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Student Service Needs of non-Caucasian Students at a Four Year College

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Acknowledgements

This process was not easy. It was draining on me and those around me. I was grumpy, sarcastic, demanding, and sleep deprived. I thank all of those who tolerated my intensity and stuck by me throughout the duration of this study.

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Abstract

This study was developed as a needs assessment to determine if non-Caucasian students have unmet needs at a predominantly Caucasian four year university. Caucasians and non-Caucasians were both surveyed in order to determine if there was a difference in the needs of Caucasians and non-Caucasians, or if the students shared the same basic needs regardless of ethnicity. A survey was developed and distributed in various highly populated buildings on campus. Once these surveys were collected, each question was analyzed and all results were placed in a comprehensive table. After reviewing and analyzing all data, it was determined that there are specific unmet needs reported by non-Caucasian students, as well as common needs of all students regardless of ethnicity. The volume of participants was not as high for each ethnicity as originally hoped. There were only four international students and nine Asian respondents, making it difficult to get a true sense of their overall needs. Though 36 surveys were collected from Hispanics, the hope was to get at least 50, as Hispanic enrollment is increasing each year. Based on the results, recommendations were made for programming and ways in which to address the reported needs of the students.

Student Service Needs of non-Caucasian Students at a Four Year College

As an individual raised in a predominantly African-American urban environment, I experienced firsthand how it feels to be different from those around me. This experience demonstrated what it is to feel underrepresented in an academic setting and how it can affect growth and achievement. There were no clubs inclusive or inviting for Caucasian students and much of the curriculum pertained to African-American culture. I felt ignored. After moving to a suburban school, it became easy to notice these things from the perspective of the non-Caucasian population. There were few clubs for non-Caucasian students, movies and books typically pertained to "white" culture, and various cultural differences were not taken into account. I was also referred to as "the city kid," meaning that I was not even fully accepted as a Caucasian student. It did not take long to align myself with non-Caucasian students in order to correct these shortcomings. Though it was a struggle, we were able to start new clubs and bring in new books and movies to meet the needs of each ethnicity. During senior year, there was not one scholarship pertaining to non-Caucasian students posted. I relayed this to a school counselor and together we gathered various scholarships and posted them.

As a result of my elementary and high school experiences, it was clear that I wanted my future to involve advocating and providing support for underrepresented individuals. Upon earning a bachelor's degree it was apparent that the most logical choice was college counseling, where I could serve as a support and an advocate. My goal as a counselor is to make every effort to provide students with support and encourage other areas of the university to do the same. While serving as a counseling support, it is necessary to support students by encouraging other departments to observe and strive to meet the needs of underrepresented students so that they may experience the benefits and life changing moments that college can offer.

College campuses are composed of different social classes, ethnicities, religions, and sexual orientations. As a member of a university, it is important to acknowledge this and provide services for students that may feel overwhelmed by being in the non-Caucasian. According to Meier and Davis (2005), it is important for counselors to pay attention to stereotypes and biases about people different from themselves. This can be extended to any representative of a university as it is important to consider the needs of all students when determining clubs and organizations, services, and funding. Since college is aimed at academic and social growth, it is important to encourage students to take pride in their identity in any way manageable by a university. According to Davis and Humphrey (2000), "Counselors' knowledge of the environment is an important tool in working with college students" (p.43). Davis and Humphrey (2000) also stated that more counselors should take a stance and make their beliefs and services known to assist students in feeling more support in and outside of the counseling office. Another view they conveyed, which influences my perspective, is that counselors should be advocates for students when it is appropriate in order to demonstrate the support and stability that they need (Davis & Humphrey, 2000). This statement has not only influenced me professionally, but also in terms of my research.

When considering thesis topics, it was compelling to research a topic that would benefit non-Caucasian college students. While interning at a college counseling center, it was easy to notice that there was not a large population of non-Caucasian students seeking counseling. I also began to speak with individuals from other campus departments, such as student affairs, the Educational Opportunity Program, the student government, Admissions, and many representatives from various on-campus clubs and organizations. There was one similarity

between all of these interactions: non-Caucasian students appear to be underrepresented and do

not seem to seek services that are put in place for them.

       As an individual with many non-Caucasian friends and acquaintances, it was natural to

seek their perspectives on the matter. They often relayed that they see the college as a primarily

"white" institution and do not feel represented or that their needs are considered in the decisions

that are made for the campus as a whole. Another finding was that the existing clubs and

organizations are stereotypical and are not provided with adequate funding for the groups to

accomplish what they would like. After these discussions, it became clear that it is possible that

the university may not be privy to the lack of support and connection that non-Caucasian

students feel. It is also possible that the university does not realize that students do not feel fully

supported and would like more alternatives to clubs or organizations and more funding. As an

individual on the verge of entering the professional college counseling field, there is an

obligation to encourage individuals to recognize the needs of all students. According to Archer

and Cooper (1998), a benefit of college counseling is to help students lean towards leadership to

overcome adversity from society and experience positive growth emotionally and mentally,

while helping to spread multicultural ideas. By performing this research and proposing ideas to

various departments, my hope is that more students will also begin to express their needs and

take note that there is an individual who is taking these needs seriously.

       The goal of this research was not to highlight the university's flaws or shortcomings, but

to convey a need and propose possible solutions based on findings. While the interactions

described above only account for a small portion of the non-Caucasian population of students,

the deductions from the conversations warrant research to determine if this is a consensus among

the students, or just the individuals that I interacted with.

Review of the Literature

The most current substantial research that was found was published in 2005 and based on studies between 1988 and 2005. The information pertained to increased enrollment of non-Caucasian students, graduation rates, high school statistics, and projected income for each ethnicity. Though this information does not pertain directly to the study's ultimate goal, it highlights various aspects of the experience of non-Caucasian students in college. The lack of information also serves as an example of why it is important to research and collect data regarding the experience of non-Caucasian students, as it is clear that the student service needs of this population have not been examined in a broad sense. It is necessary to examine their needs in such a manner so that universities have data that can be used to assist them in focusing on their own specific ethnic populations. The literature also pertained more to African-American and Hispanic students, while the Asian population was merely mentioned. This made gathering data on the Asian population difficult, and therefore, they are underrepresented in the literature review.

Brief Overview and Definitions

There does not appear to be an extensive amount of current studies regarding student service needs of non-Caucasian students in university settings. Most of the research pertains to retention statistics, graduation rates, and income for each ethnicity upon completion of college. According to Mishler and Cherry (1999), identifying an individual's unmet needs, exploring society's part in lacking or meeting these needs, and understanding the variables that exist in meeting needs are important for an individual's development.

Before proceeding with this study, it is important to define terms that will not be used as a result of their professional definitions and their application to this study, as well as the terms

that will replace them. *Non-Caucasian* is being used to refer to any individual that is not considered to be *white, Caucasian*, or *Anglo-Saxon*, as this group is often referred to.

Minority will also not be used in this study. Wing Sue (1998) defined minorities as groups of people who, because of physical or cultural characteristics, are excluded by others in the society in which they live for differential and unequal treatment and regard themselves as objects of collective discrimination. This definition does not pertain to ethnicity, sexual orientation, age, gender, or any other trait that is typically used to deem groups as non-Caucasians. Furthermore, Yetman (1998) defined minority as a matter of being submissive due to weakness in population and similarities to the status quo. Neither of these definitions apply to the population being studied. These definitions essentially imply that any individual can be perceived as a minority in a setting as nobody is the same in a group and it is possible to find a difference that would imply minority status to any individual in a group.

Non-Caucasian students will also not be referred to as *diverse* students. According to Connerly (2005), *diversity* became widely used in the 1990s by politicians in an attempt to group more non-Caucasians and appeal to their needs broadly rather than individual groups. Connerly (2005) also stated that diversity ultimately means variety. To use a term such as variety to describe a group of humans takes away from the essence of their humanity and individuality, along with their specific needs. By definition, diversity, much like minority, can pertain to any individual in a group.

There is a disconnect and lack of genuineness in the terms *minority* and *diversity* thus *non-Caucasian* will be used in order to better represent ethnicities that are not in the majority in many college settings. Furthermore, Asian individuals will simply be referred to as Asians, not Asian/Pacific Islanders, etc. due to how they are referenced in most research. The same goes for

Hispanic individuals, as Hispanics appear to be misrepresented or grouped into broad categories within existing research. These terms and ideologies will be implemented throughout the entire review of the literature.

Changes in Trends of Non-Caucasian Enrollment

An important theme to consider when observing needs of non-Caucasian students is the increase in population of non-Caucasians, not only nationwide, but also in college enrollment. According to the National Center for Educational Statistics (NCES) (2009), African-American enrollment has increased 39% since 1980. In 1980, African-American students comprised 9% of college students in America (NCES, 2009). By the year 2000, they comprised 11% of all students (NCES, 2009). Hispanic enrollment rose from 4% to 10% from 1980 to 2000, and Asians increased from 2% to 6% during this time period (NCES, 2009). While these groups increased their presence in colleges, Caucasian enrollment decreased from 81% to 68% (NCES, 2009). This is a significant shift in college enrollment and a significant change in the climate of the United States college population. The NCES (2009) also reported that African-American students are less likely to earn a Bachelor's degree than Caucasian students, but more likely to earn a four-year degree than Hispanic students. Degree completion by Hispanic students has fluctuated throughout the last 25 years, thus no concrete evidence was found in regards to an increased percentage (NCES, 2009). Caucasian students were also more likely to earn a Masters or Doctorates between 1976 and 2004, while the percentage of total undergraduate enrollment for non-Caucasian students increased from 17% to 32% (NCES, 2009).

The Hispanic population in the United States has been growing rapidly, and as of 2005, they are projected to compose the largest non-Caucasian group (NCES, 2009). The Hispanic population is expected to surpass the African-American population, which has been the dominant

non-Caucasian group in the United States for many years (NCES, 2009). According to the United States Census Bureau (2009), the Hispanic population reached 48,969,000 in 2008, and it is projected to reach 57,711,000 by 2015. It is also projected that Hispanics will outnumber African-Americans 57,711,000 to 44,906,000 by 2015 (U.S. Census Bureau, 2009). Over the past 20 years, Hispanics have made gains in several education areas; however, their participation in postsecondary education and attainment of higher education degrees remains low (U.S. Census Bureau, 2009). A large gap between Hispanic and Caucasian academic achievement also remains intact (NCES, 2009).

In 2004, more postsecondary degrees were awarded to African-Americans than Hispanics, even though Hispanics represented a larger percentage of the total population (NCES, 2009). Hispanics have been earning a higher percentage of Associates degrees than any other ethnicity, while a higher percentage of Asians earn a Bachelor's degree compared to other ethnicities (United States Department of Education, 2010). The percentage of Caucasians and Asians who earned doctorate degrees from 1995-2005 is similar, while no recent data regarding doctoral degrees for African-American students and Hispanics was found (NCES, 2009). From 1990 to 2005, an increase in the percentage of adults with bachelor's degrees increased for every ethnicity (NCES, 2009). In 2005, higher percentages of Asian, Caucasian, and African-American students had completed Bachelor's degrees as their highest level of education, while fewer Hispanic students earned a Bachelor's degree (NCES, 2009). One statistic to consider is the fact that there are currently 414,000 part-time Hispanic students enrolled in universities (U.S. Census Bureau, 2010). This implies that while Hispanic students are not earning as many Bachelor's, Master's or Doctorates degrees at the moment, it could be related to the fact that more Hispanics are part-time students than any other ethnicity (United States Census Bureau, 2010). There

appears to be a disconnect between Hispanic achievement and enrollment, which can be a result of poor socioeconomic status and high school preparation for college.

Though current population changes have a vast impact on college enrollment, socioeconomic status does as well. As population increases, more individuals are seeking and being denied employment, access to better education, and basic needs. This greatly impacts whether an individual is able to pursue a college education.

Socioeconomic Status

Socioeconomic status impacts every facet of an individual's life. Since more non-Caucasians are facing poverty than Caucasians, the opportunity for non-Caucasians to attend college is lessened due to the lack of resources available in impoverished areas.

According to the NCES (2009), non-Caucasians are predicted to represent 39% of the total population by the year 2020. As of 2005, non-Caucasians comprise 33% of the U.S. population. Hispanics are the most represented group, making up 14% of the population (NCES, 2009). African-Americans comprise 12 % of the population, and Asians compose 4% (NCES, 2009). With such a large increase in the non-Caucasian population, it is clear that college enrollment of these individuals will increase. According to the United States Census Bureau (2009), Hispanics and African-Americans are currently facing the highest rate of poverty per volume. Though college enrollment may be increasing for non-Caucasian groups, it is clear that socioeconomic status is not improving at the same rate.

A higher percentage of African-Americans and Hispanics have been identified as being raised in an impoverished background than Caucasian and Asian families (NCES, 2009). Asian and Caucasian college age students are also more likely to have parents with a higher level of education than African-American and Hispanic families (NCES, 2009). Many non-Caucasian

cultural groups, such as Hispanics and Asians, speak a language other than English in the home (NCES, 2009). Asians and Hispanics also lead non-Caucasian groups in having the most difficulty speaking English (NCES, 2009). Attending an institution where the primary language is English can prove to be a daunting task for an individual who was raised in a bi-lingual home, as college vocabulary tends to be more complex and foreign than that of high school vocabulary (Bellomo, 1999).

Between 1990 and 2005, the gap between Caucasian and African-American adults who have completed high school narrowed, while there was no measurable change in the Caucasian and Hispanic gap (NCES, 2009). While this gap narrowed, it is important to note again that the African-American population is rising, thus there are more future African-American high school graduates. The increase in graduation rate is also based on statistics that do not consider the socioeconomic status of the students, which plays an important part in academics (U.S. Department of Education, 2010). This is not to say that Caucasian students do not also face socioeconomic hardships, however, data has proven that more non-Caucasian individuals experience low socioeconomic status than Caucasians (United States Census Bureau, 2009).

In the 2003-04 academic year, a larger percentage of African-Americans received financial aid than any other ethnicity, while Asians received the smallest amount (NCES, 2009). Asians are also the least represented group in college, though they yield the highest graduation percentage per student enrolled than any other ethnicity, including Caucasians (NCES, 2009). Financial aid is not always indicative of socioeconomic status as things such as the relationship between geographic location and income are not always considered for a student's aid (Money Income of Families, 2007). More African-Americans receive aid than any other group due to an increase in enrolled population, which creates more of an opportunity for the necessity of

financial aid for this population based on family contribution (United States Department of

Education, 2010). According to the 2006 census (Money Income of Families, 2007), more

African-American families earned less than $10,000 annually, based on percentage surveyed,

followed by Hispanic families. This is indicative of a higher need for financial aid by non-

Caucasian students than Caucasian students.

In 2005, the average income for all students who earned a bachelor's degree was $40,000

(NCES, 2009). This average income coincides with educational achievement for each ethnicity.

Asians and Caucasians have proven to earn higher average incomes ($50,000 and $49,000,

respectively) than other ethnic groups (NCES, 2009). African-Americans with a Bachelor's

degree have earned an average of $30,000 and Hispanics have earned an average of $26,000

(NCES, 2009). This gap in income is surprising and it can be assumed that this disparity is not

taught in college seminars or groups provided for the ethnicities on the lower end. The idea

surrounding a college education is that if an individual earns a degree she will prosper in the

future. While this has been proven by these statistics, it has also been proven that each individual

will not prosper equally with peers, as Caucasians remain the top earner and Hispanics and

African-Americans earn less with the same degree, based on the statistics published by NCES in

2009.

In the 1999-2000 academic year, the most popular fields of study for Hispanics pursuing

Bachelor's degrees were business, social sciences/history, psychology, and education (NCES,

2009). These also happen to be the most popular degrees among the vast majority of college

students, regardless of ethnicity (Jennings, 2008). While a positive relationship between

education and salary for all ethnic groups exists, there is still a lower income percentage for

Hispanics and African-Americans (U.S. Census Bureau, 2009). Since many of these individuals

major in business and social sciences, it is important to include the outlook that these individuals can have upon earning a degree in the curriculum, or encouraging these departments to develop awareness groups to better prepare non-Caucasian students for the job market in which they are entering (Jennings, 2008). According to Super's idea of career adaptability, "adults are 'responsible agents acting within dynamic environmental settings' to find ways to effectively manage their career development" (Niles, p. 43). This idea supports the fact that issues such as poverty, racism, and sexism (Niles, p. 43) play an important role in the process of determining a career as well as how an individual arrives at a particular place in life. It seems apparent then, that both non-Caucasian and Caucasian students need to be made aware of this before entering the professional workforce.

It can be concluded that while more non-Caucasian students are attending college and completing degrees, students who come from a lower socioeconomic status are likely to earn less than their peers upon completion of college. Though their socioeconomic status improves upon earning a degree, it is still not equal to their peers. Socioeconomic status also has an impact on student preparedness and social supports, as resources, supports, and opportunities vary based on the socioeconomic status of individuals.

Student Preparedness and Social Support

While it is important to understand the socioeconomic status of students, it is also important to understand the impact that it has on student preparedness and social support. From 1999 to 2005, more non-Caucasian students began taking Advanced Placement (AP) exams than Caucasians (NCES, 2009). Asians averaged the highest scores among non-Caucasians, while African-Americans earned the lowest scores (NCES, 2009). On the other hand, Hispanics have traditionally experienced higher dropout rates than African-Americans, Caucasians, and Asians

(U.S. Department of Education, 1999). Furthermore, African-American dropout rates have

traditionally been higher than that of Caucasian students (U.S. Department of Education, 1999).

Between 1989 and 2005, the dropout rate of 16- to 24-year-old high school students decreased

from 13% to 9% (NCES, 2009). By 2005, Hispanics were more likely to drop out than African-

Americans, Caucasians, and Asians (NCES, 2009). African-Americans had higher dropout rates

than Caucasians and Asians (NCES, 2009), which demonstrates a need for a specific college

services. There are many non-traditional age college students who enroll in universities each

year, many of them former high school dropouts, who earn a two-year degree and transfer to a

four-year institution (U.S. Census Bureau, 2009). When prior education is a poor experience, it is

important for universities to recognize the need for support groups for non-traditional college age

students as well as ethnically sensitive groups to address the stressors that led to individuals not

finishing high school, as the completion of high school has been a proven indicator of college

success (Anyaso, 2008).

According to Gewertz (2007), many students who are under-prepared for their freshman

year are likely to focus more on socializing than academia. By focusing on socializing, students

are likely to seek comfort in finding other students similar to them in the beginning (Fisher,

2007). It is important for universities to recognize the power of establishing services to facilitate

a group experience that also enables students to grow as individuals by having support (Gewertz,

2007). According to Pittman and Richmond (2007), the involvement of parents, peers, and

school faculty may be all a student needs in order to make a smooth transition into early

adulthood, thus easing the difficulty of such a transition.

As of 1997, the percentage of high school students who went directly to college was 67%

(United States Department of Education, 1999). The percentage of high-income students

attending college after high school has increased while low income attendance has decreased

(United States Department of Education, 1999). This is a clear representation of the effect of

socioeconomic status on whether an individual attends college. According to Johnson (2008),

socioeconomic status and geographic location serve as an important component of success and

interest in furthering education as well as the ability to do so. When students from a lower

economic status enter college, they are introduced to an entirely different experience than they

are accustomed to (Johnson, 2008). It can be intimidating and distracting to an in individual who

is alone and trying to find a voice in a large social chasm such as a university (Akkapulu &

Bilgin, 2007). A student from a distant geographic location can also feel the same way as a result

of the individual's prior tangible life experiences being so distant (Johnson, 2008).

　　　According to Akkapulu and Bilgin (2007), many students experience a sense of

confusion about whether to attend college. Pressure to go to college is usually high, and students

are conflicted as to whether they want to further their education or take an alternate path

(Akkapulu & Bilgin). Berk (2008) stated that peer relationships and parental support are the most

influential factors in predicting a student's academic and career exploration. Parental

involvement is one factor that can predict student success (Berk, 2008). Though adolescents

often want to break free of parental control, they still identify with their parents and need their

support (Berk, 2008). Whether their parents went to college is also seen as a factor in an

adolescent's decision making process (Pittman & Richmond, 2007). It is most often observed

that peers can be more significant in helping an adolescent decide which path to take than parents

(Pittman & Richmond, 2007). Adolescence is a time in which peer interactions can take priority

over what parents have to offer (Pittman & Richmond, 2007). As a result, it is important for

individuals to be encouraged to form social bonds during transition periods (Pittman &

Richmond, 2007). These bonds amount to more self-assurance and positive contributions from members of society sharing similar experiences (Pittman & Richmond, 2007). When a student arrives at college without parents and without the support group she is accustomed to, the reality of her new world can be overwhelming (Johnson, 2008). It is important for a university to recognize first generation college students, out of state college students, and other circumstances that individualize groups of students so that they do not get lost in the shuffle when developing programs and services (Johnson, 2008).

Modern Affirmative Action and the Impact on non-Caucasian Students

Over the past 20 years, there have been attempts by some government officials to limit non-Caucasian participation in college (Colburn et al, 2008). According to Colburn et al. (2008), California voters voted in favor of Proposition 209 in 1996, which denied publicly funded institutions from discriminating on the basis of race, sex, or ethnicity. Also in 1996, the U.S. Court of Appeals deemed it unconstitutional for publicly funded colleges and universities in Texas to allow race as a determinant of admission in the case of "Hopwood v. Texas" (Colburn et al, 2008). This means that affirmative action was no longer recognized as a determinant for college admission as it had been for many years.

Colburn et al. (2008) also stated that decisions made in California and Texas sent a message to other universities in larger states that ethnicity should not be considered when admitting freshman. According to Fullinwider (2005), "Affirmative action means positive steps taken to increase the representation of women and non-Caucasians in areas of employment, education, and business from which they have been historically excluded." Before 1996, all members of the Association of American Universities (AAU) enacted affirmative action to promote and guarantee a diverse freshman population (Colburn et al, 2008). Florida joined the

fight against affirmative action in 1999 and eliminated it from the admission process completely

in all publicly funded universities (Colburn et al, 2008). With Texas, Florida, and California

representing the three largest populations of students in high school and college, enrollment of

non-Caucasian students decreased in these states, as did Caucasian enrollment (Colburn et al,

2008). New York is the fourth largest college state, and it has allowed affirmative action to

remain intact for the college admission process (Colburn et al, 2008).

Some individuals such as Espenslade and Chung (2005), believe that doing away with

affirmative action has the potential to reduce admission rates of all non-Caucasian students, and

that non-Caucasian students who are accepted will be an underrepresented population. One non-

Caucasian group actually benefits from this, however. According to Colburn et al. (2008), the

Asian population benefits from less non-Caucasian students being admitted under affirmative

action because they typically have higher grades than any other ethnicity upon high school

completion. Thus, they are more likely to be accepted regardless.

Some faculty and representatives of non-Caucasian boards have feared that eliminating

affirmative action could lead to more predominantly Caucasian schools. States such as Texas

have found a way to avoid this by ensuring that an equal percentage of students from each school

(regardless of location) are accepted to a Texas university (Colburn et al, 2008). This ensures

that Caucasian students still get accepted first; however, Texas also has a high Hispanic

population, meaning that there is a better chance for Hispanic students to finish in the top 10% of

the graduating class in certain districts (Colburn et al, 2008). The problem still remains that

Hispanics have not performed to the same standard as African-American, Asian, and Caucasian

students over the past 20 years (NCES, 2009). This means that even in a predominantly Hispanic

district there is a possibility that more Caucasian students will get accepted based on grades and

ranking in the graduating class (NCES 2009).

      In making decisions that appear to benefit non-Caucasian students and provide them with

equal opportunities and services, there are a lot of grey areas. Texas, for example, appeared to be

making it possible for more non-Caucasians to be accepted to local universities while doing

away with affirmative action, yet upon looking at the achievement rate and grades of the overall

Hispanic population, it is clear that they do not have the same chance as Caucasian students to

receive a postsecondary education (Colburn et al, 2008). African-Americans, who are not in a

high population in this area and do not boast promising statistics when compared to Caucasians,

fare even worse than Hispanics to get accepted by a university (Colburn et al, 2008). Since so

few non-Caucasians are admitted to universities in the larger states, it is less likely that the

universities have services uniquely specific to non-Caucasian students as there is not a large

enough population to warrant funding to meet such needs (Colburn et al, 2008).

      When visiting the website of the University of Texas at Austin, one of the universities

used in the Colburn et al. (2008) study, the word "Diversity" is written in large letters and

leading to a link whose headline reads, "students combating societal issues such as hunger,

homelessness and domestic violence in Austin" (University of Texas, 2010). This is a fine

endeavor, however, when universities use the word "diversity" it typically refers to a non-

Caucasian student population and acceptance of culture (Schmidt, 2008). The university's site

also does not provide a listing or description of groups and services directed towards non-

Caucasian students. There is also a search block where an individual can type in key words;

however this is a difficult task without knowing the name of any specific groups. This reporting

is not meant to tarnish or insult the university. It is meant to highlight a state in which the

philosophy that non-Caucasian students will get accepted if they are good enough is intact, but

the schools that they have potential to attend do not provide easily accessible resources for them.

According to Colburn et al. (2008), Florida also followed suit, but guaranteed admission

to a higher percentage of students from each school. The downside of this plan is that they

limited the potential universities for students to attend, and they were in charge of determining

what students were allowed to be admitted based on this policy (Colburn et al, 2008). The new

policy, entitled Eligibility in the Local Context, informed students in their junior year if they

would be eligible for automatic admission to the chosen colleges (Colburn et al, 2008). This did

not allow them time to improve grades, and due to the fact that Caucasians achieved higher

academic scores, the chances of non-Caucasian students being admitted to local colleges are

reduced (Colburn et al, 2008). Students also had to meet higher academic standards, thus further

limiting non-Caucasian students from admission (Colburn et al, 2008). This can be perceived as

intentional based on the fact that non-Caucasians in the state typically achieved lower grades and

lower academic standards than their Caucasian counterparts (Colburn et al, 2008). This policy

appears to accept only the best non-Caucasian students along with a lot of Caucasian students,

who may not have achieved as much as other non-Caucasian students in the state, but due to the

district breakdown are guaranteed admission.

Enrollment in Texas, California, and Florida fluctuated and saw a greater amount of

students enrolling many years; however their plans were designed for these results (Colburn et

al, 2008). What was not seen was a vast raise in non-Caucasian enrollment (Colburn et al, 2008).

Though non-Caucasian enrollment had increased throughout the country during this time period

(NCES 2009), these three states saw a stagnant enrollment trend of non-Caucasian students

(Colburn et al, 2008). According to Colburn et al. (2008), between 1995 and 2005, the

percentage of African-Americans present in the freshman class declined from 6.51% to 2.97%. This is a large decrease in ten years, especially when the percentage of African-American freshman enrollment was increasing throughout the rest of the country (NCES 2009). The same results were found in Florida and Texas, though slightly less drastic (NCES, 2009). In these two states the overall enrollment increased each year, yet African-American enrollment decreased each year (Colburn et al, 2008). Over time, African-American students in Texas have shown steady improvement in their high school grades, which have translated into more students being guaranteed a place in a local university, though overall acceptance of African-Americans has remained low (Colburn et al, 2008).

Colburn et al. (2008) also reported that Hispanic enrollment has followed the same path as African-Americans. Hispanic enrollment in universities in the four major states has fluctuated a great deal since the changes in affirmative action policies, but Florida has seen a steady increase (NCES, 2009). One reason for this is the prominence of Hispanic population in Florida (Colburn et al, 2008). Since initiatives for colleges to automatically accept the top 10-20% of graduating students from each high school began, more Hispanics have been enrolled in Florida universities (NCES, 2009). This is accomplished based on the fact that some districts consist of 85% Hispanic populations (Colburn et al, 2008). Hispanics also accounted for 41% of all high school dropouts in the country in 2005, meaning that it looks good for local Florida universities that their Hispanic enrollment has increased, though it makes sense due to the heavy population of Hispanics in the state (High school dropout rates, 2008). It also makes sense that Florida universities have more Hispanics enrolled in college than any other state (Colburn et al, 2008).

The Asian population has benefitted from the decrease in universities that acknowledge affirmative action (Colburn et al, 2008). Their numbers have more than doubled and many

Asians get accepted over Caucasian students based on academic grades and test performance (Colburn et al, 2008). There has also been a decrease in Caucasian enrollment at universities in Texas, California, and Florida, however, it is said to be a result of less Caucasians residing in the states, as more and more non-Caucasians move into the area (Colburn et al, 2008). It can be deduced that the banishing of affirmative action did not have the desired results as it benefitted non-Caucasians based on the population of the states, however, even with the reduction in the Caucasian population, there are still far more Caucasian students enrolled in these universities (Colburn et al, 2008). The argument that Caucasians benefit from the elimination of affirmative action is also not entirely true based on the fact that their enrollment as a group has decreased, though in some districts it can still be said that it favored them (Espenslade & Chung, 2005).

In all of the non-Caucasian college populations, more females were enrolled than males (Colburn et al, 2008). This can be indicative of the fact that crime rates are higher among non-Caucasian high school males than females, and that more males drop out of high school than females (High School Dropout Rates, 2008). In 2005, 11% of males dropped out of high school, opposed to 8% of females (High School Dropout Rates, 2008). Males also statistically have a higher rate of criminal activity and illegal drug use than females, especially in non-Caucasian populations (U.S. Department of Justice, 2009).

With such high statistics demonstrating the limitations and obstacles of not only non-Caucasian males, but also non-Caucasian females, it is clear that high schools and universities need to perform more community outreach and programming to assist these individuals and provide more assistance to aid them in taking a path towards higher education (High School Dropout Rates, 2008). Furthermore, if most of the major public universities do not recognize affirmative action, it is more difficult for these individuals and their peers to have an opportunity

to attend a local university due to their competition with Caucasian students and the obstacles

they experience in their journey to higher education (Colburn et al, 2008). It is also plausible to

suggest that if a university does not observe an affirmative action policy, it is important to

provide support services and special interest groups to assist accepted non-Caucasian students in

their transition to a very different social climate (High School Dropout Rates, 2008).

Colburn et al. (2008) concluded that while Florida, Texas, and California eliminated

affirmative action, other members of the AAU saw their non-Caucasian population thriving,

which in some cases entitled them to more funding. Furthermore, the other 47 states were able to

develop more majors and employ more educators and faculty as a result of the increase in

enrollment (Colburn et al, 2008). What was not conveyed from this research is whether the

funding at these other universities and the additional faculty that were hired were utilized to

assist non-Caucasian students in their transition to college. It was also not clear whether

additional programming and services were developed for non-Caucasians as a result of their

increased enrollment. While this research is beneficial, little is seen regarding how the needs of

the students are addressed in these universities. It is apparent that they remain a number in a

study and an enrolled statistic in a university system. While Colburn et al. (2008) did not set out

to study student service needs of non-Caucasian students; they spoke of how the students were

affected in every other area. To supplement their results and address the area of student service

needs, Schmidt (2008) conveyed that the more specific needs of non-Caucasian students are not

being addressed in the highest capacity possible, despite increased rates of enrollment. One last

idea to consider is the fact that though affirmative action is not recognized by many universities,

they are enrolling non-Caucasian students based on academic performance above all else rather

than attempting to attain them for funding and to portray an image of diversity (Colburn et al,

2008). While the research highlights many flaws in the enrollment process of these universities, it also highlights flaws in pursuing diversity for educational purposes (Schmidt, 2008). According to Schmidt (2008), recruiting non-Caucasian students for the purpose of utilizing diversity for educational purposes is not equal to recruiting non-Caucasian students for the purpose of pursuing racial equality and social justice. It is one thing to have a vision and an ideal goal, but it is another to hold true to the initiatives of a university and to treat students as students rather than statistics and characters in a pamphlet (Schmidt, 2008). Aside from the effects of affirmative action on non-Caucasian enrollment, it is also important to observe other factors that influence their experience of the entire college process.

Influential Frameworks Impacting Non-Caucasian Students

According to Archer and Cooper (1998), "Today's students have grown up in a society of racism, sexism, heterosexism, etc." (p. 4). This idea extends to services provided for non-Caucasian students in college. Though the majority of universities in the United States are not segregated, the programs that are offered to non-Caucasian groups can be viewed as lacking in terms of non-Caucasian students' interest in participation (Archer & Cooper, 1998). Archer and Cooper (1998) also posed the question, "If the media is so open to race, sex, and gender identity, why aren't all college campuses? The media stretches everywhere yet different sections of the U.S. will not allow themselves to embrace diversity" (p. 6). This is a powerful statement in regards to diversity in student services on college campuses. It can be argued that universities do not intentionally offer services that are more directed towards Caucasians, but the end result is typically a service that is believed to be inviting to all that neglects to highlight its assets to non-Caucasian students (Akkapulu & Bilgin, 2007).

Archer and McCarthy (1998) also stated that today's societal construct victimizes non-Caucasians and the idea of multiculturalism is threatening to the status quo. Students of all ethnicities and age groups need support when attempting to attain services that pertain to them, whether it pertains directly to one group or a service that benefits the general college population (Archer & McCarthy, 2007). According to Archer and Cooper (1998), one service that should be considered for all students is a peer counseling group. They conveyed that these groups can benefit the current college generation and the issues that face each and every student, and should be implemented at most schools (Archer & Cooper, 1998).

According to Archer and McCarthy (2007), many college students have significant rates of stress and burnout. Many students perform below their abilities due to the fact that educational institutions are controlled by doctrines and curriculums (Archer & McCarthy, 2007). Enmeshed in the doctrines and curriculums are student services that do not necessarily speak to specific ethnicities, but college students as a whole (Archer & McCarthy 2007). This is not entirely an ill conceived way to develop student services, but it does have the potential to alienate some students (Archer & McCarthy, 2007). A counseling center is one department that can assist in these matters, but according to Davis and Humphrey (2000), counseling centers need to be creative and flexible to reach their students. It is possible to advertise counseling services to all students by displaying various ethnicities on a flyer and demonstrating that the center is equipped to meet the needs of all students (Davis & Humphrey, 2000). This is also a unifying process as the display of various individuals connected through the need for the same service normalizes the service and demonstrates a commonality (Davis & Humphrey, 2000). Archer and McCarthy (2007) stated that many institutions force students out of school by refusing to acknowledge personal freedom and the right to question. This idea pertains to the board members who initiate

and develop student services (Archer & McCarthy, 2007). It is not uncommon for a need to be

recognized on a college campus and a program being developed to meet that need (Archer &

McCarthy, 2007). During this process, it is also not uncommon for students to be seen as one

group rather than the separate groups that comprise a student population, such as ethnicity, age,

gender, and socioeconomic status (Archer & McCarthy, 2007). Davis and Humphrey (2000) also

stated that "campus climate is fluid with regard to the changing characteristics of traditional-age

college students and an increasingly diverse student population in terms of ethnicity, sexual

orientation, gender, disability, and age" (p.7). It is important when student services are being

developed that they take into consideration all of the differences existing within the college

population and recognize the individuality and identity that comprises its student body

(Lippincott, 2007).

　　　According to Lippincott (2007), it is important to have respect for "self-definition and

language" (p.52), as well as "respect for timely development" (p.53), as both of these are

necessary for the development of the various groups on campus. When developing programs to

meet the needs of students, one must consider the identity and ties that students possess

(Lippincott, 2007). Some students may identify strongly with their ethnicity and find themselves

lost in a predominantly Caucasian atmosphere (Archer & McCarthy, 2007). Some may even find

that they are members of only a handful of representatives from a specific ethnicity, meaning a

program to bring this handful together could have a powerful effect (Slattery, 2004). According

to Slattery (2004), a strong network of social ties can provide physical and emotional resources

that assist the student in coping with stress and loneliness typically associated with

underrepresented individuals. In developing programs that acknowledge the unique experience

of each ethnic group on campus, needs and supports can be addressed to assist in the transition to

college and the life changing experiences related to this change (Slattery, 2004). It can also assist

students in developing a deeper sense of belonging in the college atmosphere, which benefits

college retention rates (Slattery, 2004). Slattery (2004) also stated, "Recognizing oppression and

privilege is not enough. We must also work for social justice" (p. 364). All members of a

university must acknowledge the presence of various groups and the various services that can

assist each group in flourishing to the fullest extent that the university can provide (Slattery,

2004). Simply recognizing a lack of programs for Hispanics or African-Americans is not enough;

responding to lack of programs and developing new ones is how to combat oppression and

demonstrate an effort to meet the needs of the students (Slattery, 2004).

According to Davis and Humphrey (2000), members of the campus faculty need to

recognize mistreatment of non-Caucasians and the shortcomings of the campus in addressing the

issue. Campus faculty should also be encouraged to combat the injustices that non-Caucasians

face on college campuses (Davis & Humphrey, 2000). They also stated that as the college scene

changes dramatically every day, professional college staff must always be alert and prepared to

aid their students (Davis & Humphrey, 2000). University staffs are employed to ensure that the

academic needs of students are met, but it is important to take a stance that goes beyond

academia (Davis & Humphrey, 2000). Those who have a voice on campus need to advocate for

students to ensure that other social and emotional needs are met to assist them in achieving their

academic goals to fullest (Davis & Humphrey, 2000). According to Fisher (2007), "Integration

into the college environment is an emergent process that is largely a function of formal and

informal interactions students have on campus, in both academic and social capacities" (p. 126).

Entering college is a large step in an individual's life. This step, in regards to formal and

informal interactions, can be overwhelming if a student does not have a group to identify with or

a social backing provided by the university to demonstrate that the student is welcome (Fisher, 2007).

Fisher (2007) stated, "Students who lack sufficient interaction with others on campus or have negative experiences may decide to depart the university as a result of this reevaluation" (p. 126). When considering what programs to initiate and where funds should be allocated, it is necessary to consider that a student may entertain the idea of vacating a university based on a poor social experience of the feeling of being alone due to a lack of programs that pertain to the individual (Davis & Humphrey, 2000). According to Archer and Cooper (1998), social transformation is one of the main purposes of college, as well as dealing with the social and economic changes that go on day to day and adapting to them. As a faculty member, assisting students in adapting to their surroundings is important when a student does not feel supported or welcomed at a university based on ethnicity or any other difference the individual may have with the majority (Davis & Humphrey, 2000). While these are all requests for action and statements of what needs to happen at universities, there some universities that are responding to the needs of the growing population of non-Caucasian students in colleges.

What Some Universities are Doing

In an interview with Dr. Casteen, President of the University of Virginia, conducted by Hilary Anyaso (2008), Casteen stated that it is important to have direct involvement with the student population, the issues that face the student body, and the officials that make decisions for them. He also stated that it is important to articulate goals and be open and honest about accomplishments and failures while serving the university's non-Caucasian population (Anyaso, 2008). Casteen conveyed that it is necessary to acknowledge when a university's climate is changing and advocate for programming changes in order to meet the needs of the growing

population of non-Caucasian students, and all other students for that matter (Anyaso, 2008). To accomplish this, Casteen has encouraged "presidents, provosts and deans to put themselves on the line with regard to defining clear purposes and reporting timely and clearly on results, including failures" (Anyaso, 2008). By encouraging the university to embrace the rise in non-Caucasian students and ask for support in assisting them, he has taken large steps to ensure that they see the best possible results and receive as much support as possible during their experience (Anyaso, 2008). As a result of their commitment to a diverse university, Virginia tied Columbia University for African-American enrollment, representing 11.4% of their freshman (Anyaso, 2008). Virginia is also able to boast that their African-American students have the highest graduation rate for state universities with 83% (Anyaso, 2008). The successes of non-Caucasian students, especially African-Americans, are indicative of the extra attention and the strong efforts of the campus to provide them with necessary services and programs to assist them in succeeding in college (Anyaso, 2008). Casteen also shared that the University of Virginia has received a great deal of additional funding and campus support to assist in furthering their efforts to enroll and retain non-Caucasian students as a result of their efforts (Anyaso, 2008). This demonstrates commitment and how powerful getting others involved in the effort can be.

The University of Maryland prides itself on retaining and assisting non-Caucasian students in academic and social success (Anyaso, 2008). In 2008, 40 African-Americans earned Doctorates degrees, the highest in their history and one of the highest totals ever by a public university (Anyaso, 2008). To further demonstrate their commitment to a diverse campus, 34% of their faculty hires have been non-Caucasian individuals (Anyaso, 2008). Dr. Mote, President of the university, has utilized the university's location to attract non-Caucasians from the D.C. area and has utilized local resources to encourage high school students in the area to attend

college (Anyaso, 2008). The university has benefitted from its location and the local population, but also from the intense quest to continue enrolling more non-Caucasian students each year and adapting new services to meet their needs (Anyaso, 2008). Mote shared that he has the responsibility to start the initiative to enroll and appeal to more non-Caucasians (Anyaso, 2008). While there is significantly more funding available for universities that enroll more non-Caucasian students, he conveyed that it benefits the university as a whole by promoting a more diverse social atmosphere, enhancing the sharing of ideas, and encouraging the university to be comprised of various perspectives (Anyaso, 2008). He also conveyed that it is one thing to talk about enrolling and supporting more non-Caucasian students, but it is completely different to actually follow through (Anyaso, 2008). In admitting more non-Caucasian students he has had to gain the support of government officials and other campus officials to develop special programming, more scholarships, and more student aid, as the university is located in an impoverished geographical location (Anyaso, 2008). Once non-Caucasian students are enrolled, the university has a responsibility to meet their needs and continue to assist them throughout the whole process, which includes developing new services, providing opportunities to promote inclusiveness, and demonstrating campus unity from the top down (Anyaso, 2008). The University of Maryland is a prime example of what it is to not only make an effort to enroll and retain non-Caucasian students, but to support them throughout their college experience and ensure that the university is doing everything in its power to help them succeed (Anyaso, 2008).

Dr. Williams, President of The City College of New York has also taken strides to improve CCNY's non-Caucasian population and ensure services are in place for them while they are enrolled (Anyaso, 2008). Being located in a state with a lot of universities, it is clear to Williams that recruitment is important (Anyaso, 2008). Along with recruitment, he has found it

necessary to have programs in place to entice students by demonstrating examples of the support

they will receive if they attend CCNY (Anyaso, 2008). He also shared that it is important to have

a stable campus community in place and to be able to demonstrate it through posters, events, and

programming on campus for tours and through the entire academic year (Anyaso, 2008).

Williams stated "…people of color, just like any other folks, have the same goals and desires

with regard to their careers and aspirations, and they want to come to a place where they can feel

a part of the place, where they feel that they can develop their own careers and fit in and really

have an opportunity to grow and develop as either students or as scholars" (Anyaso, 2008 p 21).

This demonstrates not only a commitment, but an understanding of what every student needs

from a university (Anyaso, 2008). Furthermore, it demonstrates that universities do not need to

develop groups specifically for non-Caucasian students, but have the capacity to do so if it is

necessary and simply provide them with whatever they need for a successful and comfortable

college experience (Anyaso, 2008). Williams has taken the liberty to utilize donations for

developing an initiative for professional opportunities for non-Caucasian students upon

graduation (Anyaso, 2008). For instance, he has set up a program in which African-Americans

with the necessary credentials are afforded the opportunity to attend local law schools, as the

non-Caucasian populations of law schools are quite low (Anyaso, 2008). Williams has also taken

the stance that it is not only important to promote diversity, but to enable students to embrace

their own ethnicity and culture when doing so, which develops a sharing of cultures and a unique

social experience (Anyaso, 2008).

       According to Schmidt (2008), while many universities are recruiting and establishing

services for non-Caucasian students, when they cite their percentage of non-Caucasian graduates

they do not cite the grade point averages (GPA) of the graduates. This seems trivial, however,

Schmidt (2008) reported that an overwhelming majority of the non-Caucasian students, especially African-Americans, graduate with or close to the minimum GPA required for degree completion. Schmidt (2008) also reported that this is more prevalent for males than females. This trend has been blamed on poor high school preparation, but it appears as though universities can do something to remedy poor preparation and assist these students in reaching their full potential, rather than simply meeting requirements (Schmidt, 2008). According to Harper (2009), fewer than 33% of all African-American males graduate in four years. Furthermore, the average for African-American Bachelor's degree earners is six years, the longest of any ethnicity (Harper, 2009). While it is a positive that they are receiving degrees and completing college, it is also clear that there is a need for more than just social and diversity programming (Harper, 2009). According to Massey et al. (2002), many universities do not want to admit that any of their students are not excelling, however with such a focus on diversity in college, they are less likely to admit academic problems among non-Caucasian students. Some universities, such as the University of Georgia have addressed this problem by developing mentoring, outreach, and guidance programs directed at African-American males under the program they developed called the African American Male Initiative (Schmidt, 2008). This is not to say that other students do not need programs such as this, but it is an example of a university improving upon a flaw in non-Caucasian programming (Harper, 2009). Many grants are being distributed to assist universities in helping their non-Caucasian students excel; however, it is the responsibility of the universities to obtain these grants (Schmidt, 2008). There are also many special interest groups, such as the Student African American Brotherhood, who raise funding and assist universities with special programming for not only African-American students, but other non-Caucasian students (Schmidt, 2008). According to Schmidt (2008), the universities that boast more

successful non-Caucasian students appear to not only focus on the problem, but also evaluate

preexisting programs and initiatives and brainstorm how to improve them. Many of the

universities that receive these grants use part of the funding to establish mentoring groups of all

sorts to further assist non-Caucasian students, and they appear to be working well (Schmidt,

2008). The University of Detroit Mercy established a mentor program and their four year

graduation rate for non-Caucasian students more than doubled (Mentoring as Success and

Retention Tool, 2008). This is not the only solution to improving academic performance and

graduation rates, but mentoring groups have been reported as one of the most beneficial college

programs (Mentoring as Success and Retention Tool, 2008). It is yet one more place for a

university to start when considering establishing programs for the advancement of non-

Caucasian students.

　　　　According to Carey (2008), some colleges such as Florida State University have

addressed the issue of poor academic performance and the changing social climate by developing

programs such as CARE (Center for Academic Retention and Enhancement). CARE was

developed to assist low-income, first-generation non-Caucasian students perform and adapt in

college to the best of their ability (Carey, 2008). The goal is to pinpoint each component of

information students might need or obstacle they may face and assist in their perseverance

(Carey, 2008). In order to accomplish this, the university has had to take note of all of their flaws

and demonstrate humility when assessing what they need to do better, which is actually the

origin of CARE (Carey, 2008). This is a model in which universities can observe and build on to

benefit their non-Caucasian students and assist them in the quest for a college degree. It is also

an example of how to react to an increase in non-Caucasian enrollment and the needs that exist

when adapting to new social experiences and college curriculums (Carey, 2008). Each university

does not need to adopt large initiatives to assist non-Caucasians, and it is important to create

programs that assist all students, but there are particular needs that institutions such as Florida

State University are acknowledging that do not appear to be identified at every university (Carey,

2008).

        All of these universities represent a mindset and strong dedication to enhancing

opportunities for non-Caucasian students. Not only have they established supports for students,

but they have also gone out of their way to recruit more non-Caucasian students each year and

relish in the success that has been demonstrated by the students. This sort of dedication to

diversity and commitment to not only a strong academic system, but also a diversified campus

climate provides hope that more universities will begin to develop programs and initiatives to

support success of non-Caucasian students.

Conclusion

        After reviewing the literature, it is clear that there are many contributing factors to non-

Caucasian student performance. It is also clear that there are unique needs of these students that

are not being widely met. One thing that is not entirely apparent is what these needs are. It is

easy to say that support is a need, but every student needs support. It is also easy to stop striving

to meet the needs of these students when an effective program is in place, but needs, much like

students, are constantly changing. It is important to never stop developing programs, but it is also

important to seek guidance from non-Caucasian students themselves. According to research, this

does not appear to be happening. It would be interesting and useful if evidence was reported

describing the actual needs of students what the students believe they need.

Method

Proposing the Research and Development of the Survey

The objective of this study was to conduct and analyze a needs assessment of a sample of Caucasian and non-Caucasian college students at a public four year university in the northeast. This university consists of 9,244 students, with 7,846 attending full time and 1,398 attending part time. The university currently has 3,364 full time males and 4,482 females enrolled. The percentage breakdown of students by ethnicity is 1% Asian, 6% African-American, 3% Hispanic, 74% Caucasian, 1% international, and 15% of ethnicity unreported. This university offers Bachelor's degrees as well as Master's degrees.

Caucasians and non-Caucasians were surveyed in order to assess services that are provided for non-Caucasian students and services they believe they need. Caucasian students were surveyed in order to determine if there is a difference in student services needs based on ethnicity. The objective was not to criticize or highlight shortcomings of the college. It was to determine if the non-Caucasian population believes that they are being well-served or if there are other options that may better suit their needs. Surveys were developed and distributed in order to obtain anonymous responses and gather information from students in a faster manner. By distributing surveys rather than conducting focus groups or other qualitative measures, more than 300 surveys were distributed in less than a week, providing a longer period of time in which to analyze the data.

The purpose of this research was to observe and report whether non-Caucasian students are being served to their contentment. Since more non-Caucasians are being accepted at this university, this research was meant to serve as a tool when thinking about services that can benefit this group. The researcher has attended this university for seven years and has

experienced first-hand the need for more diverse programs for ethnic students. This study was

intended to aid in proposing services suggested by this group.

The survey, created by the researcher, consisted of 26 groupings of questions, and is

presented in full in Appendix I. Ethnicity, hometown, age, on/off campus residence, and

academic status were all included in the survey. Each question in this survey was based on a

response scale ranging from 1-5, with 1 representing never, 2 representing rarely, 3 representing

sometimes, 4 representing often, and 5 representing always. The survey also consisted of six

open-ended questions in order for students to make suggestions at the end of each grouping, and

to enable the student to explain reasoning for her answers if she chose to.

The first group of questions pertained to student connectedness to family, friends, student

groups, classmates, the campus, and the college as a whole. The second group of questions

addressed student participation in campus groups including ethnic, athletic, spiritual, sexual

orientation, and general activity groups. Fourteen groups were listed in all, and a question of

whether the student feels invited to participate in the groups was asked last in order to summarize

reasons for participation or lack thereof.

The second group of questions pertained to ethnic representation at the college and needs

particular to the student's ethnicity. This section also consisted of a question regarding whether

the student has utilized services provided by the counseling center. Responses to this question

were used to determine whether there are consistencies among ethnic groups regarding their

utilization of counseling services. An open question was provided to encourage the student to

share why she has not utilized counseling services if she stated that she did not.

The third group of questions pertained to potential services that could be suggested based

on the results of this survey. The services listed consisted of support, ethnic specific, educational,

spiritual, transfer student, adult student, first generation student, and focus groups. Fourteen groups were provided. Following the list of potential groups, two open questions were posed. The first addressed whether the student would utilize such groups if they were implemented, followed by why/why not. The second question asked the student to identify groups or events that she would attend if they were implemented. These questions were provided to encourage the student to share her voice and interests as there is a chance that the groups provided would not cover all needs or interests.

The last group of questions pertained to how it feels to attend a predominantly Caucasian college, socioeconomic status, and support systems that exist in the student's life. These questions were of importance as they provided greater insight into the needs of students that may not have been represented by lists of groups or questions of needs. These questions provide insight into potential needs of students that are not represented by most surveys or programs that are provided.

Distribution of Surveys

The researcher distributed surveys in campus buildings such as the main athletic facility, the building with the most classrooms, a dining hall, and the library. An envelope was provided in a designated location in each building for students to return the surveys. This method ensured that the results remained anonymous to the researcher. The survey was developed solely by the researcher and it was made clear to each participant that the results would remain anonymous. These locations were chosen for survey distribution due to the high volume of student activity that occurs at each site.

It was the researcher's intention to survey no more than 150 Caucasian students and 150 non-Caucasian students. The response goal of this study was 300 total surveys, as the surveys

were quite comprehensive and it was important for the collected data to be manageable for solo

interpretation. The number of Caucasians and non-Caucasians were also set at 150 each due to

the abundance of Caucasian students and the scarcity of large numbers of non-Caucasian

students. Subjects were randomly selected based on their presence in the locations in which the

survey was distributed. When agreeing to take the surveys, participants were informed that they

would not be identified based on the results and that by placing the survey in the designated

envelope, the researcher would not know which survey each participant completed. The

researcher had no assistance in distributing or collecting the surveys and was not present when

the surveys were being completed. In total, 321 surveys were completed and submitted.

Data Analysis

The data was analyzed by the researcher in stages. First, each ethnicity was divided in

order to tally how many responses were from each ethnicity. This process took roughly two

hours and became quite laborious. The researcher then opened the original survey on the

computer and began to input the number of responses to each question based on ethnicity. For

each question with a scale of 1-5, the researcher tallied the number of responses to each number

for each question. This helped to keep all ethnicities separate and organized while interpreting

and inputting the data. For the six qualitative questions, a list of responses was developed. Many

responses were similar, thus they were grouped based on similarity and the number of

respondents to each answer was tallied.

Once all responses were tallied for each ethnicity, the number of responses to each

question was calculated in percentages. Percentages for responses to each question based on

ethnicity were calculated first. *Response* refers to each answer provided for the questions with

the 1-5 scale. Upon completing this calculation, the percentage of responses for all of the

completed surveys regardless of ethnicity was calculated. This method of calculation was used as

it provided both a small sample related to responses based on ethnicity, and a larger sample

encompassing all respondents. In looking at both sets of samples, it was easier to observe

patterns, consistencies across ethnicities as well as the whole survey population, and whether

there were differences in the responses of each ethnicity, or if the student population in its

entirety has the same basic needs. This will be discussed further in the results section. Upon

completing the calculations and creating a table with all of the percentages, all surveys were

shredded by the researcher, as he vowed to do so when developing his IRB proposal.

<div align="center">Results</div>

The results of this study will be presented with an analysis of the demographics of

participants, findings on connectedness, group participation, cultural representation on campus,

utilization of counseling services, possible services of interest, need for support, and a brief

conclusion that will be expanded upon in the discussion section.

Demographics

Three hundred and twenty-one completed surveys were collected, which is 20 more than

the projected total. There were 164 Caucasian, 107 African-American, 36 Hispanic, 9 Asian, 2

Indian, 1 Ghana, 1 Russian, and 1 Congo responses to the survey. Three Hispanic students also

described themselves as bi-racial, as did one Asian student, but none disclosed what both of their

ethnicities were.

<div align="center">Figure I: Ethnic Representation</div>

Ethnicity								
	Caucasian (164)	African-American (107)	Hispanic (36)	Asian (9)	Indian (2)	Ghana (1)	Russia (1)	Congo (1)
Bi-Racial			3	1				

One hundred and seventy-one respondents listed an area located in Western New York as their hometown. This population yielded 91 Caucasian, 49 African-American, 27 Hispanic, and 4 Asian respondents. One hundred and eleven respondents listed areas in New York City as their hometown. Sixty-three of these individuals were Caucasian, while 37 were African-American, 8 were Hispanic, and 3 were Asian. Fifteen respondents cited Florida as their state of origin, including 3 Caucasians, 11 African-Americans, and 1 Asian. Massachusetts yielded 12 respondents including five Caucasians, six African-Americans, and one Asian. Six respondents cited Ohio as their hometown, including two Caucasians, three African-Americans, and one Hispanic.

Figure II: Geographic Origin

	Caucasian (164)	African-American (107)	Hispanic (36)	Asian (9)	Indian (2)	Ghana (1)	Russia (1)	Congo (1)
Hometown:								
Western NY	91	49	27	4				
NYC	63	37	8	3				
Florida	3	11		1				
Mass.	5	6		1				
Ohio	2	3	1					

In terms of the range in age of those surveyed, 239 respondents identified themselves as 18-21, 141 identified themselves as 21-25, 26 identified themselves as 25-30, and 31 identified themselves as 30 or older. Of the respondents in the 18-21 range, 61 were Caucasian, 36 were African-American, 19 were Hispanic, 3 were Asian, 1 was Indian, 1 was from Ghana, 1 was Russian, and 1 was from the Congo. Of the respondents in the 21-25 age range, 73 were Caucasian, 52 were African-American, 11 were Hispanic, 4 were Asian, and 1 was Indian. Of the respondents in the 25-30 age range, 13 were Caucasian, 7 were African-American, 4 were

Hispanic, and 2 were Asian. Of the respondents in the 30 and older age range, 17 were

Caucasian, 12 were African-American, and 2 were Hispanic.

Figure III: Age Breakdown per Ethnicity

	Caucasian (164)	African-American (107)	Hispanic (36)	Asian (9)	Indian (2)	Ghana (1)	Russia (1)	Congo (1)
Age:								
18-21	61	36	19	3	1	1	1	1
21-25	73	52	11	4	1			
25-30	13	7	4	2				
30-Older	17	12	2					

One hundred and seventy-three students reported living on campus, while 148 students

reported living off campus. The students living on campus consisted of 71 Caucasians, 72

African-Americans, 22 Hispanics, 4 Asians, 1 Indian, 1 Russian, and 1 student from the Congo.

The students that reported living off campus were composed of 93 Caucasians, 35 African-

Americans, 14 Hispanics, 5 Asians, and 1 student from Ghana.

Figure IV: On/Off Campus Residence

	Caucasian (164)	African-American (107)	Hispanic (36)	Asian (9)	Indian (2)	Ghana (1)	Russia (1)	Congo (1)
On Campus	71	72	22	4	1		1	1
Off Campus	93	35	14	5		1		

Eighty-three students identified themselves as freshmen. Freshmen consisted of 45

Caucasians, 22 African-Americans, 13 Hispanics, 2 Asians, and 1 Indian. Seventy-four students

identified themselves as sophomores, consisting of 46 Caucasians, 14 African-Americans, 8

Hispanics, 3 Asians, 1 student from Ghana, 1 Russian, and 1 student from the Congo. Ninety-

eight students identified themselves as juniors, consisting of 46 Caucasians, 43 African-

Americans, 7 Hispanics, and 2 Asians. Forty-one students identified themselves as seniors,

consisting of 14 Caucasians, 19 African-Americans, 5 Hispanics, 2 Asians, and 1 Indian.

Twenty-five students identified themselves as graduate students, consisting of 13 Caucasians, 9

African-Americans, and 3 Hispanics.

Figure V: Academic Class

	Caucasian (164)	African-American (107)	Hispanic (36)	Asian (9)	Indian (2)	Ghana (1)	Russia (1)	Congo (1)
Freshman	45	22	13	2	1			
Sophomore	46	14	8	3		1	1	1
Junior	46	43	7	2				
Senior	14	19	5	2	1			
Graduate	13	9	3					

As predicted, more Caucasians participated in this study than any other ethnicity.

African-Americans were the only ethnicity to even come close in numbers. This actually

represents one of the main issues that this study was designed to address. One concern that the

survey was developed to address was connectedness to student groups, classmates, the campus,

and connectedness to the college as a whole. The hypothesized answer to this question was that

non-Caucasian students would not feel a large sense of connectedness to the college and its

services.

Findings on Connectedness

The purpose of this study was to gain insight into the sense of belonging and

connectedness students experience in college. Thus, the survey consisted of various questions

regarding how connected each individual feels towards family, friends, student groups,

classmates, the campus, and how supported each student feels by the college. Students were

asked to share their level of connectedness to family and friends as a lack in connectedness in

these areas can also present potential needs of students that can be addressed by the college.

Students were asked to use a scale ranging from 1-5, with 1 meaning never, 2 meaning rarely, 3 meaning sometimes, 4 meaning often, and 5 meaning always.

In terms of family connectedness, 16 students reported that they never feel connected to their family. Thirteen of these respondents were Caucasian and three were non-Caucasian. Twenty-eight students reported that they rarely feel connected to their family. These students consisted of 21 Caucasians and 7 non-Caucasians. Thirty-five students reported that they sometimes feel connected to their family. These students consisted of 8 Caucasians and 27 non-Caucasians. One hundred and sixty students reported that they often feel connected to their family. These students consisted of 50 Caucasians and 110 non-Caucasians. One hundred and fifty-four students reported that they always feel connected to their family. Of these students, 72 were Caucasian and 82 were non-Caucasian. After totaling the results, non-Caucasians reported the least amount of family connectedness based on their responses to the rating scale while Caucasians reported the greatest amount of family connectedness. Of all non-Caucasian groups, African-Americans reported the least amount of family connectedness.

In terms of connectedness to friends, five students reported that they never feel connected to friends. Of these students, one was Caucasian and four were non-Caucasian. Twenty-six students reported that they rarely feel connected to friends. These students consisted of 16 Caucasians and 10 non-Caucasians. Forty-five students reported that they sometimes feel connected to friends. Of these students, 29 were Caucasian and 16 were non-Caucasian. Seventy-seven students reported that they often feel connected to friends. Forty-one of these students were Caucasian and 38 were non-Caucasian. One hundred and sixty-eight students reported that they always feel connected to friends. These students consisted of 77 Caucasians and 81 non-Caucasians. After totaling the results, it is clear that Caucasian students -feel least connected to

friends, while non-Caucasian students reported the most connection. Based on the 1-5 rating scale, African-American students reported feeling the most connected to their friends out of all of the non-Caucasian groups. Something to take note of is the fact that African-Americans reported the least amount of connectedness to their family, while they reported the most connectedness to friends.

In terms of connectedness with student groups, 106 students reported that they never feel connected. These students consisted of 37 Caucasians and 79 non-Caucasian students. Seventy-six students reported that they rarely feel connected to student group. Of these students, 22 were Caucasian and 54 were non-Caucasian. Fifty-nine students reported that they sometimes feel connected to student groups. These students consisted of 35 Caucasians and 24 non-Caucasians. Forty-one students reported that they often feel connected to student groups. Of these students, 31 were Caucasian and 10 were non-Caucasian. Sixty-six students reported that they always feel connected to student groups. These students consisted of 39 Caucasians and 27 non-Caucasians. Non-Caucasians, namely African-Americans, clearly reported feeling the least connection to student groups, while Caucasian students reported feeling the most, however; a much greater percentage of students from all ethnicities demonstrated that there is not a very high feeling of connectedness to student groups.

In regards to connectedness with classmates, 27 students reported that they never feel connected. Of these 27 students, 16 were Caucasian and 11 were non-Caucasian. Fifty-eight students reported that they rarely feel connected to classmates. These students were comprised of 36 Caucasians and 22 non-Caucasians. Eighty-three students reported that they sometimes feel connected to classmates. These students consisted of 24 Caucasians and 59 non-Caucasians. Sixty-four students reported that they often feel connected to classmates. Of these students, 46

were Caucasian and 18 were non-Caucasian. Seventy-nine students reported that they always

feel connected to classmates. These students consisted of 42 Caucasians and 37 non-Caucasians.

The majority of student responses fell into the "sometimes" category which demonstrates that

student connectedness with classmates is not that high for any ethnicity, nor is it significantly

lower.

In regards to connectedness to the campus, 52 students responded that they never feel

connected to the campus. Of these students, 16 were Caucasian and 36 were non-Caucasian.

Forty-nine students reported that they rarely feel connected to the campus. Of these students, 18

were Caucasian and 31 were non-Caucasian. Eighty-eight students reported that they sometimes

feel connected to the campus. Of these students, 29 were Caucasian 59 were non-Caucasian.

Sixty-one students reported that they often feel connected to the campus. Of these students, 42

were Caucasian and 19 were non-Caucasian. Seventy-one students reported that they always feel

connected to the campus. These students consisted of 59 Caucasians and 12 non-Caucasians.

Non-Caucasian students reported the lowest connection to the campus, with Hispanics and all of

the international students reporting the least connection. Caucasians reported feeling the most

connected to the campus. This was the first category that one ethnicity had overwhelmingly

different results compared to the rest, with Caucasians having a much larger connection to the

campus than all other ethnicities.

In regards to feeling supported by the college, 51 students reported that they never feel

supported. Of these students, 19 were Caucasian and 32 were non-Caucasian. Fifty-six students

reported that they rarely feel supported by the college. Of these students, 17 were Caucasian and

39 were non-Caucasian. Sixty-five students reported that they sometimes feel supported by the

college. Of these students, 38 were Caucasian and 27 were non-Caucasian. Seventy-eight

students reported that they often feel supported by the college. These students consisted of 39

Caucasians and 39 non-Caucasians. Seventy-one students reported that they always feel

supported by the college. Of these students, 51 were Caucasian and 20 were non-Caucasian. This

was yet another category in which Caucasian students overwhelmingly felt supported by the

college, while non-Caucasian students felt the least supported.

In observing the results, it is clear that each ethnicity has similar feelings in terms of

familial, friendly, and classmate relationships. When it comes to feeling supported by the

college, Caucasians appear to feel much more supported than Hispanics and African-Americans.

The responses from international students demonstrated that they do not feel supported in any of

the categories; however, it is difficult to measure due to the fact that there were only four

international students who took part in completing the surveys.

Group Participation

Participants were provided with various on-campus groups ranging from educational,

recreational, spiritual, cultural, and sexual orientation focuses. They were asked to rate their

participation on the same 1-5 scale that was described in the previous section. Fourteen campus

groups were listed, some being ethnic-specific though they do not deny participation to anyone,

and some being open to all ethnicities as they are not focused on any particular ethnic groups.

In regards to participation in the Association of Latin American Students (ALAS), 294

students reported that they never participate in this group. These students represented 91.6% of

all respondents and include all Caucasian respondents. Eighteen non-Caucasian students reported

that they rarely participate in ALAS, while non-Caucasians reported that they sometimes

participate, two non-Caucasians reported that they often participate and three non-Caucasians

reported that they always participate in ALAS. The majority of reported participants in this group were Hispanics, which is who the group was initially created for.

In regards to participation in the Art Student Association, 311 students reported that they never participate in this group, accounting for 96.8% of all respondents. These respondents included 157 Caucasians and 154 non-Caucasians. Ten students reported that they rarely participate in this group. These students included seven Caucasians and three non-Caucasians. There were no other responses by students for this particular group.

In regards to participation in the Asian Club, 319 students reported that they never participate in this group, accounting for 99.45% of all respondents. Every group other than Asians responded with never, along with seven Asian students. One Asian student reported that he rarely participates in the Asian Club, and one Asian student reported that he often participates. None of the students surveyed reported that they always participate in this group.

Two hundred and ninety-one students reported that they never participate in the Brockport Adult Student Organization (BASO), accounting for 90.1% of all respondents. Of these students, 148 were Caucasian and 143 were non-Caucasian. Seventeen students reported that they rarely participate in BASO. These students included 5 Caucasians and 12 non-Caucasians. Thirteen students reported that they sometimes participate in BASO. These students included 11 Caucasians and 2 non-Caucasians. There were no other responses regarding participation in this group.

294 students reported that they never participate in Brockport Inspirational Singers, accounting for 91.6% of all respondents. These students included 161 Caucasians and 133 non-Caucasians. Fifteen students reported that they rarely participate in this group. These students were comprised of 1 Caucasian and 14 non-Caucasian. Ten non-Caucasian students reported that

they sometimes participate in this group. Two Caucasian students reported that they always participate in this group. No other ethnicities had any other responses regarding participation in this group.

272 students reported that they never participate in the Caribbean Club, accounting for 84.7% of all respondents. These students included 163 Caucasians and 109 non-Caucasians. Five students reported that they rarely participate in this group, all of which were non-Caucasian. One Caucasian and 11 non-Caucasians reported that they sometimes participate in this group. Twenty-one non-Caucasians reported that they often participate in this group, while 11 non-Caucasian students reported that they always participate in this group. The majority of reported participation came from African-American students.

Two hundred and thirty-one students reported that they never participate in women's studies groups, accounting for 71.9% of all respondents. These students included 101 Caucasians and 130 non-Caucasians. Twenty students reported that they rarely participate in women's studies groups. These students included 16 Caucasians and four non-Caucasians. Nineteen students reported that they sometimes participate in this group. These students included 16 Caucasians and 3 non-Caucasians. Twenty-four students reported that they often participate in women's studies groups. These students included 9 Caucasians and 15 non-Caucasians. Twenty-seven students reported that they always participate in women's studies groups. These students included 22 Caucasians and 5 non-Caucasians.

Two hundred and thirteen students reported that they never participate in foreign language clubs, accounting for 66.2% of all participants. These students were comprised of 123 Caucasians and 90 non-Caucasians. Thirty-six students reported that they rarely participate in foreign language clubs. These respondents included 9 Caucasians and 27 non-Caucasians.

Thirty-eight students reported that they sometimes participate in foreign language clubs. Of these respondents, 12 were Caucasians and 26 were non-Caucasian. Thirteen students reported that they often participate in foreign language clubs. These students included six Caucasians and seven non-Caucasians. Twenty-one students reported that they always participate in foreign language clubs. These students included 14 Caucasians and seven non-Caucasians. A higher percentage of non-Caucasians reported participating in foreign language clubs, with African-Americans and Hispanics reporting the most participation.

Three hundred and fifteen students reported that they never participate in Hillel, which is a group for Jewish students on campus. These students accounted for 96.3% of all respondents and included all but six Caucasian students, who reported that they sometimes participate in Hillel. No higher responses for frequency of participation were given.

Three hundred and twelve students reported that they never participate in the Judo club, accounting for 97.2% of all respondents. These students included 162 Caucasians and 150 non-Caucasians. Two non-Caucasian students reported that they rarely participate in the Judo club and four non-Caucasian students reported that they sometimes participate in the Judo club. One non-Caucasian student reported participating in this club often, and two Caucasian students reported always participating in the Judo club.

Three hundred and seventeen students reported that they never participate in the Native American Club, accounting for 98.7% of all respondents. These students included 161 Caucasians and 156 non-Caucasians. Two Caucasians reported that they rarely participate in this club and one Caucasian reported that he sometimes participates in this club. One non-Caucasian student reported that she often participates in this club. None of the respondents reported always participating in the Native American Club.

Two hundred and seventy-three students reported never participating in the Organization of Students of African Descent (OSAD), accounting for 85% of all respondents. These students included all Caucasian respondents and 112 non-Caucasians. Six non-Caucasians reported that they rarely participate in OSAD and two non-Caucasians reported that they sometimes participate in OSAD. Twenty-five non-Caucasians reported that they often participate in OSAD and 13 non-Caucasians reported that they always participate in OSAD. It is clear that non-Caucasian students participate most in this group, while African-Americans conveyed the highest participation level among the surveyed ethnicities.

Two hundred and seventy-eight students reported that they never participate in the Peer to Peer group on campus, accounting for 86.6% of all respondents. These students included 128 Caucasians and 150 non-Caucasians. Two non-Caucasians reported that they rarely participate in this group. Twenty-one Caucasians reported that they sometimes participate in this group. Three Caucasians and one non-Caucasian reported that they often participate in this group and eighteen Caucasians reported that they always participate in this group. It is clear that Caucasians participate in the Peer to Peer group more often than other ethnicities.

Two hundred and thirty students reported that they never participate in Sexual Orientation United for Liberation (SOUL), accounting for 71.6% of all respondents. These students included 134 Caucasians and 96 non-Caucasians. Seven Caucasians and five non-Caucasians reported that they rarely participate in SOUL. Two Caucasians and 21 non-Caucasians reported that they sometimes participate in SOUL. Three Caucasians and eleven non-Caucasians reported that they often participate in SOUL, while 18 Caucasians and 24 non-Caucasians reported that they always participate in SOUL. Non-Caucasians appear to have the

most frequent participation in SOUL. The main participants from the non-Caucasian group

appear to be African-Americans.

Non-Caucasians reported the least overall group participation. Asians and international

students appear to participate the least, while Caucasians and African-Americans reported the

most. Hispanics appear to have varying participation in groups, and it seems as though it is based

on what type of group it is, as many Hispanics participated in cultural groups more than any

other groups.

Following the list of possible groups to participate in, students were asked how invited

they feel to take part in groups. Seventy-two students reported that they never feel invited to join

these groups, accounting for 22.4% of all respondents. These students consisted of 7 Caucasians

and 65 non-Caucasians. Forty-four students reported that they rarely feel invited to participate in

these groups, accounting for 13.7% of all respondents. These students included 4 Caucasians and

40 non-Caucasians. Thirty-one students reported that they sometimes feel invited to participate

in these groups, accounting for 9.6% of all respondents. These students included 16 Caucasians

and 15 non-Caucasians. Thirty-eight students reported that they often feel invited to participate

in these groups, including 28 Caucasians and 8 non-Caucasians. One hundred and nine

Caucasians and 27 non-Caucasians reported that they always feel invited to participate in these

groups, accounting for 42.4% of all respondents. Much like the group participation frequency

questions, Caucasians appear to feel more invited to participate in the groups as well, while non-

Caucasian students appear to feel the least invited to participate in these groups.

To gain more insight into the types of groups and programs that do engage students,

participants were asked to write down the most valuable groups or programs that they have

experienced at College. Fifty-four students, consisting of 27 Caucasians and 27 non-Caucasians,

reported that the Educational Opportunity Program (EOP) has been the most valuable program of their college experience. Forty-eight students, consisting of 16 Caucasians and 32 non-Caucasians, reported that the Diversity Conference has been the most valuable program in their experience thus far. Twenty-four Caucasians reported that concerts have been the most valuable program of their college experience to date. Thirty Caucasians and four non-Caucasians reported that campus social events have been the most valuable program of their college experience. Forty-five students, consisting of 37 Caucasians and 8 non-Caucasians, reported that the counseling center has been the most valuable program or service of their college experience. Nine students, consisting of three Caucasians and six non-Caucasians, reported that the International Festival has been their most valuable experience to date. Based on these write in responses, it appears that students are drawn to more social events than ethnic-specific groups or programming. With the exception of the counseling center, all of the other programs and events listed were social events that invited all students to participate. Some of these events were sponsored by the student government, while others were sponsored by various campus organizations. It is hard to judge exactly what the majority of surveyed students have found valuable and enjoyable, however, as less than half of them wrote in a response to this question. It can be deduced that Caucasians have enjoyed more campus events, but also that African-Americans and Hispanics that were surveyed have valued social events more than any other types of events, and have also reported participating in campus clubs and groups more frequently than the other ethnicities surveyed.

Cultural Representation on Campus

In order to better assess the experience of cultural and ethnic representation on campus, participants were asked to rate their cultural and ethnic acceptance and representation by the

college and on campus by again using a 1-5 scale. Three questions were asked in this group, all relevant to each student's feeling of cultural and ethnic representation and support by the college.

Forty-six students reported that they never feel culturally represented on campus, accounting for 29.3% of all respondents. These students consisted of 3 Caucasians and 43 non-Caucasians. Twenty-three students reported that they rarely feel culturally represented on campus, accounting for 7.1% of all respondents. These students consisted of 6 Caucasians and 17 non-Caucasians. Fifty-two students reported that they sometimes feel culturally represented by the college, accounting for 16.2% of all respondents. These students consisted of two Caucasians and 50 non-Caucasians. Forty-nine students, consisting of 21 Caucasians and 28 non-Caucasians, reported that they often feel culturally represented on campus, accounting for 15.2% of all respondents. One hundred and fifty-one students, consisting of 132 Caucasians and 19 non-Caucasians, reported that they always feel culturally represented on campus, accounting for 47% of all respondents. This seems like a high percentage of students who always feel culturally represented on campus, however, an overwhelming majority were Caucasian. It is evident that Caucasians feel much more culturally represented on campus than any other groups.

In response to how represented each ethnic group feels on campus, 62 non-Caucasian students responded that they never feel ethnically represented. Thirty-nine students, consisting of 1 Caucasian and 38 non-Caucasians, reported that they rarely feel ethnically represented on campus. Thirty-one students, consisting of 5 Caucasians and 26 non-Caucasians, reported that they sometimes feel ethnically represented on campus. Seventeen students, consisting of two Caucasians and 15 non-Caucasians, reported that they often feel ethnically represented on campus. One hundred and seventy-two students, consisting of 156 Caucasians and 16 non-Caucasians, reported that they always feel ethnically represented on campus. It is evident that

Caucasians clearly feel the most ethnically represented on campus, while non-Caucasians, most notably African-Americans and international students, feel the least represented.

In response to whether each student feels that their ethnic group is considered in policy-making by the college, 52 students, consisting of one Caucasian and 51 non-Caucasians, reported that they think their ethnic group is never considered. Twenty non-Caucasian students reported that they think their ethnic group is rarely considered. One Caucasian and 34 non-Caucasian students reported that they think their ethnic group is sometimes considered. One Caucasian and 32 non-Caucasian students reported that they think their ethnic group is often considered. One hundred and eighty-one students, consisting of 161 Caucasians and 20 non-Caucasians, reported that they think their ethnic group is always considered. It is clear that Caucasians think that they are most often considered in policy-making, while all other surveyed ethnicities believe that they are rarely considered, or sometimes considered at most.

Utilization of Counseling Services

Participants were asked to report how often they utilize the counseling center on campus in order to address counseling needs based on ethnicity and to gauge the volume of each ethnicity that seeks counseling. A follow up question was also provided for the students to write why they do not utilize counseling services so that the counseling center may take steps to remedy the some of the reasons that individuals do not seek counseling.

One hundred and seventy-five students, consisting of 89 Caucasians and 86 non-Caucasians, reported that they never utilize the counseling center. These students accounted for 57.2% of all respondents, demonstrating a high percentage of students who never utilize the counseling center. Twenty-three students, consisting of 8 Caucasians and 15 non-Caucasians, reported that they rarely utilize the counseling center. Nineteen students, consisting of 11

Caucasians and 8 non-Caucasians, reported that they sometimes utilize the counseling center.

Fourteen students, consisting of nine Caucasians and five non-Caucasians, reported that they

often utilize the counseling center. Ninety students, consisting of 47 Caucasians and 43 non-

Caucasians, reported that they always utilize the counseling center. More Caucasians appear to

utilize the counseling than any other ethnicities, while non-Caucasian students reported utilizing

the counseling center much less.

In response to why each student does not utilize the counseling center various responses

were given. Some responses had to do with commuting, time, comfort, and lack of knowledge

regarding the counseling center. Sixty-one Caucasians and non-Caucasians reported that they do

not utilize the counseling center because they are commuters. Seventeen Caucasians and nine

non-Caucasians reported that they do not utilize the counseling center due to a lack of time.

Eleven Caucasians and 16 non-Caucasians reported that they are not comfortable with

counseling. Eleven Caucasians and two non-Caucasians reported that they do not utilize the

counseling center because they do not need counseling. Three Caucasians reported that they do

not utilize the counseling center because they do not know how much it costs. Four Caucasians

reported that they do not utilize the counseling center because they are embarrassed. Thirteen

Caucasians reported that they do not utilize the counseling center as a result of work. Though

these responses are not a clear indication of all of the reasons that the participants have, they

provide insight into some commonalities for students who do not utilize the counseling center.

Once again, Caucasians provided the most responses to this question, while international

students did not reply at all.

Possible Services of Interest

Fifteen possible services and groups were listed in the survey each student was prompted to rank what their interest would be in participating in each service and group. The choices of services were general and included ethnic-specific, social, activity, educational, and counseling groups.

One hundred and fifty-eight students, comprised of 88 Caucasians and 70 non-Caucasians, reported that they would never participate in a support group or group counseling. Forty-two students, consisting of 22 Caucasians and 20 non-Caucasians, reported that they would rarely participate in a support group or group counseling. Forty-five students, consisting of 17 Caucasians and 28 non-Caucasians, reported that they would sometimes participate in these groups. Nineteen students, consisting of 3 Caucasians and 16 non-Caucasians, reported that they would often participate in these groups. Forty-seven students, consisting of 24 Caucasians and 23 non-Caucasians, reported that they would always participate in these groups. Based on the responses, Caucasians appear to be the most likely to participate in this group, while non-Caucasians, most notably Asians, would be least likely to participate. This is the first time in which all of the international students responded always to any questions.

Seventy-two students, consisting of 27 Caucasians and 45 non-Caucasians, reported that they would never participate in an activity or event planning group. Six Caucasians and five non-Caucasians reported that they would rarely participate in this group. Twenty-five students, consisting of 18 Caucasians and 7 non-Caucasians, reported that they would sometimes participate in this group. Forty-four students, consisting of 15 Caucasians and 29 non-Caucasians, reported that they would often participate in these groups. One hundred and sixty-nine students, consisting of 98 Caucasians and 71 non-Caucasians, reported that they would

always participate in this group, accounting for 52.6% of all respondents. More than half of those surveyed reported that they would always participate in this group, thus continuing the trend of social groups appearing to be more appealing to the participants of this survey.

Two hundred and seventy students, consisting of 114 Caucasians and 156 non-Caucasians, reported that they would never participate in a study group, accounting for 70.3% of all respondents. Seventy-five students, consisting of 28 Caucasians and 47 non-Caucasians, reported that they would rarely participate in this group. Eighteen students, consisting of 13 Caucasians and 5 non-Caucasians, reported that they would sometimes participate in this group. Five Caucasians reported that they would often participate in this group, while four Caucasians and two non-Caucasians reported that they would always participate in this group. The responses of the majority of respondents demonstrated that a study group would not generate much of an interest regardless of ethnicity.

Two hundred and twelve students, consisting of 97 Caucasians and 115 non-Caucasians, reported that they would never participate in an educational group. Fifty-three students, consisting of 36 Caucasians and 17 non-Caucasians, reported that they would rarely participate in this group. Ten Caucasians and six non-Caucasians reported that they would sometimes participate in this group. Fourteen students, consisting of 3 Caucasians and 11 non-Caucasians, reported that they would participate often in this type of group. Twenty-six students, consisting of 18 Caucasians and 8 non-Caucasians, reported that they would always participate in an educational group. Regardless of ethnicity, it is clear that of the students surveyed, not many are interested in participating in an educational group very frequently.

One hundred and sixty-five students, consisting of 131 Caucasians and 34 non-Caucasians, reported that they would never participate in an ethnic-specific group, accounting for

51.3% of all respondents. Twenty-three students, consisting of 9 Caucasians and 14 non-Caucasians, reported that they would rarely participate in this type of group. Four Caucasian and 24 non-Caucasian students reported that they would sometimes participate in this type of group. Two Caucasian and 32 non-Caucasian students reported that they would participate in this type of group often. Seventy-one students, consisting of 18 Caucasians and 53 non-Caucasians, reported that they would always participate in this type of group. Non-Caucasian students, most notably African-Americans and Hispanic students, reported that they would participate most frequently in an ethnic-specific group, while Caucasians expressed the least interest. Strangely enough, African-American and Hispanic students already have access to ethnic specific groups on campus with OSAD and ALAS, yet participation was low when asked how often they participate in these groups.

One hundred and forty-one students, consisting of 42 Caucasians and 99 non-Caucasians, reported that they would never participate in an outreach group. Fifty students, consisting of 32 Caucasians and 18 non-Caucasians, reported that they would rarely participate in this type of group. Twenty-nine students, consisting of 25 Caucasians and 4 non-Caucasians, reported that they would sometimes participate in this type of group. Forty-three students, consisting of 22 Caucasians and 21 non-Caucasians, reported that they would often participate in this type of group. Fifty-eight students, consisting of 43 Caucasians and 15 non-Caucasians, reported that they would always participate in this type of group. Caucasian respondents demonstrated the most interest in participating in an outreach group, while the majority of non-Caucasian students did not demonstrate a large interest in participating in such a group.

One hundred and thirty-three students, consisting of 32 Caucasians and 101 non-Caucasians, reported that they would never participate in an advocacy group. Twenty-seven

students, consisting of 18 Caucasians and 9 non-Caucasians, reported that they would rarely

participate in this group. Forty-one students, consisting of 31 Caucasians and 10 non-Caucasians,

reported that they would sometimes participate in an advocacy group. Sixty-one students,

consisting of 38 Caucasians and 23 non-Caucasians, reported that they would often participate in

an advocacy group. Fifty-nine students, consisting of 45 Caucasians and 14 non-Caucasians,

reported that they would always participate in an advocacy group. Caucasians responded that

they would participate in an advocacy group more frequently than any other ethnicities.

Seventy-seven students, consisting of 19 Caucasians and 54 non-Caucasians, reported

that they would never participate in a health education group. Forty-one students, consisting of

20 Caucasians and 21 non-Caucasians, reported that they would rarely participate in this type of

group. Fifty-five students, consisting of 23 Caucasians and 32 non-Caucasians, reported that they

would sometimes participate in a health education group. Eighty-three students, consisting of 42

Caucasians and 32 non-Caucasians, reported that they would participate often in this group.

Seventy-four students, consisting of 60 Caucasians and 14 non-Caucasians, reported that they

would always participate in a health education group. Though Caucasians demonstrated an

overwhelming interest in participating in a health education group, the majority of respondents

made it clear that they would participate in this group at least sometimes.

Thirty-one students, consisting of 15 Caucasians and 16 non-Caucasians, reported that

they would never attend a focus group to express their needs. Forty-three students, consisting of

17 Caucasians and 26 non-Caucasians, reported that they would rarely attend a focus group.

Fifty-four students, consisting of 21 Caucasians and 33 non-Caucasians, reported that they would

sometimes participate in a focus group. Fifty-four students, consisting of 23 Caucasians and 31

non-Caucasians, reported that they would participate in a focus group often. One hundred and

twenty students, consisting of 88 Caucasians and 32 non-Caucasians, reported that they would

always participate in a focus group. Caucasians demonstrated the most interest in participating in

a focus group, though every ethnicity seemed to have at least a small amount of interest in

participating occasionally.

One hundred and sixty-six students, consisting of 57 Caucasians and 109 non-

Caucasians, reported that they would never participate in a religious group, accounting for 57.1%

of all respondents. Forty-five students, consisting of 42 Caucasians and 3 non-Caucasians,

reported that they would rarely participate in a religious group. Forty-six students, consisting of

23 Caucasians and 23 non-Caucasians, reported that they would sometimes participate in a

religious group. Twenty-three students, consisting of 15 Caucasians and 8 non-Caucasians,

reported that they would participate in religious groups often. Forty-one students, consisting of

27 Caucasians and 14 non-Caucasians, reported that they would always participate in a religious

group. Caucasians actually reported the most and the least interest in participating in a religious

group, while non-Caucasians reported a mixed interest.

Two hundred and ninety students, consisting of 160 Caucasians and 130 non-Caucasians,

reported that they would never participate in an international student group, accounting for

90.3% of all respondents. Eighteen students, consisting of 1 Caucasian and 17 non-Caucasians,

reported that they would rarely participate in this group. One Caucasian and three non-

Caucasians reported that they would sometimes participate in this group. One Caucasian reported

that she would participate in an international group often. One Caucasian and seven non-

Caucasians reported that they would always attend an international group. All of the international

students reported that they would participate in this group. This is only the second time in which

all of the international students reported that they would always participate in something.

One hundred and eighty-six students, consisting of 83 Caucasians and 103 non-Caucasians, reported that they would never participate in a transfer student group, accounting for 57.9% of all respondents. Twenty-three students, consisting of 14 Caucasians and 9 non-Caucasians, reported that they would rarely participate in this type of group. Thirty-one students, consisting of 8 Caucasians and 23 non-Caucasians, reported that they would sometimes participate in this group. Forty-four students, consisting of 23 Caucasians and 21 non-Caucasians, reported that they would participate in this group often. Thirty-six Caucasians and one non-Caucasian reported that they would participate in this group. Caucasians reported that they would be more likely to participate in a transfer student group.

Two hundred and sixty-six students, consisting of 140 Caucasians and 126 non-Caucasians, reported that they would never participate in an adult student group, accounting for 82.9% of all respondents. Ten students, consisting of four Caucasians and six non-Caucasians, reported that they would rarely participate in this group. One Caucasian and one non-Caucasian reported that they would participate in this group sometimes. Two Caucasians and 19 non-Caucasians reported that they would participate in this type of group often. Twenty-two students, consisting of 17 Caucasians and 5 non-Caucasians, reported that they would always participate in this group. More Caucasians expressed interest in participating in an adult student group than any other ethnicity, while African-Americans presented the most interest of all non-Caucasian students.

One hundred and twenty-four students, consisting of 85 Caucasians and 39 non-Caucasians, reported that they would never participate in a first generation student group. Forty students, consisting of 14 Caucasians and 26 non-Caucasians, reported that they would rarely participate in this type of group. Fifty-five students, consisting of 19 Caucasians and 36 non-

Caucasians, reported that they would sometimes participate in this group. Fifty-six students, consisting of 21 Caucasians and 35 non-Caucasians, reported that they would participate in this group often. Fifty-five students, consisting of 35 Caucasians and 20 non-Caucasians, reported that they would always participate in this group. The majority of each ethnicity appears to be somewhat interested in participating in a first generation student group.

Participants were also asked to rate the importance of having groups and services directed towards their particular ethnicities based on the same 1-5 scale. Ninety-eight students, consisting of 91 Caucasians and 7 non-Caucasians, reported that it is never important for them to have ethnic-specific groups and services. Twenty-two students, consisting of 13 Caucasians and 9 non-Caucasians, reported that it is rarely important. Ninety-five students, consisting of 21 Caucasians and 74 non-Caucasians, reported that ethnic-specific groups and services. Twenty-five students, consisting of 12 Caucasians and 13 non-Caucasians, reported that it is often important. Eighty-one students, consisting of 27 Caucasians and 54 non-Caucasians, reported that it is always important to have ethnic specific groups and services. More non-Caucasians reported that it is important to have ethnic-specific groups, while Caucasians viewed it as less important.

After reporting how important it is for ethnic specific groups and services to exist, participants were asked to share why. Three Caucasians reported that it is natural. Forty-three students, consisting of 17 Caucasians and 26 non-Caucasians, responded that it creates a sense of community. Forty-four students, consisting of 34 Caucasians and 10 non-Caucasians, responded that it is important for making friends. Twenty-two Caucasians and three non-Caucasians responded that everyone should have the opportunity to participate in ethnic specific groups and services. Fifty-six Caucasians responded that it is not important at all. Much like other write in

responses, more Caucasians answered the question than any other ethnicity, while none of the

international students replied.

Upon completing the survey portion regarding participant interest in general programs, as

well as their reasoning for ethnic specific groups and services, students were asked to rate how

likely they would be to participate in these groups as a whole. Seventy-three students, consisting

of 48 Caucasians and 25 non-Caucasians, reported that they would never participate in any of the

groups. One Caucasian and five non-Caucasians reported that they would rarely participate in

these groups. Eight Caucasians and two non-Caucasians reported that they would participate in

these groups sometimes. Thirty-two students, consisting of 16 Caucasians and 16 non-

Caucasians, reported that they would participate in these groups often. Two hundred students,

consisting of 91 Caucasians and 109 non-Caucasians, reported that they would always participate

in these groups, accounting for 62.2% of all respondents. More students from each ethnicity

reported that they would participate in these groups more often than not; suggesting ethnicity is

not the determining factor for group development on campus.

Students were then asked to complete this portion of the survey by writing why they

would not participate in these general groups. Twenty-eight Caucasians and 19 non-Caucasians

reported that they do not have time. Fifty-one Caucasians and 38 non-Caucasians reported that

they would not participate due to living off campus. Seven Caucasians and two non-Caucasians

reported that they would not participate in these groups because they create their own fun. Eight

Caucasians and six non-Caucasians responded that they would not participate in these groups

because they are not pertinent to them. Thirty-three Caucasians responded that they would not

participate in these groups because they would like more options to choose from. It is apparent

that lack of time and commuting are major factors as to why students would be reluctant to

participate in future programs, as well as a desire for more options.

In order to address the question of feeling included in relation to programs and student

services, students were asked to write what it would look like if they were to feel more included.

Thirty-one Caucasians reported that they already feel included. Twenty-six Caucasians reported

that they would feel more included if there were more activities offered. Twenty-seven

Caucasians and eight non-Caucasians reported that they would feel more included if there was

greater diversity on campus. Nineteen Caucasians and five non-Caucasians responded that they

would feel more included if there more campus wide events. Twenty-nine Caucasians and 17

non-Caucasians responded that there would not be any change in their feeling of inclusion

regardless of any efforts. It is evident that the surveyed students view various forms of activities

as a means of increasing inclusiveness. It is also evident that regardless of ethnicity, the surveyed

students would like to see more diversity on campus. Again, international students did not submit

any responses, thus there is no input from the perspective of international students as to how they

can feel more included on campus.

Once participants responded to what it would look like to feel more included, they were

asked to list their own desired clubs, organizations, or programs that they would like to see

developed on campus. Thirty-one Caucasians responded that they would like to see more sports

campus wide. Twenty-eight Caucasians also responded that they would like to see more diversity

conferences. Nineteen Caucasians also responded that they would like to see more leadership

events on campus. Sixteen Caucasians responded that they would like food fairs to take place on

campus. Twenty-eight Caucasians and 30 non-Caucasians responded that they would like to see

more concerts occur. Thirteen Caucasians responded that they would like to see more commuter

events develop. Twelve Caucasians and three non-Caucasians responded that they would like to see a first generation student group develop. The majority of these suggestions were provided by Caucasians, thus making it difficult to report the needs and desires of the other ethnicities that participated in this survey.

Overall, it is clear that students have ideas of what they would like to see, and there are consistencies that exist regardless of ethnicity. The overlying theme highlighted by their responses to this entire section of the survey is a lack of connectedness to each other. Many students reported a desire for more diversity, as well as more campus-wide events. Students also reported that it is not necessarily important to have ethnic specific groups and services, rather to have campus events that are all inclusive. In response to the general groups that were listed, Caucasians, African-Americans, and Hispanics appear to be the most interested in the majority of them, while Asian, Indians, and international students seemed to be disinterested. On the same note, these students did demonstrate interest in some programs, meaning that there are a couple groups or services that they would like to see implemented.

Need for Support

Students were asked to rate the influence that their socioeconomic status, attending a predominantly Caucasian university, lack of support, and supporting a family has on their college experience. Though these questions are not pertinent to all of the participants, they provide an idea of some issues that students may be facing, as well as potential areas in which the college can offer services.

One hundred and seven students, consisting of 74 Caucasians and 33 non-Caucasians, reported that their socioeconomic status never makes it necessary for the college to provide special services or programs. Thirty-two students, consisting of 19 Caucasians and 13 non-

Caucasians, reported that it is rarely necessary. Thirty-three students, consisting of 13

Caucasians and 20 non-Caucasians, reported that it is sometimes important. Forty-eight students,

consisting of 17 Caucasians and 31 non-Caucasians, reported that it is often necessary. One

hundred and one students, consisting of 41 Caucasians and 60 non-Caucasians, reported that it is

always necessary. It is evident that non-Caucasians express the most need for services related

their socioeconomic status, while Caucasians appear to require these services the least.

One hundred and sixty students, consisting of 144 Caucasians and 16 non-Caucasians,

reported that attending a college with a predominantly Caucasian population never makes it

necessary for the college to offer special services. Thirty students, consisting of 7 Caucasians and

30 non-Caucasians, reported that it rarely requires special services. Forty-seven students,

consisting of 3 Caucasians and 44 non-Caucasians, reported that it is sometimes necessary.

Thirty-three students, consisting of 4 Caucasians and 29 non-Caucasians, reported that it is often

necessary. Fifty-one students, consisting of 6 Caucasians and 45 non-Caucasians, reported that it

is always important. It can be determined that special services and programming are necessary to

assist non-Caucasians in their experience or attending a predominantly Caucasian university.

One hundred and one students, consisting of 69 Caucasians and 32 non-Caucasians,

reported that they never need special services based on a lack of support. Thirty-one students,

consisting of 17 Caucasians and 14 non-Caucasians, reported that they rarely need special

services based on a lack of support. Twenty-seven students, consisting of 14 Caucasians and 13

non-Caucasians, reported that they need these services sometimes. Twenty-two Caucasians and

61 non-Caucasians reported that a lack of support often requires special services from the

college. Seventy-nine students, consisting of 42 Caucasians and 37 non-Caucasians, reported that

a lack of support always causes them to need more services from the college. It is clear that the

non-Caucasian students are in need of special services from the college to assist with their lack of support, while Caucasians appear to need special services the least.

Two hundred and forty-nine students, consisting of 124 Caucasians and 125 non-Caucasians, reported that they never need special services from the college as a result of supporting a family. Twenty-three students, consisting of 1 Caucasian and 22 non-Caucasians, reported that they rarely need special services. Six Caucasians reported that they sometimes need special services. Two Caucasians reported that they often need special services. Forty students, consisting of 31 Caucasians and 9 non-Caucasians, reported that they always need services from the college as a result of supporting a family. It is clear that Caucasians need special services as a result of supporting a family more than other ethnicities, though African-Americans also demonstrated a fairly high need as well.

Conclusion

Overall, participants painted a clear picture of various wants and needs that exist within various ethnicities on campus. While Asians, Indians, and international students were not largely represented, their input provided greater insight of their needs than what was known prior. As expected, Caucasians had an overwhelming response in completing the surveys. On the same note, they demonstrated that many of their needs are similar to that of non-Caucasians. For the most part, the responses were as expected, though there were some surprises. International participants did not provide any written input, and did not appear to be interested in most services. It is possible that they did not fully understand the questions or the ranking system, though this is hard to judge since they all responded that they would like to participate in an international student group. African-American and Hispanic students demonstrated that they would like ethnic-specific services, and that they experience various life strains outside of

college that requires further support. These results are consistent with the researcher's original thought that non-Caucasians do have needs that are not being attended to with as much attention as they desire. One surprising outcome was that a large amount of Caucasian students reported that they would like to see more diversity develop on campus. Though this was not ruled out by the researcher, it was not an expected outcome. Furthermore, the majority of the participants desire more campus wide social events. This is something to look into further to unite the students and increase the feeling of inclusion and acceptance, which was fairly low among non-Caucasian students. For the most part, the findings tended to match the expectations of the researcher and provided insight into potential programming and service suggestions.

Figure VI: Student Connection and Group Participation

# of responses / Individual% / Total%	Caucasian (164)	African-American (107)	Hispanic (36)	Asian (9)	Indian (2)	Ghana (1)	Russia (1)	Congo (1)
Connected to: Family								
Never	13 / 7.9% / 4.0%	2 / 1.9% / 0.6%		1 / 11.1% / 0.3%				
Rarely	21 / 12.8% / 6.5%	3 / 2.8% / 0.9%			1 / 50% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Sometimes	8 / 4.9% / 2.5%	19 / 17.8% / 5.9%	7 / 19.4% / 2.2%	1 / 11.1% / 0.3%				
Often	50 / 30.5% / 15.6%	22 / 20.6% / 6.9%	12 / 33.3% / 3.7%	4 / 44.4% / 1.2%				
Always	72 / 43.9% / 22.4%	61 / 57.0% / 19.0%	17 / 47.2% / 5.3%	3 / 33.3% / 0.9%	1 / 50% / 0.3%			
Friends								
Never	1 / 0.6% / 0.3%	2 / 1.9% / 0.6%		1 / 11.1% / 0.3%				1 / 100% / 0.3%
Rarely	16 / 9.8% / 5.0%	7 / 6.5% / 2.2%			1 / 50% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%	

Sometimes	29 / 17.7% / 9.0%	11 / 10.3% / 3.4%	3 / 8.3% / 0.9%	2 / 22.2% / 0.6%				
Often	41 / 25.0% / 12.8%	19 / 17.8% / 5.9%	15 / 41.7% / 4.7%	2 / 22.2% / 0.6%				
Always	77 / 47% / 24.0%	68 / 63.6% / 21.2%	18 / 50.0% / 5.6%	4 / 44.4% / 1.2%	1 / 50% / 0.3%			
Student Groups								
Never	37 / 22.6% / 11.5%	60 / 56.1% / 18.7%	13 / 36.1% / 4.0%	4 / 44.4% / 1.2%			1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	22 / 13.4% / 6.9%	8 / 7.5% / 2.5%	3 / 8.3% / 0.9%	3 / 33.3% / 0.9%	2 / 100% / 0.6%	1 / 100% / 0.3%		
Sometimes	35 / 21.3% / 10.9%	14 / 13.1% / 4.4%	9 / 25.0% / 2.8%	1 / 11.1% / 0.3%				
Often	31 / 18.9% / 9.7%	6 / 5.6% / 1.9%	4 / 11.1% / 1.2%					
Always	39 / 23.8% / 12.1%	19 / 17.8% / 5.9%	7 / 19.4% / 2.2%	1 / 11.1% / 0.3%				
Classmates								
Never	16 / 19.8% / 5.0%	7 / 6.5% / 2.2%	9 / 25.0% / 2.8%	2 / 22.2% / 0.6%	1 / 50% / 0.3%		1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	36 / 22.0% / 11.2%	9 / 8.4% / 2.8%	11 / 30.6% / 3.4%	1 / 11.1% / 0.3%		1 / 100% / 0.3%		
Sometimes	24 / 14.6% / 7.5%	51 / 47.7% / 15.9%	6 / 16.7% / 1.9%	2 / 22.2% / 0.6%				
Often	46 / 28.0% / 14.3%	13 / 12.1% / 4.0%	1 / 2.8% / 0.3%	3 / 33.3% / 0.9%	1 / 50% / 0.3%			
Always	42 / 25.6% / 13.1%	27 / 25.2% / 8.4%	9 / 25.0% / 2.8%	1 / 11.1% / 0.3%				
The Campus								
Never	16 / 9.8% / 5.0%	16 / 15.0% / 5.0%	13 / 36.1% / 4.0%	3 / 33.3% / 0.9%	1 / 50% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	18 / 11.0% / 5.6%	21 / 19.6% / 6.5%	8 / 22.2% / 2.5%	2 / 22.2% / 0.6%				
Sometimes	29 / 17.7% /	52 / 48.6% / 16.2%	6 / 16.7% / 1.9%	1 / 11.1% / 0.3%				

9.0%							
Often	42 / 25.6% / 13.1%	11 / 10.3% / 3.4%	5 / 13.9% / 1.6%	3 / 33.3% / 0.9%				
Always	59 / 36.0% / 18.4%	7 / 6.5% / 2.2%	4 / 11.1% / 1.2%		1 / 50% / 0.3%			
Feel Supported By College:								
Never	19 / 11.6% / 5.9%	9 / 8.4% / 2.8%	17 / 47.2% / 5.3%	3 / 33.3% / 0.9%	1 / 50% / 0.3%	1 / 100% / 0.3%		1 / 100% / 0.3%
Rarely	17 / 10.4% / 5.3%	31 / 29.0% / 9.7%	4 / 11.1% / 1.2%	3 / 33.3% / 0.9%			1 / 100% / 0.3%	
Sometimes	38 / 23.2% / 11.8%	21 / 19.6% / 6.5%	5 / 13.9% / 1.6%	1 / 11.1% / 0.3%				
Often	39 / 23.8% / 12.1%	29 / 27.1% / 9.0%	8 / 22.2% / 2.5%	2 / 22.2% / 0.6%				
Always	51 / 31.1% / 15.9%	17 / 15.9% / 5.3%	2 / 5.6% / 0.6%		1 / 50% / 0.3%			
Group Participation								
ALAS								
Never	164 / 100% / 51.1%	101 / 94.4% / 31.5%	15 / 41.7% / 4.7%	9 / 100% / 2.8%	2 / 100% / 0.6%	1 / 100%/0.3	1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely		2 / 1.9% / 0.6%	16 / 44.4% / 5.9%					
Sometimes		4 / 3.7% / 1.2%						
Often			2 / 5.6% / 0.6%					
Always			3 / 8.3% / 0.9%					
Art Student Assoc.								
Never	157 / 95.7% / 48.9%	105 / 98.1% / 32.7%	36 / 100% / 11.2%	8 / 88.9% / 2.5%	2 / 100% / 0.6%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	7 / 4.3% / 2.2%	2 / 1.9% / 0.6%		1 / 11.9% / 0.3%				
Sometimes-Always	0	0	0	0	0	0	0	0
Asian Club								
Never	164 / 100% / 51.25%	107 / 100% / 33.3%	36 / 100% / 11.2%	7 / 77.8% / 2.2%	2 / 100% / 0.6%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%

Rarely				1 / 11.1% / 0.3%				
Sometimes								
Often				1 / 11.1% / 0.3%				
Always								
BASO								
Never	148 / 90.2% / 46.1%	96 / 89.7% / 30.0%	33 / 91.7% / 10.3%	9 / 100% / 2.8%	2 / 100% / 0.6%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	5 / 3.0% / 1.6%	11 / 10.3% / 3.4%	1 / 2.8% / 0.3%					
Sometimes	11 / 6.7% / 3.4%		2 / 5.6% / 0.6%					
Often-Always	0	0	0	0	0	0	0	0
Brockport Inspirational Singers								
Never	161 / 98.2% / 50.2%	88 / 82.2% / 27.4%	31 / 86.1% / 9.7%	9 / 100% / 2.8%	2 / 100% / 0.6%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	1 / 0.6% / 0.3%	11 / 10.3% / 3.4%	3 / 8.3% / 0.9%					
Sometimes		8 / 7.5% / 2.5%	2 / 5.6% / 0.6%					
Often								
Always	2 / 1.2% / 0.6%							
Caribbean Club								
Never	163 / 99.3% / 50.8%	61 / 57.0% / 19.0%	35 / 97.2% / 10.9%	9 / 100% / 2.8%	2 / 100% / 0.6%		1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely		5 / 4.7% / 1.6%						
Sometimes	1 / 0.6% / 0.3%	11 / 10.3% / 3.4%						
Often		21 / 19.6% / 6.5%						
Always		9 / 8.4% / 2.8%	1 / 2.8% / 0.3%			1 / 100% / 0.3%		
Woman's Studies								
Never	101 / 61.6% / 31.5%	89 / 83.2% / 27.7%	27 / 75.0% / 8.4%	9 / 100% / 2.8%	2 / 100% / 0.6%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	16 / 9.8% / 5.0%	1 / 0.9% / 0.3%	3 / 8.3% / 0.9%					
Sometimes	16 / 9.8% / 5.0%	1 / 0.9% / 0.3%	2 / 5.6% / 0.6%					
Often	9 / 5.5% /	15 / 14.0% /						

	1.2%	4.7%						
Always	22 / 13.4% / 6.9%	1 / 0.9% / 0.3%	4 / 11.1% / 1.2%					
Foreign Language Club								
Never	123 / 75.0% / 38.3%	64 / 59.8% / 19.9%	13 / 36.1% / 4.0%	9 / 100% / 2.8%	1 / 50% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	9 / 5.5% / 2.8%	21 / 19.6% / 6.5%	6 / 16.7% / 1.9%					
Sometimes	12 / 7.3% / 3.7%	18 / 16.8% / 5.6%	8 / 22.2% / 2.5%					
Often	6 / 3.7% / 1.9%	4 / 3.7% / 1.2%	2 / 5.6% / 0.6%		1 / 50% / 0.3%			
Always	14 / 8.5% / 4.4%		7 / 19.4% / 2.2%					
Hillel								
Never	158 / 96.3% / 49.2%	107 / 100% / 33.3%	36 / 100% / 11.2%	9 / 100% / 2.8%	2 / 100% / 0.6%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely								
Sometimes	6 / 3.7%							
Often-Always	0	0	0	0	0	0	0	0
Judo								
Never	162 / 98.8% / 50.5%	101 / 94.4% / 31.5%	35 / 97.2% / 10.9%	9 / 100% / 2.8%	2 / 100% / 0.6%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely		2 / 1.9% / 0.6%						
Sometimes		4 / 3.7% / 1.2%						
Often			1 / 2.8% / 0.3%					
Always	2 / 1.2% / 0.6%							
Native American Club								
Never	161 / 98.2% / 50.2%	106 / 99.1% / 33.0%	36 / 100% / 11.2%	9 / 100% / 2.8%	2 / 100% / 0.6%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	2 / 1.2% / 0.6%							
Sometimes	1 / 0.6% 0.3%							
Often		1 / 0.9% / 0.3%						
Always								
OSAD								

Never	164 / 100% / 51.1%	63 / 58.9% / 19.6%	33 / 91.7% / 10.3%	9 / 100% / 2.8%	2 / 100% / 0.6%		1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely		6 / 5.6% / 1.9%				1 / 100% / 0.3%		
Sometimes		2 / 1.9% / 0.6%						
Often		25 / 23.4% / 7.8%						
Always		11 / 10.3% / 3.4%	3 / 8.3% / 0.9%					
Peer to Peer								
Never	128 / 78.0% / 39.9%	101 / 94.4% / 31.5%	35 / 97.2% / 10.9%	9 / 100% / 2.8%	2 / 100% / 0.6%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely		1 / 0.9% / 0.3%	1 / 2.8% / 0.3%					
Sometimes	21 / 12.8% / 6.5%							
Often	3 / 1.2% / 0.9%	5 / 4.7% / 1.6%						
Always	18 / 11.0% / 5.6%							
SOUL								
Never	134 / 81.7% / 41.7%	61 / 57.0% / 19.0%	24 / 66.7% / 7.5%	6 / 66.7% / 1.9%	2 / 100% / 0.6%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	7 / 4.3% / 2.2%	4 / 5.7% / 1.2%	1 / 2.8% / 0.3%					
Sometimes	2 / 1,2% / 0.6%	17 / 15.9% / 5.3%	4 / 11.1% / 1.2%					
Often	3 / 1.8% / 0.9%	11 / 10.3% / 3.4%						
Always	18 / 11.0% / 5.6%	14 / 13.1% / 4.4%	7 / 19.4% / 2.2%	3 / 33.3% / 0.9%				
I Feel Invited to Participate in these Orgs.								
Never	7 / 4.3% / 2.2%	41 / 38.3% / 12.8%	17 / 47.2% / 5.3%	4 / 44.4% / 1.2%	1 / 50% / 0.3%		1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	4 / 2.4% / 1.3%	30 / 28.0% / 9.3%	7 / 19.4% / 2.2%	2 / 22.2% / 0.6%		1 / 100% / 0.3%		
Sometimes	16 / 9.8% / 5.0%	11 / 10.3% / 3.4%	3 / 8.3% / 0.9%	1 / 11.1% / 0.3%				

Often	28 / 17.1% / 8.7%	8 / 7.5% / 2.5%		2 / 22.2% / 0.6%				
Always	109 / 66.5% / 34.0%	17 / 15.9% / 5.3%	9 / 25.0% / 2.8%		1 / 50% / 0.3%			
Most Valuable Program								
EOP	27	19	7	1				
Diversity Conference	16	19	11	2				
Concerts	24							
Meal or No Meal	11		1					
Mock tails	5							
Counseling Center	37		8					
International Festival	3	2	3	1				
Brock to the Port	14	2						
I feel culturally represented on campus…								
Never	3 / 1.8% / 0.9%	18 / 16.8% / 5.6%	19 / 52.8% / 5.9%	3 / 33.3% / 0.9%	1 / 50% / 0.3%		1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	6 / 3.7% / 1.9%	11 / 10.3% / 3.4%	3 / 8.3% / 0.9%	2 / 22.2% / 0.6%		1 / 100% / 0.3%		
Sometimes	2 / 1.2% / 0.6%	41 / 38.3% / 12.8%	6 / 16.7% / 1.9%	2 / 22.2% / 0.6%	1 / 50% / 0.3%			
Often	21 / 12.8% / 6.5%	21 / 19.6% / 6.5%	6 / 16.7% / 1.9%	1 / 11.1% / 0.3%				
Always	132 / 80.5% / 41.1%	16 / 15.0% / 5.0%	2 / 5.6% / 0.6%	1 / 11.1% / 0.3%				
My ethnic group is represented								
Never		27 / 25.2% / 8.4%	27 / 75.0% / 8.4%	5 / 55.6% / 1.6%	1 / 50% / 0.3%		1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	1 / 0.6% / 0.3%	31 / 29.0% / 9.7%	4 / 11.1% / 1.2%	1 / 11.1% / 0.3%	1 / 50% / 0.3%	1 / 100% / 0.3%		
Sometimes	5 / 3.0% / 1.6%	21 / 19.6% / 6.6%	3 / 8.3% / 0.9%	2 / 22.2% / 0.6%				
Often	2 / 1.2% / 0.6%	14 / 13.1% / 4.4%		1 / 11.1% / 0.3%				
Always	156 / 95.1% /	14 / 13.1% / 4.4%	2 / 5.6% / 0.6%					

	48.6%							
My ethnic group is considered in decision making								
Never	1 / 0.6% / 0.3%	17 / 15.9% / 5.3%	27 / 75.0% / 8.4%	3 / 33.3% / 0.9%	1 / 50% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely		14 / 13.1% / 4.4%	5 / 13.9% / 1.6%	1 / 11.1% / 0.3%				
Sometimes	1 / 0.6% / 0.3%	32 / 29.9% / 10.0%	1 / 2.8% / 0.3%	1 / 11.1% / 0.3%				
Often	1 / 0.6% / 0.3%	27 / 25.2% / 8.4%	2 / 5.6% / 0.6%	2 / 22.2% / 0.6%	1 / 50% / 0.3%			
Always	161 / 98.2% / 50.2%	17 / 15.9% / 5.3%	1 / 2.8% / 0.3%	2 / 22.2% / 0.6%				
I utilize the counseling center								
Never	89 / 53.3% / 27.8%	61 / 57.0% / 19.0%	19 / 52.8% / 5.9%	4 / 44.4% / 1.2%		1 / 100% / 0.3%		1 / 100% / 0.3%
Rarely	8 / 4.9% / 2.5%	8 / 7.5% / 2.5%	3 / 8.3% / 0.9%	3 / 33.3% / 0.9%	1 / 50% / 0.3%			
Sometimes	11 / 6.7% / 3.4%	6 / 5.6% / 1.9%	2 / 5.6% / 0.6%					
Often	9 / 5.5% / 2.8%	1 / 0.9% / 0.3%	3 / 8.3% / 0.9%				1 / 100% / 0.3%	
Always	47 / 28.7% / 14.6%	31 / 29.0% / 9.7%	9 / 25.0% / 2.8%	2 / 22.2% / 0.6%	1 / 50% / 0.3%			
I have not utilized these services because:								
Commuter	61	6						
Time	17	7	2					
Not Comfortable	11	9	3	4				
Don't Need it	11	2						
Don't Know Where It Is	6	6	1					
How Much Does It Cost	3							
Embarrassed	4							
Work	13							
Services I Would Be Interested In:								
Support Group/Group								

Counseling								
Never	88 / 53.7% / 27.4%	41 / 38.3% / 12.8%	23 / 63.9% / 7.2%	6 / 66.7% / 1.9%				
Rarely	22 / 13.4% / 6.9%	13 / 12.1% / 4.0%	7 / 19.4% / 2.2%					
Sometimes	17 / 10.4% / 5.3%	26 / 24.3% / 8.1%		2 / 22.2% / 0.6%				
Often	3 / 1.8% / 0.9%	13 / 12.1% / 4.0%	2 / 5.6% / 0.6%		1 / 50% / 0.3%			
Always	24 / 14.6% / 7.5%	14 / 13.1% / 4.4%	4 / 11.1% / 1.2%	1 / 11.1% / 0.3%	1 / 50% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Activity Group/Event Planning								
Never	27 / 16.5% / 8.4%	39 / 36.4% / 12.1%	5 / 13.9% / 1.6%	1 / 11.1% / 0.3%				
Rarely	6 / 3.7% / 1.9%	4 / 3.7% / 1.2%		1 / 11.1% / 0.3%				
Sometimes	18 / 11.0% / 5.6%		4 / 11.1% / 1.2%		1 / 50% / 0.3%	1 / 100% / 0.3%		1 / 100% / 0.3%
Often	15 / 9.1% / 4.7%	21 / 19.6% / 6.5%	5 / 13.9% / 1.6%	3 / 33.3% / 0.9%				
Always	98 / 59.8% / 30.5%	43 / 40.2% / 13.4%	22 / 61.1% / 6.9%	4 / 44.4% / 1.2%	1 / 50% / 0.3%		1 / 100% / 0.3%	
Study Group								
Never	114 / 69.5% / 35.5%	64 / 60.0% / 20.0%	27 / 75.0% / 8.4%	9 / 100% / 2.8%	1 / 50% / 0.3%		1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	28 / 17.0% / 8.7%	39 / 36.4% / 12.1%	8 / 22.2% / 2.5%					
Sometimes	13 / 7.9% / 4.0%	4 / 3.7% / 1.2%				1 / 100% / 0.3%		
Often	5 / 3.0% / 1.6%							
Always	4 / 2.4% / 1.3%		1 / 2.8% / 0.3%		1 / 50% / 0.3%			
Educational Group								
Never	97 / 59.1% / 30.2%	71 / 66.4% / 22.1%	34 / 94.4% / 10.6%	7 / 77.8% / 2.2%	1 / 50% / 0.3%		1 / 100% / 0.3%	1 / 100% / 0.3%

Rarely	36 / 22.0% / 11.2%	16 / 15.0% / 5.0%	1 / 2.8% / 0.3%					
Sometimes	10 / 6.1% / 3.1%	4 / 3.7% / 1.2%		1 / 11.1% / 0.3%		1 / 100% / 0.3%		
Often	3 / 1.8% / 0.9%	11 / 10.3% / 3.4%						
Always	18 / 11.0% / 5.6%	5 / 4.7% / 1.6%	1 / 2.8% / 0.3%	1 / 11.1% / 0.3%	1 / 50% / 0.3%			
Ethnic-specific								
Never	131 / 79.9% / 40.8%	27 / 25.2% / 8.4%	2 / 5.6% / 0.6%	2 / 22.2% / 0.6%	1 / 50% / 0.3%		1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	9 / 5.5% / 2.8%	14 / 13.1% / 4.4%						
Sometimes	4 / 2.4% / 1.2%	16 / 15.0% / 5.0%	8 / 22.2% / 2.5%					
Often	2 / 1.2% / 0.6%	28 / 26.2% / 8.7%	3 / 8.3% / 0.9%	1 / 11.1% / 0.3%				
Always	18 / 11.0% / 5.6%	22 / 20.6% / 6.9%	23 / 63.9% / 7.2%	6 / 66.7% / 1.9%	1 / 50% / 0.3%	1 / 100% / 0.3%		
Outreach Group								
Never	42 / 25.7% / 13.0%	81 / 75.7% / 25.2%	9 / 25.0% / 2.8%	5 / 55.6% / 1.6%	1 / 50% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	32 / 19.5% / 9.9%	4 / 3.7% / 1.2%	13 / 36.1% / 4.0%	1 / 11.1% / 0.3%				
Sometimes	25 / 15.2% / 7.9%	1 / 0.9% / 0.3%	1 / 2.8% / 0.3%	1 / 11.1% / 0.3%	1 / 50% / 0.3%			
Often	22 / 13.4% / 6.9%	17 / 15.9% / 5.3%	2 / 5.6% / 0.6%	2 / 22.2% / 0.6%				
Always	43 / 26.2% / 13.4%	4 / 3.7% / 1.2%	11 / 30.6% / 3.4%					
Advocacy Group								
Never	32 / 19.5% / 9.9%	76 / 71.0% / 23.7%	15 / 41.7% / 4.7%	7 / 77.8% / 2.2%	1 / 50% / 0.3%		1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	18 / 11.0% / 5.6%	4 / 3.7% / 1.2%	3 / 8.3% / 0.9%	2 / 22.2% / 0.6%				
Sometimes	31 / 18.9% / 9.7 %	7 / 6.5% / 2.2%	2 / 5.6% / 0.6%		1 / 50% / 0.3%			

Often	38 / 23.1% / 11.8%	16 / 15.0% / 5.0%	7 / 19.4% / 2.2%					
Always	45 / 27.4% / 14.0%	4 / 3.7% / 1.2%	9 / 25.0% / 2.8%			1 / 100% / 0.3%		
Health Education Group								
Never	19 / 11.6% / 5.9%	39 / 36.4% / 12.1%	12 / 33.3% / 3.7%	4 / 44.4% / 1.2%	1 / 50% / 0.3%		1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	20 / 12.2% / 6.2%	16 / 15.0% / 5.0%	3 / 8.3% / 0.9%	2 / 22.2% / 0.6%				
Sometimes	23 / 14.0% / 7.2%	27 / 25.2% / 8.4%	3 / 8.3% / 0.9%	1 / 11.1% / 0.3%	1 / 50% / 0.3%			
Often	42 / 25.6% / 13.0%	19 / 17.8% / 5.9%	11 / 30.6% / 3.4%	1 / 11.1% / 0.3%		1 / 100% / 0.3%		
Always	60 / 36.6% / 18.7%	6 / 5.6% / 1.9%	7 / 19.4% / 2.2%	1 / 11.1% / 0.3%				
Focus Groups								
Never	15 / 9.1% / 4.7%	12 / 11.2% / 3.7%	2 / 5.6% / 0.6%				1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	17 / 10.4% / 5.3%	21 / 19.6% / 6.5%	4 / 11.1% / 1.2%	1 / 11.1% / 0.3%				
Sometimes	21 / 12.8% / 6.5%	30 / 28.0% / 9.3%	3 / 8.3% / 0.9%					
Often	23 / 14.0% / 7.2%	19 / 17.8% / 5.9%	5 / 13.9% / 1.6%	6 / 66.7% / 1.9%	1 / 50% / 0.3%			
Always	88 / 53.7% / 27.4%	6 / 5.6% / 1.9%	22 / 61.1% / 6.9%	2 / 22.2% / 0.6%	1 / 50% / 0.3%	1 / 100% / 0.3%		
Religious Groups								
Never	57 / 34.8% / 17.8%	70 / 65.4% / 21.8%	27 / 75.0% / 8.4%	8 / 88.9% / 2.5%	1 / 50% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	42 / 25.6% / 13.0%	1 / 0.9% / 0.3%	1 / 2.8% / 0.3%		1 / 50% / 0.3%			
Sometimes	23 / 13.0% / 7.2%	16 / 15.0% / 5.0%	6 / 16.7% / 1.9%	1 / 11.1% / 0.3%				
Often	15 / 9.1%	8 / 7.5% /						

	/ 4.7%	2.5%						
Always	27 / 16.5% / 8.4%	12 / 11.2% / 3.7%	2 / 5.6% / 0.6%					
International Student Group								
Never	160 / 97.6% / 49.8%	89 / 83.2% / 27.7%	31 / 86.1% / 9.7%	9 / 100% / 2.8%	1 / 50% / 0.3%			
Rarely	1 / 0.6% / 0.3%	16 / 15.0% / 5.0%	1 / 2.8% / 0.3%					
Sometimes	1 / 0.6% / 0.3%	1 / 0.9% / 0.3%	2 / 5.6% / 0.6%					
Often	1 / 0.6% / 0.3%							
Always	1 / 0.6% / 0.3%	1 / 0.9% / 0.3%	2 / 5.6% / 0.6%		1 / 50% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Transfer Student Group								
Never	83 / 50.6% / 25.9%	64 / 59.8% / 19.9%	27 / 75.0% / 8.4%	7 / 77.8% / 2.2%	2 / 100% / 0.6%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	14 / 8.5% / 4.4%	9 / 8.4% / 2.8%						
Sometimes	8 / 4.9% / 2.5%	21 / 19.6% / 6.5%		2 / 22.2% / 0.6%				
Often	23 / 14.0% / 7.2%	13 / 12.1% / 4.0%	8 / 22.2% / 2.5%					
Always	36 / 22.0% / 11.2%		1 / 2.8% / 0.3%					
Adult Student Group								
Never	140 / 85.4% / 43.7%	81 / 75.7% / 25.2%	31 / 86.1% / 9.7%	9 / 100% / 2.8%	2 / 100% / 0.6%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	4 / 2.4% / 1.3%	3 / 2.8% / 0.9%	3 / 8.3% / 0.9%					
Sometimes	1 / 0.6% / 0.3%	1 / 0.9% / 0.3%						
Often	2 / 1.2% / 0.6%	19 / 17.8% / 5.9%						
Always	17 / 10.4% / 5.3%	3 / 2.8% / 0.9%	2 / 5.6% / 0.6%					
First Generation Student Group								

Never	85 / 51.8% / 26.5%	17 / 15.9% / 5.3%	16 / 44.4% / 5.0%	3 / 33.3% / 0.9%	2 / 100% / 0.6%		1 / 100% / 0.3%	
Rarely	14 / 8.5% / 4.4%	26 / 24.3% / 8.1%						
Sometimes	19 / 11.6% / 5.9%	31 / 29.0% / 9.7%	4 / 11.1% / 1.2%	1 / 11.1% / 0.3%				
Often	21 / 12.8% / 6.5%	27 / 25.2% / 8.4%	7 / 19.4% / 2.2%	1 / 11.1% / 0.3%				
Always	35 / 21.3% / 10.9%	6 / 5.6% / 1.9%	9 / 25.0% / 2.8%	4 / 44.4% / 1.2%		1 / 100% / 0.3%		1 / 100% / 0.3%
Ethnic-specific services are important to have								
Never	91 / 55.5% / 28.3%	1 / 0.9% / 0.3%	3 / 8.3% / 0.9%	3 / 33.3% / 0.9%				
Rarely	13 / 7.9% / 4.0%	7 / 6.5% / 2.2%					1 / 100% / 0.3%	1 / 100% / 0.3%
Sometimes	21 / 12.8% / 6.5%	64 / 59.8% / 19.9%	7 / 19.4% / 2.2%	1 / 11.1% / 0.3%	1 / 50% / 0.3%	1 / 100% / 0.3%		
Often	12 / 7.3% / 3.7%	4 / 3.7% / 1.2%	7 / 19.4% / 2.2%	1 / 11.1% / 0.3%	1 / 50% / 0.3%			
Always	27 / 16.4% / 8.4%	31 / 29.0% / 9.7%	19 / 52.8% / 5.9%	4 / 44.4% / 1.2%				
Important because:								
It's Natural	3							
Community	17	21	4	1				
Make Friends	34	7		3				
Everyone Should Have It	22			3				
Not Important	56							
I would use the above services								
Never	48 / 29.3% / 14.9%	16 / 15.0% / 5.0%	6 / 16.7% / 1.9%	3 / 33.3% / 0.9%				
Rarely	1 / 0.6% / 0.3%	4 / 3.7% / 1.2%	1 / 2.8% / 0.3%					
Sometimes	8 / 4.9% / 2.5%	1 / 0.9% / 0.3%					1 / 100% / 0.3%	

Often	16 / 9.8% / 5.0%	4 / 3.7% / 1.2%	11 / 30.6% / 3.4%	1 / 11.1% / 0.3%				
Always	91 / 55.5% / 28.3%	82 / 76.6% / 25.5%	18 / 50.0% / 5.6%	5 / 55.6% / 1.6%	2 / 100% / 0.6%	1 / 100% / 0.3%		1 / 100% / 0.3%
I Would Not Use Them Because…								
Time	28	14	3	2				
Off Campus	51	27	11					
Make My Own Fun	7			2				
Not For Me	8		3	3				
Want More Options	33							
I would feel more included if…								
I Feel Included	31							
More Activities	26							
More Diversity	27		5	3				
More Campus Wide Events	19		3	2				
No Change	29	17						
Clubs, organizations, or programs of interest								
More Sports	31							
Diversity Conferences	28							
Leadership Events	19							
Food Fairs	16							
Concerts	28	19	11					
Commuter Events	13							
First Generation Student Group	12			3				
Socioeconomic status makes more services necessary								
Never	74 / 45.1% / 23.1%	17 / 15.9% / 5.3%	9 / 25.0% / 2.8%	4 / 44.4% / 1.2%	1 / 50% / 0.3%		1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	19 / 11.6% / 5.9%	6 / 5.6% / 1.9%	3 / 8.3% / 0.9%	3 / 33.3% / 0.9%	1 / 50% / 0.3%			
Sometimes	13 / 7.9% / 4.0%	17 / 15.9% / 5.3%	3 / 8.3% / 0.9%					
Often	17 / 10.4% / 5.3%	26 / 24.3% / 8.1%	5 / 13.9% / 1.6%					

Always	41 / 25.0% / 12.8%	41 / 38.3% / 12.8%	16 / 44.4% / 5.0%	2 / 22.2% / 0.6%		1 / 100% / 0.3%		
Attending majorly Caucasian college makes more services necessary								
Never	144 / 87.8% / 44.9%	8 / 7.5% / 2.5%	5 / 13.9% / 1.6%	3 / 33.3% / 0.9%				
Rarely	7 / 4.3% / 2.2%	19 / 17.8% / 5.9%	2 / 5.6% / 0.6%		1 / 50% / 0.3%		1 / 100% / 0.3%	
Sometimes	3 / 1.8% / 0.9%	35 / 32.7% / 10.9%	8 / 22.2% / 2.5%	1 / 11.1% / 0.3%				
Often	4 / 1.2% / 1.2%	17 / 15.9% / 5.3%	9 / 25.0% / 2.8%	1 / 11.1% / 0.3%	1 / 50% / 0.3%			1 / 100% / 0.3%
Always	6 / 3.7% / 1.9%	28 / 26.2% / 8.7%	12 / 33.3% / 3.7%	4 / 44.4% / 1.2%		1 / 100% / 0.3%		
Lack of support makes more services necessary								
Never	69 / 42.1% / 21.5%	19 / 17.8% / 5.3%	6 / 16.7% / 1.9%	7 / 77.8% / 2.2%				
Rarely	17 / 10.4% / 5.3%	3 / 2.8% / 0.9%	10 / 27.8% / 3.1%		1 / 50% / 0.3%			
Sometimes	14 / 8.5% / 4.4%	2 / 1.9% / 0.6%	11 / 30.6% / 3.4%					
Often	22 / 13.4% / 6.9%	61 / 57.0% / 19.0%						
Always	42 / 25.6% / 13.1%	22 / 22.6% / 6.9%	9 / 25.0% / 2.8%	2 / 22.2% / 0.6%	1 / 50% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Supporting a family makes more services necessary								
Never	124 / 75.6% / 38.6%	81 / 75,7% / 25.2%	31 / 86.1% / 9.7%	8 / 88.9% / 2.5%	2 / 100% / 0.6%	1 / 100% / 0.3%	1 / 100% / 0.3%	1 / 100% / 0.3%
Rarely	1 / 0.6% / 0.3%	19 / 17.8% / 5.3%	3 / 8.3% / 0.9%					

Sometimes	6 / 3.7% / 1.9%							
Often	2 / 1.2% / 0.6%			1 / 11.1% / 0.3%				
Always	31 / 9.7% / 19.0%	7 / 6.5% / 2.2%	2 / 5.6% / 0.6%					

Discussion

This study was designed to assess whether the social, academic, and personal needs of non-Caucasian students are being met. It was performed by distributing and collecting surveys as a form of a needs assessment. The survey consisted of questions with a 1-5 ranking scale for frequency of occurrence, as well as sections for written responses in order to further explain the reasoning behind some of the responses. This assisted the researcher in narrowing down needs of each ethnicity more specifically. Based on the responses of each student, it was determined that there are needs that are specific to various non-Caucasian groups, but there is also a common need amongst students for more social programming and more opportunities for diversity. This was expected, though it was not expected that such an overwhelming rate of participation and declaration of needs would be the result.

Interpretation of Findings

More students completed and returned this survey than expected. This provided an opportunity for a closer look at more members of each ethnicity than the original goal of 300 respondents. While there were many respondents, international students disclosed the least amount of responses when provided with an opportunity to share their reasoning for frequency of participation or lack thereof. They also demonstrated the least amount of participation in existing groups, as well as the least amount of projected participation in potential groups. It was discouraging that there was not a larger response from international students; however, there was

not a large population of international students present when surveys were distributed. Despite only having five international participants, there are still some aspects to consider. All international respondents reported that they would participate in an international student group on campus. This is something to consider, whether it is through the form of a campus club or even a group at the counseling center. When asked about the presence of support and connectedness in their lives, international students reported the lowest frequencies among all respondents, demonstrating not only that they do not receive much support outside of college, but also while at college. This is an issue that can be combated by starting support groups, developing more international student programming, such as a film festival or a food of the world fair, or even by developing a program to make it easier and more convenient for international students to phone their families. Whatever programs are to be developed, it is clear that international students need more support than they are receiving, and it is important to do something about it.

Interestingly enough, the majority of African-American and Hispanic participants reported a need for more ethnic-specific programming as well as a low frequency of feeling included on campus. At this time, there are two groups that exist to meet the needs of African-American and Hispanic students, with one group for each. When asked to rank their level of participation in the various groups specific to their ethnicity, participation was reported as being rather low. It is important to look into this further and determine whether the groups are not adequate enough for participation as a result of low membership, poor funding, or lack of awareness. It might also be a good idea to develop new groups or encourage the current groups to participate together in a large event to show students that they still exist. Either way, the need for cultural and ethnic specific groups among non-Caucasian students has been demonstrated.

It is important to remedy the lack of support and culturally relevant programs for non-Caucasians, and especially Hispanics and African-Americans, as the enrollment rates of both groups are rising rapidly each year (NCES, 2009). Furthermore, the populations of these groups are increasing in the census at a fast rate (U.S. Census Bureau, 2009), which will make it even more necessary for such groups in the future. With the populations of these groups rising and the volume of student enrollment increasing, it would be wise to adapt to their needs rather than ignore them.

Hispanics have especially faced an uphill battle to get to, and perform well in college. While the Hispanic population appears to be making educational strides, it is apparent that something is lacking, thus such a large achievement gap exists between them and other ethnicities (NCES, 2009). It is important for universities to observe this information and keep in mind that though a student may enroll in their university she has needs and it is important to recognize these needs when enrolling students. It is not clear exactly what hurdles are halting further successes of Hispanic individuals, as that is another study entirely. It should be noted that the best method to determine this is by speaking with them, which can be achieved through the use of focus groups, support groups, and workshops on college campuses. It is also important to note that while the percentage of Hispanic college students is increasing, their high school experience consists of higher suspension and expulsion rates than Caucasians and higher dropout rates than Caucasians and African-Americans (NCES, 2009). While African-Americans currently have higher dropout rates in high school, Hispanic dropout rates are on the rise (NCES, 2009). Based on these statistics, it is not difficult to presume that a mentality among the Hispanic population can exist that is deterring their achievement due to limiting factors that hinder their competitiveness with Caucasians. When any individual is shown that she cannot keep up with or

compete with another individual there is a lack of confidence and a loss of drive that may develop. This does not occur with every individual, but it is evident based on college enrollment and completion rates of Hispanics, and African-Americans for that matter. These needs can be addressed through the development of more comprehensive college transition programs, and more social programs with an urban to professional focus. Much of the NCES (2009) research shows that students are coming from urban areas in which they may not have been provided with the tools necessary to make such a transition on their own, thus more job fairs and counseling groups would also aid in such a transition.

Asian participants were also hard to come by when distributing surveys, however, the NCES (20009) reported that the population of Asian students in college is not as high as most other ethnicities, so this was not surprising. The researcher would have liked to receive more feedback from these students. One thing that was determined based on their results is the fact that they responded more often to questions regarding ethnic-specific groups or programs than anything else, thus demonstrating that a potential need for such programming exists among the Asian population as well.

Caucasian responses were primarily what the researcher expected. The majority of Caucasian participants reported that they feel included, feel supported, and feel involved on campus. This was expected due to the overwhelming presence of Caucasians compared to non-Caucasian students on campus. One thing that was surprising is that a higher percentage of Caucasian students demonstrated that they would like to see more diversity events than that of any other ethnicity. A strong message is being sent when Caucasian students at a predominantly Caucasian college are asking for more diversity and diversity events. While there is a diversity conference in existence each year, it appears that they would like to see more than that, as would

the researcher. More cultural events should be considered as they would shed light on various cultures, and possibly increase a feeling of connectedness and inclusion among all students. More campus wide social events were asked for by the majority of respondents, thus develop programs such as these would fulfill various needs at once.

Development of a first-generation student group also appears to be a need of many respondents, and one that may benefit a large amount of students. More students than expected reported that they would like to participate frequently in a first-generation student group. Developing a peer counseling atmosphere or an actually counseling group at the counseling center would fulfill this need well. Not only would these types of groups provide support for students, but they would be enabled to make connections with others in a similar experience, as well as partake in social interaction, something that Fisher (2007) stated is extremely important. Groups such as these would also send a message to current and future students that there is support and that the college does care about the experience of first generation students, something that is not currently being ignored, but could use more exposure.

Many students reported that they do not utilize the counseling center for reasons ranging from time constraints, commuting, comfort, and a lack of knowledge regarding services. Some ideas to encourage more students to attend counseling are to offer more brief sessions for students with time constraints, develop more groups to suit general needs, produce more pamphlets to describe services and create awareness, advertise more, do more outreach programs, and advertise diversity and cultural understanding. All of these measures would work to suit the needs of students as well as to potentially normalize counseling, which may increase the comfort level of seeking it. Some students reported that they do not know how much it costs to go to the counseling center, when in all actuality; the counseling center is covered by the

health fee in each student's bill, which can be widely advertised. A lot of the reported needs of participants can be met through counseling services. It is rather difficult to normalize counseling in a speedy manner, but over time the researcher believes that more students can be encouraged to seek counseling when they need it, and many of the needs of students can be attended to by offering a greater number of services. This would not be an easy task; however, gaining support from other campus departments and creating an alliance with many other student service groups on campus can assist in easing into these changes.

Based on the results, it is clear that participation in campus clubs and groups is low. This can be remedied by increasing advertising of groups, surveying students to determine what groups they would like to see, increasing the number of groups offered, and developing more ethnic specific groups. The campus is a blending of many ethnicities from many locations. A campus group is an attempt to bridge these gaps and bring students together; however, this only works if students are interested in what is offered. Though the development of a group typically begins with students proposing it, the process can be daunting and intimidating. If the college were to leave this option of forming groups open, while also taking it upon themselves to develop general groups that students express a need for, there is a good chance that more students would begin to feel included and supported by the college.

All in all, there are many things that can be done to increase student participation, connectedness to the campus, and a feeling of inclusion regardless of ethnicity. It is the duty of the college and its student service providers to attempt to meet these needs in whatever reasonable means they are able to. Having departments work together and uniting campus faculty in the process would also demonstrate to students that they attend a college that cares about their

needs, and they are surrounded by school officials and faculty that are doing their best to meet the needs of the students.

Implications

Upon collection of all of the surveys, it became clear that the surveys were far too long. Sections regarding existing groups, proposed groups, and write in portions could have been combined or eliminated. At times, the survey became redundant, something that was not realized until interpretation of the data. Though all of the gathered information proved to be useful, it was not all necessary. Furthermore, the wording of the questions could have been more specific, as there is room for interpretation for some questions, meaning that some participants may have responded in a manner different from what was initially intended.

If it could have been foreseen that more than 300 surveys would be completed out of the 400 that were distributed, less would have been distributed, as analyzing the data took over 15 hours and became a daunting task for one individual to handle. The researcher would have liked to obtain surveys from a more diverse sample; however, the lack of presence of diverse populations in the facilities in which the surveys were distributed demonstrates the need for more interaction among ethnicities and for more services that draw various ethnicities onto campus.

It was difficult to locate many prior studies regarding the needs of non-Caucasian college students. While the researcher is not the first to conduct research on this topic, it is clear that research is not readily available, and based on many extensive searches, it is not in abundance. There are articles pertinent to the changing population of college students, as well as articles addressing affirmative action, racism, and financial aid. While there are statements of problems regarding race relations and colleges, there are not many proposed solutions. In reading the research of others in this field, it is also evident that they too had a problem finding prior

research, a trend that was noticed rather quickly. It is important to continue not only researching

these issues, but to highlight the lack of effort or insight into these matters and attempt to remedy

the situation.

Conclusion

Far too often individuals state a problem. Other times, individuals state problems,

investigate them, and publish their findings. It is not often enough that individuals take the time

to both, propose solutions, and then follow up on their proposals. In a time in which more non-

Caucasian students are enrolling in college than ever before, colleges owe to the students and

themselves to provide services that fit a changing and growing population. It is easy to sit at a

desk, write policies, develop groups based on a needs sample from 2000, and allocate funds. This

is no longer sufficient. Each semester new students begin attending college. In the time period

between each semester the economy changes, enrollment demographics change, natural disasters

occur, and high schools receive a lower budget to work with. These are all factors that need to be

taken into consideration regularly. While it is understandable that funding does not exist to

develop programs for every individual that enters college, there is a need to stretch funds enough

to allow programs and services to exist that will benefit the students, not the college. In

developing programs and services that will benefit the students, the college does benefit through

word of mouth and exposure from potential research regarding issues such as this.

There is a large push to help the youth of America succeed and achieve the absolute most

that they can. This is not possible through simple talk or articles stating a problem. This is done

by acting on the problem and doing anything possible to remedy the problems so that each

student has the same opportunity for success. In a culture where children are told they can be

whatever they want, should it not be up to the colleges, the gateway to professionalism, to ensure

that this happens?

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Appendix I

Recruitment Speech for Survey Distribution by Daniel Kandris:

I am conducting a survey for my graduate thesis focusing on student services needs on campus.

Would you be willing to take 25 minutes to respond to the questions on this survey and place in

the large envelope upon completion? Your responses are confidential and there are no

identifying factors that link you to the survey. Thank you very much and your time is much

appreciated.

The survey provided below was developed by Daniel T. Kandris

The scale of 1-5 translates to: 1= Never   2= Rarely 3=Sometimes 4= Often 5= Always

Ethnicity: Caucasian African-American   Hispanic   Asian Bi-Racial   Other_____

Hometown_____

Age: Under 18   18-21 21-25 25-30 30-Older

On Campus   Off Campus   Freshman   Sophomore   Junior Senior Graduate

I feel really connected to…

Family	1	2	3	4	5
Friends	1	2	3	4	5
Student Groups	1	2	3	4	5
Classmates	1	2	3	4	5
The Campus	1	2	3	4	5
I feel supported by the college…	1	2	3	4	5

The scale of 1-5 translates to: 1= Never   2= Rarely 3=Sometimes 4= Often 5= Always

I participate in these groups…

Assoc. of Latin American Students	1	2	3	4	5

Art Student Assoc.	1	2	3	4	5
Asian Club	1	2	3	4	5
Brockport Adult Student Org.	1	2	3	4	5
Brockport Inspirational Singers	1	2	3	4	5
Caribbean Club	1	2	3	4	5
Woman's Studies	1	2	3	4	5
Foreign Language Club	1	2	3	4	5
Hillel	1	2	3	4	5
Judo	1	2	3	4	5
Native American Club	1	2	3	4	5
Org. of Students of African Descent	1	2	3	4	5
Peer to Peer	1	2	3	4	5
Sexual Orientation United for Liberation	1	2	3	4	5

The scale of 1-5 translates to: 1= Never   2= Rarely 3=Sometimes 4= Often 5= Always

I feel invited to take part in these groups or organizations…

1   2   3   4   5

The most valuable program I have experienced in college is…_____

I feel culturally represented on this campus…

1   2   3   4   5

I feel that my ethnic group is culturally represented on this campus…

1   2   3   4   5

I feel like my ethnic group is considered when policies are made or groups are formed…

1   2   3   4   5

I have utilized the counseling center or its services…

1   2   3   4   5

I have not utilized these services because _____

Services I would be interested in are…

Support group/Group counseling	1	2	3	4	5
Activity group/Event planning	1	2	3	4	5
Study group	1	2	3	4	5
Educational group	1	2	3	4	5
Ethnic-specific group	1	2	3	4	5
Outreach group	1	2	3	4	5
Advocacy group	1	2	3	4	5
Health education group	1	2	3	4	5
Focus groups to express your needs	1	2	3	4	5
Religious group	1	2	3	4	5
International student group	1	2	3	4	5
Transfer student group	1	2	3	4	5
Adult student group	1	2	3	4	5
First generation student group	1	2	3	4	5

It is important for me to have services that are specific to my ethnic group…

1   2   3   4   5

It is important because…_____

If any of the above services were to be implemented, I would utilize them…

1   2   3   4   5

I would not use them because…_____

If you were to feel more included on this campus, what would it look like?

_____

Clubs, organizations or programs that I desire in the college I attend?

_____

My socioeconomic status makes it necessary for the college I attend to provide special

programs…

1   2   3   4   5

The scale of 1-5 translates to: 1= Never   2= Rarely 3=Sometimes 4= Often 5= Always

Attending a majorly Caucasian college makes it necessary for the college I attend to provide

special programs…

1   2   3   4   5

 Lack of support makes it necessary for the college I attend to provide special programs…

1   2   3   4   5

Supporting a family makes it necessary for the college

I attend to provide special programs…

1   2   3   4   5

Thank you for taking part in this survey. All of your responses will remain anonymous.

Appendix II

SUNY BROCKPORT INSTITUTIONAL REVIEW BOARD

Human Participant Research Review Form

Proposal #

(# will be inserted by IRB)

Please type or neatly print.

1. Investigator(s) name(s) Daniel T. Kandris

Department: Counselor Education

Phone Number: (585) 415-8800

(where you can be reached during the day - so we can call with questions)

E-mail address: dkan1030@brockport.edu

Local mailing address: 315D Audino Lane, Rochester, NY 14624

2. Project Title: A Student Services Needs Assessment of Caucasian and non-Caucasian

Students in a 4 Year State College

3. College Status (for each investigator):

Graduate Student: Daniel T. Kandris

4. If the principal investigator is a student, list name, department, and local telephone

number of faculty supervisor. Please note that the Faculty/Staff Supervisor must

indicate knowledge and approval of this proposal by signing this form.

Faculty /Staff Supervisor's name: Thomas Hernandez

Department and phone number: Counselor Education, (585) 395-5498

5. Check appropriate category of research project (complete after reviewing guidelines):

Category 1 (Exempt Review) _____; Category 2 (Expedited Review) X

Category 3 (Full Review) _____

6. The Principal Investigator must sign this form. (If the P.I. is a student, their faculty/staff

supervisor must also sign this form).

I certify that: 1) the information provided for this project is accurate; 2) no other

procedures will be used in this project; 3) any modifications in this project will be

submitted for IRB approval prior to use; 4) I have successfully completed the required

online IRB training program.

_____

A. Signature of Investigator	Date

B. **Faculty/Staff Supervisor:** 1) I certify that this project is under my direct

supervision and that I am responsible for insuring that all provisions of approval are complied

with by the principal investigator. 2) I have successfully completed the required online IRB

training program. 3) My signature indicates I have reviewed this proposal and agree it is in final

form and ready to be submitted to the IRB.

_____ _____

Signature of Faculty/Staff Supervisor	Date

8/06

B. Provide typed answers to items 1-12 below.

1. a) The objective of this project is to conduct and analyze a needs assessment of a sample of

Caucasian and non-Caucasian college students at the College at Brockport. Both populations will

be surveyed in order to assess services that are provided for non-Caucasian students and the

services they believe they need. By also surveying Caucasian students, the researcher will be able to conclude whether there is a difference in student services needs based on ethnicity. The objective is not meant to criticize or highlight shortcomings of the college. It is meant to see if the non-Caucasian population of the college believes that they are being well-served or if there are other options that may better serve their needs. The researcher will distribute surveys in Tuttle, Hartwell, Seymour Union, and the Drake Library. An envelope to will be provided in a designated location in each building for students to return the surveys. This method will ensure that the survey results remain anonymous to the researcher. The survey will be developed by the researcher and will state that the results will remain anonymous.

b) The purpose of this research is to observe and report whether the non-Caucasian population is being served to their contentment, or if there is more that the college can offer for these students. Since more non-Caucasians are being accepted at the College at Brockport, this research will serve as a valuable tool when thinking about services that can benefit this group. The researcher has attended the College at Brockport for 7 years and has seen and heard first-hand the need for more diverse programs for ethnic students and this study will aid in him in proposing services suggested by this group.

c) The subjects will be anonymous Caucasian and non-Caucasian, graduate and undergraduate students, on-campus and off-campus students at the College at Brockport.

d) A survey will be created by the researcher and distributed by the researcher to students in Tuttle, Hartwell, Seymour Union, and the Drake Library. The survey does not ask any identifying information other than ethnicity, age, residence, and class. The survey focuses on services that are currently offered and utilized by students and suggestions from the students for new services.

e.) Interviews will not be conducted for the purpose of this study.

2. It is the researcher's hope that no more than 150 Caucasian students and 150 non-Caucasian students will be anonymously surveyed. 300 participants should yield an accurate depiction of what the researcher is investigating.

3. Subjects will be randomly selected based on their presence in one of the locations in which the survey will be distributed. There are no fees or special preparation needs for taking part in this project. The survey is the only tool that is necessary to measure data in this study.

4. There will be no research assistants taking part in this study. The researcher will be distributing and collecting the envelopes of returned surveys by himself, as well as interpreting the results by himself.

5. The copies of the surveys will be paid for at the expense of the researcher. There are no other aspects of this study that will require funding.

6. This project will begin once IRB approval is attained and it will end May 20, 2010.

7. The survey that is being used for this project is attached.

8. The researcher's transcript of completion for the online training course is attached.

9. The participants' responses will be placed in a large envelope upon completion of the survey. They will then be collected by the researcher at the conclusion of each day and stored in a fireproof safe.

10. N/A

11. N/A

12. No participants will come into contact with any mechanical, electrical, electronic, or other equipment as a result of taking part in this study.

IRB Risk and Benefits Proposal Checklist

(used by Student Research Investigator(s) to evaluate each proposal)

Project Description:

_____ States purpose and foundation of the research, listing research references.

_____ States how the proposed study is beneficial to new knowledge/why is the research important.

_____ Purpose is restated in the informed consent for potential participants to know the anticipated value of the research study.

_____ Methods for data collection should be consistent throughout the proposal and the informed consent regarding questionnaire/survey, interview, audio taping, videotaping, observations, use of materials already required for classroom work, etc.

_____ Written permission to conduct research off campus is on agency letterhead and signed by an employee who has authority to give permission. *(Permission is needed from an organization, business, school, etc. to recruit participants from its membership, conduct surveys on its premise, etc. See pgs. 21 & 60 of IRB guidelines for additional information.)*

Research Instruments:

_____ Provides information on the benefits and risk of the research instruments, including reliable, valid, and if used previously (Note: When using published or unpublished evaluation or measurement tools, surveys, etc. the source should always be cited on each page of the tool in addition to citing the source in the proposal. Permission forms to use tools should be attached to the proposal whenever it is required to obtain such permission.)

_____ Cite sources on each page of research instruments and research procedures, if not self-designed.

_____ If research instruments are part of normal educational curricula, note that clearly and list source as district curricula.

Informed Consent Forms: (Please see pgs. 12, 29-34, & 54 of IRB guidelines for additional information.)

_____ States purpose of study and that the project is a "research study."

_____ Indicate affiliated with SUNY Brockport and include the Department.

_____ Possible benefits and risks are addressed (Note: Fatigue and time to complete research instruments can be minor risks.).

_____ If participants will have face to face interviews or be audio or videotaped, then additional signed consent forms are needed. (*See pgs.54 & 81 of IRB guidelines for additional information.).*

_____ Includes statement of "I am 18 years or older. . ." for all adult consent forms.

_____ Includes the names, email, & phone numbers of both the principal investigator(s) and research advisor. In situations where a referral may be made due to the nature of the research study, complete information should be given on the referral process. (*See pg. 54 of IRB guidelines for additional information.).*

_____ Investigator waives signed consent (if applicable). (*See pgs. 21 of IRB guidelines for additional information.).*

Note: If children are part of the research, then both parent consent letters and child assents should be developed. Child form must be in understandable language for minors and contain age, grade and classroom information that is relevant to the research study.

Participants' Selection:

_____ Selection of participants is equitable.

_____ List procedures for how participants will be recruited and selected.

_____The stated number of potential participants should be listed and consistent with all parts

of the proposal, informed consent, cover letters, etc.

_____ Addresses special populations (if applicable). (See pg. 21 of IRB guidelines for

additional information.).

Privacy/Confidentiality:

_____ Explains how identity data is protected.

_____ Confidentiality issues addressed and explained for participants.

_____ Monitoring of data is explained.

Overall:

_____ Proofread and corrected proposal, informed consent, and/or questionnaire

_____ Checked for consistency between the proposal, hypothesis, informed consent, and data

collection instrument.

_____ Researcher's certificate of training is attached, along with those of research assistant(s)

if applicable. (Please note that is your responsibility to attach the certificate. Delays will result if

the IRB office has to look up and verify your completion of the training. See pgs. 8-9 of IRB

guidelines for additional information)

The above guidelines are mandated by federal guidelines. I understand that attention to the above

details is critical for the protection of human subjects. Failure to include the relevant information

will result in delays for approval. I have reviewed my research proposal and attest to my ability

to protect human subjects from harm.

Student Research Investigator's Signature: _____Date: _____

I have reviewed and approve the attached research proposal. (See pg 75 of IRB guidelines for

additional information for research advisors).

Research Advisor's Signature: _____Date: _____

<div align="center">STATEMENT OF INFORMED CONSENT</div>

The purpose of this research project is to examine the needs of college students. The areas that

will be studied are existing programs and student needs. From these areas, potential programs

that may better suit student needs will be developed and suggested. This research project is also

being conducted in order for me to complete my master's thesis for the Department of Counselor

Education at the New York College at Brockport State University of New York.

In order to participate in this study, your informed consent is required. You are being asked to

make a decision whether or not to participate in the project. If you want to participate in the

project, and agree with the statement below, your completion of this survey signifies your

consent. You may change your mind at any time and leave the study without penalty, even after

the study has begun.

I understand that:

My participation is voluntary and I have the right to refuse to answer any questions.

My confidentiality is guaranteed. My name will not be written on the survey. There will be no

way to connect me to my written survey. If any publication results from this research, I would

not be identified by name.

There will be no anticipated benefits and a minor risk in the time it takes to complete the survey

because of my participation in this project.

My participation involves reading a written survey of 24 questions and answering those

questions in writing. It is estimated that it will take 25 minutes to complete the survey.

Approximately 300 people will take part in this study. The results will be used for the

completion of a master's thesis by the primary researcher.

Data will be kept in a locked safe by the investigator. Data and consent forms will be destroyed

by shredding when the research has been accepted and approved.

I am 18 years of age or older. I have read and understand the above statements. All my questions

about my participation in this study have been answered to my satisfaction. I agree to participate

in the study realizing I may withdraw without penalty at any time during the survey process.

Returning the survey indicates my consent to participate.

If you have any questions you may contact:

Daniel Kandris   Dr. Thomas Hernandez (Thesis Advisor)

Department of Counselor Education   Department of Counselor Education

(585) 415-8800   (585) 395- 5498

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