

A Survey of Former GC Students

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Executive Summary

The mission of the General College of the University of Minnesota is to prepare underprepared students for transfer to degree granting colleges of the university. The GC curriculum and student services have evolved in directions that have promoted increased transfer rates. While objective measures of success such as retention and transfer rates are improving, understanding the student experience in the college is important to continuing improvements. The purpose of this survey was to gather the opinions of students who have recently transferred from GC to other U of M colleges about various components of the GC curriculum and support services. A second purpose was to assess students' confidence in their academic skills. A final purpose was to gain insight into what students perceive to be barriers to graduation from the U of M.

The survey was sent by e-mail to 1329 students who entered GC between 1995 and 2000 and later transferred to another U of M college. The response rate was 425, 32%. A sample of 100 non-respondents was selected to receive a paper copy of the survey. Of that group, 16 responded. Compared to non-respondents, the respondents were more likely to be female and white.

The survey found low levels of dissatisfaction with GC courses and advising. Most students, 74%, said they would enroll again in GC. Students who said they would not enroll again had negative attitudes towards many aspects of their GC experience, while students who would enroll again had positive attitudes toward their experiences. Most students, 78%, reported feeling stigmatized by the low opinion their peers held of GC.

In evaluating the extent to which GC helped them achieve academic goals, students were most likely to report that GC helped them appreciate diversity, meet new people and make a good transfer and major decision. They were less likely to report that GC helped them acquire academic skills in reading, mathematics and oral communication. Students reported that they liked many features of GC such as the mid-term grade reports, small classes, frequent contact with advisors and emphasis on cultural diversity. Students also reported high confidence in their current academic skills, and few perceived barriers to graduation. Comments on students' best and worst experiences focused primarily on good and bad experiences with individual courses and advisors and on university and college policies.

While the survey suggests that students who transfer from GC were equipped to succeed after transfer, the survey also suggested some areas for continued attention. The first area is the continued presence of negative attitudes toward GC and GC students among other U of M students. This is a long-standing issue that deserves continued attention. Second, the curriculum seems to challenge some students more than others and this phenomenon deserves more investigation. Third, issues surrounding use of Appleby Hall deserve continued discussion.

Introduction

The General College (GC) at the University of Minnesota was founded in 1932 to provide an alternative to baccalaureate degree programs for students who are not preparing for professional school, but “who carry on most of the world’s business” (Moen, 1983). Initially the college was conceived of as a Junior College that awarded Associate degrees. Over the years, GC has been reshaped to fit the changing needs of Minnesotans. Today, the college is focused on the preparation of underprepared students for transfer to schools and colleges housed within the University as well as other institutions of higher education. According to the GC mission statement, the college:

provides a strong connection to the University community for students seeking to develop their academic potential . . . provides an environment for a diverse population of students, faculty, and staff and seeks to encourage multicultural perspectives in activities . . . enrolls and prepares for admission to University degree programs, students who require special preparation because of personal circumstances or previous education . . . serves those students who can best benefit from their early integration into the University and who are willing to direct their energies to a rigorous baccalaureate education (General College Mission).

Preparation for successful transfer to degree granting colleges is the core mission of GC. In order to be eligible for transfer, GC students must complete at least 24 credits with a C average. Some U of M colleges require more credits and higher grades for admission. Since the mid-1990s, the rate of transfer for GC students has been about 58% (Hatfield, 2001). Research suggests that GC students who transfer to degree granting

colleges within the University complete degrees at the same rate as other transfer students (Wambach & delMas, 1996). In 1995, Wambach and Woods surveyed the GC transfers within the University to determine students' opinions of how well GC prepared them for their current coursework. Students were also asked to evaluate aspects of the GC curriculum and advising services. While the majority of respondents in this study were happy with the experiences they had in GC, about 20% expressed dissatisfaction with their GC experience. One of the themes that emerged from the dissatisfied group was their belief that their GC courses were not challenging enough. In order to further explore this topic, GC third quarter freshmen were asked to compare the level of challenge in their GC courses to the courses they took in high school (Wambach, Thatcher & Woods, 1996). This survey found that most GC students believed their GC courses were more challenging than their high school courses. The experience of higher challenge was greatest for students from urban high schools and smallest for students from suburban high schools. Responses to the survey suggested that the college curriculum was fulfilling its goal of addressing the needs of students who had not been exposed to a rigorous, college preparation curriculum in high school.

Since the mid-1990s, the GC curriculum and support services have continued to evolve. The size of the curriculum has been reduced and teaching strategies designed to both challenge and support students have been more fully implemented. Advising services have focused on the transfer process and institutional mechanisms that promote transfer have been implemented. In addition, as the other freshmen admitting colleges at the U of M have raised their admissions standards, the GC student body has changed to

include more students who were previously admitted to degree granting colleges creating an even more academically diverse student group.

The purpose of the present study was to gather the opinions of recent GC alumni about various components of the GC program and gain some insight into the self-perceptions of this group. A second purpose of the study was to gain insight into what students consider current barriers to their continued progress towards graduation from the University of Minnesota.

Method

Participants

All students who entered GC sometime between 1995 and 2000 and were enrolled in classes in another college at the University of Minnesota at the time of the study were identified as possible participants. However, students who had requested that information about their addresses be suppressed were excluded from the subject pool. Out of a total of 1,329 potential subjects, 425 participated in the study, a response rate of 32%.

The characteristics of respondents were compared to those of non-respondents to test the assumption that the respondents were a representative sample of the population. Respondents and non-respondents were compared on sex, ethnicity, year of first enrollment, current college of enrollment, type of high school, cumulative GPA, GPA while in GC, and credits completed in GC. There was a significant difference between the groups on sex, with the respondents more likely to be female (54.2%) rather than male (45.8%), and the non-respondents more likely to be male (52%) rather than female (48%), Pearson Chi-Square (1) = 4.59, $p = .033$. There was also a significant difference

between the groups on ethnicity, Pearson Chi-Square (1) = 4.48, $p = .03$. Students of color were underrepresented among respondents (23.8%) and over represented among non-respondents (29.4%). White students were over represented among respondents (76.2%) and under represented among non-respondents (70.6%). There were no significant differences between the groups on other variables.

The population of transferred students represented 16 different collegiate units. Sixty-two percent (825) were enrolled in the College of Liberal Arts, 7.2% (96) were enrolled in the College of Education and Human Development, 6.6% (87) were enrolled in the College of Human Ecology, 5.5% (73) were enrolled in the Institute of Technology, and 5.4% (72) were enrolled in the College of Agriculture, Food and Environmental Science. In order to examine the communities of origin for the transferred student population, we classified high schools as urban (Minneapolis and St. Paul, public), suburban (Twin Cities suburbs), non-Metro (outside the Twin Cities Metropolitan area), private, and non-Minnesota. The suburban group was the largest at 49.4%, followed by non-Metro, 16.3%, non-Minnesota, 15.9%, urban, 10.2%, and private, 7.6%. Since the suburban group was large, we further divided it into four geographic areas, northwest, northeast, southeast and southwest. The southwest suburban group was twice as large as the other groups with 284 students, 21.5% of the total transferred student group. For more detail on the rates of transfer for students by high school see Hatfield, 2001.

Materials

One survey was used for the present study (Appendix A). Items for the survey were selected based on a number of procedures. Members of the GC Executive Council, Curriculum Committee and Admissions and Advancement Committee were consulted about topics for the survey. A focus group of former GC students responded to a draft of the questionnaire as did former GC students now serving as teaching assistants. This allowed for multiple perspectives on what topics should be assessed by the survey.

Recruitment of Subjects

E-mails were sent to all potential participants announcing the study. A copy of the e-mails used to recruit participants for the present study is in Appendix B. The initial e-mail asked students to participate in the study by going to a web address and filling out the survey, which was on-line. Students were asked to enter their university identification number as part of the survey. Those who filled out a survey within the first 14 days and provided their student id number were entered into a lottery for a University of Minnesota Bookstore gift certificate worth \$100. After 14 days had passed, a second e-mail was sent to those students who had not yet responded to the survey. A gift certificate for \$50 was offered for those who filled out the survey in the next 7 days.

Three weeks after the initial e-mail was sent out, 100 people were selected at random from among those who did not respond to the e-mail survey. They were sent a paper copy of the survey and a postage-paid, pre-addressed, envelope to their home mailing address. Sixteen people filled out the paper copy of the survey. This resulted in an overall response rate of 16% for the paper version of the survey. Data from the on-

line survey was automatically entered into a database, while responses from the paper copies of the survey were entered into the same database by hand.

Data Analysis

Results of the study were analyzed using SPSS. Descriptive statistics of overall responses to each item are presented below. In addition, comparisons between several groups of interest to General College were made using chi-square statistics to test for proportionate differences between groups. Significance level was set at .01 because the large number of comparisons generated by the analysis increased the risk of random error.

The first set of comparisons was between students who were generally positive about their GC experience and those who were generally negative. The groups were identified on question 13 of the survey, which asked students if they would enroll again in GC. Those who responded that they either definitely or probably would not choose to enroll in GC again given the options they had available to them when they first enrolled were put in the “not enroll again” group ($n = 109$), while those who stated that they would definitely enroll again were put in the “enroll again” group ($n = 94$). These groups were comparable in size, which increases the reliability of comparisons between them. In addition to comparing the responses of these two groups on survey items, the academic characteristics of the groups were compared. The groups were found to be comparable in overall grade point average, credits completed and high school rank. The only significant difference between the groups’ academic characteristics was on ACT test scores where the average composite score for the enroll again group was 20.9 and the average score for the not enroll again group was 21.4 ($p. < .001$).

Since GC serves students who eventually transfer to a wide variety of programs, groups were created to represent the current majors of the respondents. The various majors were categorized into seven groups. These groups were (1) business and applied economics, (2) fine arts, design, and architecture, (3) social sciences, speech, and communications, (4) IT science, engineering, and math, (5) education, (6) health, life, and other sciences, and (7) humanities, journalism, tech writing, and language arts.

Since a component of the GC mission is to address the educational needs of urban students of color (SOC), the responses of this group were compared to those of non-SOCs. The SOC group included students who identified themselves as African American, Hispanic, Asian and American Indian. Table 1 presents the ethnic background of the participants.

Table 1: Ethnicity of the respondents

Ethnicity	Proportion of respondents
White	76.2
Black	6.6
Hispanic	2.8
Asian	9.7
American Indian	1.2
Unknown	3.5

Results

The first 18 survey items asked general questions about the students' application process, their opinions of the advising and classes they had while in GC and their opinions of the advising and classes in their current college, as well as questions about some characteristics of GC.

Question 1 asked students if they applied directly to GC. 63.2% of the students who responded to this survey indicated they did not apply directly to GC. Of the

remainder, 24.8% applied directly to GC and 12% could not remember how they applied. Question 2 asked students if they had applied to another four-year college. Most of the students were either accepted at another four-year college (42%) or did not apply to one (48.3). Only 9.4% of the students applied to another four-year school and were not accepted. Students in the not enroll again group were significantly more likely to report having been accepted at another four-year college (52.3%). Students of color were less likely to report being accepted by another four-year college (36.6%). Question 3 asked if the student was accepted by a community college. Nine percent of the respondents indicated that they had been accepted while 90% indicated they did not apply.

Question 4 asked students to rate the quality of their experience with the General College office staff. The majority of responses (81%) were positive. Among the students in the enroll again group there were no negative responses to this item. Among the students in the not enroll again group, 16% rated their interaction with staff as negative.

Table 2: How would you describe your interactions with staff in GC offices?

	Proportion of respondents
Very negative	.9%
Somewhat negative	4.5%
Neither negative or positive	12.7%
Somewhat positive	37.3%
Very positive	44.3%

The next four questions addressed the advising that students received while enrolled in GC as well as the advising they were currently receiving. Results for these questions are in Tables 3 - 6. Most respondents, 65%, indicated they were moderately or very satisfied with their GC advising. Fewer students, 45%, indicated they were moderately or very satisfied with their current advising. There were significant differences between the

responses of the enroll again and not enroll again groups. About 40% of the not enroll again group expressed dissatisfaction with GC advising while only 4% of the enroll again group expressed dissatisfaction. There was no difference between the groups in their attitudes toward their current advising. Overall, 43% of the students indicated that they would be interested in receiving some of their current advising through GC. Students of color were significantly more likely to express an interest in receiving on-going advising in GC with 55% of the SOC group indicating they were interested in receiving some advising in GC versus 40.2% of the non-SOC group.

Table 3: How satisfied are you with the advising you received while in GC?

	Proportion of respondents
Very dissatisfied	8.7%
Dissatisfied	9%
Somewhat satisfied	16.3%
Moderately satisfied	24.5%
Very satisfied	41%

Table 4: How satisfied are you with the advising you are currently receiving?

	Proportion of respondents
Very dissatisfied	5.4%
Dissatisfied	16%
Somewhat satisfied	34%
Moderately satisfied	25.5%
Very satisfied	18.6%

Table 5: If you could still receive some on-going advising from your GC advisor, would you?

	Proportion of respondents
Definitely no	18.6%
Probably no	17.9%
Maybe	19.3%
Probably yes	23.1%
Definitely yes	20.3%

The final question in the advising set asked about the extent to which students felt informed about their major before they transferred. As can be seen in table 6, responses to this question were distributed across all responses categories, with only 37% of respondents stating they were well informed about their major before transfer.

Table 6: How well informed were you about your major before you transferred?

	Proportion of respondents
Not at all informed	10.1%
Slightly informed	16.3%
Somewhat informed	35.6%
Well informed	27.6%
Very well informed	9.9%

The next two questions asked students how satisfied they were with their GC courses and those they have taken since transfer. Results for these items are in Tables 7 and 8. About 12% of the respondents reported dissatisfaction with GC classes and about 2% reported dissatisfaction with courses in their present college (2%). Among students in the not enroll again group, 34% were dissatisfied or very dissatisfied with the GC courses they took, while only 1.1% of those in the enroll again group reported being dissatisfied and none reported they were very dissatisfied with the courses they took while at GC. There was also a tendency for students majoring in IT science and mathematics to be more dissatisfied with their GC courses (20% dissatisfied/very dissatisfied) than were students in other majors.

Table 7: How satisfied are you now with the GC courses you took?

	Proportion of respondents
Very dissatisfied	3.3%
Dissatisfied	9.4%
Somewhat satisfied	20.8%
Moderately satisfied	37%
Very satisfied	29%

Table 8: How satisfied are you with the non-GC courses you have taken since transferring?

	Proportion of respondents
Very dissatisfied	.5%
Dissatisfied	1.9%
Somewhat satisfied	19.3%
Moderately satisfied	55.7%
Very satisfied	21.9%

Question 11 asked students how similar their GC experiences were compared to their expectations about college. Forty-four percent of the students indicated that college was different or very different from what they expected, 25% thought it was somewhat the same and 31% thought it was close to or very much what they expected. The two enroll again groups' responses to this item were significantly different. Among those students who stated they would enroll again, 32% reported that GC was different from what they expected college to be like, while 60% of the students from the not enroll again group thought GC was different. Among the majors groups, the humanities majors were most likely to see college as different from what they expected (55%).

Question 12 asked students about the impact of non-GC students on their experiences in GC courses. Most respondents, 83%, indicated that non-GC students made no difference in their course experiences, while 13.4% believed the non-GC

students enhanced their experience and 2.8% indicated that non-GC students detracted from their experience.

Table 9 presents students responses to Question 13, which asked students if they would enroll in GC again. Half of the respondents stated that they either probably or definitely would enroll again in GC given the options available when they originally entered GC. About a quarter of the respondents stated they would not enroll again and the other quarter was not sure. There were differences in students' responses to this item depending on their current major. Those pursuing a degree in education were more likely than any other major group to say they probably or definitely would enroll again (78%). Those in fine arts, design, and architecture were the least likely to say they either probably or definitely would enroll again in GC (36%).

Table 9: Considering the options available to you when you entered GC, would you enroll again?

	Proportion of respondents
Definitely no	13%
Probably no	12.7%
Maybe	23.8%
Probably yes	27.6%
Definitely yes	22.2%

Question 14 asked students their opinion about how GC students are perceived by non-GC students. The majority, 78.5%, believed that GC was perceived negatively compared to other U of M colleges. About 17% of the respondents suggested that most non-GC students know little about GC and only 4.5% of respondents believed that GC is perceived positively or the same as other colleges. Students of color were less likely to report that GC was perceived negatively by other students (69% versus 82% for non

SOCs) and more likely to state that other students knew little about GC (21% versus 15% for non SOC).

Question 15 asked students their opinion about their GC peers. Results for this question are presented in Table 10. The responses indicate that students are more inclined to view many or most of the other GC students as taking their education seriously.

Table 10: In your estimation, what proportion of your GC classmates took their education seriously?

	Proportion of respondents
Very few	2.6%
Few	12.5%
Some	31.4%
Many	38.2%
Most	14.6%

The two enroll again groups responded differently to Question 15. Negative attitudes toward peers (responses of very few or few) were expressed by 34% of those who would not enroll again, and 6% of those who would enroll again. There were also differences in attitudes towards peers between students in the major groups. Students in education majors were the least likely (4%) to express negative attitudes toward peers and students in the humanities were the most likely (23%) to do so. Students of color were less likely to express negative attitudes toward peers (8%) than were non-SOCs (18%).

Table 11 presents the responses to Question 16, which asked students to rate the overall level of challenge they experienced in GC. The responses to this item were fairly normally distributed, with 61% of the respondents indicating they were at least moderately challenged. Large differences in responses to this item were observed

between the enroll again and not enroll again groups. Of those who stated they would not enroll again, only 32% thought their academic experience at GC was at least moderately challenging compared to 93% of those who would enroll again.

Table 11: How challenging was your academic experience in GC?

	Proportion of respondents
Not at all challenging	13.2%
Somewhat challenging	25%
Moderately challenging	31.6%
Challenging	27.4%
Very challenging	2.6%

Differences also emerged when looking at the response to this item according to the major groups. Among students majoring in education, 82% felt at least moderately challenged academically while in GC. They were followed by students majoring in business or applied economics (76%), and students majoring in fine arts (71%). Among students majoring in humanities areas, only 45% felt least moderately challenged, followed by the IT science, engineering and math majors at 55%, social science majors at 57% and health science majors at 61%. Students of color were more likely (67%) to say they were challenged in GC than were non-SOCs (60%).

Question 16 asked students to rate the likelihood that they would graduate from the U of M and question 17 asked students about the likelihood that they would transfer to another college to complete their degree. The vast majority of respondents, 85%, were 100% certain they would graduate from the University of Minnesota. A slightly different number, 73% indicated zero probability of transferring to another college. Less than 4% indicated a 100% probability of transfer.

Table 12 summarizes responses to a set of questions asking students to rate the extent to which GC helped them achieve a variety of goals that are important to the GC

mission. Respondents indicated that GC was helpful in many areas related to personal growth, such as helping people to make new friends and appreciate diversity. GC was rated less helpful in some academic areas such as becoming better at math or reading. There were significant differences between the responses of students in the enroll again and not enroll again groups for every question in this set. Those who stated they would not enroll again at GC were consistently and dramatically more negative, attributing far less credit to GC in helping them develop in various areas. Students of color were more positive than non-SOCs about the impact of GC on their reading and writing skills.

Table 12: Rate the extent to which your GC experience helped you achieve these goals

	NOT AT ALL	VERY LITTLE	SOME- WHAT	VERY MUCH	A GREAT DEAL
19. Clarify my educational goals	10	13	36	30.1	10.9
20. Become a better reader	22.6	22.2	33.3	14.6	7.1
21. Become a better writer	11.8	12.7	30	29	16
22. Become better at oral communication	20.8	18.6	34.4	18.9	7.1
23. Develop a better understanding of mathematics	29.7	18.2	26.2	14.6	10.6
24. Develop better computer skills	25.5	16	29	20	9
25. Become involved with college and university organizations and activities	38	23.6	23.1	9.2	5.2
26. Appreciate diversity	7.1	7.1	24.1	30.7	30.4
27. Learn to achieve in a variety of course structures	10.8	11.3	33.5	28.3	15.6
28. Learn about careers	17.7	20.8	28.3	21.2	10.8
29. Meet new people and make new friends	7.3	11.3	29	32.5	19.3
30. Become a better test taker	17.2	19.8	35.8	18.4	7.3
31. Understand myself better as a learner	14.9	11.8	30.9	27.8	13.7
32. Understand the system and programs at the U of MN	11.1	11.6	27.4	33	16
33. Make a good transfer and major decisions	8	9.2	23.8	33.5	25.2

Results for questions 34 – 38 are presented in Table 13. These items asked respondents to rate GC courses using 5 standard course evaluation items routinely used to evaluate individual courses. Overall, the responses to these items were more positive than negative. As with the previous group of responses, those who stated they would not enroll again had significantly less positive responses than those who would enroll again.

Table 13: In retrospect, please rate the following as they apply to GC classes.

GC CLASSES	VERY POOR				EXCEPTIONAL
34. Overall teaching ability of the instructors	.5	6.4	20	44.3	28.3
35. Instructors' overall knowledge of the subject matter	.5	1.7	16.7	47.2	33.3
36. Instructors' overall respect and concern for students	1.4	3.5	12.3	35.6	46.5
37. Overall physical environment of the classrooms	2.6	8	25	40.3	23.1
38. Academic preparation for classes taken after transfer	4.2	7.1	30.4	38.2	18.6

Questions 39-48 asked students to rate their liking for characteristics that are associated with GC. Results for these items are summarized in Table 14. All of these characteristics were rated much more positively than negatively. Students especially liked having small classes, receiving mid-term grade reports and the emphasis on cultural diversity. The least liked feature of GC was having courses that required a lot of writing.

Table 14: Rate the extent to which you liked the following characteristics of GC

CHARACTERISTIC	DID NOT LIKE	LIKED A LITTLE	LIKED SOME	MODERATELY LIKED	LIKED A GREAT DEAL	NOT APPLICABLE
39. Frequent contact with advisors	8.7	8	13	23.6	40.6	5.9
40. Small classes	2.4	4.7	14.2	23.3	53.5	1.7
41. Having many classes in the same building	17.2	8.3	16	17.2	39.4	1.2
42. Taking courses which require a lot of writing	11.3	14.2	26.2	30	13	4.7
43. Use of instructional technology and multimedia by the instructors	2.4	6.6	19.6	31.8	29	9.9
44. Opportunities to interact with other GC students	6.4	7.8	22.2	29.7	29.5	4.2
45. Emphasis on cultural diversity	5.2	5.2	15.6	28.5	40.3	4.5
46. Sensitivity to students with disabilities	1.9	4.2	10.4	23.3	38	21.5
47. Access to tutoring in math and writing	2.4	4.2	12	22.4	41.5	16.7
48. Receiving mid-term grade reports	5	3.3	13.7	21.2	53.8	2.4

Consistent with the previous results, those who would not enroll again were more negative across all items. In this case, however, the differences were due mostly to the extremely positive ratings given to GC characteristics by students who said they would enroll again. The responses of the not enroll again group tended to still be positive, but less so than the enroll again group. Students of color were more positive than non-SOCs in their attitudes towards frequent contact with advisors, the use of instructional technology and multimedia, opportunities to interact with other GC students, and the emphasis on cultural diversity.

Results for questions 49-60, which asked respondents to assess their current skill level in various areas, are presented in Table 15. The majority of respondents rated themselves as high or very high on every skill except solving mathematical problems. Skills that were especially highly rated included reading, writing papers, working in groups, making presentations, using computers and choosing courses. There were no differences between the responses of the enroll and not enroll again groups to these items. Some of the responses to these items differ according to major. For example, more than twice the percentage of respondents from the IT science, engineering, and math group rated their “solving mathematical problems” skill as very high compared to any other group. Students of color and non-SOCs responded similarly to the items except for test taking, where students of color expressed somewhat less confidence in their skills.

Table 15: How would you describe your current level of skill in each of the following areas?

SKILLS	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
49. Reading	.2	1.9	22.9	40.8	34
50. Taking tests	.9	5.7	42.9	35.8	14.4
51. Writing papers	.7	3.1	25.5	40.3	30.2
52. Solving mathematical problems	5.2	16.3	40.3	21.5	16
53. Working in groups	0	2.4	18.2	36.8	42.5
54. Making presentations in class	2.4	7.8	22.6	39.4	27.4
55. Using computers for course work	.2	.7	13.2	33	52.4
56. Using computers for communication	.5	.5	11.1	29.7	57.8
57. Using the library	1.2	7.8	25	34.7	31.1
58. Managing time	1.4	11.1	30.9	34.2	22.2
59. Choosing courses, planning a program	.7	2.6	19.8	37.3	39.4
60. Contacting faculty and staff	.7	4.2	25.2	37	32.3

Questions 61-74 asked students to assess the degree to which various things might act as barriers to the completion of a degree at the University of Minnesota. Results for these items are reported in Table 16. The variable rated as most likely to interfere with graduation was the possible lack of access to desired and/or necessary classes. Not too far behind this was a lack of financial aid. Students of color were more likely than other students to report barriers to graduation. The barriers they identified included financial aid, access to courses and programs, problems passing classes, need to support children or family members, and personal problems.

Table 16: Below is a list of some items that could potentially be barriers to graduating. Please rate each item regarding the degree to which it may affect your graduating from the University of Minnesota.

BARRIER	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
61. Lack of financial aid	39.4	19.8	20	11.6	8.3
62. Availability/access to desired major	43.9	20.8	17.9	9	6.6
63. Access to desired and/or necessary classes	29.5	22.2	22.2	14.6	10.4
64. Personal debt	44.1	22.4	14.2	11.6	7.1
65. Transportation/parking issues	47.2	20.8	15.1	9	7.1
66. Problems passing required classes	48.6	26.7	16.5	4.2	3.1
67. Lack of study space	50.7	25.2	14.6	6.4	2.4
68. Opportunities to work full time	46.5	22.2	17.7	8	4.5
69. Need to support children or family members	81.8	7.3	5.9	1.7	1.4
70. Health related issues	76.2	11.3	6.8	2.6	1.7
71. Personal problems (not including family)	53.3	22.4	13.2	6.1	2.8
72. College doesn't fit current goals/lifestyle	67.7	18.9	8.7	2.4	.9
73. Desire to pursue other educational opportunities	63.2	16.3	12.3	5.7	1.2
74. Lack of accommodation for disabilities	84	7.3	5.4	.9	.5

The final section of the survey asked students to describe their best and worst experience in GC. The full text of these responses, edited to remove individuals' names and course numbers, are presented in Appendices F and G. These free response items were categorized independently by four GC staff members who then met and achieved consensus on the categories and the placement of each response. Statements were placed in up to four categories. Fourteen categories of response were identified for the best GC experience responses. The categories and numbers of statements in each category are presented in Table 17. The most common theme was positive comments about specific classes for example: "the movie class I took." Second most frequent were positive comments about instructors such as this comment: "Science Professors gave me the confidence I needed to move on to CLA and then IT to further my education. They're really great professors." Third most common were positive comments about advisors, for example: "My advisor was wonderful and helped me every step of the way." Fourth most common were comments about making friends such as "Meeting new people with different cultural backgrounds." Finally, the fifth most frequent comment concerned personal growth such as "I learned a lot of things about myself and what I was capable of doing."

Responses to the question asking students to describe their worst experiences in GC are presented in Table 18. The most common responses in this category were negative comments about specific classes or instructors such as: "I had a science class taught by a graduate student who was not very helpful; I eventually dropped the course." Next most common were comments that were classified as other because they did not readily fit into any category or were actually positive comments such as this one: "There

was nothing that was extremely bad at GC.” Third most common were comments suggesting that GC could have been more challenging such as: “I didn't feel that GC prepared me at all. I felt like I was still in high school.” In the fourth most common category of response, students expressed the opinion that they were viewed as inferior because they were a GC student: “The ignorance of non-GC students who would make negative comments about GC when they really didn't know much about it.” Finally the fourth most common type of comment focused on student behavior in Appleby Hall such as “the smokers on the stairways” and “lack of quiet study space.”

Table 17. Themes for comments on best experiences in GC

Theme number	Theme content	Number of Comments
1	The overall support, availability, open communication, and expertise of instructors (Personable teachers, lab and lecture instructor were passionate and knowledgeable on the subject).	89
2	The overall support, availability, open communication, and expertise of advisers (Being able to just stop into my advisers office if I just had a quick question).	62
3	Comments about specific classes and/or disciplines (I very much enjoyed the world history class that I took).	95
4	Student viewed GC as a point of access to the University (The ability to get my foot in the door at the University).	5
5	Student felt GC helped them transition from high school to the University, exposed them to the University (broad statements such GC is great and helped in some way).	21
6	Social integration – meeting friends, developing various relationships, feeling part of a community.	36
7	Developing academic skills and intellectual processes. Feeling as if GC prepared them for transfer (better reader, and writer).	21
8	Personal growth, personal achievement, or metacognitive skills (I received really high grades, gain of self-awareness, Dean's list, growth in individual attributes such as leadership).	26
9	GC space use (class size, classes in same building).	22
10	Instructional characteristics or instructional support (Taking a variety of classes, that aren't simply a Midterm/Final type of class, TA, Labs, ARC, MSRs).	24
11	Diversity (exposure to various cultures, backgrounds).	11
12	Items that stated transfer out or something similar (Transferring out).	16
13	Other.	21
14	General comments about student completing core requirements, LE requirements, etc.	5

Table 18: Themes for comments on worst experiences in GC

Theme number	Theme content	Number of comments
1	The GC curriculum was not challenging and/or didn't prepare me for transfer	34
2	Class(es) I took while in GC had little or no relevance after transfer.	22
3	There was lack of class availability in the GC curriculum (i.e., couldn't get into classes I needed).	3
4	Comments about specific courses.	68
5	University policies were perceived as unfair or barriers to academic progress/transfer.	17
6	GC instructional policies were perceived as barriers to academic progress/transfer.	13
7	GC advising policies were perceived as barriers to academic progress/transfer.	6
8	Looked down upon or viewed as inferior because a GC student	27
9	GC climate is similar to high school.	19
10	Issues with the use of space, smoking in front of building, noisy hallways, uncomfortable rooms.	22
11	Issues with peer climate.	21
12	I felt my adviser was discouraging, negative, or inaccessible	15
13	I felt my adviser lacked expertise or was not knowledgeable	19
14	Comments about instructor behavior.	23
15	Comments about instructor competency	6
16	other	57

Discussion

Results of the study suggest that, in general, former GC students have positive attitudes towards their GC experience. Students rated the courses and quality of instruction as good and were positive about important elements of the GC experience such as intensive advising and multiculturalism. In fact, the college's emphasis on multiculturalism and diversity appears to be one of the features most appreciated by former GC students. Former GC students are confident about their current skills and confident that they will graduate from the U of M. There are, however, some areas of concern for the college.

The first area of concern is the strong belief that as GC students, they were viewed as inferiors by other university students. While the location of resources for less qualified students in a collegiate unit allows the college faculty and staff to pay attention to the needs of these learners, it also places students in the position of being labeled as deficient. Many GC students applied to and were accepted by other four-year colleges. Several students used the survey as an opportunity to challenge the admissions process that placed them in GC. They did not see themselves as deficient, and resent the universities decision to admit them to a unit that is stigmatized.

The second area of concern is the perception of 38% of the respondents that they were not very challenged in GC. This perception was particularly strong among students who reported they would not enroll again. One possible explanation for this finding is that as students admitted to GC have become better qualified, they are finding the curriculum less challenging. This possibility is supported by the finding that urban students of color, who were less likely to have experienced an intense college preparatory

curriculum in high school, were more likely to report that the college's curriculum was challenging. Another possibility is that freshmen in general do not find the first year of college very challenging. This question can be addressed by surveying university students who did not begin in GC. It is also possible that the stigma attached to GC, and the view of the larger community that GC is like high school, colors students' perceptions of the curriculum and causes them to view it as easy. This question could be addressed by surveying non-GC students who enrolled in GC courses.

A third area of concern is that many students expressed the opinion that their GC experience did not meet their expectations for what college would be like. Since we know little about GC students' expectations for college this is an area worthy of further investigation.

A fourth area of concern is that students expressed the opinion that GC courses did not help them develop their academic skills in some critical areas such as mathematics and reading. Complaints about university and college policies regarding mathematics course placement were common. Students' frustration over having to repeat mathematics courses they took in high school and their poor performance in these courses is not a problem GC can solve alone. While fewer high school students are coming to the university without required preparation in mathematics, many of those who wish to continue their mathematics study find themselves repeating courses they took in high school. Awarding credit for these courses would alleviate much student frustration, but this solution is unlikely to be adopted at the U of M.

Students' belief that their reading skills did not improve as a result of their GC experience may be influenced by two factors. First, GC does not have a formal reading

program, so GC students are not taking reading courses. While there is reason to believe that students' reading skills are improving as they read for their courses, these gains may not be salient to the students. Also, students may enter GC with strong confidence in their reading ability, and believe they have no need for improvement in this area. The finding that students of color were less likely to express strong confidence in their reading skills suggests that GC consider adding more support for the development of reading and study skills.

Finally, several students mentioned student and staff behaviors that they believe detract from the image of the college. For example, while many students like having their classes in Appleby Hall, many others believed that some GC classes should be located outside the building. Several students complained about noisy hallways and lack of quiet study space in the building. These issues will be ongoing while the U has important buildings off-line for remodeling. Finally, several students complained about the use of the front steps as a smoking area.

Despite these concerns, GC faculty and staff have much to celebrate. Former GC students are succeeding in the university, confident of their skills and committed to earning degrees. Looking back on their GC experience, most of the students who responded to the survey had positive attitudes towards the college and would choose to enter the university through GC if they had to make that choice again. It is clear from the responses that the qualities former GC students value are those that promote community; a responsive faculty and staff, a commitment to diversity and interaction with peers. These core values provide the foundation to build on as ongoing concerns are addressed.

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Appendix C: Responses of students who would enroll again in GC compared to students who would not enroll again.

(Comparisons for items 1 - 74 were tested using chi square statistics)

1. When you applied to the University, did you: (p=.945)

	Not enroll again	Enroll again
Apply directly to General College	25.7	27.7
Apply to another college at the U of MN and get accepted by GC	65.1	63.8
I don't remember how I applied	9.2	8.5

2. Were you accepted into any other four-year colleges besides the University of Minnesota prior to you enrollment in GC? (p=.013)

	Not enroll again	Enroll again
Yes, I was accepted into at least one other four-year college	52.3	31.9
No, I applied to another four-year college but was not accepted	6.4	7.4
No, I did not apply to any other four-year colleges	41.3	60.6

3. Were you accepted into a community college prior to your enrollment in GC? (p=.309)

	Not enroll again	Enroll again
Yes, I was accepted into at least one other community college	7.3	11.7
No, I applied to a community college but was not accepted	0	1.1
No, I did not apply to a community college	92.7	87.2

4. How would you describe your interactions with the staff in GC offices? (p=.000)

	Not enroll again	Enroll again
Very negative	3.7	0
Somewhat negative	11.9	0
Neither negative or positive	20.2	5.3
Somewhat positive	40.4	24.5
Very positive	23.9	70.2

5. How satisfied were you with the advising you received while you were attending GC? (p.=.000)

	Not enroll again	Enroll again
Very dissatisfied	20.2	1.1
Dissatisfied	19.3	3.2
Somewhat satisfied	21.1	11.7
Moderately satisfied	18.3	18.1
Very satisfied	21.1	66

6. How satisfied are you with the advising you are presently receiving? (p.=.415)

	Not enroll again	Enroll again
Very dissatisfied	7.3	7.4
Dissatisfied	12.8	17
Somewhat satisfied	33	41.5
Moderately satisfied	26.6	17
Very satisfied	20.2	17

7. If you could still receive some on-going advising from your GC advisors, would you? (p.=.000)

	Not enroll again	Enroll again
Definitely no	42.2	5.3
Probably no	25.7	12.8
Maybe	13.8	14.9
Probably yes	9.2	26.6
Definitely yes	9.2	40.4

8. How well informed were you about your major before you transferred? (p.=.004)

	Not enroll again	Enroll again
Not at all informed	20.2	8.6
Slightly informed	20.2	7.5
Somewhat informed	26.6	32.3
Well informed	21.1	37.6
Very well informed	11.9	14

9. How satisfied are you now with the GC courses you took? (p.=.000)

	Not enroll again	Enroll again
Very dissatisfied	12.8	0
Dissatisfied	21.1	1.1
Somewhat satisfied	39.4	5.3
Moderately satisfied	15.6	26.6
Very satisfied	11	67

10. How satisfied are you with the non-GC courses you have taken since transferring?
(p=.052)

	Not enroll again	Enroll again
Very dissatisfied	1.8	0
Dissatisfied	0	5.4
Somewhat satisfied	14.7	14
Moderately satisfied	53.2	59.1
Very satisfied	30.3	21.5

11. When you began your GC experience, was it what you expected college to be like or was it different? (p=.000)

	Not enroll again	Enroll again
Very different	22	1.1
Different	37.6	30.9
Somewhat the same	24.8	22.3
Close to what I expected	13.8	33
Very much what I expected	1.8	12.8

12. Currently non-GC students can enroll in GC classes. Did the presence of non-GC students in those classes enhance or detract from your experience in these classes?
(p=.104)

	Not enroll again	Enroll again
Distracted	2.8	4.3
Made no difference	87	75.5
Enhanced	10.2	20.2

13. Considering the options available to you when you entered GC, would you enroll again? (p=.000)

	Not enroll again	Enroll again
Definitely no	50.5	0
Probably no	49.5	0
Maybe	0	0
Probably yes	0	0
Definitely yes	0	100

14. How do you feel GC is perceived by non-GC students? (p=.001)

	Not enroll again	Enroll again
Most non-GC students know very little about GC	11.9	27.7
Negatively when compared to other colleges in the University	88.1	68.1
The same as other colleges in the University	0	4.3
Positively when compared to other colleges in the University	0	0

15. In your estimation, what proportion of your GC classmates took their education seriously? (p=.000)

	Not enroll again	Enroll again
Very few	7.4	0
Few	26.9	6.4
Some	32.4	18.1
Many	29.6	42.6
Most	3.7	33

16. How challenging was your academic experience in GC? (p=.000)

	Not enroll again	Enroll again
Not at all challenging	31.2	3.2
Somewhat challenging	36.7	4.3
Moderately challenging	22	30.9
Challenging	8.3	54.3
Very challenging	1.8	7.4

17. What is the likelihood that you will graduate from the University of Minnesota? (p=.496)

	Not enroll again	Enroll again
0%	1.8	0
25%	0	0
50%	.9	1.1
75%	10.1	14
100%	87.2	84.9

18. What is the likelihood that you will transfer from the University of Minnesota to another college to complete your degree? (p=.283)

	Not enroll again	Enroll again
0%	73.4	78.3
25%	17.4	13
50%	1.8	4.3
75%	1.8	3.3
100%	5.5	1.1

The following is a list of goals we hope students will achieve through their experience at GC. Rate the extent to which your GC experience helped you achieve these goals.

19. Clarify my educational goals (p.=.000)

	Not enroll again	Enroll again
Not at all	25.9	3.2
Very little	25.9	6.4
Somewhat	29.6	23.4
Very much	13	41.5
A great deal	5.8	25.5

20. Become a better reader (p.=.000)

	Not enroll again	Enroll again
Not at all	43.1	14.9
Very little	22.9	8.5
Somewhat	22	43.6
Very much	9.2	20.2
A great deal	2.8	12.8

21. Become a better writer (p.=.000)

	Not enroll again	Enroll again
Not at all	27.5	4.3
Very little	20.2	5.4
Somewhat	24.8	26.9
Very much	20.2	35.5
A great deal	7.3	28

22. Become better at oral communication (p.=.000)

	Not enroll again	Enroll again
Not at all	44	8.5
Very little	22.9	14.9
Somewhat	16.5	38.3
Very much	12.8	22.3
A great deal	3.7	16

23. Develop a better understanding of mathematics (p.=.000)

	Not enroll again	Enroll again
Not at all	42.6	19.1
Very little	25	11.7
Somewhat	21.3	29.8
Very much	7.4	19.1
A great deal	3.7	20.2

24. Develop better computer skills (p.=.000)

	Not enroll again	Enroll again
Not at all	43.1	19.1
Very little	21.1	8.5
Somewhat	22	30.9
Very much	9.2	27.7
A great deal	4.6	13.8

25. Become involved with college and university organizations and activities (p.=.000)

	Not enroll again	Enroll again
Not at all	62	22.3
Very little	16.7	25.5
Somewhat	12	26.6
Very much	5.6	14.9
A great deal	3.7	10.6

26. Appreciate diversity (p.=.000)

	Not enroll again	Enroll again
Not at all	15.6	3.2
Very little	14.7	2.1
Somewhat	29.4	17
Very much	19.3	30.9
A great deal	21.1	46.8

27. Learn to achieve in a variety of course structures (p.=.000)

	Not enroll again	Enroll again
Not at all	28.7	2.1
Very little	20.4	5.3
Somewhat	29.6	21.3
Very much	13.9	36.2
A great deal	7.4	35.1

28. Learn about careers (p=.000)

	Not enroll again	Enroll again
Not at all	38.3	6.5
Very little	28	19.4
Somewhat	15.9	31.2
Very much	9.3	21.5
A great deal	8.4	21.5

29. Meet new people and make new friends (p=.000)

	Not enroll again	Enroll again
Not at all	15.6	3.2
Very little	19.3	8.5
Somewhat	30.3	21.3
Very much	22	31.9
A great deal	12.8	35.1

30. Become a better test taker (p=.000)

	Not enroll again	Enroll again
Not at all	37.1	6.4
Very little	31.4	10.6
Somewhat	22.9	37.2
Very much	5.7	27.7
A great deal	2.9	18.1

31. Understand myself better as a learner (p=.000)

	Not enroll again	Enroll again
Not at all	37.4	5.3
Very little	20.6	6.4
Somewhat	27.1	26.6
Very much	10.3	28.7
A great deal	4.7	33

32. Understand the systems and programs at the University of Minnesota (p=.000)

	Not enroll again	Enroll again
Not at all	28.7	3.2
Very little	14.8	6.4
Somewhat	37	20.2
Very much	13.9	39.4
A great deal	5.5	30.9

33. Make a good transfer and major decision (p=.000)

	Not enroll again	Enroll again
Not at all	22	1.1
Very little	17.4	4.3
Somewhat	28.4	16
Very much	20.4	30.9
A great deal	11.9	47.9

In retrospect, please rate the following as they apply to GC classes

34. Overall teaching ability of the instructors (p=.000)

	Not enroll again	Enroll again
Very poor	1.8	0
2	15.6	0
3	38.5	4.3
4	27.5	44.1
Exceptional	16.5	51.6

35. Instructors' overall knowledge of the subject matter (p=.000)

	Not enroll again	Enroll again
Very poor	1.8	0
2	4.6	0
3	39.4	4.3
4	36.7	37.6
Exceptional	17.4	58.1

36. Instructors' overall respect and concern for the students (p=.000)

	Not enroll again	Enroll again
Very poor	3.7	0
2	8.3	1.1
3	23.9	3.2
4	36.7	31.2
Exceptional	27.5	64.5

37. Overall physical environment of the classrooms (p=.000)

	Not enroll again	Enroll again
Very poor	7.4	0
2	12	7.5
3	31.5	19.4
4	35.2	37.6
Exceptional	13.9	35.5

38. Academic preparation for classes taken after transfer (p.=.000)

	Not enroll again	Enroll again
Very poor	15	1.1
2	19.6	0
3	39.3	22
4	19.6	39.6
Exceptional	6.5	37.4

The following are characteristics of GC. Rate the extent to which you liked these characteristics. If you believe that a statement is not a characteristic of GC, check not applicable.

39. Frequent contact with advisors (p.=.000)

	Not enroll again	Enroll again
Did not like	17.4	3.2
Liked a little	16.5	1.1
Liked somewhat	20.2	7.4
Moderately liked	15.6	16
Liked a great deal	23.9	69.1
Not applicable	6.4	3.2

40. Small classes (p.=.000)

	Not enroll again	Enroll again
Did not like	7.3	0
Liked a little	8.3	1.1
Liked somewhat	19.3	6.4
Moderately liked	29.4	13.8
Liked a great deal	33	77.7
Not applicable	2.8	1.1

41. Having many classes in the same building (p.=.000)

	Not enroll again	Enroll again
Did not like	33.3	6.4
Liked a little	10.2	4.3
Liked somewhat	13.9	10.6
Moderately liked	14.8	17
Liked a great deal	26.9	60.6
Not applicable	.9	1.1

42. Taking courses which required a lot of writing (p=.006)

	Not enroll again	Enroll again
Did not like	16.5	4.3
Liked a little	16.5	9.7
Liked somewhat	22.9	26.9
Moderately liked	23.9	36.6
Liked a great deal	12.8	20.4
Not applicable	7.3	2.2

43. Use of instructional technology and multimedia by the instructors (p=.000)

	Not enroll again	Enroll again
Did not like	4.6	1.1
Liked a little	13.8	3.2
Liked somewhat	25.7	14.9
Moderately liked	20.2	39.4
Liked a great deal	22	37.2
Not applicable	13.8	4.3

44. Opportunities to interact with other GC students (p=.000)

	Not enroll again	Enroll again
Did not like	18.3	1.1
Liked a little	12.8	1.1
Liked somewhat	27.5	16
Moderately liked	21.1	30.9
Liked a great deal	15.6	47.9
Not applicable	4.6	3.2

45. Emphasis on cultural diversity (p=.000)

	Not enroll again	Enroll again
Did not like	12.8	1.1
Liked a little	9.2	2.1
Liked somewhat	21.1	6.4
Moderately liked	20.2	26.6
Liked a great deal	30.3	58.5
Not applicable	6.4	5.3

46. Sensitivity to students with disabilities (p=.000)

	Not enroll again	Enroll again
Did not like	3.7	1.1
Liked a little	9.2	3.2
Liked somewhat	16.5	3.2
Moderately liked	16.5	21.3
Liked a great deal	29.4	54.3
Not applicable	24.8	17

47. Access to tutoring in math and writing (p=.000)

	Not enroll again	Enroll again
Did not like	6.4	0
Liked a little	8.3	3.2
Liked somewhat	17.4	4.3
Moderately liked	16.5	19.1
Liked a great deal	30.3	59.6
Not applicable	21.1	13.8

48. Receiving mid-term grade reports (p=.000)

	Not enroll again	Enroll again
Did not like	13.8	2.1
Liked a little	2.8	1.1
Liked somewhat	19.3	5.3
Moderately liked	24.8	14.9
Liked a great deal	35.8	76.6
Not applicable	3.7	0

How would you describe your current level of skill in each of the following areas?

49. Reading (p=.250)

	Not enroll again	Enroll again
Very low	0	1.1
Low	2.8	0
Medium	19.3	25.5
High	35.8	38.3
Very high	42.2	35.1

50. Taking tests (p=.518)

	Not enroll again	Enroll again
Very low	1.8	1.1
Low	5.5	4.3
Medium	36.7	45.7
High	41.3	30.9
Very high	14.7	18.1

51. Writing papers (p=.622)

	Not enroll again	Enroll again
Very low	.9	0
Low	.9	3.2
Medium	23.9	21.3
High	37.6	41.5
Very high	36.7	34

52. Solving mathematical problems (p=.862)

	Not enroll again	Enroll again
Very low	4.6	5.3
Low	13.9	12.8
Medium	41.7	39.4
High	19.4	25.5
Very high	20.4	17

53. Working in groups (p=.520)

	Not enroll again	Enroll again
Very low	0	0
Low	3.7	2.1
Medium	22	14.9
High	30.3	34
Very high	44	48.9

54. Making presentations in class (p=.445)

	Not enroll again	Enroll again
Very low	4.6	1.1
Low	5.5	5.3
Medium	23.9	21.3
High	34.9	44.7
Very high	31.2	27.7

55. Using computers for coursework (p.=.084)

	Not enroll again	Enroll again
Very low	0	1.1
Low	2.8	0
Medium	14.7	9.6
High	22.9	36.2
Very high	59.6	53.2

56. Using computers for communication (p.=.283)

	Not enroll again	Enroll again
Very low	0	1.1
Low	0	1.1
Medium	12.8	8.5
High	21.1	29.8
Very high	66.1	59.6

57. Using the library (p.=.018)

	Not enroll again	Enroll again
Very low	1.8	1.1
Low	6.4	2.1
Medium	24.8	20.2
High	24.8	46.8
Very high	42.2	29.8

58. Managing time (p.=.769)

	Not enroll again	Enroll again
Very low	2.8	1.1
Low	9.2	10.6
Medium	24.8	28.7
High	33	35.1
Very high	30.3	24.5

59. Choosing courses, planning a program (p.=.263)

	Not enroll again	Enroll again
Very low	1.8	1.1
Low	2.8	0
Medium	15.6	19.1
High	29.4	38.3
Very high	50.5	41.5

60. Contacting faculty and staff (p.=.527)

	Not enroll again	Enroll again
Very low	.9	1.1
Low	5.5	5.3
Medium	24.8	14.9
High	33	39.4
Very high	35.8	39.4

Below is a list of some items that could potentially be barriers to graduating. Please rate each item regarding the degree to which it may affect your graduating from the University of Minnesota.

61. Lack of financial aid (p.=.432)

	Not enroll again	Enroll again
Very low	38.9	45.7
Low	21.3	16.3
Medium	19.4	14.1
High	10.2	16.3
Very high	10.2	7.6

62. Availability/access to desired major (p.=.222)

	Not enroll again	Enroll again
Very low	39.8	51.6
Low	25	17.6
Medium	13	17.6
High	13	7.7
Very high	9.3	5.5

63. Access to desired and/or necessary classes (p.=.078)

	Not enroll again	Enroll again
Very low	25.9	38
Low	22.2	26.1
Medium	17.6	16.3
High	22.2	8.7
Very high	12	10.9

64. Personal debt (p=.577)

	Not enroll again	Enroll again
Very low	38.9	48.4
Low	24.1	18.3
Medium	15.7	14
High	11.1	12.9
Very high	10.2	6.5

65. Transportation/parking issues (p=.056)

	Not enroll again	Enroll again
Very low	45	51.6
Low	24.8	10.8
Medium	17.4	18.3
High	4.6	11.8
Very high	8.3	7.5

66. Problems passing required classes (p=.875)

	Not enroll again	Enroll again
Very low	52.3	53.8
Low	22.9	23.7
Medium	15.6	17.2
High	2.8	2.2
Very high	6.4	3.2

67. Lack of study space (.526)

	Not enroll again	Enroll again
Very low	50.5	58.1
Low	27.5	19.4
Medium	10.1	14
High	8.3	6.5
Very high	3.7	2.2

68. Opportunities to work full time (p=.107)

	Not enroll again	Enroll again
Very low	43.4	58.1
Low	25.5	17.2
Medium	19.8	14
High	3.8	7.5
Very high	7.5	3.2

69. Need to support children or family members (p=.392)

	Not enroll again	Enroll again
Very low	81.3	88
Low	8.4	6.5
Medium	5.6	4.3
High	.9	1.1
Very high	3.7	0

70. Health related issues (p=.197)

	Not enroll again	Enroll again
Very low	74.1	77.2
Low	14.8	12
Medium	4.6	9.8
High	1.9	0
Very high	4.6	1.1

71. Personal problems (not including health) (p=.187)

	Not challenged	Challenged
Very low	54.3	54.3
Low	29.5	18.5
Medium	8.6	16.3
High	3.8	7.6
Very high	3.8	3.3

72. College doesn't fit current goals/lifestyle (p=.605)

	Not enroll again	Enroll again
Very low	67	74.2
Low	20.8	17.2
Medium	8.5	7.5
High	1.9	1.1
Very high	1.9	0

73. Desire to pursue other educational opportunities (p=.775)

	Not enroll again	Enroll again
Very low	63	67.4
Low	16.7	18.5
Medium	13	8.7
High	4.6	4.3
Very high	2.8	1.1

74. Lack of accommodations for disabilities (p=.345)

	Not enroll again	Enroll again
Very low	82.2	87.9
Low	8.4	7.7
Medium	4.7	4.4
High	2.8	0
Very high	1.9	0

75. What is your major

(Comparisons between enroll again and not enroll again groups by major can be seen in Appendix B, question 13.)

76. What was your best experience in General College

CODE #	NOT ENROLL AGAIN	ENROLL AGAIN
1	19.3	44.4
2	14.5	23.6
3	31.3	36.1
4	2.4	4.2
5	3.6	8.3
6	6.0	13.9
7	3.6	13.9
8	1.2	15.3
9	8.4	9.7
10	10.8	6.9
11	3.6	2.8
12	16.9	0.0
13	8.4	4.2
14	0.0	0.0
No response	6.0	1.4

77. What was your worst experience in General College

CODE #	NOT ENROLL AGAIN	ENROLL AGAIN
1	14.5	8.3
2	8.4	5.6
3	1.2	2.8
4	22.9	27.8
5	13.3	2.8
6	7.2	1.4
7	2.4	2.8
8	1.2	11.1
9	13.3	1.4
10	7.2	2.8
11	12.0	4.2
12	9.6	1.4
13	7.2	1.4
14	12.0	69.4
15	1.2	4.2
16	24.1	19.4
No response	6.0	30.6

The following information about the enroll again and not enroll again groups was obtained from the University of Minnesota student database. Differences between enroll again and not enroll again groups were tested using T-tests.

GPA in last term as GC student (p=.793)

	Mean	Standard dev.
Not enroll again	2.61	.96
Enroll again	2.58	1.06

Cumulative GPA in last term as GC student (p=.268)

	Mean	Standard dev.
Not enroll again	3.00	.44
Enroll again	3.07	.42

ACT English score (p=.503)

	Mean	Standard dev.
Not enroll again	20.47	4.27
Enroll again	20.08	3.68

ACT math score (p=.095)

	Mean	Standard dev.
Not enroll again	21.00	3.84
Enroll again	20.14	3.26

ACT reading score (p=.792)

	Mean	Standard dev.
Not enroll again	21.91	5.50
Enroll again	21.72	4.78

ACT science score (p=.195)

	Mean	Standard dev.
Not enroll again	21.85	3.51
Enroll again	21.20	3.48

ACT composite score (p=.280)

	Mean	Standard dev.
Not enroll again	21.40	3.26
Enroll again	20.91	3.05

High school percentile rank (p=.048)

	Mean	Standard dev.
Not enroll again	50.19	13.28
Enroll again	46.10	15.06

Student is an ethnic minority (p=.442)

	Mean	Standard dev.
Not enroll again	.75	.43
Enroll again	.80	.40

Appendix D: Responses to Survey Questions by current major

Legend		N
1	Business and applied econ.	59
2	Fine arts, design, and architecture	38
3	Social sciences, speech, and communications	138
4	IT science, engineering, and math	40
5	Education	23
6	Health, life, and other sciences	67
7	Humanities, journalism, tech writing, language arts	49

1. When you applied to the University, did you:

	1	2	3	4	5	6	7
Apply directly to General College	25.4	26.3	26.8	22.5	17.4	31.3	16.3
Apply to another college at the U of MN and get accepted by GC	59.3	68.4	60.9	65	56.5	64.2	65.3
I don't remember how I applied	15.3	5.3	12.3	12.5	26.1	4.5	18.4

2. Were you accepted into any other four year colleges besides the University of Minnesota prior to your enrollment in GC?

	1	2	3	4	5	6	7
Yes, I was accepted into at least one other four-year college	61	23.7	44.9	25	39.1	40.3	44.9
No, I applied to another four-year college but was not accepted	8.5	13.2	6.5	17.5	8.7	7.5	12.2
No, I did not apply to any other four-year colleges	30.5	63.2	48.6	57.5	52.2	52.2	42.9

3. Were you accepted into a community college prior to your enrollment in GC?

	1	2	3	4	5	6	7
Yes, I was accepted into at least one other community college	3.4	2.6	10.9	7.5	13	10.4	14.6
No, I applied to a community college but was not accepted	0	0	.7	0	0	0	.2
No, I did not apply to a community college	96.6	97.4	88.3	92.5	87	89.6	85.4

4. How would you describe your interactions with the staff in GC offices?

	1	2	3	4	5	6	7
Very negative	0	2.6	.7	5	0	0	0
Somewhat negative	1.7	7.9	2.9	5	4.3	6	8.2
Neither negative or positive	10.2	13.2	13	10	21.7	16.4	4.1
Somewhat positive	45.8	34.2	37.7	40	26.1	35.8	36.7
Very positive	42.4	42.1	45.7	40	47.8	41.8	51

5. How satisfied were you with the advising you received while you were attending GC?

	1	2	3	4	5	6	7
Very dissatisfied	6.8	18.4	9.4	10	4.3	4.5	8.2
Dissatisfied	5.1	5.3	10.1	7.5	4.3	15.2	8.2
Somewhat satisfied	23.7	13.2	15.9	17.5	21.7	15.2	8.2
Moderately satisfied	23.7	21.1	21.7	22.5	34.8	27.3	26.5
Very satisfied	40.7	42.1	42.8	42.5	34.8	37.9	49

6. How satisfied are you with the advising you are presently receiving?

	1	2	3	4	5	6	7
Very dissatisfied	10.2	5.3	4.4	7.5	0	4.5	6.1
Dissatisfied	15.3	13.2	16.1	20	13	17.9	16.3
Somewhat satisfied	23.7	36.8	37.2	40	60.9	26.9	32.7
Moderately satisfied	28.8	15.8	27	20	8.7	29.9	28.6
Very satisfied	22	28.9	15.3	12.5	17.4	20.9	16.3

7. If you could still receive some on-going advising from your GC advisors, would you?

	1	2	3	4	5	6	7
Definitely no	15.3	23.7	21.2	15	17.4	16.4	14.6
Probably no	16.9	13.2	17.5	12.5	13	22.4	29.2
Maybe	18.6	28.9	15.3	20	13	16.4	29.2
Probably yes	27.1	18.4	21.9	32.5	34.8	26.9	10.4
Definitely yes	22	15.8	24.1	20	21.7	17.9	16.7

8. How well informed were you about your major before you transferred?

	1	2	3	4	5	6	7
Not at all informed	8.5	13.2	11.7	7.5	4.3	10.4	12.2
Slightly informed	13.6	15.8	21.2	10	17.4	11.9	14.3
Somewhat informed	40.7	28.9	32.1	32.5	30.4	44.8	38.8
Well informed	28.8	31.6	26.3	32.5	34.8	25.4	22.4
Very well informed	8.5	10.5	8.8	17.5	13	7.5	12.2

9. How satisfied are you now with the GC courses you took?

	1	2	3	4	5	6	7
Very dissatisfied	0	0	4.3	2.6	4.3	6	2
Dissatisfied	6.8	7.9	7.2	17.9	4.3	9	14.3
Somewhat satisfied	22	26.3	18.8	28.2	8.7	19.4	26.5
Moderately satisfied	44.1	42.1	41.3	30.8	30.4	35.8	26.5
Very satisfied	27.1	23.7	28.3	20.5	52.2	29.9	30.6

10. How satisfied are you with the non-GC courses you have taken since transferring?

	1	2	3	4	5	6	7
Very dissatisfied	0	2.6	.7	0	0	0	0
Dissatisfied	3.4	0	1.4	0	4.5	4.5	0
Somewhat satisfied	22	26.3	15.9	33.3	9.1	17.9	16.3
Moderately satisfied	59.3	52.6	56.5	46.2	77.3	47.8	61.2
Very satisfied	15.3	18.4	25.4	20.5	9.1	29.9	22.4

11. When you began your GC experience, was it what you expected college to be like or was it different?

	1	2	3	4	5	6	7
Very different	6.8	10.5	11.6	5.1	0	9.1	14.3
Different	25.4	31.6	37.7	41	34.8	28.8	40.8
Somewhat the same	35.6	26.3	19.6	23.1	43.5	27.3	20.4
Close to what I expected	23.7	28.9	27.5	30.8	21.7	24.2	22.4
Very much what I expected	8.5	2.6	3.6	0	0	10.6	2

12. Currently non-GC students can enroll in GC classes. Did the presence of non-GC students in those classes enhance or detract from your experience in these classes?

	1	2	3	4	5	6	7
Distracted	5.1	2.6	2.9	0	4.3	3	2.1
Made no difference	78	86.8	82.5	90	82.6	85.1	81.3
Enhanced	16.9	10.5	14.6	10	13	11.9	16.7

13. Considering the options available to you when you entered GC, would you enroll again?

	1	2	3	4	5	6	7
Definitely no	6.8	18.4	15.3	15	0	14.9	12.2
Probably no	18.6	15.8	10.9	7.5	4.3	17.9	12.2
Maybe	27.1	28.9	20.4	40	17.4	19.4	18.4
Probably yes	30.5	21.1	27	25	30.4	25.4	36.7
Definitely yes	16.9	15.8	26.3	12.5	47.8	22.4	20.4

14. How do you feel GC is perceived by non-GC students?

	1	2	3	4	5	6	7
Most non-GC students know very little about GC	15.3	18.4	10.1	27.5	4.3	29.9	16.3
Negatively when compared to other colleges in the University	79.7	78.9	87	57.5	95.7	64.2	81.6
The same as other colleges in the University	5.1	2.6	2.9	12.5	0	6	0
Positively when compared to other colleges in the University	0	0	0	2.5	0	0	2

15. In your estimation, what proportion of your GC classmates took their education seriously?

	1	2	3	4	5	6	7
Very few	1.7	0	2.2	0	0	7.5	4.2
Few	15.3	13.2	14.5	10.3	4.3	6	18.8
Some	32.2	44.7	28.3	30.8	39.1	26.9	35.4
Many	35.6	28.9	39.1	46.2	43.5	46.3	22.9
Most	15.3	13.2	15.9	12.8	13	13.4	18.8

16. How challenging was your academic experience in GC?

	1	2	3	4	5	6	7
Not at all challenging	5.1	13.2	13	17.5	4.3	11.9	26.5
Somewhat challenging	18.6	15.8	29.7	27.5	13	26.9	28.6
Moderately challenging	44.1	36.8	24.6	40	39.1	31.3	20.4
Challenging	30.5	34.2	29	12.5	39.1	28.4	20.4
Very challenging	1.7	0	3.6	2.5	4.3	1.5	4.1

17. What is the likelihood that you will graduate from the University of Minnesota?

	1	2	3	4	5	6	7
0%	1.7	2.6	0	0	4.3	1.5	0
50%	0	0	0	0	0	0	0
50%	1.7	2.6	.7	2.5	0	0	0
75%	18.6	10.5	10.9	22.5	4.3	10.4	6.1
100%	78	84.2	88.3	75	91.3	88.1	93.9

18. What is the likelihood that you will transfer from the University of Minnesota to another college to complete your degree?

	1	2	3	4	5	6	7
0%	72.9	76.3	78.1	55	65.2	69.7	79.6
25%	15.3	13.2	12.4	27.5	17.4	19.7	16.3
50%	1.7	7.9	2.9	5	8.7	4.5	0
75%	3.4	2.6	4.4	5	0	0	4.1
100%	6.8	0	2.2	7.5	8.7	6.1	0

The following is a list of goals we hope students will achieve through their experience at GC. Rate the extent to which your GC experience helped you achieve these goals.

19. Clarify my educational goals

	1	2	3	4	5	6	7
Not at all	5.1	13.2	10.9	7.5	4.3	13.4	10.4
Very little	16.9	15.8	15.2	7.5	8.7	9	10.4
Somewhat	37.3	39.5	31.2	45	26.1	37.3	39.6
Very much	27.1	18.4	33.3	32.5	43.5	28.4	29.2
A great deal	13.6	13.2	9.4	7.5	17.4	11.9	10.4

20. Become a better reader

	1	2	3	4	5	6	7
Not at all	8.5	36.8	27.5	20	13	11.9	34.7
Very little	35.6	18.4	23.9	17.5	17.4	13.4	22.4
Somewhat	30.5	18.4	29.7	35	47.8	52.2	26.5
Very much	13.6	21.1	14.5	15	13	13.4	12.2
A great deal	11.9	5.3	4.3	12.5	8.7	9	4.1

21. Become a better writer

	1	2	3	4	5	6	7
Not at all	3.4	21.1	16.1	7.5	4.3	10.4	12.2
Very little	10.2	7.9	14.6	12.5	8.7	11.9	18.4
Somewhat	37.3	28.9	28.5	25	43.5	25.4	32.7
Very much	28.8	26.3	24.8	40	30.4	35.8	22.4
A great deal	20.3	15.8	16.1	15	13	16.4	14.3

22. Become better at oral communication

	1	2	3	4	5	6	7
Not at all	13.6	36.8	24.6	15	4.3	17.9	22.4
Very little	23.7	23.7	19.6	20	13	9	20.4
Somewhat	30.5	10.5	33.3	37.5	65.2	40.3	38.8
Very much	18.6	23.7	15.9	20	8.7	23.9	18.4
A great deal	13.6	5.3	6.5	7.5	8.7	9	0

23. Develop a better understanding of mathematics

	1	2	3	4	5	6	7
Not at all	17.2	39.5	27.5	48.7	13	35.8	30.6
Very little	20.7	15.8	19.6	12.8	17.4	10.4	30.6
Somewhat	24.1	28.9	26.1	25.6	34.8	23.9	26.5
Very much	17.2	10.5	15.2	10.3	21.7	22.4	4.1
A great deal	20.7	5.3	11.6	2.6	13	7.5	8.2

24. Develop better computer skills

	1	2	3	4	5	6	7
Not at all	16.9	39.5	25.4	51.3	8.7	13.4	28.6
Very little	11.9	10.5	19.6	7.7	13	17.9	20.4
Somewhat	33.9	28.9	23.2	25.6	47.8	35.8	28.6
Very much	23.7	15.8	21.7	12.8	26.1	20.9	16.3
A great deal	13.6	5.3	10.1	2.6	4.3	11.9	6.1

25. Become involved with college and university organizations and activities

	1	2	3	4	5	6	7
Not at all	29.3	44.7	38.4	42.1	17.4	37.3	53.1
Very little	31	23.7	22.5	15.8	39.1	22.4	20.4
Somewhat	19	23.7	23.9	28.9	17.4	26.9	22.4
Very much	10.3	0	10.9	10.5	17.4	7.5	4.1
A great deal	10.3	7.9	4.3	2.6	8.7	6	0

26. Appreciate diversity

	1	2	3	4	5	6	7
Not at all	1.7	18.4	8.7	5.1	0	9	2.1
Very little	8.5	7.9	5.8	10.3	0	6	8.3
Somewhat	28.8	18.4	21.7	25.6	21.7	29.9	27.1
Very much	22	18.4	30.4	43.6	30.4	32.8	35.4
A great deal	39	36.8	33.3	15.4	47.8	22.4	27.1

27. Learn to achieve in a variety of course structures

	1	2	3	4	5	6	7
Not at all	1.7	21.6	15.2	12.5	0	6	12.2
Very little	11.9	8.1	12.3	5	8.7	13.4	12.2
Somewhat	28.8	40.5	29	50	47.8	28.4	36.7
Very much	32.2	21.6	28.3	20	21.7	37.3	26.5
A great deal	25.4	8.1	15.2	12.5	21.7	14.9	12.2

28. Learn about careers

	1	2	3	4	5	6	7
Not at all	11.9	25	21.9	15.4	13	11.9	16.3
Very little	18.6	30.6	21.9	12.8	13	22.4	26.5
Somewhat	20.3	13.9	24.8	46.2	43.5	32.8	34.7
Very much	28.8	22.2	19.7	20.5	17.4	25.4	12.2
A great deal	20.3	8.3	11.7	5.1	13	7.5	10.2

29. Meet new people and make new friends

	1	2	3	4	5	6	7
Not at all	3.4	10.5	7.2	2.5	4.3	9.1	10.2
Very little	1.7	21.1	11.6	12.5	4.3	7.6	24.5
Somewhat	32.2	28.9	21.7	35	26.1	36.4	34.7
Very much	37.3	21.1	36.2	32.5	39.1	34.8	20.4
A great deal	25.4	18.4	23.2	17.5	26.1	12.1	10.2

30. Become a better test taker

	1	2	3	4	5	6	7
Not at all	12.1	24.3	21.3	17.5	4.3	11.9	20.4
Very little	19	21.6	14.7	22.5	34.8	20.9	28.6
Somewhat	25.9	32.4	41.2	32.5	43.5	40.3	30.6
Very much	29.3	10.8	16.2	20	13	19.4	20.4
A great deal	13.8	10.8	6.6	7.5	4.3	7.5	0

31. Understand myself better as a learner

	1	2	3	4	5	6	7
Not at all	8.6	23.7	16.8	15	0	11.9	20.4
Very little	12.1	15.8	11.7	12.5	13.6	13.4	8.2
Somewhat	25.9	18.4	31.4	32.5	40.9	37.3	34.7
Very much	32.8	28.9	24.8	22.5	31.8	26.9	30.6
A great deal	20.7	13.2	15.3	17.5	13.6	10.4	6.1

32. Understand the systems and programs at the University of Minnesota

	1	2	3	4	5	6	7
Not at all	5.2	21.1	17.4	5.3	4.3	6	8.2
Very little	10.3	7.9	12.3	2.6	17.4	11.9	16.3
Somewhat	29.3	18.4	23.9	34.2	43.5	31.3	28.6
Very much	31	36.8	29.7	36.8	17.4	37.3	38.8
A great deal	24.1	15.8	16.7	21.1	17.4	13.4	8.2

33. Make a good transfer and major decision

	1	2	3	4	5	6	7
Not at all	3.4	15.8	10.9	7.5	4.3	6	4.1
Very little	8.5	15.8	6.5	2.5	4.3	16.4	6.1
Somewhat	22	7.9	24.6	32.5	30.4	22.4	30.6
Very much	32.2	34.2	34.8	42.5	30.4	29.9	28.6
A great deal	33.9	26.3	23.2	15	30.4	25.4	30.6

In retrospect, please rate the following as they apply to GC classes

34. Overall teaching ability of the instructors

	1	2	3	4	5	6	7
Very poor	0	0	.7	2.5	0	0	0
2	10.2	2.6	6.5	5	4.5	6	6.1
3	8.5	23.7	22.5	27.5	9.1	22.4	20.4
4	47.5	44.7	43.5	37.5	77.3	40.3	42.9
Exceptional	33.9	28.9	26.8	27.5	9.1	31.3	30.6

35. Instructors' overall knowledge of the subject matter

	1	2	3	4	5	6	7
Very poor	0	0	.7	2.6	0	0	0
2	0	2.6	.7	0	0	4.5	4.1
3	15.3	13.2	16.7	23.1	4.5	20.9	18.4
4	52.5	36.8	50	46.2	77.3	38.8	40.8
Exceptional	32.2	47.4	31.9	28.2	18.2	35.8	36.7

36. Instructors' overall respect and concern for the students

	1	2	3	4	5	6	7
Very poor	0	2.6	2.2	2.5	0	0	2
2	1.7	5.3	4.4	2.5	4.5	4.5	2
3	10.2	5.3	11.7	15	9.1	14.9	14.3
4	30.5	42.1	36.5	35	54.5	40.3	28.6
Exceptional	57.6	44.7	45.3	45	31.8	40.3	53.1

37. Overall physical environment of the classrooms

	1	2	3	4	5	6	7
Very poor	0	2.6	1.5	2.5	0	6	2
2	8.5	5.3	11.3	5	9.1	4.4	12.2
3	28.8	18.4	19.9	25	31.8	29.9	32.7
4	42.4	50	44.1	35	40.9	41.8	28.6
Exceptional	20.3	23.7	24.3	32.5	18.2	17.9	24.5

38. Academic preparation for classes taken after transfer

	1	2	3	4	5	6	7
Very poor	0	2.6	5.9	7.5	0	7.5	0
2	6.8	5.3	8.1	5	4.8	6	10.2
3	32.2	28.9	28.1	47.5	28.6	23.8	36.7
4	37.3	47.4	34.8	32.5	57.1	47.8	30.6
Exceptional	23.7	15.8	23	7.5	9.5	14.9	22.4

The following are characteristics of GC. Rate the extent to which you liked these characteristics. If you believe that a statement is not a characteristic of GC, check not applicable.

39. Frequent contact with advisors

	1	2	3	4	5	6	7
Did not like	8.5	15.8	7.2	10	4.3	10.4	4.1
Liked a little	3.4	2.6	8	7.5	4.3	11.9	10.2
Liked somewhat	8.5	18.4	11.6	17.5	8.7	14.9	16.3
Moderately liked	35.5	13.2	23.9	22.5	13.2	22.5	22.5
Liked a great deal	37.3	42.1	43.5	32.5	65.2	37.3	40.8
Not applicable	6.8	7.9	5.8	10	4.3	3	6.1

40. Small classes

	1	2	3	4	5	6	7
Did not like	0	2.6	3.6	2.5	0	1.5	2
Liked a little	5.1	2.6	2.9	5	4.3	6	6.1
Liked somewhat	16.9	10.5	15.9	20	0	11.9	16.3
Moderately liked	28.8	28.9	21	22.5	21.7	22.4	24.5
Liked a great deal	47.5	50	55.8	47.5	73.9	56.7	49
Not applicable	1.7	5.3	.7	2.5	0	1.5	2

41. Having many classes in the same building

	1	2	3	4	5	6	7
Did not like	10.3	18.9	22.5	10	8.7	14.9	20.4
Liked a little	6.9	2.7	10.9	10	13	4.5	8.2
Liked somewhat	19	16.2	13	20	17.4	17.9	18.4
Moderately liked	13	16.2	14.5	17.5	13	20.9	22.4
Liked a great deal	46.1	46	38.4	40	47.9	38.8	30.6
Not applicable	1.7	0	.7	2.5	0	3	0

42. Taking courses which required a lot of writing

	1	2	3	4	5	6	7
Did not like	6.8	13.2	12.5	27.5	8.7	10.4	4.1
Liked a little	15.3	21.1	16.2	10	26.1	7.5	8.2
Liked somewhat	32.2	13.2	24.3	20	30.4	40.3	16.3
Moderately liked	28.8	28.9	29.4	30	21.7	31.3	40.8
Liked a great deal	15.3	15.8	13.2	7.5	4.3	7.5	24.5
Not applicable	1.7	7.9	4.4	5	8.7	3	6.1

43. Use of instructional technology and multimedia by the instructors

	1	2	3	4	5	6	7
Did not like	0	0	5.8	2.5	0	1.5	0
Liked a little	8.8	7.9	5.1	5	4.3	6	8.2
Liked somewhat	21.1	18.4	18.8	30	13	14.9	24.5
Moderately liked	28.1	13.2	31.2	22.5	52.2	47.8	28.6
Liked a great deal	36.8	44.7	27.5	27.5	21.7	22.4	30.6
Not applicable	5.3	15.8	11.6	12.5	8.7	7.5	8.2

44. Opportunities to interact with other GC students

	1	2	3	4	5	6	7
Did not like	0	10.5	7.2	0	0	9	12.2
Liked a little	6.8	5.3	6.5	7.5	8.7	4.5	16.3
Liked somewhat	16.9	28.9	20.3	25	21.7	28.4	20.4
Moderately liked	42.4	18.4	31.9	37.5	34.8	22.4	22.4
Liked a great deal	30.5	31.6	30.4	27.5	34.8	31.3	20.4
Not applicable	3.4	5.3	3.6	2.5	0	4.5	8.2

45. Emphasis on cultural diversity

	1	2	3	4	5	6	7
Did not like	3.4	5.3	5.8	5.1	4.3	3	6.1
Liked a little	5.1	2.6	4.3	5.1	4.3	7.6	4.1
Liked somewhat	20.3	13.2	13	30.8	13	13.6	12.2
Moderately liked	27.1	18.4	30.4	20.5	30.4	37.9	26.5
Liked a great deal	40.7	47.4	43.5	38.5	47.8	28.8	46.9
Not applicable	3.4	13.2	2.9	0	0	9.1	4.1

46. Sensitivity to students with disabilities

	1	2	3	4	5	6	7
Did not like	3.4	2.6	1.4	5.1	0	0	0
Liked a little	5.1	2.6	4.3	2.6	0	9	2.1
Liked somewhat	8.5	7.9	9.4	15.4	17.4	4.5	14.6
Moderately liked	28.8	23.7	18.8	28.2	34.8	29.9	16.7
Liked a great deal	37.3	39.5	43.5	25.6	34.8	32.8	45.8
Not applicable	16.9	23.7	22.5	23.1	13	23.9	20.8

47. Access to tutoring in math and writing

	1	2	3	4	5	6	7
Did not like	1.7	2.6	1.4	5.1	4.3	3	2
Liked a little	0	0	4.3	0	0	7.5	8.2
Liked somewhat	8.5	5.3	10.9	30.8	4.3	10.4	18.4
Moderately liked	32.2	31.6	18.8	25.6	34.8	17.9	14.3
Liked a great deal	47.5	36.8	44.9	23.1	43.5	49.3	38.8
Not applicable	10.2	23.7	19.6	15.4	13	11.9	18.4

48. Receiving mid-term grade reports

	1	2	3	4	5	6	7
Did not like	3.4	2.6	4.4	7.7	0	7.5	6.1
Liked a little	1.7	2.6	3.6	2.6	0	4.5	4.1
Liked somewhat	8.5	13.2	12.4	23.1	8.7	13.4	18.4
Moderately liked	22	23.7	19.7	23.1	26.1	22.4	18.4
Liked a great deal	62.7	52.6	56.9	43.6	65.2	47.8	53.1
Not applicable	1.7	5.3	2.9	0	0	4.5	0

How would you describe your current level of skill in each of the following areas?

49. Reading

	1	2	3	4	5	6	7
Very low	0	2.6	0	0	0	0	0
Low	3.4	5.3	0	5	4.3	1.5	0
Medium	22	18.4	19.6	35	30.4	28.4	12.2
High	55.9	26.3	42	42.5	39.1	40.3	32.7
Very high	18.6	47.4	38.4	17.5	26.1	29.9	55.1

50. Taking tests

	1	2	3	4	5	6	7
Very low	1.7	2.6	.7	0	4.3	0	0
Low	3.4	5.3	9.4	2.5	4.3	3	6.1
Medium	40.7	36.8	39.9	42.5	43.5	53.7	44.9
High	39	31.6	34.1	45	39.1	28.4	40.8
Very high	15.3	23.7	15.9	10	8.7	14.9	8.2

51. Writing papers

	1	2	3	4	5	6	7
Very low	0	0	1.4	2.5	0	0	0
Low	1.7	2.6	3.6	2.5	0	6	0
Medium	27.1	36.8	18.8	37.5	47.8	31.3	6.1
High	50.8	28.9	42	37.5	47.8	38.8	32.7
Very high	20.3	31.6	34.1	20	4.3	23.9	61.2

52. Solving mathematical problems

	1	2	3	4	5	6	7
Very low	3.4	5.3	5.3	2.5	4.3	0	16.3.
Low	13.8	15.8	19.7	0	17.4	9	32.7
Medium	36.2	34.2	43.1	22.5	52.2	53.7	34.7
High	31	21.1	22.6	17.5	17.4	22.4	12.2
Very high	15.5	23.7	9.5	57.5	8.7	14.9	4.1

53. Working in groups

	1	2	3	4	5	6	7
Very low	0	0	0	0	0	0	0
Low	1.7	2.6	2.9	0	0	3	4.1
Medium	16.9	15.8	13.8	20	8.7	19.4	30.6
High	35.6	23.7	37.7	57.5	52.2	40.3	18.4
Very high	45.8	57.9	45.7	22.5	39.1	37.3	46.9

54. Making presentations in class

	1	2	3	4	5	6	7
Very low	0	2.6	3.6	5	0	1.5	0
Low	3.4	7.9	7.2	12.5	4.3	9	12.5
Medium	23.7	15.8	17.4	35	21.7	26.9	25
High	39	28.9	46.4	30	56.5	35.8	33.3
Very high	33.9	44.7	25.4	17.5	17.4	26.9	29.2

55. Using computers for communication

	1	2	3	4	5	6	7
Very low	0	2.6	0	0	0	0	0
Low	0	0	.7	0	0	1.5	2.1
Medium	11.9	10.5	15.9	17.5	8.7	7.5	14.6
High	35.6	23.7	34.1	25	39.1	43.3	25
Very high	52.5	63.2	49.3	57.5	52.2	47.8	58.3

56. Using the library

	1	2	3	4	5	6	7
Very low	0	2.6	0	2.5	0	0	0
Low	0	2.6	0	0	0	1.5	0
Medium	11.9	10.5	11.6	12.5	8.7	11.9	10.4
High	25.4	18.4	32.6	27.5	30.4	38.8	20.8
Very high	62.7	65.8	55.8	57.5	60.9	47.8	68.8

57. Managing time

	1	2	3	4	5	6	7
Very low	5.1	0	.7	0	0	1.5	0
Low	10.2	5.3	10.9	5	8.7	4.5	6.1
Medium	32.2	28.9	18.8	30	30.4	20.9	30.6
High	28.8	31.6	35.5	42.5	34.8	32.8	40.8
Very high	23.7	34.2	34.1	22.5	26.1	40.3	22.4

58. Choosing courses, planning a program

	1	2	3	4	5	6	7
Very low	0	0	2.2	5	0	1.5	0
Low	3.4	13.2	10.9	7.5	13	11.9	20.4
Medium	28.8	23.7	27.5	35	34.8	34.3	40.8
High	35.6	31.6	33.3	35	43.5	35.8	26.5
Very high	32.2	31.6	26.1	17.5	8.7	16.4	12.2

59. Contacting faculty and staff

	1	2	3	4	5	6	7
Very low	0	2.6	.7	0	0	1.5	0
Low	0	2.6	2.9	2.5	0	4.5	4.1
Medium	16.9	7.9	18.1	22.5	17.4	22.4	30.6
High	35.6	31.6	36.2	42.5	56.5	40.3	34.7
Very high	47.5	55.3	42	32.5	26.1	31.3	30.6

Below is a list of some items that could potentially be barriers to graduating. Please rate each item regarding the degree to which it may affect your graduating from the University of Minnesota.

60. Lack of financial aid

	1	2	3	4	5	6	7
Very low	0	0	.7	0	4.3	1.5	0
Low	0	5.3	5.1	5	4.3	4.5	6.3
Medium	25.4	23.7	21	27.5	26.1	31.3	27.1
High	37.3	23.7	38.4	40	34.8	38.8	43.8
Very high	37.3	47.4	34.8	27.5	30.4	23.9	22.9

61. Availability/access to desired major

	1	2	3	4	5	6	7
Very low	43.1	36.8	44.2	30	30.4	31.8	42.9
Low	20.7	5.3	18.1	10	30.4	34.8	20.4
Medium	17.2	26.3	15.9	35	26.1	16.7	24.5
High	12.1	15.8	13	15	8.7	10.6	4.1
Very high	6.9	15.8	8.7	10	4.3	6.1	8.2

62. Access to desired and/or necessary classes

	1	2	3	4	5	6	7
Very low	39.7	44.7	49.6	42.5	39.1	38.1	49
Low	8.6	21.1	23.4	5	34.8	33.3	22.4
Medium	29.3	13.2	15.3	32.5	17.4	11.1	14.3
High	13.8	15.8	5.1	17.5	4.3	7.9	6.1
Very high	8.6	5.3	6.6	2.5	4.3	9.5	8.2

63. Personal debt

	1	2	3	4	5	6	7
Very low	29.3	26.3	32.1	32.5	26.1	23.9	35.4
Low	20.7	18.4	22.6	12.5	26.1	28.4	22.9
Medium	19	21.1	20.4	42.5	30.4	23.9	12.5
High	17.2	18.4	13.9	12.5	4.3	14.9	16.7
Very high	13.8	15.8	10.9	0	13	9	12.5

64. Transportation/parking issues

	1	2	3	4	5	6	7
Very low	42.4	44.7	54	50	21.7	41.8	50
Low	25.4	18.4	18.2	17.5	21.7	26.9	20.8
Medium	16.9	21.1	16.8	17.5	13	11.9	10.4
High	5.1	7.9	6.6	12.5	21.7	10.4	12.5
Very high	10.2	7.9	4.4	2.5	21.7	9	6.3

65. Problems passing required classes

	1	2	3	4	5	6	7
Very low	52.5	52.6	58.4	27.5	43.5	35.8	52.1
Low	22	18.4	23.4	32.5	21.7	34.3	35.4
Medium	13.6	18.4	10.2	32.5	30.4	23.9	10.4
High	8.5	10.5	2.9	2.5	4.3	3	2.1
Very high	3.4	0	5.1	5	0	3	0

66. Lack of study space

	1	2	3	4	5	6	7
Very low	54.2	44.7	58.7	30	36.4	44.8	57.1
Low	23.7	26.3	22.5	27.5	36.4	32.8	20.4
Medium	11.9	21.1	11.6	27.5	13.6	13.4	16.3
High	6.8	7.9	5.1	12.5	13.6	3	6.1
Very high	3.4	0	2.2	2.5	0	6	0

67. Opportunities to work full time

	1	2	3	4	5	6	7
Very low	49.1	52.6	49.6	37.5	30.4	43.3	49
Low	19.3	13.2	25.5	15	21.7	28.4	22.4
Medium	19.3	18.4	11.7	40	21.7	14.9	20.4
High	8.8	15.8	6.6	7.5	13	7.5	6.1
Very high	3.5	0	6.6	0	13	6	2

68. Need to support children or family members

	1	2	3	4	5	6	7
Very low	82.8	89.2	86.8	67.5	86.4	76.1	89.6
Low	8.6	8.1	6.6	10	9.1	10.4	2.1
Medium	5.2	2.7	2.9	20	0	10.4	4.2
High	1.7	0	1.5	2.5	4.5	0	4.2
Very high	1.7	0	2.2	0	0	3	0

69. Health related issues

	1	2	3	4	5	6	7
Very low	80.7	81.6	81.8	67.5	77.3	68.7	75.5
Low	10.5	5.3	9.5	12.5	18.2	16.4	12.2
Medium	7	5.3	5.8	15	0	9	6.1
High	0	7.9	1.5	5	4.5	1.5	4.1
Very high	1.8	0	1.5	0	0	4.5	2

70. Personal problems (not including health)

	1	2	3	4	5	6	7
Very low	57.9	55.3	58.8	55	45.5	44.6	49
Low	24.6	21.1	22.1	12.5	27.3	27.7	26.5
Medium	12.3	13.2	12.5	25	13.6	15.4	8.2
High	0	10.5	5.1	5	13.6	3.1	16.3
Very high	5.3	0	1.5	2.5	0	9.2	0

71. College doesn't fit current goals/lifestyle

	1	2	3	4	5	6	7
Very low	71.9	73.7	73	52.5	78.3	65.2	61.2
Low	15.8	15.8	19.7	22.5	13	21.2	22.4
Medium	10.5	5.3	4.4	22.5	8.7	10.6	8.2
High	1.8	2.6	1.5	2.5	0	1.5	8.2
Very high	0	2.6	1.5	0	0	1.5	0

72. Desire to pursue other educational opportunities

	1	2	3	4	5	6	7
Very low	56.9	60.5	69.6	53.8	71.4	62.7	65.3
Low	20.7	15.8	19.6	7.7	14.3	16.4	12.2
Medium	12.1	15.8	6.5	28.2	9.5	13.4	14.3
High	6.9	5.3	3.6	10.3	4.8	6	8.2
Very high	3.4	2.6	.7	0	0	1.5	0

73. Lack of accommodations for disabilities

	1	2	3	4	5	6	7
Very low	81	89.5	90.6	67.5	85	83.3	91.7
Low	8.6	2.6	7.2	10	10	9.1	4.2
Medium	10.3	2.6	1.4	20	5	4.5	4.2
High	0	5.3	0	2.5	0	1.5	0
Very high	0	0	.7	0	0	1.5	0

Appendix E: Responses of Students of Color Compared to Non-Students of Color
(Comparisons for items 1 - 74 were tested using chi square statistics)

1. When you applied to the University, did you: (p=.171)

	SOC	Non-SOC
Apply directly to General College	31.7	22.6
Apply to another college at the U of MN and get accepted by GC	56.4	65.3
I don't remember how I applied	11.9	12.1

2. Were you accepted into any other four-year colleges besides the University of Minnesota prior to your enrollment in GC? (p=.088)

	SOC	Non-SOC
Yes, I was accepted into at least one other four-year college	36.6	43.8
No, I applied to another four-year college but was not accepted	5.9	10.6
No, I did not apply to any other four-year colleges	57.4	45.7

3. Were you accepted into a community college prior to your enrollment in GC?
(p=.805)

	SOC	Non-SOC
Yes, I was accepted into at least one other community college	9.9	8.8
No, I applied to a community college but was not accepted	0	.3
No, I did not apply to a community college	90.1	90.9

4. How would you describe your interactions with the staff in GC offices? (p.= .434)

	SOC	Non-SOC
Very negative	1	.9
Somewhat negative	3	5
Neither negative or positive	7.9	14.3
Somewhat positive	39.6	36.6
Very positive	48.5	43.2

5. How satisfied were you with the advising you received while you were attending GC?
(p=.067)

	SOC	Non-SOC
Very dissatisfied	7.9	9
Dissatisfied	6.9	9.7
Somewhat satisfied	10.9	18.1
Moderately satisfied	20.8	25.9
Very satisfied	53.5	37.4

6. How satisfied are you with the advising you are presently receiving? (p=.317)

	SOC	Non-SOC
Very dissatisfied	5	5.6
Dissatisfied	10.9	17.8
Somewhat satisfied	37.6	33
Moderately satisfied	30.7	24
Very satisfied	15.8	19.6

7. If you could still receive some on-going advising from your GC advisors, would you? (p=.001)

	SOC	Non-SOC
Definitely no	13	20.6
Probably no	7	21.5
Maybe	25	17.8
Probably yes	32	20.6
Definitely yes	23	19.6

8. How well informed were you about your major before you transferred? (p=.861)

	SOC	Non-SOC
Not at all informed	7.9	10.9
Slightly informed	14.9	16.8
Somewhat informed	36.6	35.5
Well informed	30.7	26.8
Very well informed	9.9	10

9. How satisfied are you now with the GC courses you took? (p=.165)

	SOC	Non-SOC
Very dissatisfied	1	4
Dissatisfied	6	10.6
Somewhat satisfied	27	18.9
Moderately satisfied	35	37.9
Very satisfied	31	28.6

10. How satisfied are you with the non-GC courses you have taken since transferring? (p=.587)

	SOC	Non-SOC
Very dissatisfied	0	.6
Dissatisfied	3	1.6
Somewhat satisfied	22.8	18.4
Moderately satisfied	55.4	56.3
Very satisfied	18.8	23.1

11. When you began your GC experience, was it what you expected college to be like or was it different? (p=.501)

	SOC	Non-SOC
Very different	6.9	10.3
Different	31.7	35.3
Somewhat the same	29.7	23.4
Close to what I expected	28.7	25.9
Very much what I expected	3	5

12. Currently non-GC students can enroll in GC classes. Did the presence of non-GC students in those classes enhance or detract from your experience in these classes? (p=.832)

	SOC	Non-SOC
Distracted	2	3.1
Made no difference	84.2	83.4
Enhanced	13.9	13.4

13. Considering the options available to you when you entered GC, would you enroll again? (p=.125)

	SOC	Non-SOC
Definitely no	11.9	13.4
Probably no	14.9	12.2
Maybe	32.7	21.3
Probably yes	21.8	29.7
Definitely yes	18.8	23.4

14. How do you feel GC is perceived by non-GC students? (p=.010)

	SOC	Non-SOC
Most non-GC students know very little about GC	20.8	15.5
Negatively when compared to other colleges in the University	69.3	81.7
The same as other colleges in the University	8.9	2.5
Positively when compared to other colleges in the University	1	.3

15. In your estimation, what proportion of your GC classmates took their education seriously? (p=.041)

	SOC	Non-SOC
Very few	0	3.4
Few	7.9	14.1
Some	27.7	32.8
Many	48.5	35.3
Most	15.8	14.4

16. How challenging was your academic experience in GC? (p=.009)

	SOC	Non-SOC
Not at all challenging	4	16.1
Somewhat challenging	28.7	23.9
Moderately challenging	29.7	32.3
Challenging	32.7	25.8
Very challenging	5	1.9

17. What is the likelihood that you will graduate from the University of Minnesota?
(p=.294)

	SOC	Non-SOC
0%	1	.9
50%	2	1.2
75%	17	10.3
100%	80	87.5

18. What is the likelihood that you will transfer from the University of Minnesota to another college to complete your degree? (p=.002)

	SOC	Non-SOC
0%	67.3	75
25%	11.9	17.2
50%	5	3.4
75%	7.9	1.9
100%	7.9	2.5

The following is a list of goals we hope students will achieve through their experience at GC. Rate the extent to which your GC experience helped you achieve these goals.

19. Clarify my educational goals (p=.042)

	SOC	Non- SOC
Not at all	5.9	11.2
Very little	8.9	14.3
Somewhat	31.7	37.4
Very much	40.6	26.8
A great deal	12.9	10.3

20. Become a better reader (p=.002)

	SOC	Non- SOC
Not at all	18.8	23.9
Very little	15.8	24.2
Somewhat	30.7	34.2
Very much	19.8	13
A great deal	14.9	4.7

21. Become a better writer (p=.035)

	SOC	Non- SOC
Not at all	5.9	13.7
Very little	9.9	13.7
Somewhat	26.7	31.2
Very much	34.7	27.4
A great deal	22.8	14

22. Become better at oral communication (p=.033)

	SOC	Non- SOC
Not at all	11.9	23.6
Very little	16.8	19.3
Somewhat	38.6	33.2
Very much	20.8	18.3
A great deal	11.9	5.6

23. Develop a better understanding of mathematics (p=.203)

	SOC	Non- SOC
Not at all	26	31.2
Very little	16	19
Somewhat	26	226.5
Very much	15	14.6
A great deal	17	8.7

24. Develop better computer skills (p=.215)

	SOC	Non- SOC
Not at all	22	26.7
Very little	11	17.7
Somewhat	31	28.6
Very much	23	19.3
A great deal	13	7.8

25. Become involved with college and university organizations and activities (p=.038)

	SOC	Non- SOC
Not at all	26	42.2
Very little	26	23.1
Somewhat	27	22.2
Very much	14	7.8
A great deal	7	4.7

26. Appreciate diversity (p=.202)

	SOC	Non- SOC
Not at all	2	8.7
Very little	6	7.5
Somewhat	25	24
Very much	32	30.5
A great deal	35	29.3

27. Learn to achieve in a variety of course structures (p=.028)

	SOC	Non- SOC
Not at all	4	13.1
Very little	6.9	12.8
Somewhat	39.6	31.8
Very much	33.7	26.8
A great deal	15.8	15.6

28. Learn about careers (p=.156)

	SOC	Non-SOC
Not at all	11.1	20
Very little	17.2	22.2
Somewhat	33.3	27.2
Very much	25.3	20.3
A great deal	13.1	10.3

29. Meet new people and make new friends (p=.451)

	SOC	Non-SOC
Not at all	6	7.8
Very little	8	12.4
Somewhat	26	30.1
Very much	37	31.4
A great deal	23	18.3

30. Become a better test taker (p=.278)

	SOC	Non-SOC
Not at all	12	19.2
Very little	17	21.1
Somewhat	39	35.5
Very much	22	17.6
A great deal	10	6.6

31. Understand myself better as a learner (p=.302)

	SOC	Non-SOC
Not at all	9.9	16.6
Very little	10.9	12.2
Somewhat	31.7	31
Very much	28.7	27.9
A great deal	18.8	12.2

32. Understand the systems and programs at the University of Minnesota (p=..093)

	SOC	Non-SOC
Not at all	5.9	12.9
Very little	8.9	12.5
Somewhat	26.7	27.9
Very much	35.6	32.6
A great deal	22.8	14.1

33. Make a good transfer and major decision (p=.772)

	SOC	Non-SOC
Not at all	5.9	8.7
Very little	9.9	9
Somewhat	20.8	24.8
Very much	35.6	32.9
A great deal	27.7	24.5

In retrospect, please rate the following as they apply to GC classes

34. Overall teaching ability of the instructors (p=.362)

	SOC	Non-SOC
Very poor	1	.3
2	4	7.1
3	23	19.3
4	39	46.3
Exceptional	33	27

35. Instructors' overall knowledge of the subject matter (p=.427)

	SOC	Non-SOC
Very poor	1	.3
2	0	2.2
3	14.1	17.7
4	48.5	47.2
Exceptional	36.4	32.6

36. Instructors' overall respect and concern for the students (p=.873)

	SOC	Non-SOC
Very poor	1	1.6
2	3	3.7
3	10	13.1
4	39	34.9
Exceptional	47	46.7

37. Overall physical environment of the classrooms (p=.128)

	SOC	Non-SOC
Very poor	1	3.1
2	5	9.1
3	21	26.6
4	42	40.3
Exceptional	31	20.9

38. Academic preparation for classes taken after transfer (p=.214)

	SOC	Non-SOC
Very poor	3	4.7
2	5.1	7.8
3	24.2	32.9
4	47.5	36.1
Exceptional	20.2	18.5

The following are characteristics of GC. Rate the extent to which you liked these characteristics. If you believe that a statement is not a characteristic of GC, check not applicable.

39. Frequent contact with advisors (p=.056)

	SOC	Non-SOC
Did not like	4	10.2
Liked a little	3	9.6
Liked somewhat	15.8	12.1
Moderately liked	23.8	23.6
Liked a great deal	48.5	38.2
Not applicable	5	6.2

40. Small classes (p.=.255)

	SOC	Non-SOC
Did not like	0	3.1
Liked a little	4	5
Liked somewhat	12.9	14.6
Moderately liked	28.7	21.7
Liked a great deal	51.5	54.3
Not applicable	3	1.2

41. Having many classes in the same building (p.=.424)

	SOC	Non-SOC
Did not like	12	19
Liked a little	7	8.7
Liked somewhat	18	15.6
Moderately liked	15	18.1
Liked a great deal	47	37.4
Not applicable	1	1.2

42. Taking courses which required a lot of writing (p.=.256)

	SOC	Non-SOC
Did not like	6.9	12.8
Liked a little	9.9	15.6
Liked somewhat	29.7	25.3
Moderately liked	32.7	29.4
Liked a great deal	16.8	11.9
Not applicable	4	5

43. Use of instructional technology and multimedia by the instructors (p.=.027)

	SOC	Non-SOC
Did not like	2	2.5
Liked a little	2	8.1
Liked somewhat	12.9	21.9
Moderately liked	33.7	31.6
Liked a great deal	39.6	25.9
Not applicable	9.9	10

44. Opportunities to interact with other GC students (p=.000)

	SOC	Non-SOC
Did not like	0	8.4
Liked a little	0	10.2
Liked somewhat	25.7	21.1
Moderately liked	30.7	29.5
Liked a great deal	40.6	26.1
Not applicable	3	4.7

45. Emphasis on cultural diversity (p=.051)

	SOC	Non-SOC
Did not like	1	6.5
Liked a little	1	6.5
Liked somewhat	18.2	14.9
Moderately liked	27.3	29.2
Liked a great deal	47.5	38.5
Not applicable	5.1	4.3

46. Sensitivity to students with disabilities (p=.323)

	SOC	Non-SOC
Did not like	2	1.9
Liked a little	2	5
Liked somewhat	8	11.2
Moderately liked	25	23.1
Liked a great deal	46	35.8
Not applicable	17	23.1

47. Access to tutoring in math and writing (p=.289)

	SOC	Non-SOC
Did not like	1	2.8
Liked a little	3	4.7
Liked somewhat	12	12.1
Moderately liked	21	23.1
Liked a great deal	51	38.9
Not applicable	12	18.4

48. Receiving mid-term grade reports (p=.290)

	SOC	Non-SOC
Did not like	5.1	5
Liked a little	1	4
Liked somewhat	10.1	14.9
Moderately liked	20.2	21.7
Liked a great deal	62.6	51.6
Not applicable	1	2.8

How would you describe your current level of skill in each of the following areas?

49. Reading (p=.597)

	SOC	Non-SOC
Very low	0	.3
Low	2	1.9
Medium	24.8	22.4
High	45.5	39.4
Very high	27.7	36

50. Taking tests (p=.046)

	SOC	Non-SOC
Very low	1	.9
Low	5.9	5.6
Medium	47.5	41.6
High	40.6	34.5
Very high	5	17.4

51. Writing papers (p=.173)

	SOC	Non-SOC
Very low	1	.6
Low	5.9	2.2
Medium	30.7	23.9
High	35.6	41.9
Very high	26.7	31.4

52. Solving mathematical problems (p=.675)

	SOC	Non-SOC
Very low	4	5.6
Low	13.9	17.2
Medium	38.6	41.3
High	25.7	20.3
Very high	17.8	15.6

53. Working in groups (p=.809)

	SOC	Non-SOC
Very low	0	0
Low	.	2.2
Medium	20.8	17.4
High	36.6	37
Very high	39.6	43.5

54. Making presentations in class (p=.820)

	SOC	Non-SOC
Very low	3	2.2
Low	6.9	8.1
Medium	26.7	21.5
High	37.6	40.2
Very high	25.7	28

55. Using computers for coursework (p=.957)

	SOC	Non-SOC
Very low	0	.3
Low	1	.6
Medium	12.9	13.4
High	31.7	33.6
Very high	54.5	52

56. Using computers for communication (p=.343)

	SOC	Non-SOC
Very low	1	.3
Low	0	.6
Medium	15.8	9.7
High	29.7	29.9
Very high	53.5	59.5

57. Using the library (p=.265)

	SOC	Non-SOC
Very low	0	1.6
Low	4	9
Medium	26.7	24.5
High	39.6	33.2
Very high	29.7	31.7

58. Managing time (p=.834)

	SOC	Non-SOC
Very low	1	1.6
Low	10.9	11.2
Medium	34.7	29.8
High	34.7	34.2
Very high	18.8	23.3

59. Choosing courses, planning a program (p=.608)

	SOC	Non-SOC
Very low	0	.9
Low	3	2.5
Medium	16.8	20.8
High	42.6	35.7
Very high	37.6	40.1

60. Contacting faculty and staff (p=.431)

	SOC	Non-SOC
Very low	0	.9
Low	5.9	3.7
Medium	28.7	24.3
High	38.6	36.8
Very high	26.7	34.3

Below is a list of some items that could potentially be barriers to graduating. Please rate each item regarding the degree to which it may affect your graduating from the University of Minnesota.

61. Lack of financial aid (p=.004)

	SOC	Non-SOC
Very low	28	43.4
Low	18	20.6
Medium	32	16.6
High	15	10.6
Very high	7	8.8

62. Availability/access to desired major (p=.023)

	SOC	Non-SOC
Very low	38	46.8
Low	15	23.1
Medium	28	15.2
High	11	8.5
Very high	8	6.3

63. Access to desired and/or necessary classes (p=.001)

	SOC	Non-SOC
Very low	20.8	32.7
Low	16.8	24.2
Medium	36.6	17.9
High	15.8	14.5
Very high	9.9	10.7

64. Personal debt (p=.220)

	SOC	Non-SOC
Very low	38.6	46.3
Low	19.8	23.4
Medium	17.8	13.1
High	16.8	10
Very high	6.9	7.2

65. Transportation/parking issues (p=.015)

	SOC	Non-SOC
Very low	39	50.3
Low	17	22.2
Medium	24	12.5
High	9	9.1
Very high	11	5.9

66. Problems passing required classes (p=.010)

	SOC	Non-SOC
Very low	35.6	53.3
Low	29.7	26
Medium	25.7	13.8
High	4	4.4
Very high	5	2.5

67. Lack of study space (p=.551)

	SOC	Non-SOC
Very low	47.5	52.2
Low	26.7	25
Medium	18.8	13.4
High	5.9	6.6
Very high	1	2.8

68. Opportunities to work full time (p=.291)

	SOC	Non-SOC
Very low	42	48.6
Low	19	23.5
Medium	22	16.6
High	10	7.5
Very high	7	3.8

69. Need to support children or family members (p=.009)

	SOC	Non-SOC
Very low	72.3	87
Low	11.9	6
Medium	8.9	5.1
High	4	1
Very high	3	1

70. Health related issues (p=.196)

	SOC	Non-SOC
Very low	70.3	79.5
Low	13.9	10.7
Medium	10.9	5.7
High	2	2.8
Very high	3	1.3

71. Personal problems (not including health) (p=.000)

	SOC	Non-SOC
Very low	45	57.5
Low	19	24.1
Medium	25	9.8
High	4	7
Very high	7	1.6

72. College doesn't fit current goals/lifestyle (p=.355)

	SOC	Non-SOC
Very low	62	70.8
Low	26	17
Medium	8	9.1
High	3	2.2
Very high	1	1

73. Desire to pursue other educational opportunities (p=.132)

	SOC	Non-SOC
Very low	53.5	67.5
Low	19.8	15.5
Medium	16.8	11
High	7.9	5
Very high	2	.9

74. Lack of accommodations for disabilities (p=.303)

	SOC	Non-SOC
Very low	79.2	87.6
Low	10.9	6.3
Medium	7.9	4.8
High	1	1
Very high	1	.3

Responses to Question 76 - What was your best experience in GC?

(Responses have been edited to remove names of individuals. Responses have not been edited for spelling and appear the way they were submitted by the students.)

1 "The advising that I had was wonderful, they were always concerned about what was going on and do anything to help me achieve at school. Also the supplemental classes from the Trio program helped me to learn study skills as well as helped with the class. "

2 Meeting new people and making new friends.

3 "One of academic counselors was always a great help. She always made herself available, even after I was out of GC. "

4 Smooth adjustment to college life.

5 The instructors and TRIO program were the best experiences. Two persons in particular were concerned for their students.

6 My first quarter

7 the small class sizes helped me concentrate more

8 "Meeting with instructors at their office hours, and being warmly welcomed. Addressed my questions and problems about the course content, but also and most importantly addressed me as an individual - took time to get to know me, and shared when asked about himself. "

9 The day I got to transfer to CLA.

10 Advisor help

12 having the opportunity to meet with an advisor when ever I wanted and also I loved the mid semester reports from the teachers...

13 My best experience in GC was the variety of class and the many types of people I encountered. These things helped to challenge me and as a student and as a person.

14 Getting a new advisor.

16 Science Professors gave me the confidence I needed to move on to CLA and then IT to further my education. They're really great professors.

17 giving oral presentations in front of environmental science class

18 The art teacher.

19 nothing stands out

20 "Afroamerican Literature. And the Advising was wonderful!""

21 "My speech class was a wonderful experience, a great speech teacher!"

22 My advisor was extremely nice and helpful. Most of my friends from high school was in GC so it was like high school all over again. My professors were great and they really motivated me to do my best.

23 "Two great experiences: 1. Excellent personal advising. 2. Times when my math instructors who came to campus on weekends just to tutor students before exams.""

24 "I loved my advisor, and I was very sad to lose her. I transferred to College of Agriculture where if I was lucky enough to get my advisor, he might make me talk to him while he did paperwork. I think GC helped me alot..."

25 "That I got the opportunity to show that I am a good student, and that even though I had a low GPA out of high school, GC took me in and I was given the chance to do well, and I did--I transferred to IT within two quarters of GC."

26 When I transferred to North Hennipen Community college. This due to the lack of interest my advisor had in me.

27 "Diversity, Transitional time for tough IT courses."

28 Getting to know people.
 29 Easier to adjust to college lifestyle with the same people (students and staff) around
 30 Writing
 31 Advising
 32 Give me a opportunity to finish my educational goal
 33 Working with peers on a documentary.
 34 i go to know one of the TAs and she and i became very good friends
 35 I had none. I hated GC. I felt like I was in Kindergarden.
 36 Small classes
 37 writing courses were great.
 38 One of the classes I took was a very good experience and the teacher was very good at the
 delivery of the material. The class also made you think and kept you awake because it was
 interactive.
 39 the movie class I took
 40 Getting help when needed with papers and math in tutor room
 41 My Literature class-> Reading Short Stories
 42 I beleive the diversity really opened me up in all aspects of my life.
 43 going to the wiesman art building on a mini field trip and then wrote about the art I saw.
 44 I loved the small classes and outstanding treatment and concern by the teachers.
 45 "My best experience in GC were: being in small size class, having people from diverse
 background and talk to them almost everyday. Having discussion in class everyday."
 46 "Interacting with instructors and receiving valuable input regarding future success within
 my courses""
 47 "Taking the class ""Multicultural Relations"". He inspired me to examine my beliefs and to
 examine systems of oppression in our world. I learned the most from him. I'm disappointed that I
 couldn't take another class from him."
 48 "better reader, and writer."
 49 Just studying at GC was a good experiene. I do not remember any particular good
 experience.
 50 Transferring
 51 "I would have to say that because the classes were easier, it made the transition to college a
 little more simple."
 52 Having the math and Chemistry tutors available.
 53 Seeing old friends from High School
 54 "The concern, respect, and helpfulness of GC staff gave me the desire to learn and enabled
 me to achieve haigh standards in my classes. In addition, the GC courses were carefully designed
 with multiple lerning styles in mind, and kept the amount of coursework at a resonable level
 allowing me to still do well in my other classes. I had no difficulty managing my study time while
 in GC, because of it's well-structured and helpful courses. Finally, the tutoring and leaching labs
 such as the math center proved to be an invaluable study aid, and I'm grateful that they were there
 for me. I may never have made it through calculus with out them.""
 55 When I transferred to CLA
 56 Getting out in less than a year
 57 "I would have to say that my best experience in GC would be getting involved in the TRIO
 Program! They believed in me and taught me to believe in myself! They showed me that there is

not barrier to big (low income & 1st generation) that can stop me from reaching me dreams, if I work hard and believe in myself. They also taught me the gift of giving back to others."

58 "I took a great geology course, my professor understood the needs of his students."

60 I liked the small classes and knowing people in more than one class.

61 "I had one good teacher who influenced me while attending GC. Her name I can not place at the moment, but it was an English composition course. She gave me the abiltiy to be free in my writing. She made my experience with GC more tolerable."

62 Nothing stands out in my mind.

63 Science teachers.

64 Meeting new people with different cultural backgrounds.

65 writing about rap

66 "Small class sizes, it really made me feel comfortable w/ the instructor and transitioned me into college."

67 The exceptional staff and advising. My advisor was wonderful and helped me every step of the way.

68 The advisers and one on one help from teachers. People you meet are freindly and accepting.

69 GC elementary chemistrty and biology

71 Instructors and staff very helpfull and friendly.

72 Learning ins/outs of U of M and what is necessary to succed. Writing classes were also great.

73 Multicultural Relations class.

74 I hardly even remember GC- I was in for a very short time.

75 "Having a knowledgeable and helpful adivsor, which doesn't seem to be the case in other colleges at the University."

76 "When I was chosen to be one of the students who attending a Leadership Conference in Wisconsin. I felt honored to be asked to attend and represent GC; furthermore, it felt good mingling with younger students and learning what was important to them."""

77 "become a better writer, reader."

78 Having great instructors who acknowledged my ability and intelligence and took an personal interest in me.

79 Leaving it.

80 The writing classes

81 that the students are much more comunity oriented and they seem to be more interested meeting and making friends. and that the instructors were actually instructors and not TA's. the teachers were more concerned with teaching than doing research

82 getting requirements filled in classes that required no actual effort. it made it easier to party my freshmen year

83 Taking a European Lit class. I learned so much in that class. Not just about the subject matter but about managing the class itself and the work load. I also learned how willing some professors are to go the extra little bit to help you get an A.

84 my art class

85 The English classes that I took through GC gave me confidince in my writing style.

86 I think that GC did a good job in helping students to adjust to college life. There are many places where a student can receive help. That is what I think is the best thing about GC

87 "The two required writing classes GC 1401 and GC 1402 were probably the most important classes that I have ever taken at the University, in terms of preparing me to succeed in the academic world. GC Logic was also extremely helpful in helping me pass my math requirement."

88 I liked that I entered my college career in a gradual and way with smaller classes which made it easier to adjust.

89 Taking a movies study class

90 The one on one contact with instructors and the math tutors

91 "Learn about the diversity of school as well as society. Get to know about U of M system""

92 "Good, help me find a major that suited my interests"

93 Teachers

94 intro to film and documentary

95 The writing/composition classes and instructors

96 "The interaction with other people in the same situation, and as a collective support group helping each other through this system (GC)."

97 "I struggled w/math all of my life, but when I took all 3 or the 0 credit math courses through GC, my instructors finally made everything seems so clear, and I did very well in all 3 classes. I ended up not needing them, but it was worth it for myself. ""

98 "The ease at which I was able to get through and transfer out of GC. I was able to use GC as a stepping stone to the rest of the Univeristy. It was also good for me to actually be a part of the University, something that would not have happened had I gone to a community college."

99 "I am not a native speaker, GC helped me alot in reading and writing."

100 My best experience in GC was my interactions with the faculty. GC set me up for success in so many ways that it changed my life forever.

101 "Anatomy class was one of the best classes I have taken at the university. most of all it was his personality, his charisma, and his concern for his students... notto mention that I will never forget how he challenged me and other students to excell in all that we do... my favorite quote that I love challenge others with when educating... and teaching ... it is this... ""You should be able to say to me... there isn't a question You can't ask that I don't know."" "

102 "to get a skill to study at U OF M like reading, writing, speaking"

104 Becoming a part of this community tuaght me a lot about myself and how I treat others.

105 Small class sizes

106 "math classes, science classes"

107 Two very exceptional teachers. They were always very helpful both inside and outside of class. I will not soon forget the impact they have had on my education.

108 Studying with people from different part of the world.

109 transferring

110 The ability to sit down with an advisor and get some assistance as for as class selection goes. I haven't found that to be true in CLA.

111 I didn't feel like it was the right place for me. The only good thing about it was I was able to take some good English classes that were beneficial in choosing my major.

113 "The one-to-one relationships that I had with professors and advisors, they made my overall begining years of college a little easier to figure out. They were very helpful, when help was needed."

114 "It was my first semester in college, so it got me adapted by meeting people and learning how college is pursued."

115 I will be graduating next year and of my four years my most meaningful memories come from my first year of school when i attended gc. My professors helped me so much. I have learning disabilities and all of my teachers would make extra office hours for me to help with writing and math. When my professors see me they still stop and ask how things are going (they remember me after 2 years in class most of my professors don't know my name). I gained the confidence and the study skill I needed to graduate from the university and i am very proud to say that i started at GC.

116 Working closely with my math teacher as a math professor and friend. It was a great loss to General College losing him.

117 My best experience in GC was the fact that it allowed me to get my foot in the door to the University of Minnesota. I was not accepted into any of the desired colleges at that time and would not even be graduating with a 3.0 this fall if GC was not here for me. It has made my dreams and desires a reality and I owe it all to the fact that GC was there for me and gave me the chance to get into my desired field. I came from a high school with 60 students and the top twenty had over a 3.5. that made it hard for me to be accepted according to the policy that was in place during my time of application.

118 "I did well academically. My advisor was very thorough and helpful""

119 "My adviser was a great advisor, my literature in women studies was a fun class"

120 Having an easy transition from high school to college and getting a good GPA the first year of school.

121 I enjoyed human anatomy lab because it was really small and the TA was helpful and enjoyable.

122 Anthropology

124 the small classes and the professors knew my name

125 Multicultural relations and GC Logic

126 Cultural Diversity Class

127 When I switched advisors. She truly does care for her advisee's and will do anything that she can to help them. She is definitely the best thing about GC.

128 I made quite a few friends in the GC writing course that I took.

129 My advisor made the whole experience worthwhile. It's a shame he is no longer at the U.

130 the introductory writing classes that are required. class was small and teachers were outstanding

131 Geology

132 Taking the two quarters of freshman composition. I learned a lot and made new friends because of class interaction.

133 Taking Logic. He was one of the greatest instructors that I have had while attending the U of MN. So patient and willing to take the time to make sure each person understood what he was teaching.

134 Computers in classrooms

135 "Logics. I was enrolled in the spring trimester of 1997 and had one of the finest educational experiences to date in my GC logics class. On that parallel was the GC psychology class. The fact that the U of M sits on a vast bank of psychology research was well complimented by my computer-based psychology course. The overlap with this psychology course was greater than with any other coursework to date. I liked it very much, and learned an immense amount. GC biology was also fascinating, as was Geology course. Both were pleasant and accessible, and I felt that the

instructors were quite dedicated to my achievement. This in not the case in many CLA courses. I hope GC is not defunded, as Ventura may prove ""necessary""!"

137 Meeting one of my really good friends.

139 "I cannot even begin to express how much GC helped in the transition from high school to college. It was the best expereince in my college career!"""

140 "Small Classes, good teachers"

141 I liked the writing classes...

142 My constant contact wih my advisor.

143 Leaving

144 Taking Multicultural Relations

145 Taking Writing Courses

146 1420 writing course

148 "My best experience in GC were my freshman writing courses. I had the same instructor for both parts of the class. I achieved a writing style that I have carried with me throughout my academic career. Also, I made it on the Dean's list every semester during my first year."

150 "The fact that I was able to immediately start attending the University instead of going to a community college and then transferring to the U of M was important to me. I don't know if I would have transferred or not, and already being a part of the University was significant. In high school, I always got low grades in science and math classes, and high grades in most other courses, especially English and History courses. These low grades caused my GPA and class ranking to be lower than was acceptable to be immediately accepted into CLA. I honestly don't know if I would still be in college today, much less the University of Minnesota, if it weren't for the General College. "

151 The classes provided me with skills that I would later use daily in my major/minor. I was able to figure out the best ways that I learn. My teachers and advisors were much more approachable than those in CLA.

152 Oral Communication class

153 Writing the composition papers and working with other students in the required lit classes. I also had an wonderful advisor who was nominated for an advising award a couple years back.

154 Getting one on one help from professors that really care.

155 Teacher Student Ratio

156 Working for GC

157 "meeting friends, and working close with the profs, getting to know the profs and having them get to know me."

158 math labs

159 Interaction with my GC advisor.

160 the professors are very well eductated

161 the required writing classes 1421 and 22

162 Individual attention from instructors and advisors

163 I liked the small class size

164 "Since the class sized were smaller, it was very easy to meet new people"

165 The ability to take courses which I knew I demonstrated weaker abilities in such as biology.

166 My Logic Class

167 Easily getting into CLA after a year in GC. The advisors were great too.

168 The feeling that the instructors cared for the students.

169 Being able to walk directly into myt adviser's office and talk about transfering out of GC. I am also very appreciative of the fact that I could get into CLA via GC when I couldn't be admitted directly; I'm thankful for the opportunity to study at the U and never having to attend some community college.

170 Many of the classes I remember taking seemed somewhat intense. This really helps you prepare for other classes at th U.

171 Learn how to write a good paper.

172 Realizing that other peoples opinions don't matter.

173 meeting new friends

174 Statistics course. Learned a lot.

176 The advising was much better than I recieve now.

177 The inspiration I received from certain professors

179 "My best experience in GC was the sense of community that it has, and it is the only college that I have had any african-american teachers in at the U of M. I also had good advising exeriences there, and good experiences with a recessitation teacher for anatomy, and a statistics teacher. I feel that the positive experiences I had at GC early in my college carreer motivated me, and showed me that I was able to succeed in college. I learned a lot of things about myself and what I was capable of doing. My learning experience was enjoyable and beneficial in my life."

180 "Meet my girlfriend who is now the mother of my child, and many of the class I took where very cool."

181 THE classes. The one-to-one contact with advisor and professors. They know you by name not a just a number. I'm glad to had been accepted to GC.

182 "It was a very rewarding experience. It was a good stepping stone for a person who came from a small community and they only advised on one college, which was not the U of MN. Most of my teachers were great. My GC computer instructor. He should get an award for being the most caring professor. He had to deal with all levels of computer knowledge. I was already introduced to the programs in his course, but some students have not even turned a computer on before. He helped each person alike and was so kind to all. Kudos for him!!"

183 Interacting with all of the different cultures each day. Meeting new people that were physically different from me.

184 transferring

185 Intro to the movies- Really good prof.

186 I really enjoyed certain members of the faculty.

187 writing classes

188 Great transition between high school and college. This college demanded more from me academically than any classes of another college.

189 "My contact with the geology department in GC made it possible for me to get through my science courses with a lot of needed help. They were really supportive."""

190 Having my adviser there whenever I had a question about my goals/eduacation

191 having instructors actually care

192 "My second advisor, since my first was so worthless I took a class with him that automatically made him my advisor (just so I would not have the worthless one). He actually looked at my file or whatever and let me take all the classes that I felt I needed to take, and didn't hinder my learning ability."""

193 I can't remember any good experiences.

194 "An International Perspective Literature course, the professor was very good, and I liked the structure of the class"

195 The Teachers were really outstanding. One of the best classes I have had at the University was a environmental science class.

196 The staff was very helpful.

197 the business class I took when I first started at the U.

198 getting to know my instructors personally and make friends

199 TRIO and advising resources.

200 "Busy work=makes you focus more, helps stay on task! The friends and staff that I met while attending!! Not just a number in GC!"

201 My best experiences in GC was the opportunity to be on a Dean's List and meeting new people.

202 That I was on the Dean's list for awhole year.

203 "Biology Teacher. Excellent teaching style and rapport with his students"

204 "The professors were very inspiring to me. I came to college hoping to do very well and I give GC all the credit for sending me on the path of being an "A" student."

205 My required writing courses really prepared me for writing papers in the English department. I enjoyed both of my writing teachers.

206 Being on a more personal level with my advisor was the best experience.

207 "The logics class I took was my best experience. I was scared to death about filling my math requirement, but I had good communication with the instructor and I passed with a good grade."

208 two literature classes my freshman year were the most interesting and best taught classes i have ever had at the university.

209 the teaching ability of the instructors and overall knowledge of the subject matter.

210 Small class sizes

211 I liked my freshman composition classes and my physical geology class. I made more friends when I was in GC than in the next 3 years in college.

212 I loved Multicultural Relations! I also really liked my adviser.. He took time out for me and really made me feel important.

213 Law in Society

214 "Being In science class and the technology that he used to help us learn better. I also felt I had a good advisor. The Math lab was, for the most part, exceptional, however, I do not know how it is today."

215 "I enjoyed how personal the instructors were with students. GC was a very easy course load for me and at times that was angering. However, the instructors made classes interesting and fun. I was very disappointed when I was enrolled into GC instead of CLA. Looking back, I would not trade those experiences or classes. I feel that GC offered classes that greatly reduced the time I spent on general credits to graduate. ""

216 Finally being able to say that I will have nothing to do with GC ever again.

217 "My Advisor saved my academic life annd is one of he finest councilers I have ever met. HE contibutes very greatly to GC, I can not say enough about him."

218 Achieving a 3.8 my first quarter at GC

219 Friends

220 "My best experience would be with the interaction that students had between their professors or advisors. I always knew that if I had a question or I was getting a a little hazy about

my future I always had someone I could ask and get answers to my questions. The professors in GC are some of the most kind people I have met here at the University, they always had time for me and really wanted me to achieve and excel in my classes. I believe that my GC experience made my transition from high school to college a pleasant one. I was never overwhelmed and always knew I could find help when needed. I believe that if I was not in GC my first year and a half that I would not have made it to where I am today."

221 good preparation to transfer to other colleges

222 My relationship with my advisor

223 The best experience I had in GC was being on the dean's list my first and second semester at the U.

224 The advising I received.

225 "I loved how GC introduced me to the U. I wasn't overwhelmed by the University, I was able to adjust and concentrate on school. I also made many friends."

226 "The diversity of people and opinions in classes, plus the teachers who seem more interested and sincerely friendly than any CLA professors."

227 My science classes at GC were great!

228 Working as a student adviser helped me understand the University system and help me achieve my goals.

229 loved the Human Anatomy class

231 Meeting new people; having a close knit environment

232 Interacting with diverse students.

233 Counselor Advising

234 "My human anatomy and physiology class. I really liked the class, teacher, and TA."

235 the advising helped me plan ahead for my major by knowing and helping me choose the classes that filled architecture requirements and LA requirements.

236 Profs. Using multimedia as learning tools.

237 Meeting friend

239 I would have to say the good communication with the teachers...

240 "Having an excellent advisor that advised me how best to get into my major, and encouraged me to get out of the program after showing consistently strong grades in GC and non-GC courses."

241 1421 English

242 I was able to complete all my core classes required for CLA before transferring.

243 "Taking a career planning course, and learning that most people don't actually do what they major in. It made the decision a lot easier."

244 The classes I took prepared me for what the University offered.

245 The writing classes were very helpful.

246 Meeting with my advisor

247 The contact with my instructors who almost all cared.

248 studying hard

249 "I really appreciated the amount of advising that is required. It helps out a lot, whereas CLA doesn't have such strict requirements and it is easy to not follow a plan. I also like the fact that all classes were in one place- it made it easier to meet new people coming in as a freshman."

250 Leaving

251 Getting to know my counselor and all the help that he supplied to me.

252 It allows you to get your core curriculum classes done with out a lot of work. It gives you more time to spend on the classes that really matter (thee ones ion your major or field).

253 "ONE OF MY FIRST CLASSES WAS A GC LITERATURE CLASS AND OUR GROUP PROJECT,ON EDGAR ALLEN POE,WAS MY MOST MEMORABLE EXPERIENCE.I REALLY ENJOYED IT."

254 Taking the 1281 Psychology course in which I excelled and that lead to my employment as a TA for the course.

255 meeting with advisor

256 my advisor was very helpful and in CLA I have recieved minimal help with advising and such and because of that I am a semester behind.

257 My counselor was very helpful and one teacher i had for three classes was very willing to make time to help out students and accomodate people to improve learning.

258 "the relationships with the faculty, and other students"

259 The professors were very motivated and interested. The general attitude of professors was very positive and they made students a priority.

260 Being able to continue to take GC courses even after I had transferred to CLA and before I had chosen a major.

261 "My best experience in GC was the small class sizes, which goes hand in hand with instructors being able to give one on one attention to individual students. Instructors were very understanding and thier rapport with their students was always high. Also, I very much appreciated the math and writing centers. They were very helpful. I hope they will always be available for students. "

262 MultiCultural Relations Class and my advisor

263 My best experience was the chance to get to know the teachers on a one to one basis. This helped me learn more and ask more questions.

264 My writing classes. She is phenomenal. The best teacher I have had at the U by far. NOthing in my experience at the U compares to her.

265 Being able to discuss my classes with an advisor.

266 I really liked using the computers in the Human Body class.

267 My 1960's writing class. It was a lot of fun and I learned a great deal about that era. My instructor made the class interesting.

268 "friendly atmosphere, staff, students. very laid back."

269 "Close interaction with teachers. Most, if not all of my teachers knew my name and talked with me regularly."

270 Meeting new people and making friends.

271 My advisor . The Cultural Diversity course and the Speech Communication.

272 learning about anatomy and advising

273 "My GC American History class was exceptional. He was a great teacher and I enjoyed his class. Also I took a great literature class."""

274 "My best experience in GC was having the ability to get to form relationships with professors, which made it much easier when the time came to transfer to another college because I felt comfortable getting to know my new professors."

275 "The ability to get my foot in the door at the University, and having the opportunity to take classes with smaller class sizes."

276 Wasn't such intense work loads and their wasn't so much pressure on your shoulders to do 100% perfect on every little thing

- 277 anatomy and physiology because both my lab and lecture instructor were passionate and knowledgeable on the subject
- 278 making friends and communicating to instructors
- 279 The friendly teachers
- 280 "Adviser, intro to public speaking, stats."
- 281 The small classes and the great advising I received!
- 282 None
- 283 "Taking a variety of classes, that aren't simply a Midterm/Final type of class. GC provided more opportunity for learning through trial and error. ""
- 284 "I really enjoyed my Anatomy/Physiology prof. He was very laid back, but I still learned a lot from his teaching. I feel that the professors and advisors were very caring and accepting of student's needs and goals."
- 285 "I loved the smaller classes,. the teachers new my name, and I felt comfortable enough to ask for help from the professors. I loved the advising system."
- 286 getting the full college experience
- 287 Having a nice advisor who did everything in her power to help me get out of GC to where I belong.
- 288 Discovering my writing abilities.
- 289 The class sizes were great the interaction with people was a lot better then at CLA. The instructors were caring and much more helpful to me then in CLA.
- 290 It was easy to come off of a less than academic senior year of high school
- 291 My Human Anatomy Class
- 292 "The best class that I found offered in GC, which was Weather and Climate. I found the class extremely interesting, and even have thought about pursuing meteorology as a career."
- 293 "The class I enjoyed the most was statistics. The students all worked well together, and it was a very comfortable atmosphere. A lot of the coursework was done by computer, and it gave me practice with various programs. The class really interesting, and I was able to meet new people."
- 294 Transferring out
- 295 Business class. He was the best teacher I had in GC. I thought my major was going to be business and he helped me every step of the way through the questions that I had and preparing for my transfer.
- 296 My advisor was extremely nice and helped me decide what my major should be.
- 297 leaving
- 298 Taking Multicultural Relations my freshman year. A great class and instructor!
- 299 The great teachers!!
- 300 The Multicultural Relations class. It taught me a lot about how I deal and should deal with personal issues.
- 301 "I loved my logic teacher, but other than him I found that the teachers were trying to brain wash us."
- 302 Transferring to CLA
- 303 my access to my advisor and the one on one help. helped me adjust to college
- 304 "Very easy classes, finally being allowed to transfer out."
- 305 Having a class with my writing instructor. He was an excellent instructor. I also had a really good instructor for my first writing class. I don't remember her name.
- 306 The composition courses I took.

307 I liked that my advisor knew me and knew what my goals were. She knew how to help me get there.

308 "The freshman writing course, I had a great teacher who made things interesting."

309 meeting the staff who helped me

310 I liked the personal attention that you receive and the fact that my teachers knew who I was as opposed to every CLA class I have taken of 120+ students. It seemed more like the faculty cared about me as a student.

311 Social science instructor was a great instructor.

312 Having all the classes in one building. It made starting college at the university easier.

313 I had a very good advisor that knew my name and who I was and would help me even after I transferred out of GC.

314 Having one person as my advisor-who remembered me and I felt a connection between us-helped me a lot. felt like someone was helping me make the right decisions.

315 I think that the best experience was interacting with the professors as well as the assistance and my counselor.

316 "learning what to expect in the future and developing a solid base when beginning college, to start you off on the right path"

318 "The overall care and concern by faculty, the rekindled my belief in the educational system that prior to attending GC was not that great."

319 My best experience was with my advisor and working here

320 The teaching of film professor

321 Being able to just stop into my advisor's office if I just had a quick question

322 "The different people that you don't meet taking just tech classes. Also, the down to earth teachers. And my Counselor helped SO much."

324 My advisor was amazing. I have yet to run into a faculty member with her knowledge and concern for students.

325 "When my father passed away the teacher of my Freshman comp class accommodated me, allowing me to take my time with finishing the class"

326 Taking Multicultural Relations

327 Having small class sizes really allowed me to have closer contact with other students as well as the professor.

328 Smaller class size.

329 It got me prepared for CLA. I really liked that they kept me informed of my progress. The small class sizes helped.

330 "The atmosphere, small classes, teachers ready to help, technology was alright. Most of my classes were enjoyable, students were excited."""

331 Teachers

332 science courses

333 taking human anatomy (the teacher) he was the nicest guy and the best teacher I've ever had.

334 having 3 classes in one day in the same building all in a row

335 Study groups and getting to know and work with my class-mates and to be known by my instructor.

336 Having the opportunity to live on campus.

- 337 "The class size gave me a great opportunity to get help from the instructors in the classes I was struggling with. Also in GC, I made many friends that were in the same situation with the math and had the same goals in college."
- 338 "Meeting all the different athletes, I'm a swimmer and it helped me to associate with people that were going through the same stresses as me."
- 340 "Small Classrooms, Discussion Groups"
- 341 "living the college life before having to manage it head on without it I would have a nervous breakdown for sure""
- 342 THE STUDENT PARENT HELP CENTER'S FRIDAY MEETINGS
- 343 Actually understanding math for the first time since the seventh grade!
- 344 I have too many to list. I liked the advisors and their willingness to help. The diversity of GC is awesome! It is kind of wierd being the only Asian student in some of my other classes now.
- 345 interesting courses to take with friendly teachers
- 346 The interaction in my art class with the students and staff.
- 347 Transferring out of the college
- 351 Getting to know all the advisors and being able to participate in smaller size classes.
- 353 Visiting my advisor. She was always very helpful and friendly.
- 354 "I took an amazing class called Multicultural Relations, and I reccomend it to students of ANY college. What I took away from that class is yet unrivaled by any I have taken in CLA. Moreover, I can thank GC overall for my presence here at the U. Now I am enjoying college and preparing to study abroad in Japan. I will always be grateful to GC for providing me with all of these great opportunities."
- 355 Anthropology class was extremly enjoyable and informational. Lit teacher also was a supportive person from GC.
- 356 Taking Anatomy
- 357 getting rid of my lib arts without having to exert myself.
- 358 "my anatomy and physiology class, TA."
- 359 My advisor was wonderfula nd helped me in a variety of ways. Meetign with her often helped me to better plan my educational experience.
- 360 Meating the World Religions professor
- 361 being in contact with my advisor
- 362 There are some very good instructors in GC. The strongest thing GC has going for it. I also found the small class sizes very helpful.
- 364 I recieved really high grades.
- 365 "the professors continue to want to help me with my studies even after I was done with their class.""
- 366 Taking a social psych type class and the type of discussion class activites we did. He let the discussion take its own shape without getting out of control at all.
- 367 finishing my liberal education requirements
- 368 The smaller class sizes helped in the way that you could always talk with the profesor. And the fact that they had the time to talk with you.
- 369 intro to film class
- 370 meeting my friends in the small classrooms
- 371 MY sociology class
- 372 Getting a 3.9 GPA first semester.
- 373 being able to get adjusted to college and meeting new friends

- 374 Counselors
- 375 meeting new people and understanding their different personalities.
- 376 The one on one attention that I received. Like in the classrooms and the advising appointments.
- 377 I have had many great experiences in GC. One of the best was with my advisor. Another great experience was with my social science instructor. I had her for two classes and she was a great. She is one of the best professors I've had.
- 378 Getting help from my advisor.
- 379 interaction with the professors
- 380 working directly with professors
- 381 "I learned so much in GC, and my teachers were absolutely wonderful. They helped me realize what I wanted to do with my life, and to figure out what my goals were at the University"
- 382 The small class sizes made it easier to meet new people and get individual attention from the teacher. Classes involved more than just huge lectures.
- 383 I would have to say the best experience I had would be working in the mural in my 1481 class.
- 384 "I had many great experiences. I think that my advisor made my experience the best though. She helped me get used to being away from home, and figure out how this big university works. She took the time to help me out with not just questions about scheduling- but questions in general that I had."
- 385 "small classes, easier more likeable teachers."
- 386 Small classes with respectful instructors and students; very helpful and understanding advisor
- 387 "Having more personal relationships with my professors and advisors. Also, I enjoyed seeing the same people, it was easier to make friendships."
- 389 I thought that social science teacher was a Great teacher and he is very thoughtful.
- 390 I liked my personal experiences with teachers and my advisor - it helped me prepare for a life out of GC. I would've been lost without it.
- 391 The emphasis on cultural diversity. Students outside of GC are very ignorant.
- 392 Having Fun
- 393 "my first semester in college "
- 394 The classes and the teaching and advising staff they were helpful and I really learned a lot while in GC.
- 395 people and problems course
- 396 Leaving it. I had a very negative experience in GC.
- 398 "The unity among students, teachers and advisors. I also felt more comfortable in GC classes because not everyone was white.""
- 399 "The teachers were either great, or awful. "
- 400 "I thought that the Math Professors there were great, the best I ever had."
- 401 the small classes and the great interaction and communication with my teachers
- 402 "meeting new friends, the help of the transfer office, and most of all the help of the writing tutors."
- 403 law in society
- 404 being able to talk to the professors when something wasn't going right and then getting good help that seemed like effort was put into it on their part to get me to succeed.
- 406 Being in the trio program. I got to know a small group of students pretty well.

- 408 Being treated as myself and not as a student id number.
- 409 Multicultural relations class
- 410 The interaction with the faculty
- 411 Anatomy and Physiology
- 413 Meeting Friends.
- 414 Professor's discussions in law class.
- 415 I took a lot of the US class that I enjoyed very much... I forget the professors name but it was a fall 99 class.
- 416 "Although the small classes were not what I expected from a college atmosphere, they were very helpful in providing more one on one interaction with professors. Also the mid-term reports were very helpful in determining which classes needed to get more effort."
- 418 I very much enjoyed the world history class that I took
- 419 Availability of faculty and staff. The teachers I had were very understanding and easy to contact to receive help.
- 420 Meeting people
- 421 teachers
- 422 "most of the faculty and staff were good. and the mid-term grade reports were great.""
- 423 smaller classes
- 424 "Office hours, and the availability of the TA's and professors."
- 425 Culture and Diversity Through Art and Film

Response to question 77 - What was your worst experience in GC?

(Responses were edited to remove names of individuals. Otherwise, the responses are reported exactly as they were written by the students.)

1 Paying for computers and rarely getting to use them in the ARC. Another discouraging thing is the way the rest of the colleges feel about GC I thought it was a great experience and I don't know if I would have succeeded in college had I not gone to GC first.

3 I had a science class taught by a graduate student who was not very helpful; I eventually dropped the course.

4 "I took a real hippy-type class and I don't like hippies, but I think I was drunk when I decided to take that class, so that was my bad."

5 The negativity felt by other students from other colleges at the U of MN.

7 group activities

8 "The ignorance of non-GC students who would make degrading comments about GC, when they really didn't know much about it. Infact, many times people didn't know that I was in it until I stood up for GC and told them that I was a GC student. Dealing with this kind of ignorance was my worst GC experience."

9 Having to attend GC instead of CLA because my grades in advanced math classes were not high.

10 forcing students to meet with advisors

12 The transfer process for me was long..

13 I can not think of a bad experience in GC.

14 "When I came to GC I had an advisor that made me feel as if she did not care about me at all. There was one semester I made the dean's list and was eligible for transfer but she failed to inform me so I missed the deadline date. By the time I realized I could transfer it was too late. That next semester some things began to happen in my life that affected my grades so I was no longer eligible. However, I feel as though she was not very helpful to me because she was ready to leave GC (which she did the following year)."

16 Having to take 2 quarters of busywork composition classes at 8am. :)

17 "writting classes that required you to think like the prof not as yourself. The papers that were 8-10 pages long only created wordy unnecessary papers and did not help in the long run. Profs now don't want wordy papers, they want the ideas to the point.""

18 I wasn't informed early on that I should also be taking higher course level classes. I finished all my requirements with 1001 level classes. The advisers instructed me to continue to take GC classes. Had I started taking higher level course work instead of gc classes I could have graduated sooner.

19 "terrible classroom setting with small, uncomfortable desks not befitting a Big Ten university"'"

20 "Social Science class. The women taught me nothing in the class, and should be fired."

21 My first year there was a bit overwhelming and I did not do very well with the transition from high school to college.

23 "Having one instructor rate my course work writing not based on its actual content, but on that instructor's negative view of me as a student. In retrospect, it was a mistake to remain in the class attempting to change the instructor's views."

24 I can't really think of one. Getting looked down on as a GC student wasn't so pleasant....

25 "The amount of tedious busy work. That is not the most important thing in learning. Rather, it is an understanding of the big picture of the course."

26 "Trying to deal with an advisor who has no interest in what the students he is suppose to be helping out. My parents never went to college and couldn't prepare me for all the descions I had to make. I expected my advisor to help, though he seemed more interested in getting me out of his office than anything else.""

28 The crappy attitudes of people in the offices.

29 "Understanding that I needed to transfer out as quickly as possible, and also the low esteem that GC holds in view of the other colleges within the university."

30 communication

31 Attitudes about GC from other college students outside GC

32 Cost my time for graduation

33 ALways being required to meet with advisors in order to register. I like to be more independent.

34 no real bad experiences

35 The entire GC experience as a whole was terrible. I transfered ASAP and it was the best move I could make.

38 One of the professors stopped working at the U of M so I couldn't get my grade changed since it was wrong. This happened to a lot of students in the class.

39 science

40 having too much to read and write

41 I wanted to get past all the easy classes and get on to the harder classes.

42 The threat of abolishing the college all together.

43 I had a science teacher that had heard that kids were taking her class because they heard it was easy so she made it more difficult.

44 I tried to take GC math several time and was displeased by the lack of knowledge of the teachers.

45 "My worst experience was being perceived as ""know nothing"", ignored and racism. The most tacist attitude was one day done by a light skinned black man. He shut the lights off while I was in the bathroom and couldn't found my way out unless anohter student came in. I will never forget that experience."

47 "Trying to get into my writing course. I didn't take it my first quarter, and I scheduled late the second quarter, so by the time I went to schedule, almost all of the available seats were taken, basically of the class times that fit into my schedule. So I had to beg to get a magic number."

50 "amount of ""busy work"" treated like a high school child"

51 "Those students who don't take school seriously at all. You can basically pick out of a crowd the ""students"" who won't be back next year or the athletes who receive the unwarranted special attention."

52 "Overall my experience in GC was good. There wasn't any bad experiences."" "

53 Learning that my credits did not transfer out of GC

54 "The only bad thing I can say about GC is that it did little to prepare me mentally and emotionally for dealing with the poorly structured and antiquated teaching methods of most other college courses on campus. I found that other advisors and professors outside GC are relatively indifferent to student needs and take the approach of """"if you can't keep up with this class, you don't belong in college"""". In addition, class workloads outside of GC rose to an inhumane level, and I found myself totally unable to complete everything that the non-GC courses required of me.

It was almost like the non-GC courses were designed to fail students. If only other colleges would take the same approach to learning that GC does, then this university would be a much better place to learn."""

55 "Any time when the Professors told us that everyone else at the University thought of us as dumb. Which happened often. Also whenever my advisor would try to encourage me to achieve under my abilities because she did not take the time to properly assess them, instead of treating me like an idiot for being in GC."

56 Getting put there because I got screwed on my class rank in High School.

57 GC was great! GC helped me to make a smooth transition from HS to college. They helped me strengthen many skills so that I could be successful! They challenged me and taught me that I could do a lot more than I ever thought I could! I would have to say my worst experience that I had as a GC student was waiting for a meter to open up out back behind GC.

58 "I took a course in which the professor was discriminatory and rude to the students."""

59 "I didn't feel that GC prepared me at all. I felt like I was still in high school. My advisor was very unhelpful. She wouldn't let me take the classes that would prepare me for my major, and she made me take extra classes which made my college career longer. GC has requirements that we had to take such as Base Curriculum, etc, which helped me fulfill GC REQUIREMENTS ONLY. In the end it didn't help me in the long run because I took extra classes that weren't needed. I was embarrassed to tell people that I was in GC because of all the negativity toward the college. Taking non credit math classes is fine for people that need it, but not for someone that doesn't. Taking two undergraduate composition classes also wasted my time. They should be combined into one class. The professors were a little too lenient, which was a shock when I transferred out of GC. My advisor didn't explain what my APAS was for or how to read it. When I transferred into CLA was when I learned what an APAS was. All three quarters I was in that college was a bad experience. Many improvements need to be made."

60 There was nothing that was extremely bad at GC.

61 "Everything, except my first writing course. This is my time to vent to the General College system and I might ramble on, but it has been a long time coming. I was not accepted into CLA because I was two points shy from being accepted. I was put into GC because of numerical data rather than the person I was. Once entering GC I was greeted to a familiar feeling educationally. I felt like I was back in High School. Small class sizes, roll call, and lack of deep thought slowed down my progress to be interested in my studies. This is proven by me getting better grades in my CLA courses that I took during my second quarter. If people want time to prepare have them go to a community college. I do not think it is difficult to transfer from MCTC of Normandale to the U OF M. So why is General College here? It is here because the faculty will lose their jobs and that is why General College keeps on fighting to stay alive. Why don't they start a community college called ""Appleby Community College."" That is all."

64 "Taking all of those math classes that were not worth any credits. Also the time my advisor did not tell me that I did not have enough credits for financial aid and I had to go through a big hassle to try and add another class to my schedule when classes had already started about three or four weeks into the semester. Luckily I was able to get in a class that late in the semester. But my advisor did not tell me about my credit status at all. ""

65 science

67 pre-registration meetings

68 People looked down upon you if you were in GC other colleges. They think GC students are stupid and all jocks. GC students need also to present themselves in a better light and stop acting immature from personal experience.

69 "GC Writing, the teacher didn't respect other's opinions and graded opinions instead of overall writing."

71 A lot of my classes that I took do not fulfill any requirements toward graduation.

73 social science class.

75 Having a speech instructor that wasn't insightful. He did not help us feel more comfortable speaking in front of a group.

76 "I can't really say that there was a worst experience because I really springboarded to greater things after GC. It was all positive and the experience will stay with me forever."""

77 not at all

78 The way I was viewed by other students (those not in GC) and not being able to take classes in my major as soon as I wanted.

79 Being in it.

80 "registering the summer before freshman year- I felt as though I did not have enough info pertaining to registration, the classes and what I need to graduate"

81 "that i had to take an art class that did nothing for me. the teacher didn't teach well and there were many high school students in my class. they were distracting. I think that the art course should either count for the cla art degree or not be offered at all. it seems that all the other classes that i took counted towards some degree but not this one. """"

82 I felt that the classes I took were a huge waste of my time. it felt like high school

83 People in other colleges telling me that I wasn't good enough to transfer. And having them look down upon me because I started in GC. It was really hard to work past that. People that I take classes with now don't believe me when they find out that I started in GC. They now see that GC is not full of bad students. Just some students that need a little extra help at the start of their college career.

84 the students

85 "My advisor told me that I did not belong in GC and recommended to me that I drop out of school to give someone who needed the program the opportunity. This was obviously not an option for me, because I was here on a NROTC scholarship and dropping out of college meant that I did not get the scholarship. In addition, I was required to take GC courses in Mathematics because of being in GC. I however had taken one year of college at the Community College of Rhode Island and received a 4.0 in math. I have been through many personal struggles in my life. I went from graduating with a 2.1 GPA in a Minnesota High School to my current 2.69 GPA. While this may not be the most impressive GPA for the average electrical engineer, it is impressive from the standpoint that I am a student parent with a wife and three children. I consider one of the struggles while attending college at the University of MN dealing with the General College. I am normally an optimistic person that likes to find the good in things. There were very few good things in my dealing with GC. "

86 "I had some trouble with advising. I do not think that I received very strong advising for my first year in GC. I think after I sought out my advisor in GC, I was given good advice on transferring to a different college in the U of MN, but I think that the advice that I received was lacking direction on what kind of requirements I would need to graduate. I think the focus was placed to heavily on transferring, which caused me some difficulties in fulfilling my graduation requirements. "

87 "The beginning social science class that was all on the computer was very difficult and confusing, because of the lack of lecture, and did not teach me a thing about social sciences."

88 "Taking a math class, less than 1001 level, which did not count for anything and I had to pay for."

89 can't remember any

90 The stigmas which go along with entering the doors of Appleby

92 computer lab small

95 Not having a helpful and knowledgeable advisor in the beginning.

96 "I have had bad advising, but the worst would have been GC 1454 GC PSY, was a horrible class."

97 "When I applied to the U, I had no idea that ""General College"" ment what it ment. I thought that it was the box I was supposed to check if I didn't know my major, and all I wanted to do was start w/my generals. I didn't like finding out it wasn't CLA, but it was worth it, and I wouldn't have changed a thing. "

98 Having to take classes that didn't count towards graduation.

99 "I had a very bad experience in a writing class, The instructor did not believe me, She said my paper was not my work, which was a copy. I felt very bad about that."

100 "My worst experience was when I needed to register for classes, but i couldn't because I was scheduled to register last and I had a hold on my record for my vaccination records."

101 Advising... and the math program....

102 almost not thing

105 Not being challenged enough in some classes and losing interest

106 art and lit. classes. those types of classes don't agree with me.

107 I did not like having all of my classes in the same building and feeling isolated from the rest of campus with little opportunity to explore the other facilities and classrooms as part of my class schedule. It is no wonder many other colleges have a negative image of GC. They have little opportunity to interact with them. I've heard GC referred to as Appleby High. It is really a great place to start and has many benefits but needs to develop a better relationship with the other colleges. I think the best way for this to happen is to have classes in other buildings.

108 Actually nothing except when I lost my typed paper on the computer with saving in the tutoring room. Student should always save their work every two minutes.

109 having to start there

110 "It wasn't the worst experience, but I didn't care for having all my classes in the same building. I felt this ""sheltered"" GC students away from the rest of the college on some level."

111 I did not feel like I was in the right place. I felt underestimated and like I was still in high school and that I was caught in between. I really believe that I was misplaced. I felt much better when I was able to transfer into CLA.

113 science lab and having to make dissections!

114 never having anywhere to park my bike

116 None really. Maybe the stigma that surrounds GC students. It is an unfair sterotype.

117 The Zero credit math class. I had four years of math before I got here and did not test into the college algebra and probibility class. I had to go to class to get the grade but I slept through every class and had no problem getting A's on every thing. It was a huge waste of my time and money. I will have to come back next semester because of a lack of credits for graduation. I do not really appreciate that.

118 "Too much emphasis on ""getting you out of GC"" instead of settling into classes more geared towards my major."

119 "The prick that taught science. He was absolutely my worst teacher at the U. I had him my very first quarter and all most switched to another college. It wasn't that the class was hard, its was that he thought he was so much better then us, and I had never been scared to speak up, but I was then. It didn't prepare me at all really for science."

120 My adviser in GC was not helpful. She made me feel like I was an idiot.

121 "Probably the social science class that is entirely based on a computer program. I wanted to learn psych the old-fashioned, lecture way. "

122 my advisor

124 My social sicence class was pretty boring

125 lazy athletes that just coast through the classes and are able to do so because they are athletes

126 "The fact that it was like high school all over again. I really disliked the fact that all the work was more or less busy work. This type of work doesn't prepare you for research that needs to be conducted. The fact that I have a learning disablity and I didn't access it at the time but the disablity services is all right for some students however, not appling this to GC, but the whole university as a whole the service that I recieve doesn't seem to help me in anyway possible."

127 "Two things: (1) My first advisor telling me to take classes that didn't make any sense. (2) The environment reminded me of an inner city school. Diversity is good but all of the people standing around, listening to music, doing flips in the road, swarming the road... I know this is somewhat out of your jurisdiction but it really is a problem. """"

128 The negativity I felt from friends in the Institute of Technology.

129 "I had to take writing classes and math classes I felt that I had mastered in highschool. I didn't make it into CLA from the start due to two points. I felt I wasted my time and money. However, without GC I would not have been admitted to the U at all. For that I am grateful. "

130 lack of study space and loud overcrowded student lounge. Lack of recources to find another spot to study

131 "1000 level writng course... I transfered out of GC after one quarter after making the Dean's list. I was put in GC because of my ""Class Rank"" in highschool. My Highschool grade point average was 3.6 AND my SAT and ACT scores were well into the CLA range. But some admissions advisor looked at me in the eye and said that a %60 class rank meant I would likely fail in college. Please tell admissions to consider the all acedemec aspects of a student, and not just class rank! At the time, GC was an insult to my acedemic abilities. (I was accepted to two other Big 10 Universities and am now graduating from CLA with a 3.6 average)"

132 The worst experiece was meeting new people in other colleges and feeling ashamed to be in GC.

133 "Being treated as a group and rarely an individual. Talking with GC staff made me feel stuck due to not being allowed to take classes outside of GC. I resented their unwillingness to even try to help me or even listen to my side of the story. If there is no freedom, people are going to feel locked in, and that's wrong!"

134 "Being placed in Trio and never having it explained to me during orientation. So I chose not be in trio. I asked and no one could explain it so I would understand what it was.""""

135 "Groupwork and, frankly put, ""hand holding"" were a bit much for me at times. I realize that these styles may be necessary for others, however! I have been an engaged college student, but haven't been so in high school. I fit into the ""late academic bloomer"" category, and was thus

rejected initially by CLA. GC was my ticket to the university, and even the worst experiences do not compare with the best. The negative scores on my survey are not due to GC fault, but to a less than perfect fit between myself and the college. It was not challenging for me, but I did learn a great deal and benefit immensely from my year in GC!"

136 It was a waste of 1 year of my college career.

137 I felt like I was still in high school.

139 I can't recall if there is even one!

140 "Many who students who were slow, and not willing to work"

141 "It was very easy - I don't know why I went to GC!?! I didn't make it into CLA because of my class rank, I should have just gone to a community college instead and saved the money... I wasted \$7000 by going there! Contact me if you need anything else."

142 GC Writing. Too intensive.

143 "my advisor, he was not at all helpful. I feel that he was a major force in preventing me from transferring sooner. "

144 None. I am a senior and will be graduating in May and I continue to tell people what a wonderful experience I had in GC.

145 Taking Math for no credit

146 social science

148 My worst experience in GC was the view that others had on the college. They thought that it was like high school and that we were not challenged like other colleges. I know this is not true from having completed my first year through GC. I had a low ACT score so that inhibited me from being accepted into a different college within the U. I transferred out of GC at the end of my first year. I used it as a foundation from which to build the rest of my academic career here at the U.

150 "Even though my advisor was a very nice guy, he didn't seem to know (or was unsure about) many of the procedures, requirements, etc., concerning the college I was transferring to (CLA). Also, there was a very ""13th grade"" feel to GC sometimes, which I have had friends comment upon concerning community colleges as well. Not only the attitudes of many of the students, but now that I have been out of GC for quite some time, I have found there are many things that are different once you transfer concerning the way classes are set up, expectations, etc. "

151 That other students did not take school seriously and were distracting in class. Also that athletes were given special treatment.

152 When I was required to take algebra after finishing 2-year calculus in high school

153 They offered a social science class that was taught without any interaction with the professors. You stared at a blue screen performing fill-in the blank type questions. It was maddening. I would like to point out that all of these questions deserve qualifiers to be effective and I would be glad to provide further feedback if you'd like.

155 Teachers that were not understanding. Were more interested in acting like they knew everything and you knew nothing.

156 An instructor that would show up a half hour late everyday.

157 "having others think less of GC students, some of the student (gc) don't take it very seriously. i wasn't an extreme but i certainly wanted to graduate and get an education."

158 transferring to another college

159 The strategy that GC takes in weeding out students.

160 I slipped through the cracks and did not have an advisor until three months before I transferred

162 Had to take classes that were below my level

163 "I feel that the decision process in admitting GC students is not fair. While in highschool I took many enriched classes and got average grades and I did ok on my ACTS. When I first got into GC I was mad, because I felt that I did not belong there. I asked other students not in GC about their prior academics and they were no better than I. Because I was in GC I was not allowed to take certain classes that I needed for the major I wanted, and because of the small size of my major and how the classes were set up, it will take me five years to graduate. Currently my grade point average is high, I have been on the Dean's List many times and find no problem managing school and the rest of my life. I feel that GC was a waste of my time."

164 Recieving my first C

165 "I did not feel the classes were challenging. I thought I was placed in GC by mistake because of previous academic achievements I obtained in high school. Because at the time of my application, the University used class ranking as means of determining what college you were placed in, I was in GC. "

166 "2 writing classes, when everyone else only took one freshman year"

167 I felt odd about having all the classes in the same building. It made it seem like we were greatly different or not as compentant as other students.

168 The realization that I had to take remedial courses

169 "The courses were full of athletes who were often late and left early which caused serious distraction and made it difficult to learn. The courses were unecessarily difficult and the grading policies could only be described as draconian. GC never made it clear to me that I was only required to spend a single semester in it, and as such I didn't transfer out until well into my second year. Thanks to this unecessary delay, I will graduate in next year if I'm lucky. Contact me if you want more, I have to go to class."

170 Having everything in one building made it seem like we were separated from the rest of the U and seemed very much like a high school setting.

172 Knowing that all of the other colleges looked down on you if you were in GC.

173 slow classes

176 Sometimes it wasn't challenging enough.

177 Not knowing what classes to register for when registering during orientation

179 "My worst experience was when I was taking algebra which is 0 level math in GC, and I really didn't need to take it because i had all my highschool math requirements, and i took the math placement test and I must have scored below a certain range and that's why I thought I had to take the courses. I didn't take two of them and ended up taking one of them as a indepdent study where you do math at your own pace and I felt that was beneficial because I wasable to focus of the process of math and really understanding the concepts. So maybe it wasn't so bad afterall. I then needed the algebra background for college algebra for a post-bac teaching program prerequisite so I guess it helped me in the long run."

180 Felt a little bit like high school.

182 "The smoking in front of the building is not attractive and is annoying when coming to class. Otherwise, I have no complaints. "

183 Wondering why those same cultures weren't represented as vastly within the University community.

184 "academic advisors did not point me in the direction of preparing for my major it set me way back, and now i cant finish my major because the classes take more time hten i have available, because i cant afford quit working. and financial aid is screwing me over, so i have to leave""

185 "Actually just being placed in GC was the worst experience for me. I applied to CLA and had a 24 on my ACT as well as 3.3 gpa in high school, by no means does that indicate that I was under prepared for college level work. I think the selection criteria are ridiculous for admitting students to the U of M. Why don't you consider overall high school GPA rather than class rank, which indicates nothing about one's individual performance. Being placed in the GC did give me a ""foot in the door"" to the rest of the University, which is about the only positive thing about it. I realize GC doesn't make the admissions decisions, however I believe this is a problem for many students. There are many students that probably belong in GC or something similar, but there are many that are being placed there simply for lack of space, or due to poor admissions criteria! "

186 "I graduated from a competitive high school and was already prepared for college. Most of the coursework was material I was already familiar with. I knew how to write essays and papers, I knew how to take tests. It was frustrating because I felt like I was still in high school. I feel that GC is a great tool for many students who did not complete much prep work for college. However, personally GC did not prepare me or expose me to anything academically I hadn't already been exposed to."

187 math classes

188 The math courses.

189 "I had a hard time with all of the group work. Some of the overall work was not very challenging in the literature and english programs."""

190 Not getting into the classes I wanted

191 lack of fully feeling challenged.

192 "My first advisor. I forgot his name, but it almost seemed like he wanted me to stay in GC. He didn't want me to take Calc classes or the calc based physics classes and definatly no computer science classes. Granted I was a freshman, and maybe most students want to work beyond their ability he's used to telling them no. He said things like """"You can't get accepted directly to IT"""" and """"After a year in GC you can go into CLA"""" Which couldn't have been further from the truth considering I was accepted to IT after my first two quarters. It just seems in GC that they try to baby you, and for me it was a barrier."""

193 Taking zero credit math classes when I didn't need to.

194 "a sociology course, the professor was not very good, and was not structured very well"

195 Some students perticularly atheletes not taking classes seriously and holding back the rest of the class.

196 I felt like I was in a community college. If I were doing it again I would have attended one of the other colleges I was excepted to.

197 "A humanities teacher that was very uptight, that no one liked."

198 didn't have a good advisor on my major

199 "The atmosphere was sometimes a little too ""thuggish"" than what an eductional institution should be like. Example being people (students and teachers) smoking out in front of the building. Not saying that smoking is thuggish, but it could be a lot more professional. Looking at the Carlson school for example where professional attitude is seen. This is an essential part of training people for careers and corporate America."

200 "Busy work=a big hassle, waste of time. Attendance=not necessary to be a good student or to receive decent grades!""

201 "Did not have one, that i remember."

202 "That I transferred out of GC before I knew what I wanted to major in and what I wanted to do. I felt like I was looked down on by other(friends, etc)just because I was in GC. I wish I never

let that bother me. I loved GC and I wish I stayed in until I knew what I wanted. Now I'm just finishing up my fourth year and still have about two years to go because I didn't know what I was going to major in and didn't get the help in CLA I got in GC."

203 Being put down by other students / seemed second rate. Being in CSOM (graduating Magna Cum Laude this Spring 2001) I feel proud to tell others I transferred from GC. Gives many of those students a completely different perspective on GC students.

205 "None, it was a good experience overall"

206 "Being in a cultural diversity class and feeling like my race wrong, that was the worst experience."

207 "My worst experience did not come from GC, but how the other students at the University viewed students in GC. I had to endure the jokes, and they got really old, really fast."

208 "none, my gc experience was positive in every aspect."

209 lack of quiet spaces in the gc building to study.

210 "GC was very pointless for me, especially since the classes seemed easier than high school. However, it did provide me access to the University and I took Calculus III, Multivariable Diff Calc, and Diff Equations & Linear Algebra while in GC, being that Math course enrollment was not restricted. I had incredible potential when I was young, but I screwed around in high school. I think that there should always be a program that allows slackers like me to prove that they're serious about college, but it should not be so restrictive on course selection."

211 a hold on my record for seeing a counselor and not being able to register.

212 "Transferring out. I didn't want to have to leave. I felt kind of unprepared, and unsure of what I wanted to do."

213 "GC Writing - too easy, very boring"

214 "Although I had some bad experiences in GC, I honestly can't remember any that stand out. Unfortunately, I am unable to answer this question."

215 "The worst was knowing after the fact that in some of the classes that I worked my ass off in that basketball players, who never seemed to put any effort into class got such good grades. After the truth was discovered, it made me feel that the hard work that I put in was somehow less valued than that of an athlete who had no interest in the education he was receiving.""

216 "There are many, but the worst two are my experiences with advisors who have absolutely no clue about me or my educational goals and have no real idea about how any other colleges work. The second would be the amount of ""busy work"" that is given in seemingly all GC classes that doesn't do anything to help students learn."

217 The Student athletes in the classes. The poor facilities.

218 Getting no credit for my math class.

219 Simple classes

220 "I do not have one of the college itself. The only negative thing I can think of is the attitude and perception that many non-GC people think of the college. It was often referred to by me as the 13th grade. Students in GC were thought of as lazy, stupid and not smart enough to get into any other University. "

221 small computer lab. lack of flexibility to take other courses outside of GC

222 Instructors treating you like you're in high school

223 The worst experience was being afraid others would not accept me and stereotype me because I was a GC student.

225 "While considering different majors, I found that some of my GC classes wouldn't count towards the majors, this was a little disappointing."

- 226 "the lack of movement, the building ws too insular and didn't let students walk around adn feel like real students."
- 227 The math classes were too simple.
- 228 Having my advisor get sick and I not know who to get a hold of right away.
- 231 "I'm sure there were some, however I cannot think of them at this time"
- 232 It was like High school.
- 233 Classes are somewhat easier than other colleges.
- 235 I registered for the math class that the math placement test requested and it was drastically too low. I didn't know that I could sign up for another one. So I didn't. I had calculus in high school and I planned on getting it out of the way. I had to work my way back up so that I could take short calc. I thought I had to take a couple 0 credit classes (when I could have taken higher level classes). I could be further ahead in my program if I did not take these classes.
- 236 Having the stigma of being in GC. The University community as a whole does not look favorably upon GC.
- 237 Meeting friend
- 240 "Having a writing instructor that cared very little for his students. This person, which I have difficulty calling an instructor, hurt more than helped my ability to write papers and in the end was a greater burden on my GC experience then anything positive. There was very little help offered by GC staff to get me into a class where educating the students was a priority and out of the class I was in after several students made it known to their advisors that this person had no business teaching. There advise was to bear with it. That was the last class this instructor taught and the last class I took with GC. "
- 242 "The busy work required by the professors in the college, I often felt like i was in high school not college."""
- 243 "My advisor was no good overall. she seemed like she had no idea what my real requirements were, she treated me like an idiot, and most annoying was the fact that she told me I had to take two no-credit remedial math courses before i took my mathematical thinking course, and after I took a semester of algebra I learned in 10th grade (with an english major teacher who didnt know what was going on) for no credit, she told me I didnt have to take either of those classes. I'm three credits behind where I should be, so i didnt become a junior until second semester this year, sophmore 2nd last year, and it's fucking up my student loans like nobodys buisness. "
- 244 Some of the classes that I took were extremely easy and shouldn't be college courses. I didn't really receive very good advising either.
- 246 My social science class b/c my instructor was no good!
- 247 Problems completing the math...
- 248 the smokers on the stair ways
- 250 Having to attend highschool with ashtrays and paying for it. Attending classes with students that did not care if there were there or not. Having these same students in my groups. Professors that will pass anybody.
- 251 Couldn't really say there was one but some of the classes that didn't interest me.
- 252 "Having to take two quarters to fill my english comp credits, it was a waste of my time that second quarter. "
- 253 THE FIRST WEEK IN MY FIRST QUARTER AND THE LAST WEEK IN MY FIRST QUARTER. (GETTING ACQUAINTED AND FINALS WEEK.) I DIDN'T HAVE ANY TERRIBLE EXPERIENCES.
- 255 getting the grades to get out

- 256 I thought GC helped a lot. I have no worst experience.
- 257 I do not think that i had any really bad experiences in GC
- 258 "not receiving credit for math classes that i worked so hard in, eventhough they helped a great deal in the end."
- 259 "There weren't many people to help consult with for financial aid problems. Normally we were referred to the financial aid department, it would have been nice to have a office or program that could help with questions and to advise on all financial problems or help to developed plans and budgets with. They could also do debt management consulting. "
- 260 "I had many bad experiences with my advisor, he was a terrible advisor."
- 261 The advising I had my freshman year regarding the zero credit math courses. I did not need any of them for my major (which I knew at the time. And they have put me a semester behind (15 credits).
- 262 GC 0 credit Math Courses. I hate math & had to take it for no credit
- 264 "An art class, that teacher did not have my respect. She knew her subject but nothing else. I can not remember her name."
- 265 One particular teacher who always came late and was unprepared.
- 266 "Taking the stupid zero credit math class. I was insulted when I was placed in a class that was too easy for me and I transfered and I still felt as though I was insulted. Anyway, I got an A in the class, but I felt it was a watse of time and money!"
- 267 "My advisor. I knew immedaily going into school that I wanted to pursue dental hygiene and my adviser seemed to beat around the bush and didn't tell me which classes I needed as prerequisites to the Dental School. Instead, I went off on my own and found the classes I needed. I was accepted to the Dental School as a sophomore by doing what I needed to without help from my advisor."
- 268 the math courses were not at all helpful to me.
- 269 "My teacher for social sciences. Although this is just one experience, it negatively affected my entire GC college experience. I think he is a horrible teacher and very racist himself. "
- 272 being reminded of high school
- 273 "In a GC art appreciation type of class, the special treatment recieved by athletes was blatantly apparantto me. The teacher allowed a particular athlete to disrupt the class repeatedly, attempt to cheat during quizes and answer his cell phone- proceeding in a conversation, during class and his reprimand consited of moving him to sit by himself and turing his phone off. I wouldn't have gotten away with behavior like that even in High School. This experience made me angry and embarrassed to be in GC. """"
- 274 My worst experience in GC dealt with the criticism I received from fellow U of M students in other colleges because I was a student in GC.
- 275 I really did not have any bad experiences at GC.
- 276 Staying in the same building and not really being able to get out onto the campus to enjoy it. Hard to meet a lot of people when you are only in 1 building a day
- 277 I strongly disliked being associated with my fellow gc students. I felt like eighty percent of them didn't take college seriously. It was sad to see them waste an oppportunity.
- 278 GC is considered as a bad college
- 279 Most likely the setup of the computer programs for doing homework and quizzes in the social science class. The programs were set up so it was really easy to fall behind and stay behind unless you spend extra time in the open labs for the class. For instance the program in the social science class made you type in the vocabluary word that fits the defintion from up to 20 times I

believe. If you misspell one word you have to do it all over again in class which puts you behind. It was the same way with putting in the missing word from a sentence. It got very annoying and I have heard of others in that class fall behind more and more throughout the class because of the computer programs.

280 "Many teachers would favor those who were in the ""minority"" which made class rooms into a weird environment. Felt like I was still in high school."

282 "I felt that GC was the wrong school for me to be in in the beginning. I came from a hard, demanding High School that does not give out a class rank there for I was stuck in GC. I feel that GC did not prepare me for college classes. I found GC to be very easy and non-chalanging. I feel that GC hurt my grades after changing to CLA because the course work and classes in general were very easy! I felt that college was going to be esay because I was learning all over again what I had learned very early on in High School at St. Thomas Academy."

283 GC possibly slowed down my graduation process.

285 My advisor left.

286 "all the papers, and grading of certain instructors"

287 "Somehow the Math Dept mis-graded my original math placement test, tried putting me into an EXTREMELY LOW math level. Thus I was put into GC based upon a MISTAKE of the UNIVERSITY. When I arrived for orientation, my advisor noticed that my ACT math score and my placement score had a MASSIVE discrepancy. Thus it was discovered that I was ""Misplaced"" into GC based upon the fault of the MATH DEPARTMENT (Which I hate to this date). CLA was already full at this time, and as a direct result, I WASTED a WHOLE YEAR of my time trying to get out of GC. It's difficult to get out of GC if they keep ""REQUIRING"" that each student take at least 1 GC course per term. The Mathematics Department Sucks, but GC is alright in my book."

288 "Not fully prepared to enter other colleges. It felt like there was a lot of babying in GC. When going to non-GC classes while still a GC student I could tell the difference in teachers (less time with the students).""

289 Some of my friends droped out. There was a lot of reading. So much that I would spend about five hours a d ay reading only. It was most likely my fault for taking the courses I did.

290 Sometimes the teachers and advisors try to hold your hand too much and end up limiting those students who don't need the extra math or reading help or help in planning thier career in IT or CLA. However it is good for those who do need the extra help.

291 My social science class

292 "I found GC to not meet my needs academically. I was put into GC while waiting for a spot to open in CLA, and found that my time and money could have been better spent at a community college. I found GC to be like high school in every sense--cliques, disinterested students, and no challenge to learning. I had taken accelerated classes in high school, and was not readily admitted into CLA because of my class rank at my highly competitive high school. I found GC to be a waste of time. Most professors didn't care about what they taught, courses were not any more challenging than high school classes, and I do not feel that I benefited from my time in General College. "

293 "My worst experience was working with my GC advisor. I made some early morning appointments with him and over the course of my 3 years in GC, he would neglect to show up. This became extremely frustrating since my mornings were the only free time I had. Sadly, I also got the impression that he was much more concerned with students of another race and spent little time helping me plan my major."

294 "Being forced to start in GC for lack of math skills, which has nothing to do with my major anyway."

295 Having to wait to use the computer lab. There are definately not enough computers in the GC computer lab.

296 "I felt I wasn't informed of the amount of credits I needed to take per semester to graduate college in 4 years. Subsequently, I am very behind and struggling to catch up."

297 starting

298 I really thought my advisor told me to take some unnecessary classes that only slowed me down and wasted time and \$.

300 My adviso was TERRIBLE. Every time I left her office I felt as though I would not make it past the current semester. I felt that she had a very negative attitude towards me.

301 "The attitude of the students, busy smoking outside, and the brainwashing of the teachers"

302 "The lack of respect of teachers for students. I am in college, and no I do not need to ask to use the restroom. I often felt I was treated like I was in Junior High. I also do not think some of the teachers respected my intelligence because I was in GC. That is very discouraging."

304 "classes all in same building, ridicule from peers."

305 "My advisor was horrible. She had a ""fast food"" pace on advising. She hussled you in and out of her office with little information. I also thought that GC wasn't the place I should have started out in. The equation the the U does to place students leaves little room for other factors. I attended Apple Valley high school and it's a VERY competitive school. I could have taking easy classes and recieved an A, but I chose to take AP classes and recieve B's. My class ranking wasn't so hot, but my ACT score was good and I ended up in GC. It doesn't promote students challenging themselves. The time I spent in GC was really more of a party."""

306 The remedial math courses I took.

307 I didn't like that they put a hold on my registration until I saw my advisor.

308 Having to defend myself and the college when people put it down.

309 when I failed a no-credit math course

310 Not knowing where to go after I got out or what I really wanted to major in.

311 "I didn't care for either of the required writing intensive courses, especially the second one."

312 Having to take writing courses in which the teacher would make us write on uninteresting subjects.

313 "Students who are not in GC, but are in other Colleges that make fun of GC students."

314 "I can not remember any one terrible experience. Couple of times I had trouble with holds on my account, But it was nothing major. "

316 "Attendance issues, regarding that most courses are mandatory. One more is the overwhelming presence of students smoking on the front stairs leading into the building."""

318 "I cannot say I ever had a bad experience here at GC, although, I did have a Grad. T.A my first quarter here who was horrible."

319 Trying to explain that my friends weren't better then me just because I was in GC

320 the high school-like atmosphere

321 I didnt' have any bad experiences

322 Lack of interest made it hard to stay with class. At times I felt insulted by the high school feel.

324 I think that often times in GC classes there are too many extra credit opportunities which is unlike the other college classes that I have taken. This gives students the inpression that college is not very hard and gives GC the reputation of being like a high school.

325 "The counselors would not take into account that my father had passed away and restricted my registration, it took me almost until the beginning of the next school year to register"

326 I can't think of one

327 Some classes were hard to get into due to the high demand-I ended up taking general classes that I did not prefer.

328 I didn't like the reputation that I got from being in GC. I didn't feel that I needed to be there. It was not challenging enough.

329 People assuming that GC students are not as smart as students from other colleges.

330 Classes were very broad and didn't have a central focus. Lots of abstract classes.

332 taking way too many non-degree math courses due to meaningless placement exam.

333 Being in GC and having everybody torment you because they were in either CLA or it.

334 tie between the lit class which was a complete joke and the advising program which wouldn't let you wipe your ass without permission

335 That I had to leave!

336 Wasn't taken seriously academically by students outside of GC.

337 "The only thing that I noticed when I left GC to CLA is that the classes lasted longer, which I would not have liked if I knew that in the beginning. Otherwise it wasn't so bad."

338 My advisor was a pain in the ass.

340 Non-English Speaking Teachers!!!

341 required classes and having classes in the same building all the time

342 taking all those 0 credits math

343 "Lack of study space, especially in the student lounge, and the constant noise within that space."

344 "I didn't like it when other students who are not in GC, cracked jokes about GC students. What is funny is that many of the students who did that dropped out!"

345 my advisor not even know what AP courses were or telling me about even the undergraduate catalog

346 not getting the classes I wanted.

347 "Having my ""hand held"" while being in college. I don't like having if I don't want to go to my zero level math class (that was required but I didn't get any credits for it) then I don't have to go and I shouldn't be worried that my TA will contact my advisor to tell him/her that I didn't go to class.""

348 "During my time of transfer, I talked with my GC advisor and I ended up taking an English class outside of GC that I already had requirements for and did not have to take it. But my advisor didn't tell me this so I ended up wasting time and money because of his lack of knowledge."

351 Not knowing where to transfer to.

352 writing

353 "Social Science - my professor was so confusing and would change his mind or just forget things easily, like when assignments were due. It made it hard to keep organized and on top of homework. "

354 "My bad experiences in GC are no more specific to GC than CLA, and overall I just remember a good experience."

355 "Not difficult enough, many students don't take it seriously and slack on the work bringing the overall expectations of students down. Also advisors not recommending a foreign language being pursued immediately."

356 Taking my last writing class with a TA who had very little understanding

357 having to deal with inane and childish teaching styles. the whole thing felt like high school
in tone and teaching style

358 writing

359 Computer based math class

360 "The constant contact with some of the most non-motivated, non-caring, and non-studious
individuals that I have ever met. The restrictions on the classes that my advisor would allow me to
take was another huge problem."

361 having to leave my advisor

362 had a very hard time getting into certain classes during registration.

363 THE worst thing was I checked the wrong box on my application and it was too late to get
out of GC so I had to stay there until I could transfer out. I believe that GC is like high school all
over again. If I won't of made the mistake on my application I would not of been in GC.

364 It reminded me of high school.

365 the negative comments and sly remarks from other students at the U who are not in GC. I
also notice that other students are reluctant to tell me what college they are in if they are in GC.

366 My worst experience in GC was the amount of challenging classwork I recieved. I barely
missed automatic requirements to get into IT and the amount of hard work that I had to do was very
minimal. I do not feel I learned as much as I could have in my year at GC.

367 my advisor

368 The lack of classes to chose from was a problem for me becasue I couldn'y find classes that
fit my major or I couln't get into the classes that I wanted to take for my major.

369 "Writing...was extremely boring. Academic writing can be interesting,upbeat and fun, but it
was the opposite."

370 required two years of enrollment in GC

371 The negative stereotype from friends.

372 "Getting put there, I had a 3.5 high school GPA, but because of my class rank from Eden
Prairie High School I along with many others were put there, but didn't belong there."

373 unknowingly taking classes that were not needed for graduation requirements

374 class size

375 be made fun of for being there.

376 Sometimes it felt just like highscool.

377 My worst experience in GC was in my social science class. I really enjoyed the class but a
lot of the testing information was irrelvant to the class.

378 "Interacting with some of the other students outside of my classes."""

379 very bad experience with an unexperienced advisor (only a grad. student).

380 working with the students who either did not try or did not care about college; they simply
didn't belong in college

381 I did not have a bad experience

382 "I can't think of anything bad about GC, except for the way other student that are not in GC
view it. It made me ashamed for being a GC student at times, even though if I didn't start out in GC
I probably still wouldn't be here. "

383 Registering was the worst experience.

384 i cant really think of any.

385 they way people not in GC percive GC. They tend to be negative towards kids in GC

386 Making a schedule of GC classes and outside courses(time problems)

387 Being looked down upon by other college students in different colleges.

- 389 "I hate the idea of being in GC, I didn't think that I belonged there."
- 390 "I didn't appreciate the University's attitude towards GC, and I had a hard time telling people I was in that college due to embarrassment."
- 391 "Students who didn't take college seriously. People parking outside of Appleby playing loud music and too many people sitting on the stairs. Move the classes into different buildings and you will decrease this problem."""
- 393 trying to get class that required permission by two advisor
- 394 The students.
- 396 "My worst experiance was being mistold information about the college. For instance, in high school I was undecided about my major so my counsolar told me that my best choice would be to enter the GC. I was told by both my consular and my GC contact (one of the advisors) that I would be able to transfer out after first semester. They told me that the GC was for students who were undecided and wanted to take classes at all of the other colleges. Not for students that didnt qualify to enter the other colleges. Coming into the GC I had a GPA of 3.8. I had done well on my ACT and SATS. I had no problem getting into other colleges at the U. "
- 398 I seriously can't remember a bad experience.
- 399 "Having a bad teacher, it was terrible that she had biased opinions and didn't seem like she knew the material well."
- 400 I think it would be lack of quiet space to study in.
- 401 it was a lot like high school and I felt that I was a bit more dedicated or focused than many.
- 402 "being at the Commanding English program, It was great at the time but it is not helpful toward the future. Which means it doesn't realy prepare you for the following year after the program."
- 403 math
- 404 being stuck in the same building for a year and a half when it seemed like it was time to move on.
- 406 "I had a teacher who really was unorganized, and kind of winged the class. It took like 3+ weeks to get a paper back."
- 408 I sat in the wrong classroom once. I was supposed to be on the 3rd floor instead of the 2nd. I didn't have a bad experiance in GC.
- 409 "My first writing class, the instructor was someone I sincerely hope is no longer teaching."
- 410 The classes that I took were not challenging at all
- 411 the process by which students are placed into GC.
- 412 tough time getting a hold of advisors
- 413 "Poor teaching. I have had 4 GC classes, and two of the four were poor teachers."
- 414 The humanities class did not test the potential of each student.
- 415 "It was way to much like being stuck in high school. I didn't feel like i was given the oppurtunity to experiance what college is like untill i transfered out of GC. Overall, there was not enough emphasis placed on personal responsibility. "
- 416 "Advising was very difficult, often counter productive. Advisors need to understand that not everyone in GC is 18 years old and just out of high school with no idea as to what career they are interested in. More emphasis should be placed on working together with the student, and trying to keep them informed of how and why things work the way they do, and making exceptions when needed. Not just telling the student this is the way it is because I said and I'm the advisor so that's the way it's going to be. After all, without the student there would be no need for advisors."
- 418 my science class. i barely knew what was going on.

419 "The Advising! Did not appreciate being told that Graphic Design was too ""competetive for a student like me."" (Whatever that means!) Sorry to let you know that I'm on the Dean's list and in the top 30% of my class now. "

421 "advising, holds on records, etc..."

422 the way that non-gc students looked at you.

424 "I only took one course, but I would have to say the speed at which things are taught. Students that don't get something the first time, sometimes get behind, because new material is immediatly taught."

425 science