Counseling needs

A FRESHMEN STUDENT NEEDS ASSESSMENT OF CURRENT SERVICES PROVIDED BY THE STUDENT SERVICES DEPARTMENT AT THE UNIVERSITY OF WISCONSIN-STOUT by Greta Lynn Ramsey A Research Paper Submitted in Partial Fulfillment of the Requirements for the Master of Science Degree With a Major in Applied Psychology Approved: 3 Semester Credits

_____ Investigation Advisor The Graduate School University of Wisconsin-Stout December, 2000 Graduate School 130 Bowman Hall 801 2nd Street Menomonie, WI 54751 ABSTRACT RAMSEY GRETA L. A FRESHMEN STUDENT NEEDS ASSESSMENT OF CURRENT SERVICES PROVIDED BY THE STUDENT SERVICES DEPARTMENT AT THE UNIVERSITY OF WISCONSIN-STOUT APPLIED PSYCHOLOGY TOM FRANKLIN APA STYLE MANUAL Incoming freshmen college students at UW-Stout were asked to complete a survey designed to assess current student needs. The research project was completed for the University of Wisconsin-Stout Student Services staff who intended to utilize the information obtained from students to identify any perceived challenging situations and to help in formulating future student service goals. The questionnaire was developed by the researcher using information from published needs assessment research and from information provided by individuals employed at UW-Stout with the department of Student Services. Questions on the survey included needs addressed by the following services: Adult Student Services, Advisement Assistant Center, Career Exploration Center, Center for Educational Opportunities, Multicultural Student Services, Placement and Co-op Services, and University Counseling Services. The total sample population was 99. Results of the study reported that students' perceived needs that were most important to them to be in

the areas of career counseling and job placement. Significant differences were found among groups who were identified as 'high risk' students and minority students. Differences in gender were also reported. Also DECEMBER, 2000 60 PAGES several moderate to high correlation coefficients were found and primarily reflected personal counseling needs. A statistical discussion and recommendations were also reported. Table of Contents Chapter 1 — Introduction Overview of Student Service Trends in Higher Education Chapter 2 — Literature Review The Effect Societal Change has on Student Service Needs Demographic Differences in Student Service Needs Student Services provided by the University of Wisconsin-Stout Needs Assessment Utilization to Address Relevant Student Service Issues UW-Stout Needs Assessment Purpose Statement Development UW-Stout Needs Assessment Purpose Statement UW-Stout Needs Assessment Goals Chapter 3 - Methodology Participants Instrument Procedure Chapter 4 - Results Demographics High-Risk Students Overall Needs of Students Co-op and Placement Services / Career Counseling Services Advisement Center Services Personal Counseling Services Multicultural Needs Other Issues Gender Differences First Generation College Students Ethnic Differences Remedial Classes Correlation Coefficients within Student Service Groups Chapter 5 - Conclusions and Recommendations Statistical Conclusions Recommendations Bibliography Appendix A (Needs Assessment Instrument) Appendix B SPSS Output for Statistical Results Descriptive Statistics Correlation Coefficients Independent samples t-test 1 2 3 5 8 10 12 12 13 13 14 16 17 19 21 22 23 24 25 25 26 26 26 27 29 32 34 39 42 44 50 List of Tables Table 1. Correlation Coefficients List of Figures Figure 1. Gender

Figure 2. Ethnicity Figure 3. Remedial Classes Figure 4. First Generation College Students Figure 5. Parent's Combined Income Less than $24, 000 Figure 6. Student Needs (Tier I) Figure 7. Student Needs (Tier II) Figure 8. Co-op and Placement Services / Career Services Figure 9. Advisement Center Services Figure 10. Personal Counseling Services Figure 11. Multicultural Needs 16 17 18 18 19 20 21 22 23 24 24 28 Introduction - Chapter 1 Overview of Student Service Trends in Higher Education According to Gordon, (1984) higher educational institutions will experience many changes in the near future as a result of an increasingly diverse student population and a more complex college system. Current trends regarding college enrollment indicate greater diversity in characteristics involving not only gender and ethnicity, but also in the areas of age, socioeconomic background, physical and learning disabilities, and sexual orientation (Gordon, 1984). Although underrepresented groups have experienced an increase in college admissions, problems associated with unequal academic and social preparation enhance the need and scope for services that have historically been addressed previous to college enrollment. In an effort to accommodate this new student population, universities and colleges across the country are adjusting their services with the intention of increasing positive student service outcomes. Although the changing college population has substantially contributed to revisions in counseling services, societal adjustments also create new demands for student services. 1 Literature Review - Chapter 2 The Effect Societal Change has on Student Service Needs Several studies (Koplik, 1984; Gordon, 1884; and Higbee, 1992) indicate that societal change is another factor associated with program changes and

increased need and use of services. These societal changes can have a direct effect on student actions. Koplik, (1986) suggests that new challenges and societal attitudes facing current college students invoke change and have significantly increased the distress levels of more recent college students. Koplik (1986) gathered this information using a self-report instrument administered to two comparison groups of freshmen ten years apart. Current students reported higher levels of distress and concern regarding weight, inadequate sleep and exercise, family problems, financial security, personal appearance, and social interaction. Koplik, (1986) believes that the increase in counseling needs as reported by current college students is due to increasing demands placed upon new college freshmen and an increased willingness for mental health patients to openly seek assistance due to a decrease in the stigma associated with mental illness. For example Carney, (1976) mentions that college students in the 1960's were oriented towards reexamining basic value systems, while students of the 1970's tended to be more vocationally focused. Carney, (1976) notes that as different social trends gained popularity, the frequency of use and satisfaction of services related to the heightened social issue would also change. New topics of concern and knowledge introduced to the general public have the potential of resulting in societal changes, which can effect the needs of students. Several other research reports (Schwitzer, 1991; Gordon, 1984; and Mayes, 1982) also consider societal changes to be a major factor in the adjustment of student services. These changes have a direct effect on the way student services operate. One increasingly important 2 societal issue that affects every aspect of student services is

accountability. Due to steady budget cuts it is important for student services to not only justify services to internal administrators, but also on a national level because of the growing array of federal statues and regulations requiring colleges to perform evaluations that improve efficiency and effectiveness of current services (Giddan, 1990). Student services have also increased their efforts regarding student management and retention (Bishop, 1998). Although student services have not generally conducted such assessments, researchers are finding that student services are benefiting from the continuous assessments as they help counselors to identify changes in the population, changes in student views, and to identify areas of dissatisfaction that can be improved upon (Bishop, 1998). Demographic Differences in Student Service Needs Although societal changes can have a direct effect on the specific types of services and programs available to students, some important need issues remain more constant across demographic groups. Kuh (1982) stated that a common set of student needs exists; however the priority of these needs may shift. Kuh (1982) contributes these changing needs to age, experience, and social trends. A review of the literature pertaining to demographic differences suggests that student service organizations should use this information to help target students who may need assistance and develop programs that address a specific group's needs. A study of 600 college students by Gallagher (1992) reported that black students expressed a greater need than white students did in a variety of areas. Some of the specific items that produced significantly higher need scores for black students included fear of failure, coping with prejudice, finding greater purpose in life, and dealing with math anxiety (Gallagher,

1992). 3 Another article by Levin (1991) researched the specific problems 'at risk' students, and particularly minority students face in higher education. The article indicates that a higher risk exists amongst some student groups. According to Levin (1991) these groups may include but are not limited to minority groups, those facing economic hardship, and students with other social problems or difficulties. Levin (1991) also states that although minority and low income students now receive financial aid which can make college a reality, 'at risk' students still have low retention rates because of academic underpreparedness, social dissatisfaction, and other problems. Levin (1991) also comments that early targeting of these students, unique programming and strong social support networks are crucial for these groups to succeed. Past studies (Koplik, 1986; Gallagher, 1992) state that women and men also report differences in their needs in higher education settings. Koplik (1986) reported that overall the prevalence of both mental and physical illness was reported to be higher for women than for men, although some specific mental illnesses are reported in higher numbers for men. Some studies have concluded that men report higher rates of anti-social behavior (Gallagher, 1992; Koplik, 1986). Women have reported higher rates of personal appearance problems (Koplik, 1986; Gallagher, 1992), depression and anxiety disorders (Koplik, 1986). Although current research, such as Koplik, (1986) identifies a wide range of Student Service needs, original programs or services have been designed to assist a narrow scope of needs and concerns that were frequently vocational in nature (Slimak, 1992). Over the past 50 years, Student Services have expanded to encompass almost every aspect of the college experience including issues concerning educational, personal,

career oriented, and academic needs, just to name a few. Because shifts in society may change the degree in which certain student services are utilized and because demographic differences are more constant, yet 4 more important in today's diverse society, it is extremely important for student services to understand these differences and provide students with the programs and services that will help them succeed. Student Services provided by the University of Wisconsin-Stout Like other universities, UW-Stout has experienced an increase in the types of services provided to the students as well as an increase in the range of problems and issues reported by the current student population. In order to accommodate the changing needs of students at UW-Stout, the university currently provides a wide range of services that are categorized into seven sections. 1. Adult Student Services. This Service was formed to help identify, and reduce any specific concerns regarding returning adult students. Some of these issues might include unemployment, discomfort or unfamiliarity with new technology, difficulty making social connections, and lack of a support network (Oasis homepage, 2000). Adult Services also provides support through O. A. S. I. S., an organization designed to help incoming adult students adjust easier to college life through the formation of a stable social support system (Oasis, 1999). This network provides information and involvement opportunities for interested adult students (Oasis, 1999). 2. Advisement Assistant Center. The Advisement Assistant Center provides students with information regarding their educational choices at UW-Stout. The Center is also involved in the implementation of the freshmen and transfer summer orientation program, which allows new students to visit the campus, meet their advisor, register

for classes, take placement exams, and gain knowledge regarding various aspects of the UW-Stout educational experience. In addition, the Advisement Center is required to counsel all students who intend to formally withdraw from school. Involvement in this process 5 allows counselors to explore future or alternative options regarding higher education. It also allows counselors to gain knowledge about problems or issues concerning these students. 3. Career Exploration Center. Somewhat related to the Advisement Center in that it provides students with information pertaining to their educational choices at UW-Stout. However the Career Exploration Center is different in that it specifically identifies careers of individual interest based on standardized tests in order to help undecided students begin to explore career or major of study options. The Center also allows students to view resources that include information on educational opportunities at other colleges and universities, general occupational titles and descriptions, and national newspaper ads and articles that pertain to individual career searches (Career exploration center, 1999). Information gained through the use of this service may provide students with a better understanding of the educational goals needed for success in a certain career field as well as a better understanding of self-interest areas and personality types as they relate to professional work settings. 4. Center for Educational Opportunity. This department handles numerous services that aid students with disabilities and students who require extra support or assistance because of limitations that decrease academic progress (Service for students with learning disabilities, 1999). One particular program, ASPIRE provides 'high risk' students with special services aimed at improving retention and

graduation rates of this group (Student support services - Aspire, 1999). To be eligible for the program a student must have a disability, a limited income, or be a first generation college student, which means that neither parent will have graduated from a four-year college group (Student support services - Aspire, 1999). The services provided to qualifying students mainly involve 6 sharing information and developing organization skills that aid academic success (Student support services - Aspire, 1999). 5. Multicultural Student Services. Multicultural services strive to accommodate the specific needs of minority students and provide a strong support system, which helps to increase success among this specific group of students. The services also promote the retention and success of minority students through leadership, achievement, and involvement of cultural and educational opportunities (Multicultural organizations, 1999). These services also provide a forum for minority students to increase cultural awareness and promote multicultural issues (Multicultural organizations, 1999). 6. Placement and Co-op Services. Placement and Co-op Services provides students with valuable tools for successful job placement. Some information gained through the use of Placement and Co-op Services may include the following topics: interviewing skills, resume and cover letter writing, and networking opportunities (Employer information placement and co-op services, 1999). Placement services also provide job vacancy lists, and on-campus interviewing as well as a referral service designed specifically for UWStout graduates (This could be you, 1999). Structured off-campus co-ops may also be researched and obtained though the use of placement services (Employer information placement and co-op services, 1999). 7. University Counseling Center. The

Counseling Center aims to provide students with help regarding numerous psychological and social issues that are affecting any student's ability to maintain a successful academic record (University Counseling Center, 1999). Counseling is available to students through a variety of options including individual services, group services, couples counseling, or information workshops (University Counseling Center, 1999). Professionals employed at the center help students with a 7 wide range of personal, social, cognitive, or behavioral problems. The University Counseling Center also serves as a referral center for any problems or situations that clients or counselors feel are not being effectively solved through the university's own counseling center (University counseling Center, 1999). Needs Assessment Utilization to Address Relevant Student Service Issues Traditional student services were based on the assumption that all potential clients serviced by student services could be treated for a universal set of problems (House, 1990). At this time counselors served only a small homogenous percentage of the general population. Students were most likely male and most certainly included an almost strictly white and upper-class group of individuals. In this type of educational setting it is easier to understand the more uniform and simplistic nature of the problems or issues raised by students. However, as student populations and societal values and beliefs changed, counselors became increasingly aware that current services provided to students were not as effective as previously reported. Although practitioners at that time were frustrated by the decreased effectiveness of their services and aware of needed program changes, increasing governmental and institutional demands and/or requirements helped to ensure that student service

programs be evaluated and modified for greater incidences of positive results (Kuh, 1982) Although the general rationale for a needs assessment may seem obvious on an individual level, past research involving student service assessments has identified a specific purpose for implementing the study which can help to focus the research on particular issues and evaluation goals. The following list identifies most frequently stated rationale or purpose statements mentioned in student service needs assessments (Kuh, 1982). 8 1. Programs are designed for program needs rather than student needs (Mayes, 1982). This indicates that student needs have been historically ignored or unknown by student counselors and the services currently provided may not be accurate. 2. Student needs change over time. Student Services should continually make sure they are changing with the times (Kopeik, 1986; Carney, 1976). This rationale for a needs assessment has been proven in various studies and is likely to be used when counselors notice a change in student behavior regarding services. 3. Needs Assessment can act as a major source of retention, especially with the diverse population that attends college today (Mayes, 1982). This purpose can become increasingly important for institutions searching for ways to improve retention and success of 'high risk' students. 4. Needs Assessment can help identify future goals and objectives for Student Services (Kuh, 1982). 5. Needs Assessment can help identify 'unsatisfactory conditions, or challenging situations with which students must contend' (Kuh, 1992). When clearly identified unsatisfactory conditions are known it becomes easier for counselors to agree upon a new program goal or a planned solution (Kuh, 1992). 6. Needs Assessment can be used if there is a need for program

policy justification (Kuh, 1982). This purpose for assessment can be a useful tool for making policy adjustments or program changes, however this assessment is based on supporting programs and may not distinguish between student needs and wants (Kuh, 1982). Several research studies included more than one statement of purpose, which also occurred when identifying the rationale used to guide this assessment. A multi-purpose study often indicates differences among specific services or it may suggest that several concerns 9 developed around the same time, and a needs assessment would help to address several issues in a single research design, while still being discussed as separate and different needs (Kuh, 1982). UW-Stout Needs Assessment Purpose Statement Development Although UW-Stout Student Service counselors agreed that a student need assessment would benefit the university as a whole, they tended to be quite ambiguous as to any specific purpose for engaging in a student need assessment study. Acting as an outside consultant while completing requirements in the university's Master in Applied Psychology program, I met with a group of approximately twelve UW-Stout student service counselors to help them identify a purpose statement. These counselors represented all seven of the student service departments currently offering services to the student population. The development of a clear and detailed purpose statement is crucial in a needs assessment project because it can help in the development of a research design, which would include data gathering methods compatible with the purpose identified (Kuh, 1982). I involved the student services staff in the generation of a purpose statement because student service problems tend to be inherently confusing and difficult for an

external consultant to understand (Kuh, 1982). Two different meetings regarding the development of a purpose statement were necessary for this project because the group lacked evaluation process knowledge. This also allowed the group adequate time to reflect on the needs assessment information presented. In preparation for the first meeting the researcher led a discussion that summarized common evaluation and needs assessment methods. This information was from professional literature published on need assessment efforts related to student services. Most of the information presented to the group explored historic purposes often addressed in needs assessments (Kuh, 1982). Specific advantages and disadvantages, type identification 10 and rationale for each purpose were both discussed and included in an executive summary that was distributed to the group. For the next meeting the staff was asked to generate purposeful feedback and encouraged to discuss their ideas with one another. It was also mentioned to the group that a resolution in the form of a reasoned consensus concerning issues or problems would be needed to proceed with the evaluation. Consensus is regarded as a vital tool in needs assessment studies because it encourages discussion, promotes commitment amongst the group (Rothwell, 1995), and increases likelihood that the results will be used to improve current student services provided at UW-Stout (Rothwell, 1995). UW-Stout Needs Assessment Purpose Statement Although it was difficult to achieve consensus concerning the purpose statement, in the end it was decided that the needs survey to be designed would be developed because of a perceived change in the needs of UW-Stout students. UW-Stout staff also intended to use the information gathered to identify challenging situations and future

goals for student services at UW-Stout. UW-Stout Needs Assessment Goals The following is a list of research objectives developed in alignment with the identified purpose statement. 1. Conduct a needs assessment evaluation of incoming UW-Stout Freshmen for the purpose of identifying any perceived challenging situations and helping in the formulation of future student service goals. 2. Examine differences in student service needs reported by specific demographic groups including those identified at 'high-risk' as defined by ASPIRE. 3. Examine high and low need areas reported by incoming freshmen based on mean scores. 11 4. Examine moderate to high correlation coefficients found within the different areas of service provided at UW-Stout. 5. Make recommendations to UW-Stout student services based on the analysis of data collected during the study. These recommendations may include changes in the instrument, participants, or complete research design. 6. Make recommendations to UW-Stout student services based on observations as an external consultant. These recommendations may include more administrative aspects of the research being implemented. 12 Chapter 3 - Methodology Participants The participants for this assessment were two groups of undecided freshmen students that were attending Freshmen Orientation at UW-Stout. The first group was surveyed on July 27, 1999 and the second group two days later on July 29, 1999. Participants in the first group totaled 48 and in the second group there were 51 subjects. The total number respondents that participated in the study was 99 (N= 99). Instrument The instrument was constructed over a period of about two months. A committee of student service providers reviewed the survey questions. The feedback received was used to insure the relevance of survey

questions thereby increasing the content validity. The questionnaire included five demographic questions pertaining to age, gender, marital status, racial/ ethnic group, and student ID number. All the demographic questions, with the exception of 'student ID number', were included in the survey to identify differences among specific groups. This information could help counselors at UW-Stout examine unique needs and concerns different groups experience. Four questions helped to identify 'high-risk' students as defined by the ASPIRE program and followed the demographic questions on the survey. These four questions were nominal, requiring participants to check either yes, no, or unknown. Like the demographic questions, the 'high-risk' questions were presented in the questionnaire in order to identify which needs are most important to that particular group. 'High risk' questions asked respondents to give answers for the following statements: 'I am a first generation college student', 'my parents combined income is less than $24, 000', 'I am taking one or more remedial classes based on 13 test scores', and 'I may be eligible for accommodation services because of a qualifying disability'. The remaining questions asked incoming freshmen to assess their needs in terms of the importance of each need. These questions were on a four point Likert scale in which, 4 = 'high need', 3 = 'moderate need', 2 = 'little need', and 1 = 'no need'. These questions were broken down into five different areas. These were co-op and placement and career counseling services, advisement center services, personal counseling services, multicultural needs, and a miscellaneous section. Although specific sections regarding the Center for Educational Opportunity and Adult Student Services were not developed, identifier questions allowed for an opportunity to

measure any differences reported by the specific types of students that seek services from these departments. Also it should be noted that co-op services and career counseling questions were grouped together because they both represent such similar topic areas. There was also a final open-ended question that was intended for participants to identify other needs that were not addressed in the questionnaire. Refer to Appendix A for a copy of the instrument. Procedure Discussions between the researcher and the student services committee took place over a period of several months. These discussions lead to the decision to collect data from incoming freshmen using a survey designed to assess current student needs. On July 27 and 29, 1999 questionnaires were distributed by the Assistant Dean of Students to undecided freshmen students that were attending a Freshmen Orientation at UW-Stout. The first part of the survey informed the students of the research purpose and of the confidentiality of their responses. Students were also told that any concerns or questions regarding the survey should be directed to the primary researcher. The procedure used when 14 distributing the survey was the same for both groups, with one exception. The Assistant Dean of Students reported that students responding to the survey on July 29, 1999 were reminded to indicate their student ID number and were told that individual ID numbers could be found on their newly obtained student ID cards. The surveys collected were coded by date and then entered into SPSS, a database used to statistically analyze social science research. 15 Chapter 4 - Results Demographics On July 27, 1999, 51 questionnaires were collected from incoming freshmen attending 'Freshmen Orientation' at UW-Stout and on July 29, 1999 another 49 questionnaires were collected producing a total

sample of 99 incoming freshmen. As shown in figure 1, male respondents represented 48. 5 percent of the total sample and 50. 5 percent represented females. The remaining one percent either chose not to answer this particular question or failed to identify their gender for some other unknown reason. Figure 1. Gender Unknown 1. 0% Male 48. 5% Female 50. 5% The mean age for the group was 18. 22 (SD= 0. 60). Marital status results for the group identified an almost entirely single (99%) sample population. One participant did not respond to the question of 'martial status'. The majority (88%) of the population identified white as their racial/ ethnic group. Black students made up two percent of the sample and Hispanic or Latino students represented one percent, as did Native Americans. Asians (4%) represented the largest specific group of minorities. One participant selected the category 'other' to identify their ethnicity, but did not use the open space provided to be specific. Two participants did not answer the ethnicity 16 question. The demographic responses obtained were noted as being a comparable representation of the current UW-Stout population. Although it is preferred to analyze each ethnic group separately, the size of the sample population and the number of responses that were reported for each ethnic group did not allow analysis of minorities as specific and individual groups. Therefore ethnic groups were recoded into two groups, 'white' and 'non-white'. Figure 2 shows the percentages of these new groups as recoded by the researcher. Figure 2. Ethnicity Non-white 12% White 88% High Risk Students Of the 99 respondents, 22. 2% indicated that they were taking remedial classes based on test scores. These remedial classes could be in math or English or both. Another 33. 3% of students indicated that they did

not know if they were taking remedial classes. The remaining 44. 4 percent of incoming freshmen reported that they were not taking remedial classes. 17 Figure 3. Remedial Classes Unknown 33. 3% Yes 22. 2% No 44. 4% First generation college students were defined as students that came from families in which neither parent has earned a four-year degree. As shown in Figure 4, the majority of students (52. 5%) identified themselves as first generation college students. The remaining 47. 5 percent reported that they had at least one parent who has earned a four-year degree. None of the 99 students sampled reported that it was 'unknown' as to whether or not either one of their parents has earned a four-year degree. Figure 4. First Generation College Student No 47. 5 Yes 52. 5 18 Next, students were asked to report whether or not their parents had a combined income of less than $24, 000 per year. Most students reported their parents earned more than $24, 000 per year. However, five individuals stated their parents did have a combined income of less than $24, 000 and another three participants did not know. Figure 5 illustrates these results. Figure 5. Parent's Combined Income Less than $24, 000 Yes 5. 2% Unknown 3. 0% No 91. 8% The last in a series of 'high risk student' questions, asked students to indicate whether or not they were eligible for accommodation services because of a qualifying disability. One respondent identified himself or herself as being eligible for accommodation services. Another five participants stated that they did not know if they were eligible. The vast majority of students (96. 9%) reported that they were not eligible for services. Overall Needs of Students Figures 6 and 7 report the overall mean scores that students reported regarding student service needs. Although these figures represent the exact questions

asked on the student need survey, some of the wording may have been slightly altered or shortened in order to fit in the bar charts. Refer to Appendix B for a complete list of standard deviation scores. As shown in Figure 6, the highest overall mean score as identified by the participants was 'obtain work experience in career areas of interest to me' (M= 3. 33, SD= 0. 70). 19 This interest was followed by 'learn more about the educational requirements of jobs that interest me' (M= 3. 28, SD= 0. 81), 'learn the skills to find a job in my major' (M= 3. 25, SD= 0. 68), 'learn about different types of job titles, salary and geographic locations of graduates from my major' (M= 3. 23, SD= 0. 67), and 'identity career areas that fit my current skills' (M= 3. 23, SD= 0. 70). Figure 6. Student Needs (Tier I) Q1. Obtain work experience in career areas Q2. Learn more about educational requirements Q4. Learn the skills to find a job in my major Q5. Learn about different job titles, etc. Q3. Identify career areas Q11. Improve my study skills & habits Q7. Get counseling about my educational plans Q10. Increase my skills in math Q13. Manage my time more effectively Q6. Learn how to contact alumni & employers Q12. Identify my strengths, abilities, ect. Q9. Increase my skills in writing 0 0. 5 3. 33 3. 28 3. 25 3. 23 3. 23 3. 09 3. 08 3. 05 2. 95 2. 80 2. 73 2. 73 1 1. 5 2 2. 5 3 3. 5 Figure 7 illustrates the lowest means as identified by the participants. The lowest overall mean score was 'cope with discrimination because of my age, race, sex, etc. (M= 1. 58, SD= 0. 64). 'Learn how to deal with peer pressure (M= 1. 73, SD= 0. 70), 'learn how to deal with local law enforcement' (M= 1. 74, SD= 0. 68), 'learn how to better get along with people with whom I live/work' (M= 1. 84, SD= 0. 68) and 'learn to communicate across cultures' (M= 1. 99, SD= 0. 68) also received

low overall mean scores. 20 Figure 7. Student Needs (Tier II) Q25. Obtain information about social activities Q14. Learn how to handle stress & anxiety Q8. Obtain remedial tutorial assistance Q19. Learn how to deal with stress Q15. Learn how to solve personal problems Q18. Learn how to use my leisure time Q16. Learn how to maintain health Q20. Learn how to live / work with others Q23. Learn to communicate across cultures Q22. Learn how to better get along with people Q17. Learn how to deal with local law Q24. Learn how to deal with peer pressure Q21. Cope with discrimination 0 0. 5 2. 66 2. 63 2. 43 2. 22 2. 17 2. 08 2. 03 2. 00 1. 99 1. 84 1. 74 1. 73 1. 58 1 1. 5 2 2. 5 3 Co-op and Placement Services / Career Counseling Services Co-op and Placement Services received the vast majority of high means obtained by the sample. In fact, the top five highest mean scores were all in the area Co-op and placement services / career counseling services. The only Co-op and Placement service / career counseling service question that did not receive an overly high score was question six on the questionnaire which was 'Learn how to make contact with alumni and employers from my major' (M= 2. 80, SD= 0. 74). Figure 8 below shows that distribution of mean scores for only Co-op and Placement Services / career counseling questions. 21 Figure 8. Co-op and Placement Services Q1. Obtain work experience in career areas Q2. Learn more about the requirements Q4. Learn the skills to find a job in my major Q5. Learn about different job titles, etc. Q3. Identify career areas Q6. Learn how to make contact 2. 5 2. 6 2. 8 2. 7 2. 8 2. 9 3 3. 1 3. 2 3. 3 3. 4 3. 33 3. 28 3. 25 3. 23 3. 23 Advisement Center Services As shown in Figure 9, many issues concerning advisement also received high mean scores. Incoming freshmen at UW-Stout felt that they had more than a

'moderate need' for three of the seven advisement needs featured in this study. These needs included 'improving my study skills and habits' (M= 3. 09, SD= 0. 76), 'get counseling about educational needs' (M= 3. 08), and 'increasing my skills in math' (M= 3. 05, SD= 0. 72). The remaining four advisement features approached a mean equal to a 'moderate need' (M= 3. 00) with the exception of 'obtain remedial tutorial assistance' which received a mean score of 2. 43. 22 Figure 9. Advisement Center Services Q11. Improve my study skills & habits Q7. Get counseling about education Q10. Increase my skills in math Q13. Manage my time more effectively Q12. Identify my strengths, abilities, ect. Q9. Increase my skills in writing Q8. Obtain remedial tutorial assistance 0 0. 5 2. 73 2. 73 2. 43 1 1. 5 2 2. 5 3 3. 5 3. 09 3. 08 3. 05 2. 95 Personal Counseling Services The majority of personal counseling needs were reported as being slightly more than of 'little need' by incoming freshmen. Students did report that they were most concerned with the issue 'learn how to deal with stress and anxiety' (M= 2. 63, SD= 0. 84) in regard to personal counseling services provided by UW-Stout. Students reported the lowest personal counseling need to be 'learn how to deal with peer pressure' (M= 1. 73, SD= 0. 70). Figure 10, shows the results of the means collected by the sample with regards to personal counseling needs. 23 Fig ure 10. P ersonal C ounseling S ervices Q14. Learn how to handle s tres s & anx iety Q19. Learn how to deal w ith s tres s 2. 22 2. 17 2. 63 Q15. Learn how to s olv e pers onal problems Q18. Learn how to us e my leis ure time 2. 08 Q16. Learn how to maintain health Q17. Learn how to deal w ith peer pres s ure 0 0. 5 2. 03 1. 74 1 1. 5 2 2. 5 3 Multicultural Needs As shown in Figure 11, the multicultural needs featured in this study were identified as

being of lesser need to students when compared to most of the other issues

represented in the Figure 11. Multicultural Needs Q21. Learn how to live /

work with others Q20. Learn how to communicate across cultures Q22. Learn

how to better get along with people 2. 00 1. 99 1. 84 1. 58 0 0. 5 1 1. 5 2 2. 5

Q23. Cope with discrimination questionnaire. Of the four questions on the

survey, 'cope with discrimination' (M= 1. 58, SD= 0. 64) received the overall

lowest mean. The overall mean scores for multicultural needs indicated that

the majority of incoming freshmen felt they had little to no need for

multicultural services. 24 Other Issues Two student need questions were

identified by student service representatives as being related to several of

the student service departments at UW-Stout. These questions were grouped

together in a miscellaneous section at the end of the survey along with an

openended question regarding any other issues students wished to identify.

Although these questions were grouped together they are in no way related

to one another and were not analyzed together as a group. The first

question, 'learning how to deal with local law enforcement agencies'

received a mean score of 1. 74, which was fairly low when compared to other

needs. The next question 'obtain information about social activities at UW-

Stout' received a mean score of 2. 66, which indicates that incoming

freshmen identify this need at approaching moderate on the questionnaire's

need scale. Four students answered the final open-end question that asked

students to identify any other need they had, however the statements

provided by students either indicated that they could not identify any other

needs or reflected concerns not addressed by student services, but by some

other department. Gender Differences Differences among males and females

were tested on all demographic, 'high risk' and student need survey questions. No differences were found among other demographic questions or 'high risk' identifier questions, however significant differences were found in three of the Likert scale questions. An independent samples t-test was done to identify gender differences. The t-test revealed that women reported a significantly higher need for three of the items tested. The specific items are as follows: 'learn how to handle stress and anxiety in my life' (P