



INSTITUTIONAL RESEARCH STUDY 09-01

ACT College Student Needs Assessment Survey
Fall 2007

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By

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In summer 2007, the Office of Admissions and the Office of Institutional Research and Planning administered the ACT College Student Needs Assessment Survey during new student orientation in order to capture the current and changing needs and expectations of entering freshmen. In particular, this survey serves to identify students' career and life goals, as well as their education and personal needs over the course of their academic career.

Methodology

The Needs Survey was included in the packet of materials distributed to students at DelaWorld (Appendix A). Among 3,592 first-time freshmen on the Newark campus, a total of 1,540 students returned surveys to the Office of Institutional Research and Planning. A response rate of 43 percent was achieved. The data was not collected through a random sample of the actual first-time freshmen population. However, given the sizable number of participants in the survey, the data provides useful information. A comparison of the demographic profiles of survey respondents with that of the actual population reveals that attributes of the actual population are represented fairly well by the respondents (Appendix B). An examination of demographic groupings for the student populations in 2004 and 2007 suggests some noticeable changes in terms of the characteristics of the student population. The proportion of non-residents has increased in 2007 to 71% compared to 64% in 2004. There is also a decrease in the number of white students from 84% in 2004 to 78% in 2007.

Findings

Similar to results from the 2004 Needs Survey, prior to entering the University of Delaware, 93% of respondents attended high school while 5% of respondents attended a four-year college or university. The remaining students (2%) attended a vocational school or a 2-year college prior to coming to the University. The vast majority (77%) of students were currently employed and worked a range of hours from 1 to 10 hours per week to over 40 hours per week, down two percentage points from 2004.

Obtaining a Bachelor's degree continues to be the most cited purpose for entering the University. Seventy-eight percent of students indicated that they wanted to pursue a Bachelor's degree, compared to 79% in 2004. In addition, approximately 8% had "no definite purpose in mind," unchanged from 2004. Table 1 on the following page provides more detail.

Table1. Purpose for Entering University of Delaware

Purpose	Percent
To obtain a Bachelor's Degree	78.3%
No definite purpose in mind	8.1%
To obtain a Master's Degree	6.9%
To obtain a Doctorate Degree or Professional Degree	3.7%
Other	1.9%
To obtain an Associate Degree	1.2%

Approximately 10% of respondents were undecided on their college major and approximately 12% were undecided on their occupational choice. In 2004, 14% of students were undecided on their college major and 15% were undecided on their occupational choice. The top five college majors mentioned were Business Administration and Management, Elementary Education, Biology, Mechanical Engineering, and Nursing (Table 2). In comparison to 2004, Mechanical Engineering replaced Psychology as one of the top five college majors. Similar to 2004, the top five first occupational choices were Business Administration and Management, Elementary Education, Nursing, Pre-Medicine, and Physical Therapy (Table 3).

Table 2. Top Five College Majors

Top Five College Majors	Percent
Business Administration and Management	18.6%
Elementary Education	6.4%
Biology	5.2%
Mechanical Engineering	3.4%
Nursing	3.3%

Table 3. Top Five Occupational Choices

Top Five Occupational Choices	Percent
Business Administration and Management	18.5%
Elementary Education	5.1%
Nursing	4.2%
Pre-Medicine	3.0%
Physical Therapy	2.9%

Career and Life Goals

In the 2007 Needs Survey, respondents were asked to indicate how important it is to accomplish 20 different career and life goals. As in 2004, being able to relax and enjoy life and having a steady and secure job are the two goals most often cited by students, with close to 98% indicating either of them were very to moderately important. The goal of being self-reliant was listed as very important or moderately important by 97% of students, followed by meeting new and interesting people (95% combined), and having the leisure time to explore own interests

(94% combined). Interestingly enough, these same five goals stood out in the previous 2004 survey. Table 4 summarizes the frequency distribution of the overall responses to these goals.

Table 4. Importance of Career and Life Goals

	Very Important	Moderately Important	Somewhat Important	Not Important
1. To have a steady, secure job	89.2%	8.5%	2.0%	0.3%
2. To hold a position with authority over others	12.7%	42.8%	32.7%	11.7%
3. To be recognized as an “expert” by colleagues in my field of study	33.1%	43.4%	19.6%	4.0%
4. To create or perform artistic or literary works (writing, painting, acting, music performance, etc.)	9.6%	12.2%	29.1%	49.1%
5. To make a theoretical or practical contribution to science	8.2%	16.9%	27.1%	47.8%
6. To own and operate my own business	14.8%	24.8%	30.2%	30.2%
7. To be active in politics	4.7%	12.7%	32.7%	49.9%
8. To be active in my community (civic organizations, programs, etc.)	19.9%	38.1%	34.9%	7.0%
9. To make a lot of money	36.2%	44.6%	15.6%	3.5%
10. To be married or involved in a long-term personal relationship	66.5%	24.6%	7.2%	1.7%
11. To be a parent	60.2%	25.1%	9.9%	4.8%
12. To meet new and interesting people	67.2%	27.9%	4.5%	0.3%
13. To travel and see new places	60.7%	28.3%	9.9%	1.1%
14. To be physically fit	59.7%	33.0%	7.0%	0.3%
15. To be self-reliant	69.4%	28.0%	2.4%	0.2%
16. To be well liked and accepted	49.6%	39.8%	9.5%	1.0%
17. To be able to relax and enjoy life	80.2%	17.7%	2.0%	0.1%
18. To have the leisure time to explore my own interests	61.8%	32.1%	5.9%	0.2%
19. To practice my religious/spiritual beliefs	23.7%	24.7%	30.0%	21.6%
20. To help others who are in need	45.6%	38.7%	14.6%	1.1%

Educational and Personal Needs

Career Development

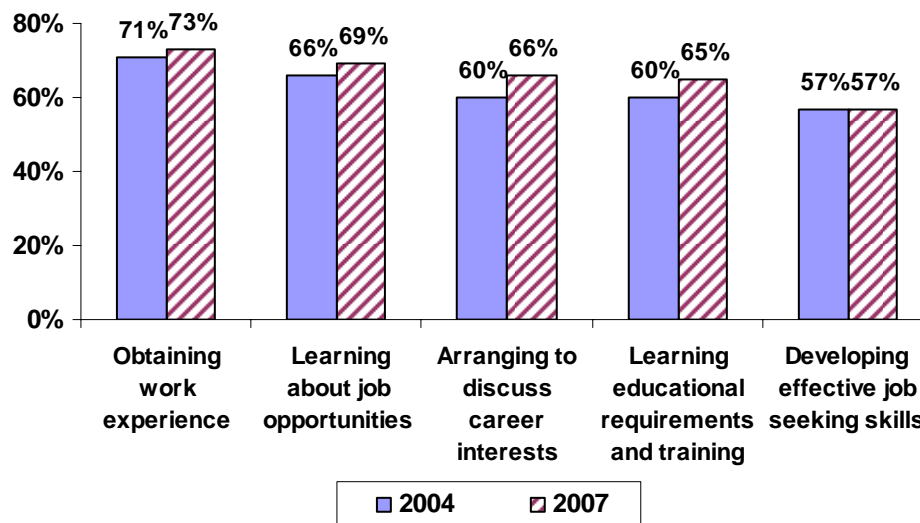
The 2007 Needs Survey also asks respondents to assess the level of help they will need in 59 different educational and personal growth areas. These 59 areas are broken down into five subgroups: career development, educational planning, intellectual skills development, life skills development, and personal development. Table 5 summarizes the level of help needed in the seven areas of the career development subgroup. Five of the seven areas were identified by more than 50% of respondents as areas where they need a medium to a lot of help. These areas included obtaining work experience (73% combined), learning about job opportunities (69%

combined), arranging to discuss my career interests with people employed in similar career area (66% combined), learning more about the educational requirements or training necessary for jobs of interest (65% combined), and developing effective job seeking skills (57% combined). The same five areas had been identified in the 2004 survey; however, except for the area of developing effective job seeking skills, the survey responses show an increasing number of students who needed a medium to a lot help in the other four areas compared to 2004 (Figure 1).

Table 5. Educational and Personal Needs: Career Development

	Level of help				
	A lot	Medium	Little	None	Does Not Apply
1. Deciding what to do with my life	9.5%	30.8%	39.8%	18.5%	1.3%
2. Identifying career areas that fit my current skills, abilities, and interests	11.1%	35.5%	36.3%	16.3%	0.8%
3. Learning about job opportunities in my career area of interest	23.7%	45.1%	25.3%	5.5%	0.4%
4. Learning more about the educational requirements or training necessary for jobs of interest to me	18.8%	46.0%	29.5%	5.1%	0.6%
5. Arranging to discuss my career interests with people employed in my planned career area	18.9%	46.9%	27.9%	5.5%	0.8%
6. Obtaining work experience in career areas of interest to me	27.4%	45.9%	21.4%	4.8%	0.6%
7. Developing effective job seeking skills (interviewing, resume writing, etc.)	16.9%	40.2%	34.3%	7.7%	0.9%

Figure 1. Top Five Areas of Career Development



Educational Planning

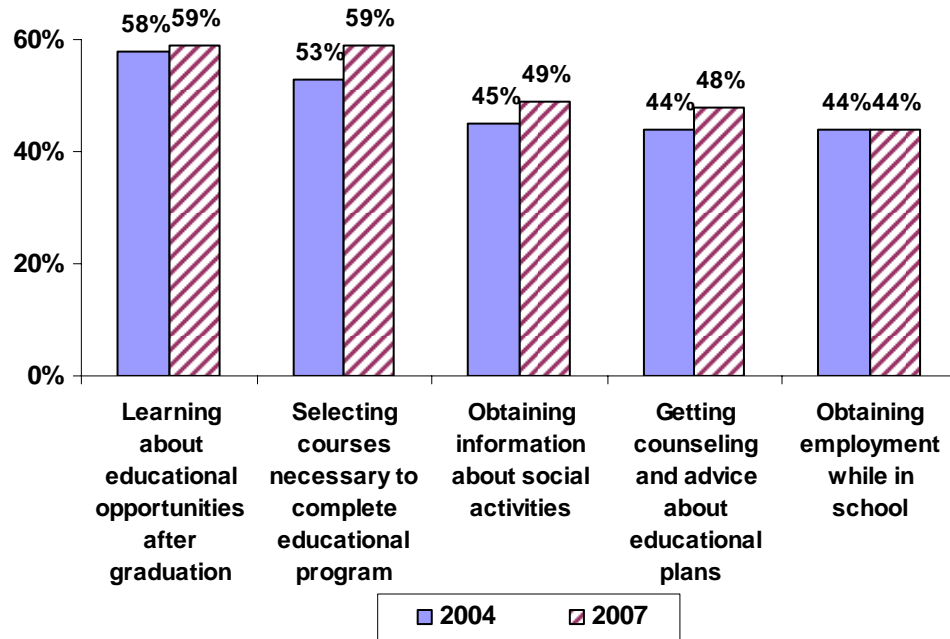
Table 6 summarizes the level of help needed in the fifteen areas of the educational planning subgroup. Among the areas of the educational planning subgroup, two areas were identified by

more than 50% of respondents as areas where they need a medium to a lot of help. The two areas were learning about educational opportunities after graduation (59% combined) and selecting courses necessary to complete educational program (59% combined). Other areas of concern where respondents indicated they need a medium to a lot of help included getting counseling and advice about educational plans (49% combined), obtaining information about social activities (48% combined), and obtaining employment while in school (44% combined). The proportion of students who need a medium to a lot help has increased in all the above areas since 2004, except the area of obtaining employment (Figure 2).

Table 6. Educational and Personal Needs: Educational Planning

	Level of help				
	A lot	Medium	Little	None	Does Not Apply
8. Selecting/changing my major area of study	10.7%	18.9%	25.2%	29.0%	16.1%
9. Selecting courses necessary to complete my educational program	17.7%	40.9%	33.9%	6.5%	1.1%
10. Learning how to get course credit through non-traditional means (CLEP, PEP, job experience, etc.)	11.4%	29.3%	29.6%	16.8%	12.9%
11. Getting counseling/advice about my educational plans	11.2%	38.2%	38.7%	10.0%	1.9%
12. Obtaining remedial/tutorial assistance	3.6%	21.7%	44.9%	23.9%	6.0%
13. Coping with academic difficulties (poor grades, probation, suspension, etc.)	3.1%	12.3%	32.9%	38.9%	12.8%
14. Obtaining adequate funds to finance my education	16.0%	25.4%	28.2%	23.6%	6.8%
15. Finding a summer job	6.8%	16.2%	24.3%	44.7%	8.0%
16. Learning more about other sources of financial aid available at this college	17.5%	23.0%	31.1%	22.3%	6.1%
17. Obtaining employment (work-study, assistantships, off-campus employment, etc.) while in school	16.5%	27.9%	30.2%	21.3%	4.1%
18. Learning about educational opportunities after graduation (professional school, graduate school, etc.)	19.2%	39.6%	30.1%	8.9%	2.1%
19. Obtaining information about social activities at this institution	9.4%	38.9%	38.0%	11.9%	1.7%
20. Obtaining special services for a personal physical handicap	0.7%	4.1%	7.0%	24.4%	63.8%
21. Obtaining child care services	0.8%	3.2%	5.3%	20.1%	70.6%
22. Securing transportation to and from campus (car pooling, mass transit, etc.)	3.7%	12.4%	24.1%	29.9%	29.9%

Figure 2. Top Five Areas of Educational Planning



Intellectual Skills Development

Table 7 summarizes the level of help needed in the eleven areas of the intellectual skills development subgroup. Among the areas of the intellectual skills development subgroup, two areas were selected by more than 50% of respondents as areas where they need a medium to a lot of help. These two areas were developing public speaking ability (55% combined) and improving study skills and habits (50% combined). Other areas of concern where respondents indicated they need a medium to a lot of help included increasing skills in mathematics (48% combined), improving test-taking skills (47% combined), and expressing ideas in writing (40% combined). The proportion of students who need a medium to a lot help has increased in all the above areas since 2004, except the area of expressing ideas in writing (Figure 3).

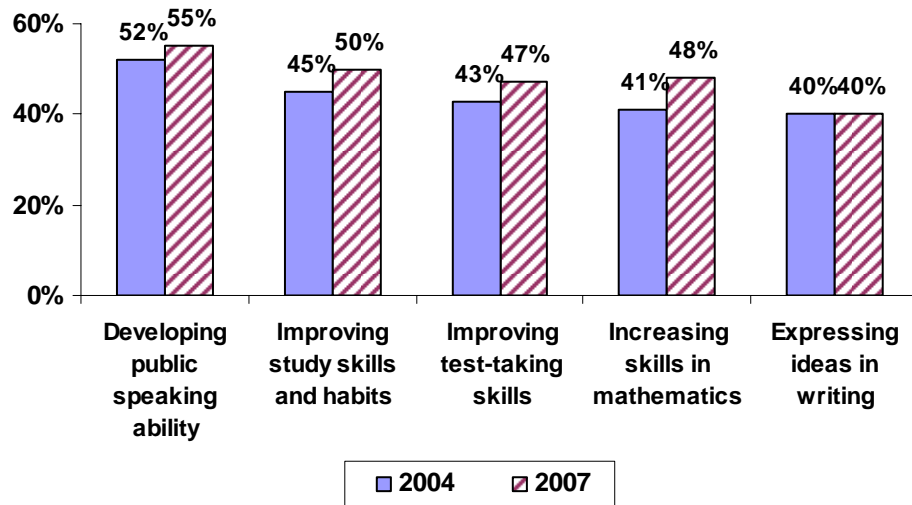
Table 7. Educational and Personal Needs: Intellectual Skills Development

	Level of help				
	A lot	Medium	Little	None	Does Not Apply
23. Increasing my skills in mathematics	16.7%	30.8%	34.2%	17.1%	1.1%
24. Expressing my ideas in writing	9.7%	29.9%	37.4%	21.6%	1.4%
25. Developing my public speaking ability	20.2%	34.7%	30.6%	13.5%	0.9%
26. Improving my understanding of what I read	8.2%	27.7%	39.9%	23.1%	1.1%
27. Increasing my reading speed	12.5%	25.7%	31.7%	28.7%	1.4%
28. Improving my study skills and habits	14.5%	35.8%	35.8%	13.2%	0.7%
29. Improving my test-taking skills	14.8%	32.4%	36.9%	15.1%	0.9%
30. Improving my problem-solving abilities and reasoning skills	8.0%	26.5%	45.6%	19.1%	0.9%

Table 7. Educational and Personal Needs: Intellectual Skills Development (continued)

	Level of help				
	A lot	Medium	Little	None	Does Not Apply
31. Increasing my understanding of art, literature, and other cultural aspects of society	6.8%	25.9%	43.2%	21.7%	2.4%
32. Understanding and using computers	5.5%	21.2%	40.0%	31.7%	1.5%
33. Learning how to make better use of library facilities	5.5%	27.9%	44.5%	21.1%	1.0%

Figure 3. Top Five Areas of Intellectual Skills Development



Life Skills Development

Table 8 summarizes the level of help needed in the fourteen areas of the life skills development subgroup. Among the areas of the life skills development subgroup, four areas were identified by more than 30% of respondents as areas where they need a medium to a lot of help. These four areas included managing time more effectively (40% combined), learning how to budget and spend money wisely (36% combined), learning how to handle stress and anxiety (32% combined), and identifying strengths, abilities, and limitations (30% combined). The proportion of students who need a medium to a lot of help has increased in all these areas since 2004 (Figure 4).

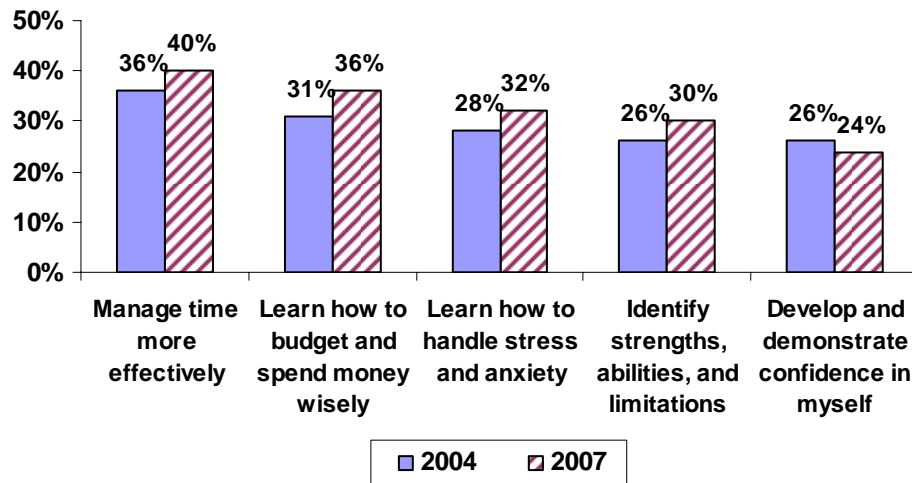
Table 8. Educational and Personal Needs: Life Skills Development

	Level of help				
	A lot	Medium	Little	None	Does Not Apply
34. Identifying my strengths, abilities, and limitations	5.6%	24.8%	46.7%	21.8%	0.9%
35. Developing personal values and a philosophy of life	2.9%	14.3%	40.5%	40.9%	1.4%

Table 8. Educational and Personal Needs: Life Skills Development (continued)

	Level of help				
	A lot	Medium	Little	None	Does Not Apply
36. Learning how to handle stress and anxiety in my life	10.4%	21.5%	40.2%	26.6%	1.3%
37. Expressing my own views and opinions	3.4%	17.6%	37.4%	39.7%	1.9%
38. Understanding my own spiritual/religious beliefs	1.9%	8.0%	24.8%	59.5%	5.8%
39. Developing and demonstrating confidence in myself	6.6%	19.0%	36.1%	36.4%	1.9%
40. Learning how to make decisions effectively	5.3%	19.9%	43.9%	29.7%	1.2%
41. Learning how to solve personal problems	3.4%	13.8%	39.3%	41.9%	1.6%
42. Becoming more self-reliant	5.1%	19.0%	39.5%	35.0%	1.5%
43. Learning how to work effectively on my own	4.4%	18.0%	39.1%	37.3%	1.2%
44. Managing my time more effectively	12.3%	27.8%	37.6%	21.4%	0.9%
45. Learning how to budget and spend my money wisely	10.9%	24.7%	37.7%	25.8%	0.9%
46. Learning how to maintain good physical and mental health	5.1%	19.1%	39.1%	35.3%	1.3%
47. Understanding my rights and responsibilities as a consumer	3.7%	15.9%	42.5%	36.4%	1.5%

Figure 4. Top Five Areas of Life Skills Development



Personal Development

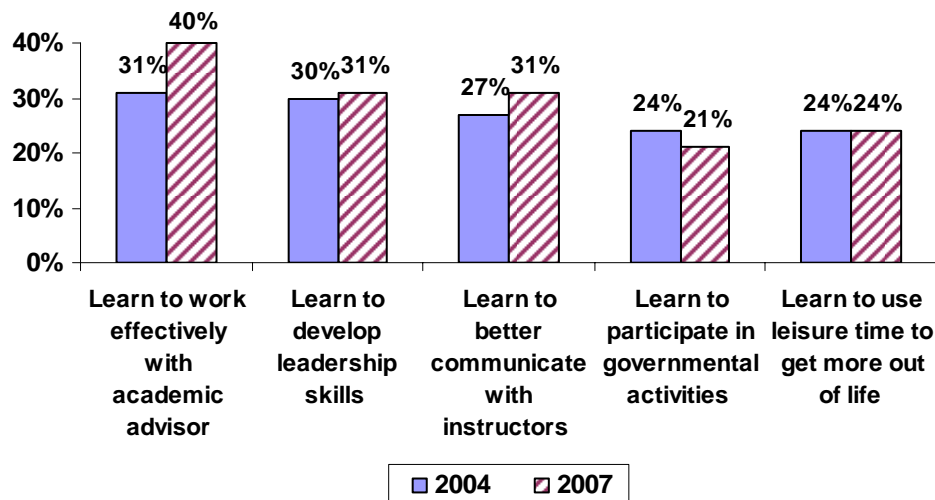
Table 9 summarizes the level of help needed in the twelve areas of the personal development subgroup. More than 30% of respondents indicated they need a medium to a lot of help in three of the areas of the personal development subgroup. These areas were learning how to work effectively with academic advisor (40% combined), developing leadership skills (31% combined), and learning how to better communicate with instructors (31% combined). A comparison of these three areas in 2004 with that in 2007 indicates an increase in the level of help needed (Figure 5). Other areas of interest where respondents indicated they need a medium

to a lot of help include learning how to participate in governmental activities (21% combined) and learning how to use leisure time to get more out of life (24% combined).

Table 9. Educational and Personal Needs: Personal Development

	Level of help				
	A lot	Medium	Little	None	Does Not Apply
48. Developing my leadership skills	4.7%	26.6%	41.0%	26.6%	1.1%
49. Learning how to use my leisure time to get more out of life	4.8%	18.8%	42.6%	32.8%	1.0%
50. Learning how to work effectively with my academic advisor	7.4%	32.7%	40.3%	17.5%	2.1%
51. Learning how to better communicate with instructors	5.5%	25.5%	43.2%	24.0%	1.7%
52. Learning how to better to get along with people with whom I live/work	2.5%	12.9%	40.7%	42.1%	1.9%
53. Learning how to make more friends	2.5%	13.6%	36.8%	45.4%	1.7%
54. Getting my family interested in my education and career	2.5%	6.1%	25.0%	63.7%	2.7%
55. Learning how to live and work with others who have values and goals different from mine	1.9%	9.7%	38.5%	48.3%	1.6%
56. Learning how to deal effectively with community problems and issues	0.9%	11.3%	44.0%	42.0%	1.7%
57. Learning how to participate in governmental activities	3.9%	17.5%	36.7%	36.6%	5.3%
58. Coping with discrimination because of my age, race, sex, etc.	1.1%	4.7%	22.3%	62.0%	9.8%
59. Deal with the conflicts of job, family, and education	2.2%	10.8%	35.7%	47.4%	3.9%

Figure 5. Top Five Areas of Personal Development



A further summary of the mean scores for the level of help needed in all the above 59 areas by ethnicity, gender, and residence status are presented in Appendices C, D, and E, respectively. Readers will be able to see how the scores differ across these subgroups.

This report has discussed the primary findings of the 2007 ACT College Student Needs Assessment Survey. If you have any questions or need additional information, please contact the Office of Institutional Research and Planning.

Appendix A

ACT College Student Needs Assessment Survey

COLLEGE STUDENT NEEDS ASSESSMENT SURVEY

DIRECTIONS: The *College Student Needs Assessment Survey* is designed to evaluate the educational and personal needs of college students. By answering the following questions, you will assist college officials in identifying and developing programs and services that will better address the needs of students like you.

The information you supply on this questionnaire will be kept confidential. Your name, address, telephone number, and Social Security number will enable college personnel to contact you directly. However, the data you supply will be used for research purposes and will not be

individually listed on any report. If any item requests information that you do not wish to provide, feel free to omit it.

Please use a soft-lead (No. 1 or 2) pencil to fill in the ovals indicating your responses. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may not apply to you or to this college. If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely and then mark the appropriate response. Select only ONE response for each item.

SECTION I—BACKGROUND INFORMATION

Begin by filling in your name, address, and telephone number in Block A. Next, write your Social Security number (identification number) in the large boxes in Block B. Complete

the remaining blocks by marking the single most appropriate response oval in each case.

A NAME, ADDRESS, AND TELEPHONE NUMBER			
Name _____			
Street Address _____			
City _____	State _____	ZIP Code _____	
Telephone Number _____			

B SOCIAL SECURITY NUMBER (Identification Number)									
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0

C AGE
<input type="radio"/> 18 or Under
<input type="radio"/> 19
<input type="radio"/> 20
<input type="radio"/> 21
<input type="radio"/> 22
<input type="radio"/> 23 to 25
<input type="radio"/> 26 to 29
<input type="radio"/> 30 to 39
<input type="radio"/> 40 to 61
<input type="radio"/> 62 and Over

D RACIAL/ETHNIC GROUP
<input type="radio"/> African American or Black
<input type="radio"/> Native American (Indian, Alaskan, Hawaiian)
<input type="radio"/> Caucasian or White
<input type="radio"/> Mexican American, Mexican Origin
<input type="radio"/> Asian American, Oriental, Pacific Islander
<input type="radio"/> Puerto Rican, Cuban, Other Latino or Hispanic
<input type="radio"/> Other
<input type="radio"/> I prefer not to respond.

E SEX
<input type="radio"/> Male
<input type="radio"/> Female

F MARITAL STATUS
<input type="radio"/> Unmarried (Including Single, Divorced, and Widowed)
<input type="radio"/> Married
<input type="radio"/> Separated
<input type="radio"/> I prefer not to respond.

G WHAT TYPE OF SCHOOL DID YOU ATTEND JUST PRIOR TO ENTERING THIS COLLEGE?
<input type="radio"/> High School
<input type="radio"/> Vocational/Technical School
<input type="radio"/> 2-Year College
<input type="radio"/> 4-Year College or University
<input type="radio"/> Graduate/Professional College
<input type="radio"/> Other

H WHAT IS YOUR CURRENT ENROLLMENT STATUS AT THIS COLLEGE?
<input type="radio"/> Full-Time Student
<input type="radio"/> Part-Time Student

I WHAT IS THE TOTAL NUMBER OF HOURS PER WEEK YOU ARE CURRENTLY EMPLOYED?
<input type="radio"/> 0 or Only Occasional Jobs
<input type="radio"/> 1 to 10
<input type="radio"/> 11 to 20
<input type="radio"/> 21 to 30
<input type="radio"/> 31 to 40
<input type="radio"/> Over 40

J WHAT IS YOUR RESIDENCE CLASSIFICATION AT THIS COLLEGE?
<input type="radio"/> In-state Student
<input type="radio"/> Out-of-state Student
<input type="radio"/> International Student (Not U.S. Citizen)

K FOR WHAT PURPOSE DID YOU ENTER THIS COLLEGE? (SELECT ONLY ONE OPTION.)	
<input type="radio"/> No Definite Purpose in Mind	<input type="radio"/> To Obtain an Associate Degree
<input type="radio"/> To Take A Few Courses for Self-Improvement	<input type="radio"/> To Obtain a Bachelor's Degree
<input type="radio"/> To Take A Few Job-Related Courses	<input type="radio"/> To Obtain a Master's Degree
<input type="radio"/> To Take a Few Courses Necessary for Transferring to Another College	<input type="radio"/> To Obtain a Doctorate or a Professional Degree
<input type="radio"/> To Obtain or Maintain a Certification	
<input type="radio"/> To Complete a Vocational/Technical Program	

L WHAT IS YOUR CLASS LEVEL?
<input type="radio"/> Freshman
<input type="radio"/> Sophomore
<input type="radio"/> Junior
<input type="radio"/> Senior
<input type="radio"/> Graduate or Professional Student
<input type="radio"/> Special Student
<input type="radio"/> Other/Unclassified
<input type="radio"/> Does Not Apply to This College

M INDICATE YOUR OVERALL GRADE POINT AVERAGE AT THIS COLLEGE.	
<input type="radio"/> A- to A (3.50-4.00)	<input type="radio"/> Below D (0.00-0.99)
<input type="radio"/> B to A- (3.00-3.49)	<input type="radio"/> Have Not Established a Grade Point Average
<input type="radio"/> B+ to B (2.50-2.99)	<input type="radio"/> Does Not Apply
<input type="radio"/> C to B- (2.00-2.49)	
<input type="radio"/> C- to C (1.50-1.99)	
<input type="radio"/> D to C- (1.00-1.49)	

N WHERE ARE YOU LIVING WHILE ATTENDING THIS COLLEGE?
<input type="radio"/> College Residence Hall
<input type="radio"/> Fraternity or Sorority House
<input type="radio"/> College Married Student Housing
<input type="radio"/> Off-campus Room or Apartment
<input type="radio"/> Home of Parents or Relatives
<input type="radio"/> Own Home
<input type="radio"/> Other

SECTION II—CAREER AND LIFE GOALS

Please respond to each of the following questions dealing with your preferences and goals. If a question does not apply to you, leave it blank.

USING THE LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES INCLUDED WITH THIS QUESTIONNAIRE, SELECT THE THREE-DIGIT CODES FOR YOUR COLLEGE MAJOR AND FOR YOUR FIRST OCCUPATIONAL CHOICE. WRITE THESE CODES IN THE BOXES IN BLOCKS A AND B AND MARK THE APPROPRIATE OVAL BELOW EACH BOX. (IF YOU HAVE MORE THAN ONE MAJOR AREA OF STUDY, SELECT THE ONE CODE THAT BEST DESCRIBES YOUR EDUCATIONAL PROGRAM.)

A

INDICATE YOUR COLLEGE MAJOR.

1	0	0	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	
0	0	0	

B

INDICATE YOUR FIRST OCCUPATIONAL CHOICE.

1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	
0	0	0	

C

HOW IMPORTANT IS IT TO YOU TO ACCOMPLISH EACH OF THE FOLLOWING CAREER AND LIFE GOALS?

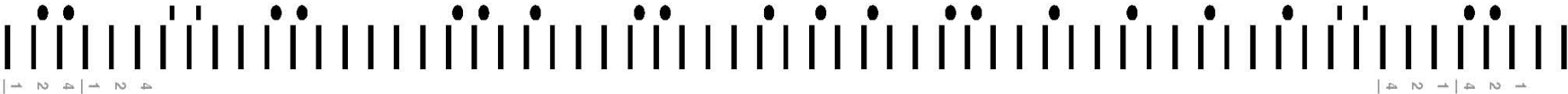
VERY IMPORTANT

MODERATELY IMPORTANT

SOMEWHAT IMPORTANT






NOT IMPORTANT

0	0	0	0	1. To have a steady, secure job
0	0	0	0	2. To hold a position with authority over others
0	0	0	0	3. To be recognized as an "expert" by colleagues in my field of study
0	0	0	0	4. To create or perform artistic or literary works (writing, painting, acting, music performance, etc.)
0	0	0	0	5. To make a theoretical or practical contribution to science
0	0	0	0	6. To own and operate my own business
0	0	0	0	7. To be active in politics
0	0	0	0	8. To be active in my community (civic organizations, programs, etc.)
0	0	0	0	9. To make a lot of money
0	0	0	0	10. To be married or involved in a long-term personal relationship
0	0	0	0	11. To be a parent
0	0	0	0	12. To meet new and interesting people
0	0	0	0	13. To travel and see new places
0	0	0	0	14. To be physically fit
0	0	0	0	15. To be self-reliant
0	0	0	0	16. To be well liked and accepted
0	0	0	0	17. To be able to relax and enjoy life
0	0	0	0	18. To have the leisure time to explore my own interests
0	0	0	0	19. To practice my religious/spiritual beliefs
0	0	0	0	20. To help others who are in need



SECTION III—EDUCATIONAL AND PERSONAL NEEDS

Indicate how much help you need in each of the following educational and personal areas by filling in the appropriate oval for each item. Mark only ONE oval for each item.

						
CAREER DEVELOPMENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. Deciding what to do with my life
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. Identifying career areas that fit my current skills, abilities, and interests
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. Learning about job opportunities in my career area of interest
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. Learning more about the educational requirements or training necessary for jobs of interest to me
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. Arranging to discuss my career interests with people employed in my planned career area
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. Obtaining work experience in career areas of interest to me
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. Developing effective job seeking skills (interviewing, resume writing, etc.)
EDUCATIONAL PLANNING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. Selecting/changing my major area of study
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. Selecting courses necessary to complete my educational program
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. Learning how to get course credit through nontraditional means (CLEP, PEP, job experience, etc.)
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11. Getting counseling/advice about my educational plans
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12. Obtaining remedial/tutorial assistance
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13. Coping with academic difficulties (poor grades, probation, suspension, etc.)
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14. Obtaining adequate funds to finance my education
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15. Finding a summer job
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16. Learning more about other sources of financial aid available at this college
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17. Obtaining employment (work-study, assistantships, off-campus employment, etc.) while in school
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18. Learning about educational opportunities after graduation (professional school, graduate school, etc.)
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19. Obtaining information about social activities at this institution
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20. Obtaining special services for a personal physical handicap
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21. Obtaining child care services
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22. Securing transportation to and from campus (car pooling, mass transit, etc.)

						
INTELLECTUAL SKILLS DEVELOPMENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23. Increasing my skills in mathematics
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24. Expressing my ideas in writing
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25. Developing my public speaking ability
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26. Improving my understanding of what I read
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27. Increasing my reading speed
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28. Improving my study skills and habits
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29. Improving my test-taking skills
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30. Improving my problem-solving abilities and reasoning skills
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31. Increasing my understanding of art, literature, and other cultural aspects of society
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	32. Understanding and using computers
LIFE SKILLS DEVELOPMENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	33. Learning how to make better use of library facilities
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	34. Identifying my strengths, abilities, and limitations
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	35. Developing personal values and a philosophy of life
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	36. Learning how to handle stress and anxiety in my life
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	37. Expressing my own views and opinions
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	38. Understanding my own spiritual/religious beliefs
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	39. Developing and demonstrating confidence in myself
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	40. Learning how to make decisions effectively
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	41. Learning how to solve personal problems
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42. Becoming more self-reliant
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	43. Learning how to work effectively on my own
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	44. Managing my time more effectively
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	45. Learning how to budget and spend my money wisely
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	46. Learning how to maintain good physical and mental health
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	47. Understanding my rights and responsibilities as a consumer

0	1	2	3	4	
0	0	0	0	0	48. Developing my leadership skills
0	0	0	0	0	49. Learning how to use my leisure time to get more out of life
0	0	0	0	0	50. Learning how to work effectively with my academic advisor
0	0	0	0	0	51. Learning how to better communicate with instructors
0	0	0	0	0	52. Learning how to better get along with people with whom I live/work
0	0	0	0	0	53. Learning how to make more friends
0	0	0	0	0	54. Getting my family interested in my education and career
0	0	0	0	0	55. Learning how to live and work with others who have values and goals different from mine
0	0	0	0	0	56. Learning how to deal effectively with community problems and issues
0	0	0	0	0	57. Learning how to participate in governmental activities
0	0	0	0	0	58. Coping with discrimination because of my age, race, sex, etc.
0	0	0	0	0	59. Dealing with the conflicts of job, family, and education

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses. Twelve ovals are provided for each question, but few require that many choices; simply ignore the extra ovals. If no additional questions are included, leave this section blank.

[illegible]

If you wish to make any comments or suggestions concerning this college, write them on the lines below.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, and the page is completely blank except for the lines themselves.

DO NOT WRITE BELOW THIS LINE.



Appendix B

Demographics of ACT College Students Needs Assessment Survey Respondents versus Actual Population for Newark Campus Entering First-Time Freshmen

Fall 2007 and Fall 2004 Survey Administrations

<i>Category</i>	2007		2004	
	Respondents (n=1,540)	Population (n=3,592)	Respondents (n=2,382)	Population (n=3,385)
Female	60.0%	59.6%	61.0%	58.5%
Male	40.0%	40.4%	39.0%	41.5%
Mean Age	18 years	18 years	18 years	18 years
White	80.1%	78.1%	81.6%	84.3%
African-American	6.0%	6.2%	5.5%	5.9%
Hispanic	5.8%	6.9%	4.0%	4.8%
Asian	3.2%	4.7%	3.5%	3.4%
Native American	0.1%	0.1%	0.3%	0.2%
Other	1.8%	4.0%	1.2%	0.4%
Resident	31.5%	29.5%	33.7%	36.4%
Non-resident	68.5%	70.5%	66.2%	63.6%
Full-time	99.6%	99.4%	99.9%	99.7%
Part-time	0.4%	0.6%	0.1%	0.3%
On-campus	91.5%	93.5%	90.7%	92.4%
Off-campus	8.6%	6.5%	9.3%	7.6%

Appendix C

Ethnicity Analysis

Table 1. Importance of Career and Life Goals by Ethnicity

	African American, Black (AA)	Native American (NA)	Caucasian, White (CA)	Mexican American, Mexican Origin (MA)	Asian American, Oriental, Pacific Islander (AS)	Puerto Rican, Cuban, Other Latino or Hispanic (PR)	Other (OT)
1. To have a steady, secure job	3.82	4.00	3.88*AS	4.00	3.70	3.91*AS	3.96*AS
2. To hold a position with authority over others	2.66	2.50	2.55	2.71	2.72	2.73*OT	2.33
3. To be recognized as an “expert” by colleagues in my field of study	3.18	3.00	3.04	3.00	3.09	3.22	2.96
4. To create or perform artistic or literary works (writing, painting, acting, music performance, etc.)	1.84	1.50	1.80	1.14	1.87	2.00*MA	1.70
5. To make a theoretical or practical contribution to science	2.08*CA	1.00	1.82	1.43	1.98	1.78	2.19
6. To own and operate my own business	2.74*CA, OT	3.00	2.18	2.71	2.53*CA	2.59*CA	2.19
7. To be active in politics	1.80	2.00	1.70	2.00	1.53	1.73	1.74
8. To be active in my community (civic organizations, programs, etc.)	2.96*NA, CA, AS	1.50	2.70*NA	3.29*NA	2.64	2.72*NA	2.59
9. To make a lot of money	3.40*CA, OT	3.00	3.11	3.29	3.34	3.22	3.00

Table 1. Importance of Career and Life Goals by Ethnicity (continued)

	African American, Black (AA)	Native American (NA)	Caucasian, White (CA)	Mexican American, Mexican Origin (MA)	Asian American, Oriental, Pacific Islander (AS)	Puerto Rican, Cuban, Other Latino or Hispanic (PR)	Other (OT)
10. To be married or involved in a long-term personal relationship	3.28	3.50	3.61*AA, AS, OT	3.43	3.36	3.53*AA, OT	3.22
11. To be a parent	3.12	3.50	3.44*AA, OT	3.71*OT	3.34	3.48*AA, OT	3.00
12. To meet new and interesting people	3.60	3.00	3.63	3.86	3.64	3.54	3.56
13. To travel and see new places	3.44	3.00	3.49	3.43	3.34	3.54	3.52
14. To be physically fit	3.55	3.00	3.51	3.29	3.55	3.53	3.59
15. To be self-reliant	3.82*CA, PR	3.50	3.65	3.71	3.66	3.64	3.63
16. To be well liked and accepted	3.19	3.00	3.43*AA, PR	3.43	3.43	3.22	3.19
17. To be able to relax and enjoy life	3.79	4.00	3.78	3.71	3.81	3.77	3.74
18. To have the leisure time to explore my own interests	3.52	3.50	3.56	3.29	3.57	3.58	3.44
19. To practice my religious/spiritual beliefs	3.02*CA, PR	2.50	2.47	2.71	2.72	2.63	2.81
20. To help others who are in need	3.36	3.00	3.29	3.86*CA	3.34	3.37	3.26

Mean scores: 4=Very Important, 3=Moderately Important, 2=Somewhat Important, 1=Not Important

* Mean difference between ethnicity group(s) indicated is significant at the .05 level

Table 2. Educational and Personal Needs: Career Development by Ethnicity

	African American, Black (AA)	Native American (NA)	Caucasian, White (CA)	Mexican American, Mexican Origin (MA)	Asian American, Oriental, Pacific Islander (AS)	Puerto Rican, Cuban, Other Latino or Hispanic (PR)	Other (OT)
1. Deciding what to do with my life	2.19	1.00	2.28*NA	2.14	2.58*AA, NA, CA	2.41*NA	2.15
2. Identifying career areas that fit my current skills, abilities, and interests	2.48	1.50	2.37	2.57	2.52	2.49	2.63
3. Learning about job opportunities in my career area of interest	2.86	2.00	2.85	3.14	3.07	3.01	2.89
4. Learning more about the educational requirements or training necessary for jobs of interest to me	2.98	2.00	2.74	3.00	3.07*CA	2.95*CA	2.74
5. Arranging to discuss my career interests with people employed in my planned career area	3.00	3.00	2.73	3.14	3.02*CA	2.99*CA	3.00
6. Obtaining work experience in career areas of interest to me	3.05	3.50	2.92	2.57	3.33*CA, MA	3.08	2.93
7. Developing effective job seeking skills (interviewing, resume writing, etc.)	2.67	3.00	2.63	2.29	3.07*AA, CA, MA, OT	2.81	2.59

Mean scores: 4=Need a lot of help; 3=Need a medium amount of help; 2=Need a little help; 1=Need no help; 0=Does not apply

* Mean difference between ethnicity group(s) indicated is significant at the .05 level

Table 3. Educational and Personal Needs: Educational Planning by Ethnicity

	African American, Black (AA)	Native American (NA)	Caucasian, White (CA)	Mexican American, Mexican Origin (MA)	Asian American, Oriental, Pacific Islander (AS)	Puerto Rican, Cuban, Other Latino or Hispanic (PR)	Other (OT)
8. Selecting/changing my major area of study	1.72	2.00	1.76	1.86	2.11	1.88	1.92
9. Selecting courses necessary to complete my educational program	2.67	3.00	2.66	2.57	2.76	2.88*CA	2.70
10. Learning how to get course credit through non-traditional means (CLEP, PEP, job experience, etc.)	2.03	2.50	2.08	2.29	2.52*AA, CA, PR	2.08	2.07
11. Getting counseling/advice about my educational plans	2.62	1.50	2.43	2.29	2.85*NA, CA, OT	2.75*NA, CA	2.37
12. Obtaining remedial/tutorial assistance	2.11*CA	2.00	1.89	1.86	2.28*CA	2.17*CA	1.96
13. Coping with academic difficulties (poor grades, probation, suspension, etc.)	1.72*CA	2.00	1.50	1.57	1.98*CA, OT	1.65	1.37
14. Obtaining adequate funds to finance my education	2.85*CA, PR	2.50	2.11	2.71	2.56*CA	2.22	2.56*CA
15. Finding a summer job	2.17*CA	3.00	1.59	1.57	2.18*CA	1.87*CA	2.12*CA
16. Learning more about other sources of financial aid available at this college	2.89*CA, PR	2.00	2.14	2.57	2.63*CA	2.36	2.48
17. Obtaining employment (work-study, assistantships, off-campus employment, etc.) while in school	2.54*CA	2.50	2.25	2.14	2.72*CA	2.63*CA	2.67*CA

Table 3. Educational and Personal Needs: Educational Planning by Ethnicity (continued)

	African American, Black (AA)	Native American (NA)	Caucasian, White (CA)	Mexican American, Mexican Origin (MA)	Asian American, Oriental, Pacific Islander (AS)	Puerto Rican, Cuban, Other Latino or Hispanic (PR)	Other (OT)
18. Learning about educational opportunities after graduation (professional school, graduate school, etc.)	2.84*CA	3.00	2.59	2.71	3.07*CA	2.92*CA	2.74
19. Obtaining information about social activities at this institution	2.60*CA	2.50	2.40	2.29	2.74*CA	2.60	2.33
20. Obtaining special services for a personal physical handicap	0.53	1.50*MA	0.52	0.14	0.84*CA, MA, PR, AA	0.46	0.56
21. Obtaining child care services	0.47	1.50	0.41	0.29	0.71*CA	0.45	0.42
22. Securing transportation to and from campus (car pooling, mass transit, etc.)	1.77*CA, OT	2.00	1.25	1.00	1.67*CA	1.50	1.19

Mean scores: 4=Need a lot of help; 3=Need a medium amount of help; 2=Need a little help; 1=Need no help; 0=Does not apply

* Mean difference between ethnicity group(s) indicated is significant at the .05 level

Table 4. Educational and Personal Needs: Intellectual Skills Development by Ethnicity

	African American, Black (AA)	Native American (NA)	Caucasian, White (CA)	Mexican American, Mexican Origin (MA)	Asian American, Oriental, Pacific Islander (AS)	Puerto Rican, Cuban, Other Latino or Hispanic (PR)	Other (OT)
23. Increasing my skills in mathematics	2.75*CA	2.00	2.39	2.71	2.41	2.78*CA, AS	2.52
24. Expressing my ideas in writing	2.42	2.00	2.22	2.14	2.52*CA, OT	2.29	2.07
25. Developing my public speaking ability	2.64	3.50	2.59	2.57	2.89*CA	2.60	2.52
26. Improving my understanding of what I read	2.42*CA, MA	3.00	2.15	1.71	2.43*CA	2.45*CA, MA	2.07
27. Increasing my reading speed	2.47*CA, OT	2.50	2.15	2.57	2.30	2.46*CA, OT	1.96
28. Improving my study skills and habits	2.84*CA, OT	2.00	2.46	2.86	2.78*CA	2.65	2.41
29. Improving my test-taking skills	2.86*CA	2.50	2.40	3.43*CA, PR, OT	2.72*CA	2.61	2.52
30. Improving my problem-solving abilities and reasoning skills	2.48*CA	3.00	2.16	2.14	2.51*CA	2.58*CA, OT	2.19
31. Increasing my understanding of art, literature, and other cultural aspects of society	2.30*CA	1.50	2.09	2.29	2.54*CA, OT	2.33*CA	1.96
32. Understanding and using computers	1.81	2.00	1.99	2.00	1.98	2.09*AA	1.70
33. Learning how to make better use of library facilities	2.12	1.50	2.15	1.57	2.30*MA, OT	2.27*MA, OT	1.89

Mean scores: 4=Need a lot of help; 3=Need a medium amount of help; 2=Need a little help; 1=Need no help; 0=Does not apply

* Mean difference between ethnicity group(s) indicated is significant at the .05 level

Table 5. Educational and Personal Needs: Life Skills Development by Ethnicity

	African American, Black (AA)	Native American (NA)	Caucasian, White (CA)	Mexican American, Mexican Origin (MA)	Asian American, Oriental, Pacific Islander (AS)	Puerto Rican, Cuban, Other Latino or Hispanic (PR)	Other (OT)
34. Identifying my strengths, abilities, and limitations	2.21	1.50	2.09	2.29	2.39*CA	2.38*CA	2.15
35. Developing personal values and a philosophy of life	1.73	1.50	1.76	1.57	1.96	1.87	1.59
36. Learning how to handle stress and anxiety in my life	2.10	1.50	2.13	2.00	2.15	2.33	2.07
37. Expressing my own views and opinions	1.67	1.50	1.80	1.43	2.18*AA, CA, MA	1.91	1.93
38. Understanding my own spiritual/religious beliefs	1.35	1.00	1.40	1.29	1.52	1.55	1.30
39. Developing and demonstrating confidence in myself	1.86	2.00	1.92	1.86	2.20*AA, OT	1.99	1.70
40. Learning how to make decisions effectively	1.97	2.00	1.97	2.14	2.28*AA, CA	2.13	1.89
41. Learning how to solve personal problems	1.73	2.00	1.73	1.43	2.24*AA, CA, MA, PR, OT	1.92*CA	1.73
42. Becoming more self-reliant	1.90	2.00	1.89	1.57	2.17*CA	2.14*CA	1.96
43. Learning how to work effectively on my own	2.02*CA, MA	2.00	1.83	1.29	2.30*CA, MA, OT	2.09*CA, MA	1.78
44. Managing my time more effectively	2.63*CA	2.00	2.24	2.29	2.63*CA	2.42	2.44
45. Learning how to budget and spend my money wisely	2.49*CA	2.00	2.15	2.29	2.39	2.45*CA	2.19

Table 5. Educational and Personal Needs: Life Skills Development by Ethnicity (continued)

	African American, Black (AA)	Native American (NA)	Caucasian, White (CA)	Mexican American, Mexican Origin (MA)	Asian American, Oriental, Pacific Islander (AS)	Puerto Rican, Cuban, Other Latino or Hispanic (PR)	Other (OT)
46. Learning how to maintain good physical and mental health	2.02	2.00	1.89	1.71	2.23*CA, OT	2.06	1.78
47. Understanding my rights and responsibilities as a consumer	2.04*CA	2.50	1.81	1.57	2.11*CA	2.05*CA	1.85

Mean scores: 4=Need a lot of help; 3=Need a medium amount of help; 2=Need a little help; 1=Need no help; 0=Does not apply

* Mean difference between ethnicity group(s) indicated is significant at the .05 level

Table 6. Educational and Personal Needs: Personal Development by Ethnicity

	African American, Black (AA)	Native American (NA)	Caucasian, White (CA)	Mexican American, Mexican Origin (MA)	Asian American, Oriental, Pacific Islander (AS)	Puerto Rican, Cuban, Other Latino or Hispanic (PR)	Other (OT)
48. Developing my leadership skills	2.22	2.00	2.05	2.14	2.47*CA, OT	2.21	1.85
49. Learning how to use my leisure time to get more out of life	2.06	1.50	1.90	2.14	2.21*CA	2.19*CA	1.85
50. Learning how to work effectively with my academic advisor	2.49*CA	1.50	2.22	2.00	2.61*CA	2.52*CA	2.19
51. Learning how to better communicate with instructors	2.33*CA, OT	1.50	2.05	2.00	2.43*CA, OT	2.43*CA, OT	1.89
52. Learning how to better to get along with people with whom I live/work	1.83*MA	2.00	1.70	1.17	1.85*MA	1.78	1.67
53. Learning how to make more friends	1.66	1.50	1.68	1.29	1.87	1.84	1.67
54. Getting my family interested in my education and career	1.54*CA	2.00	1.38	1.14	1.72*CA	1.56*CA	1.59
55. Learning how to live and work with others who have values and goals different from mine	1.60	2.00	1.62	1.14	1.72	1.68	1.56
56. Learning how to deal effectively with community problems and issues	1.69	1.50	1.66	1.29	1.81	1.83	1.59
57. Learning how to participate in governmental activities	1.89*AS	2.00	1.78	1.71	1.53	1.77	1.89
58. Coping with discrimination because of my age, race, sex, etc.	1.61*CA	1.50	1.19	1.43	1.49*CA	1.40*CA	1.44
59. Deal with the conflicts of job, family, and education	1.79*CA	2.00	1.56	1.43	1.83*CA	1.73	1.59

Mean scores: 4=Need a lot of help; 3=Need a medium amount of help; 2=Need a little help; 1=Need no help; 0=Does not apply

* Mean difference between ethnicity group(s) indicated is significant at the .05 level

Appendix D

Gender Analysis

Table 1. Importance of Career and Life Goals by Gender

	Male	Female
1. To have a steady, secure job	3.85	3.88
2. To hold a position with authority over others	2.65*	2.51
3. To be recognized as an “expert” by colleagues in my field of study	3.11	3.03
4. To create or perform artistic or literary works (writing, painting, acting, music performance, etc.)	1.68	1.92*
5. To make a theoretical or practical contribution to science	2.00*	1.76
6. To own and operate my own business	2.44*	2.11
7. To be active in politics	1.81*	1.66
8. To be active in my community (civic organizations, programs, etc.)	2.52	2.84*
9. To make a lot of money	3.25*	3.06
10. To be married or involved in a long-term personal relationship	3.53	3.58
11. To be a parent	3.35	3.44**
12. To meet new and interesting people	3.51	3.70*
13. To travel and see new places	3.31	3.61*
14. To be physically fit	3.55	3.50
15. To be self-reliant	3.65	3.68
16. To be well liked and accepted	3.34	3.41**
17. To be able to relax and enjoy life	3.76	3.79
18. To have the leisure time to explore my own interests	3.53	3.57
19. To practice my religious/spiritual beliefs	2.41	2.57*
20. To help others who are in need	3.08	3.43*

Mean scores: 4=Very Important 3=Moderately Important 2=Somewhat Important 1=Not Important

* scores are significantly higher, $p < .01$

** scores significantly higher, $p < .05$

Table 2. Educational and Personal Needs: Career Development by Gender

	Male	Female
1. Deciding what to do with my life	2.24	2.32
2. Identifying career areas that fit my current skills, abilities, and interests	2.37	2.41
3. Learning about job opportunities in my career area of interest	2.82	2.89
4. Learning more about the educational requirements or training necessary for jobs of interest to me	2.70	2.82*
5. Arranging to discuss my career interests with people employed in my planned career area	2.72	2.81**
6. Obtaining work experience in career areas of interest to me	2.92	2.96
7. Developing effective job seeking skills (interviewing, resume writing, etc.)	2.57	2.70*

Mean scores: 4=Need a lot of help; 3=Need a medium amount of help; 2=Need a little help;
1=Need no help; 0=Does not apply

* scores are significantly higher, $p < .01$

** scores significantly higher, $< .05$

Table 3. Educational and Personal Needs: Educational Planning by Gender

	Male	Female
8. Selecting/changing my major area of study	1.85	1.75
9. Selecting courses necessary to complete my educational program	2.53	2.77*
10. Learning how to get course credit through non-traditional means (CLEP, PEP, job experience, etc.)	2.07	2.11
11. Getting counseling/advice about my educational plans	2.41	2.50
12. Obtaining remedial/tutorial assistance	1.88	1.96
13. Coping with academic difficulties (poor grades, probation, suspension, etc.)	1.63*	1.48
14. Obtaining adequate funds to finance my education	2.16	2.23
15. Finding a summer job	1.74	1.66
16. Learning more about other sources of financial aid available at this college	2.19	2.27
17. Obtaining employment (work-study, assistantships, off-campus employment, etc.) while in school	2.22	2.38*
18. Learning about educational opportunities after graduation (professional school, graduate school, etc.)	2.48	2.76*
19. Obtaining information about social activities at this institution	2.29	2.51*
20. Obtaining special services for a personal physical handicap	.58	.51
21. Obtaining child care services	.47	.41
22. Securing transportation to and from campus (car pooling, mass transit, etc.)	1.33	1.28

Mean scores: 4=Need a lot of help; 3=Need a medium amount of help; 2=Need a little help; 1=Need no help; 0=Does not apply

* scores are significantly higher, $p < .01$

** scores significantly higher, $< .05$

Table 4. Educational and Personal Needs: Intellectual Skills Development by Gender

	Male	Female
23. Increasing my skills in mathematics	2.29	2.56*
24. Expressing my ideas in writing	2.30	2.21
25. Developing my public speaking ability	2.49	2.67*
26. Improving my understanding of what I read	2.20	2.18
27. Increasing my reading speed	2.31*	2.12
28. Improving my study skills and habits	2.58*	2.45
29. Improving my test-taking skills	2.32	2.54*
30. Improving my problem-solving abilities and reasoning skills	2.04	2.34*
31. Increasing my understanding of art, literature, and other cultural aspects of society	2.08	2.17
32. Understanding and using computers	1.85	2.06*
33. Learning how to make better use of library facilities	2.13	2.18

Mean scores: 4=Need a lot of help; 3=Need a medium amount of help; 2=Need a little help;
1=Need no help; 0=Does not apply

* scores are significantly higher, $p < .01$

** scores significantly higher, $p < .05$

Table 5. Educational and Personal Needs: Life Skills Development by Gender

	Male	Female
34. Identifying my strengths, abilities, and limitations	2.06	2.17**
35. Developing personal values and a philosophy of life	1.72	1.80
36. Learning how to handle stress and anxiety in my life	1.90	2.29*
37. Expressing my own views and opinions	1.73	1.86*
38. Understanding my own spiritual/religious beliefs	1.37	1.44
39. Developing and demonstrating confidence in myself	1.77	2.02*
40. Learning how to make decisions effectively	1.90	2.04*
41. Learning how to solve personal problems	1.66	1.82*
42. Becoming more self-reliant	1.86	1.95**
43. Learning how to work effectively on my own	1.90	1.86
44. Managing my time more effectively	2.34	2.26
45. Learning how to budget and spend my money wisely	2.04	2.29*
46. Learning how to maintain good physical and mental health	1.77	2.01*
47. Understanding my rights and responsibilities as a consumer	1.79	1.87

Mean scores: 4=Need a lot of help; 3=Need a medium amount of help; 2=Need a little help;
1=Need no help; 0=Does not apply

* scores are significantly higher, $p < .01$

** scores significantly higher, $< .05$

Table 6. Educational and Personal Needs: Personal Development by Gender

	Male	Female
48. Developing my leadership skills	2.06	2.08
49. Learning how to use my leisure time to get more out of life	1.90	1.96
50. Learning how to work effectively with my academic advisor	2.32**	2.22
51. Learning how to better communicate with instructors	2.07	2.11
52. Learning how to better to get along with people with whom I live/work	1.69	1.74
53. Learning how to make more friends	1.67	1.72
54. Getting my family interested in my education and career	1.43	1.41
55. Learning how to live and work with others who have values and goals different from mine	1.58	1.65
56. Learning how to deal effectively with community problems and issues	1.66	1.69
57. Learning how to participate in governmental activities	1.79	1.78
58. Coping with discrimination because of my age, race, sex, etc.	1.21	1.28
59. Deal with the conflicts of job, family, and education	1.55	1.63

Mean scores: 4=Need a lot of help; 3=Need a medium amount of help; 2=Need a little help;
1=Need no help; 0=Does not apply

* scores are significantly higher, $p < .01$

** scores significantly higher, $< .05$

Appendix E

Residence Status Analysis

Table 1. Importance of Career and Life Goals by Residence Status

	Resident	Non-Resident
1. To have a steady, secure job	3.85	3.88
2. To hold a position with authority over others	2.49	2.60**
3. To be recognized as an “expert” by colleagues in my field of study	2.99	3.08*
4. To create or perform artistic or literary works (writing, painting, acting, music performance, etc.)	1.88	1.80
5. To make a theoretical or practical contribution to science	1.90	1.83
6. To own and operate my own business	2.22	2.25
7. To be active in politics	1.78	1.69
8. To be active in my community (civic organizations, programs, etc.)	2.64	2.74**
9. To make a lot of money	3.10	3.15
10. To be married or involved in a long-term personal relationship	3.46	3.60*
11. To be a parent	3.27	3.47*
12. To meet new and interesting people	3.49	3.68*
13. To travel and see new places	3.36	3.55*
14. To be physically fit	3.43	3.56*
15. To be self-reliant	3.63	3.69
16. To be well liked and accepted	3.26	3.43*
17. To be able to relax and enjoy life	3.74	3.80**
18. To have the leisure time to explore my own interests	3.52	3.57
19. To practice my religious/spiritual beliefs	2.52	2.50
20. To help others who are in need	3.21	3.33*

Mean scores: 4=Very Important 3=Moderately Important 2=Somewhat Important 1=Not Important

* scores are significantly higher, $p < .01$

** scores significantly higher, $p < .05$

Table 2. Educational and Personal Needs: Career Development by Residence Status

	Resident	Non-Resident
1. Deciding what to do with my life	2.23	2.32
2. Identifying career areas that fit my current skills, abilities, and interests	2.35	2.42
3. Learning about job opportunities in my career area of interest	2.79	2.89**
4. Learning more about the educational requirements or training necessary for jobs of interest to me	2.72	2.80
5. Arranging to discuss my career interests with people employed in my planned career area	2.73	2.80
6. Obtaining work experience in career areas of interest to me	2.92	2.96
7. Developing effective job seeking skills (interviewing, resume writing, etc.)	2.54	2.70*

Mean scores: 4=Need a lot of help; 3=Need a medium amount of help; 2=Need a little help;
1=Need no help; 0=Does not apply

* scores are significantly higher, $p < .01$

** scores significantly higher, $p < .05$

Table 3. Educational and Personal Needs: Educational Planning by Residence Status

	Resident	Non-Resident
8. Selecting/changing my major area of study	1.73	1.82
9. Selecting courses necessary to complete my educational program	2.62	2.70
10. Learning how to get course credit through non-traditional means (CLEP, PEP, job experience, etc.)	2.01	2.13
11. Getting counseling/advice about my educational plans	2.35	2.52*
12. Obtaining remedial/tutorial assistance	1.86	1.96**
13. Coping with academic difficulties (poor grades, probation, suspension, etc.)	1.55	1.54
14. Obtaining adequate funds to finance my education	2.22	2.19
15. Finding a summer job	1.57	1.75*
16. Learning more about other sources of financial aid available at this college	2.23	2.24
17. Obtaining employment (work-study, assistantships, off-campus employment, etc.) while in school	2.13	2.40*
18. Learning about educational opportunities after graduation (professional school, graduate school, etc.)	2.49	2.72*
19. Obtaining information about social activities at this institution	2.29	2.49*
20. Obtaining special services for a personal physical handicap	0.63*	0.49
21. Obtaining child care services	0.51**	0.40
22. Securing transportation to and from campus (car pooling, mass transit, etc.)	1.16	1.37*

Mean scores: 4=Need a lot of help; 3=Need a medium amount of help; 2=Need a little help; 1=Need no help; 0=Does not apply

* scores are significantly higher, $p < .01$

** scores significantly higher, $< .05$

Table 4. Educational and Personal Needs: Intellectual Skills Development by Residence Status

	Resident	Non-Resident
23. Increasing my skills in mathematics	2.52	2.42
24. Expressing my ideas in writing	2.21	2.26
25. Developing my public speaking ability	2.60	2.59
26. Improving my understanding of what I read	2.12	2.22**
27. Increasing my reading speed	2.12	2.23
28. Improving my study skills and habits	2.54	2.48
29. Improving my test-taking skills	2.49	2.43
30. Improving my problem-solving abilities and reasoning skills	2.20	2.23
31. Increasing my understanding of art, literature, and other cultural aspects of society	2.11	2.14
32. Understanding and using computers	1.91	2.00
33. Learning how to make better use of library facilities	2.09	2.19**

Mean scores: 4=Need a lot of help; 3=Need a medium amount of help; 2=Need a little help;
1=Need no help; 0=Does not apply

* scores are significantly higher, $p < .01$

** scores significantly higher, $p < .05$

Table 5. Educational and Personal Needs: Life Skills Development by Residence Status

	Resident	Non-Resident
34. Identifying my strengths, abilities, and limitations	2.13	2.12
35. Developing personal values and a philosophy of life	1.71	1.79
36. Learning how to handle stress and anxiety in my life	2.07	2.16
37. Expressing my own views and opinions	1.73	1.84**
38. Understanding my own spiritual/religious beliefs	1.35	1.44
39. Developing and demonstrating confidence in myself	1.80	1.98*
40. Learning how to make decisions effectively	1.93	2.01
41. Learning how to solve personal problems	1.71	1.78
42. Becoming more self-reliant	1.86	1.94
43. Learning how to work effectively on my own	1.79	1.91**
44. Managing my time more effectively	2.23	2.32
45. Learning how to budget and spend my money wisely	2.10	2.23**
46. Learning how to maintain good physical and mental health	1.90	1.92
47. Understanding my rights and responsibilities as a consumer	1.79	1.87

Mean scores: 4=Need a lot of help; 3=Need a medium amount of help; 2=Need a little help;
1=Need no help; 0=Does not apply

* scores are significantly higher, $p < .01$

** scores significantly higher, $< .05$

Table 6. Educational and Personal Needs: Personal Development by Residence Status

	Resident	Non-Resident
48. Developing my leadership skills	2.03	2.09
49. Learning how to use my leisure time to get more out of life	1.88	1.96
50. Learning how to work effectively with my academic advisor	2.25	2.26
51. Learning how to better communicate with instructors	2.09	2.10
52. Learning how to better to get along with people with whom I live/work	1.73	1.71
53. Learning how to make more friends	1.65	1.72
54. Getting my family interested in my education and career	1.47	1.40
55. Learning how to live and work with others who have values and goals different from mine	1.59	1.63
56. Learning how to deal effectively with community problems and issues	1.65	1.69
57. Learning how to participate in governmental activities	1.75	1.80
58. Coping with discrimination because of my age, race, sex, etc.	1.25	1.26
59. Deal with the conflicts of job, family, and education	1.63	1.59

Mean scores: 4=Need a lot of help; 3=Need a medium amount of help; 2=Need a little help; 1=Need no help; 0=Does not apply

* scores are significantly higher, $p < .01$

** scores significantly higher, $p < .05$