

Report to the  
**Office of Secretary of Higher Education**  
**State of New Jersey**

***STUDY OF STUDENTS' ATTITUDES ON ACADEMIC  
ADVISING AND CAREER COUNSELING SERVICES***

November 2014

*Conducted by:*

**Stockton Polling Institute**  
**Higher Education Strategic Information and Governance (HESIG)**  
**William J. Hughes Center for Public Policy**  
**The Richard Stockton College of New Jersey**

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## **Introduction and Acknowledgements**

During June 2014, New Jersey Secretary of Higher Education, Rochelle Hendricks, engaged the Higher Education Strategic Information and Governance Project (HESIG), to recommend a conceptual framework to conduct a statewide survey of New Jersey undergraduate students, regarding perceptions of academic advising and career counseling services.

The purpose of the research, as envisioned by the N.J. Office of the Secretary of Higher Education (OSHE), is to build on a broad set of initiatives designed to help promote educational success for all students; and that better align policy and practice at the state and campus levels to support these efforts.

Specifically, the objectives of the research, as outlined by the Secretary in her letter of invitation to college presidents requesting voluntary participation, are as follows:

- To gain greater empirical, descriptive information from a student perspective about academic advising and career counseling services, and what works well;
- To make observations from a statewide viewpoint that inform good policy and practice;
- To provide a sound basis for the state, in partnership with others, to seek national grants to support student success initiatives; and
- To position New Jersey nationally as a leading state regarding best practice on student academic success and workforce readiness.

This report will summarize the survey methodology, scope and design; findings; observations and policy implications; and suggestions for further research. In this report, the term “counseling services” is used often to include both academic advising and career counseling.

Many colleagues contributed to this study. Special recognition goes to Secretary Hendricks, and members of her team, Angela Bethea, Elizabeth Garlatti, and Marie Virella, for their confidence in the project, and for their diligent assistance.

At Stockton College, John Froonjian played a major role in drafting survey items, and in directing the work of the Stockton Polling Institute. Peter Hagen, Director of Counseling Services helped by reviewing survey items; Mico Lucide, Stockton senior, created the graphics on the survey; Nikita Lively skillfully organized this report; and Daniel Douglas, Director of the William J. Hughes Center for Public Policy, provided broad guidance over the entire project. Finally, the research would not be possible without the generous assistance of many college and university leaders and administrators, and especially the thousands of students, who took time to complete the survey.

Darryl G. Greer, Ph.D.  
Principal Investigator  
Senior Fellow  
Higher Education Strategic Information and Governance (HESIG)

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## Survey Methodology, Scope and Design

This state-level survey research on students' perceptions of college counseling services may be unprecedented in scope. All good colleges regularly assess the effectiveness of counseling and other student support services; but upon consulting several national sources, a survey of this magnitude may be a first of its kind. Accordingly, the research may prove useful not only to New Jersey students and policy makers, but also to others, nationally, as well.

Survey items were conceptualized and written at Stockton, with review, comment and revision provided by the Office of the Secretary of Higher Education (OSHE). The survey instrument, designed as an internet survey, was reviewed and approved by the Stockton Institutional Review Board (IRB), and certification was shared with the OSHE prior to conducting the survey. The survey was informed by many sources, including student focus groups conducted by the OSHE; Stockton/HESIG review of numerous college surveys of counseling services; and literature regarding academic and career counseling policy and practice.

Participation in the survey was voluntary, both for institutions and students. Communications to college and university presidents and from presidents to students made such participation clear, as indicated in the letter of invitation from the Secretary. The letter stated further that the survey would not use or result in:

- Any individually identifiable student information;
- Any institutional comparative information or identification.

These conditions were important, following appropriate policy and research protocol, to help encourage broad participation.

Survey participation significantly exceeded expectations. Nearly 5000 undergraduate students from 31 New Jersey colleges and universities participated in the research. Students responding represent 2.2% of total Fall 2013 undergraduate enrollment for institutions participating in the survey (224,941); and 1.3% of total Fall 2013 statewide undergraduate enrollment (374,111).<sup>\*</sup> The survey methodology is as follows:

The Stockton Polling Institute completed online interviews of 4,741 adult New Jersey college students Oct. 1-19, 2014. A link to a voluntary survey hosted on a Stockton College server was distributed by college administrators to students at 31 New Jersey institutions, including two-year, and four-year public and private colleges and universities. The poll's margin of error (MOE) is +/- 1.4 percentage points at a 95 percent confidence level. MOE is higher for subsets. Results are weighted (for gender, race/ethnicity, and type of institution) based on college student demographic and institutional data collected by the N.J. Office of the Secretary of Higher Education.

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<sup>\*</sup> Source: Office of the Secretary of Higher Education, State of New Jersey.

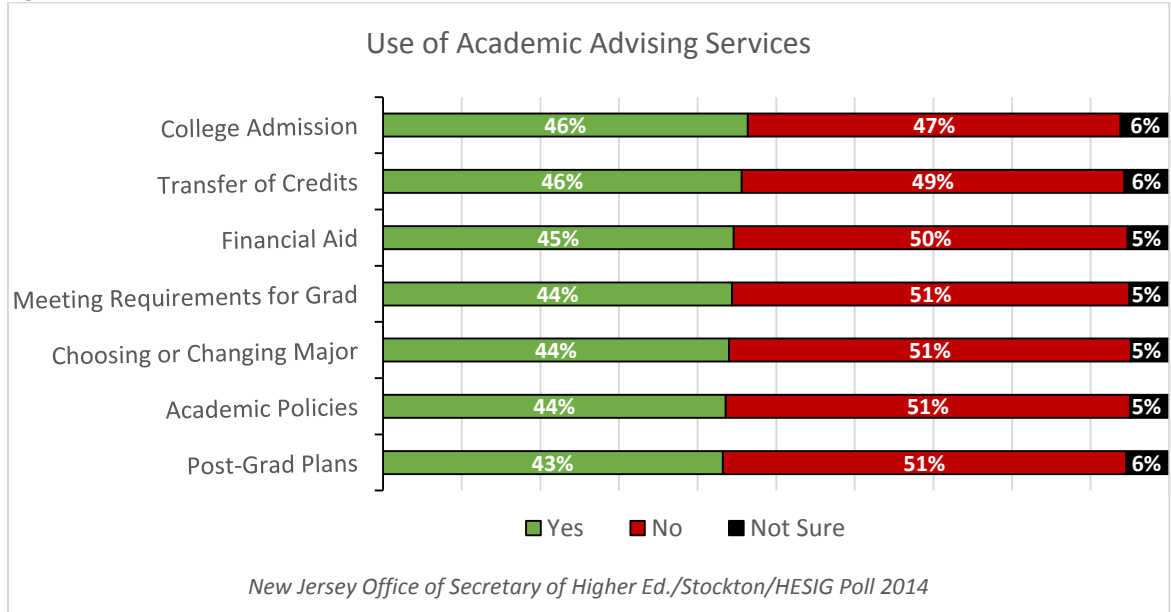
## Highlights of Findings

- **Students' frequency of access of services varies.**
  - **About 92 percent avail themselves of various areas of advising, with about 50 percent using any single area of service, such as for admission, credit transfer or financial aid;**
  - **About 50 percent used career counseling, with roughly 20 percent using any single type of career counseling, such as for career planning, letter/resume writing, or job fairs.**
- **Of the students who reported using academic advising and career counseling services, many learned about the availability of services from multiple sources and view them as important to success in completing college and building careers.**
- **Of the students who reported using academic advising and career counseling services, a high percentage were satisfied with availability, ease of use and quality.**
- **Students view internships as important, but few find or participate in them, indicating a policy-practice disconnect:**
  - **93% see internships as important to career/job success, but only 17% have participated in one with a higher rate of participation as class standing increases (i.e. freshmen to senior year);**
  - **Yet, of students finding internships, 88% say they were important in preparing to succeed in work.**
- **76% of students report working for pay while in college, with 42% working 30 hours or more per week. Top reasons for working include:**
  - **Helping to pay for college (32%) and paying for living expenses (42%).**
- **Students report accessing academic advising services many ways, but use face-to-face interaction the most often.**
- **By about 3 to 1, students who reported using academic advising and career counseling look to advisors and counselors rather than faculty for most useful advice.**
- **Students' responses on college value confirm prior HESIG/Stockton polling research, citing:**
  - **Writing , speaking, and problem solving, as top skills gained from college;**
  - **Greater value added to college through more practical experiences, such as internships; more courses in their major, and fewer in general education; and, relatively, a lower preference for online learning.**
- **Students have consistent suggestions for service improvement.**

## Key Findings

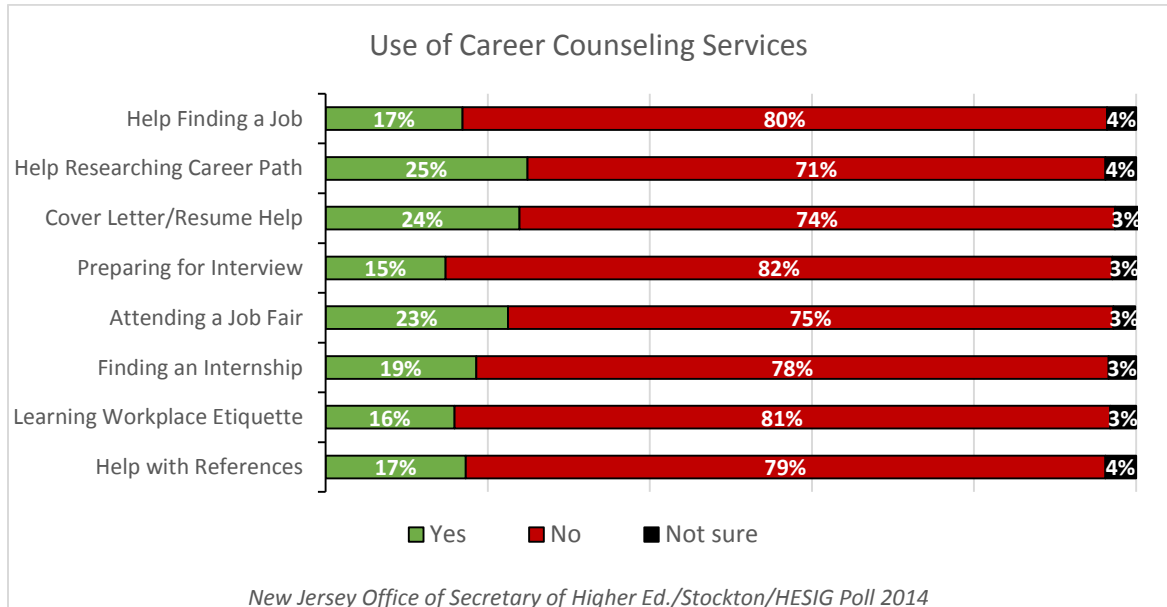
- **Students' frequency of access of services varies.**
  - **About 92 percent avail themselves of various areas of advising, with about 50 percent using any single area of service, such as for admission, credit transfer or financial aid;**

Figure 5



- **About 50 percent used career counseling, with roughly 20 percent using any single type of career counseling, such as for career planning, letter/resume writing, or job fairs.**

Figure 6



- **Of the students who reported using academic advising and career counseling services, many learned about the availability of services from multiple sources and view them as important to success in completing college and building careers.**

Figure 1

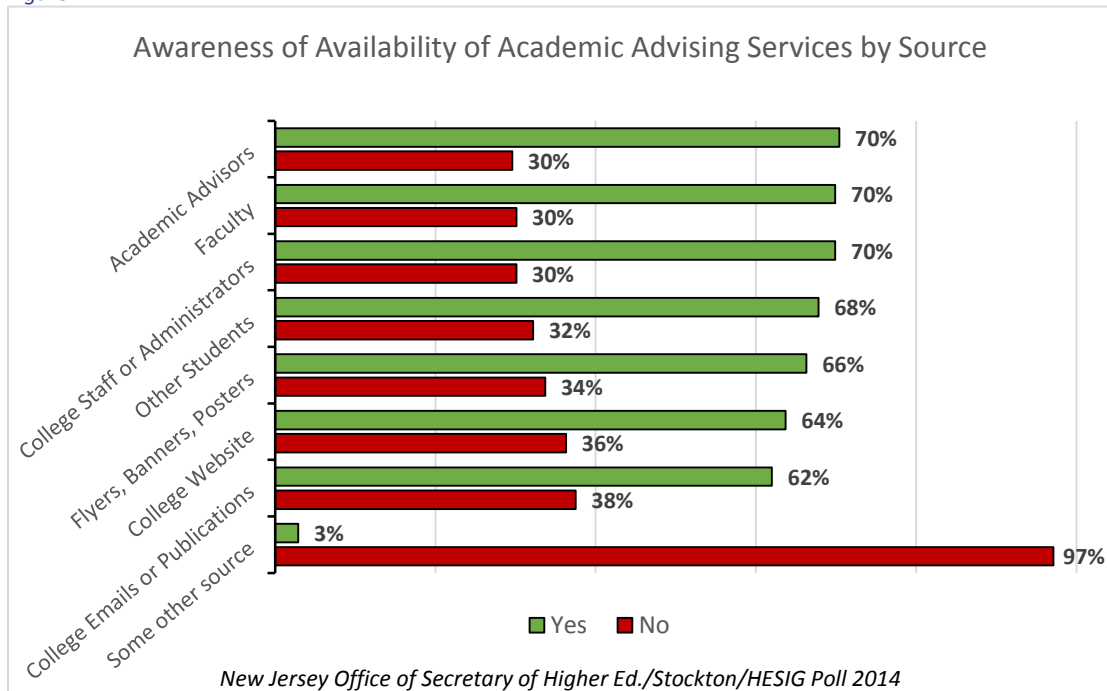


Figure 2

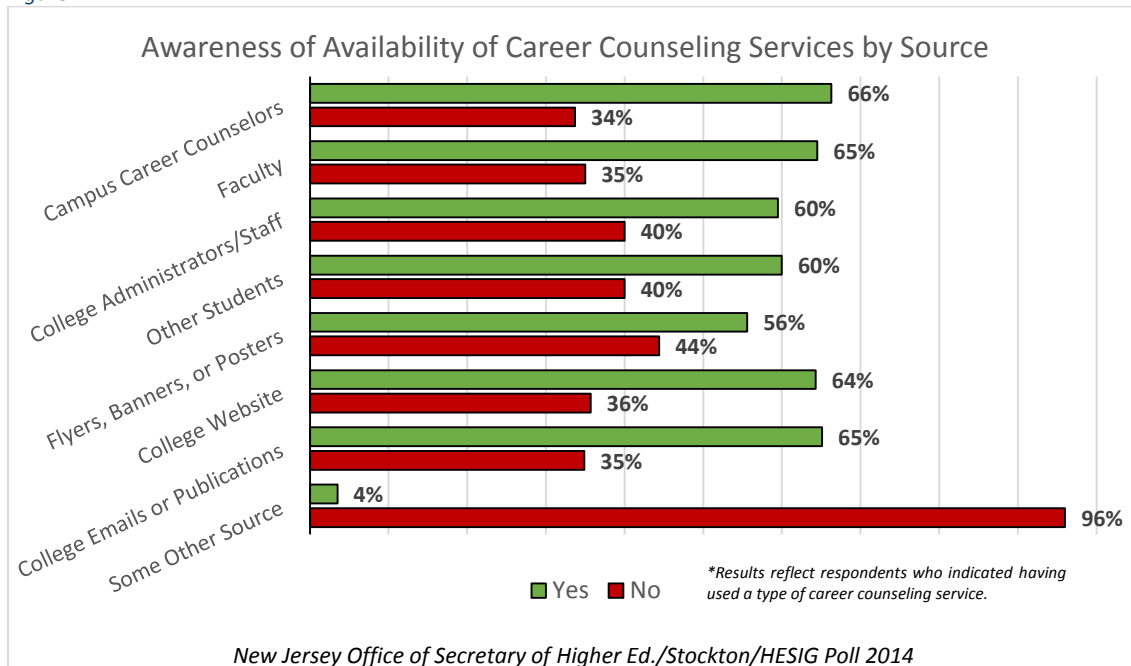




Figure 3

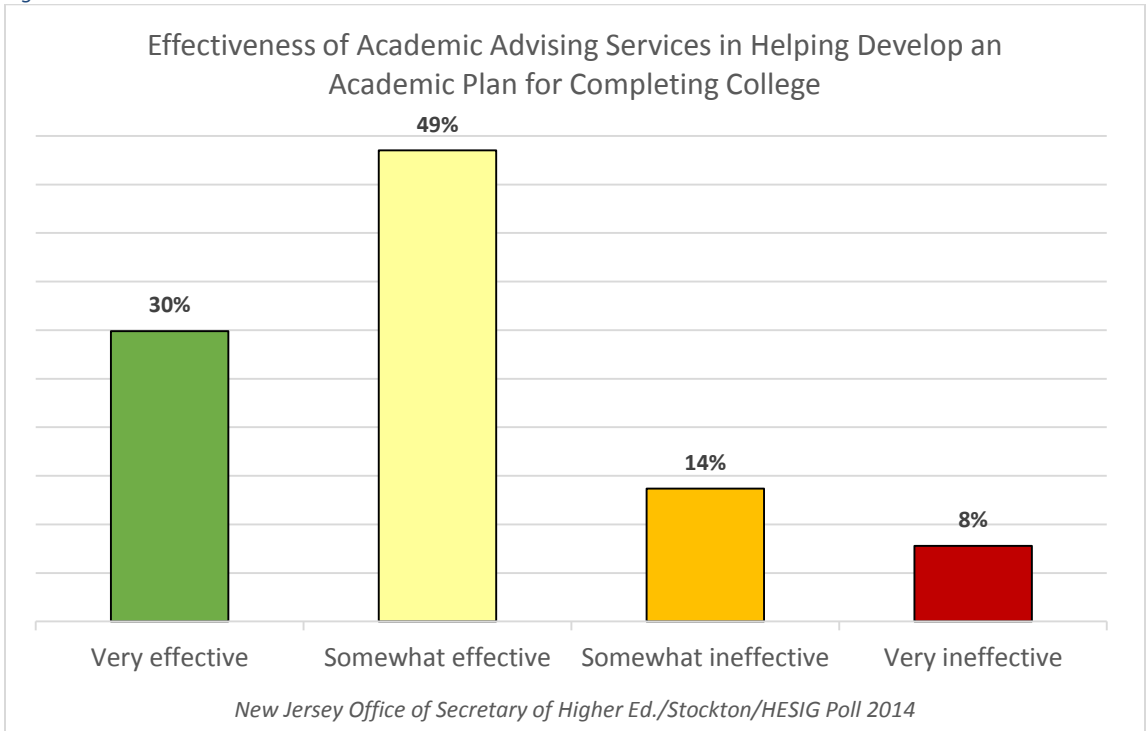
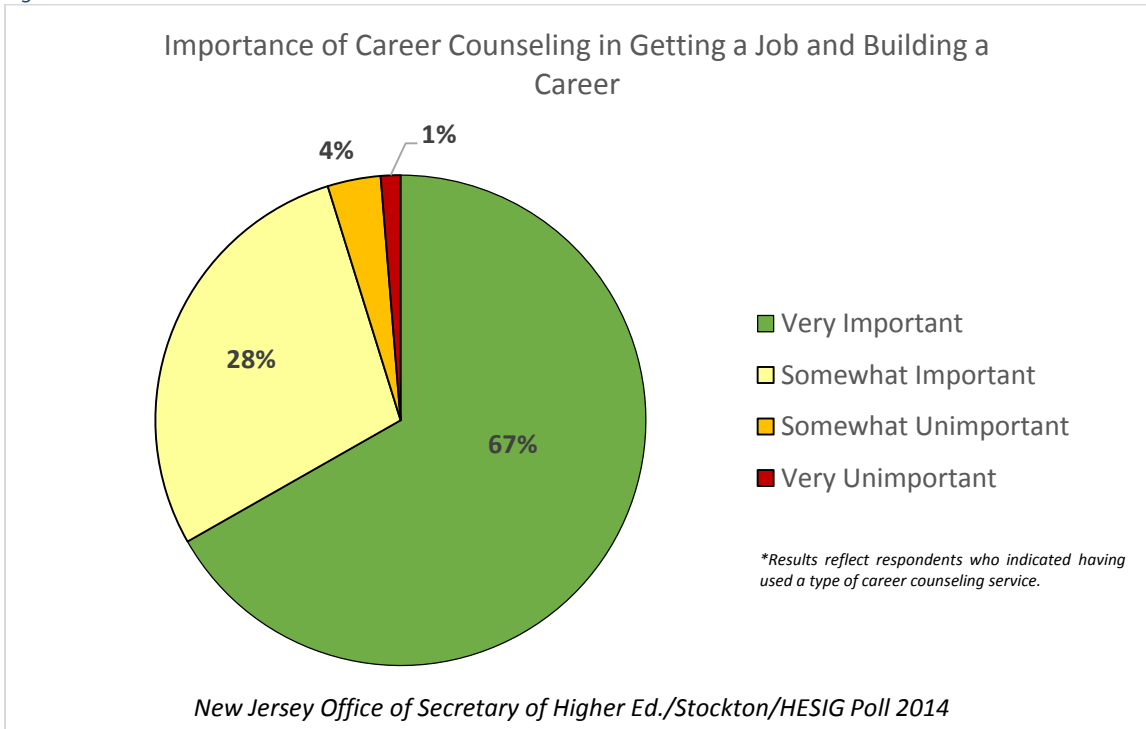


Figure 4



- Of the students who reported using academic advising and career counseling services, a high percentage are satisfied with availability, ease of use and quality.

Figure 7

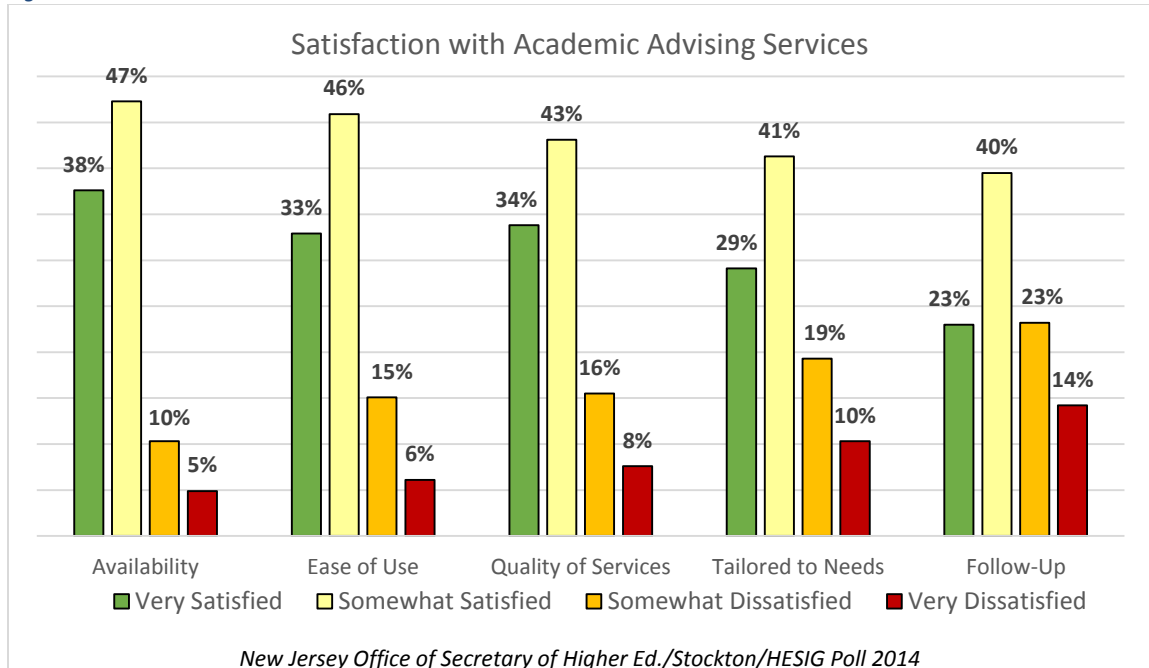
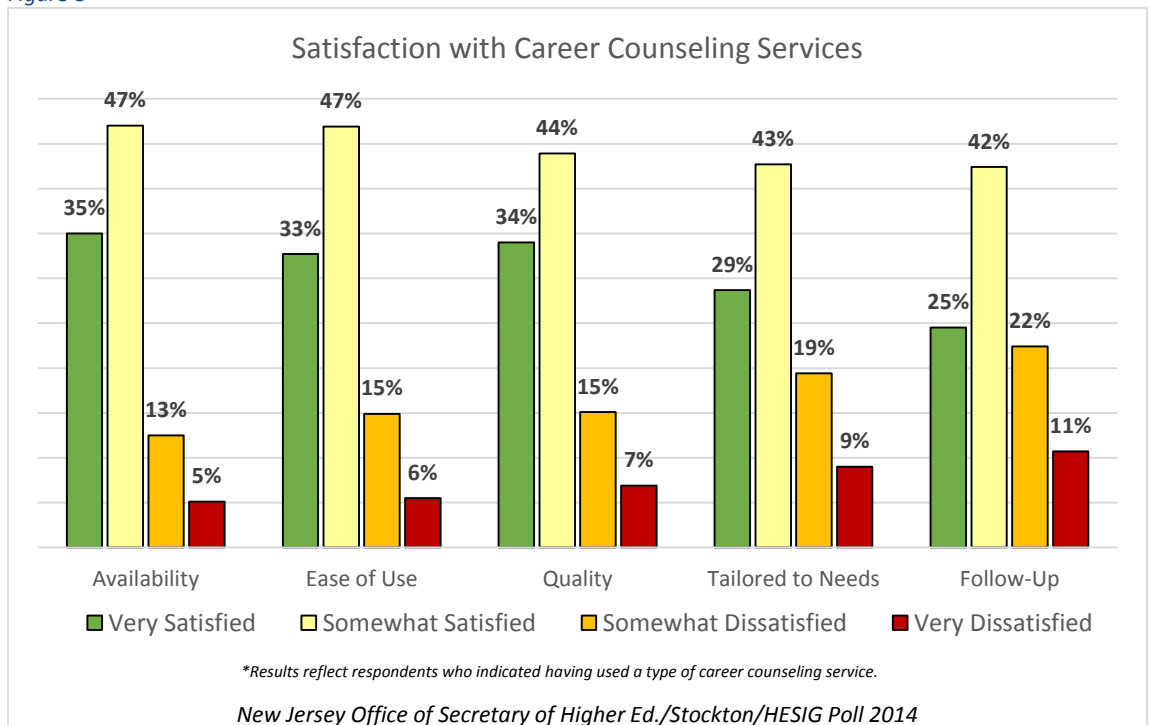
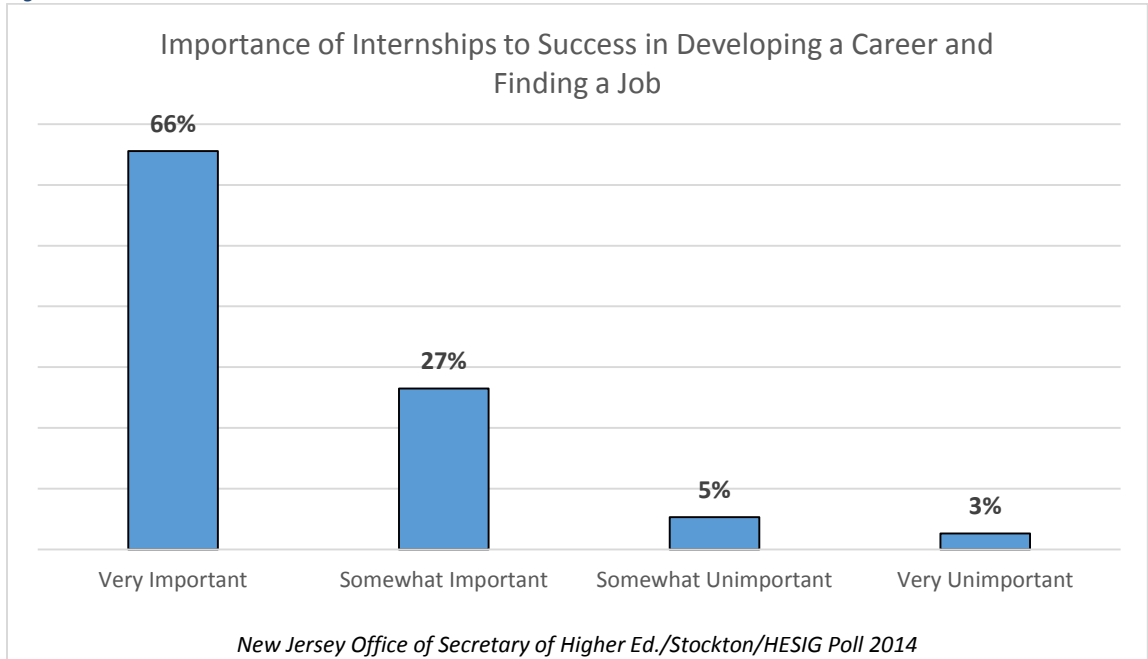


Figure 8



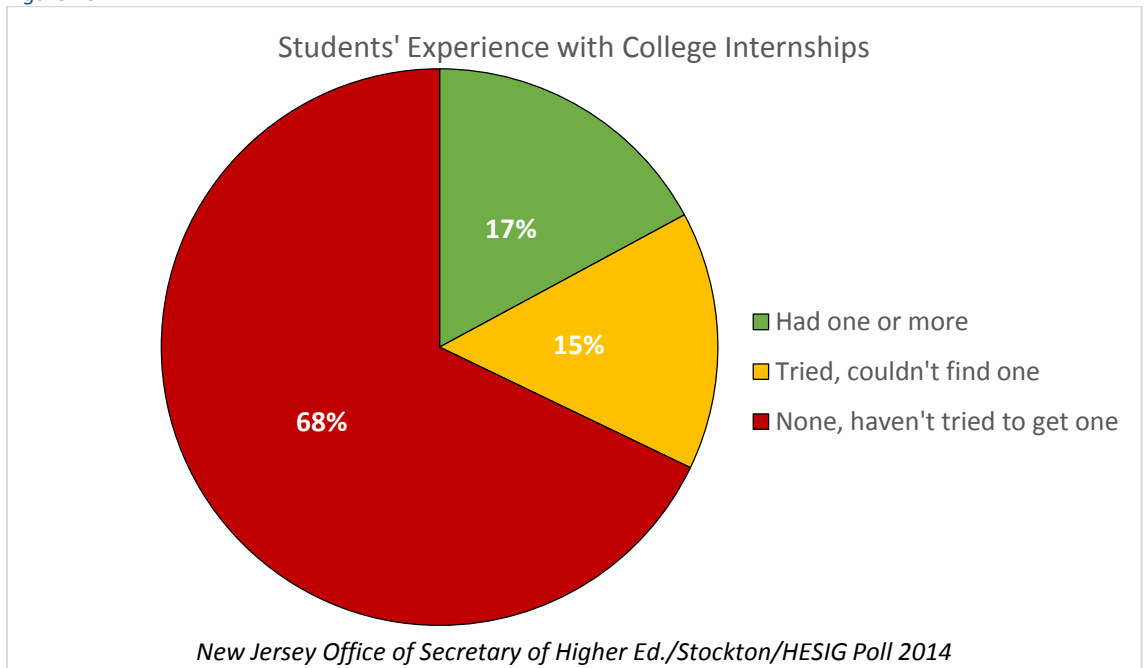
- **Students view internships as important, but few find or participate in them, indicating a policy-practice disconnect.**

Figure 9



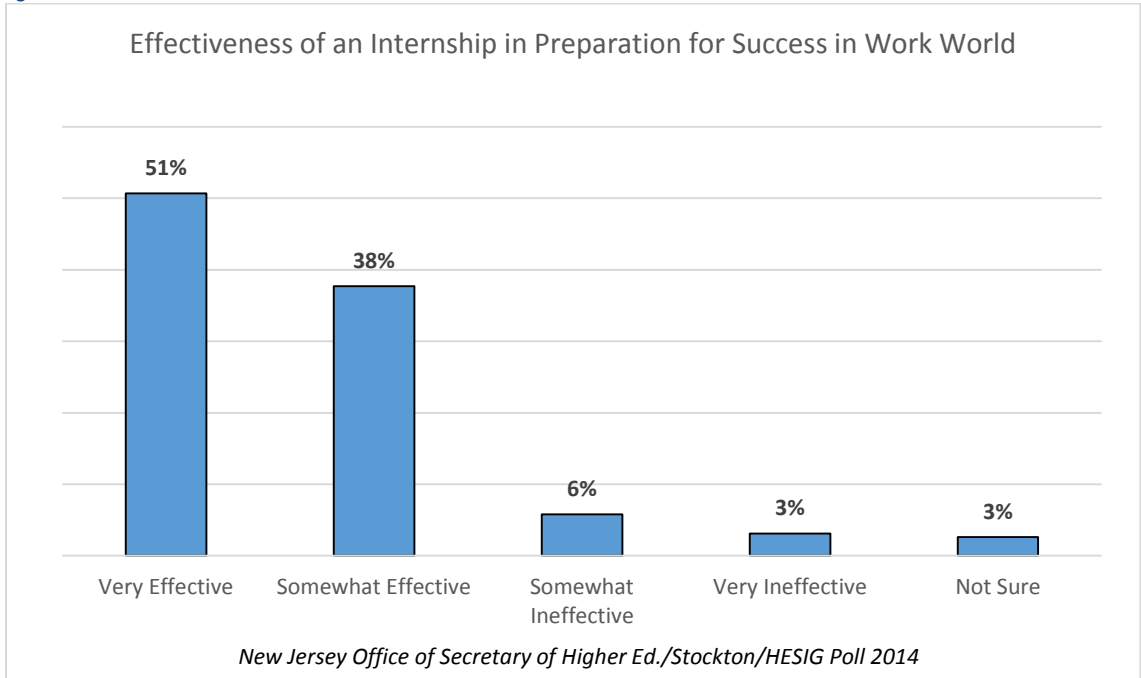
- **93% see internships as important to career/job success, but only 17% have participated in one, with a higher rate of participation as class standing increases (i.e. freshmen to senior year).**

Figure 10



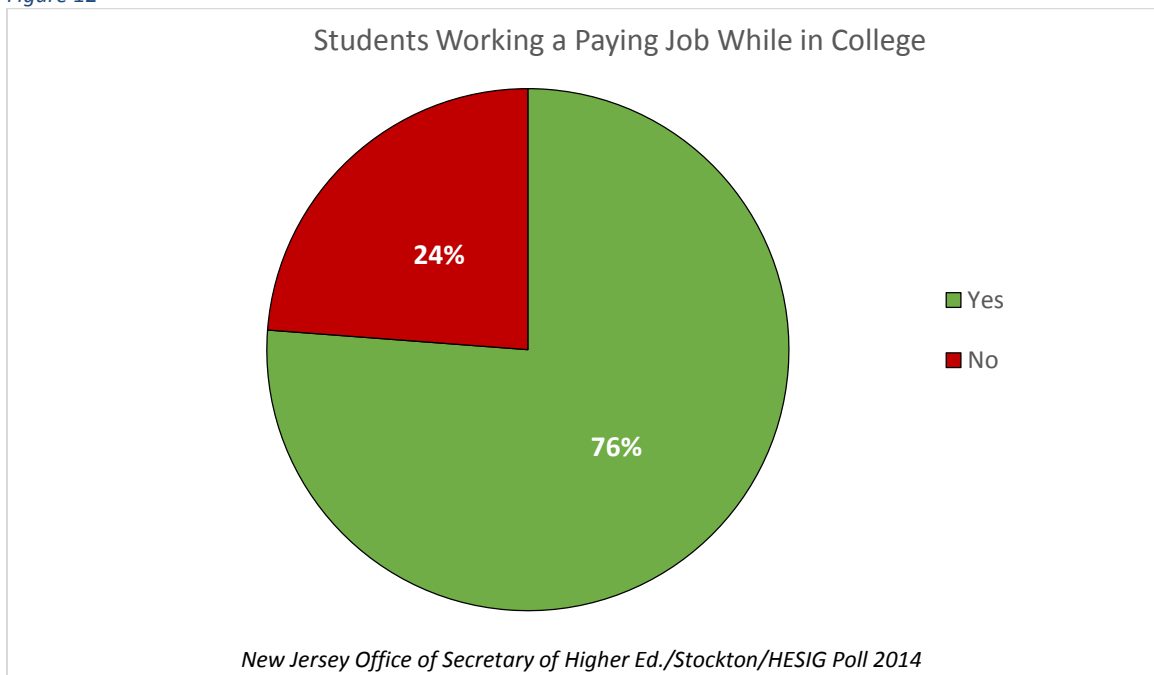
- **Yet, of students finding internships, 88% say they were important in preparing to succeed in work.**

Figure 11



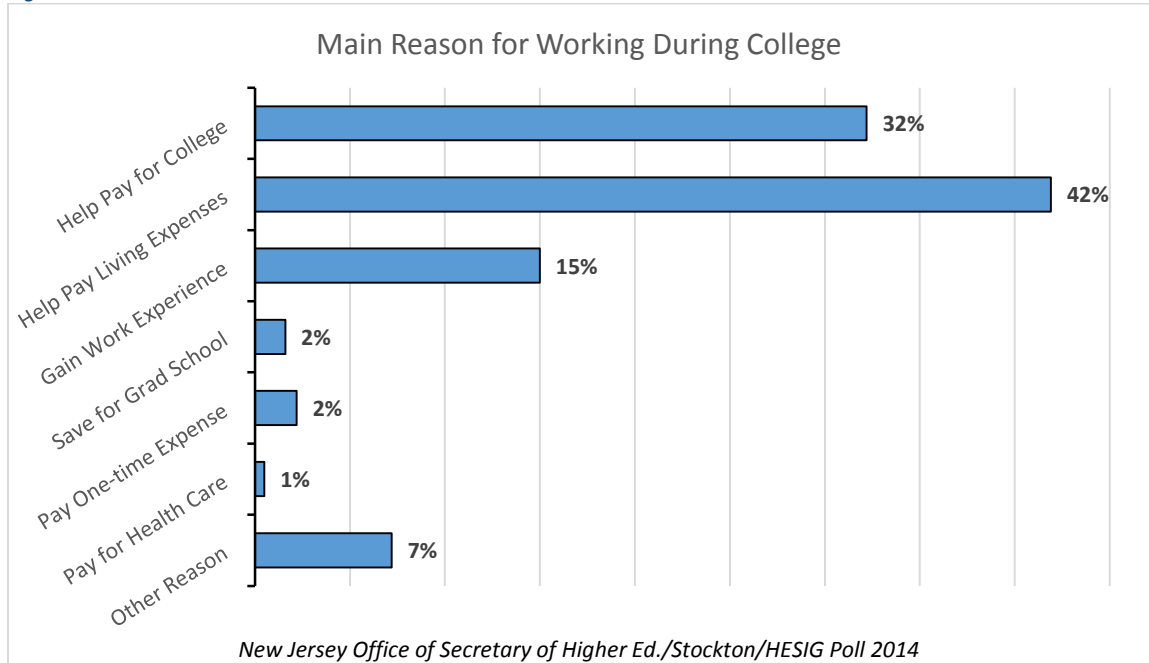
- **76% of students report working for pay while in college.**

Figure 12



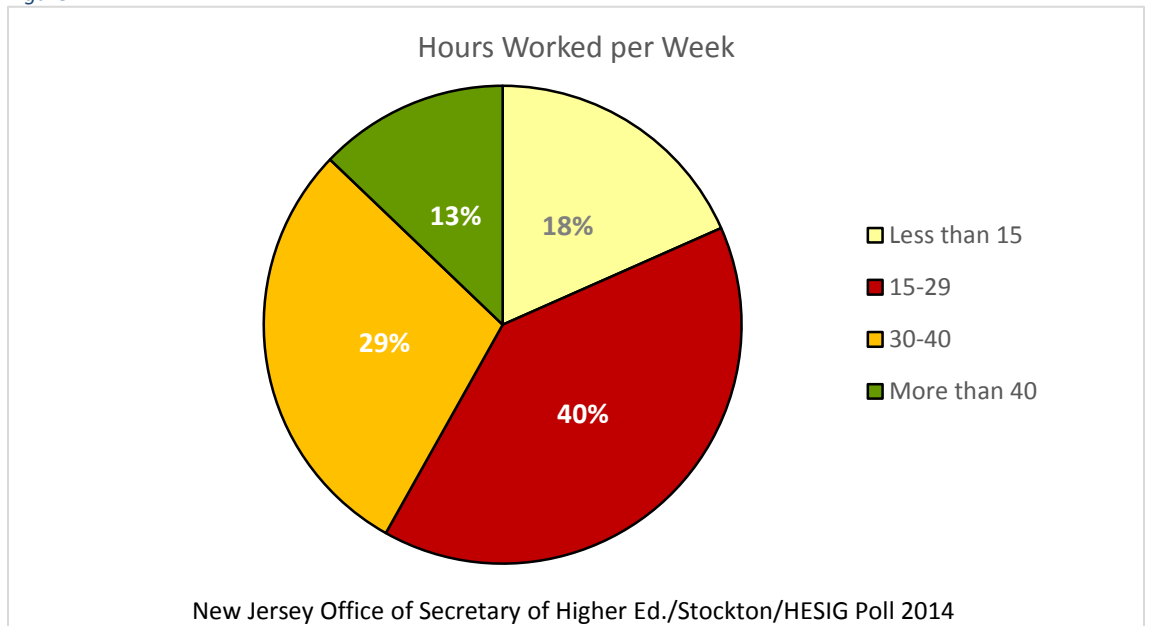
- **Top reasons include: Helping to pay for college (32%) and paying for living expenses (42%).**

Figure 13



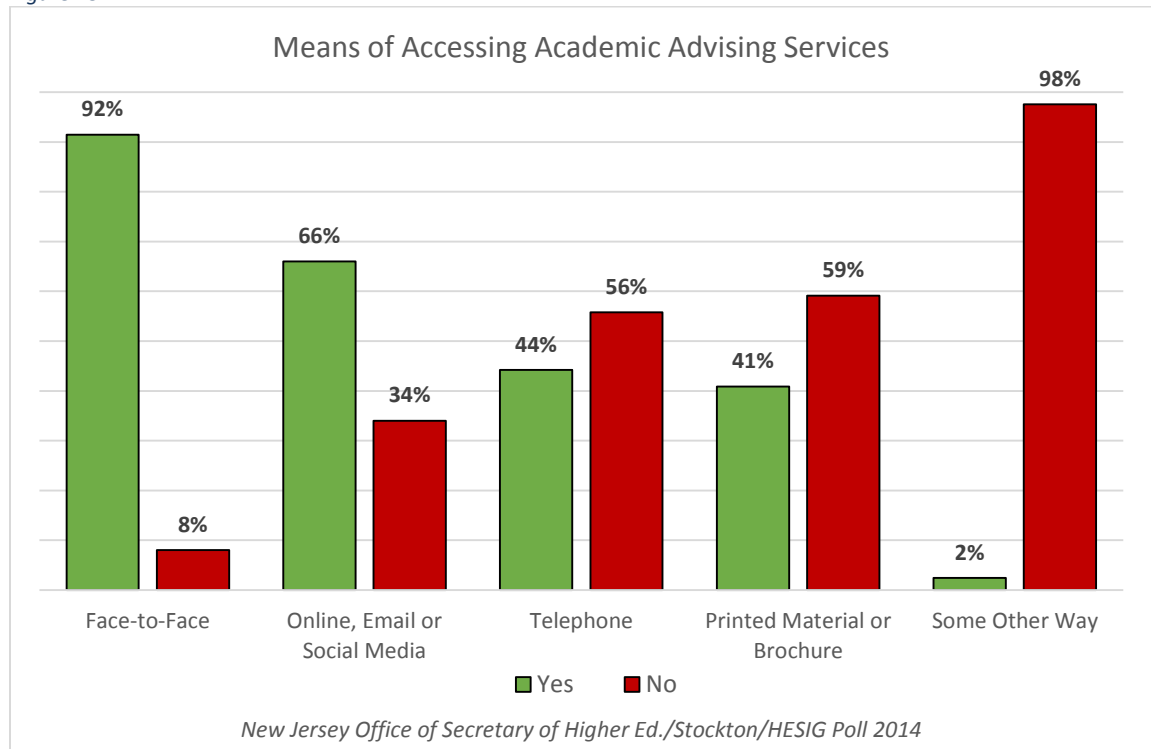
- **42% of students worked 30 or more hours per week.**

Figure 14



- **Students report accessing academic advising services many ways, but use face-to-face interaction the most often.**

Figure 15



- **By about 3 to 1, students who reported using academic advising and career counseling look to advisors and counselors rather than faculty for most useful advice.**

Figure 16

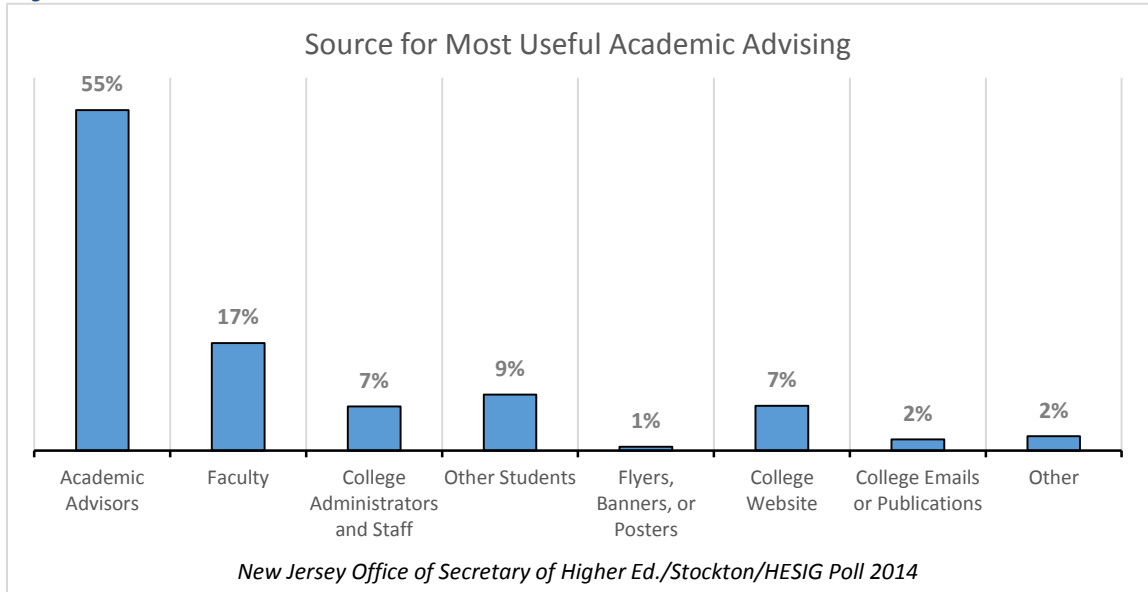
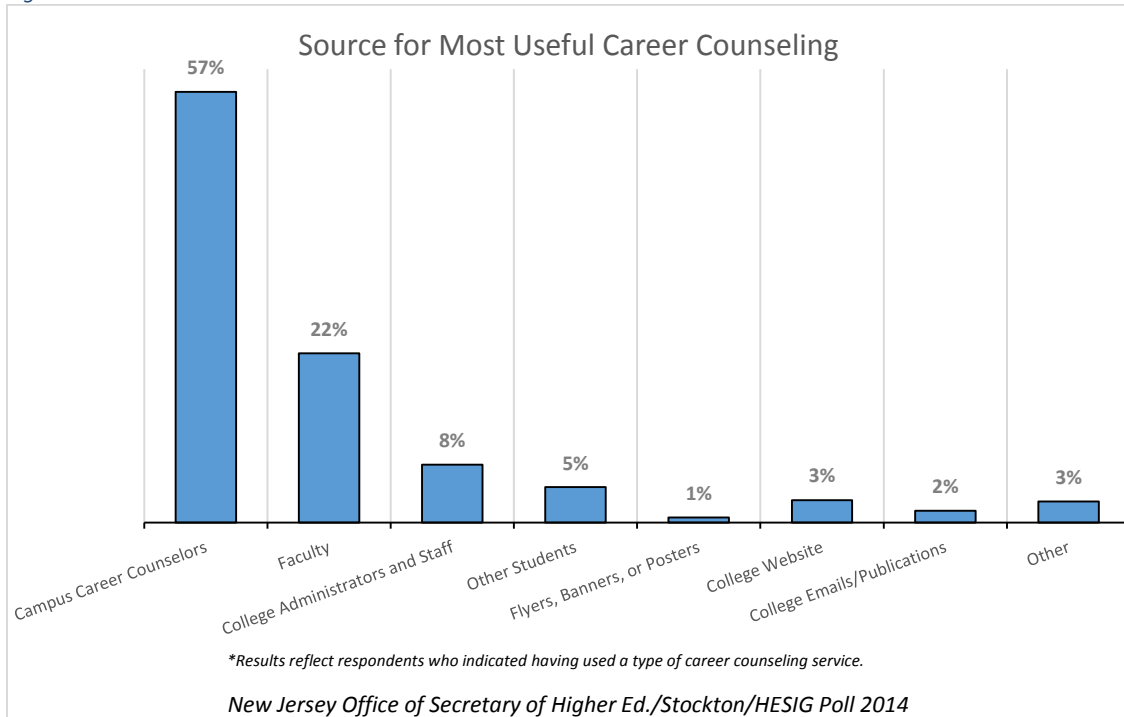


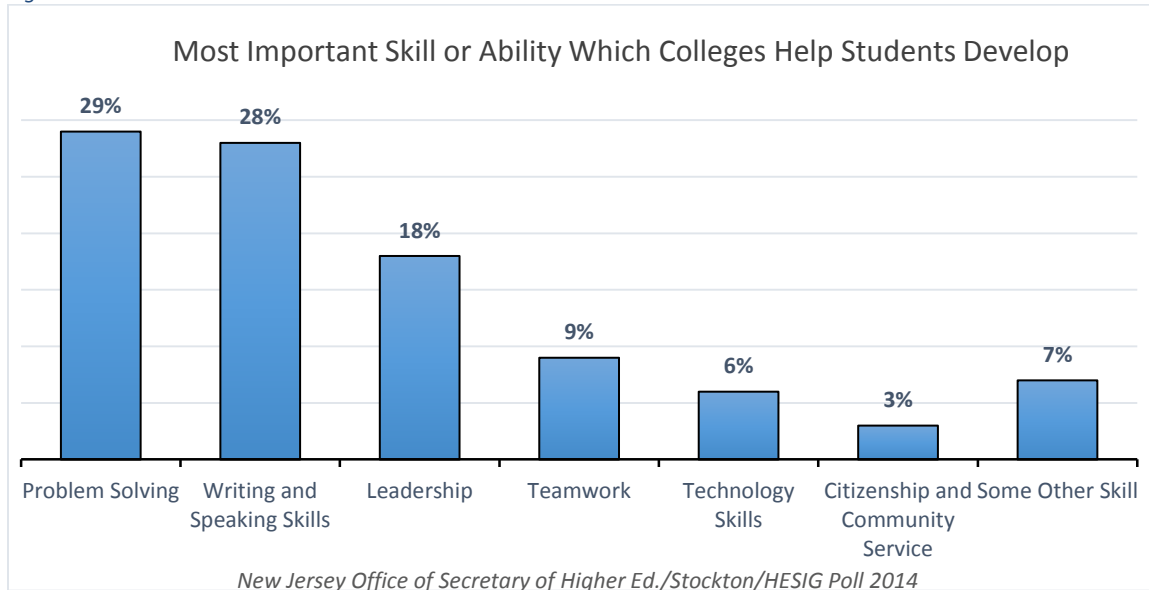
Figure 17



- **Students’ responses on college value confirm prior HESIG/Stockton polling research, citing:**

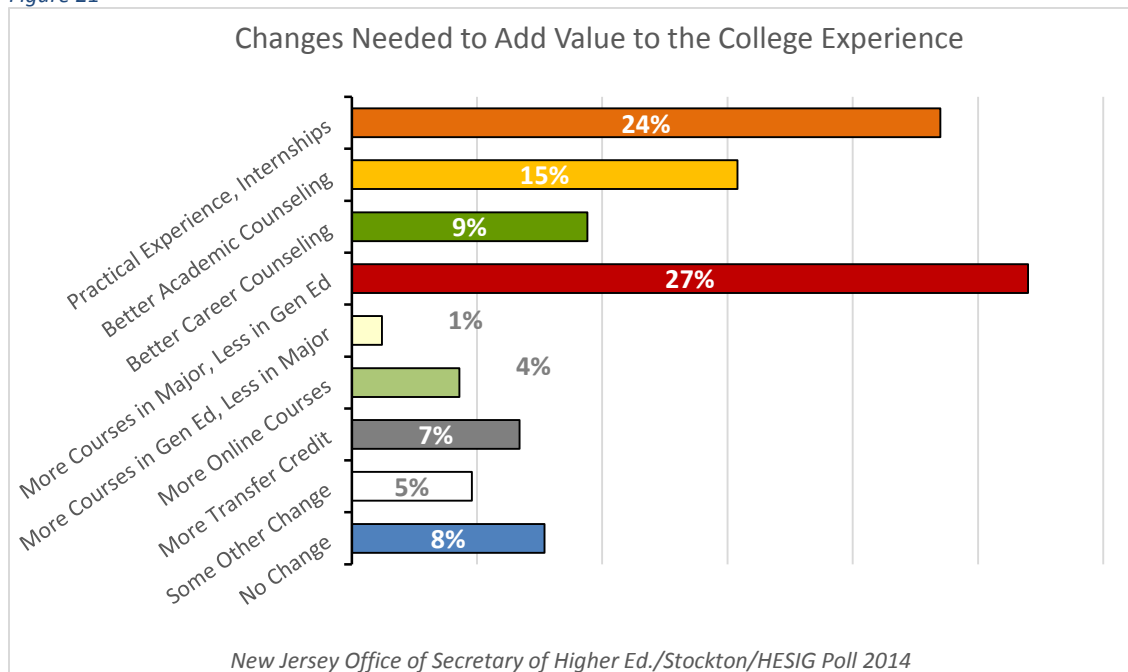
- **Writing , speaking, and problem solving, as top skills gained from college;**

Figure 20



- **Greater value added to college through more practical experiences, such as internships; more courses in their major, and fewer in general education; and a relative lower preference for online learning to add value.**

Figure 21





- **Students have consistent suggestions for service improvement.**

Figure 18

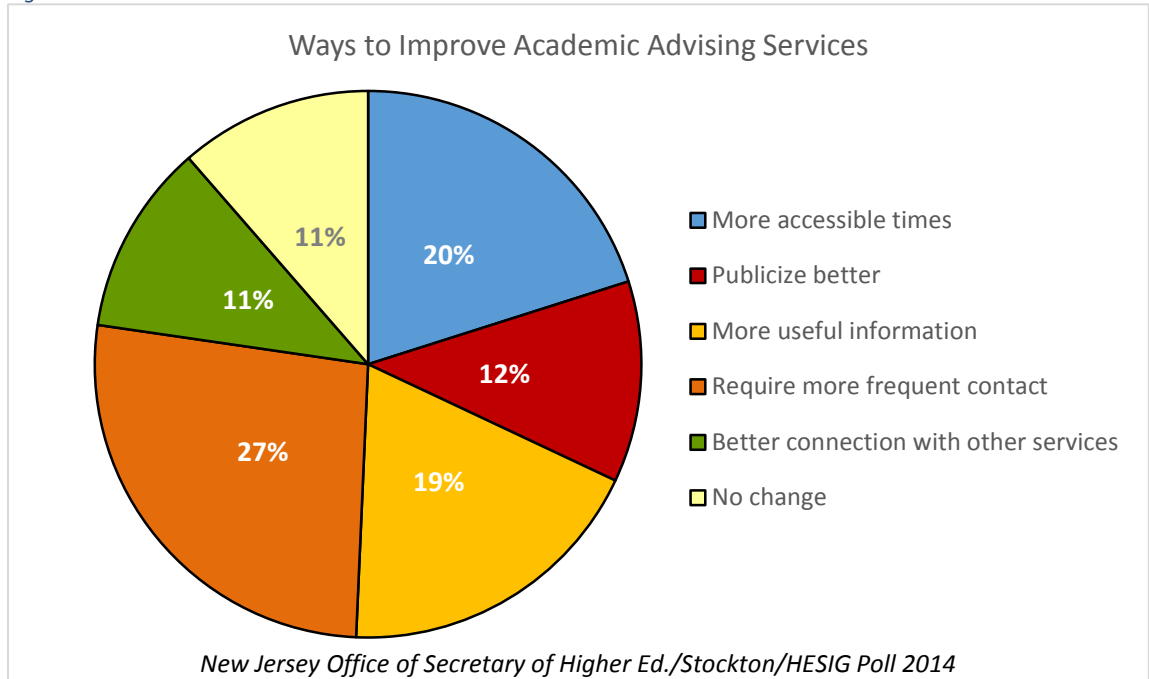
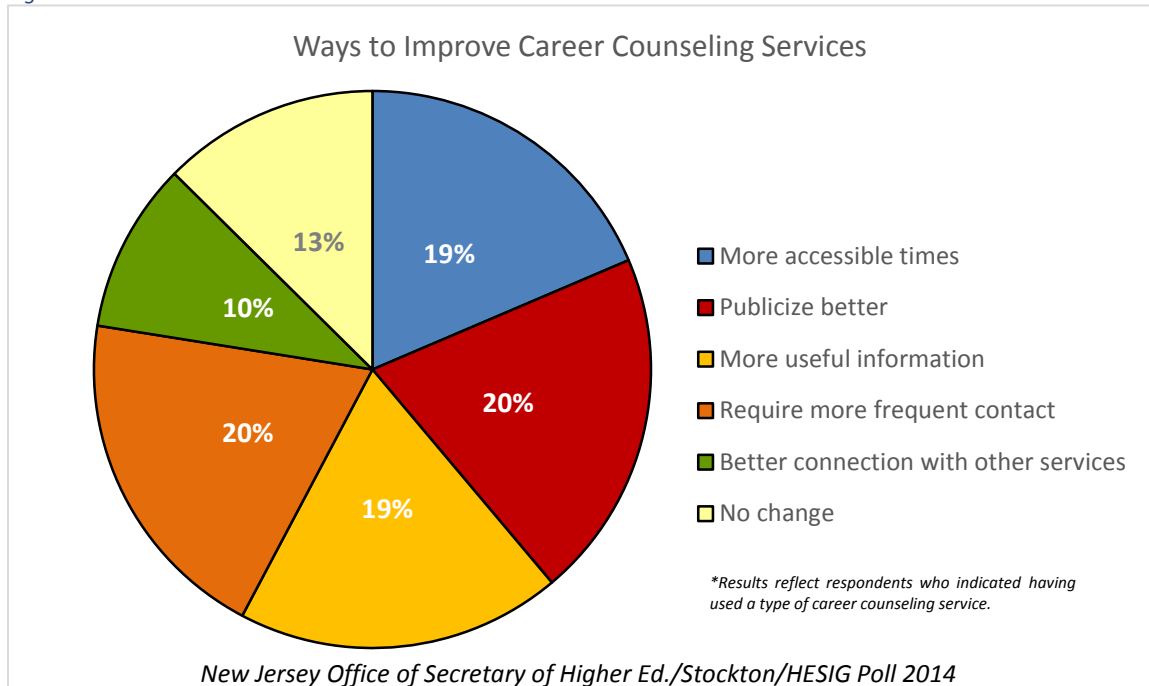


Figure 19



## Demographics<sup>†</sup>

- Age: 18-24 years = 75%
- Gender: F = 67%      M = 33%
- Race/Ethnicity:
  - White = 68%
  - Black/African American = 10%
  - Asian = 9%
  - Native American = 1%
  - Hispanic/Latino = 16%
  - Other/more than one race = 12%
- Full-time (more than 12 credit hours per semester) = 82%      Part-time = 18%
- Segment:
  - Public=89%
  - Private=11%
  - 2-year=39%
  - 4-year= 61%
- Class standing:
  - Freshmen = 30%
  - Sophomore = 28%
  - Junior = 21%
  - Senior = 21%
- Native student = 72%
- 4-year college transfer = 10%
- 2-year college graduate transfer = 12%
- 2-year college transfer without graduating = 7%
- Working at a paying job during college = 76%
- Hours worked per week:
  - Less than 15 = 19%
  - 15-29 = 40%
  - 30-40 = 29%
  - More than 40 = 13%

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<sup>†</sup> Demographic figures reflect characteristics of students responding to the survey. In some cases, survey respondents are over/under represented. For example, the actual female/male undergraduate enrollment, 2013, is 54%/46% statewide, and 55%/45% for total undergraduate enrollment at the 31 participating colleges. As noted in the report, survey frequencies are weighted (adjusted) to reflect these factors. Some frequency totals presented may not add up to 100%, because of rounding.

## Observations and Policy Implications

Overall, the robust participation rate suggests that colleges and universities are very aware of the importance of providing academic advising and career counseling services; that students share the sense of importance; and students who have used advising and counseling become aware of such services from many sources. The research indicates, too, that most students using these services believe that they are accessible and of good quality. Yet, it seems that students do not avail themselves of some services as frequently as they might, even when they are aware; and even though they perceive such counseling as important to their success in college, and careers.

This survey indicates that colleges are doing a good job. They can continue to work diligently to encourage students to seek academic advising more often, and to seek career counseling services earlier, and more frequently. Regarding career counseling services, it seems that students need to focus more on trying to find internships, and colleges might work harder at building partnerships to help create more internship experiences, tied to academic programs.

Students indicate that requiring more frequent contact with academic advisors and career counselors would improve the services. Accomplishing this objective would place greater responsibility on both students and institutions; and would probably lead to better outcomes regarding academic success, and preparation for the workforce. Yet, spending more money on counseling services alone does not seem to be the sole answer to better outcomes.

Beyond investment in human capital, improving campus policy and procedure governing how counseling service is delivered seems to be an important factor for institutional examination and action. Colleges seem to be relatively effective in providing different types of academic advising services, and students give somewhat equal weight to means for improvement. But the need for stronger follow-up on guidance may provide significant benefit for students. Colleges might review also, the range and focus of career counseling services, because students view some services as more important than others. For example, help with obtaining internships is valued by students more than learning workplace behavior.

The survey reveals that students learn about availability of counseling services from many sources, indicating that colleges are doing well in communicating with students. It seems that of the students who reported accessing services, use more frequently face-to-face interaction on academic and career guidance matters. It may be the case that “word-of-mouth” communication about availability of academic advising services continues to be a productive way to reach students. Colleges might examine the mix of traditional and non-traditional forms of communicating with students, to discover which works better, in order to use resources more effectively.

Finally, the OSHE research helps to confirm recent Stockton/HESIG, and national survey research. These studies indicate that students view writing, communicating orally and problem solving as the top skills to be gained from a college education. Stockton/HESIG focus groups of business executives during 2014 echo this perspective. Business leaders, too, say that these are the top skills they expect prospective employees to demonstrate. It appears that colleges, students and employers are on the same page on this important issue, which is at the heart of defining “college value.” Accordingly, colleges are in a strong position to demonstrate value added, to

serve students better, to build stronger partnerships, and to enhance public trust, by integration of strategies leading to students' academic and career success.

Closely related to this point, the OSHE survey also helps to confirm Stockton/HESIG 2014 research on college value, in which students indicate the need for greater academic focus on content and discipline-based studies in the major, rather than general education courses. When students have been asked in New Jersey by Stockton/HESIG, or nationally by Northeastern University (2012-14), about adding greater value to their studies and college success, they clearly respond with a preference for traditional, face-to-face learning over electronic delivery of courses. While research indicates students are open to mixed-learning environments, electronic learning has a way to go to match traditional-aged students' preference for classroom instruction.

These findings may not relate directly to improving counseling and advising services; however, they provide insight into what students, employers and policy makers currently see as an important part of the assessment of college value and outcomes, and evaluation of the public/private benefits of a college education.

Some **other observations** that emerge from the survey include:

- Public college students seek academic advising slightly more than those in private colleges;
- The majority of students who work while in college reported their employment as a means of providing financial support for both college and living expenses. Very few reported their employment as a means of developing relevant work experience.
- Freshmen are least likely to go to faculty for academic advising, while seniors are more likely;
- Private college students are more likely than public college students (by almost 2 to 1) to use career counseling; and more likely to seek and participate in internships;
- The likelihood of participating in an internship increases as class standing increases from freshmen (3.5%) to senior (43.8%).

Some of the **policy implications** that flow from the research include:

- Require regular student contact with counselors as a condition of graduation;
- Invest more resources in counseling services to assure timely and effective delivery of service;
- Create more internships, and more partnerships with businesses to provide practical experiences tied to programs of study and employment; and integrate students' work experience to academic and career success;
- Expand face-to-face interaction; re-examine investment in indirect contact, through technology;
- Evaluate regularly advising/counseling follow-up procedures;
- Emphasize writing, speaking and deductive reasoning across the academic curricula tied to a plan of academic success and workforce readiness;
- Reduce general education courses; increase discipline-based, content courses in the major required for graduation, to demonstrate college-level skill achievement.

## **Suggestions for Further Research**

The OSHE study indicates some promising areas for future research to support students' success in college. Some of these include:

- Study methods of communication and outreach to students concerning awareness, use and outcomes of advising/counseling services; learn more about how to encourage students to use such services;
- Evaluate when and where to make counseling services available;
- Study linkages between students' work experiences and counseling for academic and career success;
- Evaluate what types of services are most needed and most effective, with a special focus on evaluating follow-up processes from the student's perspective;
- Examine students' success in existing programs with required counseling components such as the Educational Opportunity Fund (EOF) and the Gaining Early Awareness and Readiness for Undergraduate Programs (GEARUP);
- Evaluate advising/counseling resource management, integration of academic and career services, and possible integration with certain other support services targeted to particular populations (e.g. by class standing; fields of study; socio-economic background);
- Evaluate how different advising/counseling services enhance students' success; and
- Evaluate counseling services within the larger strategic vision and mission of the college, tied to measuring value, educational outcomes, and overall accountability for effectiveness.

## **Appendices**

Attached to this report are a list of participating institutions; correspondence supporting the OSHE research project; and survey questions and frequencies.

## Appendices

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**Appendix I:**  
**Participating Institutions**

## Participating Institutions

### Senior Public Colleges, Universities:

1. The College of New Jersey
2. Kean University
3. Montclair State University
4. New Jersey City University
5. New Jersey Institute of Technology
6. Ramapo College of New Jersey
7. The Richard Stockton College of New Jersey
8. Rowan University
9. Rutgers University

### Community Colleges:

10. Atlantic Cape Community College
11. Burlington County College
12. County College of Morris
13. Cumberland County College
14. Essex County College
15. Ocean County College
16. Passaic County Community College
17. Raritan Valley Community College
18. Salem Community College
19. Union County College

### Independent (non-profit and proprietary) Colleges, Universities, Schools:

20. Bloomfield College
21. Beth Medrash Govoha
22. Caldwell University
23. College of Saint Elizabeth
24. DeVry University
25. Drew University
26. Felician College
27. Georgian Court University
28. Monmouth University
29. Pillar College
30. Rider University
31. Saint Peter's University



## **Appendix II:**

### **OSHE Letter of Invitation to Institutions to Participate in Survey**

*Office of the Secretary of Higher Education  
Letter of Invitation to Institutions to Participate in Survey*



CHRIS CHRISTIE  
Governor

KIM GUADAGNO  
Lt. Governor

State of New Jersey  
NEW JERSEY HIGHER EDUCATION  
P.O. Box 542  
TRENTON, NJ 08625-0542  
TELEPHONE: (609) 292-4310  
FAX: (609) 292-7225  
E-MAIL: njhe@njhe.state.nj.us

ROCHELLE R. HENDRICKS  
Secretary of Higher Education

September 4, 2014

Dear Colleagues:

The Office of the Secretary of Higher Education (OSHE) is seeking your assistance to conduct a survey of New Jersey college undergraduates currently enrolled at your institutions regarding their interaction with academic and career counseling services.

I anticipate putting the survey into the field during September, assisted by the Stockton College William J. Hughes Center for Public Policy, Polling Institute, and Higher Education Strategic Information and Governance (HESIG) Project. The survey will provide a first-time statewide snapshot of undergraduates' perspectives on academic and career counseling services across New Jersey higher education.

The survey will build on prior collaboration with institutions on the "Access to Success" initiative, the work of the President's Council on Workforce Readiness, as well as your own institutional research. A major consideration is the substantial progress that we have made in New Jersey on the goals of college access and completion, and the positive story that we have to tell. As a recent Stockton/HESIG scientific poll indicates, our residents view New Jersey's colleges as high in quality and value. It will also help to inform other important statewide initiatives, such as Choose NJ.

We can benefit from knowing more about our effectiveness with counseling services that lead to success in college, and in preparing students for the workforce. With more statewide information, we can tell a broader, richer story of success to policy makers and opinion leaders within New Jersey and nationally.

Specifically, the purposes of the survey are as follows:

- To gain greater empirical, descriptive information from a student perspective about academic and career counseling services, and what works well;
- To make observations from a statewide viewpoint that inform good policy and practice;
- To provide a sound basis for the state, in partnership with others, to secure grants;
- To position New Jersey nationally as a leading state regarding best practice on student academic success and workforce/career readiness.

WEB SITE: [www.nj.gov/highereducation](http://www.nj.gov/highereducation)

LOCATION: 20 West State Street, Trenton, NJ 08608

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The survey will include questions regarding awareness, availability, effectiveness and outcomes of services provided under the umbrella of academic and career counseling. We will ask some general questions about the perceived purpose and value of college, touched on in recent New Jersey and national surveys. Institutional research and best practice literature will inform the survey instrument. As a corollary benefit, the survey will serve as a reminder to students that these counseling services are available on campus.

In late September each president who has agreed to participate will be asked to send an email to the institutions' enrolled undergraduate students, requesting that they take the survey on a secure website created by Stockton College.

You may be assured that this voluntary survey will NOT use or result in:

- Any individually identifiable student information;
- Any institutional comparative information or identification;
- Any aggregation or use of data for research purposes by any individual or organization, other than the Office of the Secretary.

With these important caveats, and in the spirit of collaboration for the purpose of serving students, I hope that you will assist OSHE in this important project. Please let me know at your earliest convenience if you wish to volunteer to work with OSHE. I can be reached at 609-292-3235 or [Elizabeth.garlatti@oshe.state.nj.gov](mailto:Elizabeth.garlatti@oshe.state.nj.gov).

As always, I appreciate your cooperation. I look forward to speaking with you about any questions or concerns, and especially to working with you in serving the educational needs of New Jersey residents.

Sincerely,



Elizabeth Garlatti, Chief of Staff  
Office of the Secretary of Higher Education

c: Rochelle Hendricks  
Darryl Greer

**Appendix III:**  
**OSHE Letter to Participating Institutions**

*Office of the Secretary of Higher Education Letter to Participating Institutions*

Dear College and University Presidents:

The Office of the Secretary of Higher Education has begun an important project to solicit input from students, concerning awareness and use of academic, and career counseling services. As discussed at the recent Presidents' Council meeting, many presidents have agreed to participate in this voluntary survey of undergraduate students. **We are now ready to launch the survey, with your assistance.**

Attached is a draft email communication from you to your undergraduate students, inviting their voluntary participation, identifying the web address required to take the survey, and indicating the dates that the survey instrument will be available. Please customize to fit your institution.

**If possible, I would appreciate your sending the email invitation to the students by Friday, October 3. The survey will remain open until October 15.**

Once the email invitation has been sent to your students, it would be helpful to me to receive an email from your office notifying me that the survey was sent. Both institutional and student participation is voluntary, and no personal or institution-specific information will be collected or aggregated.

I appreciate the assistance of each president who has agreed to participate, and hope that others will choose to participate at this time. Thank you for your cooperation with my office in conducting this important survey project. I look forward to sharing results. Please contact me, if you have any questions.

Sincerely,

Elizabeth S. Garlatti  
Chief of Staff  
Office of the Secretary of Higher Education  
20 W. State St., PO Box 542  
Trenton, NJ 08625  
609-292-3235  
609-292-7225 (fax)  
Please note new email as of 9/10/14:  
[elizabeth.garlatti@oshe.nj.gov](mailto:elizabeth.garlatti@oshe.nj.gov)

## **Appendix IV:**

### **Suggested Email from Presidents to NJ Undergraduate Students**

*Suggested Email from Presidents to NJ Undergraduate Students*

**NOTE: PARTICIPATING INSTITUTIONS ARE REQUESTED TO SEND THE EMAIL BELOW TO ALL UNDERGRADUATE STUDENTS BY OCTOBER 3. THE SURVEY WILL REMAIN OPEN UNTIL OCTOBER 15.**

Dear [COLLEGE/UNIVERSITY NAME] student:

[COLLEGE/UNIVERSITYNAME] is participating in research being done by the Office of the Secretary of Higher Education, State of New Jersey. You, together with students statewide, are invited to take a voluntary, confidential survey about academic and career advisement services.

**The survey will take only about 8 minutes. Please click on this link to participate:**

<http://pollingcenter.stockton.edu/sw5/sswf.aspx?st=OSHE2014>

No information identifying you personally will be requested or collected. Your participation will help to develop policy that assists students in these important areas.

Thank you.

President  
[COLLEGE/UNIVERSITY]

**Appendix V:**  
**Weighted Frequencies**



**OSHE online student survey: Weighted frequencies Stockton  
Polling Institute  
Oct. 1-19, 2014**

**Q1. Which one of the following do you think is the most important skill or ability that colleges help students develop?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Leadership	864	17.9	17.9	17.9
Writing and speaking skills	1320	27.4	27.4	45.3
Technology skills	298	6.2	6.2	51.5
Teamwork	412	8.6	8.6	60.1
Valid Problem solving	1413	29.3	29.3	89.4
Citizenship and community service	163	3.4	3.4	92.8
Or some other skill (specify)	349	7.2	7.2	100.0
Total	4818	100.0	100.0	

**Q2. Which one of the following changes would you like to see your college make to add greater value to your college experience?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid More hands-on practical experience, such as internships	1140	23.7	23.7	23.7
Better academic counseling about programs and courses	735	15.2	15.2	38.9
Better counseling on jobs and careers	448	9.3	9.3	48.2
More courses in the major and fewer in general education	1299	27.0	27.0	75.2
More courses in general education and fewer in the major	58	1.2	1.2	76.4
More online courses	206	4.3	4.3	80.6
Or more transfer credit for courses taken at other institutions	322	6.7	6.7	87.3
Some other change (specify)	234	4.9	4.9	92.2
No change	377	7.8	7.8	100.0
Total	4818	100.0	100.0	

**Q3. Please indicate whether or not you have ever used academic advising services for help with each of the following areas. College admission**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	2234	46.4	46.4	46.4
Valid No	2278	47.3	47.3	93.7
Valid Not sure	306	6.3	6.3	100.0
Total	4818	100.0	100.0	

**Q4. Please indicate whether or not you have ever used academic advising services for help with each of the following areas. Transfer of credits**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	2199	45.6	45.6	45.6
Valid No	2347	48.7	48.7	94.3
Valid Not sure	273	5.7	5.7	100.0
Total	4818	100.0	100.0	

**Q5. Please indicate whether or not you have ever used academic advising services for help with each of the following areas. Financial aid**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	2148	44.6	44.6	44.6
Valid No	2411	50.0	50.0	94.6
Valid Not sure	259	5.4	5.4	100.0
Total	4818	100.0	100.0	

**Q6. Please indicate whether or not you have ever used academic advising services for help with each of the following areas. Meeting program or credit requirements for graduation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	2140	44.4	44.4	44.4
Valid No	2432	50.5	50.5	94.9
Valid Not sure	247	5.1	5.1	100.0
Total	4818	100.0	100.0	

**Q7. Please indicate whether or not you have ever used academic advising services for help with each of the following areas. Choosing or changing a major**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2121	44.0	44.0	44.0
	No	2457	51.0	51.0	95.0
	Not sure	241	5.0	5.0	100.0
	Total	4818	100.0	100.0	

**Q8. Please indicate whether or not you have ever used academic advising services for help with each of the following areas. Academic policies and procedures**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2103	43.6	43.6	43.6
	No	2471	51.3	51.3	94.9
	Not sure	244	5.1	5.1	100.0
	Total	4818	100.0	100.0	

**Q9. Please indicate whether or not you have ever used academic advising services for help with each of the following areas. Post-graduate plans**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2087	43.3	43.3	43.3
	No	2461	51.1	51.1	94.4
	Not sure	269	5.6	5.6	100.0
	Total	4817	100.0	100.0	
Missing	System	1	.0		
Total		4818	100.0		

**Q10. Please indicate how you have accessed the academic advising services.**

**Face-to-face meeting(s)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4057	84.2	91.6
	No	373	7.7	100.0
	Total	4430	91.9	100.0
Missing	System	388	8.1	
Total		4818	100.0	

**Q11. Please indicate how you have accessed the academic advising services.**

**Online, e-mail or social media**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2933	60.9	66.2
	No	1497	31.1	100.0
	Total	4430	91.9	100.0
Missing	System	388	8.1	
Total		4818	100.0	

**Q12. Please indicate how you have accessed the academic advising services.**

**Telephone**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1963	40.7	44.3
	No	2467	51.2	100.0
	Total	4430	91.9	100.0
Missing	System	388	8.1	
Total		4818	100.0	

**Q13. Please indicate how you have accessed the academic advising services.**

**Printed material or brochure**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1813	37.6	40.9	40.9
Valid No	2617	54.3	59.1	100.0
Total	4430	91.9	100.0	
Missing System	388	8.1		
Total	4818	100.0		

**Q14. Please indicate how you have accessed the academic advising services.**

**Some other way (specify)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	108	2.2	2.4	2.4
Valid No	4322	89.7	97.6	100.0
Total	4430	91.9	100.0	
Missing System	388	8.1		
Total	4818	100.0		

**Q15. Please indicate whether or not you learned about the availability of academic advising services from each of the following sources.**

**Academic advisers at your college**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	3112	64.6	70.2	70.2
Valid No	1318	27.4	29.8	100.0
Total	4430	91.9	100.0	
Missing System	388	8.1		
Total	4818	100.0		

**Q16. Please indicate whether or not you learned about the availability of academic advising services from each of the following sources. Faculty**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3094	64.2	69.8	69.8
	No	1336	27.7	30.2	100.0
	Total	4430	91.9	100.0	
Missing	System	388	8.1		
Total		4818	100.0		

**Q17. Please indicate whether or not you learned about the availability of academic advising services from each of the following sources. College administrators or staff**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3092	64.2	69.8	69.8
	No	1338	27.8	30.2	100.0
	Total	4430	91.9	100.0	
Missing	System	388	8.1		
Total		4818	100.0		

**Q18. Please indicate whether or not you learned about the availability of academic advising services from each of the following sources. Other student(s)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3000	62.3	67.7	67.7
	No	1430	29.7	32.3	100.0
	Total	4430	91.9	100.0	
Missing	System	388	8.1		
Total		4818	100.0		

**Q19. Please indicate whether or not you learned about the availability of academic advising services from each of the following sources. Flyers, banners or posters**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2932	60.8	66.2	66.2
	No	1498	31.1	33.8	100.0
	Total	4430	91.9	100.0	
Missing	System	388	8.1		
Total		4818	100.0		

**Q20. Please indicate whether or not you learned about the availability of academic advising services from each of the following sources. College website**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2819	58.5	63.6	63.6
	No	1611	33.4	36.4	100.0
	Total	4430	91.9	100.0	
Missing	System	388	8.1		
Total		4818	100.0		

**Q21. Please indicate whether or not you learned about the availability of academic advising services from each of the following sources. College e-mails or publications**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2767	57.4	62.5	62.5
	No	1663	34.5	37.5	100.0
	Total	4430	91.9	100.0	
Missing	System	388	8.1		
Total		4818	100.0		



**Q22. Please indicate whether or not you learned about the availability of academic advising services from each of the following sources. Some other source (specify)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	125	2.6	3.0	3.0
	No	4088	84.8	97.0	100.0
	Total	4213	87.4	100.0	
Missing	System	606	12.6		
Total		4818	100.0		

**Q23. Please indicate how satisfied or dissatisfied you were with each of the following aspects of the academic advising services. Availability of services**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	1673	34.7	37.8	37.8
	Somewhat satisfied	2085	43.3	47.1	84.8
	Somewhat dissatisfied	453	9.4	10.2	95.1
	Very dissatisfied	218	4.5	4.9	100.0
	Total	4429	91.9	100.0	
Missing	System	389	8.1		
Total		4818	100.0		

**Q24. Please indicate how satisfied or dissatisfied you were with each of the following aspects of the academic advising services. Ease of use**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	1467	30.4	33.1	33.1
	Somewhat satisfied	2031	42.1	45.8	78.9
	Somewhat dissatisfied	659	13.7	14.9	93.8
	Very dissatisfied	273	5.7	6.2	100.0
	Total	4430	91.9	100.0	
Missing	System	388	8.1		
Total		4818	100.0		

**Q25. Please indicate how satisfied or dissatisfied you were with each of the following aspects of the academic advising services. Quality of services**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	1505	31.2	34.0	34.0
	Somewhat satisfied	1901	39.4	42.9	76.9
	Somewhat dissatisfied	686	14.2	15.5	92.4
	Very dissatisfied	338	7.0	7.6	100.0
	Total	4430	91.9	100.0	
Missing	System	388	8.1		
Total		4818	100.0		

**Q26. Please indicate how satisfied or dissatisfied you were with each of the following aspects of the academic advising services. Being tailored to your specific needs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	1291	26.8	29.2	29.2
	Somewhat satisfied	1825	37.9	41.2	70.4
	Somewhat dissatisfied	852	17.7	19.2	89.6
	Very dissatisfied	461	9.6	10.4	100.0
	Total	4430	91.9	100.0	
Missing	System	388	8.1		
Total		4818	100.0		

**Q27. Please indicate how satisfied or dissatisfied you were with each of the following aspects of the academic advising services. Follow-up**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	1029	21.3	23.2	23.2
	Somewhat satisfied	1750	36.3	39.5	62.7
	Somewhat dissatisfied	1021	21.2	23.0	85.8
	Very dissatisfied	630	13.1	14.2	100.0
	Total	4430	91.9	100.0	
Missing	System	388	8.1		
Total		4818	100.0		

**Q28. How effective were the academic advising services in helping you develop an academic plan for completing college?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	1332	27.6	30.1	30.1
	Somewhat effective	2141	44.4	48.3	78.4
	Somewhat ineffective	608	12.6	13.7	92.1
	Very ineffective	349	7.2	7.9	100.0
	Total	4430	91.9	100.0	
Missing	System	388	8.1		
Total		4818	100.0		

**Q29. In the future, which one of the following would you go to for the most useful advice about academic advising?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academic advisors at your college	2423	50.3	54.8	54.8
	Faculty	759	15.7	17.2	72.0
	College administrators or staff	316	6.6	7.2	79.1
	Other student(s)	397	8.2	9.0	88.1
	Flyers, banners or posters	26	.5	.6	88.7
	College website	320	6.6	7.2	95.9
	College e-mails or publications	77	1.6	1.8	97.7
	Other (specify)	103	2.1	2.3	100.0
Total	4422	91.8	100.0		
Missing	System	397	8.2		
Total		4818	100.0		

**Q30. Which one of the following possible changes would you suggest to improve academic advising services?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Making services available at more accessible times	889	18.4	20.1	20.1
	Publicize the availability of services better	528	11.0	11.9	32.0
	Provide more usable information	823	17.1	18.6	50.6
	Require more frequent contact with advisors	1168	24.2	26.4	77.0
	Make better connections to other services affecting student life	503	10.4	11.4	88.4
	Would not make any change	512	10.6	11.6	100.0
	Total	4422	91.8	100.0	
Missing	System	397	8.2		
Total		4818	100.0		

**Q31. Please indicate how likely or unlikely you are to use academic advising services for help with each of the following areas before graduation. Transfer of credits**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Very likely	82	1.7	21.2	21.2
	Somewhat likely	101	2.1	26.0	47.2
	Somewhat unlikely	54	1.1	14.0	61.2
	Very unlikely	151	3.1	38.8	100.0
	Total	388	8.1	100.0	
Missing	System	4430	91.9		
Total		4818	100.0		

**Q32. Please indicate how likely or unlikely you are to use academic advising services for help with each of the following areas before graduation. Financial aid**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Very likely	60	1.2	15.4	15.4
	Somewhat likely	94	2.0	24.3	39.7
	Somewhat unlikely	89	1.8	22.8	62.6
	Very unlikely	145	3.0	37.4	100.0
	Total	388	8.1	100.0	
Missing	System	4430	91.9		
Total		4818	100.0		

**Q33. Please indicate how likely or unlikely you are to use academic advising services for help with each of the following areas before graduation. Meeting program or credit requirements for graduation**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Very likely	119	2.5	30.5	30.5
	Somewhat likely	121	2.5	31.1	61.6
	Somewhat unlikely	59	1.2	15.2	76.8
	Very unlikely	90	1.9	23.2	100.0
	Total	388	8.1	100.0	
Missing	System	4430	91.9		
Total		4818	100.0		

**Q34. Please indicate how likely or unlikely you are to use academic advising services for help with each of the following areas before graduation. Choosing or changing a major**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Very likely	74	1.5	19.1	19.1
	Somewhat likely	77	1.6	19.8	38.8
	Somewhat unlikely	69	1.4	17.9	56.7
	Very unlikely	168	3.5	43.3	100.0
	Total	388	8.1	100.0	
Missing	System	4430	91.9		
Total		4818	100.0		

**Q35. Please indicate how likely or unlikely you are to use academic advising services for help with each of the following areas before graduation. Academic policies and procedures**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Very likely	45	.9	11.5	11.5
	Somewhat likely	73	1.5	18.8	30.3
	Somewhat unlikely	97	2.0	24.9	55.2
	Very unlikely	174	3.6	44.8	100.0
	Total	388	8.1	100.0	
Missing	System	4430	91.9		
Total		4818	100.0		

**Q36. Please indicate how likely or unlikely you are to use academic advising services for help with each of the following areas before graduation. Post-graduate plans**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Very likely	106	2.2	27.3	27.3
	Somewhat likely	113	2.3	29.1	56.4
	Somewhat unlikely	70	1.4	17.9	74.3
	Very unlikely	100	2.1	25.7	100.0
	Total	388	8.1	100.0	
Missing	System	4430	91.9		
Total		4818	100.0		

**Q37. We will now turn to the subject of counseling services to help plan for your career. Please indicate whether or not you have ever used each of the following types of career counseling services. Help finding a job**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	823	17.1	17.1	17.1
Valid No	3823	79.3	79.3	96.4
Valid Not sure	172	3.6	3.6	100.0
Total	4818	100.0	100.0	

**Q38. We will now turn to the subject of counseling services to help plan for your career. Please indicate whether or not you have ever used each of the following types of career counseling services. Help researching a career path**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1205	25.0	25.0	25.0
Valid No	3431	71.2	71.2	96.2
Valid Not sure	182	3.8	3.8	100.0
Total	4818	100.0	100.0	

**Q39. We will now turn to the subject of counseling services to help plan for your career. Please indicate whether or not you have ever used each of the following types of career counseling services. Help writing a cover letter or resume**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1141	23.7	23.7	23.7
Valid No	3542	73.5	73.5	97.2
Valid Not sure	136	2.8	2.8	100.0
Total	4818	100.0	100.0	

**Q40. We will now turn to the subject of counseling services to help plan for your career. Please indicate whether or not you have ever used each of the following types of career counseling services. Preparing for job interview(s)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	718	14.9	14.9	14.9
Valid No	3959	82.2	82.2	97.1
Valid Not sure	141	2.9	2.9	100.0
Total	4818	100.0	100.0	

**Q41. We will now turn to the subject of counseling services to help plan for your career. Please indicate whether or not you have ever used each of the following types of career counseling services. Attending a job fair**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1082	22.5	22.5	22.5
Valid No	3603	74.8	74.8	97.2
Valid Not sure	133	2.8	2.8	100.0
Total	4818	100.0	100.0	

**Q42. We will now turn to the subject of counseling services to help plan for your career. Please indicate whether or not you have ever used each of the following types of career counseling services. Help finding an internship**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	894	18.6	18.6	18.6
Valid No	3759	78.0	78.0	96.6
Valid Not sure	165	3.4	3.4	100.0
Total	4818	100.0	100.0	



**Q43. We will now turn to the subject of counseling services to help plan for your career. Please indicate whether or not you have ever used each of the following types of career counseling services. Learning appropriate workplace etiquette and behavior**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	772	16.0	16.0	16.0
Valid No	3892	80.8	80.8	96.8
Valid Not sure	155	3.2	3.2	100.0
Total	4818	100.0	100.0	

**Q44. We will now turn to the subject of counseling services to help plan for your career. Please indicate whether or not you have ever used each of the following types of career counseling services. Help with references**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	838	17.4	17.4	17.4
Valid No	3798	78.8	78.8	96.2
Valid Not sure	183	3.8	3.8	100.0
Total	4818	100.0	100.0	

**Q45. Please indicate whether or not you learned about the availability of career counseling services from each of the following sources. Career counseling advisers at your college**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1635	33.9	66.3	66.3
Valid No	831	17.3	33.7	100.0
Total	2466	51.2	100.0	
Missing System	2352	48.8		
Total	4818	100.0		

**Q46. Please indicate whether or not you learned about the availability of career counseling services from each of the following sources. Faculty**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1590	33.0	64.5	64.5
Valid No	876	18.2	35.5	100.0
Total	2466	51.2	100.0	
Missing System	2352	48.8		
Total	4818	100.0		

**Q47. Please indicate whether or not you learned about the availability of career counseling services from each of the following sources. College administrators or staff**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1466	30.4	59.4	59.4
Valid No	1001	20.8	40.6	100.0
Total	2466	51.2	100.0	
Missing System	2352	48.8		
Total	4818	100.0		

**Q48. Please indicate whether or not you learned about the availability of career counseling services from each of the following sources. Other student(s)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1476	30.6	59.9	59.9
Valid No	990	20.5	40.1	100.0
Total	2466	51.2	100.0	
Missing System	2352	48.8		
Total	4818	100.0		

**Q49. Please indicate whether or not you learned about the availability of career counseling services from each of the following sources. Flyers, banners or posters**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1372	28.5	55.6	55.6
	No	1094	22.7	44.4	100.0
	Total	2466	51.2	100.0	
Missing	System	2352	48.8		
Total		4818	100.0		

**Q50. Please indicate whether or not you learned about the availability of career counseling services from each of the following sources. College website**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1588	33.0	64.4	64.4
	No	878	18.2	35.6	100.0
	Total	2466	51.2	100.0	
Missing	System	2352	48.8		
Total		4818	100.0		

**Q51. Please indicate whether or not you learned about the availability of career counseling services from each of the following sources. College e-mails or publications**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1602	33.2	64.9	64.9
	No	865	17.9	35.1	100.0
	Total	2466	51.2	100.0	
Missing	System	2352	48.8		
Total		4818	100.0		

**Q52. Please indicate whether or not you learned about the availability of career counseling services from each of the following sources. Some other source (specify)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	81	1.7	3.5	3.5
	No	2231	46.3	96.5	100.0
	Total	2312	48.0	100.0	
Missing	System	2507	52.0		
Total		4818	100.0		

**Q53. Please indicate how satisfied or dissatisfied you were with each of the following aspects of the career counseling services. Availability of services**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	869	18.0	35.2	35.2
	Somewhat satisfied	1165	24.2	47.2	82.4
	Somewhat dissatisfied	307	6.4	12.5	94.9
	Very dissatisfied	125	2.6	5.1	100.0
	Total	2466	51.2	100.0	
Missing	System	2352	48.8		
Total		4818	100.0		

**Q54. Please indicate how satisfied or dissatisfied you were with each of the following aspects of the career counseling services. Ease of use**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	813	16.9	33.0	33.0
	Somewhat satisfied	1152	23.9	46.7	79.7
	Somewhat dissatisfied	365	7.6	14.8	94.5
	Very dissatisfied	136	2.8	5.5	100.0
	Total	2466	51.2	100.0	
Missing	System	2352	48.8		
Total		4818	100.0		

**Q55. Please indicate how satisfied or dissatisfied you were with each of the following aspects of the career counseling services. Quality of services**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	846	17.6	34.3	34.3
	Somewhat satisfied	1076	22.3	43.6	77.9
	Somewhat dissatisfied	372	7.7	15.1	93.0
	Very dissatisfied	172	3.6	7.0	100.0
	Total	2466	51.2	100.0	
Missing	System	2352	48.8		
Total		4818	100.0		

**Q56. Please indicate how satisfied or dissatisfied you were with each of the following aspects of the career counseling services. Being tailored to your specific needs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	714	14.8	29.0	29.0
	Somewhat satisfied	1052	21.8	42.7	71.6
	Somewhat dissatisfied	478	9.9	19.4	91.0
	Very dissatisfied	222	4.6	9.0	100.0
	Total	2466	51.2	100.0	
Missing	System	2352	48.8		
Total		4818	100.0		

**Q57. Please indicate how satisfied or dissatisfied you were with each of the following aspects of the career counseling services. Follow-up**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	605	12.5	24.5	24.5
	Somewhat satisfied	1044	21.7	42.3	66.9
	Somewhat dissatisfied	553	11.5	22.4	89.3
	Very dissatisfied	265	5.5	10.7	100.0
	Total	2466	51.2	100.0	
Missing	System	2352	48.8		
Total		4818	100.0		

**Q58. How important do you think career counseling is to your overall success in building a career and getting a job??**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	1645	34.1	66.8	66.8
	Somewhat important	699	14.5	28.4	95.2
	Somewhat unimportant	87	1.8	3.5	98.7
	Very unimportant	33	.7	1.3	100.0
	Total	2463	51.1	100.0	
Missing	System	2355	48.9		
Total		4818	100.0		

**Q59. In the future, which one of the following would you go to for the most useful advice about career counseling?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Career counseling advisers at your college	1406	29.2	57.1	57.1
	Faculty	548	11.4	22.2	79.3
	College administrators or staff	190	3.9	7.7	87.0
	Other student(s)	117	2.4	4.7	91.8
	Flyers, banners or posters	17	.4	.7	92.5
	College website	76	1.6	3.1	95.5
	College e-mails or publications	38	.8	1.5	97.1
	Other (specify)	72	1.5	2.9	100.0
	Total	2463	51.1	100.0	
Missing	System	2355	48.9		
Total		4818	100.0		

**Q60. Which one of the following possible changes would you suggest to improve career counseling services?**

		Frequency	Percent	Valid Percent	Cumulative Percent
	Make services available at more accessible times	460	9.5	18.7	18.7
	Publicize the availability of services better	500	10.4	20.3	39.0
	Provide more useful information	464	9.6	18.8	57.8
Valid	Require more frequent contact with advisors	484	10.0	19.7	77.4
	Make better connections to other services affecting student life	246	5.1	10.0	87.4
	Would not make any change	309	6.4	12.6	100.0
	Total	2463	51.1	100.0	
Missing	System	2355	48.9		
Total		4818	100.0		

**Q61. Please indicate how likely or unlikely you are to use the following types of career counseling services before graduation. Help finding a job**

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very likely	781	16.2	33.2	33.2
	Somewhat likely	696	14.4	29.6	62.8
Valid	Somewhat unlikely	395	8.2	16.8	79.6
	Very unlikely	480	10.0	20.4	100.0
	Total	2352	48.8	100.0	
Missing	System	2466	51.2		
Total		4818	100.0		

**Q62. Please indicate how likely or unlikely you are to use the following types of career counseling services before graduation. Help researching a career path**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	643	13.3	27.3	27.3
	Somewhat likely	692	14.4	29.4	56.8
	Somewhat unlikely	458	9.5	19.5	76.2
	Very unlikely	559	11.6	23.8	100.0
	Total	2352	48.8	100.0	
Missing	System	2466	51.2		
Total		4818	100.0		

**Q63. Please indicate how likely or unlikely you are to use the following types of career counseling services before graduation. Help writing a cover letter or resume**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	633	13.1	26.9	26.9
	Somewhat likely	662	13.7	28.1	55.0
	Somewhat unlikely	527	10.9	22.4	77.5
	Very unlikely	530	11.0	22.5	100.0
	Total	2352	48.8	100.0	
Missing	System	2466	51.2		
Total		4818	100.0		

**Q64. Please indicate how likely or unlikely you are to use the following types of career counseling services before graduation. Preparing for job interview(s)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	553	11.5	23.5	23.5
	Somewhat likely	654	13.6	27.8	51.3
	Somewhat unlikely	563	11.7	23.9	75.2
	Very unlikely	583	12.1	24.8	100.0
	Total	2352	48.8	100.0	
Missing	System	2466	51.2		
Total		4818	100.0		



**Q65. Please indicate how likely or unlikely you are to use the following types of career counseling services before graduation. Attending a job fair**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	595	12.4	25.3	25.3
	Somewhat likely	737	15.3	31.3	56.6
	Somewhat unlikely	494	10.2	21.0	77.6
	Very unlikely	526	10.9	22.4	100.0
	Total	2352	48.8	100.0	
Missing	System	2466	51.2		
Total		4818	100.0		

**Q66. Please indicate how likely or unlikely you are to use the following types of career counseling services before graduation. Help finding an internship**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	841	17.5	35.7	35.7
	Somewhat likely	686	14.2	29.1	64.9
	Somewhat unlikely	361	7.5	15.4	80.3
	Very unlikely	464	9.6	19.7	100.0
	Total	2352	48.8	100.0	
Missing	System	2466	51.2		
Total		4818	100.0		

**Q67. Please indicate how likely or unlikely you are to use the following types of career counseling services before graduation. Learning appropriate workplace etiquette and behavior**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	423	8.8	18.0	18.0
	Somewhat likely	548	11.4	23.3	41.2
	Somewhat unlikely	602	12.5	25.6	66.9
	Very unlikely	779	16.2	33.1	100.0
	Total	2352	48.8	100.0	
Missing	System	2466	51.2		
Total		4818	100.0		

**Q68. During any of your time as a college student, including winter and summer breaks, have you worked at a paying job?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	3662	76.0	76.0	76.0
Valid No	1156	24.0	24.0	100.0
Total	4818	100.0	100.0	

**Q69. About how many hours did or do you work in a typical week?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 15 hours	672	13.9	18.3	18.3
Valid 15-29 hours a week	1445	30.0	39.5	57.8
Valid 30-40 hours a week	1063	22.1	29.0	86.8
Valid More than 40 hours a week	482	10.0	13.2	100.0
Total	3662	76.0	100.0	
Missing System	1156	24.0		
Total	4818	100.0		

**Q70. Which one of the following best describes your main reason for working a job during college?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To help pay for college expenses	1166	24.2	31.8	31.8
	To help pay living expenses for me or my family	1535	31.9	41.9	73.7
	To gain work experience	542	11.3	14.8	88.5
	To save for graduate school	58	1.2	1.6	90.1
	To pay for a one-time expense like a trip or a car	80	1.7	2.2	92.3
	To pay for health care	18	.4	.5	92.8
	Or some other reason (specify)	264	5.5	7.2	100.0
Total	3662	76.0	100.0		
Missing	System	1156	24.0		
Total		4818	100.0		

**Q71. Which one of the following best describes your experience with college internships?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I have participated in one or more internships	807	16.8	16.8	16.8
	I tried to get an internship but could not find one	726	15.1	15.1	31.8
	I have not done nor tried to find an internship	3285	68.2	68.2	100.0
Total		4818	100.0	100.0	

**Q71A. Were you paid for any internship(s) in which you participated?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Paid	384	8.0	47.9	47.9
Valid Not paid	417	8.7	52.1	100.0
Total	802	16.6	100.0	
Missing System	4017	83.4		
Total	4818	100.0		

**Q72. How effective was/were your internship(s) in preparing you to succeed in the work world?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very effective	408	8.5	50.9	50.9
Valid Somewhat effective	301	6.2	37.5	88.4
Valid Somewhat ineffective	47	1.0	5.8	94.3
Valid Very ineffective	25	.5	3.1	97.3
Valid Not sure	21	.4	2.7	100.0
Total	802	16.6	100.0	
Missing System	4017	83.4		
Total	4818	100.0		

**Q73. How important do you think internships are to your overall success in developing a career and finding a job?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very important	3154	65.5	65.5	65.5
Valid Somewhat important	1281	26.6	26.6	92.0
Valid Somewhat unimportant	258	5.4	5.4	97.4
Valid Very unimportant	126	2.6	2.6	100.0
Total	4818	100.0	100.0	

## Demographics

### PUBPRIV. Is the college or university you attend public or private?

	Frequency	Percent	Valid Percent	Cumulative Percent
Public	4234	89.3	89.3	89.3
Valid Private	507	10.7	10.7	100.0
Total	4741	100.0	100.0	

### 2YR4YR. Are you attending a two-year or a four-year college or university?

	Frequency	Percent	Valid Percent	Cumulative Percent
Two-year	1828	38.6	38.6	38.6
Valid Four-year	2913	61.4	61.4	100.0
Total	4741	100.0	100.0	

### FTPT. Are you a full-time student taking 12 or more credit hours per semester, or are you a part-time student taking fewer than 12 credit hours?

	Frequency	Percent	Valid Percent	Cumulative Percent
Full-time	3909	82.5	82.5	82.5
Valid Part-time	832	17.5	17.5	100.0
Total	4741	100.0	100.0	

**TRANSFER. Did you begin your college studies at your current institution, or did you transfer there from another college or university?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Started at my current college	3404	71.8	71.8	71.8
Transferred from a four-year college	477	10.1	10.1	81.9
Transferred after graduating from a two-year college	545	11.5	11.5	93.4
Transferred from a two-year college without graduating	315	6.6	6.6	100.0
Total	4741	100.0	100.0	

**QCLASS. Which class are you in?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Freshman	1427	30.1	30.1	30.1
Sophomore	1340	28.3	28.3	58.4
Junior	979	20.6	20.6	79.0
Senior	995	21.0	21.0	100.0
Total	4741	100.0	100.0	

**AGE. What is your age?**

	Frequency	Percent	Valid Percent	Cumulative Percent
18	946	20.0	20.0	20.0
19	795	16.8	16.8	36.7
20	622	13.1	13.1	49.8
21	604	12.7	12.7	62.6
22	322	6.8	6.8	69.4
23	151	3.2	3.2	72.6
24	113	2.4	2.4	74.9
25	83	1.8	1.8	76.7
26	95	2.0	2.0	78.7
27	72	1.5	1.5	80.2
28	62	1.3	1.3	81.5
29	59	1.2	1.2	82.8
30	43	.9	.9	83.7
31	40	.8	.8	84.5
32	36	.8	.8	85.3
33	47	1.0	1.0	86.3
34	27	.6	.6	86.8
35	38	.8	.8	87.6
36	25	.5	.5	88.2
37	22	.5	.5	88.6
38	28	.6	.6	89.2
39	23	.5	.5	89.7
40	29	.6	.6	90.3
41	22	.5	.5	90.8
42	19	.4	.4	91.2
43	23	.5	.5	91.7
44	28	.6	.6	92.3
45	28	.6	.6	92.8
46	32	.7	.7	93.5
47	26	.5	.5	94.1
48	28	.6	.6	94.7
49	19	.4	.4	95.1

Valid

**AGE. What is your age?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	41	.9	.9	95.9
51	16	.3	.3	96.3
52	26	.5	.5	96.8
53	20	.4	.4	97.2
54	21	.4	.4	97.7
55	12	.3	.3	97.9
56	24	.5	.5	98.4
57	14	.3	.3	98.7
58	10	.2	.2	98.9
59	12	.3	.3	99.2
60	8	.2	.2	99.4
61	1	.0	.0	99.4
62	7	.1	.1	99.5
63	3	.1	.1	99.6
64	2	.0	.0	99.6
65	6	.1	.1	99.8
66	3	.1	.1	99.8
67	2	.0	.0	99.9
68	1	.0	.0	99.9
69	1	.0	.0	99.9
70	1	.0	.0	99.9
90	2	.0	.0	100.0
100	1	.0	.0	100.0
Total	4741	100.0	100.0	



**D2. Do you consider yourself to be Hispanic or Latino?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	740	15.6	15.6	15.6
No	3777	79.7	79.7	95.3
Valid Not sure/don't know	55	1.2	1.2	96.4
Refuse	169	3.6	3.6	100.0
Total	4741	100.0	100.0	

**D3. Which of the following best represents your race?**

	Frequency	Percent	Valid Percent	Cumulative Percent
White	3221	67.9	67.9	67.9
Black or African American	476	10.0	10.0	78.0
Asian or Pacific	415	8.8	8.8	86.7
Valid Native American	46	1.0	1.0	87.7
Or do you identify with more than one race?	583	12.3	12.3	100.0
Total	4741	100.0	100.0	

**D6. What is your sex?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	1582	33.4	33.4	33.4
Valid Female	3159	66.6	66.6	100.0
Total	4741	100.0	100.0	