Section 1 Department Mission and Programs
The primary mission of the Department of Design (Graphic / Information) is to foster artistic
talent and to provide high quality, broad based, contemporary design education to both
undergraduate and graduate students. The Department seeks to promote education that meets
the creative graphic and information design needs of a rapidly changing global community.
Graduates will have the artistic vision to evolve unique visual solutions that are consistent
with contemporary standards and needs. Graduates will contribute to the development of
complete and highly aesthetic social information systems within the visual culture.

Degree Programs
- BA in Graphic/Information Design
- MA in Information Design

Section 2 Program Summary: Graphic/Information Design (BA)

Program Rationale or Mission
The BA GID provides professional studies in the areas of graphic design, website design,
interactive multimedia design, motion graphics, information design and digital 3-D imaging.

Significant Course Sequencing Changes
Significant improvements have been made to the course sequencing, providing the
opportunity for all students to complete program requirements with in a significantly shorter
timeframe. This will be beneficial for our transfer and change of major students, gaining more
design expertise during the first few semesters, thus promoting increased internship
opportunities within the design field and additional opportunities for community involvement
with Community Central and other community organizations such as The New Britain
Museum of American Art and True Colors. This also provides additional opportunities for
participation in our in-house design studio, Central Design. Participation in Central Design and
Internships have increased significantly within the past year.

In previous years, the program sequencing required 7 semesters minimum:

| Semester 1: DES 122 + ART 130 | (Fall) |
| Semester 2: DES 222 + ART 224 | (Spring) |
| Semester 3: DES 225 + ART 110 | (Fall) |
| Semester 4: DES 322, DES 419 + MKT 295 | (Spring) |
| Semester 5: DES 436, DES 325 + MKT 306 | (Fall) |
| Semester 6: DES 326, DES 425 + CS 495 | (Spring) |
| Semester 7: DES 438, DES 499 + COMM 230 | (Fall) |

* Starting in Fall 2012, program sequencing requires 5 semesters minimum. Note: Students may elect to extend course work, selections based on individual logistic considerations.

| Semester 1: DES 122 + ART 130 | (Fall) |
| Semester 2: DES 222, DES 225 + ART 224 | (Spring) |
| Semester 3: DES 322, DES 325, DES 419 + ART 110, MKT 295 | (Fall) |
| Semester 4: DES 436, DES 326, + MKT 306, COMM 230 | (Spring) |
| Semester 5: DES 438, DES 425, DES 499 + CS 495 | (Fall, Spring) |

* Students may elect to take DES 438 and DES 499 in the 5th or 6th semester.
Course research, project assignments and lessons for the multimedia classes, DES 325: Digital Imaging I, DES 326: Digital Imaging II, DES 425: 3D Imaging for Design, and DES 499: Computer Applications for Design are continually assessed and updated to meet the pedagogical goals of the courses and to address the evolving technical and theoretical aspects of the Information Design field.

DES 438: Graphic Information Design IV is our portfolio class and has been updated to provide for digital portfolios that work on mobile devices as well as traditional web media. The design and technological requirements are new and different for the mobile devices.

**Students’ Strengths and Weaknesses /Adjustments Made Based on Assessment Findings**

By the time of graduation a student will demonstrate the following learning outcomes:

<table>
<thead>
<tr>
<th></th>
<th>Understand and apply problem solving skills</th>
<th>DES 122</th>
<th>DES 225</th>
<th>DES 322</th>
<th>DES 425</th>
<th>DES 438</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>DES 222</td>
<td>DES 225</td>
<td>DES 191</td>
<td>DES 325</td>
<td>DES 425</td>
<td>DES 499</td>
</tr>
</tbody>
</table>

Listed above are the sequential courses in which students are given ongoing opportunities to acquire these learning outcomes.

**Student learning evaluation tool: Portfolio Review**

Review by Design chair and faculty of portfolios containing samples of student’s design work representing content from several Graphic / Information Design courses. Portfolio evaluation was based on the above stated learning outcomes.

The Portfolio Review Findings were: Thirty senior level student portfolios were evaluated. It was found that 20% failed to meet expectations, 80% met expectations. No student portfolios were found to exceed expectations.

**Student learning evaluation tool: Field Experience Evaluation – Internship.**

Review by Design chair and faculty of evaluations of internship students. The initial evaluations are provided by internship providers/employers (including Advertising Agencies, Corporate Design Departments, Graphic and Web Design Studios, Community Central, True Colors, and the New Britain Museum of American Art). Evaluation based on the above stated learning outcomes.
Internship Findings: Eight design students participated in the undergraduate internship program. 100% of the students were found to meet expectations. Ten design students participated in Central Design. It was found that 10% did not meet expectations and 90% met expectations.

**Adjustments Made Based on Assessment Findings**
The following pedagogical and procedural changes have been implemented and are addressing weaknesses that were discovered in the assessment findings.

The scheduled class meeting times for most of the departmental studio based courses meet 2 hours and 40 minutes twice per week. The classes now include a weekly testing schedule, targeted lab time, individual mentoring, and group mentoring. This allows for targeted technical assistance in addition to more in-depth communication and personalized design critiques.

Students are now required to submit a digital portfolio of their work and a resume at the end of each semester.

In addition, we are responding to many students’ lack of writing ability. The chair has attended meetings on the topic of Writing Across the Curriculum and has implemented a weekly writing assignment in all of the design classes. Students in every design class are now required to write and submit a process statement about their work and research each week. It is important to note that this weekly writing assignment is also included in DES 122, our gateway class. We are working towards increasing student participation in learning resources at CCSU that can help improve their writing abilities.

Increased class size in DES 439 (Central Design) is presenting new challenges. We are continuing to allow more design students to benefit from the opportunity to learn from real-world design practice. We are trying something new by breaking the large class up into groups or teams to work on target assignments. Projects often include work for multicultural non-profit community organizations. This practice is proving beneficial for the students, the clients, the course, and the department as a whole. Central Design students are invited into the other design classes to make presentations about the work they are doing.

The internship program is continuing to expand in scope, allowing for up to date real-world pedagogical opportunities in the field of design. At this time we are receiving substantially more internship requests from the field. In the coming semesters, we will be able to support a greater number of internship opportunities as the students are prepared much earlier in their design education due to the new program sequencing discussed earlier. Internship students are also invited into the other design classes to make presentations about the work they are doing.

The students are continuing to learn more about the evolving practice of Information Design locally, nationally, and internationally, from increased exposure to new faculty members, guest speakers from the Connecticut Business Community, and nationally and internationally recognized design professionals.
Section 2 Program Summary  (MA) Information Design

Program Rationale or Mission
The MA ID promotes professional studies in the area of information design, graphic design, website design, multimedia design, and digital imaging. Course work includes graphic /information design theory, graphic /information design practice, marketing, business, computer applications for graphic / information design, advanced history of design, research methods in design, internship and a capstone research project.

Desired Learning Outcomes
a. Apply advanced design theory to problem solving
b. Use advanced design process
c. Use analytic skill to create effective design solutions
d. Present design solutions in an effective manner
e. Reflectively evaluate design solutions.

Significant Curricular Changes
No significant changes have been made to the curriculum. Enrollment is up significantly.

Student learning evaluation tool: Project C Portfolio/Presentation Review
Review by Design dept. professors, of MA student’s Project C portfolio and final Project C presentation. The work represented content from the MA level design research course, design theory courses and design practice courses. Evaluation is based upon the above stated learning outcomes.

Portfolio Review Findings: Four MA student’s Project C were evaluated and all were found to meet expectations.

Student learning evaluation tool: Field Experience Evaluation – Internship.
Review by Design dept. professors of evaluations of MA students provided by external design industry internship providers (including Graphic Design Studios). Evaluation based upon the (above stated) learning outcomes.
Internship Findings: Five MA students participated in the graduate internship program. 90% were found to meet expectations. 10% were found to exceed expectations.

Adjustments Made Based on Assessment Findings
The following pedagogical and procedural changes have been implemented and are successfully addressing weaknesses that were discovered in the assessment findings.

The number of students in the MA in Information Design classes has continued to increase, contributing to more beneficial and stimulating design discussions and more effective participation in design critiques. The program has received enthusiastic praise from students, faculty, and visiting design professionals this past year. Continual growth is expected during the coming year as word spreads about the program. An increasing number of graduates from the undergrad programs at CCSU are entering the MA in Information Design program.
The MA students have continued to benefited from an increased exposure to guest speakers from the CT Business Community and nationally and internationally recognized design professionals. The most notable addition this year has been the increased community involvement with Community Central.

Section 3 Summary of Faculty Accomplishments:

Dept. Number of Faculty Creative Activities

[1] Production / Performance of Artistic Works: 10
[3] Professional activities/service to the field: 10

Summary of Thomas Zummer's accomplishments and creative activities 2011-2012

[1] Production / Performance of Artistic Works / Shows
• Graphology, curated by Edwin Carels, MuKHA/ Museum van Hedendaagse Kunst Antwerpen/Museum of Contemporary Art, Antwerp, group show (2012)
• Thomas Zummer: A Partial Retrospective of Works I Should Have Done, curated by Mack McFarland, PNCA| Pacific Northwest College of Art, Portland, Oregon (2012)
• Loughelton Revisited, curated by Barbara Broughel, Winkleman Gallery, Chelsea, New York (2012)

Publications: Contributions to books/catalogues
• ‘Defining Apprehension,’ Afterword to The Unsecured Present, Vincenzo Di Nicola, Atropos Press (2012)
• ‘running, running, running,’ program text, CinemashUp 12, Dada, Shanghai (VJ performance/program)
• ‘prosthetics, aesthetics, thetics: the intercessions of sound, technics and bodies,’ ISEA2011, Sabanci University, Istanbul, (2011)
• ‘(Dis)positions: on Mike Metz,’ T-Space, [exhibition notes] (2011)

[3] Professional activities/service to the field/Curriculum & Program Development
(2011-12) External Reviewer, Cooper Union/Architecture
(2011-12) External Reviewer, Rhode Island School of Design/Architecture
Summary of Kinga Wlodarska's accomplishments and creative activities 2011-2012

[1] Production / Performance of Artistic Works
- Poster design submission to the “Say Something Poster Project” entitled “Be The Change.”


[3] Professional activities/service to the field
- Board of Directors (AIGA) American Institute of Graphic Artists, Connecticut Chapter. (elected Spring 2012)
- Training for the position of Education Director.

Summary of Wujun Wang's accomplishments and creative activities 2011-2012

[1] Production / Performance of Artistic Works
- Award of Excellence, CADC: “Tibet Woman” (Illustration) received “Award of Excellence” by CADC (Connecticut Art and Director Club) in the 36th Annual Award Show 2011 in Hartford CT. (Peer-reviewed)
- Award of Excellence, CADC: “Tibet Monk under Sun Light” (Illustration) received “Award of Excellence” by CADC (Connecticut Art and Director Club) in the 36th Annual Award Show 2011 in Hartford CT. (Peer-reviewed)

- UCDA Design Education Summit, Jersey City University, NJ, May 26-27 2011
  “Promoting Graphic Design Presentation Utilizing Autodesk Maya”
  (Peer-reviewed Paper, Presentation and Discussion)
- UCDA Design Education Summit, Jersey City University, NJ, May 26-27 2011
  “Beyond Gaming: New Aspects of 3d Modeling”
  Collaboration: Tom Zummer, Eleanor Thornton, Eleanor Thornton
  (Peer-reviewed Paper, Presentation and Discussion)
- UCDA Design Education Summit, Jersey City University, NJ, May 26-27 2011
  “Design, Visualization and the Third Dimension”
  (Panel Presentation and Discussion, peer reviewed paper)

[3] Professional activities/service to the field
- www.logobanquet.com
  Continued development/updates of virtual logo gallery
Summary of Eleanor Thornton's accomplishments and creative activities 2011-'12

[1] Production / Performance of Artistic Works
- Insight Design Studios website collaboration with Tina Rice.
- Research and design of Community Central, community based of website.
- Year long development of Art/Design show based on Sustainability, Design, and Community Involvement opening Summer 2012, at the Community Central Gallery Space. Exhibit is will travel to community-based art galleries throughout the US Fall 2012.


— UCDA Design Education Summit, May 26-27 2011
"Beyond Gaming: New Aspects of 3d Modeling"
Collaboration: Tom Zummer, Eleanor Thornton, Wujun Wang
(Poster Presentation and Discussion-peer reviewed)

— UCDA Design Education Summit, May 26-27 2011
“Design, Visualization and the Third Dimension”
Collaboration: Tom Zummer, Wujun Wang, Eleanor Thornton
(Paper and Panel Discussion, Eleanor Thornton, panel chair)

[3] Professional activities/service to the field

Visiting Speakers Events
Coordinated Visiting Speaker Events. Speakers are from the CT Business Community, the Design Profession, plus nationally and internationally recognized design professionals. Graduates from the Design program continue to come in to share their experiences as well.

Community Central Activities
- Burlap Festival: Sustainable Art Show. Took lead in the design and production of support materials (print and web) and promotional movie.
- Ceramic Mosaic Project at New Britain YMCA.
- Took lead in the design and production of support materials (print and web) and promotional movie.
- Garden of Health: Mural at Slade Middle School. Took lead in the design and production of support materials (print and web) and promotional movie.
- Sustainable Fashion Show: Produced support materials (print and web) for the event.
- “You Make Me Laugh” Comedy Show. Took lead in the design and production of support materials (print and web) for the event.
- Community Central's Friday Wellness Clinics. Took lead in the design and production of support materials (print and web) for the events.
- Took lead in the Curatorship of Art Shows at Community Central, including Garden of Health Art Show and Burlap Festival Art Show.
## International Education

Please list examples of any of the following activities:

<table>
<thead>
<tr>
<th>1. Departmental courses containing international elements or international courses under development</th>
<th>History of Graphic Design (I) DES419  SP 2011</th>
<th>20 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Faculty-led courses abroad and number of participating students</td>
<td>Development for Spring 2013 course led by E. Thornton: DES 465: China: Complexity, Contemporaneity and Visual Culture</td>
<td>10 students</td>
</tr>
<tr>
<td>3. Sponsorship of CCSU international partnerships</td>
<td></td>
<td></td>
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<tr>
<td>4. Development of international internships</td>
<td></td>
<td></td>
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<tr>
<td>5. International service learning or community engagement</td>
<td>Community Engagement: Worked collaboratively with Community Central in all aspects of their outreach endeavors, including the development and of their website and promotional materials. Led by Eleanor Thornton: Development of Art/Design show based on Sustainability, Design, and Community Involvement opening Summer 2012, at the Community Central Gallery Space. Will travel to community-based art galleries throughout the US Fall 2012.</td>
<td></td>
</tr>
<tr>
<td>6. Faculty exchanges or hosting of international scholars</td>
<td>0</td>
<td></td>
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<tr>
<td>Workforce and state economic development</td>
<td>Estimated number of students (if applicable)</td>
<td></td>
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<td></td>
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<tr>
<td>Please list examples of any of the following activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Research pertaining to workforce or economic development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Consulting with local businesses and organizations</td>
<td>DES 437: SU 2012 (CPPSR) Center for Public Policy and Social Research promotional design and development work. DES 439: SP 2011 CT DCF Youth Suicide Advisory Board (YSAB) suicide prevention campaign designs: 2 logos, brochure, t-shirts, posters, animation. (continuation) DES 437, DES 537: Internship work and course work consulting with local schools and businesses via Community Central.</td>
<td>20 students Fall 2011, Spring 2012, Summer 2012</td>
</tr>
<tr>
<td>3. Advisory positions with organizations focused on workforce or economic development</td>
<td>In development with Community Central.</td>
<td></td>
</tr>
<tr>
<td>4. Classroom-based projects focusing on workforce development, job training, or economic development</td>
<td>DES 437 Undergrad Internships, DES 537 Grad Internships, DES 439 Central Design: Undergrad Internships and Central Design</td>
<td></td>
</tr>
<tr>
<td>5. Other (please describe)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Community Engagement

Please list examples of any of the following activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Estimated number of students (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching classes that incorporate projects or student research with a community partner</td>
<td>DES 437: SU 2012 (CPPSR) Center for Public Policy and Social Research promotional design and development work. DES 439: SP 2011 CT DCF Youth Suicide Advisory Board (YSAB) suicide prevention campaign designs: 2 logos, brochure, t-shirts, posters, animation. (continuation) DES 437, DES 537: Internship work and course work consulting with local schools and businesses via Community Central.</td>
</tr>
<tr>
<td>2. Delivering programs in collaboration with community partners</td>
<td>Spring / Summer 2012 Departmental collaboration with Community Central Burlap Festival: Sustainable Art Show. Produced support materials (print and web) and promotional movie. Ceramic Mosaic Project at New Britain YMCA. Produced support materials (print and web) and promotional movie. Garden of Health: Mural at Slade Middle School. Produced support materials (print and web) and promotional movie. Sustainable Fashion Show: Produced support materials</td>
</tr>
<tr>
<td>3. Applied research, policy analysis/program evaluation</td>
<td></td>
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<td>--------------------------------------------------------</td>
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<tr>
<td>5. Program development with K-12 schools, non-profit organizations, or local, state, or national government; or other related activities</td>
<td></td>
</tr>
<tr>
<td>6. Other (please describe)</td>
<td></td>
</tr>
</tbody>
</table>
### Interdisciplinary studies and cross-curricular initiatives

<table>
<thead>
<tr>
<th>Briefly describe participation in any of the following activities and initiatives in column 2:</th>
<th>Estimated number of students (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Honors Program</td>
<td></td>
</tr>
<tr>
<td>2. Interdisciplinary Academic Program (e.g., International Studies, Women's Studies, etc.)</td>
<td></td>
</tr>
<tr>
<td>3. First-year Experience</td>
<td>Two sections of DES 122: Intro to Graphic Information Design, are offered every Fall semester.</td>
</tr>
<tr>
<td>4. Learning Community</td>
<td></td>
</tr>
<tr>
<td>5. Living-Learning Community</td>
<td></td>
</tr>
<tr>
<td>6. Co-curricular collaborations (e.g., Student Affairs, Office of Diversity and Equity, etc.)</td>
<td></td>
</tr>
<tr>
<td>7. Interdisciplinary Research</td>
<td></td>
</tr>
<tr>
<td>8. Interdisciplinary or cross-curricular projects (e.g., conferences, forums, etc.)</td>
<td></td>
</tr>
<tr>
<td>9. Other (please describe)</td>
<td></td>
</tr>
</tbody>
</table>
Section 5 Summary of Other Noteworthy Accomplishments, especially in revenue generation (grants, gifts, entrepreneurial programs, continuing education.

Section 6 Progress in Meeting Goals

Goals for 2011-12 as stated in the 2010-2011 Annual Report

1. In the 2010-2011 Annual Report, the primary stated goal of the department was to replace the remaining tenure track faculty position, so that the Department can continue to provide consistent high quality instruction and academic advisement at both the undergraduate and graduate level.

We are in the final stage of our tenure track search and will have been met this goal by the start of the Fall 2012 semester. We are very thankful for the addition of this position.

2. The secondary stated goal was to add a 5th tenure track position so that the department can properly populate the MA in Information Design degree program. No progress has been made to date. We will continue to request the position to allow for the continued stability and successful growth of the MA program in Information Design.

Section 7: Goals for Next Year

• Add a 5th tenure track position so that the department can properly populate the MA in Information Design degree program.
• Increase the Design Internship program (grad and undergrad) with additional opportunities within the state, and nationally.
• Expand our Community Engagement via our work with Community Central.
• Start offering a course abroad each Spring semester. (starting with China, Spring 2013 in collaboration with Vivian Martin and Journalis)
• Complete our scheduling adjustments to our undergrad program so that transfer students and change of major students can graduate in a timely fashion.
• Add two courses to our grad program to more fully meet our needs.

Data Tables Supplied by OIRA

CCSU Faculty & Student Credit Hour, Student Headcount Report
Fall 2011 For Full-time Faculty
(A) Number of FT Faculty with 12 or more Inst. Load Credits: 3
(B) Number of Student Credit Hours full time: 633
(C) Ratio of Number of Credit Hours Taught Per Faculty: 158
(D) Student Headcount: 172 undergrad plus 15 grad (total 187)
(E) Student Headcounts Taught Per Faculty: 62
Fall For Part-time Faculty
(A) Headcount of PT Teaching Faculty Load: 3
(B) Number of Student Credit Hrs (PT): 249
(C) Ratio of Number of Credit Hours Taught Per Faculty (PT): 83
(D) Number of Student Contact Hrs (PT): 278
(E) Number of PT Load Credits: 18

- Completions by program (2010-2011: 22 total)
- Completions by gender and race/ethnicity
  Undergrad Male (Black/African American=1, Asian=1, White=11. Total+13)
  Undergrad Women (White=5, 2 or more races=1, Total=6)
  Undergrad Grand Total All Degrees=19
  Grad Men (0)
  Grad Women (Non-Resident Alien=1, White=2, Total=3)
  Grad Grand Total All Degrees=3
- Cost comparisons from the Delaware Study of Instructional Costs and Activity
  (see table below)

Department of Design (Graphic/Information)

National Study of Instructional Costs and Productivity (Delaware Study)
Institutional unit costs, research and public service expenditures, FY07 - FY11

This report provides information for Central Connecticut State University (CCSU) submitted to the Delaware Study of Instructional Costs and Productivity. Importantly, this study must carefully measure her research departmental activities cost in relation to the revenue (student credit hours) they generate. Costs are measured in terms of direct instructional expenditures per credit hour. It is important to recognize that student credit hours are a measure of instructional activity more than the work required to deliver that instruction. In today’s economy, the cost matrix is already inflated by the decline in revenue generated. The decline in revenue is necessary to control for variations in program size within the institution and among institutions. Balanced expenditures are not considered. The metric for productivity in this study is revenue from grants and public service and is measured in dollars per full-time equivalent tenured and tenure-track faculty member. In order to standardize comparisons across institutions, the Delaware Study uses a specialized definition of faculty FTE, and so figures for faculty FTE as reported here may not agree with other tables in this report.

<table>
<thead>
<tr>
<th>CIP</th>
<th>Discipline</th>
<th>CCSU FY07</th>
<th>N</th>
<th>HM</th>
<th>%U</th>
<th>UG degree (1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
<th>(6)</th>
<th>(7)</th>
<th>(8)</th>
<th>(9)</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Research</td>
<td></td>
<td>9</td>
<td></td>
<td>5.18</td>
<td>5.18%</td>
<td>4.43</td>
<td>434</td>
<td>12,836</td>
<td>98</td>
<td>0</td>
<td>131</td>
<td>130</td>
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<tr>
<td>D</td>
<td>Comprehensive</td>
<td>7</td>
<td>321</td>
<td>9,147</td>
<td>95</td>
<td>256</td>
<td>10</td>
<td>302</td>
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<tr>
<td>D</td>
<td>Bacchus</td>
<td>6</td>
<td>295</td>
<td>8,094</td>
<td>96</td>
<td>0</td>
<td>31</td>
<td>83</td>
<td></td>
<td></td>
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<tr>
<td>B</td>
<td>CCSU FY08</td>
<td>N</td>
<td>HM</td>
<td>97%</td>
<td>4.50</td>
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<td>D</td>
<td>Comprehensive</td>
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<td>299</td>
<td>8,730</td>
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<td>D</td>
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<td>8,730</td>
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<td>4</td>
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<tr>
<td>B</td>
<td>CCSU FY09</td>
<td>N</td>
<td>B</td>
<td>100%</td>
<td>5.07</td>
<td>72%</td>
<td>4.32</td>
<td>440</td>
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<td>57</td>
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<td>5,798</td>
<td>95</td>
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<td>D</td>
<td>Bacchus</td>
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<td>5,798</td>
<td>95</td>
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