



# WARTBURG AAUP

*"Committed to Academic Excellence"*

## NEWSLETTER

November 12, 2007

### **CHAPTER WEBSITE GAINS NATIONAL RECOGNITION AT AAUP ANNUAL MEETING**

The Wartburg College chapter of the AAUP received the Outstanding Chapter Web Site award at the Ninety-Third Annual Meeting of the American Association of University Professors, held June 7-10, 2007, in Washington, D.C. In presenting the award, Professor Ruth Anne Baumgartner of Fairfield University (CT), chair of the awards committee, made these remarks:

This was the most hotly contested category, and the committee feels that each of the chapters is to be commended for constructing and maintaining these sites, all of which had useful and interesting features. With the chapter and conference websites, we looked first for versatility with browsers ... We also looked at the ease of linking to the national website, ease of finding information on the page, and the usefulness and variety of the overall content ... Both the honorable mention and the winner [the Wartburg site] were outstanding for ease of use, content, and overall design. Ultimately, therefore, this contest was decided on esthetic grounds, and so we had a hands-down winner for a beautiful and original graphic design on the splash page. The winning website also offered moments of wry humor, such as the reference to AAUP National as "the mother ship." And as a dial-up user I was particularly impressed with how quickly the pages loaded.

To view this award-winning website, send your browser to <http://home.mchsi.com/~wartburgaaup/>.

### **MARY BURGAN URGES DINNER-GOERS TO TAKE ACADEMIC SERVICE SERIOUSLY**

In after-dinner remarks delivered at the AAUP fall faculty dinner on Friday, September 28, former AAUP general secretary Mary Burgan argued that faculty should invest more time and effort into the service component of their academic careers. Burgan began by quoting from the AAUP's 1993 statement on *The Work of Faculty: Expectations, Priorities, and Rewards*: "Service represents enlightened self-interest on the part of faculty, for whom work on the curriculum, shared governance, academic freedom, and peer review comprises the scholar's and teacher's contribution to the shaping and building of the institution ... It is a vital component of our collective lives and of our role in society" (AAUP, *Policy Documents and Reports*, 10th ed. [2006], p. 199).

The need for faculty commitment to service has never been greater than it is today, Burgan said, not only in faculty shared governance but in institutional peer-review processes such as accreditation and in outreach to local elementary and secondary schools, especially through teacher-preparation programs.

Despite this current need, a number of "forces militate against faculty service," Burgan said. Among them are

- (1) a lessening of the sense of community responsibility and an increase in the spirit of individualism,
- (2) the suspicion that those who do perform a lot of service are merely ducking "the 'real' work of the academy,"
- (3) administrations with "a managerial ethos that finds shared governance annoying rather than helpful,"
- (4) "the displacement of real service with window-dressing service (a syndrome familiar to women and minorities),"
- (5) "the outsourcing of service [like advising] to non-academics," and
- (6) apathy induced by seeing one's service "come to nothing and count for nothing."

In the face of these obstacles, Burgan said, faculty must make stronger efforts to involve themselves in the lives of their institutions and their communities. Not to do so results in "a loss not only to our institutions and students, but to faculty themselves. For it is through service—campus, regional, and profession-wide—that faculty emerge from their individual shells and begin to see and understand other col-

leagues, other schools, and other alternatives to the myopic ambitions that blind so many in today's academy."

Burgan, who also spoke about "life writing" at a Friday-afternoon meeting of the Wartburg Philosophical and Literary Society and about higher education and politics at the Saturday morning meeting of the Iowa Conference, had this to say about her experience at Wartburg (in a letter to Barbara and Warren Zemke): *"I became re-energized both for my new book and for continuing work with AAUP through the discussions we had on the two days. Please tell all the colleagues who attended how much I enjoyed, and profited by, their company."*

**ZEMKE: REVIEW OF MARY BURGAN'S WHAT EVER HAPPENED TO THE FACULTY?**

Mary Burgan, *What Ever Happened to the Faculty? Drift and Decision in Higher Education* (Baltimore: Johns Hopkins University Press, 2006).

If you had the chance to hear Mary Burgan on September 28 when she spoke at the Wartburg Philosophical and Literary Society meeting or at the AAUP fall faculty dinner, you know how engaging she can be. As I discovered upon reading her latest book, Mary writes as engagingly as she speaks, but with even more depth and thoughtfulness. In the book Mary begins her treatment of the topic—the ever-increasing marginalization of the faculty—by quickly debunking the spurious but widely accepted notion that in higher education the faculty is merely one stakeholder among many and not at the center of the whole enterprise. In successive chapters, she analyzes how we ended up on the margins. And she closes by suggesting some ways by which we can again become "genuine actors in our colleges and universities."

I expected that Mary would focus on academic shared governance and its demise (and she does), but she covers much more and from a variety of perspectives. In doing so, she brings insights from her earlier roles as English professor, department chair, associate dean of a college of arts and sciences, and general secretary of the AAUP. Not only does she know and understand the Washington, D.C., educational establishment (e.g., AAHE, ACE, AGB, DOE); she also knows and understands what it means to be a teacher in classrooms large and small. And she supplements insights produced by her own experience with an impressive amount of research: the book contains 297 notes in just 207 pages.

In the first chapter, entitled "Bricks and Mortar," Mary examines the college campus and how its features symbolize the culture and identity of the institution. Is the multitude of new buildings clearly part of the educational enterprise or is it intended merely to establish an edge in the competition to attract students? (Although I have spent more than a decade of extended visits researching at the University of Connecticut, I had not previously perceived how similar this large public research university is to my small private college. Recently each has been very busy putting up new buildings to grow enrollments by improving its athletic profile and making it distinct from competitor institutions.)

The next two chapters examine what happens inside these buildings, focusing mainly on the undergraduate enterprise. Chapter Two looks at current pedagogical reforms and Chapter Three, curricular reforms. Mary examines the teaching/learning debate and how it has evolved. She discusses the strategy adopted by many institutions in order to offer many small classes without adding new faculty—namely, by increasing the size of introductory classes.

Mary starts the chapter on curriculum with an historical overview. In the '70s the Carnegie Commission on Higher Education served up the "cafeteria curriculum." In the '80s, with the appointments of William Bennett and Lynne Cheney as successive chairs of the NEH, political forces from outside the academy began to exert a strong influence on curriculum. After 9-11, as Mary notes very briefly, the controversy over the curriculum has even been framed as involving a choice between freedom and security.

The chapter entitled "Distance Makes the Heart Grow Colder" addresses the distance (online) education that accompanied the "technology mania" of the '90s. She criticizes the "structureless environment" of distance education as missing the point that learning is a "social and cultural as well as cognitive process" (i.e., there is a human element in education). She points out that proprietary schools (for obvious reasons) focused their assessment on "outcomes" rather than "inputs." Once the government promised funding to these schools, they had to become eligible for accreditation, and regional accreditation agencies have modified their approach to assessment to accommodate them. Fortunately, the for-profit college boom peaked a few years ago.

Chapter Five turns to campus governance. Mary discusses the idea that some faculty tend to be more interested in their own specializations and careers than in the good of the whole. Correspondingly, a top-down managerial style of governance has emerged, one that often involves administratively appointed task forces. Of course, this model runs contrary to the traditional model, which espouses thoughtful deliberation, the opportunity to consult widely, and the faculty's electing their own representatives to key governance bodies. Finally, she addresses the heart of the matter: for any governance model to work, faculty must be invested in it.

The next chapter, "Superstars and Rookies of the Year," focuses on the recruitment of academic superstars as a means of improving an institution's ranking and thereby increasing its competitive edge. In the academic status marketplace, what school has not coveted a high ranking, no matter what the category or how subjective the ranking system? Mary focuses on the problems associated with recruiting new superstar faculty, including the possible resentment from continuing faculty who sometimes seem to be left behind in the rush to appoint celebrity scholars.

In the chapter entitled "The Case of the Firecracker Boys," Mary looks at academic scientists who seem to have "lost their sense of community with their colleagues, their students, and the public." They often obtain grants from industry or government and, because of the overhead monies assigned to the campus budget, find themselves diverted from their teaching roles (especially introductory courses) and governance responsibilities. So for them "resources and prestige flow to products rather than process." Mary also notes that today more than ever science faculty need to interact with the public. If they don't, society's ignorance about science will "undermine American leadership in discovery."

Chapter Eight, "The Disposable Faculty," describes the erosion of tenure. As Mary notes, the tenure system came to birth with the founding of the AAUP in 1915, and along with it came the connections to intellectual integrity, academic freedom, peer evaluation, and due process.

Nevertheless, some felt that the tenure system could be improved. In 1990, primarily in response to a perceived overemphasis on research, the Carnegie Foundation's Ernest Boyer proposed that the definition of scholarship be expanded beyond the old category of "discovery" to include the new categories of "integration," "application," and "teaching" (Wartburg's faculty handbook invokes Boyer's definition). Others, most notably Harvard's Richard Chait with his New Pathways project, attempted to find substitutes for tenure and succeeded mainly in lending support to the corporatizers who had long held "an animus against tenured faculty." But direct attacks on tenure have had a negligible effect. The biggest cause for the erosion of tenure in the last twenty years has been the increase in the number of part-time and full-time tenure-ineligible appointments (according to the AAUP, 48 percent of all faculty serve in part-time appointments, and non-tenure-track positions of all types account for 68 percent of all faculty appointments in American higher education).

What ever happened to the faculty? In an age of "corporatization" of the academic world, what can faculty do? What will it take for the faculty to get it together, to again be central to the educational enterprise? Mary notes that faculty members should cooperate with administrators whenever they can: "The routes of interchange between faculty and administrators should be opened for regular traffic." Moreover, after pointing out that many faculty have been complicit in treating higher education like a business, she contends that faculty need again to recognize that education is a "precious service" and that faculty are not only suited by preference and training, but compelled by obligation, to teach their students. But her biggest emphasis is on the need for greater participation in faculty governance. In earlier chapters, she had enumerated many examples of how the faculty has shifted away from such service (see preceding article).

In her final chapter, "Staging a Comeback," Mary tells the hopeful stories of six institutions (Francis Marion, Adelphi, San Francisco Art Institute, Western Michigan, and Calvin College) where the faculty came back from the margins to play once again their appropriate roles at the center. "In each case," she writes, "these colleagues repossessed their responsibilities, and their sense of possibility, by acting together."

This book is available in the Wartburg College Bookstore at a very good price—less than what you would pay (including shipping) if you obtained it at Amazon.com.

—Warren Zemke

**IN PERCENT, AVERAGE ADMIN RAISE FOR 2005-06 LOWER THAN AVERAGE FACULTY RAISE**

The table below shows the total compensation (salaries plus institutional contributions to benefit plan and any deferred compensation) of Wartburg's chief administrative officers for the 2004-05 and 2005-06 academic years (the most recent for which information is available). As the table indicates, average raises in total compensation for this group in 2005-06 were \$5,839 or 3.6%, a significant decline from the previous academic year, when raises in total compensation for top administrators averaged 10.6%.

The average raise in **faculty** total compensation for all ranks for AY 2005-06 was \$2,700 or 3.9% (according to data the college reported to the AAUP's annual salary survey.) Thus, in 2005-06, even though the average administrative raise was still more than double the average faculty raise in dollars, the average faculty raise actually surpassed the average raise of a top administrator in percentage. The administrators' 3.6% represents a notable departure from the pattern established over the previous six years, when the average administrative raise percentage (6.8%) had been more than double that of faculty (2.8%).

	<u>04-05 comp</u>	<u>05-06 comp</u>	<u>raise</u>	<u>% change</u>
John R. Ohle, president .....	\$260,688	\$275,637	\$14,949	5.73%
David Ostrander, VP, development .....	\$133,159	\$138,280	\$5,121	3.85%
Ferol Menzel, VP, academic affairs .....	\$129,118	\$133,765	\$4,647	3.60%
Alexander F. Smith, VP, student life .....	\$119,859	\$124,436	\$4,577	3.82%
Edith Waldstein, VP, enrollment management .....	\$121,923	\$123,935	\$2,012	1.65%
Gary Grace, VP, management .....	\$115,825	\$119,552	\$3,727	3.22%
<b>AVERAGES:</b> .....	<b>\$146,762</b>	<b>\$152,601</b>	<b>\$5,839</b>	<b>3.64%</b>

The information in the table comes from Wartburg's IRS form 990s for fiscal years 2005 and 2006. The IRS Form 990 is a publicly available financial-disclosure form that the government requires tax-exempt, non-profit organizations to file annually with the Internal Revenue Service. In reporting this information to the IRS, the college certified its accuracy and completeness "under penalties of perjury."

Organizations like Wartburg that fall under section 501(c)(3) of the Internal Revenue Code are also required to report the compensation of the five highest paid employees who are **not** "officers, directors, or trustees." It is encouraging to note that of the five employees Wartburg reported in its most recent Form 990 (FY 2006) three are listed as "professors," though the highest paid among them (\$100,456 in total compensation) comes short of the lowest-paid administrative officer by nearly \$20,000. (The college's Form 990s from FY 1998 to FY 2006 are available on the award-winning Wartburg AAUP website at [http://home.mchsi.com/~wartburgaaup/issues.html#Form\\_990s](http://home.mchsi.com/~wartburgaaup/issues.html#Form_990s)).

*Wartburg AAUP commends the administration and Board of Regents for their apparent sensitivity to the inequities that have existed between administrative and faculty raises. In light of this evident change of direction and of the administration's continued assurances that the college's financial position has never been stronger, we hope that the college will now commit the resources necessary to help faculty make up the ground they have lost in total compensation over the last seven years as well as to eradicate the severe compression that exists at the ranks of associate and full professor.*

**CHAPTER ELECTS NEW OFFICERS: ZEMKE, SURVILLA, B. JONES, BREUTZMANN**

At its September 29 business meeting, Wartburg AAUP elected **Warren Zemke** (Chemistry, emeritus) president, **Paula Survilla** (Music) treasurer, and **Brian Jones** (Religion) secretary. **Josef Breutzmann** (Computer Science) was re-elected vice president.

**WHERE'S WARTBURG? CARNEGIE FOUNDATION RECLASSIFICATION A MIXED BLESSING**

In February 2006 the Carnegie Foundation for the Advancement of Teaching revised its classification of colleges and universities for the fifth time in ten years. As a result, Wartburg has once again joined the ranks of the generally more prestigious liberal arts or "Baccalaureate-Arts and Sciences" colleges (it had been formerly classified among the comprehensive or "BA-General" baccalaureate institutions). To be classified "Baccalaureate-Arts and Sciences," an institution must award at least 50% of its degrees in liberal arts disciplines.

Unfortunately, Wartburg's reclassification has caused it to disappear from *U.S. News and World Report's* annual "Best Colleges" issue, where for six years Wartburg had been listed among the top ten "comprehensive" colleges in the Midwest. The magazine publishes and ranks only the "best" or top fifty percent of the 266 institutions in the liberal arts category, and Wartburg now resides in the third tier (third quartile) of that category (where it was prior to 2001). Information about third- and bottom-tier

tile) of that category (where it was prior to 2001). Information about third- and bottom-tier schools is available only at the magazine's website by paid subscription. (Interestingly, the Office of Admission's "fast facts and recognition" webpage still states that "U.S. News & World Report includes Wartburg as one of the top liberal arts colleges in the nation in its 2008 edition of America's Best Colleges.")

Critics have questioned the validity of the *US News* rankings, and a few institutions have even decided not to participate because they believe that the methods used to rank schools are flawed and/or do not really measure educational quality. Nevertheless, the magazine's annual Best Colleges report—especially in its much fuller "premium online edition"—contains interesting and potentially useful comparative data. For example, this year's online version contains a table entitled "Most Debt: Liberal Arts Colleges." It lists the 122 liberal arts colleges that graduated students in 2006 "with the heaviest debt loads." Wartburg ranks fourth, because 83% of its 2006 graduates had taken out school loans and because the average debt burden among that 83% was \$28,758.

Also interesting is how Wartburg stacks up against a selection of peer and other Midwestern baccalaureate institutions according to the traditional—if flawed—measures of academic quality (note especially retention and graduation rates):

	Category <sup>1</sup>	ACT 25th-75th percentile <sup>2</sup>	Average high-school GPA <sup>3</sup>	Accept Rate <sup>4</sup>	Freshman Retention Rate <sup>5</sup>	6-yr Grad Rate <sup>6</sup>	% of Classes under 20 <sup>7</sup>	% of Classes with 50+ <sup>8</sup>	Student- Faculty Ratio <sup>9</sup>	Total UG Enrollment
Augustana(IL)	LA(91)	23-28	3.6	75%	86%	78%	59%	1%	12/1	2,463
Augustana(SD)	BCM(5)	21-27	3.6	83	80	66	48	4	13/1	1,747
Central	LAI(III)	21-26	3.5	80	80	68	61	1	13/1	1,606
Coe	LA(106)	22-28	3.6	68	82	64	69	1	10/1	1,275
Concordia (MN)	LAI(III)	21-27	3.5	84	79	70	45	2	14/1	2,718
Cornell	LA(97)	24-29	3.5	62	82	66	61	0	11/1	1,121
Grinnell	LA(11)	28-33 <sup>11</sup>	N/A <sup>10</sup>	45	92	90	66	0	8/1	1,589
Gustavus	LAU	23-28	3.7	78	89	77	56	2	12/1	2,618
Luther	LA(97)	22-27	3.6	81	84	75	59	2	12/1	2,504
Loras	BCM(12)	20-25	3.4	81	76	67	59	0	13/1	1,591
NE Wesleyan	LAI(III)	22-27	N/A <sup>10</sup>	84	81	70	60	3	13/1	1,864
St. Olaf	LA(54)	25-30	3.7	65	93	85	49	4	13/1	3,041
Simpson	LAI(III)	22-26	N/A <sup>10</sup>	88	80	69	68	1	13/1	2,030
<b>Wartburg</b>	<b>LAI(III)</b>	<b>21-27</b>	<b>3.6</b>	<b>85</b>	<b>77</b>	<b>64</b>	<b>49</b>	<b>3</b>	<b>12/1</b>	<b>1,769</b>

Source: *US News & World Report*, "America's Best Colleges," Premium Online Edition

<sup>1</sup>LA (Liberal Arts) is the rank-listed top fifty percent (tiers I and II) of the 266 liberal arts colleges, LAIII (Liberal Arts III) is tier III (third quartile) of the liberal arts colleges, and LAU (Liberal Arts Unranked) is an unranked (no tier) liberal arts college (there are 18 of these schools, some of whom seem not to have cooperated with the *US News and World Report* survey). BCM (Baccalaureate College Midwest) is the rank-listed top fifty percent (tiers I and II) of the Midwestern baccalaureate colleges. Baccalaureate colleges are defined as institutions that grant fewer than fifty percent of their degrees in liberal arts disciplines. There are 320 baccalaureate colleges, ranked within four regions: North, South, Midwest, and West. Only the top ten in each region appear in the magazine. The number in parentheses is the school's ranking within its classification. Colleges in the bottom two tiers of the liberal arts category are not ranked but listed alphabetically.

<sup>2</sup>Average test scores on the composite ACT of all enrolled first-time, first-year students entering in 2006.

<sup>3</sup>Average high-school grade point average for all enrolled students in the fall 2006 entering class.

<sup>4</sup>The ratio of the number of students admitted to the number of applicants for the fall 2006 admission.

<sup>5</sup>The percentage of first-year freshmen who returned to the same college or university the following fall, averaged over the first-year classes entering between 2002 and 2005.

<sup>6</sup>The percentage of freshmen who graduated within a six-year period, averaged over the classes entering between 1997 and 2000. (Note: This excludes students who transferred into the school.)

<sup>7</sup>The percentage of undergraduate classes, excluding class subsections, with fewer than 20 students enrolled during the fall of 2006.

<sup>8</sup>The percentage of undergraduate classes, excluding class subsections, with 50 students or more enrolled during the fall of 2006.

<sup>9</sup>The ratio of full-time-equivalent students to full-time-equivalent faculty during the fall of 2006, as reported by the school.

<sup>10</sup>Indicates that the school did not provide data to *U.S. News*.

<sup>11</sup>Converted from SAT 1250-1460.

## AMID SCANDALS, ORAL ROBERTS UNIVERSITY ALSO FACING SEVERE DEBT CRISIS

Amid accusations of mispending by its president and misconduct by the president's wife, Oral Roberts University is also dealing with a "crippling debt load" of \$52.5 million, according to the Associated Press. (The university has an operating budget of about \$82 million.) The major accusation leveled at President and Mrs. Roberts is that they used school money for personal expenses, such as remodeling their home eleven times in fourteen years, sending their daughter and friends on a \$29,411 senior trip to the Bahamas, and maintaining a stable of horses for their children.

### **PERCENTAGE OF TENURE-LINE FACULTY HIGHEST SINCE VOGEL YEARS**

The table below shows that in the last thirteen years the college has been adding full-time faculty in an effort to keep pace with enrollments, which, except for last year, have been steadily growing. In fact, seventeen full-time "instructional faculty"<sup>1</sup> positions have been added since AY 95-96. Most significantly, tenure-line appointments now make up 95% of the full-time instructional faculty, a remarkably high percentage relative to national trends.<sup>2</sup> The AAUP's longstanding position, as stated in the 1940 *Statement of Principles on Academic Freedom and Tenure*, is that all permanent faculty appointments should be tenured or tenure-track. The administration is to be applauded for its commitment to tenure-line appointments.

#### **Number of "Instructional Faculty" at Wartburg 1995-2007**

Year	Total Titled Faculty	Instructional Titled Faculty	Ranked Faculty <sup>3</sup>	Total Instructional Faculty	Total Student FTE	Ratio: Instruct. Fac per Student
95-96	19	4 +	73 (95%)	= 77	1356	1/17
96-97	24	9 +	67 (88%)	= 76	1410	1/18
97-98	25	10 +	68 (87%)	= 78	1469	1/18
98-99	23	8 +	70 (90%)	= 78	1499	1/19
99-00	21	7 +	73 (91%)	= 80	1509	1/18
00-01	25	13 +	75 (85%)	= 88	1561	1/17
01-02	23	14 +	76 (84%)	= 90	1602	1/17
02-03	20	11 +	80 (88%)	= 91	1652	1/18
03-04	22	13 +	80 (86%)	= 93	1743	1/18
04-05	20	11 +	85 (88%)	= 96	1761	1/18
05-06	22	11 +	84 (88%)	= 95	1772	1/19
06-07	16	5 +	91 (95%)	= 96	1729	1/18
07-08	16	5 +	90 (95%)	= 95	1774	1/18

source: Office of the Vice President for Academic Affairs

<sup>1</sup>In its annual salary survey, the AAUP counts as full-time faculty only what it calls "instructional faculty," defined as "those members of the instructional-research staff who are employed on a full-time basis and whose major regular assignment is instruction." This category excludes those "with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status." Hence, some titled faculty appointments are not "instructional faculty."

<sup>2</sup>According to the AAUP, the majority of all new full-time hires since the 1990s have been off the tenure track.

<sup>3</sup>In parentheses is given ranked (i.e., tenure-line) faculty as a percentage of instructional faculty.

### **ENROLLMENT GROWS, RETENTION IMPROVES DRAMATICALLY, BUT PROFILE DECLINES**

This fall's total enrollment of 1,810 is two students short of the highest ever, and the total number of new students (583) sets a new record. The college made even more positive gains in retention, which was the best in nine years. First-year students returned at a rate of 80.2%, compared to last year's figure of 73%. And overall retention was at 86.2%, compared to last year's 82.8%.

As the table below indicates, however, the academic profile of this year's entering class shows a slight decline from last year's in all categories. Of most concern is the percentage of first-year students who graduated in the bottom half of their high-school class, which has now increased three years in a row. One of the unmet goals of Commission Wartburg was to reduce that number to "under 10 percent."

#### **Academic Profile of Incoming Classes 1994-2007**

FALL	% in top 10% of grad class	% in bottom 50% of grad class	Wartburg ACT composite avg.	Wart mid 50% composite range	National composite avg.	Iowa composite avg.
2007	31%	15%	23.7	21-26	21.2	22.3
2006	36%	14%	24.0	21-27	21.1	22.1
2005	31%	11%	23.7	21-26	20.9	22.0
2004	34%	12%	23.7	21-26	20.9	22.0
2003	33%	15%	23.7	21-27	20.8	22.0
2002	29%	13%	23.8	21-26	20.8	22.0
2001	36%	15%	24.1	21-27	21.0	22.0
2000	31%	14%	23.7	21-26	21.0	21.4
1999	35%	14%	24.2	21-27	21.0	22.0
1998	29%	13%	24.1	21-27	21.0	22.1
1997	38%	8%	24.3	22-27	21.0	22.1
1996	33%	11%	23.6	21-26	20.9	21.9
1995	35%	11%	24.3	21-27	20.8	21.8
1994	42%	8%	24.6	--	20.8	21.9

Source: Office of Enrollment Management