

Increasing Awareness, and Utilization of the Employee

Assistance Program at the University of

Wisconsin-Stout

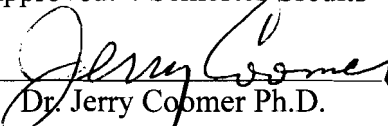
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ABSTRACT

University of Wisconsin-Stout faculty and staff are provided with an internal employee assistance program as part of their benefits package facilitated by the University Counseling Center. This research project will determine the current awareness and utilization by the faculty and staff in regards to this program, while also discovering opportunities to increase awareness and utilization, by faculty and staff members.

This will be accomplished through an e-mail survey sent to all faculty and staff at the University of Wisconsin-Stout through which the following topics will be determined and discussed: respondents level of awareness regarding their EAP program and its functions; determining perceptions in regards to what is important to the users of a benefit like this, along with respondents preferences and or feelings in respect to effective avenues of information gathering when educating

users of this benefit. Respondents will also provide basic demographic information including gender, classification of employment, and length of employment. This information will provide a better idea of where their informational efforts are succeeding and are lacking. The end result of this study will provide a benchmark for the University Counseling Center to compare to both the past and the future to determine progress.

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## Chapter I: Introduction

The University of Wisconsin-Stout provides its faculty and staff with an employee assistance program facilitated by the University Counseling Center on campus. EAP programs provide crucial counseling for employees facing difficult situations in their lives, while directing them to resources that can give them solutions. It is critical that the intended population provided with this benefit be aware of its presence, and the services it provides. Therefore, this research project will focus on determining the current awareness and utilization of the employee assistance program by faculty and staff at the University of Wisconsin-Stout, while seeking suggestions of ways in which to improve awareness and utilization of the program.

### *Statement of the Problem*

Determine the current awareness and utilization of the employee assistance program by the faculty and staff of the University of Wisconsin-Stout, while discovering opportunities to increase awareness and utilization of the program.

### *Purpose of the Study*

The purpose of this study will be to identify current awareness and utilization of the employee assistance program by the faculty and staff at the University of Wisconsin-Stout, provided for them by the university. Simultaneously, the study will discover opportunities to increase awareness and utilization of the program. It will be critical to discover the avenues in which faculty and staff became informed of the EAP, and the degree of attention given to illustrating the services of the program. Based on the previous information, faculty and staff will be able to offer suggestions of alternate methods to use in the future to promote increased awareness and utilization strategies.

The survey will also address if the program is perceived to be effective by those who have utilized it. The respondents will be able to share if any external or internal perceptions have prevented those provided with this service from not utilizing it. Given the above topics to be covered all working towards a common purpose, the University Counseling Center will be able to have an idea of the EAP's current status, but also allow them to adjust their strategic plan to insure an even more successful EAP program in the future.

### *Assumptions of the Study*

1. It is assumed that the response rate may be impacted because the topic researched is sensitive in nature. Regardless if the questions are posed in a non intrusive manner.
2. It is assumed that response rate may be affected by chosen EAP program location, and the correlation to the subject selection.
3. It is assumed because the delivery method is solely electronic that may affect response rate.
4. It is assumed that the evaluator of data will provide accurate, fair descriptions and findings from the data collected.
5. It is assumed that results on the UW-Stout campus may not be a fair comparison to business and industry, or other universities.
6. It is assumed that this is only a glimpse at current perceptions of the faculty and staff regarding one aspect of their benefits.
7. It is assumed participants will answer in a truthful manner that will provide opportunities of continuous improvement for the counseling center.

### *Definition of Terms*

*Employee Assistance Program (EAP)* - A confidential counseling and referral service provided as an employee benefit by many employers (Strazewski, 2005).

*Return on Investment (ROI)* – The return on an investment.

### *Limitations of the Study*

1. Utilizing a smaller number of subject matter experts than was initially desired.
2. Because this study is being conducted within an educational institution, the results at the UW-Stout campus may not be a fair comparison to business and industry or other universities for that matter. Rather results will only act as a comparison for the counseling center at the University of Wisconsin-Stout as a present benchmark to refer to in the future to determine progress towards short and long term goals.
3. Only using quantitative data analysis techniques is a limitation of this study.
4. Using a new survey program, troubleshooting may be potentially difficult.
5. Given the subject selection is directly in contact with the internal employee assistance program here on campus, respondent's answers may be more vague or neutral. True opinions may not emerge.
6. Given the time frame, advanced analysis will not take place.

### *Methodology*

The first step in the process will be centered on approval of all parties to be involved regarding the topic and process. This will involve getting approval from the program director, and choosing a research advisor for guidance in the process. Next aspect of importance will involve scheduling a meeting with the employee assistance program coordinator to start the construction process upon his approval. The goal will be to successfully administer the survey to all faculty and staff at the University of Wisconsin-Stout by using their university provided e-mail account. Because the data and structure of the questions is relatively sensitive, careful attention will be given to the construction of the questions in order to acquire responses that will be useful to the counseling center in improving the publicity, and knowledge of there services on campus. Again this will be accomplished by consulting with the employee assistance program coordinator of the University of Wisconsin- Stout in the construction, revisions, and final product of the survey questions. The survey will be short in length, and confidentiality will be stressed due to the fact again that this is sensitive information; participants in the study will want to feel assured that the data is anonymous. Therefore no forms of identification will be present on the survey. The survey will also be administered electronically to improve the speed at which participants can respond, which in turn will make the survey more convenient, especially since UW-Stout is a laptop campus. During the nine days in which the survey will be available careful monitoring for problems and or glitches will take place. Upon receiving the data it will be analyzed using campus SPSS statistical software. It will then be analyzed and put into tables in the research paper and explained to show trends and areas of both opportunity, and improvement.

## Chapter II: Literature Review

Employee assistance programs originated in the United States of America shortly after World War II, devised by a production line staff. Their main purpose was to deal with substance abuse related issues occurring at the workplace (Employee Benefits, 2006). Since then EAP's have evolved, facilitating counseling and referral sources to deal with just about any issue or problem facing an employee. The most important aspect of employee assistance programs is selecting one that will fit your needs as a business.

So how does an employer select the correct employee assistance program for their specific needs? According to an HRFOCUS article, there are six simple questions that to guide selection efforts (Wirt, 1998).

1. Decide where the program will be located. Will it be internally facilitated or externally facilitated through an EAP vendor?
2. Look for a program with a wide spectrum of services.
3. Check the provider's reputation.
4. Ensure confidentiality and privacy.
5. If at all possible integrate the EAP into the current benefits package.
6. Make sure to evaluate the competition, before deciding on a package.

Presently seventy percent of employers provide their employees with an employee assistance program; however only one out of five employees within those companies surveyed knew of the company employee assistance program (Anderson, 2005).

As business and industry continues to demand answers on how benefits will affect the bottom line, and demonstrate an immediate return on investment; many business owners struggle with offering this outstanding benefit due to fear it will go underused.

Since the majority of businesses offer an EAP within their benefits package; why is there such a widespread difference in results? Often undesirable results occur when EAP programs are given too little time and effort, due to overtaxed human resource departments or the shuffle of bureaucracy within the business (Anderson, 2005). The key to successful results rest in promotion and educating the individuals who are receiving this program, including what it has to offer them and how to effectively utilize it (Anderson, 2005). These two statements reside on opposite ends of the spectrum. Making it apparent that businesses either took a proactive approach to having a program or a reactive approach while reviewing the literature.

The tragedy of 9/11 brought many of the businesses with reactive approaches and underused employee assistance programs to begin to make this type of program a priority. It created a surge in the use of employee assistance programs, as much of the nation was affected in some way. Many of the companies who provided employee assistance programs saw a greater demand for services relating to counseling and mental health issues (Prince, 2002). And undoubtedly continues today as the nation and world faces each day with uncertainty of what is to come, which affects many people's health in several different ways.

As business and industry continues to strive for employees to respectfully work together in pursuit of a common goal of being successful. It is important to remember when employees receive help; such external problems become less of a distraction at work (Quinley, 2003).

Because of an uncertain future companies face, employers must start to consider making EAP's a priority, for if they do not it will not only affect the bottom line but the

overall ability to attract employees. These types of programs can serve as a large indicator of the value placed on employees as a group, which is important to employees.

Some common themes present in the literature reviewed concerning successful employee assistance programs within business and industry were pointed out using six simple successful traits of highly successful EAP programs in one of the articles as follows (Quinley, 2003, Pg. 6-7):

1. Short term counseling for mental health, alcohol abuse, and substance abuse issues.
2. Ongoing P.R. to encourage use of employee assistance program.
3. Employee workshops.
4. Management consultations and supervisory training.
5. Resource and referral for life-work issues.
6. Legal and financial services.

The traits are not difficult to implement, they just require time and effort in each of the specified areas. Often these factors are not included when businesses plan to roll out this type of program. Companies can have a great employee assistance program but if time and effort is not put into it, it simply is costing them money and not giving much in return.

### Chapter III: Methodology

As the University of Wisconsin Stout evolves as an educational institution, so shall the programs and benefits that affect the pioneers in education. Therefore this research project will provide the University Counseling Center with a current status of their EAP which they can use to compare past and future studies to achieve a benchmark in their attempts of serving the faculty and staff of the institution. The steps taken in this research project will be carefully planned out and reviewed in order to provide the counseling center with the information they feel is critical and necessary for them to justify any changes. The first priority will be to gain the approval of the Training and Human Resource Development Program Director for the feasibility of the topic of study. Second priority will be to find a research advisor. Upon completion of these tasks, a meeting with the employee assistance program coordinator will commence since it is preferred to do the study at UW-Stout institution. Given his approval continual meetings with the coordinator of the employee assistance program at the university will take place to insure the survey is posing questions that are useful and appropriate for the population.

The subject selection will consist of a sample of the entire population meaning all faculty, teaching staff, classified staff, and unclassified staff will be surveyed. The reason for this selection is because this is the population who are provided the service, also because UW-Stout is a laptop campus it allows for the feasibility of surveying and analyzing data for this large sample. As mentioned before, throughout this process the employee assistance program coordinator on campus will be involved.

Once the instrument is finalized and approved by all parties, it will be reviewed by a specialist in research instruments, and data analysis collection. It will then be

administered electronically to improve the speed at which participants can respond which in turn will make the survey more convenient. Most importantly the electronic format will provide the respondent, with a clear purpose and simple directions to follow.

Data collection and analysis will be achieved through utilization and collaboration with a research specialist on campus. The data will be converted from web based graphs, excel spreadsheet to SPSS statistical software, and then all necessary calculations can be achieved. After completing the analysis of the data and writing conclusions and recommendations, the completed research paper will be available for review, at that point and for any revisions as instructed by the research advisor.

This study successfully in determine, and increase the awareness, and utilization of the employee assistance program currently available to the faculty of the University of Wisconsin-Stout, while discovering opportunities to increase awareness, and utilization of the program itself, illustrating services available to the faculty. The research may not be representative of a process an organization would take within business and industry.

#### *Subject Selection and Description*

Fortunately at the University of Wisconsin-Stout a laptop campus is in place, which will play an important role in subject selection. This means that all faculty and staff, better known as the entire population that can utilize the program would have the opportunity to be included in results in turn potentially giving more validity to the study.

#### *Instrumentation*

The survey was created after careful construction and continual meetings with the employee assistance program coordinator at the University of Wisconsin-Stout; in order to insure the questions posed in the survey would provide suggestions and opportunities

for continuous improvement while providing the counseling center answers to questions they posed. After many careful revisions and feedback from both the employee assistance program coordinator and research advisor, it was then constructed on the web utilizing Select Survey ASP survey program. This survey program managed everything from design, to deployment, to collection.

#### *Data Collection Procedures*

An eleven question survey will be administered electronically for a period of nine days starting February 9<sup>th</sup>, 2006 till February 18<sup>th</sup>, 2006. The survey program used collected the data in bar graph and basic quantitative measurements, but also included an exportation option in which the data was converted in to an excel spreadsheet. Upon exporting the data, it was processed, and analyzed using campus statistical software resources.

#### *Data Analysis*

The data will be analyzed using the SPSS statistical program that works with the web based survey program format at the university, all proper calculations both requested by the University Counseling Center, and the research advisor will be analyzed. The four main variables to be examined individually will be responses according to population as a whole, gender, classification of employment, and years of employment.

#### *Limitations*

1. Utilizing a smaller number of subject matter experts than was initially anticipated.

2. As this study is being conducted within an educational institution the results at UW-Stout may not be a fair comparison to business and industry or other universities, rather will only act as a comparison for the University Counseling Center at the University of Wisconsin-Stout as a present benchmark to refer to in the future to determine progress towards short and long term goals.
3. Only using quantitative data analysis techniques is a limitation of this study.
4. Using a new survey program, troubleshooting may be potentially difficult.
5. Given the subject selection is directly in contact with the internal employee assistance program here on campus, respondent's answers may be more vague or neutral. True opinions may not emerge.
6. Given the time frame, advanced analysis will not take place.

## Chapter IV: Results

On February 9<sup>th</sup>, 2006 a survey was sent via e-mail to all faculty and staff at the University of Wisconsin-Stout. The purpose of this survey was to determine the current awareness and utilization of the faculty and staff regarding the University's internal employee assistance program. The survey remained active for nine days for respondents to participate until February 18<sup>th</sup>, 2006 when the survey link was deactivated. 250 faculty and staff responded during the time the survey was active. This chapter will give a detailed breakdown of each question regarding how the overall population responded to the question, along with a look at categorical breakdowns in terms of gender of respondents, classification of employment of respondents, and years of employment of respondents.

### *Item Analysis*

There were 250 total respondents who participated in the survey over the course of nine days. The four categories chosen to segment the data were general population response, gender, classification of employment, and length of employment.

In this survey female respondents outnumbered the male respondents 158 to 86. In regards to classification of employment the largest participating group was the "classified staff" at 118 respondents. They were followed by the "non-instructional academic staff" with 55 respondents, the "faculty" with 51 respondents, and the "instructional academic staff" with 20 respondents. In terms of length of employment, the largest group of respondents was that of "11 or years or longer of employment" with 114 respondents. They were followed by 73 respondents with "2 to 5 years of employment",

32 respondents with “6 to 10 years of employment”, and lastly 29 respondents with “1 year or less of employment”.

In the following paragraphs, rather than give all individual statistical categories, examples that are provided required additional investigation into why respondents answered the way they did.

The first question addressed the awareness piece. The question read: “Before now, were you aware of the UW-Stout EAP?” Nearly two thirds of all respondents indicated that they were aware of the program. One important aspect to keep in mind is that many of the respondents considered this e-mail survey as their previous knowledge as shown in question two when asked: “How were you informed about the EAP at UW-Stout?” Nearly two thirds of respondents chose the “other, please specify” option.

In regard to the amount of knowledge respondents had of the program, females outnumbered males by 8%. When considering classification of employment, the “non-instructional staff” had the highest percentage of respondents who knew of the program at 75%. While the other three classifications of employment, remained around 60%. In respect to years of employment, the respondents who knew about the program were in the two highest brackets of length of employment were around 70%. Those in the two lowest brackets hovered around 50%.

After breaking down the question in respect to years of employment, it was apparent that there was a significant gap in the amount of knowledge of the program based on the length of the employment. It was surprising to see that two groups of employees who have come into the institution in the last five years were more unaware of

the program than the two higher groups. A possible way to investigate this is found in question two.

The second question addressed the avenue in which respondents were informed of the employee assistance program on the UW-Stout campus. There was an interesting turn of events on this question. The leading general respondent response was “other, please specify”, followed by “new employee orientation”. Within the “other, please specify” category respondents were allowed to type in the avenue of which they were informed of the EAP service on UW-Stout campus. Many respondents considered this e-mail survey as their previous knowledge. Respondents typing in this e-mail survey composed 75% of the total responses in the “other, please specify” category. Surprisingly, the leading avenue of “new employee orientation” was nearly equal in the percentage with the respondents considering this survey e-mail their first knowledge. This provided evidence that the percentage of awareness may be lower than that displayed in the first question, reinforcing the need for promotion, while simultaneously monitoring the effectiveness of the other avenues listed.

In regards to gender, question two followed the same pattern as the general respondent response ranking “new employee orientation” and “other, please specify” avenues extremely close. The only deviation within responses was females had a high percentage of respondents who were informed through a brochure or flyer. In terms of classification of employment “faculty” was the highest percentage of respondents that received information on the campus EAP in a new employee orientation. Matched by the highest percentage of respondents choosing “other, please specify” typing in a response of e-mail survey, the “instructional staff”. In terms of years of employment the highest

percentage of respondents choosing the “other, please specify” was greatest in the category of “1 year or less of employment”. This was surprising given the fact orientation would have been within the last twelve months for these respondents. One could conclude they would have had a higher recall rate of the information they received in orientation than those who went through new employee orientation 11+ years ago.

Two thirds of respondents in question three indicated that they are not only aware of the programs presence, but also its functions. This pattern continued when the responses of gender and awareness mirrored the first question responses. In terms of classification of employment “non-instructional staff” composed the highest percentage of respondents who knew of the program functions and the lowest group of respondents in terms of knowledge of the program functions was the “faculty”. Years of employment followed the same pattern with the same two classifications at the top and at the bottom. As previously illustrated in question two, respondents indicated reading and participating in this e-mail survey as previous knowledge; possibly skewing the data, resulting in higher percentages favoring greater awareness than may be present.

Question four dealt with utilization of the program by the respondents. 15% of the total general respondents had ever used the EAP services on the UW-Stout campus. Gender played no role in utilization of the services, with male and female almost equal in the EAP usage. “Faculty” had the highest percentage of utilization, where as “instructional staff” indicated the lowest percentage of utilization. The “instructional staff” had the highest rate of considering the e-mail survey their knowledge. It will be crucial to focus on the “instructional staff” group because they are unaware of the program and few have used it.

Question five was posed to respondents who had utilized the EAP service before, asking the level of satisfaction gained from their experience. In terms of the general respondents the highest percentage was “satisfied” followed by “very satisfied”. These two categories composed over two thirds of responses. Leaving only fifteen percent with dissatisfaction with the service they received while utilizing their benefit. Females composed two thirds of the users nearly matching the percentages of satisfaction above, while males had fewer “very satisfied” responses, they had more “satisfied” responses than females. “Faculty” and “classified staff” were the most satisfied with the services. There were a very small number of respondents that were “dissatisfied” all of which were “classified staff”. In terms of respondents length of employment the “2 to 5 years” and “11 years or longer” respondents made up the majority of the responses for this question. Over three quarters of the total responses were that of “satisfied”. Overall even though there were a small number of respondents who had used the program and could report on levels of satisfaction, the counseling center is satisfying the majority of the users of the EAP.

Question six dealt with possible utilization, and asked the respondents in the event they would need EAP services, would they utilize the services provided on campus. Only 30% of the general respondents answered that it would be “likely” or “very likely” that they would use the program offered on campus, leaving almost 60% of general respondent’s answers in the either “unsure”, “unlikely”, or “very unlikely”. In terms of gender more females seemed likely to use the program by about 6% than males in time of need. “Faculty” was most apt to use the program, while the “non-instructional staff” was least apt to utilize the program. In terms of length of employment the “2 to 5 years”

respondents were most apt to utilize the program, while the “1 year or less” respondents were the least apt. This was interesting considering the time frame is very close for these two categories.

Question seven tackles the barriers, and perceptions both internal and external that prevent using the EAP. The general respondents indicated that the two greatest barriers that would keep them from using the EAP program on campus were “privacy” and “confidentiality”. In terms of gender, classification of employment, and length of employment the results followed the exact same pattern. This was not surprising given the fact that in today’s society privacy is continuing to be a thing of the past, as most information can be sold, and or searched. This is why respondents may have strongly swayed this question one way.

Question eight addresses the reputation aspect of EAP on UW-Stout’s campus. 70% of the general response to this question was “unsure”, which also seemed to be the case for the other three categories. The reason for this is in this survey only 15% of the total participants had ever used the program. Therefore many people unless by “word of mouth” had heard remarks about the program were unable to judge, making them “unsure”.

63% of the respondents taking the survey were female while 34% were male. “Classified staff” comprised highest percentage of females taking the survey, while the lowest percentage for the females came from the “faculty”. “Faculty” comprised the highest number of males taking the survey while the lowest was “classified staff”. In terms of length of employment females in the “1 year or less” were the highest

percentage and the lowest percentage of females was “2 to 5 years”. While males with “1 or less years” were the lowest and “2 to 5 years” were the highest.

“Classified staff” was the largest participating group, with “instructional academic staff” as the lowest participating group. In terms of gender, the highest groups again were “classified staff”. The lowest for females was “instructional academic staff” and for males was “faculty”. In reference to the length of employment “classified staff” was the largest respondent group in all four categories. There was a scattered pattern in all of the low percentages in the other categories.

In terms of length of employment general respondents indicated the “11 years or longer” as the largest participating group which resounded throughout this question in all categories.

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## Chapter V: Discussion

The University of Wisconsin-Stout provides an internal employee assistance program facilitated by the University Counseling Center for the faculty and staff of UW-Stout. This study sought to determine the current awareness and utilization of the individuals provided with the benefit, in order to properly plan for the future needs and success of the program on the UW-Stout campus. This input came from both data analysis and survey input from the respondents of this study which will illustrate opportunities for continuous improvement.

### *Limitations*

1. Utilizing a smaller number of subject matter experts than was initially anticipated.
2. As this study is being conducted within an educational institution the results at UW-Stout may not be a fair comparison to business and industry or other universities, and will only act as a comparison for the University Counseling Center at the University of Wisconsin-Stout as a present benchmark to refer to in the future to determine progress towards short and long term goals.
3. Only using quantitative data analysis techniques is a limitation of this study.
4. Using a new survey program, troubleshooting may be potentially difficult.
5. Given the subject selection is directly in contact with the internal employee assistance program here on campus, respondent's answers may be more vague or neutral. True opinions may not emerge.
6. Given the time frame, advanced analysis will not take place.

### *Conclusions*

First the relationship between the literature review and findings of this study will be reviewed. A significant amount of the literature reviewed illustrates the great potential EAP's have in terms of ROI both in tangible and intangible results. Also frequently mentioned were the best practices of EAP's from selection, implementation, evaluation, and maintenance. Although many of the articles refer to business and industry and not educational institutions; this information helped immensely in the construction of the survey and understanding in terms of the multiple functions and roles necessary for this benefit to be successful. All of this information together provided the blueprint of the aspects that are effective in assessing the awareness and utilization piece of an internal or external EAP.

In terms of the entire study, topics that required and motivated additional investigation will be discussed in the following paragraphs. First, the nearly two thirds of respondents who indicated that they were aware of the program in question one may be lower than first measured. This is illustrated in the results of question two which dealt with avenues in which respondents received information on the EAP. Nearly two thirds of those respondents indicated the e-mail survey as their previous knowledge of the EAP. The first question may be altered dramatically in terms of percentage, if using the e-mail survey was considered as prior knowledge, was taken into consideration.

Question six addressed whether or not respondents would choose to use EAP services from the University Counseling Center if they were in need. The results showed incredible potential, although currently only 30% said they would be "likely" or "very likely" to utilize this benefit on the UW-Stout campus and 40% remained unsure. This

means that almost half of the respondents have not made up their minds and the possible utilization percentage could be as high as 70%, if the service is marketed effectively. There is tremendous room for growth and possibility of shaping positive perceptions through informational and promotional efforts. This was reiterated in question eight where 70% of respondents indicated having no idea of the reputation of the EAP program on the UW-Stout campus. Perceptions and word of mouth is not helping or hurting the awareness and utilization of the program. In contrast they have the possibility to shape perceptions and create good “word of mouth” marketing.

### *Recommendations*

Based on information in the conclusion, the University Counseling Center should assume that the number of respondents who indicated they were aware of the program require additional information. This is based on their indication of the e-mail survey acting as their previous or continuing knowledge. The University Counseling Center can form a plan utilizing the information gathered from question two which addressed avenues in which respondents were getting their source of information. From there they could select those avenues that have been most effective; one avenue which should be increased is the “new employee orientation”. Although it was the highest along with the respondents indicating the survey as their knowledge the percentage which should be close to 100% because it should be a staple in the new employee hiring information and orientation. After completing the task of determining and promoting awareness and utilization in the effective avenues; The University Counseling Center should work to shape the “unsure” respondents of this survey. One way to do this would be to look demographically at responses by category and then target promotional and educational

effort. Lastly it would be beneficial to administer this survey in a few years to see if these changes are effective and if any new challenges may have emerged. The University Counseling Center is doing a great job, but there is always room for improvement in any department or organization. This is especially true when marketing a program to employees that can make all the difference in a time of need.

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## Appendix A: Survey Cover/Introduction Letter

Dear UW-Stout Employee:

The UW-Stout Employee Assistance Program (EAP) is a confidential, university sponsored service for employees and their immediate family members. The EAP provides professional consultation to assist in the prevention and resolution of personal problems that may affect job performance.

As EAP coordinator, I am very interested in understanding your awareness and perceptions of this program. Please click on the following link and take about 3 minutes to complete a very short survey.

<http://www2.uwstout.edu/GeneralSurveys/TakeSurvey.asp?SurveyID=3108931J798KG>

This survey is completely voluntary and anonymous. Your electronic responses are collected in such a way that no personal identifiers are needed and your confidentiality is guaranteed. You have the right to refuse to respond, to skip any questions that make you feel uncomfortable, or withdraw from participation at any time.

More information about the UW-Stout EAP can be found at  
<http://www.uwstout.edu/counsel/eap.html>

Questions or concerns about this survey should be addressed to me or to Sue Foxwell, Institutional Review Board Administrator, Phone 715-232-1126.

**This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.**

Thank you for your participation  
Allen Ebel, Coordinator  
UW-Stout Employee Assistance Program  
University Counseling Center  
410 Bowman Hall  
715-232-2468  
ebela@uwstout.edu

## Appendix B: Survey Instrument

- 1.) Before now, were you aware of the UW-Stout EAP?  
 Yes                       No
- 2.) How were you informed about the Employee Assistance Program at UW-Stout?  
 Supervisor                       New Employee Orientation  
 Website                               Worksite Presentation  
 Brochure, or Flyer               Family Member or Friend  
 Co-Worker                           Other, Please  
Specify \_\_\_\_\_
- 3.) Do you understand the function of an Employee Assistance Program?  
 Yes                                   No
- 4.) Have you ever used UW-Stout EAP services?  
 Yes                                   No (skip to question #6)
- 5.) If your response to question #4 was “yes”,  
what was your degree of satisfaction with the EAP Services?  
 Very Satisfied  
 Satisfied  
 Neutral  
 Dissatisfied  
 Very Dissatisfied
- 6.) If you had a personal problem that was affecting job performance,  
how likely is it that you would utilize UW-Stout EAP services?  
 Very Likely  
 Likely  
 Unsure  
 Unlikely  
 Very Unlikely
- 7.) What are potential barriers that would keep you from using UW-Stout EAP services?  
(check all that apply)  
 Privacy  
 Confidentiality  
 Hours of Operation  
 Location (Counseling Center, 410 Bowman Hall)  
 Your Relationship with EAP (Counseling Center) Staff  
 Perceived Expertise of EAP Staff  
 Other
-

8.) Please rate the reputation of the UW-Stout EAP.

- Very Positive
- Positive
- Unsure
- Negative
- Very Negative

9.) Gender:

- Female
- Male

10.) Job Classification:

- Faculty
- Instructional Academic Staff
- Non-Instructional Academic Staff
- Classified Staff

11.) Years of employment at UW-Stout:

- 1 year or less
- 2 to 5 years
- 6 to 10 years
- 11 years or longer

## Appendix C: Survey Tables

**Note: Key Information for Tables**

The first chart in each table deals with overall respondents. (N= Total Respondents).

The second chart in each table deals with gender of respondents. (M= Male, F=Female).

The third chart in each table deals with classification of employment of respondents. (Fac=Faculty, IS=Instructional Academic Staff, NIS=Non- Instructional Academic Staff, CL=Classified Staff)

The fourth chart in each table deals with length of employment of respondents. (1 year or less= (One), 2 to 5 years= (Two+), 6 to 10 years= (Six+), 11 years or longer= (Ele+)

Table 1-1

1.) Before now, were you aware of the UW-Stout EAP?

Yes       No

Item Response	Frequency	Percentage
Respondents Who Checked "Yes"	163	65.2%
Respondents Who Checked "No"	85	34%
Respondents Who Skipped Question	2	.8%

(N=250)

Item Response	Frequency		Percentage	
	Female	Male	F	M
Respondents Who Checked "Yes"	109	53	69.4%	61.6%
Respondents Who Checked "No"	48	33	30.6%	38.4%
Total	157	86		

(N=243,(F=157,M=86)

Item Response	Frequency				Percentage			
	Fac	IS	NIS	CL	Fac	IS	NIS	CL
Respondents Who Checked "Yes"	32	12	40	75	64%	60%	74.1%	63.6%
Respondents Who Checked "No"	18	8	14	43	36%	40%	25.9%	36.4%
Total	50	20	54	118				

(N=242,(Fac=50,IS=20,NIS=54,CL=118)

Item Response	Frequency				Percentage			
	(One)=	(Two+)=	(Six+)=	(Ele+)=	(One)=	(Two+)=	(Six+)=	(Ele+)=
Respondents Who Checked "Yes"	14	39	23	87	48.3%	53.4%	71.9%	77%
Respondents Who Checked "No"	15	34	9	26	51.7%	46.6%	28.1%	23%
Total	(One)= 29	(Two+)= 73	(Six+)= 32	(Ele+)= 113				

(N=247, ((One) =29, (Two+) =73, (Six+) =32, (Ele+) =113)

Table 1-2

2.) How were you informed about the Employee Assistance Program at UW-Stout?

- Supervisor                       New Employee Orientation  
 Website                               Worksite Presentation  
 Brochure, or Flyer               Family Member or Friend  
 Co-Worker                             Other, Please Specify \_\_\_\_\_

Item Response	Frequency	Percentage
Respondents Who Checked "Supervisor"	14	5.6%
Respondents Who Checked "Website"	18	7.2%
Respondents Who Checked "Brochure, or Flyer"	34	13.6%
Respondents Who Checked "Co-Worker"	26	10.4%
Respondents Who Checked "New Employee Orientation"	40	16%
Respondents Who Checked "Worksite Presentation "	4	1.6%
Respondents Who Checked "Family Member or Friend"	2	.8%
Respondents Who Skipped Question	50	20%
Respondents Who Checked "Other, Please Specify"	62	24.8%

(N=250)

Item Response	Frequency		Percentage	
Respondents Who Checked "Supervisor"	Female= 9	Male=5	F=6.7%	M=7.8%
Respondents Who Checked "Website"	Female=11	Male=6	F=8.2%	M=9.4%
Respondents Who Checked "Brochure, or Flyer"	Female=27	Male=6	F=20.1%	M=9.4%
Respondents Who Checked "Co-Worker"	Female=14	Male=12	F=10.4%	M=18.8%
Respondents Who Checked "New Employee Orientation"	Female=27	Male= 13	F=20.1%	M=20.3%
Respondents Who Checked "Worksite Presentation "	Female= 1	Male=3	F=.8%	M=4.7%
Respondents Who Checked "Family Member or Friend"	Female= 1	Male=1	F=.8%	M=1.6%
Respondents Who Checked "Other, Please Specify"	Female=44	Male=18	F=32.9%	M=28%
Total	Female=134	Male=64		

(N=198,(F=134,M=64))

Item Response	Frequency				Percentage			
	Fac=	IS=	NIS=	CL=	Fac=	IS=	NIS=	CL=
Respondents Who Checked "Supervisor"	1	1	8	4	2.9%	5.9%	17.8%	4.0%
Respondents Who Checked "Website"	3	1	1	12	8.6%	5.9%	2.2%	12.1%
Respondents Who Checked "Brochure, or Flyer"	4	2	9	17	11.4%	11.8%	20%	17.2%
Respondents Who Checked "Co-Worker"	6	1	8	11	17%	5.9%	17.8%	11.1%
Respondents Who Checked Employee Orientation"	10	3	7	19	28.6%	17.6%	15.6%	19.2%



Respondents Who Checked "New Employee Orientation"	(One)= 4	(Two+)= 16	(Six+)= 6	(Ele+)= 14	(One)= 16.7%	(Two+)= 29.6%	(Six+)= 23.1%	(Ele+)= 14.6%
Respondents Who Checked "Worksite Presentation"	(One)= 0	(Two+)= 0	(Six+)= 0	(Ele+)= 4	(One)= 0%	(Two+)= 0%	(Six+)= 0%	(Ele+)= 4.1%
Respondents Who Checked "Family Member or Friend"	(One)= 0	(Two+)= 1	(Six+)= 1	(Ele+)= 0	(One)= 0%	(Two+)= 1.9%	(Six+)= 3.8%	(Ele+)= 0%
Respondents Who Checked "Other, Please Specify"	(One)= 11	(Two+)= 19	(Six+)= 8	(Ele+)= 24	(One)= 45.7%	(Two+)= 35.1%	(Six+)= 30.8%	(Ele+)= 25%
Total	(One)= 24	(Two+)= 54	(Six+)= 26	(Ele+)= 96				

(N=200, ((One) =24, (Two+) =54, (Six+) =26, (Ele+) =96)

Table 1-3

3.) Do you understand the function of an Employee Assistance Program?

 Yes No

Item Response	Frequency	Percentage
Respondents Who Checked "Yes"	162	64.8%
Respondents Who Checked "No"	86	34.4%
Respondents Who Skipped Question	2	.8%

(N=250)

Item Response	Frequency		Percentage	
Respondents Who Checked "Yes"	Female=108	Male=52	F=68.8%	M=61.2%
Respondents Who Checked "No"	Female=49	Male=33	F=31.2%	M=38.8%
Total	Female=157	Male=85		

(N=242,(F=157,M=85))

Item Response	Frequency				Percentage			
Respondents Who Checked "Yes"	Fac=28	IS=12	NIS=43	CL=76	Fac=54.9%	IS=60%	NIS=81.1%	CL=64.4%
Respondents Who Checked "No"	Fac=23	IS=8	NIS=10	CL=42	Fac=45.1%	IS=40%	NIS=18.9%	CL=35.6%
Total	Fac=51	IS=20	NIS=53	CL=118				

(N=242,(Fac=51,IS=20,NIS=53,CL=118))

Item Response	Frequency				Percentage			
Respondents Who Checked "Yes"	(One)=14	(Two+)=43	(Six+)=26	(Ele+)=78	(One)=48.3%	(Two+)=58.9%	(Six+)=81.2%	(Ele+)=69.6%
Respondents Who Checked "No"	(One)=15	(Two+)=30	(Six+)=6	(Ele+)=34	(One)=51.7%	(Two+)=41.1%	(Six+)=18.8%	(Ele+)=30.4%
Total	(One)=29	(Two+)=73	(Six+)=32	(Ele+)=112				

(N=246, ((One) =29, (Two+) =73, (Six+) =32, (Ele+) =112))

Table 1-4

4.) Have you ever used UW-Stout EAP services?

 Yes No (skip to question #6)

Item Response	Frequency	Percentage
Respondents Who Checked "Yes"	38	15.2%
Respondents Who Checked "No"	211	84.4%
Respondents Who Skipped Question	1	.4%

(N=250)

Item Response	Frequency		Percentage	
Respondents Who Checked "Yes"	Female=26	Male=12	F=16.5%	M=14%
Respondents Who Checked "No"	Female=132	Male=74	F=83.5%	M=86%
Total	Female=158	Male=86		

(N=244,(F=158,M=86))

Item Response	Frequency				Percentage			
Respondents Who Checked "Yes"	Fac=10	IS=1	NIS=10	CL=16	Fac=19.6%	IS=5.0%	NIS=18.2%	CL=13.6%
Respondents Who Checked "No"	Fac=41	IS=19	NIS=45	CL=102	Fac=80.4%	IS=95.0%	NIS=81.8%	CL=86.4%
Total	Fac=51	IS=20	NIS=55	CL=118				

(N=244,(Fac=51,IS=20,NIS=55,CL=118))

Item Response	Frequency				Percentage			
Respondents Who Checked "Yes"	(One)=0	(Two+)=11	(Six+)=3	(Ele+)=24	(One)=0%	(Two+)=15.1%	(Six+)=9.4%	(Ele+)=21.2%
Respondents Who Checked "No"	(One)=29	(Two+)=62	(Six+)=29	(Ele+)=89	(One)=100%	(Two+)=84.9%	(Six+)=90.6%	(Ele+)=78.8%
Total	(One)=29	(Two+)=73	(Six+)=32	(Ele+)=113				

(N=247, ((One) =29, (Two+) =73, (Six+) =32, (Ele+) =113))

Table 1-5

5.) If your response to question #4 was “yes”,  
what was your degree of satisfaction with the EAP Services?

- Very Satisfied  
 Satisfied  
 Neutral  
 Dissatisfied  
 Very Dissatisfied

Item Response	Frequency	Percentage
Respondents Who Checked “Very Satisfied”	13	34.2%
Respondents Who Checked “Satisfied”	14	36.8%
Respondents Who Checked “Neutral”	5	13.2%
Respondents Who Checked “Dissatisfied ”	1	2.6%
Respondents Who Checked “Very Dissatisfied”	5	13.2%

(N=38)

Item Response	Frequency		Percentage	
	Female	Male	F	M
Respondents Who Checked “Very Satisfied”	Female=10	Male=3	F=38.5%	M=25%
Respondents Who Checked “Satisfied”	Female=9	Male=5	F=34.6%	M=41.7%
Respondents Who Checked “Neutral”	Female=2	Male=3	F=7.7%	M=25%
Respondents Who Checked “Dissatisfied ”	Female=1	Male=0	F=3.8%	M=0%
Respondents Who Checked “Very Dissatisfied”	Female=4	Male= 1	F=15.4%	M=8.3%
Total	Female=26	Male=12		

(N=38,(F=26,M=12))

Item Response	Frequency				Percentage			
	Fac=	IS=	NIS=	CL=	Fac=	IS=	NIS=	CL=
Respondents Who Checked “Very Satisfied”	4	0	3	6	40%	0%	30%	37.5%
Respondents Who Checked “Satisfied”	3	0	3	7	30%	0%	30%	43.8%
Respondents Who Checked “Neutral”	1	0	2	2	10%	0%	20%	12.5%

Respondents Who Checked "Dissatisfied"	Fac=0	IS=0	NIS=0	CL=1	Fac=0%	IS=0%	NIS=0%	CL=6.3%
Respondents Who Checked "Very Dissatisfied"	Fac=2	IS=0	NIS=2	CL=0	Fac=20%	IS=100%	NIS=20%	CL=0%
Total	Fac=10	IS=1	NIS=10	CL=16				

(N=37, (Fac=10, IS=1, NIS=10, CL=16))

Item Response	Frequency				Percentage			
	(One)=	(Two+)=	(Six+)=	(Ele+)=	(One)=	(Two+)=	(Six+)=	(Ele+)=
Respondents Who Checked "Very Satisfied"	0	3	0	13	0%	27.3%	0%	41.7%
Respondents Who Checked "Satisfied"	0	5	1	14	0%	45.4%	33.3%	33.3%
Respondents Who Checked "Neutral"	0	1	0	5	0%	9.1%	0%	16.7%
Respondents Who Checked "Dissatisfied"	0	1	0	1	0%	9.1%	0%	0%
Respondents Who Checked "Very Dissatisfied"	0	1	2	5	0%	9.1%	66.7%	8.3%
Total	0	11	3	24				

(N=38, ((One) =0, (Two+) =11, (Six+) =3, (Ele+) =24))

Table 1-6

6.) If you had a personal problem that was affecting job performance, how likely is it that you would utilize UW-Stout EAP services?

- Very Likely  
 Likely  
 Unsure  
 Unlikely  
 Very Unlikely

Item Response	Frequency	Percentage
Respondents Who Checked "Very Likely"	28	11.2%
Respondents Who Checked "Likely"	49	19.6%
Respondents Who Checked "Unsure"	96	38.4%
Respondents Who Checked "Unlikely "	34	13.6%
Respondents Who Checked "Very Unlikely"	38	15.2%
Respondents Who Skipped Question	5	2 %

(N=250)

Item Response	Frequency		Percentage	
Respondents Who Checked "Very Likely"	Female=20	Male=8	F=12.8%	M=9.5%
Respondents Who Checked "Likely"	Female=33	Male=15	F=21.2%	M=17.9%
Respondents Who Checked "Unsure"	Female=56	Male=36	F=35.9%	M=42.8%
Respondents Who Checked "Unlikely "	Female=24	Male=10	F=15.4%	M=11.9%
Respondents Who Checked "Very Unlikely"	Female=23	Male=15	F=14.7%	M=17.9%
Total	Female=156	Male=84		

(N=240,(F=156,M=84))

Item Response	Frequency				Percentage			
Respondents Who Checked "Very Likely"	Fac=5	IS=1	NIS=4	CL=17	Fac=10%	IS=5%	NIS=7.5%	CL=14.5%
Respondents Who Checked "Likely"	Fac=13	IS=5	NIS=9	CL=21	Fac=26%	IS=25%	NIS=17%	CL=17.9%

Respondents Who Checked "Unsure"	Fac= 17	IS= 8	NIS= 21	CL= 48	Fac= 34%	IS= 40%	NIS= 39.6%	CL= 41%
Respondents Who Checked "Unlikely"	Fac= 7	IS= 3	NIS= 8	CL= 15	Fac= 14%	IS= 15%	NIS= 15.1%	CL= 12.9%
Respondents Who Checked "Very Unlikely"	Fac= 8	IS= 3	NIS= 11	CL= 16	Fac= 16%	IS= 15%	NIS= 20.8%	CL= 13.7%
Total	Fac=50	IS=20	NIS=53	CL=117				

(N=240,(Fac=50,IS=20,NIS=53,CL=117)

Item Response	Frequency				Percentage			
	(One)=	(Two+)=	(Six+)=	(Ele+)=	(One)=	(Two+)=	(Six+)=	(Ele+)=
Respondents Who Checked "Very Likely"	2	13	1	12	7.1%	18.1%	3.1%	10.8%
Respondents Who Checked "Likely"	0	15	10	24	0%	20.8%	31.3%	21.6%
Respondents Who Checked "Unsure"	17	25	9	43	60.7%	34.7%	28.1%	38.7%
Respondents Who Checked "Unlikely"	5	10	5	14	17.9%	13.9%	15.6%	12.6%
Respondents Who Checked "Very Unlikely"	4	9	7	18	14.3%	12.5%	21.9%	16.2%
Total	(One)= 28	(Two+)= 72	(Six+)= 32	(Ele+)= 111				

(N=243, ((One) =28, (Two+) =72, (Six+) =32, (Ele+) =111)

Table 1-7

7.) What are potential barriers that would keep you from using UW-Stout EAP services?

(Check all that apply)

- Privacy
- Confidentiality
- Hours of Operation
- Location (Counseling Center, 410 Bowman Hall)
- Your Relationship with EAP (Counseling Center) Staff
- Perceived Expertise of EAP Staff
- Other, Please Specify

Item Response	Frequency	Percentage
Respondents Who Checked "Privacy"	143	30%
Respondents Who Checked "Confidentiality"	142	29.7%
Respondents Who Checked "Hours of Operation"	31	6.5%
Respondents Who Checked "Location (Counseling Center, 410 Bowman Hall)"	36	7.5%
Respondents Who Checked "Your Relationship with EAP (Counseling Center) Staff"	43	9%
Respondents Who Checked "Perceived Expertise of EAP Staff"	22	4.6%
Respondents Who Skipped Question	22	4.6%
Respondents Who Checked "Other, Please Specify"	39	8.1%
Total Votes	478	

Item Response	Frequency	Percentage
Respondents Who Checked "Privacy"	Female=104 Male=37	F=34.4% M=25.3%
Respondents Who Checked "Confidentiality"	Female=95 Male=44	F=31.4% M=30.1%
Respondents Who Checked "Hours of Operation"	Female=22 Male=9	F=7.2% M=6.1%
Respondents Who Checked "Location (Counseling Center, 410 Bowman Hall)"	Female=22 Male=13	F=7.2% M=8.9%

Respondents Who Checked "Your Relationship with EAP (Counseling Center) Staff"	Female=22 Male=20	F=7.2% M=13.8%						
Respondents Who Checked "Perceived Expertise of EAP Staff"	Female=14 Male=8	F=4.6% M=5.5%						
Respondents Who Checked "Other, Please Specify"	Female=24 Male=15	F=8% M=10.3%						
Total Votes	Female=303 Votes	Male=146 Votes						
<b>Item Response</b>	<b>Frequency</b>				<b>Percentage</b>			
Respondents Who Checked "Privacy"	Fac= 25	IS= 10	NIS= 31	CL= 73	Fac= 25.8%	IS= 28.5%	NIS= 30.8%	CL= 34.5%
Respondents Who Checked "Confidentiality"	Fac= 31	IS= 13	NIS= 24	CL= 72	Fac= 31.9%	IS= 37.2%	NIS= 23.8%	CL= 34.1%
Respondents Who Checked "Hours of Operation"	Fac= 6	IS= 1	NIS= 7	CL= 16	Fac= 6.2%	IS= 2.8%	NIS= 6.9%	CL= 7.7%
Respondents Who Checked "Location (Counseling Center, 410 Bowman Hall)"	Fac= 11	IS= 1	NIS= 8	CL= 14	Fac= 11.4%	IS= 2.8%	NIS= 7.9%	CL= 6.6%
Respondents Who Checked "Your Relationship with EAP (Counseling Center) Staff"	Fac= 10	IS= 4	NIS= 13	CL= 14	Fac= 10.4%	IS= 11.5%	NIS= 12.8%	CL= 6.6%
Respondents Who Checked "Perceived Expertise of EAP Staff"	Fac= 5	IS= 2	NIS= 6	CL= 9	Fac= 5.1%	IS= 5.8%	NIS= 5.9%	CL= 4.3%
Respondents Who Checked "Other, Please Specify"	Fac= 9	IS= 4	NIS= 12	CL= 13	Fac= 9.2%	IS= 11.4%	NIS= 11.9%	CL= 6.2%
Total Votes	Fac=97	IS=35	NIS=101	CL=211				

Table 1-8

8.) Please rate the reputation of the UW-Stout EAP.

- Very Positive  
 Positive  
 Unsure  
 Negative  
 Very Negative

Item Response	Frequency	Percentage
Respondents Who Checked "Very Positive"	15	6%
Respondents Who Checked "Positive"	36	14.4%
Respondents Who Checked "Unsure"	174	69.6%
Respondents Who Checked "Negative "	6	2.4%
Respondents Who Checked "Very Negative"	0	0
Respondents Who Skipped Question	19	7.6%

(N=250)

Item Response	Frequency		Percentage	
	Female	Male	F	M
Respondents Who Checked "Very Positive"	Female=10	Male=5	F=6.8%	M=6.3%
Respondents Who Checked "Positive"	Female=22	Male=14	F=14.9%	M=17.5%
Respondents Who Checked "Unsure"	Female=112	Male=59	F=75.7%	M=73.8%
Respondents Who Checked "Negative "	Female=4	Male=2	F=2.7%	M=2.5%
Respondents Who Checked "Very Negative"	Female=0	Male=0	F=0%	M=0%
Total	Female=148	Male=80		

(N=228,(F=148,M=80))

Item Response	Frequency				Percentage			
	Fac	IS	NIS	CL	Fac	IS	NIS	CL
Respondents Who Checked "Very Positive"	2	0	6	7	4.1%	0%	12%	6.4%
Respondents Who Checked "Positive"	10	3	4	19	20.4%	15.8%	8%	17.4%

Respondents Who Checked "Unsure"	Fac= 34	IS= 15	NIS= 39	CL= 82	Fac= 69.4%	IS= 78.9%	NIS= 78%	CL= 75.3%
Respondents Who Checked "Negative "	Fac= 3	IS= 1	NIS= 1	CL= 1	Fac= 6.1%	IS= 5.3%	NIS= 2%	CL= .9%
Respondents Who Checked "Very Negative"	Fac= 0	IS= 0	NIS= 0	CL= 0	Fac= 0%	IS= 0%	NIS= 0%	CL= 0%
Total	Fac=49	IS=19	NIS=50	CL=109				

(N=227,(Fac=49,IS=19,NIS=50,CL=109)

Item Response	Frequency				Percentage			
	(One)=	(Two+)=	(Six+)=	(Ele+)=	(One)=	(Two+)=	(Six+)=	(Ele+)=
Respondents Who Checked "Very Positive"	0	4	1	10	0%	5.8%	3.4%	9.6%
Respondents Who Checked "Positive"	0	8	6	22	0%	11.6%	20.7%	21.2%
Respondents Who Checked "Unsure"	28	56	20	69	100%	81.2%	69%	66.3%
Respondents Who Checked "Negative "	0	1	2	3	0%	1.4%	6.9%	2.9%
Respondents Who Checked "Very Negative"	0	0	0	0	0%	0%	0%	0%
Total	(One)= 28	(Two+)= 69	(Six+)= 29	(Ele+)= 104				

(N=230, ((One) =28, (Two+) =69, (Six+) =29, (Ele+) =104)

Table 1-9

9.) Gender:  Female  Male

Item Response	Frequency	Percentage
Respondents Who Checked "Female"	158	63.2%
Respondents Who Checked "Male"	86	34.4%
Respondents Who Skipped Question	6	2.4%

(N=250)

Item Response	Frequency				Percentage			
	Fac=	IS=	NIS=	CL=	Fac=	IS=	NIS=	CL=
Respondents Who Checked "Female"	24	10	37	84	48%	50%	68.5%	71.8%
Respondents Who Checked "Male"	26	10	17	33	52%	50%	31.5%	28.2%
Total	Fac=50	IS=20	NIS=54	CL=117				

(N=241,(Fac=50,IS=20,NIS=54,CL=117))

Item Response	Frequency				Percentage			
	(One)=	(Two+)=	(Six+)=	(Ele+)=	(One)=	(Two+)=	(Six+)=	(Ele+)=
Respondents Who Checked "Female"	21	43	21	73	72.4%	58.9%	65.6%	66.4%
Respondents Who Checked "Male"	8	30	11	37	27.6%	41.1%	34.4%	33.6%
Respondents Who Skipped Question	29	73	32	110				

(N=244, ((One) =29, (Two+) =73, (Six+) =32, (Ele+) =110))

Table 1-10

## 10.) Job Classification:

- Faculty  
 Instructional Academic Staff  
 Non-Instructional Academic Staff  
 Classified Staff

Item Response	Frequency	Percentage
Respondents Who Checked "Faculty"	51	20.4%
Respondents Who Checked "Instructional Academic Staff"	20	8%
Respondents Who Checked "Non-Instructional Academic Staff "	55	22%
Respondents Who Checked "Classified Staff"	118	47.2%
Respondents Who Skipped Question	6	2.4%

(N=250)

Item Response	Frequency		Percentage	
	Female	Male	F	M
Respondents Who Checked "Faculty"	Female=24	Male=26	F=15.5%	M=30.2%
Respondents Who Checked "Instructional Academic Staff"	Female=10	Male=10	F=6.5%	M=11.6%
Respondents Who Checked "Non-Instructional Academic Staff "	Female=37	Male=17	F=23.9%	M=19.8%
Respondents Who Checked "Classified Staff"	Female=84	Male=33	F=54.1%	M=38.4%
Total	Female=155	Male=86		

(N=241,(F=155,M=86))

Item Response	Frequency				Percentage			
	(One)=	(Two+)=	(Six+)=	(Ele+)=	(One)=	(Two+)=	(Six+)=	(Ele+)=
Respondents Who Checked "Faculty"	4	17	8	21	14.4%	23.6%	25%	18.9%
Respondents Who Checked "Instructional Academic Staff"	4	5	4	7	14.3%	6.9%	12.5%	6.3%

Respondents Who Checked "Non-Instructional Academic Staff"	(One)= 6	(Two+)= 18	(Six+)= 4	(Ele+)= 27	(One)= 21.4%	(Two+)= 25%	(Six+)= 12.5%	(Ele+)= 24.3%
Respondents Who Checked "Classified Staff"	(One)= 14	(Two+)= 32	(Six+)= 16	(Ele+)= 56	(One)= 50%%	(Two+)= 44.4%	(Six+)= 50%	(Ele+)= 50.5%
Total	(One)= 28	(Two+)= 72	(Six+)= 32	(Ele+)= 111				

(N=243, ((One) =28, (Two+) =72, (Six+) =32, (Ele+) =111)

Table 1-11

## 11.) Years of employment at UW-Stout:

- 1 year or less  
 2 to 5 years  
 6 to 10 years  
 11 years or longer

Item Response	Frequency	Percentage
Respondents Who Checked "1 year or less"	29	11.6%
Respondents Who Checked "2 to 5 years"	73	29.2%
Respondents Who Checked "6 to 10 years"	32	12.8%
Respondents Who Checked "11 years or longer"	114	45.6%
Respondents Who Skipped Question	2	.8%

(N=250)

Item Response	Frequency		Percentage	
	Female	Male	F	M
Respondents Who Checked "1 year or less"	Female=21	Male=8	F=13.3%	M=9.3%
Respondents Who Checked "2 to 5 years"	Female=43	Male=30	F=27.2%	M=34.9%
Respondents Who Checked "6 to 10 years"	Female=21	Male=11	F=13.3%	M=12.8%
Respondents Who Checked "11 years or longer"	Female=73	Male=37	F=46.2%	M=43%

Total	Female=158		Male=86					
(N=244,(F=158,M=86))								
Item Response	Frequency				Percentage			
Respondents Who Checked "1 year or less"	Fac= 4	IS= 4	NIS= 6	CL= 14	Fac= 8%	IS= 20%	NIS= 10.9%	CL= 11.9%
Respondents Who Checked "2 to 5 years"	Fac= 17	IS= 5	NIS= 18	CL= 32	Fac= 34%	IS= 25%	NIS= 32.7%	CL= 27.1%
Respondents Who Checked "6 to 10 years"	Fac= 8	IS= 4	NIS= 4	CL= 16	Fac= 16%	IS= 20%	NIS= 7.3%	CL= 13.6%
Respondents Who Checked "11 years or longer"	Fac= 21	IS= 7	NIS= 27	CL= 56	Fac= 42%	IS= 35%	NIS= 49.1%	CL= 47.4%
Total	Fac=50	IS=20	NIS=55	CL=118				
(N=243,(Fac=50,IS=20,NIS=55,CL=118))								