

# **Report on the 2004-2005 Survey of Faculty & Staff**

**Results for the University Counseling Center**

Southeastern Louisiana University  
Office of Institutional Research & Assessment

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## **Background**

During the Spring of 2005, the Office of Institutional Research and Assessment (IR&A) conducted a survey of faculty and staff. The purposes of the survey were 1) to assess progress toward meeting the University's strategic planning benchmarks; and 2) to evaluate certain non-instructional units. The non-instructional units included in this year's survey were: Administrative Computing, Purchasing, Property Control, Central Receiving, Student Activity Center, Budget Office, University Counseling Center and Southeastern Channel. This report will provide the results of the section regarding the Student Activity Center.

## **Survey Method**

The 2004-2005 Survey of Faculty and Staff, along with a cover letter from the Provost and the Chair of the Institutional Effectiveness Committee, was sent to all full-time faculty and staff. The exceptions were the staff in Institutional Research and Assessment, the President, and the four Vice Presidents. Thus a total of 1,258 faculty and staff were included in the survey and received survey forms via campus mail. The information provided by the respondents was treated with strict confidentiality. A master list was maintained for purposes of follow-up only, this list was securely maintained. The master list was destroyed after data was collected. The information gained from the survey is reported for the entire survey group and individuals can not be identified with any response. Reminders to return the survey was distributed via e-mail. A second mailing was then sent to those faculty and staff who had not returned the survey. A total of 926 faculty and staff completed the survey and returned it to IR&A for a return rate of 74%. A copy of the survey can be found in Appendix A.

The average term of employment at Southeastern for respondents is 8.9 years, and the average age of the respondents is 46.1. These numbers reflect values nearly identical to the population as a whole. Table 1 presents other characteristics of the respondents as compared to the population.

**Table 1**  
**Respondents and Population Characteristics**

	Respondents	Population	% of Population Responding
<b>Total</b>	916	1,281	71.5%
Faculty	409	498	82.1%
Classified Staff	303	476	63.7%
Unclassified Staff	204	307	66.4%
<b>EEO Classification</b>			
Faculty	372	479	77.7%
Executive/Administrative/Manager	160	173	92.5%
Clerical/ Secretarial	158	195	81.0%
Professional, Non-Faculty	123	203	60.6%
Skilled Craftsman	24	74	32.4%
Service/ Maintenance	43	111	38.7%
Technical/ Paraprofessional	36	46	78.3%
<b>Gender</b>			
Female	581	742	78.3%
Male	335	539	62.2%
<b>Race</b>			
Black, Non-Hispanic	87	184	47.3%
White, Non-Hispanic	799	1,055	75.8%
Other	30	42	71.4%
<b>Rank (Faculty Only)</b>			
Full Professor	61	67	91.0%
Associate Professor	75	85	88.2%
Assistant Professor	122	147	83.0%
Instructor	142	186	76.3%
<b>Tenure Status (Faculty Only)</b>			
Tenured	140	159	88.1%
Non-Tenured, Tenure Track	108	126	83.7%
Non-Tenure Track	152	200	76.0%

## Results

Four items asked faculty and staff their awareness of the University Counseling Center, use of the UCC, and satisfaction with the UCC. The results for each item are presented with a set of summary points describing the data as a total group. This is followed by tables which present frequencies by age, EEO Classification, gender, and race.

Following are definitions for EEO classification.

- **Executive, Administrative, Managerial:**  
Persons whose assignments require primary (and major) responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department, or subdivision. Included in this category are all officers holding titles such as president, vice president, dean, director, or the equivalent, as well as officers subordinate to any of these administrators with such titles as associate dean, assistant dean, executive officer of academic departments (department heads, or the equivalent) if their principal activity is administrative. (Note: Includes supervisors of professional employees, while supervisors of nonprofessional employees (technical, clerical, craft, and service/maintenance force) are included within the specific categories of the personnel they supervise.)
  
- **Clerical**  
Persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. Includes personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmers) and/or information and other paperwork required in an office, such as bookkeepers, stenographers, clerk-typists, office-machine operators, statistical clerks, and payroll clerks. Also includes sales clerks such as those employed full time in the bookstore, and library clerks who are not recognized as librarians.
  
- **Professional**  
Persons employed for the primary purpose of performing academic support, student services, and institutional support activities, whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Includes employees such as librarians, accountants, student personnel workers, counselors, systems analysts, computer programmers and coaches.
  
- **Skilled Craftsman**

Persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Includes mechanics and repairers, electricians, stationary engineers, skilled machinists, upholsterers, carpenters, compositors, and typesetters.

- Service/Maintenance

Persons whose assignments result in or contribute to the comfort, convenience, and hygiene of personnel and students or that contribute to the upkeep and care of buildings, facilities, or grounds of the institutional property. Includes chauffeurs, laundry and dry cleaning operatives, cafeteria and restaurant workers, truck drivers, bus drivers, garage laborers, custodial personnel, gardeners and grounds keepers, refuse collectors, construction laborers, and security personnel.

- Technical

Persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work, such as offered in many 2-year technical institutes, junior colleges, or through equivalent on-the-job training. Includes computer programmers (with less than a bachelor's degree) and operators, drafters, engineering aides, junior engineers, mathematical aides, licensed practical or vocational nurses, dieticians, photographers, radio operators, scientific assistants, technical illustrators, technicians (medical, dental, electronic, physical sciences), and similar occupational categories which are institutionally defined as technical assignments.

**Did you know that mental health counseling and psychotherapy are available at the University Counseling Center (UCC)?**

- Of the 906 faculty and staff who responded, 83% (n=756) were aware that counseling and therapy were available, while 17% (n=150) were not aware.

**Table 2**

	No	Yes
Total	17% (150)	83% (756)
<b>Age</b>		
25 & Younger	18% (3)	82% (14)
26-30	12% (8)	88% (58)
31-35	22% (23)	78% (80)
36-40	16% (13)	84% (70)
41-45	24% (35)	76% (110)
46-50	15% (23)	86% (136)
51-55	17% (27)	83% (132)
56-60	9% (9)	91% (96)
Older than 60	13% (9)	87% (60)
<b>EEO Classification</b>		
Executive/Admin/Managerial	12% (19)	88% (138)
Faculty	21% (76)	79% (291)
Professional Non-Faculty	11% (14)	89% (115)
Secretarial/ Clerical	13% (20)	87% (133)
Technical/Paraprofessional	6% (2)	94% (34)
Skilled Crafts	25% (6)	75% (18)
Service/ Maintenance Workers	33% (13)	27% (68)
<b>Gender</b>		
Female	13% (75)	87% (500)
Male	23% (76)	77% (256)
<b>Race</b>		
Asian/Pacific Islander	50% (9)	50% (9)
Black, Non-Hispanic	18% (21)	79% (68)
Hispanic	27% (3)	73% (8)
American Indian/Alaskan Native	0%	100% (1)
White, Non-Hispanic	15% (120)	85% (670)

**Did you know that UCC services are available to faculty and staff as well as students?**

- Only those who answered yes to the first question were asked to complete this question. Of the 753 faculty and staff who responded, 88% (n=659) were aware that counseling and therapy were available to faculty and staff also, while 13% (n=94) were not aware.

**Table 3**

	<b>No</b>	<b>Yes</b>
Total	13% (94)	88% (659)
<b>Age</b>		
25 & Younger	7% (1)	93% (13)
26-30	13% (7)	88% (49)
31-35	11% (9)	89% (71)
36-40	11% (8)	89% (62)
41-45	10% (11)	90% (98)
46-50	13% (18)	87% (118)
51-55	11% (14)	89% (118)
56-60	21% (20)	79% (76)
Older than 60	10% (6)	90% (54)
<b>EEO Classification</b>		
Executive/Admin/Managerial	9% (12)	91% (125)
Faculty	21% (62)	79% (229)
Professional Non-Faculty	8% (9)	92% (104)
Secretarial/ Clerical	4% (5)	96% (128)
Technical/Paraprofessional	6% (2)	94% (32)
Skilled Crafts	6% (1)	94% (17)
Service/ Maintenance Workers	11% (3)	89% (24)
<b>Gender</b>		
Female	11% (57)	89% (442)
Male	15% (37)	85% (217)
<b>Race</b>		
Asian/Pacific Islander	11% (1)	89% (8)
Black, Non-Hispanic	9% (6)	91% (62)
Hispanic	13% (1)	88% (7)
American Indian/Alaskan Native	0%	100% (1)
White, Non-Hispanic	13% (86)	87% (581)

**Have you or a faculty/staff member you know taken advantage of any of the UCC services?**

- Only those who answered yes to the second question were asked to complete this question. Of the 653 faculty and staff who responded, 38% (n=248) knew of faculty/staff who have used the services, while 62% (n=405) did not.

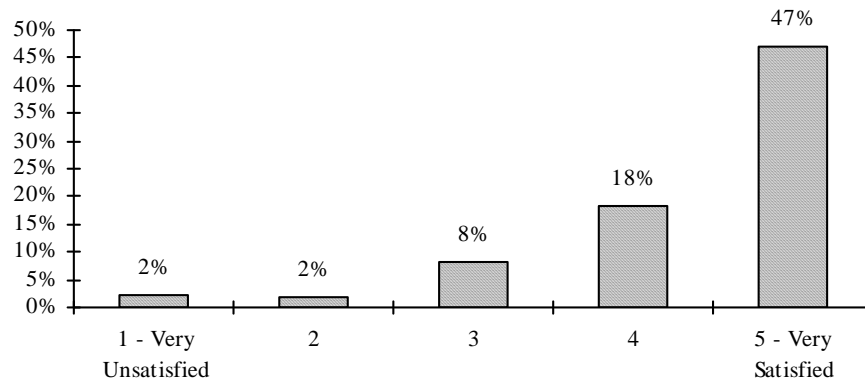
**Table 4**

	<b>No</b>	<b>Yes</b>
Total	62% (405)	38% (248)
<b>Age</b>		
25 & Younger	46% (6)	54% (7)
26-30	55% (27)	45% (22)
31-35	70% (50)	30% (21)
36-40	60% (37)	40% (25)
41-45	62% (59)	39% (37)
46-50	60% (70)	40% (47)
51-55	62% (73)	38% (45)
56-60	58% (43)	42% (31)
Older than 60	76% (40)	25% (13)
<b>EEO Classification</b>		
Executive/Admin/Managerial	55% (67)	46% (56)
Faculty	71% (163)	29% (66)
Professional Non-Faculty	60% (62)	40% (41)
Secretarial/ Clerical	56% (71)	44% (55)
Technical/Paraprofessional	63% (20)	38% (12)
Skilled Crafts	47% (8)	53% (9)
Service/ Maintenance Workers	61% (14)	39% (9)
<b>Gender</b>		
Female	60% (262)	40% (176)
Male	67% (143)	34% (727)
<b>Race</b>		
Asian/Pacific Islander	75% (6)	25% (2)
Black, Non-Hispanic	63% (38)	37% (22)
Hispanic	86% (6)	14% (1)
American Indian/Alaskan Native	0%	100% (1)
White, Non-Hispanic	62% (355)	39% (222)

## How satisfied were you or your acquaintance with the services(s)?

- Only those who responded yes to the previous question were asked to respond to this question. Of the 246 faculty and staff who responded, 31% (n=116) were Very Satisfied and 2% (n=6) were Very Unsatisfied.
- The average rating across all faculty and staff was 4.35.

**Figure 1**



**Table 5**

	1 - Very Unsatisfied	2	3	4	5 - Very Satisfied	Don't Know	Mean*
Total	2% (6)	2% (5)	8% (20)	18% (45)	47% (116)	22% (54)	4.35
<b>Age</b>							
25 & Younger	0%	0%	0%	29% (2)	14% (1)	57% (4)	4.33
26-30	5% (1)	5% (1)	18% (4)	18% (4)	18% (4)	36% (8)	3.64
31-35	0%	0%	0%	14% (3)	71% (15)	14% (3)	4.83
36-40	0%	0%	0%	8% (2)	76% (19)	16% (4)	4.90
41-45	3% (1)	3% (1)	16% (6)	19% (7)	32% (12)	27% (10)	4.04
46-50	0%	0%	4% (2)	22% (10)	59% (27)	15% (7)	4.64
51-55	7% (3)	0%	9% (4)	20% (9)	51% (23)	13% (6)	4.26
56-60	0%	7% (2)	7% (2)	23% (7)	37% (11)	27% (8)	4.23
Older than 60	8% (1)	8% (1)	15% (2)	8% (1)	31% (4)	31% (4)	3.67

	1 - Strongly Disagree	2	3	4	5 - Strongly Agree	Does not Apply	Mean*
<b>EEO Classification</b>							
Executive/Admin /Managerial	2% (1)	2% (1)	11% (6)	18% (10)	45% (25)	32% (13)	4.33
Faculty	2% (1)	5% (3)	2% (1)	17% (11)	57% (37)	19% (12)	4.51
Professional Non-Faculty	2% (1)	0%	2% (1)	22% (9)	44% (18)	29% (12)	4.48
Secretarial/ Clerical	4% (2)	2% (1)	11% (6)	20% (1)	42% (23)	22% (12)	4.21
Technical/ Paraprofessional	0%	0%	8% (1)	8% (1)	50% (6)	33% (4)	4.63
Skilled Crafts	11% (1)	0%	44% (4)	22% (2)	22% (2)	0%	3.44
Service/ Maintenance Workers	0%	0%	13% (1)	13% (1)	63% (5)	13% (1)	4.57
<b>Gender</b>							
Female	2% (4)	2% (4)	7% (12)	19% (33)	43% (75)	26% (46)	4.34
Male	3% (2)	1% (1)	11% (8)	17% (12)	57% (41)	11% (8)	4.39
<b>Race</b>							
Asian/Pacific Islander	0%	0%	50% (1)	0%	50% (1)	0%	4.00
Black, Non-Hispanic	0%	5% (1)	10% (2)	10% (2)	43% (9)	33% (7)	4.36
Hispanic	0%	0%	0%	0%	0%	100% (1)	N/A
American Indian/Alaskan Native	0%	0%	0%	0%	0%	100% (1)	N/A
White, Non-Hispanic	3% (6)	2% (4)	8% (17)	20% (43)	48% (106)	20% (45)	4.36

## Have you referred a student to the UCC?

- Only those who answered yes to the first question were asked to complete this question. Of the 730 faculty and staff who responded, 50% (n=363) referred students to the UCC, while 50% (n=367) did not.

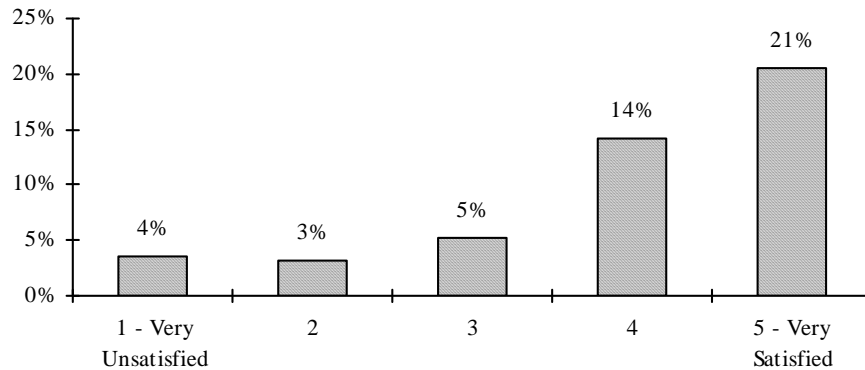
**Table 6**

	No	Yes
Total	50% (367)	50% (363)
<b>Age</b>		
25 & Younger	55% (6)	46% (5)
26-30	64% (33)	37% (19)
31-35	60% (47)	41% (32)
36-40	44% (30)	56% (38)
41-45	52% (55)	48% (50)
46-50	52% (69)	49% (65)
51-55	45% (59)	55% (72)
56-60	48% (43)	52% (47)
Older than 60	42% (25)	58% (35)
<b>EEO Classification</b>		
Executive/Admin/Managerial	41% (55)	59% (79)
Faculty	39% (112)	61% (173)
Professional Non-Faculty	69% (74)	31% (33)
Secretarial/ Clerical	58% (75)	42% (54)
Technical/Paraprofessional	72% (23)	28% (9)
Skilled Crafts	63% (10)	38% (6)
Service/ Maintenance Workers	67% (18)	33% (9)
<b>Gender</b>		
Female	49% (238)	51% (245)
Male	52% (129)	48% (118)
<b>Race</b>		
Asian/Pacific Islander	56% (5)	44% (4)
Black, Non-Hispanic	23% (36)	47% (32)
Hispanic	75% (6)	25% (2)
American Indian/Alaskan Native	100% (1)	0%
White, Non-Hispanic	50% (319)	51% (325)

## How satisfied was the student with the help he/she received?

- Only those who responded yes to the previous question were asked to respond to this question. Of the 359 faculty and staff who responded, 21% (n=74) indicated students were Very Satisfied and 4% (n=13) were Very Unsatisfied.
- The average rating across all faculty and staff was 3.96.

**Figure 2**



**Table 7**

	1 - Very Unsatisfied	2	3	4	5 - Very Satisfied	Don't Know	Mean*
Total	4% (13)	3% (11)	5% (19)	14% (51)	21% (74)	53% (191)	3.96
<b>Age</b>							
25 & Younger	0%	20% (1)	20% (1)	0%	0%	60% (3)	2.50
26-30	0%	6% (1)	12% (2)	12% (2)	12% (2)	59% (10)	3.71
31-35	13% (4)	0%	9% (3)	13% (4)	25% (8)	41% (13)	3.63
36-40	0%	5% (2)	5% (2)	16% (6)	27% (10)	46% (17)	4.20
41-45	4% (2)	4% (2)	4% (2)	12% (6)	20% (10)	56% (28)	3.91
46-50	6% (4)	0%	5% (3)	20% (13)	23% (15)	46% (30)	4.00
51-55	1% (1)	4% (3)	3% (2)	13% (9)	21% (15)	58% (42)	4.13
56-60	2% (1)	4% (2)	7% (3)	13% (6)	22% (10)	52% (24)	4.00
Older than 60	3% (1)	0%	3% (1)	14% (5)	11% (4)	69% (24)	4.00

	1 - Strongly Disagree	2	3	4	5 - Strongly Agree	Does not Apply	Mean*
<b>EEO Classification</b>							
Executive/Admin /Managerial	4% (3)	5% (4)	8% (6)	22% (17)	18% (14)	44% (34)	3.80
Faculty	3% (5)	1% (1)	3% (5)	14% (24)	22% (37)	58% (100)	4.21
Professional Non-Faculty	0%	13% (4)	10% (3)	7% (2)	23% (7)	48% (15)	3.75
Secretarial/ Clerical	2% (1)	4% (2)	7% (4)	7% (4)	19% (10)	61% (33)	3.95
Technical/ Paraprofessional	11% (1)	0%	0%	11% (1)	22% (2)	56% (5)	3.75
Skilled Crafts	17% (1)	0%	17% (1)	33% (2)	17% (1)	17% (1)	3.40
Service/ Maintenance Workers	22% (2)	0%	0%	11% (1)	33% (3)	33% (3)	3.50
<b>Gender</b>							
Female	2% (4)	3% (8)	6% (14)	14% (34)	18% (45)	57% (139)	4.03
Male	8% (9)	3% (3)	4% (5)	15% (17)	25% (29)	45% (52)	3.86
<b>Race</b>							
Asian/Pacific Islander	0%	0%	0%	50% (2)	25% (1)	25% (1)	4.33
Black, Non-Hispanic	6% (2)	3% (1)	6% (2)	16% (5)	38% (12)	31% (10)	4.09
Hispanic	0%	0%	0%	0%	0%	100% (2)	N/A
American Indian/Alaskan Native	0%	0%	0%	0%	0%	0%	N/A
White, Non-Hispanic	3% (11)	3% (10)	5% (17)	14% (44)	19% (61)	56% (178)	3.94

## What additional services would you like available at the UCC?

The last question asked respondents what services they would like to see offered at the University Counseling Center. Fifty-two respondents answered the question. Six of the respondents (12%) indicated that more outreach/marketing needed to be done, while 8% (n=4) requested more group therapy. The remaining responses were only made by one or two individuals. All the responses can be found below.

- Can't think of any.
- More counselors - due to a lot of emergency walk in students.
- More counselors - They are very short handed
- Group therapy and educational resources for student groups.
- More groups offered
- More group therapy
- Group counseling for individuals with similar mental health issues.
- More holidays without losing time
- Sex Ed.
- Stronger leadership in the Director's position. Better communication to students and staff, expanded services needed.
- Sex Ed.
- Time Management
- Stop smoking therapy
- More educational seminars, example - drunk driving education
- counseling specifically for victims of sexual assault
- Counseling for the children and teenagers of faculty.
- Outreach to inform students about UCC's services
- Maybe student workshops? Handling stress, handling death, etc.
- Not familiar enough with services offered to make suggestions.
- Alcohol / unsafe sex public seminars - daytime - union
- alcohol and drug counseling
- - need to market services better
- The focus should be different. Emphasis seems to be "pathology based" rather than developmental and wellness focused.
- None at present, but perhaps there could be wider dissemination of information as to what psychological tests are available, especially if they are free. This is not to say that the tests are not available but only that many people may not think to investigate the web site or otherwise to seek the information. I believe that the UCC is doing a fine job.
- Some days I could really use a hug. Do they offer those?
- Psychological testing - Learning disabilities, ADHD, etc.
- -organizational skills and professional ethic for students -classroom management for faculty.
- Time management - balance btwn work and family (or other demands)
- Stress management

- Phone crisis counseling (I volunteer at the Baton Rouge Crisis Intervention Center and telephone counseling is very effective with college students)
- Support group for new / junior faculty - confidential
- Evening hours
- Make these services more well known to students and faculty (marketing and advertising of services available)
- Assistance to students with speech impediments.
- More private location - perhaps off campus
- test anxiety, grief counseling - group, acad. disability testing, post-traumatic counseling - group, stress reduction, anger management, violence avoidance, domestic abuse cases - group. If already offered - then publicize more to faculty for student referrals.
- Alcohol abuse programs for students. Easier student access to facilities - i.e. a student w/a crisis can speak to someone before doing paperwork
- workshops
- children's counseling. Students w/ families need it.
- Counselors to address classes.
- More written information distributed to all departments regarding Employer assistance.
- More access for students at BRC
- Test taking skills
- ADD testing (adult and child)
- Stress-Coping Skills
- Providing male and female employees that are not married to be able to bring their mate in with them for counseling.
- Counseling for the depressed faculty and staff
- What types of counseling services are currently provided?
- Stress Management / Relaxation Course / Workshop
- The UCC services were very helpful to me when I was a student at SLU.
- Cross cultural counseling
- they are a valuable resource regarding successful methods to approach students with specific challenges.

## Appendix A

### 2002-2003 Survey of Faculty and Staff

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.

CORRECT: ● INCORRECT: ✓✗☉⦿

# Survey of Faculty and Staff

2004-2005

Please indicate your level of agreement with the following statements regarding campus support units.

Strongly Disagree

Strongly Agree

Does Not Apply

### Administrative Computing

Academic systems, such as Blackboard, are reliable.

1	2	3	4	5	6
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System response time is adequate.

1	2	3	4	5	6
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Login and password problems are resolved in a timely manner.

1	2	3	4	5	6
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Students that are assisted appear to be satisfied with the campus computing systems.

1	2	3	4	5	6
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### Purchasing

I am satisfied with the help given by Procurement Specialist assigned to my budget unit.

1	2	3	4	5	6
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Purchasing's webpage is user friendly in directing me with my product and service needs.

1	2	3	4	5	6
---	---	---	---	---	---

Purchasing staff are professional in assisting me with my purchases.

1	2	3	4	5	6
---	---	---	---	---	---

Overall, I am satisfied with the level of service I receive from the Purchasing Department.

1	2	3	4	5	6
---	---	---	---	---	---

### Property Control

Property Control personnel are helpful in assisting me with our tagged property inventory.

1	2	3	4	5	6
---	---	---	---	---	---

Overall, I am satisfied with the level of service I receive from the Property Control staff.

1	2	3	4	5	6
---	---	---	---	---	---

### Central Receiving

Usually, Receiving logs in and delivers my packages in a timely manner.

1	2	3	4	5	6
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Delivery personnel are courteous in the delivery of my packages.

1	2	3	4	5	6
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### Student Activity Center

I am aware that the Student Activity Center offers faculty and staff memberships.

1	2	3	4	5	6
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I am aware that I can have my membership automatically deducted from my paycheck.

1	2	3	4	5	6
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I exercise regularly.

1	2	3	4	5	6
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I would use the Student Activity Center more if the facility offered a juice bar.

1	2	3	4	5	6
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### Budget Office

I frequently use the Budget Office website for forms and to reference budget policy/procedure.

1	2	3	4	5	6
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I call the Budget Office for information and assistance in understanding financial transactions.

1	2	3	4	5	6
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I get answers to my questions when I call the Budget Office.

1	2	3	4	5	6
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The Budget Office provides solutions to my problems when I contact them.

1	2	3	4	5	6
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I prefer the Budget to be distributed on CD-Rom rather than a paper copy.

1	2	3	4	5	6
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I would be interested in attending budget training sessions.

1	2	3	4	5	6
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What topics would you like the Budget Office to provide training on?

### University Counseling Center

Did you know that mental health counseling and psychotherapy are available at the University Counseling Center (UCC)?

No (Skip to the section on the Southeastern Channel)

Yes

Did you know that UCC services are available to faculty and staff as well as students?

No (Skip to back)

Yes

Have you or a faculty/staff member you know taken advantage of any of the UCC services?

No (Skip to back)

Yes

How satisfied were you or your acquaintance with the service(s)?

1

2

3

4

5

6

Very Unsatisfied

Very Satisfied

Don't Know

PLEASE DO NOT WRITE IN THIS AREA

[SERIAL]

**University Counseling Center Cont.**

Have you referred a student to the UCC?  No (Skip next question)  
 Yes

How satisfied was the with the help he/she received?

1 Very Unsatisfied     
  2     
  3     
  4     
  5 Very Satisfied     
  6 Don't Know

What additional services would you like available at the UCC?

**Southeastern Channel**

Have you ever watched the Southeastern Channel?  No (Skip next question)  
 Yes

What types of programs would you like to see more of on the Southeastern Channel?

- Telecourses       Training Programs       Lectures       Cultural/Entertainment Events
- Talk Shows       Documentaries       Sports Programs       Other \_\_\_\_\_
- Community Forums

Please provide a description of a program you think would be suitable for the Southeastern Channel.

Please describe a course that you think should be taught on the Southeastern Channel. If possible, please suggest who you think would be a good instructor.

Would you consider teaching a telecourse on the Southeastern Channel?  No (Skip to Professional Development Section)  
 Yes

Would you prefer to teach a "live" (shown as you lecture in a regular lecture situation) course or a "taped" (taped prior to the airing and delivered without students present) course?  Live  
 Taped

**Professional Development**

**Please indicate your satisfaction with the following aspects of professional development/training at Southeastern.**

- Availability of training through Human Resources
- Type of training available through Human Resources
- Quality of training done by Human Resources
- Availability of training on how to use software through Basic Computing Services
- Type of training available through Basic Computing Services
- Quality of training done by the Basic Computing Services
- Availability of training through the Center for Faculty Excellence
- Type of training available through the Center for Faculty Excellence
- Quality of training done by the Center for Faculty Excellence

**Very Dissatisfied**     
 **Very Satisfied**     
 Does Not Apply

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