

Hobart and William Smith Sociology Consultants

Downtown Development Initiative

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Economic Development



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Abstract:

What do Hobart and William Smith (HWS) students wish they had in Geneva that they do not currently have access to? What do they miss from their hometowns? The city of Geneva would like to improve its downtown district by drawing businesses that would tap the HWS student market. One of the beliefs that drive this idea is that HWS students are all very wealthy and come from places that are much more sophisticated and entertaining than Geneva. The reality is that HWS students are from a variety of backgrounds, many native to the small towns and cities in the surrounding area, which are not unlike Geneva in their access to goods and services and their limited entertainment options.

We designed this project to both discover what the current consumption pattern is for HWS students relative to downtown Geneva, and also to ascertain what they would like to see available to them in Geneva in terms of entertainment, goods and services.

Our purpose is to analyze these patterns at HWS by gathering data through the use of surveys from students, as well as through interviews of downtown Geneva business owners. The student sample was collected using aggregate data available through the HWS Office of the Registrar for all current classes. We took a random sample of 300 students from the HWS population, using aggregate data available from the Office of the Registrar, stratifying for class year, college and race (oversampling for race), in order to ensure our sample is representative of the total population, and we had a 53% response rate.

The results illustrate what students want in downtown as well as what they are not aware of that exists in downtown currently. The results show how students interact with downtown, whether they feel safe there or not, how often they frequent downtown and estimates of their monthly spending there. We discovered some of the favorite places they frequent in downtown and some of the reasons they are not pleased with downtown as it is now.

Another aspect of our research illustrates the business owners' perspectives on student marketing as well as their frustration with trying to draw students to downtown. We discovered how they perceived HWS students and what their visions and concerns were regarding the future of downtown Geneva. We did this through interviewing 13 business owners in the area defined as "downtown" by our client, Eric Ameigh, of the City of Geneva Department of Planning and Economic Development.

Introduction:

Spending habits among students between the ages of 18 to 25 have an effect on the economy of the United States. Bailey, Falls, Natke and Thompson (2008) in *Local Spending by Traditional College Students*, state that colleges have often played an important role in towns and cities because of their concentrated spending habits.

College students tend to spend money in the primary areas of food and beverage. Other types of consumption and spending are in the forms of entertainment and other nonessentials of everyday college life. In the Downtown Development Initiative study, we examined the spending patterns of HWS students as this relates to downtown Geneva. According to our client, Eric Ameigh, downtown is considered to be the block consisting of Seneca Street, Exchange Street, Castle Street, and Main Street, as well as Exchange Street from the Recreation Complex to Lake Street, and Linden Street (which is encompassed by this “block.”)¹.

Geneva is a small town with a downtown that has many vacancies and a need to increase the number of businesses operating to make it more vibrant. Consumption by students at the colleges has been less than it could be, according to our client. Hobart and William Smith Colleges is considered an affluent school, therefore some have assumed that HWS students have more disposable income. What may not be apparent is the annual increase in tuition which is lowering the amount of expendable money students have in their possession, or the fact that the students come from homes with incomes which range anywhere from well below \$50,000 to as high as over \$450,000. The bulk of the student population is in the middle of that range.

The Downtown Development Initiative report will provide qualitative and quantitative data that will clarify questions on student spending at Hobart and William Smith Colleges. Also, with the data reported, the City of Geneva Office of Planning and Development will have an increased understanding of what would bring HWS students to downtown.

As students and residents of Geneva we have experienced firsthand what downtown Geneva has to offer. Our interest in the Downtown Development Initiative became stronger when we sensed we could start to make a difference with this report. While all five consultants are current seniors at HWS, one is a local resident of Geneva and not the standard college age. Three of the consultants are William Smith students while two are Hobart students. One of the consultants classifies himself as non-White. All four of the non-local consultants live on campus, although one of them lives in a school building located right near downtown. These four consultants consider themselves a part of the spending patterns they are studying while the fifth consultant has a better knowledge of Geneva, being a longtime resident. Of the four non-local consultants, one is from an urban setting, two are from a suburban area, and the other lives in a rural setting.

The report is based on a sample of students that were surveyed at Hobart and William Smith Colleges. The results are separated by the two schools, class year, and the students' residences. There are many other variables of the report that represent the data received. The literature review shows strong support for our findings.

¹ See the cover of this report for a visual of this block. Also, this is the same visual that was included in our student surveys.

Literature Review:

Initially we only found four or five relevant articles relating to our research. However, as we persisted and diversified our search we were able to find more. Several have been included as background articles about “town-gown” relationships in general. Two are newspaper articles and we referenced several websites that were recommended by our client as places to view the type of partnership that is possible between a small town and a college, as well as statistics about Geneva.

The first article, Vermont Town Turns to College in Bid to Guide Change (Goodnough, 2008), describes a working relationship between a college and a small town nearby. One professor coordinated the efforts of his class in studying and working with residents, government and planning and development organizations in Starksboro, VT. By working with the town in this way they were able to discover what the town envisioned in terms of growth, and also what it would take to draw both college students and the town’s own youth into participating in the economic growth of Starksboro. Students utilized this opportunity to do activities such as, “attending town dinners, exploring farms and forest, and visiting dozens of homes.” They used different research methods than we intend to use in our study, such as long interviews and video clips. However, their end product was that residents had a working knowledge of what they collectively desired for their town, as well as an interactive website that they could continue to add to after the project was over. The “client” gained insight into how residents viewed the future of Starksboro, which helped them to plan and collaborate with residents through civic discussions and in the collective decision-making process.

In the second article, Local Spending by Traditional College Students (Bailey, Falls, Natke and Thompson, 2008), the authors analyze the spending behavior of traditional college students and conclude that “although total spending by a student is often less than that of a local resident, student spending is concentrated in just a few areas, such as entertainment and food and beverage purchases in stores.” They also state that important consumer behaviors are developed at this age that translate to at least the next two stages of life, which include the young married couple and new parent stages. They used a similar research instrument and give examples of how they chose their sample and what it was important to include in both of these items. They discuss the impact of credit cards on student purchasing, regardless of parental income. This is a facet that we did not explore through our survey, but that may be something to look into for future research.

Another article, The American College Town, by Blake Gumprecht (2003), compares and discusses several types of college towns and also describes characteristics that make them distinctive. The study gives a general definition of what makes a given destination a “college town,” and focuses on the demographics, income level and general types of unconventional businesses that may be present in such a place. For example, a college town will have a more youthful population (average age, 25-26 years old); they will have a more highly educated population, where adults are two times more likely to hold a college degree and seven times more likely to hold a doctorate degree; the residents are less likely to work in factories and more likely to work in education, and a large percent will work for a single employer (not unlike a company town); the family incomes will be higher than the national average and unemployment will be lower; the population will also be more transient with fewer than 50 percent living in owner occupied homes; the population will also be unusually diverse because of recruiting nationwide as well as internationally, and Asians will be three times more common than nation-wide. This may help

² Referring to host town/city and the college that is associated with it.

our analysis and also inform our recommendations to our client. It will help us have an idea of what our client is trying to replicate in terms of business development, and it will give us a sense of what elements we should be looking for in Geneva and on campus.

Town-Gown Partnerships for Success (Sitler, Rudden, Holzman, and Homsy, 2006) was recommended by our client. The goal of this article was to “help community and university planners understand their environment,” which is something that the planning office and the colleges are attempting to do at this early stage in the relationship building process. This article was useful in describing both the history of town-gown tensions, the challenges of building relationships based on differing needs and goals and the vision and requirements for a successful partnership.

This article suggested that the tensions are based on things such as colleges and towns having differing values and goals to begin with, such as the different ways students and local residents experience and view the purpose of the community they live in; different governance structures with regard to the length of governing terms and the hierarchy of the governing bodies; local housing vs. student housing with regard to differing lifestyles; transportation issues; infrastructure; open space and recreation and the differing ways that cities and universities plan for and utilize these areas with regard to funding and available budgets; campus expansion; economic development.

A vision for successful town-gown relationships would include such things as “involvement of top officials, formalizing equal partnerships, involving the public, building on each partner’s strengths, communication, and patience and persistence, along with finding points of synergy,” where both partners focus on the assets and strengths of one another.

One of the articles reviewed, Patterns of Spending Behavior and the Relative Position in the Income Distribution: Some Empirical Evidence (Fan, Abdel-Ghany, 2004) was a little too complex for our purposes, looking at economic formulas and analyzing them with regard to how people spent money based on what others around them were spending, not just based on what was affordable to them or necessary. If it was in plainer English, rather than in economic jargon, it might have been more useful from a social norm perspective when analyzing our student survey data.

The Economic Effect of Urban Colleges on their Surrounding Communities (Steinacker, 2005) discussed the impact of student rent and spending as well as college spending on the local economy. They also discussed neighborhood revitalization and the impact of visitors because of students and events connected to the colleges. Another point that was made was that regardless of the size of the college or whether or not it was a commuter or residence college, it still made a substantial impact on the economy. An example that they gave was a commuter college in Los Angeles, with a \$30 million dollar budget, that generated a \$6.5 million dollar impact on the local economy. This impact came from the fact that commuter students spent money regularly on dining and running errands near campus. Their recommendations were with regard to how colleges could contribute more to the revitalization of the towns that house them. They also suggested that more studies be done with smaller colleges.

Differences in Spending Habits and Credit Use of College Students (Hayhoe, Leach, Turner, Bruin and Lawrence, 2000) discussed the differences in the way students spent money according to gender as well as the way that they managed their finances, including credit card use. They discovered that a student “credit attitude” as well as gender could predict how they would spend money and what they would spend it on. They found that females spent more on clothes and managed their finances more effectively and that males spent more on electronics, entertainment and food, with less effective management of finances. The implications of this

research suggested that credit attitude and gender were important factors to consider when teaching students to manage credit card use and plan their budgets as well as learning how to be financially responsible. The contribution to our research may come from the information that gives details on how male and female college students tend to spend their money while at college.

We looked at a few articles for background information, but not direct application to our research. We wanted to understand the larger picture of town-gown relationships and how our research might fit into that larger picture. We also looked for information on the fairly recent Geneva Partnership formation. It has been called the Geneva Initiative as well and has been referred to as far back as 2002, at least on the web.

The Finger Lakes Times had an article showcasing the announcement by President Gearan of this partnership in 2007; *HWS seeks to boost its local involvement*, by Mike Maslanik. He discusses the main focus areas such as “access (to courses and facilities at the colleges), engagement (by faculty and staff in local organizations) and development (working with the city to help benefit the local economy).” He also suggested that there will be a focus on “economic development, the viability of the city's cultural life, the well-being of children and families, the environment and community-building.”

The Pulteney St Survey also had a recent article, *Partnering with Geneva*, by Melissa Sue Sorrells, in Spring 2009. This article discussed the progress that the Geneva Partnership had made in connection with students' community based research projects. The mayor, Stu Einstein, suggested that these projects were of great benefit to Geneva, especially in light of the town's limited staff and resources, and that he expected the city council to be guided by some of the recommendations that had been made to them from this research. He also commented that "they're a terrific way for students to use the community as a laboratory to test what they've learned in the classroom."

The website for Partners for Community Development, regarding the Hamilton/Colgate University partnership initiative was informative because it described in great detail the steps to creating such a partnership in another town-gown area. Our client, the mayor, an investor and others who heard our presentation at the Engaged Scholarship Forum, mentioned this website as a good example of what the Geneva Partnership might look toward for their goals.

Both Project Town Gown (Davies, 2007) and Urban connections: A Course Linking College Students to the Community (Dardig, 2004) are about college students, institutions and professors who either join an initiative or take the initiative to collaborate with the associated local community to serve, partner with and address local deficits, needs and goals. These articles gave more context to the relevance of the Geneva Partnership and the potential for this initiative to accomplish great things for both HWS and the Geneva community.

Methodology:

Survey

A survey was used as a tool to discover Hobart and William Smith students' attitudes about downtown Geneva, their spending patterns, and what they are aware of regarding the types of businesses available in downtown. The survey was divided into two sections. The first section included demographic data such as school attended, class year, age, if the respondent classifies as white or non-white, whether the respondent lives on campus or off campus, whether the respondent has a car, if the respondent has a job on campus, if the respondent has a car on campus, and what the respondent's family income is.

The second section of the survey had to do with the respondent's attitude towards, knowledge of, and spending patterns in downtown Geneva. This section began with a small map of the area that our client was considering downtown Geneva and a list of street names and businesses on them so the respondents would be familiar with the area the survey questions were referring to. It included questions that asked about feelings of safety in downtown Geneva and if downtown Geneva impacted the respondent's decision to attend HWS.

These questions were measured with a Likert scale. The survey then went on to ask about spending patterns while at school. First the respondent was asked if he or she did things such as shop for groceries, go to the movies, go out to eat, have food delivered, buy gas for vehicles, go to the bar, etc.; regardless if it was done downtown or not. This was simply measured with yes/ no questions. The respondent was then asked how often he or she uses each category each month and how much he or she spends on each category per month. These questions had blank spaces for the respondent to fill in and were later condensed into smaller categories by the researchers.

Next the respondent was asked if he or she spends money on each category in downtown Geneva, and if not, where he or she does spend money. The first question was a yes/ no question, while the later was an open ended question. The survey then goes on to ask how often the respondent goes downtown each month, which has four choices, and where his or her favorite place to visit downtown is, which is open ended.

The next section was designed to test the respondent's knowledge of the businesses that exist in downtown Geneva and to see what they would use if it did exist. There was a list of business categories such as diner, bank, tattoo parlor, bar, restaurant, and framing shop and the respondent was asked to choose whether he or she thought it existed or not or if he or she was unsure, then if he or she would use it if it did exist. The final two questions were open ended questions that asked if there were any businesses that the respondent would like to see in downtown Geneva and if there were businesses in downtown Geneva that did meet the needs of the respondent but the respondent did not use them, we wanted to know why he or she did not use the businesses.

There were two different versions of the survey. One was a paper survey that was a single, double-sided page. The other was online, using Surveyor. There were some variations between the surveys. The order of the questions in the first section was slightly different. In the second section of the online survey, respondents were not asked where they do business if they do not do it downtown. On the paper survey, respondents also had an option to write in other services that they use, how often they use them each month, and the average amount of money spent per month. This was not an option online.

Participants

A completely random sample of 300 Hobart and William Smith students was obtained through Carl Webster, Assistant Registrar, in the HWS Office of the Registrar. Only undergraduate students were surveyed; graduate students were not considered for the sample. Over sampling of 25% was done for students who were classified as non-white. According to Webster, a random number was generated for every student then the list of students was sorted by the random number. In order to assure a 25% population of non-white students, students with non specified, unknown, or missing ethnicity codes were not included. International students were mixed in with the general student population when an ethnicity code was recorded. The first 225 white students were selected and the first 75 non-white students were selected. The Office of the Registrar was able to provide us with students' names, the school they attend, their class year, their

residence hall and room number, and their e-mail address. The only thing we were unable to get from them was the addresses of the seniors who live off campus.

Procedure

The survey was given out face to face and online. The majority of the surveys were given out face to face by four of the group members taking them to residence halls and theme houses and knocking on doors. The group decided that it would be inappropriate to knock on doors at fraternity houses, and we did not have the addresses for the 33 seniors who live off campus, so we needed a method other than face to face surveying. After weighing the options of using intra-campus mail to distribute paper surveys or using e-mail to distribute the link to a Surveyor survey, we decided to formulate a survey utilizing Surveyor, a computer program available on campus through IT Services. Paper surveys were distributed in residence halls from Wednesday, March 25, 2009 to Thursday, April 16, 2009. They were given out at various times, usually during the evening. The researchers would give the survey to the participant, leave for about fifteen minutes, then return to pick up the completed survey. As soon as the survey was picked up, it was placed into an envelope of completed surveys without being looked at. Answers remained completely confidential.

After three weeks of surveying face to face, the online survey was fully developed and ready to be sent out. On Friday, April 17, 2009 the online survey was sent out to the students who could not be reached face to face, who lived in fraternity houses, and who lived off campus. Students were sent a reminder to take the survey if they hadn't already taken it on Tuesday, April 21, and then again on Thursday, April 30, 2009.

From the beginning, three of the William Smith seniors from the random sample had to be thrown out because two of them were used to test the survey and one was a member of the research group. This reduced the sample to 297 students. After all of the surveys were collected (159 total, 34 online), four were thrown out due to the number of blank answers. Three of the surveys that were thrown out were Hobart seniors and one was a Hobart sophomore. Our final analysis was done with 155 surveys.

Interviews

We interviewed 13 businesses from the downtown Geneva area as defined by our client, Eric Ameigh, of the City of Geneva Office of Economic Planning and Development (hereinafter referred to as "agency" or "client"). He defined "downtown" as Castle St (from the south side of Main St to 5&20), Main St (from Seneca St to Castle St), Seneca St and Exchange St (from Seneca Street to Lake Street). We chose businesses from each area of downtown and tried to make them as representative of the categories on our student survey as possible³. Some business categories were not included due to unavailability of the owner or inability of researcher to coordinate with owner schedules due to time constraints.

The business categories that were included in our interviews include Bar/Restaurants (2), Specialty Shops (7), Clothing Shops (1), Restaurants (2) and the Coffee House. Of these interviews, three were listed by the majority of students as "favorite place in downtown" on our student survey. These businesses are Parker's, Water Street Café and The Coffee House.

³ See copy of student survey in our appendices

The businesses interviewed were distributed around the sections listed on our map of downtown, Castle St, Main St, Seneca St and Exchange St. One business was on the corner of Main St and Seneca, five were on Seneca St, six were on Exchange St (one being on the corner of Castle St and Exchange), and one was on Castle St. The heavier distribution in some sections is due to the positive response when requesting the interviews.

We asked these businesses a series of questions about who they were and how long they had been doing business in Geneva, what they thought about the vision for downtown and the challenges to achieving that vision, the percentage of business they do that they attribute to Hobart and William Smith (HWS) students, who their target market was and whether they had tried or were interested in trying to market to HWS students. We also asked them about their perceptions of HWS students⁴.

Findings:

Downtown Business Interview Analysis

Some of the answers from business owners were surprising and some were similar to the students’ answers and ideas. To begin with, Geneva businesses may not necessarily depend on the students for their business success as much as is perceived by both the colleges and the locals. Although 13 businesses do not represent the entire downtown business owner experience, the information they shared with us does provide some indication as to current trends as well as some anecdotal information as to the sentiment of downtown business owners in general.

Table 1: Percent of business from HWS students, as reported by Downtown business owners

Mark’s Pizzeria	15%	The Coffee House	5%
Halsey’s	5% or less	Mother Earth Natural Foods	5%
Parker’s	15%	Extreme Graphix	75%
Earthly Possessions	50%	Water Street Café	30%
DiDuro’s Shoe Store	.5%	The Frame Shop	5% or less
Geneva Bicycle Center	2%	Four Corners Custom Picture Framing	5% or less

The majority of businesses we interviewed reported 5% or less of their business came from HWS students. Five of the businesses reported 15% or more of their business came from HWS students. Many of the businesses we spoke with had difficulty extrapolating HWS student business from HWS total business, which included faculty and staff. Several businesses, such as the frame shops and Super Casuals reported doing business with HWS as an institution, rather than with students or faculty/staff.

⁴ See copy of interview questions in our appendices

The three businesses with the highest percent of HWS student business were not necessarily the businesses that our representative sample chose as their favorite businesses. Extreme Graphix included all college-aged customers in their estimate, including FLCC and others. The owner said it would be difficult to determine which college clients were from. This business states that their target market is people age 18-30, which of course include college students. However, 10% of students sampled said that they did not know there was a tattoo parlor downtown and 30% said they would use it if there were one downtown. Earthly Possessions may not have been mentioned by students as a favorite “downtown” business because the owner states that she frequently tables at Saga and has a Facebook and website business as well. It could be that they do not necessarily visit her in her shop since she caters to them on campus.

Water Street Café was included in the top five student “favorite places to visit downtown” of our student sample, and also counts on students for 30% of their total business. Water Street Café is very involved in the colleges through sponsorship of sports teams, attending sporting and other HWS events and also offers discounts to HWS coaches. The owner does not do a lot of advertising, but counts on students passing along the reputation and does a lot to let them know they are welcome in her establishment.

The majority of the businesses interviewed have been doing business in downtown Geneva for between 10-20 years. Two have been doing business for over 50 years. Two have been in business for less than 3 years, but one of those – Halsey’s – is run by an owner who has had and does have businesses in downtown for a total of 25-30 years. Four have been in business from 15-25 years. Three owners bought a successful business from another owner who had been running it successfully for up to 10 years prior to that (The Frame Shop, bought with an established customer base; Extreme Graphix, previous owner ran it for 4 years prior to purchase; Geneva Bicycle Center, previous owner ran it for 9 years prior to purchase). The businesses with the longest history in downtown are family-run businesses handed down through several generations, DiDuro’s Shoe Store and Super Casuals.

Businesses report that the key to their success boils down to having a niche, offering a unique service or product and really focusing on that service or product exclusively; good customer service, quality service, extra services, consistent service and long term service that produces repeat and happy customers as well as service that has adjusted to the changing needs of customers and the changing times; location, either near the colleges or near the lakefront; variety on menu, variety and selection of products and services; consistent, loyal staff, knowledgeable staff, experienced staff, friendly staff.

Five of the businesses reported that being involved with the colleges through sponsorship of teams, participation in events and/or the community really was a key to their success. Some adjusted their schedules to accommodate student schedules (ie. More nighttime hours, serve food later, weekend hours). Some food places have tweaked their menus to reflect student tastes, “we have what every student wants, chicken wings and beer (Parker’s),” or have named items after HWS sports teams, using Herons or Statesmen in the specially named menu item. Having free wireless in downtown Geneva adds to the success of places that invite students to “hang out” and stay awhile as part of their services, such as The Coffee House. The owner of Earthly Possessions, a boutique, attributes her success to marketing to the students through a variety of ways, which include Facebook, a website and tabling at Saga.

When asked who their target market was and if they would like to market to HWS more, many businesses suggested that while HWS wasn't their only target market (most included tourists, locals and local institutions which included HWS, as well as internet shoppers), they would like to see more students in downtown. They were frustrated because they had either tried and failed to draw students to their business (almost half of those surveyed - 6), or they just figured that they had all the student business that they were going to get and were accepting of this.

Businesses reported having tried to reach students through advertising in the Herald (student newspaper), flyers in mailboxes and on campus, and radio. They report that at one time there was a coordinated effort, though no one is completely sure by whom⁵, to recruit businesses to offer coupons and advertise in the freshman handbook, calendars and couch advertisements; but there hasn't been any coordination in years for that effort. No business completely depended on HWS for their livelihood because students are only here maybe 9 months at the most out of a year, and also because of the low student response to downtown patronage in general over the years they have been in business. This correlates with our student survey response, which suggests that 70% of students go downtown seven or fewer times per month.

Downtown business owners reported having a fairly consistent and positive view of what a typical HWS student was like. Descriptions generally noted that they were likely from the New England States, such as CT, MA, VT, PA and NY, with a large concentration from cities such as Boston and NYC. While it was noted by most that they were aware that HWS students came from families with a variety of backgrounds, including being on full scholarships or partial ones, many acknowledged that they believed the majority of students were from "affluent" or "well-to-do" or "above average income" backgrounds that were "middle to upper-middle class." They suggested that the perception of students at HWS was typically very good.

Their comments in this area suggest a high regard for students in general:

"They have varied interests, I love talking to them!"

"...a lot of creative, interesting artistic students"

"...hard-working, nice kids"

"...some of our most polite and courteous customers. They are some of the most well-rounded people and very aware of themselves. They are involved in and concerned about the local environment and politics, and very interested in the social aspects of the Geneva community as well as its potential."

"...really passionate about their majors and the environment"

"...a few rowdies, but no problems. I can't think of a time when I've ever had a problem with a HWS student!"

Businesses that were less frequented by students typically (but not all) had a more stereotypical view of students as wealthy, or uninterested in what downtown shops had to offer; and in one or

⁵ One business suggested that they thought it was through a former HWS student who made money selling space to businesses in the freshman handbook.

two cases negative views of students, but were willing to keep an open mind. For example, one comment was, “I used to have great conversations with students from all over the place, but honestly, more and more of them have been sort of rude and pretentious when they come in the store...hope it’s not a trend.” The negative or stereotype views typically came from owners that were discouraged with trying to draw students to their businesses through advertising and had focused on other marketing strategies and targeted different customers as a result.

A vision of downtown is something that has been discussed by many groups interested in “improving Geneva,” whatever that may mean to the group in question. Sometimes the visions are at odds, such as when government entities, investors, business owners and groups protecting historical properties have different ideas about what to keep and what to get rid of in downtown. Residents also have a variety of opinions as to what would and would not improve downtown, though currently there is not a venue for them to collectively express those opinions. We asked both our student sample and our business owner sample to discuss their vision for downtown. Students were asked through a variety of questions that targeted why they do or do not utilize downtown, how safe they felt downtown, what their favorite places are and what they would like to see come to downtown. Business owners were asked what their vision was for downtown and what they saw as challenges to downtown being successful, as well as what they thought would draw students to downtown. The answers had some interesting parallels.

Most business owners agreed that downtown Geneva would greatly improve if empty buildings could be filled, but then that is no revelation, as anyone who walks downtown would agree. They mentioned that they would like to see a better “walking downtown,” with a variety of shops and restaurants that would appeal to tourists as well as the “younger population” (meaning students). One owner commented that there should be “active, targeted recruitment of businesses that sell solid, good, specialty services or goods...students would be drawn down here if there was more student oriented night life and hipper, younger stores for them to shop at.”

Five of the business owners discussed housing as either a problem for downtown or a vision for downtown. It was clear that they would like to see downtown get rid of the low income housing because of the problems it created. They were compassionate about the people living in downtown, at least when it came to the children. This comment was from a business owner who has had businesses in downtown for over 25 years:

“There are poor, bored kids on the streets that come from low income families with their own set of problems. They have no money to do activities as families or to get their kids involved in activities, which leads to them being stuck and bored. The families and kids have low social skills as a result. The street is their playground, where they swear, drink and smoke, and hangout. They don’t bother me, really, but it’s a deterrent to customers and tourists to walking around downtown.”

The owners agreed that “growing up with the street as your playground” wasn’t a good thing for the children, and felt that if there were other housing options outside of downtown that could be identified or developed that it would benefit the tenants as well as the businesses. There was concern that the landlords benefitting from renters in downtown were from out of town and weren’t invested in the community at all, “just collecting guaranteed rent from section 8 tenants and

welfare.” Another owner also acknowledged that “most of the buildings in downtown were intended to be used as housing...what else could they be used for? It can’t all be used as office space!” Some owners were hopeful that more “high-end housing” would be developed and more “artsy” shops and housing might replace the empty buildings and even the low income housing. They all recognized that this would take more money than Geneva currently had at its disposal and were hopeful that more investors would be brought in to discover the potential that Geneva held.

Businesses on Exchange St were more likely to describe “ghetto-like” atmosphere and mention violence or low income housing issues and the problems associated with people hanging out on the street because there was nowhere else to go. One comment was, “no matter what [Geneva] does to ‘pretty it up’ down here, there’s still this problem [housing and low-income people and their needs] that needs to be addressed. Even though the downtown has gotten cleaner, it still doesn’t affect the people that live down here.”

Other concerns had to do with getting people to come into downtown at all. They cited reasons such as, “people only come down here for specific things” or “there is no foot traffic.” The Coffee House articulated this sentiment most clearly:

“We won’t draw people to downtown just for coffee. If more people are downtown doing business, shopping, walking around doing things, then we will have more business. You can get a cup of coffee anywhere, but if people are down here doing other things, they will stop in for a coffee.”

Another big concern is competition from the Outlet Mall. While downtown is closer to the colleges, it isn’t able to compete with the lower prices and the wider variety and selections of merchandise that are provided in that venue. Retail stores especially feel this pressure. That is another reason that business owners suggested the recruitment of specialty stores, artsy stores and high-end housing and a larger variety of restaurants.

Businesses on Exchange St were also more likely to mention the positive aspects of downtown development, mostly because that is where the most visible development is taking place. They stated that they either had “no problems with growth in downtown” or that they were pleased with the availability of grants to fix up facades and buy new equipment (some of those not on Exchange St were not pleased that they were turned down for those types of loans). A few of the owners mentioned that these renovations and improvements have helped increase their business over the last five years. The Coffee House, which was the newest of the businesses we interviewed (established for just under two years) was very pleased with growth in downtown. They cited it as a reason for deciding to start their business in Geneva:

“We came here using the RLF loan from the city, which helps new businesses get started here...went toward getting things up and running...new equipment...made us feel like downtown was heading in the right direction...really effective in bringing in business owners who might not otherwise be able to take the risk. Downtown Geneva looked better than a lot of places we had travelled to around the country in the military...there was already a movement to improve the downtown. We saw a lot of potential for Geneva as outsiders looking in.”

There were a number of suggestions for drawing students to downtown that might be included as a vision for downtown. The owner of Extreme Graphix, a 25 year old himself (who reports that 75% of his business is from college students), suggested that it would be appealing to students if downtown “created more places to hang out, especially alcohol free places that had things to do. Students want to have somewhere to hang out, sit down and be with each other.” He suggested that there wasn’t much to do in downtown if you didn’t “drink or do drugs.” He also suggested that it would be nice to have casual restaurants, even if they were chains, like TGIF, “not just another fast food or bar and grill.” The specialty shops that were suggested include bakeries, candy shops, “ladies/men’s shops,” “more boutiques and places where college girls can shop and buy dresses for events,” and more antique shops.

Student Survey Analysis

The student survey gave us a variety of rich details and data to analyze, especially around student demographics and their spending habits. It also confirmed where students were spending money in downtown, where they might spend money if they knew a business existed in downtown, how safe they felt going downtown.

To begin with the distribution of respondents, 18.7% reported being first-years, 29.0% were sophomores, 25.2% were juniors, and 27.1% were seniors. 38.7% of respondents were men, while 61.3% were women. As to the race of respondents, either white or non-white, 77.4% of them reported being white and 22.6% reported being non-white. Due to the difficulties reaching people from our sample, only 2.6% of respondents lived off-campus.

We used the categories of financial aid, income level, having a job, and having a car as measurements to evaluate spending patterns. Over 78% of respondents receive some type of financial aid in college. 60.6% reported having a job while at school; of those that reported working, 13.5% said their paycheck went directly toward their tuition. 56.8% of respondents said they have a car on campus. There were 63.2% of respondents who reported a family income of \$149,999 or less, 15.5 who reported a family income between \$150,000 and \$299,999, and 11.6% of respondents who reported a family income of \$300,000 or more. There were 9.7% of respondents who left this question blank. While 27.7% of respondents classified their hometown as rural, 54.8% classified their hometown as suburban, and 17.4% classified their hometown as urban. This clarifies our original hypothesis that “many of the students were native to the small towns and cities in the surrounding area, which are not unlike Geneva in their access to goods and services and their limited entertainment options.” In fact, slightly more than half come from suburban areas, regardless of their proximity to Geneva.

There were 50.3% of respondents, plus or minus 7.9%, who strongly disagreed or disagreed with the statement “downtown Geneva had a positive effect on my decision to attend HWS.” Both gender and race/ethnicity had no statistically significant affect on respondents’ attitudes toward downtown Geneva, at a .01 alpha level. Although family income does have a significant effect on attitudes toward Geneva at a .05 alpha level, there seems to be no pattern in the effect. Students who reported a family income of \$300,000 or more were far more likely to pick ‘neutral’ (66.7%, N=18) while the only students who selected ‘strongly agree’ (two, N=140) reported a family income of \$149,999 or less.

There were 63.0% of respondents, plus or minus 7.6%, who answered neutral or positively to the statement “I feel safe in downtown Geneva.” Race/ethnicity and family income did not have a statistically significant effect on feelings of safety, while gender had a significant effect at a .01 alpha level. Women were more than twice as likely as men to strongly disagree with the statement

(9.6% and 1.7% respectively, N=154), where 21.7% of men strongly agreed with the statement while only 3.2% answered the same.

The mean reported monthly spending by respondents is \$231.26 with a standard deviation of \$203.96, which shows a large spread in monthly spending amongst the respondents. Seven respondents reported spending \$0.00 per month, while the maximum monthly spending reported was \$1,300.00. Gender had no significant affect on spending while race/ethnicity was significant at a .05 alpha level and family income was significant at a .01 alpha. Respondents who characterized themselves as white reported higher spending than non-white respondents, with a \$79.78 per month mean difference. Respondents who reported a family income of \$150,000 or more spent a mean of \$119.97 more per month than respondents who reported a family income of \$149,999 or less.

Respondents spend the most money per month on food, with a mean of \$82.38 per month on groceries and \$78.73 on eating out and having food delivered. Clothes and gas follow for largest monthly expenditures, at \$64.11 and \$53.31 respectively. Spending money at the bars rounds out the top five with a mean monthly spending of \$47.63. Family income showed a significant effect on monthly spending only when it came to having food delivered. Respondents who reported a family income of \$150,000 or more spent on average \$20.67 more per month on having food delivered than those who reported a family income of \$149,999 or less.

Gender proved to have a significant impact on spending at restaurants, having food delivered, and spending at bars. Men spent on average \$29.59 more eating out at restaurants, \$27.72 more having food delivered, and \$43.20 more at bars per month. Race/ethnicity had a significant impact on monthly spending for the amounts spent eating out at restaurants, shopping for groceries, and buying gas for vehicles. White respondents spend an average of \$19.87 more eating out, \$38.24 more on groceries, and \$33.54 more per month on gas than non-White respondents.

There were 42.2% of respondents who reported going downtown an average of 0-3 times per month. Another 35.1% reported 4-7 times per month, and another 13.6% reported 8-11 times per month, and 9.1% reported going downtown 12 or more times per month. (N=154). Gender, family income, owning a car, reported feelings of safety, and attitudes toward downtown Geneva had no affect on how often respondents went downtown per month. Respondent's ethnicity did show to have a significant effect on the frequency of respondents going downtown (alpha=.05), with White students more than twice as likely to report going downtown eight or more times per month than non-White students (27.7% and 5.8% respectively, N=154).

The largest percentage of respondents (22.6%) reported bar/restaurants to be their favorite places to visit downtown (category coded to include places such as Parkers, Red Dove, Red Brick, etc.). 14.2% of respondents reported restaurants, including places such as Waterstreet, Captain's Room, and Cams, as their favorite place and 11.0% of respondents reported bars (Sideshow, Riley J's). The rest reported specialty shops (7.7%), the Coffee House (5.8%), Smith Opera House (5.2%) and multiple answers (18.1%). 24 responses for this question were left blank.

We found that lack of information available to students about what does exist in downtown Geneva may have a significant impact on how respondents spent money downtown. We discovered that 14.9% of respondents said they did not know if a post office existed in downtown Geneva (answered no or unsure) but 61.4% of respondents said they would use the post office if it existed. While 9.4% of respondents did not know if a hair and beauty salon existed, there were 49.6% who would use it if they were aware it existed. There were 48.4% of respondents who did not know about a natural foods store but 47.2% reported they would use it in downtown if it were there. The existence of any clothing stores in downtown escaped the knowledge of 25.1% of our

respondents, but 44.2% said they would use them in downtown. Again, there were 27.4% of respondents who did not know if a bicycle shop existed, but 25.2% of respondents reported they would use this business. All the types of businesses respondents were asked about do exist in downtown Geneva but responses showed that most were not aware of these businesses. For example, when asked what respondents wanted in downtown Geneva that did not currently exist, a few people specifically requested a natural foods store. There is already a thriving natural foods store in existence on Exchange Street. The top three categories that respondents answered correctly on were pizza restaurants (97.4% answered yes they exist), bars (96.8%), and coffee shops (94.2%).

As for what respondents would like to see downtown, 24.5% answered more food choices (including ethnic restaurants and a 24 hour diner), 23.3% said 18 and over dance clubs, 13.8% answered specialty shops (pet shops, outdoor gear shops, adult novelty shops), 11.9% answered more bars, 11.9% answered entertainment (movie theaters, Dave and Buster's, Jillian's, etc.), 8.2% answered clothing boutiques, 4.4% put they did not know or did not care, and 10.7% responded other, but did not enter a response in the blank space provided. (If respondents put more than one request they were counted in each category so percentages do not add up to 100%.) 33 respondents (21.3%) left this question blank.

The reasons respondents do not use downtown businesses (if this was true for them), were that 24.5% said downtown does not appeal to them (including businesses did not meet the respondents' needs, the places looked dingy, etc.). 14.5% said the businesses were too far away, they did not have a car, and/or there were other businesses closer (for example on Hamilton St, the Town and Country Plaza, the Commons, etc.) to them that met their needs. There were 8.8% of respondents who reported that they did not use downtown businesses because they had no money or the businesses were too expensive. Another 7.5% said they stay on campus, 3.8% said they have no time, and 3.8% said they did not use downtown businesses because of feelings of safety. (Again, percentages do not add up to 100% because respondents may have reported more than one reason). There were 33 respondents (21.3%) who left this question blank.

Our survey results show that students spend money mostly on food and in bars irrespective of disposable income, although the lack of student knowledge about downtown Geneva may result in under-utilization of business options available. The focused spending results reflect similar findings produced in studies, such as the one described by Bailey, et al (2008) in Local Spending by Traditional College Students. The concept of concentrated spending was also reflected in the businesses that HWS students suggested should be brought to downtown, and also in the answers they gave regarding their favorite places of business in downtown.

While Geneva does not have all of the factors necessary to be categorized as a "college town" as described by Gumprecht (2003) in The American College Town, it does have some key characteristics of a college town that surrounding areas do not possess, as well as some aspects of those categories described. For example, Geneva has a more diverse population, with a higher Hispanic, African-American and Asian population than surrounding areas.

According to the US Census Bureau for 2000 taken from the City of Geneva Department of Planning and Economic Development website on May 9, 2009, out of the total population of 13,650, about 3.8% are foreign born. Of those, 38.2 % were born in Latin America, 37.5% were born in European countries and 17.4% were born in Asian countries. Genevans also reported over 27 different ancestries, which did not include a Hispanic category, but did include such ancestries as Arab, Sub-Saharan African, West Indian, and Slovakian. The Hispanic ancestry appears to be included in the "other ancestries" category, which includes 22.7% of the population. Ten percent of the Geneva population speaks a language other than English at home, 7% speak

Spanish at home and 3% speak other Indo-European, Asian and Pacific Island languages at home. While there is diversity at HWS, Geneva also benefits from the diversity of the Experiment Station, which is an extended campus of Cornell University.

The same census report also states that 45% of school-aged Geneva residents enrolled in school were enrolled in college or graduate school, which speaks to both the age and level of education categories. Geneva may also have a higher population of young people due to housing two college campuses, although one of those colleges is a commuter college. Additionally, while it couldn't be said that Geneva residents were "less likely to work in factories and more likely to work in education," it could be said that of the top 10 major city of Geneva employers, four of them are education institutions and they do employ 1,424 people collectively. The next highest category is health care, and the two employers in the top 10 collectively employ 1,307. The other major category is factory work, and the three employers in the top 10 collectively employ 1,136 people. As far as income level, Geneva certainly doesn't rank higher than the national average, nor does unemployment rank lower. This could be connected to the high instance of resident social services participation, and the higher numbers of low income housing occupants in Geneva.

Recommendations:

We recently discovered the work of the Geneva Partnership after the bulk of our research and analysis was done. They have wonderful collaboration and initiatives taking place and are working hard to create a better community, both for the city of Geneva and Hobart and William Smith colleges. President Gearan has acknowledged his gratitude to the institutions and businesses in Geneva that have opened their doors to students as interns, practitioners and fledgling researchers in several discussions regarding this town-gown collaboration (Maslanik, 2007). Right now, the Geneva Partnership is attempting to replicate some of the strategies suggested in Sitzer, et al (2006), Town-Gown Partnerships for Success, through some of the initiatives and conversations taking place between the colleges' top officials and Geneva's top officials (Maslanik, 2007). It's hard to say if the partnerships are equal or not because generally Geneva has been the recipient of services by the colleges and its students. However, Maslanik (2007) quotes HWS President Mark Gearan discussing the desire of the colleges to "hear what the community has to say and work to meet their needs." According to Gearan, the colleges and Geneva "enjoy a mutually beneficial relationship." Mayor Stu Einstein suggested that students doing community based research projects are "investing themselves in Geneva" and "[learning] to see the community in a new light," (Sorrells, 2009). President Gearan mentioned a similar impact as discussed in Steinacker (2005), The Economic Effect of Urban Colleges on their Surrounding Communities, when presenting the benefits of the Geneva Partnership. He suggested that Geneva benefitted from the renowned speakers who came to the colleges and from the "hundreds of visitors that came as a result of its students and events (Maslanik, 2007)."

Our research can supplement these efforts in several ways with regard to including the requests of students for specific types of downtown businesses and also with regard to the vision of business owners and their ideas for a more vibrant downtown that would draw a variety of people, including students and tourists. Our research may also assist city planners with development of ideas to create student awareness about what already is in downtown and how to get them down there to frequent these businesses. We are also including anecdotal suggestions based on comments of community members, professors, students, business owners and city officials who

have had preliminary viewings of our research in a variety of settings, including the Engaged Scholarship Forum and our Senior Seminar classroom.

Based specifically on our findings concerning what type of business students' want downtown, we recommend that city planners find a way to bring in a dance club for people aged eighteen and over. According to the business owners we have interviewed, this is a particularly difficult challenge because of the underage drinking dilemma and the liability it causes to the business owner, along with headaches for both the city and the colleges with the legal repercussions that result from this type of business. However, we suggest that further research be done looking at successful business models in other places to find out how businesses and colleges balance these issues to create something acceptable to students but less challenging (legally and liability-wise) to business owners.

We also recommend, at the request of students and business owners, that an all-night diner and more ethnic food type restaurants be recruited for downtown. Some specific categories that were mentioned were sushi, Indian and Thai. Other food categories included casual dining (TGIF, for example) and more high-end dining. Requests for boutiques and specialty shops by students as well as business owners included suggestions for bakeries, better clothing stores, antique shops, entertainment places (Dave & Busters, Jillians). We suggest possibly near the hockey rink.

One of the number one reasons for not going downtown that students listed was, "no car." Perhaps in conjunction with the recent bike initiative, there could be an effort coordinated to establish bike racks in a variety of locations throughout downtown so that students who are now biking and taking part in this initiative, and the larger issue of being more "green," would have somewhere to "park" while downtown. Councilman Steve O'Malley suggested this, then had concerns about the "no biking on sidewalks law" in effect in downtown. Is it possible to locate the bike racks strategically so that this isn't a big issue (for instance, closer to the curbs)?

Another reason that students don't go downtown is that they "don't feel welcome" in the community in general. We have heard through comments made at our presentations that there are some initiative currently in progress to generate neighborhood "welcome wagon" types of greetings to students moving in next to residents in off-campus situations. One resident suggested that 40 years ago, when he arrived in Geneva, this was the normal way to be greeted into town and brought into the community. "someone would show up at your door with a basket from the city (business owner generated items) and a casserole, introduce themselves, and welcome you to Geneva...can't think of any more personal way than that to make someone feel welcome!" We recommend that the city and the Geneva Partnership find a more systematic way to incorporate this into the new student as well as the new resident experience again. One example that comes to mind is the booster club that adopts ball players for the local baseball team for the duration of the season that they are here, and sometimes for multiple seasons when they return.

Examples of individual department initiatives or student activity initiatives and other welcoming initiatives that have been effective in the past, or might be if done on a more collaborative and systematic level, include having a "Taste of Downtown" event in an afternoon, where all the stores offer a little sample of what they have to offer; offering guided tours of downtown (as well as other areas students should be aware of) each fall to new students (and any others who are interested); competitive scavenger hunts, possibly arranged through Student Activities (competition part - dorms, clubs, whichever groups will compete), but in collaboration with downtown. We recommend that at least one of these events be on a regular annual basis with the possibility of creating a tradition that students hear about and are eager to take part in because upper classmen talk about the fun they had doing it.

Businesses we interviewed missed the coordinated effort that was done in the past for advertising to students. They would like to reach students but do not feel that they are in touch with the ways that students would respond to advertising. “I don’t know what they would think is ‘hokey,’ or what they would view as a good idea.” We recommend that a position be created as a liaison between the colleges and the downtown businesses that could coordinate this effort and find ways to effectively introduce new students to downtown as well as advertise to all students. Perhaps a collaborative effort between business owners could be established where they could generate some ideas as well. There are business owners who have had greater amounts of success marketing to HWS students than others and their voices should be heard in this matter.

One suggestion was to create a coupon book, containing something from all the downtown businesses wishing to offer them. Each “coupon” could give a little information about the shop, including the hours of operation. Some ideas for coupons include: one free item or service, 10% off one item, 20 % off your first order, buy two get one free, bring a friend you eat/get this service for free, Wednesday specials, 33 % off. A similar suggestion was to create a discount card. This could be tailored specifically for students and possibly connected to their student accounts, but not necessarily. This card could entice them to come downtown where they would be able to swipe it or show it for instant discounts when shopping at included businesses. The businesses could be listed right on the card. This could also be done on a coordinated website for easy access to students and businesses. Another suggestion in this category was to create a link on the HWS website with listings of businesses in the downtown that would like to welcome students and invite their patronage. These would include brief descriptions, services, hours, menus, contact info, and possibly even student comments about each business. Perhaps have businesses table at Scandling for a Community Day during orientations or other venues.

One investor, who saw our presentation and who is investing in a local micro-brewery venture in downtown, suggested that we take the example of other successful town-gown partnerships and relocate our bookstore or a branch of it in downtown. If students have to come down there for necessities such as books, they will also have an opportunity to discover other businesses in downtown. Another similar suggestion was to bring a branch of student dining services into downtown so that students have somewhere off campus that they can hang out, eat, and use their dining cards. While this suggestion doesn’t get students to necessarily frequent other eating places in downtown, it certainly gets them down there; and like our Coffee House owner stated, “if more people are downtown doing business, shopping, walking around doing things, then we will have more business.”

Our literature review suggests that it would be prudent to replicate this study with both Finger Lakes Community College (FLCC) students and possibly students at Cornell Cooperative Extension doing research for the Experiment Station, who also reside here as graduate students. According to Steinacker (2005), colleges have an economic impact on the local economy regardless of their size and whether or not they are resident campuses. The impact comes through the fact that commuter students spend money regularly on dining and running errands near campus when they are here. In fact, FLCC students historically might be more familiar with downtown and more frequent patrons of businesses there because of their past location being situated right in downtown. We would highly recommend that the same “welcome wagon” approaches be replicated at those schools so that those students don’t feel snubbed because of their smaller community college status or the distance from downtown (in the case of the Experiment Station). Many FLCC students transfer to HWS to continue their undergraduate work and continue to take part in the community. If our literature serves as a guide, than another reason to cater to these students is that as visitors to our community they are developing spending

habits that will translate to the next two stages of their lives, young married couples and young parents (Bailey, Falls, Natke and Thompson, 2008). The way they are welcomed as students may impact the likelihood that they will come back to visit in the future, especially since these students are more likely to be from the areas immediately surrounding Geneva.

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Appendix 1:

Downtown Development Initiative Survey

We are interested in learning about students' spending patterns at school. Please answer as many questions as you can. This survey is completely confidential. We believe the answers that are provided may impact the availability of goods and services that you would like to see available in Geneva.

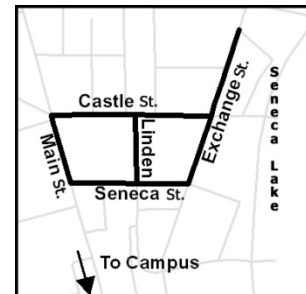
1. **Class Year:** First Year Sophomore Junior Senior
2. **School:** Hobart William Smith **3. Age:** _____
4. **I live...** (please circle one): on campus off campus
5. **How do you classify yourself** (please circle one): White Non-white
6. **Do you receive financial aid at HWS?** Yes No
 - 6a. If yes, what type of financial aid do you receive (please circle all that apply)?
 HWS Merit Based Aid HWS Need Based Aid Federal Aid State Aid
7. **Do you have a job while at school?** Yes No
 - 7a. If yes, does any portion of your paycheck go directly towards your tuition? Yes No
8. **Do you have a car on campus?** Yes No
9. **What is your family's annual income** (estimate if necessary)?

a. \$0-49,999	d. \$150,000-199, 999	g. \$300,000-349, 999
b. \$50,000-99, 999	e. \$200,000-249, 999	h. \$350,000-399, 999
c. \$100,000-149,999	f. \$250,000-299, 999	i. \$400,000+
10. **How would you describe the town in which your family currently lives?**
 Rural Suburban Urban
11. **What is your favorite city/ place to visit?** _____

*The following questions refer to your spending patterns **WHILE AT SCHOOL** in Geneva.*

Questions about downtown Geneva refer to the bold lines on the map to the right.

- Main Street: Red Brick
- Seneca Street: Parker's, Area Records
- Exchange Street: Waterstreet Café, Sideshow
- Castle Street: Red Dove Tavern



12. For the following statements, please circle the number that best corresponds with your attitude:

Statement	Strongly Disagree		Neutral		Strongly Agree
Downtown Geneva had a positive effect on my decision to attend HWS.	1	2	3	4	5

I feel safe in downtown Geneva.	1	2	3	4	5
---------------------------------	---	---	---	---	---

13. Please fill out this chart based on your spending patterns WHILE YOU ARE AT SCHOOL, WHETHER THE SPENDING OCCURS DOWNTOWN OR NOT.

Commodities and Services	I do this...	How often per month?	Average money spent per month	I do this downtown...	If you do this elsewhere, please state where.
Eat out at restaurants	YES NO		\$	YES NO	
Have food delivered	YES NO		\$	YES NO	
Go out for coffee	YES NO		\$	YES NO	
Shop for clothes	YES NO		\$	YES NO	
Shop for groceries	YES NO		\$	YES NO	
Miscellaneous shopping	YES NO		\$	YES NO	
Go out to the movies	YES NO		\$	YES NO	
Go out to bars	YES NO		\$	YES NO	
Go out to clubs	YES NO		\$	YES NO	
Buy gas for vehicles	YES NO		\$	YES NO	
Other:	YES NO		\$	YES NO	

14. On average, how many times do you go downtown per month?

0-3 4-7 8-11 12+

15. What is your favorite place to visit downtown? _____

16. For each type of business listed below, please indicate if you think it is available by circling yes or no.

Type of Business	Does downtown Geneva have this?			Would you use it downtown?	
Diner	YES	NO	UNSURE	YES	NO
Bank	YES	NO	UNSURE	YES	NO
Natural Foods Store	YES	NO	UNSURE	YES	NO
Hobby Shop	YES	NO	UNSURE	YES	NO
Bicycle Shop	YES	NO	UNSURE	YES	NO
Shoe Repair Shop	YES	NO	UNSURE	YES	NO
Art and Framing Shop	YES	NO	UNSURE	YES	NO
Coffee Shop	YES	NO	UNSURE	YES	NO
Pizza Restaurant	YES	NO	UNSURE	YES	NO
Clothing Store	YES	NO	UNSURE	YES	NO
Bar/ Tavern	YES	NO	UNSURE	YES	NO
Hair and Beauty Salon	YES	NO	UNSURE	YES	NO
Post Office	YES	NO	UNSURE	YES	NO
Tattoo Parlor	YES	NO	UNSURE	YES	NO

17. What, if anything, would you like to see in downtown Geneva that is currently not available?

18. If there are businesses that meet your needs downtown and you do not use them, why don't you use them?

Appendix 2:

Downtown Development Initiative
Downtown Business Interview Questions

How long have you been in business?

What is the key to your success?

Do you see problems with growth in Downtown Geneva?

What would your vision be for Downtown?

What percent of your business would you estimate comes from HWS students?

Have you tried to market to HWS students? How?

Who is your target market?

Are you interested in drawing HWS students to your business?

What do you think would draw students to Downtown Geneva?

How would you describe a typical HWS student (from where? Income level? Interests? Physical description?)