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Accessible Transit: A Survey of the Riders of Wheelchair-Accessible Buses at the University of Minnesota

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In the spring of 1981 the University of Minnesota began an experiment in providing wheelchair accessible buses on two intercampus bus routes. This report presents the results of a survey of the riders of these accessible buses, both handicapped and non-handicapped, conducted on one day in May, 1981. The survey was commissioned by a University Committee on Accessible Transit, which has been monitoring the experiment. The purposes of the study were to describe the characteristics of the riders of the specially equipped buses and to access their reactions to the service.

The accessible bus service differs from the regular bus service in two respects, equipment and routes. The Metropolitan Transit Commission has supplied three specially equipped buses for the service, two to be in operation, and one to be a backup in case of breakdowns. The buses are fitted with a lift mechanism for raising wheelchairs into the bus, a wide door, and moorings for the chairs once they are inside. The space the wheelchairs occupy is about one-fourth of the space devoted to seats on conventional buses. (Interestingly, when wheelchairs are not on the bus there is actually more space for non-handicapped students than on conventional buses, providing they are willing to stand.) Drivers count the number of times they use the wheelchair equipment.

The routes of the buses differ from the regular intercampus bus routes in their extensiveness. One bus, the 13-A travels between the West and East Banks of the Minneapolis Campus. Unlike the regular East West Bank bus which stops only at Jones Hall on the East Bank, this bus makes several additional stops on the East Bank, primarily along Church Street. Similarly, the other accessible bus, which travels between the West Bank and the St. Paul campus (with intermediate stops on the East Bank) also has many more stops, especially on the St. Paul campus. The rationale for the more frequent stops is that these will benefit handicapped students by bringing them closer to their destinations, thereby saving them time and energy. (Of course, non-handicapped students might also appreciate this feature.)

One of the objectives of the survey was to see to what extent the special bus service is benefiting both handicapped and non-handicapped students. Riders were asked whether the new bus service had saved them personal effort and energy, had made them less likely to be late for class, allowed them to take courses they wouldn't have otherwise taken, or expanded the number of courses and campus events they would consider attending. Each of these things was considered a potential positive effect of the service for handicapped persons.

A second objective of the survey was to learn about the characteristics of the people riding the bus. The bus drivers have been able to count the number of visibly handicapped people who board the bus. However, they are not able to discern whether an individual had a less visible handicapping condition, such as lupus or a heart condition. Thus the survey asked about whether the individual had various disabilities. Riders were also asked to describe their status at the University, how frequently they rode the wheelchair-accessible buses, and how often they rode the regular campus buses.

The third objective of the study was to assess riders' opinions of the bus service. Riders were asked how satisfied they were with the number of bus runs, the number of stops, the location of stops, ease of getting on and off the buses, and the comfort of the buses. They were then asked whether the accessible bus service in the future should be eliminated, cut back, continued as is, or be expanded. Finally, they were asked to offer comments or suggestions about the service.

Survey Methods.

The survey was conducted on May 16, 1981 by the staff of Student Life Studies and Planning and volunteers from the Delta Gamma sorority. Surveyors distributed and collected survey forms (printed on 8 1/2 x 11 cards) to persons riding the bus. Surveyors rode each bus run from 7:45 to 5:30 (13-A) and until 3:15 (13-S). Survey cards on the late afternoon and evening runs were distributed by the bus drivers. Attempts were made to distribute the cards to everyone riding the bus, but some persons were inevitably missed on the busier runs, primarily in the morning on the 13-A runs. Many of those who were standing and those who had their hands full could not fill out the cards in the short time available. Also those who rode more than one of the runs during the day did not complete the survey more than once. Thus the number of surveys returned somewhat underestimates the total number of riders and rides on the bus. The total responses of riders was 1,236.

The approach taken in the survey was essentially a "snapshot" of the ridership on a given single day. This approach has both advantages and disadvantages. The primary advantages are that it is quick and inexpensive. The data were gathered in one day without large expenses from mailing or interviewing. Secondly, the approach gathers the opinions of non-handicapped students who make up the majority of the present ridership. A major disadvantage of the method is that it samples persons only on a given day, and those persons may or may not be representative of riders on other days. For the record, the day the survey was taken was a beautiful spring day, with bright sunshine and temperatures in the 70's. After seeing a student wheeling himself in his wheelchair outside across the Washington Avenue Bridge, one of the members of the survey team suggested that the numbers of handicapped students on the buses might be lower than on less pleasant days.

A second disadvantage of the on-the-bus survey was that it did not fully sample the population of handicapped students on campus. An alternative approach would have been to develop a list of handicapped students and to survey them about their transportation needs and their reactions to the bus. This would have provided useful information because those handicapped students who use the bus currently may be an unrepresentative sample of all handicapped students. Those who do not ride the bus may not do so because they find it unsatisfactory, or because they are not aware of the service. Without doing a survey of the whole population of handicapped students, either of these situations might be the case. The Committee on Accessible Transit chose the ridership survey method because of a desire to gather information from non-handicapped riders and to do so quickly and economically.

Results

The survey findings are presented in tabular form, with short commentaries accompanying each table. Comparisons are made between those who said they had a disability and those who did not and between riders on the two different bus lines. In this report comparisons are not made between day and night riders, since few differences were found between these groups. The exception to this statement is in the area of open-ended comments about the bus service, where day and night riders did differ. All the comments of all respondents are listed verbatim at the end of the report.

Discussion

The two primary themes in the data are support for the concept of accessible transit and satisfaction with the current service. When asked what should happen to the accessible bus service in the future, 94% said that the service should be continued as is or expanded. The most frequent comments volunteered about the service also echoed support for the service to the disabled. Both those with disabilities and those who did not have them gave relatively high marks to the current service. Ten percent or fewer said that the routes, the number of buses, the comfort, the number of stops, and the ease of getting on and off the buses needed improvement. Those who did have disabilities appear to like the service, and those who do not have disabilities appear to believe that the service is a good idea, and are not inconvenienced by it.

As noted in the introduction to the report, the survey methods were not able to provide a full picture of the opinions of the handicapped toward the bus service, or even their knowledge and usage of the service. Many of the 63 people with physical disabilities who were riding the buses on the day of the survey were not only positive toward the service, but reported that the service had benefited them in several ways. Most said that the service had saved them energy and effort, and had made them less likely to be late for classes. Approximately a third said that the service had expanded the range of alternatives they would consider taking, or had already allowed them to take courses that they could not have taken otherwise. Unknown is the degree to which this expansion of educational alternatives is characteristic of all the handicapped students on campus. Also unknown is the degree to which the accessible transit service would expand the alternatives of handicapped individuals who are not presently University students, but who potentially might attend.

<u>Numbers of Respondents with Disabling Conditions</u>

Some 63 persons, 5% of the total number of 1,236 respondents, said that they had one or more disabilities. The numbers with each disability are as follows:

	N
Visual impairment	26
Orthopedic impairment (not requiring wheelchair)	17
Other health limitation (e.g. heart condition, emphysema)	10
Hearing impairment	8
Orthopedic impairment (requiring wheelchair)	4

Riders' Characteristics
(In Percentages)

	Total %	With Disability %	No Disability %	Route: 13-A East/West %	Route: 13-S Mpls./St.Paul %
U Status	(N=1232)	(N=62)	(N=1154)	(N=870)	(N=362)
UM student	91	89	91	89	95
UM staff/faculty	4	3	4	5	3
Other	5	8	5	6	2
Did rider know that he/she was on a specially equipped bus?	(N=1230)	(N=63)	(N=1151)	(N=870)	(N=360)
Yes	86	84	86	84	87
No	14	16	14	16	13
Number of rides on the adapted buses during previous week:	(N=1223)	(N-63)	(N=1146)	(N=865)	(N=358)
0	22	21	22	20	28
1-2	32	19	33	31	35
3-4	26	24	27	27	24
5-8	16	30	15	18	11
Don't know	4	6	3	4	2
Did person ride the other (nonadapted) campus buses last week?	(N=1218)	(N=62)	(N=1141)	(N=857)	(N=361)
Yes	80	79	80	78	84
No	20	21	20	22	16

By far the majority of riders, both disabled and non-disabled, were students. Most riders knew that they were riding a specially equipped bus, although about one in six did not, even among those with disabilities. Some 80% of all riders had ridden on the adapted buses at least once in the previous week. Those with disabilities were more likely to have ridden 5-8 times in the past week (30%) than were those without disabilities (15%). Four out of five riders, including those with disabilities, also rode in non-adapted buses.

Riders' Reports of Positive Effects
of the Accessible Transit Service
(In Percentages)

	Total	With Disability	No Disability	Route 13-A East/West	Route 13-S Mpls./ St.Paul
Percentage who said the bus service: Saved personal effort and energy	(N=1061) 61%	(N=55) 71%	(N=997) 61%	(N=750) 68%	(N=311) 45%
Made them less likely to be late for class	(N=1073) 45%	(N=56) 64%	(N=1008) 44%	(N=751) 49%	(N=322) 37%
Expanded the number of courses they would consider taking	(N=990) 14%	(N=51) 39%	(N=931) 13%	(N=689) 17%	(N=301) 8%
Allowed them to take courses they wouldn't be able to take otherwise	(N=985) 7%	(N=49) 30%	(N=928) 6%	(N=684) 8%	(N=301) 5%

As a way of understanding the impact of the bus service, riders were asked to say whether the bus service had benefited them in four areas. Among those with disabilities, about 2 in 3 said that the adapted buses had saved them personal effort and energy and made them less likely to be late for class. Two out of 5 in the disabled group said that the buses had expanded the range of courses they would consider taking, and nearly 1 in 3 said that they had taken courses that they wouldn't have taken otherwise.

Riders' Views of What Should be Done with the Accessible Transit Service in the Future
(In Percentages)

	Total (N=1129)	With Disability (N=59)	No Disability (N=1059)	Route 13-A East/West (N=801)	Route 13-S Mpls./St.Paul (N=328)
In the future should the special bus service be:					
Eliminated/cut back	6%	3%	6%	5%	7%
Continued as is	65%	54%	66%	61%	74%
Expanded	29%	42%	28%	34%	19%

Very few riders, only about 1 in 20, favored cutting back or eliminating the accessible transit service. Ninety-four percent said that the special bus service should be continued or expanded. Sentiment for expanding the service was strongest among those with a disability (42% versus 28% among those who did not have a disability). Those on the 13-A East Bank/West Bank line were also more likely to favor expansion (34%) than were those on the Mpls./St. Paul line (19%).

Ratings of Aspects of the Bus Service
(In Percentages)

	Total %	With Disability %	No Disability %	Route 13-A East/West %	Route 13-S Mpls./St.Paul %
Number of Bus Runs	(N=1039)	(N=57)	(N=971)	(N=746)	(N=293)
Very good	32	44	31	35	25
OK	58	49	59	55	67
Needs improvement	10	7	10	10	9
Number of Stops	(N=1031)	(N=53)	(N=969)	(N=739)	(N=292)
Very good	40	45	40	42	36
OK	51	47	52	48	60
Needs improvement	8	8	8	10	5
Location of Stops	(N=1025)	(N=53)	(N=962)	(N=739)	(N=286)
Very Good	45	49	45	48	39
OK	46	47	46	42	56
Needs improvement	9	4	9	10	5
Ease of Getting On and Off	(N=1020)	(N=53)	(N=957)	(N=735)	(N=285)
Very good	52	53	52	54	46
OK	45	41	45	42	52
Needs improvement	3	6	4	4	3
Comfort on Buses	(N=1038)	(N=53)	(N=975)	(N=747)	(N=291)
Very good	45	53	44	47	41
OK	49	47	50	48	52
Needs improvement	6	0	6	5	7

Rider assessments of various aspects of the bus service were primarily positive. No more than 10% said that the bus routes, stops, comfort, and entry ease needed some or much improvement. Responses differed little between those who did and did not have a disability and between riders on the two bus routes.

Categorization of Riders' Comments
(Numbers are percentages of those who made comments--
N = 351. The other 885 respondents did not make comments.)

	Total (N=351)	With Disability (N=15)	No Disability (N=331)	Route 13-A East/West (N=243)	Route 13-S Mpls./St.Paul (N=108)
	%	%	%	%	%
Favor handicapped access	28	47	27	25	36
Features of the route	24	20	24	28	14
Never see wheelchairs	18	7	18	15	24
Personally not handicapped	12	13	12	10	16
Need added stop at night	10	7	10	14	0
Changes needed in service	5	7	5	6	2
Needs more publicity	4	0	4	2	7

The most frequent comments made by all the groups were general statements about the desirability of providing accessible transit for the handicapped. Nearly half of those with disabilities who made comments made this point. The next most frequent comments had to do with features of the route, primarily noting the convenience of the extra stops when compared to the other routes. Those on the 13-A bus at night had a special concern--they wanted a bus stop in Dinkytown.

COMMENTS

The following list of comments is organized according to nine categories. They are the following:

1 -- Respondent endorses existence of program that helps handicapped.

2 -- Respondent suggests that accessible bus receive more publicity among handicapped potential users.

3 -- Respondent endorses features of route that aren't necessarily related to handicapped (e.g., respondent likes route, stops, drivers, departure times)

4 -- Respondent points out that he/she is not handicapped (e.g. respondent not comfortable answering questions 6 and 7).

5 -- Respondent simply points out he/she has never seen a wheelchair person using the bus. (No other comment is made.)

6 -- Respondent suggests changing program (e.g., instead of accessible bus, a shuttle van could be used).

7 -- Only one person--generally negative about route.

8 -- Only one person--a wheelchair user suggested a better way to anchor the wheelchair.

9 -- Only night A-route--they want additional stops (e.g., Dinkytown stops).

INDIVIDUAL COMMENTS ON WHEELCHAIR-ACCESSIBLE BUS SURVEY

Comments in Code Category 1

(13-A Route (Between East and West Bank)

-- I have ridden the wheelchair bus many times and think it's a good idea, but I have yet to see an impaired person use it.

-- I think the buses should be used as a selling point in the recruitment of disabled students.

-- I know nothing about the specifics of the program, but there should be public transportation for the handicapped.

-- Great idea.

-- I think it's a great idea, especially for handicapped people. Funny--I haven't seen even one handicapped person on this bus.

-- It's an important service and should definitely be expanded.

-- Good job!!

-- I feel the new buses will not only help mobility impaired students, but will create a greater awareness of the needs of handicapped individuals.

-- Keep up the good work.

-- I think this is a great idea to help those who can't get around as easily as others.

-- I've never seen anyone take the bus but think it is a very very good and necessary thing offered.

-- I do not have an impairment but I believe all people who do should have a right to complete access to the campus.

-- I wouldn't even consider eliminating them. They have been too long in coming.

-- It is very good suggestion to have W.C. Bus Survey. In my English comp class, I suggest about this problem to look for solution for the handicapped students.

-- Great idea.

-- This is a necessary service, not a "fringe benefit" service.

-- The program is a necessity--and since it is accessible to others, the increased cost can't be too overwhelming.

-- As of now, it seems that handicapped people never use it--I've never seen any on it. But it's a great idea.

-- I have no personal need for the wheelchair usage so I can't speak from that perspective--but I believe in it.

-- Keep up the good work.

-- I've seen how it works for a wheelchair--it's a great idea. Continue, please.

-- They're a good idea for those who need them!

-- It sounds like an exciting program--more opportunities for handicapped to improve their

INDIVIDUAL COMMENTS ON WHEELCHAIR-ACCESSIBLE BUS SURVEY

Comments in Code Category 1 (13-A Route (Between East and West Bank)

-- It's hard to give an accurate rating on a service when I am not disabled. I think it's a great program, however, and would like to see the disabled integrated into the student population more--including transportation systems.

-- Expanded if needed.

-- I applaud the efforts made to assist the disabled with their transportation problems and feel these efforts should continue.

-- I think the service is an excellent asset to the U.

-- I have told my handicapped friends and it has helped them. Also, it takes me where no other bus went before (Church Street).

-- This doesn't affect me personally but I think it is a necessary service which should either be continued as is or expanded.

-- Expand if the need is there. Make the disabled aware of the service.

-- How about a stop on Cedar Avenue? Many wheelchair people live at Cedar Square West. It could help them.

-- People with mobility impairments must make careful long-range plans, plans not easily changed mid-stream. The service should continue to be available while mobility impaired students plan for the 81-82 year. Consistency is essential.

-- I'm happy. It is about time!

-- It's about time!

-- Although I am not handicapped, I believe that the bus services for the handicapped should definitely be expanded.

-- I think it is great that the U of M is providing services such as these for handicapped people but I've never seen them use it.

-- I'm not handicapped. The special bus was just like all the others for me. It is a good idea, though, if the handicapped use the service.

-- Why question the need?

-- The need is more to expand for disabilities. This should include access to buildings.

-- I feel a commitment to the use of this service and believe that ridership among "handicapped" users will improve as students are able to plan their registration & schedules taking the availability of this special route into account.

-- While I do not have any use for the service, it's not a bad idea for those who do.

-- Although not handicapped, it's made it easier to continue a conversation with a handicapped friend on a bus where they are comfortable. (I have one friend in a wheelchair and one blind). It's made it possible for the one in a wheelchair to come on the bus with me.

-- I think it's a very good idea. Should have been implemented sooner.

-- It will take time for the disabled to discover and become comfortable about using the buses. Important that you not judge the use of this bus on same scale as regular buses. Be patient!

Comments in Code Category 1

(13-S Route (Between Mpls. & St. Paul Campus)

-- It is a good idea and should be used in proportion to number of people who especially need it.

-- Although I am not physically handicapped, I think the services this bus provides are very necessary. (For those people that require its services). I use it simply because it leaves when I'm going to leave.

-- Great idea.

-- Basically a great idea.

-- Good idea!

-- I think this bus is very helpful to handicapped people and if its continuation is being questioned, I think you should review its positive effects on the few handicapped people who benefit from its service.

-- I think this is a super idea. I had no idea this was available. I hope the U of M continues to upgrade its facilities to accommodate handicapped individuals.

-- Like to see MTC working for handicapped.

-- As service is, buses provide access at a minimum of added cost and lost efficiency in transporting people. That should, I think, be the goals of service, which I think are well met.

-- I'm not a handicapped person, but I feel this is an excellent program and should be continued. Handicapped should have as much right to attend classes as everyone else does. I think the S-bus is a good idea!

-- I think it's great for those hwo are handicapped.

-- On Q8, I say expanded from my general point of view of making all facilities available on an equal basis to handicapped and nonhandicapped.

-- I think it's essential that we as a society make every effort to help the handicapped function as fully as possible in society, and transportation is definitely very essential.

-- I have no handicaps and know no person that does that is going to school. But for those who are in need of this service, I can see the necessity.

-- I don't know enough about the service to answer the above. I do feel that the service is a good idea and should be continued.

-- I think it's an excellent idea.

-- I'm not handicapped, but I appreciate the time the bus leaves. I have a St. Paul class which is through at 11:45--(the time the 13L leaves) the next bus for me to catch would be the 11:57 U, for my 12:15 class, and I would be late. I think it's good that the U has a bus line like this so that disabled people can visit the "better" (St. Paul) campus more easily.

-- If it's of use, keep it going. If there are students who need it but it doesn't fit their schedules, change the time!

Comments in Code Category 1 (13-S Route--between Mpls. & St. Paul campus)

-- The need is here for more.

-- I think it's great having this for the handicapped. Keep up the good work!

-- All buses should be accessible. Parking places should not have been reduced. Sidewalks and entry areas should have been carefully considered.

-- I haven't seen any handicapped people riding the buses, but it will probably take a while for it to be known, then I can see a need for expanding the service.

-- Expand if use picks up.

-- I think it should be a dependable service so we persons could know about it and develop school plans around it. There hasn't been time for them to incorporate the service into their lifestyles.

-- Wonderful that this is being done.

-- Since I am not handicapped, I can't fairly comment on #7 (or several other questions) but I would hate to see this effort cut back.

-- Expanded to include a "U" and "B" route as well as more bus stops.

-- I think it is a valuable service.

-- If you find that handicapped use is extremely light, you might wish to lessen the frequency of the runs slightly, but not so much as to inconvenience the handicapped unnecessarily.

-- I don't know how good the handicapped bus service it, but I think it's great.

-- I think it is a good program. Although this bus service has not improved my accessibility, I am sure it does for people who can't get around as easily as I do.

-- I'm not handicapped but I feel there should always be transportation provided for the students who are.

-- Expansion depends on other variables. Expand when and where necessary but do NOT eliminate.

-- Can't comment on Q8--don't know enough about the service. There should be transportation for those who are disabled (permanently or otherwise) and the rest of us should only be allowed to use it on a space-available basis.

-- I think it's a good idea from the standpoint of integrating the handicapped into the "mainstream" of our life style.

-- I am not sure whether the service is adequate but I would personally support a bus service that would make life easier for disabled people.

-- I appreciate your effort and concern, and hope to see more programs geared toward helping the handicapped to an easier access to buildings and transportation.

-- Great idea but I've never ridden when the bus was being used by a handicapped person.

INDIVIDUAL COMMENTS ON WHEELCHAIR-ACCESSIBLE BUS SURVEY

Comments in Code Cateogory 2
(13-A Route (Between East and West Bank)

-- Wheelchair bus needs more advertising; then in this way people who really need it can be made aware of it.

-- Good idea but haven't seen it used yet. Needs promotion of bus to handicapped.

-- Make it more of an awareness about the buses--not many handicapped people are on when I ride.

-- Never saw a wheelchair rider in the approximately 20 times I have ridden this bus. Needs better interface with the limited number of needy who could then help decide the route.

-- Should be advertised better.

Comments in Code Category 2 (13-S Route (Between Mpls. & St. Paul Campus)

-- I think it's great that there is this service available for the wheelchair students. I think somehow you should get ahold of each one of them and ask them how this service could benefit them more because there has never been a wheelchaired person on this bus when I've taken it.

-- Let more people know about it.

-- Not advertised enough for handicapped.

-- Make sure the handicapped know about the service and encourage them to get in the habit of using it. It's a good step in the handicapped's favor.

-- Haven't seen a disabled person on the bus, but I think it should be better publicized.

-- Accessible bus service schedules should be made available and sent out to all handicapped students (if not already).

-- I have never seen a handicapped (disabled) person on the buses. It seems the specially-equipped buses are either not being used or are not known about by those who might benefit from them most.

INDIVIDUAL COMMENTS ON WHEELCHAIR-ACCESSIBLE BUS SURVEY

Comments in Code Category 3
(13-A Route (Between East and West Bank)

-- I have yet to see any handicapped persons riding the 13-A or S. It runs at a convenient time for many students so it is well used. Maybe extend 13-U and cut back A and S.

-- The route the bus takes is excellent--very convenient. I have not seen one person in a wheelchair yet--but I have seen other handicapped people. The route should be continued.

-- Makes more buses for all students.

-- Please keep this bus (A) running. Thank you.

-- I once was waiting for 13-A in front of (?) Johnston Hall (there was Bus Stop Sign for 13-A). But it didn't stop there. I don't know why.

-- The location of stops are perfect but a couple more buses with these stops are needed desperately.

-- Best drivers--very courteous, very patient.

-- I like the route and number of stops of the "A: better than the "L" or "B."

-- I like the ride to Lind Hall where Computer Science office is. So I'm taking this bus. But I'm not disabled at all.

-- Should have other buses taking the same route--at same times and stops.

-- More stops should be made. For example, one at University and 17th and University and 15th. Also, should provide access for sorority area (University and 10th) especially at night.

-- Need this bus run on this route more frequently, perhaps not only for handicapped. I've noticed not many handicapped persons ride; would like to see this route be a regular route for handicapped as well as for non-handicapped people.

-- The 13-A route is the "scenic route" to Eddy Hall so I only take when it is the only choice.

-- The 8:00 bus from West to East leaves a little late.

-- Fantastic bus!! It makes things much easier. I feel this route could easily replace the 13-L Route.

-- Sometimes these are the only buses available.

-- For me it is an alternate route to the east bank that is better.

-- 13-A is a great service, but I haven't seen a wheelchair since the service was started. I think another "non-wheelchair" bus should be added.

-- Needs to run more than just twice an hour.

-- They should have more buses on this route.

Comments in Code Category 3 (13-A Route (Between East and West Bank)

-- 13A is a convenient and efficient bus line.

-- Very good program. The stops on campus make it more convenient than the other 13 routes that just stop at Jones/Eddy Hall circle. Bus driver very congenial.

-- Add a stop at Klaeber Court.

-- Uneven number of rides and stops for between-banks service. Take more chairs out from bus.

-- It would be nice to have a route from St. Paul campus to West Bank (eg., combining Route 13A and S).

-- I like the route it takes.

-- Once the driver by-passed Fraser Hall stop so I made two trips before reaching my destination. Otherwise, I think it's great!

-- Please have more bus runs. I know many people who don't ride this bus because it stops too few times.

-- This bus is easier for me to get to than a regular bus.

-- It's a very good idea to create this bus for wheelchair and non-wheelchair students. Thanks for each stop at the right place by 13A.

-- Bus leaves at 5 after the hour. People having classes in other buildings who don't get out until e.g. 12:00, 1:00 miss the bus. I take the bus because it goes from West to East Bank without having to go all the way over to University Ave. and walk back.

-- I am not a wheelchair student but I think it is a good idea. The route that this bus takes is better than the other #13 buses (for me).

-- The route is very good--because it runs down Church Street--which the other buses do not--it allows me to arrive closer to class than to have to run from Jones to Ford Hall to make it on time.

-- I have never seen a wheelchair on this bus, although the route is great, as it allows me to be on time for class.

-- The route used by 13-A should be continued by a non-handicapped bus.

-- I like this bus route because of where it stops. All my classes are along or near Church Street and not Eddy Hall.

-- It's nice to have a bus from West Bank that makes so many East Bank stops (and vice versa for going back to West Bank).

-- Very good idea. All buses should run the same route. Needed 2 years ago.

-- The stops made (location) is the best part.

-- Get more buses on this same route. They don't have to be for the handicapped.

-- I like the stop in front of Lind Hall--much more convenient coming from West Bank--time is better than "U" bus.

Comments in Code Category 3 (13-A Route (Between East and West Bank)

-- I ride the bus because the route is good.

-- Use regular buses on same route.

-- Regular (non-wheelchair-accessible) buses should be added to the 13-A route--I often find the 13-A packed with non-handicapped people.

-- I like the route (Church Street), but I haven't seen it used as designed (by handicapped people).

-- Though the buses are accessible for wheelchairs, it is also good that they were not meant to serve only wheelchairs; that is, they can serve everyone, which is excellent.

-- This bus is of course also good for those of us with mid-campus stops.

-- The 13A bus run is one of the most exciting new features that I've encountered on the inter-campus bus service. It's luxurious, handicapped-accessible seating complete with color-coordinated seating and rotating fan makes for a comfortable and relaxing ride across the river. My compliments to those who can be credited for this brilliant idea.

-- Reduce the number of 13B in order to get increased number in 13A. 13A offers good access to the Engineering and Architecture Schools.

-- Needs a little bit more number of chairs.

-- I really appreciate it--takes me right to my classes'

-- Two 13-A buses?

-- The route is convenient. I wish it would stop at University and Church Street.

-- Not having any physical impairments myself, I can't fully appreciate the service these buses provide. The 13-A seems go go to the places students would like to go--reduces many hassles.

-- This route is different from others, and is quite convenient for me. Any other buses following the same route would help just as much.

-- Should be for wheelchair or disabled first. I think others like me use it because it beats waiting for an L or B.

-- 13-A should be more frequent.

Comments in Code Category 3

13-S Route (Between Mpls. and St. Paul Campus)

-- I have never seen orthopedically-impaired people on the 13S. I really thank you for running buses that go on the North side of St. Paul campus.

-- Like the fact that it leaves St. Paul at 50 minutes after the hour.

-- I have never seen any disabled person of any type on one of these buses. But I do appreciate the run up Chruch Street.

-- Reason for riding this bus instead of 13-L is its time schedule. It is the only bus giving me enough time to get to class.

-- When the bus stops in front of Coffey Hall on St. Paul Campus and stays there, no one disabled uses the service to Minneapolis because it is inconvenient to go over there from the Student Center just to see when it leaves. It would be better if it would pick up students in front of the student center, like the other buses.

-- Very smart idea. Comfortable. Runs on time. Reliable. Nice drivers.

-- It has the right time to leave for my Minneapolis class, so I don't hve to wait so long over there. It is also good if you miss the L bus because it leaves 5 minutes later.

-- I use this bus like all the others. It happens to depart from St. Paul at a convenient time and on returning to St. Paul takes a northern route closer to the building I go to.

-- I think the 13A route is very helpful to all riders, the stops are a nice addition to the old system.

-- I like it because I know exactly what time it leaves.

-- A few more runs particularly for 13A would be really ideal especially morning runs.

-- This is the first time I have ridden on an S. I knew they existed but I have never had the opportunity to ride one. The service would seem worthwhile as these buses leave at times the L's and J's don't, and would probably save some people a lost of hassle if they missed an L or J.

-- Having a nonaccessible bus run that goes the same route.

-- I would say continue as is because of the many times I've ridden the 13-S, I've never seen a handicapped person riding. If the handicapped people are riding at different, maybe peak times, then it could be expanded during those hours. The extra runs help all of us.

-- I can't really evaluate its value for handicapped since I never see handicapped riding it. Its time of departure from St. Paul is perfect for me, though.

INDIVIDUAL COMMENTS ON WHEELCHAIR-ACCESSIBLE BUS SURVEY

Comments in Code Category 4

(13-A Route (Between East and West Bank)

-- I don't know--I'm not using a wheelchair.

-- Haven't really examined the program because I'm not handicapped.

-- I can't say because I don't know how many handicapped people ride.

-- I'm the wrong public.

-- Don't know. I'm not handicapped.

-- I'm not handicapped, only taking the bus because it was the first one that came.

-- I feel the survey was done somewhat prematurely. I feel a longer time should be permitted before surveying the attitude and knowledge of students.

-- I don't use the bus service too often and cannot answer all your questions.

-- The last questions 6-9 don't pertain to me so my answers aren't valid.

-- Since it is designed for disabled, the answer to question 8 should be determined by how many disabled are able to use it. I also feel that this bus should get more exposure.

-- Should be continued as is if it is being used by the disabled.

-- Unsure of amount in use.

-- I am unqualified to answer questions 6-8, because of my answer on question 5 (no disabilities).

-- Find out when, where, and who needs the bus.

-- It is difficult to respond since I was not aware of the service, nor am I handicapped.

-- Only rode a 13 twice last week and they both happened to be wheelchair-accessible. There was no one on the bus in a wheelchair either time, so I don't know how well they work. I hope it goes well.

-- It is very much like the regular bus. I can't evaluate it as a handicapped bus--I'm not handicapped.

-- Anybody who circled 6 or "none" in question 5 can't provide any intelligent response to questions 6-8.

-- Do you know how many students at the University are in wheelchairs?

Comments in Code Category 4 (13-S Route (Between Mpls. & St. Paul Campus)

-- I don't know the details of the program hence can't comment on #8 or react intelligently to #7.

-- I don't have any of the disabilities so I don't think it is fair to evaluate the quality of the bus service or special capacities of the bus.

-- I have never seen someone in a wheelchair using this service so I don't know how objective my last answer is.

-- I don't think it makes much difference. I'm not impaired so this bus is as good as any other. I've never seen an impaired person on one but if many use it, it should be them that you should listen to.

-- My opinion really isn't valid. It doesn't affect me either way.

-- Can't answer all the questions since I'm not disabled.

-- I have no comments on 6, 7, 8 because I don't observe those since I am not handicapped.

-- This is really not applicable to me because I am not handicapped.

-- I'm not qualified to respond to #7 because of no disabilities.

-- Questions 6 and 7 don't really pertain to non-handicapped students.

-- No clear cut information outside the wheelchair bus to indicate its use.

-- Make an effort to survey those not on the bus who are unable to ride because of inconvenience or inaccessibility.

-- Good for wheelchair users. Maybe check with them on where they most need bus service.

-- Not really sure how to rate the buses since I am not limited to this bus as a handicapped person would be.

-- I would suggest not considering my opinions seriously as I am not in need of this service.

-- I have no opinion about #8. I have ridden the handicapped bus quite often--I have never seen a handicapped person riding on it. I suppose the anser to #8 lies in how much it is used--you will know that better than I.

-- 7 and 8 don't apply since this is the first time I've been on a handicapped-equipped bus.

INDIVIDUAL COMMENTS ON WHEELCHAIR-ACCESSIBLE BUS SURVEY

Comments in Code Category 5

(13-A Route (Between East and West Bank)

-- Never seen a handicapped person on the bus or anywhere near one.

-- I have yet to see a disabled person use one.

-- I've never seen a handicapped person on the 13-A yet.

-- It doesn't seem to be used much. I've ridden the bus all year and haven't seen it used once.

-- I have not seen any disabled student use one yet.

-- I haven't seen any handicapped people on the buses I've used (13A's) which hasn't been that often.

-- I've never seen a disabled person ride on this bus.

-- Haven't seen it being used by handicapped persons.

-- I have never seen any wheelchair-person get on or off one of these buses. But I do think they are a good idea if they are used.

-- I think it's good, but I've never seen any handicapped person use it.

-- I'm not handicapped, have never seen a handicapped person on one, and only took it because the "U" didn't show up.

-- I don't think many handicaps use this service.

-- I've ridden this bus several times but have never seen any disabled passengers. I don't see how a wheelchair could fit with all the passengers standing in the aisle.

-- I think it's a great idea, but I've yet to see a handicapped person make use of it.

-- Yet to see it in use.

-- I haven't yet seen a wheelchair on the bus.

-- I've yet to see anyone in a wheelchair ride this bus while I've been riding.

-- I have ridden this bus about seven times--I have yet to see a handicapped person.

-- Haven't seen a handicapped person use it yet.

-- Although I've never seen a wheelchair on the bus so far.

-- I have never seen a person in a wheelchair on this bus--how come?

-- It's a luxury--I've never seen a wheelchair on it yet, and I ride it every day.

-- It doesn't seem like the service is being put to use because I have never seen a person in a wheelchair on the bus. Service should be available for those who need it but also it should be cut back.

-- Seems funny that this survey was given now--the bus hasn't been running that long, and I haven't seen any handicapped persons riding in it.

Comments in Code Category 5 (13-S Route (Between Mpls. & St. Paul campus)

-- I have ridden on the 13S a few times, but I have never seen a wheel chair on one.

-- I have yet to see a wheelchair on one of these buses. The effect the system would have on me would be different if I could experience the pros and cons of riding with a handicapped person.

-- Don't see anyone with a disability riding the 13-A or 13-S buses.

-- I have yet to see any people in wheelchairs using this service.

-- I've never seen anyone use it that was handicapped.

-- I have never seen anyone or heard of anyone seeing any handicapped person take the handicapped bus.

-- I have seen no one with a handicap so far on these buses.

-- I only ride this bus because it's available, not because I have to. I have never noticed a handicapped individual on the bus.

-- When I rode the bus, everyone on the bus had zero disabilities. Furthermore, I cannot really answer questions 7 and 8 since we did not carry a disabled person on this run.

-- I have never yet seen a handicapped individual use the 13A or 13S buses. I think it was a good idea in theory, but lack of use has made it impractical to continue it in its present form.

-- I've never seen it used by a handicapped person.

-- I've ridden on an "S: about 12 times and have never seen a disabled person on board.

-- I have never seen an individual in a wheelchair riding or ready to board any of these buses.

-- I've yet to see a disabled person use one. What happens is that the bus gets packed "standing room only." You're liable to create some disabilities in people so you will get some business.

-- Never have seen the facilities for handicapped in use on the bus.

-- The times I've been on the bus I haven't seen any handicapped people use it.

-- I haven't seen any handicapped people use it yet.

-- I've never seen any wheelchairs on bus.

-- Never seen anyone with a wheelchair on bus.

-- Never seen a wheelchair on a bus yet.

-- There were not handicapped people on board.

-- Haven't seen any wheelchairs on one yet.

-- Nice that it's available. Should be used more by the handicapped. It's certainly used plenty by non-handicapped. I've never seen a handicapped person (I limit this to wheelchairs and braces, though) on one of these buses.

Comments in Code Category 5 (13-S Route (Between Mpls. & St. Paul campus)

-- I ride the buses quite frequently, but have never seen a disabled person use the service. Many students, though, have to stand since there aren't any seats.

-- I've only seen a handicapped person riding this bus once.

-- Unfortunately, I've never seen any handicapped person using the bus.

INDIVIDUAL COMMENTS ON WHEELCHAIR-ACCESSIBLE BUS SURVEY

Comments in Code Category 6

(13-A Route (Between East and West Bank)

-- More service of 13-B in addition to the handicapped service. Maybe just use a smaller bus for the handicapped.

-- Where are the people on wheelchairs? There are none on this bus and I haven't observed any on any of these buses yet. There is a need for this type of service but an entire bus seems excessive and underused.

-- Very useful in winter months. In the nice weather, wheelchairs can get around a lot easier.

-- Continued as is if it is helping the handicapped; otherwise, it could be cut back.

-- Is it being used by wheelchair patrons? Cut back on buses for wheelchairs. I haven't seen any use them yet, or perhaps advertise its advantage.

-- If not used enough, put the needed seats back in!

-- Depends on how large the need is.

-- There are hardly ever any disabled riders; maybe consider eliminating more seats for standing or add more seats to sit down.

-- Continue as is but only if used by handicapped.

-- I have never seen anyone riding the accessible bus who couldn't take the regular buses. Maybe you should see if they're being used. If not, they're too expensive to continue running.

-- Continue as is if it's being used.

-- Is it cost effective?

-- I don't believe that these buses are cost effective. Only very rarely are they used by people in wheelchairs; most students don't need these overly expensive facilities which aren't used. And if they were used, it would impair others because of extra time necessary to load people in wheelchairs. Cheaper, quicker, more effective methods of moving wheelchair victims are available.

Comments in Category 6

(13-S Route (Between Mpls. & St. Paul campus)

-- Arrangements should be made to transport handicapped persons on a quarter to quarter basis. Not having enough seats is a handicap to the majority of riders. P.S. I have never seen a wheelchair on a 13A or S bus.

-- Should have handicapped people call in for bus service--maybe have special van.

INDIVIDUAL COMMENTS ON WHEELCHAIR-ACCESSIBLE BUS SURVEY

Comments in Code Category 7
(13-S Route (Between Mpls. & St. Paul campus)

-- The government should not be running the buses. All MTC buses should be eliminated.

Comments in Code Category 8
(13-S Route (Between Mpls. & St. Paul campus)

-- Should be a better way to anchor wheelchairs.

INDIVIDUAL COMMENTS ON WHEELCHAIR-ACCESSIBLE BUS SURVEY

Comments in Code Category 1 (13-A night bus)

-- Should have more buses for handicapped.

-- Anything done for the handicapped is an improvement.

-- I didn't know there were these buses but I think they're great. I would want one if I were handicapped.

-- I can't comment on Q 7 and 8 effectively because I don't know much about it and I'm not handicapped. However, I do think that for handicapped persons this service is useful and should be continued for them.

-- I think that the wheelchair bus is a great idea because it makes the "U" more accessible to more students.

-- MTC cares for anyone who needs transportation on campus!

-- Good idea.

-- Equality demands access for the wheelchair community. I applaud this program's humanitarian concern for educational opportunity.

-- A wonderful service! I'm glad to know MTC has a humanitarian side, in addition to being a prompt and extensive public transit system.

-- I haven't noticed a need for it, yet! Think it's a commendable experiment.

-- Don't cancel it!

-- Good work done!

-- I think it's neat that you have this service. Keep it up.

-- Very kind of this service.

-- I believe the extra expense, etc., of these buses is warranted, regardless of the amount of support the program receives from the non-handicapped.

Comments in Code Category 3 (none in category 2)

-- A-1 service. I like the smiling drivers and friendly atmosphere.

-- Wish it would stop in Dinkytown. I think this route is more convenient than the 13-B. For four years I took classes over in engineering and had to run from West Bank to make the engineering classes.

-- The bus drivers are great.

-- My bus driver was a terrific guy, very accommodating, real pleasant and concerned about his passengers.

-- An excellent service. Since it travels over to the Engineering buildings I don't have to run to make it to class on time. The bus at 10:05 is often overcrowded, though.

INDIVIDUAL COMMENTS ON WHEELCHAIR-ACCESSIBLE BUS SURVEY

Comments in Code Category 3 (continued)

-- The driver is a nice guy. He deserves a raise.

-- Nice route.

-- Usually its comfortable on the bus but many peak times between classes it is way too crowded and uncomfortable. How about bus services on Sunday afternoons and nights? We need them.

-- Especially good at night (I'm female) so I don't have to walk across campus to Jones Hall to catch bus to St. Paul.

-- Bus driver is a good guy!

-- I am grateful for the additional stops made by 13-A as in comparison with the other 13's.

-- Too much time spent at Blegen and the Bus circle. Need more buses.

Comments in Code Category 4

-- Do you really care about answers from people without disabilities?

-- Seems pretty irrelevant to me being nonhandicapped but a good service.

-- My responses to Q-7 do not really reflect the quality of the 13-A buses. My needs as a non-handicapped person are very different from those of handicapped people. I only ride this bus late at night, when the other 13 buses do not run.

-- Can't respond from handicapped user point of view. Fast on curves!

-- I'm not handicapped. Why do I have to fill out this dumb form?

Comments in Code Category 5

-- I have only seen a wheelchair on this bus once, but I've only ridden on this bus about 5 times.

-- I've yet to see a wheelchair on one.

-- I have not had the opportunity to see anyone in a wheelchair use the new buses since they started operating.

-- I've never seen a disabled person using this bus while I've been on it.

-- In regular riding, I have yet to ride this Route 13-A with wheelchair passenger. As a daily rider, I recall that on my first ride on this bus, driver explained purpose and bus design.

-- Winter use would be more beneficial for most with handicaps. Since I have ridden this line, I have seen only two people on this bus with impairments.

INDIVIDUAL COMMENTS ON WHEELCHAIR-ACCESSIBLE BUS SURVEY

Comments in Code Category 5 (continued)

-- For Q8, I would say cut back because I've never seen it used by a wheelchaired student. But if the use is significant, then continue as is.

-- I believe in the idea but I'm afraid that the service isn't being used by the students to the potential required for it to be successful.

-- Doesn't seem to be used by too many handicapped persons. I have yet to see one person who is handicapped on it. It is most needed in winter!

-- I've never seen any handicapped person ride the bus.

-- Though I've ridden one of these specially equipped buses about every day, I haven't yet seen someone in a wheelchair on one.

Comment in Code Category 6

-- Why not just have a shuttle van?

Comments in Code Category 9

-- Gee, this was a lot of fun! Stop at Dinkytown!

-- Stop at Dinkytown at 4th & 15th. Maybe use a mobility bus or two. These buses for night extension are never full, anyway, so the accessible bus is more efficient.

-- Please add a stop at the intersection by MacDonald's in Dinkytown.

-- I like the stop in Dinkytown!

-- Should be allowed to get off at University & 17th and in Dinkytown.

-- Should be allowed to get off on University & 17th and in Dinkytown.

-- Should be allowed to get off at Univ. & 17th and in Dinkytown.

-- The 13A should stop in Dinkytown.

-- I would like a stop in 4th St. & 15th Ave.

-- They should have a stop at 4th St. & 15th Ave.

-- Bus stop at Dinkytown! Need more chairs.

-- Should have stop along 15th Ave (across from Kinkos), so you don't have to go all the way to the center of campus.

-- Since it does go all the way to 4th St., why don't you stop on 15th in Dinkytown?

-- Stop in Dinkytown!

-- The Architecture stop seems like a waste. It should be changed to 17th & Univ. and 15th & 4th.

INDIVIDUAL COMMENTS ON WHEELCHAIR-ACCESSIBLE BUS SURVEY

Comments in Code Category 9 (continued)

-- Need stop somewhere on Church Street.

-- Make stops all along Church St.

-- Excellent idea. Stop on Church Street.

-- There should be more bus service between St. Paul Student Center & West Bank, especially in the evening, and bus should run even after 11 o'clock. It should go at least till 12 o'clock.

-- Stop at McDonalds or make a stop on 15th & Como. A bus run after 11 p.m., about 12, would help very much.

-- Stop at McDonald's.

-- More bus stops. Longer rides (in Dinkytown).

-- 1 stop on 15th Avenue excellent. I think it is very beneficial to have bus route through Church Street. One stop on Univ./Church and 4/Church would be good.

-- I would really like to see the 13A and 13S stop in Dinkytown. My time is valuable.

-- Excellent service. Should stop in vicinity of 15th & 4th, though.

-- I really don't know enough about this line to comment. Should have a regular stop at 15th Ave. & 4th St.

-- More bus stops. Longer trip in Dinkytown.

-- Bus stop at Wulling Hall or Appleby.

-- Need a 13A bus-stop around 4th St. & 15th Ave. to make sure people catch the bus leaving for St. Paul campus.

-- I would like it if Dinkytown were a scheduled stop for the 13A bus.

-- Should stop in Dinkytown, at the corner of 15th Ave. and 4th St.

-- Could use stop in Dinkytown.

-- 13A should stop closer to Dinkytown.

-- Create a stop in Dinkytown. What do you do with the special buses on the weekend? Perhaps they could be added for use in Project Mobility.

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The Image and Reputation of General College:

A Survey of the University Community

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Table of Contents

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The Image and Reputation of General College:
A Survey of the University Community

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SUMMARY AND OVERVIEW

At the request of the Dean's Office of General College, Student Life Studies and Planning conducted a study of the image and reputation of General College at the University of Minnesota. Between May 22 and June 8, 1981, 619 students, faculty and counselors were interviewed by telephone concerning their perceptions and opinions of General College. The groups sampled were General College students, counselors from various counseling offices on campus, counselors from selected metropolitan high schools, and students and faculty from the School of Management, the College of Education, the School of Nursing, the College of Liberal Arts, and the College of Home Economics. Key findings of the study include the following:

-- When asked how important it was to have a school like General College on the Twin Cities campus, a plurality of respondents said it was very important. Two groups who should know the most about General College, GC students themselves and college counselors, assigned the highest importance ratings. Eighty six percent of the GC students and 87% of the University counselors rated GC as very important. Among high school counselors, another group who might be expected to be well acquainted with General College, 63% assigned very important ratings.

-- Most General College students gave their school high marks. Besides saying that it was very important to have the school at the University, some 77% said that they would attend GC again if they had it to do over. This proportion compares favorably with the 75% of University graduates who said they would attend the University again in a previous follow-up study.

— Those GC students who said that they would choose GC again cited a number of reasons for this view, including a supportive environment, specific GC programs or courses, the use of GC as a stepping stone to other colleges, and the openness of GC to students with poor scholastic records or inadequate backgrounds.

— Despite their basically positive views toward their college, many GC students believed that others on campus do not understand or appreciate GC. A plurality of GC students (44%) said that General College has a negative reputation on campus, and a majority (59%) said that other students looked down on GC students.

-- Other students tended to confirm the beliefs of GC students. While most students in the other colleges said that they personally saw GC as fairly or very important, they also concurred that most students on campus look down on GC students and that GC has a negative reputation.

-- Faculty tended to be less certain than were the students about the negative reputation of GC on campus. However, they also were less certain about the importance of GC to the campus, in that they generally assigned somewhat lower importance ratings to GC than did the students.

-- All surveyed groups, except General College students, saw GC students as having less academic ability than other University students. At the same time, majorities of all the groups except GC students also did not know that General College students go onto graduate and professional school in proportions equal to students in other undergraduate colleges at the University.

— The most negative views of General College came from faculty and students in the School of Management, who gave GC the lowest importance ratings, and made the most negative comments about the school.

-- Both groups of counselors tended to be positive toward GC and to see it as having a distinctive and important role. In explaining what types of students they recommended General College to, high school counselors most frequently mentioned students who for various reasons wanted to go to the University but who could not meet the admission standards of other colleges at the University. They also mentioned seeing GC as a good place for underachievers and "late bloomers."

-- Many respondents commented on the need for more informational and public relations efforts from General College. This sentiment was especially strong among the high school counselors, two thirds of whom said that they had not spoken to any representatives of General College in the previous six months.

INTRODUCTION

Background

In 1982 the University of Minnesota General College will reach its 50th anniversary. As part of a larger effort to take stock and plan for the future, the General College Dean's office commissioned a study of the image of the college among students, faculty, and counselors. This is the report of that study.

General College is in a position where concern about its image is understandable and necessary. Since its beginnings it has been different from other colleges in the University. As recorded in a history of the college by Moen (1979), General College began as a vehicle for providing interdisciplinary general education to students who were not able or inclined to pursue a conventional four-year liberal arts degree. Courses were grouped into broad areas, and traditional credits were not used.

The college grew tremendously in the years following World War II as it accommodated the influx of veterans returning from the war. In response to the needs of these students, the curriculum became more diverse and in some ways more traditional. Coursework was developed more along disciplinary lines, and credits were assigned so that students could more easily transfer to other college in the University to complete four year degrees. Some purely vocational programs were also added.

In the early 1970's the college again responded to the times by heightening its concern for disadvantaged and minority students. Outreach programs in the community and support services were developed for these groups. The curriculum was further expanded with the addition of baccalaureate and certificate programs.

Throughout its evolution, General College has maintained a consistent mission as the place at the University where any high school graduate, regardless of background or past performance, can gain a University of Minnesota education. The composition of the current student body reflects that mission. The proportion of minority group students in General College in 1980 was 17.6% compared to only 4.9% in the College of Liberal Arts. The majority of students graduated in the bottom half of their high school class, and 50% graduated in the bottom third (Romano et al, 1981).

Given General College's position as part of a large, elite, research-oriented university, it is predictable that students and faculty in the College will sometimes be treated as second-class citizens. Illustrative of the concern and anger that such treatment can cause among General College faculty and students was a controversial opinion piece in the Minnesota Daily in 1975 by a General College faculty member, William Hathaway. The article asserted that the General College students were treated as the "niggers" of the campus, continually being put down and treated as inferior. In 1979 the ire of the General College was again tapped after a Daily cartoon depicted General College students as kindergarteners in a sandbox. Angry protests over the cartoon continued for several days after it was published.

In many respects the depiction of General College students as intellectually inferior reflects a lack of knowledge of the college's student body and programs. While it is true that the high school performance of the average General College student is not as high, General College students go on to graduate and professional school in about the same proportion (20%) as do other undergraduates at the University. They also enter professional-level occupations in about the same proportion as do CLA students. The list of

GC graduates who have achieved notable success after college is long and noteworthy. Through national recruiting and a "buyers' market," the credentials of the faculty have become comparable to those of faculty in other colleges at the University.

In the early 1980's the image of General College has acquired more serious implications than it has had before. The first reason for this situation is the state of the economy and impending hard times in higher education. With decreased tax revenues and expected enrollment declines, state universities are entering a period of retrenchment and increased competition for ciminishing resources. General College, along with other colleges in the state, is being scrutinized from a cost/efficiency point of view. Besides General College, six community colleges in the Twin Cities area now offer two year degrees. In the fall of 1980 the Minnesota Higher Education Coordinating Board issued a report on the state's community college system calling for a reexamination of the need for General College in light of the growth of state and metro area community colleges.

Within the University itself, questions have also been raised about the need for General College bachelor degree programs when the College of Liberal Arts offers traditional B.C. degrees, and the University College offers flexible, interdisciplinary degree programs.

A second factor operating to increase the importance of the image of General College is a revisionist sentiment with regard to innovative educational programs. In the publis schools this sentiment is represented by the "back to basics" movement, which stresses the teaching of fundamental academic skills using traditional methods. In the University this sentiment is expressed in the viewpoint that the University, at least on the Twin Cities campus, should place highest priority on graduate and traditional undergraduate education for the academically talented. From this point of view, the mission of General College is not central to the mission of the Twin Cities campus.

Design and Content of the Study

These concerns formed the background for the study conducted between May 22 and June 8, 1981 and reported here. Samples from a number of groups on campus and one group off campus were surveyed on their views of General College. From on campus, telephone interviews were conducted with General College students and with students and faculty from five colleges--School of Management, Home Economics, Nursing, Education, and Liberal Arts. These colleges were chosen because many General College students transfer into them. Also included were two groups of counselors, one group from various counseling offices on campus, and the other from selected high schools in the Twin Cities area. The counselors were included because they often directly advise students and potential students about choices of programs, colleges, and majors. This is especially so with the high school counselors.

Each group was asked about their knowledge of the characteristics of General College programs and students, their view of the reputation of General College on campus, and how important it is to have General College on the Twin Cities campus. Also, the high school counselors were asked what sorts of students they would recommend to General College rather than the question about reputation. General College students were asked whether they would attend General College again if they had it to do over. All groups were asked for open-ended comments about General College.

The following pages present the findings of the survey and an analysis of these findings. Appended are a detailed description of the study methodology

(Appendix A), copies of the questionnaires used (Appendix B), and a listing of the comments about General College made by the respondents (Appendix C).

Notes: Percentages on the tables may sum to 99% or 101% due to rounding.

In most tables percentages sum across the rows.

FINDINGS

I. ASSESSMENTS OF GENERAL COLLEGE: RATINGS AND COMMENTS

IA. Perceived Importance of General College

Although the majority of respondents in all groups said that they thought it was at least fairly important to have a school like General College on the Twin Cities campus, the groups did differ in their responses to this question. Two groups who would be expected to know a great deal about General College, U of M counselors and GC students, placed the highest importance on the role of General College, with 87% and 86% respectively, saying that it was very important. High school counselors, who are in a position to influence prospective students, also gave GC a relatively high importance ranking (63% very important). The groups assigning the lowest importance ratings to General College were the faculty and students of the School of Management. In all colleges except Home Economics, the students tended to see GC as somewhat more important than did the faculty.

Table 1
In your view how important is it for the University to have a school like General College on the Twin Cities campus?

(In Percentages)

	Very Import. (1)	Fairly Import. (2)	Slightly Import. (3)	Not Import. (4)	Total	Mean *
Faculty and Staff						
Counselors (N=47)	87	7	4	2	100%	1.21
Management (N=9)	33	0	56	11	100%	2.44
Education (N=29)	34	45	21	0	100%	1.86
Nursing (N=3)	67	0	0	33	100%	2.00
Liberal Arts (N=61)	43	29	15	13	100%	1.98
Home Economics (N=5)	60	40	0	0	100%	1.40
Counselors						
High School (N=48)	63	31	4	2	100%	1.46
Students						
Management (N=43)	30	38	32	0	100%	2.02
Education (N=48)	65	23	10	2	100%	1.50
Nursing (N=45)	51	46	3	0	100%	1.51
Liberal Arts (N=89)	43	39	14	4	100%	1.80
Home Economics (N=44)	50	34	11	5	100%	1.70
General College (N=128)	86	10	3	1	100%	1.19

*Lower means indicate greater importance.

IB. Would Students Attend GC Again?

When asked whether they would go to GC again if they had it to do over, 77% of the GC students said that they would. This figure is comparable to the 75% of all University graduates who said that they would attend the University again in a follow-up study of 1977 and 78 graduates. Those who said that they would go to General College again cited four main reasons: (1) the supportive environment in General College, (2) Inadequacies in their own background, (3) their view of GC as a useful stepping stone to other colleges, and (4) the particular programs and courses offered by GC. Among those who said they would not attend again, the primary reasons for this view were their preference for CLA or some other college, and their view that the courses in GC are too easy.

Table 2a

If you had it to do over again, would you go to General College? (Asked of G.C. students only).

Yes	99	77%
No	26	20%
Don't Know	4	3%
	129	100%

Table 2b

Reasons for Choosing or Not Choosing General College Again

	N	%
Yes--supportive environment	20	16
Yes--other	19	15
Yes--stepping stone	18	14
Yes--background inadequate	18	14
Yes--programs, courses	14	11
Yes--eases re-entry	7	5
Yes--flexibility	7	5
No --lack of courses	8	6
No --too easy	7	5
No --wished elsewhere	6	5
No --chose GC over CLA	3	2
No --negative reputation	2	2

IC. Comments and Suggestions about General College

Respondents were asked whether they had any comments or suggestions about General College (GC students were asked whether they would go to GC again). Most of these open-ended comments tended to be positive towards General College or to suggest the need for more publicity, public relations activities, or information dissemination. From a recruiting perspective it is important to note that almost half the comments by high school counselors referred to the need for more information about the college.

Table 3
Comments or Suggestions about General College
(Asked of all except G.C. students)

(Percentages are for those who made comments (N=245) not for the total number of respondents (N=490)

	Needs More P.R.	Generally Positive	Generally Negative	Need Prog. Changes	Comment about Survey	Misc.	Total
Faculty and Staff							
Counselors (N=47)	14	51	3	27	0	5	100%
Management (N=6)	50	0	33	0	0	17	100%
Education (N=18)	17	61	11	11	0	0	100%
Nursing (N=1)	0	0	100	0	0	0	100%
Liberal Arts (N=34)	32	26	18	24	0	0	100%
Home Economics (N=1)	100	0	0	0	0	0	100%
Counselors							
High School (N=48)	48	37	0	9	6	0	100%
Students							
Management (N=16)	25	25	19	19	0	12	100%
Education (N=4)	27	40	13	7	0	13	100%
Nursing (N=14)	23	53	8	8	0	8	100%
Liberal Arts (N=42)	33	31	12	10	0	14	100%
Home Economics (N=16)	19	44	6	12	0	19	100%
General College		NOT APPLICABLE					

II. THE REPUTATION OF GENERAL COLLEGE

IIA. Perceived Reputation

Open-ended responses to a question about General College's reputation on campus were post-coded into six categories, according to whether the respondent thought the reputation was positive or negative. Pluralities of all the student groups, including General College students, said that the reputation of General College was negative. Faculty were less certain about the reputation of GC. Pluralities of U of M counselors and faculty in Education and Home Economics said that the reputation was positive. The highest proportion of both students and faculty saying that there was a negative reputation was in the School of Management.

Table 4
From what you have heard, what would you say is the reputation of General College on campus?

(In Percentages)

	Positive	Negative	Mixed	Ambiguous[1]	Rep. Neg. Pos. Pers.[2]	Know	Total
Faculty and Staff							
Counselors (N=47)	43	15	21	8	13	0	100%
Management (N=11)	0	55	18	9	0	18	100%
Education (N=31)	46	16	6	13	6	13	100%
Nursing (N=5)	20	20	7	9	4	20	100%
Liberal Arts (N=74)	30	26	7	9	4	24	100%
Home Economics (N=5)	40	20	20	0	0	20	100%
Counselors							
High School (N=48)		NOT APPLICABLE					
Students							
Management (N=43)	7	76	5	5	0	7	100%
Education (N=48)	19	34	8	2	6	31	100%
Nursing (N=45)	13	47	4	4	0	32	100%
Liberal Arts (N=89)	21	50	7	8	3	11	100%
Home Economics (N=44)	25	44	2	9	2	18	100%
General College (N=129)	32	44	8	4	7	5	100%

[1] "Ambiguous" was used for comments that did not clearly indicate a positive or negative attitude.

[2] "Reputation Negative/Positive Personal" refers to comments in which the respondent said that the reputation was negative, but their own view was positive.

IIB. Do Other Students Look Down on GC?

Majorities of all student groups except Nursing said that they thought General College students were looked down on by other students at the University. Three out of five General College students agreed with this view as did a majority of counselors. Faculty were generally less certain than were the students of how other students view GC students.

Table 5
From what you have heard, do you think other students at the U tend to look down on General College students, or not?

(In Percentages)

	Yes	No	Don't Know	Total
Faculty and Staff				
Counselors (N=47)	62	23	15	100%
Management (N=11)	46	0	54	100%
Education (N=31)	55	10	35	100%
Nursing (N=5)	40	40	20	100%
Liberal Arts (N=74)	41	20	39	100%
Home Economics (N=5)	20	0	80	100%
Counselors				
High School (N=48)	54	23	23	100%
Students				
Management (N=43)	67	19	14	100%
Education (N=48)	52	40	8	100%
Nursing (N=45)	49	40	11	100%
Liberal Arts (N=89)	65	28	7	100%
Home Economics (N=44)	57	39	4	100%
General College (N=129)	59	40	1	100%

III. PERCEPTIONS OF GENERAL COLLEGE STUDENTS AND PROGRAMS

IIIA. Students Recommended to General College by High School Counselors

High school counselors most often said that they recommended General College to students who wanted to go to the University but who didn't qualify for admission to other colleges at the U. A number also said that they recommended General College to individuals with lower scholastic performance in high school, including possible "late bloomers" who hadn't yet realized their potential.

Table 6

Based on your counseling experience, what type of students are you most likely to recommend to General College? (Asked of high school counselors only).

	N	
Those desiring U. only	17	36%
Low performers	13	27%
Late bloomers	12	25%
Don't recommend G.C.	2	4%
Those unsure of goals	4	8%
	48	100%

IIIB. Views of the Percentage of Minority Students in General College

Across most groups the perception was that General College has a higher percentage of minority students than do other colleges. For those groups in which this was not the case, the most frequent response was "don't know."

Table 7
From what you know, would you say General College has a higher, lower, or equal percentage of minority students than do other colleges at the U?
(In Percentages)

	Higher	Lower	Equal	Don't Know	Total
Faculty and Staff					
Counselors (N=47)	90	0	4	6	100%
Management (N=11)	37	0	27	36	100%
Education (N=31)	64	0	0	36	100%
Nursing (N=5)	40	0	20	40	100%
Liberal Arts (N=74)	45	0	7	48	100%
Home Economics (N=5)	20	0	20	60	100%
Counselors					
High School (N=48)	40	0	35	25	100%
Students					
Management (N=43)	37	7	21	35	100%
Education (N=48)	31	2	42	25	100%
Nursing (N=45)	49	11	22	18	100%
Liberal Arts (N=89)	42	6	35	17	100%
Home Economics (N=44)	43	2	30	25	100%
General College (N=129)	73	3	18	6	100%

IIIC. Views of the Academic Ability of GC Students

The dominant perception among faculty and counselors, except in Nursing, was that the academic ability of General College students is lower than that of other students. Students were more evenly divided on this question. General College students were less likely than others to see themselves as having less academic ability. Nearly two thirds of the GC students asserted that their academic ability was the same or higher than that of other students.

Table 8
Do you think that the academic ability of General College students is higher, lower, or about the same as other undergraduates?

(In Percentages)

	Higher	Lower	Same	Don't Know	Total
Faculty and Staff					
Counselors (N=47)	0	66	30	4	100%
Management (N=11)	0	82	0	18	100%
Education (N=31)	0	76	17	7	100%
Nursing (N=5)	0	20	80	0	100%
Liberal Arts (N=74)	0	51	21	28	100%
Home Economics (N=5)	0	75	25	0	100%
Counselors					
High School (N=48)	0	71	27	2	100%
Students					
Management (N=43)	0	49	37	14	100%
Education (N=48)	2	48	48	2	100%
Nursing (N=45)	0	49	40	11	100%
Liberal Arts (N=89)	2	51	45	2	100%
Home Economics (N=44)	0	41	52	7	100%
General College (N=129)	4	34	61	1	100%

IIID. Knowledge of How Many GC Students Go on to Graduate School

The strong general trend in all groups except GC students, was to incorrectly perceive that General College students are less likely to go on to graduate school than are other students.

Table 9

Compared to other students at the U, do you think General College students are more, less, or equally likely to go on to graduate school?

(In Percentages)

	More Likely	Less Likely	Equally Likely	Don't Know	Total
Faculty and Staff					
Counselors (N=47)	0	81	15	4	100%
Management (N=11)	0	64	9	27	100%
Education (N=31)	3	74	13	10	100%
Nursing (N=5)	0	60	40	0	100%
Liberal Arts (N=74)	0	61	7	32	100%
Home Economics (N=5)	0	60	0	40	100%
Counselors					
High School (N=48)	2	84	8	6	100%
Students					
Management (N=43)	2	49	23	26	100%
Education (N=48)	8	46	36	10	100%
Nursing (N=45)	0	53	27	20	100%
Liberal Arts (N=89)	0	53	37	10	100%
Home Economics (N=44)	2	50	41	7	100%
General College (N=129)	8	39	49	4	100%

IIIE. Views of Vocational Training in GC

Both counselor groups stood apart from the other respondents, in that majorities perceived a greater emphasis on job training in General College than in other colleges. More typically, respondents said that the emphasis on job training in GC was the same or else they didn't know. Among the recipients of General College education, students themselves, only slightly over a third said that GC emphasized job training more than did other colleges.

Table 10
Compared to other undergraduate colleges at the U, do you think General College emphasizes job training more, less, or about the same?
(In Percentages)

	More	Less	Same	Don't Know	Total
Faculty and Staff					
Counselors (N=47)	70	2	26	2	100%
Management (N=11)	46	0	18	36	100%
Education (N=31)	30	7	46	17	100%
Nursing (N=5)	0	0	60	40	100%
Liberal Arts (N=74)	16	1	37	46	100%
Home Economics (N=5)	25	0	50	25	100%
Counselors					
High School (N=48)	52	2	27	19	100%
Students					
Management (N=43)	26	17	26	31	100%
Education (N=48)	23	15	48	14	100%
Nursing (N=45)	36	4	40	20	100%
Liberal Arts (N=89)	36	14	39	11	100%
Home Economics (N=44)	16	9	57	18	100%
General College (N=129)	36	10	43	11	100%

IIIF. Views of Grading Standards in GC

Among faculty and counselors there was a tendency to perceive grading standards in General College as the same as in other colleges or to respond "don't know." Students were more likely to say that grading standards were the same or lower in General College.

Table 11
Would you say grading standards in General College are higher, lower, or about the same as other colleges at the University?

(In Percentages)

	Higher	Lower	Same	Don't Know	Total
Faculty and Staff					
Counselors (N=47)	2	15	62	21	100%
Management (N=11)	0	18	27	55	100%
Education (N=31)	3	20	37	40	100%
Nursing (N=5)	0	0	80	20	100%
Liberal Arts (N=74)	1	17	25	57	100%
Home Economics (N=5)	0	40	20	40	100%
Counselors					
High School (N=48)	4	17	54	25	100%
Students					
Management (N=43)	0	30	26	44	100%
Education (N=48)	0	21	64	15	100%
Nursing (N=45)	0	29	47	24	100%
Liberal Arts (N=89)	0	29	54	17	100%
Home Economics (N=44)	0	32	54	14	100%
General College (N=129)	6	34	52	8	100%

IV. CONTACT WITH GENERAL COLLEGE

IVA. Personal Relationships with GC Students and Faculty

A majority of all students and faculty, except for faculty in the schools of Management and Home Economics, said that they personally knew a student or faculty member in General College. However, whether or not a respondent knew someone in GC was not statistically related to attitudes about the importance of GC.

Table 12
Do you personally know a student or faculty member in General College?
(In Percentages)

	Yes	No	Don't Know	Total
Faculty and Staff				
Counselors (N=47)	98	0	2	100%
Management (N=11)	46	54	0	100%
Education (N=31)	74	23	3	100%
Nursing (N=5)	80	20	0	100%
Liberal Arts (N=74)	65	31	4	100%
Home Economics (N=5)	40	60	0	100%
Counselors				
High School	NOT APPLICABLE			
Students				
Management (N=43)	72	28	0	100%
Education (N=48)	58	40	2	100%
Nursing (N=45)	51	49	0	100%
Liberal Arts (N=89)	67	32	1	100%
Home Economics (N=44)	64	34	2	100%
General College	NOT APPLICABLE			

IVB. High School Counselors' Contact with GC

Two thirds of the high school counselors interviewed reported that they had not talked with a representative or staff member of General College within the previous six months.

Table 13
In the past 6 months have you talked with a staff member or representative of General College? (Asked of high school counselors only)

	N	
Yes	16	33%
No	32	67%
	48	100%

ANALYSIS

One way to look at the results of the survey is in terms of the "To know them is to love them" hypothesis. Those who have reason to be knowledgeable about General College, GC students and high school and University counselors, gave the highest importance ratings to the need for General College and saw it in the most positive terms.

In a "bottom line" assessment of their school, 77% of the GC students said that they would go to General College again if they had it to do over. This figure is comparable to the proportion of University graduates (75%) who answered the same question in a follow-up study of 1978 graduates from all colleges in the University. Illustrative of their comments were:

-- "I'd go in a second..."
-- "Yes, because I liked it."
-- "I feel it is good experience and better than community college."
-- "I've certainly enjoyed it. I'd say yes."
-- "Like I said, it's a fantastic opportunity."

In explaining their positive attitudes toward their school, many of the General College students who were interviewed talked about the ways in which General College served their unique needs. Examples of such comments by G.C. students are:

-- "I went back to school after 10 years of not being in school and I needed a refresher course to get going again. I got it in G.C.

-- "I get more out of G.C. because it's a slower pace. I learn quickly but like to go at a little slower pace and have more individual help."

Other General College students focused on the unique programs and supportive environment available in General College.

-- "Because my major is para-legal which no other college at the U offers."

-- "It's a rather flexible college--good for people who aren't sure of what they want."

-- "It seems like you get more help, the faculty is more concerned both personally and academically."

-- "I think it's a real supportive college and I probably would have dropped out by now if I had gone right into CLA."

Comments from GC students were not altogether positive. A number made negative comments as well as offering some specific suggestions for changes in General College. These included:

-- "General College restricts you from taking classes outside the college, and I feel you should be able to take classes wherever you please if you're paying for it. The procedure for admissions is very drawn out--too drawn out."

-- "They need better classes and more transferrable courses."

-- "In other colleges more things are offered."

-- "In General College I can't have a specific major."

The basically positive attitude of most GC students toward their college and their own academic ability contrasts with their perception that GC has a negative reputation on campus and that other students look down on them. Given these perceptions, it is understandable that many GC students may see themselves as part of an unfairly stigmatized minority group.

The other group of survey respondents that would be expected to be fairly knowledgeable about GC, High school and U of M counselors, were also very positive in their comments. For many counselors the existence of General College makes their work easier. They have a place to send certain kinds of students who would otherwise not have a niche that suits their needs so well. From the reports of both high school and U counselors, there are a number of prospective students who were not in the upper part of their graduating class but who really want to go to the University rather than a community college. Some examples of such comments by high school counselors are:

-- "The students who don't meet CLA requirements but are committed to go on to college, and for some reason want to be on a big campus as opposed to a community college."

-- "For people who have a strong orientation to go to the University but don't qualify for CLA."

Counselors also reported that General College was an excellent place for the underachiever and the late bloomer, individuals who did not realize their full potential in high school. Examples of such comments are:

-- "To those who have fairly high potential but have not had high schievement in high school."

-- "For a student who perhaps has decided to go on to school with lower grades in high school."

-- "A student who has potential but has never used it, to give them another chance to use their ability."

Interestingly, high school and University counselors were more likely than other groups to see General College as more vocationally oriented than other colleges at the University. Seventy percent of the college counselors and 52% of the high school counselors said that General College emphasized job training more than other colleges did. This contrasts with only 36% of General College students themselves who believed this.

Thus to persons who know General College well, most GC students and those who counsel current and prospective students, General College does appear to have a distinctive and important mission. For them, the uniqueness of the College derives both from its particular curriculum and support programs and from its ability to offer a University of Minnesota education (as opposed to simply a college education) to those who would not be able to enter other colleges in the University.

Among those who are not so intimately involved with General College, the image of the college is not quite so positive. While most students in the other colleges tended to regard General College as at least fairly important, most also said that they believed General College students were looked down on by others on campus, and pluralities (34-76%) said that they thought General College had a negative reputation on campus. The college with the greatest proportion of students saying this was the School of Management (formerly Business Administration).

Illustrations of some of the comments made by students from colleges other than General College about the reputation of General College are the following:

-- "Students seem to be at a lower intellectual level."

-- "(It) meets needs it is set up to meet."

-- "Classes are sometimes too easy."

-- "I don't think it has a fair reputation, it's more negative than it deserves."

-- "Some people think it's for people who can't handle hard-core courses."

-- "People find out what choices and opportunities G.C. offers and their opinion goes up. Education should be open to as wide a number of people as possible."

Students as a whole seemed to take the somewhat paradoxical position that General College was important but that it has a rather negative reputation and other students look down on it.

Among faculty the responses were somewhat different. Fewer said that they thought General College had a negative reputation, although most agreed that other students tended to look down on General College students. However, in each college, faculty tended to place less importance on the role of General College than did students from that college. As with students, the faculty from the School of Management were the least positive. Illustrative of some of the comments from faculty in all the colleges were:

-- "I think it's mixed. There is a feeling that students are not as good in General College but the faculty is very good."

-- "Students, at least, are slightly less scholastically oriented. Faculty is less intense and less concerned about research as other colleges.

-- "I think General College curriculum is watered down; students are not well directed."

Implications

More than anything else the survey documents the need for better communications and public relations on the part of General College. Among high school counselors and several of the faculty groups the need for better information was the most frequent comment volunteered.

-- "I'd like to know some information about the people that go on to graduate school from G.C."

-- "Need a little bit on what they determine as objectives of their school."

-- "I think we should get more information about their programs."

-- "It would be helpful to be better informed about G.C. We would like catalogs out here, too. Just more things in general to help us present it better to the students."

The survey suggests some directions in which those communication efforts might take. One direction might be to emphasize the nature of the General College student population. Majorities of all groups surveyed did not know the degree to which students in General College go on to graduate and professional schools. At the same time they clearly agreed that students in General College were lower in academic ability. Many may be unappreciative of the numbers in General College who are "late bloomers" or who have hidden talents that lead them to success in later life. Better information about these things might help correct the generally observed situation that other students at the University look down on General College students.

A second direction for information efforts suggested by the findings is to highlight the uniqueness of General College programs. Several faculty commented that General College's two year programs seemed redundant with the offerings of local community colleges, and that the four year programs seemed redundant with those of the College of Liberal Arts and University College.

-- "Given the growth of other programs that serve the same need, I wonder if there is a need for General College.

-- "Is there a need to offer a 4-year program?"

-- "With the growth in higher education in Minnesota in the last 15 years, the need for G.C. in the Minneapolis/St. Paul area may be less great than when G.C. was established, that is particularly with Minneapolis Community College and Metropolitan State University."

Redundancy with other programs is not necessarily bad, as is indicated by the counselors who talked about the need to have a place at the University to send lower achieving students. Nevertheless, one of the major problems for General College's future is to define and publicize a unique role for itself in the state's higher education system.

Inevitably there will be some students and faculty, perhaps a sizeable number, who will remain unaffected or resistant to informational efforts from General College. A "don't know and don't care" attitude may well be a perpetual response of some people toward General College. One trend in modern higher education is that faculty and even students have become increasingly allied with their disciplines, and less allied with the campuses where they happen to be plying their trade. The result is a lack of interest in parts of the campus outside their own. Others will remain philosophically opposed to the idea of having a place like General College in the midst of a large research-oriented university. One faculty member expressed this viewpoint by saying:

-- "The U of M is a research institution and that makes it difficult for any unit like G.C., which is so dominantly a teaching college. Whether fair or not, these faculty have trouble with reputation, status, and teaching load."

Still the survey findings do give some reason to believe that the "To know them is to love them" hypothesis applies to General College. Stressing the unique qualities of General College programs and students may help it to win new friends and bolster the enthusiasm of old friends. The price of not doing so may be considerable. It is one thing to be misunderstood and unappreciated in a time of growing enrollments and expanding resources. It is quite another to be misunderstood and unappreciated in a time of declining enrollments and diminishing resources.

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APPENDIX A

METHODOLOGY

Instrument Construction

All respondents were asked the same core set of perception and information questions, but other questions were included which were specific to each subgroup. Only the faculty subgroup and the University counselors were interviewed with the same instrument.

The questions were developed by the University Poll in conjunction with Measurement Services and General College staff. Pre-test telephone interviews were conducted with a small number of individuals from each subgroup, and the instruments were revised as needed. All interviews were conducted between May 22 and June 8, 1981, by Koser Surveys, Inc., a private polling firm.

University Counselor Selection

A preliminary list of career counselors was provided by the Student Counseling Bureau. Because the list also contained the names of some individuals and organizations not affiliated with the University, or some who were only marginally involved in student contact, it was reviewed by an Extension Division counselor familiar with active University counselors. After elimination of non-active or otherwise inappropriate counselors, 36 names remained. To this group were added the names of 12 others at the University who were identified as being involved in student counseling. The total counselor sample was 48 and interviews were completed with 47, for a response rate of 98%.

High School Counselor Selection

Guidance counselors from 13 high schools in the Twin Cities Metropolitan Area were selected for interviews. In total, 49 counselors were included in the sample and interviews were completed with 48 for a completion rate of 98%.

General College provided a listing of high schools in the metropolitan area which had at least 20 graduates enrolled in General College as of Fall,

1980. These schools were grouped into four categories: St. Paul schools, Minneapolis schools, St. Paul suburban schools, and Minneapolis suburban schools. After eliminating those which had changed from senior to junior high, and those which had been closed, the listing consisted of the following: St. Paul, 5 schools; Minneapolis, 9 schools; St. Paul suburban area, 6 schools; and Minneapolis suburban area, 13 schools.

Within each grouping schools were ranked according to the rate at which each school supplied students to General College. This rate was computed using Fall, 1980 enrollment data supplied by General College and 1979 high school enrollment data supplied by the Minnesota Department of Education. The numerator of the rate was the number of new enrollees in General College in 1980 from a particular school. In order to adjust for differences in high school size, the numerator was divided by the school's 1979 enrollment. These rates were then ranked from high to low.

Based on these rankings the high, middle, and low schools were identified in three of the groupings. In the Minneapolis public school group, however, four schools were selected. More schools were sampled in Minneapolis in order to obtain a larger sample of counselors, because more data was desired on city schools, and because Minneapolis had more schools listed than did St. Paul.

Names of high school counselors were provided by the Minnesota State Department of Education, and the accuracy of the listings was verified by telephoning each school in the sample prior to data collection. In order to gain some understanding of intra-school referral practices, it was decided to interview all guidance counselors in each of the selected schools rather than to sample from them.

Student Selection

A total of 450 students were sampled from General College, Liberal Arts, School of Management, Education, Nursing, and Home Economics. It was decided to interview 150 students in General College, 100 students in the College of Liberal Arts, and 50 students in each of the remaining colleges. Students in the "adult special" category were excluded and foreign students were excluded from all but the General College sample.

For practical reasons initial sample lists were developed by a systematic sampling of Winter Quarter, 1981, registered students. This resulted in sample sizes larger than desired. The lists were reduced by elimination of those not registered in Spring, 1981, and by elimination of those who changed college between Winter and Spring Quarters. Additional names were randomly deleted in order to reach the desired N's. Response rates, by college, were:

	No. in Sample	No. of Respondents	Response Rate
General College	147	129	86%
Liberal Arts	100	89	89%
School of Management	50	43	86%
Education	50	48	96%
Nursing	50	45	90%
Home Economics	50	44	88%

Faculty Selection

A faculty sampling strategy was developed by staff of the University Poll, Measurement Services, and representatives from General College. It was decided to interview a total of 150 faculty distributed across the colleges of the School of Management, Education, Home Economics, Nursing, and Liberal Arts. These colleges were selected because they were judged to be the main colleges to which General College students transferred.

Using data for ranked faculty supplied by Management Planning and Information Services, sample sizes for each college and rank were determined on a proportional basis. Specific names were drawn using an interval sampling procedure from faculty listings supplied by the Personnel Records Division of the University Personnel Department. The following table contains the sample size for each college and rank and the achieved response rates:

	No. in Sample	No. of Respondents	Response Rate
School of Management			
Full Professor	5		
Associate Professor	2		
Assistant Professor	5		
	12	11	92%
Education			
Full	16		
Associate	12		
Assistant	5		
	33	31	94%
Home Economics			
Full	2		
Associate	3		
Assistant	2		
	7	5	71%
Nursing			
Full	1		
Associate	3		
Assistant	6		
	10	5	50%
Liberal Arts			
Full	38		
Associate	27		
Assistant	23		
	88	74	84%

TOTAL N = 150

Form A--Faculty & Staff May, 1981

General College Survey. Conducted by the University Poll for the University of Minnesota.

Attempts

SeqNo____(1-3)

Type Resp____(4)

Counselor____(11)
1=counselor

College____(12-13)

Dept____(14-16)

Rank____(17)
1=Asst 2=Assoc 3=Full

1 ______	6 ______
2 ______	7 ______
3 ______	8 ______
4 ______	9 ______
5 ______	10 ______

Hello, I'm ____________ from the University of Minnesota Poll. We're doing a short survey on faculty and staff views of General College at the University.

1. Are you currently employed at the University?

YES ___1 (30)

IF NO, TERMINATE ← NO ___2

---

2. As you may know, General College is an open-admissions college on the Twin Cities campus, offering 2-year degrees, certificates, and 4-year degrees.

In your view how important is it for the University to have a school like General College on the Twin Cities Campus? Very important, fairly important, only slightly important, or not at all important?

VERY IMPORTANT ___1 (31)

FAIRLY IMPORTANT ___2

ONLY SLIGHTLY IMPORTANT ___3

NOT IMPORTANT ___4

---

3. Do you personally know a student or faculty member in General College?

YES ___1 (32)

NO ___2

DON'T KNOW ___3

---

4. From what you have heard, what would you say is the reputation of General College on campus? (Write in response--probe for definition). (33-34)

We're interested in finding out how well informed people are about General College.

---

5. Compared to other students at the U, do you think General College students are more, less, or equally likely to go on to graduate school?

MORE LIKELY ___1 (69)
LESS LIKELY ___2
EQUALLY LIKELY ___3
DON"T KNOW ___4

---

6. From what you know, would you say General College has a higher, lower, or equal percentage of minority students than do other colleges at the U?

HIGHER ___1 (70)
LOWER ___2
EQUAL ___3
DON'T KNOW ___4

---

7. Compared to other undergraduate colleges at the U, do you think General College emphasizes job training more, less, or about the same?

MORE ___1 (71)
LESS ___2
SAME ___3
DON'T KNOW ___4

---

8. Do you think that the academic ability of General College students is higher, lower, or about the same as other undergraduates?

HIGHER ___1 (72)
LOWER ___2
ABOUT THE SAME ___3
DON'T KNOW ___4

---

9. Would you say grading standards in General College are higher, lower, or about the same as other colleges at the U?

HIGHER ___1 (73)
LOWER ___2
SAME ___3
DON'T KNOW ___4

---

10. From what you have heard, do you think other students at the U tend to look down on General College students, or not?

YES ___1 (74
NO ___2
DON'T KNOW ___3

---

11. Do you have any comments or suggestions about General College that you would like to add?

RECORD ANSWER ← YES ___1 (78)

NO ___2

(79-80)

Form B--High School Counselors May, 1981
General College Survey. Conducted by the University Poll for the University of Minnesota.

Attempts

1__________	6__________
2__________	7__________
3__________	8__________
4__________	9__________
5__________	10__________

SeqNo____(1-3)
TypeResp____(4)
High School____(18-19)
Location____(20)

Hello, I'm ________________ from the University of Minnesota Poll. We're doing a short survey of counselors' views of General College at the University.

1. In the past 6 months have you talked with a staff member or representative of General College?

YES ___1 (29)
NO ___2

---

2. As you may know, General College is an open-admissions college on the Twin Cities campus, offering 2-year degrees, certificates, and 4-year degrees.

In your judgment how important is it for the University to have a school like General College on the Twin Cities campus? Very important, fairly important, only slightly important, or not at all important?

VERY IMPORTANT ___1 (31)
FAIRLY IMPORTANT ___2
ONLY SLIGHTLY IMPORTANT ___3
NOT IMPORTANT ___4

---

3. Based on your counseling experience, what types of students are you most likely to recommend General College to: (Write in response--probe why?) (35-36)

We're interested in finding out how well informed people are about General College.

4. Compared to other students at the U, do you think General College students are more, less, or equally likely to go on to graduate school?

MORE LIKELY	___1	(69)
LESS LIKELY	___2	
EQUALLY LIKELY	___3	
DON"T KNOW	___4	

5. From what you know, would you say General College has a higher, lower, or equal percentage of minority students than do other colleges at the U?

HIGHER	___1	(70)
LOWER	___2	
EQUAL	___3	
DON'T KNOW	___4	

6. Compared to other undergraduate colleges at the U, do you think General College emphasizes job training more, less, or about the same?

MORE	___1	(71)
LESS	___2	
SAME	___3	
DON'T KNOW	___4	

7. Do you think that the academic ability of General College students is higher, lower, or about the same as other undergraduates?

HIGHER	___1	(72)
LOWER	___2	
ABOUT THE SAME	___3	
DON'T KNOW	___4	

8. Would you say grading standards in General College are higher, lower, or about the same as other colleges at the U?

HIGHER	___1	(73)
LOWER	___2	
SAME	___3	
DON'T KNOW	___4	

9. From what you have heard, do you think other students at the U tend to look down on General College students, or not?

YES	___1	(74)
NO	___2	
DON'T KNOW	___3	

11. Do you have any comments or suggestions about General College that you would like to add?

RECORD ANSWER ⟵ YES ____1 (78)

NO ____2

(79-80)

Form C--Non-G.C. Students May, '81

General College Survey. Conducted by the University Poll for the University of Minnesota.

Attempts

1__________ 6__________

2__________ 7__________

3__________ 8__________

4__________ 9__________

5__________ 10__________

SeqNo____(1-3)

TypeResp____(4)

Students
Coll____(5-6)

Class____(7)

Sex____(8)
M=1 F=2

BYear____(9-10)

Hello, I'm ______________ from the University of Minnesota Poll. We're doing a short survey on student views of General College.

1. Are you registered as a student at the University this spring quarter?

YES ___1 (30)

IF NO, TERMINATE ← NO ___2

---

2. As you may know, General College is an open-admissions college on the Twin Cities campus, offering 2-year degrees, certificates, and 4-year degrees.

In your view how important is it for the University to have a school like General College on the Twin Cities Campus? Very important, fairly important, only slightly important, or not at all important?

VERY IMPORTANT ___1 (31)

FAIRLY IMPORTANT ___2

ONLY SLIGHTLY IMPORTANT ___3

NOT IMPORTANT ___4

---

3. Do you personally know a student or faculty member in General College?

YES ___1 (32)

NO ___2

DON'T KNOW ___3

---

4. From what you have heard, what would you say is the reputation of General College on campus? (Write in response--probe for definition). (33-34)

We're interested in finding out how well informed people are about General College.

5. Compared to other students at the U, do you think General College students are more, less, or equally likely to go on to graduate school?

MORE LIKELY ___1 (69)
LESS LIKELY ___2
EQUALLY LIKELY ___3
DON"T KNOW ___4

6. From what you know, would you say General College has a higher, lower, or equal percentage of minority students than do other colleges at the U?

HIGHER ___1 (70)
LOWER ___2
EQUAL ___3
DON'T KNOW ___4

7. Compared to other undergraduate colleges at the U, do you think General College emphasizes job training more, less, or about the same?

MORE ___1 (71)
LESS ___2
SAME ___3
DON'T KNOW ___4

8. Do you think that the academic ability of General College students is higher, lower, or about the same as other undergraduates?

HIGHER ___1 (72)
LOWER ___2
ABOUT THE SAME ___3
DON'T KNOW ___4

9. Would you say grading standards in General College are higher, lower, or about the same as other colleges at the U?

HIGHER ___1 (73)
LOWER ___2
SAME ___3
DON'T KNOW ___4

10. From what you have heard, do you think other students at the U tend to look down on General College students, or not?

YES ___1 (74)
NO ___2
DON'T KNOW ___3

11. Do you have any comments or suggestions about General College that you would like to add?

RECORD ANSWER ⟵ YES ____1 (78)

NO ____2

(79-80)

For— D—General College Students May, 198.

General College Survey. Conducted by the University Poll for the University of Minnesota.

Attempts

1________ 6________

2________ 7________

3________ 8________

4________ 9________

5________ 10________

SeqNo____(1-3)

TypeResp____(4)

Students
Coll____(5-6)

Class____(7)

Sex____(8)
M=1 F=2

BYear____(9-10

Hello, I'm ____________ from the University of Minnesota Poll. We're doing a short survey on General College students' views of G.C.

1. Are you registered as a student at the University this spring quarter?

YES ___1 (30)

IF NO, TERMINATE ← NO ___2

---

2. As you may know, General College is an open-admissions college on the Twin Cities campus, offering 2-year degrees, certificates, and 4-year degrees.

In your view how important is it for the University to have a school like General College on the Twin Cities campus? Very important, fairly important, only slightly important, or not at all important?

VERY IMPORTANT ___1 (31)

FAIRLY IMPORTANT ___2

ONLY SLIGHTLY IMPORTANT ___3

NOT IMPORTANT ___4

---

3. From what you have heard, what would you say is the reputation of General College on campus? (Write in response--probe for definition). (33-34)

We're interested in finding out how well informed people are about General College.

4. Compared to other students at the U, do you think General College students are more, less, or equally likely to go on to graduate school?

MORE LIKELY	___1 (69)
LESS LIKELY	___2
EQUALLY LIKELY	___3
DON"T KNOW	___4

5. From what you know, would you say General College has a higher, lower, or equal percentage of minority students than do other colleges at the U?

HIGHER	___1 (70)
LOWER	___2
EQUAL	___3
DON'T KNOW	___4

6. Compared to other undergraduate colleges at the U, do you think General College emphasizes job training more, less, or about the same?

MORE	___1 (71)
LESS	___2
SAME	___3
DON'T KNOW	___4

7. Do you think that the academic ability of General College students is higher, lower, or about the same as other undergraduates?

HIGHER	___1 (72)
LOWER	___2
ABOUT THE SAME	___3
DON'T KNOW	___4

8. Would you say grading standards in General College are higher, lower, or about the same as other colleges at the U?

HIGHER	___1 (73)
LOWER	___2
SAME	___3
DON'T KNOW	___4

9. From what you have heard, do you think other students at the U tend to look down on General College students, or not?

YES	___1 (74)
NO	___2
DON'T KNOW	___3

11. If you had it to do over again, would you go to General College?

YES ____1 (75)

ASK WHY?

NO ____2

(76-77)

APPENDIX C

COMMENTS

Answers to Questions 3 and 4: From what you have heard, what would you say is the reputation of General College on campus?

Answers to Question 11: Do you have any comments or suggestions about General College that you would like to add?

Non General College Students

(Home Economics)

Answers to Q4. From what you have heard, what would you say is the reputation of General College on campus?

-- For people who didn't do well in high school so they can get a start in college. I guess they have to start somewhere.

-- Lately I haven't heard much. In the past G.C.'s reputation wasn't good. When I came back to school a year, I didn't get that feelings any more. I took one math class in GC and got more help than I'd ever gotten before. I guess I feel good about G.C. now.

-- Don't know enough about it but I'd say that mostly students of lower academic ability attend the General College. They probably would not be accepted in other schools.

-- Pretty bad. I've heard it's a school for jocks.

-- In my opinion, it's a pretty easy school. I was in it at first. It's not college material.

-- Standards are lower than other colleges. The courses have less requirements for admission--but that's why they're general, I guess.

-- I haven't heard anything about General College.

-- Staff and faculty excellent. I worked as a clerk typist there--should have stayed. Their associate degrees are excellent. It's a close-knit school, a school in itself. But it is a good bridge if someone want to go on to CLA.

-- Oh, I guess it's like a vocational school, but I don't know much about it.

-- Not high reputation. Other colleges are schools of higher learning. The students are compelled to compete. The people who go to GC want the status of the U but all they are doing is the Vo-Tech thing.

-- It's the lowest college in quality. The students are not as bright.

-- Not too great reputation. I'm on St. Paul campus so don't know too much about it.

-- Classes are easier. Athletes or people not ready to put as much time into school go there. But that doesn't mean they won't come around later. It's good because it's practical.

-- Pretty good reputation. No different than CLA or Home Ec. Basically a stepping stone. If you can't make the requirements of the school you want you can go to GC and then transfer after you get your grades up.

-- Like a prep school. You can go there till you find out where you want to go.

-- Reputation is that GC is for dumb people. Have to go to GC because they couldn't make it into any other college.

-- Place for people who can't get admitted to other school, usually because they aren't too smart.

-- Doesn't seem to be highly regarded. Students don't seem to have status.

-- Haven't heard a thing. (Several said this).

-- Very good reputation. They are often really general courses that they offer.

-- Basically good. Some have a low opinion but I think it's a good way to start out. You can transfer to another school later.

-- Probably an easier college. It is not the top students who attend there.

-- Don't want to put people down but I've heard that G.C. people couldn't meet admissions requirements for other colleges.

-- Good classes--teaching good. Nothing negative.

-- Most students are trying to get into another college when they are in GC.

-- High ratings. Staff helpful and friendly. Less run-around than in other colleges. Your needs are thought of--you're not just a number. They don't send you all over to find out the answers to your problems.

-- Good reputation. Good start for people who can't meet requirements of other colleges. They can always transfer.

-- Viewed as being an easy way to get a degree--the lowest school.

-- Accepted as a helpful place for students.

-- OK for getting some basic background.

-- For people with low high school grades.

-- Good reputation. A lot of people want to go to U and in GC they can get an overview of the type of classes and then transfer to specialize.

-- I think two things. It's a starting place for people who want to learn something but can't compete in the other colleges. Geared for people who need a little more special attention. It's not fair to say that these people can't go to college because they can't compete in a specialized field.

-- More athletes go there. It's for jocks.

-- Not too tough. Way to get into college program that you want eventually.

-- Easy to get into and easy to get good grades once you're in it.

-- Good reputation--nothing negative.

-- Easy school.

-- The courses I take through it are <u>very</u> good, two of my best professors.

-- A whole other world.

Non General College Students

(College of Liberal Arts)

Answers to Question 4 -- From what you have heard, what would you say is the repuation of General College on campus?

-- I think of it as a junior college similar to Anoka-Ramsey. Don't know whether it should be on U of M campus. As far as reputation goes, I haven't heard too much about it.

-- GC students seem to have a lot of minorities. Seem more like high school students than college students. Don't seem to really try--just ogle boys/girls, not working with a purpose.

-- Doesn't have very high reputation. It's looked down on as an easy way to get through school. Not prestigious like IT.

-- Lower reputation than it should have. Some people might not be able to go to college without it.

-- Haven't heard very much about it. If it serves the needs of some students, it's worth having.

-- College for athletes.

-- Extremely bad. Kids who were in it "put it down," mainly because so many black students. If it was mainly a white student body, there would be no complaints. Also Nicholson Hall is falling apart--bad.

-- 13th--16th grade (a continuation of high school).

-- A community college equivalent, fairly negative things. Kids I know in GC don't work too hard on their school work.

-- Starting place --then move into another college.

-- It's not a very good reputation. I've heard disparaging remarks about it. Training there not very valuable.

-- Classes easier than in CLA. Important as a 2 year college. Has a good location for that. Helps the disabled, handicapped. Has good support facilities. The state community college system is well thought of--is similar to GC.

-- Reputation is not that good. Students think it's too easy.

-- Easier than other colleges.

-- Below average. Viewed as a place where people go who can't make it into "regular" college.

-- Highly recommended.

-- Very low in comparison to the other colleges.

-- Students not in GC "look down" on it. Thought of as easier, not as good, anyone can get in.

-- Not very good. Kind of a sluff school. Easy. My CLA counselor advised me not to go into GC, even though I was kind of impressed with its program.

-- Known for slower students scholastically.

-- Good school but easier than other U colleges.

-- Very looked down upon. Most people have the general impression that people in GC are below average scholastically.

-- It's kind of looked at as an inferior college. People not in GC don't take it very seriously--think of it as inferior to the other colleges.

-- It's pretty good. It's a lot easier than CLA. If you change from GC to CLA the courses seem very difficult and it's difficult to adjust.

-- On the whole, fairly good. I'm in the College of Liberal Arts. It's a good thing to start out with. Good thing for 18-19 year olds to take some courses to see what they would like to major in.

-- Everyone I know is in CLA. GC doesn't require a foreign language. It isn't as hard to get into.

-- Fairly well respected. It's a fine program and should be continued.

-- Extension of high school.

-- Kind of poor. A lot of people think its standards are not as high as CLA.

-- Not so good. I had one professor who said it was a waste of time, more or less.

-- General College is a lot easier than CLA. I've taken a couple of courses in General College and they are a lot easier--they go a lot slower. If you want to adjust gradually to college, you could start in GC, and then go to CLA later.

-- Pretty good reputation. One thing I didn't like is that it's hard to get written permission to get entrance into closed classes.

-- Heard that they don't offer very many good courses.

-- Similar to a junior college because of 2-year degree. People I know tend to run it down but I think it's a good program for those who don't want or can't handle a 4-year program.

-- Fairly good reputation. People have a good impression of it. Good college for those who can't get into other colleges.

-- Pretty good reputation. Curriculum good.

-- I attended General College before I went into CLA. It's fairly easy. I was able to do fairly well and was able to raise my grade point average so I could get into CLA.

-- The stereotype is that it's for football players--doesn't have a prestige reputation.

-- Offers a lot of good courses--you can go a lot of places from GC. I think it's great.

-- Lot of people tend to put it down but my opinion is it's necessary and worthwhile.

-- It's OK, but is thought of as lower than CLA. Courses are easier, but then they should be.

-- Stigma attached. Not the same as CLA. Get the feeling they are considered inferior.

-- Good for people who are not specific in what they want to do.

-- My brother is in it. I think it's fine--haven't heard anything bad.

-- Good reputation.

-- Not very good. It seems that they have a reputation of having classes that are easy and not very useful.

-- I was in it. I think it's a really good school.

-- Good.

-- People think it's not a real college. They think it's for dumber students. That's not my opinion, though.

-- Good teachers. The students don't have the best reputation.

-- Not very good reputation.

-- A lot of people think it's not worthwhile, but others think there's as much learning going on there as anywhere else at the U.

-- It seems it's easier than CLA. More general classes, too.

-- It's sort of like a junior college.

-- Good reputation.

-- A friend of mine who took classes in GC couldn't use them when she transferred. That's the only thing I know about it.

-- A lot of "don't knows."

-- Not great. It's looked down on.

-- It's like a bottom-line college.

-- It's kind of an addition to high school. It's not taken as seriously as the other colleges.

-- The feeling is that it is looked down--not considered on a par with the other colleges.

Non General College Students
(Liberal Arts)
p. 4, Q4

-- Kind of a place for people to go while they decide what they really want to go into. Classes are easier to keep up with.

-- I have nothing against it, but some kins have said it's a "back-out" of CLA.

-- From what I've heard, it's more basic--you can go through GC to get into CLA.

-- I heard it isn't very good. The classes aren't very good.

-- Fairly good reputation. Good for kids who don't know what they want to do.

-- Excellent reputation. Good for kids who have been out of school for a while or who need a lower-level class. It's a good starting point.

-- Like an extended high school, or junior college level.

-- For undecided people.

-- Poor reputation. For dumb football players.

-- Pretty good reputation. Kids I know there say the career guidance is good.

-- Most students there want to transfer later to another college, but are unsure of a major now.

-- Student I know there is glad to be in it, and plans to go on in another college after her freshman year.

-- Students there would rather be in CLA or IT where reputation is better.

-- Go to GC if you can't make it into other colleges.

-- Pretty easy academically.

-- Good variety of subjects offered.

Non General College Students

(School of Nursing)

Answers to Q4. From what you have heard, what would you say is the reputation of General College on campus?

-- Like high school in degree of difficulty.

-- Academically not as tough as other schools. Standards are lower--both to get in and stay in.

-- Students are not "good" students. They played around before going to GC or/are playing around while in GC.

-- Like a junior college. The courses are not as detailed--easier to get through classes.

-- For people who can't make it otherwise, or for those who had a hard time in high school and need to catch up.

-- Poor reputation. Classes are easy and people are not very bright.

-- Poor reputation, but not well founded. People say the courses are easy and the students are not career oriented, but the people I know in GC say that's all wrong--classes are just as hard, etc.

-- Easier.

-- Students are looking for more marketable skills.

-- My sister-in-law works for GC, but my own knowledge is really limited. The credits don't always transfer and that could be a problem.

-- Classes are geared toward people with lower academic ability.

-- People in it are usually those turned down by other colleges.

-- Low quality. Education there does not mean as much as from other colleges at U.

-- Good reputation. Just as good as any other college here at U.

-- Good. Helps people who need to get a hold on the fundamentals and need extra help.

-- Haven't heard much about it one way or the other.

-- Anybody can get into it.

-- Haven't heard much--nothing negative.

-- Not too good. If you can't get in anywhere else, you can go to GC.

-- Easy to get into. Not too hard to get by once you're in it.

-- Easier classes.

-- Mixed reputation. For people who come back to college, have college potential, but are not able to get in anywhere.

-- Second class, for people who normally can't make it into college. Junior college atmosphere.

-- Reputation is tenuous--on a scale from good to poor.

-- Not talked about much.

-- Nice for students in undecided major category.

-- Not good reputation. Bunch of losers.

-- Fairly good, good to be in when you haven't decided what to do.

-- Good.

-- Negative attitudes--everyone in it wants to get out. Dumb students.

-- Good for those who need it, but some abuse it and just use it to get through college easy.

Non General College Students

(College of Education)

Answers to Q4--From what you have heard, what would you say is the reputation of General College on campus?

-- Very good.

-- I don't think it has a fair reputation. Think it's more negative than it should be.

-- Very low. I get feeling that people downgrade it. They think just jocks are there. Not very difficult. Some think it's for those people who can't handle hardcore courses.

-- Quite varied reputation. When people find out the choices and possibilities that GC offers and their opinion goes up. Education should be open to as wide a number of people as possible. GC is there for people who might otherwise drop out after being turned down by CLA.

-- I haven't really had any feedback--positive or negative. It doesn't really prepare you for a specific job any more than does Liberal Arts.

-- The reputation is not that great, but I don't think people look down on it. Most people realize student will be moving on. The first year there gives the student some direction about where to go. I notice there's a great variety of courses in G.C.

-- I haven't heard anything negative. I guess it is important because it allows students to go to the U who might not get into CLA.

-- According to some faculty in General College, some students outside the college view GC as not very serious, but this is not really true.

-- I know about it from adults and part-time students coming at night. It's good.

-- Well, it's kind of like a junior college if you're not quite ready for CLA. It is not so competitive. You can move at your own speed.

-- Reputation is that it's a lot like high school.

-- Generally people say it's the college to go to when you can't get into CLA. I hear people say that those who go there aren't very smart.

-- I'm not really sure. From what I've heard, it's easier than any other college at the U. Its reputation is not negative--it gives some people the opportunity to go to the U who otherwise couldn't.

-- Probably kind of bad reputation. Everyone thinks it's kind of an easy college with not-very-high standards.

-- Good reputation. Know people who have started there. It provides good experience--helps them to realize that they can make it academically even though they may have had a difficult time in high school. I'm taking one course there now in a subject I thought I could never understand--chemistry. The teacher is wonderful.

Non General College Students

(School of Management)

Answers to Question 4 -- From what you have heard, what would you say is the reputation of General College on campus?

-- Is an alternative if you can't make it into the other schools. Has both good points and bad points.

-- Easy school, for people who aren't as smart.

-- Easy school. Students seem to be at a lower intellectual level.

-- Easy college. Negative feelings towards it.

-- Good reputation. It meets the needs it was set up to meet.

-- Pretty good. Classes sometimes are too easy. Lose ambition.

-- Stepping stone.

-- Pretty bad rep. Joke is that it is an advanced high school.

-- Like a community college.

-- Not very good. Play time, not challenging.

-- Too easy.

-- Extension of high school.

-- Lower achievers--easy classes.

-- Mostly athletes. Standards too low--no mental challenge.

-- A joke, but seems to be getting better.

-- Easier college.

-- Not real good rep. For people who want something less than a 4-year degree.

-- Easier.

-- Poor reputation. Less than a college education.

-- Too much like high school.

-- Not much competition.

-- Seems practical--community college image.

-- Below average students.

-- Fun classes. Frowned on because it is more like a vocational school.

-- Not real high. People I know see it as a way to sluff off. But it's a beginning, at least.

-- Varied reputation. For some people it's just like any other college. Others say it's just a joke. I think it's a good college. I'm taking one course now, and it's good--both quality of course and the faculty.

-- Typical generalization--not quite up to standard as compared to CLA and other colleges. You picture CLA more typical of the U than GC.

-- Fair reputation. They tell me that most of the athletes are in GC. It doesn't mean anything but doesn't indicate high ranking academically.

-- So, so reputation. I hear both good and bad. From the GC side, it's great, and from those not in GC--crummy!

-- They just have basic courses for those who don't know what to major in. At least it's a place to start out in for those who need it.

-- Lot of people don't like GC. They think people go to GC because they're dumb, or because they have athletic scholarships or belong to minority groups. It is seen as a place where learning doesn't take place. The courses have inferior names, i.e. Minnesota History, and people feel they're easy. It is merely an extension of high school. The two-year degree is worthless. I used to feel this way before I had a friend who was in GC. She didn't score high enough in SAT and ASAT and so went to GC to brush up on her skills.

-- This is not my opinion, but some consider GC to be second rate. There is a certain animosity toward it. I feel it's good--kind of a launching pad for those coming to the U who don't know where they want to go. If they had come in directly to CLA, they might have dropped out. It gives them time to be gently assimilated.

-- It's not very reputable. From what I gather, it's thought to be at the bottom of the University colleges and doesn't represent University caliber programs. It's more like a junior college.

-- I think it is a school which has students with lower verbal skills. It is more like an academic helping service. It gives a lot of "one to one" service to the students.

-- Doesn't have a very good reputation. The people who say negative things about it, I feel, are ignorant about GC. I know some GC students who were put down by others not in GC, and they felt pretty bad about it.

-- I don't know too much about it. I think the students who use it may be more likely to go directly into CLA if it didn't exist.

-- From what I read in the *Daily* I get a negative view. I think it's important, but we also have junior colleges. I have looked into it a little and I feel it's better than most reports you hear about it.

-- Not very good. I think it's got a lot of problems with stereotyped students like football players who don't put a high priority on college education.

-- Poor reputation. It's hard to get out of it into other schools. Sometime, though, they can get their grades up for acceptance into other schools.

-- Not very good repuation. Bad program planning.

-- Not good scholastically.

-- Poor school. Not many high achievers.

-- Not very good. There is not much respect for GC students.

-- Good route to go for student who wants to plan his own degree.

-- Bad reputation. For people who can't get into other schools.

-- Advanced high school.

-- Community college type. Negative stigma. People in it are not ready for other colleges.

-- Community college attitude--can be positive or negative.

-- Pretty low--not highly regarded.

-- Doesn't have much prestige, but it serves its purpose.

-- Adequate--but it seems to be looked down on.

-- Haven't heard either way.

-- Not highly rated--wouldn't recommend it to others.

U of M Faculty

(Home Economics)

Answers to Q4 -- From what you have heard, what would you say is the reputation of General College on campus?

-- Generally good reptuation. It serves a difficult population. They do well with what they have to work with. Their students have more problems than the average student, e.g., academic problems, belonging to minority groups, or goal-setting problems.

-- Very good reputation. I knew about it many years ago from a book written about it. I have no current information about it, however.

-- Seems to have a mediocre reputation. The standards are lower and admissions are less tight.

-- Fairly good reputation. I've known students in GC that were trying to transfer out. One of the ones I knew was a strong student, but the other I didn't think was college material.

U of M Faculty

(College of Liberal Arts)

Answers to Q4. From what you have heard, what would you say is the reputation of General College on campus?

-- Mixed. Heard both good and bad things.

-- It's viewed as a "pariah" both both faculty and students outside of General College.

-- Good reputation. Makes a good entry point into post high school for those who wouldn't ordinarily get that chance.

-- Not as tough minded and demanding as other colleges at U. It is a starting point for some students that don't know where to start. It has a reputation for being an easier school than other colleges.

-- Has an ambiguous reputation. People don't know what it's about or what its function it is. Or else they don't agree with what it's about.

-- Mediocre reputation. It has a repuation of not having very high standards.

-- Not good. My impression is vague, however. I know little about it.

-- Know very little about it. Can't really say.

-- Certainly nothing negative. The general feeling by the old line departments is that GC is a necessary adjunct--but not a source of any great scientific discoveries.

-- It depends on who you are talking to. By some it is thought of as the community college within the U. Others see G.C. as what the whole U should do: take the students as far as they can go: take chances--be non-traditional.

-- Haven't heard enough lately to know. Leo Richman (now retired) was a former student of mine. One heard good things of the G.C. English Department when he was its head. (2 or 3 years ago he retired).

-- Haven't heard. Have no idea. Haven't heard others speak of it.

-- My associations are favorable. I gather that the general image is mixed.

-- A mixture. Not positively viewed by everyone. I'm a supporter of G.C. myself.

-- Not much awareness of it on the campus. Haven't heard anyone talk about it at all that I can recall.

-- Students tend to put it down. CLA faculty know less than they should about G.C. (I worked with some history people there a few years ago and got to know something about it).

-- I don't know enough about it to access its reputation. I've only heard about the services provided to Chicano students.

-- I don't think it's known well. As an academic institution, it's not really highly regarded.

-- Hard to give a simple answer. Generally the reputation is not very high.

-- Haven't heard anything really bad nor, on the other hand, really outstanding.

-- Fairly good reputation. I've had some GC transfers into my unit and have heard no negative comments from those students about GC. [This professor was in Journalism and Mass Communication].

-- G.C. is not understood. The kids aren't up to Arts College standards. If they get turned down at Arts College, there is a place that they can go.

-- Very good reputation. Gives minority students a beginning. Has a fine selection of courses--gives the student a chance to prepare for a variety of occupations

-- Varies widely. Those who know it feel that it serves a very useful purpose. Those who don't seem to look down their noses at it. Maybe if they were better informed it would help their view.

-- Excellent. I know the caliber of people I'm teaching in General College and they're very good.

-- Pretty good reputation, I guess. I really don't know very much about it.

-- It is like a junior college. It concentrates on getting people into other parts of the University after two years.

-- Not as strong as it could be. I've been here 1 1/2 years and I feel it should be better known. I'm really not sure how good it is.

-- Mixed. It suffers by comparison with academic standards of the rest of U. However, it was designed to cater to various needs. It's the best place for students who are not really prepared for the U. There is a certain snobbishness against it, which is not justified.

-- It has a reputation for lower quality of students.

-- Hard to answer. I think reputation is satisfactory. It's doing the job it's supposed to do.

-- Quality of education not as good as at other U colleges.

-- Reasonably good. They take students that are difficult and work well with them. The faculty is very helpful and devoted to the students.

-- At times heard negative and positive views about G.C. Some say it is a glorified high school. But recently, since I know some T.A.'s there, I have been hearing positive things. It's a good learning situation--a necessary one for a certain type of student--those students that need perhaps more guidance and discipline.

-- Fine. Has a purpose in remedial area. It does perform that function well. No other college quite like it in the state. A similar function could be served by the 2-year colleges, though.

-- Heard that it causes some problems because students admitted aren't able to be on par with other students admitted to the University.

-- Some years ago it had a reputation of being like a community college. It didn't have admissions requirements as they presently do. In the 70's it became a place where new things were undertaken and traditional studies were brought in. This was probably due to the new dean.

-- Quite good.

-- I haven't heard so can't make a judgement.

-- Some say quality is bad, other say not. I don't know.

-- Good teaching for disadvantaged students, or students who for one reason or another are unable to deal with traditional U programs.

-- It seems to serve an important role.

-- Probably mixed. I know so little about it--only what I read in the Daily. I really don't care to comment.

-- I hardly hear anything about it anymore. About 18 years ago I heard slurring remarks but recently nothing good or bad. I almost forgot it existed.

-- I've heard that it was not very well coordinated. Between CLA and G.C., there is a lot of overlap of courses.

-- Very good reputation. The person I know from there is from Studio Arts. Very innovative. Makes things work for students.

-- I have taught General College students in the past. However, I finally dropped them because they're simply not as interesting or as involved and responsible as CLA students.

-- Not a particularly good reputation. There is some suspicion of the quality of education in General College.

-- I really don't know. I've been here only 2 year and have not had much contact with General College.

-- Some good teaching but tend to be lax in their work. However, it does provide a valuable service for people who can't get into college. It needs more money--doesn't have enough status. It's like a poor sister to the U.

-- Hard working. Good school.

-- Not too good a reputation. All my students are in CLA and are working toward professions. They tend to look down on General College students.

-- I've heard mostly positive things. It is a good route to go to get into college--for those who don't have a regular background.

-- Mixed reputation. It serves some students well--those with special educational needs. On the negative side I've heard that the education students receive there is somewhat mediocre.

-- Not very good reputation. People tend to think it's kindergarden. This is the impression I've gotten from people who tutor there.

-- It seems to build citizenship (reading, writing, basic skills). It's like a citizenship institution. Many of us don't think of it as an institution of higher learning.

-- I would say that the things I've heard are unfavorable. Most people seem to think that such a college would be better as a community college and not be connected with the University campus.

-- A kind of innovating and alternative form of education to which top priority should be given.

-- I've heard only from students--not from faculty. The students there seem to be satisfied with the program.

-- It is a college where the faculty are very concerned about student welfare. The teachers help develop student capabilities. They do a pretty good job considering the problems of their students.

-- Good reputation. They do a good job of what they do.

-- It is not highly regarded. Some think it is a waste of money. The U is basically a research institution and General College is basically high school.

-- Good reputation. I don't feel they should offer a baccalaureate degree. It is really more like a community college. The students should transfer out to regular programs at the U like IT, Education, or Liberal Arts.

-- Good, quite good reputation. I am measuring the results by my two sons who attended General College. It's certainly a good means for deciding what direction one would want to go.

-- Has lower standards than CLA. Some people take it who don't have the confidence to start out in CLA.

U of M Faculty

(School of Nursing)

Answers to Q4 -- From what you have heard, what would you say is the reputation of General College on campus?

-- Pretty fair reputation. Some people who don't know much about GC have a very negative image of it. Others who know the people there seem very positive. The general view is somewhere in between.

-- Variable. Some good, some bad. Feedback I've gotten from individual students who've gone there has been good.

-- The one student I know there feels he is getting a sound educational background since it is quite broad and the humanities are included.

-- Poor reputation. The courses seem to be of inferior academic quality. Good place for athletes. The courses do not require much intellectual capability.

U of M Faculty

(School of Management)

Answers to Q4 -- From what you have heard, what would say is the reputation of General College on campus?

-- I think it is regarded as officially a place to get a degree for people who may not be admitted to the other colleges.

-- In accounting, it is not good. What they cover is not done in as much detail as here. It amounts to a watered-down accounting course compared to what we have here.

-- I think it is mixed. There is a feeling that students are not as good in General College, but the faculty is very good.

-- Inferior to CLA.

-- The students are weak in academic skills.

-- Very "low-grade" reputation. Think some of the faculty are all right. I know some and think they are very good.

-- Better than it was. I've been on the staff here for 30 years. G.C. used to be considered a dumping ground for both faculty and students. Apparently, it is not that way any longer.

-- Very few people other than people involved in General College seem to know about it. Sometimes one thinks it is a sub-collegiate education.

-- Not very good reputation. I think the program is generally weak. I think the curriculum is watered down and the students are not well directed. Just my general impression. I really don't get a lot of information about General College.

-- Have never heard of General College.

U of M Faculty

(College of Education)

Answers to Q4 -- From what you have heard, what would you say is the reputation of General College on campus?

-- Haven't heard a great deal about it. Courses are easier.

-- I would say they have a fairly good reputation. Their standards are good.

-- I've had no feedback on their reputation--couldn't say.

-- I guess my impression is that the G.C. students get more advantages through that program.

-- Has an average reputation.

-- Students are at least slightly less scholastically orientated. The faculty is less concerned about research than in other colleges.

-- The reputation varies--with people who have had contact with GC, the reputation is very good. GC offers a chance to go to college for a lot of kids that would not otherwise qualify for college or might not go because they were concerned with the size of the U but feel they could handle G.C.

-- Don't really know much about General College. In my department we deal almost exclusively with graduate students in education.

-- Relatively poor reputation. CLA students look down on G.C. students and downgrade it.

-- I think it holds a real good reputation. When I think of GC I think of innovative teaching. They reach so many students.

-- They have high quality teaching. There is great consideration of students.

-- Generally very positive. The faculty is very concerned with working with students and fulfilling their needs.

-- I've heard both good and bad. It serves a purpose. In some ways it is not so unique a purpose as some other colleges. In terms of admission, there's a tendency to put too many minority students into General College.

-- GC is very good for certain students. For example, those with reading problems, native American students, foreign student who need help with language.

-- Reputation quite poor. Dumping ground for people ill prepared to enter college.

-- Necessary. The kids who cannot get into IT or something else really appreciate it. It is a vital part of the U.

-- Their reputation is poorer than it deserves. It accomplishes a lot for students. Many are able to sort things out as to whether they need more education or want it, and G.C. enables them to decide or have the choice.

-- Inconsistent in terms of student benefits, student-faculty advising and academic standards.

-- Not too good a reputation. There are different reactions. It is thought to be a holding tank for students who don't know what they want to do. This, however, is not necessarily a bad function. Classes are fairly large. Not sure about the quality of instruction.

-- Very good reputation for quality of teaching.

-- They have a positive reputation in that the faculty seems to be committed to teaching, and that they serve non-traditional students.

-- It is one of the best colleges on campus. It has a flexible program that grows with the times, keeps up with current trends better than other colleges (content and teaching methods both).

-- They do a good job of instructing.

-- Positive effect: Can transfer to other colleges at U.

-- In the eyes of many, who might be uninformed and ignorant of the true situation, it may have less status attached to it than the rest of the U. (Don't think I feel that way, however).

-- Seems to have a good reputation and gives those students who don't have good academic marks a chance.

-- From my limited association with it, it seems comparable to rest of U.

-- I think it has a lower reputation now than it had in the past. Under Horace Morris it was distinguished but it has certainly lost its status. Under its current leadership it seems it will have to struggle for its very existence.

-- Really haven't heard too much about it. It does provide an option to students in other programs, in addition to serving students in its own programs.

University of Minnesota Counselors Group

Answers to Q4--From what you have heard, what would you say is the reputation of General College on campus?

-- Very good among those who work with the students and faculty. I think G.C. serves a special need and that is its value. When you work with them, you understand how well they fulfill the need but if you don't work with them, maybe some misunderstanding about how the college meets the need, or some misconceptions.

-- Mixed views but my impression is that G.C. is less rigorous academically than other colleges because of admission criteria. I see it as an important vehicle for students to participate in the University system.

-- Moderately good reputation--somewhat improved but still somewhat negative.

-- Teaching excellent.

-- Two factors: 1) seen as college less valued. 2) offer programs not available in other colleges.

-- Students would be different. Faculty are very dedicated. Good counseling and teaching program. That's the college if you can't get into any other. But that opinion may have changed, hopefully.

-- From those in the college, they like it. I haven't really heard anyone comment either way.

-- It's aspiring to status of CLA. It seems to be trying to broaden itself.

-- Among the people I know and respect, I don't think there is general respect for what they're trying to do.

-- I hear it is an innovative school. It has the highest minority enrollment. There is opportunity for non-traditional student support groups. Design your own program. More interesting choices.

-- Good starting place for people who can't get in otherwise.

-- Their status is less desirable than other colleges on campus. It does meet many needs but it is more of a junior college. Student have more input into their programs and have to do more thinking and take more iniative because everything is not spelled out for them--they have better opportunity to learn decision-making skills.

-- It is improving. Its past reputation was that it didn't live up to its full academic hopes. Now people have expectations that it will meet the needs of the developmental student. It's for student who have potential to move into other colleges but are not quite up to that potential yet.

-- Very good. This is my first year at the University and people have nothing but good things to say about it.

-- That academic standards are not as high as other colleges but teacher ability and time spent with students is superior.

-- Ranges from good to bad. "Reputation" is a loaded term. G.C. helps students with problems. But it has an Image problem itself. What its reputation is depends on who you are talking to.

-- From faculty's point of view, its reputation is not good. From the students, its reputation is good. Unfortunately it seems to be known as a dumping ground.

-- Underrated--most people don't understand good services it offers.

-- Open admission means students coming in are non-traditional. Great place for non-traditional student.

-- It's somewhat easy. It is flexible in terms of degree program.

-- It varies. I get mixed reports. From some students I get the impression they are very satisfied in G.C. and it serves their purpose as it relates to them. It does give them the background they need for the program they are interested in. But then some students aren't too happy with it. They are more apt not to have come to terms with their own deficiencies and where they really are academically.

-- The reputation I perceive is that G.C. students are sort of 2nd class citizens. That, however, is not my personal view.

-- Generally not favorable. It is seen as a sort of Junior College below CLA.

-- Excellent. Open admissions. It is a 2nd chance for some students. It is a non-traditional college. Many student options. There is an openness to variety of racial, ethnic groups. It's really committed to that concept and is a real strength on the campus.

-- Depends on who you talk to. Some say it is a friendly place where you get a lot of attention. Others say it is where you go when you can't make it.

-- It varies. The old stereotype still exists. It is an easier degree, less respected. It provides alternatives for students--in some ways this makes the college more valuable than getting a degree in another college.

-- Tolerated--not widely supported.

-- Adequate. It's reputation is changing for the better. This change hasn't caught up with a lot of students yet, but it is gradually becoming mildly favorable.

-- Great for adult students. It is more specifically vocational--stresses marketable skills. It is a viable alternative to the School of Management.

-- Cooperative, open, accessible people dedicated to teaching. There is concern for real issues, practically applied areas, concern for minority students, etc.

-- Strong reputation. Seen as college that is innovative. It develops people--moves them a long way.

-- Way to get in to the U. The classes are not all that challenging. The handicapped use G.C. to get in. Doesn't measure up. The classes they take can't be applied to CLA.

-- Depends on who you talk to. The students highly recommend it. Negative statements come from CLA faculty. G.C. students have very good things to say about it.

-- Depends who you talk to. Well regarded by staff and students for the most part. Old stereotypes die hard. It is still somewhat negatively stereotyped, but people who've had experience with it seem to like it. It provides fine structure.

-- Among faculty the perception is different than students' perception. The faculty say it is not really needed on U campus because of availability of two-year program at community colleges in Twin City area. Students who might be interested in G.C. could be undecided as to what their career objectives are, and they might feel G.C. is a good starting place in a large University system.

-- Like a community college. Good college.

-- It is negatively stereotyped. Some students in CLA are prejudiced against it. Serves the scapegoating need. Students in G.C. may lack background. Their quality is good. Is helpful to re-entry women. It allows people to come back to school and make something of themselves.

-- It has a mixed reputation. Those who value its special contribution are positive toward it. Those who don't are negative.

-- It is a back up for students who have trouble hacking it in CLA.

-- Mixed reputation. Some students are anxious to get out of G.C. and get on with liberal arts work and they can't wait to get out. But for those students who expect to get their degrees from G.C., they are quite positive about their G.C. experiences.

-- There is still some stigma attached to being in G.C. Therefore some of the students who should be there are reluctant to go there. If there are respected people who started their careers in G.C., they should let that be known.

-- The reputation is that the students are of average and low ability. The faculty is above average in teaching ability and commitment. The faculty is below average in its research production and outrageously below average in salary. It plays a vital role at the U, and we should support it.

-- It is the place where the best teaching takes place. It has a reputation for having an advantage for students who are not the typical students. For example, students who have ability but haven't performed well in high school now have the opportunity to show what they can do. They have the most student-oriented faculty of any of our colleges.

-- Kind of mixed reputation. A lot of people--both students and faculty--see it as a real asset. It meets the needs of students that are not met through other colleges. In the past it hasn't been as well looked upon as some other colleges, but this seems to be changing. Some minority students feel they've been shunted into it when it might not have really met their interests.

-- A creative and dedicated faculty providing specialized programs and educational options for a unique group of students. Important to have such an option here at the U. It is the University's community college.

-- Very positive. However, some other units look at it like a step-child. Most of its students seem to feel good about it.

-- Average reputation.

High School Counselors Group

<u>Answers to Q3</u>--Based on your counseling experience, what types of students are you most likely to recommend General College to?

-- Students who want college but don't qualify academically for another college.

-- Kids that can't make it in regular college. Kids that have strong feelings about community college not being a real college--I suggest they take a look at G.C. Sometimes I suggest a specific program offered at G.C. They have an open door policy at G.C. like the community colleges.

-- For students who aren't sure whether they want to go to the U, it is a good place to start. Also for those whose academic records aren't too good, and are worried about their chances of being admitted to another college program.

-- There are some cases where G.C. is relative to occupational plan, but it usually ends up those who can't get into College of Liberal Arts.

-- Recommend G.C. to two types of students:
   1. Those looking for specific program that general college offers (e.g., legal assistant).
   2. Those who don't qualify for admission to other colleges at U.

-- For a student who has desire to go to college but can't qualify for C.L.A. or any other college, and yet he really wants to go to "the" University. It's another option--one we should keep open to the students.

-- It's a perfect answer for students who want to go to college but can't get into any of the other colleges.

-- For students who don't meet CLA requirements but are committed to go on to college, and for some reason want to be on a big campus as opposed to a community college.

-- For students who would like to go to the U. of M, but doesn't qualify. There are a lot of students who really want to go to the U and couldn't do it any other way than through G.C.

-- For people who have a strong orientation to go to the U, but don't qualify for CLA. Or possibly a student who has graduated from a vocational school but who needs or wants to go on for a higher degree.

-- The students I recommend G.C. to are primarily those who want to go to the U of M but can't meet criteria for admission or are so unsure of themselves that they aren't ready to commit themselves to a liberal arts or a technical program. Also, I refer students who I feel need study skills or help in adjustment to college life, etc.

-- Recommend it to students who have realized late in H.S. that it is important to go on to college. They usually have low test grades and do not qualify for CLA or other colleges. It's usually the same students I would recommend for community college except that the ones I suggest G.C. to are ones who are not afraid of the size of the "U."

-- I recommend it to students with a negative image of community colleges who would like to associate with a large University complex.

-- For the students who really want to go to the "U," who want the bigness, the cultural experiences, the experience of meeting people from all countries--but who can't make it into CLA (because of poor grades or poor test scores). It is a place for them to get started at the U.

-- I would recommend a community college first because I feel they have a broader program. However, I do recommend G.C. to students who want to go to the big U but don't qualify for other colleges at the U because of low grades.

-- Students who are ineligible for other colleges at the U.

-- Those students who want to go on to college, but who have shown deficiency in learning skills yet still kind of insist on going to college and aren't interested in community college or AVTI.

-- Those students not eligible for other colleges at the U but who want to be on the main campus becuase of athletics, music, theater, etc.

-- I would say I'd recommend G.C. to the student who is undefined in his major and whose general performance level in academics is about C level.

-- It all depends. I based it on their academic records and their need for more basics. If they need more basic skills work, they should go to G.C. The advantage of G.C. is that it is open to everybody so all kis can get some upgrading in their education. Here at Highland most students go to other colleges.

-- Recommend it to "late bloomers."

-- I'd recommend G.C. to students who may not have done very well on their preparatory work here in highschool but who do desire to go to college. Thus he can use G.C. as an entrance to college, a place to prove himself.

-- Generally, I work with 9th and 10th graders so I don't necessarily work with the students who are going right from school into college. The students with potential but who haven't shown it in high school would be the ones I would recommend G.C. to.

-- Well, I don't usually recommend a student to General College. If I have a student in this category, I usually recommend a community college.

-- A student who doesn't really know where he is going but wants to try something. Perhaps he might be rather deficient in some skill area, such as math.

-- It would be mostly for kids that are undecided, or unsure, or not as high scholastically. There is a lot of interest here in Burnsville for the Institute of Technology there at the U.

-- I don't like to use the word recommend when working with students. I prefer the word advise. I might advise G.C. depending on what the student needs. Types of students to whom I advise the consideration of General College:
   1. Wants U experience but does not qualify.
   2. Wants work experience exposure (they have some programs like H.S. work-school programs).
   3. Wants more skill-oriented education--more job training and school mix.

-- Could suggest it to almost any of them. Lots of them are in doubt as to what they want to do.

-- Suggest it to those that are not definite in what they want to do.

-- Don't recommend it to very many. Most kids want CLA. We talk about G.C. but it seems easier to go to community college which is handier than the U. The kids seem to think that G.C. is dead-ended, that it is too hard to transfer out.

-- For those who have fairly high potential but who have not had high achievement in high school.

-- We are well served by Normandale but I feel G.C. is necessary for the City schools. It could be recommended to those who probably haven't done well in high school so they can't meet the obligations of the other colleges. It does give them a second chance to prove themselves.

-- For someone who hasn't done well in high school but feels they want to go to college but probably can't qualify for any other college.

-- For a student who perhaps has decided to go on to school but has not kept his grades up in high school. It gives them the opportunity to have a fresh start--get some support services. Short term programs are available or preparatory classes for transfer to other colleges.

-- For students who want to be flexible in regard to academic performance, who may not want structured classes but wants some flexibility in classes, etc. (such as independent study). Also for students who have good ability but have problems with a regular program.

-- I'd recommend it to kids that still need additional work with the basics. Sometimes at General College they can find themselves.

-- For those students who did not do well in high school or are too immature when they start college.

-- For those students who need close monitoring, remedial instruction, and some enhancement of their self-confidence for academic achievement.

-- A student who has potential but has never used it--to give them a second chance to use their ability.

-- I would say students who don't qualify for a regular two-year or four-year college. However, I think the Community Colleges have reduced the need for the General College.

-- The same ones I would recommend to community college. They're the ones who don't meet the entry requirements for four year colleges and those would be the ones I would recommend.

-- For the student whose college aptitude rating is below 140 and above 100. I sometimes offer G.C. to a student who isn't interested yet in any certain vocation. Others I might recommend a vocational school for.

-- One that does not qualify for other colleges.

-- The kind that have a combination of low or very average GPA's and low college testing scores so that this would give them college experience.

-- I would say students whose potential to get a four year degree is questionable or who needs to prove himself capable of getting through a college program.

-- Generally those whose test scores or grades are lower than what it takes to get into a liberal arts college.

-- For the students who want to go to college and don't fit the requirements of a regular college. Also possibly students floundering about what they want to do. G.C. might make a good start for them.

-- I recommend it to the ones who come back with a reject from CLA.

General College Students

<u>Answers to Q3</u>--From what you have heard, what would you say is the reputation of General College on campus?

-- I enjoy it and think it's a great program but other people who are not in it tend to cut it down.

-- I know G.C. students are looked down upon by students and the entire University. It's just a general feeling.

-- Low reputation. Thought of as dummies.

-- There are good points, but there's mostly bad. A degree from G.C. doesn't seem to mean as much as a degree from another college.

-- Very good. I do not know in what way you mean. Do not understand.

-- Well, I guess people don't think of it very highly. Like they think if you're in G.C. you've got a learning disability or something.

-- Kind of lower key as far as the programs go. Guess it's just OK.

-- People that can't make it into CLA go into GC, so it has a second class reputation.

-- I know it's not good.

-- I would say that G.C. is no big deal. It just doesn't have too much to offer.

-- It's not bad.

-- I think it is thought of like a high school, but over all, most people don't know about it at all.

-- People think it is kind of a second-rate school because it has an easier admissions policy than other colleges on campus.

-- Probably not as reputable as it could be. I guess there is a certain stigma attached to the G.C.

-- It has both a good and bad reputation, I guess. It's noted for students who may never have had a chance to go to college without it, so that' the good. But it's also known as the "jock" college or the college of people who weren't smart enough to get into CLA.

-- I don't think it has a good reputation. I wouldn't recommend a degree through G.C., but it's OK when you're just starting out.

-- CLA and IT think it's for idiots or rejects of their programs.

-- I think the reputation is that it is an easier college, but now that I've seen some CLA kids in G.C. classes, I think that reputation may be changing.

-- Its reputation is lower academically than CLA.

-- Not very good reputation. Everyone says it's not a good college. It's for people who are behind other people and haven't had as much education.

-- I don't know--to tell the truth, I don't hear anything. Well, people just take GC to go on to another higher college, anyway.

-- Its reputation is that it's the easiest college, and it's just like high school. People just look at you like you're not as good as they are when they know you're in G.C.

-- Well, they consider it a bone-head college. Because anyone can get into it.

-- I only read Daily newspaper articles, but they say G.C. doesn't have the reputation for as good standards as the other colleges do.

-- I haven't heard alot because I'm there and gone right away, but I have heard some comments that it's rather like high school or Grade 13.

-- Not as high in academic standards as CLA.

-- Not real good. Everybody hates General College, but I feel that we need it because some kids don't have the grades and still need to prove themselves. Some don't feel it's necessary but I do.

-- Pretty good. People seem to take seriously, understand its functions, and respect it for that.

-- I don't really give a hoot! Well, even if some say it's a college for dummies, I think it's a great place for a start and a jump onto CLA.

-- Its reputation is of giving minimum quality of education at the U for people who can't get into any other college.

-- Not the best reputation, probably because the rest of the students at the U don't look at it as something important.

-- I guess it's less well known than most of the other colleges, and generally I receive the impression that it is not as highly regarded as others such as CLA.

-- It is the first college for some engineering students to start with to take some background science classes in, just as for some business students it is important for them to start in CLA.

-- I never hear anything bad, so I feel the reputation is good.

-- Well, when I first started I heard it was a downer (everyone put it down as not being very good), but now I've dealt with three different colleges over at the U, and I think GC is the best.

-- There is a general overall low opinion of GC. Either people don't know what it is or they think it's the school for those who can't make it academically.

-- Well, CLA students feel that General College is not as demanding.

-- The CLA faculty has a very poor opinion of GC. They automatically expect the academic work of General College student to be lower than the CLA student.

-- Well, people seem to think it is the dummy school.

-- I think it needs to improve its image and reputation.

-- I'd say the other students at the U are pretty snobby to the General College students.

-- I don't think people view it too well. I think it is a stepping-stone toward something else or a different degree, which is a good purpose for it. But a lot of people don't view it as a serious college.

-- Not too good. It's like a high school, something you try to get through to get to another college.

-- That it is a school just a little higher than high school that doesn't meet the grade of CLA or I.T.

-- Sort of looked down upon. I applied for a Baccalaureate of G. Studies and a lot of kids looked down on me for it because they don't think it is as good a school.

-- Low. People consider it about the same as a junior college.

-- Well, my impression has been that it is a college for kids who can't handle CLA, which I think is unfounded.

-- Fantastic. The morale has really picked up in General College. The students and faculty are great.

-- Really good. I've heard good things about the opportunities it has, the good classes it offers.

-- Real good. Offers a little more personal help--more one to one advising and counseling for each student.

-- Good. Some say CLA just isn't for everybody. For some it is easier and better at G.C.

-- Not very good. People not in GC think classes are easier. G.C. is called Nicholson High School.

-- From what I have heard, it is growing in status. Everyone used to think it was a sluff-off school, but now after my being in it and talking to my advisor, I and others are realizing it is just as beneficial to us as a CLA degree.

-- Good school. Has good teaching.

-- Adequate reputation. It is a stepping-stone where a person can begin a college career toward a desired goal or education before moving to another program at the U.

-- Very low. People say GC is more like high school classes.

-- The people at GC are considered to be really nice. The counselors give you a lot of time--they're friendlier than in CLA.

-- Not very good reputation. They say that since you don't have to take admission tests, it is easy.

-- Good, because it gives people who can't get into CLA a chance.

-- Low, very low. It's considered a basic college that you don't need any grade point average to get into.

-- Good as far as getting you prepared for entering college or to start you in a program.

-- Very good reputation from the standpoint of teacher quality and good material covered.

-- It isn't as good as it should be. People in other colleges have a tendency to look down on GC.

-- Low reputation. College anyone can get into, so anyone with the slightest bit of snobbishness, looks down on it.

-- A lot of people from other colleges kind of look down on it but I don't think they understand the idea of it--that it gives many more people an opportunity to advance their learning.

-- There are different views depending on whether you're inside or outside of the college. Students inside GC feel it's real good and serves their purpose. Students outside GC don't really understand the college and feel it's merely a continuation of high school.

-- It has its good points and bad points. Good points are better student-teacher relations, not as crowded classes. Bad points are that they are a little too general on their requirements--should be a little more competitive, i.e. with other students in general college.

-- Reputation is sort of half and half. General College students say it's really good but people not in GC tend to take a negative attitude toward it.

-- Overall it's looked down upon by other students at the U--as though the students in GC weren't as smart. Students in GC apologize for being in GC. They shouldn't but still they do because of the stereotype it has. I've taken some classes in GC that are even harder than in other colleges and some are easier so it evens out.

-- Kind of bad reputation. Some students put us down, think we should transfer to CLA or IT.

-- Personally, I regard it highly--more than other people who haven't experienced it. Some, if they haven't been there and are not familiar with the curriculum, tend to look down on it. I have a 2-year certificate from GC and am thankful that I was able to go to the University and get the atmosphere there and some schooling without having to go for the whole 4 year degree.

-- Very good reputation. I don't think I'd ever go into CLA. I think the opportunities are as good in GC, if not better, for jobs. My degree is marketing is more specialized that a general business degree and I think I will be able to find a job easier.

-- Probably not very good--average to not so good. I think it's changing, but a lot of students in other colleges don't recognize the need for G.C. I see it as important for kids who would like more individual attention and need to go at a little slower pace.

-- Foreign students like it because it has a lot of the basic which is good for them, but CLA kids think if you want to get a degree you should be in CLA.

-- Very good reputation. I've talked to quite a few people, and they're very pleased that they can get a specialized degree. Other colleges don't offer the exact degree you want, and in General College you can get just what you want. I myself am very pleased with GC, too.

-- I think it has a pretty good reputation. It has good teachers. They take more time with individual students than in CLA.

-- Well, it seems that most people think it is easier than CLA or IT.

-- Pretty good. It has a place because you can pick out the classes you want and set up your own degree. The counselors are more personable.

-- Good.

-- Not real good. I have strong views. I don't like it that some of the students get into fights, do childish things. It reflects on me and the looks I get because I say I go there.

-- GC students think it is good but they don't consider it as well in CLA.

-- Pretty good reputation. They get you ready fairly well to transfer to other colleges at the University.

-- I think it's getting better all the time. It used to have a lot of athletes in it, and this trend is changing toward people who just want to come back and further their education.

-- I really haven't heard anything--it's just a college.

-- Most people think of it as a way to get into school, but judging from other schools I've been to I know the classes aren't any easier at the U's G.C. then in other colleges.

-- I've heard it's not as good as CLA and it's kind of looked down on, but I feel it's a good opportunity. The special programs are very good--they have some good ones.

-- Good reputation, but varies depending on who you talk to.

-- I've heard it was for idiots, but since I've gone through it, I know better. I think it's starting to lose its lousy reputation--seems to be getting better.

-- Very good reputation. People like the 2 year degree program.

-- Varies. Some think it's a refuge for athletes and poorer students, and others think it's a start to lead to CLA.

-- It's important to have this option for people who've been away from college for awhile. I don't know about reputation.

-- Basically like high school. Get requirements out of the way so can go on to majors.

-- Has a good reputation. The professors are more willing to help direct you in what you should take, and I appreciate that.

-- Not so good. Most people talk about it like it's a high school and they prefer CLA.

-- Below average. People in the other colleges think it's inferior because it's an open-admissions college.

-- Not that great. Not as academically strong as the other colleges.

-- People get sick of GC real quick because of the feeling that you get like you're not going anywhere. It's OK, but some people feel like they've wasted a year in GC.

-- Not too good a reputation. Partly because of the lack of interest shown by GC students. They sometimes aren't very motivated--although some are.

-- Has a lower reputation because it's the lowest college on campus, maybe because of its open-admissions policy.

-- It's a "hell" of an opportunity for people who have a hard time getting into CLA. Others don't thinks it's very important, I guess, but I believe it's very important!

-- Not so good. People in CLA seem to have the view that the people in GC aren't as smart as they are. But I think it is a good deal for students who aren't sure of themselves or what they want to do.

-- Everything I've heard is good. It's a good way to sort of "break in" to college.

-- Good reputation with GC students, but criticized by CLA students. Most don't know that the GC has changed and is much better than it was in the past.

-- Good. Teachers are really good.

-- Haven't heard much about it, but most people use it to transfer to CLA. Seems to have a good enough reputation.

-- I've heard it's a good program. Teachers are very helpful.

-- All right, only fair. Some of the credits don't transfer to CLA.

-- Just transferred here this last quarter--really don't know much about its reputation.

-- Fairly good. Gives people who aren't high scholastically a chance, too.

-- Good reputation.

-- Bad. It's an easier college to get into so the other students don't think it's "up there," you know.

-- It depends on if you're asking GC students or other students.

-- Most things I've heard are favorable. People like the philosophy of the GC.

-- Pretty good reputation. The courses are good and some of the classes are pretty hard.

-- I've only talked to other GC students, but for me it's been great. Well, the professors and classes are both good. The professor have been a big help in guiding me and I hope to go on to CLA next year.

-- Has a very good reputation as far as students go. The professors are good, and there is a lot of choice of classes available.

-- Pretty good. There is a large diversity of people here. It's good for a stepping stone to get into CLA.

-- Well, from what I've heard basically people are kind of indifferent about it. Most people don't know that much about the GC, so I just don't feel they know what they're talking about.

General College Students

(Those who answered yes to Q11)

Answers to Q11. If you had it to do over again, would you go to General College?

-- I went back to school after 10 years of not being in school, and I needed a refresher course to get going again. I got it in G.C.

-- Because it was my only available option at the time other than Metropolitan.

-- It is an open admission college and can act as a stepping stone.

-- Because I needed to pick up on some of my remedial skills before I transfer to the School of Nursing.

-- Yes, because my experience has been: my education has been as good in General College as it was in CLA (started out in CLA).

-- Yes, because I feel that the professors in GC are more concerned for the students than professors in other colleges.

-- Yes, because I transferred from St. Cloud and I guess my credits transferred best to GC rather than to other colleges at U.

-- Yes, because I felt that I could get into a program that I set up for myself to something after college. I can't complain about any of my classes--all were good. I have had great counseling.

-- I'd start in GC but not finish there. There is too much hassle in the baccalaureate program--not well planned. I'm thinking of transferring to University College to try to get my degree quicker.

-- Yes, because my background coming out of high school was not so good.

-- Yes, in terms of going back to school after 10 years. I was able to refresh my learning skills in classes like match before going on into more difficult classes. The counselors and faculty have been very supportive. Have done internships in research and statistics-I take CLA and IT courses as well as General College courses.

-- Yes, becuase it's more my style of learning. Like smaller classes and all that. Wish we had a nicer building, though.

-- I like the Human Services Program I'm in.

-- I'd go in a second--small, comfortable school, very supportive. Helped me get started right at school.

-- Yes, because it prepares you better for the rest of the University system.

-- Yes, because it gives you a more practical outlook--specific skills you can really use for jobs in life.

-- I think it is more individualized--my advisor, e.g., has been more help than some of my friends' advisors in CLA. In fact they don't even know their advisors, actually don't even know who they are.

-- Yes, because I didn't start school until I was 27. I had not completed high school, so I was really scared to go back, but GC has done well by me.

-- Because I really enjoyed courses I took in G.C. that weren't available in CLA.

-- Yes, because I feel it gives you a wider choice of different courses and interests you can get involved in.

-- Yes, because I enjoyed the classes and the professors.

-- Yes, mainly because I'm learning more practical things that will prepare me for the job world.

-- Because I was accepted into G.C. right away and it's been fine.

-- If I had gone to CLA, I might not have known the opportunities here at GC. I like the programs of G.C.

-- Yes, because the amount of people in the classroom is smaller--it's more like a working group. You get to know your instructors better--help is more available to you that way.

-- Because there are a lot of interesting classes, good teachers who are better able to communicate with me and teach me more stuff.

-- Yes. For my experience and what I wanted to get out of college, it was necessary. I had to get my academic level up in order to go on to get my degree. (There was a 5-year gap between my high school and college years).

-- Yes, because starting there got me off on a good beginning program with an all-around view.

-- Yes, because I've liked it.

-- Yes, because classes are smaller and my major is para-legal which no other college at the U offers. The chance to meet and make more friends is better because of smaller classes. More individual contact with professors and teaching assistants.

-- Yes, because it would give me something to do instead of working.

-- I feel it is good experience and better than community college.

-- Because it helped bring me into college. I was out three years between high school and college and I felt that GC made getting back easier.

-- I'd go again but hope to transfer out into CLA this summer.

-- I plan to transfer out before I graduate--probably next year, but I think it's been a good starting ground.

-- It's a good experience to come into a college where you're not on top of the pack--good humility training. I wouldn't hesitate to do it again.

-- I've certainly enjoyed it. I'd say yes. It's a rather flexible college--good for people who aren't sure of what they want. The counselors deal with you a little more personally. The enrollment is not so high that it is hard to get to talk to a counselor.

-- Yes, I'd go again because the classes are small and more individual attention is given to the students. The General College, however, restricts you from taking classes outside the college, and I feel you should be able to take classes wherever you please if you are paying for it. That would be a negative feature. The procedures for admission are very drawn out--that also is a disadvantage.

-- Yes. It's been a really good experience. It's been exactly what I wanted--a wide range of subjects.

-- Yes. It's smaller and you see more of the same people. To start out, it's nice because it is smaller. It's easier to transfer credits from G.C. to another college while in G.C. than to take a G.C. class while in another college. Some of the classes I'd say are better in GC--like biology. I've taken that both in CLA and GC.

-- Yes, it seems like you get more help. Faculty is more concerned for you both personally and acdemically.

-- I have no regrets. I feel I've gotten what I want. I haven't had pressure. From talking to other students, there is more of a hassle in CLA with the larger classes, etc.

-- Yes, of course. Because of the special attention I get from instructors in GC.

-- Yes because I needed the basics, but I do intend to transfer to CLA.

-- Yes, I would. I'm really pleased with G.C. I like the teachers and the people in the counseling department. I like the classes offered and the convenience of it and the fact that you can choose your own courses for your degree.

-- Definitely, because I get more out of GC because of its slower pace. I learn quickly but like to go at a little slower pace and have more individual help.

-- A good place to start for people who never did anything in high school.

-- Yes. I've been in different schools at the U. I think GC is more personable and more interested in teaching you a skill than in rounding out your education. I also like setting up my own program. If you want a specific degree, you can put down the classes you feel could be most helpful and then submit it to the GC College Board and if they accept it, you can take those courses to get your degree.

-- Yes. Without it I probably wouldn't have gone because I wasn't accepted by CLA.

-- Yes. That's the only way I could get into the U. I didn't feel I was ready for college yet. It is a building block for me. I intend to go on to CLA and then graduate school.

-- Yes, because GC emphasizes more about where you are going--what your goals are. It is for people who want that, whereas in the other colleges they usually already know. You can pick up classes in GC that you missed in high school.

-- Yes. It allows more people to go to college who wouldn't normally qualify for other colleges. It's a little more personalized--the classes are smaller, and the professors get to know you a little better.

-- Yes. It was good for me to help prepare me to go into the business school.

-- It's a good starting point, especially for people who don't know what they want to do.

-- Yes, definitely. They prepare you better for graduate work.

-- Yes, because it is better to get in the regular University where you have a chance to get into better colleges later. Some kids mess up in high school, but if they have the chance to get into a big-time school like the U of M they should be given a chance because 9 times out of 10 they will work hard to make it.

-- Because the marketing program they have is very good and that's my interest.

-- There are a lot of good programs and teachers, and I personally feel that the teachers in GC are more willing to help students and I like that.

-- Becuase in my major I can graduate through the General College.

-- Just to get the basics down.

-- Yes, I need it, and I have a lot of children at home so I must go.

-- I think it's a good place to satart when you're not quite sure what your major is going to be.

-- I like the little groups you're assigned to for registering and stuff--it's really helped me a lot.

-- Because it gives the student who didn't have good grades a chance to get a degree, too, and that's me.

-- Yes, because that's where I have to start to get into CLA.

-- Yes, it will help me to have some basic match and English.

-- It's an easy way to get acclimated to college, and I enjoy being on campus.

-- I like it--I like the professors better; they are definitely much more helpful.

-- It has really been a good start for me.

-- Yes, because that's where the para-legal college is, and that's what I wanted.

-- Well, yes I guess so--at least I learned something as opposed to learning nothing!

-- Yes, because it's the only way I could have gotten into college because of my poor high school grades.

-- Right now in my life I need the reassurance of having good grades. I'm transferring into CLA next year. I like the teaching staff in GC, they've been great.

-- I think it's worthwhile. A lot of stuff I missed in high school I'm getting now, so I'll be ready to transfer into CLA.

-- Hopefully if I had it to do over I could get into CLA, but if I were in the same circumstance, I'd go again. Like I said, it's a fantastic opportunity.

-- Yes, because if I had been accepted at the college I originally wanted, I might not have made it the first year and I would have gotten discouraged.

-- I really like it--it's smaller, and you really get to know people.

-- It was the perfect place for me to start after 12 years of being away from school.

-- Probably because it gives me a better view of what I really want to do.

-- Well, it's a good place to start--much easier than CLA. For me it has worked.

-- Yes, because I think it's easier than the other colleges.

-- I'd take GC to start off again and work my way into CLA.

-- I like the classes they offer.

-- They've got a nice Indian Studies program there, and I'm a minority student. They have a lot of good choice of courses.

-- I'm only going to GC for a couple of years so I can get the credits to go into an academy, and it's doing the job for me.

-- Yes, because it's the beginning of going to a University for me.

-- Yes, because of the fact of what I'm going into, which is aviation, and it's the only college that offers it.

-- Because I think it's pretty fair and I've learned a lot through it.

-- Because I couldn't get into CLA--I'd rather be in CLA, but my grades weren't good enough.

-- Yes, because it's a good way to take general courses and not have to choose one field right away.

-- Because I'm not planning to stay at the U for the next four years, and I can take general classes rather than having to get into specifics.

-- I think it's a real supportive college and I probably would have dropped out by now if I had gone right into CLA.

-- Yes, but only because I couldn't get into CLA. In GC I can work my way up to CLA.

-- It's a really good first year--I took a couple years off after high school, and GC really eased me back into school life again.

-- Yes, becuase I'm undecided about what I want to do and it's easier than the other colleges.

-- Yes, but only if I had. It helped me get back into the swing of things. CLA would have been too much for me.

-- Yes, because it's good experience and it fits my own needs.

General College Students

(Those who answered no to Q11)

Answers to Q11. If you had it to do over again, would you go to General College?

-- No, because the overall G.C. does not prepare you for real college work. They need better classes and more transferable courses.

-- No. In other colleges more things are offered. That's the main reason.

-- No, because if I had had my choice, I would have gone CLA. However, I do like the smaller class size and the teachers in GC.

-- It's not my major--I haven't had any subjects in my major.

-- I don't like it. I feel like it's a hindrance, like I'm kind of in a trap and I'll never get out.

-- It's too easy! It's not specialized enough; I don't feel like I'm getting anywhere.

-- No, because if my grades were better I'd have gone right into CLA, but then who has it to do over again?

-- Not if I had my choice--if my grades were higher, I would have been in CLA.

-- No, because so far I haven't gotten anything much out of the classes I've taken.

-- No, because it's just not the place for me. It's not in my plans or goals.

-- No, because I'd rather go to business college, but when I first came, they accepted me at G.C. I will add, however, that I'm not unhappy with G.C.

-- I'd rather go to one of the regular colleges right away because it is going to be hard for me to get out of here--I have a tendency to get a little lazy.

-- No, because I'm transferring out, and I guess if I'd known I'd be transferring out, anyway, I would have started right in CLA.

-- No, because when I applied I didn't have any idea I could make it into CLA, but since then I've found out I probably could have made it, after all.

-- I only signed into GC because I didn't know I had any other choice. If I had it to do over again, I would go right into CLA.

-- No, because I don't like the idea of having to stay in General College when I want to be in a pre-business course in CLA. I can't be accepted for CLA because they say they don't accept some GC courses in CLA in their business major.

-- No, because my major will now be business in GC, and I think I could have done better in Business School. Also I wish the dean of G.C. would have better informed me and other students of the requirements and alternatives of getting a degree sooner and with less extra credits.

-- No, because most people look down on it. I would have chosen another college like CLA or something.

-- No, because in General College I can't have a specific major, and if I graduate from GC, I don't think I can get a good job.

-- No, because my major being dentistry, it seems like my year in GC is wasted.

-- No, because I want to go into business administration. Also it's too much of a hassle registering.

-- No, because there is not enough challenge. Too easy.

-- No, I would not, the reason being the stigma attached to General College. The instructors are excellent, but the General College just doesn't have the same reputation the other colleges do.

-- I don't feel I've learned alot because it is too much like high school--it is more for kids with less background, or foreigners, etc.

-- I would go to CLA because they have a program that I like now that General College doesn't have.

-- No, if I had paid attention to what I was doing in high school, I probably would have started out in one of the more specific colleges.

University of Minnesota Counselors Group

<u>Answers to Q11</u>--Do you have any comments or suggestions about General College that you would like to add?

-- I think it's just fine. They are doing some things very well. They are doing an excellent job of fulfilling a need--and there is a need.

-- Some problems about the B.A. program.

-- It's important for them to continue to educate people on campus and the public about the program. It needs more visibility here at the U.

-- Should further encourage the Dean to increase emphasis on faculty to design programs to help students develop skills that will make it possible for them to move into other areas where there are greater career opportunities.

-- I'm impressed with their course offerings. I wish CLA would offer similar ones.

-- I'm a graduate student and work with students that have learning handicaps. General College provides a good opportunity to try out their skills there and then maybe go on to other colleges or be content with G.C.

-- CLA classes are larger and more impersonal. The professor doesn't feel obliged to break down complex material. G.C. professors are student oriented. They try to make the material more comprehensible to the student. It is more personal. It is necessary to be here.

-- If budget crunch continues, it might be wise to consider a merger between G.C. and CLA.

-- G.C. is making an effort to educate the rest of the U as to its worth. It is a good place to start out. I feel really good about it.

-- The only problem is that some students are afraid they can't get out of it when they want to. This is not a true perception but it is still there.

-- I think it has a function and place on campus. I know the stereotypes but don't agree with them. The students are the same as other students in ability.

-- I feel strongly about the need for G.C. It serves a unique function at the University. It provides the University with an open door college plus the nature of its programs provides residents of the State with more options to choose from.

-- I think it's a terrific place and they do all kinds of things they don't get credit for, but I don't know how to change the perception. I think if <u>Reports</u> did an article on the interesting things being done in GC, it would help. <u>Reports</u> is the publication that goes to all faculty and staff.

-- I think it is valuable because it gives those students who haven't done well in high school for whatever reason a chance to do better, and to increase basic skills. More importantly, it is an opportunity to earn the opportunity to get into other colleges. It gives them an opportunity for a college education, an opportunity that wouldn't be available to them otherwise.

-- I received material on Anniversary Year but couldn't attend.

-- I personally feel it is providing a valuable alternative and ought to be respected.

-- The negative reputation of G.C. is hurting the college out in the business community. You need to re-educate members of the business community. G.C.'s negative image is hurting how people see the value of a degree from G.C.

-- It would be unwise for the U to cut back on G.C. It should be beefed up.

-- Go more for re-entry adult women students.

-- Make people more aware of degree possibilities in G.C. Get out more information about BAS and BGS degrees.

-- Should have more minority faculty tenures. Surprises me that it hasn't attracted more.

-- G.C. needs a new building--new facilities. It's like a Help Center, for economic problems and everything. Serves important need. Would be terrible if G.C. was dropped.

-- Would be important to provide courses that can apply to CLA--like Anatomy, which is similar to requirements in CLA. There are a lot of courses taught by graduate students, and G.C. students have felt this wasn't as good as full professor.

-- Hope it survives. I like it to be around as an option. It has a unique mission in its emphasis on a 2-year program and then working into other colleges as well.

-- The general purpose of the college is excellent and it should continue. It seems to be built on a solid base.

-- I'm not sure of the validity of G.C. There probably is duplication between G.C. and Twin City community colleges. (I'm referring only to 2-year program). They should keep the 4-year program intact for those transferring from vocational schools. The 4-year program should give some credit for completion of work in vocational schools.

-- They should have more minority faculty than they have and more emphasis on careers than they do.

-- I really believe G.C. offers help to women in the state. Really important. It looks out more for the interests of non-traditional students. It offers them more than any other college in the state, and I feel very supportive of that.

-- There should be a more coordinated effort in their student affairs center to work with other units at U. Shouldn't be isolated!

-- There isn't much other publicity besides the General College bulletin. The image is negative. There is a lack of awareness of the classes and programs offered.

-- It's a valuable program. They offer degree programs and certificates not available elsewhere on campus. The work they do in preparing students for other colleges is a valuable contribution.

-- As an extension division counselor I often work with adults who have been away from college for awhile or never attended. I advertise G.C. as a comfortable environment for starting at the University. I like G.C. and feel good about the help they give students. As a counselor, I'd like to have available placement data if they have it so we could say to students that a certain percent from G.C. are place in jobs.

I think the Dean has done a good job. I like the "P.R." job she has done. I like her being in that position.

G.C. has a good working relationship with Extension.

-- Keep up the good work. They are doing a good job and I wish the financial support was greater for them. It is ridiculous to expect that the percent of students from G.C. going on to grad school could be the same as CLA. To criticise General College for putting more emphasis on vocational preparation is unjust because the University as a whole is mandated to be concerned about careers and vocational education.

-- I hope that your results will show a strong support for the idea of a General College.

-- I think in some way they may be doing a better job of preparing students for work than other colleges. They're more progmatic and less theoretical. My overall reaction to G.C. is very positive. They provide a very essential form of education. Different people learn in different ways, and G.C. meets the needs of a certain group of people. I've seen a lot of students go to G.C. and then transfer to other colleges. Those students have been as well prepared to go into upper division work as those who have started in other colleges.

-- They have an important mission within the University. With more adult students and students with non-traditional backgrounds seeking access to higher education, it is important to have a college within the University that can provide educational options for these students.

-- G.C. offers more help to students who need to feel a sense of unity and one-to-one attention. There is some problem of a low image on campus. In the work areas off campus, they seem to have as much respect as the other colleges.

-- Some of G.C. programs are redundant with what else is offered at the U.

U of M Faculty

(School of Management)

Answers to Q11 -- Do you have any comments or suggestions about General College that you would like to add?

-- They've done a poor job of marketing. I think they need to explain more clearly what General College has to offer and who it is available to.

-- I think "U Without Walls" Program is the weakest program. [Apparently, this person has G.C. confused with University College].

-- The question I have is whether or not it really belongs at the University.

-- GC was started in the '30s to take care of those people who couldn't get into CLA. Accurate information would be beneficial now. There are some undergraduates from GC in the business school who do develop a good record and go on to get out from under the AA degree.

-- Given the growth of other programs that serve the same need, I wonder if there is a need for General College.

-- Might be nice to know what it does and what it is. [This person had never heard of General College].

High School Counselors Group

<u>Answers to Q11</u> -- Do you have any comments or suggestions about General College that you would like to add?

-- I'm glad it is there. I think it's very important. The specific programs are very good and solid. More publicity is needed on skills laboratory. Results are very good with the percentages going through. Vry necessary.

-- From a counseling conference I attended (Update Conference in Navarre), I learned that General College needs to do more public relations as to what General College specifically has to offer in two year programs. Shouldn't just be a stepping stone to another school or program.

-- It has a bad name--change the name--it's a downer. Needs a name with a little sparkle.

-- I've been impressed by the amount of help that General College can offer students in study helps and career counseling.

-- They certainly could do a lot more at the U to explain what the GC is for. The idea of going to the U of M is something some people really want to be able to say, but what college they are in is also of importance. So people should know what the G.C. is really for and what options are available there.

-- Don't drop it! That would be terrible. I think the work in the occupational area is fantastic. At least students get a start in the General College. The credits can transfer to a further degree in anything, so it can be used like a junior college.

-- I guess I would like more information about the G.C. students who actually do go on to a 4-year college and how they get along in the 4-year colleges grade-wise. Also, what kind of grades do students get in GC and, according to those grades, some information on how successful they are after they transfer to the 4-year college.

-- I was pleased when they went into the 4-year program at G.C. and am also pleased with some of the vocational classes and programs they've added. I very much support the fact that there is a G.C. on the U campus.

-- I would say they should expand if they are going to compete with community colleges. They should offer more courses that students can use to go on to a professional program. They can get all those good courses like trigonometry, calculus, etc. at community colleges like Lakewood, but they can't at the U's G.C.

-- I would like to say that General College is a very valuable resource for many students--it allows them to enter college world with less stress and more acceptance than they encounter in some of the other U colleges.

-- I hope G.C. continues. There is a need to have an open-ended program for students to prove themselves after high school.

-- I guess maybe some leaflet or pamphlet coming out explaining the purposes, etc. of G.C. would be good.

-- Keep it.

-- "I'd like to know some informtion about the people that go on to graduate school (percentages) from G.C. Also need more information on what they determine to be the objectives of their school.

-- Make it better known--advertise it more.

-- I think they should do more publicizing of what's available for kids. The kids are not aware that there are four year programs available in G.C.

-- I would like to see an easier transfer from G.C. to CLA like it is from a community college. Maybe just a C average should be acceptable.

-- It is too bad that kids don't have a very good impression of GC, generally. It's hard to explain to them that it is an alternative if they can't make CLA and make it sound like a valuable alternative. It should be made to seem like a valuable choice.

-- The book that you send out does a good job of explaining your school.

-- Keep it going--it's doing a good job.

-- Serving a definite purpose in helping students to adjust to college. The U is making greater efforts on this right now, but I think there is special effort in General College.

-- I would like to see a representative from the General College visit the high school at least once a year to explain and talk about General College.

-- If I had a chance to research it, I would. It serves a purpose--it gives the kids a chance to experience college even if they are not the best students. Very positive. There is a vital need for it.

-- I'm glad we have it as an alternate for students who want to enter the U but cannot get into another college.

-- I like what General College offers as variety of curriculum plans. I would like to see the attitudes of the general population change as to what General College now offers in their 2-year and 4-year degree plans.

-- It is necessary to have a college like this for students to have another chance to prove themselves in the college field.

-- I've never received any information on the U's General College. If they want it to go, maybe they should advertise it a little more.

-- I'd like to see them do more in terms of small pamphlets and things like handouts for students. The CLA College and Business College seem to do more of that, and it would be nice to have things around that students could just pick up telling about the G.C.

-- I think G.C. has been a saviour for quite a few kids who might not have had opportunity to go to college without that option. I would hate to see it close up.

-- This is not a good time of year to do this survey. (Busy time of the year for the high schools).

-- I think that in meeting with representatives from the schools that we really do not have much information about G.C. I think we should get more information about their programs.

-- I probably don't know about General College as I do about some of our local community colleges.

-- My biggest thing as a counselor is, how easy is it to get transferred to another college from G.C.? It's easier to transfer out of a junior college, as far as I know. I guess there is a fuzzy area there that needs to be better explained.

-- I would hate to see them take away the G.C. since it has helped a lot of students who otherwise might not have had anything else to go on to.

-- It would be helpful to be better informed on the G.C. We would like catalogs out here, too. Just more things in general to help us present it better to the students.

U of M Faculty

(School of Management)

Answers to Q11 -- Do you have any comments or suggestions about General College that you would like to add?

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-- Given the growth of other programs that serve the same need, I wonder if there is a need for General College.

-- Might be nice to know what it does and what it is. [This person had never heard of General College].

U of M Faculty

(College of Education)

Answers to Q11 -- Do you have any comments or suggestions about General College that you would like to add?

-- They should offer classes for General College students in the other colleges. There should be more interaction between teachers and students there.

-- I guess I think the concept of GC (we don't have lots of schools--just one U) is very good--we take in a lot of students through GC. I think it serves its purpose.

-- They probably ought to do more public relations about their strong points and their contributions to the students.

-- I think it's doing a very good job--it is a very significant part of the U. The U needs it more than it needs the U.

-- I see it as as close to open enrollment system as we've got so it's important to keep it.

-- Need a new building.

-- Traditional problem of how to give the community information on what the U does.

-- It's a very unique institution within a state university. I didn't quite understand GC when I first came here but I appreciate its usefulness much more now.

-- It is lamentable that GC tends to set up a second curriculum alongside other curriculum offerings in other divisions. There is a problem here of redundancy. They have their own psychology, statistics courses. Is this really necessary when they are offered in other schools?

-- I have long thought that GC should be a model of intellectual excellence because it deals with people who have been badly treated by society (women in lower class family, for instance). They really should have a more decent building.

-- I think it is necessary to maintain it.

-- I guess the biggest thing is better communication with the professions they are preparing students for. We have experienced--speaking of the Music Department now--some very poor advising on the part of the faculty. [This person is on the faculty in music education].

-- GC has an important place at the U to serve students who haven't made up their mids about careers. GC's goal should be: to provide assistance in career counseling, (counseling should not just be college related but also be job-related). My suspicion is that there are some, but not a great number, of courses or help offered for this.

-- I would like to see that GC or something like it stays at the U.

-- I worked with both students and staff at GC and they are really as good as found at other colleges.

-- I wonder about rationale for four-year programs. Is it adding four years onto 2 years? Do they stay in GC rather than transfer into one of the other colleges? Is there really a need to offer a 4 year program with all the other 4-year degrees available here at the U?

-- It is a part of the total program here at the U and should be continued in the future.

-- GC seems to realize there is an audience of people out there who can profit from what the U can offer. The rest of the U might take cues from GC and reach out to this audience and offer things in this palatable way.

-- Has an open program, which is good. However, students should be counseled more about job requirements and certification policies prior to their beginning their educational programs in General College. My experience tells me that this is not done adequately.

U of M Faculty

(School of Nursing)

Answers to Q11 -- Do you have any comments or suggestions about General College that you would like to add?

-- Not a good college to be in. It might help to get better informtion out about General College to those people who know so little about it.

U of M Faculty

(College of Liberal Arts)

Answers to Q11 -- Do you have any comments or suggestions about General College that you would like to add?

-- It seems to be particularly good for minority students. General College needs more financial support from legislature.

-- General College is a good idea.

-- We need more communication about G.C. It seems people are just not well informed.

-- Should be continued and supported.

-- Probably does need more selling. The only things I've heard about it have been negative and so if there are some positive features, we should hear about it.

-- I personally think it is unnecessary. The U should not be a vocational school. It should be more selective--a D is passing in General College, it's not in CLA.

-- I think it serves a useful function, but its usefulness may be outlived because of the recent growth of community colleges.

-- G.C. has good courses on writing and literature--some of the best at the U.

-- Questions: Does General College degree make one eligible to get a graduate degree? How is the adult special category related to G.C.? It might be well to publicize how or what credits will actually transfer to other colleges at the U.

-- I'd like to have G.C. perform a function that isn't performed elsewhere at the University. I do view it as a kind of "catchup" area. I don't care for duplication at the University. I don't think the same subject matter should be taught in the same way in two different colleges. I think G.C. is probably approaching it differently now, though.

-- There is not much awareness of it on campus--it should be better known. Maybe a positive article in the Daily would be helpful.

-- I was skeptical about them instituting a four-year degree. However, I would like to more about them before making a judgement.

-- Think it should be integrated with CLA. The open structure it has should be available to CLA students as well.

-- Fairly good. The GC transfers into my unit have made no negative comments about it.

-- When students transfer to CLA and don't do well, G.C. gets a bad reputation. 20 years ago there were more transfers to Arts College than now. There is a need for a Twin Cities State College--a low cost, public institution. G.C. serves that function to some extent. Sometimes students will go out state if they can afford it. Perhaps G.C. would do better if it was separated off from the University's general budget. G.C. seems to be becoming a "terminal" education. The students don't transfer into other colleges or institutions.

-- A valuable part of the overall program at the University. It certainly should be kept.

-- I wish I knew more about it.

-- Is General College remedial or a stepping stone? Are people going on to something else or is an end in itself? I know some graduate students who've gone over there to teach. They've done a conscientious job. The instruction seems to be pretty good in G.C.

-- Would be good to have more publicity on what G.C. has to offer.

-- I'm concerned about how well it's integrated with other programs at the University. Is there enough encouragement of students to take courses out of G.C. if they are capable?

-- G.C. serves a very important purpose. It provides opportunities for students that they couldn't have found at outset in other colleges at U. It is easier so they have a second chance to show what they can do. Being we are a State Institution, we should serve the widest spectrum possible. G.C. helps us to do that. All people in the state should have access to the U and G.C. makes that possible.

-- I think they need more advertising and information dissemination. They also need to reduce the stigma attached to G.C. students.

-- As a state university we have an obligation to provide the type of education that is available in General College.

-- Only that I'm wondering why there is not more coordination with CLA. They seem to be so separate--their students stay in their own area--especially in reference to the aging course. CLA courses aren't listed in their catalogs.

-- A very worthwhile part of the University.

-- The University has tried a number of experimental educational programs from time to time and many might be centered administratively in General College. We are going to be facing more cuts in the future and this might be a possibility.

-- Don't know much about General College. Would like to see something on this poll when completed.

-- If you have the money, get out a pamphlet similar to the one sent out recently by University College.

-- I'm indifferent to it. If we have to eliminate expenses at the U, get rid of it. We don't really need to be in that business. We could use it as a bargaining tool with legislators over the community college system. (We could get rid of it to appease out-state system).

-- I consider it a very good and important program. I feel strongly that the University has to open up in a democratic sense and cater to non-elite groups.

-- U of M should rethink whether GC type college should be maintained. With the growth in higher education in Minnesota in the last 15 years, the need for the GC in Mpls./St. Paul area may be less great than when GC was first established. IE: Jr. colleges, particularly Minneapolis Community College and Metro State University are capable of doing what GC has done. The U of M is a research institution and it makes it difficult for any unit like GC, which is so dominantly a teaching college. Whether fair or not, the faculty there have trouble with reputation, status, and teaching load. Those students need more time--it's a draining teaching experience.

I think we should think about whether GC enrollment shouldn't be carefully controlled. In a way it is a drain on the U of M's resources having it here.

-- Don't feel they should offer bacalaureate degree when no courses are offered at 5000 level.

-- They could do more about letting people know precisely what they have to offer. I only know of three people personally who attended there. Otherwise I would know nothing unless I were to seek out the information.

-- It is good to have a point of entry for people who want to go to college and don't have all the training necessary. It is a real opportunity. Some CLA students should be sent back to GC to brush up on their basic skills.

-- More information should be given out about GC.

U of M Faculty

(Home Economics)

Answers to Q11 -- Do you have any comments or suggestions about General College that you would like to add?

-- Should have more publications explaining its purpose and more information on the kind of student it seeks to serve.

Non General College Students

(School of Management)

Answers to Question 11 -- Do you have any comments or suggestions about General College that you would like to add?

-- It should publicize its programs more.

-- For older students, it's a good starter.

-- A lot of people go there. Maybe CLA is too hard to get into.

-- I don't think it is promoted right.

-- Could be used in such a way that there isn't such a step between GC and other colleges. Should be a more integrated process.

-- I would have liked to have known about it when I started school. There is a nice variety of classes offered.

-- Good place to get started. All students should be aware of the classes offered there.

-- Should provide more information about programs offered.

-- Too much like a community college within the University.

-- It should be made easier to transfer credits from GC to other colleges. Maybe you should consider automatic transfers after a period of time in General College.

-- Broaden the things you offer. You already have good courses.

-- Need better organization. The programs keep changing.

-- Too difficult for transferring classes--doesn't make sense with basic courses.

-- More information should be available--publicize better.

-- It is important that GC not be discontinued.

-- Keep it going. It gives students different alternatives.

Non General College Students

(College of Education)

Answers to Q11. Do you have any comments or suggestions about General College that you would like to add?

-- Really a good place to get started, but should move on to other schools.

-- Good start for kids out of high school--should be promoted.

-- Feel it offers some students a good starting place in their careers.

-- I think it's really great, especially for someone who comes in and doesn't know what they want to major in. It gives them a chance to experience a college education, not just academic but other experiences unique to college life. It does train your mind. A technical school is just job oriented. GC offers multi-disciplinary subjects, and that is helpful.

-- They do have some courses there that you can't get in your own college. One could incorporate more of your electives from GC so that you could get a different exposure other than what your own college allows.

-- I think there should be more information available about GC.

-- People should be more aware and more respectful of all the colleges at the U, including General College.

-- A lot more people need to be more informed about what it has to offer.

-- I think it is good to have it. Lots of people when they first come to the U find it hard--it's so competitive. G.C. gives them confidence. Could get some more degrees. People tend to transfer out ofter a year. If it had a wider range of degrees, this might not happen.

-- It may be OK to go to GC for a year, but it's put down so much that if students are turned down by CLA, they really don't want to go to GC. My friend who goes there said she felt the courses in GC were just as difficult as those in CLA.

-- The reputation should be built up in some way. They do have a very practical application, and it must be very important for many students.

-- Hope they won't discontinue it. It does a lot for students coming out of school who aren't quite ready for college. Since GC has open admissions, I feel it gives them opportunities that they might not have had otherwise.

-- Actually, my experience with it hasn't been that great.

-- I think it's a good college. I hope its reputation improves.

-- From my point of view, which isn't broad, it's important to help people get motivated for school and get them used to college, in general, so they'll stay in school.

-- I went to a junior college, and if the GC program is something like that, I'd say it was serving a useful purpose.

-- High school students should be counseled more before college.

-- Like everyone else I had an elitest attitude. Some people feel that they can't do well in other parts of the U and tend to ride it out in GC. Not everyone will want to take the four-year degree, and I think they should be allowed to get a 2-year degree without going to vocational school.

-- I think GC should be advertised more. The image should be improved. Too many people have a negative opinion of it. It should be considered a functional college at the U. People should be shown what it is. I'd hate to see it disappear. It is very important to some people.

-- I'm really not familiar enough with GC. I've only known full-time students. I've had friends in my field of study who have taken classes in GC because they thought they would be easier classes.

-- Even if it has open admission, it still could have higher standards. It's too easy. I feel that a lot of my friends in GC just don't take school as seriously as I do. My roommate showed me a paper which she said was the highest in the class, and it was filled with grammatical mistakes. I know they give these students lots of positive strokes, but I feel they should be more realistic, because when they get out in the business world, it would have been more helpful.

-- I would personally like to know more about GC. I don't know if it's hushed up on purpose, but maybe there should be some articles in the Daily about it so people could learn more about it.

-- Make it a little more like the rest of the colleges in the eyes of the rest of the U. Other students at the U tend to view it as a vocational school.

-- Wish that it could get better ratings. I feel it is really bad when people make cutting remarks about GC. Some people need a slower start. The U is hard paced. If you don't have the background, you could go under at the U. The Daily just puts in the bad news about GC.

-- When I was first accepted at the U, it was in the General College. I was disappointed with their counseling service. I felt there were not many alternatives or options for their students. I don't feel you should have to take only GC classes if you are willing to put the work in on other classes.

-- You have to have a general college because not everyone knows what they want to devote their lives to.

-- I've heard a lot of complaints about the credits from GC not transferring to the other colleges at the U.

-- It would be good for someone to prepare himself--someone who didn't have good training when younger. They can take classes there and then go on with their education.

-- The U should provide an opportunity for everybody.

-- I really don't know that much about it--maybe it could be publicized more.

-- Could be advertised more.

Non General College Students

(School of Nursing)

Answers to Q11. Do you have any comments or suggestions about General College that you would like to add?

-- It's important to have G.C. on Twin Cities campus, important for those who begin with lower standing--those unable to get into other colleges. They are able to get into a college and advance themselves, make up for lost time. Surprised to hear that G.C. has 4-year degrees.

-- Good program. Have friends that needed extra chance to begin again. G.C. provided that and they are very successful now.

-- Is very important, necessary. Helps people get a good start in a more accepting atmosphere. I know several handicapped persons (physically) who began in G.C. with a much less intimidating environment to start in. They all then moved on to other colleges at the U.

-- Really worthwhile. Keep it up. Great opportunity for many who otherwise would not go to college.

-- Not too familiar with it. I think it is a program for students to make their own degree (own major) from mix of other programs.

-- Politics and strings pulled for athletes in G.C. and that bothers me, but that happens in any college. Should continue the program because it helps minorities and lower scholastic standing people, gives them a place to start.

-- Wish I knew more about it, because all I have heard has not been good, and I feel it's getting shafted.

-- I belong to a sorority and when we go through Rush, being in G.C. is looked upon unfavorably, because academically they are not as good students as those from other colleges.

-- Important to have G.C. Brings in more varied students onto campus.

-- Helps for re-entering women students. The stigma should be uplifted because classes are not easy. The classes should be accepted by other programs. I've heard the GC business courses will not transfer into the business school. This should be corrected.

-- I wish I had the time to take some of the courses offered in G.C. Look more interesting than many of the classes in my curriculum.

-- Necessary part of U.

Non General College Students

(College of Liberal Arts)

Answers to Question 11 -- Do you have any comments or suggestions about General College that you would like to add?

-- I wish that CLA had more job-related courses like GC does.

-- The University should remain a University. GC education should be gotten somewhere else. From a budget point of view: more heads on paper for U = more federal dollars. The U seems to be thought of as a machine for programming people into the system.

-- Make program better known to students that are at the U.

-- A brand new structure will do wonders for the image. Instructors give a bad impression. I've heard that black teachers play favorites. Should bring grading standards up to CLA.

-- I never read anything on G.C. Maybe have an article in the Daily. Don't know enough about it to have an opinion on it.

-- Very unfair reputation. I can't say I hold GC "close to my heart," mostly due to what I've heard from others.

-- Should be more emphasized that there is a 2-year degree available there. I found out about it when working in an office at the U. It should be made easier to transfer into other colleges from there.

-- Often credits from GC don't transfer to other colleges.GC suffers from snobbishness at the U of M. There is a problem of pecking order. Shouldn't pass judgement on the value of different types of students. The curricula is flexible and personalized. Good for working mothers, for example.

-- Reputation isn't that good. Students think it's too easy.

-- Easier than other colleges.

-- I've heard that standards are lower (because minority students are there). Also heard that students are "railroaded" into GC, particularly minority students, by counselors. More positive information needs to get out about GC.

-- I've taken some courses there and found them valuable. They emphasize practicality more and make more personal exceptions, like for late papers, etc. Classes are smaller, get to know teachers better.

-- Needs a good PR program. Emphasize the good offerings like the para-legal course. The people there are more willing to help you. I'm impressed with the counselors in GC.

-- Need to improve their image.

-- Possibly could get out more information on GC. Emphasize its benefits compared with CLA or other undergraduate colleges at the U.

-- G.C. presents an opportunity for students with less academic ability to attend college.

Non General College Students

(School of Nursing)

Answers to Q11. Do you have any comments or suggestions about General College that you would like to add?

-- It's important to have G.C. on Twin Cities campus, important for those who begin with lower standing--those unable to get into other colleges. They are able to get into a college and advance themselves, make up for lost time. Surprised to hear that G.C. has 4-year degrees.

-- Good program. Have friends that needed extra chance to begin again. G.C. provided that and they are very successful now.

-- Is very important, necessary. Helps people get a good start in a more accepting atmosphere. I know several handicapped persons (physically) who began in G.C. with a much less intimidating environment to start in. They all then moved on to other colleges at the U.

-- Really worthwhile. Keep it up. Great opportunity for many who otherwise would not go to college.

-- Not too familiar with it. I think it is a program for students to make their own degree (own major) from mix of other programs.

-- Politics and strings pulled for athletes in G.C. and that bothers me, but that happens in any college. Should continue the program because it helps minorities and lower scholastic standing people, gives them a place to start.

-- Wish I knew more about it, because all I have heard has not been good, and I feel it's getting shafted.

-- I belong to a sorority and when we go through Rush, being in G.C. is looked upon unfavorably, because academically they are not as good students as those from other colleges.

-- Important to have G.C. Brings in more varied students onto campus.

-- Helps for re-entering women students. The stigma should be uplifted because classes are not easy. The classes should be accepted by other programs. I've heard the GC business courses will not transfer into the business school. This should be corrected.

-- I wish I had the time to take some of the courses offered in G.C. Look more interesting than many of the classes in my curriculum.

-- Necessary part of U.

Non General College Students

(College of Liberal Arts)

Answers to Question 11 -- Do you have any comments or suggestions about General College that you would like to add?

-- I wish that CLA had more job-related courses like GC does.

-- The University should remain a University. GC education should be gotten somewhere else. From a budget point of view: more heads on paper for U = more federal dollars. The U seems to be thought of as a machine for programming people into the system.

-- Make program better known to students that are at the U.

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-- Easier than other colleges.

-- I've heard that standards are lower (because minority students are there). Also heard that students are "railroaded" into GC, particularly minority students, by counselors. More positive information needs to get out about GC.

-- I've taken some courses there and found them valuable. They emphasize practicality more and make more personal exceptions, like for late papers, etc. Classes are smaller, get to know teachers better.

-- Needs a good PR program. Emphasize the good offerings like the para-legal course. The people there are more willing to help you. I'm impressed with the counselors in GC.

-- Need to improve their image.

-- Possibly could get out more information on GC. Emphasize its benefits compared with CLA or other undergraduate colleges at the U.

-- G.C. presents an opportunity for students with less academic ability to attend college.

-- I think it's a good program. I wouldn't be in CLA today if it hadn't been for GC.

-- Should update their building a little.

-- Seems to be organized well. Looks really fine to me.

-- Good idea. Sounds like it gives more people a better chance.

-- It's beneficial to a certain degree, but I don't know how effective a two-year degree is for job opportunities at this point. Even a 4-year degree isn't effective now, though, I guess!

-- People who have started in GC and gone on, would probably not be in college now if it weren't for GC.

-- With so many community colleges around, is it really necessary?

-- Should change the name. "General" is too general.

-- Don't know much about it. CLA is more widely known.

-- Keep it around and improve it. Make GC courses more transferrable.

-- I just think it's really great. Everything about the U is great, and all the colleges are good.

-- It's something that's got to be there. It serves an important function.

-- Has a 2 year program that is a lot like the community colleges. It does serve a useful purpose. Having it on campus helps certain students to see that academics aren't so bad, after all, and then they can progress from there.

-- Needs more exposure.

-- I was thinking of going into radiology after my freshman year in CLA. Now it seems I may have to transfer into GC. How do they decide which college you should be in: Liberal Arts or General College?

-- Present or expose it a little more to kids that are already in college.

-- It's a good alternative for kids who don't want to go into CLA.

-- It should be something that students are made more aware of when starting at the U. Students from other U colleges could be made aware that some classes could be taken into GC before getting into their major.

-- I don't know a lot about GC because it is not publicized enough.

-- It is good that it's there but it would be better if it didn't have such a poor academic reputation.

Non General College Students
(Liberal Arts)
p. 3, Q11

-- I think it serves a good function. Program at GC is an alternative to the community colleges. People are more likely to get accepted in other colleges at the U after spening a year in General College or community college.

-- Way I understand General College, it is a lot like a junior college. It would probably cost less to go to a junior college.

Non General College Students

(Home Economics)

Answers to Q11. Do you have any comments or suggestions about General College that you would like to add?

-- I was treated well by the instructor in the class I took in GC.

-- They need to work to give it a better image. It's more like a junior college, rather like an alternate form of education at the U.

-- It seems like the classes offered by GC look good, but actually they are not specific enough.

-- It's a very valuable school. If I had to choose between junior college and GC, I'd take GC. They have a good atmosphere for learning plus you can advance within the University to CLA without changing schools.

-- My high school counselor biased me against GC, said it wasn't worth going to.

-- Classes are geared to more practical application. There is less theory. This is what some people need.

-- I wish they'd apply more learning techniques in other colleges the way they do in GC programmed learning. That really stuck with me. I took a psychology class in G.C. I've never had such a good learing experience.

-- Control Data told me credits wouldn't transfer to GC but would in another college. I think that's unfair.

-- I'm taking a self-taught math class--I really needed to brush up after twenty or more years out of school. The math class has been a great program for me.

-- Information should be promoted because I only know it exists and that's all I know about it.

-- It's necessary to upgrade standards so students can be proud of their school. I mean its academic standards.

-- Quite a few students are prejudiced against GC. I think they are doing a good job, but I don't know how to improve the image.

-- It should be more representative--don't hear much about it the way you do CLA and the others. We should be more informed about GC. I think it's basically a point to start at when you're unsure of a goal.

-- I went there and it was a good experience. The teaching approach is good. They emphasize good learning habits. They care more about the students. It's not just pushing through and weeding out. The instructors care about the individual students.

-- I'm thinking of transferring into it, to get a general background of courses, and then transfer out after 1 or 2 years into something more specific.

-- Would be nice if GC could offer sciences (chemistry, etc.) for those of us who aren't in science programs. Then the courses would be more geared toward our learning.

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PLANNING AND EVALUATION INFORMATION IN THE OFFICE OF STUDENT AFFAIRS: REVIEW AND RECOMMENDATIONS

A REPORT OF THE OSA TASK FORCE ON RESEARCH AND PLANNING INFORMATION

Planning and Evaluation Information in the Office of Student Affairs: A Review and Recommendations

A Report of the Task Force on Research and Planning Information
Office of Student Affairs
University of Minnesota

9/15/81

E. Gary Joselyn, Chair
Roberta Armstrong
Robert Barnett
Tim Delmont
Bonita Janda
Ron Matross
Dallis Perry

Table of Contents

Foreword

On September, 1979, I was invited to attend the OSA Coordinators retreat at the Freshwater Research Institute in Orono. I was invited because I had just been appointed Chairperson of the new OSA Task Force on Research and Planning Information Needs. Almost exactly two years later the final report of the Task Force was presented at the OSA Coordinators meeting in September, 1981. Typically, and perhaps fortunately, the Task Force was not aware, two years ago, of the enormity of the task ahead. For the first year we met at least once every two weeks, with once-a-week meetings the second year, summers included.

There were four phases to our efforts:

1. Deciding, with central administration, what it was, exactly, we were to do. In retrospect this may have been the most difficult and most time consuming phase.
2. Investigating and reporting on the present status of information gathering, reporting, and evaluation efforts within the various OSA units.
3. Deciding upon recommendations for assembling quantitative information.
4. Deciding upon recommendations for gathering quality and impact information.

Membership attrition during the first year reduced our membership to four stalwart members: Roberta Armstrong, Bonnie Janda, Dallis Perry and Gary Joselyn.

We received outstanding professional help throughout from staff persons Tim Delmont and Ron Matross, and from Forrest Moore the first year and Bob Barnett the second year. It is an understatement to say that this report would not exist without their competent and tireless efforts.

Forrest and Bob, in addition to being contributing committee members, served as liaison with the Vice-President's office, helping us to keep our "eye on the ball" and alerting us to issues of concern to OSA central decision-makers. Tim visited and interviewed evaluators of social service and public agencies and prepared the first drafts of Chapter 2 and parts of Chapter 3. Ron did the literature search (assisted by Bob) and prepared the first drafts (and countless re-writes) of the bulk of the manuscript. To him goes the title of "principal author." Even more valuable perhaps, than their research and writing skills was the innovative and creative thinking they all brought to our deliberations.

Throughout, we have striven to provide OSA with a report which will be practical and useful, one which will help OSA improve and make more efficient its services to students and one which will help OSA to communicate about the extent and effectiveness of its contribution to the University to higher-level decision-makers, both within and outside the University. Time will now reveal the extent to which we have been successful.

-- Gary Joselyn

EXECUTIVE SUMMARY

At the direction of the Vice President for Student Affairs Frank B. Wilderson, Jr. an OSA Task Force on Research and Planning Information was appointed to examine the state of planning and evaluation information in the Office of Student Affairs and to make recommendations about future OSA efforts in this area. The task force developed a model for its enquiry, reviewed available OSA planning documents, interviewed OSA coordinators, reviewed the literature on evaluation in student affairs, and interviewed persons in the community with experience in evaluating social service programs. Based on these efforts the task force developed recommendations for tracking the volume of OSA services and their costs and assessing the quality and impact of OSA services. The key conclusions and recommendations of the task force are summarized below.

Conclusions

Conclusion One: Planning information in the Office of Student Affairs has not been consistent and systematic.

Most of the planning and evaluation data in student affairs offices have been specific to particular units, often in response to ad hoc requests for information. OSA has had little consistency in the types of information it has collected for planning purposes or the formats for presenting the information. OSA departments' studies have been strongest in the areas of satisfaction surveys and descriptions of programs and clients. They have paid relatively less attention to quantitatively describing the volume of service and the costs associated with these services and assessing the quality and impact of services.

Conclusion Two: OSA will need improved planning information in the future.

The climate of the times, both in the institution and outside of it, indicates that OSA will be increasingly required to document the quantity, quality, and cost/effectiveness of its services. Funding for higher education is likely to diminish or remain static. Scrutiny of all tax-supported institutions is likely to become more intense and more sophisticated. OSA will have to develop information systems which will consistently permit prompt but detailed responses to information requests. Specifically, OSA should give high priority to developing a system for quantifying its inputs (funding, staff) and outputs (activities, services) so that costs per unit of

activity can be determined. The University's evolving planning system virtually necessitates this type of information. Sensible planning also requires consideration of information about the quality of services and their impact on their clientele. OSA needs to develop information systems in these areas, too. Not having planning information systems will handicap OSA in the increasingly severe competition for resources. More positively, such systems can improve planning and ultimately the delivery of services at the unit level.

Conclusion Three: Future OSA planning information systems must be practical and cost effective.

When interviewed, both persons experienced in evaluation of human services and OSA coordinators stressed the need to apply the same standards of cost effectiveness to information systems as are applied to services themselves. Planning information systems must not be so cumbersome or costly that they drain too much money or staff time from the actual delivery of services. A balance must be struck between quality and utility of information and its cost.

Recommendations

Recommendation One: OSA should implement a system for quantitatively describing the volume of its activities and associating costs with these activities.

We have developed a fairly detailed proposal for such a management information system. Its specifications include options for quantitative indicators of activity, methods for assigning costs to units of activity, and a reporting form and guidelines for assembling input and output information. The proposed system attempts to balance the need for consistency across units with the need to reflect their unique operations. It does so by requiring a consistent reporting format and description of inputs (costs and staffing) while leaving units some latitude in their selection of quantitative activity indicators. We offer the proposed system with the understanding that it would be open to modification on the basis of experience with it.

Recommendation Two: OSA units should implement at least one technique for assessing the quality and impact of their services.

Our literature review and conversations with other student affairs divisions and providers of human services revealed several diverse approaches to the assessment of quality and impact. We chose not to recommend a single system but rather to recommend that OSA units choose at least one technique derived from three major approaches to quality and impact assessment.

From the management approach to quality assessment, we suggest that OSA look at the possibility of describing quality of service in terms of level of service. This would involve describing quality with indices such as intensity of service, length of time taken to deliver a service, and the number and scope of services provided. While not yet well developed, the level of service concept is receiving considerable attention as a planning tool at this university because of its compatibility with program directors' thinking about planning decisions.

A second approach to the assessment of quality is the self-study approach. From this perspective, we were impressed with the review team technique, in which periodic reviews of services are conducted by individuals brought together for this purpose. This approach has the advantage of being both cost effective and highly compatible with the norms and traditions of higher education. The University of California system has developed a detailed approach to the use of review teams in support units, including those in student affairs. We suggest that the California system is one worth considering (with appropriate modifications) for use in OSA.

Both the management and self-study approaches deal primarily with issues of quality. To deal with issues of the impact of student services student outcome approaches are needed. Student affairs programs have their main impacts in the areas of enhancing student development and helping students succeed in the academic environment. The appraisal of student development is currently receiving much attention in the student affairs literature, although it has yet had little applicability to day-to-day decision making in student affairs. This approach stresses the need to assess impact in terms of measured changes in the persons served by programs. While we were not able to suggest a particular system for measuring developmental outcomes, we do encourage the exploration of several developmental techniques as possible sources of impact indices, the most likely being techniques of competency assessment. We also believe that the University should pay increased systematic attention to measuring more pragmatically defined outcome variables of student success, particularly graduation and attrition rates. Some OSA programs are legitimately evaluated partially in terms of whether they help students appropriately complete their studies.

We also wish to draw attention to a useful technique which can substitute for more rigorous methods of measuring quality and impact. This technique is the systematic use of surveys. Surveys of student needs and satisfaction with services have been the most popular evaluation techniques in the Office of Student Affairs and at student affairs divisions in other universities. Despite their subjectivity, surveys provide useful information at relatively low cost. We suggest that OSA consider establishing a systematic plan for periodically surveying the service needs of its various constituencies and their satisfaction with OSA services. Such surveys should use a consistent schedule and methodology so that they permit comparisons across time and across units.

Planning and Evaluation Information in the Office of Student Affairs: A Review and Recommendations

INTRODUCTION

In an era of static or diminishing resources in higher education, planning is an increasingly important activity. Besides good judgment, effective planning requires good information. For this reason, in the fall of 1979 the Vice President for Student Affairs, Frank B. Wilderson, Jr., commissioned a task force to evaluate the state of planning information in the Office of Student Affairs and to make recommendations about what information should be developed in the future.

This is the final report of that task force. Included in it are an assessment of the types of planning information already being gathered in OSA and recommendations for new efforts in the measurement of the volume of activities in OSA, the costs of OSA services and functions, and quality of OSA programs.

A Capsule History of the Task Force

Phase I: Development of an Enquiry Model

The first step in the Task Force's efforts was to focus and organize its enquiry. For this purpose we developed an enquiry model--a fourfold classification of the content of planning and evaluation information. The areas are defined as follows:

Program Descriptions	Descriptions of programs/functions/activities; purposes/goals/objectives of programs and services; input (staffing, funding/facilities).
Clientele Descriptions	Descriptions of persons for whom service/program is intended; characteristics of user/non-users; reports of assessments of the needs of intended clientele.
Output Measures	Measures of the amount and type of work produced, such as number of persons served, problems considered, reports produced.
Quality/Impact Indicants	Quantitative and qualitative indicants of the effects of services and programs, such as client satisfaction, developmental changes in students, usage of reports.

This model served us well in allowing us to make comparisons across OSA units, to analyze the literature on planning and evaluation in student affairs, and to organize our thinking about OSA's information needs. Much of the remainder of this report is organized around the enquiry model.

Phase 2: Study of Planning Information in OSA and Elsewhere

After developing the enquiry model, the task force used it to catalogue and analyze the existing planning and evaluation reports in OSA. This was done by reading available reports and interviewing the OSA coordinators. From this research we gained a sense of the strong and weak points of OSA's present planning information.

The next step in our work was to examine the evaluation and planning approaches described in the student affairs literature, student affairs divisions at other universities, and in social service agencies in the Twin Cities area. We looked at the work in this area at other student affairs units because these were clearly relevant to our task. We sought out the information from the social service agencies because it offered the opportunity to give us some insights into the evaluation enterprise beyond what could be gleaned from the literature. The Twin Cities area has a number of agencies such as the United Way and the Hennepin County Mental Health Center which have been involved in developing planning and evaluation information for several years. We interviewed several persons in these agencies in the hope that their personal insights into their successes and failures would be instructive to us in designing information systems for OSA. Summaries of both our review of the student affairs literature and our conversations with social service agencies are appended.

Phase 3: Development of Recommendations

The final phase of our work was to develop recommendations for future OSA planning and evaluation information. We concluded that there are needs for new efforts both in the areas of quantitative description of the OSA programs and the output of these programs, and in the assessments of the quality and impact of OSA programs. Undergirding our proposals were several assumptions about the nature of planning in the next decade. These are described below:

The 1980's: A Decade of Planning for Limited Resources. We began our efforts to develop recommendations by considering the reporting requirements likely to be imposed on OSA from within the University. We did so because the OSA coordinators told us that they treat these requirements as the most pressing and of the highest priority. Whatever information is requested for the University planning cycle, particularly its biennial requests, will necessarily be the most important (with the exception of some federal and state reporting requirements). Many other types of information may be desirable and useful, but that which meets requests will be the most compelling. We, as a task force, concluded that the best thing we could accomplish would be to help develop information systems for meeting these reporting requirements.

In the past OSA has relied primarily on quickly-constructed, ad hoc replies to requests for planning and evaluation information. This approach has worked rather well because these requests have been fairly few, quality requirements minimal, and costs modest.

Unfortunately, the ad hoc approach is likely to be inadequate to meet the reporting requirements of the mid and latter 1980's. Data requests from within and without the University are likely to be more frequent and complex than they were before. At all levels of government in the early 1980's, fiscal restraint and accountability are watchwords. Tax-supported programs, including those of public universities, have to be able to furnish data to show that they are spending the taxpayers' money wisely. Quantitative reporting requirements are increasingly likely to be a part of federal and state budget allocations. Our conversations with student affairs staff members at other universities confirmed this observation. In particular, the Pennsylvania State University system has developed a system in its student affairs division for developing cost and volume information, primarily because it has encountered such reporting requirements.

Moreover, as they gain experience with quantitative planning, planners and decision-makers are becoming more sophisticated in their attention to methodological detail. The University of Minnesota is using more detailed and more quantitative information in its planning that it ever has before. OSA will be handicapped if it enters the planning process with data that are weaker or less complete than those of other parts of the University.

All of this argues for what Gary Hanson, Assistant Vice President of Student Affairs at the University of Texas, calls "anticipatory data gathering." In our judgment, OSA must develop systems for anticipating data requests before they come. The advantages of anticipatory systems are that they allow requests to be met more quickly, accurately, and completely than do ad hoc responses. If one has had time to think through the issues, develop methods, and set up collection systems in advance, then one is much more likely to provide good data when they're needed.

Additionally, good anticipatory data can be used for planning at the unit level. While we have emphasized the need to meet external requests imposed on units, planning information can also be used to provide better service on a day to day basis. Good management data can help unit directors decide how to allocate resources within their units and whether further programs are needed. The University Legal Service is a case in point. Through the collection of data on client load and the time and expense involved with types of clients, the Legal Service has been able to better decide how to allocate staff time to various types of cases. Follow-up data on clients has also been useful in assessing the quality of legal service with various kinds of cases. Our impression is that the Legal Service data has been important both in making a case for the program centrally and in managing its affairs internally. Well-designed planning information systems are tools for creativity and innovation in management, and are more than just necessary evils imposed from outside.

Of course, anticipatory research is worthwhile only when it anticipates the right things. A system that develops answers to the wrong questions is worse than having none at all. Additionally, information systems must not be too burdensome. Information systems can easily become so cumbersome and complex that any gains from them are far outweighed by the pain and effort of gathering the information required. (Veterans of OSA's previous excursions into MBO and PPBS are forcefully reminded of this hazard.) On balance, however, we are convinced that the need for anticipatory planning systems is strong enough that OSA should experiment with them. Thus the recommendations of the task force concern the development of anticipatory planning information systems for describing the quantity and quality of OSA services.

Structure of the Report

Chapter One of the report analyzes the current state of OSA planning information in terms of the enquiry model. Chapter Two describes and recommends a system for quantifying the volume of activity in OSA and associating costs with units of activity. The proposed system is intended to integrate elements of program description, clientele description, and output measurement into a unitary management information system. Chapter Three considers the appraisal of the quality and impact of OSA services and offers recommendations on appraisal techniques. Also included are appendices detailing available OSA planning reports, reporting on interviews with personnel in Twin Cities social service agencies, surveying the literature on evaluation in student affairs, and detailing aspects of our proposals for systems to assess program inputs, outputs, and quality.

CHAPTER ONE

AN ANALYSIS OF CURRENT OSA PLANNING AND EVALUATION DATA

The first undertaking of the task force was to survey and analyze the planning and evaluation data currently developed in OSA. This was done through the review of documents and interviews with OSA coordinators in the spring of 1980. The interviewers asked about the methods by which planning and evaluation information is generated, the uses to which it is put, and the coordinators' perceptions of issues and problems associated with the production of such information.

The analysis is very much a "broad brush" overview of the data available. While we did look at annual reports and studies given to us by the coordinators, we did not conduct further interviews, nor did we attempt to catalog and analyze all the different types of reports and information available. Our purpose was to gain a general sense of what is being done and why, not to do a detailed inventory and analysis of individual documents. Undoubtedly we did not mention or even see all the documents which are relevant to this report. This is especially the case for the larger offices in OSA, particularly Admissions and Records, which has many subunits each of which has ways of keeping track of its output.

The chapter consists of a narrative summary of the findings and analyses of the task force for each of the data categories in our enquiry model, and some general comments about the current state of information gathering in OSA and issues surrounding these efforts. A listing of the reports issued by each area in each of the data categories is included as Appendix A.

Program Descriptions

Purposes

Program descriptions tend to be oriented toward two distinct audiences, and thus are of two distinct types. One type of description is prepared for clients and other service consumers. This type is primarily narrative and focuses on the benefits and services offered by various OSA units. The second type of description is intended for planning by the central office and the rest of the university administration. This latter report usually reports some financial information and is provided on an annual or biennial basis. Not every unit has regularly produced an annual report, and it is not clear what happens to the reports that are made. The reports for the biennial request, however, have been completed for a clear purpose.

Financial Information

The units vary considerably in the frequency and specificity with which they describe the costs of their programs. In general, those operations which charge clients for services or receive revenue from student fees tend to be more specific and detailed in describing costs than do units primarily funded by legislative funds. The Housing Office provides detailed financial data in much of its reporting, simply because it is an $11 million business. It must have a cost accounting system like any other business. To a lesser extent, the Student Organization Finance Division and the Health Service use similar cost accounting procedures because of their similarity to business enterprises. For other units, financial reporting is less of a concern. It tends to happen when it is asked for by the central administration. All units provide roughly comparable information for the preparation of the University's biennial request to the Legislature. This information is organized in a line budget (e.g., cost of academic staff, civil service staff, etc., supplies and expenses, etc.).

For most units, financial information is seldom broken down by program. One exception to this generalization is the Unions, which maintain a program budget reporting system (PPBS). Attempts are made to assign costs to individual Union programs. Although not using a PPBS system, Boynton Health Service and the University Student Legal Service also are able to cost out programs to a certain extent. It should be noted that these offices are supported by student fees, and are often called on to provide more detailed financial information than those which are supported by legislative funds solvely.

Goals and Objectives

In preparation for the last biennial request coordinators prepared statements of mission, goals and objectives for each of their offices. These will be revised biannually. Most offices do not extend this type of effort to the work of individual staff. The Management by Objectives system (MBO), tried some years ago, never gained lasting acceptance. The Unions remain one exception. The Unions continue to use both a management by objectives and a program budgeting system, and in fact are working on integrating the two systems (so that costs could be assigned to the attainment of objectives). The coordinators of Housing and Student Activities also have unit directors compile statements of objectives.

Staff Input (Time Tallies, Workload Measures)

Several units require staff to keep time and/or activity tallies. These take the form either of counts of persons seen (also used as an output measure), or of tabulating time spent (e.g., listing activities in 15 minute blocks). Again, the more closely the unit resembles a business, the more likely it is to use such a system. The Student Legal Service uses a rather detailed computerized system which allows it to make some inferences about such things as whether certain types of cases take inordinate amounts of staff time. The Student Counseling Bureau and the Health Service also utilize a fairly formal system like this, as do parts of Admissions and Records. Other units such as OMSSA and ISAO have less formal time tally systems whose uses are less clear. Professional staff find this sort of thing aversive. Those units which have successfully maintained it have had clear uses for it. In other cases where the uses are less clear, staff tend not to take it too seriously.

Clientele Descriptions

Who Uses OSA Services

Most OSA services that serve students maintain some data on the demography of the persons they serve (e.g., class, college, sex). The Health Service, OMSSA, and all of the units in the Student Development Centers, SCB, ISAO, Minnesota Women's Center, can provide information of this type in varying amounts and types. Those in the Student Activities area can also furnish some information of this sort, including data from the Student Legal Service on its clients, traffic surveys of Union users, descriptions of Union workshop attenders, and users of Recreational Sports. Housing, too, can describe the background characteristics of residents of University housing, as can the Health Service.

Who Does Not Use OSA Services?

The obverse of the question of who uses a service is who does not use a service. This question is important because it can tell one about underserved and potentially needy populations. OSA offices have considerably less information about whom they do not serve than whom they do serve. Only a few offices can provide such information, primarily through the student activity card requested of students at registration and through the fees surveys conducted by Student Life Studies for the Fees Committee. Recreational Sports and Boynton Health Service have been able to learn some things about non-users through the registration card survey. This information was supplemented in the 1979 fees survey, which obtained similar information with regard to these services, as well as information about how many students, and for what reasons, seek health care outside the University.

The fees survey also looked at how many persons were aware of the Student Legal Service, and how many used it and non-University legal services. The survey suggested that awareness and use were definitely lower among one population, St. Paul campus students. One other report of this type is the Housing Office study of where students live. This report allows comparisons between persons living in University housing and those who live elsewhere. In general, however, the efforts in comparing users and non-users of OSA services have been piecemeal and rather unsystematic.

Studies of Client and Non-client Needs

One can go beyond simple descriptions of the background characteristics of clients to more dynamic descriptions of their needs. One way of understanding client needs is to classify their presenting problems on intake. The Counseling Bureau, Health Service and Student Legal Service do this. They are able to talk about which types of clients present which types of problems. Another way of understanding needs is to infer them from activity participation. Recreational Sports and the Unions use this simple and sensible model to a considerable extent. If a particular activity (e.g., aerobic dance) seems popular when it is first presented, then the activity will be presented more often until it meets the demand.

However, neither of these approaches will necessarily identify unmet needs among persons currently not being served. More general studies of student needs have been infrequent. The Unions are a notable exception, having conducted a general study of this type in 1978. Data from this study has been used for planning in the activity area, but the information has not been widely circulated. Another exception was a study of student legal needs conducted before the initiation of the Student Legal Service. Overall, however, formal needs assessments are not routinely conducted in OSA.

Output Measures

Frequency

The frequency with which counts are taken varies considerably from daily to annually. Revenue generating offices tend to keep the more frequent records (e.g., the Housing Office keeps a daily count of beds occupied [paid for]). Others keeping fairly frequent records are those that handle a volume of interactions, such as parts of Admissions and Records. Those which produce less frequent but larger things such as reports tend to keep data on a longer time line, usually annually. The situation on frequency is complicated somewhat by the fact that the frequency of reporting the data does not usually equal the frequency with which it is compiled. Data may be compiled by staff on a daily basis and summarized in an annual report. In general, the concept of random sampling has not been used extensively. Those who keep detailed figures tend to do so on a total output basis. Whether or not sampling could accomplish the same purpose with less effort is a question that should be addressed.

Purpose

Two main purposes for output information can be distinguished: Meeting reporting requirements, and unit-based management. Some data appear to be compiled primarily to meet an external reporting requirement, and appear only in annual reports. Individual staff keep track of their activities and hear little or nothing about the use of the information. Others do try to use the data for planning purposes. In the Health Service, the Student Legal Service, and Admissions and Records, the data go to immediate supervisors or unit managers. To an extent which is hard to pinpoint, the data in these areas are used for planning the types of services to be offered. In other cases the only time the data seem to be used is in annual reports summarizing activities. The uses to which the data are put in these cases by higher level administrators is not clear. We do not know to what extent various annual summaries of services rendered, headcounts, etc. as they are currently collected, are useful to central administrators in the university. It does appear, however, that those services supported by student fees keep more detailed output figures than do other services, probably because they are required to do so.

Financial Outcomes

Very seldom are output measures related to costs (i.e., there are few or no systems of cost accounting in OSA which <u>relate</u> amount of input to output in such a way that costs can be assigned to units of the output measure). The Student Legal Service, Coffman Union, the Health Service, and to some extent the Housing Office come closest to being able to provide this type of cost accounting information. Each of these services receives revenue for services and has fairly rigorous reporting requirements. They are able to make some inferences about which types of services cost them the most money. Outside of these units, costs in OSA are generally not related to outcomes even with the more elaborate counting system used in some Admissions and Records units.

Quality/Impact Indicants

Of all the types of planning and evaluation data one might collect, indicants of quality and impact are the most complicated, expensive, and difficult to construct. Clearly, any given service is likely to have multiple effects on different groups, some important and some trivial. Which effects should be measured, how they should be measured, and for what purposes are questions that should be raised whenever impact is considered. Given the complexity of the matter, it should be no surprise that most OSA offices have not gone very far in assessing impacts.

Satisfaction Assessments

The easiest and least expensive way to address the question of whether or not an office is doing a good job is by measuring client satisfaction. Most OSA offices have at one time or another conducted a satisfaction study among their clients. A few do such studies routinely. Those with regular assessments of client satisfaction include the Counseling Bureau, Student Legal Service, and the Health Service. Others, such as Recreational Sports, the Unions, the Women's Center, and Off-campus Housing, have done occasional satisfaction studies.

Satisfaction studies are probably popular among directors and coordinators because they are cost-effective for the purposes for which they are used. The primary purpose to which they are put seems to be summative evaluation (i.e., justifying the existence of an office, or making a case for an increase in appropriations). This has been the case particularly with fee-supported services, which have been asked to make cases for requested increases or for staving off threatened decreases. Our sense is that such data have seldom been used for formative evaluation purposes, such as redesigning programs or redistributing resources. In several cases, the staff who provide services do not usually see or discuss the reports of satisfaction data gathered by the office.

Measured Impact

From a scholarly point of view, satisfaction studies are a necessary but not sufficient way of assessing impact. Clients can be satisfied with services which later turn out to be of little use or of low quality. Changes in behavior are not implied by satisfaction, nor are side effects considered. Ultimate tests of whether a service makes a difference involve questions of changes in persons and changes in environments. For example, did counseling improve the adjustment of students to college? Are students in support programs more likely to graduate then students who are not in such programs? Are students healthier and more active as a result of a health service? Does participation in student activities make a difference in terms of student success in school and in life? Do students gain educationally from participation in extra curricula? These are the sorts of "meaty" questions which can't be answered from satisfaction studies. These are also questions which have not been addressed by OSA offices (with some noteworthy historical exceptions, particularly the Volsky et al and Campbell studies of the impact of counseling). In the recent past, no OSA office has addressed the issue of impact in anything like a full-scale program evaluation study. Satisfaction has served as a "stand in" for the more difficult assessment of the impact of services.

The coordinators were quite candid about their reasons for not undertaking more substantive impact studies. Essentially they have had no reason to do so. Everyone agreed that such studies are important and a good thing, but they questioned whether or not large expenditures on them were justified at a time when their resources for providing services (as opposed to assessing services) are becoming more and more limited. So long as impact studies are not demanded as a condition for survival, they are not seen as cost-effective when compared to alternatives for spending money on services themselves. However, one idea which did come out of the interviews was that various offices might pool their resources in doing occasional fairly general impact studies, conducted by Student Life Studies or a similar centralized office. There was concern that OSA may be asked to provide more definitive impact data in the future, and a pooled, centralized effort might be an effective way to accomplish this.

General Comments and Issues

The broadest possible characterization of the research and planning information currently available in OSA is that the information is relatively strong in the areas describing programs and sometimes in counting output, but relatively weak in the "tougher" areas of program evaluation, and the association of inputs (costs) with outputs (activities). Understanding the nature of clients and non-clients and the effects programs have on them has not been a routine, systematic priority in most OSA offices. Some excellent examples of studies in these areas, most notably satisfaction studies, have been done, but they have not been coordinated and consistent across the units.

Assuming that there are good reasons for additional planning information, there are a number of questions about the shape of further information efforts in this area. These include:

Consistency. To what extent should there be consistency across OSA offices in the information developed? Should very diverse offices try to measure similar things in similar ways, or should each tailor its enquiries completely to its own situations? Can key indicators be developed to describe activities across all units. Should report formats be consistent?

Audience. For whom should data be gathered, and for what purposes? Can the same systems address both the needs for summative evaluations by central staff and formative evaluations by program staff? What kinds of information will be mandated by internal and external reporting requirements?

Frequency: How often does information need to be collected? Can systems of repeated studies be established so that trends can be studied?

Cost/Effectiveness. What kinds of planning and evaluation data will yield the most information with the least cost? Are cost accounting data needed? Are studies of impact and quality needed?

Centralization. To what extent should planning and evaluation studies be centralized? Should they be done by individual offices, or should they be conducted or coordinated by an OSA central office?

These issues, among others, are at the heart of designs for information systems. In the following chapters we have taken stands on many of these issues as part of our analyses and recommendations.

CHAPTER TWO

ASSESSING THE WORK OF OSA SERVICES AND DETERMINING COSTS

Having surveyed the planning and evaluation efforts currently underway in OSA, the task force turned its attention to the difficult question of what kinds of information OSA should develop in the future and how they should be collected. <u>This chapter describes our first recommendation on these issues: the development of a modest quantitatively-based management information system for OSA</u>.

<u>University of Minnesota Institutional Planning and Budgeting Systems</u>

Task force members reviewed the University's newly developed planning and budgeting systems to assess their processes, data types, and reporting requirements. Anticipating a decline in student enrollment and fiscal contraction in the 1980's, the University's executive officers have developed a comprehensive planning system which appears to have:

- -- identified institutional program and funding priorities;
- -- linked institutional planning and short term budgeting decisions;
- -- ensured resource flexibility through a retrenchment and reallocation mechanism;
- -- responded to increasing demands for information and accountability in decision-making from internal constituents and state authorities.

In creating and implementing these initiatives institutional line and staff officers have identified and captured assorted quantitative and qualitative data about institutional and unit objectives, strategies, priorities, and outputs. Special attention has been given to comparative and time series data, mostly quantitative in nature. Selected examples follow:

- -- program expenditure data, activity descriptors, and performance indicators supporting biennial requests to state authorities;
- -- financial and personnel data for preparation of the annual budget, (e.g., instructional workload, unit cost, and position count data);
- -- student/faculty ratios, average and marginal unit costs, and volume measures used in preparing planned resource projections for collegiate units;
- -- funding, faculty and student data collected in a comprehensive planning data base and displayed in the <u>Basic Data Reference</u> publication.

In the past two years a trend has been clearly established: funding, staffing, performance, and cost data have been perceived as essential to planning, budgeting, and management decision making at the highest administrative levels of the University. Moreover, the University's Planning Council, a major planning group reporting to the President, has recently endorsed a methodology for assessing resource needs in service and support units based on trends in volume indicators and program costs. While the emphasis in the preparation and uses of planning data will change as information needs and decision contexts vary, the direction of future efforts seems quite apparent to us. OSA will increasingly be called upon to describe in quantitative terms the volume of its work, the costs associated with that work, and ultimately the quality of its work.

In the rest of this chapter we describe a preliminary design for a funding and output data system, a way of systematically quantifying the volume of OSA services and assigning costs to them. In Chapter Three we then describe proposed approaches for appraising the quality of OSA services.

A Proposal for a Modest Management Information System in OSA

An ideal system for quantitatively describing activities and costs is one that is extremely simple and consistent across units, while at the same time capturing the uniqueness and complexity of OSA services. Unfortunately, these two design specifications appear to be trade-offs. To gain simplicity and comparability, one must sacrifice some richness and uniqueness.

Our approach to dealing with the problem of compromising ideal specifications for an information system was to sketch the outlines of a possible system with enough flexibility in it so that the final balance between complexity and simplicity could be evolved in practice.

The logic of the system is relatively straightforward. For each function or unit in OSA, one compiles personnel and funding data (inputs), quantitative indicators of activities (outputs), and then divides so that costs per unit are computed. Each part of the system is described in the following pages. A copy of the Planning Information Report, the proposed survey form for capturing these OSA data, is displayed on pages 19 and 20. Detailed instructions and background materials about this report may be found in the "Planning Information Report: Instructions and Background Information" in Appendix B.

What to Describe: Functions or Departments. One of the fundamental decisions in developing planning information is whether breakdowns should be by departments or by functions. There are several advantages to developing a functional breakdown. Any given department usually has several functions, some of which may be more important (and costly) than others. Functional breakdowns may allow more finely-tuned decisions about priorities within departments. Functional breakdowns facilitate comparisons among different departments performing similar activities (e.g. counseling). Functional breakdowns also facilitate comparisons with other universities, where student affairs departmental organizations may be different.

On the other hand, functional breakdowns have the disadvantage of making it more difficult to assign costs. Budgets are kept along departmental lines. To assign costs to functions, one often must reorganize cost information. Secondly, obtaining consensus on functions is often difficult. A very short list of functions eases data compilation, but may sacrifice some of the uniqueness of each program. Finding a workable number of functions is not easy. A list of functions initially developed by OSA coordinators is also included in Appendix B. It represents one attempt to do a functional breakdown.

Input Data: Financial and Personnel Information. Having selected a functional breakdown, the next step in the system is to compile funding and personnel information about each function or service. Since the University has different sources of money (e.g., legislative appropriations, student fees, external grants), it is useful to record how much money is devoted to a function from each source and for what ongoing general purpose, i.e., staff salaries, fringe benefits, and supplies, expense, and equipment. Another decision to be made in assembling input data is whether to use budget data (proposed funds) or expenditure data (funds actually spent). Expenditure data are preferable because they more accurately reflect real costs, but budgeted data may be easier to compile.

Output Data: Activity Indicators. The third element in the system is a way of quantitatively describing the volume or extent of a service. Collegiate units typically emphasize the use of a uniform, reliably defined activity indicator: the student credit hour. However, because of the diversity and range of OSA services, no single output or activity measure is apparent. Thus we think that OSA might initially consider using several activity indicators or volume measures in our information system.

The task force chose to define a list of possible indicators for OSA services, assuming that coordinators and directors would decide which ones are the most appropriate. These indicators are listed and defined as follows:

Activity Indicator Definitions

Participants (Identified/Nonduplicated)
Number of individuals (people whom you can identify) who have used a service or have participated in an activity (e.g., workshop, dances). Each person is counted only once, regardless of how many times they participated in the activity.

Participants (Duplicated/Not Identified)
Number of persons who participated in an activity or received a service, with no attempt to identify them. A person gets counted once each time he or she participates.

Usages
The total number of participations or usages of a facility regardless of the number of individuals involved.

Personal Contacts--Brief
Most providers of service spend part of their time answering short questions and having very brief consultations in person or by telephone. The nature of these contacts seems different from more intensive contacts such as consultations or counseling interviews. We think that brief personal contacts typically last from 1-15 minutes while intensive contacts last longer that that. However, we will leave it to each service to precisely define a brief contact.

Personal Consultations/Interviews (Intensive)
Intensive personal interactions involving delivery of professional services to clients (e.g. counseling, attorney and physician interviews)--typically lasting longer than 15 minutes).

Transactions
Number of things or pieces of data processed (e.g. financial transactions, records entered, documents processed, requests answered by mail).

Events
Number of activities, events put on or offered (e.g. workshops, non-credit courses, dances, etc.).

Reports Completed
Numbers of countable formal reports written or prepared (e.g. reported investigations, research studies), position papers, committee reports, policy statements.

Services Provided
Number of definable, discrete services offered (e.g. medical procedures or test procedures).

Hours Spent
Hours spent seem like appropriate measures only when it is impossible to count other outputs. We think that this occurs primarily for administrative and project-oriented activities and is best determined by estimation of proportions of time spent, rather than ongoing time tallies.

Client Development Unit
A measure of contact and time spent per individual served. A weighted sum of all the activities involved in direct service to clients (e.g. counseling, consultation, group work).

Organizational Support: Committees/Panels
Number of panels, committees one participates in.

Courses Taught/Credit Hours
Number of courses taught and/or number of credits in those courses.

Lectures/Presentations
Number of lectures and presentations given by an office or individual.

Unit Cost Data. The fourth element in the system is the computation of costs per unit of activity or service. Such data are typically helpful in assessing the implications of funding trends, changes in service needs, or anticipated resource requirements. In the Planning Information Report, we suggest that at least three examples of unit costs be computed for each OSA function to assess cost variations among OSA services.

We assume that unit cost data will be helpful to both OSA coordinators and the VPSA in planning and budget decision making. They also likely represent the most basic type of data useful in information exchanges with other institutions. We caution, however, that these data must be interpreted carefully so that the average unit costs of providing a service will be distinguished, if necessary, from the marginal costs of doing so (marginal being the cost of adding or subtracting a unit of service from established service levels).

Reporting. Once cost and activity information are compiled for each function, they need to be put into a compact and accessible form. We concluded that a single worksheet for each function would be a convenient and accessible reporting format, which would be used centrally on a regular basis (probably annually). See the Planning Information Report worksheets at end of this chapter. A second reporting issue is how the data from the units will be compiled, summarized, and given back to the units. A computerized compilation system and standardized report format will probably be needed for these purposes.

Summary: The Evolution of a Management Information System

Our examination of possible input and output information for OSA took us farther down the road of developing cost accounting systems than we ever expected to go. We went this direction because we became convinced that OSA will increasingly need to assemble and report solid, quantitative information about what it does and how much it costs to do it. The payoffs to be gained from a system for routinely developing this information are the speedy meeting of requests and a better basis for internal planning. We hope that the outline we have suggested is the groundwork for a workable management planning information system. Trial and error will no doubt refine it. Such a system, of course, provides only part of the data for planning. In terms of our enquiry model, these quantitative data represent examples of programmatic descriptions (funding, financial, and personnel information) and output measures (activity indicators and unit cost data). Additional data are also needed on the quality and impact of programs, issues which we take up in the next chapter.

Coordinator Area ____________
Function ____________
Fiscal Year ____________

I. STAFFING DATA. Please write in number of budgeted FTE'S. If necessary, estimate FTE'S using average salary data for each staff classification from Attachment 2.

A. Professional staff FTE'S (full or part time personnel on civil service schedule A, MSP, faculty or academic staff appointments)

1. Regular academic staff FTE'S . . . . ____________
2. Regular civil service staff FTE'S . . . . ____________
3. Unassigned instruction staff FTE'S (funded on 402 dollars) . . . . ____________
4. Subtotal, A1 + A2 + A3 . . . . ____________

B. Supporting staff FTE'S (full or part time personnel on civil service schedules B & C.

1. Supporting staff FTE'S . . . . ____________
2. Miscellaneous staff FTE'S (funded on 401 dollars) . . ____________
3. Subtotal, B1 + B2 . . . . ____________

C. Total staff FTE'S (A4 + B3) . . . . ____________

II. FUNDING DATA. Please write in funds budgeted for this function.

A. Funds by expenditure category

1. Professional staff salary funds
   a. Regular academic staff salary funds . . . . ____________
   b. Regular civil service staff salary funds . . . . . ____________
   c. Unassigned instruction staff 402 funds . . . . ____________
   d. Subtotal, 1a + 1b + 1c . . . . ____________
2. Supporting staff salary funds
   a. Supporting staff salary funds . . . . ____________
   b. Miscellaneous staff 401 funds . . . . ____________
   c. Subtotal, 2a + 2b . . . . ____________
3. Total staff salary funds (1d + 2c) . . . . ____________
4. Fringe benefit funds (see Attachment 3 for fringe benefit multiplier) . . . . ____________
5. Supplies, expense, and equipment funds (total) . . . . ____________

B. Total funds by source (Please break out funds for A3, A4, and A5 below).

1. 0100 funds . . . . ____________
2. State special funds . . . . ____________
3. Student services fees . . . . ____________
4. User fees . . . . ____________
5. Other funds (i.e., contracts, grants, gifts) . . . . . ____________

C. Total, (B1 + B2 + B3 + B4 + B5) . . . . ____________

III. ACTIVITY INDICATORS. Please write in data for no more than three activity indicators for the area function. See attachment for definitions of activity indicators.

A. Participants (identified/nonduplicated) . . . . ______________

B. Participants (duplicated/not identified) . . . . ______________

C. Usages . . . . ______________

D. Personal contacts--brief . . . . ______________

E. Personal consultations/interviews (intensive) . . . . . . ______________

F. Transactions . . . . ______________

G. Events . . . . ______________

H. Reports completed . . . . ______________

I. Services provided . . . . ______________

J. Hours spent . . . . ______________

K. Client development . . . . ______________

L. Organizational support: Committees/panels . . . . ______________

M. Courses taught/credit hours . . . . ______________

N. Lectures/presentations . . . . ______________

O. Others ______________________ . . . . ______________

______________________ . . . . ______________

______________________ . . . . ______________

Please write in a brief description of each of the activity indicators you used so that we know exactly what everyone is counting.

IV. UNIT COSTS. Please compute unit costs by dividing total funds for this function, IIC, by each activity indicator specified in III above.

A. Indicator______________________ Funds______________

B. Indicator______________________ Funds______________

C. Indicator______________________ Funds______________

V. COMMENTS/SUGGESTIONS?

Thanks.

CHAPTER THREE

APPRAISING THE QUALITY AND IMPACT OF OSA SERVICES

In examining the literature on evaluation of student services and the practices of other universities and social agencies, we found it useful to distinguish between the concepts of quality and impact. The quality of a student service has to do with how well it is delivered. Issues of quality include such questions as the training and effectiveness of staff, the accuracy of data provided, and the effectiveness of unit supervisors. The impact of a student service has to do with the services' effects on its clients and the community it serves.

The impacts of most student services principally center on the ways in which programs change individuals who participate in them. Issues of impact include such questions as whether students who receive counseling are better equipped to deal with problems that they would be otherwise, whether those in support programs do better academically, and whether those who participate in student activities are more advanced in their personal development. Quality and impact frequently, but not always, go together. It is possible for a high quality service in which the staff delivers the service well to have relatively little impact because it serves a very small number of students or does not meet very important needs.

The distinction between quality and impact helps classify many of the techniques in the growing literature on the evaluation of student services. Most evaluation techniques in student affairs can be grouped into one of three broadly defined approaches, two oriented primarily toward quality issues, and one oriented primarily toward impact issues. The quality-oriented approaches are termed the management and self-study approaches, and the impact-oriented approaches are collectively labelled student outcomes approaches. While such a taxonomy is somewhat arbitrary, there is precedent for this classification in the student affairs literature. Fuller descriptions of these approaches and the rationales guiding them are included in Appendix D.

Our purpose here is to consider what each of these evaluation approaches has to offer OSA in evaluating its programs, and to derive from them specific evaluation techniques that OSA might productively apply in the future. We are well aware that not all that could be done to evaluate OSA programs should be done. We are also aware of the diversity of OSA services and the likely possibility that the technique appropriate for one unit may not be appropriate for another. Thus our basic recommendation with respect to the assessment of quality and impact is that OSA units adopt at least one of the techniques outlined in this chapter.

Parameters for the Appraisal Process

Before proceeding with our discussion of the evaluation models and our recommendations for applying them, we would like to make some general observations about desirable characteristics for any appraisal techniques we might develop in OSA. These suggested guidelines come from our reading of an important new assessment of the field of evaluation (Cronbach et al, 1980), and our interviews with social agency personnel in the Twin Cities regarding their experiences with evaluation systems.

-- Evaluations should be regular but periodic. That is, they should be routinely scheduled so that people can count on their being done. However, they shouldn't be done so often that they are not cost effective--taking too much time, etc.

-- Evaluations should be done for someone and some purpose. They should identify the consumers of the information and the purposes to which it will be put. Failure to do so often dooms the effort to irrelevancy.

-- Evaluations should involve the program staff. No matter how they are packaged, evaluations involve a certain amount of threat. This threat can be reduced to the degree that staff feel committed to the project and believe that they have a hand in shaping it.

-- One should not underestimate the amount of time and effort needed in an evaluation. At the same time evaluations involve the staff, someone should be also responsible for coordinating the evaluation effort. If the person is part of the University staff, he or she should have time released for the effort.

-- Evaluations themselves should be scrutinized for their cost/effectiveness just as programs are. The evaluation should not be such a major effort that it drains significant resources from the delivery of sources (Some diversion is always necessary, of course). Too elaborate or detailed evaluations are likely to fail.

-- The evaluation process should fit the norms of the organization where the program is located. This is particularly important in higher education, which has a number of conventions, norms, rules, and standard ways of doing things that are very different from those in businesses and government agencies.

Quality Appraisal: The Management Approach

The management approach to the evaluation of the quality of student affairs programs is the application of what has come to be known as the traditional or goal-oriented evaluation approach, familiar to all students of the evaluation enterprise. Harpel (1978, pp. 19-20) distinguishes it from other approaches as follows:

> "Evaluation from a management standpoint....does not focus on the question of effectiveness alone or on testing theories of development but on measuring outcomes relative to the resources and purposes of the college or university at large. Since managers must channel resources and activities to produce a desired outcome, evaluation that meets their needs considers both effectiveness and efficiency. In other words, it relates outcomes to the achievement of objectiveness as well as to the resources required to operate the program--the budget."

From the viewpoint of the management approach, appraisal is an ongoing process, not a one-time or periodically recurring event. The data and techniques tied to the management approach are varied but all reflect the ongoing and regular nature of the process. The work volume indicators and their relationship to budgeting considered in the previous section clearly fit well under the management approach. But the approach does not confine itself solely to the measurement of quantity but often considers the quality of service as well. Frequently the quality assessments from the management approach revolve around the attainment of goals, through a Management by Objectives system, of the use of the Goal Attainment Scaling technique (See Appendix D). Also falling under the management approach is a new and evolving appraisal procedure, the analysis of levels of service. This concept is becoming popular at the University of Minnesota, and we think it deserves consideration for inclusion in an OSA appraisal system.

The Level of Service Procedure

At this time no comprehensive conceptual or technical definition of levels of service has emerged from discussions in the University's Planning Council nor from ongoing budget and program reviews of administrative units reporting to the Vice Presidents for Finance and Administration and Planning. One helpful approach to levels of service upon which we will rely heavily in this report has been prepared by Jim Preus, Director of Admissions and Records, for the Planning Council Drafting Group and presented to the Planning Council for information. Using this approach, a matrix contrasting ranges and levels of services in five Financial Aids programs has been prepared. Present and potential levels of service are compared in each program (See Appendix E for examples of this approach in the financial aid and health service offices.)

From these initial efforts, several general assumptions about a levels of service approach may be drawn: the fundamental task for administrators is to decide at what service level output, funding, and quality will be maintained. As funding and output vary, so will the quality of services (although tradeoffs or maintenance of existing quality are possibilities). As quality appears to improve or decline, the levels at which services will be offered will be adjusted.

The rationale for the analysis of levels of service has been discussed in the public budgeting literature and has been also, we suspect, intuitively understood and at times applied by administrators in the University's service and support units.

The levels of service approach appears to be related to the theory and practice of performance budgeting, a budgeting system widely practiced in varying forms in public and educational institutions. Performance budgeting, an attempt to allocate resources on the basic of qualitative and quantitative outputs, consists chiefly of the following procedures (Schick, 1971):

1. The definition or classification of agency functions or services.

2. The identification of specific activities or meaningful units of work which constitute these functions or services.

3. The identification, measurement, and costing of outputs related to these units of work.

4. The determination of alternative levels of agency funding given likely changes in resources, projected unit costs and output volumes, the mix and quality of services, and institutional or external political constraints.

The emphasis in a performance budgeting system is on the preparation and analysis of quantitative and factual data for purposes of budget decision making. While the techniques in this system are often detailed and complicated, its purposes may be narrow. In contrast, the use of levels of service suggests a concern for the direction and impact of services and a commitment to the development and assessment of descriptive data to inform planning, budgeting, appraisal, and day-to-day operations decisions. In an overall sense, it is a managerial tool, a procedure for improving the effectiveness of services, not simply a budgetary device.

If implemented in OSA units, the levels of service approach might well involve the following or similar procedures:

1. Identification/description of broad functions or services by department or coordinator's area.

2. Description of discrete functional activities in terms of multiple levels of service or performance; i.e., a scale of service levels or options such as low, medium, high or highest levels of services. In this step potential and present levels or services are identified.

3. Estimates of funding requirements for each level of performance or service.

4. Based upon analysis of selected criteria and performance indicators, the making of decisions about maintenance or changes in levels of OSA services.

In making these decisions, OSA department heads or coordinators might use a variety of criteria, weighting each according to professional judgment and current OSA and University policies. Criteria proposed or used previously by University of Minnesota executive officers in planning and budgeting processes have often included: centrality, need or demand, legal or policy mandate, uniqueness, availability of alternative delivery systems, and quality.

Each of these criteria is applicable to analysis and decisions about levels of service. However, the assessment of quality, while difficult, is especially important, since more readily available quantitative measures or outputs may at best present a narrow or partial picture of service impact or unit effectiveness. If quality of service is truly a concern of OSA professionals, then attempts to assess it must be part of administrative life.

Criteria which might assist OSA department heads and coordinators in assessing the quality of unit services include the following:

1. Timeliness -- promptness, continuity of services.
2. Comprehensiveness -- breadth/range, diversity of services.
3. Depth -- thoroughness/extent of each service.
4. Scale -- appropriateness to service need or demand.
5. Accessibility -- availability of staff, proximity of services.
6. Vitality -- qualifications, knowledge, achievements, morale, training and development of staff; creativity/innovativeness of services.
7. Publicity -- availability/dissemination of materials describing services/up-to-date information about services.
8. Cost-effectiveness -- low or high costs vs performance.

To apply these or similar criteria in a practical sense, measures or assessments of performance are needed, both quantitative and qualitative in nature. Among those which OSA staff might use are activity and unit cost data from the OSA Planning Information Report, data from client attitude or satisfaction studies, findings of appraisal or accreditation teams, and comparative performance data from the Association of American Universities Data Exchange (AAUDE) or inter-institutional studies.

As with any managerial approach to evaluation, the levels of service procedure has its disadvantages. To describe all unit functions in terms of levels of service is a detailed, time-consuming exercise, one whose perceived benefits may not be apparent or compelling to OSA heads or coordinators. Although a decentralized approach, levels of service reflects a central planning and control bias potentially at odds with the usual participative, collegial notion of university governance or management. In particular, the techniques and language of a levels of service approach may seem to be a mechanistic and ill-conceived application of administrative thinking better suited for a non-academic environment. Additionally, the cost of developing data bases and preparing levels of service reports should not be underestimated.

In its favor, the levels of service approach appears to be a pragmatic assessment tool which could be applied in periods of unit growth, stabilization, and contraction. Its use might promote more flexible and informed decision making since selection among documented and multiple service options is an objective. While simple in concept, this approach emphasizes the use of comprehensive (i.e., quantitative and qualitative) performance measures, an innovative practice in student services and higher education programs in general. Moreover, levels of service decisions will not only give direction to OSA operations but might well assist the Vice President for Student Affairs in developing recommendations for major institution-wide administrative processes, such as retrenchment and reallocation, biennial request preparation, planning initiatives or other reviews of administrative service and support units.

Quality Appraisal: The Self-Study Approach

A second approach to the appraisal of the quality of student affairs programs is the self-study approach. Pace (1978, p. 15) defines it as follows:

"College self-study....can be almost anything a group wants to study on the college; it need not be a total review of institutional purposes and programs. Its main distinguishing feature is that it is designed, conducted, and interpreted internally, not by an external evaluation. This characteristic at least offers the potential for making evaluation a learning activity for those who engage in it....A successful self-study model requires several ingredients. The topic or focus of the study must be recognized as important. The people most directly concerned about it and most likely to be affected by the results must be active in carrying out the study. Maintaining active participation requires continuous and open communication, discussion, and debate. The interpretation of results reflect consensus. And finally, plans must be made and followed for translating the conclusions into appropriate actions."

The self-study approach is a very broad one which can accommodate many different types of data and techniques. This is because the model emphasizes process more than specific technologies. This aspect of the approach is appealing because many evaluation failures are due more to problems in the process of developing and using data than to problems in the data.

Self-study approaches nearly always involve some type of review team, a group of individuals from inside the organization, outside it, or from both inside and out. These persons gather data, assess the data, and report to decision makers on their findings. Teams are usually appointed to examine a program on a periodic but regular basis.

The advantages of the review team concept are that it can meet many of the desirable criteria for the evaluation process. It can be highly cost/effective, particularly if it utilizes team members whose time can be donated to the effort. It is flexible and can use a wide range of data depending on the situation. Reports of a review team are usually delivered to someone who has authority for programmatic decisions. Review systems often detail what will happen to the findings, how they will be discussed and applied. The approach is quite compatible with traditions and norms of higher education.

The major disadvantage of the review team technique is that it is open to a variety of subtle and unsubtle abuses. Most obviously, the evaluation can be manipulated through the selection of the review team members. Even when this is not intended, maverick review team members may sabotage the operation of the review. The review can be done autocratically. There is no guarantee that the program staff is actively involved in and committed to the review. The review can also be made into mere "window dressing" in which the team just goes through the motions of appraisal without seriously delving into the effectiveness of the program. Finally, there is the problem of the subjectivity of the process. While review committees may choose to gather "hard" data, they are not necessarily obligated to do so. Much of their analysis may be based solely on their or others' subjective assessments.

Review teams have a long history in higher education. They have been most widely used to assess the quality of academic programs. The University of Minnesota has an ongoing process of periodic team reviews of individual academic departments. In addition, accrediting bodies in higher education usually use review teams to decide whether or not to accredit curricula and programs. The use of review teams to assess the quality of support and service offices appears more limited. While undoubtedly there have been many one-time reviews of individual programs, only fairly recently have there been many attempts to build systems of ongoing team reviews for student affairs and other support programs. Student affairs divisions at the University of Iowa, Pennsylvania State University, and the University of California have begun to develop systems for team evaluation.

A Suggested Review Team Appraisal System for OSA

The potential benefits of a self-study appraisal system are great enough that OSA should consider the development of a self-study appraisal system. In looking for guidance in developing the details of a self-study approach, we found that most student affairs applications were too new and ill-defined to be immediately applicable. Systems which have been well refined, such as academic accreditation reviews, were not directly relevant to student affairs.

The exception to these observations about the development of self-study models for student affairs is the University of California. With the help of a grant from the National Science Foundation grant, California worked out an appraisal system for support services, including student affairs units. The system has been used in several appraisals of student affairs units. The results of the model's application has been generally favorable, resulting in some demonstrable improvements and cost savings.

The California model is sufficiently well developed that it merits attention as a starting place for the design of an OSA system. Thus we have described the main features of the model, as it might be applied to OSA and also appended two examples of guidelines used for applying the model to two student services, a financial aid office and a health service. We offer the California approach not as a "magic method" to be adopted wholesale here, but as a reasonable starting place for development of an OSA review team appraisal system.

Administration of the Appraisal. Policies for the appraisal system are developed by an assessment steering committee usually consisting of 4-6 campus officers with significant administrative responsibilities. The steering committee selects areas to review, approves recommendations made by review teams, and monitors actions taken in response to the review. The steering committee's duties may be part of the functions of an ongoing group. One member of the steering committee is the appraisal coordinator. This person is responsible for the implementation of the appraisals--making sure that they are organized and functioning properly. The coordinator also keeps the steering committee and the chief executive informed of the review teams' activities. In the case of OSA the current OSA coordinators group could logically serve the function of the steering committee, and the coordinator of the appraisal could be an Associate or Assistant Vice President.

Review Teams. Review teams of 3-7 persons are appointed on an ad hoc basis for individual reviews, and give part of their time for the duration of the review. Team members are given temporary released time from some of their other duties. Teams represent a combination of managerial skill, technical expertise and campus knowledge. For OSA services, a team might include someone familiar with the services, persons expert in analysis and evaluation, and someone who manages services in aother part of the University besides OSA. Review teams might draw on staff, faculty, administrators, or students for their membership.

Staff. One or more individuals--.5 to 1.5 FTE's--for the duration of the review is responsible for administering the review and data gathering efforts. Hopefully, the same persons are involved in several reviews so that they provide continuity and expert assistance to the review team. Central support staff are logical candidates for this role, but other OSA professionals with evaluation and project management expertise would also be well suited to the task.

Scope of the Review. Reviews are recommended to be done on functional areas, although they could be done on departments. Reviews would be done according to a rolling schedule, following policy developed by the steering committee. Teams review the policies, programs, and management of the area or unit in terms of quantity and quality of service, cost effectiveness, staff performance, and relationship to organizational goals.

Procedures. The duration of the review will vary with the size and complexity of the area, although most reviews take approximately 12-15 weeks. The review team guides its work according to two questionnaires or checklists. The first is designed to focus on the organization's overall management, and the second focusing on a particular functional area (See Appendix F for examples of checklists for health service and financial aid offices). The checklists simply highlight areas and issues that probably should be considered. Close interaction with program managers and staff is expected and encouraged. The review team examines a broad range of data, including annual reports, budgets, satisfaction surveys, usage figures, and interviews with staff and clients.

Report. The review team report specifies clear recommendations about change or continuance of programs, policies, and procedures. The recommendations will not necessarily specify the details of implementation, leaving these to the line managers. The report is sent on to the steering committee and then to the line managers and supervisors.

Actions. The line managers and supervisors react to the report and develop a plan for implementing its recommendations (some or all). The steering committee monitors formally or informally the implementation of the recommendations.

Any application of the model would have to involve a system accommodated to the current administrative structure and policies of the organization. Again, we note that the discussion here is only an outline of a more detailed approach, and that we regard it only as the most useful starting point that we could find. However, we do believe that a self-study, team review system of quality appraisal makes sense for OSA because of its potential cost-effectiveness and its comparability with University norms.

Impact Assessment: Student Outcomes Approaches

Both the management and self-study approaches to evaluation of student affairs programs focus primarily on issues of quality, how well services are being performed, and how they might be improved. These approaches are relatively less well equipped to deal with issues of impact, the effects services have on their clients and the community at large. Different approaches are needed to assess impact.

Student affairs programs have their impact chiefly through the ways in which they benefit or otherwise affect the individuals they serve. Broadly speaking, student affairs programs benefit their student clients in two ways: first, by aiding student personal development through education in areas not covered by classroom instruction, and secondly, by helping students solve problems and supporting them so that they can take advantage of the educational opportunities available to them. Assessments of the impact of most student affairs programs should logically be assessments of either the degree to which the programs help students benefit in personal development or the degree to which the programs help students solve problems and succeed in the academic environment.

OSA units will necessarily differ in which, if any, impact assessments are most appropriate. The impact of some services, such as the SODC student leadership program, is intended to be almost exclusively in the development area. Others such as the Student Counseling Bureau's Reading and Study Skills

Center concentrate on problem-solving support, while still others may emphasize both development and problem solving. Further complicating the issue is the fact that some OSA operations, particularly in Admissions and Records, provide small routine services to students, or do not directly serve students at all. For these programs quality may be a more salient concern than impact.

The remainder of this chapter describes some general directions for assessing the impact of student affairs programs on both the personal development of students and their academic success. The diversity of OSA services and the complexity of impact studies necessarily make the discussion of impact more general and less specific in recommendations than the discussions of other issues have been.

Assessing Student Development

Student development is the dominant theme in the current student personnel literature. Research is proceeding on student development along a variety of dimensions, including cognitive, moral, and personality development. Technologies and instruments have been produced to assess these many different facets of development. Many student development theorists argue that the evaluation of student services requires the application of these technologies to produce data on measured developmental outcomes:

> "Efforts to design programs responsive to the developmental needs of students must show that they will make a difference.... Such evaluation calls for more than the use of rating forms to discover participants' satisfaction with a program and more than simple reports of numbers served and subjective statements about staff abilities. These data alone are inadequate as bases for deciding to modify or curtail existing programs or inaugurate new ones." (Miller & Prince, 1976, pp. 134-5).

From this point of view, evaluations of the impact of a service on student development require fairly rigorous experimental, or at least quasi-experimental, designs using appropriate measures of development with known psychometric characteristics.

The use of developmental assessments as evaluation tools presents a number of practical and conceptual problems. First, the costs of doing studies of developmental outcomes are often higher than the costs of other evaluation techniques. Compared to less rigorous techniques such as opinion surveys, experimental and quasi-experimental designs usually require more money, disruption of service, and effort from both clients and staff. Secondly, many student affairs programs are sufficiently complex and multidimensional that they may affect several different dimensions of student development, or not affect the particular dimension being measured. Because most developmental measures are designed to assess only one dimension of development, developmentally-oriented evaluations of ongoing services must either employ long batteries of measures, or run the risk that a measure will be insensitive to the effects of the service. A third obstacle to the use of developmental measures in evaluating student services is the quality of the measurement techniques themselves. The popularity of developmental concepts has led to the proliferation of new measurement techniques, many of which have comparatively unknown or weak psychometric properties. Even some older and well-known techniques such as Kohlberg's moral development dilemmas have come under heavy fire from methodologists. Finally, the use of developmental findings in making programmatic decisions is unproven and uncertain. Despite the emphasis on development in the literature, there is little evidence that developmental findings are very often used by administrators in decision making. There may be a number of reasons why this is the case. The use of developmental measures may be too new to have become widespread, or administrators may not be sufficiently familiar with them to explore their potential. On the other hand, the current measures may simply be perceived as irrelevant to such practical problems as whether a new staff member is needed or where a mandated budget cut should be taken.

Because of the problems yet to be worked out in applying developmental approaches to student affairs evaluations, we do not have specific suggestions for assessing the impact of OSA programs on student development. It is not our intention, however, to discourage efforts in this area. On the contrary, we think that such efforts should be encouraged. The concepts and assessment techniques in the field of student development are becoming more refined and perhaps more practical. We would particularly call attention to the work being done by a group at Harvard in the area of assessing competencies (described in a forthcoming book by Winter, McClelland, and Stewart, 1981).[4] The Harvard group has developed a number of measures of intellectual, and interpersonal competencies not tapped by traditional standardized tests. These and similar instruments might have considerable potential in documenting the educational impacts of student services. Also meriting attention is the work on student development transcripts and competency checklists by Brown and others. These techniques are appealing because they are potentially more practical for use in evaluating ongoing services than are other developmental techniques (See Appendix D for a further discussion of these techniques).

In some ways, the results of developmental studies are less important than the mere fact of doing them. Thinking in terms of student development and how to measure it seems often to lead to creativity and innovation in the design of programs. The new student leadership development program in the Student Organization Development Center is a good example. Concepts and measures derived from the growing literature in student development might be creatively applied to programs in other OSA units as well.

Appraising Student Success

Some student affairs programs are legitimately (although not exclusively) evaluated in terms of their contribution to helping students succeed in the academic environment and ultimately in life. These are services which are oriented toward helping students solve problems and adjust to the demands of their roles. They include Boynton Health Service, the Financial Aid Office, the Student Counseling Bureau, the Minnesota Women's Center, and the Office of Minority and Special Student Affairs.

The University of Minnesota has had a tradition of landmark studies in assessing the impact of student service on student success. The Campbell and Volksy et al studies of counseling are noteworthy examples. It is our impression, however, that impact data of this type have not been given much attention in recent years. Our review of recent OSA evaluation studies showed only a few studies comparing the grades and graduation rates of recipients versus nonrecipients of student services. The lack of good data on student success may handicap some programs in the competition for funding. This problem may have affected OMSSA, which presents student success data to the state legislature in support of its last funding request, but was criticized for not having more and better data of this type.

We think that the University as a whole should look at ways of improving its data on student success, and that some OSA units should consider studies which relate participation in programs to pragmatically-defined measures of success. Measures of graduation rates, attrition rates, grade point averages, job placement, and life satisfaction all may be relevant to understanding the impact of particular services.

Student success studies are likely to be most useful if they are routinized, so that they are planned and conducted on a regular basis. With repetition of studies, trends can be inferred. For some programs the repetitions need not be very frequent, since their impacts will not vary in the short run. For others, such as specialized tutorial programs, routine and frequent collection of student success data may be quite helpful. The development of systems which would allow the quick production of data on success variables should be very much encouraged.

Survey/Feedback Techniques: A Substitute for Other Quality and Impact Data

Given the complexities of measuring program outcomes and applying such outcome data to decision-making, many programs have used more easily obtained and less costly survey data as a substitute for outcome measurement. Individuals presumed to have a useful perspective on the program are surveyed, and the results of the survey are reported or "fed back" to decision makers or to survey respondents. The results are then discussed and related to decisions, sometimes using structured question and discussion techniques.

The survey/feedback approach has a long history in business, government, and higher education, and its popularity continues to grow. In practice, data from nearly all the other evaluation approaches are usually supplemented with survey data of one type or another. At most universities, student surveys are the primary tool for assessing the quality of instruction. As our review of current OSA planning data has shown, surveys have been the mainstay of OSA's previous evaluation efforts. At one time or another most OSA units have conducted client satisfaction studies. Student affairs units at other universities have also relied heavily on various types of surveys in their planning and evaluation efforts.

Survey data are appealing because they are relatively easy and inexpensive to collect, offering the possibility of getting a large amount of information for relatively little cost. Surveys can be used to gather opinions on both quality and impact. Moreover, they are very compatible with the norms in higher education for relatively democratic and consensual decision making. Finally they are often less ambiguous to interpret than are data on measured outcomes.

The major drawback of the survey/feedback approach is its subjectivity. Surveys are merely compilations of opinions, subject to all the biases and lack of knowledge inherent in opinions themselves. Those surveyed may not be in a position to accurately understand and know about a wide range of issues relevant to programmatic decisions. It is not a complete over-simplificatio to say that most satisfaction surveys find that respondents like the program in question, and that most need surveys find that respondents say that there is a need for the program in question, regardless of the nature of the program. Additionally, self reports are often at variance with measured outcomes. For example, the degree to which graduates say they gained competency in writing may vary considerably from the results of tests of writing skill.

Like other outcome assessments, the survey/feedback approach gains considerable power if it is routinized. If surveys are repeated using similar methodologies, then trends can be detected. Knowing whether satisfaction with a service is going up or down is considerably more meaningful than simply knowing that a certain percentage of respondents were satisfied at one point in time. The major deficiency in OSA's previous use of surveys has been the lack of routinization and the consistency that goes with it. With a few exceptions most of OSA's surveys have been one-time studies in response to a particular issue. While these studies have met immediate needs, they have not yielded the sort of data that is useful for long-range planning and assessment. OSA should consider the possibility of developing a system of surveys that would allow for the development of longer-range trend data.

Our reviews of literature and the practices of other universities did not reveal a detailed system for conducting surveys on a regular basis in student affairs. Most student affairs divisions appear to be like OSA, relying heavily on ad hoc surveys. Some universities, however, are beginning to think in terms of longer term survey systems. The University of Texas has been experimenting with the ecosystem model (See Appendix D for a fuller discussion) which involves systematically surveying various groups of students on their perceptions of the campus environment, and then feeding back the results into structured discussions about their implications. The University of Colorado and Northern Illinois have experimented with innovative technologies in the development of satisfaction surveys, utilizing mark-sense scoring of on-the-spot surveys with extremely quick turnaround of results. However, no clear conceptual model has emerged to guide survey systems for student affairs. The closest thing to such a model is the combination of <u>needs</u> surveys and <u>satisfaction</u> surveys.

A frequent focus of the survey research on campuses is student need in an area where services might be provided--health, financial aid, counseling. Need studies are typically done for a particular group of interest, such as commuter students, older than average students, women, minority students. A very frequent type of article in the <u>Journal of College Student Personnel</u> is "A study of the __________ (counseling, health, growth) needs of __________ (minority, commuter, handicapped) students," using a survey methodology. If this type of study is repeated across time and across groups, then it is possible not only to make inferences about trends, but also whether a particular group has more or less need in an area than another group. Needs studies can be used not only for program planning but also for summative evaluations of impact. If over time, students report that their needs in one area are being increasingly met by a service, then the service can be assumed to be having a beneficial impact.

A similar logic applies to satisfaction surveys. Satisfaction studies are most useful in the assessment of program quality. If satisfaction with a service is assessed over time and across services in fairly similar ways, then inferences can be made about the quality of services vis a vis themselves and each other. Reports of satisfaction surveys also are very frequent in the student personnel literature, testifying to their ease of conduct and their perceived usefulness. There is definitely a need for consistent approaches to the study of student needs and satisfaction with student services. The American College Testing Service has recently begun to market some general standardized instruments for student service needs and satisfaction assessments. Other instruments will probably also be developed.

OSA should consider the development of a routinized needs/satisfaction survey system. The features of the system should include:

> A regular schedule: Trend data could be developed in both the satisfaction and needs areas if a schedule for periodic surveying were laid out. Every few years the satisfaction of students with a given service might be assessed. If team reviews were also used, then satisfaction studies might be meshed with the team review schedule. In fact, the California model of team reviews routinely uses client satisfaction surveys as part of the review. Likewise one might develop a schedule for periodically looking at the service needs of various groups of students. One year one might look at the needs of commuter students, another the needs of minority students, and so on.
>
> Consistent questions and methods: Whenever possible the questions and methodologies used in different surveys should be comparable. This allows direct comparisons across services and groups. This specification will be limited by the need to touch on specific issues with regard to individual services. Perhaps a core survey instrument could be developed and adapted or supplemented with additional questions specific to the issues of a particular service or group.
>
> Central Coordination: A system of surveys might initially be coordinated centrally in OSA by staff experienced in these areas. After the methodology is developed, they might then be "given away" to units or review teams to conduct themselves.

A system of survey research, despite its deficiencies, merits consideration as a part of an overall design for planning and evaluation data.

Final Observations about Quality and Impact Assessment

Considerations of quality are naturally more compelling to program staff and administrators than are considerations of impact. The techniques suggested here for quality assessment are likely to yield concrete, useful suggestions for improving service to students. Yet it would be a mistake to neglect entirely the more difficult area of impact assessment. The time may come, perhaps unexpectedly, when decision makers in the University or in the legislature will seriously raise the question of whether large scale student services are needed on this campus. Should that happen, basic data on the impact of services will be very much needed. Even if the question of the basic need for services is not raised, impact data can be very helpful in documenting requests for additional funding for programs. Fortunately, the nature of many programs and their outcomes are such that large scale impact studies do not have to be done very often.

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CHAPTER FOUR

CONCLUDING COMMENTS

In conducting our work we found that we had to guard against some natural hazards in the field of evaluation and planning. It is all too easy to get carried away, recommending new and complicated systems without regard for their practicality. So too, it is easy to become moralistic about the subjects of evaluation and accountability, preaching the gospel to those who are presumed to be either ignorant of such things or resistant to them. To deal with these hazards we frequently reminded ourselves that planning and evaluation are and always should be secondary to the actual provision of services. Planning and evaluation information systems should not be unduly cumbersome, expensive and demanding of staff time and energy. We tried to keep our recommended systems within the realm of practicality by making our cost/output system flexible enough to accommodate modifications based on experience, and offering several options for quality and impact assessment.

At the same time that we are committed to the practicality of new planning and information systems, we are equally committed to their necessity and desirability. The current stress on accountability in publicly-funded programs and the climate of diminishing resources in higher education demand that student affairs be able to produce good data on the extent and quality of its services. In our judgment OSA will have to become more systematic in these areas than it has in the recent past. The benefits from doing so are not all negative ones of meeting external imposed requirements. With careful design, improved information systems will aid staff in making programmatic decisions, and ultimately will help provide better service to students.

The University of Minnesota has traditionally been a leader in the development of student affairs programs and concepts underlying them. The time is right for Minnesota to also assert leadership in the planning and evaluation aspects of student personnel work.

An Inventory of OSA Planning and Evaluation Reports

PROGRAM DESCRIPTIONS

OMSSA

Learning Ctrs.

1. daily activity reports using checks to identify type and mode (telephone, office, field, mail, etc.) of service, staff hours might also be logged.
2. statement of mission, goals, objectives

HOUSING

Residence halls

1. annual "Fact Sheet" report on amount of student activity in each hall, type of activity, staff hours, cost of activities.
2. monthly financial reports (building budget statements, accounts receivable, food cost control program).
3. statements of mission, goals, objectives; also MBO statement on on-going and short range objectives.
4. staff/professional activities: listed in Annual Report; also general information: number of applicants, waiting list, cost increases, hall rates, etc.
5. residence hall policies, regulations, services in "Living In" pamphlet.
6. Big Ten and other college housing office reports about services and costs are available.

Off-campus Housing

1. staff/professional activities: listed in Off-campus Housing Office Annual Report.
2. services included in statement of mission, goals, objectives.
3. average rates of campus and Twin Cities units in "Quarterly Report of Average Rental Rates."

Campus Rental Properties
1. average rental rates in "Quarterly Report of Average Rental Rates."
2. services included in mission, goals, objectives statement.

HEALTH SERVICES

Boynton
1. statement of mission, goals, objectives.
1. narrative description of services offered and professional staff activities by department in Annual Report.
3. fiscal reports regularly supplied to Central Administration and U of M committees; Medical Group Management Association comparative analysis of costs.

Radiation and Env. Health
1. service included in mission, goals, objectives statement.
2. narrative description of services offered in Boynton Health Service Annual Report.

Chemical Abuse Program
1. narrative description of direct and "indirect" (information dissemination efforts, for example) services; number of staff in Chemical Use and Abuse Counseling Program Annual Report.

STUDENT ACTIVITIES

Unions
1. MBO/PPBS reports of programs, objectives and costs.
2. Financial information provided for last biennial request.
3. Narrartive descriptions of programs in regular annual reports.

SODC
1. Financial information presented for biennial request.
2. Reports of staff time tally sampling (forthcoming).

USLS
1. Schedule of Benefits Handbook describing programs to

clients.

2. Staffing and budget information in biennial request documents.
3. Costs, caseload, and program information in regular annual reports.

Rec Sports

1. Informational brochures for participants/newsletters.
2. Narrative descriptions of programs in regular annual reports.
3. Financial information in biennial request documents.

STUDENT DEVELOPMENT CENTERS

Counseling Bur.

1. mission, goals, objectives statement.
2. Annual Report - none identified.

ISAO, Special Counseling Office, MWC

1. services included in mission, goals, objectives statement.
2. narrative program, service, staff activity descriptions in Annual Reports. ISAO includes financial aid programs.

STUDENT SUPPORT SERVICES

All units

1. mission, goals, objectives (not by unit)
2. partial descriptions of SSS continuing and new services, projects, policies in a Jim Preus one-shot report.
3. 0100 budget totals and functions by department - a memo prepared for the Budget Executive.
4. description of collegiate and BE bulletins and brochures

in "Obtaining and Using Student Information" pamphlet.

Admissions and Records	1.	activities of Records and Registration unit in reports prepared for "work flow monitoring system."
Prospective Students	1.	budget dollars, services, activities, number of staff in Annual Report.
Financial Aid	1.	services and office organization: description of types and funds for financial aid programs.

VPSA

Handicapped Students	1.	no materials received as yet.
Student Life Studies	1.	staff/professional activities described in last Annual Report, 75-76.
	2.	support services included in VPSA mission, goals, objectives statement.
VP's Office	1.	mission, goals, objectives statement.
	2.	budgeted functions of OSA units: sources of funding and types of FTE staffing by unit; descriptions of services in "Quantitative Means of Workload and Service in OSA," 1978.

CLIENTELE DESCRIPTIONS

OMSSA

1. clients by sex and type from daily activity reports.
2. information on client characteristics.
3. certifications by ethnic group.

HOUSING

Residence halls Off-campus Housing and Campus Property Rentals

1. detailed demographic studies of students in "Housing the University Student," last completed 74-75, to be prepared in 80-81; includes data such as distribution of students, residence type on and off campus, distribution of students by zip code, area, etc.

Residence Halls

1. age of students, other demographic information in annual "Fact Report."

HEALTH SERVICES

Boynton

1. sex and type of patients noted in daily, monthly, annual service counts (M/F, student/non-student. dependent, etc.); some data in Annual Report.

Envir. Health

1. percentage of service time to on- and off-campus groups--in Annual report.

Chemical Abuse

1. type of patients (students, faculty/staff, others) in program on and off campus (Annual Report).
2. description of patient needs (Annual Report).
3. self-description by patients (Annual Report).

STUDENT ACTIVITIES

Unions

1. Annual traffic surveys of Union users.
2. Rausch and Harrold 78 survey of student needs.
3. SLSP 79 fees survey data on users and non-users of unions.

SODC

1. Harrold and Upton study (Spring 79) of student activities.
2. Harrold studies of student leisure activities.
3. Forthcoming reports on users of student organization workshops.

USLS

1. Routine client descriptors gathered from USLS intake forms. (weekly reports summarized in annual reports)
2. SLSP study of student legal needs (75).
3. SLSP fees survey data (79) on usage of USLS and other services.

Rec Sports

1. Characteristics of participants and non-participants from A&R quarterly registration surveys.
2. SLSP fees sruvey data on users and non-users.

STUDENT DEVELOPMENT CENTERS

SCB

1. demographic data on individual clients collected on monthly to annual basis from intake forms and counselors.

ISAO

1. types of students, national origin, fields of study (Annual Reports).

MWC

1. brief narrative description of clientele ("overview" section of Annual Report).
2. received CURA grant in 78-79 to fund "Older Student Needs Assessment" study.
3. demographic information on clients (organizations/individuals: marital, employment, student status; education, age, etc.) in Annual Report).

Special Couns.

1. students by sex, complaint and residence in Annual Report.

STUDENT SUPPORT

SERVICES

A & R	1. types and users of A & R information in "Obtaining and Using Student Information" pamphlet.
Prospective Students	1. types of users on and off campus (minority students, state residents, non-residents, VPs' offices, etc.). (Annual Report).
Financial Aid	1. financial aid by sex, racial minority (college Annual Report).

VPSA

Handicapped Students	1. no materials available.
VP's Office	1. identification of student organizations, service clientele, participants, specific groups, University offices, off-campus agencies and institutions in VP Zanders' "Quantitative Measures" data report.
Student Life Studies	1. identified professional obligations to internal (VP's Task Forces and Committees, students) and external public (professional associations, audiences).

OUTPUT MEASURES

OMSSA

1. number of minority students enrolled (activity reports).

HOUSING

Residence Halls

1. MBO-generated data: food costs per meal eaten vs budget, food service productivity ratios, etc. (Annual Report).
2. brief summary of student behavioral problems (Annual Report).
3. "Fact Sheet" data: number of meals served, beds occupied.
4. unit costs in "Housing the University Student," percentage distribution of per capita monthly rental costs, for example.

Off-campus

1. counts of listings, phone contacts, referrals, complaint interviews--much of them displayed in a comparative fashion (3 years of data) in Annual Report.
2. some of Residence Hall-type output data may also be available, but evidence is lacking.

Campus Property Rentals

1. Number of beds occupied.

Much of the above data is maintained daily, reported bimonthly, monthly and annually.

HEALTH SERVICES

Boynton

1. daily, monthly, annual counts of visits, consultations, prescriptions filled, lab tests, injections, X-rays, etc.--collected by departments, some included in Annual Report.
2. Blue Cross/Blue Shield utilization rates of services.

3. ad hoc studies about particular policy problems.
4. Joint Commission on Hospital Accreditation report.
5. American College Health Association report "On Quantitative Measures of Services Rendered."
6. external trend data--monthly report of department operational indicators such as contacts, man hours, and cost bases. Comparative analysis of health clinics within the American College Health Association.

Envir. Health

1. types of services to meet federal and state mandated requirements (Annual Report).
2. monthly work effort report: hours of service to units, campuses, population groups recorded in a one week per month sample for quarterly compilation--presently under review.

Chemical Abuse

1. number and percentage of clients served: program activities: therapy sessions, workshops (Annual Report).
2. description of client behavior, problems (Annual Report).

STUDENT ACTIVITIES

Unions

1. Traffic figures from annual traffic surveys.
2. Attendance counts at union events.
3. Revenues received by revenue charging operations (e.g., bowling).
4. MBO goal attainment reports.

SODC

1. Occasional reports of numbers of persons served at workshops.
2. Planned tallies of consultations held with students.
3. SOFD--Detailed records of student organization financial transactions.

<u>USLS</u>

1. Detailed reports of numbers and types of clients served from intake form system.
2. Regular reports of staff services delivered to clients.
3. Occasional headcounts at workshops.

<u>Rec Sports</u>

1. Detailed counts of the numbers of participations in Rec Sports.
2. Amounts of funds raised.
3. Reports of feasibility and need studies for new facilities.
4. SLSP fees survey (79) data on extent of usage.
5. Reports from usage questions asked on A&R registration surveys.

<u>STUDENT DEVEL. CENTERS</u>

<u>SCB</u>

1. monthly, quarterly, annual reports of quantitative measures: number of interviews, group sessions, credits taught, clients tested, tests scored, etc.

<u>ISAO</u>

1. "interview issues" by category and priority order; quantitative measures: number and types of interviews, student enrollment in language classes, number of financial aid recipients, etc. (Annual Report).

<u>Spec. Couns. Office</u>

1. demographic data: number of cases, number of interview calls, number of disciplinary complaints, etc. (Annual Report).

<u>MWC</u>

1. primarily contact and traffic count data.

<u>STUDENT SUPPORT SERVICES</u>

<u>All units</u>

1. number of students, applications, publications, etc.
2. descriptions of new services/developments, such as computer development and publications (Preus report).

<u>A & R</u>	1.	in Work Flow System, number of students served by functions (daily, weekly, monthly).
	2,	types of student data collected and disseminated by A&R ("Obtaining and Using Student Information' pamphlet).
<u>Financial Aid</u>	1.	number of recipients by program, growth in student aid, etc. (Annual Report).
<u>Prospective Students</u>	1.	contacts: number of referrals, telephone calls, number of "Minority Student Recruiting" reports, number of visits and contacts in high school programs, etc.

<u>VPSA</u>

<u>Student Life</u>	1.	reports, research papers and publications, task force and committee roles, student advisees (Annual Report, 75-76).
<u>VP's Office</u>	1.	quantitative measures by unit (Zander).
	2.	similar data for 5 year period for SSS, SCB, several other units prepared for B.E.
<u>Handicapped Students</u>	1.	no materials available

IMPACT INDICANTS

OMSSA	1.	performance of students (retention, GPA).
Housing		
Residence Halls	1.	biennial student evaluations of resident assistants (residence hall evaluation form).
	2.	MBO-generated documents, performance indicators, timetables (Annual Report).
	3.	changes resulting from policy or program developments, i.e., creation of "new judicial model" leading to improvements in disciplinary processes (Annual Report).
	4.	quantitative measures: resident return rates, for example (Annual Report).
Off-campus	1.	will prepare a study "relating contents to students actually placed" (Annual Report).
Campus Property Rentals	1.	no information on client satisfaction, service impact.
HEALTH SERVICES		(data from interviews and Annual Reports)
Boynton	1.	consumer satisfaction surveys on ad hoc and regular basis.
	2.	"quality assurance measures" in reports by Professional Activities Committee.
	3.	comparative analysis, particularly cost data, provided by American College Health Association and Medical Group Management Association.
	4.	accreditation and "peer review" reports.
	5.	utilization data provided for Blue Cross/Blue Shield.
	6.	impact/evaluation of activities/service cited by individual departments in Annual Report, i.e., staff

questionnaire in Nursing Department, quality assessment indices under development in Mental Health Program area, etc.

<u>Envir. Health</u>
1. reviews of accident data.
2. impact of services designed to meet OSHA and state accident, health and safety requirements.

<u>Chemical Abuse</u>
1. client contracts/attainment of goals.
2. use of client "Drug Logs."
3. lack comprehensive evaluation system to determine extent of impact, especially of rehabilitation services.

<u>STUDENT DEVEL. CENTERS</u>
1. impact assessments not routinely gathered; some follow-up surveys and surveys of non-clients by ISAO and SCB.

<u>STUDENT SUPPORT SERVICES</u>

<u>All units</u>
1. impact on University policy development through participation in Access Task Force, other study committees.
2. interest in but little development of qualitative data,
3. "Former Student Survey."

<u>A & R</u>
1. descriptions of impact of new facilities, new program developments such as computer systems.
2. uses of student information in policy and decision-making processes (Student Information pamphlet).
3. Work Flow Monitoring System: use of activity data for work scheduling, planning, management purposes.

<u>Financial Aid</u> (in Annual Report)
1. narrative descriptions of impact of programs developed or in response to federal and state legialation or executive

These are the instructions and background material for a test run of the modest management information system being developed by the OSA Task Force on Research and Planning Information.

The purpose of the system is to routinely develop and report unit cost information on OSA services. We would like you to do your best at providing the information requested on the accompanying forms using the data you have at hand. We recognize that some of the information may be initially difficult to develop or ultimately that some of it may prove inappropriate. Most things of this sort require a considerable amount of adjustment and revision on the basis of experience before they work well. In return for your efforts on this pilot test, the Task Force will give you feedback on what we learned from it.

To get to unit cost information, there are three basic steps.

-- Specifying functions
-- Assembling budget or expenditure data
-- Specifying activity indicators

We have provided some background material for each of these steps.

Specifying Functions

Ideally, a system will assign costs to functions rather than departments. Functional breakdowns ultimately enhance comparisons both within university and between universities. We would like you to try assigning costs to functions on this test run. Doing so will test both the planning system and your lists of functions. Please complete one Planning Information Report for each function in your area.

We have attached (Attachment 1) the list of functions you developed in earlier planning efforts. Please feel free to use those or any other functional breakdown you want.

We know that assigning costs to some functions may be difficult. While the functional approach has advantages, the logic of the information system doesn't depend on it. OSA could develop a system which reports unit cost information by department if the functional breakdown ultimately seems unworkable. The logic of relating inputs to outputs remains the same regardless of whether the breakdown is by function or department.

Assembling Financial Data

In completing the planning report form, please use budget data as the basic source. Expenditure data often work better for this purpose, but they are somewhat harder to assemble.

The form asks you to compute FTE's for each function. If you do not have separate line items for staff, you may need to estimate FTE's using average salary data for various position (See Attachment 2). Additionally, where a staff member has several functions, you may need to estimate what percentage of that person's time is contributed to a given function.

The form also asks for data on fringe benefits, information which we think can be useful in several ways. Since fringe benefits are often not computed, Attachment 3 lists some formulas for doing so.

Activity Indicators

We have developed a list of activity indicators that we regard as most likely to be used in Student Affairs. For each function we would like you to provide data on one or more of the activity indicators. Please limit the activity indicators to three. Also please describe the indicator(s) you use so that we know exactly what you are counting.

If you have questions about the procedure, call Tim Delmont (6-5374) or Ron Matross (3-4862).

Attachment 1

MAJOR FUNCTIONS

Office for Student Affairs - University of Minnesota

ACTIVITIES AREA

1. Student organization development
2. Student organization service
3. CAPP
4. Religious affairs coordination
5. ISTC
6. Legal service (to individuals)
7. Law related education
8. Intramurals
9. Sports clubs
10. Rec sports - self fitness
11. Minnesota union activities
12. Minnesota union service
13. Minnesota union human resource development
14. Minnesota union facilities

STUDENT DEVELOPMENT CENTERS

1. Career counseling
2. Academic skills counseling
3. Personal counseling
4. General information
5. Advise and assist international students
6. Advise and assist women
7. Advise and assist students with disabilities
8. Monitoring and resolution of student disciplinary cases
9. Education and training of graduate students and interns
10. Participation in the academic teaching program
11. Conducting research
12. Administration of tests and scoring of exams
13. Provide assistance to college student personnel offices
14. Provide assistance to faculty and administrators
15. Development and presentation of non-credit educational programs

STUDENT SUPPORT SERVICES

1. Provide information to prospective students about the University, admissions and financial aid
2. Provide information and services to other educational institutions to facilitate admission and transfer
3. Receive and process applications
4. Provide orientation to new students
5. Register all students in appropriate colleges each term and assess tuition and fees
6. Establish and maintain academic records for all matriculated students

STUDENT SUPPORT SERVICES (cont.)

7. Make financial aid awards and provide financial and budget counseling for students
8. Make residency decisions
9. Prepare and submit federal and state mandated institutional reports (HEGIS, MHECB, other)
10. Provide and interpret student enrollment and academic data
11. Collect and maintain approved course offering information, coordinate scheduling and disseminate course schedule information to students
12. Certify student academic accomplishment and student status
13. Coordinate student data collection, dissemination of student information, operational procedures and system development for all campuses

HEALTH SERVICES

1. General medical
2. Women's health
3. Mental health
4. Athletic medicine
5. Other medical specialties
6. Emergency services
7. Dental health
8. Public health
9. Health education
10. Environmental health and safety

MINORITY AND SPECIAL STUDENTS

1. Coordination and management
2. Recruitment and admissions
3. Academic services
4. Counseling
5. Research, tracking and evaluation
6. Community service
7. University services
8. Cultural activities
9. Summer institute
10. Fund raising

HOUSING

1. Residence hall operations
2. Residence hall student development
3. Off-campus listing services; landlord/client services; advising/data-gathering/information services
4. Off-campus mediation; service-negotiation/referral/information services
5. Off-campus relocation; service-negotiation/information services
6. Family housing - advising/consultation services
7. Faculty housing - operations/advisory/consultation services
8. Coordinate campus information/consultation services

VICE PRESIDENT'S OFFICE

1. High ability student programs
2. Conduct studies of students and student life
3. Administer student affairs staff
4. Coordinate student affairs administration with collegiate and coordinate campus administration
5. Provide leadership within University councils (Regents, COG, CAO, etc.)
6. Interact and consult with student leaders, communities, legislature and foundations
7. Secure funding for priority needs in OSA
8. Develop and administer new programs prior to transfer to appropriate student affairs area
9. Participate in regional and national student affairs and educational groups and organizations

4/29/81

Please use the following average salaries as necessary in calculating FIE'S from unassigned instruction, miscellaneous funds, or unfilled positions.

Examples of 1980-81 Average Salaries by Position Classification Based on the Printed Budget[1,2]

Clerical Group	
Office assistant	$ 8,954
Sr. office assistant	10,103
Sr. office specialist	13,154
Office supervisor	15,642
Secretarial assistant	9,377
Secretary	10,668
Medical records typist	11,460
Senior secretary	12,212
Principal secretary	13,592
Executive secretary	15,583
Administrative secretary	16,463
Data Processing and Analysis Group	
Sr. data entry operator	10,830
Data entry supervisor	13,092
St. data entry supervisor	15,164
Data processing technician	12,030
Sr. data processing technician	13,838
Principal data processing technician	15,930
Data processing operator supervisor	19,508
Student Records Group	
A and R assistant	15,786
A and R associate	21,248
A and R officer	24,780
Inspectional Group	
Safety technician	15,680
Emergency and safety coordinator	19,956
Environmental health specialist	19,669
Sr. environmental health specialist	22,800
Sr. health physicist	22,462
Occupational safety/health specialist	17,787
Sr. occupational safety/health specialist	19,416
Residence Hall Management Group	
Resident hall director	15,701
Sr. residence hall director	17,951
Principal residence hall director	22,874

Student Personnel Service Group

Psychometric assistant	12,249
Psychometrist	14,556
Degree program advisor	14,170
Jr. student personnel worker	14,816
Student personnel worker	16,230
Sr. student personnel worker	19,631
Principal student personnel worker	23,856

Instructional and Research Staff

Research associate	24,860
Research fellow	20,417
Research specialist	14,918
Teaching specialist	14,998

Student Academic Classes

Teaching associate I	12,816
Teaching associate II	13,644
Teaching assistant	11,448
Undergraduate teaching assistant	6,701
Research assistant	10,910
Administrative fellow I	11,444
Administrative fellow II	12,821
Project assistant	11,450

[1]Salaries are for 12 month appointments on 0100 funds except for student academic and instructional and research classes which are 9 month and 12 month appointments combined on all funds.

[2]Data prepared from University Business Office Reports:

U of M Academic Salary Analysis--All Funds, 1980-81

U of M General Operations and Maintenance Fund, Academic Salary Analysis/Civil Service Salary Analysis, 1980-81

Fringe Benefit Information[1] (Calculate only for those employed 75% or more time).

The Business Office does not calculate and allocate fringe benefits funds to department 0100 budgets at the beginning of the fiscal year; to the extent possible, it does do so for all other funds. To assist in accurately estimating FY81 0100 funds for OSA departments or coordinators' areas, please estimate the amount of fringe benefits on 0100 salaries by using the following fringe benefit percentages:

academic salary base	18.63%
civil service salary base	18.90%

[1]Multipliers supplied by University of Minnesota Office of Research Administration.

Comments on "State of the Art" Evaluation Procedures in Public Service Agencies

Introduction

To identify "state of the art" evaluation procedures in agencies outside of the University, five brief case studies were prepared for the OSA Task Force. These case studies highlighted unique aspects of planning and evaluation procedures developed by five agencies whose services closely paralleled those of OSA units. The agencies were 1) the Program Evaluation Resource Center, a research and evaluation office of the Hennepin County Mental Health Center; 2) the Community Planning Organization, a private referral and consulting agency; 3) the United Way of Minneapolis, an umbrella organization providing management services for 71 human services agencies in the Minneapolis area, 4) Family and Children's Service, a United Way agency responsible for family treatment and development programs; and 5) the Office of the Legislative Auditor, a legislatively funded unit conducting financial audits and program evaluations of state agencies.

Evaluation methods and procedures were identified through interviews with professional staff and reviews of documents prepared in these five agencies. The oral presentation to the OSA Task Force briefly described the functions of each agency, a major agency evaluation project, the project's strengths and weaknesses, and initial issues associated with project design and implementation. This report summarizes the oral presentation, suggesting implications for the development of OSA evaluation processes.

Characteristics of Evaluation Processes

Evaluation efforts by the five agencies predated those of OSA, most having been initiated by 1975. Data have been prepared chiefly to assess the outcomes and improve the effectiveness of agency services, usually in reaction to accountability and reporting requirements of state and federal government agencies, private funding institutions, citizen's advisory groups or agency executive officers. Evaluation data have also been developed for planning and budgeting purposes, though not necessarily initially nor consistently in all units.

Evaluation procedures have usually been introduced through demonstration projects and on a selective rather than comprehensive basis. The complexity of choices involved in selecting and developing evaluation systems, system costs, and the perceived sensitivity of professional staff to the purposes and use of evaluation data account for much of the reluctance to introduce evaluative methods in a comprehensive manner.

For the most part, start up costs have been born by foundations, the federal government, and other sources, rarely by the agencies themselves. Principal costs generally have been for salaries and expenses of consultants, appointed staff, and evaluation personnel. Substantial in-house costs, chiefly the time of agency managers, central staff, and professionals, while rarely formally documented have been considerable, staff participation in evaluation design having been the norm.

Agency managers and consultants have consistently advocated such involvement since continuing, positive results for agency professionals have been identified, those being: 1) wider understanding of agency programs; 2) commitment to program improvement and changes in deliver methods; 3) readiness to accept and use program evaluation data; 4) insight into management techniques and needs; 5) improved in-house communication and information gathering procedures; and 6) in general, perceptible increases in staff morale.

Evaluation Methods

Varying evaluation methods and measures have been developed in the sample agencies, emphasis generally having been placed on program and goal-related evaluation techniques. The blanket application of a single method or measure across units having multiple functions has been rare. The attempt, for example, to implement a comprehensive program evaluation system in six human service agencies served by the Community Planning Organization met skepticism and resistance from agency professionals and CPO staff members, leading ultimately to the model's uneven application in those units.

Some examples of evaluation methods potentially applicable to OSA units follow: The goal attainment scaling technique, created by Dr. Thomas Kiresuk and his colleagues in the Program Evaluation Resource Center, is a widely recognized clinical outcomes instrument useful for specifying and measuring client behavior changes in mental health programs. Use of the goal attainment method has often led researchers and practicing professionals to assess staff and program goals more thoroughly, introducing "planned change" and standardized outcome assessment techniques in agency services.

Efforts at structured program analysis have been common. Many privately funded agencies have conducted multi-year evaluations, emphasizing especially the preparation of mission and goal statements, client descriptions and sets of program objectives/measures/expectancy levels. Moreover, the Office of the Legislative Auditor has assessed the performance of selected state agencies by determining the degree of compliance with state regulations, contracts, legislative intent, and established financial practices, offering recommendations for improvements in agency services.

Data Measures

A mix of data measures and indicators, both quantitative and qualitative, have been developed in these and other evaluation processes. As with OSA units, program descriptions have been commonly prepared, i.e., statements of program goals and objectives, listings of services, staff activity analysis or financially related data. Much information about clientele has also been gathered. Extensive demographic data have been collected in intake, process, and case closure surveys. Clientele needs assessments have also been prepared, emphasis having been placed often on needs identification by clinical practitioners and neighborhood or community social action groups. Professional marketing surveys, however, have rarely been used.

Program outcome data have included output measures and inpact indicators. For the most part, these indicators have been simple in concept, designed especially to meet selected reporting requirements or program needs, jointly developed by staff and managers, and most frequently both quantitative and qualitative in nature.

The output measures have tended to be numbers of clients, cases or units of activities produced; much emphasis has also been placed on the preparation of unit cost data. On the other hand, impact indicators have regularly included client satisfaction follow-up surveys, self and practitioner assessments of individual behavior changes, and intricate program analysis, especially through cost/benefits analysis procedures.

The frequency of data collection has related typically to reporting requirements and perceived administrative needs at both central and operating levels. The preparation of trend data, gathered through case study or survey procedures, has been preferred. Information has been prepared manually, but computer systems have been introduced where evaluation has been perceived as an ongoing line administrative function.

Uses of Evaluation Data

Because the sample agencies have been developing evaluation methods and measures over a three to five year period, evaluation data appear to have been used for both summative and formative purposes. In general, the privately funded agencies have stressed the use of evaluation data for reporting purposes, that is, to provide a snapshot view of agency effectiveness for senior decision makers -- agency officers often sensitive to the demand for accountability reports from foundations, donors, and organized clientele groups. At least one private agency, FCS, has also used evaluation data for planning, budgeting, and program development purposes.

The public agencies, the Program Evaluation Resource Center and the Office of the Legislative Auditor, have routinely developed evaluation data to inform decision making about personnel and budgeting matters as well as for purposes of program improvement and change. The high visibility and continuing need for scrutiny of many public programs has probably demanded as much.

Personnel interviewed in the five agencies see competition for resources and, subsequently, program-related reporting requirements and demands for accountability increasing in the 1980's. Most believe that the establishment of ongoing evaluation methods is an inevitability. The United Way of Minneapolis, for example, has moved from a demonstration to developmental phase in its evaluation processes. Policies and principals for a broadly based, participatively developed system, emphasizing a programmatic format but multiple data measures, are being developed presently with implementation expected in spring, 1981. Moreover, the two public agencies will continue to apply programmatic and "utilization-focused" assessments where directed or asked. No cutbacks in legislative or, in the case of the Program Evaluation Resource Center, NIMH funding are anticipated.

Evaluation Issues

In developing evaluation processess, the sample agencies have dealt with and, for the most part, resolved complex issues. Many of these issues are similar to ones confronting OSA units. They will be highlighted in the following paragraphs.

1. Judgments about real data needs have to be made, recognizing that information demands, program services, and agency managers and staffs can be expected to change. As a group, the outside agencies have identified multiple purposes for data collection, preferring also multiple uses for data measures.
2. The readiness and "education" of agency professionals to evaluation processes has been a concern of agency leaders. Evaluation and accountability efforts often carry a negative connotation for many professionals. The views of one caseworker quoted by Dr. Kiresuk are not uncommon: "The principal effect of evaluation is not to stimulate good performance but to frighten professionals." A frequent answer has been to emphasize broadly based staff participation, on the one hand, and display executive-level interest and commitment, on the other.
3. A related issue has been the unambigous definition of roles for trustees, agency managers, central staff, consultants, etc., in the design and implementation of evaluation systems. In this matter the outside agencies have stressed inclusive, continuing roles for major participants. The frustrations of coping with "political" and professional haggling resulting from the use of these participative and consensual procedures have been tolerated.
4. The costs of introducing evaluation systems and especially of developing outcomes information have been substantial. For the most part, start-up costs have been met by outside sources; on-going costs have been or will be assumed by the agencies themselves.
5. The development of comprehensive vs limited approaches to evaluation has also been a major concern. Most frequently the latter has been preferred, the use of sampling procedures having been especially favored.
6. Data interpretion has been a challenge in evaluation processes. In the sample agencies, praticing professionals, assisted by consultants or central staff, most frequently carry responsibility for this function. In this way, confusion over standards, norms, criteria, etc., has not necessarily lessened, but staff morale has improved.

A Selected Review of Evaluation Approaches in Student Affairs

The literature on evaluation contains many different models and approaches. This review concentrates on three approaches that have been the most prominent in the small but growing literature on evaluation in student affairs. The discussion of each approach includes a brief description of its rationale, a description of the major technologies or instruments used in the approach, an analysis of the advantages and disadvantages of the approach, and a listing of some key references, names, and innovative institutions connected with the approach.

The Student Development Approach

An examination of the recent literature in student personnel quickly reveals that student development is the dominant theoretical concept in the field. The recent emphasis on development is actually a continuation of the long-standing Dewey-inspired tradition of focusing on education of the "whole person," an approach that was the heart of E.G. Williamson's "student personnel point of view." What is new in the recent work in this area is the explicit use of concepts and measurement techniques derived from current developmental theories, particularly those of Kohlberg, Perry, and Loevinger.

The developmental approach to evaluation in student affairs programs starts with the premise that student affairs programs need to be assessed in terms of their contribution to the overall mission of enhancing student development (i.e. "educating the whole person"). Student development is defined as "the application of human development concepts in post-secondary settings so that all those involved can master increasingly complex developmental tasks, achieve self-direction, and become interdependent" (Miller and Prince, 1976, p. 3). From this point of view the job of evaluation is to determine how well development is being enhanced, a question that demands data on measured outcomes.

"Efforts to design programs responsive to the developmental needs of students must show that they will make a difference....Such evaluation calls for more than the use of rating forms to discover participants' satisfaction with a program and more than simple reports of numbers served and subjective statements about staff abilities. These data alone are inadequate as bases for deciding to modify or curtail existing programs or inaugurate new ones" (Miller and Prince, 1976, p. 134-5).

Clearly the best framework for a developmental evaluation is that of the classic experimental design, or at least a quasi-experimental design. The developmental level of individuals on a dimension is assessed before and after a relevant program or intervention, and the program's effects are measured in terms of the average or proportion of those who become more advanced developmentally. While programmatic decisions are based on outcome data, there are no definitive decision rules for making judgments applicable across situations (e.g. 75% must improve one stage in moral development).

Technologies

Because human development proceeds along several different dimensions, there is no single measure of developmental progress to be used in an evaluation. Different measures are needed depending on which aspect of development is the focus of the program. Usually the most rigorous of such measures are those that have been associated with a major developmental theory: in moral development, Kohlberg's structured interview, and Rests' Defining Issues Test; in personality development, Loevinger's sentence completion test; in cognitive development, Perry's scale of reflective judgment. These are at their best when an intervention is specifically targeted toward the dimension which they measure (e.g. moral issues discussions). They become less useful when interventions are more diffuse (e.g. personal counseling). This is because of the problem of "magnitude of effect." A general, real-life intervention may not have much of an effect on the particular dimensions being measured, despite the fact that it may be quite helpful in other ways.

The magnitude of effect problem is a limiting factor on many other instruments that might also be applied in the developmental approach, including many different personality inventories (MMPI, POI, CIP, etc.) and attitude scales (dogmatism, I/E, etc.). Changes in these measures are obtainable in research studies where interventions are powerful, and cleanly targeted, but are hard to obtain when interventions consist of ongoing services. Combined with the expense and difficulty of administering these instruments, it is not surprising that the literature contains few actual reports of the use of these instruments to evaluate ongoing, real-life services.

Aware of these problems, developmental proponents have been looking at alternative measurement methods. Two of these alternatives seem promising for evaluation purposes:

Student Development Transcripts. Robert Brown at Nebraska-Lincoln (Brown & Citrin, 1977) has been working on the idea of a student development transcript, a cumulative record of developmentally-oriented experiences and achievements, to be kept by and on a student in a manner somewhat analogous to a conventional academic transcript. Brown suggests three formats for such a transcript. The first is an experiential checklist, an inventory of experiences that are planned to promote the student's development in a particular area. It is assumed that if a person has an experience (course, workshop, internship, or whatever) intended to enhance development in an area, then something developmentally useful will have happened. Of course, this is not true outcome measurement, but it is no worse than assuming that a student has learned something useful simply because he or she took a particular course in a subject. The cumulative index of experiences summed across participants becomes something of an outcome measure.

The second format is that of a competency-based checklist. This is a checklist of behavioral cognitive competencies assessed by an observer, (e.g. Has demonstrated listening skills). Usually these checklists are developed in a behavioral contract procedure where the student commits himself or herself to particular competency goals. Krumboltz (1974) has written a useful article on how this model can be used as an accountability model for counselors. (The reader should note the compatibility of this approach with Goal Attainment Scaling).

The third format for the student development transcript is the portfolio. In the portfolio approach, the student and adviser compile a "variety of testimonial products, experience records, and other items that portray what he or she has been doing. Research papers, art products, list of activities, and other items may leave the evaluation up to a reviewer or may simply testify to the kind and variety of activity and not of the quality" (Brown, 1977, p. 167). The portfolio approach has been used extensively in innovative curricula, most notably at Empire State College, but also Manhattanville, Wisconsin--Green Bay, and Metropolitan State in the Twin Cities. Usually portfolios are used in conjunction with the other two formats when they have been used in experimental education. While promising, the student development transcript approach is still experimental and has not been well refined. It suffers some of the same practical problems of expense, difficulty, and complexity. It seems to have been most successful in experimental education programs, where the whole college is structured around it as an evaluation tool. The Empire State system is the most developed and refined of such systems.

Competency Assessment. Harvard psychologist David McClelland and colleagues have begun a potentially revolutionary movement in the area of performance testing, the Competency Assessment Movement. They are working on competency measures in a wide range of activities related to education, industry and the military. They believe that the measures are much better targeted and much more meaningful than traditional performance measures. As described by McClelland and Boyatzis (1980), the development of measures involves the following steps: 1. Locate some outstanding and average performers in a field. 2. Conduct behavioral-event interviews of a small sample of outstanding and average performances. (Develop material on specifics of how they did their work and solved problems.) 3. Conceptualize the competencies that differentiate superior from average performers. (Competency is defined as a generic body of knowledge, motives, traits, self-images, social roles, and skills that are causally related to superior or effective performance on the job.) 4. Find or develop measures for the competencies that differentiate superior from average performers. (May be existing instruments or coding systems for observer scoring of persons on these competencies.) 5. Administer the tests supposedly measuring the competencies to a new group of individuals rated for success to see if the tests differentiate the more from the less successful.

Although the competency assessment movement is now primarily concerned with vocational performance (through a private firm McBer and Company), it gained its momentum from an important study of the competencies of liberal arts graduates (cf. Winter, McClelland, and Stewart, 1980). This study developed and tested measures of previously ineffable and impalpable outcomes thought to be associated with a liberal arts education. The potential of the application of the thematic analysis approach developed in this study to the equally hard-to-measure outcomes of student affairs is considerable.

<u>Advantages of the Student Development Approach</u>

— Theory base

— True outcome measurement

— Leads to creative thinking and innovation in program design

-- Particularly applicable to experimental programs

-- Particularly applicable to intense or long term interactions (e.g. student counseling and student leadership consulting.

Disadvantages of the Student Development Approach

-- Expensive

-- Complicated

-- Obtuse

-- Not applicable to less intense services (e.g. handing out bulletins)

-- Hard to apply to complex interventions (magnitude of effects problems)

Kay References, Persons, and Institutions

Theory: Clyde Parker, U of M. See Knefelkamp, Widick, & Parker (Eds.), Applying new developmental findings. New Directions for Student Services, No. 4, 1978, Jossey Bass. Also chapter by same authors in Delworth, Hanson & Associates, Student Services, a Handbook for the Profession, Jossey Bass, 1980.

Miller & Prince, The Future of Student Affairs. San Francisco: Jossey Bass, 1976.

Student Development Transcripts: Key Person--Robert Brown. Nebraska-Lincoln. Brown, R.D. & Citrin, R.S. A student development transcript: Assumptions, uses, and formats. Journal of College Student Personnel, 1977, 18, 163-168.

Also see chapter by Brown in the Delworth and Hanson volume.

Krumboltz, J.D. An accountability model for counselors. Personnel and Guidance Journal, 52, June, 1974.

Key Institutions: Empire State, Wisconsin-Green Bay, Metropolitan State, Nebraska-Lincoln.

Competency Testing: Key Person: David McClelland. Key Place: Harvard. McClelland & Boyatzis, Opportunities for counselors from the competency assessment movement. Personnel and Guidance Journal, 58, pp. 368-372, Jan. 1980.

Winter, D.G., McClelland, D.C., & Stewart, A.J. Competence in College: Evaluating the liberal university. San Francisco: Jossey-Bass, 1980.

The Management Approach to Evaluation in Student Affairs

The management approach to evaluation in student affairs is the application of what has come to be known as the tradition or goal-oriented evaluation approach, familiar to all students of the evaluation enterprise. Harpel (1978, pp. 19-20) distinguishes it from the more esoteric developmental approach as follows: "Evaluation from a management standpoint....does not focus on the question of effectiveness alone or on testing theories of development but on measuring outcomes relative to the resources and purposes of the college or university at large. Since managers must channel resources and activities to produce a desired outcome, evaluation that meets their needs considers both effectiveness and efficiency. In other words, it relates outcomes to the achievement of objectiveness as well as to the resources required to operate the program--the budget." Harpel outlines the following steps in applying the management model to student affairs:

Step 1. Identify the problem (assess needs). The objective in this phase is to produce a profile of the va ous needs of the student, sometimes obtained through standardized inventories available from ETS and ACT.

Step 2. Assess constraints. In this phase managers assess the constraints on their ability to program for student needs, including social constraints (attitudes, tradition), economic constraints (budget, funding sources), political constraints (attitudes toward student services in institution and legislature), legal constraints (e.g. Buckley amendment, privacy laws, etc.).

Step 3. State goals. In this phase programmatic goals are set forth in a general way. Set general, but measurable, directions for programs.

Step 4. Define objectives. Objectives are short-range, time-limited targets, with measurable outcomes.

Step 5. Define program structure. Programs are developed and organized along functional lines; that is, they are grouped in terms of how they relate to objectives and goal-statements.

Step 6. Budgeting. Once programs are defined, they are related to costs through a program budgeting system. Theoretically, the costs of meeting various objectives can be assigned.

Step 7. Assess outcomes. Outcomes are measured in terms of attainment of objectives and the cost/effectiveness of alternative ways for obtaining objectives. Theoretically, any applicable outcome measure can be used in this analysis, although in practice, most such systems settle for output or volume measures (e.g. put on career development workshop for 30 people).

Technologies. As mentioned above, virtually any relevant measure can be built into a management-oriented evaluation system. That is, the manager can develop explicit decision rules (e.g., We will initiate a program if 75% of those in a random survey rank career information as very important). Or we will terminate a program if fewer than 60% change their scores 1 s.d. on the CPI responsibility scale. In point of fact, actual practice seems to rely most on two technologies borrowed from business: Management by Objectives (MBO) and Program Budgeting (PPBS) involve the setting of objectives by individual staff for their performance, coordinated with program objectives, in turn coordinated with organizational goals. PPBS involves assigning costs to individual programs and monitoring actual costs, and when used with MBO, assigning costs to the attainment of specific objectives.

The University of Minnesota was one of the leaders of initiating MBO and PPBS in student affairs, in the early 1970's. Whether the problem was with the system or with the implementation, the effort quickly died and only vestiges remain in the Minnesota Union. Staff resistance to the idea was considerable (insulting to professionals, mickey-mouse, too much paperwork were the common complaints). More fundamentally, credibility was a problem. People did not believe that ultimately the old ways of budgeting would really change. They thought the system was mainly whiz-bang window dressing. Also the system was out of touch with the budgeting process of the rest of the University, particularly the academic units. While there were no doubt local factors involved, other university applications have had similar experiences. One difficulty is with the whole idea of setting goals for ongoing service. Setting goals for new services is a great idea, but it's less applicable to clearly defined services that have a long history. For these services, Jim Preus' notion of level of service, rather than goals, has much appeal.

Furthermore, the constraints listed by Harpel often mitigate against the application of the full-blown classical model, in which traditional organizational structures are rearranged along functional lines, according to an assessment of student needs. The University of Minnesota was also a leader in developing plans for the functional reorganization of services, based on needs sensing. The report from this project, the OSA Systems Design Project, circa 1973, is now gathering dust. The suggested design was creative and innovative, but it had little ultimate impact because of strong adherence to traditional organizational structures.

One still finds articles and books in the student personnel literature (e.g. Foxley, 1980), portraying MBO, PPBS, and systems design as exciting new innovations, and they may be, but their implementation at large universities is tricky. In its own way, the classic management approach to evaluation is every bit as Utopian and pie-in-the-sky as the developmental approach.

Utilization-based Evaluation. However, the classic "set goals--implement programs--evaluate progress" model does not have to be applied in its full-blown form. There are citations in the literature of interesting and practical modifications of the approach to meet the needs of individual institutions and individual decision makers. As Cronbach (1980) makes clear, the field of program evaluation is moving toward a renewed and more intense understanding of the particular needs of the individual decision maker. The utilization-based evaluation approach of Patton (1978) is an example of how the management approach can be modified into a more practical form. This approach begins with a thorough diagnosis of who will use evaluation information, for what purposes, and what will be considered credible. Once these things are understood, evaluators and program personnel work together to determine a methodology appropriate to the problem. Credibility and the decisions to be made are given precedence over methodological purity or theory. Patton has had some notable success with this approach in evaluating social programs. When they have succeeded, some of the polling efforts by Student Life Studies have fallen into this category because they were tailored to individual decisions (we won't discuss the failures here)!

Practioners of the utilization-based approach are hard to find in the literature because by definition their methods are so local that they are not widely disseminated. Two that did turn up are the use of a somewhat uniform system for keeping track of student contacts using optical scan forms for quick turnaround at the University of Colorado, and a system of on-the-spot satisfaction surveys of consumers of various services at Northern Illinois. Other innovators in the utilization approach are undoubtedly in other student affairs offices.

It should be noted that a utilization-based approach runs a risk of catering to the idiosyncratic whims of a given decision-maker. If the decision-maker is malevolent or not too bright, then there can be problems! Additionally, compared to more theoretical approaches, the utilization-based approach can perpetuate the status quo and not encourage innovation.

<u>Advantages of Management Models</u> (Utilization-Based)

— Practical

— Tuned to real needs

-- Cost/effective

-- "Plays in Peoria"

Disadvantages of Management Models

-- Dumb decision-makers

-- Perpetuates status quo

-- Irrelevant (Classic models)

Key References, Persons, and Institutions

MBO/PPBS: Cecilia Foxley, Iowa.
Richard Harpel, University of Colorado.

See C.H. Foxley (Ed.), New Directions for Student Services: Applying Management Techniques, No. 9. San Francisco: Jossey-Bass, 1980. Also see Johnson & Foxley in the Delworth & Hanson volume.

Harpel, R. Evaluating programs from a management perspective. In G.R. Hanson (Ed.), New Directions for Student Services, No. 1--Evaluating Program Effectiveness, Jossey-Bass, Spring, 1978. Also see chapter in the Delworth & Hanson volume.

Utilization-Based Evaluation: L. Cronbach and Associates. Reforming Program Evaluation, Jossey-Bass, 1980.

Patton, M.Q. Utilization-Based Evaluation, Sage , 1978.

The Self-Study Approach to Evaluation in Student Affairs

The third approach,outlined by C. Robert Pace, is the self-study approach. Pace (1978, p. 15) defines it thusly: "College self-study....can be almost anything a group wants to study on the college; it need not be a total review of institutional purposes and programs. Its main distinguishing feature is that it is designed, conducted, and interpreted internally, not by an external evaluation. This characteristic at least offers the potential for making evaluation a learning activity for those who engage in it....A successful self-study model requires several ingredients. The topic or focus of the study must be recognized as important. The people most directly concerned about it and most likely to be affected by the results must be active in carrying out the study.

Maintaining active participation requires continuous and open communication, discussion and debate. The interpretation of results reflect consensus. And finally, plans must be made and followed for translating the conclusions into appropriate actions."

The self-study approach is definitely very broad and more than a little ambiguous. It merges into the utilization-based approach. However, most traditional program reviews in academic can be included in this category. That is, most academic reviews concentrate on opinions and process. Attempts are made to gain a wide range of opinions about program quality from participants, staff, service recipients, students, administrators, and scholars. Objective output and outcome data are often used in the process, but primary emphasis is given to interpretations of the data by various parties. Although it is stretching the definition of "self" somewhat, evaluation teams in the same discipline from other universities are often used in conjunction with reviews by department members. Sometimes internal evaluation experts are used either to provide data or to serve as consultants. Still, the emphasis is on process.

A recent Hi-Tech variation of the self-study approach is the eco-system approach, which is loosely based on concepts from environmental psychology (cf. Huebner, 1980, and Banning, 1980). The ecosystem approach fits here because it primarily emphasizes varying perceptions of the campus environment and a process of discussing these perceptions in a self-study process emphasizing directions for change.

Technologies

Any number of assessment techniques can be used in a self-study approach. However, the majority of those used can be classed as perceptual measures--ways of assessing different peoples' perceptions or views of an issue or a program (cf. Pinsky & Ebbes, 1980). The best-known perceptual measures are general standardized instruments for viewing the college environment, the CUES (College and University Environment Scales and the College Characteristics Index (CCI). Although these instruments have been widely used, they have also been widely criticized as being too general for specific decision making (Centra & Linn, 1970, Baird, L.L. & Hartnett, R.T., 1980). For example, if one wishes to know whether students think a college union is a pleasant place, the general questions about the atmosphere of the institution from the CUES or CCI are not very useful.

The general environmental perception instruments seem most useful for comparing subgroups of students (e.g., Do commuter students or minority students or foreign students think the college is a less hospitable place than do other students?) More specific perceptual information is usually gathered through a locally-developed, custom-tailored instrument (polls, surveys, etc.). While often extremely useful because of their obvious relevance, these instruments do not permit inter-institutional comparisons. Thus, some of the more fundamental questions about how a college compares with other similar institutions cannot be answered.

A recent development is the attempt by the major testing companies, ACT and ETS, to balance off the need for specific local program information and the need for inter-institutional comparisons. They are doing so by providing a series of standardized instruments for looking at student and faculty views of concrete aspects of campus life and support services (e.g., satisfaction with health services) in a way that is more targeted than the general environmental measures. They are also developing item catalogs from which a college may select relevant items. Although these services are just beginning, their growth and potential utility should be watched.

Innovations in Process

It should be remembered that the self-study method emphasizes the process of self-examination as much as the results. Despite talking about their work in terms of Jerry-Brown rhetoric about ecosystems and eco-mapping, the campus ecology theorists (cf Huebner, Banning, Aulepp, Delworth, Corrizini) have practiced some interesting ways of developing and using data in self-study efforts. One of the tools devised in this effort is the Environmental Satisfaction Questionnaire (Corazzini, Wilson, & Huebner, 1977), which consists of two parts. The first part has students agree or disagree with various statements about campus life, much like the CUES and other similar perceptual instruments. However, the second part has students go beyond this and asks them to list particular aspects of the environment which have caused this problem and what might be done to change things. Data from this and other measures is processed by a staff group environmental assessment team, which makes suggestions about innovations in services. A program to remedy the problem is then developed and pilot tested. Corrizini (1980) cites a case of the usage of this procedure to identify and remedy a problem of poor faculty advising at Colorado State University. Another interesting approach is to appoint panels of students to keep logs of experiences and to identify problems with the environment that appeared in the logs. This material then is discussed by a committee to "brainstorm" ideas for change. This technique has been useful in helping student governments develop worthwhile ideas to promote. In the ecology point of view, evaluators act as consultants not only on the gathering of data but also on the use of the data in developing plans for change. Such programs have occurred at Arizona State, Indiana, and Colorado State.

More traditional self-study approaches involving peer review either by others in the field or an advisory committee are also used. Kerr (1980) talks about the use of such techniques at California-Davis. A schedule is set for the evaluation of a student service, much like that of academic departments at other institutions. Penn State is also reputed to use such a system.

The self-study approach either in its traditional or new forms is rather amorphous and malleable. This is both a strength and a weakness. The strength is that the approach is flexible and adaptable. This allows it to meet the needs of decision makers and program participants. The approach has a built-in press for consensus and commitment. The weakness is that the formlessness makes the approach susceptible to political manipulation. Those who wish to put together a "window dressing" evaluation committee or a shallow survey to keep from looking too deeply at the question of effectiveness. Savvy staff can effectively control the self-study process to preserve the status quo.

<u>Advantages of the Self Study Approach</u>

-- Flexible/adaptable

-- Involves staff

-- Often inexpensive

-- Encourages consensus

-- Encourages commitment

-- Encourages creativity

-- Comparable with traditions

<u>Disadvantages of the Self Study Approach</u>

-- Ambiguous

-- Susceptible to politics

-- Utopian (ecosystem approach)

-- Can perpetuate status quo

<u>Key Persons, References, and Institutions</u>

<u>Persons</u>: Pace, Huebner, Banning, Baird, Brown, Kerry, Keating, Hurst.

<u>Institutions</u>: Arizona State, Indiana, Iowa, California-Davis, Colorado State, Texas

<u>References</u>: Huebner, L.A. (Ed.), Redesigning Campus Environments--New Directions, No. 8, 1979.

Keating, L. & Hurst, J. The Evaluator as Consultant. In New Directions, No. 1, 1978.

Kerr, Evaluating Services. In Delworth & Hanson, 1980.

Banning, I.H. The Campus Ecology Manager Role. In Delworth & Hanson, 1980.

Huebner, L.A. Interaction of Student and Campus. In Delworth & Hanson, 1980.

Baird, L.L., & Hartnett, R.T. Understanding Student and Faculty Life. Using Campus Surveys to Improve/Academia Decision Making. San Francisco: Jossey Bass, 1980.

Coda

I will not try, at this point, to synthesize how we might draw from the three approaches, except to note that each approach primarily focuses on one of the data types in our model:

Developmental Approach: Measured outcome data.

Managerial Approach: Output/volume data.

Self-Study Approach: Perceived needs and perceived outcomes.

Examples of Level of Service Analyses for OSA Units

EXAMPLE 1: OFFICE OF STUDENT FINANCIAL AID

The range of services provided is confounded with the level at which each of those services is provided. Example: OSFA might develop a program of educational seminars on personal finances for all students if resources were available -- but doing so (within present resources) would detract from levels of service provided in ongoing aid programs.

Consider the various programs of the office (e.g. interaction with prospective students, preparing and adjusting packages, student contact services, academic progress review, GSL processing). For each you can probably define 1) the minimal level which is required to participate, 2) a (theoretical) high quality service (unconstrained by resource considerations, 3) one or more steps in between, and 4) where OSFA falls in the level of service in terms of what is provided now. A matrix results, eg:

	Program A	Program B	....	Program X
HI QUALITY	Description	Description		Description
OSFA	Description		OSFA	Description
		Description		Description
	Description			Description
				Description
MINIMAL SERVICE	Description	Description	OSFA	Description

No one outside OSFA can construct this matrix. But this can become a vehicle for communicating with those outside OSFA. Those outside the financial aid community should be dealing with questions of the level of service which should be provided at the University of Minnesota.

In an ideal world, resource implications of moves up and down in level of service for each program could be identified. That may be a necessary later step in the process, but do not spend the time to do so now. Of course, you may have ready information about the cost of moves, and it would be valuable.

PROGRAM 1A - GSL COUNSELOR INTERVIEW

Quality of Service Options		
	Highest Quality	Process applications on the spot. Spend extensive time with individual students checking correctness of form, exploring financial aid options, discussing factors to be considered with regard to loan indebtedness, and helping student find most advantageous lender for the student. Brief waiting time for student applicants. Counselor available 8 AM to 6 PM and two nights per week. Counselors maintain updated handbook on policies and procedures and maintain good communication with lenders and insuring agencies.
	High Quality OSFA X	Process applications on the spot. Spend adequate time with students reviewing basic application components and aid options. Briefly list possible lenders. Waiting time varies - may be lengthy on busy days. Students may need to return another day. Counselors available six hours per day. Periodic training sessions are provided to update counselors on policies.
	Low Quality	Application accepted over counter and not returned to student immediately as in options A and B. Application quickly reviewed at counter for completeness. Forms completed by counselor and returned by mail to student in two weeks, if there are no problems noticed by staff. Correspondence with students done by mail.
	Minimal Quality	Applications accepted over counter or by mail. Assume students have filled out form correctly. If they have not, require them to come into office to clear up any problems when they inquire about the status of their application. Counselors process forms when time is available. Students return to office to pick up completed applications.

PROGRAM 1B - GSL CLERICAL PROCESSING

Quality of Service Opt		
	Highest Quality	Clerical staff creates aid file and enters data on completed GSL applications on the same day counselor completes the application. Staff calls lenders on behalf of students to monitor further process of their applications. Maintain an updated list of active lenders for staff and students. Respond promptly to inquiries from lenders regarding student enrollment and/or loan status. Answer telephone inquiries from students thoroughly as they come in to the office.
	Medium Quality OSFA X	Clerical staff creates aid file and enters data within a few days. Staff calls lenders upon student request to check on process of their application. Update list of lenders occasionally. Return calls to lenders and students regarding individual loan status, enrollment, and eligibility requirements.
	Low Quality	Clerical staff create file and enter data when time is availalbe. Staff refers students inquiring about their loans to the lenders. Do not maintain an active list of lenders.
	Minimal Quality	Create paper file as mandated by federal regulation but data processing is not maintained for students who do not have other financial aid. The staff is not accessible by telephone.

PROGRAM 1C - GSL CHECK DISTRIBUTION

Highest Quality	Students are notified by Office of Student Financial Aid when a check is received and when it may be picked up. Students may come in anytime during normal office hours to pick up their check at the OSFA or the Bursar's office. Students who have State of Minnesota checks who must have an interview before they can pick up their funds may receive the interview at any time during the day from a professional staff member. If students do not pick up their checks, they are sent reminder notices. Checks not picked up are returned promptly to the lenders.
Medium Quality OSFA X	Students may inquire whether their checks have been received as a check record is maintained. If they have a check from a bank, they may pick it up during normal office hours at the Bursar. If their check is a State of Minnesota check, they must come in on certain days to receive their interview with a professional staff member. During busy days they may have to wait in a lengthy line and the interview will be perfunctory. Students are sent reminder notices to pick up their check. Checks not picked up are returned to the lenders, sometimes after some delay.
Minimal Quality	Students who wish to pick up checks must continue to check at the distribution points to see if their check is in the distribution box. Checks may only be picked up at designated times when there are few other checks to distribute. Interviews for State of Minnesota checks are given in large groups once a week. Students are not reminded to pick up checks. Checks are returned to lenders when time is available.

PROGRAM 2 - COUNSELING-ADVISING - 2A WALK-IN COUNSELING

Highest Quality	Walk in counselors are on duty 8 AM to 6 PM two or more nights per week. A student may come to the office any time during those hours and be assured of seeing someone who is familiar with their particular concern or type of financial aid problem. They would be seen in less than ½ hour. Walk - in counselors would be permanent employees familiar with program guidelines and the full range of financial alternatives and other university student services. Short term loans would be provided immediately for the convenience of the student in a pleasant manner.
Medium Quality OSFA X	Walk in counselors are on duty for restricted portions of each day. Students who come are put on a waiting list which may be long. Students whose problem cannot be resolved in fifteen minutes are asked to make an appointment to return. Less than fully informed full-time staff and part time staff are sometimes used as walk in counselors. They may or may not be aware of all alternatives available for a particular student. Short term loans are restricted to meet specific emergencies and usually are not availalbe for a week. Demands on staff may be so heavy that staff occasionally become tired and short with students.
Minimal Quality	Walk in counselors are not available on a routine basis. Students must make an appointment or present their case forcefully enough to warrant special consideration. Short term loans are not available to assist students with emergency needs. All informational questions are answered by clerical staff.

PROGRAM 2 COUNSELING ADVISING 2B BUDGET&FINANCIAL MANAGEMENT

Highest Quality	Counselors are readily available to help students complete their budgets. They make cost saving suggestions, are able to explain to students such things as managing a checking account and income tax procedures. Extensive cost conscious consumer information brochures are available for distribution. Mini courses and budget management sessions are held on a regular basis for specific groups of students or students requesting assistance. Excellent application materials are available which give students specific hints and tips.
Medium Quality OSFA X	Counseling staff is available on an appointment basis to assist students with particular budget or financial problems. There maybe a two or three week waiting period before an appointment can be obtained. Staff are available to assist specific groups of students complete their applications (such as those with language difficulties). Application materials contain extensive information about procedures, policies, and sample budgets or fiscal items.
Minimal Quality	Staff is generally not available to meet with individual students to discuss budget or financial problems. Whatever information is disbursed is done in written form with the aid application packet. Clerical staff is not available to answer telephone inquiries about budgets or application instructions.

EXAMPLE 2

BOYNTON HEALTH SERVICE
MEDICAL TREATMENT
LEVELS OF SERVICE EVALUATION

Level 4 (Top Quality)	Appointment available same day for generalist within a week for in-house specialist. Appointments kept within half-an-hour. Initial intake include personal and family health history. Diagnostic testing and consultation performed. Diagnosis and treatment on-site. Follow-up visits by same provider (physician or nurse practitioner). Patient questions and concerns addressed to his/her satisfaction.
Level 3 (High Quality)	Appointments available same day for generalist, within week by referral for specialist; appointments kept within half hour. Symptomatic treatment, plus diagnostic testing (lab, x-ray). Diagnostic testing results reliable and available within 24 hours. Diagnosis and treatment by medical provider.
Level 2 (Middle Quality)	Appointment for generalist within one week, walk-in in E.R. only for same day service; within two months for specialist, appointment kept within one hour. Diagnostic testing, (results available within one week), diagnosis and treatment. Follow-up by other providers.
Level 1 (Minimum Quality)	Walk-in visits only; wait over one hour. Symptomatic care for minor illness and injury. No diagnostic testing nor diagnoses made.

STUDENT HEALTH SERVICE

Part E. *Pertinent Background Data, Documents and Sample Opinion Polls*

(This is a listing of such items as policy references, procedural documents, organization charts, workload data and measurements, and performance indicators which will be helpful to the review team in conducting the appraisal.)

1. Schedule of health and safety inspections for the preceding year and the current year.
2. Copies of a selected sample of health and safety inspection reports with a description or other evidence of follow-up actions.
3. Reports on other phases of the campus health, safety and risk management program for the past three years.
4. Copies of reports of the State Fire Marshal, insurance companies and other external sources that evaluate the campus health and safety programs and practices with copies of campus responses and follow-up actions.

Sample Opinion Polls

A departmental questionnaire developed by the Riverside campus of the University of California is included.

ENVIRONMENTAL HEALTH & SAFETY
QUESTIONNAIRE
(Department Head)

1. What is your understanding of the role of Health and Safety on this campus? Based upon your understanding, do you feel the job is being done? If not, what would you recommend?
2. What type and frequency of contacts, if any, have you had with the Environmental Health and Safety Office at UCR, particularly during the last 2 years?
3. If there were interactions with Environmental Health and Safety in that time period, to what extent and in what way were they satisfactory or unsatisfactory? Please be as explicit and detailed as possible.
4. If a possible hazard within your department came to your attention, what, if anything, would you expect Environmental Health and Safety to do about it? Please explain your expectations in sufficient detail to enable the Team to judge if Environmental Health and Safety is meeting, or able to meet, your expectations.
5. What services, other than those discussed above, do you expect Environmental Health and Safety to fulfill now or in the future, as need arises?
6. Do you feel Health and Safety should have strictly an advisory role in your departmental operations?
7. Would your department support a Health and Safety staff that was empowered to shut down an operating hazard, procedure or laboratory in your department?
8. What do you and your staff feel you would need, if anything, to be adequately versed in:
    a. Health and Safety Procedures (e.g., fire, first aid, defensive driving, etc.)?
    b. State and Federal safety regulations (e.g., OSHA)?
9. Do you feel that the most hazardous aspects of the work of your department have been identified?
    a. How were they identified?
    b. Do you feel that you receive adequate support from Environmental Health and Safety in dealing with those conditions? Please elaborate.
10. Who, in your opinion, is responsible for maintaining a safe working environment in your department?
11. Do you have an individual or a group that is responsible for health and safety within your department?
    a. If not, do you think you should? Please elaborate.
    b. If you do, how is it organized?
    c. What are its functions?

Please feel free to attach additional sheets for the inclusion of other comments or observations you may wish to make.

From: Appraising Administrative Operations: A Guide for Universities and Colleges, California University Systemwide Administration, 1976, p. 127-8; 166-9.

Part E. *Pertinent Background Data, Documents and Sample Opinion Polls*

(This is a listing of such items as policy references, procedural documents, workload data and activity measurements which will be helpful to the review team in conducting its appraisal. These are in addition to the items listed in Part E. of the *General Management* Guidelines section.)

Background Data and Documents

The following documents and publications are suggested to provide the review team with substantial background information on the national development of student financial aid, aid program policies and regulations, and campus operational data.

Publications

—current need analysis guides published by The American College Testing Program (Iowa City) and the College Scholarship Service of the College Entrance Examination Board (New York).
—*An Annotated Bibliography in Student Financial Aid.* The American College Testing Program, Iowa City, latest edition (reference document).
—pertinent current issues of:
  Federal Register
  Chronicle of Higher Education
  Journal of Student Financial Aid (published by the National Association of Student Financial Aid Administrators)
—current Congressional amendments to the Higher Education Act of 1965 (e.g., Public Law 92-318, 92nd Congress, S. 659, 6/23/72).
—Department of Health, Education and Welfare manuals for federal aid programs (latest editions and as applicable to local aid programs).

Campus Documents

—latest institutional application for federal aid funds
—Financial Aid Office procedural documentation
—Financial Aid Office flow process charts
—budget proposals of units involved in financial aid processing (staffing levels, workload measurements, financial support to processing activities, etc.)
—campus and systemwide policy statements related to financial aid administration
—flow process chart for financial aid check production
—other available procedural documentation which relates to financial aid processing

Opinion Polls

See following sample student questionnaire developed by review personnel at the Davis campus of the University of California.

STUDENT FINANCIAL AID ADMINISTRATION

Questionnaire

Please use the enclosed card for your answers, using any soft leaded pencil.

About Yourself

1) Sex: A = Male B = Female
2) Marital Status: A = Single B = Married C = Separated/Divorced
3) Class in School: A = Freshman B = Sophomore C = Junior D = Senior E = Grad/Prof.
4) Living location: A = On-Campus B = Off-Campus
5) Are you a transfer student: A = Yes B = No
6) How did you first hear about the availability of Financial Aid?
   A = High School/Community College Counselor B = Admissions Material
   C = Parents/Friends/Students D = Financial Aid Office
   E = UCD Catalogue N = Other
7) Have you read any of the Financial Aid Office literature describing available programs?

A = No B = Yes, but it was not very helpful
C = Yes, and it was somewhat helpful D = Yes, and it was very helpful

8) For how many quarters have you received financial assistance from the Financial Aid Office?

A = 3 or less B = 4 to 6 C = 7 to 9 D = 10 to 12
E = More than 12

9) During the current academic year, how often after aid award have you had personal contact in the Financial Aid Office?

A = None B = Once a year C = Once a quarter
D = 2-3 times a quarter E = 4 or more per quarter

10) What was your major reason for going to the Financial Aid Office?

A = Advice on money management
B = Reporting a change in personal income
C = Request for Short-Term/Emergency Loan
D = Potential overaward (too much aid in view of resources)
E = Inquiries about your own award N = General Information

11) Have you received any financial counseling from the Financial Aid Office?

A = Yes B = No

12) If yes, was it helpful to you?

A = Very much so B = Somewhat C = Not at all

13) In your opinion, was the needs analysis you received from the Financial Aid Office fair?

A = Yes B = Somewhat C = No

14) Was the award you received adequate?

A = Yes B = Somewhat C = No

15) Where would you first go for help with a financial problem?

A = Parents/Friends B = Student Employment Center
C = Financial Aid Office D = Bank or other private institution
E = Academic department or School/College
N = Other campus Administrator (i.e., Chancellor, Dean of Women, etc.)

16) Which of the activities described below would appear to be the most important to the Financial Aid Office?

A = Serving student needs
B = Compliance with Administrative guidelines and procedures

17) How easy was it for you to see a Financial Aid counselor?

A = Very easy B = Fairly easy C = Some waiting
D = Difficult

18) How helpful has the Financial Aid Office been to you in dealing with your financial problems?

A = Extremely helpful B = Helpful but they could have done more
C = Somewhat helpful but could have done a lot more
D = No help at all

19) Was the Financial Aid Office staff courteous to you?

A = Yes B = Somewhat C = No

20) Have you ever requested additional aid after receipt of your initial award?

A = Yes, and granted B = Yes, and rejected C = No

21) How would you describe the requirement for supporting documentation in your application for additional aid?

A = Excessive B = Reasonable N = Not applicable

22) How do you feel about the amount of paper work required for application and continuation of financial aid?

A = Excessive in all areas B = Reasonable in all areas
C = Excessive in some areas D = Reasonable in some areas

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OSA

University of Minnesota Undergraduate Student Financing, 1980-81:

A Study of Expenses and Sources

Glenn L. Hendricks and Carol Gersmehl

Student Life Studies and Planning

University of Minnesota

University of Minnesota

UNDERGRADUATE STUDENT FINANCING

1980-81

A Study of Expenses and Sources

by

Glenn L. Hendricks

with

Carol Gersmehl

October 1981

This study was a joint effort of Student Life Studies and Planning and the Minnesota Student Association. Special thanks are given to Bob Wertz and Wally Hilke of MSA who carried out the mailing activities and Ed Mack and Pat Tollefson of SLSP who were instrumental in the preparation and handling of the data as well as the typing of the report.

Table of Contents

SUMMARY

This is a report of the responses of 406 randomly selected undergraduates to a survey asking their expenses and income during 1980-81. The survey is a repeat of a similar one taken in 1975 and allows analysis of change during the past six years of double-digit inflation (a 66% increase in the CPI) and increased amounts of available student aid (now about $56,000,000 at the University of Minnesota).

Expenses

Undergraduates estimate their total 1980-81 expenses to have been on average $4,286. This was 59% more than the $2,690 reported for school year 1974-75. Students living at home reported on average only 60% as much expense as those who did not live with their parents. Older students said they spent significantly more ($1,166) than did younger students. However, there was no significant difference between males and females.

The chief single expense reported was that for room and board. The 1980-81 mean cost for those who paid anything was $2,094, nearly $800 or 61% more than in 1974-75. However, 25% of our undergraduate respondents reported no expense for this item. Most of this latter group (86%) lived at home.

Sources of Income

A variety of sources contribute to a student's income. Seventy-one percent of the students reported working during the school year. For those who work, 35% of their income was derived from employment. Only 44% indicated that parents contributed any cash to meet their expenses. (Parental contributions may also have been in the form of free room and board, but the survey did not ask directly about free room and board.) Grants were an income source for 33% of the respondents while 27% indicated they used loans to meet their expenses.

When 1975 is compared with 1981, there is little difference in percentage of students deriving income from school year employment, from parent contributions, or from savings. Recipients of grants and scholarships rose from 19%

in 1974-75 to 33% in 1980-81. Loan recipients nearly doubled from 14% to 27% in that same six-year period.

Aggregations of the several possible sources of income showed that 90% of the students were employed during the school year or in the summer which provided an average 53% of the total of a working student's income. Outside assistance in the form of grants, scholarships or loans was received by 58% of the students providing nearly half (48%) of the average aid or loan recipient's income. Forty-four percent received assistance from their parents who contributed an average 41% to their children's total income.

Employment Patterns

Only 8% of the respondents said they did not work at some time during the year. Sixty-nine percent indicated they were employed both during the school year and in the summer while 17% said they worked during the summer only. The mean of estimates of earnings from employment during the school year for full-time students was $2,300 with a median of $1,700.

Financial Aid is received by 44% of the undergraduate students in 1980-81 as contrasted to only 21% in 1974-75. This reflects the increased amount of money available in University administered financial aid programs, which has increased 208% from 18 to 56 million dollars in those six years.

Implications

This study indicates that the increased costs of attending school have been met in part by an increase in the percentage of students who depend on assistance from loans, grants, and scholarships. Overall, parents who contribute do so at about the same percentage rate as before. However, there has been a slight decrease (4%) in the number who contribute anything. Continued inflation combined with the proposed reduction, or at least no increase, in the amount of available aid will undoubtedly create problems for some students. This is especially the case for those already contributing substantial amounts by working while going to school. Roughly a quarter (49% of the aid recipients) of the total undergraduate respondents felt that without financial aid assistance they would be forced to withdraw from school.

INTRODUCTION

Students have been caught in the same economic vise of inflation that has gripped all American society during the past decade. Unfortunately, much of the reported impact of increased costs in higher education has been based on overgeneralized data (the inclusion of all types of students in all types of institutions).

This study reports on a very specific group: undergraduates at the University of Minnesota Twin Cities campuses during the first half of 1981. This group represents about 75% of the total student population at the University. It replicates a similar study carried out in 1975 and makes possible statements about the effect of inflation during this 6-year period.

Income and spending patterns of 406 randomly selected undergraduate students who replied to a mailed questionnaire are reported here. This was a 72% return of the original group (567) we attempted to survey. The study is a joint effort of Student Life Studies and the Minnesota Student Association.

The data was analyzed on the basis of six chief variables: sex, age, residence patterns, class, qualification as financially self sufficient, and whether or not they participated in any financial aid programs administered by the University. For the most part we have chosen to report only variables that had statistically significant differences.

At least two important factors must be kept in mind as background to the data that follows. First, this has been a period of high inflation. During the intervening 6 years since the first study the Consumer Price Index has risen 66%. Also there has been a 160% increase in the amount of student aid available in the form of loans, grants, and work programs. In addition, the basis on which the aid is given has been slightly changed (for example, in 1980-81 there was no parental income cap on those who qualified for some kinds of loans). Thus there may not be a direct one-to-one relationship between rising costs and increased amounts of either grants made or loans taken out by students.

Glenn L. Hendricks

HOW MUCH DOES IT COST?

Undergraduates estimate their total expenditures during academic year 1980-81 to be $4,286. This compares to an estimate of $2,690 in 1974-75, a 59% increase.

Table 1 compares mean total expenditures among categories of students. Four of the five comparisons show statistically significant differences. Students living with parents or relatives reported only 60% of the expenses incurred by those not living with parents. Older students incurred nearly $1,200 greater expenses than younger students. Successive class levels show progressively higher expenses. Aid recipients spent nearly 22% more than non-recipients. Undoubtedly this reflects the inability of many who qualify for aid to tap family resources to assist them in meeting the costs of going to school. No real differences in total expense patterns was found between males and females.

Table 1

MEAN ESTIMATE OF TOTAL EXPENSES

Academic Year 1980-81

			Dollars (0–6000)	PERCENT CHANGE
TOTAL SAMPLE	1980-81	(391)#	$4286	59% increase
	1974-75	(581)	$2690	
RESIDENCE**	With parents or relatives all school year	(108)	$2924	
	Not with parents/relatives during school year	(259)	$4884	
AGE**	Under 24 years	(323)	$4087	
	24 years or older	(65)	$5253	
SEX	Male	(209)	$4334	
	Female	(182)	$4231	
AID**	Recipient	(172)	$4768	
	Non-recipient	(219)	$3907	
CLASS*	Freshmen	(75)	$3787	
	Sophomores	(102)	$4189	
	Juniors	(97)	$4418	
	Seniors	(109)	$4532	
	Adult Specials	(8)	$5249	

#Numbers in parentheses indicate number of respondents in each category.

**Significant differences at .001 level.

*Significant differences at .05 level.

ROOM AND BOARD, A BIG ITEM

Total expenses were derived from the aggregate of seven specific categories. Room and Board was by far the largest single expense and is reported separately in Table 2. The 1980-81 mean cost for room and board was $2,094, nearly $800 or 61% more than the $1,300 reported in 1974-75. Students were asked to report amounts only in cases where payment was actually made, and our figure reflects this.

Nearly 25% of our respondents reported zero expense, and most of them (86%) lived with parents or relatives. The mean room and board expense for <u>all</u> students (including those who paid nothing) was only $1,550.

Table 1 shows that living at home dramatically reduced total expenses for some students, on average by nearly $2,000. Nearly 82% of those living at home paid nothing for room and board.

Table 2 compares mean room and board cost by student's residence. Students who contributed to room and board costs while living with their parents spent nearly $1,200 less on average than those not living at home during the school year. Table 2 also compares means by age and sex; older students spent $701 more than younger and females spent $228 more on average than males.

Table 2

MEAN ESTIMATE OF ROOM AND BOARD EXPENSES

Academic Year 1980-81

			Dollars (0–3000)	PERCENT CHANGE
TOTAL SAMPLE	1980-81	(296)#	$2094	61% increase
	1974-75	(412)	$1300	
RESIDENCE**	With parents or relatives all school year	(19)	$1035	
	Not with parents/relatives during school year	(255)	$2223	
AGE**	Under 24 years	(238)	$1962	
	24 years or older	(55)	$2663	
SEX*	Male	(161)	$1990	
	Female	(135)	$2218	

#Numbers in parentheses indicate number of respondents in each category. Only non-zero responses are included.

**Significant differences at .001 level.

*Significant differences at .05 level.

OTHER EXPENSES

Table 3 displays mean expenditures for six additional expenses for both 1980-81 and 1974-75. For all six types of expenses blank responses were not included when calculating the mean. For four of the expense categories, respondents who indicated zero expense were not included. Thus for entertainment, transportation, personal and family support, mean expenditures represent only the students who actually experienced the expenses. In 1980-81 family support was paid by only 12% of the sample, but this amount loomed large ($1,042) in those individuals' budgets.

Mean tuition includes all respondents, both resident and nonresident students. The means for both academic years are skewed by the higher fees paid by nonresidents of the state of Minnesota.

Table 3

MEAN ESTIMATES FOR SIX ADDITIONAL EXPENSES

Academic Years 1980-81 and 1974-75

			Dollars	PERCENT CHANGE
TUITION	1980-81	(396)#	$1310	68% increase
	1974-75	(581)	$780	
FAMILY SUPPORT	1980-81	(50)	$1042	26% decrease
	1974-75	(72)	$1400	
PERSONAL	1980-81	(378)	$463	40% increase
	1974-75	(549)	$330	
TRANSPORTATION	1980-81	(353)	$357	32% increase
	1974-75	(536)	$270	
ENTERTAINMENT	1980-81	(381)	$345	44% increase
	1974-75	(540)	$240	
BOOKS	1980-81	(397)	$230	44% increase
	1974-75	(581)	$160	

#Numbers in parentheses indicate number of respondents. For family support, personal, transportation, and entertainment expenditures, only non-zero responses were included.

A SIX-YEAR COMPARISON

Where does the increased amount of money spent to attend school come from? It is possible to gain insight into shifting patterns of student income by comparing the responses of 1975 with those obtained in 1981. Each percentage displayed in Table 5 represents the number of students who reported income from that particular source.

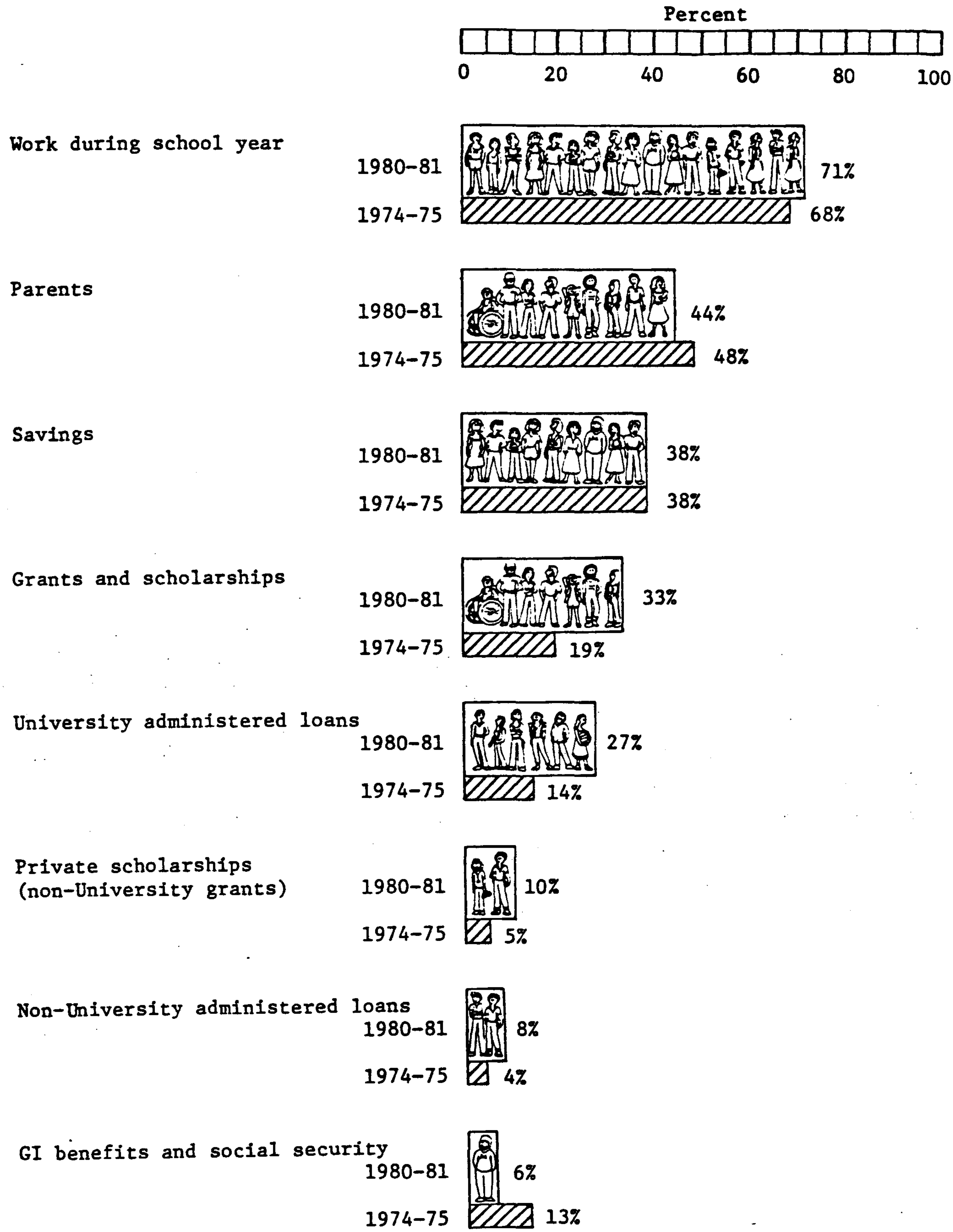
As Table 5 indicates, work during the school year is the most frequently reported source for both academic years. Slightly fewer indicate receiving help from parents in 1980-81, and the same percentage call upon savings for both years.

Of particular interest is the increased number who now receive help in the form of various kinds of loans, grants and scholarships. This shows the significant increase in dollar amounts that have been made available during this period. It also reflects changed eligibility criteria for access to these funds.

Table 5

PERCENT STUDENTS REPORTING INCOME FROM SELECTED SOURCES

Academic Years 1980-81 and 1974-75



WHERE DOES THE MONEY COME FROM?

Students call upon a variety of sources when assembling their personal financial package. Table 4 illustrates the extent to which those in our sample utilized 12 different categories of resources.

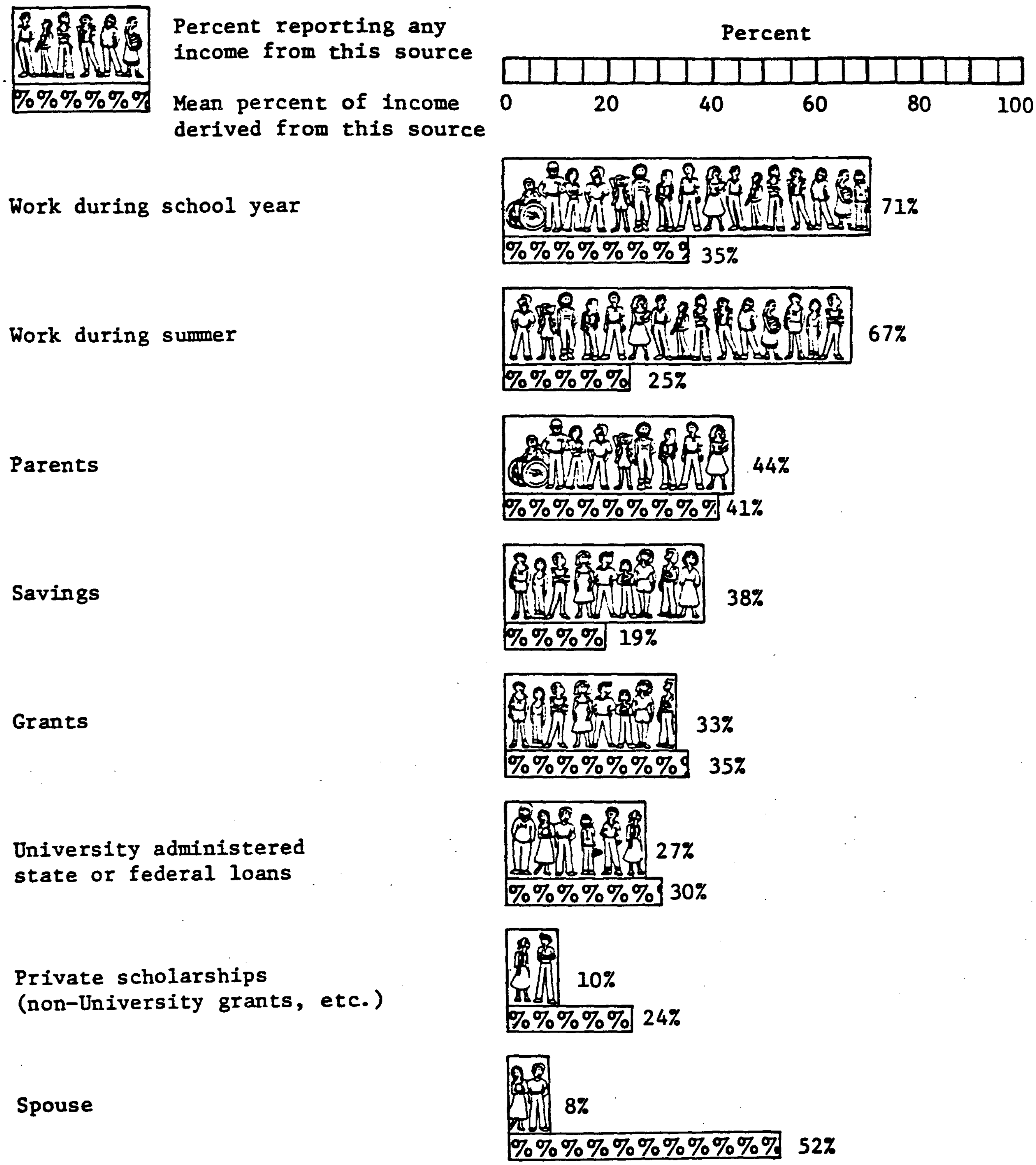
Two aspects of each category are presented here. The top line indicates the percentage reporting income from this source. The second line shows the average percentage of their total income this source represents. For example, 71% of the students worked sometime during the school year. For those who worked during the academic year, this represented an average 35% of their income. However, the percentages attributed to academic year employment range from small amounts to a few cases where employment represents all of a student's reported income. (See Table 7b and 8.)

While work, financial aid programs, and parents are the most frequently reported sources, a few students depend on other sources as major contributors to the costs of their maintenance. Relatively few students receive social security benefits as a survivor of a deceased parent, for example. Yet for them social security provides a major source of income.

Table 4

SOURCES OF STUDENT INCOME

Academic Year 1980-81



	% Reporting Income from Source	Mean % from Source
Non-University administered loans	8	44
GI benefits/social security	6	51
Other	5	24
Welfare	2	35

AGGREGATING SOURCES OF INCOME

To better understand the sources of income, Table 6 aggregates the specific categories into three areas: (1) that generated by the students themselves from work or personal savings; (2) that coming from parents or relatives; and (3) that made available from outside sources--whether public or private (institutional student aid or private bank loans, for example). Table 6 displays two aspects for each aggregated source. The top percentage represents the number of students who reported income from any subcategory of the aggregated source. The second line shows the percentage of income on average derived from the source.

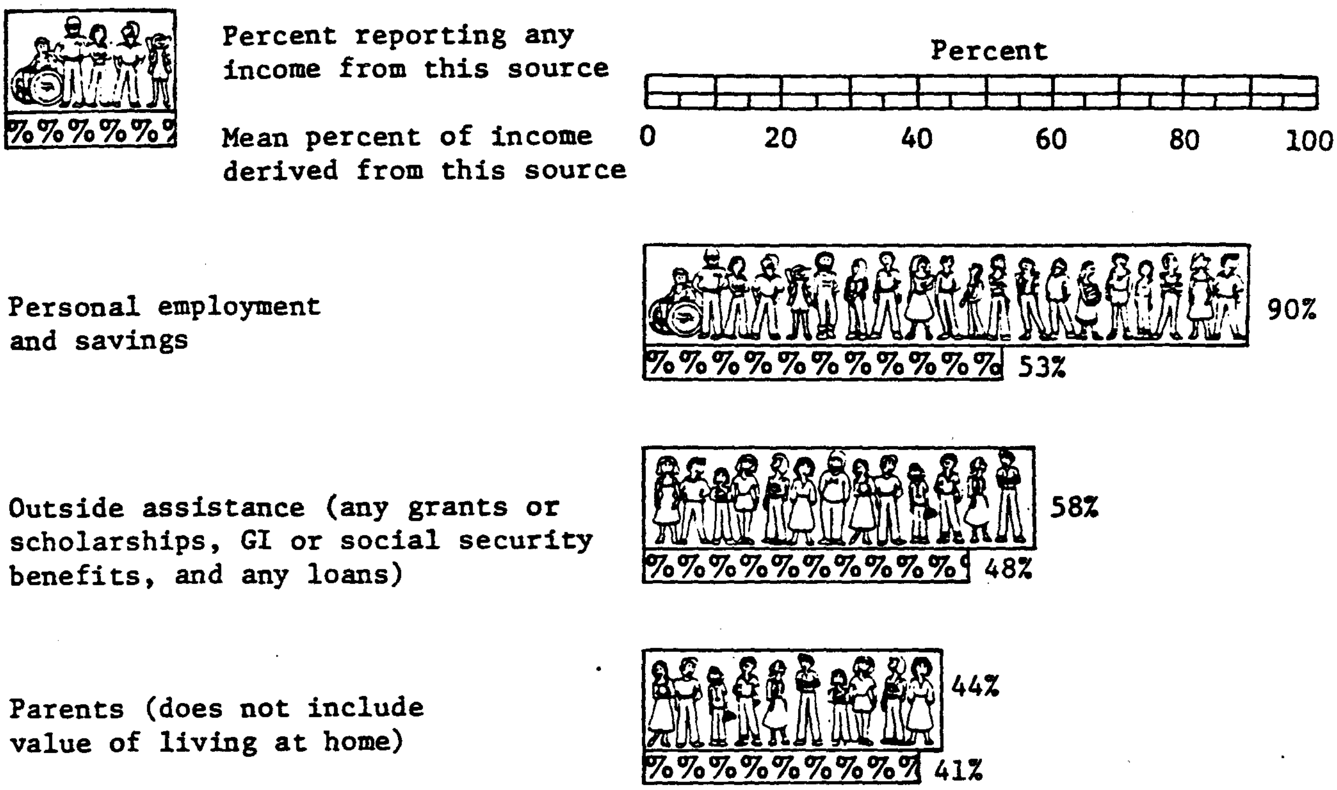
It is noteworthy that 90% of the students personally generate all or part of their income from employment or savings. Some form of outside financial aid has been made available to nearly 60%. In each case students relying on the source on average covered half their expenses from it. Over 40% receive outright cash assistance from their parents. If free room and board were to be counted, then both the number receiving parental assistance, as well as the amount this represents as sources of support, would be considerably higher.

It is important to remember that any combination of these sources is possible. Consequently the percentages given here are only for those individuals indicating this particular category as a source of income.

Table 6

AGGREGATE SOURCES OF STUDENT INCOME

Academic Year 1980-81



WORKING PROVIDES INCOME

Students reported whether they were employed and estimated the percentage of their total expenses which were paid from employment during either the school year or previous summer. Table 7a shows that only about 8% of the students indicated no employment during the summer or academic year and that nearly 69% worked year around.

Table 7b illustrates how students reported percentages of their support from money earned through work. This table includes only those students who reported work as a source of income. Almost 12% said that 91 to 100% of their expenses came from employment during the school year or summer. The mean value was 47 percent; that is, on average employed students contributed 47% to their expenses by working.

Table 7a

PATTERNS OF STUDENT EMPLOYMENT

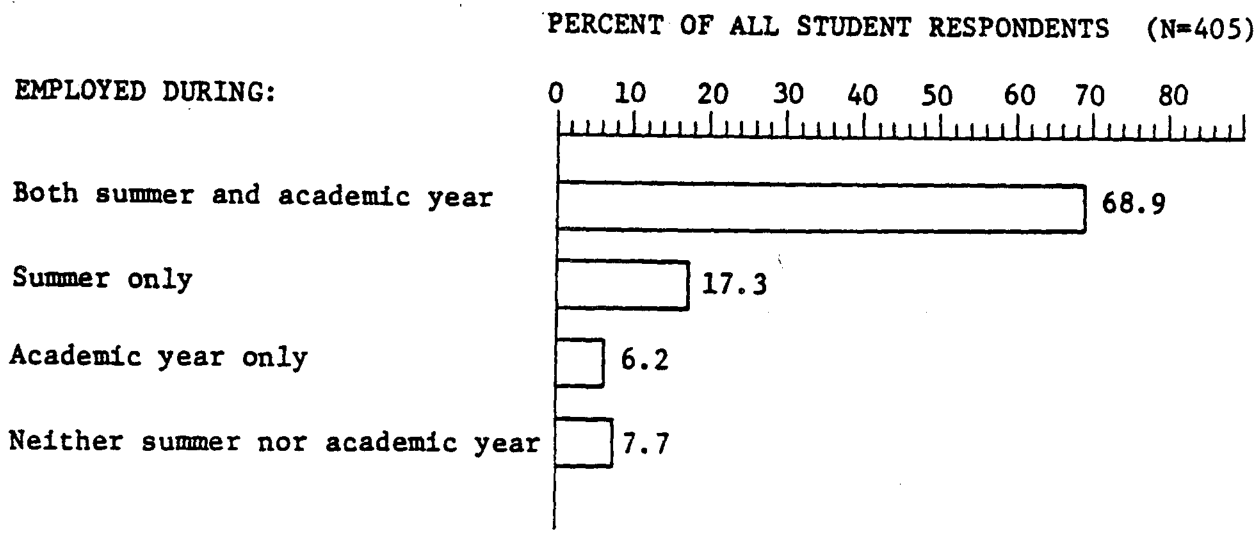
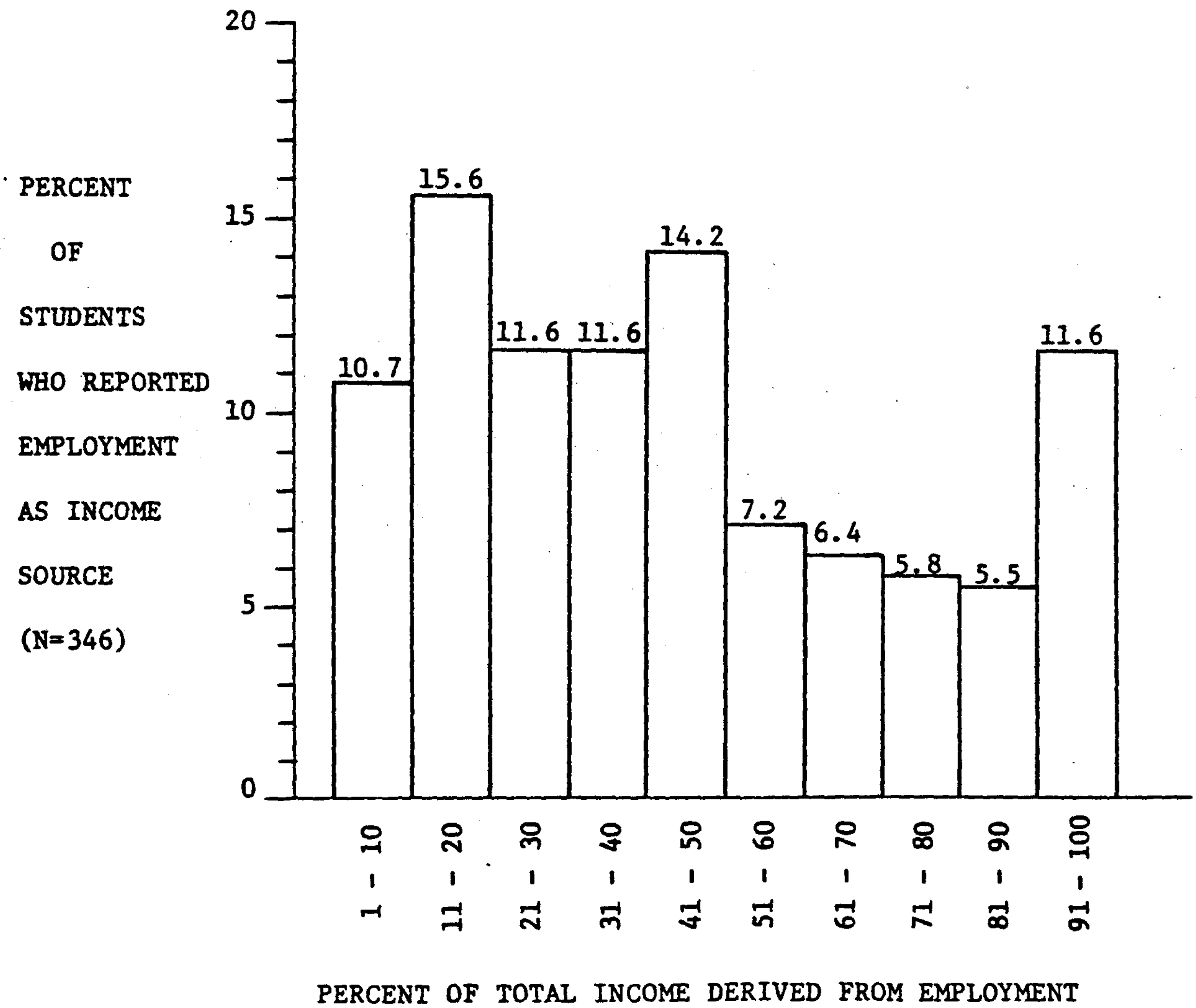


Table 7b

FREQUENCY DISTRIBUTION OF EARNINGS

AS AN INCOME SOURCE



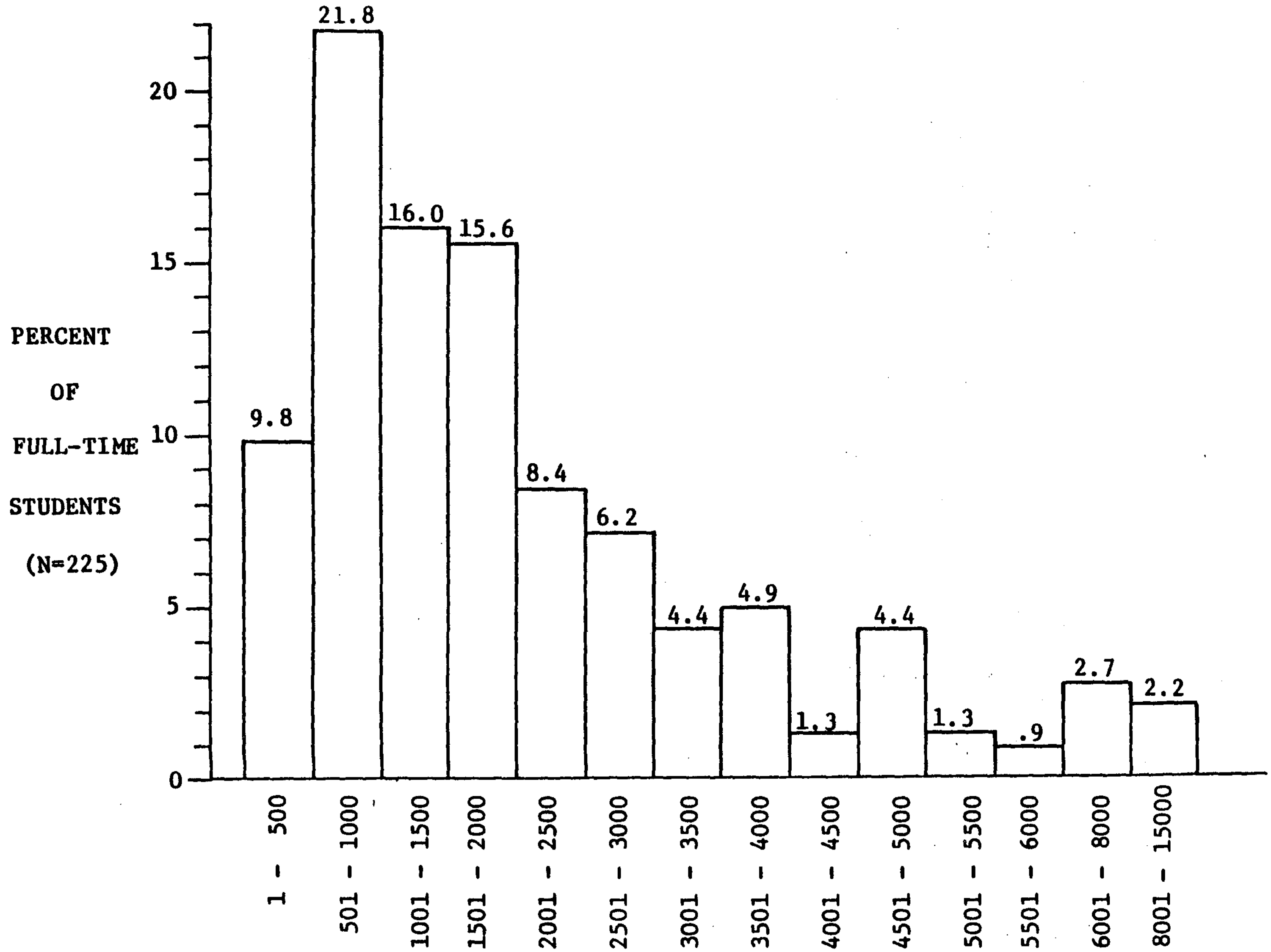
HOW MUCH DO STUDENTS WORK?

Students were also asked to estimate their total earnings from employment during the school year. To emphasize the degree that students are involved in employment while attending school, the 20% of our respondents who earned less than 36 units of credit during the school year (the minimum to be called full-time students) were deleted from this analysis. Among the remaining full-time students, 21% indicated they did not work during the academic year. Table 8 reports the earnings of that 79% who were employed. The mean amount is over $2,300 with a median of $1,700; the mean is skewed by the relatively high earning of a few students (four individuals earned more than $10,000).

FREQUENCY DISTRIBUTION OF EARNINGS

DURING ACADEMIC YEAR

AMONG FULL-TIME STUDENTS



EARNINGS DURING ACADEMIC YEAR

QUALIFYING AS FINANCIALLY SELF-SUFFICIENT

The ability of students to provide for their own expenses obviously varies from individual to individual. However, for the purpose of awarding financial aid, criteria concerning residence and financial assistance from parents are used to determine self-sufficiency (i.e., they had not lived at home, were not claimed as a dependent on their parents' income tax, and received less than $1,000 in cash or kind from their parents).

Table 9 compares self-sufficiency for the two academic years. In 1974-75, 21% of the undergraduates met the official definition of self-sufficiency, but in 1980-81 self-sufficient students have increased to 31% of the total. The greatest relative increases occurred among students under age 24, among females, and among freshmen.

Table 9

DISTRIBUTION OF FINANCIALLY SELF-SUFFICIENT STUDENTS

Academic Years 1980-81 and 1974-75

N = 123

		Percent 1980-81	Percent 1974-75	PERCENT CHANGE
TOTAL SAMPLE		31%	21%	48% increase
AGE**	Under 24 years	20%	10%	100% increase
	24 years or older	81%	80%	1% increase
SEX*	Male	26%	21%	24% increase
	Female	36%	21%	71% increase
CLASS**	Freshmen	16%	5%	220% increase
	Sophomores	25%	16%	56% increase
	Juniors	32%	21%	52% increase
	Seniors	40%	31%	29% increase

**Chi-square test: significant difference at .001 level, 1980-81.

*Chi-square test: significant difference at .05 level, 1980-81.

WHO RECEIVES FINANCIAL AID?

Table 10 shows that 44% (179) of the undergraduate respondents in 1980-81 received various forms of aid administered through the Student Financial Aid Office. This more than doubles the percent who received such aid only six years ago. The bulk of aid is in the form of state and federal grants and loans. It also includes, however, grants and scholarships from funds such as private gifts or money generated from within the institution.

Among aid recipients, the 1980-81 data show little difference by age or by sex. This was not so in 1974-75 when older individuals and females tended to receive aid more often than their counterparts. In 1980-81, class standing seems to make a difference; sophomores and juniors have the larger percentages of aid recipients.

Sixty-two percent (249) of the total respondents in our sample applied for financial aid, but only 72% (179) of the applicants qualified. We asked those who did not apply for aid to respond to a series of statements about why no application had been made (a student could choose more than one response).

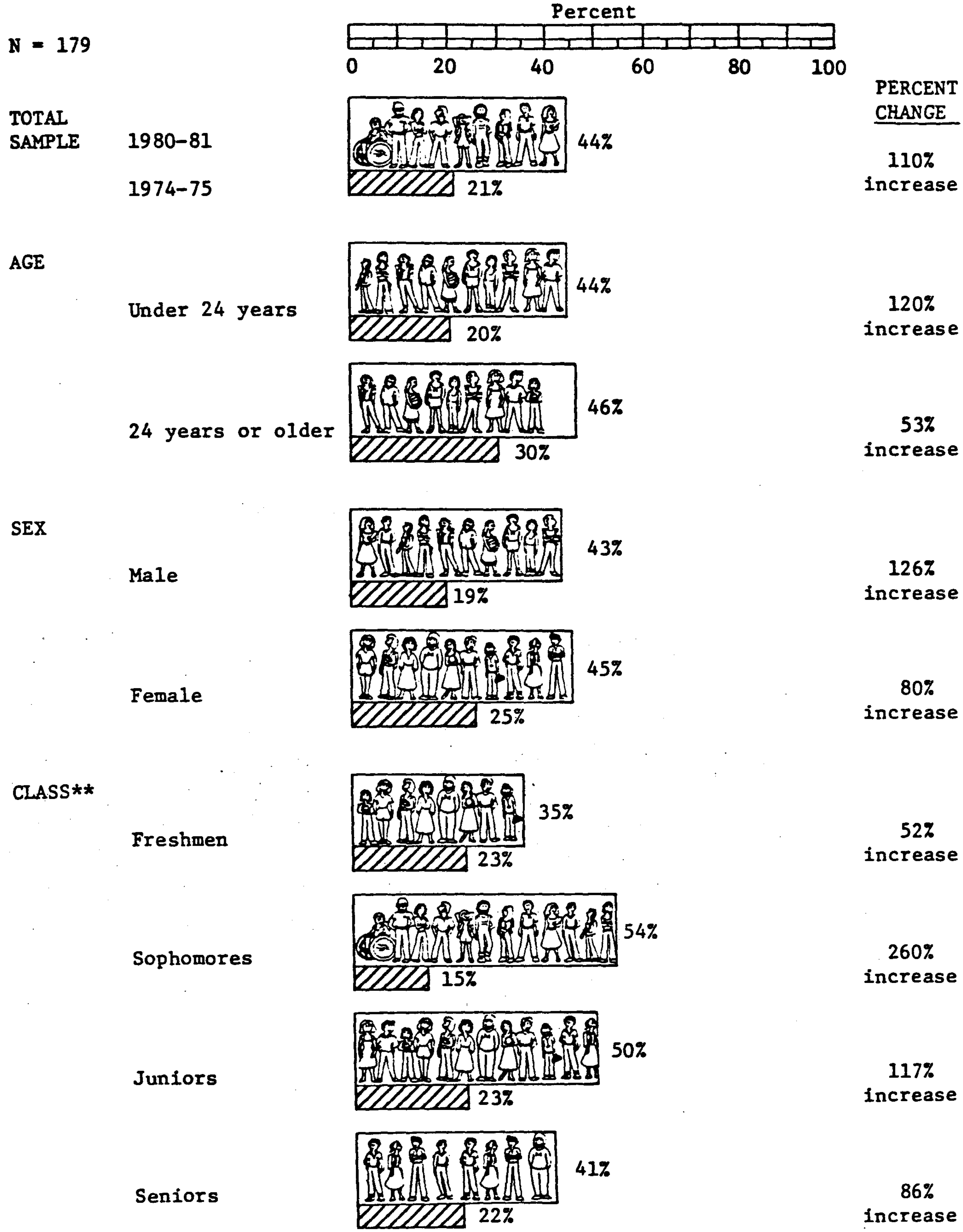
68% said "I don't think I'm eligible for any."
38% said "I don't need any assistance."
28% said "I don't want to have loans."
20% said "It's too much bother."

Whether students receive financial aid is significantly related to whether they are financially self-sufficient. In 1980-81, 62% of self-sufficient students received financial aid while only 36% of non-self-sufficient received aid. Likewise in 1974-75, self-sufficient students were more likely to be aid recipients; 40% of self-sufficient students received aid compared to 15% of non-self-sufficient students.

Table 10

DISTRIBUTION OF FINANCIAL AID RECIPIENTS

Academic Years 1980-81 and 1974-75



**Chi-square test: significant difference at .001 level, 1980-81.

INCREASES IN STUDENT FINANCIAL AID

The past two decades has seen dramatic changes in the amount of public funds available to assist students enrolled in post secondary education programs. The federal government has greatly increased its share in the form of guaranteed loans, basic grants and work study programs. In Minnesota this has been paralleled by the growth of state-supported programs of a similar nature. In 1958-59, when the National Defense Student Loan Program began, the SFAO for the first time monitored the dispersement of more than $1,000,000 in student assistance funds. In the subsequent 21 years this figure has risen to more than $56,000,000.

Table 11 indicates the changes in the University of Minnesota's financial assistance program during the years covered by this study. All categories of aid were up, especially in the area of student loans which were up 293%. Aid in the form of grants and scholarships increased 100%, and work study monies rose by 123%.

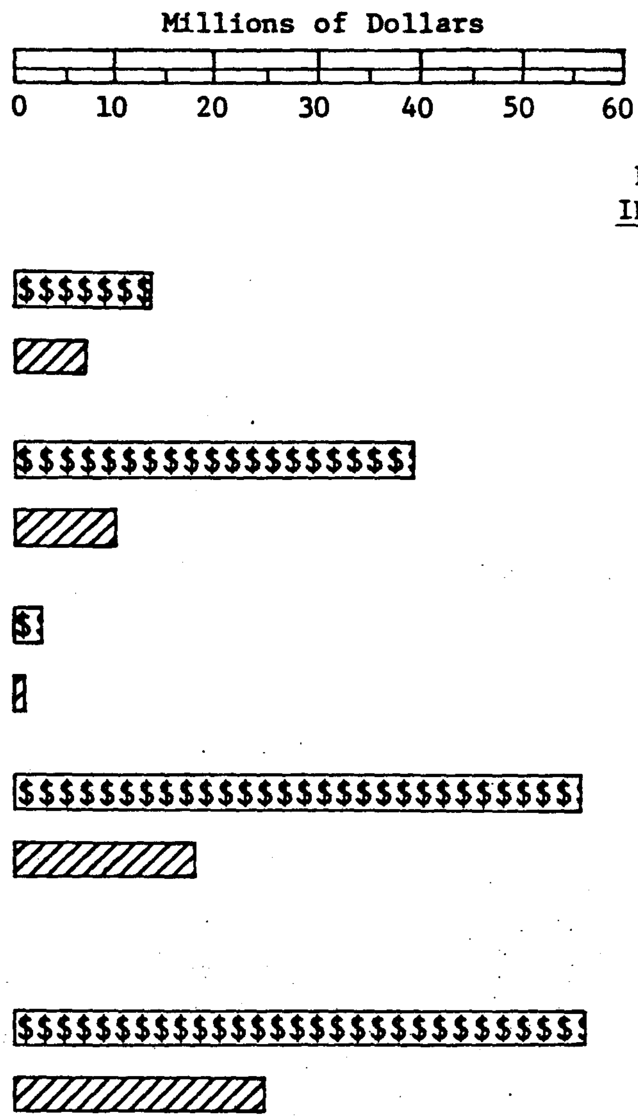
The employment of students (distinct from students in work study programs) rose by 126%. It should be noted that, unlike many other collegial institutions, the University of Minnesota, as a matter of policy, pays students at the same rate as any other employee in the same job category. A student carrying out janitorial duties is paid the same hourly rate as a full-time janitor.

More than 60% of the amount paid to employed students was for academic and research activities; 21% for Teaching Associates and Assistants; 19.5% for Research and Project Assistants; and 20.5% for Medical and Dental Fellows. These employees were almost completely graduate and professional school students.

Table 11

UNIVERSITY FINANCIAL ASSISTANCE PROGRAMS

Academic Years 1980-81 and 1974-75



			PERCENT INCREASE
STUDENT FINANCIAL AID ADMINISTERED PROGRAMS			
Grants and Scholarships	1980-81	$13,836,882	
	1974-75	$ 6,927,827	100%
Student Loans	1980-81	$39,548,833	
	1974-75	$10,070,004*	293%
Work Study	1980-81	$ 2,787,343	
	1974-75	$ 1,247,376	123%
Total grants, loans, and work study	1980-81	$56,173,058	
	1974-75	$18,245,207*	208%
STUDENT EMPLOYMENT			
	1980-81	$56,486,561	
	1974-75	$25,000,000*	126%

*Estimated amount

AID DEPENDS ON PARENT INCOME

Students were asked to estimate parental income before taxes for 1980. While a few indicated this to be confidential information, 80% replied with an amount. The mean for those giving information was $34,772. We would prefer to report parental income as approximately $35,000 since it was obvious that the students themselves gave us sums that had been rounded off. The 1974 income reported was $21,000, a figure indicating average incomes have kept pace with the Consumer Price Index. While some may question the accuracy of these responses, it must be remembered that most applicants for financial aid (62% of our respondents) must furnish this information and are consequently, knowledgeable of it.

No distinction was found in the reported incomes by either sex or self-sufficient status although, as would be expected, there was an $11,000 difference in mean parent income between recipients and non-recipients of financial aid.

Students were asked to indicate the percent of their total expenses which are covered by direct financial contribution from parents.

Percent of Expenses Covered by Parents	Mean Parental Income
0% (177)	$30,822
1-19% (44)	32,665
20-39% (30)	41,500
40-49% (31)	43,290
60-79% (25)	40,800
80-100% (16)	46,937

(323 respondents)

OPINIONS

Importance of Financial Aid Programs

Financial assistance in the form of University administered programs in grants, scholarships, loans, and work study employment makes up a considerable portion of student income. Forty-four percent of the respondents received financial assistance administered by the Student Financial Aid Office. Those who received such assistance were asked to judge the impact on their enrollment had they not received such aid:

24% reported it would have had no effect.

4% reported they would have enrolled for fewer credits but graduation would not be delayed.

23% reported they would have enrolled for fewer credits and graduation would be delayed.

(N=175) 49% reported they would have withdrawn from the University.

How Much Do Parents Contribute?

Although the emphasis of much of this report has been on cash income from various sources, we recognize that parents make important contributions in the form of such things as free room and board, providing transportation or paying for insurance. Therefore, students were asked to make judgments about the extent of parental contribution to their education.

31% indicated their parents make no contribution.
22% indicated their parents contribute an insignificant amount.
28% indicated their parents contribute a significant amount.
15% indicated their parents contribute a major portion.
(N=397) 4% said their parents contribute all of their expenses.

Expected Total Loans

Using loans to finance a college education raises many issues including the problem of repayment. As reported on page 22, some students did not apply for financial aid because they did not wish to have loans. On the other hand, some students are known to take on relatively cheap interest student loans and invest in higher interest bearing accounts.

Thirty-eight percent of our respondents indicated they have loans at the present time. We asked undergraduate respondents to speculate how large a loan balance they will have at the time of graduation.

% of current loan holders	Total amount of loans expected at time of graduation:	% of total students
--	Expect to have no loans	63
22	Less than $2,000	8
25	Between $2,001-$4,000	9
31	Between $4,001-$6,000	12
13	Between $6,001-$8,000	5
(N=148) 10	In excess of $8,001	4 (N=400)

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Correlates of Performance in the Dental Hygiene Program,
University of Minnesota

by

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Abstract

This study examines the effectiveness of measures used in the admissions process to predict performance in and/or graduation from the Dental Hygiene Program. Students in classes entering from fall 1977 through winter 1979 were studied. Predictor and criterion, or performance, measures to be studied were identified by the Program. Correlations between predictor and performance measures were analyzed. Predictor measures not meeting pre-established criteria were dropped from further analysis. Intercorrelations of performance measures were analyzed and the most suitable measures were selected for further analysis. Chosen performance measures were analyzed with their valid correlating predictor measures in a stepwise multiple regression. Three potentially useful regression equations resulted; two predicted GPA, and one predicted a dichotomous variable indicating success or failure in the program. A discussion of a possible seven-step admission procedure using both clinical and statistical approaches was presented.

The Dental Hygiene Program at the University of Minnesota is a two-year undergraduate program leading to the Graduate Dental Hygienist degree. Like many other upper division programs, applicants to the Program are evaluated primarily on the basis of their previous college work. In any given year, about two applicants are reviewed for each admitted student; that is, the selection rate is about 50%.

In recent years, there has been increasing concern about admissions criteria and strong interest in determining whether the criteria used are valid (i.e., predict success or failure in the program). Many colleges and programs at the University have recently reviewed their admissions processes, with the goal of better understanding the correlates of success and establishing valid admissions criteria.

The Admissions and Records Data Retrieval Center was contacted by the Program in Winter 1980 and asked to assist in studying the admissions process, both in terms of the admissions criteria in use (basically a previous college GPA of 2.00 or higher) and in terms of other potential admissions criteria. Staff members in the Program worked closely with DRC staff in collecting data for the study (much of which was not available in computer files) and in planning what was to be studied; DRC staff were responsible for writing the required computer programs and doing the needed data analyses.

It is hoped that this report will stimulate discussion about the admissions criteria in use and facilitiate decision making about changes in the criteria, if any seem warranted.

METHOD

Sampling

In the selection of the sample population, two criteria were used. First, the sample had to be as recent as possible, so as best to reflect trends in test scores, grades, etc. Secondly, a large enough sample was needed to adequately determine the relationship between measures. On the basis of these criteria four entering classes were selected: Fall Quarter 1977, Winter Quarter 1978, Fall Quarter 1978, and Winter Quarter 1979.

If the dental hygiene program were completed on schedule, students would graduate two years from the quarter of entry. The anticipated graduation dates were August 1979, December 1979, June 1980, and December 1980, respectively. The number of students in each class was 65, 67, 56, and 51 respectively, for a total sample size of 239 students. All of the students were female.

Procedure

The Dental Hygiene Program identified the predictor and performance measures to be considered in the study. These measures are given in Table 1. Upon selection of the measures, data for the four classes were obtained from three System 2000 Student Data Bases operated by the Admissions and Records Data Retrieval Center, and from Program records. In addition, the data for twelve students not found in any of the Student Data Bases were obtained from individual transcripts and 'pockets' of applicant information. An SPSS[1] system file was created from the data, and computations and statistical analysis were done with SPSS Online Version 8.0 on the University Computer Center Cyber 172 computer.

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[1] Statistical Package for the Social Sciences

Table 1

PREDICTOR MEASURES

Measure name	Measure description
ACTE	American College Testing Program English score
ACTM	American College Testing Program Mathematics score
ACTSS	American College Testing Program Social Science score
ACTNS	American College Testing Program Natural Science score
ACTCOMP	American College Testing Program Composite score
AGE	Age of student as of January 1, 1980
DHAT	Dental Hygiene Aptitude Test
HSRANK	High school percentile rank
HSSIZE	High school class size
MSAT	Minnesota Scholastic Aptitude Test score
NSCREDIT	Number of natural science credits taken in high school
NSGPA	High school natural science grade point average
PCGPA	Previous college grade point average
PSATV	Preliminary Scholastic Aptitude Test-Verbal score
PSATM	Preliminary Scholastic Aptitude Test-Mathematic score
PSATMEQ	PSAT Mathematics score or equivalent derived from ACT Mathematics score

PERFORMANCE MEASURES

Measure name	Measure description
BOARD	National board test score
CC	Coefficient of Completion (credits completed divided by credits attempted)
GPA	Grade point average (for all coursework taken at the U of M)
PROGCOM	Measure of Dental Hygiene Program completion (1 = complete, 0 = did not complete)
SCIGPA	U of M life science GPA (biology, anatomy, and physiology)

In addition to the measures selected by the Dental Hygiene Program, a PSAT math equivalency score was created. This score was the PSAT math score for those students who had taken the test, or an equivalent score for those students who had only ACT math scores. The Minnesota Higher Education Coordinating Board [2] found that PSAT math scores were related to ACT math scores according to the equation

$$\text{PSAT math} = 1.56\ (\text{ACT math}) + 15.62$$

The value derived from this equation was called PSATMEQ.

The mean, standard deviation, and number of cases used for each measure are given in Table 2.

The determination of a 'success predictor' involved essentially three steps. In the first step, correlations between predictor and performance measures were analyzed. The predictor measures not meeting pre-established criteria were dropped from further analysis. In the second step, intercorrelations of performance measures were analyzed and the most suitable measures were selected for further analysis. In the final step, the chosen performance measures were analyzed with their valid correlating predictor measures in a stepwise multiple regression.

Description of statistics used. Correlation is the co-relation between variables or properties represented by the variables. In general, two variables correlate linearly and positively when, as the value of one variable increases, the paired values of the other variable increase correspondingly. Although there are several measures of correlation, one commonly used, and used in this study, is the Pearson product-moment correlation coefficient. This measure

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[2] Perry, Dallis. Minnesota score -- ACT score correspondence (MPSPP Technical Report No. 3). Minneapolis, MN: Minnesota Higher Education Coordinating Board, Minnesota Post-High School Planning Program, August 1979.

Table 2

DESCRIPTIVE STATISTICS

Dental Hygiene Program Students
entering Fall 1977, Winter 1978, Fall 1978, and Winter 1979

Measure name	Mean	Standard deviation	N
	PREDICTOR MEASURES		
ACTE	20.5	3.3	84
ACTM	20.4	5.6	84
ACTSS	20.1	5.6	84
ACTNS	24.4	4.1	84
ACTCOMP	21.6	3.4	84
AGE	22.3	3.6	233
DHAT	4.87	1.11	237
HSRANK	83.6	11.7	144
HSSIZE	411	211	129
MSAT	65.3	22.4	28
NSCREDIT	1.79	.67	146
NSGPA	3.15	.60	146
PCGPA	3.05	.41	110
PSATV	43.0	7.1	125
PSATM	49.2	6.5	125
PSATMEQ	48.6	6.7	168
	PERFORMANCE MEASURES		
BOARD	87.5	4.9	198
CC	.937	.147	168
GPA	2.95	.47	233
PROGCOM [a]	-	-	239
SCIGPA	2.53	.67	55

[a]203 completed the program, 36 did not.

varies between +1.00 and -1.00. The sign of the coefficient indicates whether the correlation is positive or negative. A coefficient of +1.00 indicates a perfect positive linear correlation; that is, knowledge of one score enables one to predict its correlate without error and high scores on one correlate are related to high scores on the other. A coefficient of -1.00 indicates a perfect negative linear correlation; that is, one can predict one correlate from the other without error and high scores on one correlate are related to low scores on the other. A coefficient of zero indicates the total absence of any linear relation between two variables. Pearson's coefficient is represented by the letter $\underline{r}$.

If we square $\underline{r}$ we get another statistic, denoted $\underline{r}^2$. Actually $\underline{r}^2$ is a more easily interpreted measure of association when our concern is with strength of relationship rather than direction of relationship, It is a measure of the proportion of variance in one variable 'explained' by the other. $\underline{r}^2$ ranges from 0.00 to 1.00.

Multiple regression is a statistical technique through which one can analyze the relationship between a performance measure and a set of predictor measures. The strength of these relationships is measured by the multiple correlation coeffecient $\underline{R}$, and its counterpart $\underline{R}^2$, which are analogous to $\underline{r}$ and $\underline{r}^2$. A statistic that measures the absolute amount of explained or unexplained variation is the standard error of estimate. This statistic is the standard deviation of actual performance measure values around the predicted performance measure values and is denoted SEE.

The significance of relationships was measured by the Student's $\underline{t}$ statistic in the case of Pearson coefficients, and by the F statistic in the case of multiple regression. The significance ($\underline{p}$) ranges from 0.00 to 1.00, and measures the probability that no relation exists between the variables concerned. For example, $p = .05$ means that there are 5 chances in 100 that there is no relationship between variables.

In the first two steps relationships with correlations of .20 or higher (4% or more of the proportion of variance in the performance measure is explained by the predictor measure) and a significance level of .05 or lower (5% or less chance that there is no relationship between the predictor and performance measures) were selected for further analysis. In addition the n (number of cases) was also considered. Those relationships between predictor and performance measures involving fewer than 100 cases were eliminated from further analysis.

In the multiple regression step, predictor sets had to reach a significance level of .05 or lower. In addition, relationships were expected to have at least 50 cases per variable in the predictor set, so as to adequately measure the nature and strength of the relationship. The predictor set with the highest correlation with the performance measure, providing it met the criteria, was chosen as the 'success predictor.'

RESULTS

Correlations Between Predictor and Performance Measures

The Pearson coefficients of the performance measures by the predictor measures meeting the criteria described in the previous section, along with the number of cases are given in Table 3. Special note should be taken of the number of cases included in each Pearson coefficient calculation. Owing to missing data, only the correlation between U of M GPA and the Dental Hygiene Admissions Test includes more than 200 of the 239 cases. The Minnesota Scholastic Aptitude Test has a particularly small number of cases used in evaluating the relationship. Due to the n and the fact that the Minnesota Scholastic Aptitude Test is no longer administered, the MSAT measure was dropped from further analysis.

Correlations Among Performance Measures

The intercorrelations of the performance measures are shown in Table 4. Each of the performance variables measure 'internal success'; that is, they show how the students in the program do with respect to each other. They do not neccessarily measure 'external success,' or how the students will do once they become dental hygienists. However, the measure PROGCOM does determine whether or not the students become licensed dental hygienists. (PROGCOM is a measure of those who completed the dental hygiene program. Students completing the program were given a score of 1. Students not completing the program were given a score of 0.) In a sense, PROGCOM is a measure of 'external success', and so two multiple regressions are suggested; namely, one with a performance measure of 'internal success' and one with the performance measure of 'external success'.

Table 3

Correlation of Predictor Measures with Performance Measures

Predictor/ abbreviation	National board scores (BOARD)	U of M GPA (GPA)	College science GPA (SCIGPA)	Coefficient of completion (CC)	Completion measure (PROGCOM)
ACT English (ACTE)	.383 N(62)				
ACT Mathematics (ACTM)			.323 N(27)	.371 N(56)	
ACT Social Studies (ACTSS)	.296 N(62)				
ACT Natural Science (ACTNS)				.273 N(56)	
ACT Composite (ACTCOMP)	.333 N(62)			.276 N(56)	
Age as of 1/1/80 (AGE)					
Dental Hygiene Aptitude Test (DHAT)	.287 N(197)	.212 N(231)			
High school rank (HSRANK)	.301 N(114)	.244 N(138)	.395 N(44)	.272 N(105)	
High school class size (HSSIZE)			.373 N(32)		
Minnesota Scholastic Aptitude Test (MSAT)	.423 N(25)	.537 N(28)			.403 N(28)
Natural science credits (NSCREDIT)					
Natural science GPA (NSGPA)				.417 N(108)	.213 N(146)
Previous college GPA (PCGPA)		.283 N(105)			
PSAT Verbal (PSATV)					
PSAT Mathematics (PSATM)				.322 N(86)	.235 N(125)
PSAT Math equivalency score (PSATMEQ)		.232 N(162)		.311 N(117)	.258 N(168)

NOTE. Only those correlations meeting the following criteria are listed: Correlation $\geq .20$ and significance $\leq .05$.

Table 4

Intercorrelations of Performance Measures

Performance measure/abbreviation	Board	GPA	SCIGPA	CC	PROGCOM
National Board Scores (BOARD)	--				
Univ of Minn GPA (GPA)	.563 N(197) p=.000	--			
College Science GPA (SCIGPA)	.363 N(46) p=.006	.711 N(55) p=.000	--		
Coefficient of Completion (CC)	.089 N(147) p=.142	.543 N(165) p=.050	.375 N(34) p=.014	--	
Completion of DH Program (PROGCOM)	a	.372 N(233) p=.000	.309 N(55) p=.022	.634 N(168) p=.000	--

NOTE. Total N possible = 239. *p* is the significance or probability that there is no relationship.

[a]No nongraduates had National Board scores, so this correlation is impossible to measure.

Since there are four performance measures of internal success (National Board Scores, U of M GPA, Science GPA, and Coefficient of Completion), some determination needs to be made of which is the "best." Examination of the correlations between the individual performance measures shows that U of M GPA has the highest overall correlation with the other measures.

Multiple Regression Analysis

The results of a stepwise multiple regression done with U of M GPA as the dependent variable and the previous college GPA, high school rank, Dental Hygiene Aptitude Test, and PSAT math equivalent in various predictor combinations is shown in Table 5. The multiple correlation coeffecient (R) is shown, as well as the variance (R^2), the standard error of estimate (SEE), and the number of cases included in the determination of the relationship (N).

Regression analysis based on fewer than 100 cases for predictor sets with two independent variables is of questionable validity. This eliminates previous college GPA + high school rank, previous college GPA + PSAT math equivalent, and previous college GPA + high school rank + PSAT math equivalent from further consideration, in spite of the fact that the correlation coefficients for those three predictor sets are relatively high. In addition the predictor set high school rank + PSAT math equivalent + Dental Hygiene Aptitude Test has fewer than 50 cases per independent variable. For the purpose of this study, this eliminates this predictor set from further consideration.

The predictor set that gives the highest correlation coefficient, meeting the criteria, is then high school rank + Dental Hygiene Aptitude Test. The regression equation for this combination is

$$GPA = .0936(DHAT) + .00814(HSRANK) + 1.76$$

Table 5

Correlation of Predictor Measure Sets with GPA

Predictor sets/abbreviation	Statistics R	R^2	SEE	N
Previous college GPA (PCGPA)	.283	.080	.450	105
High school rank (HSRANK)	.244	.059	.464	138
PSAT Math equivalent (PSATMEQ)	.232	.054	.476	162
Dental Hygiene Aptitude Test (DHAT)	.212	.045	.455	231
PCGPA + HSRANK	.750	.563	.383	29
PCGPA + PSATMEQ	.426	.182	.478	51
PCGPA + HSRANK + PSATMEQ	.769	.592	.382	23
PCGPA + DHAT	.276	.076	.452	104
HSRANK + PSATMEQ	.295	.087	.461	127
HSRANK + DHAT	.304	.093	.451	136
HSRANK + PSATMEQ + DHAT	.323	.104	.452	125
PSATMEQ + DHAT	.290	.084	.465	160

NOTE. Significance for all correlations is less than or equal to .05.

For those students who may have taken the ACT or PSAT tests and not the Dental Hygiene Aptitude Test, the predictor set involving high school rank and the PSAT math equivalent yields a correlation that is almost as high as the predictor set involving high school rank and Dental Hygiene Aptitude Test. The equation for this measure is

$$GPA = .0143(PSATMEQ) + .00775(HSRANK) + 1.55$$

The results of a multiple regression done with PROGCOM as the dependent variable and PSAT math, PSAT math equivalent, and high school natural science GPA in various predictor combinations are shown in Table 6. In addition to Pearson's coefficient, Pearson's coefficient squared, the standard error of estimate, and the number of cases included for each predictor set, the ratio of nongraduates to graduates is given. In the total sample there were 36 nongraduates and 203 graduates for a ratio of .117. As Table 6 reveals, the predictor sets each have a greater proportion of nongraduates than does the sample as a whole.

Although natural science GPA + PSAT math gives the highest correlation coeffecient, the inadequate number of cases eliminates it from further consideration in this study. The combination natural science GPA + PSAT math equivalent is then the preferred predictor set. The equation for this predictor set is

$$PROGCOM = .0153(PSATMEQ) + .0912(NSGPA) - .217$$

Table 6

Correlation of Predictor Measure Sets with PROGCOM

Predictor sets	R	R^2	SEE	N	Ratio of nongrads to grads
PSAT math equivalent (PSATMEQ)	.258	.067	.377	168	.226
PSAT math (PSATM)	.235	.055	.359	125	.190
Natural Science GPA (NSGPA)	.213	.046	.371	146	.207
NSGPA + PSATM	.435	.189	.344	94	.205
NSGPA + PSATMEQ	.336	.113	.370	135	.227

NOTE. Maximum N possible = 239 (36 nongraduates and 203 graduates). Significance for all correlations is less than or equal to .05.

DISCUSSION

In doing this study several difficulties became apparent. One was in the homogeneity of the data. This was because the students in the sample had already been selected from an applicant pool on the basis of their estimated likelihood of success in the dental hygiene program. As a result, the predictor and performance measures tend to be restricted in range. This would cause the relationship between indicator and performance measure to be less apparent; hence, low correlations.

Another difficulty in this study was the large amount of missing data. Many of the measures had values for only half or fewer of the 239 cases, sometimes reducing the usable N to the point where useful inferences can't be made. In an attempt to increase the N for a promising measure, the PSAT math equivalent was created from a combination of PSAT math and ACT math. (These two tests measure the same ability in students, and so their scores can be equated to a large degree.)

Yet when working with N's as small as were used here, even one case can have a dramatic effect on the data. This is illustrated in Table 4, where the Dental Hygiene Aptitude Test measure is added to the previous college GPA to form a predictor set for U of M GPA. Since both measures correlate positively with U of M GPA, one would expect the combination to have a higher correlation with U of M GPA than the individual measures. However, this is not the case. Due to the elimination of one case because of missing data, the correlation of the predictor set is reduced to .276 from the correlation of .283 previous college GPA has with U of M GPA.

As a result of the small N involved in regression analysis, predictor sets with a combination of previous college GPA and high school rank were unusable, as were predictor sets with more than two variables. Although correlations involving previous college GPA and high school rank were high, there is no assurance that these relationships would be maintained if the missing data were collected. A comparison of zero order correlations with U of M GPA for the entire sample and for the subgroup having values for both previous college GPA and high school rank is given in Table 7. It should be noted that for subgroup the correlations involving high school rank and PSAT math equivalent are more than 50% greater than the entire sample, and the correlation involving previous college GPA is more than twice as high. This subgroup, then, appears to be atypical of the population in general. Going through the time consuming process of obtaining both high school rank and previous college GPA for all students would be unlikely to produce results on the level indicated by the subgroup.

The differentiation of the measures of internal and external success is weak at best. PROGCOM is a measure of internal success. (Though with its dichotomous nature, it determines who will be eligible for external success.) If PROGCOM is to be evaluated along with the other measures of internal success, U of M GPA still remains the most predictable performance measure.

Before drawing any conclusions from these results, one must note that they were achieved by applying the regression weights to data from the same sample on which the weights were developed. Some of the variation accounted for is likely to prove specific to this particular sample. Therefore, when the weights are applied to another set of scores, some reduction in the size of R is likely to occur. The net improvement in prediction may not even be as large as this analysis indicated.

TABLE 7

Correlation of GPA with Selected Predictor Measures
for entire Sample and Subgroup with HSRANK and PCGPA

	Entire sample	Subgroup with values for both HSRANK & PCGPA
DHAT	.212 N(231) p=.001	.207 N(28) p=.145
HSRANK	.244 N(138) p=.002	.463 N(29) p=.006
PCGPA	.283 N(105) p=.002	.668 N(29) p=.000
PSATMEQ	.232 N(162) p=.002	.428 N(23) p=.021

NOTE. Total N possible for entire sample is 239. Total N possible for subgroup is 29. *p* is the significance or probability that there is no relationship.

SUMMARY AND RECOMMENDATIONS

At the request of the Dental Hygiene Program, the A&R Student Data Retrieval Center undertook a study of the Program's 1977 and 1978 entering classes. The purpose of the study was validation of the current admissions criteria based on previous college grade point average and the study of other possible predictor and criterion measures.

Predictor measures studied included: ACT scores, age, Dental Hygiene Aptitude Test scores, high school class size, high school rank, Minnesota Scholastic Aptitude Test score, a math ability measure formed by using either the PSAT math or ACT math score, PSAT verbal, PSAT math, high school natural science credits, and previous college grade point average. Criterion, or performance, measures included a dichotomous variable indicating success or failure in the Program, GPA, coefficient of completion, national board test score, and life sciences GPA at the University.

Correlations between and among the predictor and performance measures were studied, followed by a multiple regression analysis. The results of these analyses suggest that of the performance measures, the GPA and program completion measure had the strongest relationship to the predictors; among the predictors, high school rank, the math ability measure, previous college GPA, and natural science GPA show the most promise.

Three regression equations were presented, two which predict GPA and one which predicts program completion:

Formula 1 $GPA = .0936(DHAT) + .00814(HSRANK) + 1.76$

Formula 2 $GPA = .0143(PSATMEQ) + .00775(HSRANK) + 1.55$

Formula 3 $PROGCOM = .0153(PSATMEQ) + .0912(NSGPA) - .217$

A discussion of problems with the data (inadequate N, restriction of range, lack of cross validation) was presented and suggested caution in immediate application of these formulae to decision making.

If a new procedure were desired at this time, the following might be done:

1. Establish the desired size of the entering class.
2. Calculate the value of predicted GPA using formula 1 and formula 2, if possible, for each student.
3. Arrange these predicted GPAs in descending order, one distribution based on each formula.
4. Establish a cutting score for each predicted GPA such that more students than desired in the class would be selected if that criterion were being used (e.g., 25% more than desired, although the percentage is somewhat arbitrary).
5. Select an applicant for inclusion in the final selection process if he or she meets or exceeds the cutting score on either measure.
6. Examine records of these finalists to assess other relevant measures (e.g., minority status, previous institution attended, type of college work done so far, etc.).
7. Make final decisions to fill the class.

This procedure is basically one of selecting an applicant pool using statistical, data-oriented procedures, and then of using clinical measures in the final process. The purpose of using both formulae is to restrict measurement error somewhat (i.e., give the student the benefit of the doubt). The same reason underlies overselecting students for the applicant pool. Making selections solely on the basis of the predicted GPA is unwarranted by the data presented here. An alternative approach, similar to the above, would select some students for automatic admission based solely on a high predicted GPA, but would still review a considerable number of student files below that cutoff; this approach is similar to that used today by many University of Minnesota colleges.

One question raised by the Program was whether or not the Dental Hygiene Aptitude Test could be dropped from use. The answer is a qualified yes. The DHAT and PSAT math equivalent scores are correlated around .52, which indicates that to some extent they measure the same thing. This relationship is not perfect, however; only about 27% of their variance is in common. Both correlate with U of M GPA to approximately the same degree. So, if a selection procedure was used which was not too rigid in its reliance on predicted GPA, the DHAT could probably be dropped.

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The 1981-82 Student Services Fee Survey

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EXECUTIVE SUMMARY

A telephone survey was conducted among 417 continuing, fees paying, non-foreign, day school students on the Twin Cities campus. The survey focused on their opinions and usage of selected services and organizations which receive Student Services Fee support. Key findings included:

a. Student Services Fee

-- Sixty percent said the fee should be increased enough to keep pace with inflation; 8% said it should be increased to expand services; 17% said the fee should be held at its current level, and 13% indicated it should be reduced.

b. Service Priorities

-- Priority rankings generally favored problem-oriented services and those used by a majority of students; 77% ranked the Health Service a high priority; services to help students deal with problems with the University were a high priority for 60%; 47% ranked Student Unions a high priority.

-- Low priority rankings tended to be given to specialized educational programs and services for special groups; only 6% ranked the debate team a high priority; only 9% considered student television training and production a high priority. Ten percent ranked programs on foreign student issues high, and 20% rated minority student programs high.

-- The priority rankings were consistent with previous studies of these kinds of services.

c. Minnesota Daily

-- A plurality (46%) of respondents look at or read the Daily every day; 22% do so 3 or 4 days a week; 19% read or look at it once or twice a week; 3% said less than once a week; and 5% never read or look at the Daily.

-- One-fifth (20%) rated the Daily excellent as a source of campus news and information; 51% rated it good; 22% rated it fair; 5% rated it poor; 2% had no opinion.

-- A substantial majority (79%) said the Daily should be the only campus newspaper; 18% said there should be an alternative; 3% expressed no opinion.

-- Two-thirds (66%) said fee money should not be used to support an alternative campus newspaper; 31% supported use of fee money for this purpose; 3% had no opinion.

d. Recreational Sports

-- Participation in intramural/team sports and self-service sports was reported by one-quarter (24%) of the respondents; 30% participated in either self-service sports or intramural/ team sports; 46% participated in neither.

-- Equal percentages of respondents said yes (40%) and no (41%) to the need for new recreational sports facilities; one-fifth (19%) said they did not know.

-- Almost one-half (49%) opposed the use of Student Services fee money for new recreational sports facilities; 45% said yes; 6% said don't know.

-- Opinions about the need for new recreational sports facilities were positively related to level of participation; 74% of those active in team and self-service sports said new facilities were needed;54% of those who participate in one or the other said yes; 28% of non-participants indicated need for new facilities.

-- Level of participation was also related to priority ranking of recreational sports programs; 59% of the team/self-service participants ranked these programs a high priority; 41% of those in the middle category responded similarly; 21% of the non-participants ranked them a high priority.

e. Student Course Information Project (SCIP)

-- A majority (64%) had looked at or seen the SCIP Courseguide newspaper.

-- Of those who had seen or looked at the Courseguide, one-fifth (20%) used it to help choose fall quarter classes; 75% did not use it.

-- The SCIP Courseguide Bluebook was looked at or seen by 21%.

-- One-fifth (21%) of those who had seen or looked at the Bluebook used it to help select Fall quarter classes; 78% did not use it.

f. Student Referendum on Building Project

-- Sixty-nine percent of the respondents favored a proposal to allow student fee money to be used for a building project only if a majority of students approved the expenditure in a referendum.

Table of Contents

INTRODUCTION

Background and Content of the Study

For the past several years the University's Student Service Fee Committee has used student surveys to help shape its recommendations on the Student Services Fee. This is the report of the 1981-82 fee survey.

Overshadowing other issues in this year's fee-setting is the size of the fee. All students taking six or more credits pay the current $70.30 per quarter fee in addition to tuition. Over the past ten years the size of the fee has steadily risen. Although this increase is less than the increase in the general cost of living for the same period, it is worrisome because it adds to the total cost of going to college. There is concern that the cost of attending college is outstripping the ability of many students to pay. Just as it has in other areas of the economy, sentiment has been growing to cut back services rather than continuing to raise the fee to keep pace with inflation.

One of the main goals of this year's survey was to gauge just how strong this cost-cutting sentiment has become. The survey directly asked students what they thought should be done with the fee. Should it be raised enough to expand services? Raised just enough to keep up with inflation and keep services at their present level? Should the fee be frozen at its present size, meaning a gradual erosion of service by inflation? Or should it be reduced, meaning an immediate cutback in services?

A more detailed probing of student opinion was accomplished through a set of questions about students' priorities. The questions asked students to say whether each of several types of services should have a high, medium, or low priority for student fee funding. The purpose of these questions was to give the Fees Committee information on what services students most and least wanted to pay for.

Other questions were asked about some services and issues of particular concern to the Fees Committee this year. One of these services was the Minnesota Daily. Some students have complained that the Daily's coverage of campus news is inadequate. Others allege that the Daily's content is slanted and offensive, and have called for the creation of an alternative campus newspaper. The survey sought to see how many students shared these complaints. Students were asked to rate the Daily as a source of campus news, and to give their opinions on whether there should be an alternative campus newspaper.

Another service of interest was the Student Course Information Project (SCIP), which is intended to help students choose courses. The Student Course Information Project publishes detailed information on the nature and quality of academic courses gathered from students taking the courses. Questions have been raised about the usefulness of the project because many faculty don't allow their courses to be included. To address this issue the survey asked students whether they had seen the course information publications and whether they had used them in selecting their courses.

A third service singled out for attention was the Recreational Sports Program. Plans have been made for a new recreational sports building that would be paid for from student services fees collected over a period of several years. The survey asked students whether a new building was needed and whether student fee money should be used to pay for it.

More generally, the survey addressed the philosophical and political question of whether the University should commit future student fee money to long term building projects like the proposed recreational sports building. Some students have contended that students didn't have enough say in whether fees should be used for a previously fee-funded building, the Bierman Athletic Building. The Fees Committee specified that the survey ask students about a proposal in this area. The proposal is that proposed fee-funded building projects be put to a referendum vote among students enrolled at the time. If a majority of students did not approve of the project, then it would not be built. In essence, the proposal would give those students who vote veto power over the use of fees for student service building projects.

Finally, students were to volunteer any comments they wanted to make about the fee.

Survey Procedures

The survey was conducted by telephone by Koser Surveys, a professional polling firm, between November 20 and 30, 1981. The data in the report are from 417 students who met the following criteria: (1) They were registered for 6 or more credits in Fall 81, and thus paid the Student Services Fee. (2) They had previously registered at the University (i.e., new freshmen and transfer students were excluded). (3) They did not have foreign student visas (i.e., foreign students were excluded).

The remainder of the report presents the study findings and an analysis. Also included are a complete description of the survey methodology (Appendix A), a copy of the questionnaire used (Appendix B), and a listing of comments made about the fee by the students surveyed (Appendix C).

Note: The figures in the data tables may sum to 99% or 101% due to rounding.

FINDINGS

I. ATTITUDES TOWARD THE SIZE OF THE STUDENT SERVICES FEE

When asked what should be done with the fee in the future, 60% of the responding students said that it should be increased enough to keep up with inflation and 8% said that it should be increased enough to expand services. Younger students were more in favor of increasing the fee than were older students. Among those 22 or younger, 79% favored increasing the fee compared to 60% among those 23 or older.

Table 1

In the future do you think the $70.30 fee should be increased enough to expand services, increased just enough to keep up with inflation, held at its present level, or reduced? *

(N=414)

	Percent
Increased enough to expand services	8.5
Increased enough to keep up with inflation	59.9
Held at its current level	17.1
Reduced	12.6
No Opinion	1.9

*The question was prefaced with the following introduction:

We would like to know your views about the future of the student services fee. Because of inflation the fee will have to be gradually raised over the next few years to maintain current services. If services are expanded, the fee will need to be raised more. If the fee is held at its current level, inflation will cause services to be gradually reduced. If the fee is cut, services will be reduced more.

II. STUDENT PRIORITIES

The services highest in student priorities were of two kinds. The top two, given a high priority rating by a majority of students, were the student health services and services to help students deal with problems with the University (intended to encompass the functions of services like the Student Ombudsman Service). These are problem oriented services--they assist students with clear and sometimes urgent difficulties of a type that all students are likely to encounter at one time or another. The next two services, the student unions and campus publications, are not problem oriented, but they do serve a majority of students.

In contrast, the services lowest in student priorities are ones that appeal primarily to small subsets of students with special educational interests. Regardless of their quality, television training, debate, and foreign exchange programs are likely never to be of strong personal interest to many students.

The middle group of services--legal aid, recreational sports, student government, child care, and music programs--are somewhat different from the services in either the top or bottom groups. They are either problem solving services not likely to be used by a majority of students (legal aid, child care), or educational services with a broader appeal than those in the lowest group (recreational sports, student government, music programs).

Students' priority ratings for services were related to their sex and age. Women assigned significantly ($p < .01$) higher priority ratings than did men to seven of the 14 services: student government, foreign exchange programs, bands and music, services to help students deal with University problems, minority student programs, legal aid, and foreign student programs. Only recreational sports was rated a higher priority by men than women, Interestingly, age differences showed that those in the middle age range (23-27) tended to give lower priority ratings than did those who were either younger or older. This was the case for child care, foreign exchange programs, legal aid, and minority student programs. Only for bands and music programs was the lowest rating assigned by the oldest group (28+). A plausible speculation might be that those in the middle age group are more narrowly and intensely focused on their studies and are less interested in services than either younger or older students are.

Respondents' class, college, and commuting status were generally not related to their priority ratings. The only significant difference on these factors was that commuting students rated recreational sports programs as a lower priority than did non-commuters.

The interpretation of student priorities should take into account the groups who were not included in the sample. Foreign students would have undoubtedly given high priority rankings to foreign student programs, and probably to foreign exchange programs, and minority student programs as well. Their numbers, however, would not have been great enough to substantially alter the findings. Similarly, new freshmen and transfer students might have given especially high priority ratings to the services that would be immediately used by new students such as unions and newspaper, and perhaps lower ratings to smaller, less used services. Again, their rating would probably not have a large effect on the total results.

Overall ordering of student priorities is highly consistent with past studies. Whenever students have been asked to rate services on a variety of dimensions such as importance and whether or not they should be funded from fees, the widely used services and problem-oriented services appear on top, while those oriented toward special educational services and smaller groups appear on the bottom.

Table 2
Student Priorities for Fee Funding*
(N=409-417)

	Percent			
	High Priority	Medium Priority	Low Priority	Mean
Student Health Service	77.3	16.4	6.3	1.3
Services that help students with problems with the University	60.2	31.7	8.2	1.5
Student Unions	47.4	40.3	12.2	1.6
Campus newspaper, publications	36.9	51.3	11.8	1.7
Legal aid for students	38.2	45.7	16.1	1.8
Recreational sports programs	36.0	45.1	18.9	1.8
Student government	33.7	46.9	19.5	1.9
University band and music programs	30.5	53.7	15.8	1.9
Child care for students' children	25.7	41.0	33.3	2.1
Programs on minority student issues	19.7	51.4	28.8	2.1
Student exchange programs with foreign universities	17.3	47.6	35.1	2.2
Program on foreign student issues	10.3	48.3	41.3	2.3
Student television training and production	9.0	34.2	56.7	2.5
University debate team	5.5	29.1	65.4	2.6

*Question was introduced with the statement: "I am going to read a list of services. For each one, please tell me if you think it should be a high, medium, or low priority for funding from the Student Fee."

III. MINNESOTA *DAILY*

IIIA. *Daily* Readership

Daily readership figures in the 1981 fees survey are nearly identical with those found in the 1979 fees survey. Slightly fewer than half the respondents in both surveys said that they read the *Daily* every day, and slightly fewer than three quarters read it at least three times a week.

As in previous studies, younger students and non-commuters tended to read the *Daily* more often than did older and commuting students.

Table 3
How often do you read the *Daily*?

	Percent	
	1981 (N=417)	1979 (N=464)
Every day (5 days)	45.6	47
3-4 days a week	27.1	27
Once or twice a week	18.7	17
Less than once a week	3.4	6
Never	5.3	3

IIIB. Ratings of the Daily as a Campus News Source

In previous surveys students were asked about their overall satisfaction with the *Daily*, resulting in the finding that most students were satisfied with the paper. This year's survey was more specifically focused on the quality of the *Daily* as a source of campus news and information. Again, however, student sentiment was generally positive. Over 70% of the respondents said the *Daily* was a good or excellent source of campus information.

Table 4
How would you rate the *Daily* as a source of campus news and information: excellent, good, fair, or poor?
(N=416)

	Percent
Excellent	20.4
Good	51.2
Fair	21.9
Poor	4.6
No Opinion	1.9

IIIC. Attitudes Toward an Alternative Newspaper

Critics of the Minnesota Daily have argued that the University ought to have another newspaper available as an alternative. This idea did not receive much support from the students surveyed. Nearly 4 out of 5 respondents said that the Daily should be the only campus newspaper.

Presumably in the interests of fairness, students were somewhat more receptive to the idea that an alternative campus newspaper should receive fee money if there were one. Still, about 2 out of 3 students were opposed to giving fee funding to an alternative paper.

Table 5
Do you think the University should have another newspaper as an alternative to the Daily, or should the Daily be the only campus newspaper?
(N=412)

	Percent
Alternative Newspaper	18.0
Daily only	78.6
No Opinion	3.4

Table 6
If the campus had another newspaper, should student fee money be used to support it, or should it not receive fee money?
(N-406)

	Percent
Yes, should	30.8
No, should not	65.8
Don't know	3.4

IVB. Attitudes Toward Recreational Sports Facilities

When asked whether there was a need for new recreational sports facilities, the respondents split evenly--40% yes, 41% no, and 19% don't know. The percentage seeing a need for the building was lower in 1981 than in the 1979 fees survey.

A similar pattern was evident on the question of fee funding for new recreational sports buildings. In 1981 45% of the respondents said that fee money should be used, compared to 63% in 1979.

Table 8*

		Percent	
		1981 (N=416)	1979 (N=156)
Do you think there is a need for new recreational sports facilities?	YES	40.4	49.0
	NO	40.6	33.0
	DON'T KNOW	19.0	18.0
Do you think that part of the required Student Services fee should be used to help pay for them?	YES	45.3	63.0
	NO	49.2	35.0
	DON'T KNOW	5.6	2.0

* The question was introduced with: "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."

It is important to note, however, that there is an especially strong relationship between participation in recreational sports programs and attitudes toward the building.

Table 9*

		Participation (N=337)		
		Both Team and Self-Service	One-- Either Team or Self-Service	None
Is there a need for new recreational sports facilities?	YES	74.0	54.5	28.2
	NO	26.0	45.5	71.8
Should fee money be used?	YES	64.6	52.9	35.4
	NO	35.4	47.1	64.6

*Don't know responses were not included.

On both questions the responses of those who had participated in both types of recreational sports were a mirror image of the responses of those who did not participate at all. Nearly three quarters of the participants in both activities said that new facilities were needed while three quarters of those non-participants expressing an opinion said facilities were not needed. Opinions were slightly less polarized on the question of fee funding, where even the double participants were less certain.

V. STUDENT COURSE INFORMATION PROJECT (SCIP)

Approximately two thirds of the respondents said that they had seen the SCIP Courseguide newspaper handed out with registration materials. Of those who had seen it, about 21% (13% of all respondents) said they had used it for selecting fall and winter courses.

Awareness and usage of the more extensive SCIP Courseguide Bluebook were lower. Twenty-one percent of the respondents said that they had seen the Bluebook. Of those who had seen it, 21% and 15% (5% and 3% of the total group respectively) had used the book for fall and winter course selection.

The greatest proportion of users of the Courseguide was from among College of Liberal Arts students (30% of those who had seen it) and the lowest proportion among students in the College of Education.

It should be noted that the word "use" in the SCIP questions proved ambiguous. Some respondents qualified their answers by saying that they referred to the information while making decisions about course selection, but they did not find it useful. The figures on usage probably underestimate the number of persons who looked at the SCIP materials while choosing courses.

Table 10 (continued)

Did you use it to help choose your fall quarter classes? (Asked only of the 89 persons who had seen it)

	Percent of Those Who Had Seen It (N=89)	Percent of Total (N=417)
YES	20.2	4.6
NO	77.5	95.0
QUALIFIED NO	1.1	0.2

Winter quarter classes?

	Percent of Those Who Had Seen It (N=89)	Percent of Total (N=417)
YES	15.7	3.4
NO	78.7	95.2
QUALIFIED NO	0	0
DON'T KNOW	5.6	1.2

VI. OPINION ABOUT A BUILDING REFERENDUM PROPOSAL

At the request of the Fees Committee, students were asked their opinions of a proposal to give students veto power over using student fee money to pay for building projects. Sixty-nine percent of the respondents said that they favored the proposal.

It should be noted that this question generated more requests for clarification and repeats than did other questions in the survey.

Table 11

Money from the student services fee can be used to help pay for student service buildings, such as unions and sports buildings. A proposal has been made for students to vote on new buildings built with fee money. That is, a new student service-type building could be built with fee money only if it passed a student vote. Do you favor or oppose this proposal? (N=416)

	Percent
Favor	69.2
Oppose	28.1
Don't Know/No Opinion	2.6

VII. AWARENESS OF THE DISTRIBUTION OF THE FEE MONEY

Students were asked whether they had seen a list of the services supported by the fee. About two-thirds of the respondents had seen such a list. Juniors (71%) and seniors (72%) were more likely to have seen the list than were sophomores (58%) and graduate/professional students (52%).

Table 12
Have you looked at or read a list of the services and organizations funded from the student services fee? (N=417)

	Percent
YES	65.5
NO	33.8
DON'T KNOW	.7

VIII. COMMENTS ABOUT THE FEE AND FEE SUPPORTED SERVICES

Two hundred and eighteen of the 417 respondents offered comments about the fee and the services it supports. These open-ended comments were coded into seven categories. The most frequent comment was either that only service users should have to pay for them, or that fee funding should be given only to those services used by a majority of students. The next most frequent comments were that students needed more information about the fee, and general positive comments about the need for having the fee.

Table 13

	Percent of Those Offering Comments
Users should pay/Fund only services used by majority.	28
Need more information about fee and services.	19
General positive comments about fee and services.	18
Comments (pro and con) about special services other than Health Service.	12
Fees too high/Costs must be held down.	10
Miscellaneous/Other.	9
Comments (pro and con) about Health Service.	5

ANALYSIS AND DISCUSSION

Perhaps the paramount issue for public institutions today is the choice between cutting services and raising taxes. On this issue students took a clear stand--two out of three would prefer to raise their taxes (their fee) at least to keep pace with inflation. Some respondent comments illustrative of this view are:

> "I don't like paying such a high fee but it is worthwhile because in a University so large the services are essential."

> "I feel it's a necessary part of education because there's more to education than just classes. I transferred from another college and am using some services. Students should be made aware of services and make decisions about them."

Just as in other areas, those who support raises in taxes do so with reluctance and qualifications. The days of easy expansion of services are over. Only eight percent of the respondents were willing to pay to have their services expanded, and one in three advocated either gradual or immediate cutbacks.

Students' views of their highest and lowest priorities for types of services were consistent with students' ratings in earlier surveys. Consistently at the top are services such as the Health Service and the Student Ombudsman Service which deal with problems that all students are likely to encounter at one time or another. Also consistently in the top group are services used by a majority of students--the Unions and the Daily.

The services at the bottom of the priority rankings this year and in previous years are those that appeal to smaller groups with special interests and needs--minorities, foreign students, and those interested in television and debate.

The sentiment underlying student priorities is a utilitarian, "pay as you go" one. Illustrative of this point of view are these comments:

> "I'm a commuter student so I don't use services enough to warrant paying such a high fee. The services should be financially supported by the students who use them. Others in my class feel the same way."

> "Some areas involve so few students and all are paying for it. It's unfair. I'd suggest we see what services are used by most. There are essential areas and some even need to be expanded."

The utilitarian, pay-for-what-you-use view of student priorities poses problems for those who decide about fees. On the one hand, paying only for what one uses is intrinsically fair. On the other hand, acting from this perspective would prevent worthwhile but very limited services from ever being funded.

The specific questions about selected individual services--the Daily, Recreational Sports, and the Student Course Information Project--revealed some consistencies and some changes. As in previous studies, attitudes toward the Minnesota Daily remain fundamentally positive. No matter what opinion dimensions have been tapped, those opposed to the Daily tend to be strongly opposed, but small in number. In this year's survey, a strong majority of students (70-80%) rated the Daily's coverage of campus news as good or excellent, and said that the Daily should be the only campus newspaper.

Recreational sports programs remain widely used. However, overall support for a new recreational sports building is down from that expressed in the 1979 fees survey. An important qualification to this trend is that the relationship between usage of recreational sports facilities and attitude toward new facilities remains strong. To know the current recreational sports facilities is definitely not to love them.

The finding that a minority of students see and use the Student Course Information Project's Courseguide and Bluebook is also consistent with previous data collected by the University's Measurement Services Center.

Finally, student sentiment clearly is strong for being informed on fees issues and being involved in decisions about fees. One third of the students said that they had not seen a list of the fees, and a number of those who made comments about fees said they needed more information about what their money pays for.

Over 2 out of 3 students also said they favored a proposal to allow a student referendum to decide whether fee money should be used for a new building project. However, some caution should be exercised in the interpretation of this finding. The referendum proposal is a new idea, not previously discussed in University publications or forums. Respondents were hearing about it for the first time. They had not previously been exposed to discussions of the details and implications of the proposal. Under these conditions it is possible that the question was tapping a general sentiment for a student voice in decision making as much as a specific informed judgment of the referendum mechanism. This interpretation is speculative since it is also possible that respondents did quickly comprehend the details of the proposal and endorse them. A better understanding of student opinion of this idea could be gained if students were surveyed again after the proposal had been widely publicized and discussed.

In sum, most students are willing to pay to keep student services, particularly the ones they use. But they want to be informed about them and have a voice, perhaps a very strong one, in the way their money is spent.

APPENDIX A

METHODOLOGY

Questionnaire Development

Following meetings with the Fees Committee, Student Life Studies and Planning staff wrote an initial draft interview to reflect issues of concern to that committee. This version was then refined into one suitable for a pre-test. Pre-test telephone interviews were completed with approximately 15 students and revisions were subsequently made to improve question clarity.

Sampling

The Office of Admissions and Records drew a random sample of day-school students registered on the Twin Cities Campuses during Fall quarter, 1981. It excluded adult special students; "new" students, i.e., those who were enrolled for the first time during Fall, 1981; foreign students (determined by visa status), and medical fellows. The initial sample size was 541, but 8 students were subsequently excluded: 4 M.B.A. night students, 3 foreign students, and 1 student working in another state. The sample was further reduced to a size of 500 by randomly eliminating names with a random number table.

After interviewing began, the sample base of 500 was reduced to 486 after 14 respondents were found to be ineligible because they were not registered, had dropped out, or were foreign students. Of the 486 valid respondents in the sample, interviews were completed with 464, for a 95% response rate. Another 47 students were interviewed but not included in the analysis for this report because they were not registered for 6 or more credits and did not pay the student services fee.

The decision to omit new students was based on the judgment that this group would not be sufficiently familiar with the issues; i.e., it would not be worthwhile to survey them because of their limited experience and knowledge of services and organizations. The decision to omit foreign students was based on previous experience in polling this group. Several types of problems have been encountered among foreign students in past studies, including students' inability to comprehend English on the telephone, lack of familiarity with the cultural context of issues surveyed, and lack of familiarity with the method of survey research. In addition, a large number of foreign students are harder to locate, and some tend to be suspicious of the motivations for the poll.

Interviewing

The interviews, averaging about six minutes in length, were conducted by Koser Surveys, Inc., a professional polling firm, between November 20 and November 30, 1981. Interviewers were instructed to attempt contacting each respondent until successful. Ten percent of the respondents were re-contacted to verify that interviews had been conducted.

Margin of Error

Survey research results are always subject to two general kinds of error: non-sampling error and sampling error. The amount of non-sampling error cannot be estimated and researchers generally assume that it is random, therefore not systematically biasing results. Non-sampling error is due to factors such as keypunching/coding errors, unintended cues by an interviewer, or even respondent deception.

Sampling error, i.e., the difference between obtained results and those that would be obtained by surveying the entire population, is measured by the standard error statistic. Standard error expresses the precision of a result in terms of a range of scores around a sample result, either a proportion or an average. A separate standard error must be calculated for each statistic calculated if one desires precise interval estimates. However, one can easily estimate a maximum range around a proportion, given the sample size. In this study, with data on 417 respondents, one can be 95% certain that any observed proportion is within ± 4% of the true proportion for the population from which the sample was drawn.

Another aspect of margin of error deals with sample representativeness. Representativeness of a sample, i.e., the extent to which sample results are generalizable to or represent the population from which it was drawn, is typically assumed to follow when a random sampling procedure has been used. As discussed earlier, this study was based on such a sample, from which some groups had been excluded. Therefore, we can be reasonably confident that these results represent the defined population.

While it is advisable to verify sample representativeness if possible, this depends on the availability of comparable data. Because University-wide data are not readily available in categories which closely match the sampling criteria, useful comparisons are not feasible.

Fees Survey, Fall, 1981. Conducted by the University Poll for the University of Minnesota.

Attempts

1 ____________ 6 ____________

2 ____________ 7 ____________

3 ____________ 8 ____________

4 ____________ 9 ____________

5 ____________ 10 ____________

CardNo	1	(1)
SeqNo	____	(2-4)
Coll	____	(5-6)
Class	____	(7)
Sex	____	(8)
BYear	____	(9-10)

Hello, I'm ______________ from the University of Minnesota Opinion Poll. We're doing a short survey on the $70.30 in Student Services Fees charged each quarter.

1. How many credits are you registered for at the "U" this Fall Quarter?

IF NOT REGISTERED, TERMINATE ← NONE, NOT REGISTERED ____1 (12)

NONE, THESIS ONLY OR CONTINUOUS REGISTRATION ____2

1 TO 5 CREDITS ____3

6 OR MORE CREDITS ____4

---

2. Do you consider yourself a commuter student?

YES ____1 (13)

NO ____2

---

3. Have you looked at or read a list of the services and organizations funded from the student services fee?

YES ____1 (14)

NO ____2

DON'T KNOW ____7

Part of the student services fee supports the Minnesota Daily.

4. How often do you read or look at the Minnesota Daily: Never, less than once a week, once or twice a week, 3 or 4 days a week, or every day?

NEVER ____1 (15)

LESS THAN ONCE A WEEK ____2

ONCE OR TWICE A WEEK ____3

3 OR 4 DAYS A WEEK ____4

EVERY DAY ____5

---

5. How would you rate the Daily as a source of campus news and information: excellent, good, fair, or poor?

EXCELLENT ____1 (16)

GOOD ____2

FAIR ____3

POOR ____4

NO OPINION ____7

Do you think the University should have another campus newspaper as an alternative to the Daily, or should the Daily be the only campus newspaper?

ALTERNATIVE NEWSPAPER TO DAILY ___1 (17)
DAILY ONLY ___2
NO OPINION ___7

If the campus had another newspaper, should student fee money be used to support it, or should it not receive fee money?

YES, SHOULD ___1 (18)
NO, SHOULD NOT ___2
DON'T KNOW (DON'T VOLUNTEER) ___7

other part of the fee goes to the recreational sports program.

Within the last year, have you belonged to an intramural sports team or sports club at the University?

YES ___1 (19)
NO ___2

Within the past year, have you used University facilities for self-service sports such as swimming, handball, or running?

YES ___1 (20)
NO ___2

. 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.

	YES	NO	DON'T KNOW	
a. Do you think there is a need for new recreational sports facilities?	___1	___2	___7	(21)
B. Do you think that part of the required Student Services fees should be used to help pay for them?	___1	___2	___7	(22)

nother part of the fee goes to the Student Course Information Project which publishes the SCIP "skip") Courseguides. The SCIP Courseguide contains course descriptions and student course valuations.

. Have you looked at or seen the SCIP Courseguide newspaper which is handed out with course registration materials?

If Yes, ask 11A and 11B below. ← YES ___1 (23)
If No or DK, ask 12 on next page. ← NO ___2
DON'T KNOW ___7

11A. Did you use it to help choose your fall quarter classes?

YES ___1 (24)
NO ___2
DON'T KNOW ___7

11B. How about the upcoming winter quarter classes?

YES ___1 (25)
NO ___2
DON'T KNOW ___7

12. Have you looked at or seen the longer SCIP Courseguide Bluebook which is available in campus libraries and advising offices?

If Yes, ask 12A and 12B below.	YES	1	(26)
If No or DK, ask 13 below.	NO	2	
	DON'T KNOW	7	

12A. Did you use it to help choose your fall quarter classes?

YES	1	(27)
NO	2	
DON'T KNOW	7	

12B. How about the upcoming Winter Quarter classes?

YES	1	(28)
NO	2	
DON'T KNOW	7	

13. I am going to read a list of services. For each one please tell me if you think it should be a high, medium, or low priority for funding from the student fee.

	HIGH	MEDIUM	LOW	
a. Student Unions	1	2	3	(29)
b. Child care for students' children . . .	1	2	3	(30)
c. Student Government	1	2	3	(31)
d. Student Health Service	1	2	3	(32)
e. Programs on foreign student issues . . .	1	2	3	(33)
f. Student Exchange Programs with foreign universities	1	2	3	(34)
g. University band and music programs . . .	1	2	3	(35)
h. Campus newspaper and other student publications	1	2	3	(36)
i. Student television training and production	1	2	3	(37)
j. Recreational sports programs	1	2	3	(38)
k. Services to help students deal with problems with the University	1	2	3	(39)
l. Programs on minority student issues . .	1	2	3	(40)
m. Legal aid for students	1	2	3	(41)
n. University debate team	1	2	3	(42)

4. We would like to know your views about the future of the student services fee. Because of inflation the fee will have to be gradually raised over the next few years to maintain current services. If services are expanded, the fee will need to be raised more. If the fee is held at its current level, inflation will cause services to be gradually reduced. If the fee is cut, services will be reduced more.

In the future, do you think the $70.30 fee should be increased enough to expand services, increased just enough to keep up with inflation, held at its present level, or reduced?

INCREASE ENOUGH TO EXPAND SERVICES	____1	(43)
INCREASE ENOUGH TO KEEP UP WITH INFLATION	____2	
HELD AT ITS CURRENT LEVEL	____3	
REDUCED	____4	
NO OPINION	____7	

5. Money from the student services fee can be used to help pay for student service buildings, such as unions and sports buildings. A proposal has been made for students to vote on new buildings built with fee money. That is, a new student service-type building could be built with fee money only if it passed a student vote. Do you favor or oppose this proposal?

FAVOR	____1	(44)
OPPOSE	____2	
DON'T KNOW/NO OPINION	____7	

6. Do you have any other comments about the student services fee?

If yes, probe and write in. ←	YES	____1	(45)
	NO	____2	

(46-47)

-- I've been to other colleges and I think it's high here for the use I get out of it and compared to other universities.

-- I think that it's too high at present time. The services aren't as good as they should be for as much as we pay. Specifically, Boynton Health Service. They're awful to students (How?) They treat them as second class citizens. They don't get good attention and accurate attention. They're extremely incompetent.

-- I don't think it's right to have to read the Daily to find information that students are held accountable for. I'm all for the new athletic facilities on the St. Paul campus because they were pretty old and shabby. I am upset because the students are being made to pay for the financial problems of the University. There is a lot of waste in many University departments with regard to secretarial staff. A lot of people are doing nothing all day. They could cut some of these positions. I think they could save a lot of money by sending someone out to observe some departments to see exactly how much waste there is and abuse of University property (e.g. use of Xerox machines for personal things).

Students Registered for 6 or More Credits

Code Category 2 -- Only users should pay/Fee should go only for services used by a majority

-- I don't use any of the services and I don't think it's right to have to pay for them.

-- I don't think everyone should have to pay it. I'm an older student, married, and I don't use the services. I think I'm paying out that money for nothing.

-- I sat in on the MSA Forum budget committee meeting last spring. I felt it should be a student check-off system. Have a list of the programs that are funded by the fees and have each student check off what he/she wants to fund in their own interests.

-- Sometimes I wonder where it goes.

-- It should be optional. I think seniors do have an option and freshmen don't. It should be optional for all classes.

-- I think we should have a user fee, those people who use the services should pay for them. I think the fee is too high.

-- I know it's hard but it would be better to pay for what you use--lots of people don't get use from all of their fees. Not everybody uses all the facilities and services. People could have a card for what they are going to use.

-- I pay the fee and the only thing I use it for is the Daily. I don't have time to go to the Union and play. On the whole the student fee is not fair.

-- One idea: since so many services are available and since different students have different needs, why not have an option to pay for only the services you want to use.

-- I believe emphasis in student services is to reach the highest possible number of students. Debate is very expensive, and only concerns a few. The Daily, Rec Sports, and the Health Service probably reach the most people. The majority of students should not have to pay for programs that are not far-reaching or that don't reach out to the majority of students.

-- I don't feel I realize any of the benefits. They're raising my tuition 20% plus this service tax of $70.30. Fortunately my health care is provided for me because I'm a med student. I don't see why I have to pay for things I don't use.

-- A lot of services aren't used by many of the students, and I don't think they should have to pay for them. There should be some sort of a "check off" list.

-- I think if you're not a full time student (taking less than 6 credits) that the student fee should remain optional.

-- It's too much! I don't feel I'm getting my money's worth. One way of reducing costs would be to have the students pay a fee every time they use the swimming pools so that those who aren't using them aren't paying for them.

-- The student fee should be an option, and if persons use them, they should have a voice in the decision-making process of how services should be used. We need to work on personal awareness and personal skills before we build, move, or tear down something. People at the U live too fast. We should feel that when we're asked something our answers are being heard. This is a great school and I wouldn't want to go anywhere else.

-- I don't know--it could possible be known to a greater number of students that they are paying money for these services and that they have rights. The rights of the students are to choose the services they want to support.

-- I don't think anybody likes the fee. We pay $70.30 and the list is posted, but you have to read it to know where our money goes. The majority goes to the sports. The ones who use the sports facilities should pay for them, and those, like me, shouldn't. We're paying for something that we don't even use. My girlfriend is really upset, too. You should call her for her opinion.

-- Well, I know that when I was an undergrad in a smaller school in Michigan, the student service fee was lower there than here in proportion to tuition. Of course, I realize that this is a bigger University, so there are more programs and more students. It's just hard to believe it's this much. One reason it should be kept down is because tuition is so high. It'd be nice to grade it according to the number of credits you take or how much you use the services. I know that you only have to pay half the fee if you take a certain number of credits and this is good, but there should be a scale for those who take fewer or more credits, as well.

-- I think that, as students, we should be able to choose what we pay for. For example, I like the Daily, but I do not take part in Debate.

-- I'm an adult student. From the way I see it, I have used very few facilities because we're quite independent and don't need the services offered by the U. Everyone is forced to pay the fee and this discriminates against those of us who don't use most services.

-- Should try to maintain health service because so many students use it. Not very many students use intramural sports. Maybe they could be funded a little less and those who use it could pay for it. There must be some hard feelings on the part of some students who pay for sports facilities but don't use them. It could be publicized what fees are used for a little more. It's hard to be fair in a large school but if people knew what services were available, they might use them more.

-- I'm a commuter student so I don't use services enough to warrant paying such a high fee. The services should be financially supported by the students who use them. Others in my class feel the same way.

-- I hate the fee. For me, being a commuter, it's a lot to pay for services I don't use. People who live on campus use the services more, but commuters just don't take advantage of the services, e.g., the medical services.

-- If the fee or part of it could be optional I'd like that. For example, if the medical service part was optional, that would be good for me, because I don't use it.

-- I pay my 70 dollars, I read the Daily three or four times a week, but all I read is the weather and personals, and I don't use the other things. I live in Osseo. I go to classes and come home but I don't use services. I don't use sports facilities, etc. That's good for those who live on campus. I think the baby-sitting service is good for some sutdents, but none of this does anything for me.

-- Some things should be optional. The Daily does a good job of reporting when they want to, but sometimes they're slanted.

-- Health service fee should not be mandatory. If health service fee is not mandatory, I'd like to get a refund, because I never use it. If it's not mandatory, students should be made aware of this.

-- I don't think that the people who don't use the services should have to pay for them; that is, we should not have pay a student service fee unless it's for something we want. The Daily should be a separate fee. I don't mind paying the service fee for the Daily. Those who read it should pay a fee for it.

-- I don't like to pay it. Some services--I can't remember their names--didn't seem too useful when I read over the list. There should be some optional ones.

-- There are some services that I would rather not pay. A lot of the stuff should be paid by the people who use the services--like the Health Service does. The travel service should be paid by the people who use it.

-- I'm concerned about the amount and I don't feel I get my money out of it. I'm covered by a good Health Program so don't get my money out of the student fee. Some people that live on campus probably get their money out of it but commuter students don't.

-- It's too high. We're forced to support things that we don't believe in or don't use. People should pay for the things they use such as court time and everyone shouldn't be forced to pay.

-- I don't utilize the total service--the commuter students use much less of the services and they could pro-rate the commuter students. If the student is on campus, maybe they should pay more. This could be indicated on the card or something.

-- It's high. It's annoying that you have no choices where the money goes. You are forced to support programs you don't agree with.

-- It could be applied more individually. Those who use the services more could pay more. I don't know how they'd do that, though.

-- I guess it shouldn't be mandatory. I think alot of people don't use the services available to make up for the charge.

-- It should be more optional. You could pick what you want to participate in--we need some more escorts to transport students from the east and west banks.

-- I think there should be more alternatives to pay or not--it should be optional--if there are religious reasons why people don't want to support certain things they should have more choice. There should be more information as to how the money is spent.

-- Some areas involve so few students and all are paying for it. It's unfair. I'd suggest we see what services are used by most--there are essential areas, and some even need to be expanded.

-- I feel the fee should be pro-rated depending on the credits and quantity of services used. I don't think someone taking 5 credits should pay the same $70.00 service fee--it's totally unbalanced. It's hard to say how this would work but there should be a more fair way.

-- I think the proportion of money going to recreational sports should be increased because of the number of students using it. The services funded by the student service fee should be at least partially based on the number of students using the service.

-- People should be more aware of what they are paying for. I think students should be able to vote on how their money is being spent--if they are adding new things.

-- The fee should be designed more according to the students' use. Some things a student never uses--yet they must pay for it.

-- Considering that the majority of students commute, I think the fees tend to support the activities of on-campus residents. I'd be in favor of cutting programs rather than raising fees.

-- Don't think it's necessary because I don't think I get anything out of it. I'd rather pay for each area covered when I use that area.

-- I rather disagree with the procedure by which groups get funding. A small group can get funding if they go to the student fee committee and ask for it. So in essence all students are paying for what a small group uses. I think the fee should be broken down and you pay for what you want to use.

-- I think commuters use fewer facilities and it's a rip-off for us to pay the same as those that live on campus. We're just there for our classes and should not pay as much because the services are not convenient.

-- I've never used it--I don't have time for sports. The basics like the health service--are OK but some of the other things are useless. We don't need some of that sports equipment. They can get exercise on the street like everyone else. I'd say 3/4 of the students really don't use many of the available services. Why should we pay for services we don't use?

-- I've never used health services; there should be leeway in which money should be returned or not expected for services one will never use.

-- As a grad student living out of the Twin City area, I wish there was a way to cut down the fee since I am not able to take advantage of many of the services. I wish, however, that we'd have been better informed about just what services are available to us.

-- A great majority of the students don't use the facilities they pay for. It should be a pro-rated charge--there should be a basic charge. Then if you want access to other activities, you should pay extra fees.

-- The fees should be optional with benefits; that is, those that can be controlled.

-- I feel they support too many things that the majority of students either do not need or use. Perhaps it would be better that such organizations or services be funded more by those that need to use them.

-- I would make the high priorities mandatory (question 13) and the low and mediums optional (for those that use them). Only the people on campus would probably ever use that.

-- I think maybe some of the things should be more optional. For example, I think the only thing that should be mandatory is the Health Service and other services should be optional, especially recreation sports.

-- I don't like paying it when I only take 6 credits. Since I don't live on campus and I take just the minimum credits to pay the fee and I don't use the services, I think the minimum number of credits should be changed.

-- Some of the programs are used by a small minority of people and the majority of people who aren't involved in the programs shouldn't have to pay for them through the student service fee.

-- I think the fee should be changed on a percentage per credit basis rather than a cut-off at 6 credits. I'm a parttime student, only taking one course per quarter. It really irks me that sometimes I have to pay the $70, and sometimes I don't. Either any student should be required to pay the whole fee or it should be based on a percentage per credit. I would personally favor paying for services used rather than a package deal.

-- Most of the services aren't really serving most of the students. I think the students should have a say in what they use and don't use and their money should go for what they use. I think they should be open 24 hours a day if they expect everybody to use them.

-- It should be used just for high priority programs--something that the majority of students could benefit from. Using fees to finance something only a few students use is not justified.

Code Category 3 -- Need more information about fees service

-- More information as to facilities that are available for fees we pay. In other words, what's my money being used for?

-- I think a list should be given each quarter explaining exactly what is covered in the fee.

-- I think last year it wasn't so well publicized that they could get some back. Kids should know about that. It should be publicized more.

-- I don't think enough students are aware of services offered through Student Service Fee. Such a small percentage are using the services available. I have a positive feeling toward services. Whenever I used the services, they treated me very well. They didn't just treat me as a number.

-- I think information that delineates fee distribution should be made more available to students.

-- I don't know that much about it. If I lived on campus I would use the facilities more, but I'm a commuter and just go to campus and then go home.

-- I don't think I know enough about it. I probably think I'll take the time and find out about it.

-- I don't know if they do this or not, but I don't really know what is available under student fees. I only see this list when in Fraser Hall and I hate to stay there to read it. The Daily would be a good place to have a complete description of all the student services. With my luck they probably already do it.

-- I assumed that the $35 waived fee would be deducted from my student services fee since I already have other health insurance. But I guess you have to go to Boynton Health Services to obtain a waiver. It was not explained well and I just found out we had to obtain this waiver. For 2 year I paid $35 extra per quarter. That's a lot of money. I think the student services fee should be explained better to the students.

-- Coming in the way I did (last winter quarter) I got poor information about what was available. The only information I got was about Student Health Serfice which I didn't need.

-- Haven't seen list of what's being paid for with the student services fee. Should be publicity campaign so the students are aware of what they're paying for. I wouldn't mind paying for them so much if I knew that e.g. there's a legal aid for students that I could use if I needed it.

-- I think that not enough people know what the services are that the student service fees pays. I think that it's a reasonable amount to pay.

-- I think that people should be more aware of what the service fees go to. When you hand in registration form you should get a phamplet telling what's available or print it in the Daily.

-- There are so many things that the money goes for. Some get just a little money, i.e. baby-sitting service. It might be helpful to see where money's going. Basically, I think it's needed.

-- Students should be made more aware of services available.

-- I'm wondering why student service fees cover intramural sports and then we pay over and above this. Do you know if this is true? I guess we should be better informed as to just what is covered in the student service fee.

-- I've never really thought about it, but now that you're asking these questions, I guess I am aware of where our money goes. Last year I used the recreational facilities and thought they could be a little bit better, but I didn't know about the other services. It's good to know where the money goes.

-- I wish I knew more about it. I think the money is used well since I haven't heard any problems about it.

-- I didn't realize that so many things were covered by this fee. I guess I should take advantage of these services. Just today I was wondering where that money went.

-- I think it should be easier for students to know what they paid for and how they can take advantage of this. There are certain things that I know I can use, but others that I'm uncertain or unaware of. When you pay student service fees, you should be given a description of services that show you what you bought and how you can use it. Not just a list.

-- I'm not sure how fees are run here. It's unknown to the students in general. So is student government (i.e. unknown to students). Extra money won't really make a difference in the services provided. It's the people who run things that count. They should be sharp, and I'm not sure they are here.

-- I recently learned that you can have 35 dollars deducted from fee if you don't want Boynton Health Services, i.e. if you have your own health insurance. I just found out about it, and I've been here 3 years. A lot of people don't know this. Students who didn't know about this should be able to get a refund at end of quarter if they paid this and didn't use the health service.

-- The University should show people that the fee is used for good purposes, i.e. show the results of fee spending.

-- Most students don't know much about distribution of fees. Some way should be found to inform students. Some have bitterness about paying them; it's like buying an empty box and you don't know what's inside because it looks like it's empty so you never look.

-- Some way should be used to tell everyone what is going on. I'm still lost over at the U. It's so big. I read the Daily but I still don't know about all the services and facilities there are. I hear about most things from my friends.

-- I know they've made an effort to contact people to let them know about the services but too many people still aren't aware of them. We need to make people aware of what they're paying for.

-- I guess I wasn't really aware of the uses for the fee at first. So I was really against it. If more students were aware of where the money went they'd feel better about it.

-- Not enough information about what's included in the fees. I didn't know before that I could swim--it should go in the Daily, for example.

-- I don't think students as a whole know where the money is going. If the students voted on new buildings, very few students would vote, and I don't feel they're informed enough on the need for specific things. People that look into and study the problems and needs should decide things like that.

-- When you pay the money each quarter there should be a list made public telling where all this money goes.

-- There should have to be a list of services so we know what we're paying for when we register.

-- I just wish I knew where all the money went. Some of it goes to the Daily, some to the Health Service, and some to Legal Services, but I don't know where the rest goes.

-- I think it would help if periodically a list were published in the Daily with what's covered and how much. So if there was some feedback from the students concerning the fees it would be known.

-- I don't think the average student gets use out of it. Students need to be better informed about what services are available. I guess the health service and sports are the things most people know about, but there are certainly more services available, but we have to know about them to take advantage of them.

-- Students should be more aware of services that are provided through the fee.

-- Where are the fees going to, what program, how much? I would be interested to know.

-- More information should be given out to students on where the fee money goes and they should have some say in the matter.

-- I get financial aid, so I pay my fee statement the later third of the quarter. I don't get my fee statement paid for until then so I'm not able to use my fee statement for services I've paid for. I would like to see a list--an itemized list--of how the fees are spent.

-- It should be carefully managed the way the money is used. Use of the fee should be better described to students so if they have a chance to participate in how the fees are divided up, they'll know more about what the fees are used for.

--I think it should be emphasized to the students where that money is being allocated (specific areas). I think students should play a more active role in deciding where allocations are spent.

-- I don't think it's made clear what the fees are spent for.

-- How do I find out what the fee is being used for?

— They have a negative check-off on your fee statement for MPIRG, and I disapprove of the negative check-off system. It is a sneaky way of doing it because many don't look at details on the form. It is automatically added--a little coercion is there. The open way to do it would be for the person at the window to ask you if you want to contribute to MPIRG. I also disapprove of MPIRG being funded by the students at all.

— It's going for a lot of garbage--foreign student aid, for instance, is useless to 99% of the students.

-- I'd like to see where money goes. Like University newspapers--they are poor. We need a competitive newspaper--maybe they'd do something right. The health plan should also be looked at--we still pay even if we don't use it. If we have outside insurance, we get some back but not all. Look at the debate team. Why should all of us support a few people in a special interest? I pay for my own intramural sports. If they would cut out paying for some of this kind of thing, they wouldn't have to raise the fee.

— High priority services should be expanded and low priority done away with. There are services people don't get much out of and these we shouldn't continue.

— I don't use all of the services so it would not be fair to comment. However, I would like to say that you should look at what services are actually being used by students. Personally, I would rather have funds directed to academic things rather than to recreational facilities. If we don't use services, we shouldn't be charged for them. They could at least reduce the fee in such cases.

— About recreational sports--there is a great facilities problem for sports clubs and groups. We should build a building, or if funding is difficult, get the Phy Ed Dept. to cooperate a little more, and give more attention to rec sports. The problem is lack of consideration toward rec sports. Both the Phy Ed Departments and Intercollegiate Sports abuse rec sports. Many times courts or other facilities are left open. Maybe we could add on to Norris, Beirman, or Cook. Maybe some other old building could be rennovated and used for sports facilities.

-- Some programs should be eliminated or revised. We should take a closer look at the needs of commuter students. I don't believe it is necessary for commuter students to fund rec sports.

-- I think they should do away with all the junk the fee supports and just have it oriented to the Health Service and things related to Education, and do away with all this sports stuff.

-- Different services are needed for off-campus and on-campus students as well as re-entering and graduate students.

— Don't think the money is used on educational benefits. That's what it should be used for.

— Could part of the intramural sports money come from user fees (50%) and the remainder from student service fees?

— I worked for one of the student unions and I felt that a lot of the recreation and especially the free music and film programs weren't used by a large amount of the students. I feel too much money goes into that.

— Well, I don't use most of the services I pay for. From my own personal viewpoint, I think that what is really bad at the University is the tennis. We've only got 3 indoor tennis courts and tennis people don't get to play on that some of the time. With a population of over 40,000 and the weather we have, there certainly should be more. They could put a bubble over the 4th Street courts--not all of them (only the first 2 or 3 tiers). These courts are only used three months out of the year. There are 21 courts sitting there in the snow most of the time. This would be a good use for student fees.

They should have a good running track. There are so many joggers. It's time they broke down and did something about this junky Cook Hall.

I was a foreign student. I'm an American now. If Minnesota wants to be well known in the world, they should take in more foreign students. They should try to screen the foreign students they take in. If they can try to have a balance of foreign students (from all parts of the world), it would enhance their image abroad and be good for business. This opening up to foreign students from China is very good. They should not take them (foreign students) just because they have money.

-- I remember the Bierman Building cost the sutdents money when it wasn't only used by students for recreational purposes. I don't believe the student fees should support such a building. The University takes its building requests to the Legislature every biennium, and that where they should go, because the Legislature should underwriting their financing.

Students Registered for 6 or More Credits

Code Category 8 -- General positive comments

-- I take advantage of them pretty well, and I don't mind paying for them.

-- I think it serves the purpose: it's a needed fee.

-- I think it's pretty fair.

-- I was griping about it until you called me today, and now I think it's kind of useful. It really does cover a lot of things.

-- Actually, I think it's needed. I've never griped about it. As far as I'm concerned, it's just part of the tuition.

-- I think Health Service is very good.

-- I think it's worthwhile but put more into recreational facilities!

-- For paying $70.30 a quarter I don't use many of the services, but I guess I don't mind paying it for those who do, because they are there for me to use, too, if I choose to.

-- I think they're low compared to the real world. Most of us students have never been out in the real world, so to speak.

-- I can't remember all the services available but I think I favored all of them. I don't think any of them are unnecessary.

-- I strongly support the MPIRG fee as it stands. It's the only lobby group on campus, and I think students should be able to have the experience.

-- I think it's a good idea to have student fees but I can't afford them.

-- Well, I can see why we have it. I wish it wasn't so high, especially with funding the way it is.

-- I thought at first it was very high but now I think it's well used. The only thing is, I think they should let people know what it's used for.

-- The fee is high but at least now I'm starting to get some use out of the services.

-- My only concern is that I don't want the quality to go down. I don't think that a dollar here and a dollar there is any problem, just so the quality remains as good as it is now.

-- I think they're doing a good job.

-- I feel that it's a necessary part of education because there's more to education than just classes. I transferred from another college and am using some services. Students should be made aware of services and should make decisions about them.

-- The Daily deserves money as does MPIRG. These are the only organizations that I know of that get help from service fees. I don't know about increasing the money that goes to other organizations since I don't know if these services would be of benefit to me.

-- Amount of money delegated to each service seems fair; I don't think it's wasted.

-- It rounds itself out--what's important for one person in one area and for another in other areas. Anyway, it's here to stay.

-- It's pretty good. I've been real satisfied.

-- I think that it's fair in proportion to other costs on campus but why so many questions about the Daily? Has someone been upset by it? And how did you get my name?

-- It's expensive but it's worthwhile.

-- I do benefit from it--the recreational stuff and the health service especially. I've gotten my money out of it. If I had to go to other places in Minneapolis for the same services, I'd have to pay more.

-- I don't like paying such a high fee but it is worthwhile because in a University so large, the services are essential.

-- It's fine, and if they want to increase it to improve services, that's OK. But don't increase fees to cover what should already be covered by tuition, like the debate team--that's ridiculous.

-- I think it's necessary. I have been in student government and was involved so had some say into where the money went to.

-- I think they are totally justified in assessing this fee. I think the Daily fee should be mandatory. Even if some students haven't paid the fee, they still pick it up and read it.

-- I think it's good. I think I've gotten more than my share out of it, considering what I pay in.

-- I don't mind paying it and it seems fair to me.

-- It supports some essential services which otherwise wouldn't be supported, especially in this time of cuts. I support the concept in general. I'd like to see specific programs now financed by the fee ranked in order of importance and number of students serviced.

-- I think they are good and equally distributed. I'm more than willing to pay that much for the services we get.

-- It's really important to keep funding unions. The students need a place to go that's recreational. A lot of their programs are free so we should see that the unions at least are maintained.

-- It's hard to pay but we do get benefits from it.

-- I think it's most useful in the areas of the Daily and the Health Service. I value these two things.

-- I'm happy with the way the fee is now.

-- They are becoming very expensive, but the services are good to have.

-- It has stayed stable with inflation over the years--that's a plus.

It would be bad to cut out the Health Service fee.

Students Registered for 6 or More Credits

Code Category 9 -- Miscellaneous/Other

-- I think there must be a surplus at the end of each quarter. Make provision for using surplus to aid students who desperately need help.

-- I oppose the students getting to vote on building projects because students registered for one quarter shouldn't be allowed to vote on something that affects students for next 20 years.

-- I have had very little use for services so far. This is my second year. My responses are just gut feelings.

-- Being I'm in I.T. I don't have time to take part in the things covered by the student services fee.

-- I don't use many services at the U so most of the money I'm paying is not applicable to myself, e.g. legal aid, child care, or even health service since I belong to Group Health. However, I do get some money back on that.

-- No one student can fully utilize all services. Can't possibly get your money's worth.

-- As far as the amount of money going to the program is concerned, more money should be given to aid students rather than spending so much on red tape, e.g. errors in transcripts. I may have to extend my stay at the University due to an error on my transcript. You caught me on a good day as I just found out about this error.

-- Would be helpful to have a new fieldhouse. I don't know if this is out of student fees, but it really needs fixing up or something. There's a dirt floor, and it's very dusty and dirty in there.

-- I'm disgusted with Al Quie! This $70.00 service charge bothers me. It seems ridiculous that they (Reagan, Quie and other government officials) are punishing those who go to school by charging more for tuition and additional services. Also, student loans are harder to get now. A better educated country is more secure economically and thus, they should encourage higher education.

-- It's like pseudo-taxation. The students should get to vote on how this money should be spent. There should be a referendum before next fee statement time.

-- I don't like to pay the fees but I think they're necessary.

-- The fee committee should be more careful about accessing fees (more fair).

-- I felt that some of the questions in the survey were hard to answer.

-- If our tuition goes up, they could cut out a lot of junk they now include in the service fee--like the Daily. They could reduce the fee if they'd take a good look at who's using the services.

-- As a matter of philosophy I strongly disagree that the Daily should be subject to a refund and be treated differently than any other service in the fee.

-- We could maintain it now but in next few years we should take a look at where we can reduce. I mean it might hurt some people but maybe they are in the wrong place. The service fee should be better explained--more information on Boynton--I don't know what you get there. The Union is the most important.

(cont. next page)

It must be maintained for a college atmosphere. That's the only form of campus life commuters get. Commuters, by the way, can't possibly get their money's worth out of the service fee like campus residents can. They should take a closer look at the programs covered by the fee.

-- How much increase is needed to keep up with inflation? This question and others I would like answered.

-- Some of these fees should be altered for re-entering students because the amount of use changes.

-- I feel the U should be funded by the Federal Government, not students.