RRN3517 TC Counseling Feedback Survey SP26

Section 1: Counselor Context

How long have you been using the recommended counseling topics?	#	%
Less than 1 month	0	0.0
1–3 months	5	100.0
3–6 months	0	0.0
More than 6 months	0	0.0
Total	5	100.0

Approximately how often do you use the recommended topics in your counseling sessions?	#	%
Every session	1	20.0
Most sessions	1	20.0
Sometimes	1	20.0
Rarely	1	20.
Never	0	0.0
Other (please specify):	1	20.00
Total	5	100.0

Section 2: Effectiveness of Recommended Topics

To what extent do the recommended topics help guide your counseling sessions?	#	%
1 = Not at all helpful	1	20.0
2 = Slightly helpful	1	20.0
3 = Moderately helpful	2	40.0
4 = Very helpful	0	0.0
5 = Extremely helpful	1	20.0
Total	5	100.0

What limits the usefulness of the recommended topics in guiding your counseling sessions?
I do not typically start off a counseling session using the recommended topics, I will pull up the note at the end, once I have answered the students questions, purpose for coming in, and if there is remaining time I will ensure I go through the recommended topics. So time would be the biggest factor that would limit my ability to do so.
Most of my counseling sessions are related to career assessments, which take a full hour to complete, as a result time is the biggest limitation to addressing the topics.
The discussion topics are seen or accessed at the end of the counseling session, as opposed to the beginning of the session.

The recommended topics are well aligned with students' unit milestones (0–14, 15–30, etc.).	#	%
Strongly disagree	1	20.0
Disagree	0	0.0
Neutral	0	0.0
Agree	1	20.0
Strongly agree	3	60.0
Total	5	100.0

Where do the recommended topics not align with students' unit milestones?
N/A

The topics help me have deeper, more meaningful conversations with students.	#	%
Strongly disagree	0	0.0
Disagree	1	20.0
Neutral	1	20.0
Agree	3	60.0
Strongly agree	0	0.0
Total	5	100

What limits the topics from supporting deeper, more meaningful conversations?
N/A

The topics support discussions that expand beyond the student's initial request for the appointment (e.g., goals, challenges, transfer, career).	#	%
Strongly disagree	0	0.0
Disagree	1	20.0
Neutral	0	0.0
Agree	2	40.0
Strongly agree	2	40.0
Total	5	100

What makes it difficult for the topics to support discussions beyond the student's initial request?
N/A

Section 3: Impact on Student Engagement

How do students typically respond to conversations guided by the recommended topics?	#	%
Much more engaged	0	0.0
More engaged	3	60.0
No change	1	20.0
Less engaged	0	0.0
Much less engaged	1	20.0
Total	5	100.0

What do you think affects student engagement when using the recommended topics?
I don't think there is a change in response to the recommended topics vs other topics discussed in the session.

Section 4: Equity, Data, and Systems Impact

The topics support equitable counseling practices (e.g., meeting diverse student needs, validating experiences).	#	%
Strongly disagree	1	20.0
Disagree	0	0.0
Neutral	1	20.0
Agree	2	40.0
Strongly agree	1	20.0
Total	5	100.0

In what ways do the topics fall short in supporting equitable counseling practices?
N/A

The topics help me use data (units, progress, milestones) more intentionally during counseling conversations.	#	%
Strongly disagree	1	20.0
Disagree	0	0.0
Neutral	0	0.0
Agree	1	20.0
Strongly agree	3	60.0
Total	5	100

What challenges do you face using data with these topics during counseling conversations?
N/A

Section 5: Usability and Implementation

How easy is it to integrate the recommended topics into your counseling appointment?	#	%
Very difficult	1	20.0
Difficult	0	0.0
Neutral	0	0.0
Easy	3	60.0
Very easy	1	20.0
Total	5	100.0

What specifically makes the recommended topics difficult to integrate into your counseling appointments?
N/A

What barriers, if any, do you experience when using the recommended topics? (e.g., time constraints, system limitations, training needs)
Barrier - Time constraints.
System limitations in that the topics come at the end of the appointment.
The recommended topics aligned well with unit milestones, making them easy to integrate into sessions. This alignment provided a sense of accomplishment, as I was able to address students questions while working toward milestones that support their educational and personal trajectory. Overall, I found these discussion topics beneficial for both students and my practice, contributing to a productive and goal oriented counseling experience.
Time constraints, the recommended topics may not be the purpose of the counseling visit, but do allow for a more comprehensive conversation that if we have the time we will address all topics. If we don't get to everything, I'll make a note to discuss it in our next appointment.

Section 6: Reflection & Improvement

What specific topics or prompts have led to the most impactful student conversations?
Career exploration, alternative transfer pathways, TAP & CSU Planner.
For career exploration appointments, the What Can I do with this major sheets have been the most impactful.
For me specifically (30+ counselor), I feel the prompts to be more intentional about introducing career resources EARLIER on, rather than waiting for the student to ask for guidance around major/career exploration. I also never realized how many students have accurate ed plans and feel confident in their major yet never declared it on file with A&R.
Since I work with students ready to transfer, incorporating the career discussion topics, it prompted me to remind students about getting involved in internships after they transfer.

What suggestions do you have to improve the recommended topics?
15-29 should have an additional topic to reference in addition to only how to declare major. If some students have declared their major, then there is no reference to any additional career preparation/readiness.
Expand to three topics including an exit question such as, "what would you do differently at your transfer institution from your experience at Crafton?". For 0-29 students, "What do you wish Crafton knew about you that would help you succeed academically or could be a barrier to success?"
I like the recommended topics, I had no issue using them when time allotted and appropriate. I also think a template for a follow up email including some of the items would also work well in addition to the list in SARS. When I didn't have time to address everything in one session, I would send a follow up email with whatever I missed (i.e. links to Change major form, CSU Planner, UC TAP, etc).