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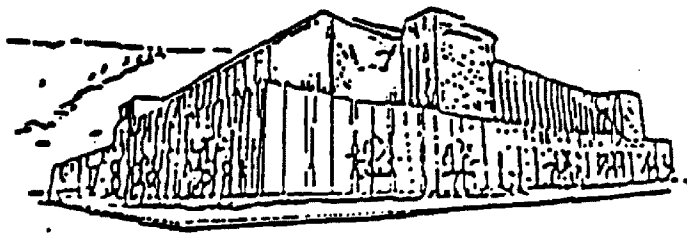
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UNIVERSITY FAMILY HOUSING: AN ASSESSMENT OF NEEDS

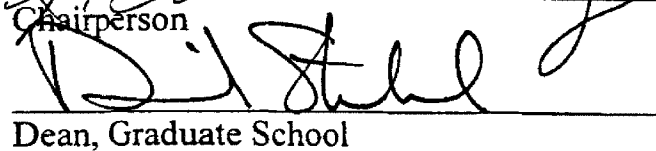
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for the degree of
Master of Science

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May 15, 2000

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Thesis Abstract

Shelley, Sarah, M.S. May 2000

Health and Human Performance

University Family Housing: An Assessment of Needs

Committee Chair: K. Ann Sondag, Ph.D. 

The purpose of this study was to assess and identify the health related needs of residents of the University of Montana family housing community. Data was gathered from multiple sources. A survey instrument was developed, implemented, and used to gain insight on the following areas of need: housing facilities, child care, financial, marital/relationship, social, and general health. A focus group with the Community Assistants, and an interview with the Programming Specialist was conducted at University Villages. Campus security reports were also examined for incident type and frequencies.

A combination of descriptive statistics, t-tests, and chi-square tests were used to analyze data. Overall, financial difficulties were the most common need identified. An analysis of differences among married students with no children, married students with children, and single student parents revealed that those married without children had more financial resources than those unmarried with children, and those married with children had a more difficult time securing health care and health insurance costs than those married with no children. The study also revealed that there were significant differences among the three University Villages. When compared to residents living in Toole Village, residents in Craighead and Sisson Apartments and Elliot Village reported having a more difficult time securing financial resources and health care and health insurance.

Results of this study provided important needs assessment data for use in health promotion programming by The University of Montana, Curry Health Center, and the Health Enhancement Office. Future research points to further inquiry of differences between residents living in newer (Toole) villages and those living in older (Craighead/Sisson and Elliot) villages.

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“Every now and then I can see that I am getting somewhere”

~Shawn Colvin

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CHAPTER I

Introduction to the Study

Studies of married and single-parent college students have shown that this segment of the college population brings a unique set of needs to the campus. While most of these students enter college with good intentions of furthering their education in order to succeed in an advanced career and provide for their families, many face a variety of stresses in combining the pursuit for higher education with marriage and/or family (King & Fess, 1969).

Financial difficulties are one of the most frequently mentioned burdens for married students. They are often employed, work longer hours than their unmarried counterparts, and are generally dependent on their own resources and efforts to meet their finances as parents cease to serve as a source of funds following marriage (Greenburg & DeCoster, 1976). Lack of adequate housing facilities, finding time for recreation, and marital satisfaction are among other important issues identified by married students. Children, of course, often magnify problem areas and can add to the dilemma of securing quality child-care services. Housing needs can also be unique to the married student population as their living standard expectancy may rise. They typically require a greater degree of privacy and more space than single students who usually live in a shared room and eat in institutional dining halls (Moore et. al. 1972).

The married and single student family population has become a sizeable and potentially powerful minority at many universities. They vary widely not only in needs, but also in ages, class standings, economic situations, and personal and professional goals. Their needs and concerns are often bypassed or unheard by the campus

community. Thus, when attempting to assess the needs of this population, it is of great importance to begin by asking the people in the population to identify what major issues and concerns they believe to be most prevalent.

Purpose of the Study

The purpose of this study was to assess and identify the current needs of residents of the University Villages community in Missoula, Montana. The information will be used by staff in Residence Life, Curry Health Center, and Student Affairs to guide the development of appropriate health programs and other forms of assistance for this population in the future.

Research Questions

Research questions posed by this study focused specifically on married students, non-student spouses, and single parent students residing within University Villages in Missoula Montana.

1. What are the unmet needs of married students, non-student spouses, and single parent students residing within University Villages?
 - a. What are the needs regarding housing facilities?
 - b. What are the needs regarding child care?
 - c. What are the social needs?
 - d. What are the financial needs?
 - e. What are the relationship/marital needs?
 - f. What are the health care needs?

- g. What are the health needs regarding smoking, alcohol, and exercise?
 - h. What are the needs regarding spiritual practices?
 - i. What are the health needs regarding stress and quality of life?

- 2. Are there differences among students' married with no children, married with children, and those unmarried with children regarding their perceptions of the following:
 - a. Financial resource sufficiency.
 - b. Stress level.
 - c. Health status.

- 3. Are there differences among traditional aged (24 and younger) student/spouses and non-traditional aged (over 25) student/spouses regarding the following:
 - a. Financial resource sufficiency.
 - b. Stress level.
 - c. Health status.

- 4. Are there gender differences among married students, non-student spouses, and single parent students regarding the following:
 - a. Financial resource sufficiency.
 - b. Stress level.
 - c. Health status.

Need for the Study

The Curry Health Center at the University of Montana would like to improve the health of the people living in the University Villages. Unfortunately, there is no information regarding the specific health issues faced by these students. Therefore, before interventions for enhancing health can be developed it is crucial that an assessment of the students and their spouses actual needs be performed. Too often interventions are implemented without of an accurate understanding of the target population. As a result, many fine programs have failed because there was no warranted need for them.

Information from this assessment provides a clear understanding of the health related needs of the University Village community through the eyes of its residents. This understanding will assist Curry Health Center staff in designing and implementing interventions that are targeted to the specific identified needs of the target population.

Significance of the Study

There is relatively little documented research in the area of program planning and intervention for student family housing populations, especially within the past fifteen to twenty years. Unfortunately, this lack of research also applies to University Villages at the University of Montana. Because there has never been a comprehensive needs assessment performed within the University Village population, many programming efforts have not reflected the needs and wants of the residents.

It is important to gain an accurate understanding of the community's perceptions of issues, problems, or needs before planning programs. The first step in accomplishing this goal is to gather information regarding the resident's needs from the residents themselves and from key individuals who work closely with these residents. In addition, it is important to gather information from Campus Security reports regarding documented residential problems in the past. Information from this study will then be used to provide insight for designing relevant and effective program strategies that meet the needs identified by the University Village residents. Ideally, future effective programming will then accommodate the needs of residents, increase university support, and increase the health and well being of University Village residents.

Assumptions

The following is a list of assumptions that were made while collecting data for this study:

1. Resident respondents answered survey questions honestly and accurately.
2. Key informant and focus group participants fully understood interview questions before they responded.
3. Key informant and focus group participants answered honestly and report accurately from past experiences.

Delimitations

The delimitations of the study are as follows:

1. The study is delimited to students, non-student spouses, and single parent students residing in University Villages in Missoula Montana.
2. Data is collected via survey, focus group, formal interview, and examination of campus security reports.
3. The study is delimited to residents who voluntarily took part in the survey.

Limitations

The limitations of the study are as follows:

1. Because needs may vary at different points of an academic year, the study is limited by timing of survey implementation.
2. The accuracy of the study is dependent upon the truthfulness of the responses.
3. The study is limited in that individuals who did not respond may have problems and/or concerns that are different from those who did respond.
4. Generalizing the results of the study is limited due to non-randomness.

Glossary

Need:

Something that is necessary or useful for the fulfillment of a purpose. A need must be judged and interpreted within the context of purposes, values, knowledge, and cause-effect relationships (Stufflebeam et al., 1985).

CHAPTER II

Review of Literature

The purpose of this study is to assess and identify the current needs of students and spouses who reside within the University Villages community in Missoula Montana. Subsequently, this information will be used to guide the development of appropriate health programs and assistance to this population. This chapter reviews and discusses the current literature pertinent to the study purpose. It is divided into six sections: 1) Married Students, 2) Single Parent Students, 3) Programs in Family Housing, 4) Family Housing Communities, 5) University Villages, and 6) Needs Assessment.

Married Students

History of Married Student Housing

Prior to 1945, colleges and universities in the United States gave little encouragement to the married student, and in fact, in some cases barred his or her enrollment. Marriage was viewed as something that would unduly interfere with the pursuit of academic excellence. It has been estimated that prior to 1945, married and college students accounted for only 3-6% of the total U.S. college and university student enrollment (Flores, 1972).

The close of the Second World War brought a great degree of change to U.S. higher education. Two acts of Congress, the Servicemen's Readjustment Act (popularly known as the G.I. Bill of Rights) and the Vocational Rehabilitation Act provided veterans with subsistence payments for college attendance. From the colleges' viewpoint, there was a need for the high number of veteran students to enter college to not only increase

enrollment numbers but also to add to school funds. Moreover, it seemed a patriotic gesture to allow veterans to attend college even despite their marital ties, particularly since this phenomenon was seen as temporary in nature.

Indeed, the response of military veterans to the acts of congress was immediate as the numbers of married students enrolled in college jumped to nearly twenty percent and by no means remained a temporary phenomenon. As the numbers of veterans later diminished, what remained was a new cultural pattern -- college marriage (Flores, 1972). Today, it has been estimated that the proportion of married students in colleges and universities has remained relatively constant between 20-25% of all college and university students (U.S. Census Bureau, 1999).

The question of where to house the married student and the married students' family faced every college and university in the nation at the end of World War II. Not only was there little knowledge and experience in providing family housing, but there was also a nationwide shortage of housing and building materials during this time period. The response of colleges was to purchase government-surplus trailers and pre-fabricated buildings and to house many of the married students in trailer camps and "temporary" married student villages (Flores 1972).

By 1957, it was evident that married students were going to remain a continued part of the college scene. With a continued increase in numbers and positive regard for married students came a mass increase in construction of housing units for this college population. By 1973, over one million new multi-family residences were constructed. Married student and family housing has generally been oriented toward the satisfaction of basic physiological needs (Williamson, 1975).

With married students now institutionally recognized, housing provided, and the benevolent landlord implemented, student affairs administrators often hold the general assumption that the needs of the married students and their families are fully met. Indeed, the physical needs are important, yet the married student populations, of yesterday and today, host a wide range of unique needs that remain to encompass a much more diverse nature (Greenberg & DeCoster, 1976).

Married Student Characteristics

Married students vary widely in ages, class standings, economic situations, and number of children as well as personal and professional goals. Concurrently, their living standard expectations may increase, as they often require a greater degree of privacy and more space than single students. Subgroups such as minorities, single parents, and/or disabled students are often included in the married student community as well. The family housing population is difficult to exactly define due to its diverse nature varying across college campuses nationwide (Greenberg & DeCoster, 1976).

Needs of Residents in Family Housing

A review of the literature revealed that several studies have examined the needs of married student families living in a variety of university-owned housing.

These studies pointed to a number of specific problem areas.

Financial difficulties are one of the most commonly occurring themes emerging for married students. Gottlieb (1981) reported of a Canadian University family housing complex that chief among resident problems was a concern about insufficient income. A study of married and unmarried male students at Michigan State University reported that

the financial responsibilities and problems were greater and more important to the married than unmarried student. Slightly over 50% of the married men rated finances as their major source of problems. The married student also worked significantly more hours and had greater debts than single males (Oppelt 1965). Similarly, a study of University of Arizona married student couples found gender differences in viewing finances as a problem. Males were more concerned about the source of the money and females were more concerned about who spent the money and how their husbands spent it (Gruver & Labadie, 1975).

Workman (1980) conducted a telephone survey in a married student complex at Southern Illinois University. Results indicated that the two questionnaire items that reflected the greatest problems for these students and their families were those involving “finances” and “unsupervised children”. Furthermore, when asked which were the two biggest problems for family housing residents as a whole, residents again indicated these two problems were the biggest problem areas, not just for themselves but also for other residents. Other priority problem areas included noise, transportation to the University, and lack of maintenance (i.e. apartments, grounds, and play areas).

Greenberg and DeCoster (1976) also allude to this notion of financial difficulties as part of their comprehensive assessment of the needs of married students and their families at Indiana University, and also identify a host of other issues. From their study, the following was concluded: in general, it appears that 1) the older married students and spouses typically experience problems more often than the younger students 2) married student families with children, especially older student families with children confront problems of recreational facilities for children, child care services, and personnel dealing

with married students more frequently than those without children, and 3) the number of family members seems to have an impact upon the concerns of married students.

Furthermore, because non-student spouses and children influence the student's growth and development, Greenberg and DeCoster (1976) recommend that these individuals must be viewed within a family context and thus, require institutional attention as well.

Along the same lines, Clarke commented, "*Whether or not we are concerned with these non-student people, the married student is vitally concerned with them. This concern can serve to motivate and to mature the individual married student, or it can compete with academic concerns such that effectiveness as a student can be greatly reduced*" (Clarke, 1969)

Essentially, Greenberg & DeCoster's study (1976) indicated that married students living on campus confront problems that are not being recognized by the institution.

These problems include not only provision of physical amenities, but also social, informational, recreational, psychological, and health services.

The students indicated that resolving these problems is the responsibility of the institution and that solutions must relate to not only to the students needs, but also to the family needs.

Moore, Forrest, & Hinkle's (1972) Interest-Opinion survey conducted among residents of married student housing at Colorado State University provides further information about this unique population. The survey sought to understand what kind of programs married students residing in university owned housing want and/or need. Most of the surveyed couples stated choosing married student housing for reasons of economy or convenience. After becoming rather temporary residents, the things they wanted to see

changed were not primarily social in nature, but rather they voiced complaints about physical facilities or university services. Furthermore, most of these couples indicated no general interest or participation in social organizations within their immediate community. In fact, over 50% of all spouses questioned reported that their best friends lived outside of Colorado State University married housing. Greenberg and DeCoster (1976) speculate that perhaps social needs are simply taken for granted until physical and economic demands are met and also that there is a lack of social awareness or maturity in the young married housing residents.

Gottlieb's (1981) qualitative study directly explored the relationship between patterns of residential social participation and access to social support at the University of Guelph. Interviews done in the residents' homes revealed that social support is based on mutual helping relationships. In other words, residents who receive support also report that they extend support to others. Furthermore, it seems that the attachment to the wider university community is not conducive to the formation of these needed supportive residential ties. Data also revealed that couples who had children were distinguished by an extended network of social ties, partially due to meeting the parents of their children's playmates and partly by virtue of their own identification with student couples who have children.

Gottlieb (1981) also reported that 62% of couples without children compared to 42% of couples with children were concerned about the problem of insufficient "interaction between married student families". However, 76% felt that the institution did not have responsibility for fostering greater interaction among married students. Perhaps students may not like to be a part of formally organized activities that suggest

they lack the necessary social skills to form relationships on their own. Gottlieb (1981) further suggests that married students may simply be expressing a norm of self-reliance, trust in spontaneous social processes, and preservation of their own sense of social competence and thus, recommends that initiatives aimed at promoting social ties and the expression of social support while not violating the norms or private lives of the students should be taken.

Horne and Graff (1973) administered a mailed questionnaire to married students and their spouses at a large mid-western university. Married students reported their greatest concerns were child-rearing problems, personal and vocational concerns, communication and incompatibility problems, and financial concerns. Less concerns were noted in in-law conflicts, sexual adjustment, housing, social and recreational activities, and religious or philosophical differences. Additionally, wives reported more difficulties and a greater desire to talk to a counselor than did their husbands. Graduate students indicate a greater tendency to talk with someone about their concerns and are more likely to select a professional for help, while undergraduates talk less about their problems and place more emphasis on talking to parents, friends, and ministers about them.

In a study conducted by Flores (1975), random samples of all married students (on and off campus) were surveyed from two Texas Universities using twenty-four criterion probes. Each criterion probe expressed a desired status and was designed to draw out needs or perceived life condition deficiencies. A criterion probe example would be "Basic necessities for clothing, food, shelter, and transportation are met". Impressive in this study was the low incidence of dissatisfaction reported by the married student

population. In only seven of the twenty-four probe statements was need actually reported. These seven statements concerned: sufficiency of sources of supplementary income, sense of affiliation with the college and community, volume of group activity, degree of recognition and consideration by the college, arrangements for childcare, assistance with job placement, and pre-knowledge of expectations of the college and of opportunities within the college and community (Flores, 1975).

A comparison of the responses received from the two Texas schools were remarkably similar leading the author to conclude that needs or deficiencies as perceived by married student groups at different institutions seem to be similar and may be generalized to this group as a whole (Flores, 1975).

In a study conducted at Colorado State University, residents indicated strong satisfaction with the promptness of maintenance service, usefulness of the monthly newsletter, and safety of the living environment. However, residents indicated little interest in participating in a resident government and helping to plan programs. They also indicated that they did not feel a strong sense of community (Burson, 1979).

Paul et al (1984) applied the Ecosystem Model in attempting to explain organizational change in family housing. Paul et al (1984) began applying the model by taking a pre-assessment of a student family apartment community at the University of Utah. From the pre-assessment, five major problem areas were identified and incorporated into a revised assessment tool: financial concerns, renovation disruptions, dissatisfaction with complex maintenance, inadequate understanding of administrative decisions, and lack of community pride. Needs expressed by residents concerning

increased social interaction and recreational opportunities were not present as major problems in the current sample.

The pre-assessment examined subgroups of this student family community as well. Specifically, single parents, ethnic minorities, and married people without children reflected several special problems. Obtaining childcare, managing multiple roles, and handling academic pressures were particular problems reported of single parents. Minority groups were distinguished by reporting higher levels of problems in settling family disagreements and knowing where to go for someone to talk to regarding personal problems. Lack of privacy was a unique concern of married people without children. They particularly complained of noise from children playing (Paul, et al. 1984).

Studies concerning the participation of married students in campus extracurricular activities have generally indicated a lower frequency of participation than that of single students. Oppelt (1965) noted this condition and suggested that changes of interest after marriage and lack of free time decrease participation in extra curricular programs. Greenberg and DeCoster (1976) reported a decrease in extracurricular activity involvement as age of the married student increased. A survey by King & Fess (1969) also reported that the married student participates only slightly in extracurricular programs. Cherwak's (1978) study of recreational needs of married students recommended that activities should be free or of minimal cost, scheduled at convenient times, provide child care, include appropriate recreation opportunities for children, and staff members should survey residents periodically to adjust for changing recreational needs.

Marital problems are also recognized among married students as a common need area. Marital problems plague most student marriages, even the relatively happy ones. The student marital problems verbalized most frequently in a study by Gruver and Labadie (1975) were sex and communication, followed closely by lack of recreation and financial problems. Lack of time and stress were noted to contribute largely to all problem areas. One article written about graduate students said that couples facing the most severe difficulties include those who were wed just before full-time enrollment in school, since they usually knew of no other kind of married life. However, if both were graduate students at the same time, the problems were less acute (Brooks, 1988).

Astin (1975) found that students who were married when they entered college persisted better if their spouses provided major financial support. However, if the spouse was only able to provide minor help the effect was reversed. Among students who married after entering college, assistance from the spouse facilitated persistence, regardless of the amount.

One study of married enrolled students and their spouses at a mid-western university examined the quality of marriage of these students in relation to sources of financial support and certain demographic variables. The results of a questionnaire indicated that quality of marriage was rated high overall. However, it was also found that quality of marriage was significantly higher if both spouses were enrolled simultaneously and if couples did not depend on loans as a source of income. Quality of marriage was reported as significantly lower if the wife only was enrolled or if the couple depended on her earnings as a major source of income (Bergen & Bergen, 1978).

Nedleman (1991) conducted a survey of married graduate students in the School of Education at California State University to examine their levels of stress and to determine what student support services they considered helpful. The results revealed that the greatest stress faced by male and female respondents equally was in their relationship with their spouse. Stresses that followed included: finances, parenting, recreation/leisure, and institutional support. Although respondents appeared to have little time for interventions or other services, institutional support services such as academic and counseling services were indicated as helpful to students, while recreation services/programs were seen as being unneeded by the respondents.

Although the literature represents a variety of needs and concerns given a certain population, there seems to be some common problems that are found universally among various family housing communities. Financial stress seems to be repeatedly noted as a problem for married student within the literature. This is an interesting phenomenon considering that in the United States, 57% of divorced couples name money as the primary cause (Jet, 1996). Housing facilities, childcare-services, recreation, and marital relations also appear to be common themes within the literature.

Needs of Single Parent Students

The needs of single parent students appear to be somewhat similar to those of married students residing in family housing. However, because single parents will be included as an important part of this study, their specific concerns and needs must also be examined.

More than one-fourth of all families with children in the United States are single-parent families; and of these families, 90% are headed by women (Fuller, 1997). People enter lone parenthood for a variety of reasons such as by choice, divorce, unintended pregnancy, or separation. A majority of single parents (mostly women) work low-pay, low-status occupations, which in turn causes them to live on very low incomes. Pressures of trying to make ends meet can, for some single parents, create a need for them to enter or return to college in hope of increasing their job status in order to improve their quality of living. Just as in married student concerns, the intermix of academic pressures, parenting, and employment can create a major conflict for such students, even more so for the single parent who receives no spousal support (Benzeval, 1998).

Most colleges and universities expect that a student will have the following attributes: time to attend class, good study skills, no outside responsibilities, money, and a positive attitude toward education that embraces learning. According to Hooper & March (1980), the female single parent student fails to meet nearly every one of these criteria. She has various outside responsibilities, limited time, child care needs, rusty study skills, financial stress, and her motives for acquiring an education are almost exclusively employment-oriented. Considering that female single parent students are fulfilling at least three roles (parent, student, worker), any one of which is usually

regarded as a full-time or primary role, the problems that result may seem nothing short of insurmountable (Hooper & March, 1980).

Female single parent students seeking counseling at a university counseling center reported that having sole responsibility for their children was their most pervasive problem. A second problem identified by these women was the social disapproval they experience as female single parents. Although they may not be actively discriminated against, they reported being psychologically and physically isolated in a society geared toward dual parent households, and also regarded as a “deficit” family, missing the husband-father figure. A third major problem reported was finances. In most cases, mothers enter the work force with little or no training and find that the only job they can get is of low-status and thus minimal pay (Hooper & March, 1980).

A number of studies have shown that lone parents have poorer health status than the general population. A three-year cross-sectional study by Benzeval (1998) sought to assess the relative health status of lone parents in comparison to couple parents, and to evaluate the importance of demographic and socioeconomic variants in relation to their health differences. The analyses clearly showed that lone parents, particularly lone mothers, have poor relative health status compared to parents living as couples. Furthermore, the health differences largely mirrored the variations in their socioeconomic circumstances, with lone mothers being the most disadvantaged, couple parents being the most advantaged and lone fathers somewhere in the middle (Benzeval, 1998).

Programs in Family Housing

A pilot program within family housing at Kansas State University proved successful for non-working wives of married students. The program was designed to increase growth and development within family housing. Weekly seminar/conversation sessions on mothering, marriage, and the modern woman were held at a one-bedroom apartment made available for the project. The authors observed that the content of the seminar/conversations was not as important as the interaction among the individual participating in the session. The group showed increased participation throughout the semester and further development and enlargement of the existing programs and services was recommended (King & Fess, 1969).

Despite the results of an Interest-Opinion Survey, indicating a lack of interest in activities of a social nature, Moore, Hinkle, & Forrest (1972) implemented an experimental social center used to decide if construction of an actual social center should be done. To no surprise, the experimental social center failed, except for use for activities such as parties and birthday or school celebrations during non-busy school times. Husbands and wives reported "lack of time" as the main reason the social center was not used. Husbands also noted that social groups were already established in the married student community, so why bother with the social center. Wives felt that communication about the project was too insufficient or impersonal to stimulate their participation. Finally, when asked about residents perceived needs, the responses echoed the data resulting from the Interest-Opinion Survey. Most students want the university to take care of or improve their physical facilities before providing social amenities.

Nevertheless, Moore, Hinkle & Frost, (1972) recommended construction of a social center that would be minimally organized and maximally publicized.

Results from a needs assessment conducted at Colorado State University indicated a need for information on balancing a dual-career life-style. A weekend workshop retreat at a mountain ski resort was offered to student couples in order to work through issues (stress, school, family, work demands) they may have as dual-career couples. Workshop topics included, relationship roles, flexibility in changing roles, decision-making, and conflict management. The authors regarded the program as very successful and all participants reported positively of the content and activities of the weekend. However, there were only 16 participants (Crouse, 1984).

Paul et al. (1984) recommended that residence courts without children be established for married people with no children in order to reduce noise issues for couples without children. He also concluded that the Ecosystem Model appeared to be well suited for assessment and redesign in student family housing program planning processes (Paul et al, 1984).

Regarding marital problems among family housing residents, therapists report that conflict and dissolution of marriage are less likely when couples understand that many of their difficulties emanate from the nature of the circumstances in which they find themselves, rather than from a fundamental mismatch of personalities and goals. Thus, schools need to offer special orientation and counseling courses for these married student couples (Brooks, 1988). Bayer (1972) also suggested that marital counseling is one of the necessary services for students facing premarital or marital problems.

The director of student life at Baldwin-Wallace College (OH) implemented a program called SPROUT (Single Parents Reaching Out for Unassisted Tomorrows) in 1990. The SPROUT program helps four single mothers who are full-time students. Single mothers and their children live together in a house on campus so they can be near to the support they'll need to get through the tough times. Each mother works ten hours a week on campus and participates in monthly personal development programs. SPROUT mothers also get help finding money, either from the state or through grants, to pay for childcare. Single mother applicants for the SPROUT program are interviewed by a selection-committee, which judges them on academic ability, willingness to succeed, financial need, ability to live in a group situation, and leadership potential. The program was successful and has plans for expansion (National On-Campus Report, 1991).

Characteristics of Family Housing Communities

Oftentimes, in family housing, many of the typical "neighborhood-like" functions may not be present. Families tend to live in campus housing for relatively short periods of time. They may not necessarily develop the kinds of friendships and organizational ties (such as memberships in clubs, church groups or fraternal organizations) that may exist in a residential environment in which they would more likely reside for longer periods of time (Shuh, 1985).

Since family housing developments are often of higher density than those of freestanding single family houses, there are some implications also worthy of consideration. High-density housing is more likely to produce a sense of worry and/or strain among residents, inhibit friendships with neighbors (Mitchell, 1971), cause females

to feel a loss of privacy, and cause higher levels of marital discord (Edwards et al., 1982). On the other hand, Edwards et al. (1982) indicated that the consequences of living in high-density housing are not as grim as some might predict. High-density family housing does however, still raise issues for housing authorities concerned with the quality of life in their family housing communities.

A study by Whalen & Winter (1987) at a University of Iowa student apartment community found that stress caused by neighbors was not a serious problem for most members of the community. A significant indicator of the stress caused by neighbors was the number of neighbors known. Whalen & Winter (1987) found that the more neighbors a resident knew, the frequency with which neighbors were reported as a source of stress was reduced. However, one variable, annual income was a significant predictor of the number of neighbors known. Those residents with lower household incomes reported knowing more neighbors than did residents with higher incomes. The authors recommend that housing staff plan and promote programs that encourage neighbor interaction in order to reduce stress among family housing communities.

Beyerlein (1982) surveyed family housing staff members nation wide on the topic of defining community in a student-family housing environment. The study also searched to identify promoters and inhibitors of a community. According to staff members, the elements of proximity, common facilities and guidelines, and social environment must be provided in order for community to develop within a student-family housing environment. The third criterion, social environment, may not be easily met, depending on factors such as staffing, funding, and management philosophies. However, if the goal of a housing administration is to provide a "community" for its student

residents, then given the above criterion, it must strive to create a social environment of interaction, consideration, and involvement (Beyerlein, 1982).

Staff members also identified three important promoters of community as follows:

1) responsive, skilled, and friendly staff; 2) clean, safe, and well-maintained physical environment; and 3) effective process for program development and implementation.

These promoters relate to the criteria for defining community in different ways. The highest-ranked promoter is relevant to both the physical facilities and the social environment aspects of the community. The third-ranked promoter is most relevant to the social environment (Beyerlein, 1982)

Description of University of Montana's University Villages

The University of Montana offers affordable housing for married undergraduate and graduate students and their families. The housing complex which they occupy, formally known as "University Villages" has gained the attention of campus administrators due to the relatively high number of incidents occurring in the area on a regular basis.

University housing for the University of Montana began back in 1956 when the first village, Craighead and Sisson Apartments, were erected. The second village, Elliot Village, was constructed in the 1960's and the third village, K. Ross Toole Village, was later added in the early 1990's. These villages are named after prominent figures that made history at The University of Montana and the courts or drives within these villages have been named after ghost towns in Montana.

The three villages were known as Married Student Housing / Family Housing up until 1996, when the name was changed to University Villages. Currently, University Villages provides 578 apartment units to qualified students and their families. Approximately 2,000 residents reside within three villages located roughly ten blocks south of the main campus.

Needs Assessment

Needs assessments became popular in the mid 1960's as a result of social action legislation. In order to develop legitimate program goals and to receive funding, administrators often required program planners to conduct needs assessments (Stufflebeam et al., 1988).

A needs assessment is defined as a planned process that identifies the reported needs of an individual or group. The basic goal behind a needs assessment is identifying the health needs of the target population and deciding whether or not these needs are being met. Needs assessments can identify gaps between actual and perceived needs and also place those needs (gaps in results) in a priority order (McKenzie & Smeltzer, 1997).

Acquiring needs assessment data can be done in one of two ways. Program planners can use the data that are "available from other sources" better known as secondary data or epidemiological data. Sources of secondary data vary depending on your target population. It can include data available from government agencies, public health records, clinical records, literature, and other empirical records. This type of data can be advantageous because it already exists and is usually accessible inexpensively. A drawback to this sort of data is that it may not identify the true needs of a target population, especially at a given time period (Windsor et al., 1984).

The second type of data, called primary data, is collected by the individual(s) who is conducting the needs assessment. Primary data have the advantage of directly answering the questions that planners want answered by those in the target population. It can be collected from individuals via mail, telephone, or face-to-face surveys and formal or informal interviews. It can be collected from groups via group survey techniques, focus groups, community forums, observation and/or other group processes (McKenzie & Smeltzer, 1997).

Essentially, the goal of primary data is to understand the perceived needs as viewed or understood by the people who experience them. Primary data can be advantageous because it can provide support for your program plan when it is not supported by the literature, or secondary data. It can also provide a richer or qualitative kind of data. However, a drawback to primary data collection is that it can be a lengthy and expensive process (McKenzie & Smeltzer, 1997).

In a more comprehensive needs assessment, primary and secondary data are collected for the same population. Once both types of data have been collected, it is the program planner's duty to try to "link" the data or figure out how the perceived problems relate to the actual problems. Once these links have been made, needs can be prioritized and a program goal can be concluded.

For health educators, conducting the needs assessment can be the most important step in planning programs. It provides a solid rationale and "blueprint" for the design and development of the programs we implement. For the purpose of this study, both primary and secondary data were collected and analyzed.

CHAPTER III

Methodology

The purpose of this study was to assess and identify the current needs of married students, non-student spouses, and single parent students who reside within the University Villages community in Missoula, Montana. Subsequently, this information will be used to guide the development of appropriate health programs and assistance to this population. Included in this chapter is a description of the methods and procedures that will be utilized in this investigation.

Study Design

Windsor et. al (1984) recommend examining both real and perceived needs when conducting a needs assessment. Real needs are generally determined by using clinical and epidemiological data, health service utilization statistics, or other empirical/secondary data. Perceived needs generally refer to the problems as viewed or understood by the people who experience them and are typically examined via primary data collection.

Neither category of needs is infallible nor absolutely correct, yet both must be taken into account. If one is ignored, the true needs of a given target population may not be understood. A program that is based entirely upon real needs (from the planners' point of view or empirical data) may not interest or appeal to the target population even though a serious problem exists that that program could help solve. On the other hand, a program that is planned around perceived needs (from the viewpoint of those being

served) may not contribute to solving the real health problem (McKenzie & Smeltzer, 1997).

Within this study, the methods employed for the examination of real needs of the target population included a thorough review of the literature and also an examination of past Campus Security reports related to University Villages. The methods used to explore the perceived needs of the target population included a survey, focus group, and formal interview.

Description of Target Population

The target population for this study consisted of married students, non-student spouses, and single parent students residing in University Villages. It is estimated, that roughly two thousand student-family residents live within the eight off-campus housing units within University Villages each year. According to a September 1999 roster, approximately 110 graduate students and 420 undergraduates live in University Villages. Of these two student groups (530 students), just over 50 % are married and nearly 55% have children. Furthermore, roughly 23 of the undergraduate students attend the College of Technology (University Villages, 1999).

University Villages is comprised of three main villages: K. Ross Toole Village, Craighead & Sisson Apartments, and Elliot Village. Located about ten blocks south of the main campus, University Villages primarily provides housing for married undergraduate and graduate students and their families, and single parent families. However, based on availability, housing can also be provided for different subgroups as well. University Villages contains 23 housing units specifically for disabled students and

also considers single graduate students, and single undergraduates when there is an overflow in on-campus dorms.

Within the last several years, concern regarding this student family population has heightened due to an increase in campus security involvement and a reported need for more staffing, assistance and/or programming innovations. Currently there are six community assistants and one community director responsible for offering assistance and services to the residents of University Villages.

Protection of Human Subjects

Consent forms and human subject application material were completed in accordance with The University of Montana Institutional Review Board (IRB) (Appendix A). The IRB determined that this investigation did not present any risks to human subjects and therefore granted permission for the study.

PROCEDURES

Selection of Sample

Survey:

The survey sample consisted of all married students, non-student spouses, and single parent students residing within University Villages during the Spring 2000 semester. The size of the total sample was between 800-900 residents.

Focus Group:

The focus group sample included the six community assistants residing in University Villages. These staff members assist residents with lockouts, minor problems with apartments, programming activities, and also act as a resource for campus and community information. The community assistants are available after regular office hours and are responsible for roughly 300 residents each.

Interview:

The key informant for the formal interview process was the Programming Specialist for the University Villages community. This individual serves as the lead coordinator of University Village housing, services, and activities and thus is a valuable resource for information regarding the characteristics and needs of the target population.

Instrumentation

Survey:

A survey instrument was developed to identify the needs of the University Village residents (Appendix B). Survey questions were adapted from the examination of various existing survey tools and were categorized into priority areas identified in the review of

the literature. The survey consists of six priority areas; each of which is designed to assess a specific area of need. Areas of needs assessed included: housing facilities, child care, social, financial, relationship/marital, and general health. The final section of the survey is devoted to demographic data. The instrument was anonymous and voluntary for all participating subjects.

The survey instrument was reviewed by an expert panel of professors, University Health Educators, and University Village staff. The survey was then pilot tested (Appendix C) among members of the target population. It was then revised as needed before administering the survey to the target population.

Focus Group and Interview:

The focus group was comprised of the six community assistants. A focus group is a unique qualitative research technique used to gather information on opinions, perceptions, and ideas about a specified topic. Typically, participants in a focus group all have a shared commonality related to a subject matter. This research technique allows participants to bounce thoughts and ideas off of one another and therefore, can lead to “richer” data (Bensley & Brookins-Fisher, 1998). Thus, a focus group was selected, in lieu of individual interviews, for data collection for the purpose of collaboration and enhancement of the six community assistants’ responses. The focus group served a purpose of augmenting the information in the survey as focus group questions (Appendix D) focused on the six areas of need identified in the survey.

A formal interview was also conducted with the University Villages Programming Specialist. A formal interview was selected for the purpose of again, supplementing the information from the survey. Formal interviews can provide a complete picture of a

problem, issue, or situation from the perspective of a key individual within the population. Questions for the formal interview (Appendix E) were similar to those for the focus group and also reflected the six priority areas.

Data Collection

Both primary and secondary data were collected within this study. Primary data was collected via survey, focus group, and formal interview. Secondary data collection included a review of the literature and an examination of Campus Security past reports.

Survey:

The survey was implemented, accompanied by a cover letter (Appendix F), within the University Villages population via the Cornerstone weekly newsletter on January 14th 2000. A week prior to implementation, a notice was sent out via the Cornerstone regarding the upcoming survey. The notice included information regarding the purpose of the survey and explained the importance of the residents' role in completing the survey. Surveys and directions for delivery were also distributed to the six Community Assistants a week prior to implementation.

Community Assistants were responsible for delivering surveys to residents on January 14th. One or two surveys were delivered per mailbox, depending on the number of adults in the household. Extra surveys were available from Community Assistants or the Main Office for those who did not receive one or lost their survey.

Participating residents were asked to return the survey to the University Villages Main Office within seven days of receiving it. The following three locations were designated as completed survey and raffle ticket drop sites: the Main Office of University Villages, the Community Center of University Villages, and the Information Desk at the

University Center at the University of Montana. The Cornerstone newsletter was utilized as a communication tool for reminding participants to complete their survey throughout the duration of the survey implementation. The final date for returning completed surveys was February 10th, 2000. Coupons and gift certificates were collected from the Missoula community and were given away via survey raffle tickets during the third week of February. Again, the Cornerstone was utilized for communicating winning raffle numbers in order to assure participant anonymity.

Focus Group:

One focus group was conducted at the University Village Community Center within the first week of February. The focus group consisted of the six community assistants at the University Villages and was facilitated by the researcher. A research assistant was present to take notes and the focus group session was also audio recorded to assure accurate records of responses. Community Assistants were contacted by telephone in January to arrange a time and date for the focus group session. Prior to the focus group, participants were given a list of questions and verbally briefed on the proceedings.

Interview:

A formal interview was also completed at the University Village Community Center during the first week of February. The key informant interviewed was the current Programming Specialist at the University Villages. This individual was contacted in January to arrange a date and time for the interview. The researcher conducted the interview and the session was also audio recorded to assure accurate recording of responses. Prior to the interview, the key informant was given a list of the questions to be asked, and verbally briefed on the proceedings.

Campus Security Reports:

Examination of Campus Security reports was completed at the Physical Plant on the University of Montana campus within the month of January. Incidents occurring in the University Village community within the past twelve months were examined, grouped, and recorded.

Data Analysis

Collected data consisted of a survey, focus group, interview, and campus security data. Quantitative analysis was completed for the survey and campus security data. Qualitative analysis was completed for the focus group and interview.

Survey Analysis:

Survey responses were statistically analyzed using an SPSS computer program. Survey analysis included descriptive statistics to report perceived needs among University Village residents. T-tests were used to determine differences among subgroups within the target population. Because of unequal sample sizes, planned comparisons of University Village subgroups were decided upon a priori. A Bonferroni adjustment ($p=0.05 \times 35/40=0.04$) was used to control for Type I error as suggested by Keppel (1982). Chi Squares were also applied to categorical data to further determine differences among subgroups within the target population.

Focus Group Interview and Formal Interview Analysis:

Focus Group and Interview data were qualitatively analyzed. Immediately following the Focus Group and Interview sessions, the researcher reviewed the interview notes to make sure they made sense, identify any areas of ambiguity or uncertainty, and

to review the overall quality of information received from the respondent(s). At this time, observational data including: where the interview occurred, who was present, how the interviewee(s) reacted to the interview, and any additional information that would help establish a context for interpreting and making sense out of the interview was also recorded (Patton, 1987). A context summary sheet (Appendix G) was utilized to aid in this process.

Both focus group and interview notes were then reviewed and checked for accuracy by comparing them with the audio recordings. Overall themes, patterns, perceptions and/or concerns generated and identified by participants in response to the researcher's questions were reported.

Campus Security Data Analysis:

Campus Security Data was examined, grouped by type of incident and frequencies of each incident were recorded.

Synthesizing the Data:

The analysis of triangulated data is a creative process. Patton (1987) suggests that it requires a great deal of work to pull together all of the data that address specific research questions and then subdivide it in accordance with specific categories or themes. Initially, data from this study will be organized into categories representing the six areas of need identified in the survey. Once all the data is organized into these categories, results from both primary and secondary data sources will be analyzed for the purpose of identifying "units of data" that are examples of the same underlying issues, idea, or concept.

Since the data collected for this study will represent four different data collection methods, it would not be unusual for these divergent types of data to point in different directions. Therefore, data analysis will include not only a description of commonalities or themes, but also a description of the differences among data sources. It is likely that different kinds of data may capture different kinds of things, so the researcher will attempt to understand and describe the reasons for these differences (Patton, 1987).

CHAPTER IV

Results

The purpose of this study was to assess and identify the current needs of residents of the University Villages community in Missoula, Montana. The information will then be used by staff in Residence Life, Curry Health Center, and Student affairs to guide the development of appropriate health programs and other forms of assistance for this population in the future.

The University Villages survey was implemented within the target population of married students, non-student spouses, and single parent students residing in University Villages. One Focus Group was conducted at the Main Office of University Villages. Participants included the six Community Assistants residing at University Villages. One interview was conducted at the Community Center with the current Programming Specialist for the University Villages community. Campus Security Reports involving the University Village community were also examined, grouped, and recorded

This chapter is divided into four sections:

- 1) Survey Results
 - a) Demographic data
 - b) Descriptive data
 - c) Comparison data
- 2) Focus Group Results
- 3) Interview Results
- 4) Campus Security Report Data

Survey Results: Demographic Information

Residents were surveyed using the developed University Villages survey. Of the roughly 800 surveys distributed via the Cornerstone weekly newsletter, 222 were completed and returned for a return rate of 28 percent. Of the 222 surveys, 195 represented the target population of married students, non-student spouses, and single parent students residing in University Villages. Single persons with no children were eliminated for the total sample. All of the survey data specifically represents the target population data set.

Participants' gender and age.

Fifty-eight percent (n=114) of the participants were female, and 41.5% (n=81) were male. The age of respondents was as follows (n=195):

- Between the ages of 17-24 30.8% (n=60)
- Between the ages of 25-40 56.4% (n=110)
- Between the ages of 41-64 12.3% (n=24)
- 65+ years of age .5% (n=1)

Ethnicity.

The ethnicity of respondents was as follows (n=194):

- Caucasian 80.4% (n=156)
- African American 0% (n=0)
- Native American/AK Native 10.3% (n=20)
- Hispanic 4.1% (n=8)

- Asian/Pacific Islands 2.6% (n=5)
- Other 2.6% (n=5)

Student – Education status.

Seventy-three percent (n=143) of the participants were students and 26.8% (n=52) were non-student spouse/partners (n=194). The education status for the sample was as follows (n=195):

- Undergraduate 47.2% (n=92)
- Graduate 26.2% (n=51)
- Other (non-student spouse/partner) 27.6%(n=52)

Marital status.

Eighty-three percent (n=162) of the respondents were married, 11.8% (n=23) were single, and 5.1% (n=10) were “other” (n=195). The length of time of those married is as follows (n=175):

- Married 0-1 years 24% (n=42).
- Married 2-4 year 40.6% (n=71).
- Married 5-10 years 20.6% (n=36).
- Married 11-20 years 9.7% (n=17).
- Married 20+ years 5.1% (n=9).

Children.

Of the responding sample, 66.8% (n=122) had children living with them and 33.2% (n=61) did not have children living with them. The average age of children living in University Villages is 6.4 years old. Number of children per family is as follows (n=183):

- 0 children 33.2% (n=61)
- 1 child 32.8% (n=60)
- 2 children 21.9% (n=40)
- 3 children 7.7% (n=14)
- 4 children 4.4% (n=8)

Place and length of residence.

Of the responding sample, 49.2% (n=96) were residents in Elliot Village, 27.7% (n=54) lived in Toole Village, and 23.1% (n=45) resided in Craighead and Sisson Apartments (n=195). Length of residency at University Villages was as follows (n=195):

- Residents for 0-1 year 47.7% (n=93).
- Residents for 1-2 years 22.6% (n=44).
- Residents for 2-4 years 24.6% (n=48).
- Residents for 4+ years 5.1% (n=10).

Why University Villages?

When asked why residents chose to live at University Villages (checking all that applied), the following are the frequency of responses (n=194):

- Convenience 84% (n=163)
- Cost 92.8% (n=180)
- Social Life 7.7% (n=15)
- Availability 44.8% (n=87)
- Other 7.7% (n=15)

Survey Results: Descriptive Data

Research Question #1: *What are the unmet needs of married students, non-student spouses, and single parent students residing within University Villages?*

a. What are the needs regarding physical facilities?

Participants were asked to rate their current level of satisfaction regarding University Village facilities and/or services. A four-point Likert Scale of “Very Satisfied”, “Somewhat Satisfied”, “Somewhat Unsatisfied”, or “Very Unsatisfied” was used for response categories. See **table 1** for frequency of responses.

Table 1. Physical Facilities

Level of Satisfaction	Very Satisfied		Somewhat Satisfied		Somewhat Unsatisfied		Very Unsatisfied		Total # of responses n
	%	#	%	#	%	#	%	#	
Apartment Exterior	32.8	63	45.9	88	17.7	34	3.6	7	192
Inside Apartment	30.9	60	48.5	94	16	31	4.6	9	194
Interior Appliances	24.4	47	37.8	73	22.3	43	15.5	30	193
Floor Plans/Space Design	28.8	55	49.2	94	19.4	37	2.6	5	191
Apartment Maintenance	48.2	93	39.4	76	11.4	22	1	2	193
Lawn-Ground Maintenance	27.5	53	32.6	63	22.8	44	17.1	33	193
Garbage Removal	67.5	131	24.1	47	7.2	14	1	2	194
Laundry Services	42.3	74	43.4	76	10.3	18	4	7	175
Mail Delivery and Pick up	63.4	121	25.7	49	9.9	19	1	2	191
Parking	41.7	80	35.9	69	14.1	27	8.3	16	192
Storage Space	24.6	46	29.9	56	27.3	51	18.2	34	187
Playground Equipment	46.9	84	38	68	12.3	22	2.8	5	179
Recreation – Activities	40.7	74	48.4	88	8.8	16	2.2	4	182
Community Center	57.7	109	38.6	73	3.7	7	0	0	189
Office Hours	71	137	24.9	48	3.6	7	.5	1	193
Cornerstone	59.1	114	34.7	67	4.7	9	1.6	3	193
Other	8.6	3	2.9	1	2.9	1	85.7	27	32

Below are types of written responses participants indicated under the “other” category in the Physical Facilities section of the survey (n=32).

Very Satisfied (n=3)

- “Life is good at University Villages”
- “Very pleased with the cleanliness of apartment when we arrived”
- “Cable arrangement with University Villages”

Somewhat Satisfied (n=1)

- “Door locks on studio apartments”

Somewhat Unsatisfied (n=1)

- “Carpet, ugly colors” (Elliot Village)

Very Unsatisfied (n=27)

- No carpet or showers in apartment (n=6)
- Problems with snow removal, safety, and lighting in apartment stairwells (n=5)
- Problems with parking (n=3)
- Need of more safety/security measures (n=3)
- Dissatisfied with neighborhood cleanliness (n=2)

The following are very unsatisfied responses reported one time under “other” by residents:

- “Engine heater plug ins for winter”
- “Need a dishwasher in apartment”
- “Yearly increase in rent at University Villages”
- “Interior paint quality”
- “People break rules all the time so why should the rest of us try to keep things nice in areas?”
- “Overall experience”
- “Children not obeying rules and parents not enforcing rules”

b. What are the needs regarding child care?

Participants were next asked if they required child care. Sixty-eight percent (n=133) of participants did not require child care and 32% (n=62) did require child care (n=194). Only those who responded that they did require child care were asked to answer nine child care related questions. The following are the questions and frequency of responses those specific questions.

Question b-1: Do you receive financial child care assistance?

- Yes 31.8% (n=21)
- No 68.2% (n=38)

n = 59

Question b-2: Where do your children attend day care?

- At home, family 12.5% (n=7)
- ASUM 29.7% (n=19)
- Head Start 7.8% (n=5)
- Private 32.8% (n=20)
- Other 17.2% (n=11)

n=62

Question b-3: How many hours per week do you use day care?

- 0-10 hours per week 27% (n=16)
- 11-20 hours per week 23.8% (n=15)
- 21-30 hours per week 9.5% (n=6)
- 31-40 hours per week 33.3% (n=21)
- 41+ hours per week 6.3% (n=4)

n=62

Question b-4: How many hours per week do you NEED day care?

- 0-10 hours per week 23.8% (n=14)
- 11-20 hours per week 19% (n=12)
- 21-30 hours per week 15.9% (n=10)
- 31-40 hours per week 34.9% (n=22)
- 41+ hours per week 6.3% (n=4)

n=62

Question b-5: Approximately how much do you pay for day care per week?

- \$0-50 63.5% (n=39)
- \$51-100 22.2% (n=14)
- \$101-150 9.5% (n=6)
- \$151-200 4.8% (n=3)

n=62

A four-point Likert Scale of “Strongly Agree”, “Somewhat Agree”, “Somewhat Disagree”, and “Strongly Disagree” was used for the following four (questions b6-9) child care question/statements. See **table 2** for frequency of responses.

Table 2. Child Care Needs

Level of Agreement	Strongly Agree		Somewhat Agree		Somewhat Disagree		Strongly Disagree		Total
	%	n	%	n	%	n	%	n	n
I am pleased with the availability of day care for my child(ren)	35	21	40	24	16.7	10	8.3	5	60
There are adequate activities for my child(ren) at University Villages	34.4	21	37.7	23	18	11	9.8	6	61
There should be a separate day care facility for University Village residents only	24.2	15	30.6	19	30.6	19	14.5	9	62
Rent should be raised to support a day care facility for University Village residents only	11.3	7	6.5	4	24.2	15	58.1	36	62

c. What are the Social needs?

The following nine question/statements relate to safety and community at University Villages. A four point Likert Scale of “Strongly Agree”, “Somewhat Agree”, “Somewhat Disagree”, or “Strongly Disagree” was used for response categories. See **Table 3** for responses.

Table 3. Social Needs

Level of Agreement	Strongly Agree		Somewhat Agree		Somewhat Disagree		Strongly Disagree		Total N
	%	#	%	#	%	#	%	#	
There are sufficient opportunities for me to meet people in my village.	34	64	48.9	92	13.3	25	3.7	7	188
There is a general feeling of friendliness in my village	27.7	54	53.8	105	16.4	32	2.1	4	195
It is important to me to have a sense of community at University Villages	33	64	46.9	91	15.5	30	4.6	9	194
My closest friend(s) live in Missoula	17.9	35	24.6	48	23.1	45	34.4	67	195
I feel safe and secure in my village	40.2	78	45.9	89	11.3	22	2.6	5	194
Partner abuse is a problem in my village	5.9	11	16.8	31	35.1	65	42.2	78	185
I have felt discriminated against by UV personnel and/or other residents	4.6	9	7.2	14	15.9	31	72.3	141	195
Noise from within my village is a problem for me and/or my family	14.9	29	35.9	70	25.6	50	23.6	46	195
I feel that the current University Village programs/activities are relevant to my needs.	18.5	36	51.3	100	22.6	44	7.7	15	195

d. What are the financial needs?

The following six question/statements relate to financial needs of residents of University Village residents.

Question d-1: My family has sufficient resources to meet our needs.

- Strongly Agree 17.0% (n=33)
- Somewhat Agree 40.2% (n=78)
- Somewhat Disagree 30.4% (n=59)
- Strongly Disagree 12.4% (n=24)

n=194

Questions d-2: Health care and health insurance costs are met.

- Strongly Agree 26.3% (n=51)
- Somewhat Agree 28.4% (n=55)
- Somewhat Disagree 20.1% (n=39)
- Strongly Disagree 25.2 (n=49)

n=194

Question d-3: Do you participate in WIC?

- Yes 36.1% (n=69)
- No 63.9% (n=122)

n=191

Of the sixty-nine people who participate in WIC, 61% (n=42) are those who reported that they did require child care and 39% (n=27) are those who said they did not require child care.

Question d-4: What is your major source of income? (some residents checked

more than one major source of income) See Table 4 for responses.

Table 4. Residents Major Source of Income

	Yes		No		Total n
	%	#	%	#	
Full Time Job	24.4	47	75.6	146	193
Loans, Scholarship, Grant	54.9	106	45.1	87	193
Part Time Job	38.3	74	61.7	119	193
GI Bill/ Military	2.1	4	97.9	189	193
Other	15.5	30	84.5	163	193

Residents were asked to indicate their “other” source of income. **Table 5** summarizes the type and frequency of responses of those who chose to respond. (N=21)

Table 5. Residents Sources of Other Income

SOURCE	Savings	Child Support Disability Family Fellowship/Assistantship	Investments Maintenance Payments Summer Job Tuition Waiver
n	6	2	1

Question d-5: What kind of debt do you have, and how much?

School Loans: n=173

- Yes 84.4% (n=146)
- No 15.6% (n=27)

\$ Amount: Of those (n=125) reporting an amount of School Loan debt...

- Between \$300-\$9,000 38.4% (n=48)
- Between \$9,001-\$20,000 32 % (n=40)
- Between \$20,001-\$34,000 16.8% (n=21)
- Between \$34,001-70,000 12.8% (n=16)

Credit Cards: n=173

- Yes 50.9% (n=88)
- No 49.1% (n=85)

\$ Amount: Of those (n=72) reporting an amount of Credit Card debt...

- Between \$200-\$1,400 33.3% (n=24)
- Between \$1,401-5,000 47.3% (n=34)
- Between \$5,001-\$13,000 19.4% (n=14)

Car Loans: n=173

- Yes 31.2% (n=54)
- No 68.8% (n=119)

\$ Amount: Of those (n=41) reporting an amount of Car Loan debt...

- Between \$500-\$4,500 43.9% (n=18)

- Between \$4,501-\$12,000 31.7% (n=13)
- Between \$12,001-20,000 24.4% (n=10)

Other: n=169

- Yes 16% (n=12)
- No 84% (n=142)

\$ Amount: Of those (n=22) reporting an amount of Other debt...

- Between \$120-\$2,500 50% (n=11)
- Between \$2,501-\$15,000 22.7% (n=5)
- Between \$15,001-40,000 27.3 (n=6)

Question d-6: How much money do you save per month?

Of those (n=165) reporting an amount of money saved per month...

- Save \$0 73.3% (n=121)
- Save between \$1-50 15.8% (n=26)
- Save between \$51-150 7.3% (n=13)
- Save between \$151-300 .6% (n=5)

e. What are the relationship/marital needs?

The following five questions relate to relationship and/or marital needs of spouses and/or partners within University Villages. A four point Likert Scale of “Strongly Agree”, “Somewhat Agree”, “Somewhat Disagree”, or “Strongly Disagree” was used for response categories. See **Table 6** for frequency of responses.

Table 6. Relationship/Marital Needs

	Strongly Agree		Somewhat Agree		Somewhat Disagree		Strongly Disagree		Total n
	%	#	%	#	%	#	%	#	
My spouse/partner and I communicate freely	76.2	125	17.7	29	4.3	7	1.8	3	164
My spouse/partner supports rather than criticizes	65.9	108	28.7	47	4.9	8	.6	1	164
My spouse/partner and I have an equal relationship	74.4	122	20.7	34	4.9	8	0	0	164
My spouse/partner and I have a satisfying sex life	67.7	107	22.2	35	8.2	13	1.9	3	158
My spouse/partner and I are knowledgeable concerning how to create a successful marriage	72	118	23.8	39	3.7	6	.6	1	164

f. What are the health care needs?

The following four questions relate to residents needs regarding health care.

Question f-1: How often do you receive health care?

- 1 x week .5% (n=1).
- 1 x month 14.4% (n=27).
- 1 x 6 months 40.1% (n=75).
- 1 x year 44.9% (n=84).

n=187

Questions f-2: Where do you receive health care? See Table 7 for responses.

Table 7. Residents Place of Health Care

Place of health care	Yes		No		Total N
	%	#	%	#	
Student Health Services	48.9	92	51.1	96	188
Hospital/Clinic	41.5	78	58.5	110	188
Public Health Dept.	8	15	92	173	188
Other	16.5	31	83.4	157	188

Residents were asked to indicate the “Other” place they received healthcare.

Table 8 summarizes The type and frequency of place of healthcare of those who chose to respond (N=13).

Table 8. Residents Place of Other Health Care

Place	Private Doctor	Missoula Indian Center Planned Parenthood	Chiropractor Midwife Tribal Health Services V.A. Hospital
n	5	2	1

Question f-3: Are you satisfied with the quality of health care you receive?

- Yes 85.2% (n=156)
- No 14.8% (n=27)

n=183

Question f-4: If you do not receive health care, why?

- Cost 73.7% (n=56)
- Eligibility Issues 6.6% (n=5)
- Beliefs 5.3% (n=4)
- Other 14.4% (n=11)

n=76

Residents were asked to indicate “Other” reasons for not receiving health care.

The following are the responses reported by those who chose to respond (n=5):

- Choose not to
- Lack of choice for good Doctors
- Have a friend who is a M.D.
- Not needed
- Time

g. What are the health needs regarding smoking, alcohol, and exercise?

The following five questions relate to the general health needs of the target population.

Question g-1: Do you smoke?

- Yes 8.7% (n=17)
- No 91.3% (n=178)

n=195

Of those who said that they DO smoke...

- 55.6% (n=10) said they smoked 0-10 cigarettes per day.
- 22.2% (n=4) said they smoked 11-20 cigarettes per day.
- 22.2 (n=4) said they smoked a pack or more of cigarettes per day.

n=18

Question g-2: Does anyone in your household smoke?

- Yes 9.1% (n=17)
- No 90.9% (n=169)

n=186

Of those who said someone in their house DOES smoke...

- 62.5% (n=10) said that person smoked 0-10 cigarettes per day.
- 25% (n=4) said that person smoked 10-20 cigarettes per day.
- 12.5% (n=2) said that person smoked a pack or more cigarettes per day.

n=16

Question g-3: Do you drink alcohol?

- Yes 55.9% (n=109)
- No 44.1% (n=86)

n=195

Of those who DO drink...

- 87.4% (n=97) said they drink 0-4 drinks per week.
- 12.6% (n=14) said they drink 5-12 drinks per week.
- 0% said they drank 13+ drinks per week.

n=111

Question g-4: Does your spouse/partner drink alcohol?

- Yes 51.8% (n=87)
- No 48.2% (n=81)

n=168

Of those who said that their spouse/partner DOES drink...

- 86.5% (n=77) said that their spouse/partner drank 0-4 drinks/week.
- 12.4% (n=11) said that their spouse/partner drank 5-12 drinks/week.
- 1.1% (n=1) said that their spouse/partner drank 13-20 drinks/week.

n=89

Question g-5: Do you exercise?

- Yes 75.8% (n=147)
- No 24.2% (n=47)

n=194

Of those who said that they DO exercise

- 34.9% (n=51) said they exercise 1-2 times per week.
- 53.7% (n=79) said they exercise 3-5 times per week.
- 8.7% (n=13) said they exercise 6-9 times per week.
- 2.7% (n=4) said they exercise 10 or more times per week.

n=147

h. What are the needs regarding spiritual practices?

The following question relates to the spiritual practices of the target population.

Do you participate in a church/spiritual practice?

- Yes 57.7% (n=112)
- No 42.3% (n=82)

n=194

Of those who said that they DO participate in a church/spiritual practice...

- 55.2% (n=62) said they participate more than once a week.
- 15.9% (n=18) said they participate once a week.
- 21% (n=23) said they participate once a month.
- 7.9% (n=9) said they participate once a year.

n=112

i. What are the health needs regarding stress and quality of life?

The following nine questions relate to the stress and quality of life needs of the target population. A four point Likert Scale of “Strongly Agree”, “Somewhat Agree”, “Somewhat Disagree”, or “Strongly Disagree” was used for response categories. See **Table 9** for frequency of responses.

Table 9. Stress and Quality of Life Needs

Level of Agreement	Strongly Agree		Somewhat Agree		Somewhat Disagree		Strongly Disagree		Total n
	%	#	%	#	%	#	%	#	
I generally enjoy good health	64.4	125	30.4	59	3.6	7	1.5	3	194
I budget personal time for myself each week	27.3	53	45.4	88	19.1	37	8.2	16	194
I regularly engage in enjoyable hobbies	29	56	47.7	92	16.1	31	7.2	14	193
I have sufficient time to do the things I enjoy	18.1	35	39.9	77	31.6	61	10.4	20	193
I budget an adequate amount of time per week for my family	45.5	87	39.8	76	13.6	26	1.1	2	191
Stress is a problem for me	17.6	34	36.3	70	32.1	62	14	27	193
Stress causes problems within my family	13.5	26	35.9	69	28.1	54	22.5	43	192
Family members not living with me are a source of stress	13.6	26	17.3	33	20.4	39	48.7	93	191
I feel my stresses are manageable	50.7	98	39.9	77	7.3	14	2.1	4	193

The last question on the survey was: “**What one factor most influences your motivation to be successful in school?**” Of the 195 surveys returned, 139 respondents completed this final question. The following are the type and frequency of responses to the question.

<u>Type of Response</u>	<u>Frequency</u>
Family/Children/To Provide for Family/To Support Family	44
Job Opportunities/Career/Work	24
Money/Success/Prestige/Vanity/Higher Wage	16
Personal Motives/Personal Growth/Personal Beliefs/To Better Self/ Self Improvement	15
Hope for Better Life/Future Goals/ Better Quality of Life/ Future	8
Love to Learn/Enjoy Learning/Enjoy Challenge/Need to Learn	7
Self/Self Pride/Self Respect	4
Need to Finish (school)/Sense of Accomplishment	4
To get a Degree	3
Need for Stability	2
Society	2

Responses Reported Once:

Curiosity	Lifetime dream
Desire	Negative feelings from family
Fear of Failure	Pride
God	Responsibilities
Heritage	University credibility

Survey Results: Comparison Data

Research Question #2: *Are there differences among students' married with no children, married with children, and those unmarried with children regarding their perceptions of the following issues: Financial Resource Sufficiency, Stress Level, and Health Status.*

T-tests were run to discover if a statistically significant difference existed among University Village subgroups in the area of financial resources and stress. The three subgroups consisted of students' married with no children, married with children, and those unmarried with children. Five financial and stress related statements were specifically utilized for comparison purposes.

There was a statistically significant difference between married people with no children and those unmarried with children in the area of financial resource sufficiency ($p < .04$). Those married with no children agreed more often that their family has sufficient resources to meet their needs as compared to those single with children.

There was also a statistically significant difference between married people with children and married people with no children in the area of health care ($p < .04$). Those married with no children agreed more often that health care and health insurance costs were met as opposed to those married with children. **Table 10** summaries the results.

Table 10. Differences in Financial Resource Sufficiency and Stress Level Among University Village Subgroups

SURVEY STATEMENT:	Comparison Group	M	SD	t	p
My family has sufficient financial resources to meet our needs.	Married, no children	2.19	.93		
	Married with children	2.41	.91	-1.491	1.38
	Married with children	2.41	.91		
	Single with children	2.72	.77	-1.705	.091
	Married, no children	2.19	.93		
	Single with children	2.72	.77	-2.791	.006*
Health care and health insurance costs are met.	Married, no children	2.15	1.04		
	Married with children	2.70	1.17	-3.111	.002*
	Married with children	2.70	1.17		
	Single with children	2.34	1.10	1.520	.131
	Married, no children	2.15	1.04		
	Single with children	2.34	1.10	-.840	.403
I generally enjoy good health.	Married, no children	1.40	.66		
	Married with children	1.40	.56	.029	.977
	Married with children	1.40	.56		
	Single with children	1.53	.80	-1.013	.313
	Married, no children	1.40	.66		
	Single with children	1.53	.80	-.853	.396
Stress is a problem for me.	Married, no children	2.45	.94		
	Married with children	2.51	.97	-.397	.692
	Married with children	2.51	.97		
	Single with children	2.13	.79	2.015	.046
	Married, no children	2.45	.94		
	Single with children	2.13	.79	1.707	.091
I feel my stresses are manageable.	Married, no children	1.58	.67		
	Married with children	1.59	.78	-.098	.922
	Married with children	1.59	.78		
	Single with children	1.72	.63	-.849	.398
	Married, no children	1.58	.67		
	Single with children	1.72	.63	-1.008	.316

*Each response category was assigned a number. The categories were numbered as follows: 1=Strongly Agree, 2=Somewhat Agree, 3=Somewhat Disagree, and 4=Strongly Disagree.

Chi-square tests were run to determine if a statistically significant difference existed among University Village subgroups in the area of health status. Four health-related questions were specifically utilized for comparison purposes. There were no significant differences found among those married with no children, married with children, and single with children regarding the following health behaviors: smoking, alcohol use, exercise, and spiritual practice. Table 11 summarizes the results.

Table 11. Differences in Health Status Among University Village Subgroups

SURVEY QUESTION:	Response	Target Population			Chi-square Data
		Married, no children	Married with children	Single with children	
Do you smoke?	Yes	4	8	5	$\chi^2=2.824$; $df=2$; $p=.244$
	No	68	83	27	
Do you drink alcohol?	Yes	43	47	19	$\chi^2=1.251$; $df=2$; $p=.535$
	No	29	44	13	
Do you exercise?	Yes	53	69	25	$\chi^2=.319$; $df=2$; $p=.853$
	No	19	21	7	
Do you participate in a church/spiritual practice?	Yes	36	59	17	$\chi^2=4.30$; $df=2$; $p=.116$
	No	26	31	15	

Research Question #3: *Are there differences among traditional aged (24 and younger) student/spouses and non-traditional aged (over 25) student/spouses regarding the following: Financial Resource Sufficiency, Stress Level and Health Status.*

T-test were run to discover if a statistically significant difference existed between University Village traditional and non-traditional student/spouses in the area of financial resources and stress. Five financial and stress-related statements were specifically utilized for comparison purposes. There were no significant differences found between traditional and non-traditional student/spouses regarding financial resources and stress levels. **Table 12** summarizes the results.

Table 12. Differences in Financial Resource Sufficiency and Stress Level Between Traditional Aged and Non-traditional Aged Student/Spouses

SURVEY STATEMENT:	Comparison Group	M	SD	T	p
My family has sufficient financial resources to meet our needs.	Traditional student/spouse	2.33	.90	-.492	.623
	Non-traditional student/spouse	2.40	.92		
Health care and health insurance costs are met.	Traditional student/spouse	2.37	1.13	-.629	.530
	Non-traditional student/spouse	2.48	1.14		
I generally enjoy good health.	Traditional student/spouse	1.30	.56	-1.794	.074
	Non-traditional student/spouse	1.48	.67		
Stress is a problem for me.	Traditional student/spouse	2.48	.93	.580	.562
	Non-traditional student/spouse	2.40	.95		
I feel my stresses are manageable.	Traditional student/spouse	1.60	.69	-.081	.936
	Non-traditional student/spouse	1.61	.73		

*Each response was assigned a number. The categories were numbered as follows: 1=Strongly Agree, 2=Somewhat Agree, 3=Somewhat Disagree, and 4=Strongly Disagree.

Chi-square tests were run to determine if a statistically significant difference existed between traditional and non-traditional student/spouses in the area of health status. Four health related questions were specifically used for comparison purposes. There were no significant differences between traditional and non-traditional student/spouses regarding the following health behaviors: smoking, alcohol use, exercise, and spiritual practices. **Table 13** summarizes the results.

Table 13. Differences in Health Status Between Traditional Aged and Non-traditional Aged Student/Spouses

SURVEY QUESTION:	Response	Target Population		Chi-square Data
		Traditional student/spouses	Non-traditional student/spouses	
Do you smoke?	Yes	6	11	$\chi^2=.179$; $df=1$; $p=.672$
	No	54	124	
Do you drink alcohol?	Yes	32	77	$\chi^2=.231$; $df=1$; $p=.631$
	No	28	58	
Do you exercise?	Yes	46	101	$\chi^2=.222$; $df=1$; $p=.637$
	No	13	34	
Do you participate in a church/spiritual practice?	Yes	39	73	$\chi^2=1.880$; $df=1$; $p=.170$
	No	21	61	

Research Question #4: *Are there gender differences among married students, non-student spouses, and single parent students regarding the following: Financial Resource Sufficiency, Stress Level and Health Status.*

T-tests were run to discover if a statistically significant difference existed between males and females in the area of financial resources and stress. Five financial and stress related statements were specifically utilized for comparison purposes. There were no significant differences between males and females regarding financial resources and stress levels. **Table 14** summarizes the results.

Table 14. Differences in Financial Resource Sufficiency and Stress Level Between Males and Females

SURVEY STATEMENT:	Comparison Group	M	SD	t	p
My family has sufficient financial resources to meet our needs.	Male	2.37	.97	-.143	.886
	Female	2.39	.87		
Health care and health insurance costs are met.	Male	2.49	1.15	.454	.650
	Female	2.41	1.13		
I generally enjoy good health.	Male	1.46	.62	.724	.470
	Female	1.39	.66		
Stress is a problem for me.	Male	2.46	.93	.468	.641
	Female	2.40	.95		
I feel my stresses are manageable.	Male	1.61	.74	.102	.918
	Female	1.61	.70		

*Each response category was assigned a number. The categories were numbered as follows: 1=Strongly Agree, 2=Somewhat Agree, 3=Somewhat Disagree, and 4=Strongly Disagree.

Chi-square tests were run to determine if a statistically significant difference existed between males and females in the area of health status. Four health related questions were specifically utilized for comparison purposes. There were no significant differences between males and females regarding the following health behaviors: smoking, alcohol use, exercise, and spiritual practices. **Table 15** summarizes the results.

Table 15. Differences in Health Status Between Males and Females

SURVEY QUESTION:	Response	Target Population		Chi-square Data
		Male	Female	
Do you smoke?	Yes	9	8	$\chi^2=.997$; $df=1$; $p=.318$
	No	72	106	
Do you drink alcohol?	Yes	47	62	$\chi^2=.254$; $df=1$; $p=.614$
	No	34	52	
Do you exercise?	Yes	60	87	$\chi^2=.219$; $df=1$; $p=.640$
	No	21	26	
Do you participate in a church/spiritual practice?	Yes	46	66	$\chi^2=.003$; $df=1$; $p=.956$
	No	34	48	

Research Question #5: *Are there differences among those who live in Toole Village, Craighead & Sisson Apartments, and Elliot Village regarding the following: Financial Resource Sufficiency, Stress Level and Health Status.

T-tests were run to discover if a statistically significant difference existed among University Village housing sectors in the area of financial resources and stress. The three housing sectors include Toole Village, Craighead & Sisson Apartments, and Elliot Village. Five financial and stress related statements were specifically utilized for comparison purposes.

There was a statistically significance differences between those student/spouses living in Toole Village and those living in Craighead & Sisson Apartments and Elliot Village in the area of financial resource sufficiency ($p < .04$). Those living in Toole Village agreed more often that their family has sufficient financial resources to meet their needs as compared to those living in Craighead & Sisson Apartments and Elliot Village.

There was a statistically significant difference between those living and Toole Village and those living in Craighead & Sisson Apartments and Elliot Village in the area of health care costs. Those living in Toole Village agreed more often that health care and health insurance costs were met as compared to those living in Craighead & Sisson Apartments and Elliot Village. See **Table 16** for summary of results.

*Prior to statistical analysis, it was determined to add research question number five due to the information revealed from the focus group and interview. Both focus group and interview participants indicated that there were distinctions among the three housing sectors, which therefore sparked the researcher's interest for further inquiry within this study.

Table 16. Differences in Financial Resource Sufficiency and Stress Level Among University Village Housing Sectors.

SURVEY STATEMENT:	Comparison Group	M	SD	t	p
My family has sufficient financial resources to meet our needs.	Toole Village	1.94	.81		
	Craighead & Sisson	2.51	.89	-3.303	.001*
	Craighead & Sisson	2.51	.89		
	Elliot Village	2.57	.90	-.354	.724
	Elliot Village	2.57	.90	-4.230	.000*
Health care and health insurance costs are met.	Toole Village	1.87	.99		
	Craighead & Sisson	2.55	1.00	-3.341	.001*
	Craighead & Sisson	2.55	1.00		
	Elliot Village	2.72	1.16	-.857	.393
	Elliot Village	2.72	1.16	-4.529	.000*
I generally enjoy good health.	Toole Village	1.28	.53		
	Craighead & Sisson	1.50	.70	-1.791	.076
	Craighead & Sisson	1.50	.70		
	Elliot Village	1.47	.66	.254	.800
	Elliot Village	1.47	.66	-1.813	.072
Stress is a problem for me.	Toole Village	2.47	.91		
	Craighead & Sisson	2.43	.93	.213	.832
	Craighead & Sisson	2.43	.93		
	Elliot Village	2.40	.97	.207	.836
	Elliot Village	2.40	.97	.468	.641
I feel my stresses are manageable.	Toole Village	1.45	.64		
	Craighead & Sisson	1.16	.84	-1.070	.287
	Craighead & Sisson	1.61	.84		
	Elliot Village	1.69	.69	-.550	.583
	Elliot Village	1.69	.69	-2.050	.042

*Each response category was assigned a number. The categories were numbered as follows: 1-Strongly Agree, 2=Somewhat Agree, 3=Somewhat Disagree, and 4=Strongly Disagree.

Chi-square tests were run to determine if a statistically significant difference existed among University Village housing sectors in the area of health status. Four health-related questions were specifically utilized for comparison purposes. There were no significant differences found among the three housing sectors regarding the following health behaviors: smoking, alcohol use, exercise, and spiritual practices. Table 17 summarizes the results.

Table 17. Differences in Health Status Among University Village Housing Sectors.

SURVEY QUESTION:	Response	Target Population			Chi-square Data
		Toole Village	Craighead & Sisson	Elliot Village	
Do you smoke?	Yes	2	7	8	$x^2=4.368$; $df=2$; $p=.113$
	No	52	38	88	
Do you drink alcohol?	Yes	33	23	53	$x^2=1.032$; $df=2$; $p=.597$
	No	21	22	43	
Do you exercise?	Yes	42	35	70	$x^2=.886$; $df=2$; $p=.642$
	No	12	9	26	
Do you participate in a church/spiritual practice?	Yes	33	26	53	$x^2=.537$; $df=2$; $p=.765$
	No	21	18	43	

Focus Group Results

Community Assistants of University Villages

One focus group was conducted at the Main Office of University Villages.

Participants included the six Community Assistants residing at University Villages. The following are the questions and responses from the focus group session. Immediately following the focus group, a context summary sheet including observational data was completed by the researcher (see Appendix H).

Ice Breaker: *Tell me a little about your role(s) here at University Villages.*

Community Assistants (C.A.'s) described themselves as “mothers”, “regulators”, “a voice for the (their) community”, “a resource for services and information for residents” and a “24-hour security line”. The C.A.'s indicated that they are involved in some apartment maintenance. Additionally, C.A.'s said they are responsible for 24-hour assistance to residents, fulfilling main office duty and basically overseeing their designated area.

**1. What do you feel are the unmet needs of residents in University Villages?
(target population: married students, non-married students, and single parent students)**

a. *What do you think are residents needs regarding housing facilities?*

The three main needs emerging from this question included residents need of showers (especially in older apartments), bike racks (a place for people to keep and lock their bikes), and picnic tables/BBQ pits to bring residents/communities together more.

Other important needs regarding housing facilities included: “better appliances”, “child

friendly playground areas” - too much concrete around some of the older ones, “more than one telephone jack in apartments”- for telephone, computers, and fax machines, and “better lawns” – sod needed in some areas.

b. *What do you think are residents needs regarding child care?*

Community Assistant’s felt there was relatively little need in the area of child care for residents. C.A.’s indicated that ASUM is doing a good job of providing child care services to residents and also stated that there are plenty of other convenient and affordable child care opportunities for residents.

c. *What do you think are residents social needs?*

The Community Assistants overall felt that social needs among residents was simply a matter of personal choice. Some residents, especially those with children, are very interested in having social networks and attending social activities that are planned. Conversely, some are not interested in having social ties within the village, and perhaps have more of a social connection outside of their village. The C.A.’s commented the it is usually the same people who show up for village social events and also empathized with residents on how difficult it can be to be social when you have so many other primary responsibilities.

Community Assistants felt that they were doing a good job of planning free activities for residents and their families, yet felt that picnic tables and BBQ pits would help bring more people out of their apartments and together in the warmer months.

d. *What do you think are residents needs regarding financial issues?*

The main concern the Community Assistant's voiced was the annual increase in the price of rent at University Villages. Particularly, when a family rents as opposed to single roommates, it is usually one person paying rent for the family and "it has become too expensive".

Community Assistants also all agreed that almost all ("97%") residents are financially strapped.

e. *What do you think are residents needs regarding marriage and/or relationship?*

All the C.A.'s agreed that school was a "big stressor on relationships, especially when one spouse/partner is at home". As far as what needs are present, C.A.'s feel that residents not only need more information on what kinds of relationship resources/services are available, but also need to know that it's o.k. to ask for help when your relationship is not working.

About one-third of the C.A.'s feel that they see and hear a lot of problems in relationships in their villages. However, they also seemed to agree that Toole Village is more isolated, so there may be less problems, or there is just less visibility to the problems. In other "tighter built" villages, problems are more visible.

f. *What do you think are residents needs regarding health care?*

The Community Assistants felt that health care was fairly affordable for one person/student. Yet when it comes to insuring families (3+ people) it is "way too

expensive”. Community Assistants feel the student families should receive some sort of insurance break.

g. *What do you think are residents needs regarding spiritual practices?*

Community Assistants did not really feel there was a specific need regarding spiritual practices other than for “everyone to respect everyone’s own spiritual beliefs and to not push anything on anyone”. They also believed that spirituality varied among residents as it is an individual choice and that campus is currently doing a good job of offering various spiritual-religious group activities for those interested.

One C.A. commented that she felt there was a feeling of hostility towards Christianity within University Villages.

h. *What do you think are residents needs regarding their health (all encompassing)?*

Community Assistants immediately agreed that stress is a big problem in maintaining a healthy life balance for families. They also remarked that students are less rounded in general because of the nature of their student lives. Lastly, they stated that families have a harder time maintaining an exercise regime due to the number of roles and responsibilities already placed on them.

2. *What do you believe to be the top three unmet needs of residents of University Villages?*

When asked this question, the Community Assistants discussed various areas of need until coming to an agreement of the following three unmet needs:

- 1) Cheaper rent
- 2) Showers
- 3) Improved landscaping – Grass (allows people to gather outside), Picnic Tables, and BBQ pits.

Additional Question: *Do you feel there are more problems/issues in one village than in another?*

All C.A.'s agreed that Toole was a much more quiet living area. Toole was also referred to as the "rich area" by non-Toole Community Assistants throughout the focus group. C.A.'s commented that lack of privacy and garbage were big problems in Craighead & Sisson. One C.A. felt that Craighead and Sisson Apartments was "not a healthy living environment" largely due to the high number of residents and lack of privacy.

Interview Results

Kelly Magnuson: Programming Specialist at University Villages.

One interview took place at the Community Center at University Villages. The key informant for the interview was the Programming Specialist for the University Village community. The following are the questions and responses from the interview session. Immediately following the interview, a context summary sheet including observational data was completed by the researcher (See Appendix I).

Ice Breaker: *Tell me a little about your role here at University Villages.*

Kelly's primary responsibilities include: providing programming/activities for residents and their children, and also conflict resolution within the Villages. Other primary duties Kelly fulfills include supervising the six Community Assistants (C.A.'s) and involvement in student conduct issues if the responsibility is passed down to her from a Community Assistant.

1. What do feel are the unmet needs of residents in University Villages? (target population: married students, non-married students, and single parent students)

a. *What do you think are residents needs regarding housing facilities?*

Older apartments (Craighead & Sisson Apts., Elliot Village) have no showers. They are working on installing showers in these apartments as people move out and new residents move in. Carpet is also needed as some of the older apartments also contain cement flooring.

b. *What do you think are residents needs regarding child care?*

Convenience and cost are important to the residents in need of child care. Typically, programming/activity efforts go over better when child care is provided, especially when it is free.

c. *What do you think are residents social needs?*

Kelly stated that she believed that having a social network among neighbors/residents is important to residents of University Villages. She feels it is especially important for residents with children to establish a network to help each other out with child care, to discuss parenting, and for overall support.

d. *What do you think are residents needs regarding financial issues?*

Kelly feels that there are indeed residents who are strapped financially. However, she also stated that the residents are very good at knowing how to “put it together” to get all their bills paid on time. She estimated that around “90% of residents do a good keeping up on rent payments”. While there is generally not a high percentage of people who have a problem paying their rent, there are those who run into problems once in a while and University Villages/Kelly works with these people/families as much as possible to set up an alternative plan. Oftentimes, this includes some sort of payment plan. If payments are constantly not made when they are supposed to be, then the issue of eviction comes up. Kelly also mentioned that generally the beginning of a semester is “no problem” for people financially as financial aid/loans have just come through. Thus, she feels more financial problems occur at the end of the semester.

e. *What do you think are residents needs regarding marriage and/or family?*

Kelly initially noted that there are many young couples living in University Villages. Oftentimes, one spouse is in school, and the other at home or work. Kelly feels that couples need information on what can make a better marriage based on their situation. She also believes that couples are always interested in suggestions/opinions on how to improve their marriage.

Kelly went on to state that they (campus security) receive several calls/reports by tenants for suspicious partner assault/abuse. Loud yelling/arguing (possible verbal abuse) is often treated as a noise disturbance/complaint or disturbance once campus security officials arrive, as things have usually settled by then. More serious assaults are definitely handled by security in a harsher manner. It is hard to know exactly how prevalent the problem is, but it seems to come up quite often.

University Villages has no policy on Domestic Abuse. Generally, when a campus security report is turned over the University Villages, Kelly sends the report the Community Assistant where the individual(s) reside and asks them to speak with them regarding the situation as a sort of “follow-up procedure”.

f. *What do you think are residents needs regarding health care?*

Kelly feels it is important for residents to receive health care that is affordable. The cost of health care is most likely where residents fall into problems. She also believes health care for children is of need/importance to residents. WIC and other assistance programs are of high value to residents. Kelly stated that more preventative care is needed. Preventative measures such as immunization clinics, check-ups, and/or

health fairs that involve kids and their parents have never been done at University Villages and could be helpful and of value. Kelly suggested that perhaps student run clinics could be implemented. For example, bringing the Physical Therapy student massage clinics out to University Villages.

g. What do you think are residents needs regarding spiritual practices?

Kelly estimates that a little over half of the residents are involved in some sort of spiritual practice. She knows of quite a few families that want to meet for Bible study; “for a few it’s a real high priority”. She stated that those involved in a church/spiritual practice seem to have a real close network of support with others of similar practices in the Villages. She also stated that she has received some resistance from residents when she has placed invitations to religious affiliated groups/events in the Cornerstone. For the most part, she feels that students, especially families, find spirituality/spiritual practice an important aspect of exploration, escape, or solitude in their lives.

h. What do you think are residents needs regarding their overall health?

Kelly reported that most residents believe it is important to stay fit, have work out time, and try to balance their health, but they find it very difficult to actually accomplish and maintain due to the number of demands placed on them each day. Students and families primary priorities include school, finances, and then family, recreation and/or other needs. She feels recreation is a desired by residents, yet most often it gets put on the back burner. Still, she does notice many resident walkers and bikers.

Kelly speculated that younger students make exercise more of a priority as they are more involved in the on-site aerobics. She also remarked that level of health balance may vary from village to village. Although there are usually only ten people at University Village aerobics class, if the class is not held for some reason, those who attend are calling Kelly and asking “why not?”.

Additionally, Kelly noted that many of those not paying rent reported it being due to health reasons (health care, Dr. fees, medication, disability).

2. What do you feel are the top three unmet needs of residents in University Villages?

1. Storage space – lack of (storage) availability
2. Structural issues with apartments: lack of showers, carpet, and washer/dryer hookups in some (older) apartments.
3. Marriage enrichment/counseling services.

Additional Question: *Do you find that one village has more problems/issues than another?*

Kelly stated that Craighead/Sisson apartments have more problems than other villages, with Elliot Village a close second, and the fewest reported problems/issues in found in Toole Village. Although unofficially recognized, there seems to be a separation of classes and/or social problems among the villages. Kelly speculated that perhaps those who can afford to live in the newer townhouse style Toole Villages have more (financial) resources – which in turn, creates less stress for residents.

Kelly also went on to say that the Community Assistants in Toole Village seem to be able to establish more positive relationships with their residents as opposed to

Community Assistants in other villages who have to deal with more problems and are thus viewed as more of an authoritative figure, rather than as a friend.

Campus Security Report Results

Campus Security Reports are kept at the Physical Plant at the University of Montana. Records of all campus security incidents/involvements are typewritten on file by date in large three-ring bound books as there is currently no computer program for such reports. Since all reports for the entire University area are recorded on one daily log sheet, the researcher examined the reports and pulled out all reports listing University Villages as the incident site and then recorded the type of incident. The reports did not distinguish within which village the incident occurred.

The reports were labeled by the type of incident and followed by a very brief description of the nature of the incident. Some of the incident types appeared to vary in description when describing a similar situation. For example, an incident labeled "suspicious circumstance" was also at times labeled "suspicious person", and "noise" was also sometimes labeled "disturbance". The researcher tried to differentiate and correct for these variances. The following incident type and frequencies occurring at University Villages are reported in descending order for the year of 1999 (Jan. 1, 1999 – Dec. 31, 1999). Examples of incident types are listed below frequencies as needed.

1. Noise Complaint – 95
2. Theft/Vandalism – 58
3. Suspicious person or circumstance – 42

Pellet gun
 Unsupervised youth
 911 calls/hang ups
 People living in cars
 Possible x-spouse problem
 Someone going through trash
 Criminal mischief

Prank phone call
 Possible gun shot
 Possible prowler
 Streaking person
 Two males looking in cars
 Intoxicated individual
 Peeping tom

4. Assistance Calls – 30

Remove subject from residence
 Standby while changing locks
 Parent trouble with juvenile
 Retrieval of personal belongings
 Argument with neighbor
 Child found, no mother
 Remove intoxicated individual

Problem with neighbors
 Child locked in vehicle
 Unsupervised children
 Warrant for arrest
 Advise on civil matter
 Advise on custody matter

5. Missing Person or Child – 17

6. Disturbance – 13

Intoxicated resident at wrong apartment
 Juvenile Dispute

7. Medical Related – 13

8. Domestic Disturbance – 12

9. Harassment (including one restraining order violated) – 12

10. Alcohol/Drug Related Disturbance Calls – 11

11. Welfare Check (Campus Security called to check on resident welfare) – 11

Trouble with estranged spouse
 Children playing around construction

Children left alone causing problems

12. Suspicious/Abandoned Vehicle – 9
13. Smoke Alarm/Detector – 8
14. Animal Related Calls – 8
15. Extra Patrol Requested – 7
16. Juvenile Related (including one juvenile assault) – 7
17. Partner Assault – 6
18. Accident, non-injury – 6
19. Soliciting – 5

The following type of calls were received four or less times:

Loud Arguing	Hit and Run (vehicle)
Vehicle/Dumpster Fire	Possible Rape
Gas Smell	Trespass
Public Urination	Drug Overdose, intentional
Reckless Driving	Property Dispute

CHAPTER V

The purpose of this study was to assess and identify the current needs of residents of the University Villages community in Missoula, Montana. Therefore, a needs assessment consisting of a survey, focus group, interview, and examination of campus security reports was conducted within the specified target population of married students, non-student spouses, and single parents.

This chapter serves to highlight and discuss the major findings of this study. This chapter will also point out possible limitations within the study design, provide recommendations, and make suggestions for further research.

Summary of Findings

In this section, data from the survey, focus group, and interview are synthesized. A summary of findings related to the six areas of potential need among the residents in University Village family housing are reported. Findings from the examination of campus security reports and from the survey open-ended question are also summarized at the end of this section.

Financial Resource Needs

Parallel to the literature (Workman 1980, & Gottlieb 1981), financial difficulties were found to be one of the most commonly occurring themes emerging from the survey of the University Villages family housing community. The focus group and interview also support this notion as all participants alluded to the fact that finances were troublesome for residents and that less expensive or non-inflating rent prices were needed.

Not surprisingly, statistically significant differences in financial resource sufficiency were found among the two of the three comparison groups. Those married without children were found to have more financial resources than single students with children. Furthermore, those married with children were found to have a more difficult time securing health care and health insurance costs when compared to students married with no children.

Statistically significant differences in financial resource sufficiency were also found among the three University Villages housing sectors. When compared to residents living in Toole Village, residents in Craighead & Sisson Apartments and Elliot Village reported having a more difficult time securing financial resources and health care and health insurance.

Social-Community Needs

An interesting finding from the survey was in the area of social needs. Residents reported that they chose to live in University Villages primarily for reasons of affordable costs and availability, but did not report choosing to reside there primarily for any sort of social benefits. However, 82 percent of the residents agreed that there was a general sense of friendliness in their village and nearly 80 percent felt it was important to have a sense of community at University Villages.

The need for community was also emphasized by the interview and focus group. Both the programming specialist and Community Assistants believed that social networks were important to residents, especially to those residents with children. All Community Assistants also strongly felt that BBQ pits and picnic tables could help to bring the community together more often in the warmer months.

Within this area of community needs, nearly all of the residents agreed that they felt safe in their village. This is an interesting finding as theft/vandalism was identified as the second greatest reason for campus security involvement in University Villages.

Finally, nearly all of the residents agreed that discrimination by University Villages or University Village's personnel was not a problem for them.

Physical Facility Needs

For the most part, the survey data indicated that residents were satisfied with the physical facilities surrounding their living environment. However, there were still areas of need identified.

From the survey, the least satisfactory area of physical facilities for residents was reported as a lack of storage space. The interview supported this finding as the Programming Specialist also believed the number one unmet need for University Village residents to be lack of storage space. Additionally, interior appliances were the second leading area of dissatisfaction from the survey with again the interview and also focus group supporting this data. The Programming Specialist believed the second greatest unmet need to be structural issues with older apartments (lack of showers/carpet in some areas). Community Assistants also agreed that showers were needed in the older apartments. This is further supported by the residents as the most common "other" area of dissatisfaction under physical facilities was related to structural issues such as a lack of showers, carpet, or dishwasher.

Child Care Needs

Overall, positive feedback was given from the community assistants, programming specialist, and parents regarding satisfaction of daycare and the adequacy

of activities and programming for children at University Villages. The discrepancy between the amounts of day care used and needed was negligible. Furthermore, 82 percent of residents felt that rent should *not* be raised to support a day care facility for University Village residents only.

Marital/Relationship Needs

It is surprising that there were no areas of need identified by the residents in the area of marital/relationship needs considering that there was indication of such problems existing from the focus group and interview results. In fact, two Community Assistants reported that they see and hear a lot of relationship problems in their villages. It is also worth noting that the Programming Specialist believed the third unmet need for residents of University Villages to be marriage enrichment/counseling services.

General Health Needs

There appeared to be no significant findings within the following areas of health behavior: smoking, alcohol, exercise and spiritual practices. In fact, only 17 residents indicated that they smoked and just over half drank any alcohol, with all alcohol behaviors appearing to be in moderation. This information seems to hint at the possibility of participant bias. Perhaps those who did not participate in such high-risk behaviors were more likely to complete the survey.

Furthermore, almost three quarters of the residents indicated that they exercised regularly. The programming specialist also indicated that exercise appeared to be of importance to most residents.

Interestingly, a little over half of the survey respondents indicated that stress was a problem for them. Community Assistants also felt stress was a big problem for most

residents. Stress levels, however, appear not to have an adverse effect on health as nearly 95 percent of residents felt that they generally enjoyed good health.

Campus Security Report Findings

Finally, the examination of 1999-2000 campus security reports reveals that the top three types of incidents reported included 1) Noise complaints, 2) Theft/Vandalism, and 3) Suspicious persons or circumstances. Supported by the survey, over half of the residents also indicated that noise from within their village was a problem for them. Interestingly, when incidents were divided into semesters (Spring, Summer, Fall) there were marginally more incidents occurring during the summer semester than during the spring and fall semesters.

Summary of Open Ended Question

The final question on the survey was “What one factor most influences your motivation to be successful in school?”. Of those who answered this question on the survey, residents’ greatest motivational influence to be successful in school was family and/or to be able to provide for them. Career opportunities followed as the second greatest influence.

Discussion - Conclusion

Concerning the area of financial resource sufficiency, it seems most understandable that married couples without children would presume greater levels of financial resources than single parents with children. As supported in the literature, the multitude of roles and responsibilities forced upon the single parent create a difficult family situation, including that of financial stress and pressures. On the other hand, the

married couple without children may benefit from the option of having two sources of income and not having to face the additional expenses of child rearing (Benzeval 1998, and Hooper & March 1980).

Similarly, it seems logical that married people with children would face greater problems securing health care and health insurance costs for the family than would married couples without children. As supported by the focus group participants, the cost of health care for one adult or a married couple is usually feasible, yet when it comes to health care and insurance costs for families (3+ people), the costs can be quite overwhelming.

Understanding the differences in financial resource sufficiency among the three housing sectors is not as clear cut. Throughout the course of the study, a theme of distinctions between the villages evolved. According to survey results, residents of Toole village have less trouble with finances and can meet health care and health insurance costs more easily. Furthermore, focus group and interview participant information strengthen the case that these divisions do indeed exist. There are a variety of speculations than can be inferred from this data.

Built in the 1990's, Toole Village is naturally a nicer living environment and therefore it costs more to live in Toole Village than to live in the older villages built in the 1960's. Descriptive data revealed that there were no major differences in ages of residents, number of children, marital status, and traditional/non-traditional status among the villages to provide any clues for village differences.

Perhaps individuals who choose to live in Toole Village are simply better off financially and are able to pay the increased rent. Maybe those living in Toole value a

nicer living environment and thus work more to make more money, or take out greater loans to be able to live in Toole. Still, as stated from the literature, family housing populations typically consist of a diverse group of people with diverse backgrounds and therefore a separation of classes may not be so unlikely (Greenberg & DeCoster, 1976).

The literature also points to further problems that can be associated with high-density housing. This sort of housing is more likely to produce a sense of worry and/or strain among residents, inhibit friendships with neighbors, cause females to feel a loss of privacy, and cause higher levels of marital discord (Mitchell, 1971). The focus group and interview indicated that most of the problems were occurring in Craighead & Sisson, with Elliot Village close behind. Both of these housing areas would qualify as high density housing, especially when compared to Toole Village. Toole housing units are more spaced out than the other two villages. As a village, Toole is also more isolated from the rest of the community. Perhaps residents of Toole Village find a greater sense of privacy, which in turn creates a healthier living environment and thereby reduces the number of problems reported. Whereas Craighead & Sisson, and Elliot Village's sense of privacy could be quite limited and may therefore create greater feelings of strain, annoyance, and/or disrespect for others. It is difficult to know exactly why the two older villages reflect the most problems, yet there are definite implications worth exploring.

The two contradictions within the study related to social needs and health needs are also worthy of discussion. Although residents indicated that their closest friends did not live in Missoula and that they did not chose to live at University Villages for any reason of social life, they still felt that having a sense of community was important. As found in the literature, although residents may value a home-like feeling of community, it

may be that they primarily base their housing choices on the more immediate needs of economic value and availability and therefore view social life and/or sense of community as secondary (Greenberg & DeCoster, 1976).

Within the area of general health needs, over half of the residents indicated that stress was a problem for them, yet nearly 95 percent of residents felt that they generally enjoyed good health. It may be that residents find stress to be a regular part of their student lives and therefore do not perceive it as a true problem. Yet, as the Programming Specialist stated in the interview while relating to finances, residents may be very good at managing their stress so as to not let it influence or negatively affect their health behaviors.

Finally, information from the campus security reports indicated that noise was the number one reason for campus security involvement. However, in the interview the Programming Specialist stated that some noise incidences might actually be loud yelling/arguing (possible verbal abuse) going on between partners. Yet, it is often treated as a noise disturbance once campus security officials arrive at the scene, as things have usually settled or quieted down by then. It seems that campus security reports may not be thorough enough to identify partner abuse and therefore such problems can slide through the system. Understandably, it may be difficult for campus security officials to attain accurate information from residents. Although there are anecdotal reports, it is difficult to capture the extent of domestic abuse occurring at University Villages due to the hidden nature of the problem.

Limitations of the Study

Implementation of the survey to the University Village population took place near the end of January through mid-February. This time frame was perceived as advantageous in part due to continuing the flow of the research process, yet largely because it was just prior to the start of the academic semester and therefore would be a time when people would possibly have more time to fill the survey out. While this plan appeared to allow for a higher response rate, it actually may have created the following limitations in this study:

- Timing of the study may have limited data related to stress of the residents of University Villages. Because students were at the end of a long Christmas break, stress levels may have been reported lower than usual due to any or all of the following reasons: vacation time from school/work, time away from the University Villages, increased rest, and supportive visits with family or friends.
- Timing of the study may have skewed marriage/relationship data. Stress can have an adverse affect on relationships (Labadie, 1975). Therefore, if in fact stress levels were reported lower than usual, spouses/partners may have reported higher levels of satisfaction than those normally occurring during school semesters.
- Timing of the study may have skewed financial resource sufficiency results. Although significant differences were still identified in this area, differences between more groups may have failed to arise due to fact that financial aid typically arrives prior to each academic semester. Nearly 55 percent of survey

respondents reported relying on loans, scholarship or grant money as a major source of income. Therefore, when financial aid monies arrive, there may be a temporary sense of financial resource sufficiency for residents. There may also be a feeling of decreased stress.

The study may be limited not only because of self-report measures, but also due to the sensitivity of some of the survey questions. This may have created the following limitations within this study:

- It is difficult to attain incidence information regarding issues such as domestic abuse. Victims may not feel comfortable completing questions related to the issue because they may feel ashamed or afraid. Conversely, non-victim residents may not be able to report accurately if there is domestic abuse occurring in their community due to the hidden nature of the problem.
- The study may have been limited in that some survey participants may have felt inhibited by the questions regarding their marriage/relationship. As supported by the focus group, it is oftentimes hard for couples to admit that their marriage/relationship has problems.

There was roughly a 30 percent survey sample of the University Village target population. The needs of the remaining 70 percent of the population remain in question. Because a random sample method was not used, the number of non-respondents may have created the following limitations within the study:

- The study may be limited as those not responding may have different needs than those who did respond. It is possible that more of the responsible individuals in the community were more willing to participate in the study.
- The study may be limited in that residents who did not complete the survey may incur more stress and therefore they viewed the survey as too timely.
- The study may be limited in that those who did respond may place a higher value on community and community enhancements than those who did not respond.
- The study is limited in that the results cannot be generalized to the entire population due to non-randomness.

Recommendations

Results from this study provide the information needed to begin appropriate assistance to the University Village population. It is important for each of The University of Montana interest parties to consider each recommendation carefully. The following recommendations can be made to the following interest parties.

The University of Montana

Results from the survey, focus group, and interview indicate that an increase in financial assistance would be helpful to residents, specifically for those married with children and single with children. Thus, it is recommended that consideration be made by The University of Montana for the implementation of one or more University Village scholarships. Scholarships would be made available to married couples with children or

single parent families and would be good for one rent-free academic semester. Residents could apply based on income eligibility and be selected by a specified selection committee.

Reducing the financial pressures of paying rent, especially for single income parents, would give these individuals a break from scraping by and possibly provide more family time. As identified in the survey, 73 percent of residents save \$0 per month. Therefore, a period of rent-free living would also help selected residents to save some money to have and use during the next semester(s). Although the scholarship proposal may seem too narrowly focused, it could perhaps lead to increased resident retention and/or further interest in University Villages by non-residents.

Curry Health Center

Due to the survey findings on health care needs within this study, it is recommended that Curry Health Center consider planning and implementing free or low-fee health fairs, screenings, or student run clinics within the University Villages community. As revealed in the interview, there has never been a health care-related clinic held at the community center of University Villages. Not only does this provide convenient and affordable health services to residents, but it also extends a more integrative level of services from Curry Health Center.

Health Enhancement Office

Results from the survey, focus group, and interview indicate that it is important for residents to have a sense of community at University Villages. As suggested by the focus group, picnic tables, BBQ pits, and further landscaping improvements could help to bring more people out of their apartments and together in the warmer months. Therefore,

it is recommended that funding be secured, possibly in the form of a grant to a community-oriented sponsor, to purchase and install these community-enhancing structures.

Findings from the survey and focus group also point to a lack of affordable health care, particularly for those people married with children. Montana's Department of Public Health and Human Services has recently implemented a new Children's Health Insurance Plan (CHIP). CHIP is a low-cost, private health insurance plan that provides health insurance coverage to eligible Montana children through age 18. This program is open to student parents and is based on a family's adjusted gross income without asset or resource restrictions. Because CHIP is a relatively new public health plan, University Village residents may be unaware of such program and/or their eligibility. Thus, it is recommended that an informative CHIP brochure be developed by Health Enhancement staff and distributed to the University Village community. Although a better-known public health facility, it may also be of value to include in the brochure the benefits of Partnership Health Center for low-income families.

Although there were discrepancies within the marital/relationship survey and interview data it is recommended that a marriage/relationship brochure be created and implemented at University Villages. Currently, there is limited information available at University Villages for residents to know the existing resources for marriage/relationship services. Perhaps a comprehensive brochure including both marriage enhancement and marriage counseling options would be most effective in providing residents with all resource opportunities.

Finally, although general themes can occur over time within a specific population, this study reflects the needs occurring for one group of residents at one point and time. It is recommended to continue to conduct needs assessments using the researcher's recommended survey (Appendix J). Analyzing trends over time in the data could help to show where consistent needs and/or differences exist. Furthermore, implementing the survey at varying points of the academic year could help to clarify why more campus security involvements are occurring during certain semesters. It could also help to provide a more comprehensive view of residents' needs over time.

Campus Security – Physical Plant

In order to further understand differences between Toole Village, Elliot Village, and Craighead & Sisson, it is recommended that campus security officials begin to indicate on their reports within which village incidents occur. It is also recommended that the physical plant invest in a computer program in which all campus security data can be stored. Such computer program could encourage officers to be more thorough in reporting incidents, help to expedite cumulative examination of the reports, and also help to chart where differences in incidence rates exist.

Future Research

The results from this study suggest that there may be inherent differences between residents of the newer and older villages. Thus, it may be useful to further explore reasons why nicer housing areas correlate to less stress, less financial difficulty, and decreased problems for family housing administrators.

Within this study, there were two stress related questions approaching significance that may be worthy further research exploration. From the study, the difference between married people with children and single parents relating to stress being a problem for them was approaching significance. Therefore, it may be helpful to further explore the differences between these two groups in this area. The difference between Toole and Elliot Villages relating to management of stress was also approaching significance. This area may be worthy of further research as well.

Future research conducted within this same family housing community should strive to identify data collection methods that will overcome response barriers and therefore result in a higher survey response. Although many innovative efforts to increase participation were attempted within this study, further needs assessments may attempt any or all of the following methods to increase survey response rate: 1) more involvement from the PROS (Peers Reaching Out) to help personally distribute and collect surveys from residents, 2) a consideration from University Villages to offer an incentive (i.e. \$10.00, or one month rent decrease) for completing and returning a survey, and 3) a shortened version of the survey to be used in telephone interviews.

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Appendix A
Institutional Review Board Approval

For Internal Use Only

The University of Montana #135
INSTITUTIONAL REVIEW BOARD (IRB)
CHECKLIST

RECEIVED
Form RA-1108 (Rev. 8/99)
DEC 17 1999

UNIVERSITY OF MONTANA
RESEARCH ADMINISTRATION

Submit one completed copy of this Checklist, including any required attachments, for each course involving human subjects. The IRB meets monthly to evaluate proposals, and approval is granted for one academic year. See IRB Guidelines and Procedures for details.

Project Director: Sarah Shelley Dept: HHP Phone: 549-1350

Signature: Sarah J. Shelley Date: 12/15/99

Co-Director(s): _____ Dept: _____ Phone: _____

Project Title: University Family Housing: An Assessment of Needs

Project Description: The purpose of this project is to assess the quality
(in nontechnical language) of life of family housing residents.

Please provide the dates requested below:

Date Submitted to IRB	Project Start Date	Ending Date
<u>12-14-99</u>	<u>1-1-00</u>	<u>4-1-00</u>

Students Only:

Faculty Supervisor: Annie Sondag Dept: HHP-^{Health} Practice Phone: x5215

Signature: [Signature]
(My signature confirms that I have read the IRB Checklist and attachments and agree that it accurately represents the planned research and that I will supervise this research project.)

For IRB Use Only

IRB Determination:

Approved Exemption from Review

Approved by Administrative Review

Full IRB Determination:

- Approved
- Conditional Approval (see attached memo)
- Resubmit Proposal (see attached memo)
- Disapproved (see attached memo)

Signature/IRB Chair: [Signature] Date: 12/4/99
(over)

Project Information

1. Is Exemption from Review requested? (See outline in Section B of the IRB Guidelines and Procedures)

- Yes (Complete information below and attach questionnaire/instrument)
 No (Complete information below and attach IRB Summary, eleven items)

2. Human Subjects. Describe briefly (include age/gender): Participants will include married students and their spouses, and single parent students living in University villages who are over 18 years of age.

Are any of the following included? Check all that apply.

Minors (under age 18) If YES, specify age range(s): _____

Members of physically, psychologically or socially vulnerable population? Explain why: _____

3. How are subjects selected/recruited? Explain briefly: Participants will be asked to volunteer to complete survey, focus group, or interviews.

4. Identification of subjects in data.

Anonymous, no identification Identified by name and/or address or other

5. Subject matter or kind(s) of information to be compiled from/about subjects.

Describe briefly: Subject's perceptions of the quality of life in Family Housing - University Villages.

Is information on any of the following included? Check all that apply.

Sexual behavior Illegal conduct
 Alcohol use/abuse Drug use/abuse

Information about the subject that, if it became known outside the research, could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability.

6. Means of obtaining the information. Check all that apply.

Field/Laboratory observation Mail survey (Attach questionnaire/instrument)
 Tissue/Blood sampling On-site survey (Attach questionnaire/instrument)
 Measurement of motions/actions Examine public documents, records, data, etc.
 In-person interviews/survey (Attach questionnaire/instrument) Examine private documents, records, data, etc.
 Telephone interviews/survey (Attach questionnaire/instrument) Use of standard educational tests, etc.
 Other means (specify): _____

Will subjects be videotaped, audiotaped or photographed? _____

7. Is a written consent form being used: Yes (attach copy) No

8. Will subject(s) receive an explanation of the research before and/or after the project?

Yes (attach copy) No

9. Is this part of your thesis or dissertation? Yes No

If YES, date you successfully presented your proposal to your committee: December 13, 1999

Appendix B
University Village Resident Survey

HELP US IMPROVE LIFE AT UNIVERSITY VILLAGES!

***This survey is anonymous. Do *not* place your name on the survey.**

***Both student and spouse should complete *separate* surveys.**

Directions: After each statement please circle or check the response that best describes your opinion.

1. Rate your current level of satisfaction regarding University Village facilities and/or services.

1 = Very Satisfied	2 = Somewhat Satisfied	3 = Somewhat Unsatisfied	4 = Very Unsatisfied	
Apartment exterior.....	1	2	3	4
Inside Apartment (appearance).....	1	2	3	4
Interior Appliances.....	1	2	3	4
Floor Plans / Space Design.....	1	2	3	4
Apartment Maintenance.....	1	2	3	4
Lawn / Grounds Maintenance.....	1	2	3	4
Garbage Removal.....	1	2	3	4
Laundry Services.....	1	2	3	4
Mail Delivery / Pick up.....	1	2	3	4
Parking.....	1	2	3	4
Storage Space.....	1	2	3	4
Playground equipment.....	1	2	3	4
Recreation – Activities.....	1	2	3	4
Community Center.....	1	2	3	4
Office Hours.....	1	2	3	4
Cornerstone.....	1	2	3	4
Other.....	1	2	3	4

4. Do you require child care? Yes
 No

***If you answered YES to Question 4, please answer Questions 5-13.**

***If you answered NO to Question 4, please skip to Question 14.**

5. Do you receive financial child care assistance? Yes
 No

6. Where do your children attend day care?

- At home, Family
- ASUM
- Head Start
- Private
- Other _____

7. How many hours per week do you use day care?

- 0-10
- 11-20
- 21-30
- 31-40
- 41+

8. How many hours per week do you NEED day care?

- 0-10
- 11-20
- 21-30
- 31-40
- 41+

9. Approximately how much do you pay for day care/week?

- \$0 – 50
- \$51-100
- \$101-150
- \$151-200
- \$200 +

1 = Strongly Agree	2 = Somewhat Agree	3 = Somewhat Disagree	4 = Strongly Disagree
--------------------	--------------------	-----------------------	-----------------------

- | | | | | |
|---|---|---|---|---|
| 10. I am pleased with the availability of day care for my child(ren). | 1 | 2 | 3 | 4 |
| 11. There are adequate activities for my child(ren) at University Villages. | 1 | 2 | 3 | 4 |
| 12. There should be a separate day care facility for University Village residents only. | 1 | 2 | 3 | 4 |
| 13. Rent should be raised to support a day care facility for University Village residents only. | 1 | 2 | 3 | 4 |
| 14. There are sufficient opportunities for me to meet other people in my village. | 1 | 2 | 3 | 4 |
| 15. There is a general feeling of friendliness in my village. | 1 | 2 | 3 | 4 |
| 16. It is important to me to have a sense of community at University Villages. | 1 | 2 | 3 | 4 |
| 17. My closest friend(s) live in Missoula. | 1 | 2 | 3 | 4 |
| 18. I feel safe and secure in my village. | 1 | 2 | 3 | 4 |
| 19. Partner abuse is a problem in my village. | 1 | 2 | 3 | 4 |
| 20. I have felt discriminated against by University Village personnel and/or other residents. | 1 | 2 | 3 | 4 |
| 21. Noise from within my village is a problem for me and/or my family. | 1 | 2 | 3 | 4 |
| 22. I feel that the current University Village programs/activities are relevant to my needs. | 1 | 2 | 3 | 4 |
| 23. My family has sufficient financial resources to meet our needs. | 1 | 2 | 3 | 4 |
| 24. Health care and health insurance costs are met. | 1 | 2 | 3 | 4 |

25. Do you participate in WIC?

- Yes
 No

26. What is your major source of income?

- Full Time Job
 Loans, Scholarship, Grant
 Part Time Job
 G.I. Bill / Military
 Other _____

27. What kind of debt do you have, and how much?

- School Loans \$ _____
 Credit Cards \$ _____
 Car Loans \$ _____
 Other \$ _____

28. How much money do you save per month?

\$ _____

1 = Strongly Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Strongly Disagree

*** If you do not have a spouse or partner, please skip to question 34.**

- | | | | | |
|---|---|---|---|---|
| 29. My spouse / partner and I communicate freely. | 1 | 2 | 3 | 4 |
| 30. My spouse / partner supports rather than criticizes. | 1 | 2 | 3 | 4 |
| 31. My spouse / partner and I have an equal relationship | 1 | 2 | 3 | 4 |
| 32. My spouse / partner and I have a satisfying sex life. | 1 | 2 | 3 | 4 |
| 33. My spouse / partner and I are knowledgeable concerning how to create a successful marriage or relationship. | 1 | 2 | 3 | 4 |

<p>34. How often do you receive health care?</p> <p><input type="checkbox"/> 1 x week</p> <p><input type="checkbox"/> 1 x month</p> <p><input type="checkbox"/> 1 x 6 months</p> <p><input type="checkbox"/> 1 x year</p>	<p>35. Where do you receive health care?</p> <p><input type="checkbox"/> Student Health Services</p> <p><input type="checkbox"/> Hospital / Clinic</p> <p><input type="checkbox"/> Public Health Department</p> <p><input type="checkbox"/> Other _____</p>
<p>36. Are you satisfied with the quality of health care you receive?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>37. If you do not receive health care, why?</p> <p><input type="checkbox"/> Cost</p> <p><input type="checkbox"/> Eligibility Issues</p> <p><input type="checkbox"/> Beliefs</p> <p><input type="checkbox"/> Other _____</p>

<p>38. Do you smoke?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>38a. If Yes, How much/day?</p> <p><input type="checkbox"/> 0 - 10</p> <p><input type="checkbox"/> 10 - 20</p> <p><input type="checkbox"/> Pack +</p>	<p>38b. Does anyone in your household smoke?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>38c. If Yes, How much/day?</p> <p><input type="checkbox"/> 0-5</p> <p><input type="checkbox"/> 6-12</p> <p><input type="checkbox"/> Pack +</p>
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<p>39. Do you drink Alcohol?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>39a. If Yes, How many drinks per week?</p> <p><input type="checkbox"/> 0-4</p> <p><input type="checkbox"/> 5-12</p> <p><input type="checkbox"/> 13-20</p> <p><input type="checkbox"/> 21+</p>	<p>39b. Does your spouse/partner drink Alcohol?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>39c. If Yes, How much/week?</p> <p><input type="checkbox"/> 0-4</p> <p><input type="checkbox"/> 5-12</p> <p><input type="checkbox"/> 13-20</p> <p><input type="checkbox"/> 21+</p>
---	--	--	---

<p>40. Do you Exercise?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>40a. If Yes, How many times per week?</p> <p><input type="checkbox"/> 1 - 2</p> <p><input type="checkbox"/> 3 - 5</p> <p><input type="checkbox"/> 6 - 9</p> <p><input type="checkbox"/> 10 +</p>
--	---

<p>41. Do you participate in a church/spiritual practice?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>41a. If Yes, How often?</p> <p><input type="checkbox"/> Once/week+</p> <p><input type="checkbox"/> Once/week</p> <p><input type="checkbox"/> Once/month</p> <p><input type="checkbox"/> Once/year</p> <p><input type="checkbox"/> Never</p>
--	--

1 = Strongly Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Strongly Disagree

- 43. I generally enjoy good health..... 1 2 3 4
- 44. I budget personal time for myself each week..... 1 2 3 4
- 45. I regularly engage in enjoyable hobbies..... 1 2 3 4
- 46. I have sufficient time to do the things I enjoy..... 1 2 3 4
- 47. Stress is a problem for me..... 1 2 3 4
- 48. Stress causes problems within my family..... 1 2 3 4
- 49. Family members not living with me are a source of stress..... 1 2 3 4
- 50. I feel my stresses are manageable..... 1 2 3 4

General Information

<p>1. I am: <input type="checkbox"/> Male <input type="checkbox"/> Female</p>	<p>2. I am: <input type="checkbox"/> Graduate <input type="checkbox"/> Undergraduate</p>	<p>3. I am: <input type="checkbox"/> Married <input type="checkbox"/> Single</p>
<p>4. I am: <input type="checkbox"/> Student <input type="checkbox"/> Non-Student Spouse or Partner</p>	<p>5. I am: <input type="checkbox"/> Caucasian <input type="checkbox"/> African American <input type="checkbox"/> Native American/AK Native. <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian/Pacific Islands <input type="checkbox"/> Other</p>	<p>6. Number of Children living with you: _____ Ages of Children _____</p>
<p>7. Your Age (years): <input type="checkbox"/> 17-24 <input type="checkbox"/> 25-40 <input type="checkbox"/> 41-64 <input type="checkbox"/> 65+</p>	<p>8. Length of time (years) married: <input type="checkbox"/> 0-1 <input type="checkbox"/> 2-4 <input type="checkbox"/> 5-10 <input type="checkbox"/> 11-20 <input type="checkbox"/> 20 +</p>	<p>9. I live in (circle one) <input type="checkbox"/> Toole Village <input type="checkbox"/> Craighead & Sisson Apts. <input type="checkbox"/> Elliot Village</p>
<p>10. I have lived in University Villages for: <input type="checkbox"/> 0-1 year <input type="checkbox"/> 1-2 years <input type="checkbox"/> 2-4 years <input type="checkbox"/> 4+ years</p>	<p>11. Why did you choose University Villages? (Check all that apply) <input type="checkbox"/> Convenience <input type="checkbox"/> Cost. <input type="checkbox"/> Social Life <input type="checkbox"/> Availability <input type="checkbox"/> Other</p>	

* What ONE factor most influences your motivation to be successful in school? _____

Any Other Comments? _____

Place your survey in the envelope provided and return it (and your raffle ticket) to one of the following collection box locations: Main Office -- Community Center -- UC Information Desk

Appendix C
Pilot Test Questions

Pilot Study on University Village Resident Survey

Please read the following questions prior to completing the survey. After you have completed the survey, please respond to the questions below.

Thank you for helping with this important project.

1. Are the instructions clear and easy to understand?
2. Which instructions, if any, are not clear?
3. Are any of the statements(questions) unclear?
If so, which ones?
4. Were any questions too personal for you to answer?
5. Were there any questions or topics you think needed to be asked about that are not included?
6. How long did it take you to complete this survey?
7. What other suggestions do you have regarding this survey?

Please return this sheet along with your survey to the person administering this pilot study of the survey. Thank You!

Appendix D
Focus Group Questions

Focus Group Questions

*Ice Breaker: Tell me a little about your role(s) here at University Villages.

1. What do you feel are the **unmet** needs of residents in University Villages?
(Keeping the target population in mind: married students, non-student spouses, and single parent students)
 - a. What do you think are residents needs regarding housing facilities?
 - b. What do you think are residents needs regarding child care?
 - c. What do you think are residents social needs?
 - d. What do you think are residents needs regarding financial issues?
 - e. What do you think are residents needs regarding marriage and/or relationships?
 - f. What do you think are residents needs regarding health care?
 - g. What do you think are residents needs regarding spiritual practices?
 - h. What do you think are residents needs regarding their health
(all encompassing)

2. What do you believe to be the top three **unmet needs** of residents of University Villages?
 - 1)
 - 2)
 - 3)

3. Are there anymore thoughts anyone would like to share regarding the needs of University Village residents?

Appendix E
Interview Questions

Interview Questions

*Ice Breaker: Tell me a little about your role(s) here at University Villages.

1. What do you feel are the **unmet** needs of residents in University Villages?
(Keeping the target population in mind: married students, non-student spouses, and single parent students)
 - a. What do you think are residents needs regarding housing facilities?
 - b. What do you think are residents needs regarding child care?
 - c. What do you think are residents social needs?
 - d. What do you think are residents needs regarding financial issues?
 - e. What do you think are residents needs regarding marriage and/or relationships?
 - f. What do you think are residents needs regarding health care?
 - g. What do you think are residents needs regarding spiritual practices?
 - h. What do you think are residents needs regarding their health
(all encompassing)

2. What do you believe to be the top three **unmet** needs of residents of University Villages?
 - 1)
 - 2)
 - 3)

3. Are there anymore thoughts anyone would like to share regarding the needs of University Village residents?

Appendix F

University Village Resident Survey Cover Letter

IMPROVE LIFE AT UNIVERSITY VILLAGES!

How Can You Help?

Residence Life, Student Affairs, and Student Health Services are very interested in your opinions about the quality of life you experience as a resident of University Villages. Therefore, your participation in the following survey is very important. By completing this voluntary and anonymous survey, you will provide information required to better understand your community in order to work on improvements that are important to you.

The Survey is Voluntary and Anonymous!

Your participation is completely voluntary and anonymous. Please do not place your name anywhere on the survey. There are three locations where your completed survey can be dropped off: 1) the Main Office at University Villages, 2) the Community Center at University Villages, and 3) the University Center (UC) Information Desk. Sealed boxes will be present at each site and a Student Health Services representative will be collecting the completed surveys.

Please Don't Delay!

Again, your help is very important! Please fill out the following survey and bring it to one of the drop sites by February 10th. Highlights from the survey will be published in the Cornerstone this spring.

WIN FREE STUFF..... WIN FREE STUFF..... WIN FREE STUFF!

Don't miss out on great raffle prizes. By completing the survey, you become eligible to win prizes. There will be a box at each survey collection site where you can drop one of the raffle tickets attached to the survey.

PRIZES INCLUDE:

- * Two \$50 gift certificates for groceries
- * Four \$25 gift certificates for groceries
- * Ski passes
- * Restaurant gift certificates

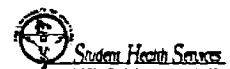
Be sure to keep one of your raffle tickets, as winning numbers will be announced in the University Village weekly newsletter (Cornerstone) during the month of February.

If you have any questions or would like more information about this survey, please contact:

Sarah Shelley – Graduate Student, 243-2809

Annie Sondag – Professor, 243-5215

Sarah Mart – Health Education Coordinator, Student Health Services, 243-2801



Appendix G
Context Summary Sheet

Context Summary Sheet

Date:

Location:

Participant(s):

General Impression:

Any specific theme/tone to interview?

Additional constructs that emerged no already noted?

Interview length:

Appendix H
Focus Group Context Summary Sheet

Context Summary Sheet: Focus Group

Date: February 1, 2000

Location: Main Office at University Villages

Participant(s):

All Community Assistants at University Villages: Birch Ditto, Joy Jones, Scott Marshall, Greg Salisbury, Suzanne Sturgess, and Catie Walker.

General Impression:

The Community Assistants were very agreeable, open, enthusiastic, and ready to express their ideas. The group seemed to be very close and comfortable with each other.

Any specific theme/tone to interview?

The focus group felt slightly rushed due to Community Assistant's limited meeting time.

Additional constructs that emerged not already noted?

- One new Community Assistant was a little reserved perhaps due to being new to the job.
- Focus group took place during office hours at the Main Office, so other conversations occurred that were at times distracting.

Interview Length: 35 minutes

Appendix I

Interview Context Summary Sheet

Context Summary Sheet – Interview

Date: January 31, 2000

Location: Community Center at University Villages

Participant(s): Kelly Magnuson, Programming Specialist at University Villages

General Impression:

The interview went very well. Kelly was very open to all questions and interested in offering as much accurate information as possible. She went above and beyond with some additional helpful information.

Any specific theme/tone to interview?

Friendly, casual, focused

Additional constructs that emerged not already noted?

No.

Interview length: one hour

Appendix J
Recommended Survey

1 = Strongly Agree	2 = Somewhat Agree	3 = Somewhat Disagree	4 = Strongly Disagree
---------------------------	---------------------------	------------------------------	------------------------------

- | | | | | |
|--|---|---|---|---|
| 8. I am pleased with the availability of day care for my child(ren). | 1 | 2 | 3 | 4 |
| 9. There are adequate activities for my child(ren) at University Villages. | 1 | 2 | 3 | 4 |
| 10. There should be a separate day care facility for University Village residents only. | 1 | 2 | 3 | 4 |
| 11. Rent should be raised to support a day care facility for University Village residents only. | 1 | 2 | 3 | 4 |
| 12. There are sufficient opportunities for me to meet other people in my village. | 1 | 2 | 3 | 4 |
| 13. There is a general feeling of friendliness in my village. | 1 | 2 | 3 | 4 |
| 14. I communicate with neighbors and/or other residents on a regular basis. | 1 | 2 | 3 | 4 |
| 15. It is important to me to have a sense of community at University Villages. | 1 | 2 | 3 | 4 |
| 16. My closest friend(s) live in Missoula. | 1 | 2 | 3 | 4 |
| 17. I feel safe and secure in my village. | 1 | 2 | 3 | 4 |
| 18. Theft is a problem in my village. | 1 | 2 | 3 | 4 |
| 19. Partner abuse is a problem in my village. | 1 | 2 | 3 | 4 |
| 20. Noise from within my village is a problem for me and/or my family. | 1 | 2 | 3 | 4 |
| 21. I have felt discriminated against by University Village personnel and/or other residents. | 1 | 2 | 3 | 4 |
| 22. I feel that the current University Village programs and activities are relevant to my needs. | 1 | 2 | 3 | 4 |
| 23. My family has sufficient financial resources to meet our needs. | 1 | 2 | 3 | 4 |
| 24. Health care and health insurance costs are met. | 1 | 2 | 3 | 4 |

<p>25. What is your major source of income?</p> <p><input type="checkbox"/> Full Time Job</p> <p><input type="checkbox"/> Loans, Scholarship, Grant</p> <p><input type="checkbox"/> Part Time Job</p> <p><input type="checkbox"/> G.I. Bill / Military</p> <p><input type="checkbox"/> Other _____</p>	<p>26. What kind of debt do you have, and how much?</p> <p><input type="checkbox"/> School Loans \$ _____</p> <p><input type="checkbox"/> Credit Cards \$ _____</p> <p><input type="checkbox"/> Part Time Job \$ _____</p> <p><input type="checkbox"/> Car Loans \$ _____</p> <p><input type="checkbox"/> Other \$ _____</p>
<p>27. How much money do you save per month?</p> <p>\$ _____</p>	<p>28. Do you participate in WIC?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

1 = Strongly Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Strongly Disagree

*** If you do not have a spouse or partner, please skip to question 34.**

- | | | | | |
|---|---|---|---|---|
| 29. My spouse / partner and I communicate freely. | 1 | 2 | 3 | 4 |
| 30. My spouse / partner supports rather than criticizes. | 1 | 2 | 3 | 4 |
| 31. My spouse / partner and I have an equal relationship | 1 | 2 | 3 | 4 |
| 32. My spouse / partner and I have a satisfying sex life. | 1 | 2 | 3 | 4 |
| 33. My spouse / partner and I are knowledgeable concerning how to create a successful marriage or relationship. | 1 | 2 | 3 | 4 |

<p>34. How often do you receive health care?</p> <p><input type="checkbox"/> 1 x week</p> <p><input type="checkbox"/> 1 x month</p> <p><input type="checkbox"/> 1 x 6 months</p> <p><input type="checkbox"/> 1 x year</p> <p><input type="checkbox"/> Never</p>	<p>35. Where do you receive health care?</p> <p><input type="checkbox"/> Student Health Services</p> <p><input type="checkbox"/> Hospital / Clinic</p> <p><input type="checkbox"/> Public Health Department</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Not Applicable</p>
<p>36. Are you satisfied with the quality of health care you receive?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Not Applicable</p>	<p>37. If you do not receive health care, why?</p> <p><input type="checkbox"/> Cost</p> <p><input type="checkbox"/> Eligibility Issues</p> <p><input type="checkbox"/> Beliefs</p> <p><input type="checkbox"/> Other _____</p>

<p>38. Do you smoke?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>38a. If Yes, How much/day?</p> <p><input type="checkbox"/> 0 - 10</p> <p><input type="checkbox"/> 11-20</p> <p><input type="checkbox"/> Pack +</p>	<p>38b. Does anyone in your household smoke?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>38c. If Yes, How much/day?</p> <p><input type="checkbox"/> 0-10</p> <p><input type="checkbox"/> 11-20</p> <p><input type="checkbox"/> Pack +</p>
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<p>39. Do you drink Alcohol?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>39a. On average, how many drinks do you have/sitting?</p> <p><input type="checkbox"/> 0-4</p> <p><input type="checkbox"/> 5-10</p> <p><input type="checkbox"/> 11+</p>	<p>39b. Does your spouse/partner drink alcohol?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>39c. On average, how many drinks does your spouse/partner have/sitting?</p> <p><input type="checkbox"/> 0-4</p> <p><input type="checkbox"/> 5-10</p> <p><input type="checkbox"/> 11+</p>
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<p>40. Do you Exercise?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>40a. If Yes, How many times per week?</p> <p><input type="checkbox"/> 1 - 2</p> <p><input type="checkbox"/> 3 - 5</p> <p><input type="checkbox"/> 6 - 9</p> <p><input type="checkbox"/> 10 +</p>
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<p>41. Do you participate in a spiritual/church practice?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>41a. If Yes, How often?</p> <p><input type="checkbox"/> Once/week+</p> <p><input type="checkbox"/> Once/week</p> <p><input type="checkbox"/> Once/month</p> <p><input type="checkbox"/> Once/year</p>
--	--

- over -

1 = Strongly Agree 2 = Somewhat Agree 3 = Somewhat Disagree 4 = Strongly Disagree

- 42. I generally enjoy good health..... 1 2 3 4
- 43. I budget personal time for myself each week..... 1 2 3 4
- 44. I regularly engage in enjoyable hobbies..... 1 2 3 4
- 45. I have sufficient time to do the things I enjoy..... 1 2 3 4
- 46. I budget an adequate amount of time per week for my family..... 1 2 3 4
- 47. Stress is a problem for me..... 1 2 3 4
- 48. Stress causes problems within my family..... 1 2 3 4
- 49. Family members not living with me are a source of stress..... 1 2 3 4
- 50. I feel my stresses are manageable..... 1 2 3 4

General Information

- | | | |
|---|--|---|
| <p>1. I am:
 <input type="checkbox"/> Male
 <input type="checkbox"/> Female</p> | <p>2. I am presently a:
 <input type="checkbox"/> Student
 <input type="checkbox"/> Non-Student Spouse
 or partner</p> | <p>3. I am presently:
 <input type="checkbox"/> Undergraduate
 <input type="checkbox"/> Graduate Student
 <input type="checkbox"/> Other</p> |
| <p>4. I am presently:
 <input type="checkbox"/> Married
 <input type="checkbox"/> Single
 <input type="checkbox"/> Divorced/Separated
 <input type="checkbox"/> Other</p> | <p>5. I am:
 <input type="checkbox"/> Caucasian
 <input type="checkbox"/> African American
 <input type="checkbox"/> Native American/AK Native.
 <input type="checkbox"/> Hispanic
 <input type="checkbox"/> Asian/Pacific Islands
 <input type="checkbox"/> Other</p> | <p>6. Number of Children living
 with you: _____
 Ages of Children
 _____</p> |
| <p>7. Your Age (years):
 <input type="checkbox"/> 17-24
 <input type="checkbox"/> 25-40
 <input type="checkbox"/> 41-64
 <input type="checkbox"/> 65+</p> | <p>8. Length of time (years) married:
 <input type="checkbox"/> 0-1
 <input type="checkbox"/> 2-4
 <input type="checkbox"/> 5-10
 <input type="checkbox"/> 11-20
 <input type="checkbox"/> 20 +</p> | <p>9. I live in (check one)
 <input type="checkbox"/> Toole Village
 <input type="checkbox"/> Craighead & Sisson Apts.
 <input type="checkbox"/> Elliot Village</p> |
| <p>10. I have lived in University Villages for:
 <input type="checkbox"/> 0-1 year
 <input type="checkbox"/> 1-2 years
 <input type="checkbox"/> 2-4 years
 <input type="checkbox"/> 4+ years</p> | <p>11. Why did you choose University Villages? (Check all that apply)
 <input type="checkbox"/> Convenience
 <input type="checkbox"/> Cost
 <input type="checkbox"/> Social Life
 <input type="checkbox"/> Availability
 <input type="checkbox"/> Other</p> | |

* What ONE factor most influences your motivation to be successful in school? _____

Any Other Comments? _____

Please fold your survey and return it (and your raffle ticket) to one of the following collection box locations: Main Office -- Community Center -- UC Information Desk