

A FRESHMEN STUDENT NEEDS ASSESSMENT OF CURRENT SERVICES
PROVIDED BY THE STUDENT SERVICES DEPARTMENT AT THE
UNIVERSITY OF WISCONSIN-STOUT

by

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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

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ABSTRACT

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APPLIED PSYCHOLOGY TOM FRANKLIN DECEMBER, 2000 60 PAGES
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

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	1
Chapter 2 – Literature Review	
The Effect Societal Change has on Student Service Needs	2
Demographic Differences in Student Service Needs	3
Student Services provided by the University of Wisconsin-Stout	5
Needs Assessment Utilization to Address Relevant Student Service Issues	8
UW-Stout Needs Assessment Purpose Statement Development	10
UW-Stout Needs Assessment Purpose Statement	12
UW-Stout Needs Assessment Goals	12
Chapter 3 - Methodology	
Participants	13
Instrument	13
Procedure	14
Chapter 4 - Results	
Demographics	16
High-Risk Students	17
Overall Needs of Students	19
Co-op and Placement Services / Career Counseling Services	21
Advisement Center Services	22
Personal Counseling Services	23
Multicultural Needs	24
Other Issues	25
Gender Differences	25
First Generation College Students	26
Ethnic Differences	26
Remedial Classes	26
Correlation Coefficients within Student Service Groups	27
Chapter 5 - Conclusions and Recommendations	
Statistical Conclusions	29
Recommendations	32
Bibliography	34
Appendix A (Needs Assessment Instrument)	39
Appendix B SPSS Output for Statistical Results	
Descriptive Statistics	42
Correlation Coefficients	44
Independent samples t-test	50

List of Tables

Table 1. Correlation Coefficients	28
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List of Figures

Figure 1. Gender	16
Figure 2. Ethnicity	17
Figure 3. Remedial Classes	18
Figure 4. First Generation College Students	18
Figure 5. Parent's Combined Income Less than \$24,000	19
Figure 6. Student Needs (Tier I)	20
Figure 7. Student Needs (Tier II)	21
Figure 8. Co-op and Placement Services / Career Services	22
Figure 9. Advisement Center Services	23
Figure 10. Personal Counseling Services	24
Figure 11. Multicultural Needs	24

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.

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 statutes 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 UW-Stout graduates (This could be you, 1999). Structured off-campus co-ops may also be researched and obtained through 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.
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.

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.

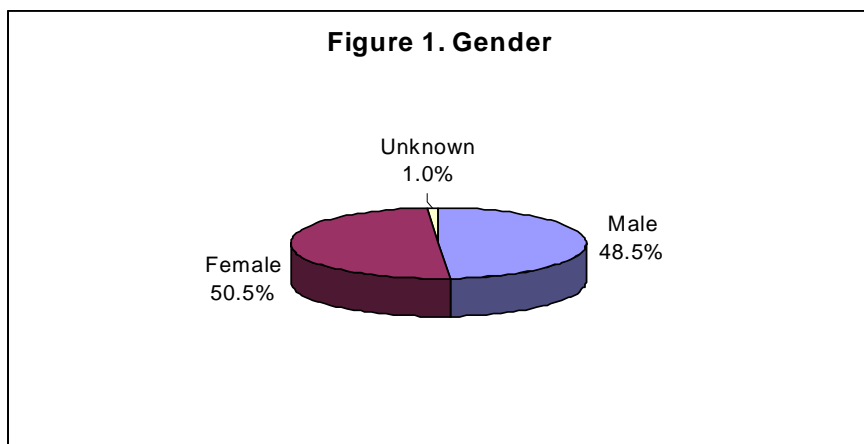
On July 27 and 29, 1999 questionnaires were distributed by the Assistant Dean of Students to undecided freshmen students that were attending a Freshmen Orientation at UW-Stout. The first part of the survey informed the students of the research purpose and of the confidentiality of their responses. Students were also told that any concerns or questions regarding the survey should be directed to the primary researcher. The procedure used when

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.

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.

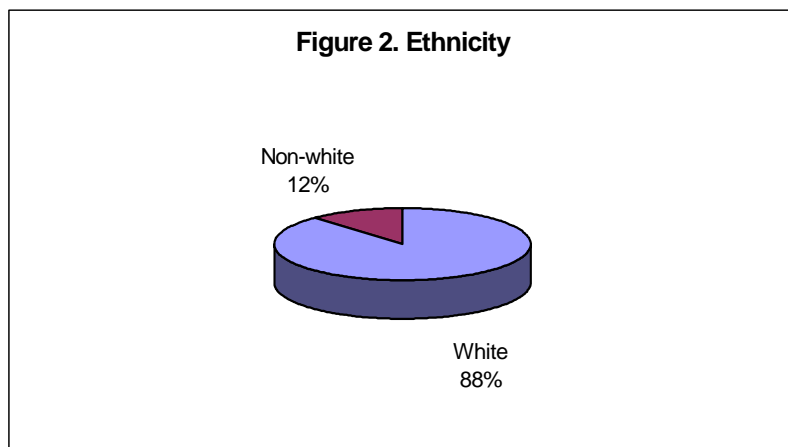


The mean age for the group was 18.22 (SD=0.60). Marital status results for the group identified an almost entirely single (99%) sample population. One participant did not respond to the question of 'marital status'.

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

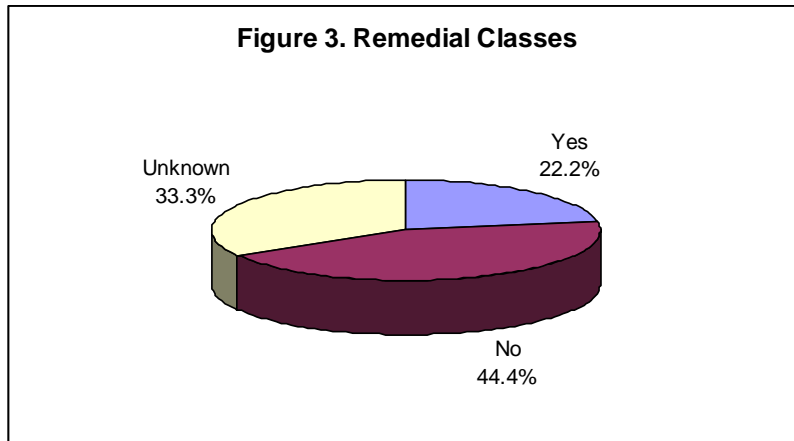
question. The demographic responses obtained were noted as being a comparable representation of the current UW-Stout population.

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.

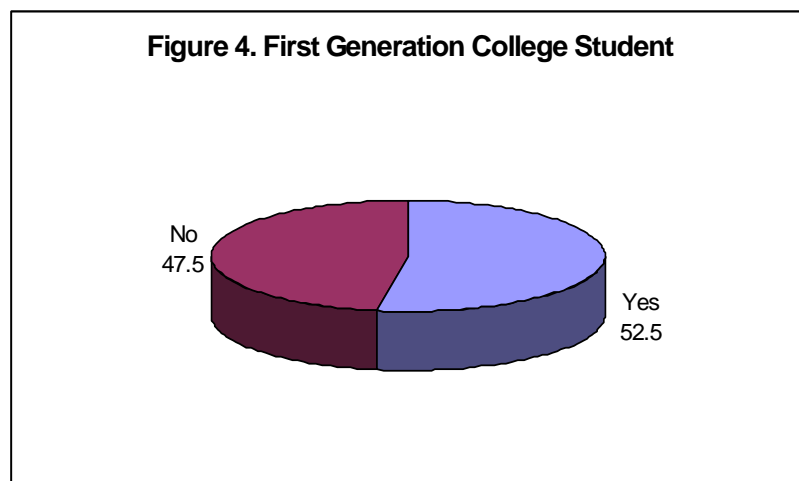


High Risk Students

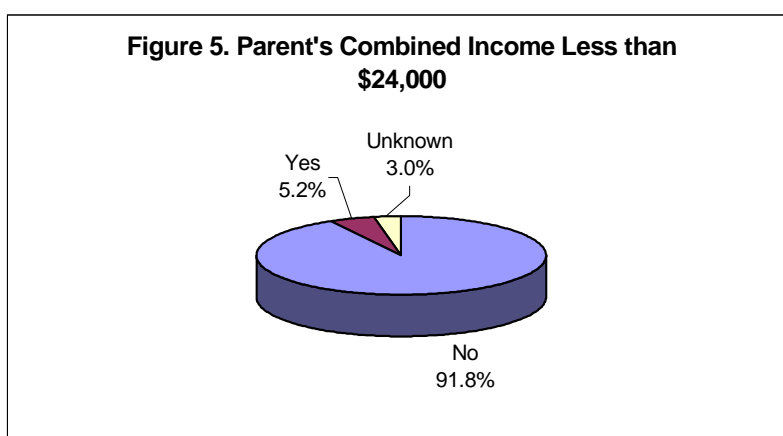
Of the 99 respondents, 22.2% indicated that they were taking remedial classes based on test scores. These remedial classes could be in math or English or both. Another 33.3% of students indicated that they did not know if they were taking remedial classes. The remaining 44.4 percent of incoming freshmen reported that they were not taking remedial classes.



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.



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.



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).

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).

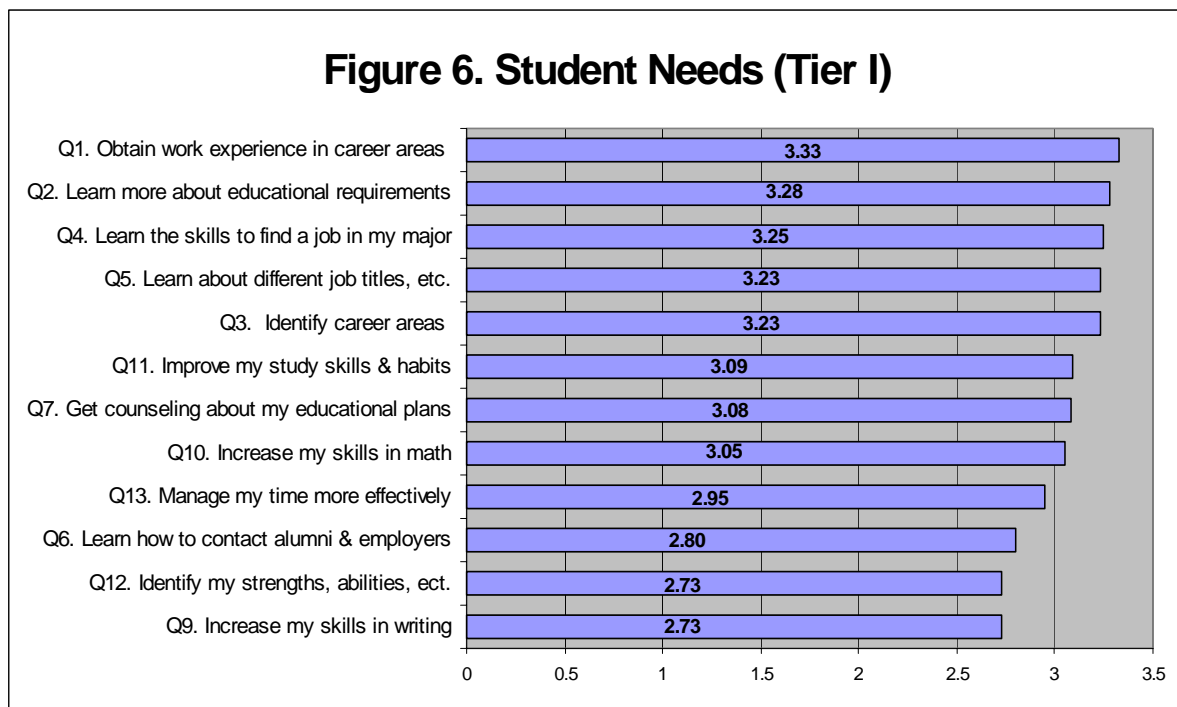
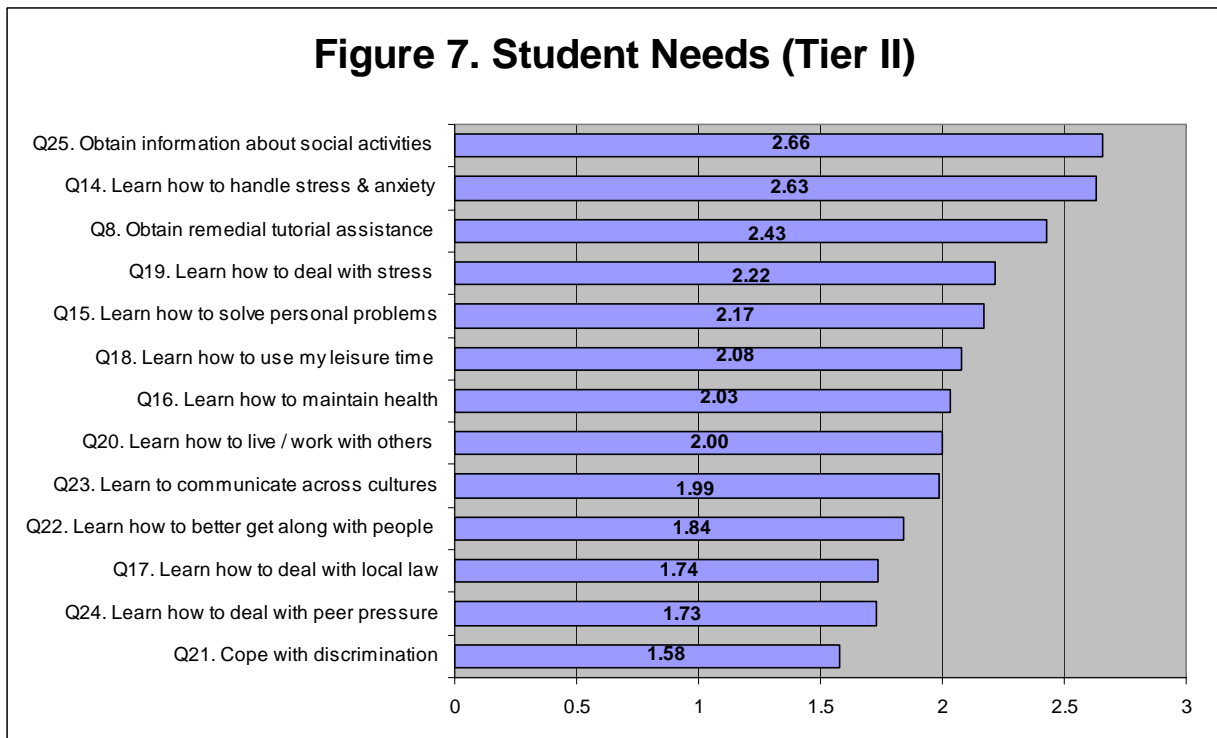


Figure 7 illustrates the lowest means as identified by the participants. The lowest overall mean score was 'cope with discrimination because of my age, race, sex, etc. (M=1.58, SD=0.64). 'Learn how to deal with peer pressure (M=1.73, SD=0.70), 'learn how to deal with local law enforcement' (M=1.74, SD=0.68), 'learn how to better get along with people with

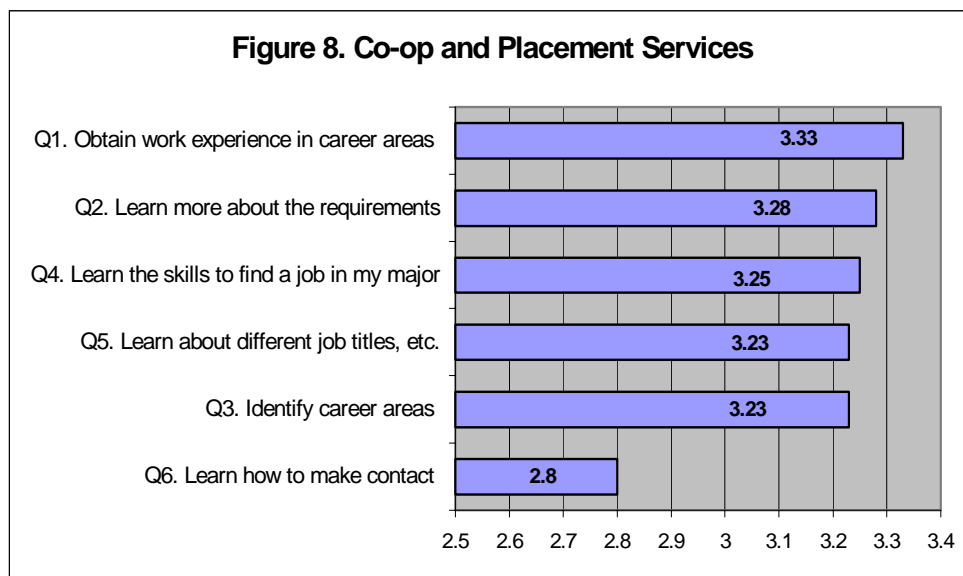
whom I live/work' (M=1.84, SD=0.68) and 'learn to communicate across cultures' (M=1.99, SD=0.68) also received low overall mean scores.



Co-op and Placement Services / Career Counseling Services

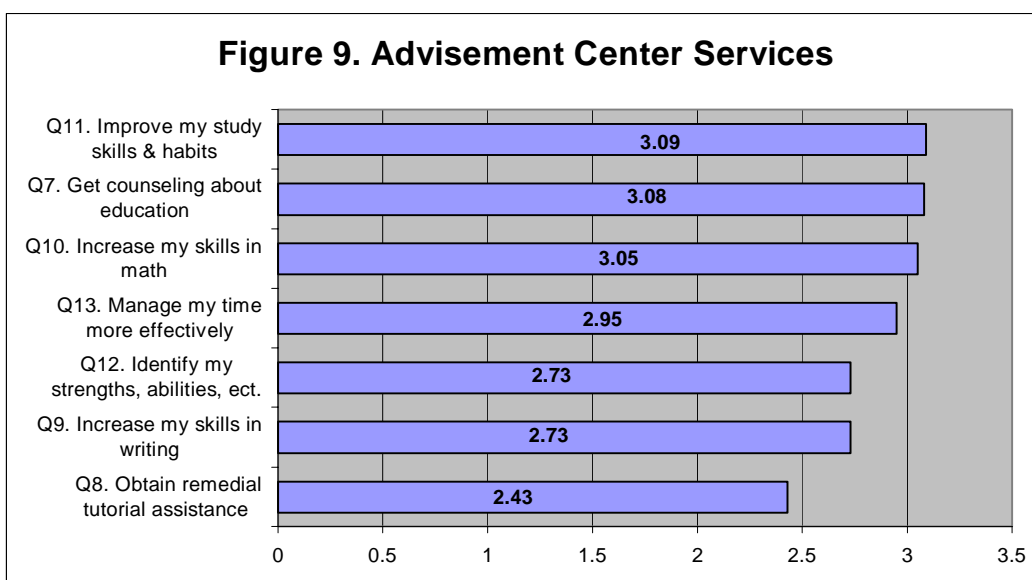
Co-op and Placement Services received the vast majority of high means obtained by the sample. In fact, the top five highest mean scores were all in the area Co-op and placement services / career counseling services. The only Co-op and Placement service / career counseling service question that did not 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.



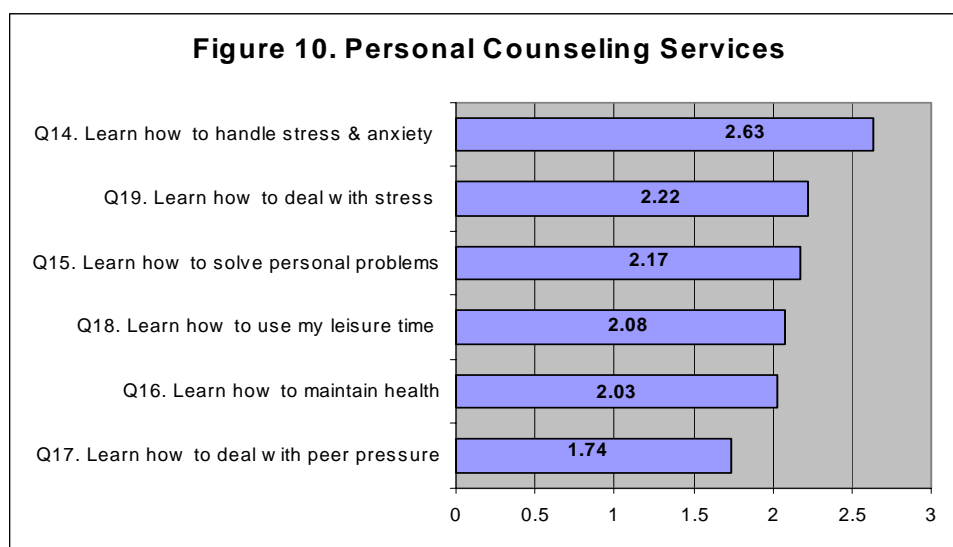
Advisement Center Services

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.



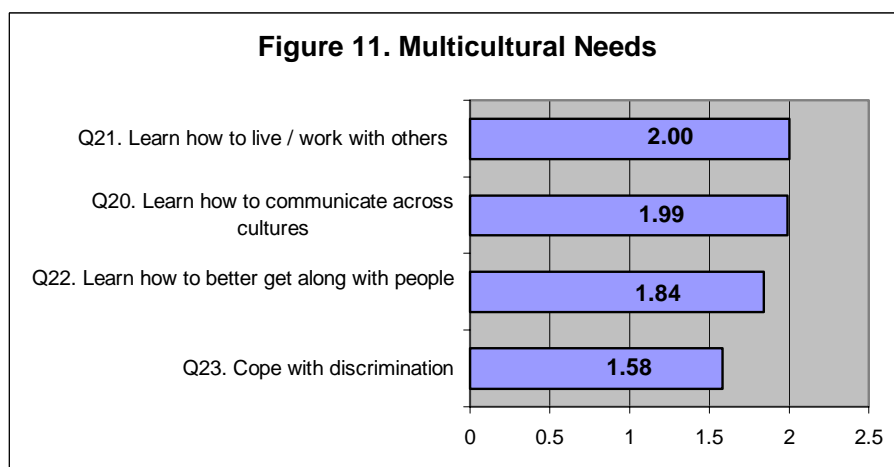
Personal Counseling Services

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.



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



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.

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 open-ended 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' ($P < .008$), 'learn how to maintain good physical and mental health' ($P < .000$) and 'learn how to deal with stress due to my job, family, or education' ($P < .004$).

25

First Generation College Students

An independent samples t-test determined that there was also a significant difference among first generation college students and those who reported that they were not first generation college students. First generation college students had a significantly higher mean score with regards to the item 'learn how to deal with stress due to my job, family, or education' ($P < .010$). Although 'learn how to use my leisure time to get more out of life' ($P < .086$) did not prove significant, it approached significance and suggests that those who are first generation college students have a higher need with regards to this item.

Ethnic Differences

As previously stated, ethnic groups were recoded into two groups: white and non-white. Significant differences were found in five of the survey questions. An independent samples t-test was done and the data indicated that 'non-white' participants reported significantly higher mean scores on the following items: 'learn to deal with peer pressure' ($P < 0.027$), coping with discrimination because of my age, race, sex, etc.' ($P < 0.00$), 'increase my skills in mathematics' ($P < 0.024$), 'learn how to solve personal problems' ($P < 0.04$) and 'obtain information about social activities at UW-Stout' ($P < 0.006$).

Remedial Classes

Students taking remedial classes reported significantly different scores on three items. An independent samples t-test indicated that those students taking remedial classes had significantly higher mean scores for the following items: 'obtain remedial/tutorial assistance for academic courses' ($P < 0.00$), 'increase my skills in mathematics' ($P < 0.013$) and 'learn more about the educational requirements of jobs that interest me' ($P < 0.026$).

26

Correlation Coefficients within Student Service Groups

An analysis of all Student Service groups was performed to identify needs that have a positive or negative relationship. Although no negative correlation coefficients were reported, several moderate or high positive correlation coefficients were identified. All correlation coefficients that received a score higher than 0.5 were considered to be an indication of a moderate relationship. Those that received a correlation coefficient score greater than 0.6 were considered to represent a moderate to high relationship. Nine out of the ten moderate or high correlation coefficients identified were in the area of personal counseling services. One moderate correlation was found amongst the multicultural survey questions. All correlations reported here were statistically significant at $P = 0.01$. These correlation coefficients are reported in Table 1.

Table 1. Moderately High Correlation Coefficients		
Variable I	Variable II	Correlation Coefficient
Learn how to deal with stress due to my job, family or education.	Learn who to use my leisure time to get more out of life	.647
Learn how to solve personal problems	Learn who to use my leisure time to get more out of life	.638
Learn how to solve personal problems	Learn to maintain good physical and mental health	.616
Learn how to handle stress and anxiety in my life	Learn how to solve personal problems	.578
Learn to deal with peer pressure	Learn who to use my leisure time to get more out of life	.570
Learn who to use my leisure time to get more out of life	Learn to maintain good physical and mental health	.567
Learn how to deal with stress due to my job, family or education	Learn how to solve personal problems	.543
Learn how to deal with stress due to my job, family or education	Learn how to handle stress and anxiety in my life	.542
*Learn how to better get along with people with whom I live/work	*Learn how to live/work with others who have values that are different than mine	*.509

Learn to deal with peer pressure	Learn how to solve personal problems	5.05
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Table 1 A (*) marks the only correlation coefficient that was not part of the counseling section of quesitons

Analyses of correlation coefficients were also completed for the advisement center, co-op and placement services, and the career counseling center, however none of these groups of questions received correlation coefficient scores greater than 0.5.

Chapter 5 - Conclusions and Recommendations

Statistical Conclusions

According to the Budget, Planning and Analysis Department at UW-Stout, the demographic information received by incoming freshmen was representative of the current UW-Stout student population. In fact, when the demographic data obtained by this sample was compared to the demographic statistics of current students, it was determined that the largest number difference between the two groups resulted in a two and a half percent overrepresentation of ethnic minorities in the incoming freshmen group. However this may also be an indication of a slight increase in minority student enrollment at UW-Stout.

Although these two groups may report similar demographic information it should be noted that the group of incoming freshmen in this study were categorized as 'undecided', meaning that they did not choose a major at the University of Wisconsin-Stout for one of several reasons. Therefore, caution should be used when generalizing the data analyzed in this study to all freshmen at UW-Stout. The fact that the sample population was 'undecided' may also

indicate why the group identified some of their most important perceived needs, such as 'learn more about the educational requirements' and 'identify career areas' to be career related. Another factor that may have influenced the kinds of needs students reported as most important is the type of setting students were in when taking the survey. Students were attending a 'Freshmen Orientation' day at the University of Wisconsin-Stout, which enables students to meet with their new college adviser, sign up college classes, attend a 'welcome presentation' hosted by the University's Chancellor and attend an open house that includes booths set up by different UW-Stout colleges, majors, minors, and student organizations with the intention of increasing interest and knowledge in these areas. The fact that most of the

29

activities are 'career' or 'academic' in nature might help in understanding why students identified more with these needs.

Other needs that were not noted as being as high on the questionnaire need scale provided to students, such as 'cope with discrimination due to my age, race, sex, etc.' and 'learn how to deal with peer pressure' should not be interpreted as being less important. These needs may have received lower mean scores for several reasons. One reason is because of the stigma attached to needing personal counseling help or help adjusting to college life. Also, it is probably very difficult for incoming freshmen that have never attended college before to understand or predict what college life may be like. Students may have a slight idea of the scope of problems or pressures they may endure, however it is very easy for students to make themselves believe that they will not have problems when attending UW-Stout. Most people would not want to imagine that their college life could possibly be anything but positive, even if past experiences such as high school indicate that this may not be true.

Another reason these needs probably had lower mean scores is that many individuals will not need services related to 'personal counseling' or 'multicultural needs'. These services are provided to a smaller portion of the total population, whereas 'career' and 'academic' counseling or related information is provided to basically the entire student population at UW-Stout.

A large majority of students identified with at least one feature that categorized them as a 'high risk' student. The two features most often reported were 'remedial classes' and 'first generation college student'. As mentioned in the results section, 'high risk' students have already reported differences in need, in relation to those who are not 'high risk', which may help service providers better understand and identify students with these perceived needs. Although it is important to identify these students it was unclear in this research study how

30

these indicators may effect a particular student's outcome. For this reason, it is suggested that students who are identified as 'high risk' be tracked throughout their college career to identify any specific needs these individuals may have.

One result that may appear surprising is the fact that 33.3 percent of the students sampled did not know whether or not they were taking remedial classes. One reason for the high number of 'unknown' responses may be because several of the incoming freshmen had not yet received results from the standardized placement tests which identifies students who must take remedial classes. To avoid this occurrence in the future, it may be helpful to administer this questionnaire when students have received their placement test scores.

It may also be helpful to remove the word 'optional' from the survey, which was placed next to the 'student ID number' question. This change to the survey would help researchers keep more complete records of individual student needs for future research that may involve

tracking students. Also, as mentioned previously, students were reminded in only one of the two 'freshmen orientation' dates that their student ID number could be found on their new student ID cards. When students were informed of this the percentage of respondents that reported their student ID number, went from 35 percent in the first section to 75 percent. This dramatic increase in response rate indicates that a statement regarding the description and location of a student's ID number should be included in the research procedure. Besides 'high risk' student differences, differences in gender were also found. Women reported significantly higher means in regard to three items. These differences all related to 'personal counseling needs' which is not surprising due to the fact that women historically report a greater number of mental illness problems and report problems or concerns more frequently than do men.

31

Ethnic differences were also found between those who identified themselves as 'white' and those who did not. As reported in the results section of this study, those who reported they were 'non-white' felt they were more likely to have a need to 'learn how to cope with discrimination', 'deal with peer pressure', 'increase my skills in mathematics', learn how to solve personal problems' and 'obtain information about social activities at UW-Stout'. The large number of significantly higher mean scores reported by 'non-white' students suggests race may be one of the more important indicators of those students that need extra support or help with regards to their college education.

One interesting result was the consistent positive correlations regarding 'personal counseling' questions on the survey. Of the ten positive correlations identified, nine of them were from the 'personal counseling' section of the questionnaire. This suggests that as one aspect of

'personal counseling needs' increased other aspects also increase, indicating that people with 'personal counseling' needs usually have several issues they feel they may need to resolve.

Recommendations

Although this study by itself may be helpful in identifying the types of students currently enrolling at UW-Stout and the perceived needs of these students, it is less useful for identifying problems that may actually occur. In order for this study to determine future problems, based on the results given by incoming freshmen, a tracking study would have to be developed. This would include continually tracking students from 'freshmen orientation' to graduation. Once a study of this magnitude was performed it would then be easier for researchers to identify early indicators that would most likely result in future problems or needs of UW-Stout students. This would help student service providers interact with students in a more proactive manner. However, it should be noted that assessing student needs is an ongoing process. As stated in the literature review section, student needs are continually

32

changing and therefore it is difficult for student services to continually change services to accurately reflect current student trends. Although it is difficult to continually change student services and fund research related to student needs, it is also difficult for a university to function successfully when it is unaware of the needs of its students and is therefore denying students the help they may need to successfully graduate and be a more productive member of society. Assessing student needs will be increasingly important for student service providers in the near future because of the increasing pressure and responsibility of student service providers to help to retain students. According to the latest data reported by the UW-Stout Budget and Planning Office, only 30.2 percent of students still attend the University of Wisconsin Stout after ten semesters. As universities become more competitive

in regard to attracting potential students, student service's knowledge of current needs will be important factors in retaining the students who decide to attend UW-Stout.

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Appendix A
Needs Assessment Instrument

This survey evaluates the needs of college freshman at UW-Stout. The information will be used to develop services and programs for students. Questions regarding this survey should be directed to Advisement and Career Center at 232-1465. Thank you.

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

Current Age: _____ **Gender:** Male Female **Student ID number :** _____

Marital status (please check one):
 ____ Unmarried (including Single,
 Divorced, and Widowed)
 ____ Married

Racial/ Ethnic group (please check one):
 ____ Black
 ____ White
 ____ Hispanic or Latino
 ____ Native American
 ____ Asian
 Other: _____

Please circle one answer for each of the following questions:

- | | | | |
|---|-----|----|---------|
| I am a first generation college student (neither of my parents earned a four-year degree) | yes | no | unknown |
| My parents combined income is less than \$24,000 | yes | no | unknown |
| I am taking one or more remedial classes based on test scores | yes | no | unknown |
| I may be eligible for accommodation services because of a qualifying disability | yes | no | unknown |

Your needs: By circling, indicate to the right of each item the extent of your need for each area. Think about your needs in terms of the importance of each item, for you personally, as a student at UW-Stout. Please use the following scale to assess your need.

- Rate: [4] High Need
 [3] Moderate Need
 [2] Little Need
 [1] No Need

[4] High Need
[3] Moderate Need
[2] Little Need
[1] No Need

- | | | | | |
|---|-----|-----|-----|-----|
| 1. Identify career areas that fit my current skills, abilities, and interests. | [4] | [3] | [2] | [1] |
| 2. Learn more about the educational requirements of jobs that interest me. | [4] | [3] | [2] | [1] |
| 3. Learn about types of job titles, salary and geographic locations of graduates from my major. | [4] | [3] | [2] | [1] |
| 4. Learn the skills to find a job in my major. | [4] | [3] | [2] | [1] |
| 5. Obtain work experience in career areas of interest to me. | [4] | [3] | [2] | [1] |
| 6. Learn how to make contact with alumni and employers from my major. | [4] | [3] | [2] | [1] |
| 7. Get counseling/ advise about my educational plans. | [4] | [3] | [2] | [1] |
| 8. Obtain remedial/tutorial assistance for academic courses. | [4] | [3] | [2] | [1] |
| 9. Increase my skills in writing. | [4] | [3] | [2] | [1] |

(Please Turn Over)

	[4] High Need	[3] Moderate Need	[2] Little Need	[1] No Need
10. Increase my skills in mathematics.	[4]	[3]	[2]	[1]
11. Improve my study skills and habits.	[4]	[3]	[2]	[1]
12. Identify my strengths, abilities, and limitations.	[4]	[3]	[2]	[1]
13. Manage my time more effectively.	[4]	[3]	[2]	[1]
14. Learn how to handle stress and anxiety in my life.	[4]	[3]	[2]	[1]
15. Learn how to solve personal problems.	[4]	[3]	[2]	[1]
16. Learn how to maintain good physical and mental health.	[4]	[3]	[2]	[1]
17. Learn how to deal with peer pressure.	[4]	[3]	[2]	[1]
18. Learn how to use my leisure time to get more out of life.	[4]	[3]	[2]	[1]
19. Learn how to deal with stress due to my job, family, or education.	[4]	[3]	[2]	[1]
20. Learn how to live/work with others who have values different from mine.	[4]	[3]	[2]	[1]
21. Cope with discrimination because of my age, race, sex, etc.	[4]	[3]	[2]	[1]
22. Learn how to better get along with people with whom I live/work.	[4]	[3]	[2]	[1]
23. Learn to communicate across cultures.	[4]	[3]	[2]	[1]
24. Learn how to deal with local law enforcement agencies.	[4]	[3]	[2]	[1]
25. Obtain information about social activities at UW-Stout.	[4]	[3]	[2]	[1]
26. Please use the space below to identify any other needs you may have				

Thank You.

Appendix B
SPSS Output for Statistical Results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age of participant	99	17	21	18.22	.60
Valid N (listwise)	99				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Identify career areas that fit my current skills etc	99	1	4	3.23	.70
Learn more about the educational requirements	99	2	4	3.28	.61
Learn about types of job titles	99	2	4	3.23	.67
Learn the skills to find a job in my major	99	2	4	3.25	.68
Obtain work experience in career areas of interest to me	98	2	4	3.33	.65
Learn how to make contact with alumni and employers from my major	97	1	4	2.80	.74
Get counseling advise about my educational plans	98	1	4	3.08	.81
Obtain remedial tutorial assistance for academic courses	97	1	4	2.43	.78
Increase my skills in writing	98	1	4	2.72	.81
Increase my skills in math	99	2	4	3.05	.72
improve my study skills and habits	98	1	4	3.09	.76
Identify my strenghts abilities and limitations	98	1	4	2.72	.74
manage my time more effectively	99	1	4	2.95	.80
Learn how to handel stress and anxiety in my life	99	1	4	2.63	.84
Learn how to solve personal problems	99	1	4	2.17	.74
Learn how to maintain good physical and mental health	99	1	4	2.03	.81
Learn hwo to deal with peer pressure	99	1	4	1.73	.70
Learn how to use my leisure time to get more out of life	99	1	4	2.08	.72
Learn how to deal with stress due to my job family or education	99	1	4	2.22	.79
Learn how to live work with others who have values different from mine	98	1	4	2.00	.75
Cope with discrimination becuase of my age race sex etc	98	1	3	1.58	.64
learn how to better get along with people with whom I live/ work	99	1	3	1.84	.68
learn to communicate across cultures	99	1	4	1.99	.68
Learn how to deal with local law enforcement agencies	99	1	4	1.74	.82
Obtain infromation about social activities at UW-Stout	97	1	4	2.66	.66
Valid N (listwise)	92				

Correlations

Correlations

	Learn how to live work with others who have values different from mine	Cope with discrimination because of my age race sex etc	learn how to better get along with people with whom I live/ work	learn to communicate across cultures	
Pearson Correlation	Learn how to live work with others who have values different from mine	1.000	.450**	.509**	.423**
	Cope with discrimination because of my age race sex etc	.450**	1.000	.325**	.353**
	learn how to better get along with people with whom I live/ work	.509**	.325**	1.000	.461**
	learn to communicate across cultures	.426**	.358**	.461**	1.000
Sig. (2-tailed)	Learn how to live work with others who have values different from mine	.000	.000	.000	.000
	Cope with discrimination because of my age race sex etc	.000	.001	.000	.000
	learn how to better get along with people with whom I live/ work	.000	.001	.000	.000
	learn to communicate across cultures	.000	.000	.000	.000
N	Learn how to live work with others who have values different from mine	98	97	98	93
	Cope with discrimination because of my age race sex etc	97	98	98	93
	learn how to better get along with people with whom I live/ work	98	98	99	99
	learn to communicate across cultures	98	98	99	99

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Learn how to handel stress and anxiety in my life	Learn how to solve personal problems	Learn how to maintain good physical and mental health	Learn hwo to deal with peer pressure	Learn how to use my leisure time to get more out of life	Learn how to deal with stress due to my job family or education
Pearson Correlation	Learn how to handel stress and anxiety in my life	1.000	.578**	.435**	.347**	.486**	.542**
	Learn how to solve personal problems	.578**	1.000	.616**	.505**	.638**	.543**
	Learn how to maintain good physical and mental health	.435**	.616**	1.000	.446**	.567**	.482**
	Learn hwo to deal with peer pressure	.347**	.505**	.446**	1.000	.570**	.463**
	Learn how to use my leisure time to get more out of life	.486**	.638**	.567**	.570**	1.000	.647**
	Learn how to deal with stress due to my job family or education	.542**	.543**	.482**	.463**	.647**	1.000
Sig. (2-tailed)	Learn how to handel stress and anxiety in my life	.	.000	.000	.000	.000	.000
	Learn how to solve personal problems	.000	.	.000	.000	.000	.000
	Learn how to maintain good physical and mental health	.000	.000	.	.000	.000	.000
	Learn hwo to deal with peer pressure	.000	.000	.000	.	.000	.000
	Learn how to use my leisure time to get more out of life	.000	.000	.000	.000	.	.000
	Learn how to deal with stress due to my job family or education	.000	.000	.000	.000	.000	.
N	Learn how to handel stress and anxiety in my life	99	99	99	99	99	99
	Learn how to solve personal problems	99	99	99	99	99	99
	Learn how to maintain good physical and mental health	99	99	99	99	99	99
	Learn hwo to deal with peer pressure	99	99	99	99	99	99
	Learn how to use my leisure time to get more out of life	99	99	99	99	99	99
	Learn how to deal with stress due to my job family or education	99	99	99	99	99	99

** - Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Learn about types of job titles	Learn the skills to find a job in my major	Learn how to make contact with alumni and employers from my major
Pearson Correlation	Learn about types of job titles	1.000	.299**	.372**
	Learn the skills to find a job in my major	.299**	1.000	.229*
	Learn how to make contact with alumni and employers from my major	.372**	.229*	1.000
Sig. (2-tailed)	Learn about types of job titles	.	.003	.000
	Learn the skills to find a job in my major	.003	.	.024
	Learn how to make contact with alumni and employers from my major	.000	.024	.
N	Learn about types of job titles	99	99	97
	Learn the skills to find a job in my major	99	99	97
	Learn how to make contact with alumni and employers from my major	97	97	97

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Correlations

		Identify career areas that fit my current skills etc	Obtain work experience in career areas of interest to me	Learn more about the educational requirements
Pearson Correlation	Identify career areas that fit my current skills etc	1.000	.168	.325**
	Obtain work experience in career areas of interest to me	.168	1.000	.203*
	Learn more about the educational requirements	.325**	.203*	1.000
Sig. (2-tailed)	Identify career areas that fit my current skills etc	.	.097	.001
	Obtain work experience in career areas of interest to me	.097	.	.045
	Learn more about the educational requirements	.001	.045	.
N	Identify career areas that fit my current skills etc	99	98	99
	Obtain work experience in career areas of interest to me	98	98	98
	Learn more about the educational requirements	99	98	99

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Correlations

	Get counseling advise about my educational plans	Obtain remedial tutorial assistance for academic courses	Increase my skills in writing	Increase my skills in math	improve my study skills and habits	Identify my strenghts abilities and limitations	manage my time more effectively	
Pearson Correlation	Get counseling advise about my educational plans	1.000	.455**	.192	.294**	.356**	.261**	.165
	Obtain remedial tutorial assistance for academic courses	.455**	1.000	.242*	.288**	.265**	.045	.022
	Increase my skills in writing	.192	.242*	1.000	.332**	.393**	.208*	.254*
	Increase my skills in math	.294**	.288**	.332**	1.000	.330**	.237*	.111
	improve my study skills and habits	.356**	.265**	.393**	.330**	1.000	.420**	.498**
	Identify my strenghts abilities and limitations	.261**	.045	.208*	.237*	.420**	1.000	.450**
	manage my time more effectively	.165	.022	.254*	.111	.498**	.450**	1.000
Sig. (2-tailed)	Get counseling advise about my educational plans	.	.000	.058	.003	.000	.010	.104
	Obtain remedial tutorial assistance for academic courses	.000	.	.017	.004	.009	.664	.831
	Increase my skills in writing	.058	.017	.	.001	.000	.041	.012
	Increase my skills in math	.003	.004	.001	.	.001	.019	.275
	improve my study skills and habits	.000	.009	.000	.001	.	.000	.000
	Identify my strenghts abilities and limitations	.010	.664	.041	.019	.000	.	.000
	manage my time more effectively	.104	.831	.012	.275	.000	.000	.
N	Get counseling advise about my educational plans	98	97	98	98	98	97	98
	Obtain remedial tutorial assistance for academic courses	97	97	97	97	97	96	97
	Increase my skills in writing	98	97	98	98	98	97	98
	Increase my skills in math	98	97	98	99	98	98	99
	improve my study skills and habits	98	97	98	98	98	97	98
	Identify my strenghts abilities and limitations	97	96	97	98	97	98	98
	manage my time more effectively	98	97	98	99	98	98	99

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Group Statistics

	I am taking one or more remedial classes	N	Mean	Std. Deviation	Std. Error Mean
I may be eligilbe for accommodations services because of a qualifying disability	yes	22	2.09	.29	6.27E-02
	no	44	2.00	.00	.00
Identify career areas that fit my current skills etc	yes	22	3.18	.73	.16
	no	44	3.23	.74	.11
Learn more about the educational requirements	yes	22	3.55	.60	.13
	no	44	3.18	.62	9.35E-02
Learn about types of job titles	yes	22	3.41	.59	.13
	no	44	3.16	.68	.10
Learn the skills to find a job in my major	yes	22	3.18	.66	.14
	no	44	3.27	.73	.11
Obtain work experience in career areas of interest to	yes	22	3.27	.63	.13
	no	43	3.35	.69	.10
Learn how to make contact with alumni and	yes	22	2.77	.81	.17
	no	42	2.86	.61	9.38E-02
Get counseling advise about my educational	yes	22	3.14	.89	.19
	no	43	3.09	.84	.13
Obtain remedial tutorial assistance for academic	yes	22	2.86	.64	.14
	no	43	2.16	.72	.11
Increase my skills in writing	yes	22	2.77	.75	.16
	no	43	2.70	.86	.13
Increase my skills in math	yes	22	3.32	.72	.15
	no	44	2.84	.71	.11
improve my study skills and habits	yes	22	3.09	.75	.16
	no	43	3.12	.73	.11
Identify my strenghts abilities and limitations	yes	22	2.59	.67	.14
	no	44	2.80	.76	.12
manage my time more effectively	yes	22	3.05	.72	.15
	no	44	2.98	.79	.12
Learn how to handel stress and anxiety in my	yes	22	2.45	.67	.14
	no	44	2.80	.88	.13
Learn how to solve personal problems	yes	22	2.05	.58	.12
	no	44	2.34	.75	.11
Learn how to maintain good physical and mental	yes	22	2.00	.93	.20
	no	44	2.16	.75	.11
Learn hwo to deal with peer pressure	yes	22	1.77	.75	.16
	no	44	1.86	.73	.11
Learn how to use my leisure time to get more	yes	22	2.18	.85	.18
	no	44	2.20	.67	.10
Learn how to deal with stress due to my job	yes	22	2.14	.77	.17
	no	44	2.32	.83	.12
Learn how to live work with others who have	yes	22	1.86	.77	.17
	no	43	2.16	.72	.11
Cope with discrimination becuase of my age race	yes	22	1.50	.67	.14
	no	44	1.68	.64	9.63E-02
learn how to better get along with people with	yes	22	1.73	.70	.15
	no	44	2.00	.61	9.20E-02
learn to communicate across cultures	yes	22	2.09	.87	.19
	no	44	2.07	.55	8.22E-02
Learn how to deal with local law enforcement	yes	22	1.68	.95	.20
	no	44	1.73	.76	.11
Obtain infromation about social activities at	yes	22	2.68	.84	.18
	no	44	2.73	.66	9.95E-02
Please use the space below to identify any other	yes	22	99.00	.00	.00
	no	44	96.77	14.77	2.23

Independent Samples Test

	Levene's Test for quality of Variance		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Identify career areas fit my current skills € assumed	.000	.985	-.235	64	.815	4.55E-02	.19	-.43	.34
			-.236	42.634	.814	4.55E-02	.19	-.43	.34
Learn more about th educational requirer assumed	.368	.546	2.274	64	.026	.36	.16	.42E-02	.68
			2.305	43.667	.026	.36	.16	.57E-02	.68
Learn about types o titles	.000	.982	1.469	64	.147	.25	.17	.01E-02	.59
			1.540	47.830	.130	.25	.16	.64E-02	.58
Learn the skills to fir job in my major assumed	1.249	.268	-.492	64	.624	9.09E-02	.18	-.46	.28
			-.508	45.670	.614	9.09E-02	.18	-.45	.27
Obtain work experie career areas of inter assumed me	.873	.354	-.435	63	.665	7.61E-02	.18	-.43	.27
			-.447	45.715	.657	7.61E-02	.17	-.42	.27
Learn how to make contact with alumni ; assumed employers from my	5.940	.018	-.469	62	.641	8.44E-02	.18	-.44	.28
			-.429	33.632	.671	8.44E-02	.20	-.48	.32
Get counseling advi about my education; assumed plans	.059	.809	.193	63	.848	4.33E-02	.22	-.41	.49
			.189	40.358	.851	4.33E-02	.23	-.42	.51
Obtain remedial tutc assistance for acadc assumed courses	.492	.486	3.846	63	.000	.70	.18	.34	1.07
			4.000	47.231	.000	.70	.18	.35	1.05
Increase my skills in writing assumed	.979	.326	.347	63	.730	7.51E-02	.22	-.36	.51
			.362	47.830	.719	7.51E-02	.21	-.34	.49
Increase my skills in assumed	.208	.650	2.559	64	.013	.48	.19	.10	.85
			2.555	41.961	.014	.48	.19	.10	.85
improve my study st and habits assumed	.398	.530	-.131	63	.896	2.54E-02	.19	-.41	.36
			-.130	41.446	.897	2.54E-02	.19	-.42	.37
Identify my strenghts abilities and limitatic assumed	.003	.955	-1.067	64	.290	-.20	.19	-.59	.18
			-1.118	47.694	.269	-.20	.18	-.57	.16
manage my time mc effectively assumed	.644	.425	.339	64	.736	6.82E-02	.20	-.33	.47
			.350	45.768	.728	6.82E-02	.19	-.32	.46
Learn how to hande stress and anxiety ir assumed life	2.081	.154	-1.600	64	.115	-.34	.21	-.77	.47E-02
			-1.749	53.285	.086	-.34	.19	-.73	.00E-02
Please use the spac below to identify any assumed needs you may have	2.080	.154	.704	64	.484	2.23	3.16	-4.09	8.54
			1.000	43.000	.323	2.23	2.23	-2.26	6.72

Independent Samples Test

		Levene's Test for		t-test for Equality of Means						
		quality of Variance		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.						Lower	Upper
Learn how to solve personal problems	Equal variance assumed	7.017	.010	-1.630	64	.108	-.30	.18	-.66	.67E-02
	Equal variance not assumed			-1.776	52.844	.082	-.30	.17	-.63	.83E-02
Learn how to maintain good physical and mental health	Equal variance assumed	.359	.551	-.753	64	.454	-.16	.21	-.58	.26
	Equal variance not assumed			-.700	35.019	.488	-.16	.23	-.62	.30
Learn how to deal with peer pressure	Equal variance assumed	.151	.699	-.470	64	.640	9.09E-02	.19	-.48	.30
	Equal variance not assumed			-.467	41.236	.643	9.09E-02	.19	-.48	.30
Learn how to use more leisure time to get more out of life	Equal variance assumed	1.197	.278	-.119	64	.906	2.27E-02	.19	-.41	.36
	Equal variance not assumed			-.109	34.266	.914	2.27E-02	.21	-.44	.40
Learn how to deal with stress due to my job family or education	Equal variance assumed	.839	.363	-.858	64	.394	-.18	.21	-.61	.24
	Equal variance not assumed			-.878	44.780	.385	-.18	.21	-.60	.24
Learn how to live with others who have values different from yours	Equal variance assumed	.045	.832	-1.543	63	.128	-.30	.19	-.69	.82E-02
	Equal variance not assumed			-1.508	39.865	.139	-.30	.20	-.70	.10
Cope with discrimination because of my age, race, sex etc	Equal variance assumed	.181	.672	-1.071	64	.288	-.18	.17	-.52	.16
	Equal variance not assumed			-1.053	40.218	.299	-.18	.17	-.53	.17
learn how to better cope along with people with whom I live/ work	Equal variance assumed	3.940	.051	-1.627	64	.109	-.27	.17	-.61	.21E-02
	Equal variance not assumed			-1.552	37.234	.129	-.27	.18	-.63	.33E-02
learn to communicate across cultures	Equal variance assumed	7.486	.008	.130	64	.897	2.27E-02	.17	-.33	.37
	Equal variance not assumed			.112	29.552	.911	2.27E-02	.20	-.39	.44
Learn how to deal with local law enforcement agencies	Equal variance assumed	.899	.346	-.211	64	.833	4.55E-02	.22	-.48	.38
	Equal variance not assumed			-.196	34.917	.846	4.55E-02	.23	-.52	.43

T-Test

Group Statistics

	Racial Ethnic group of subject	N	Mean	Std. Deviation	Std. Error Mean
Learn how to solve personal problems	other	9	2.67	1.00	.33
	white	88	2.14	.70	7.44E-02
Learn how to maintain good physical and mental health	other	9	2.44	1.24	.41
	white	88	2.00	.76	8.08E-02
Learn hwo to deal with peer pressure	other	9	2.22	1.09	.36
	white	88	1.68	.64	6.77E-02
Learn how to use my leisure time to get more	other	9	2.33	.87	.29
	white	88	2.07	.71	7.55E-02
Learn how to deal with stress due to my job	other	9	2.44	1.13	.38
	white	88	2.20	.76	8.11E-02
Learn how to live work with others who have	other	9	2.00	.87	.29
	white	87	2.00	.75	8.01E-02
Cope with discrimination becuase of my age race	other	9	2.33	.71	.24
	white	87	1.51	.59	6.31E-02
learn how to better get along with people with	other	9	1.89	.78	.26
	white	88	1.82	.67	7.15E-02
learn to communicate across cultures	other	9	2.00	.87	.29
	white	88	1.99	.65	6.95E-02
Learn how to deal with local law enforcement	other	9	1.89	1.36	.45
	white	88	1.72	.74	7.91E-02

Independent Samples Test

	Levene's Test for Equality of Variance		t-test for Equality of Means						
	F	Sig.	t	df	Sig. 2-tailed	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Learn how to solve personal problem	3.301	.072	2.081	95	.040	.53	.25	.44E-02	1.04
			1.553	8.815	.156	.53	.34	-.24	1.31
Learn how to manage good physical and health	7.324	.008	1.569	95	.120	.44	.28	-.12	1.01
			1.059	8.626	.319	.44	.42	-.51	1.40
Learn how to deal with peer pressure	3.623	.060	2.252	95	.027	.54	.24	.11E-02	1.02
			1.458	8.561	.180	.54	.37	-.30	1.39
Learn how to use leisure time to get out of life	1.143	.288	1.049	95	.297	.27	.25	-.24	.77
			.889	9.127	.397	.27	.30	-.41	.94
Learn how to deal with stress due to my family or education	4.308	.041	.859	95	.393	.24	.28	-.31	.79
			.622	8.756	.550	.24	.39	-.64	1.12
Learn how to live with others who have different values	.872	.353	.000	94	1.000	.00	.27	-.53	.53
			.000	9.274	1.000	.00	.30	-.67	.67
Cope with discrimination because of my race, sex etc	.354	.553	3.945	94	.000	.83	.21	.41	1.24
			3.392	9.182	.008	.83	.24	.28	1.38
Learn how to better along with people whom I live/work with	.145	.704	.297	95	.767	.07E-02	.24	-.40	.54
			.262	9.244	.799	.07E-02	.27	-.54	.68
Learn to communicate across cultures	2.169	.144	.048	95	.962	.14E-02	.24	-.46	.48
			.038	8.952	.970	.14E-02	.30	-.66	.68
Learn how to deal with local law enforcement agencies	14.453	.000	.608	95	.545	.17	.28	-.39	.74
			.375	8.491	.717	.17	.46	-.88	1.23

Group Statistics

	Racial Ethnic group of subject	N	Mean	Std. Deviation	Std. Error Mean
Identify career areas that fit my current skills etc	other	9	3.11	.78	.26
	white	88	3.26	.69	7.32E-02
Learn more about the educational requirements	other	9	3.00	.50	.17
	white	88	3.31	.61	6.54E-02
Learn about types of job titles	other	9	3.33	.71	.24
	white	88	3.23	.67	7.18E-02
Learn the skills to find a job in my major	other	9	3.33	.87	.29
	white	88	3.25	.67	7.09E-02
Obtain work experience in career areas of interest to	other	9	3.22	.83	.28
	white	87	3.32	.64	6.84E-02
Learn how to make contact with alumni and	other	9	2.78	.97	.32
	white	86	2.80	.72	7.73E-02
Get counseling advise about my educational	other	9	3.44	.73	.24
	white	87	3.06	.81	8.71E-02
Obtain remedial tutorial assistance for academic	other	9	2.78	.67	.22
	white	86	2.41	.77	8.33E-02
Increase my skills in writing	other	9	2.67	1.00	.33
	white	87	2.72	.80	8.60E-02
Increase my skills in math	other	9	3.56	.53	.18
	white	88	2.99	.72	7.67E-02
improve my study skills and habits	other	9	3.44	.53	.18
	white	87	3.05	.78	8.32E-02
Identify my strenghts abilities and limitations	other	9	2.89	.78	.26
	white	87	2.71	.75	7.99E-02
manage my time more effectively	other	9	3.22	.83	.28
	white	88	2.93	.80	8.52E-02
Learn how to handel stress and anxiety in my	other	9	2.56	1.01	.34
	white	88	2.64	.83	8.88E-02

Correlations

	Get counseling advise about my educational plans	Obtain remedial tutorial assistance for academic courses	Increase my skills in writing	Increase my skills in math	improve my study skills and habits	Identify my strenghts abilities and limitations	manage my time more effectively	
Pearson Correlation	Get counseling advise about my educational plans	1.000	.455**	.192	.294**	.356**	.261**	.165
	Obtain remedial tutorial assistance for academic courses	.455**	1.000	.242*	.288**	.265**	.045	.022
	Increase my skills in writing	.192	.242*	1.000	.332**	.393**	.208*	.254*
	Increase my skills in math	.294**	.288**	.332**	1.000	.330**	.237*	.111
	improve my study skills and habits	.356**	.265**	.393**	.330**	1.000	.420**	.498**
	Identify my strenghts abilities and limitations	.261**	.045	.208*	.237*	.420**	1.000	.450**
	manage my time more effectively	.165	.022	.254*	.111	.498**	.450**	1.000
Sig. (2-tailed)	Get counseling advise about my educational plans	.	.000	.058	.003	.000	.010	.104
	Obtain remedial tutorial assistance for academic courses	.000	.	.017	.004	.009	.664	.831
	Increase my skills in writing	.058	.017	.	.001	.000	.041	.012
	Increase my skills in math	.003	.004	.001	.	.001	.019	.275
	improve my study skills and habits	.000	.009	.000	.001	.	.000	.000
	Identify my strenghts abilities and limitations	.010	.664	.041	.019	.000	.	.000
	manage my time more effectively	.104	.831	.012	.275	.000	.000	.
N	Get counseling advise about my educational plans	98	97	98	98	98	97	98
	Obtain remedial tutorial assistance for academic courses	97	97	97	97	97	96	97
	Increase my skills in writing	98	97	98	98	98	97	98
	Increase my skills in math	98	97	98	99	98	98	99
	improve my study skills and habits	98	97	98	98	98	97	98
	Identify my strenghts abilities and limitations	97	96	97	98	97	98	98
	manage my time more effectively	98	97	98	99	98	98	99

** · Correlation is significant at the 0.01 level (2-tailed).

* · Correlation is significant at the 0.05 level (2-tailed).

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Identify career areas that fit my current skills etc	.026	.871	-0.618	95	.538	-.15	.24	-.63	.33
			-0.555	9.306	.592	-.15	.27	-.76	.46
Learn more about the educational requirements	8.444	.005	-1.450	95	.150	-.31	.21	-.73	.11
			-1.714	10.628	.116	-.31	.18	-.70	3.89E-02
Learn about types of job titles	.058	.810	.448	95	.655	.11	.24	-.36	.58
			.430	9.545	.676	.11	.25	-.45	.66
Learn the skills to find job in my major	2.103	.150	.348	95	.729	8.33E-02	.24	-.39	.56
			.280	8.992	.786	8.33E-02	.30	-.59	.76
Obtain work experience in career areas of interest	1.469	.229	-.433	94	.666	-9.96E-02	.23	-.56	.36
			-.348	8.996	.736	-9.96E-02	.29	-.75	.55
Learn how to make contact with alumni and employers from my major	1.107	.295	-.094	93	.925	-2.45E-02	.26	-.54	.49
			-.074	8.933	.943	-2.45E-02	.33	-.78	.73
Get counseling advice about my educational plans	.004	.949	1.373	94	.173	.39	.28	-.17	.95
			1.504	10.186	.163	.39	.26	-.18	.96
Obtain remedial tutoring assistance for academic courses	1.034	.312	1.385	93	.169	.37	.27	-.16	.90
			1.562	10.388	.148	.37	.24	-.16	.90
Increase my skills in writing	.982	.324	-.200	94	.842	-5.75E-02	.29	-.63	.51
			-.167	9.098	.871	-5.75E-02	.34	-.83	.72
Increase my skills in reading	.019	.891	2.298	95	.024	.57	.25	7.71E-02	1.06
			2.958	11.299	.013	.57	.19	.15	.99
improve my study skills and habits	.190	.664	1.501	94	.137	.40	.27	-.13	.93
			2.050	11.937	.063	.40	.19	2.53E-02	.82
Identify my strengths, abilities and limitations	.099	.753	.672	94	.503	.18	.26	-.34	.70
			.647	9.569	.533	.18	.27	-.43	.79
manage my time more effectively	.109	.742	1.034	95	.304	.29	.28	-.27	.85
			.999	9.569	.342	.29	.29	-.36	.94
Learn how to handle stress and anxiety in life	.698	.406	-.272	95	.786	-8.08E-02	.30	-.67	.51
			-.231	9.139	.822	-8.08E-02	.35	-.87	.71

T-Test

Group Statistics

	I am a first generation college student	N	Mean	Std. Deviation	Std. Error Mean
Identify career areas that fit my current skills etc	yes	53	3.30	.75	.10
	no	45	3.18	.61	9.15E-02
Learn more about the educational requirements	yes	53	3.28	.66	9.09E-02
	no	45	3.29	.55	8.18E-02
Learn about types of job titles	yes	53	3.30	.67	9.17E-02
	no	45	3.16	.67	.10
Learn the skills to find a job in my major	yes	53	3.34	.62	8.49E-02
	no	45	3.18	.72	.11
Obtain work experience in career areas of interest to	yes	53	3.40	.69	9.46E-02
	no	44	3.25	.61	9.27E-02
Learn how to make contact with alumni and	yes	53	2.77	.82	.11
	no	43	2.84	.65	9.94E-02
Get counseling advise about my educational	yes	53	3.17	.80	.11
	no	44	3.00	.81	.12
Obtain remedial tutorial assistance for academic	yes	53	2.42	.84	.12
	no	43	2.49	.67	.10
Increase my skills in writing	yes	53	2.66	.88	.12
	no	44	2.77	.71	.11
Increase my skills in math	yes	53	3.06	.74	.10
	no	45	3.04	.71	.11
improve my study skills and habits	yes	53	3.06	.69	9.49E-02
	no	44	3.11	.84	.13
Identify my strenghts abilities and limitations	yes	52	2.69	.73	.10
	no	45	2.78	.77	.11
manage my time more effectively	yes	53	2.91	.79	.11
	no	45	3.00	.83	.12
Learn how to handel stress and anxiety in my	yes	53	2.62	.90	.12
	no	45	2.60	.75	.11

Independent Samples Test

		Levene's Test for quality of Variance		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Identify career areas that fit my current skills and abilities	Equal variance assumed	4.007	.048	.887	96	.377	.12	.14	-.15	.40
	Equal variance not assumed			.901	95.893	.370	.12	.14	-.15	.40
Learn more about the educational requirements of my major	Equal variance assumed	2.357	.128	-.047	96	.962	5.87E-03	.12	-.25	.24
	Equal variance not assumed			-.048	95.955	.962	5.87E-03	.12	-.25	.24
Learn about types of titles	Equal variance assumed	.533	.467	1.078	96	.284	.15	.14	-.12	.42
	Equal variance not assumed			1.077	93.202	.284	.15	.14	-.12	.42
Learn the skills to find a job in my major	Equal variance assumed	.278	.599	1.200	96	.233	.16	.13	-.11	.43
	Equal variance not assumed			1.186	87.618	.239	.16	.14	-.11	.43
Obtain work experience in career areas of interest	Equal variance assumed	2.627	.108	1.092	95	.277	.15	.13	-.12	.41
	Equal variance not assumed			1.104	94.480	.272	.15	.13	-.12	.41
Learn how to make contact with alumni and employers from my major	Equal variance assumed	4.361	.039	-.412	94	.681	6.36E-02	.15	-.37	.24
	Equal variance not assumed			-.422	93.954	.674	6.36E-02	.15	-.36	.24
Get counseling advice about my educational plans	Equal variance assumed	.442	.508	1.035	95	.303	.17	.16	-.16	.50
	Equal variance not assumed			1.035	91.550	.304	.17	.16	-.16	.50
Obtain remedial tutoring assistance for academic courses	Equal variance assumed	2.714	.103	-.464	94	.644	7.33E-02	.16	-.39	.24
	Equal variance not assumed			-.475	93.963	.636	7.33E-02	.15	-.38	.23
Increase my skills in writing	Equal variance assumed	2.744	.101	-.684	95	.496	-.11	.16	-.44	.21
	Equal variance not assumed			-.697	94.960	.487	-.11	.16	-.43	.21
Increase my skills in research	Equal variance assumed	.384	.537	.083	96	.934	1.22E-02	.15	-.28	.30
	Equal variance not assumed			.083	94.814	.934	1.22E-02	.15	-.28	.30
improve my study skills and habits	Equal variance assumed	4.842	.030	-.367	95	.715	5.70E-02	.16	-.37	.25
	Equal variance not assumed			-.360	83.102	.720	5.70E-02	.16	-.37	.26
Identify my strengths, abilities and limitations	Equal variance assumed	.010	.922	-.563	95	.575	8.55E-02	.15	-.39	.22
	Equal variance not assumed			-.561	91.515	.576	8.55E-02	.15	-.39	.22
manage my time more effectively	Equal variance assumed	.075	.784	-.577	96	.566	9.43E-02	.16	-.42	.23
	Equal variance not assumed			-.575	92.008	.567	9.43E-02	.16	-.42	.23
Learn how to handle stress and anxiety in life	Equal variance assumed	2.307	.132	.133	96	.894	2.26E-02	.17	-.31	.36
	Equal variance not assumed			.135	95.962	.893	2.26E-02	.17	-.31	.35

T-Test

Group Statistics

	I am a first generation college student	N	Mean	Std. Deviation	Std. Error Mean
Learn how to solve personal problems	yes	53	2.23	.85	.12
	no	45	2.11	.61	9.11E-02
Learn how to maintain good physical and mental health	yes	53	2.06	.86	.12
	no	45	2.02	.75	.11
Learn hwo to deal with peer pressure	yes	53	1.66	.62	8.49E-02
	no	45	1.82	.78	.12
Learn how to use my leisure time to get more	yes	53	2.19	.74	.10
	no	45	1.96	.71	.11
Learn how to deal with stress due to my job	yes	53	2.32	.80	.11
	no	45	2.07	.72	.11
Learn how to live work with others who have	yes	53	2.02	.66	9.13E-02
	no	44	2.00	.84	.13
Cope with discrimination becuase of my age race	yes	52	1.62	.63	8.75E-02
	no	45	1.56	.66	9.82E-02
learn how to better get along with people with	yes	53	1.85	.66	9.09E-02
	no	45	1.82	.72	.11
learn to communicate across cultures	yes	53	2.04	.71	9.70E-02
	no	45	1.93	.65	9.74E-02
Learn how to deal with local law enforcement	yes	53	1.70	.70	9.56E-02
	no	45	1.80	.94	.14
Obtain infromation about social activities at	yes	52	2.73	.60	8.29E-02
	no	44	2.57	.73	.11

Independent Samples Test

		Levene's Test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learn how to solve personal problems	Equal variance assumed	6.512	.012	.760	96	.449	.12	.15	-.19	.42
	Equal variance not assumed			.780	93.707	.437	.12	.15	-.18	.41
Learn how to maintain good physical and health	Equal variance assumed	1.248	.267	.208	96	.836	3.44E-02	.17	-.29	.36
	Equal variance not assumed			.210	95.924	.834	3.44E-02	.16	-.29	.36
Learn how to deal with peer pressure	Equal variance assumed	.531	.468	-1.148	96	.254	-.16	.14	-.44	.12
	Equal variance not assumed			-1.127	83.583	.263	-.16	.14	-.45	.12
Learn how to use leisure time to get out of life	Equal variance assumed	.529	.469	1.593	96	.114	.23	.15	73E-02	.52
	Equal variance not assumed			1.599	94.536	.113	.23	.15	64E-02	.52
Learn how to deal with stress due to my job, family or education	Equal variance assumed	2.298	.133	1.636	96	.105	.25	.16	42E-02	.56
	Equal variance not assumed			1.651	95.702	.102	.25	.15	14E-02	.56
Learn how to live with others who have values different from yours	Equal variance assumed	2.654	.107	.124	95	.902	1.89E-02	.15	-.28	.32
	Equal variance not assumed			.121	81.484	.904	1.89E-02	.16	-.29	.33
Cope with discrimination because of my age, sex etc	Equal variance assumed	.202	.654	.456	95	.649	5.98E-02	.13	-.20	.32
	Equal variance not assumed			.455	91.709	.650	5.98E-02	.13	-.20	.32
Learn how to better get along with people with whom I live/work	Equal variance assumed	.755	.387	.193	96	.848	2.68E-02	.14	-.25	.30
	Equal variance not assumed			.191	90.630	.849	2.68E-02	.14	-.25	.31
Learn how to communicate across cultures	Equal variance assumed	.029	.864	.755	96	.452	.10	.14	-.17	.38
	Equal variance not assumed			.759	95.257	.449	.10	.14	-.17	.38
Learn how to deal with local law enforcement agencies	Equal variance assumed	1.167	.283	-.614	96	.541	-.10	.17	-.43	.23
	Equal variance not assumed			-.599	79.621	.551	-.10	.17	-.44	.24
Obtain information about social activities at UW-Stout	Equal variance assumed	4.292	.041	1.201	94	.233	.16	.14	-.11	.43
	Equal variance not assumed			1.182	83.224	.241	.16	.14	-.11	.44

T-Test

Group Statistics

	Gender of Participant	N	Mean	Std. Deviation	Std. Error Mean
Learn how to solve personal problems	male	48	2.04	.68	9.86E-02
	female	50	2.28	.78	.11
Learn how to maintain good physical and mental health	male	48	1.71	.71	.10
	female	50	2.34	.80	.11
Learn hwo to deal with peer pressure	male	48	1.67	.66	9.57E-02
	female	50	1.78	.74	.10
Learn how to use my leisure time to get more	male	48	1.96	.62	8.91E-02
	female	50	2.20	.81	.11
Learn how to deal with stress due to my job	male	48	2.00	.68	9.88E-02
	female	50	2.42	.84	.12
Learn how to live work with others who have	male	48	1.92	.77	.11
	female	49	2.08	.73	.10
Cope with discrimination becuase of my age race	male	47	1.49	.59	8.53E-02
	female	50	1.66	.69	9.74E-02
learn how to better get along with people with	male	48	1.73	.71	.10
	female	50	1.94	.65	9.22E-02
learn to communicate across cultures	male	48	1.92	.65	9.34E-02
	female	50	2.06	.71	.10
Learn how to deal with local law enforcement	male	48	1.77	.88	.13
	female	50	1.70	.76	.11
Obtain infromation about social activities at	male	47	2.62	.68	9.88E-02
	female	49	2.69	.65	9.32E-02

Independent Samples Test

	Levene's Test for Equality of Variance		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Learn how to solve personal problems	2.173	.144	-1.603	96	.112	-.24	.15	-.53	.69E-02
			-1.607	95.128	.111	-.24	.15	-.53	.61E-02
Learn how to maintain good physical and health	.464	.498	-4.125	96	.000	-.63	.15	-.94	-.33
			-4.134	95.520	.000	-.63	.15	-.93	-.33
Learn how to deal with peer pressure	.005	.943	-.799	96	.426	-.11	.14	-.39	.17
			-.801	95.614	.425	-.11	.14	-.39	.17
Learn how to use leisure time to get out of life	4.306	.041	-1.659	96	.100	-.24	.15	-.53	.76E-02
			-1.668	91.454	.099	-.24	.14	-.53	.62E-02
Learn how to deal with stress due to my job or family or education	8.415	.005	-2.717	96	.008	-.42	.15	-.73	-.11
			-2.728	93.709	.008	-.42	.15	-.73	-.11
Learn how to live with others who have values different from you	.560	.456	-1.084	95	.281	-.16	.15	-.47	.14
			-1.084	94.554	.281	-.16	.15	-.47	.14
Cope with discrimination because of my age, sex etc	1.475	.228	-1.311	95	.193	-.17	.13	-.43	.77E-02
			-1.318	94.070	.191	-.17	.13	-.43	.64E-02
Learn how to better get along with people whom I live/work with	3.509	.064	-1.536	96	.128	-.21	.14	-.48	.16E-02
			-1.533	94.595	.129	-.21	.14	-.48	.21E-02
Learn to communicate across cultures	.114	.737	-1.042	96	.300	-.14	.14	-.42	.13
			-1.044	95.719	.299	-.14	.14	-.42	.13
Learn how to deal with local law enforcement agencies	.097	.756	.426	96	.671	.08E-02	.17	-.26	.40
			.425	92.854	.672	.08E-02	.17	-.26	.40
Obtain information about social activities at UW-Stout	.236	.628	-.566	94	.572	.69E-02	.14	-.35	.19
			-.566	93.400	.573	.69E-02	.14	-.35	.19

T-Test

Group Statistics

	Gender of Participant	N	Mean	Std. Deviation	Std. Error Mean
Identify career areas that fit my current skills etc	male	48	3.29	.62	8.91E-02
	female	50	3.16	.77	.11
Learn more about the educational requirements	male	48	3.31	.55	7.97E-02
	female	50	3.26	.66	9.39E-02
Learn about types of job titles	male	48	3.35	.67	9.64E-02
	female	50	3.12	.66	9.32E-02
Learn the skills to find a job in my major	male	48	3.25	.67	9.65E-02
	female	50	3.26	.69	9.82E-02
Obtain work experience in career areas of interest to	male	48	3.31	.69	9.94E-02
	female	49	3.33	.63	8.93E-02
Learn how to make contact with alumni and	male	47	2.72	.71	.10
	female	49	2.88	.78	.11
Get counseling advise about my educational	male	48	2.96	.77	.11
	female	49	3.18	.83	.12
Obtain remedial tutorial assistance for academic	male	47	2.40	.77	.11
	female	49	2.45	.79	.11
Increase my skills in writing	male	48	2.81	.79	.11
	female	49	2.63	.83	.12
Increase my skills in math	male	48	2.96	.68	9.86E-02
	female	50	3.14	.76	.11
improve my study skills and habits	male	48	3.06	.81	.12
	female	49	3.10	.71	.10
Identify my strenghts abilities and limitations	male	47	2.68	.73	.11
	female	50	2.74	.75	.11
manage my time more effectively	male	48	3.00	.77	.11
	female	50	2.88	.82	.12
Learn how to handel stress and anxiety in my	male	48	2.38	.79	.11
	female	50	2.86	.83	.12

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Identify career areas that fit my current skills and abilities	Equal variances assumed	.859	.356	.935	96	.352	.13	.14	-.15	.41
	Equal variances not assumed			.939	93.258	.350	.13	.14	-.15	.41
Learn more about the educational requirements for my career	Equal variances assumed	1.531	.219	.425	96	.672	5.25E-02	.12	-.19	.30
	Equal variances not assumed			.426	94.084	.671	5.25E-02	.12	-.19	.30
Learn about types of job titles	Equal variances assumed	1.741	.190	1.747	96	.084	.23	.13	-.20E-02	.50
	Equal variances not assumed			1.746	95.711	.084	.23	.13	-.20E-02	.50
Learn the skills to find a job in my major	Equal variances assumed	.172	.679	-.073	96	.942	1.00E-02	.14	-.28	.26
	Equal variances not assumed			-.073	95.999	.942	1.00E-02	.14	-.28	.26
Obtain work experience in career areas of interest	Equal variances assumed	.694	.407	-.105	95	.917	1.40E-02	.13	-.28	.25
	Equal variances not assumed			-.105	93.712	.917	1.40E-02	.13	-.28	.25
Learn how to make contact with alumni and employers from my major	Equal variances assumed	.038	.845	-1.009	94	.316	-.15	.15	-.46	.15
	Equal variances not assumed			-1.011	93.782	.315	-.15	.15	-.46	.15
Get counseling advice about my educational plans	Equal variances assumed	2.005	.160	-1.382	95	.170	-.23	.16	-.55	.084E-02
	Equal variances not assumed			-1.383	94.688	.170	-.23	.16	-.55	.082E-02
Obtain remedial tutoring assistance for academic courses	Equal variances assumed	.125	.724	-.280	94	.780	4.47E-02	.16	-.36	.27
	Equal variances not assumed			-.280	93.980	.780	4.47E-02	.16	-.36	.27
Increase my skills in writing	Equal variances assumed	1.241	.268	1.090	95	.278	.18	.16	-.15	.51
	Equal variances not assumed			1.091	94.892	.278	.18	.16	-.15	.51
Increase my skills in speaking	Equal variances assumed	2.335	.130	-1.247	96	.216	-.18	.15	-.47	.11
	Equal variances not assumed			-1.249	95.649	.215	-.18	.15	-.47	.11
improve my study skills and habits	Equal variances assumed	.125	.724	-.255	95	.799	3.95E-02	.15	-.35	.27
	Equal variances not assumed			-.255	93.034	.799	3.95E-02	.16	-.35	.27
Identify my strengths, abilities and limitations	Equal variances assumed	.017	.897	-.394	95	.694	5.91E-02	.15	-.36	.24
	Equal variances not assumed			-.395	94.924	.694	5.91E-02	.15	-.36	.24
manage my time more effectively	Equal variances assumed	.861	.356	.743	96	.459	.12	.16	-.20	.44
	Equal variances not assumed			.744	95.943	.459	.12	.16	-.20	.44
Learn how to handle stress and anxiety in life	Equal variances assumed	.001	.971	-2.956	96	.004	-.48	.16	-.81	-.16
	Equal variances not assumed			-2.960	95.983	.004	-.48	.16	-.81	-.16

