

April 1992

The Activities, Interests, and Characteristics of Students

AT THE UNIVERSITY OF MINNESOTA

RESULTS FROM THE 1991 STUDENT INTEREST SURVEY
WITH TREND ANALYSES FROM INTEREST SURVEYS
CONDUCTED IN 1976, 1981, AND 1986

^D
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Acknowledgements

When we embarked on the project to conduct the 1991 Student Interest Survey, a group was convened to review previous interest surveys and contribute ideas for improvements. A number of the members of this group not only contributed ideas for survey questions but also participated in the analysis of specific sections of the data and authored corresponding portions of this report. They include:

- Roger Harrold, primary author and director of all five student interest surveys dating back to the initial survey conducted in 1971. Roger is currently Director of Research for the Office of the Vice President for Student Affairs.
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- June Nobbe, contributing author for a section of the report which focuses on the general leisure interests of students. June is currently Director of Student Activities.
- Richard Melton, contributing author of a section on Coffman Union, West Bank Union, and the St. Paul Student Center, as well as the section of the Twin Cities campus as a community. Richard is currently Program Coordinator of the Minneapolis Union, the department resulting from the merger of Coffman Union and West Bank Union.
- Ronald Krumm, contributing author of the section on the unions described above. Ron was formerly Director of West Bank Union.
- Eric Scouten, contributing author to the sections on student time dimensions and attitudes regarding the Twin Cities campus, and responsible for statistical analysis, editing, and report design and layout. Eric is Research Assistant to the Director of Research, Office of the Vice President for Student Affairs.

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How to use this report

As much as we find this report interesting throughout (if we didn't, who would?), few will read the report from cover to cover. Many will have only the time and interest to get an overview of the major findings; if so, we suggest catching the executive summary. For those with more time and interest, we would suggest the executive summary first, then browsing through the table of contents marking topics of interest to you. By picking and choosing, you can read the report without bogging down on topics of lesser interest.

For those with a professional or personal interest in leisure interests and activities, the whole section on leisure interests should be interesting. Others at the University of Minnesota and elsewhere work with students on a daily basis in extracurricular activities and programming. These people should find sections of the report dealing with participation in campus activities and programs useful to their understanding of student clientele.

We would hope that, over time, each of you can find the time to read the entire report, for in addition to reporting on today's generation of students, it represents trends among four generations of students from 1976 to 1991.

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Preface

This report is about the activities, interests, and characteristics of students at the University of Minnesota in 1991. It is also the latest in a series of interest studies conducted by the primary author every five years since 1971 that has resulted in 20 years of comparative data. The occasion of this report offered an opportunity to reminisce with colleagues about the changes that have occurred since that beginning.

State-of-the-art in 1971 in technologies and processes for conducting surveys on campus was primitive compared to today's standards. The 1971 survey was printed by using a first-generation IBM typewriter to cut a stencil on a mimeograph master, using correction fluid to cover mistakes, and mounting the master on the drum of a mimeograph machine. Getting quality results was an art achieved only by the most skilled departmental secretaries. Mimeographed copies were hand collated and stapled in the office.

Obtaining a representative survey sample through the administrative computer center was not a given. The initial attempt to conduct the 1971 survey during winter quarter was aborted after reaching a 57 percent return when it was discovered that the sample was drawn entirely from the oldest 10 percent of all undergraduates.

Data processing and data analysis in 1971 were archaic by today's standards. Data were entered onto punch cards. It was not uncommon for the card reading machine to chew up a card and throw the data off. Standardized statistical programs were just coming on line, particularly the Statistical Package for the Social Sciences (SPSS). The SPSS programs had to be punched onto cards and submitted at a batch entry point with turnaround for data results often taking two or more hours. And upon a quick review of the output for error messages, one would often discover that a mistake in programming had been made, requiring correction, resubmission, and another two-hour wait.

By 1991, everything had changed. A camera-ready copy of the optical-scan survey was produced on a Macintosh IIsx computer by our research assistant using software packages such as Microsoft Word, Adobe Illustrator, and QuarkXPress, and a laser printer. Completed surveys were scanned at the University's Office of Measurement Services creating a disk file which was loaded onto the VAX mainframe which could be accessed from our office via a Telnet connection yielding data results in a matter of seconds.

The 20-year period also witnessed changes in the nature of the data collected in the interest surveys. The 1971 survey was a collaborative effort primarily of three persons at the University: Benjamin Lowe, a sport sociologist; Greg Gordon, the Sports Editor of the Minnesota Daily; and Roger Harrold of the Student Activities Center. In addition to a general leisure interest inventory and demographic items, the survey included questions on various aspects of sports, including intercollegiate athletics. An irate vice president at the University at that time claimed that the resulting report of the data regarding Intercollegiate Athletics led to the firing of football coach, Murray Warmath.

With subsequent interest surveys, areas of inquiry and individual items changed to reflect changes among students and in society over time—changes in the nature of social relationships, of electronically-based leisure innovations, etc. For example, certain leisure activities measured in the 1991 survey were non-existent at the time of previous surveys. Conversely, some of the social experiences monitored in earlier surveys would be unfamiliar to today's students. Aside from some changes, however, the degree to which students engage in a number of leisure activities has remained remarkably stable over time

Other changes resulted from the nature of informational needs of those departments collaborating in the sponsorship of the interest surveys.

Finally, with all of the electronic enhancements mentioned earlier, quality production of this report with its bar charts, figures, and layout would not have been possible for earlier studies. The computer enhancements now available—in the hands of those with computer skills—have made the comparative analysis of data from different interest surveys and preparation of this report a reality. And by our research assistant who was only four years old when this series of studies commenced in 1971.

Roger Harrold
Survey Director

Executive summary

■ Population characteristics

- By generally accepted definitions of "commuter," i.e., those not living on campus, 88 percent of all University students are commuters. By self-perception, i.e., "Do you consider yourself to be a commuter student?", only 57 percent see themselves as commuters. If the latter is more useful in a behavioral context, then the University has reason to be more optimistic about the potential involvement of students in the life of the University.
- Residence patterns of undergraduates change dramatically from the freshmen to senior year. Over half of all traditionally-aged freshmen live in University residence halls. This drops off sharply as only nine to twelve percent live in residence halls past their second year. Conversely, the percentage of undergraduates living in apartments steadily increases from the freshmen through senior year.
- The car is still the primary mode of transportation used by students in getting to and from campus. Over the past 15 years, since the energy crisis in the mid-seventies, little success has been achieved in modifying transportation habits of students. Car pooling dropped from 17 percent in 1976 shortly after the energy crisis to five percent today. Thirty percent either live on campus or walk to get to campus.
- Half of all students leave campus after their classes are over. The other half either remain on campus (33 percent) or return to their residence on or near campus (17 percent). In an other context, one-fourth of all students go to a job after classes are over and half return to their residence.
- The proportion of students working increased from 70 percent in 1976 to 79 percent in 1986 and remained at that level in 1991. The highest number work solely off campus (43 percent), while 29 percent work solely on campus and seven percent work both on and off campus.
- As a behavioral measure of financial well-being, students were asked, "To what extent is money a factor in your participation in leisure events or activities?" The findings suggest that since 1976 students have had steadily decreasing financial resources to do things they want.
- Using a modified version of the Clark and Trow Subculture Typology, students were asked to identify which one of four statements best described what they wanted out of their University experience. (Subcultures defined on page 15 of this report.) The subculture types reflected in the statements are: academic, collegiate, vocational, and non-conformist.

The largest number (37 percent) identified with the vocational subculture, but this percentage is down from a high of 46 percent in 1976. Next highest at 26 percent was the collegiate subculture, up from 16 percent in 1976. The percentage of students identifying with the statement describing the academic subculture was 21 percent, and has remained at that level since

1981 when it dropped precipitously from 34 percent in 1976. The percentage of students identifying with the non-conformist subculture has fluctuated considerably over the past 15 years, but showed an overall increase from 7 percent in 1976 to 19 percent in 1991.

■ Leisure interests of students

- Readership of newspapers by students is high, followed by readership of books. Women tend to read books more than men, whereas men tend to read newspapers and weekly news magazines more than women. These differences have been consistent in all interest surveys.
- The most common form of engagement with music among students and one of the most common forms of leisure activity is listening to music on the radio and listening to recorded music. Three-fourths of all students frequently listen to music in this manner. Listening to recorded music has increased significantly over the past 15 years, likely due to major electronic innovations. Conversely, involvement with music as a participant—singing or playing an instrument—has declined somewhat during this period.
- In the realm of physical activity, one of the most common was use of sports and health clubs, a relatively new phenomenon that wasn't measured prior to the 1991 survey.
- The most common form of sports spectating by students was watching sports on television, followed by attending professional sports events, then University men's intercollegiate athletics events.
- Participation in volunteer work increased substantially in the past decade—from 31 percent in 1981 to 47 percent in 1991.
- Two-thirds of all students frequently watch a daily news/weather/sports program on television and 95 percent watch at least occasionally, making this leisure activity one of the most common among students. The percent frequently watching news programs jumped from 55 percent in 1986 to 69 percent in 1991.

The second most common experience with television is watching rental movies using a VCR. One-third of all students watch rental movies frequently and nine out of ten watch at least occasionally. Watching rental movies was not measured in 1986 because rental movies had not surfaced as a leisure phenomena at that time.

- Significant gender differences exist in participation in leisure activities, and these differences for the most part have been consistent in all four interest surveys dating back to 1976.

Participation by men is significantly greater than women in the leisure areas of sports and games. Conversely, participation in leisure activities by women is more diversified and significantly greater in the areas of music, community involvement, creative activity, educational programs, cultural experiences, and social activity.

■ Involvement of students on campus

- Seven out of eight students use the student unions at one time or another. Studying is the most frequently indicated activity at all three unions, followed by reading and social activity.
- Coffman is the union used by the highest percentage of students. Very few St. Paul campus students use the West Bank Union. By the same token, few East Bank students and fewer West Bank students use the St. Paul Student Center.
- In a comparison of the data from the 1986 and 1991 Student Interest Surveys, the results suggest declines in the use of Coffman Union by students for educational programs, reading, creative activity, social activity, and discussing ideas or issues.
- Forty percent of all students, approximately 14,000 students, participate in one or more student groups at the University. This represents an increase from 32 percent in 1986.
- Of 13 categories of student organizations, the highest percentage participation by students occurs in departmental clubs (e.g. the American Society of Civil Engineers, the American Marketing Association, the Ag Econ Club, etc.), roughly 80 clubs in all. Second highest level of participation occurs in recreational sports groups, followed by departmental/college/campus-wide governing groups, then fraternities and sororities.
- Forty-three percent of all students currently participate in the University's recreational sports program, while 58 percent have participated at some time during their experience at the University.
- The level of current participation has fallen from 53 percent in 1981 and 1986 to 43 percent in 1991. Likely causes include poor quality indoor facilities, attraction to high quality metro area sports and health clubs, and students waiting for the completion of the new recreational sports facilities on campus.
- The highest levels of current campus recreational sports participation occurred in the areas of open recreation (33 percent of all students) and fitness activities (30 percent), followed by team sports (21 percent), and least in sports clubs (7 percent) and individual/dual sports (6 percent).

■ Student views of the University

- Students hold a somewhat favorable view of the University's efforts to encourage diversity. Younger students held more positive views of the University's efforts to encourage diversity than did older students.
- A series of 19 questions was asked to measure students' feelings about the campus. Students agreed more strongly with items which described the campus as a respectful and diverse environment. Statements which described the University as a caring environment brought primarily neutral to negative responses. Few students have a clear sense of the University's

history or traditions, or felt that University traditions and celebrations play an important role in their lives as students.

- The majority of students feel that a sense of community at the University is at least moderately important to them, but relatively few actually experience a sense of community at the University.
- Three-fourths of all students were generally satisfied with their experience at the University.

I · Introduction

In 1971, a survey of student leisure interests was developed and administered to a random sample of 1,000 undergraduates on the Twin Cities campus of the University of Minnesota. The primary goal of the survey was to develop a better understanding of the nature of the University's students—demographics that would describe their life situations, something of their leisure interests, and their participation in extracurricular activities—so that planning by relevant University departments could proceed on the basis of solid data.

Since 1971, these student interest surveys have been conducted every five years in an attempt to provide updated perspectives on students and to measure trends from student generation to generation. Since the 1976 survey, all surveys have included graduate and professional students in the random sample.

“Relevant departments” mentioned above include the Office of Recreational Sports, Minneapolis Union (formerly Coffman Union and West Bank Union), the St. Paul Student Center, and the Student Organization Development Center as the coordinating department. The data from these surveys have had much broader application through requests ranging from central officers and planning units of the University, to collegiate units, to the Student Services Fees Committee, to the Council of Religious Advisors.

In order to insure quality results that could be relied upon for practical use, special effort was made to achieve a high response rate to these eight-page, 250-item mail surveys. Sample sizes varied from approximately 800 to 1,000 students and response rates ranged from 79 percent to 91 percent.

This report presents the findings from the 1991 Student Interest Survey. On occasion, comparative data from previous surveys are introduced to point out trends or significant changes.

1.1. Research method

A review committee was established during fall quarter, 1990 to consider revisions to the 1986 survey for implementation as the 1991 Student Interest Survey. Members of this committee are identified in the Acknowledgments section. This committee considered the need to make the 1991 version contemporary in terms of phrasing and terminology and to update the inventory of leisure activities to include activities that had surfaced since 1986. Furthermore, a subcommittee on community developed a new section to measure student perceptions of a sense of community on campus in consideration of the University's *Initiative for Excellence in Undergraduate Education* (Hasselmo, 1990).

Copies of the survey were mailed to a random sample of 789 degree-seeking students on the Twin Cities campus in winter quarter, 1991. A system of phone call follow-ups, a postcard reminder, and a final mailing employed over a period of six weeks resulted in a response rate of 85 percent.

The Statistical Package for the Social Sciences (SPSS) was used on the VAX mainframe to generate frequency distributions, crosstabulations, T-tests, factor analyses, and analyses of variance. The primary results of these analyses, including discussions with others involved with the survey project form the basis of this report.

1.2. Representativeness of the data

Statistical comparisons were made to determine how accurately the sample represented the student population and how accurately the response group represented both the sample and the population. Percentage comparisons are reported in Table A-1 in the appendix with comparisons by college, gender, and class.

For college, Table A-1 shows that the sample was very representative of the population, with General College, Liberal Arts, and Medicine slightly underrepresented in the response group and Carlson School of Management slightly overrepresented. For gender, women were slightly overrepresented in the response group, comprising 47.3 percent of the population and 48.9 percent of the response group.

For class or year in college, major differences were found for undergraduate students between the population and the sample on the one hand and the response group on the other. These differences are essentially due to different interpretations to "year in college" as used in the Student Interest Survey and class as officially defined by the University.

In the survey, categories for year in college were 1st year undergraduate, 2nd year undergraduate, 3rd year undergraduate, 4th year undergraduate, and 5th year or more undergraduate. The student who marked 3rd year undergraduate, for example, is probably a student who is in his/her third year of college. In contrast, the University uses categories based on the number of credits accumulated, such as freshman (0–45 credits completed), sophomore (46–90 credits), junior (91–135 credits), and senior (more than 135 credits).

TABLE 1-1.
Comparison of undergraduate year in college and class designation based on accumulated credits.

Self-reported year in college (undergraduate)	Official class designation based on accumulated credits			
	Freshman	Sophomore	Junior	Senior
1st year	98%	2%		
2nd year	22	75	3%	
3rd year	20	28	52	
4th year	9	20	33	38%
5th year or more	3	13	24	60

By cross-tabulating the survey's year in college by the University's class (see Table 1-1) it is possible to observe the current phenomenon of undergraduate students taking longer to complete their degrees. For example, only 52 percent of all third-year undergraduates have accumulated enough credits to be classified as juniors, and only 38 percent of all fourth-year undergraduates have accumulated enough credits to be classified as seniors. Using data from the Student Interest Survey, the result is that although 23 percent of all undergraduates would be classified as seniors, 47 percent are fourth year or fifth year (or more) undergraduates. These findings are further evidence of this phenomenon reported in a study by Matross and DesJardins (1991).

Since the Student Interest Surveys were first conducted in 1976, the graduate and professional school population has grown from 22 percent of the overall student population to 30 percent in 1991. Special precautions have been taken throughout this report to ensure that trends reported are not due to this shift in the population. When the change of the graduate population may have affected the reported results, this is reported.

2. Demographics: A context for understanding students

The Student Interest Surveys over the past 20 years have included a generous dose of questions that, for the lack of a better term, could be referred to as *demographic*. These questions provide a method to better understand changes in the student population, and lend insight to various forms of involvement by enabling analyses of subpopulations of students. Much of the discussion in this section will deal with information which is not gathered elsewhere in the University.

2.1. Entry status and high school

Less than half (46 percent) of all students graduated from Twin Cities area high schools. This represents a 12 percent decline from 58 percent in 1976 ($p < .001$). Significantly more students graduated from American high schools outside Minnesota (28 percent) in 1991 than 15 years ago (21 percent) ($p < .01$). Much of this can be accounted for by increases in students from Wisconsin taking advantage of reciprocity.

Nearly half (46 percent) initially enrolled at the University as first quarter undergraduates, while another quarter entered as undergraduate transfers and a like number as graduate or professional students. The number of graduate or professional students entering the University as a percentage of the total population has increased by 8 percent over the past ten years ($p < .01$).

2.2. Campus locale

Survey participants were asked to indicate on which part of the Twin Cities campus they spend most of their time. Nearly two-thirds (63 percent) indicated they spend most of their time on the East Bank, while 26 percent spend most of their time on West Bank and another 11 percent on the St. Paul campus.

2.3. Residence, transportation, and family

A number of questions were asked to determine where students live while they are enrolled at the University, whether they consider themselves commuter students, and how they travel to and from campus each day.

2.3.1. Residence

The residence locations for current students are shown in Table 2-1. Residence patterns over the past 15 years, for the most part, have seemed to fluctuate without a clear trend. The exception to this is living with parents. The number of undergraduate students living with parents has declined steadily from 37 percent in 1976 to 25 percent in 1991 ($p < .001$). Approximately five percent of graduate students live at home; this percentage has remained essentially constant in each survey.

TABLE 2-1.
Current living arrangements for
undergraduates and
graduate/professional students.

Living arrangement	Percent of students	
	Undergraduates	Graduate/ professional
I live with parents	25%	5%
I share rent on an apartment	24	23
I live in a U residence hall	17	4
I rent my own apartment	11	32
I rent or share rent on a house	7	10
I own a house	5	22
I live in a fraternity/sorority	5	0
I rent a room in a house	4	3
Other	2	1

1991 data, $p < .001$

2.3.2. Commuting

Distance of residence from campus is often viewed as having an effect on one's involvement in activities on campus. How far from campus do students live? Table 2-2 reports this information. There has been virtually no change in the overall student population in distance of residence from campus over the past ten years. Nearly 30 percent live within a mile of campus.

There are several methods for determining what makes a commuter student. *Distance from campus* is often viewed as a defining characteristic, while others use *students who live in University residence facilities* or *transportation modes* to define non-commuters. This can lead to different reports on the percentage of commuters on the Twin Cities campus.

TABLE 2-2.
Distance of residence from campus
for undergraduates and
graduate/professional students.

Distance to residence	Percent of students	
	Undergraduates	Graduate/ professional
I live on campus	20%	6%
Less than one mile	17	8
1-3 miles	17	27
4-10 miles	26	33
More than 10 miles	20	26

1991 data, $p < .001$

Another approach to defining commuters, albeit arbitrary, is simply to ask: "Do you consider yourself to be a commuter student?" Although this calls for a judgment on the part of the survey respondent, it is possible that the respondent is the best position to make this determination. Each definition has its shortcomings. For example, if one uses the definition of a commuter as anyone who lives off campus, does that make a resident of a fraternity house across the street from Folwell Hall a commuter student and a resident of Sanford Hall even further away a non-commuter? The percentage of commuter students for the Twin Cities campus based on these different concepts is reported in Table 2-3.

TABLE 2-3.
Percent of commuter students on the Twin Cities campus based on different definitions of commuting.

Definition of commuter	Students matching definition
Living arrangement: <i>Those not living in a U residence hall</i>	88%
Distance of residence from campus: <i>1 mile or more</i>	71
Do you consider yourself to be a commuter student? <i>Yes</i>	57

Table 2-4 shows the relationship between perception of commuter status and distance of residence from campus. It is noteworthy that only ten percent of those who live off campus but less than one mile consider themselves to be commuter students, and only half of those living one to three miles from campus consider themselves to be commuters.

TABLE 2-4.
Percent of students living at varying distance from campus who consider themselves to be commuter students.

Distance of residence from campus	Students who consider themselves commuters
I live on campus	5%
Less than one mile	10
1-3 miles	52
4-10 miles	84
More than 10 miles	93

1991 data, $p < .001$

This suggests that self-perception as a commuter or non-commuter may be a state of mind, rather than some fixed, easily quantifiable definition. In some respects, the University tends to write off commuters as unlikely, even uninterested, in being involved in campus life. If 43 percent do not see themselves as commuters, then there is cause for optimism for involving a large portion of students in campus life.

2.3.3. *Transportation methods*

Table 2-5 lists the methods which students use to travel to campus. The car is still a major mode of transportation, despite encouragements to use energy saving modes. Attempts have been made over the years by transportation systems at the University and in the Twin Cities to reduce the number of single passenger car trips by car pooling and making use of cars in conjunction with use of buses. Over the past 15 years, since the energy crisis in the mid-1970s, little success has been achieved in modifying the transportation habits of students.

TABLE 2-5.
Mode of transportation used by students to get to campus each day.

Transportation method	Percent of students	
	Undergraduates	Graduate/ professional
Drive a car	31 %	48 %
Walk	21	14
Not applicable, I live on campus	15	3
Ride regular MTC bus	10	6
Ride a University express bus	7	12
Take a car and bus combination	7	6
Drive for or ride in a carpool	5	6
Ride a bicycle or motorcycle	4	5

1991 data, $p < .001$

The proportion of graduate and professional students using the University express bus system has increased from 3 percent in 1976 to 12 percent in 1991 ($p < .01$); among undergraduates, the percentage has remained constant at 7 percent. Use of regular MTC buses among both graduates and undergraduates has declined from 15 percent in 1976 to 9 percent in 1991.

Car pooling dropped from 17 percent in 1976, shortly after the energy crisis, to 5 percent today ($p < .001$). In contrast, driving a car, without car pooling or using it in combination with a bus, has increased from 27 percent in 1976 to 37 percent in 1991 ($p < .001$). These trends are consistent among undergraduates and graduate/professional students alike.

2.3.4. Marital status, dependent children

As shown in Table 2-6, undergraduates and graduate/professional students show very different patterns of marital status. A large majority of undergraduates are not married (86 percent), while less than half of the graduate and professional students in this survey were not married (47 percent) ($p < .001$). A similar pattern is found in the reports of dependent children. Only 6 percent of undergraduates report dependent children living with them; this compares to 21 percent of graduate and professional students ($p < .001$).

TABLE 2-6.
Marital status of undergraduate and graduate/professional students.

Marital status	Percent of students	
	Undergraduates	Graduate/ professional
Not married	86 %	47 %
Domestic partner	4	8
Married	10	45

1991 data, $p < .001$

2.4. Financial concerns

Several demographic variables are included in the survey because they are seen as possible constraints to involvement. Financial status is seen as a possible constraint in getting to and from locales for leisure participation and paying for certain activities or events. Rather than use traditional approaches to measuring affordability such as personal or family gross income, the question was phrased in behavioral terms. The question asked, "To what extent is money a factor in your attendance or participation in leisure events or activities?" The results are essentially identical for undergraduate and graduate/professional students and are reported in Table 2-7.

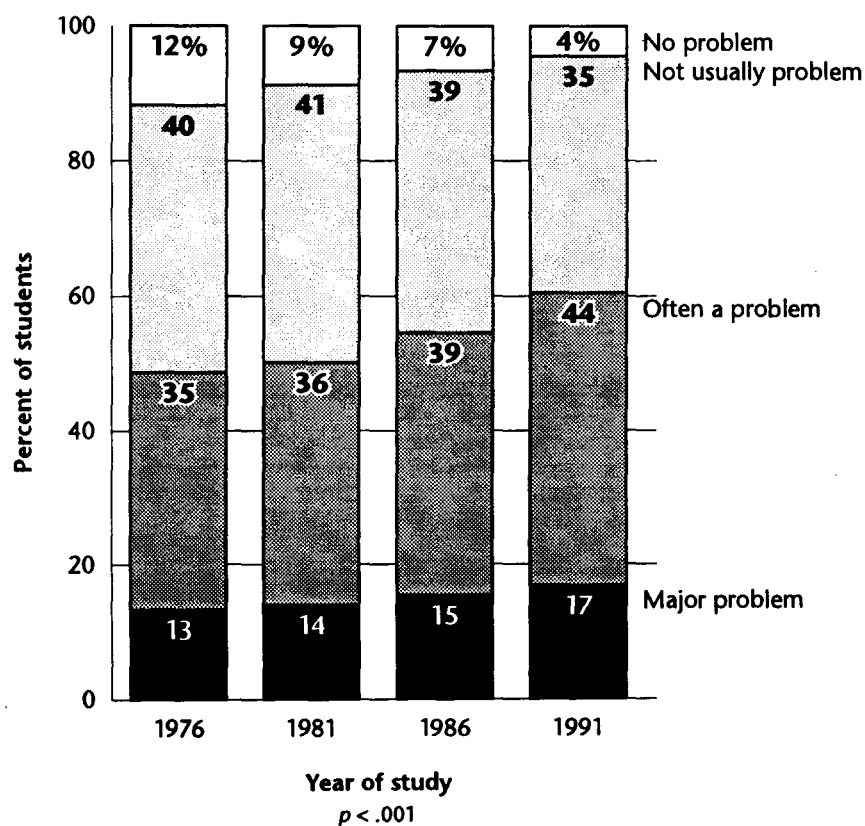
TABLE 2-7.
Students' self-report of financial concerns.

To what extent is money a factor in your leisure participation?	Students agreeing
Money is no problem; I have enough to do whatever I want	4%
Money is not usually a problem; I have enough to do most things I want	35
Money can often be a problem; I have to choose carefully things to do	44
Money is a major problem; I have practically nothing left after meeting the necessities	17

1991 data

As the data suggest, very few students have enough money to do whatever they want, and money, or rather the lack thereof, can be a significant problem for 61 percent of the students. Comparisons of data from previous surveys show a significant worsening of financial situations for students. (See Figure 2-1, $p < .001$.)

FIGURE 2-1.
Changes in self-report of financial concerns, 1976-1991.



2.5. Student subcultures

Clark and Trow (1966) posited a typology of students to describe the generation of college students in the 1960s which became the standard for making general assessments of student populations for decades thereafter. That typology, with slight adaptations, has been used each in survey since 1976 and is described below.

Academic: Although I may be ultimately concerned about a career, currently I am interested primarily in enriching myself through education focusing on the world of knowledge and ideas.

Collegiate: Although my academic work and progress are important, I believe an equally significant part of the college experience exists outside the classroom. Participation in campus life and activities is important to me.

Vocational: Of greatest importance to me is getting a degree in my chosen field. Consequently, other intellectual and social activities are necessarily of secondary importance to me.

Non-conformist: Although I find the University environment stimulating, I feel alienated from the institution and its formal programs and activities. Currently, I am interested in pursuing the meaning and purpose of life through involvement and self-exploration outside the University.

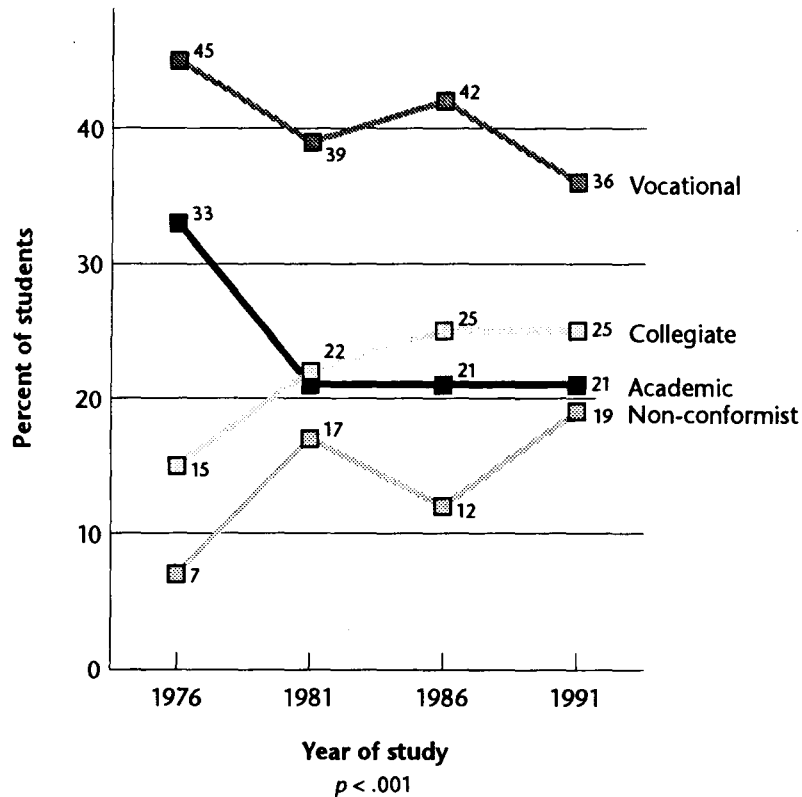
Students were asked to identify with one of the above descriptions. (The titles of the subcultures were not printed in the survey booklet and therefore not known by survey participants when they selected the particular subculture description with which they identified.) The trends in subculture identity from 1976 to 1991 are listed in Figure 2-2.

The academic subculture embraces what might be considered the classical notion of what a college education is about, namely, learning for learning's sake. Students who identify with the academic subculture are most likely to view the University as a community of scholars. This subculture is not one with which most students identify at the University. Barely one-fifth of all students identified with this subculture. As Figure 2-2 reports, the proportion of students identifying with the academic subculture has remained constant over the past decade, but witnessed a significant decline between 1976 and 1981 ($p < .001$).

The proportion of students identifying with the collegiate subculture, however, steadily increased in the ten-year period from 1976 to 1986 ($p < .001$) and has remained steady at 25 percent of the population since that time. Students identifying with this subculture see extracurricular involvement as an important part of their college experience, along with academics. In each year of the study, a much smaller number of graduate and professional students have identified themselves as collegiates ($p < .001$). (In 1991, for example this figure was 10 percent for graduate and professional students compared to 32 percent for undergraduates.)

The largest percentage identify with the vocational subculture. Identification with this subculture during the period of 1976 to 1991 was highest at 45 percent in 1976,

FIGURE 2-2.
Percent of students identifying with
each subculture, 1976 - 1991.



fluctuated up and down somewhat since that time, and was lowest at 36 percent in 1991. The primary focus of students identifying with this subculture is getting a degree in order to get a job in their chosen field. In each study, this subculture has been more prevalent among graduate and professional students (49 percent in 1991) than among undergraduates (30 percent) ($p < .001$).

The proportion of students identifying with the non-conformist subculture has fluctuated substantially; it was lowest in 1976 and highest in 1991. A portion of the students in this population could probably be considered "anti-establishment," a term commonly used in the late 1960s and 1970s. They probably also include students that have been heavily involved in the larger social and national issues such as environmental concerns, anti-war, anti-nuclear energy, anti-apartheid, etc. The non-conformist ups and downs reported in Figure 2-2 are probably a reflection of the ebb and flow of these movements over time.

2.6. Year in college differences

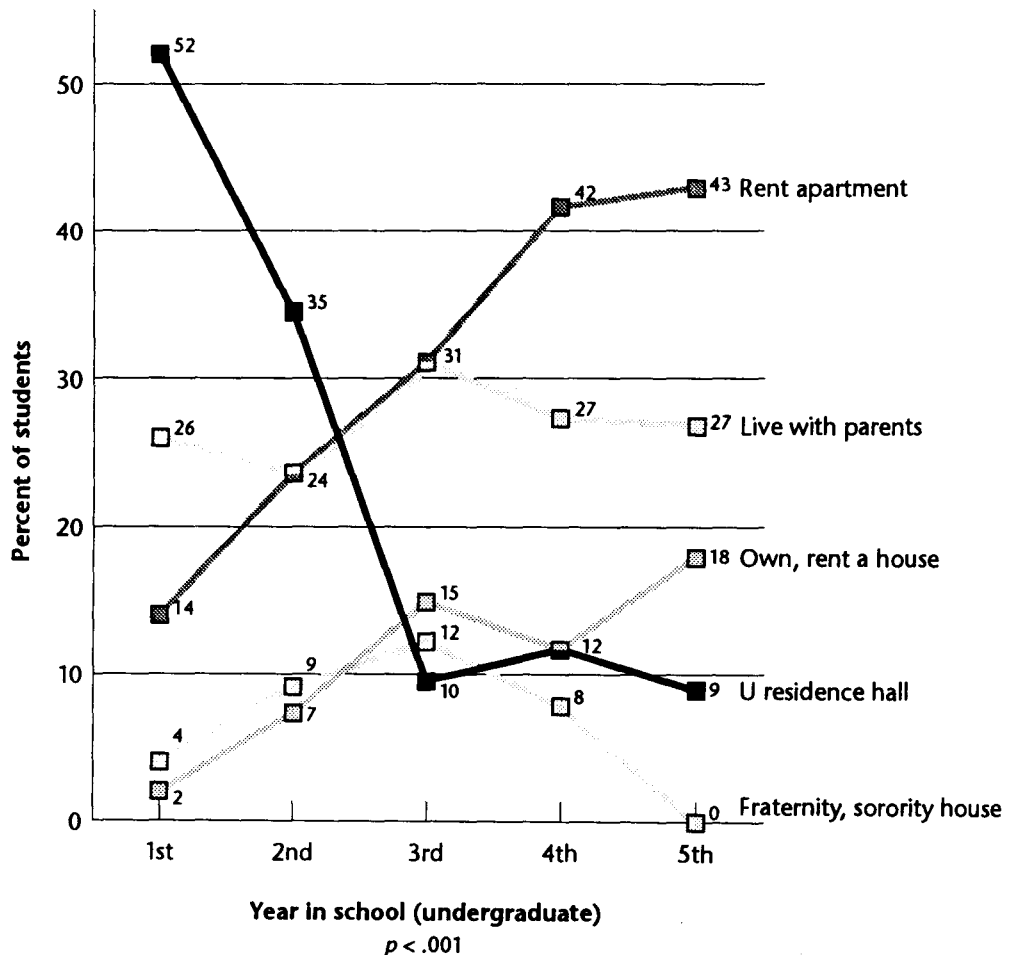
Distinctions are often made between undergraduate and graduate-professional students as though each population were internally homogeneous. In reality there is a great diversity among undergraduate students. Among the dimensions where this diversity can be observed is the student's year in college. During the four or five years that students enroll as undergraduates, many transitions can be observed. This analysis focuses on the distinctions observed among *traditionally-aged* undergraduates in their first through fifth years. (Traditionally-aged students are defined as first-year stu-

dents who are 19 years old or younger, increasing to fifth-year students who at most are 23 years old.)

Much happens over this five-year period. At the beginning, most students have just finished high school and are uncertain about a major or a career; at the end of the period, students are looking beyond college to a job, career, or graduate studies. These five years represent a period of substantial development and personal growth.

Demographic variables such as *local residence as a student* and *distance of local residence from campus* are interrelated. Over half of all traditionally-aged freshmen live in University residence halls. This percentage drops off sharply — only ten percent of students live in the residence halls past their second year ($p < .001$). It appears that these students move into rented apartments; only 14 percent of freshmen live in apartments, yet 43 percent of fifth-year students do ($p < .001$). Counter to conventional understanding, the percentage of students living with parents or relatives stays stable throughout all five years at about 27 percent. (See Figure 2-3.) The percentage of fifth-year undergraduates living in a fraternity or sorority drops to zero because members are not eligible to remain active after their fourth year.

FIGURE 2-3.
Location of residence among
traditionally-aged undergraduates by
year in school.



A similar pattern may be observed for *distance of local residence from campus*. Fifty-three percent of first-year students stated that they live on campus; this declines steadily to 11 percent for fifth-year students ($p < .001$). There is a corresponding rise in the number of students who live off campus but within 4 miles of campus from 14 percent among first-year students to 49 percent among fourth-year students ($p < .001$). Traditionally-aged *fifth-year students* tend to live much farther from campus. Thirty-five percent of students in their first through fourth years live at least four miles from campus; this number jumps to 55 percent for fifth-year students ($p < .01$).

Student employment increases dramatically in the first three years of attendance ($p < .001$). Fifty-five percent of traditionally-aged first-year students report working; the rate of employment levels off in the third through fifth years at about 81 percent. These differences are documented in Table 2-8.

These percentages are somewhat lower than those reported by Hendel and Solberg (1991) for undergraduates, but that study measured any employment during fall, winter, and spring quarters of the 1989–90 academic year. The interest survey asked about current employment only. In both cases, however, approximately four-fifths of all students worked.

TABLE 2-8.
Percent of *traditionally-aged undergraduates* who hold paying jobs during the school year.

Year in school (traditionally-aged undergraduates only)	Percent of students who work
1st year	55%
2nd year	75
3rd year	81
4th year	82
5th year or more	82

1991 data, $p < .01$

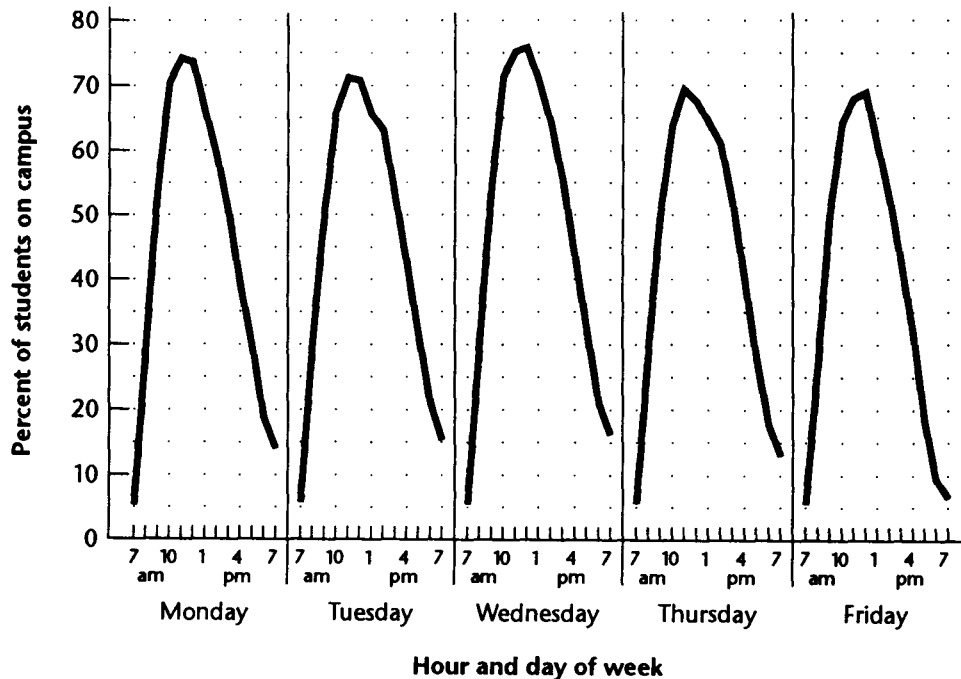
3. Student time dimensions

Central to the process of creating programs and events for students is an understanding of when students are on campus and their use of time both on and off campus. The survey included several questions aimed at understanding students' patterns of arriving and leaving campus and how students allocate their time between work, study, class, and leisure. The responses to these questions are described below.

3.1. When students are on campus

We asked students, "At what time do you usually arrive and leave campus on the following days this quarter?" These responses were combined to establish the student's presence on campus at each of 13 different hours Monday through Friday. The overall patterns are shown in Figure 3-1. The percentage of students on campus peaks at around 11 am to noon (71 percent) each day. The differences between the number of students on campus at 11 am Monday through Wednesday are not significant; however, significantly fewer students are on campus Thursday or Friday at 11 am than Monday at 11 am (both $p < .05$).

FIGURE 3-1.
Percent of students on campus at different times of each day.



Although graduate/professional and undergraduate students spend about the same amount time on campus during a typical week, it appears that undergraduates spend more time on campus in the morning while graduate/professional students stay later in the afternoons. Using Tuesday as an example, at noon, 84 percent of undergraduate students are on campus, compared to 74 percent of graduate/professionals ($p < .01$). At 5 pm on Tuesdays, only 24 percent of undergraduates are on campus, compared to 46 percent of graduate/professional students ($p < .001$). This pattern is typical of all five days of the week.

Table 3-1 shows the percentage of students on campus at some point during each day, the mean arrival and departure times for each day, and the average number of hours spent on campus by students. Significantly more students are present on campus on Mondays and Wednesdays than on Tuesdays and Thursdays ($p < .001$). A smaller number of students is on campus on Fridays ($p < .001$).

TABLE 3-1.
Typical arrival and departure patterns and percent of students on campus at least once each day.

Day of week	Arrive	Depart	Average hours on campus	On campus at least once per day
Monday	8:41 am	3:07 pm	5.9 hours	92%
Tuesday	8:44	3:22	5.9	89
Wednesday	8:44	3:21	6.2	93
Thursday	8:46	3:06	5.6	89
Friday	8:27	2:32	5.1	83

The average number of hours spent on campus by students does not correspond directly to the arrival and departure times shown above. This is because the average number of hours includes those students who are not on campus each day; the arrival and departure times do not include those students.

Students typically spend just under six hours on campus on each day of the week except Friday (five hours), for an average total of 28 hours each week. (This does not include time spent on campus past 7 pm or on weekends.) Students of color reported spending more time on campus than white students (34 hours vs. 27 hours, $p < .001$). Men reported spending more time on campus than women (29 hours vs. 26 hours, $p < .05$). Commuter students spend slightly less time on campus than non-commuters (27 hours vs. 29 hours, $p < .05$).

3.2. What students do after class

Students were asked, "What do you usually do each particular day of the week after finishing classes?" These results are summarized in Table 3-2. Half of all students leave campus after the last class is over. The other half either remain on campus (34 percent) or return to their residence on campus or in the campus area (17 percent).

TABLE 3-2.
Activities of students following classes
each day.

What do you usually do each particular day of the week after finishing classes?	Percent of students				
	Monday	Tuesday	Wednesday	Thursday	Friday
Stay on campus to work	14%	13%	13%	13%	13%
Stay on campus to study	15	15	15	16	9
Stay on campus to participate in group activities	2	3	2	2	2
Stay on campus to do something else	3	3	3	3	3
Return to my residence on or near campus	17	18	17	18	17
Leave campus to go home	31	32	32	29	31
Leave campus to go to a job	14	11	13	14	18
Leave campus to do something else	4	5	5	5	7

Graduate students reported significantly different patterns of activity after class than did undergraduates ($p < .001$). Not surprisingly, more graduate students reported staying on campus to study or to work. The differences in leaving to go home or going to one's residence on campus are probably explained by the fact that far more graduate students are commuters (49 percent of undergraduates vs. 72 percent of graduates, $p < .001$). The average percentage for each activity across all five days is reported in Table 3-3.

TABLE 3-3.
Activities of students following classes
for undergraduates and
graduate/professional students.

What do you usually do each particular day of the week after finishing classes?	Percent of students	
	Undergrads	Graduate/ professional
Stay on campus to work	12%	16%
Stay on campus to study	11	20
Stay on campus to participate in group activities	3	1
Stay on campus to do something else	3	2
Return to my residence on or near campus	21	10
Leave campus to go home	27	37
Leave campus to go to a job	17	8
Leave campus to do something else	6	6

The after-class activities of students examined by college, gender, commuter status, primary campus, marital status, and dependent children revealed only a few minor differences. These differences are not reported.

3.3. Study and class time

We asked students the number of hours per week which they spent in class and on out-of-class studying. The summary results are displayed in Table 3-4.

TABLE 3-4.
Hours per week spent on class and study activities.

Hours per week spent on activity	Percent of students	
	Class	Study
None	6%	1%
Less than 5 hours	13	12
6-10 hours	24	20
11-15 hours	39	19
16-20 hours	13	20
21-30 hours	6	16
31-40 hours	*	7
41 or more hours	*	4

* The question regarding class hours ended with a category "21 hours or more."

3.4. Student work experiences

Students were asked, "How many hours per week do you work for pay?" Table 3-5 reports that four of every five students work and that one out of three work more than 20 hours per week. The proportion of students working has steadily increased from 70 percent in 1976 to 79 percent in 1986 ($p < .001$), but has not changed significantly from 1986 to 1991. It would appear that student employment, after increasing for a decade or more, has leveled off and perhaps reached a saturation point. Among those students who are working, there has not been a significant increase in the average hours per week of work from 1981 to 1991.

TABLE 3-5.
Hours per week spent in paid employment, 1976-1991.

Hours per week of paid employment	Percent of students (year of study)			
	1976	1981	1986	1991
None	30%	26%	21%	21%
Less than 10 hours	n/a	11	10	8
10-20 hours	n/a	33	36	37
21-39 hours	n/a	19	22	23
40 or more hours	n/a	11	11	11

n/a: Categories grouped differently in 1976.

In 1981 and 1986, essentially identical proportions of graduate and undergraduate students were employed during the school year. In 1991, the percentage of graduate students working rose to 84 percent while undergraduate employment remained at 78 percent ($p < .05$).

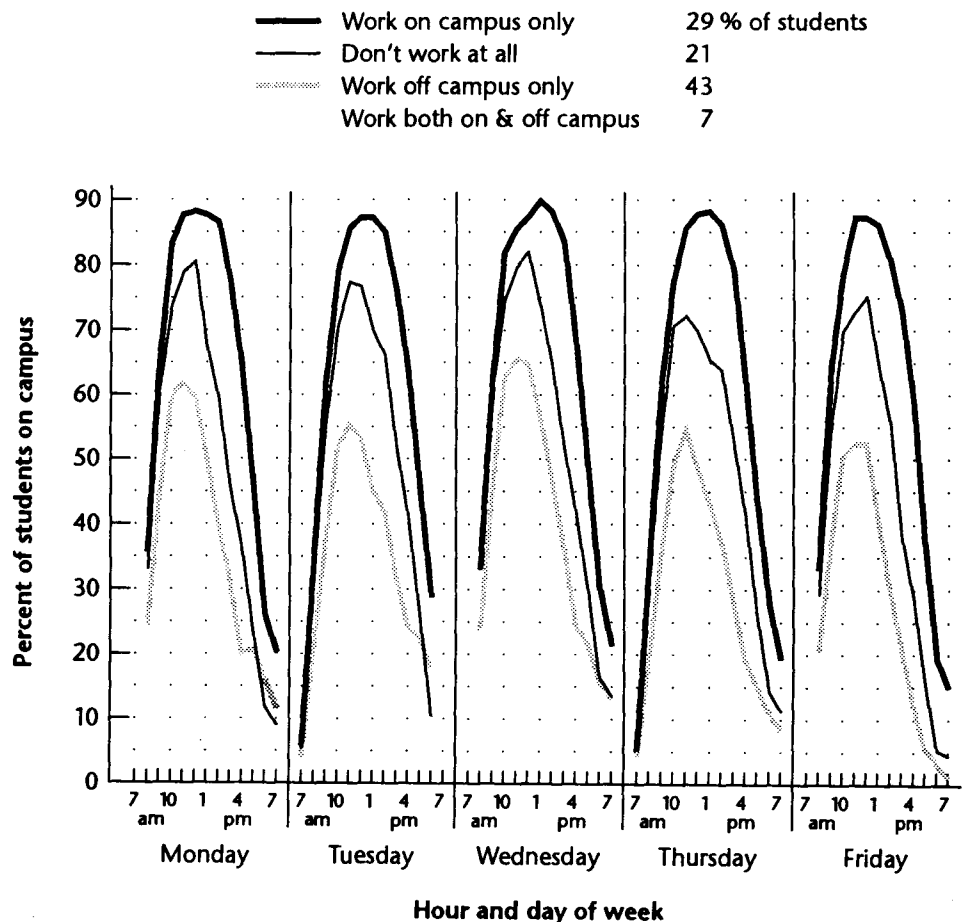
Although similar numbers of commuters and non-commuters hold paying jobs, those commuters who held jobs worked significantly more hours per week than non-commuters who held jobs (25 hours vs. 19 hours, $p < .001$).

3.4.1. Where students work

Of those students who work, more than half (55 percent) work solely off campus, 36 percent work solely on campus, and 9 percent work both off and on campus.

The location of a student's work appears to have a significant impact on the number of hours that student spends on campus each week. Students working off campus spend an average of 20 hours per week on campus, as compared to 38 hours per week for those working on campus, and 28 hours for those who don't work at all ($p < .001$). This relationship is graphically displayed in Figure 3-2, which shows that students who work off campus are less likely to be on campus at any given time than those students who work on campus.

FIGURE 3-2.
Percent of students on campus at different times of each day, by location of work.



In this light, Astin's observations on the sense of attachment fostered by holding a campus job seem important:

One of the most interesting environmental factors in retention was holding a part-time job on the campus. Though it might seem that having to work while attending college takes time and energy away from academic pursuits, part-time employment in an on-campus job actually facilitates persistence. It would appear that such work...operates in much the same way as residential living: Because the student spends time on campus, he or she is more likely to come into contact with other students, professors, and college staff. On a more subtle psychological level, reliance on the college as a source of income may serve to develop a greater sense of attachment to it. (Astin, 1985, p. 145)

Undergraduate students who work on campus (or both on and off campus) reported a much higher sense of the Twin Cities campus as a community than did those who worked solely off campus ($p < .05$). Students' sense of community is more thoroughly discussed in an earlier report from this study (Harrold, Hendel, Melton, and Scouten, 1991).

Graduate students who hold jobs on campus tend to have higher cumulative grade point averages than those who don't work or who work only off campus (3.58 vs. 3.37, $p < .001$). No significant difference was found among undergraduates with and without campus jobs.

3.4.2. Full-time employment by students

Roughly 27 percent of graduate students work 40 or more hours per week. (Since only 3 percent of undergraduates work full-time, comments will be based only on the graduate population. Hendel and Solberg, 1991, reported 8 percent of undergraduates working full-time, but the basis for determination was different. See page 18.) Students who work full-time tend to be older (mean age is 32 for full-time workers vs. 29 for other graduate students, $p < .05$), more likely to have dependent children (37 percent vs. 15 percent, $p < .001$), more likely to own their own house (40 percent vs. 15 percent, $p < .001$), and more likely to live ten or more miles from campus (51 percent vs. 17 percent, $p < .001$). These students report a much lower sense of community on campus ($p < .001$), yet are no less satisfied with their University experience than other students. No significant differences could be found on grade-point average.

3.5. Leisure time on campus

Few students consider the University a place to spend much of their leisure time. We asked students the question "To what extent do you use the University, its facilities, and its activities to spend your leisure time?" Most students indicated that their leisure activities occur primarily in other locations. Twenty-one percent indicated that they never use University facilities; 58 percent do so "infrequently." Only three percent cited the University as their "main source of involvement" and another 18 percent said the University figured "often" in their leisure time.

As might be expected, use of University facilities for leisure activities was significantly lower by commuter students than by non-commuters ($p < .001$). Graduate students were less likely than undergraduates to consider the University as a source of involvement ($p < .001$); slightly fewer women reported using University facilities than men ($p < .05$).

3.5.1. Why students don't stay on campus

Table 3-6 displays some of the reasons why students choose not to use University facilities for their leisure activities. A factor analysis on these items suggested that they might be grouped into three themes:

Theme 1: Inconvenience of University

- Inconvenience of returning to campus
- Cost of additional transportation to and from campus
- Lack of parking

Theme 2: Activities elsewhere

- Activities that interest me occur elsewhere
- There is more to do elsewhere
- Once I've left campus, I am not interested or willing to return

Theme 3: Transportation and child care

- Lack of available or convenience child care
- Transportation that I use requires that I leave campus at a certain time

Items in the first two themes were checked most often by all students. Inconvenience of the University was less often cited by women and commuter students than by men and non-commuters. Students with dependent children less frequently checked the first two themes than students with no dependent children.

The theme which produced the most variability in response patterns was that which was least often checked: transportation and child care issues. Women, students with dependent children, commuters, and students of color each responded to these two items more frequently than did their counterparts. Graduate students were less likely to indicate that transportation and child care issues prevented them from using the University for leisure activities.

TABLE 3-6.
Reasons which explain why students don't use University facilities for leisure activities.

Reason	Students agreeing with reason
Activities that interest me occur elsewhere	41 %
Inconvenience of returning to campus	33
I don't have any more leisure/discretionary time	33
Have to work at a job	33
Lack of parking	30
Once I've left campus, I am not interested or willing to return	21
There is more to do elsewhere	17
Other	16
Cost of additional transportation to/from campus	13
Activities are not available at convenient times	10
Transportation that I use requires that I leave campus at a certain time	5
Lack of available or convenient child care	4

4 • Leisure interests

The study of leisure interests has been a central element in each survey, dating back to 1976. Information about how students spend their leisure time is important for program planning. In addition, it provides a clearer profile of the nature of students and their interests. Students' level of interest in the different areas of leisure has changed over the past twenty years. Some leisure areas and specific leisure items have changed as a result of socio-cultural change or technological innovation.

In order to enable valid comparisons with previous generations of students, most survey items regarding leisure interests remained the same. The ten interest areas identified below encompass 64 specific leisure activities. The number of specific leisure activities reported in each category are shown in parenthesis.

- Reading (9)
- Music (6)
- Physical activity (8)
- Sports spectating (4)
- Educational programs (4)
- Games (7)
- Community involvement (5)
- Television (9)
- Creative participation (6)
- Social (6)

A student focus group reviewed the specific activities within each leisure area to update terminology to reflect the current "lingo." In other instances, activities that had surfaced since the 1986 study were added (such as using health and sports clubs and watching rental movies).

Students were asked to indicate how often they participated in each activity. *Never*, *occasionally*, and *frequently* were used as the standards of frequency. Since each leisure activity has its own norms of frequency, the following definitions for guiding survey participants were utilized.

Never: Literally never. Zero. I am not into this activity at all.

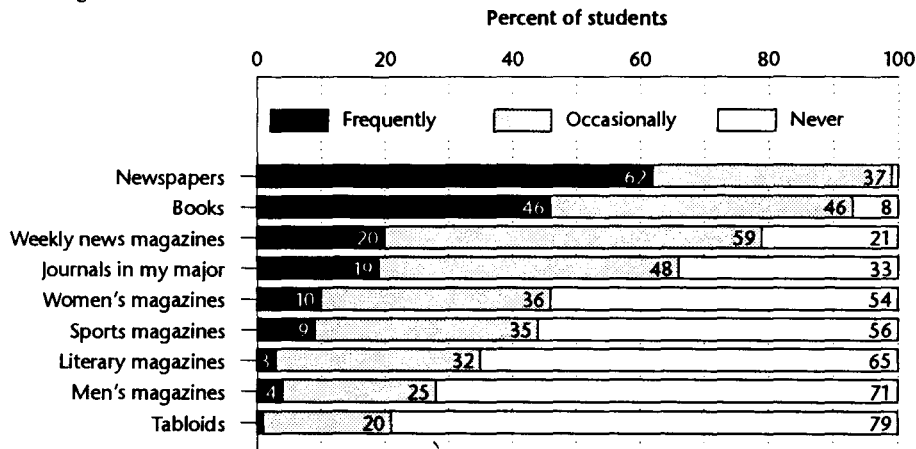
Occasionally: I am a "once-in-a-while" participant in this particular activity; my participation is not steady — it is irregular; I'm somewhat into this, I've done this before.

Frequently: I regularly participate in or spend time on this particular activity — whether it's a year 'round activity or a seasonal activity (sailing, downhill skiing, etc.); I do this thing often; I'm really into this.

4.1. Areas of leisure

4.1.1. Reading

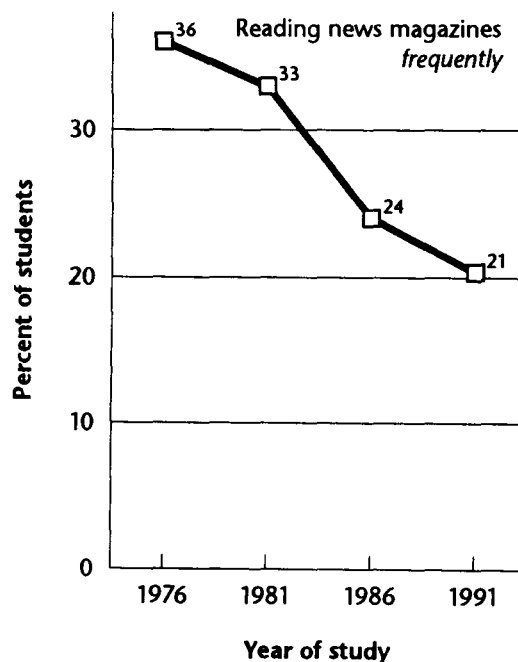
FIGURE 4-1.
Participation in reading activities.



When the percentage responses for frequently and occasionally are combined (see Figure 4-1), an overwhelming number of students indicated that they read newspapers (99 percent) and books (93 percent). Over three-fourths (79 percent) read weekly news magazines and two-thirds (66 percent) read journals in their major. All other forms of reading were engaged in by less than half of all respondents.

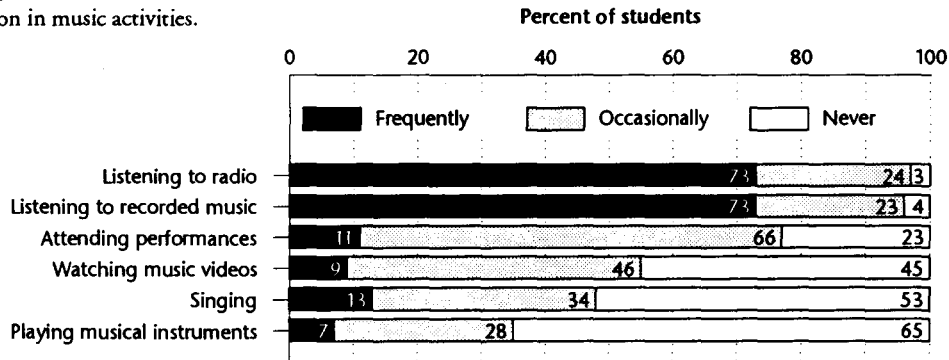
In a comparison of student readership of weekly news magazines over the past 15 years, the number of frequent readers has steadily declined (see Figure 4-2, $p < .001$). Readership of men's magazines by both men and women declined significantly from 1981 to 1991 ($p < .001$).

FIGURE 4-2.
Percent of students who read news magazines frequently, 1976 - 1991.



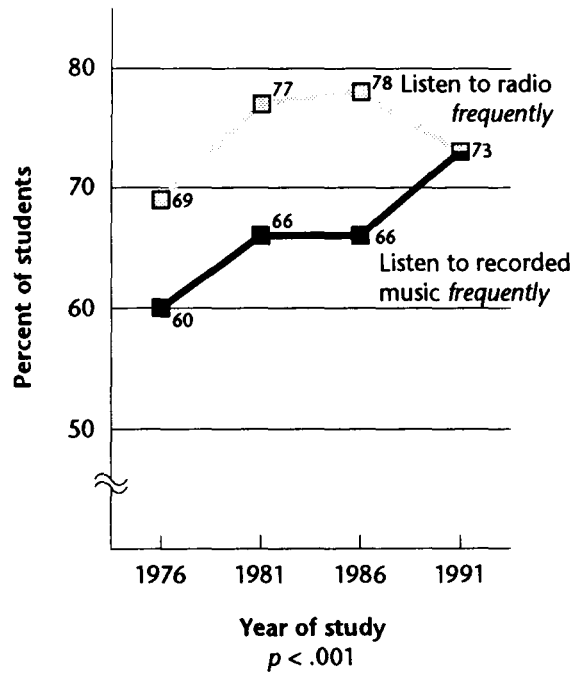
4.1.2. Music

FIGURE 4-3.
Participation in music activities.



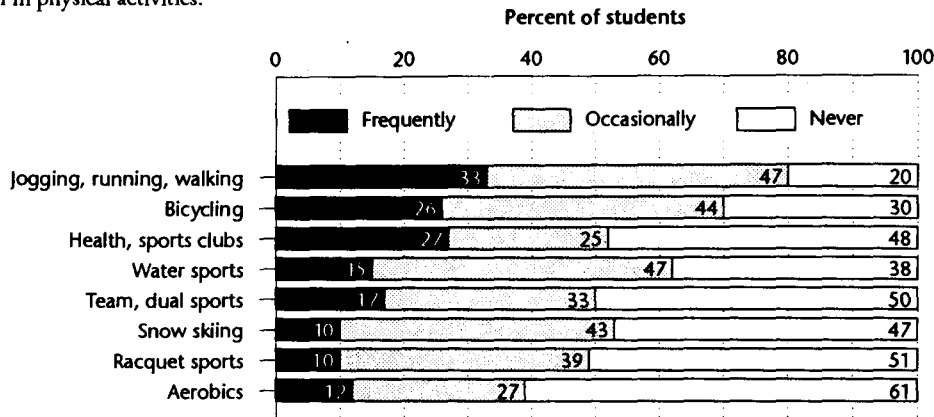
The frequency of listening to music on the radio and listening to recorded music is nearly identical (see Figure 4-3). As evidenced by the data in Figure 4-4, this was not the case in previous studies. With the advent and growing popularity of cassettes, Walkmans, and compact discs, recorded music has reached the same level of usage as radio music.

FIGURE 4-4.
Percent of students who listen to radio or recorded music, 1976 - 1991.



4.1.3. Physical activity

FIGURE 4-5.
Participation in physical activities.

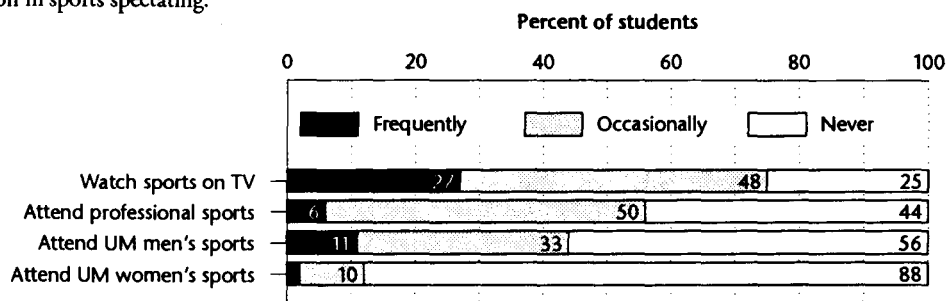


The percentage responses to *frequently* suggest that a relatively low number of students participate in physical activities on a regular basis (see Figure 4-5). When the figures for *occasionally* are added, all activities, with the exception of racquet sports and aerobics, register over 50 percent participation. The growth of health and sports clubs in the Twin Cities area (e.g. Northwest Racquet, Swim, and Health Clubs, us Swim and Fitness) led to the inclusion of an item on health and sports clubs. One-fourth of all students use these clubs frequently and half use them at least occasionally.

A great deal has been written about the fitness craze but the figures seem to indicate that the majority of college students do not make physical activity a part of their daily schedule. It is difficult to determine the profile of the student who frequently participates in physical activity. The activities of this area were crosstabulated with the variables of *age*, *number of hours worked*, *money as a factor in leisure activity*, *year in school*, and *status as a commuter or non-commuter*. Significant differences were only present for snow skiing, health and sports clubs, and racquet sports. For these activities, money was the only variable included in the cross tabulations that influenced level of participation. Participation was highest for students who indicated that money was not a problem ($p < .001$).

4.1.4. Sports spectating

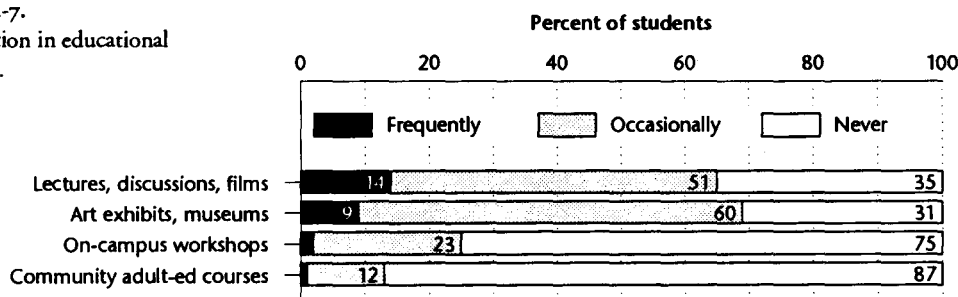
FIGURE 4-6.
Participation in sports spectating.



Watching sports on TV is the most popular form of sports spectating (see Figure 4-6). A very low percentage of students frequently attend University or professional sporting events. Note that attendance for professional sports is higher than either University men's or women's sports ($p < .05$). This fact has long been a concern among University athletic officials who must compete with major league franchises in the Twin Cities in every major sport. Students reported lowest attendance at University women's sports events ($p < .001$). Sophomores attend University sports more frequently than students in other years in school ($p < .05$).

4.1.5. Educational programs

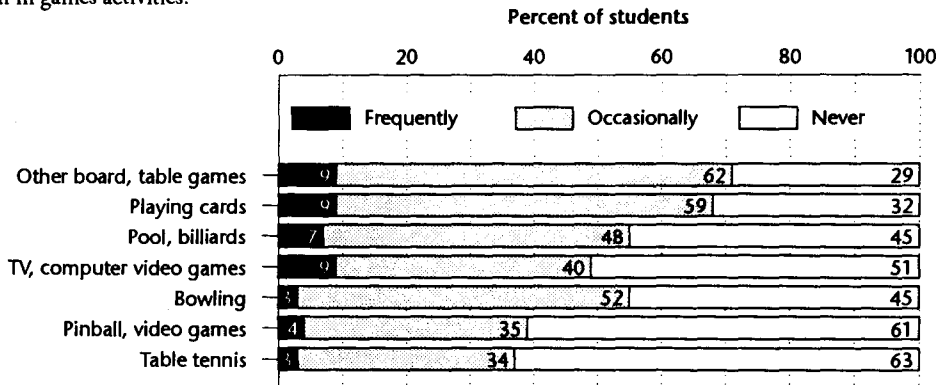
FIGURE 4-7.
Participation in educational programs.



The figures (see Figure 4-7) indicate minimal participation by students in community adult-education courses and on-campus workshops. These findings should not be surprising, as students likely are preoccupied with their own coursework. Lectures, discussions, and films received the highest percentage responses for this leisure area. The fact that lectures, discussions, and films are often used as educational tools in the classroom may have influenced the high number responses to this specific activity.

4.1.6. Games

FIGURE 4-8.
Participation in games activities.



Very few students frequently participate in the games shown in Figure 4-8. When frequently and occasionally are combined, board games surface as the most popular activity (71 percent). Over half of the students indicated that they play cards (68 percent), shoot pool or billiards (55 percent), and bowl (55 percent).

As reported in Figure 4-9 the number of students who play pinball and video games ($p < .001$) as well as table tennis ($p < .001$) has declined steadily over the past ten years.

FIGURE 4-9.
Percent of students who play pinball or video games and table tennis, 1981 - 1991.

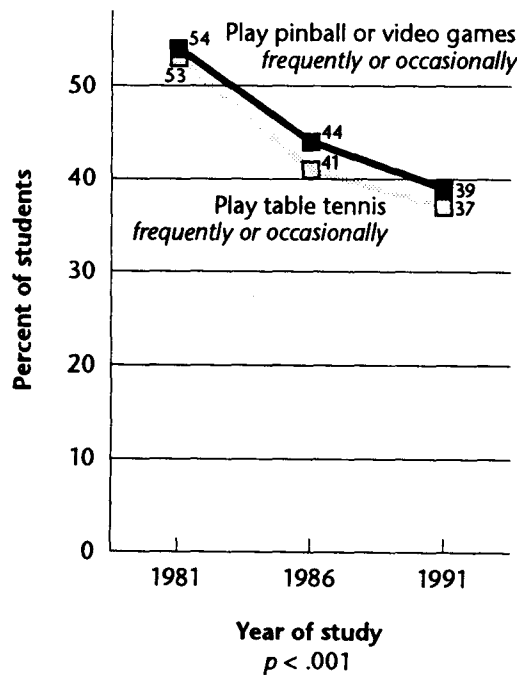
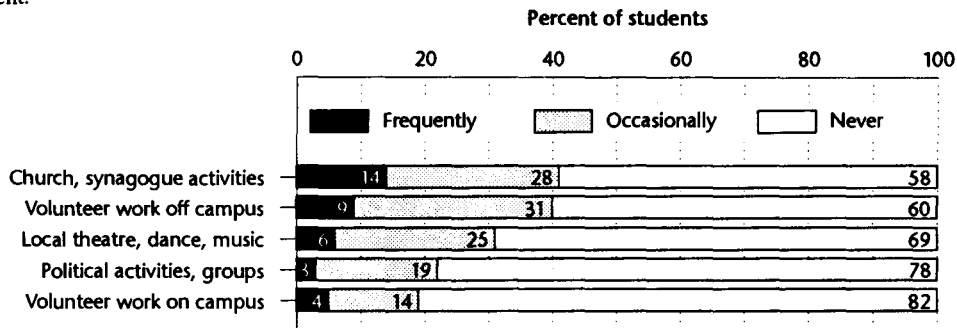


FIGURE 4-10.
Participation in community
involvement.

4.1.7. Community involvement



Less than half of all students participate in each of the activities included in this area of leisure involvement (see Figure 4-10). Church or synagogue activities appear at the top of the list. Significant increases in the percentage of students participating in volunteer work are reported in Figure 4-11 ($p < .001$).

The growth in volunteer involvement among students as evidenced since 1986 could be attributed in part to a number of developments at the University during this period. This would include the affiliation of the Campus Outreach Opportunity League with the University, increasing emphasis on community service by the U-YMCA and the Student Organization Development Center's leadership programs, the development of the Office of Community Service Activities (formerly U-CAN), and participation in Campus Compact.

A disproportionately high number of women (54 percent) are involved in volunteer activity as compared to men (39 percent, $p < .001$).

FIGURE 4-11.
Percent of students participating
in volunteer work,
1981 - 1991.

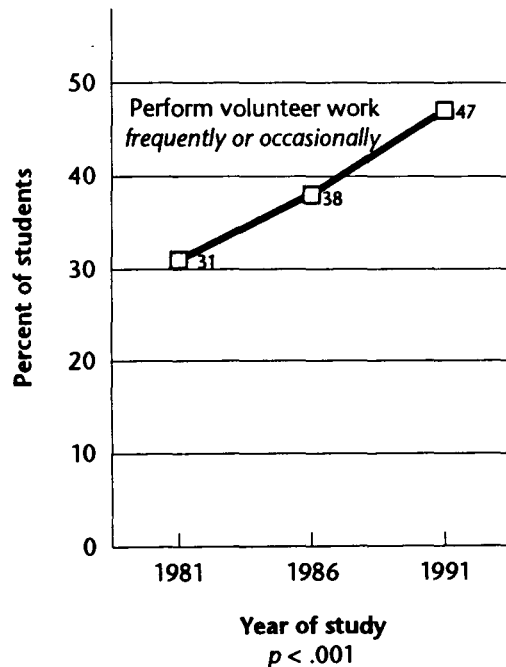
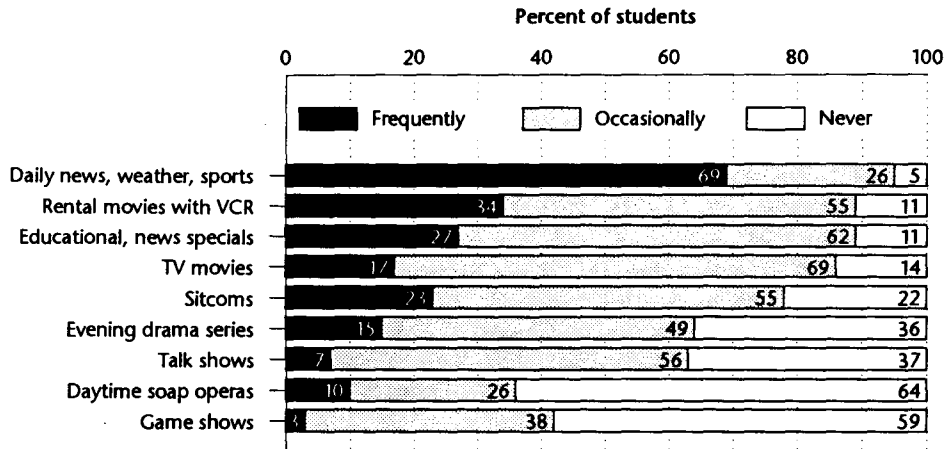


FIGURE 4-12.
Participation in television-related activities.

4.1.8. Television



Watching the daily news, weather, and sports is the overwhelming favorite activity in this area (see Figure 4-12). The percentage of students watching the news frequently jumped from 55 percent in 1986 to 69 percent in 1991 ($p < .001$). One has to wonder if this increase is transitory, given the fact that the 1991 survey was conducted during the time of the Gulf War.

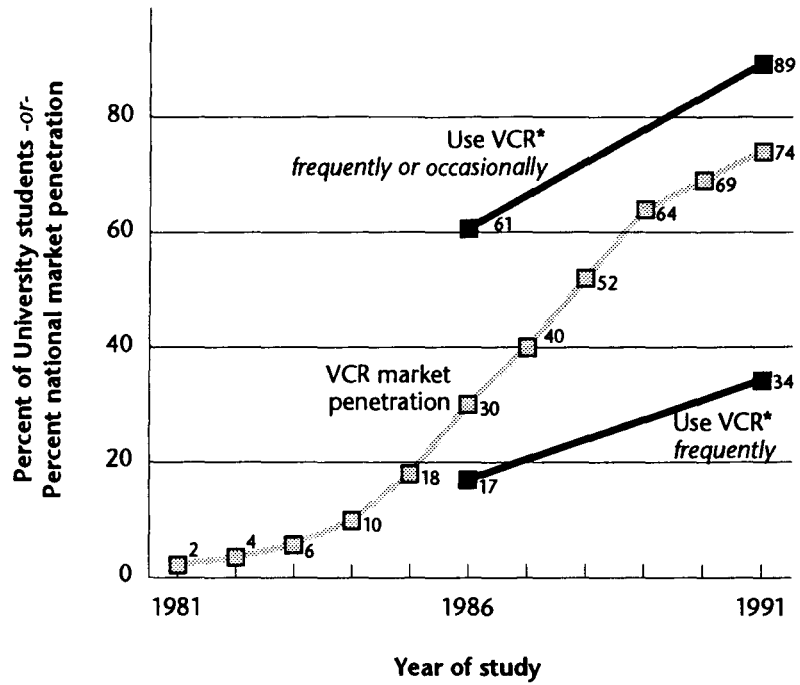
In second place among the forms of television watching reported in Figure 4-12 is watching rental movies using a VCR. One-third of all students watch rental movies frequently and nine out of ten watch rental movies at least occasionally. This item, reflecting the fast changing pace of electronic innovations, was not even included in the 1986 survey! (The growth in use of electronic media across the country is documented in Figure 4-13.)

Students watching rental movies at home is a reflection of a larger national phenomenon. Consumer spending on buying and renting videocassettes reached \$11.2 billion in 1991, nearly doubling since 1987. In a national survey of 1,000 adults in December 1991, 67 percent would prefer to stay home to watch a movie compared to 22 percent who said they would prefer to go out. The average number of tapes rented per month per household in 1991 was 7.1, almost two per week (Video Software Dealers Association, 1991). The appeal of rental movies is reflected in the promotional logo of the Video Software Dealers Association, "Home video: watch what you want when you want." They could easily have added, "where you want at the price you want."

The percentage of students watching daytime soap operas increased steadily from 26 percent in 1976 to 40 percent in 1986, but dropped off slightly to 36 percent in 1991 ($p < .001$).

The figures under the frequently section indicate that few students make watching other forms of TV a regular routine. However, when frequently and occasionally are combined, game shows and soap operas are the only forms of television watching that reported less than a 50 percent participation rate.

FIGURE 4-13.
 Comparison of VCR market
 penetration and VCR-related activities
 of University students, 1981 - 1991.

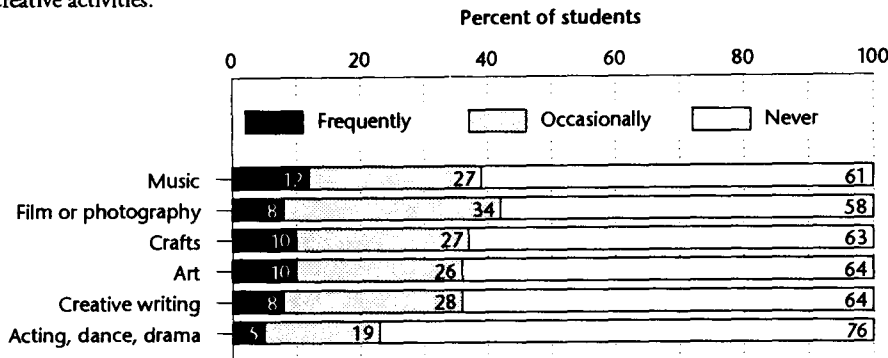


Note: Market penetration data are courtesy of the
 Electronic Industries Association, Washington, DC.

* Question wording varies between 1986 and 1991 studies:
 1986: "Use of video-cassette recorders"
 1991: "Rental movies with VCR"

4.1.9. Creative participation

FIGURE 4-14.
Participation in creative activities.

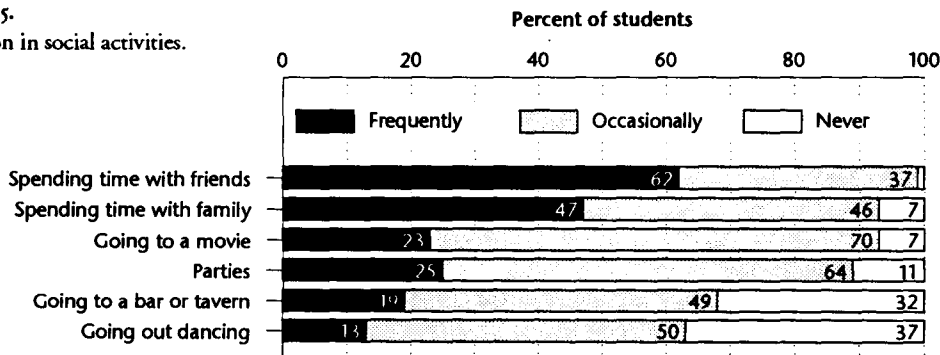


The level of participation in activities in this area are low when compared to the other leisure areas (see Figure 4-14). Very few students frequently participate in any of the activities and less than half participate at all in any of the forms of creative participation examined in this study. The level of participation in the activities in this area is quite similar with the exception of acting, dance, and drama.

The percent of undergraduates participating in film or photography increased sharply from 38 percent in 1976 to a high of 53 percent in 1981 and 1986, but has dropped off since to 41 percent in 1991 ($p < .001$). Among graduate students, participation has remained essentially constant near 45 percent.

4.1.10. Social

FIGURE 4-15.
Participation in social activities.



Spending time with friends emerged as the most popular social activity, as shown in Figure 4-15. "Hanging out" is a contemporary term which today's college students use to describe much of what this item probably represents. Spending time with family and going to movies also received high percentage responses (93 percent for both) when frequently and occasionally are combined. The percentage frequently and occasionally attending parties was also high (89 percent). Going to a bar or tavern and going out dancing were the least popular forms of social activity in this survey, although over 60 percent indicated that they at least occasionally participate in those activities.

Students were going out to movies less frequently in 1991 than they did in 1986 ($p < .01$). This might have been caused by the emergence and rapid growth of the rental movie business since 1986. Fewer undergraduate students were also going out dancing in 1991 (67 percent) than in 1986 (77 percent, $p < .001$). About 55 percent of graduate students reported going out dancing in each year.

4.2. Gender and leisure involvement

Do differences occur with respect to participation by women and men in leisure activities? If so, are there patterns to these differences? Have changes occurred over the past 15 years in the relative participation of women and men in various activities?

Primary attention will be focused on the leisure participation of men and women as examined in the 1991 survey, but comparisons with previous studies will be reported where patterns exist. The relative participation is aggregated in Table 4-1 with discussion to follow.

Among the leisure activities included in this survey, women reported greater involvement than men in 25 activities; men reported greater involvement than women in only 13 activities. There were 21 leisure activities for which no significant differences between genders existed.

Among *reading* activities, women read books more frequently than men ($p < .001$). This has been observed in each survey dating back to 1976 ($p < .001$). Conversely, men read newspapers ($p < .01$) more frequently than women; this finding is consistent with past surveys ($p < .001$).

Regarding *music* activities, women in general participate more frequently than men. They attend music performances ($p < .01$) and engage in singing ($p < .001$) more frequently than men. This finding is also observed in previous surveys (both $p < .001$). In the 1991 survey, women reported listening to music on the radio with greater frequency than men ($p < .01$), this finding is consistent with previous studies ($p < .01$). However, no differences were observed in listening to recorded music.

With regard to *sports and fitness* activities, it is clear that women participate more frequently in fitness activities than men whereas men participate more frequently than women in sports activities. The interests of women probably lie in physical health and well-being. The interests of men in sports is more likely to be competitive physical activity, with fitness a byproduct or secondary motive. Men also engage in sports spectating more frequently than women ($p < .001$).

In none of the *games* activities did women participate more frequently than men. Men participated more frequently than women in four games activities, three of which—pool or billiards, table tennis, and pinball or video games—are offered in campus unions and games parlors off campus (all $p < .001$).

Community involvement is an area in which participation is greater for women. Participation by women in volunteer work, church or synagogue activities, and com-

TABLE 4-1.
Gender differences
in leisure
participation.

Women participate more than men	No significant difference between women and men	Men participate more than women
Reading		
<ul style="list-style-type: none"> • Reading books • Reading women's magazines 	<ul style="list-style-type: none"> • Reading tabloids • Reading journals in my major • Reading literary magazines 	<ul style="list-style-type: none"> • Reading newspapers • Reading sports magazines • Reading men's magazines • Reading news magazines
Music		
<ul style="list-style-type: none"> • Listening to recorded music • Listening to music on the radio • Attending musical performances • Singing 	<ul style="list-style-type: none"> • Watching music videos • Playing musical instruments 	
Physical activity		
<ul style="list-style-type: none"> • Aerobics • Jogging/running/walking 	<ul style="list-style-type: none"> • Bicycling 	<ul style="list-style-type: none"> • Team and dual sports • Snow skiing • Racquet sports
Sports spectating		
	<ul style="list-style-type: none"> • Attend UM women's sports 	<ul style="list-style-type: none"> • Attend UM men's sports • Attend professional sports • Watch sports on TV
Games		
	<ul style="list-style-type: none"> • Play card games • Play other board/table games • Bowling 	<ul style="list-style-type: none"> • TV computer/video games • Pool/billiards • Table tennis • Pinball/video games
Community involvement		
<ul style="list-style-type: none"> • Volunteer work • Church/synagogue activities • Community theatre/dance/music 	<ul style="list-style-type: none"> • Political activities 	
Television		
<ul style="list-style-type: none"> • Watch daytime soap operas • Watch evening drama series • Watch talk shows • Watch rental movies on VCR 	<ul style="list-style-type: none"> • Watch TV news/weather/sports • Watch game shows • Watch educational/news specials • Watch sitcoms 	
Creative participation		
<ul style="list-style-type: none"> • Art • Crafts • Acting/dance/drama • Creative writing 	<ul style="list-style-type: none"> • Film/photography 	
Educational programs		
<ul style="list-style-type: none"> • On-campus workshops • Go to art exhibits, museums • Community adult-ed courses 	<ul style="list-style-type: none"> • Lectures/discussions/films 	
Social		
<ul style="list-style-type: none"> • Spending time with family • Going to movies • Going out dancing 	<ul style="list-style-type: none"> • Spending time with friends • Going to parties • Going to a bar or tavern 	

All reported differences significant at $p < .05$.

munity theatre, dance, and music has been significantly greater than men for all surveys dating back to 1976 ($p < .001$).

In terms of gender differences, *television watching* included four program areas watched more frequently by women: daytime soap operas, evening drama series, talk shows, and watching rental movies on TV (all $p < .001$). Women have reported more frequently watching daytime soaps in each of the surveys since 1976 ($p < .001$). Prior to the 1991 survey, no significant gender differences were observed for talk shows. No gender differences were observed in watching news-weather-sports, game shows, educational or news specials, or sitcoms. Television watching by men exceeded that of women only in the areas of sports programming ($p < .001$).

In the area of *creative activity*, the involvement of women was significantly greater than men in four of the five activities. The involvement of women in art, crafts, creative writing and acting, dance, and drama has been significantly greater than men in all interest surveys in which these items appear, dating back to 1976 ($p < .001$). The only activity for which no significant differences were found for the 1981 to 1991 surveys was film and photography. In the 1976 survey, however, film and photography was found to be a more common leisure interest of men ($p < .001$).

Women participated more frequently than men in three of the four areas of *educational activity*: On-campus workshops, going to art exhibits and museums, and taking community adult-education courses (all $p < .01$). This finding has been consistent in all previous interest surveys in which the items have been used (all $p < .001$). No significant differences were observed in attending lectures, discussions, or films.

In none of the six *social activities* did the participation of men exceed that of women. It is interesting that no gender difference was found in the frequency of spending time with friends, but women spent time with family more frequently than did men ($p < .001$). Women also tend to go to movies and go out dancing more frequently than men (both $p < .001$).

The foregoing discussion leads us to the conclusion that there are some areas in which there are significant differences in the leisure involvement of men and women. Of the 13 activities in which the participation of men exceeded that of women, seven were sports-related and four were games. One could characterize the leisure tendencies of men as sports and games oriented.

In contrast, the leisure involvement of women seems to be more diversified, with greater involvement in music, creative activity, community involvement, educational experiences, and selected aspects of reading (books), television-watching, and social activities. In contrasting this with men one might characterize the interests of women as culturally, educationally, and service oriented.

4.3. What's hot, what's not

A review of the involvement of students in general leisure activities included in the survey reveals growth and decline of participation in several areas. Given the fast-paced changes in society it is even possible that a leisure activity might surface, grow to a substantial degree, and disappear without ever being monitored by these surveys conducted at five-year intervals.

4.3.1. What's hot?

Table 4-2 lists the twelve activities which are most often cited by students as *frequent* or *occasional* participation activities. Not surprisingly, several of the leisure interests that exhibited a strong showing were not included in previous surveys. Health and sports clubs, though in existence more than five years, have shown their strongest growth since 1986. The best known of these locally are Northwest Racquet, Swim, and Health Clubs and us Swim and Fitness. More than half of all students use these facilities at least occasionally. Their use by students is probably a reflection of the state-of-the-art facilities these clubs offer combined with the less than state-of-the-art facilities currently offered through the recreational sports facilities of the University (except for the new Aquatic Center).

TABLE 4-2.
Leisure activities with the highest degree of participation by students.

Activity	Percent of students
"Frequent" participation	
Listening to the radio	73%
Listening to recorded music	72
Daily news/weather/sports	69
Reading newspapers	62
Spending time with friends	62
Spending time with family	47
Reading books	46
Watching rental VCR movies	34
Jogging/running/walking	33
Health/sports clubs	27
Educational/news specials	27
Bicycling	26
"Frequent" or "occasional" participation	
Spending time with friends	99%
Reading newspapers	99
Listening to recorded music	96
Daily news/weather/sports	95
Listening to the radio	93
Spending time with family	93
Going to a movie	93
Reading books	93
Watching rental VCR movies	89
Educational/news specials	89
Parties	89
Watching TV movies	86

This competitive disadvantage of the University should be eliminated once the construction of new facilities on campus is complete. Fees for using the University's facilities are much lower than the private clubs in the metro area. One advantage of the private facilities mentioned above is that they have many locations throughout the metro area, locations much more convenient to commuters once they have left campus for the day. Parking at these private facilities is more accessible than parking at the University.

With the advent of the VCR, rental movies have enjoyed enormous success, with the public as well as with University students. One-third of all students watch rental movies frequently, and nine out of ten watch at least occasionally. This is but one of the many innovations in electronic media in recent years that has captured the attention (and pocketbooks) of students. Another, the compact disc, has no doubt contributed to the significant increase in listening to recorded music since 1986.

Student involvement in volunteer work has increased steadily and significantly over the past ten years, from 31 percent in 1981 to 47 percent in 1991 ($p < .001$). The increase in opportunities offered through newly developed volunteer agencies on campus has no doubt contributed to the growth during this period.

Finally, watching news-weather-sports programs on television jumped significantly from 1986 to 1991 ($p < .001$). Although the survey was conducted at the height of the Gulf War, it is possible that, with the growth of cable television and the emergence of CNN as a major international news organization, students have reached new levels of televised news watching. CNN has also brought to the public the possibility of catching the news 24 hours per day.

4.3.2. What's not?

The growth of some forms of leisure activity may actually have led to the decline of others. With the number of students watching rental movies at home at high levels, the number of students who frequently go to movies has declined significantly since 1986 ($p < .01$). This finding coincides with a recent national report that the number of people going to the movies has reached a 15-year low.

Student readership of weekly news magazines has also declined significantly ($p < .001$). Is it possible that this is inversely connected to the increased watching of the news on television? Weekly news magazines and TV news cover basically similar topics. The immediacy of television can't be matched by a weekly magazine—either in timeliness or action. This may be but another reflection of the challenge of the electronic media to the print media for the attention of the public.

Other activities on the decline among University students over the past ten years are pinball and video games as well as table tennis (both $p < .001$). The activities are often associated with games rooms in campus unions or games parlors in the community.

A summary of all activities in which statistically significant increases or decreases in frequency of participation occurred from 1986 to 1991 are reported in Table 4-3.

TABLE 4-3.
Changes in participation in leisure activities, 1986–1991.

Decreased from 1986–1991	Increased from 1986–1991
<ul style="list-style-type: none"> • Reading weekly news magazines • Reading literary magazines • Reading men's magazines • Listening to music on the radio • Film/photography • Going to movies • Going out dancing • Creative participation: music 	<ul style="list-style-type: none"> • Reading tabloids • Listening to recorded music • Volunteer work • Community theater/dance/music • Watch TV news/weather/sports • Watch rental movies on VCR • Creative writing

All reported differences significant at $p < .05$.

5 • **Use of student unions**

The three student union/centers on the Twin Cities campus organize and present programs, provide a wide variety of services and amenities, and operate facilities in order to support and enrich the student experience on campus.

The section of the survey dealing with the unions was designed to assess how frequently students use the unions/centers and for what general purposes. The section also attempts to determine whether those students who do not use a particular program or service would be interested in doing so. The unions periodically conduct use and satisfaction surveys which enable a much deeper analysis of use of the unions. Furthermore, the unions routinely maintain a database of attendance and usage information which is more comprehensive than that possible through the Student Interest Survey. This reporting of information on the unions, therefore, should be viewed as one piece of somewhat limited information that can be reviewed along with other sources of data on the unions.

5.1. Overall use of the unions

It appears that 87 percent of all respondents use the unions at some time. Table 5-1 identifies those programs or activities which the unions currently provide and indicates the percentages of students who at least sometimes participate in those activities. It is clear from the data that studying is the most frequently indicated activity at all three unions, followed by reading, and social activities. Overall, Coffman Union had the highest percentage of use of the three unions.

TABLE 5-1.
Use of union-provided services or activities.

Activity	Percent of students who make use of service		
	CMU	SPSC	WBU
Educational programs	10%	5%	6%
Reading	23	10	17
Music	13	5	7
Games	18	7	2
Creative activity	7	4	5
Social activity	20	8	12
Studying	37	15	26

In addition to offering a large variety of programs and activities, the three unions provide or facilitate a number of basic services. Food services, including vending machines, are located in or near all three unions, and other amenities and products are available at various service centers. Facilities are maintained to encourage informal interaction, meetings and discussions. Table 5-2 furnishes information on how students use unions to procure various services as well as for informal interaction.

The data show that students “buy something” or “use a service” more often than they do anything else in the unions. Eating is the second most common activity. Almost half (49 percent) of the students report using Coffman Union to obtain information or help while nearly one-fourth (23 percent) get that service from West Bank Union and one of eight (13 percent) from the St. Paul Student Center.

Further insights into patterns of use can be gained by cross-tabulating primary campus locale (“On which part of the Twin Cities Campus do you spend most of your time?”) with the union usage items. Tables 5-3, 5-4, and 5-5 describe how students who spend most of their time on a particular campus utilize the union on each campus.

TABLE 5-2.
Use of student union/centers for casual activities.

Activity	Percent of students who make use of service		
	CMU	SPSC	WBU
Eating	57%	17%	34%
Relaxing	40	15	24
Discussing ideas or issues	19	5	13
Being with friends	37	13	23
Participating in campus groups	13	3	6
Buy something, use a service	69	23	41
Get information or help	49	13	23
Cultural information	17	6	11

TABLE 5-3.
Use of Coffman Union by students
from each campus.

Activity (Coffman Union)	Percent of students from each campus		
	East Bank	St. Paul	West Bank
Reading	27%	14%	17%
Social activity	25	8	13
Studying	43	29	24
Eating	66	35	41
Relaxing	47	19	31
Discussing ideas or issues	23	9	12
Being with friends	44	20	25
Buy something, use a service	77	52	54
Get information or help	54	37	42

All reported differences (by campus) significant at $p < .05$ or better.

TABLE 5-4.
Use of St. Paul Student Center by
students from each campus.

Activity (St. Paul Student Center)	Percent of students from each campus		
	East Bank	St. Paul	West Bank
Educational programs	4%	17%	3%
Reading	5	43	5
Music	4	17	3
Games	5	20	6
Creative activity	2	15	1
Social activity	5	32	3
Studying	9	62	8
Eating	10	77	7
Relaxing	9	64	8
Discussing ideas or issues	3	31	2
Being with friends	9	56	5
Participating in campus groups	2	19	—
Buy something, use a service	15	92	13
Get information or help	7	65	6
Cultural information	4	29	4

All reported differences (by campus) significant at $p < .001$.

An examination of the three tables yields a number of important and statistically significant findings. First, as might be expected, students who spend most of their time on a particular campus tend to use the union on that campus more than they use the other two unions. Second, in reviewing Tables 5-3 and 5-4, one can readily induce that students on West Bank, East Bank, and St. Paul campuses are more likely to go to Coffman Union than are students from the Minneapolis campus (East Bank and West Bank) likely to go to the St. Paul Student Center.

TABLE 5-5.
Use of West Bank Union by students
from each campus.

Activity (West Bank Union)	Percent of students from each campus		
	East Bank	St. Paul	West Bank
Educational programs	5%	—%	12%
Reading	13	7	28
Social activity	9	1	22
Studying	19	13	47
Eating	28	15	58
Relaxing	18	9	44
Discussing ideas or issues	7	5	30
Being with friends	18	8	41
Participating in campus groups	4	—	14
Buy something, use a service	31	21	69
Get information or help	17	8	42
Cultural information	6	6	22

All reported differences (by campus) significant at $p < .05$ or better.

In looking at Tables 5-3 and 5-5, one can observe that students from the St. Paul campus are not likely to go to the West Bank Union and that students from West Bank are more likely to go to Coffman Union than students from East Bank to West Bank Union. Those who do go from one campus where they spend most of their time to a union on another campus are more likely to “buy something” than use any other service or program.

Distance from campus was not significantly related to how students use unions on campus. When students were asked about current living arrangements and that information was cross-tabulated with the use of the unions, some significant results were apparent. It is clear that residence hall students are more likely to use the unions for programs and for participation in student organizations while students who live with parents or other students in an apartment are more likely to use the unions for food service, reading, studying, or purchasing merchandise.

5.2. Trends in use of unions: 1986–1991

The items used in the 1991 survey to measure use of the three unions for specific purposes were also used in the 1986 survey. It seemed useful to compare student use or participation levels of 1986 and 1991 to determine if any trends were evident. Bear in mind that the unions have periodically conducted extensive studies of use and satisfaction and routinely collect data on program attendance. The results from the Student Interest Survey should be reviewed in relation to these data.

Few differences were evident in the use of the St. Paul Student Center and West Bank Union. The percentage of students using the a union to “buy something or use a service” increased at all three unions ($p < .05$). The percentage of students using Coffman and West Bank Union to “get information or help for something” also increased significantly ($p < .01$).

Use of Coffman Union experienced a number of changes. Of 15 use/participation items, the data suggest that usage declined significantly in six areas, most of which might be described as program areas—educational programs, creative activity, discussing ideas and issues, and social activity. No significant differences occurred for seven areas most of which could be described as casual use of the union. The comparisons between 1986 and 1991, in terms of increase, decrease, or no change are reported in Table 5-6.

TABLE 5-6.
Changes in use of student
union/centers, 1986–1991.

Activity	Trend in use of union for activity		
	CMU	SPSC	WBU
Educational programs	▼		
Reading	▼		▲
Music			
Games			
Creative activity	▼		
Social activity	▼	▼	
Studying			
Eating			▲
Relaxing			
Discussing ideas or issues	▼	▼	
Being with friends			
Participating in campus groups			
Buy something, use a service	▲	▲	▲
Get information or help	▲		▲

▲: Increase in use 1986–1991.

▼: Decrease in use 1986–1991.

Differences reported are significant at $p < .05$.

6. Involvement in student groups

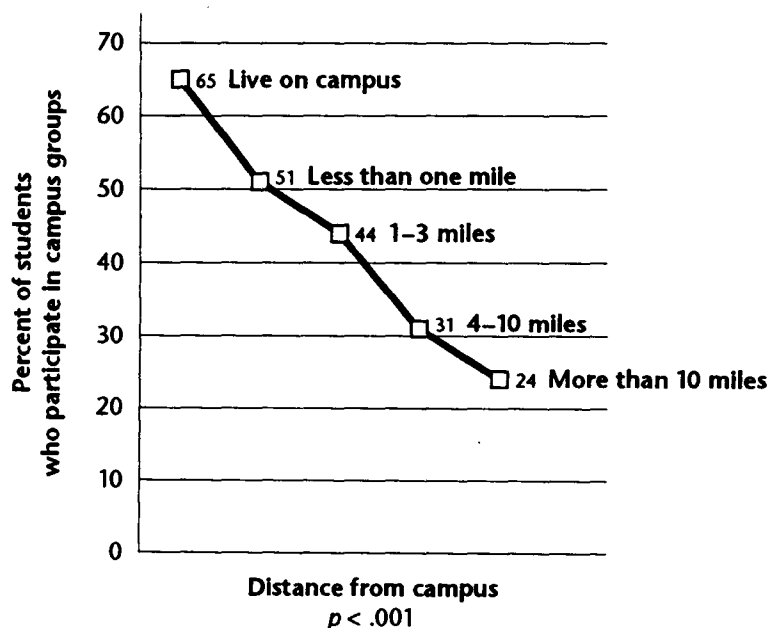
The contributions of extracurricular involvement in the education of college students are underscored by Astin in his text, *Achieving Educational Excellence* (1985), and by Hasselmo in his report, *Initiative for Excellence in Undergraduate Education* (1990). How many students participate in the activities of campus groups at the University? Do the students who participate differ from those who do not participate? If so, in what ways?

Forty percent of all Twin Cities campus degree-seeking students (approximately 15,000 of our 38,000 students) participate in campus groups. This is up from 1981 and 1986 when approximately one-third were involved ($p < .01$). This figure is substantial given the generally held view that the Twin Cities campus is a commuter campus.

A disproportionately high number of students who participate in campus groups exhibit the following characteristics: They are single, entered the University as first quarter freshmen, graduated from U.S. high schools outside Minnesota, and live in University residence halls or a fraternity or sorority house. Not surprisingly, they see themselves as non-commuters and live on campus, or walk or ride a bicycle to get to campus. Figure 6-1 shows progressively lower rates of participation in campus groups among those who live further from campus ($p < .001$).

Participation is highest among students enrolled in the College of Natural Resources, the Institute of Technology, and the Law School, and lowest among students in the

FIGURE 6-1.
Percent of students participating in campus groups as a function of distance of residence from campus.



Graduate School, Education, and the Carlson School of Management. Participation in campus groups is highest for those who are not employed, or work 20 hours per week or less. It is also highest, however, for those who hold jobs on campus. Participation is also highest for those who spend 11 or more hours in class per week.

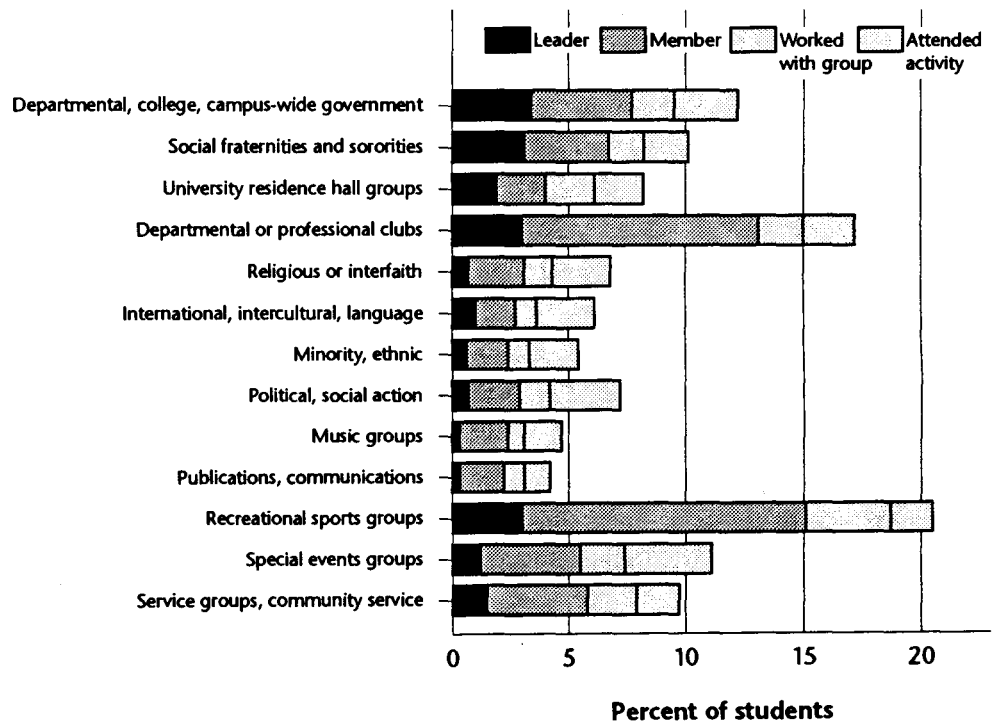
No significant differences were observed, however, between those who participate in campus groups and those who do not, in terms of race, gender, campus on which they spend most of their time (East Bank, West Bank, St. Paul), or hours per week spent on study.

Students who participate in campus groups also participate more in 22 of the 63 leisure activities examined in this survey. These activities cut across all 10 categories of leisure activity, but they could be characterized as active leisure that requires going out somewhere to participate. In contrast, students who do not participate in campus groups participate more in only three of the 63 activities—all television related—watching daily news-weather-sports programs, educational or news specials, and televised movies (all $p < .01$).

Compared to those who participate in student groups, those who do not are more likely to be characterized as graduate and professional students, married, living with parents or in their own house or apartment, are commuters, work more than 20 hours per week, hold jobs which are off campus, and spend less hours in classes.

The extent of students' participation in various types of student groups is displayed in Figure 6-2.

FIGURE 6-2.
Extent of participation in various categories of student groups.



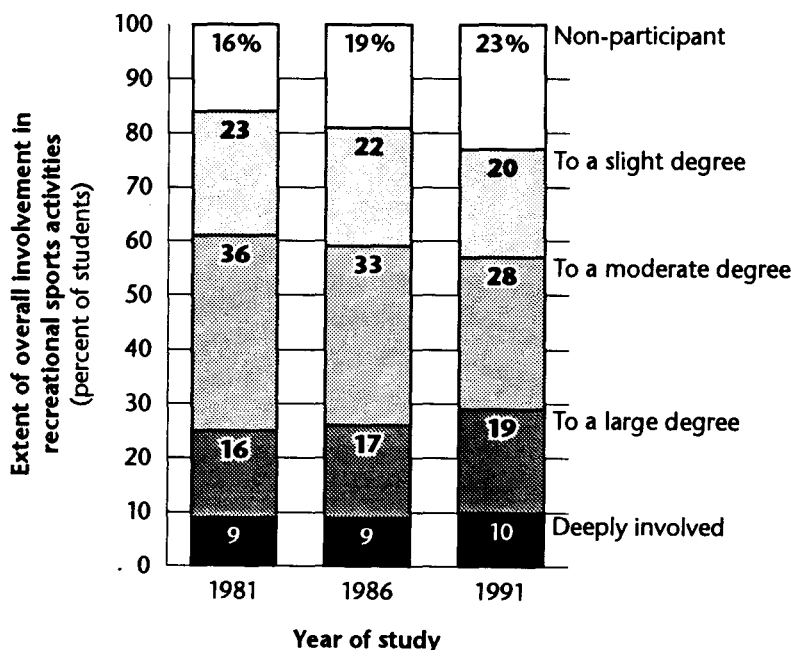
7 • Recreational sports

The Department of Recreational Sports has been a regular participant in the survey since 1971. The primary goal of the recreational sports portion of the survey was to develop a better understanding of the nature of the University's student participation in sports and more specifically in sports on the Twin Cities campus so that program and facility planning by the department would be based on a foundation of accurate data.

7.1. Sports participation in general

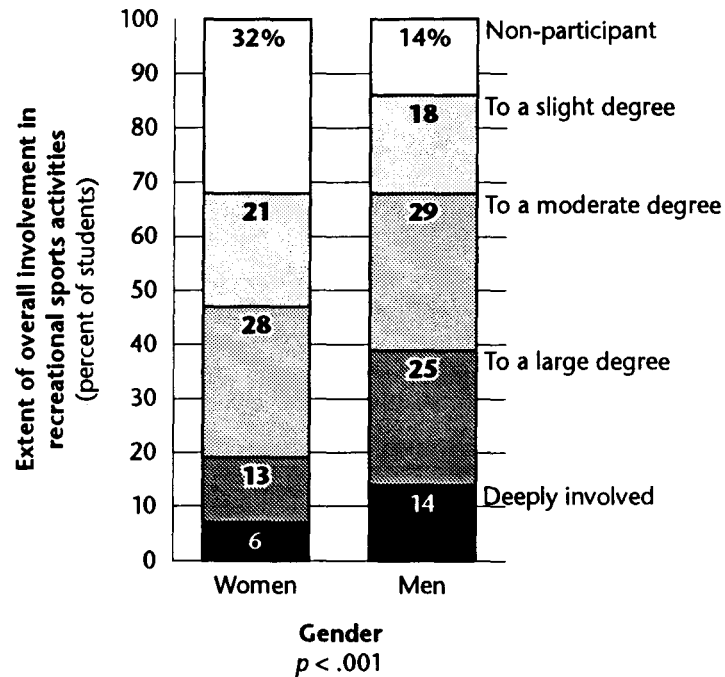
Sports participation appears to be a relatively common activity for students in general. The survey first attempted to determine the extent to which sports participation is a part of the students' experience. The survey reported on five levels of sports involvement: not involved, slightly involved, moderately involved, involved to a large degree, and deeply involved. The trends in sports participation from 1981 to 1991 are displayed in Figure 7-1. The overall percentage of students who participate in recreational sports has dropped slightly from 84 percent in 1981 to 77 percent in 1991 ($p < .01$).

FIGURE 7-1.
Overall participation in recreational sport activities, 1981-1991.



More than half of all students are at least moderately involved in sports as participants. Figure 7-2 provides a breakdown of these figures for women and men. Nearly half (47 percent) of all women are moderately to deeply involved as sports participants. For men, two-thirds (68 percent) are moderately to deeply involved. Despite greater involvement by men (historically the case), the involvement of women as sports participants must be considered substantial.

FIGURE 7-2.
Overall extent of participation in recreational sports activities by gender.



7.2. Participation in the University's Recreational Sports program

Data from the 1981 through 1991 surveys on overall participation in the University Recreational Sports program are reported in Figure 7-3. The results indicate that 58 percent of all students have participated in the University sports program at some time during their experience at the University. Forty-three percent of the students currently participate while 15 percent participated in the past.

FIGURE 7-3.
Use of University Recreational Sports
program, 1981 - 1991.

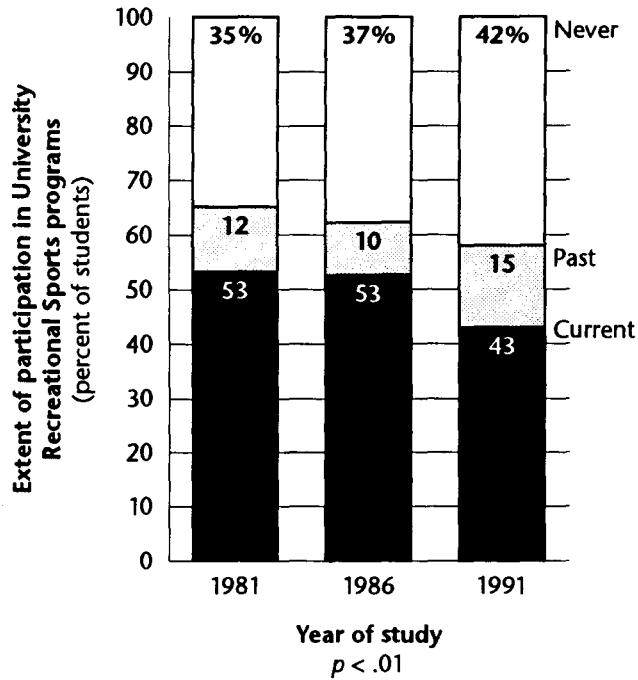


Figure 7-4 also reports that currently one-third of all women and half of all men participate in the University recreational sports programs. Conversely, half of all women and one-third of all men have never participated in the University recreational sports program.

FIGURE 7-4.
Use of University Recreational Sports
program by gender.

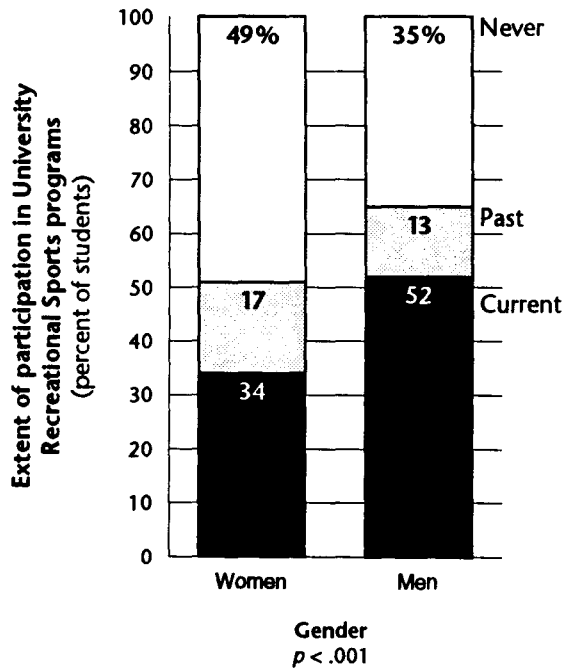
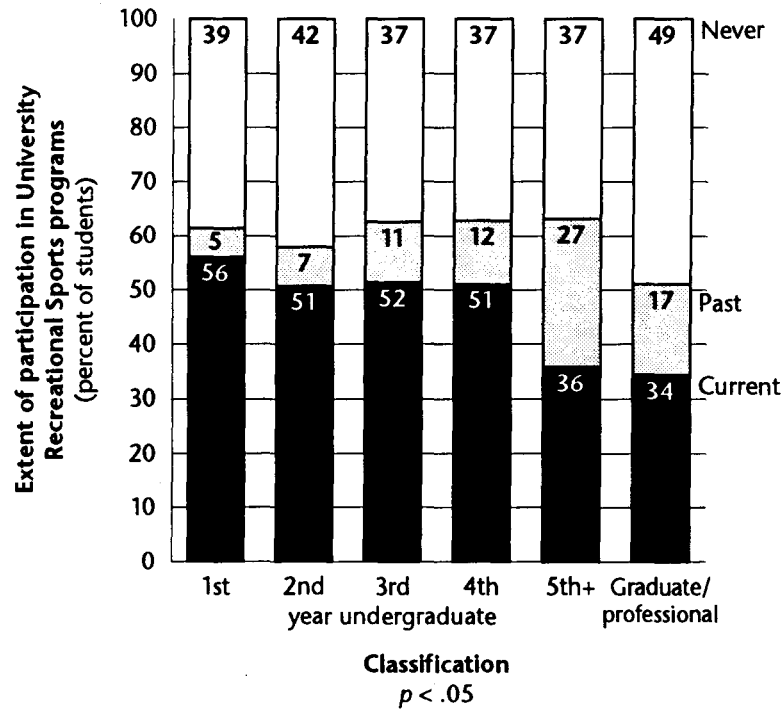


FIGURE 7-5.
Use of University Recreational Sports
program by year in school.



An analysis of participation by year in college (Figure 7-5) reveals that the current involvement of fifth-year undergraduate, graduate, and professional students was considerably lower than involvement by first- through fourth-year undergraduates ($p < .001$). When combining current and past participation (i.e. the proportion of students who have participated in the University recreational sports program at least once during their career), the percentages are nearly identical across all undergraduate years. One might surmise that graduate and professional students don't have the time or have different priorities that limit their involvement in recreational sports.

Although commuter students are much less likely to use the University's recreational sports facilities (29 percent of commuters vs. 62 percent of non-commuters, $p < .001$), the extent of their participation in overall recreational sports activities is virtually identical.

As shown in Figure 7-3, current involvement has fallen from 53 percent (1981 and 1986) to 43 percent in 1991 ($p < .001$). The proportion of students who never participated in recreational sports increased steadily from 35 percent in 1981 to 42 percent in 1991 ($p < .01$). Much of this decline probably can be attributed to poor facilities and disruption in availability of services during construction of the new facilities. Despite this decline, recreational sports remains the largest area of extracurricular involvement by students at the University.

7.3. Participation in specific recreational sports programs

Table 7-1 reports participation in the various recreational sports programs offered at the University. The heaviest participation occurs in open recreation and self-fitness activities. Participation levels for these two areas are almost identical. The participation in both open recreation and fitness is significantly higher for men than women. Participation by women in these two areas, however, is significantly higher than women's participation in other areas of recreational sports. The largest decline in current recreational sports participation occurred in open recreation which dropped from 33 percent in 1986 to 26 percent in 1991 ($p < .01$).

Participation in team sports is next highest in levels of participation. One out of every five students participates in team sports. Three times as many men as women participate in team sports ($p < .001$). This finding is not surprising, as team sports have historically attracted more men in single sex sports, while more recently co-recreational sports have become the area of preference for women's participation in organized team sports.

TABLE 7-1.
Use of specific Recreational Sports programs.

Activity	Extent of participation (percent of students)		
	Current	Past	Never
Team sports			
Men	30%	14%	56%
Women	11	13	76
Total	21	13	66
Individual/dual sports			
Men	8	7	85
Women	4	5	91
Total	6	6	88
Sport clubs			
Men	9	6	85
Women	5	5	90
Total	7	5	88
Open recreation			
Men	33	14	53
Women	19	13	68
Total	26	14	60
Fitness			
Men	30	12	58
Women	22	12	66
Total	26	12	62

All $p < .05$.

Participation in team sports dropped from 26 percent in 1986 to 21 percent in 1991 ($p < .05$). Declines in both open recreation and team sports may be due in part to the disruptions in facility availability due to the ongoing construction of new facilities during this time period. The drop in team sports may be partially due to the increase in the graduate population. Graduate and professional students typically participate in team sports much less frequently than undergraduate students (15 percent vs. 24 percent, $p < .01$).

Current participation in sports clubs and organized individual or dual sports are lower than other areas of recreational sports and nearly equal at about six percent. About twice as many men as women participate in both sports clubs and organized individual and dual sports (both $p < .05$).

7.4. Sports participation and place of residence

The study examined the sports participation of on-campus residents, that is, those living in residence halls and fraternity and sorority houses. Three-fourths (77 percent) of on-campus residents indicate they currently participate in recreational sports, as contrasted with 37 percent for off-campus residents ($p < .001$). The declines in recreational sports participation since 1986 mentioned earlier have been observed for both on-campus residents (85 percent to 78 percent) and off-campus residents (47 percent to 37 percent, $p < .001$).

In the area of organized team sports, on-campus residents are heavily involved. The 1991 survey reports that 41 percent of on-campus residents participate in team sports, whereas only 18 percent of those who reside off campus are team sports participants ($p < .001$). The elimination of specific dorm and fraternity leagues during the past five years may have contributed to the substantial decline in the participation of on-campus residents in team sports.

7.5. Comparisons of health club users and University Recreational Sports users

To determine if students were being attracted elsewhere for their participation in recreational sports type activities, the reported use of local sports and health clubs were compared with participation in the University's recreational sports. Use of sports and health clubs by University students expressed in terms of participation in the University recreational sports program is reported in Table 7-2.

TABLE 7-2.
Current use of health and sports clubs by participation in the University Recreational Sports program.

Participation in Recreational Sports activities	Use of health/sports clubs (percent of students)		
	Never	Occasionally	Frequently
Never	60%	21%	19%
In the past	44	22	34
Current	37	29	34

$p < .05$

Forty percent of those who never have participated in the University recreational sports program use sports and health clubs at least occasionally. The use of sports clubs by past participants in the recreational sports program is higher at 56 percent. Use of sports and health clubs by current participants in recreational sports is highest with 34 percent using them frequently and almost two-thirds using them at least occasionally.

These findings suggest that there are potential users of the University's recreational sports program who currently don't participate. New facilities may persuade some of these current non-participants to alter their behavior and use the University facilities. Through payment of the student services fee, it will unquestionably be less expensive for them to participate at the University.

The growth of sports and health clubs in the Twin Cities and the rather substantial use of these clubs by students was discussed earlier. It is conceivable that use of these clubs has contributed to the decline in participation in certain aspects of the University's recreational sports program. New facilities at the University may turn that situation around. Seventy-one percent of those who use health and sports clubs frequently would use the new facilities at least occasionally, and 38 percent would use the facilities regularly or frequently.

8. Attitudes towards the University

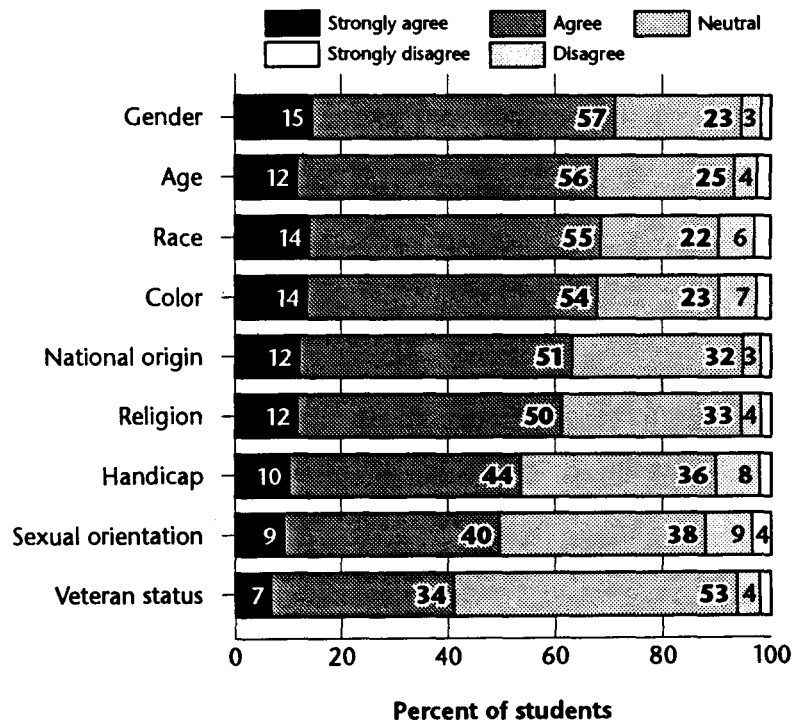
In response to the growing administrative concern about the nature of the Twin Cities campus, the final section of the survey asked a series of questions about the campus as a community. A separate report (Harrold et al., 1991) has described most of the findings pertaining to students' sense of community at the University. This report will focus on some of the same items with a view towards students' attitudes towards the University in general.

8.1. Diversity

Encouraging diversity on campus is one of the University's stated goals. The 1990–1991 Presidential Goals included, "Foster an environment that is hospitable to international students and faculty members..." and "Expand...opportunities to raise the University community's awareness of, and ability to combat, bigotry based on race, religion, color, sex, national origin, handicap, age, veteran status, or sexual orientation" (Hasselmo, 1990).

In this study, students reported their level of agreement or disagreement with statements such as "The University encourages diversity with respect to age." Figure 8-1 shows that students hold a slightly favorable impression of the University's efforts with regard to diversity. To get a sense of the variation among students in their perceptions

FIGURE 8-1.
Students' responses to the question,
"The University encourages diversity
with respect to..."

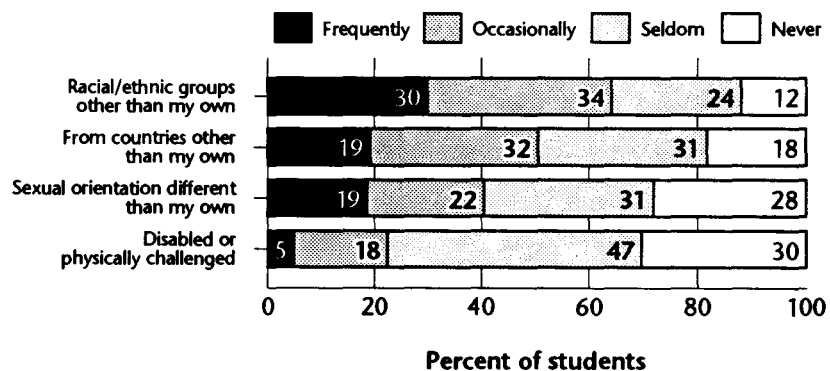


of the University's encouragement of a diverse environment, a scale was constructed from the average responses to all of the elements of diversity listed in Figure 8-1. Students who are frequently or occasionally active in political groups tend to view the University much less positively (across all dimensions of diversity) than those not active in political groups ($p < .001$). Students who are 18 or 19 years old tend to hold much more positive views of the University's encouragement of diversity than do students who are 20 years or older ($p < .01$). A speculative explanation for this pattern is that as students spend more time at the University, they become more aware of incidents which have shown biased action on the part of students, staff, or faculty at the University. These incidents may lead them to view diversity efforts at the University with a more cynical eye.

Students were asked how often they associated casually (i.e. outside the classroom) with students from different backgrounds. These results are summarized in Figure 8-2. The extent of students' associations with students of other backgrounds was not related to their perceptions of the University's encouragement of diversity.

Students who held campus jobs or participated in recreational sports, volunteer activities on-campus, student union-planned events, and/or student groups reported more frequent casual association with students from other backgrounds than did their counterparts who did not participate in those activities ($p < .001$ in each case).

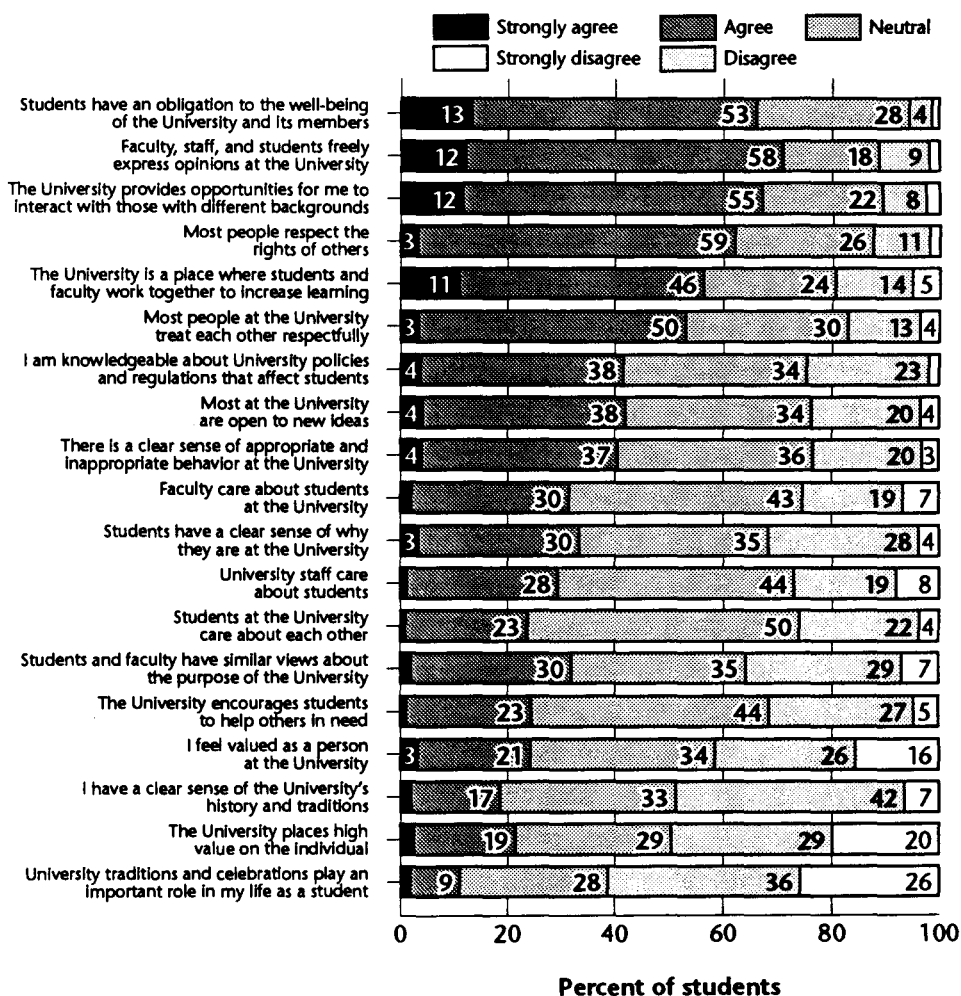
FIGURE 8-2.
Extent to which students associate casually (outside the classroom) with students from other backgrounds.



8.2. Perceptions of the campus environment

A series of 19 questions were asked to measure students' feelings about the campus. The responses are described in Figure 8-3, ranked from the items with most agreement to the items with least agreement. Students agreed more strongly with items which described the campus as a respectful and diverse environment. Statements which described the University as a caring environment brought primarily neutral to negative responses. Few students agreed that they placed University traditions, history, or celebration in high regard.

FIGURE 8-3.
Students' responses to various
attitude questions regarding the Twin
Cities campus of the University.

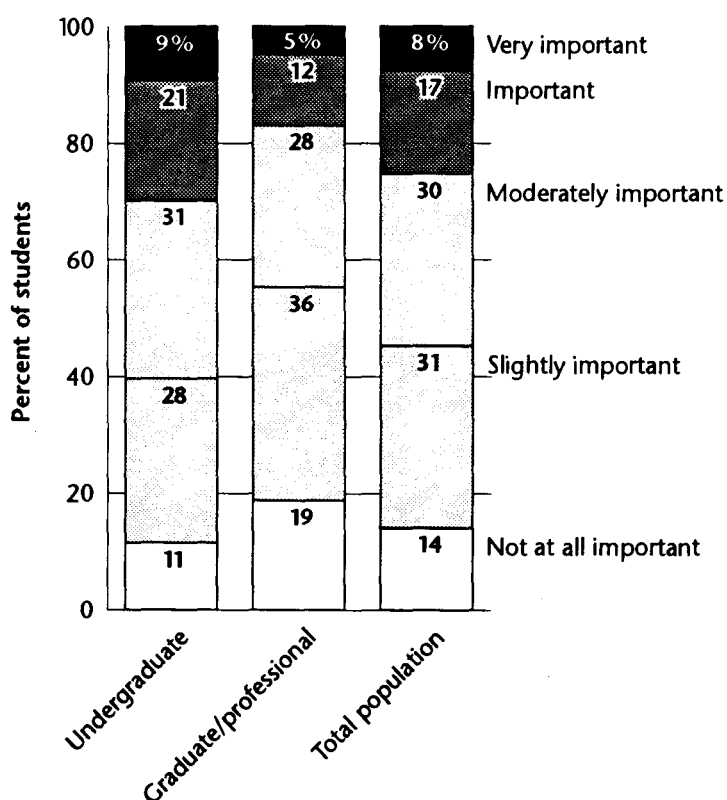


8.3. Sense of community

Community is a concept that is increasingly being discussed within higher education. These national concerns are mirrored within the University. One of the University president's goals for 1991-92 is to "ensure a sense of community that recognizes, appreciates, and fosters unity within diversity" (Hasselmo, 1991).

Students vary widely in the importance which they place on this sense of community. Figure 8-4 shows that slightly more than half felt that experiencing community was at least moderately important, yet 14 percent said it was not at all important. These findings suggest that attempts to provide a sense of community for students must consider that not all students feel it is important to experience community at the University.

FIGURE 8-4.
Importance of community to
undergraduate and
graduate/professional students.



Given the difference between graduate and undergraduate students in the importance of community and in acknowledging the institutional goal of building community for undergraduates (Hasselmo, 1990), subsequent analyses are based on only the undergraduate population.

The most basic question concerned the extent to which students do, in fact, experience a sense of community on the Twin Cities campus. We found that undergraduates experience community to only a small extent. The data in Table 8-1 indicate that only 7 percent experience community to a great extent. Conversely, almost two-thirds (65 percent) experience community to a small extent or not at all.

TABLE 8-1.
Reported experiences of community
by undergraduate students.

Reported sense of community	Percent of undergraduates
Not at all	18 %
To a small extent	47
To some extent	28
To a great extent	7

8.4. Satisfaction with the University

One of the ways in which to obtain a summary assessment of student attitudes toward the University is to ask students how satisfied they are with their experience at the University. The responses to this question are reported in Table 8-2. The overall satisfaction level for this study is comparable to similar data reported by others in studies of student satisfaction (e.g., Matross, DesJardins, & Murdochs, 1989; Hendel & Murdochs, 1991).

As the data show, the satisfaction of undergraduate and graduate/professional students is nearly identical. Aggregating the dissatisfieds (24 percent) and satisfieds (76 percent) for undergraduates in Table 8-2, it is apparent that most students in general are satisfied with their experience at the University. This may come as a surprise to many at the University. The primary author occasionally has taken an informal polling among small groups of students, faculty, and staff, and almost without exception their estimate of the percentage of students satisfied with their University experience is significantly lower, usually ranging from 30 to 50 percent.

TABLE 8-2.
Reported satisfaction with the
University by undergraduate and
graduate/professional students.

Satisfaction with the University	Percent of students	
	Undergraduates	Graduate/ professional
Very dissatisfied	2 %	3 %
Dissatisfied	7	7
Slightly dissatisfied	15	12
Slightly satisfied	22	21
Satisfied	46	50
Very satisfied	8	7

This finding of general satisfaction is corroborated by the findings of Hendel and Solberg (1991) with 81 percent satisfied, and Matross, DeJardins, and Murdochs (1989) reporting 84 percent satisfied.

An analysis of satisfaction in relation to other variables in the interest survey revealed several significant findings. Lowest levels of satisfaction were reported among students who live with their parents, or rent a room in a house ($p < .05$) and highest levels of satisfaction were found among students living in University residence halls ($p < .01$).

The highest levels of satisfaction occurred among students identifying with the collegiate subculture (88 percent) and the lowest among those identifying with the non-conformist subculture (58 percent, $p < .001$). There is a positive correlation between the extent to which students use the University to spend their leisure or discretionary time and the degree of satisfaction with the University ($p < .01$).

There were no differences by college, between white students and students of color, and there were no differences in satisfaction as a function of academic performance (as expressed by cumulative GPA).

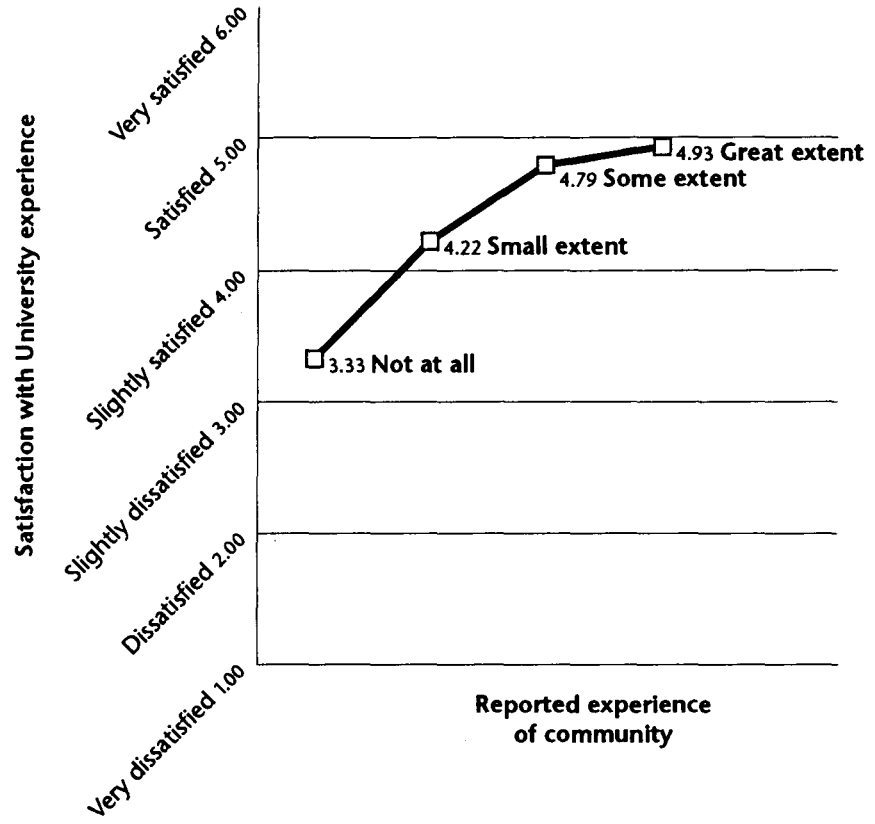
By reviewing the responses to statements of opinion about the University by those who were dissatisfied or very dissatisfied with their University experience, an attempt was made to determine which aspects of the University experience might deserve the most attention. The results are reported in Table 8-3. The statements in this table are from a longer list of opinion statements used in the survey, but represent those for which there is highest disagreement among dissatisfied students or the greatest variance between dissatisfied students and satisfied students.

TABLE 8-3.
Negative views of the University of students who are generally satisfied or dissatisfied with the University.

Opinion statements regarding the University	Percent of students who disagree or strongly disagree with statement at left	
	Dissatisfied students	Satisfied students
I feel valued as a person at the University	75%	31%
The University places high value on the individual	74	42
Faculty and students have similar views of the University's purpose	58	29
Faculty care about students at the University	53	17
Staff care about students at the University	51	20
Students and faculty work together to increase student learning	47	11
Students at the University care about each other	43	21
Most people at the University are open to new ideas	37	20
Most people at the University treat each other respectfully	30	13

There were differences in overall University satisfaction as a function of both importance of community and having experienced community, although the differences were stronger for experiencing community. Mean overall satisfaction levels were closely related to the experience of community, as shown in Figure 8-5 ($p < .001$).

FIGURE 8-5.
Satisfaction with the University by
experience of community
(*undergraduates only*).



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Appendix A. Comparison of demographic variables

TABLE A-1.

Comparison of gender and college between University population (winter 1991), random sample, and final response group.

Item	Percent of students		
	Response group	Random sample	University population
Gender			
Female	48.9%	47.4%	47.3%
Male	51.1	52.6	52.7
College			
Agriculture	2.4%	2.4%	2.1%
Architecture/LA	0.9	0.8	0.6
Biological Sciences	0.6	0.6	0.8
Dental Hygiene	—	—	0.1
Dentistry	1.1	1.0	0.8
Education	4.6	4.7	4.2
General College	2.9	5.3	4.9
Graduate School	21.1	21.4	20.9
Human Ecology	3.2	2.6	2.6
Law	3.0	2.6	2.0
Liberal Arts	36.2	38.2	38.2
Management	5.1	2.0	2.2
Medical School	2.3	2.4	4.4
Medical Tech	0.2	0.1	0.1
Mortuary Sciences	0.2	0.2	0.2
Natural Resources	1.5	1.4	1.2
Nursing	0.8	0.5	0.5
Occupational Therapy	—	—	0.1
Pharmacy	0.6	0.6	0.8
Physical Therapy	0.5	0.5	0.2
Public Health	0.6	0.5	0.6
Technology	10.8	11.0	11.4
University College	0.8	0.6	0.4
Veterinary Medicine	0.6	0.6	0.7