NEEDS & PROBLEMS OF COMMUTER STUDENTS AT THE UNIVERSITY OF WISCONSIN - LA CROSSE

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ABSTRACT

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The research which is to follow was undertaken to investigate and identify needs and problems of commuter students at the University of Wisconsin - La Crosse. This segment of the student population represents approximately 13% of the population. Forty-eight percent lived in off-campus apartments, while 38% lived in college-owned residence halls. A commuter student was defined as a student living at home while attending UW-L. Five areas of study were pursued: (1) general information, (2) employment and finance, (3) student activities, (4) scheduling of academic program, and (5) feelings of commuters.

A questionnaire was designed to provide data. Items on the questionnaire were based on previous findings concerning commuter student needs and problems as related in the literature. A 20% random sample of single, undergraduate commuter students in attendance at UW-L fall semester, 1976, were mailed questionnaires for completion.

To analyze the data, the number and percentage of the responses to each question was computed. Results were discussed with two areas: the entire respondent population, and demographic sub-groups. From this data it was possible to identify needs and problems.

The results of the study indicated that UW-L commuter students share most of the needs and problems cited in the literature. Those common to both were: application only to the college attended; expense;

proximity to home, and convenience to work were major reasons given for attendance; high employment rate; no single source of financial support toward education; no particular day was most convenient for attendance at on-campus programs or events; a limited extra-curricular involvement, low frequency of attendance at on-campus programs or events, and marginal membership in campus organizations; class schedule was arranged so as to minimize amount of time spent on campus; little participation in intellectual or class related topics of conversation with fellow students; left campus as soon as classes were over and found it difficult to meet people or develop close relationships with on-campus students; high school friends were closest and most frequent companions; felt a lack of information about services and programs offered by the university; found it inconvenient to stay or return to campus for events or weekend programs; were expected to perform certain home or family duties; and tended to feel conflicting values between school, home, and work.

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CHAPTER I

INTRODUCTION

> The mind does not live by instruction. The real intellectual life of a body of undergraduates, if there be any, manifests itself not in the classroom, but in what they do and talk of and set before themselves as their favorite objects between classes and lectures...If you wish to create a college therefore, and are wise, you will seek to create a life...My plea, then is this: that we reorganize our colleges on the lines of this simple conception, that a college is not only a body of studies, but mode of association...It must become a community of scholars and pupils. (Ward & Kurz, 1969, p. 5)
>
> -Woodrow Wilson, 1909

The quote above defines a belief that has come to be universally accepted in the realm of higher education. The belief being that the educational experience is significantly enhanced by life outside the classroom. Universities and colleges across the United States have demonstrated this fundamental belief by the development and growth of student personnel units.

A student's place of residence plays a significant role in the educational experience and development outside of the classroom. Typically, college students live in one of three types of residences; the college owned residence hall, the family household or the off-campus

apartment. Student experience varies with each type of residence, as does the educational experience. Each place of residence may have some unique problems and/or needs as distinguished from the other. The focus of this study was on the student living at home with parents or relatives.

Statement of the Problem

Research has shown that commuter students have some unique problems as distinguished from those problems of residential university students Often these problems can play a determining factor in the commuter's educational life. It is these needs and problems that were of concern in the present study. Specifically, the needs and problems of the UW-L commuter student. Thus, the question posed by this study was: What are the problems and/or needs of commuter students at the University of Wisconsin-La Crosse?

Need for the Study

The number of undergraduate students on the UW-L campus during the fall semester of the 1976-77 academic year equaled 7,225. Of that total 2,807 or 38% of the students lived in college owned residence halls, 3,468 or 48% lived in off-campus apartments, and 950 or 13% lived at home with parents or relatives.

As previously stated, place of residence is a factor contributing to the educational experience of an individual. In identifying needs and problems of students living at home, might it be possible to then improve the educational experience for those students?

Research conducted by Arthur Chickering and others has documented the substantial limitations in the academic, extra-curricular, interpersonal experiences and activities of commuting students, and the

relative advantages of residential students in these same areas.

The first step in narrowing this gap between the commuter student and his residential counterpart is to identify his needs and problems. There is currently no such specific information regarding commuter students on the UW-L campus. Such information could serve as a guideline in the development, coordination, and evaluation of programs and services offered at UW-L with consideration for commuter students.

Assumption

A basic assumption was made prior to the study. It was the assumption that UW-L commuter students have problems and needs distinct from those of residential students. This has been shown repeatedly to be true of many institutions of higher education, as related in the literature on the commuter and resident students.

Delimitations

This study was conducted at the University of Wisconsin-La Crosse during the Fall semester, 1976. Only single, undergraduate students living at home with parents or relatives were studied. The goal of the study was to identify needs and problems of these students.

A 20% random sample or 198 students received questionnaires for completion and return to the university.

Limitations

1) Required physical format of the questionnaire so as to be processed by the University Computer Services Center.

2) Character of the literature was often vague or in terms difficult to translate into meaningful questions.

3) Respondents were required to self assess, which could introduce personal bias into the results.

4) Time duration of the study did not permit for a longitudinal evaluation.

5) No previous research regarding commuter students has been done on the U.W.L. campus.

Definition of Terms

Educational Experience - The experience a student gains as a result of his college education. This experience includes the development of human resources by way of developing heightened intellectual, cultural and human sensitivity through University-sponsored academic, cultural, recreational, and extra-curricular programs.

Extra-Curricular Activities - Those activities in which students participate outside of the academic curriculum.

Commuter or Commuter Student - A student attending college while residing at home with his parents or relatives.

Off-Campus Resident - A student living in private accommodations off-campus separate from his family household.

Residence Hall - A place of housing for college students located on the campus and owned by the college.

Residential Student or Resident - A student attending college while residing in an on-campus, college-owned place of residence.

Methods and Procedures

This section deals with the selection of a sample population of subjects, the method employed to collect data, and the method employed to process the data.

The subject population of commuter students was obtained through the University Computer Services Center. The criteria used to determine commuter student status was those students living at home with parents or relatives while in attendance at UW-L Fall semester, 1976. A 20% random sample was obtained through information given by each student at fall registration. At that time each student designated whether they lived in an on-campus residence hall, private accommodations off-campus, or at home with parents or relatives. It is from the latter group that the 20% sample was taken. This group was composed of 198 students.

To provide data, a questionnaire was designed. Items on the questionnaire were based upon previous findings in the literature regarding commuter students.

The physical format of the questionnaire was constructed according to requirements of the University Computer Services Center. This format required all answers to be in numerical form, vertically spaced down the left margin of each page.

Each commuter student in the sample was mailed a cover letter explaining the objectives of the study, as well as, a questionnaire. Upon completion, it was requested that respondents return the questionnaire in the provided stamped, addressed envelope.

The method employed to process the data was simple. Raw scores and percentages of each response to each question were computed. Demographic groups, such as sex, age, and university classification were cross referenced against responses on the remainder of the questionnaire. In addition, several pairs of questions were cross referenced to obtain more information. From these scores, needs and problems of the UW-L commuter student were identified.

CHAPTER II

SURVEY OF RELATED LITERATURE

In the past, research was primarily aimed at residential students. Possibly, because they were an easily defined and accessible group. However, beginning in the late 50's and early 60's, a trend toward concern with commuter students has been increasingly growing. Colleges and universities are now questioning whether or not they are providing an equal educational experience to commuter students.

The actual number of commuter students in America's colleges and universities is in dispute. Estimates as high as two thirds and one half have been made. A reliable estimate was made by the Bureau of the Census in 1971. This report found that 67.3% of all college students were "living at home" while attending school. Thus, it is clear that commuter students make up a large percentage of America's higher education population.

Many studies resulting in evidence have been conducted in regard to the commuter student. These studies show that the commuter student has many distinct characteristics, as well as, some unique problems and needs.

To facilitate the review of studies and related literature, five areas of research have been identified. They are: (1) Characteristics of Commuter Students, (2) Developmental Patterns of Commuter Students, (3) The Commuter's Home Environment, (4) Factors Influencing College Selection, and (5) Effects of Commuting on the Educational Experience.

Characteristics of Commuter Students

The phrase "characteristics of commuter students" refers not only to personal qualities, but also to statements about typical actions, facts, or background of a commuter student. The research in this area has identified many characteristics that appear to be consistent throughout the literature.

Schuchman (1974) found that commuters are more likely, than resident students, to be first generation college attenders. In comparison to resident students, the socioeconomic status of their parents is likely to be lower (Hardwick & Hazlo). The two most often stated reasons for commuter student selection of college are cost and proximity to home.

Harrington (1972) found that most often commuter students will arrange their schedules so as to spend the least amount of time on campus. Fifteen to twenty hours a week are spent on campus (Schuchman, 1974). Usually family and work commitments are considered a priority over the educational environment (Counelis & Dolan, 1974). A commuter's most important relationships will most likely remain with high school peers (Goldberg, 1973; Harrington, 1972). For commuter students, the educational experience is not of central and primary importance.

Generally, research has indicated that commuter and resident students are at different cognitive and affective levels. Commuter students are described as being slower to change and change very little in intellectual ways (Harrington, 1972). Commuters find it much more difficult to break away from home and give themselves freedom and direction (Schuchman, 1974).

Chickering (1971) describes several characteristics attributed to commuter students. They are as follows:

1. Commuters more often finance their education through personal savings or employment.

2. Commuters do not participate much in on-campus extra-curricular activities.

3. Relationships with other students are not close.

4. College choice is not from a wide range of alternatives.

5. Often commuters apply only to the college they are attending for reasons of finance, employment or family responsibility.

6. High school friendships persist.

7. Commuters experience a lack of the opportunity for frequent and intensive interpersonal contact.

Stark (1965) conducted a study to investigate whether or not there were differences in the needs and problems of resident and commuter students. The test instrument used in the study was the Mooney Problem Checklist. Results showed commuter students with a significantly greater mean number of problems dealing with finances, living conditions, employment, and home and family. Furthermore, in no area did residents have a greater mean number of problems.

Blanche Savery (1967) listed characteristics of commuter students that were felt to be accepted as factual by many people. They are as follows:

1. Are generally of less economic means.

2. Are indifferent to campus activities.

3. Exist in a world apart from the college experience.

4. Usually are employed.

5. Maintains old associations, takes a long time to make new friends.

6. Maintains attitudes and values from the home environment.
7. Prefers home to campus living.
8. Is less intellectually and socially prepared fof college.
9. Lacks time for activities. (p. 203)

As can be seen, much of the literature is similar in describing characteristics of commuter students. The literature has shown that commuter students differ greatly from resident students. In general, commuters are more likely to come from a lower socioeconomic level, consider their educational experience as secondary, experience changes at different times and to consider their outside work as more important than resident students.

Developmental Patterns of Commuting Students

Chickering (1971) points out four important facts that are shown by general research on the college impact on student development. They are:

1. Peers, parents, faculty members and reference groups and cultures they represent, are the principal developmental agents for college students.
2. Individuals change as they encounter new conditions, experiences and new kinds of persons for which pre-established responses are not adequate, for which new skills, new behaviors, new words, concepts and attitudes are required.
3. The range of significant encounters with new conditions, experiences and new persons is most restricted for high school graduates who continue to live at home after entering college.

4. Few commuters exercise choice in college selection. (p. 42)

Schuchman (1974) has found that in the development through the college years, commuters must deal with four "maturational tasks" that are critical to growth. The first task is that of learning to deal with authority. The student must shift away from parental dominance toward a more independent position. Secondly, the commuter must learn to manage his impulses, to take responsibility for them and not rely on external controls. The third task deals with maintenance of self esteem. Finally, the student must establish an identity for himself.

Kysar (1964) suggested that the transition from high school to college is more gradual for commuter students. He stated that commuter students miss the normal developmental task of the separation from home that residents experience. Kysar believed many students choose to commute because of emotional problems.

As the result of the absence of a marked transition from the home, commuter students were much slower in altering inappropriate study habits, to accept freedom for themselves, and to perceive the faculty expectancy for self direction. This is complicated by the daily interaction commuters still have with their family.

Klotsche (1966) found that the greatest causes of unhappiness in the commuter's life were conflicting political and social attitudes. At home, commuters had to suppress their thinking so as to avoide defense of their opinions. A sense of social deprivation was felt by commuters.

In 1970 Graff & Cooley suggested that commuters, in comparison to residents, had poorer mental health, poorer curricular judgement, and showed less maturity in terms of their goals and aspirations. They also felt less satisfaction with curriculum.

It was further concluded that commuter students did not fully understand the importance of their course work and did not exhibit as much responsibility in satisfying academic requirements.

Graff & Cooley also revealed feelings that commuter students manifested. They showed a lack of self confidence, feelings of failure, and insecurity, and anxiety towards petty annoyances. Achievement, study skills, organization, and interpersonal relations with peers showed no difference between resident and commuter students.

In 1965 Stark also concluded that commuter students were slower to change ineffective study habits that had been previously used in high school.

Chickering & Kuper (1971) made several generalizations about the differences in development between residential and commuter students. They concluded that the last two years of college had the greatest impact for change in commuter students. On the other hand, residential students changed most during the first two years of college. Transition for commuters was slower and was more difficult as a result of internal conflicts, parental pressures, and peer relationships formed before entering college.

Intellectual development was found to be similar for both groups, whereas out-of-class experiences, and interpersonal relationships varied substantially. Nonintellectual changes occured more slowly for commuters. When first entering college, resident students showed a greater range of competence than did commuters. During the freshman year the gap became even wider, as resident competence expanded.

Finally, it was found that commuter students had less time for extra-curricular activities.

The developmental patterns of commuter students differ substantially to those of residential students. Generally, commuters experience a much slower transition from high school to college, are slower to alter study habits and accept self directed freedom. They change most significantly during their last two years of college, with nonintellectual changes occuring at a slower rate.

The Commuter's Home Environment

Often commuter students experience a different physical, social, and psychological environment in which learning takes place. Stanley Segal describes the commuter students' environment in the following way:

> Home. Here is the most direct continuance of what has been the high school setting. The family is present. Their behavior will not markedly alter because the student is now in college rather than in high school. The interference and/or the support is there, as it was. The recognition of the child's adult status is less apparent. For example, it is unlikely that a student living at home, in a family that frowns on drinking, can stay out all night, come in reeking of stale liquor, and expect no comment, no lecture, no condemnation. We, in our Ivory tower may be able to say 'He's just trying it out, don't fret,' but it is unlikely that parents can so easily accept this. The freedom of the youngster to do or not to do is still the direct concern of the parent-and elicits comment, criticism, evaluation. The physical environment is the same, the demands of younger siblings are still present. Battles over independence and growing up are direct. Support is

> also direct and available face-to-face. Growth is essentially tested out within the context of old relationships. The impact of peers and a peer culture is less certain-certainly less intense. (Segal, 1967, p. 309)

Charles Lindahl (1967) conducted a study which compared the college environmental perceptions of commuters and residents. The results of the study showed a significance between the perceptions reported by men commuters and residents. The men commuters felt their campus was characterized by at least twice as much emphasis on personal benefit, search for personal enrichment, and politeness. On the other hand, men residents considered their campus twice as friendly and group oriented. Women commuter students reported their college environment as having twice as much emphasis on social and aesthetic understanding, appropraite behavior, and intellectual achievement. Thus, there is a difference in the way residents and commuters view the college environment.

Factors Influencing College Selection

The two main determinants of whether a working class child will receive a higher education are parental influence and social pressure to attend college. In addition, the colleges themselves play a major role in determining college attendance. The growing number of community colleges, financial aid, and open admissions policies have contributed to the increase in the probability that a person will enroll in college.

It was concluded by George (1971) that a positive relationship exists between socioeconomic status and an individual's choice to attend a residential school.

Minkevich, George & Marshall (1971) found differences between high school students choosing to attend a two year commuter college and those

choosing to attend a four year metropolitan college or university. The commuters tended to be more dependent on others, more frequently let others make decisions for them, often sought suggestions from others, and avoided the unconventional. Those students choosing four year schools were more liable to form strong attachments, to share things with friends, to form new relationships, to do things with friends rather than alone, and to participate in groups.

In a study conducted at the Community College of Denver, a commuter school, Nikole Stoner et al. (1972) probed for commuter student characteristics, patterns and preferences. The results of the study produced several common reason for attendance at that institution. They were:

> inexpensive; near home, availability of special programs; friends attending; parents did not want me to leave home; convenient to work; reputation of the institution; recommended by employer, community agency or high school advisor; high quality of a particular program or department; minimal entrance requirements; other. (Stoner et al., 1972, p.17)

Effects of Commuting on the Educational Experience

The literature concerning the effects of commuting on the educational experience can be divided into four categories.

> These categories include: (1) the practical consideration of time, (2) the student's perception of and adjustment to the college environment, (3) the divided life of a commuting student and the conflict of loyalities among education, home, and work, and (4) the fostering of cognitive and affective growth of commuter students in his/her divided world. (Flanagan, 1976, pgs. 73, 38)

The travel, distance, and time are important to the educational planning of commuter students (Hardwick & Hazlo, 1973). Significant factors in a commuter student's educational experience are often the time it takes to travel from home to campus, parking, and walking to class. Often these time related concerns are more important than educational planning. Courses were often selected on the basis of class meeting times rather than course content. In addition, it was found that commuter students often take longer than the usual four years to complete a bachelors degree.

Williamson (1971) conducted a study at the University of Alberta that indicated commuter students are likely to spend five hours or more a week traveling to school. His study also indicated that commuting distances have been increasing.

Commuting has had an effect on the student's perception and adjustment to college (Sauber, 1972). An important factor related to this is the amount of exposure a student receives to the college community. Commuters tend to view their college experiences as a part of their life, whereas resident students consider the college experience as their primary concern. Again it was found that the commuter students adjusted at a slower rate.

According to Keener (1975), Schuchman (1966) suggested that commuting affected student perception of the college environment. He indicated two tendencies characteristic of commuter students. The first is that commuters tend to view college more as a place for technical training that is a mere extension of high school. Secondly, he found that a commuter student is prone to be more "success oriented, foresightful, and orderly in his view of an approach to the collegiate experience.

Thus, he rarely approaches college with a high degree of concern for self expression, intellectual orientation, or any sense of community and responsibility for his fellow men" (Keener, 1975, p.25).

The commuter student lives a divided life between campus, home, and work. Often commuters have conflicts in these worlds (Harrington, 1972; Schuchman, 1974). The values in their worlds may be found to differ and conflict.

It was suggested by Schuchman (1974) that commuter students are more likely to have problems dealing with "authority." This, he feels, is related closely to his movement away from parental dominance. An "unresolved struggle with parental authority has direct reflections on the student's attitude toward the school and the faculty, and his struggle will undoubtedly have its impact on the student's ability to learn" (Schuchman, 1974, p. 468).

Ward & Kurz at Wayne State University conducted a study concerning commuter student patterns with regard to schedule, environment, and adequacy of educational facilities. In this study they found several effects commuting may have on scheduling and the commuter's environment. They found that commuters most often arranged their schedules so as to minimize the amount of time spent on campus. Most often this was the result of job or family obligations. Often commuters were willing to sacrifice a needed or required course in order to keep a tight schedule. Some even delayed graduation! Commuters frequently were willing to take anything just to get the required amount of credit hours. Withdrawal of commuters from classes because of a change in working hours often occured, as did absences due to on-the-job problems.

Commuters received little or no financial assistance from their

parents or were making a contribution to the economic needs of the family.

Socializing on the campus was primarily with individuals and groups associated with in high school or the family neighborhood. Thus, commuters had fewer friends on campus. A lack of intellectual exchange with fellow classmates was found to be true of commuters, as well as, a lack of the opportunity to talk informally with faculty members.

Commuter students clearly seem to choose different environments to foster different areas of personal growth. The commuter student tends to experience emotional and social growth separate from the intellectual growth (Hardwick & Hazlo, 1973). On the other hand, resident students are more likely to experience an environment that encourages both cognitive and affective growth (Harrington, 1972).

The educational outcomes of commuters and residential students vary significantly. Commuters face the practical problems of travel and time, which affects the time for study, work, and home experiences. The perception and adjustments of commuters to the college community differs from that of a resident student. As a result of the commuter's divided worlds, he may be faced with conflicting values and experiences. His personal development occurs in a greater variety of environments, as compared to that of a resident student.

CHAPTER III

RESULTS

The present study was designed to identify needs and problems of UW-L commuter students. A random sample selection were mailed a questionnaire for completion. The present chapter deals with the results of the questionnaire. A complete tabulation of the results can be found in the appendix. The responses were tabulated into two general areas of discussion; the general tabulation of responses of the entire population, and an identification of demographic sub-groups of this population. To further facilitate the presentation of findings, five areas were identified: (1) general information, (2) employment and finance, (3) student activities, (4) scheduling of academic program, and (5) feelings of commuter students. The following is a discussion of each of the five areas as related to the entire respondent population, and the identified demographic sub-groups of this population.

A total of 198 questionnaires were mailed to a randomly selected sample of commuter students. One hundred and five questionnaires were returned by the deadline date, an overall return of 53%. An additional five questionnaires were received after the deadline, however, because of time constraints, it was not possible to include the late questionnaires in the statistical processing.

The questionnaire identified 17 demographic sub-groups of commuter students. These demographic groups, together with distribution are illustrated in Table 1.

TABLE 1

DEMOGRAPHIC INFORMATION

Group	N	Percent
Males	59	56
Females	46	44
Age 18-21	92	88
Age 22-25	11	10
Age 25-30	2	2
Freshmen	48	46
Sophomores	24	23
Juniors	18	17
Seniors	14	13
Male Freshmen	27	26
Male Sophomores	12	11
Male Juniors	10	9
Male Seniors	14	9
Female Freshmen	21	20
Female Sophomores	12	11
Female Juniors	8	8
Female Seniors	4	4

N=Number of Respondents

General Results

General Information

Information in the present section identifies such areas as mode of transportation, time of travel, occupation of head of the family household, and reasons for attendance at UW-L.

Almost half (49%) of the commuter students surveyed travel to and from campus via their own car. The second most common form of transportation reported was the use of the family car (30%). Public transportation (8%), motorcycles, bicycles, etc. (12%), and walking (9%) were not common means of travel to and from campus. No respondent indicated riding in a car pool.

The travel time of the majority of respondents was less than half an hour (94%). Only a small number of students traveled more than half an hour (6%).

Concerning the occupation of the head of the family household, 30% listed the father's occupation as professional, 30% as technician or craftsman, 15% were managers or proprietors, and 15% were in clerical or sales occupations.

Seventy-five percent of the commuter students surveyed did not apply to any other college or university.

Concerning reasons for attending UW-L, 73% indicated "less expensive," 71% indicated "proximity to home," 44% indicated "convenient to work," and 27% indicated "availability or quality of a specific program or department."

Forty-four percent expected to achieve their bachelor's degree in four years or less. Thirty-nine percent expected to earn a bachelor's degree in more than four years.

Employment and Finance

The majority of the commuters surveyed were employed (78%). Most worked thirty-five hours a week or less (74%). Of those students employed, 66% responded that their employment was essential to staying in school.

Respondents did not overwhelmingly indicate any one source of financial support toward their education. Family was identified by 37% of the respondents. Personal earnings were identified by 30% of the respondents. Twenty percent of the respondents indicated loans, grants, and scholarships. Only nine percent listed using personal savings as a means of financing their college expenses.

Respondent financial contribution toward education was tabulated. Forty-seven percent of the respondents indicated that they paid for one quarter or less of their education. Seventeen percent paid from one to three quarters of their college expenses. Three quarters or more of college expenses were paid by 36% of the respondents.

Eighteen percent of the respondents received up to one quarter of their college expenses from their parents. Nineteen percent received from one to three quarters of their expenses from parents, and 25% received three quarters or more of their expenses from parents. Thirty-eight percent received no financial support from their parents.

Student Activities

When questioned as to the day or days of the week most convenient for attendance at programs or events held on-campus, no one day was rated as a preference over any other. It can be noted, however, that weekends were a slightly less popular time for attendance at on-campus programs or events than days during the week.

Time of day for attendance at on-campus programs or events appeared to be best from 12 a.m. on, with after 8 p.m. being the most popular time.

The majority of commuter students surveyed (67%) felt that they were unable to be involved in on-campus extra-curricular activities to the extent that they would like to. Three common reasons were identified for this limited participation in extra-curricular activities. The foremost deterent to participation was the student's employment schedule (40%). Insufficient information about campus activities was cited by 25%, and thirdly students felt that time, distance, or expense of transportation to campus were the causes of their limited extra-curricular involvement.

Students were asked about their attendance at programs or events in the past, as well as, their active membership in campus organizations. Table 2 indicates the frequency of attendance at on-campus programs or events.

TABLE 2

FREQUENCY OF ATTENDANCE AT PROGRAMS

Program	Quite Frequent	Often	Once In Awhile	Rarely	Never
Lecture/Discussion	13%	6%	12%	36%	32%
Concert	5	7	27	26	36
Athletic Event	8	15	24	24	29
Dramatic Event	3	10	32	22	32
Cellar Programs	4	9	21	18	48
On Campus Movies	1	4	18	21	56
Indoor/Outdoor Recreation	6	8	12	18	56
Workshops	1	2	8	12	77

The degree of membership of respondents in campus organizations is shown in Table 3.

TABLE 3

MEMBERSHIP IN CAMPUS ORGANIZATIONS

Organization	Member	Non-Member
Social Clubs (Fraternities/Sororities)	4%	96%
Professional Clubs	4	96
Student Government	0	100
Religious Organization	7	93
Student Publications	0	100
Service Organization	4	96
Special Interest Club	12	88
Voluntary Organization	12	88
Intramurals	11	89
Committee or Board not above	2	98
Band/Musical Group	7	93

As illustrated in these tables, it is quite evident that very few commuter students surveyed were involved in extra-curricular activities, or were members of campus organizations.

Scheduling of Academic Program

Respondents were asked to estimate the number of hours they spent on campus each day of the week. The results are given in Table 4.

TABLE 4

HOURS SPENT ON CAMPUS

Day	0-2 Hrs.	3-5 Hrs.	6-8 Hrs.	Over 8 Hrs.
Monday	6%	59%	30%	7%
Tuesday	15	50	25	9
Wednesday	9	54	31	7
Thursday	13	43	30	13
Friday	32	47	18	3
Saturday	98	1	0	1
Sunday	98	2	0	0

Approximately 65% of the respondents reported spending no more than five hours per day or less on campus. Only three indicated spending any time on campus on weekends.

A majority (56%) of the respondents had arranged class schedules so as to minimize the amount of time spent on campus.

Employment schedules tended not to cause a student to drop a course or not take a course. Seventy-five percent of those surveyed stated this happened "rarely" or "never."

Students tended not to miss a class because of a job requirement. Sixty-five percent never had to miss a class for this reason.

There was not great respondent participation in intellectual or class related topics of conversation with fellow students. Forty-one percent indicated participation in such activity "once in awhile" and 24% "rarely" did so.

Seventy-eight percent of the respondents left campus as soon as

their classes were over. Only 14% did not leave campus right after classes. Table 5 illustrates the results concerning class scheduling.

TABLE 5

SCHEDULING OF ACADEMIC PROGRAM

	Quite Frequently	Often	Once In Awhile	Rarely	Never
Class schedule arranged so as to minimize the amount of time spent on campus	32%	24%	22%	11%	11%
Drop or not take a course because of job requirement	14	1	11	11	64
Miss class because of a job requirement	4	4	15	12	65
Selected courses on basis of class meeting times rather than course content	11	10	30	25	24
Participation in "intellectual" or class related topics of conversation	11	16	41	24	7
Leave campus as soon as classes are over	35	42	9	11	3

Feelings of Commuter Students

Most commuters surveyed (43%) indicated that it was "somewhat" difficult to meet people or develop close relationships with students on-campus. Twenty-seven percent felt that commuting did affect relationships with on-campus students.

The closest or most frequent companions of the respondents were friends from high school (46%). Students met in classes were indicated second-most (33%). Seven percent of the respondents indicated no close or frequent companions on campus.

Table 6 illustrates the results of the questions dealing with feelings of commuters.

Respondents tended to agree that there was a severe lack of information concerning availability and types of services offered by the university.

The commuter students surveyed tended to feel little sense of identity or community with the university.

There appeared not to be a strong feeling, either positive or negative, about the adequate opportunity to talk informally with faculty members.

The college experience tended not to be viewed as an extension of high school.

The responses concerning parental understanding of the student's college life did not indicate a significant trend toward either agreeing or disagreeing. Thirty-six percent thought their parents did not understand what their college life was all about, whereas, 31% did. Twenty-two percent felt uncertain about this question. The majority (67%) of commuter students responding reported it inconvenient to stay or return to campus for evening or weekend programs.

Sixty-four percent were expected by their parents to perform certain home or family duties.

Responding commuters tended to feel conflicting values between school, home, and work.

TABLE 6

FEELINGS OF COMMUTERS

	Strongly Agree	Slightly Agree	Uncertain	Slightly Disagree	Strongly Disagree
Severe lack of information concerning availability & types of services offered	28%	33%	12%	17%	9%
Little sense of identity or community with the university	20	40	12	18	9
Adequate opportunity to talk informally with faculy members	20	21	15	32	11
College seems like an extension of high school	10	18	9	24	39
Parents do not understand what college life is about	12	24	22	23	18
Find it inconvenient to stay or return to campus for evening or weekend programs	33	34	8	16	10
Parents expect performance of certain home or family duties	33	33	7	15	12
Often faced with conflicting values between school, home and work	35	30	11	11	14

Discussion of Demographic Information

The results reported in the present section deal with the 17 demographic sub-groups identified by the questionnaire. Five areas were identified with regard to significant difference between groups or trends within the groups. A complete tabulation of results for all groups is located in the appendix.

General Information

Those demographic sub-groups for which statistical processing was performed consist of the following: males, females, age groups 18-21, 22-25, and 25-30, freshmen, sophomores, juniors, seniors, female freshmen, sophomores, juniors, seniors, and male freshmen, sophomores, juniors, and seniors.

Please refer to Table 1, page for information concerning numbers of respondents in each group.

The students surveyed were asked if they had made application at any college or university other than UW-L. Senior respondents submitted multiple applications to other schools more often than did any other group. Fifty-seven percent of the seniors did so, compared to 15% of the freshmen, 33% of the sophomores, and 17% of the juniors. No male juniors responding applied to any other school.

Proximity to home was most often indicated as a reason for attendance at UW-L by males (81%), particularly freshmen males (93%). Fifty-nine percent of the female respondents identified this reason most often, with the female freshmen response at 81%. One hundred percent of those in the 25-30 age range reported proximity to home as their reason for attendance at UW-L.

Female juniors and seniors more often than any other group identi-

fied family obligations as a reason for attendance at UW-L.

Future potential of a present job was reported by 50% of those in the 25-30 age group. This was significantly higher than all other groups.

Employment and Finance

Employment in all demographic groups was high. However, female sophomores (29%) and male seniors (90%) were employed at a significantly higher rate compared to all other sub-groups.

Concerning the number of hours worked per week, all groups except female seniors most often indicated employment in the 15 to 35 hours per week range. Female seniors most often reported employment in the one to 15 hours per week range (67%).

Sophomores (86%), particularly female sophomores (91%), significantly reported employment in the 15 to 35 hours per week range.

A majority of all respondents stated that their employment was essential to stay in school. Seventy-seven percent of the freshmen respondents were employed, yet only 55% considered it essential to stay in school. Eighty-seven percent of the sophomores were employed, and 76% found it essential to stay in school. Sixty-seven percent of the juniors were employed, and 75% of that number felt it essential. Eighty-six percent of the seniors were employed, of which 75% reported it essential to their education.

Of the 92% of female sophomores that worked, 82% indicated their employment was essential to stay in school. Even more significant were responses of female seniors. In that group 100% reported their employment as necessary. Conversely, male seniors tended not to view their employment essential to stay in school. Only 23% indicated that employment was necessary to remain in school. That was the lowest

percentage of all groups responding. Thus, of the 90% of male seniors that were employed, only 23% reported it as necessary to stay in school. Employed female seniors, on the other hand, all indicated that employment was essential to stay in school.

Respondents were asked to indicate the largest contributor toward financing their education. Family was most often reported by female juniors and male sophomores.

Personal earnings for most groups was approximately 30%. However, 64% of the seniors indicated personal earnings as the largest contributor toward financing their education.

Personal savings were rarely reported as the largest contributor. Several groups such as, age 25-30, female freshmen, female juniors, female seniors, and male sophomores never reported savings as the significant contributor.

Loans, grants, and scholarships were not indicated as the largest contributor by any group more than 33%. Those age 25-30, and seniors never reported these as significant contributors.

The percent of financial contribution the respondent made toward his education was an item on the questionnaire. Juniors, especially females, more often did not contribute anything toward their education. Female freshmen (48%) and male sophomores (58%) most often reported contributing one to 25% toward their college expenses. Fifty-four percent of those age 22-25 were paying 100% of their education.

A trend can be seen as one progressed from freshman to senior. The higher the grade level, the higher the percentage of those paying for all their education. As expected, seniors had the highest percentage (71%) and freshmen the lowest (25%).

Generally, males and females were quite equal in the percentage of support received from parents (38% and 39%, respectively). Those in the 25-30 age group received no parental financial support. Female seniors also often reported no parental financial support (75%).

Student Activities

"As a commuter, do you feel you are unable to be involved in the extra-curricular activities on-campus to the extent that you would like to?" This is an important question asked respondents about student activities. The replies of the various groups showed some differences, as well as, some trends.

More females (76%) than male respondents (60%) felt that their extra-curricular activities were limited. All respondents (100%) age 25-30 indicated involvement.

A trend also can be seen within the grade levels. The higher the respondents were classwise, the less they felt their extra-curricular activities to be limited. Thus, freshmen felt most limited (71%) and seniors least limited (50%). Even though seniors did not feel as limited, the number that did still was quite significant (50%).

Scheduling of Academic Program

Table 7 indicates results of those questions dealing with scheduling.

Those in age groups 22-25 (40%) and 25-30 (50%), and seniors (38%), especially females (67%) tended to quite frequently drop a course or not take a course because it conflicted with their work schedule. Missing class because of a job requirement posed the biggest problem for those in the 25-30 age group. Fifty percent missed class frequently because

of a job requirement. Juniors and seniors had this problem more than other groups, but even at that, it was not highly significant in causing them to miss a class.

Juniors, particularly females, as well as, female seniors tended to more often select courses on the basis of class meeting time rather than course content.

Intellectual or class related discussion with fellow students was most frequently engaged in by those 22 and above. Seniors (51%) also were more apt to participate in such discussions.

Feelings of Commuter Students

Table eight presents results concerning this area.

Whether or not a student felt a sense of identity with the university was investigated. One hundred percent of the older students age 25-30 did not feel a sense of identity with the university. Also freshmen, particularly men (70%) tended to feel less identity than upperclassmen. There was not a great difference between sophomores and juniors (both 61%), both identified little with the university.

More males (49%) than females (31%) felt an adequate opportunity to talk with faculty members on an informal basis. Sixty-five percent of the seniors, especially males (70%) felt this opportunity to be adequate, as did students over 22 (84%).

Traditional students in the 18-21 age group (30%) felt college was an extension of high school more than those over 22 (18%). The oldest respondents felt the statement not to be true. There was no discernable trend from one class to the next.

Students tended to find it inconvenient to stay or return to campus for evening or weekend programs. This became progressively more

inconvenient for students over 22. One hundred percent of those in the 25-30 age group found it inconvenient to stay or return to campus.

Juniors felt this to be true more than any other class (89%). One hundred percent of the male juniors felt this inconvenient.

Many students were still expected by their parents to perform certain home or family duties. This tended to be true more for females (77%) than males (56%). In the oldest age group, 50% were expected to help. This was lower than the response for younger students.

There was no apparent trend as one progressed from freshman to senior. Juniors were most often expected to perform duties at home (77%), with female juniors claiming 99%. Freshmen and sophomore women were more often expected to perform at home than senior women. On the other hand, males were not as often expected to help at home.

Senior women most often felt faced with conflicting values between school, home and work (87%). Forty-three percent of female sophomores felt this to be true, as compared to 67% of male sophomores.

TABLE 7

SCHEDULING OF ACADEMIC PROGRAM (DEMOGRAPHIC SUB-GROUPS)

M=Male, F=Female, 18-21, 22-25, 25-30=Age Groups, Fr=Freshman, So=Sophomore, Jr=Junior, Sr=Senior

Q	R	M	F	18 21	22 25	25 30	Fr	So	Jr	Sr	F Fr	F So	F Jr	F Sr	M Fr	M So	M Jr	M Sr
51	1	34	29	30	46	50	29	39	22	43	24	36	25	50	33	42	20	40
	2	25	22	25	9	50	21	17	39	29	29	18	25	0	15	17	50	40
	3	24	20	22	27	0	25	22	17	14	9	18	25	50	37	25	10	0
	4	8	15	11	18	0	12	9	17	7	19	9	25	0	7	8	10	10
	5	8	13	12	0	0	12	13	5	7	19	18	0	0	7	8	10	10
52	1	14	14	10	40	50	6	13	11	39	9	9	0	67	4	17	20	30
	2	0	2	1	0	0	0	0	6	0	0	0	12	0	0	0	0	0
	3	8	14	10	20	0	8	9	17	15	5	18	37	0	11	0	0	20
	4	15	4	10	20	0	8	9	11	23	5	9	0	0	11	8	20	30
	5	63	66	69	20	50	77	70	56	23	81	64	50	33	74	75	60	20
53	1	7	0	3	0	50	2	0	11	15	0	0	0	0	4	0	20	10
	2	3	5	3	9	0	2	13	0	0	0	18	0	0	4	8	0	0
	3	19	11	13	36	0	6	17	17	38	5	0	12	67	7	33	20	30
	4	8	16	13	0	0	6	22	17	8	5	27	37	0	7	17	0	10
	5	63	68	67	46	50	83	48	55	46	90	55	50	33	78	42	60	50

Q=Question R=Response

TABLE 7

SCHEDULING OF ACADEMIC PROGRAM (DEMOGRAPHIC SUB-GROUPS)

M=Male, F=Female, 18-21, 22-25, 25-30=Age Groups, Fr=Freshman, So=Sophomore, Jr=Junior, Sr=Senior

Q	R	M	F	18 21	22 25	25 30	Fr	So	Jr	Sr	F Fr	F So	F Jr	F Sr	M Fr	M So	M Jr	M Sr
54	1	12	11	12	9	0	8	13	22	7	5	9	25	25	11	17	20	0
	2	8	11	9	18	0	6	13	17	0	5	18	12	0	7	8	20	0
	3	32	26	26	55	50	19	44	22	57	24	46	12	25	15	42	30	70
	4	22	28	26	18	0	27	17	33	21	33	9	37	50	22	25	30	10
	5	25	22	26	0	50	40	13	6	14	33	18	12	0	44	8	0	20
55	1	10	13	12	9	0	8	17	17	7	14	9	12	25	4	25	20	0
	2	17	15	13	36	50	12	13	11	43	14	18	0	50	11	8	20	40
	3	39	44	42	36	50	46	48	22	36	48	55	25	25	44	42	20	40
	4	29	18	26	9	0	23	22	39	14	9	18	50	0	33	25	30	20
	5	5	9	7	9	0	10	0	11	0	14	0	12	0	7	0	10	0
56	1	32	40	36	27	50	37	35	44	21	43	27	62	25	33	42	30	20
	2	52	29	43	36	50	33	52	39	64	19	55	25	25	44	50	50	80
	3	5	13	8	18	0	6	9	11	14	9	9	12	50	4	8	10	0
	4	8	13	10	18	0	19	4	0	0	19	9	0	0	18	0	0	0
	5	2	4	3	0	0	4	0	6	0	9	0	0	0	0	0	10	0

Q=Question R=Response

TABLE 8

FEELINGS OF COMMUTERS (DEMOGRAPHIC SUB-GROUPS)

M=Male, F=Female, 18-21, 22-25, 25-30=Age Groups, Fr=Freshman, So=Sophomore, Jr=Junior, Sr=Senior

Q	R	M	F	18 21	22 25	25 30	Fr	So	Jr	Sr	F Fr	F So	F Jr	F Sr	M Fr	M So	M Jr	M Sr
43	1	29	29	29	36	0	25	35	39	21	24	27	50	25	26	42	30	20
	2	34	31	35	9	50	31	35	44	21	29	36	37	25	33	33	50	20
	3	14	11	12	18	0	19	4	0	21	19	0	0	25	18	8	0	20
	4	15	20	16	27	0	19	17	11	14	19	18	12	25	18	17	10	10
	5	8	9	8	9	50	6	9	6	21	9	18	0	25	4	0	10	30
44	1	22	18	17	46	0	12	22	28	29	5	27	12	50	18	17	40	20
	2	37	44	43	9	100	50	39	33	21	48	46	62	0	52	33	10	30
	3	14	11	12	18	0	12	17	6	14	14	9	0	25	11	25	10	10
	4	17	20	18	18	0	21	9	22	21	24	9	25	25	18	8	20	20
	5	10	7	9	9	0	4	13	11	14	9	9	0	0	0	17	20	20
45	1	25	13	19	27	50	17	17	17	36	9	9	12	25	22	25	20	40
	2	24	18	21	27	0	21	17	22	29	14	18	25	25	26	17	20	30
	3	15	15	17	0	0	19	26	6	0	19	27	0	0	18	25	10	0
	4	25	40	32	27	50	37	22	33	29	48	27	37	50	30	17	30	20
	5	10	17	11	18	0	6	17	22	7	9	18	25	0	4	17	20	10

Q=Question R=Response

TABLE 8

FEELINGS OF COMMUTERS (DEMOGRAPHIC SUB-GROUPS)

M=Male, F=Female, 18-21, 22-25, 25-30=Age Groups, Fr=Freshman, So=Sophomore, Jr=Junior, Sr=Senior

Q	R	M	F	18 21	22 25	25 30	Fr	So	Jr	Sr	F Fr	F So	F Jr	F Sr	M Fr	M So	M Jr	M Sr
46	1	12	7	10	9	0	8	4	28	0	9	0	12	0	7	8	40	0
	2	20	15	20	9	0	19	22	17	7	14	18	12	0	22	25	20	10
	3	8	9	10	0	0	10	13	0	7	9	18	0	0	11	8	0	10
	4	25	22	22	27	100	17	26	33	36	19	27	37	0	15	25	30	50
	5	34	47	38	55	0	46	35	22	50	48	36	37	100	44	33	10	30
47	1	12	13	12	9	50	8	17	17	14	5	27	25	0	11	8	10	20
	2	27	20	24	27	0	27	26	11	21	19	18	12	25	33	33	10	20
	3	24	20	23	18	0	21	30	17	21	29	18	12	0	15	42	20	30
	4	24	22	23	18	50	21	22	33	21	14	27	37	25	26	17	30	20
	5	14	24	18	27	0	23	4	22	21	33	9	12	50	15	0	30	10
48	1	29	38	31	36	100	33	26	39	36	38	27	50	50	30	25	30	30
	2	39	27	33	45	0	23	43	50	36	24	36	25	25	22	50	70	40
	3	12	2	9	0	0	15	4	0	0	5	0	0	0	22	8	0	0
	4	12	22	16	18	0	19	22	0	14	24	27	0	25	15	17	0	10
	5	8	11	11	0	0	10	4	11	14	9	9	25	0	11	0	0	20

Q=Question. R=Response

TABLE 8

FEELINGS OF COMMUTERS (DEMOGRAPHIC SUB-GROUPS)

M=Male, F=Female, 18-21, 22-25, 25-30=Age Groups, Fr=Freshman, So=Sophomore, Jr=Junior, Sr=Senior																	
Q	R	M	F	18 21	22 25	25 30	Fr	So	Jr	Sr	F Fr	F So	F Jr	F Sr	M Fr	M So	M Jr	M Sr
49	1	24	44	35	18	0	35	39	22	29	48	45	37	50	26	33	10	20
	2	32	33	33	27	50	27	26	56	29	24	36	62	0	30	17	50	40
	3	7	7	7	9	0	6	4	11	7	9	9	0	0	4	0	20	10
	4	22	7	14	18	50	17	17	11	14	14	0	0	0	18	33	20	20
	5	15	9	11	27	0	15	13	0	21	5	9	0	50	22	17	0	10
50	1	32	38	35	36	0	29	57	22	36	29	29	73	25	30	42	20	40
	2	34	24	30	27	50	33	13	50	14	24	24	0	62	41	25	40	20
	3	10	11	11	9	0	15	4	11	7	24	24	0	0	7	8	20	10
	4	10	11	11	9	0	6	17	6	21	9	9	18	0	4	17	10	20
	5	14	15	13	18	50	17	9	11	21	14	14	9	12	18	8	10	10

Q=Question R=Response

CHAPTER IV

DISCUSSION

This study was intended to identify the needs and problems of commuter students at University of Wisconsin-La Crosse. The questionnaire used to provide data probed for these needs and problems, which were derived from a review of previous findings in the literature related to commuter students. The use of a questionnaire to provide data was restrictive as the respondent was to make a self assessment, which was likely to be subjective rather than objective.

The use of a questionnaire such as the one used in the present study made some areas difficult to question. Personality characteristics and family relationships are two such examples. As a result, all characteristics cited in the literature were not included in this study. However the results of the study do show that UW-L commuter students share the majority of those needs and problems cited in the literature, and were included in the present study.

The importance of the present study has value to UW-L and the information generated may be of benefit to the university. Commuter students are a significant and ever-growing segment of the student population. It is the responsibility of the university to serve those students, as well as, all students to the best of its ability.

The place of residence has been identified as a factor contributing to the educational experience of a student. By identifying needs and problems of students living at home, it may be possible to then improve

the educational experience for these students.

In addition, the present study could well serve as a guideline for the development, implementation, coordination, and evaluation of programs and services offered at UW-L for the commuter student.

The following are comments made by several respondents to further illustrate the plight of the UW-L commuter.

1. "While I am not working this semester, I have had to work two jobs the last four years to earn money for school. This left little time for school participation socially. I do wish that I were more involved and being a commuterdoes not really affect my participation now. It did in the past though, because I was using family cars and not my own."
2. "I feel it is harder to meet people because the only time I am usually on campus is to attend a class. And during class time there is not time for this. I have attended UW-L for three semesters and I have not met anybody that I did not know before I began attending UW-L."
3. "As a commuter I attend classes, but am not involved in any campus life activities due to my work schedule, as well as, a lack of information as to what's going on. Alienation for a commuter on campus is very great if one is less than a social monger."
4. "Usually when I find out about extra-curricular events it is too late to arrange my work schedule so as to be compatible. When you do feel inclined to join an organization, it is usually well distinguished by fraternities, sororities, or "dorm" groups which automatically put you

in the "outsider" group. It is no one's fault, it is simply one of the sacrifices you must make if you stay at home. College is much more rewarding if you are able to go away to school."

Several students contributed the following suggestions:

1. "I feel that if more information was given on organizations I would get involved more often."

2. "I don't know exactly what can be done; maybe you could send pamphlets to commuter students to let them know what is hapeening on campus. Because we just aren't well informed!!! Something should be done!!

3 "The biggest problem of all I find in being a commuter is the parking facilities. There isn't an adequate convenient amount."

4. "I feel there ought to be a night to orient people with the different clubs and organizations on campus."

One commuter student summarized his feelings in the following way:

"Warning to the wise; Never attend college as a commuter, carrying a hard 17 credit course load while working six days a week and expect to retain any sanity."

CHAPTER V

SUMMARY, CONCLUSIONS & RECOMMENDATIONS

Summary

Generally, the results of the study indicated:

1. Most respondents traveled to campus in their own car, with travel time most often reported as being less than one half hour.

2. Most of the respondents did not apply to any other college other than UW-L.

3. The majority of respondents attend UW-L because it was less expensive, was close to their home, or because it was convenient to work.

4. Most of the respondents were employed and worked up to 35 hours per week.

5. No one single source of financial support toward education was overwhelmingly reported.

6. No one day of the week was rated as a preference over any other in regard to attendance at on-campus programs or events. The best time for on-campus programs or events was from 12 a.m. on, with after 8 p.m. being the most popular.

7. The majority of respondents felt limited in extra-curricular involvement as a result of commuting.

8. The frequency of attendance at on-campus programs or events, as well as, the degree of membership in campus organizations was marginal.

9. Class schedules usually were arranged so as to minimize the

amount of time spent on campus.

10. Employment schedules tended not to cause a student not to take a course, or drop a course. Students tended not to miss a class because of a job requirement.

11. Participation in intellectual or class related topics of conversation with fellow students was not great.

12. The majority of respondents left campus as soon as classes were over.

13. Respondents felt it somewhat difficult to meet people or develop close relationships with on-campus students.

14. Friends from high school remained the closest or most frequent companions of the respondents.

15. Respondents felt a lack of information about availability and types of services offered by UW-L.

16. Little sense of identity with the university was felt by respondents.

17. No strong opinion, either positive or negative, about the adequate opportunity to talk informally with faculty members was indicated.

18. The college experience tended not to be viewed as an extension of high school.

19. Respondents indicated no significant feelings about parental understanding of their college life.

20. Respondents felt in inconvenient to stay or return to campus for evening or weekend programs.

21. Many respondents were expected by their parents to perform certain home or family duties.

22. Responding commuters tended to feel conflicting values between school, home and work.

Conclusions

The results of the study indicated that commuter students at UW-L share a majority of the needs and/or problems cited in the literature. However, UW-L commuters differ from the findings in the literature in the following ways:

1. Travel time for pratically all of the respondent commuters was less than one half hour.

2. Employment schedules tended not to cause respondents not to take a course or drop a course. Students tended not to miss a class because of a job requirement.

3. Adequate opportunity to talk informally with faculty members was felt to be neither good nor bad.

4. The college experience tended not to be viewed as an extension of high school.

5. Parental understanding about respondents college life was reported neither being good or bad.

Recommendations

The mission of UW-L as stated in the 1975-77 catalogue comprises:

> ...developing human resources; discovering and disseminating knowledge; serving and stimulating society by heightening student's intellectual cultural, and human sensitivities, as well as, their scientific, professional and technological expertise and sense of purpose; educating people, improving the human condition; and applying knowledge within and

beyond the boundaries of campus...

UW-L has the further mission of meeting personal development needs through university sponsored cultural, recreational and extra-curricular programs...(p. 8)

This study has identified some of the needs and problems of UW-L commuter students. All have an effect on the commuter's educational experience. The university, through its mission statement, has taken responsibility to serve all university students. Thus, it has a responsibility in aiding commuter students to overcome their handicaps and gain the best collegiate experience possible.

With this in mind several recommendations can be made:

1. Further study of UW-L commuter students with regard to use of facilities, programs and services, and how they view the university's responsibility in meeting their needs.

2. The development, implementation, and coordination of a program of commuter services administered by a student affairs unit.

3. Provide for peer-counseling of commuter students.

4. Mobilize established groups and programs toward involvement with commuter students.

5. Establish more communication of information about university services, programs, and activities directly to commuter students.

6. Development of a commuter student group with goals and objectives determined by the commuter students themselves.

The positive outcomes of these recommendations are twofold. First, the collegiate experience will become more meaningful to commuter

students, and consequently they will derive more from this experience, and secondly, the retention rate of the commuter student population may increase. This study has been the first step toward the development of university programs and services to meet the needs of UW-L commuter students.

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APPENDIX

The UNIVERSITY of WISCONSIN- LA CROSSE

LA CROSSE, WISCONSIN 54601 (608) 784-6050

October 26, 1976

Dear Student,

Student needs and problems are of major importance in developing and evaluating programs at U.W.L. Commuter students, such as yourself, make up an increasingly significant portion of the U.W.L. student population. As a result of your commuter student status, you may have some unique problems and/or needs. Knowledge of these may serve as a guide to develop and evaluate university programs. The goal of this study is to identify commuter student needs and problems. A questionnaire was designed to obtain opinions representative of all commuter students.

You have been selected as part of a random sample of commuter students to complete the enclosed questionnaire. In order for the information to be meaningful it is important that your responses honestly reflect your personal attitudes. As no name is required, your responses will remain anonymous.

This study is being done as part of the requirements of the curriculum leading to a Master's Degree in College Student Personnel. I am hopeful that the information generated by the study will serve as a guidline for future planning and evaluation of programs with consideration for commuter students.

Upon completing the questionnaire, please return it by mail to the University. A self addressed, stamped envelope is enclosed for your use. I would like them all returned by November 7, 1976.

Your cooperation is greatly appreciated.

Sincerely,

Debbie Elkinton

Debbie Elkinton
Graduate Student

COMMUTER STUDENT QUESTIONNAIRE

DIRECTIONS: Please read all questions carefully. In answering a question write the number of your response in the blank provided next to the question. In some cases you will not need to answer a question. If so, do not write in the blank. Choose only one answer unless otherwise stated.

_____1. Sex 1. Male 2. Female

_____2. Age 1. 18-21 2. 22-25 3. 25-30 4. over 30

_____3. What is your university classification?

1. Freshman 2. Sophmore 3. Junior 4. Senior

_____4. What is your usual means of transportation to and from the campus?

1. public transportation
2. car (family)
3. car (own)
4. car pool
5. motorcycle, bicycle...
6. walk

_____5. How much time do you spend in travel to campus?

1. 1-15 min. 2. 15-30 min. 3. 30-45 min. 4. over 45 min.

_____6. What is the present occupation of the head of your family household?

1. Professional (doctor, lawyer, teacher, engineer etc.)
2. Manager or proprietor (excluding farm)
3. Farmer or farm manager
4. Clerical or sales (secretary, cashier, insurance agent, sales clerk etc.)
5. Technician or craftsman (electrician, machinist, repairman, truckdriver, etc.)
6. Service worker (barber, fireman, policeman, practical nurse, etc.)
7. General worker (lumberman, construction worker, cleaning lady, farm laborer, etc.)
8. Not employed
9. Other (if not listed, please describe)_____

_____7. Are you presently working while attending school?

1. yes 2. no

IF YOUR ANSWER TO QUESTION 7 WAS "NO," SKIP QUESTIONS 8 & 9

_____8. In an average week, how many hours do you work?

1. 1-15 hours 2. 15-35 hours 3. more than 35 hours

_____9. Is your employment essential to your staying in school?

1. yes 2. no

_____10. Which one of the following is the largest contributor towards financing your education?

1. Family
2. Personal earnings
3. Personal savings
4. Loans, grants, scholarships...
5. Other (please specify)_____

_____11. Please estimate the percent financial contribution you are making towards your education.

1. 0% 2. 1-25% 3. 26-50% 4. 51-75% 5. 76-100%

_____12. Please approximate the percent of financial support you recieve from your parents.

1. 0% 2. 1-25% 3. 26-50% 4. 51-75% 5. 76-100%

Code
Do Not Write
in this Space

_____13.
_____14.
_____15.
_____16.
_____17.
_____18.
_____19.

What day or days of the week are most convenient for you to attend programs or events held on campus? (Please circle the day or days)

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday

_____20. What hours of the day are most convenient for you to attend programs or events held on campus?

1. 8 am - 12 am
2. 12 am - 4 pm
3. 4 pm - 6 pm
4. 6 pm - 8 pm
5. after 8 pm

Please estimate the number of hours you spend on campus each day of the week. (Use the code below to answer the question. Write the number of your answer in the blank next to the appropriate day)

_____21. Monday

_____22. Tuesday

_____23. Wednesday

_____24. Thursday

_____25. Friday

_____26. Saturday

_____27. Sunday

Code:

0-2 hours----------1
3-5 hours----------2
6-8 hours----------3
over 8 hours--------4

_____28. As a commuter, do you feel you are unable to be involved in the extra curricular activities on campus to the extent that you would like to?

1. yes
2. no

IF YOUR ANSWER TO QUESTION 28 WAS "NO," SKIP QUESTION 29

_____29. Can you state the most important reason why your extra curricular activities are limited? (Please choose one answer only)

1. time, distance or expense of transportation to campus
2. employment schedule
3. commitments to family, parental influence
4. heavy class load
5. insufficient information about campus activities
6. prefer resources of LaCrosse
7. insufficient finances to pay for admission fees, extra meals on campus
8. other (please specify)_____

_____30. Do you find it difficult to meet people or develop close friendships with students on campus due to the fact that you are a commuter student?

1. yes
2. somewhat
3. no

_____31. Who are your closest or most frequent companions on campus?

1. students met in my classes
2. fellow fraternity/sorority members
3. fellow club/organization members
4. friends from high school
5. friends from my neighborhood
6. fellow employees
7. none

_____32. Did you apply to any college or university other than U.W.L.?

1. yes
2. no

53

Code
Do not Write in this Space

What was (were) your main reason(s) for choosing to attend U.W.L.? (You may choose more than one answer. Please Circle your answers.)

_____33.
_____34.
_____35.
_____36.
_____37.
_____38.
_____39.
_____40.
_____41.

33. less expensive
34. proximity to home
35. convenient to work
36. family obligations
37. most of my friends attend U.W.L.
38. future potential of present job
39. availability or quality of a specific program or dept.
40. parents did not wish me to leave home
41. U.W.L. was recommended to me by a counselor, teacher or friend

_____42. How long do you expect to take in achieving your bachelor's degree?

1. I do not plan to recieve a bachelor's degree
2. less than 4 years
3. 4 years
4. more than 4 years
5. I do not expect to recieve a bachelor's degree from U.W.L.

USE THE FOLLOWING CODE TO RECORD YOUR FEELINGS AND OPINIONS REGARDING THE QUESTIONS BELOW

Strongly agree----------1
Slightly agree----------2
Uncertain----------3
Slightly disagree--------4
Strongly disagree--------5

_____43. As a commuting student, I feel a severe lack of information concerning availability and types of services offered by the university.

_____44. I feel little sense of identity or community with the university.

_____45. I feel there is adequate opportunity to talk informally with faculty members.

_____46. College seems like an extension of high school.

_____47. My parents do not understand what my college life is all about.

_____48. I find it inconvenient to stay or return to campus for evening or weekend programs.

_____49. My parents expect me to perform certain home or family duties.

_____50. I am often faced with conflicting values between school, home and work.

USE THE FOLLOWING CODE TO RECORD YOUR FEELINGS AND OPINIONS REGARDING THE QUESTIONS BELOW:

Quite frequently----------1
Often----------2
Once in awhile----------3
Rarely----------4
Never----------5

_____51. I arrange my class schedule so as to minimize the amount of time spent on campus.

_____52. I have had to drop a course or not take a course because it conflicted with my work schedule.

_____53. I have had to miss a class because of a job requirement.

_____54. I have selected courses on the basis of class meeting time rather than course content.

_____55. I get into "intellectual" or class related topics of conversation with my fellow students.

_____56. I leave campus as soon as my classes are over.

HOW OFTEN DO YOU [illegible]

How often do you attend programs or events such as the following?

Use the code below to record your answers:

1----------Quite frequently
2----------Often
3----------Once in awhile
4----------Rarely
5----------Never

_____57. Lecture/discussion

_____58. Concert

_____59. Athletic event

_____60. Dramatic event

_____61. Cellar program

_____62. On campus movies

_____63. Indoor/outdoor recreation

_____64. Workshops

Are you currently an active member of any of the organizations listed below?

Use the following code to record your answers:

1----------yes
2----------no

_____65. Social clubs (Fraternities/Sororities)

_____66. Professional Clubs (fraternities)

_____67. Student government

_____68. Religious organization

_____69. Student publications

_____70. Service organization

_____71. Special interest club(Pompon Girl, Cheerleader, Ski Club, Debate Club...)

_____72. Voluntary organization

_____73. Intramurals

_____74. Committee or board other than 65-73 above

_____75. Band or other musical group

ADDITIONAL COMMENTS:

GENERAL TABULATION OF RESPONSES

	Percent
1. Sex	
1. Male	56
2. Female	44
2. Age	
1. 18-21	88
2. 22-25	10
3. 25-30	2
4. Over 30	0
3. What is your university classification?	
1. Freshman	46
2. Sophomore	23
3. Junior	17
4. Senior	13
4. What is your usual means of transportation to and from the campus?	
1. Public Transportation	8
2. Car (family)	23
3. Car (own)	49
4. Car Pool	0
5. Motorcycle, Bicycle...	12
6. Walk	9
5. How much time do you spend in travel to campus?	
1. 1-15 min.	57
2. 15-30 min.	37
3. 30-45 min.	4
4. Over 45 min.	2
6. What is the present occupation of the head of your family household?	
1. Professional (doctor, lawyer, teacher, engineer, etc.)	23
2. Manager or Proprietor (excluding farm)	15
3. Farmer or Farm Manager	3
4. Clerical or sales (secretary, cashier, insurance agent, sales clerk, etc.)	15
5. Technician or craftsman (electrician, machinist, repairman, truckdriver, etc.)	23
6. Service Worker (barber, fireman, policeman, practical nurse, etc.)	5

	Percent
6. What is the present occupation of the head of your family household? (cont.)	
7. General Worker (lumberman, construction worker, cleaning lady, farm laborer, etc.)	11
8. Not Employed	4
9. Other (if not listed, please describe)	1
7. Are you presently working while attending school?	
1. Yes	78
2. No	22
8. In an average week, how many hours do you work?	
1. 1-15 hours	17
2. 15-35 hours	77
3. More than 35 hours	6
9. Is your employment essential to your staying in school?	
1. Yes	66
2. No	34
10. Which one of the following is the largest contributor towards financing your education?	
1. Family	37
2. Personal Earnings	30
3. Personal Savings	9
4. Loans, Grants, Scholarships	20
5. Other (please specify)	3
11. Please estimate to percent financial contribution you are making towards your education.	
1. 0%	16
2. 1-25%	31
3. 26-50%	9
4. 51-75%	8
5. 76-100%	36
12. Please approximate the percent of financial support you receive from your parents.	
1. 0%	38
2. 1-25%	18
3. 26-50%	7
4. 51-75%	12
5. 76-100%	25

		Percent
	What day or days of the week are most convenient for you to attend programs or events held on campus? (Please circle the day or days)	
13.	Monday	29
14.	Tuesday	38
15.	Wednesday	40
16.	Thursday	37
17.	Friday	37
18.	Saturday	31
19.	Sunday	24
20.	What hours of the day are most convenient for you to attend programs or events held on campus?	
	1. 8 am - 12 am	8
	2. 12 am - 4 pm	24
	3. 4 pm - 6 pm	10
	4. 6 pm - 8 pm	23
	5. After 8 pm	34
	Please estimate the number of hours you spend on campus each day of the week. (use the code below to answer the question. Write the number of your answer in the blank next to the appropriate day)	
21.	Monday	
	1. 0-2 hours	6
	2. 3-5 hours	59
	3. 6-8 hours	29
	4. Over 8 hours	7
22.	Tuesday	
	1. 0-2 hours	15
	2. 3-5 hours	50
	3. 6-8 hours	25
	4. Over 8 hours	9
23.	Wednesday	
	1. 0-2 hours	9
	2. 3-5 hours	54
	3. 6-8 hours	31
	4. Over 8 hours	7

	Percent
24. Thursday	
1. 0-2 hours	13
2. 3-5 hours	43
3. 6-8 hours	30
4. Over 8 hours	13
25. Friday	
1. 0-2 hours	32
2. 3-5 hours	47
3. 6-8 hours	18
4. Over 8 hours	3
26. Saturday	
1. 0-2 hours	98
2. 3-5 hours	1
3. 6-8 hours	0
4. Over 8 hours	1
27. Sunday	
1. 0-2 hours	98
2. 3-5 hours	2
3. 6-8 hours	0
4. Over 8 hours	0
28. As a commuter, do you feel you are unable to be involved in the extra curricular activities on campus to the extent that you would like to?	
1. Yes	67
2. No	33
29. Can you state the most important reason why your extra curricular activities are limited? (Please choose <u>one</u> answer only)	
1. Time, Distance or Expense of Transportation to Campus	19
2. Employment Schedule	40
3. Commitments to Family, Parental Influence	1
4. Heavy Class Load	5
5. Insufficient Information About Campus Activities	25
6. Prefer Resources of La Crosse	0
7. Insufficient Finances to Pay for Admission Fees, Extra Meals on Campus	4
8. Other (please specify)	5

		Percent
30.	Do you find it difficult to meet people or develop close friendships with students on campus due to the fact that you are a commuter student?	
	1. Yes	29
	2. Somewhat	43
	3. No	29
31.	Who are your closest or most frequent companions on campus?	
	1. Students met in My Classes	33
	2. Fellow Fraternity/Sorority Members	4
	3. Fellow Club/Organization Members	8
	4. Friends from High School	46
	5. Friends from My Neighborhood	1
	6. Fellow Employees	2
	7. None	7
32.	Did you apply to any college or university other than UW-L?	
	1. Yes	26
	2. No	74
	What was (were) your main reason(s) for choosing to attend UW-L? (You may choose more than one answer. Please circle your answers.)	
33.	Less Expensive	74
34.	Promimity to Home	71
35.	Convenient to Work	44
36.	Family Obligations	9
37.	Most of My Friends Attend UW-L	9
38.	Future Potential of Present Job	7
39.	Availability or Quality of a Specific Program or Dept.	27
40.	Parents did not Wish Me to Leave Home	9
41.	UW-L was Recommended to Me by a Counselor, Teacher or Friend	7

		Percent
42.	How long do you expect to take in achieving your bachelor's degree?	
	1. I do not Plan to Receive a Bachelor's Degree	5
	2. Less than 4 years	9
	3. 4 years	35
	4. More than 4 years	39
	5. I do not Expect to Receive a Bachelor's Degree from UW-L	13
43.	As a commuting student, I feel a severe lack of information concerning availability and types of services offered by the university.	
	1. Strongly Agree	29
	2. Slightly Agree	33
	3. Uncertain	12
	4. Slightly Disagree	17
	5. Strongly Disagree	9
44.	I feel little sense of identity or community with the university.	
	1. Strongly Agree	20
	2. Slightly Agree	40
	3. Uncertain	12
	4. Slightly Disagree	18
	5. Strongly Disagree	9
45.	I feel there is adequate opportunity to talk informally with faculty members.	
	1. Strongly Agree	20
	2. Slightly Agree	21
	3. Uncertain	15
	4. Slightly Disagree	32
	5. Strongly Disagree	11
46.	College seems like an extension of high school.	
	1. Strongly Agree	10
	2. Slightly Agree	18
	3. Uncertain	9
	4. Slightly Disagree	24
	5. Strongly Disagree	39
47.	My parents do not understand what my college life is all about.	
	1. Strongly Agree	12
	2. Slightly Agree	24
	3. Uncertain	22
	4. Slightly Disagree	23
	5. Strongly Disagree	18

	Percent
48. I find it inconvenient to stay or return to campus for evening or weekend programs.	
1. Strongly Agree	33
2. Slightly Agree	34
3. Uncertain	8
4. Slightly Disagree	16
5. Strongly Disagree	10
49. My parents expect me to perform certain home or family duties.	
1. Strongly Agree	33
2. Slightly Agree	33
3. Uncertain	7
4. Slightly Disagree	15
5. Strongly Disagree	12
50. I am often faced with conflicting values between school, home and work.	
1. Strongly Agree	35
2. Slightly Agree	30
3. Uncertain	11
4. Slightly Disagree	11
5. Strongly Disagree	14
51. I arrange my class schedule so as to minimize the amount of time spent on campus.	
1. Quite Frequently	32
2. Often	24
3. Once In Awhile	22
4. Rarely	11
5. Never	11
52. I have had to drop a course or not take a course because it conflicted with my work schedule.	
1. Quite Frequently	14
2. Often	1
3. Once In Awhile	11
4. Rarely	11
5. Never	64
53. I have had to miss a class because of a job requirement.	
1. Quite Frequently	4
2. Often	4
3. Once In Awhile	15
4. Rarely	12
5. Never	65

	Percent
54. I have selected courses on the basis of class meeting time rather than course content.	
1. Quite Frequently	11
2. Often	10
3. Once In Awhile	30
4. Rarely	25
5. Never	24
55. I get into "intellectual" or class related topics of conversation with my fellow students.	
1. Quite Frequently	11
2. Often	16
3. Once In Awhile	41
4. Rarely	24
5. Never	7
56. I leave campus as soon as my classes are over.	
1. Quite Frequently	36
2. Often	42
3. Once In Awhile	9
4. Rarely	11
5. Never	3
How often do you attend programs or events such as the following?	
57. Lecture/discussion	
1. Quite Frequently	13
2. Often	6
3. Once In Awhile	12
4. Rarely	36
5. Never	32
58. Concert	
1. Quite Frequently	5
2. Often	7
3. Once In Awhile	27
4. Rarely	26
5. Never	36
59. Athletic event	
1. Quite Frequently	8
2. Often	15
3. Once In Awhile	24
4. Rarely	24
5. Never	29

	Percent
60. Dramatic event	
1. Quite Frequently	3
2. Often	10
3. Once In Awhile	32
4. Rarely	22
5. Never	32
61. Cellar program	
1. Quite Frequently	4
2. Often	9
3. Once In Awhile	21
4. Rarely	18
5. Never	48
62. On campus movies	
1. Quite Frequently	1
2. Often	4
3. Once In Awhile	18
4. Rarely	21
5. Never	56
63. Indoor/outdoor recreation	
1. Quite Frequently	6
2. Often	8
3. Once In Awhile	12
4. Rarely	18
5. Never	56
64. Workshops	
1. Quite Frequently	1
2. Often	2
3. Once In Awhile	8
4. Rarely	12
5. Never	77

Are you currently an active member of any of the organizations listed below?

65. Social Clubs (Fraternities/Sororities)	
1. Yes	4
2. No	96
66. Professional clubs (fraternities)	
1. Yes	4
2. No	96

	Percent
67. Student government	
1. Yes	0
2. No	100
68. Religious organization	
1. Yes	7
2. No	93
69. Student publication	
1. Yes	0
2. No	100
70. Service organization	
1. Yes	4
2. No	96
71. Special interest club (Pompon Girl, Cheerleader, Ski Club, Debate Club...)	
1. Yes	12
2. No	88
72. Voluntary organization	
1. Yes	12
2. No	88
73. Intramurals	
1. Yes	12
2. No	88
74. Committee or board other than 65-73 above	
1. Yes	2
2. No	98
75. Band or other musical group	
1. Yes	7
2. No	93

DEMOGRAPHIC SUB-GROUPS

M=Male, F=Female, 18-21, 22-25, 25-30=Age Groups
Fr=Freshman, So=Sophomore, Jr=Junior, Sr=Senior

Question	Response	M	F	18 21	22 25	25 30	Fr	So	Jr	Sr	F Fr	F So	F Jr	F Sr	M Fr	M So	M Jr	M Sr
4	1	3	13	9	0	0	10	4	11	0	19	8	12	0	4	0	10	0
	2	17	30	24	18	0	25	33	11	14	33	33	25	25	18	33	0	10
	3	56	39	46	64	100	42	38	61	71	33	33	50	50	48	42	70	80
	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	5	17	6	13	9	0	12	17	11	7	5	17	0	0	18	17	20	10
	6	7	11	9	9	0	10	8	6	7	9	8	12	25	11	8	0	0
5	1	59	54	57	55	100	58	67	33	64	52	67	37	50	63	67	30	70
	2	36	39	37	45	0	33	33	56	36	38	33	50	50	22	33	60	30
	3	3	4	4	0	0	6	0	6	0	5	0	12	0	7	0	0	0
	4	2	2	2	0	0	2	0	6	0	5	0	0	0	0	0	10	0
6	1	24	22	23	18	50	21	30	17	29	24	25	12	25	18	33	20	30
	2	19	11	16	9	0	17	17	17	7	14	8	12	0	18	25	20	10
	3	3	2	3	0	0	2	4	6	0	0	0	12	0	4	8	0	0
	4	14	17	16	9	0	19	17	6	14	19	25	12	0	18	8	0	20
	5	19	28	25	9	0	27	21	28	7	29	33	38	0	26	8	20	10
	6	5	4	3	18	0	2	4	5	7	0	0	0	25	4	8	10	0
	7	14	9	8	36	50	4	8	16	36	0	8	12	50	7	8	20	30
	8	3	4	4	0	0	6	0	5	0	9	0	0	0	4	0	10	0
	9	0	2	1	0	0	2	0	0	0	5	0	0	0	0	0	0	0
7	1	78	78	77	82	100	77	87	67	86	76	92	75	75	78	83	60	90
	2	22	22	23	18	0	23	12	33	14	24	8	25	25	22	17	40	10
8	1	19	3	15	22	50	16	14	25	17	19	9	17	67	14	20	33	23
	2	75	80	79	67	50	74	86	75	75	75	91	83	33	73	80	67	77
	3	6	6	5	11	0	10	0	0	8	6	0	0	0	13	0	0	0
9	1	62	72	67	67	50	55	76	75	75	62	82	67	100	50	70	83	23
	2	38	28	33	33	50	45	24	25	25	37	18	33	0	50	30	17	77
10	1	34	41	39	27	0	40	42	39	21	47	25	63	25	33	58	20	20
	2	30	30	28	45	50	30	29	28	64	24	33	25	75	22	25	30	60
	3	14	4	10	9	0	8	4	17	7	0	8	0	0	15	0	30	10
	4	17	24	22	9	0	29	21	11	0	28	33	13	0	30	8	10	0
	5	5	0	1	9	50	0	4	5	7	0	0	0	0	0	8	10	10
11	1	14	20	16	18	0	12	12	33	14	14	8	50	25	11	17	20	10
	2	30	32	33	18	50	37	42	22	7	47	25	25	0	29	58	20	10
	3	7	11	10	0	0	15	8	0	0	14	17	0	0	15	0	0	0
	4	8	6	7	9	0	10	8	0	7	5	17	0	0	15	0	0	10
	5	41	30	34	55	50	25	29	44	71	19	33	25	75	29	25	60	70
12	1	37	39	35	55	100	29	42	39	57	29	50	25	75	29	33	50	50
	2	22	13	18	18	0	21	8	22	21	14	17	12	0	26	0	30	30
	3	8	4	8	0	0	10	4	5	0	9	0	0	0	11	8	10	0
	4	8	17	14	0	0	15	12	17	0	14	17	37	0	15	8	0	0
	5	24	26	25	27	0	25	33	17	21	33	17	25	25	18	50	10	20
13		25	32	29	27	0	23	37	39	21	33	33	37	25	15	41	40	20
14		32	46	39	36	0	31	62	22	36	43	67	25	25	22	58	20	40

DEMOGRAPHIC SUB-GROUPS

M=Male, F-Female, 18-21, 22-25, 25-30=Age Groups
Fr=Freshman, So=Sophomore, Jr=Junior, Sr=Senior

Question	Response	M	F	18 21	22 25	25 30	Fr	So	Jr	Sr	F Fr	F So	F Jr	F Sr	M Fr	M So	M Jr	M Sr
15		37	43	40	36	50	35	46	44	36	33	50	62	25	37	42	30	40
16		32	43	36	54	0	35	46	28	36	48	42	37	25	25	50	20	40
17		41	33	39	18	50	35	37	44	36	33	25	50	25	37	50	40	40
18		34	28	31	36	0	33	29	28	36	29	25	25	50	37	33	30	30
19		20	28	23	36	0	25	17	22	36	24	17	37	75	26	17	10	20
20	1	11	4	7	20	0	7	4	6	21	0	9	0	0	14	0	12	20
	2	23	25	27	10	0	27	22	37	7	26	27	37	100	27	17	37	10
	3	8	14	12	0	0	10	17	12	0	10	27	12	0	9	8	12	0
	4	25	21	22	30	50	22	17	25	36	10	18	37	0	32	17	12	30
	5	33	35	38	40	50	34	39	19	36	53	18	12	0	18	58	25	40
21	1	8	2	4	10	50	2	4	5	23	0	8	0	0	4	0	10	30
	2	56	62	58	80	0	67	46	56	61	62	42	88	100	70	50	30	50
	3	25	33	30	10	50	31	33	28	8	38	42	13	0	26	25	40	10
	4	10	2	8	0	0	0	17	11	8	0	8	0	0	0	25	20	10
22	1	19	11	15	18	0	17	17	5	21	14	8	0	25	18	25	10	20
	2	47	54	49	55	100	52	54	33	57	52	58	50	50	52	50	20	60
	3	25	24	26	18	0	27	21	39	7	29	25	25	0	26	17	50	10
	4	8	11	10	9	0	4	8	22	14	5	8	25	25	4	8	20	10
23	1	8	9	8	10	50	4	4	22	15	5	8	25	10	4	0	20	20
	2	56	51	53	70	0	67	42	33	61	62	33	50	67	70	50	20	60
	3	25	38	32	20	50	27	46	28	15	33	58	13	33	22	33	40	10
	4	10	2	8	0	0	2	8	17	8	0	0	13	0	4	17	20	10
24	1	20	5	12	20	50	12	12	5	31	5	8	0	0	18	17	10	40
	2	39	49	42	60	0	46	37	39	46	48	42	50	67	44	33	30	40
	3	27	33	32	10	50	33	37	28	8	38	42	25	0	30	33	30	10
	4	14	13	14	10	0	8	12	28	15	9	8	25	33	7	17	30	10
25	1	30	33	32	30	50	25	29	44	46	29	33	63	0	22	25	30	60
	2	51	42	47	60	0	50	58	33	38	33	58	25	100	63	58	40	20
	3	14	24	19	10	50	25	8	17	8	38	8	13	0	15	8	20	10
	4	5	0	3	0	0	0	4	6	8	0	0	0	0	0	8	10	10
26	1	100	95	98	100	100	96	100	100	100	90	100	100	100	100	100	100	100
	2	0	2	1	0	0	2	0	0	0	5	0	0	0	0	0	0	0
	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	4	0	2	1	0	0	2	0	0	0	5	0	0	0	0	0	0	0
27	1	99	98	98	100	100	98	100	100	91	95	100	100	100	100	100	100	100
	2	1	2	2	0	0	2	0	0	9	5	0	0	0	0	0	0	0
	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28	1	59	76	67	54	100	71	71	67	50	81	75	75	75	63	67	60	40
	2	41	24	33	45	0	29	29	33	50	19	25	25	25	37	33	40	60

DEMOGRAPHIC SUB-GROUPS

M=Male, F=Female, 18-21, 22-25, 25-30=Age Groups
Fr=Freshman, So=Sophomore, Jr=Junior, Sr=Senior

Question	Response	M	F	18 21	22 25	25 30	Fr	So	Jr	Sr	F Fr	FF So	F Jr	F Sr	M Fr	M So	M Jr	M Sr
29	1	17	22	19	0	100	18	25	15	22	22	33	17	0	14	14	14	33
	2	39	42	40	50	0	49	37	23	33	44	44	33	33	52	29	14	33
	3	0	3	1	0	0	0	0	8	0	0	0	17	0	0	0	0	0
	4	7	3	6	0	0	5	6	0	11	6	0	0	0	5	14	0	17
	5	24	25	26	16	0	20	31	31	22	22	22	33	33	19	42	29	17
	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	7	5	3	3	16	0	3	0	8	11	0	0	0	33	5	0	14	0
	8	7	3	4	17	0	5	0	15	0	6	0	0	0	5	0	29	0
30	1	27	30	27	27	100	21	46	28	28	24	50	12	50	18	42	40	20
	2	42	43	47	18	0	56	37	28	28	47	33	62	25	63	42	0	30
	3	31	26	26	55	0	23	17	44	43	29	17	25	25	18	16	60	50
31	1	30	35	29	50	100	19	37	44	57	24	42	50	50	15	33	40	60
	2	3	4	4	0	0	2	4	11	0	5	0	12	0	0	8	10	0
	3	8	7	8	10	0	6	8	11	7	5	17	0	0	7	0	20	10
	4	46	47	50	20	0	65	46	17	21	62	42	25	25	67	50	10	20
	5	0	2	1	0	0	2	0	0	0	5	0	0	0	0	0	0	0
	6	3	0	1	10	0	2	0	6	0	0	0	0	0	4	0	10	0
	7	8	4	6	10	0	4	4	11	14	0	0	12	25	7	8	10	10
32	1	24	28	23	45	50	15	33	17	57	67	42	37	50	18	25	0	60
	2	76	72	77	55	50	85	67	83	43	33	58	62	50	81	75	100	40
33		75	74	78	45	50	75	83	72	57	67	83	75	75	81	83	70	50
34		81	59	73	54	100	87	54	67	57	81	25	62	50	93	83	70	60
35		46	41	47	18	50	54	37	28	43	52	33	25	50	56	42	30	40
36		5	13	8	9	0	10	0	11	14	14	0	25	25	7	0	0	10
37		10	9	10	9	0	12	8	6	7	9	8	12	0	15	8	0	10
38		10	2	6	0	50	6	12	0	7	5	0	0	0	7	25	0	10
39		24	30	27	18	50	21	25	39	36	24	25	50	50	18	25	30	30
40		8	8	10	0	0	17	0	6	0	19	0	0	0	15	0	10	0
41		7	6	8	0	0	10	8	0	0	5	17	0	0	15	0	0	0
42	1	2	9	5	0	0	4	9	6	0	10	18	0	0	0	0	10	0
	2	9	9	7	20	50	4	0	17	29	0	0	38	25	8	0	0	30
	3	40	28	38	10	0	53	13	33	7	47	9	12	0	58	17	50	10
	4	38	39	35	70	50	22	61	39	57	32	46	38	75	15	75	40	50
	5	12	14	15	0	0	16	17	6	7	10	27	12	0	19	8	0	10
43	1	29	29	29	36	0	25	35	39	21	24	27	50	25	26	42	30	20
	2	34	31	35	9	50	31	35	44	21	29	36	37	25	33	33	50	20
	3	14	11	12	18	0	19	4	0	21	19	0	0	25	18	8	0	20
	4	15	20	16	27	0	19	17	11	14	19	18	12	25	18	17	10	10
	5	8	9	8	9	50	6	9	6	21	9	18	0	25	4	0	10	30

DEMOGRAPHIC SUB-GROUPS

M=Male, F=Female, 18-21, 22-25, 25-30=Age Groups
Fr=Freshman, So=Sophomore, Jr=Junior, Sr=Senior

Question	Response	M	F	18 21	22 25	25 30	Fr	So	Jr	Sr	F Fr	F So	F Jr	F Sr	M Fr	M So	M Jr	M Sr
44	1	22	18	17	46	0	12	22	28	29	5	27	12	50	18	17	40	20
	2	37	44	43	9	100	50	39	33	21	48	46	62	0	52	33	10	30
	3	14	11	12	18	0	12	17	6	14	14	9	0	25	11	25	10	10
	4	17	20	18	18	0	21	9	22	21	24	9	25	25	18	8	20	20
	5	10	7	9	9	0	4	13	11	14	9	9	0	0	0	17	20	20
45	1	25	13	19	27	50	17	17	17	36	9	9	12	25	22	25	20	40
	2	24	18	21	27	0	21	17	22	29	14	18	25	25	26	17	20	30
	3	15	15	17	0	0	19	26	6	0	19	27	0	0	18	25	10	0
	4	25	40	32	27	50	37	22	33	29	48	27	37	50	30	17	30	20
	5	10	17	11	18	0	6	17	22	7	9	18	25	0	4	17	20	10
46	1	12	7	10	9	0	8	4	28	0	9	0	12	0	7	8	40	0
	2	20	15	20	9	0	19	22	17	7	14	18	12	0	22	25	20	10
	3	8	9	10	0	0	10	13	0	7	9	18	0	0	11	8	0	10
	4	25	22	22	27	100	17	26	33	36	19	27	37	0	15	25	30	50
	5	34	47	38	55	0	46	35	22	50	48	36	37	100	44	33	10	30
47	1	12	13	12	9	50	8	17	17	14	5	27	25	0	11	8	10	20
	2	27	20	24	27	0	27	26	11	21	19	18	12	25	33	33	10	20
	3	24	20	23	18	0	21	30	17	21	29	18	12	0	15	42	20	30
	4	24	22	23	18	50	21	22	33	21	14	27	37	25	26	17	30	20
	5	14	24	18	27	0	23	4	22	21	33	9	12	50	15	0	30	10
48	1	29	38	31	36	100	33	26	39	36	38	27	50	50	30	25	30	30
	2	39	27	33	45	0	23	43	50	36	24	36	25	25	22	50	70	40
	3	12	2	9	0	0	15	4	0	0	5	0	0	0	22	8	0	0
	4	12	22	16	18	0	19	22	0	14	24	27	0	25	15	17	0	10
	5	8	11	11	0	0	10	4	11	14	9	9	25	0	11	0	0	20
49	1	24	44	35	18	0	35	39	22	29	48	45	37	50	26	33	10	20
	2	32	33	33	27	50	27	26	56	29	24	36	62	0	30	17	50	40
	3	7	7	7	9	0	6	4	11	7	9	9	0	0	4	0	20	10
	4	22	7	14	18	50	17	17	11	14	14	0	0	0	18	33	20	20
	5	15	9	11	27	0	15	13	0	21	5	9	0	50	22	17	0	10
50	1	32	38	35	36	0	29	57	22	36	29	29	73	25	30	42	20	40
	2	34	24	30	27	50	33	13	50	14	24	24	0	62	41	25	40	20
	3	10	11	11	9	0	15	4	11	7	24	24	0	0	7	8	20	10
	4	10	11	11	9	0	6	17	6	21	9	9	18	0	4	17	10	20
	5	14	15	13	18	50	17	9	11	21	14	14	9	12	18	8	10	10
51	1	34	29	30	46	50	29	39	22	43	24	36	25	50	33	42	20	40
	2	25	22	25	9	50	21	17	39	29	29	18	25	0	15	17	50	40
	3	24	20	22	27	0	25	22	17	14	9	18	25	50	37	25	10	0
	4	8	15	11	18	0	12	9	17	7	19	9	25	0	7	8	10	10
	5	8	13	12	0	0	12	13	5	7	19	18	0	0	7	8	10	10
52	1	14	14	10	40	50	6	13	11	39	9	9	0	67	4	17	20	30
	2	0	2	1	0	0	0	0	6	0	0	0	12	0	0	0	0	0
	3	8	14	10	20	0	8	9	17	15	5	18	37	0	11	0	0	20
	4	15	4	10	20	0	8	9	11	23	5	9	0	0	11	8	20	30
	5	63	66	69	20	50	77	70	56	23	81	64	50	33	74	75	60	20

DEMOGRAPHIC SUB-GROUPS

M=Male, F=Female, 18-21, 22-25, 25-30=Age Groups
Fr=Freshman, So=Sophomore, Jr=Junior, Sr=Senior

Question	Response	M	F	18 21	22 25	25 30	Fr	So	Jr	Sr	F Fr	F So	F Jr	F Sr	M Fr	M So	M Jr	M Sr
53	1	7	0	3	0	50	2	0	11	15	0	0	0	0	4	0	20	10
	2	3	5	3	9	0	2	13	0	0	0	18	0	0	4	8	0	0
	3	19	11	13	36	0	6	17	17	38	5	0	12	67	7	33	20	30
	4	8	16	13	0	0	6	22	17	8	5	27	37	0	7	17	0	10
	5	63	68	67	46	50	83	48	55	46	90	55	50	33	78	42	60	50
54	1	12	11	12	9	0	8	13	22	7	5	9	25	25	11	17	20	0
	2	8	11	9	18	0	6	13	17	0	5	18	12	0	7	8	20	0
	3	32	26	26	55	50	19	44	22	57	24	46	12	25	15	42	30	70
	4	22	28	26	18	0	27	17	33	21	33	9	37	50	22	25	30	10
	5	25	22	26	0	50	40	13	6	14	33	18	12	0	44	8	0	20
55	1	10	13	12	9	0	8	17	17	7	14	9	12	25	4	25	20	0
	2	17	15	13	36	50	12	13	11	43	14	18	0	50	11	8	20	40
	3	39	44	42	36	50	46	48	22	36	48	55	25	25	44	42	20	40
	4	29	18	26	9	0	23	22	39	14	9	18	50	0	33	25	30	20
	5	5	9	7	9	0	10	0	11	0	14	0	12	0	7	0	10	0
56	1	32	40	36	27	50	37	35	44	21	43	27	62	25	33	42	30	20
	2	52	29	43	36	50	33	52	39	64	19	55	25	25	44	50	50	80
	3	5	13	8	18	0	6	9	11	14	9	9	12	50	4	8	10	0
	4	8	13	10	18	0	19	4	0	0	19	9	0	0	18	0	0	0
	5	2	4	3	0	0	4	0	6	0	9	0	0	0	0	0	10	0
57	1	12	15	13	9	50	17	12	6	14	19	8	12	25	15	17	0	10
	2	8	2	6	0	0	6	0	11	7	0	0	12	0	11	0	10	10
	3	12	13	10	36	0	8	12	6	29	9	17	12	0	7	8	0	40
	4	37	35	37	27	50	27	37	56	43	24	42	50	50	30	33	60	40
	5	30	35	34	27	0	42	37	22	7	48	33	12	25	37	42	30	0
58	1	3	6	3	18	0	2	8	0	14	5	0	0	50	0	17	0	0
	2	8	4	8	0	0	4	12	0	14	0	17	0	0	7	8	0	20
	3	25	28	28	18	0	29	21	39	14	24	25	62	0	33	17	20	20
	4	24	28	25	27	50	21	29	33	21	19	33	37	25	22	25	30	20
	5	39	33	36	36	50	44	29	28	36	52	25	0	25	37	33	50	40
59	1	12	2	8	9	0	2	17	11	7	0	0	12	0	4	33	10	10
	2	19	11	16	9	0	21	8	11	14	14	17	0	0	26	0	20	20
	3	20	28	23	36	0	25	29	22	14	24	42	25	25	26	17	20	10
	4	27	20	23	18	100	23	17	22	43	24	8	25	25	22	25	20	50
	5	22	39	30	27	0	29	29	33	21	38	33	37	50	22	25	30	10
60	1	3	2	2	9	0	2	4	0	7	0	0	0	25	4	8	0	0
	2	8	13	12	0	0	8	17	11	7	5	33	12	0	11	0	10	10
	3	30	35	35	18	0	31	38	39	21	38	25	62	0	26	50	20	30
	4	19	26	20	46	0	15	29	11	43	19	33	12	50	11	25	10	40
	5	39	24	31	27	100	44	13	39	21	38	8	12	25	48	17	60	20
61	1	5	2	3	9	0	4	4	0	0	0	0	0	0	7	8	0	0
	2	12	7	11	0	0	6	21	6	7	9	8	0	0	4	33	10	10
	3	24	17	22	18	0	27	12	22	14	33	0	12	0	22	25	30	20
	4	18	17	18	9	50	17	29	6	21	9	42	12	0	22	17	0	30
	5	41	56	46	64	50	46	33	67	57	48	50	75	100	44	17	60	40

DEMOGRAPHIC SUB-GROUPS

M=Male, F=Female, 18-21, 22-25, 25-30=Age Groups
Fr=Freshman, So=Sophomore, Jr=Junior, Sr=Senior

Question	Response	M	F	18 21	22 25	25 30	Fr	So	Jr	Sr	F Fr	F So	F Jr	F Sr	M Fr	M So	M Jr	M Sr
62	1	2	0	1	0	0	2	0	0	0	0	0	0	0	4	0	0	0
	2	0	9	3	9	0	6	0	0	7	14	0	0	25	0	0	0	0
	3	22	13	20	9	0	15	25	11	29	5	25	12	25	22	25	10	30
	4	27	13	21	27	0	19	29	17	21	5	33	12	0	30	25	20	30
	5	49	65	55	55	100	58	46	72	43	76	42	75	50	44	50	70	40
63	1	8	2	6	0	0	6	8	6	0	0	8	0	0	11	8	10	0
	2	8	6	8	9	0	6	8	6	14	9	0	0	25	4	17	10	10
	3	19	4	12	18	0	15	12	11	7	9	0	0	0	18	25	20	10
	4	24	11	20	0	50	21	21	11	14	9	17	12	0	30	25	10	20
	5	41	76	54	73	50	52	50	67	64	71	75	87	75	37	25	50	60
64	1	2	0	1	0	0	0	4	0	0	0	0	0	0	0	8	0	0
	2	3	0	2	0	0	2	4	0	0	0	0	0	0	4	8	0	0
	3	2	15	4	27	50	2	8	6	29	5	17	12	75	0	0	0	10
	4	17	7	11	27	0	8	4	22	29	5	0	12	25	11	8	30	30
	5	76	78	82	46	50	88	79	72	43	90	83	75	0	85	75	70	60
65	1	5	2	2	18	0	0	4	11	7	0	0	12	0	0	8	10	10
	2	95	98	98	82	100	100	96	89	93	100	100	87	100	100	92	90	90
66	1	3	4	3	9	0	0	4	6	14	0	8	0	25	0	0	10	10
	2	97	96	97	91	100	100	96	94	86	100	92	100	75	100	100	90	90
67	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
68	1	9	4	8	0	0	6	8	11	0	5	8	0	0	7	8	20	0
	2	91	96	92	100	100	94	92	89	100	95	92	100	100	93	92	80	100
69	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
70	1	5	2	3	9	0	2	4	0	14	5	0	0	0	0	8	0	20
	2	95	98	97	91	100	98	96	100	86	95	100	100	100	100	92	100	80
71	1	12	13	11	27	0	8	17	11	21	14	8	12	25	4	25	10	20
	2	88	87	89	73	100	92	83	89	79	86	92	87	75	96	75	90	80
72	1	14	11	14	0	0	12	21	11	0	14	8	12	0	11	33	10	0
	2	86	89	86	100	100	87	79	89	100	86	92	87	100	89	67	90	100
73	1	17	4	11	18	0	10	17	0	21	5	0	0	25	15	33	0	20
	2	83	96	89	82	100	90	83	100	79	95	100	100	75	85	67	100	80
74	1	3	0	2	0	0	0	8	0	0	0	0	0	0	0	17	0	0
	2	97	100	98	100	100	100	92	100	100	100	100	100	100	100	83	100	100
75	1	3	11	6	9	0	4	12	6	7	10	8	12	25	0	17	0	0
	2	97	89	94	91	100	96	87	94	93	90	92	87	75	100	83	100	100