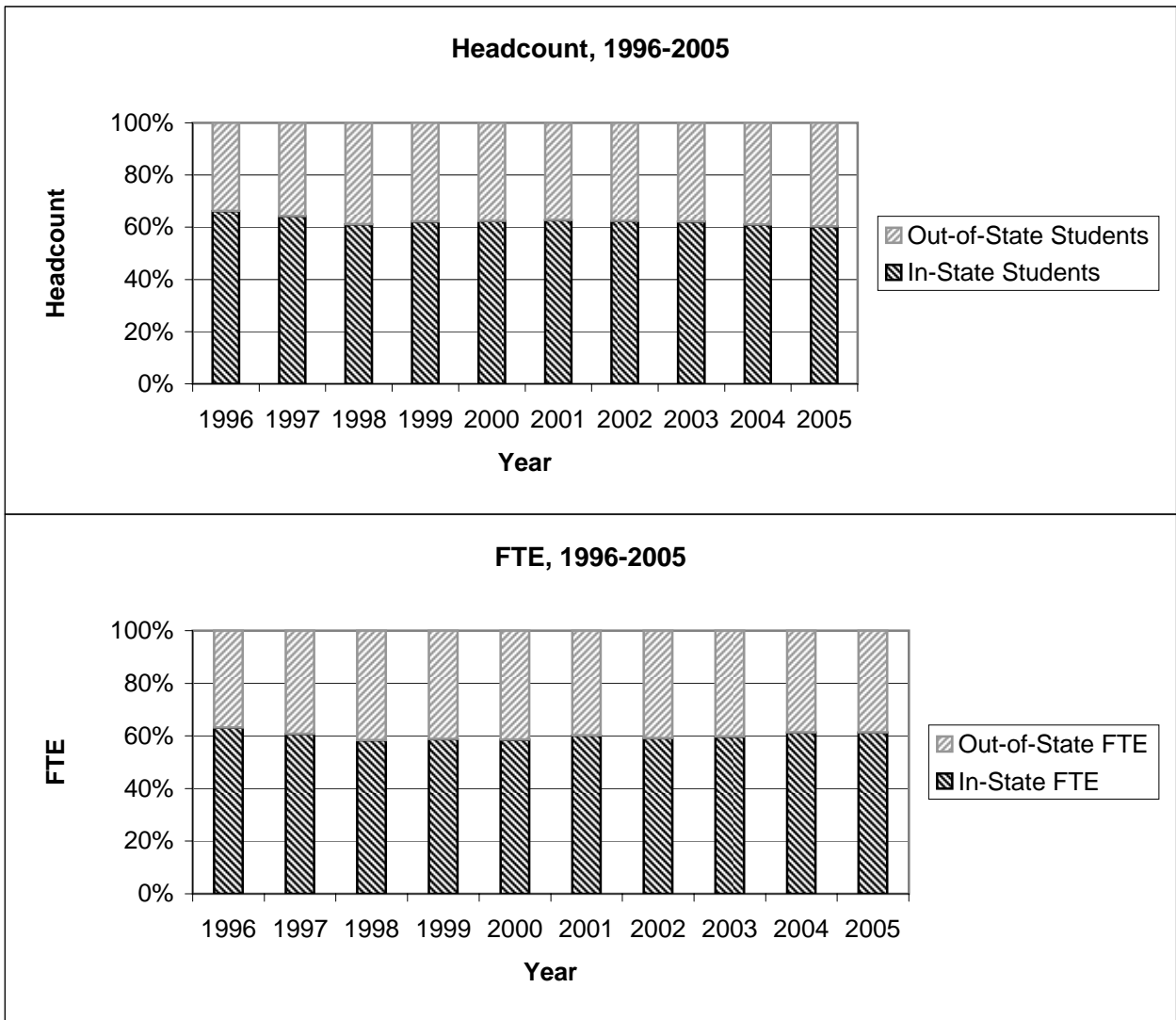
Data Source: Board/HEPC files



## BOG 5: In-State to Out-of-State Student Headcount and FTE Ratios 1996-2005

Fall Semester	Headcount				FTE			
	In-State Students	Out-of-State Students	Headcount Ratio	In-State Percent	In-State FTE	Out-of-State FTE	FTE Ratio	In-State Percent
1996	1919	980	2.0	66%	1610.8	943.5	1.7	63%
1997	1937	1080	1.8	64%	1637.9	1058.1	1.5	61%
1998	1757	1120	1.6	61%	1529.8	1092.3	1.4	58%
1999	1899	1159	1.6	62%	1635.5	1146.6	1.4	59%
2000	1942	1174	1.7	62%	1622.7	1147.3	1.4	59%
2001	1927	1144	1.7	63%	1694.4	1121.4	1.5	60%
2002	2028	1226	1.7	62%	1748.9	1207.8	1.4	59%
2003	2066	1261	1.6	62%	1802.3	1219.4	1.5	60%
2004	2243	1439	1.6	61%	1950.6	1232.5	1.6	61%
2005	2370	1565	1.5	60%	2041.2	1289.1	1.6	61%

Data Source: Board/HEPC files



## BOG 9: Undergraduate Student Demographics Fall 2001 - Fall 2005

Degree			Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005						
Baccalaureate (degree seeking)	Status	Full-time	2537	<b>83%</b>	2619	<b>84%</b>	2712	<b>85%</b>	2820	<b>85%</b>	2937	<b>85%</b>	
		Part-time	525	<b>17%</b>	507	<b>16%</b>	491	<b>15%</b>	498	<b>15%</b>	499	<b>15%</b>	
	Residency	In-state	1919	<b>63%</b>	1912	<b>61%</b>	1958	<b>61%</b>	2099	<b>63%</b>	2175	<b>63%</b>	
		Out-of-state	1144	<b>37%</b>	1214	<b>39%</b>	1245	<b>39%</b>	1219	<b>37%</b>	1261	<b>37%</b>	
	Gender	Male	1272	<b>42%</b>	1290	<b>41%</b>	1314	<b>41%</b>	1382	<b>42%</b>	1472	<b>43%</b>	
		Female	1791	<b>58%</b>	1836	<b>59%</b>	1889	<b>59%</b>	1936	<b>58%</b>	1964	<b>57%</b>	
	Ethnicity	Black / Af. Amer.	155	<b>5%</b>	168	<b>5%</b>	160	<b>5%</b>	178	<b>5%</b>	183	<b>5%</b>	
		Amer. Ind. / Alaskan	17	<b>1%</b>	16	<b>1%</b>	22	<b>1%</b>	19	<b>1%</b>	16	<b>0%</b>	
		Asian / Pac. Isl.	33	<b>1%</b>	43	<b>1%</b>	53	<b>2%</b>	51	<b>2%</b>	57	<b>2%</b>	
		Hispanic	49	<b>2%</b>	63	<b>2%</b>	56	<b>2%</b>	64	<b>2%</b>	61	<b>2%</b>	
		White	2809	<b>92%</b>	2836	<b>91%</b>	2912	<b>91%</b>	3004	<b>91%</b>	3106	<b>90%</b>	
		Unknown / NR							2	<b>0%</b>	13	<b>0%</b>	
	Total		3063	<b>79%</b>	3126	<b>75%</b>	3203	<b>77%</b>	3318	<b>73%</b>	3436	<b>90%</b>	
	Nondegree Total			821	<b>21%</b>	1041	<b>25%</b>	957	<b>23%</b>	1223	<b>27%</b>	373	<b>10%</b>
	Total			3884	<b>100%</b>	4167	<b>100%</b>	4160	<b>100%</b>	4541	<b>100%</b>	3809	<b>100%</b>

Source: Shepherd data files as submitted by the early fall census date to the WV Higher Education Policy Commission.

Ethnicity classifications are abbreviated as follows:

**Black / Af. Amer:** Black or African American

**Amer. Ind. / Alaskan:** American Indian / Native American or Alaskan

**Asian / Pac. Isl.:** Asian or Pacific Islander

**Hispanic:** Hispanic

**White:** White / Caucasian

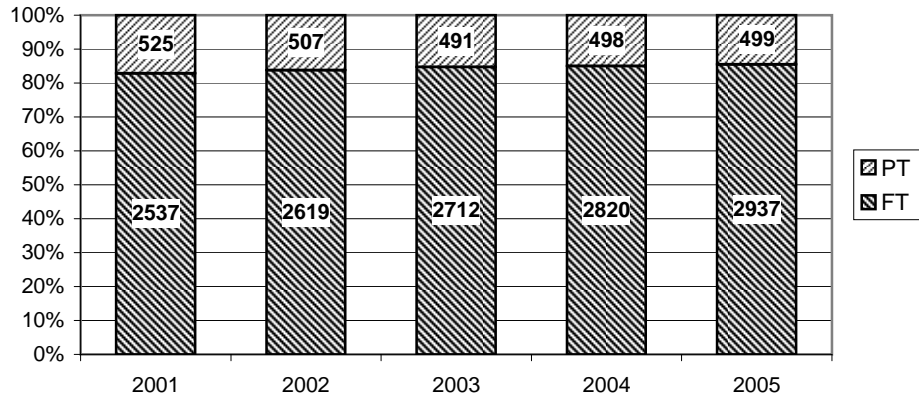
**Unknown / NR:** Unknown or not reported

Percentages of baccalaureate students in each classification are computed as percentages of the total number of baccalaureate students. Percentages of baccalaureate and nondegree students are computed as percentages of the total number of students.

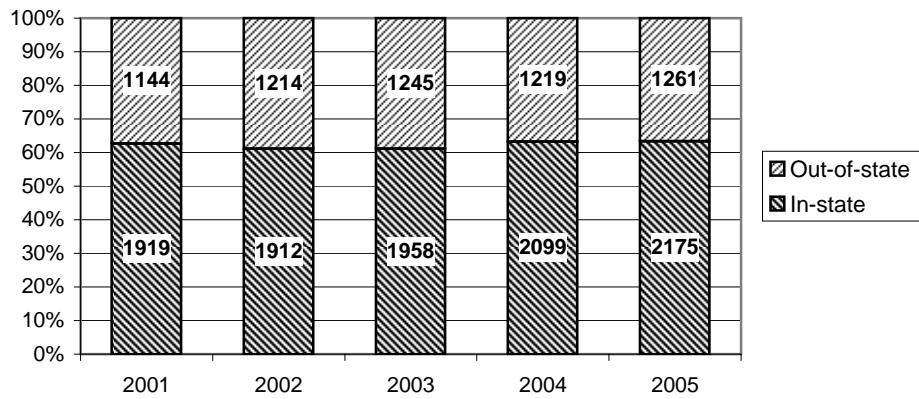
# BOG 9A: Undergraduate Student Demographics

## Fall 2001 - Fall 2005

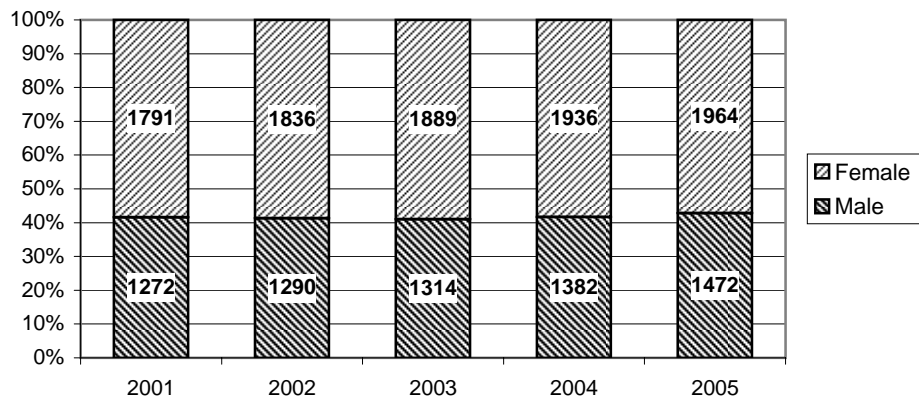
### Baccalaureate Student Enrollment Status, 2001-2005



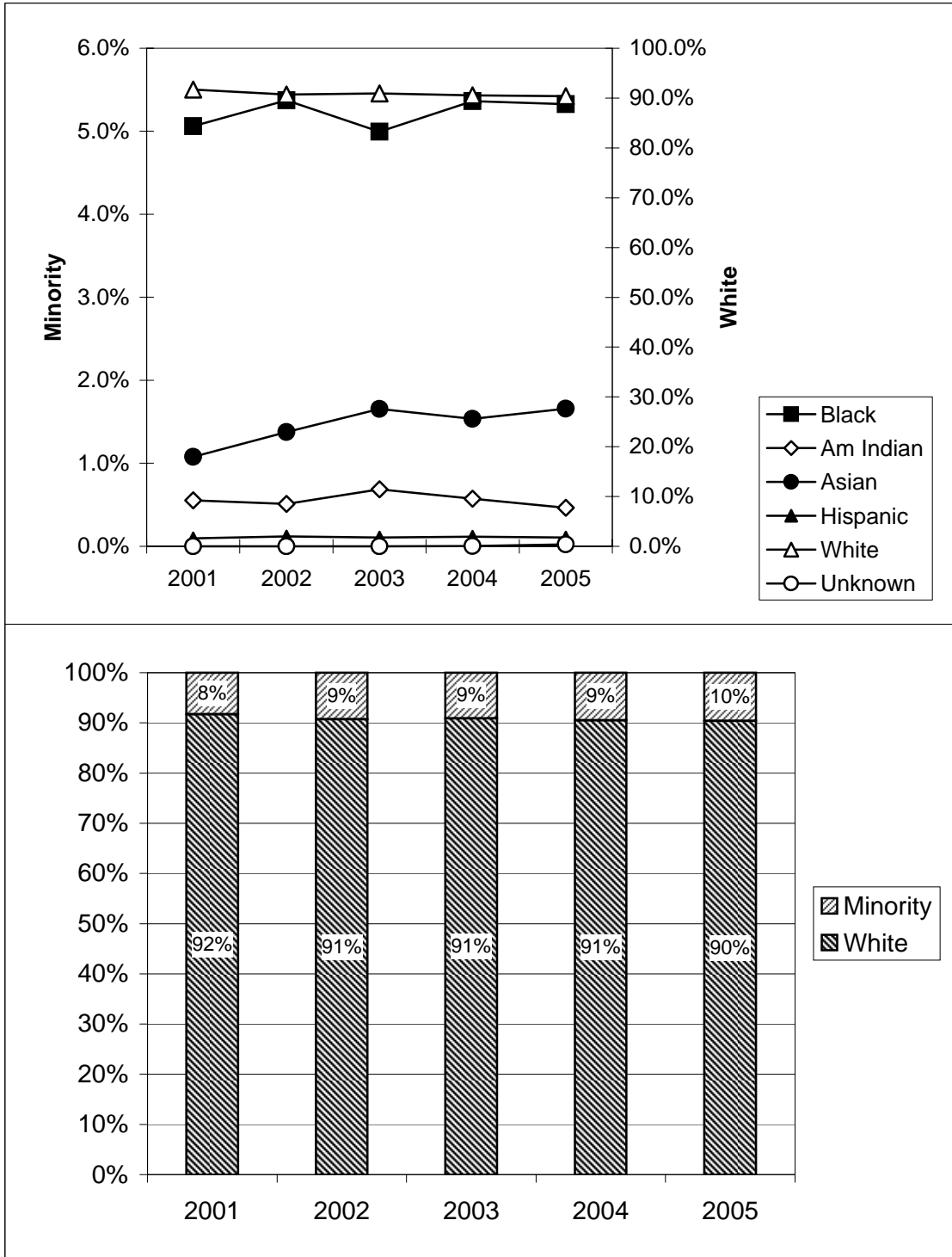
### Baccalaureate Student Residency, 2001-2005



### Baccalaureate Student Gender, 2001-2005



## BOG 9B: Race/Ethnicity of SU Students 2001-2005



BOG 15: Results of the WV Survey of Graduating Seniors\*  
1997-2006

Questions	1997*		1998		1999		2000		2001		2002		2003		2004		2005		2006	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
<b><i>In completing your academic program were you able to:</i></b>																				
1 Acquire a basic knowledge in general education?	238	1.7	264	1.7	203	1.7	381	1.7	352	1.8	312	1.8	360	1.7	359	1.8	529	1.7	479	1.7
2 Develop the ability to write effectively?	240	2.1	265	2.0	203	1.9	381	2.0	354	1.9	314	1.9	360	1.9	358	1.9	532	1.8	479	1.8
3 Develop the ability to use mathematics effectively?	239	2.3	265	2.3	203	2.1	381	2.3	351	2.1	312	2.2	361	2.2	358	2.2	530	2.1	478	2.1
4 Develop critical thinking skills?	239	1.8	265	1.9	203	1.8	381	1.8	352	1.8	314	1.8	360	1.8	357	1.8	533	1.7	478	1.7
5 Develop effective public speaking skills?	240	2.1	265	2.2	203	2.1	380	2.1	352	2.0	313	2.0	359	2.1	357	2.0	533	1.9	479	2.0
6 Develop computer/technical literacy and	240	2.4	263	2.5	204	2.4	381	2.2	352	2.0	312	2.1	361	2.1	358	2.0	532	1.9	477	1.9
7 Develop multicultural and global perspectives?	240	2.5	265	2.5	203	2.3	382	2.4	352	2.1	314	2.3	361	2.2	356	2.1	531	2.1	476	2.1
<b><i>Were you satisfied with:</i></b>																				
8 The quality of teaching?	236	1.9	265	2.1	204	2.0	380	2.2	351	2.1	314	2.1	361	2.1	357	2.0	531	2.0	479	2.0
9 The quality of advising?	240	2.0	265	3.6	204	2.5	381	2.4	354	1.9	315	2.3	361	2.3	357	2.1	533	2.1	478	2.2
10 Library services?	238	2.6	265	3.4	204	2.5	381	2.4	354	2.1	315	2.3	359	2.2	356	2.0	532	2.0	479	1.9
11 Classroom/lab facilities?	240	2.5	265	3.2	204	2.9	381	2.9	354	2.2	315	2.8	360	2.8	358	2.8	530	2.7	477	2.7
12 Were you adequately prepared for a career and/or graduate or professional school?	237	2.1	260	3.9	204	2.0	379	2.2	352	2.1	313	2.1	359	2.1	357	2.0	532	2.1	478	2.0

\* This is not the Noel-Levitz *Student Satisfaction Inventory* report. The HEPC's predecessor created these questions in 1996 and mandated that all graduating seniors be surveyed. The WVHEPC stopped collecting these data as of Spring 2001, but selected items continue to be used in assessments by various Shepherd constituencies so the survey has been continued.

\*\* The 2001 year, for example, includes graduates from August 2000, December 2000, and May 2001.

Responses were selected from a 5-point scale: 1 = Strongly Agree to 5 = Strongly Disagree. The closer to 1, the more positive is the response.

## BOG 24: Institutional Developmental Pass Rates: English and Study Skills 2001-2005

### ACFN 010

Fall Semester	Enrolled	Pass	Fail	Withdraw	Incomplete	Pass Rate*	Pass Rate**
2001	186	126	39	16	5	68%	74%
2002	185	123	41	18	3	66%	74%
2003	180	113	54	12	1	63%	67%
2004	157	73	65	17	2	46%	52%
2005	77	59	13	5	0	77%	82%

ACFN 010 is Introduction to Critical Composition and is graded as pass/fail.

### ACFN 095

Fall Semester	Enrolled	Pass	Fail	Withdraw	Incomplete	Pass Rate*	Pass Rate**
2001	99	73	18	8	0	74%	80%
2002	73	52	15	5	1	71%	76%
2003	102	92	5	4	1	90%	94%
2004	101	88	6	7	0	87%	94%
2005	151	116	10	25	0	77%	92%

ACFN 095 is Developing College Reading and Study Skills.

### ACFN 096

Fall Semester	Enrolled	Pass	Fail	Withdraw	Incomplete	Pass Rate*	Pass Rate**
2001	57	34	17	6	0	60%	67%
2002	17	8	6	3	0	47%	57%
2003	18	15	3	0	0	83%	83%
2004	course was not scheduled						
2005	course was not scheduled						

ACFN 096 is College Study Skills.

Data through 2004 include both SU and the CTC. Data for 2005 include SU only.

\*This pass rate was obtained by dividing the number of students who passed by the number enrolled.

\*\*This pass rate was obtained by dividing the number of students who passed by the number enrolled minus the number who withdrew.

In Fall 2000, 71 percent of 2-year and 4-year degree granting institutions with freshmen offered an average of 2.5 mathematics courses with 22 percent of freshmen enrolled. In the same term, 68 percent offered an average 2.0 writing courses and 14 percent of freshmen were enrolled. Finally, 56 percent offered an average 2.0 reading courses and 11 percent of freshmen were enrolled. (Source: *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000*. NCES peqis, USDOE, November 2003. Paper was found at <http://nces.ed.gov/pubs2004/2004010.pdf>)

In Fall 2005, 22 percent of recent WV high school graduates who were seeking baccalaureate degrees were enrolled in at least one developmental course. For Shepherd, that was 26 percent. (Source: *West Virginia Higher Education Report Card, 2005*. WVHEPC.)

Also in Fall 2005, 9 percent of recent WV high school graduates who were seeking baccalaureate degrees were enrolled in at least one developmental English course. For Shepherd, that was 7 percent. (Source: *West Virginia Higher Education Report Card, 2005*. WVHEPC.)

## BOG 24A: Institutional Developmental Pass Rates: Mathematics 2001-2005

### ACFN 070/065

Fall Semester	Enrolled	Pass	Fail	Withdrew	Incomplete	Pass Rate*	Pass Rate**
2001	53	18	14	17	3	34%	50%
2002	49	26	7	8	8	53%	63%
2003	53	35	8	9	1	66%	80%
2004	255	183	28	42	2	72%	86%
2005	course was not scheduled						

ACFN 070 is Pre-Algebra, but in 2004 the course was changed to ACFN 065.

One student audited in Fall 2001.

### ACFN 080/085

Fall Semester	Enrolled	Pass	Fail	Withdrew	Incomplete	Pass Rate*	Pass Rate**
2001	67	45	7	10	5	67%	79%
2002	45	30	7	7	1	67%	79%
2003	63	43	12	4	4	68%	73%
2004	101	59	24	18	0	58%	71%
2005	69	46	8	15	0	67%	85%

ACFN 080 is Basic Algebra, but in 2004 the course was changed to ACFN 085.

### ACFN 090

Fall Semester	Enrolled	Pass	Fail	Withdrew	Incomplete	Pass Rate*	Pass Rate**
2001	19	7	2	4	5	37%	47%
2002	37	20	7	5	5	54%	63%
2003	35	28	3	4	4	80%	90%
2004	66	48	6	11	1	73%	87%
2005	course was not scheduled						

ACFN 090 is Intermediate Algebra.

Data through 2004 include both SU and the CTC. Data for 2005 include SU only.

\*This pass rate was obtained by dividing the number of students who passed by the number enrolled.

\*\*This pass rate was obtained by dividing the number of students who passed by the number enrolled minus the number who withdrew.

In Fall 2005, 19 percent of recent WV high school graduates who were seeking baccalaureate degrees were enrolled in a developmental mathematics course. At Shepherd, 23 percent of these students were enrolled. (Source: *West Virginia Higher Education Report Card. 2005.* WVHEPC.)

## BOG 25: Graduation Rates 1990-1999

<i>Fall Semester</i>	<i>Baccalaureate Degree Cohort</i>		
	<i>Initial</i>	<i>Graduated</i>	<i>Rate</i>
1990	328	137	42%
1991	263	120	46%
1992	401	159	40%
1993	441	192	44%
1994	416	177	43%
1995	504	194	38%
1996	535	222	41%
1997	558	229	41%
1998	522	226	43%
1999	565	264	47%

Notes.

1. A cohort consists of all the full-time, first-time-in-college students who entered in a specific semester.

2. Since no 6-year rate can be calculated for any cohort after Fall 1999, the 1999 cohort is the most recent one available. The IPEDS graduation rates will be lower because they count only those students who graduate within 150% of normal time (3 years for an associate degree or 6 years for a baccalaureate degree), whereas this table shows all the students from the cohort who have graduated by August of the year which would be 150 percent of normal time.

3. Data files earlier than 1993 may contain errors.

Data Source: Board/HEPC files

## BOG 28: Licensure Pass Rate in Baccalaureate Programs 2001-2005

Licensure Areas	2001			2002			2003			2004			2005		
	Tested	Passed	Rate	Tested	Passed	Rate	Tested	Passed	Rate	Tested	Passed	Rate	Tested	Passed	Rate
Nursing, BSN	21	21	100%	26	25	96%	25	23	92%	25	23	92%	37	21	57%
Social Work, BSW**	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Teacher Education, BA* Content Test	96	82	85%	100	86	86%	117	107	91%	90	81	90%	103	92	89%
Teacher Education, BA* Professional Knowledge	84	69	82%	87	74	85%	83	80	96%	68	65	96%	73	69	95%

Note. For the Nursing data in 2003, one of the 25 students' results is unknown so the pass rate might be 96 percent.

\*Starting with the 2001 Report Card, the HEPC has not reported these data by institution and has obtained their data from the WV Department of Education. The sources of the data reported here are the Shepherd University academic departments which house the programs. The most recent data available are for students tested between July 1, 2004 and June 30, 2005.

\*\*The Social Work department chair reports that these data are not available. Students sit for the exam at their own initiative and no report of results is made available to the University.

NB. The annual Compact report asks for data for the Praxis II exam (without specifying the section) and the HEPC provides the data. The data in that table do not agree with either row of teacher education data in this table. Perhaps they use some average from both sections, but that is unknown. This table contains accurate data.

NB. The low pass rate for the BSN exam (the NCLEX-RN) for 2005 is largely due to a set of unique factors affecting the exam in this year. The format of the exam was changed effective April 2004; the new format was published in January of 2004, too late for students and the program to address the changes (all 2004 graduates took the exam after April 2004). Additionally, a higher passing standard for the exam was set higher by the National Council of State Boards of Nursing (NCSBN) at the same time. Most nursing education programs in the U.S. thus experienced much lower first-time pass rates for 2004; in WV, three other BSN programs (West Liberty, WV Wesleyan, and Wheeling Jesuit) experienced poorer results than Shepherd. The SU Department of Nursing has submitted an action plan to the West Virginia Board of Examiners for Registered Professional Nurses (WVBOERN) describing the steps that are being taken to improve the first-time NCLEX-RN pass rate; WVBOERN has accepted this plan.

Data Source: WV Report Card and Shepherd departments.

## BOG 29: Student-to-Faculty Ratios 1996-2005

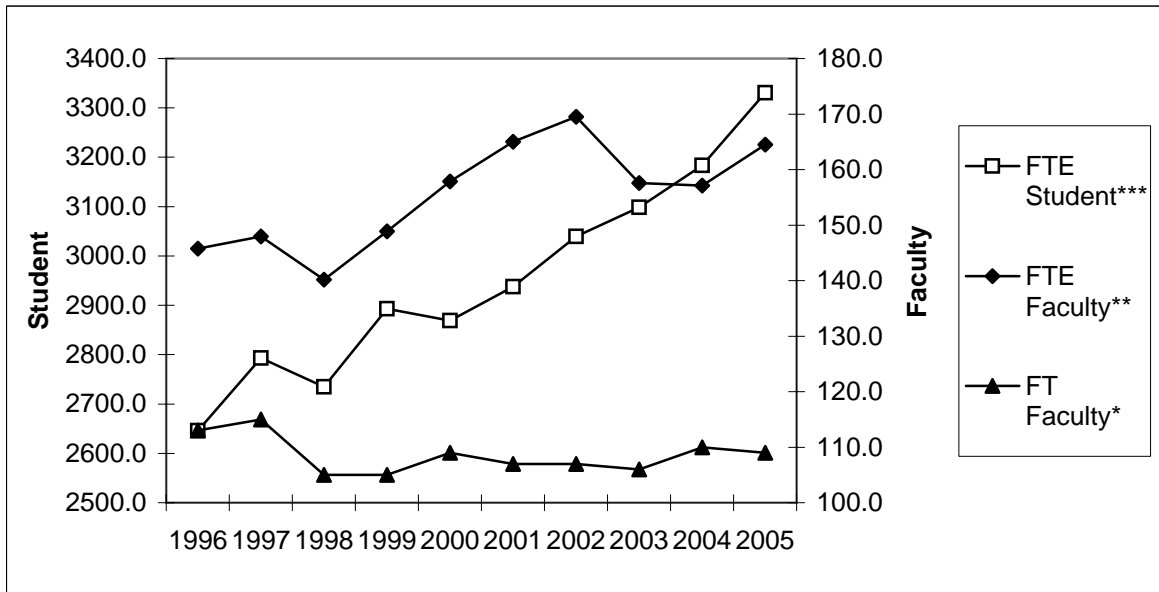
Fall Semester	FT Faculty*	FTE Faculty**	FTE Student***	FTE Student to FT Faculty Ratios	FTE Student to FTE Faculty Ratios
1996	113	145.8	2645.8	23.4	18.2
1997	115	148.0	2793.1	24.3	18.9
1998	105	140.2	2735.1	26.0	19.5
1999	105	148.9	2893.1	27.6	19.4
2000	109	157.9	2868.9	26.3	18.2
2001	107	165.0	2937.9	27.5	17.8
2002	107	169.5	3039.2	28.4	17.9
2003	106	157.6	3098.8	29.2	19.7
2004	110	157.1	3183.2	28.9	20.3
2005	109	164.5	3330.3	30.6	20.2

\*These persons are hired as faculty and have a 0.50 or greater teaching load. (A 1.00 teaching load = 12 hours.)

\*\*The SU FTE faculty is a measure of the resources required to teach all I students in SU courses.

\*\*\*The SU FTE student is a measure of the student credit hours in SU courses generated by the faculty.

Note. Only in 2002 and later did the personnel file acquire a field which separated FTE by college. For earlier years, manually examining departments yielded the values recorded here. These data should be regarded as tentative.



**BOG 30: Percent of Course Credits Taught by Adjunct Instructors  
1996-2005**

<b>Fall</b>	<b>Total Credits Taught</b>	<b>Credits Taught by Adjuncts</b>	<b>Percent</b>
1996	2041	644	32%
1997	2044	634	31%
1998	1922	692	36%
1999	2004	752	37%
2000	2135	693	32%
2001	2264	828	37%
2002	2354	857	36%
2003	2031	693	34%
2004	2099	760	36%
2005	2315	765	33%

Adjunct instructors here are defined as all those who teach at least one course but are not regular faculty. They might be persons hired to teach one or more courses on a temporary basis or they might be full-time employees who are not faculty but are paid to teach one or more courses.

Note that adjunct instructors may teach courses for both the 4-year and 2-year students through 2004. The data in this table refer to the college which owns the course. It should be remembered that many courses had both 2-year and 4-year students enrolled.

## BOG 31: Baccalaureate Technical Field Enrollments 1996-2005

Programs	Degree	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	Average
Biology	BS	131	116	122	130	129	114	121	114	107	123	120.7
Chemistry	BS	32	38	31	37	36	40	40	31	38	48	37.1
CIS*	BS	47	101	134	186	222	254	201	200	198	176	171.9
Environmental Studies	BS		31	66	89	78	90	96	107	103	93	75.3
Mathematics	BS	28	15	16	14	11	16	17	16	18	39	19.0
Nursing	BSN	165	168	144	149	147	174	177	206	224	256	181.0
Pre-Professional Health**	None	41	38	6	1							8.6
TOTALS		444	507	519	606	623	688	652	674	688	735	613.6
Percent of All Majors		16.7%	18.1%	18.8%	20.9%	21.3%	22.5%	21.5%	21.6%	18.7%	20.0%	20.0%

\*Computer science (CPIS for computer programming and information systems) was a business degree in 1994 and 1995 with a CIP (Classification of Instructional Programs) code of 52, and therefore was not reported as a science program. In 1996 a new CIS program was created with a CIP code of 11, and the CPIS program morphed into a concentration in the business administration major. By 2001, CPIS majors no longer appeared in data files. (In BOG 35 both CPIS and CIS majors are combined under computer science.)

\*\*Prior to Fall 2000, this was a designation for nursing students before they were eligible to become nursing majors.

*The CIP is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs. It was developed to facilitate NCES' collection and reporting of postsecondary degree completions by major field of study using standard classifications that capture the majority of reportable program activity. The CIP: 2000 edition is the third revision of the CIP. It was originally published in 1980 and was revised in 1985 and 1990. The CIP is the accepted federal government statistical standard on instructional program classifications and the 2000 edition has been adopted as the standard field of study taxonomy by Statistics Canada. (Source: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002165>)*

The selected CIP codes for this table (01, 02, 03, 04, 11, 14, 15, 26, 27, 40, 43, and 51) came from the *Uniform Statewide Compact Data Report: Definitions*, November 2002. Source: HEPC.

Source: SU data files as submitted to HEPC or its predecessors.

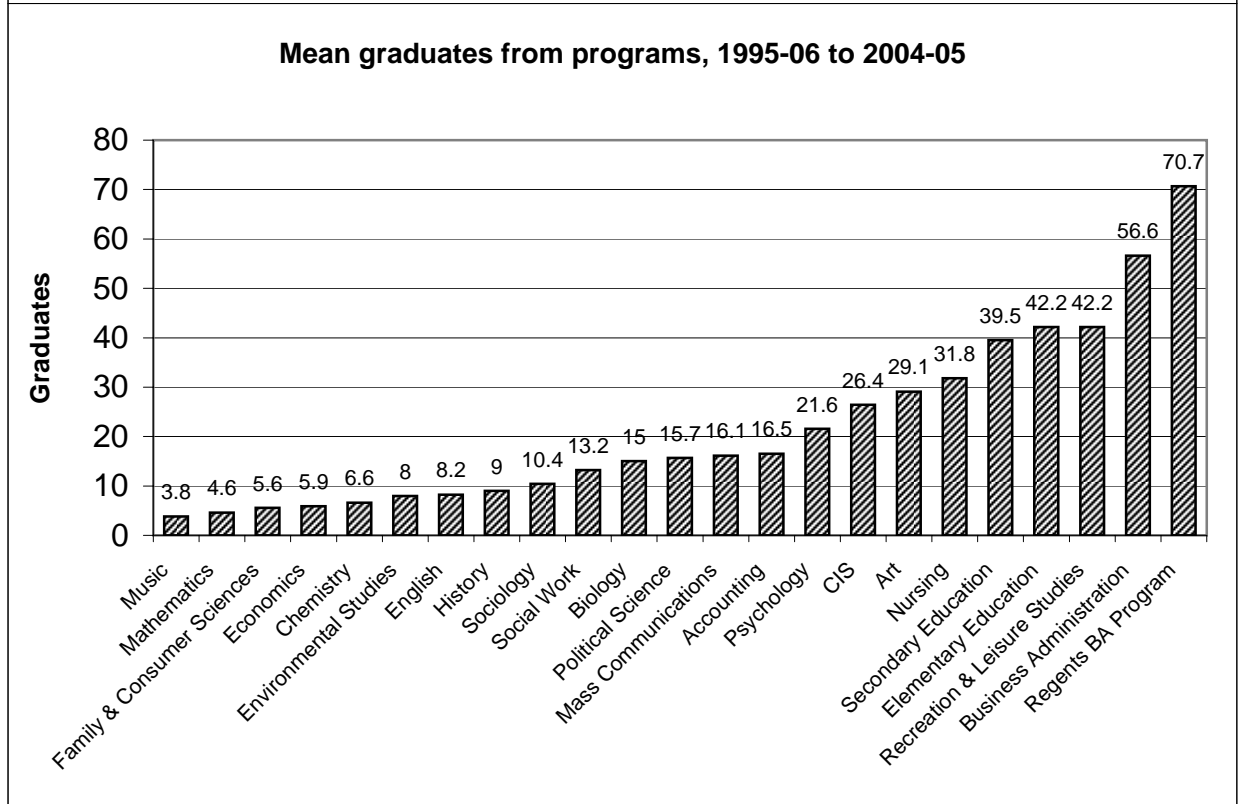
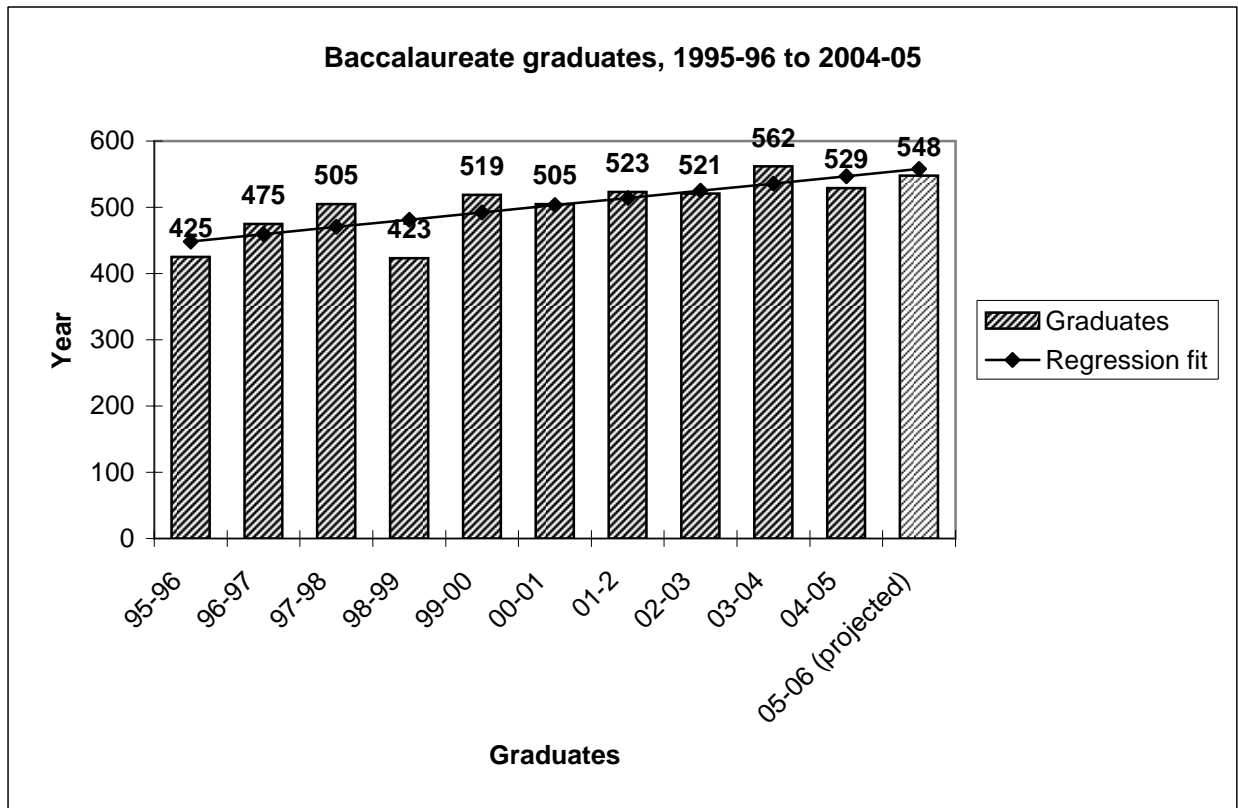
**BOG 32: Graduates of Baccalaureate Programs  
1995-96 to 2004-05**

Programs	Degree	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	Average
Accounting	BS	22	17	23	13	19	16	12	12	18	13	16.5
Art	BFA	18	21	31	24	36	41	33	29	32	26	29.1
Biology	BS	24	14	20	12	12	11	15	11	14	17	15.0
Business Administration	BS	57	57	68	52	53	42	54	57	71	55	56.6
Chemistry	BS	8	8	5	5	8	4	10	6	7	5	6.6
CIS	BS	16	11	16	18	26	26	47	42	37	25	26.4
Economics	BS	8	4	7	8	10	4	7	2	6	3	5.9
Elementary Education	BA	35	57	46	44	32	42	44	47	42	33	42.2
English	BA	4	9	8	8	11	10	7	7	7	11	8.2
Environmental Studies	BS					4	15	14	15	9	23	8.0
Family & Consumer Sciences	BS	7	3	5	2	7	8	5	7	6	6	5.6
History	BA	8	6	10	12	6	14	7	4	13	10	9.0
Mass Communications	BA	17	10	15	19	11	13	16	21	20	19	16.1
Mathematics	BS	9	10	2	6	3	4	4	1	3	4	4.6
Music	BA	1	7	1	8	4	1	2	4	6	4	3.8
Nursing	BSN	33	28	32	35	36	28	28	26	43	29	31.8
Political Science	BS	11	23	20	10	17	22	14	15	13	12	15.7
Psychology	BA	19	25	16	18	27	23	28	17	19	24	21.6
Regents BA Program	BA	58	74	79	46	74	71	67	77	74	87	70.7
Recreation & Leisure Studies	BS	15	34	38	31	67	55	51	43	42	46	42.2
Secondary Education	BA	37	34	35	37	40	31	33	50	49	49	39.5
Social Work	BS	15	15	15	12	12	8	11	19	13	12	13.2
Sociology	BS	3	8	13	3	4	16	14	9	18	16	10.4
TOTALS		425	475	505	423	519	505	523	521	562	529	498.7

Current names are used for programs although they may have had different names within the past 10 years. Programs which have been discontinued are not shown.

Source: SC data files as submitted to HEPC or its predecessors.

BOG 32A. Baccalaureate graduates and mean graduates from programs  
1995-96 to 2004-05

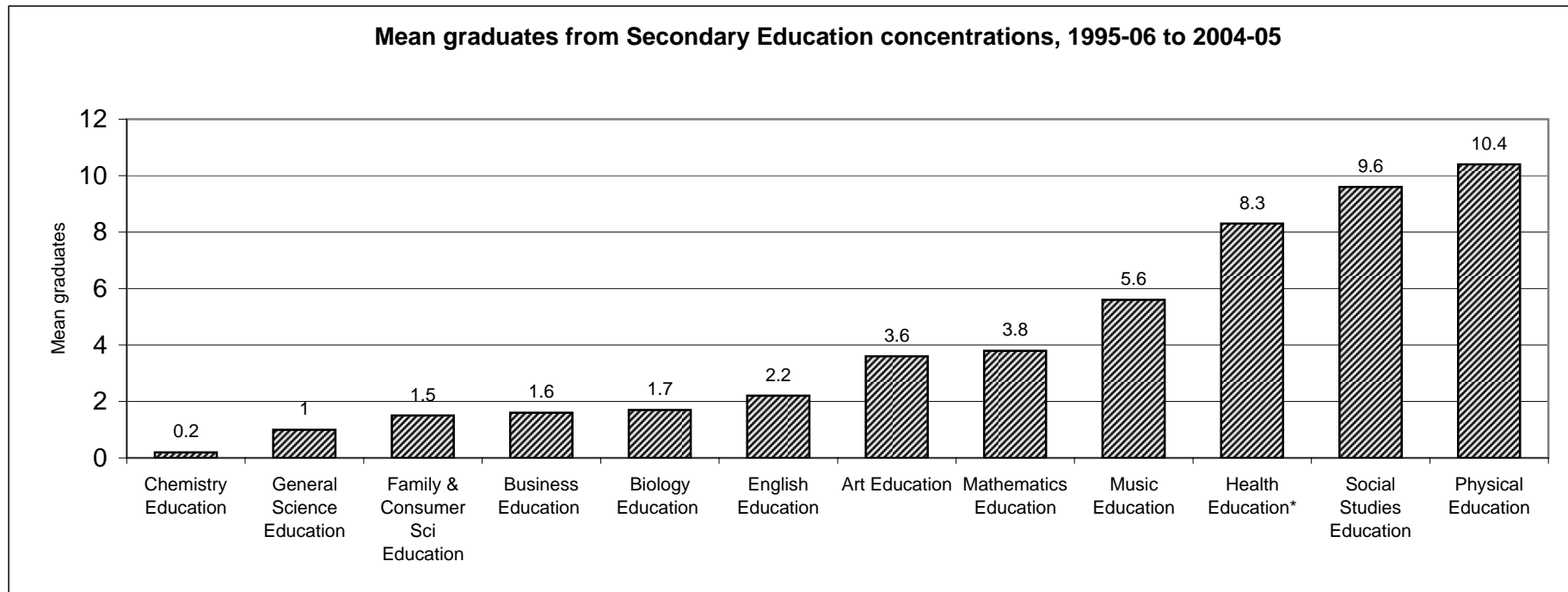


## BOG 32B: Secondary Education Graduates by Concentration 1995-96 to 2004-05

Programs	Degree	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	Average
Secondary Education	BA	37	34	35	37	40	31	33	50	49	49	39.5
Art Education		5	3	3	2	3	1	4	5	4	6	3.6
Biology Education		2	1	2	3	0	1	3	1	2	2	1.7
Business Education		1	2	1	2	2	1	2	3	2	0	1.6
Chemistry Education		0	0	1	0	0	0	1	0	0	0	0.2
English Education		1	3	0	1	1	2	2	4	3	5	2.2
Family & Consumer Sci Education		2	0	2	0	1	2	0	2	0	6	1.5
General Science Education		1	0	4	2	0	1	0	1	0	1	1.0
Health Education*		0	4	2	10	10	10	10	13	14	10	8.3
Mathematics Education		8	1	5	3	1	3	4	3	5	5	3.8
Music Education		4	7	1	5	6	4	4	7	7	11	5.6
Physical Education		8	7	6	16	10	10	10	13	14	10	10.4
Social Studies Education		9	13	13	6	17	6	3	11	14	4	9.6

Current names are used for programs although they may have had different names within the past 10 years. Programs which have been discontinued are not shown.

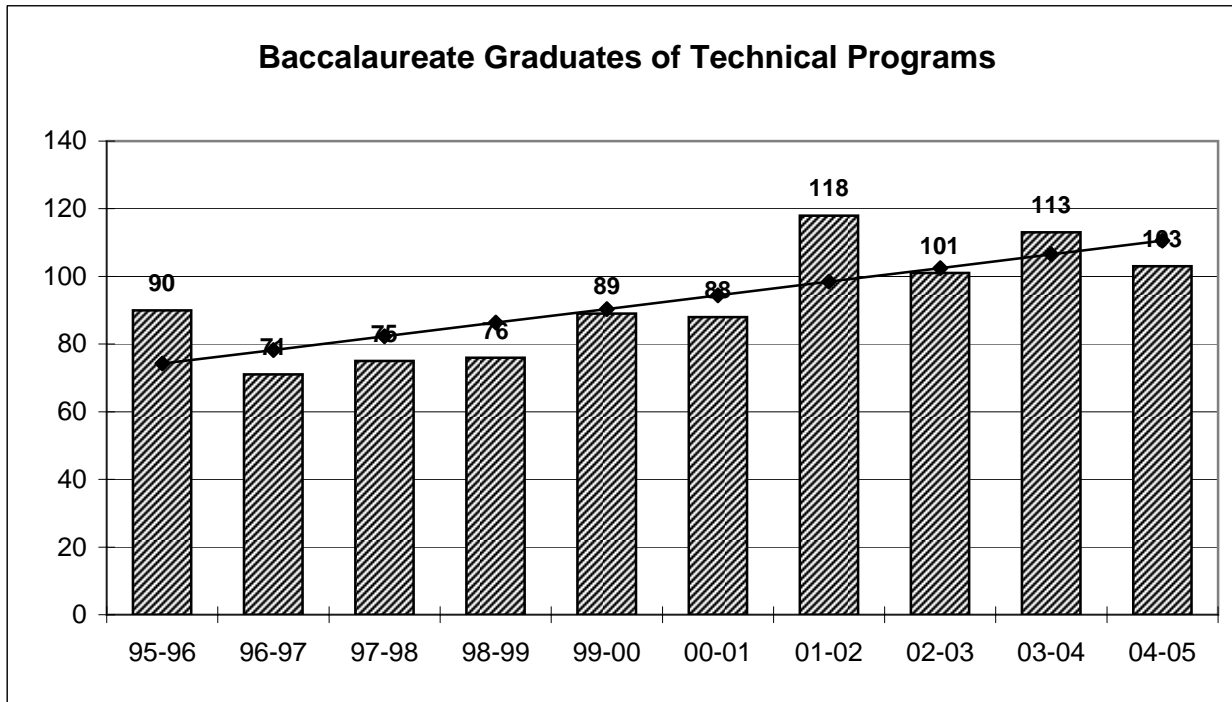
Source: SC data files as submitted to HEPC or its predecessors.



## BOG 32C: Graduates of Baccalaureate Technical Programs 1995-06 to 2004-05

Programs	Degree	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	Average
Biology	BS	24	14	20	12	12	11	15	11	14	17	15.0
Chemistry	BS	8	8	5	5	8	4	10	6	7	5	6.6
CIS	BS	16	11	16	18	26	26	47	42	37	25	26.4
Environmental Studies	BS					4	15	14	15	9	23	8.0
Mathematics	BS	9	10	2	6	3	4	4	1	3	4	4.6
Nursing	BSN	33	28	32	35	36	28	28	26	43	29	31.8
<b>TOTALS</b>		<b>90</b>	<b>71</b>	<b>75</b>	<b>76</b>	<b>89</b>	<b>88</b>	<b>118</b>	<b>101</b>	<b>113</b>	<b>103</b>	<b>92.4</b>
Baccalaureate Graduates		21.2%	14.9%	14.9%	18.0%	17.1%	17.4%	22.6%	19.4%	20.1%	19.5%	18.5%

Current names are used for programs although they may have had different names within the past 10 years. Programs which have been discontinued are not shown.



Source: SU data files as submitted to HEPC or its predecessors.

**BOG 32D. Graduate Programs  
2003-2006**

**Programs Offered**

Program	Degree	First Offered
Curriculum and Instruction	MA	Fall 2003
Business Administration	MBA	Fall 2005
Teaching	MAT	Spring 2006
Student Development	MA	Fall 2006
Music Education	MM	Fall 2006

**Graduate Courses Offered by Program, Fall 2003 - Spring 2006**

Program	F 2003	Sp 2004	Su 2004	F 2004	Sp 2005	Su 2005	F 2005	Sp 2006
C&I	2	8	18	7	12	16	8	8
MBA							5	8
Marshall MAT							1	1
Shepherd MAT								1
<b>Total</b>	<b>2</b>	<b>8</b>	<b>18</b>	<b>7</b>	<b>12</b>	<b>16</b>	<b>15</b>	<b>18</b>

**Graduates from Programs, 2005-2006**

Program	2005	2006
C&I	5	11
MBA		
Shepherd MAT		
<b>Total</b>	<b>5</b>	<b>11</b>

**Students Enrolled in Graduate Programs, Fall 2003 - Spring 2006**

Program	F 2003	Sp 2004	Su 2004	F 2004	Sp 2005	Su 2005	F 2005	Sp 2006
C&I	29	46	75	86	114	128	140	147
MBA							32	40
Shepherd MAT								3
<b>Total</b>	<b>29</b>	<b>46</b>	<b>75</b>	<b>86</b>	<b>114</b>	<b>128</b>	<b>172</b>	<b>190</b>

This is the total number of students admitted to each program, minus the number of graduates. Note that not all of these students will be taking classes in any given semester.

# BOG 32E. Graduate Programs 2003-2006

## FTE Students, Fall 2003 - Spring 2006

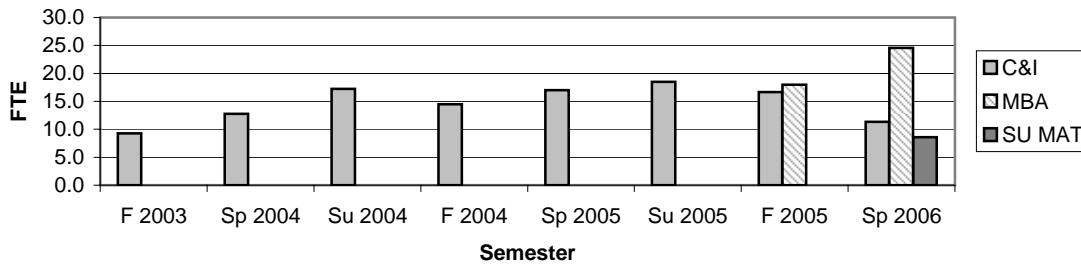
Program	Sp							
	F 2003	2004	Su 2004	F 2004	Sp 2005	Su 2005	F 2005	Sp 2006
C&I	9.3	12.8	17.3	14.5	17.0	18.5	16.7	11.3
MBA							18.0	24.6
SU MAT								8.6
<b>Total</b>	<b>9.3</b>	<b>12.8</b>	<b>17.3</b>	<b>14.5</b>	<b>17.0</b>	<b>18.5</b>	<b>34.7</b>	<b>44.5</b>

This is the total FTE enrollment in all courses taken by graduate students for each semester listed.

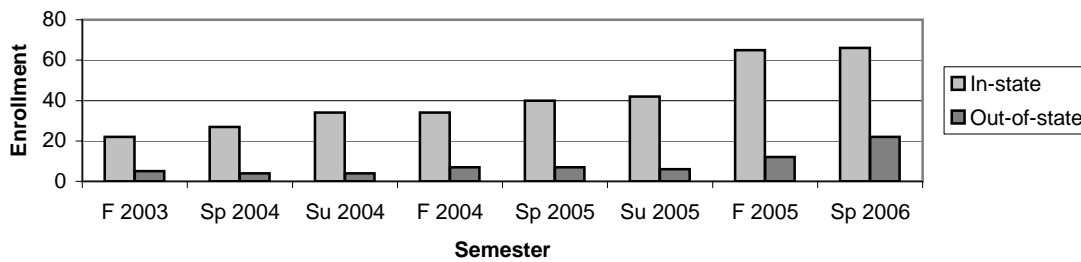
## Headcount by Residency, Fall 2003 - Spring 2006

	Program	Sp							
		F 2003	2004	Su 2004	F 2004	Sp 2005	Su 2005	F 2005	Sp 2006
In-state	C&I	22	27	34	34	40	42	46	30
	MBA							19	24
	SU MAT								12
	<b>Total</b>	<b>22</b>	<b>27</b>	<b>34</b>	<b>34</b>	<b>40</b>	<b>42</b>	<b>65</b>	<b>66</b>
Out-of-state	C&I	5	4	4	7	7	6	2	5
	MBA							10	14
	SU MAT								3
	<b>Total</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>12</b>	<b>22</b>
<b>Total</b>		<b>27</b>	<b>31</b>	<b>38</b>	<b>41</b>	<b>47</b>	<b>48</b>	<b>77</b>	<b>88</b>

**FTE Enrollment in Graduate Programs, 2003-2006**



**Enrollment in Graduate Programs by Residency, 2003-2006**



Data source: HEPC data files

## BOG 33: Full-Time Faculty with Terminal Degrees 1996-2005

Fall Semester	FT Faculty	Terminal Degrees	Percent
1996	112	82	73%
1997	115	81	70%
1998	101	81	80%
1999	105	81	77%
2000	108	85	79%
2001	107	85	79%
2002	107	87	81%
2003	106	89	84%
2004	110	89	81%
2005	109	90	83%

Full-time faculty include all those hired as faculty who are eligible for benefits and who have an instructional FTE  $\geq$  0.50.

Terminal degrees include all doctorates, first professional degrees (DDS, DO, DVM, JD, LLB, and MD), and MFA's. HEPC files do not distinguish among master's degrees, so MFA's were counted from catalogs when the HEPC showed a master's degree for art or theater faculty. These counts cannot be verified by the HEPC or other bodies to whom we report.

Note that until 2002 there was no field in the personnel file to distinguish between IFTE for SU and CTC. The data for those earlier years was obtained by adding the FTE for the selected faculty by department. The CTC departments were typically ACFN, CMTC, CJST, FSST, PARA. NCTC students are taught by faculty not paid by SU so those faculty do not appear in the personnel file. This method cannot be said to be foolproof.

Data source: HEPC files.

## BOG 34. Student and Faculty Data and Ratios by Academic Department 1996-2005

### Accounting, BS

Year	Majors	FTE Faculty	S-F FTE Ratio
1996	116	4.4	19.6
1997	113	4.7	16.7
1998	88	4.0	16.6
1999	86	3.6	20.7
2000	76	3.7	19.1
2001	74	3.3	19.6
2002	82	3.2	17.6
2003	75	3.2	19.1
2004	76	2.7	21.6
2005	86	2.8	24.7
Change	-30	-1.6	5.02

### Art, BA

Year	Majors	FTE Faculty	S-F FTE Ratio
1996	158	9.7	17.5
1997	195	11.0	19.4
1998	206	10.0	19.7
1999	208	10.9	19.3
2000	202	10.6	19.4
2001	202	12.8	17.2
2002	207	12.5	18.2
2003	213	12.7	18.3
2004	193	11.9	17.9
2005	219	13.2	17.4
Change	61	3.46	-0.08

### Biology, BS

Year	Majors	FTE Faculty	S-F FTE Ratio
1996	131	7.8	23.2
1997	116	8.0	23.1
1998	122	7.1	23.3
1999	130	6.9	25.0
2000	129	7.8	19.6
2001	114	7.5	22.9
2002	122	8.3	21.5
2003	115	7.6	23.3
2004	107	8.1	22.6
2005	123	7.6	21.2
Change	-8	-0.15	-2.02

Note that the major is the unit for grouping students, but the department is the unit for grouping faculty (faculty teach many students, only some of whom are their majors, in most departments). It may be useful to remember that some teaching is unpaid and we usually do not count that since it is a *gift* and not to be depended upon as a regular factor. Other oddities will be noted as they appear.

Below are explanations for the content of the columns. Rounding errors may be apparent when comparing similar data from different processes and are sometimes sizable. (Note. Prior to Fall 2002, all the files from which these kinds of data are obtained were submitted by November 1 and their data came from a *snapshot* near the end of October. As of Fall 2002, only student data are submitted early (October 1), while all the other files as well as the student file, are submitted on January 10 for the previous fall semester.) In 2004, the pattern of files submission reverted to that prior to 2002, except that October 15 was used instead of October or November 1.

- The Majors column shows the number of students in a major.
- The FTE Faculty shows the paid faculty FTE for teaching courses in the named department.
- The S-F FTE Ratio is the ratio of FTE Student to FTE Faculty. (Teaching is the work with these students.)
- The Change is the most recent year's number minus the first year's number.

## BOG 34A. Student and Faculty Data and Ratios by Academic Department 1996-2005

<b>Business Administration, including FACS; MBA</b>				
<b>Year</b>	<b>Majors</b>	<b>FTE Faculty</b>	<b>S-F FTE Ratio</b>	
1996	BADM	305	7.6	17.7
	FACS	12	2.2	18.5
	H-M-R M	29	NA	NA
1997	BADM	314	7.5	19.1
	FACS	18	2.1	21.6
	H-M-R M	30	NA	NA
1998	BADM	282	7.3	17.9
	FACS	17	1.7	28.0
	H-M-R M	14	NA	NA
1999	BADM	267	7.9	18.9
	FACS	20	1.5	28.1
	H-M-R M	10	NA	NA
2000	BADM	283	9.3	16.1
	FACS	18	1.9	18.4
	H-M-R M	3	NA	NA
2001	BADM	302	7.1	18.7
	FACS	17	2.1	21.3
	H-M-R M	1	NA	NA
2002	BADM	331	6.9	20.1
	FACS	19	2.2	17.6
2003	BADM	347	5.2	23.9
	FACS	17	2.1	22.4
2004	BADM	368	5.5	22.6
	FACS	22	2.0	24.3
2005	BADM	369	7.0	20.5
	MBA	29		
	FACS	23	2.3	23.1
<b>Change</b>		75	-0.45	7.36

The **first row** of each year shows the majors in business administration, the **second row** shows the majors in family & consumer sciences, and the **third row** shows majors in hotel-motel-restaurant management (discontinued in March 1998). It is not possible to separate FTE Student or FTE Faculty in hotel-motel-restaurant management from business administration and family & consumer sciences because faculty and courses overlap too much. As of Fall 2002, there were no longer any hotel-motel-restaurant management majors enrolled.

For 2005 and after, the first row shows the majors in business administration, the second row shows graduate students (MBA), and the third row shows majors in family & consumer sciences. **Change** is calculated with totals for each year.

<b>Chemistry, BS</b>			
<b>Year</b>	<b>Majors</b>	<b>FTE Faculty*</b>	<b>S-F FTE Ratio</b>
1996	32	3.0	29.1
1997	38	5.3	16.7
1998	31	4.9	17.8
1999	37	5.1	19.0
2000	36	5.1	17.6
2001	40	3.8	20.6
2002	40	4.9	20.5
2003	31	5.3	18.4
2004	38	5.3	21.8
2005	48	5.4	20.6
<b>Change</b>		16	2.37

\*Prior to Fall 1999, data files reported chemistry, environmental studies, general science, and physics courses in the department of physical sciences instead of in the departments of chemistry (chemistry courses) and environmental studies (environmental studies, general science, and physics courses). Note also that prior to Fall 1997, there were no environmental studies courses. I have tinkered with the source files to separate numbers as if the current structure were in effect. This is dangerous and can yield errors.

**BOG 34B. Student and Faculty Data and Ratios by Academic Department  
1996-2005**

**Computer & Information Sciences, BS**

<b>Year</b>	<b>Majors</b>	<b>FTE Faculty</b>	<b>S-F FTE Ratio</b>
1996	99	5.4	16.5
1997	130	6.5	15.0
1998	146	6.4	18.1
1999	192	8.0	21.0
2000	224	8.5	22.1
2001	254	10.6	18.5
2002	201	10.0	16.6
2003	200	8.5	16.5
2004	198	8.9	16.2
2005	176	6.7	15.6
Change	77	1.36	-0.81

Prior to Fall 1996, we had a computer programming major (CPIS) in the business administration department. As of January 1996, a computer sciences (CIS) degree appeared and there were majors in both programs. In reality, there was only one program and the same faculty were involved in both. Fall 2000 was the last semester when a CPIS major was listed.

**Economics, BS**

<b>Year</b>	<b>Majors</b>	<b>FTE Faculty</b>	<b>S-F FTE Ratio</b>
1996	13	4.5	22.7
1997	11	4.2	26.0
1998	13	4.2	24.0
1999	14	4.1	24.8
2000	9	4.5	23.0
2001	9	4.4	23.2
2002	12	4.6	24.5
2003	11	4.5	24.1
2004	8	4.8	24.1
2005	18	5.0	23.3
Change	5	0.49	0.66

**English, BA**

<b>Year</b>	<b>Majors</b>	<b>FTE Faculty</b>	<b>S-F FTE Ratio</b>
1996	49	16.4	19.7
1997	59	17.5	18.0
1998	64	15.0	20.6
1999	56	17.0	19.3
2000	61	16.5	19.9
2001	52	18.7	18.6
2002	64	18.2	20.9
2003	59	19.5	21.0
2004	69	20.0	21.7
2005	77	18.1	22.6
Change	28	1.62	2.95

Data Source: WV Higher Education Central Office data files

BOG 34C. Student and Faculty Data and Ratios by Academic Department  
1996-2005

**Elementary Education, BA; Secondary Education, BA**

<b>Year</b>	<b>Majors</b>	<b>FTE Faculty</b>	<b>S-F FTE Ratio</b>
1996	Elem	321	8.9
	Sec	272	
1997	Elem	304	10.6
	Sec	299	
1998	Elem	305	8.4
	Sec	290	
1999	Elem	320	9.1
	Sec	305	
2000	Elem	338	9.9
	Sec	312	
2001	Elem	318	10.6
	Sec	356	
2002	Elem	286	11.2
	Sec	365	
2003	Elem	284	10.4
	Sec	369	
	Grad	27	
2004	Elem	301	10.8
	Sec	397	
	Grad	65	
2005	Elem	297	10.5
	Sec	377	
	Grad	63	
Change		144	-3.8

While the numbers of students can be distinguished for these two majors, there is no way to separate the faculty since they belong to a single department. The first row of each pair shows elementary education numbers and the second row shows secondary education. The third row for 2003 and years after shows graduate students.

**Environmental Studies, BS**

<b>Year</b>	<b>Majors</b>	<b>FTE Faculty</b>	<b>S-F FTE Ratio</b>
1996	0	3.7	14.6
1997	0	2.9	23.5
1998	66	2.9	25.1
1999	89	4.6	18.8
2000	78	4.7	18.4
2001	90	6.0	16.2
2002	96	5.8	16.4
2003	107	5.5	18.7
2004	103	5.5	15.6
2005	93	5.7	16.2
Change	93	2.0	1.60

This degree did not exist prior to 1997. See note about chemistry.

BOG 34D. Student and Faculty Data and Ratios by Academic Department  
1996-2005

**Family & Consumer Sciences, BS**

Year	Majors	FTE Faculty	S-F FTE Ratio
1996	12	2.2	18.5
1997	18	2.0	22.6
1998	17	1.7	28.0
1999	20	1.5	28.1
2000	18	1.9	18.4
2001	17	2.1	21.3
2002	19	2.2	17.6
2003	17	2.1	22.4
2004	22	2.0	24.3
2005	23	2.3	23.1
Change	11	0.1	4.52

**History, BA**

Year	Majors	FTE Faculty	S-F FTE Ratio
1996	49	8.0	26.2
1997	49	7.7	23.5
1998	57	7.8	25.4
1999	42	6.6	26.4
2000	42	7.5	26.4
2001	43	7.9	22.9
2002	53	8.7	23.6
2003	67	7.9	25.9
2004	75	7.5	27.8
2005	79	9.7	24.4
Change	30	1.7	-1.81

**Mass Communications, BA/BS**

Year	Majors	FTE Faculty	S-F FTE Ratio
1996	98	5.9	19.0
1997	96	5.2	20.2
1998	95	4.8	22.3
1999	91	4.6	22.7
2000	112	4.8	24.3
2001	118	4.5	25.4
2002	123	5.0	23.3
2003	120	5.3	22.2
2004	104	5.4	21.0
2005	119	5.9	20.6
Change	21	0.0	1.54

Data Source: WV Higher Education Central Office data files

BOG 34E. Student and Faculty Data and Ratios by Academic Department  
1996-2005

**Mathematics, BS**

<b>Year</b>	<b>Majors</b>	<b>FTE Faculty</b>	<b>S-F FTE Ratio</b>
1996	28	8.2	19.6
1997	15	7.6	20.9
1998	16	8.2	18.5
1999	14	7.4	21.8
2000	11	7.7	20.4
2001	16	7.9	21.1
2002	17	7.9	20.0
2003	16	7.2	22.6
2004	18	7.5	25.5
2005	39	7.5	22.0
Change	11	-0.8	2.35

**Music, BA**

<b>Year</b>	<b>Majors</b>	<b>FTE Faculty</b>	<b>S-F FTE Ratio</b>
1996	32	11.5	10.1
1997	37	9.7	13.6
1998	33	9.5	13.1
1999	33	12.3	10.5
2000	28	12.1	10.7
2001	28	13.0	9.8
2002	29	13.4	11.0
2003	38	13.9	10.3
2004	43	13.5	10.8
2005	50	15.1	10.5
Change	18	3.5	0.43

**Nursing, BSN**

<b>Year</b>	<b>Majors</b>	<b>FTE Faculty</b>	<b>S-F FTE Ratio</b>
1996	165	6.2	8.6
1997	168	6.2	10.5
1998	144	5.4	10.4
1999	149	5.7	10.5
2000	147	6.7	7.5
2001	174	7.9	8.1
2002	177	9.9	6.5
2003	206	5.5	12.1
2004	224	9.5	7.1
2005	256	6.5	12.2
Change	91	0.3	3.63

Data Source: WV Higher Education Central Office data files

BOG 34F. Student and Faculty Data and Ratios by Academic Department  
1996-2005

**Political Science, BS**

<b>Year</b>	<b>Majors</b>	<b>FTE Faculty</b>	<b>S-F FTE Ratio</b>
1996	71	5.1	23.4
1997	67	4.9	25.5
1998	78	4.7	22.9
1999	83	4.3	28.0
2000	65	5.3	24.3
2001	65	4.6	22.5
2002	71	4.8	23.2
2003	71	4.8	25.3
2004	71	5.1	25.3
2005	92	4.8	25.4
Change	21	-0.3	2.05

**Psychology, BA**

<b>Year</b>	<b>Majors</b>	<b>FTE Faculty</b>	<b>S-F FTE Ratio</b>
1996	154	4.1	23.4
1997	119	4.0	26.0
1998	135	4.0	24.1
1999	142	4.3	23.7
2000	142	5.2	17.9
2001	144	5.3	20.8
2002	132	4.7	22.5
2003	152	5.3	25.1
2004	157	4.5	23.9
2005	162	5.6	22.1
Change	8	1.5	-1.31

Psychology became a department in 1997. In 1995 it was combined with geography and before that (1994?) with geography, sociology, and other subject areas such as anthropology in a department of Social Sciences.

**Regents, BA**

<b>Year</b>	<b>Majors</b>	<b>FTE Faculty</b>	<b>S-F FTE Ratio</b>
1996	162	NA	NA
1997	158	NA	NA
1998	150	NA	NA
1999	153	NA	NA
2000	171	NA	NA
2001	166	NA	NA
2002	170	NA	NA
2003	166	NA	NA
2004	190	NA	NA
2005	164	NA	NA
Change	2	NA	NA

There are no data available for FTE Student or FTE faculty or their corresponding ratios because those are calculated by department and there is no academic department with responsibility for the regents program.

BOG 34G. Student and Faculty Data and Ratios by Academic Department  
1996-2005

**Recreation & Leisure Studies, BS**

<b>Year</b>	<b>Majors</b>	<b>FTE Faculty</b>	<b>S-F FTE Ratio</b>
1996	189	10.7	18.5
1997	257	11.0	21.8
1998	289	11.7	22.8
1999	308	12.3	21.6
2000	288	13.9	17.6
2001	274	14.6	17.1
2002	271	14.8	17.7
2003	292	13.4	21.4
2004	270	15.3	19.7
2005	243	15.7	17.9
Change	54	5.0	-0.59

**Social Work, BSW**

<b>Year</b>	<b>Majors</b>	<b>FTE Faculty</b>	<b>S-F FTE Ratio</b>
1996	70	2.5	6.5
1997	70	1.5	17.7
1998	60	2.3	11.0
1999	70	2.2	9.8
2000	71	2.0	8.3
2001	62	2.4	12.6
2002	71	2.6	14.1
2003	64	2.2	15.3
2004	59	2.2	14.5
2005	87	2.4	15.3
Change	17	-0.2	8.78

**Sociology, BS**

<b>Year</b>	<b>Majors</b>	<b>FTE Faculty</b>	<b>S-F FTE Ratio</b>
1996	28	4.5	23.1
1997	30	5.7	20.5
1998	43	5.5	22.4
1999	64	5.5	23.5
2000	80	6.8	19.6
2001	76	6.4	22.4
2002	100	7.2	21.7
2003	104	6.5	25.3
2004	102	6.7	23.2
2005	103	6.4	23.1
Change	75	2.0	0.01

See explanatory notes on first page of these tables.

**BOG 35: Baccalaureate Program Majors  
2001-2005**

<b>Programs</b>	<b>Degree</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Average</b>
Accounting	BS	74	82	75	76	86	78.6
Art	BFA	202	206	211	193	219	206.2
Biology	BS	114	121	114	107	123	115.8
Business Administration	BS	302	331	346	368	369	343.2
Chemistry	BS	40	40	31	38	48	39.4
CIS	BS	254	201	200	198	176	205.8
Economics	BS	9	12	11	8	18	11.6
Elementary Education	BA	318	286	285	301	297	297.4
English	BA	52	64	59	69	77	64.2
Environmental Studies	BS	90	96	107	103	93	97.8
Family & Consumer Sciences	BS	17	19	17	22	23	19.6
History	BA	43	53	67	75	79	63.4
Mass Communications	BA	118	123	120	104	119	116.8
Mathematics	BS	16	17	16	18	39	21.2
Music	BA	28	29	38	43	50	37.6
Nursing	BSN	174	177	206	224	256	207.4
Political Science	BS	65	71	71	71	92	74.0
Psychology	BA	144	132	152	157	162	149.4
Regents BA Program	BA	166	169	164	190	164	170.6
Recreation & Leisure Studies	BS	274	270	291	270	243	269.6
Secondary Education	BA	356	365	368	397	377	372.6
Social Work	BS	62	71	64	59	87	68.6
Sociology	BS	76	100	104	102	103	97.0
<b>TOTALS</b>		<b>2994</b>	<b>3035</b>	<b>3117</b>	<b>3193</b>	<b>3300</b>	<b>3127.8</b>

Only majors existing in Fall 2005 are listed. Students in other majors are dropped.

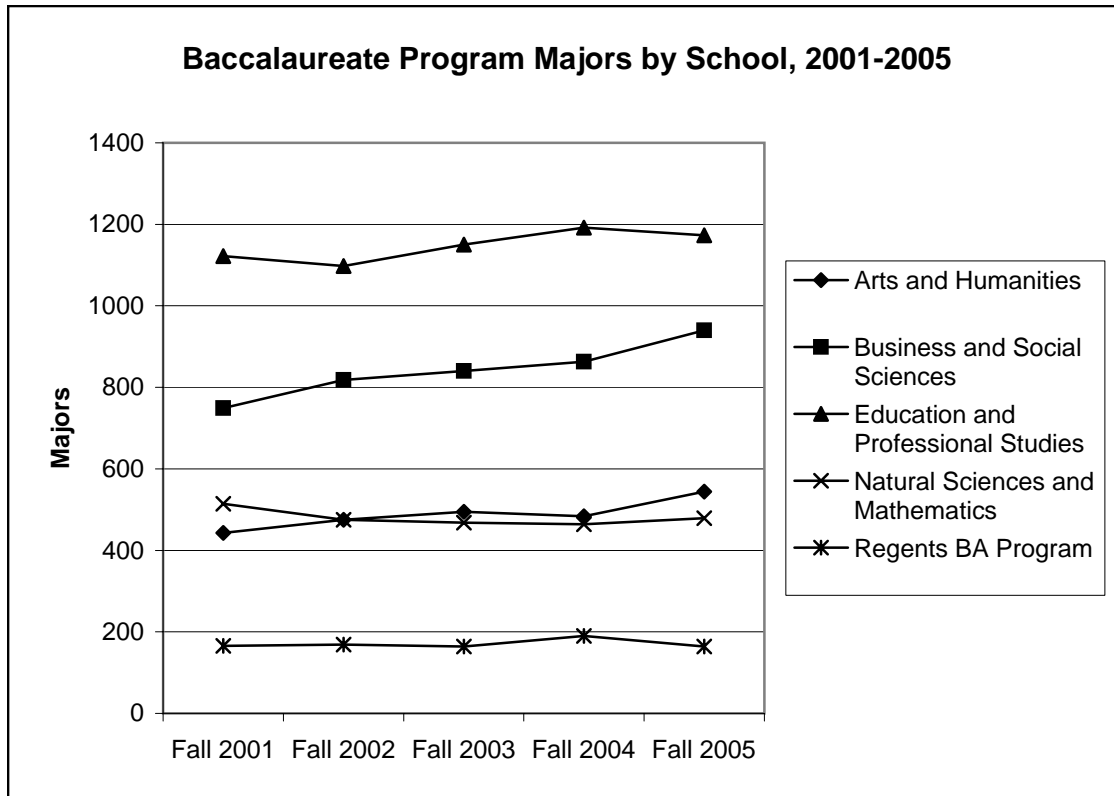
It is impossible to separate Health & Physical Education because from time to time they have been separate programs, but at other times they have been one program. Adding the enrollments in the individual concentrations yields more than the secondary majors because many students have more than one concentration.

Source: SU data files as submitted to HEPC or its predecessors.

## BOG 35A: Baccalaureate Program Majors 2001-2005

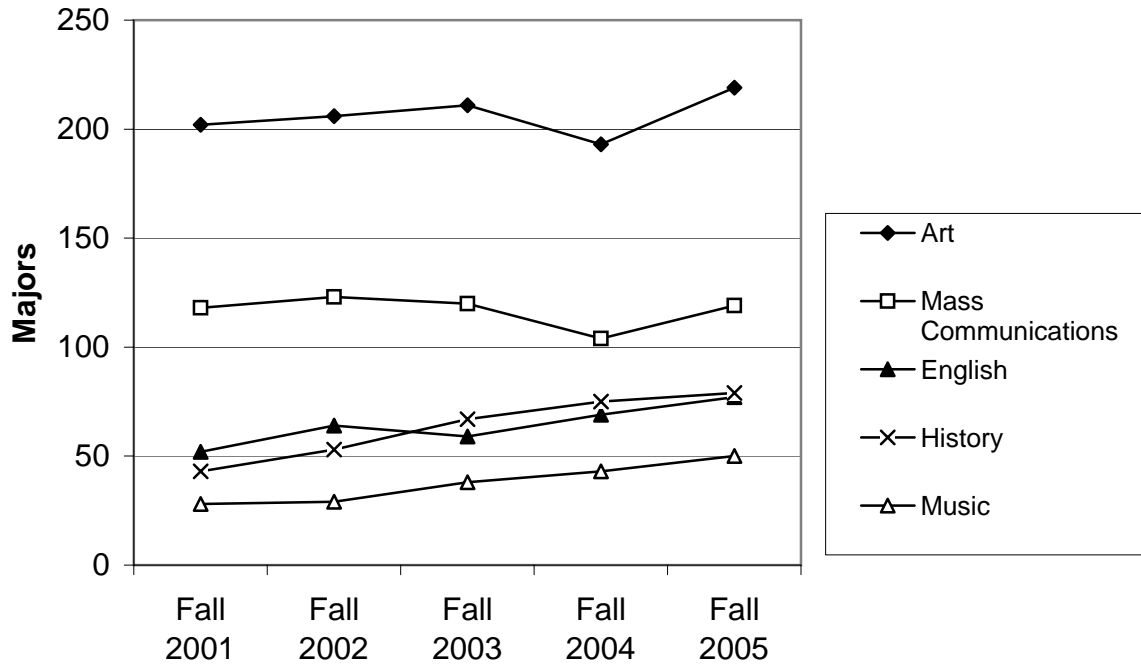
Schools	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Average
Arts and Humanities	443	475	495	484	544	488.2
Business and Social Sciences	749	818	840	863	940	842.0
Education and Professional Studies	1122	1098	1150	1192	1173	1147.0
Natural Sciences and Mathematics	514	475	468	464	479	480.0
Regents BA Program	166	169	164	190	164	170.6

Source: SU data files as submitted to HEPC or its predecessors.

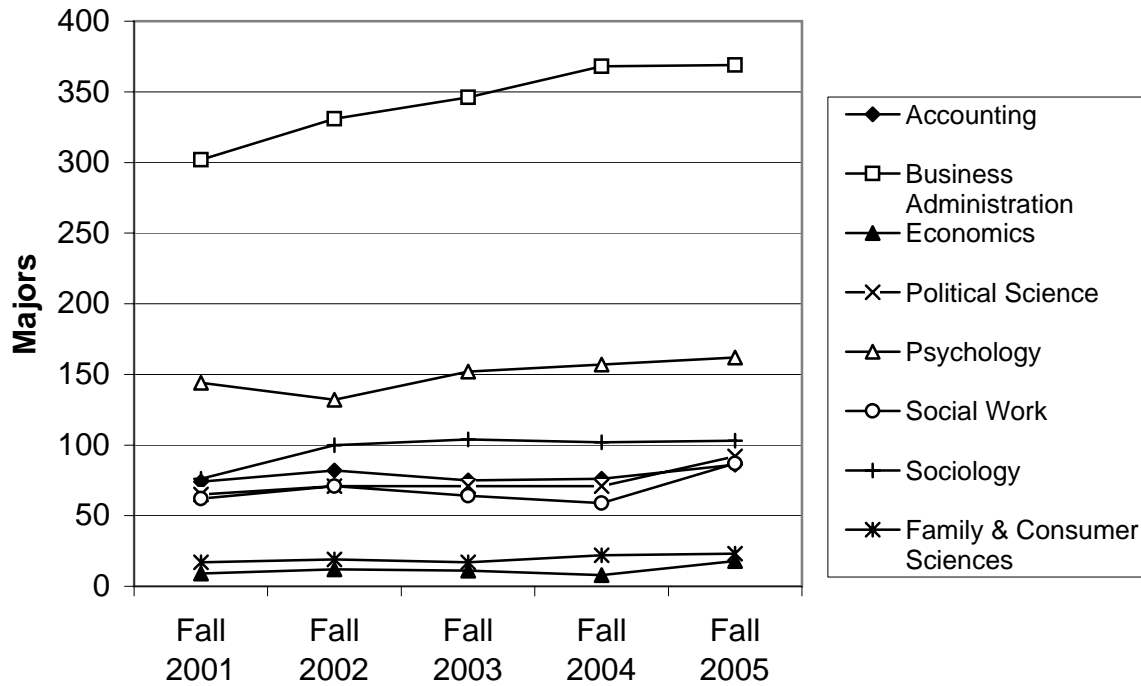


BOG 35B. Baccalaureate Program Majors, 2001-2005

**School of Arts and Humanities, 2001-2005**

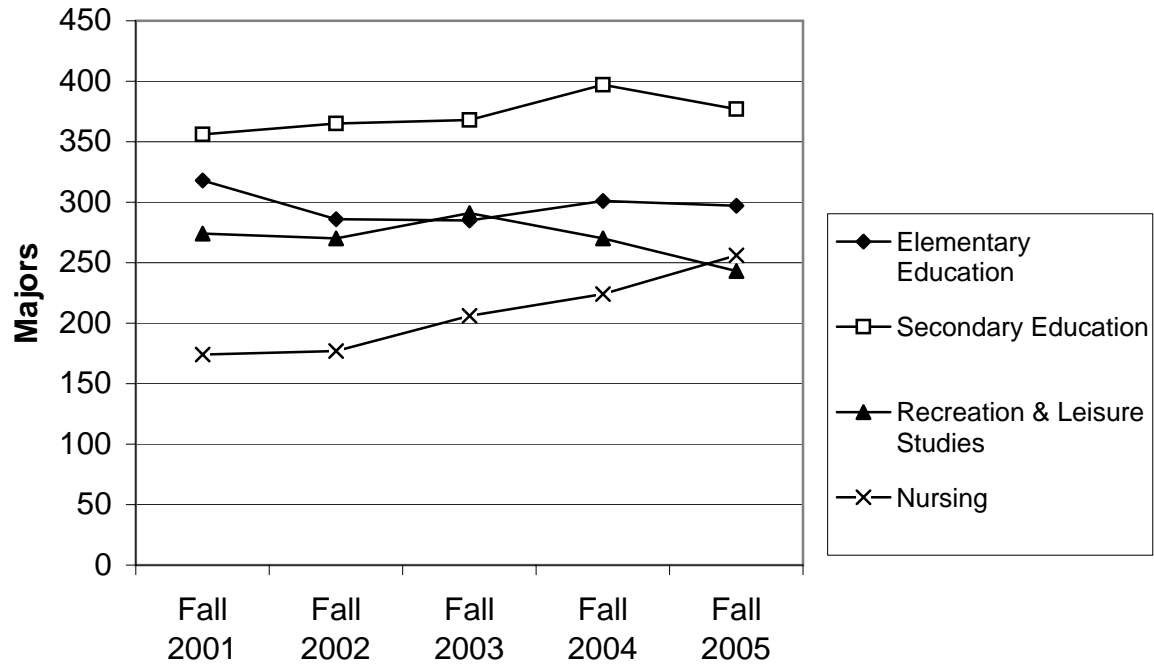


**School of Business and Social Sciences, 2001-2005**

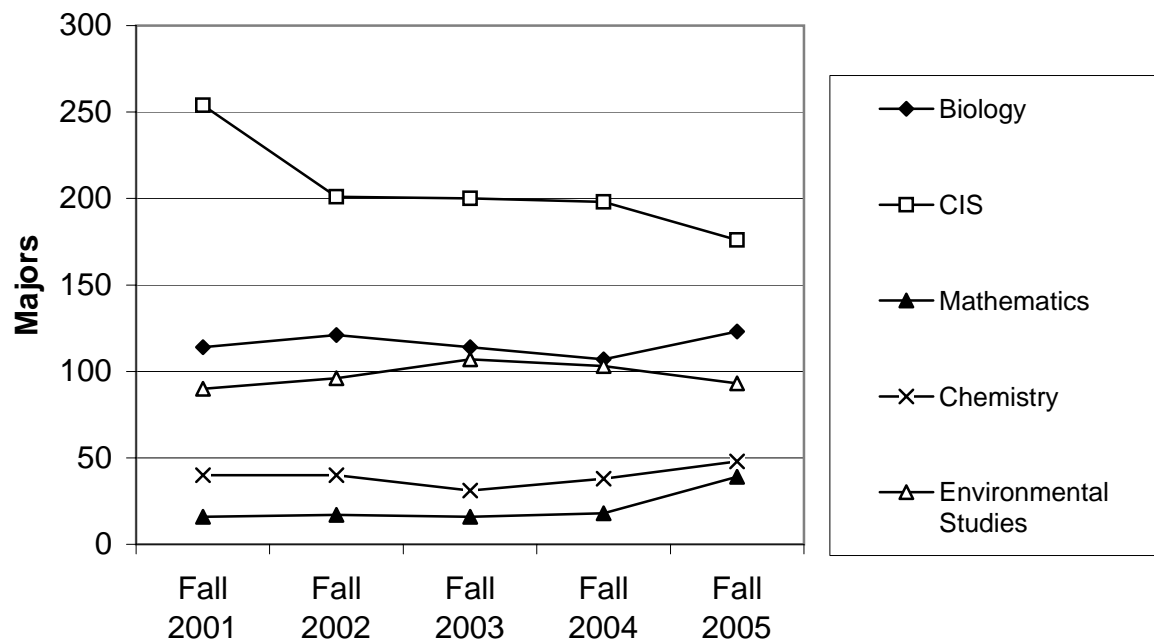


BOG 35C. Baccalaureate Program Majors, 2001-2005

**School of Education and Professional Studies, 2001-2005**



**School of Natural Sciences and Mathematics, 2001-2005**



## BOG 35D: Secondary Education Majors by Concentration 2001-2005

Concentrations	Degree	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Average
Secondary Education	BA	356	365	368	397	377	372.6
Art Education		29	33	38	43	46	37.8
Biology Education		11	11	9	6	7	8.8
Business Education		12	10	4	1		6.8
Chemistry Education		2	1	2	4	3	2.4
English Education		38	39	58	58	63	51.2
Family & Consumer Sci Education		8	11	8	16	13	11.2
General Science Education		2	8	7	6	12	7.0
Health & Physical Education*		171	179	177	203	183	182.6
Mathematics Education		22	31	37	45	38	34.6
Music Education		76	71	67	59	54	65.4
Social Studies Education		65	66	60	60	69	64.0

Only majors existing in Fall 2005 are listed. Students in other majors are dropped.

It is impossible to separate Health & Physical Education because from time to time they have been separate programs, but at other times they have been one program. Adding the enrollments in the individual concentrations yields more than the secondary majors because many students have more than one concentration.

Business Education was discontinued as of 2003.

Source: HEPC/Board data files.

