

THE UNIVERSITY OF WISCONSIN-STOUT'S STUDENT TUITION

DIFFERENTIAL-ACCESS TO LEARNING FEE:

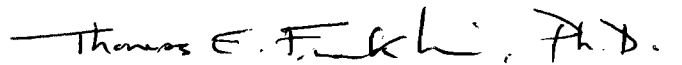
Access to Laboratories

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ABSTRACT

The University of Wisconsin Stout's Tuition Differential-Access to Learning Fee was implemented to ensure that the University of Wisconsin- Stout provides students with adequate access to facilities on campus to enhance student learning. In 2004, it was apparent that there was an issue in students' perceived access to laboratories. The purpose of this research was to provide an analysis of laboratories funded by the Access to Learning Fee. Participants were a sample of students enrolled at the University of Wisconsin-Stout during the fall 2004 academic semester. Participants were solicited by enrollment in laboratory specific courses. An online survey was administered to assess students' perceived benefits with laboratories funded by the Access to Learning Fee. Results include students' perceived access to 78 laboratories at the University of Wisconsin-Stout. The response rate was 36.2% and participants were a total of 2,074 students. Conclusions are reported by laboratory and discuss the following: response rate

for individual laboratories, students' reported laboratory use and perception of laboratory equipment/software open hours, general satisfaction and assistance. Conclusions provide support for future decisions regarding the allocation of the Access to Learning Fee budget.

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CHAPTER ONE

INTRODUCTION

Access to Learning Fee Goal

The University of Wisconsin Stout's Tuition Differential-Access to Learning Fee was implemented to ensure that the University of Wisconsin- Stout provides students with adequate access to facilities on campus to enhance student learning. Such facilities included childcare centers, laboratories and other support services on campus. The Access to Learning Fee research was directed by the Budget, Planning and Analysis Department. The Budget, Planning and Analysis Department is responsible for guiding the University of Wisconsin-Stout's financial and facility planning processes through institutional evaluation studies. The Budget, Planning and Analysis office staff strives to ensure effective and efficient use of university resources (Budget, Planning & Analysis, 2004).

Background of the Access to Learning Fee

In 1996, the Chancellor of the University of Wisconsin-Stout presented the Access to Learning initiative. Finally, in 1998 the Student Senate and the Financial Affairs Committee passed the proposal. In the fall 1999 academic semester, 5% of each student's tuition was taxed and directed to provide funding to the Access to Learning Fee. This differential fee became known as the Access Fee. The intention of the Access to Learning Fee was to increase active learning through access to university resources, including laboratory hours, laboratory equipment/software and laboratory assistants (Wentz, 2005).

Dr. Richard Tafalla, Department of Psychology at the University of Wisconsin-Stout, was the initial research investigator for the Access to Learning Fee. Following its implementation, Dr. Tafalla supervised graduate assistants in the development and administration of assessment instruments. Assessment instruments were used to measure students' perceived access to campus facilities that were funded by the Access to Learning Fee. In 2004, it was apparent that there was an issue in students' perceived access to laboratories. Matthew Wickstrom, graduate assistant, reported that students' perceived access to the Library Learning Center, major-specific laboratories and Micheels Hall laboratory had all declined. Specifically, students reported unsatisfactory quality of service, insufficient staff training, inadequate hours, inadequate staff to student ratio and needs not met for equipment/software ease of use (Wickstrom, 2004).

Statement of the Problem

According to the results from previous research, students perceived unsatisfactory access to laboratories. This was important to address, as the Access to Learning Fee existed to improve learning opportunities for students. In addition to the relevance of student learning in facilities, monetary resources were also allocated and delivered to such facilities. Between 2004 and 2005, 25.8% was allocated to fund laboratory assistants, 13.2% was allocated to fund graduate assistants, 16.9% was allocated to fund student help, 17.3% was allocated to fund fringe benefits, 8% was allocated to fund course fees and 18.7 % was allocated to fund other expenses (Wentz, 2005). As stated, the largest percent of Access to Learning Fee funding was allocated to laboratory assistants. This number expressed the priority and importance of laboratories at the

University of Wisconsin-Stout. However, according to past research, students' perceived access to laboratories was not supported. Therefore, it was imperative that researchers deciphered which specific laboratories were not satisfactory to students, so that improvements would be made.

Purpose of Research

The purpose of this research was to provide an analysis of the University of Wisconsin-Stout's Student Tuition Differential- Access to Learning Fee. In this study, the primary focus was students' perceived access to laboratories. Researchers revised a previous assessment instrument to include clearly stated and relevant questions. Researchers also revised the solicitation to include all students utilizing laboratories funded by the Access to Learning Fee rather than just Micheels Hall, Library Learning Center and major-specific laboratories. The results of these ratings were intended to support future decisions regarding the allocation of the Student Access Fee dollars.

CHAPTER TWO

LITERATURE REVIEW

The University of Wisconsin-Stout

The University of Wisconsin-Stout is located in Menomonie, a town in northwestern Wisconsin. The name Stout originated from a man named James Huff Stout who started the University in 1891. This is the only university in the University of Wisconsin system to name an institution after an individual. The campus enrolls approximately 8,000 students. In the fall 2004 academic semester, 6,973 were undergraduate students, 574 were graduate students, 72 were undergraduate continuing education/study abroad students and 155 were graduate continuing education/study abroad students. The total academic programs in the fall 2004 academic semester were 92. Of the 92 programs offered at the University of Wisconsin-Stout, 27 were undergraduate majors, 39 were undergraduate minors, 8 were specializations, 15 were graduate majors, 1 was a graduate minor and 2 were advanced graduate majors. The University of Wisconsin-Stout is approximately 115 acres in area. In the fall 2004 academic semester, there were 21 major academic and administrative buildings, 11 student service buildings and 310 laboratories. Of the laboratories offered, 25 were open laboratories, 238 were class laboratories, 12 were research/non-class laboratories, 9 were demonstration laboratories, 2 were greenhouses, 16 were clinic laboratories and 8 were athletic/physical education laboratories (University of Wisconsin-Stout, 2005).

The University of Wisconsin-Stout has a distinct mission, which is to provide student learners with theory, practice and experimentation. As demonstrated in the large number of laboratories, "The University experiments with new instructional methods in

the interest of improving the learning process” (University of Wisconsin-Stout, 2005). Included in the top goals of the university are to maintain “excellence in teaching within high quality, student-centered undergraduate and graduate education involving active learning and appropriate technology”. It is in the long-term goals to “preserve and enhance educational processes through the application of active learning principles” (University of Wisconsin-Stout, 2005).

Active Learning

Student learning is an essential component to the mission of the University of Wisconsin-Stout. In order for learning to take place, an individual’s cognition must be influenced or altered. Psychology has identified cognition as occurring, “inside the head.” In an educational setting, cognition is induced by secondary factors such as social, cultural and historical factors (Hilton, 2000). Such factors include the traditional form of lecture, in which students listen to an instructor and learn through this passive approach. However, it has been asserted that students better retain knowledge when they are involved in active learning processes (Bonwell & Eison, 2005). An ancient Chinese Proverb states, “I hear and I forget; I see and I remember; I do and I understand” (Hilton, 2000). As this quote suggests, active learning is a deeper form of learning in which students develop knowledge through direct experience. Direct experience teaches students how to apply knowledge to specific tasks. Through application, emphasis is placed on the development of skill, which may be transferable to situations outside of the educational system (McKinney, 2005). Laboratories provide an environment conducive to the development of skill. Students learn critical and logical thinking skills as they

construct their own projects in a laboratory setting, rather than simply learning about how they would do so in a classroom setting. This is referred to as 'situated cognition' and emphasizes that information is most efficient to the student learner in a setting in which he or she is personally engaged in mental operations (Bellamy & McNeill, 1994; Wang, 1996). Situated cognition refers to the importance of environment in providing a context conducive to learning (Hilton, 2000). It has also been asserted that information acquired in an environment apart from its applicable context is unusable (Griffen & Griffen, 1996; Johassen et al., 1994; Young, 1993). Laboratories provide the appropriate context for learning to occur, as it allows learners to become "enculturated in a community of practice" (Carr, A.A., Jonassen, D.H., & Litzinger, M.E., 1998).

Laboratories invite students to explore different options and fundamental concepts (McDermott, Shaffer & Somers, 1994). The National Science Education Standards defines inquiry as "a set of interrelated processes by which scientists and students pose questions about the natural world and investigate phenomena" (National Science Foundation, 1996). According to the Theory of Constructivism, developed by Jean Piaget, learning is a "dynamic process in which an individual actively integrates new information with existing knowledge" (Hilton, 2000). This theory has two essential phases to describe the learning process. The first phase is assimilation, in which learners take in formation and compare it with existing information. The second phase is accommodation, in which learners create a new representation for information that is foreign or supplementary to the existing information. The outcome of this cognitive growth process is the formation of a mental representation, which is referred to as a schema (Hilton, 2000). Anderson (1980) asserts that a schema is a tool that an individual

utilizes to categorize ideas, including types of people and classes of events. An existing schema may be altered once learners discard misconceptions and replace them with new information (Wittrock, 1974). According to the Experiential Learning Theory, developed by David Kolb, learners move from one dimension of learning to the next as they incorporate new ideas into a framework of knowledge (Jodanov, 2001). This theory has two essential phases to describe the learning process. The first phase is prehension, in which learners perceive information. In the prehension phase, an individual may learn from concrete experience and/or abstract conceptualization. Concrete experience refers to the utilization of examples and peer discussions and abstract conceptualization refers to the utilization of logic, concepts and ideas. The second phase is transformation, in which learners process the information. In the transformation phase, an individual may learn from reflective observation and/or active experimentation. Reflective observation refers to the utilization of detailed observation and active experimentation refers to the utilization of actual hands-on activities (Jodanov, 2001). Both theories involve robust learning, which occurs when an individual examines and tests the information that they receive. This may be accomplished in laboratory settings.

Access to Learning Fee History

The University of Wisconsin-Stout's Tuition Differential- Access to Learning Fee was designed to provide students' with an active learning environment. The intention of the Access to Learning Fee was to ensure adequate access to campus facilities were available to students. The idea of the Access to Learning Fee was initially formulated in 1996. Charles Sorensen, the Chancellor of the University of Wisconsin-Stout, presented

the Access to Learning Fee to the Student Senate (Stout Student Association). However, it was quickly denied. Charles Sorensen revised the proposal and presented it once again to the Student Senate. However, again, it was denied. Henry Tyler, the President of the Student Senate, worked in collaboration with the Student Senate in organizing the Access to Learning Fee to be acceptable by the Student Body. A new proposal was created that incorporated Charles Sorensen's ideas. Finally, in 1998 the Student Senate and the Financial Affairs Committee passed the proposal. It was sponsored by the Student Senate and implemented in 1999. In the fall 1999 academic semester, 5% of each student's tuition was taxed and directed to provide funding to the Access to Learning Fee initiative. This differential fee became known as the Access Fee. The goal of the Access to Learning Fee was to increase active learning through access to university resources, including laboratory hours, laboratory equipment/software and laboratory assistants (Wentz, 2005).

Access to Learning Fee Evaluation

The Access to Learning Fee generated its' funding from students' tuition, therefore, it was imperative that research be performed to ensure its effectiveness. Dr. Richard Tafalla, Department of Psychology at the University of Wisconsin-Stout, was the initial research investigator for the Access to Learning Fee. Following its implementation, Dr. Tafalla supervised graduate assistants in the development and administration of assessment instruments. Assessment instruments were used to measure students' perceived access to campus facilities that were funded by the Access to Learning Fee. They were administered each semester following the implementation of the

Access to Learning Fee in the fall 1999 academic semester. The assessment instrument was directed to students utilizing co-op, childcare and laboratories. The laboratories surveyed were the Library Learning Center, major-specific laboratories and Micheels Hall. Surveys were directed to all students enrolled at the University of Wisconsin-Stout. In 2004, it was apparent that there was an issue in students' perceived access to laboratories. Matthew Wickstrom, graduate assistant, reported that students' perceived access to the Library Learning Center, major-specific laboratories and Micheels Hall laboratory had all declined. Specifically, students reported unsatisfactory quality of service, insufficient staff training, inadequate hours, inadequate staff to student ratio and needs not met for equipment/software ease of use.

The purpose of this research was to provide an analysis of the University of Wisconsin-Stout's Student Tuition Differential- Access to Learning Fee. In this study, the primary focus was students' perceived access to laboratories. Researchers revised the assessment instrument to include clearly stated and relevant questions. Researchers also revised the solicitation to include all students utilizing laboratories funded by the Access to Learning Fee rather than just Micheels Hall, Library Learning Center and major-specific laboratories. The results of these ratings were intended to support future decisions regarding the allocation of the Student Access Fee dollars.

CHAPTER 3

METHODOLOGY

This chapter will include the methodology used to assess students' perceived benefits of the University of Wisconsin-Stout's Student Differential- Access to Learning Fee.

Participants

Participants were a sample of students enrolled at the University of Wisconsin-Stout during the fall 2004 academic semester. Participants were solicited by enrollment in laboratory specific courses. That is, participants were solicited if they were enrolled in a course that used a laboratory funded by the Access to Learning Fee. Laboratories funded by the Access to Learning Fee were identified by information from the college deans, program assistants, instructors, laboratory managers and previous research. Participants were also solicited if they were enrolled in a course that didn't use a laboratory funded by the Access to Learning Fee. Both laboratories funded by the Access to Learning Fee as well as laboratories not funded by the Access to Learning Fee were included in this research for the purpose of a control/baseline group. However, both groups were not compared due to insufficient information on which laboratories were funded and were not funded by the Access to Learning Fee. Other information included the laboratories' names, locations, working hours, participating courses and schools or colleges of participating courses.

Participants were selected from a roster that listed all students by course and lab. A randomized generator was used if participants exceeded 100 in a given course so that

the solicitation was limited to 100 for each laboratory specific course. The roster of students enrolled in laboratory specific courses during the fall 2005 academic semesters was obtained from Registration and Records office or from the Data Warehouse. The students' name appeared under the laboratory and course along with an email address. The email was used to solicit student participants in gathering their perceptions of laboratories at the University of Wisconsin-Stout.

Instrumentation

An effective assessment instrument was necessary to derive useful results and implications of students' perceived benefits of the Access to Learning Fee. The survey was developed based on the objectives of the Access to Learning Fee and modified by recommendations of university officials, including the Provost and the Institutional Planner for Budget, Planning and Analysis. The survey was intended to assess students' perceived benefits with laboratories funded by the Access to Learning Fee. The survey consisted of five relevant questions (See Appendix A). Such questions were finalized after substantial advice, literature reviews and consideration were taken into account. In addition to the five questions relevant to the Access to Learning Fee, the survey also requested information that would allow researchers to assess specific demographic questions, such as undergraduate/graduate status as well as laptop/non-laptop status. Such information was obtained from the student identification number (required field) for purposes of demographics as well as follow-up. The survey consisted of drop down boxes that displayed Likert scale responses for laboratory equipment/software, laboratory availability and laboratory general satisfaction. Likert scale responses were strongly agree, agree, disagree and strongly disagree. The survey also consisted of drop down

boxes that displayed responses for laboratory hours (1-10, 11-20, 21-30, 31-40, and 40+) and responses for laboratory assistance (no questions, no lab assistant, present but not helpful, present and moderately helpful, present and very helpful and non-applicable). The survey was pilot tested with participants enrolled in laboratory specific courses during the spring 2004 academic semester. A pilot test was performed in order to ensure that the assessment instrument was administered properly.

Procedures

The survey was administered during the fall 2004 academic semester. Participants were contacted by email requesting that they complete and submit the online survey. A follow-up reminder was sent to those students who failed to respond to the initial inquiry within a two-week period. If students refused participation, they were eliminated from the roster list. The initial email invitations were sent November 29, 2004. The first follow-up reminder email was sent to all non-respondents two weeks after the initial email invitation. The second follow-up reminder email followed the first follow-up reminder email and was sent to students that utilized labs with a low response rate.

The email stated the lab and course that each student attended. A hyperlink to the online survey was displayed. Also, an incentive statement for a prize of a \$10 value gift certificate, a consent form detailing the purpose of the study, and approval from the University of Wisconsin-Stout Institutional Review Board (IRB) (See Appendix B).

Data Collection

Data collection took place in the fall 2004 academic semester. Data from the online surveys was automatically directed to an Excel document, where they were transferred into the Statistical Package for Social Sciences (SPSS). All data were collected by December 15, 2004.

CHAPTER FOUR

RESULTS

Participants were a total of 2,074 students enrolled at the University of Wisconsin-Stout during the fall 2004 academic semester. The response rate was 36.2%. Results include students' perceived access to 78 laboratories at the University of Wisconsin-Stout.

Respondents' Ratings of Laboratory Hours

Table 1 displays students' ratings of the laboratory hours offered at the University of Wisconsin-Stout in the fall 2004 academic semester. This table lists the students' agreement to the statement; "During the fall semester, I used the lab for ___ hours (include both in-class and out-of class)." The choices given were 0, 1-10, 11-20, 21-30, 31-40 and 40+ hours per week.

Table 1 Respondents' Ratings of Laboratory Hours

During the fall semester, I used the lab for ___ hours (include both in-class and out-of-class).

Accounting Lab	Hours	N	%
	0	22	68.8
	1-10	7	21.9
	11-20	2	6.3
	21-30	0	0
	31-40	0	0
	41+	1	3.1
Ameritech Lab	Hours	N	%
	0	5	13.9
	1-10	13	36.1
	11-20	4	11.1
	21-30	1	2.8
	31-40	3	11.1
	41+	9	25.0
Apparel CADD Lab	Hours	N	%
	0	10	32.3
	1-10	8	25.8
	11-20	2	6.5
	21-30	3	9.7
	31-40	1	3.2
	41+	7	22.6
Apparel Knitting Lab	Hours	N	%
	0	1	7.1
	1-10	0	0
	11-20	2	14.3
	21-30	1	7.1
	31-40	3	21.4
	41+	7	50.0
Apparel Production Lab	Hours	N	%
	0	1	3.6
	1-10	1	3.6
	11-20	4	14.3
	21-30	1	3.6
	31-40	3	10.7
	41+	18	64.3

Table 1 Respondents' Ratings of Laboratory Hours

During the fall semester, I used the lab for ___ hours (include both in-class and out-of-class).

Apparel Studio Lab	Hours	N	%
	0	2	6.9
	1-10	0	0
	11-20	5	17.2
	21-30	6	20.7
	31-40	1	3.4
	41+	15	51.7
Apparel Textile Lab	Hours	N	%
	0	5	12.5
	1-10	8	20.0
	11-20	3	7.5
	21-30	10	25.0
	31-40	5	12.5
	41+	9	22.5
Assistive Technology Computer Center	Hours	N	%
	0	10	83.3
	1-10	2	16.7
	11-20	0	0
	21-30	0	0
	31-40	0	0
	41+	0	0
Auditorium	Hours	N	%
	0	2	10.5
	1-10	6	31.6
	11-20	2	10.5
	21-30	5	26.3
	31-40	2	10.5
	41+	2	10.5
Biology Lab	Hours	N	%
	0	2	4.3
	1-10	4	8.7
	11-20	9	19.6
	21-30	20	43.5
	31-40	7	15.2
	41+	4	8.7

Table 1 Respondents' Ratings of Laboratory Hours

During the fall semester, I used the lab for ___ hours (include both in-class and out-of-class).

CADD Lab	Hours	N	%
	0	0	0
	1-10	10	23.3
	11-20	6	14.0
	21-30	3	7.0
	31-40	7	16.3
	41+	17	39.5
Campus Computer Lab	Hours	N	%
	0	2	11.1
	1-10	3	16.7
	11-20	1	5.6
	21-30	4	22.2
	31-40	1	5.6
	41+	7	38.9
Ceramics/Metallurgy Lab	Hours	N	%
	0	1	16.7
	1-10	4	66.7
	11-20	1	16.7
	21-30	0	0
	31-40	0	0
	41+	0	0
Ceramics Lab	Hours	N	%
	0	1	2.3
	1-10	1	2.3
	11-20	0	0
	21-30	4	9.3
	31-40	5	11.6
	41+	32	74.4
Chemistry Lab	Hours	N	%
	0	2	4.4
	1-10	7	15.6
	11-20	5	11.1
	21-30	6	13.3
	31-40	10	22.2
	41+	15	33.3

Table 1 Respondents' Ratings of Laboratory Hours

During the fall semester, I used the lab for ___ hours (include both in-class and out-of-class).

Choral Music Lab	Hours	N	%
	0	15	35.7
	1-10	5	11.9
	11-20	7	16.7
	21-30	3	7.1
	31-40	4	9.5
	41+	8	19.0
Clinical Services Center I.	Hours	N	%
	0	0	0
	1-10	3	75.0
	11-20	1	25.0
	31-40	0	0
	41+	0	0
Clinical Services Center II.	Hours	N	%
	0	0	0
	1-10	0	0
	11-20	4	36.4
	21-30	3	27.3
	31-40	4	36.4
	41+	0	0
Color Scanning Lab	Hours	N	%
	0	3	21.4
	1-10	6	42.9
	11-20	2	14.3
	21-30	3	21.4
	31-40	0	0
	41+	0	0
Community Living Apartments	Hours	N	%
	0	5	71.4
	1-10	0	0
	11-20	1	14.3
	21-30	0	0
	31-40	0	0
	41+	1	14.3

Table 1 Respondents' Ratings of Laboratory Hours

During the fall semester, I used the lab for ___ hours (include both in-class and out-of-class).

Composition Lab	Hours	N	%
	0	2	16.7
	1-10	1	8.3
	11-20	1	8.3
	21-30	4	33.3
	31-40	1	8.3
	41+	3	25.0
Computer Integrated Manufacturing Lab	Hours	N	%
	0	1	4.8
	1-10	3	14.3
	11-20	3	14.3
	21-30	2	9.5
	31-40	2	9.5
	41+	10	47.6
Computer Lab	Hours	N	%
	0	6	16.7
	1-10	13	36.1
	11-20	3	8.3
	21-30	4	11.1
	31-40	2	5.6
	41+	8	22.2
Construction Lab (157)	Hours	N	%
	0	4	33.3
	1-10	4	33.3
	11-20	1	8.3
	21-30	0	0
	31-40	0	0
	41+	3	25.0
Construction Lab (160)	Hours	N	%
	0	4	11.4
	1-10	10	28.6
	11-20	5	14.3
	21-30	3	8.6
	31-40	2	5.7
	41+	11	31.4

Table 1 Respondents' Ratings of Laboratory Hours

During the fall semester, I used the lab for ___ hours (include both in-class and out-of-class).

Construction Lab (293 & 295)	Hours	N	%
	0	7	16.7
	1-10	9	21.4
	11-20	4	9.5
	21-30	3	7.1
	31-40	4	9.5
	41+	15	35.7
Controls & Instruments Lab	Hours	N	%
	0	6	22.2
	1-10	7	25.9
	11-20	6	22.2
	21-30	5	18.5
	31-40	2	7.4
	41+	1	3.7
Design & Prototyping Lab	Hours	N	%
	0	3	15.8
	1-10	5	26.3
	11-20	6	31.6
	21-30	2	10.5
	31-40	2	10.5
	41+	1	5.3
ECE Lab (103)	Hours	N	%
	0	17	54.8
	1-10	8	25.8
	11-20	2	6.5
	21-30	3	9.7
	31-40	1	3.2
	41+	0	0
Electronics Lab	Hours	N	%
	0	3	8.6
	1-10	11	31.4
	11-20	8	22.9
	21-30	4	11.4
	31-40	7	20.0
	41+	2	5.7

Table 1 Respondents' Ratings of Laboratory Hours

During the fall semester, I used the lab for ___ hours (include both in-class and out-of class).

Fabrication Shop	Hours	N	%
	0	5	62.5
	1-10	2	25.0
	11-20	1	0
	21-30	1	12.5
	31-40	0	0
	41+	0	0
Film Assembly/Stripping Lab	Hours	N	%
	0	0	0
	1-10	12	75.0
	11-20	3	18.8
	21-30	1	6.3
	31-40	0	0
	41+	0	0
Food Processing Lab	Hours	N	%
	0	1	33.3
	1-10	1	33.3
	11-20	1	33.3
	21-30	0	0
	31-40	0	0
	41+	0	0
Foreign Language Lab	Hours	N	%
	0	27	62.8
	1-10	8	18.6
	11-20	3	7.0
	21-30	2	4.7
	31-40	2	4.7
	41+	1	2.3
Graphic Design/Multi-Media Design Lab	Hours	N	%
	0	4	21.1
	1-10	8	42.1
	11-20	1	5.3
	21-30	1	5.3
	31-40	1	5.3
	41+	4	21.1

Table 1 Respondents' Ratings of Laboratory Hours

During the fall semester, I used the lab for ___ hours (include both in-class and out-of-class).

Graphic Design Lab	Hours	N	%
	0	4	9.5
	1-10	6	14.3
	11-20	5	11.9
	21-30	8	19.0
	31-40	4	9.5
	41+	15	35.7
Graphic Design/Multi-Media Lab	Hours	N	%
	0	1	11.1
	1-10	0	0
	11-20	0	0
	21-30	0	0
	31-40	1	11.1
	41+	7	77.8
Guidance & Counseling Lab	Hours	N	%
	0	4	44.4
	1-10	3	33.3
	11-20	0	0
	21-30	0	0
	31-40	0	0
	41+	2	22.2
Home Economics Microcomputer Lab	Hours	N	%
	0	4	14.8
	1-10	7	25.9
	11-20	4	14.8
	21-30	5	18.5
	31-40	2	7.4
	41+	5	18.5
Industrial Design Lab	Hours	N	%
	0	0	0
	1-10	1	20.0
	11-20	0	0
	21-30	0	0
	31-40	0	0
	41+	4	80.00

Table 1 Respondents' Ratings of Laboratory Hours

During the fall semester, I used the lab for ___ hours (include both in-class and out-of-class).

Industrial Enterprise Lab	Hours	N	%
	0	4	13.3
	1-10	10	33.3
	11-20	6	20.0
	21-30	5	16.7
	31-40	1	3.3
	41+	4	13.3
Instrumental Music Lab	Hours	N	%
	0	19	61.3
	1-10	1	3.2
	11-20	2	6.5
	21-30	3	9.7
	31-40	2	6.5
	41+	4	12.9
Integrated Technology Lab	Hours	N	%
	0	14	51.9
	1-10	0	0
	11-20	4	14.8
	21-30	5	18.5
	31-40	2	7.4
	41+	2	7.4
Interior Design Lab	Hours	N	%
	0	4	13.8
	1-10	7	24.1
	11-20	6	20.7
	21-30	2	6.9
	31-40	1	3.4
	41+	9	31.0
Joining & Fastening/Welding Lab	Hours	N	%
	0	2	4.3
	1-10	9	19.6
	11-20	13	28.3
	21-30	12	26.1
	31-40	4	8.7
	41+	6	13.0

Table 1 Respondents' Ratings of Laboratory Hours

During the fall semester, I used the lab for ___ hours (include both in-class and out-of-class).

Library Learning Center	Hours	N	%
	0	10	34.5
	1-10	11	37.9
	11-20	3	10.3
	21-30	3	10.3
	31-40	0	0
	41+	2	6.9
Lodging Lab	Hours	N	%
	0	13	72.2
	1-10	4	22.2
	11-20	0	0
	21-30	0	0
	31-40	1	5.6
	41+	0	0
Mac Computer Lab	Hours	N	%
	0	2	5.9
	1-10	18	52.9
	11-20	7	20.6
	21-30	5	14.7
	31-40	2	5.9
	41+	0	0
Marketing Lab	Hours	N	%
	0	13	56.5
	1-10	7	30.4
	11-20	2	8.7
	21-30	1	4.3
	31-40	0	0
	41+	0	0
Material Removal /Manufacturing Lab	Hours	N	%
	0	0	0
	1-10	1	9.1
	11-20	3	27.3
	21-30	1	9.1
	31-40	0	0
	41+6	6	54.5

Table 1 Respondents' Ratings of Laboratory Hours

During the fall semester, I used the lab for ___ hours (include both in-class and out-of-class).

Math, Statistics & Computer Lab	Hours	N	%
	0	22	66.7
	1-10	5	15.2
	11-20	1	3.0
	21-30	1	3.0
	31-40	0	0
	41+	4	12.1
Math, Statistics & Computer Workroom	Hours	N	%
	0	26	53.1
	1-10	11	22.4
	11-20	3	6.1
	21-30	3	6.1
	31-40	1	2.0
	41+	5	10.2
Math, Statistics & Computer Tutoring Lab	Hours	N	%
	0	12	41.4
	1-10	10	34.5
	11-20	3	10.3
	21-30	2	6.9
	31-40	1	3.4
	41+	1	3.4
Metal Casting Lab	Hours	N	%
	0	0	0
	1-10	32	69.6
	11-20	6	13.0
	21-30	4	8.7
	31-40	1	2.2
	41+	3	6.5
Metals Lab	Hours	N	%
	0	3	5.8
	1-10	6	11.5
	11-20	4	7.7
	21-30	5	9.6
	31-40	3	5.8
	41+	31	59.6

Table 1 Respondents' Ratings of Laboratory Hours

During the fall semester, I used the lab for ___ hours (include both in-class and out-of-class).

MIS Lab	Hours	N	%
	0	2	6.9
	1-10	5	17.2
	11-20	1	3.4
	21-30	3	10.3
	31-40	3	10.3
	41+	15	51.7
Niche Lab	Hours	N	%
	0	0	0
	1-10	1	12.5
	11-20	2	25.0
	21-30	0	0
	31-40	0	0
	41+	5	62.5
Nutrition Assessment Lab	Hours	N	%
	0	2	15.4
	1-10	5	38.5
	11-20	2	15.4
	21-30	4	30.8
	31-40	0	0
	41+	0	0
Packaging Lab	Hours	N	%
	0	0	0
	1-10	29	74.4
	11-20	5	12.8
	21-30	2	5.1
	31-40	1	2.6
	41+	2	5.1
Painting/Drawing Lab	Hours	N	%
	0	2	7.7
	1-10	3	11.5
	11-20	0	0
	21-30	1	3.8
	31-40	0	0
	41+	20	76.9

Table 1 Respondents' Ratings of Laboratory Hours

During the fall semester, I used the lab for ___ hours (include both in-class and out-of-class).

Physics Lab	Hours	N	%
	0	12	30.8
	1-10	8	20.5
	11-20	10	25.6
	21-30	2	5.1
	31-40	5	12.8
	41+	2	5.1
Piano Lab	Hours	N	%
	0	4	14.8
	1-10	9	33.3
	11-20	5	18.5
	21-30	4	14.8
	31-40	3	11.1
	41+	2	7.4
Plastics Lab	Hours	N	%
	0	1	3.8
	1-10	11	42.3
	11-20	8	30.8
	21-30	2	7.7
	31-40	3	11.5
	41+	1	3.8
Play Therapy Lab	Hours	N	%
	0	0	0
	1-10	3	37.5
	11-20	4	50.0
	21-30	1	12.5
	31-40	0	0
	41+	0	0
Press/Post Lab	Hours	N	%
	0	2	10.5
	1-10	3	15.8
	11-20	3	15.8
	21-30	5	26.3
	31-40	4	21.1
	41+	2	10.5

Table 1 Respondents' Ratings of Laboratory Hours

During the fall semester, I used the lab for ___ hours (include both in-class and out-of-class).

Print Making Lab	Hours	N	%
	0	1	2.6
	1-10	4	10.3
	11-20	2	5.1
	21-30	4	10.3
	31-40	5	12.5
	41+	23	59.0
Process Lab	Hours	N	%
	0	4	14.3
	1-10	15	53.6
	11-20	5	17.9
	21-30	0	0
	31-40	0	0
	41+	4	14.3
Psychology Student Center	Hours	N	%
	0	10	66.7
	1-10	3	20.0
	11-20	0	0
	21-30	1	6.7
	31-40	0	0
	41+	1	6.7
Rendezvous	Hours	N	%
	0	1	2.2
	1-10	5	10.9
	11-20	13	28.3
	21-30	3	6.5
	31-40	4	8.7
	41+	20	43.5
Retail Lab	Hours	N	%
	0	11	64.7
	1-10	5	29.4
	11-20	1	5.9
	21-30	0	0
	31-40	0	0
	41+	0	0

Table 1 Respondents' Ratings of Laboratory Hours

During the fall semester, I used the lab for ___ hours (include both in-class and out-of-class).

Risk Control Lab	Hours	N	%
	0	0	0
	1-10	0	0
	11-20	0	0
	21-30	0	0
	31-40	0	0
	41+	1	100.0
Sculpture Lab	Hours	N	%
	0	3	12.0
	1-10	6	24.9
	11-20	3	12.0
	21-30	1	4.0
	31-40	2	8.0
	41+	10	40.0
Sensory Evaluation Lab	Hours	N	%
	0	13	31.7
	1-10	24	58.5
	11-20	0	0
	21-30	1	2.4
	31-40	2	4.9
	41+	1	2.4
Small Offset Room	Hours	N	%
	0	1	2.4
	1-10	26	63.4
	11-20	5	12.2
	21-30	5	12.2
	31-40	3	7.3
	41+	1	2.4
Speech Communication Lab	Hours	N	%
	0	19	67.9
	1-10	2	7.1
	11-20	2	7.1
	21-30	2	7.1
	31-40	1	3.6
	41+	2	7.1

Table 1 Respondents' Ratings of Laboratory Hours

During the fall semester, I used the lab for ___ hours (include both in-class and out-of-class).

Test Library	Hours	N	%
	0	1	5.0
	1-10	8	40.0
	11-20	7	35.0
	21-30	1	5.0
	31-40	0	0
	41+	3	15.0
Tutor Table	Hours	N	%
	0	15	44.1
	1-10	11	32.4
	11-20	5	14.7
	21-30	1	2.9
	31-40	1	2.9
	41+	1	2.9
Vocational Evaluation Lab	Hours	N	%
	0	1	4.5
	1-10	3	13.6
	11-20	5	22.7
	21-30	4	18.2
	31-40	4	18.2
	41+	5	22.7

Respondents' Ratings of Laboratory Equipment/Software

Table 2 displays the rank order of students' ratings of the equipment/software offered in laboratories at the University of Wisconsin-Stout in the fall 2004 academic semester. This table lists the students' levels of agreement with the statement; "Equipment/Software was working when I needed it." The mean scores for agreement were measured using a four-point Likert type scale ranging from 1 (strongly disagree) to 4 (strongly agree).

Table 2 Respondents' Ratings of Laboratory Equipment/Software

Equipment/Software was working when I needed it	Rank	N	Mean	S.D.
Ceramics/Metallurgy Lab	1	6	3.80	.447
Joining and Fastening/Welding Lab	2	46	3.71	.457
Rendezvous Lab	3	46	3.69	.468
Computer Lab	4	36	3.66	.484
Foreign Language Lab	5	43	3.60	.507
CADD Lab	6	43	3.58	.545
Ceramics Lab	7	43	3.54	.555
Physics Lab	7	39	3.54	.508
Home Economics Microcomputer Lab	8	27	3.52	.511
MIS Lab	8	29	3.52	.580
Process Lab	8	28	3.52	.511
Community Living Apartments	9	7	3.50	.707
Food Processing Lab	9	3	3.50	.707
Guidance and Counseling Lab	9	9	3.50	.577
Math, Statistics & Computer Tutoring Lab	9	29	3.50	.632
Controls and Instruments Lab	10	27	3.48	.750
Plastics Lab	11	26	3.46	.509
Film Assembly/Stripping Lab	12	16	3.44	.512
Instrumental Music Lab	12	31	3.44	.527
Piano Lab	13	27	3.43	.507
ECE Lab (103)	13	31	3.43	.646

Table 2 Respondents' Ratings of Laboratory Equipment/Software

Equipment/Software was working when I needed it	Rank	N	Mean	S.D.
Vocational Evaluation Lab	13	22	3.43	.507
Metal Casting Lab	14	46	3.39	.689
Accounting Lab	15	32	3.38	.518
Biology Lab	15	46	3.38	.623
Choral Music Lab	15	42	3.38	.498
Chemistry Lab	16	45	3.37	.655
Metals Lab	16	52	3.37	.566
Nutrition Assessment Lab	17	13	3.36	.505
Tutor Table	18	34	3.35	.702
Color Scanning Lab	19	14	3.33	.492
Design and Prototyping Lab	19	19	3.33	.617
Math, Statistics and Computer Lab	19	33	3.33	.492
Clinical Services Center II.	20	11	3.30	.483
Retail Lab	21	17	3.29	.488
Speech Communication Lab	21	28	3.29	.488
Industrial Enterprise Lab	22	30	3.27	.533
Construction Lab (RM)	23	42	3.26	.505
Print Making Lab	23	39	3.26	.561
Auditorium	24	19	3.25	.452
Integrated Technology Lab	25	27	3.21	.426

Table 2 Respondents' Ratings of Laboratory Equipment/Software

Equipment/Software was working when I needed it	Rank	N	Mean	S.D.
Library Learning Center	25	29	3.21	.419
Composition Lab	26	12	3.20	.632
Ameritech Lab	27	36	3.19	.703
Apparel Textile Lab	27	40	3.19	.417
Press/Post Lab	28	19	3.18	.728
Packaging Lab	29	39	3.16	.727
Apparel CADD Lab	30	31	3.15	.745
Computer Integrated Manufacturing Lab	30	21	3.15	.366
Math, Statistics and Computer Workroom	31	49	3.14	.655
Painting/Drawing Lab	32	26	3.12	.600
Apparel Production Lab	33	28	3.11	.506
Test Library Lab	33	20	3.11	.471
Material Removal/Manufacturing Lab	34	11	3.09	.302
Sculpture Lab	35	25	3.07	.458
Electronics Lab	36	35	3.03	.740
Apparel Knitting Lab	37	14	3.00	.426
Assistive Technology Computer Center	37	12	3.00	.000
Clinical Services Center I.	37	4	3.00	.000
Fabrication Lab	37	8	3.00	.000

Table 2 Respondents' Ratings of Laboratory Equipment/Software

Equipment/Software was working when I needed it	Rank	N	Mean	S.D.
Marketing Lab	37	23	3.00	.000
Play Therapy Lab	37	8	3.00	.535
Psychology Student Center	37	15	3.00	.000
Risk Control Lab	37	1	3.00	.000
Construction Lab (160)	38	35	2.96	.429
Small Offset Lab	39	41	2.95	.815
Campus Computer Lab	40	18	2.94	.680
Sensory Evaluation Lab	41	41	2.93	.940
Apparel Studio Lab	42	29	2.92	.640
Construction Lab (157)	43	12	2.86	.378
Graphic Design Lab	44	42	2.71	.768
Graphic Design/Multi-Media Design Lab	45	19	2.64	1.008
Mac Computer Lab	46	34	2.63	.976
Lodging Lab	47	18	2.60	.894
Interior Design Lab	48	29	2.42	.830
Industrial Design Lab	49	5	2.40	.894
Graphic Design/Multi-Media Lab	50	9	2.38	.744
Niche Lab	51	8	2.25	.707

Respondents' Ratings of Laboratory Availability

Table 3 displays the rank order of students' ratings of laboratory availability offered at the University of Wisconsin-Stout in the fall 2004 academic semester. This table lists the students' levels of agreement with the statement; "Outside of class, the lab was open when I needed it." The mean scores for agreement were measured using a four-point Likert type scale ranging from 1 (strongly disagree) to 4 (strongly agree).

Table 3 Respondents' Ratings of Laboratory Availability

Outside of class, the lab was open when I needed it	Rank	N	Mean	S.D.
Ceramics/Metallurgy Lab	1	6	3.67	.577
Play Therapy Lab	2	8	3.63	.518
Rendezvous Lab	3	46	3.60	.500
Foreign Language Lab	4	43	3.58	.515
Guidance & Counseling Lab	5	9	3.50	.577
Small Offset Room	6	41	3.42	.502
Ameritech Lab	7	36	3.41	.572
Computer Lab	7	36	3.41	.590
Composition Lab	8	12	3.40	.516
Retail Lab	8	17	3.40	.548
Home Economics Microcomputer Lab	9	27	3.38	.498
Mac Computer Lab	10	34	3.37	.492
Sculpture Lab	11	25	3.36	.727
Tutor Table	12	34	3.35	.606
CADD	13	43	3.31	.521
Choral Lab	13	42	3.31	.602
Nutrition Assessment Lab	14	13	3.30	.483
Math, Statistics & Computer Tutoring Lab	15	29	3.29	.588
Plastics Lab	16	26	3.27	.799
Apparel Production Lab	17	28	3.26	.656
Biology Lab	18	46	3.25	.442

Table 3 Respondents' Ratings of Laboratory Availability

Outside of class, the lab was open when I needed it	Rank	N	Mean	S.D.
ECE Lab (103)	18	31	3.25	.452
Apparel Knitting Lab	19	14	3.23	.599
Apparel CADD	20	31	3.21	.535
Library Learning Center	20	29	3.21	.535
Metal Casting Lab	20	46	3.21	.650
Joining & Fastening/Welding Lab	21	46	3.20	.701
Physics Lab	21	39	3.20	.410
Piano Lab	21	27	3.20	.768
Speech Communication Lab	21	28	3.20	.447
Controls & Instruments Lab	22	27	3.17	1.193
Marketing Lab	22	23	3.17	.408
Chemistry Lab	23	45	3.15	.543
Vocational Evaluation Lab	23	22	3.15	.587
Campus Computer Lab	24	18	3.13	.516
Design & Prototyping Lab	24	19	3.13	.834
Sensory Evaluation Lab	24	41	3.13	.741
Apparel Textile Lab	25	40	3.12	.516
Press/Post Lab	25	19	3.12	.485
Accounting Lab	26	32	3.10	.568
Math, Statistics & Computer Lab	26	33	3.10	.316
Graphic Design Lab	27	42	3.09	.612

Table 3 Respondents' Ratings of Laboratory Availability

Outside of class, the lab was open when I needed it	Rank	N	Mean	S.D.
Instrumental Music Lab	27	31	3.09	.302
Material Removal/Manufacturing Lab	27	11	3.09	.831
MIS Lab	27	29	3.09	.793
Film Assembly/Stripping Lab	28	16	3.06	.574
Packaging Lab	28	39	3.06	.532
Math, Statistics & Computer Workroom	29	49	3.05	.669
Assistive Technology Computer Lab	30	12	3.00	.000
Auditorium	30	19	3.00	.000
Fabrication Shop	30	8	3.00	.000
Food Processing Lab	30	3	3.00	.000
Lodging Lab	30	18	3.00	.000
Psychology Student Center	30	15	3.00	.000
Risk Control Lab	30	1	3.00	.000
Metals Lab	31	52	2.96	.735
Print Making Lab	32	39	2.95	.655
Ceramics Lab	33	43	2.93	.838
Clinical Services Center II.	34	11	2.91	.539
Color Scanning Lab	34	14	2.91	.302
Process Lab	35	28	2.90	.625
Computer Integrated Manufacturing Lab	36	21	2.89	.737
Test Library	36	20	2.89	.937

Table 3 Respondents' Ratings of Laboratory Availability

Outside of class, the lab was open when I needed it	Rank	N	Mean	S.D.
Graphic Design/Multi-Media Lab	37	9	2.88	.641
Niche Lab	38	8	2.86	.900
Graphic Design/Multi-Media Design Lab	38	19	2.86	.663
Apparel Studio	39	29	2.85	.818
Construction Lab (293 & 295)	40	42	2.84	.735
Industrial Enterprise Lab	41	30	2.81	.602
Painting/Drawing Lab	42	26	2.78	.951
Construction Lab (160)	43	35	2.76	.779
Clinical Services Center I.	44	4	2.75	.500
Integrated Technology Lab	45	27	2.70	.823
Electronics Lab	46	35	2.68	.690
Construction Lab (157)	47	12	2.63	.518
Interior Design Lab	48	29	2.57	.728
Community Living Apartments	49	7	2.50	.707
Industrial Design Lab	50	5	2.20	1.095

Respondents' Ratings of Laboratory General Satisfaction

Table 4 displays the rank order of students' ratings of general satisfaction with laboratories offered at the University of Wisconsin-Stout in the fall 2004 academic semester. This table lists the students' levels of agreement with the statement; "I was generally satisfied with the lab." The mean scores for agreement were measured using a four-point Likert type scale ranging from 1 (strongly disagree) to 4 (strongly agree).

Table 4 Respondents' Ratings of Laboratory General Satisfaction

I was generally satisfied with the lab	Rank	N	Mean	S.D.
Assistive Technology Computer Center	1	12	4.00	.000
Play Therapy Lab	2	8	3.75	.463
Computer Lab	3	36	3.69	.471
Guidance & Counseling Library	4	9	3.60	.548
Rendezvous Lab	5	46	3.58	.543
Food Processing Lab	6	3	3.50	.707
Retail Lab	6	17	3.50	.548
Vocational Rehabilitation Lab	7	22	3.48	.512
CADD Lab	8	43	3.47	.505
Joining & Fastening/Welding Lab	9	46	3.45	.504
Ceramics Lab	10	43	3.43	.590
Physics Lab	10	39	3.43	.504
Piano Lab	10	27	3.43	.507
Math, Statistics & Computer Tutoring Lab	11	29	3.41	.618
Ceramics/Metallurgy Lab	12	6	3.40	.548
Composition Lab	12	12	3.40	.699
Design & Prototyping Lab	13	19	3.38	.500
Chemistry Lab	14	45	3.37	.536
MIS Lab	14	29	3.37	.565
Tutor Table	14	34	3.37	.496
Nutrition Assessment Lab	15	13	3.36	.505

Table 4 Respondents' Ratings of Laboratory General Satisfaction

I was generally satisfied with the lab	Rank	N	Mean	S.D.
Plastics Lab	15	26	3.36	.490
Home Economics Microcomputer Lab	16	27	3.35	.487
Process Lab	16	25	3.35	.487
Biology Lab	17	46	3.34	.526
Instrumental Music Lab	18	31	3.33	.492
Psychology Student Center	18	15	3.33	.516
Film Assembly/Stripping Lab	19	16	3.31	.479
Metals Lab	19	52	3.31	.585
Ameritech Lab	20	36	3.30	.596
Press/Post Lab	21	19	3.29	.588
Metal Casting Lab	22	46	3.28	.544
Apparel Production Lab	23	28	3.26	.526
Construction Lab (293 & 295)	23	42	3.26	.567
Test Library Lab	23	20	3.26	.653
Speech Communication Lab	24	28	3.25	.463
Controls & Instruments Lab	25	27	3.24	.768
Industrial Enterprise Lab	26	30	3.23	.514
Integrated Technology Lab	27	27	3.21	.426
Library Learning Center	27	29	3.21	.419
Accounting Lab	28	32	3.20	.632
Computer Integrated Manufacturing Lab	28	21	3.20	.410

Table 4 Respondents' Ratings of Laboratory General Satisfaction

I was generally satisfied with the lab	Rank	N	Mean	S.D.
Campus Computer Lab	29	18	3.19	.403
Choral Music Lab	29	42	3.19	.681
Clinical Services Center II.	30	11	3.18	.405
Color Scanning Lab	30	14	3.18	.405
Math, Statistics & Computer Workroom	30	49	3.18	.501
Print Making Lab	30	39	3.18	.512
Apparel Knitting Lab	31	14	3.15	.689
Sensory Evaluation Lab	31	41	3.15	.534
ECE Lab 103	32	31	3.13	.516
Packaging Lab	32	39	3.13	.529
Construction Lab (160)	33	35	3.10	.396
Math, Statistics & Computer Lab	34	33	3.09	.831
Painting/Drawing Lab	35	26	3.08	.504
Auditorium	36	19	3.07	.267
Apparel Studio Lab	37	29	3.04	.518
Small Offset Room	38	41	3.03	.620
Apparel CADD Lab	39	31	3.00	.548
Clinical Services Center I	39	4	3.00	.816
Community Living Apartments	39	7	3.00	.000
Construction Lab (157)	39	12	3.00	.535
Fabrication Shop	39	8	3.00	.000

Table 4 Respondents' Ratings of Laboratory General Satisfaction

I was generally satisfied with the lab	Rank	N	Mean	S.D.
Foreign Language Lab	39	43	3.00	.966
Marketing Lab	39	23	3.00	.500
Material Removal/Manufacturing Lab	39	11	3.00	.000
Risk Control Lab	39	1	3.00	.000
Apparel Textile Lab	40	40	2.97	.585
Graphic Design Lab	41	42	2.95	.524
Graphic Design/Multi-Media Lab	42	9	2.88	.835
Graphic Design/Multi-Media Design Lab	43	19	2.86	.633
Electronics Lab	44	35	2.84	.677
Mac Computer Lab	44	34	2.84	.847
Sculpture Lab	45	25	2.81	.873
Industrial Design Lab	46	5	2.80	.447
Interior Design Lab	47	29	2.75	.737
Lodging Lab	48	18	2.67	.516
Niche Lab	49	8	2.50	.756

Respondents' Ratings of Laboratory Assistance

Table 5 displays students' ratings of the laboratory assistance offered at the University of Wisconsin-Stout in the fall 2004 academic semester. This table lists the students' levels of agreement with the statement; "The Lab Assistants were able to answer my questions as needed." The choices given were: I had no questions, there was no laboratory assistant present, the laboratory assistant was present but not helpful, the laboratory assistant was present and moderately helpful, the laboratory assistant was present and very helpful and lab assistance is non-applicable to his course.

Table 5 Respondents' Ratings of Laboratory Assistance

The Lab Assistants were able to answer my questions as needed.			
		N	%
Accounting Lab	No questions	3	9.4
	No lab assistant	2	6.3
	Present, not helpful	1	3.1
	Present, moderately helpful	1	3.1
	Present, very helpful	1	3.1
	Non-applicable	0	0
Ameritech Lab		N	%
	No questions	15	41.7
	No lab assistant	2	5.6
	Present, not helpful	3	8.3
	Present, moderately helpful	3	8.3
	Present, very helpful	7	19.4
Non-applicable	0	0	
Apparel CADD Lab		N	%
	No questions	5	16.1
	No lab assistant	3	9.7
	Present, not helpful	0	0
	Present, moderately helpful	5	16.1
	Present, very helpful	7	22.6
Non-applicable	0	0	
Apparel Knitting Lab		N	%
	No questions	0	0
	No lab assistant	0	0
	Present, not helpful	0	0
	Present, moderately helpful	4	28.6
	Present, very helpful	9	64.3
Non-applicable	0	0	
Apparel Production Lab		N	%
	No questions	0	0
	No lab assistant	0	0
	Present, not helpful	0	0
	Present, moderately helpful	6	21.4
	Present, very helpful	21	75.0
Non-applicable	0	0	

Table 5 Respondents' Ratings of Laboratory Assistance

 The Lab Assistants were able to answer my questions as needed.

		N	%
Apparel Studio Lab	No questions	4	13.8
	No lab assistant	4	13.8
	Present, not helpful	1	3.4
	Present, moderately helpful	7	24.1
	Present, very helpful	10	34.5
	Non-applicable	0	0
		N	%
Apparel Textile Lab	No questions	6	15.0
	No lab assistant	6	15.0
	Present, not helpful	1	2.5
	Present, moderately helpful	13	32.5
	Present, very helpful	7	17.5
	Non-applicable	0	0
		N	%
Assistive Tech Computer Center	No questions	1	8.3
	No lab assistant	0	0
	Present, not helpful	0	0
	Present, moderately helpful	0	0
	Present, very helpful	2	6.7
	Non-applicable	0	0
		N	%
Auditorium	No questions	9	47.4
	No lab assistant	4	21.1
	Present, not helpful	0	0
	Present, moderately helpful	0	0
	Present, very helpful	1	5.3
	Non-applicable	0	0
		N	%
Biology Lab	No questions	11	23.9
	No lab assistant	13	28.3
	Present, not helpful	0	0
	Present, moderately helpful	6	13.0
	Present, very helpful	6	13.0
	Non-applicable	0	0

Table 5 Respondents' Ratings of Laboratory Assistance

 The Lab Assistants were able to answer my questions as needed.

		N	%
CADD Lab	No questions	18	41.9
	No lab assistant	6	14.0
	Present, not helpful	0	0
	Present, moderately helpful	9	20.9
	Present, very helpful	6	14.0
	Non-applicable	0	0
		N	%
Campus Computer Lab	No questions	6	33.3
	No lab assistant	0	0
	Present, not helpful	2	11.1
	Present, moderately helpful	3	16.7
	Present, very helpful	5	27.8
	Non-applicable	0	0
		N	%
Ceramics/Metallurgy Lab	No questions	2	33.3
	No lab assistant	1	16.7
	Present, not helpful	0	0
	Present, moderately helpful	1	16.7
	Present, very helpful	1	16.7
	Non-applicable	0	0
		N	%
Ceramics Lab	No questions	13	30.2
	No lab assistant	2	4.7
	Present, not helpful	0	0
	Present, moderately helpful	6	14.0
	Present, very helpful	21	48.8
	Non-applicable	0	0
		N	%
Chemistry Lab	No questions	5	11.1
	No lab assistant	8	17.8
	Present, not helpful	0	0
	Present, moderately helpful	8	17.8
	Present, very helpful	19	42.2
	Non-applicable	0	0

Table 5 Respondents' Ratings of Laboratory Assistance

The Lab Assistants were able to answer my questions as needed.			
		N	%
Choral Music Lab	No questions	12	28.6
	No lab assistant	2	4.8
	Present, not helpful	0	0
	Present, moderately helpful	0	0
	Present, very helpful	0	0
	Non-applicable	0	0
Clinical Services Center I.		N	%
	No questions	1	25.0
	No lab assistant	0	0
	Present, not helpful	0	0
	Present, moderately helpful	0	0
	Present, very helpful	2	75.0
	Non-applicable	0	0
Clinical Services Center II.		N	%
	No questions	3	27.3
	No lab assistant	3	27.3
	Present, not helpful	0	0
	Present, moderately helpful	2	18.2
	Present, very helpful	3	27.3
	Non-applicable	0	0
Color Scanning Lab		N	%
	No questions	5	35.7
	No lab assistant	2	14.3
	Present, not helpful	0	0
	Present, moderately helpful	2	14.3
	Present, very helpful	1	7.1
	Non-applicable	0	0
Community Living Apartments		N	%
	No questions	1	14.3
	No lab assistant	0	0
	Present, not helpful	0	0
	Present, moderately helpful	0	0
	Present, very helpful	1	14.3
	Non-applicable	0	0

Table 5 Respondents' Ratings of Laboratory Assistance

The Lab Assistants were able to answer my questions as needed.			
		N	%
Composition Lab	No questions	4	33.3
	No lab assistant	1	8.3
	Present, not helpful	0	0
	Present, moderately helpful	4	33.3
	Present, very helpful	1	8.3
	Non-applicable	0	0
Computer Integrated Manufacturing Lab		N	%
	No questions	6	28.6
	No lab assistant	3	14.3
	Present, not helpful	0	0
	Present, moderately helpful	4	19.0
	Present, very helpful	4	19.0
	Non-applicable	0	0
Computer Lab		N	%
	No questions	10	27.8
	No lab assistant	3	8.3
	Present, not helpful	1	2.8
	Present, moderately helpful	4	11.1
	Present, very helpful	10	27.8
	Non-applicable	0	0
Construction Lab (157)		N	%
	No questions	1	8.3
	No lab assistant	3	25.0
	Present, not helpful	0	0
	Present, moderately helpful	1	8.3
	Present, very helpful	1	8.3
	Non-applicable	0	0
Construction Lab (160)		N	%
	No questions	13	37.1
	No lab assistant	13	37.1
	Present, not helpful	0	0
	Present, moderately helpful	0	0
	Present, very helpful	0	0
	Non-applicable	0	0

Table 5 Respondents' Ratings of Laboratory Assistance

The Lab Assistants were able to answer my questions as needed.			
		N	%
Construction Lab (293 & 295)	No questions	6	14.3
	No lab assistant	2	4.8
	Present, not helpful	4	9.5
	Present, moderately helpful	8	19.0
	Present, very helpful	12	28.6
	Non-applicable	0	0
Controls & Instruments Lab		N	%
	No questions	3	11.1
	No lab assistant	1	3.7
	Present, not helpful	1	3.7
	Present, moderately helpful	1	3.7
	Present, very helpful	10	37.0
Non-applicable	0	0	
Design & Prototyping Lab		N	%
	No questions	10	52.6
	No lab assistant	1	5.3
	Present, not helpful	0	0
	Present, moderately helpful	2	10.5
	Present, very helpful	2	10.5
Non-applicable	0	0	
ECE Lab (103)		N	%
	No questions	4	12.9
	No lab assistant	4	12.9
	Present, not helpful	0	0
	Present, moderately helpful	0	0
	Present, very helpful	4	12.9
Non-applicable	0	0	
Electronics Lab		N	%
	No questions	4	11.4
	No lab assistant	2	5.7
	Present, not helpful	2	5.7
	Present, moderately helpful	13	37.1
	Present, very helpful	9	25.7
Non-applicable	0	0	

Table 5 Respondents' Ratings of Laboratory Assistance

The Lab Assistants were able to answer my questions as needed.			
		N	%
Fabrication Shop	No questions	3	37.5
	No lab assistant	0	0
	Present, not helpful	0	0
	Present, moderately helpful	0	0
	Present, very helpful	0	0
	Non-applicable	0	0
Film Assembly/Stripping Lab	No questions	6	37.5
	No lab assistant	3	18.8
	Present, not helpful	0	0
	Present, moderately helpful	2	12.5
	Present, very helpful	4	25.0
	Non-applicable	0	0
Food Processing Lab	No questions	1	33.3
	No lab assistant	0	0
	Present, not helpful	0	0
	Present, moderately helpful	0	0
	Present, very helpful	1	33.3
	Non-applicable	0	0
Foreign Language Lab	No questions	8	18.6
	No lab assistant	1	2.3
	Present, not helpful	0	0
	Present, moderately helpful	1	2.3
	Present, very helpful	3	7.0
	Non-applicable	0	0
Graphic Design/Multi-Media Design Lab	No questions	5	26.3
	No lab assistant	1	5.3
	Present, not helpful	1	5.3
	Present, moderately helpful	1	5.3
	Present, very helpful	4	21.1
	Non-applicable	0	0

Table 5 Respondents' Ratings of Laboratory Assistance

The Lab Assistants were able to answer my questions as needed.			
		N	%
Graphic Design Lab	No questions	15	35.7
	No lab assistant	13	31.0
	Present, not helpful	1	2.4
	Present, moderately helpful	6	14.3
	Present, very helpful	3	7.1
	Non-applicable	0	0
Graphic Design/Multi-Media Lab		N	%
	No questions	5	55.6
	No lab assistant	2	22.2
	Present, not helpful	0	0
	Present, moderately helpful	1	11.1
	Present, very helpful	0	0
Guidance & Counseling Lab		N	%
	No questions	1	11.1
	No lab assistant	0	0
	Present, not helpful	0	0
	Present, moderately helpful	0	0
	Present, very helpful	4	44.4
Home Economics Microcomputer		N	%
	No questions	10	37.0
	No lab assistant	9	33.3
	Present, not helpful	0	0
	Present, moderately helpful	0	0
	Present, very helpful	2	7.4
Industrial Design Lab		N	%
	No questions	2	40.0
	No lab assistant	2	40.0
	Present, not helpful	0	0
	Present, moderately helpful	1	20.0
	Present, very helpful	0	0
	Non-applicable	0	0

Table 5 Respondents' Ratings of Laboratory Assistance

The Lab Assistants were able to answer my questions as needed.			
		N	%
Industrial Enterprise Lab	No questions	4	13.3
	No lab assistant	0	0
	Present, not helpful	1	3.3
	Present, moderately helpful	6	20.0
	Present, very helpful	15	50.0
	Non-applicable	0	0
Instrumental Music Lab		N	%
	No questions	7	22.6
	No lab assistant	0	0
	Present, not helpful	0	0
	Present, moderately helpful	0	0
	Present, very helpful	0	0
Non-applicable	0	0	
Integrated Technology Lab		N	%
	No questions	6	22.2
	No lab assistant	4	14.8
	Present, not helpful	0	0
	Present, moderately helpful	0	0
	Present, very helpful	1	3.7
Non-applicable	0	0	
Interior Design Lab		N	%
	No questions	6	20.7
	No lab assistant	11	37.9
	Present, not helpful	1	3.4
	Present, moderately helpful	2	6.9
	Present, very helpful	4	13.8
Non-applicable	0	0	
Joining & Fastening/Welding Lab		N	%
	No questions	13	28.3
	No lab assistant	0	0
	Present, not helpful	0	0
	Present, moderately helpful	9	19.6
	Present, very helpful	22	47.8
Non-applicable	0	0	

Table 5 Respondents' Ratings of Laboratory Assistance

 The Lab Assistants were able to answer my questions as needed.

		N	%
Library Learning Center	No questions	12	41.4
	No lab assistant	0	0
	Present, not helpful	1	3.4
	Present, moderately helpful	2	6.9
	Present, very helpful	2	6.9
	Non-applicable	0	0
		N	%
Lodging Lab	No questions	2	11.1
	No lab assistant	1	5.6
	Present, not helpful	0	0
	Present, moderately helpful	1	5.6
	Present, very helpful	0	0
	Non-applicable	0	0
		N	%
Mac Computer Lab	No questions	12	35.3
	No lab assistant	10	29.4
	Present, not helpful	0	0
	Present, moderately helpful	3	8.8
	Present, very helpful	4	11.8
	Non-applicable	0	0
		N	%
Marketing Lab	No questions	2	8.7
	No lab assistant	4	17.4
	Present, not helpful	1	4.3
	Present, moderately helpful	1	4.3
	Present, very helpful	0	0
	Non-applicable	0	0
		N	%
Material Removal /Manufacturing Lab	No questions	4	36.4
	No lab assistant	0	0
	Present, not helpful	0	0
	Present, moderately helpful	2	18.2
	Present, very helpful	5	45.5
	Non-applicable	0	0

Table 5 Respondents' Ratings of Laboratory Assistance

The Lab Assistants were able to answer my questions as needed.			
		N	%
Math, Statistics & Computer Lab	No questions	3	9.1
	No lab assistant	4	12.1
	Present, not helpful	0	0
	Present, moderately helpful	1	3.0
	Present, very helpful	4	12.1
	Non-applicable	0	0
Math, Statistics & Computer Workroom	No questions	13	26.5
	No lab assistant	2	4.1
	Present, not helpful	0	0
	Present, moderately helpful	2	4.1
	Present, very helpful	4	8.2
	Non-applicable	0	0
Math, Statistics & Computer Tutoring Lab	No questions	4	13.8
	No lab assistant	1	3.4
	Present, not helpful	1	3.4
	Present, moderately helpful	3	10.3
	Present, very helpful	6	20.7
	Non-applicable	0	0
Metal Casting Lab	No questions	18	39.1
	No lab assistant	4	8.7
	Present, not helpful	0	0
	Present, moderately helpful	1	2.2
	Present, very helpful	9	19.6
	Non-applicable	0	0
Metals Lab	No questions	9	17.3
	No lab assistant	0	0
	Present, not helpful	1	1.9
	Present, moderately helpful	13	25.0
	Present, very helpful	26	50.0
	Non-applicable	0	0

Table 5 Respondents' Ratings of Laboratory Assistance

 The Lab Assistants were able to answer my questions as needed.

		N	%
MIS Lab	No questions	14	48.3
	No lab assistant	3	10.3
	Present, not helpful	0	0
	Present, moderately helpful	6	20.7
	Present, very helpful	4	13.8
	Non-applicable	0	0
Niche Lab		N	%
	No questions	0	0
	No lab assistant	4	50.0
	Present, not helpful	0	0
	Present, moderately helpful	0	0
	Present, very helpful	0	0
Non-applicable	0	0	
Nutrition Assessment Lab		N	%
	No questions	1	7.7
	No lab assistant	0	0
	Present, not helpful	0	0
	Present, moderately helpful	2	15.4
	Present, very helpful	6	46.2
Non-applicable	0	0	
Packaging Lab		N	%
	No questions	10	25.6
	No lab assistant	2	5.1
	Present, not helpful	1	2.6
	Present, moderately helpful	10	25.6
	Present, very helpful	15	38.5
Non-applicable	0	0	
Painting/Drawing Lab		N	%
	No questions	11	42.3
	No lab assistant	6	23.1
	Present, not helpful	0	0
	Present, moderately helpful	2	7.7
	Present, very helpful	0	0
Non-applicable	0	0	

Table 5 Respondents' Ratings of Laboratory Assistance

 The Lab Assistants were able to answer my questions as needed.

		N	%
Physics Lab	No questions	11	28.2
	No lab assistant	0	0
	Present, not helpful	0	0
	Present, moderately helpful	6	15.4
	Present, very helpful	6	15.4
	Non-applicable	0	0
		N	%
Piano Lab	No questions	17	63.0
	No lab assistant	3	11.0
	Present, not helpful	0	0
	Present, moderately helpful	0	0
	Present, very helpful	1	3.7
	Non-applicable	0	0
		N	%
Plastics Lab	No questions	12	46.2
	No lab assistant	1	3.8
	Present, not helpful	0	0
	Present, moderately helpful	2	7.7
	Present, very helpful	5	19.2
	Non-applicable	0	0
		N	%
Play Therapy Lab	No questions	1	12.5
	No lab assistant	1	12.5
	Present, not helpful	0	0
	Present, moderately helpful	1	12.5
	Present, very helpful	5	62.5
	Non-applicable	0	0
		N	%
Press/Post Lab	No questions	2	10.5
	No lab assistant	1	5.3
	Present, not helpful	1	5.3
	Present, moderately helpful	7	36.8
	Present, very helpful	6	31.6
	Non-applicable	0	0

Table 5 Respondents' Ratings of Laboratory Assistance

 The Lab Assistants were able to answer my questions as needed.

		N	%
Print Making Lab	No questions	11	28.2
	No lab assistant	18	46.2
	Present, not helpful	0	0
	Present, moderately helpful	4	10.3
	Present, very helpful	1	2.6
	Non-applicable	0	0
		N	%
Process Lab	No questions	9	32.1
	No lab assistant	0	0
	Present, not helpful	0	0
	Present, moderately helpful	6	21.4
	Present, very helpful	9	32.1
	Non-applicable	0	0
		N	%
Psychology Student Center	No questions	1	6.7
	No lab assistant	0	0
	Present, not helpful	0	0
	Present, moderately helpful	1	6.7
	Present, very helpful	2	13.3
	Non-applicable	0	0
		N	%
Rendezvous	No questions	4	8.7
	No lab assistant	4	8.7
	Present, not helpful	0	0
	Present, moderately helpful	3	6.5
	Present, very helpful	30	65.2
	Non-applicable	0	0
		N	%
Retail Lab	No questions	1	5.9
	No lab assistant	4	23.5
	Present, not helpful	0	0
	Present, moderately helpful	0	0
	Present, very helpful	1	5.9
	Non-applicable	0	0

Table 5 Respondents' Ratings of Laboratory Assistance

The Lab Assistants were able to answer my questions as needed.			
		N	%
Risk Control Lab	No questions	0	0
	No lab assistant	0	0
	Present, not helpful	0	0
	Present, moderately helpful	0	0
	Present, very helpful	1	100
	Non-applicable	0	0
Sculpture Lab		N	%
	No questions	10	40.0
	No lab assistant	7	28.0
	Present, not helpful	0	0
	Present, moderately helpful	1	4.0
	Present, very helpful	1	4.0
Non-applicable	0	0	
Sensory Evaluation Lab		N	%
	No questions	7	17.1
	No lab assistant	2	4.9
	Present, not helpful	0	0
	Present, moderately helpful	8	19.5
	Present, very helpful	9	22.0
Non-applicable	0	0	
Small Offset Room		N	%
	No questions	14	34.1
	No lab assistant	14	34.1
	Present, not helpful	0	0
	Present, moderately helpful	3	7.3
	Present, very helpful	5	12.2
Non-applicable	0	0	
Speech Communication Lab		N	%
	No questions	5	17.9
	No lab assistant	1	3.6
	Present, not helpful	0	0
	Present, moderately helpful	0	0
	Present, very helpful	0	0
Non-applicable	0	0	

Table 5 Respondents' Ratings of Laboratory Assistance

 The Lab Assistants were able to answer my questions as needed.

		N	%
Test Library	No questions	1	5.0
	No lab assistant	0	0
	Present, not helpful	0	0
	Present, moderately helpful	5	25.0
	Present, very helpful	11	55.0
	Non-applicable	0	0
		N	%
Tutor Table	No questions	1	2.9
	No lab assistant	1	2.9
	Present, not helpful	0	0
	Present, moderately helpful	8	23.5
	Present, very helpful	8	23.5
	Non-applicable	0	0
		N	%
Vocational Evaluation Lab	No questions	4	18.2
	No lab assistant	0	0
	Present, not helpful	0	0
	Present, moderately helpful	3	13.6
	Present, very helpful	14	63.6
	Non-applicable	0	0

CHAPTER 5

DISCUSSION

Summary

The purpose of this research was to provide an analysis of the University of Wisconsin-Stout's Student Tuition Differential- Access to Learning Fee. Specifically, this study was intended to assess students' perceived access to laboratories. Students' perceptions were assessed through an online instrument, in which they were asked to rate the number of hours they spent in the laboratory, equipment/software in the laboratory, availability of the laboratory, general satisfaction with the laboratory and laboratory assistance. Participants' were solicited from an email invitation. The initial email invitations were sent November 29, 2004. Follow-up reminders were sent to ensure that an adequate response rate was achieved. All data was collected by December 15, 2004.

Conclusions

Based on the results to this study, it has been concluded that the Access to Learning Fee does indeed contribute to the students' level of satisfaction with access to laboratories. Conclusions are divided by laboratory and discuss the following: response rate, students' reported laboratory use and perception of laboratory equipment/software open hours, general satisfaction and assistance.

Accounting Laboratory. For the Accounting Laboratory, there were 32 respondents and a response rate of 32%. Most students reported that they did not use this laboratory at all during the week (this fact represented a comparably large portion of

students' perceptions). Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they did not have questions for the laboratory assistant.

Ameritech Laboratory. For the Ameritech Laboratory, there were 36 respondents and a response rate of 36%. Most students reported that they used this laboratory 1-10 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they did not have questions for the laboratory assistant (this fact represents a comparably large portion of students' perceptions).

Apparel CADD Laboratory. For Apparel CADD Laboratory, there were 31 respondents and a response rate of 31%. Most students reported that they did not use this laboratory at all during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and very helpful.

Apparel Knitting Laboratory. For Apparel Knitting Laboratory, there were 14 respondents and a response rate of 58%. Most students reported that they used this laboratory over 40 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and very helpful.

Apparel Production Laboratory. For the Apparel Production Laboratory, there were 28 respondents and a response rate of 35%. Most students reported that they used this laboratory over 40 hours during the week (this fact represents a comparably large portion of students' perceptions). Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and very helpful (this fact represents a comparably large portion of students' perceptions).

Apparel Studio Laboratory. For the Apparel Studio Laboratory, there were 29 respondents and a response rate of 40%. Most students reported that they used this laboratory over 40 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and very helpful.

Apparel Textile Laboratory. For the Apparel Textile Laboratory, there were 40 respondents and a response rate of 40%. Most students reported that they used this laboratory 21-30 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and moderately helpful.

Assistive Technology Computer Center. For the Assistive Technology Computer Center, there were 12 respondents and a response rate of 12%. Most students reported

that they did not use this laboratory at all during the week. Most students agreed that the equipment and software was working when they needed it and the hours were open when they needed them to be. Most students strongly agreed to be generally satisfied with this lab. In fact, this lab was rated the highest in general satisfaction. Most students reported that they did not have questions for the laboratory assistant.

Auditorium. For the Auditorium, there were 19 respondents and a response rate of 19%. Most students reported that they used this laboratory 1-10 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they did not have questions for the laboratory assistant.

Biology Laboratory. For the Biology Laboratory, there were 47 respondents and a response rate of 47%. Most students reported that they used this laboratory 21-30 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that there was no laboratory assistant present.

CADD Laboratory. For the CADD Laboratory, there were 43 respondents and a response rate of 43%. Most students reported that they used this laboratory over 40 hours during the week. Most students strongly agreed that the equipment and software was working when they needed it. Most students agreed that the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students

reported that they did not have questions for the laboratory assistant (this fact represents a comparably large portion of students' perceptions).

Campus Computer Laboratory. For the Campus Computer Laboratory, there were 18 respondents and a response rate of 18%. Most students reported that they used this laboratory over 40 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they did not have questions for the laboratory assistant.

Ceramics/Metallurgy Laboratory. For the Ceramics/Metallurgy Laboratory, there were 30 respondents and a response rate of 30%. Most students reported that they used this laboratory 1-10 hours during the week. Most students strongly agreed that the equipment and software was working when they needed it and the hours were open when they needed it. In fact, this laboratory was rated the highest in working equipment/software and open hours. Most students agreed to be generally satisfied with the laboratory. Most students reported that they did not have questions for the laboratory assistant.

Ceramics Laboratory. For the Ceramics Laboratory, there were 43 respondents and a response rate of 44%. Most students reported that they used this laboratory over 40 hours during the week. Most students strongly agreed that the equipment and software was working when they needed it. Most students agreed that hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and very helpful.

Chemistry Laboratory. For the Chemistry Laboratory, there were 45 respondents and a response rate of 45%. Most students reported that they used this laboratory over 40 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and very helpful (this fact represents a comparably large portion of students' perceptions).

Choral Music Laboratory. For the Choral Music Laboratory, there were 42 respondents and a response rate of 42%. Most students reported that they did not use this laboratory at all during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they did not have questions for the laboratory assistant (this fact represents a comparably large portion of students' perceptions).

Clinical Services Center I. For the Clinical Services Center I., there were 4 respondents and a response rate of 14%. Most students reported that they used this laboratory 1-10 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and very helpful (there were only 3 respondents to this question).

Clinical Services Center II. For the Clinical Services Center II., there were 11 respondents and a response rate of 12%. Most students reported that they used this

laboratory 11-20 hours during the week or 31-40 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Students reported that they had no questions for the laboratory assistant or that there was no laboratory assistant present or that the laboratory assistant was present and moderately helpful (there were only 3 respondents to this question).

Color Scanning Laboratory. For the Color Scanning Laboratory, there were 14 respondents and a response rate of 34%. Most students reported that they used this laboratory 1-10 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they did not have questions for the laboratory assistant.

Community Living Apartments. For the Community Living Apartments, there were 7 respondents and a response rate of 7%. Most students reported that they did not use this laboratory at all during the week. Most students strongly agreed that the equipment and software was working when they needed it. Most students agreed that hours were open when they needed them to be and they were generally satisfied with the laboratory. Students reported that they had no questions for the laboratory assistant or that the laboratory assistant was present and very helpful (there were only two respondents to this question)

Composition Laboratory. For the Composition Laboratory, there were 12 respondents and a response rate of 27%. Most students reported that they used this laboratory 21-30 hours during the week. Most students agreed that the equipment and

software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the lab assistant or that the laboratory assistant was present and moderately helpful.

Computer Integrated Manufacturing Laboratory. For the Computer Integrated Manufacturing Laboratory, there were 21 respondents and a response rate of 33%. Most students reported that they used this laboratory over 40 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

Computer Laboratory. For the Computer Laboratory, there were 36 respondents and a response rate of 36%. Most students reported that they used this laboratory 1-10 hours during the week. Most students strongly agreed that the equipment and software was working when they needed it and they were generally satisfied with the laboratory. In fact, this lab was rated in the top 5 for working equipment/software and general satisfaction. Most students agreed that this laboratory was open when needed. Most students reported that they had no questions for the laboratory assistant or that the laboratory assistant was present and very helpful.

Construction (157) Laboratory. For the Construction (157) Laboratory, there were 12 respondents and a response rate of 44%. Most students reported that they did not use this laboratory at all during the week or that they used the lab for 31-40 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally

satisfied with the laboratory. Most students reported that there was no laboratory assistant present.

Construction (160) Laboratory. For the Construction (160) Laboratory, there were 35 respondents and a response rate of 44%. Most students reported that they used this laboratory over 40 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Students reported that they had no questions for the lab assistant or that there was no laboratory assistant present (this question divided the respondents in exactly one-half).

Construction (293 & 295) Laboratory. For the Construction (293 & 295) Laboratory, there were 42 respondents and a response rate of 44%. Most students reported that they used this laboratory over 40 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and very helpful.

Controls & Instruments Laboratory. For the Controls & Instruments Laboratory, there were 27 respondents and a response rate of 27%. Most students reported that they used this laboratory 1-10 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and very helpful.

Design & Prototyping Laboratory. For the Design & Prototyping Laboratory, there were 19 respondents and a response rate of 19%. Most students reported that they

used this laboratory 11-20 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

ECE (103) Laboratory. For the ECE (103) Laboratory, there were 31 respondents and a response rate of 31%. Most students reported that they did not use this laboratory at all during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Students reported that they had no questions for the laboratory assistant or that there was no laboratory assistant present or that the laboratory assistant was present and very helpful (this question divided the respondents in exactly one-third).

Electronics Laboratory. For the Electronics Laboratory, there were 35 respondents and a response rate of 35%. Most students reported that they used this laboratory 1-10 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Students reported that the laboratory assistant was present and moderately helpful.

Fabrication Shop. For the Fabrication Shop, there were 8 respondents and a response rate of 8%. Most students reported that they did not use this laboratory at all during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were

generally satisfied with the laboratory. All students reported to have no questions for the laboratory assistant (there were only 3 respondents to this question).

Film Assembly/Stripping Laboratory. For the Film Assembly/Stripping Laboratory, there were 16 respondents and a response rate of 53%. Most students reported that they used this laboratory 1-10 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Students reported that they had no questions for the laboratory assistant.

Food Processing Laboratory. For the Food Processing Laboratory, there were 3 respondents and a response rate of 75%. For this laboratory, students reported that they used this laboratory between 0-20 hours during the week (each respondent chose a different response). Most students strongly agreed that the equipment and software was working when they needed it and they were generally satisfied with the laboratory. Most students agreed that this laboratory was open when needed. Students reported that they had no questions for the lab assistant or that the laboratory assistant was present and very helpful (there were only 2 respondents to this question).

Foreign Language Laboratory. For the Foreign Language Laboratory, there were 43 respondents and a response rate of 43%. Most students reported that they did not use this laboratory at all during the week. Most students strongly agreed that the equipment and software was working when they needed it and the laboratory was open when they needed it. In fact this lab was rated in the top 5 for working equipment/software and open hours. Most students agreed to be generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

Graphic Design/Multi-Media Design Laboratory. For the Graphic Design/Multi-Media Design Laboratory, there were 19 respondents and a response rate of 19%. Most students reported that they used this laboratory 1-10 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that there was no laboratory assistant present.

Graphic Design Laboratory. For the Graphic Design Laboratory, there were 42 respondents and a response rate of 42%. Most students reported that they used this laboratory over 40 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

Graphic Design/Multi-Media Laboratory. For the Graphic Design/Multi-Media Laboratory, there were 9 respondents and a response rate of 32%. Most students reported that they used this laboratory over 40 hours during the week. Most students disagreed that the equipment and software was working when they needed it. In fact, this laboratory was rated in the bottom 5 for working equipment/software. Most students agreed that the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

Guidance & Counseling Laboratory. For the Guidance & Counseling Laboratory, there were 9 respondents and a response rate of 17%. Most students reported that they did not use this laboratory at all during the week. Most students strongly agreed that the equipment and software was working when they needed it, the hours were open when

they needed them to be and they were generally satisfied with the laboratory. In fact, this lab was rated in the top five for satisfactory with open hours and general satisfaction.

Most students reported that the laboratory assistant was present and very helpful.

Home Economics Microcomputer Laboratory. For the Home Economics Microcomputer Laboratory, there were 27 respondents and a response rate of 27%. Most students reported that they used this laboratory 1-10 hours during the week. Most students strongly agreed that the equipment and software was working when they needed it. Most students agreed that the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

Industrial Design Laboratory. For the Industrial Design Laboratory, there were 5 respondents and a response rate of 24%. Most students reported that they used this laboratory over 40 hours during the week. Most students disagreed that the equipment and software was working when they needed it and the hours were open when they needed them to be. In fact, this laboratory was rated in the bottom 5 for working equipment/software and open hours. Most students agreed to be generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant or that there was no lab assistant present. However, this fact represents 4 out of 5 respondents.

Industrial Enterprise Laboratory. For the Industrial Enterprise Laboratory, there were 30 respondents and a response rate of 30%. Most students reported that they used this laboratory 1-10 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them

to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and very helpful (this fact represents a comparably large portion of student perceptions).

Instrumental Music Laboratory. For the Instrumental Music Laboratory, there were 31 respondents and a response rate of 32%. Most students reported that they did not use this laboratory at all during the week (this fact represents a comparably large portion of students' perceptions). Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. All students reported that they had no questions for the laboratory assistant.

Integrated Technology Laboratory. For the Integrated Technology Laboratory, there were 27 respondents and a response rate of 27%. Most students reported that they did not use this laboratory at all during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

Interior Design Laboratory. For the Interior Design Laboratory, there were 29 respondents and a response rate of 29%. Most students reported that they used this laboratory over 40 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that there was no laboratory assistant present.

Joining & Fastening/Welding Laboratory. For the Joining & Fastening/Welding Laboratory, there were 46 respondents and a response rate of 46%. Most students reported that they used this laboratory 11-20 hours during the week. Most students strongly agreed that the equipment and software was working when they needed it. In fact, this laboratory was rated in the top 5 for working equipment/software. Most students agreed that the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and very helpful.

Library Learning Center. For the Library Learning Center, there were 29 respondents and a response rate of 29%. Most students reported that they used this laboratory 1-10 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

Lodging Laboratory. For the Lodging Laboratory, there were 18 respondents and a response rate of 24%. Most students reported that they did not use this laboratory at all during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

Mac Computer Laboratory. For the Mac Computer Laboratory, there were 34 respondents and a response rate of 36%. Most students reported that they used this laboratory 1-10 hours during the week. Most students agreed that the equipment and

software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

Marketing Laboratory. For the Marketing Laboratory, there were 23 respondents and a response rate of 23%. Most students reported that they did not use this laboratory at all during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that there was no laboratory assistant present.

Material Removal /Manufacturing Technology Laboratory. For the Material Removal /Manufacturing Technology Laboratory, there were 11 respondents and a response rate of 31%. Most students reported that they used this laboratory over 40 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and very helpful.

Math, Statistics & Computer Laboratory. For the Math, Statistics & Computer Laboratory, there were 33 respondents and a response rate of 33%. Most students reported that they did not use this laboratory at all during the week (this fact represents a comparably large portion of students' perceptions). Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most

students reported that there was no laboratory assistant present or that the lab assistant was present and very helpful.

Math, Statistics & Computer Workroom. For the Math, Statistics & Computer Workroom, there were 49 respondents and a response rate of 49%. Most students reported that they did not use this laboratory at all during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

Math, Statistics & Computer Tutoring Laboratory. For the Math, Statistics & Computer Tutoring Laboratory, there were 29 respondents and a response rate of 29%. Most students reported that they did not use this laboratory at all during the week. Most students strongly agreed that the equipment and software was working when they needed it. Most students agreed that the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and very helpful.

Metal Casting Laboratory. For the Metal Casting Laboratory, there were 46 respondents and a response rate of 46%. Most students reported that they used this laboratory 1-10 hours during the week. This fact represents a comparably large portion of students' perceptions. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

Metals Laboratory. For the Metals Laboratory, there were 52 respondents and a response rate of 54%. Most students reported that they used this laboratory over 40 hours during the week. This fact represents a comparably large portion of students' perceptions. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and very helpful.

MIS Laboratory. For the MIS Laboratory, there were 29 respondents and a response rate of 29%. Most students reported that they used this laboratory over 40 hours during the week. Most students strongly agreed that the equipment and software was working when they needed it. Most students agreed that the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

Niche Laboratory. For the Niche Laboratory, there were 8 respondents and a response rate of 57%. Most students reported that they used this laboratory over 40 hours during the week. Most students disagreed that the equipment and software was working when they needed it. In fact, this lab was rated in the bottom 5 for working software/equipment. Most students agreed that the hours were open when they needed them to be and they were generally satisfied with the laboratory. All students reported that there was no laboratory assistant present.

Nutrition Assessment Laboratory. For this lab there were 13 respondents and a response rate of 48%. Most students reported that they used this laboratory 1-10 hours during the week. Most students agreed that the equipment and software was working

when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and very helpful.

Packaging Laboratory. For the Packaging Laboratory, there were 39 respondents and a response rate of 39%. Most students reported that they used this laboratory 1-10 hours during the week. This fact represents a comparably large portion of students' perceptions. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that laboratory assistant was present and very helpful.

Painting/Drawing Laboratory. For the Painting/Drawing Laboratory, there were 26 respondents and a response rate of 26%. Most students reported that they used this laboratory over 40 hours during the week (this fact represents a comparably large portion of students' perceptions). Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

Physics Laboratory. For the Physics Laboratory, there were 39 respondents and a response rate of 39%. Most students reported that they did not use this laboratory at all during the week. Most students strongly agreed that the equipment and software was working when they needed it. Most students agreed that the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

Piano Laboratory. For the Piano Laboratory, there were 27 respondents and a response rate of 56%. Most students reported that they used this laboratory 1-10 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant (this fact represents a comparable large portion of students' perceptions).

Plastics Laboratory. For the Plastics Laboratory, there were 26 respondents and a response rate of 26%. Most students reported that they used this laboratory 1-10 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

Play Therapy Laboratory. For the Play Therapy Laboratory, there were 8 respondents and a response rate of 57%. Most students reported that they used this laboratory 11-20 hours during the week. Most students agreed that the equipment and software was working when they needed it. Most students strongly agreed that the hours were open when they needed them to be and they were generally satisfied with the laboratory. In fact, this laboratory was in the top 5 for satisfactory with open hours and general satisfaction. Most students reported that the laboratory assistant was present and very helpful.

Press/Post Laboratory. For the Press/Post Laboratory, there were 19 respondents and a response rate of 19%. Most students reported that they used this laboratory 21-30

hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and moderately helpful.

Print Making Laboratory. For the Print Making Laboratory, there were 39 respondents and a response rate of 39%. Most students reported that they used this laboratory over 40 hours during the week (this fact represents a comparably large portion of students' perceptions). Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

Process Laboratory. For the Process Laboratory, there were 28 respondents and a response rate of 28%. Most students reported that they used this laboratory 1-10 hours during the week. Most students strongly agreed that the equipment and software was working when they needed it. Most students agreed that the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the lab assistant or that the laboratory assistant was present and very helpful.

Psychology Student Center. For the Psychology Student Center, there were 15 respondents and a response rate of 15%. Most students reported that they did not use this laboratory at all during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the

laboratory assistant was present and very helpful (there were only four respondents to this question).

Rendezvous Laboratory. For the Rendezvous Laboratory, there were 46 respondents and a response rate of 50%. Most students reported that they used this laboratory over 40 hours during the week. Most students strongly agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. In fact, this lab was rated in the top 5 for working equipment/software, open hours, and general satisfaction. Most students reported that the laboratory assistant was present and very helpful (this fact represented a comparably large portion of students' perceptions).

Retail Laboratory. For the Retail Laboratory, there were 17 respondents and a response rate of 32%. Most students reported that they did not use this laboratory at all during the week. Most students agreed that the equipment and software was working when they needed it and the hours were open when they needed them to be. Most students strongly agreed to be generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

Risk Control Laboratory. For the Risk Control Laboratory, there was 1 respondent and a response rate of 16%. For this laboratory, the respondent reported to use this laboratory over 40 hours during the week. He/she agreed that the equipment and software was working when he/she needed it, the hours were open when he/she needed them to be and he/she was generally satisfied with the laboratory. The respondent reported that the laboratory assistant was present and very helpful.

Sculpture Laboratory. For the Sculpture Laboratory, there were 25 respondents and a response rate of 32%. Most students reported that they used this laboratory over 40 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

Sensory Evaluation Laboratory. For the Sensory Evaluation Laboratory, there were 41 respondents and a response rate of 41%. Most students reported that they used this laboratory 1-10 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and very helpful.

Small Offset Room. For the Small Offset Room, there were 41 respondents and a response rate of 45%. Most students reported that they used this laboratory 1-10 hours during the week (this fact represents a comparably large portion of students' perceptions). Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant or that there was no laboratory assistant present.

Speech Communication Laboratory. For the Speech Communication Laboratory, there were 28 respondents and a response rate of 28%. Most students reported that they did not use this laboratory at all during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when

they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

Test Library. For the Test Library, there were 20 respondents and a response rate of 69%. Most students reported that they used this laboratory 1-10 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and very helpful.

Tutor Table. For Tutor Table, there were 34 respondents and a response rate of 34%. Most students reported that they did not use this laboratory at all during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and moderately helpful or that the lab assistant was present and very helpful.

Vocational Evaluation Laboratory. For the Vocational Evaluation Laboratory, there were 22 respondents and a response rate of 43%. Most students reported that they used this laboratory 11-20 hours during the week or they used this lab over 40 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and very helpful.

they needed them to be and they were generally satisfied with the laboratory. Most students reported that they had no questions for the laboratory assistant.

Test Library. For the Test Library, there were 20 respondents and a response rate of 69%. Most students reported that they used this laboratory 1-10 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and very helpful.

Tutor Table. For Tutor Table, there were 34 respondents and a response rate of 34%. Most students reported that they did not use this laboratory at all during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and moderately helpful or that the lab assistant was present and very helpful.

Vocational Evaluation Laboratory. For the Vocational Evaluation Laboratory, there were 22 respondents and a response rate of 43%. Most students reported that they used this laboratory 11-20 hours during the week or they used this lab over 40 hours during the week. Most students agreed that the equipment and software was working when they needed it, the hours were open when they needed them to be and they were generally satisfied with the laboratory. Most students reported that the laboratory assistant was present and very helpful.

Recommendations

The University of Wisconsin Stout's Tuition Differential-Access to Learning Fee is implemented each academic semester; therefore, it is important to continually evaluate its effectiveness. This research recommends continuation of the Access to Learning Fee; however, future research is imperative to ensure proper allocation of the Access to Learning Fee dollars.

Future research may benefit from the weaknesses of this study. One weakness was the insufficient identification of laboratories funded by the Access to Learning Fee in comparison to laboratories not funded by the Access to Learning Fee. This would characterize laboratories according to funding sources. Another weakness was the lack of separation between laboratories utilized in class in comparison to laboratories utilized outside of class. This would break down the number of hours spent in the laboratory during the week. Future research may benefit by identifying the laboratories with the highest ratings. Laboratories with the highest ratings in laboratory equipment/software, open hours, general satisfaction and assistance may be regarded as laboratories meeting the objectives of the Access to Learning Fee. Other laboratories may be compared to such satisfactory laboratories.

Future research may also benefit by identifying the laboratories with the lowest rating. Laboratories with the lowest ratings in laboratory equipment/software, open hours, general satisfaction and assistance may be regarded as laboratories not meeting the objectives of the Access to Learning Fee. Other laboratories may be compared to such unsatisfactory laboratories.

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Appendix A: Access to Learning Fee Survey

LAB SATISFACTION

Please complete the following survey for **Computer Integrated Manufacturing** (Fryklund 104) lab utilized for **MFGE-325** class.

During the **fall 2004** semester, I used the lab for hours (include both in-class and out-of class).

Equipment/software was working when I needed it.

Outside of class, the lab was open when I needed it to be.

I was generally satisfied with the lab.

The Lab Assistants were able to answer my questions as needed.

Student ID (required field)

Finish	Reset
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Your student ID will be used only for the following purposes:

1. to enter you in a drawing for a prize.
2. for follow-up purposes
3. to obtain information about your major and whether or not you are a laptop student.

You must provide your correct ID number in order to be entered into the drawing.

Appendix B: Email Solicitation Letter

Your GCM270 course utilized the Press/Post lab last semester. We would like you to complete this satisfaction survey of this lab. The survey can be accessed here:

http://web3.uwstout.edu/access_fee/?course=GCM-270&lab_id=36

All students who complete the survey and provide their ID number will be entered in a raffle to win a prize. There will be approximately 15 prizes from local businesses each valued at \$10.

The survey will take about **5 minutes** to complete. Your input will be used to make improvements to campus support services and laboratories through the student access fee. This fee has been used to improve access to childcare, laboratories, support services, and to eliminate current Co-op fees.

Consent Form

I understand that by electronically returning this questionnaire, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of this study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies.

NOTE: Questions or concerns about the research study should be addressed to Meridith Wentz at (715) 232-5312. Questions about the rights of research subjects can be addressed to Sue Foxwell, Human Protections Administrator, UW Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 Harvey Hall, Menomonie, WI 54751, phone (715) 232-1126.