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Effect of Educational Budget Cuts on Student Programming in Universities/Colleges Located in the Great Lakes Region of the National Entertainment & Campus Activities Association

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Freels,

Leslie A.

1982

Effect of Educational Budget Cuts
on Student Programming in Universities/
Colleges Located in the Great Lakes
Region of the National Entertainment
and Campus Activities Association

A Thesis
Presented To
the faculty of the Department of
Physical Education and Recreation
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
Leslie A. Freels
July 1982

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EFFECT OF THE STATE EDUCATIONAL BUDGET CUTS
ON STUDENT PROGRAMMING IN UNIVERSITIES/
COLLEGES LOCATED IN THE GREAT LAKES REGION
OF THE NATIONAL ENTERTAINMENT AND CAMPUS
ACTIVITIES ASSOCIATION

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ENTERTAINMENT AND CAMPUS ACTIVITIES ASSOCIATION

Leslie A. Freels July 1982 68 pages

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This study was conducted in order to determine the effects of educational budget cuts on student programming in universities and colleges. It was stated that the universities monies allocated specifically for student programming had decreased, the number of full-time university employees had decreased, the number of national performers brought to campus had decreased, and student participation had decreased. A questionnaire was designed to send to those institutions that were NECAA, Great Lakes Region, members. A 62 percent return was received. the questionnaires were tabulated and data accumulated. The data indicated that most universities had received sufficient funds for student programming from their institutions. However, from 1979-1982, those respondents that felt they had sufficient funds decreased. The

number of full-time, as well as part-time, employees in the area of student activities had decreased slightly. The number of national performers brought to campus decreased, while the number of local performers increased. It was also found that the cost of a national performance had decreased. The data indicated that student participation within student activities had increased. Recommendations were made based upon the findings and conclusions. It was suggested that the questionnaire be revised in order to obtain more useful information. It was also recommended that similar studies be repeated within this and other NECAA regions so as to provide continuous and current data in the field. It was further suggested that Western Kentucky University be made aware of the results of this study and participate actively in further endeavors.

CHAPTER I

Introduction

In 1971-72, the Carnegie Commission on Higher Education published the rather obvious, yet still shocking, fact that 80 percent of a student's life in college is spent outside the formal academic classroom. . . . 80 percent of the time when an individual is most open to planning his/her lifestyle, career choice, and molding interests. What each individual does with that 80 percent of the time while on campus will most likely be reflected in what he/she does later in life.¹

This quotation has obviously shown that extracurricular activities are relevant and should be considered by university administrators. These activities have demanded researched support that student programming has become a high priority among administrators. Without supportive research in the area, student activities now lack the valid information needed to justify their existence. Similar studies have been conducted, such as the ACT and SAT adult success prediction study. The study revealed involvement in extra-curricular activities as the only variable determinate of predicting adult success.²

The lack of research is disappointing, and the present is not the most ideal economic time in which to conduct research. What programmers have needed most, they can least afford. A concern for efficient monetary expenditures is present among those involved with higher education, yet the existence of student activities has not been justified. Research is mandatory to do so.³

Many student activities organizations have yet to develop a mature philosophy, since student programming has only recently become prevalent among many colleges. According to Herbert Stroup

Student activities is noticeably weak in its underpinnings... the field has not yet had sufficient time in which to develop a mature philosophy... a theory can be developed only after a long course of practical experience.⁴

This lack of philosophy has possibly threatened student activities as higher education incurs various budget cuts.

Another area affecting monies allocated to student programming is the mandatory student activities fee. Decreased enrollment will bring fewer monies from fees. The 1978 United States Census Bureau Report found a 3.5 percent decrease in university/college enrollment from 11,546,000 in the fall of 1977 to 11,141,000 in the fall of 1978.⁵ The recently developed philosophy supporting student activities may not be as highly supported when institutions face declining enrollments. Furthermore, student activities have faced a low priority status among university administrators. In short, student programming has faced, and may still face, drastic reductions in allocated funds.

Statement of the Problem

The purpose of this study was to determine the effects of the state educational budget cuts on student programming in universities/colleges located in the Great Lakes Region of the National Entertainment and Campus Activities Association during the 1981-82 academic year.

Definition of Terms

National Entertainment and Campus Activities Association

(NECAA)--a unique educational organization which provides services, resources, educational opportunities and marketplace activities pertaining to university programs to all of its members.⁶

Great Lakes Region--a geographic region of NECAA composed of Kentucky, Michigan, Ohio, West Virginia, and western Pennsylvania.⁷

Student activities (student programming)--those specific pursuits dealing with students in a university setting and that are conducted under university auspices. This term will be used interchangeably with college unions, student programming, and extracurricular activities.

Student activity fee--a fee charged, either as part of or along with the tuition fee, for the purpose of financing student activities.

Education--that blend of classroom and non-classroom climate,

provided for students in a university setting, which affords opportunities for personal and professional lifelong growth.

Delimitations

This study was delimited

1. to higher-educational institutions that are NECAA members,
2. to higher-educational institutions that are located in the geographic area of the NECAA Great Lakes Region.

Limitations

This study was limited

1. to persons that did return the questionnaire.
2. to the honesty and accuracy of the respondents.

Hypothesis

It is hypothesized that state educational budget cuts have affected universities/colleges in the Great Lakes Region of NECAA. They have reduced university monies allocated specifically for student programming purposes. They have reduced the full-time, professional university programming positions available. They have reduced the amount of nationwide performers brought to college campuses. They have reduced student participation in extracurricular activities.

Research Design

The research design for this study was descriptive in nature. Descriptive research is the act of giving an accurate, factual account of a particular situation.⁸

A survey instrument was designed using a questionnaire format. This instrument was administered to all higher-education institutions in the NECAA Great Lakes Region.

Justification

The justification for this study lies in the fact that student programming has been affected financially by educational budget cuts. Student programming is also an area in which many dollars have been spent. The University Center Board of Western Kentucky University in Bowling Green, Kentucky, had an operational budget of \$75,000 for the 1979-80 academic year. Although very little of this money carried over to the following year, the board's budget was reduced to \$45,000 for the 1980-81 academic year during the summer of 1980.⁹

An additional purpose of this study was to measure the effects of the budget cuts on student programming. These reductions have recently emerged, and little research has been conducted to measure their effects. It is necessary that these effects be measured so that professionals might learn the current economic status of student programming and to provide guidelines for facing future economic problems in the field.

Footnotes

¹John H. Herbst, "A Philosophy for Programming," Lexington, Ky. University of Kentucky. (Mimeographed.)

²Sally Jo Power-Ross, "Cocurricular Activities Validated Through Research," Student Activities Programming Magazine, December 1980, pp. 46-48.

³Roger D. Harrold, "Designing Surveys for Basic Research," Student Activities Programming Magazine, December 1980, p. 25.

⁴Herbert Stroup, Toward A Philosophy of Student Activities, (Minneapolis: University of Minneapolis Press, 1964), pp. vii-x.

⁵Michael Cuyjet, "Student Affairs and Campus Activities: Entering a New Era," Student Activities Programming Magazine, September 1979, p. 38.

⁶Dennis Pruitt, "Simply Stated: Chairman's Report," Student Activities Programming Magazine, May 1981, p. 4.

⁷National Entertainment and Campus Activities Association Great Lakes Region. "By-Laws. Article I." p. 2, 1979.

⁸Webster's Seventh New Collegiate Dictionary (Springfield: G. & C. Merriam Company, 1916; reprint ed., 1967), p. 224.

⁹Western Kentucky University Center Board, "Proceedings of Fall Meeting. Budget Report." (Bowling Green, Ky.: 1981)

CHAPTER II

Review of Related Literature

The college students of the 1950's were often described much differently than the students of the 60's, 70's and the present 80's. They have been considered apathetic toward politics, evasive about joining organized groups, not involved with society, a silent generation, the note takers, and generally interested only in academic matters. Today's students, on the other hand, are much more active - creators of movement, initiators, discoverers, and leaders of their generation.¹ These are the students that are part of university student programming boards.

How did university boards come into existence? They began in the 1800's, at the Oxford and Cambridge Universities in England. In 1815, the various debate societies of Cambridge united to form the Cambridge Union. They existed as such for 50 years, meeting in an undersized, back room of the Red Lion Inn. Eventually the meetings grew into a dinner, debate, and then drinks. In 1866, they built themselves a home, which included a lounge, reading room, bar, meeting rooms, dining facilities, smoking room, writing room, and billiard room.²

Following a similar path, several debate societies united forming the Oxford Union in 1823. Six years later they rented three rooms for debate purposes in a downtown

bookstore. Then in 1857 they also built their own home, similar to that at Cambridge.³

The memberships of these unions were exclusive, for male students only. The administrators refused to support these groups at first due to possible subversion or distraction from studies. It is interesting to note that now

...the traditional British two-fold goal in education (is): to promote civilized behavior as well as knowledge - especially in the art of living together - and by encouraging independent student thought and action, to infuse students with the idea that they are responsible for the welfare of their country.⁴

During the 18th century, American leaders began to recognize the importance of college activities other than academics.

My plea, then, is this. That we recognize our colleges as the lives of this simple conception, that a college is not only a body of studies but a mode of association.... it must become a community of scholars and pupils.⁵

In 1907, the University of Toronto, Canada, opened the well-known Hart House. It contained a dining hall, library room, music studio, art gallery, debate room, photography dark rooms, art rooms, a three-room suite for the local YMCA, commons areas, student offices, a chapel, a swimming pool, squash racquetball courts, gymnasium with a track, residence for the warden, overnight guest accommodations, barbershop, 50-seat theater, quarters for faculty, billiards room, rooms for boxing, fencing, wrestling and basketball. Again note that this facility was exclusive, for men only. However, the administrative attitude had changed, as the facility was open to all persons in the college community - students, faculty,

staff, administration, and alumni. Also, this organization was operated by five decision-making committees, with representatives from all five levels.⁶

In 1914 a group of American students formed the Ohio Union at Ohio State University -- the first known group of American Students to unite in interest of extra-curricular activities.⁷

After World War I, many American alumni began placing money into war memorials by building structures on campuses.⁸ In the 1930's there was an increase in the development of community and recreation centers which, in turn, sparked the interest of college leaders in developing campus community centers.⁹ The final boost to developing student unions came in 1956, when legislation permitted the Housing and Home Financing Agency to make low interest, long-term loans for union buildings.¹⁰

History has assigned a role to the term college union. It is the community center of the college, providing learning experiences in social responsibility and leadership. It also provides recreational, cultural, and social opportunities to make extracurricular activities a cooperative factor with acadamia. Further, it serves as a unifying force among all persons of the campus, cultivating loyalty to the college.¹¹

This statement from the Role of the College Union emphasized extracurricular activities as part of the educational program. It brought the union into a partnership with the formal curriculum.¹² The two have begun to share the

responsibility of a "college education" to the student. As they have shared this responsibility, the union has realized it must meet the needs of the student. This responsibility must be met by each union possessing certain characteristics that pertain to a particular institution.¹³ However, the federal court system has expected students to accept obligation "reasonably imposed" by an institution.

The voluntary assistance of a student in such institutions is a voluntary entrance into the academic community. By such voluntary entrance, the student voluntarily assumes obligations of performance and behavior reasonably imposed by the institution of choice relevant to its lawful missions, processes, and functions.¹⁴

In actuality, despite the attempted supports, the theoretical base for student programming has been weak.

The area is relatively new, with little time to have developed sound philosophy. Further, student personnel work is considered an applied science, on whose theories student activities has depended.¹⁵ Unions have often appeared to be without purpose, other than fun and games.¹⁶ It was recently stated as common wisdom that students learn as much outside the classroom as they do inside.¹⁷ Is this necessarily common wisdom? Or is this a belief common among student programming professionals only?

Student programming presently finds itself in an environment of change. In the past decade, student programming administration has made little change. From 1976-77 to 1979-80, little change took place in the collection, disbursement, or expenditure of student activity fees, according to two national surveys conducted in 1980.¹⁸ With the pre-

sent attrition problems, the student activities fees methods, as well as programming philosophy, may be forced to change. The student who leaves means a loss of volunteer services and patron of programs to the student activities professional.¹⁹ In a questionnaire sent to unions in the United States, Canada, Australia, New Zealand and Japan, 149 of 190 schools still use the fee system as their major funding source. In all of these questionnaires, no extensive efforts beyond the student body were pursued, including faculty, alumni and life members.²⁰

Another indicator of a need for change has been the trend towards diversification of student interests. There has been an overwhelming increased interest in outdoor and intramural activities.²¹ With the present economic environment, can meeting these desires be justified? Yes, they can, due to the positive results of a Minnesota Study that revealed the impact of student involvement on a student's life. Sixty-two percent said that involvement had a moderate or strong impact on careers, and 71 percent felt ties with the university beyond graduation were created through leadership involvement.²²

Despite these newly emerged support evidences we have seen programming areas decreasing in extent. There is less travel,²³ and there are fewer major concerts. The summer 1980 box office sales were down 25 percent according to Mark Kirkeby, as stated by Rich Singer, in the August 21, 1980 issue of Rolling Stone magazine.²⁴ As student fees

decrease, due to lower enrollments, basic operation costs increase, as does the pressure to reduce student services.²⁵

A change in philosophy might include involving persons other than student programming personnel in the extra-curricular climate. The facilitators, those assisting in program execution, and the community - faculty, staff, students and others - are all potential revenue sources.²⁶ Involving the community may help secure the dollars to satisfy the economic need.²⁷ Charging ticket prices for programs already subsidized by activity fees may produce extra revenue.²⁸ Increasing the student activity fee, so as to keep abreast with inflation, may possibly be one of the few steps to make student activities self-supporting.²⁹

If the objectives on which unions are based are bonafide, then prosperity - meeting current and future needs - is a legitimate goal more than survival, or meeting yesterday's cost.³⁰ Attaining prosperity may mean producing more thematic programs, which stretches dollars further through the use of local resources and selected individuals with a strong commitment.³¹ If little or no money were available, an organization could be started with a group of interested students who would then seek out the necessary materials.³² Most importantly, sell your product - extra-curricular education. Society does have a need for this product. Internal support must be gained on-campus and off-campus; both alumni and community support must be achieved.

Footnotes

¹David Mallery, Ferment on the Campus, (New York: Harper and Row, 1966), pp. 2, 133.

²Eugene and Barbara Sternberg, Community Centers and Student Unions (New York: Van Nostrand Reinhold Co., 1971), p. 134.

³Ibid., p. 135.

⁴Ibid., p. 136.

⁵Ibid., p. 138.

⁶Ibid., p. 137.

⁷Harold E. Pride, "History of the Association of College Unions," in College Unions ... Year Fifty, ed. Chester A. Berry, and managing ed. Alfred R. Looman, (Association of College Unions - International, 1966).

⁸Ibid.

⁹Sternberg, p. 138.

¹⁰Ibid.

¹¹Association of College Unions - International, Proceedings of the 57th Annual Conference of the Association of College Unions - International (San Diego, Calif.: 1977), p. 105.

¹²Ibid., p. 9.

¹³Ibid., p. 55.

¹⁴Gibbs, Anette, "Mandatory Student Activity Fees: Educational and Legal Consideration," Journal of College Student Personnel, November 1979, pp. 535-537.

¹⁵Herbert Stroup, Toward a Philosophy of Student Activities, (Minneapolis: University of Minneapolis Press, 1964), pp. vii-x.

- ¹⁶Tom Matthews, "Theme Programming," National Entertainment Conference Newsletter (Summer 1973): 14-15.
- ¹⁷Sally Jo Power-Ross, "Cocurricular Activities Validated Through Research," Student Activities Programming Magazine, December 1980, pp. 46-48.
- ¹⁸David L. Meabon and David E. Suddick, "Activity Fees Research Updated," Student Activities Programming Magazine, December 1980, pp. 42, 44, 45.
- ¹⁹Michael Cuyjet, "Student Affairs and Campus Activities: Entering a New Era," Student Activities Programming Magazine, September 1979, pp. 39.
- ²⁰Boris C. Bell, Administration and Operation of the College Union, (New York: Association of College Unions - International, 1965), pp. 13-15.
- ²¹J. Roger Penn and Charles F. Erikson, College Unions at Work, (1974), pp. 29-30.
- ²²Power-Ross, p. 48.
- ²³Charlotte Cunningham, "We Don't Travel Because...", Student Activities Programming Magazine, August - September 1977, p. 32.
- ²⁴Rich Singer, "Concert Sales Slump: Fact or Fiction?," Student Activities Programming Magazine, November 1980, pp. 34, 36.
- ²⁵Association of College Unions - International, Proceedings.
- ²⁶John H. Herbst, "A Philosophy for Programming," Lexington, Ky. University of Kentucky.
- ²⁷Dr. Robert C. Peterson, "Economic Perspectives in Student Activities," Student Activities Programming Magazine, November - December 1975, pp. 30-32.
- ²⁸Singer, pp. 34, 36.
- ²⁹Ibid.
- ³⁰Sternberg, p. 138.
- ³¹Sara Boatman, "Thematic Programming," Student Activities Programming, June - July 1977, pp. 18-20.
- ³²Barbara Kasler, "Programming for Crafts: A Resource Primer," College Unions at Work, 1975, p. 3.

CHAPTER III

Procedures

In conducting this study the procedures were as follows:

- 1) A problem was determined by drawing upon the researcher's past experience in the area of student programming. This experience provided a background from which the researcher could determine an area for study.
- 2) The population for the study was identified as any college or university involved in student programming.
- 3) A particular portion of the population identified was chosen to participate in the study. This determination was based on the researcher's past experience with the Great Lakes Region of the National Entertainment and Campus Activities Association. This determination was also based upon the fact that Western Kentucky University is located within the Great Lakes Region, and this study may be beneficial to its student programming organization.
- 4) A questionnaire was designed to be sent to the predetermined population. It was presented to the thesis committee. Their comments and suggestions were then incorporated into the questionnaire. (See Appendix A for the devised questionnaire)
- 5) The questionnaire was then sent to the selected popula-

tion members. Each was addressed directly to the director of student activities.

- 6) Two weeks later, a second questionnaire was mailed to those persons who had not returned the first questionnaire. Again, each was addressed directly to the director of student activities.
- 7) A post-card was sent several weeks later to those who still had not responded. The card once again requested a return of the questionnaire and gave a final date for it to be received.
- 8) The data from the returned questionnaires were then organized and analyzed according to each individual question. Each question received comments in the text, and several charts were compiled to further organize the data.
- 9) The findings were stated based on the organized data. Conclusions and recommendations were then stated based on the findings.
- 10) An abstract was developed based on the findings, conclusions, and recommendations in the study.
- 11) The abstract was sent to those persons that returned the questionnaire and requested a summary of the results.

CHAPTER IV

Analysis of Data

The Student Programming Questionnaire was sent to seventy-four universities initially. (See Appendix B for a listing of those institutions that were mailed the questionnaire) Thirty-six responses were received from the first mailing, and ten additional responses were received from the second mailing--for a total of forty-six returned questionnaires. The forty-six responses provided a 62 percent return. The data were then compiled, organized, and analyzed in terms of averages and percentages, depending on the appropriateness of each individual question. Each figure was based upon the total answers for that individual question, rather than the total number of respondents to the questionnaire. All data were double-checked to assure accuracy in reporting. These data were then used to measure the effects of educational budget cuts on selected institutions of higher education.

Section I of the questionnaire dealt with the background information of the respondent. It was comprised of seven parts, labeled A through G, and the results were as follows.

Question A, asking the respondent's name, and Question B, asking the respondent's position, were requested for the purpose of future correspondence if needed.

The next question dealt with the number of years the respondent had worked in student programming. Of forty-six respondents, 45 percent had been with the university in the area of student programming for a period of 2-4 years. Twenty-eight percent had been with the university for 5-7 years. The range of less than one year and of more than seven years both received a reply of 13 percent.

When asked if the respondent had worked with student programming at another university, 40 percent, or eighteen, stated they had worked at another university, while 60 percent, or twenty-eight, stated they had not. Any respondents who answered yes were asked to name the university they had previously worked with and the number of years with that particular university. (See Appendix C for additional information on this question)

The respondents were also asked if their position with the university was considered full-time (40 hours/week or more) or part-time (less than 40 hours/week). Of the forty-six replies, forty (of 87 percent) were currently full-time and six (or 13 percent) were currently part-time.

When asked to state the number of full-time and part-time student activity employees at their respective universities during the academic years 1979-80, 1980-81, and 1981-82, the averages were within a close range of each other. From 1979 to 1982, the number of full-time employees ranged from 2.4-2.6 persons. (See Appendix D for totals and averages of employees)

Section II of the questionnaire dealt with student program information. It consisted of components labeled A through C, and the results were as follows.

Section A requested the number of programs the universities sponsored each year. During the respective academic years, almost half, or 40 percent, of the student organizations sponsored 25-50 programs each year. The second highest response, 29 percent, was from those organizations that sponsored more than seventy-five programs each year. (see Appendix E for student organization sponsored organizations)

Section B requested information on local and national performers. During 1979-80 and 1980-81 the universities hosted an average of 15.3 local performers. The 1981-82 average, 16.5, was slightly higher. The average number of national performances hosted were 10.5 in 1979-80, 10.7 in 1980-81, and 9.1 in 1981-82. During 1979-80, the average cost of a national performance was \$2,233.00 and in 1980-81, the average cost was \$2,090.00. There was a slight decrease in the average cost of a national performance for 1981-82, which was \$2,071.00. (see Appendix F for additional information on performance costs)

Section C asked if there was a significant decrease in the number of local and national performances since 1979. Approximately three-fourths, or 74 percent, of the forty-two respondents stated there was no significant decrease

at the national level. Twenty-six percent, or eleven, stated an increase at the national level. Of forty responses, 87.5 percent, or thirty-five, stated no significant decrease in the number of local performances. Twelve and one-half percent, or five, stated an increase at the local level.

The respondents were asked to explain why the number of performances had increased or decreased since 1979. Eighteen stated specific reasons why the number of local performances had not declined. Seven of those commented that local performances were of low, or no, cost and that student programmers were using local performers more often. Two respondents stated that national performances had lowered in cost and two others stated their budget had not been reduced, resulting in no decrease at the national level.

Section III of the instrument pertained to student involvement. It was also divided into sections A, B, and C.

Section A asked how many students were involved in each university's student programming organization. The majority, or 62 percent, of the forty-five respondents indicated an involvement of twenty-five or less. Twenty percent responded with an involvement of 26-50. Seven percent each responded with an involvement of 50-150 and more than 150. Four percent stated zero students were involved.

Section B asked the respondents to estimate the average attendance at various student programs. Workshops and recreation were the activities that received the most responses in the attendance category of 1-50. Cultural events and lectures received the most responses in the 51-150 attendance range, while special events and lectures received the most responses in the 151-250 attendance range. Special events and concerts received the largest number of responses in the category of 251-500 and concerts and special events again received the largest response in the category of more than 500 in attendance. (see Appendix G for average attendance at various students activities)

The questionnaire also asked if program attendance had increased or decreased when comparing the two academic years 1980-81 and 1981-82. Fifty-eight percent, or twenty-five, of the total forty-three responses reported an increase, 21 percent, or nine, reported a decrease, and 21 percent reported program attendance as staying the same. Of the twenty-five responses indicating an increase, thirteen stated it was due to better public relations. Two other reasons stated as contributing to an increase in program attendance included the provision of better quality events, which was reported on five questionnaires, and more student involvement, reported on three questionnaires. Of the nine responses indicating a decrease, only one explanation was stated more than once as the reason for the decrease. Lack

of participation among students was listed twice as a reason for decrease.

Section IV was titled "Funding Information." It consisted of sections A through G. Section A asked for a percentage breakdown of the student programming organization's funding sources. The categories included general fund, charges and fees, fund raising, student fees, and other. The funding sources that received the highest percentage of the total budget were student fees, which accounted for an average of 47.6 percent, and general fund, which provided an average of 38.2 percent. (see Appendix H for funding source information by University) The "other" category specified additional funding sources used by that university. The method most often was that of the student government association determining a portion of the funds. This method was reported ten of the forty-three times a comment was stated.

Section C asked if the organization had sufficient funds for the respective academic years, the majority of the respondents answered yes. However, as the years progressed from 1979 to 1982, those who felt they had sufficient funds decreased slightly, as indicated by the chart below.

Sufficiency of Funds as Stated by the Respondents

Academic Year	Yes	No
1979-80	34	8
1980-81	31	11
1981-82	30	15

When respondents were asked to explain their answers, four out of ten explanations dealing with insufficient funds stated budget cuts had been the cause. The most common reply to having sufficient funds seemed somewhat contrary to the earlier reply of having sufficient funds available. Three of the eight replies were exclamations of never having enough money.

In Section D respondents were asked by what percentages admission prices for student programs had increased. In the 1979-80 academic year, respondents stated ticket prices increased by an average of 3 percent. In 1980-81 an average increase of 7.4 percent was stated, and in 1981-82 the average increase was 7.5 percent.

Section E asked if future admission price increases were anticipated. Twenty out of forty-two respondents, or 48 percent, stated yes, while twenty-two, or 52 percent, stated no. When asked to state when and by what percentage admission price increases were foreseen, the respondents favored the response of less than two years with an increase

of 17 percent. Of twenty-four respondents, 62 percent, or fifteen, reported less than two years, while 38 percent, or nine, reported 3-5 years. The average percentage increase stated for less than two years was 17 percent and for 3-5 years was 24 percent.

Section F asked the respondents if their organizations a) raised any of its own funds, b) opened ticket sales to the general public, or c) co-sponsored student programs with other organizations. Forty-five responded to question a, with 40 percent, or eighteen, stating yes for an answer and 60 percent, or twenty-seven, stating no. A space was given for the respondent to state the percentage of total funds raised by the organization. The average percentage was 23 percent. Forty-four responded to question b, with thirty-eight, or 86 percent, reporting yes and six, or 14 percent reporting they did not open ticket sales to the general public. Question c had forty-six responses. Eighty-three percent, or thirty-eight, reported yes and 17 percent, or eight, reported no. When asked what other organization the university co-sponsored programming with, quite a variety of answers was given. The opportunity for multiple listings was available and twenty-seven responses gave fifty-seven different organizations. The most often stated response was co-sponsorship with the Greek organizations on campus, which was reported nine times. (see Appendix I for organizations listed)

The last question on the instrument question G, asked if the respondents anticipated their organizations seeking alternate funding sources in the future. Seventeen or thirty-eight percent, stated yes and twenty-eight, or 62 percent, stated no. A total of forty-five answered this question. (see Appendix J for alternate funding source)

CHAPTER V

Findings

The results of this study revealed that there was a drop in full-time student activity employees from 1980-82. The average number of employees in 1979-80 was 1.9 and in 1980-81 was 2.0, whereas the average in 1981-82 was lowered to 1.85 employee per university. As the number of full-time employees decreased, the number of part-time employees also decreased. In 1979-80, the average for 1980-81 was 2.6 and the average for 1981-82 was 2.4.

The average number of local performers per university for the 1979-80 and 1980-81 academic years was 15.3, which increased to 16.5 performances in 1981-82. The average number of national performers increased from 10.5 in 1979-80, to 10.7 in 1980-81, but declined to 9.1 in 1981-82. The data also displayed a decrease in the average cost of a national performance. The average cost of the national performer was \$2,233.00 in 1979-80, \$2,090.00 in 1980-81, decreasing to \$2,071.00 for the 1981-82 academic year.

Reports stated little decrease in the number of local and national performances hosted since 1979. Eighty-seven and one-half percent stated there was no decrease at the local level while seventy-four stated there was no decrease at the national level.

Small groups were reported as being actively involved while larger groups were reported as being spectators. It was found that recreation and workshops were the most popular activities in the attendance category of 1-50. Concerts and special events were attended the most in the attendance category of more than 50.

Sixty-two percent of the respondents were not presently seeking alternate funding sources. The average amount of funding taken from student fees was 47.6 percent, from general fund 38.2 percent, from charges and fees 10.6 percent, from fundraising .34 percent and, from other sources 2.5 percent.

Sixty percent of the respondents do not presently raise their own funds. However, eighty-six percent open ticket sales to the public and eighty-three percent co-sponsor activities with other organizations. The organization most often listed as co-sponsor was Greek organizations.

The respondents perceived adequacy of funding decreased in recent years. When asked if the organization had sufficient funds, seventy-five percent of the respondents replied yes in 1979 but only sixty-six percent of the respondents stated yes in 1982. Eighteen percent reported no in 1979 and thirty-three percent stated no 1982.

Conclusions

It was hypothesized that the budget reductions would reduce the number of full-time, student activity positions available. As stated in the findings, through the academic years studied, the number of full-time employees decreased. The number of part-time employees also decreased.

It was also stated in the hypothesis that the number of nation-wide performers brought to campus would decrease. As was reported, the number of national performances decreased, while the number of local performances increased. Thus, the data supported the earlier statement. Also noted was a decrease in the average cost of the national performer. The respondents expressed the belief that the increase in local performers is due to low or no cost performers who keep their prices low for an exposure opportunity.

Those activities that averaged highest in attendance for the range of more than 500 were concerts and special events. Although concerts and special events are more expensive to provide, they have a greater audience, which makes the cost per participant less. The programs with active participant involvement that brought in the highest attendance were workshops and recreation. The expense of these programs could be small while cost per participant might be higher. This consideration might be beneficial to the student programmer, particularly if future budget reductions are a reality.

It was hypothesized that the university monies allocated specifically for student programming were decreased. As stated in the findings, university allocations have been sufficient. This finding is substantiated by sixty-two percent of the respondents not seeking alternate funding sources. However, some student activity personnel are looking for co-sponsorship of programs and activity fees to be used as primary methods of alternate funding sources.

The last part of the hypothesis stated that student participation would decrease. Fifty-eight percent of forty-three respondents stated an actual increase in participation. Therefore, the data collected indicated that section of the hypothesis to be invalid.

Recommendations

Based upon the findings and conclusions, the following recommendations were made:

- 1) The questionnaire should be more extensive in the information requested. In the funding information section the respondents were asked if they had sufficient funds for specific academic years. The term "sufficient" brought in a variety of responses and many comments that suggested that particular term was too abstract in nature. The respondents each dealt with the term in a different manner.
- 2) It is recommended that the study be repeated in the Great Lakes Region in order to continue measuring the effects of budget reductions within the region.
- 3) It is also recommended that similar studies be done in other NECAA regions to provide a cross-section of information. This cross-section of funding information would be of benefit to any university attempting to reorganize and reallocate its student programming budget.
- 4) The parent organization, NECAA, might conduct similar studies within other NECAA regions or even more extensive studies involving a cross-section of all regions within the organization.
- 5) This study was conducted, in part, to make recommendations to Western Kentucky University regarding student programming. Thus, it is recommended that Western Kentucky University be made aware of the results of this study and encouraged to participate in further studies.

6) Western Kentucky University might also determine the cost per person per activity; and based on the participation and initial performance cost, determine if the board desires a high number in attendance (spectator activities) or a high number participation (participatory activities).

This process might assist the board in making future programming decisions.

Appendices

Appendix A

Student Programming Questionnaire

I. Background Information

- A. Name of Respondent _____
- B. Respondent's Position _____
- C. How long have you been involved with student programming at this university?
- _____ less than 1 year
 _____ 2-4 years
 _____ 5-7 years
 _____ more than 7 years
- D. Have you worked with student programming at another university?
- _____ yes
 _____ no
- E. If yes, please state the name of the university and the years that you worked with that university.
- university _____
 years with the university _____
- F. Is your position considered full-time or part-time:
- _____ full-time (40 hours/week or more)
 _____ part-time (less than 40 hours/week)
- G. Please state the number of full-time and part-time student activity employees for the following years:
- | | <u>full-time</u> | <u>part-time</u> |
|---------|------------------|------------------|
| 1979-80 | _____ | _____ |
| 1980-81 | _____ | _____ |
| 1981-82 | _____ | _____ |

II. Student Program Information

- A. How many student programs have or will your student programming organization sponsor during each of the following academic years:

	<u>0</u>	<u>less than 25</u>	<u>25-50</u>	<u>51-75</u>	<u>more than 75</u>
1979-80	_____	_____	_____	_____	_____
1980-81	_____	_____	_____	_____	_____
1981-82	_____	_____	_____	_____	_____

B. Please state the number of national and local performers brought to your campus during the following academic years:

	<u>local performers</u>	<u>national performers</u>	<u>average cost of national performances</u>
1979-80	_____	_____	_____
1980-81	_____	_____	_____
1981-82	_____	_____	_____

C. Has there been a significant decrease in the number of performances on your campus since 1979?

national:

_____ yes
 _____ no explain _____

local:

_____ yes
 _____ no explain _____

III. Student Involvement

A. How many students are presently involved in your student programming organization? (i.e. center board)

- _____ 0
- _____ less than 25
- _____ 26-50
- _____ 51-150
- _____ more than 150

B. What is your average attendance at a student program?

0 1-50 51-150 151-250 251-500 more than 500

lecture	_____	_____	_____	_____	_____
concert	_____	_____	_____	_____	_____
recreation	_____	_____	_____	_____	_____
special event	_____	_____	_____	_____	_____
cultural event	_____	_____	_____	_____	_____
workshops	_____	_____	_____	_____	_____
other (specify)	_____	_____	_____	_____	_____

C. Has the student program attendance during 1981-82 increased or decreased as compared to 1980-81?

_____ increased
 _____ decreased

D. Do you feel particular factors have contributed significantly to the increase or decrease? If so, please explain.

IV. Funding Information

A. What are the funding sources for the student programming organization? Give percentages for all that apply.

_____ % general fund
 _____ % charges and fees
 _____ % fund raising
 _____ % student fees
 _____ % other (specify) _____

100%

B. What determines how much money is allocated to the organization?

C. Has your organization had sufficient funds for the following years?

	<u>yes</u>	<u>no</u>	<u>explain</u>
1979-80	_____	_____	_____
1980-81	_____	_____	_____
1981-82	_____	_____	_____

D. By what percentages have the admission prices for your student programs increased over the following years?

1979-80 _____ %
 1980-81 _____ %
 1981-82 _____ %

E. Do you foresee future admission price increases?

_____ yes
 _____ no

If future admission price increases are foreseen, please state when and what percentage.

_____ less than 2 years _____ %
 _____ 3-5 years _____ %

F. Does your student organization:

a. raise any of its own funds?

_____ yes _____ % of total budget
 method raised _____
 _____ no

b. open ticket sales to the general public?

_____ yes _____ % of annual budget obtained by
 ticket sales
 _____ no

c. co-sponsor student programs with other organizations?

_____ yes if yes, with what other organizations _____

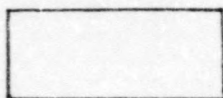
 _____ no

G. Do you foresee your organization seeking alternate funding sources? If so, what are some possible methods?

_____ yes (specify) _____

 _____ no _____

Your cooperation in this research effort is greatly appreciated. If you would like the results of this endeavor, please place a check in the box located below.



Please return to: Leslie Freels
 1641 Johnson Drive
 Bowling Green, KY 42101

Appendix B

Universities Surveyed

Universities to which Questionnaires were Mailed	State in which the University is Located	Responded
Adrian College	Michigan	no
Albion College	Michigan	yes
Alma College	Michigan	yes
Aquinas College	Michigan	yes
Allegheny Community College - Allegehny Campus	Pennsylvania	yes
Baldwin - Wallace College	Ohio	no
Bay De Noc Community College	Michigan	yes
Berea College	Kentucky	no
Bethany College	West Virginia	no
Bluffton College	Ohio	yes
Bowling Green State University - Firelands	Ohio	yes
California State College	Pennsylvania	yes
Capital University	Ohio	yes
Carnegie - Mellon University	Pennsylvania	yes
Central Michigan University	Michigan	yes
Centre College of Kentucky	Kentucky	yes
Charles Stewart Mott Community College	Michigan	no
Chatham College	Pennsylvania	no

Universities Surveyed - continued

Cleveland State University	Ohio	no
Community College of Allegheny County - Boyce Campus	Pennsylvania	yes
Community College of Allegheny County - South Campus	Pennsylvania	yes
Concord College	West Virginia	yes
Cumberland College	Kentucky	no
Cuyahoga Community College - Eastern	Ohio	no
Davis - Elkins College	West Virginia	no
Duquesne University	Pennsylvania	yes
Eastern Michigan University	Michigan	yes
Ferris State College	Michigan	yes
Franklin and Marshall College	Pennsylvania	no
Grand Rapids Junior College	Michigan	yes
Hope College	Michigan	yes
Indiana University of Pennsylvania	Pennsylvania	yes
Jackson Community College	Michigan	yes
Kalamazoo College	Michigan	yes
La Roche College	Pennsylvania	yes
Lake Superior State College	Michigan	yes

Universities Surveyed - continued

Macomb County Community College	Michigan	yes
Marshall University	West Virginia	yes
Mercyhurst College	Pennsylvania	no
Mercy College of Detroit	Michigan	yes
Michigan State University	Michigan	no
Michigan Technological University	Michigan	no
Monroe County Community College	Michigan	yes
Morehead State University	Kentucky	no
Murray State University	Kentucky	yes
Muskegon Community College	Michigan	yes
Northern Kentucky University	Kentucky	yes
Northwestern Michigan College	Michigan	yes
Oakland Community College - Auburn Hills	Michigan	no
Parkersburg Community College	West Virginia	no
Pennsylvania State University - Behrend College	Pennsylvania	no
Potomac State College	West Virginia	no
Robert Morris College	Pennsylvania	yes
Schoolcraft College	Michigan	no
Siena Heights College	Michigan	yes
Slippery Rock State College	Pennsylvania	no

Universities Surveyed - continued

Transylvania University	Kentucky	yes
University of Akron	Ohio	no
University of Charleston	West Virginia	yes
University of Cincinnati	Ohio	no
University of Kentucky	Kentucky	yes
University of Louisville	Kentucky	no
University of Michigan - Ann Arbor	Michigan	yes
University of Michigan - Dearborn	Michigan	no
University of Michigan - Flint	Michigan	yes
University of Pittsburg - Johnstown	Pennsylvania	no
University of Pittsburg - Main Campus	Pennsylvania	no
West Virginia Institute of Technology	West Virginia	yes
West Virginia Wesleyan College	West Virginia	yes
Western Kentucky University	Kentucky	yes
Western Michigan University	Michigan	yes
Williamsport Area Community College	Pennsylvania	yes
Wright State University	Ohio	no
Youngstown State University	Ohio	yes

74 Total

28 no

46 yes

62% return

Appendix C

Respondents Previous Work Experience

<u>University</u>	<u>Total Years Employed</u>
Allegheny Community College	1½ years
Avilla College	2
Colorado State University	2
Columbia College	2
Community College of Alleghny County	2½
Eastern Kentucky University	4
Indiana University	2
Indiana University of Pennsylvania	1
La Roche College	4
Macomb Community College	1½
Pennsylvania State - Behrend College	2½
Saint Clair County Community College	5
State University of New York of Geneseo	1
Triton College	1
University of Delaware	3½
University of Delaware	7
University of Minnesota - Morris	3
University of Missouri	2
University of Pittsburgh	2
Western Kentucky University	4
Western Michigan University	1

Appendix D

Number of Full-Time and Part-Time Student Activity
Employees By Respective University

University	Full-Time Employees			Part-Time Employees		
	1979- 1980	1980- 1981	1981- 1982	1979- 1980	1980- 1981	1981- 1982
Albion College	2	2	2	1	2	3
Allegheny Comm. College - Allegheny	3	3	3	NR	NR	NR
Alma College	1	1	1	0	0	1
Aquinas College	1	1	1	NR	NR	NR
Bay De Noc Comm. College	NR	NR	NR	1	1	1
Bluffton College	1	1	1	1	1	1
Bowling Green State University- Firelands	1	1	1	NR	NR	NR
California State College	1	1	1	NR	NR	NR
Capital University	1	1	1	0	0	0
Carnegie - Mellon University	2	2	1	20	20	20
Centre College	NR	NR	NR	1	1	1
Chatham College	2	2	1	NR	NR	1
Community College of Allegheny Co. Boyce Campus	3	3	2	1	1	1
Community College of Allegheny Co. South Campus	2	2	1	NR	NR	1
Concord College	1	1	NR	2	2	2
Duquesne University	1	1	1	1	2	2
Eastern Michigan University	4	4	2	NR	NR	2

Number of Full-Time and Part-Time Student Activity
Employees By Respective University

continued

Ferris State College	2	2	2	7	5	6
Grand Rapids Junior College	3	3	3	3	3	2
Hope College	NR	NR	NR	2	2	2
Indiana University of Pennsylvania	2	2	3	1	3	3
Kalamazoo College	NR	NR	NR	2	2	2
La Roche College	1	1	1	10	8	6
Lake Superior State College	0	0	0	0	0	0
Macomb Community College	1	2	3	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Marshall University	NR	NR	NR	NR	NR	NR
Mercy College of Detroit	1	1	1	NR	NR	NR
Monroe County Community College	1	1	1	NR	NR	NR
Murray State University	2	2	2	3	3	3
Muskegon Community College	0	0	0	1	0	0
Northern Kentucky University	2	2	2	NR	NR	NR
Northwestern Michigan College	NR	NR	NR	1	1	1
Robert Morris College	3	3	2	NR	NR	NR

Number of Full-Time and Part-Time Student Activity
Employees By Respective University

continued

Siena Heights College	0	1	2	4	8	8							
Transylvania University	1	1	1	0	0	1							
University of Charleston	1	1	1	NR	NR	NR							
University of Kentucky	2	2	3	2	2	2							
University of Michigan - Ann Arbor	14	13	13	2	2	2							
University of Michigan - Flint	2	2	1	2	2	1							
West Virginia Institute of Technology	1	1	1	1	1	1							
West Virginia Wesleyan College	2	2	2	2	2	2							
Western Kentucky University	2	2	1	0	0	1							
Western Michigan University	4	4	4	2	2	2							
Williamsport Area Community College	1	1	1	2	2	2							
Youngstown State University	1	2	2	1	1	1							
Number of Workers	76	40	80	74	40	78.5	32	81.5	31	84.5	35		
No. of Respon.													
Average Employees Per Year Per University	1.9	2.0	1.85	2.45	2.6	2.4							

NR = No Response

Appendix E

Programs Sponsored by Student Organizations
per Academic Year

Academic Year	Number of Programs Sponsored				
	0	Less than 25	25-50	51-75	More than 75
1979-80	0	10	18	4	12
1980-81	0	7	19	5	13
1981-82	0	9	16	6	14

*These figures listed are the total responses
in each category.

Appendix F

The Number of Local and National Performers per Academic Year by University
and the Average Cost of National Performances

University	Number of Local Performers			Number of National Performers			Average Cost of National Performances		
	1979- 1980	1980- 1981	1981- 1982	1979- 1980	1980- 1981	1981- 1982	1979- 1980	1980- 1981	1981- 1982
Albion	5-10	NR	NR	30	40	40	500- 4,000	500- 10,000	500- 10,000
Allegheny Comm. College - Allegheny Campus	NR	NR	NR	NR	NR	NR	NR	NR	NR
Alma College	10	5	15	8	10	10	500	700	700
Aquinas College	NR	NR	23	NR	NR	14	NR	NR	937,50
Bay De Noc Comm. College	2	2	0	6	6	8	app. 500	app. 500	app. 500
Bluffton College	NR	NR	20	NR	NR	5	NR	NR	2,000
Bowling Green State University Firelands	15	17	13	2	3	2	750	750	750
California St. College	20	25	30	3	3	5	1,500	1,500	2,000
Capital University	12	15	10	12	9	11	500	500	600
Carnegie - Mellon Univer- sity	10	12	12	7	8	9	*	*	*
Central Michigan University	NR	NR	NR	NR	NR	NR	NR	NR	NR
Centre College	NR	6	6	NR	1	1	NR	800	450
Chatham College	NR	NR	NR	NR	NR	NR	NR	NR	NR

The Number of Local and National Performers per Academic Year by University
and the Average Cost of National Performances (cont')

Comm. College of Allegheny Co. Boyce Campus	0	0	0	10	8	11	800	1,000	750
Comm. College of Allegheny Co. South Campus	NR	7	10	NR	20	30	NR	app. 800	app. 800
Concord College	10	10	10	12	16	20	1-6,000	1-6,000	1-6,000
Duquesne University	36	48	50	3	3	2	4-5,000	3-5,000	4,000
Eastern Michigan University	8	10	12	8	10	12	NR	NR	NR
Ferris State College	NR	5	6	NR	6	8	NR	500	500
Grand Rapids Junior College	4	5	4	5	5	7	700	700	900
Hope College	10	10	10	10	10	10	NR	NR	500
Indiana University of Pennsylvania	62	44	47	30	26	20	5,623	5,837	7,259
Kalamazoo College	NR	NR	NR	12	10	10	NR	NR	NR
La Roche College	22	18	21	5	3	1	2,500	2,000	1,500
Lake Superior State College	0	0	0	4	4	5	300	350	600
Macomb Comm. College	20	25	30	5	6	7	2,000	1,000	800
Marshall University	NR	NR	NR	NR	NR	NR	NR	NR	NR
Mercy College of Detroit	10	15	18	4	3	3	1,500	800	800

The Number of Local and National Performers per Academic Year by University
and the Average Cost of National Performances (cont')

Monroe County Comm. College	3	5	5	1	3	5	1-2,000	1-2,000	2-3,000
Murray State University	NR	5	10	NR	20	30	NR	900	800
Muskegon Comm. College	2-3	3-4	5-6	6-8	6-8	6-8	900	900	900
Northern Ky. University	10	12	14	5	6	4	5,000	6,000	7,500
Northwestern Michigan College	NR	NR	NR	8	6	0	700	800	0
Robert Morris College	NR	NR	NR	NR	NR	NR	NR	NR	NR
Siena Heights College	6	15	20	NR	3	5	NR	4,000	4,000
Transylvania University	4	5	5	2	5	5	1,500	1,500	1,500
University of Charleston	NR	NR	10	NR	NR	NR	NR	NR	500
University of Kentucky	30	30	30	25	30	30	3,500	3,500	4,500
West Virginia Institute of Technology	24	27	23	2	1	2	2,000	2,000	2,000
West Virginia Weslyan College	10	10	10	45	48	65	1,500	1,500	1,700
Western Ky. University	15	15	20	15	10	6	6,000	5,000	4,000
Western Michi- gan University	15	12	17	10	7	2	5,000	3,700	5,700

The Number of Local and National Performers per Academic Year by University
and the Average Cost of National Performances (cont')

Williamsport Area Comm. College	5-7	5-7	5-7	5-10	5-10	5-10	1-5,000	NR	NR
Youngstown State University	40	40	40	10	10	10	1,000	1,100	1,100
Averages	15.3	15.3	16.5	10.5	10.7	9.1	2,233	2,090	2,071

NR = No Response

* = Data Provided Was Inadequate

Appendix G

Number of Universities Showing Average Attendance at Student Activities

ACTIVITY	Attendance					
	0	1-50	51-150	151-250	251-500	more than 500
Lecture	1	11	13	12	6	1
Concert	1	1	10	9	9	13
Recreation	2	21	11	4	1	2
Special Event	0	4	9	14	10	5
Cultural Event	0	11	15	8	1	4
Workshops	0	29	8	2	0	0
Other: Intramural	0	1	0	0	0	0
Film/Video	0	0	1	1	1	0
National Concerts	0	0	0	0	0	1
Off-Campus Dances	0	0	0	1	0	0
Coffee House	0	0	1	0	0	0

Number of Universities Showing Average Attendance at Student Activities (cont')

Noon Concerts	0	0	0	2	0	0
Symposiums	0	0	0	0	0	1
Movies	0	0	0	0	1	0

*The figures shown indicate the total number of responses given in each category.

Appendix H

Funding Source Information by University

University	General Fund	Charges and Fees	Fund Raising	Student Fees	Other
Albion College	0	0	0	100	0
Allegheny Community College - Allegheny Campus	0	5	0	95	0
Alma College	0	0	0	100	0
Aquinas College	50	0	0	50	0
Bay De Noc Community College	0	0	0	100	0
Bluffton College	0	0	0	100	0
California State College	0	0	0	100	0
Capital University	90	10	0	0	0
Carnegie-Mellon University	0	0	0	100	0
Central Michigan University	100	0	0	0	0
Centre College	100	0	0	0	0
Chatham College	NR	NR	NR	NR	NR
Community College of Allegheny County- Boyce Campus	0	0	0	100	0
Community College of Allegheny County-South Campus	0	0	0	100	0
Concord College	10	0	5	85	0
Duquesne University	0	0	0	90	10 regenerated funds

Funding Source Information by University (cont')

Eastern Michigan University	90	10	0	0	0
Ferris State College	90	10	0	0	0
Flint Michigan	60	10	0	30	0
Grand Rapids Junior College	NR	NR	NR	10	NR
Hope College	0	30	0	70.	0
Indiana University of Pennsylvania	0	55.0	0.1	44.2	(grants) 0.7
Kalamazoo College	100	0	0	0	0
La Roche College	90	5	5	0	0
Lake Superior State College	100	0	0	0	0
Macomb Community College	0	100	0	0	0
Marhsall University	0	0	0	100	0
Mercy College of Detroit	50	0	0	50	0
Monroe County Community College	80	20	0	0	0
Murray State University	100	0	0	0	0
Muskegon Community College	80	0	0	0	(admissions) 20

Funding Source Information By University

Northern Kentucky University	0	0	0	80	(revenue) 20
Northwestern Michigan College	0	0	0	100	0
Robert Morris College	100	0	0	0	0
Siena Heights College	90	0	0	0	(ticket receipts) 10
Transylvania University	100	0	0	0	0
University of Charleston	100	0	0	0	0
University of Kentucky	0	80	0	20	0
University of Michigan-Ann Arbor	0	80	0	20	0
University of Michigan-Flint	0	80	0	20	0
West Virginia Institute of Tech.	0	0	0	100	0
West Virginia Wesleyan College	0	0	0	80	(gate income) 20
Western Kentucky University	70	0	0	0	(admissions) 30
Western Michigan University	0	0	0	100	0
Williamsport Area Community College	10	10	10	70	0
Youngstown State University	0	20	0	80	0
Average % of Total	38.2	10.6	.34	47.6	2.5

NR = No Response

Appendix I

List of Co-Sponsoring Organizations

Organization	Number of Times Stated
Academic Departments	5
Alumni Association	1
Artists	1
"All Clubs"	4
Campus Ministry	1
Circle K	1
Community Foundations	1
Community Groups	1
Concert Promoters	1
Continuing Education	1
Cultural Groups	1
Curriculum	1
Drama	1
Fine Arts	1
Greek Organizations	9
Humanities Group	1
Kentucky Arts Commission	1
Minority Student Association	2
Other Local Universities	1
Public Safety	1
Reed Art Center	1
Residence Hall Association	5
SAGA Food Service	1
Special Services	1
Sports Clubs	1
Student Government	7
Students Services	1
Student Union	2
United Black Students	5
Women's Center	1

Appendix J

List of Stated Alternate Funding Sources

<u>Funding Sources</u>	<u>Number of Times Stated</u>
Admission Prices	1
Artist Series	1
Basic Fund Raisers	1
Beer Distributors	1
Bookstore Profits	1
Corporate Funding	1
Co-sponsoring	2
Country Concerts	1
Educational Expenses from the College	1
Fee Increase	3
Foundations	1
Fund Raising	1
General Fund Support	1
Grants	1
Marshall Arts Series	1
National Endowment Corporation Funding	1
Outside Concert Promotion	1
PA Art Council	1
Patron Programs	1
Prayer	1
Public Donations	1
Student Activity Fee	1

Selected Bibliography

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