
University of Minnesota
Student Support Services

1985-86
Annual Report

CONTENTS

Overview of Student Support Services.....1
James Preus, Coordinator
260 Williamson Hall
Linda Bick, Assistant and Residency Adviser
Judy Chambers, Executive Assistant, Budget and Personnel

Admissions and Prospective Student Services.....7
Leo Abbott, Director
230 Williamson Hall
John Printz, Assistant Director, Prospective Student Services,
and Acting Assistant Director, Admissions Operations

Office of Student Financial Aid.....12
Robert Misenko, Director
210 Fraser Hall
Vacant, Administrator
Vacant, Assistant Director, Fiscal and Operations
Terry Smith, Assistant Director, Programs
Susan Treinen, Assistant Director, Student Employment

Registration, Student Records, and Scheduling.....16
Samuel Lewis, Director
150 Williamson Hall
Robert Hammel, Assistant Director, Operations
Elizabeth Grundner, Assistant Director, Scheduling
Mary Koskan, SSS Officer, Student Relations and Certifications
Jeff von Munkwitz-Smith, Assistant Director, Registration System
Control
Charles Dahl, Assistant Director, St. Paul Admissions and Records

Information Systems and Services.....21
Roberta Armstrong, Director
260 Williamson Hall
Mary Amundson, Assistant Director, Office Services
Barbara Foster, Assistant Director, Publications Center
Ron Matross, Assistant Director, Data and Reporting Services
Mark Powell, Assistant Director, System Development/Operations

Appendixes.....28

OVERVIEW OF STUDENT SUPPORT SERVICES

1985-86

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 high priority, but services are also provided to faculty, staff, and administrators at the University. 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 1985-86. The four administrative units within SSS are:

- Admissions and Prospective Student Services
- The Office of Student Financial Aid
- Registration, Student Records, and Scheduling
- Information Systems and Services

The programs of each of these units are described in following sections of this report.

The four units are interdependent, and Information Systems and Services (ISS) provides the organizational threads that hold the matrix organization in SSS together. Units within ISS coordinate parallel activities in the other three units. As computer support systems mature, we see more and more interrelationships and ways to improve overall services through joint efforts and developments that cut across traditional organizational lines.

The only organizational change for FY86 was the movement of the Orientation Office, first to the Student Affairs central office and then, at the end of the year, to Student Activities. It was thus brought full circle, for it had been in Student Activities for many years before its move to Admissions.

ACCOMPLISHMENTS

Commitment to Focus has had an important influence on SSS, as have the reports and recommendations of related task forces, especially the Student Experience Task Force. Resources are never adequate to provide first-rate services to all possible SSS clienteles. We now have a clarification of institutional priorities.

In what ways have the individual units responded to this focus?

In addition to the accomplishments described below, Appendix A of this report provides a detailed listing of all Student Experience recommendations that appear to relate to SSS units, along with action taken on each. There are 78 such specific recommendations (of 242 total specific recommendations, excluding those that apply only to coordinate campuses). Since July 1984, when the final report was issued, SSS has taken positive action on almost all of the relevant recommendations.

The Office of Student Financial Aid (OSFA). Priorities for allocating aid to undergraduates are generally set at the federal and state level. Institutional funds can be allocated to specific categories of students, including high-ability, minority, international, and graduate/professional students.

Vice President Wilderson's \$1,000 no-need award to top 5% 1986 freshmen is the most striking example of allocating institutional funds to a specific group of students. Similarly, the International Student Adviser's Office has taken on more responsibility for selecting international students who receive institutional funds, using factors other than financial need.

In general, the need-based orientation of the Office of Student Financial Aid has been modified in significant ways by the direction provided by Commitment to Focus.

Admissions and Prospective Student Services. For years, the Prospective Student Services unit in the Admissions Office sought a statement of priorities to guide its efforts. Now we know that we should attract high-ability students, maintain numbers of minority students, and help colleges find ways to reduce the numbers of other undergraduates.

Admissions provided information and assistance to the Collins Task Force, which established new academic requirements for future admissions. The Prospective Student Services unit has mounted new efforts to reach appropriate prospective students, particularly high-ability high school seniors, with information about the new priorities at the University.

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. In 1985-86, these secondary efforts were improved by developing better publications, funding staff for a hot line, and starting new marketing and letters programs. Minority recruiting, supported with some central funds in the past, is a core staff activity.

Registration, Student Records, and Scheduling (RSRS). This office has made many changes to improve services as recommended by the Student Experience Task Force.

Changes in the computer registration system made it possible for students to register for both summer terms at one time (1985). Early registration made it unnecessary for thousands of students to make a special trip to campus during August to register for the fall quarter. This capability was planned and developed during the 1985-86 academic year and was implemented in the spring of 1986. Approximately two thirds of the students who might be expected to return used the new service, an indication of its value.

In large part through President Keller's support, we have three of the four basic building blocks of a modern student computing system in place. The fourth block, integration of Continuing Education and Extension (CEE) academic records, is his highest priority. In August 1985, we redirected SSS development resources and energies to CEE development. Sam Lewis, RSRS director, chaired a development team that included Administrative Information Services (AIS) staff members, CEE staff members, and Dorothy Abts, former AIS associate director temporarily employed for this project.

Mr. Lewis and his group completed the external design in March 1986. In April, AIS estimated the cost of preparing a cost estimate for the CEE development. In June, the actual cost estimation began in AIS. The actual cost estimate will be completed in October 1986, and we hope to move ahead with this important development.

Although it might be considered unusual, we would like to note in this section on SSS accomplishments a lack of progress. RSRS expended considerable effort in an attempt to reduce student registration impediments caused by holds and other requirements (e.g., entry requirements for courses). But despite publicity and appeals, the registration system remains the University's "police officer" for enforcing many rules.

Information Systems and Services (ISS). The Student Experience Task Force recommended a number of changes in the University's information program. The ISS unit has responded in two ways: first, by improving the quality and scope of University bulletins and information "briefs" (and by providing assistance to other units as well), and second, by bringing together in new forums the public and staff members who provide information contact services to students. An information network has been formed, and a great deal of University information is being documented and shared, with leadership from ISS staff.

The Data and Reporting Services unit within ISS provided assistance during 1985-86 not only to coordinate campuses, colleges, and academic departments that need student information, but to task forces and central administration as well. For example, the retention study of 1977 freshmen was a joint effort between ISS and the records office.

ISS also provides "behind the scenes" support to other SSS units as well as to colleges and campuses as they participate in central student records computing systems.

Computer Developments. Computer developments are instrumental in making possible a number of the service improvements noted in this report. Since they are so critical to current operations, they are noted separately here.

The most "mature" of the student records systems, the academic records and registration systems are examples of not only the increased service that can be provided using on-line systems, but also the possibilities for reducing user department effort and adding enhancements at relatively low cost. In addition to initiating spring registration, we also completed significant improvements in the computer system for providing academic transcripts.

If the academic records systems are mature, the financial aid system is adolescent. It was implemented on the Twin Cities campus in the 1984-85 academic year and expanded to the coordinate campuses for the 1985-86 academic year. While it is still expensive to operate, it has helped the financial aid office accommodate many complex requirements and new procedures forced on the institution from those providing financial resources, without the increase in personnel that would otherwise have been required.

The new Admissions/Prospective Student Services system (phase I) was "born" only at the end of the year, and its growth and use will be summarized in next year's report. The system was designed and implemented over the 1985-86 academic year.

With the implementation of the three systems described above, and the eventual completion of the CFE academic records project, most of the building blocks of a modern student records system are in place. Each Big 10 school has its own profile of computer developments. Our perception is that we have average capabilities in comparison with others; some applications are better (e.g., registration), and some are worse (e.g., transfer course evaluations, degree progress analysis). With the support of the administration, we have made significant progress in the past 15 years and are ready to capitalize on the foundation that now exists.

ISSUES

The issues raised in last year's Annual Report are largely this year's issues as well. It may be helpful to simply list them here.

- External Changes. Particularly in financial aid, new requirements (e.g., verification of tax returns) create demands that defer our attempts to provide educational programs for students.
- University Policies. SSS units are often buffeted about by University decisions and practices over which we have little control (e.g., computing pricing policies and calendar changes).
- Computer Funding. Because we are constrained by estimates of future deficits in operational funding, we cannot take advantage of our development position.

One of the new and important issues is the large-development/ small-development computing issue. University faculty and staff are increasingly sophisticated about microcomputers and their applications. In some ways, that sophistication is deceptive, for what one can do on a microcomputer is different from what one must do to manage very large computing systems. Still, interesting small applications are being developed in University administrative and faculty offices.

SSS staff are interested in cooperating with and supporting small-application development. However, the context in which we would do so is (a) a projected \$2.5 million deficit by FY89, (b) the need to develop large-scale systems (e.g., the CEE academic records and registration system, phases II and III of the Admissions/Prospective Student Services system, and the Course Inventory system), and (c) the possibility of increased personnel and operational costs for interacting with numerous and discrete small applications. This is a significant work issue for 1986-87.

CLOSING COMMENT

The communication patterns and organizational structures at the University are complex. Each year those of us in SSS seem to be a bit more distant from the point where student services are discussed and decisions about them are made.

In spite of client surveys to the contrary and ongoing reviews of service levels, a perception seems to exist that SSS is providing poor direct services to students. In fact, the University cannot, in our view, afford a zero-defect student services program. For example, consider what we would have to do to ensure that we receive in a timely way the 80% of parental income tax returns necessary for verifying financial aid applications. Any one of the 20,000+ requests we make for this information could be slowed through poor communication or inaction, resulting in a student who applied for financial aid on time but whose check is not prepared at the appropriate time. We believe most University faculty, staff, and administrators understand that not all reasonable attempts to provide services can be successful.

We believe that the negative perception of SSS service has developed over the past several years because communication channels have eroded. Two channels must be cleared and used.

- University staff members outside SSS who come into contact with large numbers of students must better understand our processes. To continue the former example, advisers and other staff members need to understand the relationship of tax returns and verification to aid awards and ask appropriate questions in response to student complaints. We will increase our efforts to explain our services and volunteer to meet with various appropriate staff groups.
- We need a clearer channel to central administration. Our interactions now are often in response to individual student complaints and often must seem defensive. The dean of Admissions and

Records (with a smaller portfolio than the coordinator now has) used to be part of central University councils. We need to find new ways to involve SSS management in the central discussions of the University. In most institutions, the director of admissions, the registrar, and the director of financial aid hold key planning and management roles. We believe we have more to contribute to University planning than we are now able to provide.

Progress on resolving communication and organizational problems will be our top-priority agenda item within SSS this year.

ADMISSIONS AND PROSPECTIVE STUDENT SERVICES

1985-86

RESPONSIBILITIES

The Admissions Office coordinates essential services for colleges of the University, prospective and admitted students, and feeder schools. Its mission is to provide an appropriate student body for the faculty and to find appropriate academic programs for qualified students. The four primary subunits operate as follows.

Prospective Student Services describes the University's colleges, programs, majors, course offerings, and requirements so that students can make informed decisions on their postsecondary educational plans. Information is provided in response to requests as well as through targeted mailings, group programs, and individual contacts. The unit is responsible for developing a recruitment plan for the Twin Cities campus and helping colleges develop their own specific enrollment management plans. Publications include the undergraduate student viewbook and the counselors' handbook.

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; and makes admission decisions according to guidelines worked out with colleges (or refers applications to colleges). This subunit organizes and provides data for admitting and placing new students in appropriate classes; reports application, admission, and transfer-of-credit data to federal, state, and University officials; and reviews admission standards. Staff regularly consult college and feeder school staff.

The System Control Unit 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 computer system. System Control staff assist users in obtaining data from the system and in making optimal use of the admissions system.

The Student Contact Center offers admission counseling; answers questions; accepts application forms, transcripts, and other credentials; and when appropriate, makes referrals.

ACCOMPLISHMENTS

New Computer System. With assistance from ISS, the Admissions Office and AIS brought up the new admissions computer system on July 1, 1986, after more than three years of extensive planning. The staff spent a great deal of time over the last fiscal year designing new processing procedures, testing programs, training staff, developing new forms, and redesigning office space to improve the overall efficiency of admissions

processing under the new system. Colleges and other appropriate units (such as the Office of Minority and Special Student Affairs (OMSSA) and the athletic department) have on-line access to information about individual prospective students and students who have applied for admission. Students may register as soon as they are admitted because the new admissions system passes data directly to the Student Data Base without delay. A newly reformatted roster of prospective students, produced weekly along with labels for follow-up mailings to these students, lets colleges and programs now know what information prospective students have already received. When the admissions reporting data base is brought up this fall, Twin Cities campus units will have available to them for research purposes a wealth of information about prospects, applicants, and enrolled students -- information gathered by the new admissions system.

Commitment to Focus. Leo Abbott participated in planning efforts designed to implement various aspects of the Commitment to Focus plan, including the Special Committee on Unified and Increased Preparation Requirements, the Working Group on Assessment and the University PK-12 Partnership, and the University of Minnesota/Minneapolis Community College Transfer Policy Steering Committee.

Post-High School Planning Program. Leo Abbott represented the University on the Post-High School Planning Program Advisory Task Force, which has issued a report recommending a number of major improvements in the program, including providing assistance to junior high students in planning pre-college academic programs.

Recruitment. In a time of decreasing high school class size, the Prospective Student Services office has stepped up its efforts to attract the kind of student body the University seeks. The objective has been to increase the number of high-ability students while allowing overall undergraduate enrollment to decline and minority enrollment to at least remain constant. The results have been much better than expected. The announcement of Commitment to Focus, accelerated recruitment efforts made possible through funding from the President's Recruitment Project, and the availability of merit scholarships have worked together to increase the University's market share of Minnesota high school graduates in the top 20% of their class from 19.9% to 22.8%. At the same time, on the Twin Cities campus, the number of new freshmen in the top 20% of their class increased by 11.3%, and the number of minority freshmen increased by 8.8%. Our new recruitment programs in Wisconsin (direct mail, receptions, high school visits) helped to increase the number of new freshmen from Wisconsin by 24.7% (N=424). These data, which were compiled in fall 1985, measure the impact of the previous year's recruitment activity. Many of the same programs were implemented in the 1986 fiscal year. The number of students reporting Advanced Placement scores to the Twin Cities campus increased by 21% (N=315) in May 1986 over the previous year. The total number of student contacts on the prospective student computer system was up by 13% (N=49,851).

New features of the 1986 fiscal year programs are a direct-mail piece from President Keller to Minnesota students in the top 5% of their high school class offering a \$1,000 merit-based scholarship, five breakfast

receptions for the same student population, several alumni-sponsored receptions, the University's representation at the National Scholarship Service and Fund for Negro Students (NSSFNS) program in St. Louis, where we contacted 300 black students, the publication of New Student News (with special college inserts) for distribution to admitted students, the newly redesigned four-color piece called Highlights for distribution at prospective student events, and the creation of sets of data available to colleges that want to quickly and inexpensively launch their own direct-mail campaigns.

John Printz put together a slide lecture presentation called "Marketing College Programs," which he has used to help college units develop more effective enrollment management plans. He has worked directly with a number of units, including Agriculture, Biological Sciences, Veterinary Medicine, Nursing, Home Economics, Dental Hygiene, and Dentistry.

Improved Service to Students. Two new toll-free 800 telephone numbers have increased the number of hot line calls from prospective students by 63% over the previous year (N=18,197) and helped the Admissions Office be more responsive to requests for information. In addition, a new telephone center with computer terminals has been established to assist students who have questions about the status of their applications. The extension of hours on Monday evenings and the availability of staff on Saturday mornings has improved responsiveness.

Postsecondary Enrollment Options Program. The Admissions Office was fully involved in University efforts to implement the Postsecondary Enrollment Options Act passed by the Minnesota Legislature in the summer of 1985. During the year, about 100 students had 238 registrations in day classes through this program, in which tuition and fees were paid by the state. The Admissions Office was also involved in developing the Advanced High School Student Services Office to help part-time students register in day, evening, or independent studies courses. The scramble to develop meaningful procedures, which attended the surprise inauguration of the plan, became an orderly system for helping high school juniors and seniors take advantage of programs for which they were prepared.

Athletic Eligibility. Freshman athletes admitted for fall 1986 will be required to meet the NCAA academic standards legislated in Proposition 48. This program, which requires athletes to earn at least a 2.00 GPA on a high school program of 11 core courses distributed over English, math, social sciences, natural sciences, and a few other similar academic subject matter areas, has required considerable planning and preparation. It has also required more extensive contact with the high schools about the certification process.

University Course Transfer Manual. The compilation of a manual with course-by-course analysis of the transfer of credit from Minnesota community colleges to University of Minnesota units has already begun. When completed, this manual will be a valuable tool in advising community college students who may later seek transfer to the University.

International Students. Karen Lukas went to Austria to meet with government and school officials to gather data for a World Education

Series volume on Austria. She compiled the data, wrote the volume, and met with the National Council on Evaluation of Foreign Credentials to establish placement recommendations for Austrian scholars in the United States.

<u>Activity Indicators</u>	<u>1984-85</u>	<u>1985-86</u>
Prospective Student Services		
Telephone hot line contacts	11,149	18,197
Information requests by students	44,302	49,851
National College Fair contacts	10,200	11,780
MN Post High School Planning contacts	3,510	3,450
WI Postsecondary Planning contacts	2,940	2,782
High school visits	5,115	6,994
Campus visits	<u>320</u>	<u>1,253</u>
TOTAL	77,536	94,307
Admissions Processing		
New high school	10,891	11,442
New advanced standing	10,707	11,475
Intra-U transfer	<u>6,927</u>	<u>6,300</u>
TOTAL	28,525	29,217
Admissions Activities		
Transfer credit evaluations	8,885	10,042
Student contacts	56,000	37,185
Telephone contacts	<u>113,000</u>	<u>102,743</u>
TOTAL	177,885	149,970

Admissions processing data includes the cycle beginning fall quarter 1985 and ending with summer session 1986. Transfer credit evaluations include the work done on the records of previously registered students. The method for counting student and telephone contacts changed for 1985-86.

STAFFING

	<u>1984-85</u>	<u>1985-86</u>
Prospective Student Services		
Professional	7.69	7.69
Clerical	2	2
Admissions Processing		
Professional	5.50	7.50
Clerical	23.80	23.60
System Control Unit		
Professional	2.00	2.00
Clerical	<u>2.00</u>	<u>2.00</u>
FTE TOTAL	42.99	44.79

ISSUES

Prioritizing Competing Demands for Admissions Office Services. One of

the major challenges facing the Admissions Office is to balance the demand for better direct service for students with the University's need to develop a course transfer evaluation system, provide a greater range of data to evaluate the impact of Commitment to Focus on levels of student preparation for college, and accommodate the special admission procedures of colleges, the athletic department (Proposition 48), the state (Postsecondary Enrollment Options Act), and OMSSA. While we are eager to meet all of these needs, we must decide what services deserve the greatest commitment of effort within our fixed budget.

Changes in Minnesota Education. President Keller's Commitment to Focus plan directly affects this office--mandating the admission of better prepared students, in some cases through new entry points. New requirements must be effectively communicated to students and the educational community.

The refinements in the University's mission and role are consistent with new Department of Education regulations (e.g., high school graduation requirements) and new K-12 developments (e.g., competency testing and curriculum revision).

Admissions Computer System. Now that the new system is operating, we will need to devote more time to helping college units understand how they can use the system to meet their enrollment management needs. We will work with these units to design reports that will support the recruitment of high-ability and minority students.

Course Transfer. The Legislature, Higher Education Coordinating Board, and Board of Regents are interested in facilitating course transfer. We need to refine methods of providing students, counselors, and faculty with readily available information on how to transfer courses and count them in new degree programs.

Minority Recruitment. We will continue our strong commitment to affirmative action and recruitment of minority students. However, increasing emphasis will be placed on attracting high-ability and better-prepared minority students who will persist, earn degrees, and be more likely to enter graduate and professional programs. Succeeding in this much more competitive recruitment market will demand intensive recruitment efforts, stronger support from academic units, and better financial aid awards.

Improved Service. To significantly enhance service to students, we must use our ingenuity to find new ways to get things done, hopefully with the cooperation and understanding of academic units. We have implemented many worthwhile changes in the past and believe that earlier deadlines and new computer support will enable us to achieve even more.

OFFICE OF STUDENT FINANCIAL AID

1985-86

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 serve and 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 the 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 to assist them in 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 application and award status.

ACCOMPLISHMENTS

Implementation of SAM on Coordinate Campuses. Twin Cities OSFA staff were actively involved in bringing the SAM system to the University coordinate campuses for the 1985-86 year. The SAM implementation and production turnover on the coordinate campuses has required extensive planning, training, and on-going maintenance efforts by Twin Cities staff. Using SAM throughout the system allows us to process financial aid similarly on all campuses, transfer student records among campuses, and report system-wide data. Ongoing maintenance of the SAM system on all campuses will continue to require significant staff and resource commitments.

SAM Operational Cost Savings. During 1985-86, OSFA was involved in a major cost-savings initiative in relation to the operation of the SAM system. On-line costs were reduced by 25%, and batch processing costs were reduced by 20%. In 1986-87, OSFA will continue to investigate ways to reduce the operating costs of SAM.

Automated GSL Delivery System. The University successfully participated in the development of an Automated GSL Delivery System pilot project in cooperation with ACT and HEAF. The project, which has received national attention, eliminates the need for the separate GSL paper application and allows students to apply for all sources of financial aid using one application form. Based on the success of the pilot at the University of Minnesota, the project has been expanded nationally for the 1986-87 year.

Student Service. 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 and in the OMSSA Learning Resource Centers. In 1986-87, counseling services will be available in the vocational rehabilitation, graduate, and international student departments, since these areas have been identified as priority groups within the University.

In 1985-86, telephone counseling services were made available to students. Through the spring of 1986, approximately 1,100 students used this service each month. It is expected that use of telephone counseling services will increase in 1986-87.

The renovation of the Information Center in OSFA during 1985-86 helped move students through the office quickly and prevented long lines. An information booth was added to give students quick access to staff regarding application processing and other general inquiries.

In 1985-86, nonrecurring funding enabled the hiring of six FTE staff in OSFA, primarily to strengthen direct services to students. As a result, OSFA was successful in its ongoing commitment to improving student services.

Outreach Activities. OSFA counseling staff were involved in a number of successful outreach activities in 1985-86: student and parent high school nights for schools within the Twin Cities area, Minnesota College Fair, Welcome Week activities, orientations on the Twin Cities campus (St. Paul and Minneapolis), financial aid workshops and training for students and departments on campus, and workshops for professional organizations within the community.

Student Employment. In 1984-85, OSFA reported large increases in vacancies, referrals, and the number of individual applicants seeking jobs. As a result of this activity in 1984-85, the Student Employment Center served almost 2,000 more students in 1985-86.

In 1985-86, 9,603 individual applicants applied for 10,850 vacant jobs. However, the number of applicants in 1985-86 was lower than in either of the two previous fiscal years.

The number of students employed by the University system-wide rose 4% overall; student employment increased 16% on the Twin Cities campus in particular. In 1985-86, 18,694 students (including graduate academic appointments) worked on all campuses compared to 17,922 the previous year. The Twin Cities work force rose from 13,327 to 15,781. Graduate appointments accounted for 21% of the all-campus increases; the remaining 79% consisted of nonacademic (civil service) appointments.

Total student earnings increased by \$9 million, from \$81,159,766 to \$90,171,630.

Academic Standards. With new regulations that required increased administrative action, computer support, and monitoring of student academic progress, OSFA implemented its new Academic Progress Standards, under which 23,000 student records were reviewed for satisfactory academic progress.

Verification. Extensive planning throughout 1985-86 was required in anticipation of a new applicant data verification process effective for 1986-87. The new regulations require verification of student aid application information for the Pell, campus-based, and GSL financial aid programs. OSFA was required to develop procedures to assure appropriate administration of the verification process. In the planning process, changes in job functions, staffing, and computer support were necessary to accommodate the regulatory requirements.

In 1985-86, 4,300 student records were selected for the validation process, which included verification of applicant data for Pell Grants only. It is anticipated that the total number of applicants selected in the new verification process will reach 11,000 in 1986-87.

Minnesota Part Time Student Grant Program (MPTSGP). The University received an allocation for MPTSGP that was three times larger than in the previous year (\$389,000 versus \$143,751). Major changes in the program regulations required more complex procedures for both students and staff, but the overall changes in the program resulted in more students being funded at higher award levels.

Merit Scholarships. In 1985-86, the merit scholarship programs at the University expanded significantly, particularly in the Presidential Scholarship Program. In 1984-85, 100 students received Presidential Scholarship awards of \$500 each. In 1985-86, 275 students received \$1,000 awards. The number of merit scholarships for minority students nearly doubled from the previous year, and growth was experienced in the number of National Merit Awards.

Audits. University and state audits of University scholarships and loans and Minnesota financial aid programs were completed in 1985-86. The audit findings resulted in little or no institutional financial liability for the University.

OSFA Operational and Administrative Functions. During 1985-86, 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, procedures, and systems to reduce costs; and identifying and pursuing alternative funding sources.

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

STAFFING

OSFA employs 71 full-time staff, supported by 60 to 80 part-time staff. During 1985-86, 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 Financial 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 in 1986-87 include:

- continuing efforts to reduce operational costs for the SAM system
- continuing efforts to sustain funding necessary to continue student service improvements
- acquiring additional office space
- implementing regulatory changes
- continuing efforts to improve loan processing systems
- continuing to develop job opportunities within the community
- continuing efforts to place students in jobs that promote career development
- developing a student loan indebtedness counseling program
- continuing efforts to develop understandable and useful publications and consumer information for students
- coordinating financial aid information to outside agencies, high schools, and community colleges

REGISTRATION, STUDENT RECORDS, AND SCHEDULING

1985-86

RESPONSIBILITIES

Registration, Student Records, and Scheduling (RSRS)---the repository of academic records for all students who ever enrolled ---is responsible for a wide variety of functions vital to the well-being of the academic endeavor at the University. The basic functions below have not changed substantially in 1985-86.

- Maintain all authorized course records and quarterly course offerings
- Schedule courses, special events, and final examinations
- Equip and maintain classrooms
- Produce academic load reports
- Operate computers used for Twin Cities registration; coordinate registration activities on the other campuses
- Register students in person and by mail
- Plan, test, and implement system changes throughout RSRS
- Maintain contact with academic units about scheduling and registration activities
- Create and maintain academic records for day and evening students
- Audit student records and merge CEE and day records
- Manage grades and grade reports
- Organize diploma production and distribution for the University system
- Assist colleges with the degree clearance process and maintain statistical compilations of degrees granted
- Handle extensive student contact in all locations
- Certify student enrollment
- Manage veteran enrollment monitoring
- Produce all student transcripts for students, departments, and advisers
- Assist students with academic record problems
- Operate the St. Paul Admissions and Records Center
- Assist St. Paul colleges with prospective students, admissions, and orientation
- Manage the Office of Student Affairs in St. Paul
- Produce numerous statistical reports for the University, educational agencies, and government bodies
- Produce the Class Schedules and General Information bulletins
- Assist CEE and Summer Session staff with bulletin preparation
- Certify the academic eligibility and progress of student athletes
- Register and track high school special-enrollment-option students

Concentrated attention is given to liaison responsibilities with University departments and colleges and to planning enhancements to automated student record systems.

ACCOMPLISHMENTS

There were many achievements in 1985-86, including computer system enhancements and varied changes and improvements in student services.

St. Paul Admissions and Records Center. The St. Paul office took the lead in offering several new services, such as approving certain registrations for Management students, making exceptions for Boynton Health Service, and initiating revisions in several college procedures and forms. The St. Paul Student Affairs Office assisted University Counseling Services in setting up a new computer system and helped serve as Freshman Board adviser. St. Paul staff played a large role in planning the early fall registration and new transcript systems.

Scheduling. The major accomplishment was the production of a complete, accurate Class Schedule for May for early fall registration. Scheduling personnel identified classroom upgrading criteria for a legislative request, initiated systems of custodial and room maintenance inspections, and worked to upgrade 16 Ford Hall classrooms. Information on obsolete courses was sent to departments to improve bulletin production. Considerable information on large classes was gathered as a part of the Task Force on the Student Experience effort to improve instruction.

Student Relations. The primary accomplishment in this area was the phased implementation of the new on-line transcript system. The University transcript has been redesigned. Official transcripts now are printed on all campuses on Burroughs safety paper, which helps ensure the accuracy and quality of the transcript. Transcripts may be produced either on-line or in batch overnight. In both cases, all student records are up-to-date. There is no longer a 30-day waiting period for courses and grades to appear on transcripts. RSRS resumed providing colleges with transcripts for their graduating students, a service that had been retrenched several years ago. A new college telephone line to increase access was added with the new telephone system. Certification agreements with the Veterans Administration were modified so that veterans can take advantage of the University's deferred-payment plan. After consultation with colleges, the retroactive tuition refund policy was altered and publicized. Finally, a hold system manual was produced and distributed to hold system users.

Student Records. A major consolidation of CEE records was completed. Records planned and implemented a new procedure for ensuring the accuracy of Supplementary Grade Reports. Staff helped the University complete graduation surveys for the President's Office and processed numerous transfer credit evaluations for the Admissions Office. Considerable efforts were made to audit student records to ensure course and grade accuracy. Numerous small changes in services were made to assist colleges and students obtain complete and integrated student records. The Student Data Base was purged to eliminate unaudited records, which increased the efficiency of computer jobs. Changes were made to accommodate grading system and structural changes at Morris and Duluth. A System External Design document for the incorporation of CEE student academic records into the Student Data Base was completed and submitted to AIS for a cost estimate. This project, of extreme importance to the University, will make numerous changes and enhancements in student information systems, which will benefit faculty, students, and administrators in all parts of the five-campus system.

Registration. Registration for fall 1986 began in May 1986. Approximately 70% of returning undergraduates took part. Students now can meet with advisers and register for both summer sessions and fall simultaneously. Students no longer need to return to campus before fall to register. Numerous computer modifications improved the operating efficiency of the registration system. Wait times in both the Fraser Hall and Coffey Hall registration centers were further reduced to an average of 6 minutes compared with 73 minutes before computerized registration. A new quarterly report shows when courses closed; this report should help colleges plan course offerings. Registration procedures were modified to collect better biographic information from students. The half-tuition procedure followed by the Graduate School was automated for eligible students.

University Contacts. Client satisfaction surveys were completed for all student contact areas. General student satisfaction was high. A survey completed by Scheduling that showed academic department satisfaction with scheduling activities also received high marks. RSRS presented a number of workshops for departments and college personnel during the year, which were attended by approximately 400 academic department personnel.

The Registrar's Advisory Committee (composed of college student personnel and RSRS staff) continued to meet regularly. It is an effective forum for discussing issues and policies. One of the committee's many actions was to support the return to an ad-free Class Schedule for 1986-87.

Activity Indicators

	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>
Registrations processed			
Summer	23,074	21,621	22,533
Fall	46,750	45,041	45,896
Winter	43,933	43,024	43,929
Spring	<u>40,977</u>	<u>39,704</u>	<u>40,671</u>
TOTAL	<u>154,734</u>	<u>149,390</u>	<u>153,030</u>
Cancel/adds processed	NA	113,851	128,532
Transcripts processed			
Official transcripts mailed	70,085	50,542	72,929
In-person transcripts	63,724	64,375	95,281
College/department transcripts	<u>10,840</u>	<u>12,344</u>	<u>25,211</u>
TOTAL	<u>144,649</u>	<u>127,261</u>	<u>193,421</u>
New diplomas issued	10,678	11,059	11,250
Replacement diplomas issued	510	209	193
Day grades processed	508,400	573,566	618,991
Extension grades processed	84,000	61,250	84,647
Mail-in certifications	17,713	11,222	19,951
In-person certifications	13,196	20,053	28,124
Late changes to Class Schedule information	7,741	8,345	7,018
Number of special room reservations	11,388	11,978	13,782
St. Paul admissions applications processed	2,959	2,572	2,464

Course sections scheduled

Summer	4,843	4,980	5,248
Fall	7,983	8,013	8,266
Winter	8,054	8,141	8,455
Spring	<u>7,594</u>	<u>7,621</u>	<u>7,986</u>
TOTAL	28,474	28,755	29,945

STAFFING

The RSRS staff level stayed fairly constant compared with the 1984-85 level. It was not necessary to hire quite as many student employees in the registration center because the process became more efficient. Part-time employees were hired in Scheduling to assist with class scheduling and classroom maintenance tracking. Loan deferment processing activity moved from the Certifications area in Williamson Hall to Student Relations. This change helped relieve crowded conditions in the small Certifications student service area. The CEE Record Maintenance staff was augmented in an effort to keep record-keeping up-to-date.

RSRS personnel worked extensively on major proposed computer developments, including the CEE project, early fall registration, the new transcript system, and the Duluth college reorganization. Staff worked with Admissions Office and CEE personnel in assisting high school students enrolled under the Postsecondary Enrollment Options Act. With University administration, RSRS was involved with the CLA Committee on Second Language Acquisition, the Graduate School half-price tuition plan, the graduate assistant tuition waiver, and the academic staff tuition benefit plan. Detailed work was done with the colleges and academic departments planning the many details and schedules required by early registration.

ISSUES

Early Fall Registration. An evaluation of May's early fall registration is needed to plan the 1987 registration. A schedule incorporating the 1986 experiences and academic unit recommendations must be drawn up. Consideration will be given to whether early registration should take place even earlier in future years. Also, some units are interested in early registration for new students. We need to inform academic units as early as possible about the rate at which courses fill so that planning can be done to most effectively meet student course demand.

Computer Developments and Training. Unless new funding becomes available, needed computer developments may be placed on hold. Funding is so tight that even on-going computer operations may suffer. Substantial reductions in services are possible. New developments such as the CEE system, registration wait lists, a package of course information and student record screens for college and department use, a revised and enhanced course inventory system, and academic tracking programs will not be possible.

Even though funding to fully support computing is limited, it will be essential to support coordinate campus computing activities. RSRS will make valiant efforts to provide system training to coordinate campus personnel.

Training is also a concern on the Twin Cities campus; system users need to be familiar with the capabilities of the records and registration systems.

Classroom Renovation and Other Issues. During the year, we hope to continue to exert pressure for a legislative appropriation for classroom renovation. Classroom renovation funds have not been sufficient to keep pace with needed repairs in heavily used classrooms. Other issues that will require significant RSRS staff involvement include studying the Graduate School tuition structure and possibly revising the grading system.

INFORMATION SYSTEMS AND SERVICES

1985-86

RESPONSIBILITIES

Information Systems and Services (ISS) consists of four subunits, each responsible for services supporting the three operational units of Student Support Services (SSS)--Admissions and Prospective Student Services; the Office of Student Financial Aid (OSFA); and Registration, Student Records, and Scheduling (RSRS).

Data and Reporting Services (DRS) provides student information retrieval, data analysis, and some research services to SSS units and University colleges, departments, faculty, student organizations, and central administration. DRS also consults with University offices on information needs, routes requests for student information to appropriate sources, conducts commissioned studies of University students and programs, and produces reports on student trends and characteristics.

Office Services (OS) maintains hard-copy student records, supplies word processing support, provides mailing services, maintains the ID Card Office, coordinates purchasing, and provides messenger and overload clerical support services. Staff receipt incoming fees, distribute forms and computer output, respond to requests for publications, and handle an impressive array of important support functions for SSS.

The Publications Center (PC) produces publications for prospective and enrolled students and staff: college bulletins, briefs, Class Schedules, student handbooks, prospective student publications, newsletters for newly admitted students and high school/community college counselors, orientation materials, and the Record (the SSS newsletter). Staff also edit internal documents (e.g., forms, signs, manuals, ads, reports, and memos).

System Development/Operations (SD/O) provides technical support services in computer system development and enhancements, including project management, systems analysis, screen/report design, testing, implementation, and evaluation. SD/O provides a primary contact point with AIS on requests for services, problem reports, job scheduling, budget management, billing adjustment requests, production turnover, hardware installation, and the like. SD/O staff play a central role in defining and enforcing SSS system standards and are largely responsible for maintaining the SSS Wang Office Automation (OA) system implemented during late summer 1984.

ACCOMPLISHMENTS

Major ISS accomplishments (listed below) usually result from the efforts of several ISS/SSS units. In a later section, some activity indicators are cited.

Internal Records Services

- A new, more efficient, open-shelf filing system for hard-copy student records was implemented. Old records are being microfilmed.
- OS worked closely with other units to develop new work procedures (e.g., the Admissions/Prospective Student Services system) and draft common SSS records procedures (e.g., the SSS Record Retention Schedule).
- ID Card Office hardware was upgraded. A survey of the University community on present and future uses of ID cards and potential uses for machine-readable ID technology was administered.

Assist with Documentation of University Information

- ISS helped establish the Information Network group; a Williamson Hall Information Center manual was produced, as were two directories (yellow and white pages) to help campus offices use SSS services more effectively.
- A plan for standardized ads in the Minnesota Daily on important student deadlines and other information was designed and approved for fall 1986.

Provide Effective Internal Clerical Services

- Centralized word processing unit hardware and files were converted to be compatible with the Wang OA system, to which additional users will be added; a new data-communications link between AIS and the Wang OA system now allows daily production of admission letters from the Admissions/Prospective Student Services Data Base.
- Planning was completed for more complete administrative mail and distribution list data, using SYSTEM 2000 DBMS.

Publications Improvements

- A CASE silver medal was received for new bulletin design (color photos on each college and campus bulletin cover); many "phantom" courses (those not taught in recent years) and overly wordy course descriptions were deleted; and an experimental four-page, four-color insert highlighting the Twin Cities campus was created.
- Among improved publications for new students are a redesigned New Student News, including, in collaboration with the College of Liberal Arts, a new insert for CLA students; and Counselors' Quarterly, a newsletter for high school and community college counselors. New, more efficient mailing services for prospective student publications were introduced.
- PC consultative services included providing four SSS editorial workshops (two each on office manuals and effective writing and editing) and completing the Sign Standards Manual.

Presenting Information About University Students

- The DRS unit assisted RSRS in presenting information to the President's

Office (later presented to the regents by President Keller) about retention and graduation of 1977 entrants to the Twin Cities campus.

- Work was done on reporting student academic progress for financial aid certification (with AIS), statistical analyses of transfer student performance, student profiles to support college unit marketing, and a student opinion survey on student fees for the Student Services Fee Committee.
- External design documents for the SYSTEM 2000 Student Data Base and the SYSTEM 2000 Admissions/Prospective Student Services Data Base were completed. Programming of the SYSTEM 2000 Student Data Base was completed during FY86.
- DRS advertised its services widely and presented three workshops on DRS services to the University community.
- ISS began reconsideration and revision of policy statements on privacy and access to student data, a step in facilitating implementation of the AIS Information Center and use of new SSS reporting data bases.

System Development Involvement

- ISS staff members participated in the CEE Records Conversion Project Team, in revising the Major/Adviser reporting system, and in developing the batch and on-line transcript system, the Admissions/Prospective Student Services computer system (including the development of the system's data dictionary), and specifications for a generic student systems address-update module.
- Staff brought eighty-seven Tables/DLI tables into production, freeing many new systems and programs from routine AIS maintenance costs.
- ISS offered six computing workshops to SSS staff (two each on AUTOMSG, Multiplan, and Wang Word Processing use).
- The SSS Hardware Task Force, an effort to establish standards in equipment use, was implemented. Work will be completed in FY87.

Survey of Needs and Reactions to Services

- ISS coordinated the analysis of user needs, design, and implementation of the University's telecommunications system within SSS.
- ISS developed and analyzed a survey of student satisfaction with SSS services. Results showed very positive student reactions to SSS services.

Community Service

- The director of ISS taught OM 8041, Project Management; presented project management lectures to the Minnesota Office Systems Association (MOSA) and

MBA 8065 class; and presented "User Standards: Who Needs Them?" to the fall ASTUTE conference, spring SUGI conference, and local MOSA Symposium.

- The head of DRS presented "Designing the Information Center: An Analysis of Markets and Delivery Systems" to regional and national Association for Institutional Research conferences; presented research methods workshops to the Minnesota College Personnel Association and the Minnesota Career Development Association; presented "Marketing the Large University to High-Ability Students" at the American Educational Research Association annual meeting; taught a CEE Professional Development course, "Designing Questionnaires and Surveys"; served on an admissions committee for the Educational Psychology Counseling and Student Personnel program; and served on and staffed the all-University Task Force on Student Fees.
- The head of OS served as the president of MOSA.
- The head of SD/O made a telecommunications presentation to a local Wang users group.

Activity Indicators

The nature and volume of work performed within ISS have evolved as systems have developed and matured. Activity indicators are sometimes hard to come by, given that much work is in the form of consultation, but some work volume indicators are available and show some changes this year.

OS activities remained relatively stable. Even though computer records are increasingly on-line, requests for hard-copy records increased over 9%, because the record either contains information not on the computer or the hard-copy record is the transcript (i.e., records not converted from linen). Telephone requests increased almost 10%, partly due to increased emphasis on recruiting prospective students. Expanded mailings to prospective students and an increase in applications for admission increased outgoing mail volume.

PC staff increased the numbers of forms designed and edited by over 27%, mostly because of new systems or changes in older systems.

DRS requests increased 12%, and request complexity, as indicated by programs needed for each request, increased by over 20%—on top of increases in the last two years. Volume increases reflect the University community's view of DRS as a place where information can be obtained quickly and inexpensively.

Much day-to-day activity in SD/O was reduced because of a slowdown in AIS-associated activity. Changes in scheduled jobs, however, increased markedly (over 50%) because of ongoing scheduling difficulties in the financial aid system. The AIS bill-monitoring process is working well; over 60% more dollars were recaptured from AIS this year than last year. The consultation workload has increased markedly; increased volume in activities associated with the Wang OA system bear this out.

The chart below summarizes available information.

ISS Activity Indicators by Subunit
1984-1985 and 1985-1986

<u>Subunit</u>	<u>Item</u>	<u>1984-85</u>	<u>1985-86</u>	<u>% Change</u>
DRS	Data requests	252	284	+12.0
	Computer programs/segments	404	492	+20.7
OS	Word processing lines	1,560,000	1,591,778	+2.0
	Data entry transactions	181,858	185,391	+1.9
	Incoming and outgoing mail	519,543	548,747	+5.6
	Phone requests for info/services	16,507	18,106	+9.7
	Fees receipted (transcript, application, degree)	66,455	65,403	-1.6
	ID cards (student/staff/faculty)	48,000	45,739	-4.7
	Messenger errands	9,099	8,750	-3.8
	Hard-copy file inquiries	44,451	48,558	+9.2
	Student records microfilmed	0	155,000	new
PC	Bulletins (24-564 pages)	22	21	-4.5
	Bulletin briefs (6-12 panels)	30	30	+0.0
	The Record (SSS newsletter)	12	12	+0.0
	Forms designed/edited	223	284	+27.4
	<u>New Student News</u>	0	3	new
	<u>Counselors' Quarterly</u>	0	3	new
	Orientation brochures/handbooks	57	58	+1.7
	Signs designed/edited	41	32	-21.9
SD/O	AIS billing adjustment requests	148	127	-14.2
	Dollars recaptured from above	23,000	37,000	+60.9
	AIS hardware orders	74	56	-24.3
	AIS job schedule changes	87	132	+51.7
	AIS Problem Description Worksheets	68	69	+1.5
	AIS Production Turnover Forms	132	94	-28.8
	Requests for AIS Service	180	120	-33.3
	SSS Schedules (500 jobs/100 events)	4	4	+0.0
	Wang VS workstations	54	63	+16.7
	Wang VS users	68	104	+52.9
	Wang network printers	6	7	+16.7
Wang hardware service calls	NA	81	NA	
Staff trained on Wang OA this FY	NA	36	NA	

STAFFING

Staff are distributed among the four areas as follows.

	<u>Clerical (FTE)</u>	<u>Professional (FTE)</u>
Director, ISS		1.00
Data and Reporting Services	.0	5.65
Office Services	26.5	4.00
Publications Center	.5	4.75
System Development/Operations	.0	4.80
Total	27.0	20.20
FY85 Total	25.5	19.55
Net change	+1.5	+6.65

With the exception of OS, ISS is heavily professional staff compared with other SSS units. Demands for skilled assistance are increasing (e.g., for system training and documentation, for system development support, for coordinating the new Wang OA system) and fall mostly onto SD/O and DRS. SD/O seems somewhat understaffed, partly because of an unfilled position and a staff leave; FY87 should bring an improvement.

OS received a special allocation of 1.5 FTE to assist in microfilming student records and packaging materials sent to prospective students.

ISSUES

Among the issues and new ideas that will challenge ISS during 1986-87 are:

Development of a Reporting Data Base System. During FY86, programming was completed on a new version of the DRS SYSTEM 2000 Student Data Base of currently and recently enrolled day school students. This represents a significant improvement over previous data bases because it contains two years of data (including data on graduates), permitting two-year tracking of students. A SYSTEM 2000 Admissions/Prospective Student Services Data Base is now being programmed, and a financial aid reporting data base is being designed. These data bases will allow the production of needed reports that cannot now be done reasonably or at all.

The major project for DRS during the next year will be placing its reporting data bases in the new Information Center environment under development by AIS. DRS will work with AIS to make the reporting data bases directly available to end users using new software (A/S and DB2). Increasing amounts of DRS staff time will be spent on consulting with end users and developing applications for the new system. DRS will partially shift its role from doing reporting for end users to helping them produce their own reports.

Development of Retention Data and Degree Progress Reports. A key need in the University environment is data on student retention and performance. DRS has been working to develop systems to meet this need in FY87.

Development of Marketing Research Data. Scheduled for the 1986-87 academic year are the development of marketing reports from the new SYSTEM 2000 Admissions/Prospective Student Services Data Base and the repetition of a study of high-ability shows and no-shows.

Records Management System. SSS must continue to develop effective records-management policies and programs. During FY86, many linen records were microfilmed, and a color-coded terminal-digit filing system was implemented. A draft of records-management program procedures was prepared.

Expansion and Continued Development of Wang Office Automation System. Feedback suggests that this system provides important productivity gains for professional/managerial staff. It continues to grow, along with demands for enhancements and staff support. Major hardware/software upgrades are planned for FY87--more users will be added, a new version of word processing will be installed, and the system will replace obsolete Data 100 data entry functions, allowing direct transmission of data to AIS and removal of hardware.

Machine-Readable ID Cards. FY86 saw the installation of state-of-the-art Data Card Corporation equipment for ID card production. With a new library system scheduled for implementation sometime in FY87-88, we must determine whether cards will carry the bar codes needed by the libraries.

Computer Support for Course-Related Information. Many publications could be produced directly from our course data bases --if the course description information was there. A system to ensure that descriptions are succinct and follow standards is also needed. After that, a number of advising support ideas become feasible (e.g., searching for all writing courses).

Review and Overhaul of Computer Security Systems. We have been asked to bring all systems under RACF (a new security facility installed by AIS), but lack funding. A further problem is the addition of many new users to the system, each of whom needs access restricted in a certain way. On the new Admissions/Prospective Student Services system, an easier means of handling these changes was developed; it should be expanded to other systems. The addition of personal computers on campus that lack access to student data also creates new challenges--how to control access and preserve student privacy while providing staff with data and tools needed in their work.

Computing Costs. While listed last, this is perhaps our paramount concern. Operational costs exceed available resources by large amounts (i.e., a deficit of \$2.5 million is expected by the end of FY89). It is difficult just to run the store, not to mention move in directions to enhance the use of student systems across the University. Too much staff time is spent monitoring costs, trying to reduce expenses, and planning for the future.

A FINAL WORD

FY86, like the years immediately preceding it, was characterized by very effective teamwork between ISS units and the operational units they support. In almost all cases, the work done together is better than that done either by ISS staff or operational staff alone--and that is the way it should be.

APPENDIX A

Recommendations of the Student Experience Task Force Applying to Student Support Services Units

A Two-Year Summary

The units in Student Support Services (SSS) took the recommendations in the 1984 report of the Student Experience Task Force to heart. Many changes have been made, in almost every case without additional resources. One could describe these changes in terms of general recommendations in the report, but the full impact of the SSS response is best made by a summary of progress on specific recommendations.

After conducting client surveys and studies of services provided, we want to take issue with several statements in the report as they apply to SSS units, specifically, page 8:

"[Students] perceive the University to be impersonal, and point to specific problems with long lines, unreasonable turnaround time in making grade changes, and unfriendly personnel....[T]he quality of student services has deteriorated due to recent cutbacks....There is no easy way for them to voice complaints....The perceived unfriendliness of the University is a critical problem."

We recognize that these comments apply equally to student service units in the University outside of SSS. Large classes are impersonal. Lines exist in many areas. However, we respond to these criticisms in part because we are concerned about the quality of our own service.

When queried systematically or provided an opportunity to volunteer comments, students using SSS have not responded negatively. This is not to say we cannot or should not improve our services. The following are recommendations we believe apply to SSS along with the status of any action taken.

I. Quality of Student Services

A. The need to improve the "user friendliness" of the environment

- 1.1 Review all course entry requirements that force students to obtain special paper permits and eliminate as many of these requirements as possible to reduce the number of stops students must make to complete registration.
- 1.6 Examine the hold system: separate the hold system from registration (except for significant financial holds); develop a hotline service; remove prior college holds; allow provisional registration; and centralize the counseling, referral, and removal system for counseling students about holds.

ACTION: These recommendations were reviewed by the Assembly Committee on Student Academic Services. A written request to the deans was sent from Wallace, and the issue was discussed at the deans' meeting. SSS raised the limit for holds to \$25 with a negative reaction from the units placing holds. Discussions about entry requirements were held with departments. The net result has been a negligible reduction in holds/entry requirements.

1.2 Review the need and availability of services and courses for day and CEE students and, where desirable, integrate day and CEE fee and course administration to create an equitable situation and to eliminate student confusion.

1.13 Eliminate the distinction between extension and day school transcripts, and consolidate all course grades onto a single transcript.

ACTION: External design for integrating CEE academic records systems was delivered to AIS in March 1986. The final cost estimate from AIS is due in October 1986. The development of CEE registration system will follow integration of records systems.

1.4 Reduce the delay between notification of admission to students and to admitting colleges.

ACTION: The delay occurs during the pre-fall peak workload between the application deadline and the point when processed materials are delivered to colleges. Staff assistance from the Service Bureau and Records to Admissions was provided during peak periods in 1984/85/86. Long-term relief will come from earlier application deadlines and computer assistance in phases II and III of the Admissions project.

1.5 Establish common hours for all student services offices.

ACTION: SSS offices have established common hours (i.e., open during lunch hours and one evening per week).

1.11 Implement a system for students who plan to go through commencement to find out whether or not they actually passed the courses they needed for graduation.

ACTION: Problems usually occur with late grades from instructors rather than with failing work. Lists of courses with late grades have been sent to deans. Recently, troublesome repeaters were noted.

- 1.12 Allow students who are in the College Work Study Program to register for both summer terms so they will maintain their eligibility for the program.

ACTION: Registration for both summer terms became available for all students as of summer 1985.

- 1.14 Simplify the name change process for students who change their names while they are in school.

ACTION: The name change procedure has been streamlined for day school students by eliminating a stop at Student Relations to complete the name change form. Students pay a \$5 fee at the Bursar for a replacement card and then proceed to the ID Office, complete the form, and receive a new ID card immediately. A CRT was installed in the ID Office to support this process. Students are not required to submit documentation supporting a name change.

- 1.15 Change the current procedure for students' use of services (e.g., libraries and sports facilities) that requires both identification and a paid fee statement to a single identification card that has a sticker on it indicating registration during the current quarter.

ACTION: The committee on student identifier and revised ID system began work in 1985-86. The long-range solution is probably "point-of-sale" technology, a complex and expensive development.

- 1.16 Devise a system of early registration allowing students to register during spring quarter for classes the following fall. New students would register during the two weeks prior to the start of fall classes. An alternate solution would be a mail registration system.

- 4.6 Provide students with a tentative fall schedule well in advance of registration to allow them time for planning while most of the faculty are still available for consultation.

ACTION: These recommendations were implemented spring 1986 for fall. However, new students still begin orientation in August to permit Liberal Arts to staff advising services.

- 1.17 Change the University computer system to allow awards made through the Office of Student Financial Aid (OSFA) to be credited to individual student accounts in Student Accounts Receivable.

ACTION: This complex problem is on the computer development list. Funds will not be available for it in the near future.

1.18 Decentralize registration so all Minneapolis students do not have to register at Fraser Hall.

ACTION: Professional college students do not come to Fraser. The original registration system design called for satellite offices, but personnel and hardware expenses were too great. No resources have been sought for this purpose.

1.21 Reduce the amount of time it takes to mail grade slips, to get official transcripts and diplomas, and to process grade changes.

ACTION: A new transcript system, implemented July 1986, permits on-line issuance of up-to-date official records (two-day service is the standard for requests to be mailed; in-person requests are handled immediately). Grade changes are entered on-line, usually the same day as received.

1.22 Place a notary in Williamson Hall.

ACTION: There are three notaries in SSS offices in Williamson Hall.

1.23 Notify internal transfer students that their transfer applications are in process, just as new advanced standing applicants are notified.

ACTION: Transfer students are notified as soon as action is taken.

1.24 Consider the feasibility of a University-wide evaluation system for evaluating courses from colleges outside the University to determine which courses meet the areas A, B, C, and D liberal education requirements to graduate from the University.

ACTION: This is related to two computer development projects: automated course transfer and graduation analysis. We have studied other large institutions' systems and will proceed with the projects after the CEE records project is complete and when funding is available. We have started a manual pilot project with community college transfers. An all-University listing of liberal education distribution requirements would help greatly with this recommendation.

1.25 Encourage units to have an "open door" philosophy that invites students to come in for information.

ACTION: SSS units have been encouraged to continue to welcome students. The Admissions Office expanded and improved its student contact services.

- 2.1 Develop mechanisms by which students may evaluate service staff. Evaluation cards, along with periodic opinion surveys and suggestion boxes, should be used to furnish information to be used in the continual improvement of student services.

ACTION: A client feedback system was implemented fall quarter 1985. Survey cards were made available and were also collected from all clients at random times. The results were summarized for central administration. In general, students were very positive about service; however, if wait time exceeded five minutes, they were less positive. The survey will be repeated.

- 2.2 Provide attractive, standard identification badges to personnel who have contact with students. Require that these badges be worn during student contact hours.

ACTION: Done.

- 2.3 Emphasize to all University staff that students are our only customers and that, even when they are wrong about a particular University policy, they have the right to be treated with respect.

- 2.6 Sponsor sessions for all University staff in which supervisors make the achievement of high-quality, friendly student service an important objective and emphasize service accountability.

- 2.14 Conduct in-service programs for staff that provide them with the skills needed in dealing with irate and upset students.

- 2.17 Require student relations staff to complete human resources workshops on public contact skills.

ACTION: SSS directors express this attitude. We hold training sessions on interpersonal dynamics, including ways to deal with upset students.

- 2.10 Encourage advising representatives from major college offices to be available at registration sites to answer questions and to make accurate referrals.

ACTION: This was discussed with Registrar's Advisory Committee, and Liberal Arts has made staff available.

- 2.16 Set up an expectation in hiring new staff that emphasizes the importance of warmth and helpfulness in answering students' questions, and remind staff that students are the customers.

ACTION: Supervisors cover this in new employee orientation.

B. The need to improve the University's information systems

- 3.1 Reduce, through central coordination, the quantity of printed materials handed out at orientation. Target publications to specific audiences. Orientation publications should be written and edited to provide new students only with the information they need at the time, such as available services and the location of those services.

ACTION: The Publications Center (PC) in SSS provided extensive editorial services to overhaul the core orientation publications. They are consistent with the recommendation. However, too much information is still distributed during orientation by units outside the Orientation Office. Work will continue on reducing the number of separate pieces by including more information in student handbooks.

- 3.2 Create focused publications for current students, utilizing functional communications concepts.

- 3.3 Increase awareness of centrally produced "briefs" that cover information about colleges, financial aid, housing, minority student concerns, etc. Give these publications greater visibility and availability through financial support.

ACTION: The briefs have been upgraded and scope expanded somewhat. Briefs are available in many student affairs offices, and requests continue to increase. Several other offices, such as the College of Agriculture, University Relations, and the Law School, have also adapted the concept and design for their publications.

- 3.4 Build formal links among information givers such as those who staff information booths, those who give information in colleges, and those who give information at gathering places like the unions.

ACTION: SSS organized and coordinates the Information Network, a forum for sharing information among staff in Twin Cities student contact positions. The group meets monthly September through June.

- 3.6 Create a meaningful information timetable so that students receive helpful information when they need it. For instance, information about career advising is probably less helpful to an incoming freshman than it is to juniors and seniors.

ACTION: More attention is paid to timing for publications. (e.g., Prospective Student Services has worked on a timetable for publications for prospective and new students.)

- 3.7 Establish a student publications network, co-sponsored by University Relations and PC, to share concerns about the quality of materials printed for current and prospective students, and to work for the improvement of those materials.

ACTION: SSS organized a information network group with the membership suggested. It meets several times a quarter. In addition, organizational charts and a directory (the "Yellow Pages") keyed primarily to SSS responsibilities have been prepared and distributed to University offices.

- 3.8 Use the permanent information mentioned in 3.7 as the basis for a student handbook with inserts specific to collegiate units. Fund the handbook centrally to give collegiate units an economic interest in participating in a cooperative project.

ACTION: Undergraduate, graduate student, and parent handbooks have been developed. Funding, which has come from orientation fees and advertisements, may be centralized. PC will continue to make improvements and offer better information to students. The concept of a general handbook with collegiate inserts will continue to be studied. Central funding would provide incentives for coordinated publications.

- 3.9 Limit the number and scope of publications that flow to prospective students from various units of the University by coordinating and editing them centrally.

ACTION: In general, SSS has no authority and can provide no effective incentives to limit publications by other units. However, the College of Liberal Arts and PC jointly produced CLA's newsletter to new students, which is mailed with New Student News.

- 3.10 Change the Minnesota Daily format for the Official Daily Bulletin to larger type and put it in a more noticeable section of the Daily.

- 3.11 Provide more timely and thorough information about University policies and events to the Minnesota Daily.

- 4.23 Print relevant deadlines for students in campus newspaper ads on a weekly basis.

ACTION: As of fall quarter 1986, SSS began buying space in the Daily for weekly announcements of important events related to SSS activities.

- 4.3 Devise better ways of communicating with the entire undergraduate population...overhead terminal announcement system...radio...TV...new telecommunications system....

ACTION: We have begun using more video, especially during orientation and with prospective students. OSFA and the Registration Center have purchased electronic signs that flash current information to students seeking services.

- 4.7 Establish a phone-in course closure information system that has up-to-date information during registration so student advising offices can have ready access to section status.

ACTION: A hotline for advising offices is operating.

- 4.10 Increase telephone access to OSFA.

ACTION: Telephone access was increased markedly beginning in fall 1985. Recorded messages are used. There is a staffing problem, and the long-term solution is to smooth out peak problem times with more effective early aid awards.

- 4.19 Plan the Class Schedule for a multiple-year period, especially those courses required for completion of majors, to facilitate advance planning by students.

ACTION: None. This recommendation needs more study. The Class Schedule doesn't change much from year to year, and alternate year offerings are planned only by departments.

- 4.20 Develop a system of computer terminals that students and visitors can operate to obtain information about admissions requirements, financial aid procedures, office locations, phone numbers, and career advising.

ACTION: None. A good idea, but our computing resources will not permit it.

- 4.21 Establish a phone-in course closure information service for students.

ACTION: None.

- 4.22 Operate a toll-free hotline through which potential students can receive information on education programs, financial aid, and extracurricular opportunities at the University of Minnesota.

ACTION: Prospective Student Services maintains an 800 number to provide such information to prospective students, parents, and counselors.

- 4.24 Conduct annual in-service orientation session to update staff on changes in University policies and procedures that affect students served by the office.

ACTION: The SSS newsletter (The RECORD) provides information across all SSS areas and is read by staff within and outside SSS. The Class Schedule highlights significant changes each quarter. Staff retreats, held annually in most units, offer an opportunity for sharing this information. Records and OSFA offer periodic workshops to college staff on policies and procedures. OSFA has had success with pre-fall workshops for University personnel and has supplemented them with DDD mailings.

- 4.25 Obtain funds to allow all campus and college offices to be open one night a week to accommodate needs of regular and extension students.

ACTION: All SSS offices having contact with students are open Monday evenings until 6:30 p.m.; in addition, Admissions and Prospective Student Services is open Saturday mornings during most of the academic year. (Funds were reallocated internally to do this.)

NOTE: The suggestions under Recommendation 5 relate to better communication with high schools about programs for high-ability students. Academic Affairs is providing leadership in this area; programming/operational funds have not been allocated to SSS for these activities.

- 6.1 Reestablish on each campus formal liaison groups with the community colleges.

ACTION: The Prospective Student Advisory Committee on the Twin Cities campus cooperates in activities (e.g., counselor conferences, visits) relating to community colleges.

- 6.3 Cooperate with the transfer articulation activities in the state of Minnesota among the Higher Education Coordinating Board (HECB) and the four higher education systems.

ACTION: SSS management team members have served on various HECB committees concerned with transfer activities and have provided support (i.e., ideas, data, and recommendations) to others in Academic Affairs who are involved with statewide transfer discussions.

- 7.1 Improve environment in Fraser Hall by providing air conditioning and additional student lounge space.

ACTION: OSFA reallocated funds for use with Physical Plant to complete plans for air-conditioning SSS space in Fraser and to air-condition two offices. Appeals have been made for central support for air conditioning. However, the East Bank Plan calls for SSS to move out of Fraser, so no central funds have been allocated for improvements over the next seven to ten years. No additional operational or direct student aid resources can be reallocated for this purpose.

- 7.2 Assign additional day custodians to remove the garbage and clean Williamson and Fraser Halls, especially in bathrooms. These buildings should receive the highest snow removal priority. They are used by the entire student body and deserve better maintenance.

ACTION: We have sought additional help, but Plant Services has limited resources. Some help has been promised, but we have no details. SSS staff clean their own areas during a "clean-up week" held each fall. OSFA makes periodic self-inspections of its space.

- 9.4 Request a legislative appropriation in order to begin renovating poorly maintained classrooms to make them more conducive to learning.

ACTION: A request to renovate 21 classrooms, which seat 100 or more students and are heavily scheduled with undergraduate classes, was approved.

- 9.7 Consider the implications of redistributing course offerings over a wider range of hours during the day and evening, so that, at any given time, a wider variety of types of spaces will be available for scheduling.

ACTION: None. Departments prefer to schedule classes from 10 a.m. to 2 p.m. We enforce some policies that require distribution of multiple sections to mornings and afternoons.

II. Quality of Teaching and Learning

A. The need to examine the current level of student preparation for lower division and upper division

10.1 Allow student and faculty input in decision-making on issues concerning the admission of high-ability students. These include: ...target group...measures defining...geographic scope...special services...resources....

ACTION: The Collins Task Force did this. SSS staff provided ideas, recommendations, data, and reactions during the process.

10.2 Establish an Office of Pre-Collegiate Programs that would connect University programs with Minnesota high schools. This office would ensure that the University's admissions materials, as well as information on educational programs, are made available to high school counselors and parents.

11.3 Convey clearly to Minnesota high schools information about: ...admissions requirements...expectations...remedial education.

12.1 Publicize, through the Office of Prospective Student Services, the institution's advanced placement policies and the tests for credit available to entering students.

13.4 Initiate campus-specific efforts to ensure that information about the University is being presented in community colleges. Such information should stress the potential reciprocal benefits of cooperation with the University.

ACTION: The Prospective Student Services unit (in cooperation with PC) provides information to community colleges. In addition to hosting an annual conference for community college counselors, the unit mails counselors a newsletter (Counselors' Quarterly) four times a year to keep them informed about significant happenings and changes in requirements. Staff also visit with counselors and students at each community college at least once each year. As the Admissions Office develops course transfer equivalencies for community college courses, the office will continue to stress the reciprocal benefits of cooperation.

The Admissions and Prospective Student Services unit also hosts high school counselor conferences, publishes the Counselors' Handbook, produces an Advanced Placement brochure, hosts Advanced Placement conferences, and covers college fairs in Minnesota and Wisconsin.

The Prospective Student Services unit has a clear agenda to pursue if funds are ever made available.

- 18.2 Prepare and distribute to students a detailed description of their registration "options" along with procedures to follow when a course they need is closed.

ACTION: None.

- 18.4 Work toward developing a Class Schedule that lists course specific offerings on a yearly basis, instead of on the current quarterly basis.

ACTION: A preliminary winter/spring schedule that lists specific courses but not days or rooms is published for use during fall registration.

- 18.5 Study the frequency and usefulness of the "special course entry permits" necessary for registration in particular classes and prevalent in some departments and colleges.

ACTION: The issue was brought to the attention of undergraduate deans through Academic Affairs action. It was also reviewed by the Assembly Committee Advisory to SSS. Authority rests with academic departments. Very little progress has been made in reducing entry requirements.

- 18.6 Encourage the further development of computerized registration to allow students to register for three quarters instead of one.

ACTION: This is still being planned but is a very low priority for future SSS computer developments.

- 18.7 Improve the computerized registration system so students are automatically placed on waiting lists for closed courses and sections. (Within the current system, students must physically travel to the department involved.)

ACTION: This item is on the list of future SSS computer developments. Some work toward this end has been completed already, but lack of funding prevents additional progress.

- 18.8 Work for speedy inclusion of CEE courses in the day school registration process so those students who wish to register for both do not have to go through the registration process twice.

ACTION: The first important step is to integrate CEE and day school academic records (post-registration). SSS provided leadership to the task force that designed the system. A March 1986 report is awaiting a cost estimate for computer development due from AIS in October 1986.

18.10 Survey departments to identify course access problems for non-majors and improve access in these areas.

ACTION: We are not sure who will do this, but SSS is ready to help.

18.11 Study the current course scheduling process to see if courses should be more evenly distributed throughout the day.

ACTION: None.

22.4 Provide a mechanism and space so individual students can reserve a room on the Minneapolis campus for informal discussion with other students.

ACTION: Coffman Union rooms are available, and students working through academic departments can also schedule rooms through the Scheduling Office.

23.7 Convey to faculty members the importance of notifying Room Scheduling about teaching method, as well as class size, during the process of room assignment.

ACTION: This is normally done by departments.

23.9 Revise the current financial aid system to allow students to use financial aid for study abroad. Earmark additional funding for study-abroad scholarships and aid. Develop a financial aid system to encourage active learning opportunities such as study abroad, field learning, and internships.

ACTION: Students are advised of some funds they can use for study abroad. This recommendation raises priority and resource questions for central administration.

25.4 Encourage colleges to publish dean's lists, hold honors convocations, and sponsor other activities for highly motivated students.

ACTION: SSS recommended changing the list of public information categories to include honors and awards. The regents approved making publication of this information possible. In addition, special publications for high-ability students have been prepared.

25.7 Help students learn financial planning skills and relate this knowledge more closely to available financial aid options.

ACTION: OSFA has cooperated with University Counseling Services to begin making financial planning software on microprocessors available to students. It is also reviewing other means to make this service available.

26.1 Document the actual frequency of larger classes on the Twin Cities campus and communicate to students the numbers of larger classes they can expect to encounter in various programs and on various levels.

28.1 Work with University Relations and the Office of Admissions and Prospective Student Services, in conjunction with the Committee on the Teaching of Large Classes, to effect a plan to communicate this information to the public (e.g., prospective students and their parents, high school counselors, alumni, legislators, and current students, faculty, and staff).

ACTION: Information on class sizes was assembled and presented to the Lower Division Task Force. It is worked into the text in prospective student publications.

27.8 Improve the physical aspects (e.g., lighting, acoustics, audio-visual capabilities) of rooms used for large lecture classes.

ACTION: Registration, Student Records, and Scheduling studied classroom improvement needs and recommended modifications. Some funding was made available by Academic Affairs for this purpose.

28.2 Emphasize in publications and publicity the quality of the faculty who teach many of the larger courses, the ways these courses are made more personal and more attentive to individual students, and the degree and extent of student satisfaction with these courses.

ACTION: University bulletins have been changed to include listings of collegiate faculties. Articles in newsletters and information in other publications stress the excellence of University education and the personal approach, even in large classes. The idea of "community" has been promoted in stories in prospective student publications and the orientation video.

30.2 Provide faculty with a course profile model that obtains information about students.

ACTION: The registrar and University Counseling Services pioneered this years ago and would like to return to the experiment when resources permit.

30.8 Provide a class roster including names, addresses, and phone numbers to faculty and, when appropriate, to students in the class.

ACTION: Class lists are provided to faculty or departments overnight on a demand basis.

31.9 Create more opportunities for undergraduates to work for pay on faculty projects through work-study (e.g., create a substantial number of undergraduate research assistantships for which faculty and students compete).

ACTION: OSFA cooperated in developing the Undergraduate Research Opportunities Program.

APPENDIX B

Annual Student Expense Budgets for Full-Time Undergraduates
University of Minnesota, Twin Cities

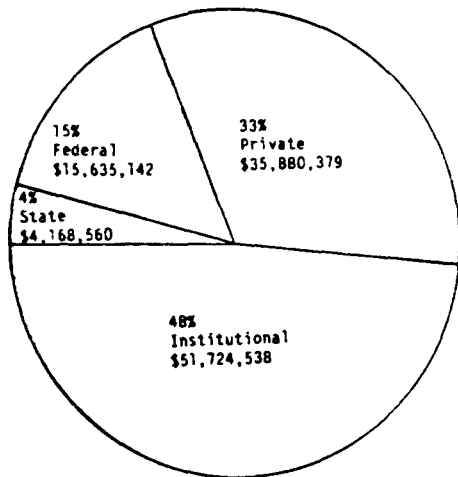
This table shows the expenses an undergraduate, resident, non-commuter can reasonably expect to incur while attending the University of Minnesota, Twin Cities, for a nine-month academic year. The total cost represents one budget used by the Office of Student Financial Aid to determine aid eligibility.

	<u>80-81</u>	<u>81-82</u>	<u>82-83</u>	<u>83-84</u>	<u>84-85</u>	<u>85-86</u>
Tuition/Fees	1135	1245	1515	1680	1830	1905
Books	225	250	270	450	450	375
Room/Board	2030	2245	2575	3060	3060	3465
Misc/Personal	<u>1020</u>	<u>1120</u>	<u>1340</u>	<u>1470</u>	<u>1620</u>	<u>1620</u>
TOTAL COST	4410	4860	5700	6660	6960	7365

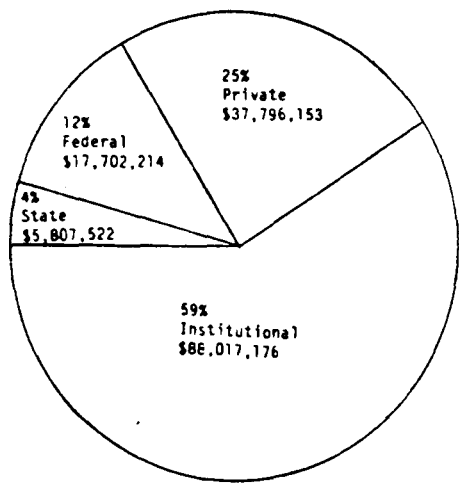
The following pie charts compare 1980-81 data with 1985-86 data by financial aid source and type. The charts display the Twin Cities campus data only.

**Financial Aid Available By Funding Source
At The University of Minnesota - Twin Cities**

1980-81

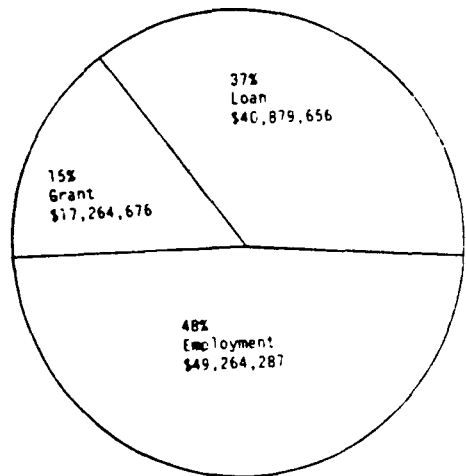


1985-86

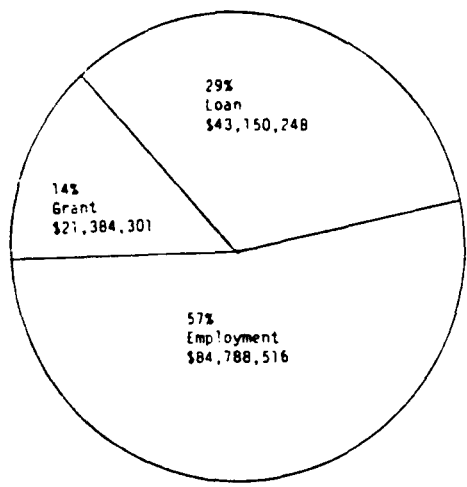


**Financial Aid Available by Type
At The University of Minnesota - Twin Cities**

1980-81



1985-86



- | <u>State</u> | <u>Federal</u> | <u>Private</u> | <u>Institutional</u> |
|--------------------------|----------------------------------|----------------------------|-----------------------|
| MN State Grant | Educational Opportunity Grant | Non-University Scholarship | University Employment |
| MN State Part Time Grant | Pell Grant | Guaranteed Student Loan | University Loan |
| MN College Work Study | National Direct Student Loan | PLUS/ALAS | University Grant |
| | Nursing Loan and Scholarship | SELF | Athletic Scholarship |
| | Exceptional Financial Need Schl | | |
| | Health Profession Loan | | |
| | Health Education Assistance Loan | | |
| | College Work Study | | |

History of Financial Aid by Fund at the University of Minnesota
1980-81 through 1985-86

Twin Cities Campus

	1980-81		1981-82		1982-83		1983-84		1984-85		1985-86	
	\$	HC	\$	HC	\$	HC	\$	HC	\$	HC	\$	HC
GRANTS												
SEOG	1,389,198	2,703	1,751,805	3,590	1,557,615	2,195	1,659,363	1,949	1,235,197	992	1,480,273	1,577
Nursing	45,910	64	3,495	6	0	0	0	0	0	0	0	0
Pell	7,495,825	8,187	7,586,296	8,144	7,704,042	7,067	8,725,419	7,454	9,187,844	7,661	10,159,347	7,366
MN State	3,397,587	5,548	3,476,637	6,303	2,875,038	5,250	4,635,331	5,766	3,947,105	5,286	4,038,464	5,625
MN State Part-Time Grant	104,627	408	126,766	300	143,335	347	125,558	271	126,970	241	364,538	814
University Scholarship	3,939,796	6,239	3,853,019	5,914	3,826,100	4,691	2,446,958	3,366	2,610,947	3,577	2,941,072	3,225
Non-University Schl	891,733	1,110	732,613	789	631,632	705	706,570	725	880,988	838	843,257	774
Athletic Scholarship	*	*	*	*	*	*	*	*	1,366,240	*	1,477,488	317
Excep Financial Need Schl	*	*	*	*	25,520	2	64,471	5	53,585	4	79,862	6
LOANS												
HPL - Dental	513,500	207	351,442	151	457,273	141	476,641	123	432,332	115	327,839	115
HPL - Medicine	460,488	218	619,750	219	464,077	128	441,062	137	421,310	118	401,902	91
HPL - Pharmacy	208,135	96	151,713	64	142,485	44	203,301	66	255,075	69	163,204	61
HPL - Vet Med	247,570	60	171,243	70	179,236	76	167,323	50	219,194	82	154,794	65
MDSL	3,067,334	3,956	3,244,829	3,672	2,886,493	4,028	3,187,772	3,158	2,833,108	3,642	2,659,821	3,348
Nursing	59,300	74	48,520	62	48,178	71	40,112	26	33,206	46	48,243	42
University Loan	1,307,798	1,417	1,738,708	1,889	1,550,763	1,397	820,084	807	1,104,367	1,465	1,614,723	1,853
HEAL	26,885	7	0	0	130,348	27	385,057	62	488,446	81	826,826	141
GSL	34,988,646	13,977	31,733,385	11,245	31,801,014	12,383	34,539,775	13,241	35,216,261	14,590	33,528,537	13,961
PLUS	*	*	*	*	*	*	*	*	681,121	*	469,466	234
ALAS	*	*	*	*	*	*	*	*	1,394,736	*	2,088,096	845
SELF	*	*	*	*	*	*	*	*	*	*	866,797	311
EMPLOYMENT												
College Work-Study	2,120,997	2,401	1,930,476	2,669	2,188,415	2,595	2,005,089	900	1,854,159	791	1,400,103	574
MN Work-Study	666,346	**	1,253,080	**	1,120,000	**	1,324,335	597	1,205,476	589	1,404,520	616
University Employment	46,476,944	15,872	58,513,274	15,611	68,705,021	17,170	69,458,331	14,567	70,720,140	14,498	81,983,893	14,519
TOTAL	\$107,408,619	62,544	\$117,287,051	60,698	\$126,436,585	58,317	\$131,412,552	53,270	\$136,267,807	54,685	\$149,323,065	56,480

HC - Head Count

* - Data not available

** - Included in College Work Study Head Count

History of Financial Aid by Fund at the University of Minnesota
1980-81 through 1985-86

Coordinate Campuses

	1980-81	1981-82	1982-83	1983-84**	1984-85	1985-86
	\$	\$	\$	\$	\$	\$
GRANTS						
SEOG	590,567	580,679	574,663	324,875	741,199	719,684
Pell	3,428,762	3,202,664	3,476,532	3,092,638	4,475,185	5,062,444
MN State/MN State PT Grant	2,643,971	1,694,174	1,629,427	2,153,343	2,353,018	3,187,981
LOANS						
Health Professions Loans	27,332	21,462	16,374	*	13,000	12,000
NDSL	1,577,629	1,105,662	1,397,578	1,263,648	1,411,021	1,561,939
University Loan	*	*	29,071	31,088	46,197	37,599
HEAL	*	*	*	*	26,200	20,104
PLUS/ALAS	*	*	*	*	371,253	300,046
GSL	8,317,792	7,788,412	7,849,127	6,561,106	6,838,892	10,212,017
SELF	*	*	*	*	*	118,867
EMPLOYMENT						
College Work-Study	1,147,373	967,260	1,006,843	701,599	1,328,966	1,164,204
MN Work-Study	118,337	*	259,196	269,775	*	336,361
University Employment	*	*	3,196,120	5,026,867	3,148,908	2,647,796 ***
TOTAL	\$17,851,763	\$15,360,313	\$19,434,931	\$19,424,939	\$20,753,839	\$25,381,042

* data not available

** data from UM-Morris not available

*** data from UM-Waseca not available

APPENDIX C

University of Minnesota
Student Support Services

Official Registration Statistics
Fall Second Week Figures

Table I
Recent Enrollment by Campus and Unit

Campus/Unit	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	% Change
Crookston	992	1036	1083	1109	1179	1161	1149	1143	1145	1137	1213	6.68%
Duluth												
Bus/Econ	808	1051	1078	1231	1419	1426	1530	1449	1418	1497	1543	3.07%
Educ-Dul	1039	1024	962	811	996	1023	1032	1022	1034	1131	1276	12.82%
Fine Arts	348	331	269	302	344	357	370	295	287	286	307	7.34%
Grad Sch	241	258	234	225	250	243	247	250	217	216	182	-15.74%
Ltrs/Sci	3945	3862	4054	4040	4177	4273	4357	4329	4310	4239	3878	-8.52%
Med-Dul	93	108	118	97	96	97	95	97	100	97	92	-5.15%
Soc Dev	87	110	94	125	111	105	103	88	95	53	23	-56.60%
Ed/Hum Serv												
Lib Arts-Dul												
Sci/Eng												
CEE-Only												
Subtotal Dul	6561	6744	6809	6831	7393	7524	7734	7530	7461	7519	7301	-2.90%
Morris												
CEE-Only												
Sub't Morris	1569	1561	1433	1450	1624	1690	1583	1603	1665	1682	1774	5.47%
Twin Cities												
Agricul	1930	1881	1785	1676	1661	1678	1537	1293	1195	1075	932	-13.30%
Bio Sci	535	533	476	460	439	437	421	415	404	368	332	-9.78%
Dent Hyg	346	356	333	270	216	131	105	71	48	49	49	0.00%
Dentistry	582	572	576	584	592	580	547	526	480	438	421	-3.88%
Educ-TC	2764	2606	2275	2213	2046	1950	2042	2240	2405	2311	2353	1.82%
Forestry	548	456	440	355	337	311	316	399	354	308	314	1.95%
Gen College	3018	2818	2718	2937	3348	3416	3428	3351	3289	3250	2988	-8.06%
Grad Sch	7294	7060	7048	7242	7482	7576	7740	7620	7465	7666	7972	3.99%
Home Ec	1375	1350	1450	1410	1387	1383	1352	1362	1345	1347	1320	-2.00%
Law Sch	708	732	720	690	728	712	720	715	730	765	780	1.96%
Lib Arts	17220	16627	16836	17101	17879	17983	17545	17147	15951	16133	16829	4.31%
Management	1539	1454	1466	1518	1534	1462	1577	1536	1477	1571	1536	-2.23%
Med School	1709	1827	1892	1934	1976	1949	2020	2019	2015	1949	1934	-0.77%
Med Tech	129	126	133	146	111	79	64	60	62	57	53	-7.02%
Mort Sci	91	82	65	52	77	73	71	87	79	64	64	0.00%
Sch of Nurs	440	452	515	523	546	485	468	411	386	346	332	-4.05%
Occ Ther	70	73	80	79	77	74	75	65	69	70	69	-1.43%
Coll Pharm	403	386	376	388	367	308	291	282	303	304	321	5.59%
Phys Ther	61	60	58	60	61	59	61	61	58	59	63	6.78%
Pub Hlth	337	331	362	356	388	336	257	261	281	276	257	-6.88%
Inst Tech	4122	4452	4702	5250	5652	5969	6280	6088	5806	5748	5668	-1.39%
Univ Coll	233	203	203	226	164	163	156	128	144	126	125	-0.79%
Vet Med	299	306	319	318	318	313	310	308	313	310	294	-5.16%
CEE-Only												
Sub't Hlth Sc	4467	4571	4709	4710	4729	4387	4269	4151	4094	3922	3857	-1.66%
Sub't Twin C	45753	44743	44828	45788	47386	47427	47383	46445	44659	44590	45006	0.93%
Waseca	851	958	1050	1111	1123	1101	1113	1110	1120	1148	1149	0.09%
Total Univ	55726	55042	55203	56289	58705	58903	58962	57831	56050	56076	56443	0.65%

Percentage change is calculated for most recent two years.
Duluth figures still report old college structure.

Table II
Diploma Granted History

Campus/Unit	1974	1976	1978	1979	1980	1981	1982	1983	1984	1985	1986	% Change
Crookston	165	149	199	195	211	227	259	236	264	200	205	2.50%
Duluth												
Bus/Econ			122	166	194	205	267	224	231	283	213	-24.73%
Educ-Dul			210	290	272	238	252	273	239	307		-100.00%
Fine Arts			27	35	54	33	25	47	41	38	40	5.26%
Grad Sch	92	114	117	102	83	77	82	98	81	104	78	-25.00%
Ltrs/Sci			410	315	506	363	400	498	426	465		-100.00%
Soc Dev			19	13	31	28	21	32	19	20		-100.00%
Ed/Hum Serv											307	
Lib Arts-Dul											435	
Sci/Eng											130	
Subtotal Dul	962	802	905	921	1140	944	1047	1172	1037	1217	1203	-1.15%
Morris	291	219	224	228	197	205	205	244	244	256	230	-10.16%
Twin Cities												
Agricul	229	260	288	401	379	359	289	316	333	282	225	-20.21%
Bio Sci	193	204	198	161	230	177	170	151	152	189	135	-28.57%
Dent Hyg		17	17	28	18	15	17	9	5	0	0	
Dentistry	241	184	306	345	342	278	234	204	183	177	176	-0.56%
Educ-TC	900	689	632	811	675	694	726	657	616	694	688	-0.86%
Forestry	127	154	125	95	89	81	88	65	76	91	74	-18.68%
Gen College	291	291	284	213	246	325	304	246	358	282	234	-17.02%
Grad Sch	1763	1914	2228	1770	1723	1849	1904	1899	2004	1953	2011	2.97%
Home Ec	259	223	208	203	246	309	260	259	277	273	210	-23.08%
Law Sch	218	208	136	243	192	146	405	226	201	229	197	-13.97%
Lib Arts	2593	2168	2026	1928	1787	1928	1984	2107	2005	2073	1925	-7.14%
Management	620	757	752	770	750	818	862	762	705	616	641	4.06%
Med School	271	254	290	296	251	314	266	277	265	267	300	12.36%
Med (Nurs Anes)			8	12	6	4	4	2	9	5	12	140.00%
Med Tech	65	52	52	53	39	49	34	23	26	31	23	-25.81%
Mort Sci	39	37	46	50	31	24	48	37	44	49	55	12.24%
Sch of Nurs	104	131	136	139	133	167	149	166	132	129	97	-24.81%
Occ Ther	12	30	29	30	26	32	30	29	29	28	27	-3.57%
Coll Pharm	110	145	126	137	129	118	133	111	89	96	122	27.08%
Phys Ther	28	30	30	29	28	29	29	32	30	28	32	14.29%
Pub Hlth	87	124	142	137	175	120	180	173	145	182	167	-8.24%
Inst Tech	762	683	820	916	944	1049	1035	1112	1221	1195	1029	-13.89%
Univ Coll	120	151	160	190	200	220	202	239	182	189	185	-2.12%
Vet Med	107	116	77	129	118	107	115	113	123	111	89	-19.82%
Sub't Hlth Sc	823	919	936	1012	936	964	988	963	892	926	924	-0.22%
Sub't Twin C	9139	8822	9116	9086	8757	9212	9468	9215	9210	9169	8654	-5.62%
Waseca	88	163	228	211	265	263	223	227	201	225	172	-23.56%
Total Univ	10645	10155	10672	10641	10570	10851	11202	11094	10956	11067	10464	-5.45%

Figures in each column are for the academic year ending with spring of the year shown

% Change for most recent two years

Large Law change due to change from quarters to semesters

Table III
Average Student Credit Hours

Campus/Unit	1971	1973	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Crookston	14.8	16.6	14.4	14.7	13.4	13.5	14.2	13.9	13.3	13.8	13.3	9.9	9.3
Duluth	14.2	13.8	14.0	13.7	13.6	13.7	13.5	13.1	12.6	12.6	15.4	12.4	12.2
CEE-Only													
Ave Duluth	14.2	13.8	14.0	13.7	13.6	13.7	13.5	13.1	12.6	12.6	15.4	12.4	12.2
Morris	15.9	16.3	15.2	15.8	15.7	15.4	15.7	15.7	15.7	15.4	16.5	15.2	14.9
CEE-Only													
Ave Morris	15.9	16.3	15.2	15.8	15.7	15.4	15.7	15.7	15.7	15.4	16.5	15.2	14.9
Twin Cities													
Agricul	16.4	15.0	14.2	14.3	14.3	14.1	13.8	13.8	13.8	13.3	13.3	13.2	12.9
Bio Sci	14.0	13.5	12.5	12.2	12.7	12.4	12.0	11.8	11.7	11.9	11.8	11.4	11.1
Dent Hyg	16.5	14.7	13.9	13.6	14.0	15.0	15.7	14.5	16.2	17.5	16.1	16.9	15.6
Dentistry	17.6	18.9	23.0	24.8	21.1	21.4	21.6	23.4	23.0	22.6	22.1	21.7	21.6
Educ-TC	13.2	12.1	10.2	10.1	9.9	9.2	9.5	10.2	9.1	9.0	8.9	9.1	8.9
Forestry	14.9	15.4	14.7	14.5	14.5	14.5	14.1	14.3	14.2	13.9	14.4	13.6	13.2
Gen College	13.9	13.2	12.9	13.0	13.0	12.9	13.0	12.9	12.6	12.4	12.4	12.4	12.1
Grad Sch	7.0	7.2	7.4	6.9	6.7	6.6	6.5	6.3	6.1	5.8	6.6	7.0	7.5
Home Ec	13.2	13.8	13.1	13.2	13.2	13.2	12.4	12.4	12.0	11.7	11.6	11.3	11.0
Law Sch	16.2	16.0	15.0	15.0	14.6	14.3	14.5	15.4	15.5	15.3	15.1	15.3	15.2
Lib Arts	14.4	13.7	12.9	13.1	12.9	12.8	12.6	12.7	12.7	12.4	12.2	12.0	12.0
Management	14.2	14.1	13.5	13.6	13.3	13.3	13.3	13.1	13.2	12.7	12.6	12.3	12.0
Med School	18.7	16.3	17.0	17.3	17.8	16.8	17.0	16.5	15.8	17.0	17.0	16.6	16.1
Med Tech	13.1	13.8	13.1	14.2	13.3	11.9	12.9	13.4	13.7	13.6	12.4	12.5	12.8
Mort Sci	17.5	15.6	15.2	15.6	15.6	15.7	15.9	15.6	15.8	15.2	16.5	15.8	16.7
Sch of Nurs	14.8	14.4	13.3	13.7	12.5	12.1	12.4	13.1	13.1	12.2	13.0	12.9	12.5
Occ Ther	13.9	15.5	15.8	16.2	15.9	15.4	15.5	15.5	15.6	16.2	15.6	16.1	16.1
Coll Pharm	15.3	14.8	14.2	13.8	13.6	13.4	13.6	14.8	15.4	14.9	13.0	14.9	14.0
Phys Ther	15.3	15.8	17.2	17.8	17.9	16.7	17.0	16.9	17.0	16.8	17.0	16.5	16.8
Pub Hlth	10.9	13.4	10.5	12.4	11.5	12.3	11.5	11.2	10.3	10.5	9.9	9.6	9.3
Inst Tech	14.5	13.9	13.8	13.8	13.8	13.5	13.5	13.3	13.3	12.9	12.8	12.6	12.5
Univ Coll	12.5	12.6	11.5	11.8	11.3	11.7	11.0	10.6	9.5	9.4	9.2	8.3	8.6
Vet Med	19.8	21.2	20.6	21.2	21.3	20.8	20.9	20.2	20.6	21.6	20.6	22.3	22.4
CEE-Only													
Waseca	15.5	15.3	13.6	13.2	13.4	13.2	12.1	11.6	10.9	10.9	10.1	10.8	10.7
Total Univ	13.4	13.1	12.7	12.8	12.6	12.5	12.4	12.3	12.1	11.9	11.9	11.7	11.6