

Regents Bachelor of Arts Degree Assessment Summary 2006-2007

I. Program Description and Goals.

The Regents Bachelor of Arts Degree (RBA) is designed for adult students. The program permits students to apply life and work experiences, standardized examinations along with college credits, toward a baccalaureate degree. Implemented in 1975 as the first statewide program for adults, it differs from other baccalaureate degrees in several respects:

- It allows college credit to be awarded for training or work experiences which can be equated to college level learning.
- Gives greater flexibility in course requirements.
- Limits admission to students who graduated from high school at least four years prior to entering the program.
- It has a minimum residence requirement of only 24 semester hours.

The primary intent of the RBA is to make a bachelor's degree available to adults where other responsibilities preclude their pursuing a traditional resident degree. The goal is compatible with the University's mission. It is the only program focusing solely on adult learners within the institution. The program continues to serve the needs of the region through expanded offerings geared particularly to the adult.

To ensure that students in the program receive an education suited to their professional and educational goals, the RBA staff assists students develop a curriculum plan to achieve their goals.

The program has neither faculty nor a specific curriculum. Hence it has no curricular goals. The degree requirements and any subsequent changes are controlled uniformly at the state level not at the institutional level. In large part the program is a support service versus an academic program. The role of staff is to guide students through the curriculum requirements with effective advising accurate communication and competent administrative support. Learning outcomes are determined by the courses taken and the goals of the faculty teaching them. The RBA program has no control over either of these areas.

A special feature of the program is the evaluation of college-equivalent experiences for college credit. The central principle underlying this assessment is that what a student knows is more important than how it was learned. In other words, adult students may have acquired the same knowledge and skills as students who have attended college classes. If students can demonstrate that this is true to relevant faculty, college equivalent credit may be recommended.

The goal of the staff is to ensure those students who submit portfolios research and prepare high-quality requests with authentic documentation. In keeping with that goal, the staff is diligent in providing detailed guidance for developing a portfolio as well as performing careful review of drafts prior to submission to faculty evaluators. Portfolio materials were placed on the RBA web site in 2002-2003. These are revised and updated during annually or as needed. The site is consulted regularly and is their primary source for written guidance on portfolio development.

II. Assessment Summary

In 2004-2005 the RBA program underwent its five-year program review and was recommended for continuation at the current level of activity by the Board of Governor's. According to the report submitted to the Higher Education Policy Commission in May 2005 the "program provides a mechanism for students who may have interrupted their normal college experience for various reasons, to complete the requirements for a baccalaureate degree. Student satisfaction is very high."

The goals established during the Program Review Process and similarly for the five year assessment plan remain in place for the coming year.

The RBA program offers no classes and has no faculty. RBA students take courses from across the programs on campus as well as elsewhere. In effect the RBA program and its students are the beneficiaries of the high quality of programs within the university and rely on the assessments of those programs by their units. Quantitative assessment of the RBA students is limited. Internally, the unit closely follows the academic progress of the students and monitors graduate satisfaction via graduate surveys and anecdotal feedback. Further, data is compiled regarding the success of the students seeking credit via the portfolio process, standardized tests and entry to Marshall University graduate programs. Externally, the state RBA directors meet twice annually to evaluate the programs, review credit recommendations and exchange ideas for improving the program. They also interact regularly exchanging ideas and seeking policy guidance via a list-serve.

Anecdotal information supports the premise that student satisfaction remains above average with support and utility of the degree. Data from the Office of Institutional Research's 2006 survey reflected an overall satisfaction or 3.52 compared to 3.34 for all students with a 3.19 rating for advising compared to 2.95 for all students. (Survey attached). Data for 2007 will be reviewed when available. Students in the program, generally, are already employed and completion of the degree opens either promotions or career changes to more lucrative and/or satisfying positions. Some students utilize their degree to

enter graduate school. The graduate program mentioned most frequently is Education while a modest number mention Law School. Of the one hundred ninety graduates in fiscal year 2006-2007, twelve (6.3%) are enrolled in Graduate courses at Marshall University in the Fall 2007 semester. Seven more students are enrolled in additional undergraduate courses. The graduate student figure is lower than the 37 enrolled last year. Since this is only the second year to review this data no conclusions can be drawn yet. There is no data for students attending graduate school at other institutions.

Portfolios in the RBA program are divided into three general forms. Two types – Military Evaluations and College Equivalent Credits (CEC's) are straightforward evaluations determined by using the American Council of Education or the West Virginia State approved guidelines for credits based on various occupational training or credentials. These require monitoring of the authenticity of the credentials but none in quality. The students either have the credentials or they do not. The third type of portfolio is the traditional document developed by the student working in conjunction with the RBA office and reviewed by appropriate faculty. The population preparing faculty reviewed portfolios is small. During the past year, sixteen students submitted portfolios requesting 476 hours of credits receiving 330 hours for a sixty-nine percent (69%) success rate. This rate is slightly lower than the seventy-six percent last year but higher than the sixty percent rate the previous two years. The office continues to guide students through the process of, first, determining if they possess skills and knowledge comparable to formal courses and, second, through the process of researching and developing a document worthy of review. The continued growth of on-line course materials, particularly syllabi by faculty, continues to assist greatly in the decision making and research processes for students (and the RBA staff).

RBA student have the opportunity to earn credit by successfully completing standardized exams (CLEP and DANTES). The School of Extended Education (SEE) serves as a test center administering tests for students throughout the region. Last year thirty-three (33) exams were taken by twenty-one RBA students compared to sixty-three (63) and eighteen (18) a year ago. The overall success this year was sixty percent (60%) compared to fifty-five percent (55.55%) a year ago. These figures are comparable to past years. Of note, four (4) individuals account for twelve (12) of the exams with one student passing all four while another failed three by one point (and by his admission with no preparation). So it goes. Sometimes desperation guides the decision to attempt the exams over existing skills or preparation. The staff makes every effort to advise students about the rigor of the exams. Both the DANTES and CLEP exams are available on line now. This allows more timely access to results for those students and staff.

The graduating classes of FY 2007 earned a total of one thousand seventy-seven (1,077) credits in earning their degrees from all sources (C.E.C.'s,

Portfolios, Military, etc). The number of individuals is small, approximately sixteen percent (16%) of the total population of one hundred ninety (190). These numbers are comparable to past years with last year's representing nine hundred ninety-one (991) and twelve percent (12%) respectively. The slight increase appears due to a higher number of credits awarded for military experience – a reflection of the current state of world affairs.

Recently, using data from the Banner Extraction Reporting Tool (B.E.R.T), examination was given to probation and suspension data. Examining the Fall 2006 term it was noted that the RBA percent of its total students on one term probation was slightly higher (70.59%) than that of the entire pool's percent (64.75%). This may be because more students enter the program on Probation either directly from other programs or because they are returning to the University with a history of poor performance. With the latter group, many will have failing grades forgiven upon completion of a successful term in the RBA. Regardless, the program has students who are upperclassman and seeking to graduate and to earn respectable GPA's. It is not unusual to see records of students with successful terms continuing to be placed on probation as they make slow progress to improve their GPA's.

Of more interest, RBA students in Fall 2006 represented less than two percent of the total pool of students (1200) in academic difficulty. Stated another way, the RBA students in academic difficulty represent less than five percent (4.57%) of the total students in the RBA program compared with over ten percent (10.17%) for the entire undergraduate population. Finally, while the RBA program represents three percent (3.15%) of the total undergraduate enrollment, the RBA students having academic problems represent less than one percent (0.144%) of the overall undergraduate enrollment.

The tables below reflect figures for RBA students in academic difficulty across the past two years. The second chart represents the figures across the various colleges for the Fall 2006 term. It shows the total in academic difficulty compared to the total enrollment by school. The figures are consistent across terms. Like most programs, efforts continue to give advice and support to student to prevent academic problems and take administrative steps to minimize failure.

Probation/Suspension	Fall 2006	Spring 2007	Fall 2005	Spring 2006
RBA	17	28	23	19
MU UG	1,200	1,005	1,136	934
RBA Total	372	420	348	335
MU UG Total	11,797	10,243	11,869	10,304

Fall 2006	Prob/Sus Total	All UG
RBA	17	372
LCOB	146	1,317
CTC	356	2,477
EDU/HS	110	1,663
COFA	32	335
JMC	50	354
COLA	176	1,711
MED	7	72
NUR/HP	72	1,170
COS	83	1,200
CITE	43	257
UC	108	869
Totals	1200	11,797

The RBA student population continues to grow slightly. Based on the standard of Fall semester enrollment RBA students in Fall 2006 represented 2.43 percent of Marshall University (including the CTC) population of 16,510 with four hundred two (402) students. This compares with 2.3 in Fall 2005 and an increase of twenty five (25) students over three hundred seventy-seven (377). Full-time Equivalent Students (FTE) represent 1.9 percent (242.7) of the total university compared to 1.8 percent a year ago (231.9) – an increase of ten FTE. (Figures from MU 06-07 Bluebook)

RBA students remain a part-time student population. As a population they are almost the exact opposite of their counterparts in the University. Fall 2006 figures have the RBA full-time population comprised of thirty-seven percent (37%) compared to seventy-five percent (75%) for the combined University and Community and Technical College. These figures are nearly the same as last year – forty-seven percent (47%) compared to sixty-six percent (66%). Comparable figures for the Fall 04 semester were forty-four percent (44%) FT-RBA and sixty-seven percent (67%) FT- MU/CTC. (Bluebook figures)

May 2006 marked the graduation of three thousand six hundred fifty (3,650) graduates since 1975 from the Marshall RBA program. One hundred ninety (190) students earned their Regents Bachelor of Arts degree in 2006-07 compared with two hundred (200) in 2005-06. Overall average GPA dipped slightly – 2.77 from 2.88 - over the previous year with nineteen (19) students earning honors distinctions compared to thirty-four (34) the previous year and fourteen (14) the year before.

RBA graduates in 2005-06 comprised fourteen percent (14.0) of all undergraduate degree awarded by the university. This figure is consistent

with the 2004-05 figures for RBA graduates - nearly fourteen percent (13.7%). The RBA continues to be the University's highest percentage program of undergraduate degrees awarded. Overall figures currently are unavailable for 2006-7. The expectation is the proportion will remain consistent with previous years.

Year	Males	Females	Average Age	Average GPA
2006-07	102	88	33.33	2.77
2005-06	97	103	33.57	2.88
2004-05	88	116	32.43	2.86

RBA students typically do not enter the program as freshman partly because of the admissions policy requires being out of high school and minimum of four years and completion of at least fifteen hours. Most come to the program after an absence from college for some years. Many are returning Marshall University students and many of these complete their degrees relatively quickly upon entering the program. Evidence of this is reflected in a B.E.R.T report "Students Changing Their Majors and Graduating in the Same Term". Reviewing the data for one term – Spring 2007 – reflects that of the seventy-six (76) students meeting this criterion twenty-four (24) were RBA graduates. Examining their records revealed returning students though also some who were "fifth year" students at MU who, for various reasons, were unable to complete their original majors. Either way, the degree serves to help students graduate who likely would not otherwise do so.

The program continues to welcome feedback and review data to help the program determine changes in the manner of service delivery. Informally, we see growth continues in the use of electronic course delivery resulting in increasing demand for service and identification of more potential markets. In The RBA website continues to serve effectively with its increased links from MUonline services and reciprocal links to MUonline. In addition MUonline services have done considerable advertising that enhances contacts with the RBA website and direct email and phone enquiries. Web services made the RBA application and Graduation Application available on the web site in an electronic format. More and more in-coming students and pending graduates use the forms shortening and simplifying the process especially for those located elsewhere. The B.E.R.T system includes the capability to email selected groups and has proved useful on several occasions for informing students of services, deadlines etc.

As mentioned in past summaries the RBA program was the first program to be developed into BANNER's CAPP (Degree Audit) utility. To date the system has not been utilized. While the product is accurate it is not fully usable in its current format nor has training been complete to allow permanent "notations" and "substitutions" to the evaluations. Administrative attention to the project seems to continue to be shifted to other issues in

Enrollment Management. Full implementation promises streamlet student evaluations for staff and, ultimately, making them available to students.

Students continue to express a desire for more structure and recognition of a focus of studies, i.e. Areas Of Emphasis (AOE's). Efforts have been underway since the summer of 2005 to work with colleges to develop AOE's for the RBA program. The need was noted in the program review completed approved in May 2005. As mentioned previously, there exist 'unused' AOE's in the in active Multi-disciplinary degree that might be made available to students with minimal administrative support. On the positive side, it was determined last year that RBA students were eligible to earn minors designations. This provided an alternative for the lack of AOE's to students seeking recognition for concentrating their courses in subject areas. Eighty-one (81) of the 2007-07 graduates were awarded ninety-seven minors. This reflects well for the students and demonstrates RBA students place value in concentrating their studies.

During the year the Bachelor of Applied Science (BAS) received its approval of four AOE's – of those only one – Organizational Studies (formerly Business) were made available to RBA students. Presently, the number of students entering the BAS is small though enquiries are growing from students completing programs in the Community and Technical College. It would seem prudent to continue to acquire more AOE's especially in areas that link closely to the Applied Sciences to capitalize on this significant feeder to the university.

Off-campus centers continue to serve students as an alternative to coming to campus. Expanded physical facilities at the Mid-Ohio Valley Center and the long-anticipated expansion in Teay's Valley continue to increase opportunities for RBA students.

III. Plans for Current Year

Continue to work with IT staff to implement Banner's Degree Audit software. Continue efforts to develop AOE's for the BAS at least.

IV. Assistance Needed

Increased upper administrative support for Areas of Emphasis especially for BAS.

V.

What one most important thing has the program learned through this process?

The program continues to serve adults students producing graduates who report satisfaction with the program.

VI. Assessment Summary Chart
(below)

Chart I Assessment Summary

Marshall University

Assessment of Student Outcomes: Component/Course/Program Level 2004-2005 Summary

Component Area/Program/Discipline: Regents Bachelor of Arts Program

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
1. Obtain a sound education foundation	RBA Director SEE Dean Graduates	A forced-distribution for 36 hours of general education courses closely monitored by RBA staff	Receive a final passing grade in minimum of 6 hours of communications, 6 hours of humanities, 6 hours of natural sciences, 6 hours of social sciences, 3 hours of math or computer, and 9 additional hours from the above-mentioned categories	100% of graduates meet these requirements	No action necessary – will continue the highly personalized advising process

2. Complete 40 upper-division hours component	RBA Director SEE Dean Graduates	A personalized selected block of courses selected by the student with close, personal advising from the RBA staff based on the student's goals	Receive passing grades in a minimum of 40 upper-division credit hours in the selected courses.	100% of graduates meet this requirement	No action necessary – will continue the highly personalized advising process. 200 graduates FY 2006
3. Have the option of flexible course offerings based on individualized student goals	RBA Director SEE Dean	An intense, interactive advising process that results in the selection of appropriate course that satisfies both the general education and upper-division components	Same as the standards for 1 and 2 above.	100% of RBA students have and exercise the option of flexible course selection in the design of their individualized degree	Will continue the highly personalized advising process Dean continues work with departments to develop additional Areas of Emphasis. Limited progress. Begin tracking the awarding of minors.

<p>4. Have option to receive college credit for documented college-level work and life experience via portfolio evaluation process</p>	<p>RBA Director SEE Dean Faculty</p>	<p>Submitted portfolio that is reviewed by designated department faculty who recommend what, if any, credit to be awarded</p>	<p>Individualized credit awarded based on faculty recommendation</p>	<p>69% of submitted portfolios received credit in FY2007</p>	<p>RBA Director closely reviews portfolios and provides feedback to student prior to submission - continuous</p> <p>RBA Director reviews portfolio results with faculty – ongoing.</p>
<p>5. Have the option to apply ACE credit for documented military, business, and industry education and experience</p>	<p>RBA Director SEE Dean</p>	<p>Documentation review using ACE Guides for military, business & industry education and experience</p>	<p>Standard ACE recommended credit</p>	<p>100% of qualifying students receive the recommended credit. FY2007 graduates earned a total of 1077 through CEC's (including CLEP and DANTES.</p>	<p>No action necessary.</p>

<p>6. Have the option to apply standardized examination credit: 6.a. CLEP 6.b. DANTES</p>	<p>RBA Director SEE Dean</p>	<p>6.a., 6.b. – Standardized CLEP or DANTES Exam</p>	<p>6.a. – a score of 50 or higher on CLEP exams 6.b. – a minimum score of 46 – 49 (different minimums for different exams) as recommended by ACE</p>	<p>60% this year compared to 55.55 overall Pass rate during past year.</p>	<p>RBA staff and SEE Dean review results continuously and offer study and test taking strategies to students</p>

Regents Bachelor of Arts	IMP		DNA		DNU		SAT	
				Y		Y		
	N	Mean	N	N	N	N	N	Mean
Survey Question								
1. Student orientation process	17	2.82	24	23	16	31	14	3.21
2. Admissions procedures	42	3.60	47		47		44	3.61
3. Affirmative Action	30	3.23	38	9	22	25	20	3.50
4. Minority/intnl. stu. prog. & serv.	22	3.09	30	17	16	31	12	3.17
5. Student cultural events	32	3.41	38	9	33	14	29	3.48
6. Servo for students w/ disabilities	25	3.72	33	14	17	30	15	3.13
7. Student Legal Aid	26	3.46	31	16	18	29	16	3.31
8. Judicial Process/Stu. Code Conduct	33	3.33	38	9	24	23	22	3.23
9. University Bookstore	43	3.67	47		47		45	3.24
10. Tuition and fee payment process	41	3.78	46	1	46	1	42	3.33
11. Career planning/placement asst	33	3.67	39	8	26	21	24	3.04
12. Campus computer labs and servo	37	3.76	41	6	37	10	34	3.59
13. Housekeeping and custodial servo	26	3.46	32	15	28	19	27	3.41
14. Campus landscape environment	38	3.18	43	4	41	6	39	3.54
15. Counseling services	32	3.44	36	11	22	25	20	3.25
16. Tutor. lst. skills/learn. cent., etc.	31	3.52	37	10	22	25	20	3.40
17. Financial aid procedures and servo	37	3.70	41	6	39	8	35	3.37
18. Classroom facilities	37	3.59	43	4	41	6	38	3.05
19. Honors/scholarship programs	29	3.48	35	12	19	28	18	3.06
20. Campus Id Services/Points Plan	24	3.13	31	16	24	23	23	3.09
21. Student organizations	24	2.96	31	16	18	29	17	3.12
22. Student health services	31	3.65	38	9	26	21	25	3.00
23. Academic calendar	41	3.61	47		46	1	44	3.41
24. Libraries/library services	38	3.87	44	3	41	6	39	3.72
25. Stu. campus employment opportunities	21	3.57	30	17	18	29	14	2.79
26. Registration procedures and services	42	3.88	47		46	1	43	3.60
27. Academic Advising	38	3.84	46	1	40	7	37	3.19
28. Servo for nontrad. and returning stu.	29	3.83	39	8	33	14	30	3.53
29. Residence Hall services	18	3.39	27	20	17	30	14	2.79
30. Campus soc. entertainment and act.	19	3.42	30	17	23	24	19	2.84
31. Student Center Food Service	26	3.38	34	13	29	18	26	3.23

Marshall University

Office of Institutional Research

Overall Results for General Questions, by College

Academic Year 2006 (Summer 2005, Fall 2005, Spring 2006)

IMP=Importance; DNA=Do Not Apply; DNU=Do Not Use; N=Num Counted; SAT=Satisfaction

Regents Bachelor of Arts	IMP		DNA		DNU		SAT	
				Y		Y		
	N	Mean	N	N	N	N	N	Mean
Survey Question								
32. Student Center Recreation	24	3.33	33	14	24	23	21	2.90
33. Rec. athletic facilities & serv.	26	3.50	34	13	27	20	24	3.13
34. Stu Government/SGA sponsored act.	21	3.14	30	17	20	27	16	2.75
35. Women's programs	15	3.27	25	22	12	35	9	2.89
36. Student parking	34	3.76	40	7	38	9	36	2.06
37. Campus sec. serv. & pers. safety	32	3.75	39	8	37	10	35	3.37
38. University catalog	40	3.65	45	2	43	4	40	3.38
39. Student media	28	3.00	37	10	31	16	28	3.07
40. Overall quality of teaching	42	3.88	47		47		44	3.43
41. MU Web (Internet) presence	39	3.79	45	2	44	3	41	3.66
42. Multicult. Studies requirement courses	32	3.50	40	7	36	11	34	3.41
43. Internatl Studies requirement courses	32	3.34	39	8	31	16	28	3.54
44. Writing Intensive courses	34	3.26	41	6	37	10	35	3.29
45. Computer literacy courses	38	3.55	44	3	42	5	40	3.23
46. Math skills improvement courses	37	3.43	42	5	38	9	34	3.24
47. Courses incr. understanding sci. process	34	3.38	41	6	35	12	33	3.30
48. Capstone course in my major	22	3.27	31	16	23	24	19	3.32
49. Overall qual. of my educ. experience	41	3.90	47		47		44	3.52

Marshall University
Office of Institutional Research
Overall Report for General Questions, excludes MCTC Academic Year 2006 (Summer 2005, Fall 2005, Spring 2006)

IMP=Importance; DNA=Do Not Apply; DNU=Do Not Use; N=Num Counted; SAT=Satisfaction

All Students	Importance		DNA		DNU		Satisfaction	
			-	Y	-	Y		
	N	Mean	N	N	N	N	N	Mean
Survey Question								
1. Student orientation process	756	2.78	836	224	753	307	705	2.87
2. Admissions procedures	987	3.43	1053	7	1049	11	1021	3.16
3. Affirmative Action	779	3.15	858	202	648	412	605	3.20
4. Minority/intnl. stu. prog. & serv.	566	2.89	650	410	445	615	399	2.87
5. Student cultural events	885	3.12	958	102	889	171	855	3.18
6. Servo for students w/ disabilities	560	3.25	646	414	416	644	373	3.07
7. Student Legal Aid	620	3.08	700	360	434	626	392	2.80
8. Judicial Process/Stu. Code Conduct	750	3.06	830	230	619	441	580	2.94
9. University Bookstore	1002	3.60	1059	1	1055	5	1036	2.67
10. Tuition and fee payment process	989	3.62	1042	18	1040	20	1022	2.94
11. Career planning/placement asst	858	3.52	923	137	792	268	771	2.76
12. Campus computer labs and servo	972	3.63	1030	30	1019	41	997	3.26
13. Housekeeping and custodial servo	839	3.22	900	160	858	202	836	3.27
14. Campus landscape environment	973	3.06	1029	31	1017	43	994	3.41
15. Counseling services	740	3.20	814	246	554	506	526	3.04
16. Tutor./st. skills/learn. cent., etc.	797	3.29	870	190	646	414	621	3.14
17. Financial aid procedures and serv.	912	3.64	970	90	916	144	897	3.00
18. Classroom facilities	992	3.59	1051	9	1047	13	1029	2.87
19. Honors/scholarship programs	827	3.46	891	169	752	308	728	3.00
20. Campus Id Services/Points Plan	839	3.03	915	145	819	241	796	2.92
21. Student Organizations	809	2.92	882	178	696	364	670	2.94
22. Student health services	859	3.49	925	135	779	281	751	2.98
23. Academic calendar	998	3.59	1052	8	1049	11	1034	3.22
24. Libraries/library services	996	3.70	1053	7	1046	14	1028	3.43
25. Stu. campus employment opportunities	649	3.22	763	297	547	513	471	2.82
26. Registration procedures and services	965	3.79	1055	5	1055	5	997	3.14
27. Academic Advising	945	3.68	1039	21	1018	42	954	2.95
28. Servo for nontrad. and returning stu.	593	3.23	713	347	548	512	464	2.98
29. Residence Hall services	627	3.31	738	322	636	424	562	2.91
30. Campus soc. entertainment and act.	819	3.20	931	129	853	207	788	2.86
31. Student Center Food Service	860	3.36	957	103	920	140	865	3.03

*Marshall University
Office of Institutional Research
Overall Report for General Questions, excludes MCTC Academic Year 2006 (Summer 2005, Fall 2005, Spring 2006)
IMP=Importance; DNA=Do Not Apply; DNU=Do Not Use; N=Num Counted;
SAT=Satisfaction*

All Students	Importance		DNA		DNU		Satisfaction	
			-	Y	-	Y		
	N	Mean	N	N	N	N	N	Mean
Survey Question								
32. Student Center Recreation	804	3.11	911	149	802	258	743	2.74
33. Rec. athletic facilities & servo	835	3.38	940	120	867	193	811	2.94
34. Stu Government/SGA sponsored act.	708	2.93	819	241	658	402	594	2.78
35. Women's programs	559	2.98	680	380	430	630	355	2.83
36. Student parking	895	3.72	994	66	966	94	907	1.81
37. Campus sec. servo & pers. safety	907	3.66	1006	54	957	103	898	3.08
38. University catalog	925	3.50	1021	39	1005	55	945	3.22
39. Student media	856	3.12	964	96	909	151	850	3.09
40. Overall quality of teaching	965	3.82	1058	2	1057	3	1000	3.21
41. MU Web (Internet) presence	954	3.65	1048	12	1043	17	983	3.28
42. Multicult. Studies requirement courses	935	3.12	1032	28	1018	42	967	3.04
43. Internatl Studies requirement courses	936	3.13	1033	27	1011	49	956	3.01
44. Writing Intensive courses	942	3.09	1039	21	1027	33	971	3.01
45. Computer literacy courses	927	3.37	1023	37	1005	55	947	3.09
46. Math skills improvement courses	944	3.32	1036	24	1009	51	955	3.08
47. Courses incr. understanding sci. process	951	3.26	1045	15	1030	30	974	3.08
48. Capstone course in my major	909	3.63	1007	53	989	71	922	3.36
49. Overall qual. of my educ. experience	962	3.84	1056	4	1058	2	999	3.34