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Student Satisfaction with a Community College's Counseling Services: Gender and Race Differences

Carla Denise Noto

STUDENT SATISFACTION WITH A COMMUNITY COLLEGE'S

COUNSELING SERVICES:

GENDER AND RACE DIFFERENCES

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An Abstract Presented to the Faculty of the Graduate School
of Lindenwood College in Partial Fulfillment of the
Requirements for the Degree of
Master of Art

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ABSTRACT

Forty-five community college students (8 males and 37 females) were surveyed to determine their level of satisfaction with counseling services offered at St. Louis Community College at Florissant Valley. The three areas of counseling explored were academic counseling, career counseling, and personal counseling. Results indicated that neither the gender of the student nor the ethnic group the student belonged to related to the level of satisfaction he/she received from any of the three areas of counseling. Academic counseling was found to have the highest satisfaction rankings and Personal counseling was found to have the lowest.

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ACKNOWLEDGEMENTS

DEDICATION

To my Mom and Dad:

For all your love, support, and encouragement throughout my

college education. You both gave me the drive and dedication to

make it this far. Thank you.

And to Adam:

For your encouragement and faith in me.

Thank you for being there.

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CHAPTER I

INTRODUCTION

College counseling centers have been in existence as early as 1932 (Heppner & Neal, 1980). However, the role and function of college counseling centers have changed throughout the years. Counseling services on college campuses have been growing in both number and complexity since the early 1930s. Programs that initially consisted of assisting students with their vocational needs have evolved into multidimensional centers that now provide a wide range of personal, career, and skills-related services (Gallagher, Golin & Kelleber, 1992).

Researchers agree that regular evaluations of college counseling programs are essential in helping to provide students with the best counseling services possible (Carney, Savitz, & Weiskott, 1979; King, Newton, Osterlund, & Baber, 1973; Knapp & Edmiston, 1982; Misner & Rapaport, 1987; Silker, Rapaport, & Quackenbush, 1994). According to the International Association of Counseling Services "An integral responsibility of the counseling

service is to conduct ongoing evaluation and accountability research to determine the effectiveness of its services, and to improve the quality of services" (Silker, et al, 1994 p. 3). Additional significant reasons to evaluate university counseling center services include: providing counselors with direct feedback, quality assurance, appropriately retaining students, and the professional development of the staff involved in the evaluation project (Silker et al, 1994). It has also been suggested that regular surveys of student perceptions of counseling services be conducted to insure that counseling agencies are responding appropriately and effectively to students (Carney, Savitz, & Weiskott, 1979).

One component in the evaluation of counseling services has been the investigation of client satisfaction. Lewis & Magoon (1987) believe that collecting client satisfaction is a popular and viable approach to assessing the impact of services rendered to clients. It is beneficial for college counselors to be aware of the significant problems that students bring to the counseling room,

and whether the counseling services of the institution are, in fact, satisfying those needs of its students.

The counseling needs of college students vary from person to person. There is a considerable amount of research examining the gender and racial differences of college students regarding counseling needs (Atkinson, Jennings, & Liongson, 1990; Boesch & Cimbolic, 1994; Lucas, 1993: Solberg, Risma, Davis, Tata, & Jolly, 1994). Such differences should be made known to college counselors so they are able to understand the differences and to meet the counseling needs of those students.

The purpose of the present study was to determine the degree of student satisfaction with St. Louis Community College (SLCC) at Florissant Valley's counseling services, focusing on three different areas: personal, career, and academic counseling. The gender and racial differences of those students who use the counseling services were described.

In order to address the issues of the present study, three questions were formed:

1. Students will express no differences in the level of satisfaction with career, personal, or academic counseling.

2. Male and female students will express no differences in the level of satisfaction with the three areas of counseling.

3. White and black students will express no differences in the level of satisfaction with the three areas of counseling.

CHAPTER II

LITERATURE REWIEW

Student Needs

The demand for counseling and crisis management services is increasing in colleges (Bishop, 1990). Not only is the number of students who seek counseling services increasing, but also is the severity of the problems presented. Chickering (in Gerdes & Mallinckrodt, 1994) noted that the transition to college is marked by complex challenges in emotional, social, and academic adjustment. Blaine and McArthur (in Mathiasen, 1984) predicted that approximately one out of ten college students will encounter an emotional disturbance that is serious enough to produce symptoms that adversely affect academic performance.

Mathiasen (1984) found that the problems faced by today's college students vary little from college to college, regardless of the location or size of the school. After surveying 11 counseling directors, he found that the most noted problems reported by students were: personal and emotional problems, a

need for career and vocational counseling, and a need for academic and educational guidance. These findings are consistent with other studies investigating student needs. In an early study Kramer, Berger, and Miller (1974) found that the two most pervasive needs reported by college students were vocational choice and career planning and personal unhappiness. Approximately one-half of the respondents of the study checked off both of these concerns. Another study found that the greatest concern of university seniors was finding a career direction. Negotiating the system and surviving financially and academically were of secondary importance, and issues associated with living conditions, personal values and feelings, and extracurricular involvements ranked third (Carney & Barak, 1976). In regard to client satisfaction, Phillips and associates found that clients were relatively satisfied with their counseling experience regardless of the vocational or personal emphasis (Phillips, Friedlander, Kost, Specterman, & Robbins, 1988).

Carney, Savitz, and Weiskott (1979), after surveying a large sample of college students, concluded that students "consistently indicated that they are most concerned about and most likely to seek assistance for career planning, financial and academic concerns, and difficulties in negotiating the university system" (p. 121). They found that the students surveyed appear to have only limited investment in dealing with personal and social issues. Weissberg and associates (1982), on the other hand, found that while personal needs expressed by students were not as strong as career development or academic needs, more than 40% of the sample indicated a moderate or strong need for personal concerns.

Although students express their many different needs to the college counselers, career needs seem to be a recurring concern for most students. Lucas (1992) invesigated problems expressed by help seekers at a university counseling center and found that 56% indicated concern about their careers. Issues relatively high on the list for these students included study habits, managing time, getting things done, and getting motivated. Weissberg, Berentsen,

Cote, Cravey and Health (1982) also found that undergraduate students expressed extremely strong needs in the career development area. This was especially true with concerns relating to work experience, job opportunities, and job-seeking skills.

Career Counseling

An individual's career decision is a primary source of his/her personal identity and crucial to that individual's happiness. Krumboltz (1993) noted that a career affects the way one spends most of his/her time, the kind of people with whom one socializes, the choice of a marriage partner, vacation plans, neighbors, and even retirement possibilities. Our culture, largely, defines individuals by their occupation. Consequently, choosing a career is a substantial decision for a person to make.

Because the world of work has become increasingly complex and technological, college students today are faced with very difficult career decisions (Bishop, 1990). Levine (in Bishop, 1990) concluded that college students are setting higher goals for themselves and have become more professionally oriented and

competitive. He suggested that this competitiveness may result from students' fear that they may be unable to achieve the same standard of living enjoyed by their parents.

Due to the changing nature of our society, college counseling centers can be a valuable tool for students by offering career counseling that addresses those difficult career decisions. Career counseling, defined by The National Career Development Association (Isaacson & Brown, 1993), consists of those "activities performed or coordinated by individuals who have credentials to work with other individuals or groups of individuals about occupations, life/career, career decision making, career planning, or other career development related questions or conflicts" (p. 372). Isaacson and Brown (1993) agree that career counseling also consists of enhancing knowledge of occupations, occupational mobility, the social and economic influences on careers, and the context in which people work.

An earlier survey of counseling centers in higher education indicated that 81% of colleges provide career counseling

for students (Whitely, Mahaffey, & Geer in Bishop, 1990). Stone

and Archer (1990) strongly believe that career counseling and

career development is a central part of what a counseling center

should be all about. They agree that career counseling is not just

a matter of picking a major or a career. Self-concept, interpersonal

abilities, sex-role beliefs, independence, and parental influence are

all significant factors to consider in this broad life-issue.

Almost 20 years ago, Lunneborg (1976) predicted that as the

job market tightened and competition for graduate study

increased, the percentage of undecided college graduates would be

expected to increase. He suggested that vocational choice in

college is desirable and counselors should help students to make

that choice consistent with their abilities and academic

achievement.

In an earlier, longitudinal study of a comparison of

counseled and non-counseled college students, Meadows (1975)

found several positive affects that counseling had upon students.

Counseled students chose majors that were more compatible with

their measured interests, they attained a higher level of job success than the non-counseled group, and they also demonstrated a high level of job satisfaction and success upon leaving the college environment.

Counseling centers may do more than help students with career decisions. Such centers have the potential to address problems that may help to combat the attrition issue. Higgerson (in Bishop, 1990) conducted a study of students who voluntarily withdrew from college and found that the most common reasons that students leave are dissatisfaction with the academic program, unclear career objectives, or unclear educational goals. Students may be less reluctant to seek counseling for these educational or career concerns than to see a counselor for personal reasons. A study conducted by King and associates (1973) indicated that students felt the college counseling center was an appropriate place to go to resolve an educational or a vocational problem. Also, the majority of the sample (87%) responded that they were not at all embarrassed to see a counselor for an educational or vocational

problem. However, only 33% indicated that they were not embarrassed to see a counselor for an emotional problem (King, Newton, Osterlund, & Baber, 1973).

It is clear that career choice represents a struggle for many students. Lucas (1992) notes that career choice challenges individuals to overcome external obstacles (i.e., lack of job openings, disapproval of parents) as well as internal obstacles (i.e., anxiety, lack of self-awareness, low self-esteem). She suggests that making progress in the career area may promote gains in self-esteem, study habits, relationships, decision making, and independence.

Academic Counseling

Academic concerns cause a great amount of stress to college students (Kramer et al, 1974). A student's academic adjustment may have a tremendous effect on whether that student will continue his/her college education. Gerdes and Mallinckrodt (1994) note that academic adjustment refers to more than a student's scholarly potential. Other components of academic

adjustment include the motivation to learn, taking action to meet academic demands, a clear sense of purpose, and general satisfaction with the academic environment.

The aforementioned researchers suggest that counseling-based interventions might be helpful in retaining students who are struggling academically. In a longitudinal study of retention, they found that poor-standing students who dropped out did not anticipate having clear academic goals, reported feeling tense and nervous, and were considering taking time off from college. Gerdes and Mallinckrodt (1994) suggest that time management, study skills, anxiety management, and an appropriate course load may also be helpful for building confidence and academic success.

Along with academic counseling, Metzner (1989) noted that improvement in academic advising ranked among the most frequently recommended and implemented interventions for increasing retention. High-quality adademic advising may "subsequently create a better appreciation of the benefits of a college education, greater involvement in the institution, increased

learning, a more satisfying college experience, and stronger

motivation for continued enrollment" (p. 423).

In his longitudinal study of college students, Meadows (1975)

found that student's grade point averages significantly improved

after receiving counseling. Therefore, this may result in another

factor improving the retention of college students. After surveying

counseled college students, Silker and associates (1994) found that

many students felt that counseling had helped them academically

and 74% indicated that it may have been a contributing factor in

their ability to stay in school.

There are many academic concerns expressed by college

students that may hinder their success in higher education.

Gallagher and associates (1992) found that overcoming

procrastination was ranked as the most important area in which

students expressed a need for help. Many students certainly have

serious procrastination problems that lead to academic difficulites

(Gallagher et al, 1992). Public speaking anxiety, increasing

motivation, fear of failure, and anxiety about test-taking skills were

other highly ranked academic concerns of college students.

Counseling centers can be a tremendous help to students who

battle with these academic issues by providing them with ways to

deal with these conflicts.

Personal Counseling

Several researchers have reported that college counseling

centers across the country are reporting a significant increase in

the number of students with severe psychological problems

(Bishop, 1990; Gallagher et al, 1992; Stone & Archer, 1990). There

is ample evidence to support the notion that college students are

more stressed than earlier generations. Koplik and Devito (in

Stone & Archer, 1990) compared freshman scores on the Mooney

Problem Checklist in 1976 and 1986 and concluded that the latter

are more troubled, reporting higher levels of distress in virtually

every area of their lives. Also, an annual national survey of

entering freshmen in 1988 indicated that the proportion of

students who feel depressed, overwhelmed, or are worried about

their employability is increasing (Astin in Bishop, 1990).

Gerdes and Mallinckrodt (1994) suggested that personal or emotional problems may be manifested as global psychological distress, somatic distress, anxiety, low self-esteem, or depression. They note that anxiety has consistently been related to the retention of students. Silker and associates (1994) surveyed college students who participated in counseling and found that the most frequently listed personal concerns were anxiety or stress, depression, self-esteem, relationship issues, and family problems. Magoon (in Bishop, 1990) found that more than 50% of the counseling centers at large institutions (more than 10,000 students) reported increases in the frequency of cases of depression and borderline personalities. Several researchers have agreed that depression is the primary observed psychiatric disorder among college students (Gerdes & Mallinckrodt, 1994).

Bishop (1990) notes that other types of serious problems on the increase include anxiety, bulimia, anorexia nervosa, relationship crises, adult children of alcoholics, the AIDS crisis, and situations in which students are victims of crime. He believes

that the increasing severity of these student problems is a trend that is not likely to change.

Considering this significant growth in the number and severity of student problems, the college counseling center can be of great value in helping to address these particular issues. Bishop (1990) suggests that it will be necessary for counseling centers to develop effective crisis management procedures, train and consult with networks of other helping professionals, and use off-campus resources to address these increasing demands.

Another personal concern of students that may affect their college experience is their level of social adjustment. Important components of social adjustment include becoming integrated into the social life of college, forming a support network, and managing new social freedoms. Social support networks are an important element of college adjustment and have been shown to predict attrition for college students (Gerdes & Mallinckrodt, 1994). Counselors can be of great advantage in this area by helping

students with self-esteem issues and allowing them to feel more comfortable about developing social support networks.

Silverman (1977) notes that "a particular advantage of campus counseling is that therapeutic help is available on location and at the time when the person may be suffering most intensely" (p. 206). She believes that the counseling setting within the college environment offers the student the availability of a sympathetic adult who is not a member of the family and who can listen with objectivity and without personal bias. Silverson stresses the importance of the value and need for individual counseling contact on the college campus.

In addition to being of great value to students, personal counseling may also be more satisfying. In an evaluation of a university's counseling services, Knapp and Edmiston (1982) reported that students who underwent personal counseling reported higher satisfaction than those who experienced vocational or education counseling. They suggest that clients tend to invest more in personal counseling because they usually see their

counselors for several sessions, discuss sensitive personal matters, and develop close emotional bonds with their counselor. "Vocational or educational counseling does not usually have the degree of emotional valence found in personal counseling" (p. 11).

Gender Differences

When considering student needs regarding areas of counseling, it is necessary to discuss the gender differences that exist. In order for college counselors to meet the needs of their students, it is important that they understand those different needs and reasons males and females may seek counseling.

One significant gender difference that researchers have found is the usage of the campus counseling center by males and females. Knapp and Edmiston (1982) conducted an evaluation of a western university and found that women used the counseling center proportionately more then men. This finding is consistent with other studies. Misner and Rapaport (1987) surveyed students who had used their college counseling center. Results indicated that 74% of the respondents were women. Silker and associates

(1994) conducted three surveys (1990, 1991, and 1993) focusing on current counseling center clients and found that between 75% and 83% of the respondents were women.

Knapp and Edmiston (1982) suggest that this gender difference in counseling center usage may be open to several different interpretations. One is that "patterns of emotional disturbance may vary according to the individual's sex" (p. 5). Dohrenwend and Dohrenwend (in Knapp & Edmiston, 1982) found that women have higher rates of neurosis, but men have higher rates of alcoholism and conduct disorders. This data is consistent with Knapp and Edmiston's findings that although women used the counseling services more than men, men had a greater frequency of property destruction, assaults, and offenses while under the influence of alcohol.

Phillips and Segal (in Knapp & Edmiston, 1982) offer another interpretation as to why women may use counseling services more than men. They claim that women do not have a greater prevalence of emotional disorders, but are more willing to admit to

psychological discomfort than their male counterparts. Because of upbringing, attitudes, or experiences, women may have a greater tendency to seek counseling to resolve life difficulties. Misner and Rapaport (1987) suggest that these findings may also be that females participate in surveys more often than males.

Another gender difference researchers have considered is the identified area of concern for males and females. Knapp and Edmiston (1982) found that women are more likely to seek personal counseling with greater frequency than men. The results of Carney and associate's (1979) survey of college students indicated that women were more open than men in exploring their emotional concerns. Altmaier and Rapaport (1984) found that not only were women disproportionately higher users of the counseling center, they were also more likely then men to talk with a counselor about a personal problem and were slightly more likely than men to believe counseling would be confidential. Another study indicated that, in general, females expressed less

embarrassment than males in bringing personal problems to the counseling center (King et al, 1973).

Gallagher and associates (1992) concluded that men and women may require different services from college counseling centers. After surveying college students of their needs they found that females reported significantly more concern than males did with controlling their weight. Males reported more concern with their discomfort in social situations, adjustment to campus, anxiety about AIDS, improving reading skills, and dealing with peer pressure to drink to excess.

Other researchers have looked at students needs and have found different concerns expressed by males and females. Weissberg and associates (1982) found that females students expressed stronger needs than males in dealing with personal conflicts, expressing opinions and thoughts directly, controlling weight, and developing independence. Male students expressed a stronger need only on understanding more about love and intimacy. Heppner and associates (1994), however, found no

significant gender differences regarding student needs. They reported that although women were disproportionately more likely to seek counseling services, client gender did not seen to differentially affect the type of problems presented once they actually decided to obtain counseling (Heppner, Kivlighan, Good, & Roehlke, 1994).

Concerning career and academic development, Weissberg and associates (1982) found that females expressed a stronger need on exploring job opportunities and becoming more comfortable speaking up in class, whereas males expressed a need to take better notes. Healy and Reilly (1989) also looked at the career needs of community college students. They found that women reported a greater need to become certain about their career plans. Men expressed a greater need for obtaining a job. The authors suggest that the less certainty among women about career plans may result from apprehensions about advancing in a work system that contains many biases against women or the difficulty of integrating a career, marriage, and children.

Race Differences

The number of minority students in higher education is increasing, and will continue to increase in the near future. Because of racism, intolerance, and hostility, minorities may have more difficulty adjusting to educational institutions than do other individuals. Counseling centers are a substantial resource for populations such as these in helping them to deal with a variety of issues and problems.

A number of researchers have concluded that African American students may tend to underuse counseling services (Atkinson et al, 1990; Boesch & Cimbolic, 1994). Burrel and Rayder (in Mathiasen, 1984) reported that African American students hold less favorable attitudes toward the counseling institution than White students, and African American females hold less favorable attitudes than African American males.

Several explanations as to why minority students may underutilize counseling services have been offered. One explanation is that minorities prefer ethnically similar counselors

or counselors who offer culturally relevant forms of treatment (Atkinson et al, 1990). Other explanations, which could also be applied to non-minority clients, include negative and/or inappropriate expectations for counseling, use of alternative sources of help such as family, friends, and religious leaders, social stigma associated with receiving counseling, and the unavailability of services.

Not all studies, however, support the assumption that minority students participate in counseling in lower proportions than the general population. Webster and Fretz (in Atkinson et al, 1990) surveyed Asian-American, Black, and White college students and found no difference in the students' usage of counseling for educational, vocational, or emotional problems. Boesch and Cimbolic (1994) compared counseling center usage by Black college and university students on predominantly Black and non-Black campuses. Results indicated that a significantly greater proportion of Black students than non-Black students made use of counseling in general and emotional/social counseling in particular. They

suggest that "the striking difference between this finding and those of earlier studies......may indicate a change in the help-seeking behavior of Black students due to either a change in attitude on the part of the Black students or a change in access on the part of the counseling centers" (p. 215).

Considering the different needs expressed by college students, African American and White student concerns have been observed. Gallagher and associates (1992) found that African American students expressed a significantly greater need than White students on concerns such as increasing self-confidence, fear of failure, relationships with faculty, finding greater purpose in life, coping with prejudice, test anxiety, math anxiety, and improving reading skills. Black men were also highest on concern about career choices, followed by White women, White men, and Black women. Interestingly enough, results also indicated that Black students expressed a greater preference for individual counseling than White students when indicating their preferred

method of receiving information or assistance with personal, career, or learning skills.

Lucas (1993) also looked at the personal, social, and academic career problems expressed by minority college students. Regarding academic adjustment, the minority students worried about grades, time management, effective study habits, and examination fears. They also expressed career guidance needs such as lacking information about careers, lacking knowledge about interests and skills, and deficiencies in decision making skills. This sample differed from its comparison group of students from a predominately white university in that more of the minority students expressed a need for career information. Also, more often than the comparison group, the minority students indicated lacking career decision making skills and concerns about discrimination.

Career needs seem to be a recurring theme expressed by African American students. Burrell and Trombley (in Hendricks, 1994), reported that at one predominately White institution,

minority students identified career planning as one of the most important student support services available to students. Considering this significant need expressed by minority students, counselors need to be committed to enhancing the career development of these students. If counseling centers are to provide appropriate services for minority students, these specific concerns expressed by minorities need to be addressed.

Lucas (1993) suggests that career development guidance with minorities needs to address career information-seeking techniques, interest and skills assessment, and problem-solving techniques. Issues regarding discrimination and assertiveness are also other important concerns needed to be addressed to help students recognize difficult situations as well as identify ways to resolve them.

Hendricks (1994) stresses that "it seems particularly relevant for career professionals to critically review and expand their existing career counseling frameworks in order to be more effective with African American students" (p. 119). Counselors also need to

recognize and examine their own biases and stereotypes about minorities. Hendricks suggests that only by changing the way counselors present career information and practice career counseling will they more successfully prepare African American college students for productive occupational roles in the future.

Purpose

The purpose of the present study was to determine the degree of student satisfaction with St. Louis Community College (SLCC) at Florissant valley's counseling services, focusing on three different areas: career, academic, and personal counseling. Gender and racial differences in student satisfaction were also explained.

Statement of Hypotheses

The following null hypotheses tested were:

1. Students will express no differences in the level of satisfaction with career, personal, or academic counseling.

2. Male and female students will express no differences in the level of satisfaction with career counseling.

3. Male and female students will express no differences in the level of satisfaction with academic counseling.

4. Male and female students will express no differences in the level of satisfaction with personal counseling.

5. White and black students will express no differences in the level of satisfaction with career counseling.

6. White and black students will express no differences in the level of satisfaction with academic counseling.

7. White and black students will express no differences in the level of satisfaction with personal counseling.

CHAPTER III

METHOD

Subjects

Forty eight counseling satisfaction surveys were

returned to the campus counseling department. Because of

the small representation of Asian respondents (2, .04%),

Asians were omitted from the study. Also omitted was a

respondent who indicated no racial/ethnic group. Therefore,

45 respondents were included as subjects for the present

study (See Table 1 on page 33). Thirty-seven (82%) subjects

were female and 8 (18%) were male. Thirty respondents

(67%) identified themselves as White Non-Hispanic, while 15

(33%) identified themselves as Black Non-Hispanic.

Five (11%) respondents were new students, 30 (67%)

were continuing students, and 5 (11%) were transfer

students. Five individuals indicated no response to this

demographic. The majority of students in this sample were

part-time students (27, 60%) while 14 students (31%) were

full-time. There were 4 students who did not respond to this or the next 2 demographic items. Fourteen (31%) respondents were day students and 14 (31%) respondents were night students. Thirteen (29%) had both day and evening classes.

Most students were in good standing (31, 69%). This means that their Grade Point Average (GPA) was above 2.0. Three (7%) students were on probation which meant that their GPA for the previous semester was below a 2.0. Three (7%) students were on restricted probation, meaning that their GPA has been below a 2.0 for at least 2 consecutive semesters. Four (9%) students indicated that their academic standing was unknown. The majority of the sample (17, 38%) was 32 years of age or older. Nine (20%) students were between the ages of 17 and 21, 12 (27%) were between the ages of 22 and 26, and 7 (15%) were between 27 and 31 years of age.

TABLE 1

Sample Characteristics

Gender	**Race**
Male (18%)	White (67%)
Female (82%)	Black (33%)
Student Status	**Age Range**
New Students (5%)	17-21 (20%)
Continuing Students (67%)	22-26 (27%)
Transfer Students (11%)	27-31 (16%)
No Response (11%)	32 or older (38%)
Hours Enrolled	**Class times**
Full-time (31%)	Day students (31%)
Part-time (60%)	Night students (31%)
No Response (9%)	Both (29%)
Academic Standing	No Response (9%)
Good Standing (69%)	
Probation (7%)	
Restricted Probation (7%)	
Unknown (9%)	
No Response (9%)	

St. Louis Community College at Florissant Valley

The counseling center evaluated in the current study

is located at St. Louis Community College (SLCC) at

Florissant Valley. Approximately 8804 students were

enrolled at this particular branch of SLCC for the fall

semester of 1994. In the spring semester of 1994, 60% of

the students were females and 40% were males. Five-

thousand and forty-two students (63%) identified themselves

as Caucasian, 2541 (29%) are African American, and 721

(8%) indicated other. The counseling center at Florissant

Valley provides personal, academic, and career counseling to

SLCC students free of charge. There are 2 male and 3

females counselors. One counselor is African American, the

other 4 are Caucasian. Students are seen by appointment,

however, walk-ins are accepted if a counselor is available.

Instrument

The Counseling Services Student Satisfaction survey is a 35-item questionnaire developed by counselors at SLCC at Florissant Valley to assess student satisfaction with counseling services (see Appendix B). The first section of the questionnaire identified demographic characteristics of the students. The next section pertained to counselor characteristics, allowing the student to indicate whether the counselor gave information in a clear and understandable manner, whether the student believed the counselor was genuinely interested in him/her, and whether the student felt that his/her experience with the counselor was positive. The next 3 items identified the scheduling of the appointments (in which students responded to one of the following responses: sporadic, occasional, frequent, or stopped), the number of sessions completed, and how the student was referred to counseling. The student indicated

on the next item whether they saw the counselor for any of the following reasons: career counseling (choosing a major and appropriate courses, testing, exploring job possibilities, occupational information), academic improvement (failing a course, test anxiety, study habits, restricted probation), or personal growth (relationship problems, depression, anxiety, assertiveness, abuse, addictions). The questionnaire was then divided into 3 sections consisting of counseling objectives from each of the areas mentioned above. Students responded to each of the objectives by marking one the following responses: Very Much, Somewhat, Very Little, or Does Not Apply. After each area of counseling, students indicated on a 5-point scale, ranging from Satisfactory (5) to Unsatisfactory (1), their overall level of satisfaction with that area of counseling. The last section of the questionnaire allowed the student to offer suggestions or comments about the counseling services.

Procedure

Each questionnaire was placed in an envelope with a cover letter ensuring confidentiality, explaining the purpose of the study, and indicating that the students' participation was optional (see Appendix A). Envelopes were distributed to the five counselors who handed out surveys after counseling sessions. Students were instructed to return the questionnaire to the counseling receptionist.

Data Analysis

Six separate 2 by 2 chi-square analyses were performed using race and gender as the two independent, binomial variables while the dependent variables were level of satisfaction with career counseling, personal counseling, and academic counseling. Descriptives statistics were used to describe the frequency of counseling objectives in each of the areas of counseling.

CHAPTER IV

RESULTS

This study was designed to evaluate the counseling services at SLCC at Florissant Valley's Counseling center. Descriptive statistics indicated that the majority of the respondents (38%) in the present study were seen only 1 time for counseling. Ten (22%) indicated they were seen for 2 or 3 sessions, 8 (18%) students were seen 4 or 5 times, and 8 (18%) students were seen for 6 or more counseling sessions. Two (4%) students did not respond to this item.

Most students (38%) were referred to counseling by a friend. Two students (4%) were referred by a parent and 4 students (9%) were referred by a teacher. Nineteen students (42%) indicated *Other* for this particular item. *Other* responses included being referred by themselves, a therapist, an advisor, a work supervisor, and the career placement office.

Over half (51%) of the respondents of this study were seen for career counseling only (see Table 2). Six students (13%) were seen for personal counseling only. Ten students (22%) indicated being seen for career, personal, and academic counseling. Two students (4%) were seen for career and academic counseling, and 4 students (9%) were seen for career and personal counseling.

TABLE 2

Counseling Sought
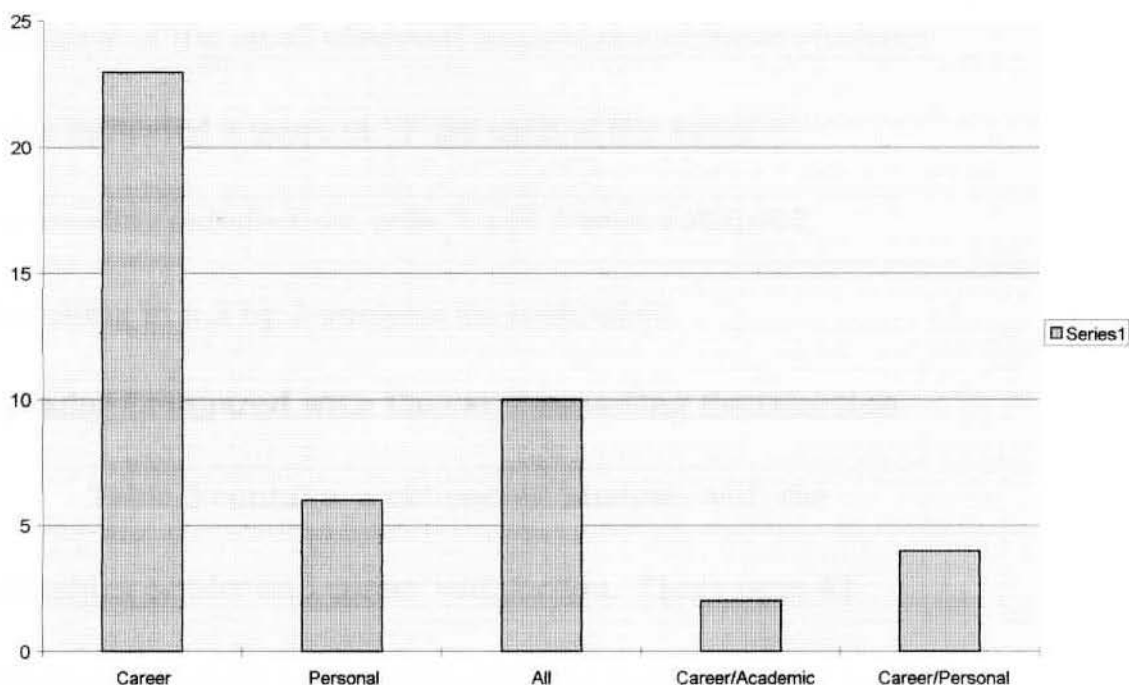
Six separate chi-square analyses were performed to investigate if there were significant differences between male and female students' and between black and white students' satisfaction with career, academic, or personal counseling. An alpha level of 0.05 was used for all statistical tests. The degrees of freedom for each chi-square analysis performed was 1. The numbers "4" and "5" indicate the students' level of satisfaction on a scale from 1 to 5 (1 being unsatisfactory, 5 being satisfactory). There were no students who indicated a score of "1" or "2" in regard to counseling satisfaction. Because of the small observed frequencies of those students who indicated a score of "3" for each of the areas of counseling satisfaction, cells 3 and 4 were collapsed, resulting in a 2 by 2 analysis for each table.

Gender Compared with Career Counseling Satisfaction

Table 3 contains a chi-square analysis with the variables *gender* and *career satisfaction*. There were 41 students (8 males and 33 females) who were seen for career

counseling. There were 14 students (34.1%) who indicated a

ranking of "4" for satisfaction with career counseling and 27

students (65.9%) who indicated a ranking of "5". The

Pearson chi-square statistic was 2.07. The significance (or

probability) level was .15011. Because the probability level

was greater than alpha ($p > 0.5$), the null hypothesis that

"Gender and Career Satisfaction are independent of one

another" was accepted.

TABLE 3
Gender Compared with Career Counseling Satisfaction

SEX   Gender   by   SAT1   Career Satisfacion

Count Exp Val Row Pct Col Pct Tot Pct	SAT 1		ROW TOTAL
	4.00	5.00	
SEX 1.00 Male	1 2.7 12.5% 7.1% 2.4%	7 5.3 87.5% 25.9% 17.1%	8 19.5%
2.00 Female	13 11.3 39.4% 92.9% 31.7%	20 21.7% 60.6% 74.1% 48.8%	33 80.5%
Column Total	14 34.1%	27 65.9%	41 100.0%

Chi-Square	Value	DF	Significance
Pearson	2.07112	1	.15011
Continuity	1.04778	1	.30602

Minimum Expected Frequency - 2.732

Cells with Expected Frequency < 5 - 1 of 4 (25%)

Gender Compared with Academic Counseling

Table 4 contains a chi-square analyis for the variables *gender* and *academic satisfaction*. There were a total of 16 students (4 males and 12 females) who were seen for academic counseling. Five students (31.3%) indicated a ranking of "4" for their overall satisfaction with academic counseling. Eleven students (68.8%) indicated a ranking of "5". The Pearson chi-square statistic was .8728. The significance level was .35020. Because p > 0.05, the null hypothesis of independence was accepted.

TABLE 4

Gender Compared with Academic Counseling Satisfaction

SEX   Gender   by   SAT2   Academic Satisfacion

Count Exp Val Row Pct Col Pct Tot Pct	SAT 2		ROW TOTAL
	4.00	5.00	
SEX 1.00 Male	2 1.3 50.0% 40.0% 12.5%	2 2.8% 50.0% 18.2% 12.5%	4 25.0%
2.00 Female	3 3.8 25.0% 60.0% 18.8%	9 8.3 75.0% 81.8% 56.3%	12 75.0%
Column Total	5 31.3%	11 68.8%	16 100.0%

Chi-Square	Value	DF	Significance
Pearson	.87273	1	.35020
Continuity	.09697	1	.75550

Minimum Expected Frequency - 1.250

Cells with Expected Frequency < 5 - 3 of 4 (75%)

Gender Compared with Personal Counseling Satisfaction

Table 5 contains a chi-square analysis of the variables

gender and *personal counseling satisfaction.* A total of 21

students (4 males and 17 females) were seen for personal

counseling. Eleven students (52.4%) indicated a ranking of

"4" for overall satisfaction with personal counseling and 10

students (47.6%) indicated a ranking of "5". The Pearson

chi-square statistic was .01123. The significance level was

.91561. Because $p > 0.05$, the null hypothesis that "Gender

and Personal Counseling Satisfaction are independent of one

another" was accepted.

TABLE 5

Gender Compared with Personal Counseling Satisfaction

SEX   Gender   by   SAT3   Personal Satisfacion

Count Exp Val Row Pct Col Pct Tot Pct	SAT 3		ROW TOTAL
	4.00	5.00	
SEX 1.00 Male	2 2.1 50% 18.2% 9.5%	2 1.9 50% 20% 9.5%	4 19.0%
2.00 Female	9 8.9% 52.9% 81.8% 42.9%	8 8.1% 47.1% 80% 38.1%	17 81.0%
Column Total	11 52.4%	10 47.6%	21 100%

Chi-Square	Value	DF	Significance
Pearson	.01123	1	.91561
Continuity	.00000	1	1.00000

Minimum Expected Frequency - 1.905

Cells with Expected Frequency < 5 - 2 of 4 (50%)

Race Compared with Career Counseling Satisfaction

Table 6 contains a chi-square analysis using the variables *ethnic group* and *career counseling satisfaction*. A total of 27 white students (65.9%) and 14 black students (34.1%) were seen for academic counseling. The Pearson chi-square statistic was .71737. The significance level was

.39701. Because p > 0.05, the null hypothesis of

independence was accepted.

TABLE 6
Race Compared with Career Counseling Satisfaction

RACE Ethnic Group   by   SAT1   Career Satisfacion

Count Exp Val Row Pct Col Pct Tot Pct	SAT 1		ROW TOTAL
	4.00	5.00	
RACE 1.00 White	8 9.2 29.6% 57.1% 19.5%	19 17.8 70.4% 70.4% 46.3%	27 65.9%
2.00 Black	6 4.8 42.9% 42.9% 14.6%	8 9.2 57.1% 29.6% 19.5%	14 34.1%
Column Total	14 34.1%	27 65.9%	41 100.0%

Chi-Square	Value	DF	Significance
Pearson	.71737	1	.39701
Continuity	.24971	1	.61728

Minimum Expected Frequency - 4.780

Cells with Expected Frequency < 5 - 1 of 4 (25%)

Race Compared with Academic Counseling Satisfaction

Table 7 contains a chi-square analysis using the

variables *ethnic group* and *academic counseling satisfaction*.

A total of 8 white students (50%) and 8 black students (50%)

were seen for academic counseling. The Pearson chi-square

statistic was 2.618. The significance level was .10565.

Because p > 0.05, the null hypothesis that "Ethnic group

and Academic Counseling Satisfaction are independent of

one another" was accepted.

TABLE 7
Race Compared with Academic Counseling Satisfaction

RACE Ethnic Group   by   SAT2   Academic Satisfacion

Count Exp Val Row Pct Col Pct Tot Pct	SAT 2		ROW TOTAL
	4.00	5.00	
RACE 1.00 White	1 2.5 12.5% 20% 6.3%	7 5.5 87.5% 63.6% 43.8%	8 50.0%
2.00 Black	4 2.5 50% 80% 25%	4 5.5 50% 36.4% 25%	8 50%
Column Total	5 31.3%	11 68.8%	16 100.0%

Chi-Square	Value	DF	Significance
Pearson	2.61818	1	.10565
Continuity	1.16364	1	.28071

Minimum Expected Frequency - 2.500

Cells with Expected Frequency < 5 - 2 of 4 (50%)

Race Compared with Personal Counseling Satisfaction

Table 8 contains a chi-square analysis of the variables

ethnic group and *personal counseling satisfaction.* A total of

12 (57.1%) white students and 9 (42.9%) black students were

seen for personal counseling. The Pearson chi-square

statistic was .39773. The significance level was .52827.

Because p > 0.05, the null hypothesis of indepence was

accepted.

TABLE 8
Race Compared with Personal Counseling Satisfaction

RACE Ethnic Group   by   SAT3   Career Satisfacion

Count Exp Val Row Pct Col Pct Tot Pct	SAT 3		ROW TOTAL
	4.00	5.00	
RACE 1.00 White	7 6.3 58.3% 63.6% 33.3%	5 5.7 41.7% 50.0% 23.8%	12 57.1%
2.00 Black	4 4.7 44.4% 36.4% 19.0%	5 4.3 55.6% 50.0% 23.8%	9 42.9%
Column Total	11 52.4%	10 47.6%	21 100.0%

Chi-Square	Value	DF	Significance
Pearson	.39773	1	.52827
Continuity	.03580	1	.84994

Minimum Expected Frequency - 4.286

Cells with Expected Frequency < 5 - 2 of 4 (50%)

Career Counseling Objectives

Of the 5 career counseling objectives identified on the Student Satisfaction Survey, *Develop clear career goals* was the most common response chosen by those students seen for career counseling (see Table 9). Thirty-seven out of 41 students indicated that counseling helped them to meet this objective. Sixty-two percent of those students who identified this objective indicated that they were *Somewhat* satisfied with this counseling objective. Thirty-five percent indicated *Very Much* and 3% indicated *Very Little*. The second most common objective was *Select appropriate courses to move toward career goals.* Eighty percent of the students who identified this objective (N = 37) indicated that they were *Very Much* satisfied with this counseling objective and 20% indicated that they were *Somewhat* satisfied. The third most common objective was *Learn to identify my skills, values, interests, temperaments, aptitudes, and abilities* (33 out of 41), followed by *Explore job possibilities* (30 out of 41),

Choose a major (29 out of 41), and *Determine my career interests through testing* (22 out of 41). Tables 9, 10, and 11 contain rankings and percentages of each of the counseling objectives.

TABLE 9

Career Counseling: Rankings and Percentages

N = 41

Objective	% Very Much	% Somewhat	% Very Little	Ranking*
1. Develop clear career goals.	35.1	62.2	2.7	1
2. Select appropriate courses to move toward career goals.	80	20	0	2
3. Explore job possibilities.	56.7	23.3	20	4
4. Determine my career interests through testing.	54.5	27.3	8.9	6
5. Learn to identify my skills, values, interests, temperaments, aptitudes, and abilities.	42.4	51.5	6.1	3
6. Choose a major	44.8	48.3	6.9	5

* Ranking 1: most common objective covered in counseling.
Ranking 5: least common.

Academic Counseling Objectives

Of the 6 academic counseling objectives on the Student Satisfaction Survey, the most common objective indicated by students was *Progress or stay in school* (see Table 10). All 16 students seen for academic counseling indicated that counseling helped them to meet this objective. Seventy-five percent of those students seen for academic counseling indicated that they were *Very Much* satisfied with this area of counseling. Nineteen percent indicated *Somewhat* and 6% indicated *Very Little*. The second most common academic counseling objective students identified was *Overcome personal barriers to academic success* (15 out of 16), followed by *Improve my test taking skills* (11 out of 16), *Explore ways of improving my grades* (11 out of 16), *Learn time management skills*, (9 out of 16), and *Develop study habits* (8 out of 16). Of those students who identified the last statement as being an objective covered in counseling, 50% indicated counseling helped them to meet

that objective *Very Little*, 25% indicated *Somewhat*, and 25%

indicated *Very Much*.

TABLE 10

Academic Counseling Objectives
Rankings and Percentages
N = 16

Objective	% Very Much	% Somewhat	% Very Little	Ranking*
1. Develop better study habits.	25	25	50	6
2. Learn time management skills..	33.3	44.4	22.2	5
3. Explore ways of improving my grades..	63.6	27.3	9.1	4
4. Improve my test taking skills..	36.4	27.3	36.4	3
5. Overcome personal barriers to academic success. .	53.3	26.7	20	2
6. Progress or stay in school.	75	19	6	1

* Ranking 1: most common objective covered in counseling.
  Ranking 5: least common.

Personal Counseling Objectives

Of the 5 personal counseling objectives on the Student

Satisfaction Survey, the most common objective indicated by

students was *Understand how my feelings and beliefs affect

my behavior* (see Table 11). Twenty students of the 21 who

were seen for personal counseling indicated that counseling

helped to meet this objective. *Understand, accept, and like

myself* and *Become more self-reliant, independent, and

responsible* were identified as the second most common

objectives (19 out of 21 students indicated these objectives.

Build trusting relationships with others was the third most

common objective (15 out of 21), and only 6 students out of

21 indicated *Understand my values about drugs and alcohol*

as a counseling objective that was covered.

TABLE 11

Personal Counseling Objectives

Rankings and Percentages

N = 21

Objective	% Very Much	% Somewhat	% Very Little	Ranking*
1. Understand, accept, and like myself..	36.8	57.9	5.3	2
2. Understand how my feelings and beliefs affect my behavior.	50	40	10	1
3. Build trusting relationships with others..	33.3	46.7	20	3
4. Become more self-reliant, independent, and responsible..	52.6	36.8	10.5	2
5. Understand my values about drugs and alcohol.	50	33.3	16.7	4

* Ranking 1: most common objective covered in counseling.
Ranking 5: least common.

Career, Academic, and Personal Counseling Compared

On a scale from 1 (unsatisfactory) to 5 (satisfactory), students indicated their level of satisfaction with each area of counseling. Before the cells 3 and 4 were collapsed, Sixty-nine percent of those seen for academic counseling indicated a satisfaction ranking of "5", 19% indicated a ranking of "4",

and 12% indicated a ranking of "3". Sixty-six percent of

those seen for career counseling indicated a satisfaction

ranking of "5", 24% indicated a ranking of "4", and 10%

indicated a ranking of "3". For personal counseling

satisfaction, 48% indicated a ranking of "5", 24% indicated a

ranking of "4", and 29% indicated a ranking of "3".

CHAPTER V

DISCUSSION

For this study, the null hypotheses stated that there were no relationships between gender and career counseling, gender and academic counseling, and gender and personal counseling. Also tested was the null hypothesis that there was no relationship between ethnic group and career counseling, ethnic group and academic counseling, and ethnic group and personal counseling. The results of this study suggest that the gender of an individual and ethnic group one belongs to is not related to the level of satisfaction with career, academic, or personal counseling.

Due to the larger return rate of surveys from females, it may be that females are more likely to seek counseling than males. As Misner and Rapaport (1987) suggest, it may also be that females participate in surveys more often than males. Additional research in the area of male versus female counseling center usage of the present college needs to be

conducted. Also, more surveys were returned from white students than from black students. Again, additional information from a larger, more balanced sample needs to be gathered in order to draw conclusions based on these findings.

The data indicated that over half of the students sampled were seen for career counseling, suggesting that career counseling may be the most popular choice of counseling by students at St. Louis Community College at Florissant Valley. These findings are consistent with previous research regarding career counseling. Lucas (1992) reported that 56% of college students indicated concern about their careers. Weissberg and associates (1982) also reported that college students expressed extremely strong needs in the career development area. The data from the present study indicated that the most common objective in career counseling students indentified was *Develop clear career goals*. However, the majority of the students indicated

that they were only *Somewhat* satisfied with this career objective. Counselors may need to re-evaluate their career counseling services so that students may be more satisfied with having a clear career route to pursue.

In regard to counseling satisfaction level, there were no students who indicated a ranking of "1" or "2" for overall satisfaction with each area of counseling. Therefore, the students sampled, regardless of gender or ethnic group, were relatively satisfied with their counseling experience. Academic counseling had the highest number of students with rankings of "5" and Personal counseling had the lowest number of students with rankings of "5". This was an interesting finding in that it was inconsistent with previous research regarding client satisfaction with personal counseling (Knapp & Edmiston, 1982). The results may indicate that the personal counseling services offered are not meeting the needs of its students as much as the career or academic counseling services.

One significant finding was that the most common response indicated by students seen for Acadmic counseling was that counseling helped them to *Progress or stay in school.* Seventy-five percent indicated that counseling *Very Much* helped to meet this objective. This finding is consistent with research conducted on college students by Silker and associates. They found that many students felt that counseling had helped them academically and 74% indicated that it may have been a contributing factor in their ability to stay in school. Because the students surveyed were mostly satisfied with Academic counseling, counselors at the present college can feel rather confident that they are meeting those academic needs of their students (Silker et al, 1994).

Another finding of interest was the small percentage of students surveyed who identified *Understand my values about drugs and alcohol* as a counseling objective covered. This finding is consistent with previous research (Weissberg

et al, 1982). It may be that because the majority of the students surveyed were 32 years of age or older, alcohol and drugs usage may not be as strong of an issue as it is with younger students.

It is likely that having a friend who is familiar with counseling services or who recommends such services is an essential factor in counseling center usage by students. The data in this study indicate that the most common method of being referred to counseling was by a friend. This finding is consistent with previous research conducted by Altmaier and Rapaport (1984).

Limitations of the Study

One limitation of the present study was the small representation of males in the sample. The results may have a reduced variability due to this small sample of males. Future researchers may want to include a more balanced sample of males and females so that it may be more likely to

predict whether one area of counseling is preferred over the other by either gender.

Another limitation was a rule violation in regard to the statistical analysis. In general, the chi-square test should not be used if more than 20% of the cells have expected values less than 5. Because more than 20% of the cells in each chi-square analysis performed had values less than 5, the observed significance level based on the chi-square distribution may not be correct. Therefore, a different statistical design may have been a more significant representation of analysis. Also, because of the small expected frequencies within the cells of each chi-square analysis, cells 3 and 4 were collapsed, combining those individuals who ranked satisfaction with counseling a "3" or "4" on a scale from 1 to 5. Therefore, those individuals who were neither satisfied nor unsatisfied with each area of counseling (ranking of "3") were mixed in with those who chose a ranking of "4".

An additional limitation of the present study was the fact that the sample was not random. It could be that those students who were not satisfied with their counseling experience chose not to participate in the satisfaction survey.

Recommendations for Further Studies

A more extensive study of the counseling center needs to be conducted, focusing on the different gender and ethnic group needs of SLCC at Florissant Valley's students. Additional research in the area of student needs is needed to identify the most substantial career, academic, and personal needs of students so that counselors are able to offer resources and services dealing with those needs. Also, a more randomized, larger study would be more consistent in predicting the numbers of males versus females or blacks versus whites who seek counseling services.

Conclusion

Counseling satisfaction surveys can be a very valuable tool in evaluating college counseling services. Such surveys are able to provide counselors with direct feedback on the effectiveness of the counseling services offered and to enlighten them as to which areas of counseling are most important to students.

APPENDIX A:

COUNSELING SATISFACTION SURVEY

COVER SHEET

Dear SLCC student:

The counseling department is conducting an evaluation of the counseling services offered here at Florissant Valley. Your input will help us continue to provide quality services. We hope that you and other students will ultimately benefit from this survey.

Your decision to participate or not participate in this study will not affect your receiving counseling services. Your participation is optional. If you choose to participate, please take the time (approximately 5 minutes) to complete and return the questionnaire to the receptionist in the counseling department. Because this information will be kept confidential, you are encouraged to answer each questions as honestly as possible. Thank you for your cooperation.

Sincerly,

Carla Noto
Intern, Counseling Department

APPENDIX B:

COUNSELING SATISFACTION SURVEY

Counseling Services
Student Satisfaction Survey

Student Characteristics (Check all that apply)

1. ❏ new student   ❏ continuing student
   (1st semester)

   ❏ transfer student

2. ❏ full-time student   ❏ part-time student
   (12 or more hours)   (1 to 11 hours)

3. ❏ day student   ❏ evening student   ❏ both

4. ❏ good standing   ❏ probation

   ❏ restricted probation   ❏ unknown

5. ❏ male   ❏ female

6. age: ❏ 17-21   ❏ 22-26

          ❏ 27-31   ❏ 32 or older

7. racial/ethnic group:

   ❏ American Indian/Alaskan Native

   ❏ Asian/Pacific Islander

   ❏ Black Non-Hispanic

   ❏ White Non-Hispanic

   ❏ Other or no reply

Counselor Characteristics

8. ❑ The counselor gave me information in a clear and understandable manner.

9. ❑ The counselor was genuinely interested in me.

10. ❑ My experience with the counselor was positive.

Scheduling of Appointments

11. The scheduling of appointments has been:
    - ❑ sporadic (every so often/as necessary)
    - ❑ occasional (scheduled, but less than weekly)
    - ❑ frequent (weekly)
    - ❑ stopped

12. The number of sessions completed:
    ❑ 1 ❑ 2 or 3 ❑ 4 or 5 ❑ 6 or more

13. How were you referred to counseling?
    - ❑ friend ❑ teacher
    - ❑ parent ❑ other

14. The reason I saw the counselor was for (check all that apply):

    ❑ *Career Counseling* (choosing a major and appropriate courses, testing, exploring job possibilities, occupational information)

    ❑ *Academic Improvement* (failing a course, test anxiety, study habits, restricted probation)

    ❑ *Personal Growth* (relationship problems, depression, anxiety, assertiveness, abuse, addictions, etc)

To what degree were you satisfied with each of the following areas:

Career Counseling

Counseling helped me to:

	Very Much	Somewhat	Very Little	Does Not Apply
15. Develop clear career goals.	❏	❏	❏	❏
16. Select appropriate courses to move toward career goals.	❏	❏	❏	❏
17. Explore job possibilities.	❏	❏	❏	❏
18. Determine my career interests through testing.	❏	❏	❏	❏
19. Learn to identify my skills, values, interests, temperament, aptitudes and abilities.	❏	❏	❏	❏
20. Choose a major.	❏	❏	❏	❏

21. Rate your overall satisfaction with *career* counseling.

Satisfactory--Unsatisfactory				
5	4	3	2	1
❏	❏	❏	❏	❏

Academic Improvement

Counseling helped me to:

	Very Much	Somewhat	Very Little	Does Not Apply
22. Develop better study habits.	❏	❏	❏	❏
23. Learn time management skills.	❏	❏	❏	❏
24. Explore ways of improving my grades.	❏	❏	❏	❏
25. Improve my test taking skills.	❏	❏	❏	❏
26. Overcome personal barriers to academic success.	❏	❏	❏	❏
27. Progress or stay in school.	❏	❏	❏	❏

28. Rate your overall satisfaction with *academic* counseling.

Satisfactory--Unsatisfactory

5	4	3	2	1
❏	❏	❏	❏	❏

Personal Growth

Counseling helped me to:

	Very Much	Somewhat	Very Little	Does Not Apply
29 .Understand, accept and like myself.	❏	❏	❏	❏
30. Understand how my feelings and beliefs affect my behavior.	❏	❏	❏	❏
31. Build trusting relationships with others.	❏	❏	❏	❏
32. Become more self-reliant, independent, and responsible.	❏	❏	❏	❏
33. Understand my values about drugs and alcohol.	❏	❏	❏	❏

34. Rate your overall satisfaction with *personal* counseling.

Satisfactory--Unsatisfactory

5	4	3	2	1
❏	❏	❏	❏	❏

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