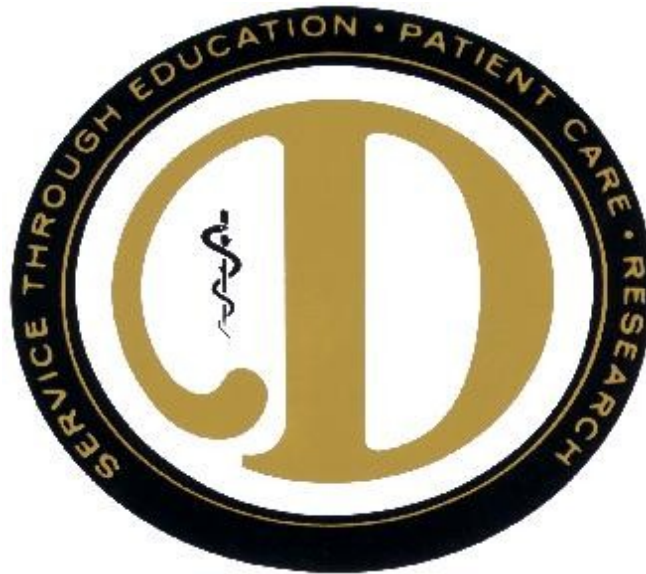


Charles R. Drew University of Medicine and Science



*“To conduct education and research in the context of
community service in order to train physicians and
allied health professionals to provide care with excellence
and compassion, especially to underserved populations”*

2005 Fact Book

Table of Contents

Preface

Acknowledgments

University Profile

- History
- Surrounding Community
- Governance
 - Board of Trustees
 - Administration
 - Organizational Chart (Draft)
- Colleges (College of Medicine; College of Science & Health (former College of Allied Health))
 - Programs
 - Community Service/Outreach
 - Degrees Offered/Awarded
- Accreditation
 - University Accreditation Status (WASC)
 - WASC Timeline
 - Colleges/Programs Accreditation Status
- King/Drew Health Sciences Library
- Learning Resource Centers
 - Drew University Learning Resource Center (LRC)
 - Student Education & Services Center (SESC)
- Financial Statements
- Research Grants and Contracts
- Development
- Campus Security

Students

- Applicants, Acceptances, and Enrollment
- Headcount / FTE
- New & Continuing Students by Program
- Fall Enrollment by Program
- Average Student Course Load
- Demographics
 - Gender
 - Ethnicity
 - Age
 - Origin
- Financial Support
- Graduates by Program
- Board Passage Rates by Program
- Satisfaction / Exit Survey Responses

Faculty / Staff

- Demographics
 - Ethnicity
 - Gender
 - Faculty by Highest Degree Held

Preface

The **2005 Charles R. Drew University of Medicine and Science Fact Book** is designed to present and provide basic descriptive and statistical information about Charles R. Drew University of Medicine and Science collectively and the Colleges and programs individually. This edition includes data for academic years 2000-01 through 2004-05.

The tables in this document illustrate commonly requested data about Drew University. The title for each table describes the data shown in the table. Most tables consist of counts and percentages as well as grand totals. The designation "Not Available" or "NA" indicates the data was not available for that period or not reported for that element or time period.

This Fact Book has been designed for internal use among colleagues at Drew University. Its contents should be used with discretion. Questions regarding the data, requests for original reports and/or requests for more detailed data or data analysis may be addressed to the Office of Institutional Planning and Research.

The Office of Institutional Planning and Research will appreciate any comments and suggestions for future editions regarding data elements that should be included in subsequent fact books. We look forward to hearing from you so that future publications may better serve your needs.

Acknowledgments

The Office of Institutional Planning and Research would like to express its appreciation to the many persons and offices that assisted in providing information in the collection of data for this fact book. Those offices include:

- Office of the President
- Department of Enrollment Services
- Office of Faculty Affairs, Office of the Dean, College of Medicine
- Dean's Office, College of Science and Health
- King/Drew Health Sciences Library
- University Learning Resources Center
- Student Education and Services Center
- Department of Campus Security
- Department/Office of Finance
- Program Directors, College of Science and Health
- Graduate Medical Education Office, College of Medicine
- Medical Student Affairs, College of Medicine
- Office of University Advancement

University Profile

History

Named in honor of an outstanding African-American surgeon whose life was characterized by a strong commitment to excellence, Drew University has demonstrated that commitment for more than thirty (30) years. Located in the Watts-Willowbrook area of South Central Los Angeles, the Charles R. Drew University of Medicine and Science is in the heart of one of the most socially and economically disadvantaged communities in California and the United States. An educational institution born out of the Watts Rebellion in 1965, Drew University was incorporated as a nonprofit private, postgraduate medical school on August 3, 1966 with a mission to conduct medical education and research in the context of service to a medically underserved population.

Signatories of the articles of incorporation were the Charles Drew Medical Society and the medical schools of the University of California at Los Angeles (UCLA) and the University of Southern California (USC). The establishment of an undergraduate medical education program in 1981 and the School of Allied Health in 1983 reflected a change in purpose and organizational framework for the offering of new programs. These changes expanded the purpose and resulted in a name change from “postgraduate medical school” to University.

The University is now comprised of a College of Medicine, a College of Science and Health and several programs designed to interest young persons in medicine and science through the “pipeline continuum” from Head Start Programs through residency training. The University works in concert with the Martin Luther King, Jr./Charles R. Drew Medical Center (King/Drew Medical Center), a community hospital operated by the County of Los Angeles and adjacent to the University. In recognition of the historical background of the University, the United States Congress designated the facility a “historically black graduate institution” in 1987. Moreover, the university is also designated as a Spanish serving institution, making Drew the only minority-focused health sciences institution on the West Coast and one of four minority medical schools in the United States.

Surrounding Community

Charles R. Drew University of Medicine and Science is located in the “Watts/Willowbrook” section of south Los Angeles in Los Angeles County. Within this area, the population exceeds 1.67 million and is comprised racially/ethnically of 35 percent African-Americans, 60 percent Hispanic and 2 percent of other less concentrated ethnic groups (i.e., Asian, Pacific Islanders, Caucasian and Native Americans). The area has an unemployment rate twice that of the county average and in some locations as much as 70 percent of the people are receiving public assistance. The poverty population in Watts is 43 percent compared to 17 percent for Los Angeles County with an equally comparable higher percentage of single-parent households. This section of southern Los Angeles is also designated as a medically underserved (MUA) and health professional shortage (HPSA) area. The area has a higher percentage of every major reportable disease than the rest of Los Angeles County. Moreover, the physician/patient ratio in Watts/Willowbrook is an alarmingly low 1:2000. This ratio is significantly lower than the 1:650 ratio for the state of California as a whole. Thus, if it were not for the King/Drew Medical Center with the assistance of Drew University faculty and resident/student trainees, the uninsured and underinsured residing in southern Los Angeles would remain without access to physicians and other health services.

Governance

Board of Trustees

The Board of Trustees governs the University. Their scope of work focuses on the academic integrity and financial health of the University. The full Board meets officially three times annually (January, April and July), and other times as needed. For example, the board meets the first Saturday in the month of June prior to the University’s graduation activities. There are also active plus ad hoc committees of the Board. Each committee meets quarterly and all members must serve actively on at least one committee. The officers of the current Board of Trustees are:

- | | |
|------------------------------|---|
| • Bart Harper Williams, Esq. | Chair |
| • Henry W. Foster, Jr., M.D. | 1 st Vice Chair |
| • Henry Lucas, D.D.S. | 2 nd Vice Chair |
| • Patrick T. Dowling, M.D. | Secretary |
| • Harvey Strode, MBA | Treasurer |
| • Thomas T. Yoshikawa, M.D. | Ex-Officio and Provost-COO/Acting President |

Community Advisory Council to the President

Established in 1977, the Community Advisory Council to the President is advisory to the President. Representing a “strong partnership with local leaders and residents”, they provide input in supporting the University’s Mission. The purpose of their participation is quality education and quality patient care for the University’s defined population and other similar areas. They recommend programs and projects to meet community needs and advocate on behalf of sound administrative and fiscal management. They also represent as widely as possible the interest and varying viewpoints of the community.

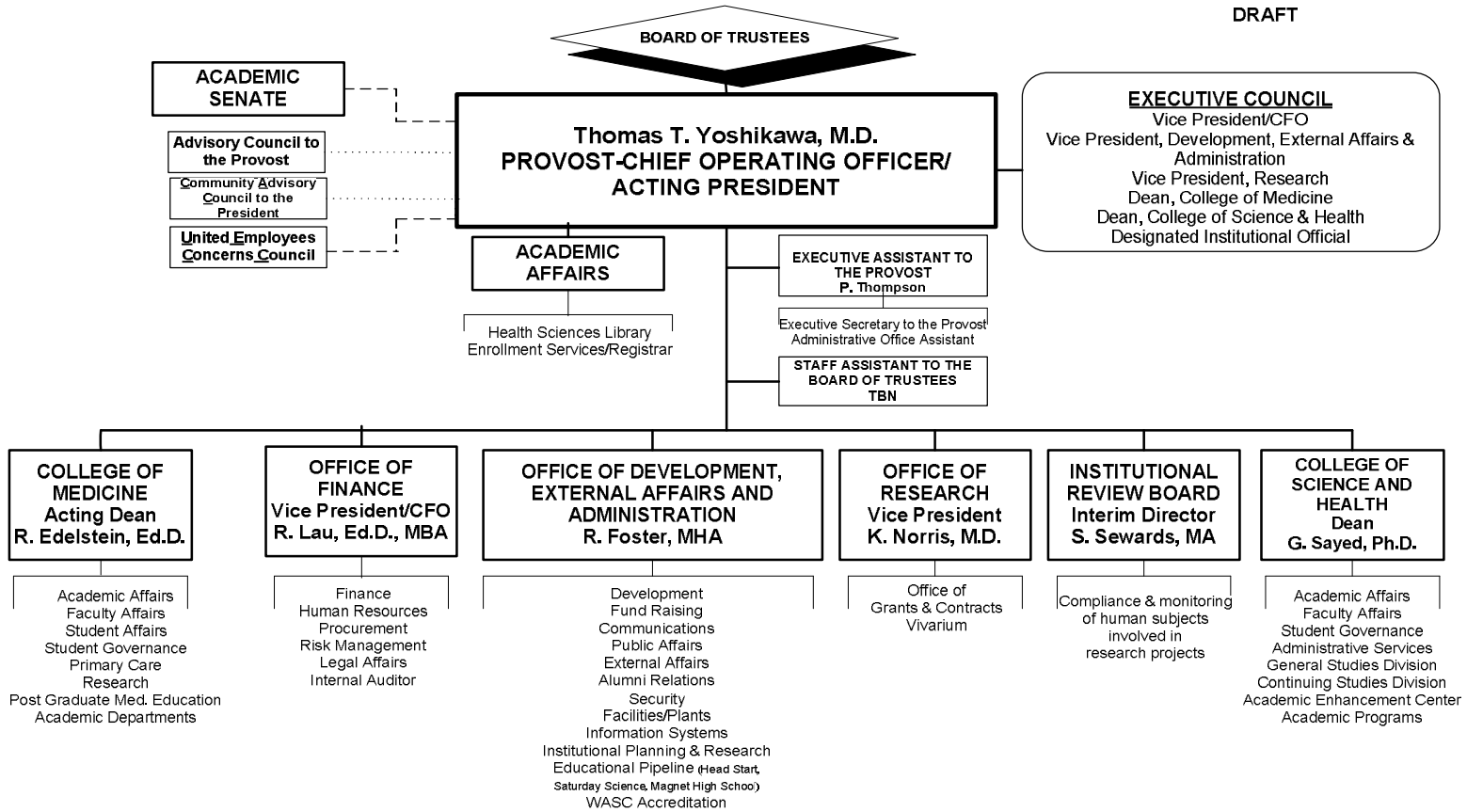
Administration

The University is led by the Executive Council that comprises the administrative decision-makers and leaders of the University. The Executive Council meets monthly, and as needed, and currently consists of the following officers:

- | | |
|--|----------------------------|
| • Provost-COO/Acting President | Thomas T. Yoshikawa, M.D. |
| • Vice President for Finance/CFO | Ron Lau, Ed.D., MBA |
| • Vice President for Development,
External Affairs & Administration | Randall Foster, M.H.A. |
| • Vice President for Research | Keith Norris, M.D. |
| • Acting Dean, College of Medicine | Ronald A. Edelstein, Ed.D. |
| • Dean, College of Science and Health | M. Gary Sayed, Ph.D. |

**CHARLES R. DREW UNIVERSITY OF MEDICINE AND SCIENCE
OFFICE OF THE PROVOST-CHIEF OPERATING OFFICER/ACTING PRESIDENT**

DRAFT



Rev. 08/05

Colleges

The University's academic agenda evolves from our Mission:

"To conduct education and research in the context of community service in order to train physicians and allied health professionals to provide care with excellence and compassion, especially to underserved populations".

College of Medicine

The M.D. degree for the Drew/UCLA program is offered by the University of California, through UCLA and accredited by the Liaison Committee on Medical Education (LCME) of the Association of American Medical Colleges (AAMC) and the American Medical Association (AMA). Drew University medical students are admitted to a program where they spend the first two years of their medical education at UCLA learning the basic medical sciences taught by a combination of Drew and UCLA faculty. The last two years of their medical education are spent at Drew University, the King/Drew Medical Center, and affiliated medical clinics for their clinical activities. Clinical activities are provided in a comprehensive array of medical disciplines including: Anesthesiology, Emergency Medicine, Family Medicine, Internal Medicine (with subspecialties in Cardiology, Dermatology, Endocrinology, Gastroenterology, Gerontology and Infectious Disease), Neurosciences, Obstetrics and Gynecology, Ophthalmology, Oral and Maxillo-Facial Surgery, Orthopedics, Otolaryngology, Pathology, Pediatrics, and Psychiatry.

The college has also added a Master of Science (MS) program in Clinical Research to further develop, train, and integrate faculty on the vital connection between research and patient care.

Specialty disciplines in which Interns and Residents seek postgraduate training from Drew include:

- Anesthesiology
- Dermatology
- Emergency Medicine
- Endocrinology, Diabetes & Metabolism
- Family Medicine
- Gastroenterology
- Geriatric Medicine
- Infectious Disease
- Internal Medicine
- Neonatal-Perinatal Medicine
- Obstetrics/Gynecology
- Ophthalmology
- Oral & Maxillo-Facial Surgery
- Orthopedics
- Otolaryngology
- Pediatrics
- Psychiatry

College of Science and Health

This summer, the College of Allied Health in response to curricular and programmatic additions, changes and enhancements as well as its continually efforts to meet and exceed its goals to respond to employment, training and service needs in the community changed its name to the College of Science and Health. The College's offers curriculum in General Education coursework and expands from certificate training programs to associate, baccalaureate and a Master of Public Health degree. The College also offers continuing education coursework in Phlebotomy Technology. Programs and degrees are as follows:

Certificate Programs

Clinical Coding Specialist
Diagnostic Medical Sonography
Nuclear Medicine Technology
Phlebotomy Technician
Physician Assistant
Substance Abuse Counseling

Associate Degree Programs

Alcohol and Drug Studies
Health Information Technology
Pharmacy Technology
Radiography

Bachelor's Programs

Biomedical Sciences (Fall 2005)
Diagnostic Medical Sonography
Nuclear Medicine Technology
Radiography
Physician Assistant

Master's Program

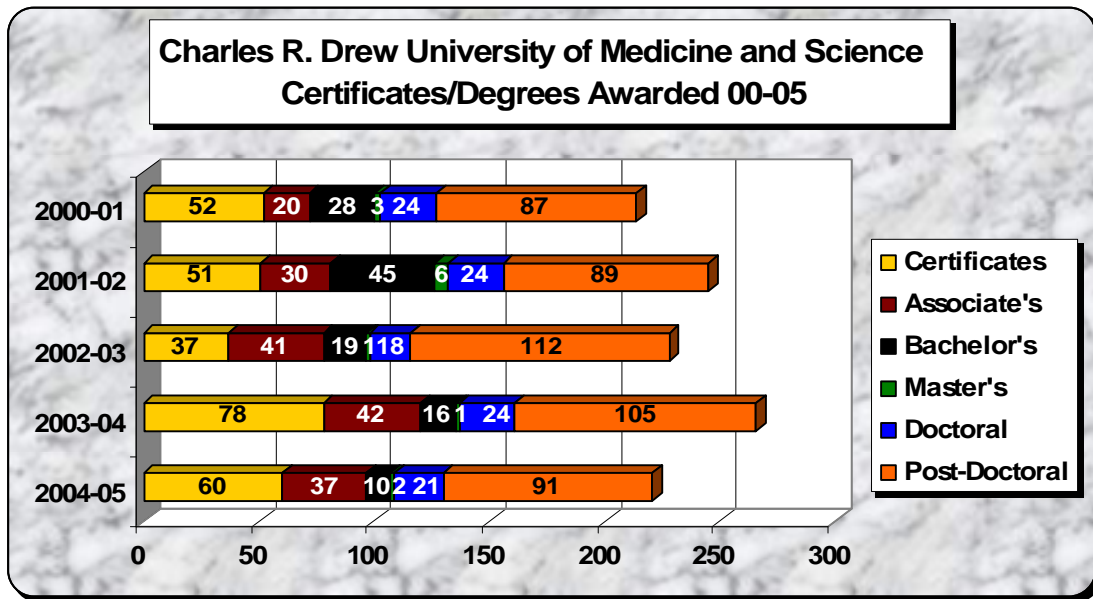
Urban Public Health (Fall 2006)

Community Service / Outreach

In helping maintain and raise Drew University's commitment to community service, education and excellence, the colleges offer, and in some cases require, students to participate in various community service projects/programs. Assistance is offered through information sharing, research, counseling, testing, mentoring, etc. Some examples of community service and outreach programs include: HIV/AIDS, Cardiovascular Disease, Cancer, Substance Abuse, Hypertension, Elderly Assistance, Violence Prevention, Mobile Health Outreach, Economic Development, Child Development, HEAD Start, Career Assistance.

Degrees Awarded

The following table displays the certificates and degrees awarded by the university from 2000-05. It should be noted that an overwhelming majority of our graduates go on to offer their expertise and compassion to various medically underserved and health professional shortage areas within and outside of the city, state as well as the country.



Accreditation

Drew University undertook the accreditation process in December 1985 to certify to the public its academic excellence and the quality of its education programs. The University received initial accreditation in June 1995 by the Accrediting Commission of Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). WASC reaffirmed Drew's accreditation in March 2003. Currently, the university is undergoing WASC accreditation review, which includes: 1) the submission of an Institutional Proposal that sets forth the university's plans and goals for the accreditation review process, 2) A Preparatory Review which focuses on campus resources and systems of data collection and analysis to meet educational objectives, and 3) An Educational Effectiveness Review which addresses how the university assesses student learning and achievement and, if appropriate, plans to improve the process. Additional information on the review process can be found on the university website (www.cdrewu.edu/). The following timeline outlines the accreditation review process:

WASC Timeline

ACCREDITATION REVIEW CYCLE TIMELINE

2004	Institutional Proposal due October 15th
	Feedback From:
	1. Proposal Review Committee
	2. WASC Staff
	*Institutional Proposal approved June 9, 2005
2007	Preparatory Review conducted in the Spring
	Feedback From:
	1. Team Visit
	2. Commission Action
	3. Follow-up
2008	Educational Effectiveness Review conducted in Spring
	Feedback From:
	1. Team Report
	2. Commission Action
	3. Follow-up

Programs in each college also undergo accreditation reviews. To illustrate, the Liaison Committee on Medical Education (LCME) accredits the Drew/UCLA Medical Education Program through the UCLA School of Medicine. The program is fully accredited and was last surveyed in January, 2005.

The College of Medicine continuing medical program is accredited by The Accreditation Council for Continuing Medical Education (ACCME).

The Accreditation Council for Graduate Medical Education (ACGME), in collaboration with the Residency Review Committee, grants approval of each residency training program based upon survey site visits.

The College of Science and Health programs are accredited by the following agencies:

Commission on Accreditation of Allied Health Education Program (CAAHEP); Council on Accreditation for Health Informatics and Information Management Education (CAHIM); Commission on Alcohol and Drug Counseling Education Program (CADCEP) in collaboration with the:

- American Health Information Management Association (AHIMA)
- American Association of Medical Assistants (AAMA)
- Accreditation Review Committee on Education for the Physician Assistant, Inc. (ARCPA)
- American Society of Health Systems Pharmacy (ASHP)
- Pharmacy Technician Educational Council (PTEC)
- Joint Review Committee on Education in Nuclear Medicine Technology (JRCENMT)
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- Joint Review Committee on Education in Diagnostic Sonography (JRCEDS)

The following tables display specific information regarding current program accreditation status:

**College of Medicine
Program Accreditation Status**

Program and Director Name	External Accrediting Agency	Date Last Review and Letter	Program Status	Date Next Review
Medical Education Program Ronald A. Edelstein, Ed.D. Acting Dean	Liason Committee on Medical Education (LCME) representing the American Medical Association and Associatio of American Medical Colleges (through UCLA)	Report & Review: January 2005 Letter: June 2005	Accredited	2005
Continuing Medical Education Ronald A. Edelstein, Ed.D. Acting Dean	Accreditation Council for Continuing Medical Education (ACCME)	2001	Accredited	2005

**College of Medicine
Graduate Medical Education and Residency Programs
Program Accreditation Status**

PROGRAM/SUBSPECIALTY	DEPARTMENT CHAIR	RESIDENCY PROGRAM DIRECTOR	DATE OF LAST RRC SITE VISIT	DATE OF LATEST ACCRED LETTER	ACCREDITATION STATUS	INTERNAL REVIEW DATE	APPROX. DATE OF NEXT RRC SITE VISIT
Graduate Medical Education	Nancy F. Hanna, MD Associate Dean	Sandra Gonzalez, PhD	9/9/03	5/12/04	Continued Unfavorable	N/A	1/2006
Anesthesiology	Kenneth Lewis, MD (Interim)	Ahsanul Khan, MD	5/10/02	2/11/04	Probationary Accreditation	5/28/04	1/2006
Emergency Medicine	Eugene Hardin, MD	Eugene Hardin, MD	11/18/03	5/25/04	Continued Full Accreditation	4/28/05	2/2006
Family Medicine	Lutful Akhanjee, MD (Interim)	Muhammad Farooq, MD	1/15/03	2/25/04	Probationary Accreditation	11/17/04	8/30/2005
Internal Medicine	Vidya Kaushik, MD (Interim)	Cesar Aranguri, MD	8/3/04	11/3/04	Full Accreditation	11/2005	11/2006
Dermatology	Vidya Kaushik, MD (Interim)	A. Paul Kelly, MD	3/16/05	3/4/03	Continued Full Accreditation Pending ACGME Results	Pending	Pending ACGME Results
Endocrinology	Vidya Kaushik, MD (Interim)	Shalender Bhasin, MD	4/9/04	11/3/04	Continued Full Accreditation	11/2005	11/2006
Gastroenterology	Vidya Kaushik, MD (Interim)	Ioannis Giannikopolus, MD	4/7/04	11/3/04	Continued Full Accreditation	11/2005	11/2006
Infectious Disease	Vidya Kaushik, MD (Interim)	Vinod Dhawan, MD	4/8/04	11/3/04	Continued Full Accreditation	6/2005	1/2006
Geriatric Medicine	Vidya Kaushik, MD (Interim)	Arnel Joaquin, MD	4/8/04	11/3/04	Continued Full Accreditation	11/2005	11/2006
Obstetrics & Gynecology	Teiichiro Fukushima, MD	Rosetta Hassan, MD	2/3/04	6/30/04	Continued Full Accreditation**	1/2006	7/2007
Ophthalmology	Richard Casey, MD	Malvin Anders, MD	11/11/02	7/1/03	Continued Full Accreditation	6/2005	5/2007
Oral & Maxillo-Facial Surgery	Joseph McQuirter, DDS	Richard Leathers, DDS	4/22/03	8/15/03	Approval from American Dental Association	6/2006	2008
General Dentistry	Joseph McQuirter, DDS	Lynnette Jackson, DDS	12/8/04	Pending	Approval from American Dental Association	Pending	Pending ADA Results
Orthopedics	Don Sanders, MD	Don Sanders, MD	3/8/05	8/9/05	Proposed Continued Probationary Accreditation	12/17/04	Pending Program Response by 10/15/05
Otolaryngology	Jimmy Brown, MD (Interim)	Jimmy Brown, MD	2/10/04	9/30/04	Continued Full Accreditation**	8/2005	8/2006
Pediatrics	Richard Findlay, MD (Interim)	Glenda Lindsey, MD	11/19/03	4/15/04	Continued Full Accreditation**	Pending	Pending Progress Report 4/2006
Neonatal-Perinatal Med.	Richard Findlay, MD	Richard Findlay, MD	1/16/03	2/16/05	Accreditation Withdrawal Effective 6/30/06	N/A	N/A
Psychiatry	George Mallory, MD (Interim)	Vijayalakshim Rangantha, MD	2/18/04	6/22/04	Continued Full Accreditation	5/27/05	4/2006

**Progress Report due to ACGME:

**College of Science and Health
Program Accreditation Status**

Program and Director Name	External Accrediting Agency	Date Last Review and Letter	Program Status	Date Next Review
Health Information Technology Dorothy Hendrix, M.Ed., RHIT	Council on Accreditation for Health Informatics and Information Management Education (CAHIM); American Health Information Management (AHIMA)	Review: December 2004	Accredited	2008
Medical Assistant Victoria Cutler, BS, CPT-1, CMA	Commission on Accreditation of Allied Health Programs (CAAHEP); American Association of Medical Assistants (AAMA)	Progress Report/Review: Spring 2002	Accredited	2006
Diagnostic Medical Sonography Blanca Caro, M.D., RDMS	Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)	Initial Scheduled Submission of Application June 2005	Application for Accreditation Process In Progress	2006
Nuclear Medicine Anthony Morda, M.Ed., CNMT	Joint Review Committee on Education in Nuclear Medicine Technology (JRC-NMT)	Review: September 2002	Continuing Accreditation Process In Progress	2006
Radiography Eugene Hasson, B.S., R.T.(R)	Joint Review Committee on Education in Radiologic Technology (JRCERT)	Progress Report/Review: November 2004	Accredited	2005
Pharmacy Technology Gail Orum-Alexander, Pharm.D.	American Society of Health System Pharmacists (ASHP); Pharmacy Technician Educational Council (PTEC)	Review: 2002	Accredited	Progress Report: 2005 Site Visit: 2008
Physician Assistant Carolyn Spaulding, Ph.D., PA-C	Accreditation Review Committee on Education for the Physician Assistant (ARC-PA)	Progress Report/Review: Spring 2002	Accredited	July 2006
Substance Abuse Counseling /Community Health (Alcohol and Other Drug Studies) Paulette Ann Gorush, Ph.D.	California Association of Alcohol and Drug Counselors	Review: June 2001	Accredited	June 2006
Phlebotomy Training Tech I Victoria Cutler, BS, CPT-1, CMA	Department of Health Services Laboratory Field Services	Approval: October 2003	Accredited	Continuous
Nurse Assistant Program Victoria Cutler, BS, CPT-1, CMA	Department of Health Services Licensing/Certification	Renewal Approval: March 2005	Accredited	March 2007

King/Drew Health Sciences Library

The King/Drew Health Sciences Library is located on the first floor of the W. Montague Cobb Medical Education Building. The 6,400-square-foot information and study center is supported by funds from both Los Angeles County and Charles R. Drew University of Medicine and Science.

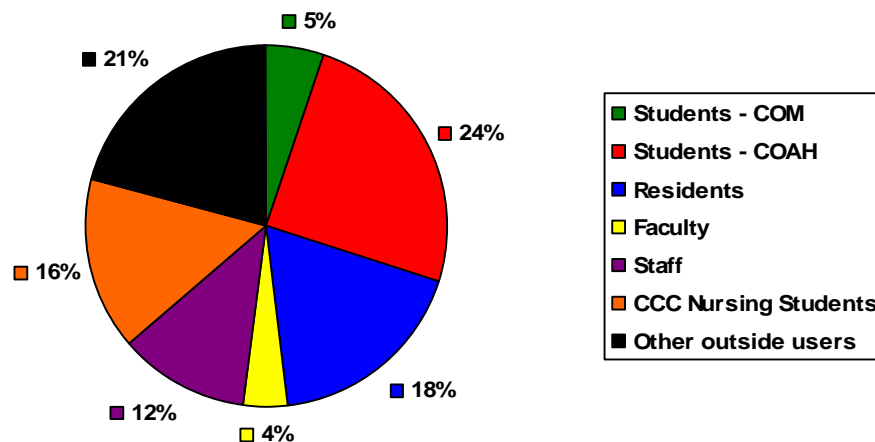
The Library is the primary information resource for King/Drew Medical Center and Charles R. Drew University. It supports physicians, faculty, staff, students, and community health care providers with biomedical knowledge-based information materials, assistance in the use of these materials, and an environment that facilitates teaching and learning. The Library maintains a comprehensive collection of more than 14,000 monographs and texts, 760 current journal subscriptions, more than 48,000 bound journal volumes, and a collection of video and audiotapes. The library reports an average number of 1,250 patrons per month utilizing library services. In addition, approximately 560 items are borrowed monthly to further support the university curriculum and mission.

The 24-Hour Library, an Internet-based service, provides around-the-clock access to a wealth of bibliographic and full-text databases in the health sciences. The 24-Hour Library's services include:

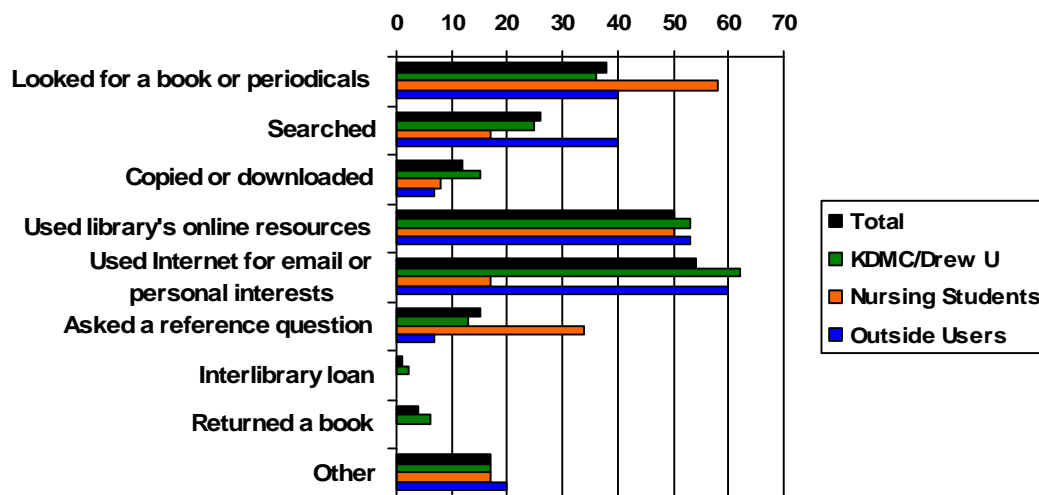
- Ovid, which provides access to a number of citation databases and links to full-text electronic journals including: AARP Ageline, AIDSLINE, BioethicsLine, CancerLit, Cumulated Index to Nursing and Allied Health Literature (CINAHL), Evidence-Based Medicine Reviews, and MEDLINE. All of the Ovid databases are linked to 68 full-text electronic journals. When a retrieved citation from these databases indicates that a full text version is available, the user can click on the hypertext link and view the entire article, including any graphics and tables, exactly as it appears in the print journal. The Ovid databases are freely accessible to users with Internet access on the King/Drew campus and the Southwest Cluster Clinics. User IDs and passwords are unnecessary from these sites. Users may also access the Ovid databases from home or off-campus, but they will need a User ID and password, which can be obtained by registered users in the Library.
- MD Consult, which offers links to full-text books, clinical practice guidelines, electronic journals including 34 reference medical books, 86 additional electronic journals, 500+ clinical guidelines, patient education materials, a CME Center for physicians, links to peer-reviewed Web sites, and a personal medical news updating service. First-time MD Consult users need to register online from a computer on the King/Drew campus or one of the cluster clinics, assign themselves a unique ID and password, and then, use their ID and password to log on to MD Consult. Once they register, users can access MD Consult from both on and/or off-campus locations.

All of the services are Web-based and Internet-accessible and offered through the Library's Web pages. The Library's Web address is <http://www.cdrewu.edu/kdhs/>. The following table summarizes the usage of Library services by surveyed patrons in May 2004:

King/Drew Health Sciences Library User Survey May 2004: Sample Characteristics (n=53)



Usage Percentage of KDHSL Services: May 2004 (n=53)



The Library publishes a quarterly newsletter that includes Library news and a list of recent acquisitions.

Hours

The Library is open to the public during the following hours:

Mondays - Thursdays 8:00 a.m. - 9:00 p.m.
Fridays 8:00 a.m. - 7:00 p.m.
Saturdays - Sundays 11:00 a.m. - 4:45 p.m.

Information Services Available

- Access to the World's Biomedical Literature
- Orientations to the Library and Use of Computers
- On-demand Literature Searches via phone, fax, e-mail
- Customized Searches in Specialty or Interest Areas
- Interlibrary Loans
- Internet Access
- Medline Passwords

Instruction Sessions:

- Using the Internet
- World Wide Web Searching
- Medline Searching Skills
- Analyzing Medical Literature
- Evidence-Based Medicine Search Skills

Library Holdings

• Books	14,000
• Journal Subscriptions	760
• Bound Journal Volumes	48,000
• Video/Audio Tapes	1,500
• Slides	1,100
• Electronic Medical Journals	200
• Non-medical Electronic Journals/Newspapers	2,500
• Citation Databases	12
• Full-Text Electronic Health Science Reference Books	70
• Computer stations	12
• LCD Projectors and Laptops, Slide Projectors, Overhead Projectors, Video Monitors	2 Each

Drew University Learning Resource Center

Information technology is playing an increasingly important role in medicine. Computer systems are giving practitioners, residents, researchers, educators and students access to a greater range of information than has ever before been available as well as the tools to analyze this data and apply it to their endeavors. Computers are also rapidly changing the nature of education, providing the means for students and teachers to interact in ways that stimulate discovery and create better life-long learners.

The Charles R. Drew University Learning Resource Center (LRC) is the focal point for the University's educational technology programs. The University Learning Resource Center (LRC) provides the materials, training, and expertise that the University community needs to successfully utilize computers in health sciences education, research and practice.

The Learning Resource Center's mission is to promote, provide and support information technology for education and research. The LRC facilities include a computer lab, educational technology classroom, a faculty research and curriculum development center and a variety of classroom and meeting spaces. The LRC is equipped with state-of-the-art computer and media hardware and a variety of software for education, research, publication and curriculum development.

The computer laboratory in the Learning Resource Center facility includes a general computer lab with 16 workstations, a printer, flatbed and film scanners, a film printer and a SmartBoard LCD projection system. A variety of media equipment can be checked out including video cameras, LCD, slide, overhead projectors and a portable PA system.

The Educational Technology Classroom is a computer classroom with 15 workstations, a SmartBoard LCD projection system, instructor podium, and classroom control software. There is also a laptop classroom with 18 desks, wireless networking, and a SmartBoard LCD projection system as well as a small study/conference room with computer access.

The Faculty Research and Curriculum Development Center is a workroom with 3 workstations and media equipment exclusively for faculty use.

The Learning Resource Center provides remote resource access and support directly to 13 medical department libraries in the King/Drew Medical Center.

The LRC computers have a variety of medical education software including basic science tutorials, case based learning, patient simulations, exam preparation, publication and presentation and data analysis. A wide variety of reference resources are supplied by the King/Drew Health Sciences Library.

The Learning Resource Center staff provides technology training and support for all University students, faculty, residents and staff in any area related to Drew programs from websites to online course materials. They offer a variety of computer training classes on a regular basis including computer basics/file management, PDA basics, basic, intermediate and advanced levels of MS Word, Excel, PowerPoint, Access and End Note. Other classes are developed and offered as requested by the University community. Faculty can schedule one-on-one instruction in the Faculty Research and Curriculum Development Center.

The LRC staff has a wide range of technology skills and is a valuable resource for students and faculty who want to develop new resources for education and research projects. The LRC can also assist with selecting and connecting equipment, provide web development assistance and help develop educational and research applications.

The University Learning Resource Center officially opened in December 2001. The LRC periodically records facility usage; for example, during the period of February 1 - March 1, 2002, they examined bookings for the classroom or lab. The results were as follows:

LRC Classroom: 17 days with scheduled classes (85% of days) totaling 29 events or 1.45 events per day, Monday - Friday, 8:00 AM - 7:00 PM.

LRC Lab: 15 days with scheduled classes (75% of days) totally 35 events or 1.75 events per day, Monday - Friday, 8:00 AM - 7:00 PM.

They also conducted hourly headcounts for a one-week period during March 11-13, 2002 during the hours of 8:00 AM - 5:00 PM. The LRC showed an averaged of 17.4 patrons per hour.

Student Education & Services Center

The Student Education & Services Center (SESC) housed in the College of Science and Health Building is the name given to the former College of Allied Health Academic Enhancement Center. The purpose of the Center is to tie academic needs, social life, life skills and leadership activities that are related to the specific goals of the students enrolled in the College of Science and Health. Advisors and Specialists play key roles in the center's mission to ensure that students are academically and professionally successful. Implied in this statement is the overarching goal of participation in the retention of Drew students by providing quality service. This mission creates a need to: a) make service more easily accessible to students and other customers and b) redesign and improve service delivery.

The center offers an assessment area for pre-admission, placement and advancement testing as well as for educational assessments and outcomes and readiness for health care professional boards. The center also houses an academic advisement area for pre-enrollment assessment, personal counseling, retention strategies, tutoring (peer and professional), computer-assisted instruction, and study skills development.

The Drew Associated Student Organization (DASO) office is located in the SESC. The center has space reserved for holding meetings or activities. The learning lab consists of 24 networked computers, instructor-controlled workstations, Smart Board-LCD and touch-screen whiteboard system. The lab offers educational software for basic skills, computer training, and clinical research and supports on-line learning. Two tutorial workrooms provide study areas with computer and language learning system access.

The Career center offers software programs, workshops, and training in career/job readiness skills, resume building, on-line job search skills development, and interviewing. The area also has 9 additional computers for student/patron usage.

The SESC also conducts periodic surveys to assess how the facilities are utilized as well as the quality of service provided. Collected feedback is used to improve service and operation of the center.

Financial Statements

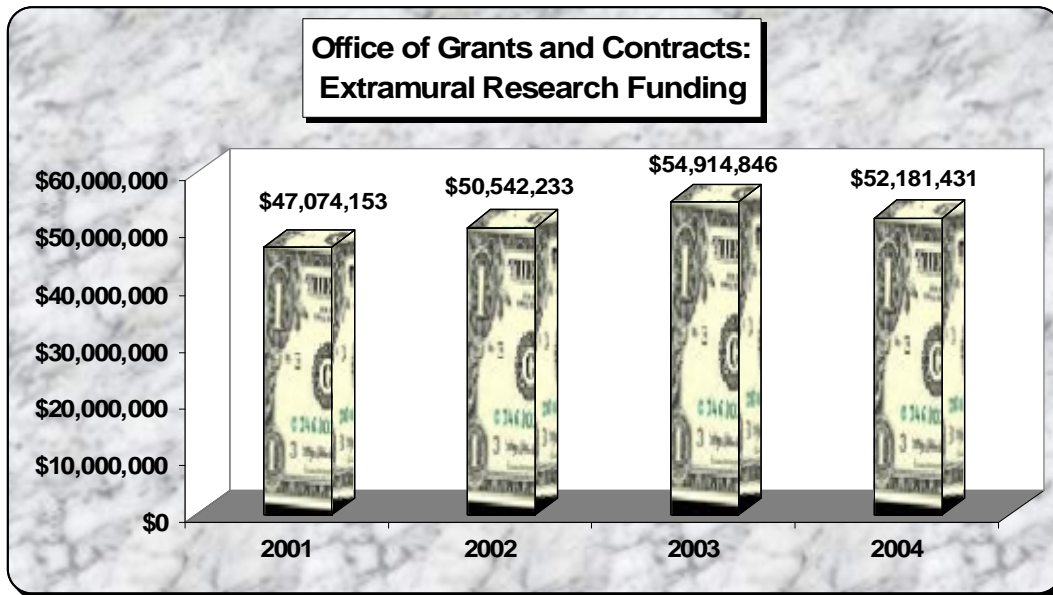
Fiscal Year-End Financial Statement

	1999-00	2000-01	2001-02	2002-03	2003-04
Revenues:					
Education and General:					
Tuition and Fees	\$1,711,370	\$1,653,813	\$1,679,925	\$1,437,263	\$1,864,627
Federal Grants, Contracts and Indirect Cost Recovery	\$27,200,200	\$30,943,375	\$38,165,441	\$45,269,214	\$47,905,345
State Grants and Contracts	\$10,824,322	\$20,236,597	\$13,268,954	\$12,821,219	\$13,831,402
Local Government Grants and Contracts	\$17,401,880	\$16,985,981	\$16,022,202	\$16,146,690	\$14,970,718
Private Gifts and Grants	\$1,150,950	\$949,105	\$933,887	\$647,824	\$670,063
Private Contracts	\$1,060,816	\$1,521,908	\$2,112,605	\$2,230,100	\$2,756,790
Sales and Services of Educational Departments	\$642,766	\$492,651	\$829,562	\$1,096,945	\$813,936
Investment Income	\$130,109	\$301,456	\$393,804	\$596,322	\$1,091,404
Special Events	\$348,030	\$418,148	\$278,100	\$273,782	\$272,032
Contributed Services	\$73,250	\$36,213	\$101,027	\$43,561	\$3,000
Other Revenue	\$0	\$380,194	\$87,840	\$85,062	\$218,917
Auxiliary Enterprises	\$0				
Net Assets Released From Restrictions:					
Satisfaction of program restrictions:					
Total Revenue and Net Assets Released From Restrictions	\$60,543,693	\$73,919,441	\$73,873,347	\$80,647,982	\$84,398,234
Expenses:					
Education and General:					
Instruction	\$16,685,295	\$16,466,960	\$16,346,078	\$16,037,431	\$15,786,224
Public Service	\$17,528,692	\$19,691,796	\$20,054,951	\$22,075,599	\$22,918,352
Research	\$10,074,020	\$11,244,643	\$13,669,210	\$16,626,443	\$17,269,484
Institutional Support	\$5,868,824	\$6,338,954	\$6,040,574	\$7,804,686	\$9,312,706
Academic Support	\$3,733,793	\$4,027,192	\$4,939,980	\$5,734,702	\$6,048,034
Operation (and Maintenance) of Plant	\$700,067	\$1,227,663	\$1,498,979	\$2,204,232	\$1,468,773
Student Services	\$1,626,911	\$1,698,789	\$1,743,299	\$1,775,859	\$1,673,021
Scholarships and Fellowships	\$692,557	\$593,900	\$670,784	\$658,096	\$788,645
Auxiliary Enterprises					
Fund Raising	\$800,245	\$690,043	\$876,697	\$672,440	\$719,444
Total Expenses	\$57,710,404	\$61,979,940	\$65,840,552	\$73,589,488	\$75,984,683
Changes in Net Assets	\$2,833,289	\$11,939,501	\$8,032,795	\$7,058,494	\$8,413,551
Net Assets at Beginning of Year	\$2,816,480	\$5,649,769	\$17,589,270	\$25,622,065	\$32,680,559
Net Assets at End of Year	\$5,649,769	\$17,589,270	\$25,622,065	\$32,680,559	\$41,094,110

Grants and Contracts

The Office of Grants and Contracts champions the university's efforts to: identify mission appropriate sources of external support, establish productive business relationships with those sponsors, and manage all grants and contracts effectively. Furthermore, the office achieves these goals and objectives while maintaining the high professional and ethical standards of research management.

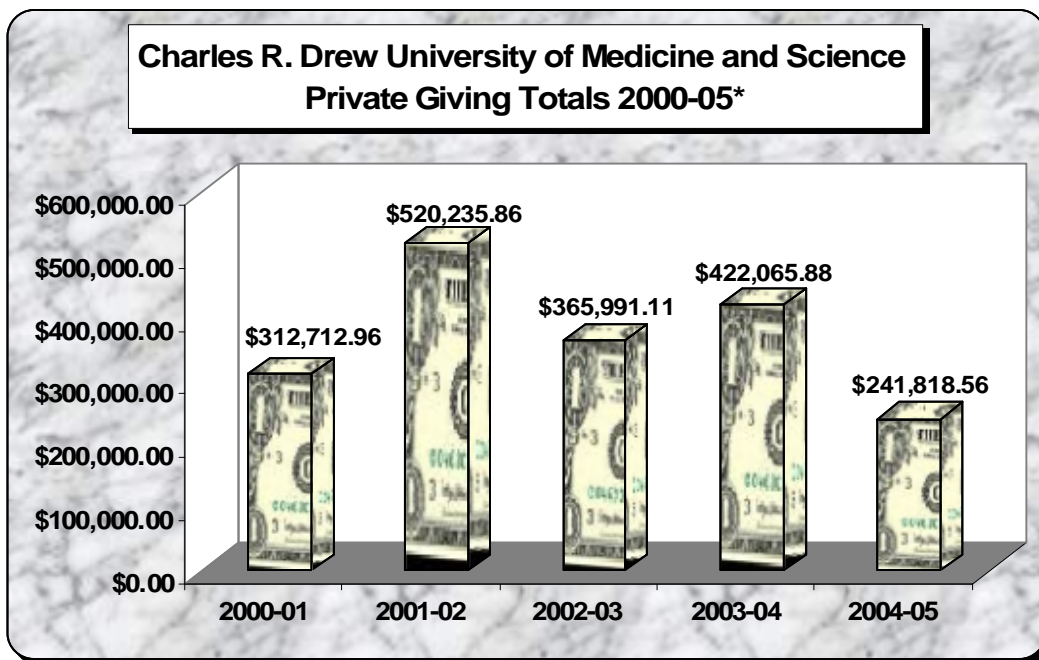
In regard to extramural financial support, the Drew University went from being ranked 100th in National Institutes of Health (NIH) extramural research support in 1999 to 87th in 2003. Drew faculty with the support of the Office of Grants and Contracts continue to garner extensive extramural financial support for their various research projects including the 2004-05 awarding of \$1 million to the Research Centers in Minority Institutions (RCMI) – Biomedical Research Center at Drew from the Agency for Healthcare Quality and Research for their work at improving healthcare for all Americans, especially ethnic minority and economically disadvantaged populations. The following table showed the amount of total extramural research support received by the university from 2001-04:



Development

The university is undertaking the necessary steps to further strengthen the institution's financial foundation. The university has restructured the Board of Trustees, diversified its budget economy, and established a variety of financial support options for alumni and other friends of Drew.

The university has a current endowment of \$22 million, up from \$2 million in 2000. The university has also launched a major capital fundraising campaign to finance the construction of modern teaching and research facilities including, expansion of the Keck Science and Health Building and a new Life Sciences Research Center. The National Institutes of Health (NIH) has already granted \$7 million toward the construction of the new research center. The following table shows a breakdown of private giving from 2000-05:



*includes pledged money & stock donations

Campus Security

On Campus Crimes					
	1999-00	2000-01	2001-02	2002-03	2003-04
Homicide	0	0	0	0	0
Rape					
Forcible Rape	0	0	0	0	0
Non-Forcible Rape	0	0	0	0	0
Robbery	0	1	0	0	0
Aggravated Assault	1	0	0	0	1
Burglary	0	1	1	3	0
Motor Vehicle Theft	0	0	0	0	0
Larceny	4	3	4	8	7
Drug/Alcohol Offenses	0	0	0	0	0
Weapons Violations	1	0	0	0	0
Total	6	5	5	11	8

Students

Applicants, Acceptances, & New Enrollees

College of Science and Health					
	2000-01	2001-02	2002-03	2003-04	2004-05
Applicants	378	347	291	357	364
Acceptances	138	124	145	209	200
New Enrollees	111	117	105	149	160
% Applicants Accepted	36.5%	35.7%	49.8%	58.5%	54.9%
% Enrolled per Accepted	80.4%	94.4%	72.4%	71.3%	80.0%

College of Medicine					
<u>Medical Education Program</u>					
	2000-01	2001-02	2002-03	2003-04	2004-05
Applicants	2055	1870	1574	1655	1703
Acceptances	47	49	39	75	39
New Enrollees	24	24	24	24	24
% Applicants Accepted	2.29%	2.62%	2.48%	4.53%	2.29%
% Enrolled per Accepted	51.1%	49.0%	61.5%	32.0%	61.5%
<u>Interns and Residents</u>					
	2000-01	2001-02	2002-03	2003-04	2004-05
Openings	78	74	81	75	62
Match	65	66	63	66	60
New Enrollees	115	95	90	79	94

Headcount / FTE

College of Science and Health					
	2000-01	2001-02	2002-03	2003-04	2004-05
Headcount	208*	226*	195*	257*	250*
	*201 Undergraduate 7 Graduate	*223 Undergraduate 7 Graduate	*191 Undergraduate 4 Graduate	*256 Undergraduate 1 Graduate	*248 Undergraduate 2 Graduate
FTE	223*	240*	212*	290*	288*
	*219 Undergraduate 4 Graduate	*235 Undergraduate 5 Graduate	*208 Undergraduate 4 Graduate	*289 Undergraduate 1 Graduate	*286 Undergraduate 2 Graduate

College of Medicine					
<u>Medical Education Program</u>					
	2000-01	2001-02	2002-03	2003-04	2004-05
Headcount	101	101	94	98	105
FTE	101	101	94	98	105
<u>Interns and Residents</u>					
	2000-01	2001-02	2002-03	2003-04	2004-05
Headcount	319	327	341	246	266
FTE	319	327	341	246	266

New & Continuing Students

College of Science and Health					
	2000-01	2001-02	2002-03	2003-04	2004-05
New	111	117	90	156	160
Continuing/Returning	97	109	105	101	90
Total	208	226	195	257	250

College of Medicine					
<u>Medical Education Program</u>					
	2000-01	2001-02	2002-03	2003-04	2004-05
New	24	24	24	24	24
Continuing/Returning	77	77	70	74	70
Total	101	101	94	98	94
<u>Clinical Research Program</u>					
	2004-05				
New	11				
Continuing/Returning	0				
Total	11				
<u>Interns and Residents</u>					
	2000-01	2001-02	2002-03	2003-04	2004-05
New	115	95	129	79	94
Continuing/Returning	204	232	212	167	172
Total	319	327	341	246	266

New & Continuing Students by Program

College of Science and Health																			
Programs	2000-01			2001-02			2002-03			2003-04			2004-05			5yr Avg.			
	New	Contg	Total	New	Contg	Total	New	Contg	Total	New	Contg	Total	New	Contg	Total	New	Contg	Total	
AODS	8	3	11	4	9	13	2	4	6	1	5	6	3	1	4	4	4	8	
CN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
HAHS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
DGS	1	1	2	2	0	2	1	0	1	2	1	3	2	0	2	2	0	2	
HIT	11	8	19	5	9	14	5	10	15	9	8	17	8	7	15	8	8	16	
HSA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
MA	9	4	13	6	6	12	10	7	17	3	13	16	0	0	0	6	6	12	
MIT (DMS/NMT/RAD)	0	0	0	0	0	0	4	0	4	9	8	17	12	8	20	5	3	8	
RAD	8	6	14	22	8	30	19	22	41	36	21	57	35	24	59	24	16	40	
NME	0	7	7	2	5	7	0	4	4	0	1	1	0	2	2	0	4	4	
PT	6	5	11	16	9	25	6	11	17	6	4	10	4	3	7	8	6	14	
PA	48	50	98	23	53	76	23	23	46	34	26	60	42	37	79	34	38	72	
<u>Cont. Stud.</u>																			
CS	0	0	0	0	0	0	3	0	3	6	4	10	9	5	14	4	2	5	
DMS	6	2	8	4	4	8	5	5	10	14	3	17	12	1	13	8	3	11	
MBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
NMT	9	10	19	19	5	24	6	19	25	27	3	30	23	2	25	17	8	25	
SAC	5	1	6	14	1	15	6	0	6	9	4	13	10	0	10	9	1	10	
Total	111	97	208	117	109	226	90	105	195	156	101	257	160	90	250	126.8	100.4	227.2	

AODS = Alcohol and Other Drug Studies
 CN = Community Nutrition
 HAHS = Health and Human Services
 DGS = Division of General Studies
 HIT = Health Information Technology
 HSA = Health Services Administration

MA = Medical Assistant
 MIT = Medical Imaging Technology
 RAD = Radiography
 NME = Nurse Midwifery Education
 PT = Pharmacy Technology
 PA = Physician Assistant

CS = Coding Specialist
 DMS = Diagnostic Medical Sonography
 MBS = Medical Billing Specialist
 NMT = Nuclear Medicine Technology
 SAC = Substance Abuse Counseling

College of Medicine

Medical Education Program

	2000-01			2001-02			2002-03			2003-04			2004-05			5yr Avg.		
	New	Contg	Total	New	Contg	Total	New	Contg	Total	New	Contg	Total	New	Contg	Total	New	Contg	Total
Med. Ed.	24	77	101	24	77	101	24	70	94	24	74	98	24	70	94	24	74	98

Interns and Residents

	2000-01			2001-02			2002-03			2003-04			2004-05			2yr Avg.		
<u>Residency Programs</u>	New	Contg	Total	New	Contg	Total	New	Contg	Total	New	Contg	Total	New	Contg	Total	New	Contg	Total
ANES										0	8	8	5	12	17	3	10	13
DERM										0	2	2	2	4	6	1	3	4
EM										12	25	37	14	25	39	13	25	38
FM										2	13	15	8	16	24	5	15	20
IM										8	34	42	29	36	65	19	35	54
OB/GYN										4	8	12	3	11	14	4	10	13
OPHTHAL										1	1	2	2	3	5	2	2	4
OMS										3	0	3	6	6	12	5	3	8
ORTHO										2	5	7	1	9	10	2	7	9
OTO										2	1	3	1	4	5	2	3	4
PED										19	30	49	13	30	43	16	30	46
PSY										9	10	19	9	17	26	9	14	23
RAD										3	8	11	0	0	0	2	4	6
SURG (GEN)										14	22	36	0	0	0	7	11	18
Total			319			327			341	79	167	246	93	173	266	86	170	256

*Information not available

Student Fall Enrollment by Program

College of Science and Health						5yr Avg.
	2000-01	2001-02	2002-03	2003-04	2004-05	
Programs						
Alcohol and Other Drug Studies	11	13	6	3	4	7.4
Community Nutrition	0	0	0	0	0	0.0
Health & Human Services	0	0	0	0	0	0.0
Division of General Studies	2	2	1	2	2	1.8
Health Information Technology	18	14	15	13	15	15.0
Health Services Administration	0	0	0	0	0	0.0
Medical Assistant	13	12	17	16	0	11.6
Medical Imaging Technology (DMS/NMT/RAD)	0	1	4	12	20	7.4
Radiography	16	30	41	63	59	41.8
Nurse Midwifery Education	7	7	4	1	2	4.2
Pharmacy Technology	11	25	17	10	7	14.0
Physician Assistant	97	76	46	60	79	71.6
Continuing Studies						
Coding Specialist	0	0	3	14	14	6.2
Diagnostic Medical Sonography	8	8	10	17	13	11.2
Medical Billing Specialist	0	0	0	0	0	0.0
Nuclear Medicine Technology	19	24	25	30	25	24.6
Substance Abuse Counseling	6	14	6	16	10	10.4
Total	208	226	195	257	250	227.2

College of Medicine					
<u>Medical Education Program</u>					
	2000-01	2001-02	2002-03	2003-04	2004-05
Medical Education Program	101	101	94	98	94
Clinical Research (M.S.) Program					11
Total	101	101	94	98	105

99.8

Student Enrollment by Program cont'd.

<u>Interns and Residents</u>						5yr Avg.
	2000-01*	2001-02*	2002-03	2003-04	2004-05	
Anesthesiology			18	8	17	
Dermatology			0	2	6	
Emergency Medicine			41	37	39	
Family Medicine			27	15	24	
Internal Medicine			66	42	65	
Obstetrics/Gynecology			18	12	14	
Ophthalmology			6	2	5	
Oral Maxillo-Facial Surgery			14	3	12	
Orthopedics			0	7	10	
Otolaryngology			6	3	5	
Pediatrics			50	49	43	
Psychiatry			26	19	26	
Radiology**			13	11	0	
Surgery (General)**			56	36	0	
Total	319	327	341	246	266	299.8

*Information not available

**Programs not currently offered

Average Student Course Load

<u>College of Science and Health</u>					
	2000-01	2001-02	2002-03	2003-04	2004-05
Number of Units	13.0	12.9	13.8	12.8	12.9

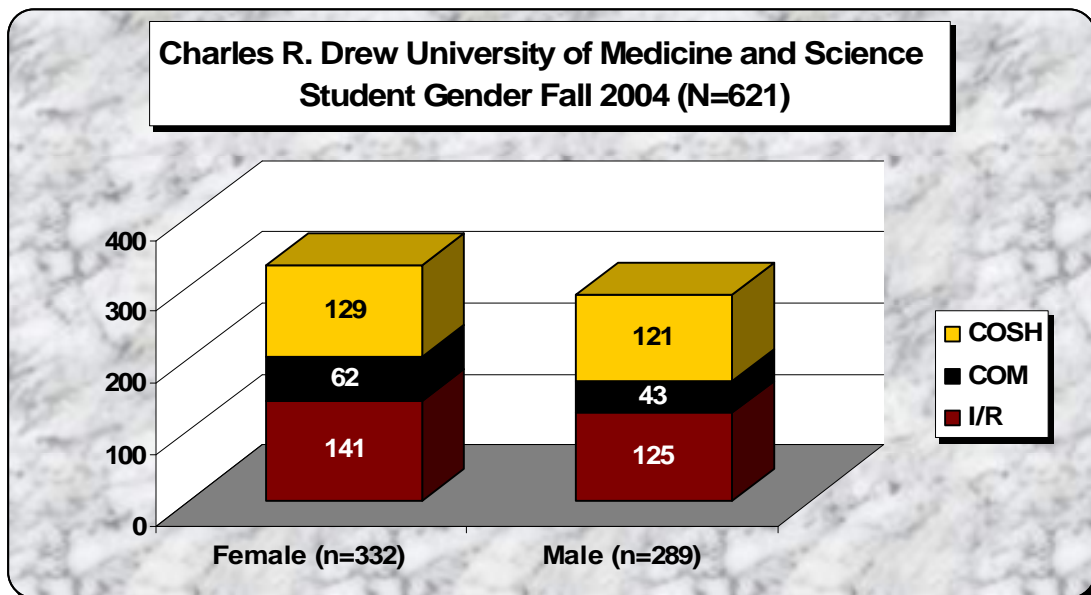
<u>College of Medicine</u>					
<u>Medical Education Program</u>					
	2000-01	2001-02	2002-03	2003-04	2004-05
Number of Courses	4	4	4	4	4

Demographics

College of Science and Health										
	2000-01		2001-02		2002-03		2003-04		2004-05	
Female	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Male	93	44.7%	110	48.7%	85	43.6%	108	42.0%	121	48.4%
Total	208	100%	226	100%	195	100%	257	100%	250	100%

College of Medicine										
<u>Medical Education Program</u>										
	2000-01		2001-02		2002-03		2003-04		2004-05	
Female	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Male	62	61.4%	62	61.4%	53	56.4%	50	51.0%	62	59.0%
Total	101	100%	101	100%	94	100%	98	100%	105	100%

<u>Interns and Residents</u>										
	2000-01		2001-02		2002-03		2003-04		2004-05	
Female	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Male	123	38.6%	132	40.4%	163	47.8%	129	52.4%	141	53.0%
Total	196	61.4%	195	59.6%	178	52.2%	117	47.6%	125	47.0%
Total	319	100%	327	100%	341	100%	246	100%	266	100%



College of Science and Health

	2000-01		2001-02		2002-03		2003-04		2004-05	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Black	106	57%	121	57%	103	53%	133	52%	122	49%
White	16	3%	16	3%	14	7%	20	8%	25	10%
East Indian/Pak	4	1%	5	1%	4	2%	7	3%	5	2%
Hispanic	45	22%	43	22%	44	23%	58	23%	55	22%
AmerInd/AlskNat	0	0%	1	0%	1	1%	1	0%	1	0%
Asian	19	8%	21	8%	13	7%	18	7%	24	10%
Puerto Rican	0	0%	1	0%	0	0%	0	0%	0	0%
Chinese	2	1%	1	1%	3	2%	1	0%	1	0%
Filipino/Pac Isl	7	4%	6	4%	7	4%	10	4%	9	4%
Other/Unknown	9	5%	11	5%	6	3%	9	4%	8	3%
Total	208	100%	226	100%	195	100%	257	100%	250	100%

College of Medicine

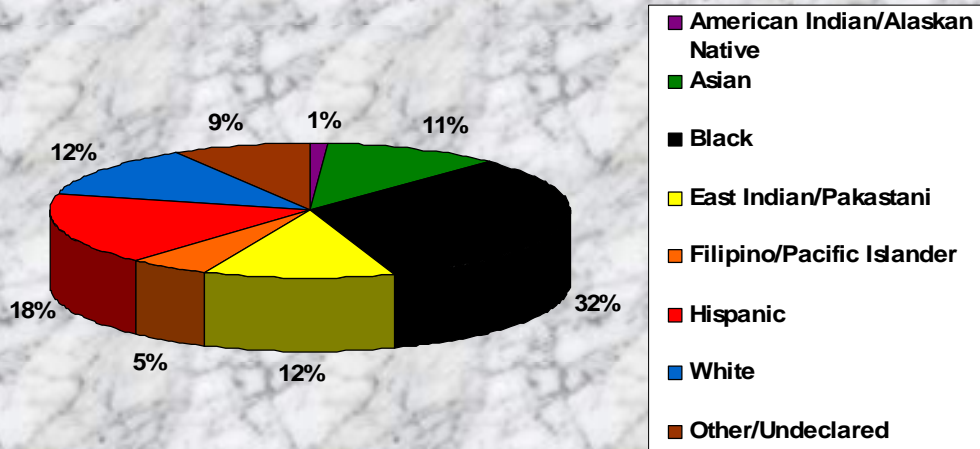
Medical Education Program

	2000-01		2001-02		2002-03		2003-04		2004-05	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Black	47	47%	47	47%	35	37%	34	35%	34	32%
White	7	7%	7	7%	14	15%	20	20%	18	17%
East Indian/Pak	4	4%	4	4%	1	1%	1	1%	0	0%
Hispanic	29	29%	29	29%	26	28%	23	23%	31	30%
AmerInd/Alskt	0	0%	0	0%	2	2%	3	3%	6	6%
Asian	2	2%	2	2%	2	2%	1	1%	6	6%
Puerto Rican	0	0%	0	0%	0	0%	0	0%	0	0%
Chinese	6	6%	6	6%	3	3%	3	3%	1	1%
Filipino/Pac Isl	1	1%	1	1%	3	3%	4	4%	3	3%
Other/Unknown	5	5%	5	5%	8	9%	9	9%	6	6%
Total	101	100%	101	100%	94	100%	98	100%	105	100%

Interns and Residents

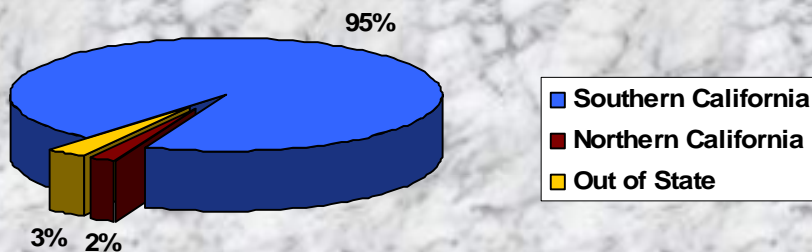
	2000-01		2001-02		2002-03		2003-04		2004-05	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Black	91	29%	101	31%	84	25%	69	28%	57	61%
White	88	28%	87	27%	74	22%	23	9%	36	38%
East Indian/Pak	0	0%	0	0%	0	0%	26	11%	39	41%
Hispanic	35	11%	35	11%	36	11%	37	15%	29	31%
AmerInd/AlskNat	4	1%	4	1%	7	2%	0	0%	1	1%
Asian	72	23%	71	22%	65	19%	32	13%	29	31%
Puerto Rican	0	0%	0	0%	0	0%	0	0%	1	1%
Chinese	0	0%	0	0%	0	0%	14	6%	11	12%
Filipino/Pac Isl	29	9%	29	9%	26	8%	7	3%	20	21%
Other/Unknown	0	0%	0	0%	49	14%	38	15%	43	46%
Total	319	100%	327	100%	341	100%	246	100%	266	283%

**Charles R. Drew University of Medicine and Science
Student Ethnicity Fall 2004 (N=621)**



Student Place of Origin					
	2000-01	2001-02	2002-03	2003-04	2004-05
Southern California	93%	92%	93%	94%	95%
Northern California	2%	2%	2%	2%	2%
Out of State	5%	6%	5%	4%	3%
International	N/A	N/A	N/A	N/A	N/A
Total	100%	100%	100%	100%	100%

**Charles R. Drew University of Medicine and Science
Student Origin Fall 2004 (N=621)**



Financial Support

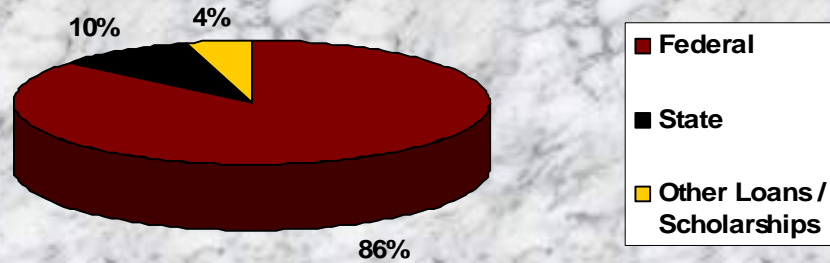
College of Science and Health					
Federal Funds					
	1999-00	2000-01	2001-02	2002-03	2003-04
Federal Subsidized Stafford Loan	\$640,783	\$748,884	\$535,827	\$575,441	\$671,301
Federal Unsubsidized Stafford Loan	\$764,332	\$803,584	\$535,826	\$568,252	\$714,587
Federal PLUS Loan	\$6,000	\$6,600	\$11,449	\$0	\$0
Federal Perkins Loan	\$41,500	\$35,750	\$21,000	\$0	\$69,500
Pell Grant	\$190,346	\$223,117	\$127,000	\$304,007	\$370,673
SEOG Grant	\$40,321	\$31,556	\$34,200	\$33,925	\$35,370
Federal Work Study	\$45,526	\$43,310	\$47,348	\$45,946	\$68,025
Total Federal Support	\$1,728,808	\$1,892,801	\$1,312,650	\$1,527,570	\$1,929,456

State Funds					
	1999-00	2000-01	2001-02	2002-03	2003-04
Cal Grant	\$68,542	\$146,121	\$148,787	\$149,370	\$213,004

Alternate Funds					
	1999-00	2000-01	2001-02	2002-03	2003-04
Alternate Loans	\$205,604	\$243,984	\$156,818	\$331,873	\$92,312

External Scholarship Funds					
	1999-00	2000-01	2001-02	2002-03	2003-04
Scholarships	\$22,788	\$33,100	\$42,850	\$8,750	\$4,500

**College of Science and Health
Fall 2003 Sources of Financial Aid**



College of Medicine

Medical Education Program

Medical student financial aid is processed through UCLA

Interns and Residents

Enrollment Services provides loan deferments for approximately 95% of the Interns/Residents. The remaining 5% are classified as FMGs (Foreign Medical Graduates); their financial commitment is through their home country. The average deferment is \$120,000.

Graduates by Program

College of Science and Health						
	2000-01	2001-02	2002-03	2003-04	2004-05	5yr. Avg.
<u>Certificate Programs</u>						
Alcohol and Substance Abuse Counseling	10	14	3	15	8	10.0
Coding Specialist	0	0	4	15	10	5.8
Diagnostic Medical Sonography	6	6	7	13	10	8.4
Nuclear Medicine Technology	17	24	21	27	23	22.4
Nurse Midwifery Education*	0	0	0	1	0	0.2
Physician Assistant	19	7	2	7	9	8.8
Subtotal	52	51	37	78	60	55.6
<u>Associate Degree Programs</u>						
Community Health						
Alcohol and Other Drug Studies	2	8	7	1	4	4.4
Pharmacy Technology	5	5	9	4	3	5.2
Health & Human Services*	0					0.0
Health Information Technology	2	8	5	4	6	5.0
Medical Assistant	4	4	5	9	0	4.4
Radiologic Technology	7	5	15	24	24	15.0
Subtotal	20	30	41	42	37	34.0
<u>Bachelor's Degree Programs</u>						
Community Nutrition*	0					0.0
Health Services Administration*	0					0.0
Medical Imaging Technology						
Diagnostic Medical Sonography	0	0	0	0	1	0.2
Nuclear Medicine Technology	0	0	0	2	9	2.2
Physician Assistant	28	45	19	14	0	21.2
Subtotal	28	45	19	16	10	23.6
<u>Master's Degree Programs</u>						
Nurse Midwifery Education*	3	6	1	1	2	2.6
Total	103	132	98	137	109	115.8

*Programs not currently offered

College of Medicine						
<u>Medical Education Program</u>						
	2000-01	2001-02	2002-03	2003-04	2004-05	5yr. Avg.
Medical Education Program	24	24	18	24	21	22.2
<u>Interns and Residents</u>						
	2000-01	2001-02	2002-03	2003-04	2004-05	5yr. Avg.
Anesthesiology	4	4	7	7	6	5.6
Dermatology	2	2	2	2	2	2.0
Emergency Medicine	16	13	13	13	12	13.4
Family Medicine	4	7	6	15	6	7.6
Internal Medicine	16	24	38	18	27	24.6
Obstetrics/Gynecology	4	3	4	2	5	3.6
Ophthalmology	2	4	2	2	1	2.2
Oral Maxillo-Facial Surgery	6	5	5	7	6	5.8
Orthopedics	2	0	2	4	4	2.4
Otolaryngology	2	1	2	0	2	1.4
Pediatrics	12	15	19	14	14	14.8
Psychiatry	7	3	3	10	6	5.8
Radiology*	3	4	1	5		3.3
Surgery (General)*	7	4	8	6		6.3
Total	87	89	112	105	91	96.8

*Programs not currently offered

Board Pass Rates by Program

College of Medicine Graduate Medical Education Interns and Residents

Department/Division	Board Pass Rates 2004	Board Pass Rates 2003	Most Recent (excluding 2004) Five-Year Average Board Pass Rates
Anesthesiology	80%	25% (written)	33%
Dermatology	100%	100%	100%
Emergency Medicine	92% Written, 100% Oral	100%	83%
Family Medicine	100%	88%	86%
Internal Medicine	100%	90%	56%
Endocrinology	100%	Not taken	Not taken
Infectious Diseases	Not taken	Not taken	Not taken
Gastroenterology	N/A	N/A	Results not available
Geriatrics	Not taken	Not taken	Not taken
Neonatology	Not taken	Given every other year	Boards are every two years, 2001 50% , 2003 100%
Pediatrics	60%	50%	38%
Ophthalmology	50%	50%	80%
Orthopedics	100%	50%	%
Otolaryngology	No grads for 2004	100%	100%
Psychiatry	90%		12%
Obstetrics	100%	50%	
General Dentistry	80%		81%
Oral Maxillo-Facial Surgery	100%	63%	75%
Radiology*	Oral 100%	100%	36%
Surgery*	83% Qualifying Exam	83%	62%

*Programs not currently offered

Charles R. Drew University of Medicine and Science Satisfaction Survey

Results from continuing COM students who completed the Satisfaction Survey in Spring 2003.

		College of Medicine	
Percent who indicated "Excellent" or "Good" on the quality of the following items/services:		Percent	Number
ADMISSION SERVICES*		20.0	20/23
FINANCIAL AID SERVICES*		35.0	20/23
REGISTRATION SERVICES*		35.0	20/23
ACADEMIC ADVISING*		25.0	20/23
LEARNING RESOURCE CENTER		81.0	21/23
STUDENTS HEALTH SERVICES*		10.0	20/23
PSYCHOLOGICAL COUNSELING*		15.0	20/23
CAREER COUNSELING*		15.0	20/23
JOBS PLACEMENT*		15.0	20/23
CHILD CARE*		0.0	20/23
BOOKSTORE*		4.8	21/23
CAMPUS SECURITY		36.4	22/23
CAMPUS PARKING		47.6	21/23
CAMPUS ORIENTATION PROGRAMS		40.0	20/23
STUDENT CLUBS AND ORGANIZATIONS*		31.6	19/23
STUDENT AND CULTURAL ACTIVITIES*		25.0	20/23
STUDENT GOVERNMENT*		36.8	19/23
STUDENTS HANDBOOK OR OTHER DEPARTMENT OF SCHOOL PUBLICATIONS*		30.0	20/23
LIBRARY SERVICES		54.5	22/23
COMPUTER WORKSTATIONS		81.8	22/23
COMPUTER NETWORK INFORMATION SERVICES		81.8	22/23
PUBLICATIONS: CATALOG AND SCHEDULE OF CLASSES*		42.9	21/23
TUTORIAL SERVICES*		47.6	21/23
QUALITY OF INSTRUCTION		52.9	17/23
AVAILABILITY OF REQUIRED CLASSES		68.4	19/23
CLASS SIZE		78.9	19/23
CONVENIENCE OF CLASS SCHEDULING		68.4	19/23
FACULTY ABILITY OF COMMUNICATE THE SUBJECT MATTER		66.7	21/23
COURSEWORK THAT IS CONSISTENT WITH THE INSTRUCTOR'S STATED OBJECTIVES OR SYLLABUS		78.9	19/23
FACULTY PREPARATION FOR CLASS		71.4	21/23
FACULTY ENTHUSIAM FOR TEACHING		57.1	21/23
COURSES THAT STIMULATE INTELLECTUAL/INTERPERSONAL GROWTH		77.8	18/23
FAIRNESS OF TESTING AND SCORING		76.5	17/23
COURSES FOCUSED ON CAREER CONCERNS/ISSUES		58.8	17/23
RELEVANCE OF COURSEWORK TO PROGRAM REQUIREMENTS		73.7	19/23
MY OVERALL EXPERENCE ON CAMPUS		47.6	21/23
Percent who selected "Strongly Agree" or "Agree" on the following statements about Drew:			
THIS UNIVERSTIY HAS HELP ME MEET THE GOALS I EXPECTED TO ACHIEVE		68.2	22/23
THIS UNIVERSITY IS EQUALLY SUPPORTIVE OF WOMEN AND MEN		77.3	22/23
THIS UNIVERSITY IS EQUALLY SUPPORTIVE OF ALL RACIAL/ETHNIC GROUPS		72.7	22/23
THIS UNIVERSITY WELCOME AND USES FEEDBACK FROM STUDENTS TO IMPROVE THE UNIVERSITY		54.5	22/23
I WOULD RECOMMEND THIS UNIVERSITY TO OTHERS		72.7	22/23
IF CHOOSING A UNIVERSITY AGAIN, I WOULD CHOOSE THIS ONE		68.2	22/23

*High N/A response

Charles R. Drew University of Medicine and Science Satisfaction Survey

Results from continuing COSH students who completed the Satisfaction Survey in Spring 2003.

		College of Science and Health	
Percent who indicated "Excellent" or "Good" on the quality of the following items/services:		Percent	Number
ADMISSION SERVICES		57.9	152/168
FINANCIAL AID SERVICES		62.8	156/168
REGISTRATION SERVICES		60.3	156/168
ACADEMIC ADVISING		49.7	155/168
LEARNING RESOURCE CENTER		53.5	155/168
STUDENTS HEALTH SERVICES*		18.5	151/168
PSYCHOLOGICAL COUNSELING*		21.3	150/168
CAREER COUNSELING*		32.7	153/168
JOBS PLACEMENT*		32.9	152/168
CHILD CARE*		15.3	150/168
BOOKSTORE*		18.2	154/168
CAMPUS SECURITY		68.3	164/168
CAMPUS PARKING		62.2	164/168
CAMPUS ORIENTATION PROGRAMS		47.3	150/168
STUDENT CLUBS AND ORGANIZATIONS*		31.8	154/168
STUDENT AND CULTURAL ACTIVITIES*		32.7	156/168
STUDENT GOVERNMENT*		30.5	154/168
STUDENTS HANDBOOK OR OTHER DEPARTMENT OF SCHOOL PUBLICATIONS		44.2	156/168
LIBRARY SERVICES		72.7	154/168
COMPUTER WORKSTATIONS		75.0	152/168
COMPUTER NETWORK INFORMATION SERVICES		69.1	152/168
PUBLICATIONS: CATALOG AND SCHEDULE OF CLASSES		61.0	154/168
TUTORIAL SERVICES		49.4	154/168
QUALITY OF INSTRUCTION		76.9	156/168
AVAILABILITY OF REQUIRED CLASSES		77.1	166/168
CLASS SIZE		73.2	164/168
CONVENIENCE OF CLASS SCHEDULING		64.0	164/168
FACULTY ABILITY OF COMMUNICATE THE SUBJECT MATTER		64.4	163/168
COURSEWORK THAT IS CONSISTENT WITH THE INSTRUCTOR'S STATED OBJECTIVES OR SYLLABUS		73.3	165/168
FACULTY PREPARATION FOR CLASS		72.3	166/168
FACULTY ENTHUSIASM FOR TEACHING		74.1	166/168
COURSES THAT STIMULATE INTELLECTUAL/INTERPERSONAL GROWTH		70.3	165/168
FAIRNESS OF TESTING AND SCORING		70.3	165/168
COURSES FOCUSED ON CAREER CONCERNS/ISSUES		80.5	164/168
RELEVANCE OF COURSEWORK TO PROGRAM REQUIREMENTS		77.4	164/168
MY OVERALL EXPERIENCE ON CAMPUS		65.2	164/168
Percent who selected "Strongly Agree" or "Agree" on the following statements about Drew:			
THIS UNIVERSITY HAS HELP ME MEET THE GOALS I EXPECTED TO ACHIEVE		73.2	164/168
THIS UNIVERSITY IS EQUALLY SUPPORTIVE OF WOMEN AND MEN		74.8	163/168
THIS UNIVERSITY IS EQUALLY SUPPORTIVE OF ALL RACIAL/ETHNIC GROUPS		72.8	162/168
THIS UNIVERSITY WELCOMES AND USES FEEDBACK FROM STUDENTS TO IMPROVE THE UNIVERSITY		64.0	164/168
I WOULD RECOMMEND THIS UNIVERSITY TO OTHERS		69.6	161/168
IF CHOOSING A UNIVERSITY AGAIN, I WOULD CHOOSE THIS ONE		62.2	164/168

*High N/A response

Charles R. Drew University Exit Survey - Item by Item Report

Results from students who received degrees/certificates between 1998 and 2003.

Please see end of this report for the number of respondents and the response rates.

		Health Information Technology	Medical Assistant Program	Medical Imaging Technology (DMS/Radiography)	Nuclear Medicine Technology	Pharmacy Technology	Physician Assistant	Substance Abuse Counseling Program (Alcohol and Other Drug Studies)	Nurse Midwifery Education Program	College of Science and Health Total
	Percent who indicated "Very Satisfied" or "Satisfied" on the following items:									
Student Services and Campus Life	Overall admission process	66.7	75.0	85.2	87.5	100.0	67.5	96.2	100.0	76.8
	Overall registration process	66.7	50.0	66.7	71.0	100.0	85.9	92.3	80.0	81.1
	Financial aid process	77.8	50.0	96.3	80.6	75.0	88.2	80.8	100.0	86.3
	Amount of financial aid	66.7	75.0	85.2	78.1	100.0	72.4	72.0	80.0	74.2
	Telephone contact with staff	77.8	66.7	70.4	72.4	75.0	50.8	84.6	60.0	61.5
	Helpfulness of program staff	77.8	66.7	80.8	83.9	75.0	51.6	100.0	60.0	66.2
	Helpfulness of student services staff	66.7	25.0	81.5	67.7	75.0	52.8	88.5	40.0	62.3
	Helpfulness of financial aid staff	66.7	50.0	85.2	81.3	75.0	83.3	92.3	100.0	82.8
	Graduate and professional program information	44.4	25.0	66.7	77.4	75.0	40.3	80.0	40.0	53.3
	Career and job opportunity information	55.6	50.0	59.3	81.3	100.0	31.8	73.1	20.0	48.3
	Volunteer services information	66.7	50.0	56.0	67.7	75.0	41.7	72.0	0.0	50.9
	Availability of child care services	50.0	25.0	26.9	50.0	75.0	19.4	58.3	0.0	30.5
	Personal counseling services	55.6	25.0	29.6	54.8	66.7	19.7	72.0	0.0	33.0
	Extra-curricular activities	55.6	25.0	33.3	53.1	75.0	27.6	64.0	0.0	36.9
	On-campus cultural events	66.7	25.0	37.0	61.3	75.0	29.0	72.0	20.0	39.7
	Living in vicinity of campus	33.3	25.0	22.2	56.3	66.7	22.4	68.0	0.0	32.6
	Meeting with other students	50.0	50.0	57.7	73.3	100.0	50.4	88.0	0.0	58.4
	Relaxation and socialization space	55.6	25.0	59.3	67.7	75.0	26.0	91.7	0.0	43.7
	Recreational programs and facilities	33.3	25.0	33.3	64.5	50.0	18.4	84.0	0.0	34.3
	Obtain books from on-campus bookstore	55.6	75.0	30.8	62.5	50.0	30.2	68.0	0.0	39.0
Feeling of safety on campus	88.9	25.0	69.2	71.9	100.0	50.8	96.0	100.0	63.6	
Availability of on-campus parking	66.7	25.0	66.7	74.2	75.0	65.6	88.0	100.0	69.5	
Convenience of on-campus parking	88.9	25.0	66.7	78.1	75.0	65.4	88.0	80.0	70.4	

<i>Instruction and Academic Support</i>	Overall quality of instruction/academic support	66.7	75.0	88.9	84.4	100.0	24.6	100.0	20.0	51.9
	Quality of in-program faculty instruction	66.7	75.0	85.2	80.6	100.0	23.0	100.0	20.0	50.2
	Quality of faculty instruction outside program	77.8	75.0	85.2	71.9	100.0	40.5	84.0	75.0	58.4
	Quality of in-program courses	77.8	50.0	85.2	76.7	100.0	39.2	87.5	50.0	57.7
	Quality of required courses outside program	55.6	66.7	69.2	58.1	75.0	40.0	72.0	40.0	50.9
	Information about course requirements/expectations	66.7	50.0	81.5	84.4	75.0	33.9	88.0	40.0	54.8
	Relevance of courses to career goals	75.0	100.0	85.2	87.1	75.0	52.8	100.0	80.0	69.0
	Proper sequencing of courses	66.7	66.7	73.1	87.1	50.0	55.9	92.0	20.0	65.7
	In-program academic advising	66.7	75.0	73.1	80.6	75.0	29.4	83.3	0.0	49.3
	Information about program/major requirements	66.7	100.0	76.0	80.0	100.0	40.8	84.0	0.0	56.8
	Helpfulness of faculty	55.6	75.0	76.9	83.9	75.0	36.2	100.0	0.0	55.2
	Availability of faculty outside class	66.7	100.0	65.4	80.6	75.0	25.8	96.0	20.0	49.1
	Availability of tutorial services	44.4	50.0	50.0	64.5	50.0	21.4	68.0	0.0	37.0
	Work with other students	55.6	75.0	64.0	81.3	75.0	46.8	84.0	100.0	59.8
	Availability of credits for community services	55.6	50.0	68.0	74.2	100.0	38.4	84.0	20.0	53.1
	The classroom environment/setting	66.7	0.0	73.1	64.5	100.0	38.4	92.0	40.0	53.5
	Quality of specially equipped classrooms	55.6	25.0	69.2	71.9	100.0	31.5	72.0	40.0	47.8
	Use of technology in classrooms	62.5	50.0	73.1	80.0	100.0	35.5	80.0	20.0	52.7
	Availability of computers in the Learning Resources Center	55.6	0.0	76.9	83.9	100.0	60.0	91.7	20.0	67.1
	Obtaining help to use computers	55.6	25.0	73.1	81.3	100.0	59.1	84.0	40.0	65.9
	Availability of reference materials in the library	66.7	25.0	73.1	77.4	75.0	68.8	84.0	80.0	71.6
	Library hours	100.0	25.0	73.1	80.0	75.0	53.9	84.0	100.0	65.4
	Helpfulness of library staff	77.8	25.0	80.8	74.2	50.0	73.2	92.0	80.0	75.3
Space for individual and group study	66.7	25.0	80.8	77.4	50.0	45.7	84.0	20.0	58.0	

Overall Satisfaction	Satisfaction with clinical experience	77.8	33.3	87.0	84.0	75.0	80.8	85.7	20.0	79.9	
	Satisfaction with clinical sites	66.7	33.3	73.9	88.0	75.0	70.2	85.7	20.0	73.2	
	Satisfaction with academic experiences	66.7	50.0	77.8	87.1	75.0	36.7	91.7	40.0	56.0	
	Satisfaction with social experiences	55.6	75.0	77.8	80.6	100.0	36.7	78.3	0.0	53.2	
	Satisfaction with physical environment	66.7	50.0	85.2	83.9	100.0	34.4	87.5	40.0	55.2	
	Satisfaction with the quality of Drew faculty	66.7	33.3	82.6	84.0	75.0	31.7	86.4	20.0	52.8	
	Satisfaction with Drew academic programs	66.7	33.3	82.6	84.0	100.0	35.0	81.0	20.0	54.4	
	Percent who indicated "Yes" on the following items:										
	Job readiness	77.8	100.0	95.5	100.0	100.0	79.4	95.5	60.0	85.9	
	Pursuing additional studies	55.6	75.0	86.4	64.0	100.0	73.8	90.5	0.0	74.0	
	Pursuing additional studies at Drew University	14.3	33.3	55.0	47.4	25.0	29.1	73.7	0.0	38.5	
	Recommend Drew University to others	77.8	33.3	85.7	75.0	75.0	51.0	90.9	0.0	62.8	
Survey Response Rates:											
Number of surveys collected from students during analysis period:	9	4	27	32	4	129	27	5	237		
Number of degrees/certificates awarded in program during analysis period:	38	18	119	87	19	263	82	25	671		
Response Rate:	23.7%	22.2%	22.7%	36.8%	21.1%	49.0%	32.9%	20.0%	35.3%		

Faculty / Staff

Demographics

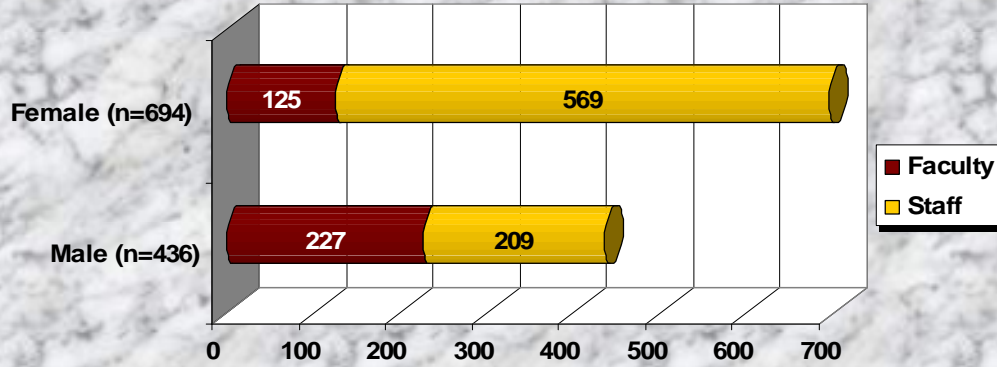
Faculty Ethnicity										
	2000-01		2001-02		2002-03		2003-04		2004-05	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
AmerInd/AlskN	0	0%	0	0%	0	0.0%	1	0.2%	1	0.3%
Asian/Paclslndr	48	16%	46	15%	54	17%	74	17%	72	20%
Black/AfrAmer	146	50%	150	50%	141	44%	159	36%	165	47%
Hispanic/Lat	14	5%	15	5%	11	3%	15	3%	21	6%
White	68	23%	68	23%	93	7%	101	23%	72	20%
Other/No Response	18	6%	22	7%	24	7%	97	22%	21	6%
Total	294	100%	301	100%	323	100%	447	100%	352	100%

Faculty Gender					
	2000-01	2001-02	2002-03	2003-04	2004-05
Male	205	203	216	336	227
Female	89	98	107	111	125
Total	294	301	323	447	352

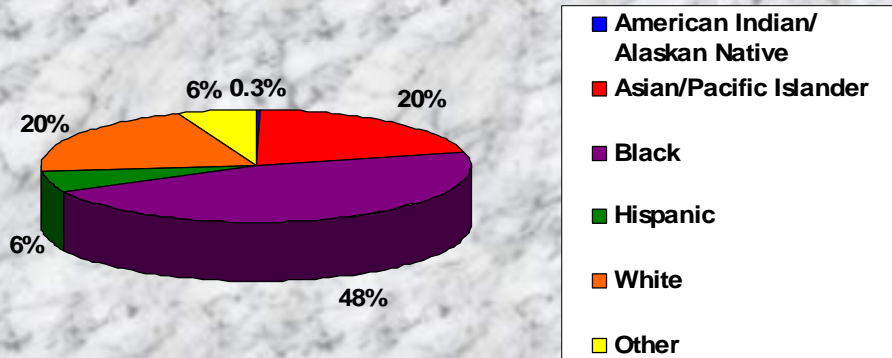
Staff Ethnicity										
	2000-01		2001-02		2002-03		2003-04		2004-05	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
AmerInd/AlskN	2	0%	3	0%	1	0%	2	0%	1	0%
Asian/Paclslndr	55	7%	80	8%	55	6%	60	7%	48	6%
Black/AfrAmer	512	65%	589	62%	593	68%	582	67%	469	60%
Hispanic/Lat	173	22%	227	24%	179	21%	179	21%	192	25%
White	35	4%	43	4%	36	4%	37	4%	45	6%
Other /No Response	8	1%	14	1%	6	1%	9	1%	23	3%
Total	785	100%	956	100%	870	100%	869	100%	778	100%

Staff Gender					
	2000-01	2001-02	2002-03	2003-04	2004-05
Male	230	278	237	251	209
Female	555	678	633	618	569
Total	785	956	870	869	778

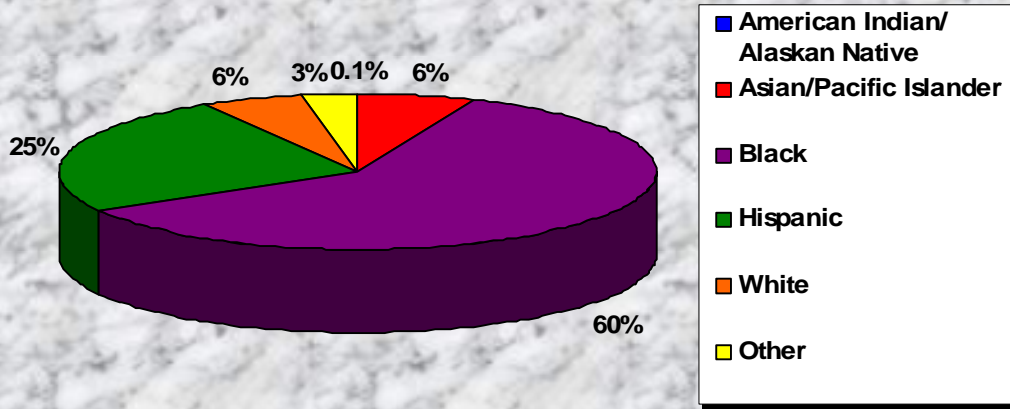
**Charles R. Drew University of Medicine and Science
2004 Faculty/Staff Gender Demographics (N=1130)**



**Charles R. Drew University of Medicine and Science Fall
2004 Faculty Ethnicity Demographics (N=352)**



**Charles R. Drew University of Medicine and Science
Staff Ethnicity Demographics (N=778)**



**Charles R. Drew University of Medicine and Science
2004 Faculty By Highest Degree Held (N=352)**

