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Darden College of Education Annual Report, 2014-2015

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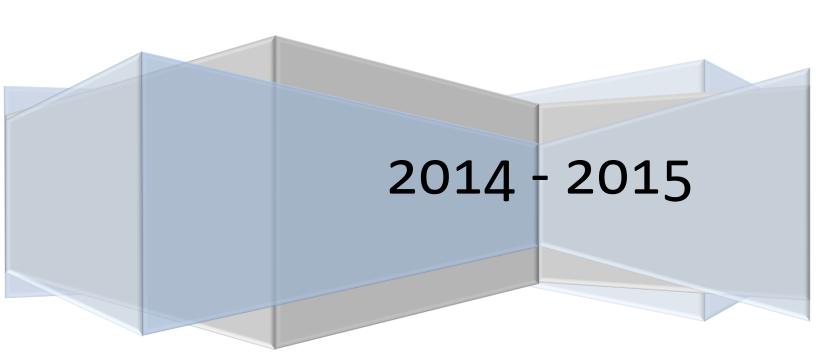
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Annual Report

Dr. Jane S. Bray, Dean



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Annual Report for the Academic Year 2014 - 2015

The academic year of 2014-2015 was one of forward movement bringing change to the programs, faculty and physical structures that define the Darden College of Education. Of continuing importance is the need to recognize the diversity of departments, faculty and program offerings that encompass the offerings within the college. The following distinct departments are highlighted throughout this report:

<u>Communication Disorders and Special Education</u> — This department prepares future clinicians, educators, leaders, researchers and policymakers to serve individuals with developmental, intellectual, emotional, and communication disabilities. It also serves as an exemplary center for educational and clinical research and practice in the disciplines preparing professionals in these fields.

<u>Counseling and Human Services</u> – This department prepares human services and counseling professionals who provide supportive, educational, and counseling services in a wide range of settings, including agencies,

The Darden College of **Education** prepares distinguished professionals who become leaders in their fields. The College is committed to excellence in teaching, scholarly activities, and service. Within the context of a diverse student population and faculty, the College strives to achieve its goals of excellence by meeting the needs of Virginia, the nation and the world.

PK-12 schools, colleges, and universities. This department strives to contribute to knowledge in human services and counseling through scholarly contributions of faculty members and students and to provide services to professionals in Human Services and Counseling, the community and Old Dominion University.

2014

2015

<u>Educational Foundations and Leadership</u> – This department meets its mission through research, service and the delivery of programs that develop graduates with advanced skills in leadership and management, organizational improvement, and research and evaluation for PK-20 public and private educational institutions.

<u>Human Movement Sciences</u> – This department is dedicated to excellence in teaching, scholarship and service. The department advocates a healthy lifestyle that includes human movement as an essential component of the physical, mental, emotional, and social well-being of all humans

across the life span. They seek to expand the understanding of the effects of human movement on the quality of human life.

<u>Teaching and Learning</u> – This department is committed to empowering students and faculty in their work as teachers, researchers, and learners. The department aims to promote the success of the university's richly diverse community and the development of their students as professional educators, leaders, and critically engaged citizens. Their students become innovative and creative educators who make a difference for diverse learners, from birth through adulthood, in schools and communities, both local and global.

The Darden College of
Education supports
four exemplary
operations in addition
to the six academic
departments.

<u>STEM and Professional Studies</u> - The Department of STEM Education and Professional Studies offers teacher preparation programs in marketing, mathematics, science, and technology. Additionally, for business, industry, and education professionals this department offers programs in fashion merchandising, industrial technology, instructional design & technology and training specialist, as well as a host of certificate and graduate program offerings.

In addition to the six academic departments, the Darden College of Education supports four exemplary operations. Each operation is vital to the success of the college and plays a unique role in enhancing the work of the college as well as serving the needs of the institution. Each operation serves as a primary example of how the college meets the university goals of "engaging the greater community" and "promoting an entrepreneurial culture." The operations each have their primary functions and are as follows:

The Center for Educational Partnerships	The Virginia Early Childhood Policy Center
The Children's Learning and Research Center	Teacher Education Services and Advising

<u>The Center for Educational Partnerships</u> – This center establishes collaborative educational enterprises with schools and school divisions that support dissemination of proven practices, rigorous field trials of promising models, and development and testing of innovative research-based models in collaboration with Old Dominion University's primary educational partners.

<u>Virginia Early Childhood Policy Center</u> – This center believes that ensuring the well-being of Virginia's youngest citizens is critical to the long-term success and vitality of our Commonwealth. To that end, their work focuses on developing and sharing with lawmakers, business leaders, and the general public resources related to important early childhood issues.

<u>The Children's Learning and Research Center</u> – This center offers a full-service, full-time program, serving children from age eight weeks through preschool. It also offers a half-day morning preschool and afternoon preschool/Kindergarten and three full day PK, mixed-age classrooms. Their program offers quality care to children in the Hampton Roads area and strives to support children in their growth and development by nurturing their social-emotional, cognitive and physical development.

<u>Teacher Education Services and Advising</u> – The Teacher Education Services & Advising Office supports all students who want to become teachers as well as the teacher education programs in the College of Arts & Letters, College of Science, and the Darden College of Education.



.....Progress on
Goals for the Darden
College of Education
2014-2015 in
alignment with the
University Strategic
Goals

2014

2015

2014-2015 represented a year of significant growth for the Darden College of Education. We are proud of our forward movement and excited about the accomplishments that we have achieved this past year. The following represents a few of the efforts that have been completed and they are aligned with the goals of the university.

Goal 1 – Enhance the university's academic and research excellence. 1. One of the accomplishments to support this university goal has been realized in the grant submissions for the college and the grant support that has been given to faculty. During the calendar year of 2014, 67 awards were received as compared to the calendar year of 2015 where 47 awards were received. There was an overall dollar increase of approximately \$60,000 in grant awards for 2014. In addition, faculty received greater support for grant submissions this year through mentoring and increased communication with the Grants Officer. The Center for Educational

Partnerships generated \$3.5 million in research expenditures during the latest reporting period and the Center Director reported that an additional \$1.6 million in research expenditures was credited directly to departments within the Darden College of Education.

- 2. The Educational Leadership program held its second Leadership Institute in June 2015. This professional development opportunity for school leaders is presented free of charge to the 150 school leaders who participated in the two-day event. The event had to be extended to a second day based on such overwhelmingly positive feedback from the first institute that was held in June 2014.
- 3. The Dean's office supported two professional development events for faculty within the Darden College of Education. The "Conversations with the Dean" focused on the research around the delivery of an Ed.D. terminal degree. The first luncheon was attended by 67 faculty within the college. A second luncheon and conversation was held to continue the dialog about this new degree. A consultant with expertise in developing such a program was the main speaker for this dialog, which followed by debate and discussion. 46 faculty attended the second Conversation with the Dean.
- 4. The library program received one grant and inherited another grant that provided tuition for students to complete that program. This program has experienced an increase in enrollments by 32% since the last academic year.
- 5. The Educational Leadership program has been the leader within the College in offering a program in a most successful cohort model. Currently, it is operating with seven cohorts

2015

including two new cohorts with the Chesapeake and Northern Neck school divisions. This program boasts the greatest enrollment increase on the graduate level of 25% since the last academic year, increasing enrollments from 170 to 227.

- 6. The Community College leadership program accepted its largest cohort to date with 13 students. The program offered its annual summer institute that provided strong mentoring support for both ongoing and incoming new students. All students attended special sessions to support their academic program, which this year included a panel discussion and presentation with three sitting Presidents including Dr. John Broderick.
- 7. The Park, Recreation and Tourism Studies program completed a successful reaccreditation visit and received formal notification of its national accreditation status. Based on the increase in enrollments in this program, a new faculty lecturer line was successfully gained in the new budget year.
- 8. Dr. Helen Crompton, a faculty member in the Teaching and Learning Department has been recognized repeatedly on the international level for her expertise in mobile learning. She delivered multiple invited international presentations and was also invited by the United Nations to prepare a document focused on mobile learning in collaboration with other international experts in this discipline.
- 9. Speech Pathology students passed Praxis II at a rate of 98.1% over the past three years and have had an employment rate of 100% within one year of graduation.
- 10. The passing rate for counseling graduates taking the National Counselor Examination for this review period ranged from 92.86% to 100%. This rate has remained consistent over the last six years, with passing rates of 92% to 100%.
- 11. In 2014, the Center for Educational Partnerships was the sixth ranked unit at this institution for research expenditures and was the first ranked non S & E unit within the university. Total Indirect Costs generated on Center projects this year were \$342,729.
- 12. The Darden College of Education and the Virginia Early Childhood Policy Center hosted a day-long symposium on March 7, 2015 focused on Early Childhood. The symposium entitled, "Responsive Pedagogy: Teaching, Documenting, and Learning from Children's Work," featured a keynote presentation by Tina Thompson from Penn State, an expert with 30 years of experience in issues pertaining to children's culture and art learning.
- 13. Lastly, but not least and with great pride, the Darden College of Education faculty enhance the university's academic and research excellence on a daily basis. In addition to the increase in faculty involved in grant proposals, the faculty within the college produced books and book chapters, published journal articles and technical reports, and delivered over 100 international and national presentations. (See Appendix A, page 15)

Goal 2 -

Support

Student

Success

The Darden College of Education continues to support student success in all of its departments and programs offered. Significant accomplishments from the college supporting this goal are included below.

1. The Teacher Education Services and Advising Office is responsible for placing students in their early field placements and student teaching placements for those in teacher preparation programs, and for internships for those in Counseling and Speech Pathology programs. This past academic year, 1600 teacher candidates were placed in early field placements within the local school divisions and 355 students and teacher candidates

were placed in schools for student teaching placements for completing their internship requirements.

- 2. To provide more advising support for the students in the Darden College of Education, the leadership team strongly supported a new position for the college for the Director of Advising. This new position was recently awarded to the college and is included in the new budget for the 2015-2016 academic year.
- 3. The Old Dominion University Speech and Hearing Clinic provides diagnostic and therapy services for adults and children with speech, language, and hearing disorders. The ODU Speech and Hearing Clinic is part of the Communication Sciences & Disorders graduate degree program, which is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). Students within the program have the great opportunity to work in the clinic.
- 4. The Monarch Teach program continues to provide an opportunity to support students in their pursuit of becoming a teacher and enrollments continue to climb, placing Old Dominion University slightly above the national average for similar programs. Of the 29 students who began the first cohort, 19 continued into the spring. A new cohort of 60 students began in fall 2014 and out of that cohort, 29 continued the program.
- 5. Stronger support for Graduate Assistant teaching skills were provided during this year. The new Special Assistant to the Dean held seminar sessions and luncheons to support the Graduate Teaching Assistants in enhancing their classroom abilities and in providing support for sharing ideas and teaching methods for the benefit of all.
- 6. The new Education Building represents the strongest focus for student success. The new

2014

2015

building is designed to support strong student collaboration and interactions in a similar manner as experienced in the learning lab within the library.

The third university goal is mostly considered a function of other divisions across campus. The Darden College of Education contributes to this goal and is aware of the importance of this goal to "Enrich the Quality of University Life." We do so mostly through our focus on technology, and this year we also provided support for this goal through our work to enhance the contract course process. Technology is of great importance to the Darden College of Education. During this past year, we made several purchases to help enrich the quality of university life. We purchased multiple iPad carts to support the work of helping prepare teacher candidates for their

Goal 3 – Enrich the Quality of University Life work in classrooms. The Darden College of Education also invested in bringing two Nuo robots to our college. The first robot was used primarily in classes focused on the use of technology in classrooms and the second robot was used in the library program. Potential future uses of the robots are endless. In addition to these new technologies, the Darden College of Education upgraded the system used in the

Speech Clinic. The new system more accurately and technically supports students working with clients in the clinical setting. This is a particularly strong system that will enhance and support the work of the faculty and the students in the Communication Disorders program.

The Darden College of Education also began work in collboration with the staff from the Information Technology (IT) Department. The faculty in the college are working closely with the IT staff on researching a "Bring Your Own Device" (BYOD) policy for the college. It is the intention that if this work in the form of a pilot study is successful, that the college would adopt a BYOD policy for faculty that could also be replicated in other colleges across campus.

Finally for this goal, the Darden College of Education studied and analyzed the process for contract courses during the entire academic year. This may not appear to impact the quality of university life; however, the process did greatly impact faculty, students, multiple offices on campus, and school divisions within the community. After lengthy meetings and many iterations, a new contract course process was developed and put forth to the proper offices and divisions on campus. The result of these extensive efforts has provided the college with a new process that is in the first stages of implementation during the summer of 2015.



Goal 4 - Engage with the Greater Community

The Darden College of Education was the proud host for the Darden College Lecture, which featured Dr. Jill Bolte Taylor as the distinguished speaker. Dr. Bolte Taylor appealed to a broad community audience as she spoke about her book, "My Stroke of Insight." 550 community members attended the evening lecture presented solely by Dr. Bolte Taylor, which was preempted with a dinner for faculty from across campus who were conducting research on the brain. Dr. Bolte Taylor interacted with the community through a book signing ceremony.



2014

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The Center for Educational Partnerships led sustained, intensive school reform projects in 18 states, in over 100 schools serving over 100,000 students. The most concentrated areas of social impact were in middle school mathematics education, educational and social-emotional support programs for schools that serve high concentrations of military-connected children, and science education at all levels K-12. Hampton Roads school divisions are well-represented in this portfolio, with multiple projects in operation in Chesapeake, Hampton, Newport News, Norfolk, Portsmouth, and Virginia Beach schools. Other Virginia school division partners include Halifax County, Prince William County, and Fairfax County.

A strong program offered to middle level schools in the area highlights another way the Darden College of Education engages with the greater community. Character and Resiliency Education (CARE) Now is a comprehensive in- and after-school program designed to promote math, science, character, and resiliency through positive youth development. Focusing on disadvantaged youth through math classes, after-school activities, and a weekly STEM-based club, the CARE Now program aims to enhance students' character and resiliency because of their established, inextricable link to academic achievement and positive youth development. CARE Now takes place at James Blair Middle School located in Norfolk, VA. During the fall and spring semesters, a minimum of 100 Old Dominion University interns of Counseling; Human Services; and Park, Recreation & Tourism (advocates as they are called) conduct the programming under the supervision of Program Directors.

The Counseling Department faculty engaged in discussions with the city of Norfolk for the purpose of establishing a Mental Health Clinc that will be housed at the Park Place community facility. While the clinic is not yet in operation, significant work was accomplished this past year to provide a solid foundation for working with the city officials as well as the individuals who already provide services in the Park Place location.

A Major Gifts Officer (MGO) was on board serving the Darden College of Education beginning in Fall 2014. The Major Gifts Officer became a part of the leadership team for the college and immediately began work cultivating donors and receiving support for the college. The Dean and the MGO produced the list of giving opportunities to support the new education building. This list was presented to the proper committees of the Board of Visitors and received approval. In addition, the MGO and the Dean held one Advisory Board Meeting in fall 2014 and hosted a Board Retreat in spring 2015. Ongoing development efforts also included lunches with donors, hosting donors at sports events, visiting donors at their residence, creating a personalized alumni letter, visiting the call center to support the efforts for the college, and inviting donors to events and lunches held at the college. The MGO met and exceeded his donor goal for this year and in addition, several informal donations have been formalized to meet university requirements.

Goal 5 - Promote an Entrepreneurial Culture The Darden College of Education had two faculty members identified as Ensminger Fellows during this past year. Dr. Sheri Colberg-Ochs and Dr. Karen Sanzo attended the Babson Institute focused on entrepreneur curriculum and projects.



During the State of the College Address in fall 2014, the Dean charged the faculty to participate in creating a culture of assessment within their departments. The purpose of the goal was twofold. First, the goal was focused on involving all faculty within the department to participate in the process of assessing learning. The second purpose of the goal was to more effectively utilize the assessment data to improve student learning and enhance program outcomes. The following steps were completed during this past academic year:

Meetings with all departments

Program level meetings

Created program curriculum maps

2014

2015

The Dean and Associate Deans met with each department to discuss the focus on creating a culture of assessment. The departments were asked to develop curricular maps for each of their programs to include in their departmental annual reports. The departments discovered that some of their programs needed to be adjusted to more accurately meet their program standards. They also identified that their current WEAVE reports did not align well with the competencies and standards required of their programs. The Darden College of Education will focus on aligning their curricular maps with their WEAVE reports for the next academic year.

Priorities for the Darden College of Education 2015-2016

The following items represent priorities to be accomplished by the Darden College of Education during the upcoming academic year 2015-2016.

- 1. The Darden College of Education is about to embark on a strategic planning process to develop a new strategic plan for the college. The completion of the university strategic plan will provide the overall focus for the strategic planning process and the college will establish focused goals intended to guide its path for the next three to four years ahead.
- 2. It is imperative that the Darden College of Education focus on graduate enrollments. A review of the program enrollment data as found in Appendix B, page 16 of this report indicates that the overall enrollments for the college for the past five years has increased by 307 students. Four departments within the college have increased their overall enrollments and two departments have declined in overall enrollments. The Human Movement Sciences Department has experienced the strongest growth in headcounts while the Teaching and Learning Department has experienced the steepest decline in enrollments. Most undergraduate programs increased with the exception of those in the STEM and Professional Studies Department (See Appendix C, page 17). The most severe decline in enrollments has occurred on the Masters level with the exception of Educational Foundations and Leadership, which has realized a significant growth in enrollments (See Appendix D, page 18). Doctoral programs have remianed relatively stable with the exception of a decline in those enrollments within the Teaching and Learning Department (See Appendix E, page 19). A focus for increasing enrollments at the Masters level will include hiring a staff member for assistance with marketing, accomplishing recruitment efforts as identified by faculty, and increasing the development of certificate and online programs.
- 3. The STEM and Professional Studies Department has experienced significant difficulties in personnel changes, leadership changes and programmatic difficulties. While these issues have become apparent, what is not as obvious is the structure of the department within the college. A review of the college and departmental structure will begin at the

Department Chair Retreat that will be held during the summer 2015 and decisions of how best to help the department will be the primary outcome of the retreat.

- 4. The Children's Learning and Research Center has also experienced difficulties in personnel issues, staff turn-over and structural concerns. Some signficant changes have already occurred such as the change to food service from in house food preparation to food preparation from Aramark Food Service. In addition, a staffing plan was also implemented this past year. Future focus areas include stablizing staffing issues, providing increased professional development for staff, and changing the style of leadership to a hands-on approach with significant increase in teaching.
- 5. The Darden College of Education has received a new staff line position to hire a Director of Academic Advising. The goal for this next year is to hire a new Director to fill this position, but also to carefully review the overall advising support that is offered to the students in the college to ensure that they receive the strongest possible support for their progression from freshman year to graduation.
- 6. Accreditation is a continuous focus for the college. Preparation will begin for the upcoming Council for the Accreditation of Educator Preparation (CAEP) in 2019. While that date appears to be in the future, this accrediation of teacher preparation programs requires three complete years of data collection, assessment and improvement.
- 7. A new accreditation process will also begin for the Industrial Technology program. This program has already started the process to pursue accreditation by ATMAE, Accreditation of Technology, Management and Applied Engineering programs. This accreditation will require that the Industrial Technology program become its own major and will involve the approval of SCHEV.
- 8. A review of the programs in Counseling and Communication Disorders is required. The reason for this review is due to the strong numbers of applications these programs generate each year. However, the strict accreditation standards for clinical experiences as well as for course enorllments limits the number of students who can be accepted into the program. Strategies and resources need to be increased in order to increase the numbers of acceptanced students into these significantly strong programs.

Resources needed for the Darden College of Education 2015-2016

The Darden College of Education is severly underfunded in terms of tuition waivers. Our allocation of slightly over \$500,000 has been unchanged in the past decades, and is most likely based on the very limited college urban education single-focus doctoral program just after the turn of the century. Faculty have answered the call to create a thriving multi-concentration doctoral program across the college. As tuition has increased, the number of doctoral students we

2014

2015

are able to fund has decreased. This has happened at the same time that our rank in surveys such as U.S. News & World Report has increased. Last year the Darden College of Education had 43 papers accepted at the American Education Research Association, the most prestigious education research conference in the nation. A counseling student won the highly competitive AARC Donald Hood Student Research grant, awarded nationally to one counseling student to support research. The honor for this award to come to a student at Old Domion University is testiment of our strong work at the doctoral level as determined by peers from institutions across the nation. Graduates of our doctoral program are now tenure-track Assistant Professors at universities such as University of Southern Mississippe, Lamar University, University of Alaska-Fairbanks, and Virginia Wesleyan.

A push to stay within the tuition waiver allotment has meant that the number of students we can fund has been reduced from 54 to 45. The amount we can fund in 2015-2016 will be closer to 40. We fund no master's student tuition waivers. We cannot recruit, let alone competitively recruit, for doctoral level students because there is such a limited chance that we can fund them. In turn, this greatly limits our ability to attract master's students as well.

The Darden College of Education supports an equitable redistribution of tuition waiver funds across the university that will enable us to mount a recruitment campaign for graduate assistantships at the doctoral level, and to maintain the strength of being the program of choice locally and regionally.

Appendix A

Faculty Productivity Tables, 2014-15

Publications							
Published Accepted Total							
Book Review		2	2				
Book Chapters	13	5	18				
Books	3	4	7				
Conference Proceeding	4	3	7				
Dictionary/Encyclopedia Entry	9		9				
Journal Articles	77	28	105				
Other	3	1	4				
Reports	1	1	2				
Grand Total	110	44	154				

Presentations					
Demonstration	1				
Keynote/Plenary Address	4				
Lecture	17				
Oral Presentation	38				
Other	31				
Paper	32				
Poster	8				
Grand Total	131				

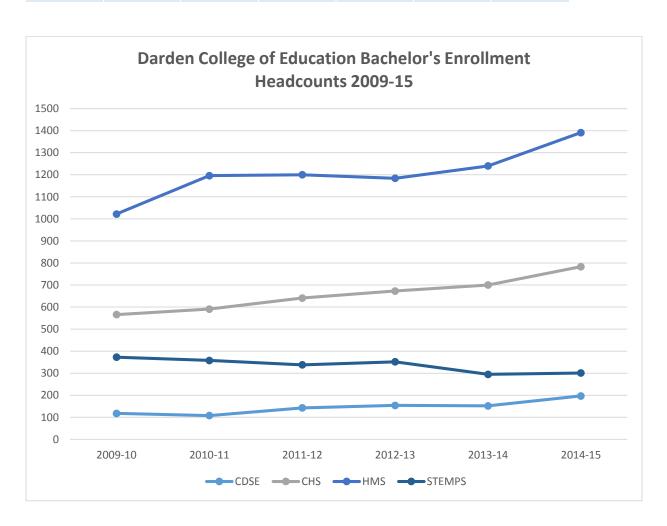
Appendix B

Darden College of Education Enrollment Headcounts 2009-15								
		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
	BS	118	108	143	154	152	197	
CDSE	MSED	214	205	203	167	182	164	
CDSE	PHD	12	8	11	11	11	11	
	Total	344	321	357	332	345	372	
	BS	566	591	641	673	700	783	
CHS	MSED	165	177	187	217	193	184	
СПЗ	PHD	52	52	45	50	40	36	
	Total	783	820	873	940	933	1003	
	MSED	99	106	101	98	136	192	
EFL	PHD	102	104	114	111	114	119	
	Total	201	210	215	209	250	311	
	BS	1022	1196	1200	1184	1240	1391	
HMS	MSED	136	128	109	108	120	102	
ПІЛІЭ	PHD	13	12	12	9	12	12	
	Total	1171	1336	1321	1301	1372	1505	
	BS	373	358	338	352	295	301	
STEMPS	MS	67	50	43	37	23	17	
SIEIVIPS	PHD	85	100	111	103	102	96	
	Total	525	508	492	492	420	414	
	MSED	750	699	659	584	546	486	
TL	PHD	46	42	48	43	47	36	
	Total	796	741	707	627	593	522	
Grand Total		3820	3936	3965	3901	3913	4127	

Appendix C

Darden College of Education Bachelor's Enrollment Headcounts 2009-15

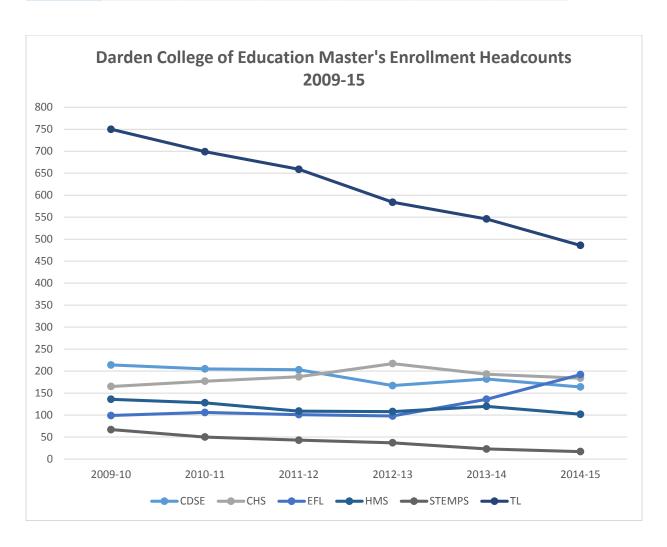
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
CDSE	118	108	143	154	152	197
CHS	566	591	641	673	700	783
HMS	1022	1196	1200	1184	1240	1391
STEMPS	373	358	338	352	295	301



Appendix D

Darden College of Education Master's Enrollment Headcounts 2009-15

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
CDSE	214	205	203	167	182	164
CHS	165	177	187	217	193	184
EFL	99	106	101	98	136	192
HMS	136	128	109	108	120	102
STEMPS	67	50	43	37	23	17
TL	750	699	659	584	546	486



Appendix E

Darden College of Education PhD Enrollment Headcounts 2009-15

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
CDSE	12	8	11	11	11	11
CHS	52	52	45	50	40	36
EFL	102	104	114	111	114	119
HMS	13	12	12	9	12	12
STEMPS	85	100	111	103	102	96
TL	46	42	48	43	47	36

