
Counseling and Advising Outcomes Assessment Survey

Results in Brief

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Basis: All conclusions are based on a twenty-one-question, Web-based survey conducted from May 4 to August 2, 2007. Eight-hundred and sixty-two credit students participated.

Overview

Overall, most respondents seemed aware of the availability of the College's counseling and advising resources. While clearly there are some students who need these resources and others who, for some reason, do not or cannot avail themselves of them, most respondents include Counseling and Advising services as an integral part of their academic planning.

There appears to be some opportunity for providing additional help to job seekers. Few respondents have used the Career/Transfer Center because they claim they didn't need it or did not know that it existed. Reversing the latter is obviously a matter of promoting the Center more effectively.

Interpreting the former, however, is more mystifying: why would job-seeking students discount such a resource? Are job-seekers enjoying a seller's market, were they waiting till the end of the semester to seek jobs, or do they feel that the Center will not add value to their search?—curious questions when nearly sixty percent of respondents indicated that they were not even engaged in the basic employment search steps at the time of the survey.

Finally, the results revealed that respondents' knowledge of the College's grading policy is somewhat suspect. Counseling and Advising departments would do well to work with faculty to clarify and reinforce this part of the Academic Regulations.

Results by Question

- **Q2–Q2.1.** Most respondents (80%) took a placement test when they entered the College. The majority of those received their scores either in a group (54%) or individual counseling session (25%).
- **Q3–Q3.1.** Most respondents (76%) met with a counselor for academic advising this past year. Of these students, a little over forty-eight percent required two to three visits.
- **Q3.2.** *Of the roughly twenty-four percent of students (n = 209) who did not meet with a counselor, 61% (n = 126) admit that it was a voluntary decision.* Forty-eight of these respondents (23%) implied that they wanted to see a counselor but could not find a time that was convenient.
- **Q4.** Most respondents cite that their educational goals are to transfer to a four-year school (69%) and/or to obtain a degree or certificate (56%). Career-changers and students looking for self-enrichment comprise the other two key-goal groups at 15% and 14% respectively.
- **Q5.** In confirmation to the preceding statistics, respondents were a generally goal-oriented cohort as *82% of them have selected a major.*
- **Q6.** *A majority of respondents (71%) use the catalog to plan for their future courses without the aid of C&A, a further confirmation of student self-sufficiency.* About twenty-five percent of them also use the catalog, but contrarily, feel that they still required assistance from a counselor.
- **Q7.** Respondents overwhelmingly feel that they can balance their school, family, work and personal lives adeptly as the majority rated their adeptness as either good (41%), very good (27%) or excellent (13%).

- In testing students' basic understanding of grading and performance expectations, the survey revealed the following
 - **Q8.** Most respondents (69%) believe that a grade of "W" is given when a student drops a course after 20% of its length has been completed. The other 31% felt that this was untrue. **Unfortunately the ambiguous wording of this item calls these results into question.** The item text does not strictly cite the policy to the letter, which may have caused confusion: *If a class is dropped after the completion of 20 percent of its duration and before the completion of 73 percent of its duration, the grade of "W" will be recorded. (Academic Regulation 9.645).*
 - **Q9.** Few students were confused about the ability of an instructor to drop them from a class due to excessive absences. Almost ninety-one percent knew that the academic regulations allow for this.
 - **Q10.** Respondents were split evenly on the minimum grade point average required to keep a student in good academic standing. **This indicates a significant opportunity for C&A to clarify and reinforce policy.** About half the students incorrectly felt that a GPA of 1.75 was the minimum when it is actually 2.0.
- **Q11.** Most respondents (73%) used the Counseling and Advising Center this past year. Due to a survey set-up error, OIRA was unable to capture the reasons the other respondents did not use the Center.
- **Q12–12.1.** Very few respondents (28%) used the Career/Transfer Center this past year. Of the ones who did not use the Center, 61% felt they did not need it and 24% (n = 172) stated that they did not know it existed.
- **Q13–13.1.** Most respondents (59%) did not use the tutoring centers this past year. Of these respondents, the majority claim they did not need it (76%). However, 346 (41%) respondents did use the centers.
- **Q14.** This past year, most respondents (42%) did not use key transfer and career-planning resources. The top three most popular resources are ARTSYS (39%), the MC Transfer web page (19%) and MC Transfer Day (16%).

- **Q15.** The majority of students did not complete a graduation audit with a counselor/advisor (59%). Roughly twenty-eight percent stated that this process was inapplicable. Similar results are reflected in the responses to the question regarding the number of students who applied for graduation. **This pair of questions is minimally useful since their results cannot easily be cross-tabulated with that of the remaining questions and since neither question asked why respondents answered “no.”**
- **Q17.** Students who expressed the goal of transferring have mostly taken the following preparatory steps: identified a college/university (53%); met with a counselor to discuss their plan (38%). **A little over a third of these students had taken no preparatory steps.**
- **Q18.** **Four hundred and twenty-six job-seeking respondents (60%) had yet to take any of the typical job-search steps presented in the survey.** Only about twenty-six percent of them had either drafted or completed a resume. About thirty-five percent say they have identified or used resources at the College to achieve their employment goals.

