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Time-To-Degree And Credits-To-Degree Of Baccalaureate Degree Graduates

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TIME-TO-DEGREE AND CREDITS-TO-DEGREE OF BACCALAUREATE DEGREE GRADUATES

by

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This dissertation, submitted by Cathie A. Weissman in partial fulfillment of the requirements for the Degree of Doctor of Philosophy from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.

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Signature Cathie A. Weissman

Date 15 April 1999

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DEDICATION

IN MEMORY OF

MY FATHER

KENNETH J. WEISSMAN

AND

GRANDMOTHER

OLGA DREXEL

ABSTRACT

The purpose of this study was to assess two measures of accountability (i.e., time-to-degree (TTD) and credits-to-degree (CTD)). A total of 800 University of Wisconsin-Stout (UW-Stout) graduates, 200 from each graduating class from 1990 to 1993 were surveyed to determine the obstacles to four year degree completion and to determine why they completed excess credits beyond what was required to complete a degree program. Four hundred and twelve graduates returned the survey. Data were obtained from student transcripts and from the Bursar's Office for only those graduates who returned the survey. The data were segmented in order to answer questions relating to validity, credits-to-degree, gender and success, major and degree program, academic preparedness, learning, and cost. The two measures of accountability were evaluated against the following predictors: cost of the degree (dollar amount), GPA, self-rating, post baccalaureate salary, post B.A./B.S. degree or education, parental education, and the student's rating of post B.A./B.S. success.

A significant negative correlation was obtained between overall GPA and TTD. TTD appears to be a better indicator of educational achievement using the criterion of overall GPA. The TTD measure of accountability appears to be a better indicator than CTD using the criteria of cost of the degree.

Overall 65% of UW-Stout's graduates who participated in this study remained in their initially selected majors. Graduates who switched majors were found to have higher TTD and CTD. Women appeared better prepared to succeed in courses at UW-Stout. Men withdrew from more courses, repeated more courses, and averaged slightly more semesters than women.

UW-Stout graduates earned more credits than were required for a degree program. The top three reasons for completing more credits than required was: "other"(e.g., difficulty getting required courses and courses were not offered), changed major, and took additional courses that would benefit their career opportunities. The top three reasons indicated for taking longer to complete a degree program were: academic, institutional efficiency, and personal. Within the academic factor, the top four influences on extending TTD were: a) internship/cooperative educational experience, b) decided to take fewer credits per semester, c) repeated courses, and d) keep GPA high.

CHAPTER I

INTRODUCTION

The length of time students take to complete baccalaureate degrees is increasing (Amos, 1986; Armstrong & Barnes, 1994; California State Postsecondary Education Commission, 1988, 1987; Crawford, 1989; Garcia & Thompson, 1990; Hill & Owings, 1986; Illinois State Board of Higher Education, 1992; Knepper, 1989; Knight, 1990; National Center for Educational Statistics, 1993; Porter, 1989; The University of Wisconsin System, 1993a, 1993b). Students used to take approximately four years to complete a degree, though facing many obstacles. Those obstacles have seemingly become greater. Present day obstacles include issues related to: availability of courses (California State Postsecondary Education Commission, 1988; Grosset, 1991; Newman, 1994), financial aid (Jensen, 1984; St. John, 1990), changing program requirements (Colorado Commission on Higher Education, 1992; Grosset, 1991; Illinois State Board of Higher Education, 1992), educational preparation (Colorado Commission on Higher Education, 1992; Gabe, 1989; Grosset, 1991), withdrawing from courses, receiving incomplete grades, stopping out, part-time enrollment, working (California State Postsecondary Education Commission, 1988; Colorado Commission on Higher Education, 1992; Illinois State Board of Higher Education, 1992; Newman, 1994), family responsibilities (California State Postsecondary Education Commission, 1988; Grosset,

1991; Illinois State Board of Higher Education, 1992), or taking additional courses beyond the requirements for a degree program (Armstrong & Barnes, 1994; Garcia & Thompson, 1990; Colorado Commission on Higher Education, 1992; Grosset, 1991; Knight, 1990; The University of Wisconsin System, 1993a). Spinetta and Phillips (1991) conducted an analysis of transcripts of spring 1990 graduates (N=472) of a small two-year college in California, were compared to spring 1985 (N=747) and spring 1980 (N=645) graduates to determine time-to-degree. Spinetta and Phillips (1991) found that over the past 10 years the time-to-degree for graduates has increased, from a mean of 7.61 terms in 1980 to 9.13 terms in 1990.

The number of credits a student earns beyond those required for the baccalaureate degree also seems to be increasing. Changing degree requirements may be one reason for this increase. Students entering college may be unsure about a chosen career, and so may try out different courses, or may take additional courses for personal interest or to broaden their employment possibilities (Olsen, J., personal communication, May 1994). Many more reasons may exist for an increase in the number of credits earned beyond that required for a degree program, though reasons for this increase are not as yet established.

The cost of receiving a baccalaureate degree has been increasing as well; these costs appear to be out-stripping earning power. This has become an increasingly acute issue for state-supported educational institutions. The cost of a baccalaureate degree is paid for by both the state and the student (though the state's share may well be decreasing, shifting costs to the student). If students spend longer than four years to complete a baccalaureate degree, then presumably an additional strain is placed on the resources of

the institution (Brinkman, 1993; National Center for Educational Statistics, 1993; Illinois State Board of Higher Education, 1992; California State Postsecondary Education Commission, 1988). If students complete their degree in four years, spaces are presumably then made available for new students and the graduates become able to seek employment and become taxpayers. Students taking longer to complete degrees may be more costly to the state or society.

Collecting data on variables relating to time-to-degree, credits-to-degree, and costs will help institutions better understand the dynamics of degree completion. Students are a valuable resource for institutions in regard to addressing cost issues and issues related to length of time to a degree. They are able to provide personal information that cannot be duplicated with institutional data. It is critical to gather student input concerning obstacles to four year degree completion, the rationale and motivation for securing non-required credits, and on the overall evaluation of the applicability of program requirements to post-baccalaureate work experience.

Need for the Research

A college education, from an institutional research viewpoint, can be investigated in a variety of ways, such as predicting success of graduates and evaluating retention, persistence, and graduation rates. The types of measures used to assess how an institution is "doing" (i.e. accountability) may depend on the type of questions raised, the policy that is currently in effect, or future policy.

Two measures of accountability are time-to-degree and credits-to-degree, both of which have been used to assess institutional efficiency. The relative strength of each of

these measures as an indicator needs to be evaluated so that institutions can know what to choose to most effectively evaluate the measures on these dimensions.

How long does it take a student to achieve a college degree? How many students are accumulating credits beyond those required for a degree program? Why are students graduating with more credits than required for a degree program? What proportion of students graduate with the exact number of credits required for the degree? These are just a few of the questions that will be addressed in this project. The information obtained will be helpful in future institutional planning.

Problem Statement

The purpose of this study was to assess two measures of accountability (i.e. time-to-degree and credits-to-degree) using students' self-reported explanations for taking more than four years to finish or earning more credits (than required) to complete a baccalaureate degree, together with their perception of the value of the learning experience and actual cost of their education, along with certain existing data from the university student data base. The original data base was composed of records of students who graduated from 1990 to 1993 who also answered a questionnaire developed for the present investigation. The independent variables for this study were gender, level of achievement (GPA), previous academic experience (i.e., American College Test (ACT) composite, high school class rank), and participation in remedial education (i.e., course 'Writing Workshop', course number University of Wisconsin-Stout, 326-090). The dependent variables used were a self-reported explanation of extended time and/or credits-to-degree, satisfaction with their educational experience, and post-baccalaureate

achievement. The predictors used to determine validity were cost of the degree (dollar amount), GPA, self-rating, post-baccalaureate salary, post Bachelor of Arts (B.A.)/Bachelor of Science (B.S.)/Bachelor of Fine Arts (B.F.A.) degree or education, parental education, and the students' rating of post B.A./B.S./B.F.A. success.

Research Questions

There were three research questions which were addressed. They were:

1. How do these measures of accountability, credits-to-degree and time-to-degree, compare? (The predictors were: GPA, cost of the degree, educational achievement, self-rating, post B.A./B.S./B.F.A. success, and parental education)

2. What suggestions do UW-Stout graduates from 1990-1993 have for improving the undergraduate educational experience at UW-Stout?

3. What factors contribute to increased time-to-degree and credits-to-degree?

Assumptions

The following assumptions were made concerning students who graduated from UW-Stout in 1990, 1991, 1992, and 1993.

1. Students who entered UW-Stout met the admission requirements as stated in the UW-Stout Undergraduate Bulletin.

2. Total number of credits required for a degree program remained constant over the years of the study.

3. Student goals were to graduate in 4 years.

4. Degree programs were set up so that students could graduate in 4 years.

Limitations

The following limitations apply to this study:

1. Subjects in this study were drawn from only one university (UW-Stout) and from only a four year time span (1990-1993).

2. Some variability may enter into the analysis because several students served in 'Operation Desert Storm' during the time period of the study.

3. Data may be missing for some students (e.g. ACT scores). It was possible that this might have affected results if students for whom missing data were recorded were different in some way from students whose data were not missing.

Definitions

The following is a list of definitions which will enhance the clarity of the investigation. The author will use the terms below in the sense meant in this section.

ACT: A standardized test that is required of entering freshmen beginning in 1989. Students are (presumably) required to have a standard composite score of 21 or higher. In that students are enrolled with scores lower than the minimum, some amount of discretion must be being allowed in admission.

Attempted Credits: The number of credits the student has registered for in a semester as of the 10th day of the semester (Central Data Reporting data).

Concentration: A concentration is a selected area within a degree program which is examined in greater detail. Many of the degree programs at UW-Stout have concentrations. A concentration may be individually designed by the student or part of the university's planned offerings (UW-Stout Undergraduate Bulletin, 1993-95).

Cost of the degree: The cost of the degree will be determined by adding tuition, institutional fees and any special course fees a student paid per semester to complete their degree program (in constant 1997 dollars).

Credit/No Credit (CR): A student may elect to take a course for credit/no credit (CR). The student needs to meet specific requirements as stated by the instructor to receive credit for a specific course. CR credits do not carry any grade points.

Earned Credits: The number of credits the student earned after grades have been recorded.

Emphasis: A set of courses within a degree program designed to provide increased exposure in a specific area of the student's chosen professional field (UW-Stout Undergraduate Bulletin, 1993-95).

Grade Point Average and Overall Grade Point Average: G.P.A. stands for grade point average. It is calculated by adding the total number of grade points and dividing by the total number of credits the student earns (UW-Stout Undergraduate Bulletin, 1993-95).

High School Class Rank: Individual high school class ranks were converted into percentiles.

Top Third (1/3): The top 1/3 of the high school class rank ranges from 66.67% to 100%.

Middle Third (1/3): The middle 1/3 of the high school class rank ranges from 33.34% to 66.66%.

Bottom Third (1/3): The bottom 1/3 of the high school class rank ranges from 0% to 33.33%.

Minor: A minor consists of 15 or more semester credits in a selected area of study (UW-Stout Undergraduate Bulletin, 1993-95).

Remedial Earned Credits: UW-Stout requires a student to complete Writing Workshop (326-090) or Fundamentals of Algebra (355-010) or both of these courses depending on the student's placement scores. Credit is awarded for taking 326-090 and 355-010; however, these credits are not counted toward the degree.

Satisfactory (S), Outstanding (O), or Unsatisfactory Grades: Grades of Satisfactory (S), Outstanding (O), or Unsatisfactory (U) are used in certain courses where it is difficult to evaluate the educational experience by the traditional grades of A, B, C, etc. and are approved as exceptions by the Committee for Curriculum and Instruction at UW-Stout. S and O grades earn credit, while a U grade does not. These credits (S, O, or U) do not carry any grade points and are not used in calculating grade point averages (UW-Stout Registration and Records).

Specialization: A specialization is a program of study, with carefully constructed learning goals and experiences, and evaluation procedures. UW-Stout offers specializations in Future Studies, International Studies, Professional Writing, Public Relations/Public Information, and Training and Human Resource Management (UW-Stout Undergraduate Bulletin, 1993-95, p. 20).

Stopping out Stopping out occurs when a student does not enroll for at least one or more semesters. A student may re-enroll after this point.

Total Credits: The total amount of credits earned by the student at the time of graduation. Total credits earned will not include remedial credits.

Total "F" Credits: Number of credits a student has failed while attending UW-Stout.

University of Wisconsin System English Placement Test (EPT): The University of Wisconsin System English Placement Test (EPT) was developed in 1974 by university English teachers state wide. The EPT is used to place students in an appropriate English class at the university level within the University of Wisconsin system. Students are required to take the EPT prior to enrolling in a freshman English composition course. Entering freshman take the EPT at regional sites throughout the state of Wisconsin. The EPT consists of 100 questions covering sentence correction, usage, and reading comprehension in a multiple-choice format. The cutoff score determining which class a student enrolls in (i.e. 326-090, 326-101, or 326-111) is determined by the English department at each university. The cut-off scores do not change every year.

Withdrawn Attempted Credits: A "W" is recorded on a student's transcript if the student withdrew from the university prior to the midpoint of the term or after the midpoint with approved circumstances (i.e., medical reasons). Also, if there is no date indicated for the withdrawal, the "W" can be given by the instructor to indicate the student was enrolled but never attended the course (UW-Stout Registration and Records).

Withdrawal Satisfactory (WS), Withdrawal Unsatisfactory (WU) Attempted Credits: After the first 10 days of classes the student is committed to the courses on record. The marks of Withdrawal Satisfactory (WS), Withdrawal Unsatisfactory (WU)

are recorded after the first 10 days of class (add/drop period) up to the midpoint of the term or after the midpoint, if approved by the instructor. These marks (WS or WU) are not used in calculating G.P.A.

Summary

Presented above was the need for research, problem statement, research questions, assumptions and limitations, and definitions for this research. This first chapter attempts to set the stage for this research.

Chapter II, Review of the Literature is organized into seven sections and a summary. This chapter will summarize the research finding dealing with time-to-degree and credits-to-degree of college students.

How this study was conducted will be discussed in Chapter III, Method. This discussion will include the following sections: research questions, research design, subjects, instrumentation, data collection and procedures, description of the survey, pilot survey, utility of the data, and data analysis.

The Results section, Chapter IV will present the results of this study. This chapter is divided into four sections. Section I will deal with descriptive information of the survey. A content analysis of the open-ended question (#27) on the survey can be found in Section II. Section III deals with an analysis of survey questions three through seven. Research questions 1 to 15 will be presented in Section IV.

Chapter V will present a discussion of the results, draw conclusions, and make recommendations for further research.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter is to summarize the research findings dealing with time-to-degree and credits-to-degree of college graduates. This chapter is organized into seven sections and a summary. The issue of time-to-degree as it relates to community colleges/vocational technical colleges and four-year colleges and universities will be discussed in the first section. The second section will deal with graduation and persistence of college students. A discussion of accelerated degree programs will be provided in the third section of this chapter. The fourth section of this chapter contains a discussion of the three-year baccalaureate degree. The cost of higher education will be discussed in section five, strategies for reducing time-to-degree and credits-to-degree, in section six, and predictors of college success in section seven.

Time-to-degree

Community Colleges/Vocational Technical Colleges

Not only are students at four-year institutions increasing their time to complete a degree, but many students at two-year community colleges are also taking longer to complete a degree and also are earning credits beyond those required to obtain a degree. Enrollment patterns of 1,521 spring 1989 graduates of the City Colleges of Chicago were studied by Garcia and Thompson (1990) to determine how long graduates took to obtain a

two-year degree. Only 4% (n=61) of the graduates earned their degree in two years or less. Fifty-nine percent of the graduates took more than two years, but not more than eight years to complete their degree. The average length of time taken to complete the degree from first enrollment to the completion of the degree was 5.9 years. Graduates of City Colleges of Chicago completed an average of 9.2 semesters. Only 2% (n=35) of graduates completed their degrees in four semesters.

Dillon (1990) studied the length of time graduates needed to complete either an associate in arts or an associate in science from the Los Angeles Community College District. He found that the average time graduates took to complete a degree was 4.25 years. Students took one semester to 16 years to complete a degree. In this study females took "slightly longer to graduate than males" (p. 6).

In response to state mandates and participation in a national study, Spinetta and Phillips (1991) conducted an analysis of transcripts of spring 1990 graduates of the Peralta Community College District, a public, two-year college in California to determine time-to-degree. Spring 1990 graduates (N=472) were compared to spring 1985 (N=747) and spring 1980 (N=645) graduates to determine trends. Spinetta and Phillips found that over the past 10 years, the time-to-degree for graduates increased, from a mean of 7.61 terms in 1980 to 9.13 terms in 1990. Due to reduced credit loads per term, females on average tended to take longer to graduate than males. The increase in time-to-degree was due, in some extent, to students earning more credits for the degree. The number of credits required to complete an associate of arts degree is at least 60 units at semester colleges. At the College of Alameda, 90 quarter units are required. Nearly half of the

Peralta Community College graduates who were awarded an associate degree earned in excess of 100 quarter units (Spinetta & Phillips, 1990).

Kent State University Regional Campus officials conducted a study to determine the length of time taken to obtain an associate degree (Knight, 1990). Data on 527 May 1990 graduates were analyzed. Thirty percent (n=159) of May 1990 graduates received their degrees three years after they were admitted. In terms of semesters completed (this does not include summer sessions), 43% (n=134) of graduates finished within six semesters. A significant difference was not indicated for the gender of the graduate in terms of the number of semesters from admission to graduation. For students obtaining an associate of arts (AA) or associate of science degree (AS), the average number of semesters completed was 12. Knight found that all graduates earned more credits than were necessary to graduate in their particular majors. It was reported that AA and AS graduates needed a minimum of 65 credits to graduate and averaged 81 credits at graduation. Students who graduated with a major in Office Management Technology (minimum required for the degree was 66-67 credits) or Physical Therapy Assisting Technology (minimum required for the degree was 70) on average graduated with nine more credits. Graduates who majored in Automotive Technology averaged 25 more credits than the minimum 69 required credits. A slight negative correlation (r=-0.05) was indicated between semesters to degree and grade point average (GPA). This indicated that "time to degree tended to decrease with increased GPA" (Knight, 1990, p. 4). This study did not address students who may have potentially transferred to a four-year institution.

A factor that may affect the time taken to complete a degree is students' participation in activities outside of the classroom. To learn about this, the National Collegiate Athletic Association (NCAA) surveyed 298 Division I Colleges (Lederman, 1993). Members of the freshman class of 1985-86 who were on athletic scholarships were followed by the NCAA to see how many graduated by the summer of 1991. It was reported that 43% of the male basketball players who entered in the fall of 1985 had graduated within six years, and 61% of the female first-year athletes had graduated in six years.

Knight (1990) reported some reasons why students may take more time to complete an associate degree. Some of the reasons include "part-time employment, stopping out, enrolling in developmental education coursework, enrolling in courses that do not apply toward their majors, and failing courses" (p. v).

Community Colleges/Vocational Technical Colleges are not alone in demonstrating a trend toward increased TTD and CTD among graduates. The above researchers appear to agree. Community College/Vocational Technical College graduates are taking longer to complete a degree program and completing more credits than required.

Four-year Colleges and Universities

Regularly admitted and open admission students (1970 and 1971 cohorts) at the City University of New York (CUNY) were compared in terms of graduation rates and were tracked for 11 years (Lavin, Murtha, & Kaufman, 1984). Thirty-four percent of the regularly-admitted students at the senior colleges (four year institution) graduated after

four years compared to 16% of the open admission students. Of all the regularly admitted graduates, 15% needed more than five years to graduate. Twenty-five per cent of all the open admissions graduates needed more than five years to complete their degree.

Brigman, Friedman, and Chase (1982) studied the graduation rates of Indiana University freshman classes between 1970-1977, with the exception of 1973. The highest graduation rates were demonstrated by the freshman class of 1970, at four years, five years, and for the overall graduation rate. "Over 50 percent of the females as compared to only 43 percent of the males had graduated within four years from the system" (Brigman et al., 1982, p. 9).

In response to the Budget Act of 1987 (Senate Bill 152, 1987), the University of California and California State University (California State Postsecondary Education Commission, 1988) conducted studies to examine the time students took to complete baccalaureate degrees. Students cited the following factors for taking longer to complete a degree: changing majors, difficultly being able to get required courses, taking courses beyond degree requirements for personal interest, and needing more effective advising. Graduates reported that remedial courses had little effect on extending the time they required to receive the degree. Of those freshmen beginning at the California State University in 1978, only one in four graduated in five years. One of the conclusions of the University of California was that many of its undergraduates, on their own, chose to reduce their pace and extend the time to complete the baccalaureate degree.

The high school class of 1972 was studied longitudinally (Knepper, 1989). In this study a traditional student was defined as a student who entered postsecondary education

directly after high school, attended full-time for four years, and graduated with a baccalaureate degree four years after high school. Non-traditional students were described as those "who either first entered postsecondary education a year or more after high school, does not attend full time throughout the period of attendance, or does not complete a bachelor's degree in 4 years" (Knepper, 1989, p. 1). Of the students who entered postsecondary education, 71% of all entrants attended only one undergraduate institution. The length of time needed to complete a baccalaureate degree was lengthened by almost a year for transferred students. Only 21% of students who entered college two to three years after high school received their baccalaureate degree. Of those students who entered college three or more years after high school, 12% received a baccalaureate degree. From the time a student entered college, the average time taken to complete a bachelor's degree was four and a half years or 54 months. Students who graduated from a public college (45%) were less likely to graduate (complete a bachelor's degree) in the expected time than private college graduates (over 60%). It was found that men took almost one term longer (56 months) to complete a baccalaureate degree than did women (53 months).

The graduating class of 1986 at the University of Nebraska at Omaha (UNO) was studied to determine a) the age when an individual enters the university and graduates and b) the length of time required to graduate at specific points (Crawford, 1989). It was found that the mean length of time from high school graduation to graduation at UNO was 9.3 years. When the graduates of the Colleges of Continuing Studies and Education were excluded, the mean length of time decreased by 1.4 years to 7.9 years. Sixty-five percent

(n=881) of the 1986 UNO graduates earned their degree in less than six years, as measured from the time they entered UNO to graduation. No difference was indicated between men and women in terms of length of time taken from initial college entry to graduation at UNO.

Ziemer (1990) conducted a study dealing with time-to-degree and factors affecting it of students at the University of Wisconsin-La Crosse (UW-LAC). Two hundred graduates from May 1990 were surveyed. This survey dealt with time-to-degree and the student's perception as to why it may or may not have taken longer to graduate. Only 30.5% (n=39) of the respondents (n=128) graduated in four years.

Graduates who took longer than eight semesters to graduate reported the following reasons: 1) institutional factors such as being unable to enroll in a required course(s) and poor academic advising, 2) personal factors such as changed majors and "felt a lower course load was better for me" (p. 41), and 3) a mixture of institutional and personal factors such as studying abroad, or double majoring or minoring. ACT scores and final college grade point average for UW-LAC graduates did not appear to affect completing a degree in four years. More females (32%) completed their degree in four years than males (26%). No significant difference was indicated between the semester in which the final major was chosen and time-to-degree. A reduction in the percentage of graduates graduating in four years occurred when the student chose their final major in the third semester or later. Only 27% of the graduates who chose their final major in the fourth semester graduated in four years. Sources of financial support for graduates of UW-LAC included: work and/or savings, (91%; n=116), parents (66%; n=84), loan

(54%; n=69), grants and/or scholarships (52%; n=66), other relative and the category of "other" (4%; n=5), and spouse (3%; n=4).

The major factors for taking longer than eight semesters to complete a degree for students who began their post-secondary education and completed it at UW-Stout was examined by Blanda (1988). Graduates from December 1986 to August 1987 were surveyed. For this study, summer session was counted as one-half a semester. Blanda reported that students averaged five more credits than was required for their degree program. The primary reason for being unable to graduate in eight semesters was registration/scheduling problems. Choosing to complete extra courses was reported as another primary cause for taking longer to graduate. Of the students who had initially planned to graduate in eight semesters (80.8%, n=118), only 22% (n=28) graduated in eight semesters plus one summer session. Students who graduated in December 1986 averaged 9.89 semesters. May 1987 graduates averaged 10.04 semesters and August 1987 graduates averaged 10.11 semesters. The average time-to-degree was five years for these graduates.

Knight (1994) studied a variety of variables used to predict degree attainment, including student background, college environment, student involvement variables, and enrollment variables (cumulative hours earned and the number of courses dropped). Time-to-degree was affected by academic ability (strongest effect), cumulative credit hours, and courses dropped. Knight reported that a student's major had less of an effect on time-to-degree. Although, students with majors from the college of health and professional studies completed their degrees before students from other disciplines.

Cumulative credit hours earned, freshman grade point average, age at matriculation, SAT scores, number of courses dropped, and high school grade point average were reported to have the greatest influence on time-to-degree. The best predictors of time-to-degree reported by Knight (1994) were enrollment behaviors (i.e., graduating with more credits than required and dropping courses) and academic ability.

Butler (1994) conducted a study to determine why some students at Florida Atlantic University (FAU) took more than four years to complete a bachelor's degree, while others completed it in less time. A total of 262 graduates from 1985 and 1986 freshmen classes plus 23 students who were still attending FAU from these classes were surveyed. It was reported that 201 students took more than four years to complete a bachelors degree, while 61 students completed the bachelors degree in four years or less. Butler found that 74% of the variance in semesters to graduation was accounted for by nine of the predictors. The predictors determined to predict semesters to graduation were: previous credits earned, change of major, effects of major change, enrollment status, social interaction with faculty, sense of belonging, perception of the academic experience, perception of performance, and expectation of time to graduate.

Graduation rates are reported by public universities. The Texas Higher Education Coordinating Board (1996a) reported graduation rates for the Fall 1989 cohort. After six years, 38% of the Fall 1989 cohort who did not complete remedial instruction graduated with a bachelors degree. Of those students who received remedial instruction, 9% graduated with a bachelor's degree.

The longer a student is enrolled in college, the more credits earned. The Texas Higher Education Coordinating Board (1996b) reported ". . . students who earn baccalaureate degrees within six years enrolled in 18.6 more SCH [student credit hour] than those who graduate in five years, and 36.2 SCH more than those who graduate in four years" (p. 8). For students who graduated from a Texas public university in 1995, these students spent six years, enrolled for 13.9 semesters, and attempted 154.7 semester credit hours (Texas Higher Education Coordinating Board, 1996b).

A representative sample of 10,080 students who received a bachelor's degree in the 1992-93 academic year were studied (McCormick & Knepper, 1996). Students were surveyed twice, during the first year of college and one year after graduation. Of the baccalaureate degree graduates, 55% were women. These women also had a higher cumulative grade point average of 3.5 or above than men.

McCormick and Knepper (1996) stated a student was more likely to attend college within one year after graduating from high school if their parents were highly educated. Thirty-one percent of the 1992-93 bachelor's degree graduates graduated within four years after high school and 28% of the students graduated between four and five years after high school. Students who attended a private (not-for-profit four year institution) were twice as likely to complete their degree four years after high school. Thirty-four percent of the steady progress students (those students who did not have large gaps between institutions) graduated within four years. Women (48%) who were steady progress students were more likely than men (37%) to graduate in four years. McCormick and Knepper (1996) also found that the rating a student received on a college

entrance examination was also an indicator of time-to-degree. Students were more likely to graduate within four years if they scored in the top quartile (61%) as compared with students who scored in the middle (48%) and bottom quartiles (35%). Whether or not remedial courses were taken by 1992-93 graduates was also examined. Of those students who completed remedial course work, 27% graduated within four years. In this study students who had completed remedial instruction took approximately an extra year to graduate than other students (6.1 years vs. 5.2 years).

A sample of students from the 1987 cohort at the North Carolina State University (NCSU), a land-grant institution, were surveyed in Fall 1990 by Johnston (1991). Johnston was interested in determining why students took longer to graduate and what factors contributed to their taking longer to complete a degree. Eight-hundred and twenty-two students were surveyed at the beginning of their fourth year at NCSU. This survey yielded a response rate of 43% (n=357). A number of factors indicated differences between those who expected to graduate in four years and those expected to graduate in more than four years. These factors were: hours passed, participation in cooperative education programs, gender, planned time to graduate, grade point average, part-time students, remedial work, summer school, and changing colleges. Johnston found the expected four year graduation rate was higher for females than males, 48% versus 25% respectively. A significant difference was reported in terms of the cumulative number of hours passed between four year graduates and greater than four year graduates. Sixty-six percent of the four year graduates passed 90-99 credits, while only 14% of the greater than four year graduates passed 90-99 credits towards graduation requirements. More

four year graduates had attended summer school. No significant difference was reported between four year graduates and greater than four year graduates in terms of level of employment. Johnston reported that job holders in this study worked between six and 20 hours per week. Another area examined was grade point average. Those students who expected to graduate within four years had higher grade point averages than those who took more than four years to graduate. The top reason reported by students at NCSU for taking fewer credits a semester was a desire to maintain a strong grade point average. Twenty-three factors affecting time-to-degree in the areas of educational and curricular, extra-curricular, family and health, financial, and institutional were rated by those students who expected to take longer than fours years to graduate. The top five reasons for taking longer to graduate were: 1) took less than 12 credits a semester, 2) had difficulty with courses, 3) changed majors, 4) experienced stress, and 5) wanted to combine work and education.

Time-to-degree increases as a function of the number of times a student changes majors. Factors affecting persistence and time-to-degree in Illinois Public Universities was investigated in a study authorized by the Illinois State Board of Higher Education (1995). Students who graduated in 1994-95, attended only one institution and did not change majors, had a median time-to-degree of 4.0 years. Time-to-degree slightly increased to 4.3 years for graduates who had one major change and attended one institution. For those graduates who had two or more major changes, time-to-degree was increased to 5.0 years.

A study was conducted at the State University at Albany, a research university, examining why students took longer than four years to complete a degree and registered for less than 15 credits per semester (Volkwein & Lorang, 1995). This study was conducted in two phases, a transcript analysis and a regression analysis.

Volkwein and Lorang (1995) reviewed 64 transcripts of new freshmen who entered the university in Fall 1988 and graduated in five years. Of 428 undergraduates who responded to a Student Opinion Survey in Spring 1991, 93 student transcripts were reviewed. Some of the items on the survey dealt with work experience, reasons for taking less than 15 credits per semester, and the student's plans to graduate. These 93 students were divided into three groups, 41 students graduated in four years, 27 students took more than four years to graduate, and 25 students did not graduate. For the second phase of the study, Volkwein and Lorang (1995) conducted a regression analysis on 227 juniors and seniors who responded to an outcomes survey in 1994.

Students whose transcripts (n=64) were reviewed were found to be full-time students enrolled for at least 12 credits. Twenty percent (n=13) of the 64 students had earned 140 or more credits. Of the 13 students, seven had earned credits either prior or after matriculation from another institution. Students who took longer to graduate did so because of withdrawing for a semester or a year, were placed on academic probation and chose to leave for awhile, or indicated a financial, medical, personal, death in the family or transfer as a reason. Volkwein and Lorang (1995) found that for 1 out of 5 students, academic performance was a problem. A majority of the 64 students were found to have completed less than 15 credits a semester. Only 12.5 % (n=8) of the 64 students did not

complete a semester with less than 15 credits. According to Volkwein and Lorang (1995), the transcript analysis provided insight into course-taking behavior, but could not provide " . . . information on the reasons and motives for student's course-taking behavior" (p. 17) and ". . . it is not clear whether they planned to take longer or whether they were satisfied with the situation" (p. 17).

As of Spring 1991, 95% of the students who responded to the Student Opinion Survey and graduated in four years expected to graduate in four years. The students who had expected to take longer than four years to complete a degree indicated they were satisfied with the situation. Students who did not graduate indicated in higher proportions the reason for not attempting 15 credits a semester ". . . was due to dropping courses because they were too difficult, because they were not satisfied with their progress, or because the courses did not fit their expectations" (Volkwein & Lorang, 1995, p. 18). Availability of courses was not found to be a reason for completing less than 15 credits per semester between those students who graduated in four years and those who took longer. Three variables were found to have a significant influence on extended graduation. These variables were: a) receiving financial aid grants, b) having credit loads below 15, and c) increasing one's grade point average.

In 1995, the University of Wisconsin System Administration (UW System Administration) contracted with an outside firm to conduct a system-wide student satisfaction survey. The survey conducted was done via telephone and covered, "the quality of instruction, accessibility of faculty, availability and quality of academic advising, availability of required courses, responsiveness to student concerns, availability of

University-sponsored activities, availability and quality of student services, facilities, campus safety and community differences" (The University of Wisconsin System, 1997, p. 6). The telephone interviews were completed by a random sample of 2,069 students. Just slightly over a third of the students (36%) were always able for register for courses they needed to meet requirements. Thirty percent of the students reported being usually able to register for courses needed to meet requirements and 32% of the students indicated sometimes being able to register for courses needed to meet requirements. Students appeared to be satisfied with the quality of advisement. Over a third of the students (33.4%) reported they were very satisfied and 41.9% of the students indicated they were somewhat satisfied with the quality of academic advisement received. Less than a quarter of the students indicated some form of dissatisfaction (17.6% - somewhat dissatisfied and 5.6% - very dissatisfied) with the quality of academic advisement received.

The research presented examined the length of time needed to complete a degree program and why students took longer to complete a degree program. Time-to-degree at four-year colleges/universities is increasing. It was reported that students who attended private colleges/universities were more likely to graduate in four years. How often a student changes their major will effect TTD. There were a number of reasons presented as to why students were taking longer than four years to complete a degree program. Reasons for taking longer included getting into required courses and lacking adequate advising.

Graduation and Persistence

At Washtenaw Community College, Ann Arbor, MI, Campbell and Blakey (1996) studied the affect of early remediation and performance of underprepared community college students. New students at Washtenaw Community College were required to complete a basic skills inventory. Students in this study complete the inventory in Fall 1991 or Fall 1992. A total of 3,282 students were studied (2,028 prepared and 1,254 underprepared for college). Campbell and Blakey found persistence was affected by cumulative grade point average (GPA) and the number of remedial courses. For the prepared group of students the largest predictor of persistence was degree-seeking intent. Campbell and Blakey's stated that, ". . .early remediation, taking a remedial class within the first year, and a degree-seeking intent are also significant predictors of persistence, particularly for those students who were the most underprepared for a college level curriculum" (p. 17).

Shanley and Witten (1990) studied the impact of a freshman seminar course on persistence, retention, and graduation rates at the University of South Carolina. The course - University 100 Freshman Seminar was designed to assist new students in the transition to college and promote retention. Shanley and Witten studied 101 participants and nonparticipants who entered the university in Fall 1979. After three years, university 101 participants had a higher rate of retention, 69% vs. 61% for nonparticipants. A significant difference was found in terms of graduation rates between university 101 participants and nonparticipants after seven years. University 101 participants had a

higher graduation rate, 56% vs. 51% for nonparticipants. Persistence was also found to be slightly higher for university 101 participants (59% vs. 53% for nonparticipants).

Between 1983 and 1995, the Illinois State Board of Higher Education (1995) authorized a study which examined year-to-year persistence of freshmen admitted to 10 public universities. Even though the state of Illinois has tried to strengthen undergraduate education persistence rates have not increased. The persistence rate to the second year for the 1984-85 freshmen cohort was 75%. For the 1988-89 freshmen cohort, the second year persistence rate was 79%. The second year persistence rate then declined to 77% for the 1992-93 freshmen cohort. Females were found to have higher persistence rates than males.

Cuccaro-Alamin (1997) summarized data on postsecondary persistence and attainment of those students who began postsecondary education in 1989-90. By 1994, almost 75% of the students who began their education in 1989-90 and were seeking a bachelor's degree had attained a degree or were still enrolled. When a student enrolls in postsecondary education appears to have an effect on persistence and degree attainment. Cuccaro-Alamin (1997) stated the following:

> Among first-time beginning students in 1989-90, bachelor's degree seekers who delayed their entry into postsecondary education by as little as 1 year after receiving their high school diploma were less likely to attain the degree they sought within 5 years than those who enrolled immediately (p.13)

Postsecondary persistence and degree completion were examined using data from the Beginning Postsecondary Students Longitudinal Study (Office of Educational

Research and Improvement, 1998). This data contained students who began their postsecondary education in 1989-90. Students were surveyed two years after entry into a postsecondary institution and again in Spring 1994. Depending on whether a student enrolls on a full-time or part-time basis at a postsecondary institution does appear to have an effect on completing a bachelor's degree. The Office of Educational Research and Improvement (1998) reported:

> Half of bachelor's degree seekers (52 percent) who first enrolled on a full-time basis reported having completed that degree within 5 years, compared to 15 percent or less of those who first enrolled less than full time (p.26)

Fifty-eight percent of the students who entered a 4 year institution reported completing a bachelor's degree in five years, while only eight percent of those students who began their education at a two-year institution had completed a bachelor's degree within five years. The Office of Educational Research and Improvement (1998) also examined the effect of socioeconomic status (SES) and parental education on persistence. They reported, "Bachelor's degree seekers with lower SES or whose parents had less education were more likely to report completing no degree" (The Office of Educational Research and Improvement, 1998, p. 26).

There are a number of factors that may have an impact. Students may be attending college longer due to changing degree program requirements. Another factor having an impact on the length of attending college is the availability of academic courses and/or required courses. It is not known for certain how many students are accumulating more

credits than necessary for a baccalaureate degree and why these students are accumulating these excess credits.

The research supports that graduation rate and persistence among college students is positively correlated with secondary school academic preparation and participation in a freshmen seminar course. Delaying entry into college and attending part-time are negatively correlated with a student's completion of a bachelor's degree.

Accelerated Degree Programs

Graduates (n=114) from the Loyola University of Chicago Strich School of Medicine were surveyed using a revision of the American Medical Colleges (AAMC) 1976 follow-up survey (Gunzburger, Yang, & Tobin, 1984). The curriculum there was changed from four-years to three-years in the early 1970s. Gunzbuger et al. found that graduates from the four-year curriculum "believed they were more adequately taught than those in the subsequent three-year curriculum plan" (p. 373).

Combined undergraduate-medical degree program graduates at the Jefferson-Pennsylvania State University were compared to traditional medical program graduates (students in an eight-year curriculum, four years of baccalaureate and four years of medical school) (Callahan, Veloski, Xu, Hojat, Zeleznik, & Gonnella, 1992). Three different groups were compared: a) accelerated students (n=659), b) control (n=814) students who qualified for the accelerated program but followed a baccalaureate program, and c) other (n=2975) students who did not qualify for the accelerated program. Students (n=44, 6.7%) in the accelerated program took more than four years to complete the M.D. program as compared to the control (n=28, 3.4%) and the other group (n=140, 4.7%).

Taking college level courses while in high school and receiving advanced placement credit would presumably reduce the length of time needed to complete a baccalaureate degree. Students who entered Oregon State University in the fall of 1975 or 1978 as new freshmen, who were awarded advanced placement credits, and graduated were studied (LeMay, 1985). LeMay was interested in how these students applied the advanced placement credits toward their degree and whether or not they completed more credits than non-advanced placement students. In terms of meeting graduation requirements, 62% of the women and 53% of the men used part or all of their advanced placement credits. Also, advanced placement students did not accumulate more credits than a matched sample of high achieving students who did not have advanced placement credits.

There are some accelerated degree programs available. There does not appear to be an abundance of research available dealing with accelerated degree programs. Students who participated in a four-year course of study when compared to those in a three-year program believe they were more adequately taught. It was found that students who had earned advanced placement credits while in high school did not accumulate more credits than were required for graduation.

Three-year Baccalaureate Degree

The baccalaureate degree has traditionally been thought of as a four year degree. Many institutions are considering the pros and cons of a three-year degree. A 25%

reduction in the cost of a degree would be possible by deleting the fourth year of college (Levine, 1993).

The Colorado Commission on Higher Education (1994) discussed the pros and cons of a three-year bachelor's degree. A three year degree would aid with increasing enrollment by reducing the cost of higher education for both the student and taxpayer. A few other suggestions dealt with accepting more advanced placement courses, allowing credit for prior learning and eliminating the duplication of material from the last year of high school to the first year of college. On the other hand, in order to cover the necessary material, four years are needed. This also allows time for the students to mature.

Levine (1993) discussed the three year bachelor's degree and its effect on African Americans. Levine stated that 42% of African Americans enroll in basic skills and developmental courses, which extends the time of the degree. According to Levine, African-Americans would not be as likely to take advantage of a three-year degree; Levine does not consider the three-year degree as a likely option. The skills and knowledge that a student needs to obtain employment are more important than the length of time. "Degree time measures how long students sit in class, not how much they learn" (Levine, 1993, p. 82).

Beginning in 1995, Middlebury College offered a three year Bachelor of Arts degree. Middlebury is a small private institution in Middelbury, Vermont (Sommerfeld, 1994). This three-year degree was available only to students enrolled in a special international major. Students completed their academic course work in three academic years. This major emphasized three things: international affairs, foreign language, and

study abroad. The student needed to complete three academic years and two summer sessions to obtain this three year degree.

More information is needed about three-year baccalaureate degrees. The full impact of a three-year baccalaureate degree in terms of cost benefit (i.e., savings to the student and the tax payer) will not be evident until the student who has finished the program has worked a number of years after graduation. Whether this shortened degree is just as "worthy" and educationally beneficial as a four-year degree still needs to be determined. The studies presented suggest that a three-year degree will reduce the costs associated with degree attainment both for the student and the taxpayer.

Cost of Higher Education

Public colleges and universities are seeing an increase in costs for higher education and a decrease in funding available at the state level. A state-funded institution pays a portion of the instructional cost for a student's higher education. Increasing tuition and fees can have an effect on the institution and its students.

There are three sources of financing for higher education: the federal government, state and local governments, and the individual. The federal government pays the smallest portion, while the major burden for higher education has been paid by state and local governments and individuals. According to Mortenson (1994), the cost of education is being shifted from the taxpayer to the student. In 1992 it was reported that the state and local governments paid 47.2%, individuals contributed 43.9%, while the federal government paid 8.9% (Mortenson, 1994). Bradburd, Mann, McPherson, and Schapiro (1991), in discussing the escalating cost of higher education, reported that 1/3 of the

instructional and living costs were paid by families, a 1/3 by state government, and a 1/3 through private philanthropy. In a study that examined the persistence and graduation rates of graduates from 1971 through 1983 at the University of California at Davis, Amos (1986) indicated that students who took longer to complete their degree raised "the cost of the degree for both the student and the institution" (p.19).

A differential fee structure was implemented at the California Community College System in 1993. Brinkman (1993) conducted a study to determine how this differential fee structure would affect enrollment of students who have a baccalaureate degree or higher. Before this differential fee structure in 1993, California residents did not pay enrollment fees. For community colleges in California, Proposition 13 has shifted funding for these institutions from local to state support. Before the fee increase, seven to 15% of the students enrolled in California's community colleges held a baccalaureate degree or higher. These students (a bachelor's degree or higher) were charged $50 per unit. There was no maximum fee ceiling. It appears that in California Community Colleges, the state has paid most of the costs of education for all students. Students who have obtained a bachelor's degree and are attending California Community Colleges are paying more of the actual costs for their education. With the implementation of a differential fee structure, there was a 48% drop in the number of students who held a baccalaureate or higher degree in Spring, 1993.

Tronvig, Vierna, and Thompson (1993) studied the effect of the differential fee on the enrollment of baccalaureate degree students at Chaffey College. Chaffey College is a quarter system community college in California. A survey was sent to 760 baccalaureate

degree students, continuing students (n=276), non-continuing students (n=388), and new or returning students (n=96). Six hundred and sixty-four students with a baccalaureate degree attended the Fall 1992 quarter. By the Winter quarter enrollment of these students dropped by 44%. For the non-continuing respondents, 2/3 indicated that they were no longer enrolled because the new fee had made college too expensive. Twenty-six per cent of the baccalaureate students were attending Chaffey College to acquire job skills, while nine per cent were planning to complete a vocational certificate. It was also found that the differential fee did not seem to deter enrollments by age, ethnicity, educational goal, or academic ability.

At San Joaquin Delta Community College in California, students completed an in-class survey, which assessed students' reasons for taking fewer courses and their reaction to fee increases for Spring, 1993 (Evans, 1993). These surveys were distributed in morning and evening classes. A total of 1,676 surveys out of 2,329 were completed (72%). Forty percent of the students reported they were unable to take all the courses they wanted to in the Fall semester. Of those students, 68% reported classes being full as the main reason for not being able to enroll in more courses. Not being able to get courses at a convenient time was reported as very important by 53% of the students.

With the planned fee increase, 12% of the students indicated they may have to drop out of college and a third may have to reduce the number of courses taken a semester. For the population of baccalaureate degree students (4% of the population) attending San Joaquin Delta Community College, 38% reported they would not be able to continue college due to the increase in fees. Students with baccalaureate degrees would

be paying higher fees: fifty dollars per unit. It was also reported that students did not drop out as they had predicted in the survey. Twelve percent of the students in Fall 1992 had reported they may drop out. The actual number of students who dropped out from Fall 1992 to Spring 1993 was 2.6%. The percentage of baccalaureate degree students who actually dropped out was less than reported in the survey, 25% versus 38%. Evans (1993) reported that students who had received financial aid "were less likely than other students to say that fee increases would force them to cut back on the number of courses they take, or to drop out of school" (p. 22).

The above literature discussed the sources for financing higher education. Mortenson (1994) stated the cost of education was shifting from the taxpayer to the student. Both studies by Brinkman (1993) and Tronvig et al. (1993) reported a decline in enrollment of students who had bachelor's degrees when the differential fee structure was implemented.

Strategies for Reducing Time-to-Degree and Credits-to-Degree

Some colleges throughout the United States are instituting penalties for students who take more classes than needed or take longer to finish a degree program. For students who have exceeded graduation requirements in Florida, Montana, and North Carolina, a penalty fee is charged (Kirby, 1997). In Florida, the state legislature passed a law concerning excessive credits. A senior student in the Florida University System who exceeds the graduation requirements will pay an extra 50% of the tuition costs (Kirby,

1997). The surcharge or penalty is higher in Montana. A $170 per credit policy will be started in Montana for those students who take more credits than needed (Kirby, 1997).

The state with the most punitive policy is Hawaii (Kirby, 1997). Administrators at the University of Hawaii System have three options for dealing with seniors who have earned excessive credits. These options are: a) force seniors to graduate, b) place seniors on academic probation, and c) suspend or expel the student.

The college or university has some responsibility for the number of students who earn excessive credits (Kirby, 1997). Course availability and course overflow may not have been monitored at many institutions (Kirby, 1997). This causes students to wait until required courses become available. When a student transfers from one institution to another within the same system, his/her credits may not transfer (Kirby, 1997).

The cost of a bachelor's degree completed in four years can be trimmed by one year according to Luciano (1993). Having the student complete a degree in three years instead of four allows for savings of college costs (i.e., tuition) and allows the graduate to begin his/her career a year earlier. Luciano (1993) discussed three ways a student could graduate early: a) earn college credit while in high school, b) take extra courses, and c) enter a three-year degree program.

While in high school, students can enroll in college-level courses. In addition, Advanced Placement (AP) exams are given in a variety of subjects. Some colleges award college credit if a student earns a score of 3 (out of five possible) or more (Luciano, 1993). A score on the AP exam of four or higher is required to received credit at some

colleges. All Colleges do not accept AP credits, such as "Amherst College in Amherst, Mass., and New College in Sarasota, FLA." (Luciano, 1993, p.84).

Another way students can earn extra credits is to take advantage of a university's calendar. Students could complete courses during summer session and breaks between semesters (Luciano, 1993).

The final option discussed by Luciano (1993) was enrolling in a three-year degree program. Some of the larger institutions allow students who are interested in graduate studies to pursue a master's or doctorate while completing the bachelor's degree in three years (Luciano, 1993). The student may be required by these programs to complete extra courses during the academic year and summers.

Blanco (1994), a member of the Florida Postsecondary Education Planning Commission, discussed a number of approaches for shortening time-to-degree. Questions raised by Blanco (1994) included, "What is the purpose of shortening time to degree? To save money? To serve more students? To control curriculum? To improve the baccalaureate degree program?" (p. 6). Each of these approaches will be briefly discussed.

The first approach for reducing time-to-degree was control/reduce the number of credits required for a degree. Blanco (1994) stated an acceptable number of credits for many bachelor degree programs was between 120 and 130 credits. The increase in credits for many professional degrees was due to the information explosion, state regulatory agencies, and accreditation requirements (Blanco, 1994).

Increasing the use of acceleration mechanisms was the second approach proposed by Blanco (1994) for reducing time-to-degree. The mechanisms of Advanced Placement, dual enrollment, early admission, and International Baccalaureate and the College Level Examination Program can aid in shortening a student's time-to-degree.

The third approach to shortening time-to-degree proposed by Blanco (1994) was to maximize summer school. Productivity and student progress towards degree completion can be increased by universities using its facilities year-round. Summer session course offerings could include courses required for general education, core curriculum courses, or the next sequence courses or the university could require summer school attendance. According to Blanco (1994), "Brigham Young University reduces tuition during the summer" (p. 8). The purpose of maximizing summer session for universities is to "make it economically feasible to operate the universities year round and provide students opportunity to accelerate the completion of their degree programs" (Blanco, 1994, p.9).

Using distance education and technology for course offerings was the fourth approach for shortening time-to-degree (Blanco, 1994). High demand courses at many institutions are being offered through distance education and by using technology. Some institutions offer a complete degree through distance education.

The final approach suggested by Blanco (1994) for shortening time-to-degree was compressing the semester. This approach discussed how the three-year baccalaureate or accelerated degree program takes advantage of compressed semesters. These programs offer the same material that would be covered in a four year program, but redesigned the

semester length and its content so it can be covered in three years. According to Blanco (1994), "this strategy has gained greater visibility as the cost of a college degree has risen" (p. 9).

Blanco (1994) also discussed some incentives for institutions and students to make the above mentioned approaches more interesting to them. Institutional incentives included: offering financial awards, returning fiscal savings from accountability initiatives to the institutions which then could support time-to-degree initiatives, limiting state-subsidized education, rewarding faculty, and awarding degrees for attaining certain competencies. The following student incentives were suggested: establishing a graduation award, limiting course credits which define progress towards a degree, implementing an excessive credit surcharge, increasing full-time loads and the consideration of block tuition, improving academic advising, providing tuition rebates for courses offered during certain time periods, using technology, and allowing elective credits for service learning. A brief summary of each of the institutional and student incentives will be provided.

Offering financial awards was the first institutional incentive. This area discussed rewarding institutions that demonstrated an increase in the number of graduates who finished in four years or less. Blanco (1994) stated:

> Once baseline data are established for each institution, the state could commit to a performance incentive structure that rewards an institution-not just graduating more students in four years or less, but specifically by increasing the proportion of

> students who enrolled in and completed a 120-130 credit degree program in less than four years. (p.11)

The incentive money Blanco felt should flow to the departments or colleges who produced the improvement and could be used to reward outstanding teaching by faculty or those students who finished early.

The second institutional incentive dealt with the "return of fiscal savings from accountability initiatives to the institution to support their time-to-degree initiatives" (Blanco, 1994, p. 11). Blanco (1994) suggested allowing institutions to retain any savings generated from accountability and productivity initiatives or any funds which were generated from tuition and fees. This savings/funds could be applied to resources for shortening time-to-degree. A difficulty with returning the savings could be a possible reduction in state general revenue funding (Blanco, 1994).

Limiting state-subsidized education is the third institutional incentive to aid in encouraging change. Three different approaches were discussed. The first approach dealt with limiting the number of credits that are subsidized for a student's education. According to Blanco (1994), the Montana Board of Regents implemented such a plan in 1993. Non-resident tuition was charged for additional courses for students who had attempted 170 semester credits or more and did not earn a degree within the Montana University System. Advanced Placement and out-of-state transfer credits were excluded from the limit of 170 credits. Another approach would be ". . . to assess a credit hour penalty fee on institutions for each student who exceeds by more than "x"% of the number

of credits required for their degree" (Blanco, 1994, p. 12). The third approach dealt with a different tuition charge for those individuals seeking a second bachelor's degree.

The fourth incentive for institutions dealt with rewarding faculty. Blanco (1994) suggested tying rewards for teaching to shortening time-to-degree. Institutions could offer more courses when the students need them, if they increased the number of faculty who committed to teaching.

The fifth incentive for institutions dealt with competency-based degrees (Blanco, 1994). Competency based education (CBE) is something that has not gained much attention in colleges. This type of program is not for all students. CBE would allow some students to complete their degree within three years. Some colleges are offering CBE for some degree programs (Blanco, 1994).

Students could be awarded a graduation award for not exceeding a certain amount of credits or for graduation in three years. Blanco (1994) proposed the following as possible incentives an institution could use to recognize student achievements: "(a) a cash award upon graduation; (b) a tuition reduction or waiver for the final term's credits; (c) a loan forgiveness policy; (d) a gift certificate from a local business; (e) a season pass for the next year's cultural or athletic events on campus" (p. 14).

The second student incentive proposed by Blanco (1994) dealt with limiting course credits which define progress towards a degree. A limit could be placed on the number of credits a student could enroll within and outside a discipline. Permission to enroll in more courses would have to be granted by the department chair or college dean (Blanco, 1994).

Implementation of an excessive credit surcharge was the third student incentive. The amount paid per credit hour would increase if a student exceeded a certain number of credits required for the degree program. North Carolina graduates in Fall 1994 were to be assessed a 25% tuition surcharge for completing more than 140 credit hours required to complete a four-year degree program or ". . . more than 110% of the credit hours necessary to complete a baccalaureate degree in any designated as a five-year program" (Blanco, 1994, p. 15). If a student had excess credit hours and completed their degree within four academic years, no surcharge was imposed at North Carolina (Blanco, 1994).

The fourth student incentive dealt with increasing full-time status and a consideration of block tuition. In many states 12 credits are considered full-time status. Students could be encouraged to enroll for more than 15 credit hours if tuition was reduced (Blanco, 1994), or the minimum number of credits needed to be a full-time student could be increased to 15 credits.

Improving academic advising was the fifth student incentive suggested by Blanco (1994). Advising helps students make sure they are completing the correct courses and in the proper sequence. The institution expects the student to be responsible for making adequate progress toward a degree (Blanco, 1994). Early advising can help make sure the student and his/her parents understand the institution's expectations.

Another student incentive dealt with tuition rebates for taking courses in certain time periods and using technology. Students could be rewarded for completing a degree in less than four years if they made use of individualized instruction and distance learning opportunities (Blanco, 1994). A student could complete more courses if courses were

offered evenings and on the weekend (Blanco, 1994). Blanco (1994) suggested a partial tuition rebate or fee reduction that could be awarded once the student completed courses successfully.

The final student incentive proposed by Blanco (1994) was credit for service learning. Blanco (1994) suggested incorporating service learning into the curricula. Elective credit could be earned for service learning. Some undergraduates are required to complete service learning before graduation (Blanco, 1994). Students could make use of holiday breaks and the summer months to complete service learning activities (Blanco, 1994).

A variety of strategies for reducing TTD and CTD were suggested. Suggestions focusing on the student included proposing ways to graduate early from college, rewarding student achievement for graduating early, or offering a tuition rebate for taking courses at certain times and through distance education. Not all of the strategies were positive. One suggested an excessive credits surcharge and another a limit on the number of credits a student could enroll within and outside a discipline. The effect of these suggestions on both the institution and the student still needs to be assessed. What effect will these strategies have on an institution's enrollment and the student's desire/thirst for learning?

Predictors of College Success

In a review of the ACT Assessment, O'Hearn (1984) reported that the ACT-Composite score and the high school grade point average was the "best predictor of freshman college success" (p. 7). When evaluating high school grade point average and

freshman grades, a different view was presented. Halpin, Halpin, and Schaer (1981) found that high school grades were a better predictor than the ACT, Scholastic Aptitude Test, or the California Achievement Test in terms of the college freshman grade point average.

A study specific to the student body at UW-Stout on prediction of freshmen success was done by Sedlak (1990). The sample included new entering freshmen in Fall 1989. The variables of high school class rank, ACT scores, and cumulative grade point average by the end of Spring 1990 were analyzed. Sedlak found a correlation of .39 between the ACT and the cumulative grade point average for the first year of college. A correlation was also done between high school class rank in percentile and the cumulative GPA after the first year. A correlation of .50 was obtained. Therefore, it was concluded that high school class rank was found to be a better predictor of success in the first year of college than ACT score.

Thronell and Jones (1986) studied 100 entering freshman in Mississippi at a small state university. In this study, when the first semester freshmen grade point average was the dependent variable, secondary school performance was found to be a better predictor than the ACT-Composite score. Thus, the preponderance of evidence suggests that prior academic performance is a somewhat better prediction of college achievement than tests such as SAT and the ACT.

Student attrition/retention is another factor that has been researched along with the ACT. Smith (1981) reviewed college student attrition research in 2 year and 4 year schools. He reported that the best predictor of college grades was the high school grade point average and rank. The relationship of these to persistence is uncertain.

Another use of the ACT is in the placement of students into college courses and grades received. It has been reported that advisors have used the ACT and other scores for placement (Hudson, 1989). In a study analyzing the ACT scores, placement tests and academic performance, Hudson (1989) found that female students earned higher grades than male students, even though females had lower ACT and mathematics placement scores. The ACT-English subtest has been compared against different placement measures in verbal ability or reading skills to grades in freshman composition. Fowler and Ross (1982) found that the English subtest of the ACT had the "strongest and most pervasive relationship to composition grades" (p. 1107).

The research suggests that high school grade point average, high school class rank, or a combination of these variables were a better predictor of the success in the first year of college than the ACT.

Summary

This literature review presented a variety of studies dealing with how long a student takes to complete a degree program and the strategies for reducing time-to-degree and credits-to-degree. Researchers have found students are taking longer to complete a degree program be it an associate or baccalaureate degree. Some researchers have reported graduates are earning more credits than required for a degree program. Students may face a number of obstacles in trying to complete a degree in four years. Researchers have reported the following obstacles in trying to complete a degree program in four years as: changing majors, difficulty getting into required courses, needing better advising, participating in a cooperative educational experience (co-op), taking less than a full credit

load, taking extra courses which do not apply towards the major, failing courses, and working part-time. This list is not all encompassing.

A discussion of the cost of higher education was presented. The cost of higher education is increasing and there is also a decrease in funding for higher education at the state level. In California's Community Colleges, a differential fee structure for students who had previously earned a baccalaureate degree or higher was implemented. With this implementation, enrollment of students holding a baccalaureate degree dropped. It was suggested that a three-year college degree would reduce the cost of higher education for both the student and the taxpayer. The full impact of a three-year baccalaureate in terms of cost benefit (i.e., savings to the student and the tax payer) will not be evident until the student who has finished the program has worked a number of years following graduation. Whether this shortened degree is just as "worthy" and educationally beneficial as a four-year degree still needs to be determined.

Strategies for reducing time-to-degree and credits-to-degree were presented in terms of what the institution itself can do to reduce time and credits to degree and how students may reduce time-to-degree. A few states have instituted a surcharge for taking more credits than required for a degree program. A number of suggestions were made that would aid students in completing their degrees earlier or in a more timely fashion. Luciano (1993) suggested the following three ways a student could graduate early: a) earn college credit while in high school, b) take extra courses in college, and c) enter a three-year degree program. Others ways to accelerate a student's progress to degree completion included the use of distance education and taking advantage of the university's

calender (i.e., completing classes during summer school and breaks). One author (Kirby, 1997) suggested that the college/university had some responsibility for the number of students who earn excessive credits. This author went on to say that at many institutions course availability and course overflow may not have been monitored. The effect of these suggestions on both the institution and the student still needs to be assessed. What effect will these strategies have on an institution's enrollment and the student's desire/thirst for learning? Even with institutional strategies in place for reducing TTD and CTD, the student is still free to choose how quickly they finish a degree or the number of credits/courses they wish to take in order to complete the degree requirements.

Some of the research presented concentrated on only one issue; in view of the complexity of this question, future studies need to asses the interaction of multiple elements including TTD, CTD, cost of higher education, and 'why' students take longer and earn more credits. In conducing such studies it should be remembered that students are a valuable source of information: they provide personal information that cannot be duplicated with institutional data.

CHAPTER III

METHOD

Information provided in this chapter discusses how the study was conducted. The sections included are research questions, research design, subjects, instrumentation, data collection and procedures, description of the survey, pilot survey, utility of the data, and data analysis.

Research Questions

Validity

1. Which variable, time-to-degree (TTD) or credits-to-degree (CTD), correlates higher with cost of the degree? (The predictors were: cost of the degree; dollar amount)

2. Which variable, TTD or CTD, correlates higher with educational achievement? (The predictors were: GPA, self-rating)

3. Which variable, TTD or CTD, correlates higher with post B.A./B.S. success? (The predictors were: salary; post B.A./B.S./B.F.A. degree or education; parental education; the graduates rating of post B.A./B.S. success)

4. What is the relationship between credits-to-degree and time-to-degree at UW-Stout for graduates in 1990, 1991, 1992, and 1993?

5. How many graduates in 1990, 1991, 1992, and 1993,

a) transferred credits into UW-Stout?

b) completed remedial education (326-090, 355-010, or both)

c) failed a course while attending UW-Stout?

d) received a W, WS, or WU attempted credits?

e) repeated course credits?

f) received S, O, or CR credit?

Credits-to-Degree

6. How many graduates from UW-Stout graduated with more credits than were required for the degree in 1990, 1991, 1992, and 1993?

7. Of those graduates in 1990, 1991, 1992, and 1993, how many terms (semesters) did these students attend to obtain their degree?

Gender and Success

8. Is there a significant difference between men and women at UW-Stout who graduated in 1990, 1991, 1992, and 1993 in terms of:

a) the total number of credits earned?

b) the total number of semesters taken to obtain a degree?

c) the number of W, WS, WU attempted credits?

d) the total number of "F" credits?

e) the number of repeated course credits?

Major and Degree Program

9. How many graduates from UW-Stout in 1990 to 1993 graduated with a different major than when they were initially accepted into the University?

10. Does switching majors at UW-Stout lengthen time-to-degree or credits-to-degree?

Academic Preparedness

11. Is there a significant difference between those students who have completed remedial education and those who have not, in terms of:

a) the total number of semesters needed to complete a degree program?

b) the total number of credits earned for a degree program?

12. Is there a significant difference between those students who have a low ACT composite score (<21) and those who have a high ACT composite score (>=21) in terms of:

a) the total number of semesters needed to complete a degree program?

b) the total number of credits earned for a degree program?

13. Is there a significant difference between those students who were ranked in the top, middle, and bottom third of their high school graduating class in terms of:

a) completing remedial education courses (i.e., 326-090 or 355-010)

b) the total number of semesters needed to complete a degree program?

c) the total number of credits earned for a degree program?

Learning

14. Is there a significant difference in the students's self report of learning between students who have earned 150^{+} credits and took 4.5 years or longer to complete a degree and those students who have earned 149.5 credits or less and took less than 4 years to complete a degree?

Cost

15. Is there a significant difference in terms of costs for those students who have completed a degree within four years and those who took longer than four years and total credits earned?

Research Design

This study can be described as descriptive and casual-comparative. It involved the use of an existing data set and the results of a survey constructed by the researcher. The survey instrument was designed for this study. Data was segmented according to the research question being addressed.

Subjects

Subjects were traditional students (the student's initial status was a new freshman) who graduated from UW-Stout in 1990, 1991, 1992, and 1993. These students met the necessary requirements as stated in the Undergraduate Bulletin for the year the student was admitted. A random sample of 200 traditional students was selected from each year for a total target sample size of 800 students.

Data Collection and Procedures

The data for this study were gathered from three different sources; the university student data base at UW-Stout, the Bursar's office, and through a survey sent to a random sample of 200 students per graduating class (i.e., 1990, 1991, 1992, and 1993). Information was gathered from the university student data base and the Bursar's office only for those graduates who returned the survey.

Of 800 student surveyed, i.e., 200 from each class, 412 (52%) returned the survey. Overall, 208 (26%) were men and 204 (26%) were women. For the 1990 cohort, 95 (48%) students returned the survey. For this group, 51% (n=48) were men and 50% (n=47) were women. Fifty-two percent (n=105) of the 1991 cohort returned the survey, 50% (n=52) were men and 51% (n=53) were women. For the 1992 cohort, 112 (56%) returned the survey, 49% (n=55) were men and 51% (n=57) were women. Fifty percent (n=100) of the 1993 cohort returned the survey, 53% (n=53) were men and 47% (n=47) were women.

The Office of Registration and Records at UW-Stout was contacted regarding this project. Through their cooperation, the following data was gathered from the student transcripts:

1) total credits earned,

2) total "F" credits,

3) number of W (Withdraw), WS (Withdraw Satisfactory), or WU (Withdraw Unsatisfactory) attempted credits,

4) total repeat course credits,

5) initial date of entry and date of graduation,

6) total number of S (Satisfactory), O (Outstanding), or CR credits (Credit/No Credit),

7) total number of remedial education credits (i.e. 326-090 or 355-010),

8) last date of enrollment,

9) major, minor, and concentration,

10) gender,

11) high school class rank,

12) ACT composite score,

13) number of summer sessions attended and number of semesters attended,

14) total number of transfer credits,

15) overall grade point average, and

16) total attempted credits.

The amount of tuition, institutional fees, and special course fees paid by the student per semester enrolled to complete a degree program and the graduation fee was gathered from the Bursar's office.

For those students who took either Writing Workshop (3 credits, 326-090) or Fundamentals of Algebra (2 credits, 355-010), or both, the credits earned were not used in the calculation of the total number of credits earned, total "F" credits, number of W, WS, or WU attempted credits, total repeat credits, total number of S, O, or CR credits, or total attempted credits. These two courses do not count towards graduation requirements.

Because this study involved the use of data concerning individual student records, it was important to maintain confidentiality. These records were maintained in a secure area at UW-Stout with access restricted to the investigator.

Description of the Survey

To assist in answering questions that the university student data base could not answer (i.e., why students take longer to complete a degree program? and why students take more credits than are required for a degree program?), a survey was developed. A review of the research available in the areas of time-to-degree, retention, and persistence was done to determine if a survey already existed that could be utilized in this study.

When one was not found, the researcher developed a survey which had 27 questions and took approximately 10-15 minutes to complete (see Appendix A for complete survey). Several different types of response formats were used in this survey. For some of the questions, the respondent was asked to circle yes or no, circle their response, check the response, rate each choice on a scale of 0 to 3 (with zero being not an influence to three being very influential), list the primary reason, fill in a percentage, and rate questions on a Likert scale. The last question on the survey was an open-ended question which provided the respondent an opportunity to provide advice or recommendations that may aid UW-Stout in improving its undergraduate educational experience.

The first three questions on the survey dealt with the student's major(s) and degree program. Questions eight through thirteen on the survey related to the length of time needed to complete a degree program. Credits-to-degree questions were questions 14 and

15. Question 16 on the survey dealt with how the student financed his/her education. Items relating to post B.A., B.S., or B.F.A. success were questions 19 through 21. The survey was reviewed by faculty at the University of North Dakota and UW-Stout. Suggestions were provided and revisions were made to the survey.

A label was placed on each of the surveys prior to the first question. This label contained a subject identification number, year of graduation, the student's major, and the total number of credits earned. The mailing label also had a subject identification number in the upper right hand corner. For those surveys that were returned to sender, a different new student was sent a survey.

A listing of the student names, identification numbers, and student identification numbers was downloaded into an ASCI file. This information was necessary to link the survey data with the university student data base. All of the information was kept confidential.

A cover letter was included with each survey, which discussed the research project and asked for the respondent's assistance in completing this research. The cover letter was signed by the Provost and Vice Chancellor for Academic and Student Affairs at UW-Stout and the investigator (see Appendix B for all cover letters). The third cover letter was signed by the Associate Vice Chancellor of Academic Affairs at UW-Stout and the investigator. Along with the second and third cover letters 'a round tuit' was enclosed as an incentive to complete the survey. This round tuit was a circle approximately 2 ½ inches in diameter made out of card stock. One side of the tuit stated TUIT and the other side stated UW-STOUT.

Pilot Survey

Only students who graduated from UW-Stout, had an initial enrollment status as new freshmen, and were enrolled in graduate education at UW-Stout were selected for the pilot in the Spring of 1995. These students helped provide clarity to questions and indicated how long it took to complete the survey. Students in the following courses at UW-Stout were used in pilot testing the survey:

413-788 Counseling Process Laboratory (3 credits);

489-743 Advanced Individual Mental Testing (2 credits);

413-694 Behavior Problems of Children (2 credits);

421-536 Multiculturalism: Issues and Perspectives (2 credits);

421-740 Research Foundations (4 credits);

190-739 Introduction to Research in Vocational/Technology Education (1 credit);

413-752 Group Dynamics (2 credits)

413-694 Counseling Older Persons (2-3 credits);

120-610 Delivery Systems for Training (3 credits);

421-729 Introduction to Educational Research (1 credit); and

150-700 Systems Analysis and Design (3 credits);

For each of the above courses a class roster was obtained. From each roster it was determined by using the university student base if that student graduated from UW-Stout, and if so, did that student enter UW-Stout as a New Freshman. If the student entered UW-Stout as a New Freshman and graduated from UW-Stout, their major, year of

graduation, and total number of credits earned were obtained. Each survey had a three digit subject number, the student's year of graduation, major, and the total number of credits earned which were recorded on a label which was attached to the front of the survey. Professors from the courses listed above gave the survey and cover letter to the student(s). The student(s) were asked to complete the survey, indicate how long it took to complete, and to comment if there were any confusing questions. Completed surveys were to be returned to their professor, who forwarded them to Research Promotion Services (RPS). Out of 31 surveys, 17 were returned (55%).

The course, Systems Analysis and Design (150-700) is a graduate level course taken by students pursuing a master's degree in Management Technology or Risk Control. The professor of this course was provided with 29 surveys, the research questions, and problem statement for this study. The class roster was not evaluated to determine if there were any UW-Stout graduates in this course. The professor had his students indicate on the front of the survey if he/she was a graduate of UW-Stout and whether or not he/she transferred into the university. All of the students in this course were asked by the professor to complete the survey and determine how well the survey related to the research questions and problem statement. For the Systems Analysis and Design courses, out of 29 students enrolled, 25 (12 surveys were possible UW-Stout graduates) were returned (86%).

Utility of the Data

The findings from this study will be generalizable to other institutions that have similar student characteristics. Findings will aid in further institutional planning at

UW-Stout in the potential areas of course access, faculty and staff needs, and advisement of undergraduate students.

Data Analysis

Percentages and totals were used to answer questions involving demographics (refer to research questions 5a, 5b, 5c, 5d, 5e, 5f, 6a, 6b, 6c, 6d, 9 and 10). T-tests were used to examine differences between remedial education, credits-to-degree, and time-to-degree (refer to research questions 11a and 11b). A Chi-square was used to answer the question dealing with the contrasts of whether the student completed 326-090 or 355-010 (refer to research question 13a). Correlations (Pearson product-moment) were used to answer questions regarding validity (refer to research questions 1, 2, 3, 4, 13b, and 13c). A test of significance of the difference between two correlation coefficients will be done when there are at least two significant correlations for any predictor. An analysis of variance was used to answer questions dealing with differences among groups (refer to research questions 14a, 14b, 15a, and 15b). Correlations were conducted on survey questions 3 through 7. Alpha was set at .05 to determine significance. Open-ended questions (survey questions 23, 24, and 25) and comments (survey question 27) were categorized and analyzed qualitatively.

CHAPTER IV

RESULTS

The results section of this report is divided into four sections. Section I deals with descriptive information of the survey. Section II deals with a content analysis of the open-ended question (#27) on the survey. Section III deals with an analysis of survey questions three through seven. Section IV deals with research questions 1 to 15. The research questions are grouped into categories of validity (questions #1, #2, #3, and, #4), credits-to-degree (questions #6 and #7), gender and success (question #8), major and degree program (questions #9 and #10), academic preparedness (questions #11, #12, and #13), learning (question #14) and cost (question #15).

Section I

Descriptive Information of the Survey

A brief summary of the information obtained from the Survey of Graduates from UW-Stout will be provided. A break down of percentages and frequencies for each graduation year and the total sample can be found in Appendix C - Descriptive Summary of the Survey.

Officially changed major

Those students who attended UW-Stout with a particular major did not change majors by graduation. Overall, 63% (n=260) of the graduates surveyed did not officially

change his/her major at UW-Stout. Five percent (n=22) of the graduates surveyed changed majors twice. Thirty-six percent (n=40) of the 1992 cohort reported changing majors at least once.

Last time the student changed major

A majority of the graduates changed majors during the sophomore year at UW-Stout. Overall, 52% (n=76) of the graduates changed majors in the sophomore year. Fifty-six percent (n=15) of the 1990 graduates who changed majors reported changing majors in the sophomore year.

Major - first entered at UW-Stout

Respondents represented a variety of majors offered at UW-Stout. The majority of the 1990 graduates surveyed entered UW-Stout majoring in Industrial Technology (23%, n=22), Hotel and Restaurant Management (19%, n=18), or Fashion Merchandising (11%, n=11). The top majors entered by the 1991 cohort graduates were Hotel and Restaurant Management (23%, n=24), Industrial Technology (18%, n=19), or Fashion Merchandising (12%, n=11). The majority of the 1992 graduates surveyed entered UW-Stout in three majors: Industrial Technology (24%, n=27), Hotel and Restaurant Management (12%, n=14), or Art (10%, n=11). For the 1993 graduates surveyed, the top majors at entry were Industrial Technology (21%, n=21), or Hotel and Restaurant Management (16%, n=16).

If the total credits for my program were reduced in the general studies area, I would still be competent in my field?

A majority (65%, n=269) of the students were in agreement with this statement. Thirty percent (n=125) of all the graduates did not agree they would be competent in their field if general studies credits were reduced.

If the total credits for my program were reduced, including a reduction in the number of credits in my major, I would still be **confident** about my abilities?

Only six percent (n=25) of the graduates surveyed did not have an opinion about this question. Over half of the graduates (63%, n=258), disagreed with the above statement. Almost a third (31%, n=129) of the graduates were in agreement with this statement.

If my degree program (major) required fewer credits, I would still be **competent** in my field?

Over half (56%, n=230) of the graduates surveyed indicated they would not be competent in their major if the major required fewer credits. Overall, 35% (n=146) of the graduates surveyed indicated they would still be competent in their field if fewer credits were required in their major.

If my degree program (major) required fewer credits, I would still feel **confident** about my abilities?

Just slightly less than half of all the graduates surveyed (49%, n=201) would not feel confident about their abilities if credits were reduced in their degree program (major). Forty-two percent (n=174) of all graduates agreed with this statement.

If my degree program (major) required fewer credits, I would still be **knowledgeable** in my field?

Eleven percent (n=45) of the graduates surveyed did not express an opinion about this question. Forty-eight percent (n=198) of the graduates surveyed agreed with it.

Length of Time to Degree

Longer than four academic years to complete the degree program

Overall, 84% (n=344) of the graduates surveyed indicated taking longer than four academic years to complete their degree program. Ninety percent (n=101) of the 1992 cohort indicated they took longer than four academic years to complete their degree program.

Plan to graduate within four years?

Graduates surveyed indicated they planned to graduate within four years. Seventy-one percent (n=50) of the 1990 cohort planned to graduate within four years.

Expect to graduate within four years

Overall, 40% (n=135) of the graduates surveyed did not expect to graduate within four years. Sixty percent (n=206) of the graduates surveyed did expect to graduate within four years. Of the 1990 cohort graduates, 63% (n=44) expected to graduate within four years.

Now that you have finished your degree, which [of the following] would you have preferred?

Sixty-seven percent (n=233) of all graduates reported "It was fine as it was." Over a quarter (28%, n=98) of the graduates chose "Wish I could have finished in a shorter amount of time." Only four percent (n=15) of the graduates wished they could have taken longer to complete their degree program.

To what degree did the following factors, if any, slow your progress toward your degree?

There were five categories with factors that graduates were asked to rate. The choices were: 3 very influential, 2 influential, 1 slight influence and 0 not an influence. A summary of the total respondents will be presented. Percentages for each graduation year can be found in Appendix - C.- Descriptive Summary of the Survey.

There were nine factors under the Academic category. Overall, the top three factors where a majority of graduates reported no influence on slowing the graduates' progress toward a degree were a) double major, 91% (n=298), b) completed Writing Workshop and/or Fundamentals of Algebra, 84% (n=279), and c) raise GPA to a level needed to graduate, 83% (n=273). Fifty-four percent (n=177) of all graduates reported that the academic factor of 'decided to take fewer credits per semester' was not an influence on the progress of their degree, while 18% (n=60) of all graduates reported this factor as being influential in their progress toward a degree. Repeating courses was perceived by 22% (n=71) of all graduates as having a slight influence on the progress toward a degree. More graduates indicated the academic factor of internship/field-experience/cooperative educational experience had an influence on the progress towards a degree. Sixteen percent (n=51) of all graduates reported this factor had a slight influence on their progress toward a degree, while 26% (n=85) of all graduates indicated this factor was very influential in their progress toward a degree.

Four factors were included under the financial/employment category. The following factors were reported by nearly all graduates as not having an influence on progress toward a degree: a) attending part-time (95%, n=310), b) taking time off of

school to work (83%, n=272), c) difficulties with financial aid, loss of a grant or scholarship money (81%, n=265). The financial factor, work responsibilities, ranged from a slight to very influential impact on a graduates' progress towards a degree. Almost a quarter of all graduates (21%, n=69) indicated the work responsibilities factor was very influential in their progress toward a degree.

The category of personal had eight different factors. The majority of all graduates reported none of these had an influence on progress towards a degree. For the factor of taking extra courses for personal interest, over a third (38%, n=126) of the graduates reported this factor as having a slight to very influential impact on their progress toward a degree. Twenty-one percent (n=70) of the graduates indicated taking extra courses for personal interest had a slight influence on their progress towards a degree. Fifteen percent (n=50) of the graduates reported taking extra courses to increase their job opportunities was influential in their progress towards a degree program.

The institutional efficiency category had three factors. Over half of the graduates were affected by one or more of the institutional efficiency factors. Eighteen percent (n=59) of the graduates reported needing better advisement as being influential on their progress toward a degree. In terms of having difficulty getting into courses required for the major, 21% (n=68) of the graduates reported this factor as being very influential toward the progress of their degree. Twenty-eight percent (n=91) of the graduates indicated that the institutional efficiency factor of difficulty getting into courses to meet general education requirements as a slight influence affecting progress towards a degree.

The primary reason for taking longer

Graduates were asked to indicate which category of factors (academic, financial, personal, institutional efficiency, or other) was the primary reason for taking longer to complete their bachelor's degree. Of the five categories, the primary reason for taking longer to complete a bachelor's degree was the academic category (43%, n=147). The category of institutional efficiency was the second most primary reason with 22% (n=77) of the graduates reporting this as a primary reason for taking longer to complete a bachelor's degree.

Number of Credits

Graduated with more credits

Most graduates (76%, n=310) indicated earning more credits than were required for their degree program. A quarter of all graduates (24%, n=97) did not earn more credits than were required for a degree program.

Factors contributing to earning more credits

There were 11 factors and an "other" category graduates were asked to rate on a scale from 0 (not an influence) to 3 (being very influential) in contributing to taking more credits than were required. Only graduates who answered yes to taking more credits rated these factors.

Fifty-two percent (n=160) of the graduates indicated an internship/field experience/cooperative educational experience did not have an influence on completing more credits than required for a degree program. Nineteen percent (n=58) of graduates

indicated the internship factor was very influential in their completing more credits than were required.

Difficulty getting into required courses for the major was a concern for many graduates. The factor 'difficulty getting into courses required for the major' was not an influence on completing more credits than required for a degree program for 37% (n=114) of the graduates. While 26% (n=79) of the graduates indicated a slight influence and 21% (n=66) reported an influential rating for this factor.

Over half (52%, n=164) of the graduates were affected by not being able to get into required courses for general education. Twenty-eight percent (n=88) of the graduates indicated that the difficulty getting into courses required for general education was a slight influence on taking more credits than were required for a degree program. Forty-seven percent (n=146) of the graduates reported this factor did not have an influence on taking more credits than required for a degree program.

Taking additional courses for personal interest was an influence on taking more credits than required for a degree program. Twenty-nine percent (n=89) of the graduates reported this factor as having a slight influence on taking more credits than were required.

Over half of the graduates (57%, n=178) reported a slight to very influential influence for the factor, taking additional courses that would benefit their career opportunities. An influential rating was reported by 24% (n=74) of the graduates for the factor, taking additional courses that would benefit their career opportunities, as a factor for taking more credits than required. Forty-two percent (n=131) of the graduates

reported this factor did not have an influence on taking more credits than required for a degree program.

Forty-six percent (n=144) of the graduates reported that the factor 'courses were not offered when I needed to complete them' was not an influence in taking more credits than were required for a degree program. Twenty-percent (n=63) of the graduates reported this factor as having a slight influence on taking more credits than required for a degree program. A very influential rating was reported by 14% (n=43) of the graduates for this factor in terms of taking more credits than required for a degree program.

The last category was 'other'. Graduates were asked to write a specific reason and rate its degree of influence on completing more credits than were required. Nine percent (n=26) of the graduates responded to this factor. Six graduates reported completing or pursuing a minor as the reason for completing more credits than were required. Four graduates reported studying abroad and three graduates indicated advising for the 'other' category for completing more credits than were required for a degree program. Additional 'other' responses can be found in Appendix C - Descriptive Summary of the Survey.

Primary reason for completing more credits than required for a degree program

Overall, the top reason for completing more credits than required for a degree program was the factor of 'other' (19%, n=56). For a list of 'other' responses see Appendix C - Descriptive Summary of the Survey. The second most commonly cited reason for completing more credits was the factor of changed major (17%, n=51). Taking

additional courses that would benefit my career opportunities (13%, n=40) was the third most common reason for completing more credits than required for a degree program.

How did you finance your education? (source)

From a list of 10 items and an other category, graduates were asked to indicate how they financed their college education and indicate for each item checked what percentage contributed to financing their education. The sources of finance were: a) student loans, b) educational grants, c) scholarships, d) personal savings, e) summer employment, f) worked while attending college, g) spouse, h) VA benefits, I) social security benefits, j) parents or relative, and k) other. Graduates were able to check more than one item.

Overall, 74% (n=305) of all graduates financed their college education through summer employment. Sixty-eight percent (n=278) of all graduates indicated they had worked while attending college. Another source of financing one's college education was through parents or relatives, with 65% (n=268) of all graduates indicating this response. Fifty-eight percent (n=241) of all graduates also financed their education by taking out student loans.

How did you finance your education ? (percentage)

Graduates were asked to indicate the percentage each item he/she checked had contributed to financing their education. The combined percentages were to equal 100%.

Overall, the top four highest mean percentages of financing one's education were: 1) parents or relatives (30%, n=401), 2) student loans (21%, n=401), 3) summer employment (17%, n=401), and worked while attending college (12%, n=401). The top

mean percentages of financing a student's education, for each graduating cohort, was the category of parents or relatives.

Have you considered pursuing further education?

Of all graduates surveyed, 88% (n=355) have considered pursuing further education.

Have you considered pursuing further education? If so, what would you consider?

In terms of pursuing further education, 73% (n=260) of all graduates would consider obtaining a Master's Degree. Over half of all graduates (57%, n=204) would take courses for personal interest. Almost a third of all graduates (30%, n=108) indicated they would consider taking additional courses to meet certification requirements.

Highest level of education obtained?

Over a third of all graduates (35%, n=141) earned a B.S./B.A./B.F.A. plus additional courses. Only two percent (n=7) of all graduates earned an M.A./M.S. degree.

Since receiving your B.A., B.S., or B.F.A, how would you rate your level of satisfaction with your **personal** life?

Graduates were asked to rate their level of satisfaction on a 10-point scale from one being very frustrated to 10 being very satisfied. Over three-quarters of all graduates (78%, n=317) rated their level of satisfaction with their personal life between 7 and 10. At the other end of the scale, only five percent (n=22) of all graduates rated their satisfaction with their personal life between 1 and 4.

Since receiving your B.A., B.S., or B.F.A, how would you rate your level of **professional success**?

Graduates seem to be satisfied with their level of professional success. Sixty-seven percent (n=272) of all graduates rated their level of professional success between 7 and 10 on a 10-point scale.

Since receiving your B.A., B.S., or B.F.A, how would you rate your overall level of **achievement**?

Graduates appear to be highly satisfied with their overall level of achievement since graduation. Just slightly less than three-quarters (72%, n=293) of all graduates rated their overall level of achievement between 7 and 10. Only 10% (n=39) of all graduates rated their overall level of achievement in the low range, between 1 and 4.

Highest level of education obtained by your parents.

Over half (52%, n=209) of all graduates' mothers' earned a high school diploma or GED as the highest level of educational attainment. Less than a quarter (20%, n=82) of the graduates' mothers' had earned bachelor's degrees.

Less than half (47%, n=188) of all graduates' fathers' highest level of education earned was a high school diploma or GED. Fourteen percent (n=58) of all graduates' fathers' had earned either a master's, doctorate, law, or M.D. degree.

Graduates' annual salaries

Just slightly less than a quarter (23%, n=92) of all graduates earned an annual salary of between $25,000 and $29,999. Seventeen percent of all graduates (n=68) reported earning an annual salary between $20,000-$24,999. The annual salary range of $30,000-$34,999 was reported by 17% (n=66) of all graduates. Thirteen percent (n=51) of all graduates reported an annual salary of $40,000 or more.

Section II

Content Analysis of Survey Question 27

The survey of UW-Stout graduates contained on open-ended question. The question read: "Please feel free to give any advice or recommendations that will aid UW-Stout in improving its undergraduate educational experience. Use back page if necessary." Each of the graduate's responses were transcribed. Any identifying names or phone numbers were changed to maintain anonymity. Two hundred and fifteen (215) graduates responded to this question. Many of the graduates commented on more than one area. Comments were grouped into 10 categories. The categories identified were: 1) length of time, 2) credits-to-degree, 3) the college experience, 4) service units, 5) degree program/major, 6) courses-core/program courses and general education courses, 7) advising, 8) cooperative educational experience/internship, 9) faculty/staff, and 10) other. A summary of the comments made in each category is provided below.

Length of time

Three graduates indicated that a bachelor's degree could be completed in four years. A graduate stated, "Graduating in four years is really not a large problem. Students just need to be organized and be smart enough to find a mentor in a teacher to help guide them."

In contrast, three students commented about the difficulty of graduating in four years. For one graduate the sequence of courses and class size limitation led to his/her taking longer to complete the degree. This graduate stated,

> Within my program - it was difficult if not impossible to get all courses completed within 4 years due to the sequence they had to be taken in and the small class size. The class size had to be limited to get more 1-on-1 participation, but it often meant tossing a coin to decide which 3 or 4 credit courses you could handle in one semester.

Taking longer than four years to complete a degree was acceptable for some students.

> Stout was a great experience. All kids should experience some sort of college life. It help me grow up a lot and experience a lot. 5 yrs. was perfect and I don't recommend any less. Once your (sic) out reality really sets in. Enjoy it while you can.

> . . . 5 years or even 6 years is fine for completing a degree. If students want to complete a degree in 2 or 3 years send them to a tech. school. The 5 years of school, 160 credits and work experience is what got me a job over the thousands of other grads . . .

Informing students how long it may take to complete a degree program was suggested by one graduate. Another graduate felt strongly against having students complete a degree in a shorter period of time. This student stated, ". . . I know this theory goes against the theory of reducing the amount of time required to graduate but Stout should not lower it's (sic) quality of education just to push students through the system in a shorter period of time!"

The College Experience

In this category students discussed the positives and negatives of attending college. The positives dealt with growth and confidence of an individual. One graduate stated it this way, "I loved my experience at UW-Stout. I learned more than just what was in my classes. I learned to become a more stronger, healthier, confident and assertive person."

On the reverse side, a few students were not pleased with the quality or recognition of education they received.

> I feel Stout is an excellent college but did not prepare me very well for the working world. I use 10% of what I learned at Stout and when I bring that up I am put down by fellow workers who went elsewhere. I think I should have received a better education.
>
> My education was wonderful! It's the companies out there that don't take my education seriously or don't take my education into consideration when promotions are available!!

Service Unit

The Placement and Co-op Services unit received many suggestions for providing additional information and services. A few graduates' comments dealt with needing more assistance locating employment, choosing an alternative career track, and providing more information for co-ops/internships for less known certifications, such as Technical Communications. One graduate suggestion for the Placement and Co-op Services office would be to hold Saturday office hours. Another graduate praised a staff member for his/her assistance.

Faculty/Staff

Graduates reported reactions and suggestions regarding UW-Stout faculty and staff. The personal attention received from faculty/staff were important to graduates. Two different graduates stated, ". . . time spent at UW-Stout working towards degree and personal attention from instructors were strong factors." and ". . . Continue the personal attention given by instructors which sets Stout apart from other universities. . . ."

An area of concern expressed by graduates was the number of instructional staff that teach courses. Graduates indicated a need for more instructional faculty/staff along with more choices of faculty/staff to take for a course.

Credits-to-Degree

Comments reported under the credits-to-degree category covered two areas, not reducing the credit requirements and the perceived perception a reduction of credits for a degree would have on the value of that degree. Seven graduates commented about not reducing the requirements for a degree. Other graduates, as shown in the following comments, indicated strongly their perception of the reduction of credits.

> A change in rather than a reduction in credits for general and major requirements would benifit (sic) a student and his or her future. Lessening the number of credits required would also lessen the value of one's credentials and potentially lessen opportunities for growth now and in the market place.
>
> . . . I feel strongly, that lowering credit requirements, would lower the overall quality of the college education. I am very disappointed that a program at Stout would even consider this option.
>
> . . . In my opinion, if you lessen the number of credits required for a degree, you are seriously compromising the credibility of a college degree. Basically you would turn into a glorified Vo-tech.

Cooperative educational experience/Internship

An option for many students is completing a field experience/cooperative educational experience/internship. Many of the graduates who provided comments indicated this field experience/cooperative educational experience/internship was valuable.

> If UW-Stout does indeed decide to reduce the number of credits needed for graduation in it's programs, one areas that must not be comprised is that of

> internship/etc. One of my greatest learning experiences at Stout was that of internship . . .
>
> The semester prior to my graduation the university made it mandatory to complete an internship or co-op during the college years. I think this was the most important part of the education I received while at Stout. My 2 co-ops gave me a head start in the printing industry that made me more marketable and more valuable while looking for a job after graduation.

Advising

Advising, in terms of competent and qualified staff, appeared to be a concern for graduates. Many graduates' comments revealed a need to improve advisement of students. The advising received was not what the graduates expected and ultimately led to taking longer to complete the degree than originally planned. Another component of advisement dealt with the issue of time. Graduates reported a need for more time with an advisor.

> Qualified advisors that wanted and had the time to help are needed.
>
> More competent advisors with time to talk with students - everyone's frustration is time!!
>
> I feel the number 1 reason it took me so long to finish school was poor advisement. As freshman/sophomore I had absolutely no idea as to which classes I should take, what order should I take them in, and how difficulty it can be to get the classes you need.
>
> I also wish I could have had an UNDECLARED major my Freshman (sic) year. I was so indecisive I just declared a major I was remotely interested in. Then you were required to take classes in that major. So when I switched majors I had lots of useless credits.
>
> I am overall very pleased with my B.S. (undergraduate studies) at Stout. If I were to make one recommendation, it would be advisement. Peer advising was a joke, I found it not beneficial at all, especially since I was confused about my major, and was thinking of changing.
>
> I advised my self after my Freshman yr. I basicly (sic) went to the advisor just to get the signature so I could register. If advisors would take more time to talk

w/individuals as people (get to know their future plans, etc.), I would not have had to go to Stout for 5 years.

Degree Program/Major

The category of degree program/major covered a variety of comments made by graduates which dealt with suggestions for course additions to the program to courses that need to be audited yearly. Graduates would also like to see more courses for their degree program/major. Specific suggestions or references were made concerning the following degree programs: Art, Applied Mathematics, Child Development and Family Life, Dietetics, Early Childhood, Fashion Merchandising/Retail Merchandising and Management, Hotel and Restaurant Management/Hospitality and Tourism Management, General Business Administration, Technology Education, and Vocational Rehabilitation.

Art

In art field - more business accounting and marketing classes should be required.

Excellent art dept.

Please see insert (I.D. refers to Industrial Design)Strengths: The Stout I.D. program is improving more all the time as far I as I know.
-students graduate with an indepth (sic) ability for creative thought and analyzing problems from many different view points.
-some opportunities for co-ops.
-young I.D. staff (NEW, mostly after I graduated).
. . .
WEAKNESSES:
-The Art Depts. operating budget seems like its not even on UW-Stout's list of considerations.
-limited library resources.
-interviewing and portfolio skills.
-low placement rate (in my opinion.)
-access to adequate labs (½ of Applied Arts is Industrial Technology rooms and labs that art students might find handy).
- . . .

Applied Math

. . . Applied Math should touch more on database applications & 4GL's.

Education

. . . 2. Teach ed. students about common problems and procedures found in the classroom. 3. Make us do a lot of actual paperwork (IEP's, etc.) and test real special education students, not our classmates.

Technology Education

The Technology Education course (sic) does not give enough hands on. It also does not give you any idea on what teaching is really like.

Hotel and Restaurant Management/Hospitality and Tourism Management

I feel that every class in Hospitality & Tourism needs to be audited yearly. I have had several classes at Stout that have been completely useless to me. These are required classes in the major, yet because of instructors that have lost their zest for teaching they become less than adequate courses for college level students.

Courses

The category of courses was divided into two subcategories, general education courses, and core/program courses. Many of the graduates commented on either one or both of these subcategories. In the general education courses subcategory eight of the graduates indicated a need for reducing general education courses requirements.

I feel there should be less time spent on general credits and more time spent on the major.

There were many classes took in college in general studies that I took in high school. I understand the emphasis on well rounded education, but repeating course work is expensive and a waste of valuable credit hours . . .

Courses specially for a major should remain the same or even increase. Courses for general studies could decrease. There were many classes that I took only to fulfill general requirements, but had no personal interest (or professional benefit) in taking them.

> I would suggest that the general courses be reduced in order to allow students to take more major study courses. This would allow them to become even more knowledgeable in their course study area.

A few students had a different opinion of general education course requirements. These graduates reported a benefit from completing these requirements.

> I think it would be a mistake to decrease the number of required credits. Some of the most influential material I learned came out of the general studies area of my degree. I feel this is all necessary to be come well-rounded and gain additional exposure to areas which you are unfamiliar (sic).

> . . . I feel that it is the responsibility of the university to ensure that graduates are well rounded individuals. It is for this reason that I feel general studies are so important. Graduates should not only be competent in their fields, but also in social skills which is why psychology & sociology are so important. Classes like Ethics & Listening are great for opening eyes and ears and minds, sometimes feel that this is an area that is not stressed enough. . . .

Core/program course

The core/program course subcategory revealed two themes. The first theme dealt with needing more sections of courses:

> . . . It did get frustrating to try to complete the program when the classes were not available.

> Need more course offerings - time slots. Additional staff for above.

Some graduates comments related to having difficulty getting into courses.

> . . . Routinely, every semester I could not get into classes I needed. There were either not enough offered, or they filled up on the 1st day and you could not register for them. This was extremely frustrating when you planned your courses to graduate by a certain time.

> Some classes are only offered spring semester or fall semester. Can't always get into them.

The second theme revealed by graduates dealt with increasing computer knowledge beyond basic programming. Some graduates indicated a special need to learn specific software. Other graduates felt computer training was important.

> More computer education. I had to take Basic computer Programming, which has nothing to do with my job. I could have used a courses in the different types of software and how to use them i.e. LOTUS, Wordperfect, Microsoft word, Page Maker, etc.
>
> Make your computer courses relevant. Drop programming and add spreadsheet and database courses. Discuss internet info.
>
> Computer training required in all classes.
>
> More computer courses - not just basics. If you are going into manufacturing you need AUTOCAD, CADKEY, or PRO ENGINEER (current versions). Not just basic knowledge, but really be able to use them. . . .

Other

This category contained a variety of comments. Comments ranged from keeping up to date with technology to more hands-on experiences.

> Do all possible to give students information on most up to date technology in their specific concentration as well as a broad base of the original processes that the technology replaces. Its critical people understand the basics so they can truly comprehend what the computers are doing.
>
> Keep equipment and processes up to date. Require instructors (ex. Graphic Arts) to have some working knowledge. Book/School knowledge is good but HOW DO YOU apply this knowledge in the real world.
>
> Continue to keep up with the technologies in the work place.
>
> Students need hands-on-experience early in their college experience.
>
> *More hands on lab work. *More independent work in lab. Eliminate groups - force ind. (sic) to learn/do it themselves instead of signing their name to group projects.

Stout is very hands-on, which has helped with my success in my current position. The more hands-on Stout could be, the better. . . .

Section III

Analysis of Survey Questions Three Through Seven

Correlations were run between survey questions three through seven. Positive correlations were obtained between theses questions (see Table 1). The highest correlation was obtained between survey question five (If my degree program (major) required fewer credits, I would still be competent in my field?) and question six (If my degree program required fewer credits, I would still feel confident about my abilities?), r =.76 $p < .05$ (see Table 1). The lowest positive correlation obtained was r =.36 $p < .05$ (see Table 1). This correlation was obtained between survey questions three (If the total credits for my program were reduced in the general studies area, I would still be competent in my field?) and seven (If my degree program (major) required fewer credits, I would still be knowledgeable in my field?).

Table 1

Correlations Between Survey Questions Three Through Seven.

Survey Question[+]	3	4	5	6	7
			(N=412)		
3	___	.42*	.44*	.39*	.36*
4	___	___	.68*	.66*	.53*
5	___	___	___	.76*	.63*
6	___	___	___	___	.57*

Note.

[+]Question 3 If the total credits for my program were reduced in the general studies area, I would still be competent in my field?

Question 4 If the total credits for my program were reduced, including a reduction in the number of credits in my major, I would still be confident about my abilities?

Question 5 If my degree program (major) required fewer credits, I would still be competent in my field?

Question 6 If my degree program (major) required fewer credits, I would still feel confident about my abilities?

Question 7 If my degree program (major) required fewer credits, I would still be knowledgeable in my field?

*$p < .05$

Section IV

Research Questions

Validity

Question 1. Which variable, time-to-degree (TTD) or credits-to-degree (CTD), correlates higher with cost of the degree? (The predictors were: cost of the degree; dollar amount)

Correlations were calculated between TTD and cost of the degree, total credits earned and cost of the degree, and total attempted credits and cost of the degree. A significant positive correlation was obtained between TTD and cost of the degree, $r = .23$, $p < .05$. The correlation obtained between total credits earned and the cost of the degree was also significant, $r = .18$, $p < .05$. A significant positive correlation was obtained between total attempted credits and cost of the degree, $r = .17$, $p < .05$.

Question 2. Which variable, TTD or CTD, correlates higher with educational achievement? (The predictors were: overall GPA, self-rating)

A significant negative correlation was found between TTD and overall GPA, $r = -.35$, $p < .05$. A significant correlation was not obtained between TTD and the student's overall level of achievement, $r = -.06$, $p > .05$.

The correlation between total credits earned and overall GPA yielded a non-significant correlation of, $r = .01$, $p > .05$. Also indicated was a non-significant

correlation between total credits earned and the student's overall level of achievement, $r = -.04$, $p > .05$.

A significant negative correlation was obtained between total attempted credits and overall GPA, $r = -.11$, $p < .05$. A significant correlation was not obtained between total attempted credits and the students' overall level of achievement, $r = -.02$, $p > .05$.

Question 3. Which variable, TTD or CTD, correlates higher with post B.A./B.S. success? (The predictors were: salary, post B.A./B.S. degree or education; parental education; the graduates' rating of post B.A./B.S. success)

The correlation between TTD and salary revealed a significant positive correlation, $r = .15$, $p < .05$. A significant correlation was not indicated between TTD and post B.A./B.S. degree or education, $r = -.01$, $p > .05$. The correlation between TTD and perceived level of professional success was not significant, $r = -.05$, $p > .05$.

No significant correlation was obtained between total credits earned and salary, $r = .02$, $p > .05$. In terms of the correlation between post B.A./B.S. degree or education and total credits earned, a significant positive correlation was obtained, $r = .24$, $p < .05$. The correlation between total credits earned and the level of professional success was not significant, $r = -.02$, $p > .05$.

A significant correlation was not found between total attempted credits and salary, $r = .10$, $p > .05$. A significant positive correlation was indicated between total attempted credits and post B.A./B.S. degree or education, $r = .14$, $p < .05$. No significant

correlation was found between total attempted credits and level of professional success, r = .01, $p > .05$.

Correlations involving parental education were run separately for mother's and father's highest level of education. No significant correlation was found between TTD and mother's level of education, r = -.06, $p > .05$. The correlation between total credits earned and mother's level of education revealed no significant correlation, r = -.06, $p > .05$. No significant correlation was obtained between total attempted credits and mother's level of education, r = -.09. $p > .05$.

No significant correlation was found between TTD and father's level of education, r = -.06, $p > .05$. The correlation between total credits earned and father's level of education revealed no significant correlation, r = -.06, $p > .05$. A significant negative correlation was obtained between total attempted credits and father's level of education, r = -.13. $p < .05$.

Question 4. What is the relationship between CTD and TTD at UW-Stout for graduates in 1990, 1991, 1992, and 1993?

For all graduates, the correlation between TTD and total credits earned was significant, r = .48, $p < .05$. A significant positive correlation was indicated between TTD and total attempted credits for all graduates, r = .59, $p < .05$.

A significant positive correlation was indicated for the 1990 graduates between TTD and total credits earned, r = .41, $p < .05$. For the 1990 graduates, a significant positive correlation was found between TTD and total attempted credits, r = .56, $p < .05$. For all 1991 graduates, a significant positive correlation was indicated between TTD and

total credits earned, $r = .55$, $p < .05$. A significant positive correlation was indicated between TTD and total attempted credits for 1991 graduates, $r = .66$, $p < .05$. A significant positive correlation was found between TTD and total credits earned for 1992 graduates, $r = .50$, $p < .05$. The correlation between TTD and total attempted credits for the 1992 graduates yielded a significant positive correlation, $r = .54$, $p < .05$. For 1993 graduates, a significant positive correlation was found between TTD and total credits earned, $r = .47$, $p < .05$. A significant positive correlation was found between TTD and total attempted credits for the 1993 graduates, $r = .58$, $p < .05$.

Question 5. How many graduates in 1990, 1991, 1992, and 1993

a) transferred credits into UW-Stout?

Overall, graduates who transferred in credits transferred in between 1 to 73 credits, with a mean of 10.16 and a standard deviation of 10.11. Graduates in the 1990 cohort transferred between 2 and 73 credits into UW-Stout. The average number of transfer credits for this group was 11.90, with a standard deviation of 13.31. The total number of transfer credits ranged from 1 to 34 for graduates in the 1991 cohort. The average number of transfer credits for this cohort was 11.0, with a standard deviation of 9.93. For graduates from the 1992 cohort the total number of transfer credits ranged from 1 to 26. The average number of transfer credits for the 1992 cohort was 7.88, with a standard deviation of 6.79. An average of 9.36 transfer credits was transferred into UW-Stout by graduates from the 1993 cohort. The total number of transfer credits for this 1993 cohort ranged from 2 to 43.

b) completed remedial education?

Of the 412 graduates, 14% (n=56) completed either Writing Workshop, Fundamentals of Algebra, or both of these remedial education courses. Six percent (n=24) of these graduates completed Writing Workshop. More graduates completed Fundamentals of Algebra (see Table 2).

Table 2

The Percentages and Totals for Those Graduates Who Completed Remedial Education Courses at UW-Stout by Year

Remedial Course	Year	%	N
Writing Workshop	90	43%	6
	91	54%	6
	92	25%	3
	93	47%	9
	Total	43%	24
Fundamentals of Algebra	90	57%	8
	91	36%	4
	92	67%	8
	93	47%	9
	Total	52%	29
Writing Workshop and	90	—	—
Fundamentals of Algebra	91	9%	1
	92	8%	1
	93	5%	1
	Total	5%	3

Eighty-five percent (n=81) of the graduates from the 1990 cohort did not complete either Writing Workshop or Fundamentals of Algebra. Six percent (n=6) of the 1990 cohort completed Fundamentals of Algebra. Only 10% (n=10) of the 1991 cohort graduates completed remedial instruction. Both remedial education courses (i.e., Writing Workshop and Fundamentals of Algebra) were completed by one 1991 graduate. Eighty-nine percent (n=100) of the 1992 cohort graduates did not complete remedial instruction. Writing Workshop was completed by seven percent (n=8) of the 1992 cohort graduates, while only three percent (n=3) of the 1992 cohort graduates completed Fundamentals of Algebra. Only 18% (n=18) of the 1993 cohort graduates completed either Writing Workshop (9%, n=9) or Fundamentals of Algebra (9%, n=9).

c) failed a course while attending UW-Stout?

Over three-quarters (86%) of the graduates did not have any "F" credits. Total "F" credits ranged from 0 to 15, with a mean of .49 and a standard deviation of 1.52. Eighty percent (n=76) of the 1990 cohort graduates did not have any "F" credits at UW-Stout. The total number of "F" credits for this 1990 cohort ranged from 0 to 15, with a mean of .74 and a standard deviation of 1.97. Fourteen percent (n=15) of the 1991 cohort graduates had "F" credits at UW-Stout. The total number of "F" credits for the 1991 cohort ranged from 0 to 12, with a mean of .55 and a standard deviation of 1.71. Eighty-eight percent (n=99) of the 1992 cohort graduates did not have "F" credits at UW-Stout. Total "F" credits for this 1992 cohort ranged from 0 to 7, with a mean of .43 and a standard deviation of 1.30. More of the 1993 cohort graduates did not have "F" credits than those who did at UW-Stout. Nine percent (n=9) of the 1993 cohort graduates

failed at least one course while attending UW-Stout. The total number of "F" credits for this cohort ranged from 0 to 5, with a mean of .26 and a standard deviation of .88.

d) received a W, WS, or WU attempted credits?

Over a quarter of all graduates (29%, n=121) never received a W, WS, or WU attempted credits while attending UW-Stout. Withdrawals, WS, and WU credits ranged from 0 to 35.5, with a mean of 5.59 and a standard deviation of 5.49. Only 36% (n=34) of the 1990 cohort did not receive a W, WS, WU attempted credits while attending UW-Stout. The total number of W, WS, and WU attempted credits ranged from 0 to 35.5, with a mean of 4.37 and a standard deviation of 6.15. Seventy-seven percent (n=81) of the 1991 cohort graduates received a W, WS, or WU attempted credits. Withdrawal, WS, or WU attempted credit for this cohort ranged from 0 to 21, with a mean of 4.47 and a standard deviation of 4.89. Twenty-four percent (n=27) of the 1992 cohort graduates did not receive W, WS, or WU attempted credits. The total number of W, WS, or WU attempted credits for this cohort ranged from 0 to 22.5, with a mean of 5.03 and a standard deviation of 5.22. Over half (64%, n=64) of the 1993 cohort graduates received a W, WS, or WU attempted credits while attending UW-Stout. Total W, WS, or WS attempted credits ranged from 0 to 28 for the 1993 cohort graduates, with a mean of 4.42 and a standard deviation of 5.76.

e) repeated course credits?

Over half of all graduates (58%, n=240) did not repeat a course while attending UW-Stout. Total repeat credits ranged from 0 to 48, with a mean of 3.23 and a standard deviation of 5.74. Sixty-one percent (n=58) of the 1990 cohort did not repeat a course

while attending UW-Stout. The total number of repeat credits ranged from 0 to 48, with a mean of 3.59 and a standard deviation of 7.33. Fifty-seven percent (n=60) of the 1991 cohort did not repeat a course. Total repeat credits ranged from 0 to 25, with a mean of 3.17 and a standard deviation of 4.91. Fifty-eight percent (n=65) of the 1992 cohort did not repeat a course. The total number of repeat credits ranged from 0 to 30, with a mean of 3.24 and a standard deviation of 5.68. Over half of the 1993 cohort graduates (57%, n=57) did not repeat a course while attending UW-Stout. The total number of repeat credits ranged from 0 to 26, with a mean of 2.93 and a standard deviation of 4.90.

f) received S, O, or CR credit?

Over three-quarters of all graduates (78%, n=320) did not receive S, O, or CR credit. Total S, O, or CR credits ranged from 0 to 20, with a mean of 1.00 and a standard deviation of 2.97. Eighty-three percent (n=79) of the 1990 cohort did not receive S, O, or CR credit while attending UW-Stout. The total number of S, O, or CR credits ranged from 0 to 9, with a mean of .63 and a standard deviation of 1.71. Seventy-nine percent (n=83) of the 1991 cohort did not receive S, O, or CR credit. Total S, O, or CR credits ranged from 0 to 16, with a mean of .64 and a standard deviation of 1.93. Seventy-seven percent (n=86) of the 1992 cohort did not receive S, O, or CR credit. The total number of S, O, or CR credits ranged from 0 to 17, with a mean of 1.13 and a standard deviation of 3.16. Seventy-two percent (n=72) of the 1993 cohort graduates did not receive S, O, or CR credit while attending UW-Stout. The total number of S, O, or CR credits ranged from 0 to 20, with a mean of 1.58 and a standard deviation of 4.26.

Credits-to-Degree

Question 6. How many graduates from UW-Stout graduated with an excess number of credits required for a degree in 1990, 1991, 1992, and 1993?

The variable excess credits was computed by subtracting total credits earned from credits required for a degree program. Excess credits ranged from 0 to 55.0, with a mean of 10.79 and a standard deviation of 10.33 for all graduates. Overall, 12% (n=49) of UW-Stout graduates completed exactly the number of credits required for a degree. Twenty-three (6%) of the 412 graduates earned six more credits than were required for a degree program or completed two more courses if the courses were three credits each. Five percent (n=21) of all graduates earned one more credit than was required for a degree program. Over a quarter of all graduates (27%, n=110) earned between .5 and 5.5 excess credits beyond what was required for a degree program at UW-Stout (see Table 3).

The number of excess credits earned beyond what was required for a degree program by 1990 graduates ranged from 0 to 44.0 , with a mean of 9.87 and a standard deviation of 9.93. Fifteen percent (n=14) of the 1990 graduates earned exactly enough credits to graduate. The next highest frequency of excess credits occurred for graduates who earned six more credits (7%, n=7) than were needed to complete a degree program. Twenty-five percent (n=24) of all 1990 graduates earned between 6 and 10.5 credits beyond what was required for a degree program (see Table 3).

Table 3

The Range of Excess Credits Earned Beyond What was Required for a Degree Program at UW-Stout for 1990-1993 and for All Graduates

	Year									
	1990		1991		1992		1993		Total	
Excess Credits	N	%	N	%	N	%	N	%	N	%
No Excess Credits	14	15%	12	11%	11	10%	12	12%	49	12%
.5 to 5.5 credits	24	25%	31	29%	30	27%	25	25%	110	27%
6 to 10.5 credits	24	25%	22	21%	26	23%	14	14%	86	21%
11 to 15.5 credits	15	16%	14	13%	13	12%	21	21%	63	15%
16 to 20.5 credits	5	5%	9	9%	14	12%	10	10%	38	9%
21 to 25.5 credits	6	6%	9	9%	6	5%	9	9%	30	7%
26 to 30.5 credits	1	1%	2	2%	3	3%	7	7%	13	3%
31 to 35.5 credits	2	2%	1	1%	3	3%	1	1%	7	2%
36 to 40.5 credits	2	2%	2	2%	2	2%	—	—	6	2%
41 to 45.5 credits	2	2%	2	2%	2	2%	1	1%	7	2%
46 to 50.5 credits	—	—	—	—	2	2%	—	—	2	1%
51 to 55.5 credits	—	—	1	1%	—	—	—	—	1	<1%

For the 1991 graduates, the number of credits earned beyond what was required for a degree program ranged from 0 to 55.0, with a mean of 10.66 and a standard deviation of 10.83. Eleven percent (n=12) of the 1991 graduates did not earn any extra credits than what was required for a degree program. Seven percent (n=7) of all 1991 graduates earned an extra credit, six percent (n=6) earned five excess credits, and six percent (n=6) earned six excess credits beyond what was required for a degree program.

Over a quarter (30%, n=31) of the 1991 graduates earned excess credits between .5 and 5.5 credits beyond what was required for a degree program (see Table 3).

The excess credit variable for the 1992 graduates ranged from 0 to 47.5, with a mean of 11.39 and a standard deviation of 11.09. Only 10% (n=11) of the 1992 graduates earned exactly what was needed to obtain a degree at UW-Stout. The next highest frequency of excess credits was two, which was earned by five percent (n=6) of all 1992 graduates. The third highest frequency was earned for these excess credits, 1.0 (4%, n=5), 5.0 (4%, n=5), 6.0 (4%, n=5), 7.0 (4%, n=5), 8.0 (4%, n=5), and 11.0 (4%, n=5). Twenty-seven percent (n=30) of all 1992 graduates earned excess credits required for a degree program between .5 and 5.5. A number of students from this graduating class earned between 6 and 10.5 excess credits (23%, n=26) beyond what was required for a degree program (see Table 3).

The number of credits earned beyond what was required for a degree program for the 1993 graduates ranged from 0 to 41.5, with a mean of 11.11 and a standard deviation of 9.33. Only 12% (n=12) of the 1993 graduates did not earn any credits beyond what was required for a degree at UW-Stout. Two sets of excess credits received the second highest frequency. Twelve excess credits earned beyond what was required was completed by seven percent (n=7) of the 1993 graduates and five excess credits was completed by seven percent (n=7) of the 1993 graduates. Three excess credits which could be equivalent to one course was earned by six percent (n=6) of the 1993 graduates. A quarter (25%, n=25) of all the 1993 graduates earned between .5 to 5.5 excess credits beyond what was required for a degree program. Twenty-one percent (n=21) of the 1993

graduates earned excess credits between 11 and 15.5 beyond what was required for a degree program (see Table 3).

Question 7. Of those graduates in 1990, 1991, 1992, and 1993 how many terms (semesters) did these students attend to obtain their degree?

For all of the graduates (N=412) in this study the total number of semesters completed without summer session ranged from 6 to 20, with a mean of 9.53 and a standard deviation of 1.35. Summer session attendance for all graduates ranged from 0 to 9, with a mean of 1.48 and a standard deviation of 1.08. Total semesters of attendance was calculated by counting summers sessions as .5 a semester and adding this total to total semesters. Total number of semesters of attendance ranged from 7.5 to 20, with a mean of 10.27 and a standard deviation of 1.43. The above figures were also expressed in years. The number of years to complete a B.A./B.S./B.F.A. at UW-Stout for the entire sample ranged from 3.5 years to 31.0 years. On average it took graduates 5.22 years to complete a degree program at UW-Stout.

The graduates in 1990 completed an average of 9.20 semesters. The total number of semesters for the 1990 graduates ranged from 6 to 20, with a mean of 9.20 and a standard deviation of 1.63. Summer session terms for this group ranged from 0 to 9, with a mean of 1.50 and a standard deviation of 1.27. Total semesters of attendance for the 1990 graduates ranged from 7.50 to 20, with a mean of 9.95 and a standard deviation of 1.76. The number of years completed at UW-Stout for 1990 graduates ranged from 3.5 to 31, with a mean of 5.15 years and a standard deviation of 3.00.

On average, 1991 graduates completed 9.63 semesters. The total number of semesters ranged from 7 to 14, with a mean of 9.63 and a standard deviation of 1.38. Summer session terms ranged from 0 to 4, with a mean of 1.39 and a standard deviation of 1.07. It took 1991 graduates an average of 5.16 years to complete a degree program at UW-Stout. For this group years ranged from 3.5 to 20.5 years. For the 1991 graduates, total semesters of attendance ranged from 8 to 16, with a mean of 10.32 and a standard deviation of 1.46.

Graduates from 1992 completed an average of 9.66 semesters. For this group the total number of semesters completed ranged from 7 to 14, with a mean of 9.66 and a standard deviation of 1.23. The number of summer sessions completed for the 1992 graduates ranged from 0 to 4, with a mean of 1.47 and a standard deviation of .98. On average, it took these graduates 5.13 years to complete a degree program at UW-Stout. For these individuals completion ranged from 4 to 9 years, with a mean of 5.13 and a standard deviation of .96. The total semesters of attendance for the 1992 graduates ranged from 8 to 14, with a mean of 10.40 and a standard deviation of 1.31.

On average, 1993 graduates completed a total of 9.61 semesters. The total number of semesters completed ranged from 7 to 12, with a mean of 9.61 and a standard deviation of 1.07. The number of summer sessions terms completed ranged from 0 to 4, with a mean of 1.55 and a standard deviation of 1.02. For these graduates, the total semesters of attendance ranged from 7.5 to 13.5, with a mean of 10.38 and a standard deviation of 1.12. It took 1993 graduates on average, 5.43 years to complete a degree

program at UW-Stout. Years ranged from 3.5 years to 25 for the 1993 graduates, with a mean of 5.43 and a standard deviation of 2.91.

Gender and Success

Question 8. Is there a significant difference between men and women at UW-Stout who graduated in 1990, 1991, 1992, and 1993 in terms of:

a) the total number of credits earned?

A significant difference was not indicated for the total sample between men and women in terms of the total number of credits earned, $t = 1.90$, $p > .05$ (see Table 4). Men earned more credits than women, a mean of 142.42 (Sd=10.87) total credits and a mean of 140.88 (Sd=10.16) total credits respectively.

For the 1990 cohort a significant difference was not found between men and women in terms of the total number of credits earned, $t = .83$, $p > .05$ (see Table 4). Men averaged 141.40 (Sd=10.71) total credits earned while the women earned an average of 139.66 (Sd=9.70) total credits.

A significant difference was not indicated between men and women in terms of the total number of credits earned for the 1991 cohort, $t = .91$, $p > .05$ (see Table 4). Men averaged 142.42 (Sd=11.48) total credits earned while the women earned an average of 140.43 (Sd=10.97) total credits.

For the 1992 cohort a significant difference was not found between men and women in terms of the total number of credits earned, $t = 1.98$, $p > .05$ (see Table 4). On average men earned more total credits than women, 144.84 (Sd=11.96) and 140.68 (Sd=10.30) total credits respectively.

No significant difference was found for the 1993 cohort in terms of the total number of credits earned between men and women, $t = -.17$, $p > .05$ (see Table 4). On average men earned 142.54 (Sd=9.10) total credits while women earned an average of 142.85 (Sd=9.52) total credits.

b) the total number of semesters taken to obtain a degree?

In looking at the entire sample, a significant difference was found between men and women in terms of the total number of semesters taken to complete a degree program (does not include summer school), $t = 6.79$, $p < .05$ (see Table 5). Men completed an average of 9.96 (Sd=1.38) semesters while women completed an average of 9.10 (Sd=1.16) semesters.

For the 1990 cohort, a significant difference was indicated between men and women in terms of the total number of semesters taken to complete a degree program (does not include summer school), $t = 4.01$, $p < .05$ (see Table 5). Men completed more semesters than women, with a mean of 9.81 (Sd=1.84) and 8.57 (Sd=1.08), respectively.

A significant difference was found between men and women for the 1991 cohort in terms of the total number of semesters taken to complete a degree program (does not include summer school), $t = 4.68$, $p < .05$ (see Table 5). Men completed on average more semesters than women, with a mean of 10.21 (Sd=1.49) and 9.06 (Sd=.99), respectively.

For the 1992 cohort, a significant difference was indicated between men and women in terms of the total number of semesters taken to complete a degree program (does not include summer school), $t = 2.29$, $p < .05$ (see Table 5). Men in the 1992

Table 4

t-tests for the Differences Between Men and Women Who Graduated from UW-Stout in 1990, 1991, 1992, 1993, and Total Sample in Terms of the Total Number of Credits Earned

Year	Gender	n	Mean	Sd	t-value
90	Men	48	141.40	10.71	.83
	Women	47	139.66	9.70	
91	Men	52	142.42	11.48	.91
	Women	53	140.43	10.97	
92	Men	55	144.84	11.96	1.98
	Women	57	140.68	10.30	
93	Men	53	142.54	9.10	-.17
	Women	47	142.85	9.52	
Total	Men	208	142.85	10.87	1.90
	Women	204	140.88	10.16	

cohort averaged 9.93 (Sd=1.15) total semesters needed to complete a degree while women averaged 9.40 (Sd=1.27) semesters to complete a degree program.

A significant difference was found for the 1993 cohort between men and women in terms of the total number of semesters taken to complete a degree program (does not include summer school), $t = 2.63$, $p > .05$ (see Table 5). Men averaged 9.87 (Sd=.94) total semesters needed to complete a degree program while women averaged 9.32 (Sd=1.14) semesters to complete a degree program at UW-Stout.

In terms of total semesters in attendance (includes summer school), a significant difference was indicated for the entire sample between men and women, $t = 6.24$, $p < .05$ (see Table 6). Men averaged an extra semester at UW-Stout to complete a degree.

For the 1990 cohort a significant difference was found between men and women in terms of total semesters of attendance (includes summer school), $t = 3.62$, $p < .05$ (see Table 6). Men on average completed 10.55 (Sd=2.06) semesters while women averaged 9.33 (Sd=1.09) semesters.

A significant difference was indicated for the 1991 cohort between men and women in terms of total semesters of attendance (includes summer school), $t = 4.03$, p , .05 (see Table 6). Women averaged 9.79 (Sd=1.03) semesters while men averaged 10.86 (Sd=1.63) semesters to complete a degree at UW-Stout.

For the 1992 cohort, a significant difference was indicated between men and women in terms of total semesters of attendance (includes summer school), $t = 2.22$, $p <$ .05 (see Table 6). Men averaged 10.67 (Sd=1.27) semesters while women averaged 10.13 (Sd=1.32) semesters to complete a degree at UW-Stout.

A significant difference was found for the 1993 cohort between men and women in terms of total attendance (includes summer school), $t = 2.59$, $p < .05$ (see Table 6). Men averaged 10.65 (Sd=1.05) semesters while women averaged 10.08 (Sd=1.14).

Table 5

t-tests for the Differences Between Men and Women Who Graduated from UW-Stout in 1990, 1991, 1992, 1993, and Total Sample in Terms of the Total Number of Semesters Taken to Complete a Degree Program (Does not Include Summer School)

Year	Gender	n	Mean	Sd	t-value
90	Men	48	9.81	1.84	4.01*
	Women	47	8.57	1.08	
91	Men	52	10.21	1.49	4.68*
	Women	53	9.06	.99	
92	Men	55	9.93	1.15	2.29*
	Women	57	9.40	1.27	
93	Men	53	9.87	.94	2.63*
	Women	47	9.32	1.14	
Total	Men	208	9.96	1.38	6.79*
	Women	204	9.10	1.16	

*$p < .05$

c) the number of W, WS, and WU attempted credits?

A significant difference was found between men and women in the entire sample in terms of the number of W, WS, and WU attempted credits, $t = 2.47$, $p < .05$ (see Table 7). The average total number of W, WS, and WU attempted credits for men was 7.22 (Sd=6.24) and 5.67 (Sd=4.40) for women.

Table 6

t-tests for the Differences Between Men and Women Who Graduated from UW-Stout in 1990, 1991, 1992, 1993, and Total Sample in Terms of the Total Semesters of Attendance to Complete a Degree Program (Includes Summer School)

Year	Gender	n	Mean	Sd	t-value
90	Men	48	10.55	2.06	3.62*
	Women	47	9.33	1.09	
91	Men	52	10.86	1.63	4.03*
	Women	53	9.79	1.03	
92	Men	55	10.67	1.27	2.22*
	Women	57	10.13	1.32	
93	Men	53	10.65	1.05	2.59*
	Women	47	10.08	1.14	
Total	Men	208	10.69	1.52	6.24*
	Women	204	9.85	1.19	

*$p < .05$

For the 1990 cohort a significant difference was not found between men and women in terms of the total number of W, WS, and WU attempted credits, $t = 1.95$, $p > .05$ (see Table 7). No significant difference was found between men and women in terms of the total number of W, WS, and WU attempted credits for the 1991 cohort, $t = .64$, $p > .05$ (see Table 7).

A significant difference was found for the 1992 cohort between men and women in terms of the total number of W, WS, and WU attempted credits, $t = 2.20$, $p < .05$ (see Table 7). Men averaged more W, WS, and WU attempted credits. The mean total

number of W, WS, and WU attempted credits for men was 7.81 (Sd=5.57) while women averaged 5.46 (Sd=4.18). For the 1993 cohort, no significant difference was indicated between men and women in terms of the total number of W, WS, and WU attempted credits, $t = -.05$, $p > .05$ (see Table 7).

d) the total number of "F" credits?

For the entire sample, a significant difference was not indicated between men and women in terms of the total number of "F" credits, $t = .38$, $p > .05$ (see Table 8). No significant difference was found in the 1990 cohort between men and women in terms of the total number of "F" credits, $t = .93$, $p > .05$ (see Table 8). A significant difference was not indicated in the 1991 cohort between men and women in terms of the total number of "F" credits, $t = -1.34$, $p > .05$ (see Table 8). For the 1992 cohort, no significant difference was found between men and women in terms of the total number of "F" credits, $t = 1.52$, $p > .05$ (see Table 8). No t-test was calculated for the 1993 cohort between men and women and the total number of "F" credits, because of the small sample size.

e) the number of repeated courses?

A significant difference was indicated for the entire sample between men and women in terms of the total number of repeat credits, $t = 2.78$, $p < .05$ (see Table 9). Men at UW-Stout repeated more courses. The average total number of repeat credits was 9.07 (Sd=7.86) for men compared to the average of 6.33 (Sd=4.72) for women.

Table 7

t-tests for the Differences Between Men and Women Who Graduated from UW-Stout in 1990, 1991, 1992, 1993, and Total Sample in Terms of the Total Number of W, WS, and WU Attempted Credits

Year	Gender	n	Mean	Sd	t-value
90	Men	30	8.43	8.10	1.95
	Women	31	5.22	4.03	
91	Men	43	6.12	5.47	.64
	Women	38	5.42	4.01	
92	Men	42	7.81	5.57	2.20*
	Women	43	5.46	4.18	
93	Men	39	6.88	6.10	-.05
	Women	25	6.96	5.64	
Total	Men	154	7.22	6.24	2.47*
	Women	137	5.67	4.40	

*$p < .05$

No significant difference was found in the 1990 cohort between men and women in terms of the total number of repeat credits, $t = 2.10$, $p > .05$ (see Table 9).

For the 1991 cohort a significant difference was not found between men and women in terms of the total number of repeat credits, $t = 1.81$, $p > .05$ (see Table 9). A significant difference was not indicated between men and women in terms of the total number of repeat credits for the 1992 cohort, $t = 1.35$, $p > .05$ (see Table 9). No significant difference was indicated for the 1993 cohort between men and women in terms of the total number of repeat credits, $t = -.01$, $p > .05$ (see Table 9).

Table 8

t-tests for the Differences Between Men and Women Who Graduated from UW-Stout in 1990, 1991, 1992, 1993, and Total Sample in Terms of the Total Number of "F" Credits

Year	Gender	n	Mean	Sd	t-value
90	Men	12	4.08	3.61	.93
	Women	7	3.00	1.14	
91	Men	10	3.15	2.06	-1.34
	Women	5	5.20	3.96	
92	Men	7	4.28	1.80	1.52
	Women	6	3.00	1.10	
93	Men	7	3.14	1.07	___
	Women	2	1.75	1.06	
Total	Men	36	3.68	2.49	.38
	Women	20	3.42	2.36	

Major and Degree Program

Question 9. How many graduates from UW-Stout in 1990 to 1993 graduated with a different major than when they were initially accepted into the university?

Overall, 65% (n=267) of UW-Stout graduates between 1990 to 1993 did not change their major between when he/she was initially admitted and graduation. Twenty-seven percent (n=25) of the 1990 graduates changed their major from the time of entry and graduation. Of the 1991 graduates, 70% (n=73) did not change their major while attending UW-Stout. Thirty-nine percent (n=44) of the 1992 graduates changed

their major from when he/she was initially accepted into the university and graduation. Fifty-eight percent of the 1993 graduates did not change their major from when he/she was initially admitted and graduation.

Table 9

t-tests for the Differences Between Men and Women Who Graduated from UW-Stout in 1990, 1991, 1992, 1993, and Total Sample in Terms of the Total Number of Repeated Credits

Year	Gender	n	Mean	Sd	t-value
90	Men	19	12.16	11.52	2.10
	Women	18	6.11	4.91	
91	Men	21	8.86	6.25	1.81
	Women	24	6.12	3.21	
92	Men	27	8.81	7.18	1.35
	Women	20	6.25	5.29	
93	Men	21	6.81	5.38	-.01
	Women	22	6.82	5.62	
Total	Men	88	9.07	7.86	2.78*
	Women	84	6.33	4.72	

*$p < .05$

Question 10. Does switching majors at UW-Stout lengthen time-to-degree (TTD) or credits-to-degree (CTD)?

In terms of TTD a significant difference was indicated between those who had changed their major and those who did not, $t = -2.57$, $p < .05$ (see Table 10).

Changing majors at UW-Stout does appear to have an effect on the number of credits taken to complete a degree program. A significant difference was found between those graduates who had changed majors at UW-Stout and those who did not in terms of total credits earned, $t = -6.16$, $p < .05$ (see Table 10). Graduates who had changed majors earned more credits than those who did not change majors.

In terms of total credits a graduate attempted, a significant difference was found between those who had changed majors at UW-Stout and those who had not, $t = -5.37$, $p < .05$ (see Table 10). Those graduates who changed majors had more attempted credits.

Academic Preparedness

Question 11. Is there a significant difference between those students who have completed remedial education and those who have not, in terms of:

a) the total number of semesters needed to complete a degree program?

A significant difference was found between those students who completed remedial education and those who did not in terms of the total number of semesters needed to complete a degree program, $t = 2.43$, $p < .05$. Students who completed either Writing Workshop, Fundamentals of Algebra, or both, completed an average of 10.09 semesters (Sd=1.92) while those students who did not complete remedial education completed an average of 9.45 semesters (Sd=1.21).

b) the total number of credits earned for a degree program?

In terms of the total number of credits earned for a degree program, a significant difference was not indicated between those who had completed remedial education and

Table 10

t-tests for the Differences Between Those Graduates Who had Changed Majors at UW-Stout and Those Graduates Who Did Not in Terms of Time-to-Degree and Credits-to-Degree.

	N	Mean	Sd	t-value
Time-to-degree without Summer Session (in years)				
No Change in Major	267	4.70	.62	-2.57*
Change Major	143	4.89	.76	
Credits-to-degree: Total Credits Earned				
No Change in Major	267	139.38	8.69	-6.16*
Changed Major	143	146.34	11.92	
Credits-to-degree: Total Attempted Credits				
No Change in Major	267	136.83	10.51	-5.37*
Changed Major	143	143.69	13.21	

*$p < .05$

those who had not, $t = 1.12$, $p > .05$. On average, the total number of credits earned for students who completed remedial education was 143.34 (Sd=11.31) and 141.65 (Sd=10.44) for those who did not complete remedial education.

A significant difference was not indicated between those who completed remedial education and those who did not in terms of total attempted credits, $t = 1.16$, $p > .05$. The average number of attempted credits earned for those who completed remedial education was 141.04 (Sd=13.11) and 139.02 (Sd=11.88) for those who did not complete remedial education. This is of course among those who graduated.

Question 12. Is there a significant difference between those students who have a low ACT composite score (<21) and those who have a high ACT composite score (ACT >=21) in terms of:

a) the total number of semesters needed to complete a degree program?

No significant difference was found between those students who had a low ACT composite (< 21) and those who had a high ACT composite (>=21) in terms of the total number of semesters needed to complete a degree program, $t = .21$, $p > .05$. The average number of semesters completed for graduates who had a low ACT was 9.27 (Sd=.97). For graduates who had a high ACT composite (>=21), the average number of semesters completed was 9.24 (Sd=1.05).

b) the total number of credits earned for a degree program?

A significant difference was not indicated between those students who had a low ACT composite (<21) and those who had a high ACT composite (>=21) in terms of the total number of credits earned for a degree program, $t = -1.03$, $p > .05$. Graduates who had a low ACT composite (<21) had an average of 140.30 total credits (Sd=9.20) while high ACT composite (>=21) graduates earned an average of 141.94 total credits (Sd=10.32). In terms of attempted credits, a significant difference was not indicated between those students who had a low ACT composite (<21) and those who had a high ACT composite(>=21), $t = -.66$, $p > .05$. For graduates who had a low ACT composite (<21), the average total number of attempted credits was 138.54 (Sd=9.45). Those graduates who had a high ACT composite (>=21) averaged 139.60 (Sd=9.88) total attempted credits.

Question 13. Is there a significant difference between those students who were ranked in the top. middle, and bottom third of their high school graduating class in terms of:

a) completing remedial education courses (i.e., 326-090 or 355-010)

A significant difference was indicated between the graduate's high school class rank and whether or not he/she completed remedial education, $X^2 = 16.15$, $p < .05$ (see Table 11). Of those students who graduated in the bottom third of their high school class, 29% (n=12) completed remedial education. Sixteen percent (n=26) of the students who had graduated in the middle third of their high school class completed remedial education. For those students who graduated in the top third of their high school class, eight percent (n=15) completed remedial education. A simpler and perhaps more important (and intuitively obvious) outcome from viewing Table 11 is that far fewer bottom third students graduate from UW-Stout than from the upper two thirds.

b) the total number of <u>semesters</u> needed to complete a degree program?

A one-way ANOVA between total semesters (does not include summer school) and high school rank indicated a significant difference between groups, $F(2, 401) = 8.83$, $p < .05$ (see Table 12). Post-hoc mean comparisons were done using the Newman Keuls procedure. A significant difference was indicated between students who ranked in the top third of their high school class and those who ranked in the middle third of their graduating class in terms of total semesters. The comparison between those students who

Table 11

The Chi-square Analysis Between the Student's High School Class Rank and Completing Remedial Education (326-090 or 355-010, or Both).

High School Rank		Completed Remedial Education	
Bottom 1/3		Yes	No
	n	12	29
	Expected Value	5.40	35.60
	Actual %	29%	71%
Middle 1/3	n	26	135
	Expected Value	21.20	139.80
	Actual %	16%	84%
Top 1/3	n	15	185
	Expected Value	26.40	173.60
	Actual %	8%	92%

$x^2 = 16.15^*$

$^*p < .05$

ranked in the bottom third of their high school class and those in the upper third was significant. A significant difference was indicated between those students who had graduated in the bottom third of their high school class and those in the middle third. In short, all groups differed at post hoc.

In terms of total semesters in attendance, a one-way ANOVA between total semesters in attendance and high school rank indicated a significance, $F(2, 401) = 10.35$, $p < .05$ (see Table 13). Mean comparisons were done using the Newman Keuls

Table 12

One-way ANOVA Between a Student's High School Class Rank and Total Semesters (Does not Include Summer School)

Source	SS	df	MS	F
Between Groups	30.43	2	15.22	8.83*
Within Groups	687.82	399	1.72	
Total		401		

*$p < .05$

procedure. A significant difference was indicated between students who ranked in the top third of their high school class and those who ranked in the middle third of their graduating class in terms of total semesters of attendance. The comparison between those students who ranked in the bottom third of their high school class and those in the upper third was significant. A significant difference was also indicated between those students who had graduated in the bottom third of their high school class and those in the middle third.

Table 13

One-way ANOVA Between a Student's High School Class Rank and Total Semesters of Attendance (Includes Summer School)

Source	SS	df	MS	F
Between Groups	38.37	2	19.18	10.35*
Within Groups	739.76	399	1.85	
Total		401		

*$p < .05$

c) the total number of credits earned for a degree program?

No significant difference was found between a student's high school class rank and total credits earned, $F(2, 401) = .52$ $p > .05$ (see Table 14).

Table 14

One-way ANOVA Between a Student's High School Class Rank and Total Credits Earned

Source	SS	df	MS	F
Between Groups	111.06	2	55.53	.52
Within Groups	42255.84	399	105.90	
Total		401		

In terms of total attempted credits and a student's high school class rank, no significant difference was indicated, $F(2, 401) = 1.54$, $p > .05$ (see Table 15).

Table 15

One-way ANOVA Between a Student's High School Class Rank and Total Attempted Credits

Source	SS	df	MS	F
Between Groups	423.02	2	211.51	1.54
Within Groups	54764.61	399	137.25	
Total		401		

Learning

Question 14. Is there a significant difference in the students's self report of learning between students who have earned 150^{+} credits and took 4.5 years or longer to complete a degree and those students who have earned 149.5 credits or less and took less than 4 years to complete a degree?

This analysis was done using Wisconsin residents only. There were not enough non-resident and Minnesota compact students to justify an analysis. The cut-off point of 150 credits was used because it was a recommended cut-off when a surcharge for excess credits was under serious discussion within the UW System. An ANOVA (Achievement x Total Credits Earned x TTD) did not indicate any significant differences between students who completed 150^{+} credits and took 4.5 years or longer to complete a degree program and those students who completed 149 credits or less and took four or less years to complete a degree program, $F(1, 335) = .06$, $p > .05$ (see Table 16). Student ratings of achievement were about the same (see Table 17). Means and standard deviations of the variable achievement between the groups can be found in Table 17.

The ANOVA achievement x total credits earned x TTD was also run using a different cut-off point for total credits earned. No significant differences were found for the factors, total credits earned, $F(1,335) = 1.24$, $p > .05$ (see Table 22), TTD, $F(1,335) = 1.10$, $p > .05$ (see Table 18), or the interaction of Total Credits Earned x TTD, $F(1,335) = .02$, $p > .05$ (see Table 18).

Table 16

ANOVA (Achievement x Total Credits Earned x TTD) Between Students Who Completed 150+ Credits and Took 4.5 Years or Longer and Those Students Who Completed 149 Credits or Less and Took Four or Less Years to Complete a Degree Program

Source	SS	df	MS	F
Total Credits Earned	.74	1	.74	.22
TTD	2.04	1	2.04	.60
Total Credits Earned x TTD	.19	1	.19	.06
Random Error	1133.01	335	3.38	

Means and standard deviations of the variable achievement between the groups can be found in Table 19.

Cost

Question 15. Is there a significant difference in terms of costs for those students who have completed a degree within four years and those who took longer than four years and total credits earned?

This analysis was run using only Wisconsin residents. The number of graduates in the non-resident and Minnesota compact categories were too small to conduct a meaningful analysis.

Table 17

Means and Standard Deviations for Achievement by Total Credits Earned (150^{+} Credits and Less Than 149.5 Credits) and TTD (< 4 Years and 4.5 Years or Longer)

Variable: Achievement			
Total Credits Earned			
	Mean	N	Sd
< 149.5 credits	7.30	277	1.87
150^{+} credits	7.39	62	1.67
TTD			
< 4 years	7.45	73	1.74
4.5 years or longer	7.28	266	1.86

	Total Credits Earned					
	< 149.5 credits			150^{+} credits		
TTD	Mean	N	Sd	Mean	N	Sd
< 4 years	7.46	70	1.74	7.33	3	2.08
4.5 years or longer	7.25	207	1.91	7.39	59	1.67

Table 18

ANOVA (Achievement x Total Credits Earned x TTD) Between Students Who Completed 140^{+} Credits and Took 4.5 Years or Longer and Those Students Who Completed 139.5 Credits or Less and Took Four or Less Years to Complete a Degree Program

Source	SS	df	MS	F
Total Credits Earned	4.18	1	4.18	1.24
TTD	3.71	1	3.71	1.10
Total credits Earned x TTD	.08	1	.08	.02
Random Error	1129.68	335	3.37	

The ANOVA (Total paid x TTD x Total Credits Earned) indicated a significant difference between groups for the main effect of total credits earned, $F(1, 341) = 51.38$, $p < .05$ and the main effect of TTD, $F(1, 341) = 129.33$, $p < .05$ (see Table 20). The interaction of total credits earned and TTD was not significant, $F(1, 341) = 2.25$, $p > .05$. Graduates who earned more credits whether he/she graduated in four years or less and took longer than four and half years paid more for their education than graduates who earned less than 150 credits and took four or less years to complete a degree program (see Table 21).

Table 19

Means and Standard Deviations for Achievement by Total Credits Earned (140^{+} Credits and Less Than 139.5 Credits) and TTD (< 4 Years and 4.5 Years or Longer)

Variable: Achievement			
Total Credits Earned			
	Mean	N	Sd
< 139.5 credits	7.24	174	1.93
140^{+} credits	7.40	165	1.73
TTD			
< 4 years	7.45	73	1.74
4.5 years or longer	7.28	266	1.86

	Total Credits Earned					
	< 139.5 credits			140^{+} credits		
TTD	Mean	N	Sd	Mean	N	Sd
< 4 years	7.40	62	1.75	7.73	11	1.74
4.5 years or longer	7.15	112	2.02	7.38	154	1.73

The ANOVA Total Paid x Total Credits Earned x TTD was also run using different cut-off points for total credits earned. The cut off of 140^{+} credits and 139.5 or less was used. A significant difference was indicated for the main effect of total credits earned, $F(1, 341) = 50.55$, $p < .05$ (See Table 22). The main effect of TTD was also significant, $F(1, 341) = 91.41$, $p < .05$ (See Table 22). The interaction between total credits earned and TTD was not significant, $F(1,341) = .42$, $p > .05$ (See Table 22). Means and standard deviations can be found in Table 23.

Table 20

An ANOVA (Total Paid x Total Credits Earned x TTD) Between Students Who Completed a Degree Program Within Four Years and Those Who Took Longer than Four Years and Total Credits Earned (150^{+} and Less than 150 credits)

Source	SS	df	MS	F
Total Credits Earned	64363625	1	64363624.67	51.38*
TTD	162020090	1	162020090.10	129.33*
Total Credits Earned x TTD	2787210	1	2787209.53	2.22
Random Error	427206082	341	1252803.76	

*$p < .05$

How do these measures of accountability compare - CTD or TTD? (The predictors were: overall GPA, cost of the degree, educational achievement, post B.A./B.S. success and parental education)

Correlations involving TTD or total semesters of attendance and the predictors of overall GPA, cost of the degree, educational achievement, and post B.A./B.S. success appear to be higher than correlations between CTD (total credits earned or total attempted credits) and the above predictors (see Table 24). For example, a significant negative correlation was found between TTD and overall GPA, $r = -.35$, $p < .05$, while the correlation between total credits earned and overall GPA was non-significant, $r = .01$, $p > .05$. Correlations between educational achievement and TTD appear to be slightly higher than the correlation between total credits earned and educational achievement. Both of these correlations were not significant.

Table 21

Means and Standard Deviations for Total Paid by Total Credits Earned (150+ Credits and Less Than 149.5 Credits) and TTD (< 4 Years and 4.5 Years or Longer)

Variable: Total Paid			
Total Credits Earned			
	Mean	N	Sd
< 149.5 credits	10739.26	282	1287.56
150+ credits	12225.79	63	1426.53
TTD			
< 4 years	9512.54	74	1002.49
4.5 years or longer	11419.81	271	1248.69

	Total Credits Earned					
	< 149.5 credits			150+ credits		
TTD	Mean	N	Sd	Mean	N	Sd
< 4 years	9427.64	71	919.23	11521.09	3	891.91
4.5 years or longer	11180.61	211	1076.70	12260.98	60	1443.97

There were three predictors that had significant correlations with more than one of the measures of accountability: cost, overall GPA, and post-bachelor's academic work. The correlation of TTD and cost of the degree was compared to the correlation of total credits earned and the cost of the degree. No significant difference was indicated between the correlations of TTD and cost of the degree and total credits earned and cost of the degree, $z = .71$, $p > .05$. The correlation of TTD and cost of the degree was compared

Table 22

An ANOVA (Total Paid x Total Credits Earned x TTD) Between Students Who Completed a Degree Program Within Four Years and Those Who Took Longer than Four Years and Total Credits Earned (140^{+} and Less than 140 credits)

Source	SS	df	MS	F
Total Credits Earned	63753763	1	63753762.90	50.55*
TTD	115284103	1	115284103.32	91.41*
Total Credits Earned x TTD	536087	1	536086.65	.42
Random Error	430067066	341	1261193.74	

*$p < .05$

to the correlation of total attempted credits and cost of the degree. No significant difference was indicated between the correlations of TTD and cost of the degree and total attempted credits and cost of the degree, $z = .85$, $p > .05$. The correlation of TTD and overall GPA was compared to the correlation of total attempted credits and overall GPA. A significant difference was indicated between the corelation of TTD and overall GPA and the correlation of total attempted credits and overall GPA, $z = .3.70$, $p < .05$. The correlation of total credits earned and post-bachelor's work was compared to the correlation of total attempted credits and post-bachelor's work. No significant difference was indicated between the correlations of total credits earned and post-bachelor's work and total attempted credits and post-bachelor's work, $z = 1.46$, $p > .05$. The only significant difference between correlations was that obtained between the correlations of GPA and TTD and GPA and total attempted credits.

Table 23

Means and Standard Deviations for Total Paid by Total Credits Earned (140+ Credits and Less Than 139.5 Credits) and TTD (< 4 Years and 4.5 Years or Longer)

Variable: Total Paid			
Total Credits Earned			
	Mean	N	Sd
< 139.5 credits	10343.56	176	1219.78
140+ credits	11705.50	169	1303.64
TTD			
< 4 years	9512.54	74	1002.49
4.5 years or longer	11419.81	271	1248.69

	Total Credits Earned					
	< 139.5 credits			140+ credits		
TTD	Mean	N	Sd	Mean	N	Sd
< 4 years	9408.99	63	873.35	10105.58	11	1467.32
4.5 years or longer	10864.60	113	1066.47	11816.89	158	1220.48

What suggestions do UW-Stout graduates from 1990-1993 have for improving the undergraduate educational experience at UW-Stout?

A variety of categories were identified which related to advice or recommendations for improving the undergraduate educational experience at UW-Stout (see Section II of this Chapter). Graduates reported having difficulty getting into courses

and indicated they would like to have more courses and sections offered, including both semesters, and summer session, instead of just fall or spring semester.

Table 24

Correlations Between TTD, Total Semesters of Attendance, Cost of the Degree, Overall GPA, Educational Achievement, Post B.A./B.S. Success, and Parental Education

	TTD	Total Semesters of Attendance	Total Credits Earned	Total Attempted Credits
TTD	___	.92* (412)	.48* (412)	.59* (412)
Total Semesters of Attendance	.92* (412)	___	.51* (412)	.59* (412)
Cost of the Degree	.23* (368)	.26* (368)	.18* (368)	.17* (368)
Overall GPA	-.35* (412)	-.34* (412)	.01 (412)	-.11* (412)
Post B.A./B.S. Success	-.05 (406)	-.06 (406)	-.02 (406)	.01 (406)
Educational Achievement	-.06 (406)	-.07 (406)	-.04 (406)	-.02 (406)
Mother's Education	-.06 (400)	-.04 (400)	-.06 (400)	-.09 (400)
Father's Education	-.06 (400)	-.06 (400)	-.06 (400)	-.13* (400)

*$p < .05$

Increased computer training and education was another area proposed by graduates. Many graduates suggested a need to learn specific courses such as AUTOCAD, CADKEY, PRO ENGINEER, LOTUS, Word Perfect, Microsoft Word, PageMaker and software for spread sheets, desktop publishing and databases.

Depending on the degree program, suggestions dealt with course additions or suggestions to consider within the major. Some of these suggestions were stated under the degree program/major section of the content analysis in Section II of Chapter IV.

What factors contribute to increased time-to-degree and credits-to-degree?

There were five different factors (academic, personal, financial, institutional efficiency, and other) graduates were asked to indicate as the primary reason for taking longer than four years to complete a degree at UW-Stout. The top primary reason for all graduates was found to be academic (43%, n=147). Within these academic factors there were four specific factors that had a slight to very influential influence on a graduate's increased time-to-degree. For all graduates, the factors were: a) internship (56%, n=182), b) decided to take fewer credits per semester (45%, n=152), c) repeated courses (40%, n=129), and d) keep GPA high (33%, n=110).

The second highest primary reason for taking longer to complete a degree program was the institutional efficiency factor (22%, n=77). Within the institutional efficiency factor there were three factors that had a slight to very influential effect on a graduate's length of time needed to complete a degree. These specific factors were a) difficulty getting into courses required for the major (66%, n=216), b) difficulty getting into courses to meet general education requirements (54%, n=42), and c) needing better advising

(52%, n=171). A breakdown of totals and percentages by graduation year can be found in Appendix C.

The factor of personal was the third primary reason indicated by all graduates (145, n=40). Two of the specific factors received the highest responses. The specific factor, took extra courses for personal interest, was reported by 38% (n=126) of all graduates as having a slight to very influential effect on taking longer than four years to complete a degree program. Thirty-eight percent of all graduates (n=124) reported the personal factor, took extra courses to increase my job opportunities, as having a slight to very influential influence on taking longer to complete a degree program.

Graduates were also asked to indicate why they completed more credits than necessary for a degree program. Overall, the top primary reasons for completing more credits was the factor of other (19%, n=56), changed major (17%, n=51), and took additional courses that would benefit my career opportunities (13%, n=40). There were 12 factors the graduates were to rate on a scale of not an influence to very influential. The top individual factors that had a slight to very influential influence on graduates earning more credits than were required were, a) difficulty getting into courses required for the major (63%, n=196), b) taking additional courses of interest (61%, n=187), c) taking additional courses that would benefit my career opportunities (57%, n=178), d) courses not being offered when I needed to complete them (53%, n=166), and e) difficulty getting into courses required for general education requirements (52%, n=164). Some of the above research questions were found to be significant in terms of TTD or CTD.

CHAPTER V

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to assess two measures of accountability (i.e., time - to-degree and credits-to-degree) using students' self-reported account for taking more than four years to finish or earning more credits (than required) to complete a baccalaureate degree. In addition, their perception of the value of the learning experience, actual cost of their education, and certain existing data from the university student data base were also analyzed in regard to the two measures of accountability.

Data were segmented in order to answer questions relating to validity, credits-to-degree, gender and success, major and degree program, academic preparedness, learning, and cost. Two measures of accountability (i.e., TTD and CTD) were evaluated against the following predictors: cost of the degree (dollar amount), GPA, self-rating, post baccalaureate salary, post B.A./B.S. degree or education, parental education, and the student's rating of post B.A./B.S. success.

There appears to be an upward trend in correlations for each cohort year and for all graduates for TTD and total attempted credits. Of the correlations between the measures of accountability and the predictors, ten were significant (i.e., TTD and cost of the degree, GPA, and salary; total credits earned and cost of the degree, and post B.A./B.S. degree or education; total attempted credits and cost of the degree, and GPA,

overall level of achievement, post B.A./B.S. degree or education, and graduates' father's level of education). Given the results of the test of significance of difference between correlation coefficients, the measure of accountability TTD appears to be a better indicator than CTD: the correlations of TTD with overall GPA was significantly stronger than that of total attempted credits with overall GPA.

The accountability measures were correlated with educational achievement using the predictor of overall GPA and self-rating. A significant negative correlation was obtained between overall GPA and TTD. There are two ways to view this significant correlation. The longer a student continues his/her education at the university, the lower their overall GPA. Yet, a student who has a lower overall GPA may need to raise their GPA in order to gain admission to student teaching or as part of a requirement for the major. To raise a student's GPA, the individual may have to repeat courses already taken and/or take additional courses in hopes of receiving a higher grade. Also, students with lower GPA's may reduce their credit load per semester in order to raise their GPA. If a student takes fewer credits/courses per semester, the student may feel he/she would have more time to concentrate on his/her studies and more time to seek assistance in order to raise his/her GPA. No significant correlations were obtained between either measure of accountability and the student's overall level of achievement (self-rating). TTD appears to be a better indicator of educational achievement using the predictor of overall GPA.

The TTD measure of accountability appears to be a better indicator than CTD using the predictor of cost of the degree. Correlations were significant between a) TTD and cost of the degree, b) total credits earned and cost of the degree, and c) total

attempted credits and cost of the degree. The correlation between TTD and cost of the degree appears to be slightly higher than the correlation between total credits earned or total attempted credits and cost of the degree. Students pay a per credit price up to 12 credits and an additional charge per credit over 18 credits at UW-Stout. Costs would be higher if the student spent more time (semesters) completing courses. A student could earn more credits during a term and over four years and not increase the cost. Those students who take less than a full-time credit load, or switch majors, may extend their TTD and the cost of his/her education.

The graduate's salary, post B.A./B.S. degree or education, parental education, and rating of post B.A./B.S. success were used as predictors with TTD and CTD. Correlations involving post B.A./B.S. degree or education were higher for the accountability measure, CTD (e.g., total credits earned and total attempted credits). The next highest correlation between the predictors and TTD or CTD was between TTD and salary. The other predictor correlations between TTD or CTD were low.

Major and Degree Program

Of those graduates who participated in this study, overall 65% did not change their major from when he/she was initially admitted. This large percentage can be attributed to two factors, the type of student admitted to UW-Stout and to the institution itself. It could be said that those students admitted knew ahead of time the major/professional area they wanted to pursue and were very committed to seeking a goal, for example a career in the Hospitality and Tourism Management area. At the time many of these students were admitted to UW-Stout, he/she needed to declare a major at the time of application. Since

then, this has changed. It is a credit to the students who knew what area of study they wished to pursue and strived for it.

The second factor, which may have an effect on students not changing their major is the special mission of UW-Stout. The university is one of 11 University of Wisconsin System institutions. It offers many unique and specialized programs. A majority of the students who attend UW-Stout do so because of the unique/specialized degree programs.

Graduates who switched majors in this study (versus those who never changed majors) were found to have higher TTD and CTD. This finding of increased TTD and changing majors is in agreement with studies elsewhere (California State Postsecondary Education Commission, 1987; Ziemer, 1990; Johnston, 1991; and Illinois State Board of Higher Education, 1995). Those who switched majors spent slightly more time than those who did not change majors. Also, these graduates who changed majors earned more credits. When a student does change his/her major, it is logical there would be an increase in TTD and CTD, unless the student is changing to a major very similar to the one he/she originally had.

Gender and Success

In terms of total semesters, the findings of this study indicated that there was an overall difference between men and women. Overall, men averaged 9.96 total semesters while women averaged 9.10. This finding is at variance with the findings of Knight (1990), who found no difference in gender in terms of semesters from admission to graduation, and Crawford (1989) who found no difference between men and women in

terms of length of time from initial college entry to graduation at University of Nebraska at Omaha.

Overall, there was a difference between men and women in terms of total W, WS, and WU credits. Men withdrew from more courses than women. A difference was also found overall between men and women in terms of total repeat credits. Men appeared to repeat more courses than women. From these graduates, women appear to be better prepared to succeed in courses at UW-Stout than men. This study did not examine specifically which type of courses graduates earned W, WS, or WU's or which courses were repeated.

Academic Preparedness

This study found a difference between those graduates who completed remedial education and those who did not in terms of the total number of semesters taken to complete a degree program. Graduates who completed remedial education completed an average of 10.09 semesters while those who did not complete remedial education completed an average of 9.45 semesters. This finding appears not to be in agreement with the California State Postsecondary Education Commission (1987) that found remedial courses to have little effect on extending time students need to complete the degree. Completing remedial education does appear to increase the number of semesters a student takes to complete a degree. The number of credits for remedial courses varies depending on if the graduate had to complete Writing Workshop (3 credits) or Fundamentals of Algebra (2 credits), or both. These courses do not count towards graduation, but the student does receive credit.

Significant differences were found between high school rank and completing remedial education and the total number of semesters taken to complete a degree program. More graduates who were in the bottom 1/3 of their graduating class completed remedial education than those who graduated in either the middle or top 1/3 of their graduating class. Graduates who were in the bottom 1/3 of his/her class may not be as academically prepared for college as their peers. This study also found that graduates who were from the bottom 1/3 of their high school class averaged one more semester than students from the top 1/3 of their high school class. Graduates who were in the bottom 1/3 of his/her high school class may need to complete their degree at a slower pace in order to succeed. A slower pace may mean less credits a term and/or possibly repeating one or more courses. A slow progress may be desirable if the student needs lots of academic assistance.

Credits-to-Degree

UW-Stout graduates do earn more credits than are required for a degree program. Only 12% of all graduates had no excess credits. Twenty-seven percent of the graduates earned .5 to 5.5 excess credits. Fifteen percent of the graduate completed 11 to 15.5 more credits than were required for a degree program. The finding of this study demonstrated that students are earning excess credits. Spinetta and Phillips (1990) and Knight (1990) reported associate degree graduates earning excess credits.

UW-Stout graduates' top three reasons for completing more credits than were required for a degree program were: 'other', changed major, and took additional courses that would benefit their career opportunities. Depending on when a student changes

his/her major influences credits earned. If a student changes his/her major in their first semester, there might be an excess of credits earned or not. UW-Stout students begin taking major/professional courses for their degree program during the first semester he/she is enrolled. When a student changes their major, for example the junior year, many of the credits previously earned may not apply towards a new degree program.

Findings from this study in terms of semesters to complete a degree were slightly above the findings by Blanda (1988) of an average of 9.86 semesters for December 1986 graduates, 10.04 semesters for May 1987 graduates, and 10.11 semesters for August 1987 graduates. The amount of time UW-Stout graduates take to complete a degree program is less than graduates from the University of Nebraska at Omaha (9.3 years) (Crawford, 1989). TTD for UW-Stout graduates (5 years) was about a semester (a half year) more than the findings of Knepper (1989) of 4 ½ years.

Achievement

No significant difference was indicated in terms of achievement between those students who earned 150^{+} credits and took 4.5 years or longer and those students who completed 149 credits or less and took four or less years to complete a degree. The means between the two groups were similar. Ratings for achievement were found in the range of 7 on a 10-point scale. Those students who had earned less than 149.5 credits and took four years or less rated themselves slightly higher than those who took 4.5 years or longer and earned 149.5 credits or less in a degree program. Graduates appear to be satisfied with their overall level of achievement whether they graduated with more credits in less time or more credits and longer time or visa versa.

Cost

In terms of cost for a degree, a significant difference was indicated for those main effects of total credits earned and the main effect of TTD. Two different cutting scores were used for total credits earned. A change in the cutting score did not make a difference in significance. Those who earned more credits, whether they spent four years or less or more than 4.5 years to complete a degree program, paid more for their college education. For graduates who earned 149.5 credits or less, and those who earned 139.5 credits and took 4.5 years or longer, the additional cost appears to be about a semester of tuition and fees.

Influences on TTD and CTD

Completion of a degree program can be affected by a number of factors. Some graduates from UW-Stout had varying opinions as to whether completing a degree within four years was a concern. One graduate reported that completing a degree in four years was not a concern if one was organized and had a mentor for guidance. On the other hand, three graduates reported being unable to graduate in four years.

Graduates who had taken more than four years to complete a degree program were asked to rate factors having "no influence", "slight influence" "influential", and "very influential" on their time to degree. A few similarities were found in the factors receiving the most influence by UW-Stout graduates and previous research. A similarity between the California State Postsecondary Education Commission's (1987) report and UW-Stout graduates involved these two factors: difficulty getting into required courses and advisement. In this study, difficulty getting into courses was asked in relation to courses

required for the major and courses required for general education. Sixty-six percent of all UW-Stout graduates indicated difficulty getting into courses required for the major and 54% of the graduates reported difficulty getting into courses required for general education.

This difficulty getting into courses required for the major/general education could be due to a variety of factors. Courses are offered either Fall, Spring, Summer, or Winterm (began in 1997), or a combination of these terms, or on an even or odd year (e.g., 1996, 1997). When these courses are offered depends on previous enrollment patterns and the best time the courses should be offered. Also factored into the planning of course offerings is whether the course has a prerequisite or not. Sometimes an upper level course(s) or speciality course may not be offered because a faculty/staff member is on sabbatical.

Even though students have indicated difficulty getting into courses (for the major and general education) as a reason for taking longer to complete a degree program there appears to be a different opinion - the side of the university. Some faculty at the university may not agree with students having difficulty getting into classes required for the major or general education. Prior to new freshman registration, there were still seats available in many courses. These sections may not be full for a variety of reasons.

What was not asked of the graduates was a more in depth explanation of <u>why</u> they had difficulty getting into courses required for the major or general education. A student makes a number of choices when selecting a course. These choices may include: a) time of day (morning, afternoon, evening), b) number of class meetings per week, c) taking a

course with a specific faculty/staff member, d) a need to take courses around a work schedule or intercollegiate athletic practice, and/or e) a desire not to have Friday classes. The above choices determine the number of credits a student may carry and the type of courses (major or general education) taken. Some students follow a semester sequence guide sheet for his/her degree program when selecting courses. This is a guide and at times students are not offered alternatives if all the courses for that semester are full.

When courses are offered also has an effect on students taking additional courses. For example, a student who has five required courses left to take and two required courses are not offered Fall 1998. This student also needs to be enrolled full-time for financial aid purposes, therefore the student will need to enroll in two other courses which may be for personal interest or other courses that may benefit their job opportunities, just to maintain full-time status. Course sequence and advising may also have an effect on additional courses. A change in program director may also mean an extra semester or two for a student, especially if the student is not allowed to enroll for an internship until all of his/her course work is completed.

Another reason for a student having difficulty getting into courses could be related to outside influences or needs, such as family or a need to work while continuing one's education. More students today are needing to work to pay for college and support a life style he/she has become accustomed to.

The other similarities between previous research (California State Postsecondary Education Commission, 1987; and Ziemer, 1990) and this study was a need for better advising. Just over half of all graduates (52%, n=171) who indicated taking longer than

four years to complete a degree program, reported the factor of better advising as having a slight to very influential reason for taking longer to complete a degree program at UW-Stout. Two areas of concern within advising were reported by UW-Stout graduates. The first issue dealt with qualifications and competency of the staff who do advising. Another advising issue dealt with time. Graduates reported a need for advisors who had time to talk with students.

Advising at UW-Stout is primarily done by the Program Director or Concentration Program Director. For those programs with large enrollments other faculty members besides the program director share advising responsibilities. Not all faculty/staff at UW-Stout have advising responsibilities. Many program directors perform other responsibilities such as teaching, research, and committee work. All of these responsibilities take time, so the faculty member who does advising may be frustrated because he/she does not have time to adequately advise and work with students.

Completing extra courses for personal interest or completing extra courses to increase job opportunities was also indicated as a slight to very influential reason for taking longer to complete a degree program, 38% and 38% respectively. Students may complete additional courses either because of personal interest or because it is believed these extra courses could increase their job opportunities.

A student's personal interest in a speciality will also have an influence on completing additional courses. This desire for more knowledge will lead him/her to earning excess credits. A student's secondary interest/avocation may lead to taking additional courses in one area or towards a minor. These courses and additional credits

will extend an individual's time-to-degree and credits-to-degree in most cases. Many times the student who chooses to take additional credits in an area of interest, such as music or photography, is aware that these additional credits will not count towards his/her current degree program. The student may also feel that these additional courses will increase their job opportunities in their present area of interest or a different avenue. Students may also feel they have the time and opportunity to complete extra courses in trying to gain as much from 'the college experience' as they can.

Another area that had an effect on taking longer to complete a degree program in this study was the academic factor. There were nine items included in this factor. The top four items that had a slight to very influential influence on TTD found in this study were: internship/cooperative educational experience, taking fewer credits a semester, repeating courses, and keeping GPA high.

At UW-Stout completing an internship/cooperative education experience (internship/co-op) is an option for some degree programs and a requirement for others. Students are encouraged to complete this experience. For those students who have completed either an internship or cooperative educational experience have found this beneficial. Students have an option when to complete this experience. If the student completes an internship during the summer then no time would be lost. On the other hand, if an internship is completed either Fall or Spring semester or covers more than one term, the student's TTD will be increased. For some students the benefits may out weigh the increased TTD. Graduates reported completing an internship/co-op as a positive experience stating, ". . . a great experience" or ". . . the most important part of the

education I received while at Stout . . . gave me a head start in the printing industry that made me more marketable and more valuable while looking for a job after graduation."

Taking fewer credits a semester was also found in this study to have a slight to very influential influence on TTD. A student would need to complete 15-16 credits a semester in order to complete a degree program in four years. Students who complete less than 15-16 credits a semester might be able to graduate in four years if they completed summer session(s) or completed a semester with more than 15-16 credits, or passed a college-level examination subject test. There are various reasons for taking less credits a semester. This study did not examine further as to why a student chose this route. Depending on the student, taking less credits a semester could be due to family responsibilities, cost (especially if the student receives no financial aid or wishes not to incur a debt), work responsibilities, academic preparation, and/or a desire to maintain a high GPA.

Repeating courses was found to be an academic factor to have a slight to very influential influence on TTD for 40% of the graduates. Many degree programs require a specific grade to be earned in major core or professional classes. If a student does not earn a specified grade, for example a C or higher, the course would have to be repeated.

Student Reaction to the Reduction in Credits

Of the students who responded to the open-ended question on the survey, there were a few graduates that had a definite opinion in regards to reducing the number of credits required. The number of responses to this side may appear small (n=6) yet should

not go unnoticed. A few graduates felt strongly that a reduction in the number of credits for a degree program would lessen the quality of a bachelor's degree.

> I do not feel requirements for B.A., B.S., B.F.A., should be reduced. I definitely do not want a 3 year program. Don't downgrade the degree. Create an intermediate associate degree if there's a need . . . but don't call it a college/university degree.

> I feel it would cheapen the B.S. Degree if you only require less credits than I needed to receive my degree.

> I feel that reducing the requirement for a degree is a HUGE mistake. That is what Technical Centers and Community Colleges are for. With a 4 year degree you receive a well rounded education and various experiences that will help you in your future. Obtaining a 4 year degree take commitment, responsibility, knowledge, and reducing the requirements would be an insult to those who have put forth the time, energy and money to receive a 4 year degree. A four year degree means something I feel that it is important to keep it that way. *If you wish to speak to me about my opinions please feel free to contact me at work. XXX

Another graduate mentioned he/she did not feel a reduction in credits for the degree would be a good idea.

> I do not think it is a good idea to decrease the number of credits required for a degree. I also do not think it is a good ideas to strive toward a 3-yr degree. In fact, I think 4+ years is fine if the additional time is spent in away that is beneficial (i.e. co-op, second major, etc.).

General studies courses appear to have had an influence on one graduate. This graduate felt a reduction in credits would not be beneficial due to the above influence.

> I think it would be a mistake to decrease the number of required credits. Some of the most influential material I learned came out of the general studies area of my degree. I feel this is all necessary to become well-rounded and gain additional exposure to areas which you are unfamiliar.

On the other side there may be some graduates who would find the reduction in credits acceptable. One graduate appeared to indicate just this position.

I think it would be acceptable to decrease the number of credits only if the classes were updated and much more hands-on.

A Realist View

This study demonstrated: a) students are taking longer than fours years to complete a degree program, b) it costs more the longer one is enrolled in college, c) students are earning excess credits, and d) the reasons for taking longer fell under the headings of academic, personal, and institutional efficiency. With these findings, which of these findings are important?

What's realistic? The Board of Regents sees credits-to-degree and excess credits as an important issue. The universities would like not to be micro-managed. The university feels it does a good job of managing its resources in meeting the needs of its students and the community. What areas do universities need to be accountable for and what is the priority of these areas? The question becomes, is the university a good steward?

The UW System institutions including UW-Stout have been asked to reduce the number of credits required for a degree program. This request for a reduction is a mandate. Enrollment Management I, II, and III are important in the mandate. A brief summary of Enrollment Management will follow.

Enrollment Management I (EM I) policy was established by the University of Wisconsin Board of Regents in 1987 (the University of Wisconsin System, 1992) and covered the time from Fall, 1987 to Fall, 1990. At that time, enrollments were so high it was difficult to provide a quality educational experience. Under EM I, the University of

Wisconsin board of Regents " . . . placed priority on quality over access for students to particular institutions" (The University of Wisconsin System, 1992, p. 3). As part of EM I, four institutions (i.e., UW-Green Bay, UW-Parkside, UW-Superior and UW-Centers) were targeted to increase enrollments (The University of Wisconsin System, 1992). According to UW System (1992), "Institutions had responsibility to manage their admissions to achieve established enrollment targets consistent with highly valued educational principles, including providing educational opportunities for minority/disadvantaged students, and facilitating opportunities for transfer students" (p. 3).

In October of 1990, the University of Wisconsin Board of Regents approved Enrollment Management II (EM II) (Resolution 5608) which covered the time period of Fall, 1991 to Fall, 1994 (The University of Wisconsin System, 1992). The rationale for EM II was to "maintain improvements in educational quality achieved by EMI" (The University of Wisconsin System, 1992, p.4). There were three goals of EM II : 1)"to maintain quality through examining that resources matched enrollments, 2) FTE enrollments slated to decrease by additional 5685 (-4.3% target to target), or 6,976 from fall, 1990 actual FTE enrollment (-5.2%), and 3) Total drop in FTE enrollment over both EM I and EM II equals 12,685, or 9.1 percent" (p.4). EM II ended in the 1994-95 academic year.

Enrollment Management III (EM III) will address the increase in Wisconsin high graduates while maintaining the quality of education within the UW System. EM III plans were to be developed by each UW System institution and to reflect the institution's

mission, regional situation, and educational objective (The University of Wisconsin System, 1994). The time period covered for EM III is 1995-2001. This enrollment plan discusses a need for growth in FTE's and a need to move students more quickly to graduation by reducing the number of credits required. Two of the UW System EM III points are stated below:

> By the end of the six year period of EM III, the UW System would need to grow by 10,000 additional net FTE students (headcount of 12,000) if UW System institutions were to continue serving approximately the current proportion of students. The UW System EM III Plan proposes to accomplish this objective by accommodating 1,500 FTE through freeing up spaces by reducing the number of excess credits taken and 8,5000 FTE through a combination of institutional contributions and additional state contributions. Quicker student movement through the UW System can be accomplished by limiting the number of credits required for a baccalaureate degree and setting a maximum number of credits that may be taken at regular tuition rates. Improved advising and degree audit technology will also help move more students through to graduation faster.
>
> Through quicker student graduation and institution reallocations, the UW System will continue resources to accommodate 40% (3,950 FTE) of this enrollment growth. The ability of UW System institutions to accommodate these students depends upon a stable UW base budget and the state's commitment to continue its funding of on-going costs. (The University of Wisconsin System, 1994, p. 2)

One question remains to be determined - will this reduction in credits reduce the amount of time students spend completing a degree program? Even though credits required in a degree program were reduced, it is still up to the student on how quickly he/she wishes to complete a degree program. Students may still decide to enroll for less credits a semester (e.g., carry 12 credits instead of 16-18 credits a semester). Some students may still decide to complete more credits than required. These excess credits may be viewed by the students as an opportunity to 'experience college' and expand their skills and knowledge.

The university has made improvements in terms of transferability of courses, advising, and the development of a degree audit system. The advising system at UW-Stout changed since the beginning of this study. The PASS system, which involved student advisors to assist current students with selection of courses for registration, has been dropped. In its place was the development of an Advisement Assistance Center (Advisement Center). The Advisement Center provides information and assistance to students, faculty, and staff about new student orientation, the identification of a faculty advisor, general advisement, change of major and/or withdrawal from the university. It is up to the student on how he/she wishes to use the services available on campus.

The university has developed an Advisement Day dedicated to advising. It is held during the week and no classes are scheduled, so students are able to meet individually with their advisor/program director or as part of a group session with other major students and the program director. This is not the only time a student can discuss concerns with their program director advisor. Students are encouraged to meet with their advisor at

other times during the year. Undergraduate advising of undecided students is handled within the College of Arts and Sciences. Advising is an area the university is still continually looking for ways to improve. In Spring 1998, a committee was formed to examine undergraduate academic advising at UW-Stout. The committee developed a survey to determine how satisfied undergraduate students were with academic advising and how useful the advising information was to the students. A variety of undergraduate courses were selected to be surveyed and the faculty and staff were asked to take instruction time to distribute and collect the survey.

Another improvement in advising was the introduction of the Degree Audit System (DARS). Each of the undergraduate programs at UW-Stout uses DARS as a way to assist students and program directors in knowing what requirements the student has fulfilled towards his/her degree. Students receive an updated DARS report each semester prior to the next semester's registration. Students can also request a DARS report at other times.

A direct way to find out what areas could be improved or which areas function at an acceptable level would be to ask the consumer - the student. Areas pinpointed could deal with the quality of services received and the quality of academic instruction. Students are an important resource. A university's existence depends on a student base who is interested in its degree programs and a committed and qualified faculty and staff. It's a given that without students the university would have to close its doors. Today, industry and businesses are becoming more consumer orientated to meet the needs of a changing

society. Universities will need to get on the "bandwagon" so to speak and be more consumer orientated to attract the changing student population.

Recommendations

Further research in the area of TTD and CTD at UW-Stout is needed. Suggestions for further research follow:

1. This study used data from three sources at UW-Stout: the university student data base, bursar's office, and from a survey. Even though data was collected on only those graduates who had returned a survey, it is suggested that in a future study sufficient information could be obtained from a survey and the university student data base.

2. To aid in improving data collection, it would be helpful to have the information obtained from the university student data base electronically retrieved. At the time of this study, this option was not available as the university was at the beginning stages of development of a new campus computing system, DATATEL.

3. This study involved the use of four separate graduation cohort classes. In the future, it is suggested to use one or two cohort classes. The size of the data overall could also be reduced. This reduction would make a future study more manageable.

4. Graduates in this study were surveyed between two to four years after graduation depending on the year the graduate completed his/her degree. It is suggested to use an incoming freshman cohort class as subjects and track these students throughout their college career at UW-Stout. It would be helpful to survey this group of students after completing two years of study at UW-Stout and in their final semester of studies.

Also, it would be helpful to know what, if any, impediments this group encounters in completing their degree program, so improvements/modifications could be made.

5. College graduates are earning excess credits. To determine what these excess credits are, a DARS report would be helpful. A section in the DARS report titled, Free Electives, lists the courses taken by the student that are considered electives. In twelve of the degree programs, students have the option of electives. Depending on the degree program, electives range from one in Appeal Design/Manufacturing to a range of four to eleven in Retail Merchandising and Management. The majority of the undergraduate degree programs at UW-Stout have two credits of general education electives. It would be interesting to determine, after taking into account the electives a student is allowed for a degree program, what type of additional credits students are taking. A DARS report does not provide information, for example, on the total number of attempted credits, total number of W, WS, WU attempted credits, or number of semesters attended.

APPENDICES

APPENDIX A

COMPLETE SURVEY

Survey of Graduates from UW-Stout

Thank you for your time and consideration in filling out this survey.

The following questions relate to your major.

1. How many times did you officially change your major? (Circle "0" if you graduated with the first major you selected)

   0 1 2 3 4 5 or more

   The last time you changed your major was during your ____ year? FR SO JR SR (circle one)

2. What was your major when you first entered UW-Stout? _____

Rate your level of agreement with the following statements:

3. If the total credits for my program were reduced in the general studies area, I would still be **competent** in my field? (circle one)

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

4. If the total credits for my program were reduced, including a reduction in the number of credits in my major, I would still be **confident** about my abilities? (circle one)

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

5. If my degree program (major) required fewer credits, I would still be **competent** in my field? (circle one)

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

6. If my degree program (major) required fewer credits, I would still feel **confident** about my abilities? (circle one)

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

7. If my degree program (major) required fewer credits, I would still be **knowledgeable** in my field? (circle one)

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

Length of Time to Degree

Questions 8 through 13 relate to the length of time needed to complete a degree program.

8. Did you take longer than four academic years to complete your degree program? (circle one) Yes No
(If no, skip to Question #14)

9. When you first enrolled at UW-Stout, did you plan to graduate within four years? (circle one) Yes No

10. When you first enrolled at UW-Stout, did you expect to graduate within four years? (circle one) Yes No

11. Now that you have finished your degree, which of these would you have preferred? (Check one only)

____Wish I could have finished in a shorter amount of time	____It was fine as it was	____Wish I could have taken taken even longer

12. To what degree did the following factors, if any, slow your progress toward your degree? Please rate each choice using the following scale.

3 very influential; 2 influential; 1 slight influence; and 0 not an influence

A. **ACADEMIC**
- ____Raise GPA to a level needed to graduate
- ____Completed Writing Workshop and/or Fundamentals of Algebra
- ____Keep GPA High
- ____Double major
- ____Changed majors
- ____Decided to take fewer credits per semester
- ____Internship/field-experience/cooperative educational experience
- ____Repeated courses
- ____Pursuit of a minor

B. **FINANCIAL/EMPLOYMENT**
- ____Work responsibilities
- ____Took time off of school to work
- ____Attended part-time
- ____Financial aid difficulties, loss of a grant or scholarship money

C. **PERSONAL**
- ____Stopped out/dropped out for a certain period of time
- ____Family responsibilities
- ____Took time off to travel
- ____Health problems
- ____Participated in Athletics
- ____Took extra courses for personal interest
- ____Took extra courses to increase my job opportunities
- ____Needed a break

D. **INSTITUTIONAL EFFICIENCY**
- ____Needed better advising
- ____Difficulty getting into courses **required for the major**
- ____Difficulty getting into courses to meet **general education requirements**

E. **OTHER**
- ____Military leave (e.g., Operation Desert Storm, Military Service)
- ____other (specify)_____

13. Which of the above category of factors (e.g. A, B, C, D, or E) was your primary reason for taking longer to complete your bachelor's degree? (Circle one):

A. ACADEMIC B. FINANCIAL C. PERSONAL D. INSTITUTIONAL EFFICIENCY

E. OTHER (Please explain)_____

Number of Credits

The following questions relate to the number of credits earned for a degree program.

14. Did you graduate with more **credits** than were required for your degree program? (circle one)

Yes No (If no, skip to question 16)

If yes, to what degree did the following factors contributed to taking more **credits** than were required to complete your degree? Please rate these choices using the following scale: 3 very influential; 2 influential; 1 slight influence; and 0 not an influence.

very influential			not an influence	
3	2	1	0	a.) Difficulty getting into courses required for the major
3	2	1	0	b.) Difficulty getting into courses required for general education requirements
3	2	1	0	c.) Changed majors
3	2	1	0	d.) Repeated courses to raise my grade point average
3	2	1	0	e.) Completed Writing Workshop or Fundamentals of Algebra
3	2	1	0	f.) Completed a double major
3	2	1	0	g.) Internship/field-experience/cooperative educational experience
3	2	1	0	h.) Took additional courses of interest to me
3	2	1	0	i.) Took additional courses that would benefit my career opportunities
3	2	1	0	j.) Degree requirements changed
3	2	1	0	k.) Courses were not offered when I needed to complete them
3	2	1	0	l.) Other(s) (specify)_____

15. List the letter of your primary reason (from among those listed above) for earning more credits than required for your degree program? _____

Educational/Learning Experience

The following question(s) ask you to evaluate your educational learning experience at UW-Stout.

16. How did you finance your education? **Check all that apply**. Indicate the percentage each checked item contributed to financing your education. The total should equal 100%.

Check if applicable	**Sources of Financing Your Education**	**%**
	___Student Loans (Perkins, Stafford, NDSL, etc.)	___
	___Educational Grants (Pell, SEOG, etc.)	___
	___Scholarships	___
	___Personal Savings	___
	___Summer Employment	___
	___Worked while attending college	___
	___Spouse	___
	___VA Benefits	___
	___Social Security Benefits	___
	___Parents or Relatives	___
	___Other___(specify)_____	___
	_____	100%

17. Have you considered pursuing further education? (circle one) Yes No
If so, what would you consider (check all that apply)

___Taking courses for personal interest
___Taking additional courses to meet certification requirements
___Taking additional courses to become certified (for example, as a secondary education, learning disabilities, or special education teacher, ISO 9000 specialization, or quality assurance)
___Taking courses to obtain a second baccalaureate degree
___Obtaining a Master's Degree
___Obtaining a Doctorate Degree
___Obtaining a Professional Degree (e.g., J.D., M.D., or D.D.S.)

Background Information

18. What is the highest level of education you have obtained? (circle one)

a) B.S./B.A./B.F.A.
b) B.S./B.A./B.F.A. plus additional courses
c) M.S./M.A.
d) M.S./M.A. plus additional courses
e) Ed.S.
f) J.D., D.D.S.
g) Ph.D. or Ed.D.
h) Other_____

19. Since receiving your B.A., B.S. or B.F.A., how would you rate your level of satisfaction with your **personal** life using the following scale? (circle one)

1 2 3 4 5 6 7 8 9 10
Very Frustrated Very Satisfied

20. Since receiving your B.A., B.S. or B.F.A., how would you rate your level of **professional** success using the following scale? (circle one)

1 2 3 4 5 6 7 8 9 10
Very Frustrated Very Satisfied

21. Since receiving your B.A., B.S. or B.F.A., how would you rate your overall level of achievement using the following scale? (circle one)

1 2 3 4 5 6 7 8 9 10
Very Frustrated Very Satisfied

The following questions relate to background characteristics of your parents.

22. What is the highest level of education obtained by your parents? (Check only one for each parent)

Mother	**Father**	
___	___	Less than 8th grade
___	___	8th grade
___	___	1 to 3 years of high school
___	___	High school graduate/GED
___	___	Associate's Degree (e.g., A.A. or A.A.S.)
___	___	Bachelor's degree (e.g., B.A., B.S. or B.F.A.)
___	___	Post-graduate degree (e.g. master's degree, doctorate, law degree, M.D.)
___	___	Don't know

23. What is your father's occupation? _____

24. What is your mother's occupation? _____

25. What is your current job title? _____

26. Indicate your annual salary (circle one)

a) less than $5,000	c) $10,000-$14,999	e) $20,000-$24,999	g) $30,000-$34,999
b) $5,000-$9,999	d) $15,000-$19,999	f) $25,000-$29,999	h) $35,000-$39,999
			I) $40,000 or more

27. Please feel free to give any advice or recommendations that will aid UW-Stout in improving its undergraduate educational experience. Use back page if necessary.

Thank you!! Without your help in completing this survey this research would not be possible.
Thanks again!

Please return to:

Provost's Office
Division of Academic and Student Affairs
301 Administration Building
Menomonie, WI 54751

APPENDIX B

COVER LETTERS

University of Wisconsin-Stout
Menomonie, Wisconsin 54751-0790

June 21, 1995

Dear Graduate:

I want to enlist your help with some research I'm doing. The study involves two basic issues: time to complete a bachelors degree and number of credits needed to complete a bachelors degree. Universities are now discussing these issues and debating the merits of such alternatives as a 3 year bachelors degree and considerations to decrease the number of credits in degree programs. This study will look at benefits related to these considerations.

The results of this research will be used by UW-Stout in our educational planning. Your individual results will remain completely confidential. All data will be analyzed for groups of people and no individuals will be identifiable in any reports written as a result of this study. The number on the front of the survey is used to help us track who has returned the survey, so we may most efficiently send out a second mailing to non-responders if that is necessary. It will also allow us to integrate information from our student data base. Completing the survey implies your consent to participate in this research. Please be aware that you are free to discontinue participation at anytime without risking your relationship with UW-Stout. After a final mailing, lists of names of participants will be destroyed.

Will you please help us with this project by taking the 10-15 minutes required to complete the survey. If you have any questions regarding this survey feel free to contact Robert Sedlak, Associate Vice Chancellor at 715/232-2421.

Thank you for your time and consideration in filling out this survey.

Sincerely,

George DePuy
Provost and Vice Chancellor
for Academic and Student Affairs
UW-Stout

Cathie A. Weissman
Graduate UW-Stout 1992

University of North Dakota
Graduate Student

University of Wisconsin-Stout
Menomonie, Wisconsin 54751-0790

August 9, 1995

Dear Graduate:

There is still time for you to help us with our research. We know it is difficult to find the time to get--around to it. To help you we have enclosed "a round tuit."

Your friends will envy you. Not everyone can get a round tuit... but you can. Enclosed is a duplicate questionnaire and response envelope. Thanks for your help.

Sincerely,

George DePuy
Provost and Vice Chancellor
for Academic and Student Affairs
UW-Stout

Cathie A. Weissman
Graduate UW-Stout 1992

University of North Dakota
Graduate Student

University of Wisconsin-Stout
Menomonie, Wisconsin 54751-0790

October 30, 1995

Dear Graduate:

Time is running out. We know you have been busy with work and other activities. There is still time to help us with our research. Your input and suggestions are important to us. Enclosed is a survey and return envelop in case you misplaced it.

Hope you are able to find the time to get "a round tuit."

Sincerely,

Robert A. Sedlak
Associate Vice Chancellor
UW-Stout

Cathie A. Weissman
Graduate UW-Stout 1992

University of North Dakota
Graduate Student

APPENDIX C

DESCRIPTIVE SUMMARY OF THE SURVEY

Survey of Graduates from UW-Stout

Thank you for your time and consideration in filling out this survey.

The following questions relate to you major.

1. How many times did you officially change your major? (Circle "0" if you graduated with the first major you selected)

0 1 2 3 4 5 or more

Year	Number of Times	%	N
90	0	72%	68
	1	23%	22
	2	2%	2
	3	3%	3
91	0	67%	70
	1	24%	25
	2	8%	8
	3	2%	2
92	0	55%	62
	1	36%	40
	2	7%	8
	3	2%	2
93	0	60%	60
	1	34%	34
	2	4%	4
	3	2%	2
Total	0	63%	260
	1	29%	121
	2	5%	22
	3	2%	9

The last time you changed your major was during your _____ year? FR SO JR SR (circle one)

Year	Last Time	%	N
90	FR	33%	9
	SO	56%	15
	JR	7%	2
	SR	4%	1
91	FR	37%	13
	SO	46%	16
	JR	17%	6
92	FR	30%	14
	SO	51%	24
	JR	19%	9
93	FR	30%	11
	SO	57%	21
	JR	14%	5
Total	FR	32%	47
	SO	52%	76
	JR	15%	22
	SR	1%	1

2. What was your major when you first entered UW-Stout? _____

	Year							
	90		91		92		93	
Major	%	N	%	N	%	N	%	N
Art	7%	(7)	6%	(6)	10%	(11)	9%	(9)
Apparel/Design Manufacturing	1%	(1)	1%	(1)	—	—	2%	(2)
Applied Mathematics	3%	(3)	9%	(9)	4%	(5)	8%	(8)
Applied Technology	5%	(5)	7%	(7)	6%	(7)	5%	(5)
Child Development & Family Life	1%	(1)	2%	(2)	—	—	1%	(1)
Clothing Textiles & Design	1%	(1)	1%	(1)	—	—	—	—
Construction	—	—	1%	(1)	—	—	—	—
Dietetics	8%	(8)	1%	(1)	2%	(2)	—	—
Early Childhood	2%	(2)	4%	(4)	4%	(4)	4%	(4)
Fashion Merchandising	12%	(11)	11%	(11)	9%	(10)	6%	(6)
Foodservice Administration	2%	(2)	—	—	—	—	—	—
General Business Administration	1%	(1)	5%	(5)	9%	(10)	5%	(5)
Home Economics General	—	—	1%	(1)	—	—	—	—
Home Economics Education	1%	(1)	1%	(1)	—	—	—	—
Home Economics Educational Services	—	—	—	—	—	—	2%	(2)
Home Economics in Business	4%	(4)	1%	(1)	2%	(2)	2%	(2)
Hotel Restaurant Management	19%	(18)	23%	(24)	12%	(14)	16%	(16)
Hospitality & Tourism Management	—	—	—	—	1%	(1)	2%	(2)
Industrial Technology	23%	(22)	18%	(19)	24%	(27)	21%	(21)
Marketing Education	1%	(1)	—	—	1%	(1)	3%	(3)
Psychology	1%	(1)	4%	(4)	5%	(6)	2%	(2)
Retail Merchandising & Management	—	—	—	—	1%	(1)	3%	(3)
Technology Education	3%	(3)	2%	(2)	4%	(4)	4%	(4)
Vocational Rehabilitation	1%	(1)	5%	(5)	5%	(6)	3%	(3)
Undecided	1%	(1)	—	—	1%	(1)	1%	(1)

Rate your level of agreement with the following statements:

3. If the total credits for my program were reduced in the general studies area, I would still be competent in my field?

	1 Strongly Disagree		2 Disagree		3 No Opinion		4 Agree		5 Strongly Agree	
Year	%	N	%	N	%	N	%	N	%	N
90	10%	(9)	30%	(28)	2%	(2)	47%	(45)	12%	(11)
91	10%	(10)	23%	(24)	2%	(2)	45%	(47)	21%	(22)
92	4%	(4)	21%	(24)	4%	(5)	47%	(53)	23%	(26)
93	4%	(4)	22%	(22)	9%	(9)	47%	(47)	18%	(18)
Total	7%	(27)	24%	(98)	4%	(18)	47%	(192)	19%	(77)

4. If the total credits for my program were reduced, including a reduction in the number of credits in my major, I would be confident about my abilities?

	1 Strongly Disagree		2 Disagree		3 No Opinion		4 Agree		5 Strongly Agree	
Year	%	N	%	N	%	N	%	N	%	N
90	17%	(16)	45%	(43)	7%	(7)	22%	(21)	8%	(8)
91	15%	(16)	48%	(50)	2%	(2)	27%	(28)	9%	(9)
92	19%	(21)	43%	(48)	7%	(8)	24%	(27)	7%	(8)
93	12%	(12)	52%	(52)	8%	(8)	21%	(21)	7%	(7)
Total	16%	(65)	47%	(193)	6%	(25)	24%	(97)	8%	(32)

5. If my degree program (major) required fewer credits, I would still be competent in my field?

	1 Strongly Disagree		2 Disagree		3 No Opinion		4 Agree		5 Strongly Agree	
Year	%	N	%	N	%	N	%	N	%	N
90	15%	(14)	44%	(42)	11%	(10)	24%	(23)	6%	(6)
91	13%	(14)	43%	(45)	7%	(7)	31%	(32)	7%	(7)

5. If my degree program (major) required fewer credits, I would still be competent in my field?

	1 Strongly Disagree		2 Disagree		3 No Opinion		4 Agree		5 Strongly Agree	
Year	%	N	%	N	%	N	%	N	%	N
92	15%	(17)	38%	(42)	8%	(9)	31%	(35)	8%	(9)
93	13%	(13)	43%	(43)	10%	(10)	28%	(28)	6%	(6)
Total	14%	(58)	42%	(172)	9%	(36)	29%	(118)	7%	(28)

6. If my degree program (major) required fewer credits, I would still feel confident about my abilities?

	1 Strongly Disagree		2 Disagree		3 No Opinion		4 Agree		5 Strongly Agree	
Year	%	N	%	N	%	N	%	N	%	N
90	11%	(10)	40%	(38)	13%	(12)	26%	(25)	11%	(10)
91	13%	(14)	35%	(37)	5%	(5)	41%	(43)	6%	(6)
92	10%	(11)	38%	(43)	8%	(9)	33%	(37)	11%	(12)
93	10%	(10)	38%	(38)	11%	(11)	35%	(35)	6%	(6)
Total	11%	(45)	38%	(156)	9%	(37)	34%	(140)	8%	(34)

7. If my degree program (major) required fewer credits, I would still be knowledgeable in my field?

	1 Strongly Disagree		2 Disagree		3 No Opinion		4 Agree		5 Strongly Agree	
Year	%	N	%	N	%	N	%	N	%	N
90	8%	(8)	35%	(33)	12%	(11)	41%	(39)	4%	(4)
91	7%	(7)	32%	(34)	11%	(11)	43%	(45)	8%	(8)
92	10%	(11)	30%	(33)	11%	(12)	41%	(46)	9%	(10)
93	10%	(10)	33%	(33)	11%	(11)	42%	(42)	4%	(4)
Total	9%	(36)	32%	(133)	11%	(45)	42%	(172)	6%	(26)

Length of Time to Degree

Questions 8 through 13 relate to the length of time needed to complete a degree program.

8. Did you take longer than four academic years to complete your degree program?
Yes No (If no, skip to Question #14)

	Yes		No	
Year	%	N	%	N
90	72%	(68)	28%	(27)
91	86%	(90)	14%	(15)
92	90%	(101)	10%	(11)
93	85%	(85)	15%	(15)
Total	84%	(344)	16%	(68)

9. When you first enrolled at UW-Stout, did you plan to graduate within four years?

	Yes		No	
Year	%	N	%	N
90	71%	(50)	29%	(20)
91	72%	(64)	28%	(25)
92	71%	(71)	29%	(29)
93	66%	(55)	34%	(29)
Total	70%	(240)	30%	(103)

10. When you first enrolled at UW-Stout, did you expect to graduate within four years?

	Yes		No	
Year	%	N	%	N
90	63%	(44)	37%	(26)
91	61%	(54)	39%	(34)
92	62%	(61)	38%	(38)
93	56%	(47)	44%	(37)
Total	60%	(206)	40%	(135)

11. Now that you have finished your degree, which of these would you have preferred?

	Wish I could have finished in a shorter amount of time		It was fine as it was		Wish I could have taken even longer	
Year	%	N	%	N	%	N
90	21%	(15)	76%	(53)	3%	(2)
91	32%	(29)	64%	(58)	3%	(3)
92	28%	(28)	68%	(68)	4%	(4)
93	30%	(26)	63%	(54)	7%	(6)
Total	28%	(98)	67%	(233)	4%	(15)

12. To what degree did the following factors, if any **slow your progress toward your degree**? Please rate each choice using the following scale.

3 very influential; 2 influential 1 slight influence; and 0 not an influence

		Rating							
		0		1		2		3	
A. Academic	Year	%	N	%	N	%	N	%	N
Raise GPA to a level needed to graduate	90	80%	(53)	9%	(6)	6%	(4)	4%	(3)
	91	87%	(78)	10%	(9)	1%	(1)	2%	(2)
	92	81%	(76)	15%	(14)	4%	(4)	—	—
	93	82%	(66)	14%	(11)	4%	(3)	—	—
	Total	83%	(273)	12%	(40)	4%	(12)	2%	(5)
Completed Writing Workshop and/or Fundamentals of Algebra	90	79%	(52)	14%	(9)	2%	(1)	6%	(4)
	91	86%	(77)	8%	(7)	3%	(3)	3%	(3)
	92	89%	(84)	3%	(3)	3%	(3)	4%	(4)
	93	82%	(66)	10%	(8)	4%	(3)	4%	(3)
	Total	84%	(279)	8%	(27)	3%	(10)	4%	(14)

12. To what degree did the following factors, if any **slow your progress toward your degree**? Please rate each choice using the following scale.

3 very influential; 2 influential 1 slight influence; and 0 not an influence

		Rating							
		0		1		2		3	
A. Academic	Year	%	N	%	N	%	N	%	N
Keep GPA high	90	59%	(39)	23%	(15)	17%	(11)	2%	(1)
	91	74%	(67)	17%	(15)	7%	(6)	2%	(2)
	92	67%	(63)	19%	(18)	14%	(13)	—	—
	93	64%	(51)	20%	(16)	10%	(8)	6%	(5)
	Total	67%	(220)	19%	(64)	12%	(38)	2%	(8)
Double major	90	91%	(60)	—	—	3%	(2)	6%	(4)
	91	90%	(80)	6%	(5)	3%	(3)	1%	(1)
	92	95%	(88)	2%	(2)	1%	(1)	2%	(2)
	93	88%	(70)	5%	(4)	4%	(3)	4%	(3)
	Total	91%	(298)	3%	(11)	3%	(9)	3%	(10)
Changed majors	90	74%	(49)	4%	(3)	12%	(8)	9%	(6)
	91	68%	(61)	11%	(10)	11%	(10)	9%	(8)
	92	61%	(57)	8%	(8)	17%	(16)	14%	(13)
	93	65%	(52)	4%	(3)	16%	(13)	15%	(12)
	Total	67%	(219)	7%	(24)	14%	(47)	12%	(39)
Decided to take fewer credits per semester	90	54%	(36)	18%	(12)	21%	(14)	6%	(4)
	91	56%	(50)	19%	(17)	16%	(14)	9%	(8)
	92	49%	(46)	23%	(22)	18%	(17)	10%	(9)
	93	56%	(45)	12%	(10)	19%	(15)	12%	(10)
	Total	54%	(177)	18%	(61)	18%	(60)	9%	(31)

12. To what degree did the following factors, if any **slow your progress toward your degree**? Please rate each choice using the following scale.

3 very influential; 2 influential 1 slight influence; and 0 not an influence

		Rating							
		0		1		2		3	
A. Academic	Year	%	N	%	N	%	N	%	N
Internship/field-experience/cooperative educational experience	90	42%	(28)	15%	(10)	18%	(12)	24%	(16)
	91	42%	(37)	14%	(12)	16%	(14)	29%	(26)
	92	48%	(45)	17%	(16)	11%	(10)	24%	(23)
	93	46%	(37)	16%	(13)	12%	(10)	25%	(20)
	Total	45%	(147)	16%	(51)	14%	(46)	26%	(85)
Repeated courses	90	59%	(39)	24%	(16)	9%	(6)	8%	(5)
	91	62%	(56)	17%	(15)	16%	(14)	6%	(5)
	92	58%	(55)	21%	(20)	15%	(14)	5%	(5)
	93	64%	(51)	25%	(20)	6%	(5)	5%	(4)
	Total	61%	(201)	22%	(71)	12%	(39)	6%	(19)
Pursuit of a minor	90	73%	(48)	6%	(4)	12%	(8)	9%	(6)
	91	71%	(63)	16%	(14)	4%	(4)	9%	(8)
	92	74%	(69)	12%	(11)	9%	(8)	5%	(5)
	93	60%	(48)	18%	(14)	9%	(7)	14%	(11)
	Total	70%	(228)	13%	(43)	8%	(27)	9%	(30)

		Rating							
		0		1		2		3	
B. Financial/Employment	Year	%	N	%	N	%	N	%	N
Work responsibilities	90	52%	(34)	15%	(10)	9%	(6)	24%	(16)
	91	42%	(38)	14%	(13)	20%	(18)	23%	(21)
	92	39%	(37)	20%	(19)	21%	(20)	19%	(18)

12. To what degree did the following factors, if any **slow your progress toward your degree**? Please rate each choice using the following scale.

3 very influential; 2 influential 1 slight influence; and 0 not an influence

		Rating							
		0		1		2		3	
B. Financial/Employment	Year	%	N	%	N	%	N	%	N
Work responsibilities	93	42%	(34)	20%	(16)	20%	(16)	18%	(14)
	Total	43%	(143)	18%	(58)	18%	(60)	21%	(69)
Took time off of school to work	90	85%	(56)	4%	(3)	3%	(2)	8%	(5)
	91	82%	(73)	4%	(4)	2%	(2)	11%	(10)
	92	82%	(75)	5%	(5)	2%	(2)	11%	(10)
	93	85%	(68)	4%	(3)	1%	(1)	10%	(8)
	Total	83%	(272)	5%	(15)	2%	(7)	10%	(33)
Attended part-time	90	96%	(63)	2%	(1)	—	—	3%	(2)
	91	96%	(85)	2%	(2)	1%	(1)	1%	(1)
	92	96%	(88)	1%	(1)	2%	(2)	1%	(1)
	93	92%	(74)	1%	(1)	1%	(1)	5%	(4)
	Total	95%	(310)	2%	(5)	1%	(4)	2%	(8)
Financial aid difficulties, loss of a grant or scholarship money	90	77%	(51)	14%	(9)	4%	(3)	4%	(3)
	91	80%	(72)	10%	(9)	2%	(2)	8%	(7)
	92	85%	(79)	3%	(3)	4%	(4)	8%	(7)
	93	79%	(63)	6%	(5)	11%	(9)	4%	(3)
	Total	81%	(265)	8%	(26)	6%	(18)	6%	(20)

12. To what degree did the following factors, if any **slow your progress toward your degree**? Please rate each choice using the following scale.

3 very influential; 2 influential 1 slight influence; and 0 not an influence

		Rating							
		0		1		2		3	
C. Personal	Year	%	N	%	N	%	N	%	N
Stopped out/dropped out for a certain period of time	90	91%	(60)	—	—	2%	(1)	8%	(5)
	91	92%	(82)	1%	(1)	2%	(2)	4%	(4)
	92	82%	(76)	4%	(4)	1%	(1)	13%	(12)
	93	88%	(70)	2%	(2)	1%	(1)	9%	(7)
	Total	88%	(288)	2%	(7)	2%	(5)	8%	(28)
Family responsibilities	90	94%	(62)	—	—	4%	(3)	2%	(1)
	91	90%	(80)	4%	(4)	1%	(1)	4%	(4)
	92	88%	(83)	2%	(2)	5%	(5)	4%	(4)
	93	80%	(64)	4%	(3)	12%	(10)	4%	(3)
	Total	88%	(289)	3%	(9)	6%	(19)	4%	(12)
Took time off to travel	90	89%	(59)	—	—	6%	(4)	4%	(3)
	91	94%	(84)	3%	(3)	—	—	2%	(2)
	92	97%	(90)	1%	(1)	—	—	2%	(2)
	93	95%	(76)	2%	(2)	—	—	2%	(2)
	Total	94%	(309)	2%	(6)	1%	(4)	3%	(9)
Health problems	90	94%	(62)	3%	(2)	3%	(2)	—	—
	91	97%	(86)	2%	(2)	—	—	1%	(1)
	92	89%	(83)	5%	(5)	5%	(5)	—	—
	93	90%	(72)	4%	(3)	4%	(3)	2%	(2)
	Total	92%	(303)	4%	(12)	3%	(10)	1%	(3)
Participated in athletics	90	91%	(60)	6%	(4)	2%	(1)	2%	(1)
	91	90%	(80)	3%	(3)	4%	(4)	2%	(2)
	92	89%	(83)	—	—	6%	(6)	4%	(4)

12. To what degree did the following factors, if any **slow your progress toward your degree**? Please rate each choice using the following scale.

3 very influential; 2 influential 1 slight influence; and 0 not an influence

		Rating							
		0		1		2		3	
C. Personal	Year	%	N	%	N	%	N	%	N
Participated in athletics	93	86%	(69)	8%	(6)	1%	(1)	5%	(4)
	Total	89%	(292)	4%	(13)	4%	(12)	3%	(11)
Took extra courses for personal interest	90	58%	(38)	24%	(16)	14%	(9)	4%	(3)
	91	65%	(58)	15%	(13)	11%	(10)	9%	(8)
	92	62%	(58)	23%	(22)	10%	(9)	5%	(5)
	93	61%	(49)	24%	(19)	11%	(9)	4%	(3)
	Total	62%	(203)	21%	(70)	11%	(37)	6%	(19)
Took extra courses to increase my job opportunities	90	59%	(39)	20%	(13)	14%	(9)	8%	(5)
	91	62%	(55)	16%	(14)	15%	(13)	7%	(6)
	92	65%	(61)	17%	(16)	14%	(13)	4%	(4)
	93	61%	(49)	16%	(13)	19%	(15)	4%	(3)
	Total	62%	(204)	17%	(56)	15%	(50)	6%	(18)
Needed a break	90	92%	(61)	3%	(2)	2%	(1)	3%	(2)
	91	99%	(88)	1%	(1)	—	—	—	—
	92	92%	(86)	3%	(3)	2%	(2)	2%	(2)
	93	94%	(75)	2%	(2)	2%	(2)	1%	(1)
	Total	94%	(310)	2%	(8)	2%	(5)	2%	(5)

12. To what degree did the following factors, if any **slow your progress toward your degree**? Please rate each choice using the following scale.

3 very influential; 2 influential 1 slight influence; and 0 not an influence

		Rating							
		0		1		2		3	
D. Institutional Efficiency	Year	%	N	%	N	%	N	%	N
Needed better advising	90	56%	(37)	20%	(13)	11%	(7)	14%	(9)
	91	50%	(45)	13%	(12)	14%	(13)	22%	(20)
	92	42%	(39)	21%	(20)	19%	(18)	18%	(17)
	93	48%	(38)	12%	(10)	26%	(21)	14%	(11)
	Total	48%	(159)	17%	(55)	18%	(59)	17%	(57)
Difficulty getting into courses **required for the major**	90	39%	(26)	24%	(16)	20%	(13)	17%	(11)
	91	32%	(29)	28%	(25)	14%	(13)	26%	(23)
	92	33%	(31)	23%	(22)	27%	(26)	17%	(16)
	93	36%	(29)	18%	(14)	24%	(19)	22%	(18)
	Total	35%	(115)	23%	(77)	22%	(71)	21%	(68)
Difficulty getting into courses to meet **general education requirements**	90	50%	(33)	27%	(18)	11%	(7)	12%	(8)
	91	43%	(39)	32%	(29)	6%	(5)	19%	(17)
	92	50%	(47)	17%	(16)	20%	(19)	13%	(12)
	93	46%	(37)	35%	(28)	9%	(7)	10%	(8)
	Total	47%	(156)	28%	(91)	12%	(38)	14%	(45)

12. To what degree did the following factors, if any **slow your progress toward your degree**? Please rate each choice using the following scale.

3 very influential; 2 influential 1 slight influence; and 0 not an influence

		Rating							
		0		1		2		3	
E. OTHER	Year	%	N	%	N	%	N	%	N
Military leave (e.g., Operation Desert Storm, Military Service	90	100%	(66)	—	—	—	—	—	—
	91	99%	(88)	—	—	1%	(1)	—	—
	92	99%	(92)	—	—	—	—	1%	(1)
	93	96%	(77)	1%	(1)	1%	(1)	1%	(1)
	Total	99%	(323)	<1%	(1)	1%	(2)	1%	(2)
other (specify)	90	95%	(62)	—	—	2%	(1)	3%	(2)
	91	97%	(85)	1%	(1)	—	—	2%	(2)
	92	90%	(84)	1%	(1)	2%	(2)	6%	(6)
	93	99%	(77)	—	—	1%	(1)	—	—
	Total	95%	(308)	1%	(2)	1%	(4)	3%	(10)

Responses for other: SSA; I had 2 children while at Stout and stayed home for 1 semester with each one; WI in Scotland program; A-academic [internship/field-experience/cooperative educational experience] and C-personal [took time off to travel]-studied abroad.

13. Which of the above category of factors (e.g., A, B, C, D, or E) was your primary reason for taking longer to complete your bachelor's degree (circle one)

A. ACADEMIC B. FINANCIAL C. PERSONAL D. INSTITUTIONAL EFFICIENCY

E. OTHER (Please explain) _____

Factor	Year	%	N
Academic	90	50%	35
	91	38%	34
	92	42%	42
	93	42%	36
	Total	43%	147
Financial	90	7%	5
	91	17%	15
	92	14%	14
	93	14%	12
	Total	13%	46
Personal	90	16%	11
	91	14%	13
	92	14%	14
	93	13%	11
	Total	14%	49
Institutional Efficiency	90	20%	14
	91	22%	20
	92	24%	24
	93	22%	19
	Total	22%	77
Other*	90	7%	5
	91	9%	8
	92	6%	6
	93	8%	7
	Total	8%	26

*Responses for Other: Attended study abroad in Scotland - (courses offered weren't any I needed but I went for the experience and ended up with additional credits) and decided on a concentration also; attended school in London for 1 semester; I graduated w/too many credits - enjoyed taking extra psych (sic) classes, science & art; work responsibilities; D and E - found that Program was not meeting the need of what actually was being taught. Needed additional class to prepare me properly for what I was getting into; A,B,C;

Number of Credits

The following questions relate to the number of credits earned for a degree program.

14. Did you graduate with more **credits** than were required for your degree program (circle one)

Yes No (If no, skip to question 16)

	Year	%	N
Yes	90	70%	66
	91	74%	77
	92	80%	87
	93	80%	80
	Total	76%	310
No	90	30%	28
	91	26%	27
	92	20%	22
	93	20%	20
	Total	24%	97

If yes, to what degree did the following factors contributed to taking more credits than were required to complete your degree? Please rate these choices using the following scale: 3 very influential; 2 influential; 1 slight influence, and 0 not an influence.

		Not an influence						very influential	
		0		1		2		3	
	Year	%	N	%	N	%	N	%	N
a) Difficulty getting into courses required for the major	90	42%	(28)	23%	(15)	24%	(16)	11%	(7)
	91	35%	(27)	29%	(22)	13%	(10)	23%	(18)
	92	37%	(32)	26%	(23)	22%	(19)	15%	(13)

If yes, to what degree did the following factors contributed to taking more credits than were required to complete your degree? Please rate these choices using the following scale: 3 very influential; 2 influential; 1 slight influence, and 0 not an influence.

		Not an influence				very influential			
		0		1		2		3	
	Year	%	N	%	N	%	N	%	N
a) Difficulty getting into courses required for the major	93	34%	(27)	24%	(19)	26%	(21)	16%	(13)
	Total	37%	(114)	26%	(79)	21%	(66)	16%	(51)
b) Difficulty getting into courses required for general education requirements	90	56%	(37)	27%	(18)	12%	(8)	4%	(3)
	91	46%	(35)	31%	(24)	10%	(8)	13%	(10)
	92	45%	(39)	25%	(22)	21%	(18)	9%	(8)
	93	44%	(35)	30%	(24)	21%	(17)	5%	(4)
	Total	47%	(146)	28%	(88)	16%	(51)	8%	(25)
c) Changed majors	90	71%	(47)	6%	(4)	3%	(2)	20%	(13)
	91	66%	(51)	6%	(5)	9%	(7)	18%	(14)
	92	56%	(49)	12%	(10)	13%	(11)	20%	(17)
	93	59%	(47)	14%	(11)	10%	(8)	18%	(14)
	Total	63%	(194)	10%	(30)	9%	(28)	19%	(58)
d) Repeated courses to raise my grade point average	90	64%	(42)	20%	(13)	11%	(7)	6%	(4)
	91	73%	(56)	14%	(11)	8%	(6)	5%	(4)
	92	66%	(57)	17%	(15)	13%	(11)	5%	(4)
	93	70%	(56)	16%	(13)	8%	(6)	6%	(5)
	Total	68%	(211)	17%	(52)	10%	(30)	6%	(17)

If yes, to what degree did the following factors contributed to taking more credits than were required to complete your degree? Please rate these choices using the following scale: 3 very influential; 2 influential; 1 slight influence, and 0 not an influence.

		Not an influence				very influential			
		0		1		2		3	
	Year	%	N	%	N	%	N	%	N
e) completed Writing Workshop or Fundamentals of Algebra	90	82%	(54)	11%	(7)	4%	(3)	3%	(2)
	91	86%	(66)	5%	(4)	6%	(5)	3%	(2)
	92	88%	(77)	7%	(6)	1%	(1)	3%	(3)
	93	84%	(67)	11%	(9)	4%	(3)	1%	(1)
	Total	85%	(264)	8%	(26)	4%	(12)	3%	(8)
f) Completed a double major	90	91%	(60)	4%	(3)	2%	(1)	3%	(2)
	91	88%	(67)	9%	(7)	1%	(1)	1%	(1)
	92	94%	(82)	2%	(2)	1%	(1)	2%	(2)
	93	94%	(75)	1%	(1)	1%	(1)	4%	(3)
	Total	92%	(284)	4%	(13)	1%	(4)	3%	(8)
g) Internship/field-experience/cooperative educational experience	90	50%	(33)	14%	(9)	15%	(10)	21%	(14)
	91	53%	(40)	13%	(10)	16%	(12)	18%	(14)
	92	63%	(55)	8%	(7)	12%	(10)	17%	(15)
	93	40%	(32)	20%	(16)	21%	(17)	19%	(15)
	Total	52%	(160)	14%	(42)	16%	(49)	19%	(58)
h) Took additional courses of interest to me	90	30%	(20)	35%	(23)	21%	(14)	14%	(9)
	91	45%	(34)	24%	(18)	21%	(16)	11%	(8)
	92	39%	(34)	26%	(23)	24%	(21)	10%	(9)
	93	42%	(34)	31%	(25)	16%	(13)	10%	(8)
	Total	40%	(122)	29%	(89)	21%	(64)	11%	(34)

If yes, to what degree did the following factors contributed to taking more credits than were required to complete your degree? Please rate these choices using the following scale: 3 very influential; 2 influential; 1 slight influence, and 0 not an influence.

		Not an influence						very influential	
		0		1		2		3	
	Year	%	N	%	N	%	N	%	N
l) Took additional courses that would benefit my career opportunities	90	38%	(25)	20%	(13)	20%	(13)	23%	(15)
	91	46%	(35)	17%	(13)	26%	(20)	11%	(8)
	92	40%	(35)	18%	(16)	30%	(26)	12%	(10)
	93	45%	(36)	26%	(21)	19%	(15)	10%	(8)
	Total	42%	(131)	20%	(63)	24%	(74)	13%	(41)
j) Degree requirements changed	90	73%	(49)	12%	(8)	9%	(6)	6%	(4)
	91	69%	(53)	16%	(12)	12%	(9)	4%	(3)
	92	69%	(60)	15%	(13)	3%	(3)	13%	(11)
	93	56%	(45)	16%	(13)	18%	(14)	10%	(8)
	Total	67%	(207)	15%	(46)	10%	(32)	8%	(26)
k) Courses were not offered when I needed to complete them	90	53%	(35)	20%	(13)	18%	(12)	9%	(6)
	91	47%	(36)	22%	(17)	21%	(16)	10%	(8)
	92	47%	(41)	20%	(17)	20%	(17)	14%	(12)
	93	40%	(32)	20%	(16)	19%	(15)	21%	(17)
	Total	46%	(144)	20%	(63)	19%	(60)	14%	(43)
l) Other(s) (specify)_____*	90	89%	(58)	—	—	—	—	11%	(7)
	91	84%	(61)	—	—	4%	(3)	12%	(9)
	92	87%	(74)	—	—	2%	(2)	11%	(9)
	93	87%	(69)	—	—	2%	(2)	10%	(8)
	Total	87%	(262)	—	—	2%	(7)	11%	(33)

*Responses for other: Athletics, SSA; studied abroad & courses offered weren't and I needed - I already had those classes my freshman year; took classes overseas; concentration: visual display/promo; my last semester, I had to have 12 credits, I filled in with special interest classes; 2 minors; minor courses; pursuit of minor; my advisor; institutional efficiency.

15. List the letter of your primary reason (from among those listed above) for earning more credits than required for your degree program? _____

Primary reason	Year	%	N
a) Difficulty getting into courses required for the major	90	12%	8
	91	8%	6
	92	7%	6
	93	12%	9
	Total	10%	29
b) Difficulty getting into courses required for general education requirements	90	2%	1
	91	7%	5
	92	2%	2
	93	7%	5
	Total	4%	13
c) Changed majors	90	12%	8
	91	19%	14
	92	22%	19
	93	13%	10
	Total	17%	51
d) Repeated courses to raise my grade point average	90	8%	5
	91	8%	6
	92	5%	4
	93	3%	2
	Total	6%	17

15. List the letter of your primary reason (from among those listed above) for earning more credits than required for your degree program? _____

Primary reason	Year	%	N
e) Completed Writing Workshop or Fundamentals of Algebra	90	2%	1
	91	1%	1
	92	1%	1
	93	3%	2
	Total	2%	5
f) Completed a double major	90	3%	2
	91	1%	1
	92	1%	1
	93	3%	2
	Total	2%	6
g) Internship/field-experience/cooperative educational experience	90	9%	6
	91	8%	6
	92	4%	3
	93	9%	7
	Total	7%	22
h) Took additional courses of interest to me	90	8%	5
	91	8%	6
	92	14%	12
	93	7%	5
	Total	9%	28
I) Took additional courses that would benefit my career opportunities	90	20%	13
	91	15%	11
	92	9%	8
	93	11%	8
	Total	13%	40

15. List the letter of your primary reason (from among those listed above) for earning more credits than required for your degree program? _____

Primary reason	Year	%	N
j) Degree requirements changed	90	2%	1
	91	3%	2
	92	7%	6
	93	4%	3
	Total	4%	12
k) courses were not offered when I needed to complete them	90	8%	5
	91	3%	2
	92	8%	7
	93	8%	6
	Total	7%	20
l) Other(s) (specify) _____	90	14%	9
	91	20%	15
	92	19%	16
	93	21%	16
	Total	19%	56

Responses for Other: H and I; A and K; in addition to my major and concentration, I also took a minor in speech and a minor in art.; Actually came pretty close to required number of credits.; A and C as an H and R major, I as a CDFL major; difficulty getting into courses/changed major; course repeat and changed major.

Educational/Learning Experience

The following question(s) ask you to evaluate your educational learning experience at UW-Stout.

16. How did you finance your education? **Check all that apply**. Indicate the percentage each checked item contributed to financing your education. The total should equal 100%.

Checked as a Source of Financing Your Education	Year	%	N
Student Loans (Perkins, Stafford, NDSL, etc.)	90	60%	57
	91	54%	57
	92	62%	69
	93	58%	58
	Total	58%	241
Educational Grants (Pell, SEOG, etc.)	90	34%	32
	91	34%	36
	92	37%	41
	93	43%	43
	Total	37%	152
Scholarships	90	24%	23
	91	31%	32
	92	25%	28
	93	28%	28
	Total	27%	111
Personal Savings	90	60%	57
	91	48%	50
	92	49%	55
	93	52%	52
	Total	52%	214
Summer Employment	90	81%	77
	91	73%	77
	92	71%	80
	93	71%	71
	Total	74%	305

16. How did you finance your education? **Check all that apply**. Indicate the percentage each checked item contributed to financing your education. The total should equal 100%.

Checked as a Source of Financing Your Education	Year	%	N
Worked while attending college	90	65%	62
	91	69%	72
	92	67%	75
	93	69%	69
	Total	68%	278
Spouse	90	3%	3
	91	1%	1
	92	1%	1
	93	7%	7
	Total	3%	12
VA Benefit	90	1%	1
	91	3%	3
	92	3%	3
	93	5%	5
	Total	3%	12
Social Security Benefits	90	—	—
	91	—	—
	92	—	—
	93	—	—
	Total	—	—
Parents or Relatives	90	75%	71
	91	67%	70
	92	63%	71
	93	56%	56
	Total	65%	268

16. How did you finance your education? **Check all that apply**. Indicate the percentage each checked item contributed to financing your education. The total should equal 100%.

Checked as a Source of Financing Your Education	Year	%	N
Other ___(specify)___*	90	2%	2
	91	6%	6
	92	3%	3
	93	5%	5
	Total	4%	16

*Responses for other: I had to take out Consern (sic) loans personally.; Personal loan; 2-internships; me-plus loan 50%; DVR; Resident Advisor.

	Mean Percent of Financial Aid				
Source of Aid	Total (N=401)	90 (N=93)	91 (N=103)	92 (N=111)	93 (N=94)
Student Loans (Perkins, Stafford, NDSL, etc.)	21%	20%	20%	25%	20%
Educational Grants (Pell, SEOG, etc.)	7%	5%	6%	7%	8%
Scholarships	3%	2%	3%	2%	3%
Personal Savings	8%	10%	8%	8%	9%
Summer Employment	17%	19%	16%	15%	18%
Worked While Attending College	12%	10%	12%	12%	13%
Spouse	<1%	1%	<1%	<1%	1%
VA Benefits	1%	<1%	<1%	1%	2%
Social Security Benefits	0%	0%	0%	0%	0%
Parents or Relatives	30%	32%	32%	30%	24%
Other (specify)*	1%	1%	2%	<1%	3%

*Responses for other: I had to take out consern (sic) loan personally; personal loan; 2-internships; me-Plus Loan 50%; DVR; resident advisor.

17. Have you considered pursuing further education? (circle one)

Further Education	Year	%	N
Yes	90	85%	79
	91	89%	93
	92	90%	99
	93	87%	84
	Total	88%	355
No	90	15%	14
	91	11%	11
	92	10%	11
	93	13%	13
	Total	12%	49

If so, what would you consider (check all that apply)

Area Considered	Year	%	N
Talking courses for personal interest	90	70%	55
	91	55%	52
	92	52%	52
	93	54%	45
	Total	57%	204
Talking additional courses to meet certification requirements	90	33%	26
	91	27%	25
	92	29%	29
	93	33%	28
	Total	30%	108

If so, what would you consider (check all that apply)

Area Considered	Year	%	N
Taking additional courses to become certified (for example, as a secondary education, learning disabilities, or special education teacher, ISO 9000 specialization, or quality assurance)	90	20%	16
	91	28%	26
	92	29%	29
	93	31%	26
	Total	27%	97
Talking courses to obtain a second baccalaureate degree	90	13%	10
	91	26%	24
	92	26%	26
	93	23%	19
	Total	22%	79
Obtaining a Master's Degree	90	71%	56
	91	70%	66
	92	77%	76
	93	74%	62
	Total	73%	260
Obtaining a Doctorate Degree	90	5%	4
	91	5%	5
	92	7%	7
	93	13%	11
	Total	8%	27
Obtaining a Professional Degree	90	1%	1
	91	5%	5
	92	5%	5
	93	6%	5
	Total	4%	16

Background Information

18. What is the highest level of education you have obtained? (circle one)

Highest Level of Education	Year	%	N
a) B.S./B.A./B.F.A.	90	63%	59
	91	59%	61
	92	58%	64
	93	65%	64
	Total	61%	248
b) B.S./B.A./B.F.A. plus additional courses	90	32%	30
	91	36%	38
	92	37%	41
	93	33%	32
	Total	35%	141
c) M.S./M.A.	90	2%	2
	91	2%	2
	92	1%	1
	93	2%	2
	Total	2%	7
d) M.S./M.A. plus additional courses	90	1%	1
	91	1%	1
	92	2%	2
	93	—	—
	Total	1%	4
e) Ed.S.	90	—	—
	91	—	—
	92	—	—
	93	—	—
	Total	—	—

18. What is the highest level of education you have obtained? (circle one)

Highest Level of Education	Year	%	N
f) J.D., D.D.S.	90	—	—
	91	—	—
	92	—	—
	93	—	—
	Total	—	—
g) Ph.D. or Ed.D.	90	—	—
	91	—	—
	92	—	—
	93	—	—
	Total	—	—
h) Other*	90	2%	2
	91	2%	2
	92	2%	2
	93	—	—
	Total	1%	6

*Responses for other: M.S. in progress; M.Ed.; courses to be a graduated gemologist; M.B.A.

19. Since receiving your B.A., B.S., or B.F.A., how would you rate your level of satisfaction with you **personal** life using the following scale? (circle one)

Level of Satisfaction	Year	%	N
1 thru 4	90	3%	3
	91	7%	7
	92	7%	8
	93	4%	4
	Total	5%	22

19. Since receiving your B.A., B.S., or B.F.A., how would you rate your level of satisfaction with you **personal** life using the following scale? (circle one)

Level of Satisfaction	Year	%	N
5 and 6	90	13%	12
	91	15%	16
	92	16%	18
	93	21%	21
	Total	16%	67
7 thru 10	90	84%	79
	91	78%	81
	92	76%	84
	93	74%	73
	Total	78%	317

20. Since receiving your B.A., B.S., or B.F.A., how would you rate your level of **professional** success using the following scale? (circle one)

Level of Satisfaction	Year	%	N
1 thru 4	90	10%	9
	91	11%	11
	92	22%	24
	93	16%	16
	Total	15%	60
5 and 6	90	19%	18
	91	23%	24
	92	12%	13
	93	19%	19
	Total	18%	74

20. Since receiving your B.A., B.S., or B.F.A., how would you rate your level of **professional** success using the following scale? (circle one)

Level of Satisfaction	Year	%	N
7 thru 10	90	71%	67
	91	66%	69
	92	66%	73
	93	64%	63
	Total	67%	272

21. Since receiving your B.A., B.S., B.F.A., how would you rate your overall level of achievement using the following scale? (circle one)

Level of Satisfaction	Year	%	N
1 thru 4	90	7%	7
	91	10%	10
	92	11%	12
	93	10%	10
	Total	10%	39
5 and 6	90	18%	17
	91	20%	21
	92	14%	16
	93	20%	20
	Total	18%	74
7 thru 10	90	74%	70
	91	70%	73
	92	75%	82
	93	69%	68
	Total	72%	293

The following questions relate to background characteristics of your parents.

22. What is the highest level of education obtained by your parents? (Check only one for each parent)

		Mother		Father	
Level of Education	Year	%	N	%	N
Less than 8th grade	90	1%	(1)	2%	(2)
	91	—	—	—	—
	92	1%	(1)	3%	(3)
	93	1%	(1)	2%	(2)
	Total	1%	(3)	2%	(7)
8th grade	90	—	—	3%	(3)
	91	2%	(2)	6%	(6)
	92	—	—	4%	(4)
	93	1%	(1)	2%	(2)
	Total	1%	(3)	4%	(15)
1 to 3 years of high school	90	—	—	—	—
	91	—	—	2%	(2)
	92	1%	(1)	6%	(6)
	93	4%	(4)	1%	(1)
	Total	1%	(5)	2%	(9)
High school graduate/GED	90	50%	(47)	47%	(44)
	91	52%	(54)	46%	(47)
	92	55%	(59)	44%	(47)
	93	51%	(49)	52%	(50)
	Total	52%	(209)	47%	(188)
Associate's degree (e.g., A.A., or A.A.S.)	90	19%	(18)	10%	(9)
	91	16%	(16)	9%	(9)
	92	16%	(17)	15%	(16)
	93	19%	(18)	12%	(11)
	Total	17%	(69)	11%	(45)

22. What is the highest level of education obtained by your parents? (Check only one for each parent)

		Mother		Father	
Level of Education	Year	%	N	%	N
Bachelor's degree (e.g., B.A., B.S., or B.F.A.)	90	23%	(22)	14%	(13)
	91	22%	(23)	19%	(20)
	92	21%	(23)	18%	(20)
	93	15%	(14)	26%	(25)
	Total	20%	(82)	20%	(78)
Post-graduate degree (e.g., master's degree, doctorate, law degree, M.D.)	90	6%	(6)	24%	(22)
	91	7%	(7)	18%	(19)
	92	6%	(7)	11%	(12)
	93	9%	(9)	5%	(5)
	Total	7%	(29)	14%	(58)
Don't know	90	—	—	—	—
	91	1%	(1)	—	—
	92	—	—	—	—
	93	—	—	—	—
	Total	<1%	(1)	—	—

23. What is your father's occupation? _____ (See Appendix D)

24. What is your mother's occupation? _____ (See Appendix D)

25. What is your current job title? _____ (See Appendix D)

26. Indicate your annual salary (circle one).

Range of Annual Salary	Year	%	N
a) less than $5,000	90	2%	2
	91	4%	4
	92	2%	2
	93	2%	2
	Total	2%	10
b) $5,000-$9,999	90	—	—
	91	2%	2
	92	3%	3
	93	2%	2
	Total	2%	7
c) $10,000-$14,999	90	3%	3
	91	2%	2
	92	6%	7
	93	7%	7
	Total	5%	19
d) $15,000-$19,999	90	3%	3
	91	8%	8
	92	10%	11
	93	8%	8
	Total	8%	30
e) $20,000-$24,999	90	16%	14
	91	14%	14
	92	17%	19
	93	22%	21
	Total	17%	68

26. Indicate your annual salary (circle one).

Range of Annual Salary	Year	%	N
f) $25,000-$29,999	90	19%	17
	91	19%	19
	92	25%	27
	93	30%	29
	Total	23%	92
g) $30,000-$34,999	90	21%	19
	91	23%	23
	92	12%	13
	93	12%	11
	Total	17%	66
h) $35,000-$39,999	90	17%	15
	91	12%	12
	92	14%	15
	93	9%	9
	Total	13%	51
I) $40,000 or more	90	19%	17
	91	15%	15
	92	11%	12
	93	7%	7
	Total	13%	51

27. Please feel free to give any advice or recommendations that will aid UW-Stout in improving its undergraduate educational experience. Use Back page if necessary.

Comments can be found in Appendix E

APPENDIX D

OCCUPATIONAL TITLES FOR

SURVEY QUESTIONS 23, 24, AND 25

Included within this Appendix is an overall summary of the occupations by category separately for the graduates father and mother's occupation and then for the graduates occupation. A list of occupational titles is also provided.

Father's Occupation by Category

Category	N	%
Business	41	10%
Education	32	8%
Industry	93	24%
Service	190	48%
Other	37	9%

Mother's Occupation by Category

Category	N	%
Business	46	12%
Education	42	11%
Industry	12	3%
Service	200	52%
Other	81	21%

UW-Stout's Graduates Occupation by Category

Category	N	%
Business	10	2%
Education	41	10%
Industry	60	15%
Service	276	69%
Other	14	4%

Father's Occupation

N	Occupational Title
1	Aide in a home
2	Accountant
1	Agronomist
1	Assembler
1	Assembly Line foreman
1	Assistant Manager
3	Attorney, Lawyer
1	Auctioneer
1	Automotive Technician
1	Bookbinder
1	Bookkeeper
1	Bus Driver
1	Business Manager
1	Business Owner/Land Surveyor
1	Business Owner/Manufacturer
1	Buyer for Cray Research, computers
1	CAD-CAM Draftsman/Engineer
3	Carpenter
1	CEO/Banker
1	Chief Engineer
1	Claims Manager for Wisconsin Insurance Security Fund
1	Company President
1	Computer Analyst
1	County Employer
1	Cost Controller
4	Construction

2 Civil Engineer
1 Customer service

2 D.D.S.
1 Dairy Broker
1 Dairy Field man
1 Data Analyst
1 Data Processing Manager
1 Day Care Provider/Child Care Provider
13 Deceased
1 Director of Manufacturing, Took & Die
1 Director of Timberlands, Paper Industry
1 Director, Traffic Institute
2 Disabled in Korean War
1 Divisional Engineer, Tristate Paper & Talbot
3 Doctor
1 Draftsman

1 Electrical Engineer
8 Electrician
1 Electronics Technician
6 Engineer
1 Engineer, President
1 Engineering, WP & L Company
1 Estimator
1 Executive

1 F.A.A. Supervisor, retired
7 Factory worker/manufacturing employee
1 Fleet Supervisor
1 Financial Investor
34 Farmer
2 Fire Fighter
1 Foreman, Highway Department, Wisconsin
1 Fork Lift Operator
1 Fund Raiser
2 Funeral Home Assistant

3 General Contractor/Contractor
1 General Telephone Switchman
1 Government Soil Conservationist

1	Heating Air Conditioning Installation and Repair, Fuel Oil Delivery
5	High School Teacher
1	High School, Principal retired
1	Information Systems Director
1	Inside Sales
1	Inspector-G.M.
1	Inspector in Machine Shop
2	Insurance Claims Agent/Insurance Adjuster
1	Institutional Aid
1	International Financial Economist
1	Investment Broker
1	Judge
4	Laborer/General Labor
1	Labor Union Representative
1	Lithographer
2	Loan Officer, Bank
2	Logger/Lumber grader
1	Lumber grader
1	Machine Assembler
8	Machinist
1	Machinist Inspection Supervisor
1	Mail Carrier/Rural Letter Carrier
7	Maintenance
1	Maintenance/Grounds Keeper
2	Maintenance Manager
2	Maintenance Supervisor
2	Management
1	Management, entertainment/Convention Facility
8	Manager
1	Manager Insurance
1	Manufacturing Manager
1	Marketing Director
3	Masonry worker
2	Meat Cutter
2	Mechanic
3	Mechanical Engineer
1	Microscopy (3M)
1	Milkman

1 Mill worker
1 Military, Construction Consultant
1 MIS
1 Music Instructor
1 Mutual Funds Salesperson

1 National Account Manager
1 National Sales Manager
1 Naval Arch

11 Owner, Business

1 Painter
3 Paper Mill worker
1 Pest Elimination
1 Pharmacist
1 Photographer, retired
1 Placement Director
1 Plant Engineer
2 Plant Manager
1 Police Officer
1 Postal Employee/Postal Clerk
1 Printer
1 Private Businessman
1 Professional Dairy Farm Manager, owner
1 Professional Home Builder
1 President of Company
1 President, Electrical Wholesale Company
1 President of Paper Mill
1 President/Self-employed
1 Press Operator
1 Production Manager, Engineering
3 Professor
1 Pupil Assistant
1 Publisher, Newspaper

3 Railroad, Switchman/RR Engineer/Soo-Line RR
1 Real Estate Agent
1 Regional Sales Manager, Big Three Automaker
1 Relay Specialist at Northern States Power Company
2 Restaurant owner
20 Retired
1 Review Examiner-FDIC

1	Sales/Marketing Manager
21	Sales, salesman
1	Sales Training
1	Secretary
1	Security Guard
1	School District Administration, retired
4	School District Administration/Superintendent
16	School teacher
7	Self-employed
1	Self-employed Contractor
1	Self-employed, Forestry consultant
1	Senior Programming and Planning Analyst
1	Social Security Administrator
1	Social Worker
1	Soldier
1	Steam Fit Welder
1	Street/Village Department
1	Structural Engineer/Architect
4	Supervisor, Manager
1	Tester/Worker for AT&T
1	Title Examiner
2	Tool/Die Maker/Tool & Die Worker
1	Tool and Die Engineer
1	Training Manager
1	Transportation Manager
9	Truck driver/Professional Driver
1	Unemployed
1	University Administration
1	Vice President, Bank
1	Vice President/Engineer
1	Vice President of Hillshire Farm Company
1	Vice President, Marketing
1	Vice President of Paper Company
2	Vice President, Sales
1	Warehouse employee
3	Welder
1	Wisconsin Public Service
1	Works in the woods

Mother's Occupation

N	Occupational Title
5	Accountant
2	Accounting
1	Accounts Payable Specialist
1	Accounts Receivable Supervisor
1	Accounting Specialist
1	Activity Director, Nursing Home
7	Administrative Assistant
1	Administrator
1	Art Gallery and Framing Business Employee
1	Assembly
1	Attorney/Lawyer
5	Bank Teller/Loans
1	Bakery Associate
1	Baker
1	Beer Distributor
1	Benefit Analyst
8	Bookkeeper
1	Bookkeeper/Director's Assistant (Pastor) of a Church
1	Business Owner/Manufacturer
1	Case Manager
2	Cashier
1	CESA Consultant
1	Cleaning Lady
1	Computer Help Desk
1	Corporation Communications Representative
1	County Clerk
1	County of Iowa
2	Custodian
2	Customer Service
2	Daycare Provider/Child Care Provider
1	Day Care Teacher
1	Decorator
2	Deceased
1	Demonstration Representative in Grocery Stores
1	Dental Assistant
1	Dental Hygienist
1	Deputy Sheriff

3	Dietitian
1	Director of Interpretive Center
2	Director of Nursing
1	Doctor
1	Duplicating Office, University of Wisconsin-Eau Claire
1	Education/Customer Service
1	Energy Assistance Coordinator
1	Ex-teacher
6	Factory Worker/Manufacturing Employee
5	Farmer
1	Financial Program Sales
4	Food Service/Food Service Employee, Health Care
1	Golf Club Manager
2	Guidance Counselor/Counselor
1	Health Care Worker
1	Hair Salon Owner
1	High School Librarian
2	High School Principal/Principal
1	High School Teacher
1	Hospital Volunteer
61	Housewife/Farmer's wife/Homemaker
1	Human Resources
1	Hydraulic Sales
1	Insurance Claims Agent/Insurance Adjuster
1	Inside Sales
1	Instructor
1	Insurance
1	Insurance Coordinator in Dialysis Facility
1	Interior Coordinator
1	International Coordinator
1	Junior High Teacher
1	Lab Worker, Greenhouse
1	Laboratory Technician
2	Laborer/General Labor
1	Land's End Quality Assurance

1 Learning Disabilities Teacher
1 Legal Secretary
1 Licensed Practical Nurse
1 Limited Term Employee
1 Loan Officer, Bank

1 Machine Operator
1 Mail Carrier/Rural Letter Carrier
3 Manager
1 Materials Manager
1 Medical Assistant
1 Medical Technologist
1 Medical Transcriptionist
1 Meeting Planner
1 Mortgage Loan Officer
1 Mortician
2 Mother
1 Music Instructor

6 Office/Clerical
5 Office Manager
8 Owner, Business

1 Painter
1 Pastor
1 Police Officer
1 Postal Employee/Postal Clerk
1 Postal Regional Director
1 Part Support/Service Specialist
1 Part-time Daycare
1 Part-time Secretary to Father
1 Private Daycare
1 Payroll Account
1 Personal Manager
1 Production Supervisor
1 Professor
1 Program Instructor
1 Public Librarian
1 Pupil Assistant
1 PTI Facilities Service Supervisor

6 Receptionist
1 Radiology Technology Supervisor

1	Radiology Transcriptionist
1	Religious Education Director
24	Registered Nurse/Nurse
1	Registered Nurse and Clinical Therapist (M.S.)
1	Restaurant Manager
1	Restaurant Owner
1	Retail Management
1	Retail Supervisor
13	Retired
1	Retirement Home Employee
3	Sales Clerk
2	Sales/Salesman
1	Sales Representative
8	School Cook/Cook
1	School Library Aid
1	School Psychologist
26	School Teacher
22	Secretary
7	Self-employed
1	Seamstress
1	Small Business Woman
2	Social Worker
3	Special Education Teacher
1	Special Education Director
2	Substitute Teacher
1	Teaching Assistant
2	Teacher's Assistant
2	Travel Agent
1	Unemployed
1	University of Wisconsin-River Falls, Extension Office
1	Van Driver for People with Disabilities
1	Vice President, Bank
1	Vice President, Electrical Wholesale Company
1	Vice President/Self-employed
1	Works in an office
1	Works in Student Support Services
1	X-Ray Technician

Graduate's Occupation

N	Occupational Title
4	Account Manager
1	Account Service Coordinator
1	Accountant
1	Accountant Representative
3	Accounting Clerk/Accounts Payable Clerk
3	Administrative Assistant
1	Analyst Support Technician
1	Apparel Industrial Engineer
3	Applications Engineer
2	Art Director
1	Artist
3	Assistant Buyer
1	Assistant Director, Child Care
1	Assistant Director of Disability Assess Center and Sign Language Interpreter
2	Assistant Director
1	Assistant Foodservice Director
1	Assistant Job Planner
17	Assistant Manager
1	Assistant Merchandise Manager, Jockey International
2	Assistant Restaurant Manager
1	Assistive Technology Specialist
3	Associate Programmer
1	Auto Mechanics Teacher
1	Bank Teller
1	Banquet and Catering Chief
1	Branch Manager, Enterprise Rent-a-car
1	Brokers Assistant
2	Budget Manager
1	Buyer
1	CAD/CAM Specialist
1	CAD/CAM Trainer
1	Catering Sales Manager
1	CDB Specialist

3 Claim Representative
1 Child Care Center Coordinator
1 Child Care Center Director
1 Center Manager
1 Certified Massage Therapist
1 Clinical Assistance Service Representative
1 CNC Programmer
1 Composition
1 Computer Instructor
1 Computer Technician
1 Concrete Foreman
1 Concrete Reinforcing Steel Coordinator/Detailer
1 Consultant Programmer
1 Consumer Respondent/Pillsbury Company
1 Core Material Team Manager
1 Corporate Instructional Designer
1 Cost Estimator
1 Customer Service Administrator
7 Customer Service Representative
1 Customer Service Representative/Production Planner

1 Department Manager
1 Department Supervisor
1 Desktop Support Specialist
1 Design Consultant
2 Design Engineer
4 Designer
1 Designer/Project Manager
1 Director of Guest Service
1 Director of Rooms for the Westin Shanghai Hotel
1 Director of Sales
1 Distribution, Receiving Supervisor
1 Divisional Environmental/Safety Coordinator
1 DP Manager/MIS/Staff Accountant
1 Driver Manager

1 ECE EEN Teacher
1 Educator
1 Editor/Circulation Manager
1 Employment Manager
1 Employment Technician in Adult Day Program
2 Engineer
1 Environmental Coordinator

2 Estimator
1 Executive

2 Facilities Engineer
1 Facility Design Coordinator
1 Family Development Specialist
1 Field Sales Representative
1 Film Output/Proofer
1 Financial Manager
1 Financial Planner
1 Fluid Power Engineer
1 Floral Designer
2 Food and Beverage Manager
1 Food Operations Manager
1 Food Service Director
1 Freelancer
1 Front Desk Manager
1 Front Office Coordinator and Orthodontic Assistant

1 General Foreman
7 General Manager
1 Graduate Teaching Assistant
1 Graphic Designer
1 Graphics Department, Sign Company
1 Graphics Manager
1 Greenhouse Grower
2 Guidance Counselor/Career Counselor

1 Home Economics Teacher
3 Housewife

2 Industrial Designer
3 Industrial Engineer
1 Industrial Sales
2 Inside Sales/Inside Sales Representative
2 Instructor
4 Interior Designer
1 Inventory Analyst
1 Inventory Control Manager
1 Inventory Manager

3 Kindergarten Teacher
1 Kitchen Manager

1 Law Clerk
1 Local Area Network Manager
1 Long Term Substitute Teacher, Kindergarten

1 Machine Designer
1 Machinist
1 Macintosh Computer Operator
1 Madimaging Specialist
1 Maintenance Electrician
1 Maintenance Engineer
1 Maintenance Supervisor
1 Management Trainee
2 Manager
7 Manufacturing Engineer
2 Manufacturing Technician
1 Marketing Assistant
1 Marketing Coordinator
1 Marketing Education Teacher
1 Marketing Teacher/Work Start Coordinator, School to Work
1 Mason
1 Medical Assistant in Therapy Department
1 Medical Coder
1 MIS Trainer
1 Model Maker
5 Mother

1 N/A in between jobs
1 No job in field since graduation
1 Nutrition Services Consultant

2 Operations Manager
1 Outlet Beverage Manager
6 Owner, Business
1 Owner/Manager

1 Packaging Designer
1 Packaging and Shipping Manager
1 Package Design Engineer
6 Packaging Engineer/Senior Packaging Engineer
1 Parent Involvement Coordinator
1 Partner
1 Pattern Maker
1 Payroll/Income Audit

2 Personal Banker
2 Personal Care Worker/Personal Care Attendant
1 Personnel Assistant
1 Personnel Manager
1 Pre-sales Technical Support Analyst
4 Preschool Teacher
1 Primary Group Teacher, Daycare
2 Print Coordinator
1 Printing Estimator
1 Private Child Care Provider
1 Probation Officer
1 Product Engineer
1 Product Manager
2 Product Quality Analyst
1 Production Controller
1 Production Lead
2 Production Manager
1 Production/Patient Services Manager
3 Production Services Coordinator/Production Coordinator
2 Production Supervisor
4 Project Engineer
1 Project Leader
5 Project Manager
6 Programmer/Analyst
1 Programmer/Operations Manager
1 Property Management Assistant
1 Public Health Nutritionist and Food Consultant

1 Quality Assurance Engineer
1 Quality Assurance Manager
1 Quality Assurance, Microbiologist
1 Quality Engineer
1 Quality Specialist

1 Radiographer
1 Receptionist
3 Registered Dietitian/Clinical Dietitian/Chief Clinical Dietitian
1 Registered Representative (Insurance and Investment Sales)
1 Remodeling Designer
1 Rental Property Owner/Manager
1 Research and Development Technician
1 Reservations Sales Agent

4	Restaurant Manager
1	Retail Manager
1	Safety and Health Specialist, Battalion Chief
2	Sales/Marketing Representative
1	Sales and Marketing Coordinator/Instructor
2	Sales Consultant/Distributor Sales Consultant
2	Sales Manager
4	Sales Manager, store
1	Sales Product Specialist/Systems Instructor
10	Sales Representative
1	Sales Supervisor
1	Scheduler/Engineer
1	School Counseling Intern
1	Self-employed
1	Senior Materials Analyst
1	Senior Materials Control Analyst
1	Senior Member Service Representative
1	Senior Pattern Coordinator
1	Senior Production Manager
1	Senior Supervisor
1	Senior Technical Support Engineer
1	Setup Operator-SMS Carrier Tape Division
1	Shipping Dock Worker
1	Shift Leader at Convenience Store
1	Singer/Entertainer
1	Space Planning and Design
4	Special Education Teacher
1	Speciality Leasing Representative with Simon Property Group
3	Software Engineer
1	Software Quality Assurance Engineer
1	State Revenue Agent
1	Store Planning/Designer
3	Student
1	Supported Employment Specialist
1	Surrounding County Mobile Vocational Evaluator
1	Systems Administrator
1	Systems Analyst
10	Teacher
1	Teacher/Coach
1	Technical Writer

1 Technician
4 Technology Education Teacher
3 Third Grade Teacher
1 Toddler Teacher
1 Tool Engineer
1 Training Facilitator
1 Training Supervisor
1 Treatment Counselor

3 Unemployed
1 Unemployed, disabled

1 Vice President Sales and Operations

1 Waiter
1 WIC Nutrition Consultant
1 Women's Director, Campus Staff, Campus Crusade for Christ, State University Iowa

APPENDIX E

SURVEY QUESTION 27 COMMENTS

Q27 Please feel free to give any advice or recommendations that will aid UW-Stout in improving its undergraduate educational experience. Use back page if necessary.

Look at "Major" requirements as they relate to the concentrations. Some classes are worthless when taking a certain concentration and could be replaced with other classes.

I enjoyed going to UW-Stout very much! It made a very high impact on my life, it helped me to grow and mature. But I was lead to believe that Stout had a high placement level after graduating, which may be true for other fields of study, but I found it very untrue for myself in the education field. I graduated in May of '91 and have not found a job yet. I struggle every day to find a job - education is going downhill. And if I knew what I know now I would have never went into education, I would have chosen an alternative field of study.

The number of credits required for a degree is too high. Many of the courses were irrelvent to my career (general ed.). Many specific courses for my program were repetitive.

I feel that a reduction in the number of general studies credits would not hurt a student in Applied Math. Reducing the number of credits in the major would be a mistake. I also feel that job experience during college years (such as internships or field experiences) is very important. Employers looking to hire new college graduates look for job related experience. Job related experience is a very important factor or cryteria (sic) employers use when hiring college graduates.

1. Let students know up front how long it will take for each major. How to average schedules for fulfilling pre-reqs for different courses. That seems to cause confusion when registering for courses. 2. I think education is very important and should be a positive experience for students - not complicated with early fill up of courses they need.

1. Some things that may decrease time it take is: Making more sections available in the required courses. Making more sections available or more course available during summer school. 2. Summer School is wonderful - the classes are condensed - the B.S. is eliminated from the courses and students are taught the necessary information - there is no time for filler exercises or assignments. The classes I had that I felt were real informative and genuine were my summer classes.

3. Also - making financial aid available - no matter the amount of courses - would eliminate filler courses too.

Listen to the students upon completing a class - certain classes are so easy one doesn't need to even pick up the book - others you can be in the top 5% of the class and be getting a C. Be extra careful about hiring instructors/professors who cannot speak clear English. It makes taking a class twice as difficult.

Please don't "cheapen" the college experience by shortening up the requirements. Everyday of school was valuable. It is not how long it takes you to do it the real reason for college and the result are - Did you get anything out of it and are you better because of it? If you answer yes your time and money (no matter how long or how much) was well spent. College is to valuable. America is trying to find short cuts for everything yes - even education. I think we can see by what is happening to society and kids today is that we need more education! Not less. Make it hard and make everyone learn! Don't hand it to them on a silver platter! Sincerely, X.

1. Open up classes so students can get them when they need them (especially in Graphic Design). 2. make sure advisors are competent in courses selection and in the areas of study. Example, don't assign a sculpture teacher as an advisor to a GD student especially if they don't have a clue.

In my opinion, computer programming, Art, music appreciation, even thought these classes may be electives should be taken right off of the required electives.

I think that there is a great need for a shorter more focused way of gaining the required or needed knowledge at the university level. Something akin to an accredited tech school. A B.S. or B.A. degree seem to carry more weight in any interview and by providing that will all the necessary working knowledge in a shorter time frame would be greatly appreciated. Although, I think this would be offered as a specialty program for those looking to maximize job opportunities and minimize time spent in more general study areas. I attended STOUT because it offered the closest experience to this situation. I believe I could have finished in four years, had I not changed my major. I know and work with many college students and many currently are looking for a quicker way to get the info they need to purse a profession. Sincerely, X.

Make more courses available so everyone will get the classes they need.

Too many classes overlap within the major - I had several classes that repeated the same info.

I don't know if the Ind Tech/Plant Eng requirements have changed since I graduated, but I feel there are some courses that should be taken to prepare someone to be a Plant Engineer for a corporation (or even Project Engineer) I took some of the courses I will mention, but if I was an advisor these are the courses I would tell students to take based on working experience. Maintenance Management (if course was a waste of time the way it was structured in 1990. I am doing Maintenance Management now and that course helped me in no way/shape/or form), Pneumatics, Hydraulics, Electricity (Industrial based), Welding Technology, Heat and Thermodynamics, Strength of Materials, 2 semesters chemistry, physics, eng economy, ACAD, Industrial Controls (dealing with PLC logic, 40-20 ma loops, PID loops, etc.), HVAC utilities like steam, ammonia refrigeration, air, system design), Energy Management, Environmental Management, Material/Process. The management courses were good. Then I would have other classes available if were interested in working in specific factory like food industry, automakers, plastic, computer, etc. I would eliminate all general study courses like history, phy, but keeping economics. The degree could be at 3 years, but I would eliminate the generals and add courses in place of those to prepare students better.

Learn to learn. Be Flexible. Don't assume you will get a job because of your education. Take courses that will allow you to switch occupations (Get experience in different areas and learn how they work together). "I went from a Psychology major to teaching computer skills." Do meaningful internships and field experience co-ops. Don't Hurry - But have a purpose. Don't waste your time.

Specifically in the Dietetics Program . . . reduce "competive push" brought on by professors. The classes were very tough and I truly believe that the professors were more "scary" than helpful. I've learned that education does not have to be that way - especially when the job should be advertised as exciting, people-oriented and caring. Have people who have worked in the field for a number of years over people who rely on book knowledge to teach.

Teach the reality of business with the theory of business.

Applied Math program needs courses in Database and in Networks.

More major courses - less general requirements. Much more advisor help - career counseling. Major courses offered should be better - more geared towards possible careers - I have a degree in Psych. (graduated with honors) and I can honestly say I know very little about my field. The courses offered were useless to me - they were too general.

I believe that requiring a "block" type class for ECE majors would be very beneficial. This would require them to be in the classroom more and teach and concentrate on one specific subject before they are required to go full go with all subjects. I feel this would have increased by knowledge and self-confidence.

More help with designing a plan to graduate on time. In my opinion, if you lessen the number of credits required for a degree, you are seriously compromising the credibility of a college degree. Basically you would turn into a glorified Vo-tech. I don't understand the relevance of question #19??

Courses specifically for a major should remain the same or even increase. Courses for general studies could decrease. There were many classes that I took only to fulfill general requirements, but had no personal interest (or professional benefit) in taking them.

UW-Stout: Truly needs to consider a more aggressive recruitment policy, for potential employers, for graduating students. I was truly disappointed with the School of Industry and Technology's contact and recruitment of potential employers, for its graduates. While I feel my education was more than adequate and prepared me well for the "work force", Stout did not prepare me to find and get the jobs I've held. Stout's recruitment office needs severe restructuring. While certain people go above and beyond their duty to help, others seem to have no purpose for collecting a pay check. "Clean some house"!

Students get no more out of a course than the educator puts into the course. Put it on the shoulders of the professors. Pay professors well, and require that they have 10 years experience in industry.

I would suggest that the general courses be reduced in order to allow students to take more major study courses. This would allow them to become even more knowledgeable in their course study area.

I felt that major was adequate, but too general! (needs to be more indepth) Advice: Invent the "Hyper-Degree" in different majors/occupations. i.e. 3 years and/or 105 credits. All courses related directly to individuals' targeted career position (i.e. Hotel Manager, Operations Mgr. Entrepreneur). A less diversified, or concentrated ("cut to the chase") major for individual's who would just as soon save their money (not spend it on non-related courses) and focus on what they want to go into. "Real World Majors"

A broad sampling of classes, both in the general ed and major areas has made me more marketable in the workforce.

Concentrate on the courses that a student will actually use in their field of work. Then have a very specific program of general studies for the student to choose from. What you are doing is long overdue! Keep it up, and good luck! X.

If UW-Stout does indeed decide to reduce the number of credits needed for graduation in it's programs, one area that must not be compromised is that of internships/etc. One of my greatest learning experiences at Stout was that of internship. The minimum amount of time should be 1 semester (4 mon) no less. Students should even be pursed to intern for 8 months (1 semester and summer) for example. Those majors that do not require internships/etc., such as manufacturing eng, should be required to do so. I know this theory goes against the theory of reducing the amount of time required to graduate but Stout should not lower it's quality of education just to push students through the system in a shorter period of time!

I feel there should be less time spent on general credits and more time spent on the major. P-G There were many classes took in college in general studies that I took in high school. I understand the emphasis on a well rounded education, but repeating course work is expensive and a waste of valuable credit hours. P-G I would highly suggest more emphasis be put on public speaking. I found that many people who have superior skills are unsuccessful and ineffective due to their inability to speak well in public and lead. I would suggest you spend time giving instruction on leadership and team work. Teams are the buzz word of the industry. Everyone is going to be expected to do work with less. Skills go unnoticed if you are not seen as dynamic.

When taking classes pass/fail make sure they are classes that do not require an actual grade in order to get into a masters degree program. I was not advised of this.

I feel I received a very well rounded education at UW-Stout. Although I would still feel confident in my abilities and be competent in my field without some of the general studies credits, I feel they are part of a well rounded education. I do think with the proper advising I would have been able to complete the program in four years rather than the four and a half years it took me. The reason I cut my credit level back was because my last semester I would have had to take 20 credits to graduate in four years - proper planning would have avoided that. There are a few areas I wish we had better knowledge/training in. The are computers, writing skills and communication skills, both oral and written. They are very important in my industry and are the areas I feel weak in. Please keep these areas in mind when evaluation the program.

Continue providing lots of hands-on career-related experience.

Eliminate technically obsolete courses (like computer programming for non-math/computer majors).

Exposing students to as much team building/employee involvement exposure as possible. Make internships mandatory for every student prior to graduation.

Some classes are only offered spring semester or fall semester. Can't always get into them. I took a minor to gain a more rounded education of the business world. The art classes (i.e. drawing etc.) was frustrating for someone who is not an art major.

Provide some sort of information binder that a student can use through entire college career. Include a checklist - semester by semester - or courses, tuition payment deadlines, etc. College students aren't the most organized individuals and therefore such a packet would be helpful.

Highest paid individual in H.S. graduating class . . . time spent at UW-Stout working towards degree and personal attention from instructors were strong factors. I completely disagree with forming an assembly line for your student to get an education. If they want to get a degree sooner, have them work harder!

I do not feel requirements for B.A., B.S., B.F.A. should be reduced. I definitely do not want a 3 year program. Don't downgrade the degree. Create an intermediate associate degree if there's a need . . . but don't call it a college/university degree.

I think it would be a mistake to decrease the number of required credits. Some of the most influential material I learned came out of the general studies area of my degree. I feel this is all necessary to become well-rounded and gain additional exposure to areas which you are unfamiliar.

I had a positively fantastic experience at this university!

I think it would be acceptable to decrease the number of credits only if the classes were updated and much more hands-on.

Regarding question 4-7 they are vague in the aspect of not allowing for consideration for experience in the field before entering college.

Make your computer courses relevant. Drop programming and add spreadsheet and database courses. Discuss internet info.

Qualified advisors that wanted and had the time to help are needed. P-G A 3 year degree is fine for older students but (most) younger students are not ready for the "real world" that soon.

While I was attending UW-Stout the program went through great changes (design of course). I believe all that I've filled out is of no use for anyone.

Do all possible to give students information on most up to date technology in their specific concentration as well as a broad base of the original processes that the technology replaces. Its critical people understand the basics so they can truly comprehend what the computers are doing. Also, encourage more than one coop to give people more opportunity to see whats out there in their field. Coop's are the key to hireable/desirable grads.

Through my work experience, I am finding a degree in Fashion Merchandising or equivalent tile, is unnecessary. It would be more beneficial (sic) to the student that is interested in a career in retail to receive a degree in Business with either a minor or concentration in retail. This could easily be scaled down to a 3 year program by eliminating the unnecessary merchandising classes. At my current position, with a major retail company, of those hired into my position 100% have either a 2 year degree (only a couple) or a 4 year degree. Of those with 4 year degrees, roughly 95% do not have degrees in Fashion Merchandising or equivalent title. I have seen degrees in Human Resources, Business, Finance even Psychology, all this in the last 2 years. My recommendations, either lower the Fashion Merch program down to 3 years or eliminate the major and offer it as a minor or concentration.

I felt that the degree gave me a broad knowledge of the industry. I feel more time could have been spent on training and development for employees. There should be more field experience required. It doesn't matter how well you do academically, experience is everything.

Encourage students to take basics first yr (sic) and 2nd yr (sic) that would apply to all majors. Make sure students know there other routes to take there degree other than the specific career. Make sure students know that a degree isn't an automatic, into a good job its a necitty (sic) in the work place to have a degree to get an interview. From there you work from the bottom up. A degree dosen't (sic) quarentee a great job it prepares you to earn that job.

All classes should be available each semester. There should be a minimum of 2 teachers per course to choose from (when you have to repeat a course you got a D in, it's frustrating to have the same teacher you didn't understand and who laughs at your questions . . .).

Our program should have a few more business courses and less in biology and science related fields.

Help freshmen plan for senior studies. Clearly state courses required for students. Do not allow options for extra classes unless student knows that it might extend their time in school.

I would have like to get my education certificate from Stout as a double major along with my Applied Math.

My son is now attending UW-Stout and the problem his is running into is the same as I had. There are not enough sections of General Studies classes or different times for him to get into the classes he needs. The Spanish class he needs is only offered 2nd Semester, and will probably fill up rapidly. Many times I took classes to maintain my full time status that were not necessary and while they were interesting did not really give me an appreciable edge when I went looking for a job. It did get frustrating to try to complete the program when the classes were not available.

The best experience was getting into the classroom early in my college education. I was applying things I learned during class immediately during field experience, practice or student teaching. It really helped me see the importance of behavior and classroom management techniques. Keep that up! I feel Stout prepared me well for a teaching career!

The retail program needs to focus more on Retailing not just fashion or clothing knowledge. Looking back I really feel that the program I was in focused too much on textiles and "fashion" - I'm sorry but "fashion" doesn't do much for the bottom line. Companies want you to "sell" as associates and they want their management teams to work together to "sell more". Product knowledge is great, but I really think people need to be taught how to think and react to situations that come up. More people skills need to be taught. Whatever company you work for does things differently and "they" want you to fit "their" corporate mold. I really think that students need to hear more from people who are out in the work force. I think you learn more from other peoples experiences rather than books. The retail industry is constantly changing and I think our educational systems need to change with them. The only way that can happen is to teach young people how to solve problems and react to situations. Thanks for your time.

In art field - more business accounting and marketing classes should be required.

Using up to data technology, Stout like most colleges are about two to three years behind industry with technology. Still current.

1. Require (and provide) classes regarding education and state laws and issues. 2. Teach ed. students about common problems and procedures found in the classroom. 3. Make us do a lot of actual paperwork (IEP's, etc.) and test real special education students, not our classmates.

Everything went as expected when I attended UW-Stout.

Please advise students of all their class options. I took courses that were much harder than I had to, thus lowering my grade point.

Don't drop # of credits - the more one can learn and prepare both in liberal arts and technical classes, the more prepared and employable you will be. In addition, your salary is, quite often, based on what courses you've taken, not just the degree.

Make it mandatory that everyone have 3 mons - (1 semester or summer) of valuable work experience in major. Co-op or internship. Have previous graduate of that major say what they are doing. Best thing was to phrase out HEIB major - especially consumer affairs. I don't think I was well trained in consumer affairs. It was my general studies in Business that got me where I am today.

More competent advisors with <u>time</u> to talk with students - everyone's frustration is time!!

I do understand that 3 years for schooling is very possible and easy to do - but on the flip side as an employer and being young myself - the level of maturity may pose as a concern. Very few employers hire outside of college let alone my age. It still hurts me today and I'm 23 and 2 years out of school with sound management background. Let me know if there is anything else!!

I feel it would cheapen the B.S. Degree if you only require less credits than I needed to receive my degree.

I feel that reducing the requirement for a degree is a <u>HUGE</u> mistake. That is what Technical Training Centers and Community Colleges are for. With a 4 year degree you receive a well rounded education and various experiences that will help you in your future. Obtaining a 4 year degree takes commitment, responsibility, knowledge, and reducing the requirements would be an insult to those who have put forth the time, energy and money to receive a 4 year degree. A four year degree means something I feel that it is important to keep it that way. *If you wish to speak to me about my opinions please feel free to contact me at work. XXX

Keep equipment and processes up to date. Require instructors (ex. Graphic Arts) to have some working knowledge. Book/school knowledge is good but HOW DO YOU apply this knowledge in the real world.

I believe that many of the courses I took while I was in school painted a much prettier picture than what the real world is like.

Cathie Good Luck.

*Require internship 2nd quarter of sophomore yr. *Publish/advertise counselor services.

I left my job which was related to my major because of the hours, night, weekends and holidays. I enjoyed what I did, but it made it difficulty to have a family.

More classes for the amount of students. I had a hard time scheduling because all of my classes I needed to take that had pre rec's would always fill up fast!

Please stop wasting time - consolidate classes that are similar. Make class topics vary in content many overlapped to the point it wasted my time. Reduce the field experience time less hours spent in the long single classroom - allow for various hours to observe in variety of classrooms - and various schools to observe. Please add computer course for teachers to learn to teach children how to use. This course was cut and why? Are we not moving towards a computer based world?

A bachelor's degree should be geared to allow an individual to graduate in 4 years while taking 15 credits per semester, assuming no additional courses for personal interest or course repeats are taken.

A bachelors degree is almost becoming a commodity. Being in the corporate world for a few years has given me a new view on education. What you learn in the business world you can't possibly learn all at school - what you learn at school gives you the background and common sense in the business world that without school would otherwise not be achieved without many years of experience.

I loved my experience at UW-Stout. I learned more than just what was in my classes. I learned to become a more stronger, healthier, confident and assertive person. However, I disagree with how the business program was organized while I was there. Routinely, every semester, I could not get into the classes I needed. There were either not enough offered, or they filled up on the 1st day and you could not register for them. This was extremely frustrating when you planned your courses to graduate by a certain time. I also believe some of the business instructors were not capable of being a college professor. The major should

improve their pool of qualified teachers. And, the teachers should be available for the students on a daily basis during normal working hours. I still don't understand why teachers are off 3 days and teach at 6 hours on 2 days. Makes no sense - the rest of the world works 40 hours every week. I would be glad to provide any additional help you need with your research. X.

The educational system teaches theory not common practice. Students have no idea how to utilize outdated theories in the everyday work place. The one major thing I learned in college was how to think analyze and organize. Most of my knowledge has come from my ability to teach and train myself on the job. A lot of credits I took in college where related to the hotel industry and currently I'm in the restaurant business. I would however, not change many of the hotel classes I took because I am a more versatile and marketable person for that. I would seriously reevaluate many of the generals I took. I was a good student in high school and many generals only copied what I was taught in high school.

I work with others who do the exact same job and they make the same wage or more than me and they have no degree. Please explain that. That is what is frustrating.

Emphasizing the importance of birth-8th or 3rd certification. Most public schools look for that!!

More computer education. I had to take Basic computer Programming, which has nothing to do with my job. I could have used a course in the different types of software and how to use them i.e. LOTUS, Wordperfect, Microsoft word, Page Maker, etc.

UW-Stout does a very good job providing the tools and courses necessary for obtaining a position with good companies. The amount of credits I completed was my choice. There should have been much more integration for students with double majors. There was no communication between my advisors. It seemed as though they were coaches from "opposite" teams. An internship or co-op was not stressed enough and it resulted in my accepting a position lesser than my qualifications and my abilities. I have progressed well within my career path, but it has taken time. With the current economy, the placement office should also prepare people with the facts and tools necessary to choose alternative career paths. I am proud of Stouts reputation in the manufacturing environment in which I work. I am also grateful for Stout's choice to strengthen the engineering degrees. Please stress however, the ever present need for computer training and courses that extend beyond DOS applications and proprietary education software. The UNIX operating system I being used in every manufacturing plant I visit.

I really feel/believe that the Dietetics program is well-rounded. I do also believe that it's possible to graduate in 4 years (summer school included) if the individual is "driven" to complete the degree in that amount of time. Thank you and Good Luck!

An interesting study . . . I graduated with my first B.S. in 3 1/2 years, but feel its taking many students entirely too long due to a lack of availability of classes, prerequisites, and order or sequence for taking them . . . Good luck!

I had a wonderful experience at UW-Stout. I would have liked to have received certification for K-3, rather than N-K.

Within my program - it was difficulty if not impossible to get all courses completed within 4 years due to the sequence they had to be taken in and the small class size. The class size had to be limited to get more 1-on-1 participation, but it often meant tossing a coin to decide which 3 or 4 credit courses you could handle in one semester. 2nd p This is an excellent program, but it needs to gear up for the future - this industry is headed more and more towards production outside of the U.S. and very few production jobs are available in the U.S.

Require co-ops as part of undergraduate programs.

Do not lower the standards Stout has. Continue to make the students work hard and push them to achieve excellence. Continue the personal attention given by instructors which sets Stout a part from other universities. Stress more writing and speech skills in the majors. I use them everyday.

I have no recommendations - Stout is the greatest!

Try to get the drinking age back to 18 or 19. Fall/Winter classes (requirements) are difficult to schedule if only one is offered.

I think back to when I was a student and can recall several "professors" that were terrible instructors. You could pay more attention to the student - teacher evaluations. One advisor knew this was true, so I listened to his suggestions. However, some general studies classes only had 1 person teaching, so I was forced to sit through hour after hour of their dribble (see above).

The UW-Stout system is one of the premier institutions in the United States. As a recruiter I visit and work with many universities throughout the country. What I have found is that each has its problems and idiosyncrasies. The availability of room in classes and the shortage of instructors is a national problem. Sometimes is due to the inefficiencies of the institution, but most of the time its due to the lack

of funds. UW-Stout's problem is the lack of funds. Don't petition for the reduction of credits. Petition for the increase of funds from the state and alumni. Improve upon what UW-Stout is reputable for . . . The quality of education it provides its students. If you reduce the education level, to(?) take away(?) the very reason UW-Stout exists. Then all you have left is a glorified community college. I would hasten to see that ....(?) university.

1. More technical class opportunity - encourage it more. 2. More "hands-on"/"Real life" apprentice type opportunities, in addition to co-ops and internships. 3. Require more "business" for H & R. Expand on related fields in intro classes. 4. Offer international co-ops and better studies aboard (the program overseas, which I attended was a complete joke).

Provide even more hands-on training and require more major credits for graduation.

I do not think it is a good idea to decrease the number of credits required for a degree. I also do not think it is a good ideas to strive toward a 3-yr degree. In fact, I think 4+ years is fine if the additional time is spent in away that is beneficial (i.e. co-op, second major, etc.).

UW-Stout offers a well rounded educational experience. It is important to offer a variety of classes from several course areas to continue developing a good broad base educational experience.

I can only speak about the major of dietetics, as I have reported in the survey that my program director sent after graduation, therapeutic nutrition and nutrition education should be separated from food service administration. These should be two different majors. I think this is becoming the trend now in many colleges. Fewer and fewer R.D.'s are going into dietetics to become Dietary directors and food service administrators. If a person wants to be in food service they should work toward a food service admin degree. While I was in college, the dietetics program, in my opinion, required a much higher percentage of food service courses than it did actual nutrition courses. Many of the food service courses were repetitive. Also, clinical nutrition should be a required course and diet therapy should be 2-3 semesters instead of one - there is just too much important information for 1 semester. I hope this will help change the requirements of this major. I feel the changes I have suggested, better reflect what's happening in Dietetics today.

My degree was being phased out while we were still in the program! It was very difficulty to schedule classes as they were not offered often - and certainly were not offered at appropriate time for the students. Good luck with your research!

More incoming student advising, possibly decrease general req's and increasing core classes.

Offer more help and advice to undergrads.

The semester prior to my graduation the university made it mandatory to complete an internship or co-op during the college years. I think this was the most important part of the education I received while at Stout. My 2 co-ops gave me a head start in the printing industry that made me more marketable and more valuable while looking for a job after graduation. With the headstart I started working at $22,000/yr; 6 months later a $1000 raise; then I found a new job with the experience I earned. At my current job I started at $26,000 and am currently at $32,000. I've increased my salary by $10,000 in two years based on what I learned during my co-op.

Graduating in four years is really not a large problem. Students just need to be organized and be smart enough to find a mentor in a teacher to help guide them. If I had wanted to I would have graduated in 3 1/2 years. My last semester I only had 2 undergraduate classes. Most semesters I took only 15 credits and one summer of classes.

Articulation w/H.S. is vital. Students should already have many of the freshmen classes completed in H.S. (Advanced Placement) so they are ready to pursue major coursework in 3 years time, with an internship (may 2) in summers between the school year. What's needed is <u>less</u> time in the classroom in college and <u>more</u> time in an actual job setting (internship) for a hands-on learning experience. Time is lost in H.S. w/a lot of repetition and boring classes. Students should be able to articulate courses to add interest and give them a goal past H.S. Then in college the time there can be shortened w/curriculum devoted to core major classes.

I was and still am satisfied with my education received at Stout. Since a student gets as much out of a program as they put into it, reducing or increasing credits required probably would not effect the overall educational experience. X.

Stout was a great experience. All kids should experience some sort of college life. It helped me grow up a lot and experience a lot. 5 yrs. was perfect and I don't recommend any less. Once your out reality really sets in. Enjoy it while you can.

I feel the <u>number</u> 1 reason it took me so long to finish school was poor advisement. As a freshman/sophomore I had absolutely no idea as to which classes I should take, what order should I take them in, and how difficult it can be to get the classes you need. 2nd p. I also wish I could have had an UNDECLARED major my Freshman year. I was so indecisive I just declared a major I was

remotely interested in. Then you were required to take classes in that major. So when I switched majors I had lots of useless credits.

It's very difficult to complete an undergrad. degree in four years unless you're willing to go to summer school. And then, sometimes multiple summers must be spent to get done in four years. A person would have to take 16-18 credits per semester to get done in eight academic semesters. I believe a close look at courses in the curriculum and their worth on an on going basis may be advantageous. What college graduate has never said "Boy that course was a waste of time, energy, and money!" But the general academic program required it. What can you do.

Better advisement on career path!

Need more course offerings - time slots. Additional staff for above.

1. More field experience needed. 2. Practical office and corp. skills (micros, financial skills). 3. Employee relations courses.

I believe that additional computer courses should be "require." The world is moving toward computerization and many do not possess the necessary skills to feel comfortable and confident to be competitive in the job market.

The reason I chose UW-Stout (and the strong point of the undergraduate program) is the "hands-on" basis of the courses. I feel strongly that the core program classes be maintained (or expanded) to continue providing the labs and realistic courses necessary to give UW-Stout gradutates the skills to succeed.

Have more guest speakers from the industry, have more tours of industry related plants. Teach politics and more communication skills.

I definelty feel that in the retail merch. and mgmt (sic) major the business classes required were by far more beneficial than the merch. Classes: Example - textile, apparel, visual merch. can be more easily learned on the job. MPC (sic), store mgmt (sic), etc. were much better preparation for my work environment.

I have a 4 yr. math degree. I want to pursue a secondary certification (in math). At UW-EC it would take me 60+ credits. At UW-SP it will take 43. Where is the continuity throughout the UW System? I need 4 additional math coures at each college - only one was the same. 2nd Par. UW-EC gave me the impression that a cum laude graduate wasn't enough I had to prove myself academically with them. Needless to say I will be attending Point. Stevens Point gave me the same type of caring, warm response that I had gotten from Stout and I will accept nothing less.

3rd par. I do not agree with a 3 yr. degree. While I realize that # of credits and requirements for program are increasing - if they are kept within 4 yrs. thats fine. I think Stout see more 5 and 6 yr. students because of the wonderful co-op opportunities they provide. Let's face the fact that these experiences are often times the determining factor in getting a job. An Applied Math student's co-op is OTJ training and not "shadowing" another employer. A new policy regarding co-ops was implemented after my husband (Applied Math) and I graduated. That policy would have greatly inhibited our ability to graduate in a timely manner and I'm so grateful it didn't affect us. Perhaps a limit on how long a student has to complete an undergraduate degree needs to be considered - if long terms are becoming a concern. Or maybe classes need to be combined. Reduce general requirements not major requirements.

Calc. (sic) not very useful, plus a drag on GPA. More science would be helpful, Biology, Chem., etc. Better computer training would definitely be a plus. Basic programming doesn't cut it, not useful. Indepth DOS class would be great. Current software desktop publishing would be very helpful. 2nd para. Will we see results of the study? I'm very interested in salary ranges and other feedback regarding class selection.

I know Stout tried with interviews on campus and job listing, but I had trouble finding a job in packaging. I don't know if I was an exception or not. Finding a job after college should be the number goal of Stout. When I left Stout I really didn't know what to do when the bills started coming. I think Stout should follow up and assist more. Don't get me wrong, I was taught some good work ethics and it shows in my work. But this I had to prove, not to be expected.

I think there should be more requirements for writing skills, team building skills, and time management skills. More classes should require research projects. You can't learn everything in college that you need on the job - but you should learn how to look and where to look.

I felt the university needed to expose the students early on to what type of jobs the graduates were receiving. Many students understand the classes they are to take and can read the title of their major but do not understand the practical applications these courses will provide for them. Many graduates that I know have a certain degree and do not know what jobs they are qualified to apply for.

I'm very pleased with my post graduation results. I majored in H/R Mgmt. and managed hotels/rest. for Westin Hotels and Resorts and Four Seasons Hotels for a total of 4 years. I enjoyed it and felt I was well qualified.

I've since gone into Sales for Olsten Staffing Services due to a change of pace and better hours. Thanks for the inquiry! X.

Be more up front with students as to what actual job opportunities will be available to them upon graduating.

DO NOT reduce the number of total credits needed. If anything tougher requirements are needed for graduation. The biggest help for me was 3 intern/co-op positions that I had. A 8-9 month work experience should be required (1 semester and summer). 5 years or even 6 years is fine for completing a degree. If students want to complete a degree in 2 or 3 years send them to a tech. school. The 5 years of school, 160 credits and work experience is what got me a job over the thousands of other grads . . .

Even though I graduated in Fashion Merchandising, and am now working in the entertainment business (my first love!) I still would (probably) not change my choice of major if I were to do it over again. From the first day of school I studied the 4-year plan handout knowing that my goal was to graduate in the 4 years. I graduated with an emphasis and 3 minors - tailoring my major to my specific interests and career goals at the time. I always took more than 16 credits, usually 18 or so, but tried to even out the hard classes with a few easier ones so that my work load wouldn't be too difficulty. I had no problem with my schedule, and I still had plenty of time for ex-curricular activites and a social life. I even had a Chicago weekend job during one semester. I was by no means an exceptional student (3.1 GPA), but I was focused, had my goals, was well orgainized and prepared. I feel strongly, that lowering credit requirements, would lower the overall quality of the college education. I am very disappointed that a program at Stout would even consider this option. It's only adding to the problems facing our "society" like the demise of the work ethic and people trying to get away with doing less and less.

Bachelor's degrees no longer carry the weight and respect that they used to because they're getting easier to get. I would hate to see any program at a reputable school such as Stout lower its graduation standards. What a shame.

When you choose to go to college, you choose to to college. College isn't supposed to be easy. Only when we are challenged do we become better people.

P.S. The peer advisor program at Stout can be used to better help undergraduates with planning their 4 years and choosing a good balance of classes each semester. Perhaps the program should be expanded to include more personal meetings with freshmen (and upper-classemen) students, more than just the one time to decide on second semester classes (I was a peer advisor). Maybe someone should write a book or start a club: The "I'm doing it 4-years" Club!

Good luck in your research. Please let me know if there is anything I can do so that graduation requirements are not lowered!!!

Encourage and aid students in becoming involved in their prospective careers ASAP. Seek counsel from potential mentors with ----- the university can provide

within local companies. Also, they should consider alternative paths other than the conventional protective packaging or printing. Sales, in-store advertising as well as many others are great opportunities looking for a solid understanding of packaging knowledge to apply to their industry.

Should have to get at least a grade of "B" or higher in consentration (sic) courses or they shouldn't apply to graduation in that consentration (sic). X

I would have liked to have been more prepared for the expectations re: What my degree would offer for me and the types of jobs I would be qualified to obtain such as salary, job expectations from the employer and exactly what it is this job is!

I'm sure it has changed since I graduate, but more computer experience in graphics.

*Need to teach students real life situations in their major and also generally. Like how to do your taxes "101". These things can better prepare these students for real life instead of struggling or getting into financial difficulties.

Get rid of CALCULUS!
There are plenty of classes offered that teaches problem solving, so anyone who uses that as a defense is wrong!

VTAE Your are a great school that is known for the quality of your "product".
Keep all eforts in that direction and you will stay great!

Encourage kids to take time between high school and college. I don't think an 18 year old can decide on an occupation or career path.

I think advisors should try to help give students a little more direction. I remember my advisor, only telling me where I needed credits and in what areas. I think if I could have discussed with them what kind of job I wanted after graduation and what skills I would have liked to sharpen. Then they could have directed me or given me a focus area. I really feel I blindly went through college with no direction. Part of that was my fault but if there was more help and guidance for me, it would have been different.

I was very satisfied with UW-Stout. I received my Early Childhood degree and went on to UW-River Falls to receive my elementary certification. Has Stout considered offering a K-6/1-8 elementary certification?

More guides for Coops or internships, for less known concentrations like, Technical Communications, etc. Don't let politics dictate what educators stay

teaching at Stout. One of my best teachers was let go because of internal politics at Stout!

Please do not lessen the requirements for Majors, I feel that would be a big mistake! On the otherhand do not increase them to force people to go more than 4 years. I think more core classes would help a student focus on things they want to do for a career.

I do not feel that any of the courses should be taken out of the major. If anything, more classes should be in the major section and less in the required basics classes. The College Degree should not be any shorter than 4 years worth of credits.

I feel that a lot of the classes I took, or had to take, did not pertain to my major. Therefore a lot of my time at Stout was wasted.

More help w/counseling classes.

Prerequisites for popular majors should be offered each semester and often more than one period per semester.

I was not required to take a Co-op or Internship while at U.W. Stout and if I was I would have found that to be very usefull which a co-op may be a part of the program now.

The program needs to give more credit or the opportunity to recieve credits for job experience, I was an older student when I entered and had to sit through some pretty repetitive information.

Also accepting more Tech. School credits. I lost a semester or two having to retake general study courses because Stout would not accept them. The material covered was very similar.

More hands on teaching. I had experience in my field, but the H & R program sure graduates a bunch of "DORKS". It hurts the programs reputation to do so, it also takes away from the leverage us "NON-DORKS" can use our degree for.

Should have a class in the reality of the hospitality industry and the strain on social and family life. I would love to teach it.

Dear George & Cathie

Stout has provided me with a base to further my goals in life. Yet, the B.S. that floats in the hall on campus can really slow a student down. Classes need to be looked at seriously. Stout is an educator and a business, YES. But, hold on now does that mean that students are required to take classes that don't take them anywhere. Think about it why did I have to pay for a class, plus I was lucky to have possiblie (sic) the worst instructor on campus teaching the courses and not

learn 'a damn thing'. This is probiblie (sic) hid behind curtins (sic) more than you know.

In closing: on a scale from 1-10 Stout is about a 7 to 8. There are some great instructors and excelent (sic) people that Stout has exposed to me. The classes are fair but, great attention can also be made, which would produce even highe (sic) qualified grads.

Make the tenured professors.

I don't suggest cutting courses related to the major. If courses are cut, let them be courses that are far removed from the major.

A change in rather than a reduction in credits for general and major requirements would benifit (sic) a student and his or her future. Lessening the number of credits required would also lessen the value of one's credentials and potentially lessen opportunities for growth now and in the marketplace.

Keep up hands on experience.

I don't feel Stout challegnes a student. I was very disappointed with 85% of the professors that I had. It seemed that they were trying to do the least amount of work that they had to do (correcting papers, etc.) therefore the homework was easier than what I had expected and hoped for. I spent a large amount of time and money at Stout and I feel that I taught myself many of the things I had learned (by researching topics myself, etc.)! I didn't need to pay for that!!!!

I think volunteer work should be REQUIRED for each major! 1/2 semester would be fine!

If certain courses are required for every student attending Stout, those particular courses should be offered more! I finally tested out of Business math because I was tried of trying to get enrolled in it!

I tried to (or looked into) transferring to Eau Claire university and many of my credits wouldn't transfer. They didn't meet the requirements that EC expected. I think that says it all!! I don't recommend Stout to those thinking about furthering their education!

More major courses of study. Change facilty planning to be more of a class geared to living layout, and space benifits - avoid the drawing - not necessary. Many want to implement more classes dealing with human resource management and legal knowledge. Also get more marketing classes, as well as computer basics initially.

Reevaluate the content needed for the 'major' areas. Check with employer needs.

Make personal hands-on experience more of the class. It's a hard thing to get when trying to get started and without it the chance to get some is rarely given.

Maybe things are changing now, but for my major an updated or upgrade needs to be sought(?) for what is really happening in the apparel industry. I think Dr. X is working on that. Also I can't believe there isn't any offerings for Foreign Language as a minor; expecially since major international companies recruit at Stout and business is Global.

Continue to keep up with the technologies in the work place.

Field experience was very valuable, should still focus on, courses such as maint mgt/facilities were now related to our working field. Rest. oper./QFP, all specialized H & R courses were great.

Looking back on my years at Stout, I realize that the program was not difficult enough, not challenging (sic). There were classes, Restraurant Operations, Quality Food Prod., Hotel & Rest. Accounting, etc. that were worthwhile toward my education. As a whole, however, it seemed that many of the people I went to school with graduated unprepared to deal with "real Life" in industry - the pressures on young managers, the stresses on personal lives, etc.

Right now, the restaurant industry is experiencing a shortage of qualified managers. I feel Stout should take the lead in changing the education given to students to meet the changes in the industry right now.

I personally met several obstacles in my first few years that I was unprepared for, and felt that someone should have warned me often, alterted me to the possibility of them happening.

Put more emphasis on the hard knowledge that people need to succeed in industry, and provide more challenges to them, to force them to grow before graduation.

My advice for the graphic design program is to combine a semester class from the Art dept. with the Graphic Arts dept. This could be very helpful for both groups. The graphic design students can act as a "customer" with a project which they would design and they would work with the graphic art students who would be acting as the local print shop who would then print their project. Creating a class like this would make the students feel like they are in the real world. It would be very beneficial for design student to understand the print shop terminology, and how to creat their design so it can be printed. This class would be more in depth then composition or graphic arts I or II.

I do not recall any sort of class like this. I know it would have been a good experience for me. It is also important to keep up with technology in graphic design. And it is important that the teachers keep up with technology. I only

recall one design teacher who knew about computers. The others seemed to be intimidated. There is so much to learn about technology in graphic design in the printing industry.

Please use student advisors that can give helpful suggestions. For example, if you are not sure of your major, start taking a few courses in that area instead of general studies. Maybe all advisors could be given a handout of important things to cover with each new student instead of just asking if they have any questions, other than getting off in the wrong concentration. I have no suggestions for improvements.

Thank you X.

Students need hands-on-experience early in their college experience.

My degree is in Special Ed and I didn't feel like I really learned until I did my student teaching.

I feel the Co-op office, imparticularly X, was of great help. Without them I wouldn't be where I am today.

There is alot (sic) of fat that needs to be cut. I got my job because of my internship only. Sure all these courses make you well rounded but does get you your job. That issue could be argued extensivley (sic) but most people can do the jobs their doing with two year of school or less.

Help off campus students more. More mailings or more counseling.

1. Less General Studies requirements/credits. 2. More credits earned depending on your grade (ie. grade = A credits = 6 grade = B credits = 5 grade = C credits = 4). 3. More credits given for major classes. 4. Less structure, give credits for more classes for transfers/switching majors. *5. Combine general study classes into the course (ie. History and Labor Economics) give credits for both. Alot (sic) of these general study classes could be half as long.

All Home Economics Education student must also be certified to teach general education or some other 'back-up' minor.

I feel Stout is an excellent college but did not prepare me very well for the working world. I use 10 % of what I learned at Stout and when I bring that up I am put down by fellow workers who went elsewhere. I think I should have received a better education.

1. Computer increase requirements. 2. More fabric education. 3. Creative approach in addition to business. 4. Math increase requirements. 5. Marketing broader scope of this area in relation to the work force and significant role it plays in business. 6. Internal working relations, team building, stress management (*prepare students for the positive of the work force as well as the very real above issues!).

Reduce electives such as health courses and replace with classes related to degree.

Since graduating, I have had a few different experiences with teaching. One disappointment I had was working with a chain - child care center. The values of such a center did not live up to those taught at Stout. Looking for a center that fits your personal believes makes it much easier!

One thing at Stout that was disappointing was the range of pay that is suggested - when I first graduated - I was making about $500 over poverty level - not something they let you know while in the program. (about 3-4000 less than the average.)

Additional class work that would have been helpful would be: a course on abused children - how to cope w/it (sic) personally - also how to deal w/the (sic) parents after the abuse has been reported. Also as high scope is becoming more and more prevalent in non-headstart programs to include more course work to understanding the ideas and being able to carry out a high scope and active learning curriculum.

*More hands on lab work. *More independent work in lab. Eliminate groups - force ind. (sic) to learn/do it themselves instead of signing their name to group projects.

My education was wonderful! It's the companies out there that don't take my education seriously or don't take my education into consideration when promotions are available!!

Better opportunities and encouragement for entering and researching post grad education. Classes or workshops that don't cost a fortune to improve GRE scores.

Encourage internships.

The Technology Education course does not give enough hands on. It also does not give you any idea on what teaching is really like.

Encourage more professional experience. The intern opportunity was the most important area in my ability to secure employment.

Also encourage extracurricular activity, to display time management.

I really regret not having more property/real estate courses. There are so many careers relating to retail and not each career has the same course requirements. I wish I could have substituted courses for others which may be more tailored to my career needs. Although I do believe I benefited from all courses I took. Mr. X was very aware of my interest in a Shopping Center Mgt. (sic) career and was supportive of my goals by allowing me to complete a more specialized CO-OP as a Specialty Leasing Rep. However, I wish I could have been advised to have a minor in property mgt. (sic) or incorporate such classes into my current program. That is my only regret. My concentration in international buss. has been very beneficial as my ultimate goal is to develop shopping centers internationally.

Also, I feel that instructors should allow students to cater projects toward their goals. Some professors are very good about that while others are not. Also, I feel it is important for professors to help students who do have "unique" career choices to seek out additional sources of information for courses, projects, etc.

Dr. Y and Dr. Z, as well as Dean A assisted me where possible as far as any contacts they had in the Shopping Center area. Also, Dr. B helped me explore related avenues. I think more resourcing (sic) like this is important and it should be available more in depth to those students who are more serious about their careers.

I am interested in assisting UW-Stout in its area of academic improvement. I feel education is extremely important. If there is anything I can do, please contact me.

X yyy-yyy-yyyy home
yyy-yyy-yyyy work

Well prepared.

Offer more classes which are directly related to the major rather than general.

Too much overlap between concentrations. Example - Tech Sales & Service & Mech. Power Trans.

Possibly increase the credit requirements to keep existing generals and add specific classes.

Computer training required in all classes.

*Stout need to bring in more outside professors, critics etc. . . . to evaluate programs, interact w/students (sic), classes, class projects etc. . . . *Encourage internships. *Have outside professional teach classes (I don't think it requires a masters degree or Ph.D. to be an excellent teacher). People in touch w/the related professions have a lot of input. *Outside speakers.

Increase application oriented education i.e.: co-ops, class room examples, lab time, hands on-projects.

Sociology, psych, Guidance, Government, were all wastes of time. Classes in tech ed program should reflect what is being taught in schools. Graphic Arts, Photography, Woodworking, Auto & Small Engines, All should be required classes. These were not and I took them against the wishes of my advisor. Thank Good I did because that is what I teach. Theory classes are fine, ex: comm systems, but does not give us information that we can effectively teach High School students. Lets work in the world that exists out there.

I believed I would make big bucks after graduating - Don't let people think that!!

More computer courses - not just basics. If you are going into manufacturing you need AUTOCAD, CADKEY, or PRO ENGINEER (current versions). Not just basic knowledge, but really be able to use them.

Design area - strongly recommend Graphic Design I & II for anyone even close to that area. One thing though . . . I think the emphasis should be more production oriented. Yes, you need to know good design, but that isn't enough. When you are hired in many design positions it is assumed that you already know how to draw & design something well. What a company wants is speed, accuracy and an ability to pump out drawings or designs in record time to keep up with sales or production. You do not have the luxury of a 16 week semester to finalize your drawings - IF you are lucky, you have 1 week for them to be in finished form. I've seen many people suffer in this area because they can't handle the stress. Remember . . . a company is there to make money. If you can't get a project done in time, the company is losing money.

Course requirements - Please do not consider shorting any of them. In fact, there should be more required courses in math & English. You would be surprised how many people with degrees - do not know how to write clearly or add & subtract fractions. I find myself lacking in some of those very areas.

I do not think it should matter how long it take to get through college. I made it out in 4 years because I took summer classes all 3 summers. Otherwise it would have taken me 4 1/2-5 years, and I was a full time student. I pushed myself to be finished in 4 years.

I think there should be more required advanced courses. Instead of 4 general math credits it should be 4 college algebra or geometry credits. To me, if it wasn't stated specifically why should I take geometry when I could take Business Math instead? After you are out a few years you start realizing the error in your thinking, but at the time your main goal is to get out.

I guess I've written a book . . . something I have a tendency to do. I guess I should have tech writing instead of creative writing. Oh well!

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Provide job opportunities, exposure in the work force.

More class availability. More classes in major area of degree.

I feel my major and the CDFL advisors left many of us with empty promises. There were supposedly many opportunities in various areas that as a graduate we would find employment. Employers look at my degree and laugh - and those that do offer me a job don't pay more than $5 or $6.00/hr. How is a person suppose to make a living and feel successful? I have been with my job for 2 yrs and 3 mos. and I make $6.62 and hour, pathetic isn't it? Fast food restaurants offer $7.00 plus an hour as a beginning trainee. When does one throw in the towel and go work in a factory in attempts to make a decent living in order to repay the tens of thousands of dollars in loans required for my education. I've thought about going on and obtaining a masters, but will it be worth it? Will it be more money down the drain? Will there be jobs available upon graduation?

I don't think I should have to work a 40 hour a week job in my field plus at least 2 part time jobs in order to come close to paying the bills. When I graduate I felt the best and most accomplished ever. I was ready to tackle the world. Well, it's been almost 3 yrs since graduation (Dec. 1992) and nothing. No great jobs that I heard so much about, or was "promised" just rejection after rejection. I know I am not alone, many friends from many grad. years in many areas of the country are facing the same difficulties. I have never felt so worthless and useless. I regret every penny that was spent on my education. And I have a reminder every month due on the 20th to the amount of $183.24 for the next ten years. Granted I had a wonderful time and experienced so much at Stout (in fact, that's where my husband and I met) but I'd like those 5 1/2 years back. I could have been making $7.00/hr (or more) and McDonald's/Burger King etc. instead of wasting money on a B.S. degree that hasn't gotten me a thing.

My suggestion is get rid of CDFL/HDFS and get a social work program. Move the Human Resource concentration into a minor available to Business students or whoever.

We were told our CDFL degree was equal to those with a social work degree - well that's all bull. I had a "in" with Milwaukee County and was going to be hired as a Case Manager, but the title of my degree didn't fly. They like my courses, but not the CDFL title. (This is only one example).

Please feel free to contact me if you have any questions (or suggestions). I am willing to answer more questions if needed! X (999)999-9999

Don't bull shit so much about 98 or 99% placement in a field. From what I saw Stout did little (nothing) for me getting a job other than the piece of paper I got (my degree).

Call if you have questions. (999)999-9999 X

I believe that the Rehab program needs to expand it's horizons to include a more broad population. It seems that the programs was very oriented to teaching about Developmental & Physical disabilities, but missed some areas along the way. I realize that it's quite difficult to include everything people with disabilities need to deal with, however, it seems as if an important part was missed. I now work for a Children's Hospital which deals specifically with people with disabilities. Before my experience there I never heard a word about any of the adaptive devices & equipment (i.e: braces, seating systems, orthotics (sic)) these people so desperately need in order for their quality of life to be optimum. Many of the adaptive devices we learned about are not covered by any Insurance Company & DRS may not have the money to pay for (most of these devices were for recreation). These people need these device in order to get them to their optimum level of functioning - (i.e.: if a person can't sit up properly by themselves it will affect their functioning). I just wish a section could be added to give students an idea about how to look at a person's' le vel of functioning through their positioning. I would also like to see a section added on augmentatiee (sic) (sic) and alternative communication and how it can benefit people with speech impairments. I would be more than happy to discuss this further if someone is interested. You can contact me at (Home (999)999-9999 (work) (999)999-9999. Thanks. X

Keep up to date with technology. Computer related field is changing fast & much is being added in a technical sense. Applied Math should touch more on database applications & 46L's. Tell X to keep up great work.

I was very fortunate to graduate in four years, but many of my friends were not able to. Mainly due to the lack of required classes to graduate. The spots were so limited that they had difficulty enrolling in certain classes. My most enjoyable semester, both academically and socially, was in the summer. I understand that some university are require their students to attend at least one summer session. Stout my not be a large enough university, but it may be the trend of the future for student to graduate in 4 years.

My last comment has to do with the lack of parking. You need to make plans to offer more spaces for students. I personally paid over $500 to the city & university for parking tickets. I will take responsibility, but I wish there was a better option. I would even contribute an alumni offering to better help the future Stout students.

You could start by eliminating clowns like X from the University System! I got decent grades in this guys class, so that's not the problem. X is incompetent (sic) and should not be teaching even general business skills. The man is a failure in pretty much everything he's attempted, including life and his constantly failing print shop that he has run into the ground. I didn't agree, but had no experience to

back it up. Now it is apparent that X was a fool and this explains why he lives in an apartment and drives a '78 Mazda Pickup truck. That's all, Y

Many undergrad courses in my major are very repettable (sic) in my major. All courses are very important, many need to be more specific to their topic.

1. Better advisement. 2. More technical classes, hands on.

Enjoy attending U.W. Stout.

I am overall very pleased with my B.S. (undergraduate studies) at Stout. If I were to make one recommendation, it would be advisement. Peer advising was a joke, I found it not beneficial at all, especially since I was confused about my major, and was thinking of changing.

I advised myself after my Freshman yr. I basicly (sic) went to the advisor just to get the signature so I could register. If advisors would take more time to talk w/individuals as people (get to know their future plans, etc.), I would not have had to go to Stout for 5 years.

1. Comprehensive computer literacy and practical training - not programming. 2. A course in job searching. The interviewing & speech classes were very informative & helpful. By job search, I mean available resources. 3. Enjoyed learning theory & putting it into practice. 4. Maintain writing classes as required courses. 5. Higher level of culinary classes. 6. Better 1 on 1 counseling with the course/program advisor. I had almost no contact with mine during my 4 yrs (sic) at Stout. 7. Clearly define career options & opportunities & field trips to various plants & career opportunities. 8. QFP, chemistry classes & management classes very helpful. Completing this survey might have been easier if a course listing was included to help with my memory of credit hours and courses.

The hospitality program at Stout is great! However, students should be better prepared for what is really out there upon their graduation. Even a BS degree doesn't guarantee a good job in the beginning. It can be very difficult and take tie to establish a good management position, or find a job with a decent salary. I stress to student to get all the knowledge and experience they can. The hospitality industry can be competative (sic) where super/mgmt (sic) positions are concerned. I speak from personal experience, since my graduation in '91 and my professional experience as an employment manager for Hyatt Regency. I screen/review approximately 60+ hospitality grads each week. A good education from a reputable institution culminated with strong work experience in the business (ie. Internship (sic)/Field Exp/Co-Op) is so very important. I find without the proper work experience many college grads end up with positions such as Front desk agent for $6.50 an hour, or as a server making tips just to make ends meet. It is

also important that students do research. Find the areas where there is a demand for hospitality employees, such as south Floida (sic) where I reside now. Students need to be prepared for these obsticles (sic) while still in school.

You need more professors with real life experience. There were to many teachers in my program who couldn't "do the job" so why are they teaching us how to do it?

Academic advisors/program directors need to brush up on their skills.

Excellent art dept.

Stout is very hands-on, which has helped with my success in my current position. The more hands-on Stout could be, the better. Offer courses pertaining to majors w/the most students more often. There were often times when I could not get the course/instructor I wanted, even as a senior.

I believe that field experience is very important for future development. I did not have/need field experience. It gives the student an idea what to expect. The experience should be related to their major. If the students is earning an education for buying they should receive field experience in a buying office. I see a lot of students that want to become a buyers doing field experience/internships at the store level. That is not a true field experience.

Make classes required for a major available with more sections open.

Don't decrease the # (sic) of credits.

1. A thorough knowledge of AutoCad (sic) & Drafting got me my first job. Problem solving & technical writing skills continued my success in my profession. 2. The real world surprised me. I would have like to have talked to more people who had recent experience on the job. 3. I don't regret taking additional classes because of my pseudo program director, but I was extremely disappointed when my true program director returned to tell me that I had an additional (1) semester and (1) summer to finish. Especially, when I thought (1) semester was all I needed and my funding was tapped.

Note: Fall 1989 Some 100 Students from Applied Tech. protested at the union to the program director and most of the department.

Program advisors did a very poor job in my college career.

A) More involvement from advisors. B) More help w/seeking employment after college. C) More real life experiences for occupation: on the job training.

Encourage master degree - It was more important to advancement than undergrad.

Require additional experience in field of study. Research projects or additional co-op field experience. This is a must upon graduation.

Keep the students focused on majors that are tangible and real world experiences.

Make sure all new students meet several time with their advisors to plan out their educational path. The Marketing Ed Dept. did a great job in this area. My wife is a UW-Stout graduate and I cannot say the same for the program she was in (Special Ed - Voc Rehab.).

Keep general areas strong with a few more electives. I wish more of my major classes would have been in more depth & covered more instead of being a general overview at times. Also more time was needed to complete many of the projects given in classes. Sewing takes time to do a garment well. Also learning to sew on an industrial machine and CAD classes would have been helpful (back when I started). I wish I would have had more flexibility in my scheduling. Some classes met at the same time as others I needed. Also would have like a co-faculty advisor or an alternate instead of the one to have a different opinion & some guidance. Some classes weren't what I expected & were disappointing in the fact that I didn't learn as much as I wanted to. Others were challenging & worthwhile.

*Also for the Coop office to have some Sat. hours for the Alumni to keep contact easier would help a lot.

I feel that every class in Hospitality & Tourism needs to be audited yearly. I have had several classes at Stout that have been completely useless to me. These are required classes in the major, yet because of instructors that have lost their zest for teaching they become less than adequate courses for college level students. I am happy to see X leave the university, I don't feel that he was qualified to be an instructor at the university, much less a program director. Y - Hospitality Finance - should be audited and send him on his way with his high school class and irrelevant curriculum. I feel that it is the responsibility of the university to ensure that graduates are well rounded individuals. It is for this reason that I feel general studies are so important. Graduates should not only be competent in their fields, but also in social skills which is why psychology & sociology are so important. Classes like Ethics & Listening are great for opening eyes and ears and minds, sometimes I feel that this is an area that is not stressed enough. Teachers must challenge students, and likewise administrators must challenge teaching professionals to assure that standards are being met and the integrity of UW-Stout stays intact.

I did not have to borrow money until I had to student. You should not make a student pay for 15 credits when they are not at school and are not getting paid for

their teaching experience. Some other majors get paid we did not. We also were told not or we could not have a job while student teaching.

All this does is cause a person to go in debt before they graduate and causes them to take an job when they graduate so they can pay their bills. Thank You X

1) Expect more of the content classes for 1-3 grades. 2) One class for Math, S.S. & Science was not enough. 3) Explain to freshman that the job market isn't good in Wisconsin for this degree. 4) School district's can't move you around (in the district) with only K-3 so if looking for public school employment plan to move out of state or know someone in human resources of a district.

Sorry so late - busy w/school. :(

Please see insert (I.D. refers to Industrial Design) STRENGTHS: the Stout I.D. program is improving more all the time as far as I know.

-students graduate with an indepth (sic) ability for creative thought and analyzing problems from many different view points

-some opportunities for co-ops.

-young I.D. staff (NEW, mostly after I graduated).

-New computers and the addition of training for them.

-near a major metro

-students learn many different manufacturing processes

WEAKNESSES:

-The Art Depts. operating budget seems like its not even on UW-Stout's list of considerations.

-limited library resources.

-interviewing and portfolio skills.

-low placement rate (in my opinion.)

-access to adequate labs (1/2 of Applied Arts is Industrial Technology rooms and labs that art students might find handy).

-modeling and materials: methods and training.

-students touch many different areas of business but may not learn enough about any one area

-Stout's programs are very specialized, but Art and Design doesn't seem to be as much so (granted, I haven't stopped in at Applied Arts in quite a while, and when I was in school, I didn't take advantage of everything that I could have).

SUGGESTIONS:

-UW-Stout, UW-Eau Claire, and UW-River Falls are so close together, if there are budget problems or etc., why not consolidate these three art departments, and make something outstanding and save money at the same time.

-ventilation for the I.D. labs and others (dangerous fumes) and maybe some training with these chemicals

-creative thinking could be upgraded even more by putting some windows in the Applied Arts Building. And there is a beautiful yard behind Applied Arts that isn't hardly ever used.

-more corporate sponsored projects (the Kohler project seemed to be a great success except when they marketed, I don't remember hearing anything about Stout)

-need better access to supplies (modeling and art). How about a supply room in Applied Arts (If there was anyway that I could buy out the Art Store guy, I absolutely believe that I could give the students and people a better deal. I'm sure others have thought about this too.)

-more CAD and computer rendering training

-the I.D. program may not be big enough but it could maybe use a specialization within it or added outside of it as a 20 credit minor (furniture design, ergonomics, materials, CAD, toy design, plastics, environmental, computer rendering, entrepreneurial consulting, etc.)

-we need more art and design students that want to be employers and not just designers or artists. Art and Design jobs may not be publicly listed very often, but I do think there is a lot of competition for any of them out there. How about some training on starting your own business or freelancing or consulting (not just business administration classes).

-survey corporate design teams and professionals for program improvement suggestions and maybe convince them to help fund that improvement (I'm not sure how the Graphics Arts Dept. does it, but they have received supplies and large machinery from companies)

-competitive entrance into art programs (pre-freshman review)

-create more competitive spirit by promoting nat'l (sic) competitions in the classroom and thus at the same time put Stout on the map. Why did an outside company design Stout's NEW logo? Did the students get a chance to try?

-create stronger professional organizations, such as IDSA, through involvement of more faculty and professionals, raise money by designing products for companies, competitions or creating a small business and marketing a product or service. Spend funds on distant company tours and trade shows, professional training seminars etc. It seems as if IDSA lost nearly all meaning at the end of beginning of each semester and especially during the summer.

-teach portfolio methods near the beginning of the programs and again near the end and lots of professional examples. The Speech Dept. offers interviewing classes, but they seemed quite vague. If art students could get more interviewing and portfolio instruction right from art instructors, I think art students would get a lot more out of it. Then they, could see firsthand how an art professional would approach an interview and portfolio presentation.

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