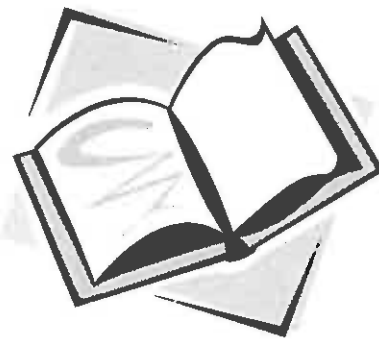


The Statewide Counseling Practices Survey Results

December, 2002

Conducted by:

**The Consultation Council Task Force on Counseling
Access/Issues**



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Abstract

A survey was developed by The Consultation Council Task Force on Counseling with the principal charge to assess the adequacy of student access to counseling services as well as the levels and kinds of services students need for student success in California community colleges. The survey instrument, consisting of 27 items, was given over the Internet during spring and fall of 2002, to members of the listserv representing counselors in California's community college system. The sample size was 649, with an unduplicated college name count of 93 that is 86% of the 108 community colleges in California.

Thirty minutes is the typical amount of time spent in counseling sessions with students but over half of the sample suggested that 45 minutes or more would be closer to an ideal time. The greatest hindrance within a counseling session was not having enough time. The length of time a student must wait to get a counseling appointment varies with the size of the college. Larger colleges mean more of a wait. A great number of counselors also reported that the actual student-to-counselor ratio (those who actually see students) was so inappropriate that it renders the demands stemming from matriculation regulations impossible to fulfill. Thus there is a desperate need to hire more counselors. Yet retirees and others who leave, effectively "close the doors behind them," meaning that budget cuts have resulted in not hiring or replacing those who have left. Further, many adjunct counselors have been let go or had their hours substantially reduced.

There are several items in the survey covering access issues, matters of staff development and aspects of roles properly being understood. Yet the overriding concerns sum up to not having sufficient resources following damaging budget cuts. In short, counselors are asked to keep doing what they are mandated to do but without the same size of staff and with greater student enrollments.

Acknowledgements

We wish to thank several people for their assistance with preparing this report. The Consultation Council Task Force and their numerous resources, in particular, Julie Adams, Executive Director, The Academic Senate of California Community Colleges, were the ones primarily responsible for development of the survey. Then Rita Sabler, Publications Specialist, also of the Academic Senate, adapted the instrument for use on the Internet. It was at that time we researchers were called upon to assist with the analysis and prepare a report.

We are indebted to Julie Adams and Renee Reyes Tuller, Chairperson of the Consultation Council Task Force, for their invaluable help with giving us more background on methodology so that we could properly reconstruct what was done, when it was done, and by whom. Both of these individuals also assisted us with understanding some of the more pressing issues among the counseling ranks within California's community college system.

Finally, we want to express our appreciation to members of the Task Force. Meeting in Sacramento, they gave us very helpful recommendations regarding the final form of this report.

Cathie Grill
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Development of the Survey

The principal charge of the Consultation Council Task Force insofar as this survey is concerned, was *to assess the adequacy of student access to counseling services as well as the levels and kinds of services students need for student success in California community colleges*. Stated another way, information was needed from the 108 colleges about the practices, issues, and/or obstacles that counselors face in working on the front lines of delivering counseling services. Naturally any survey on these matters administered just to counselors naturally reflects their perspective, rather than a composite student's perception, or a perspective from the administration within a college. Nevertheless, counselors are in a position to notice many of the global effects upon students.

The Task Force developed the items for the survey instrument and in doing so, consulted with the ASCCC Transfer and Articulation Ad Hoc Committee, and the CLFIC (Counseling Library Faculty Issues Committee). The finalized draft of the instrument occurred at the conclusion of the last meeting during the spring of 2002.

It was decided that the most effective way to reach counselors with a written survey was to use their listserv where approximately 800 or more counselors have signed on. Thus the survey was adapted for use on the Internet. The survey first appeared on the counseling listserv during May of 2002. By the time summer had arrived, it was determined that the sample size was insufficient (about 400) – no doubt due to the rush of end-of-semester tasks that counselors face. So during the fall of 2002, the survey was again put on the listserv to encourage those who did not have the time before to please take the time now. This procedure increased the sample size to 649, a healthy response rate of around 80% given that the listserv includes some 800 counselors. The complete survey instrument consisting of 27 questions can be found in Appendix D.

The Sample

The details of the sample, that is, the characteristics of the respondents are found within the survey results. For this reason, only a summary is provided here. As stated before, the ending sample size was 649. Full-time counselors made up 84% of the sample while part-time or adjunct counselors accounted for 16%. In terms of years of service, the range was from 1 to 39 years with the median being 12 years. The colleges were also well represented in that an unduplicated count of institutions was 93 of 108, an 86% sampling rate. Of course, this does not suggest near perfect representation within each college. Finally, when asked what percent of time on the job is spent providing direct counseling to students, the median value was 90%. Given these facts, one could say with strong conviction that the sample is likely to be sufficient in order to capture many of the present concerns and issues facing all counselors in California's public community colleges.

In consultation with 108 Public Community Colleges

Key to Understanding the Tables

Here is a typical but shortened table of mock results to a hypothetical question on what amount of time (in minutes) is spent within a working day answering or making phone calls:

EXAMPLE

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 5 | 3 | 25.0 | 27.3 | 27.3 |
| | 10 | 2 | 16.7 | 18.2 | 45.5 |
| | 20 | 2 | 16.7 | 18.2 | 63.6 |
| | 30 | 2 | 16.7 | 18.2 | 81.8 |
| | 40 | 2 | 16.7 | 18.2 | 100.0 |
| | Total | 11 | 91.7 | 100.0 | |
| Missing | System | 1 | 8.3 | | |
| Total | | 12 | 100.0 | | |

At the top of nearly all the forthcoming tables are certain headings. The first column has no heading but beside the outcome response is the word **“Valid.”** The first column is always what the respondent indicated in terms of answering the question posed. The order of the numerical answers usually goes from smallest (at the top) to highest (at the bottom). In this case the outcomes start with “5,” then “10” on through 40 as the largest value in minutes.

The heading for the second column is **“Frequency.”** These values are the cumulative counts of people in the sample who endorsed the response to the immediate left (or within the first column). In the example table, 3 people answered with “5” (5 minutes), 2 people answered with “10,” etc. Note that only 11 total answered the question, there was 1 missing value, and the total number of people in the sample is “12.”

The third column in the table is **“Percent.”** These percentages are calculated by dividing each frequency by the total number and multiplying by 100. So the first is 3 divided by 12 and multiplied by 100 to get 25.0%. Only one-place accuracy is shown. Usually this column gets much less attention because the percentage values include even the people who did not answer the question (Missing). The fourth column is the one to examine.

The fourth column is **“Valid Percent”** meaning that the missing cases are not included in the percentage calculation. In the example table, 3 people out of 11 (not 12) multiplied by 100 gives 27.3%. So 27.3% of the people who answered the question gave a response of 5 minutes. Another 18.2% answered with “10,” etc. Notice that the total of 100% lies beside the total frequencies of “11” (not 12).

The last column is “**Cumulative Percent.**” Look at the output response of “20” in the first column. If you add all the frequencies opposite 20 and those opposite the lower values, you would have 2 + 2 + 3 or 7 out of 11. This translates to 63.6%. This means that 63.6% of the valid responses fell at 20 or less. Most researchers consider the cumulative percents as percentile ranks. Thus 100% of the valid responses fell at 40 minutes or lower.

The next table occasionally seen in this report looks like this:

Statistics

EXAMPLE

| | | |
|----------------|---------|-------|
| N | Valid | 11 |
| | Missing | 1 |
| Mean | | 19.55 |
| Median | | 20.00 |
| Mode | | 5 |
| Std. Deviation | | 13.68 |
| Minimum | | 5 |
| Maximum | | 40 |

Within the box is how many **valid** and **missing** cases there are for the hypothetical question, the **mean** (or average) is 19.55 minutes, the **median** or middle value within the ranked distribution of answers falls among the frequencies opposite the answer of “20.” You may remember that the median represents half of the frequencies or a cumulative 50%. That is true, but the half (or the 50% person) falls within the cumulative percent of 63.6%. In other words, our middle person falls among others with the same “score” of 20. The **mode** is the value which occurs most often, in this case, “5” because there were 3 people with this output response and the 3 is higher than all other frequencies. Often there are ties among the highest frequencies, and so the mode becomes not a single value but a multiple one.

The standard deviation indicates the amount of dispersion from the mean value. Conceptually, it is similar to the average distance of all responses from the mean (19.55). For example, the value of “5” deviates 14.55 “points” from the mean (5 – 19.55), and this happened 3 times (the frequency). So the “average dispersion from the mean is about 13.68 minutes.

The last values reported in the smaller table are the lowest (minimum) and highest (maximum) values given as a response. As such, the range of valid answers is from 5 to 40.

In several questions, the answers do not lend themselves to quite the same statistical analyses as in this example. Hopefully, the comment section will clarify any questions you may have had.

Question 1.

What actual percentage of your time is spent providing direct/or related counseling/advisement to students?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 5 | 2 | .3 | .3 | .3 |
| | 10 | 6 | .9 | 1.0 | 1.3 |
| | 15 | 1 | .2 | .2 | 1.4 |
| | 20 | 5 | .8 | .8 | 2.2 |
| | 25 | 2 | .3 | .3 | 2.6 |
| | 30 | 10 | 1.5 | 1.6 | 4.2 |
| | 35 | 10 | 1.5 | 1.6 | 5.8 |
| | 40 | 9 | 1.4 | 1.4 | 7.2 |
| | 45 | 4 | .6 | .6 | 7.9 |
| | 50 | 29 | 4.5 | 4.6 | 12.5 |
| | 55 | 2 | .3 | .3 | 12.8 |
| | 60 | 21 | 3.2 | 3.4 | 16.2 |
| | 65 | 11 | 1.7 | 1.8 | 17.9 |
| | 70 | 32 | 4.9 | 5.1 | 23.1 |
| | 75 | 43 | 6.6 | 6.9 | 30.0 |
| | 80 | 67 | 10.3 | 10.7 | 40.7 |
| | 85 | 48 | 7.4 | 7.7 | 48.4 |
| | 90 | 105 | 16.2 | 16.8 | 65.2 |
| | 95 | 87 | 13.4 | 13.9 | 79.2 |
| | 100 | 130 | 20.0 | 20.8 | 100.0 |
| | Total | 624 | 96.1 | 100.0 | |
| Missing | System | 25 | 3.9 | | |
| Total | | 649 | 100.0 | | |

Comment: The wide range (5 – 100) indicates that the sample has included people with varied assignments in terms of load. The middle value (median) of the distribution falls within 90% of time spent counseling students. In fact, 70% of the sample have assignments of 80% or higher in terms of counseling students.

Statistics

What actual percentage of your time is spent providing direct/or related counseling/advisement to students?

| | | |
|----------------|---------|-------|
| N | Valid | 624 |
| | Missing | 25 |
| Mean | | 81.06 |
| Median | | 90.00 |
| Mode | | 100 |
| Std. Deviation | | 20.37 |
| Minimum | | 5 |
| Maximum | | 100 |

Question 2A.

What percentage of your time is spent as a general counselor and/or specialty counselor? Specialty counselor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 5 | 33 | 5.1 | 7.0 | 7.0 |
| | 10 | 28 | 4.3 | 5.9 | 12.9 |
| | 15 | 12 | 1.8 | 2.5 | 15.4 |
| | 20 | 27 | 4.2 | 5.7 | 21.1 |
| | 25 | 14 | 2.2 | 3.0 | 24.1 |
| | 30 | 14 | 2.2 | 3.0 | 27.1 |
| | 35 | 10 | 1.5 | 2.1 | 29.2 |
| | 40 | 12 | 1.8 | 2.5 | 31.7 |
| | 45 | 7 | 1.1 | 1.5 | 33.2 |
| | 50 | 70 | 10.8 | 14.8 | 48.0 |
| | 55 | 4 | .6 | .8 | 48.8 |
| | 60 | 9 | 1.4 | 1.9 | 50.7 |
| | 65 | 7 | 1.1 | 1.5 | 52.2 |
| | 70 | 9 | 1.4 | 1.9 | 54.1 |
| | 75 | 10 | 1.5 | 2.1 | 56.2 |
| | 80 | 13 | 2.0 | 2.7 | 59.0 |
| | 85 | 9 | 1.4 | 1.9 | 60.9 |
| | 90 | 26 | 4.0 | 5.5 | 66.4 |
| | 95 | 33 | 5.1 | 7.0 | 73.4 |
| | 100 | 126 | 19.4 | 26.6 | 100.0 |
| | Total | 473 | 72.9 | 100.0 | |
| Missing | System | 176 | 27.1 | | |
| Total | | 649 | 100.0 | | |

Comment: Some respondents seemed inclined to over-respond, like indicating that they spent 100% on specialty and another 100% on general counseling. We “cleaned up” the 2A and 2B data as best we could. Of those who do any specialty counseling, the median amount of time is about 60%, but the range is large, from 5% to 100% of time. The largest clusters within the distribution (see valid percent) fall at 50% and 100% of the time in terms of specialty counseling.

Statistics

What percentage of your time is spent as a general counselor and/or specialty counselor? Specialty counselor

| | | |
|----------------|---------|-------|
| N | Valid | 473 |
| | Missing | 176 |
| Mean | | 61.43 |
| Median | | 60.00 |
| Mode | | 100 |
| Std. Deviation | | 34.61 |
| Minimum | | 5 |
| Maximum | | 100 |

Question 2B.

What percentage of your time is spent as a general counselor and/or specialty counselor? General counselor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 5 | 34 | 5.2 | 7.1 | 7.1 |
| | 10 | 28 | 4.3 | 5.9 | 13.0 |
| | 15 | 9 | 1.4 | 1.9 | 14.9 |
| | 20 | 15 | 2.3 | 3.1 | 18.0 |
| | 25 | 5 | .8 | 1.0 | 19.1 |
| | 30 | 14 | 2.2 | 2.9 | 22.0 |
| | 35 | 5 | .8 | 1.0 | 23.1 |
| | 40 | 13 | 2.0 | 2.7 | 25.8 |
| | 44 | 1 | .2 | .2 | 26.0 |
| | 45 | 6 | .9 | 1.3 | 27.3 |
| | 50 | 71 | 10.9 | 14.9 | 42.1 |
| | 55 | 9 | 1.4 | 1.9 | 44.0 |
| | 60 | 14 | 2.2 | 2.9 | 47.0 |
| | 65 | 10 | 1.5 | 2.1 | 49.1 |
| | 70 | 8 | 1.2 | 1.7 | 50.7 |
| | 75 | 18 | 2.8 | 3.8 | 54.5 |
| | 80 | 25 | 3.9 | 5.2 | 59.7 |
| | 85 | 10 | 1.5 | 2.1 | 61.8 |
| | 90 | 31 | 4.8 | 6.5 | 68.3 |
| | 95 | 26 | 4.0 | 5.5 | 73.8 |
| | 100 | 125 | 19.3 | 26.2 | 100.0 |
| | Total | 477 | 73.5 | 100.0 | |
| Missing | System | 172 | 26.5 | | |
| Total | | 649 | 100.0 | | |

Comment: Of all those who do general counseling, the median amount of time spent on this task is 70%. However, the largest clusters within the distribution (see valid percent) fall at 50% and 100%. This means that a sizeable number of people are working either 50% or 100% at general counseling.

Statistics

What percentage of your time is spent as a general counselor and/or specialty counselor? General counselor

| | | |
|----------------|---------|-------|
| N | Valid | 477 |
| | Missing | 172 |
| Mean | | 63.93 |
| Median | | 70.00 |
| Mode | | 100 |
| Std. Deviation | | 33.20 |
| Minimum | | 5 |
| Maximum | | 100 |

Question 3.

What is amount of minutes you are allotted for a typical one session student appointment (to the nearest 5 minutes)?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 10 | 3 | .5 | .5 | .5 |
| | 15 | 9 | 1.4 | 1.4 | 1.9 |
| | 20 | 9 | 1.4 | 1.4 | 3.3 |
| | 25 | 9 | 1.4 | 1.4 | 4.7 |
| | 30 | 474 | 73.0 | 74.9 | 79.6 |
| | 35 | 3 | .5 | .5 | 80.1 |
| | 40 | 5 | .8 | .8 | 80.9 |
| | 45 | 33 | 5.1 | 5.2 | 86.1 |
| | 50 | 12 | 1.8 | 1.9 | 88.0 |
| | 55 | 1 | .2 | .2 | 88.2 |
| | 60 | 71 | 10.9 | 11.2 | 99.4 |
| | 90 | 1 | .2 | .2 | 99.5 |
| | 95 | 3 | .5 | .5 | 100.0 |
| | Total | 633 | 97.5 | 100.0 | |
| Missing | System | 16 | 2.5 | | |
| Total | | 649 | 100.0 | | |

Comment: By an overwhelming majority, 74.9% of the sample indicated that 30 minutes is allotted for an appointment. While 30 is traditional, there were 75 individuals (11.8%) who said that 60 or more minutes is allotted per session. The highest values here could also mean that there are simply no fixed limits to a session – whatever the counselor deems necessary.

Statistics

What is amount of minutes you are allotted for a typical one session student appointment (to the nearest 5 minutes)?

| | | |
|----------------|---------|-------|
| N | Valid | 633 |
| | Missing | 16 |
| Mean | | 34.55 |
| Median | | 30.00 |
| Mode | | 30 |
| Std. Deviation | | 11.59 |
| Minimum | | 10 |
| Maximum | | 95 |

Question 4.

What is amount of minutes you believe to be necessary for a typical one session student appointment (to the nearest 5 minutes)?

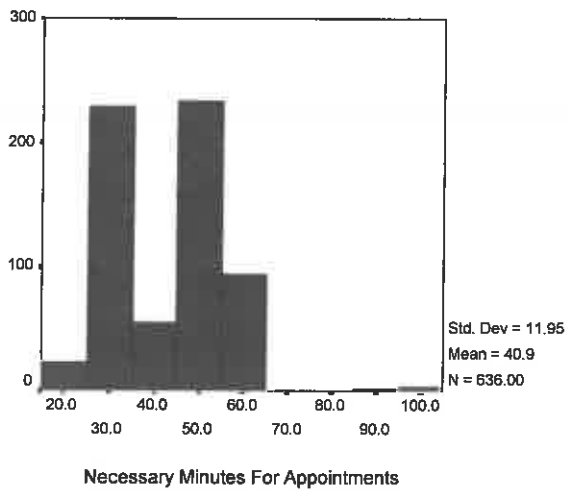
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 15 | 5 | .8 | .8 | .8 |
| | 20 | 17 | 2.6 | 2.7 | 3.5 |
| | 25 | 11 | 1.7 | 1.7 | 5.2 |
| | 30 | 218 | 33.6 | 34.3 | 39.5 |
| | 35 | 8 | 1.2 | 1.3 | 40.7 |
| | 40 | 47 | 7.2 | 7.4 | 48.1 |
| | 45 | 194 | 29.9 | 30.5 | 78.6 |
| | 50 | 39 | 6.0 | 6.1 | 84.7 |
| | 55 | 4 | .6 | .6 | 85.4 |
| | 60 | 89 | 13.7 | 14.0 | 99.4 |
| | 90 | 1 | .2 | .2 | 99.5 |
| | 95 | 3 | .5 | .5 | 100.0 |
| | Total | 636 | 98.0 | 100.0 | |
| Missing | System | 13 | 2.0 | | |
| Total | | 649 | 100.0 | | |

Comment: There are three response clusters within this distribution: 34.3% indicating that 30 minutes would be necessary; 30.5% suggesting that 45 minutes is necessary; and another 14% claiming that 60 minutes would be ideal. The median of the distribution falls within the numerical category of 45 minutes. The graph below also shows the two main intervals, 25-35 and 45-55 with midpoints of 30 and 50 minutes. Responses to another question elicit comments that 30 minutes is usually not sufficient to accomplish all that is needed within a session.

Statistics

What is amount of minutes you believe to be necessary for a typical one session student appointment (to the nearest 5 minutes)?

| | | |
|----------------|---------|-------|
| N | Valid | 636 |
| | Missing | 13 |
| Mean | | 40.89 |
| Median | | 45.00 |
| Mode | | 30 |
| Std. Deviation | | 11.95 |
| Minimum | | 15 |
| Maximum | | 95 |



Question 5. (See Appendix A)

Please list any frequent factors (with a word or short phrase) that in your opinion hinder your efforts in counseling/advising students. (If none, write in "None")

Comment for #5: There is a tongue-in-cheek saying within research circles that "Only once will a survey taker ask questions that call for "write-in" responses." While forced-choice formats are tallied by computers, there is no automatic tallying for individual prose. With questions that touch the emotions of the respondents, there are apt to be hundreds of answers - and not all short ones either. Yet write-in answers provide a depth of coverage that may not be found with forced-choice formats. At best, the survey taker must mentally tally the recurring themes that are expressed in so many ways. Such is the case with question 5. The exact manner of responses was left intact except for editing to shorten the comments, and correcting minor typing errors. They are listed in the Appendix A.

Briefly, some of the recurring themes mentioned are as follows:

- Not enough time in appointments with students
- Not enough time for follow-up (e.g., students, emails, phone, meetings)
- Student to counselor ratio; Too many students to serve
- Student access to counselors; Not enough counseling appointments available
- Technology/computer problems (e.g., accessing information; technology not user friendly)
- Too many administrative responsibilities; too many meetings
- Lack of resources (e.g., transcripts and records)
- Too many special projects assigned without replacement of counseling hours
- Too many clerical tasks (e.g., checking prerequisites, open classes)
- Inadequate clerical support
- Excessive paperwork – forms
- Lack of support or poor leadership from administrative staff
- Transcript evaluation problems
- Excessive phone interruptions during student appointments
- Lack of privacy – inadequate offices to maintain confidentiality
- Communication with limited English speaking students
- Student "no shows," late for appointment, or not prepared for appointment
- Too many drop-in appointments or too little
- Staying current about information that is always changing
- Inadequate articulation with universities especially private ones
- Need for training related to counseling issues
- Budget cuts and lack of sufficient staffing

Question 6.

In your opinion, does your college provide sufficient funds for your continued professional development?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Definitely Yes | 58 | 8.9 | 9.1 | 9.1 |
| | Mostly Yes | 246 | 37.9 | 38.8 | 47.9 |
| | Not Sure | 40 | 6.2 | 6.3 | 54.3 |
| | Mostly No | 177 | 27.3 | 27.9 | 82.2 |
| | Definitely No | 106 | 16.3 | 16.7 | 98.9 |
| | Question not applicable | 7 | 1.1 | 1.1 | 100.0 |
| | Total | 634 | 97.7 | 100.0 | |
| Missing | System | 15 | 2.3 | | |
| Total | | 649 | 100.0 | | |

Comment: The combined “Yes” categories equal 47.9% of the sample. The combined “No” categories equal 44.6%. The “Unsure” and the “Not applicable” answers round out the distribution with 7.4%. The issue was also examined in a cross tabulation with job status. The combined “Yes” for full-time counselors is 50.5% and 58.2% for part-time staff. The combined “No” for full-time is 49.5% and for part-time counselors, 41.8%.

If the “Not sure” and “Not applicable” categories are deleted from the analysis, the overall “Yes” responses increase to 51.8% while the “No” responses climb to 48.2%. Clearly, the opinion about sufficient professional development funds is a divided issue for this sample. A good follow-up would be to ascertain the amount of money actually allocated by each college for such use with counseling departments. Other questions might ask whether counselors take advantage of what funds are allocated, and if all counselors are really provided the opportunity to engage in such activities irrespective of funding level?

Question 7.

If you were able to increase the services your department provides, in what area would you prefer the greatest help? (Select all that apply)

| Area | Endorsements | % of sample | Rank order |
|-------------------------------|---------------------|--------------------|-------------------|
| Articulation | 296 | 45.6 | 1 |
| Athletics | 89 | 13.7 | 12 |
| Enroll in a class(es) | 130 | 20.0 | 10 |
| More clerical support | 288 | 44.4 | 2 |
| Multiculturalism | 171 | 26.3 | 9 |
| Personal crisis training | 282 | 43.5 | 3 |
| Special Programs | 181 | 27.9 | 8 |
| Supplies | 114 | 17.6 | 11 |
| Technical support | 214 | 33.0 | 7 |
| Technology training | 241 | 37.1 | 5 |
| Training in career counseling | 271 | 41.8 | 4 |
| Transfer | 234 | 36.1 | 6 |
| Veterans | 67 | 10.3 | 13 |

Comment: Because individuals are allowed more than one response, the percentages will not sum to 100. The top six categories (from 13 stated choices) as judged in need of greatest help are: Articulation (45.6%), More clerical support (44.4%), Personal crisis training (43.5%), Training in career counseling (41.8%), Technology training (37.1%), and Transfer (36.1%). Many others were added in a “write-in” field. These are labeled as Question 7. (Other) and found in Appendix B.

Question 7. Other (See Appendix B)

Comment (to #7, Other):

There is a considerable listing in Appendix B of suggestions for obtaining greater help with existing services. The most frequent themes are given below:

- More counselors are needed to adequately provide services
- Personal counseling
- Attrition or retention of students
- Re-entry students
- On-line counseling
- DSPTS / Learning disabilities
- Improved offices
- Technology training or improvement
- Bilingual counselors or bilingual staff
- ESL students
- International students

Question 8.

Do you have direct access to a computer that provides quick access to ASSIST?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | Yes | 617 | 95.1 | 97.5 | 97.5 |
| | No | 16 | 2.5 | 2.5 | 100.0 |
| | Total | 633 | 97.5 | 100.0 | |
| Missing | System | 16 | 2.5 | | |
| Total | | 649 | 100.0 | | |

Comment: Fully 97.5% of the total sample indicated that they have direct access to ASSIST. In a cross-tabulation with employment status, 97.9% of full-time counselors answered “Yes,” while 95% of part-time counselors responded that they have direct access. Of the few individuals who indicated “No,” there usually is another person(s) from the same college who indicated “Yes.” Therefore, it is reasonable to conclude that the sample can use the ASSIST program.

The next question (#9) is conditional in that it is based only upon “Yes” responses to question (#8).

Question 9.

If so, what percentage of time do you use ASSIST?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 5 | 45 | 6.9 | 7.6 | 7.6 |
| | 10 | 52 | 8.0 | 8.8 | 16.5 |
| | 15 | 9 | 1.4 | 1.5 | 18.0 |
| | 20 | 44 | 6.8 | 7.5 | 25.5 |
| | 25 | 40 | 6.2 | 6.8 | 32.3 |
| | 30 | 45 | 6.9 | 7.6 | 39.9 |
| | 35 | 15 | 2.3 | 2.5 | 42.4 |
| | 40 | 27 | 4.2 | 4.6 | 47.0 |
| | 45 | 8 | 1.2 | 1.4 | 48.4 |
| | 50 | 73 | 11.2 | 12.4 | 60.8 |
| | 55 | 13 | 2.0 | 2.2 | 63.0 |
| | 60 | 34 | 5.2 | 5.8 | 68.8 |
| | 65 | 12 | 1.8 | 2.0 | 70.8 |
| | 70 | 31 | 4.8 | 5.3 | 76.1 |
| | 75 | 34 | 5.2 | 5.8 | 81.8 |
| | 80 | 32 | 4.9 | 5.4 | 87.3 |
| | 85 | 15 | 2.3 | 2.5 | 89.8 |
| | 90 | 34 | 5.2 | 5.8 | 95.6 |
| | 95 | 11 | 1.7 | 1.9 | 97.5 |
| | 100 | 15 | 2.3 | 2.5 | 100.0 |
| | Total | 589 | 90.8 | 100.0 | |
| Missing | 0 | 16 | 2.5 | | |
| | System | 44 | 6.8 | | |
| | Total | 60 | 9.2 | | |
| Total | | 649 | 100.0 | | |

Comment: The percentages in the distribution indicate the relative number of cases within every 10, that ASSIST is used. While there is a considerable range of values to this question, the median is 50% which suggests that about half of the counseling sessions require use of ASSIST.

Statistics

If so, what percentage of time do you use ASSIST?

| | | |
|----------------|---------|-------|
| N | Valid | 589 |
| | Missing | 60 |
| Mean | | 46.55 |
| Median | | 50.00 |
| Mode | | 50 |
| Std. Deviation | | 28.23 |
| Minimum | | 5 |
| Maximum | | 100 |
| Percentiles | 25 | 20.00 |
| | 50 | 50.00 |
| | 75 | 70.00 |

Question 10.

In your opinion, have you received or are you receiving training in the technology designed to facilitate your job?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Yes, very adequate | 239 | 36.8 | 38.1 | 38.1 |
| | Yes, but inadequate | 299 | 46.1 | 47.7 | 85.8 |
| | No | 89 | 13.7 | 14.2 | 100.0 |
| | Total | 627 | 96.6 | 100.0 | |
| Missing | System | 22 | 3.4 | | |
| Total | | 649 | 100.0 | | |

Comment: The answers given this question clearly point to a need for improved technology training for counselors. Only 38.1% of the sample said that their technology training was adequate while nearly 62% responded with “inadequate” or “No.” It brings to mind the question of whether the existing technology staff are given the responsibility of conducting most of the training? If so, then the case may be insufficient communication between technical and non-technical people. It could also be too little training.

Question 11.

Do you have an American Disability Act "approved" office space?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------|-----------|---------|---------------|--------------------|
| Valid | Yes | 265 | 40.8 | 41.7 | 41.7 |
| | No | 122 | 18.8 | 19.2 | 60.9 |
| | Not Sure | 248 | 38.2 | 39.1 | 100.0 |
| | Total | 635 | 97.8 | 100.0 | |
| Missing | System | 14 | 2.2 | | |
| Total | | 649 | 100.0 | | |

Comment: There is a relatively high percentage (39.1%) of “Not Sure” answers to this question. Approximately 37.6% of full-time staff were “Not Sure,” while 47.5% of part-time staff were unsure if their office was an “approved” office space. In hindsight, the definition of “approved” needed more elaboration. Note that in the next question, (#12), the answers indicate much less ambiguity.

Question 12.

Is your office wheel-chair accessible?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------|-----------|---------|---------------|--------------------|
| Valid | Yes | 478 | 73.7 | 75.9 | 75.9 |
| | No | 85 | 13.1 | 13.5 | 89.4 |
| | Not Sure | 67 | 10.3 | 10.6 | 100.0 |
| | Total | 630 | 97.1 | 100.0 | |
| Missing | System | 19 | 2.9 | | |
| Total | | 649 | 100.0 | | |

Comment: A large majority of the sample (75.9%) indicated that their office is wheel-chair accessible while 13.5% believe otherwise, and another 10.6% are unsure. The answers vary only slightly when cross-tabulated by employment status: 76.8% of full-time counselors said “Yes,” while 73% of part-time counselors answered in the affirmative.

Questions 13 through 17 on the web-based questionnaire were preceded by a definition of “reasonable efforts.” The definition is: For Matriculation purposes, reasonable effort is defined as “at least one additional contact or opportunity for special student population beyond what is provided to the general student population.” Special populations are defined as “undeclared students, students on probation or dismissal and students taking basic skills courses.”

Question 13.

In your opinion, does your department make “reasonable efforts” to ensure that all probationary students participate in counseling?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Yes | 397 | 61.2 | 62.7 | 62.7 |
| | Often | 106 | 16.3 | 16.7 | 79.5 |
| | Not Often | 81 | 12.5 | 12.8 | 92.3 |
| | No | 49 | 7.6 | 7.7 | 100.0 |
| | Total | 633 | 97.5 | 100.0 | |
| Missing | System | 16 | 2.5 | | |
| Total | | 649 | 100.0 | | |

Comment: The combined “Yes” and “Often” responses sum to 79.5% of the sample. The “Not Often” and “No” answers sum to 20.5% of the sample. A few of the “No” responses are offset by other individuals from the same college who said either “Yes” or “Often.”

Question 14.

In your opinion, does your department make "reasonable efforts" to ensure that all students that have not declared a specific educational goal participate in counseling or counseling workshops/classes to assist them in the process of selecting an education

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Yes | 273 | 42.1 | 43.0 | 43.0 |
| | Often | 134 | 20.6 | 21.1 | 64.1 |
| | Not Often | 132 | 20.3 | 20.8 | 84.9 |
| | No | 96 | 14.8 | 15.1 | 100.0 |
| | Total | 635 | 97.8 | 100.0 | |
| Missing | System | 14 | 2.2 | | |
| Total | | 649 | 100.0 | | |

Comment: As previously indicated, there is apt to be different opinions from some individuals working at the same college. The summary statistic in this case is the number of people who indicate "Yes" or "Often," in this case, 64.1%. The negative oriented responses of "Not Often" or "No" sum to 35.9% which is a large enough value to cause concern.

Question 15.

In your opinion, does your department make "reasonable efforts" to ensure that all students who are enrolled in pre-collegiate basic skill courses participate in counseling or advisement?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | Yes | 305 | 47.0 | 48.2 | 48.2 |
| | Often | 126 | 19.4 | 19.9 | 68.1 |
| | Not Often | 120 | 18.5 | 19.0 | 87.0 |
| | No | 82 | 12.6 | 13.0 | 100.0 |
| | Total | 633 | 97.5 | 100.0 | |
| Missing | System | 16 | 2.5 | | |
| Total | | 649 | 100.0 | | |

Comment: The sum of the "positive" responses of "Yes" or "Often" is 68.1%. The negative valued responses of "Not Often" or "No" is 31.9%, a large enough value that would suggest more intensive efforts be made to insure seeing such students.

Question 16.

In your opinion, do you receive training to provide accurate program and transfer requirements to students?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Yes, very adequate | 417 | 64.3 | 66.3 | 66.3 |
| | Yes, but inadequate | 182 | 28.0 | 28.9 | 95.2 |
| | No | 30 | 4.6 | 4.8 | 100.0 |
| | Total | 629 | 96.9 | 100.0 | |
| Missing | System | 20 | 3.1 | | |
| Total | | 649 | 100.0 | | |

Comment: Adequate training was endorsed by 66.3% of the sample while inadequate training was endorsed by 28.9%. No training was indicated by 4.8% of the sample.

The cross-tabulation by employment status did not reveal huge differences. This table is given below. The “very adequate” rate for full-time staff is 67.6%, for part-time the “very adequate” percent is 60%.

Your Status * In your opinion, do you receive training to provide accurate program and transfer requirements to students? Crosstabulation

Count

| | | In your opinion, do you receive training to provide accurate program and transfer requirements to students? | | | Total |
|-------------|-----------|---|---------------------|----|-------|
| | | Yes, very adequate | Yes, but inadequate | No | |
| Your Status | Full Time | 355 | 147 | 23 | 525 |
| | Part Time | 59 | 33 | 7 | 99 |
| Total | | 417 | 182 | 30 | 629 |

Question 17.

Does your college have a policy statement that mentions support for the counseling function on your campus?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------|-----------|---------|---------------|--------------------|
| Valid | Yes | 193 | 29.7 | 30.4 | 30.4 |
| | No | 113 | 17.4 | 17.8 | 48.3 |
| | Not Sure | 328 | 50.5 | 51.7 | 100.0 |
| | Total | 634 | 97.7 | 100.0 | |
| Missing | System | 15 | 2.3 | | |
| Total | | 649 | 100.0 | | |

Comment: Most of the sample (51.7%) is not sure if there is a policy statement supporting the counseling function. Approximately 51% of full-time counselors were unsure, while about 58% of part-time counselors were unsure. Presumably, if such a policy exists, it would be found in the college catalog or among Policies of the Board of Trustees. One might also examine Vision, Mission, and Statement of General Goals for inferences of such a policy.

Question 18.

Do you believe that the support staff in your counseling department is sufficient to meet the needs of counselors and students?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------|-----------|---------|---------------|--------------------|
| Valid | Yes | 193 | 29.7 | 30.3 | 30.3 |
| | No | 403 | 62.1 | 63.4 | 93.7 |
| | Not Sure | 40 | 6.2 | 6.3 | 100.0 |
| | Total | 636 | 98.0 | 100.0 | |
| Missing | System | 13 | 2.0 | | |
| Total | | 649 | 100.0 | | |

Comment: The general conclusion gained from the answers to this question is simply that there is not sufficient support staff to meet the needs of counselors and students (63.4%). Cross-tabulation with years of service, the following percentages of “No” were found: 1 – 6 years of service = 46.4%; 7 – 12 years of service = 64.3%; 13 – 20 years of service = 76.9%; and from 21 – 39 years of service = 67.2%. All the years of service categories in this analysis have more than 100 people in the calculation.

Question 19.

Do you believe that the counseling faculty to student ratio on your campus is sufficient to meet the needs of students?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------|-----------|---------|---------------|--------------------|
| Valid | Yes | 102 | 15.7 | 16.0 | 16.0 |
| | No | 487 | 75.0 | 76.6 | 92.6 |
| | Not Sure | 47 | 7.2 | 7.4 | 100.0 |
| | Total | 636 | 98.0 | 100.0 | |
| Missing | System | 13 | 2.0 | | |
| Total | | 649 | 100.0 | | |

Comment: A very high percentage (76.6%) of the sample indicated that the counselor/student ratio is not sufficient to meet the needs of students. Cross-tabulation with years of service as a counselor also revealed consistency. The rate of “No” responses by service years is: 1 – 6 years of service = 74.6%; 7 – 12 years of service = 75.5%; 13 – 20 years of service = 76.3%; and 21 – 39 years of service = 81%. Among full-time counselors the rate is 77.5.

The cross-tabulation with size of college is shown below. The higher percentages are “No.”

Demographics * Do you believe that the counseling faculty to student ratio on your campus is sufficient to meet the needs of students? Crosstabulation

| | | | Do you believe that the counseling faculty to student ratio on your campus is sufficient to meet the needs of students? | | | Total |
|--------------|------------|-----------------------|---|-------|----------|--------|
| | | | Yes | No | Not Sure | |
| Demographics | Very Small | Count | 8 | 18 | 3 | 29 |
| | | % within Demographics | 27.6% | 62.1% | 10.3% | 100.0% |
| | Small | Count | 26 | 82 | 6 | 114 |
| | | % within Demographics | 22.8% | 71.9% | 5.3% | 100.0% |
| | Medium | Count | 35 | 167 | 18 | 220 |
| | | % within Demographics | 15.9% | 75.9% | 8.2% | 100.0% |
| | Large | Count | 28 | 209 | 20 | 257 |
| | | % within Demographics | 10.9% | 81.3% | 7.8% | 100.0% |
| Total | | Count | 97 | 476 | 47 | 620 |
| | | % within Demographics | 15.6% | 76.8% | 7.6% | 100.0% |

Question 20.

Are students at your college generally able to get an appointment with you within 5 working days?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------|-----------|---------|---------------|--------------------|
| Valid | Yes | 315 | 48.5 | 49.6 | 49.6 |
| | No | 250 | 38.5 | 39.4 | 89.0 |
| | Not Sure | 70 | 10.8 | 11.0 | 100.0 |
| | Total | 635 | 97.8 | 100.0 | |
| Missing | System | 14 | 2.2 | | |
| Total | | 649 | 100.0 | | |

Comment: While 49.6% of the sample indicated “Yes” to this question, it is noteworthy that 39.4% said that students could not get an appointment within 5 working days. It is interesting to cross-tabulate this question with relative size of the college. Students at larger colleges would seem to have more problems in getting appointments.

Demographics * Are students at your college generally able to get an appointment with you within 5 working days? Crosstabulation

| | | | Are students at your college generally able to get an appointment with you within 5 working days? | | | Total |
|--------------|-----------------------|-----------------------|---|-------|----------|--------|
| | | | Yes | No | Not Sure | |
| Demographics | Very Small | Count | 22 | 6 | 2 | 30 |
| | | % within Demographics | 73.3% | 20.0% | 6.7% | 100.0% |
| | Small | Count | 69 | 34 | 10 | 113 |
| | | % within Demographics | 61.1% | 30.1% | 8.8% | 100.0% |
| | Medium | Count | 109 | 91 | 19 | 219 |
| | | % within Demographics | 49.8% | 41.6% | 8.7% | 100.0% |
| | Large | Count | 105 | 116 | 36 | 257 |
| | | % within Demographics | 40.9% | 45.1% | 14.0% | 100.0% |
| Total | Count | | 305 | 247 | 67 | 619 |
| | % within Demographics | | 49.3% | 39.9% | 10.8% | 100.0% |

Question 21.

How many one-appointment sessions do you think a general student should have with a counselor within an academic year?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid | One | 49 | 7.6 | 7.8 | 7.8 |
| | Two | 317 | 48.8 | 50.4 | 58.2 |
| | Three | 134 | 20.6 | 21.3 | 79.5 |
| | Four | 112 | 17.3 | 17.8 | 97.3 |
| | Five | 5 | .8 | .8 | 98.1 |
| | Six | 9 | 1.4 | 1.4 | 99.5 |
| | Eight | 1 | .2 | .2 | 99.7 |
| | Ten | 1 | .2 | .2 | 99.8 |
| | More than 10 | 1 | .2 | .2 | 100.0 |
| | Total | 629 | 96.9 | 100.0 | |
| Missing | System | 20 | 3.1 | | |
| Total | | 649 | 100.0 | | |

Comment: The median (middle value) as well as the mode (most frequent endorsement) are both 2 sessions. However another 39.1% of the sample indicated either 3 or 4 sessions would be appropriate or ideal. On other open-ended questions, the respondents indicated a need to have the option of more time per session, i.e., that 30 minutes can be very inadequate for some students.

Question 22.

How many one-appointment sessions do you think a special program or at-risk student should have with a counselor within an academic year?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid | One | 1 | .2 | .2 | .2 |
| | Two | 41 | 6.3 | 6.5 | 6.6 |
| | Three | 78 | 12.0 | 12.3 | 19.0 |
| | Four | 248 | 38.2 | 39.2 | 58.2 |
| | Five | 63 | 9.7 | 10.0 | 68.2 |
| | Six | 144 | 22.2 | 22.8 | 91.0 |
| | Seven | 5 | .8 | .8 | 91.8 |
| | Eight | 35 | 5.4 | 5.5 | 97.3 |
| | Nine | 7 | 1.1 | 1.1 | 98.4 |
| | Ten | 4 | .6 | .6 | 99.1 |
| | More than 10 | 6 | .9 | .9 | 100.0 |
| | Total | 632 | 97.4 | 100.0 | |
| Missing | System | 17 | 2.6 | | |
| Total | | 649 | 100.0 | | |

Comment: The median (middle value) as well as the mode (most frequent endorsement) are both 4 sessions. Yet another 32.8% of the sample indicated either 5 or 6 sessions would be appropriate. As noted in the comment section of question #21, there is a stated need to have some degree of flexibility about the time length of appointments.

Question 23. (See Appendix C)

Is there anything you wish to share with the counseling task force about your job that was not addressed by this survey? If so, please indicate here. Please provide additional information for consideration in this survey.

Comment #23: In an attempt to simplify the reading of these, all responses were edited - mostly into a statement or two. The vast majority of respondents used this question as an opportunity to pour out their perceptions and feelings on issues, what is happening on their campuses, and their anxieties about the changes. The reader is encouraged to examine Appendix C in order to gain more information than in the following highlights:

- The major concern often repeated is how budget cuts have curtailed services.
- More counselors need to be hired. Instead there are few, if any, replacements for those retiring or leaving the counseling program.
- Adjunct counselors have been substantially cut in number.
- Student enrollments are increasing but there are fewer counselors to see them. As such, the case loads have skyrocketed.
- Adjunct counselors relate that they do not feel they are treated as equals even though they do much of the work of seeing students.
- Counseling faculty do not feel supported by the college administration.
- There is a great lack of understanding by administration and instructional faculty as to what counselors actually do and what their needs are.
- Counselors in attempting to meet the needs of all students take on special coordination or other assignments which require time that is not supplemented by the counseling department.
- There is a perceived inequity between loads of specialty counselors versus generalists.
- Waiting periods for appointments with counselors is increasing.
- Standards need to be developed for on-line counseling.
- The general feeling is that counselors are asked to do more but with less support.

Question 24. (Your Status, Full-time or Part-time)

Your Status

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------|-----------|---------|---------------|--------------------|
| Valid Part Time | 102 | 15.7 | 15.7 | 15.7 |
| Full Time | 532 | 82.0 | 82.0 | 97.7 |
| | 15 | 2.3 | 2.3 | 100.0 |
| Total | 649 | 100.0 | 100.0 | |

Comment: Deleting the 15 missing values, the corrected percentages are: Part-time 16.1% and full-time 83.9%. This finding may indicate that part-time counselors did not have easy access to the web-based survey, were unaware of its existence, or possibly choose not to respond because of their employment status (part-time).

Question 25. (Years of Service, All Colleges)
(Also see following page)

Years of Service

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 1 | 14 | 2.2 | 2.2 | 2.2 |
| | 2 | 29 | 4.5 | 4.6 | 6.8 |
| | 3 | 39 | 6.0 | 6.2 | 12.9 |
| | 4 | 40 | 6.2 | 6.3 | 19.2 |
| | 5 | 27 | 4.2 | 4.3 | 23.5 |
| | 6 | 33 | 5.1 | 5.2 | 28.7 |
| | 7 | 30 | 4.6 | 4.7 | 33.4 |
| | 8 | 17 | 2.6 | 2.7 | 36.1 |
| | 9 | 20 | 3.1 | 3.2 | 39.3 |
| | 10 | 31 | 4.8 | 4.9 | 44.2 |
| | 11 | 11 | 1.7 | 1.7 | 45.9 |
| | 12 | 34 | 5.2 | 5.4 | 51.3 |
| | 13 | 26 | 4.0 | 4.1 | 55.4 |
| | 14 | 27 | 4.2 | 4.3 | 59.6 |
| | 15 | 40 | 6.2 | 6.3 | 65.9 |
| | 16 | 10 | 1.5 | 1.6 | 67.5 |
| | 17 | 15 | 2.3 | 2.4 | 69.9 |
| | 18 | 13 | 2.0 | 2.1 | 71.9 |
| | 19 | 5 | .8 | .8 | 72.7 |
| | 20 | 34 | 5.2 | 5.4 | 78.1 |
| | 21 | 10 | 1.5 | 1.6 | 79.7 |
| | 22 | 19 | 2.9 | 3.0 | 82.6 |
| | 23 | 12 | 1.8 | 1.9 | 84.5 |
| | 24 | 6 | .9 | .9 | 85.5 |
| | 25 | 19 | 2.9 | 3.0 | 88.5 |
| | 26 | 12 | 1.8 | 1.9 | 90.4 |
| | 27 | 13 | 2.0 | 2.1 | 92.4 |
| | 28 | 7 | 1.1 | 1.1 | 93.5 |
| | 29 | 5 | .8 | .8 | 94.3 |
| | 30 | 18 | 2.8 | 2.8 | 97.2 |
| | 31 | 5 | .8 | .8 | 97.9 |
| | 32 | 5 | .8 | .8 | 98.7 |
| | 33 | 1 | .2 | .2 | 98.9 |
| | 34 | 3 | .5 | .5 | 99.4 |
| | 36 | 1 | .2 | .2 | 99.5 |
| | 38 | 2 | .3 | .3 | 99.8 |
| | 39 | 1 | .2 | .2 | 100.0 |
| | Total | 634 | 97.7 | 100.0 | |
| Missing | System | 15 | 2.3 | | |
| Total | | 649 | 100.0 | | |

Question 25 (continued)

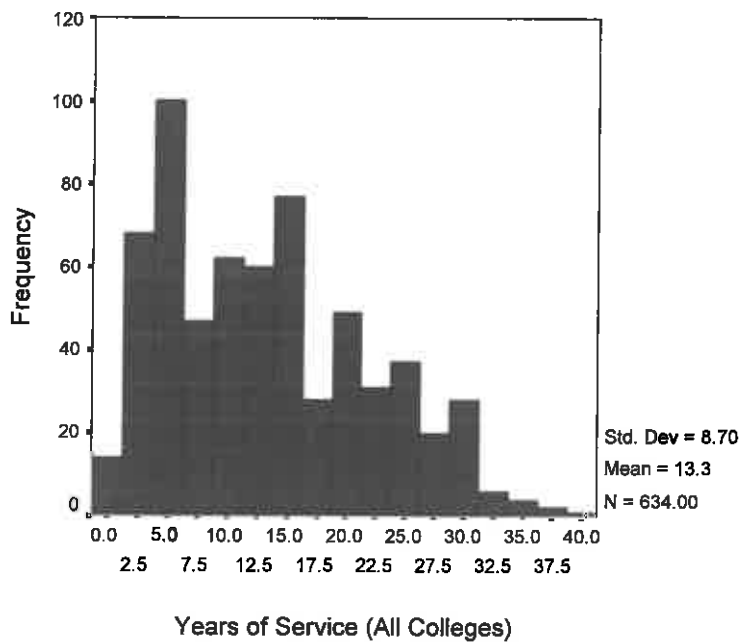
Comment: The sample includes a diverse number of service years with the central tendency measures being 12-13 years. The distribution shown by the histogram is slightly biased in favoring people with fewer years of service. Of course, that may also be a natural phenomenon reflecting recent hiring practices.

Statistics

Years of Service

| | | |
|----------------|---------|----------------|
| N | Valid | 634 |
| | Missing | 15 |
| Mean | | 13.34 |
| Median | | 12.00 |
| Mode | | 4 ^a |
| Std. Deviation | | 8.70 |
| Minimum | | 1 |
| Maximum | | 39 |

a. Multiple modes exist. The smallest value is shown



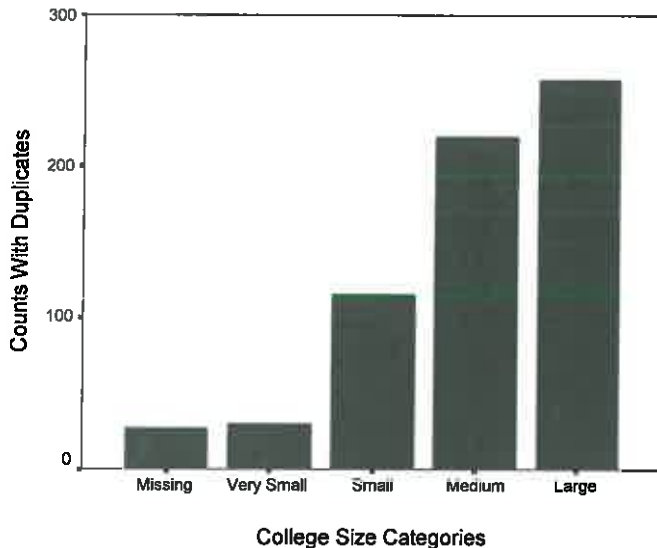
Question 26.

(Demographics: Size of College)

Demographics

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------------------|-----------|---------|---------------|--------------------|
| Valid | 1 to 4999, Very Small | 30 | 4.6 | 4.8 | 4.8 |
| | 5000 to 10575, Small | 115 | 17.7 | 18.4 | 23.2 |
| | 10576 to 18480, Medium | 220 | 33.9 | 35.3 | 58.5 |
| | 18481+, Large | 257 | 39.6 | 41.2 | 99.7 |
| | Undetermined | 2 | .3 | .3 | 100.0 |
| Total | | 624 | 96.1 | 100.0 | |
| Missing | System | 25 | 3.9 | | |
| Total | | 649 | 100.0 | | |

Comment: The operational definitions of “very small,” “small,” etc., were based upon another research project using three years of fall enrollment data (late 1990’s) from 40 California community colleges (Center for Student Success). Shown below is a bar graph of college sizes represented in the survey. Note that these include duplicated counts, meaning that more than one person from the same college may have responded to the college size question.



Question 27. List of Colleges (See Appendix D)

Comment # 27: The sampling of colleges resulted in a non-duplicated count of 93 out of 108 possible. This translates to an 86% sampling of all public community colleges in California. It should also be mentioned that 66 individual responses were undecipherable or missing on the college identification question. No doubt some of these could have been duplicate counts of colleges already represented, but it is also possible that they be from colleges no representation.

In Appendix D is a complete listing of all public California community colleges and the frequency of individuals from those colleges that participated in the survey.

Appendix A

Question 5.

Please list any frequent factors (with a word or short phrase) that in your opinion hinder your efforts in counseling/advising students. (If none, write in "None")

| |
|--|
| 30- minute appointments don't work well |
| 30-minute appointments do not allow ample time to review details |
| 30-minute counseling appointments are too short; however, the time allotted will change in the fall to 45 or 60 minutes |
| 30-minute intervals for counseling |
| 45-minute appointment system |
| 50% law; we teach on top of counseling |
| A 30-minute appointment is sufficient for the general student, but often students have special needs and a longer appointment time is needed. Would like more flexibility and control over my schedule to meet the needs of students |
| A language barrier with some students |
| Access to records |
| Accessing databases and using various software programs |
| Additional time for complicated transfer issues |
| Adjunct status |
| Administration |
| Administration has decided that crisis and personal counseling not essential |
| Administration not interested in innovation, new patterns of service delivery suggested by faculty |
| Administrative duties |
| Administrative respect for importance of counseling staff |
| Administrative responsibilities |
| Administrative tasks |
| Administrative tasks and responsibilities |
| Administrative work |
| Administrators expect us to participate in too many committees that are their responsibilities |
| All paperwork for school and county completed at first counseling appointment |
| Amount required paper work involved; e-mail replies impacting workload |
| Appointment time should be 40-50 minutes |
| Appointment time too short |
| Appointments too short |
| Appointments too short; lack of proper technology, e.g., transcripts, student history, session notes |
| Appt time too short. Drop in advising not sufficient. Not enough time to explore. |
| Articulation |
| Articulation issues |
| As a counselor/director, I have administrative duties that take considerable time |

| Appendix A, Question 5 (continued) |
|--|
| As a specialty re-entry counselor, I spend 45 minutes which is what I feel is essential for all general counseling for new students |
| Assessment results |
| ASSIST needs to include private colleges |
| ASSIST not working |
| Assisting students, i.e., need up to the minute training |
| Availability of student records |
| Availability of technical support |
| Availability of transcripts and records |
| Back-to-back counseling |
| BANNER, the college's computer system, makes frequent errors in GPA calculation and probation status. I spend too much time recalculating these. BANNER was not designed to meet the needs of community college students |
| Basic skill course offerings |
| Being required to do clerical tasks such as looking up closed classes for students and checking pre-requisites |
| Booked back-to-back with students |
| Breakdown in communication |
| Budget constraints |
| Budget constraints imposed by the district office not the president of the college |
| Budget cuts |
| Budget cuts |
| Budget cuts |
| Budget cuts, lack of resources, lack of training |
| Budgetary constraints of the department |
| Budgeting |
| Bureaucracy at 4 -year colleges |
| Bureaucratic procedures |
| Bureaucratic red tape; prerequisite verification |
| Can use more staff support |
| Cannot access information |
| Career counseling requires more than 30 minutes |
| Case load |
| Changes in computer programs |
| Changes in major requirements |
| Changes in transfer guidelines. Inconsistencies |
| Changing information |
| Classroom preparations |
| Clerical functions |
| Combined administration/counseling position |
| Committee work takes time away from seeing students |
| Committees |
| Communication with disability students |

| Appendix A, Question 5 (continued) |
|--|
| Compressed time during heavy registration periods |
| Computer down |
| Computer limitations |
| Computer problems |
| Computer problems |
| Computer problems |
| Computer problems |
| Computer registrations problems |
| Computer system can be a problem |
| Computer system down or very slow |
| Confusion by the students |
| Constant interruptions, even when in private appointments |
| Constantly having to justify existence; no time for other activities (all student contact) |
| Cooperation between the transfer and counseling centers |
| Counseling services directly to the student have diminished because counselors have become quasi-administrators on release projects, conferences, meetings with little to no student contact time. Also more counselors teaching and need preparation time |
| Counseling space is not private |
| Counseling space is not private |
| Counseling students on financial aid takes longer |
| Counselor to student ratio |
| Counselor/student ratio |
| Counselor/student ratio too high |
| Counselor/student ratios are too high; poor intake/screening; release time for special but necessary projects |
| Course availability; forms |
| Course substitutions |
| Cubicle setup |
| Currently, the kinks in PEOPLESOFT take much too long to do what EDEN could do in almost half the time |
| Data collection for administration. Management micro-managing |
| DATASET, teaching faculty agendas, student commitment |
| DATATEL (difficult to navigate) |
| Demand for information, not enough counselors to see everyone in a timely manner |
| Depending upon the situation sometimes not having enough time to spend with the student can cause some difficulties |
| Disconnection |
| Distractions |
| Double duty: 50% international and 50% general; rather be 100% one or the other. |
| Drop-in counseling is 20-minute sessions and that often is not enough time |
| Drop-in system with variable times depending on need |
| Due to restructuring, students are having difficulty accessing correct counseling services, poorly-trained clerical staff |

| Appendix A, Question 5 (continued) |
|--|
| During peak times, spending quality time with the new student is crucial. At times, I feel this is not done because of lack of coverage during these peak times |
| During registration periods, it is very difficult to give students the time they need |
| During summer no appointments |
| Dysfunctional computer software/hardware |
| Each student I see has a documented economic and educational disadvantage. In addition, at each session students will present additional educational barriers for consideration such as work schedules, child care, or transportation problems |
| Easily accessible articulations, multiple needs of students, e.g., personal crisis issues |
| Email responses |
| EOPS requires minimum of 3 contacts. Not enough hours in the semester |
| Equipment breakdowns, clerical support |
| Evaluation of other college transcripts |
| Excessive caseload |
| Excessive number of forms |
| External noise |
| External transcripts |
| Extra duties |
| Extra responsibilities |
| Factors beyond which I have no control |
| Financial aid, excessive unit petitions |
| Finding student's record |
| For general counseling, it's the time factor. 30-minute appointments are not enough to get to know the student and develop an educational plan |
| Frequent interruptions |
| Frequently asked to do other tasks and maintain "student's first" approach. There is never enough time to do it all |
| Front office staff |
| Funding |
| Funding for hiring new counselors to meet the demands of our students |
| General questions from outside calls referred to me while in session |
| General registration 5 minutes with students |
| Good program to override English and math classes. Also, transcript retrieval is too slow. Some university has poor articulation or database on ASSIST software. |
| Grant writing |
| Having access to a transcript evaluator |
| High demand during peak periods, no show appointments, huge caseloads |
| High demand, low supply of counselors |
| High school staff sees community colleges as inferior, don't advise high school students about preparation |
| High student/counselor ratio |
| History of problems with department chairs |

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| Appendix A, Question 5 (continued) |
| I am an EOPS counselor/coordinator, so I split my time between administrative activities and seeing students. We serve over 900 students with myself and one other full-time counselor; our 2 part-timers only represent 5 counseling hours total per week |
| I am asked to do too many special projects |
| I believe the 30 minute time allotted is the biggest hindrance. When working with probation or disqualified students, more time is needed to really help and establish good and trusting rapport. |
| I give 30 minutes per session, but EOPS students must see a counselor 3 times each semester |
| I have other responsibilities. Some students take longer and go over the allotted time. |
| I work predominantly with CALWORKS students and my physical location is not part of the counseling department. This isolates the students and the services needed |
| Impossible to use case management methods with that many students |
| Inability to access all screens on our computer system |
| Inadequate clerical support to pull files |
| Inadequate computerized record keeping systems or access to computer information across departments and campuses |
| Inadequate facility (secure office space) |
| Inadequate resources for part-timers; No office as a career counselor, must borrow space away from career center resources and am less accessible to "walk-ins." Recently resolved no voice mail for 3 years, students unable to make or change appointments |
| Inappropriate office |
| Included in every counseling session is the recording of information about what was accomplished either written or electronic form |
| Incompetent managers |
| Incomplete articulation between our college and the universities |
| Incomplete information from admissions and records |
| Incomplete information, i.e., transcripts, ASSIST updates |
| Incomplete or missing student files |
| Incomplete student files |
| Incomplete student records |
| Inefficient computer tracking system |
| Information access- ASSIST |
| Information management |
| Information system data entry |
| Initial intakes of CALWORKS, EOPS, and DSPS students usually take one hour. After that 30-40 minutes is usually good |
| Insufficient articulation with 4 -year schools |
| Insufficient current articulation; students' lack of goal; insufficient time; insufficient career information |
| Insufficient staffing - thus a high caseload |
| Insufficient staffing; inadequate facilitation of training |

| Appendix A, Question 5 (continued) |
|--|
| Insufficient time |
| Insufficient time 30 minute appointments |
| Interrupting phone calls |
| Interruptions |
| Interruptions |
| Interruptions |
| Interruptions by staff and other students |
| Interruptions during appointments. Lack of leadership and support from administration |
| Interruptions from other students |
| Interruptions, lack of technology, difficulty reaching other necessary services, lack of bilingual services |
| Just walk-in/drop-in |
| Keeping abreast of all the colleges that decide to make exceptions to statewide policies |
| Knowledge of transfer majors and requirements |
| Lack current information on registration |
| Lack of access to materials, time, support |
| Lack of access to necessary records such as transcripts, assessment scores |
| Lack of administrative support |
| Lack of appropriate academic courses for low-functioning students |
| Lack of articulation |
| Lack of articulation with many universities |
| Lack of articulation with some CSU universities |
| Lack of background information about students and assessment of non-academic skills |
| Lack of clerical support |
| Lack of competent support staff. Non -flexible schedules |
| Lack of computerized educational plan |
| Lack of contractual time for me to do academic and career related research on my own |
| Lack of coordination between admissions and counseling departments |
| Lack of counseling offices |
| Lack of counseling resources in a decentralized counseling model |
| Lack of counseling staff. Counselor/student ratio |
| Lack of financial support |
| Lack of history on previous counseling sessions |
| Lack of leadership. It is difficult to find great deans |
| Lack of materials, i.e., new software, missing catalogs, appropriate office equipment, clerical/classified respect |
| Lack of necessary materials, i.e., career and transfer information in the worksite |
| Lack of office space for part-time counselors, lack of printed articulation material |
| Lack of placement scores |
| Lack of prior credit evaluations |
| Lack of privacy |
| Lack of privacy (no real office) |
| Lack of privacy; poor office setup & space; lack of disability access to my office |

| Appendix A, Question 5 (continued) |
|--|
| Lack of records |
| Lack of resources |
| Lack of resources |
| Lack of resources |
| Lack of resources & referral information for community & extended mental health services |
| Lack of resources regarding out of state universities |
| Lack of school commitment |
| Lack of space |
| Lack of staff and budget |
| Lack of student handbook at our campus |
| Lack of student preparation/screening |
| Lack of support |
| Lack of support by administration to implement "penalties" for lack of student educational plan or for a timely registration follow-up |
| Lack of support from administration |
| Lack of support from administration |
| Lack of support from the administration to be treated as faculty - not clerks |
| Lack of support staff |
| Lack of time |
| Lack of time always a factor; my contract is 80% articulation and 20% counseling, but spend large part of articulation time assisting students & counselors with transfer issues |
| Lack of time for increased numbers of students |
| Lack of time for information gathering |
| Lack of time in 30-minute appointments to meet student needs |
| Lack of time to appropriately counsel during a 30-minute session. |
| Lack of time to prepare and keep up on email and paperwork |
| Lack of time to spend with the student |
| Lack of time with students |
| Lack of time, documentation |
| Lack of time, rushed, overwhelmed |
| Lack of transcripts |
| Lack of transcripts |
| Lack of transcripts from other colleges |
| Lack of updated technology; small office space |
| Light staffing has a detrimental impact on being able to spend more than 15 minutes with most students |
| Limited English speaking skills of student |
| Limited funding |
| Limited time |
| Limited time; high counselor to student ratio |
| Long lines |
| Long lines to make an appointment. No phone-made appointments |

| Appendix A, Question 5 (continued) |
|---|
| Major preparation not available, students late for appointments |
| Management interference |
| Meetings |
| Meetings |
| Meetings |
| Meetings |
| Meetings |
| Meetings required by administration |
| Meetings, budget issues, conferences, workshops |
| Meetings/other duties to be attended to |
| Money |
| More students than time available |
| More training needed when changes occur |
| Multiple issues require ability to be more than academic advisor |
| My appointments are not checked to determine what the student needs, and if he is with the correct counselor, and if 30 minutes is sufficient |
| My caseload is approximately 150 students per semester |
| My college has two part-time personal counselors to provide services for 14,000 students |
| My schedule is full and students have trouble getting an appointment with me |
| My workspace is not confidential. I am in an enclosed cubicle without a roof and walls are not sound proof |
| Need more counselors to meet growing number of students entering college |
| Need more counselors; they cut counselor contract days |
| Need more help and money |
| Need more time |
| Need more time per student |
| Need more time. |
| Need to service 300 students per day with 6 counselors |
| New student come to meetings without necessary information |
| New students need more time - too much to cover |
| No access to notes from previous counselor |
| No availability of student records |
| No central educational plan repository (i.e., no computerized ed plan) so services are duplicated |
| No clerical support, need for continued training in technology |
| No degree evaluation available |
| No easy accessibility to scores and transcripts |
| No follow-up time allowed in schedule to complete work for students |
| No new catalog until after the academic year starts |
| No office, no phone, no computer, no job security |
| No prior evaluation of transcripts |
| No private office |
| No receptionist |

| Appendix A, Question 5 (continued) |
|--|
| No records |
| No show appointments |
| No show appointments, inadequate technology |
| No shows |
| No shows |
| No shows |
| No time for follow up |
| No transcript evaluation |
| No transcripts |
| No transfer or career center on our satellite campus |
| No way to communicate with all students |
| Non-existent articulation agreements |
| Non-informed students who have not completed orientation |
| Non-teaching faculty as a phrase misrepresents what we do. Having to see students in 30-minute blocks of time in individual appointments. Not enough counselors hired or replenished to service the students |
| Non-typical counseling |
| Not enough appointment sessions |
| Not enough appointment time |
| Not enough counseling hours available to service students adequately |
| Not enough counselors |
| Not enough counselors |
| Not enough counselors |
| Not enough counselors |
| Not enough counselors |
| Not enough counselors |
| Not enough counselors on duty - overloaded |
| Not enough counselors to meet the many student needs. Not enough office support |
| Not enough counselors to meet with each student |
| Not enough counselors to properly serve the student population. Stretched too thin |
| Not enough counselors to serve on drop-in during peak periods. Time allotted is 10 minutes per student on drop-in. They need more time |
| Not enough counselors! Not enough time to do all my job duties |
| Not enough counselors; students are turned away |
| Not enough coverage for the amount of students |
| Not enough full time counselors, enough computers, general budget limitations |
| Not enough funding to offer innovative opportunities for students, e.g. field trips, job shadowing, speakers, seminars |
| Not enough hours to see students during peak times |
| Not enough information about the student provided prior to session |
| Not enough information as to why students are coming in |
| Not enough student appointments available |
| Not enough time |

| Appendix A, Question 5 (continued) |
|---|
| Not enough time |
| Not enough time |
| Not enough time |
| Not enough time |
| Not enough time |
| Not enough time |
| Not enough time |
| Not enough time |
| Not enough time for follow up |
| Not enough time for new students |
| Not enough time in a 30-minute session to really counsel students |
| Not enough time per appointment |
| Not enough time to be spent with the student |
| Not enough time to conduct an adequate counseling session |
| Not enough time to do educational plan and career planning for undecided students |
| Not enough time to do follow-up or preparation, too many student contact hours |
| Not enough time to establish rapport. Not enough flexibility to deal with students |
| Not enough time to follow-up with students |
| Not enough time to help students with higher need |
| Not enough time with student |
| Not enough time with students |
| Not enough time; lack of resources; student not prepared, e.g., not having transcripts |
| Not enough time; volume of students |
| Not enough transfer information |
| Not having all relevant information right in front of me |
| Not having enough time; varying policies, not having access to campus officials |
| Not having enough updated information |
| Not having funding for positions for personal and crisis counseling |
| Not having the current articulation courses on ASSIST. Not having evaluation of transcripts before appointments causes extra time |
| Not having transcripts from previous institutions available |
| Not informed of new information from other departments |
| Note enough time to write notes and do follow up |
| Nothing other than time |
| Number of students to see |
| Obtaining transcripts/records |
| Occasionally, there are not enough counselors to deal with the crush of students |
| Office arrangement |
| Office location |
| Office shortage and fragmented staff |
| Office space |
| Office space |
| Office space (not enough privacy), cramped conditions in counseling department |

| Appendix A, Question 5 (continued) |
|--|
| Official transcripts not required at time of admission |
| Often there are more students than the counselors can serve efficiently |
| Oftentimes, lack of equipment such as software for career exploration |
| One-on-one face to face contact counseling with students is essential |
| Only 30-minute appointments, incongruent computer systems, insufficient articulation |
| Other assignments |
| Other assignments, budgets, scheduling staff |
| Other commitments |
| Other demands as a faculty member |
| Other paperwork |
| Other school transcripts |
| Our DATATEL system on campus is very cumbersome and not user friendly |
| Paper work |
| Paper work |
| Paperwork |
| Paperwork |
| Paperwork, follow-up to problems, repetitions |
| Paperwork, online educational plan input, office skills, tons of paperwork and computer notes and recording |
| Paperwork, PEOPLESOFT, printing of transcripts. |
| Part-time status! |
| Peak time overcrowding |
| PEOPLESOFT transcripts, EPOS requirements |
| Persons other than counselors advising students |
| Petitions for everything |
| Phone calls |
| Phone calls and e-mail requests when there is no time allotted during the workday to answer questions and requests for recommendations |
| Phone calls coming in during appointments |
| Phone interruptions |
| Phone interruptions, no clerical assistance |
| Phone keeps ringing |
| Politics |
| Poor articulation |
| Poor articulation |
| Poor articulation with colleges/universities |
| Poor management by dean |
| Poor mentoring and training regarding school policies/procedures |
| Poor student information system, computer hardware, weak teaching, lack of funding |
| Prerequisite checking |
| Prerequisites |
| Pressure to see other students who are waiting |
| Prior in-department screening of students social and academic profile |

| Appendix A, Question 5 (continued) |
|--|
| Privacy, staff shortage |
| Process everything |
| Programming |
| Push to have educational plan in file without career assessment |
| Quick access to information |
| Reading competency graduation requirement |
| Ready access to updated information |
| Recent budget cuts reduce evening service by one hour each day. Lack of access to transfer center, DSPS, EOPS, psychological services & testing for evening students |
| Reception staff problems |
| Record keeping |
| Red tape |
| Red tape/bureaucracy |
| Reduced staff |
| Registration demands, students who need an hour appointment due to number of transcripts from other colleges |
| Reports |
| Researching |
| Resources |
| Run out of time |
| Short appointments |
| Short staff & no budget |
| Shortage of counselors during peak times |
| Slow computer, transcripts from other colleges |
| Slow internet connections |
| Slow SARS program |
| Some students need more time, and some need less. More information obtained when making the appointment would be useful to make the students time most beneficial. |
| Some students who need help the most don't come in until later in their college career |
| Sometimes need more time do to other issues; transcripts need to be evaluated |
| Special projects assigned to counselors with no replacement of the lost counseling hours |
| Staff inquiries |
| Staff of professional development funds |
| Staffing shortages |
| Staying informed |
| Stereotypical expectations by the students as to the services available |
| Student has multiple transcripts |
| Student no shows |
| Student no-shows |
| Student resistance to seeking help |
| Student tardiness, lack of transcripts, college computer system problems, difficult DATATEL system, information overload (i.e., need to check smallest details like individual university policies with APT scores)! Lack of funding, budget |

| Appendix A, Question 5 (continued) |
|---|
| Student/counselor ratio |
| Student/counselor ratio |
| Student's lack of awareness |
| Students "ditching" their appointments |
| Students are not required to see a counselor. They see a counselor or attend orientations/workshops to get earlier registration appointments. We do not mandate anything. Students also fail to keep counseling appointments at least half the time |
| Students arriving late |
| Students coming in without transcripts |
| Students' disabilities |
| Students do not show up for appointments |
| Students don't know how much direction/guidance they need. |
| Students don't seek counseling & self-advise poorly |
| Students' expectations about how counseling happens is inaccurate based on their high school experience |
| Students have to make their appointments too far in advance |
| Student's lack of awareness of educational process and lack of goals |
| Students' language barriers (Sign Language, Spanish) |
| Students' last-minute counseling contacts do not allow for good planning and choices are limited then! |
| Students missing correct time of appointment and being late |
| Students most in need of help don't come in; students are not prepared |
| Students' not aware of time and commitment required to be a successful college student |
| Students not keeping appointments |
| Students not prepared for appointments |
| Students not reading the college catalog or schedule before appointments |
| Students not showing up for appointments |
| Students not showing up for appointments |
| Students showing up late |
| Students' unprepared ness |
| students waiting |
| Students who need me before I'm finished with the student that I'm working with |
| Students who want to be seen "right now!" can create difficulties as compared to those who plan ahead and make appointments |
| Students with no idea of their goals |
| Sufficient time |
| Supervising/Training Staff |
| Tardiness or No Show by the students |
| Teaching faculty disrespect for the counseling function |
| Technological dysfunctions. Changes and lack of time and training |
| Technology not working. |
| Technology: records, transcripts, researching information all has created an increased need for more time with the student |

| Appendix A, Question 5 (continued) |
|--|
| Telephone Interruptions |
| Telephone interruptions |
| The amount of information to be conveyed is overwhelming and complex. Different schools have such varied requirements even in the same system |
| -The complexity of the numerous programs statewide or campus-wide |
| The computer educational plans |
| The computer system. Takes more time than hard copy. Cuts time from appointments |
| The constant flux of transfer information, particularly dealing with San Diego State |
| The current office setting provides no privacy |
| The first time we see the student we are given one hour |
| The lack of time per session |
| The long, long transcripts on Eden; difficult to obtain and to read |
| The number of student contacts seem to be more important than the quality of service. More counselors are needed |
| The number of students who need to see counselors |
| The obligation to complete data entry and/or quasi-administrative tasks |
| The overwhelming amount of information |
| The rush students get with the usual 30 minute appointments |
| The sessions are back to back |
| The UC's and CSU's that don't put major preparation articulation on ASSIST |
| There is not enough time |
| There just aren't enough of us. |
| There needs to be more supplemental counseling classes and support groups. Also more categorical counselors such as CalWORKS to help students with special needs |
| This college's 4-day scheduling template limits the opportunities to offer group transfer-related activities |
| Time |
| Time allotted |
| Time and technology problems |
| Time and too many other things to do |
| Time constraints |
| Time constraints |
| Time constraints |
| Time crunches |
| Time delay on transcript evaluations |
| Time delays related to accessing student's record of work completed at other post-secondary institution |
| Time limitation |
| Time needed to evaluate outside transcripts that takes time away from student appointment time |
| Time so short |
| Time to do research on new careers |
| Time too limited |

| Appendix A, Question 5 (continued) |
|--|
| Time! |
| Time! Appointments are too short to do an adequate job of helping people |
| Time, lack of internet access, limited resources |
| Time, student ability to absorb information, learning disabilities, child care issues, access to the multitude of college/university information. Not enough time to look for information on-line while student is in office |
| Time, student preparation, poor communication storage, ambiguous information from transfer colleges |
| Time. Students often must wait to get an appointment |
| Time. Need contract counselors, not more adjuncts or support staff |
| Timeliness of information, updated information |
| To do the educational plan, 70 unit evaluation, six semester map of courses. Agreements interruptions, placement scores |
| To have full student transcripts. |
| To serve on just about every campus committee because "we know". Counselors should be used more often as consultants for some committees |
| Too little time for each student's appointment |
| Too many clerical duties |
| Too many demands on counselors |
| Too many job assignments |
| Too many meetings |
| Too many meetings |
| Too many red tapes |
| Too many students |
| Too many students and not enough appointments |
| Too many students for the number of counselors |
| Too many students for too few counselors |
| Too many students per counselor, lack of preparation for college |
| Too many students to see in too few times |
| Too many students, not enough counselors |
| Too many students, not enough time/counselors |
| Too many transcripts to evaluate |
| Too many varied responsibilities |
| Too much information at one time |
| Too much information to cover |
| Too much paperwork |
| Too much paperwork to complete |
| Too much technology |
| Too-short appointments |
| Training & updates in counseling issues |
| Transcript evaluation |
| Transcript evaluation |
| Transcript evaluation |

| Appendix A, Question 5 (continued) |
|---|
| Transcripts frequently not evaluated before the counseling appointment |
| Transcripts from other colleges not available |
| Transcripts from previous colleges attended not available |
| Transcripts not available |
| Transcripts, new software system |
| Transcripts/data not available |
| Transfer & Career resources |
| Transfer agreements |
| Transfer from other college |
| Triage |
| Unable to locate "other" student transcripts |
| Unaware that personal counseling is available free |
| Unclear/inconsistent admissions/registration policies |
| Undecided about educational objective |
| Undecided and unprepared students |
| Undecided on career/education/goals |
| Undecided students |
| Understaffed |
| Unprepared other counselors |
| Unprepared students |
| Unrealistic time lines to complete paperwork not directly related to assisting students |
| Unwillingness of administrators to adequately fund counseling services |
| Updated forms |
| Up-to-date articulation agreements |
| Used to be allotted only 30 minutes. Now have 60, which is much better. The 30 minute was too little time to give the student my full focus and all of the information he/she needed. |
| Useless meetings |
| Very little support for professional development. To stay current, need to do this on own time and own resources |
| Vice Presidents |
| Volume of demand |
| Walk in appointments at 15 minutes each |
| We offer one-hour appointments about half the year and drop in counseling the other half, which is limiting |
| Weak career center support, access to outside transcripts |
| When dealing with an individual who has severe communication difficulty, it can take a lot longer, and I will have to do a lot more for that individual |
| When programs holding records won't function |
| When technology fails, i.e., Can't connect to ASSIST because the server is down. Lack of articulation information for Southern California schools on ASSIST |
| With appointment system, sometimes 30 minute session is too short |
| Work for two different programs |

Appendix B

Question 7. (Other)

If you were able to increase the services your department provides, in what area would you prefer the greatest help? (Other)

| | | |
|----------------------------------|-------------------------------|-----------------------------|
| Access and technology | International students | On-line training |
| Accurate handouts | International students | Orientation |
| Adequate workspace | International students | Orientation |
| Adjuncts-computers | Job development | Paid meetings, all staff |
| Administrative advocacy | Job market training | PeopleSoft |
| Attend conferences | Job shadowing | Personal counseling |
| Attrition | Larger budget for computers | Personal counseling |
| Bilingual counselors | Learning disabilities | Personal/psychological |
| Bilingual resources | Less special programs | Planning |
| Bilingual services | Less time on special programs | Probation |
| Budgeting | Medical/psychiatric | Professional development |
| Cal works | Moral support | Psychological services |
| Career | More appointment time | Re-entry |
| Career assessments | More bilingual staff | Re-entry center |
| Career counseling | More counseling staff | Re-entry students |
| Clinical counseling | More counseling staff | Re-entry students |
| Communications skill | More counselors | Research |
| Community resources | More counselors | Retention |
| Computers & paper work | More counselors | Retention |
| Course substitutions | More counselors | Retention strategies |
| Datatel /MIS/ DSPS | More counselors available | Retention, follow-up |
| Department Information | More counselors | Specialty counseling |
| Disability training | More counselors | Supplemental classes |
| Disabled students | More evening service | Teaching counseling courses |
| Diversity training | More generalist counselors | Teaching of courses |
| Electronic educational plans | More industry contact | Transcripts |
| ESL | More quality counselors | Transitions |
| ESL students | More money for counselors | Transitional programs |
| Evaluation | More time for morale building | Tutoring services |
| F-1 visa students | Need more counselors | Uniform computer systems |
| Faculty advising | Non-credit ESL | Vocational. |
| Faculty partnerships | Non-credit matriculation | We are understaffed |
| Greater help to at-risk students | Office space | We need more faculty |
| Health sciences | Office space | |
| High school outreach | Office work time | |
| How to enroll | Online counseling | |
| Improved physical facilities | Online responses | |

Appendix C

Question 23.

Is there anything you wish to share with the counseling task force about your job that was not addressed by this survey? If so, please indicate here. Please provide additional information for consideration in this survey.

| |
|---|
| About 95% of our students have personal issues interfering with their academic work |
| Access to ASSIST is very slow |
| Address more on student study skills |
| Adjunct counselors are stressed over budget cuts |
| Adjunct counselors cannot attend counseling department meetings |
| Adjunct counselors get inadequate training, little respect, & cannot attend conferences |
| Adjunct counselors have little or no connection with the college – no staff development |
| Adjunct counselors need a benefits package |
| Adjunct counselors need clear working spaces where confidentiality is observed |
| Adjunct counselors see many students but get little recognition or opportunities |
| Adjunct counselors treated as second-class citizens |
| Adjuncts have been cut 50%; retirees are not replaced; cuts in matriculation funding |
| Adjuncts left out of informational loot yet they are expected to know all the regulations |
| Administration is unaware of what counselors do. Funds have also been slashed |
| Advanced education students have impacted counselors |
| Am an articulation officer but am expected to help counselors during peak times |
| Any survey question needs a context of either regular or peak times |
| As a counselor, spend 3 hours teaching and another 2 in committees per week |
| As a DSPS counselor, it seems the generalist is working under dismal time constraints |
| As an EOPS counselor, we personalize education. Generalists process education |
| As enrollment increases, colleges may have to cut counselor hours spent teaching |
| As transfer center director, use group activities unless student referred by counselor |
| At this college, the student-to-counselor ratio is 3,600 to 1. Mandate a realistic ratio |
| Athletic counseling should be classified as at-risk like the EOPS model |
| Banner computer system unable to put hold on probationary students; low priority |
| Because of multiple assignments, am frustrated by lack of ability to focus on one job |
| Believe that all counselors should be allowed to form a specialty, e.g., career, transfer |
| Budget cuts have caused reduced counseling services. Things look bleak |
| Budget cuts toward adjunct counselors |
| Burnout from too many appointments with no breaks |
| By budget cuts, we no longer offer orientations to students. It is now a paper process |
| CalWorks counseling appointments are usually long due to required paper work |
| CalWorks counselor meets each student for an hour unlike generalists |
| |

| Appendix C, Question 23 (continued) |
|---|
| Campus climate is hostile |
| Career counseling is individualized; it is difficult to predict number of appointments |
| Caseloads so high, cannot get ETS/UC/CSU training |
| Changes in articulation and transfer not communicated quickly enough |
| Class surveys have revealed that there are many students who never see a counselor |
| Counseling "average times" should not include counseling of DSPS students |
| Counseling by adjuncts is more difficult now with all details and technology changes |
| Counseling faculty need to be on the instructional side of the 50/50 ratio |
| Counseling hours should provide time for learning latest policies & regulations |
| Counseling is a vital part of the CalWorks program |
| Counseling is a wonderful career |
| Counseling is the first to receive cuts and the last to get additional funding |
| Counseling is vital for student success. Without it, colleges not able to recruit & retain |
| Counseling not seen as essential. Their services are one of the first to receive cuts |
| Counseling services should be located in a central location on campus |
| Counseling special population students requires additional time & special training |
| Counseling staff is becoming an outreach & recruitment staff. This is not counseling |
| Counseling time is not replaced when a counselor is given released time for other work |
| Counselor contractual days were reduced |
| Counselors are losing sight of "core function." Too many "other" assignments |
| Counselors are lumped with all faculty when hiring priorities are established |
| Counselors are the first to be mentioned in responding to budget cuts |
| Counselors cannot do flex activities because of involvement with registration |
| Counselors coming from Master's programs untrained in transfer |
| Counselors do many "release time" activities that take away from seeing students |
| Counselors feel vulnerable under the 50% rule; lack of showing us as valuable |
| Counselors find it difficult to find time for committee assignments |
| Counselors find it difficult to have non-appointment office hours |
| Counselors given lower priority in hiring of faculty |
| Counselors given too many duties outside of counseling which cuts into appointments |
| Counselors hired as generalists yet are being reassigned to all types of other assignments. There is no backfill or adjunct replacement of the generalist hours |
| Counselors must get back to what they are supposed to do, work with students |
| Counselors need more support staff |
| Counselors need more training of Scan skills and careers; 80% focus on student transfer and yet few of our students actually transfer |
| Counselors need to do a better job with marketing their function to teaching faculty |
| Counselors not allowed to teach guidance courses as part of regular load |
| Counselors not respected by administration who believe in expanded paraprofessionals |
| Counselors perceived as having much free time, so they get asked to be on committees |
| Counselors should be compensated for department meetings |
| Counselors should have available an 11 or 12 month contract to meet student needs |
| Counselors stretched too thin with meeting students and other assignments |

| Appendix C, Question 23 (continued) |
|---|
| Counselors viewed as second-class citizens on campus. |
| Counselors will have to move in the direction of group activities |
| Counselors work on special projects but the extra work is not shared |
| Crisis counseling is becoming more necessary |
| Cuts in counseling hourly budget |
| Difficult to do in-depth career counseling |
| Difficulties are caused by CSU and UC not working in a cooperative manner |
| Disparity between counseling versus instructional faculty in negotiation representation |
| Disrespect for counselors by certain teaching faculty impacts student attitudes |
| District ignores Board policy on counseling function |
| Does the college effectively assist students with mental health issues? |
| Dual admission programs will increase counselor workloads. |
| Evening students need receive the same quality of services as day students |
| Excessive high school visits; too many special projects; not enough counseling time |
| Faculty need to be made more aware of what counselors do |
| Fairness of special counselors who also deal with supervision, budget, and see students |
| Feeling frustrated because of the constraints imposed by the community college system |
| Good work by counselors on committees is rewarded by more committee assignments |
| Graduation requirements should include a career class and an orientation class |
| I am an educational advisor but am not included in counseling department meetings |
| I wear too many hats (generalist, articulation, curriculum chair, technical review chair) |
| If most students received 50-minute appointments, they would only need four per year |
| Improve services for bilingual students |
| In 14 years of experience, the role of the counselor has become much more complex |
| In the past we were allowed to focus on specific majors. Generalists now must do all |
| Inadequate remedial offerings; increased technology dependent, i.e., e-advising |
| Inadequate technology support for counseling |
| Inadequate, outdated, and uninviting counseling center environment |
| Inequity between generalist and specialist with respect to teaching assignments |
| Inequity in that part-time counselors not paid the same as full-time per hourly basis |
| Instructional faculty and administrators do not understand what counselors really do |
| Instructional faculty are not aware of the full scope of counseling services |
| Instructional faculty, for the most part, do not support counseling |
| Insufficient prep time for teaching counseling courses and for follow-up appointments |
| Is the teaching faculty well informed as to what counselors do? |
| It is very stressful when students are added on top of a full schedule |
| Lack of adequate funds to support individual counseling |
| Lack of administrative support. It has been a fight to get positions approved |
| Lack of leadership in the counseling department |
| Lack of support from other faculty and management |
| Lack of support in local faculty contract |
| Little equality in load between generalists and special counselors |
| Major budget cuts have hurt our program |

| Appendix C, Question 23 (continued) |
|---|
| Many counseling issues are dwarfed by instructional faculty needs and numbers |
| Many counselors are given released time for projects without being held accountable |
| Many counselors doing production work; have lost sight of the real counseling purpose |
| Matriculation and PFE funding often do not fall within student services |
| Matriculation monies should go to student services, not additional management |
| May not be able to offer special programs to students with special needs |
| More counseling faculty |
| More effective leadership of department so counselors can focus on counseling |
| More financial support for transfer center and career center staffed by a counselor |
| Must find a way to properly evaluate counselors who have tenure. There is "deadwood" |
| Must have 50 minute sessions |
| Need a common numbering system, common major preparation for CSU and UC |
| Need a second language |
| Need adequate funding and facilities for special programs, e.g., matriculation, re-entry |
| Need adequate staffing in special programs to accommodate special needs |
| Need better working relationships between counselors and teaching faculty |
| Need bilingual services in Chinese and Vietnamese at front desk |
| Need clarification of roles between counselors and paraprofessionals |
| Need continuity in counseling; follow-up, accountability, data on number served |
| Need cooperation between counseling and teaching faculty regarding assessment, multiple measures, and course placement |
| Need feedback on effectiveness of different types of orientation delivery |
| Need for multicultural competency |
| Need increased funding for direct services to students |
| Need more counselors |
| Need more counselors |
| Need more counselors and a fair budget process |
| Need more mental health services or referral possibilities |
| Need more part-time counselors during summers |
| Need more workshops, e.g., math anxiety, time management, study skills, test-taking |
| Need newer computers in our offices |
| Need prep time and end-of-day time to finish earlier transactions |
| Need programs to decrease drop-outs |
| Need research to determine the value of counseling |
| Need standards for on-line counseling |
| Need statewide guidelines: who can see students; what paraprofessionals allowed to do |
| Need teaching faculty to do more academic advising and let counselors counsel |
| Need to address the needs of high school graduates who are under-prepared |
| Need to be creative with counselor schedules and include evening services |
| Need to be trained in latest information on substance abuse and psychiatric disorders |
| Need to determine the percentage of time spent doing on-line counseling & who should do it, full-time counselors, part-time, or both? |

| Appendix C, Question 23 (continued) |
|---|
| Need to do a better job of communicating the utility of counselors |
| Need to do more to insure that students of color are academically successful |
| Need to focus on depth and quality of counseling – not just the numbers |
| Need to insure that full-time vacancies and retirees positions are filled |
| Need transcripts evaluated before counseling, and timely information on new programs |
| No adjunct pay for more training, e.g., use of computer programs |
| Non-peak periods is about 4 months per year when students have a walk-in basis |
| Not all counselors are staying current with the latest transfer information |
| Not enough counselors for the changing population. Students are not prepared |
| Not enough counselors; not enough technical support; deans seem not to understand |
| Not enough hours to meet student needs, especially during evening and weekends |
| Not enough time to do everything needed; thus we put in our own hours without pay |
| Not sufficient staff to accommodate all the special needs of students |
| Not sufficient support from administration |
| On-line counseling is increasing. Need to define parameters of how we respond |
| Only a few of us see general students. Too many counselors are in special programs |
| Only make appointments 6 months of the year; rely upon adjunct during summers |
| Our college has decided to make drastic cuts to student services |
| Part-time faculty should have priority when there is a full-time position opening |
| Ratio of students to counselor in general counseling is inadequate |
| Records evaluation function should be staffed so that incoming transcripts can be evaluated before a student sees a counselor |
| Registration demands as per 1-1 counseling is limited |
| Responses to this survey apt to vary for specially funded programs and with satellites |
| See immense difference in quality of parents and children's lives due to counseling |
| Some at-risk students may need more than one hour, and more than 3 visits |
| Some counseling assignments include a mandatory 20% teaching load |
| Special programs are good; general counseling in inadequate |
| Specialist counselors have much more flexibility than general counselors |
| Specialty counselors have more flexibility in setting schedules / times for appointments |
| Started using advising specialists; counselors put in small hiring pool as instructors |
| Students and faculty need more awareness of the benefits of counseling services |
| Students are not encouraged by their instructors to seek services of counselors |
| Students are not prepared and have tremendous social problems |
| Students are required to wait 3 –4 weeks for an appointment |
| Students need individual one-on-one appointments |
| Students need to know the long-term impact of doing poorly the first semester |
| Students that are undecided or change majors more than twice need a career class. |
| Students who frequent counselors the most perform academically better |
| Support services for counseling in special programs is very poor |
| Teaching faculty need to become more aware of counselor roles |
| Teaching faculty think counselors offer non-essential services until a crisis emerges |
| The 30-minute student appointment is inadequate |
| The administration does not see counseling as essential. Our ratio is 2,000 to 1. |

| Appendix C, Question 23 (continued) |
|--|
| The administration needs to support the standards & practices of counseling programs |
| The number of unpaid hours per week is 10 (completing paperwork, follow-up) |
| The budget cut eliminated our Transfer Center |
| The budget plays a big role in what kind of services are available given more students |
| The counseling department just split into four departments. Now 10 counselors are doing the work of 30+. The stress is tremendous. |
| The counseling job requires much more than advising |
| The cutting of matriculation funds has impacted the service to students |
| The degree-audit system is cumbersome, hard to read, and valid only for natives |
| The demands of articulation are daunting demanding more and more time |
| The problem of counselors working consistently while some tend to avoid students |
| The relationship between counseling-faculty and instructional-faculty needs addressing |
| The shift in running colleges like corporate institutions undermines services |
| The statewide system does not provide any support for career counseling |
| The students today have many more personal and social problems |
| The teaching of counseling/guidance courses is critical to the counseling function |
| The work by counselors (workshops, orientation, committees) limits 1-1 counseling |
| There are efforts to hire only hourly counselors. Counselors seen as expendable |
| There are many in-house policies/procedures that hinder student academic success |
| There are matriculation budget cuts but counselors get increased responsibilities |
| There are times when students may have to wait 2-4 weeks for appointments |
| There has been no replacement of counselors who retired or lost in some other manner |
| There is a movement toward not filling counselor positions - replacing with classified |
| There is a shortage of counselors which is a result to inadequate funding |
| There is a two-tiered faculty system: those protected by the 50% law, and those not |
| There is burn-out and not enough counselors to do what we should to serve students |
| There is insufficient support of counselors from clerical staff |
| There is pressure to see large numbers of students in a short amount of time |
| There was not option for the Puente Project in the special program category |
| This campus has laid off all part-time counselors yet our students increased by 10% |
| This college is not implementing the matriculation guidelines about educational plans |
| Too few counselors seeing students; many given extra assignments like outreach |
| Too little clerical support |
| Too much assignment to other duties that take time away from counseling |
| Transfer Centers need more staffing, especially so with huge college enrollments |
| Tutoring services on campus are inadequate |
| Very much concerned about using educational advisors at my campus |
| Very unsupportive administration (VP of student services, & college president) |
| We emphasize transfer but need more career help with undecided students |
| We have a ratio of 50% adjuncts to 50% full-time. The full-time work 35 HPW |
| We need a 900 – 1 ratio; more counselors, more academic advisors |
| We need to get on the positive side of 50% rule. College is cutting counseling hours |
| We talk about diversity but do not address adequately serving ESL students |

| Appendix C, Question 23 (continued) |
|--|
| We waste too much time on athletes when they should not have special benefits |
| Wheel chairs can get into office but then door cannot be closed |
| When can counselors stop defending their discipline? Where is 75% vs. 25% ratio? |
| While teaching faculty positions get filled, it is difficult to hire more counselors |
| Why is it (in the survey) that disabilities are not included with special populations? |
| With a teaching assignment, the student-counselor time is impacted |
| With budget cuts, our services have been reduced. Calls from mad parents & students |
| With over 4,000 counseling appointments, the contract days were cut from 215 to 195 |
| With such high numbers of students, not able to do quality counseling with them |
| Without counseling support, students will not achieve their educational objectives |

Appendix D

Question 27. List of 108 Community Colleges and Counts of Participation in Survey

| College Name | N | College Name | N | College Name | N |
|------------------|----|------------------------|----|------------------------|------------|
| Alameda | 0 | Hartnell | 4 | Sacramento | 9 |
| Allan Hancock | 6 | Imperial Valley | 7 | Saddleback | 10 |
| American River | 29 | Irvine Valley | 0 | San Bernardino Valley | 0 |
| Antelope Valley | 5 | Lake Tahoe | 1 | San Diego City | 5 |
| Bakersfield | 13 | Laney | 1 | San Diego Mesa | 5 |
| Barstow | 1 | Las Positas | 1 | San Diego Miramar | 6 |
| Butte | 9 | Lassen | 1 | San Francisco | 19 |
| Cabrillo | 11 | Long Beach | 13 | San Joaquin Delta | 0 |
| Cañada | 3 | Los Angeles City | 1 | San Jose | 4 |
| Canyons | 0 | Los Angeles Harbor | 4 | San Mateo | 7 |
| Cerritos | 13 | Los Angeles Mission | 3 | Santa Ana | 11 |
| Cerro Cosa | 1 | Los Angeles Pierce | 0 | Santa Barbara | 8 |
| Chabot | 1 | Los Angeles Southwest | 0 | Santa Monica | 5 |
| Chaffey | 6 | Los Angeles Trade Tech | 0 | Santa Rosa | 14 |
| Citrus | 6 | Los Angeles Valley | 5 | Santiago Canyon | 3 |
| Coastline | 5 | Los Medanos | 7 | Sequoias | 15 |
| Columbia | 0 | Marin | 1 | Shasta | 6 |
| Compton | 1 | Mendocino | 3 | Sierra | 9 |
| Contra Costa | 5 | Merced | 1 | Siskiyou | 1 |
| Copper Mountain | 3 | Merritt | 1 | Skyline | 4 |
| Cosumnes River | 13 | Mira Costa | 4 | Solano | 1 |
| Crafton Hills | 5 | Mission | 5 | Southwestern | 12 |
| Cuesta | 9 | Modesto | 1 | Taft | 1 |
| Cuyamaca | 6 | Monterey | 2 | Ventura | 2 |
| Cypress | 8 | Moorpark | 6 | Victor Valley | 11 |
| DeAnza | 7 | Mt. San Antonio | 14 | Vista | 2 |
| Desert | 12 | Mt. San Jacinto | 5 | West Hills | 7 |
| Diablo Valley | 3 | Napa Valley | 1 | West Los Angeles | 3 |
| East Los Angeles | 0 | Ohlone | 11 | West Valley | 5 |
| El Camino | 8 | Orange Coast | 8 | Yuba | 0 |
| Evergreen | 1 | Oxnard | 4 | | |
| Feather River | 0 | Palo Verde | 1 | Undecipherable/Missing | 66 |
| Foothill | 7 | Palomar | 3 | Total | 649 |
| Fresno | 16 | Pasadena | 17 | | |
| Fullerton | 10 | Porterville | 0 | | |
| Gavilan | 0 | Redwoods | 5 | | |
| Glendale | 3 | Reedley | 0 | | |
| Golden West | 5 | Ro Hondo | 6 | | |
| Grossmont | 14 | Riverside | 6 | | |

Appendix E

Original Questionnaire

1. **In your normal work schedule, what actual (not necessarily the contractual) percentage of your time is spent providing direct/or related counseling/advisement to students? (Note: related could be use of phones, writing letters, attending staff meetings). Do not include release/reassigned time assignments.**

Response: Percent 5%-100%

2. **What percentage of your time is spent as a general counselor and/ or specialty counselor (e.g., athletics, veterans, EOPS, CalWorks, DSPS)?**

Response:

2A. Specialty Counselor: Percent

2B. General Counselor: Percent

3. **What is the amount of minutes you are allotted for a typical one-session student appointment (to the nearest 5 minutes):**

Response: 5minutes to more than 90 minutes

4. **What is the amount of minutes you believe to be necessary for a typical one-session student appointment (to the nearest 5 minutes):**

Response: 5minutes to more than 90 minutes

5. **Please list any frequent factors (with a word or short phrase) that in your opinion hinder your efforts in counseling/advising students. (If none, write in "NONE")**

Response: text field

6. **In your opinion, does your college provide sufficient funds for your continued professional development? (In your answer consider factors such as conferences, workshops, and special programs)**

Response:

Definitely Yes

Mostly Yes

Not Sure

Mostly No

Definitely No

Question not applicable

7. If you were able to increase the services your department provides, in what area would you prefer the greatest help? (Select all that apply)

Response:

- Articulation
- Athletes
- Enroll in a class(es)
- More clerical support
- Multiculturalism
- Personal crisis training
- Special Programs
- Supplies
- Technical Support
- Technology Training
- Training in career counseling
- Transfer
- Veterans
- Other: text box

8. Do you have direct access to a computer that provides quick access to ASSIST? (If the answer is "no," go to question 10)

Response:

- Yes
- No

9. If so, what percentage of time do you use ASSIST?

10. In your opinion, have you received or are you receiving training in the technology designed to facilitate your job?

Response:

- Yes, very adequate
- Yes, but inadequate
- No

11. Do you have an American Disability Act "approved" office space?

Response:

- Yes
- No
- Not Sure

12. Is your office wheel-chair accessible?

Response:

- Yes
- No
- Not Sure

13. In your opinion, does your department make “reasonable efforts” to ensure that all probationary students participate in counseling?

Response:

- Yes
- Often
- Not often
- No

14. In your opinion, does your department make “reasonable efforts” to ensure that all students that have not declared a specific educational goal participate in counseling or counseling workshops/classes to assist them in the process of selecting an educational goal?

Response:

- Yes
- Often
- Not often
- No

15. In your opinion, does your department make “reasonable efforts” to ensure that all students who are enrolled in pre-collegiate basic skill courses participate in counseling or advisement?

Response:

- Yes
- Often
- Not often
- No

16. In your opinion, do you receive training to provide accurate program and transfer requirements to student?

Response:

- Yes, very adequate
- Yes, but inadequate
- No

17. Does your college have a policy statement that mentions support for the counseling function on your campus?

Response:

- Yes
- No
- Not Sure

18. Do you believe that the support staff in your counseling department is sufficient to meet the needs of counselors and students?

Response:

- Yes
- No
- Not Sure

19. Do you believe that the counseling faculty to student ratio on your campus is sufficient to meet the needs of students?

Response:

- Yes
- No
- Not Sure

20. Are students at your college generally able to get an appointment with you within 5 working days?

Response:

- Yes
- No
- Not Sure

21. How many one-appointment sessions do you think a general student should have with a counselor within an academic year? (Omit summer session)

Response:

- None
- One
- Two
- Three
- Four
- Five
- Six
- Seven
- Eight
- Nine
- ten
- More than ten

22. How many one-appointment sessions do you think a special program or at-risk student should have with a counselor within an academic year? (Omit summer session)

Response:

- None
- One
- Two
- Three
- Four
- Five
- Six
- Seven
- Eight
- Nine
- ten
- More than ten

23. Is there anything you wish to share with the counseling task force about your job that was not addressed by this survey? If so, please indicate here. Please provide additional information for consideration in this survey.

Response: text field

Personal Information

24. Your status:

Response:

- Full-time
- Part-time

25. Years of Service

Response: numeric field

26. Demographics

Response:

| College Size | Name |
|---------------------|--------------|
| 1 to 4999 | Very Small |
| 5000 to 10575 | Small |
| 10576 to 18480 | Medium |
| 18481 plus | Large |
| Undetermined | Undetermined |

27. Your college: