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OSA Research Bulletin
Office for Student Affairs

University of Minnesota
Volume 19
Number 1
Date 9/25/78



A Survey of Student and Faculty Opinion toward
The Campus Calendar at the University of Minnesota, Twin Cities

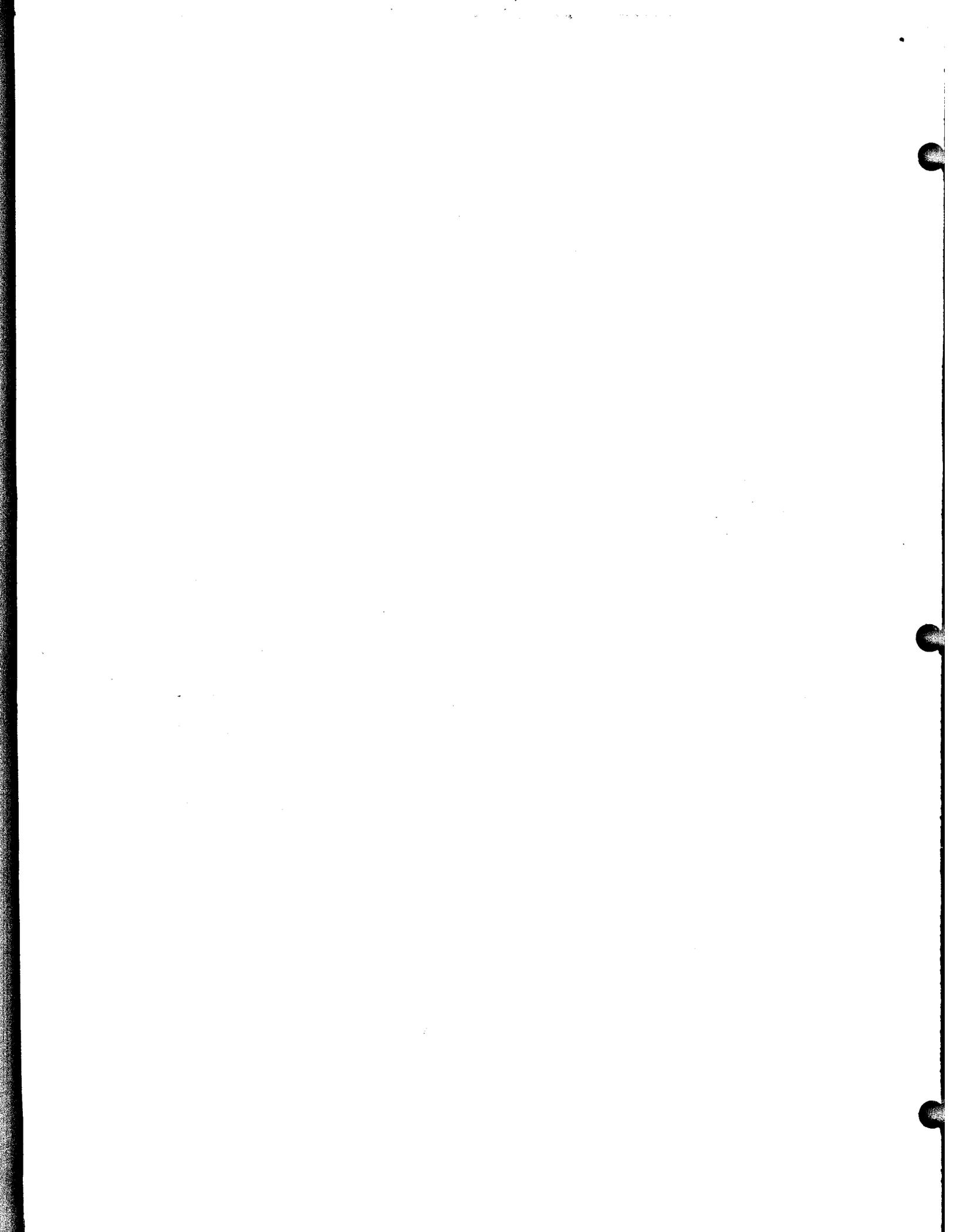
Ronald P. Matross

Student Life Studies and Planning

University of Minnesota

Abstract

At the request of the Campus Calendar Committee, surveys of 437 Twin Cities Campus students and 397 faculty members were conducted regarding their opinions of the campus calendar. Key findings were: Two to one majorities of both students and faculty preferred a quarter system over the semester system, but the two groups differed as to which quarter system they preferred for the University. A plurality of students (44%) favored an early start/early finish quarter system. A plurality of faculty (40%) favored the current University calendar. Most respondents from both groups wished to keep the present summer session and between quarter break systems.



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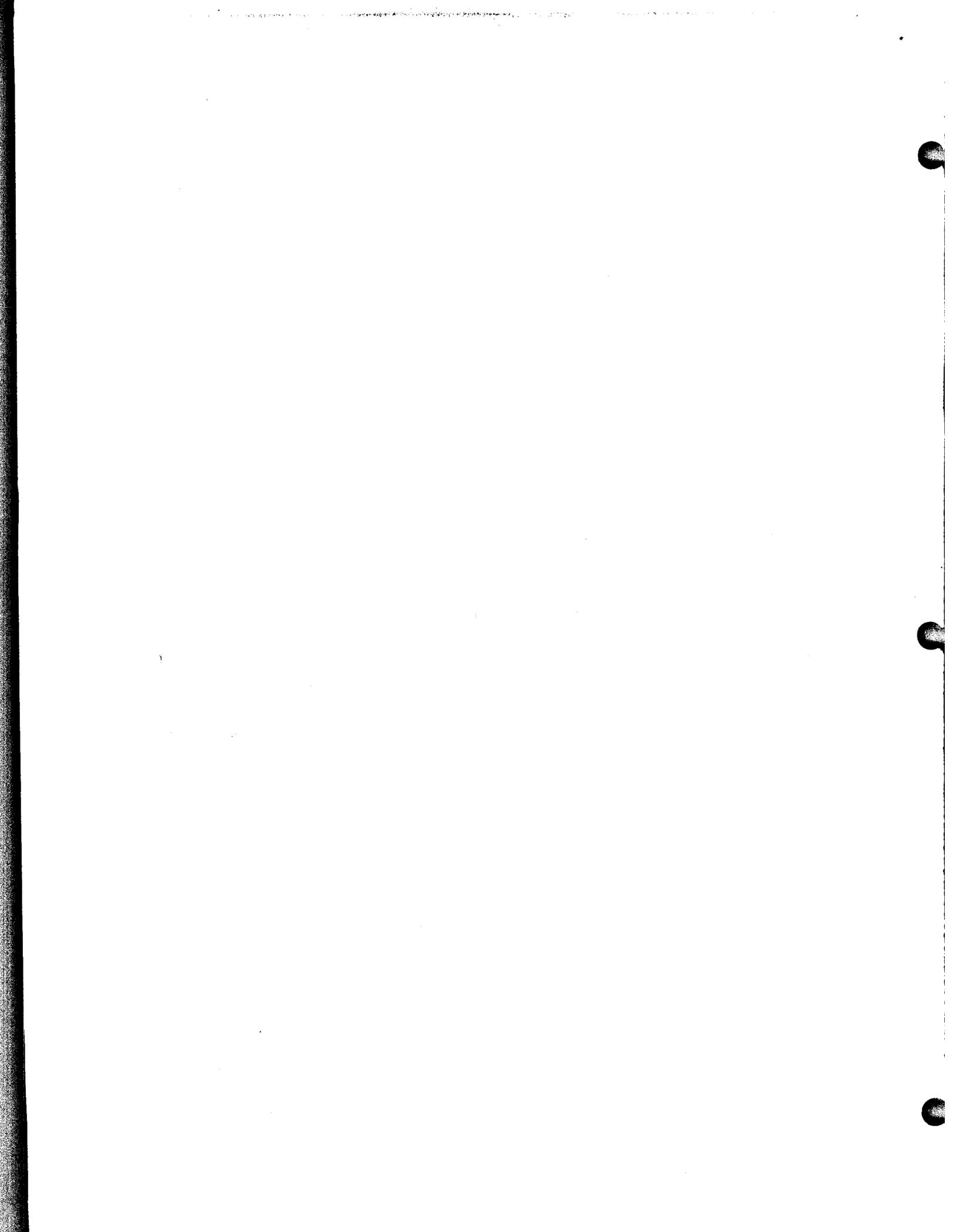
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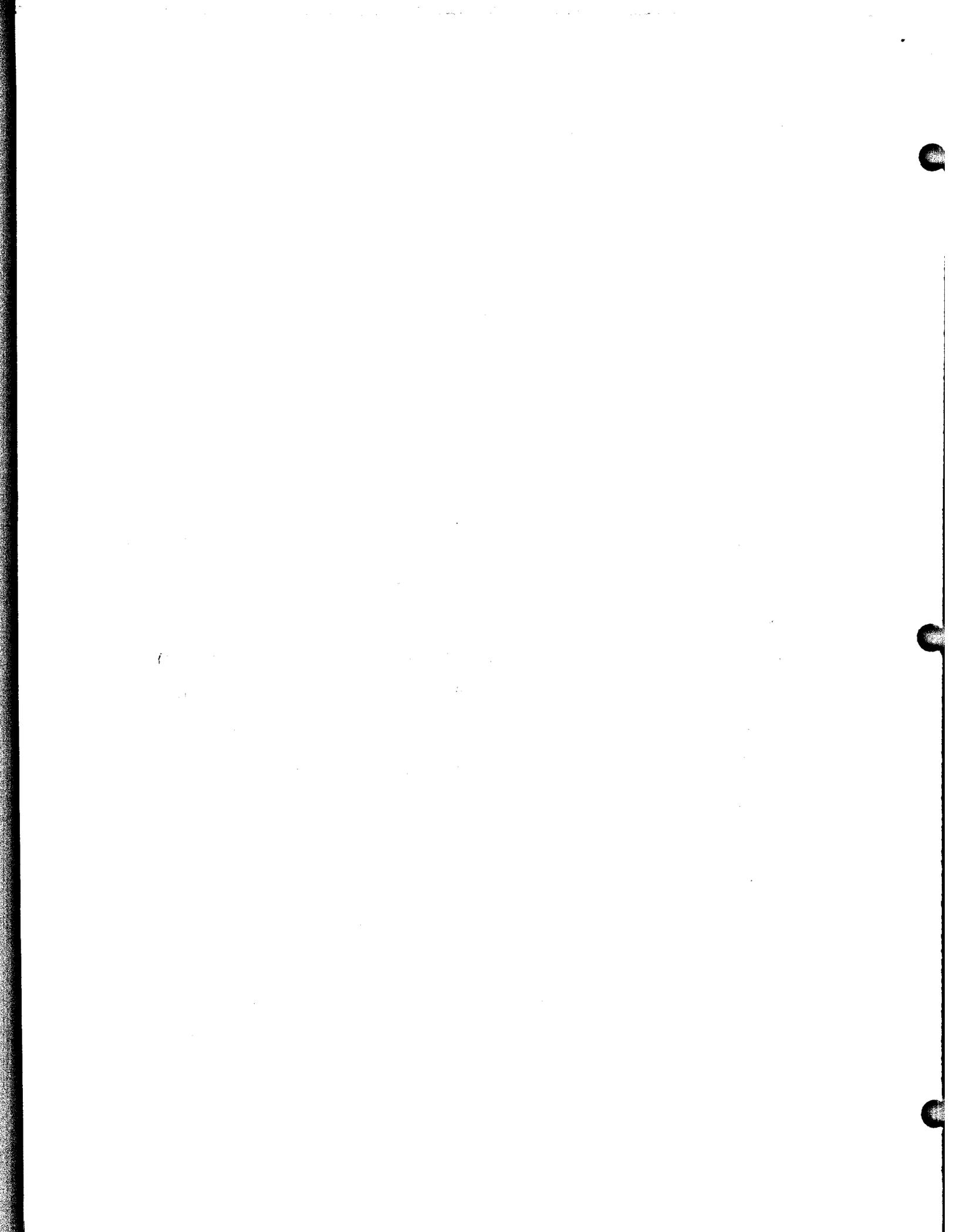
In higher education, the academic calendar has pervasive and important effects on individual and group behavior. The schedule of classes, holidays, and exams structures the day-to-day activities of students, faculty and staff. Where persons spend their time, how they spend their time, how they behave toward one another, and even what they think all are affected by a preordained academic year. Because of its wide ranging effects, the academic calendar is a worthy subject to study. The present paper is a report of a study of the academic calendar on one campus - the University of Minnesota, Twin Cities. The study was commissioned by the Campus Calendar Committee, a body which meets continually to determine the exact dates of University events. The purposes of the study were to gain data on the effects of the present University of Minnesota calendar on the activities of students and faculty, and to assess student and faculty opinions about various calendar options.

The most immediate motivation for the study was the question of whether or not the University calendar is optimally fitting the needs of students and faculty. The University's present calendar, the traditional quarter system, was developed partly in response to the rhythms of an agrarian society. The calendar features three quarterly terms, beginning in the third week of September and ending in the second week of June. The starting and ending dates were designed to fit the



dates for employment on farms and in agricultural related industries. The relatively late starting date allows students to continue working in harvesting and canning beyond the point where other students have to return to school. Additionally, with three terms, the effects of skipping one term, e.g., for spring planting, are not as great as for a 2-term semester calendar.

In a society which until recently has become increasingly urbanized, the traditional quarter system may no longer be advantageous for students. Among students seeking jobs in cities, the late ending of spring quarter may be a disadvantage. A survey sponsored by the American Association of Collegiate Registrars and Admissions Officers (Chronicle of Higher Education, January 16, 1978) found that only 24% of American colleges now employ the quarter system. The remainder use variations of the 2-term semester systems, most with starting and ending dates two to four weeks earlier than under the usual quarter system. There is clearly a trend toward an earlier start and finish of the academic year. In 1967 the most popular calendar, used by 83% of the colleges, was the traditional semester, with a start in mid-September and an ending the end of May. By 1977 the usage of the traditional semester had dropped to 7%, while an early start, early finish semester calendar had gained dramatically in popularity. This calendar, now used by 48% of American colleges, has a fall starting date at about the fourth week in August and an ending date in the first or second week of May. Not considered in the survey was the early start/early finish quarter system, a 3-term calendar beginning the first week in September and ending the last of May. Some institutions such as the University of Minnesota at Duluth have further added to the

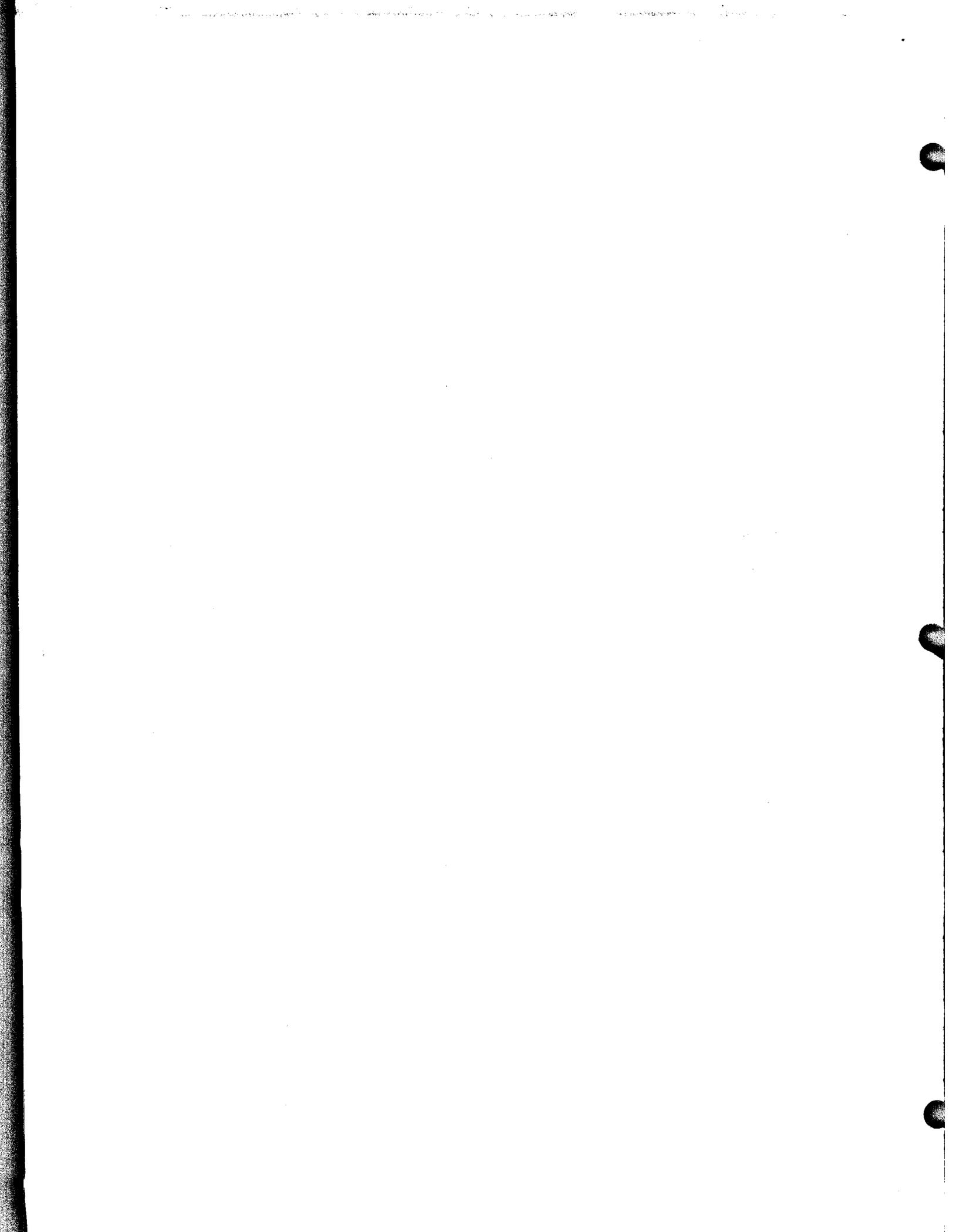


trend toward early start/early finish by adopting this calendar.

For University of Minnesota, Twin Cities students, their university's adherence to a calendar used by a minority of colleges has several possible implications. Students may have difficulty competing for summer jobs with other students who have been seeking and starting work two to four weeks earlier. They may miss charter flights, summer sessions or special education programs tuned to the earlier summer break of the majority of students. It is important to understand whether the starting and ending dates of the current calendar are an advantage or disadvantage to students in their job seeking and summer school prospects.

Aside from the effects of calendars on employability, their effects on education are very much at issue. Educational concerns are the main issues in discussion of the relative merits of semester and quarter systems. On the one hand, the semester system offers the possibility of studying subjects in greater depth, extending the time available to explore and reflect, and reducing the number of exams. On the other hand, the quarter system offers the possibility of allowing students to take a wider variety of subjects, to end disagreeable classes more quickly, to skip terms more readily, and in general to have more flexibility in their course planning.

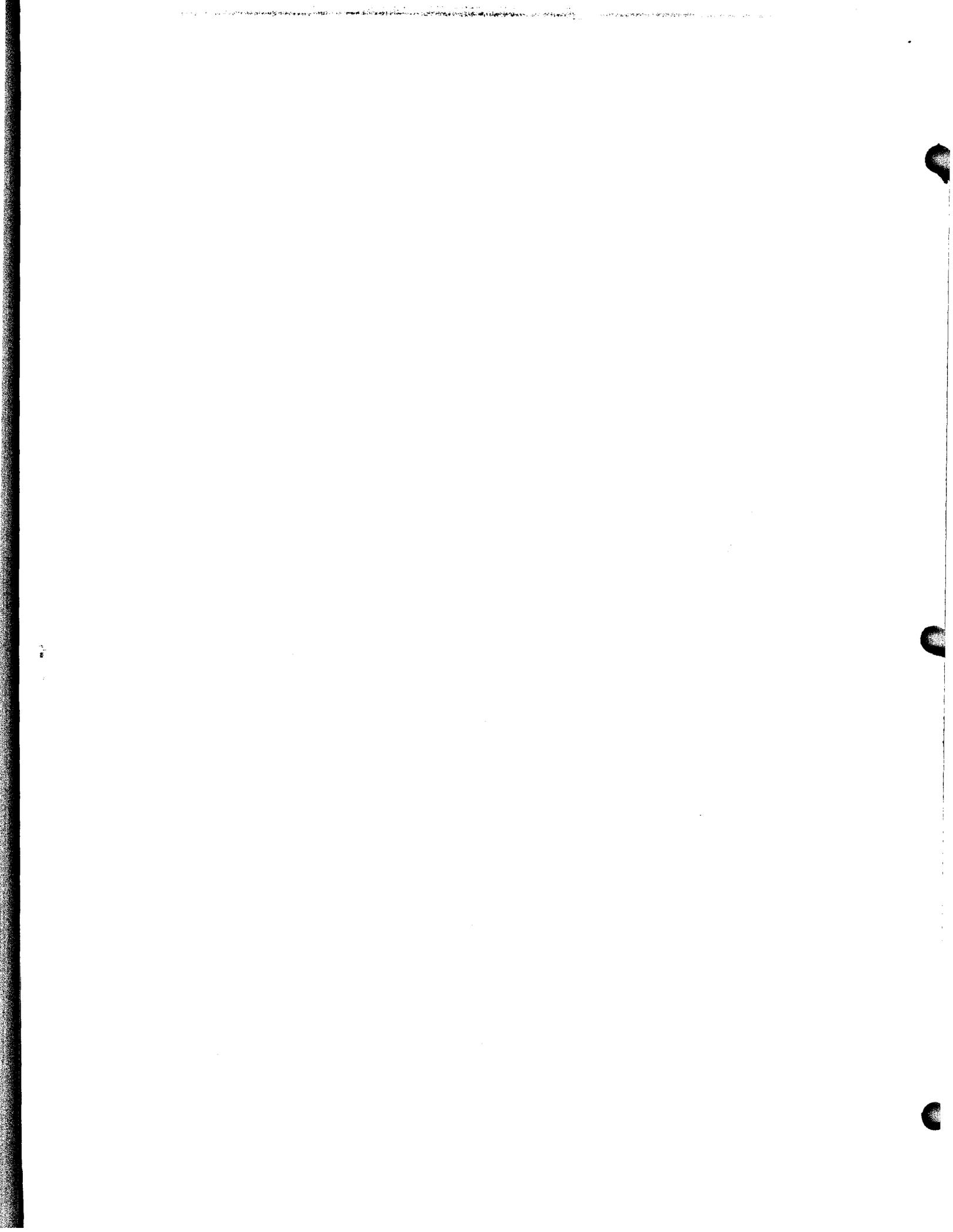
Concerns about educational issues also lead to questions about two other aspects of the academic calendar--summer sessions and between quarter breaks. With regard to summer session, the University currently offers two 5-week terms. In each term an attempt is made to cover the same material as in a full 10-week quarter. Because the pace in summer session is necessarily doubled, concern has been expressed about whether



This pace is too fast for students to adequately absorb the material presented in the summer session. An alternative arrangement would be one 10-week summer quarter comparable to other 10-week quarters, covering the same material at the same pace. While the latter arrangement might reduce the pressure on students and faculty, it would inevitably reduce the variety of summer course offerings.

The question of pace also applies to other breaks for vacation. The University currently has a 2-week December break (including Christmas) between fall and winter quarters, and a 1-week break in March between winter and spring quarters. These breaks could be changed in a number of ways, including shortening them and offering more frequent short holidays as a change of pace. The question of what arrangement best aids students' learning is most salient.

The present study sought data on the effects of the University's current calendar. Students were asked about the nature of their previous summer employment and other activities, including the type of employment, whether they had sought work at various times or wished to work but did not, and whether they found the University's calendar to be an advantage or disadvantage in their summer activities. Faculty members were asked a comparable set of questions about the effects of the calendar on their teaching, research, travel, and other summer activities. Most importantly, both groups were asked to rank their preferences among the five major calendar types in use today--the traditional quarter system, the early quarter system, the traditional semester system, the early semester system, and the 4-1-4 interim semester system. They were also asked about what types of summer session and quarter break arrangements they would prefer. Additionally, students were asked questions



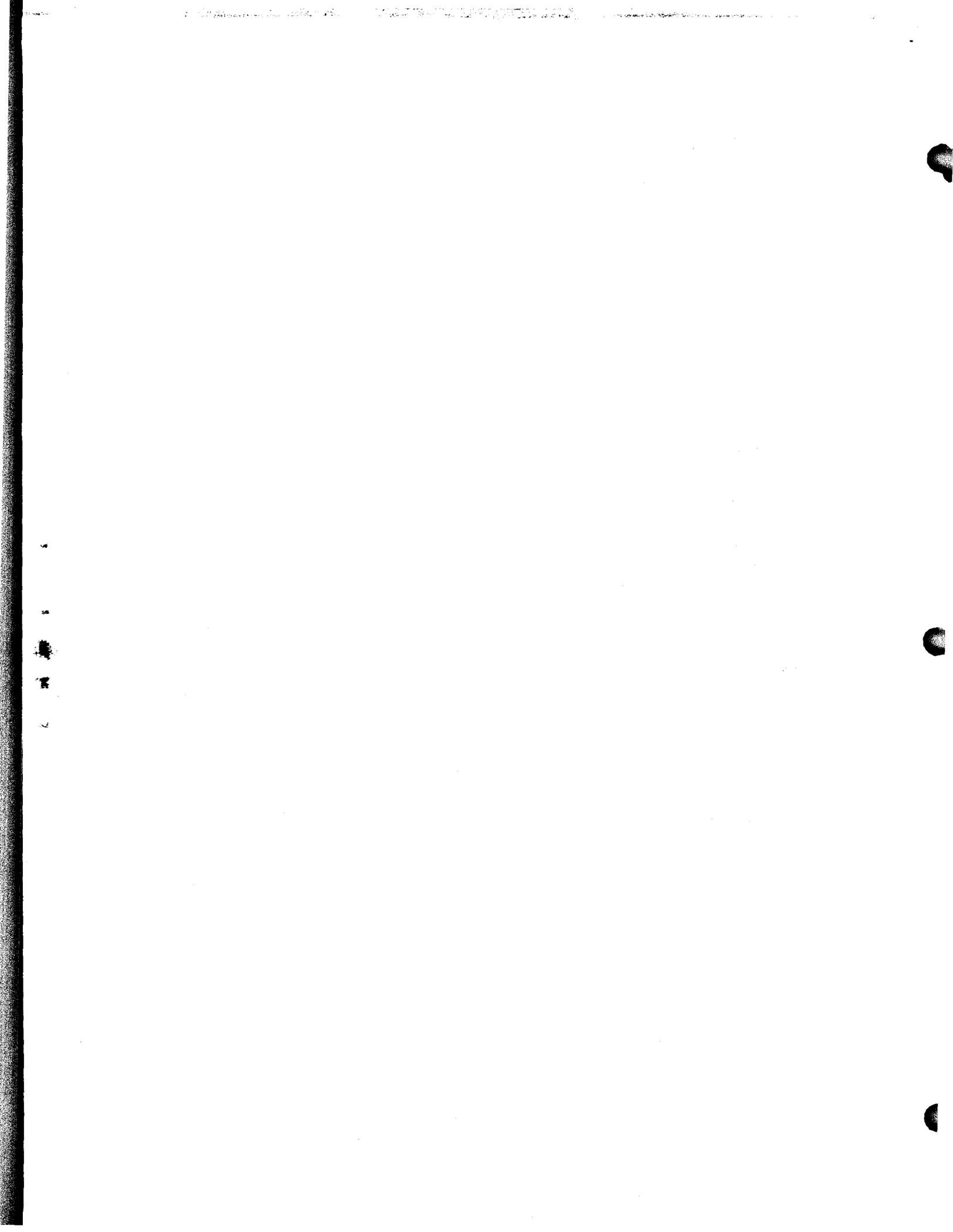
concerning the manner in which they approached their college study.

Method

Both students and faculty were surveyed by mail during April, May and early June of 1978. Faculty names were drawn from a random sample of 494 persons with full-time faculty appointments at the University of Minnesota, Twin Cities. Seven of these individuals were later deleted because they were no longer employed at the University. At approximately 2-week intervals, faculty were sent a pre-letter describing the nature of the study, the questionnaire, cover letter and two subsequent follow-up reminders. Returns were received from 397 of the 487 in the sample, for a response rate of 80%.

Among those responding, 56.9% reported having 12-month appointments, 41.8% having 9-month appointments, and 1.3% having other appointments. Sixty-eight percent taught undergraduate courses, and 48.2% taught graduate courses.

Student names were drawn from a random sample of 594 students registered spring quarter at the University of Minnesota, Twin Cities. Seven names were subsequently deleted because they were either deceased or no longer enrolled. Also, at approximately 2-week intervals, students were mailed the pre-letter, questionnaire, cover letter, and three follow-up reminders. Returns were received from 437 of the 587 persons, for a response rate of 74%. Among student respondents, 37.2% were enrolled in the College of Liberal Arts, 12% in the Institute of Technology, 5% in General College, 5.5% in the College of Education, 12% in the College of Agricultural, Forestry and Home Economics, 22.1% in Graduate, Law and Medical School, and 8.3% in other schools on campus. Nine and eight tenths percent of the respondents were freshmen,



20.1% were sophomores, 21.7% were juniors, 20.6% were seniors, 23.6% were graduate or professional school students, and 4.2% were adult specials.

Results

Table I

Percentage Distribution of Student Employment by Date

Date	Employed fulltime (40 or more hours)	Employed part time	Not employed but wished to be	Not employed, not available to work
May 1-15	16.9	43.1	7.7	32.2
May 16-31	20.2	42.3	9.2	28.2
June 1-15	25.2	40.0	9.8	24.9
June 16-30	50.1	28.6	6.6	14.8
July 1-15	51.5	27.4	5.2	15.9
July 16-31	52.9	25.9	4.9	16.2
August 1-15	53.5	25.8	4.2	16.4
August 16-31	51.8	26.2	3.5	18.4
Sept. 1-16	44.5	28.3	4.3	22.9
Sept. 16-30	31.4	35.0	4.9	28.7

Table I shows the summer employment of the student respondents by date. Students were asked about their employment status for 2-week intervals of the previous late spring and summer--whether they were employed full-time or part-time, not employed but wished to be so, or unavailable for employment. Of most interest are the employment trends for the weeks just prior to the ending of the spring term (when other college students have begun summer jobs) and just prior to the beginning of the fall term (when many other students have returned to college). During the first three fortnights (May 1 to June 15), there was a gradual increase in full-time employment (from 16.9% to 25.2%) and in the number reporting that they were not employed but wished they were (7.7% to 9.8%). For the next fortnight (June 15 to June 30) during which time the spring term ended, the percentage with full-time employment nearly doubled, while the percentage not working but

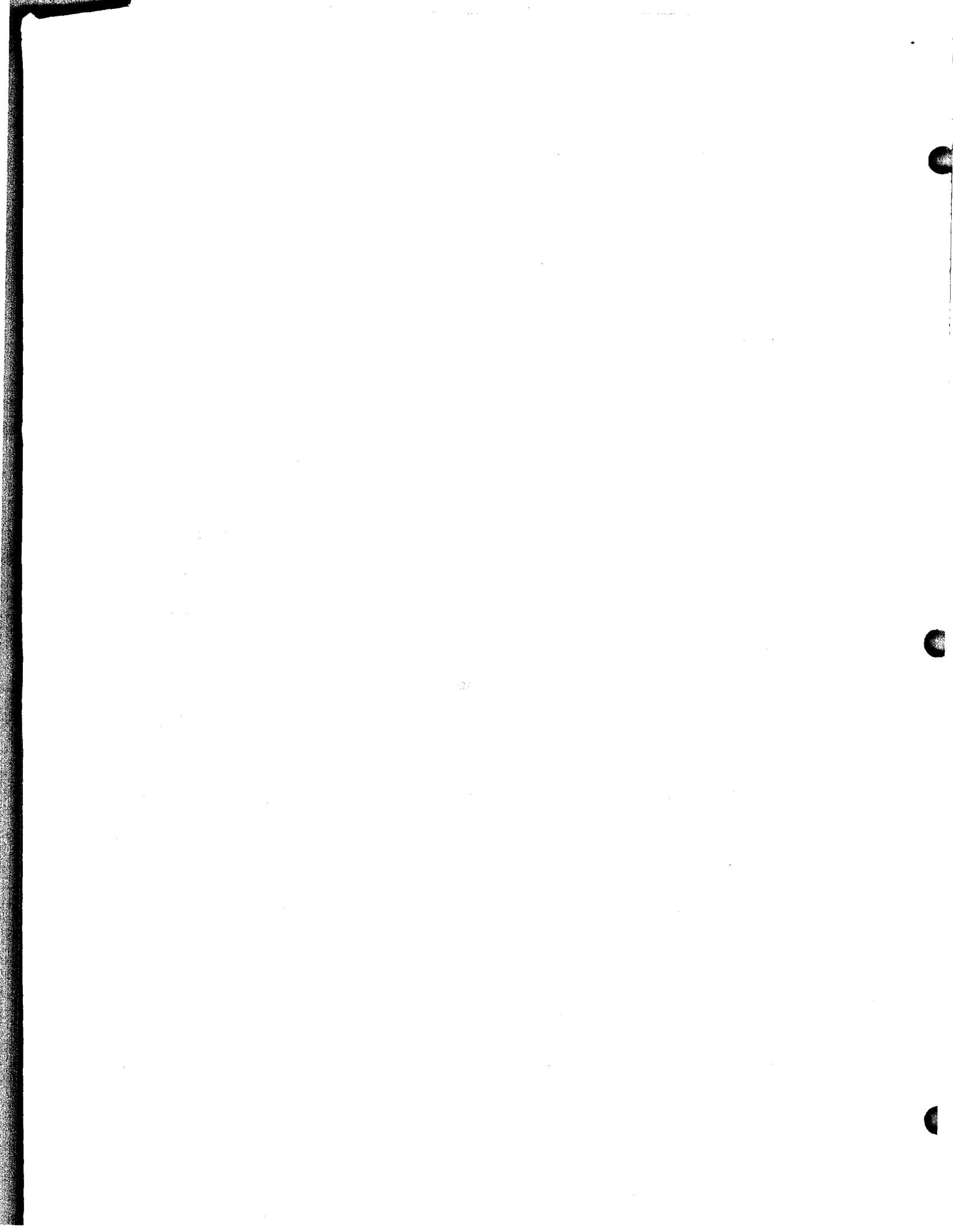
wishing to declined to 6.6%. From the end of June to the end of August, the percentage working full-time remained relatively stable at 50 to 53% of the respondents. The percentage not working but wanting to declined to 3.5% for the fortnight of August 15 through 31. The number not available for employment declined from 28.2% the end of May to 18.4% the end of August. During the fortnight prior to the beginning of the academic year, September 1 through 15, the number not available for employment increased to 22.9%, and the number employed full-time decreased to 44.5%. The most salient features of these data are that the number not employed but wishing to be so peaked at approximately 1 in 10 just before the ending of spring quarter, and fell to below 1 in 20 thereafter. Nearly half continued to work full-time from September 1 to 15, a time when many other college students have returned to school.

Location of Student Summer Employment

Because agricultural employment is part of the rationale for the traditional quarter system, the number of students employed in agricultural related industries is an important question. Five and six tenths percent of those responding to the survey reported that they worked on a farm or ranch in the summer of 1977 and 2.8% said they worked in the canning or packing industry. As would be expected, a greater proportion (17.6%) of those who were enrolled in the St. Paul campus schools--Agriculture, Forestry and Home Economics--worked on farms and ranches. In contrast to the small number employed on the farm, nearly 2 in 3 (64.5%) said they were employed in the Twin Cities area. About 1 in 6 (15.9%) was employed by the University of Minnesota.

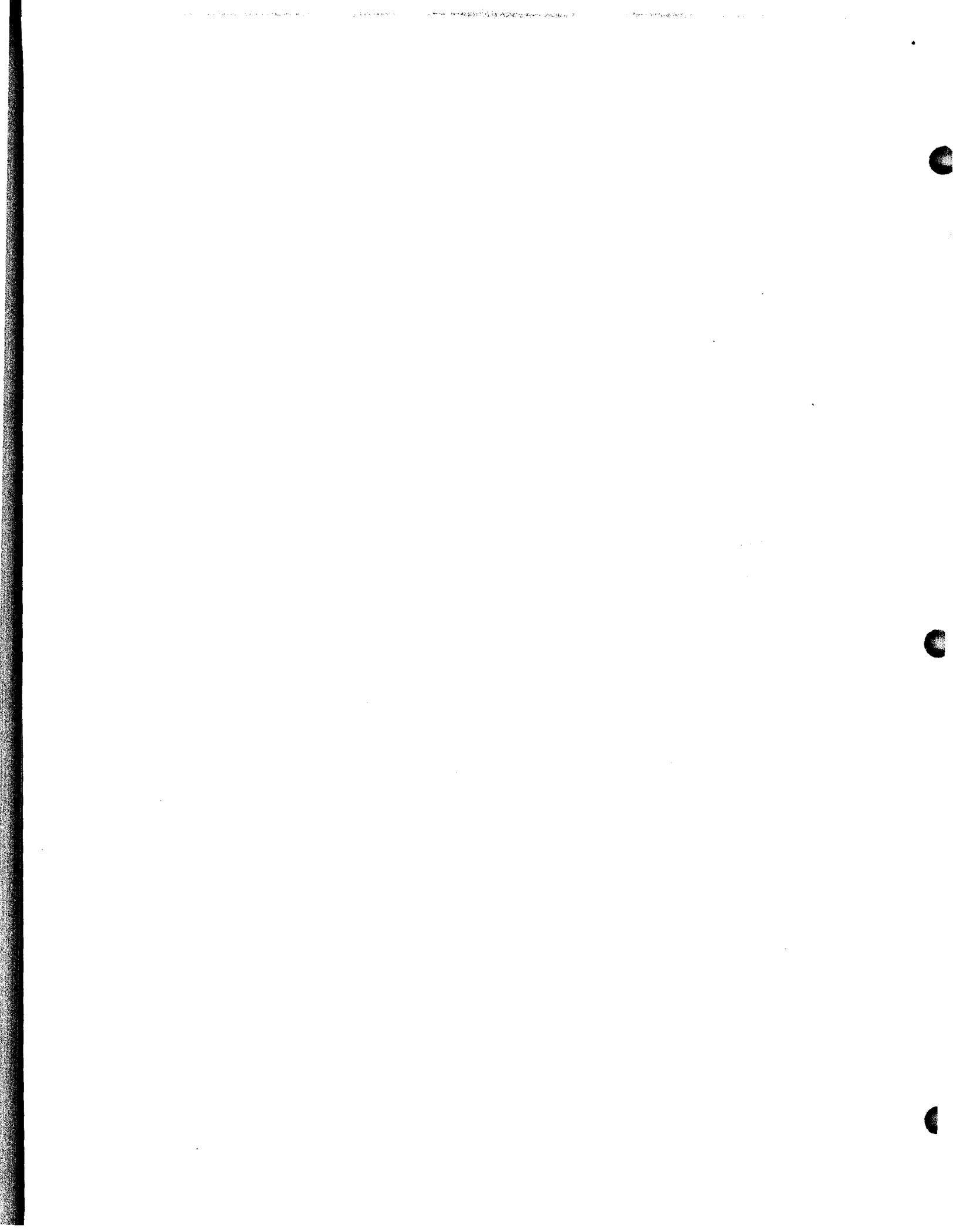
Perceived Effects of the Campus Calendar

Students were asked to report adverse effects of the current



calendar on their summer activities. Fifteen and three tenths percent said they did not apply for a job because it began before spring quarter ended; 15.1% said they missed vacation or travel opportunities because of the calendar; 7.6% said they were turned down for jobs because they began before the end of spring quarter; 3.5% said they could not attend summer school at another college because of schedule conflicts; and 2.1% said they left school early because of job requirements. Sophomores were more likely ($p < .01$) than members of other classes to have not applied for jobs (26%) or to have been turned down for jobs (15%). While the quarter system takes away time from the beginning of the summer break, it adds time at the end of the break in the fall. Students were thus asked whether the late starting date of fall quarter was an advantage or disadvantage for their activities. Twenty-six and six tenths percent said the late starting date was an advantage to their employment, 6.1% a disadvantage, and 67.3% said it was neither an advantage nor a disadvantage. With respect to scheduling vacation and travel, 32.9% said the late starting date was an advantage, 7.5% said a disadvantage, and 59.6% said neither. With regard to participation in summer educational programs, 7.3% said it was an advantage, 2.6% said a disadvantage, and 90.1% said neither.

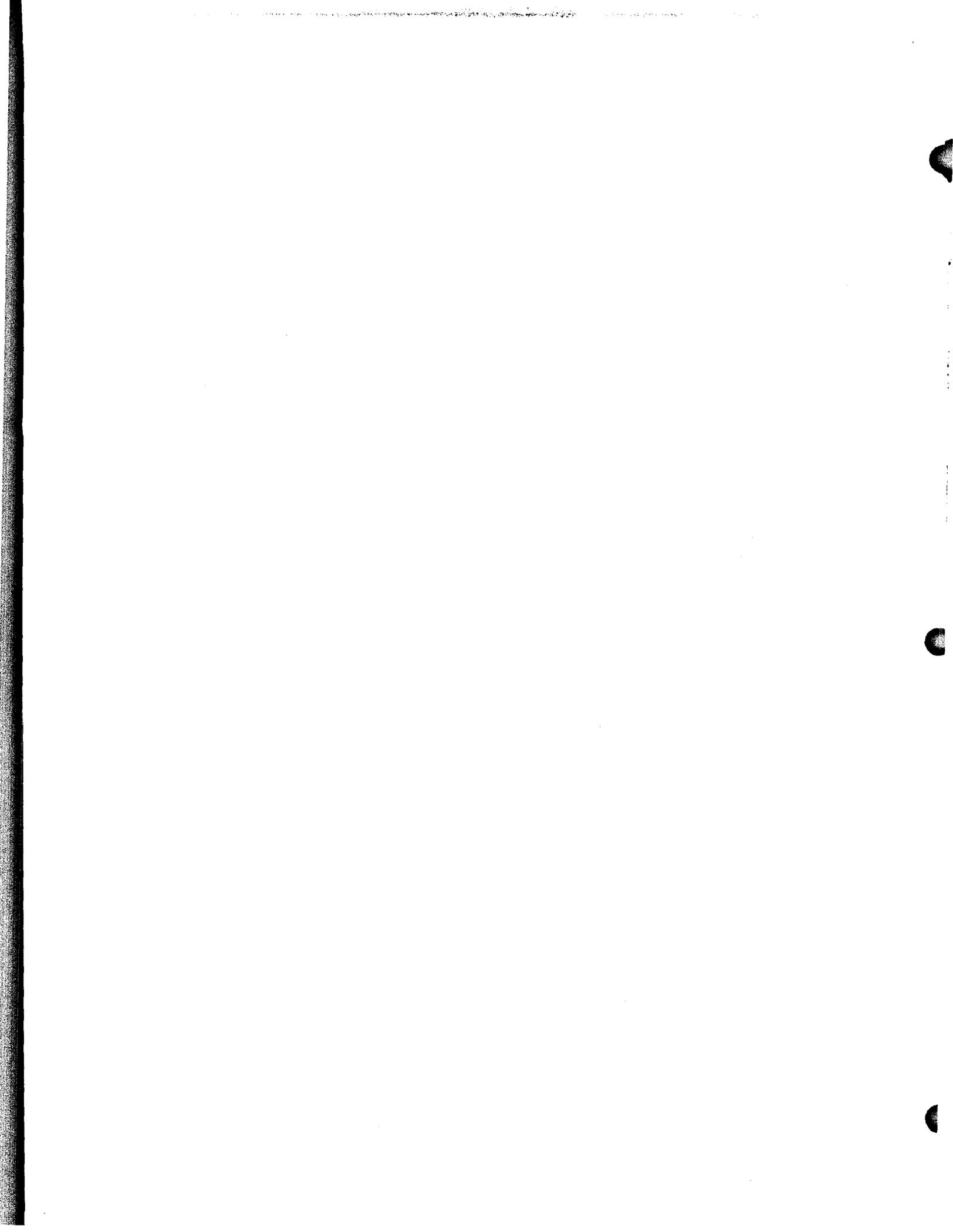
Student views on the advantages of the fall starting date appeared to be colored by their experiences with the spring ending date. Those who reported that they suffered ill effects of the calendar, not being able to apply for jobs because they began before spring quarter ended, being turned down for a job because it began before spring quarter ended, missing a vacation or travel opportunity,



were significantly more likely than those who did not experience problems to regard the late September start of fall quarter as a disadvantage to employment, vacation and travel, and enrolling in summer educational programs ($p < .01$). Similarly, those who were employed full-time during the fortnight of June 1 through 15 were more likely ($p < .01$) than others to see the late fall start date as an advantage to their employment. Those who were employed on farms or ranches were no more likely than others to see the fall start as an advantage.

Effects of the Campus Calendar on Faculty Summer Activity

Like the students, faculty members were asked about adverse effects of the late ending of spring quarter on their activities. Seven and one tenth percent reported that the ending date made it difficult to teach at another university; 17.3% said the late date kept them from attending conferences, conventions, and symposia; 15.5% said it interfered with an opportunity to conduct research in the summer; 14.5% said it caused them to miss the summer travel opportunity; 7.9% said it limited summer consulting opportunities; and 2.3% said it caused them to miss a post-doctoral or other summer training program.



Student and Faculty Calendar Preferences

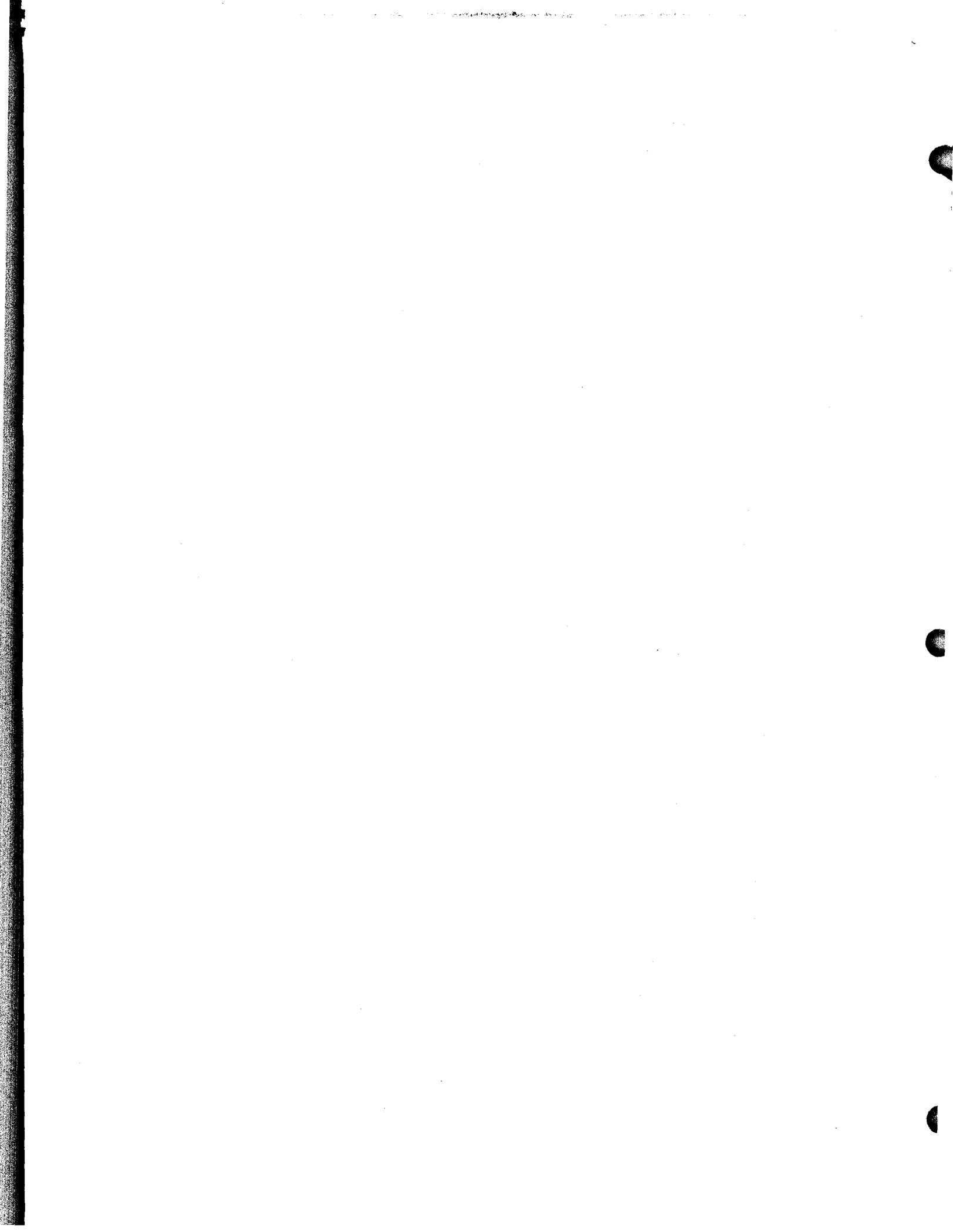
Table 2

Percentage Distribution of Student and Faculty Ranks
of Academic Calendar Systems

	Student Rank						
	1st	2nd	3rd	4th	5th	M	SD
Traditional quarter (current U of M)	27.1	37.9	13.3	11.2	10.5	2.400	1.280
Early quarter	44.2	24.5	12.8	12.6	5.9	2.116	1.264
Traditional semester	10.2	15.7	32.1	22.4	19.5	3.252	1.246
Early semester	12.1	10.2	22.4	36.4	18.8	3.395	1.246
4-1-4 semester	6.4	11.9	19.7	17.1	44.7	3.810	1.305

	Faculty Rank						
	1st	2nd	3rd	4th	5th	M	SD
Traditional quarter (current U of M)	40.8	26.9	13.3	10.7	8.4	2.197	1.300
Early quarter	22.7	31.9	16.2	13.3	10.9	2.478	1.315
Traditional semester	17.3	18.5	38.1	15.2	10.9	2.839	1.201
Early semester	12.5	12.5	15.4	43.6	16.0	3.383	1.177
4-1-4 semester	3.2	9.4	15.0	14.2	58.1	4.145	1.177

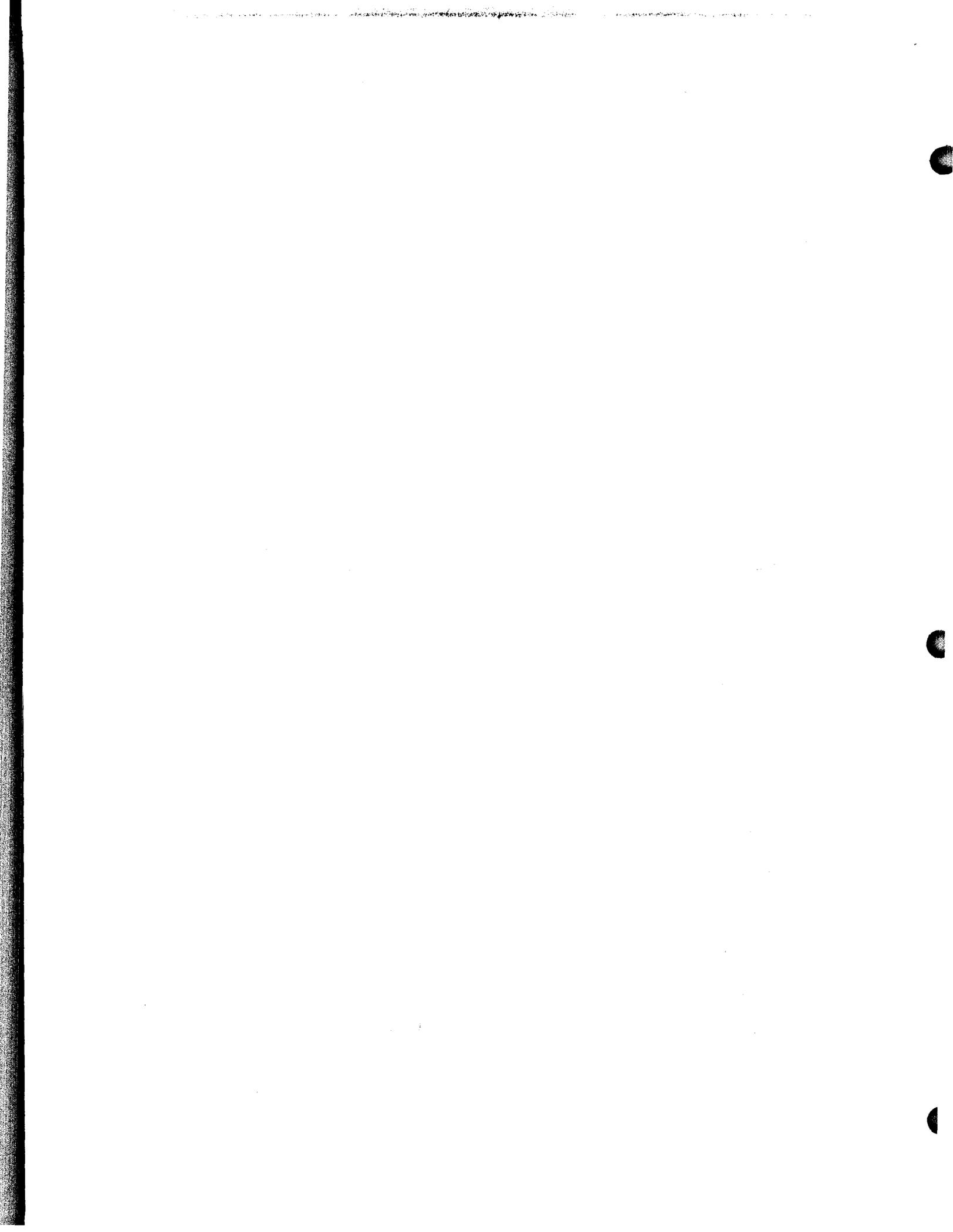
Students and faculty were asked to rank in order of their preference (1 = most preferred) five calendar systems: The traditional quarter system (the current University of Minnesota calendar), the early start/early finish quarter system, the traditional semester system, the early start/early finish semester system, and the 4-1-4 interim semester system. As seen in Table 2, among students, the most preferred calendar was the early start/early finish quarter, chosen first by 44.2% of those responding. Second in popularity was the traditional quarter system, ranked first by 27.1%. Variations of the semester system were favored by about 28%, with 10.2% favoring the traditional semester system, 12.7% the early semester system, and 6.4% the 4-1-4. In contrast to student preferences, the most preferred calendar among faculty was the traditional quarter system, favored by 40.6%. Twenty-seven and one tenth percent ranked the early quarter



system as their top choice, 17% favored the traditional semester, 12.1% the early semester, and 3.2% the 4-1-4. Familiarity was a factor in both student and faculty preference for change. Those students and faculty who had attended the variations of semester systems were more likely to favor these systems ($p < .01$). Some student characteristics and values were related to their choice of a semester or a quarter system. Graduate and professional school students were more likely than students in other colleges to favor the semester system ($p < .01$). Those who lived in apartments of their own year-round were more likely to choose a semester system than were students who lived at home, on campus, or in school-year-only quarters. Those who favored a semester system over a quarter system more often said it was very important to them to take courses in fewer subjects and greater depth ($p < .01$), to read and reflect on important ideas beyond their coursework assignments ($p < .01$), and to participate in campus life ($p < .05$).

Preference for Break Arrangements

Students and faculty were both asked their opinions about various options for spring and winter breaks between quarters. A majority of students (57.8%) favored the current system of a 2-week break in December and a 1-week break in March; 18.9% favored a system with a shorter summer break and longer winter and spring breaks; 6.4% said they would prefer a system in which all three major breaks were shorter and where there would be more short holidays during the year; and 8% expressed no preference. Fifty-five percent of the students said they worked during the last winter break, and 49.1% said they worked during spring break. These working students did not differ



significantly from other students in their break preferences. However, students enrolled in the schools of Agriculture, Forestry and Home Economics were more likely ($p < .01$) than others to favor the longer summer system. Among faculty, 57.4% favored the current system; 15.4% a longer summer break and shorter winter and spring breaks; 15.1% a shorter summer break and longer winter and spring breaks; 4.3% favored the system with short holidays spaced throughout the year; and 7.8% expressed no preference.

Preferences for Summer Session Arrangements

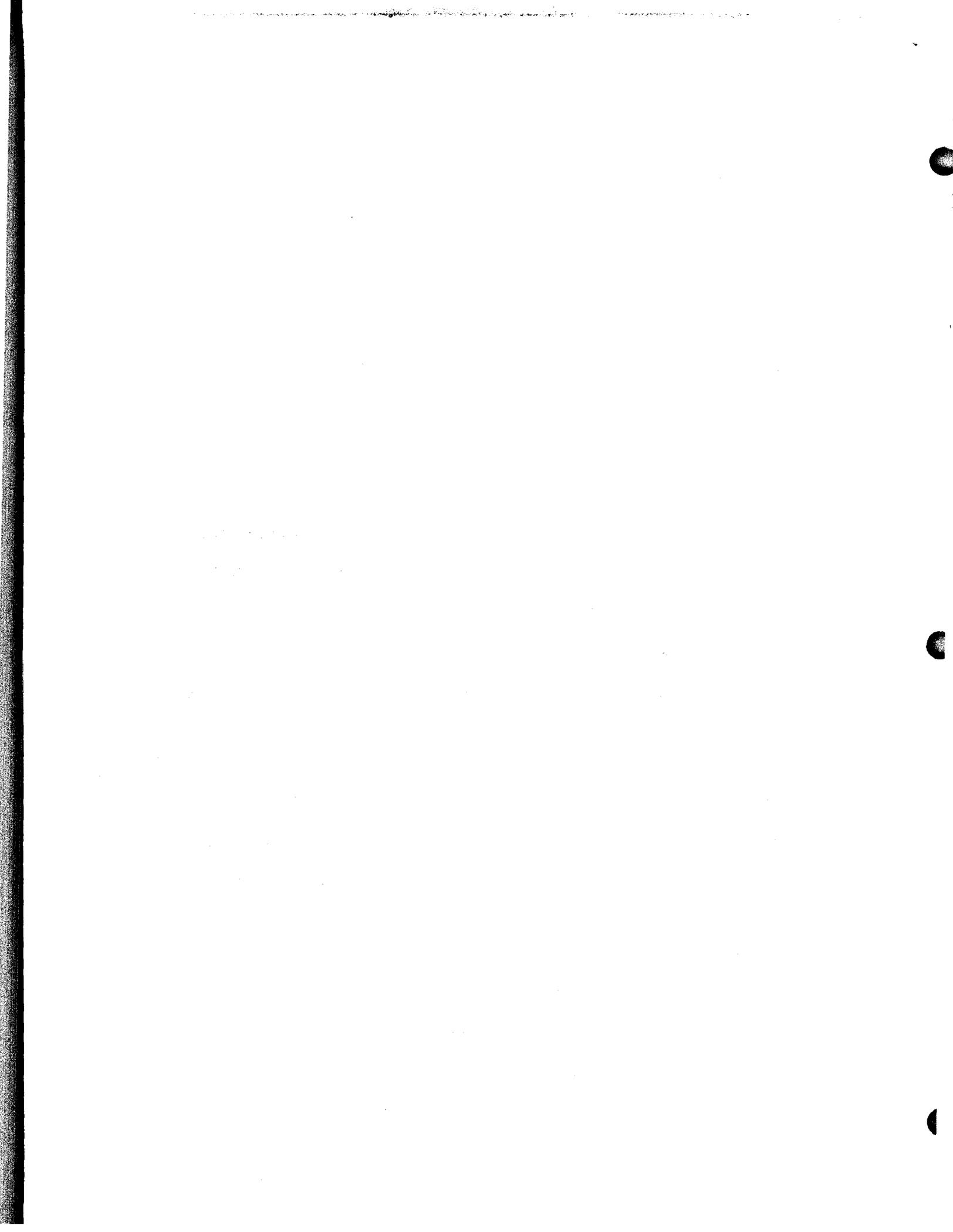
Both groups were asked whether they preferred the current summer session of two 5-week terms or a single 10-week summer term.

Among students, 68.8% favored the current system; 12.1% the single 10-week session; and 19.1% expressed no preference. Among faculty, the preference for the current system was less pronounced: 45.8% said they preferred the current system; 21.1% the single 10-week session; and 33% had no preference.

Discussion

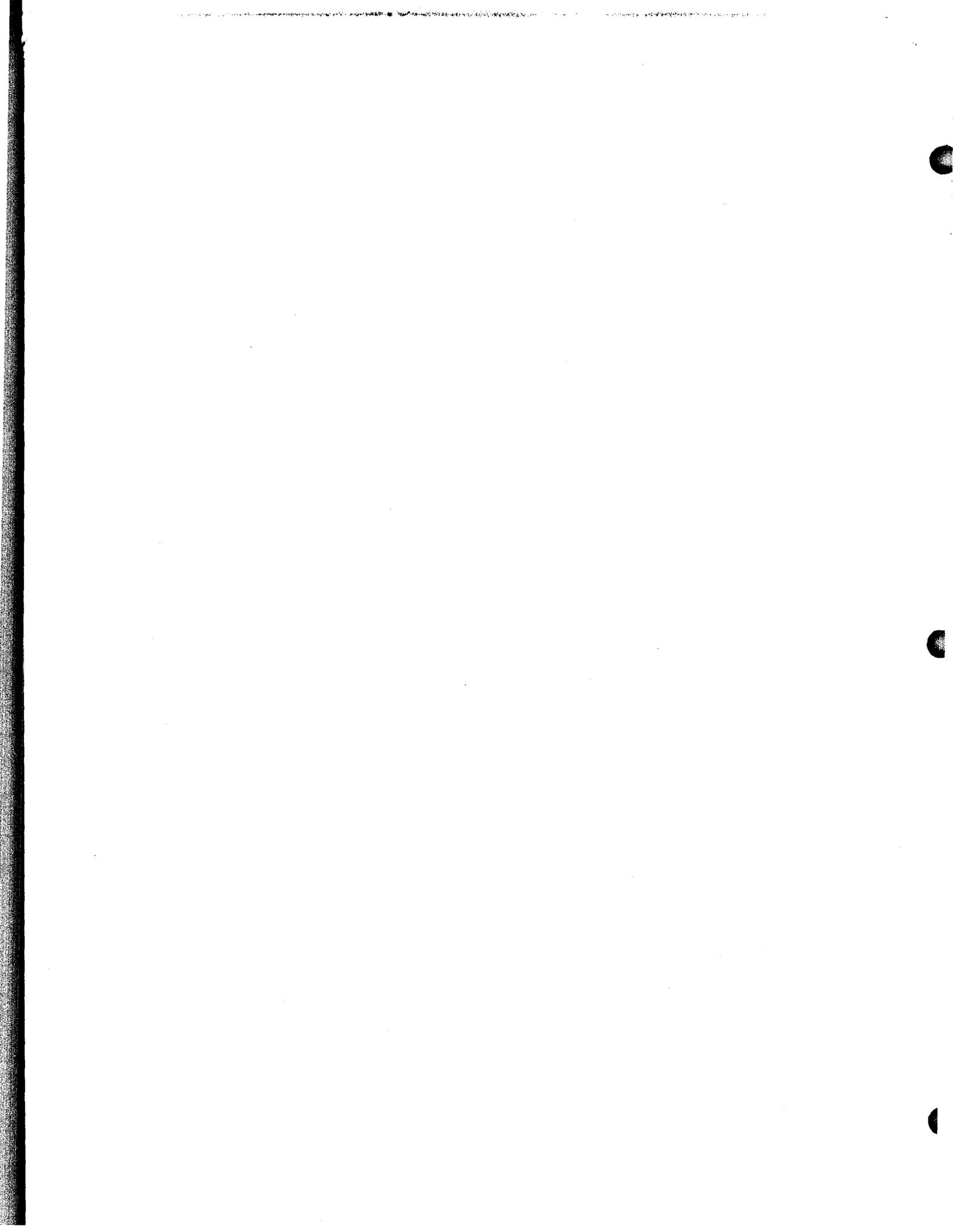
By a 2 to 1 margin, both students and faculty prefer a quarter system to a semester system. However, the two groups clearly differ as to which quarter system they would prefer. A plurality of students (44%) said that they would prefer an early start/early finish quarter system, giving them more time in the early summer and less time in the late summer. In contrast, a plurality of the faculty (41%) favored the current system, the traditional quarter.

On the one hand, many of the justifications for the traditional quarter system appear not to apply. Fewer than 1 in 10 students work on a farm or ranch or in the canning and packing industries. Moreover,



these students were no more likely than others to favor the current system, and in fact, more of those working on farms and in related industries favored the early start/early finish system than the current system. As one student put it, "As a horticulture major, it is important for me to start working in the spring. If the University continues with its present calendar, I plan to attend only fall and winter terms next year." The majority of students do not see the time gained in the fall as a particular advantage to their employment, vacation or educational activities. For some students, the first two weeks in September are "dead" time, e.g., "I'd like to start earlier because there isn't anything to do in September waiting for school to start. I'd much rather get out in May so I can enjoy the weather." Probably the most forceful case against the current late fall starting system and late spring ending system is made by students who have found that this calendar disadvantages them in their employment, e.g., "I have undergraduate work at the U and at Concordia College, Moorhead. In my experience, entering the summer job market at the end of April rather than the middle of June gives the student a tremendous advantage," and "The U of M students are at a disadvantage in the realm of full-time summer employment because of this starting and finishing time of this God-forsaken institution."

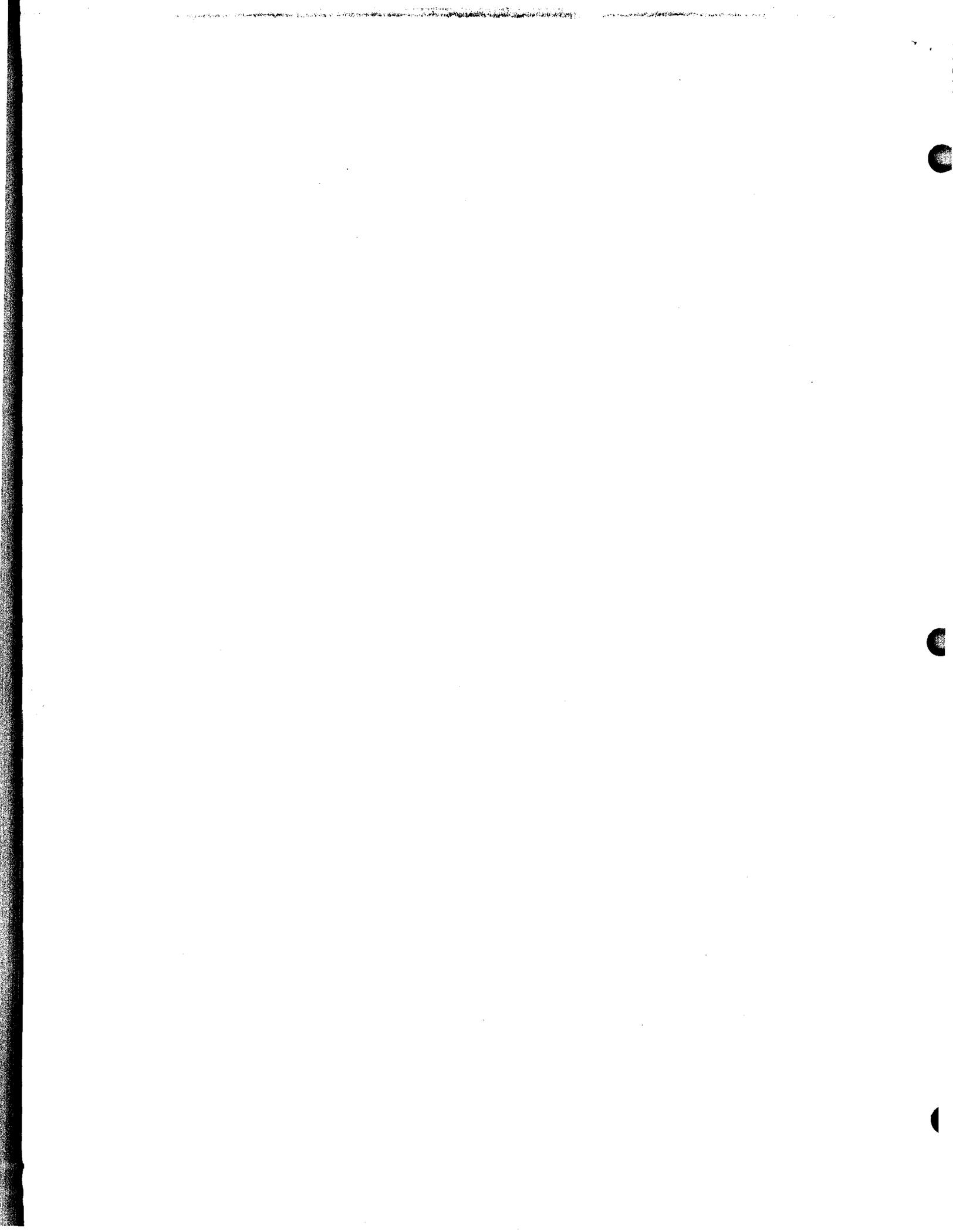
While the case for a traditional calendar may not be strong, neither is the case for change necessarily compelling. Only 1 in 6 students and faculty reported disruptions of their activities due to the late ending of spring quarter. Among students, the most frequent problems were not being able to apply for certain jobs or



missing vacations and travel opportunities due to the late spring ending date. For faculty, the most frequent problems associated with the calendar were missing conventions and meetings, and interference with research opportunities. While these effects were certainly important to those who experienced them, the survey indicates that the majority of both students and faculty have not suffered such consequences from the calendar. Even though students may be disadvantaged in their job searches, and even though the quality of summer employment was not considered, most of the students who wanted to be employed were employed. Only 1 in 20 students wanted summer employment but could not find it.

Beyond the question of its effect on the employment of students, the current calendar has several positive attributes, neatly summarized by one faculty member, "Christmas falls between quarters; best for Minnesota weather; a quarter system is more adequate or adaptable for curriculum than semesters." Another faculty member added further advantages, "September without classes is a productive time for course preparation. Early beginning also interferes with professional conventions, meetings and personal summer plans." Additionally, there is the issue of the cost and difficulty of change, as noted by another faculty respondent, "Research and service commitments have been built around the current system. There are always difficulties in allotting time. Changing the system means complicated changes in work timetables for many faculty." Or as another put it, "If you change the current system, I hope you have a compelling reason."

The status quo was supported by both faculty and students with regard to two other aspects of the calendar, the summer sessions and



between quarter breaks. Neither the majority of students nor faculty appeared ready to support a change to a single 10-week quarter for the summer session, nor did a majority of either group wish to alter the present arrangement of breaks. For some favoring the current calendar, the time of winter break was an important consideration. A student respondent noted, "It's really nice to be done with the quarter and enjoy vacation," and a faculty member said, "Once the quarter is started, I don't like to see long breaks which occur for some of the other schedules (Christmas)." The minority who did favor alterations in the system of breaks offered numerous, sometimes idiosyncratic suggestions, particularly regarding the addition of new and multiple short breaks such as "more national holidays off," "one to two day breaks after midquarter," "more three day weekends," and "about two days added to the Memorial Day break."

For decisions about the University of Minnesota's calendar, the survey reported here appears to have narrowed the range of possible alternatives. The majority of students and faculty do not wish to have radical alterations made in the number of terms or arrangement of breaks. Instead, they differ in their preferences between the status quo and the most moderate alternatives to the status quo. While the survey data have yielded two clear alternatives, they cannot offer a mandate for one alternative over the other. The choice between the traditional and early quarter systems revolves around questions not addressed by the survey, including: Whose opinions should be given more weight--students or faculty members? Does the number of persons suffering adverse effects of the present calendar justify a change to an earlier start and finish? What would be the monetary and social costs of a change?

MKC
95+94r

OSA Research Bulletin
Office for Student Affairs

University of Minnesota
Volume 19
Number 2
Date 10/10/78.



A Comparison of 1976 and 1978 Student Opinion toward
Kirby Student Center and UMD Student Activities

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Abstract

Random samples of students at the University of Minnesota at Duluth were surveyed on their usage and opinions of Kirby Student Center service and programs. Key findings include: Compared to 1976, 1978 respondents were working more, spending less time in leisure activities and increasingly focusing their leisure time off campus. Usage of Kirby Center increased for 15 of 26 services. The greatest increases in usage and satisfaction were found for the Bull Pub and Cafeteria, and the greatest decreases in usage satisfaction for the games areas. Participation increased for 9 of 13 UMS sponsored activities and satisfaction increased for 14 of 21 activities and events. The greatest increase in satisfaction was with the quality of Kirby Board Programs and the greatest increase in dissatisfaction was with the effectiveness of student government. The majority of '78 respondents did not see a need for any of 12 proposed new services, and were unwilling to pay a fee increase for any of the proposed services.

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In contemporary student personnel work, planning and evaluation have become increasingly important. The emphasis on systematic examination of student affairs programs has stemmed not only from external demands for accountability but also from the desire of student affairs staff to conceptualize and define the nature of their work. The 1970s have yielded important new tests on planning in student personnel work (e.g., Miller and Prince, 1976; Williamson and Biggs, 1975) and the development of more systematic and sophisticated studies of the practices in programs in student personnel offices. Reported here are the findings of one such study of a student affairs program, Kirby Student Center and the associated student activities office at the University of Minnesota at Duluth (UMD). The study reports a comparison of the findings of two surveys of UMD student opinion, one conducted in 1976 and one in 1978. The study represents an advance over "one shot" studies because comparable methodologies allow conferences about changes in student opinions toward Kirby Student Center and UMD student activities. The surveys addressed the following questions:

1. Usage of Kirby Student Center. How many students use Kirby Student Center? For what purposes is it used most and least? How have usage patterns changed?
2. Evaluation of Kirby Student Center. With what services are students most satisfied? With what services are they least satisfied? Have usage and satisfaction gone up or down?
3. Participation in UMD sponsored activities. How many students

participate in the activities sponsored by UMD? How difficult is it for students to participate in campus events? Has participation increased, decreased, or stayed the same since 1976?

4. Evaluation of UMD sponsored activities. What do students think of the activities available at UMD? What aspects do they like most and least? How could these activities be improved?

5. Student activity preferences. What types of activities do UMD students most like to do? Have student preferences changed over the last two years?

6. Student views of possible new services. In the 1976 survey, students were asked to rank their preferences for four options for expansion in Kirby Student Center. In 1978, this question was replaced with a series of items asking whether several specific new services were needed, and whether students would be willing to pay an increase in their quarterly services fee to fund them. Additionally, a series of questions regarding the UMD Health Service was included at the end of the 1978 survey.

Method

The staff of Kirby Student Center conducted both the 1976 and 1978 surveys by mail, using similar procedures. The questionnaires and mailing procedures were developed in consultation with Student Life Studies and Planning. Five hundred students randomly selected from the active student file at UMD were first sent a pre-letter describing the study, then a questionnaire, then three follow-up reminders as needed. In the 1976 survey conducted from November '75 through January '76, responses were received from 341 students, for a response rate of 68%. In the 1978 survey conducted from November '77 through January '78, responses were received from 383 respondents, for a response rate of 77%.

Table I compares the characteristics of persons responding to the two surveys. In 1978, the distribution of men vs. women was more nearly equal (53% men vs. 47% women) than in 1976 (57% men vs. 43% women). Members of the 1978 sample reported living off campus in apartments or houses more frequently than in 1976 (47% vs. 37%) and fewer in 1978 were living in residence halls (6% vs. 18%). The distribution of distance from their homes to the UMD campus remained the same (34% reporting they live less than one mile from campus, 36% 1-4 miles, 15% 4-10 miles, and 15% that they live more than 10 miles away).

Table I
Student Demographic Characteristics
(In percentages)

Sex		<u>Male</u>		<u>Female</u>	
		<u>1976</u>	<u>1978</u>	<u>1976</u>	<u>1978</u>
		57	53	43	47

Residence		<u>Residence hall</u>	<u>Cascades or Hotel Duluth</u>	<u>Village or Stadium Apts.</u>	<u>Apt. or house off-campus</u>	<u>Rooming house</u>	<u>Home of parents or relatives</u>
		<u>1976</u>	<u>1978</u>	<u>1976</u>	<u>1978</u>	<u>1976</u>	<u>1978</u>
		18	6	0	0	7	13
		37	47	3	1	35	33

Distance from campus		<u>Less than 1 mile</u>	<u>1-4 miles</u>	<u>4-10 miles</u>	<u>More than 10 miles</u>
		<u>1976</u>	<u>1978</u>	<u>1976</u>	<u>1978</u>
		34	34	36	36
		15	15	15	15

Results

The following tables present together the percentage distributions of responses to each of the items in the two surveys. Table 2 presents the percentage distribution of the frequency of student usage of 22 different aspects of Kirby Student Center in 1976 and 1978. Students were asked how often they did each activity in Kirby Student Center. In 1976 the majority of respondents reported never doing 19 of the 26 activities listed

while in 1978 the majority reported not doing 14 of the 26 activities. Compared to the 1976 figures, the 1978 data show that the percentage of students who at least occasionally did the activity increased for 15 of the 26 listed activities, decreased for 9, and stayed the same for 2.

Table 2
Percentage Distribution of Frequency of
Student Usage of Kirby Center
1976 and 1978

Activity		Frequency a, b					
		<u>6-7</u>	<u>5</u>	<u>3-4</u>	<u>1-2</u>	<u>L</u>	<u>N</u>
1. Walk through Kirby Center	<u>1976</u>	25	41	17	10	7	1
	<u>1978</u>	25	36	16	11	10	2
2. Use vending machines	<u>1976</u>	0	13	22	25	25	13
	<u>1978</u>	5	7	20	25	27	16
3. Listen to music	<u>1976</u>	4	9	10	17	30	29
	<u>1978</u>	6	6	10	13	38	27
4. Use the Bull Pub for relaxation	<u>1976</u>	2	7	10	19	29	33
	<u>1978</u>	3	8	17	25	29	18
5. Ask questions at the Information Desk	<u>1976</u>	1	0	6	21	59	14
	<u>1978</u>	1	0	4	22	57	16
6. Attend a scheduled program or activity	<u>1976</u>	0	1	3	21	48	27
	<u>1978</u>	0	1	4	26	47	22
7. Eat lunch in Kirby Cafeteria	<u>1976</u>	2	8	8	14	18	51
	<u>1978</u>	0	10	11	21	22	36
8. Study in Kirby lounge	<u>1976</u>	0	2	6	14	26	52
	<u>1978</u>	1	1	3	15	31	48
9. Wait for bus service	<u>1976</u>	1	7	6	9	24	53
	<u>1978</u>	4	6	6	7	18	60
10. Eat dinner in Kirby Bull Pub	<u>1976</u>	0	2	7	13	18	60
	<u>1978</u>	0	2	9	21	27	41
11. Attend meetings	<u>1976</u>	0	0	-	15	23	61
	<u>1978</u>	0	1	2	12	26	59
12. Play pool	<u>1976</u>	0	0	2	4	25	69
	<u>1978</u>	0	0	1	2	22	74
13. Play pinball	<u>1976</u>	0	-	2	5	21	72
	<u>1978</u>	1	0	1	5	19	75
14. Use the Rafters for relaxation	<u>1976</u>	0	0	1	7	18	74
	<u>1978</u>	0	1	6	12	31	49

^aDays per week: L = Less than once a week, N = Never

^bPercentages may sum to 99% or 101% due to rounding.

(Continued on page 5)

Table 2 (contd)

Activity		Frequency a, b					
		<u>6-7</u>	<u>5</u>	<u>3-4</u>	<u>1-2</u>	<u>L</u>	<u>N</u>
15. Play air hockey	<u>1976</u>	3	-	3	2	23	74
	<u>1978</u>						
16. Watch TV	<u>1976</u>	2	1	1	6	16	75
	<u>1978</u>	1	2	3	9	26	59
17. Use the Kirby poster service	<u>1976</u>	0	1	2	6	17	75
	<u>1978</u>	0	0	1	5	18	77
18. Play foosball	<u>1976</u>	1	0	1	4	17	77
	<u>1978</u>	0	0	1	2	17	80
19. Visit the Student Association Office	<u>1976</u>	1	0	1	5	14	79
	<u>1978</u>	1	3	1	3	17	76
20. Eat breakfast in Kirby Cafeteria	<u>1976</u>	3	2	3	4	8	83
	<u>1978</u>	0	1	3	8	20	68
21. Eat breakfast in Kirby Bull Pub	<u>1976</u>	-	1	2	6	10	82
	<u>1978</u>	0	1	2	4	16	77
22. Ask for help from an Activities advisor	<u>1976</u>	-	0	0	2	14	84
	<u>1978</u>	0	0	1	1	14	84
23. Visit Kirby Program Board Office	<u>1976</u>	-	-	1	3	11	85
	<u>1978</u>	0	1	0	4	11	85
24. Reserve space in Kirby Center	<u>1976</u>	-	-	-	2	12	86
	<u>1978</u>	0	0	1	3	19	77
25. Pick up mail in 101 Kirby	<u>1976</u>	1	0	1	3	3	93
	<u>1978</u>	1	2	2	3	4	88
26. Use rental typewriters	<u>1976</u>	-	-	-	1	5	94
	<u>1978</u>	0	0	1	3	12	83

^a Days per week: L = Less than once a week, N = Never

^b Percentages may sum to 99% or 101% due to rounding.

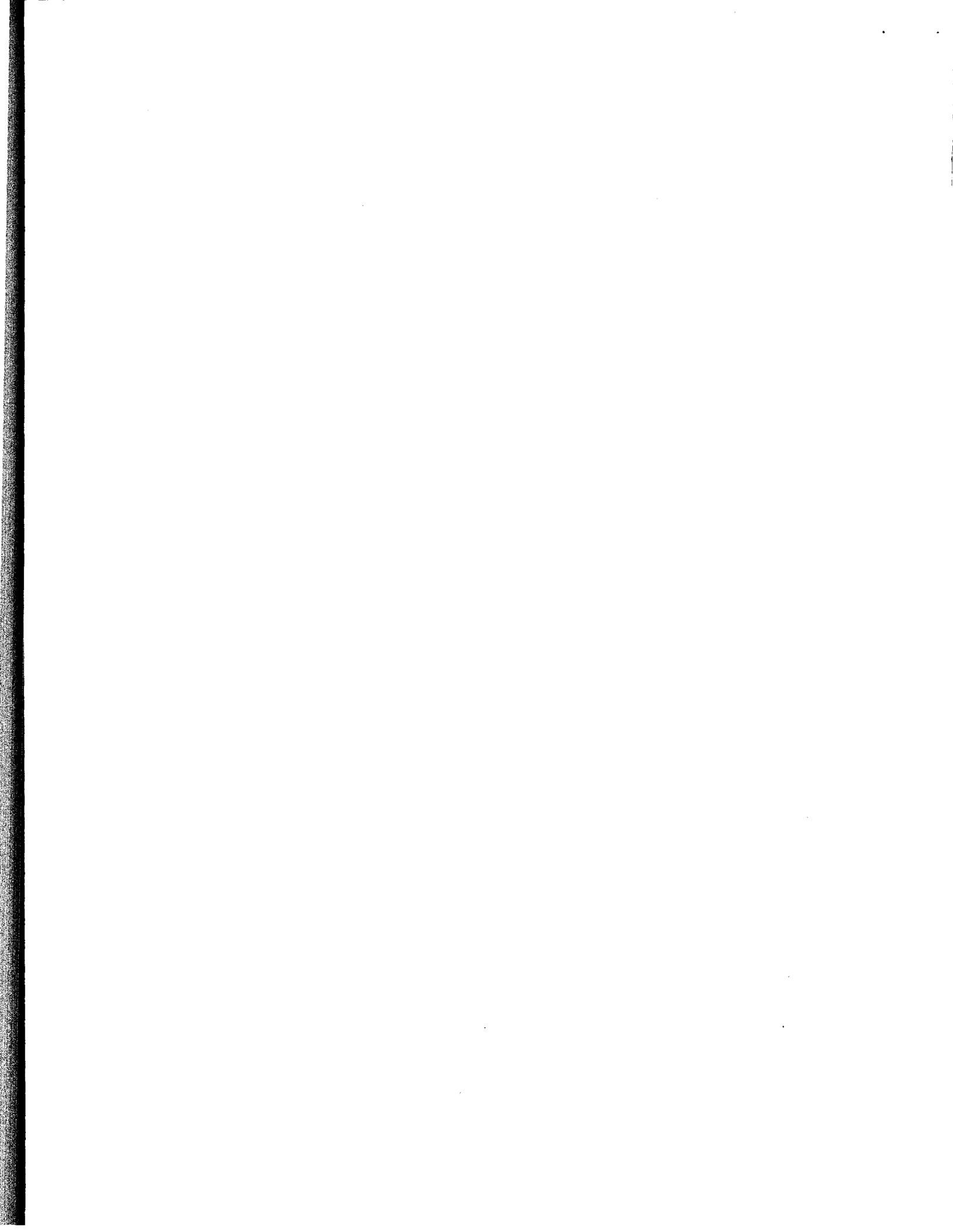
Among those activities showing the greatest change in participation from 1976 to 1978 were specific dining and relaxation areas in Kirby Student Center--the Rafters, the Bull Pub, and the Cafeteria. Nearly twice as many students in 1978 (51%) than in 1976 (26%) said they used the Rafters for relaxation at least occasionally. Increases of 15 to 19% were found for watching TV in Kirby, eating dinner in the Bull Pub, and eating lunch in the Cafeteria. Increases from 2 to 11% were noted for the use of rental typewriters, reserving space, attending scheduled programs or activities, eating breakfast in the Bull Pub, picking up mail in 101 Kirby, studying

in Kirby Lounge, visiting the Program office, visiting the Student Association Office, attending meetings, and listening to music.

The most notable declines in usage were noted for the bus service and games areas. Seven percent fewer students in '78 than in '76 reported that they waited for the bus at Kirby. The number of persons playing pool, foosball and pinball declined by 3 to 5%. Other slight drops in usage were noted for the vending machines, poster service and information desk. In many respects, the pattern of usage of Kirby Student Center remained relatively stable across the two years. Most students use most services less than once a week. The activities most frequently done at Kirby are walking through or pausing to relax in one of the rooms. Activities indicating heavier involvement such as attending meetings, visiting advisors, reserving space are done frequently by relatively small numbers of students.

Satisfaction of Kirby Student Center Dining Facilities

Table 3 presents student reports of satisfaction with aspects with Kirby dining facilities for the 1976 and 1978 surveys. The pattern of changes between the two years is quite consistent. With regard to each aspect of the dining facilities under question, there was an increase of student satisfaction from '76 to '78. The smallest increases (4 to 9%) were aspects of the dining hall--atmosphere, food quality and variety. The largest increases in satisfaction were for general aspects of the food services, quality of the food for the price (+18%), courtesy and availability of staff (+16%). Also registering large increases were specific features of the Bull Pub and Cafeteria--variety of food (+16%), quality of food (14%), and atmosphere (Cafeteria, +15%, and Bull Pub, +11%). In 1978 as in 1976, the Bull Pub received the highest satisfaction ratings among the dining facilities and the dining hall the lowest. In some cases where



there was an increase in the number of satisfied users, there was also an increase in the number of dissatisfied users, e.g., for the variety of food in the Bull Pub and Cafeteria, hours of the Cafeteria and Bull Pub, and variety of food in the Dining Hall. This phenomenon might be accounted for by an increase in the number willing to express an opinion about them. Overall, the dining facilities experienced both an increase in the number of users and in the degree of satisfaction by users, as illustrated by one '78 respondent who said, "It's nice to have a place to grab some decent food when I get hungry and I like the Bull Pub for that reason."

Table 3

Student Satisfaction with Aspects of
Kirby Center Dining Facilities

		Percentages ^a					
		VS	S	N	D	VDS	?
1. Atmosphere of Bull Pub	1976	28	40	11	2	3	18
	1978	34	45	7	5	1	8
2. Comfort of chairs	1976	12	47	15	1	1	24
	1978	13	58	14	5	0	10
3. Courtesy of staff	1976	14	41	16	2	3	27
	1978	20	51	13	3	1	14
4. Hours of Bull Pub	1976	7	46	16	7	0	24
	1978	11	54	10	13	2	11
5. Quality of food in Bull Pub and Cafeteria	1976	7	41	17	13	3	19
	1978	12	50	12	13	4	9
6. Variety of food in Bull Pub and Cafeteria	1976	6	38	18	12	5	20
	1978	10	50	9	18	4	9
7. Atmosphere of Cafeteria	1976	7	28	26	5	1	33
	1978	10	40	19	10	1	21
8. Availability of staff for questions	1976	4	23	32	5	0	37
	1978	5	28	26	4	1	27
9. Hours of Cafeteria	1976	1	26	22	9	1	41
	1978	5	37	15	19	3	22
10. Atmosphere of Dining Hall	1976	6	18	16	2	1	57
	1978	8	21	15	1	1	34
11. Hours of Dining Hall	1976	2	14	17	5	2	60
	1978	2	17	17	4	3	58
12. Variety of food in Dining Hall	1976	3	8	17	8	5	59
	1978	1	18	13	9	4	55
13. Quality of food in Dining Hall	1976	3	10	14	9	6	58
	1978	1	17	14	8	6	55
14. Quantity of food for the price	1976	2	27	19	23	7	23
	1978	5	42	14	23	7	10
15. Cost of food items	1976	3	18	26	23	9	22
	1978						

^aVS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied, VDS = Very Dissatisfied, ? = Can't Say

Satisfaction with the Kirby Student Center Activities Advising Staff

Table 4 portrays student satisfaction with the advising staff in '76 and '78. Increases in the number expressing satisfaction were noted for 6 of the 8 areas listed. Slight decreases occurred for performance (34% satisfied or very satisfied in '76 vs. 30% in '78) and in knowledge of campus resources (16% vs. 15%). The greatest increase was noted for helpfulness (23% in '76, 33% in '78). The remainder of increases ranged from 2 to 5%. In no cases were there increases in the number of students expressing dissatisfaction with the advising staff.

Table 4
Student Satisfaction with Kirby Center
Activities Advising Staff

		Percentages ^a					
		<u>VS</u>	<u>S</u>	<u>N</u>	<u>D</u>	<u>VDS</u>	<u>?</u>
1. Performance	<u>1976</u>	14	20	16	3	1	56
	<u>1978</u>	4	26	16	2	0	53
2. Knowledge of University information and programs	<u>1976</u>	7	24	11	3	1	55
	<u>1978</u>	10	25	13	2	0	51
3. Courtesy (willingness to cooperate and meet your needs)	<u>1976</u>	5	22	14	3	0	56
	<u>1978</u>	9	27	12	1	0	52
4. Knowledge of student needs	<u>1976</u>	4	21	16	2	1	55
	<u>1978</u>	6	24	15	3	0	53
5. Helpfulness (resources, effectiveness of services)	<u>1976</u>	4	19	16	3	-	59
	<u>1978</u>	7	26	12	1	0	54
6. Knowledge of resources available in community	<u>1976</u>	2	16	17	3	1	61
	<u>1978</u>	2	19	16	2	0	61
7. Creativity	<u>1976</u>	2	16	19	3	0	60
	<u>1978</u>	1	19	22	2	1	55
8. Knowledge of resources available on other campuses	<u>1976</u>	3	13	17	5	1	63
	<u>1978</u>	2	13	16	3	0	66

^aVS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied, VDS = Very Dissatisfied, ? = Can't Say

Satisfaction with the Lounge Facilities

The responses to six questions on lounge facilities are shown in Table 5. Gains in the number of satisfied users were registered for five aspects, with the greatest gain (+11%) for hours and lighting (+9%). One item on which

there is no gain in satisfied users, the number of seats available, showed an increase in dissatisfied users (+17%).

Table 5
Student Satisfaction with Kirby Center
Lounge Facilities

		Percentages ^a					
		<u>VS</u>	<u>S</u>	<u>N</u>	<u>D</u>	<u>VDS</u>	<u>?</u>
1. Comfort of chairs	<u>1976</u>	16	53	13	6	1	12
	<u>1978</u>	15	57	11	6	1	10
2. Hours	<u>1976</u>	11	51	20	2	-	15
	<u>1978</u>	11	61	14	2	0	12
3. Atmosphere	<u>1976</u>	14	47	22	5	1	12
	<u>1978</u>	10	54	18	9	1	9
4. Lighting	<u>1976</u>	6	52	16	10	3	12
	<u>1978</u>	8	59	10	12	2	9
5. Decor	<u>1976</u>	9	46	24	7	1	12
	<u>1978</u>	8	52	21	9	2	9
6. Number of seats available	<u>1976</u>	6	44	21	15	2	12
	<u>1978</u>	4	46	15	21	3	11

^aVS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied, VDS = Very Dissatisfied, ? = Can't Say

Satisfaction with Games Area

In both surveys, students were asked about five aspects of the games area. Table 6 shows that in all cases the number expressing satisfaction decreased from 1976 to 1978. The largest decline in satisfaction was noted for variety of games and rental equipment (9%) and atmosphere (6%). This pattern is consistent with the decline of the usage of the games area noted earlier. In 1976 to 1978 there appeared to be fewer users of the games area and fewer satisfied users. Student comments highlight some of the problems with the games area: "Atmosphere is similar to that of a steam-boat bilge," "solid foosballs, not the ones now," "too many pinball machines," "sometimes a little crowded," "Level the billiard table!" and "I don't use

the games room because it looks odd if a girl goes down there alone."

Table 6
Student Satisfaction with Kirby Center
Games Area

		Percentages ^a					
		<u>VS</u>	<u>S</u>	<u>N</u>	<u>D</u>	<u>VDS</u>	<u>?</u>
1. Atmosphere	<u>1976</u>	19	42	15	2	1	20
	<u>1978</u>	10	43	16	5	2	24
2. Variety of games	<u>1976</u>	8	43	16	4	1	28
	<u>1978</u>	4	38	18	5	1	34
3. Rental equipment	<u>1976</u>	14	36	15	3	1	32
	<u>1978</u>	13	28	14	3	1	41
4. Hours	<u>1976</u>	5	41	17	5	1	32
	<u>1978</u>	3	36	21	5	1	34
5. Maintenance of games	<u>1976</u>	8	32	19	6	3	33
	<u>1978</u>	3	35	21	5	1	34

^aVS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied, VDS = Very Dissatisfied,
? = Can't Say

Kirby Student Center Meeting Rooms

For six aspects of the Kirby Student Center meeting rooms (Table 7), increases were noted in all cases. The number of satisfied users increased by 1 to 9% from '76 to '78 in each area in which students were questioned.

Table 7
Student Satisfaction with Kirby Center
Meeting Rooms

		Percentages ^a					
		<u>VS</u>	<u>S</u>	<u>N</u>	<u>D</u>	<u>VDS</u>	<u>?</u>
1. Atmosphere	<u>1976</u>	8	30	11	3	-	49
	<u>1978</u>	11	35	11	1	1	42
2. Lighting	<u>1976</u>	7	31	10	2	-	50
	<u>1978</u>	11	36	10	2	0	41
3. Comfort of chairs	<u>1976</u>	6	37	12	1	-	50
	<u>1978</u>	10	34	12	2	0	42
4. Availability	<u>1976</u>	4	18	15	6	1	57
	<u>1978</u>	7	23	16	4	1	50
5. Flexibility	<u>1976</u>	3	14	19	2	-	62
	<u>1978</u>	4	22	19	3	1	52
6. Audio-visual equipment	<u>1976</u>	2	11	21	1	0	65
	<u>1978</u>	2	16	19	2	0	60

^aVS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied, VDS = Very Dissatisfied,
? = Can't Say

Student Office Space

In '78 as in '76 the majority of students felt that they could not rate their satisfaction with the office space available to students. As seen in Table 8, of those who responded, there is a general pattern of a slight decrease in satisfaction with the office space from '76 to '78, and an increase in dissatisfaction. In '78 compared to '76, 5% more felt that they were dissatisfied with the accessibility of the offices, 7% with the availability of offices, 7% with the atmosphere of the offices, and 4% with the usage of the offices.

Table 8
Student Satisfaction with Office Space
Available to Students

		Percentages ^a					
		<u>VS</u>	<u>S</u>	<u>N</u>	<u>D</u>	<u>VDS</u>	<u>?</u>
1. Accessibility	<u>1976</u>	4	16	19	4	0	58
	<u>1978</u>	1	19	15	5	4	56
2. Availability	<u>1976</u>	5	14	16	5	1	60
	<u>1978</u>	1	14	14	8	5	57
3. Atmosphere	<u>1976</u>	3	16	20	4	0	58
	<u>1978</u>	1	14	17	6	5	57
4. Usage	<u>1976</u>	4	14	20	3	1	59
	<u>1978</u>	2	13	19	4	4	59

^aVS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied, VDS = Very Dissatisfied, ? = Can't Say

Kirby Student Center Maintenance Staff

In both surveys approximately one-third of the students felt that they could not rate the maintenance staff's courtesy, reliability, and helpfulness. On these aspects among those who could comment, there were slight increases in satisfaction, from 2 to 6%, between the two surveys. (See Table 9)

Table 9
Student Satisfaction with the Kirby Center
Maintenance Staff

		Percentage ^a					
		<u>VS</u>	<u>S</u>	<u>N</u>	<u>D</u>	<u>VDS</u>	<u>?</u>
1. Courtesy	<u>1976</u>	12	36	14	2	1	36
	<u>1978</u>	14	36	16	1	1	32
2. Reliability	<u>1976</u>	10	35	17	1	1	37
	<u>1978</u>	12	36	17	2	0	33
3. Helpfulness	<u>1976</u>	8	36	17	1	1	37
	<u>1978</u>	14	36	17	1	0	32

^aVS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied, VDS = Very Dissatisfied,
? = Can't Say

Involvement in UMD Student Programs and Activities

Table 10 presents frequencies of participation in UMD student activities and attendance at UMD sponsored programs in '76 and '78. Overall, the pattern of activities and attendance was similar for the two years, with the most frequently attended events being Tweed Museum exhibits, sports events, movies, and theater presentations on campus. The least attended events were dance performances, lectures on environmental issues and residence hall programs. Of the 13 categories of events, increases in attendance were noted for 9 and decreases were noted for 4. The largest increases were for theater presentations (+13%), folk concerts (+9%), lectures on environmental issues (+7%), lectures by political figures (+7%), and movies (+7%). The largest decrease was for Student Welcome Week (-18%). Slight decreases were for sports events (-2%), residence hall programs (-2%), and rock concerts (-4%). The pattern of changes suggests an increased interest in artistic activities, an increased interest in social and political issues, and a decrease in interest in traditional collegiate activities, particularly Student Welcome Week.

Table 10
Attendance at UMD Sponsored Programs

		Percentages ^a	
		<u>A</u>	<u>N</u>
1. a Tweed Museum exhibit	<u>1976</u>	73	27
	<u>1978</u>	78	22
2. a Sports event	<u>1976</u>	68	32
	<u>1978</u>	66	34
3. a Movie	<u>1976</u>	55	45
	<u>1978</u>	62	39
4. a Theater presentation (play or musical)	<u>1976</u>	47	53
	<u>1978</u>	60	40
5. Student Welcome Week	<u>1976</u>	41	59
	<u>1978</u>	23	77
6. a Lecture by a political figure	<u>1976</u>	40	60
	<u>1978</u>	47	53
7. a Jazz concert	<u>1976</u>	39	61
	<u>1978</u>	44	56
8. a Rock concert	<u>1976</u>	37	63
	<u>1978</u>	33	68
9. a Classical music concert	<u>1976</u>	32	68
	<u>1978</u>	35	65
10. a Folk concert	<u>1976</u>	29	71
	<u>1978</u>	38	63
11. a Dance performance	<u>1976</u>	22	78
	<u>1978</u>	23	77
12. a Lecture on environmental issues	<u>1976</u>	18	82
	<u>1978</u>	25	75
13. Residence hall programs (programs held in the dorm)	<u>1976</u>	17	83
	<u>1978</u>	15	85

^aA = Attended, N = Not Attended

Participation in UMD Sponsored Activities

Table 11 presents student participation in UMD sponsored activities for '76 and '78. In '78 as in '76, for none of the activities did a majority of students report participation. Except for attendance at workshops and retreats or taking a Student Association Travel Office trip, there is a general pattern of an increase from 2 to 7% in participation in each of the listed activities. Intramurals experienced the greatest gain in participation (+7%), and attending a workshop or retreat showed the only decline

decline (-1%). The overall pattern is one of a slight increase in participation.

Table 11
Student Participation in UMD Sponsored Activities

		Percentages ^a	
		<u>P</u>	<u>N</u>
1. Any club or organization	<u>1976</u>	42	58
	<u>1978</u>	47	53
2. Intramurals	<u>1976</u>	33	67
	<u>1978</u>	40	61
3. Workshop, retreat	<u>1976</u>	12	88
	<u>1978</u>	11	89
4. Residence hall programs or government	<u>1976</u>	7	93
	<u>1978</u>	9	91
5. Student Association Travel Office trips	<u>1976</u>	6	95
	<u>1978</u>	6	94
6. Varsity sports	<u>1976</u>	6	94
	<u>1978</u>	6	91
7. Student Association meeting	<u>1976</u>	4	96
	<u>1978</u>	8	92
8. Ski trips	<u>1976</u>	3	97
	<u>1978</u>	6	94
9. Kirby Program Board meeting	<u>1976</u>	3	97
	<u>1978</u>	5	95

^aP = Participated, N = Not participated

Students were asked how difficult it is for them to attend UMD campus events, as reported in Table 12. The degree of difficulty expressed by students was fairly similar for the two surveys. In both surveys half or more of the respondents said that it was not difficult or only slightly difficult to attend campus events after class, in the evening, between classes, and on weekends. A quarter to a third of the respondents in both surveys said that it was impossible or very difficult. The largest change in student perceptions of the difficulty occurred for returning on weekends to attend campus events. While 28% in '76 said that weekend attendance was impossible or very difficult, 19% in '78 said it was impossible or very difficult.

Table 12
Student Difficulty in Attending UMD Events

		Percentages ^a				
		<u>I</u>	<u>V</u>	<u>M</u>	<u>S</u>	<u>N</u>
1. Remain on campus after class or work to pursue a leisure interest or activity	<u>1976</u>	8	19	18	16	40
	<u>1978</u>	11	18	16	15	41
2. Return to campus on weekends to attend a program or participate in an activity or interest	<u>1976</u>	7	21	17	17	38
	<u>1978</u>	5	14	16	22	43
3. Return to campus evenings during the week to attend a program or participate in an activity or interest	<u>1976</u>	7	16	23	18	37
	<u>1978</u>	8	16	17	16	43
4. Attend or participate in a leisure interest or activity between classes during the day	<u>1976</u>	11	23	19	24	24
	<u>1978</u>	12	16	22	20	30

^aI = Impossible, V = Very difficult, M = Moderately difficult, S = Slightly difficult, N = Not difficult

Satisfaction with UMD Sponsored Activities and Events

Table 13 presents student satisfaction with UMD sponsored activities and events. Increases in satisfaction from '76 to '78 were registered for 14 of the 21 activities listed. The largest increases were found for the quality of Kirby Program Board programs (+16%) and the quality of the Statesman (+13%). Registering increases of 9 to 10% were the ratings for location of programs, quality of Kirby programs, quality of Student Association Travel Office programs, quality of Coffee and House programs. Gains of 1 to 8% were noted for the quality of lecture programs, residence hall programs, and scheduling of programs. The areas in which there were the greatest drops in satisfaction between the two surveys were the effectiveness of student government (-2% unsatisfied), the quality of dance bands (-11% unsatisfied), and the variety of UMD student activities programs (-9%). While the decrease in the number of persons who were satisfied with student government was small, there was a large increase (+13%) in the percentage of persons dissatisfied or very dissatisfied with student government. Smaller increases (1 to 5%) in the number of dissatisfied respondents were found for Student Association record sales, the number

of intramural sports available, and the availability of student organizations and clubs.

Table 13
Evaluation of UMD Student Activities/Events

		Percentages ^a					
		<u>VS</u>	<u>S</u>	<u>N</u>	<u>D</u>	<u>VDS</u>	<u>?</u>
1. Quality of programs	<u>1976</u>	12	42	16	3	6	27
	<u>1978</u>	17	42	16	3	1	22
2. The variety in film programs	<u>1976</u>	18	38	16	5	1	23
	<u>1978</u>	11	41	16	7	2	23
3. Variety of concert programs	<u>1976</u>	10	42	18	8	1	21
	<u>1978</u>	15	40	15	10	2	18
4. Location of programs	<u>1976</u>	6	42	26	6	1	19
	<u>1978</u>	7	50	19	6	2	16
5. Quality of Student Association book exchange	<u>1976</u>	11	35	17	7	3	27
	<u>1978</u>	19	32	17	9	3	21
6. Student Association record sales	<u>1976</u>	16	29	13	1	1	41
	<u>1978</u>	12	32	15	5	2	35
7. The number of intramural sports available	<u>1976</u>	15	39	16	2	0	29
	<u>1978</u>	21	32	17	4	1	26
8. Availability of student organizations and clubs	<u>1976</u>	4	35	24	7	1	29
	<u>1978</u>	5	30	31	8	1	25
9. The variety in student activities programs	<u>1976</u>	5	33	26	2	0	35
	<u>1978</u>	4	23	27	2	1	43
10. Sound reproduction at programs	<u>1976</u>	4	31	26	10	0	29
	<u>1978</u>	5	33	26	8	2	27
11. The quality of lecture programs	<u>1976</u>	3	31	24	3	0	39
	<u>1978</u>	7	35	25	2	0	31
12. Quality of Coffee House programs	<u>1976</u>	8	23	19	2	0	48
	<u>1978</u>	11	29	18	1	0	41
13. Quality of Kirby Program Board programs	<u>1976</u>	4	23	28	5	1	40
	<u>1978</u>	5	38	22	5	1	29
14. Student Association ski swap	<u>1976</u>	3	16	19	2	3	57
	<u>1978</u>	5	15	24	2	0	55

^aVS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied, VDS = Very Dissatisfied, ? = Can't Say

(Continued on page 17)

Table 13 (contd)
Evaluation of UMD Student Activities/Events

		Percentages ^a					
		<u>VS</u>	<u>S</u>	<u>N</u>	<u>D</u>	<u>VDS</u>	<u>?</u>
15. Quality of Student Association Travel Office programs	<u>1976</u>	4	14	17	2	1	61
	<u>1978</u>	7	21	22	2	1	48
16. Quality of Residence hall programs	<u>1976</u>	1	7	22	5	1	64
	<u>1978</u>	2	13	21	2	1	62
17. Scheduling of programs	<u>1976</u>	4	40	24	10	0	22
	<u>1978</u>	6	40	25	7	1	19
18. Quality of KUMD programs	<u>1976</u>	9	19	22	9	4	38
	<u>1978</u>	10	27	18	8	3	34
19. Quality of dance bands	<u>1976</u>	4	23	26	8	4	36
	<u>1978</u>	3	13	24	13	3	43
20. Effectiveness of student government	<u>1976</u>	0	11	26	13	7	42
	<u>1978</u>	0	9	30	21	12	28
21. Quality of the Statesman	<u>1976</u>	4	27	19	23	21	7
	<u>1978</u>	6	38	21	20	10	5

^aVS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied,
VDS = Very Dissatisfied, ? = Can't Say

Activities Interests

Table 14 portrays students' activities interests. The data indicate considerable stability from 1976 to 1978 in activities likes and dislikes. In both years, the activities liked by the greatest number of persons were watching movies, camping and listening to records. However, some changes did occur. Most notable was a decrease in interest in crafts (liked by 54% of the '76 sample but by only 41% of the '78 sample), showshoeing (55% liking in '76 and 48% in '78), and increased interest in cross-country skiing (7 and 8% increases respectively). The number liking TV watching also increased by 7%.

Table 14

Student Activity Preferences

		Percentages ^a		
		<u>L</u>	<u>I</u>	<u>D</u>
1. Watching movies	<u>1976</u>	84	14	2
	<u>1978</u>	88	10	2
2. Camping	<u>1976</u>	75	22	3
	<u>1978</u>	78	18	4
3. Listening to recorded music	<u>1976</u>	70	26	4
	<u>1978</u>	73	25	2
4. Attending rock concerts	<u>1976</u>	64	21	15
	<u>1978</u>	61	22	17
5. Bowling	<u>1976</u>	57	31	12
	<u>1978</u>	55	33	13
6. Snowshoeing	<u>1976</u>	55	38	7
	<u>1978</u>	48	45	7
7. Working with crafts (leather, pottery, jewelry, etc.)	<u>1976</u>	54	34	12
	<u>1978</u>	41	45	14
8. Attending folk concerts	<u>1976</u>	53	36	11
	<u>1978</u>	52	36	12
9. Downhill skiing	<u>1976</u>	51	37	11
	<u>1978</u>	58	30	12
10. Cross-country skiing	<u>1976</u>	47	43	10
	<u>1978</u>	55	37	8
11. Relaxing in Kirby Student Center	<u>1976</u>	48	41	11
	<u>1978</u>	45	48	7
12. Playing pool	<u>1976</u>	47	40	13
	<u>1978</u>	47	38	15
13. Attending classical music concerts	<u>1976</u>	44	40	16
	<u>1978</u>	46	35	19
14. Watching TV	<u>1976</u>	41	39	20
	<u>1978</u>	48	37	15
15. Attending a lecture program	<u>1976</u>	39	45	16
	<u>1978</u>	40	50	10

^aL = Like, I = Indifferent, D = Dislike

Student Leisure Time

As seen in Table 15, students in '78 reported working more and having less leisure time available than did students in '76. Seventy percent of those in '78 said they were working vs. 58% in '76; 26% of the students in '78 vs. 16% in '76 said that they were working over half-time; and 34% vs. 29% were working 10 to 20 hours. Corresponding

to the increase in time spent working was a decrease in the amount of leisure time available. In 1976, 42% reported that they had 16 or more hours of leisure time available during the week, while in 1978 only 50% said that they did. On weekends the difference between the two surveys was smaller but still apparent, 55% in '76 said that they had over 10 hours available as leisure time during the weekend vs. 50% in '78.

The '78 survey also reflected a shift in student focus of leisure activities from on campus to off campus. Sixty-five percent of those in '78 as opposed to 58% in '76 said that their free time activities were focused primarily off campus, while the number saying that the focus was primarily on campus declined from 11 to 7%, and those saying that it was equal on and off campus declined from 31 to 28%.

Table 15
Student Leisure Time

Hours working per week		Less than			
		None	10	10-20	21-40
	<u>1976</u>	45	10	29	16
	<u>1978</u>	30	10	34	26

Hours per Week Available as Leisure Time		0	1-5	6-10	11-15	16-20	Over 20
		During the week	<u>1976</u>	5	27	27	21
	<u>1978</u>	3	34	33	18	7	5
During the weekend	<u>1976</u>	4	15	26	23	16	16
	<u>1978</u>	3	17	31	26	15	9

Focus of Free-time Interests		Percentages
Off campus	<u>1976</u>	58
	<u>1978</u>	65
On campus	<u>1976</u>	11
	<u>1978</u>	7
Equally on and off campus	<u>1976</u>	31
	<u>1978</u>	28

1978 Student Opinions on Possible New Services

In '78 students were given a list of possible new facilities and services at Kirby Student Center (see Table 16). They were asked

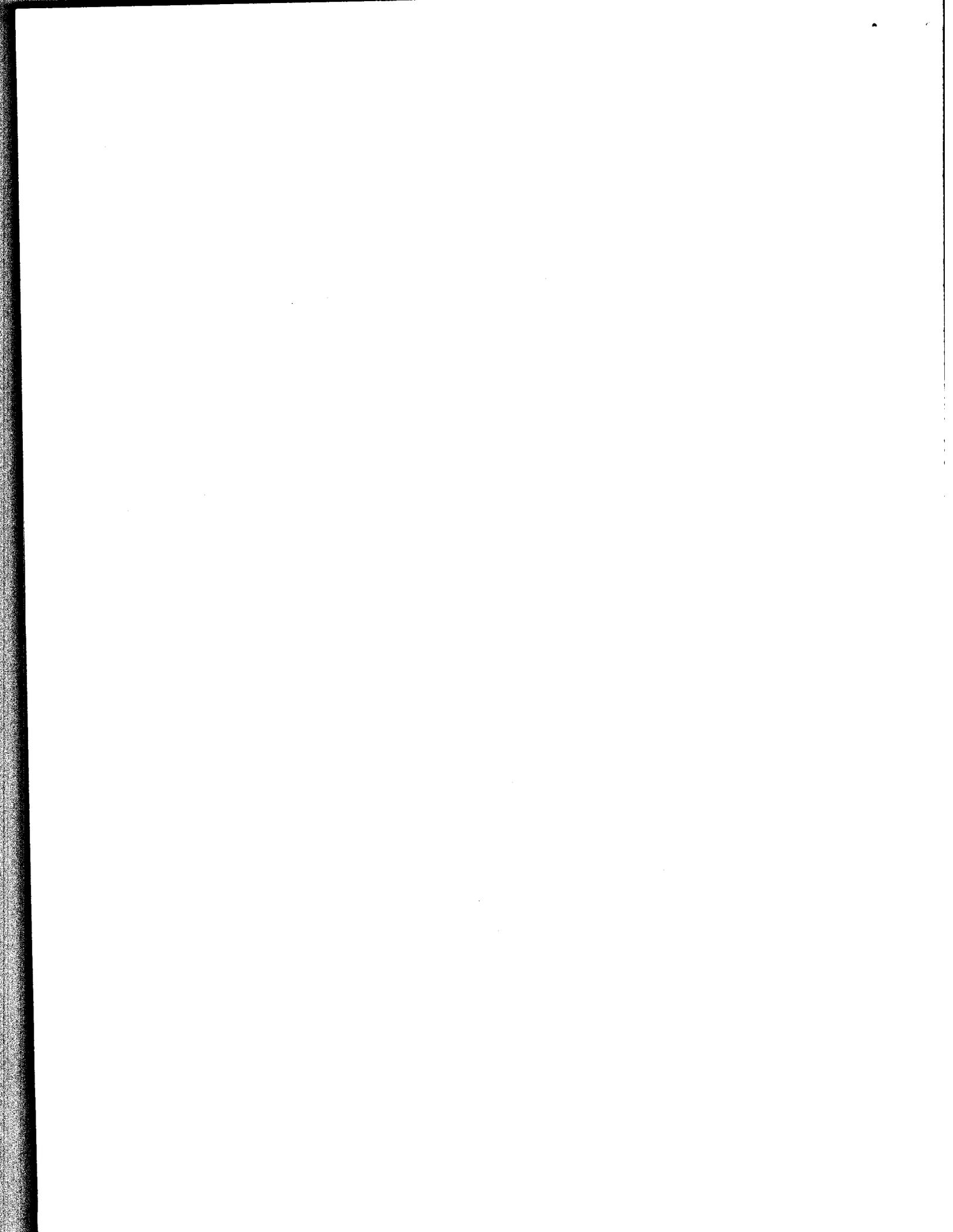
whether each service was needed and what they were willing to pay in an increase in their student services fee to fund the new service. The pattern of responses was quite consistent. In no case did a majority say that a service was needed. In all cases the majority said that they would not be willing to pay a fee increase for the service. For four services over 2/5 said that the service was needed. These services were a deli record shop, a co-op shop and a banking machine. For two, the deli and co-op shop, slightly more persons said that the service was needed than said it was not needed.

Table 15
Student Opinions of
Possible New Services and Facilities

	Percentages					
	Is this service needed?			Are you willing to pay a fee for this service?		
	Yes	No	Don't know	Yes	No	Don't know
1. Deli	46	43	11	34	54	7
2. Record sales shop	44	44	12	32	59	10
3. Banking machines	42	44	14	26	64	10
4. Co-op shop (outing and recreational equipment)	41	38	21	28	56	16
5. Enlarged outing equipment rental	36	35	29	29	53	18
6. Travel office	34	50	16	20	67	14
7. Small movie theater	32	62	6	29	67	5
8. Bowling alleys	31	59	10	27	63	9
9. Student organizational offices	27	44	29	19	64	17
10. Plant shop	21	65	14	14	77	9
11. Enlarged game area	18	68	14	12	79	9
12. Barber or style shop	18	76	7	12	84	4

Discussion

In many respects, the patterns of student usage of Kirby Student Center and satisfaction with it evident in 1976 became accentuated in 1978. The majority of UMD students appear to be working, commuter students who use Kirby Student Center as a place to satisfy their needs for food and



relaxation without becoming extensively involved in activities there. Compared to the 1976 survey, students in the '78 survey were more likely to have off campus residences, jobs with longer hours, and less time for leisure activity. As one student put it, "I do not spend much time at the school. I go to classes and come home." Another student said, "I have no complaints about the Kirby Center. (The) reason that I don't use it more often is that when I am in school, I spend most of my time going to class and in the gym." Changes in the patterns of usage and satisfaction with Kirby Student Center are consistent with the changes in student lifestyles. More students are using Kirby as a place to eat and relax. Both the increase of student usage of these commuter oriented facilities as well as increase of student satisfaction with these would appear to indicate that Kirby Student Center staff have been responding to the needs of the student body in these areas. Also consistent with the view of Kirby as primarily a source of basic services is student opinion about possible new facilities and services. Quite clearly, the data indicate that most students do not see a need for more services and they especially do not want to pay an increase in their fee for new services. The majority of students appear to have the kinds of services they feel they need.

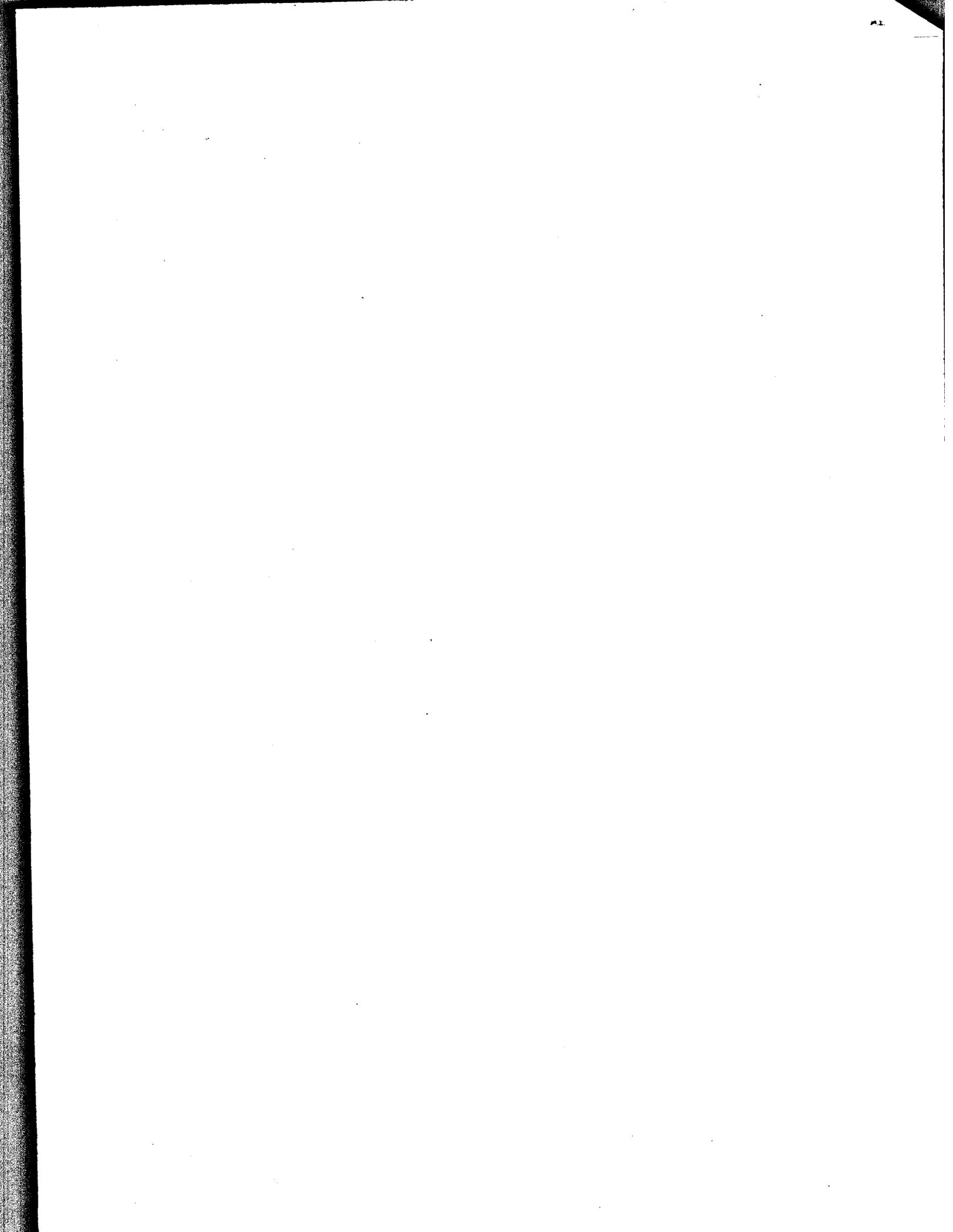
While most students may not have needs for heavy involvement on campus or for new facilities, the data do suggest that Kirby has been serving its constituencies in ways beyond simply providing a convenient way station to and from classes. Attendance at many UMD sponsored programs (most notably theater presentations, movies, lectures, and classical and folk concerts) was up from '76 to '78. As would be expected from the changes in the student situation, traditional collegiate activities such

as Welcome Week and residence hall programs experienced a decrease in attendance. However, it appears that attractive, single programs on a variety of topics suit both the lifestyle and interests of an increasingly mobile population whose decreasing leisure time is focused more off campus than on campus. From the point of view of program planning, it is encouraging that more students in '78 than in '76 said that they would have little or no difficulty in attending campus events. Moreover, the increased satisfaction with the programs of the Kirby Program Board suggests that there has been improved planning of programs for students.

Overall, it appears that in many ways Kirby Student Center has been adjusting its facilities and activities to the changing situations of students. For most students, Kirby and its associated activities are not the central focus of collegiate life in the sense that college unions have been on some campuses. But neither is Kirby simply a fast food restaurant and lounge. As apparently recognized by the Kirby staff and program board, students do have desires for entertainment and educational activities which can be effectively built into their schedules without a large commitment of their time. The concept of a college union's addressing the intellectual, emotional, and spiritual needs of students as well as their physical needs appears to have continued validity but in a form adapted to the lifestyles of a changing student population.

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OSA Research Bulletin
Office for Student Affairs

University of Minnesota
Volume 19
Number 3
Date 2-15-79



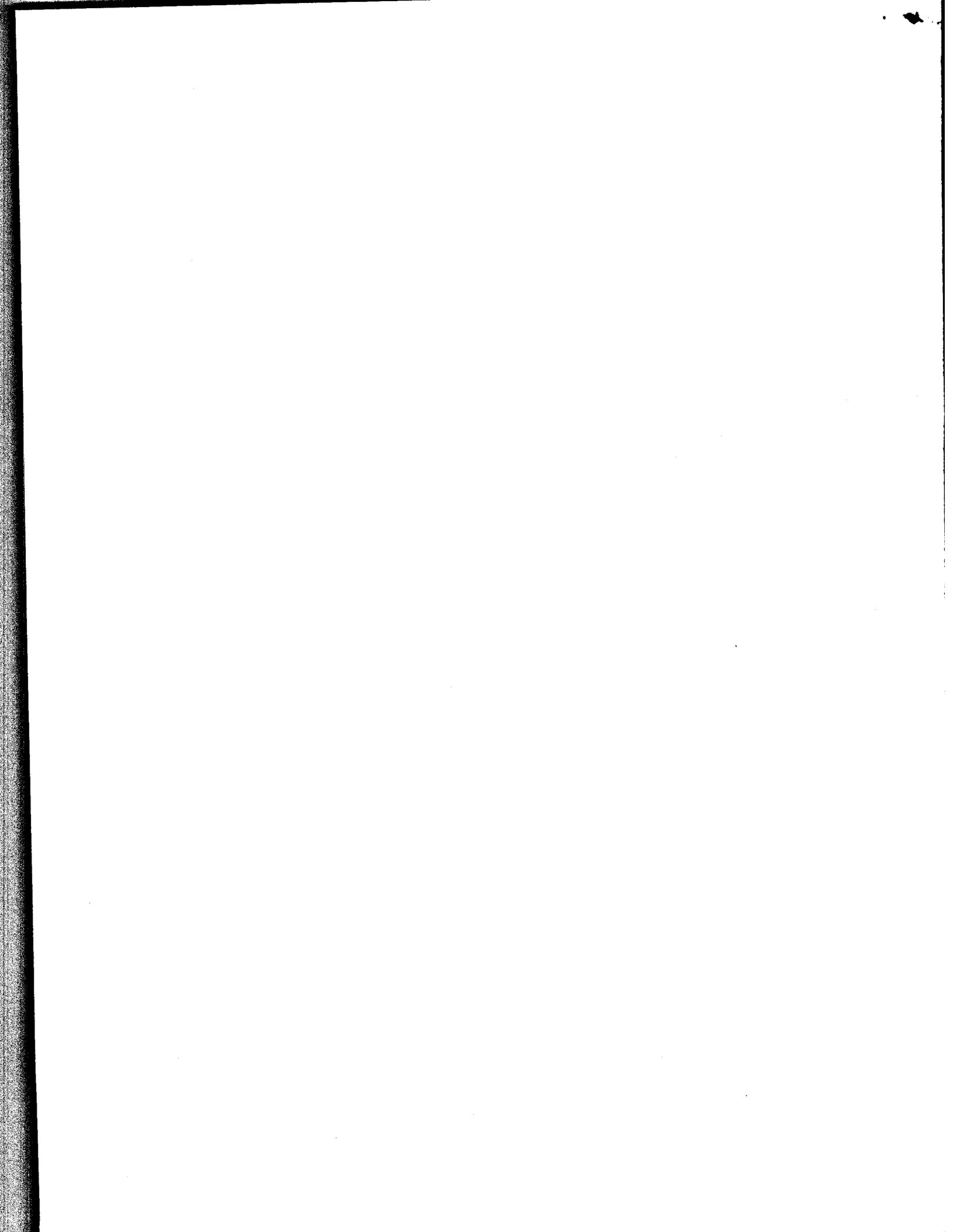
Preliminary Report: Student Knowledge and Opinions of Funding of the
Minnesota Public Interest Research Group, 1976 and 1979

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Abstract

The University Poll surveyed 571 students, 95% of a random sample of students from the Twin Cities, Duluth and Morris campuses of the University of Minnesota, on their awareness and opinions of funding for the Minnesota Public Interest Research Group. Key findings include: Compared with a similar survey in 1976, awareness of the MPIRG fee was somewhat lower. In 1979, 82% of the respondents, compared with 88% in 1976, said that they had previously heard of MPIRG. Among those who had heard of MPIRG, 79% in 79 vs. 88% in 76 said that MPIRG was mentioned on their fee statements; 87% in 79 vs. 90% in 76 said that the fee is optional; and 60% in 79 vs. 81% in 76 said that the fee is refundable. Support for the MPIRG fee remained stable: In both surveys, 75% of those who were aware of MPIRG said that the fee should be continued in its present form, 16% in 79 vs. 15% in 76 said that the fee should be continued in some other form, 5% in 79 vs. 6% in 76 said that it should be discontinued, and 4% in both surveys had no opinion.



Preliminary Report: Student Knowledge and Opinions of Funding of the
Minnesota Public Interest Research Group, 1976 and 1979

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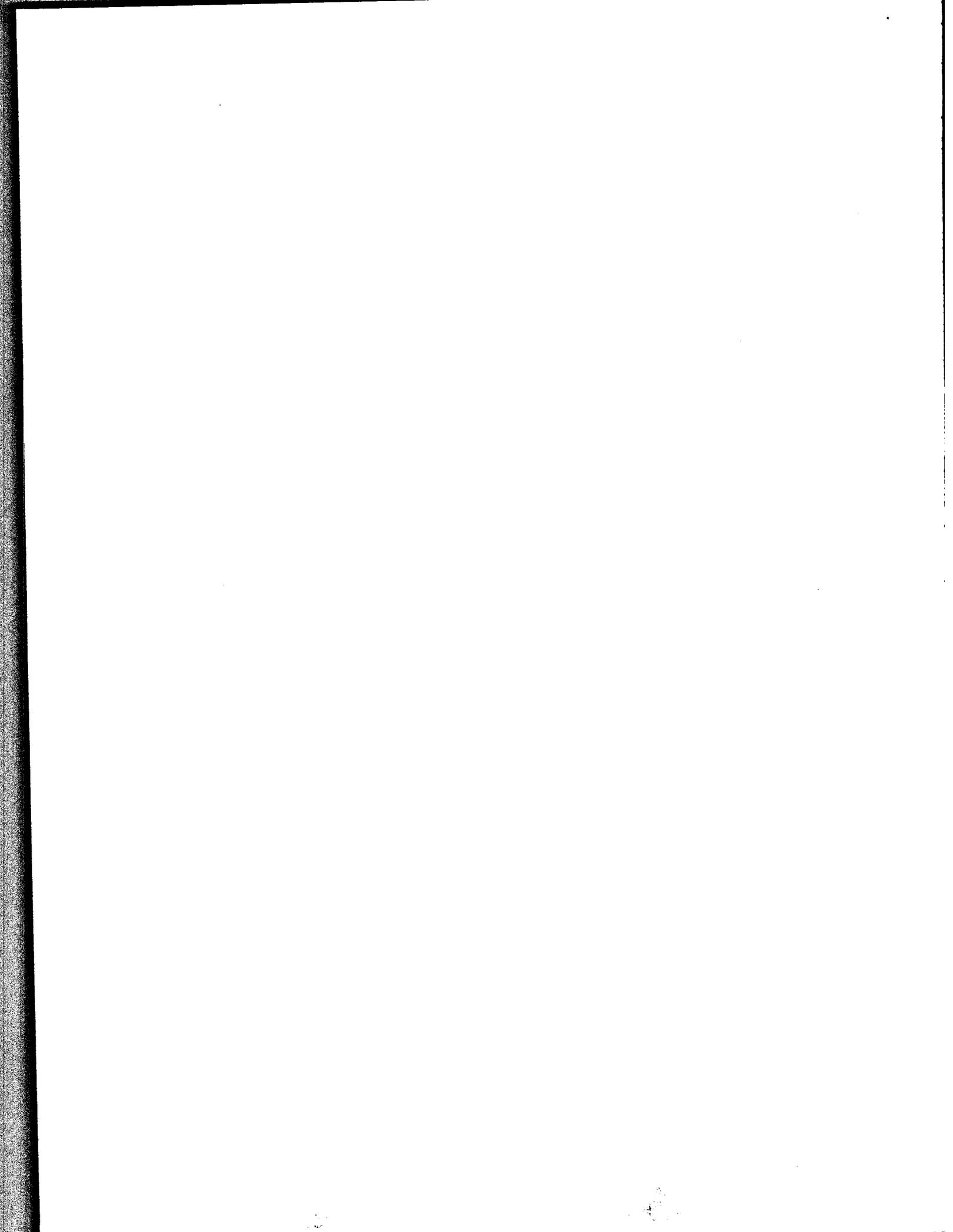
Since 1971, the University of Minnesota has collected money from its students for MPIRG, the Minnesota Public Interest Research Group. MPIRG is a research and advocacy organization, funded and controlled by Minnesota college students to represent their interests on environmental, consumer and social issues. It is one of over 25 similar organizations in the nation, developed from a concept put forth by the consumer advocate, Ralph Nader, as a means of constructively channeling student activism. Its activities include developing research reports, publishing consumer information, organizing social action groups, lobbying in the State Legislature, and initiating court actions. Among the issues addressed by MPIRG have been tenants' rights, solar energy, disposable bottles, and the preservation of the Boundary Waters Canoe Area. Unlike other student organizations, MPIRG is an independent state-chartered corporation. Its policies are set by a board composed of students elected from the campuses from which it collects money. A paid professional staff of lawyers, researchers, and organizers, along with student interns and volunteers conduct the activities of the organization.

While MPIRG collects money from students on several campuses in the state, by far the largest proportion of its funding comes from three campuses of the University of Minnesota, the Twin Cities, Duluth and Morris. In 1971, a majority of students on these campuses signed a petition calling for the University to collect a fee for MPIRG.

Through a series of two- and one-year contracts, the University has collected the fee since that time. Each quarter when students register, they find printed on their fee statement a \$1.00 fee for MPIRG and an accompanying set of instructions. Students are charged the fee unless they check a box on the fee statement, indicating that they do not want to pay. If students who do pay later want refunds, they may obtain them at a time and place publicized later in the quarter.

This system, termed a negative checkoff, has been a source of controversy. Some critics have challenged the legitimacy of the fee. They assert that the University should not be in the business of collecting money for independent corporations, especially organizations whose activities are frequently political and controversial. In reply, supporters of MPIRG argue that MPIRG is a student group, representing student interests, which are just as valid as the interests represented by other student organizations.

Other critics question the fairness of the MPIRG fee. They argue that the fee is not fair because it requires more effort to decline to pay (checking off) than it does to pay. They believe that many students are paying the fee because they are not aware of it or because they do not wish to exert the extra effort required to decline to pay. They contend that fairer methods of collecting the fee would be either a positive checkoff, in which students would not be charged unless they checked to pay, or a neutral checkoff, in which all students would check whether or not they wished to pay the fee. MPIRG supporters have defended the negative checkoff system by referring to the principle of



majority rule. They view the original petition for the fee as a mandate indicating that the majority of students support the fee. They point to the fact that 70-75% of the students pay the fee as further evidence of majority support. Finally, they contend that the present fee is fairer than other fees which are mandatory and not individually specified on the fee statement.

In 1976, concerns about the funding of MPIRG led to a survey of student knowledge and opinions regarding the MPIRG fee (Matross, 1976). The survey asked a sample of students from the three fee collecting University campuses their awareness of the existence of MPIRG, their awareness of the fee, and its optional, refundable nature. Those who were aware of the existence of MPIRG were further asked whether they felt the MPIRG fee should be continued in its present form, continued in some other form, or discontinued. Key findings from this study included: Eighty-eight percent of the respondents had previously heard of MPIRG. Among those who had heard of MPIRG, over four-fifths said that MPIRG was mentioned on their fee statements (90%), and said that the fee is optional (90%) and refundable (81%). When asked about their desires for the future of the MPIRG fee, 75% of those who were aware of MPIRG felt that the fee should be continued in its present form and 15% felt that it should be continued in some other form. Six percent said that the fee should be discontinued and 4% had no opinion.

The present paper reports the findings of a repetition of this survey three years later in 1979. Because the questions and methods were essentially the same, direct comparisons between the two studies are made.

Method

As in 1976, the 1979 survey was conducted primarily by telephone, with questions mailed to those who could not be reached. All telephoning was done between January 12 and January 22, 1979 by Koser Surveys, Inc., the private polling firm which did the 1976 telephoning. Each student number was tried at least four times at different hours of the day. No names were eliminated because they lacked a telephone number, and extensive search procedures were used to find telephone numbers. Those who could not be reached by phone are being mailed the survey questions, a process still being conducted at the time of this report. Ten percent of those who were contacted by phone were called a second time as a verification of their interviews.

Sample

The population for the study was defined as Winter quarter day school registrants at the three University of Minnesota campuses where the MPIRG fee is collected--Twin Cities, Duluth, and Morris. Because Winter quarter registration lists were unavailable at the time of the survey, the sample was drawn from Fall quarter lists. The sample included the names of 702 Fall quarter registrants, proportionate to the enrollments at the three campuses: Eighty-four point five percent (593) from the Twin Cities campus, 12.8% (90) from the Duluth campus, and 2.7% (19) from the Morris campus. Since enrollments typically decline from Fall to Winter quarter, it was expected that some 10-15% of the sample would not qualify as Winter quarter registrants, with no a priori reason to assume that the decline would be different by campus. With the expected decline, the sampling plan permits generalization to the total

Winter quarter registration at the three campuses but does not permit inferences about each of the campuses individually.

Response Rates

Of the 702 persons who were included in the sample, 106 said that they were not registered for Winter quarter, reducing the sample size to 596. Among these persons, interviews were conducted with 571, for a response rate of 95.8%. Nineteen persons were not contactable by telephone, and have been mailed questionnaires, another two persons were unavailable during the surveying, and four persons refused to participate. Among the interviewees, 2.5% were from the Morris campus, 11.6% from the Duluth campus, and 85.9% from the Twin Cities campus. The distribution of respondents among the three campuses is close to the distribution of persons in the original sample, with the only deviation being a 1% underrepresentation of the Duluth campus.

Questionnaire Items

The first two items in the survey asked whether the respondent had previously heard of MPIRG and whether he had registered for Fall quarter at the University of Minnesota. If the individual answered, "No" to either of these questions, further responses were not considered. The next eight questions dealt with knowledge and experiences regarding the MPIRG fee. Students were asked, in sequence, whether the fee was mentioned on the fee statement, whether the fee is optional, whether it is refundable, whether they had been told where to get a refund, whether they had paid the fee, whether they had sought a refund, and whether they had trouble getting a refund. The final question asked for an

opinion about whether the fee should be continued in its present form, continued in some other form, or discontinued. If the individual wished to continue the fee in some other form, he was asked to elaborate on his views and his answer was recorded verbatim. Those who had had difficulty getting the fee refunded were also asked to explain their problems.

Results

In response to the first question on awareness of MPIRG, 82% (N=468) of the 1979 respondents said that they had previously heard of MPIRG, as compared to 88% in 1976. As in the earlier survey, no further responses were tabulated from those who had previously heard of MPIRG.

Table 1 presents the findings of five further questions concerning students' knowledge of the MPIRG fee. On each of the questions reported, knowledge of the MPIRG fee declined from 1976 to 1978. Reports that MPIRG was mentioned on the fee statement declined from 88% to 79%, knowledge of the optionality of the fee declined from 90% to 87%, knowledge of the refundability of the fee declined from 81% to 60%, knowledge of how to get the refund declined from 64% to 57%, and remembrance of paying the fee declined from 74% to 63%.

Those who said they had paid the fee at their last registration were asked whether they had tried to get a refund for it. In 1979, only four persons, less than 1% of those who had paid, said they tried to get a refund, as compared to 4% in 1976. One of these four persons said he had difficulty in getting a refund.

Table 1
 Percentage^a Distribution of
 Responses to Fee Knowledge Items^b

	Percentage	
	1976	1979
When you last registered, was MPIRG mentioned on your fee statement or not?	MPIRG mentioned	88 79
	MPIRG not mentioned	2 7
	Don't remember	10 14
As you understand it, when a student registers for classes, is he required to pay a fee for MPIRG or can he choose not to pay it?	Fee required	7 5
	Fee optional	90 87
	Don't know	3 8
Once a student has paid the MPIRG fee, can he later get a refund for it or not?	Refundable	81 60
	Not refundable	3 5
	Don't know	17 35
Have you read or been told where to get a refund for the MPIRG fee?	Yes	64 57 ^c
	No	35 43
	Don't know	1 -
At last registration, do you remember whether you paid the MPIRG fee or not?	Paid	74 63
	Did not pay	20 27
	Don't remember	6 11

^aPercentages for each item may sum to 99% or 101% due to rounding of decimals.

^bBased on the responses of persons who said that they had previously heard of MPIRG.

^cBased on the responses of those persons who said that the MPIRG fee is refundable.

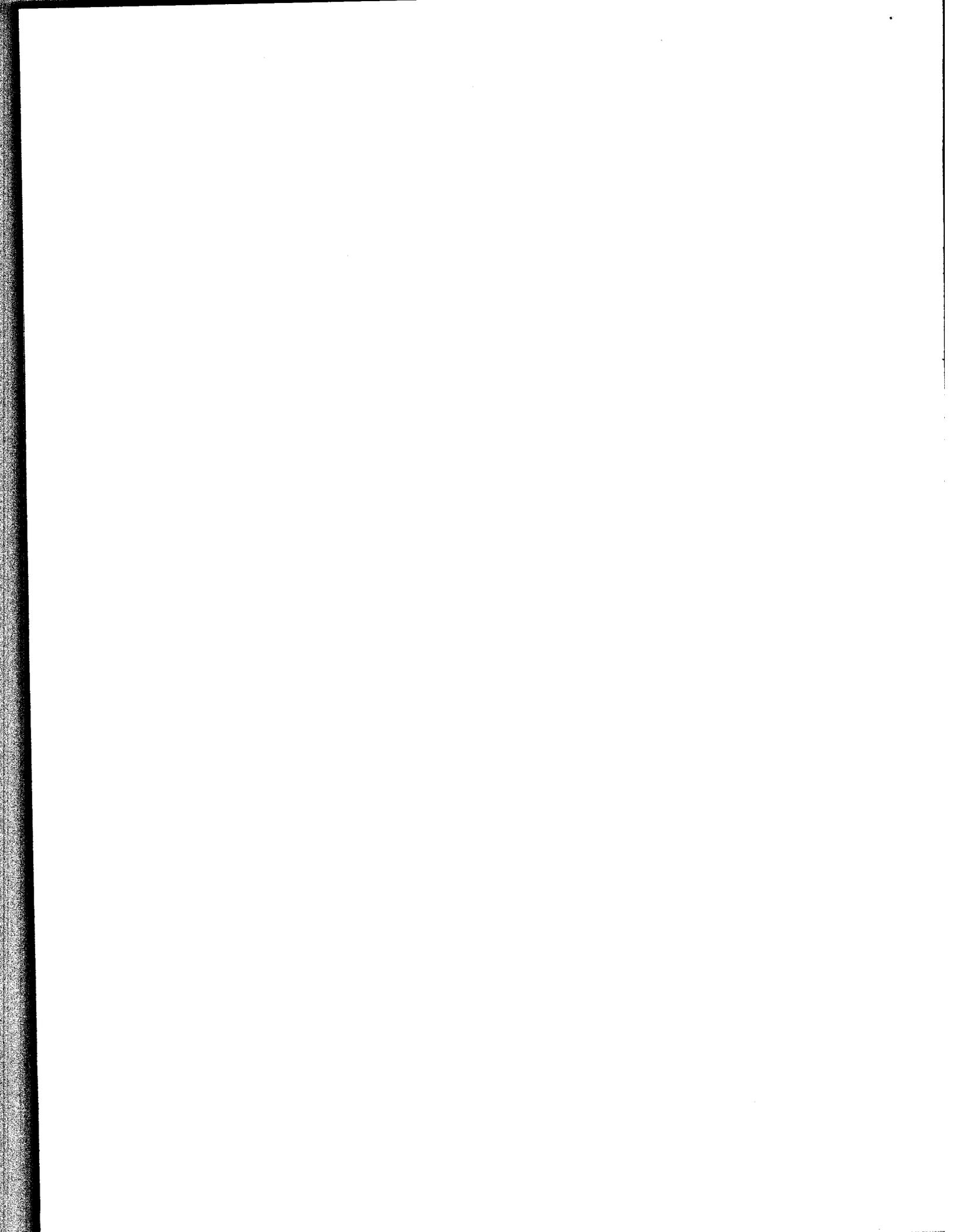


Table 2 presents the percentage distribution of responses to the question of continuance of the present MPIRG fee. The distributions for the two years are virtually identical. In both years, three-quarters of the respondents said that MPIRG should be continued in its present form; 16% in 1979 vs. 15% in 1976 said that the fee should be continued in some other form; and 5% in 1979 vs. 6% in 1976 wished to discontinue the fee.

Table 2

Percentage ^a Distribution of Opinion ^b toward the MPIRG Fee	Percentage		
	1976	1979	
Do you think the MPIRG fee should be continued as it is, continued in some other form, or discontinued? ^c	Continued as it is.....	75	75
	Continued in some other form	15	16
	Discontinued.....	6	5
	No opinion.....	4	4

Table 3 compares the percentage distribution of open-ended responses for suggestions for other forms for the MPIRG fee among those persons who responded that the fee should be continued in some other form. The main difference in responses between the two surveys was that in 1979 those students who wished to continue the MPIRG fee in some other form were more likely (54% vs. 33%) to offer the suggestion of a positive or neutral checkoff system and less likely to offer less specific complaints or suggestions.

^a Percentages may sum to 99% or 101% due to rounding of decimals.

^b Based on the responses of the persons who said they had previously heard of MPIRG.

^c The question was prefaced with the following statement: When students register, they pay a \$1 per quarter fee for MPIRG unless they indicate they do not want to pay. If they do pay, they may get a refund later.

Table 3
 Percentage Distribution of Suggestions
 for Alternative MPIRG Funding Mechanisms

	<u>1976</u>	<u>1979</u>
<u>Positive Checkoff or Neutral</u> - Respondent suggests some variation of a system whereby students are not charged an MPIRG fee unless they affirm that they want to pay.	33	54
<u>Need for More Information</u> - Respondent offers no specific suggestion for changing the MPIRG fee, but points out the need for more and better information about the fee and MPIRG itself.	21	21
<u>Clearer Choice</u> - Respondent offers no specific suggestion, but points out that the present fee system does not give the student a sufficient degree of choice.	18	12
<u>Fund Drive</u> - Respondent suggests that MPIRG should seek funds by asking for donations in the same way other organizations do.	11	5
<u>Don't Know</u> - Respondent feels unable to offer any comments or suggestions.	9	7
<u>Required Fee</u> - Respondent suggests that the MPIRG fee should be required of all students, with no option at registration.	6	1
<u>Other University Funding</u> - Respondent suggest that MPIRG should be funded from other University revenues besides student fees.	2	0

Percentages are based only on those who replied that the fee should be continued in some other form.

Discussion

The most important finding of the 1979 survey is the consistency with which students supported the continuation of the MPIRG fee. Among those who said that they had heard of MPIRG before, the percentage supporting the continuation of the present fee system was exactly the same, 75%, as in the 1976 survey. This finding, coupled with a 70-75% payment rate of the fee, indicates considerable stability across time in students' opinions of the MPIRG fee.

The basis for this stable, positive response to the MPIRG fee is not clear. Comparison of the 1976 and 1979 surveys indicates that awareness of the MPIRG fee has declined. Fewer students in 1979 reported having heard of MPIRG before (-6%), having seen it mentioned on their fee statements (-9%), knowing that the fee is optional (-3%), and knowing that the fee is refundable (-21%). Despite these declines, most students continue to have a basic awareness of the fee, and consequently are making a voluntary choice to pay it. Left uncertain is the degree to which those who know and approve of the MPIRG fee base their approval on detailed knowledge of the organization's activities.

As it was in 1976, a plausible explanation for the support of the MPIRG fee might be that students find the idea of funding a public interest organization to be an appealing one, even if they are not necessarily knowledgeable of the organization's activities. Perhaps because of optimism about achieving social change, or perhaps because of cynicism about current businesses and governments, students appear willing to offer at least passive support to an organization that says it is working to increase governmental and corporate

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OSA Research Bulletin
Office for Student Affairs

University of Minnesota
Volume 19
Number 4
Date 6-15-79



A Comparison of 1978 to 1979 University of Minnesota

Student Opinion toward the Twin Cities Campus

Student Services Fee

Ronald Matross

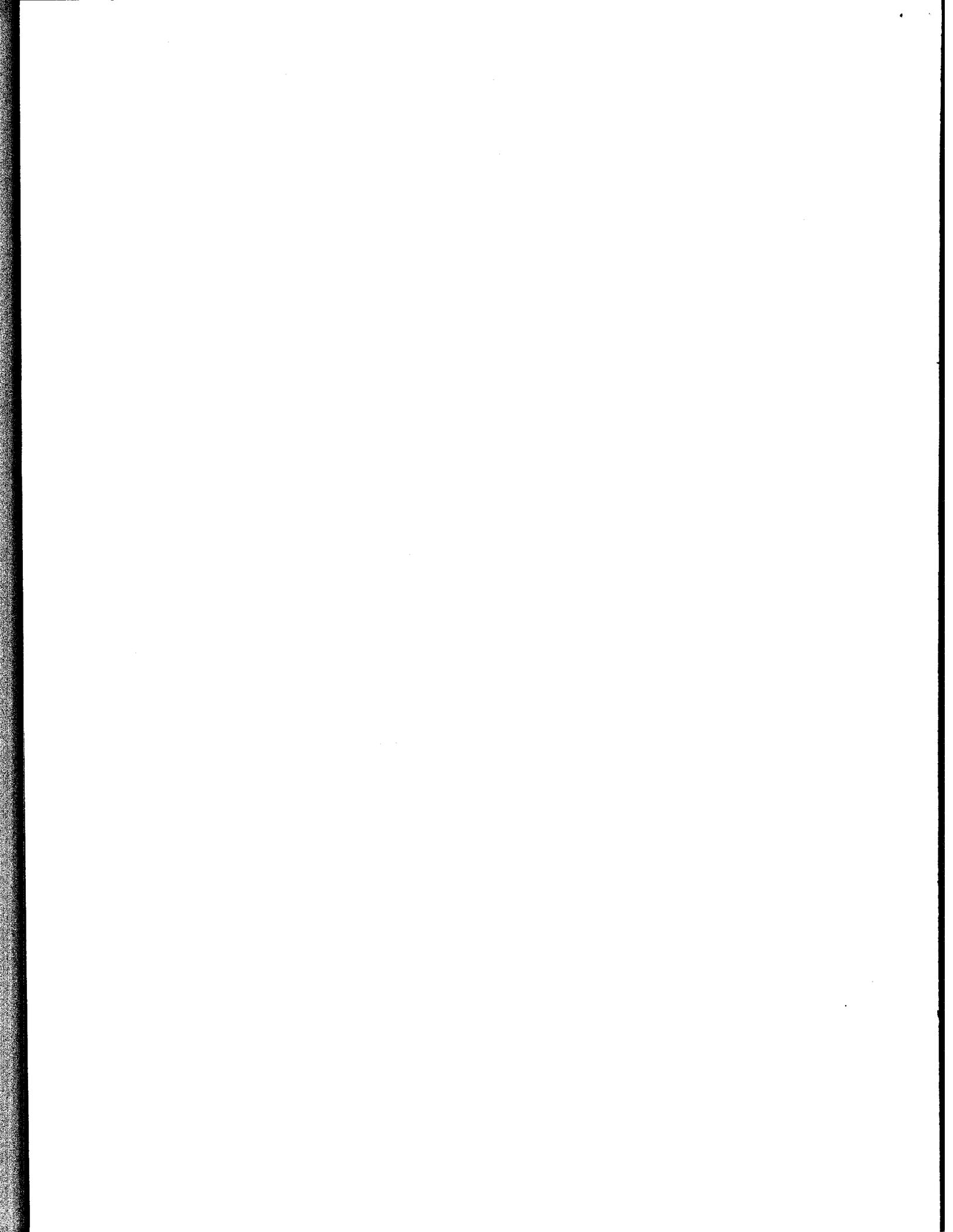
Student Life Studies and Planning

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Abstract

The University Poll surveyed a random sample of Twin Cities campus students regarding their opinions of the Student Services Fee. To date, responses have been received from 360 students. Key findings include: Compared to a similar study in 1978, for 27 of 31 fee-supported services perceived importance was lower; and for 22, endorsements of the appropriateness of funding were lower. Among the fifteen organizations receiving funding, eight received less support for maintaining or increasing their level of fee support, while the other seven received greater support. Overall, there was little change in student priorities on any of the dimensions of opinion addressed in the study.



A Comparison of 1978 to 1979 University of Minnesota

Student Opinion toward the Twin Cities Campus

Student Services Fee

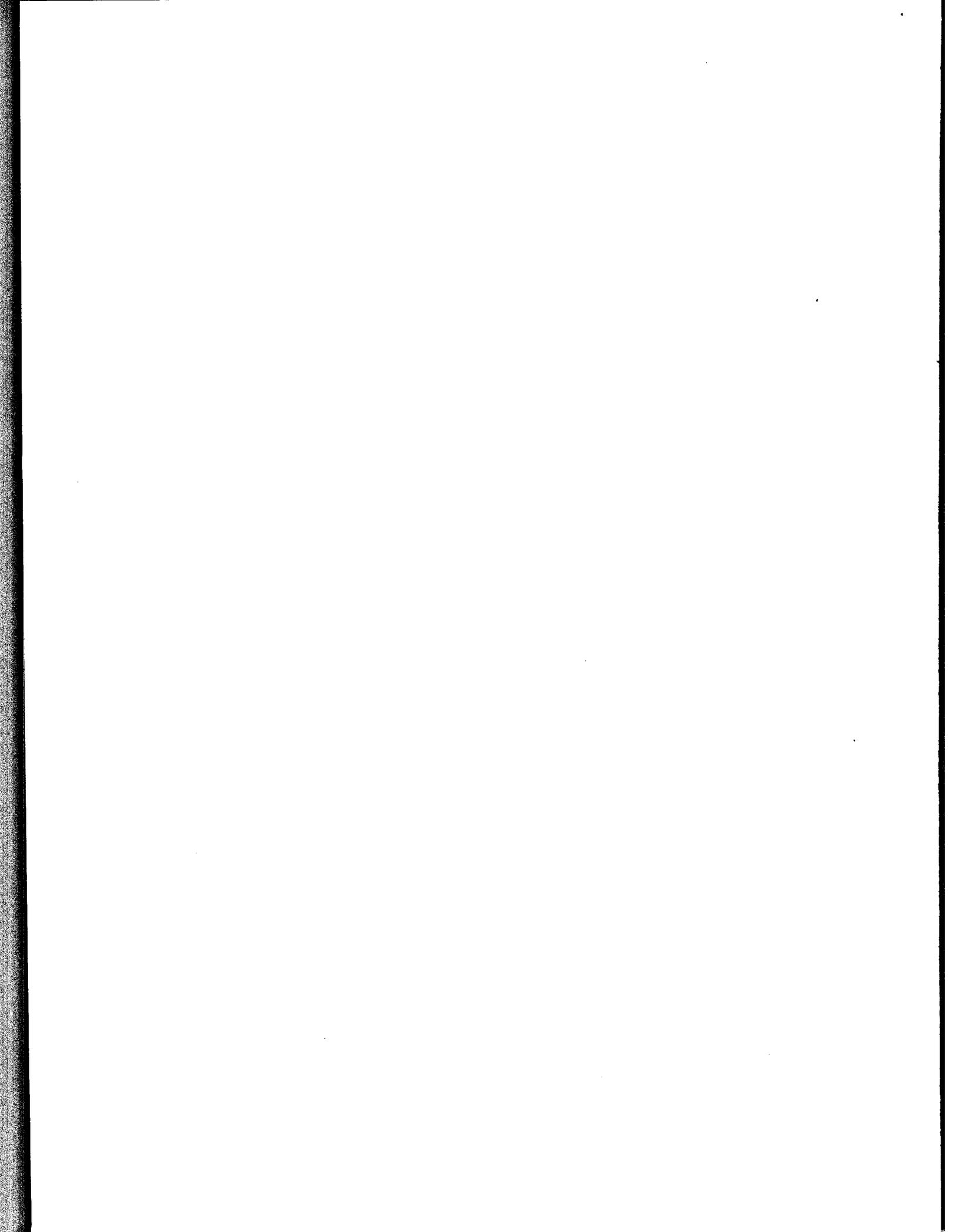
Ronald Matross

Student Life Studies and Planning

University of Minnesota

Like most colleges and universities, the University of Minnesota has traditionally obtained money from students in two ways: Through tuition and through student fees. The distinction between these two methods of funding is primarily that tuition pays for items directly related to curriculum and instruction, while fees pay for student services, student groups and educational activities outside the formal curriculum. Among the organizations that have traditionally been funded by student fees are the student unions, the health service, intramural sports, the campus newspaper, and student governments. At the University of Minnesota in the 1978-79 academic year, those students registered for six or more credits were charged \$59.25 per quarter in student services fees. The money generated by this charge was distributed to some 18 different organizations.

Implicit in the distinction between tuition and fees has been the assumption that students should have a greater voice in the determination of fees than in the determination of tuition rates. In a sense, student fee money is students' own money, levied by students for students. At the University of Minnesota, the annual process of setting this fee begins with the Student Services Fee Committee, composed of twelve students and six representatives of the faculty and administration. This Committee reviews fee requests, gathers information relevant to these requests, and outlines initial recommendations for the next year's fees. These



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recommendations are sent to the Twin Cities Student Assembly, one branch of student government, which in turn makes its own recommendations. The Office for Student Affairs then presents these recommendations, with its own comments, to the Board of Regents. The Regents, as legal custodians of the University's affairs, make the final decision about the size and distribution of the fees.

Throughout the fee-setting process, considerable weight is given to student opinion of the fees and the organizations they support. The Student Services Fee Committee solicits student opinion in several ways: Through open hearings, written exchanges and conversations with the representatives of fee-seeking organizations, and through an annual survey of student opinion. Each of these channels for student opinion provides different information. Conversations with representatives of organizations give the Committee views of the persons involved and knowledgeable regarding the needs and effectiveness of these organizations. Such conversations can yield detailed planning and evaluation information. Open hearings give any interested student the opportunity to express his/her opinion about an organization or a fee. Hearings can reveal strong student feelings, positive or negative, towards a fee-related issue. The survey, through random sampling, gives an accurate representative view of what all students, not just those who are knowledgeable and committed, think about fees. Survey data can correct the biases often found in information obtained from other sources. Each source of information complements the other in the decision-making process, and no one source is inherently superior to another.

Reported here are the findings of the 1979 survey of student opinion toward student services fees. The format for the survey was a very broad one. Student opinion was sought in several dimensions with respect to each

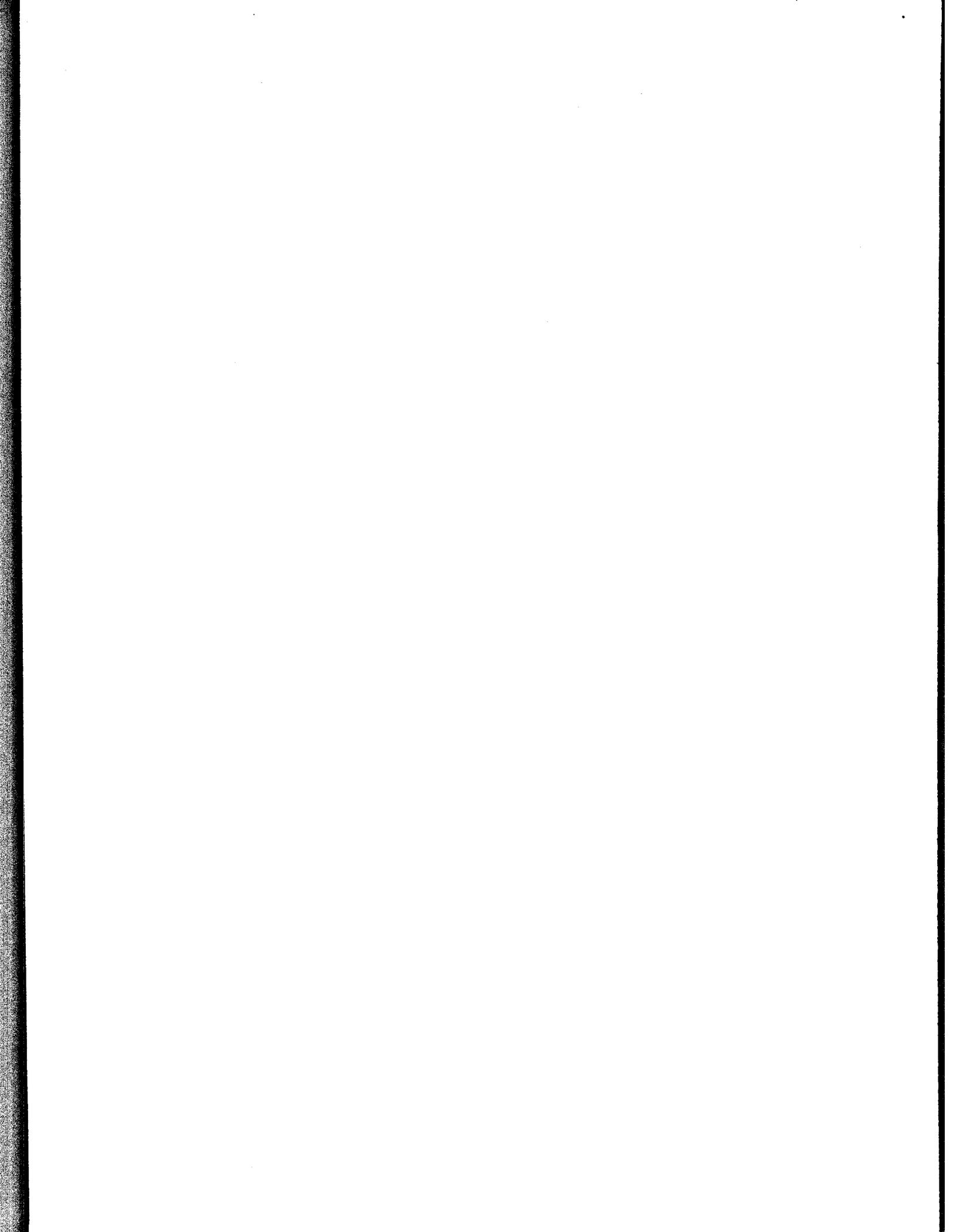
service funded by fees in '78-'79. Students were asked whether they used each service in the past year, how important they thought the service was, whether the service should be funded by student fees, and whether the organization providing the service should have its allocation raised, lowered or kept the same. Because the format and methodology of the 1979 survey were the same as for the 1978 survey, direct comparisons between the findings of the two studies are made in this report.

Method

As was the 1978 survey, the 1979 survey was conducted by mail. On December 8, 1978, a questionnaire and a cover letter describing the study were mailed to a random sample of 521 students drawn from Admissions and Records files of students registered for Fall 1978 in the day school of the Twin Cities Campus. Follow-up reminders were sent to non-respondents on December 18, January 8, and January 30. The data presented in this report are based on the responses of 360 persons, 69% of the sample. Some inferences about the representativeness of the respondents can be gained from Table 1, which shows the distribution of respondents by college compared to 1978 Fall enrollment figures. Deviations from the enrollment percentage are slight and in no case more than 2%.

Table 1
Percentage Distribution of 1979 Respondents
by College Compared to University Enrollment Figures

	<u>Respondents</u>	<u>Total Enrollment</u>
College of Liberal Arts.	37.0	37.5
Institute of Technology.	12.3	10.4
General College.	4.3	6.0
Education.	4.6	5.0
Agriculture, Forestry, Home Economics.	9.4	8.5
Graduate, Law, Medicine.	22.5	21.5
College of Business Administration	4.3	3.2
Other.	5.7	7.9

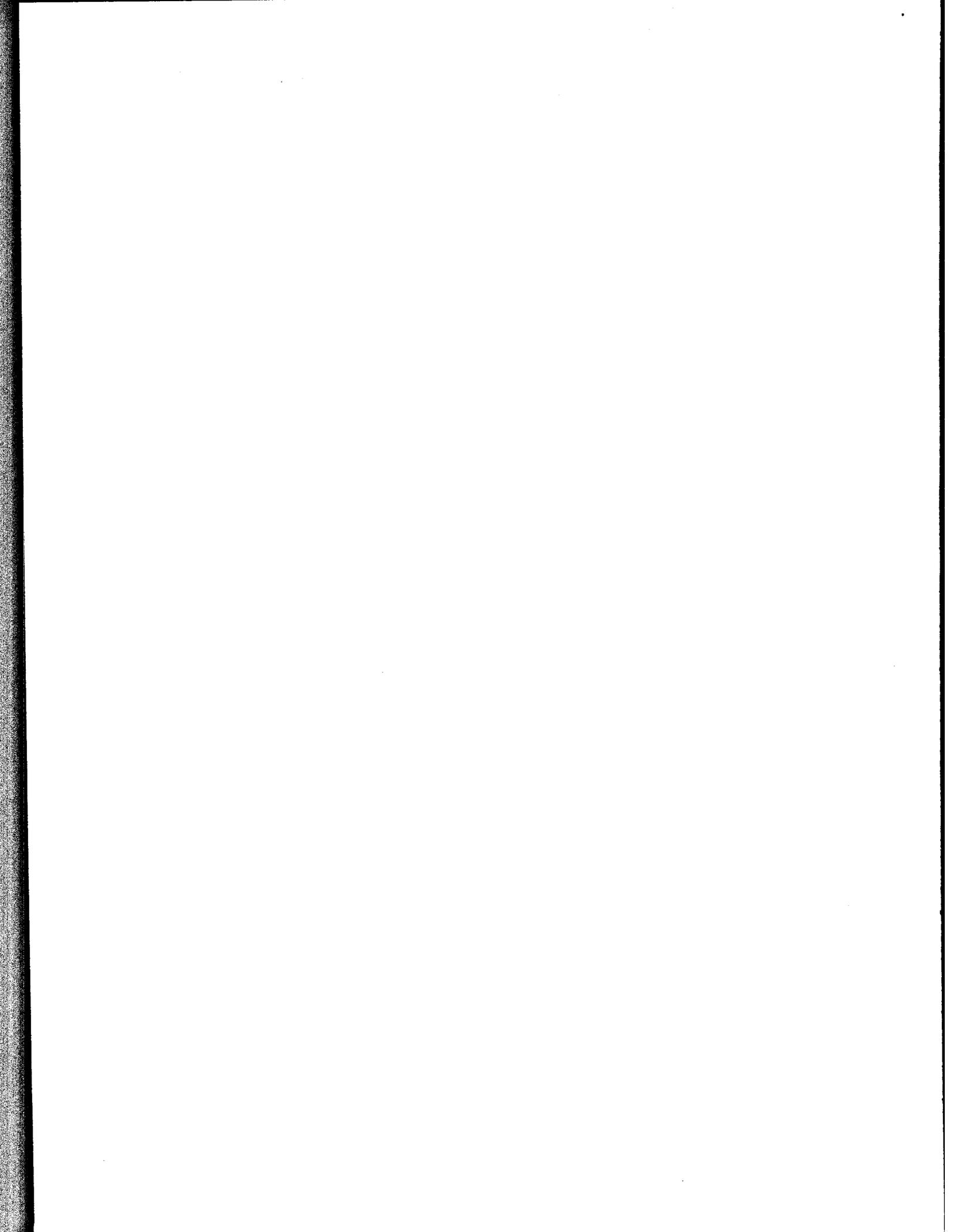


ResultsUsage of Services

Table 2 presents the 1978 and 1979 percentage distribution of responses to the question of student usage of each service in the previous year. Comparison of the responses of the two surveys shows a decline in usage for 23 of the 31 funded services from 1978 to 1979. Those services and organizations which countered the general trend by showing an increase in usage (1-4%) were the Student Ombudsman Service, Recreational Sports; Intramural and Sports Clubs, the Video Access Center, Central Student Government, and the College Boards. These services were also ones which tended to increase in the ranking of usage, relative to the other organizations. Overall, the rankings of usage were very stable across the two years. With the exception of the Student Aid Fund, the ten services which had the highest usage in '79 also were in the top ten in '78. With the exception of programs at the St. Paul Student Center, the ten services with the lowest 1979 usage percentages also were the ten lowest in 1978. Although experiencing small declines in usage, the Board of Student Publications, the facilities and services of Coffman Union, and the Boynton Health Service remained the only services used by a majority of respondents.

Perceived Importance of Services

Table 3 reports the 1978 and 1979 distribution of rankings of the importance of various fee-supported services. For 27 of the 31 listed services, the mean ranking increased, indicating that students in '79 rated these services as less important than in '78. Three exceptions to this trend were Recreational Sports: Intramural and Sports Clubs programs, which showed an increase of 10% in the number rating them as very important, and the Student Ombudsman Service, which showed an increase of 18% in the number



rating it as very important. As would be expected, these three services each moved up in the rankings in 1979 compared to 1978. The Student Ombudsman Service went from 25th to 10th, Intramurals from 15th to 8th, and Sports Clubs from 28th to 17th. The top ten services, in terms of importance, remain the same as in '78, except that the St. Paul Student Center services and Recreational Sports self-service programs were replaced by the Student Ombudsman Service and the Intramural programs. The bottom ten services, in terms of important rankings, were the same as in '79 and in '78, except that the West Bank Union Facilities and the International Exchange Program replaced College Boards, Sports Clubs, and the Student Ombudsman Service in the bottom ten. Despite the general pattern of decreased importance ratings, five services in the 1979 survey, Boynton Health Service, Student Aid Fund, Union Facilities, Board of Student Publications, and University Student Legal Services received a majority rating of "very important." No service received a majority rating of "not important."

Opinions of Appropriateness of Fee Funding of Services

Table 4 presents 1978 and 1979 percentage distributions of students' responses to the question of whether individual services should be funded by student fees. The general pattern is one of slightly more negative responses in '79 than in '78. For 22 of the 31 listed services, fewer students in '78 said that the services should be funded by student fees. Those services which showed an increase in endorsement for the receipt of funding were the Elections Commission (+11%), Recreational Sports Clubs (+10%), Central Student Government, University Student Legal Services, Student Ombudsman Service, West Bank Union facilities, Coffman Union facilities, St. Paul Student Center facilities, and Recreational Sports intramural programs all with increases of 1-5%. With the exception of the Student Ombudsman

Service, those services which are in the top ten for fee endorsement in '79 were also in the top ten in '78. With the exception of College Boards and the Video Access Center, those services in the bottom ten rankings in '79 were also in the bottom ten in '78. All but the bottom six services, the University Film Society, the International Study and Travel Center, the International Exchange Program, the SSFC Cultural Affairs Fund, the USTC Changing Channels program, and the Minnesota International Student Association, failed to receive majority endorsement for fee funding in 1979.

Opinions of Fee Size

Table 5 presents distributions and responses to the question of whether each organization's fee should be increased, kept the same or reduced. The trends in student opinion were nearly evenly divided. For 8 of the 15 fees, there was a decline in support for increasing or maintaining the level of the fee, as indicated by an increased mean rating. These organizations were the University Student Telecommunications Center, the Cultural Affairs Fund, the Minnesota International Student Association, International Study and Travel Association, Boynton Health Service, Student Ombudsman Service, Board of Student Publications, and Music Program. Four of these services, Boynton Health Service, Minnesota International Student Association, the Cultural Affairs Fund, and the University Telecommunications Center dropped in the ratings on this variable, relative to other organizations. The seven organizations which received increased support for an increase or maintenance of their fee money were Student Aid Fund, University Student Legal Services, College Boards, Recreational Sports, Elections Commission, Central Student Government, and the Minnesota Union. Except for the Student Aid Fund, which stayed at the top of the rankings, and the Minnesota Union, which stayed at the bottom, each of these

organizations raised its place in the rankings, relative to other organizations. For only the Student Telecommunications Center and the Minnesota Union was there a bare majority sentiment for reducing the fee. For all others, majority sentiment favored maintaining or increasing the fee.

Discussion

In many respects, comparisons of the 1979 survey data with the '78 data indicate a pattern of increased negativism toward the services and organizations receiving money from the Student Services Fee. For most of the services, usage is down. Perceived importance is down, and the desire to fund these services from fees is down. Curiously, however, this negative trend was least evident in the direct question of what should happen to the money allocated to each of the fee-receiving organizations. Almost half the fee-supported organizations in '79 received an increase in support from respondents for maintaining or increasing their fee funding. Despite double digit inflation and a growing national trend toward fiscal conservatism, there was no obvious mandate for a wholesale reduction in the Student Services Fee.

As has been the case in previous studies, student opinion differentiated among services. In the '79 survey, certain organizations rose in their endorsement, relative to other organizations. In particular, the Student Ombudsman Service received consistent increases across the dimensions of usage ratings of importance, endorsement of its fee funding and endorsement of the student services fee. Similarly, Recreational Sports, on the strength of its intramural and club programs, showed increases in usage, perceived importance, endorsement for fee funding, and support for fee maintenance or increase. Other organizations received less consistent, but still increased, support. Central Student Government, encompassing

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TCSA and ACC and COGS, received increases in the number reporting participation in its programs and increase in the desire to maintain or increase its funding. The University Student Legal Service received an increase in the endorsement of both the appropriateness of its fee funding and the size of that funding. Quite clearly, the survey data, with respect to any one service, need to be read and weighed carefully. While the broad outlines of student priorities are quite consistent between the 1978 and 1979 surveys, individual changes, though small, were numerous. As would be expected from a lengthy, multidimensional survey, the messages for decision-makers in the data are neither simple nor universally applicable.

Table 2

Percentage Distribution of Responses to the Question:
 "Have you used this Service in the Past Year?"
 (Ranked by 1979 Frequencies)

1979 Rank		1979 Rank	1979		1978	
			res.	No	Yes	No
1.	Board of Student Publications	1	85.0	15.0	81.1	18.9
2.	Coffman Union: Physical Facilities	2	77.8	22.8	76.3	23.7
3.	Coffman Union: Services.	3	67.4	32.6	59.8	40.2
4.	Boynton Health Service: Outpatient Services.	4	56.4	43.6	51.4	48.6
5.	West Bank Union: Physical Facilities	5	45.9	54.1	39.8	60.2
6.	Coffman Union: Programs.	6	38.8	61.2	30.7	69.3
7.	Recreational Sports: Intramurals	9	28.1	71.9	30.0	70.0
8.	Recreational Sports: Self-service Sports	7	35.3	64.7	29.5	70.5
	Cultural Affairs Fund.	14	23.3	76.7	27.7	72.3
10.	USTC: University Film Society.	8	32.7	67.3	27.0	73.0
11.	Coffman Union: Facilities.	10	27.4	72.6	21.2	78.8
12.	Music Programs.	15	23.1	76.9	20.4	79.6
13.	St. Paul Student Center: <u>Physical Facilities</u>	11	27.1	72.9	20.2	79.8
14.	St. Paul Student Center: Services.	16	22.4	77.6	17.9	82.1
15.	West Bank Union: Services.	13	23.5	76.5	17.4	82.6
16.	Elections Commission.	17	19.7	80.3	15.0	85.0
17.	West Bank Unions: Programs	12	26.3	73.7	13.8	86.2
18.	USTC: Video Access Center.	22	12.9	87.2	13.3	86.7
19.	West Bank Union: Facilities.	18	16.5	83.5	12.7	87.3
20.	International Study and Travel Center	21	13.7	86.3	10.7	89.3
21.	USTC: Changing Channels.	19	16.0	84.0	10.2	89.8
22.	Student Ombudsman Service	30	5.8	94.2	9.6	90.2
23.	St. Paul Student Center: Program	20	15.9	84.1	9.4	90.6
24.	TCSA, ACC, St. Paul Board of Colleges, COGS	25	7.2	92.8	9.3	90.7
25.	University Student Legal Service.	24	8.7	91.3	9.1	90.9
26.	Minnesota International Student Association	29	6.3	93.7	8.8	91.2
27.	College Boards.	28	6.3	93.7	8.6	91.4
28.	Recreational Sports Clubs.	26	7.2	92.8	8.4	91.6
	St. Paul Student Center: <u>Facilities</u>	23	9.3	90.7	6.5	93.5
29.	SSFC Cultural Affairs Fund.	27	7.3	92.7	5.7	94.3
31.	International Exchange Program.	31	3.7	96.3	1.4	98.6
	IT students only: Reading <u>MN Technolog</u>		-	-	43.1	56.9
	College of Business Administration students only: Reading <u>CBA Communique</u>		-	-	26.8	73.2

Table 3

Percentage Distribution of Responses to the Question:

"How Important Is this Service?"

(Ranked by 1979 Mean)

1979 Rank		1978				1979				
		1978 Rank	Mean	Very Important	Somewhat Important	Not Important	Mean	Very Important	Somewhat Important	Not Important
1.	Bovnton Health Service: Outpatient Services	1	1.227	32.3	12.8	5.0	1.3777	71.0	20.3	8.7
2.	Student Aid Fund.....	2	1.402	69.0	21.8	9.2	1.484	66.2	19.2	14.6
3.	Coffman Union: Physical Facilities..	4	1.453	60.0	34.6	5.4	1.501	57.9	34.0	8.1
4.	Board of Student Publications.....	3	1.402	64.9	30.1	5.0	1.547	53.5	38.2	8.2
5.	University Student Legal Services....	5	1.597	50.9	38.6	10.6	1.624	50.3	37.0	12.7
6.	St. Paul Student Center: Physical Facilities	6	1.601	49.9	40.1	10.0	1.664	48.6	36.4	15.0
7.	West Bank Union: Physical Facilities	7	1.601	49.3	41.3	9.4	1.711	41.6	45.6	12.8
8.	Recreational Sports: Intramurals....	15	1.840	34.6	46.7	18.7	1.742	44.0	37.8	18.2
9.	Coffman Union: Services.....	3	1.616	46.1	46.1	7.7	1.740	38.3	48.7	13.0
10.	Student Ombudsman Service.....	25	1.957	23.6	56.2	20.3	1.757	41.2	42.0	16.8
11.	Recreational Sports: Self-service Sports	10	1.750	39.6	45.9	14.5	1.771	41.5	40.0	18.5
12.	Music Programs.....	13	1.771	35.8	51.4	12.8	1.837	33.0	49.3	17.7
13.	West Bank Union: Services.....	11	1.756	37.8	49.0	13.2	1.861	31.6	50.3	18.1
14.	St. Paul Student Center: Services....	9	1.735	38.1	50.3	11.6	1.863	33.1	47.5	19.4
15.	Coffman Union: Programs	12	1.765	34.0	55.4	10.6	1.912	28.5	51.8	19.7
16.	St. Paul Student Center: Programs...	16	1.844	30.0	55.6	14.4	1.959	27.9	48.3	23.8
17.	West Bank Union: Programs.....	14	1.830	30.7	55.5	13.8	1.975	26.8	48.9	24.3
18.	Recreational Sports: Sports Clubs...	28	2.148	17.7	49.3	32.5	1.985	26.9	47.6	25.4
19.	College Boards.....	24	1.941	28.2	49.4	22.4	1.9888	23.9	53.4	22.7
20.	USTC: Video Access Center.....	19	1.918	27.8	52.6	19.6	1.994	24.3	52.0	23.7
21.	Coffman Union: Facilities.....	18	1.895	28.8	52.9	18.3	1.997	23.2	53.8	22.9
22.	International Study and Travel Center	17	1.864	31.0	51.7	17.3	2.006	24.3	50.9	24.9
23.	St. Paul Student Center: Facilities.	22	1.928	27.6	51.9	20.4	2.013	23.7	51.3	25.0
	West Bank Union: Facilities.....	21	1.922	27.4	53.1	19.5	2.019	22.7	52.7	24.6
25.	International Exchange Programs.....	20	1.921	28.0	51.9	20.1	2.038	22.4	51.3	26.3
26.	Minnesota International Student Association	23	1.931	26.5	53.9	19.6	2.046	22.2	51.0	26.8
27.	University Film Society.....	27	2.058	20.8	52.5	26.6	2.090	20.9	49.1	29.9
28.	Elections Commission.....	30	2.180	16.2	49.6	34.2	2.121	19.0	50.0	31.0
29.	TCSA, ACC, St. Paul Board of Colleges, COGS	26	2.031	23.2	50.6	26.3	2.151	14.5	55.4	29.9
30.	USTC: Changing Channels.....	31	2.198	15.5	51.7	31.8	2.184	14.6	52.3	33.0
31.	SSFC Cultural Affairs Fund.....	29	2.152	16.6	51.7	31.8	2.218	14.2	49.9	36.0
	IT Students only: Minnesota Technology	-	-	-	-	-	2.171	21.4	40.0	38.6
	College of Business Administration students only: CBA Communique	-	-	-	-	-	2.390	9.8	41.5	48.8

Note: The mean was computed by weighing 1 = Very Important, 2 = Slightly Important, 3 = Not Important

Table 4
 Percentage Distribution of Responses to the Question:
 "Should this Service Be Funded by Student Fees?"
 (Ranked by 1979 Frequencies)

1979 Rank		1979 Rank	1978		1979	
			Yes	No	Yes	No
1.	Board of Student Publications	1	87.9	12.1	86.3	13.7
2.	Bovnton Health Service	2	87.1	12.9	83.4	16.6
3.	Coffman Union: Physical Facilities	3	81.3	18.2	78.9	21.1
4.	University Student-Legal Service	9	73.1	26.9	75.8	24.2
5.	St. Paul Student Center: Physical Facilities	5	78.3	21.7	74.1	25.9
6.	West Bank Union: Physical Facilities	4	78.4	21.6	73.5	26.5
7.	Student Ombudsman Service	13	70.5	29.5	72.8	27.2
8.	Coffman Union: Services	6	74.5	25.5	70.8	29.2
9.	West Bank Union: Services	7	73.9	26.1	69.0	31.0
10.	St. Paul Student Center: Services	10	72.4	27.6	67.7	32.3
11.	Coffman Union: Programs	6	73.6	26.4	67.6	32.4
12.	St. Paul Student Center: Programs	20	70.6	29.4	67.1	32.9
13.	Recreational Sports: Self-Service sports	15	67.6	32.4	67.1	32.9
14.	Recreational Sports: Intramurals	16	65.6	34.4	66.6	33.4
15.	Music Programs	14	63.6	36.4	64.0	36.0
16.	West Bank Union: Facilities	10	62.3	37.7	63.3	36.7
17.	West Bank Union: Programs	11	71.2	28.8	62.5	37.5
18.	TCSA, ACC, St. Paul Band of Colleges, COGS	24	57.0	43.0	60.2	39.8
19.	Student Aid Fund	18	63.1	36.9	60.2	39.8
20.	College Boards	17	63.2	36.8	58.7	41.3
21.	Coffman Union: Facilities	23	57.9	42.1	58.4	41.6
22.	St. Paul Student Center: Facilities	22	58.0	42.0	58.3	41.7
23.	Elections Commission	29	46.0	54.0	56.7	43.3
24.	USTC: Video Access Center	19	62.4	37.6	56.5	43.5
25.	Recreational Sports: Sports Clubs	30	44.4	55.6	53.7	46.3
26.	Minnesota International Student Association	25	56.1	43.9	49.7	50.3
27.	USTC: University Film Society	26	54.0	46.0	48.7	51.3
28.	International Study and Travel Center	21	58.9	41.1	47.5	52.5
29.	SSFC Cultural Affairs Fund	28	49.9	50.1	46.6	53.4
30.	International Exchange Program	27	52.1	47.9	43.1	56.9
31.	USTC: Changing Channels	31	40.6	59.4	40.1	59.9
	IT Students Only: Reading <u>MN Technolog.</u>	-	-	-	48.6	51.4
	College of Business Administration Students Only: Reading <u>CBA Communique</u>	-	-	-	34.9	65.1

Table 5

Percentage Distribution of Responses to the Question
 "Should the Fee Be Increased, Kept the Same, Reduced?"
 Ranked by 1979 Mean

1979 rank		1978				1979				
		Rank	Mean	In- creased	Kept the same	Pe- duced	Mean	In- creased	Kept the same	Pe- duced
1.	Student Aid Fund.....	1	1.961	29.1	45.6	25.2	1.902	29.7	50.5	19.9
2.	Music Programs.....	2	2.010	25.0	49.0	26.0	2.060	16.3	61.4	22.3
3.	Board of Student Publications.....	3	2.050	15.3	64.3	20.3	2.082	8.8	74.2	17.0
4.	Student Ombudsman Service.....	4	2.129	10.8	65.5	23.7	2.132	12.9	61.1	26.0
5.	University Student Legal Services....	10	2.359	7.4	49.3	43.3	2.237	11.2	53.9	34.9
6.	College Boards.....	9	2.355	2.7	59.0	38.3	2.296	4.1	62.3	33.6
	Boynton Health Service.....	5	2.262	8.8	56.6	35.0	2.308	5.3	58.6	36.1
8.	International Study and Travel Association.....	8	2.320	8.6	50.8	40.6	2.324	7.5	52.6	39.9
9.	Recreational Sports.....	12	2.404	7.8	44.1	48.0	2.334	10.9	44.7	44.4
10.	Minnesota International Student Association.....	6	2.273	8.2	56.3	35.5	2.336	6.9	52.6	40.5
11.	Elections Commission.....	13	2.444	2.2	51.3	35.5	2.375	2.5	57.5	40.0
12.	TODAY, ADD, St. Paul Board of Colleges, COBS.....	14	2.500	0.3	46.2	53.5	2.440	1.6	55.5	42.9
13.	SSFC Cultural Affairs Fund.....	7	2.000	0.0	50.4	38.6	2.417	2.3	50.7	44.9
14.	University Student Telecommunications	11	2.400	7.3	45.2	47.5	2.442	6.0	43.9	50.2
15.	Minnesota Union.....	15	2.510	4.7	39.6	56.7	2.474	2.8	47.0	50.2
	IT students only: <u>Minnesota Technolog</u>	-	-	-	-	-	2.508	4.9	39.3	55.7
	College of Business Administration students only: <u>CBA Communique</u>	-	-	-	-	-	2.571	0.0	42.9	57.1

NOTE: The mean was computed by weighting increase=1, kept the same=2, and reduced=3.

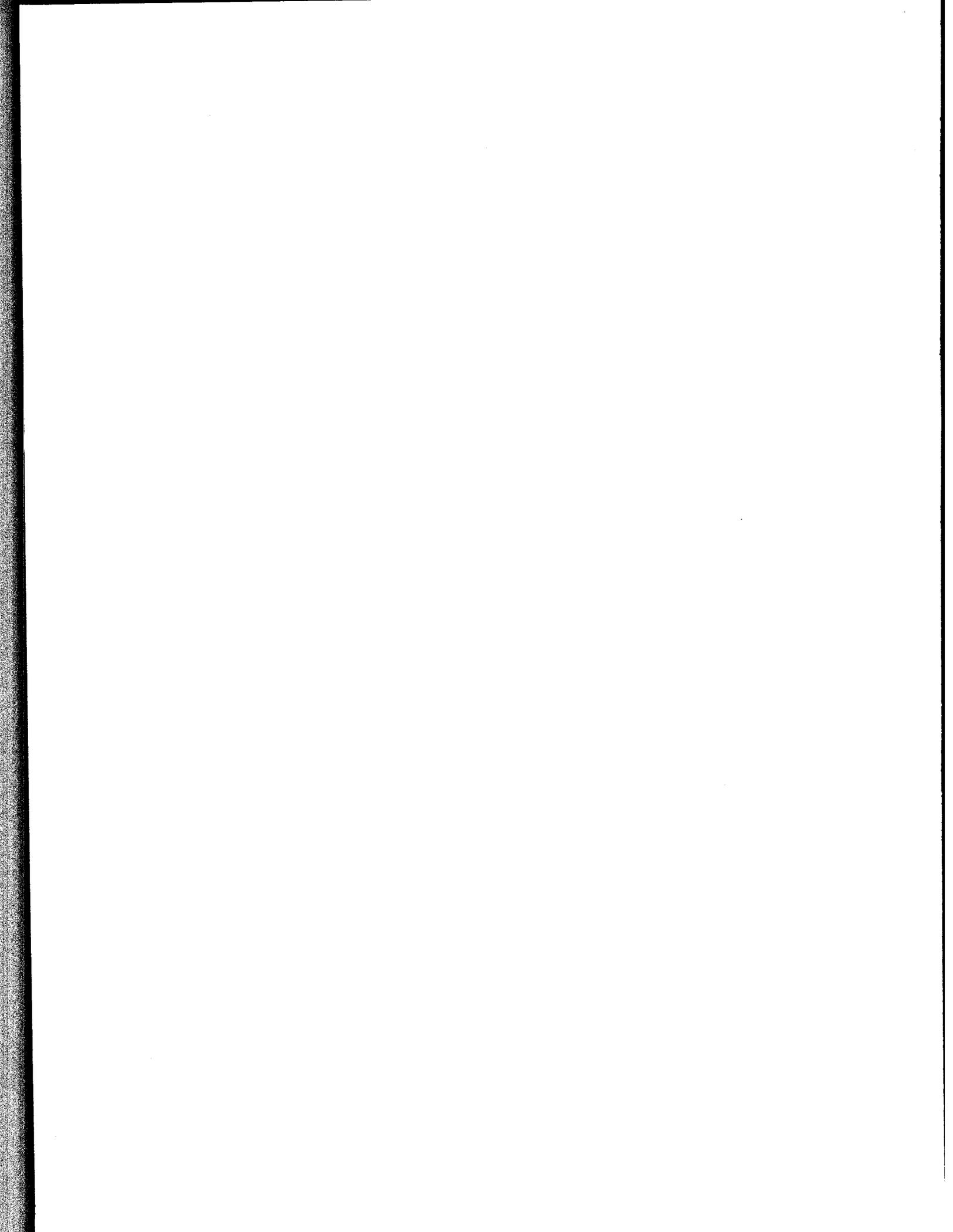


Table 2

Percentage Distribution of Responses to the Question:

"Have You Used this Service in the Past Year?"

(Ranked by 1979 Frequencies)

1979 rank		1978 Rank	1978		1979	
			Yes	No	Yes	No
1.	Board of Student Publications	1	85.0	15.0	81.1	18.9
2.	Coffman Union: Physical Facilities	2	77.8	22.8	76.3	23.7
3.	Coffman Union: Services.	3	67.4	32.6	59.8	40.2
4.	Boynton Health Service: Outpatient Services.	4	56.4	43.6	51.4	49.6
5.	West Bank Union: Physical Facilities	5	45.9	54.1	39.8	60.2
6.	Coffman Union: Programs.	6	38.8	61.2	30.7	69.3
7.	Recreational Sports: Intramurals	9	28.1	71.9	30.0	70.0
8.	Recreational Sports: Self-service Sports	7	35.3	64.7	29.5	70.5
9.	Student Aid Fund.	14	23.3	76.7	27.7	72.3
10.	USTC: University Film Society.	8	32.7	67.3	27.0	73.0
11.	Coffman Union: Facilities.	10	27.4	72.6	21.2	78.8
12.	Music Programs.	15	23.1	76.9	20.4	79.6
13.	St. Paul Student Center: <u>Physical Facilities</u>	11	27.1	72.9	20.2	79.8
14.	St. Paul Student Center: Services.	16	22.4	77.6	17.9	82.1
15.	West Bank Union: Services.	13	23.5	76.5	17.4	82.6
16.	Elections Commission.	17	19.7	80.3	15.8	84.2
17.	West Bank Unions: Programs	12	26.3	73.7	13.8	86.2
18.	USTC: Video Access Center.	22	12.8	87.2	13.3	86.7
19.	West Bank Union: Facilities.	18	16.5	83.5	12.7	87.3
20.	International Study and Travel Center	21	13.7	86.3	10.7	89.3
21.	USTC: Changing Channels.	19	16.0	84.0	10.2	89.8
22.	Student Ombudsman Service	30	5.8	94.2	9.6	90.2
23.	St. Paul Student Center: Program	20	15.9	84.1	9.4	90.6
24.	TCSA, ACC, St. Paul Board of Colleges, COGS	25	7.2	92.8	9.3	90.7
25.	University Student Legal Service.	24	8.7	91.3	9.1	90.9
26.	Minnesota International Student Association	29	6.3	93.7	8.8	91.2
27.	College Boards.	28	6.3	93.7	8.6	91.4
28.	Recreational Sports: Sports Clubs.	26	7.2	92.8	8.4	91.6
29.	St. Paul Student Center: <u>Facilities</u>	23	9.3	90.7	6.5	93.5
30.	SSFC Cultural Affairs Fund.	27	7.3	92.7	5.7	94.3
31.	International Exchange Program.	31	3.7	96.3	1.4	98.6
	IT students only: Reading <u>MN Technolog</u>		-	-	43.1	56.9
	College of Business Administration students only: Reading <u>CBA Communique</u>		-	-	26.8	73.2

responsiveness. This support may not be deep enough to lead to students' personal involvement or even to their contributing money if the contribution required more effort. However, in an era of increasing privatism and indifference toward social change, the continued approval and payment of the MPIRG fee is noteworthy.

Reference

Matross, Ronald. A survey of student opinion toward funding the Minnesota Public Interest Research Group. Office for Student Affairs Research Bulletin. University of Minnesota, 1976, 16 (6).

Table 3

Percentage Distribution of Responses to the Question:

"How Important Is this Service?"

(Ranked by 1979 Mean)

1979 Rank		1978				1979				
		1978 Rank	Mean	Very important	Some-what important	Not important	Mean	Very important	Some-what important	Not important
1.	Boynton Health Service: Outpatient Services	1	1.227	82.3	12.8	5.0	1.3777	71.0	20.3	8.7
2.	Student Aid Fund.....	2	1.402	69.0	21.8	9.2	1.484	66.2	19.2	14.6
3.	Coffman Union: Physical Facilities..	4	1.453	60.0	34.6	5.4	1.501	57.9	34.0	8.1
4.	Board of Student Publications.....	3	1.402	64.9	30.1	5.0	1.547	53.5	38.2	8.2
5.	University Student Legal Services....	5	1.597	50.9	38.6	10.6	1.624	50.3	37.0	12.7
6.	St. Paul Student Center: Physical Facilities	6	1.601	49.9	40.1	10.0	1.664	48.6	36.4	15.0
7.	West Bank Union: Physical Facilities	7	1.601	49.3	41.3	9.4	1.711	41.6	45.6	12.8
8.	Recreational Sports: Intramurals....	15	1.840	34.6	46.7	18.7	1.742	44.0	37.8	18.2
9.	Coffman Union: Services.....	8	1.616	46.1	46.1	7.7	1.740	38.3	48.7	13.0
10.	Student Ombudsman Service.....	25	1.967	23.6	56.2	20.3	1.757	41.2	42.0	16.8
11.	Recreational Sports: Self-service Sports	10	1.750	39.6	45.9	14.5	1.771	41.5	40.0	18.5
12.	Music Programs.....	13	1.771	35.8	51.4	12.8	1.837	33.2	49.9	16.9
13.	West Bank Union: Services.....	11	1.756	37.5	49.3	13.2	1.861	31.6	50.8	17.6
14.	St. Paul Student Center: Services....	9	1.735	38.1	50.3	11.6	1.863	33.1	47.5	19.4
15.	Coffman Union: Programs	12	1.765	34.0	55.4	10.6	1.912	28.5	51.8	19.7
16.	St. Paul Student Center: Programs...	16	1.844	30.0	55.6	14.4	1.959	27.9	48.3	23.8
17.	West Bank Union: Programs.....	14	1.830	30.7	55.5	13.8	1.975	26.8	48.9	24.3
18.	Recreational Sports: Sports Clubs...	28	2.148	17.7	49.8	32.5	1.985	26.9	47.6	25.4
19.	College Boards.....	24	1.941	28.2	49.4	22.4	1.9888	23.9	53.4	22.7
20.	USTC: Video Access Center.....	19	1.918	27.8	52.6	19.6	1.994	24.3	52.0	23.7
21.	Coffman Union: Facilities.....	18	1.895	28.8	52.9	18.3	1.997	23.2	53.8	22.9
22.	International Study and Travel Center	17	1.864	31.0	51.7	17.3	2.006	24.3	50.9	24.9
23.	St. Paul Student Center: Facilities.	22	1.928	27.6	51.9	20.4	2.013	23.7	51.3	25.0
24.	West Bank Union: Facilities.....	21	1.922	27.4	53.1	19.5	2.019	22.7	52.7	24.6
25.	International Exchange Programs.....	20	1.921	28.0	51.9	20.1	2.038	22.4	51.3	26.3
26.	Minnesota International Student Association	23	1.931	26.5	53.9	19.6	2.046	22.2	51.0	26.8
27.	University Film Society.....	27	2.058	20.8	52.5	26.6	2.090	20.9	49.1	29.9
28.	Elections Commission.....	30	2.180	16.2	49.6	34.2	2.121	19.0	50.0	31.0
29.	TCSA, ACC, St. Paul Board of Colleges, COGS	26	2.031	23.2	50.6	26.3	2.151	14.5	55.4	29.9
30.	USTC: Changing Channels.....	31	2.198	15.5	51.7	31.8	2.184	14.6	52.3	33.0
31.	SSFC Cultural Affairs Fund.....	29	2.152	16.6	51.7	31.8	2.218	14.2	49.9	36.0
	IT Students only: Minnesota Technolog	-	-	-	-	-	2.171	21.4	40.0	38.6
	College of Business Administration students only: CBA Communique	-	-	-	-	-	2.390	9.8	41.5	48.8

Note: The mean was computed by weighting 1 = Very Important, 2 = Slightly Important, 3 = Not Important

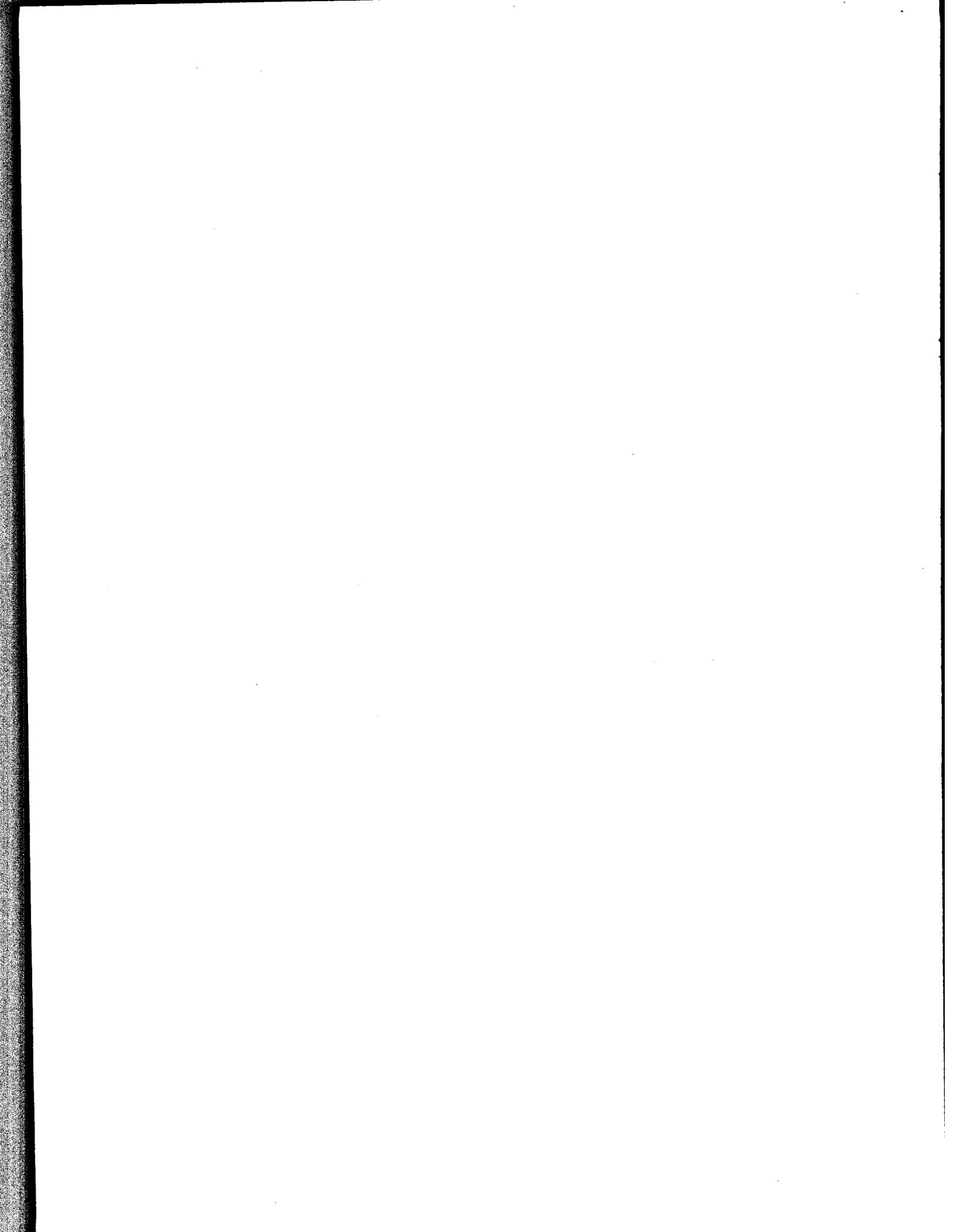


Table 4
 Percentage Distribution of Responses to the Question:
 "Should this Service Be Funded by Student Fees?"
 (Ranked by 1979 Frequencies)

1979 Rank		1978 Rank	1978		1979	
			Yes	No	Yes	No
1.	Board of Student Publications	1	87.9	12.1	86.3	13.7
2.	Boynton Health Service	2	87.1	12.9	83.4	16.6
3.	Coffman Union: Physical Facilities	3	81.8	18.2	78.9	21.1
4.	University Student Legal Service	9	73.1	26.9	75.8	24.2
5.	St. Paul Student Center: Physical Facilities	5	78.3	21.7	74.1	25.9
6.	West Bank Union: Physical Facilities	4	78.4	21.6	73.5	26.5
7.	Student Ombudsman Service	13	70.5	29.5	72.8	27.2
8.	Coffman Union: Services	6	74.5	25.5	70.8	29.2
9.	West Bank Union: Services	7	73.9	26.1	69.0	31.0
10.	St. Paul Student Center: Services	10	72.4	27.6	67.7	32.3
11.	Coffman Union: Programs	6	73.6	26.4	67.6	32.4
12.	St. Paul Student Center: Programs	20	70.6	29.4	67.1	32.9
13.	Recreational Sports: Self-service sports	15	67.6	32.4	67.1	32.9
14.	Recreational Sports: Intramurals	16	65.6	34.4	66.6	33.4
15.	Music Programs	14	68.6	31.4	64.0	36.0
16.	West Bank Union: Facilities	20	62.3	37.7	63.5	36.5
17.	West Bank Union: Programs	11	71.2	28.8	62.5	37.5
18.	TCSA, ACC, St. Paul Band of Colleges, COGS	24	57.0	43.0	60.2	39.8
19.	Student Aid Fund	18	63.1	36.1	60.2	39.8
20.	College Boards	17	63.2	36.8	58.7	41.3
21.	Coffman Union: Facilities	23	57.9	42.1	58.4	41.6
22.	St. Paul Student Center: Facilities	22	58.0	42.0	58.3	41.7
23.	Elections Commission	29	46.0	54.0	56.7	43.3
24.	USTC: Video Access Center	19	62.4	37.6	56.5	43.5
25.	Recreational Sports: Sports Clubs	30	44.4	55.6	53.7	46.3
26.	Minnesota International Student Association	25	56.1	43.9	49.7	50.3
27.	USTC: University Film Society	26	54.0	46.0	48.7	51.3
28.	International Study and Travel Center	21	58.9	41.1	47.5	52.5
29.	SSFC Cultural Affairs Fund	28	49.9	50.1	46.6	53.4
30.	International Exchange Program	27	52.1	47.9	43.1	56.9
31.	USTC: Changing Channels	31	40.6	59.4	40.1	59.9
	IT Students Only: Reading <u>MN Technolog.</u>	-	-	-	48.6	51.4
	College of Business Administration Students Only: Reading <u>CBA Communique</u>	-	-	-	34.9	65.1

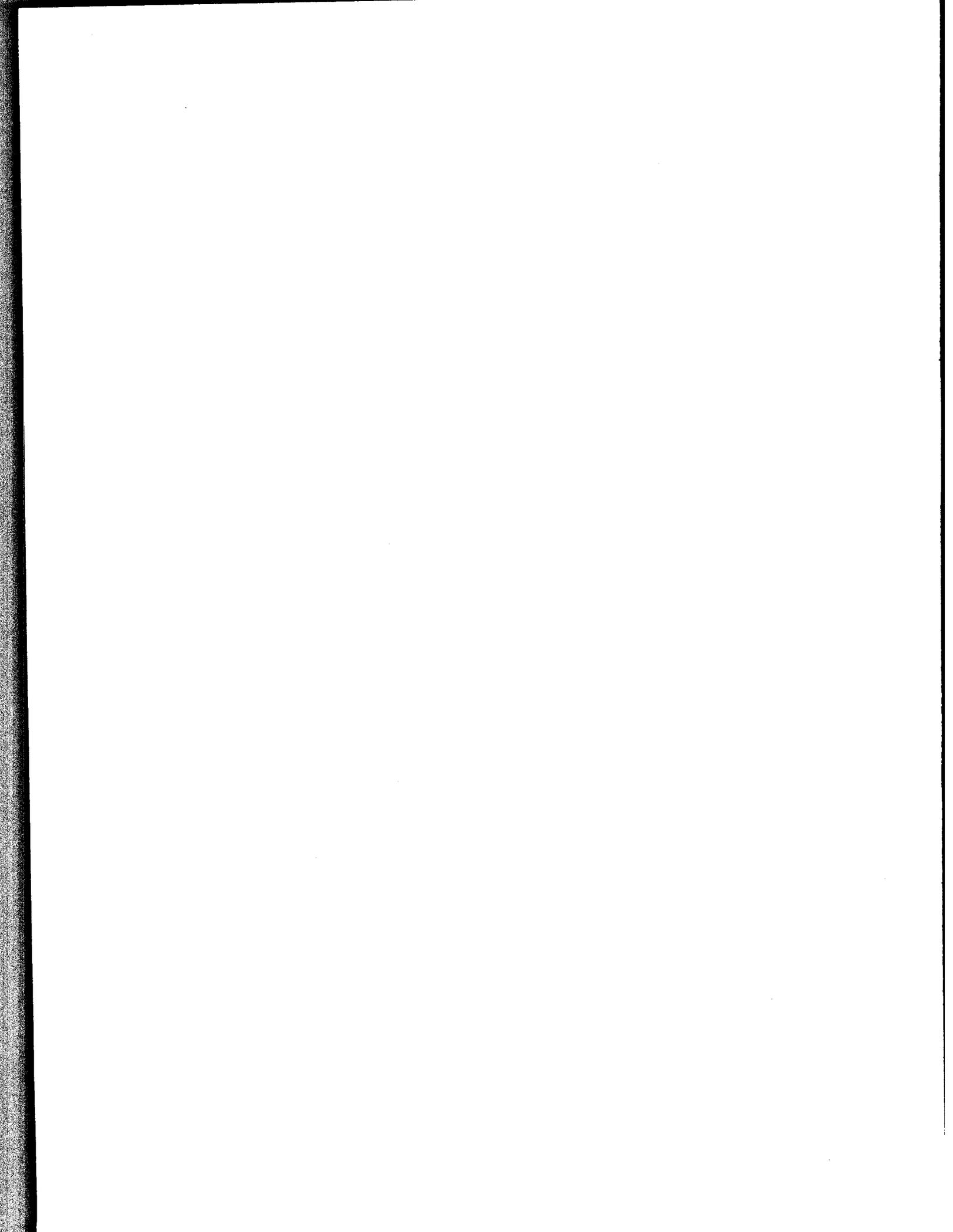
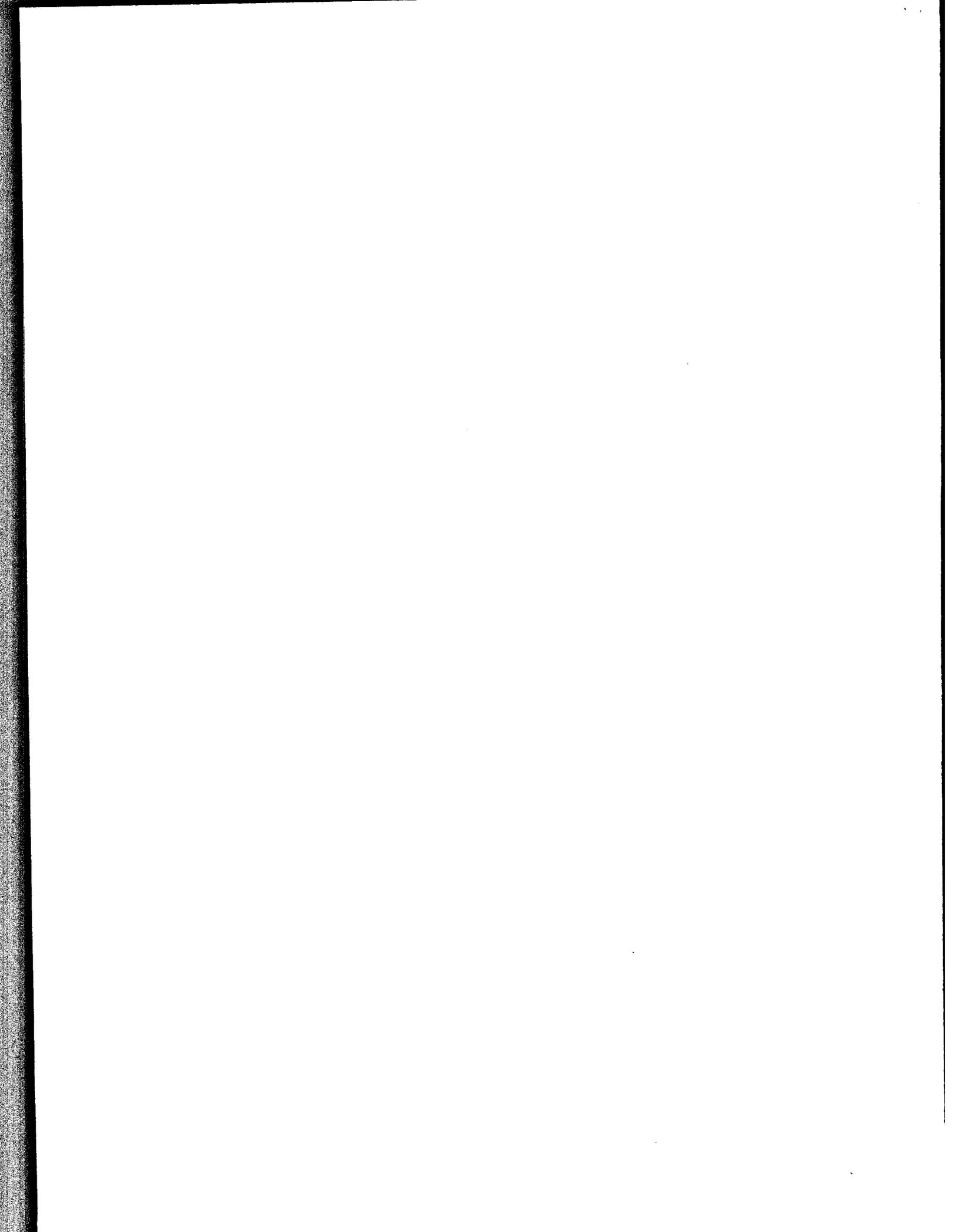


Table 5

Percentage Distribution of Responses to the Question:
 "Should the Fee Be Increased, Kept the Same, Reduced?"
 (Ranked by 1979 Mean

1979 rank		1978				1979				
		1978 Rank	Mean	In- creased	Kept the same	Re- duced	Mean	In- creased	Kept the same	Re- duced
1.	Student Aid Fund.....	1	1.961	29.1	45.6	25.2	1.902	29.7	50.5	19.9
2.	Music Programs.....	2	2.010	25.0	49.0	26.0	2.060	16.3	61.4	22.3
3.	Board of Student Publications.....	3	2.050	15.3	64.3	20.3	2.082	8.8	74.2	17.0
4.	Student Ombudsman Service.....	4	2.129	10.8	65.5	23.7	2.132	12.9	61.1	26.0
5.	University Student Legal Services....	10	2.359	7.4	49.3	43.3	2.237	11.2	53.9	34.9
6.	College Boards.....	9	2.355	2.7	59.0	38.3	2.296	4.1	62.3	33.6
7.	Boynton Health Service.....	5	2.262	8.8	56.6	35.0	2.308	5.3	58.6	36.1
8.	International Study and Travel Association	8	2.320	8.6	50.8	40.6	2.324	7.5	52.6	39.9
9.	Recreational Sports.....	12	2.404	7.8	44.1	48.2	2.334	10.9	44.7	44.4
10.	Minnesota International Student Association	6	2.273	8.2	56.3	35.5	2.336	6.9	52.6	40.5
11.	Elections Commission.....	13	2.444	2.2	51.3	35.5	2.375	2.5	57.5	40.0
12.	TCSA, ACC, St. Paul Board of Colleges, COGS	14	2.501	2.3	45.2	52.4	2.410	1.6	55.8	42.6
13.	SSFC Cultural Affairs Fund.....	7	2.295	9.0	52.4	38.6	2.417	2.8	52.7	44.5
14.	University Student Telecommunications	11	2.403	7.3	45.2	47.5	2.442	6.0	43.9	50.2
15.	Minnesota Union.....	15	2.510	4.7	39.6	56.7	2.474	2.8	47.0	50.2
	IT students only: <u>Minnesota Technolog</u>	-	-	-	-	-	2.508	4.9	39.3	55.7
	College of Business Administration students only: <u>CBA Communique</u>	-	-	-	-	-	2.571	0.0	42.9	57.1

NOTE: The mean was computed by weighting increase=1, kept the same=2, and reduced=3.



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OSA Research Bulletin
Office for Student Affairs
University of Minnesota
Volume 19
Number 5
Date 3/26/79



Citizens' Views of the University of Minnesota at Duluth

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Student Life Studies and Planning

University of Minnesota

Abstract

A survey was conducted among 387 residents of north-eastern Minnesota on their opinions of the University of Minnesota at Duluth (UMD). Key findings include: The majority of respondents said that the quality of UMD's instructional programs was as good or better than the quality of programs at the University of Minnesota, Twin Cities (87%) and at Minnesota private colleges (81%). Over four-fifths would recommend UMD for students of average ability two-thirds would recommend it for very bright students, and slightly over half would recommend it for minority or disadvantaged students. In rating goals for UMD, respondents placed highest priority on preparing students for useful occupations, teaching students skills in reading, writing, and mathematics, and providing manpower for local business, government and industry. A large majority (75%) agreed that UMD faculty members should be evaluated more on their teaching than on their research, and a small majority (55%) disagreed that minority and disadvantaged students should be given priority in admissions.

Citizens' Views of the University of Minnesota at Duluth

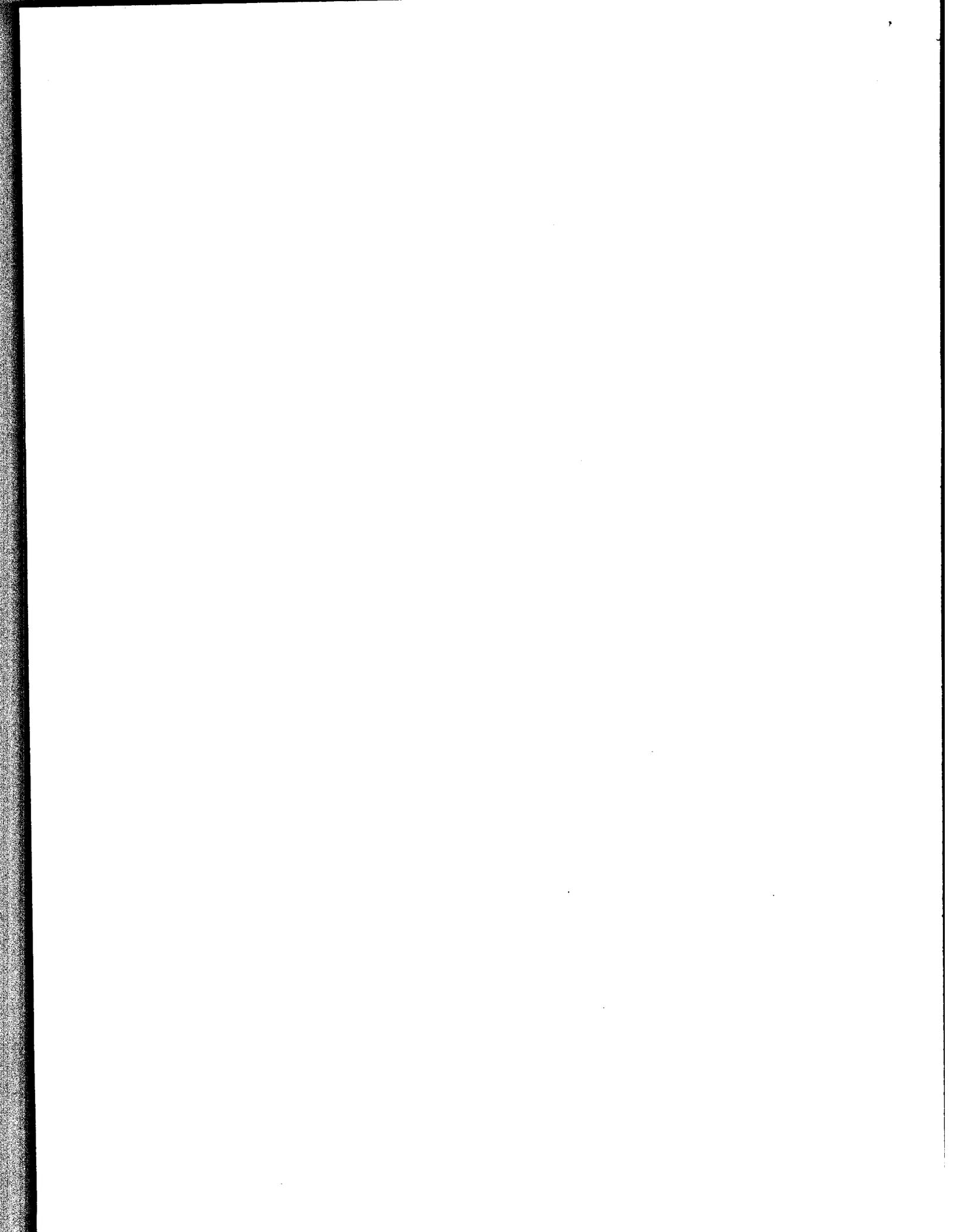
Ronald P. Matross

Student Life Studies and Planning

University of Minnesota

As major recipients of tax revenues, modern public universities must ultimately be responsive to the views and opinions of the citizens who provide much of their funding. University administrators need a variety of channels for assessing public opinion about the goals and activities of their institutions. One such channel is the public opinion survey. Surveys can provide a useful adjunct to the information obtained from other sources: They offer the advantage of systematically obtaining a cross section of citizen opinion. They can show the degree to which citizens are familiar with the activities of the university and the methods by which they obtain information about the university. They can show how citizens of different regions and backgrounds differ in their views of the institution. Finally, they can show the degree to which the positions of regents, legislators, and opinion leaders on university issues are congruent with the views of the general public. From the survey data plans can be made for better communication with the public and for better fulfilling the role of the institution in making itself accountable to the general public.

Reported here are the findings of a survey of opinions of residents of northeastern Minnesota toward the University of Minnesota, Duluth (UMD). The study was commissioned by the University of Minnesota Campus Relations Department, UMD, and was conducted by Student Life Studies and Planning of the Twin Cities campus of the University of Minnesota. The Duluth campus is the second largest branch of the University of Minnesota. It has an enrollment of about 6500, distributed across six colleges, with primarily



undergraduate enrollment but some graduate programs. UMD's primary drawing area has been residents of northern Minnesota and Wisconsin but it also draws substantial numbers from southern Minnesota, most notably the Twin Cities area, and many other states and countries. While the enrollment at UMD is less than 1/6 of the Twin Cities campus, the enrollment at UMD over the past few years has been steadily increasing, while the Twin Cities campus enrollment has been static or declining.

The survey reported here addressed the following topics:

1. Frequency of citizen attendance and participation in UMD related activities.
2. Exposure to news about UMD through various media.
3. Assessment of the quality of UMD programs and activities.
4. Ratings of possible goals for UMD programs.
5. Opinions about various issues facing UMD.

Method

The survey was conducted between April and July 1978, entirely by mail, including an initial mailing of a 5-page questionnaire and four additional follow-ups at one month intervals. The major advantage of a mailed survey is cost. Relatively large amounts of information from a large number of persons can be obtained for a lower cost through mail than through personal or telephone interviews. The major disadvantage of mailed surveys is that they often yield low response rates, with overrepresentation of some segments of the population and underrepresentation of others. In a previous state-wide study of citizens' views of the University of Minnesota system (Biggs, Matross, and Kingston, 1975), citizens with college educations and employment in professional and technical fields were overrepresented among respondents.

Sample

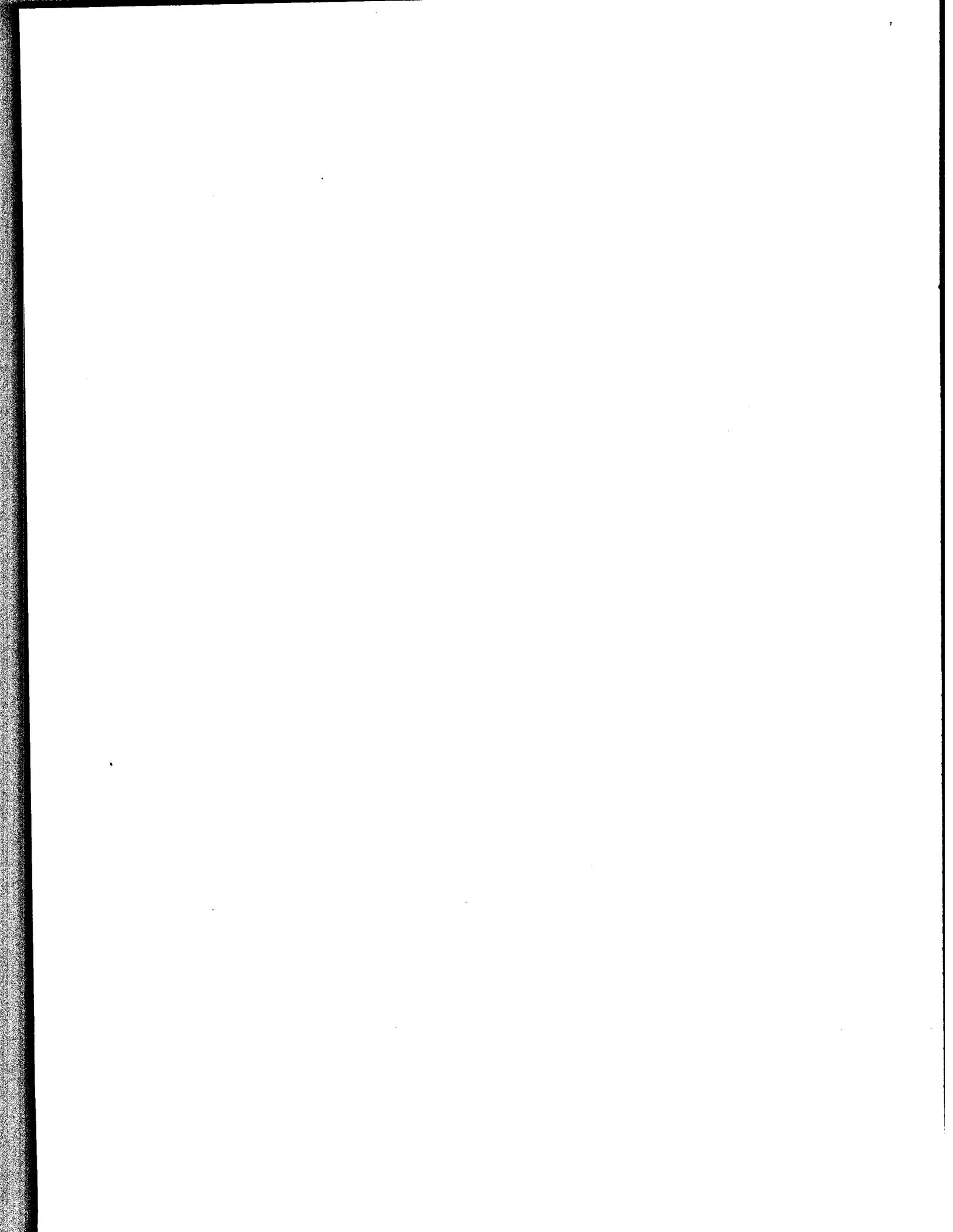
The sampling universe was defined as citizens of St. Louis, Itasca, Pine, Lake, Carlton, and Aitkin Counties. Samples were drawn by random selection of names from 21 community telephone books in these counties. The numbers drawn in the samples were in proportion to the 1970 census population figures of these communities.

The total number of names drawn was ~~633~~. Of these persons, eight were subsequently listed as deceased and eleven had moved out of the state, reducing the effective sample size to 614. Returns were received from 397 persons for a response rate of 63%. Table 1 shows the comparison of responses by county to the original sampling plan. Return rates indicate a slight underrepresentation of residents of Itasca, Lake, and Carlton Counties, with a slight overrepresentation from St. Louis, Aitkin and Pine Counties. The telephone directory method of selection has the advantage of convenience. However, it has the disadvantage of not sampling

Table 1

A Comparison of Return Percentage by County
with Percentages Drawn in Sample

	<u>Return percentage</u>	<u>Sample percentage</u>
Aitkin	4.7	4.6
Carlton	8.3	10.1
Lake	4.7	5.1
Pine	7.0	6.3
Itasca	12.4	13.1
St. Louis	63.0	60.8
(Hibbing area)	(20.4)	(21.3)
(Duluth/Proctor)	(42.6)	(39.5)



persons with unlisted phone numbers, and it also introduces a sex bias in that more households' names are listed under the name of the male occupant than under the female occupant. To ensure a better representation of women in the sample, half the questionnaires included instructions for females in the household to complete them. Among respondents there was an overrepresentation of males. Men were 59.3% of the respondents.

Women made up 41.7%.

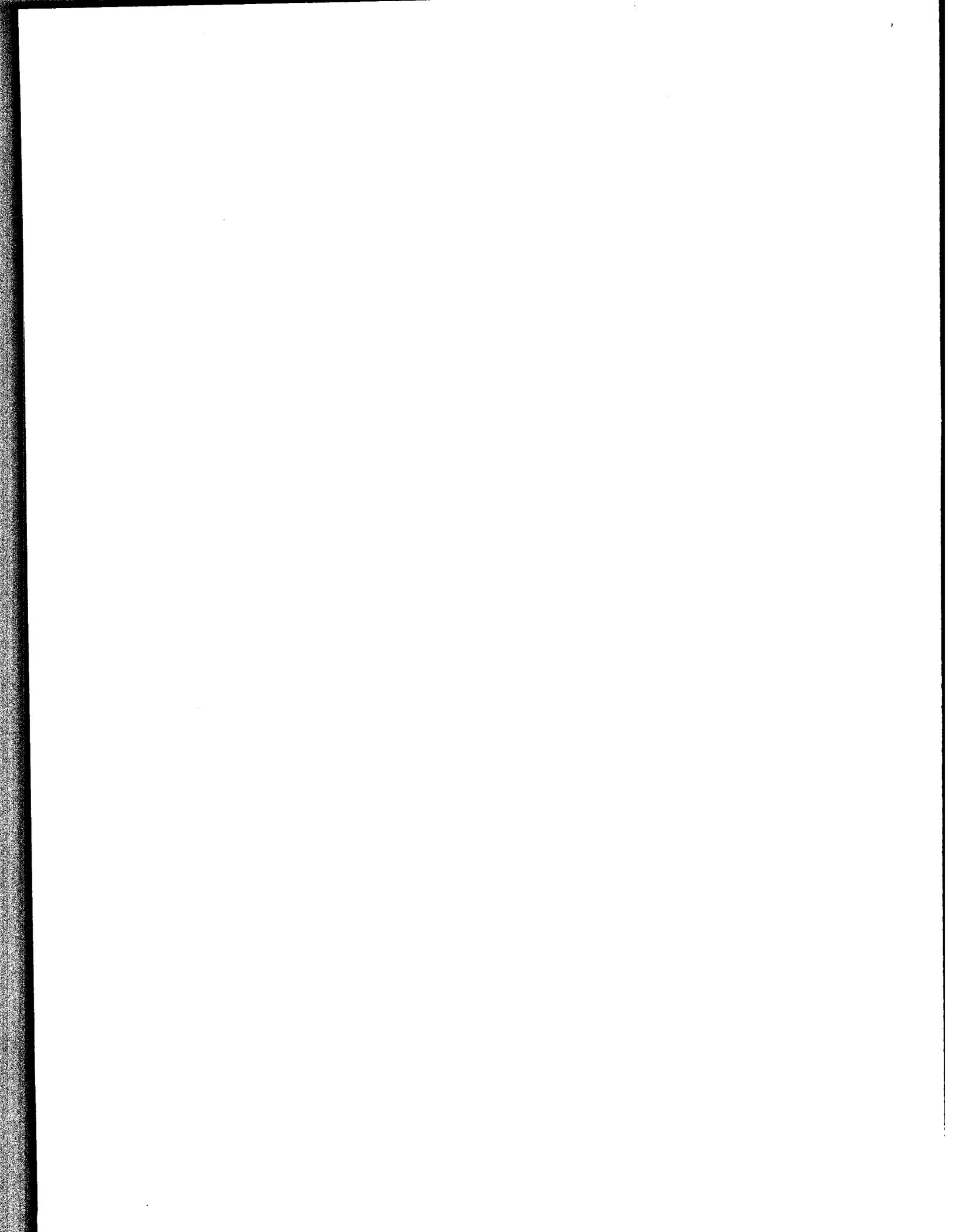
In terms of age, 1.8% of the sample was below 21 years, 8.9%, 21-25, 21.9%, 26-35, 18.5%, 36-45, 24.8%, 46-59, and 24%, 60 or over. Table 2 shows the percentage over 60 in the sample compared to 1970 census figures. There was a clear overrepresentation of persons 60 and over in Aitkin, Lake, Pine, and St. Louis Counties, in degrees varying from 8% in St. Louis County to 24% in Aitkin County.

Table 2

Percentage Distribution by County of Persons over 60
Compared to 1970 Census Data

	<u>Respondents</u>	<u>Census</u>
Aitkin	50	26
Carlton	13	15
Itasca	10	16
Lake	28	12
Pine	35	21
St. Louis	25	17

Table 3 shows a comparison of education data for the sample respondents with data from the 1970 census. As in the previous study of citizens' attitudes toward the University of Minnesota, there is a definite overrepresentation of persons with college degrees. The extent of this overrepresentation runs from 10% in Pine County to 41% in Lake County. Generally,



the majority of respondents have had some college experience, with 27% (over one-quarter) having received a degree of Bachelor of Arts or higher.

Table 3

Percentage Distribution by County of Respondents' Highest Level of Education Completed Compared to 1970 Census Data

	Elementary (8 years)		High School (4 years)		College (4 years or more)	
	<u>Respondents</u>	<u>Census</u>	<u>Respondents</u>	<u>Census</u>	<u>Respondents</u>	<u>Census</u>
Aitkin	18	23	18	26	27	5
Carlton	4	20	50	36	25	6
Itasca	3	20	36	32	26	7
Lake	0	17	27	42	47	8
Pine	20	30	35	29	15	5
St. Louis	8	14	37	35	24	9

Table 4 shows the distribution of occupation among respondents. One-quarter said that they were in professional fields, nearly 10% labeled themselves as managers, 13% craftsmen, less than 1% farm workers, 2.4% service workers, 3.5% salespersons, 4.9% clerical or office workers, 3.5% factory workers, 1.4% laborers, 12.7% housewives, 15.6% retired, and 3.5% unemployed. Because the questionnaire categories and census categories are not exactly equivalent, full comparisons with census figures are not made. However, comparisons can be made for the number in professional and technical workers. Across counties, there was a considerable overrepresentation of professional, technical and kindred fields--12% overrepresentation in Aitkin County to 54% in Pine County.

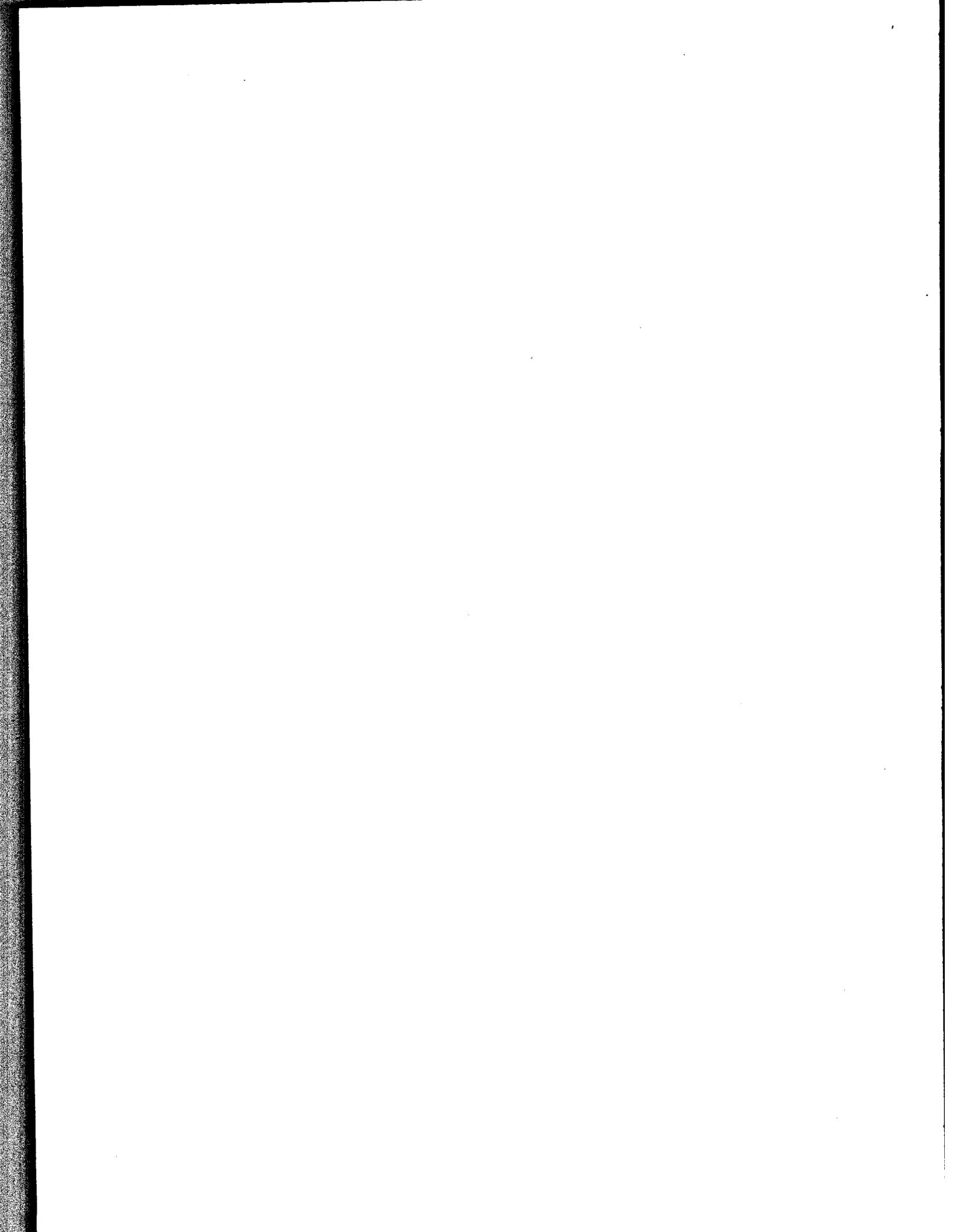


Table 4

Percentage Distribution of Respondents' Occupation

professional.	25.4
manager	9.5
farm worker9
technician.	2.3
craftsman (skilled, trade).	12.7
service worker.	2.3
salesperson	3.5
clerical, office worker	4.9
factory worker.	3.5
laborer	1.4
retired	17.6
not employed.	3.5

Comparison of Percentage Distribution¹ by County of Employment in Professional and Technical Fields² with Census Data

	<u>Respondents</u>	<u>Census</u>
Aitkin	22	10
Carlton	50	13
Itasca	44	14
Lake	60	13
Pine	64	10
St. Louis	39	15

¹ Percentages use employed persons as base. Those classifying themselves as not employed, retired or housewife are not included.

² Combination of census data of professional and technical occupations.

Table 5 exhibits further information on the background characteristics of the respondents. Over three-quarters of the respondents were married, 47% have at least one child in their household between the ages of 12-19, 97% are white, and 95% lived in northern Minnesota for more than five years. One-tenth of the respondents are graduates of UMD and one-fifth either currently have a child at UMD or have had one in the past. About 1 in 10 respondents is a UMD graduate and almost six have a son or daughter who has attended UMD in the past. About 1 in 20 graduated from another branch of the University of Minnesota and have a son or daughter currently attending UMD. About 2% are currently students at UMD.

In summary, the respondents are older, better educated and more likely to be employed in professional and technical fields than citizens in general. From the standpoint of having the vantage point of viewing the university, overrepresentation of college educated professionals may not be serious because these persons are more likely to be concerned and knowledgeable about higher education and influential in their communities. The overrepresenting of retirees and persons over 60 is more of a problem because these persons may be less concerned with educational issues than are young persons.

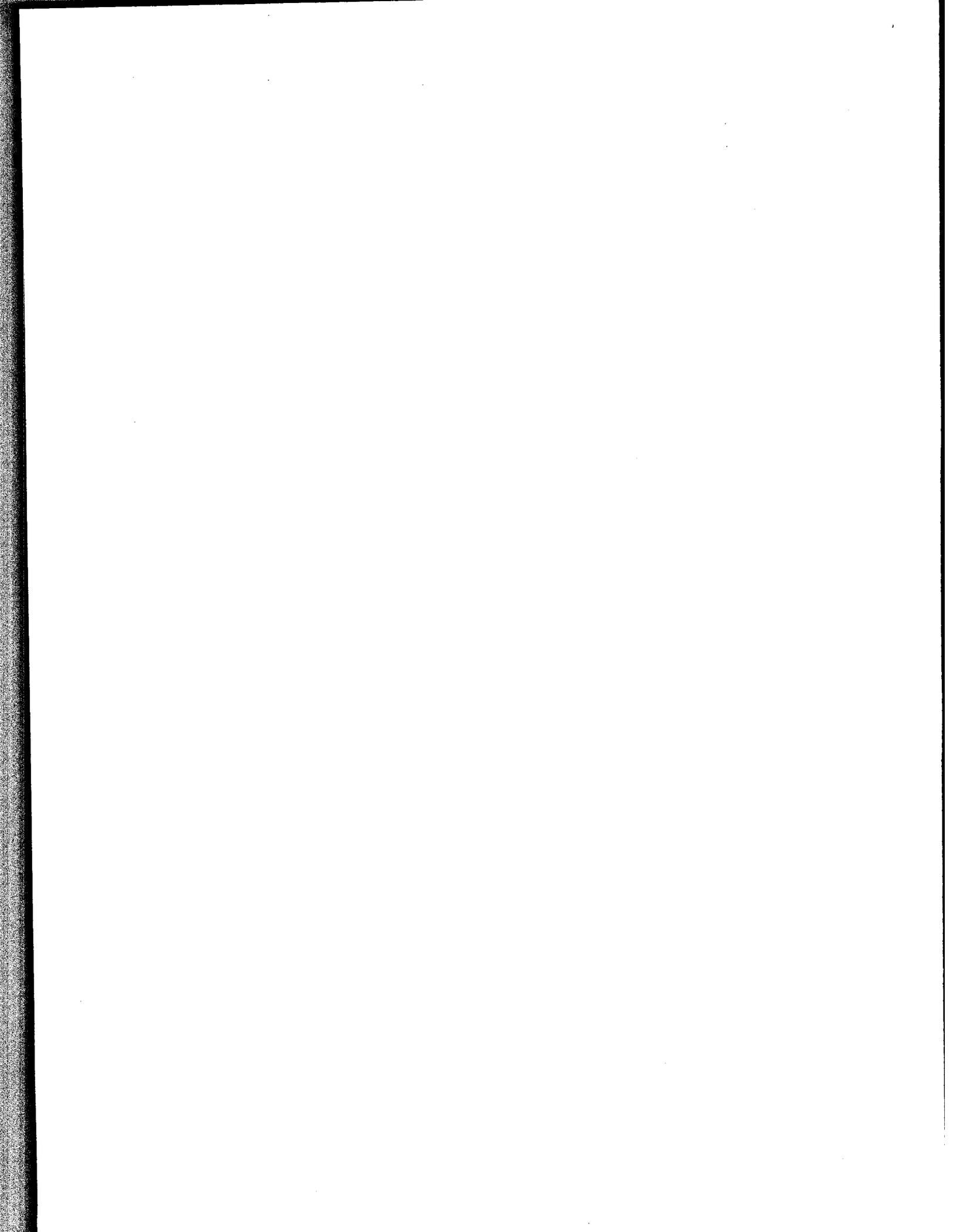


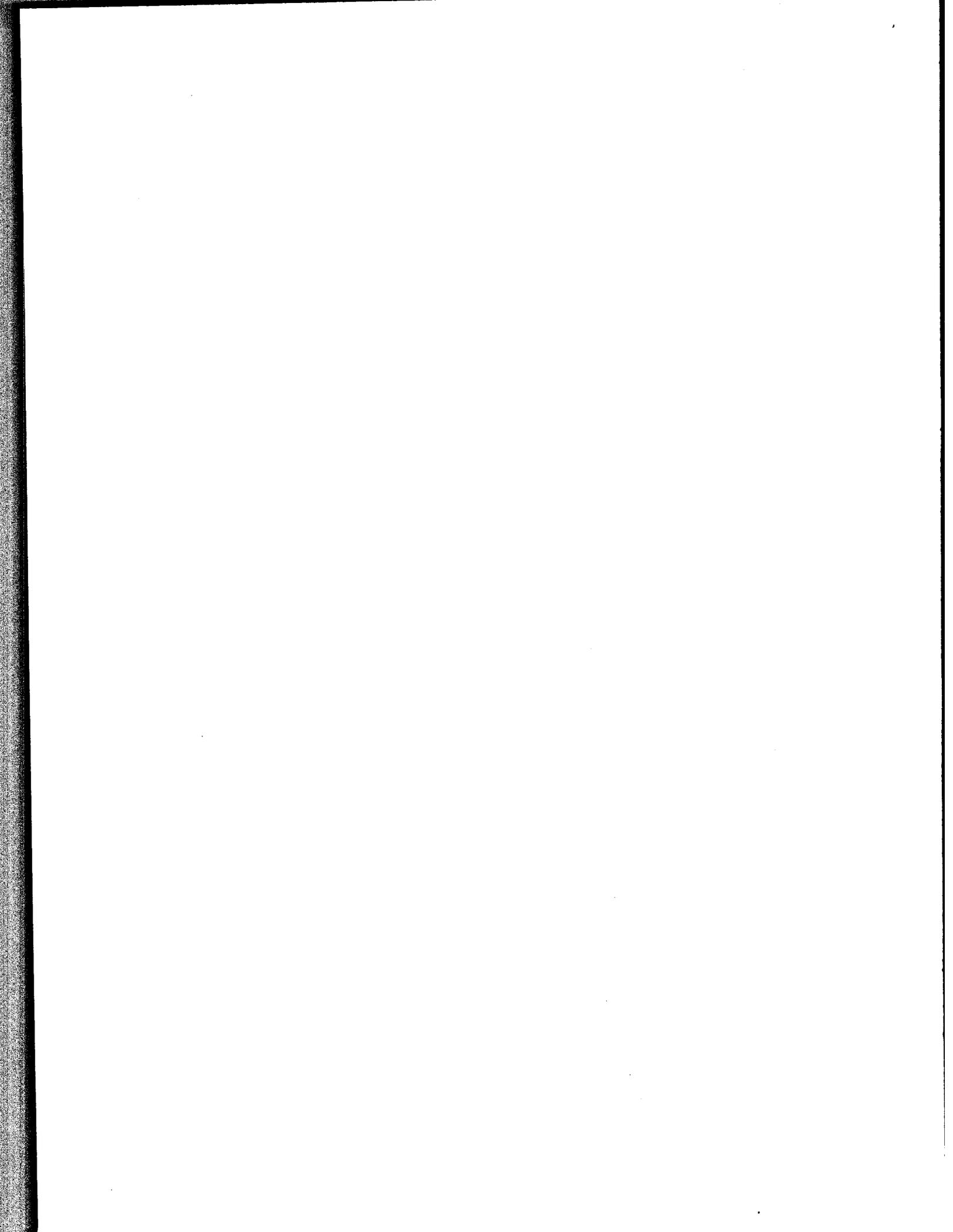
Table 5

Percentage Distributions of Selected Characteristics of Respondents.

Marital status		Length of residence in northern Minnesota	
Married	78.4	More than 5 years	94.7
Single	10.8	1-5 years	4.7
Widow/Widower	6.7	One year or less	.5
Separated	.3		
Divorced	4.5		
		Number of children in household between the ages of 12 and 19.	
Racial/ethnic group		0	63.4
White	97.3	1	14.2
Black/Negro		2	13.4
Native American	.5	3	4.3
Spanish speaking	0	4	3.2
Oriental	.3	5	.5
		6 or more	.3

Experience with University of Minnesota system.

Currently enrolled in UMD day school.	2.3
Currently enrolled at another branch of the University of Minnesota	.3
Graduated from UMD.	10.3
Graduated from another branch of the University of Minnesota	5.2
Have a son or daughter currently attending UMD.	4.0
Have a son or daughter who has attended UMD in the past	15.6
Have a son or daughter currently attending another branch of the University	2.1



Results

Analysis

The overall results from each section of the survey are presented, followed by an analysis of differences attributable to background variables, including interest in UMD, education, contact with UMD, sex, county of residence, graduation from UMD, and having children at UMD. Group differences were assessed in two ways: (1) When the internal consistency of similar continuous items was sufficiently high to constitute a scale, analyses of variance were performed; (2) when items were not scaled or were not continuous, relationships were assessed by chi square tests. When permitted, the analysis of variance procedure has greater power to detect differences than does the chi square procedure. Further geographic breakdowns by each of 21 communities and 5 neighborhoods in Duluth are not presented in the present report but are available by request.

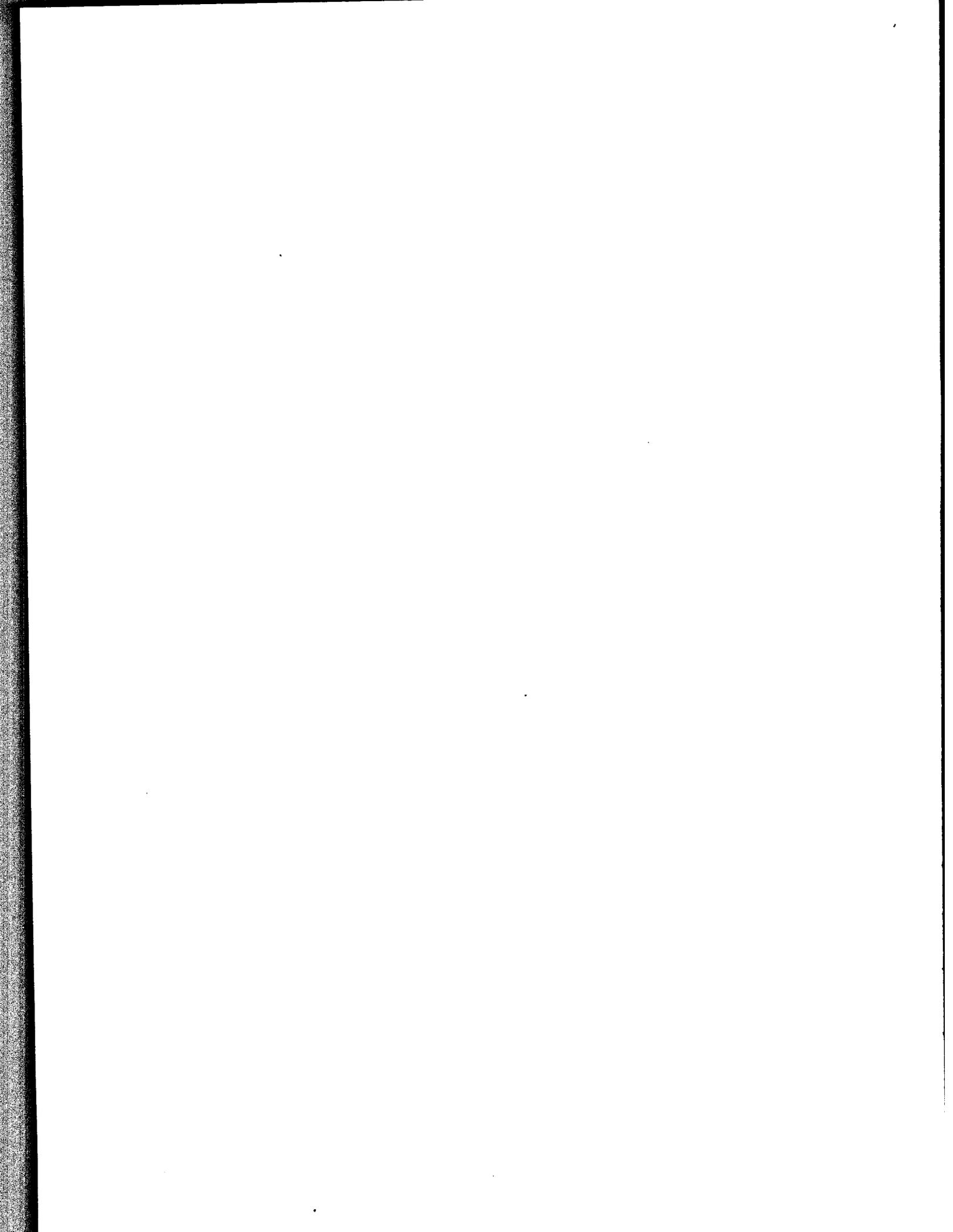
Interest in UMD

Respondents were asked to rate their overall interest in UMD on a 5-point scale, with 5 = not at all interested, 4 = moderately interested, 3 = somewhat interested, 2 = slightly interested, and 1 = very interested. Among all respondents, the mean rating was 2.9, equivalent to somewhat interested. Approximately equal numbers, 12.9% and 13.4% respectively, characterized themselves as very interested and not interested. Slightly over one-quarter, 27.6% of the respondents, said that they were moderately interested, and another quarter, 24.7%, said that they were somewhat interested, and about one-fifth said that they were slightly interested.

Table 6

Percentage Distribution of Rated Interest in UMD

1. Very interested	13.4
2. Moderately interested	27.6
3. Somewhat interested	24.7
4. Slightly interested	21.5
5. Not interested	12.9



Chi square analyses revealed that age, county of residence, level of education, having graduated from UMD, and having a child at UMD were each significantly ($p \leq .01$) related to the interest in UMD. Broken down by age, the highest degree of interest in UMD was expressed by those in age group 46-59, and those few respondents ($N = 7$) under 21. For both of these groups, over half said that they were very interested or moderately interested. The lowest interest was expressed by those 21-25, among whom 7% were not interested, and 41.2% were only slightly interested, and those over 60, 16.9% of whom were not interested, and 25.8% were slightly interested.

An analysis by county showed that the highest degree of interest was expressed by residents of St. Louis County, 17.5% of whom said that they were very interested, and 31.3% of whom said they were moderately interested. The lowest degree of interest was found in Pine County, where a 23.1% were not interested and 34.6% were only slightly interested. Those from Aitkin County were next lowest but presented an interesting split. Thirty-three point seven percent said that they were not interested, and yet 44.4% of Aitkin County residents ranked their interest in the second highest category, moderately interested.

As would be expected, UMD graduates expressed a greater interest in UMD than did non-graduates, 40% of the graduates vs. 10.3% of the non-graduates said that they were very interested in UMD. Similarly, those who currently have a child attending UMD or have had a child in UMD in the past, were more likely to say that they were very interested, 30.8% vs. 9.8% in UMD.

Participation in UMD Activities

Table 7 portrays respondents' reports of the date of their most recent

visit to the UMD campus. Slightly over half of the respondents have been on campus within the last five years, approximately one-third have been on campus within the previous year, and approximately one-third have never been on campus.

Table 7

Percentage Distribution of
Date of Most Recent Visit to UMD Campus

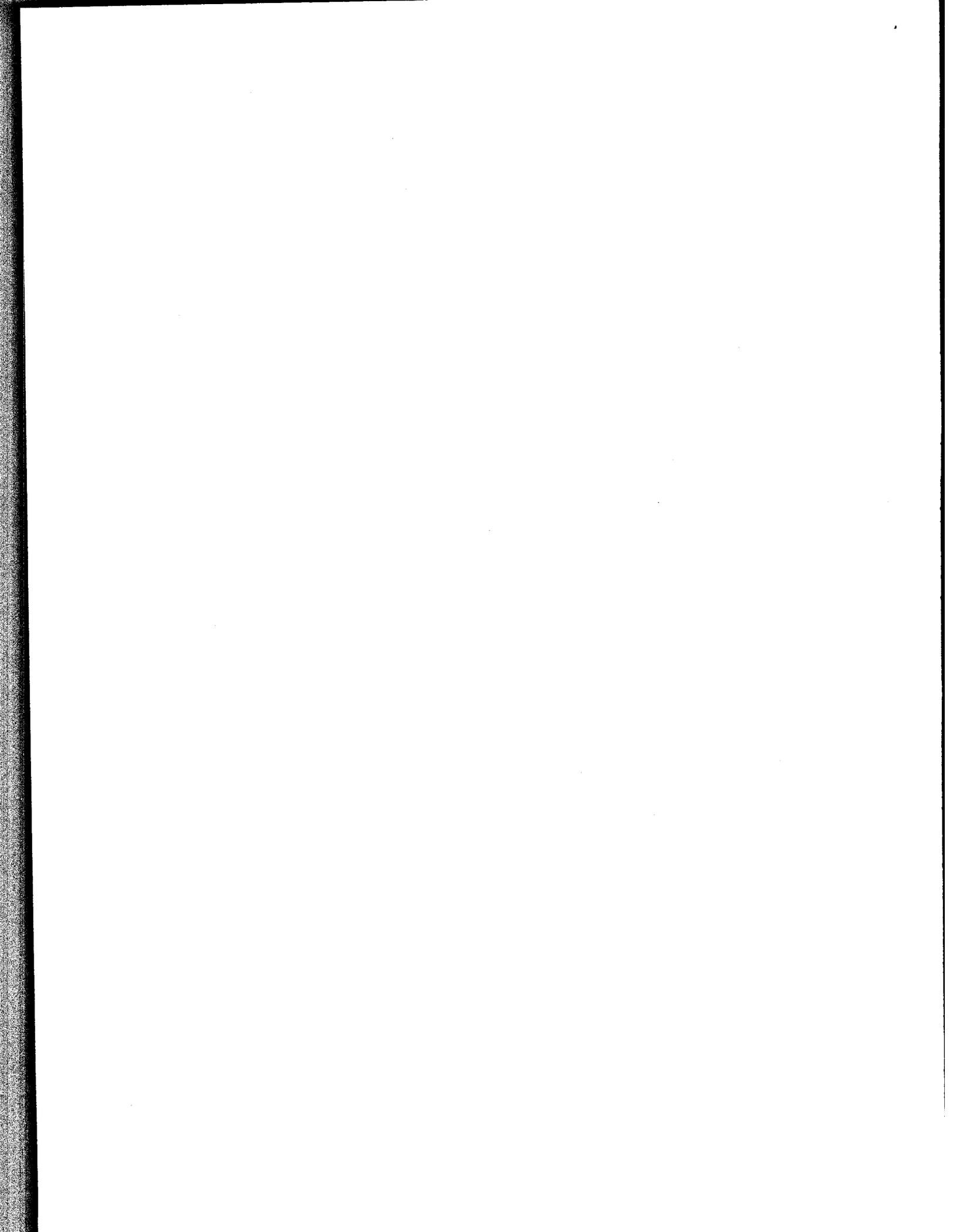
1. Within the past month	13.9
2. 1 - 6 months ago	12.0
3. 7 - 12 months	7.9
4. 1 - 5 years ago	17.8
5. More than 5 years ago	16.0
6. Have never been on the UMD campus	32.5

More specificity about the frequency of attendance of UMD activities can be seen in Table 8, which reports on a series of questions which asked respondents how often they did various activities at UMD during the past five years.

Table 8

Percentage Distribution
Frequency of Attendance at UMD Activities

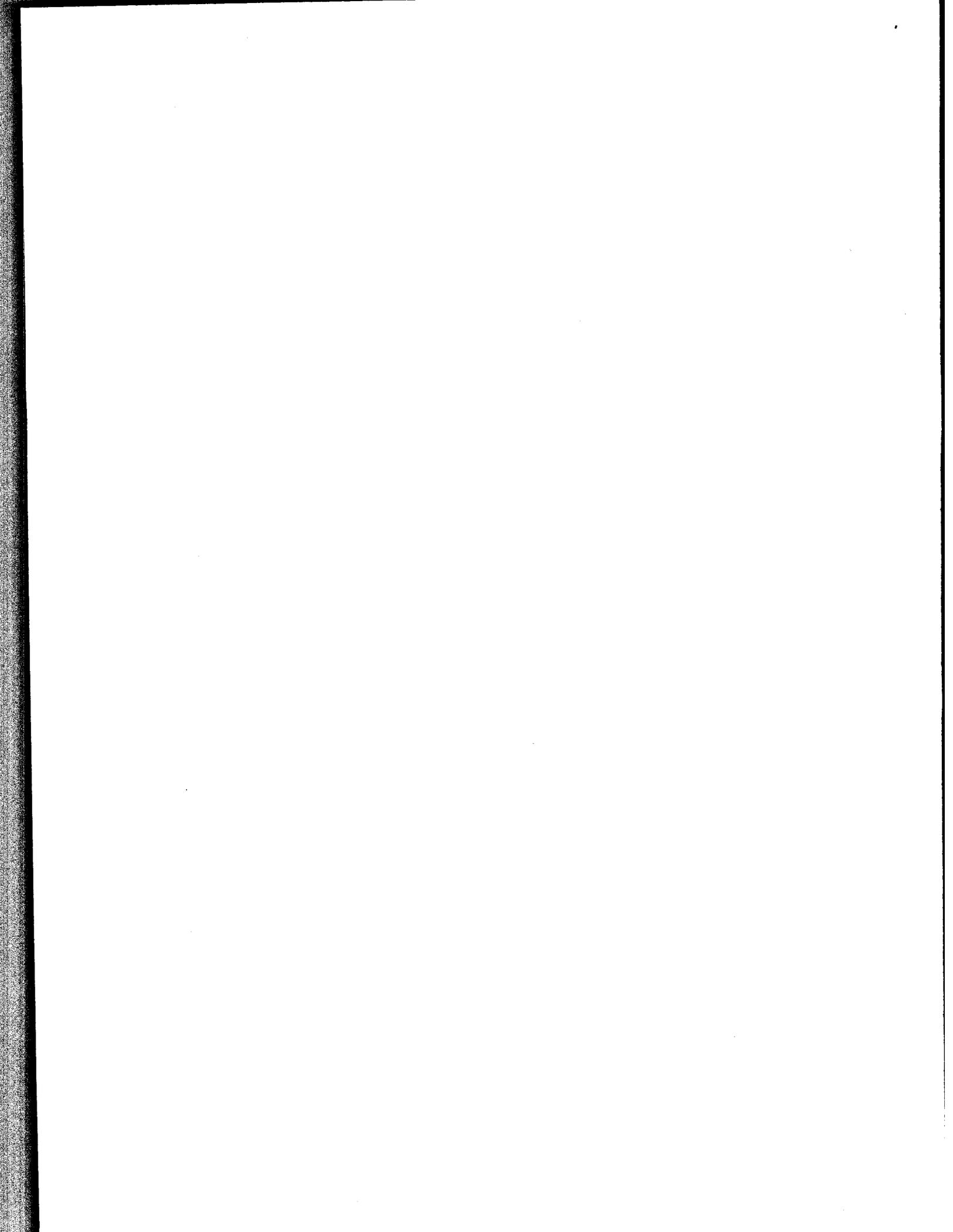
	Never (1)	Once or twice (2)	A few times (3)	Several times (4)	Many times (5)	Mean
1. been sightseeing or to visit.	58.0	22.0	9.9	4.3	5.0	1.3
2. attended an athletic event.	67.4	10.4	7.0	7.5	6.9	1.0
3. attended music, theater, dance or art events.	66.6	14.5	8.4	7.3	3.2	1.7
4. visited the Tweed Museum.	64.0	16.4	6.9	6.9	5.9	1.7
5. attended a public lecture or presentation.	70.1	14.4	6.8	6.0	2.5	1.5
6. used the library.	79.9	5.4	5.7	3.9	5.1	1.5
7. Taken courses or seminars for credit (on or off campus)	83.0	6.5	2.7	1.7	3.3	1.4
8. used the athletic facilities.	90.6	2.4	3.4	2.1	1.8	1.2
9. attended a Marshall W. Alworth Planetarium show.	37.4	7.1	3.2	2.4	0.0	1.2



The most frequent activities cited by the responding citizens were visiting or sightseeing, having been done at least once by 42%; attending an athletic event, 38.6% attending; and visiting the Tweed Museum, 36.0%. About 1 in 10 said that they had participated in each of these three activities several or many times. The activities with the lowest attendance were using the athletic facilities, 9.4%, attending a planetarium show, 13.5%, and taking courses or seminars for credit, 17% attendance. Intermediate levels of attendance were found for attending a movie or theater, dance or art event, 33.3%, attending a public lecture or presentation, 29.9%, and using the library, 20.1%.

When responses to the frequency of attendance items were scored from 1 = never to 5 = many times and summed, they formed a scale with adequate internal consistency ($\alpha = .88$). Analyses of variance were then conducted, yielding significant ($p \approx .01$) relationships between attendance at UMD activities and age, sex, county, interest in UMD, and level of education. For age, mean attendance scores out of a possible 45 were 17.0 for below 21, 14.5 for 21-25, 13.0 for 26-35, 13.8 for 36-45, 15.5 for 46-59, and 11.2 for 60 or more. The youngest group had the highest participation and the oldest group the lowest. However, the relationship was not linear because the 46-59 group had the second highest participation. The overrepresentation of those over 60, coupled with their low participation figures, makes the overall figures for attendance lower than they otherwise would be.

Men reported attending more events ($M=14.4$) than did women ($M=12.4$). The relationship between attendance and level of education was linear. The higher the level of education, the greater the participation in UMD activities. Participation means for education levels were 9.5 for less than an eighth grade education, 11.5 for high school education, 11.0 for 2-year



college graduates, 13.4 for those with some college, 17.4 for those with a Bachelor's degree, and 20.3 for those graduate or professional schooling. Another variable significantly related to attendance at UMD activities was the respondents' county of residence. Those in St. Louis County had the highest level of attendance, M=14.9, followed by Aitkin, M=13.2, Lake, M=12.8, Carlton, M=12.2, Pine, M=10.5, and Itasca, M=10.1. A final variable significantly related to attendance at UMD activities was the respondents' expressed interest in UMD. The stronger the interest in UMD activities, the greater the attendance in these activities. Mean attendance scores were 9.5 for those not interested, 10.9 for those slightly interested, 11.9 for those somewhat interested, 15.4 for those moderately interested, and 21.7 for those very interested.

Contact with News about UMD

Respondents were asked what was their major source of information about UMD. As seen in Table 9, over two-fifths (42.7%) said newspaper, radio, or television was their major source. Over one-fifth (23.5%) cited relatives or friends who are UMD students. Experience as a UMD student was cited by 15.5% followed by neighbor, friends or relatives (9%), UMD publications (5.5%), and UMD faculty/staff (4.9%).

Table 9
Percentage Distribution of
Major Source of Information about UMD

a. experience as a UMD student.	15.5
b. relatives or friends who are UMD students.	23.5
c. UMD faculty or staff	4.9
d. neighbors, friends, or relatives	7.9
e. UMD publications, brochures, bulletins or newsletters.	5.5
f. newspaper, radio or television	42.7
g. visit with a UMD representative at a high school	0.0
career day or new student event on campus	
h. counselor at the high school my son/daughter attends	0.0

Respondents were asked how often they see or hear items about UMD in various media, on a scale of 1 = never, 2 = rarely, 3 = sometimes, 4 = frequently, and 5 = very frequently. Results from these questions are presented in Table 10.

Table 10

Percentage Distribution of
Frequency of Media Mention with UMD

	<u>Never</u> (1)	<u>Rarely</u> (2)	<u>Some- times</u> (3)	<u>Fre- quently</u> (4)	<u>Very fre- quently</u> (5)	<u>Mean</u>
a. daily newspaper.	7.8	12.8	36.3	32.1	10.9	3.2
b. weekly newspaper.	24.7	19.1	31.1	18.1	7.0	2.6
c. radio.	5.3	15.9	43.2	25.8	5.7	3.0
d. television	5.2	11.8	40.8	32.8	9.4	3.3

UMD items were reported as being most frequently seen in the daily newspaper and on television, with over two-fifths of the sample saying that they read or saw items about UMD frequently or very frequently ($M=3.3$). The third most frequent source of information was radio ($M=3.0$). The least frequent source was the weekly newspaper.

Scores on ratings of contact with UMD news were summed and found to form a scale with adequate internal consistency, $\alpha = .78$. Analyses of variances showed that media contact was significantly ($p \approx .01$) related to age, county of residence, and interest in UMD. Except for the over 60 group, reported contact with UMD news items increased with age. On a scale ranging from 5 for minimum contact to 25 for maximum contact, mean scores were 9.7 for below 21, 10.8 for 21-25, 11.1 for 26-35, 12.4 for 36-45, and 13.5 for 46-59. The mean score of 12.4 for the over 60 related to so persons between the 26-35 and 36-45 groups. Mean media contact scores by county were as follows: 12.7 for Itasca, 12.4 for St. Louis, 12.2 for LeSueur.

11.1 for Aitkin, 10.8 for Carlton, and 8.9 for Pine. The relationship between media contact with UMD and interest in UMD was linear, the greater the interest, the greater the exposure to UMD news. Among those very interested in UMD activities, the mean media contact score was 13.9, for moderately interested 12.7, for somewhat interested 12.2, for those slightly interested 10.5, and for those not at all interested 10.0.

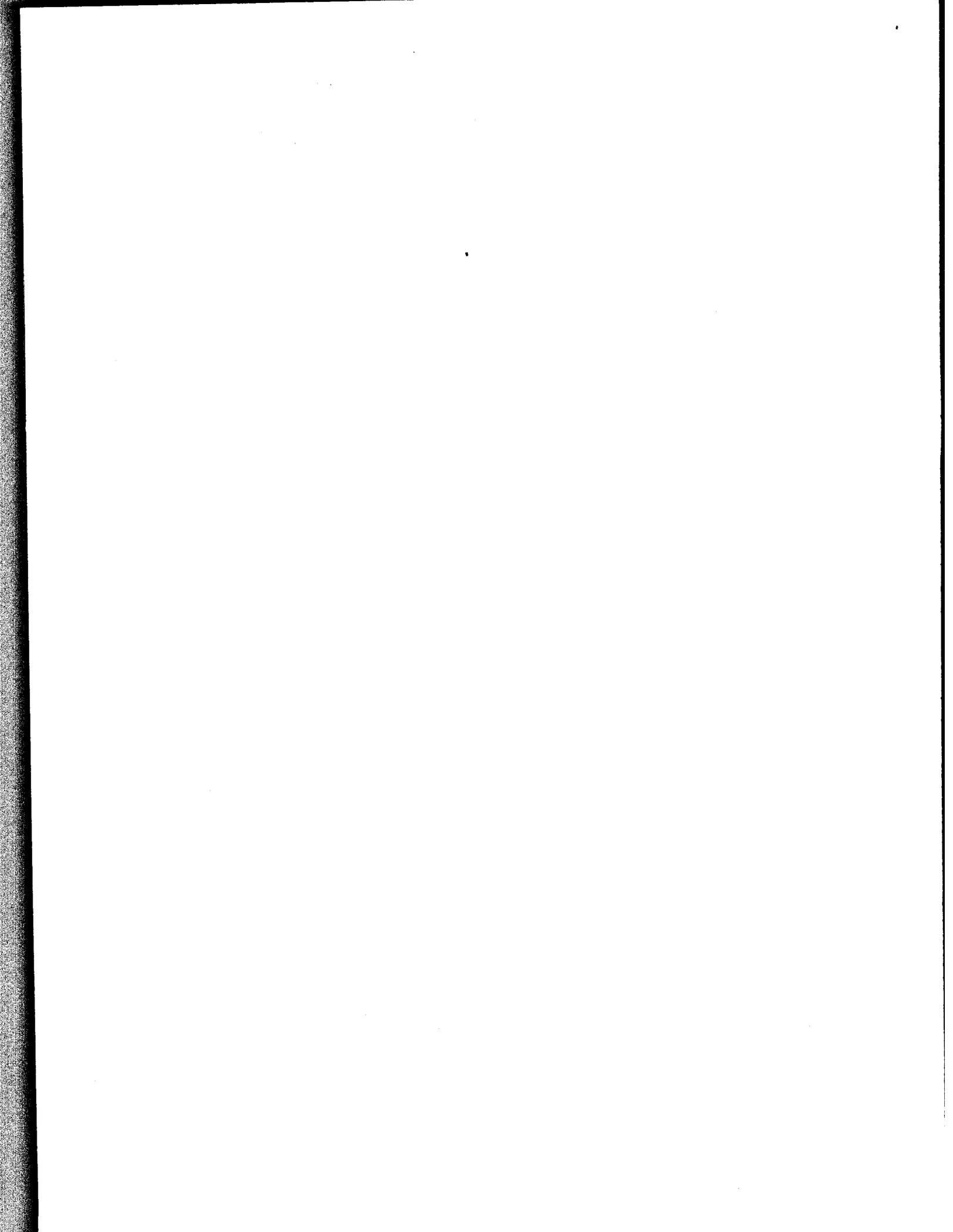
Comparison of UMD with Other Colleges

Table 11 portrays respondents' ratings of various aspects of UMD compared to other 4-year colleges in Minnesota. Because respondents might feel that they did not have a good vantage point for making such comparisons, a can't say category was included in the questions.

Table 11

Percentage Distribution of Aspects of UMD
in Comparison with Other Minnesota Four-year Colleges

	Among the best	Above average	About average	Below average	Among the worst	Can't say
1. Reputation of UMD.	15.1	31.2	31.8	4.1	.3	17.5
2. Buildings and facilities on campus	17.6	25.6	21.5	2.5	.3	32.5
3. Competence of UMD administration	12.7	17.9	30.0	2.5	.0	36.9
4. Quality of UMD curriculum.	6.4	21.0	35.1	2.8	.0	34.8
5. Competence of UMD faculty.	7.7	19.6	35.4	1.1	.0	36.2
6. Conduct of UMD students.	7.5	19.4	43.5	1.4	.6	27.7
7. Quality of UMD athletic programs	8.5	17.5	38.9	6.3	.5	27.7
8. Quality of adult education	3.9	18.3	31.9	2.1	.8	41.9
9. Skills of UMD graduates	3.6	17.8	37.3	1.7	.3	39.3
10. Extracurricular activities for students	2.5	13.1	35.6	8.0	.3	39.6
11. Cost of attending UMD.	2.3	4.7	47.4	5.3	1.1	39.3
12. Housing facilities avail- able for UMD students	3.3	9.4	27.6	12.1	5.2	42.7



Accordingly, large numbers of persons said they could not make a judgment. Percentages of can't says ranged from 17.5% for ratings of the reputation of UMD to 43.6% for ratings for the student extracurricular activities.

On all the listed dimensions, those who did respond gave UMD comparatively high marks. For no dimension did a plurality rate UMD as below average. The largest percentage of below average and among the worst ratings, 17.3%, was assigned to student housing at UMD, and the next largest percentages to athletic programs, 7.3%, and extracurricular activities, 5.3%. The highest rating was for reputation of UMD, 46.2% rating it as among the best or above average. The next highest ratings were for campus buildings and facilities, 43.2%, rating them as among the best or above average, and the competence of UMD administration, 31.6% rating it as among the best or above average. For the other nine aspects of UMD, including the fundamental ones of faculty competence and graduate skills, the most frequent rating (except for can't say) was "about average." The scores on the ratings compared to other colleges formed a scale ($\alpha = .83$), but analyses of variance did not yield significant ($p = .01$) differences among various subgroups.

A further set of comparison questions asked respondents to compare the quality of UMD's educational program to that of Minnesota private liberal arts colleges, the Twin Cities campus of the University of Minnesota, Minnesota state universities, and Minnesota community colleges. The rating scale was 1 = much worse, 2 = worse, 3 = about the same, 4 = better, 5 = much better. The responses to these questions are shown in Table 12. Overall, UMD was seen as comparing very favorably with the other colleges in the state. For all of the comparisons, the mean rating for UMD was between 3 = about the same and 4 = better. In no comparison did a majority

rate UMD as worse than the colleges to which it was compared. The lowest ratings were given in comparison to private liberal arts colleges, 18.5% worse or much worse, and in comparison to the Twin Cities campus, 12.3% worse or much worse. Comparisons with the Minnesota state universities and community colleges yielded higher ratings: 36.7% and 62.0% respectively rated UMD as better or much better.

Table 12

Percentage Distribution of Ratings of the Quality of
UMD's Educational Program Compared to Other Minnesota Colleges

	<u>Much worse</u>	<u>Worse</u>	<u>About the Same</u>	<u>Better</u>	<u>Much Better</u>
Minnesota Community Colleges	. . 0.6	2.9	34.0	42.0	20.1
Minnesota State Universities	. . 0.3	2.9	60.1	31.6	5.1
University of Minne- sota, Twin Cities	. . 0.0	<u>12.3</u>	68.6	18.2	0.9
Private Liberal Arts Colleges in Minnesota	. . 3.6	14.9	58.6	20.4	2.6

The rating scores did not form a reliable scale when summed, so chi square tests were conducted on individual items. On the question of the comparison of UMD to the Twin Cities campus, a significant ($p < .01$) difference among levels of interest in UMD were found. Among those very interested in UMD, 33.4% rated it as better or much better than the Twin Cities campus while among those only slightly interested, 11.3% rated it as better, and among those not interested, only 3.8% rated UMD as better.

Interest was also significantly ($p < .01$) related to comparisons of UMD to Minnesota state universities. Among those very interested in UMD, 57.5% rated UMD as better or much better vs. 29.9% among those slightly

interested and 16.1% among those not interested. Also related to the comparison of UMD with state universities was the date of the respondents' most recent visit to UMD. Those who had visited the campus within the last month or within the last six months were more likely to rate UMD as better (55.4% and 34.8% respectively) than were persons who had never visited the campus or hadn't been to the campus in the last five years (17.6% and 32.7% respectively). Additionally, UMD graduates were more likely ($p = .01$) to rate UMD as better or much better than the state universities (68.5% for graduates vs. 32.7% for non-graduates).

Comparisons of UMD to Minnesota community colleges showed significant ($p = .01$) differences on the variables of interest and date of most recent visit to UMD. More of those who were very interested in UMD (80.3%) rated it as better or much better than did those who were not interested in UMD (35.5%). Those who had visited the UMD campus within the previous month and within the previous six months were more likely to rate it as better (78.2% and 61.1% respectively) than were those who had never visited the campus or whose last visit was more than five years ago (56% and 45.1% respectively).

Recommendations of UMD

A different type of evaluation question asked citizens whether they would recommend UMD for students of various types: Very bright and capable students, those of average ability, minority and disadvantaged students, students interested in graduate and professional school, students interested in business careers, and adults wanting part-time classes. In a sense, these questions represented a "bottom line" evaluation of the quality of UMD.

Table 13

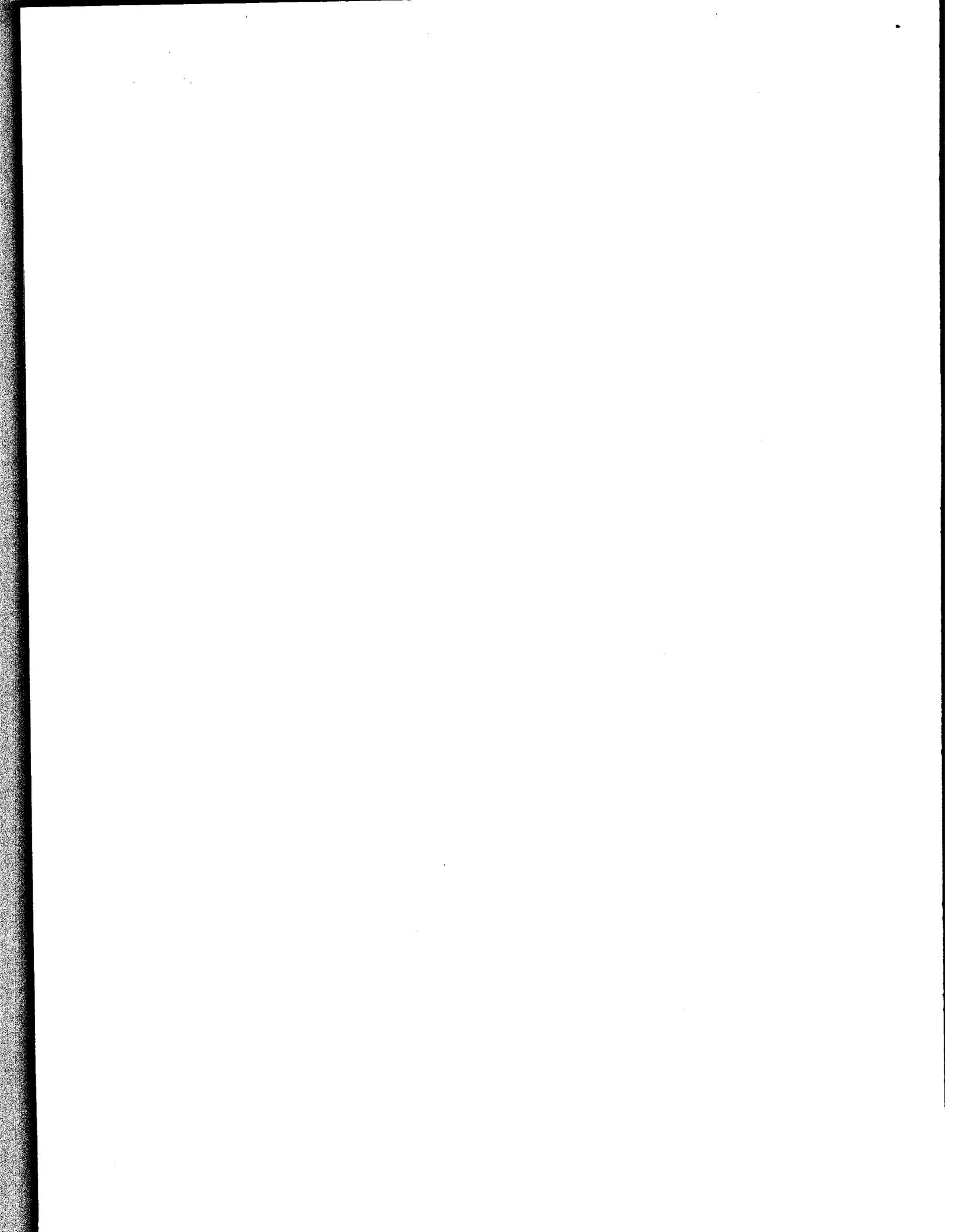
Percentage Distribution of Responses to Question:

"Would You Recommend UMD for ..."

	<u>Yes</u>	<u>No</u>	<u>Don't know</u>
1. a student of average ability.	81.8	2.4	15.7
2. adults wanting part-time classes.	76.4	1.9	21.7
3. a very bright and capable student	66.6	9.7	23.7
4. a student interested in business.	61.6	6.9	31.5
5. a student intending to go on to graduate or professional school	59.7	7.5	32.8
6. minority and disadvantaged students	55.9	8.3	35.8

Table 13 shows the responses to these items for the total group of respondents. The majority of respondents would recommend UMD for each type of student. The highest endorsement of UMD was for students of average ability, 81.8%, and adults wanting to take classes part-time, 76.4%. The lowest endorsement came for minority and disadvantaged students, 55.9%, and students intending to go on to graduate or professional school, 59.7%. Intermediate levels of endorsement were found for students interested in business, 61.6%, and for very bright and capable students, 66.6%.

Responses to these questions did not form a scale with adequate reliability so further analyses were conducted using chi square tests. As with the other evaluations of UMD, the variables most strongly related to recommendation of UMD were interest in UMD, and the date of the respondents' most recent visit. The greater the respondents' reported interest in UMD, and the more recent their visit to the UMD campus, the more likely ($p < .01$) they were to recommend UMD to each of the listed categories of students. Among those very interested in UMD, 80.4% would recommend UMD for students



going on to graduate or professional school, 90% for students interested in business, 84% for very bright and capable students, 93.9% for students of average ability, 77.1% for minority or disadvantaged students, and 97.9% for adults wanting to take classes part-time. Among those who had visited the campus within the month, 73.1% would recommend UMD for students interested in graduate or professional school. 84.6% for business students, 82.4% for very bright and capable students, 95.8% for average ability students, 77.1% for minority or disadvantaged students, and 89.8% for adults wanting part-time classes.

UMD graduates differed significantly ($p = .01$) from non-graduates on their recommendations for two types of students. Every one of the graduates responding would recommend UMD for students of average ability while 79.8% of non-graduates would recommend it. Seventy-nine point five percent of the graduates vs. 57.4% of the non-graduates would recommend UMD for students intending to go on to graduate or professional school.

Two final subgroup differences occurred on recommendations for students interested in business: Differences among county and between those who have and have not had children at UMD. The highest proportion recommending students for business was found in St. Louis County, 69.9%, followed by Lake County, 64.7%, Aitkin, 55.6%, Itasca, 48.9%, Carlton, 46.9%, and Pine, 28.0%. Among those who had children attending UMD, either currently or in the past, 82.8% would recommend UMD for business students vs. 57.2% among those who have not had children attending.

Goals for UMD

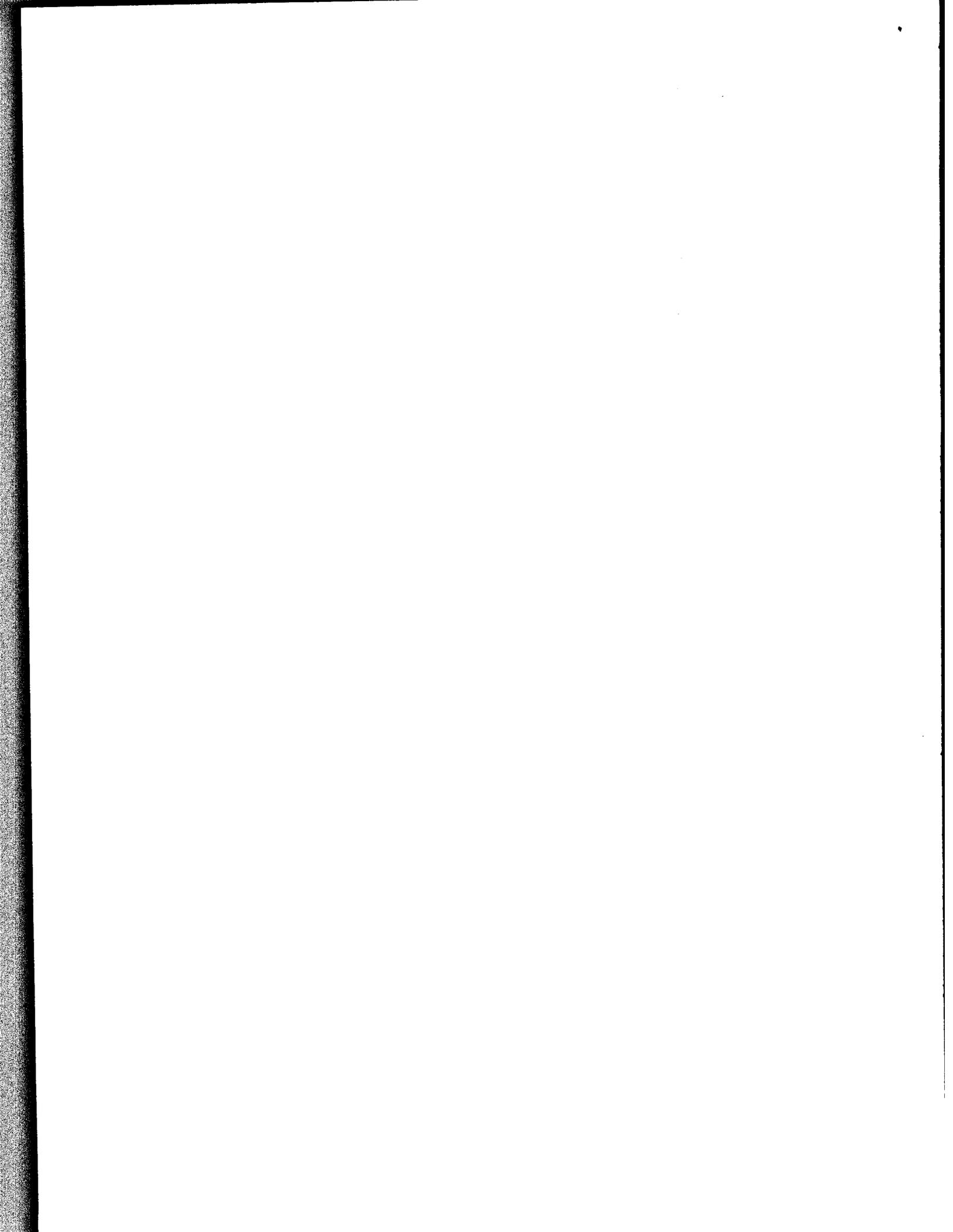
Citizens were asked to give a priority rating of 1 = low priority to 5 = high priority 14 possible goals for UMD. Responses to these items are presented in Table 14.

Table 14

Distribution of Priority Ratings of
Possible Functions for UMD

	High			Low		Mean
	5	4	3	2	1	
1. Prepare people for useful occupations	82.0	12.9	4.3	.3	.5	4.8
2. Teach students skills in reading, writing, speaking, and mathematics	59.2	20.3	11.4	5.9	3.2	4.3
3. Train manpower for local business, industry, and government	54.9	24.9	14.8	2.7	2.7	4.3
4. Provide leaders for society	48.1	24.6	18.3	5.5	3.6	4.1
5. Teach students the basic values of our society	45.5	25.8	20.5	4.9	3.3	4.1
6. Give students basic knowledge of the humanities, social sciences, and natural sciences	44.2	32.8	16.5	4.6	1.9	4.1
7. Develop students' sense of ethics and morality	49.9	20.2	17.4	7.1	5.4	4.0
8. Serve the community through adult education and cultural programs	39.9	34.5	17.7	6.3	1.6	4.0
9. Grant graduates degrees to advanced students	33.7	27.5	25.8	6.7	6.2	3.8
10. Give all students who apply an opportunity for a college degree	38.6	16.3	19.0	14.1	12.0	3.6
11. Help solve societal problems, such as pollution, crime, energy	26.5	24.3	29.3	11.9	8.0	3.5
12. Have athletic events for students and the public	17.0	18.1	33.1	16.4	15.3	3.1
13. Conduct research that advances knowledge but does not directly address current problems	15.3	21.2	37.0	15.9	10.6	3.1

Number one in citizens' priorities, with a mean rating of 4.8 on the 5 point scale, was preparing people for useful occupations. The next highest rating (M=4.3) was given to teaching students skills in reading, writing, speaking, and mathematics, and to training manpower for local business, industry, and government. Next in citizens' priorities (M=4.1) were the



functions of providing leaders for society, teaching students basic values of society, and giving students basic knowledge of the humanities, social sciences and natural sciences. Developing students' sense of ethics and morality and serving the community through adult education, cultural programs, each received mean ratings of 4.0. The five goals with the lowest priority ratings were granting graduate degrees to advanced students ($M=3.8$), giving all applicants an opportunity for a college degree ($M=3.5$), having athletic events for the public ($M=3.1$), and conducting research that advances knowledge but does not directly address current problems ($M=3.1$).

This rather heterogeneous set of goals did not form a unified scale so chi square tests were performed on individual items. These analyses showed surprisingly few significant differences among the various subgroups of respondents. Compared to those who have not had children at UMD, those who have had children attending UMD gave significantly ($p < .01$) higher priority ratings to teaching students the basic values of society, giving students a sense of ethics and morality, and providing leaders for society. Interest in UMD was related to the priority ratings of three goals. Those who were very or moderately interested in UMD were more likely than others to place a high priority on serving as a critic of society, giving students basic knowledge of humanities, social sciences, and natural sciences, and providing athletic events. Differences among age groupings were found for two goals. Those over 35 placed a higher priority than those younger on providing leaders for society and developing students' sense of ethics and morality.

UMD Issues

Citizens were asked how much they agreed or disagreed with statements on a number of issues concerning UMD policies and directions. The "agore"

findings of these questions are presented in Table 15.

Table 15
Percentage Distribution of Ratings of
Agreement with Statements Concerning Issues at UMD

	<u>Strongly agree</u>	<u>Agree</u>	<u>Strongly agree nor disagree</u>	<u>Disagree</u>	<u>Strongly disagree</u>
1. UMD faculty should be judged more on the quality of their teaching than on their research.	39.9	<u>35.3</u>	22.3	1.6	0.8
2. Instructional programs at UMD should be aimed primarily at preparing students for careers.	28.1	46.0	17.7	7.4	0.8
3. UMD should expand its graduate and professional school programs.	18.1	35.6	39.2	6.3	0.8
4. UMD should admit all Minnesota high school graduates who wish to attend.	14.4	27.7	19.0	30.4	8.4
5. UMD should give priority in admission to minority and disadvantaged students.	<u>5.1</u>	10.0	29.6	32.5	22.8
6. Limits should be placed on the number of Twin Cities students admitted to UMD.	7.0	25.3	27.5	28.0	12.1

The majority of responding citizens agreed that UMD faculty should be judged more on teaching than on research (75.2%), that the instructional programs at UMD should be aimed primarily at preparing students for useful careers (74.1%), and that UMD should expand its graduate and professional school programs (53.7%). On three questions related to admissions, opinion was more divided. Open admissions to all Minnesota high school graduates drew a 42% agreement, and a 38.8% disagreement. A plurality of respondents (40.1%) disagreed that limits should be placed on the number of Twin Cities area students admitted to UMD while 32.3% agreed. A majority

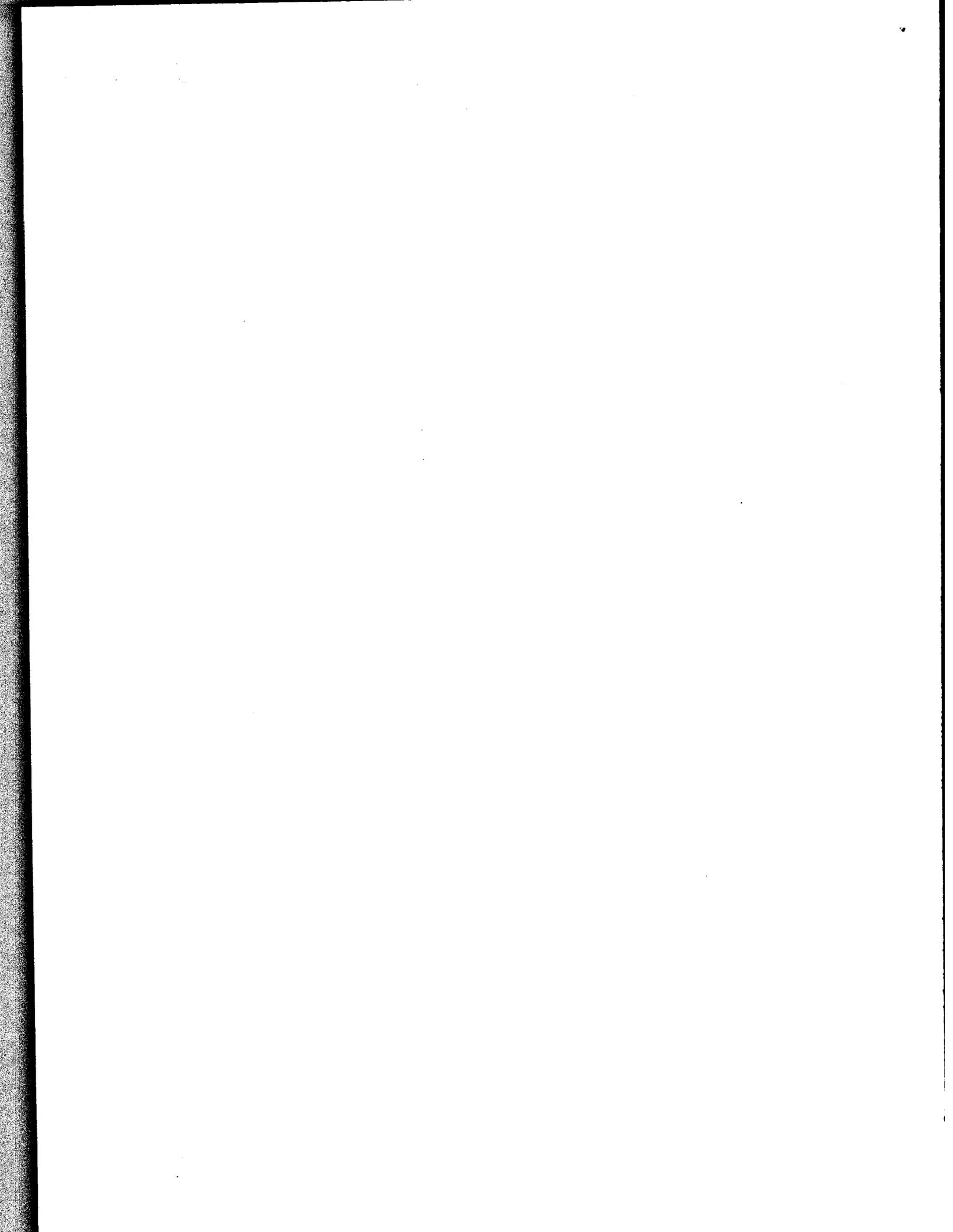
of respondents (55%) disagreed that UMD should give priority in admission to minority and disadvantaged students.

Chi square tests of relationships showed several significant ($p < .01$) differences among subgroups. On the question of limiting the number of Twin Cities students at UMD, graduates were less likely than non-graduates to favor limiting enrollment (13.2% vs. 34.5%) as were those who were very interested in UMD, 14.6% agreement vs. 28.2% agreement among those not interested.

The question of expanding UMD graduate and professional school programs also yielded significant differences between graduates and non-graduates, among persons with different levels of interest, and among residents of different counties. Graduates were more likely to agree (70.2%) that graduate and professional programs should be expanded than were non-graduates (51.9%). Those who were very interested in UMD were more likely to advocate expansion (77.6%) than were those who were not interested (38.1%). Among residents in different counties, the greatest percentage of agreement for expansion was among residents in Itasca County, 59.6%, followed by St. Louis County, 56.8%, Carlton, 53.1%, Aitkin, 50.5%, Lake, 40.1%, and Pine, 25.0%.

Discussion

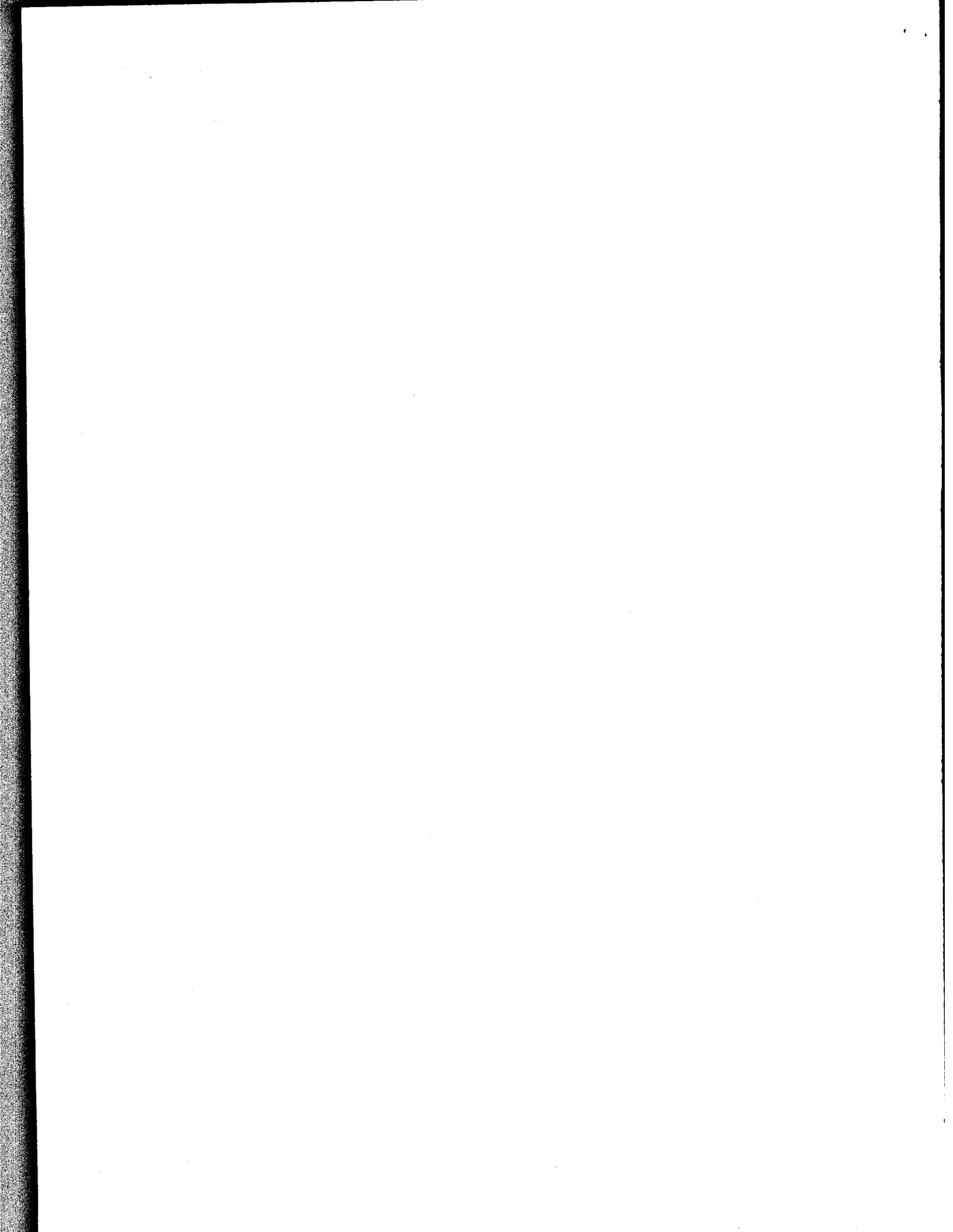
A useful way to approach synthesizing the findings of the present study is to discuss them in terms of citizens' concepts of UMD. How do the majority of citizens view the institution, past, present, and future? The first, most important aspect of respondents' concept of UMD is that it is essentially very positive. The majority of respondents would recommend UMD for all types of students. Most believe that the quality of UMD's educational programs is as good or better than that of any of the other colleges in the state, including private liberal arts colleges and the Twin



Cities campus of the University. Most believe that UMD is a university with a good reputation, a competent administration and good physical facilities. On balance, citizens give UMD very high marks.

Within the generally approving view of UMD can be found more specificity about what citizens think is good and not so good about the institution, and what they think is important and not so important for UMD to be doing. While UMD is recommended for all types of students, recommendations are strongest for the student of average ability. Citizens are less certain about the University's capacity to serve very bright students, those planning to go on to graduate school, and those who are members of minority or disadvantaged groups. Housing, extracurricular activities and costs of attending UMD, while not seen as below the average for other Minnesota colleges, are rated as the weakest aspects of the institution. Respondents appear to conceive of UMD as doing best on the fundamental tasks of giving good instruction to the average student.

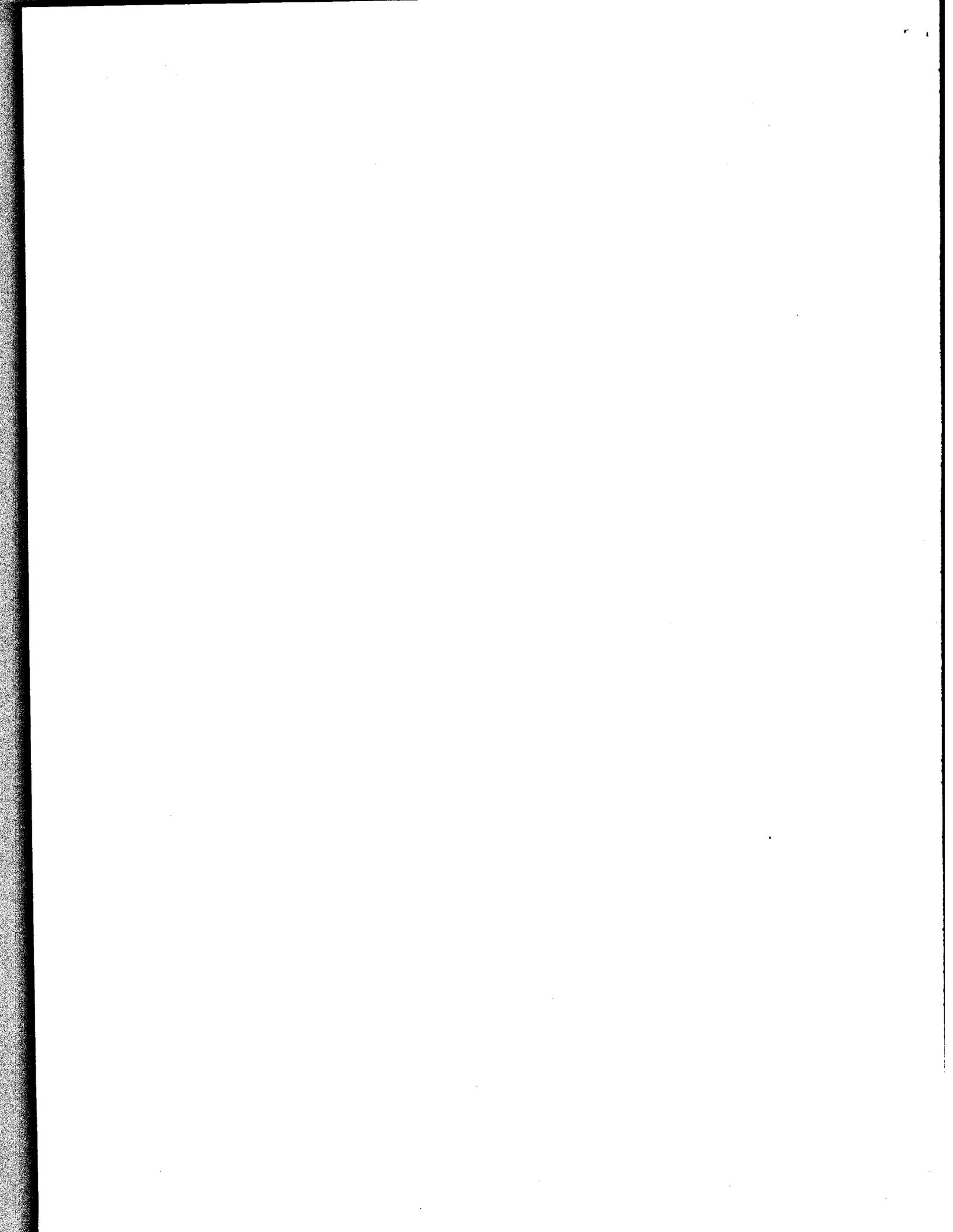
The ordering of priorities for UMD by respondents also suggests a preference for very basic and practical instructional mission for the University. The items most highly rated by citizens were preparing students for useful occupations, training manpower for local business, industry, and government, and teaching students skills in reading, writing, speaking, and mathematics. The next level of priority was assigned to giving students basic knowledge of the humanities, social sciences, and natural sciences, teaching students the basic values of our society, and providing leaders for society. Further reinforcing "back-to-basics" concept of UMD is the strong agreement among respondents that faculty members should be judged more on their teaching than on their research, and that instruction should be primarily for students' career preparation. To be sure, citizens are not strongly negative about any possible function of UMD, and the data



can be read as supporting the full range of activities that a modern public university might undertake. Yet, within the wide range of possible missions, citizens definitely emphasize practical, conservative, student-oriented functions. It might be hypothesized that respondents' generally positive view of UMD stems from the congruence in their minds between what they believe the University is doing and what they believe they should be doing. It may well be that UMD has such a good reputation among citizens because it is seen as having emphasized providing sound undergraduate training and service to the region.

In further accounting for citizens' attitudes toward UMD, differences among subgroups should be noted. Somewhat more negative views to the University by persons in Pine County, and to a lesser extent in Carlton County, merit attention. Additionally, the lower involvement with UMD by persons 26-35 in comparison to those 46-59 may be of concern. But stronger than any other subgroup differences were differences among levels of interest in UMD. Those with more interest in UMD were more likely to participate in UMD-related events, more likely to see news about the University, and more likely to evaluate it positively. Interest was more frequently and consistently related to opinions and experiences than were the variables of age, sex, geography or level of education, or having been a graduate, or any other signal variable. Thus, a key issue in relating to the public about UMD is how to arouse interest in the University.

The relationship between interest and involvement with UMD and attitudes toward UMD may be interpreted in either of two ways: On the one hand, certain characteristics may predispose people to be interested in UMD and thus seek news about it and become involved in University activities. Supporting this interpretation are the findings that those with higher



levels of education, those who have had graduated from UMD, those who have had a child at UMD, and those who live in St. Louis County are more likely to be interested in UMD. The public relation approach suggested by these findings would be to especially concentrate on those persons with a natural interest in UMD and solidify their support. On the other hand, it may be that the exposure to news about UMD and involvement in its activities generate interest and hence, a positive view of the University. To know UMD may be to care about it and like it. This interpretation would suggest a public relations approval with a broad scope which would try to reach many citizens who do not have a natural interest in UMD. Given the good reputation enjoyed by the University among those who know it, it is unlikely that increasing citizen knowledge about the institution would hurt and quite possibly it would help.

Generalizations from the present data should be qualified and made with caution. As is typical in mailed surveys among citizens in the general public, the response rate is not as high as one might hope and the proportion of college educated professional respondents is high. These factors may make the results overly positive toward UMD. It is possible the trend might be somewhat countered by the overrepresentation among respondents over 60, a group less likely to be involved with and sympathetic towards UMD. But the strength and consistency of the positive concept that citizens have of UMD, however, make it unlikely that the survey missed hidden pockets of dissatisfaction among the citizens of northeastern Minnesota. Residents of the area seem to believe that they have the high quality, teaching oriented university that they wish to have.

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OSA Research Bulletin
Office for Student Affairs

University of Minnesota
Volume 19
Number 6
Date June 30, 1979



The Educational Role and Contribution of the University

Student Legal Service Program (USLS) at Minnesota

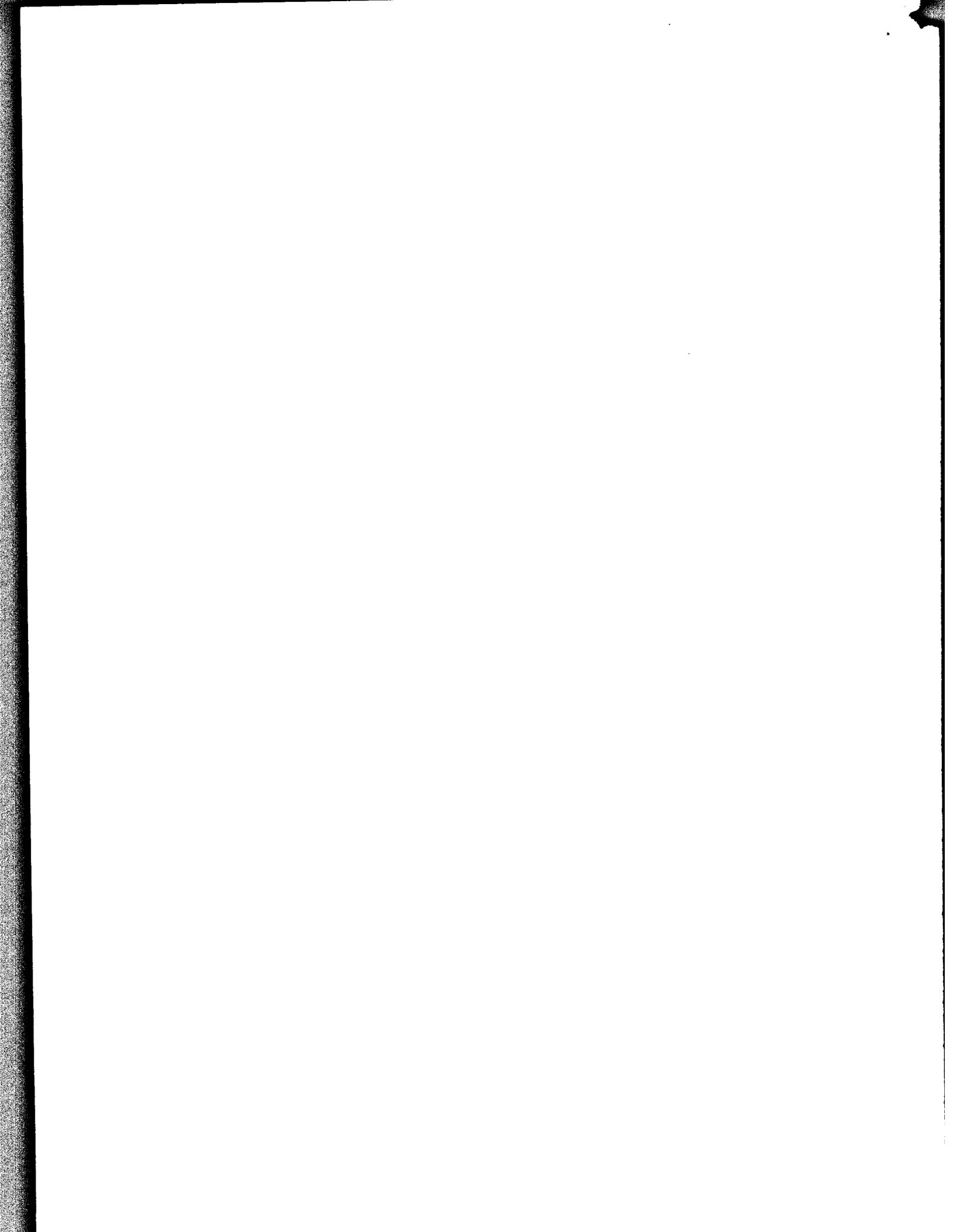
Phillip F. Fishman

University Student Legal Service

University of Minnesota

Abstract

Empirical data collected by the USLS indicates that the Service is in the process of making a significant educational contribution to its student/clients at the University. In addition to providing actual legal services, the staff has developed its own unique educational goals and programs. However, if the program's educational contribution is to be fully maximized, crucial support must be given by the larger University community and more detail and greater study should be paid to USLS's future legal efforts by key University administrators and educators.

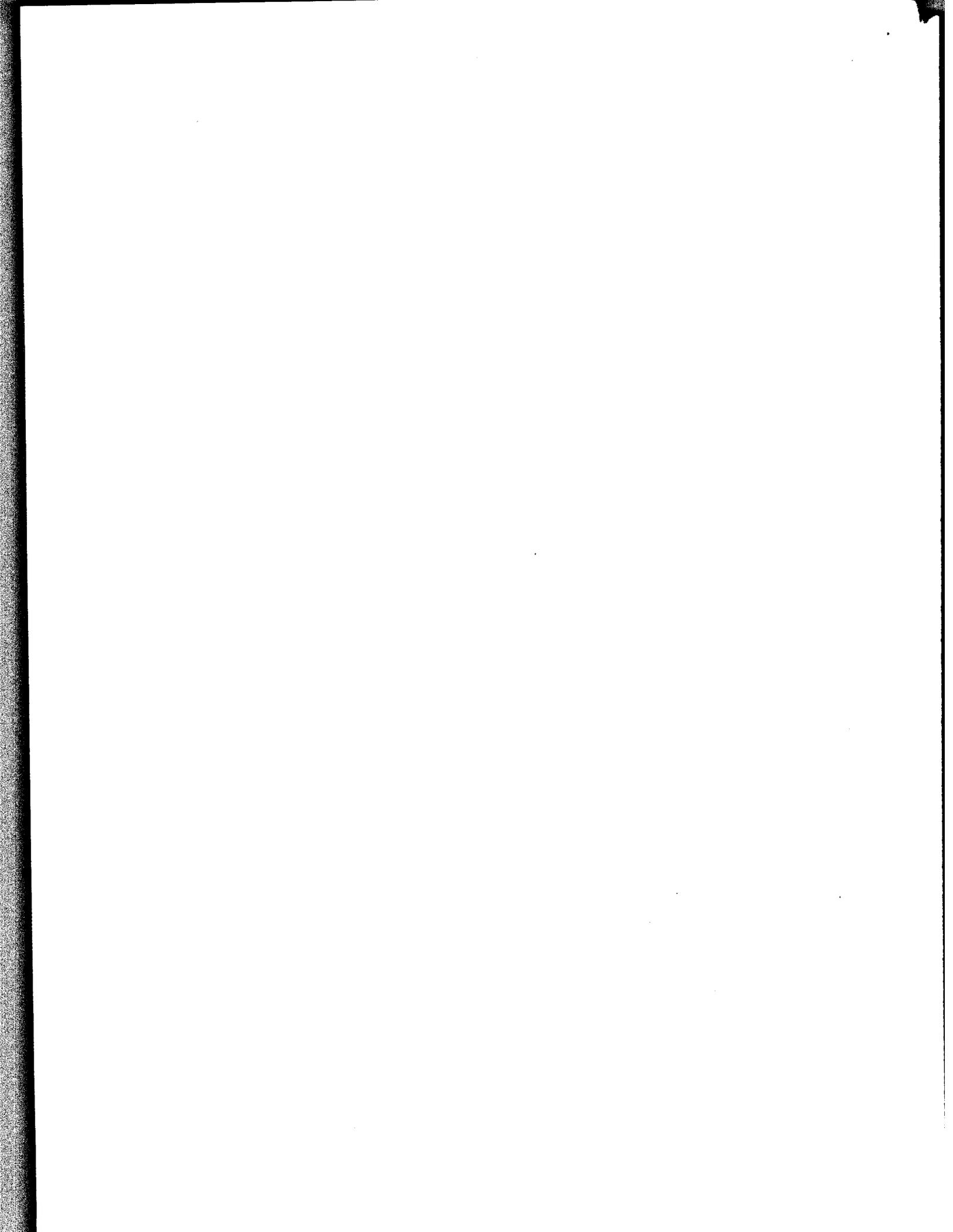


The Educational Role and Contribution of the University
Student Legal Service Program (USLS) at Minnesota

Empirical data being collected by the University Student Legal Service, (USLS) strongly suggests that USLS is in the process of making a significant educational contribution at the University of Minnesota, in addition to its basic function of providing traditional legal representation to students. Based upon research gained through a voluntary confidential survey mailed to clients whose cases have been closed, USLS learned that "through the student's experience in the legal process, and because of the particular way USLS operated," the students: (a) in 59.6% of the responses agreed that they had obtained a better understanding of the legal process; (b) in 61.1% of the responses agreed that they had a better understanding of the role and function of attorneys and paralegals; (c) and in 54.8% of the responses agreed that there is not necessarily a legal remedy for every problem situation.¹

Concern for students learning about legal issues affecting their daily lives as consumers, renters and as active participants in the justice-system is only natural since the service is an actual department of the Office of Student Affairs.

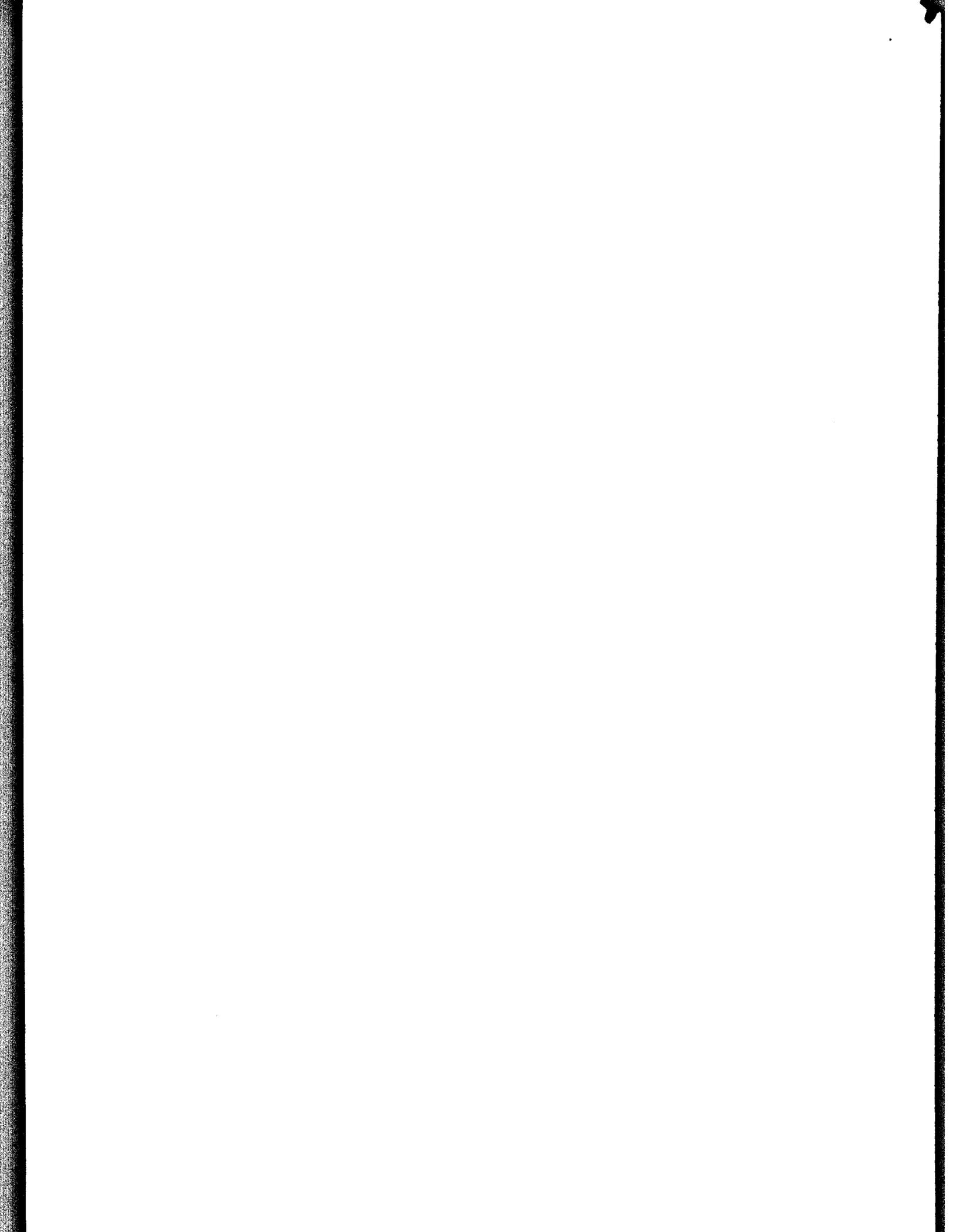
¹This material was gained from an evaluation survey sponsored by USLS to quantify students attitudes and perceptions about the overall legal-judicial system; the quality of services rendered by USLS; any educational impact resultant from the USLS experience; and the degree to which the students legal problem affected the various aspects of their life situations. A copy of the initial survey questions and combined results are set out in Appendix A, post.



Since the service has close ties to the Office of Student Affairs and is part of the University as well, USLS staff recognize their responsibility and potential to educate students about legal concerns that invariably arise in a lawyer-client relationship.

Because of this unique relationship of student/client and student legal service attorney, significant educational issues, often overlooked in the private sector, arise. This article will illuminate several of these pressing issues and examine their implications for the advancement of law-related education for non-lawyers, as distinguished from graduate legal curriculum, at the University of Minnesota.

For example, in the context of USLS, the following questions are present: Is there a need for undergraduate legal education, and if so, what form should it take? What contribution can and should USLS make to compliment other departmental efforts now underway? What types of educational programs on either a group or individual basis, are most productive for college students using this legal service program? How should USLS programs on law-related education be evaluated? And finally, what kind of joint efforts with OSA and academic departments would foster the advancement of a formalized legal studies curriculum for undergraduates?



RATIONALE FOR UNDERGRADUATE LAW-RELATED EDUCATION

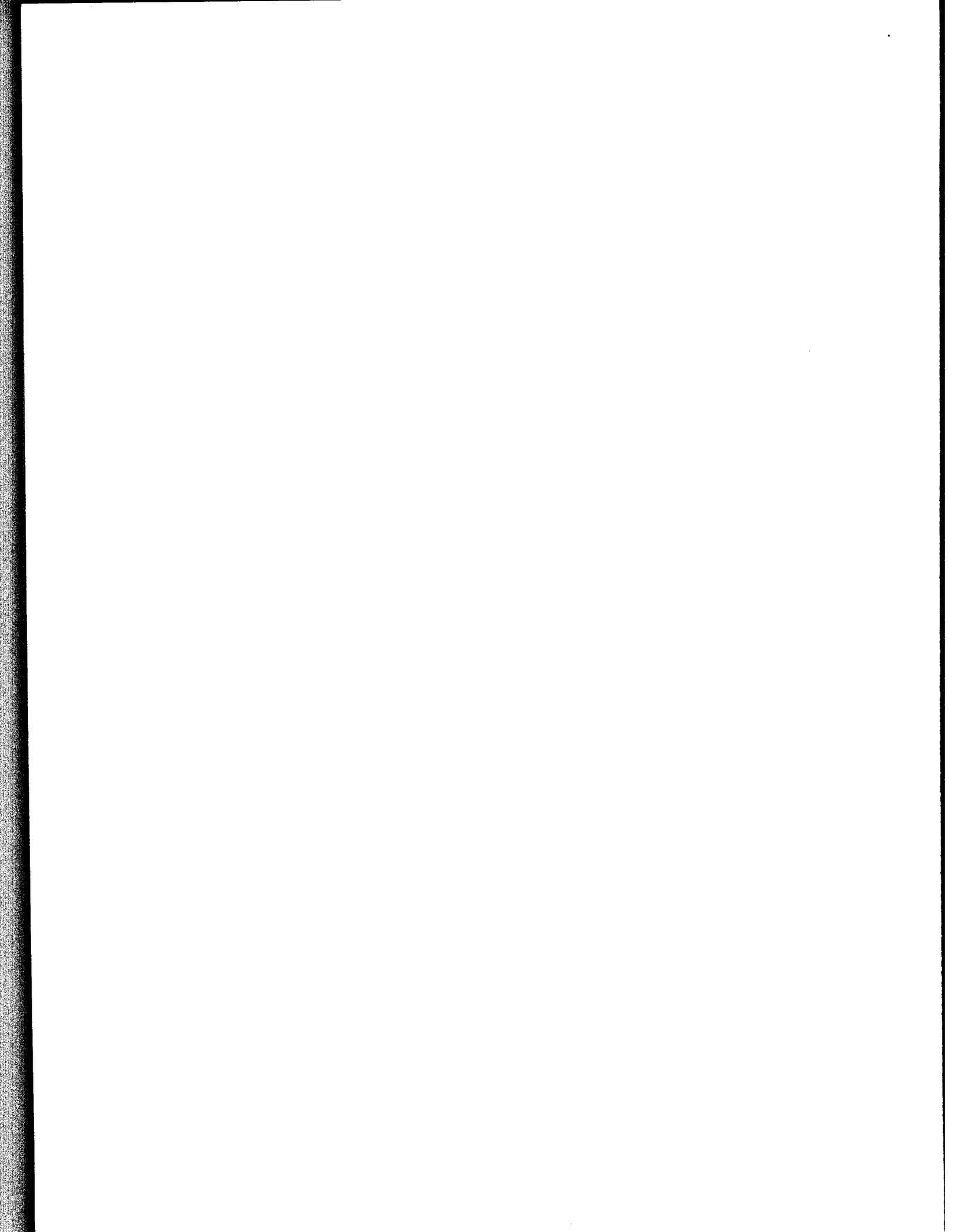
USLS staff assume that familiarity with the law and legal responsibilities is an obvious requirement for college-age students. Previously, the legal system has traditionally been inaccessible to and under-utilized by young people, but current data indicates that Minnesota students have serious legal problems and require USLS representation.² Thus, it follows that legal education through USLS staff is particularly suitable to a learning environment which stresses using legal services and law-related experience.

Additional consideration for a non-academic credit legal education program at USLS should also be noted. First, potential clients can obtain legal services only if they are cognizant of possible legal problems, their rights, and the possibility of redress through the legal system. Second, legal knowledge also has a preventive effect because it assists students to arrange their affairs so that seemingly simple matters do not develop into major legal problems.³

A basic premise underlying USLS's efforts in expanding its educational mission is that knowledge of law and the legal

²See Appendix B post, USLS direct case service analysis for period Sept. 1977 - Dec. 31, 1978.

³Legal Service Plans: Approaches to Regulation, Ed. by Werner Pfennigstort and Spencer L. Kimball, Ch. 5. "Student Legal Services Plans," page 322, pub. American Bar Foundation, Chicago, Illinois, 1977.



process are important aspects of a college student's education. An example of the type of legal education USLS seeks to impart might be an analysis of a student's legal posture in a landlord-tenant dispute, including a thorough explanation of both the substantive (legal rights and responsibilities under a lease or state statute) and procedural or court aspects of the case. This type of vital information is apparently not being taught to a vast majority of U.S. students. As Jean Mayer, writing in the Chronicle of Higher Education, November 8, 1976, lamented:

. . . we repeat that "ours is a government of laws, not of men." Yet the overwhelming majority of our non-lawyer college educated citizens, do not know what due process is, do not understand what goes into writing a brief or how a judge renders a decision . . . such a study (of law and legal process) is essential to an understanding of the world in which we live. . . .⁴

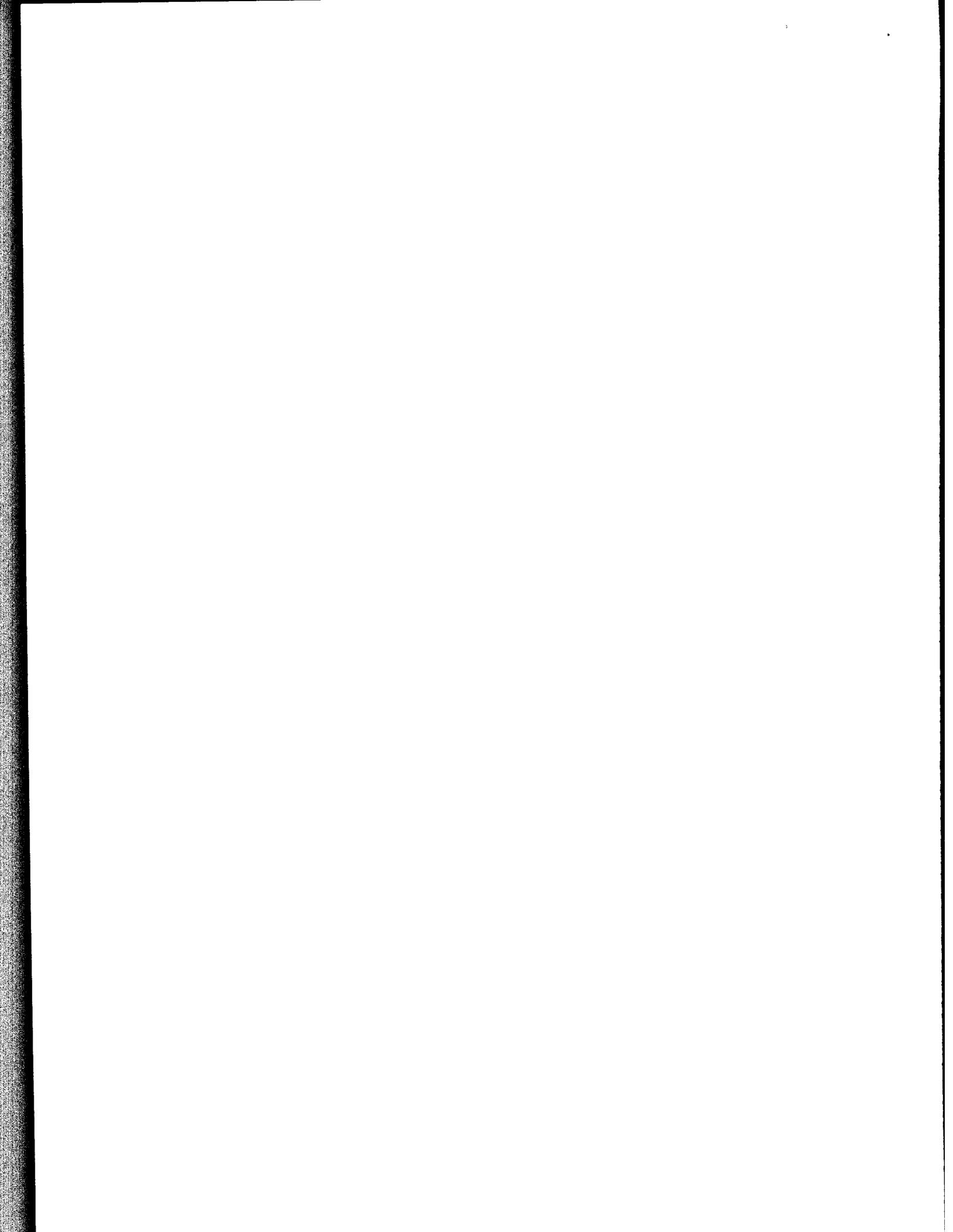
Others knowledgeable with the state of legal studies for non-lawyers have also noted that traditional legal studies curriculum are often misleading, directed to pre-law students and

. . . that courses seeking to convey insights into the nature of the legal process, and methods of legal reasoning, and the relation of the law to the social order had been offered in only a handful of American colleges.⁵

One prominent scholar, Philip Lader, in a comprehensive study of law-studies at the undergraduate level, noted that:

⁴ Jean Mayer, "A Jeffersonian Ideal: Students Need a Better Understanding of such Fields as Health, Agriculture, and Law." The Chronicle of Higher Education, page 32, November 8, 1976.

⁵ Survey cited in an article by Philip Lader, "Experiments in Undergraduate Legal Education the Teaching of Law in the Liberal Arts Curriculum of American Colleges and Universities," Vol. 25, Journal of Legal Education, No. 2, 1972-73.



. . . law has not yet been established in the liberal arts curriculum of American education. . . . No more than 150 courses are being offered at 2,600 colleges and universities in the United States, and the courses vary widely.⁶

This apparent failure to incorporate more legal education into the college curriculum is unfortunate because students fail to gain additional insight into their legal rights and responsibilities at a time when the age of majority has been considerably lowered.⁷

It is then, with the recognition of this lack of--but yet vital need for--practical knowledge about the law and legal processes for most undergraduates that USLS feels two important questions need to be examined: What are USLS' specific law-related educational goals? And, what contribution can and should USLS make to educate students about the law and the legal process?

USLS' EDUCATION GOALS

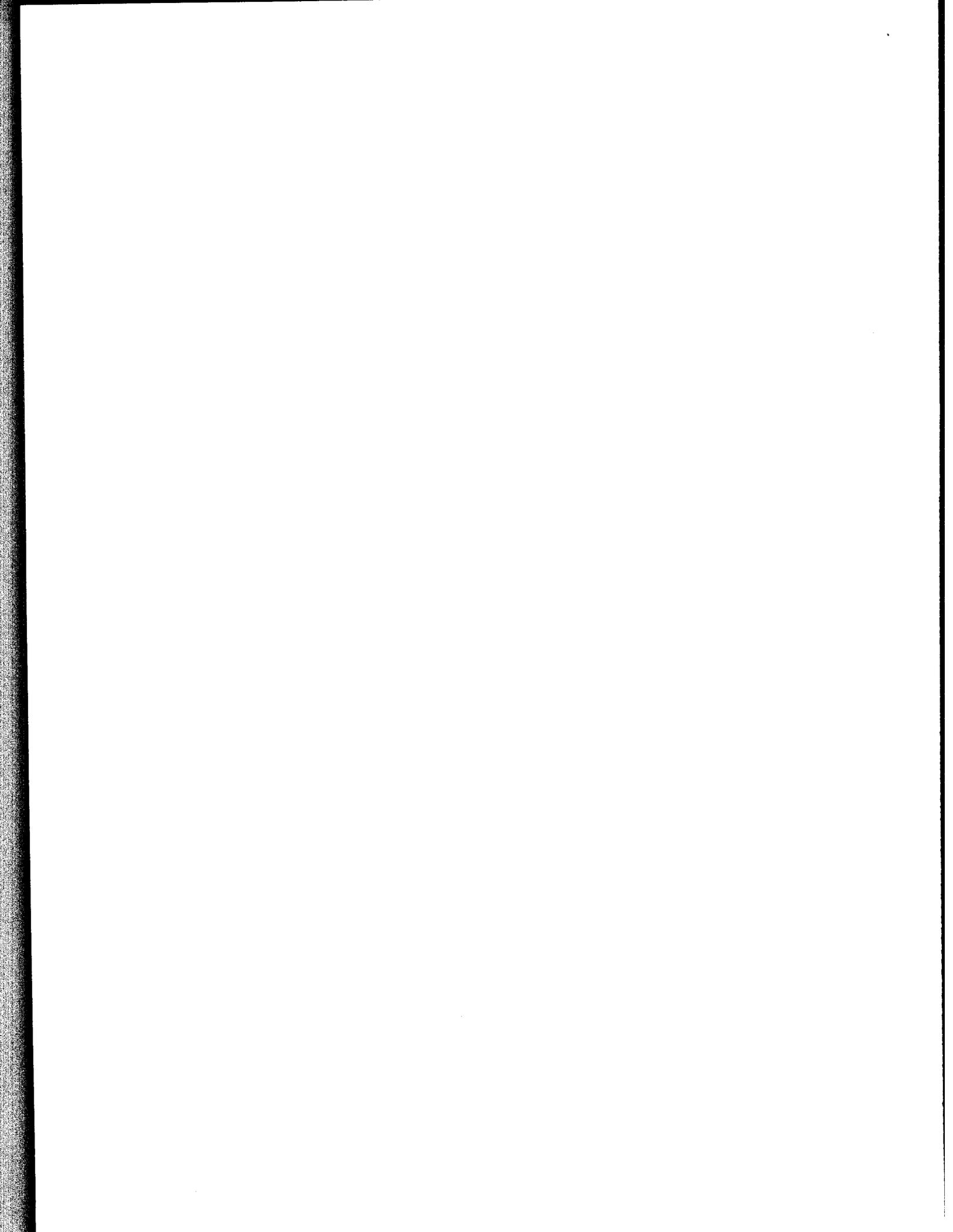
To date, the USLS professional staff of five attorneys and two legal assistants seek daily to follow these goals:

Share substantive and procedural legal points of law with the individual student/client that bear directly on the student's case;

Help the individual student/client understand that not all problems lend themselves to a legal solution;
Introduce alternative methods other than litigation to the student/client in order to settle legal disputes, e.g., arbitration and mediation;

⁶Philip Lader, Ibid.

⁷Minn. Stat. 645.45(3).

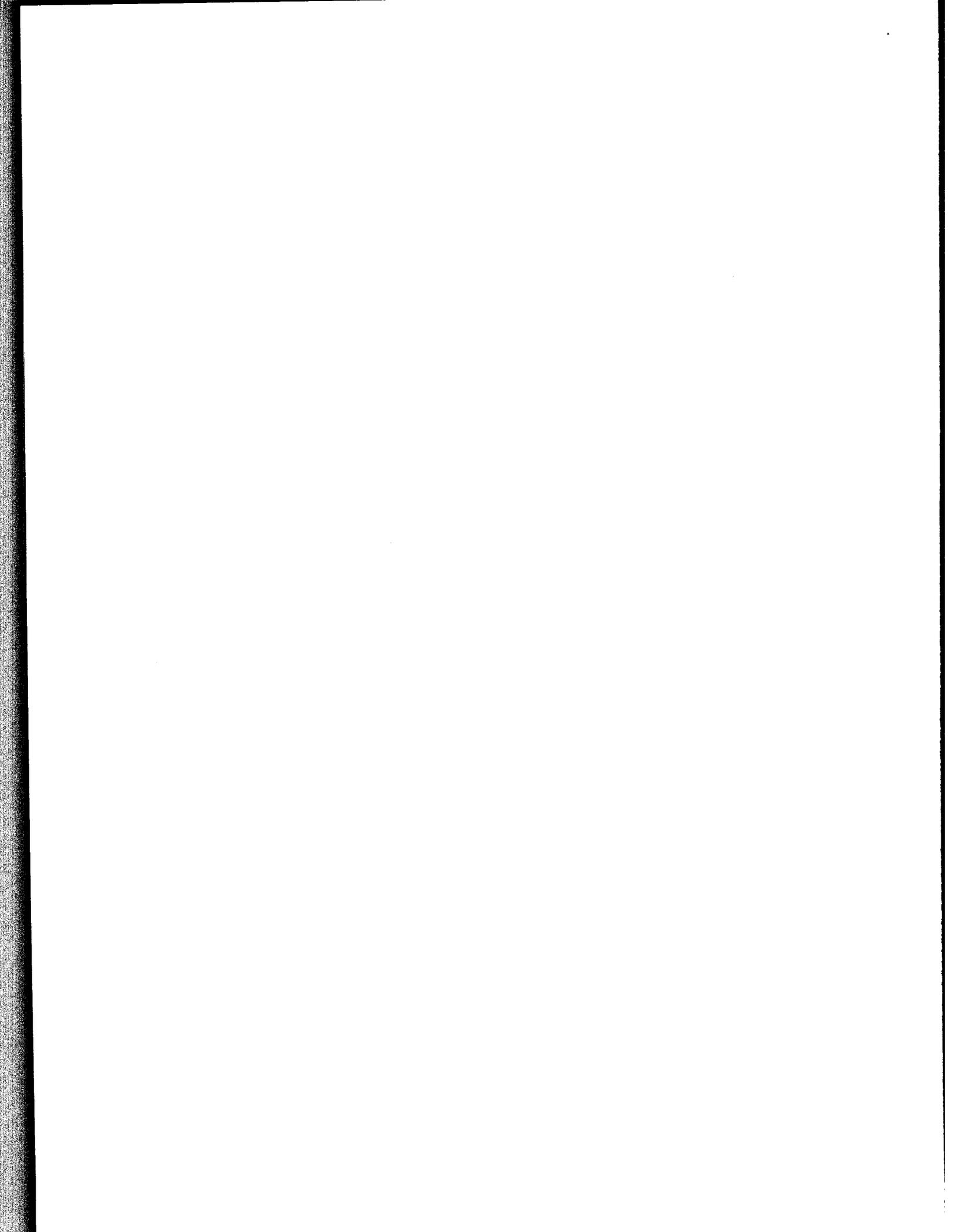


Clarify ambiguities, doubt and uncertainty about the legal profession and processes by maintaining an emphatic and holistic approach to the student/client;

Aid the student/client to understand the legal-ethical consequences of certain behavior.

The above goals, although capable of clear expression, are often difficult to achieve and require the commitment of each USLS staff member to do more than merely focus solely upon the presenting legal problem. This commitment by staff is particularly needed if one considers the fact that only 28.1% of the students surveyed by USLS in its client survey stated that they respected the U.S. legal system very much while 61.9% indicated "somewhat respect" and 10.1% indicated "very little" respect. (See#7 Appendix A, post.) Fortunately, there is a growing awareness among USLS' staff members that students, as clients, are highly motivated to learn and to solve their particular legal problem. For instance, in the sensitive process of formally representing a client in a criminal case, the student cannot help but learn about elements of substantive criminal law, notions of constitutional "due process," the various stages of criminal procedure and the consequences of guilt, acquittal, and possible effects of a conviction upon future employment. In the above illustration, as well as most other types of program case representation, the student, as legal client, possesses a state of mind that is educationally ready to grasp legal principles and processes which lends itself to the accomplishment of USLS' stated educational goals.⁸

⁸Note Appendix A, post and specifically questions and responses to #16 A-D.



TYPES OF EDUCATIONAL PROGRAMS CURRENTLY
OFFERED BY UNIVERSITY STUDENT LEGAL SERVICE

A. Group Sessions⁹

To compliment and bolster the educational efforts which occur daily between a client and a staff member, serious attention has also been given to more formalized programs. As noted in Appendix C, during the period September 1977 through December 1978, USLS offered a variety of non-credit law-related education programs to 2,922 University students. The individual programs differed in content and included such topics as Conciliation Court Procedures, Tax Law, Landlord Tenant Relations, and Family Law. The forums for presentation of material varied considerably and included:

Informal seminars and workshops on law-related topics usually held in residence halls or the student unions;

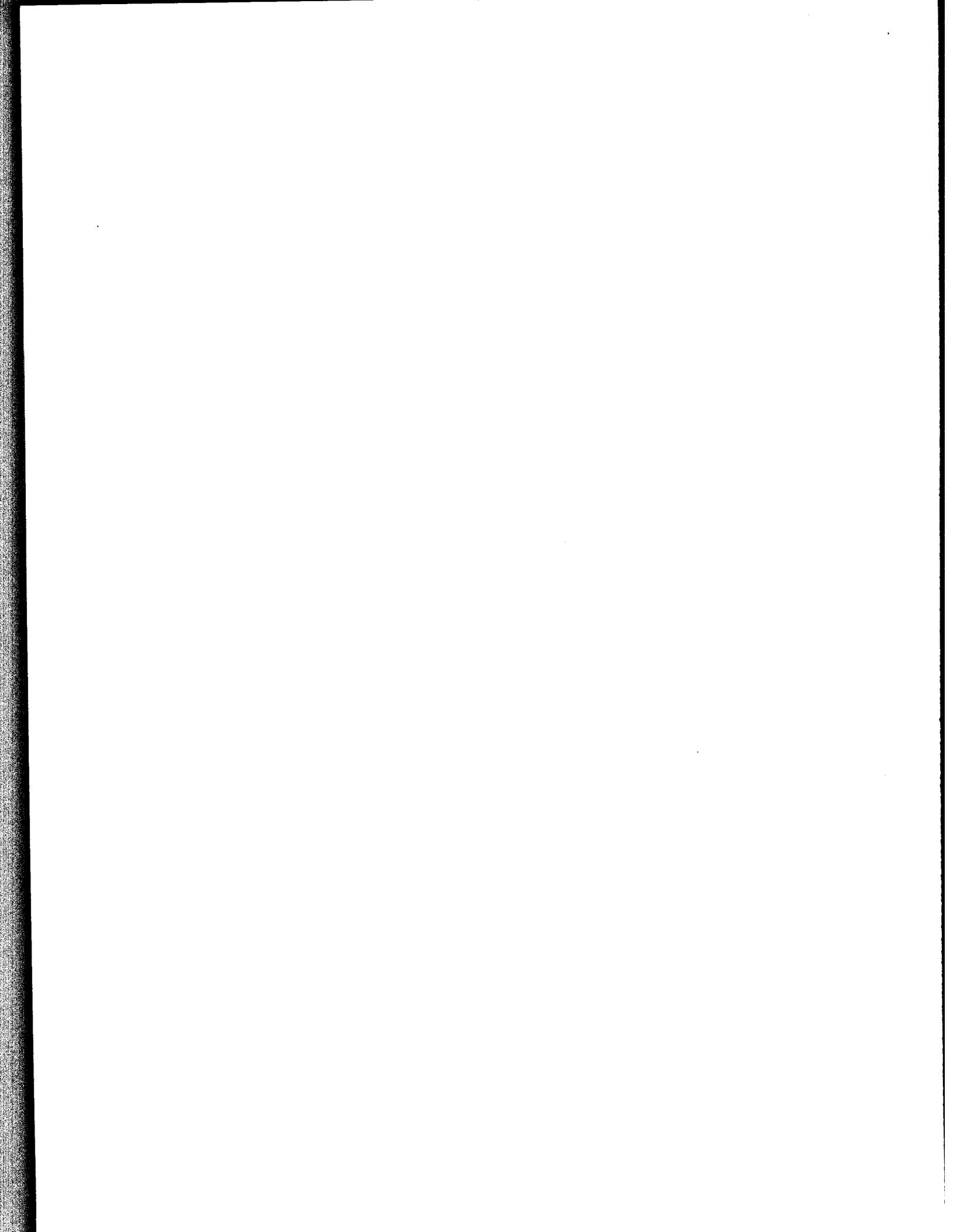
Day-long conferences planned to note an important legal event, e.g., Law Day;

Class lectures by USLS staff in formal academic settings on legal topics prearranged by the professor.

These programs are being generally revised and formalized after two year's experience at the University.

Now, in addition to responding to random requests by student groups for educational programs, USLS is planning to formalize 8-week mini-courses for the Winter and Spring '79 Quarter at both the St. Paul and Minneapolis Student Unions. These sessions will examine law-related topics of particular

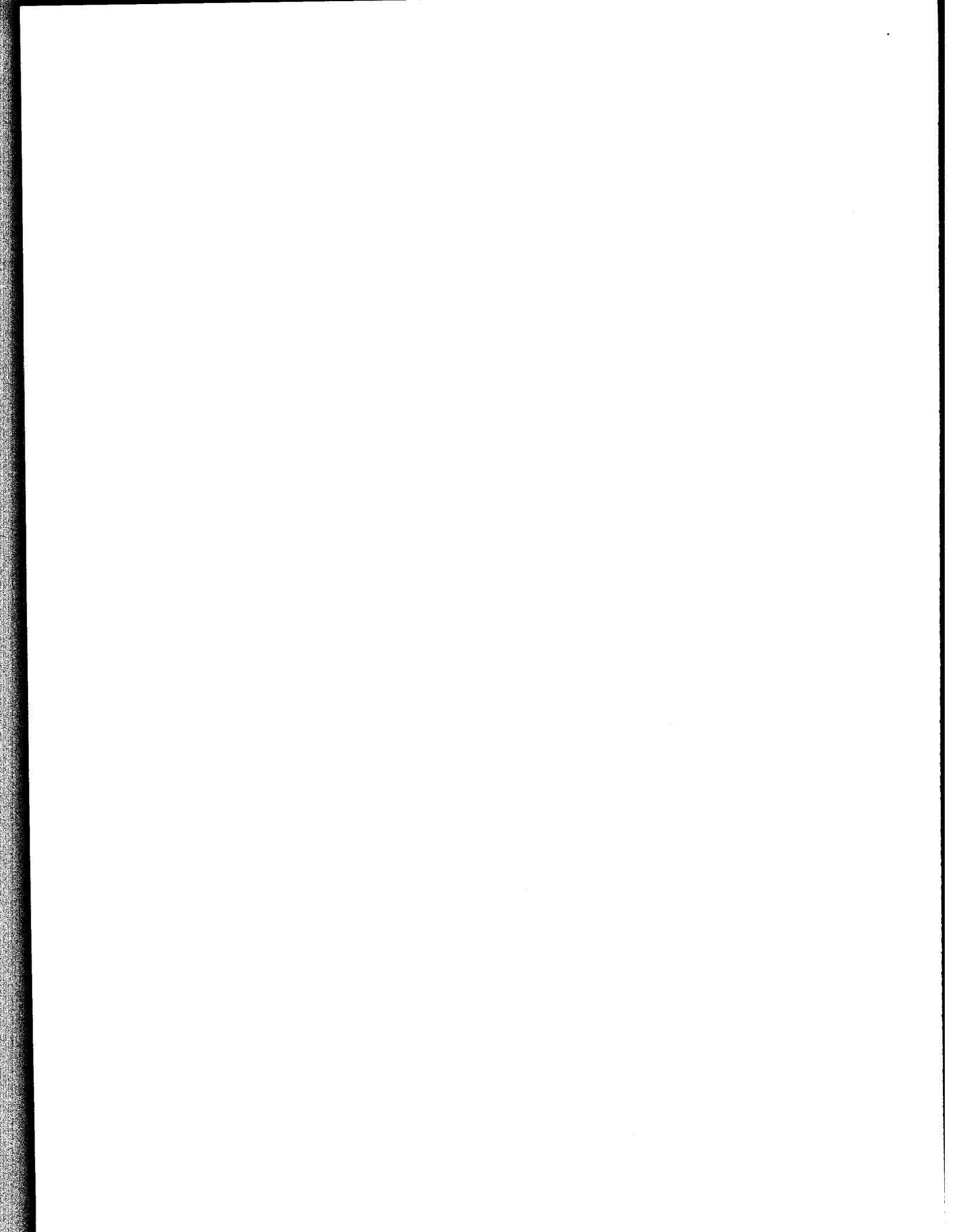
⁹Note Appendix C, post (Analysis of Seminars and Law Education Workshops).



relevance to students. Each session will be taught by a different USLS staff member. Other educational programs such as one-day special sessions are being explored and planned in conjunction with the School of Law and the Student Union. In this way, staff planning time and program expenses can be shared with interested college units or organizations.

B. Internships

USLS has also arranged an experimental paralegal internship with the General College Paralegal Program. Presently, a student in his/her senior year is spending 18-20 hours a week at USLS. The student is performing a variety of legal functions under the supervision of both lawyers and program legal assistants. It should be noted that if USLS had additional office space, more paralegal interns, as well as interns from other academic programs e.g. law and social work students, might be effectively involved in the delivering of vital legal and counselling services to a greater number of students requesting help. This aspect of USLS may not seem very important at this stage, but as demand for service increases disproportionately to allotted student-fee income, additional resources must be used to meet the demand. The consequences of failing to use interns effectively might result in stagnation and eventual cutback in legal services. Not only could USLS increase its service potential but the students involved would have the benefit of a unique educational opportunity.



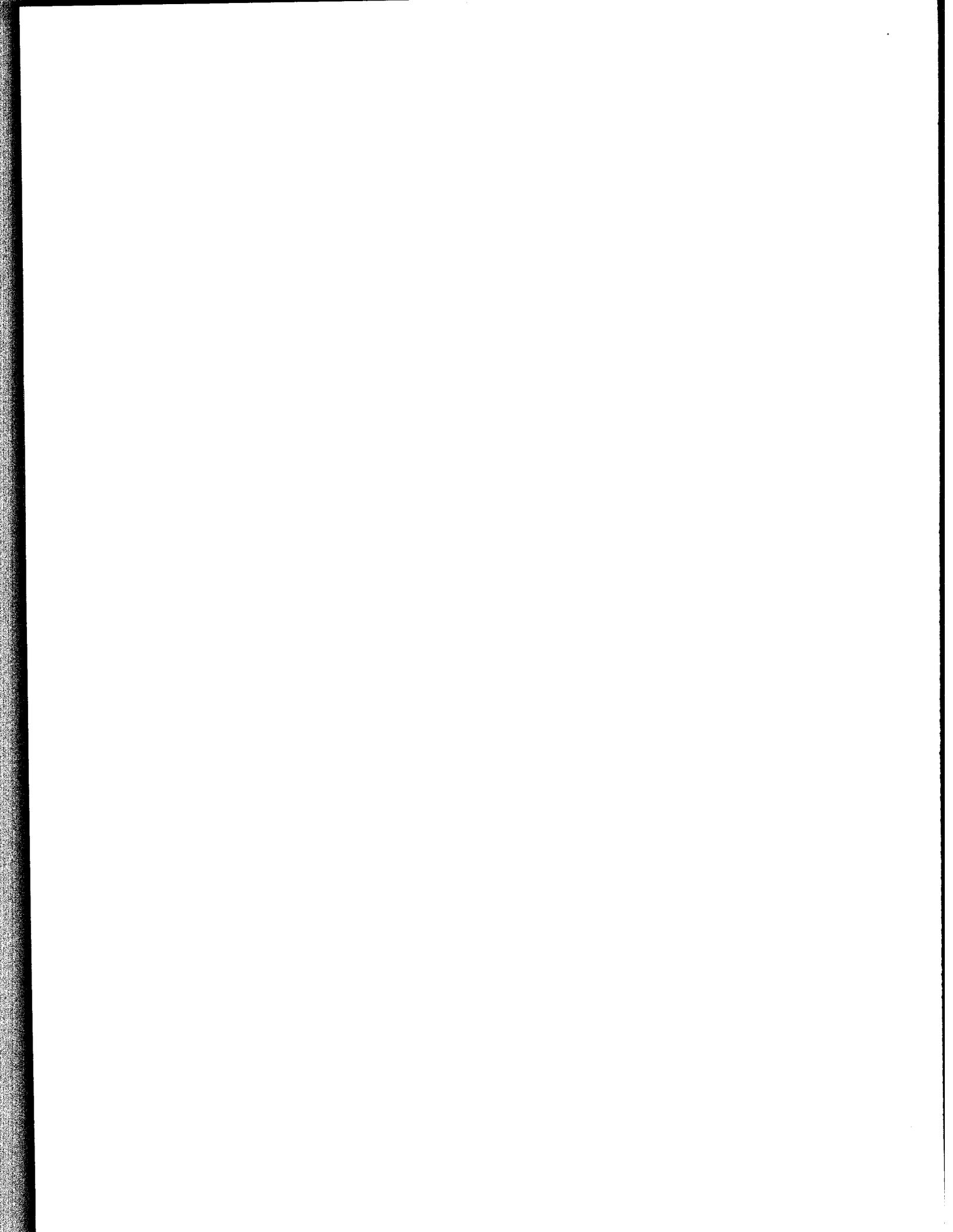
C. The "Exit Interview"¹⁰

Despite the popular notion that most lawyers function solely as legal technicians, many lawyers see the futility of this outlook and are not so oriented. For instance, the service recently instituted a program known as the "Exit Interview" for legal cases involving significant behavior problems, e.g., crimes committed by students.

Imagine the following hypothetical situations: First, John, a graduating senior in Business Administration, arrives at lawyer X's office and informs X that he stole a small sum of money and was arrested for petty theft, a misdemeanor, and that arraignment is set for the next day. Because this is his first encounter with the criminal system, John is understandably upset and confused. He is also concerned about the possible implications of this crime for his business career. Since lawyer X has a full schedule, X notes the pertinent facts, sets the fee and, in conclusion, advises the client to plead not guilty at the arraignment. Later that same day, the charges against John were dropped.

Second, Mary, a sophomore living in a University residence hall, makes an appointment to see the same lawyer. She tells X that she was drunk, in violation of University rules, and, in addition, destroyed a \$400 picture window at the residence hall.

¹⁰The writer wishes to acknowledge the excellent contribution of James G. Kodadek, USLS staff, Neil Bakkenist, Director of Special Counseling and Central OSA Staff for their assistance in developing the "exit interview."

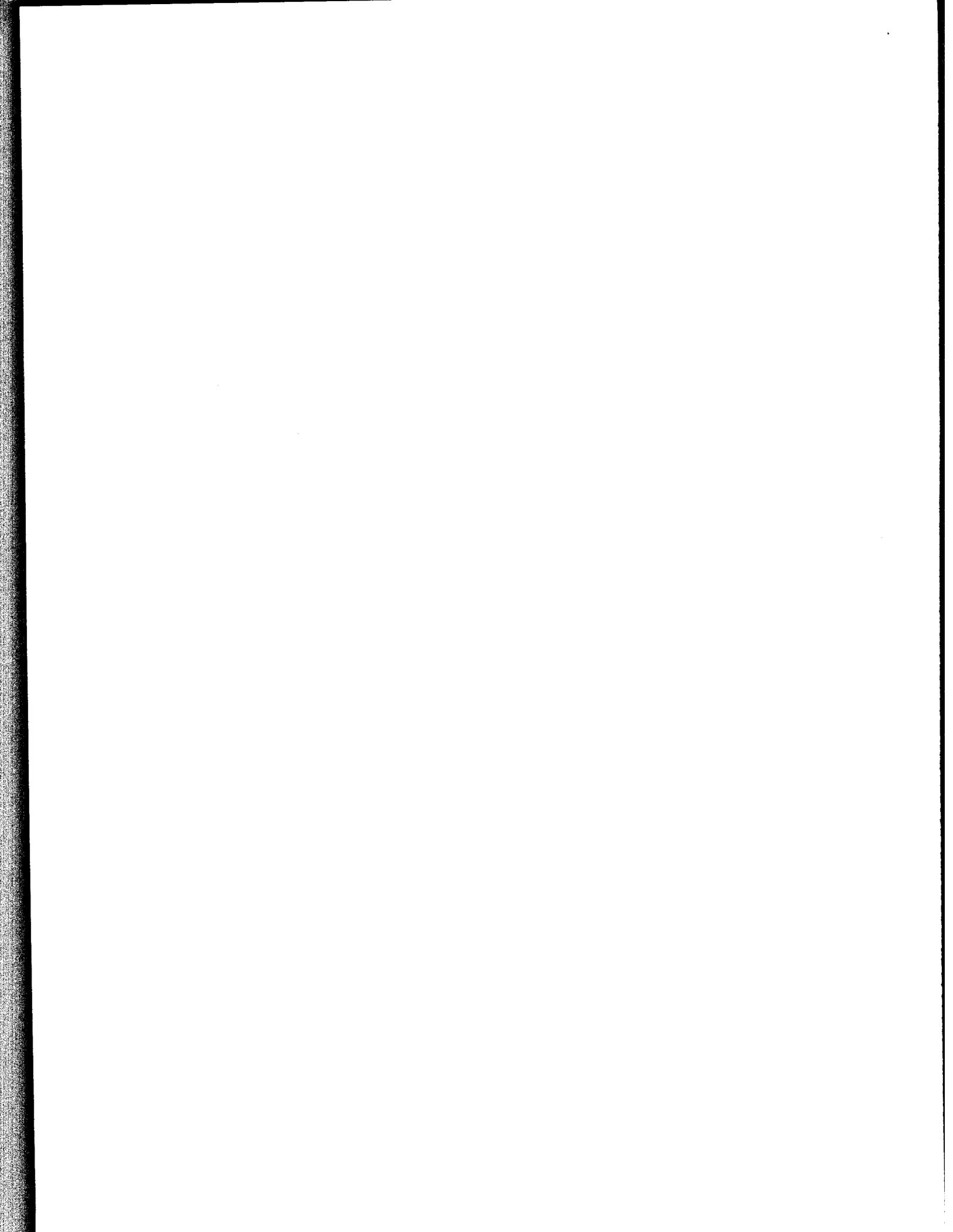


While Mary fears reprisal and disciplinary action from the local campus judiciary board, she is confident that she can win by remaining silent because the witnesses, her friends, promised they would not tell who did the damage. Lawyer X advises Mary to do nothing at this time.

Cases such as the above occur daily in the practice of many attorneys including those at USLS. In many instances, lawyers such as X tend to see their duty solely in terms of "winning for the client." However, one wonders whether lawyer X should also be concerned about explaining the nature of the legal processes to both John and Mary, and, more significantly, exploring the legal and perhaps behavioral consequences of each client's conduct in order to prevent similar repetition in the future.

In the program's first year, those associated with USLS realized that many University students like John and Mary do not fully understand the nature of their legal problems, the overall role of the attorney in the legal process, and the consequences of their behavior. This is particularly true with criminal misdemeanors. There is a tendency to view each legal encounter as a game, with no serious or even long-range consequences. As a result, some students refuse to accept responsibility for their behavior, viewing legal counsel as technicians whose main function is to get the student "off."

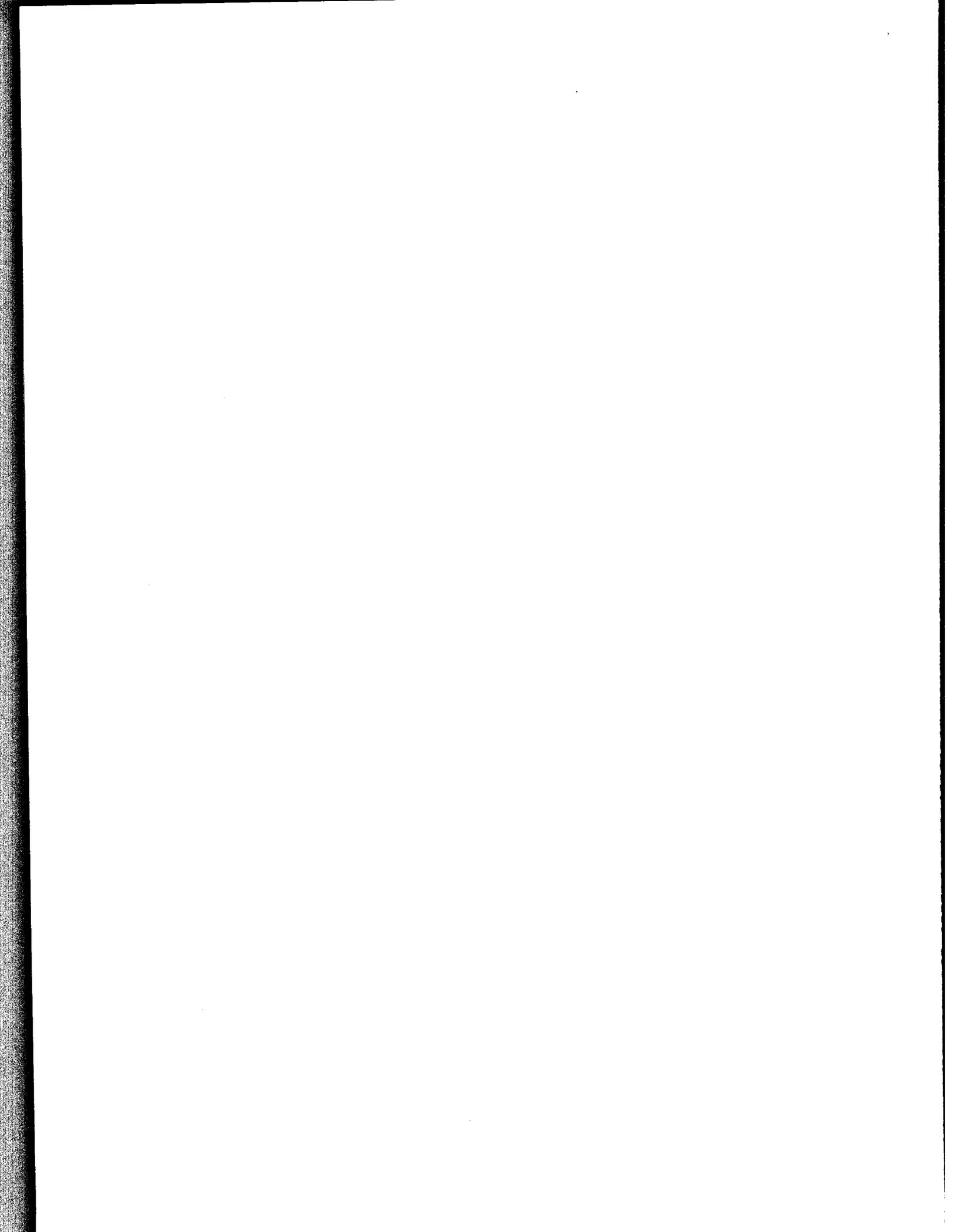
To rectify this situation, the USLS staff instituted an educational program known as the "Exit Interview." Presently,



this is a voluntary interview in which the USLS staff attempt to respond to students whose presenting legal complaint may be classified as a behavioral problem. Examples include such misdemeanors as "driving while intoxicated," "theft" and matters in which students may have engaged in physical violence.

In addition to helping students explore the behavioral consequences of their acts, the exit interview attempts to help the USLS student/client better define success. Traditionally, most clients facing criminal charges define success as the "least possible outcome" in relation to the criminal offense, i.e., reduced charges, and lesser fines and sentences. Certainly this is one facet of success. However, if the staff defines success only in this way, then the program would abrogate any responsibility in the area of student intellectual and moral development. Present staff believe that this outcome is unacceptable.

During the actual "exit interview" session, a lawyer meets with the client at a specially arranged meeting following the termination of the legal matter. At the session, the following series of general questions are asked by the staff member to help the student recognize that acts have consequences: (1) Did the client understand the range of possible outcomes for the offense in question? (2) If the charges were reduced, is he/she aware of how and why that occurred? (3) Does the client understand the sentence? (4) Is it clear which factors were operational in the determination? (5) Did he/she understand



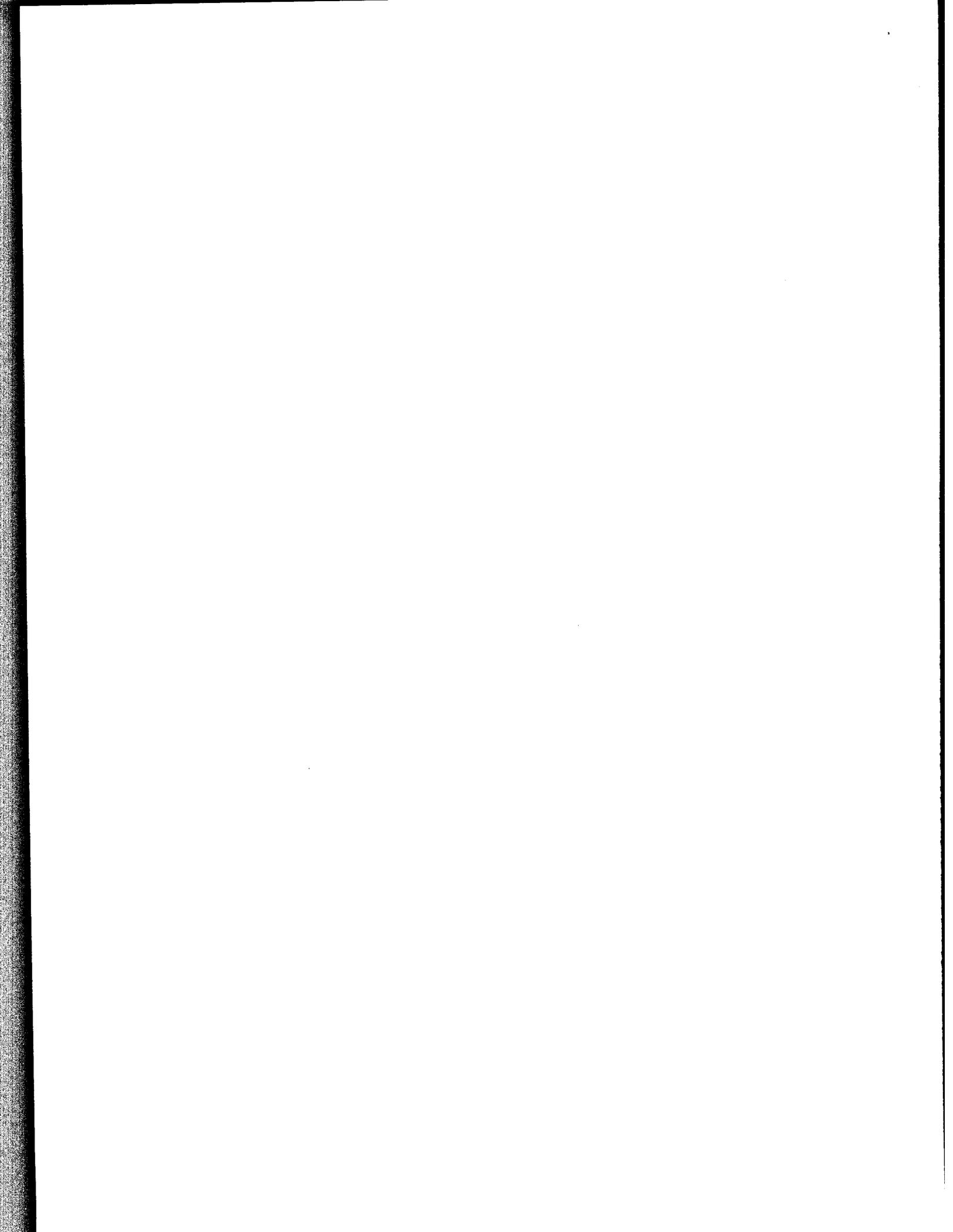
the role of legal counsel in this situation? (6) Is he/she aware of possible criminal records and their impact? And (7), What is the client's attitude toward the legal system? By the end of the session, staff believe that the student will gain additional insight into future behavior and its ramifications. Also, this interview is intended to convey the impression that the attorney is approachable, knowledgeable and representing the client's best interests.

Although this model program is new and outcomes are understandably unknown, the results of the "exit interview" are being closely monitored and evaluated in order to accurately assess their contribution.

AN EVALUATION OF USLS' CURRENT EDUCATIONAL EFFORTS

To date, USLS has received varying degrees of recognition for its educational contribution from OSA, academicians, University officials, various bar associations and its own clients. USLS staff and its Board of Directors, however, need more concrete data. To this end, the program will continue to administer and refine its "Client Evaluation Survey"* to measure the overall contribution of USLS, including its educational efforts. Other specialized evaluation instruments, in addition to those presently employed, will be developed and used to determine the success of USLS' exit interviews, workshops and seminars on legal topics.

* Appendix A, post.



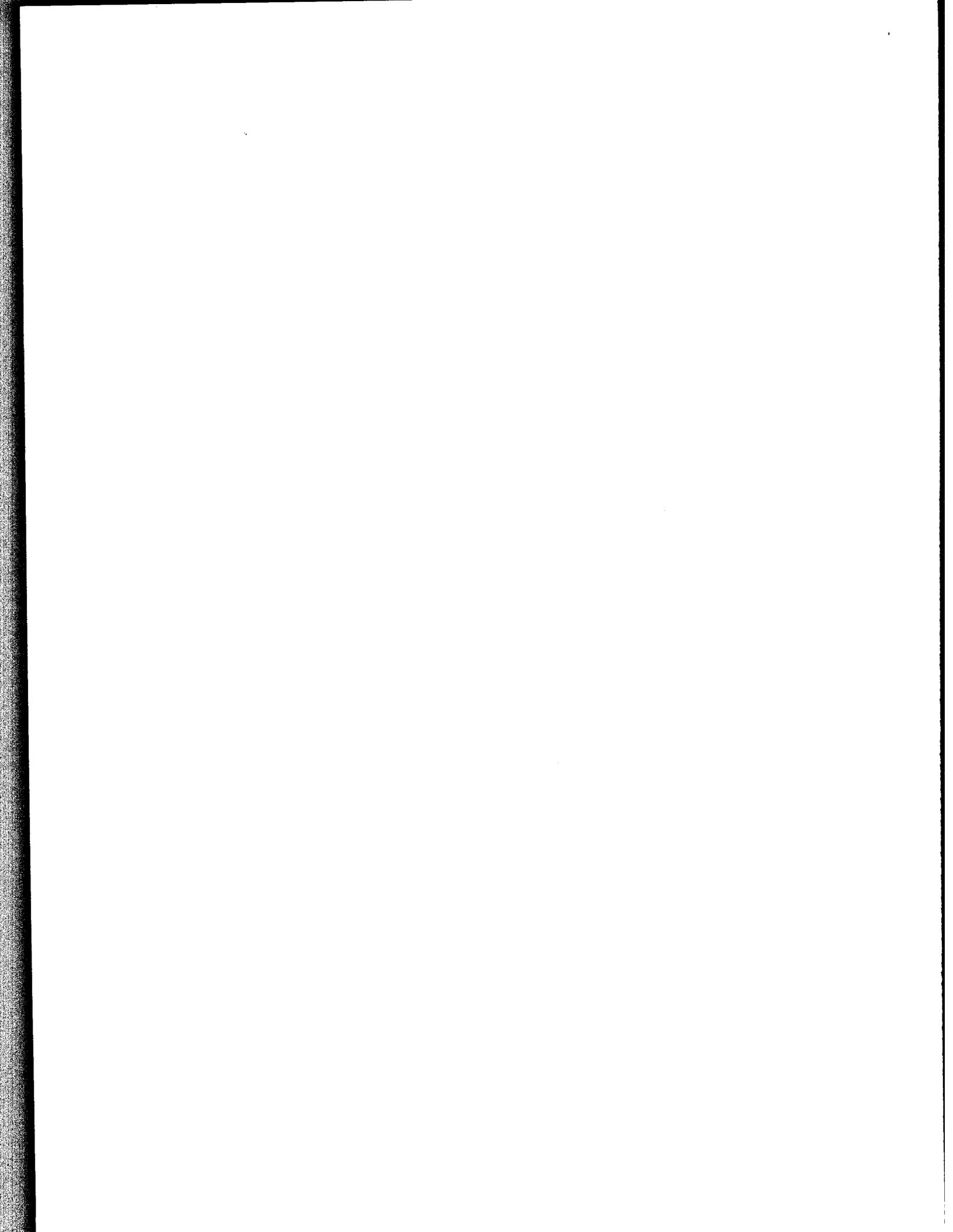
In brief, the USLS staff, with minimal hard data, believes that important education is occurring, but the service acknowledges the need for more formal evaluation and looks towards future assistance through stronger relationships with other interested University departments in meeting this need.

POSSIBLE FUTURE JOINT EFFORTS WITH OTHER
OSA AND/OR ACADEMIC DEPARTMENTS

As USLS nears the end of its second full year of operation it is apparent to the staff that there is a significant need to provide quality education about legal issues that invariably arise during case representation. However, limitations of budget and staff time dictate that the program's future educational efforts involve other interested persons and academic departments.

In this respect USLS staff assume that if law education is to expand for non-lawyers, serious cooperative efforts are now essential in the areas of (1) preparing future law-education programming for both students and University staff; (2) initiating formal research; (3) developing a clearinghouse of legal materials and (4) sponsoring a series of colloquium to foster the development of a more diversified legal studies curriculum for University students.

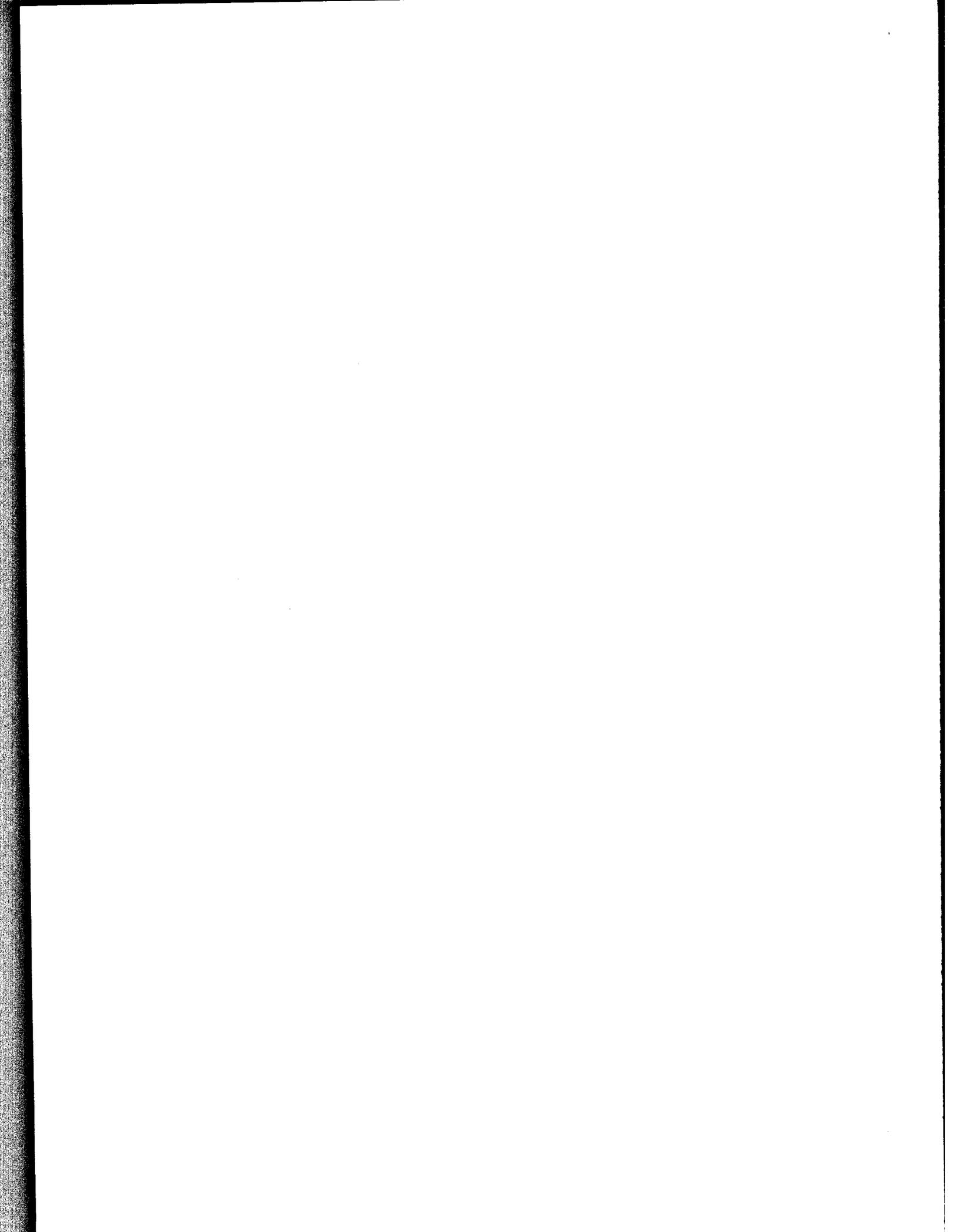
With respect to scholarly research, the possibilities are endless for interested scholars to inquire into such areas as students' attitudes toward the law and legal concepts, the relationships between legal institutions, between law and



morality--as seen by students--and other fields. In this respect, USLS can provide needed data through its student client population. During its initial year, USLS had contact with over 3,500 students and a large percentage of these clients indicated a willingness to cooperate in subsequent research. At a time when many of our contemporary institutions, including the legal system, have been closely scrutinized by all segments of society, research furnished by USLS' clients might help determine to what extent contact with a student oriented legal service program alters or modifies certain negative legal views.

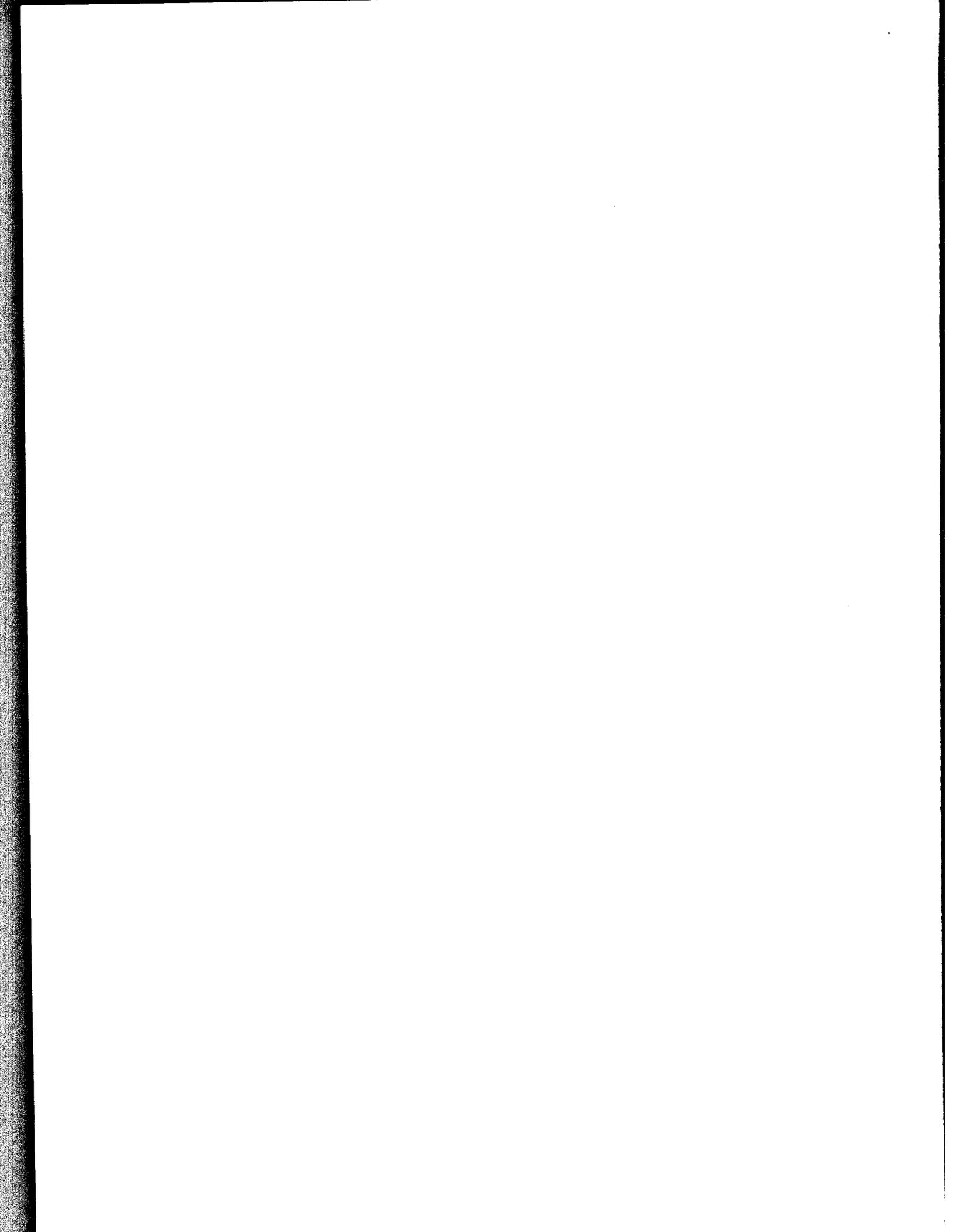
Incidental to its own mandate to educate its clients about pertinent legal issues USLS staff have also identified a previously recognized need to provide a more scholarly and specialized type of legal education for social workers, counselors, human service students and pre-service teachers. A very strong case can be made for making these key professionals "legally literate."¹¹ In this respect many OSA officials as well as academicians have contacted USLS claiming that they need more information about the law and legal process as it affects their own department or students. In particular, representative academicians in the fields of human services, paralegal education, social work, education and journalism, to mention a few, have often confirmed USLS' belief that it is vital to teach law to their students because it directly affects

¹¹Fisher and Schimmel, "Legal Literacy and Teacher Education: A Case Approach to the Rights of Teachers and Students." P. 133-144, pub. in Contemporary Legal Problems in Education, (NOLPR) C. 1975.



the students' professional careers and eventual client representation. For instance, a social worker working in a juvenile or mental health setting ought to know about the basis of juvenile justice system, data-privacy, various legal resources and some understanding of the constitutional rights of their clients. Similar points can be made about certified teachers who, based upon present reports, have little appreciation for a number of school law-related issues including the constitutional rights of teachers, students, separation of church and state and basic law governing schools. USLS realizes that such education is outside its expertise, but believes that such education should be encouraged by many, including USLS's own staff.

USLS believes that relationships with other academic and OSA departments can be developed for mutual benefit to all concerned. At the time of this report, USLS has established positive cooperative efforts with the various student unions in sponsoring its mini-courses and has now concluded a successful working relationship with the Civil Legal Aid Clinic housed at the Law School. In October 1978 and again in January 1979, USLS informally assisted the Clinic to obtain over 60 cases by suggesting the existence of the Clinic's resources to fee paying students who did not wish to wait for a later appointment at USLS. While more planning and evaluation must be undertaken with respect to this particular joint effort, it is not inconceivable that due to decreased funding, USLS might sometime have to tap law students' talents.

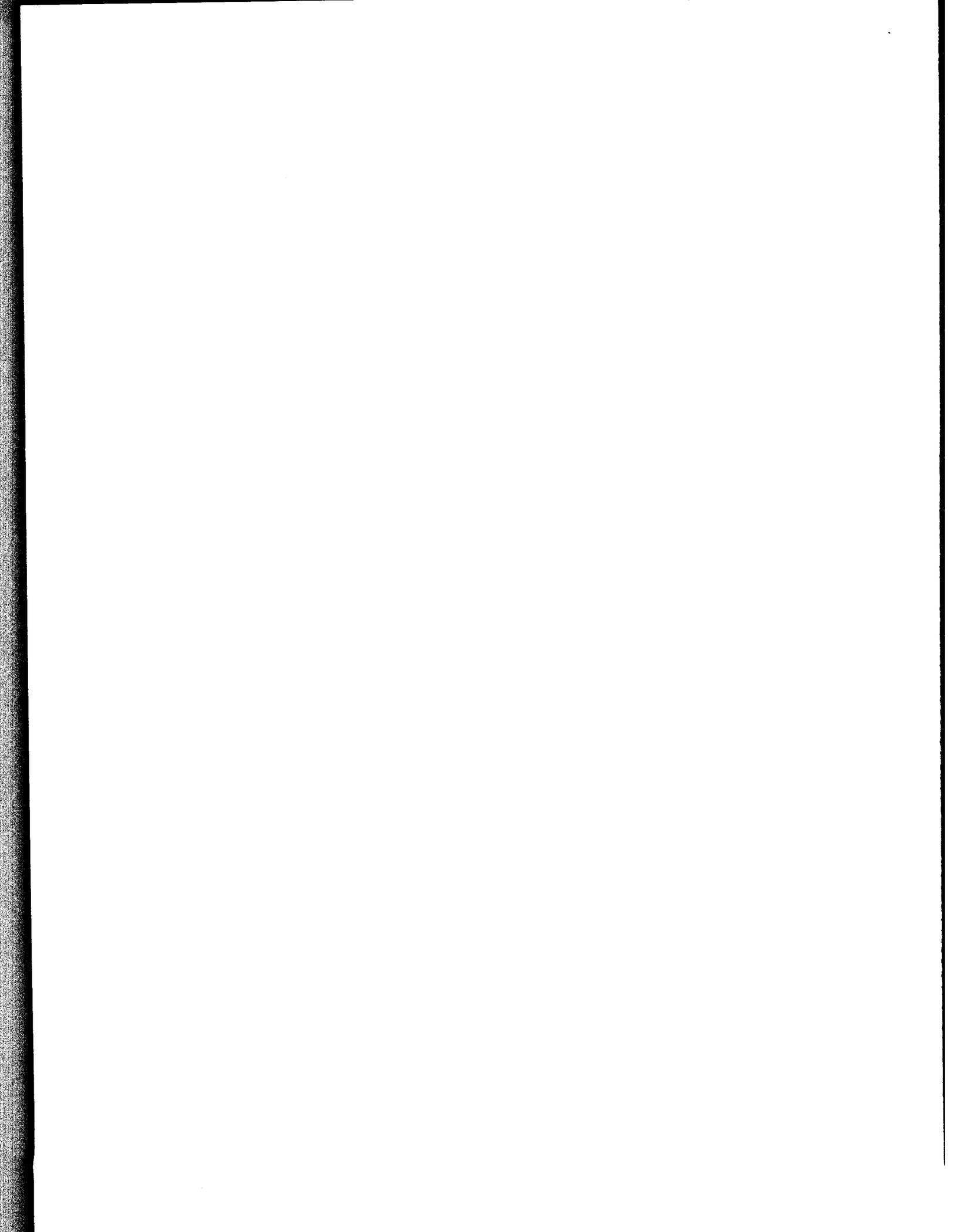


CONCLUSION

In a little less than two years, the USLS program has developed favorable credentials suggesting a competent delivery of legal services as its staff has grown in confidence and experience.¹² Staff, OSA officials and the USLS Board are now giving further consideration to the question of what degree of responsibility the University Student Legal Service has to educate students due to USLS' close affiliation with the University.

Although the answer to this question is far from unanimous among present Board members, USLS staff and its Board of Directors are at least considering the competitive demands of the delivery of legal services and the program's increasing responsibilities to educate students. This is a difficult challenge and one that the Board of Directors regularly considers in expanding or contracting the legal benefits for University students. In this regard, the program hopes to obtain additional sources of funding, either through the public or private sector, in order to commit additional resources to accomplish and upgrade overall law-education efforts by cooperative endeavors as suggested in this article. In this way, actual line services would not be adversely affected.

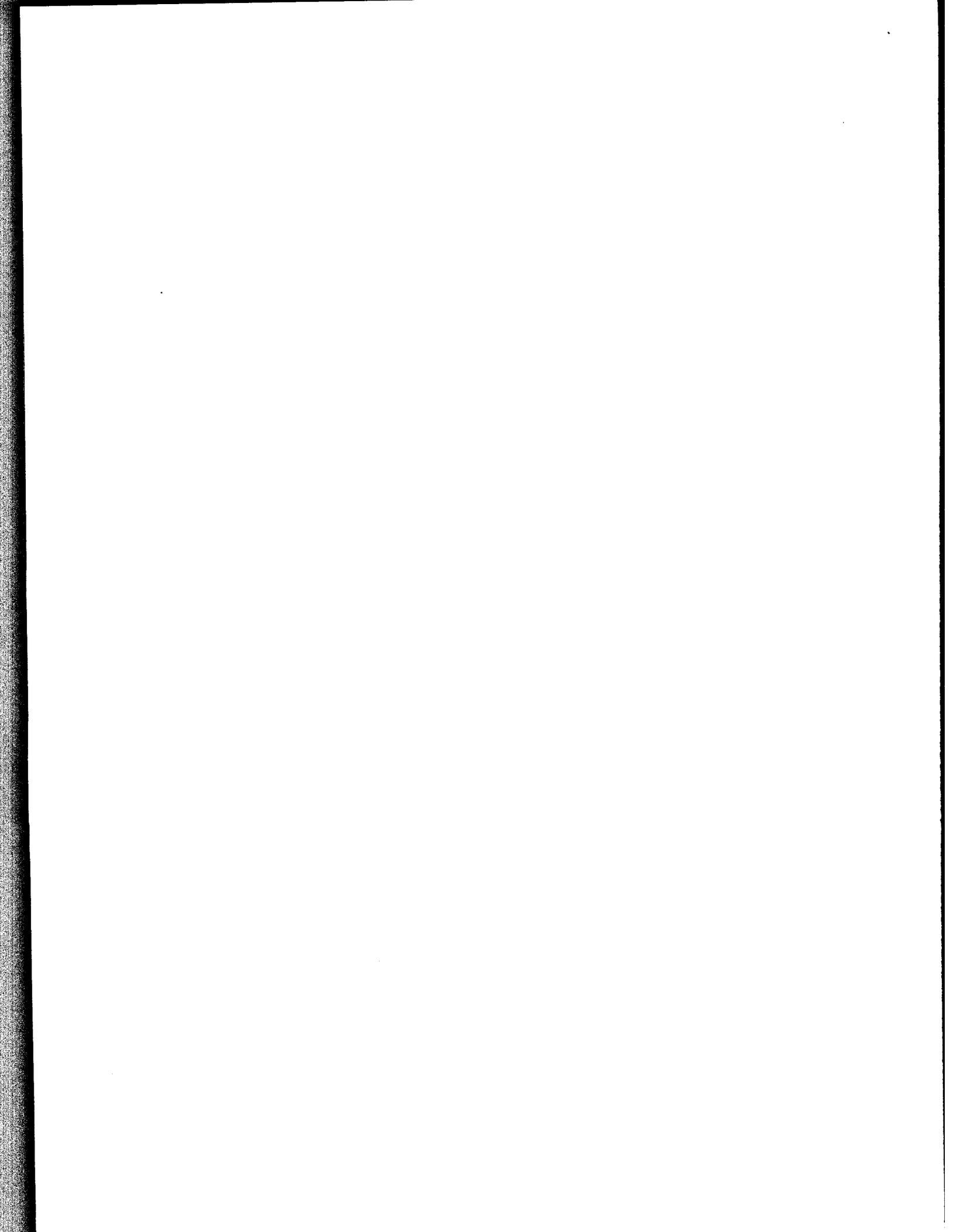
¹²Note Appendix A, post--see questions # 9, 12 and 15 indicating a high level of appreciation for staff competency.



While past USLS educational programs have been generally well attended and largely successful, more detail and greater study should be paid to USLS' future legal educational efforts by key university administrators and educators. In order to fully evaluate the evidence gathered to date by USLS, more cooperation must be obtained from others.

Actually, what is now needed from the university community is a commitment to study--not USLS--but the embryonic data that the program has generated about the quest for legal information and services. Hopefully, such an effort would help foster additional courses of study for student non-lawyers, both undergraduate and in other professional schools than law.¹³ USLS is proud of its role to date and envisions a future role in this important process, too.

¹³Change Magazine, November 1977, p. 21 lists Berkeley, Boston University, Brown, Brandes, Rice, and the University of Mass. at Amherst as sponsoring formal undergraduate legal studies programs.



APPENDIX A

The following is information obtained from University of Minnesota students who have utilized the University Student Legal Service. The voluntary-confidential survey was mailed to 591 clients whose cases have been closed. The participants were chosen randomly, based on case identification number alone, proportionately drawn from each academic quarter of the Program's operation. To date, 303 surveys have been completed, returned, and processed to illustrate student-client responses to a series of questions. This amounts to a 56% response rate.

1. I was satisfied with the goal the staff and I agreed to pursue in my case.

Strongly agree/Agree	86.5%
Not sure	6.9%
Disagree/Strongly disagree	6.6%

2. I consider the final resolution of my case to be fair.

Strongly agree/Agree	75.4%
Not sure	8.7%
Disagree/Strongly disagree	16.6%

3. The outcome of my case resolved my legal concern.

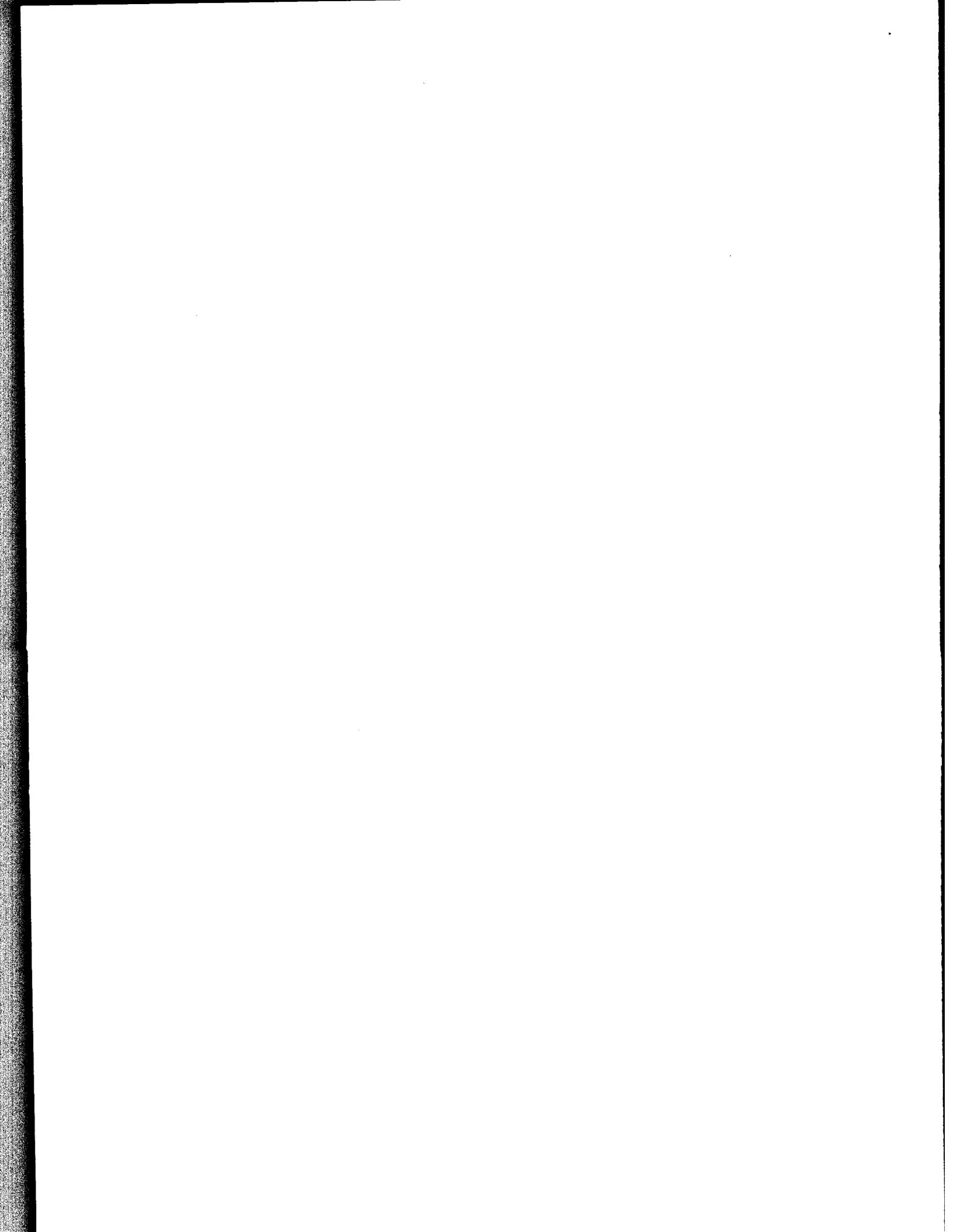
Strongly agree/Agree	76.6%
Not sure	10.5%
Disagree/Strongly disagree	13.9%

4. The final resolution of my case was what I desired.

Strongly agree/Agree	61.2%
Not sure	13.9%
Disagree/Strongly disagree	24.3%

5. In my opinion, the U.S. legal-judicial system as a whole is:

Fair	43.1%	Mid-range	33.2%	Unfair	23.6%
Understandable	31.9%	Mid-range	25.1%	Confusing	43.9%
Unbiased	23.5%	Mid-range	28.0%	Biased	48.5%
Responsive	25.8%	Mid-range	38.2%	Unresponsive	35.9%
Helpful	34.1%	Mid-range	37.1%	Hindering	28.8%



6. Lawyers and other legal professionals on the whole are:

Trustworthy	54.7%	Mid-range	36.7%	Untrustworthy	8.6%
Approachable	56.7%	Mid-range	33.3%	Unfriendly	10.0%
Professional	74.4%	Mid-range	22.3%	Unprofessional	3.4%
Industrious	66.8%	Mid-range	29.9%	Lazy	3.4%
Responsible	62.3%	Mid-range	28.4%	Irresponsible	9.3%
Clear	34.5%	Mid-range	40.4%	Vague	25.2%
Concerned	39.1%	Mid-range	35.0%	Unconcerned	15.9%
Dependable	53.0%	Mid-range	39.6%	Undependable	7.5%
Reasonably Paid	22.1%	Mid-range	34.2%	Overpaid	43.7%

7. I respect the U.S. legal-judicial system:

Very much 28.1% Somewhat 61.9% Very little 10.1%

8. Since my recent experience with University Student Legal Service, this respect has:

Increased 18.4% Remained the Same 79.9% Decreased 4.2%

9. I felt I was treated with courtesy and respect by the USLS staff:

Strongly agree/Agree 97.9%
 Not sure 1.1%
 Disagree/Strongly disagree 1.1%

10. Staff members were approachable: I felt as though I could ask questions and discuss matters freely:

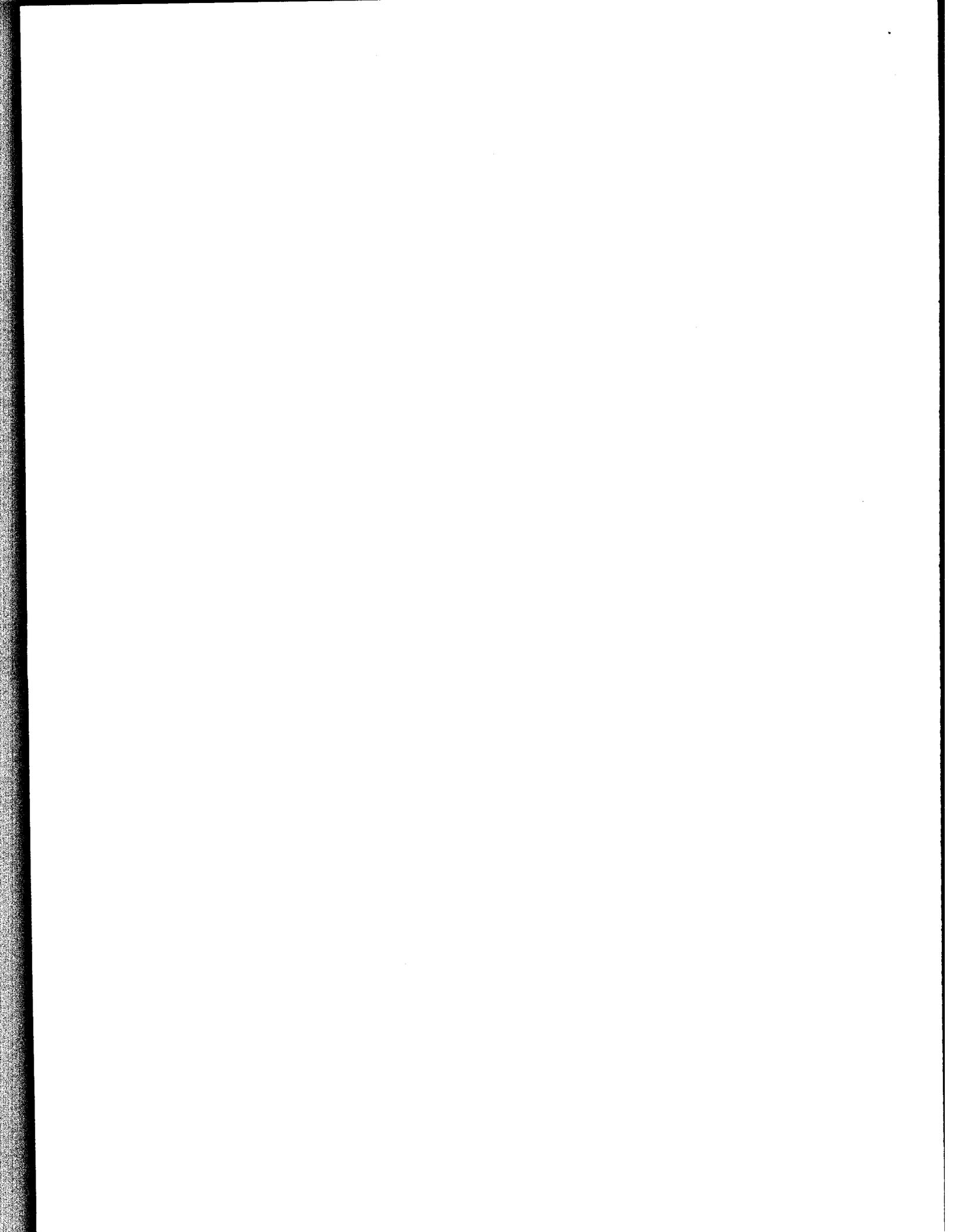
Strongly agree/Agree 95.1%
 Not sure 3.5%
 Disagree/Strongly disagree 1.5%

11. I felt my waiting periods for my appointments with USLS were reasonable, given my understanding of their situation:

Strongly agree/Agree 94.4%
 Not sure 2.5%
 Disagree/Strongly disagree 3.6%

12. I felt the staff members assigned to my case were competent:

Strongly agree/Agree 91.4%
 Not sure 5.7%
 Disagree/Strongly disagree 2.9%



13. I felt the staff afforded me adequate opportunity to participate in the handling of my case:

Strongly agree/Agree	86.9%
Not sure	19.8%
Disagree/Strongly disagree	3.3%

14. I felt USLS gave me the same quality service as a private law office would have:

Strongly agree/Agree	70.9%
Not sure	19.7%
Disagree/Strongly disagree	9.0%

15. If eligible, I would use USLS again if I had a qualifying legal problem:

Strongly agree/Agree	94.3%
Not sure	3.9%
Disagree/Strongly disagree	1.8%

16. Through my experience in the legal process, and because of the particular way USLS operated, I have:

- A. A better understanding of the legal process:

Strongly agree/Agree	59.6%
Not sure	26.9%
Disagree/Strongly disagree	13.5%

- B. A better understanding of the role and function of attorneys/paralegals:

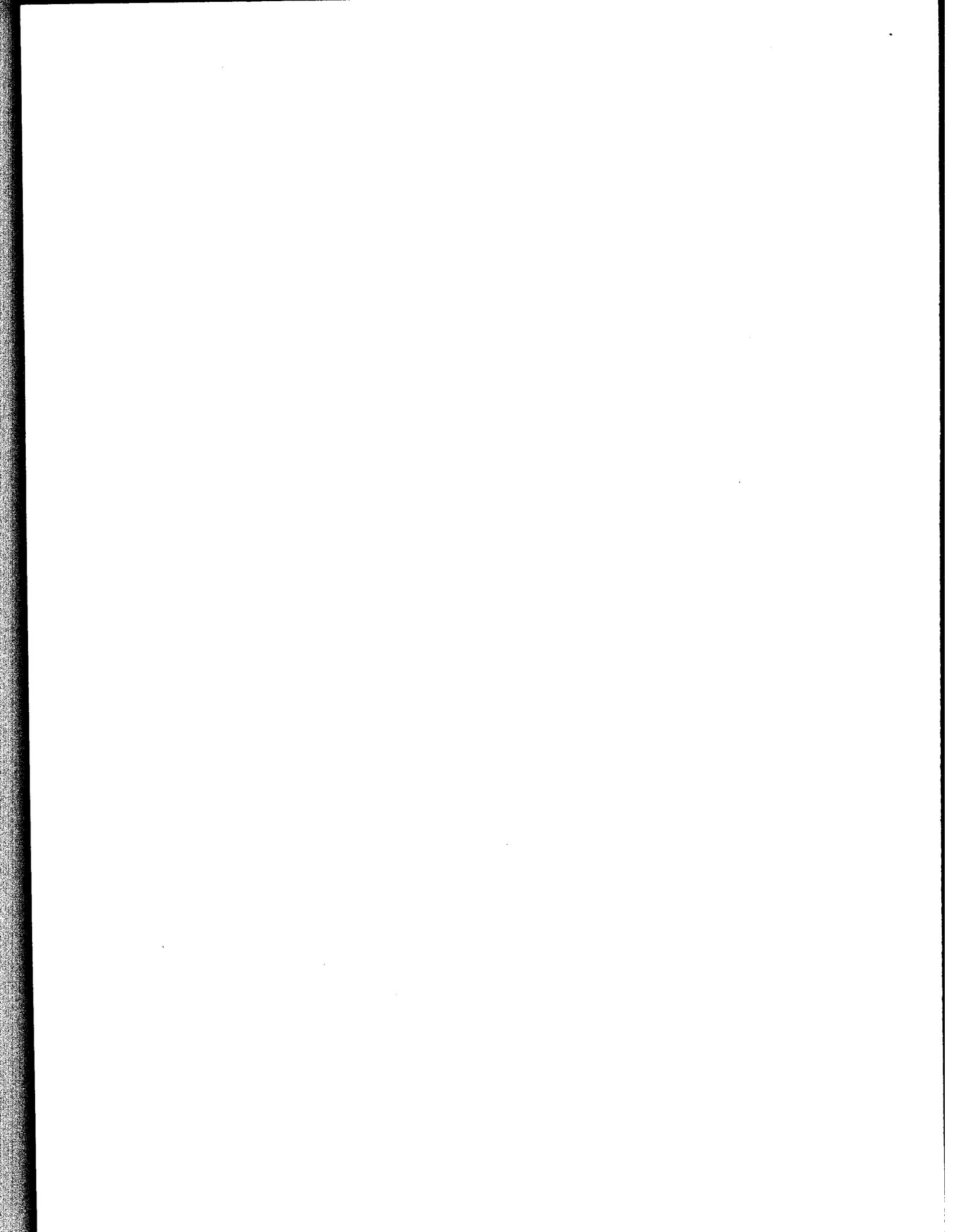
Strongly agree/Agree	61.1%
Not sure	23.3%
Disagree/Strongly disagree	15.7%

- C. Been motivated to take a greater interest in the law and current legal issues:

Strongly agree/Agree	36.7%
Not sure	27.6%
Disagree/Strongly disagree	35.7%

- D. Learned that there is not necessarily a legal remedy for every problem situation:

Strongly agree/Agree	54.8%
Not sure	34.2%
Disagree/Strongly disagree	11.1%



17. In retrospect, the legal problem I had affected my:

A. Academic performance:

Strongly agree/Agree	29.2%
Not sure	12.4%
Disagree/Strongly disagree	58.5%

B. Job performance:

Strongly agree/Agree	22.4%
Not sure	13.5%
Disagree/Strongly disagree	64.1%

C. Family life:

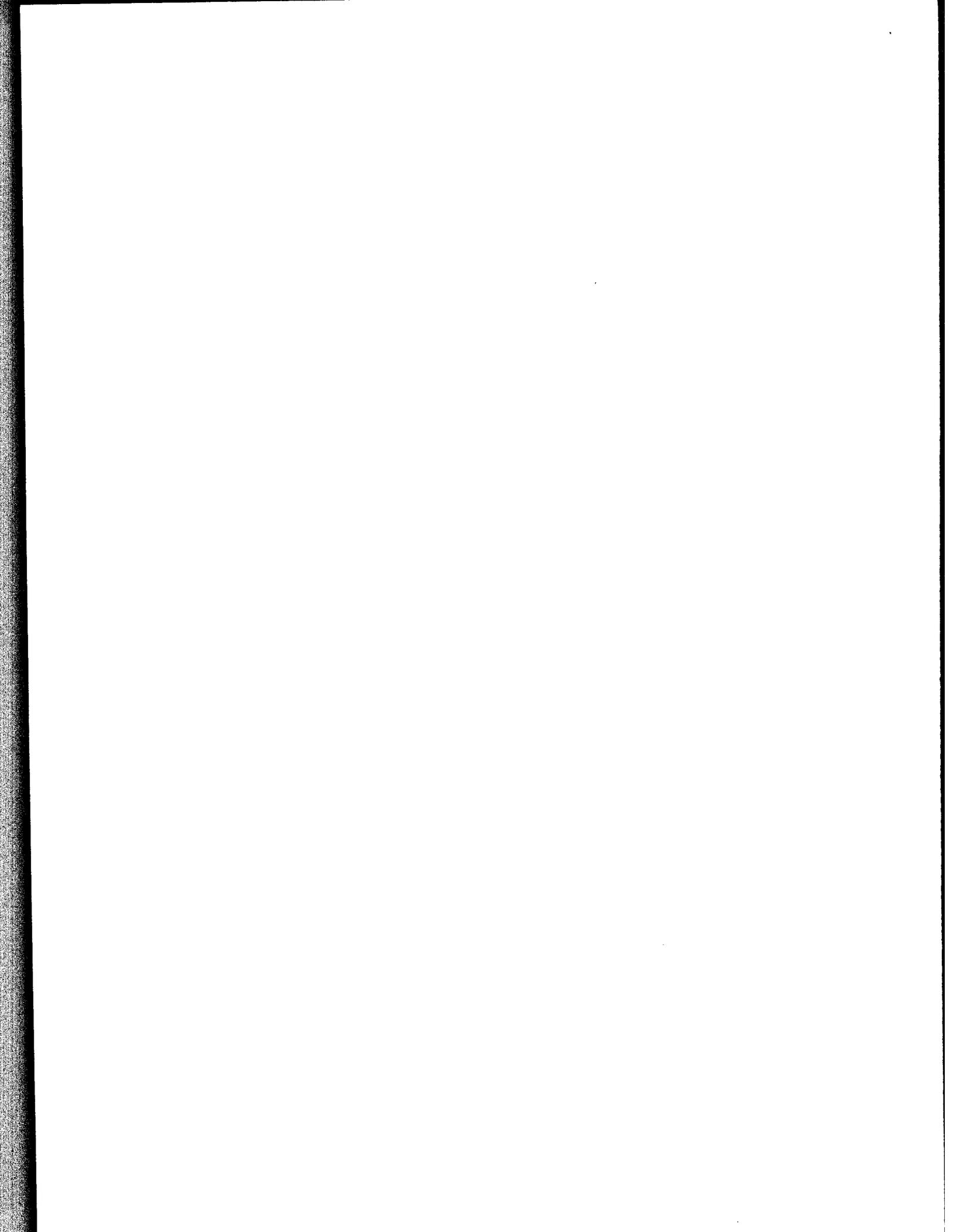
Strongly agree/Agree	39.5%
Not sure	13.2%
Disagree/Strongly disagree	47.3%

D. Social relationships:

Strongly agree/Agree	37.2%
Not sure	11.9%
Disagree/Strongly disagree	51.0%

E. General well-being:

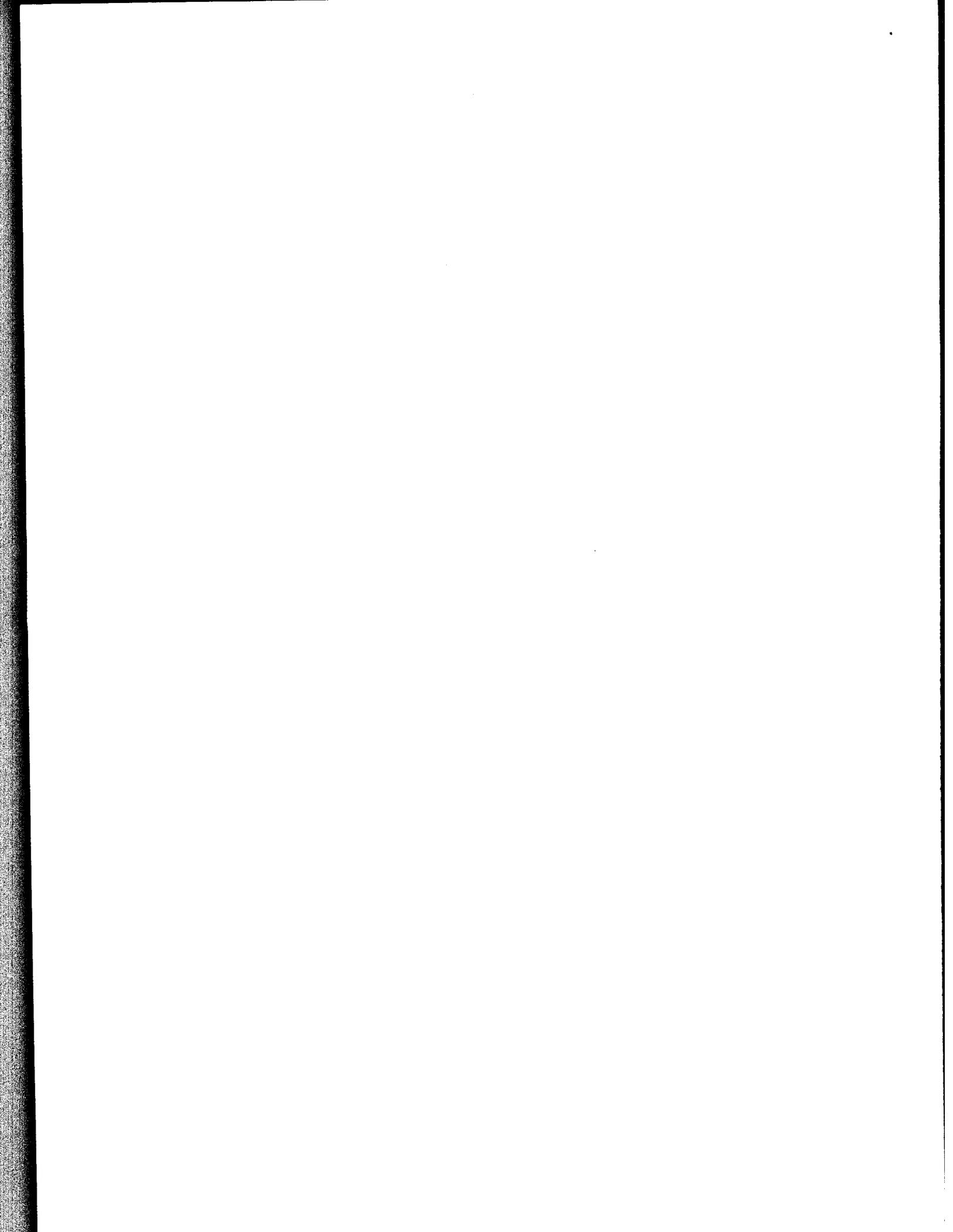
Strongly agree/Agree	59.4%
Not sure	10.9%
Disagree/Strongly disagree	29.6%



APPENDIX BUSLS DIRECT CASE SERVICE ANALYSIS
FOR PERIOD SEPTEMBER 1977-DECEMBER 31, 1978

Since its actual inception in September of 1977, USLS has been widely perceived as primarily a service organization. To date, program statistics indicate that 1,553 legal cases have been opened and approximately 900 cases closed. In addition, 348 individuals have been referred to other sources for non-legal help and an additional 458 students have been referred to local bar associations for specific types of legal matters, outside of the program's benefits, e.g. personal injury cases. At least 682 other clients have had documents notarized.

In summary, 3,051 University students have benefited from direct service as distinguished from law-related education set out in Appendix C post.



APPENDIX C

ANALYSIS OF SEMINARS AND LAW-RELATED EDUCATION
WORKSHOPS FOR PERIOD SEPTEMBER 1977-DECEMBER 31, 1978

<u>TOPIC</u>	<u>PERSONS ATTENDING</u>
Welcome Week Presentation #1 (U-Bureaucracy)	25
Orientation Leaders Workshop #1	25
International Student Adviser's Office	20
Family Social Science--Bankruptcy	14
Conciliation Court Workshop #1	30
Informal Educational Sessions	7
Sanford Hall Residents	3
Individual Student Research	8
Cross Disciplinary Studies	35
Conciliation Court Workshop #2	27
Minnesota Women's Center	26
Council of Graduates--Tax #1	40
Comstock Hall Residents	13
Conciliation Court Workshop #3	13
USLS Tax Workshop #1	35
Council of Graduates--Tax #2	30
USLS Tax Workshop #2	25
Higher Education Administration	20
UNICORN	18
Pioneer Hall #1	8
Pioneer Hall #2	5
St. Paul Student Center--Landlord/Tenant Law	14
CLA, Humanities--Legal Careers	8
Conciliation Court Workshop #4	25
Individual Student Research	3
Law Day 1978 (5 Seminars)	205
Bailey Hall Residents	3
Law and Society Class #1	35
Law and Society Class #2	33
Public Health Class--Drug Law #1	500
Conciliation Court Workshop #5	19
Public Health Class--Drug Law #2	250
Women's Studies #1	35
General College	35
Public Health--Drug Law #3	40
Orientation Leaders Workshop #2	27
International Students #2	20
International Students #3	35
Welcome Week Presentation #2 (U-Bureaucracy)	60
Welcome Week/Student and Law #1	40
Welcome Week/Student and Law #2	30
Cross Disciplinary Studies--Law in American Society #2	60
Association of Black Collegians	10
School of Education--Case Law Public Education	75
Social Foundations--14th Amendment	75
General College--Job Prospects for Legal Assistants	40
Student Government Retreat--Conflict Resolution and the Law	35
CMU--Landlord/Tenant Workshop	25
Public Health--Drug Law #4	400
International Students	25
Women's Studies #2	28
CMU Conciliation Court Workshop #6	22
CMU--Drugs and the Law	15
Freshmen Council--Students' Rights	4
Lay Advocacy Training #1	4
Journalism and Media Law	20
WBU Conciliation Court Workshop #7	40
General College--Law and Society #3	35
Individual Liability of Members of Student Groups	20
Lay Advocacy Training #2	3
Women's Studies #3	100
Parent's Association	80

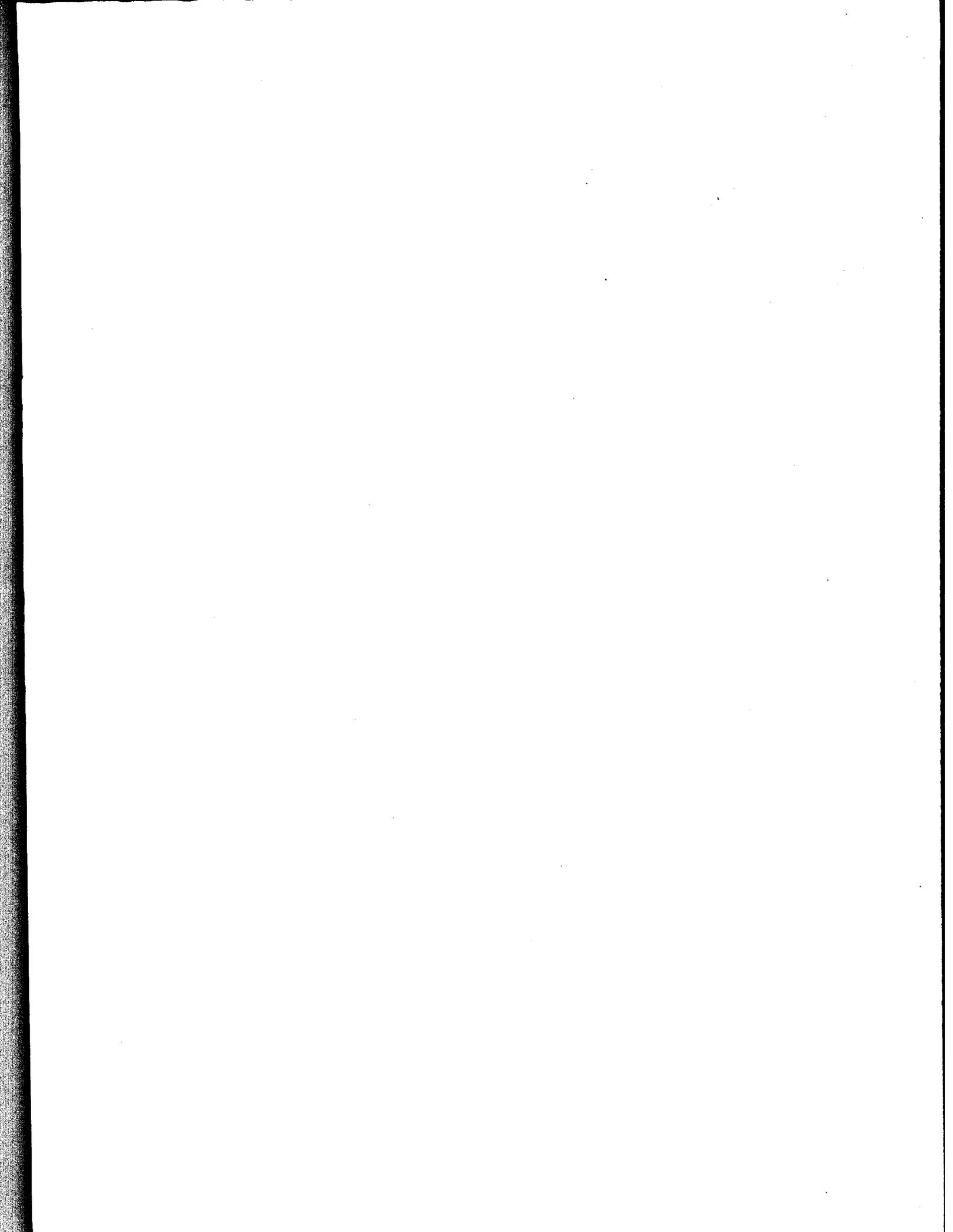
TOTAL ATTENDANCE

2,922

OSA RESEARCH BULLETIN

VOLUME 20, NO. 1

NOT PUBLISHED



OSA Research Bulletin
Office for Student Affairs

University of Minnesota
Volume 20
Number 2
Date 12/14/79

The logo for the Office for Student Affairs (OSA) is displayed in a large, bold, black, sans-serif font. The letters 'O', 'S', and 'A' are connected, with the 'S' being particularly thick and stylized.

The 1979-80 Twin Cities Student Services Fee Survey:

Student Opinion Toward Five Major Services

Ronald Matross

Ed Mack

Carol Gersmehl

Student Life Studies and Planning

University of Minnesota

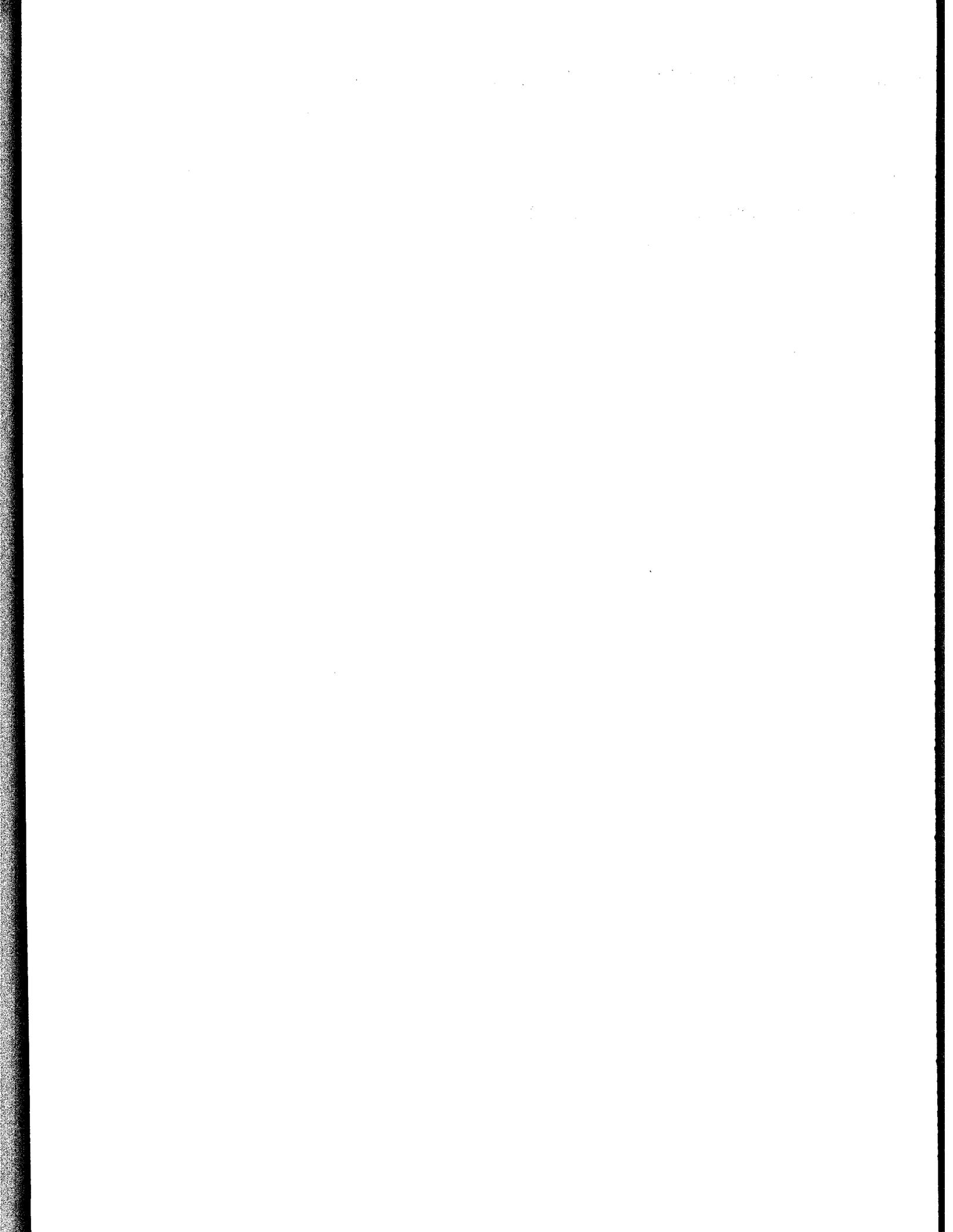
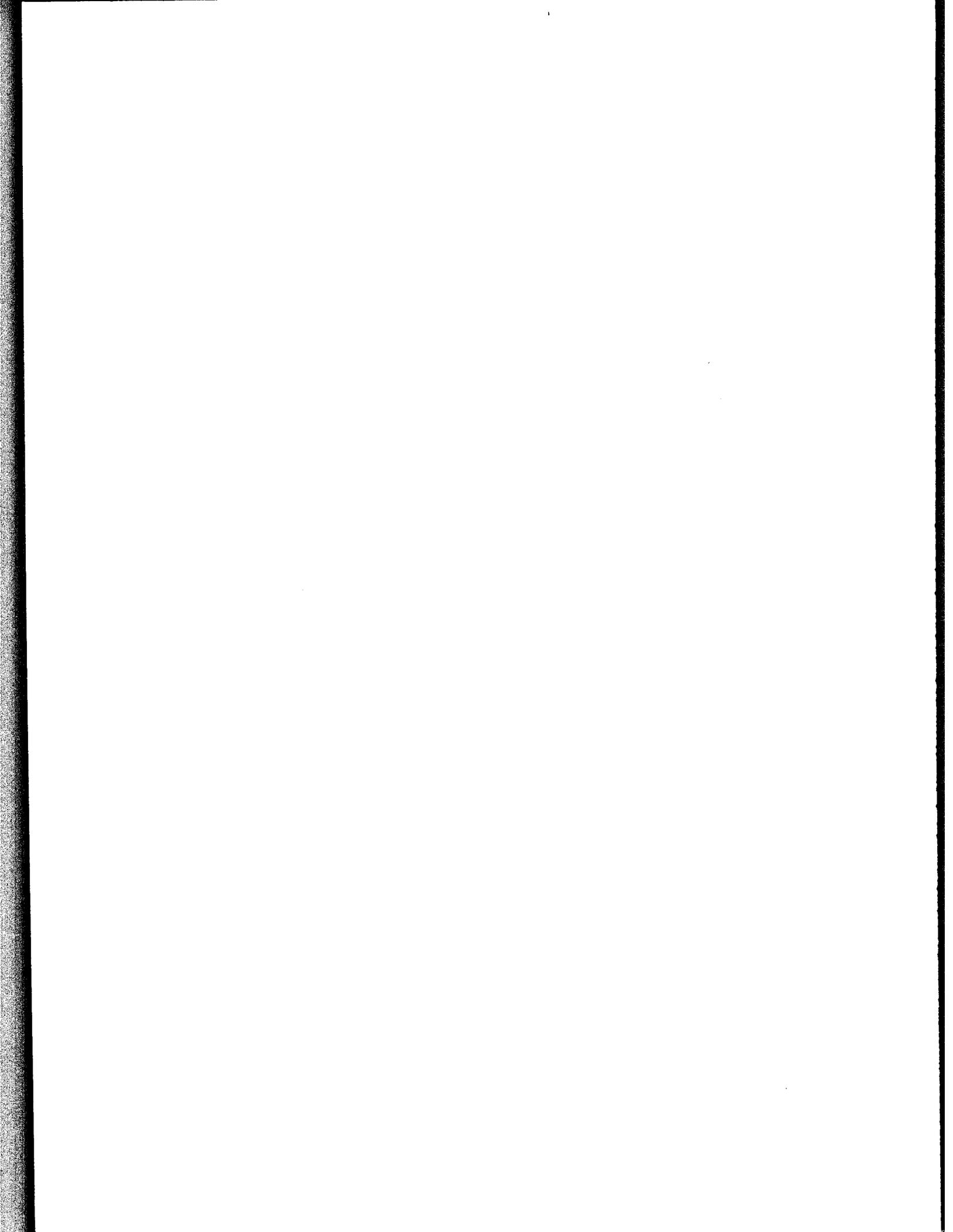


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The 1979-80 Twin Cities Student Services Fee Survey:

Student Opinion Toward Five Major Services

Ronald Matross, Ed Mack, and Carol Gersmehl

Student Life Studies and Planning

University of Minnesota

An important source of revenue at the University of Minnesota is the Student Services Fee, \$63.25 for 1979-80, paid each quarter by full-time students. In 1978, this fee generated over \$6.5 million, distributed among eighteen organizations. Among the recipients of fees money are the Boynton Health Service, Minnesota Union, the Board of Student Publications, which publishes the Minnesota Daily, Recreational Sports, student government, and a variety of student organizations.

The annual process of determining and allocating the Student Services Fee originates with the Student Services Fee Committee, composed of twelve students and six representatives of faculty and administration. A survey of student opinion toward fees and fee-supported activities has been part of the Committee's yearly information-gathering process since 1975. These surveys have been done on the premise that the views of consumers of student services are important to the fee-setting process and should be accurately and carefully assessed.

Methodologically, the first four fee surveys were basically similar-- a mailed survey sent to a random sample of students. For each fee-supported service, the students were asked to report their usage, their views of the service's importance, their opinion about whether the service should be funded by fee money, and then whether the fee should be increased, decreased or eliminated. These surveys have obtained a representative reading of student

opinion about each service in similar terms, allowing services to be compared to one another along various dimensions. Interestingly, the results of the surveys were highly similar from year to year. Certain services consistently appeared at the top of student priorities--Boynton Health Service, the Board of Student Publications, and problem-solving services such as the Student Ombudsman Service and the University Student Legal Service. Student government organizations, TCSA and ACC. and specialized service organizations such as the International Study and Travel Center, the University Film Society, and the Cultural Affairs Fund consistently appeared near the bottom of the list.

A different methodological approach was requested by the Fees Committee this year. Rather than ask a few questions about every service, the Committee decided to ask more questions about a few services. With this approach, questions can be tailored to issues particularly relevant to the service in question. This year's survey focused on the five services receiving the largest amounts of Student Services Fees: (1) Boynton Health Service, (2) Minnesota Union, (3) Recreational Sports, (4) the Board of Student Publications, and (5) the University Student Legal Service. For each of these services, the questions focused on issues considered important by the Committee, with no attempt at comparability across services. Additionally, telephone interviews were conducted rather than mailed interviews so that the data could be gathered more quickly.

A general concern about the cost of education underlies the questions in each service area. The Fees Committee's concern is in providing services that students need, want and use without burdening them financially. The Student Services Fee increased from \$37.00 in 1968-69 to \$63.25 for 1979-80. Although it has increased less than the Consumer Price Index for the same period, it is still a cause for concern. In general, survey questions were

designed to help the Student Services Fee Committee, recipients of fee revenue, and the University community at large make decisions about needed services in a time of inflation.

Method

Sample

A sample of 600 names was drawn of Twin Cities campus day school students currently registered for Fall 1979, who were also previously registered. The Fees Committee requested that those students who had not been previously registered prior to Fall quarter 1979, i.e., freshmen and transfer students, not be in the study because these individuals presumably had relatively little familiarity with issues and services under study. The sample was then reduced to 510 persons. This was done by first eliminating those individuals classified as medical fellows, residents on the staff of the University of Minnesota Hospitals. Previous studies indicated that medical fellows, while technically students, typically have little concern about student issues. After they were deleted from the list, other names were randomly deleted to reduce the sample to 510. This sample was chosen on the basis of cost factors and sampling error.

Considerations of cost and sampling error also led to the division of the sample into three subsamples of 170 persons each. It was found in pre-testing that the length of the interviews made it too costly to ask all questions of all respondents. Therefore, each subsample was asked a different combination of questions. Because of the importance attached to considerations about the Minnesota Daily, all respondents were asked about it so that sampling error would be relatively low on these questions. Subsample 1 was interviewed about Boynton Health Service and the Daily; subsample 2 was interviewed about the Minnesota Union and the Daily; and subsample 3 was interviewed

about the University Student Legal Service, Recreational Sports and the Daily.

For questions about the Daily, the sampling error is approximately 4.5% at the 95% confidence level. That is, it is 95% certain that reported results are within $\pm 4.5\%$ of the true population value. For example, if 50% of the respondents in the sample answered "yes" to a particular question, one can be 95% confident that, in the population, the true value is $50\% \pm 4.5\%$, or between 45.5% and 54.5%. The sampling error for the questions about other services is larger, approximately 7.7%. Correspondingly, a 50% figure in the sample would be $50\% \pm 7.7\%$, or between 42.3% and 57.7%, in the population.

Survey Procedures

Interviews were conducted by telephone by Koser Surveys, a professional polling firm, between November 16 and November 28, 1979. Among the 510 persons selected in the sample, sixteen were found not to be currently registered in day school, and three were medical fellows, thus reducing the effective sample size to 491. Four hundred seventy-four interviews were completed for a response rate of 96.5%. One hundred sixty-two of the interviews were completed for subsample 1 (Boynton Health Service and the Daily), and 156 each for subsample 2 (Minnesota Union and the Daily) and subsample 3 (University Student Legal Service, Recreational Sports and the Daily).

Development of Survey Items

Questions in the survey were developed by staff of Student Life Studies and Planning to cover areas requested by the Student Services Fee Committee. Items were pre-tested twice by Koser Surveys before the survey was conducted. Copies of the questionnaire are appended to this report.

Report Format

Results of the survey are presented in five mini-reports, one for each service. Each includes a description of issues and survey questions, followed by a report of the findings and discussion of their implications. These reports follow a summary of the key findings of the study.

Summary of Findings from the 1979-80 Student Services Fee Survey

A telephone survey was conducted among previously registered students concerning their usage and opinion of the services receiving the largest amounts of money from the Student Services Fee collected at the Twin Cities campus of the University of Minnesota. Four hundred and seventy-four, 96% of a random sample were surveyed about the Minnesota Daily. Smaller groups (156-162) were surveyed about the Boynton Health Service, the Minnesota Unions, the University Student Legal Service and the Recreational Sports Program. Among the key findings were:

Minnesota Daily

- o Fifty-seven percent said they were satisfied with the Daily; 23% were neutral; and 19% were dissatisfied.

- o Fifty percent said that the required fee for the Daily should be continued; 42% said it should be made optional; and 7% said it should be eliminated.

- o Fifty-eight percent said students who wished to do so should be allowed to get a refund for the Daily fee.

- o A plurality of those who wanted an optional Daily fee (44%) were satisfied with the Daily.

- o A majority, 65% would pay the Daily fee if it were optional.

- o Sixty-five percent had seen the Spring 1979 Daily humor edition, and another 27% had heard of it.

- o Among those who had seen or heard of the humor edition, 25% approved of it; 41% were neutral or had no opinion; and 34% disapproved of it.

- o Sixty percent of the respondents had attended at least one union program in the past year.

- o Films and art exhibits were the most frequently attended programs (41% each).

- o Fifty-three percent were satisfied with union programs in general; 44% were neutral or could not say; and 4% were dissatisfied.

Boynton Health Service

o In the past year a majority of respondents, 58%, had used Boynton Health Service at least once.

o Forty-four percent had used Boynton Health Service exclusively for outpatient care; 19% had not used Boynton but had sought outpatient care elsewhere; 15% had used both Boynton and other services; 22% had not sought outpatient care.

o The most frequent reason given for using other outpatient care services was convenience.

o Ninety-four percent of those who had used Boynton Health Service said they were moderately satisfied (43%) or very satisfied (51%) with it.

o Positive comments about Boynton Health Service outnumbered negative comments by a 2 to 1 margin.

Minnetoa Unions

o Sixty-seven percent said that they used Coffman Union on weekdays, and 30% said they used Coffman on weekends and in the evenings.

o Fourteen percent said they used St. Paul Student Center during the weekday, 4% during the evening, and 2% on weekends. Usage was much higher among St. Paul campus students, with 33% using the Student Center once a week or more on weekdays.

o Thirty-five percent of the respondents had used one of the West Bank Union facilities in the past year.

o Seventy-five percent of the responding business and law students had used at least one of the West Bank Union facilities.

University Student Legal Service

o Thirty percent of the respondents had not previously heard of the University Student Legal Service. This figure rose to 65% among St. Paul campus respondents.

o Twice as many respondents (17%) said they had sought legal service elsewhere in the past year as had gone to USLS (8%).

o Majorities of respondents rated each of the three major functions of USLS as moderately or very important: Court representation by an attorney (72%), advice, negotiation and other attorney services (69%), and student seminars and workshops (63%).

o A majority, 61%, said that the required fee for USLS should continue to be charged; 34% said that it should not; and 5% said they did not know.

Recreational Sports

o During the past year, 53% of the respondents said they had participated in self-service recreational sports, 33% in intramurals, and 8% in sports clubs.

o Forty-nine percent said that there was a need for new recreational sports facilities; 33% said there was not; and 18% said that they did not know. Among frequent users (once a week or more) of recreational sports facilities, 72% said there was a need for new recreational sports facilities.

o Sixty-three percent said that Student Services Fee money should be used to help pay for new recreational sports facilities; 35% said it should not; and 2% expressed no opinion.

Board of Student Publications

The most controversial of the services considered in this year's survey is the Board of Student Publications, supported by a \$1.80 quarterly charge. The bulk of this fee, \$1.75, goes to the Minnesota Daily, the remainder goes to support a literary magazine, Enclitic. The Minnesota Daily is one of the largest campus newspapers in the country, and its circulation of approximately 40,000 makes it the fifth largest daily newspaper of any type in the State of Minnesota. The majority of its revenue comes from advertising; only 14% comes from the Student Services Fee.

The Daily is controversial because of a special humor edition in early June 1979. This humor edition contained a number of parodies, especially a supposed interview with Jesus Christ, which offended many students and citizens. Shortly after publication of the humor edition, the Daily came under fire. Some criticized the humor edition as tasteless but asserted that it was a one-time aberration by an organization which usually produces a useful and worthwhile paper. Others saw the humor edition as just the most recent example of a long-term, highly objectionable trend.

Criticisms of the Daily have led to proposals to change its fee funding. Critics argue that student should not be "taxed" to pay for the paper; they contend that the required fee should be eliminated altogether, changed to an optional fee or, at a minimum, be refundable to those who object to the Daily.

Those opposed to changing the current required Daily fee contend that changing it would be an unwarranted reaction to the humor issue. They have noted that occasional ventures into bad taste are a predictable and cyclical by-product of the training process of student journalists. They

argue against altering the fee mechanism on the philosophical ground that such action would be an infringement of the freedom of the press and on the practical ground that changing the fee mechanism might undermine the scope and effectiveness of the Daily.

The survey sought to determine how many students favor and oppose changing the Daily fee, the degree to which opinions are related to general satisfaction with the Daily and to their view of the humor edition in particular. Students were asked whether the fee should be required, made optional or eliminated completely. Then, if it were optional, would they pay it. They were asked whether there should be a refund mechanism and whether they would seek a refund. Students were asked about the humor edition--had they seen it, had they heard of it, and if they had seen or heard of it, did they approve or disapprove of it. Overall satisfaction with the Daily was assessed, as was the frequency of readership. Finally, students were asked whether they had seen the literary magazine, Enclitic. The following pages present results to questions about the Daily. All figures presented in the accompanying tables are in percentages, rounded off to the nearest percent.

OPINION ABOUT THE DAILY FEE

TABLE D-1. Should the Daily fee be required, made optional, or eliminated completely? (N = 472)

	<u>Percent</u>
Required	50
Optional	42
Eliminated	<u>7</u>
	99**

Opinion about the Daily fee was split. Half of the respondents wished to keep the required Daily fee and half wanted to change it, either to an optional fee or eliminating fee support completely.

**NOTE: Totals may differ from 100% slightly due to rounding.

Opinions about the Daily fee were significantly related to the following variables: (based on Chi-square tests, with $p < .01$ except as noted)

Satisfaction (see Table D-2)

Willingness to Pay an Optional Fee (see Table D-3)

Readership

Fifty-six percent of the regular (3-5 days a week) readers of the Daily wanted a required fee compared to 37% of the occasional (1-2 days a week) readers and 26% of the infrequent (less than once a week) readers.

Opinion of Humor Edition

Sixty-nine percent of those who approved of the humor edition preferred a required fee, compared to 59% of those who were neutral and 32% of those who disapproved.

College

Greatest support for the required fee was among graduate students (59%) and College of Liberal Arts (56%) and Education students (56%). Lowest support was among students from General College (9%) and the Health Sciences (37%).

Class

Graduate students and adult special students were most in favor of a required fee (each with 59%), followed by juniors and seniors (50%). The proportion supporting a required fee was lowest among sophomores (45%).

Age

Those 28 or older showed the greatest support for a required fee (62%); those 23-27 showed least support (44%), and those 18-22 were in between (50%).

CROSSTABULATION OF OPINION ABOUT THE FEE BY
SATISFACTION AND WILLINGNESS TO PAY

TABLE D-2. Crosstabulation of satisfaction with the Daily by opinions about the Daily fee. (N = 472, p < .01)

<u>Satisfaction with the Daily</u>	<u>Opinion about Fee</u>		
	<u>Required</u> (<u>N</u> = 237)	<u>Optional</u> (<u>N</u> = 200)	<u>Eliminated</u> (<u>N</u> = 35)
Very satisfied/satisfied	76%	44%	17%
Neutral	20	26	23
Very dissatisfied/dissatisfied	<u>4</u>	<u>30</u>	<u>60</u>
	100%	100%	100%

A plurality (44%) of those who advocated an optional fee were satisfied with the Daily. Among those who wanted a required fee, over three-quarters were satisfied.

TABLE D-3. Crosstabulation of whether persons would pay an optional fee by opinion about the fee. (N = 472, p < .01)

<u>Would pay an optional fee?</u>	<u>Opinion about Fee</u>		
	<u>Required</u> (<u>N</u> = 237)	<u>Optional</u> (<u>N</u> = 200)	<u>Eliminated</u> (<u>N</u> = 35)
Yes	81%	55%	17%
No	17	40	83
Don't know	<u>2</u>	<u>5</u>	<u>0</u>
	100%	100%	100%

A majority (55%) of those who wanted the fee to be optional would pay the optional fee. A much larger proportion (81%) of those who advocated a required fee would pay an optional fee.

SATISFACTION WITH THE DAILY

TABLE D-4. In general, how satisfied or dissatisfied are you with the Daily?
(N = 474)

	<u>Percent</u>
Very satisfied	15
Satisfied	42
Neutral	23
Dissatisfied	14
Very dissatisfied	<u>5</u>
	99**

A majority of respondents (57%) said that they were satisfied or very satisfied with the Daily. A much smaller percentage (19%) said that they were dissatisfied or very dissatisfied.

**NOTE: Totals may differ from 100% slightly due to rounding.

Satisfaction with the Daily was related to the following variables:
(based on Chi-square tests, with $p < .01$ except as noted)

Readership

Among regular (3-5 days a week) Daily readers, 67% were satisfied, compared to 33% among occasional (1-2 days a week) readers and 26% among infrequent (less than once a week) readers.

Opinions of the Humor Edition

Eighty percent of those who approved of the humor edition were satisfied with the Daily compared to 59% of those who were neutral, and 38% of those who disapproved.

Age ($p < .05$)

The age group with the greatest proportion (62%) of satisfied persons was the 18-22 year olds, and the lowest (51%) was the 23-27 year olds. Those 28 years or older fell between the other two groups at 54%.

Opinion about the Fee (noted in Table D-2)

OPINION ABOUT AN OPTIONAL AND REFUNDABLE DAILY FEE

TABLE D-5. Would you pay the Daily fee if it were optional? (N=474)

	<u>Percent</u>
Yes	65
No	31
Don't know	<u>3</u>
	99**

About two-thirds of the respondents would pay a fee for the Daily if it were optional. Whether the individual would pay an optional fee was significantly related ($p < .01$) to their opinion of the fee as noted in Table D-2.

**NOTE: Totals may differ from 100% slightly due to rounding.

TABLE D-6. Should students who object to the Daily be permitted to get a refund of the required Daily fee? (N=473)

	<u>Percent</u>
Yes	58
No	38
Don't know	<u>4</u>
	100

A majority of respondents endorsed permitting a refund of the Daily fee.

TABLE D-7. If you could apply for a refund of the Daily fee, would you do so? (N=474)

	<u>Percent</u>
Yes	25
No	73
Don't know	<u>2</u>
	100

Three-quarters of the surveyed students would not apply for a refund of their required Daily fee even if they could do so. Chi-square tests indicate that college and class were significantly related to opinion about a refunded fee.

College

General College and the Health Service were most likely to say that students should be able to get a refund (74% and 73%) and most likely to say that they would seek a refund (61% and 34%).

Class

More seniors (34%) than other classes said that they would apply for

KNOWLEDGE AND OPINION OF THE DAILY HUMOR EDITION

TABLE D-8. Familiarity with the humor edition. (N=474)

	<u>Percent</u>
Saw the humor edition	65
Heard of it, but did not see it	27
Did not see or hear of it	<u>8</u>
	100

Ninety-two percent of the respondents had seen or heard of the humor edition; 65% had actually seen it.

TABLE D-9. Opinion of the humor edition. (Asked only of those who had seen or heard of the humor edition, N= 438)

	<u>Percent</u>
Strongly approved	6
Approved	19
Neither Approved nor disapproved	37
Disapproved	19
Strongly disapproved	15
Can't say	<u>4</u>
	100

The most frequently endorsed (37%) opinion about the humor edition was neutrality. More disapproved of it (34%) than approved of it (25%). Chi-square tests indicated that disapproval of the humor edition was related to respondent's class and sex.

Class ($p < .05$)

Adult special students had the highest rate of disapproval of the humor edition (58%), while graduate students had the lowest rate (20%).

Sex ($p < .01$)

Proportionately more women (40%) than men (33%) disapproved of the humor edition.

READERSHIP OF THE DAILY AND ENCLITIC

TABLE D-10. How often do you read the Daily? (N = 474)

	<u>Percent</u>
Every day, 5 days	47
3-4 days a week	27
1-2 days a week	17
Less than once a week	6
Never	<u>3</u>
	100

About three-quarters (74%) of the respondents could be considered regular Daily readers, seeing it 3-5 days a week. Seventeen percent could be called occasional readers (1-2 days a week) and 9% infrequent readers (never or less than once a week).

Readership was related to college, class, and age (as indicated by Chi-square tests).

College (p < .01)

The largest proportion of regular readers was found in the College of Liberal Arts and General College (each 83%). The lowest proportion was in the College of Education (54%) and the Health Sciences (60%).

Class (p < .05)

Sophomores had the highest rate of regular readership (86%) and graduate students the lowest (66%).

Age (p < .01)

Rate of regular readership declined with age: 18-22 year olds (82%); 23-25 year olds (71%) and 28 years or older (63%).

TABLE D-11. During the past year, have you read or looked at a literary magazine called Enclitic? (N = 474)

	<u>Percent</u>
Yes	7
No	92
Don't know	<u>1</u>
	100

Discussion of Daily Results

Student opinion about the Daily must be considered in terms of several different dimensions. When the question was posed directly, 50% of the respondents advocated changing the Daily's required fee funding to an optional fee or no fee at all. On the other hand, only 19% said that they were dissatisfied with the Daily, and 65% said that they would pay a fee for the Daily if it were optional.

These differences in opinion can be better understood by examining the crosstabulations among the questions. Among those who advocated continuing the required fee, 75% were satisfied with the Daily. Among those who wished to eliminate the fee, 60% were dissatisfied, but among those who wanted an optional fee, only 30% were dissatisfied. A substantial plurality, 44% of those who advocated an optional fee were satisfied with the Daily, and a majority of these persons, 55%, said they would pay an optional fee.

The views of the latter two groups of persons deserve further analysis. Since they were satisfied with the Daily and willing to pay for it, it might be surmised that their advocacy of an optional fee is based on philosophical grounds. Either they believe that all student fees should be optional or they believe that students should not be required to pay for this controversial newspaper if they do not wish to do so.

Illustrative of these positions were comments volunteered by some respondents, such as, "It would be more democratic if it were optional," and "The whole fee process should be reviewed but the Daily shouldn't be singled out." Several of those who advocated an optional fee qualified their opinions by saying, "There should be a way to monitor who reads the paper," and that they "didn't see how it could be monitored."

We do not have data on how many students would prefer that each of the

other fees be optional or eliminated. In previous surveys, students were simply asked whether or not each of the fee-supported services should be funded by student fees, without raising the question of optionality. In these studies, the Daily fared very well in comparison to other services. In the most recent previous survey, taken in Winter quarter 1979, 86% advocated fee funding of the Daily, the highest percentage for any service. Had we asked whether each service should be supported by a required fee, optional fee or not supported by fees, the Daily may well have remained near the top in advocacy of the required fee.

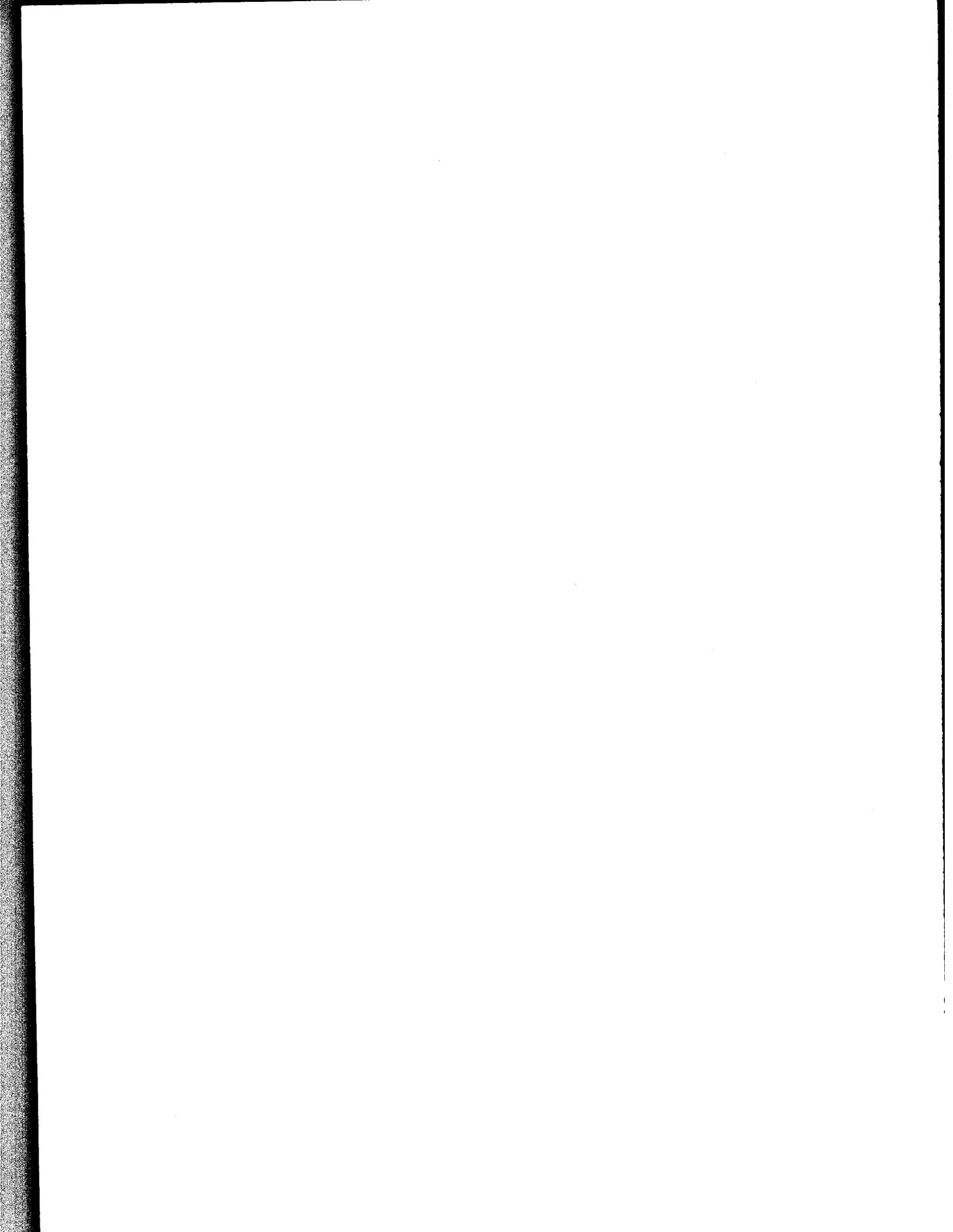
In one previous survey, conducted in 1976, students were asked whether they agreed or disagreed with the statement, "Each student should be able to choose which student fees he wishes to pay and which fees he does not want to pay." Forty-six percent agreed, 26% were neutral, and only 23% disagreed. This finding gives further reason to believe that the question about the Daily was tapping a general belief in optional fees among a large number of respondents.

While attitudes toward the humor edition were statistically related to the satisfaction with the Daily and opinion of the Daily fee, several respondents explicitly disavowed any connection between the humor edition and changes in the Daily funding, e.g., "I think it was a mistake and everyone knew it. Now they're trying to give them a hard time about it and I think that's wrong too," or "(The Daily) is very valuable and the State Legislature should have nothing to say about it." Overall, more respondents (62%) approved of the humor edition or were neutral toward it than disapproved of it (34%).

The data from this survey cannot and should not be treated as a simple referendum on fee support for the Daily. Critics of the Daily can point to

the fact that we directly posed the most widely discussed alternatives for funding the Daily and that half of the respondents supported a change to an optional fee or no fee at all. Additionally, a majority, 58%, said that students should be allowed to get a refund for the Daily. Defenders of the Daily can point to the finding that the majority of students are satisfied with the Daily, read it regularly, would pay an optional fee for it, and would not seek a refund for the fee. The data give little reason to suspect that dissatisfaction with the Daily is widespread or that students would endorse punitive actions toward the Daily. Many of those who supported an optional Daily fee may have done so simply because they would prefer to have a choice about what fees they pay.

It is thus apparent that neither side in the Daily controversy can point to a clear student mandate. Questions about the Daily will have to be resolved through the continuing debate about freedom of the press and journalistic responsibility.



Boynton Health Service

The largest recipient of money from the Student Services Fee is Boynton Health Service. All full-time students (those taking six or more credits) pay \$31.65 per quarter for the Health Service. For this fee, students receive a wide range of medical services including consultation with general practitioners, consultations with specialists, and laboratory and other therapy services, either at no cost or at reduced charges. Those who take fewer than six credits have the option of paying the Health Service fee or paying for services on a fee-for-service basis. Also, those who can demonstrate that they have comparable full service medical coverage may receive a refund of their Health Service Fee.

The major issue with regard to Boynton Health Service is how it compares with other providers of health care. Unlike many other universities, the University of Minnesota is in a large metropolitan area. Medical care is potentially available to students from many other sources besides the Health Service. Increasingly important among these other sources are Health Maintenance Organizations (HMOs) which provide full range medical services on a pre-paid subscription basis. There are at least seven of these HMOs in the Twin Cities area. Thus, students have not only the possibility of getting conventional medical care or getting medical care from conventional providers, but also of obtaining complete pre-paid care from other sources.

Because it does not have a monopoly on student health care, the Health Service needs to demonstrate that it provides care to students more conveniently, economically or effectively than do other services. The questions in the survey were designed to help assess how the Health Service compares with other health care providers. The students were asked how often they used Boynton Health Service, and how often they receive health

care from other places. Those who said they received care elsewhere were asked what their main reasons were for seeking care at a place besides the Health Service. Finally, questions considered whether they were basically satisfied or dissatisfied with the health care they received at Boynton.

USAGE OF BOYNTON HEALTH SERVICE

TABLE B-1. Frequency of usage of Boynton Health Service in the past year.
(N = 156)

	<u>Percent</u>
0 times	42
1 - 2 times	30
3 - 5 times	24
6 or more times	<u>5</u>
	<u>101**</u>

A majority of students (58%) said that they used Boynton Health Service at least once in the past year.

**NOTE: Totals may differ from 100% slightly due to rounding.

Usage of Boynton Health Service was significantly related to several variables ($p < .01$ except as noted):

College ($p < .05$)

Among colleges the highest proportions of usage in the past year were among Institute of Technology students (73%), St. Paul campus students (65%), and College of Liberal Arts students (64%), while the lowest proportions were among students from General College, Business and Law, and the College of Education (37% through 40%).

Class ($p < .05$)

More juniors and seniors (76% and 66%, respectively) used Boynton Health Service in the past year than did other students.

Age

Among age groups, the highest proportion of users was among those 23-27 years old (76%) and the lowest among those 28 or older (31%). However, the greatest proportion of heavy (6 or more times) users was among 18-22 year olds (43%).

Residence

Forty-seven percent of the surveyed commuter students said that they had used Boynton Health Service in the past year, compared to 78% of the non-commuters.

Sex

More men than women (61% vs 54%) used Boynton Health Service in the past year, but more women than men (10% vs 1%) were heavy users (6 or more times).

Number of Credits

Although not significant, differences in usage of Boynton Health Service by the number of credits taken are important. Unless they volunteer to pay, those taking fewer than 6 credits do not get Health Service benefits. Among those taking 6 or more credits, 73% had used Boynton Health Service, compared to 29% among those taking fewer than 6 credits.

USAGE OF OTHER OUTPATIENT CARE BESIDES BOYNTON HEALTH SERVICE

TABLE B-2. Frequency of outpatient care elsewhere in the past year.
(N = 155)

	<u>Percent</u>
0 times	65
1 - 2 times	17
3 - 5 times	13
6 or more times	<u>5</u>
	100

About two-thirds of the respondents had not sought outpatient care at any other service.

Usage of other health care services was significantly related to two variables:

Sex ($p < .01$)

More women (49%) than men (25%) used other services.

Usage of Boynton Health Service ($p < .05$)

44% of the respondents used Boynton Health Service only
19% had not used Boynton but had gone to other services
15% used both Boynton and other services
22% had not sought outpatient care

TABLE B-3. Main reason for using the outpatient care facilities elsewhere.
(This question was asked only of those who had used other services; percentages below are based on only those asked.
N = 55)

	<u>Percent</u>
Convenience of other service	27
Quality of other service	22
HMO or insurance coverage	22
Needed specialized service	15
Wanted to continue with own doctor	7
Cost lower elsewhere	<u>7</u>
	100

About half of those who went to other services (49%) did so primarily because they were more convenient or offered better quality.

SATISFACTION WITH BOYNTON HEALTH SERVICE

TABLE B-4. How satisfied are you with Boynton Health Service?
(This question was asked only of those who had used Boynton Health Service in the past year. $N = 90$)

	<u>Percent</u>
Very satisfied	51%
Moderately satisfied	43
Slightly satisfied	6
Not at all satisfied	<u>0</u>
	100

Among those who had used Boynton Health Service in the past year, a majority (51%) were very satisfied, and only 6% were only slightly satisfied and none were not at all satisfied.

The major variable related ($p < .01$) to satisfaction was age. All of those who were only slightly satisfied with Boynton Health Service were in the 18-22 age group.

TABLE B-5. Classification of comments about Boynton Health Service.
($N = 157$)

	<u>Percent</u>
No comment	60
Positive	22
Negative	11
Mixed positive and negative	<u>8</u>
	101**

Of those who made comments, positive comments outnumber negative comments by a 2 to 1 margin.

**NOTE: Totals may differ from 100% slightly due to rounding.

Discussion of Boynton Health Service

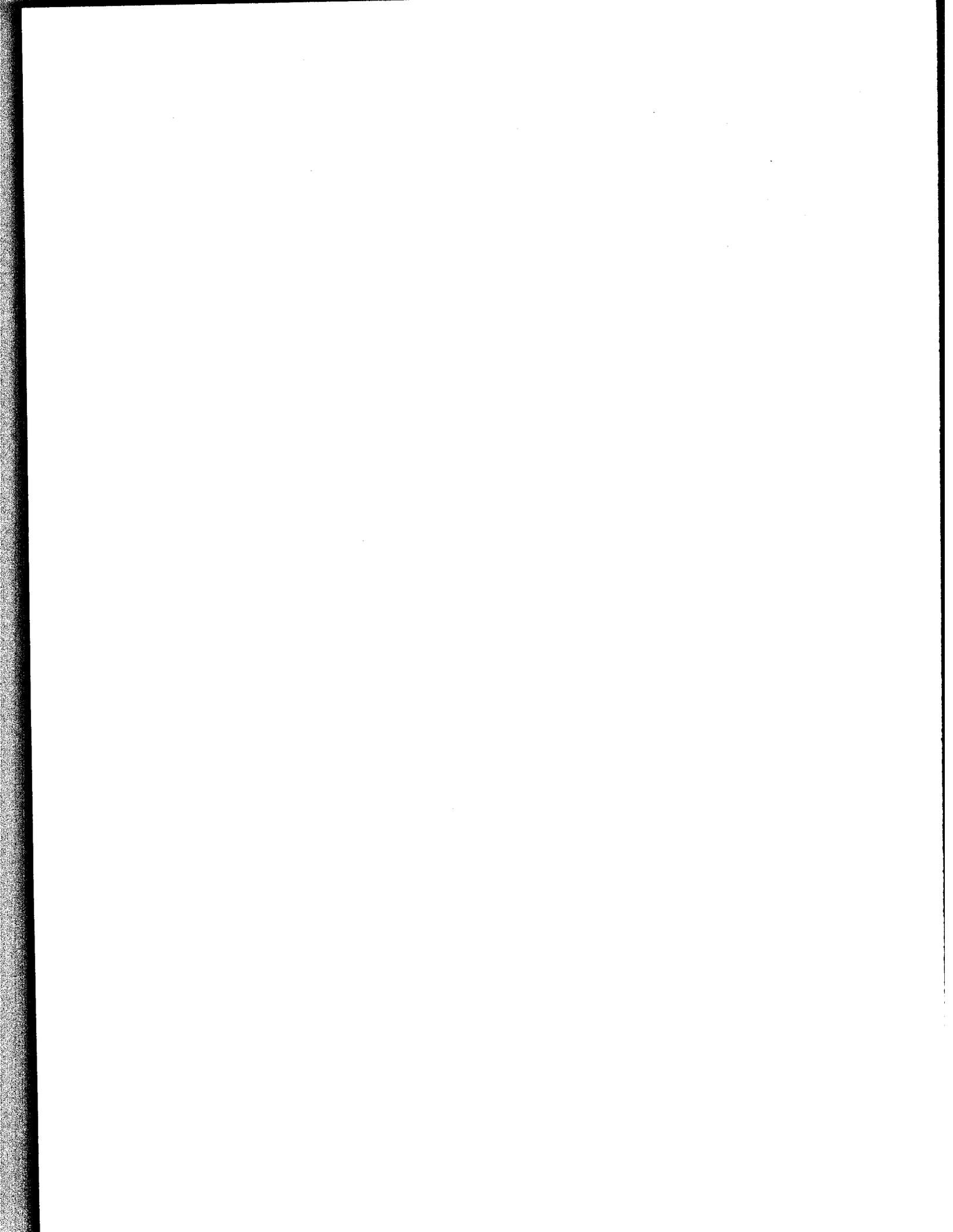
Because of its position of service a clientele which can also be served by other health care providers, the Boynton Health Service must demonstrate that it provides good service, more conveniently and economically than do other providers. The survey data essentially suggest that this is the case. Forty-four persons surveyed have used Boynton exclusively for their health care needs in the last year. Nineteen percent had used other services exclusively. Twenty-two percent had not sought assistance at all, presumably because they did not need it. Satisfaction with Boynton was high. No respondents said that they were at all satisfied and only 6% said that they were just slightly satisfied. The remaining 94% of users were moderately or very satisfied, with nearly half, 49%, very satisfied with the service. Of those who did seek outpatient care elsewhere, 22% did so for reasons they thought they could get better quality care elsewhere. The others who went elsewhere did so for reasons that do not reflect badly on the Boynton Health Service--a desire to continue with a familiar doctor, convenience of other health facilities to their home or employment, insurance coverage which pays for their services elsewhere, or needs for specialized services. Most of the comments that were offered about Boynton Health Service were basically positive. There were no strong consistent indications of problems either in particular services or in overall health service.

Some samples of the positive comments were, "I don't think it's that expensive--really a good service for what you pay for it." "It's an outstanding organization, built for students--the best organization on campus for that."

The mixed comments generally focused on a particular service. Comments were: Eye department is good but slow. Very rude in gynecology department. "Dental service is fine and physical service is comme ci comme ça,"

Most often the negative comments concerned delay in getting service.

"I was at the dental school and was frustrated with how long it takes to get treatment even of a small nature." "If I go there, I have to call back another day for an appointment (usually)."



Minnesota Union

The Minnesota Union currently received \$17.96 per quarter from each Student Services Fee; \$12 goes to maintaining the operations of the three campus unions--Coffman, St. Paul and West Bank--and \$5 goes to renovation and construction fund. The Minnesota Union offers the facilities and activities traditionally associated with college unions, including educational and entertaining programs, meeting rooms, commons areas, food services, and recreational facilities. Because of ongoing commitments to major buildings and staff to operate the buildings, the University has limited freedom to adjust the Union budget. If budget cuts had to be made, they might occur in two areas: Reduction of the hours when the buildings are open, which would save staff and energy costs, and reduction of programs, which would save some staff costs.

It was with these possibilities in mind that the questions in the survey about the unions were framed. Students were asked how often they used Coffman Union and the St. Paul Student Center at various times of day and week. Also asked was whether or not students used these two buildings during the breaks between quarters. Such questions were not asked about the West Bank Union because it is currently not in a clearly identifiable building but is spread out in several classroom buildings. For this reason, students were simply asked whether or not they used various aspects of the West Bank facilities--the study areas, programs, information desk and gallery. The second focus of the survey questions was on union programming. Students were asked whether they attended various types of union-sponsored programs in the past year and how satisfied they were with these programs.

USAGE OF UNIONS

TABLE U-1. Usage of Coffman Union (N = 160)

	<u>Weekdays (8-5)</u>	<u>Weekday Even- ings</u>	<u>Week- ends</u>	<u>During Quarter Breaks*</u>
Never	33%	70%	70%	81%
Less than once a month	9	11	12	--
1-3 times a month	18	9	13	19
About once a week	20	9	3	--
More than once a week	<u>21</u>	<u>3</u>	<u>1</u>	<u>--</u>
	100%	100%	100%	100%

*Asked as a yes-no question.

A majority (59%) of respondents use Coffman Union at least once a month and 41% are frequent (once a week or more) users. Less than a third (30%) use Coffman on weekday evenings and on weekends, and about a fifth used Coffman during the last winter or spring breaks between quarters.

Usage of Coffman was significantly related to the following variables:
(as indicated by Chi-square tests, $p < .01$ except as noted)

College

The greatest proportion of frequent users of Coffman on weekdays was among College of Liberal Arts and Institute of Technology students, (58% and 50%, respectively). On weekday evenings, Institute of Technology students had the highest proportion of frequent users (39%), followed by General College students (14%).

Residence ($p < .05$)

A greater proportion of resident students than commuter students were frequent users of Coffman on weekdays (63% vs 37%) and on weekends (7% vs 2%).

Sex

More men (19%) than women (3%) were frequent users of Coffman in the evening.

Age

The highest proportion of frequent weekday users (55%) was in the youngest group, 18-22 years old. The oldest group, 28 years of more, had the second highest proportion (36%). The lowest percentage of frequent users was among the 23-27 year old group (28%).

USAGE OF UNIONS

TABLE U-2. Usage of the St. Paul Student Center (N = 162)

	<u>Weekdays (8-5)</u>	<u>Weekday Even- ings</u>	<u>Week- ends</u>	<u>During Quarter Breaks*</u>
Never	86%	96%	98%	94%
Less than once a month	2	2	1	--
1-3 times a month	3	1	1	6
About once a week	2	1	0	--
More than once a week	<u>7</u>	<u>1</u>	<u>0</u>	<u>--</u>
	100%	100%	100%	100%

*Asked as a yes-no question.

Among all respondents 14% reported using the St. Paul Student Center on weekdays, 4% in the evening, 12% on weekends, and 6% between quarters.

As would be expected, those enrolled in colleges (Home Economics, Agriculture, Forestry, Biological Sciences, Veterinary Medicine) on the St. Paul Campus used the St. Paul Student Center significantly more than did other students. St. Paul Campus students were frequent (once a week or more) users of the Student Center on weekdays (33%) and on evenings (9%).

USAGE OF UNIONS

TABLE U-3. Percentage of persons who have used West Bank Union facilities in the last year. ($N = 162$)

	<u>Percent</u>
Anderson Hall basement study areas	24
Katherine Nash Gallery	15
Anderson Hall information desk	15
West Bank Forum film or lecture	8
Usage of at least one of the four facilities	<u>35</u>
	100

About one in four respondents said they had used the Anderson Hall basement study areas. About one in seven used the information desk or attended a West Bank Forum film or lecture.

Over one in three had used at least one of the four facilities.

Usage of West Bank Union facilities was significantly ($p < .05$) related to college. Compared to students from other colleges, more students in Business and Law (centered on the West Bank) used the West Bank Union than did others. Fifty-eight percent of the Business and Law students had used the basement study area, 42% had used the information desk, and 33% had attended a West Bank Forum film or lecture. Over 75% of the Business and Law students had used at least one of the four facilities.

Also, significantly more resident students (81%) used the West Bank facilities than did commuter students (73%).

UNION PROGRAMS

TABLE U-4. Percentage who have attended Union programs in the past year.
(N = 161)

	<u>Percent</u>
Films	41
Exhibit, art showing	41
Lecture	25
Concert, music performance	22
Dance, party	14
Debate, discussion	11
Play	9
Dance performance, recital	8
Mini-course	6
Trip, outing	4
Attendance of at least one program	<u>69</u>
	100

The most frequently attended programs sponsored by any of the three Unions were films and art exhibits, each attended by 41%. The least frequently attended programs were ones which required relatively more involvement: outings (4%) and mini-courses (6%). Two out of three respondents had attended at least one of the program types in the past year.

Overall attendance was significantly related only to residence ($p < .05$). More campus residents (81%) than commuter students (62%) had attended at least one of the programs.

TABLE U-5. Satisfaction with Union programs. (N = 162)

	<u>Percent</u>
Very satisfied	13
Satisfied	40
Neutral	32
Dissatisfied	2
Very dissatisfied	2
Can't say	<u>12</u>
	100

A majority (53%) of persons said that they were satisfied or very satisfied with the Union programs. Only 4% said that they were dissatisfied or very dissatisfied.

No significant subgroup differences were observed.

Union Discussion

Figures on the usage of the Minnesota Unions should be viewed with some caution. It should be remembered that only 162 persons were surveyed on the Union, and that the margin of error is correspondingly greater than that for larger samples. Generalizations about individual subgroups, such as commuter students, older students, and women are even more tenuous because of still smaller samples. The survey asked questions only of continuing students, not new freshmen or transfer students. For some aspects of the Union, the deletion of new students may have caused an overestimate of total student usage, while for other aspects, such as the West Bank Information Desk, the deletion of new students may have resulted in an underestimate. Asking questions only of enrolled day school students also underestimates total usage. Many extension school students and non-students can and do use the unions. Usage by extension students is especially high for the West Bank facilities. Comparisons of the survey data with traffic counts in the Union buildings would give a fuller picture of the Union programs. Finally, extensive construction of the St. Paul Student Center in the last year has undoubtedly reduced usage of the St. Paul building.

Keeping these many qualifications in mind, the survey data still provide some information not readily available from other sources. Traffic and attendance counts can indicate how many persons are using a given facility or program at a given time, but cannot describe the characteristics of users or take into account multiple uses by the same people.

As would be expected, the weekday usage of Coffman Union and the St. Paul Student Center is much higher than the evening or weekend usage. Seventy percent of the respondents said that they never use Coffman in the evenings or on the weekends, compared to only 33% who never use it on the weekdays. Usage

of the West Bank facilities was considerably less than usage of Coffman. Thirty-five percent of the respondents had used one of the West Bank facilities in the past year, and 16% said that they used the St. Paul Student Center on weekdays. Nineteen percent said that they had used Coffman Union during the breaks between quarters, compared to 6% who said that they had used the St. Paul Student Center during breaks.

Usage of the West Bank and St. Paul facilities was naturally higher among those whose classwork is primarily centered on these campuses. Seventy-five percent of the Business and Law students had used one of the West Bank facilities, and thirty-three percent of the students from Agriculture, Forestry, Home Economics, Biological Sciences, and Veterinary Medicine were users of the St. Paul Student Center at least once a week and another 20% used it three times a month. Coffman Union was most heavily used by the persons who could be considered traditional undergraduates, College of Liberal Arts and Institute of Technology students between the ages of 18 and 22. Interestingly, the breakdowns of usage by age indicate that those who are 28 or older were more likely to be frequent users of Coffman than were those who were 23-27. It may be that those in the 23-27 age group have less interest in Union facilities because of concentration on graduate or professional studies, or else they do not find the unions very appealing.

Considered as a whole, union programs were well attended, with 69% having attended at least one type of program in the past year. Films and art exhibits were clearly the most appealing (41% attendance), followed by lectures and music performance (25 and 22% attendance). The programs requiring the most involvement, mini-courses and outings, had the least attendance. There was no clear demographic pattern distinguishing attenders from non-attenders. (Detailed analyses of who attends each of the individual program types were

not conducted for this report, but can be done in the future.)

The data from the survey clearly cannot tell decision makers whether the Union's budgets should be cut, maintained or expanded. They can, however, help focus such discussions on particular facilities, time, programs and clients, suggesting possible areas where activities might be changed or improved.

University Student Legal Services

The students currently pay \$2.13 per quarter for the University Student Legal Service. It provides fee-paying students with services in three areas: Legal advice and attorney services, including negotiations, document preparation and other activities; court representation with some limits and additional charges; and educational programs which are seminars and workshops on legal topics.

The Legal Service is staff by full-time practicing attorneys with some assistance from paralegal and support staff. Since its inception in 1976, the staff has had a full caseload and a waiting list of students seeking assistance. This continued demand for legal services by students provides the context for the survey questions. The major issue with regard to the Legal Service is whether it should expand to meet what appears to be a continually increasing demand or should it limit its services to individual clients in order to keep the amount charged to all students lower.

To provide information relative to this question, students were asked how important each of the three aspects of the Legal Service was to them-- advice and attorney services, court representation, and legal education. The relative ranking of these services might provide some guidance as to whether the Legal Service should limit its offerings if such limitations were necessary. As further indicants of student views of the Legal Service, a "bottom line" question was asked about whether or not there should be a required fee for the Service. Students were also asked about their awareness of the Service and their usage of other legal services.

UNIVERSITY STUDENT LEGAL SERVICE

TABLE L-1. Previous awareness of University Student Legal Service (USLS).
(N = 156)

	<u>Percent</u>
Yes	70
No	<u>30</u>
	100

Almost three-quarters (70%) of the students surveyed had read or heard about the University Student Legal Service.

Awareness of USLS was significantly ($p < .05$) related to college. Awareness was lowest among students from St. Paul campus colleges. Sixty-four percent of students in Agriculture, Forestry, Home Economics, Biological Sciences, and Veterinary Medicine had not heard of USLS. A majority of those in General College (54%) had not heard about the service.

TABLE L-2. Usage of legal services in the past year.

	<u>Percent</u>	
a. Attended USLS educational program* . . .	1	(N = 156)
b. Sought USLS help or advice*	8	(N = 156)
c. Sought legal help or advice elsewhere . . .	17	(N = 154)

*Those who were not aware of USLS were included in the "no" category of a and b.

Very few of the respondents (1%) had attended a USLS sponsored educational program in the last year. Slightly less than one-tenth (8%) had sought USLS help or advice in the past year, and twice as many (17%) had sought legal help or advice elsewhere.

Class was significantly ($p < .01$) related to seeking help elsewhere. More graduate students (36%) than other students sought legal help elsewhere.

Among those seeking help elsewhere, 23% had also sought help at the University Student Legal Service.

UNIVERSITY STUDENT LEGAL SERVICE

TABLE L-3. Importance of USLS services: How important is it to you to have each of these services available from the University? (N = 154)

	<u>Not at all</u>	<u>Slightly</u>	<u>Moder- ately</u>	<u>Very</u>	<u>Total</u>
Court representation by an attorney	11%	18	30	42	101%**
Advice, negotiation, document preparation	11%	20	34	35	100%
Student seminars and workshops	13%	24	43	20	100%

Almost three-quarters (72%) of the respondents indicated that court representation by an attorney was moderately to very important. Slightly fewer (69%) thought that advice, negotiations, and document preparation were also moderately to very important. Student seminars and workshops were moderately to very important for 63% of the respondents.

**NOTE: Totals may differ from 100% slightly due to rounding.

TABLE L-4. Should the University Student Legal Service fee be required? (N = 155)

	<u>Percent</u>
Yes	61
No	34
Don't know	<u>5</u>
	100

Slightly more than three-fifths (61%) of the respondents indicated that the University Student Legal Service fee should be required, and approximately one-third (34%) thought the fee should not be required.

Opinion about the USLS fee was significantly ($p < .01$) related to the importance given to two USLS services: court representation by an attorney and advice-negotiation-document preparation. Of those who felt each service was moderately or very important, 70% felt the USLS fee should be required.

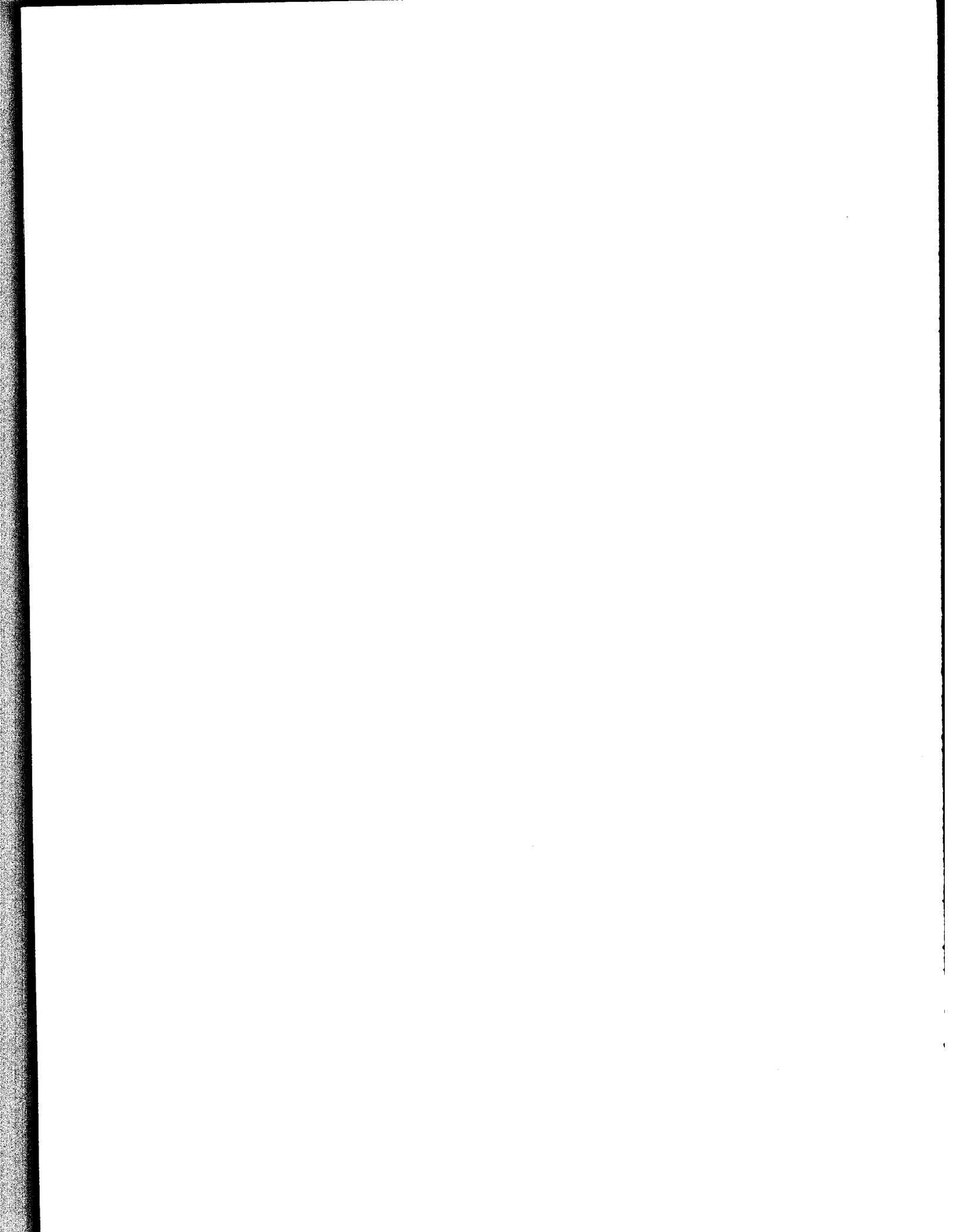
Discussion of University Student Legal Services Findings

As has been the case in previous surveys, support for the University Student Legal Service was strong. Sixty-one percent said that the Legal Service should be funded from Student Fee money. Each of the three major functions of the Legal Service was considered moderately to very important by a majority of students: 72% for court representation by an attorney; 69% for advice, negotiation and attorney services; and 63% for seminars and workshops on legal topics. Students continue to support the concept of a student legal service despite the fact that the large majority do not use it. This support is probably based either on a desire to have the service available to them should they need it or a concern for students who do need it.

The figures on the relative importance of each aspect of legal service suggest that students would not support the complete elimination or extensive cutback of a whole area of service, e.g., eliminating court representation and giving only advice and referral.

While the data do show a continued strong support for the legal service, they also raise some questions about it. Thirty percent of the students had not read or heard of the University Student Legal Service. This figure rose to 65% among the students enrolled in the colleges on the St. Paul campus. Some students may not be obtaining legal service when they need it simply because they do not know about the possibility of the University's providing it. Moreover, the percentage of students (17%) who said they had used other legal services was twice as large as the percentage who said they had used the University Student Legal Service. There was some overlap between these groups, 23% of those who had gone elsewhere for legal assistance or advice and had also gone to student legal service. Some of these persons may have been referred by the legal service while others may have gone elsewhere because

groups owing to some 23% of those who had gone elsewhere for legal help or advice and had also gone to student legal service. Some of these persons may have been referred by the legal service while others may have gone elsewhere because they were dissatisfied with the student legal service. The numbers of persons who had gone elsewhere and who had gone to legal service were too small to permit analyses in terms of characteristics and possible motivations. However, the figures do suggest that the demographics of the University Student Legal Service should be given detailed examination in the future.



Recreational Sports

The Recreational Sports Program receives \$4.45 per quarter from each Student Services Fee. This money is used to support programs in three areas--intermural and team sports, including hockey, basketball and football--sports clubs for many different kinds of sports such as rowing, rugby and bicycling, and self-service individual sports such as racquetball, handball, swimming, and running.

The major issue with regard to Recreational Sports is the facilities available for these activities at the University. By many accounts, the current facilities are old, scattered and highly limited. Plans have been drafted for major new Recreational Sports facilities. As currently conceived, these would include a comprehensive array of indoor sports facilities, including a gymnasium, swimming pool, weight room, and handball and racquetball courts. The survey questions centered on the need for such new Recreational Sports facilities. Students were asked whether they thought there was a need for new facilities, whether they thought student fees should be used to pay for them. They were also asked about their usage of each of the three Recreational Sports programs and the quality of the present facilities.

PARTICIPATION IN RECREATIONAL SPORTS PROGRAM

TABLE R-1. Intramural and sports club membership. ($N = 156$)

	<u>Percent</u>
Belonged to an intramural sports team	33
Belonged to a university sports club	8

One-third (33%) of the respondents had participated in intramural sports during the past year, whereas slightly less than one-tenth (8%) belonged to a University sports club.

TABLE R-2. Usage of facilities for self-service sports. ($N = 156$)

	<u>Percent</u>
Never	47
Less than once a month	14
1 to 3 times a month	16
Once a week or more	<u>23</u>
	100

Slightly less than half (47%) of the respondents never used recreational sports facilities for self-service sports in the last year. Almost one-quarter (23%) of the respondents reported using the facilities at least once a week.

OPINIONS ABOUT RECREATIONAL SPORTS FACILITIES

TABLE R-3. Rating of current facilities. ($N = 156$)

	<u>Percent</u>
Poor	8
Fair	26
Good	40
Excellent	7
Don't know	<u>19</u>
	100

Almost one-half (47%) of the respondents judged the recreational sports facilities as good to excellent. Slightly more than one-third (34%) judged them to be poor to fair, and 19% didn't know.

TABLE R-4. Perceived need for new facilities and endorsement of fee funding for new facilities. ($N = 156$)

	<u>Yes</u>	<u>No</u>	<u>Don't know</u>	<u>Total</u>
Is there a need for new facilities?	49	33	18	100
Should fee money be used?	63	35	2	100

Roughly one-half (49%) of the respondents thought there was a need for new recreational sports facilities. One-third (33%) indicated they thought there was no need, and almost one-fifth (18%) said they didn't know. However, almost two-thirds (63%) of the respondents indicated that, if new facilities were built, student fee money should be used to meet part of the cost. Only 2% of the respondents said they didn't know on this issue.

OPINIONS ABOUT RECREATIONAL SPORTS FACILITIES

Opinions about the need for new recreational sports facilities were significantly ($p < .01$) related to several variables:

Participation in Recreational Sports Programs

Of those who participated on an intramural sports team, opinion was approximately 3 to 1 (74% to 24%) in support of the need for new recreational sports facilities. Among non-participants who expressed an opinion, there was virtually no difference in the percentage indicating there was a need compared to those indicating there was no need for new facilities (36% and 37%, respectively).

Among the infrequent users of recreational sports facilities, i.e., less than once a month, one-third (33%) indicated a need for new facilities. Among both groups of heavier facility users (i.e., 1 to 3 times per month or more, and once a week or more), opinion is approximately 3 to 1 (76% and 72%, respectively) in favor of new facilities.

Males were twice as likely to indicate a need for new facilities as were females (62% and 31%, respectively). In-depth analyses were not performed on these findings, so we cannot explain the reason for this difference.

Rating of Existing Facilities

Almost three-quarters (72%) of those who rated existing facilities poor/fair indicated there was a need for new facilities. Slightly less than half (48%) of those who rated the facilities good/excellent indicated a need for new facilities.

Willingness to Have Fee Money Used for New Facilities

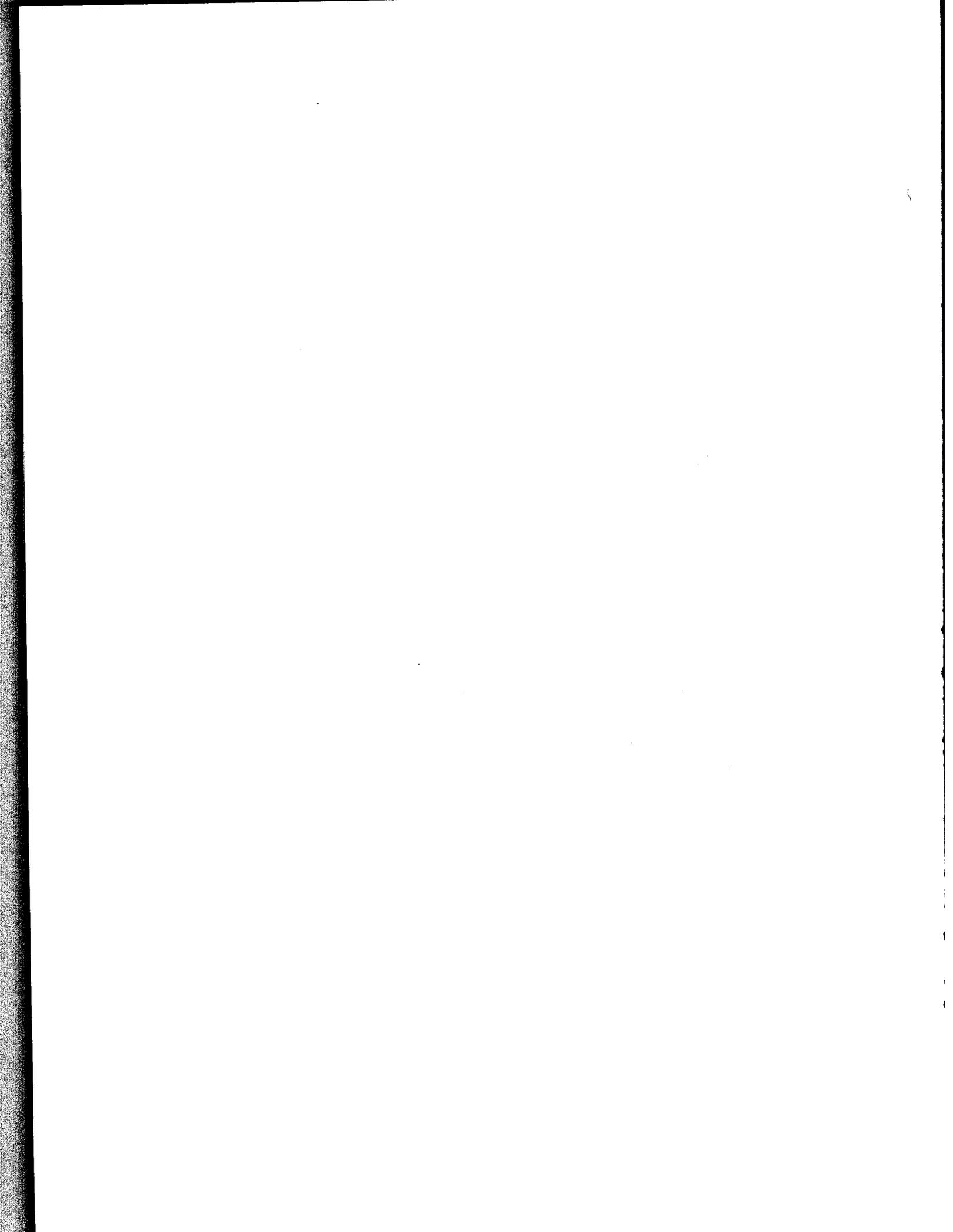
Among those who do not see a need for new recreational sports facilities, opinion is approximately 3 to 1 (74% to 26%) against supporting new facilities through the required fee. Opinion is 9 to 1 (90% to 10%) in favor of support through the required fee among those who think new facilities are needed.

Proportionately more men than women were likely to favor use of the required fee to support new recreational sports facilities (72% and 51%, respectively).

Discussion of Recreational Sports Findings

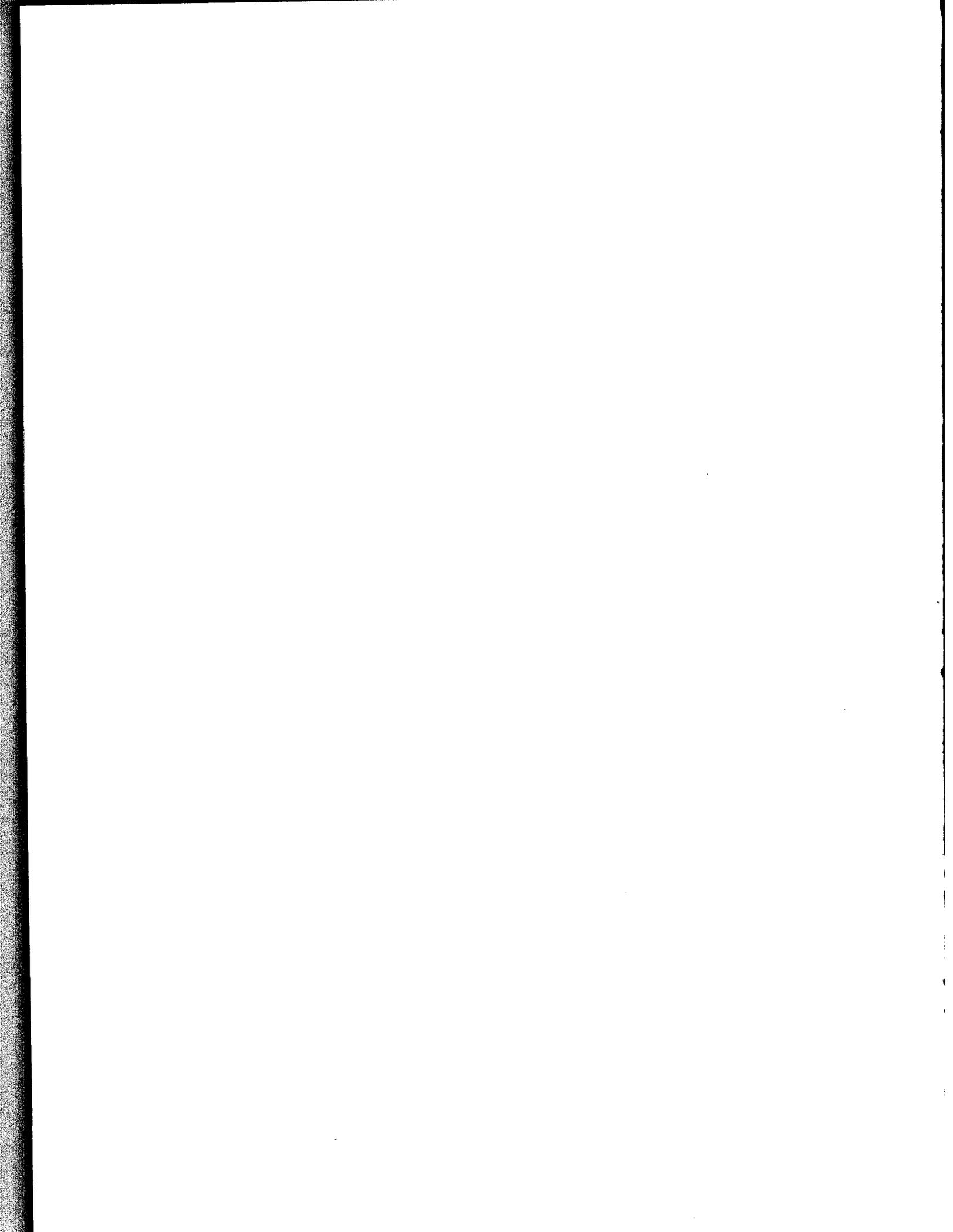
The major current issue with regard to Recreational Sports is the need for new facilities. The pattern of student opinion on this issue is relatively consistent. A plurality of students (49%) said that there is a need for new recreational sports facilities and a majority (63%) approved of using student fee money to help pay for facilities. Support for new buildings and equipment was particularly strong among those who participate in recreational sports. Approximately three-quarters of those who have been on intramural sports teams or were regular participants in self-service sports said that new facilities were needed. For reasons which are not clear, twice as many men as women saw a need for new facilities.

Some of the respondents did qualify their support of new recreational sports facilities. A few noted that facilities are especially needed for the St. Paul campus, while some others said that women have a particularly strong need for improved facilities. Clearly, students were endorsing primarily the concept of new recreational sports facilities and not necessarily the details of any particular plan. Undoubtedly students will want to have a voice in planning the details of what facilities would be built and how they should be funded. However, their questions about these plans will be asked in the context of basic student support for new facilities.



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- Matross, R. A comparison of 1978 and 1979 student opinion toward the Twin Cities campus student services fee. Office for Student Affairs Research Bulletin. University of Minnesota, 1979, 19 (5).



Nov. 14, 1979

FEEs SURVEY - FALL 1979

Conducted by the University Poll for the University of Minnesota

Card 1 1

Attempts

Seq. No. _____ 2-4

College/Class/Citizen/Sex/Birthyear

- 1. 6.
- 2. 7.
- 3. 8.
- 4. 9.
- 5. 10.

5-6 7 8 9 10-11 5-11

-----/---/--/--/--/-----

Student Name
Student Street
Student City, State ZIPcode

Parent Name
Parent Street
Parent City, State ZIPcode

Version 1 12

Hello, I'm _____ from the University of Minnesota
Opinion Poll. We're doing a short survey on the \$63.00 in
Student Services Fees charged each quarter.

1=BHS
2=Unions
3=USLS,RecS

1. How many credits are you registered for at the "U" this Fall quarter?
- | | | | |
|--|------|---|-----------|
| None, not registered | ___1 | ▶ | Terminate |
| None, thesis only or continuous registration | ___2 | | |
| 1 - 5 credits | ___3 | | |
| 6 or more credits | ___4 | | 13 |
2. Were you registered at the University of Minnesota - Twin Cities Campus - for the following quarters?
- | | <u>Yes</u> | <u>No</u> | |
|-------------|------------|-----------|----|
| Fall 1978 | ___1 | ___2 | 14 |
| Winter 1979 | ___1 | ___2 | 15 |
| Spring 1979 | ___1 | ___2 | 16 |
| Summer 1979 | ___1 | ___2 | 17 |
3. Do you consider yourself a commuter student?
- | | <u>Yes</u> | <u>No</u> | |
|--|------------|-----------|----|
| | ___1 | ___2 | 18 |

One of the fees goes to Boynton Health Service.

1. Within the past year, how many times have you gone to Boynton Health Service for health care or information?
 -- none, 1 or 2 times, 3 to 5 times, 6 or more times --

<u>None</u>	<u>1 or 2 times</u>	<u>3 to 5 times</u>	<u>6 or more times</u>	
— 1	— 2	— 3	— 4	19

Go to 3.

2. In general, how satisfied are you with Boynton Health Service?
 -- not at all, slightly, moderately, very --

<u>Not at all</u>	<u>Slightly</u>	<u>Moderately</u>	<u>Very</u>	<u>Can't say</u>	
— 1	— 2	— 3	— 4	— 5	20

3. Are you covered by a health maintenance organization such as Group Health?

<u>Yes</u>	<u>No</u>	<u>Don't know</u>	
— 1	— 2	— 3	21

4. Within the past year, during times when you were registered as a student, did you get outpatient health care at any place besides Boynton Health Service?

<u>Yes</u>	<u>No</u>	
— 1	— 2	Go to 5.

Ask 4a & 4b.

*4a. How many times did you receive such care?
 -- 1 or 2 times, 3 to 5 times, 6 or more times --

<u>1 or 2 times</u>	<u>3 to 5 times</u>	<u>6 or more times</u>	
— 1	— 2	— 3	23

*4b. What would you say is the main reason you sought care elsewhere?
 --convenience, quality, cost, HMO coverage --

<u>Convenience</u>	<u>Quality</u>	<u>Cost</u>	<u>HMO coverage</u>	<u>Other</u>	
— 1	— 2	— 3	— 4	— 5	Ask to specify. 24

*Other - Specify

25

5. Do you have any comments about Boynton Health Service?

<u>Yes</u>	<u>No</u>	
— 1	— 2	Ask what comments. 26

*If Yes - What comments?

27

One of the fees goes to the three student unions:
Coffman Union, the St. Paul Student Center, and West Bank Union.

1. So far this Fall quarter, have you used or gone into Coffman Union? Yes No
 * 2 → Go to 2. 30
 Ask

*1a-b-c



	<i>Never</i>	<i>Less than once a month</i>	<i>1-3 times a month</i>	<i>About once a week</i>	<i>More than once a week</i>	
*1a. How often do you use Coffman on weekdays, from 8 am to 5 pm? -- never, less than once a month, 1 to 3 times a month, about once a week, more than once a week --	1	2	3	4	5	31
*1b. How often do you use Coffman on weekday evenings?	1	2	3	4	5	32
*1c. How often do you use Coffman on weekends?	1	2	3	4	5	33

2. In the past year, did you use Coffman during the Winter or Spring breaks between quarters? Yes No
 1 2 34

3. So far this Fall quarter, have you used or gone into the St. Paul Student Center? Yes No
 * 2 → Go to 4. 35
 Ask

*3a-b-c



	<i>Never</i>	<i>Less than once a month</i>	<i>1-3 times a month</i>	<i>About once a week</i>	<i>More than once a week</i>	
*3a. How often do you use the St. Paul Student Center on weekdays, from 8 am to 5 pm? -- never, less than once a month, 1 to 3 times a month, about once a week, more than once a week --	1	2	3	4	5	36
*3b. How often do you use the St. Paul Student Center on weekday evenings?	1	2	3	4	5	37
*3c. How often do you use the St. Paul Student Center on weekends?	1	2	3	4	5	38

4. In the past year, did you use the St. Paul Student Center during the Winter or Spring breaks between quarters? Yes No
 1 2 39

Unions continued:

5. The West Bank Union provides a variety of facilities and services. So far this Fall quarter, have you

	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>	
a. Used the study areas in the basement of Anderson Hall?	<u> 1</u>	<u> 2</u>	<u> 3</u>	40
b. Used the information desk in the basement of Anderson Hall?	<u> 1</u>	<u> 2</u>	<u> 3</u>	41
c. Attended a film or lecture sponsored by the West Bank Forum?	<u> 1</u>	<u> 2</u>	<u> 3</u>	42
c. Attended a showing in the basement gallery of Willey Hall?	<u> 1</u>	<u> 2</u>	<u> 3</u>	43

6. The three unions put on various events and programs. During the past year, did you attend or participate in any of the following types of union programs?

	<u>Yes</u>	<u>No</u>	
a. a film or movie	<u> 1</u>	<u> 2</u>	44
b. a concert or music performance	<u> 1</u>	<u> 2</u>	45
c. a dance performance or recital	<u> 1</u>	<u> 2</u>	46
d. a play	<u> 1</u>	<u> 2</u>	47
e. a lecture	<u> 1</u>	<u> 2</u>	48
f. a debate or discussion	<u> 1</u>	<u> 2</u>	49
g. an exhibit or art showing	<u> 1</u>	<u> 2</u>	50
h. a trip or outing	<u> 1</u>	<u> 2</u>	51
i. a dance or party	<u> 1</u>	<u> 2</u>	52
j. a mini-course	<u> 1</u>	<u> 2</u>	53

7. In general, how satisfied or dissatisfied are you with the programs offered by the three unions?
 -- very satisfied, satisfied, neutral, dissatisfied, very dissatisfied --

<u>Very Satisfied</u>	<u>Satisfied</u>	<u>Neutral</u>	<u>Dissatisfied</u>	<u>Very Dissatisfied</u>	<u>Can't Say</u>	
<u> 1</u>	<u> 2</u>	<u> 3</u>	<u> 4</u>	<u> 5</u>	<u> 6</u>	54

Keypuncher: Skip columns 55 thru 70.

1. Before now, had you read or heard about it?	<u>Yes</u>	<u>No</u>		
	<u> 1 </u>	<u> 2 </u>	Go to 2c.	57
2. Within the past year, did you			<u>Don't know</u>	
a. Attend a legal education program sponsored by the Student Legal Service?	<u>Yes</u>	<u>No</u>		
	<u> 1 </u>	<u> 2 </u>	<u> 3 </u>	58
b. Seek help or advice from them?	<u> 1 </u>	<u> 2 </u>	<u> 3 </u>	59
c. Seek legal help or advice anywhere else besides the Student Legal Service?	<u> 1 </u>	<u> 2 </u>	<u> 3 </u>	60
3. The Student Legal Service provides 3 types of service.				
How important is it to you to have each of these services available from the University? -- The choices are: not at all important, slightly, moderately, very important --				
	<u>Not at all</u>	<u>Slightly</u>	<u>Moderately</u>	<u>Very</u>
Court representation by an attorney	<u> 1 </u>	<u> 2 </u>	<u> 3 </u>	<u> 4 </u>
				61
Legal advice and attorney services such as negotiation and document preparation	<u> 1 </u>	<u> 2 </u>	<u> 3 </u>	<u> 4 </u>
				62
Workshops and seminars for students on legal topics	<u> 1 </u>	<u> 2 </u>	<u> 3 </u>	<u> 4 </u>
				63
4. Currently, students pay a required fee of \$2.13 per quarter for the Student Legal Service.				
Do you think the fee should be required or not?	<u>Required</u>	<u>Not Required</u>	<u>Don't know</u>	
	<u> 1 </u>	<u> 2 </u>	<u> 3 </u>	64

Another fee goes to the Recreational Sports Program.

1. Within the past year, have you belonged to		<u>Yes</u>	<u>No</u>		
a. an intramural sports team at the "U"		<u> 1 </u>	<u> 2 </u>	65	
b. a sports club at the "U"		<u> 1 </u>	<u> 2 </u>	66	
2. Within the past year, how often have you used the facilities at the "U" for self-service sports such as swimming, handball, or running?		<u>Never</u>	<u>Less than once a month</u>	<u>1 to 3 times a month</u>	<u>Once a week or more</u>
-- never, less than once a month, 1 to 3 times a month, once a week or more--	<u> 1 </u>	<u> 2 </u>	<u> 3 </u>	<u> 4 </u>	67
3. From what you know, how would you rate the facilities for recreational sports at the "U"?	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>	<u>Don't know</u>
-- poor, fair, good, excellent --	<u> 1 </u>	<u> 2 </u>	<u> 3 </u>	<u> 4 </u>	<u> 5 </u>
					68
4. A proposal has been made to build new recreational sports facilities on campus. These would be for most indoor sports, and would include a gymnasium, swimming pool, and handball courts.					
a. Do you think there is a need for new recreational sports facilities?	<u>Yes</u>	<u>No</u>	<u>Don't know</u>		
	<u> 1 </u>	<u> 2 </u>	<u> 3 </u>	69	
b. Do you think that part of the required Student Services Fees should be used to help pay for them?	<u> 1 </u>	<u> 2 </u>	<u> 3 </u>	70	

Another fee goes to the Board of Student Publications.

1. During the past year, have you read or looked at a literary magazine called Enclitic? Yes No Don't know
 ___1 ___2 ___3 71
2. How often do you read or look at the Minnesota Daily? -- every day, Every 3 or 4 Once Less
3 or 4 days a week, once day a week or twice than once
or twice a week, less ___1 ___2 ___3 ___4 ___5 72
than once a week, never --
3. In general, how satisfied or dissatisfied are you with the Daily?
 -- very satisfied, satisfied, neutral, dissatisfied, very dissatisfied --
Very Satisfied Satisfied Neutral Dissatisfied Very
Satisfied ___1 ___2 ___3 ___4 ___5 73
Dissatisfied
4. Currently, students pay a required fee for the Minnesota Daily.
 Should this fee be required, made optional, or eliminated completely?
Required Made Eliminated
 ___1 ___2 ___3 74
Optional Completely
5. If the fee for the Daily were optional, would you pay it? Yes No Don't know
 ___1 ___2 ___3 75
6. Should students who object to the Daily be permitted to get a refund of the required Daily fee? ___1 ___2 ___3 76
7. Would you apply for a refund of the Daily fee if you could do so? ___1 ___2 ___3 77

As you may know, the Daily printed a special humor edition at the end of last Spring quarter.

8. Did you see this humor edition? Yes No Don't know
 ___1 ___2 ___3 78
 *2 *3

Ask 8a.
 *8a Did you hear about it? Yes No
 ___1 ___2 79

9. Which of the following phrases best describes your opinion of that humor edition?
 -- strongly approved, approved, neither approved nor disapproved, disapproved, strongly disapproved --

Strongly Neither Strongly
Approved Approved nor Disapproved
 ___1 ___2 ___3 ___4 ___5 80
Disapproved Disapproved

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OSA Research Bulletin
Office for Student Affairs

University of Minnesota
Volume 21
Number 1
Date 9/1/80

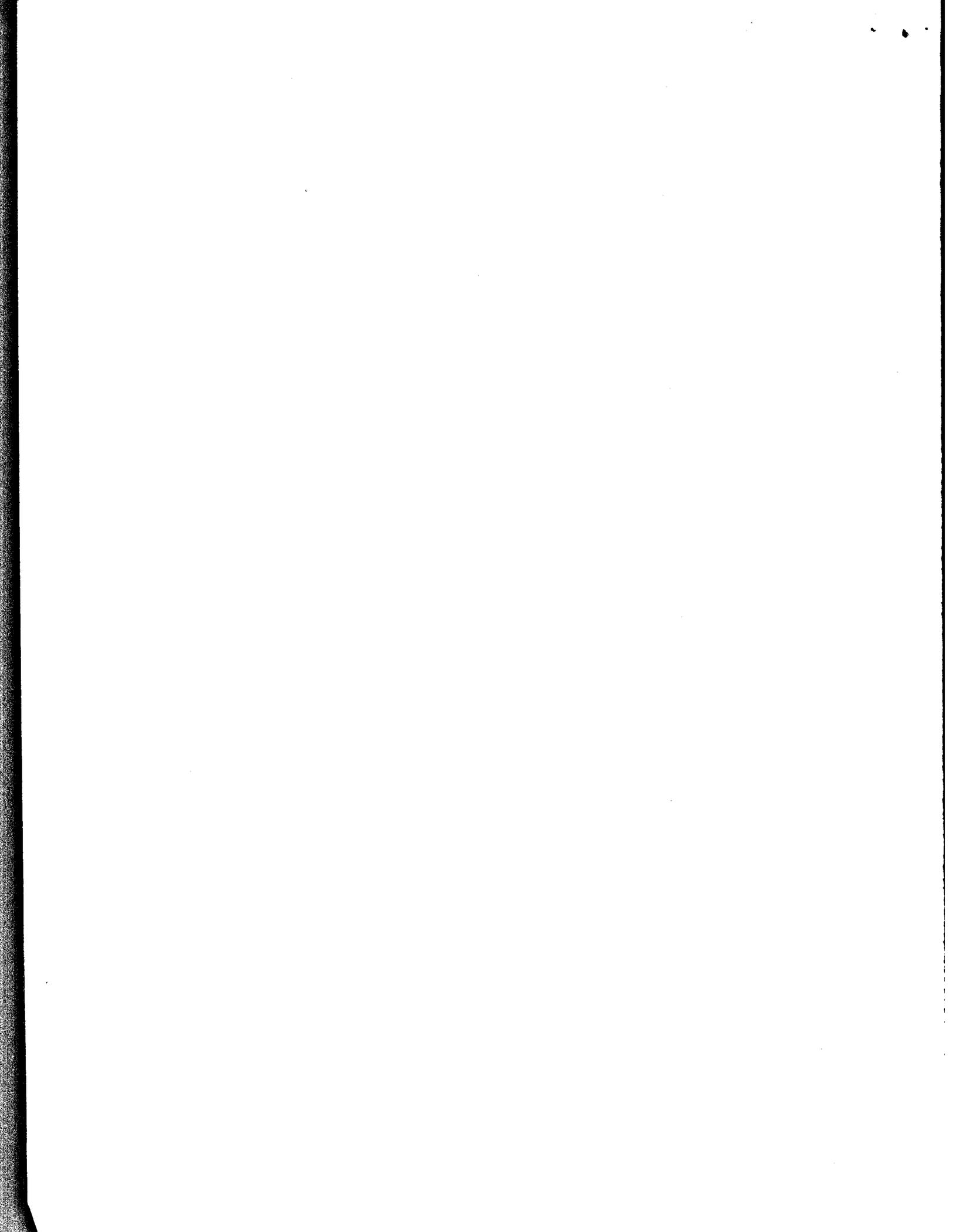


American Student Attitudes Toward Foreign Students
Before and During an International Crisis

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Student Life Studies and Planning
University of Minnesota

Abstract

A random sample of domestic students at a large university were surveyed on their attitudes toward foreign students and international programs before and after the seizure of U. S. hostages in Iran. Key findings were: Most students did not change their attitudes toward foreign students after the embassy takeover, but their responses did show increased support for funding international exchange programs. Attitudes toward foreign students were significantly related to respondents' demographic characteristics, political views, and the frequency and form of their contacts with foreign students.



American Student Attitudes Toward Foreign Students
Before and During an International Crisis

Since World War II the United States has actively encouraged the enrollment of foreign students in American colleges and universities. In the 1970s alone, the number of foreign students rose dramatically, increasing from 117,000 in 1970 to 264,000 in 1979 (Institute of International Education, 1980). This number includes only those foreign citizens who reside in the United States holding visas issued for the purpose of study and training. In addition, there is a large but unknown number of students who are present in an immigrant visa status but who are, nevertheless, socially defined as foreign students.

The desire to include foreign students in American higher education can be traced to a variety of factors ranging from idealistic desires for international goodwill to pragmatic concerns of foreign policy and falling institutional enrollments (Hayden, 1978; Mestenhauser, 1976; President's Commission Report, 1979; Paige, 1978). One result of their presence on many campuses is that the academic community is now far more heterogeneous culturally, socially, linguistically and economically than ever before.

While official policy has been positive toward foreign students, it is not clear to what degree this positive stance has been shared by individual Americans on and off university campuses. Several studies of foreign student adjustment have noted problems in their relations with American students (Spaulding & Flack, 1976; Skinner & Hendricks, 1977; Lee, Abd-Ella, & Burks, 1980). In surveys of American student attitudes at two large universities, the majority of students endorsed the presence of foreign students on campus, but also commented on the difficulty of establishing communications with them and on the perceived isolation of the two groups from each other (Barnhart, 1973; Fiedler, 1975). During the 1979-80 academic year, a year characterized by

severe pressures on America's foreign policy, conflict between American and foreign students occurred on a number of campuses.

The presence of foreign students raises a number of issues having both theoretical and practical significance. As foreign students become more visible, are American student attitudes likely to shift? What are the effects of external international events (e.g., the Iranian crisis, the influx of Indochinese refugees) on American student attitudes toward foreign students and international education? What are the factors which promote positive relations between U. S. and foreign students?

The present study was designed to address some of these issues. It was occasioned by the desire of a large midwestern university with a sizable foreign student population to generate baseline data on American student attitudes toward foreign students and international education. Such data would be used in the development of programs and policy. Of interest were three possible explanations of attitudes toward foreign students. The first is the "contact hypothesis"—the hypothesis that the extent and form of contacts among persons of different cultures are related to their attitudes toward one another. The second hypothesis is the "trait-factor hypothesis," which suggests that attitudes are primarily a function of demographic variables such as sex and age or other attitudinal variables such as liberalism-conservatism. The third hypothesis is the "social catastrophe hypothesis" (Taylor, 1980), which would suggest that attitudes are greatly influenced by major political and social events. The major event in this case was the seizure of the American embassy in Teheran. Given that the Iranian militants holding the hostages were continually referred to as "students," it was considered possible that the negative attitudes held by many Americans toward these militants might generalize to Iranian and other foreign students in the U. S.

The possibility of examining the social catastrophe hypothesis in this context occurred because of the timing of the study. Attitudes toward foreign students were initially assessed in May and June of 1979, five months prior to the embassy takeover. Following the seizure of the hostages, the American students who responded to the first survey and who were still attending the university were resurveyed. This second survey took place in January and February of 1980, when the hostages were still being held, but before the aborted American rescue attempt.

In summary, the study reported here sought to examine in more depth than previous studies, the dimensions and correlates of domestic students' attitudes toward foreign students.

Method

Initial Survey

An International Issues Questionnaire was designed by the authors during early 1979. Questions addressed American student attitudes toward foreign students, international educational programs, foreign students as teaching assistants, funding exchange programs with student fees, and attitudes regarding international relations issues. Additionally, students were asked about their contact with foreign students, their experiences with other cultures and their demographic characteristics. The questions were generated with the assistance of the foreign student advising staff at the university. The final 4-page questionnaire was distributed in May 1979, after successive drafts had been reviewed and pilot tested.

A random sample of 973 undergraduate and graduate students drawn from the domestic student population was mailed questionnaires, and four follow-up reminders. Responses received from 76% of the students (N=743).

Follow-up Survey

The second phase of the study six months later questioned those individuals who responded to the first survey and who were registered for classes during the Fall 1979 term. In early 1980 the 473 students who met these criteria were sent a follow-up questionnaire which repeated ten items assessing attitudes toward foreign students, a single rating of the overall contribution of foreign students to the university, and four items asking about funding student exchange programs. It also included five new items on current opinions regarding the Iranian situation, as well as how the individual's opinions had changed. The response rate to this follow-up survey was 85% (N=404).

The participants in the follow-up study were highly similar to the total group of respondents to the first questionnaire in terms of key demographic characteristics. In both samples 56% were male. Half were in the schools of liberal arts and education, and 22% and 23% respectively were enrolled in graduate and professional schools, with the remainder in other undergraduate colleges. Those who responded to the follow-up were somewhat younger than were the respondents to the first questionnaire. Fifty-eight percent of the original group and 64% of the follow-up respondents were age 23 or under at the time of the first survey.

Data Analysis

Included in this report are responses to items on both surveys as well as to five new items on the resurvey. Ten of these items asked students to rate strength of agreement or disagreement with statements about foreign students. These items were unit-weighted to form a summated scale. Internal consistency reliability coefficients (Cronbach's alpha) for this scale were .77 for the 743 initial responses, and .78 for the 404 follow-up responses.

Changes between the first and second surveys were assessed with chi-square

tests for multi-category correlated proportions (McNemar, 1955). Subgroup differences in initial attitudes toward foreign students among the 743 original respondents were assessed by one-way analyses of variance on the scale scores and by cross tabulations of individual items.

Results

Changes in Attitudes

Table 1 shows the initial (t_1) and follow-up (t_2) responses of the 404 persons who responded to both questionnaires. The initial responses of the full set of 743 are not shown because chi-square and t-tests showed no significant differences in initial item and scale responses between those who responded to the follow-up and the larger group.

Insert Table 1 about here

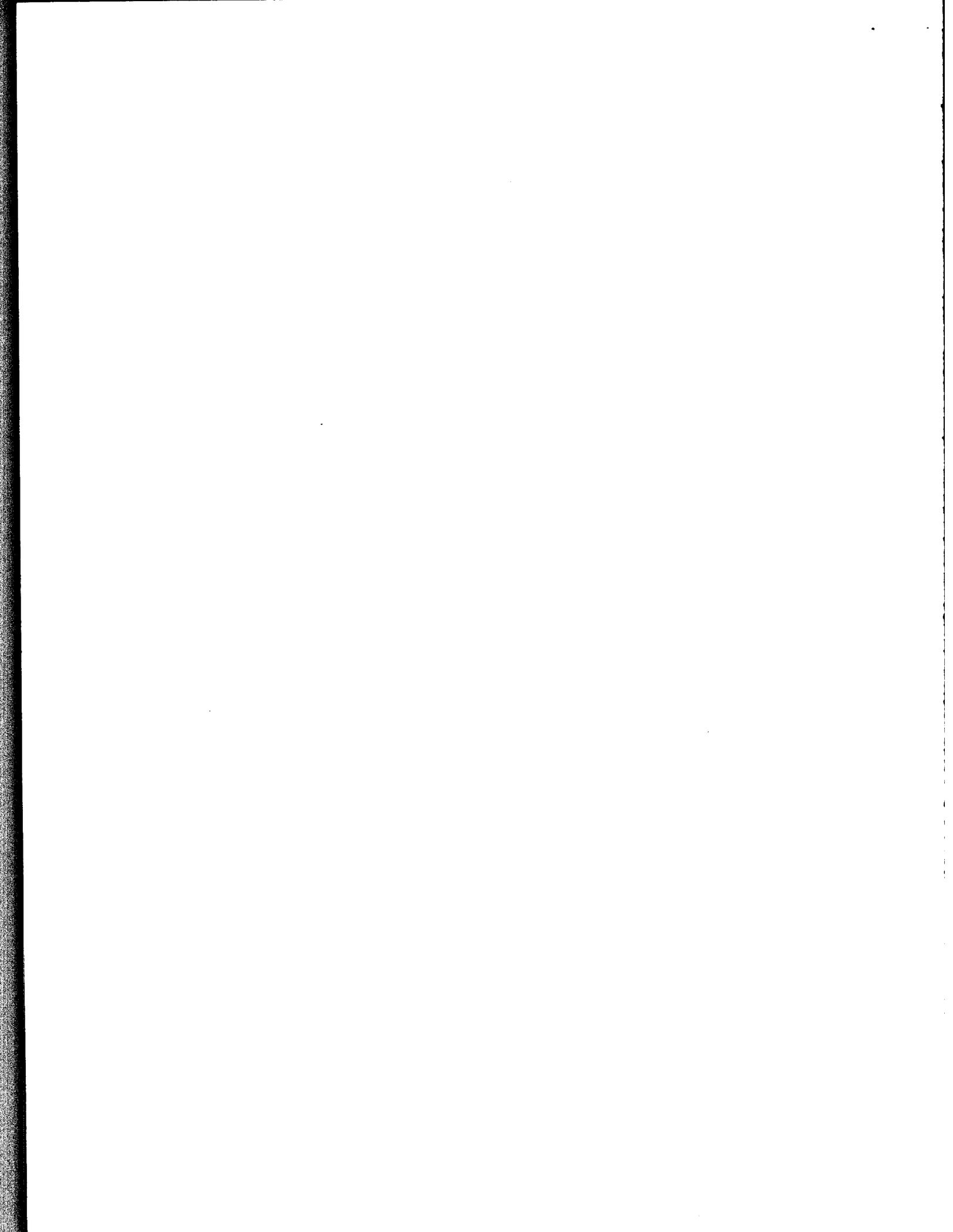
On both surveys, the strongest agreement was with items that concerned international exchange and contact at an abstract or ideal level. Majorities agreed that many American students have negative stereotypes about foreign students (74% initially and 76% at follow-up), that they personally enjoyed meeting foreign students (66% and 70%), and that American students should make an effort to learn from foreign students about their customs (57% and 61%).

In contrast to their views of the value and the desirability of interaction with foreign students, neither their own behavior nor their perception of the behavior of other students was consistent with such a view. While 64% said they had a foreign student as a casual friend, only 16% reported a close friendship with a foreign student. On both surveys, less than one-third (30% and 28%) agreed that there was meaningful contact between U. S. students and foreign students at the university.

Consonant with their judgments about the lack of contact between domestic and foreign students were respondents' assessments of the contribution of foreign students to educational experiences at the university. Few students on either survey (14% and 15%) agreed that foreign students had contributed a lot to their own education. However, at a more general level, the percentage who said that the contribution of foreign students to education at the university was valuable or very valuable was 37% at the first administration and 30% at the second administration.

Most respondents accepted the legitimacy of foreign students' expressing their political views. At both administrations of the questionnaire, majorities (56% and 60%) disagreed with the contention that foreign students should not be allowed to demonstrate in public on issues concerning their country, while about one-fifth (18% and 21%) agreed with this statement. Even though support of the right of foreign students to demonstrate did not change during the crisis months, significant ($p < .05$) changes were found on two other items relating to students' political activity. The percentage who said that they found many foreign students too critical of the U. S. rose from 21% to 30%, and the percentage who said that foreign students are often too emotionally involved in the problems of their country to discuss them rationally rose from 16% to 29%. On all ten items on the scale of attitudes toward foreign students, there was a reduction between the two administrations in the percentage who gave a "neutral" response. Most of those "neutral" respondents who shifted positions evidently did so in the direction of criticism of foreign students.

The largest changes between the first and second administrations of the questionnaire, all significant beyond the .01 level, were for questions about whether student fees should be used to support various international programs. The percentage advocating support for counseling and services for students



planning to travel and study abroad rose from 52% to 66%. The percentage willing to pay for reciprocal student exchange programs with previously isolated countries rose from 49% to 60%. Scholarships for American and foreign students, which received proportionately less initial support than did the other programs, also showed substantial gains in support on the second survey. Support for scholarships for U. S. students to study abroad rose from 41% to 55%, and support for scholarships for students from poor countries rose from 33% to 44%.

Twenty-seven percent of the respondents said that their attitudes toward the role of foreign students had changed since the first survey, and 73% said they had not. Of the persons who said that their views had changed, 43% said negative or mixed things about foreign students in general, and 17% said negative things about Iranian students in particular. Twenty percent of those reporting changed attitudes became more favorable toward foreign students, and the final 20% of those changing did not explain how their attitudes had shifted.

Self-perceived change was significantly ($p < .01$) related to age, college, residence, and attitude toward foreign aid. The percentage who reported changing was inversely related to age, with 66% of those under 21 saying their views toward foreign students had changed, compared to 34% of those 21-23, 15% of those 24-26, and 12% of those 27 or older. The percentage of self-perceived changes was greatest among agriculture/forestry students (39%) and liberal arts, business, education, and law students (32%); and lowest among graduate students (9%). Among those who said they were living on campus at the time of the first survey, there was a greater percentage of perceived changes (43% in residence halls and 53% in fraternities/sororities) than among those who were living off campus (23%). Finally, more (38%) of those who believed that foreign aid to developing nations is currently excessive changed than did those who said that the aid was sufficient (27%) or not enough (18%).

On the follow-up items specific to the Iranian situation, respondents showed little inclination to single out Iranian students in the U. S. as targets for anger engendered by the hostage situation. Nearly three-quarters (73%) agreed that Iranian students should not be punished for the actions of persons in Iran. Also, less than one-third (29%) agreed that Iranian students should be expelled if the American hostages are not released within a reasonable period of time.

Correlates of Attitudes Toward Foreign Students

Table 2 summarizes the significant ($p < .01$) differences between student sub-groups in their attitudes toward foreign students, as assessed by analyses of variance of the scale of attitudes toward foreign students. More positive attitudes toward foreign students were associated with being female, older, enrolled in graduate school, living off campus, and having travelled abroad.

Insert Table 2 about here

Both the frequency and type of contact with foreign students were related to attitudes toward them. The more frequent the students' reported contact with foreign students, the more positive were their attitudes. A stronger association with attitudes toward foreign students came from the question of whether respondents had known a foreign student as a casual friend, close friend or teaching assistant. Respondents were most positive when they had had a foreign student only as a casual or close friend, and least positive when they had known foreign students as teaching assistants and not as friends.

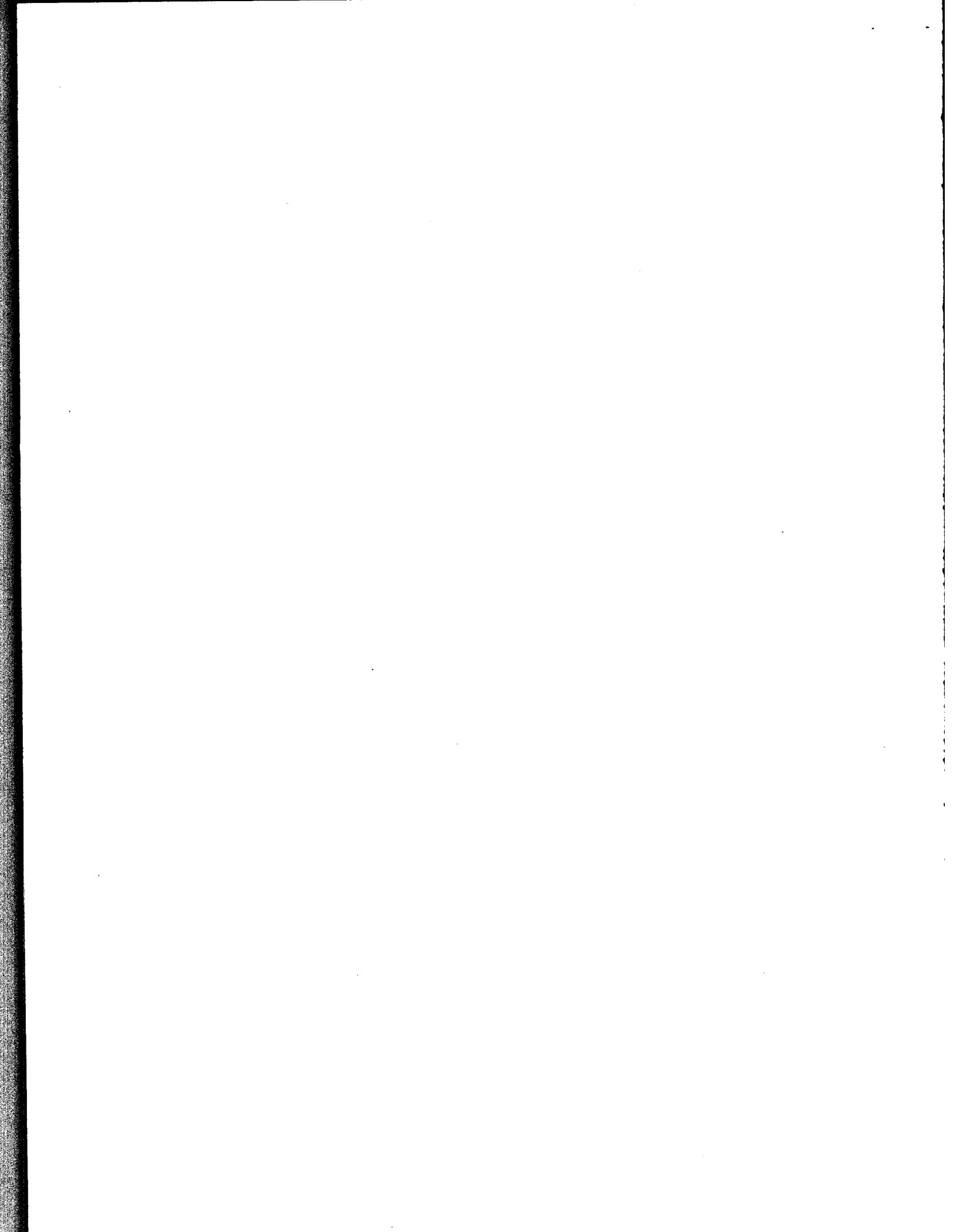
Similarly, those who said that having a foreign teaching assistant in a course had harmed the quality of their course were more negative toward foreign students than were those who said that having a teaching assistant helped or had

no effect on course quality. Attitudes toward foreign students were also related to views of foreign aid and to liberalism/conservatism. Those who believed that current foreign aid to developing nations is excessive were more negative toward foreign students than were those who believed that foreign aid is adequate or insufficient. Those who characterized their political beliefs as conservative were more negative than those who said they were liberal.

Discussion

The picture of social relations provided by domestic students' attitudes and experiences with foreign students suggests that contact of a meaningful and sustained nature between the two populations remains minimal. While most students reported a foreign student as a casual friend, few had one as a close friend. Although the surveyed American students indicated an openness to future contact with foreign students and supported the ideal of intercultural understanding, less than one-third said that there was meaningful contact with foreign students at the university or that foreign students had made a "valuable" or "very valuable" contribution to their own educational experience.

Some students blamed foreign students for the perceived lack of contact. More than one-third agreed that foreign students isolate themselves and are hard to get to know. "I used to think they were interesting. Now I have become a bit frustrated with their general narrowmindedness and anti-social behavior. I know I'm generalizing--but this is how I feel from the experiences I've had with foreigners." Others noted their own role in the situation. "I like the cosmopolitan atmosphere that foreign students bring to the campus. I feel that I haven't made friendships with foreign students as much because of reticence on my part as on theirs." At the same time, most agreed that Americans should make an effort to meet foreign students and learn from them. "Foreign students have now, in a sense, become the mediators of our relations with people of



different countries. They know about what really goes on in a population, not what the government portrays... They are also indicators for us to gain insight into which way they feel our country measures up to standards."

The finding that frequency of contact and close friendship with foreign students relate to positive attitudes is consistent with the results of numerous earlier studies (Morris, 1960; Selltiz, Christ, Havel, & Cook, 1963; Sewell & Davidson, 1961) and supports the contact hypothesis. But the generally negative relationship between student attitudes toward foreign students and having had a foreign student as an instructor is a finding which has not previously been reported and is not easy to interpret. It is possible that informal contact, as in the case of friendship, promotes a positive attitude. However, where the contact is limited to the teacher-student relationship, American students are more likely to know foreign students only in a formal sense. Moreover, such a relationship is not based on an arrangement of equal status. This is noteworthy because the literature (Allport, 1958; Riordan, 1978) indicates that intercultural relationships are more positive in an equal status context. Thus, the formal, unequal status characteristics of the American student-foreign teaching assistant roles are contrary to the conditions of contact which promote positive relationships.

The findings also support a trait factor view in that significant age and sex differences were found. Older students were more positive than were younger students toward their foreign student counterparts. One explanation may be the often noted observation that younger persons in American society are becoming more conservative. It is also possible that university life promotes more positive attitudes by providing opportunities for intercultural contacts. Assuming these contact opportunities are equally available to men and women, it is not clear why female students possess more positive attitudes. It remains

for future studies to pursue this issue.

The time between the first survey and the follow-up served to accentuate initial trends in student opinion. Students became slightly more negative about current relationships with foreign students, but they also became more positive about the idea of intercultural exchange. In particular, there was significantly increased support for funding programs focused on promoting international and intercultural education.

In other respects, the "social catastrophe" of the Iranian crisis appeared not to have had a large impact. Students did not become dramatically xenophobic. Their attitudes toward those holding the hostages in Iran did not generalize to all foreign students in general, or even to Iranian students in this country. The majority believed that Iranian students in the U. S. should not be punished for the actions of the Iranian militants. To be sure, a certain number did say they changed their views of Iranians and foreign students as a whole. These persons, who tended to be younger and live on campus, were perhaps more likely than others to be influenced by campus demonstrations and discussions. For many the Iranian crisis probably did not change their views toward foreign students, but may have sensitized them to the issues involved. This was indicated by the consistent reduction in the percentage of "neutral" responses on the follow-up. An explicit statement of this phenomenon was offered by one respondent: "I think the substance of my attitudes is the same but the issue is more pronounced in my life due to the Iranian crisis and my attitudes are a bit stronger."

Two qualifications of the study findings should be noted. The study surveyed midwestern students at a large urban campus who might not be representative of U. S. students in general. The Iranian crisis continued past the time of the second survey. Unexpected opinion shifts may have subsequently occurred.

Nevertheless the data have implications for the development of means for promoting intercultural and international understanding on campus. The first area for these implications is in the preparation of foreign students as teaching assistants. Having had a foreign teaching assistant was clearly a negative experience for a number of the domestic students responding to the study. Illustrative of their views was, "Foreign TAs should be able to communicate in English well enough for a class to follow his/her instructions. I have had many foreign TAs who were exceptionally knowledgeable but they were unable to teach me what they knew. TAs like this give foreigners a bad reputation." We note these reactions, not to validate their correctness, but rather to point up the prevalence of such perceptions and their consequence. Efforts to diagnose and correct the problems that domestic students perceive themselves as having with foreign TAs would seem to be in order, not only to improve learning, but also to improve relationships with foreign students.

The second area of implications is for international exchange and intercultural programs. Since friendship with foreign students is a positive factor in attitudes toward them, the promotion of friendly contacts would also seem to be an effective way of fostering goodwill toward foreign students and ultimately their adjustment to American academic life. As one respondent put it, "I think that events of the past months (basically, but not limited to Iran) have shown me the need to make students aware of reciprocal student exchange programs... The U. S. is a country of immigrants from the start, and lack of education on both sides has led to current events."

The fact that most respondents said that they enjoy meeting foreign students and learning from them does not mean that this attitude has been translated into friendly and open behavior. The perceived lack of meaningful contact between domestic and foreign students suggests that there are obstacles to

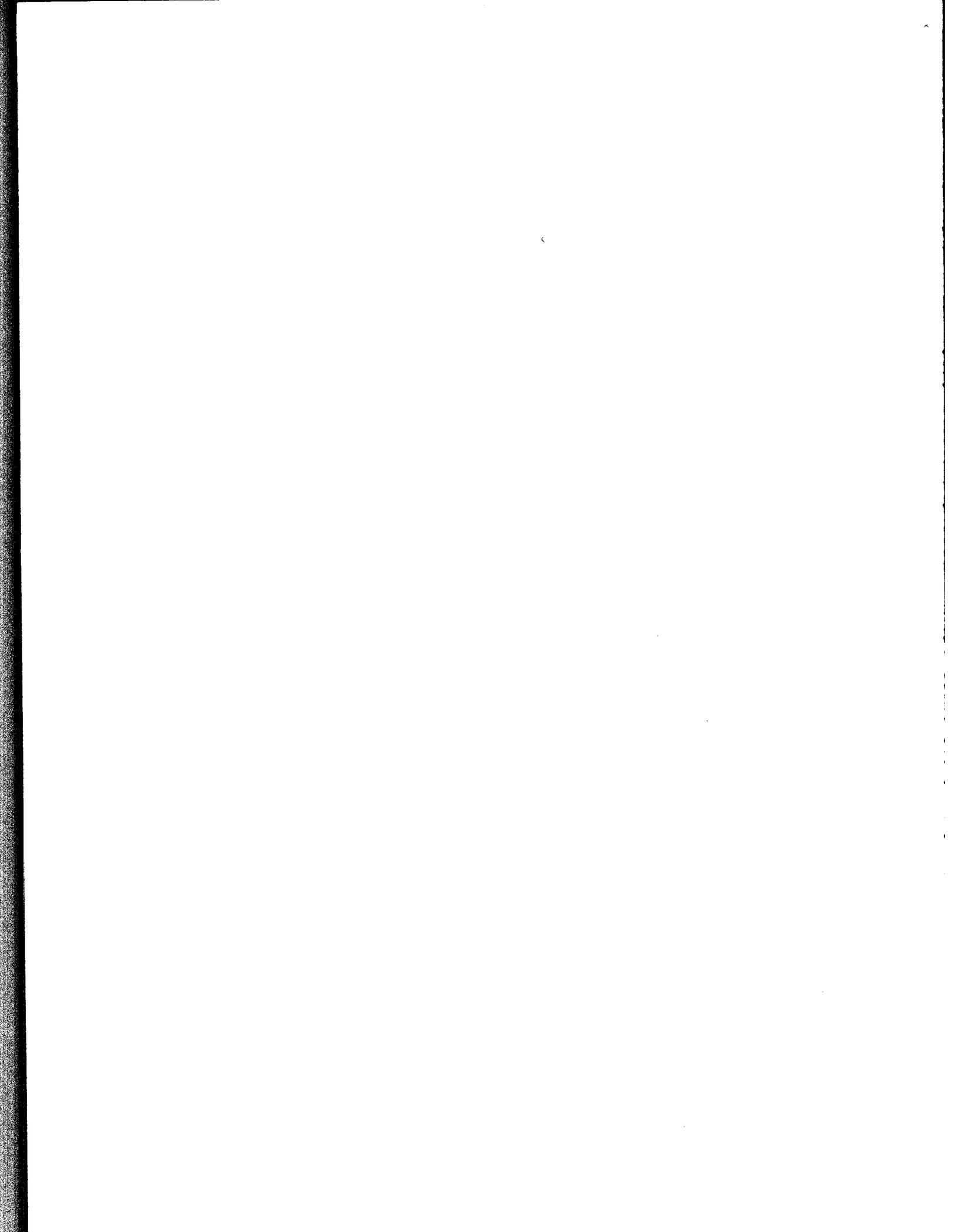
effective communication between the two groups. Future research might well concentrate on understanding such obstacles and on ways to remove them.

The relationship between attitudes toward aid to developing nations and attitudes toward foreign students is also suggestive. How an individual reacts to foreign students may be a function of his/her worldmindedness. Those who conceive of the United States as a contributing member of a world community are probably more receptive to foreign students than those who hold isolationist views. If coursework and programs dealing with international issues promote an internationalist perspective, then they may also result in a more positive view of foreign students. The findings may also mean that a certain segment of the student population is ideologically predisposed to be negative toward international exchanges and resistant to efforts in international education.

Table 1^{abc}

Percentage Distribution of Initial (t_1) and Follow-up (t_2) Attitudes
Toward Foreign Students and Programs (N=404)²

		SA %	A %	N %	D %	SD %
1. Many Americans have negative stereotypes about foreign students.....	t_1	18	56	19	7	1
	t_2	21	55	18	6	1
2. I enjoy meeting foreign students and learning about their countries and cultures.....	t_1	19	47	28	5	2
	t_2	21	49	23	5	2
3. American students should make an effort to learn from foreign students about their customs.....	t_1	16	41	31	9	3
	t_2	13	48	29	8	2
4. In my experience, foreign students tend to isolate themselves from American students and are hard to get to know.....	t_1	9	28	36	25	3
	t_2	8	29	35	28	1
5. I find that many foreign students are too critical of the U. S.*.....	t_1	6	15	51	24	4
	t_2	8	22	42	25	3
6. There is meaningful contact between U. S. and foreign students at the University....	t_1	3	27	49	18	3
	t_2	2	26	47	22	4
7. It has been easy for me to initiate contacts with foreign students.....	t_1	5	26	43	21	4
	t_2	5	29	34	28	5
8. Foreign students are often too emotionally involved the problems of their countries to discuss them rationally and objectively*....	t_1	2	14	46	32	7
	t_2	4	25	36	29	7
9. Foreign students have contributed a lot to <u>my</u> education here at the University.....	t_1	2	12	34	34	18
	t_2	3	12	26	39	20
10. Foreign students should <u>not</u> be allowed to demonstrate in public on issues concerning their countries.....	t_1	7	11	26	35	21
	t_2	8	13	20	40	20
11. Iranian students in the U. S. should <u>not</u> be punished for the activities of persons in Iran.	t_1					
	t_2	30	43	16	7	4
12. The Shah of Iran should be tried by an international tribunal.....	t_1					
	t_2	14	26	54	18	9
13. Iranian students should be expelled from the U. S. if the American hostages are not released within a reasonable period of time..	t_1					
	t_2	13	16	18	35	18



14. Overall, how valuable do you think the contribution of foreign students is to the educational experience at the University?		t_1	t_2
	Very valuable	10	10
	Valuable	27	20
	Of some value	38	41
	Of little value	20	21
	Of no value	5	9

Should student fee money be used for:

		Yes	No	Don't know
15. Counseling and services for students planning to travel and study abroad? **	t_1	52	36	12
	t_2	66	26	9
16. Reciprocal student exchange programs with countries which we have had very little contact with in the past (People's Republic of China, Cuba, etc.)? **	t_1	49	32	19
	t_2	60	26	14
17. Scholarships for U. S. students to study abroad? **	t_1	41	47	12
	t_2	55	37	7
18. Students from the poorest countries (those with low per capita income)? **	t_1	33	49	17
	t_2	44	43	13

^a (Strongly agree=SA; Agree=A; Neutral=N; Disagree=D; Strongly disagree=SD)

^b * $P < .05$ ** $P < .01$

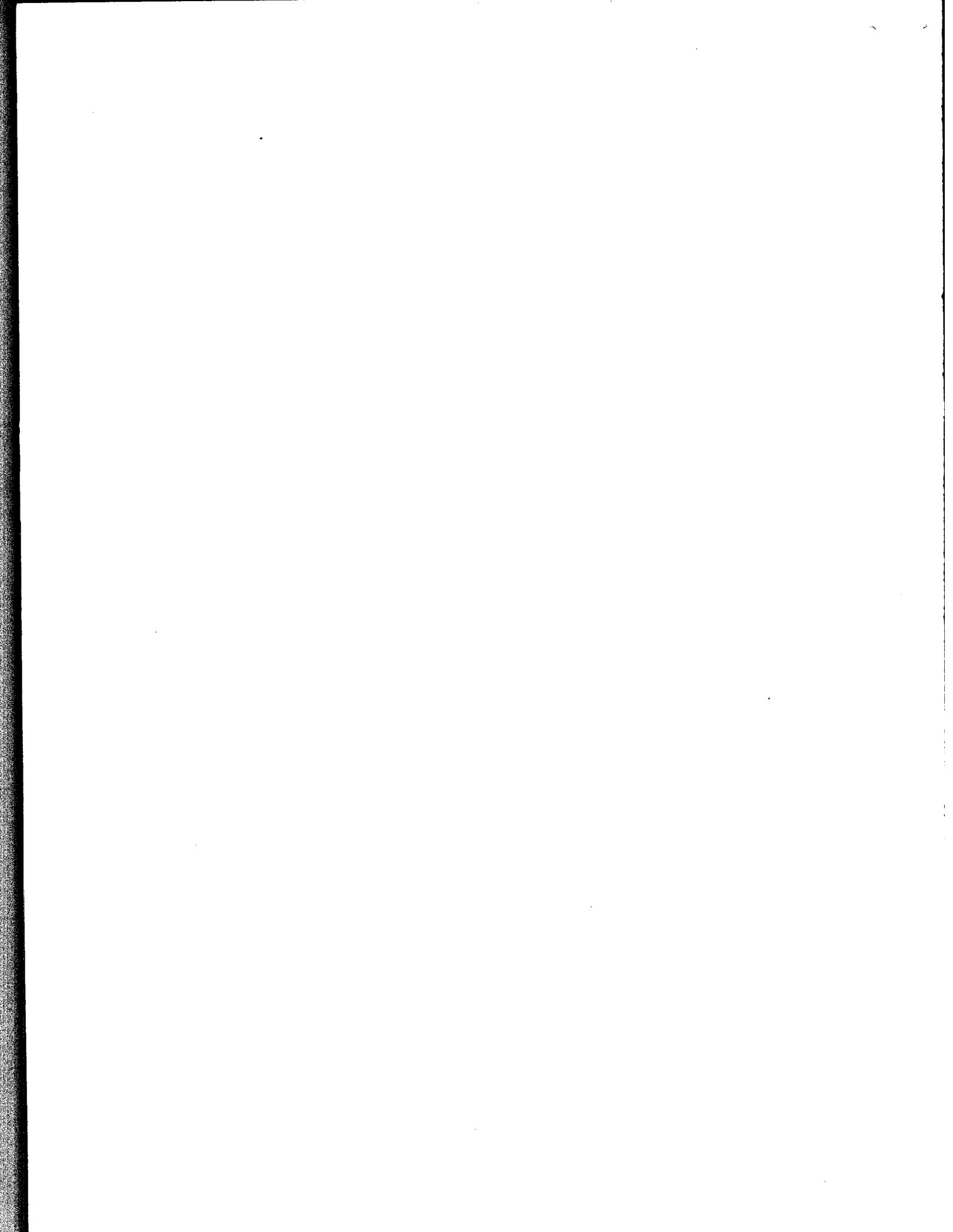
^c Responses may sum to 101% or 99% due to rounding

Table 2
Variables Significantly Related to Attitudes
Toward Foreign Students
(N=743)

Background	F	Eta
Age.....	15.6	.25
Residence.....	12.6	.22
College.....	3.8	.16
Sex.....	12.0	.12
<u>Contact</u>		
Contact as TA vs. friend.....	40.9	.38
Frequency of contact.....	22.3	.28
Time spent travelling abroad.....	4.7	.17
<u>Attitudes</u>		
Opinion of foreign aid.....	56.0	.36
Opinion of foreign TAs effect on courses..	28.5	.32
Liberalism/conservatism.....	16.8	.27

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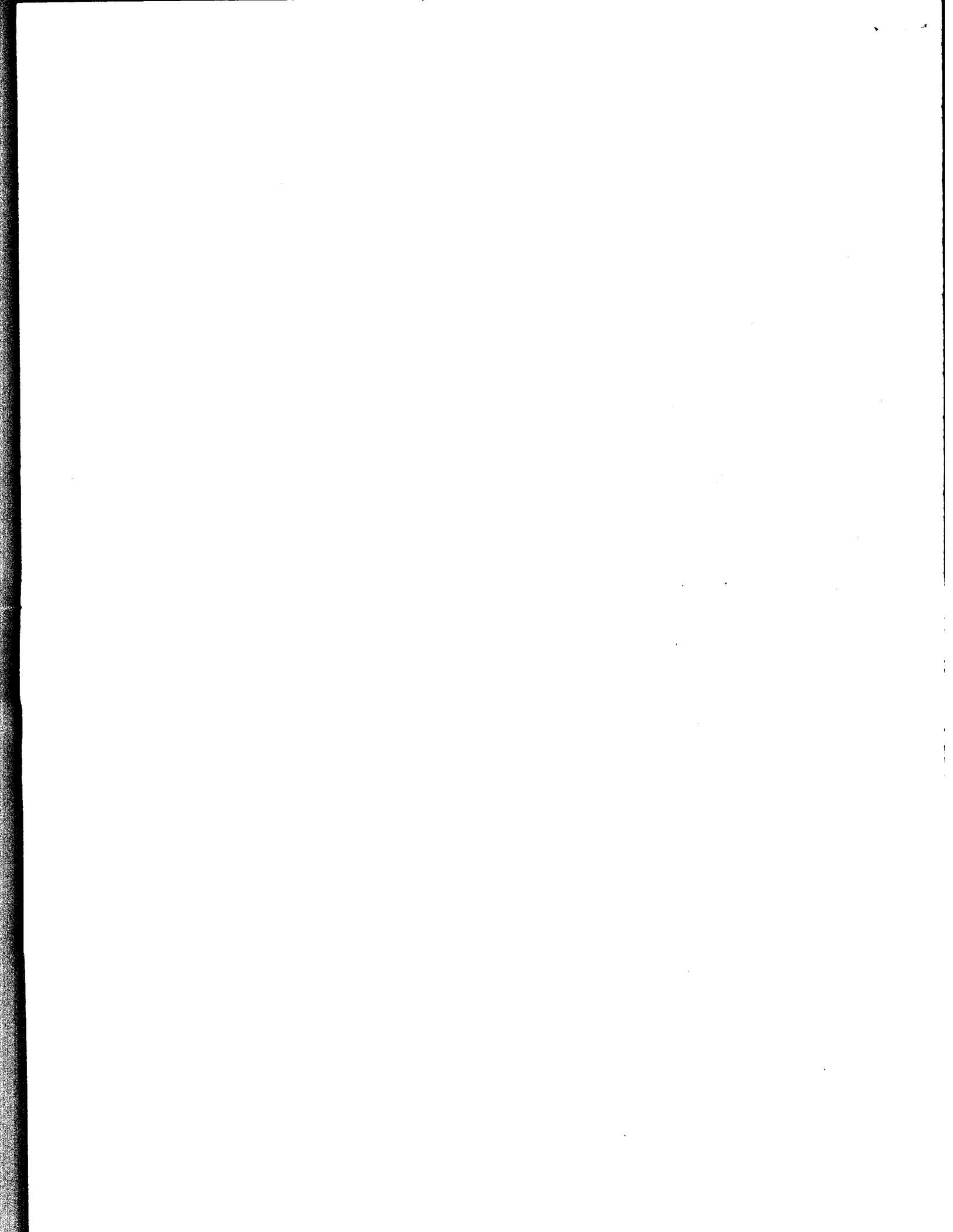
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OSA Research Bulletin
Office for Student Affairs

University of Minnesota
Volume 21
Number 2
Date 8-80

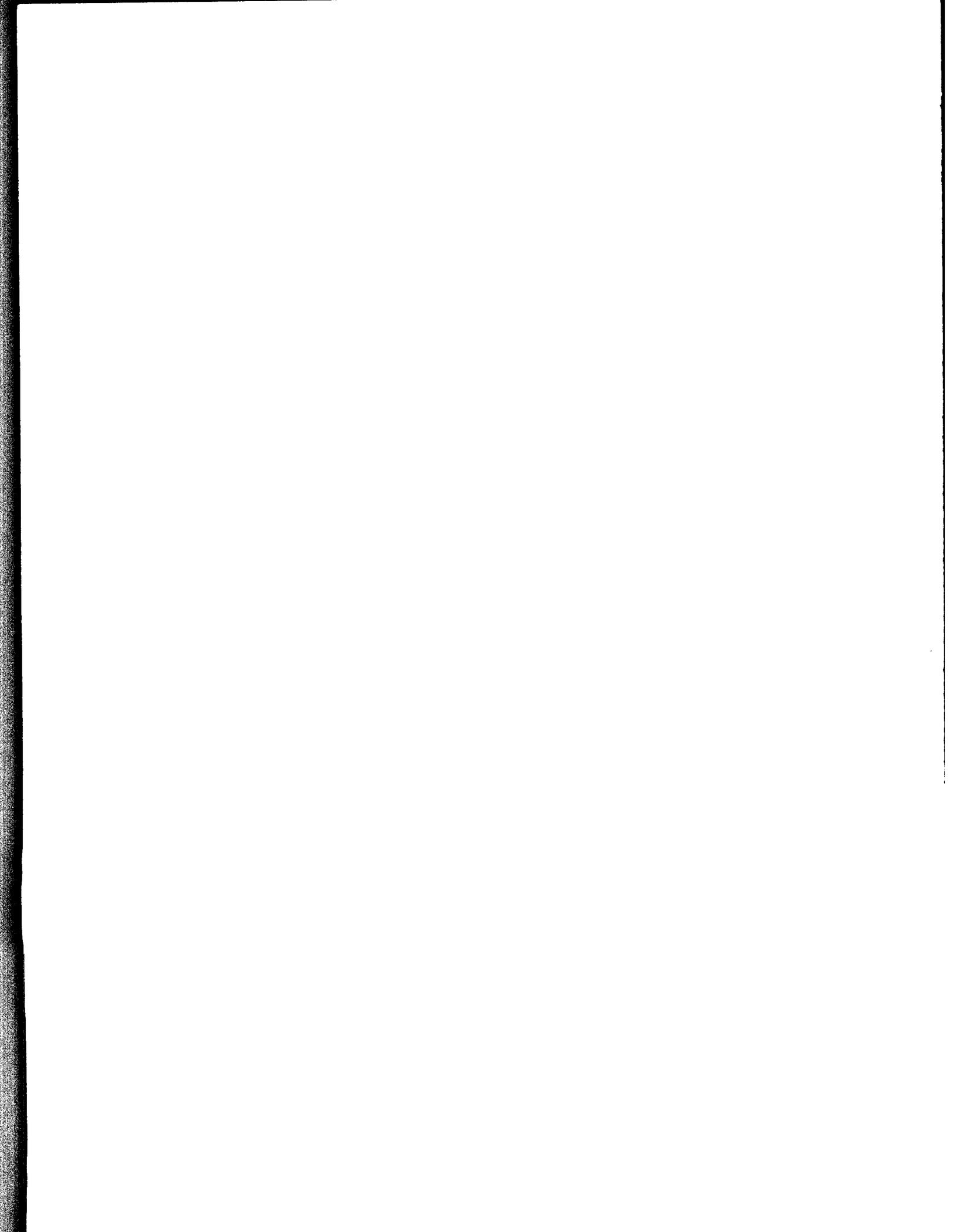


A Comparison of 1976, 1978 and 1980 Student Opinion Toward
Kirby Student Center and UMD Student Activities

Ronald Matross

Student Life Studies and Planning

University of Minnesota



A Comparison of 1976, 1978 and 1980 Student Opinion toward
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Abstract

Random samples of students at the University of Minnesota at Duluth were surveyed on their usage and opinions of Kirby Student Center services and programs. Key findings include: Compared to 1976, 1978 respondents were working more, spending less time in leisure activities, and increasingly focusing their leisure time off campus. In 1980 these trends were reversed. In addition, in 1980 a significantly larger proportion of students were living on and near the campus than in 1978. Relative ordering of service usage and satisfaction remained basically constant across the three surveys. Among Kirby facilities, the lounge area received the greatest and most consistent gains in satisfaction. Among student organizations, the Statesman and student government received large increases in satisfaction from 1978 to 1980. Majorities of both 1978 and 1980 respondents did not see a need for any of 12 proposed new services, and were unwilling to pay a fee increase for any of the proposed services.

A Comparison of 1976, 1978 and 1980 Student Opinion toward
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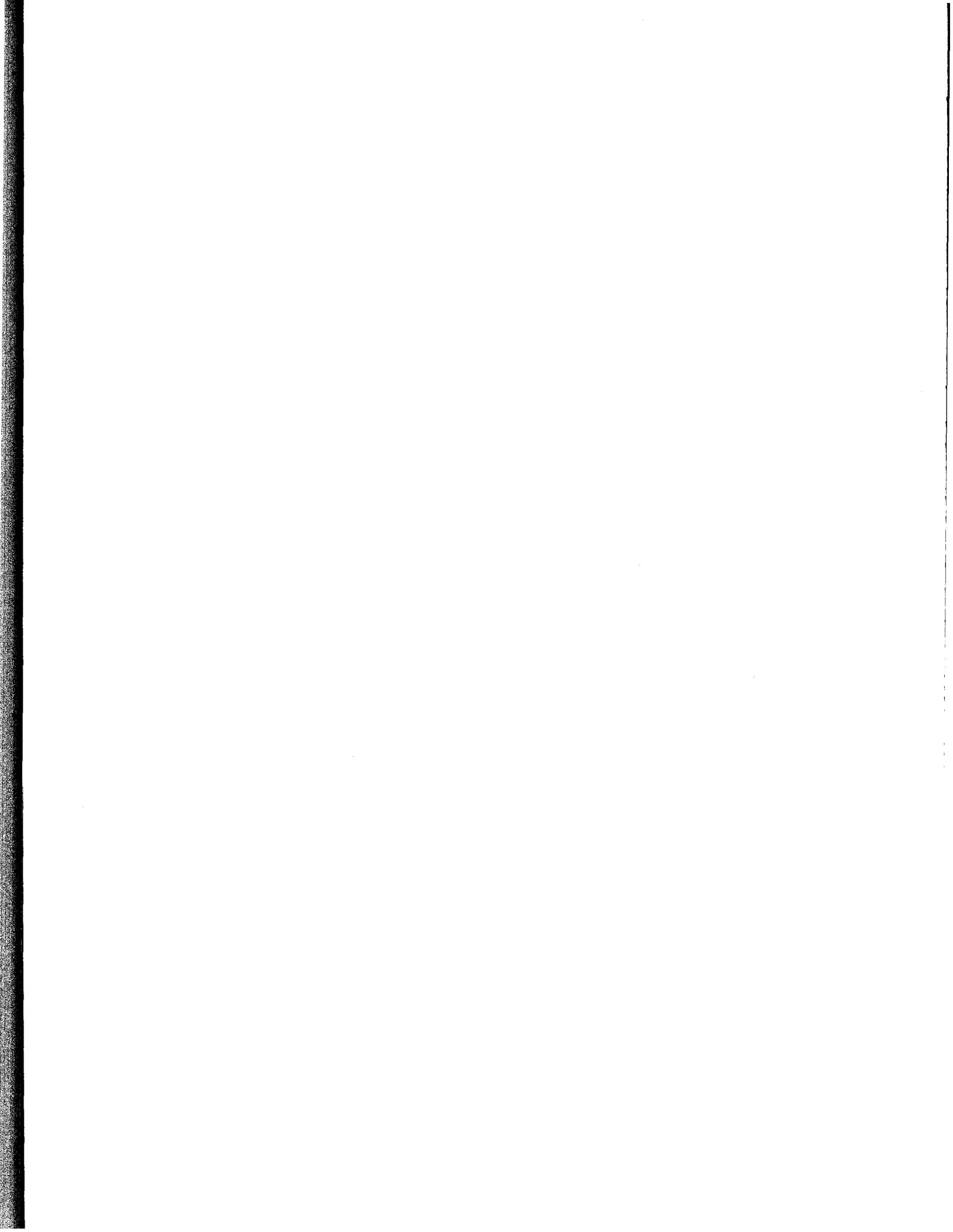
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This report presents data which are rather unusual in the field of student personnel work, and particularly rare in the study of student unions and student activities. The data come from three surveys of UMD students on their usage of Kirby Student Center, their participation in activities programs, and their evaluation of Kirby Center and its associated events. What sets these data apart is that they come from three successive surveys taken at two-year intervals, using the same questions and same methods. This consistency in method permits direct comparisons to be made across the three studies. Thus both change and constancy can be reliably detected from the data.

1. Usage of Kirby Student Center. How many students use Kirby Student Center? For what purposes is it used most and least? How have usage patterns changed?
2. Evaluation of Kirby Student Center. With what services are students most satisfied? With what services are they least satisfied? Have usage and satisfaction gone up or down?
3. Participation in UMD sponsored activities. How many students



participate in the activities sponsored by UMD? How difficult is it for students to participate in campus events? Has participation increased, decreased, or stayed the same since 1976 and 1978?

4. Evaluation of UMD sponsored activities. What do students think of the activities available at UMD? What aspects do they like most and least? How could these activities be improved?

5. Student activity preferences. What types of activities do UMD students most like to do? Have student preferences changed over the last two years?

6. Student views of possible new services. In the 1976 survey, students were asked to rank their preferences for four options for expansion in Kirby Student Center. In 1978, this question was replaced with a series of items asking whether several specific new services were needed, and whether students would be willing to pay an increase in their quarterly services fee to fund them. Additionally, a series of questions regarding the UMD Health Service was included at the end of the 1978 survey. The 1980 survey repeated the questions from the 1978 survey.

Method

The staff of Kirby Student Center conducted both the 1976 and 1978 surveys by mail, using similar procedures. The questionnaires and mailing procedures were developed in consultation with Student Life Studies and Planning. In the first two studies, 500 students randomly selected from the active student file at UMD were first sent a pre-letter describing the study, then a questionnaire, then three follow-up reminders as needed. In the 1976 survey conducted from November '75 through January '76, responses were received from 341 students, for a response rate of 68%. In the 1978 survey conducted from November '77 through January '78, responses were received from 383 respondents, for a response rate of 77%. In the 1980 study the sample size was increased to 1000. Six hundred and ninety responses were received for a response rate of 69%.

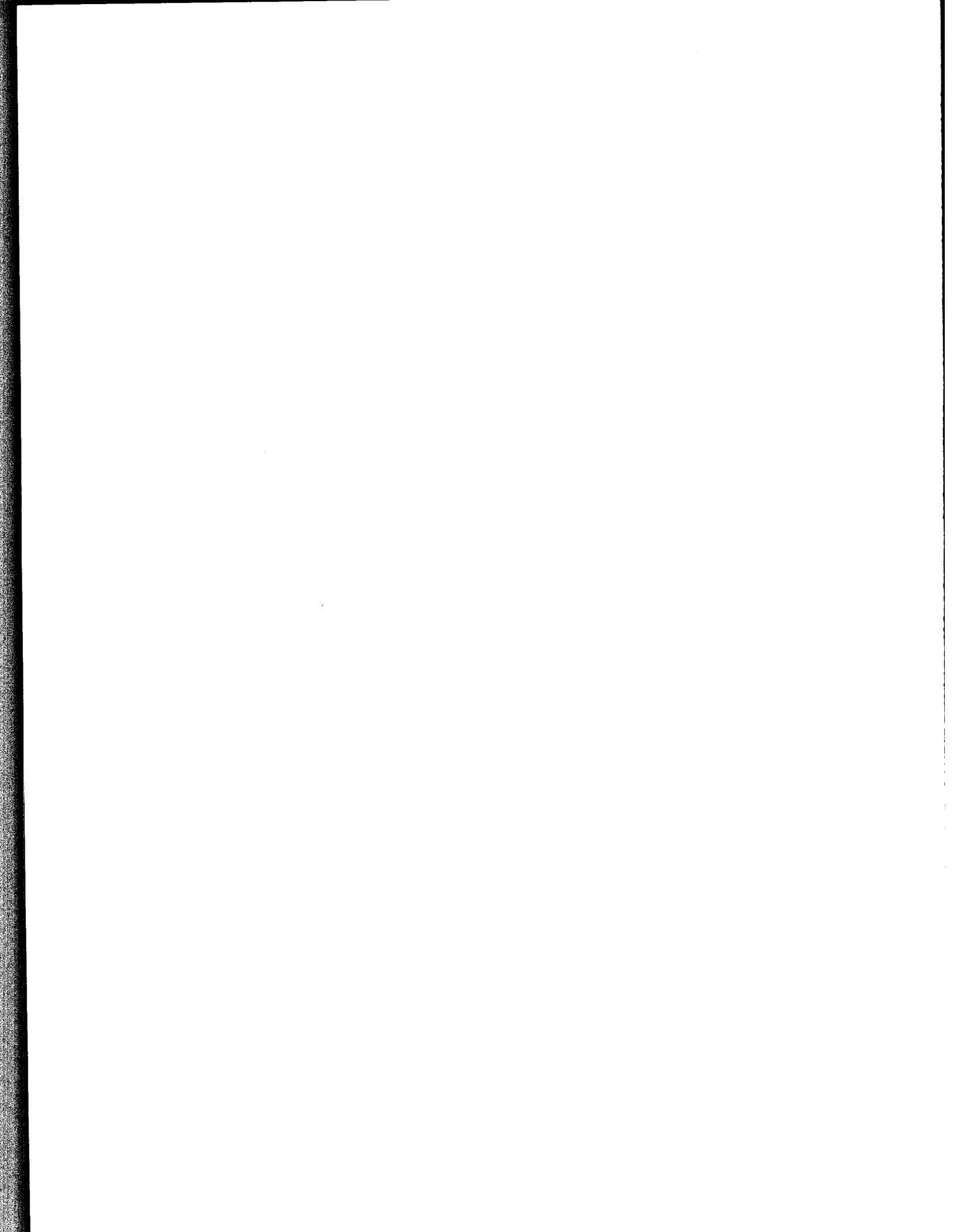


Table I compares the characteristics of persons responding to the three surveys. In 1978 and 1980, the distribution of men vs. women was more nearly equal (47% and 48% women) than in 1976 (43% women). Members of the 1978 sample reported living off campus in apartments or houses more frequently than in 1976 (47% vs. 37%), and fewer in 1978 were living in residence halls (6% vs. 18%). In the larger 1980 sample the percent living in residence halls went back up to 20%. In 1976 and 1978 the distribution of distance from their homes to the UMD campus was the same (34% reporting they live less than one mile from campus, 36% 1-4 miles, 15% 4-10 miles, and 15% that they live more than 10 miles away). In 1980, however, considerably more (47%) said that they lived less than a mile from campus.

Table I
Student Demographic Characteristics
(in percentages)

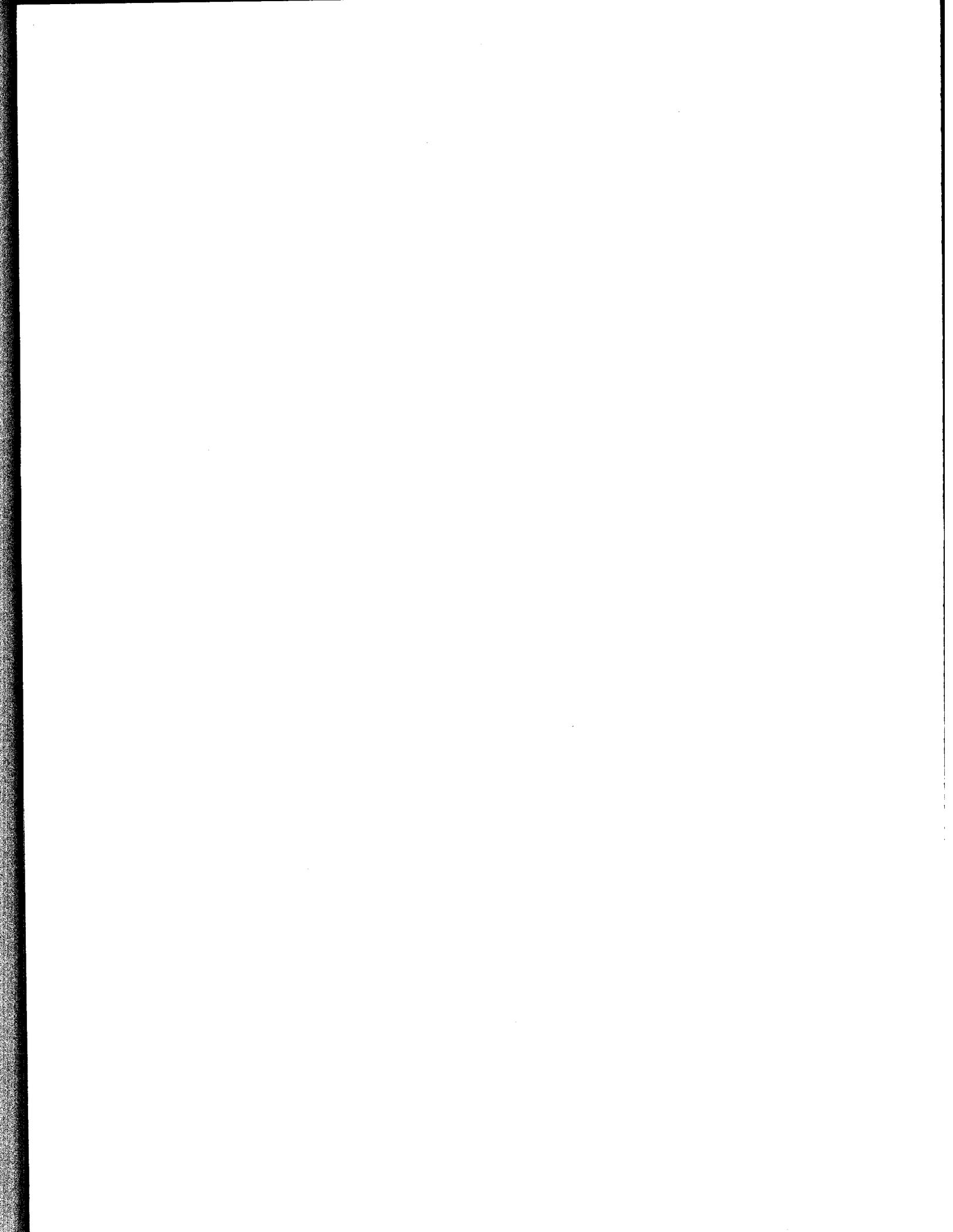
Sex		Male		Female	
		1976	1978	1976	1978
		57	53	43	47
		52	48		

Residence		Residence hall	Cascades or Hotel Duluth	Village or Stadium Apts.	Apt. or house off-campus	Rooming house	Home of parents or relatives
		1976	1978	1980	1976	1978	1980
		18	6	20	37	47	36
		0	0	1	3	1	1
		7	13	15	3	1	27

Distance from campus		Less than 1 mile	1-4 miles	4-10 miles	More than 10 miles
		1976	1978	1980	1976
		34	34	47	15
		36	36	31	15
		15	15	10	12

Results

The following tables present together the percentage distributions of responses to each of the items in the three surveys. Table 2 presents the percentage distribution of the frequency of student usage of 22 different aspects of Kirby Student Center. Students were asked how often they did each activity in Kirby Student Center. In 1976 the majority of respondents reported never doing 19 of the 26 activities listed



while in 1978 the majority reported not doing 14 of the 26 activities and in 1980 not doing 15 of the 26. Compared to the 1976 figures, the 1978 data show that the percentage of students who at least occasionally did the activity increased for 15 of the 26 listed activities, decreased for 9, and stayed the same for 2. Compared to the 1978 figures, the 1980 percentages who participated in an activity increased for 7 activities, decreased for 14, and stayed the same for 4.

Table 2
Percentage Distribution of Frequency of
Student Usage of Kirby Center
1976 and 1978

Activity	Frequency a, b	Frequency a, b					
		6-7	5	3-4	1-2	L	N
1. Walk through Kirby Center	1976	25	41	17	10	7	1
	1978 1980	25 22	36 40	16 15	11 9	10 7	2 2
2. Use vending machines	1976	0	13	22	25	25	13
	1978 1980	5 5	7 9	20 18	25 27	27 30	16 11
3. Listen to music	1976	4	9	10	17	30	29
	1978 1980	6 3	6 3	10 6	13 12	38 30	27 26
4. Use the Bull Pub for relaxation	1976	2	7	10	19	29	33
	1978 1980	3 3	8 6	17 13	25 21	29 32	18 25
5. Ask questions at the Information Desk	1976	1	0	6	21	59	14
	1978 1980	1 1	0 1	4 7	22 20	57 54	16 17
6. Attend a scheduled program or activity	1976	0	1	3	21	48	27
	1978 1980	0 0	1 0	4 2	26 17	47 50	22 31
7. Eat lunch in Kirby Cafeteria	1976	2	8	8	14	18	51
	1978 1980	0 2	10 6	11 11	21 15	22 24	36 42
8. Study in Kirby lounge	1976	0	2	6	14	26	52
	1978 1980	1 1	2 2	3 6	15 11	31 32	48 49
9. Wait for bus service	1976	1	7	6	9	24	53
	1978 1980	4 5	6 8	6 5	7 9	18 22	60 51
10. Eat dinner in Kirby Bull Pub	1976	0	2	7	13	18	60
	1978 1980	0 0	2 2	5 5	21 14	27 30	41 49
11. Attend meetings	1976	0	0	-	15	23	61
	1978 1980	0 0	1 0	2 2	12 7	25 27	59 64
12. Play pool	1976	0	0	2	4	25	69
	1978 1980	0 0	0 1	1 1	2 2	22 22	74 64
13. Play pinball	1976	0	-	2	5	21	72
	1978 1980	1 1	0 1	1 3	5 7	19 20	75 67
14. Use the Ratters for relaxation	1976	0	0	1	7	18	74
	1978 1980	0 1	1 2	6 7	12 13	31 36	49 42

^aDays per week: L = Less than once a week, N = Never

^bPercentages may sum to 99% or 101% due to rounding.

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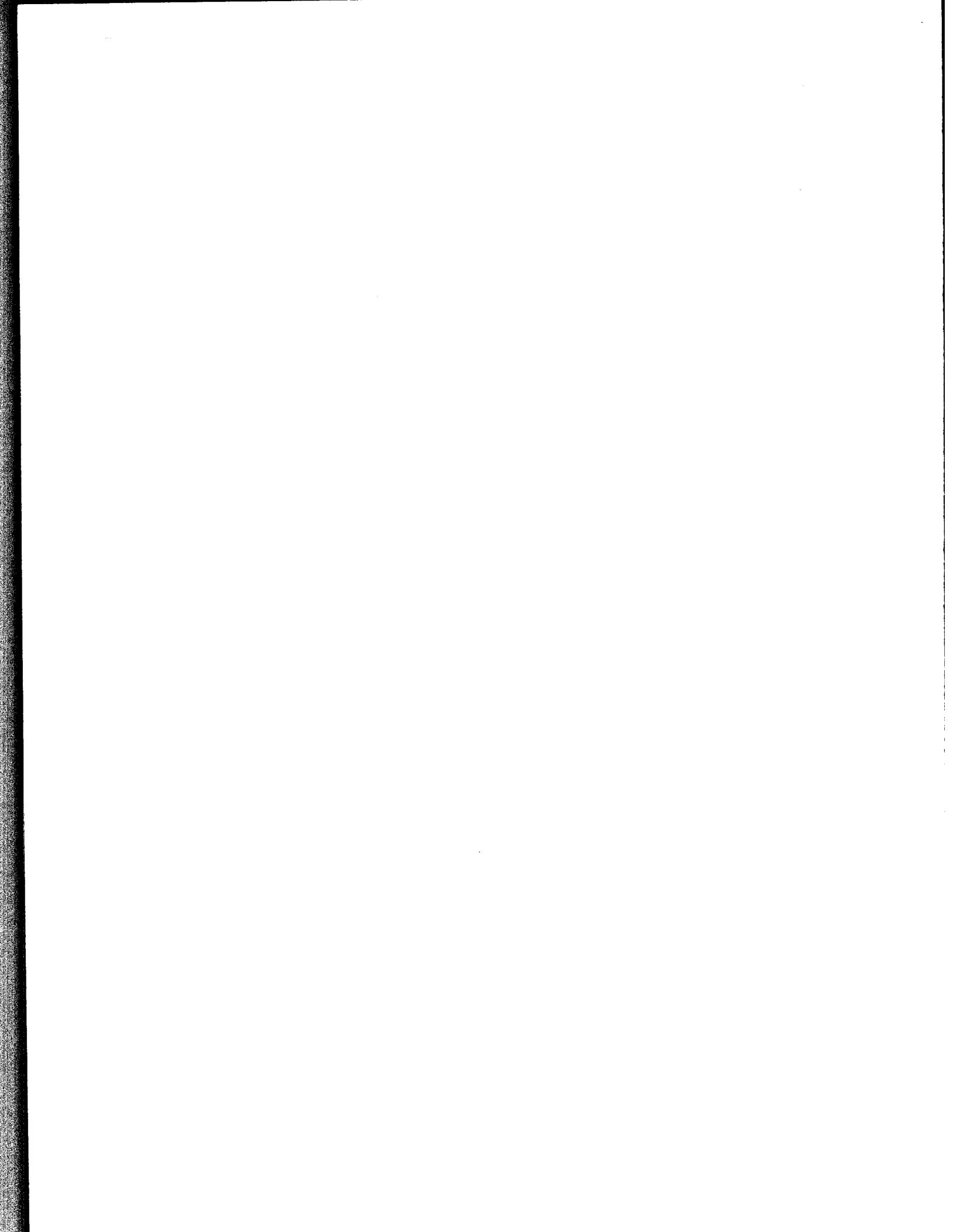


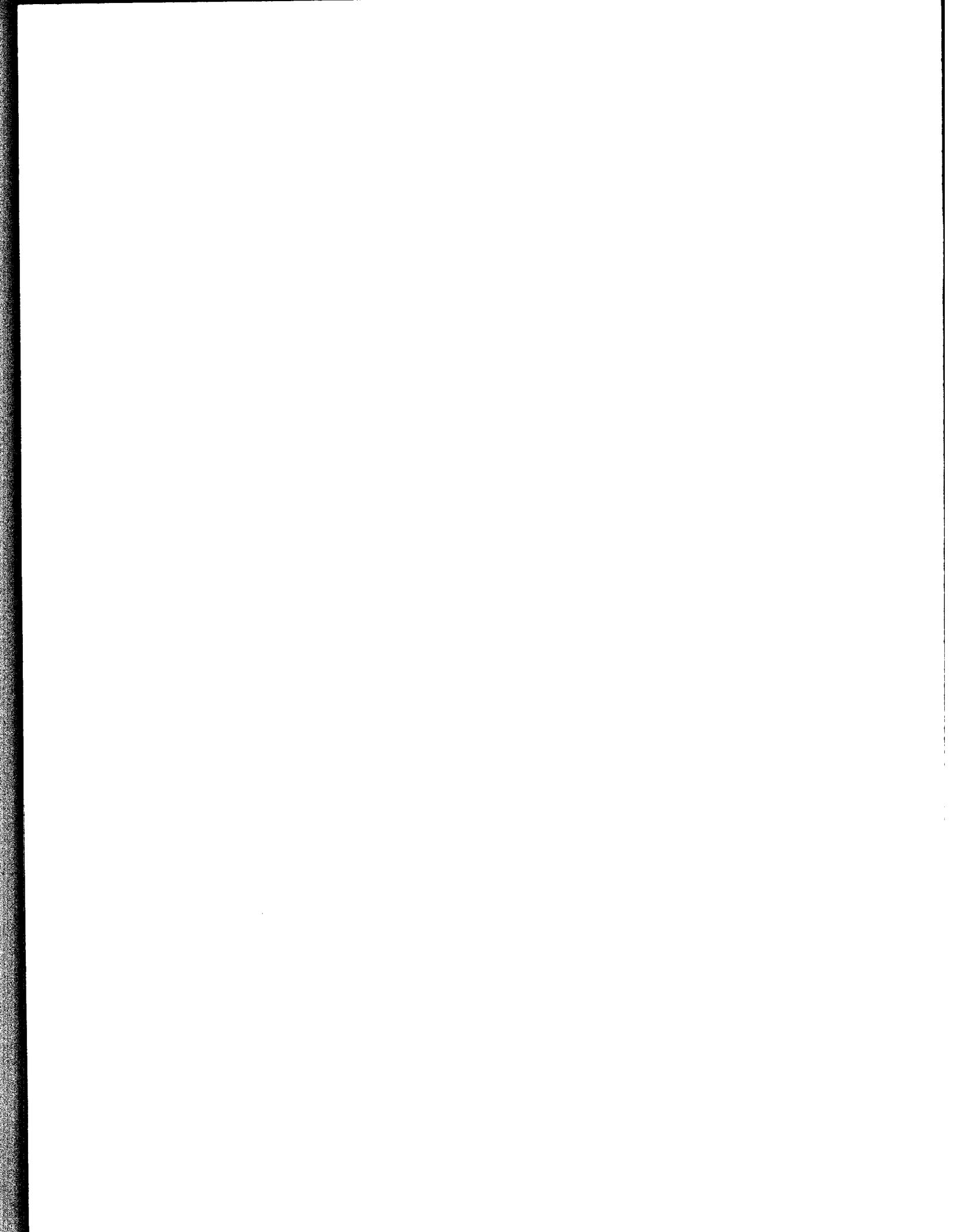
Table 2 (contd)

Activity		Frequency a, b					
		6-7	5	3-4	1-2	L	N
15. Play air hockey	1976	3	-	3	2	23	74
	1978						
16. Watch TV in Kirby	1976	2	1	1	6	16	75
	1978	1	2	3	9	26	59
	1980	2	2	6	10	34	85
17. Use the Kirby poster service	1976	0	1	2	6	17	75
	1978	0	0	1	5	18	77
	1980	0	0	1	3	12	84
18. Play foosball	1976	1	0	1	4	17	77
	1978	0	0	1	2	17	80
	1980	0	0	1	5	15	97
19. Visit the Student Association Office	1976	1	0	1	5	14	79
	1978	1	3	1	3	17	76
	1980	1	2	1	3	13	80
20. Eat breakfast in Kirby Cafeteria	1976	3	2	3	4	8	83
	1978	0	1	3	8	20	68
	1980	0	1	5	8	17	68
21. Eat breakfast in Kirby Bull Pub	1976	-	1	2	6	10	82
	1978	0	1	2	4	16	77
	1980	-	1	2	6	13	78
22. Ask for help from an Activities advisor	1976	-	0	0	2	14	84
	1978	0	0	1	1	14	84
	1980	0	0	1	2	13	84
23. Visit Kirby Program Board Office	1976	-	-	1	3	11	85
	1978	0	1	0	4	11	85
	1980	0	1	0	3	11	85
24. Reserve space in Kirby Center	1976	-	-	-	2	12	86
	1978	0	0	1	3	19	77
	1980	0	0	1	3	9	87
25. Pick up mail in 101 Kirby	1976	1	0	1	3	3	93
	1978	1	2	2	3	4	88
	1980	1	2	2	3	4	89
26. Use rental typewriters	1976	-	-	-	1	5	94
	1978	0	0	1	3	12	83
	1980	0	1	1	2	11	86

^a Days per week: L = Less than once a week, N = Never

^b Percentages may sum to 99% or 101% due to rounding.

Among those activities showing the greatest change in participation from 1976 to 1978 were specific dining and relaxation areas in Kirby Student Center--the Rafter's, the Bull Pub, and the Cafeteria. Nearly twice as many students in 1978 (51%) than in 1976 (26%) said they used the Rafter's for relaxation at least occasionally. The 1980 figures showed a further increase in the usage of the Rafter's to 59%. ^{Between 1976 and 1980} Increases of 15 to 19% were found for watching TV in Kirby, eating dinner in the Bull Pub, and eating lunch in the Cafeteria. In 1980 the percentage watching TV in Kirby continued to increase. In 1980 fewer students reported eating lunch in the Cafeteria or eating dinner at the Bull Pub although the percentages doing these activities stayed above the 1976 levels. Between 1976 and 1978 increases from 2 to 11%

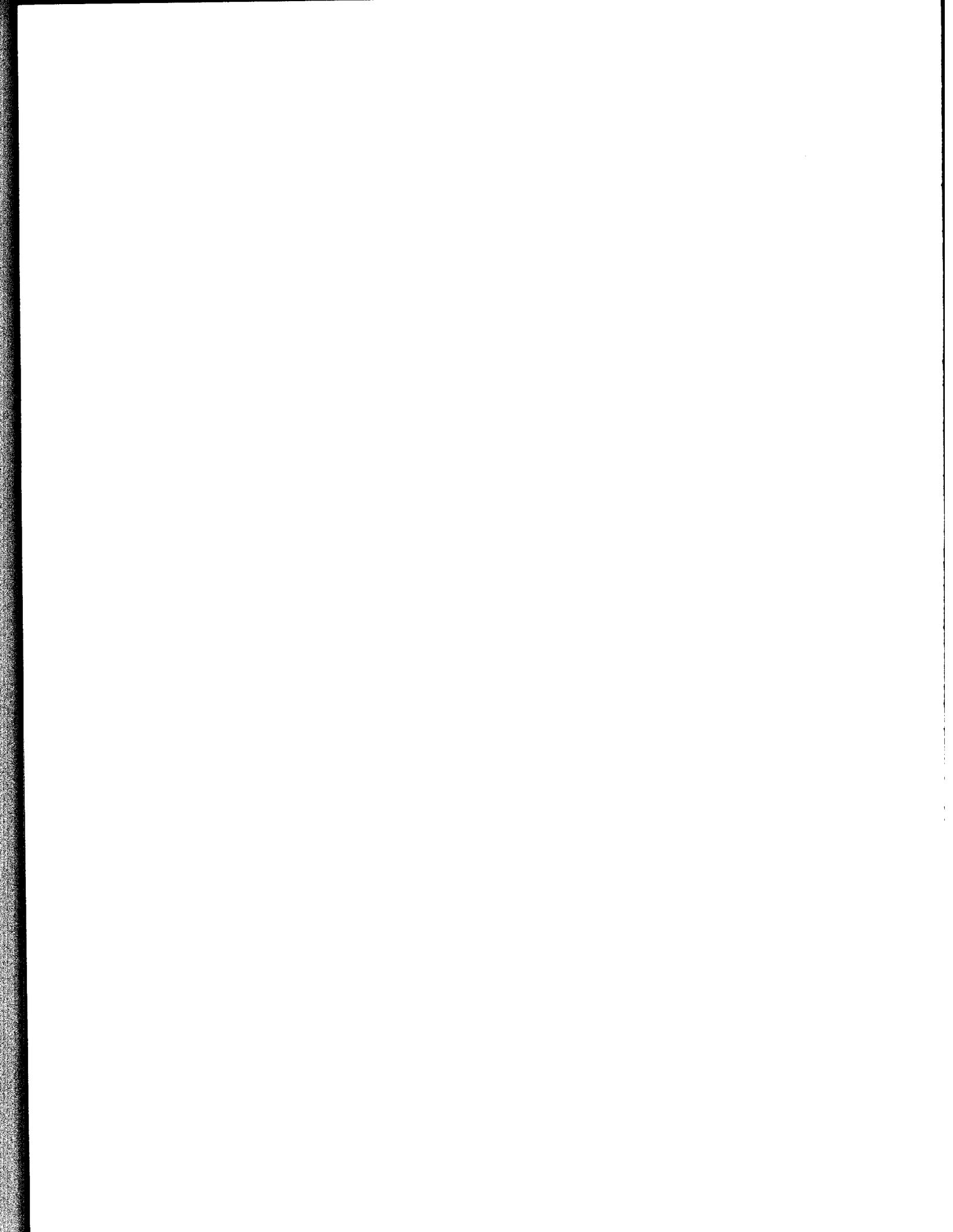


were noted for the use of rental typewriters, reserving space, attending scheduled programs or activities, eating breakfast in the Bull Pub, picking up mail in 101 Kirby, studying in Kirby Lounge, visiting the Program office, visiting the Student Association Office, attending meetings, and listening to music. In 1980 participation in all these activities was less than in 1978 and in some cases less than the 1976 level.

Between 1976 and 1978 the most notable declines in usage were found for the bus service and games areas. Seven percent fewer students in 1978 than in 1976 reported that they waited for the bus at Kirby. The number of persons playing pool, foosball and pin ball declined by 3 to 5%. In 1980 the percentages using the bus service and games rebounded and increased slightly over 1978. The largest decreases in usage between 1978 and 1980 were for listening to music in Kirby (down 19%), reserving space (down 10%), and attending a scheduled program or activity (down 9%). In many respects, the pattern of usage of Kirby Student Center remained relatively stable across the four years. Most students use most services less than once a week. Activities most frequently done are walking through or pausing to relax in one of the rooms. Activities indicating heavier involvement such as attending meetings, visiting advisors, and reserving space are done frequently by relatively small numbers of students.

Satisfaction with Kirby Student Center Dining Facilities

Table 3 presents student reports of satisfaction with aspects of Kirby dining facilities for the three surveys. The pattern of changes between the first two years is quite consistent. With regard to each aspect of the dining facilities under question, there was an increase of student satisfaction from '76 to '78. The smallest increases (4 to 9%) were aspects of the dining hall--atmosphere, food quality and variety. The largest increases in satisfaction were for general aspects of the food services, quality of the food for the price (+18%), courtesy and availability of staff (+16%). Also registering large increases were specific



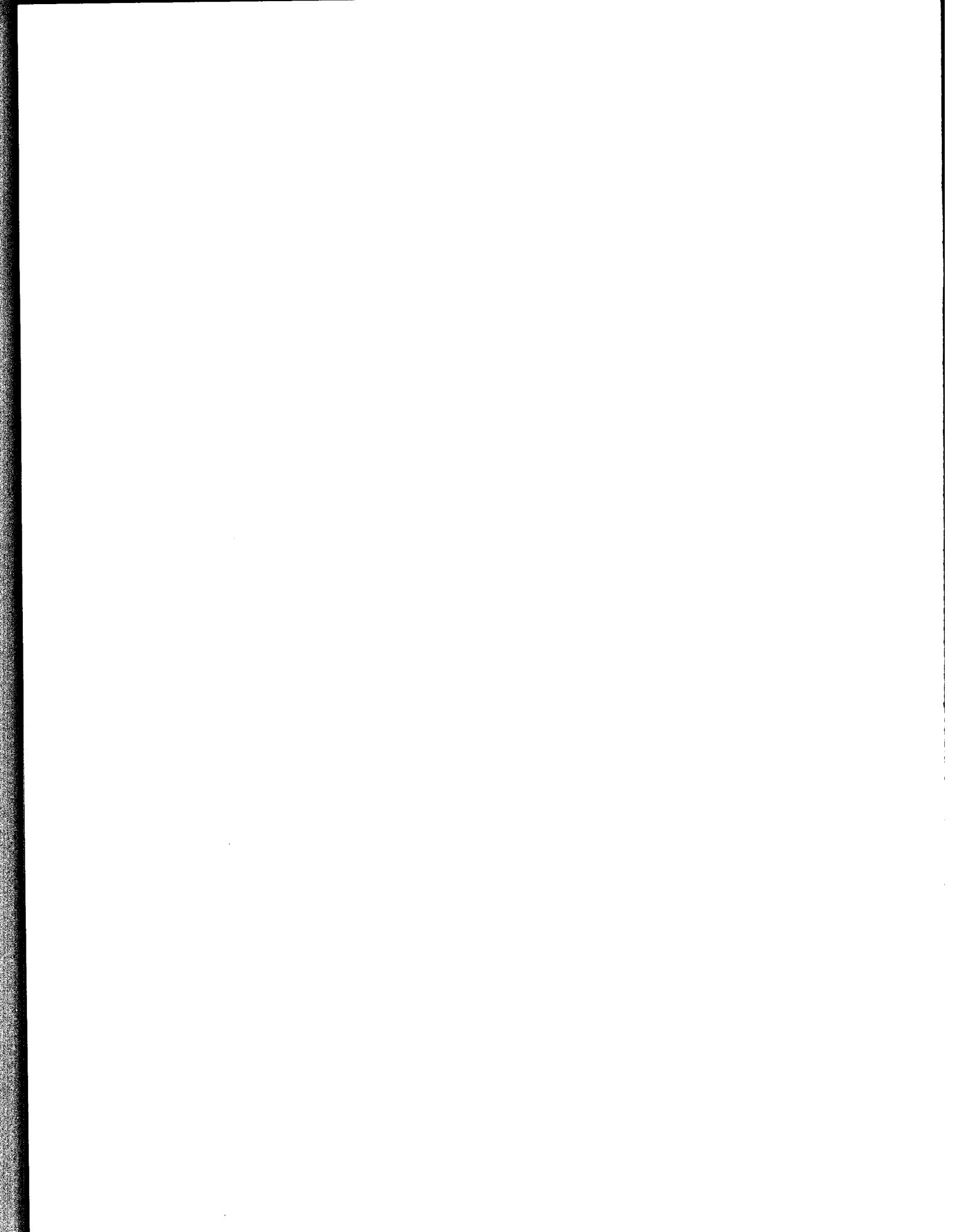
features of the Bull Pub and Cafeteria--variety of food (+16%), quality of food (14%), and atmosphere (Cafeteria, +15%, and Bull Pub, +11%). By and large, the gains registered in 1978 were maintained in 1980. For none of the services did satisfaction levels drop to 1976 levels. The largest changes between 1978 and 1980 were with regard to aspects of the dining hall where there were increases in both the numbers who were satisfied and dissatisfied and a decrease in neutral and "don't know" responses. The increase in the number expressing an opinion on the dining halls is most likely due to the large proportion of residence hall residents in the 1980 sample. In all three surveys, the Bull Pub received the highest satisfaction ratings among the dining facilities and the dining hall the lowest.

Table 3

Student Satisfaction with Aspects of
Kirby Center Dining Facilities

		Percentages ^a					
		VS	S	N	D	VDS	?
1. Atmosphere of Bull Pub	1976	28	40	11	2	3	12
	1978	38	46	7	3	1	3
2. Comfort of chairs	1976	12	47	15	1	1	24
	1978	14	54	14	2	0	13
3. Courtesy of staff	1976	14	41	16	2	3	27
	1978	20	49	15	3	1	16
4. Hours of Bull Pub	1976	7	46	16	7	0	24
	1978	11	54	14	13	2	17
5. Quality of food in Bull Pub and Cafeteria	1976	7	41	17	13	3	19
	1978	12	50	12	13	4	7
6. Variety of food in Bull Pub and Cafeteria	1976	6	38	18	12	5	20
	1978	10	50	9	18	3	7
7. Atmosphere of Cafeteria	1976	7	28	26	5	1	33
	1978	10	40	19	10	1	20
8. Availability of staff for questions	1976	4	23	32	5	0	37
	1978	5	28	26	4	1	32
9. Hours of Cafeteria	1976	1	26	22	9	1	41
	1978	3	37	15	12	3	33
10. Atmosphere of Dining Hall	1976	6	18	16	2	1	57
	1978	8	21	13	3	1	55
11. Hours of Dining Hall	1976	2	14	17	5	2	60
	1978	2	17	14	10	3	57
12. Variety of food in Dining Hall	1976	3	8	17	8	5	59
	1978	3	17	13	9	4	56
13. Quality of food in Dining Hall	1976	3	10	14	3	6	58
	1978	2	15	12	9	5	56
14. Quantity of food for the price	1976	2	27	19	23	7	23
	1978	3	41	14	23	5	14
15. Cost of food items	1976	3	18	26	23	9	22
	1978	5	41	12	26	7	12

^aVS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied, VDS = Very Dissatisfied, ? = Don't Know



Satisfaction with the Kirby Student Center Activities Advising Staff

Table 4 portrays student satisfaction with the advising staff. Between the 1976 and 1978 surveys, increases in the number expressing satisfaction were noted for 6 of the 8 areas listed. Slight decreases occurred for performance (34% satisfied or very satisfied in 1976 vs. 30% in 1978) and in knowledge of campus resources (16% vs. 15%). The greatest increase was noted for helpfulness (23% in 1976, 33% in 1978 satisfied or very satisfied). Between the 1978 and 1980 surveys there were declines in the number of "don't know" responses for each of the items. Consequently the number expressing dissatisfaction and the number expressing satisfaction both tended to go up slightly for each of the items. Perhaps the advising staff was working with more students in 1980 than they were in 1978.

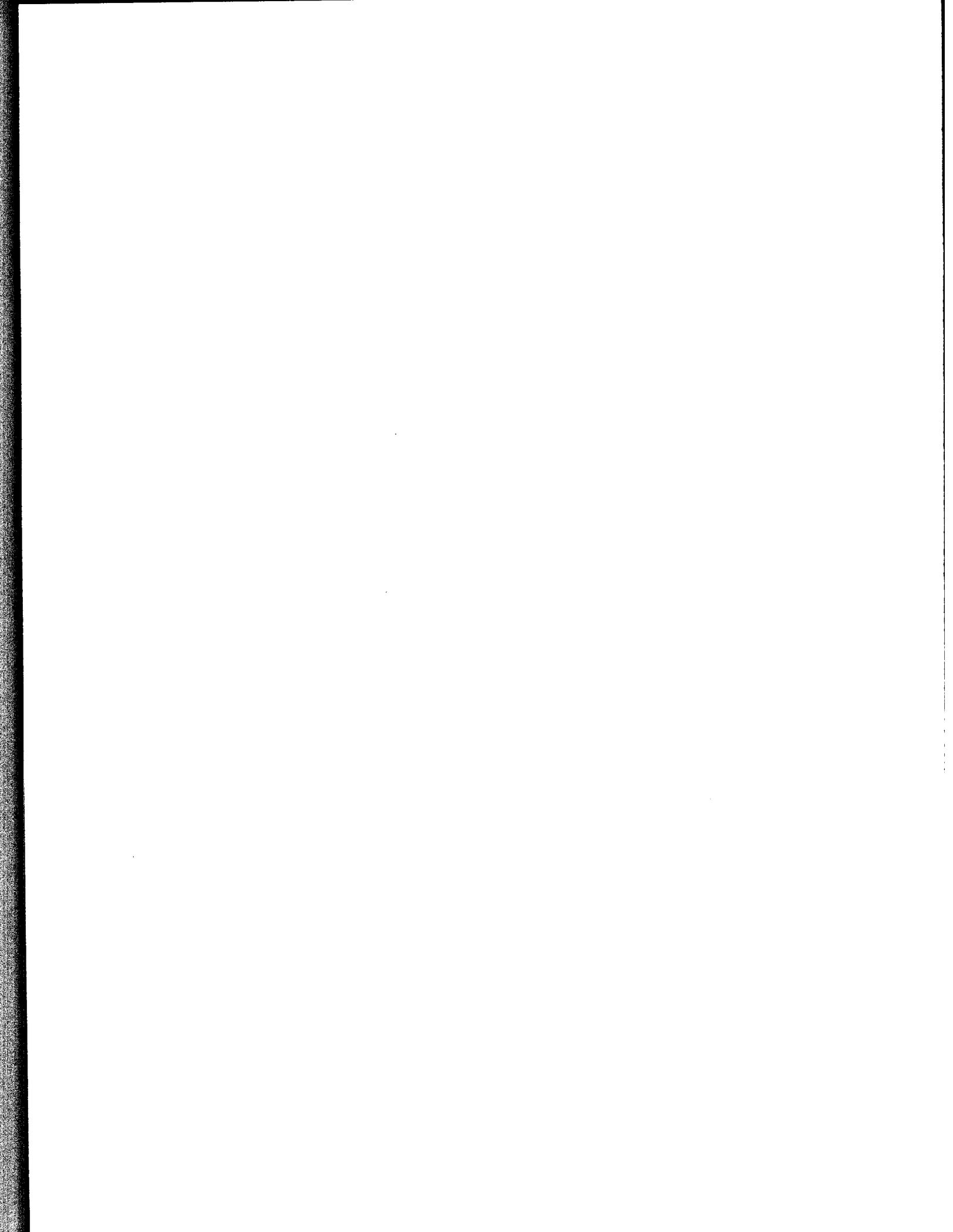
Table 4
Student Satisfaction with Kirby Center
Activities Advising Staff

		Percentages ^a					
		VS	S	N	D	VDS	?
1. Performance	1976	14	20	16	3	1	56
	1978	4	26	16	2	0	53
	1980	6	27	14	2	1	53
2. Knowledge of University information and programs	1976	7	24	11	3	1	55
	1978	10	25	13	2	0	51
	1980	8	22	13	2	0	54
3. Courtesy (willingness to cooperate and meet your needs)	1976	5	22	14	3	0	56
	1978	9	27	12	1	0	52
	1980	7	22	14	1	0	54
4. Knowledge of student needs	1976	4	21	16	2	1	55
	1978	6	24	15	3	0	53
	1980	5	24	15	3	0	52
5. Helpfulness (resources, effectiveness of services)	1976	4	19	16	3	-	59
	1978	7	26	12	1	0	54
	1980	7	26	12	1	0	54
6. Knowledge of resources available in community	1976	2	16	17	3	1	51
	1978	2	19	16	2	0	51
	1980	3	20	18	2	0	54
7. Creativity	1976	2	16	19	3	0	60
	1978	3	19	22	2	1	55
	1980	3	21	22	2	1	55
8. Knowledge of resources available on other campuses	1976	3	13	17	5	1	53
	1978	2	13	16	3	0	56
	1980	2	13	16	3	0	56

^aVS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied, VDS = Very Dissatisfied, ? = Can't Say

Satisfaction with the Lounge Facilities

The responses to six questions on lounge facilities are shown in Table 5. Between 1976 and 1978 gains in the number of satisfied users were registered for five aspects, with the greatest gain (+11%) for hours and lighting (+9%). One



item on which there is no gain in satisfied users, the number of seats available, showed an increase in dissatisfied users (+7%). The same pattern was evident in 1980, only more strongly. Compared to 1978 the number of satisfied students rose strongly (4% to 15%) for all aspects of the lounge except the number of seats available which continued to show an increase in dissatisfaction (+10%). Apparently the lounge is becoming an increasingly liked place where more students would like to spend time.

Table 5
Student Satisfaction with Kirby Center
Lounge Facilities

		Percentages ^a					
		VS	S	N	D	VDS	?
1. Comfort of chairs	1976	16	53	13	6	1	12
	1978	15 ₃₁	57 ₅₂	11 ₆	6 ₃	1 ₋	10 ₈
2. Hours	1976	11	51	20	2	-	15
	1978	11 ₁₈	61 ₅₈	14 ₁₁	2 ₂	0 ₋	12 ₁
3. Atmosphere	1976	14	47	22	5	1	12
	1978	10 ₂₀	54 ₃₆	18 ₁₃	9 ₄	1 ₋	9 ₇
4. Lighting	1976	6	52	16	10	3	12
	1978	8 ₁	59 ₃₉	10 ₈	12 ₃	2 ₋	9 ₈
5. Decor	1976	9	46	24	7	1	12
	1978	8 ₁₇	52 ₅₈	21 ₁₄	9 ₂	2 ₁	9 ₈
6. Number of seats available	1976	6	44	21	15	2	12
	1978	4 ₆	45 ₃₉	15 ₁₄	21 ₂₈	3 ₅	11 ₇

^aVS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied, VDS = Very Dissatisfied, ? = Can't Say

Satisfaction with Games Area

In both surveys, students were asked about five aspects of the games area. Table 6 shows that in all cases the number expressing satisfaction decreased from 1976 to 1978. The largest decline in satisfaction was noted for variety of games and rental equipment (9%) and atmosphere (8%). In 1980 the dissatisfaction with the games area continued. Except for the variety of games (+7%) and hours (+2%), there was no increase in the satisfaction with any aspect of the games area.

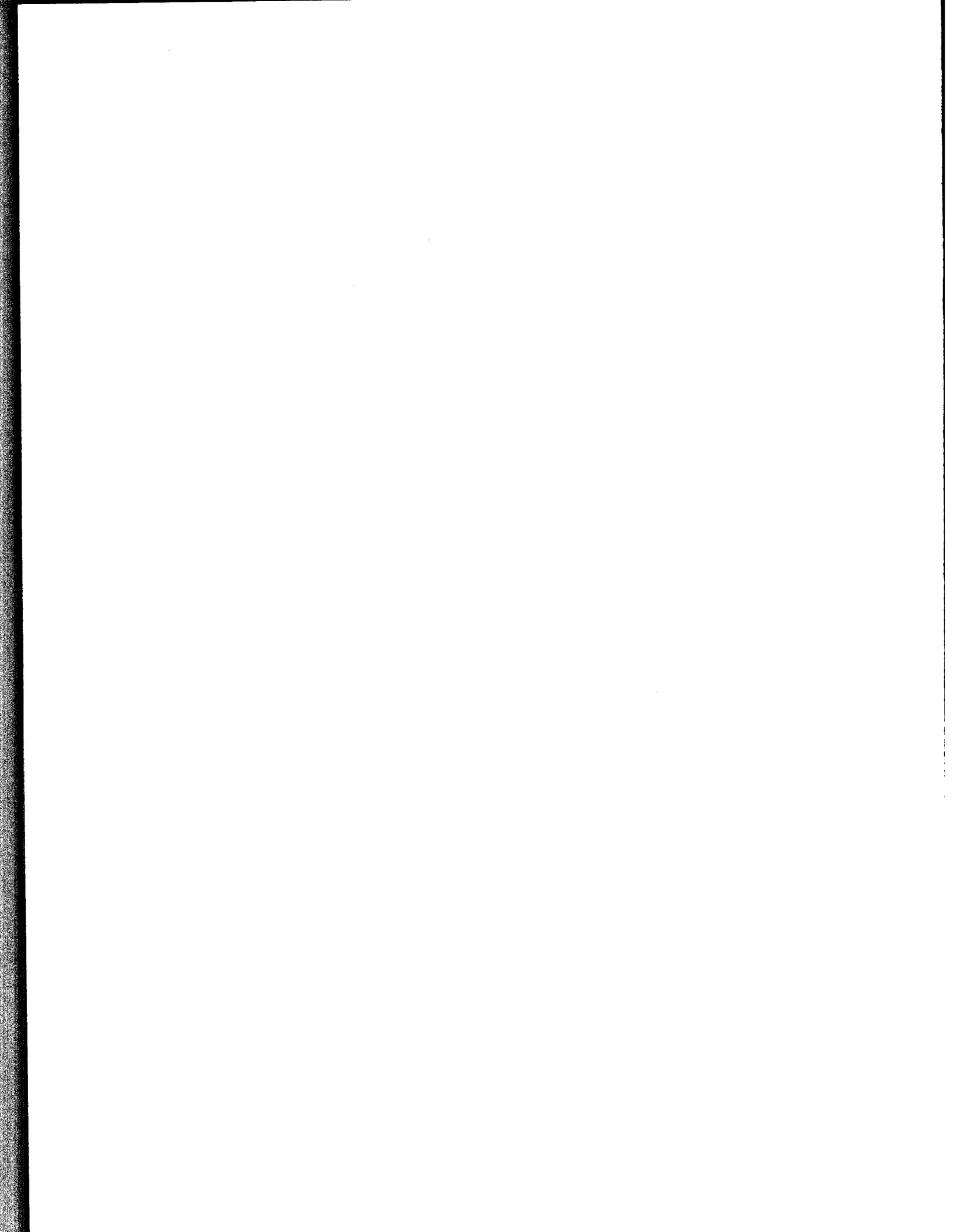


Table 6
Student Satisfaction with Kirby Center
Games Area

		Percentages ^a					
		VS	S	N	D	VDS	?
1. Atmosphere	1976	19	42	15	2	1	20
	1978	10 ₁₅	43 ₃₇	16 ₁₆	5 ₆	2 ₁	24 ₂₆
2. Variety of games	1976	8	43	16	4	1	28
	1978	4 ₉	38 ₄₀	18 ₁₆	5 ₃	1 ₁	34 ₃₁
3. Rental equipment	1976	14	36	15	3	1	32
	1978	13 ₁₀	28 ₂₇	14 ₁₇	3 ₂	1 ₁	41 ₄₅
4. Hours	1976	5	41	17	5	1	32
	1978	3 ₆	36 ₃₅	21 ₂₀	5 ₅	1 ₁	34 ₃₃
5. Maintenance of games	1976	8	32	19	6	3	33
	1978	3 ₇	35 ₃₀	21 ₁₉	5 ₇	1 ₁	34 ₃₅

^aVS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied, VDS = Very Dissatisfied,
? = Can't Say

Kirby Student Center Meeting Rooms

For six aspects of the Kirby Student Center meeting rooms (Table 7), increases were noted in all cases. From 1976 to 1978 the number of satisfied users increased by 1 to 9% in each area in which students were questioned. In 1980 there was a consistent increase in the number of students who responded "don't know" to questions about the meeting rooms consonant with the observed decline in the usage of the rooms.

Table 7
Student Satisfaction with Kirby Center
Meeting Rooms

		Percentages ^a					
		VS	S	N	D	VDS	?
1. Atmosphere	1976	8	30	11	3	-	49
	1978	11 ₆	33 ₃₃	11 ₅	1 ₁	1 ₁	42 ₃₉
2. Lighting	1976	7	31	10	2	-	50
	1978	11 ₆	36 ₃₅	10 ₁₃	2 ₁	0 ₁	41 ₅₅
3. Comfort of chairs	1976	6	37	12	1	-	50
	1978	10 ₆	34 ₃₄	13 ₁₄	2 ₁	0 ₁	42 ₅₅
4. Availability	1976	4	18	15	6	-	57
	1978	7 ₃	23 ₁₇	16 ₁₇	4 ₁	1 ₁	50 ₆₁
5. Flexibility	1976	3	14	19	2	-	62
	1978	4 ₂	22 ₂₄	19 ₁₉	3 ₁	1 ₁	52 ₆₄
6. Audio-visual equipment	1976	2	11	21	1	0	55
	1978	2 ₂	16 ₁₃	19 ₁₈	2 ₁	0 ₁	60 ₆₇

^aVS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied, VDS = Very Dissatisfied,
? = Can't Say

Student Office Space

In '78 as in '76 the majority of students felt that they could not rate their satisfaction with the office space available to students. As seen in Table 8, of those who responded, there is a general pattern of a slight decrease in satisfaction with the office space from '76 to '78, and an increase in dissatisfaction. In '78 compared to '76, 5% more felt that they were dissatisfied with the accessibility of the offices, 7% with the availability of offices, 7% with the atmosphere of the offices, and 4% with the usage of the offices. In 1980 even more students said that they could not give an opinion about the office space, suggesting a decline in familiarity with the offices and usage of them. Declines in dissatisfaction may be attributed to the great number of "don't know" responses.

Table 8
Student Satisfaction with Office Space
Available to Students

		Percentages ^a					
		VS	S	N	D	VDS	?
1. Accessibility	<u>1976</u>	4	16	19	4	0	58
	<u>1978</u>	<u>4</u>	<u>13</u>	<u>15</u>	<u>5</u>	<u>4</u>	<u>56</u>
2. Availability	<u>1976</u>	5	14	16	5	1	60
	<u>1978</u>	<u>2</u>	<u>14</u>	<u>14</u>	<u>8</u>	<u>5</u>	<u>57</u>
3. Atmosphere	<u>1976</u>	3	16	20	4	0	58
	<u>1978</u>	<u>2</u>	<u>14</u>	<u>17</u>	<u>6</u>	<u>5</u>	<u>57</u>
4. Usage	<u>1976</u>	4	14	20	3	1	59
	<u>1978</u>	<u>2</u>	<u>13</u>	<u>19</u>	<u>4</u>	<u>4</u>	<u>59</u>

^aVS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied, VDS = Very Dissatisfied,
? = Can't Say

Kirby Student Center Maintenance Staff

In both the 1976 and 1978 surveys approximately one-third of the students felt that they could not rate the maintenance staff's courtesy, reliability, and helpfulness. On these aspects among those who could comment, there were slight increases in satisfaction, from 2 to 6%, between the 1976 and 1978 surveys. In the 1980 survey the number of satisfied students was down and the number of "don't know" responses was up. (See Table 9.)

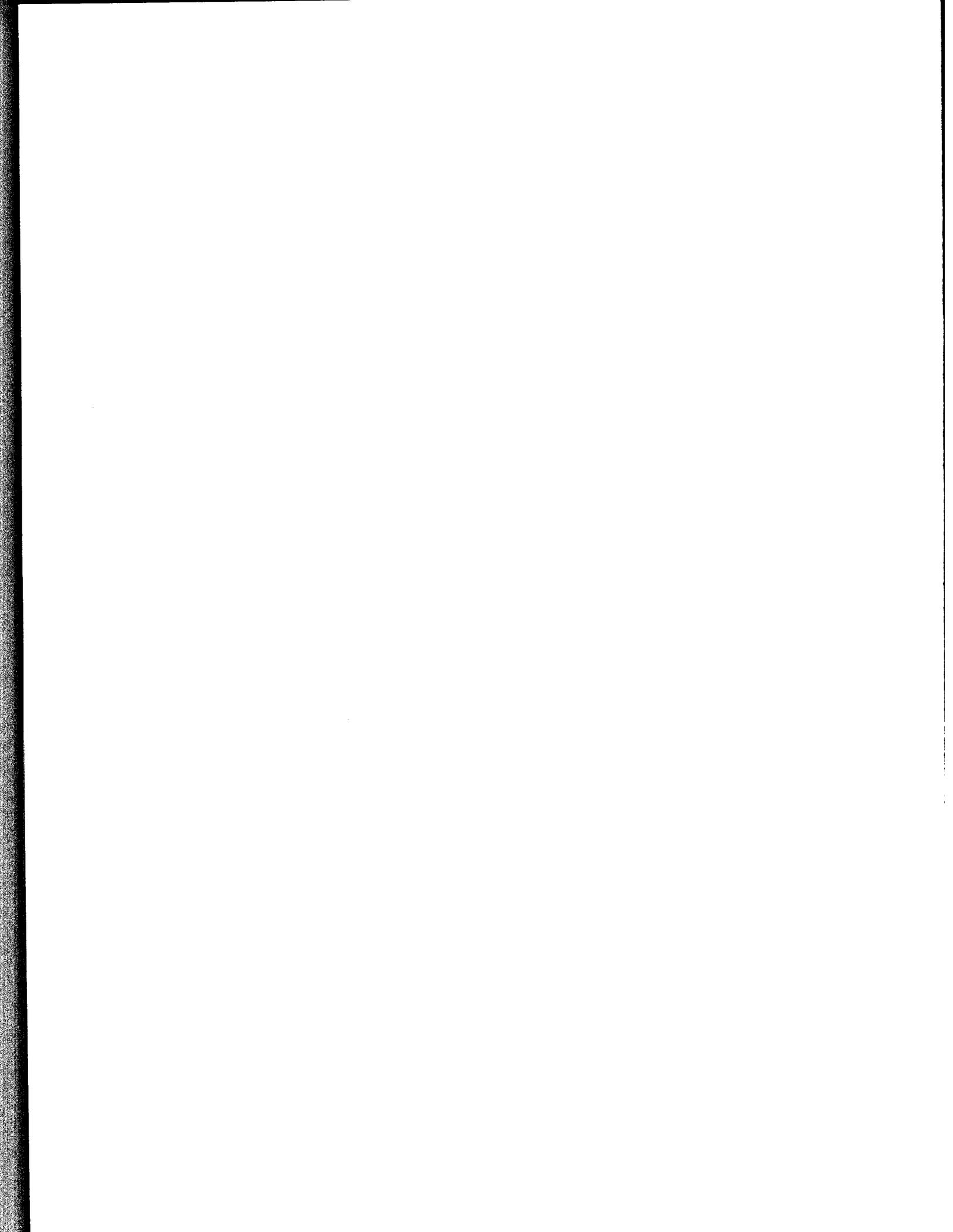


Table 9
Student Satisfaction with the Kirby Center
Maintenance Staff

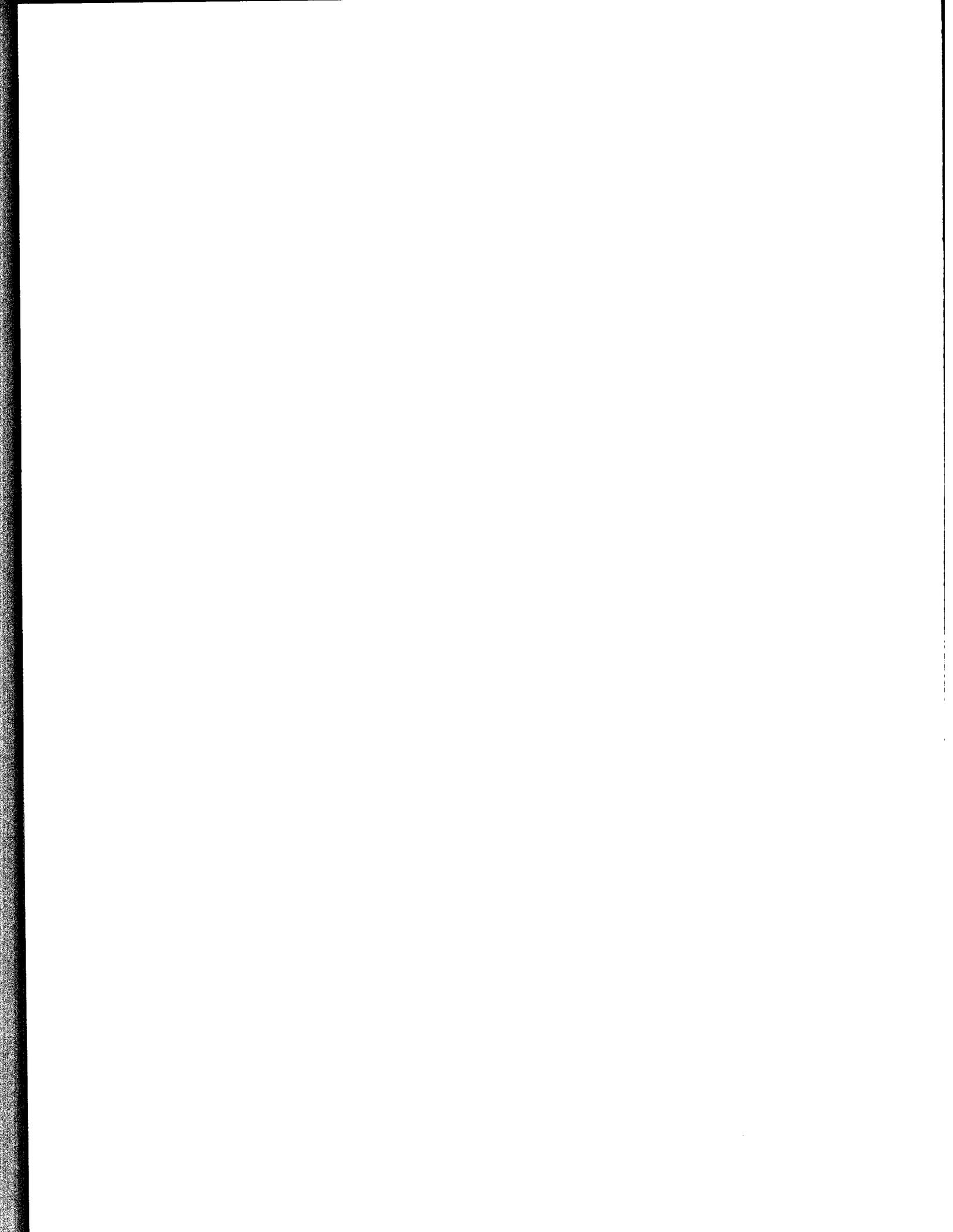
		Percentage ^a					
		VS	S	N	D	VDS	?
1. Courtesy	1976	12	36	14	2	1	36
	1978	14	36	16	2	1	32
2. Reliability	1976	10	35	17	1	1	37
	1978	12	34	18	2	0	36
3. Helpfulness	1976	8	36	17	1	1	37
	1978	14	36	17	1	0	32

^aVS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied, VDS = Very Dissatisfied,
? = Can't Say

Involvement in UMD Student Programs and Activities

Table 10 presents frequencies of participation in UMD student activities and attendance at UMD sponsored programs. Overall, the pattern of activities and attendance was similar for 1976 and 1978 with the most frequently attended events being Tweed Museum exhibits, sports events, movies, and theater presentations on campus. The least attended events were dance performances, lectures on environmental issues and residence hall programs. Between 1976 and 1978, increases in attendance were noted for 9 categories of events and decreases were noted for 4. The largest increases were for theater presentations (+13%), folk concerts (+9%), lectures on environmental issues (+7%), lectures by political figures (+7%), and movies (+7%). The largest decrease was for Student Welcome Week (-18%). Slight decreases were for sports events (-2%), residence hall programs (-2%), and rock concerts (-4%).

The pattern of changes between 1976 and 1978 suggests an increased interest in artistic activities, an increased interest in social and political issues, and a decrease in interest in traditional collegiate activities, particularly Student Welcome Week. The 1980 survey revealed a further growth in participation in social and political activities along with some renaissance of interest in traditional collegiate activities and a marked decline in participation in artistic activities. Between 1978 and 1980 there were increases in attendance at political lectures (+8%), environmental lectures (+1%), residence hall programs (6%), and welcome week (3%). In contrast, attendance



at the museum, theater, dance performances, and jazz, rock, and classical concerts all declined by 3 to 18%.

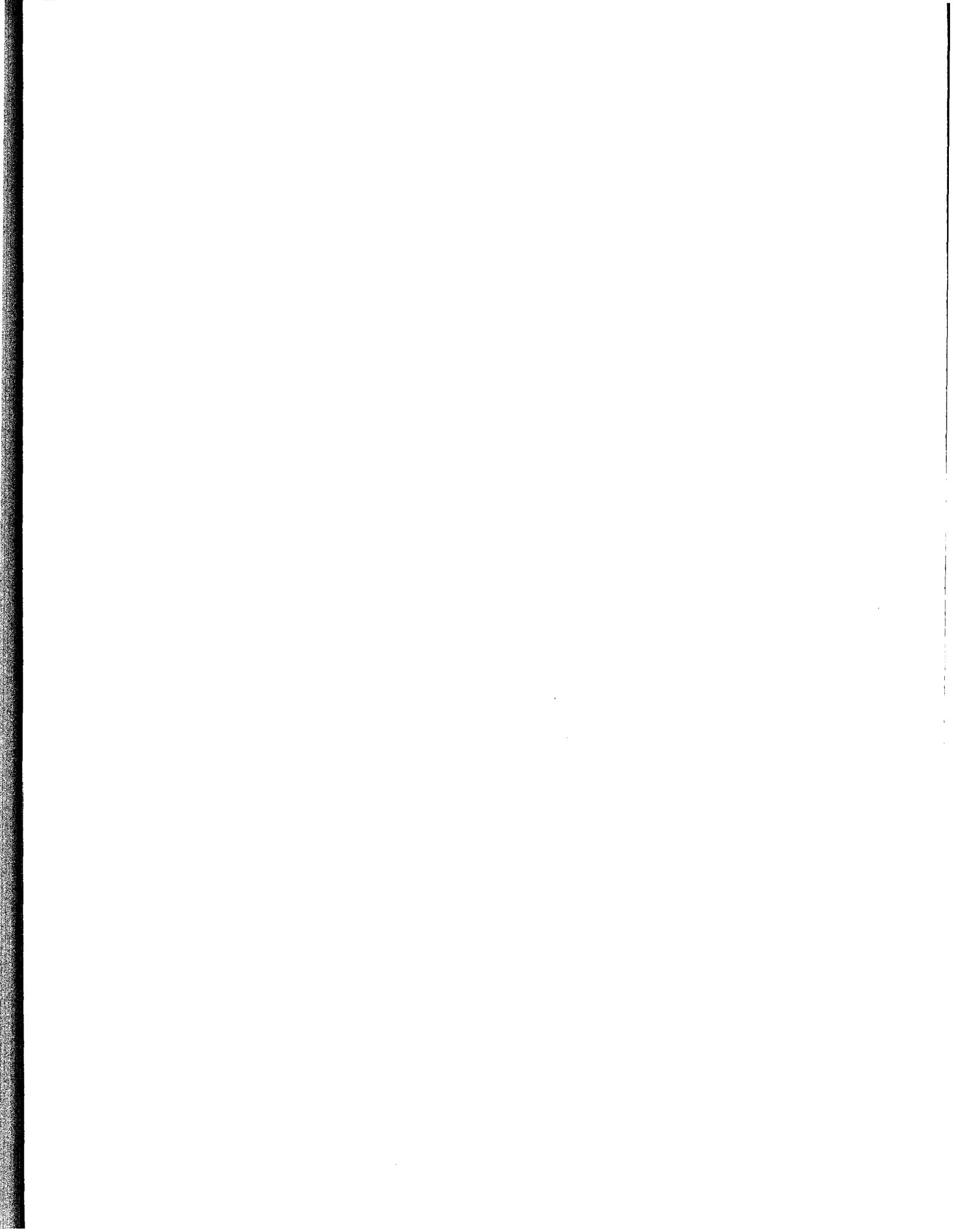
Table 10
Attendance at UMD Sponsored Programs

		Percentages ^a	
		A	N
1. a Tweed Museum exhibit	1976	73	27
	1978	78 ⁷⁵	22 ²⁵
2. a Sports event	1976	68	32
	1978	66 ⁷³	34 ²⁷
3. a Movie	1976	55	45
	1978	62 ⁶⁰	39 ⁴⁰
4. a Theater presentation (play or musical)	1976	47	53
	1978	60 ⁴¹	40 ⁵⁹
5. Student Welcome Week	1976	41	59
	1978	23 ²⁶	77 ⁷⁴
6. a Lecture by a political figure	1976	40	60
	1978	47 ⁵⁵	53 ⁴⁵
7. a Jazz concert	1976	39	61
	1978	44 ²⁵	56 ⁷⁵
8. a Rock concert	1976	37	63
	1978	33 ³⁰	68 ⁷⁰
9. a Classical music concert	1976	32	68
	1978	35 ²⁴	65 ⁷⁶
10. a Folk concert	1976	29	71
	1978	38 ¹⁹	63 ⁸¹
11. a Dance performance	1976	22	78
	1978	23 ¹⁵	77 ⁸⁵
12. a Lecture on environmental issues	1976	18	82
	1978	25 ²⁶	75 ⁷⁴
13. Residence hall programs (programs held in the dorm)	1976	17	83
	1978	15 ²¹	85 ⁷⁹

^aA = Attended, N = Not Attended

Participation in UMD Sponsored Activities

Table 11 presents student participation in UMD sponsored activities. In '78 as in '76, for none of the activities did a majority of students report participation. Except for attendance at workshops and retreats or taking a Student Association Travel Office trip, there was a general pattern of an increase from 2 to 7% in participation in each of the listed activities. Intramurals experienced the greatest gain in participation (+7%), and attending a workshop or retreat showed the only



decline (-1%). In 1980 a similar pattern held with slight change on all activities. Slightly more students (3%) participated in residence hall programs, intramural and varsity sports, and slightly fewer (2-4%) participated in other activities.

Table 11
Student Participation in UMD Sponsored Activities

		Percentages ^a	
		<u>P</u>	<u>N</u>
1. Any club or organization	<u>1976</u>	42	98
	<u>1978</u>	<u>47</u>	<u>53</u>
2. Intramurals	<u>1976</u>	33	67
	<u>1978</u>	<u>40</u>	<u>61</u>
3. Workshop, retreat	<u>1976</u>	12	88
	<u>1978</u>	<u>11</u>	<u>89</u>
4. Residence hall programs or government	<u>1976</u>	7	93
	<u>1978</u>	<u>9</u>	<u>91</u>
5. Student Association Travel Office trips	<u>1976</u>	6	95
	<u>1978</u>	<u>6</u>	<u>94</u>
6. Varsity sports	<u>1976</u>	5	94
	<u>1978</u>	<u>6</u>	<u>91</u>
7. Student Association meeting	<u>1976</u>	4	96
	<u>1978</u>	<u>8</u>	<u>92</u>
8. Ski trips	<u>1976</u>	3	97
	<u>1978</u>	<u>6</u>	<u>94</u>
9. Kirby Program Board meeting	<u>1976</u>	3	97
	<u>1978</u>	<u>5</u>	<u>95</u>

^aP = Participated, N = Not participated

Student perceptions of how difficult it is for them to attend UMD campus events are reported in Table 12. The degree of difficulty expressed by students was fairly similar for the three surveys. In all three surveys half or more of the respondents said that it was not difficult or only slightly difficult to attend campus events after class, in the evening, between classes, and on weekends. A quarter to a third of the respondents in the three surveys said that it was impossible or very difficult.

Table 12
Student Difficulty In Attending UMD Events

		Percentages ^a				
		I	V	M	S	N
1. Remain on campus after class or work to pursue a leisure interest or activity	1976	8	19	18	16	40
	1978	11	15	15	19	43
2. Return to campus on weekends to attend a program or participate in an activity or interest	1976	7	21	17	17	38
	1978	5	13	16	22	45
3. Return to campus evenings during the week to attend a program or participate in an activity or interest	1976	7	16	23	18	37
	1978	8	16	17	16	43
4. Attend or participate in a leisure interest or activity between classes during the day	1976	11	23	19	24	24
	1978	12	18	22	20	30

^a I = Impossible, V = Very difficult, M = Moderately difficult, S = Slightly difficult, N = Not difficult

Satisfaction with UMD Sponsored Activities and Events

Table 13 presents student satisfaction with UMD sponsored activities and events. Increases in satisfaction from '76 to '78 were registered for 14 of the 21 activities listed. The largest increases were found for the quality of Kirby Program Board programs (+16%) and the quality of the Statesman (+13%). Registering increases of 9 to 10% were the ratings for location of programs, quality of Kirby programs, quality of Student Association Travel Office programs, quality of Coffee and House programs. Gains of 1 to 8% were noted for the quality of lecture programs, residence hall programs, and scheduling of programs. The areas in which there were the the greatest drops in satisfaction between 1976 and and 1978 were the effectiveness of student government (-2% satisfied), the quality of dance bands (-11% satisfied) and the variety of UMD student activities programs (-9% satisfied). The 1980 survey showed some distinct shifts. For all activities except intramural sports, films, and residence hall programs there was an increase in the number of "don't know" responses over 1978. This increased uncertainty is consonant with the generally lowered participation rates observed earlier. As a consequence of the increased uncertainty the percentage of satisfied students was down in nearly all activities.

Since this decline was not accompanied by an increase in dissatisfaction, it is more likely attributable to the increase in uncertainty rather than an increased unhappiness with the activity. The largest shifts from 1978 to 1980 were for the Statesman and student government. Satisfaction with the Statesman rose dramatically from 44% in 1978 to 66% in 1980. Further confirming the trend, dissatisfaction went down from 30% to 15%. While less pronounced than for the Statesman, student government also received a marked increase in student esteem. Satisfaction rose from 9% to 17% and dissatisfaction declined from 33% to 17%.

Table 13
Evaluation of UMD Student Activities/Events

		Percentages ^a					
		VS	S	N	D	VDS	?
1. Quality of <u>performers</u> programs	1976	12	42	16	3	6	27
	1978	17	42	16	3	1	22
2. The variety in film programs	1976	18	38	16	5	1	23
	1978	11	41	16	7	2	23
3. Variety of concert programs	1976	10	42	18	8	1	21
	1978	15	40	15	10	2	18
4. Location of programs	1976	6	42	26	6	1	19
	1978	7	50	19	6	2	16
5. Quality of Student Association book exchange	1976	11	35	17	7	3	27
	1978	19	32	17	9	3	21
6. Student Association record sales	1976	16	29	13	1	1	41
	1978	12	32	15	5	2	35
7. The number of Intramural sports available	1976	15	39	16	2	0	29
	1978	21	32	17	4	1	26
8. Availability of student organizations and clubs	1976	4	35	24	7	1	29
	1978	5	30	31	8	1	25
9. The variety in student activities programs	1976	5	33	26	2	0	35
	1978	4	23	27	2	1	43
10. Sound reproduction at programs	1976	4	31	26	10	0	29
	1978	5	33	26	8	2	27
11. The quality of lecture programs	1976	3	31	24	3	0	39
	1978	7	35	25	2	0	31
12. Quality of Coffee House programs	1976	8	23	19	2	0	48
	1978	11	29	18	1	0	41
13. Quality of Kirby Program Board programs	1976	4	23	28	5	1	40
	1978	5	38	22	5	1	29
14. Student Association ski swap	1976	3	16	19	2	3	57
	1978	5	15	24	2	0	55

^aVS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied,
VDS = Very Dissatisfied, ? = Can't Say

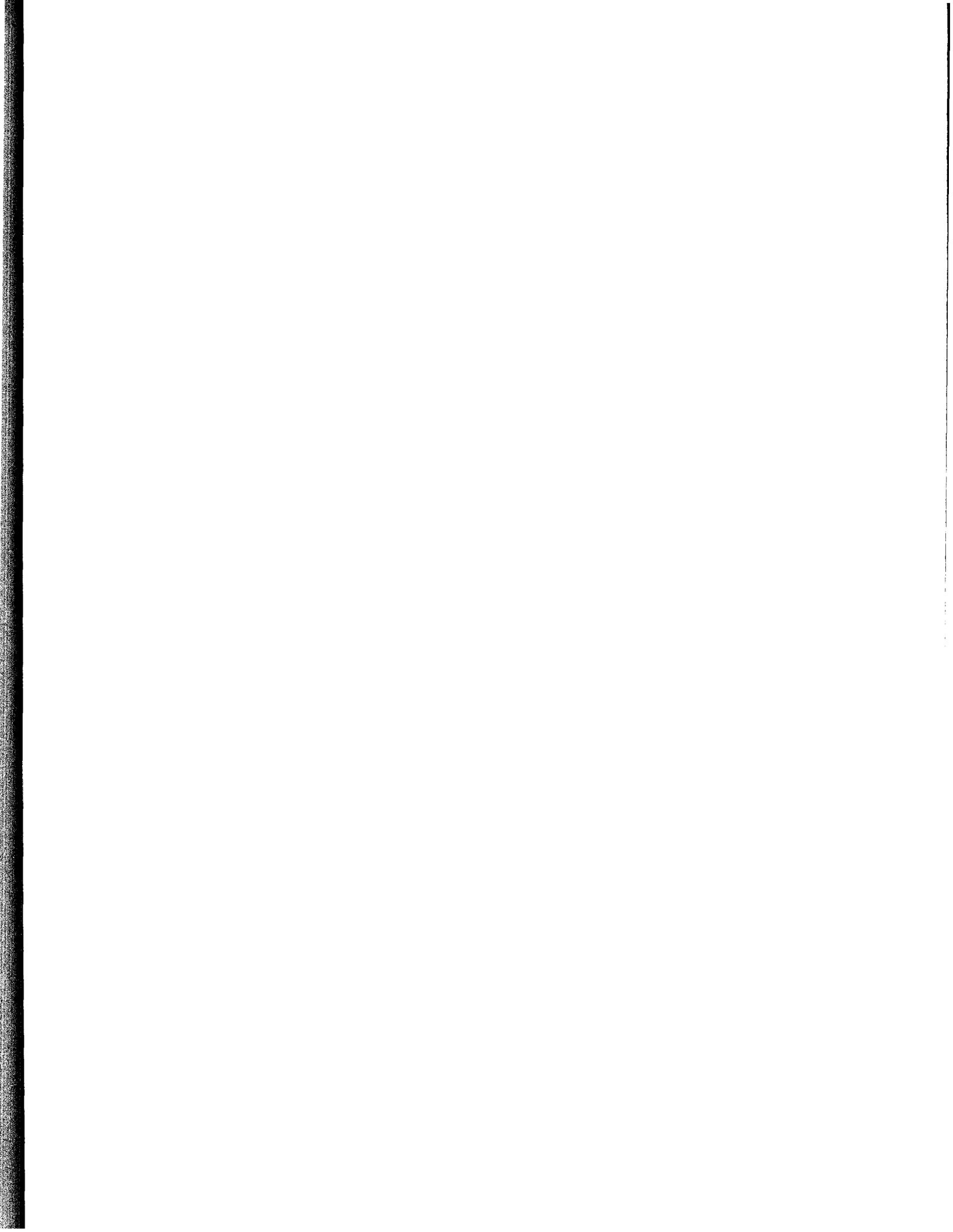
Table 13 (contd)
Evaluation of UMD Student Activities/Events

		Percentages ^a					
		VS	S	N	D	VDS	?
15. Quality of Student Association Travel Office programs	1976	4	14	17	2	1	61
	1978	5	21	22	2	1	48
16. Quality of Residence hall programs	1976	1	7	22	5	1	64
	1978	2	13	21	2	1	62
17. Scheduling of programs	1976	4	40	24	10	0	22
	1978	6	40	25	7	1	19
18. Quality of KUMD programs	1976	9	19	22	9	4	38
	1978	10	27	18	8	3	34
19. Quality of dance bands	1976	4	23	26	8	4	36
	1978	3	13	24	13	3	43
20. Effectiveness of student government	1976	0	11	26	13	7	42
	1978	0	9	30	21	12	28
21. Quality of the Statesman	1976	4	27	19	23	21	7
	1978	6	38	21	20	10	6

^aVS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied,
VDS = Very Dissatisfied, ? = Can't Say

Activities Interests

Table 14 portrays students' activities interests. The data indicate considerable stability in activities likes and dislikes. In all three surveys, the activities liked by the greatest number of persons were watching movies, camping and listening to records. However, some changes did occur. Most notable was a decrease in interest in crafts (liked by 54% of the '76 sample but by only 41% of the '78 sample), showshoeing (55% liking in '76 and 48% in '78), and increased interest in cross-country skiing (7 and 8% increases respectively). The number liking TV watching also increased by 7%. The most notable decreases were from 1978 to 1980 in interest in folk and classical music (down 16% and 14%, respectively). All the other activities except snowshoeing registered gains from 1978 to 1980. Both indoor activities, especially relaxing in Kirby and watching TV, and outdoor activities, especially downhill and cross-country skiing registered substantial and consistent gains.



Student Activity Preferences

		Percentages ^a		
		L	I	D
1. Watching movies	1976	84	14	2
	1978	88 ⁸⁸	10 ¹¹	2 ¹
2. Camping	1976	75	22	3
	1978	78 ⁷⁹	18 ¹⁷	4 ⁴
3. Listening to recorded music	1976	70	26	4
	1978	73 ⁸⁰	25 ¹⁸	2 ²
4. Attending rock concerts	1976	64	21	15
	1978	61 ⁶⁴	22 ²⁴	17 ¹²
5. Bowling	1976	57	31	12
	1978	55 ⁶⁰	33 ³¹	13 ⁹
6. Snowshoeing	1976	55	38	7
	1978	48 ⁴⁸	45 ⁴⁶	7 ⁶
7. Working with crafts (leather, pottery, jewelry, etc.)	1976	54	34	12
	1978	41 ⁴⁴	45 ⁴⁰	14 ¹⁶
8. Attending folk concerts	1976	53	36	11
	1978	52 ³⁷	36 ⁴³	12 ²⁰
9. Downhill skiing	1976	51	37	11
	1978	58 ⁶⁵	30 ²⁵	12 ¹⁰
10. Cross-country skiing	1976	47	43	10
	1978	55 ⁵⁹	37 ³⁴	8 ⁷
11. Relaxing in Kirby Student Center	1976	48	41	11
	1978	45 ⁵⁴	48 ³⁹	7 ⁷
12. Playing pool	1976	47	40	13
	1978	47 ⁵⁵	38 ³⁴	15 ¹¹
13. Attending classical music concerts	1976	44	40	16
	1978	46 ³²	35 ⁴²	19 ²⁶
14. Watching TV	1976	41	39	20
	1978	48 ⁵⁶	37 ³²	15 ¹²
15. Attending a lecture program	1976	39	45	16
	1978	40 ³⁵	50 ⁴⁸	10 ¹⁷

^aL = Like, I = Indifferent, D = Dislike

Student Leisure Time

As seen in Table 15, students in '78 reported working more and having less leisure time available than did students in '76. Seventy percent of those in '78 said they were working vs. 58% in '76; 26% of the students in '78 vs. 16% in '76 said that they were working over half-time; and 34% vs. 29% were working 10 to 20 hours. Corresponding to the increase in time spent working was a decrease in the amount of leisure time available. In 1976, 42% reported that they had 16 or more hours of leisure time available during the week, while in 1978 only 50% said that they did. On weekends the difference between the two surveys

was smaller but still apparent, 55% in '76 said that they had over 10 hours available as leisure time during the weekend vs. 50% in '78.

In 1980 the trends toward more work and less leisure had been reversed with the percent working various hours returned to the 1976 levels.

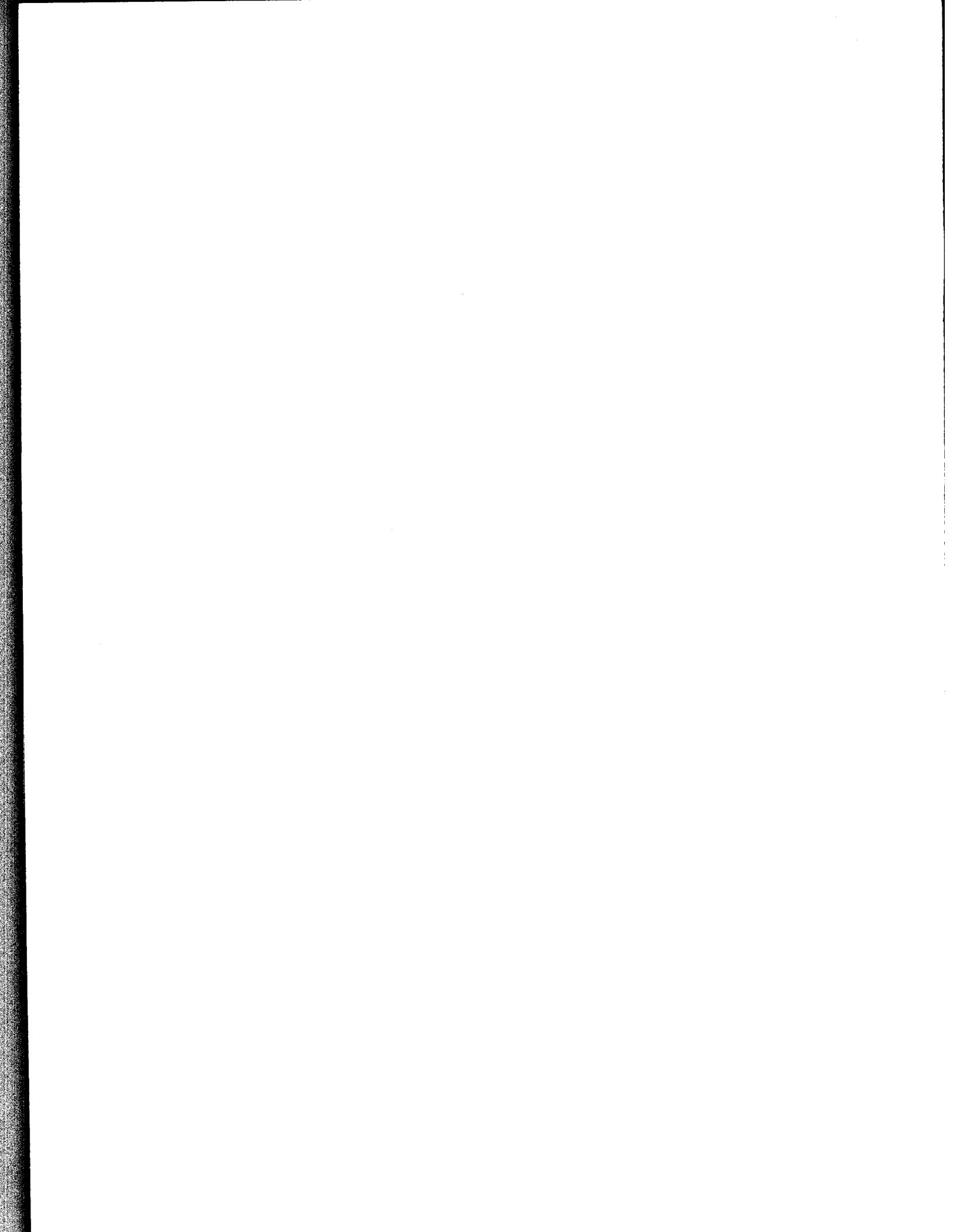
The '78 survey also reflected a shift in student focus of leisure activities from on campus to off campus. Sixty-five percent of those in '78 as opposed to 58% in '76 said that their free time activities were focused primarily off campus, while the number saying that the focus was primarily on campus declined from 11 to 7%, and those saying that it was equally on and off campus declined from 31% to 28%. Again, this trend was reversed in 1980 with a decline in off-campus focus and an increase in on-campus focus back to 13%. This pattern would be expected from the larger proportion of persons living on or near the campus.

Table 15
Student Leisure Time

		Less than						
		None	10	10-20	21-40			
Hours working per week	<u>1976</u>	45	10	29	16			
	<u>1978</u>	30	10	34	26			
	<u>1980</u>	<u>44</u>	<u>11</u>	<u>28</u>	<u>17</u>			
Hours per Week Available as Leisure Time		<u>0</u>	<u>1-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>Over 20</u>	
	During the week	<u>1976</u>	5	27	27	21	12	9
		<u>1978</u>	<u>3</u>	<u>34</u>	<u>26</u>	<u>33</u>	<u>18</u>	<u>19</u>
						<u>7</u>	<u>14</u>	<u>5</u>
	During the weekend	<u>1976</u>	4	15	26	23	16	16
		<u>1978</u>	<u>3</u>	<u>17</u>	<u>29</u>	<u>26</u>	<u>15</u>	<u>9</u>
							<u>15</u>	<u>5</u>
Focus of Free-time Interests	Off campus	<u>1976</u>	58					
		<u>1978</u>	<u>65</u>					
	On campus	<u>1976</u>	11					
		<u>1978</u>	<u>7</u>					
	Equally on and off campus	<u>1976</u>	31					
		<u>1978</u>	<u>28</u>					

Student Opinions on Possible New Services

In 1978 and 1980 (but not in 1976) students were given a list of possible new facilities and services at Kirby Student Center (see Table 16). They were asked

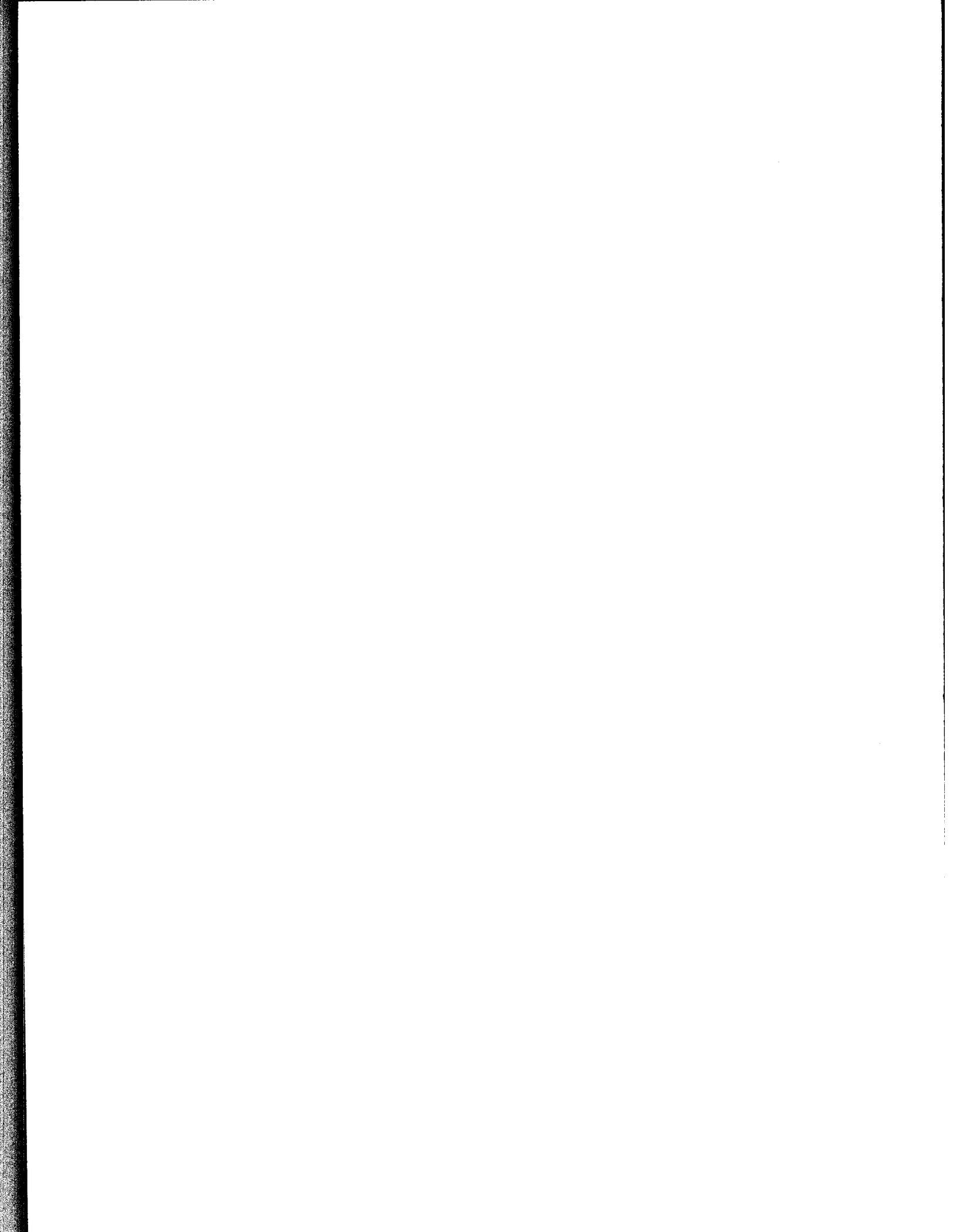


whether each service was needed and what they were willing to pay in an increase in their student services fee to fund the new service. The pattern of responses was quite consistent. In no case did a majority say that a service was needed. In all cases the majority said that they would not be willing to pay a fee increase for the service. For four services over 2/5 said that the service was needed. These services were a deli record shop, a co-op shop and a banking machine. For two, the deli and co-op shop, slightly more persons said that the service was needed than said it was not needed.

The sentiment toward possible new services changed little in 1980. The largest change was an increase in the fraction of persons seeing a need for banking machines (+6%) and a plant shop (+8%). The largest declines in perceived need were for student organizational offices (-14%) and an enlarged outing equipment rental (-11%).

Table 15
Student Opinions of
Possible New Services and Facilities

	Percentages					
	Is this service needed?			Are you willing to pay a fee for this service?		
	Yes	No	Don't know	Yes	No	Don't know
1. Deli	46.49	43.41	11.12	34.34	59.54	7.13
2. Record sales shop	44.42	44.46	12.12	32.28	59.61	10.11
3. Banking machines	42.48	44.40	14.12	26.30	64.58	10.12
4. Co-op shop (outing and recreational equipment)	41.37	38.37	21.26	28.28	56.52	16.20
5. Enlarged outing equipment rental	36.25	35.43	29.32	29.20	53.58	18.22
6. Travel office	34.31	50.50	16.19	20.20	67.66	14.14
7. Small movie theater	32.31	62.61	6.8	29.27	67.67	5.7
8. Bowling alleys	31.35	59.39	10.12	27.29	63.59	9.11
9. Student organizational offices	27.13	44.52	29.36	19.9	64.68	17.23
10. Plant shop	21.29	65.60	14.11	14.18	77.92	9.11
11. Enlarged game area	18.23	68.67	14.11	12.17	79.74	9.9
12. Barber or style shop	18.20	76.71	7.9	12.14	84.80	4.6

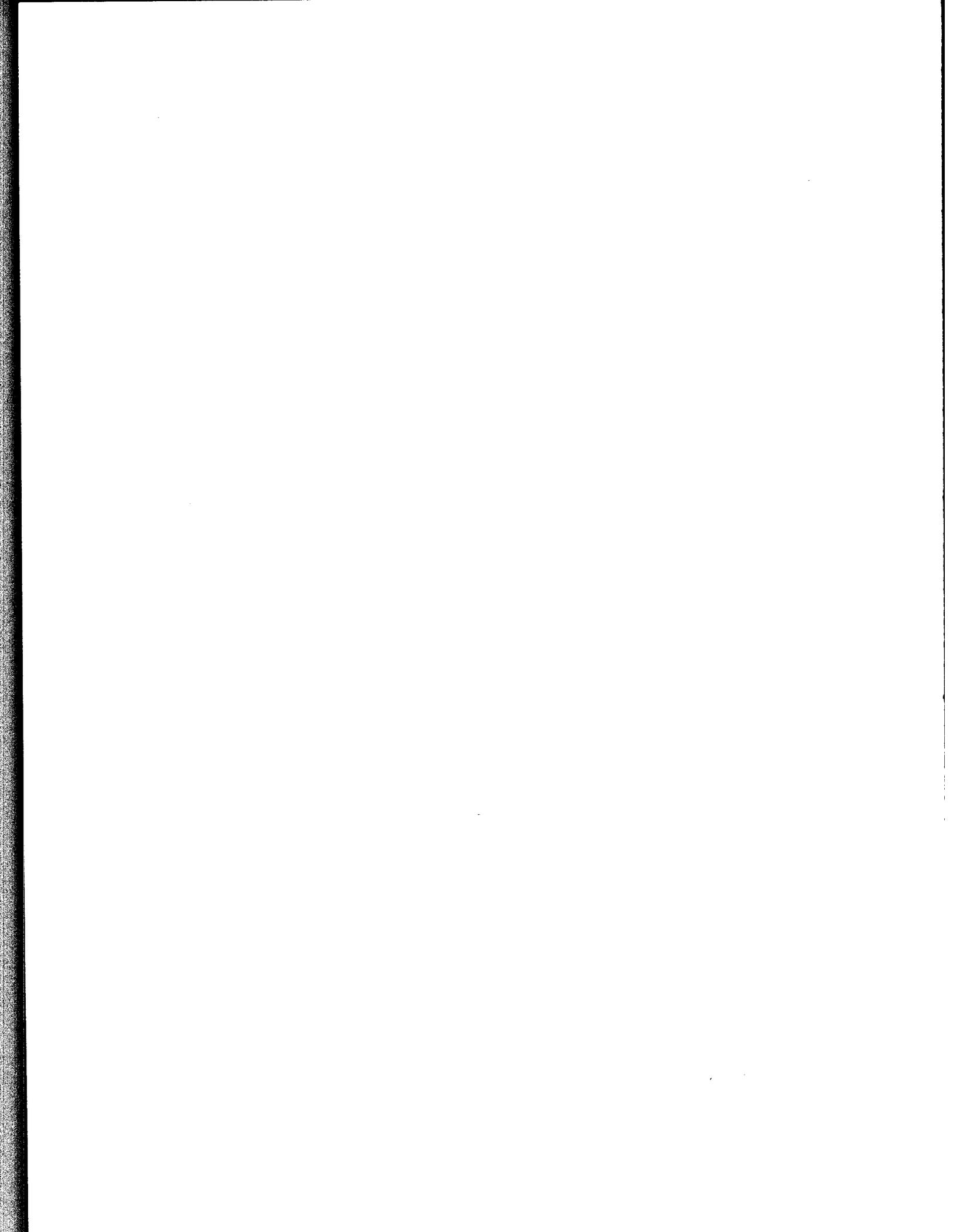


Discussion

A comparison of the results of the three surveys on Kirby Center reveal many consistencies and some differences. The most frequent uses have consistently been casual uses, such as relaxing, using vending machines, and listening to music. More extensive uses such as reserving space, asking help from activities advisers, and visiting the Kirby Program Board Office *have been* less frequent. Given the variety of functions served by a campus union and the fact that most students live off campus, this pattern of predominantly casual usage is not surprising. It also does not imply that the majority of students are not involved in campus activities. In all three surveys, majorities said that they had attended a Tweed Museum exhibit, a sports event, and a movie on campus. Sizeable fractions, over 40%, in all three surveys said they had participated in intramurals or in a student organization in the past year.

The majority of those who used various services and attended activities were basically satisfied with them. In no case did a majority of respondents say that they were dissatisfied with an aspect of Kirby or student activities. There were often large numbers of "don't know" responses, but these are a natural function of not having used a service or attended an event. Despite their satisfaction with current facilities and services students were also quite consistent in their belief that a variety of possible new services were not needed in Kirby. For none of a dozen possible new services did a majority say there was a need, and for all twelve the majority said that they were unwilling to pay an increase in their student services fee to support the expansion of service.

Although there are many consistencies across the three surveys, several interesting differences did appear. The demographics of the respondents appear to have shifted among the three samples. In the 1976 sample, 18% lived in the residence halls. In 1978 the percentage dropped to 6%, while in 1980 it went



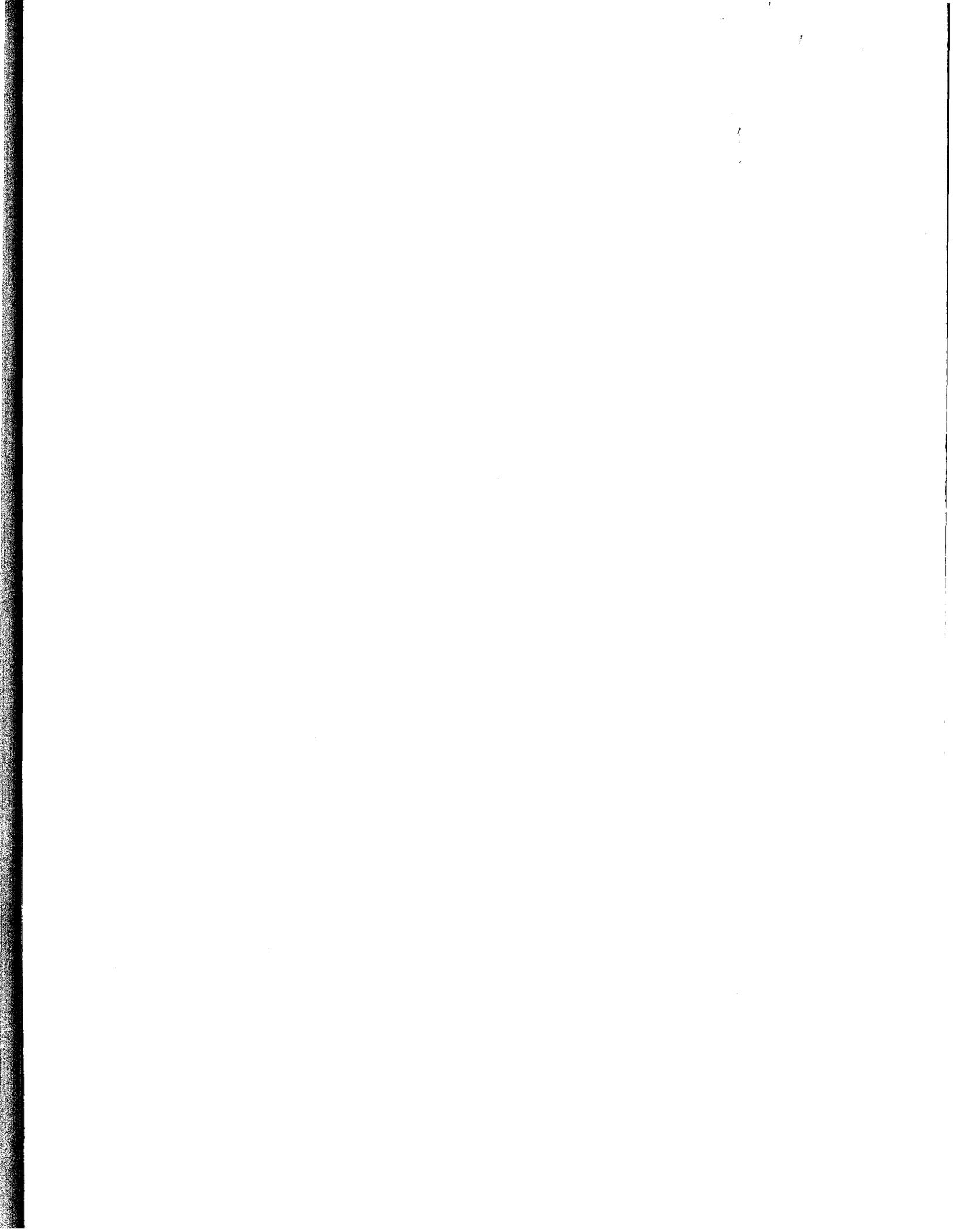
back up to 20%. Even more striking was that the change in the percentage of persons living less than a mile from campus. Forty-seven percent in the 1980 survey said that they lived less than a mile from campus compared to only 34% in the 1976 and 1978 surveys.

These changes in residence patterns may alone account for many changes observed in usage of Kirby Center and attitudes toward it. Fewer people than earlier said that they ate in the Kirby Center Bull Pub and Cafeteria, perhaps because they were eating in the Dining Hall or in their nearby apartments. Fewer people in 1980 said that it would be difficult for them to attend campus events at various times, presumably again because they live closer. Perhaps also coinciding with the greater proportion living on or near campus was an increase in attendance at some "traditional" collegiate activities, which had declined to popularity on the 1978 survey. Attendance at sports events, residence hall programs and welcome week was up in 1980. Likewise attendance at lectures on politics and environmental issues was up, but attendance was down at artistic events such as museum exhibits, dance performances, and jazz, classical, and folk concerts.

Accounting for the observed demographic and experiential changes in the 1980 survey is problematic. It is unclear whether the changes are due to systematic shifts in the makeup of the student body (perhaps triggered by an increased availability of housing near the campus) or whether they are due to sampling differences. Since the 1980 sample was twice as large as the two previous samples, one might guess that the 1976 or 1978 samples would be more likely to be unrepresentative than the 1980 sample. However, the issue is an empirical one, and unknown sampling or response biases may have entered into the 1980 survey.

One of the major purposes of this type of survey is its application to evaluating the effects of changes in facilities and programs. In this regard certain changes stand out as being particularly noteworthy. Both the second and third surveys showed increases in student satisfaction with the Kirby lounge area. Being able to relax in a student union is apparently important to UMD students, and Kirby appears to have responded to this need. In fact, the most negative thing that students had to say about the lounge area in the most recent survey was that there was not enough space. The lounge facilities might be one area that would be a good candidate for expansion in future plans for Kirby. Among student programs, the most striking changes in student satisfaction were the gains made by the Statesman. The percentage who said that they were satisfied with the Statesman rose from 31% in 1976 to 44% in 1978 and to 66% in 1980. Although its gains were not so large, student government also rose significantly in student esteem (from 9% in 1978 to 17% in 1980).

In summary the Kirby Center studies are most unusual simply because they have been repeated in a consistent way at a consistent interval. In this sense they can be seen as an experiment in the gathering of program evaluation data. Their usefulness as planning and evaluation tools is of course a question that is not addressed by the data themselves but by the persons who use the data. Certainly the surveys have detected some interesting differences, and the many consistencies which they found are important. However, the basic similarity of many of the findings across two-year intervals raises the question of whether the survey needs to be repeated so often. Perhaps a four-year interval would suffice. Consideration might also be given to supplementing the survey with other methods of gauging student opinion, such as focus groups which allow small groups to give in-depth opinions about programs and facilities.



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OSA Research Bulletin
Office for Student Affairs

University of Minnesota
Volume 21
Number 2 [3]
Date 9/1/80

OSA

Long Range Planning in Student Affairs

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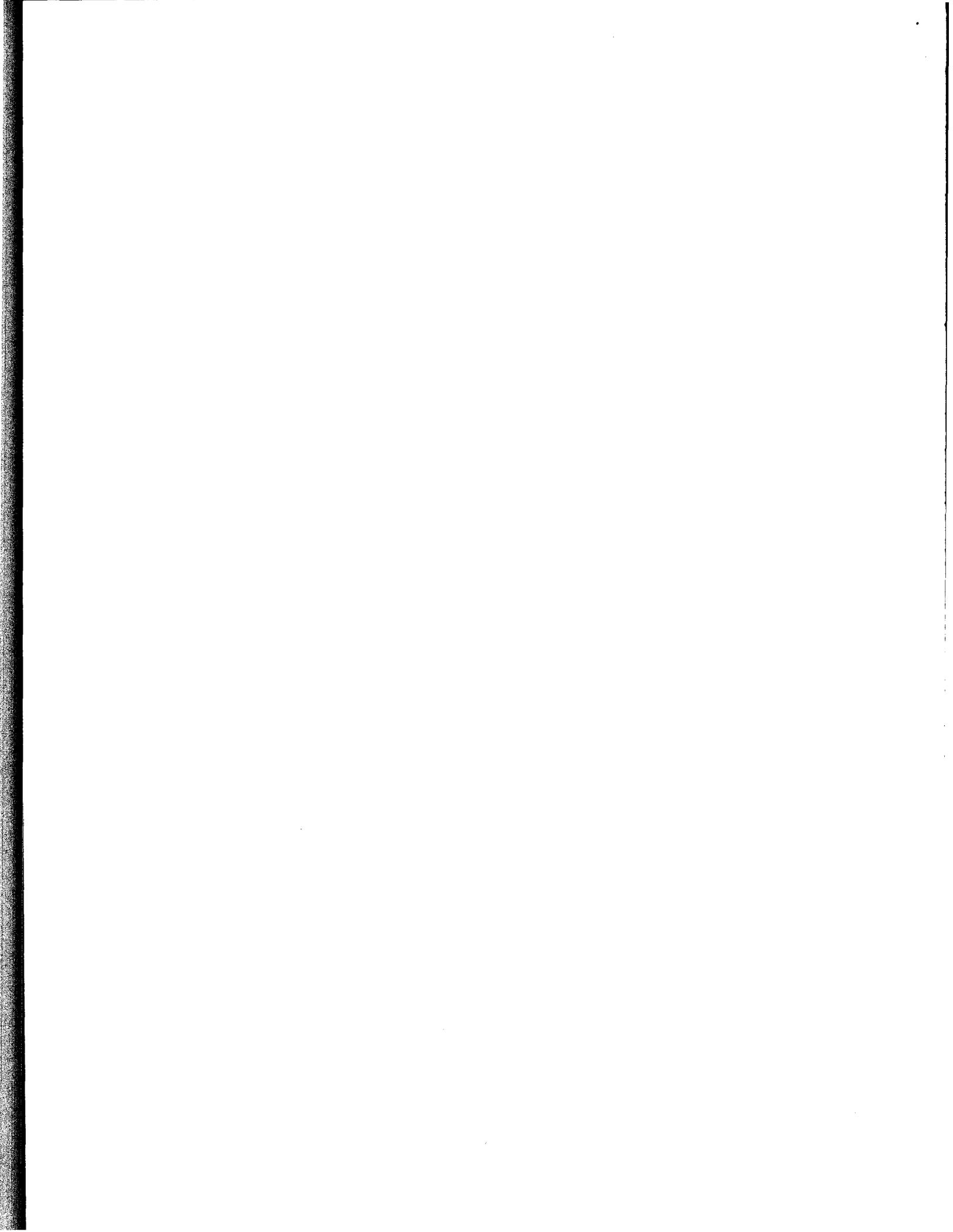
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Abstract

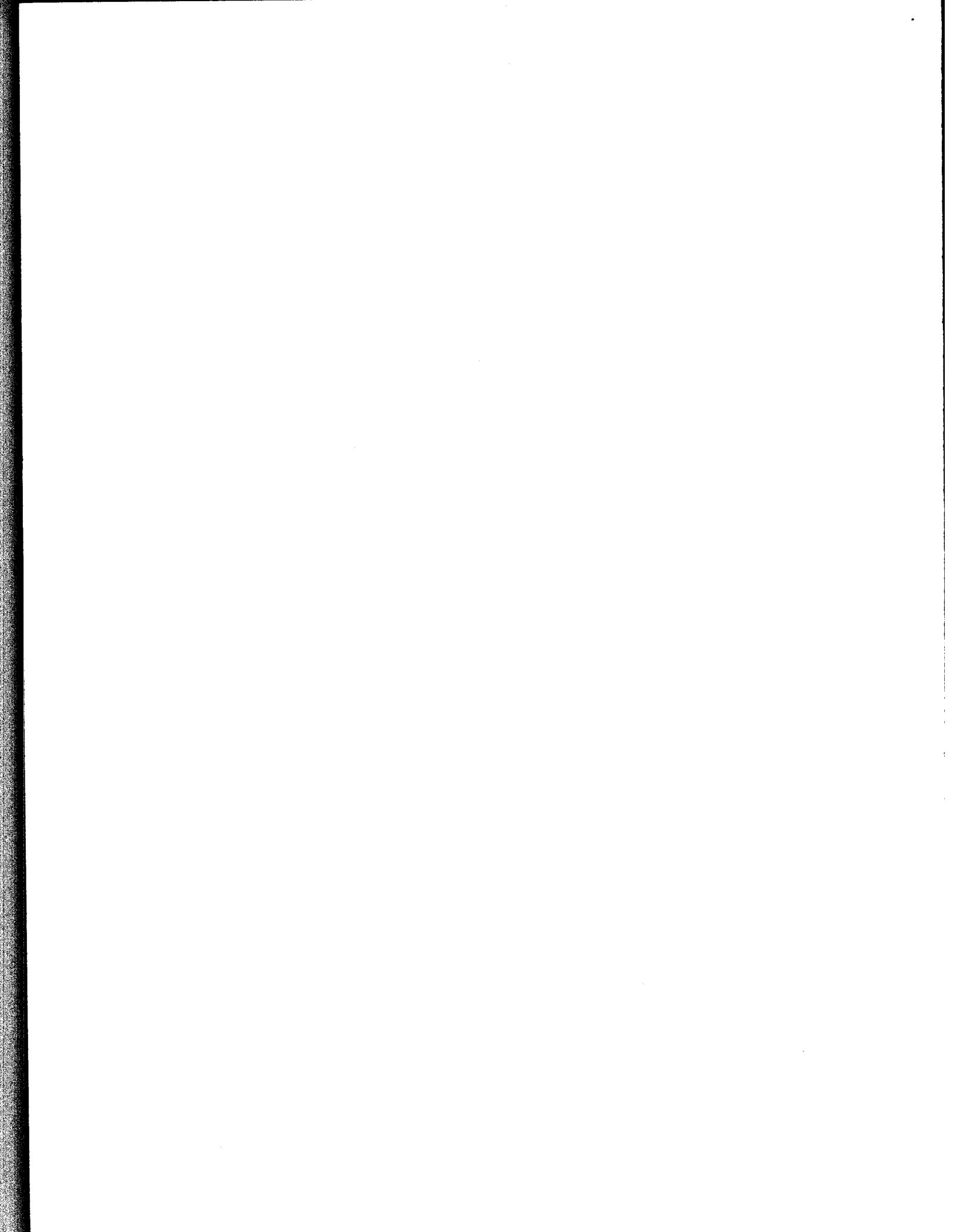
This paper addresses the concept and implementation of long range planning for student affairs. Although it is a function generally neglected by student affairs professionals, long range planning represents a proactive rather than reactive approach to an uncertain future. The specific intent of this paper is to provide a relatively simple model for planning which could be useful, both philosophically and pragmatically, to chief student personnel officers. Several issues are considered in this process: 1) the conditions and premises crucial to planning, 2) a systematic approach to planning, 3) the locus of the planning activity, 4) some alternative decision-making models, and 5) a practical guide for planning. The authors consider long range planning to be a vital element in effective management.



Long Range Planning in Student Affairs

No task in the management of student affairs is less attended to than long range planning. It suffers, as do many management tasks in the field, from lack of specific training for the function, lower priority due to day-to-day pressures, and inability to produce immediate and visible payoff. Yet, the hard truth is that if we do not plan our future, someone else will plan it for us. The implication is clear: Student affairs divisions must find better ways to identify future needs and prepare themselves to meet those needs. Such planning activities do not come easily to the area of student affairs, since we tend to be so busy keeping up with the present that the future seldom is of major concern. As a result, planning becomes something akin to visiting one's great aunt--it is something we know we ought to do and probably could live better with ourselves if we did, but somehow we never really get the job done! Perhaps it is this historic inattention to planning functions in student affairs, underrepresented in both practice and literature, that fosters the "crisis management" syndrome. The theme of this article will be that in order to gain time later, one must devote time now for this important function. Both the quality and security of our work will increase as a result of the planning effort.

Obviously, one of the difficulties in considering the planning effort is the bewildering complexity of issues, techniques, models, and conceptual frameworks from which to choose. The likelihood is that the well-meaning student personnel leader, already pressed for time, recognizes this difficulty and never begins, or begins only to lose



sight of the goals, and consequently, produces an effort which is not really satisfactory either to self or to staff. The intent of this paper is to suggest some practical solutions to this problem and to provide a relatively simple model for planning, which could be useful to student affairs administrators in a variety of settings or types of schools. Several issues will be considered in this process:

1. The conditions and premises crucial for planning
2. A systematic approach to planning
3. Locus of the planning activity
4. Some alternative decision-making models
5. A practical guide for planning

Prior to beginning this agenda, however, a few introductory comments seem important. The effort of planning may be best understood by examination of some of the popular assumptions about it. Drucker (1970), in his classic essay on long range planning, identifies three non-definitions of planning:

1. It is not "forecasting." We have little or no ability to predict or control the future. The planning effort is necessary precisely because we cannot forecast.

2. It does not deal with future decisions. Rather, long range planning deals with the futurity of present decisions. The question for student affairs staff is not what to do about tomorrow, but what do we have to do today to be ready for an uncertain tomorrow.

3. It is not an attempt to eliminate risk. By definition, we must commit present resources to the future and thus deal with highly uncertain expectations. The goal is to manage the risks appropriately by choosing the right risks to take.

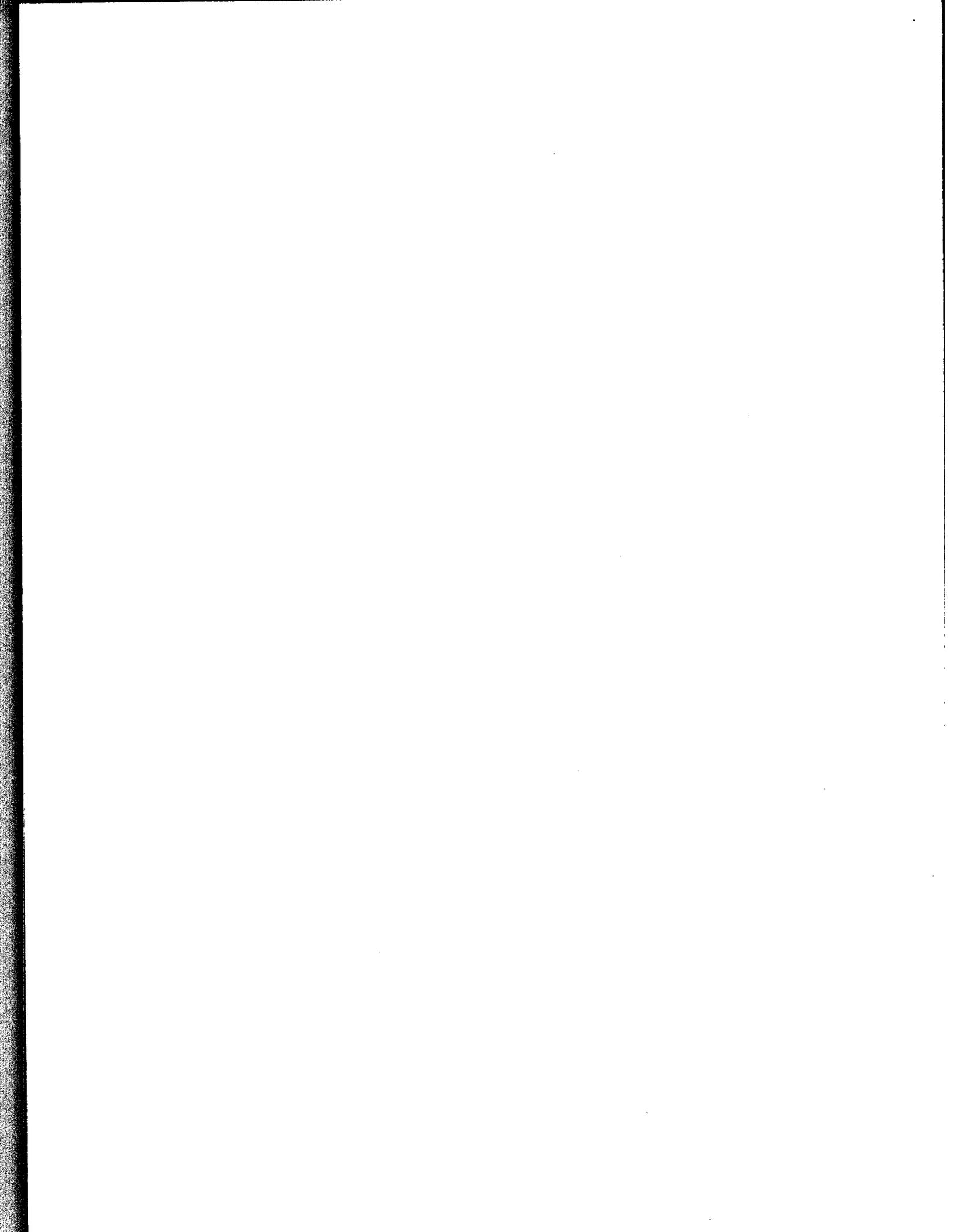
By ruling out these characteristics of long range planning, a workable definition becomes somewhat easier to obtain. Drucker (1970) calls long range planning "the continuous process of making present risk-taking decisions systematically and with the best possible knowledge of their futurity, organizing systematically the efforts needed to carry out these decisions, and measuring the results of these decisions against the expectations through organized, systematic feedback" (pp. 132-133).

The concept of long range planning in this paper refers to planning for a time span of approximately one to five years. In actuality, the distinction between short and long range planning is somewhat arbitrary. Strictly speaking, short range and long range planning do not describe time spans but rather stages in every decision. Schroeder (1975) suggests that longer range projections often turn into dartboard guesswork. Addressing longer range ramifications seems appropriate, but any detailed planning for more than five years may be wasted effort. A 2-year planning cycle is probably ideal for initial and even sustained efforts in the area of long range planning.

Our efforts in planning in our current world are very different from our planning efforts undertaken fifteen years ago. We plan today in a declining or steady state world, not in a growth environment, and this reality produces a fundamental change in our planning stance. This little or no growth factor alone distinguishes higher education efforts from that of business and industry, where the bulk of the planning literature exists, and renders that literature less helpful than it might otherwise be.

Finally, it is important to identify what the content or substance of our planning efforts should entail. The content consists of two sets of factors: (1) Ascertaining and identifying inputs into the planning process, and (2) identifying appropriate responses or plans to respond. The input for student affairs areas includes a variety of student-centered data: Enrollment trends (including underrepresented and potential new student populations), the nature of student interests, housing preferences, etc. The input would also include information on institutional mission and finances, facility uses and adequacy, activities of other university departments and divisions, and state and national educational and economic trends. The content of the planning response follows directly from these inputs: Programmatic efforts, staffing questions (including numbers, organization, type of qualifications, and compensation), facilities development or recycling, etc.

Viewed in this light, one might conclude that a "reactive" model of student affairs planning is being advocated. We have no intention of implying such a model--a complex interaction exists between input and plans. It seems entirely possible for input to be modified by a plan (e.g., information on the probable demographic mix of students might lead to a plan to systematically alter that mix by directed recruiting and financial aid). Likewise, a plan might affect input (e.g., we may be dissatisfied with the amount and accuracy of data input we have received, and thus, plan to increase both the quality and quantity of such input by reorganization of staff or by creation of a new staff position). The point is not to disregard or do away



with inputs, but rather to be careful in not being governed by them.

Conditions and Premises Crucial for Planning

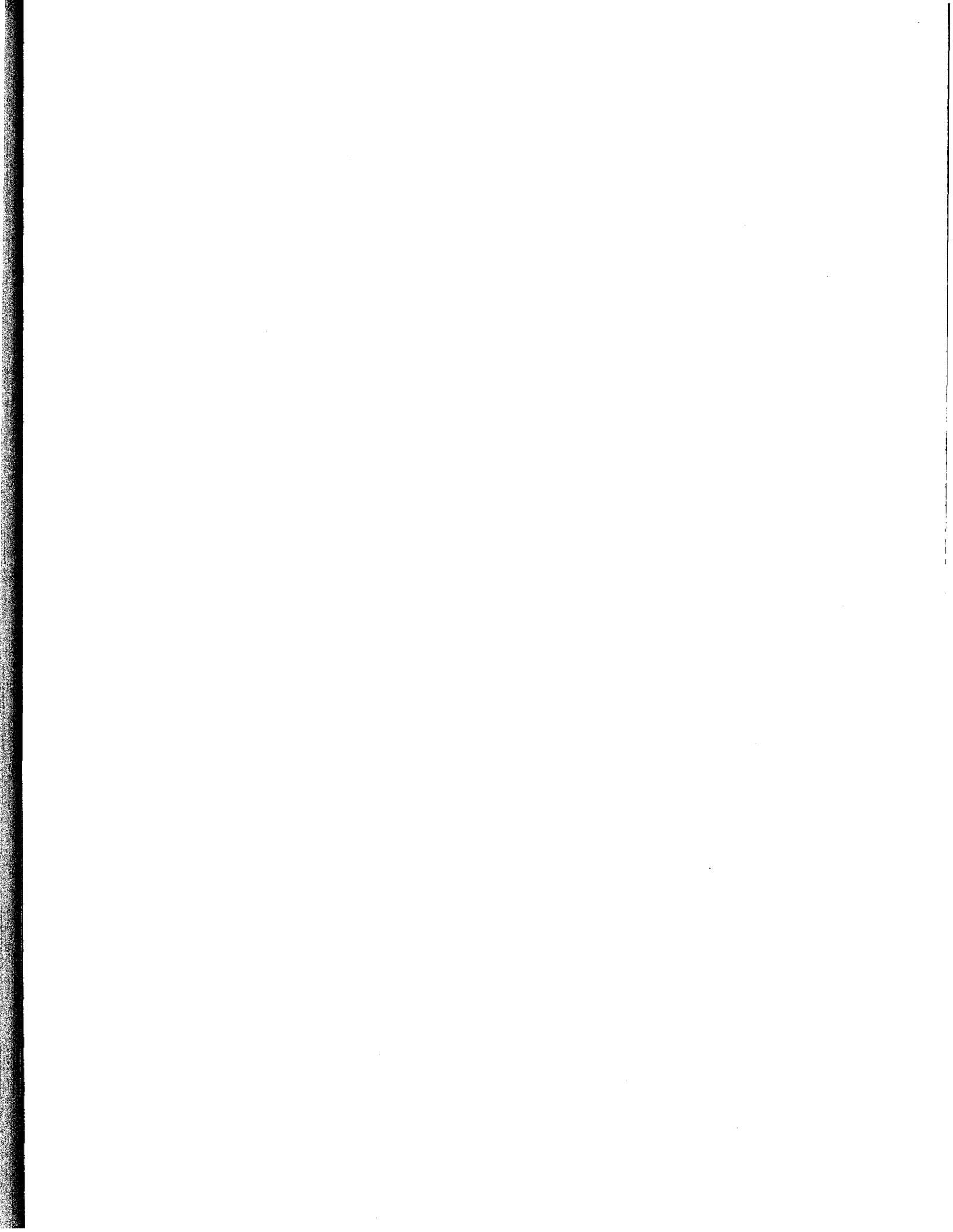
Probably the single most significant condition for student affairs planning is the recognition that planning cannot be accomplished in a vacuum. Student affairs divisions must plan within the context of established university or college direction and goals. Undeniably, we are faced here with a chicken and egg problem, especially when a decentralized planning strategy for the institution is in effect. Nevertheless, we must ascertain at least some general explicit or implicit university goals, even if these are but a commitment to the status quo. That finding alone is an important input and prescribes a certain direction for the student affairs division.

The characteristics of the decision-makers in the long range planning system form a variable which clearly affects the nature of the process, although describing the "planning-planner" interaction is very difficult and will not be attempted here in any detail. It is clear, however, that student affairs decision-makers carry into the process certain assumptions about what is "real" in the internal and external world of their institution. They also hold certain values about these assumptions. Both the assumptions and the values affect the thinking of the planners, and consequently, the process itself. This uncertain variable is one reason why "paper" planning models are often less helpful than might be expected. Perhaps our best hope in controlling this factor is to be very explicit with ourselves about

the values which we bring to the planning process and to base our assumptions on the best possible information we can generate (see Systems Planning, Track 3, below).

The relative skill and competence of the planner in this system is the other critical aspect of this "planning-planner" interaction. The models and systems described here are only as effective as those who use them. The planning function demands at once vision, creative leadership, and management skills. While we cannot escape our obligation to think small (our daily tasks and activities), long range planning provides us with the opportunity to think big. It is significant that planning at once demands a broad perspective in order to be effective and provides this perspective as an outcome of having been involved in the process. In a student affairs world filled with many trees, the view of the forest which is both demanded and provided by long range planning is a welcome and necessary change.

Finally, two premises underlying our thinking about the planning function need to be made explicit here. First of all, there is no best way for planning to proceed in every student affairs area. The program described in this paper is intended to be an approach to planning rather than a specific technique. The exact use of this approach will depend greatly on the nature of the student affairs areas and of the specific institution. The second premise is that planning, for all its theoretical nature, is still a very political process. Some evidence, in fact, suggests that the failure to implement the emerging student development model in higher education on a broad scale rests precisely with inadequate attention to the competition and political realities in contemporary higher education



(Plato, 1977). No amount of technology or systems models can compensate for inadequate attention to human idiosyncrasies and to institutional realities.

A Systematic Approach to Planning

Schroeder (1975) defines a 3-track system for planning which holds great promise for student affairs planning. The tracks, which are interrelated, and therefore, demand simultaneous development, are:

Track 1: Definition of a planning process

Track 2: Development of plans for the division and its units

Track 3: Development of a planning information system

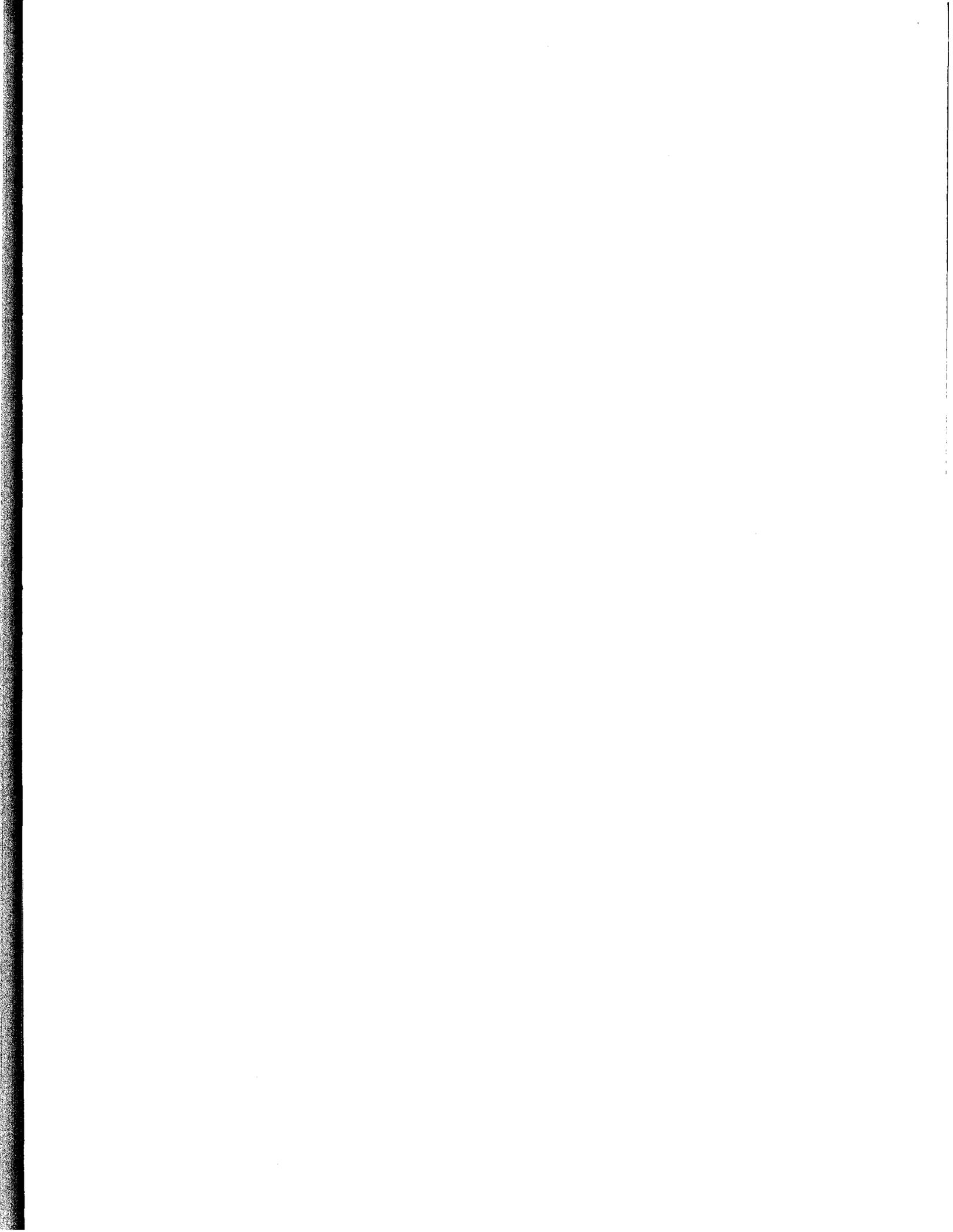
The first track defines how planning will be done in the division, delineates responsibility for particular planning activities, and identifies a planning calendar. The result of Track 1 should be a clarification of who does what kinds of planning by when.

The second track is probably the most familiar system. It involves assessments of the current situation, identification of goal statements and the means for goal achievement, both for the division and its subunits. These goals and means are developed by the responsible parties as defined by Track 1.

Track 3 develops the information systems for planning. It identifies what data is important to the process, when and how it is to be produced, and who is responsible for providing it. The result of Track 3 should be an information system supporting the planning process. This information generation is important, both in aiding the construction of the plan, and later, in measuring its outcomes.

The components of the above approach to planning are not particularly new, and some aspects of each are usually in operation in most student affairs divisions throughout the country. The combination of all three of these components, however, is less likely. Probably the most frequent model currently in use in higher education emphasizes Track 2. Track 1, if it is present at all, most likely exists in the minds of one or two persons and is neither made explicit nor, consequently, tested for its feasibility. Some facsimile of Track 3 undoubtedly exists, although the interaction of the information sources to the planning function is probably somewhat muddy. This interaction, however, is critical to the nature of the planning process. Drucker (1970) perceives that "measurements, in long range planning, present very real problems, especially conceptual ones. Yet precisely because what we measure and how we measure will determine what will be considered relevant, and thereby determines not just what we see, but what we, and others, do, measurements are all-important in the planning process. . . ." (p. 145).

Schroeder (1975) suggests a 2-step approach to implementation of this model, after specific assignment of responsibility of its implementation. The first step is the initial definition phase, in which the approach to all three tracks is defined and scrutinized. The second phase is the operation and development phase, in which the tracks are put into action and fine tuning adjustments made. A logical time frame for full implementation, Schroeder suggests, would be two to three years.



Locus of Planning

Within the model just described, there is wide latitude for variation. Undoubtedly, one of the central questions which must confront the implementation of such a plan is the issue of assignment of planning functions. Biggs and Skinner (1978) identify two models of planning for student personnel services which address this question. One model emphasizes a centralized function which is handled by a group of experts or specialists, or perhaps by the chief student affairs officer. A second model, a more decentralized approach, focuses on planning as a component of decision-making and utilizes specialists only as resource persons and facilitators. Each of these models has several advantages and disadvantages.

Biggs and Skinner advocate a decentralized planning effort with committees and task forces of staff members across units. This particular approach is based on the assessment of three disparate functions within the Office for Student Affairs. The first function deals with planning for programmatic development and decision-making in different student personnel units. The second function involves decision-making about issues which cut across student personnel lines, and the third is concerned with management decision-making in the central student affairs office. To accomplish these three functions, assignments for planning are allocated as follows:

1. Student personnel unit planning activities. Delegated to primary officers in each of the units. Consultants should be provided as necessary to help these units develop and maintain appropriate planning functions.

2. Interunit planning activities. The major activities for

student affairs divisional committees should be the planning function. Consultants should be provided as needed in order to aid these committees in defining the issues and in meeting planning goals. For example, one large midwestern university uses two major committees to accomplish this function. They are the Long Range Planning Committee, concerned with longer range decision-making, and the Issues Committee, concerned with shorter range issues and strategy. A list of typical types of problems handled by each in recent years is provided in Table 1.

Insert Table 1 here

3. Central office planning and management information development. The locus of responsibility for this task is placed in the hands of a small group of specialists, who fill staff positions in the central office, and who are charged with generation of planning information on a variety of management-related issues. How much of the task and what sorts of tasks are assigned to specialists depend a great deal on the size of the student affairs office, the style of management utilized, and the current state of planning in the division. It is important, even in a decentralized planning system, that there be at least one central person who acts as facilitator and consultant and who, in essence, maintains the system. The role of the central office in initiating and maintaining the planning function, especially as it relates to Track 1 and 3 of our planning model, simply cannot be avoided if planning is to thrive and prosper.

Alternative Decision-Making Models

The model suggested in this paper, or any other planning model, in fact, inescapably demands decision-making on all levels, decisions which are often both difficult and complex.

Strong (1974) argues for a systems analysis model for decision-making in student affairs. The specific steps in this framework are indicated in Table 2. Such a framework fits well with the 3-track planning system described earlier, since it is intended to integrate research findings into decisions and to focus needs for future data gathering.

Insert Table 2 here

The integration of this systems approach with the planning model described earlier is significant. Given an effectively operating planning system, it seems quite likely that Step 1 will have already been accomplished and that the data necessary for the evaluation required in Step 4 is already present or can be quickly generated.

Many of our planning functions for student affairs currently, and for the foreseeable future, concern the maintenance of student affairs activities in a steady or declining state. As a result, it is imperative for student personnel planners to focus specifically on criterion measures for decision-making regarding program development, continuation, or deletion.

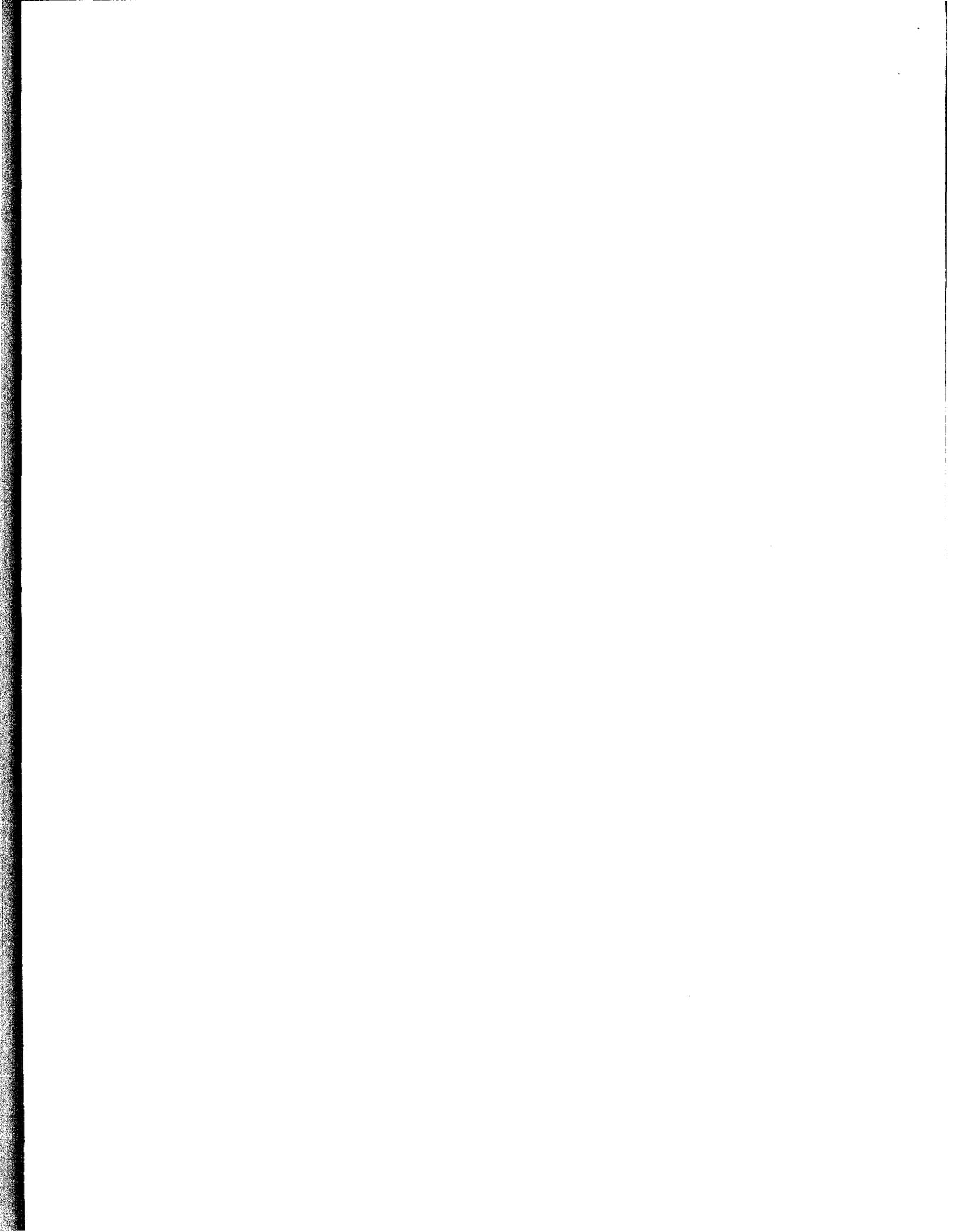
In assessing the competing demands for resources in student affairs, equity necessitates the creation of a limited set of criteria

or parameters which can be applied in whole, or in part, to each of the activities within the student affairs areas. Such criteria will provide a comparative measurement of various student affairs activities, and hence, promote the best allocation of resources.

An example of one such set of planning criteria is cited below:

1. Essentiality. Is the function essential or more peripheral to the university or student affairs mission?
2. Quality. Does the program or service consistently maintain a high standard of excellence? This may be measured by peer ratings, faculty recognition, student evaluation, contribution to knowledge or practice, etc.
3. Availability. To what degree is the function available outside of the student affairs unit or the university?
4. Need or Demand. What are the student, institutional, and/or societal demands for this function? This may be measured by the number of students and/or staff serviced, number of visits, amount of workload, etc. To what degree does the function meet current versus future projections of need/demand? Is there a legal or public mandate for the function?
5. Efficiency. How effective is the program or service in providing maximum service for the least amount of money? Could the function be performed appropriately with fewer resources? This may involve comparison of units of service produced to resources used.

The explication of these criteria and the mechanisms for their use to student affairs areas are complex issues. Obviously, these criteria interact with each other. A program with high essentiality



but low quality might call for additional fund allocations, while a high need program may not be cost effective and might be reduced in allocation without significant harm to the quality of service of the program.

The decisions made in student affairs planning inevitably involve some risk. In examining such risk, we should consider not only the magnitude of the risk but its character as well. Drucker (1970) identifies three classes of risk possibilities:

1. The kind of risk we can afford to take.
2. The kind of risk we cannot afford to take.
3. That rare but significantly important risk, the risk that we cannot afford not to take.

Each of these conditions implies a choice to take the risk, not to take the risk, or to postpone the decision. In the latter case, it is important to realize that postponement is risk taking in itself and may be irrevocable.

Another categorization of decision-making in the planning process, especially with regard to program development and continuation, is the recognition of categories of program importance that limit and control our decisions. Programs and policies, inevitably, fall into three broadly defined categories:

1. Mandated programs. Programs or their components which must be done, either because of school charter, federal or state mandate, or their vital importance to the operation of the institution. These are programs which we have to do.

2. Necessary programs. Programs or components which, if removed, would significantly alter the quality or operation of the

institution or program. The changes made in these areas will not reduce the institution's or program's capacity to operate, but may alter the nature or level of the services. These are programs which we ought to do.

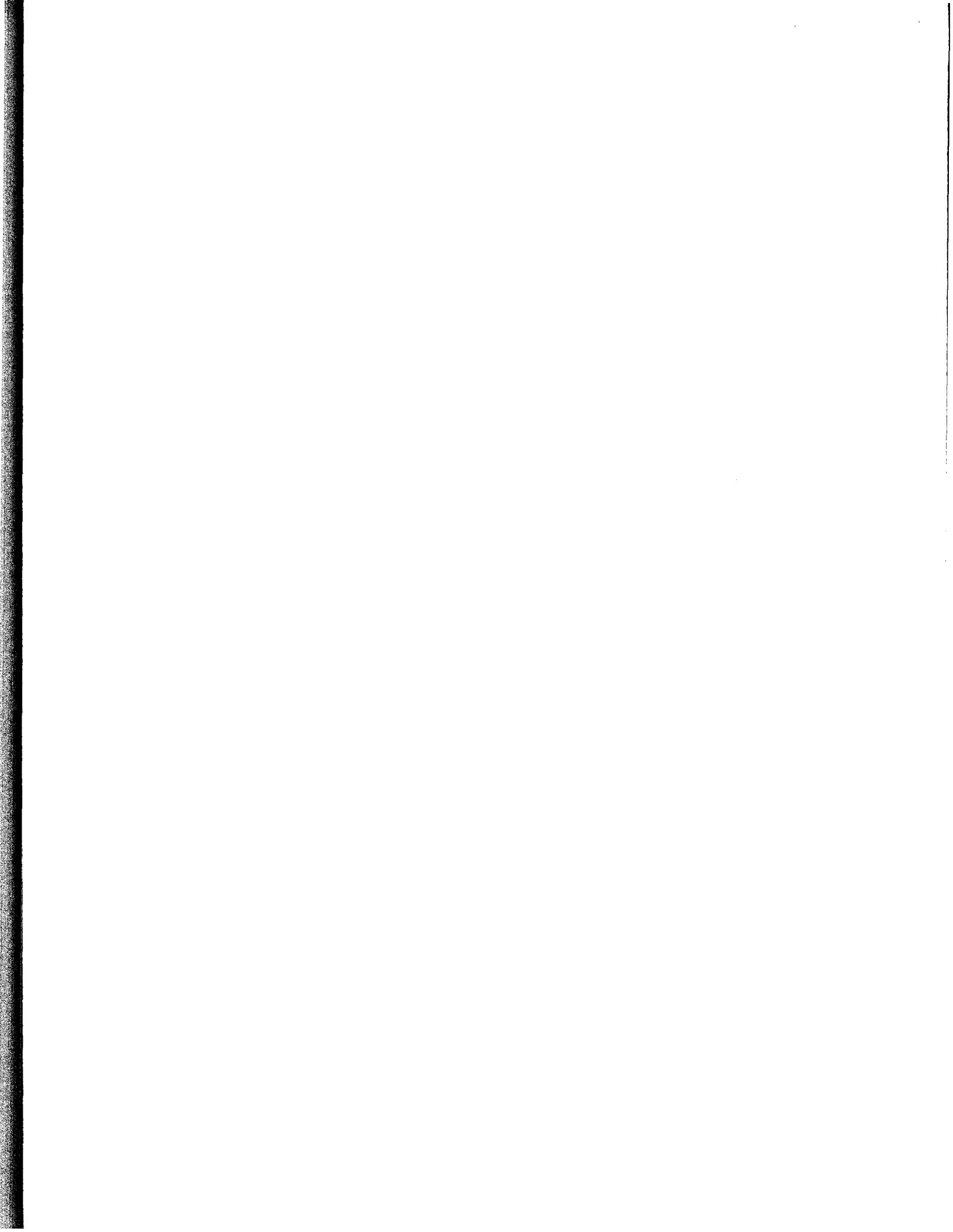
3. Desirable programs. Programs or their components which add to the quality of life at the institution or within the program but which are not critical to their operation. These are programs we would like to do.

This have to, ought to, like to criterion model of program classification provides some organization to the healthy debate concerning priorities which is inevitably produced by the planning process; it is important for that reason. Coupled with the five criteria of essentiality, quality, availability, need or demand, and efficiency, the criterion model of program classification discussed above provides a systematic base for planning decisions.

A Practical Guide for Planning

Insert Table 3 Here

Table 3 suggests a possible model for implementing the recommendations discussed in this article. Some salient factors appear in the analysis of this model. The first is that the responsibilities for initiation of planning efforts in student affairs must rest ultimately with the chief student personnel officer. He/she must get the ball rolling. The decision regarding allocation of time for monitoring the process by a consultant from within or outside the area seems to be one only the central office can make. In turn, this decision needs to be made prior to the initiation of the planning processes in order to maintain continuity in their implementation.



A related point deals with the planning-for-planning process. The responsibilities here can be assumed by either the central office or the ad-hoc group. There are certain advantages to the creation of a committee for the planning-for-planning process. One important advantage is that such committee work undoubtedly will involve delegation of planning duties and participation in the conceptualization of the system, and hence, might well increase "ownership" of the process. Also, as can be seen in Table 3, the planning-for-planning process involves a great many decisions regarding information needs, planning levels, timetables, possible planning mechanisms, etc. A variety of input into those decisions is important. One way such input might be obtained is by submission of a tentative plan constructed by the central office to a policy group for verification. The latter system probably is less time consuming and has the advantage of economy of effort and decreased frustration, since planning-for-planning seems far removed from the final goal of a well-managed student affairs area and may be less immediate, and therefore, more frustrating than actual involvement in the planning process itself.

Finally, it should be noted that the ultimate benefits for establishing a responsive, creative planning process must always be kept in sight. The essence of planning is to make present decisions with the knowledge of their futurity. We must ask the basic questions: What do we have to do today if we want to be some place in the future? What will not get done at all if we do not commit resources to it today? What would be the immediate impact of this decision and its longer term ramifications?

Planning, after all, is a means to an end, and should remain so. The goal is a well-managed, proactive, responsive student affairs division--flexible, self-directive, within the context of clear direction and purpose. Planning is the tool to do this. At the inception of the planning program, no doubt, it may well resemble the dog and not the tail. Done well, however, the planning system should eventually exist as an unobtrusive, ongoing contribution to effective management in student affairs and not as a glamorous symbol of our effectiveness. To draw a homely analogy, it should more resemble the drafthorse than the thoroughbred. It is the vehicle to carry the payload. Without it as our steady and durable companion, we have and will continue to shoulder a day-to-day burden for management, planning, and decision-making far beyond what is or should be appropriate. Given a good planning system, we might have less fun at conventions complaining about our workload but a lot more fun in our jobs! More importantly, as educators, we shall be engaged in creating rather than predicting the future of higher education.

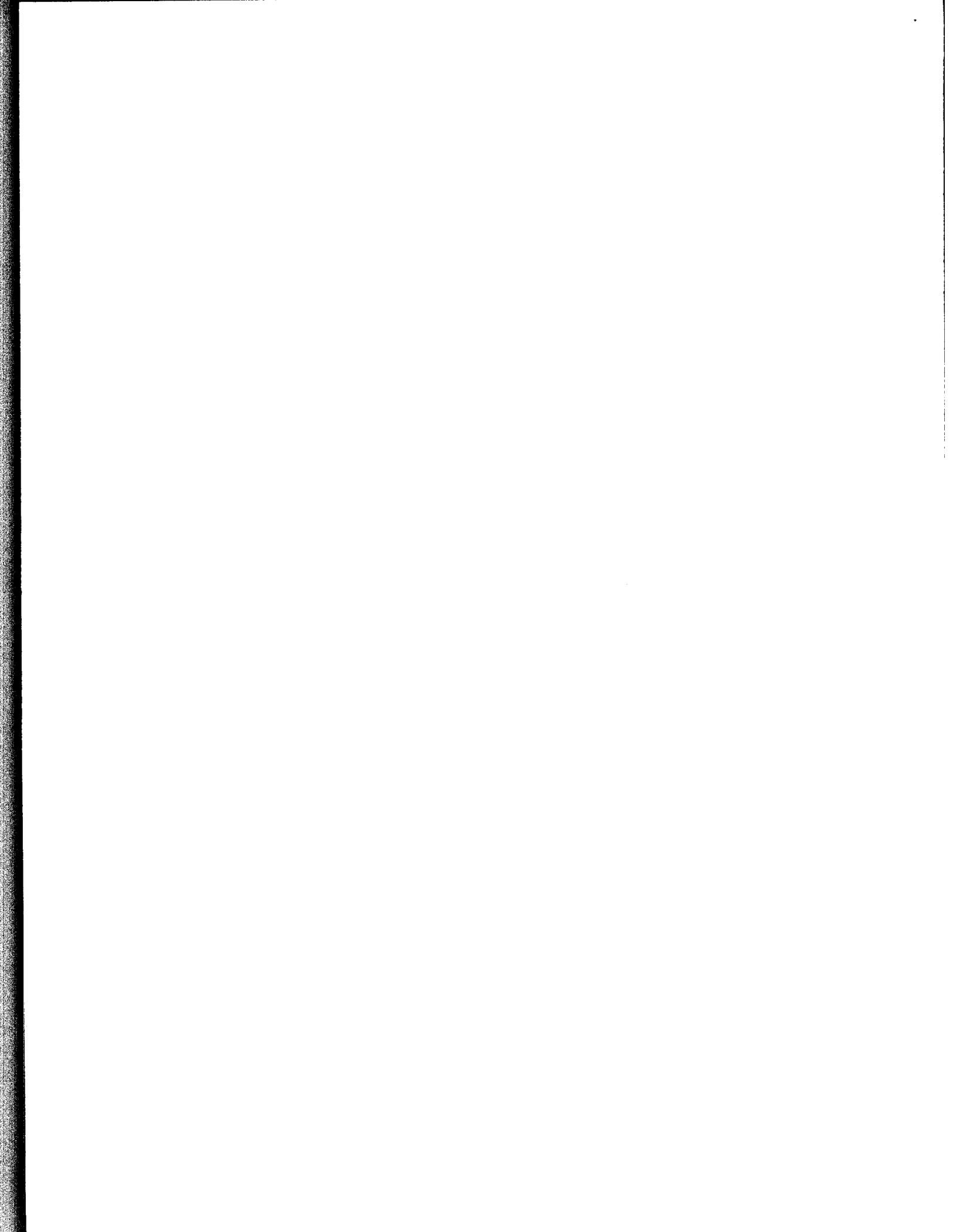


Table 1

Model for Allocation of Planning Content

Long Range Planning Committee

1. New organizational and programmatic structures for student career development.
2. Effect of fluctuating enrollment on student affairs.
3. Policies for financial aid areas.
4. Creation of student affairs committees on (1) academic freedom and responsibility, and (2) promotion and tenure.
5. Proposal for student affairs training program regarding upset/disturbed students.

Issues Committee

1. Alcoholic beverages policy.
2. Reserve funds policy.
3. Non-student participation in student affairs-sponsored programs.
4. University contracts with Student Legal Services.
5. Compliance with Title 504 Regulations regarding handicapped students.

Table 2

5-Step Decision Model

1. Determine System Objectives
 - a. Identify objectives
 - b. Detail problems
 - c. Identify and detail existing systems
 - d. Identify other factors
2. Create Operational Flow Model
 - a. Identify necessary activities
 - b. Determine sequence of activities
3. Create Possible Alternative Systems
 - a. Identify and detail possible components
 - b. Create alternative systems
4. Evaluate Alternative Systems
 - a. Create evaluation model
 - b. Determine measures of effectiveness and system characteristics
 - c. Estimate effectiveness of alternative systems
 - d. Estimate costs of alternative systems
5. Select Best Alternative

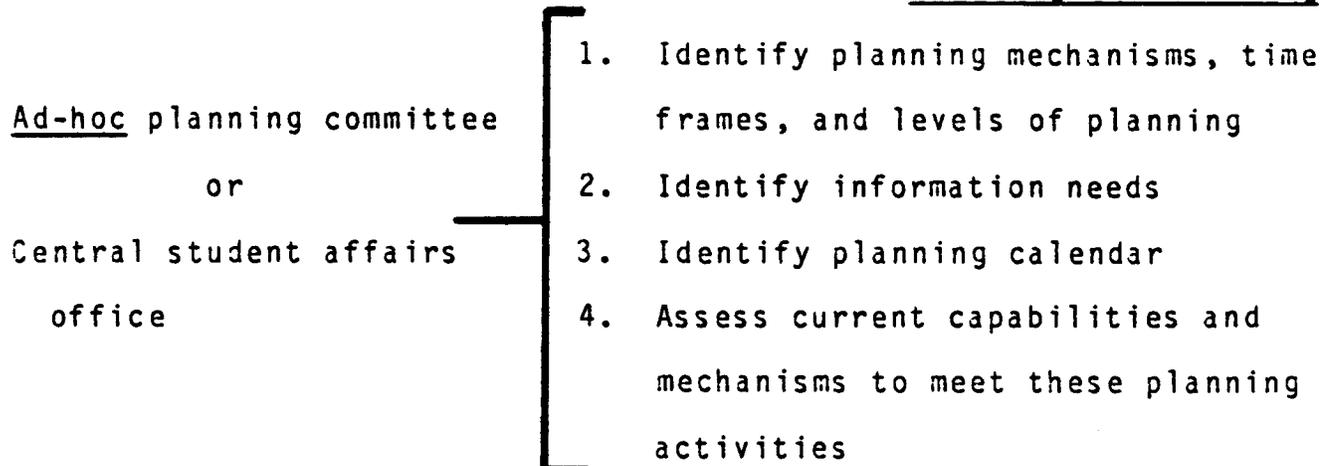
Table 3

A Planning Model

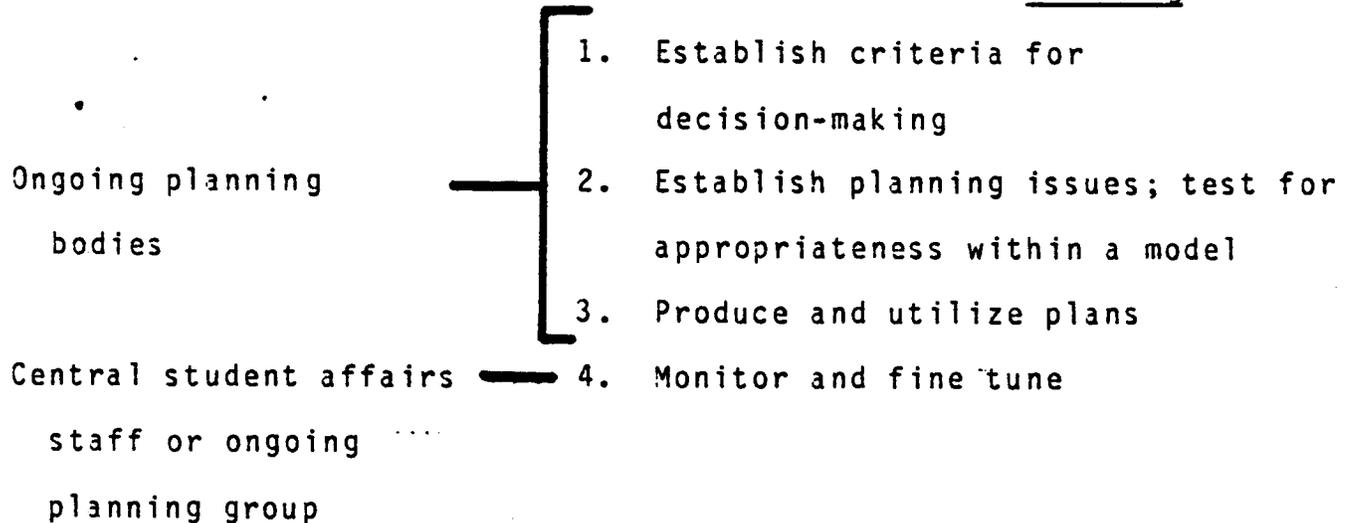
Responsible Agencies

Categories

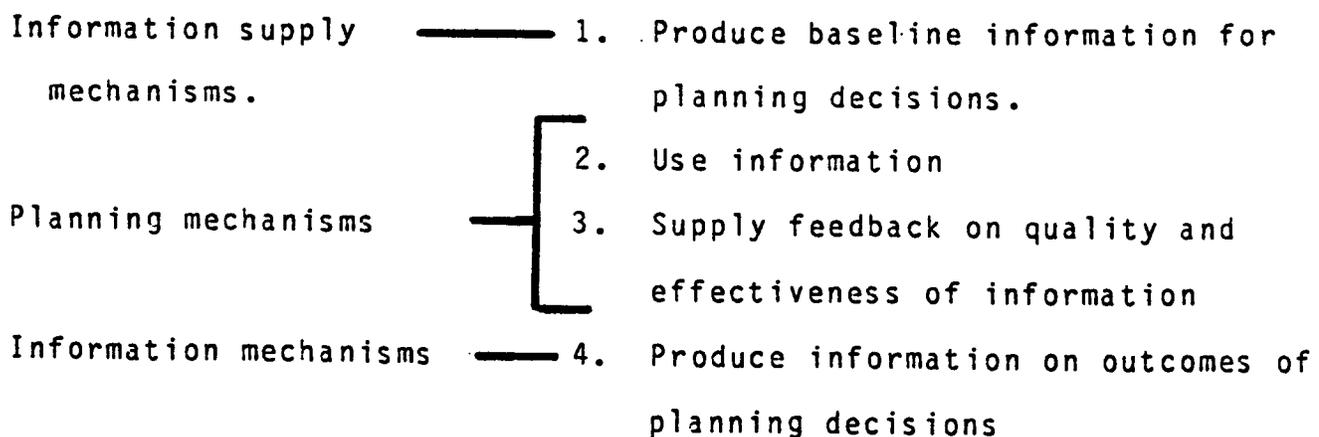
Planning-for-Planning



Planning

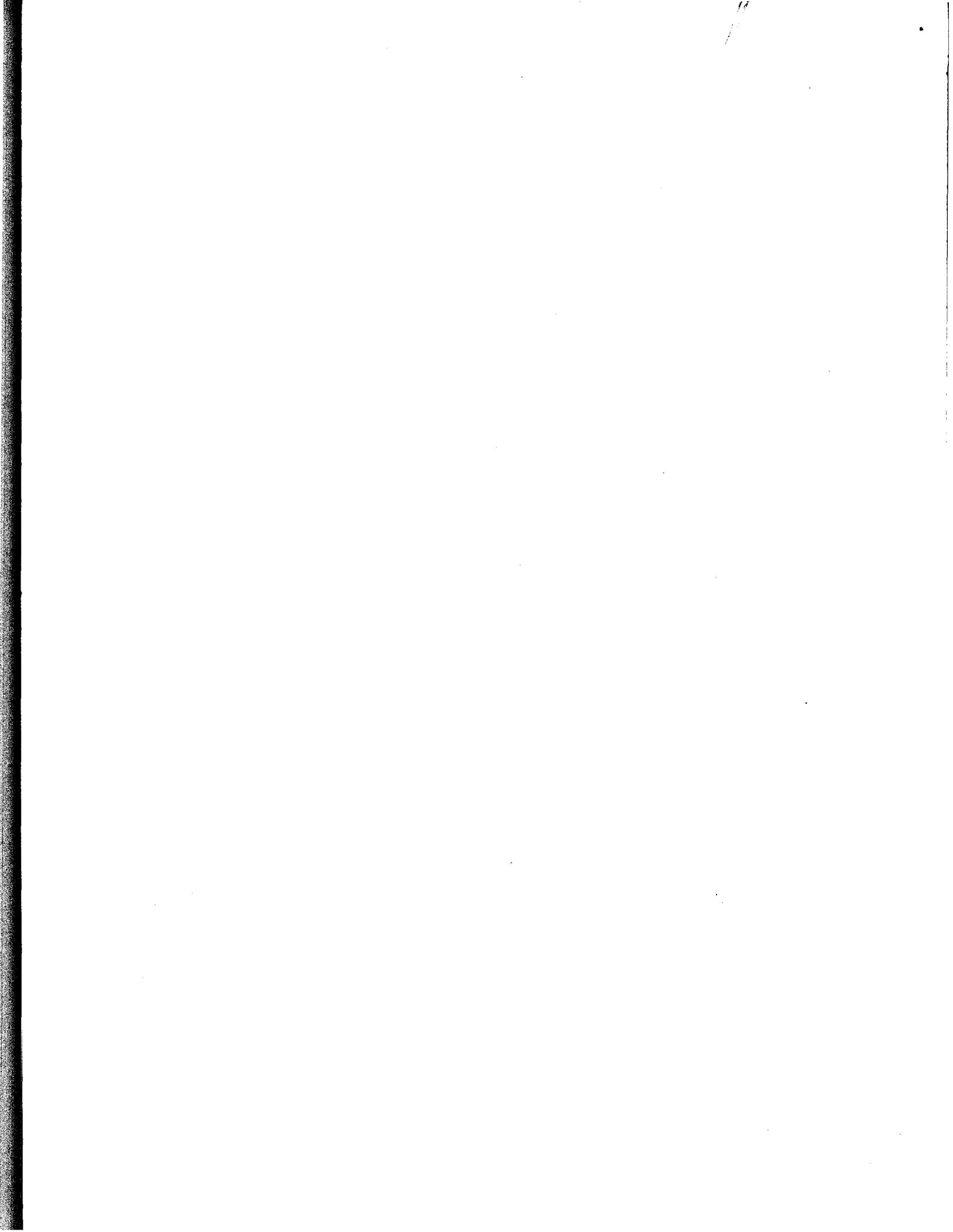


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OSA Research Bulletin
Office for Student Affairs

University of Minnesota

Volume 21

Number 3 [4]

Date 3/9/81



Memorial Versus the Metrodome:
A Survey of University Community Opinion

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Abstract

Seven hundred and twenty seven students, staff, faculty, season ticket holders, and athletic fund donors, were surveyed on the question of moving University of Minnesota football games to the Hubert H. Humphrey Metrodome. Key findings were: Majorities of public and employee season ticket holders, athletic fund donors, and a plurality of faculty preferred a move to the domed stadium. Majorities of students in general, student season ticket holders, and a plurality of staff advocated keeping the games in Memorial Stadium. Majorities or pluralities of the two student groups said that a move would harm school spirit and student attendance. Majorities of students in general and student season ticket holders advocated beer sales in the stadium, while a majority of season ticket holders were against beer sales. A majority of students in general said that they would be more likely to attend games in the new stadium if there were a shuttle bus from the campus.

Memorial Versus the Metrodome: A Survey of University Community Opinions

Ronald Matross
Student Life Studies and Planning
University of Minnesota

This is a report of a University Poll survey of students, faculty, staff, football season ticket holders, and athletic fund contributors, on whether University of Minnesota football games should be played in the Hubert H. Humphrey Metrodome now under construction in downtown Minneapolis. The survey was conducted by telephone between February 14 and 28, 1981 at the request of the University Board of Regents.

The respondents were directly asked the basic question of whether they thought that Gopher football games should be played in Memorial Stadium on campus or in the new stadium. They were then asked to give their reasons for their opinions and to state whether a move to the new stadium would affect the chances of their attending future games.

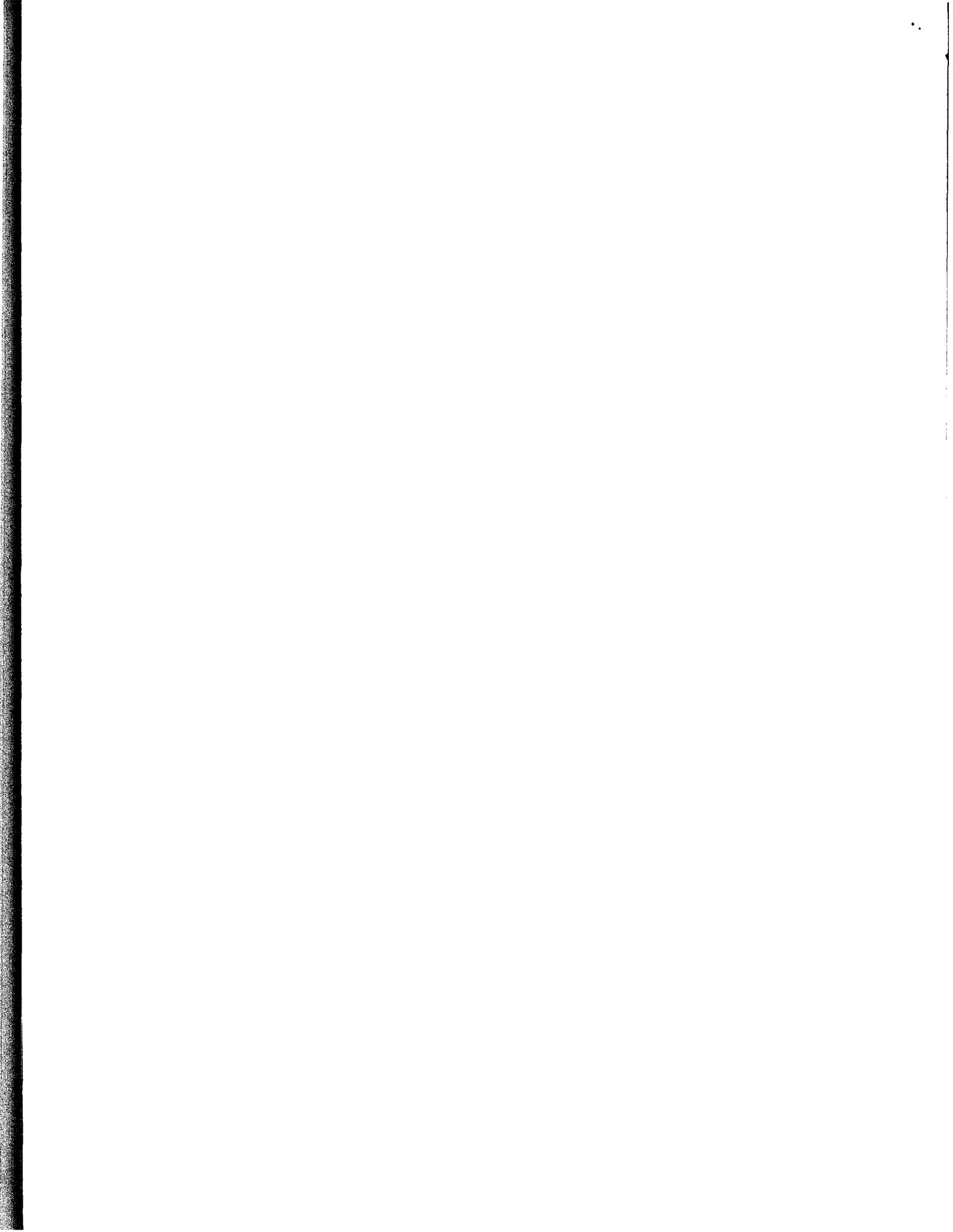
Several other survey items addressed specific issues that have been raised in discussion of the stadium question:

Would a move to the dome help, harm, or have no effect on school spirit, recruitment of athletes, attendance by the public and students at games?

Should beer be sold at Gopher football games in the new stadium?
Would beer sales affect the individual's attendance?

Would having a shuttle bus service from the University to the new stadium make individuals more likely to attend games?

The survey items were developed by the staff of the University Poll in consultation with the offices of the Vice President for Student Affairs and the Vice President for Administration and Planning. The questions were refined on the basis of pre-test telephoning with small samples of the groups to be surveyed. The survey interviews were conducted by Koser Surveys, Inc., a private polling firm. (A copy of the questionnaire is appended to the end of this report.)



Samples and Response Rates

The individuals surveyed in the study were determined as follows:

Students in General: A sample of 250 student names was computer-generated by the University's Administrative Data Processing Department. Eleven persons were deleted because they were no longer students. Among the remaining 239, 229 students were interviewed for a response rate of 96%.

Faculty and Staff in General: A sample of 250 faculty and staff names was drawn from a list in the University's Personnel Department of individuals employed on the Twin Cities Campus as of October. In order to reflect the total ratio of staff to faculty, the sample included 171 staff and 79 faculty. Seven persons were subsequently deleted from the sample because they were no longer employed by the University. Interviews were completed with 230 for a response rate of 95%.

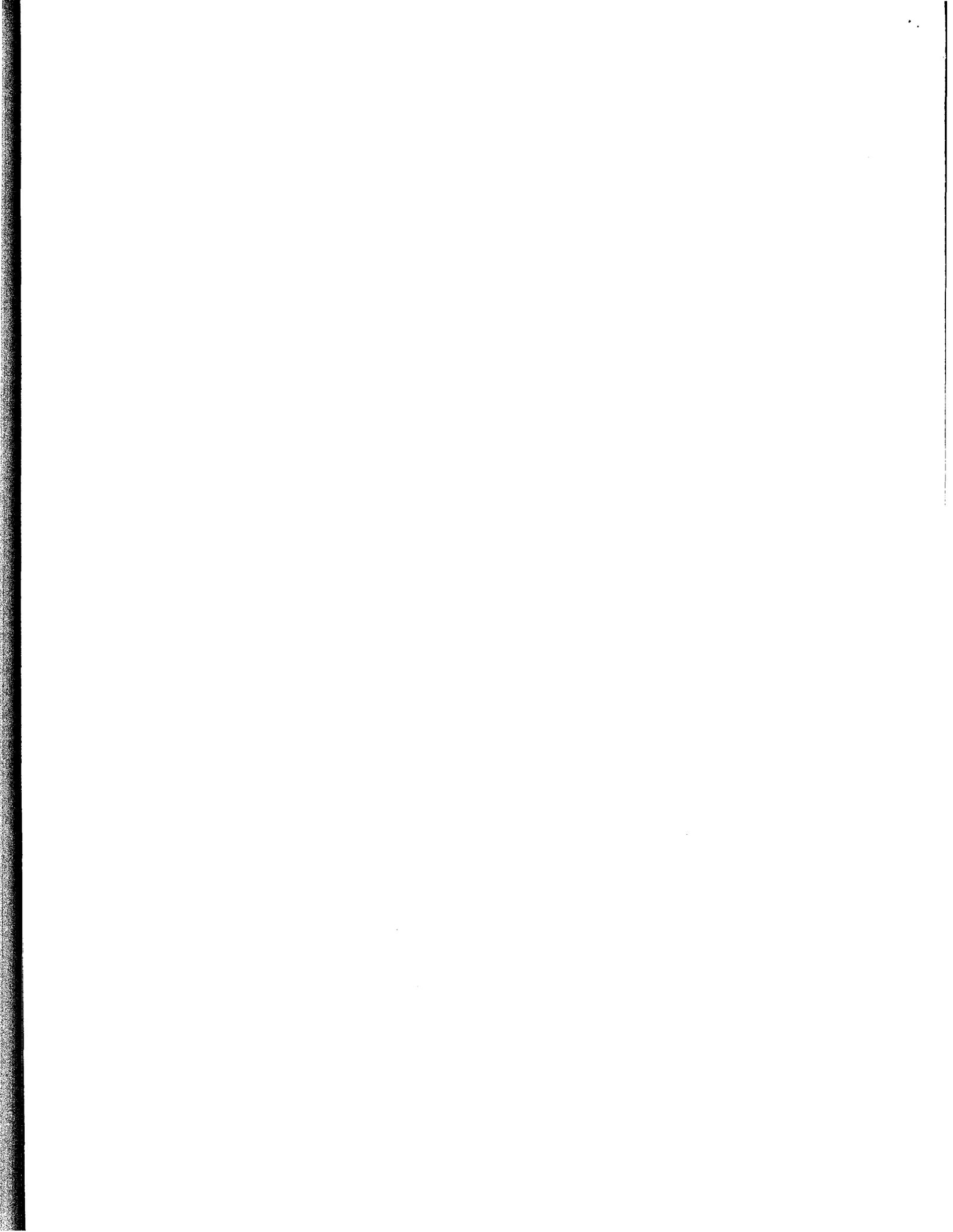
Season Ticket Orderers. A sample of 288 names were drawn from the University Ticket Office files of persons who had requested and were granted season tickets for football in the 1980 season. One hundred and eighty of these names were from a file of the public, staff and faculty and 108 were from a file of student season ticket applicants. The sample was not properly one of season ticket holders but of season ticket orderers. The reason for this distinction is that one person may have ordered several tickets. Because only the name of the person ordering the tickets was in the file, we had no readily available means of identifying a sample of other persons for whom the tickets were ordered.

Two other unanticipated effects of this sampling procedure were uncovered with this group during the course of the study. First, we found that a surprisingly large number of student season ticket holders, 19, said that they were no longer students, and thus they were dropped from the sample. (We

charitably presume that they were very recent graduates who were not deliberately misportraying their studenthood.) Secondly, those who order tickets may have a greater proportion of older people in them than the general group of persons who use the tickets. We discovered some cases in which an elderly person had ordered tickets but said that he did not currently use them. The reason this happens is that seniority in terms of the number of years one has held a season ticket determines how good a seat one gets. Thus our sample included some retirees who had good seats because they had become season ticket holders a long time ago, but who currently gave their tickets to younger family and friends. We have no good way of estimating the extent of this phenomenon, or its effects on opinions. Older people may systematically prefer Memorial Stadium because of their pleasant memories of the place, or conversely, they may systematically favor the Metrodome because they are more concerned with comfort.

Adjusting for the persons dropped from the student sample, 85 student and 144 public and employee season ticket holders were interviewed, for a response rate of 85%.

Williams Fund Contributors: A sample of 50 persons was drawn from an athletic department list of contributors to the Williams Fund, which provides scholarships to student athletes and supplementary revenue for athletic programs. Interviews were completed with 39 of these persons for a response rate of 78%. This response rate is somewhat lower than for the other groups because of the mores of this group. Many of the contributors are prominent, affluent citizens. Despite the abnormally balmy Minnesota weather during the survey period, 11 of the Williams contributors could not be reached because they were vacationing in the Sun Belt.



Overall Responses

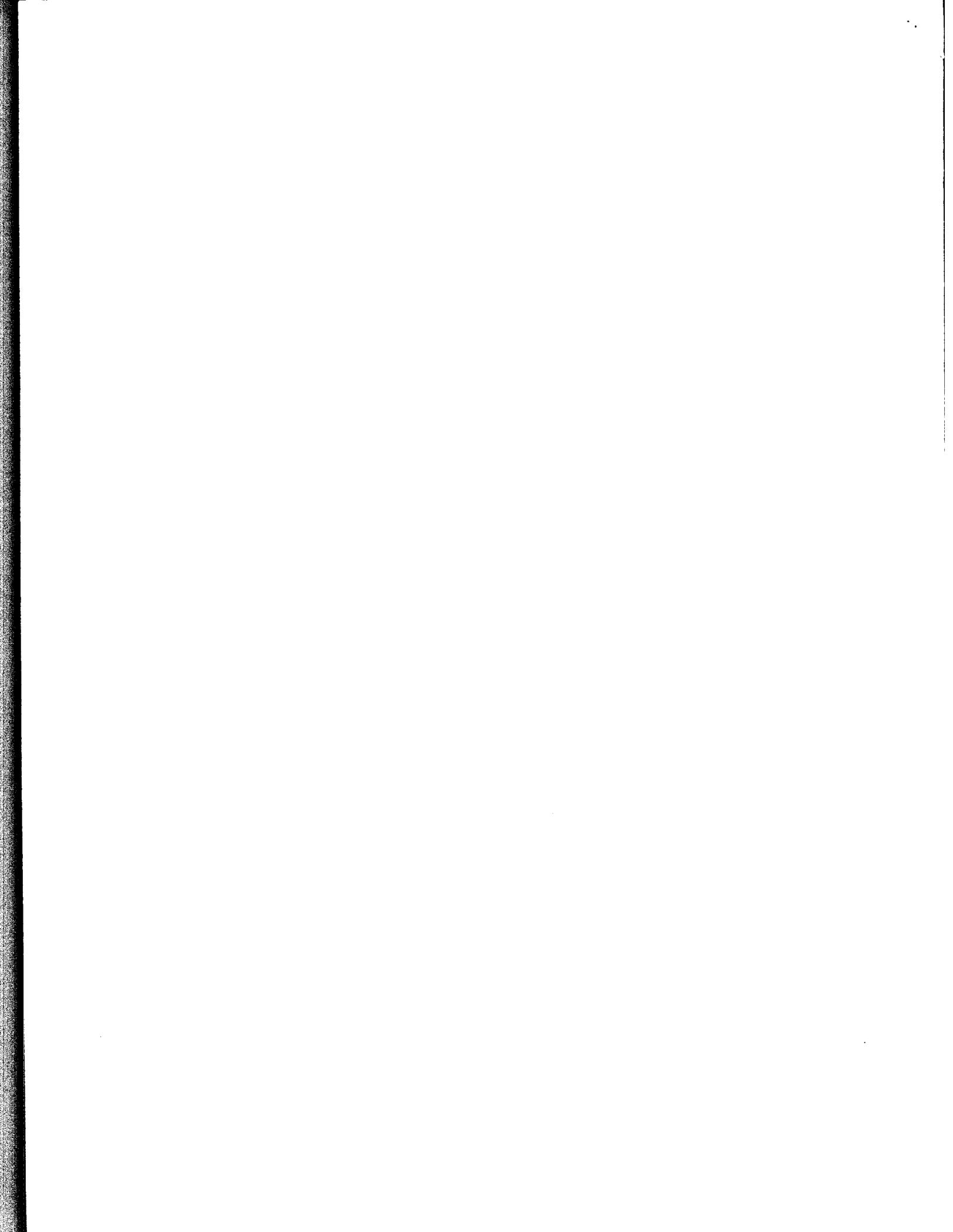
For all groups combined 727 responses were received for a response rate of 92%. The sampling error for each group except the Williams contributors is approximately 5-7%. For the Williams Fund group the error is larger, 7-10%. These figures do not take into account the inestimable factors, such as those discussed earlier.

Results and Discussion

In some respects the stadium debate is a classic "town vs. gown" issue. As seen in Table 1 student season ticket holders and students in general tend to advocate Memorial Stadium, while Williams Fund donors and non-student season ticket holders tend to prefer the Metrodome. The strongest advocates of the two positions are the Williams Fund donors (85%) for the Dome, and the student season ticket holders, 59% for Memorial. Among the public/employee season ticket holders and students in general, the preferences were less pronounced, with 54% of the season ticket holders preferring the Dome, and 52% of the students preferring Memorial.

General faculty and staff opinions on the issue were somewhat more ambiguous than were those of the other groups. In neither case did a majority prefer one stadium over the other. Perhaps surprisingly, a plurality of faculty (47%) allied themselves with the "town" by advocating the Dome, whereas a similar plurality of staff (46%) advocated Memorial. A lack of interest was evident in both groups, in that 31% of the faculty and 22% of the staff said that they did not care about the issue or had no opinion.

Another way of looking at the stadium issue is in terms of a debate between the "romantics" and the "pragmatists." As seen in Table 2 the most frequent reason given for advocating Memorial Stadium was the tradition and atmosphere associated with the "Brick House." Many Memorial advocates talked about the



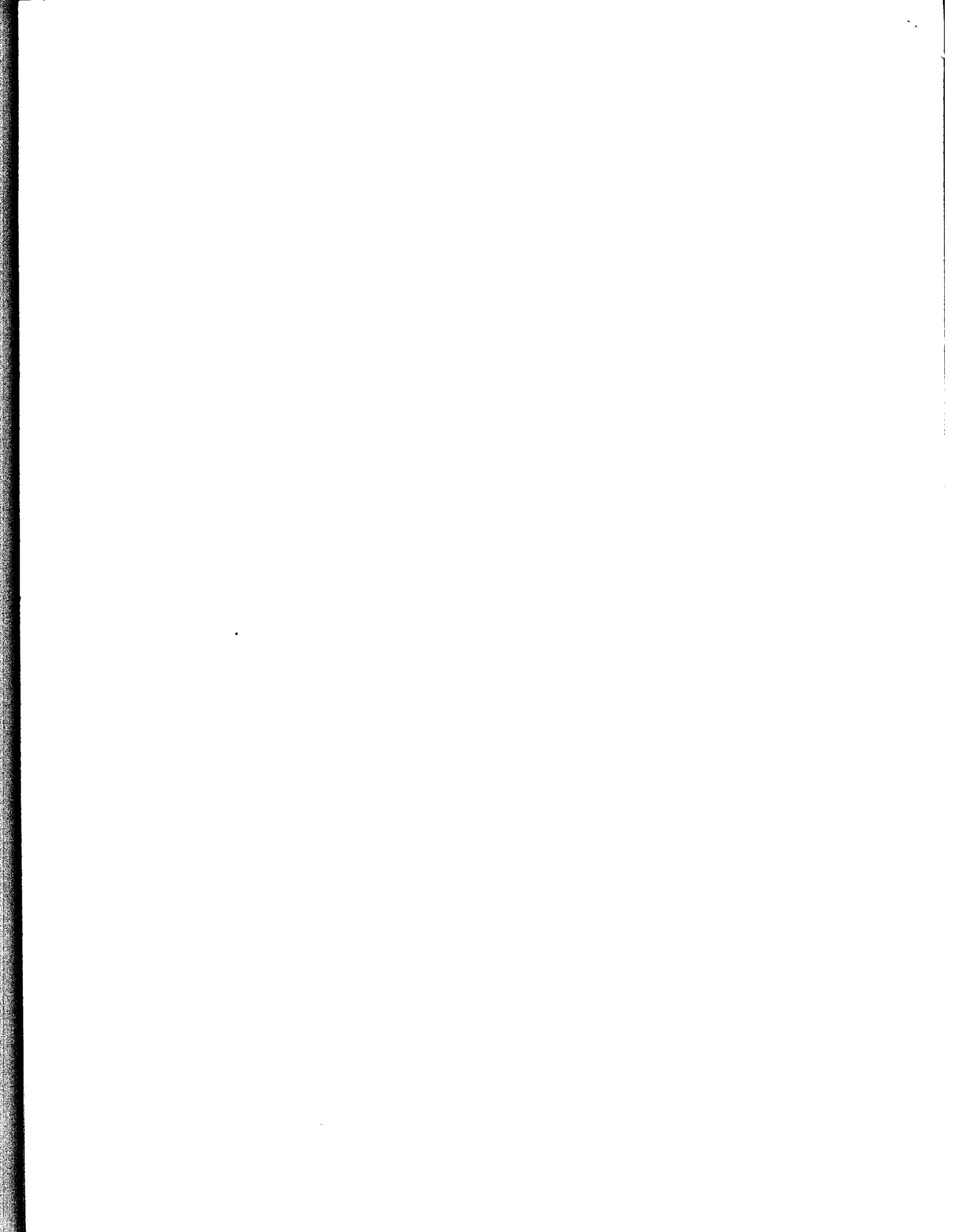
need for football to remain on campus as a college activity. They worried that playing in the Dome would make football more professional and less collegiate in its outlook. Some talked fondly about the good experiences that were associated with games in Memorial Stadium.

In contrast, the Dome advocates talked about the practical advantages they saw in the move--either in terms of the comfort, weather protection, and pizzazz of the new stadium, or in terms of benefits of the Dome to improving the football program and public support for the program.

Interestingly, many of the Memorial advocates conceded two of the key arguments of the Dome advocates. As seen in Table 4, majorities of all groups, including students, said that they believed that a move to the Dome would help in the recruitment of student athletes, and would help public attendance at the games. However, majorities or pluralities of students and student season ticket holders also said that they thought a move to the Dome would harm school spirit and attendance by students. The other groups were not so sure that these effects would occur. There was more agreement about the positive benefits of a move to recruitment and public attendance than there was about the negative effects of a move on school spirit and student attendance.

When asked about their own attendance at future games if games were moved to the Dome, the most frequent response was that the move would have no effect. (See Table 3). Only among student season ticket holders did 50% say that the move would make them less likely to attend. Among students in general, only 28% said that a move to the Dome would make them personally less likely to attend future games, even though more believed that the move would adversely affect overall student attendance.

Among all groups surveyed, where the game was played appears not to be the determining factor whether or not they would personally attend games. Of course,

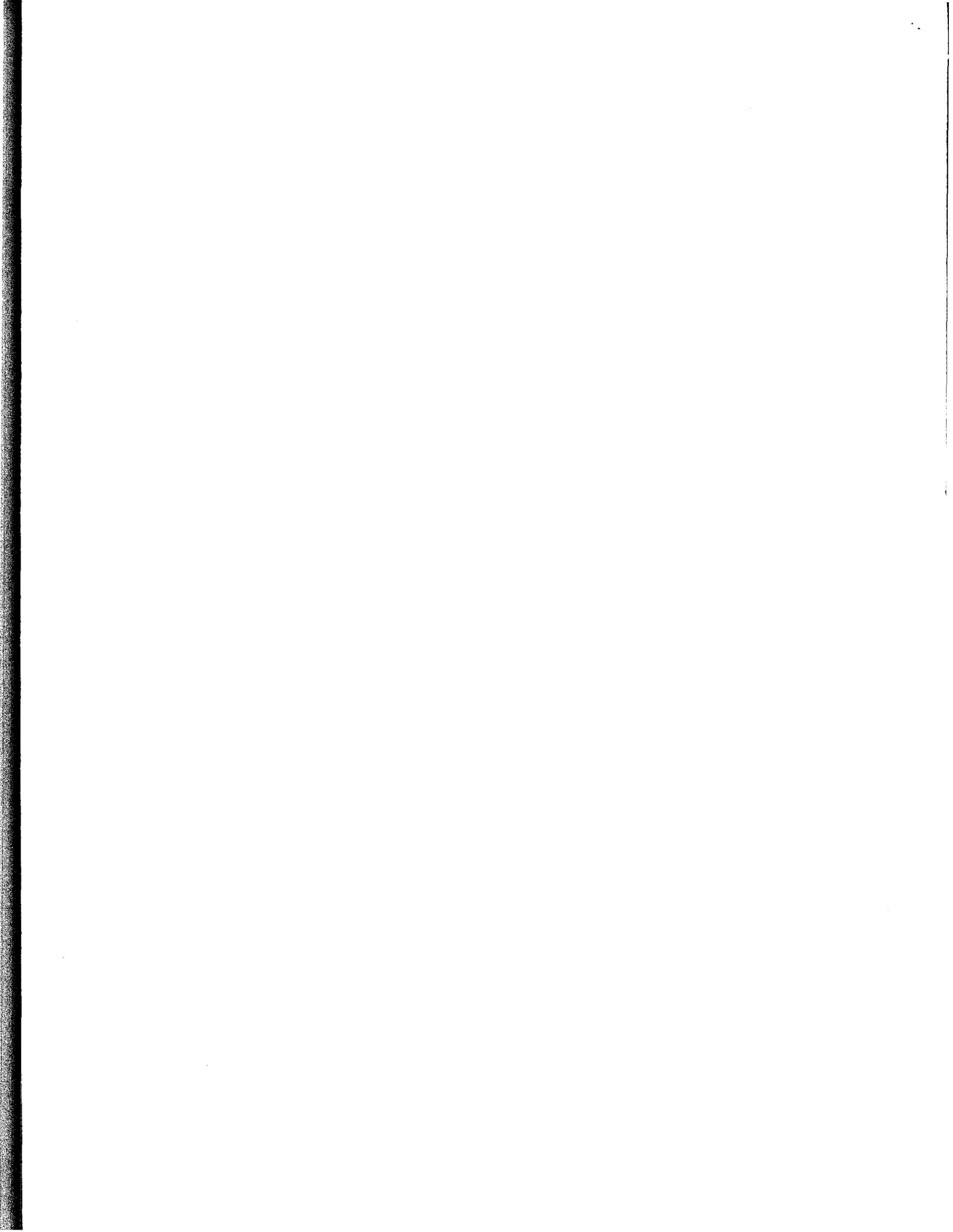


the group though most likely to be attracted by the Dome, the general non-season ticket holding public, was not included in the survey.

With regard to student attendance, two other issues, parking and beer, are important. Table 5 shows the responses of the survey groups to the question of whether a shuttle bus service from the University to the Dome would make them more likely to attend games in the Dome. A majority of students in general (53%) and a sizeable number of student season ticket holders (46%) said that a bus service would make them more likely to attend Gopher games in the Dome.

On the issue of beer sales in the Dome, a majority of both student groups said that beer should be sold at the games. (See Table 6). Their views stood in contrast to those of public/staff and faculty season ticket holders, 55% of whom said that beer should not be sold. Despite their preferences, very few persons, even among students would admit that beer would have any effect on their attendance at games. There remains the possibility that beer would be more of an inducement that students would be willing to admit.

As is usual with complex and controversial issues, the data do not show a clear mandate for one position over the other. The debate does indeed appear to be one of the "romantics" versus the "pragmatics." Among all groups there is considerable agreement that a move to the Dome would increase public attendance at the games and aid in the recruitment of student athletes. In the view of some, including many students, these benefits would be gained at the cost of school spirit, an impalpable but precious commodity to those who value it. The pragmatists can argue that school spirit is something which is not inextricably tied to the Brick House. They can point to the majority of students who said that they would be more likely to attend games if bus service



were available, as well as the student sentiment for beer sales in the Dome, on the theory that beer and a bus might do much to help school spirit reappear in the Dome. Still, there remain some who are truly saddened by the thought of the color and feel of autumn Saturdays departing from the campus scene.

Table 2

Reasons for Stadium Preferences (In Percentages)
 (Does not include respondents who don't know or don't care)

<u>Reasons for Pre- ferring the Metrodome</u>	Public/Fac/ Staff Sea- son Ticket Holders (N=126)	Student Season Ticket Holders (N=74)	Williams Fund Donors (N=38)	Students in General (N=195)	Faculty in General (N=48)	Staff in General (N=120)
Features of the Metro- dome (e.g. comfort, weather protection, seats)	43.7	21.6	57.9	21.5	35.4	34.2
Benefits of moving to the Dome (e.g. better attendance, recruitment, money)	14.3	12.2	28.9	18.5	33.3	7.5
<u>Reasons for Memorial</u>						
Tradition/Atmosphere School Spirit	27.0	29.7	10.5	27.7	14.6	29.2
Convenience (for students) and others	4.0	21.6	0	19.0	2.1	13.3
Features of Memorial (e.g. open air, nat- ural turf)	11.1	14.9	2.6	13.3	14.6	15.8

Table 3

How Would a Move Affect Your
Attendance at Future Games?

	Public/Fac/ Staff Sea- son Ticket Holders (N=143)	Student Season Ticket Holders (N=85)	Williams Fund Donors (N=37)	Students in General (N=229)	Faculty in General (N=72)	Staff in General (N=158)
<u>A Move Would:</u>						
Make attendance more likely	16.8	11.8	40.5	14.4	19.4	17.7
Less likely	15.4	50.6	8.1	27.9	15.3	20.9
Have no effect	67.1	37.6	48.6	56.8	65.3	58.9
Don't know	.7	0	2.7	.9	0	2.5

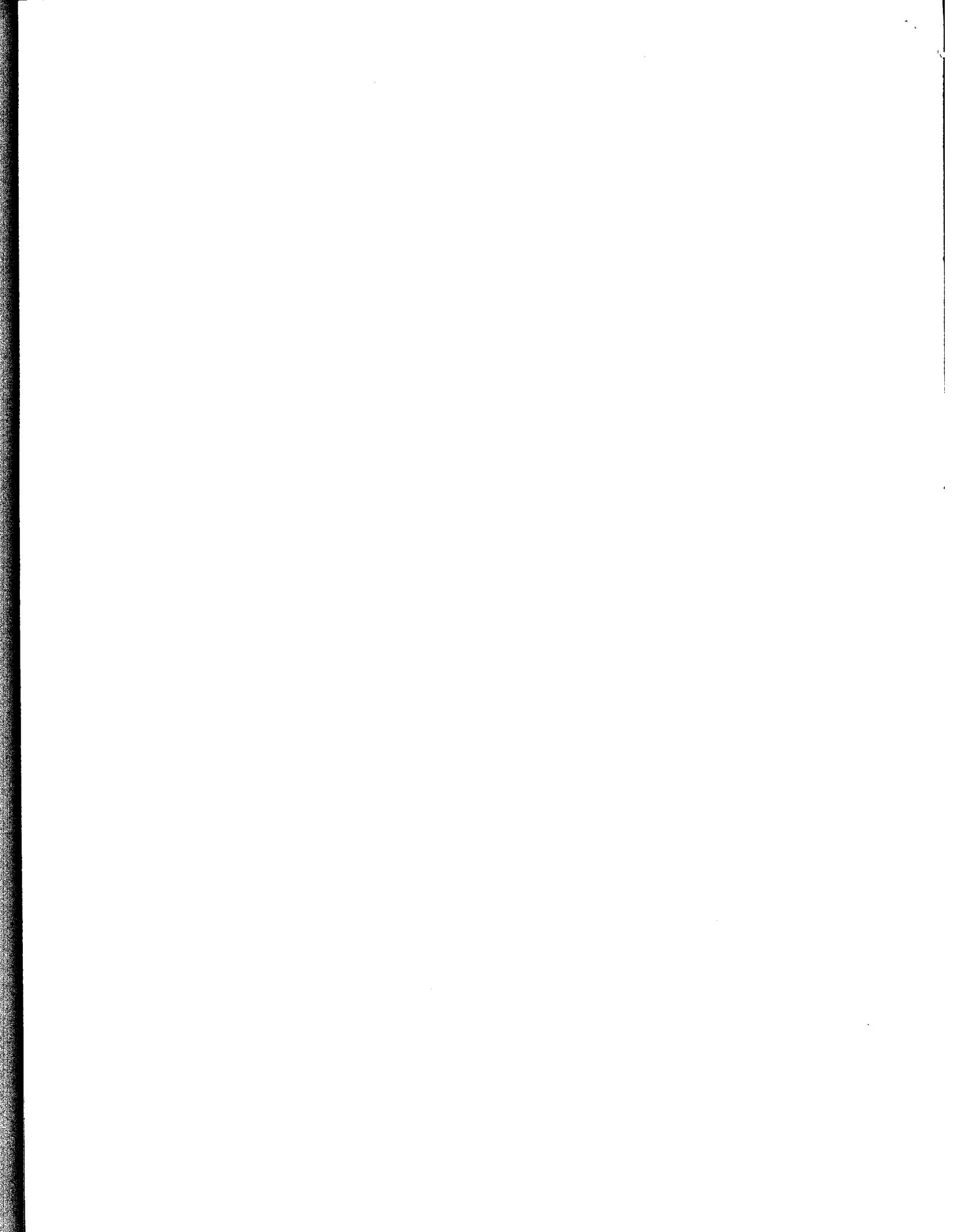


Table 4

Perceived Effects of a Move to the Metrodome

<u>Would a move help, harm, or have no effect on:</u>	<u>Public/Fac/ Staff Sea- son Ticket Holders</u> (N=143)	<u>Student Season Ticket Holders</u> (N=85)	<u>Williams Fund Donors</u> (N=38)	<u>Students in General</u> (N=229)	<u>Faculty in General</u> (N=72)	<u>Staff in General</u> (N=158)
Public attendance at games						
Help	65.0	68.2	92.1	73.4	80.6	50.6
Harm	11.2	7.1	2.6	3.9	4.2	12.0
No effect	17.5	14.1	2.6	15.3	5.6	24.1
Don't know	6.3	10.6	2.6	7.4	9.7	13.3
Student attendance at games						
Help	18.1	12.9	23.7	22.7	16.9	11.4
Harm	28.5	63.5	15.8	48.0	33.8	44.3
No effect	41.7	18.8	52.6	22.7	32.4	34.8
Don't know	11.8	4.7	7.9	6.6	16.9	9.5
Recruitment of student athletes						
Help	74.3	69.4	84.6	65.5	61.1	58.0
Harm	2.8	4.7	2.6	3.5	1.4	3.2
No effect	15.3	15.3	0	18.8	12.5	20.4
Don't know	7.6	10.6	12.8	12.2	25.0	18.5
School spirit						
Help	16.1	3.5	35.9	14.0	12.7	5.1
Harm	32.2	61.2	20.5	50.0	36.6	43.7
No effect	44.1	25.9	38.5	29.8	35.2	36.1
Don't know	15.7	9.4	5.1	6.1	15.5	15.2

Table 5

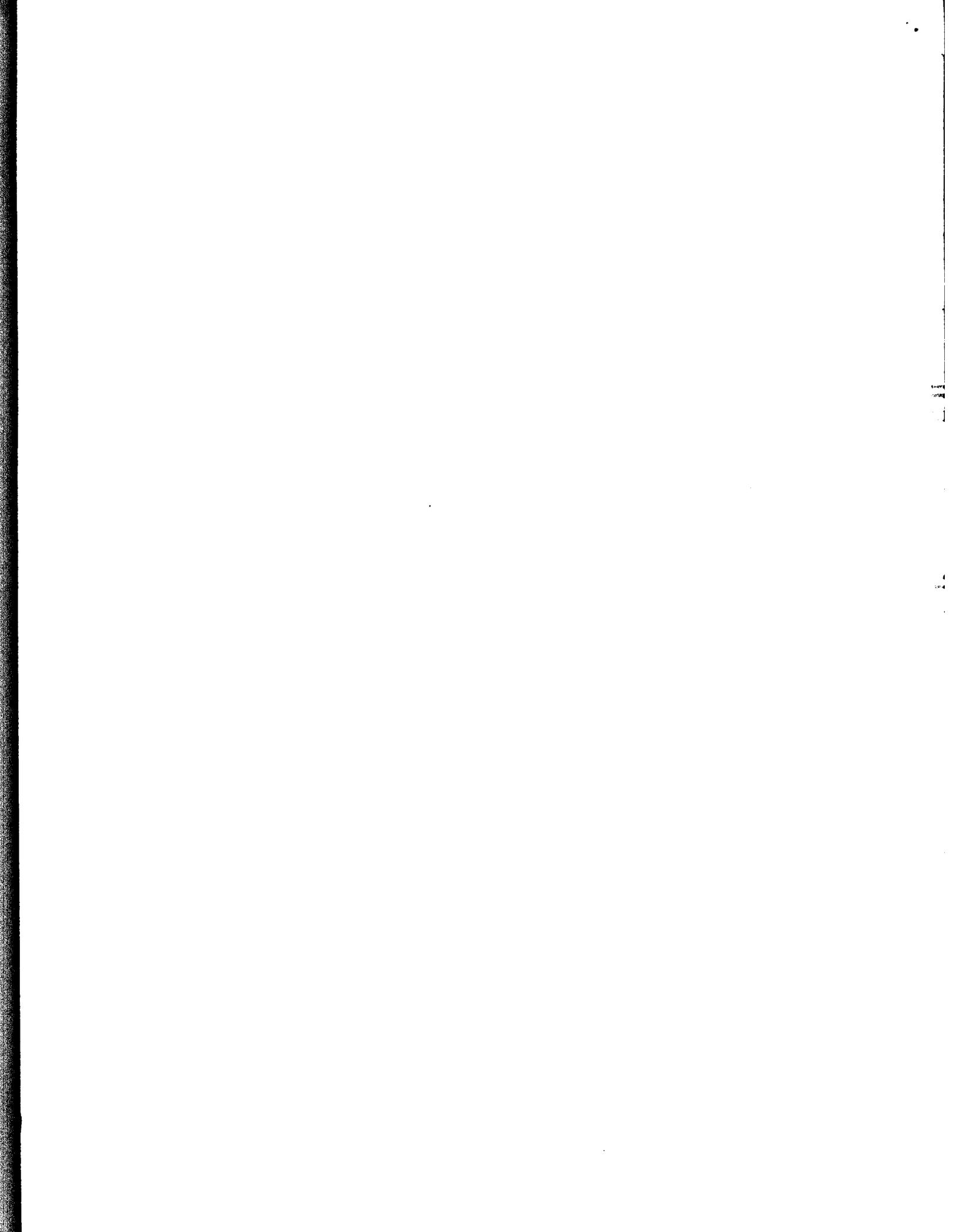
Would a Shuttle Bus Service Make You
More Likely to Attend Games in the Dome?

	Public/Fac/ Staff Sea- son Ticket Holders (N=144)	Student Season Ticket Holders (N=85)	Williams Fund Donors (N=39)	Students in General (N=229)	Faculty in General (N=72)	Staff in General (N=158)
More likely to attend	19.4	45.9	10.3	53.3	38.9	39.9
Less likely	7.6	8.2	7.7	3.5	2.8	6.3
Would have no effect	72.9	45.9	79.5	42.8	58.3	51.9
Don't know	0	0	.1	.4	0	.4

Table 6

Attitudes Toward Beer in the Dome

	Public/Fac/ Staff Sea- son Ticket Holders (N=140)	Student Season Ticket Holders (N=85)	Williams Fund Donors (N=38)	Students in General (N=227)	Faculty in General (N=71)	Staff in General (N=156)
Should beer be sold at games in the Dome?						
Yes	32.1	54.1	52.6	53.7	46.5	43.6
No	55.0	32.9	28.9	33.0	38.0	44.2
Don't know	12.9	12.9	18.4	13.2	15.5	12.2
How would beer sales affect your attendance?						
Would be more likely to attend	4.3	5.9	2.6	5.2	1.4	1.9
Less likely to attend	15.4	1.2	2.6	3.4	15.3	11.4
Have no effect	83.9	92.9	94.9	91.3	83.3	86.7



Attempts

- 1. 6.
- 2. 7.
- 3. 8.
- 4. 9.
- 5. 10.

SeqNo _____ (2-4)
 TypeResp _____ (5)
 Student Sample (10-16)
 Col Cs Sx Cn Byear

 Season Ticket (20-24)
 M P/S Yrs No.

 Faculty/Staff (30-)

Hello, I'm _____ from the University of Minnesota Poll. We're doing a short survey on opinions about the University playing its football games in the new domed stadium.

STUDENTS ONLY

- 1. Are you registered as a student at the University this winter quarter? Yes ___1 (40)
 IF NO, TERMINATE. ← No ___2

- 2. Do you consider yourself a commuter student? Yes ___1 (41)
 No ___2

ALL

Currently, University of Minnesota Gopher football games are played in Memorial Stadium on campus. The University is considering whether the games should be played in the new domed stadium in downtown Minneapolis.

- 3. In your opinion, should Gopher football games be played in the new Dome, or should they continue to be played in Memorial Stadium?
 ASK WHY. ← Dome ___1 (42)
 ← Memorial ___2
 ← Don't know ___3
 SKIP TO 5. ← Don't care ___4

4. Why? (Record answer.) (43-44)

- 5. Would a move to the Dome make you more likely to attend future games, less likely, or would it have no effect on your attendance?
 More likely ___1 (45)
 Less likely ___2
 Would have no effect ___3
 Don't know ___4

OVER PLEASE ↗

If Gopher football games are played in the Dome, the "U" might have a shuttle bus service from campus parking lots to the stadium.

6. Would a shuttle bus service make you more likely to attend games in the Dome, less likely, or would it have no effect on your attendance?
- | | | |
|----------------------|-----|------|
| More likely | __1 | (46) |
| Less likely | __2 | |
| Would have no effect | __3 | |
| Don't know | __4 | |

Current regulations prohibit beer from being sold at Memorial Stadium, but beer could be sold in the Dome.

7. Do you think that beer should be sold at the games?
- | | | |
|------------|-----|------|
| Yes | __1 | (47) |
| No | __2 | |
| Don't know | __3 | |

8. If beer were sold at Gopher football games in the Dome, would you be more likely to attend, less likely, or would selling beer have no effect on your attendance?
- | | | |
|----------------------|-----|------|
| More likely | __1 | (48) |
| Less likely | __2 | |
| Would have no effect | __3 | |
| Don't know | __4 | |

In your view, would a move to the Dome help, harm, or have no effect on - - - - -

	<u>HELP</u>	<u>HARM</u>	<u>NO EFFECT</u>	<u>DON'T KNOW</u>	
9. Attendance by University students at Gopher football	__1	__2	__3	__4	(49)
10. Attendance by the public at Gopher football	__1	__2	__3	__4	(50)
11. Recruitment of student athletes for "U" teams	__1	__2	__3	__4	(51)
12. School spirit at the "U"	__1	__2	__3	__4	(52)

And now just a few more questions - - - -

- | | <u>YES</u> | <u>NO</u> | |
|--|------------|-----------|------|
| 13. Did you attend a Gopher football game this past season? | __1 | __2 | (53) |
| 14. Have you attended a Gopher football game in any of the five years before this one? | __1 | __2 | (54) |

15. In general, how would you rate your interest in Gopher football -- very interested, moderately, slightly, or not at all interested?
- | | | |
|-----------------------|-----|------|
| Very interested | __1 | (55) |
| Moderately interested | __2 | |
| Slightly interested | __3 | |
| Not at all interested | __4 | |

THANK YOU.

