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University of Minnesota  
Student Support Services

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1986-87  
Annual Report

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## OVERVIEW OF STUDENT SUPPORT SERVICES

1986-87

### RESPONSIBILITIES

Student Support Services (SSS) provides basic academic and administrative support services to the University of Minnesota community. Our services provide the administrative framework that supports the instructional efforts of the University's colleges and campuses. Direct service to students has highest priority; services are also provided to University faculty, staff, and administrators. Student services in other administrative units depend on information and services provided by SSS to serve students effectively.

No changes were made in the basic organizational structure of SSS during 1986-87. The four administrative departments within SSS are:

- Admissions and Prospective Student Services (ADM)
- The Office of Student Financial Aid (OSFA)
- The Office of the Registrar (OTR) (Registration, Student Records, and Scheduling prior to August 1987)
- Information Systems and Services (ISS)

The programs of these departments are described in the following sections of this report.

The four departments are interdependent, with ISS providing the organizational threads that hold the matrix organization in SSS together. Departments within ISS coordinate parallel activities in the other three units. As computer support systems mature, additional ways to improve services will appear through developments that cut across traditional organizational lines.

### ACCOMPLISHMENTS

Last year's annual report (Appendix A) provided a point-by-point evaluation of progress on the 78 recommendations of the Student Experience Task Force Report that apply directly to Student Support Services. Progress continued during 1986-87.

The 1986-87 academic year was a time of self-analysis for SSS units. Important recommendations contained in recent task force reports directed toward improving specific SSS services stimulated on-going review of internal SSS priorities.

Self-analysis was also stimulated by several forces outside Student Support Services:

- Peat-Marwick. With the assignment to determine how to decentralize authority to coordinate campuses, the consultants made sweeping recommendations about changes in administrative computing and the organization of various University units. Unfortunately the recommendations confused distributing better student information with providing "production" services (such as admission, registration, and transcripts). The administration has accepted the need to coordinate production services centrally, and information is being provided to coordinate campuses more effectively. Dealing with this issue took considerable energy.
- MPIS. By contrast, the study of SSS expenditures conducted by Management Planning and Information Services with the assistance of AAUDE colleagues at other institutions was a positive experience. Data collection and analysis proceeded cooperatively between SSS and MPIS. We concluded that Minnesota spends more because of higher salaries in this metropolitan area, high-quality services, and more centralized services (a surprise, because we thought services were more distributed at Minnesota).

In some functional areas, such as registration, SSS has centralized operations but decentralized policy control (e.g., colleges determine approvals for registration, though processing is centralized). More discussion will take place during 1987-88.

- The single largest self-analysis involved preparing a response to Strategy for Focus. The May 29 SSS planning document forwarded to central administration documented extensive internal discussions. The planning document goes back to 1979 planning goals and objectives, evaluating progress and bringing them up to date by adding several objectives to the list.

While the efforts noted above were progressing, each unit pursued a number of specific objectives. A brief summary is presented here, followed by directors' reports for each unit.

#### The Office of Student Financial Aid (OSFA)

The computerized Student Aid Management system (SAM), implemented over the past few years, is now an established part of the OSFA operation. Updating it each year with vendor-supplied changes is a complex and expensive process, further complicated by extensive changes made in the Reauthorization Act of 1986 and the new methodology for calculating family contribution (the 1987 "congressional methodology"). Coordinate campuses depend on OSFA for leadership in updating the computing system.

A cooperative venture with the federal government initiated in 1986-87 focuses on quality control in financial aid processes. By participating, the University is not required to verify as much data provided by students and parents as it otherwise would be required to review.

The Student Employment unit has developed creative new programs to reach into the community for student jobs as well as internships and other employment that can be tied to student academic programs.

For federal and state programs, need-based determination of financial aid is the standard. For University programs, no-need awards are becoming more frequent. This past year, OSFA has repositioned its expenditures of student aid dollars directing all discretionary funds to priority populations (e.g., high-ability, OMSSA, international, and graduate/professional students, as identified by Vice President Wilderson). OSFA has cooperated fully with other SSS efforts to support merit recruiting programs.

A chart following this section makes the point that although dollar amounts available to OSFA for aid and employment programs have increased over the past ten years, the buying power of those resources has not. The single largest source of assistance to students is University employment.

#### Admissions and Prospective Student Services (ADM)

The Admissions Data Base, the newest addition to the computer support team for SSS services, is starting its second cycle. Implemented in 1986, this large new system, like others in the past, was subject to shakedown during its initial year. Students admitted during 1986-87 for fall quarter were the first for whom this new system provided support. This on-line system provides access to information about applicants for college offices across the University. The staff is looking forward to greater effectiveness during 1987-88.

Prospective student activities continued to increase. However, last year's comments are still appropriate: "The Twin Cities campus does not have an aggressive central recruiting program based on direct contact with prospective students, as the coordinate campuses and other Minnesota colleges do. That is, the prospective student program depends on group meetings and secondary means of getting the Twin Cities message to prospective students." The department has increased its minority recruiting efforts. Programs to recruit high-ability students were improved. There is still much to be done and few resources to do it.

A chart following this section shows that numbers of prospective student contacts and numbers of freshman applications have been correlated over the past ten years. Correlation does not necessarily imply causation, but the relationship (+.906) is impressive.

#### Office of the Registrar (OTR)

OTR turned around a long-standing problem in the transcript area by computerizing University transcript services. For student service units on all campuses, both transcripts (Registrar-produced) and operational records (unofficial records) are produced on request from production computer files. The OTR objective is to make records widely available for student advising.

Fifteen years ago OTR was producing transcripts by hand--using translucent linen and India ink--for 50,000 students. The department has come a long way and is ready to take advantage of new technology to make information about students more widely available.

The Scheduling Office assisted in the preparation of a legislative request for funding for classroom improvements. Funding was provided, and the Scheduling Office will work closely with the Physical Planning to upgrade 16 Twin Cities campus general purpose auditoriums.

A chart following this section demonstrates the increase in course section offerings compared with numbers of grades processed and registrations. That is, although registration numbers are relatively stable, the curriculum is expanding and more sections are being offered.

The cost of last year's major OTR design effort (development of the external design for the CEE academic records integration project) was estimated by AIS over the summer. The cost and development time were unsatisfactory, and considerable time has been spent during 1986-87 attempting to find some way to bring the project back into a reasonable cost and time frame. Still, as the year ends, the project languishes, and there appears to be no way to proceed with this "top priority" development.

A second chart shows increases in workloads in the Registrar's Office over the past four years as demonstrated by numbers of transcripts produced and student certifications issued. (The Registrar certifies registration and credit loads at student request for many non-University purposes, such as insurance reductions.)

#### Information Systems and Services (ISS)

ISS completed an overhaul of the physical record system during 1986-87. More than 45,000 physical files containing records for active students on the Admissions Data Base were converted to a new filing system to take advantage of modern filing technology. Computer records are now regarded as the official record, and physical files have been changed to support computer files (i.e., holding vital source documents until a student terminates or graduates).

ISS expanded The Record (SSS campus newsletter) and initiated a program of ads in The Minnesota Daily describing SSS events of interest to students.

Much activity centered around information requests from central administration for data about student demographics, retention rates, and completion rates. The number of requests completed increased by about one-third. Even more complex, though, was the support required for the new AIS Information Center. Although information was made available in the center, the staff in ISS provided workshops, documentation, and other help to those who had to understand student data provided by the Information Center. In the long term, the development of the Information Center may make it possible for ISS to spend more time on system problems and complex analysis, but initially it increased the effort required for simple data retrieval efforts.

## ISSUES

External pressures on SSS services and the new computing environment at the University are the largest issues facing SSS in 1987-88.

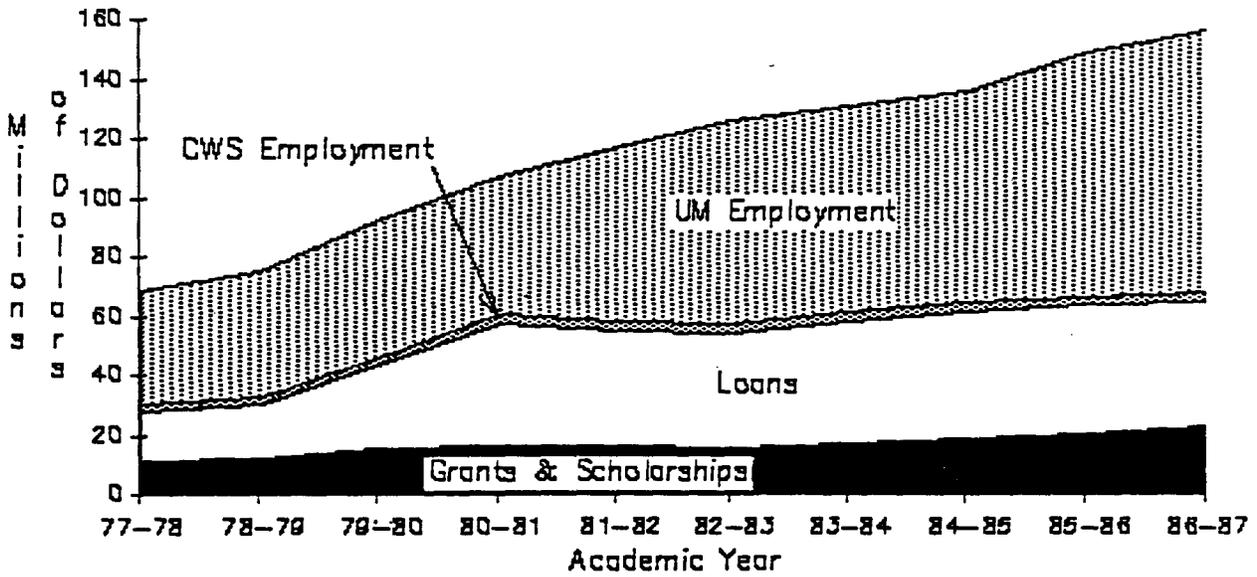
- External Pressures. The actions of the federal government have created confusion in the financial aid community adding to the pressures well described in the Financial Aid section. The actions of other institutions (and the University's coordinate campuses) in competing for (good) students are another source of pressure. We know that central recruiting services are not competitive with those of other institutions.
- University Policies on Information Release. One objective of collecting information from students is to make it available for management, and SSS wants to support that objective. On the other hand, the technology of access has outstripped all concern for privacy and legal requirements, and we believe the University (its faculty and staff) runs risks of incurring civil and criminal penalties by inappropriate release of student information. This is not unlike similar issues that surfaced in the late 1960s.
- Computer Funding. The issue of funding for computer operations, exacerbated by AIS price increases three years ago, has not been resolved, and the SSS budget was approximately \$1.8 million in the red at the end of the FY87 academic year. The issue has been presented to the administration, but no resolution has been forthcoming.

## CLOSING COMMENT

Some of the communication problems noted last year have been resolved with the appointment of Dr. Jeanne Lupton as a joint appointee between Student Affairs and Academic Affairs. We appreciate her attention to and help with the issues facing Student Support Services. As the year ends, we feel assured that our positions and concerns are more likely to be brought to the attention of the central administration, a concern voiced in last year's report.

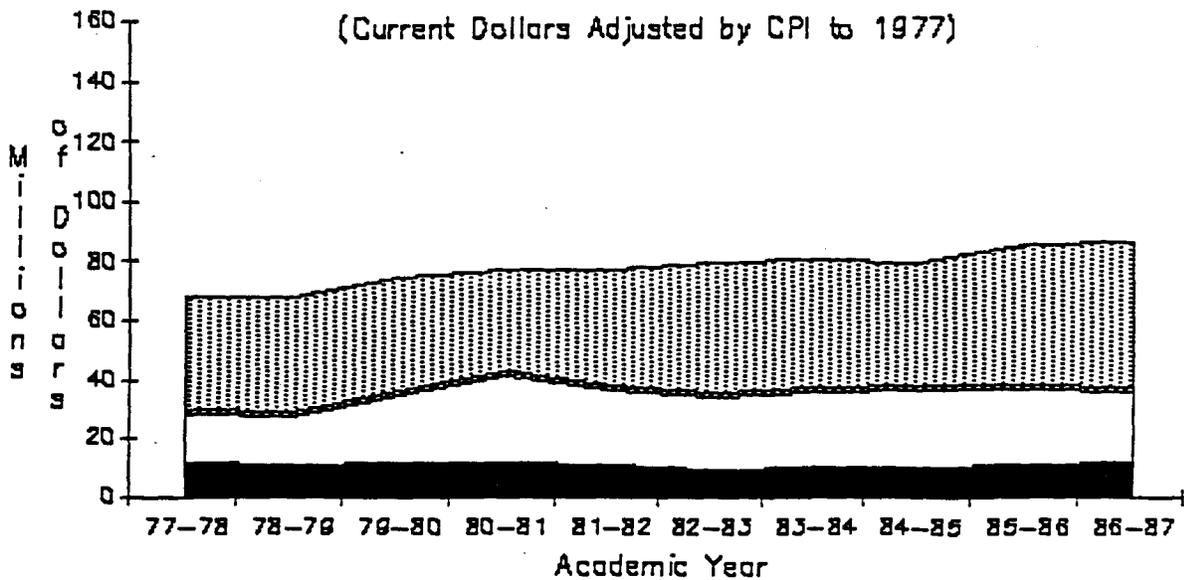
# Financial Aid Resources Twin Cities OSFA

## Increases in Current Dollars

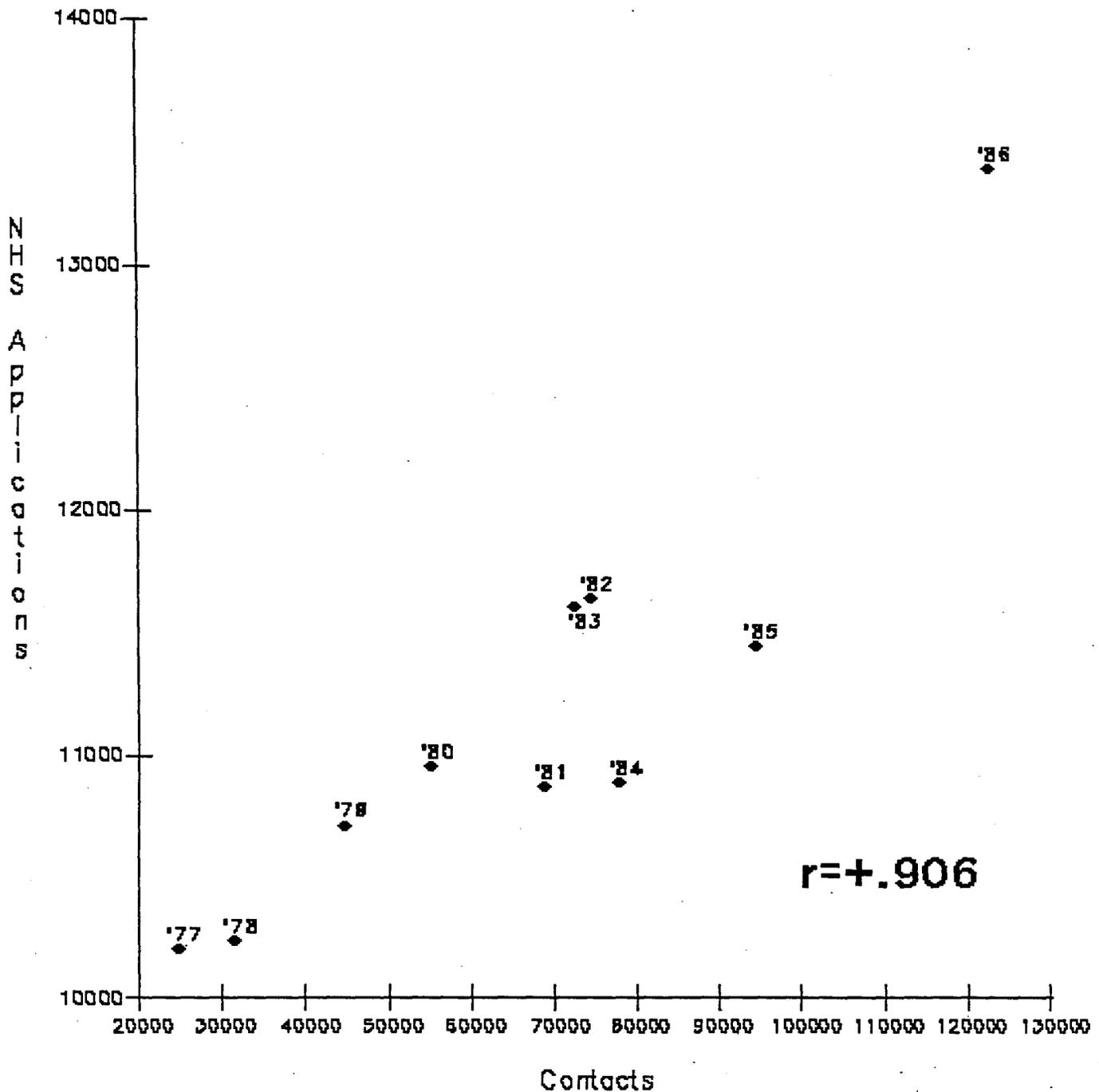


## Stable Constant Dollars

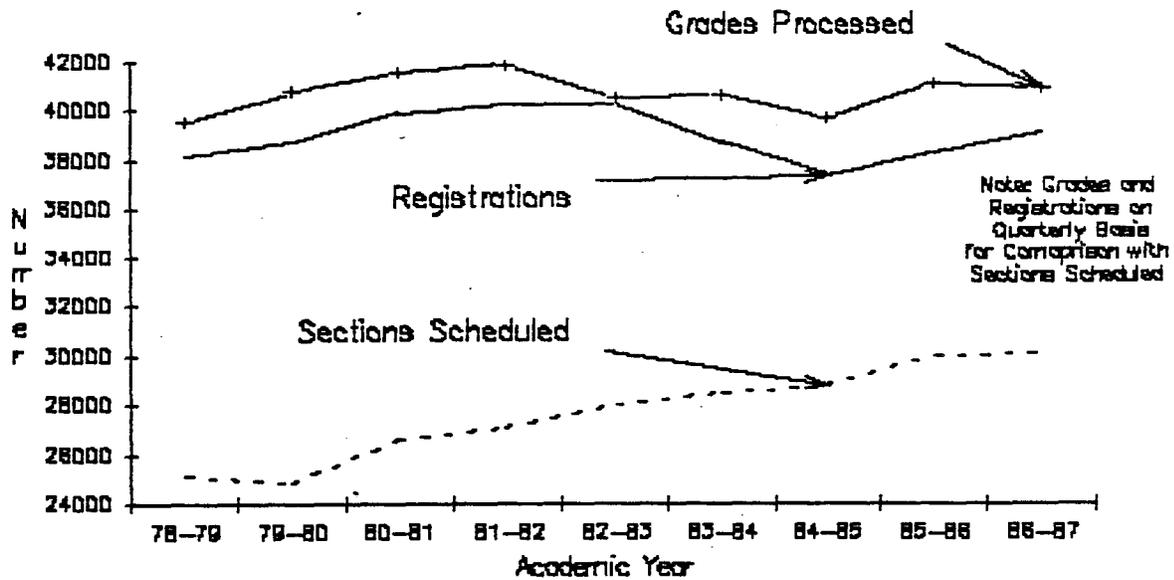
(Current Dollars Adjusted by CPI to 1977)



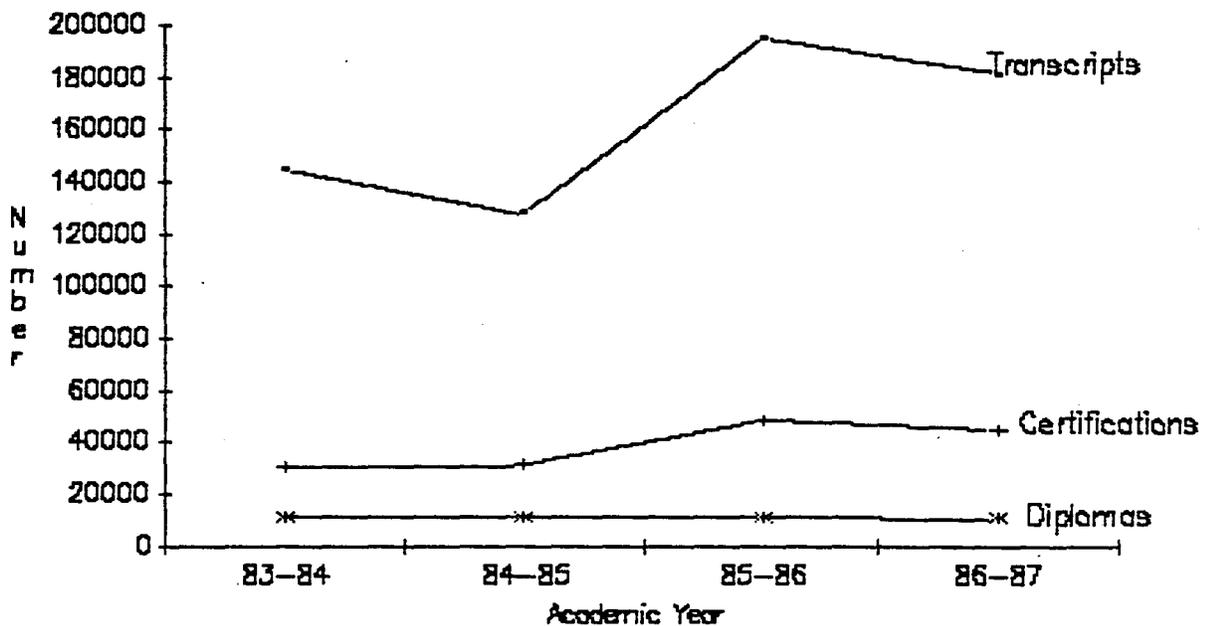
# Prospective Student Contacts are Related to NHS Applications Twin Cities, 1977-1986



## Grades Processed, Registrations and Sections Scheduled Twin Cities, 1977-86



## Registrar Direct Service to Students Twin Cities Campus



## ADMISSIONS AND PROSPECTIVE STUDENT SERVICES

1986-87

### RESPONSIBILITIES

The mission of the Office of Admissions and Prospective Student Services is to provide an appropriate student body for the faculty and to find appropriate academic programs for qualified students. The primary subunits operate as follows:

Prospective Student Services is responsible for informing the public about all aspects of the University and for helping students make informed decisions about their postsecondary educational plans. Information is provided in response to requests as well as through targeted mailings, group programs, and individual contacts. Special efforts are made to recruit high-ability and minority students.

Admissions Processing collects credentials for the admission of new students to the University's undergraduate and professional schools; evaluates high school, college, and international academic records; makes admission decisions or refers applications to colleges according to guidelines worked out with college staff; and provides admitted students with transfer credit evaluations. Staff also organize and provide data for admitting and placing new students in appropriate classes; document, monitor, and interpret the University's transfer credit policies; and report application, admission, and transfer credit data to federal, state, and University officials. Staff consult regularly with college and feeder school staff to review admission standards and to monitor enrollments.

Student Contact Center provides admission counseling; answers a wide variety of questions about the University and the application process; and makes referrals, when appropriate.

System Control monitors on-line and report system performance; reviews batch, teleprocessing, and maintenance bills; develops and maintains new systems, tables, and the data dictionary; and trains staff to use new features of the Admissions Data Base. Staff also extract data from the system and help users make optimal use of the Admissions Data Base and the office automation system.

### ACCOMPLISHMENTS

Computer System. The Admissions Data Base has been operating for one year. Few problems have been encountered due to extensive planning and testing that preceded the system's operation. As a result of the new system, staff on all University campuses and in all offices that serve students during the admissions process have on-line access to information

about prospective students, applicants, and admitted students. Data from the admissions system pass immediately to the Student Data Base, enabling admitted students to register as soon as colleges can schedule them and allowing problems to be resolved while students wait. Although not originally scheduled, two programs were added to the system at college request during its first year of operation. One allows ACT, SAT, and PSAT/SCAT scores to be electronically loaded into the Admissions Data Base, and the other allows collegiate staff to update information used in the orientation process. Both functions add to the efficiency of the system and increase the quality of service for students. A System 2000 reporting data base, which allows on-line and batch reporting of data, also was added during the year to serve ad hoc reporting needs.

Commitment to Focus. Informing students, parents, and high school and community college counselors about changes being made at the University as a result of Commitment to Focus constituted a significant part of our public contact work this year. A High School Counselors' Conference was held to clarify Commitment to Focus issues and to provide information on high school preparation requirements for freshmen planning to enter the University in 1991. Another conference was held for community college counselors to explain how the requirements affect community college students transferring to the University in 1993. A brochure explaining high school preparation requirements was published and distributed. Admission staff worked with college staff as they reviewed admission and testing standards and moved toward a common admission standard. Staff also provided support to General College and the College of Liberal Arts in implementing their enrollment management goals. Leo Abbott served on the University of Minnesota/Minneapolis Community College Transfer Policy Steering Committee and the Admissions/Orientation subcommittee of the Implementation Task Force on Undergraduate Education for the Twin Cities Campus.

Transfer Relations. As part of the mission differentiation concept and in concert with Commitment to Focus goals, staff have been working with community college representatives to facilitate the transfer of students from community colleges to the University. Significant progress has been made on the University Course Transfer Manual that will be used for advising community college students who plan to enter the University as upper division students. Completion of the manual is scheduled for early 1988. In addition, a Transfer Credit Procedures Manual that documents the transfer credit policies of each Twin Cities campus college has been completed and is available for student advising. Transfer agreements between community colleges and University of Minnesota colleges have been developed.

Recruitment. The Prospective Student Services objective is to increase the number of high-ability students while allowing a decline in overall undergraduate enrollment and maintaining minority enrollment at least at current levels. Although the number of freshmen admitted for fall 1987 decreased, the proportion of high-ability students (i.e., in the top 20 percent of their high school class) did not increase as had been expected.

The number of prospective student contacts this year increased 22 percent (from 49,851 last year to 60,777 this year). The number of students reporting Advanced Placement scores to the Twin Cities campus increased 5 percent (from 315 to 331).

The minority recruitment staff identified qualified minority applicants for the Katz/President's Outstanding Minority Scholarship and awarded 50 scholarships. Fall 1987 minority enrollment on the Twin Cities campus increased 4.3 percent over the previous year while overall enrollment declined 1.6 percent. These results support Commitment to Focus objectives.

Recruitment publications, especially the Viewbook, were redesigned and rewritten to enhance their appeal to targeted prospective student populations and to sharpen their focus on the University's market strengths in line with Commitment to Focus.

Service to Students. Changes have been made to improve direct service to students. The student contact center was organized to create a more pleasant environment, and the application processing function was reorganized to consolidate similar services. The result of these changes will be improved service to the public and college office staff.

Tuition Deposit. The Administrative Fees Committee approved and the Admissions Office implemented a tuition deposit requirement for freshmen admitted to Twin Cities campus colleges for fall 1988 and later. A system for collecting the deposit and applying it toward first-quarter tuition has been developed within Student Support Services.

Post-High School Planning Program. Leo Abbott chaired the Post-High School Planning Program (PSPP) Advisory Task Force, which has been planning changes in the high school testing program. The legislature has expanded PSPP's role to serve not only high school juniors but also eighth graders through adults.

Athletic Eligibility. The procedures for certifying new students for intercollegiate athletic competition changed this year, and more of the responsibility for course selection and form completion shifted from high school to University staff. As a result, the role that Admissions staff play in the certification process has been expanded.

Professional Staff Development. Several staff members were appointed or elected to national and regional leadership positions in the American Association of Collegiate Registrars and Admissions Officers (AACRAO), National Association for Foreign Student Affairs (NAFSA), and National Association of College Admission Counselors (NACAC). Karen Lukas' book, Austria: A Study of the Educational System of Austria and a Guide to the Academic Placement of Students in Educational Institutions of the United States, was published. John Printz presented a slide lecture on marketing college programs to the 1987 AACRAO annual conference, and he addressed the ACT Midwest Enrollment Information Service's Planner's Invitational on the topic, "Inside Marketing for Outside Results."

<u>Activity Indicators</u>	<u>1985-86</u>	<u>1986-87</u>	<u>Change</u>
<b>Prospective Student Services</b>			
Telephone hotline contacts	18,197	33,129	+82%
Student information requests	49,851	60,777	+22%
National College Fair contacts	11,780	12,339	+5%
MN Post High School Planning Fair contacts	3,450	4,208	+22%
WI Education Fair contacts	2,782	3,306	+19%
Contacts from high school visits	6,994	7,106	+2%
Contacts from community college visits	139	374	+169%
Contacts from campus visits	<u>1,253</u>	<u>1,239</u>	<u>-1%</u>
TOTAL	94,446	122,478	+30%
<b>Admissions Processing</b>			
New high school applications	11,442	13,380	+17%
New advanced standing applications	11,475	11,890	+4%
Intra-University transfer applications	6,300	7,769	+23%
Transfer credit evaluations	<u>10,042</u>	<u>12,641</u>	<u>+26%</u>
TOTAL	39,259	45,680	+16%
<b>Student Contact Center</b>			
Student contacts	37,185	37,386	+1%
Telephone contacts	<u>102,743</u>	<u>113,000</u>	<u>+10%</u>
TOTAL	139,928	150,386	+7%

Admissions processing data cover the cycle beginning fall quarter 1986 and ending Summer Session 1987. Transfer credit evaluations include those for newly admitted students as well as for previously registered students whose records were updated. Telephone contacts for 1987 include an actual count of incoming calls and an estimate of return calls to students. Before 1987, machine tallies did not differentiate between incoming and outgoing calls.

#### STAFFING

	<u>1985-86</u>		<u>1986-87</u>	
	<u>Professional</u>	<u>Clerical</u>	<u>Professional</u>	<u>Clerical</u>
Director	1.00	0.00	1.00	0.00
Prospective Student Services	7.69	2.00	7.65	2.00
Admissions Processing and Student Contact Center	6.50	23.60	7.00	25.80
System Control	<u>2.00</u>	<u>2.00</u>	<u>2.00</u>	<u>1.00</u>
FTE TOTAL	17.19	27.60	17.65	28.80

#### ISSUES

Levels of Service. Competing demands continue to exist for Admissions Office services. We are committed to providing efficient direct service to students, but we must also develop procedures for a tuition deposit for freshmen and accommodate the special requirements of each college, the athletic department, and OMSSA. We must balance these needs within our fixed budget and commit our resources to services that have the highest priority.

Community College Relations. As the number of freshmen students at the University drops, the admission of community college students into the University's upper division will become increasingly our focus. Finding ways to facilitate this transfer will continue to be a high priority.

High School Preparation Requirements. The courses in each high school that satisfy the University's preparation requirements must be identified, and the role of competency testing needs to be defined. A system for keeping track of the high school preparation requirements that students must complete before entering upper division needs to be designed.

Minority Recruitment. The recruitment of minority students remains a top priority. In particular, efforts must be made to recruit minority students who are academically prepared and who will complete degree programs and continue studying for graduate or professional degrees.

Maintaining Security of Applicant Data. AIS is expected to implement an institutional reporting data base that will include data from the admission/prospective student system in late fall 1987. Using this data base, college staff will have access to data on prospective students, applicants, and admitted/enrolled students. Maintaining the security of these data after they are decentralized is a concern because privacy laws apply differently to applicant and enrolled student data. While most college staff are familiar with the privacy regulations on enrolled student data, they are less familiar with the more restrictive regulations that apply to applicant data.

## OFFICE OF THE REGISTRAR

1986-87

### RESPONSIBILITIES

Virtually all the functions performed by the Office of the Registrar (OTR) are directly related to supporting the academic endeavors of the University.

One set of functions directly supports teaching departments and college units. These functions include classroom scheduling, maintaining records on all authorized courses, generating data on courses to be offered quarterly, establishing finals schedules, equipping and monitoring classrooms, helping plan classroom renovation, and maintaining the inventory of instructional effort. Data generated supports production of University bulletins, Class Schedules, and Course Inventory reports that tally faculty effort. OTR also supports faculty teaching efforts through the distribution of class lists and grade reports.

A second major group of responsibilities supports services to University academic advisers. Data from records and registration systems are made available in a variety of formats for staff use. Major Adviser Reports provide considerable information as do a variety of Student Data Base computer displays that summarize student academic information. Operational record transcripts and microfiche are produced regularly for distribution to advising offices. Printers are being placed in some college offices to be used for advising purposes. Various other reports and electronic class lists are regularly produced for advisers. Records and Degree staff assist with academic record creation, degree approval, and diploma production. Staff work with colleges to create, modify, and maintain student records for day and extension courses. During the registration process, OTR enforces numerous college, department, and course signature and entry requirements. These processes, designed to ensure effective student advising, are a major part of the on-line registration system.

OTR provides direct student contact services from offices in Williamson, Coffey, and Fraser halls. These services include problem solving for students with grading or academic record problems or questions about admission and certification of enrollment status. Extensive registration services assist students with all phases of registration and initiate the tuition and fee assessment process.

Staff in Coffey Hall provide centralized services for students and colleges in St. Paul. In addition, the Office of Student Affairs functions are coordinated by OTR staff who assist with the provision of space and services. Staff also initiate activities with St. Paul student groups.

OTR provides much of the data on University students from various official statistical reports. Other special responsibilities include tracking eligibility of student athletes and veterans as well as the coordination of registrar activities on the five campuses. Every effort is made to broadly train staff to provide high-quality information about the academic process.

## ACCOMPLISHMENTS

Records and Degrees. The Degree Unit now can pass all commencement program information electronically to University Relations. Staff designed and tallied a survey of student and faculty opinion on grading policy for the Student Academic Support Services Committee. Procedures for reporting and tracking have been established to inform academic units regarding the timeliness of grade reporting and a number of other grading issues. Conversion of old linen records to microfiche or the on-line system continues to improve the record retention system. Continuing efforts have greatly improved the integrity of ethnic and sex data maintained in the Student Data Base.

Registration and System Control. System Control staff designed a new version of the operational record that allows coursework to be sorted by departmental designator. Staff assisted UMD with implementation of early fall registration and provided colleges and central administration with information on high-demand courses. Staff designed new procedures to handle graduate student and staff tuition benefits and to improve registration wait time, which has now fallen to about seven minutes (from 73 minutes before on-line registration). Staff also have assisted AIS and University staff with the DB2 student data file, which is making access to student data more available for research and reporting purposes. Finally, staff began the redesign of University official reporting systems. The goal of this project is to provide consistent statistical data on University students.

St. Paul Admissions and Records/Office of Student Affairs. Admissions processing activities and two staff positions were moved to the Minneapolis Admissions Office. St. Paul staff continue to assist with student contact, problems, and Orientation activities. Service Center functions have been broadened through help provided to Management, Housing, Student Employment, Boynton Health Service, and Student Accounts Receivable. Staff provided expertise and leadership to the St. Paul Board of Governors and numerous other student activity, department, and college groups.

Scheduling. Planning of the new University Course Inventory system was completed and AIS began writing computer programs. The Legislature approved a \$2.8 million authorization to upgrade 18 large classrooms on the east bank campus. Special reports were prepared for Academic Affairs on class hours taught by level of instructor and for SCEP on the effects of semesters on classroom scheduling. The unit met all its deadlines and completed many additional projects in spite of the absence of key staff.

Student Relations/Transcripts and Certifications. The Student Relations unit instituted procedures for handling retroactive tuition refunds and appeals. Procedures for providing immediate up-to-date transcripts were streamlined. New telephone lines were added to improve service for colleges and departments and provide transcript request information. Transcript and certifications service has been improved so that less than 1 percent of requests take more than two days to complete.

Other accomplishments include the completion of several athlete and general student graduation studies. OTR provided extensive staff assistance to Admissions and the Office of Student Financial Aid to help complete major projects. Finally, the name of the department was changed from Registration, Student Records, and Scheduling to the Office of the Registrar in an attempt to more clearly identify the functions performed by the department.

ACTIVITY INDICATORS	<u>1985-1986</u>	<u>1986-1987</u>	<u>Change</u>
Registrations processed			
Summer	22,533	24,992	+11%
Fall	45,896	46,644	+2%
Winter	43,929	44,008	0%
Spring	<u>40,671</u>	<u>40,900</u>	<u>+1%</u>
TOTAL	153,029	156,544	+2%
Cancel/Addls processed	128,532	137,374	+7%
Transcripts processed			
Official transcripts mailed	72,929	78,027	+7%
In-person transcripts	95,281	84,260	-12%
College/Department transcripts	<u>25,211</u>	<u>17,680</u>	<u>-30%</u>
TOTAL	193,421	179,967	-7%
New diplomas issued	11,250	10,703	-5%
Replacement diplomas issued	193	217	+12%
Day grades processed	572,000	564,600	-1%
Extension grades processed	84,900	89,400	+5%
Mail-in certifications	19,951	27,364	+37%
In-person certifications	28,124	17,170	-39%
Late changes to Class Schedule information	7,018	6,564	-6%
Number of special room reservations	13,782	15,688	+14%
Course sections scheduled			
Summer	5,248	4,901	-7%
Fall	8,266	8,489	+3%
Winter	8,455	8,507	+1%
Spring	<u>7,986</u>	<u>8,144</u>	<u>+2%</u>
TOTAL	29,955	30,041	0%

## QUALITY INDICATORS

Office of the Registrar units have all conducted student or client service surveys in the past two years. Student and client reactions to services offered generally advise us that, while there is occasionally a problem with waiting time or with specific complicated situations, service is good to excellent. Early fall registration has helped reduce fall registration frustration. Virtually all transcripts are now produced in two days or less.

The quality of student and client service contact work is stressed with all employees. Contact standards are included in employee job descriptions. Clients have provided encouraging comments about the high quality of service.

## STAFFING

	<u>1985-86</u>		<u>1986-87</u>	
	<u>Professional</u>	<u>Clerical</u>	<u>Professional</u>	<u>Clerical</u>
St. Paul Admissions and Records/ Office of Student Affairs	2.00	12.30	2.00	11.60
Minneapolis--All Units	<u>20.20</u>	<u>72.30</u>	<u>20.60</u>	<u>70.60</u>
FTE TOTAL	22.20	84.60	22.60	82.20

## ISSUES

OTR hopes to complete the process of revising major institutional reports to use the AIS institutional data base during 1987-1988. This project got off to a good start with the revision of the Official Registration Statistics Report that was recently issued for fall 1987.

The major computing development on which OTR and other SSS and college staff will concentrate is the development of a computer-assisted advising system. A team is currently reviewing a package system distributed by Miami University of Ohio. The system, or one like it, is being considered for installation at the University. Computer-assisted advising systems can be used to track student progress toward degree, program, or major field objectives. A system could track preparation requirements for admission or admission to upper division. Such systems are in place at many large institutions, which have found them popular and useful with advisers and students. The team hopes to finish the requirements phase of the development during fall and begin designing detailed system requirements.

Another issue that OTR will address during the year is the role the registration system plays as "policeman" for course and signature requirements and financial holds. Efforts will be made to reduce impediments to student registration.

Considerable efforts are being made to develop good data on faculty effort for the new Course Inventory system. Training is taking place and will continue through the year. Production of the nine new or revised reports is scheduled at several intervals this fall. A possible enhancement to the system would include Summer Session.

The Records Unit needs to seek non-computerized solutions to the continually increasing number of CEE records each academic term. Microfilming records continues, but it is becoming increasingly difficult to manage records because student academic careers span such long time periods. The need to improve the timeliness of CEE grade reporting and posting of grades to CEE records is another concern. Joint efforts will be made with CEE staff to address this problem.

## OFFICE OF STUDENT FINANCIAL AID

1986-87

### RESPONSIBILITIES

The Office of Student Financial Aid (OSFA) on the Twin Cities campus serves approximately 35,000 students each year. The mission of OSFA is to assist students whose family resources are inadequate to cover the costs incurred while attending the University. OSFA administers and awards funds from a variety of gift, loan, and work programs supported by federal and state governments, the University, and private foundations. OSFA provides consumer information to students on the availability of financial aid resources and the costs of education and assists students in applying for and receiving financial aid. In addition, OSFA counsels students on meeting their educational costs.

OSFA administers its financial aid programs with the assistance of the computerized Student Aid Management (SAM) system. First implemented in the 1984-85 academic year, SAM offers on-line access to all information pertinent to a student's financial aid application and award status.

### ACCOMPLISHMENTS

Student Service. In 1986-87, financial aid counseling was provided throughout the year in the form of appointments and walk-in services in Fraser Hall. Student financial aid counseling was also provided at the Law and health profession schools, in the Office of Minority and Special Student Affairs Learning Resource Centers, and in Vocational Rehabilitation and Graduate departments.

Outreach Activities. OSFA counseling staff were involved in a number of successful outreach activities in 1986-87, including student and parent high school nights for schools in the Twin Cities area, Minnesota College Fair, Welcome Week activities, Twin Cities campus Orientation programs, financial aid workshops and training for students and departments on campus, and workshops for professional organizations within the community.

Verification. Regulations require verification of student aid application information for the Pell, campus-based, and GSL financial aid programs. OSFA developed procedures to assure appropriate administration of the verification process. In 1986-87, approximately 9,000 student records were selected for verification.

The verification process ended on February 12, 1987 as we began the Quality Control Project, a federal pilot project in which we were invited to participate. Since that date, we are not required to adhere to the integrated verification requirements in the federal regulations; the Quality Control Project replaces those requirements.

Reauthorization of the Higher Education Act of 1965. In October 1986, Congress made major modifications to the Higher Education Act of 1965, the authorizing legislation for most federal financial aid programs. OSFA estimates that implementation of more than 700 changes at the Twin Cities campus alone may cost from \$600,000 to \$750,000. Independent estimates have placed the average cost of implementation of these changes by postsecondary education institutions at \$86,000 per institution and from \$7 billion to \$10 billion nationwide. Because the Twin Cities campus is among the five largest campuses in the United States, our costs are also among the highest.

These changes will affect students in a variety of ways. Estimates of a family's financial capacity to support a student's education will be based on the most recent tax year's income, reducing eligibility for aid in many cases. Student budgets may no longer include the cost of supporting dependents, reducing aid eligibility for students with large families. A shift by the federal government from grant and subsidized loan programs to reliance on more expensive loan programs to finance education has occurred. Under reauthorization these programs (Parent Loan, SLS, and state and private loan programs) have become more flexible, more available, and more costly for students as compared to pre-reauthorization loan programs, particularly the Guaranteed Student Loan program. Guaranteed Student Loans, now based on financial need, will be available to fewer students.

On the positive side, financial aid counselors have been granted wide authority to modify student budgets and family contributions if a student's financial situation is not reflected by Uniform/Congressional Methodology or our student budget. This change along with the changes noted above are expected to result in greater need for counseling staff.

Minnesota Part-Time Student Grant Program. Although the University received a significant increase in funding for this program (\$594,000 vs. \$389,000), major changes in program regulations (e.g., the funds are earmarked for students enrolled for five or fewer credits) prevented full expenditure of the allocation. However, overall changes in the program continue to result in more students being funded at higher award levels.

Merit Scholarships. In 1986-87, the merit scholarship programs at the University expanded. In addition to the existing programs, a new merit scholarship was introduced, providing an automatic \$1,000 scholarship award to any student who was a Minnesota resident in the top 5 percent of his or her high school class.

Audits. University and state audits of University scholarships and loans and Minnesota State financial aid programs were completed in 1986-87. The audit findings have resulted in little or no institutional financial liability for the University.

Financial Aid Program Data. Statistics describing financial aid programs may be found in the appendix to this report.

OSFA Operational and Administrative Functions. During 1986-87, OSFA administrative staff successfully implemented operational and procedural changes that significantly improved fiscal and accounting controls, personnel management, and on-going analysis of budgetary priorities. Within budgetary limitations, OSFA will continue its efforts to meet varying demands by prioritizing activities, examining policies and procedures, improving systems to reduce costs, and identifying and pursuing alternative funding sources.

**STUDENT EMPLOYMENT**

Employment Activity Stabilizes. After six years of steady and sometimes dramatic growth, student employment finally stabilized in 1986-87 both at the University and in the community. There were 9,314 vacancies last year. The only activity increase was the number of students employed in graduate academic positions (a 25 percent increase between fiscal years 1985 and 1986).

Campus Differences. A campus by campus comparison (see below) reveals very different activity throughout the state. More students were employed on the Morris and Waseca campuses in fiscal 1986 than in the previous year, while Minneapolis, St. Paul, Duluth, Crookston, and the experiment stations show slight decreases (with the exception of the increase in graduate academic employees on the Minneapolis campus).

Specific employment comparisons are as follows:

<u>CAMPUS</u>	<u>1985/86</u>	<u>1986-87</u>	<u>CHANGE</u>
Twin Cities - Undergraduate Academic and Civil Service	10,552	9,503	-10%

The following totals include Graduate Academic and Undergraduate Academic/Civil Service employees:

Duluth	1,613	1,608	*
Crookston	294	288	-2%
Morris	581	610	+5%
Rosemount	20	16	-20%
Twin Cities	15,781	16,382	+4%
Waseca	327	362	+10%
Other Stations	79	78	-1%

\* Indicates a change of less than 1 percent

New Opportunities to Work and Learn. A new unit of the Student Employment Center, the Work and Learning Programs Unit, was formed in May, 1987 to recruit students and develop more jobs that offer career-related and learning opportunities. The unit merged some existing programs with newly-formed units to create exciting new opportunities. Programs in the new unit offer students opportunities for microcomputer training, community service projects, and career-related jobs in the community. The programs include undergraduate academic employment, Job Location and Development (JLD), Community Service, and Student Temporary Service (STS).

Community Service, Helping and Learning. This new program, formed spring quarter 1987 and funded through federal College Work-Study monies, offers students the opportunity to work on community projects both in the community and at the University. The program has three dimensions--a job posting board, participation in national community service efforts, and "target projects." The 1987-88 target project will focus on rural development through the Agricultural Extension Service's "Project Support."

Expanded On-Campus Trainee Programs. On-the-job training opportunities expanded last year with the addition of Degree Program Adviser and Survey Interviewer Trainee programs, raising to 20 the number of trainee programs. Other trainee programs include Junior Scientist, Museum Assistant, Systems Software Programmer, Applications Programmer, Communications Technician, and Engineering Assistant, among others.

### STAFFING

OSFA employs 86 full-time staff, supported by 60 to 80 part-time staff. During 1986-87, OSFA staff held elected offices in the Minnesota Association of Financial Aid Administrators (MAFAA), the National Association of SAM Users (NASU), and the National Association of Student Employment Administrators (NASEA). Staff represented the University and participated as committee members and council advisors for MAFAA, the Midwest Association of Student Aid Administrators (MASFAA), the Midwest Association of Student Employment Administrators (MASEA), the Minnesota Higher Education Coordinating Board (MHECB), and American College Testing (ACT).

### ISSUES

Primary issues facing OSFA for 1987-88 include:

- continuing effort to reduce operational costs for the SAM system;
- implementation of regulatory changes;
- continuing effort to improve loan processing systems;
- continuing development of job opportunities within the community;
- continuing effort to place students in jobs that promote career development;
- continuing effort to develop understandable and useful publications and consumer information for students; and
- coordination of financial aid information to outside agencies, high schools, and community colleges.

## INFORMATION SYSTEMS AND SERVICES

1986-87

### RESPONSIBILITIES

Information Systems and Services (ISS) consists of four subunits that support Student Support Services' (SSS) three operational units--Admissions and Prospective Student Services (Adm/PSS), the Office of Student Financial Aid (OSFA), and the Office of the Registrar (OTR).

Data and Reporting Services (DRS) provides student information retrieval, data analysis, and some research services to SSS and University units.

Office Services (OS) maintains hardcopy student records, supports word processing, provides mailing/delivery services, maintains the ID Card Office and the Williamson Hall Information Center, coordinates purchasing, provides overload clerical services, and handles an impressive array of other SSS support functions.

The Publications Center (PC) produces publications for prospective and enrolled students and University staff, including college bulletins, briefs, student handbooks, prospective student publications, and newsletters.

System Development/Operations (SD/O) provides technical support services in computer system development and enhancement, serves as a primary contact point with Administrative Information Services (AIS) for many production tasks, and is largely responsible for maintaining the SSS Office Automation (OA) System.

### ACCOMPLISHMENTS

Major ISS accomplishments (listed below) usually result from cooperative efforts, either with other ISS units or with SSS operational areas. Activity indicators are cited in a later section.

#### Internal Records Services

- Converted hardcopy student records to an open-shelf, color-coded filing system.
- Attached ID Card Office hardware to the AIS network allowing semi-automatic ID card production.
- Revised and expanded internal mailing data base system.

#### Documentation of University Information

- Implemented weekly ads in the Minnesota Daily on important student deadlines, policy changes, and other SSS information.

- Improved and reformatted parent and student handbooks.
- Expanded the SSS newsletter The RECORD to four pages, and evaluated and improved Counselors' Quarterly and New Student News.
- Significantly improved the photo file.
- Redesigned several major forms, including the Application for Admission.

#### In-Service Training

- Provided substantial in-service training program for SSS staff.

#### System Development Involvement

- Developed customized reports from the Tables Data Base.
- Developed tracking and reporting systems on the OA System for Merit Scholarship applicants and law and health profession students with loans.
- Began converting student records to RACF security system with OTR and AIS.
- Implemented the on-line transcript system with OTR and AIS.
- Expanded OA System hardware, software, and support.

#### Information System Development

- Continued to work with AIS to develop student, applicant, and financial aid reporting data bases using AS/DB2 at AIS.
- Developed documentation for and trained staff on the AS/DB2 student reporting data base.

#### Major Information Requests

- Completed the New Student Characteristics Report, a new High School Report, and a survey of high-ability and community college transfer students for Adm/PSS.
- Completed retention figures for the NCAA report, extensive revisions to the HECB report, work on enrollment sensitivity analysis, and rewriting of federal (IPEDS) enrollment reports for OTR.
- Conducted several detailed analyses of coursework requirements and a study of retention of 1977 new UMD students for UMD.
- Completed extensive student and course data for Strategy for Focus planning book, analyses of numbers of students meeting admissions requirements, and a study of the academic success of community college students for Academic Affairs.

## Activity Indicators

Workload across ISS continues to fluctuate in response to changes in the technical and procedural environment, as the following examples illustrate.

In OS, requests for hardcopy records increased 9 percent due to a change in work procedures enabling Admissions staff to use their time more productively by storing applications in the records center until needed. The volume of data entry transactions decreased 17 percent; however, staff data entry time on the new labor-intensive ADMDB increased threefold as more information was entered per file and search capabilities were used to minimize duplicate files.

The PC workload increased with the addition of new projects such as the coordination of SSS advertising in the Minnesota Daily.

DRS request volume increased by 21 percent, following three years of increases, including a 12 percent increase in FY86.

SD/O workload is up in almost all areas, reflecting major additions to the data base environment and other support activities.

The chart below summarizes available information.

### ISS Activity Indicators by Subunit 1985-86 and 1986-87

<u>Activity Indicators</u>	<u>1985-86</u>	<u>1986-87</u>	<u>Change</u>
DRS			
Data requests	284	344	+21%
Computer programs	492	523	+6%
OS			
Word processing lines	1,591,778	1,282,243	-19%
Data entry transactions	185,391	153,405	-17%
Incoming and outgoing mail	548,747	544,296	-1%
Phone requests for info/services	18,106	13,766	-24%
Fees receipted	65,403	69,792	+7%
ID cards (student/staff/faculty)	45,739	54,984	+20%
Messenger errands	8,750	8,917	+2%
Hardcopy file inquiries	48,558	53,148	+9%
Student records microfilmed	155,000	185,000	+19%
PC			
Bulletins (24-564 pages)	21	20	-5%
Bulletin briefs (6-12 panels)	30	31	+3%
The <u>Record</u> (SSS newsletter) [number of pages]	26	38	+46%
Forms designed/edited	284	223	-21%
<u>New Student News</u>	3	3	+0%
<u>Counselors' Quarterly</u>	3	3	+0%
Orientation handbooks	3	3	+0%
Signs designed/edited	32	34	+6%
<u>Daily ads</u>	0	60	new

(continued)

<u>Activity Indicators (continued)</u>		<u>1985-86</u>	<u>1986-87</u>	<u>Change</u>
SD/O	AIS billing adjustment requests	127	63	-50%
	Dollars recaptured from above <sup>1</sup>	37,000	41,195	+11%
	AIS hardware orders	56	56	0%
	AIS job schedule changes	132	187	+42%
	AIS Problem Description Worksheets	69	351	+409%
	AIS Production Turnover Forms	94	121	+29%
	Requests for AIS Services	120	236	+97%
	SSS Schedules (558 jobs/100 events)	4	4	0%
	Wang VS workstations	63	81	+29%
	Wang VS users	104	140	+35%
	Wang network printers	7	8	+14%
	Wang hardware service calls	81	99	+22%
	Staff trained on Wang OA this FY	36	48	+33%
	Internal mailing data base records	1425	4660	+227%
	Internal mailing data base label sets	NA	139	NA

<sup>1</sup> Includes \$18,888 refund on transcript system development in 1986-87.

<u>STAFFING</u>	<u>1985-86</u>		<u>1986-87</u>	
	<u>Professional</u>	<u>Clerical</u>	<u>Professional</u>	<u>Clerical</u>
Director, ISS	1.00	0.00	1.00	1.00
Data/Reporting Services	5.65	0.00	5.65	0.00
Office Services	4.00	26.50	4.00	26.50
Publications Center	4.75	0.50	4.00	0.25
System Development/Operations	4.80	0.00	6.00	0.00
FTE TOTAL	20.20	27.00	20.65	27.75

## ISSUES

Continued Development of Distributed Reporting Data Base System. Issues include design of admissions and financial aid data bases, revision of Registration Reporting Data Base (RRDB), AIS/DRS roles, DRS role in client support, DRS workload changes, and phase out of SYSTEM 2000.

Development of Retention Data and Degree Progress Reports. DRS developed a way of creating a special RRDB for analyzing progress of student cohorts, which will be extended to permit tracking of several cohorts simultaneously.

Computing Costs and Organization. Operational costs continue to rise as new systems come up and volumes increase. We hope central administration can resolve this, this year. SSS will continue efforts to appropriately place responsibilities for managing computing and reporting functions within SSS.

Machine-Readable ID Cards. With the library system scheduled for FY89, we must determine whether cards will carry the bar codes needed by libraries.

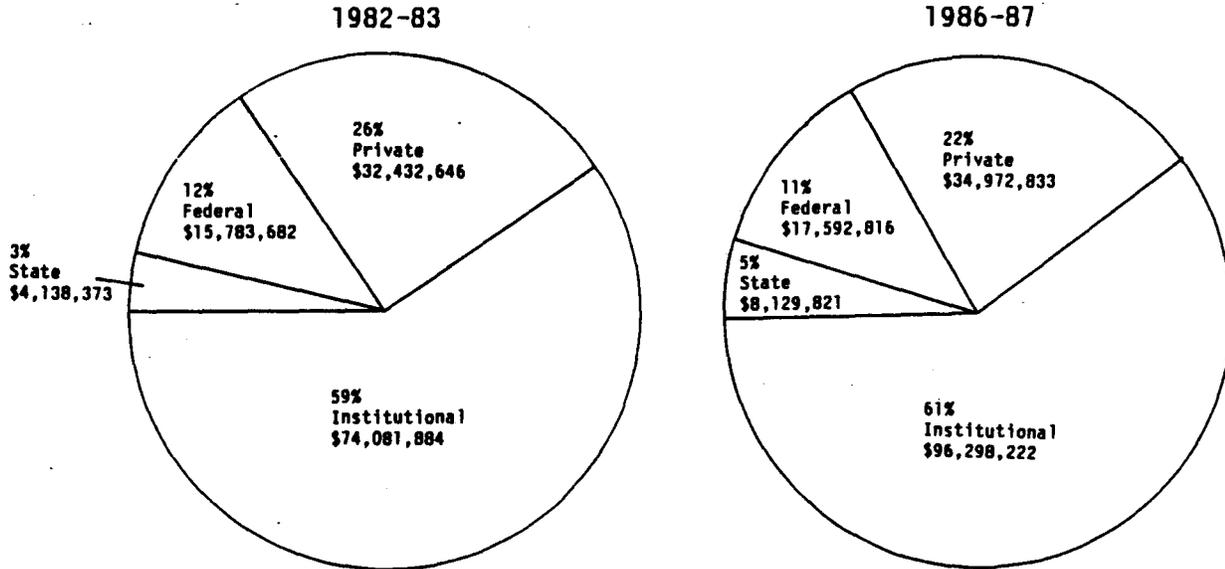
Computer Support for Course-Related Information. Many publications could be produced directly from our course data bases--if the course description information were there. This will be studied.

Support for SSS Office Automation System. Continued expansion of the OA System is expected. Questions about how large the system should become and how much staff support should be provided by ISS will continue to be raised.

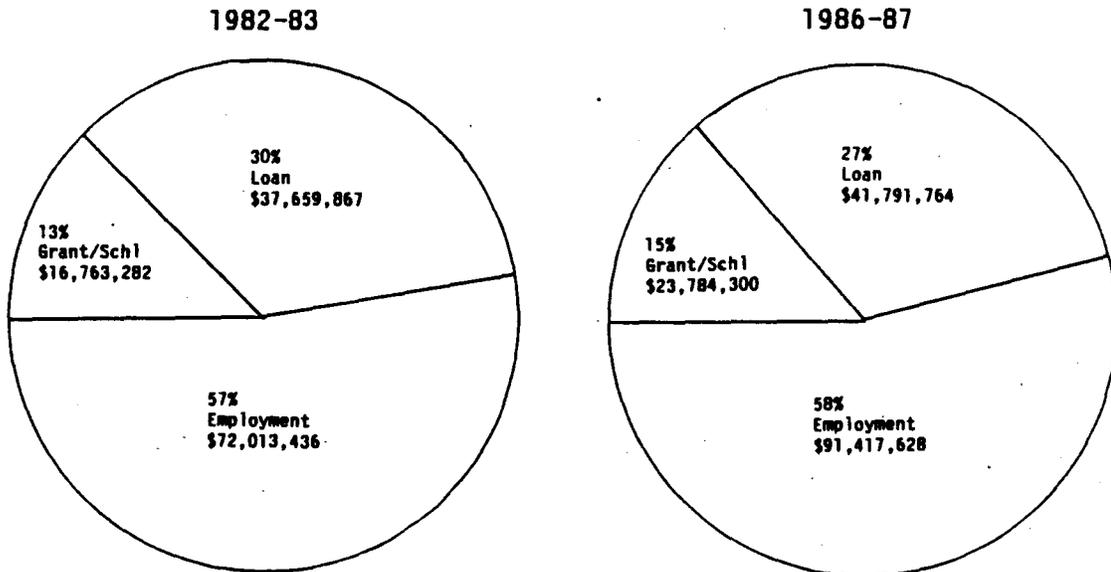
APPENDIX A

A Comparison of Twin Cities Campus  
1982-83 and 1986-87 Data by Funding Source and Type

Financial Aid Available by Funding Source



Financial Aid Available by Type



State

MN State Grant  
MN State Part-Time Grant  
MN College Work-Study

Federal

SEOG  
Pell  
Excep Financial Need Schl  
HPL  
Perkins/NDSL  
Nursing Loan  
HEAL  
College Work-Study

Private

Non-University Schl  
GSL  
PLUS  
ALAS  
SELF

Institutional

University Schl  
Athletic Schl  
University Loan  
University Employment

History of Financial Aid by Fund at the University of Minnesota  
1982-83 through 1986-87

Coordinate Campuses

Program	1982-83 Dollars	1983-84** Dollars	1984-85 Dollars	1985-86 Dollars	1986-87 Dollars
<b>GRANTS</b>					
SEOG	574,663	324,875	741,199	719,684	759,009
Pell	3,476,638	3,092,638	4,475,185	5,062,444	4,743,099
MN State/MN State Part Time	1,629,427	2,153,343	2,353,018	3,187,981	3,608,011
<b>TOTAL GRANTS</b>	<b>5,680,622</b>	<b>5,570,856</b>	<b>7,569,402</b>	<b>8,970,109</b>	<b>9,110,119</b>
<b>LOANS</b>					
Health Professions	16,374	*	13,000	12,000	17,000
NDSL	1,397,578	1,263,648	1,411,021	1,561,939	1,448,754
University	29,071	31,088	46,197	37,599	31,622
HEAL	*	*	26,200	20,104	21,552
PLUS/ALAS	*	*	371,253	300,046	253,089
GSL	7,849,127	6,561,106	6,838,892	10,212,017	9,673,241
SELF	*	*	*	118,867	281,362
<b>TOTAL LOANS</b>	<b>9,292,150</b>	<b>7,855,842</b>	<b>8,706,563</b>	<b>12,262,572</b>	<b>11,726,620</b>
<b>EMPLOYMENT</b>					
College Work-Study	1,006,843	701,599	1,328,966	1,164,204	948,389
MN Work-Study	259,196	269,775	*	336,361	352,663
University	3,196,120	5,026,867	3,148,908	2,647,796***	2,362,199
<b>TOTAL EMPLOYMENT</b>	<b>4,462,159</b>	<b>5,998,241</b>	<b>4,477,874</b>	<b>4,148,361</b>	<b>3,663,251</b>
<b>GRAND TOTAL</b>	<b>19,434,931</b>	<b>19,424,939</b>	<b>20,753,839</b>	<b>25,381,042</b>	<b>24,499,990</b>

\* data not available

\*\* data from UM-Morris not available

\*\*\* data from UM-Waseca not available

History of Financial Aid by Fund at the University of Minnesota  
1982-83 through 1986-87

Twin Cities Campus

	1982-83		1983-84		1984-85		1985-86		1986-87	
	Dollars	HC								
<b>GRANTS/SCHOLARSHIPS</b>										
SEOG	1,557,615	2,195	1,659,363	1,949	1,235,197	992	1,480,273	1,577	1,614,492	1,156
Pell Grant	7,704,042	7,067	8,725,419	7,454	9,187,844	7,661	10,159,347	7,366	8,877,424	6,387
MN State Grant	2,875,038	5,250	4,635,331	5,766	3,947,105	5,286	4,038,464	5,625	6,398,162	7,590
MN State Part-Time Grant	143,335	347	125,558	271	126,970	241	364,538	814	268,835	753
University Scholarship	3,826,100	4,691	2,446,958	3,366	2,610,947	3,577	2,941,072	3,225	3,883,703	4,862
Non-University Schl	631,632	705	706,570	725	880,988	838	843,257	774	1,003,377	931
Athletic Scholarship	*	*	*	*	1,366,240	*	1,477,488	317	1,681,247	375
Excep Financial Need Schl	25,520	2	64,471	5	53,585	4	79,862	6	57,060	5
<b>TOTAL GRANTS/SCHOLARSHIPS</b>	<b>16,763,282</b>	<b>20,257</b>	<b>17,217,471</b>	<b>19,536</b>	<b>19,408,876</b>	<b>18,599</b>	<b>21,384,301</b>	<b>19,704</b>	<b>23,784,300</b>	<b>22,059</b>
<b>LOANS</b>										
HPL - Dentistry	457,273	141	476,641	123	432,332	115	327,839	115	487,482	123
HPL - Medicine	464,077	128	441,062	137	421,310	118	401,902	91	463,807	79
HPL - Pharmacy	142,485	44	203,301	66	255,075	69	163,204	61	194,047	73
HPL - Veterinary Medicine	179,236	76	167,323	50	219,194	82	154,794	65	228,773	78
NDSL	2,886,493	4,028	3,187,772	3,158	2,833,108	3,642	2,659,821	3,348	3,444,774	3,948
Nursing	48,178	71	40,112	26	33,206	46	48,243	42	49,855	43
University	1,550,763	1,397	820,084	807	1,104,367	1,465	1,614,723	1,853	2,428,070	3,473
HEAL	130,348	27	385,057	62	488,446	81	826,826	141	525,500	73
GSL	31,801,014	12,383	34,539,775	13,241	35,216,261	14,590	33,528,537	13,961	30,992,477	13,240
PLUS	*	*	*	*	681,121	*	469,466	234	85,043	141
ALAS	*	*	*	*	1,394,736	*	2,088,096	845	1,705,828	726
SELF	*	*	*	*	*	*	866,797	311	1,186,108	460
<b>TOTAL LOANS</b>	<b>37,659,867</b>	<b>18,295</b>	<b>40,261,127</b>	<b>17,670</b>	<b>43,079,156</b>	<b>20,208</b>	<b>43,150,248</b>	<b>21,067</b>	<b>41,791,764</b>	<b>22,457</b>
<b>EMPLOYMENT</b>										
College Work-Study	2,188,415	2,595	2,005,089	900	1,854,159	791	1,400,103	574	1,649,602	522
MN Work-Study	1,120,000	**	1,324,335	597	1,205,476	589	1,404,520	616	1,462,824	666
University	68,705,021	17,170	69,458,331	14,567	70,720,140	14,498	81,983,893	14,519	88,305,202	15,192
<b>TOTAL EMPLOYMENT</b>	<b>72,013,436</b>	<b>19,765</b>	<b>72,787,755</b>	<b>16,064</b>	<b>73,779,775</b>	<b>15,878</b>	<b>84,788,516</b>	<b>15,709</b>	<b>91,417,628</b>	<b>16,380</b>
<b>GRAND TOTAL</b>	<b>126,436,585</b>	<b>58,317</b>	<b>131,412,552</b>	<b>53,270</b>	<b>136,267,807</b>	<b>54,685</b>	<b>149,323,065</b>	<b>56,480</b>	<b>156,993,692</b>	<b>60,896</b>

HC - head count

\* - data not available

\*\* - included in College Work-Study head count