Environmental Assessment And Redesign: Implications For Counselling And Campus Ecology In Nigerian Universities

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Abstract: The purpose of this study was to examine the needs, expectations and problems of undergraduate students and the campus resources available in Ahmadu Bello University (A.B.U.) Zaria, Nigeria. The subjects consisted of two hundred and forty (240) 200 Level undergraduate students randomly selected from the twelve (12) faculties of the university. Using a questionnaire __ "Students Environnemental Satisfaction Questionnaire". (SESQ), to gather data, the study found that there is need for improvement in some areas of general university administration and in the provisions of teaching and learning facilities in the university, such as improved relationships with their teachers, interpersonal relationships, provision of drugs in the university clinics, water and power supply and methods of meeting students needs. In conclusion, occasional environmental assessments of this type could assist university administration in meeting the student's needs with the limited resources available.

Introduction

If students' service programme is to serve students effectively, it must actively adapt to the challenges and unique needs that each generation of students brings to college. This paper offers in summary, a model of environmental assessment and redesign that hopefully will help workers of students' services to respond to these responsibilities. Towards this end therefore, the objectives of the study are as follows:

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a. To examine the needs, expectations and problems of undergraduate students and the campus resources (facilities) available at Ahmadu Bello University, Zaria, Nigeria.
b. To make an (Objective) analysis of the facilities available in Nigerian universities with a view to identifying the mismatches or areas of incompatibilities and programming between the students and their environment and
c. To suggest some counseling intervention strategies towards enhancing total campus ecology in the universities.

The paper is divided into five sections. The first section describes and discusses the AIDE (Assessment, Intentional Design, and Evaluation) model of assessment and redesign. Secondly, core components of the model are described. In the third section of the paper, information is provided to acquaint us with the issues involved in forming a work team. In the fourth section, a design centre is proposed, and six assumptions to the formation of a centralized assessment agency are enumerated and discussed. Finally, implications of the model are reviewed.

The three Basic Components of the AIDE Model

The three basic components of the AIDE model are assessment, intentional design, and evaluation.

Each component is intricately related with one another; AIDE is similar to traditional student services work in that it suggests programming as one way of meeting student needs. But it is different in that it assumes that student needs change, it also assumes that environments can and sometimes must change, and that science can help the student services worker both to identify student- environment mismatches as well as to find information about the effectiveness of the planned interventions.

Assessment

The last six or seven years have been marked by more emphasis on students' needs assessment for students programming. Although many different terms have been used- such as "need assessment," "ecomapping", and environmental assessment" – the construct has remained consistent: identifying the mismatch or area of incompatibility and programming for greater confluence between students and their environments. The first step is to identify the target population. This is difficult because students' population is constantly changing. Age, for example, is an important variable. It is no longer safe to assume that the typical undergraduate is twenty-one years old. Planning for these students is imperative if colleges wish to maintain their enrollment. For example, by knowing the population, it is possible; for example, to plan refresher courses and study help sessions for the returning students. Other demographic considerations include answers to the following: "Do the students live on campus? Are they from urban or rural backgrounds? Do they commute? What is their income? Do they hold full-time or part-time jobs? Are there identifiable subgroups within the population (such as handicapped, veteran, ethnic minority, and foreign)?" Gathering all available data is the first step towards a successful assessment and redesign.

The environmental satisfaction questionnaire, or (ESQ) (Corazzini, Wilson, and Huebuer, 1977), is essentially a series of techniques for designing an appropriate instrument. It has two parts: Part I is typical of more traditional needs assessment instruments. Statements such as "freshmen do not feel isolated on this campus" are followed by five-point Likert-type response from "strongly disagree" to "strongly agree", importantly each campus assessment team should develop specific ESQ items to capture the unique mismatches of the particular environment. Part II of the ESQ is used to gather more data on items that have been validated as sources of incongruence in part I; that is, respondents answer, "strongly disagree" (1) or "disagree" (2) to the items (mismatches are keyed in the negative direction). In part II, the

respondents are asked to provide environmental references for the "incongruent items": (1) "what things in the environment have caused this?" (2) "How have you responded?" and (3) "What would you do to change things?" For each item, it · is necessary to give the environmental assessment team the data it needs for redesign purposes.

A third method of assessment is the interview, structured or unstructured. A telephone interview is one of the easiest and quickest ways that an environmental assessment team can gather information about one or two probable mismatches in a particular environment. This technique may be critized because it discriminates against those who have no phones, but it can be very effective in concert with other methods of collecting data.

Naturalistic observation is the fourth method that can be used by the environmental assessment team. Although this is a relatively new dysfunctional student-environmental interaction, i.e provides a diagnosis based on real events in their natural settings.

Intentional Design

Once the mismatches have been identified, the process of bringing peoples needs and campus resources together begins. One method through which this union might be affected is programme development. Programme development linked to assessment and to the identification of student – environment mismatches provides workers of the students services with a valuable redesign tool.

Assessment provides a scientific basis for program development by helping the students service workers identify both the mismatch and the population that experiences it. For example, a typical complaint for many students is lack of academic advising assistance from faculty. Studies of student needs can support this hypothesis on a particular campus and can identify whether all students or only a particular subgroup have difficulty in this area. In an ongoing assessment

project at Colorado state university, academic advising was found to be a particular source of incongruence between many students and their environment (Corazzini and Wilson, 1975).

Once the mismatch has been identified, the population target, and the programme responses developed, it is then necessary to pilot-test and evaluate the programming effort. This often missed or omitted step is vitally important. It should be noted that not all student environment adjustments are appropriate for program development intervention. Some environmental changes are more appropriately accomplished directly with a policy or architectural modification. For example, students across the nation have been feeling the financial recession and have complained about it (Corazzini and Wilson, 1975). One programme response to the students' financial plight was a survival budgeting class. Administrative and policy decisions can also respond to this student- environment mismatch. An alternative proposed by students at one university was the elimination of student athletic fees; another was less expensive meal plan for the residence hall, on the premise that students would not be required to eat every meal in the dining hall.

Besides policy changes, there is also a category of interventions that includes specific changes in the existing physical environment, accomplished either by altering something that already exists or by adding braille signs to office doors and elevators, while those who need wheel chairs may benefit from curb cuts and access ramps. Carefully planned architectural modifications can significantly increase the congruence.

Evaluation

The third intrinsic component of the process model is evaluation. Just as assessment is essential to identify the targets for programmed interventions, evaluations is necessary to assess its success, or failure. It is imperative, therefore, to ask, "Does the intervention (programme) make a difference?" With the data gathered from

ongoing evaluation, the redesign team knows if the intervention is successful, partly successful, or needs to be totally replanned because it does not lessen the mismatch between students and their environments. More positive attitudes towards evaluation must be cultivated or the best – intentioned programming may go for naught. It is helpful if the evaluator is a researcher. However, ability and experience in research does not necessarily suggest that the person is able to conduct adequate evaluation. Evaluation data, unlike research, is used for making decisions about programming, and in the AIME model, for judging the success or failure of a specific campus redesign.

If students and environments are to benefit mutually, they usually must achieve congruence. This means both must change but people do not like to be changed, and the less involved they are in diagnosing "their" problems the more apt they are to thwart attempts at changing them. More successful campus-students modifications follow self-diagnosis and planning. This suggests that the assessment and design team be composed of representatives from the different components of the environment affected.

Implications of The (Aide) Model

This section is concerned with a discussion of how student populations and their needs are constantly changing. Effective student services respond to students and their needs as they emerge. This demands flexibility on the part of the student services administration and personnel. A full implementation of the process model of assessment and redesign can provide the structure to achieve this goal.

One step in establishing this process is to create a centre for campus assessment and redesign. No one agency would be established on a permanent basis. Instead, the mandate to the unit would be created in response to assessed needs. Instead, the mandate to the unit would

be for a specific time period, renewable only if the mismatch persisted and the programme was evaluated successful

Methodology

Subjects

The subjects consisted of two hundred and forty undergraduate (200 Level) students drawn from 12 faculties of the university during the 2002/2003 and 2003/2004 academic years. Two hundred students were used because they have at least spent a whole session in the university and still have at least two or more years to study before graduating; it is assumed they will have more time to express their views about their environment.

Instrumentation

The instrument used for collecting data in this study was Students' Environmental Satisfaction Questionnaire (SESQ), which has been used in many studies in the United States. Grozzni, j; and Wilson, S. (1976). Several questions were compiled, covering the following issues: demographic information about the subjects, academic section, students' personal social concerns, satisfaction with the university health services, students' Scholarship/Bursary awards, satisfaction with the university Students Affairs Division, satisfaction with the university community relationship, and finally satisfaction with the university administration. In each section, questions were raised followed by responses from which students were asked to choose one that accurately portrayed their point of view as regards the incongruence between their needs and the environmental resources available in the university.

Procedures

From each faculty of the university, 24 (200 level) undergraduate students were randomly selected and the questionnaires were

administrated to them. The students were given sometime to complete them after explaining the purpose of the study.

Analysis

The responses of each questionnaire items were summed-up and expressed in percentage. The dominant responses in each questionnaire item indicated the general view of the students. The ranking of each of the student's responses in the questionnaire items were correlated to determine the degree of relationship using Spearman Rank Correlation.

Results

In an attempt to find out the most important sources of worry or strain in the lives of most university students concerning their academic pursuit, the majority of the students 180 (75%) ranked the issue of worry about failure or low degree classification at graduation, worry about employment after graduation and also their poor relationships with their lecturers (Table1). With respect to rating their university teachers concerning their interest in students as individuals, most of the students 175 (73%) expressed low concern about their teachers' attitudes towards their interests (Table 1). The students also accorded the same rating to the non-academic staff. Sixty-seven of the students indicated their inability to complete and submit assignments given to them by their teachers (Table 1). This could be attributed to lack of textbooks, journals, magazines, etc that the students can consult in the library for their assignments.

More than half of the respondents (148 or 62%) are dissatisfied with the university academic programmés. They also complained of lack of encouragements and general academic advising from their teachers in the form of giving them occasional notes, reading list, explaining issues that are not clear to them etc. Very few students (65 or 13%) indicated consulting the school counselor, their heads of departments, tribal or religious associations for solutions to their problems.

Table 1: Students Sources of Concerns and Worries

Sources of concerns and worries	No	%
Low degree classifications at graduation, employment problem and poor relationships with their teachers	180	75
Teachers non-challent attitudes about students problems and concerns	175	73
Inability to complete and submit assignments given on time due to in adequate text books	67	24
Inadequate teaching and learning materials or facilities	200	83
Poor academic programmes and lack of academic encouragements and advice from the teachers	148	62

Students Personal Social Concerns

Related to the students' personal social concerns, the study found out that most of the respondents (120 or 50%) preferred to consult their close friends when confronted with situations of extreme personal difficulty than consulting the Deans of their faculties, or even that of the Students Affairs which is directly responsible for the students general welfare (Table2). It is also important to note that 168 students (70%) were dissatisfied with the extent to which they interact or cooperate with one another in the university (Table 2). Very few students (56 or 23%) indicated being isolated by other students from the major ethnic groups from the general activities of the university on the ground that they are either foreigners, or they come from minority ethnic groups.

Table 2 indicates that majority of the students (168 or 70%) expressed a very cordial relationship with the opposite sex while most of the students 180 (75%) rated a little better than average in terms of their personal happiness in their university years (Table2).

With regards to moral values the majority of the students (155 or 65%) that participated in the study were of the view that moral values

among the students in the university is very low that the moral values they learnt at home are far much better than those at the university.

Table 2: Students Personal Social Problems and Concerns

Personal Social Problems	No	%
Personal social Problems and concerns	120	50
Poor inter personal relationships among the students	168	70
Social interaction with opposite sex and personal happiness	168	70
Satisfaction with moral and ethical values.	155	65
Being isolated by other students from the major ethnic groups.	56	23

Availability of University Facilities

Religiously, most of the students are of the view that there is fairly good cordial relationship between the various religious groups/organizations in the university (Table 3).

Related to university accommodation, (150 or 63%) students that participated in the study were of the view that the university has adequate accommodation facilities but most of the students (170 or 71%) were, however, worried about the level of inadequate security measures coupled with frequent disturbances in their hall of residence, outside the library and in the campus (Table 3). It is important to note that most of the students (140 or 58%) expressed that there were fewer students crisis and no ethnic and religious conflicts (Table 3).

Concerning the university health services, (and the general nature of sanitation of the university) the majority of the students (190 or 79%) were very impressed by the general nature of sanitation in the university (Table 3). Similarly, 180 (75%) students indicated the provision of water and power supply in the university as adequate. With regards to availability of drugs in the university clinic, the students complained of inadequate supply in the university.(Table 3). It is important to note that orientation is rendered to new students who come to schools without knowing anybody in their new environment.

Therefore, orientation is required in all schools to help new students become familiar with the new environment, school rules and regulations, facilities, library, conveniences, clinics, social activities, group meetings, values and conduct required of them, their teachers, and their class mates, classrooms, dining hall, and above all the subjects to be offered.

Related to the above issue of students orientation, 150 students (63%) rated the students' affairs division of the university as being poor in terms of meeting students' needs and solving their problems timely, adequately and judiciously. Students who supported the idea of making the membership of students union compulsory rather than optional as it is now the case were 200 (83%) (Table 3).

Related to recent waves of cultism, drug abuse and other social ills prevalent in Nigerian tertiary institutions, the majority of the students 211 (85%) attributed such problems to a number of reasons. Prominent among which have been environmental, genetic, existential, personal problems, emotional maladjustment, cumulative frustrations etc. Other contributing factors were identified to be health facilities, inconsistent semesters, lack of adequate furniture in the lecture theatres, inadequate provision of text books in the libraries, coupled with constant university lecturers strikes, etc. An idle mind is a devil's workshop. They are however of the view that such problems could only be minimized through adequate provision of water and power supply, decent and adequate provision of teaching and learning materials, improved teachers welfare etc.

Concerning the issue of university community relationship, 180 respondents (75%) were not satisfied with such relationship in meeting their needs. That the relationship was fairly cordial. The community was more or less involved in the general affairs of the university. This negative attitude of the university community relationship was expressed by the then Sole Administrator of the University Major General Mamman Kontagora (Rtd) during the university's last convocation. He decried the Luke worm attitude of the

members of the university community and indeed wealthy individuals towards the total neglect in developing the university. He called on the Alumni of the university nationwide to take up the challenge in helping the university in whatever ways possible to develop the institution.

Table 3: Availability of University Facilities

University Facilities	No	%
University accommodation	150	63
Security measures	170	71
Students ethnic and religious conflicts	140	58
University health Services and general sanitation	190	79
Water and Power Supply	180	75
Scholarship/bursary	174	73
Students Affairs Section	160	67
Orientation Service	150	63
Students Union	200	83
Cultism, drug abuse	211	85
University and community Relationship	180	75
University Administration/Policies	225	94
Physical Facilities	125	52

Scholarship/bursary awards and other financial Assistance

It is interesting to note that the majority of the respondents that participated in the study (174 or 73%) indicated benefiting from state scholarship allowance while only 50 respondents or 21% were enjoying federal and other forms of scholarship and 60 students or 25% were not benefiting from any form of scholarship. Most of them (174 or 73%) were however worried that the award does not usually cover most of their expenses. Some of the students (60 or 25%) were not enjoying any form of scholarship. Similarly, most of the students (174 or 73%) complained that the scholarship they were enjoying were not regular at all. Generally, almost all the students that participated in the study (200 or 83%) called for the university and philanthropic organizations to assist students by providing them scholarships that enable them complete their studies (Table 4).

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Concerning the Students Affairs Section of the university, for example, the majority of the students (160 or 67%) were satisfied with the orientation given to them when they came into the university as new students (Table 4).

Table 4: Scholarship/Bursary Award and Other Financial Assistance

Scholarship/Bursary Awards	No	%
State Scholarship allowance	174	73
Federal and Other forms of scholarships	50	21
No scholarship	60	25

University Administrative Policies and Programmes

The last section of this study was concerned with the level of students' satisfaction concerning their university's administration, policies and programmes. Almost all the students 225 (94%) that participated in the study expressed their dissatisfactions about the university's administrative or management styles (Table 5). Similarly, the majority of the students, (150 or 63%) were fairly satisfied with the university provision of physical facilities towards enhancing teaching and learning process. One hundred and twenty five or (52%) students were, however, of the view that there was no free-flow of information among the university administration and the faculties, departments and to the entire students body. It is important to note that communication is the life wire of any organization because without it, the organizational goals and objectives can hardy be achieved (Table 5).

Table 5 University Administrative Policies and Programmes

Administrative Policies and Programmes	NO	%
Dissatisfied with the university administrative or management styles	225	94
Availability of physical facilities	150	63
Free-flow of information from the management	125	52

Discussions

Environments have certain characteristics, which are the major factors in students' educational success or failure. When students' needs and campus resources are effectively matched, the probability of dysfunctional stress is reduced. But when the environment is mismatched with students' needs or in other words, when the students' needs and the environment are not in congruence, stress and frustration usually increase and the environment must adapt to be in congruence with the students' needs. Indeed, the findings, generally, revealed that most of the respondents were worried about failure of low degree classification after graduation, poor relationship with their teachers. This finding might be connected with poor or low morale of the university teachers as a result of poor working conditions. It is important to note, at this point, that the nature of students' problems that have emerged over the years in various campuses in Nigerian universities require the concerted efforts of all concerned to help students in minimizing the problems. For example, there has been series of students crises across the various campuses leading to the closure of many of these universities for several months each time and some times up to a year either as a result of poor hostel accommodations, poor health facilities, inconsistent semesters, inadequate provision of furniture in the lecture theatres, lack of books in the libraries, coupled with constant university lecturers strikes, etc. Between 1997 and 2003, for instance, Ahmadu Bello University Zaria, has to be closed down for a whole year to restore peace and order after series of crises between the university administration and the academic staff on the one hand, and the students and the university administration on the other. Sometimes, this has involved even the university administration and the nonacademic staff.

Over the years because of the persistent trade disputes between the federal government and Academic Staff Union of Universities (ASUU), most of the federal and state owned universities were closed down for six months or even more. This is a very unfortunate situation. For example, in the struggle to save the institutions: the Nigerian

educational system in general and the university system in particular from total collapse, the National President of ASUU stated:

> .... First, we want to see not just any kind of university system in Nigeria but a university system capable of offering the highest possible standard of university education, a university system that is funded to at least the level of 'the average of funding of universities in under developed countries. University systems where the freedom to teach and research is guaranteed and institutional autonomy assured he concluded that it is only in such an environment that the university teachers can truly profess.

Unfortunately, none of the three demands of ASUU up to the time of writing this report (2004) were addressed by the Federal Government, and instead the government used force to break off the strike by stopping the lecturers' salaries and ejecting the lecturers from their official residences. At present, among others, the negative consequences of government attitude towards university education include the continued and accelerated mass exodus of academics out of the universities, the very low moral and depression of those still on the ground, and virtual absence of teaching and research facilities, and dilapidation of physical structures of universities.

Consequently, Afolabi, (1990), stressed that the absence of regular environmental assessment of academic departments such as the department of Library Science, Ahmadu Bello University, Zaria, as he pointed out has resulted, results in a situation where by the management of the department does not understand how the students felt about their community which is not a healthy situation. It is obvious, therefore, that lack of regular assessment of students' campus environments, is seriously jeopardizing the quality of degrees being awarded by Nigerian Universities not only nationally, but also across national boundaries. Hence, the problem of this research is to study and to suggest some measures or strategies towards improving the situations.

Majority of the students complained about inadequate, relevant and current teaching and learning materials in the university libraries. This is negative for it limits students' intellectual development in the university. In other words, students lacked adequate materials to consult for their class and reading assignments, seminars and tutorials, presentation of papers etc.

The results also indicated that the respondents complained of lack of encouragements from their teachers in the form of giving them occasional notes, reading list, explaining issues that are not clear to them. Generally they lack of academic advising. Lecturers and students however need to interact in an academic environment which includes in and outside the classroom. Without this support, students may not develop their intellectual capabilities. It is therefore important to provide academic support for students in an atmosphere where intellectual challenges prevail. This support involves not only giving notes to students, but also clarifying issues relating to lectures, assignments etc and ensuring a high degree of structure in class instruction. Nevitt Sanford (1966) and Afolabi, 1990 stated that a students development theorist has consistently argued that a university should be a developmental community in which the students encounter both challenges and supports. He stated "the institution which would lead an individual towards greater development must, then, present him with strong challenges, appraise accurately his ability to cope with challenges and offer him support when they become overwhelming". Afolabi (1990). Sanford's (1966) Indicated that, development involves upward qualitative progression which brings about new, more differentiated response. It is to be noted that if the challenge is, however, too great, the students will retreat. If the supports are too protective, the students will fail to develop. In essence, it is important that the teacher must balance challenges and supports to encourage students' development.

Though the findings of this study showed that the lecturers provide academic advice to students, there is still a need for improvement. Similarly, there is a need for personal-social advising despite the fact

that very few respondents indicated being isolated by other students from the major ethnic groups from the general activities of the university on the ground that they are either foreigners or they come from minority ethnic groups. Furthermore, some supports from the administration of the department is necessary. As such, provision of students' common rooms, more encouragement to the students' societies, occasional students and staff informal meetings or excursions as suggested by Afolabi (1990) enhance the students' socialization. Besides, Afolabi (1990) is of the view that the university administration on its part through its Students Affairs Division, could contribute by supporting student services such as student clubs and the provision of needed facilities in students common rooms. Students themselves should be encouraged at freshman orientation programmes to socialize so that they can derive full benefit from university education. The "group spirit" existing among the students is an encouraging development.

Essentially, there is also a need for the university administration to improve the students' hostel accommodation and security measures, provision of portable water and power supply. Of similar importance for improvement are the university health services and the general nature of environmental sanitation of the university. Specifically, the majority of the students complained of inadequate supply of drugs in the university clinics.

Since many of the students complained of not enjoying such scholarship/Bursary awards. The university should encourage philanthropic organizations and wealthy individuals to come to the aid of the students in providing them with scholarships to pursue their studies.

The issue of Cultism, in Nigerian tertiary institutions is now a major source of concern not only to the university administration but also to the federal government and concerned individuals. It is interesting to note that few students indicated the presence of such illegal associations in the university.

Finally, the majority of the respondents were found to be less satisfied with the relationship of the university community and also less satisfied with the university style of administration, policies and programmes. In order to bridge the gap among the universities, home and the community, the writer is of the opinion that the responsibility of administering the university should be spread across the entire university community. The redesign team should compose of people from the environment and should function as consultant to the university community. One helpful way to accomplish this is be by being very open with the population about the assessments and redesign process. For example, publishing reports in the campus journal, sending newsletters and reports to key people, making media presentations, requesting feedback in an ongoing manner from the total community, and holding open fora are but a few ways that this openness may be achieved. At the same time improving the university communication with the students, staff and the entire university community is essential. The point, here, is to help draw the entire university community into the process of schooling and education.

Recommendations

Arising from the findings of this study, the following recommendations are made. If they are considered seriously, they may help towards achieving total campus ecology in Nigerian, indeed other, universities elsewhere.

- The government, through the Federal Ministry of Education, should provide all universities with adequate teaching, research and learning materials. More so, the universities environments should be conducive to the standard of an ideal university environment so as to enhance a transactional relationship between the students and the environment.
- There should be free flow of information between the university authorities and the students and also among the deans, heads of departments, sectional heads, lecturers, and the students.

- The universities academic programmes should be reviewed periodically, to meet the changing needs of the students and the society.
- There is also the need to improve the students hostel accommodation and also to ensure adequate supply of water and electricity. Improve sanitation and Provide adequate security measures of lives and properties. These will enhance students' satisfaction with the environment.
- Finally, the counselling centres in each university should encourage moral and proper social interactions among the students especially during orientation service to new students and also through periodic seminars, workshops, lectures on various issues directly related to the general welfare of university bound students. For example, on issues like:

  a. Roommate and Environmental Adjustment
  b. Selection of Courses
  c. Study Habit and Problems
  d. Career Problem
  e. How to Cope with Stress
  f. Scholarship Matters
  g. Sexual Harassment
  h. Proper dressing habit
  i. Drugs, Cultism and HIV and AIDS Problems etc.

Conclusions

This exposition has attempted to present an ideal environment and some forms of redesign or modifications necessary towards achieving total campus ecology in Nigerian universities. Students' services in the institution under this study only focused on managing students by neglecting the other aspects of campus environment in which the students operate. It must therefore be pointed out that if, in managing students, services the universities assume that the factor that is deficient are the students, then all of their efforts may be directed to helping the individual adjust or accommodate to a defective campus

environment. Therefore, student services from the role of pacifying and maintaining the status quo, Banning (1975) urges that efforts should be focused towards the management of campus ecology. An ecological approach and rather helps to have according to him, helps to correct the overemphasis on working with individual students and rather helps to have a transactional relationship between the student and the environment.

Finally, the model presented here is based on the knowledge that students change and so do their needs. When students experience a mismatch between their needs and a university resource, stress often occurs, which leads to problems for the students, the university, or both. Effective student services work should be flexible and proactive in collaborating with the academic arm of the university to educate students.

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