



UNIVERSITY of HAWAII*
MAUI
COMMUNITY COLLEGE

Kilo Hōkū i ola koa i kai loa

"Observe the stars in order to live long in strength on distant shores."

The Maui Community College Counseling Department provides services
that assist students to realize their educational goals.

COUNSELING DEPARTMENT ANNUAL PROGRAM REVIEW 2007 - 2008

MAUI COMMUNITY COLLEGE
STUDENT AFFAIRS – Counseling Department
2007-2008 PROGRAM REVIEW

MISSION STATEMENT

The mission of the Maui Community College Counseling Department is to provide services that assist students in realizing their educational goals.

FUNCTIONAL STATEMENT

The counseling department serves prospective, enrolled, and former students.

The counseling department supports students in articulating, developing, and meeting educational, career, and personal goals.

The counseling department supports the college community with recruitment and retention efforts.

The student affairs programs are committed to providing full student support services that embrace the spirit of Aloha, Collaboration and Respect.

Specific functions include:

- Provide pre-college information and orientation programs.
- Provide comprehensive academic, career, and personal counseling services.
- Build and maintain the on-line student degree audit program (STAR).
- Provide individualized and group counseling services including crisis intervention and community referral services.
- Organize and oversee college transfer services.
- Provide financial aid and scholarship support services.
- Provide peer-recruitment services.
- Provide high school outreach.
- Oversee counseling services for all outreach sites.
- Utilize current and emerging technology in providing enhanced services.
- Provide community outreach and liaison services with public and private social service agencies and educational institutions.
- Evaluate student transcripts.
- Complete advanced standings to officially transfer credits from non-MCC institutions.
- Verify student certificate and degree eligibility.
- Serve as liaison to campus academic departments.
- Serve as faculty/staff resource, including serving on college and system-wide committees.
- Teach self-development and career development courses as time permits.
- Provide academic accommodations to students with disabilities.

**MAUI COMMUNITY COLLEGE
STUDENT AFFAIRS – Counseling
2007-2008 PROGRAM REVIEW
SUMMATIVE DATA**

Table 1

Institutional Goals	OBJECTIVES	FY07	FY08	FY 09
Recruitment	Increase registration of Maui County high school graduates by 25%.	307 new Maui County high school graduates registered.	390 new Maui County high school graduates registered—an increase of 27%.	Increase number of Maui County Class of 2009 registrants by 10%.
	Perkins Student2Student Peer Recruiting Program – Increase enrollment of high school graduates in non-traditional programs by 10%.	N/A	3 new high school graduates enrolled in non-traditional programs—an increase of 10.3%	Per Perkins grant, increase new high school graduates who are enrolled in CTE programs by 5%.
	Provide educational planning and academic advising to prospective students.	In the 2006-07 academic year, the Counseling Department served 4474 prospective and graduate/leaver students* <i>* Number of contacts included NACAC and HACAC college fairs, along with MCC help desk inquiries.</i>	In the 2007-08 academic year, the Counseling Department served 5379 prospective and graduate/leaver students* <i>* Number of contacts included NACAC and HACAC college fairs, along with MCC help desk inquiries.</i>	

Institutional Goals	OBJECTIVES	FY07	FY08	FY 09
Persistence	Provide counseling services (e.g. academic, career, and personal) to 60% of currently enrolled students.	Served 58% (1645) of enrolled students during Fall 06 semester. Served 70% (1810) of enrolled students during Spring 07 semester.	Served 57.5% (1704) of enrolled students during Fall 07 semester. Served 65% (1690) of enrolled students during Spring 08 semester.	Serve 60% of enrolled students during Fall 08 semester. Serve 68% of enrolled students during Spring 09 semester.
	Of the enrolled students served by the Counseling department during the Fall 07 semester, 76% (1297) were still enrolled by the Spring 08 census date. Of the 1259 enrolled students that were not served by the Counseling department during the Fall 07 semester, 46% (583) were enrolled by the Spring 08 census date.			
	75% of student folders will contain an educational plan.	1863 out of 2981 (62%) student folders contained an educational plan.	3164 out of 4732 (67%) student folders contained an educational plan.	75% of student folders will contain an educational plan.
Retention	100% of the Maui County 2008 high school graduates who apply to Maui CC will attend a New Student Orientation (NSO).	N/A	100% (390) of incoming Maui County high school graduates who enrolled at Maui CC in Fall 2008 attended NSO.	100% of incoming Maui County 2009 high school graduates who apply and intend to enroll at Maui CC will attend NSO.

Institutional Goals	OBJECTIVES	FY07	FY08	FY 09
	Provide counseling support services to 100% of the Maui County high school students enrolled under Maui CC dual credit programs, i.e., Kamehameha Schools-Maui Campus and Department of Education (DOE) Running Start students.		Counseling support services were provided to 93 (100%) Running Start students during FY 08. Counseling support services were provided to 53 (100%) students enrolled in the Kamehameha Schools dual credit program during FY 08.	Provide counseling support services to 100% of the Maui County high school students enrolled under dual credit programs.
Student Graduation/ Goal Completion	Certify 100% graduation applications.	Certified 100% (632) graduation applications	Certified 100% (881) graduation applications.	Certify 100% graduation applications.

COMPREHENSIVE PROGRAM REVIEW UPDATE

In reviewing the Counseling Department's Comprehensive Program Review, the following highlights provide an update of the progress or status of the findings of the self-study:

- The need for more, general funded staffing to provide stability and flexibility: As a result of the 2007-08 legislative request, the Maui Community College Counseling Department received funding for three general funded, tenure track counseling positions and an Office Assistant III position.

While the Counseling Department embraced the three positions, it also experienced a reallocation of its federal funds and special funds that were used for many years for counseling positions. Challenges faced by the department included meeting the academic advising demands of all of the CTE programs and, in particular, the Automotive Technology and Culinary programs. In addition to this, workload issues still need to be addressed and although the Counseling Department appreciates the increase in the state general funds, it is evident that the Office of Student Services still remains deficient in certain areas to meet prospective, currently enrolled, and returning student needs. Furthermore, as Maui Community College continues to prepare for additional two and four year degrees, it is even more evident that the need exists for a recruiter, transcript evaluator, and Director for the Counseling Department.

- Increase in Responsibilities for the Director of Counseling position: Each year the responsibilities assigned to the Director of Counseling increases. The department believes that a minimum of 1.0 FTE position is critical as there is a need to oversee the day-to-day operations of the department, as well as to respond to campus and system-wide requests, issues, and concerns.

In addition, although such a position may not formally exist within the system, it does warrant further examination, discussion, and support.

**Table 2 - FORMATIVE
COUNSELING STUDENT LEARNING OUTCOMES**

Student Learning Outcomes (SLO) And/OR Program Goals	Examples of Achievement Indicators within each SLO	Mapping SLO to Activity or Course	Assessment Tool(s) & Methods of Utilization	Analyzing Results As Relates to Objectives	Plan & Implementation
INTELLECTUAL GROWTH	■ Produces personal and educational goal statements.	■ Academic and career services	Educational Plans in student folders which were counted by pulling hard copy files.	3164 (67%) student files contain an Educational Plan.	The department does not have enough expertise to develop an accurate and efficient database. Assistance is needed on an ongoing basis from someone with expertise in Access and Banner to facilitate our data collection, retrieval, and analysis and to increase departmental efficiency. This is the third year that data collection has been compromised due to the lack of an effective internal data collection system, as well as a data analyst.
			MCC Counselor evaluation (N=508; rating scale 1-4 with 4= Strongly Agree) by students.	Goal is benchmark rating of 3.70/4.00	
			Average rating of 3.77/4.00 on "My counselor assisted me in developing an educational plan that will help me realized my career goals"	Exceeded benchmark. Rating improved over 2006-07 academic year (3.72/4.00)	
			Average rating of 3.82/4.00 on "My counselor was knowledgeable about the courses required to meet my academic goals"	Exceeded benchmark. Rating improved over 2006-07 academic year (3.76/4.00)	
	■ Uses complex information from a variety of sources (e.g. STAR, catalog, schedule of classes) to make decisions.	■ Academic services	MCC Counselor evaluation (N=508; rating scale 1-4 with 4= Strongly Agree) by students.	Goal is benchmark rating of 3.70/4.00	
			Average rating of 3.73/4.00 on "I have learned more about courses and have a better understanding about my degree program"	Exceeded benchmark. Rating improved over 2006-07 academic year (3.70/4.00).	
			Average rating of 3.75/4.00 on "I can now apply the information learned in this session to selecting courses and determining my academic progress"	Exceeded benchmark. Rating improved over 2006-07 academic year (3.72/4.00).	

**Table 2 - FORMATIVE
COUNSELING STUDENT LEARNING OUTCOMES**

Student Learning Outcomes (SLO) And/Or Program Goals	Examples of Achievement Indicators within each SLO	Mapping SLO to Activity or Course	Assessment Tool(s) & Methods of Utilization	Analyzing Results As Relates to Objectives	Plan & Implementation
			Average rating of 3.75/4.00 on "I am more confident about deciding on the next step in my educational plan"	Exceeded benchmark. Rating improved over 2006-07 academic year (3.65/4.00).	
		■ Academic services	<p>2008 CCSSE Frequency Distribution for Maui CC:</p> <p>92.5% of CCSSE participants rated the <u>importance</u> of academic advising as "somewhat" or "very."</p> <p>57.8% of CCSSE participants rated the <u>frequency</u> of academic advising as "sometimes" or "often."</p>	<p>The 2008 rating on <u>importance</u> was 1.8% higher for Maui CC as compared to the other 2008 consortium colleges benchmark. Compared to the 2006 Maui CC results in this area (93%), there was a rating decrease of .5%</p> <p>The 2008 rating on <u>frequency</u> was 1.6% higher for Maui CC as compared to the other 2008 consortium colleges benchmark. Compared to the 2006 Maui CC results in this area (60.6%), there was a rating decrease of 5.1%</p>	Explore the difference between the "importance" rating and the "frequency" rating by conducting student focus groups.

**Table 2 - FORMATIVE
COUNSELING STUDENT LEARNING OUTCOMES**

Student Learning Outcomes (SLO) And/Or Program Goals	Examples of Achievement Indicators within each SLO	Mapping SLO to Activity or Course	Assessment Tool(s) & Methods of Utilization	Analyzing Results As Relates to Objectives	Plan & Implementation
		<ul style="list-style-type: none"> ■ STAR degree audit program: 100% of Maui CC's STAR Academic Journeys (degree audit system) will be available to students for viewing through the STAR degree check link in their UH Portal. 	Percentage of STAR Academic Journey certificates and degrees available for use by advisors and students.	100% of Maui CC STAR Academic Journeys for Certificates of Competence, Certificates of Completion, Certificates of Achievement, Associate Degrees, and Bachelors degrees are "live" to students. New Liberal Arts degree has been built, but is still in testing mode. Not yet "live" to students.	Counseling Department has been responsible for building and maintaining the Maui CC STAR degree audit system. Beginning FY09 this will become a shared responsibility of the Counseling Department and the Curriculum/ Banner office.
	<ul style="list-style-type: none"> ■ Employs critical thinking in problem solving 	<ul style="list-style-type: none"> ■ Academic, career, and personal counseling services 	<p>MCC Counselor evaluation (N=508; rating scale 1-4 with 4= Strongly Agree) by students.</p> <p>Average rating of 3.69/4.00 on "I am now aware of informational resources (e.g. TLC, EOC, Financial Aid) that are available to me"</p> <p>Average rating of 3.83/4.00 on "My counselor is supportive and encourages me to make decisions that will lead to my success".</p> <p>Average rating of 3.79/4.00 on "My counselor suggests helpful alternative when I am facing academic difficulties"</p>	<p>Goal is benchmark rating of 3.70/4.00</p> <p>Did not meet benchmark. However, rating improved over 2006-07 academic year (3.62/4.00)</p> <p>Exceeded benchmark. Rating improved over 2006-07 academic year (3.77/4.00).</p> <p>Exceeded benchmark. Rating improved over 2006-07 academic year (3.67/4.00).</p>	

Table 2 - FORMATIVE COUNSELING STUDENT LEARNING OUTCOMES					
Student Learning Outcomes (SLO) And/OR Program Goals	Examples of Achievement Indicators within each SLO	Mapping SLO to Activity or Course	Assessment Tool(s) & Methods of Utilization	Analyzing Results As Relates to Objectives	Plan & Implementation
	■ Meets educational goals (e.g. degree, transfer)	■ Generate graduation applications; Student certificate and degree verification	MCC Admissions & Records graduation data	100% Certificates and Degrees certified by counselors: <ul style="list-style-type: none"> ■ 468 Certificates of Competence ■ 69 Certificates of Completion ■ 122 Certificates of Achievement ■ 209 Associates Degrees ■ 11 Academic Subject Certificates ■ 2 Bachelors Degrees 	Continue to collect and analyze, via Counseling database, front-end student data regarding educational goals (e.g. degree attainment, transfer, life-long learning) to better understand the needs of our students.
		■ Evaluate student transcripts ■ College transfer services, including maintaining a college transfer information center	UH System Transfer Data (IRO)	In Fall 2007, 176 Maui CC students transferred to UH university campuses. In Spring 2008, 100 Maui CC students transferred to UH university campuses.	Research Maui CC student transfers to non-UH system institutions via National Clearinghouse. Explore availability of transfer data within UH system community colleges.
		Annually update transfer information from UH system and private post-secondary institutions. A member of the Counseling Department serves on the system-wide Academic Advising and Transfer Network.		Transfer program advising & activity station provides information on 100% of University Center on Maui baccalaureate and graduate options. Resources are available on all UH system and other non-UH university campuses in Hawaii.	Continue to assist in the articulation process by working closely with instructional faculty and university liaisons and to support counseling representation on campus (Strategic Plan Team on Articulation) and in the system (UH System Academic Advising and Transfer Network).

**Table 2 - FORMATIVE
COUNSELING STUDENT LEARNING OUTCOMES**

Student Learning Outcomes (SLO) And/Or Program Goals	Examples of Achievement Indicators within each SLO	Mapping SLO to Activity or Course	Assessment Tool(s) & Methods of Utilization	Analyzing Results As Relates to Objectives	Plan & Implementation
PERSONAL AND EDUCATIONAL GOALS	■ Uses personal and educational goals to guide decisions	■ Transcript evaluation; Advanced Standing of prior non-Maui CC course work	<p>Number of official transcripts received by Admissions & Records in FY08.</p> <p>Number of advanced standings entered into banner by Admissions & Records in FY 08.</p> <p>Number of transfer students in FY 08.</p> <p>Number of returning students in FY 08* <i>*returning students may have attended another institution during their absence.</i></p> <p>2008 CCSSE Frequency Distribution for Maui CC:</p> <p>74.3% of CCSSE participants rated the <u>importance</u> of transfer credit assistance as "somewhat" or "very."</p> <p>19.1%* of CCSSE participants rated the <u>frequency</u> of transfer credit assistance as "often" or "sometimes" <i>*40.3% chose "Do not know/not applicable."</i></p>	<p>478 transcripts received by Admission & Records</p> <p>185 Advanced Standings were awaiting input by Admissions & Records.</p> <p>356 transfer students.</p> <p>347 returning students.</p> <p>The 2008 rating on <u>importance</u> was 1.2% lower for Maui CC as compared to the other 2008 consortium colleges benchmark.</p> <p>The 2008 rating on <u>frequency</u> was 9.7% lower for Maui CC as compared to the other 2008 consortium colleges benchmark.</p>	<p>To promote a seamless registration, improved educational planning, and a completed educational plan during the first semester for transfer students, the need for a transcript evaluator is indicated. Hiring of a transcript evaluator would positively impact recruitment numbers and improve the persistence of transfer students. This is of particular importance if Maui CC moves to WASC Sr. commission. According to their <i>WASC Handbook of Accreditation</i>, "Institutions have a responsibility to make this distinction [acceptance of credit for admission purposes and the applicability of credit for degree purposes], and its implications, clear to students before they decide to enroll."</p> <p>Further, the Counseling Department recommends that the transcript evaluator position be housed under Admissions & Records.</p>

Table 2 - FORMATIVE COUNSELING STUDENT LEARNING OUTCOMES					
Student Learning Outcomes (SLO) And/Or Program Goals	Examples of Achievement Indicators within each SLO	Mapping SLO to Activity or Course	Assessment Tool(s) & Methods of Utilization	Analyzing Results As Relates to Objectives	Plan & Implementation
			36.2%* of CCSSE participants rated their <u>satisfaction</u> of transfer credit assistance as "somewhat" or "very" *53.2% chose "not applicable"	The 2008 rating on <u>satisfaction</u> was 3.4% lower for Maui CC as compared to the other 2008 consortium colleges benchmark.	
		■ Academic accommodations to students with disabilities	2008 CCSSE Frequency Distribution for Maui CC: 68.7% of CCSSE participants rated the <u>importance</u> of Services to Students with Disabilities as "somewhat" or "very" 11.0%* of CCSSE participants rated the <u>frequency</u> of Services to Students with Disabilities as "often" or "sometimes" *53.8% chose "Do not know/not applicable." 25.2%* of CCSSE participants rated their <u>satisfaction</u> of Services to Students with Disabilities as "somewhat" or "very" *65.9% chose "not applicable"	The 2008 rating on <u>importance</u> was 7.5% higher for Maui CC as compared to the other 2008 consortium colleges benchmark. The 2008 rating on <u>frequency</u> was 3.4% higher for Maui CC as compared to the other 2008 consortium colleges benchmark. The 2008 rating on <u>satisfaction</u> was 7.3% higher for Maui CC as compared to the other 2008 consortium colleges benchmark.	The number of students who responded with a satisfaction rating for Services to Students with Disabilities is significantly higher than the number of students registered with the Disabilities Coordinator. Need to explore the reasons why a number of students with disabilities do not register for services.

Table 2 - FORMATIVE COUNSELING STUDENT LEARNING OUTCOMES					
Student Learning Outcomes (SLO) And/Or Program Goals	Examples of Achievement Indicators within each SLO	Mapping SLO to Activity or Course	Assessment Tool(s) & Methods of Utilization	Analyzing Results As Relates to Objectives	Plan & Implementation
EQUITY AND ACCESS	Ensure that services and programs are provided on a fair and equitable basis.	■ Academic accommodations to students with disabilities: Using Perkins funds, brochure developed and disseminated to publicize the availability of services to students with disabilities.	Number of students registered with Disability Coordinator.	Students registered with Disabilities Coordinator increased by 22% FY 07—served 153 FY 08—served 187	Develop a tool to assess Disability Services.
Contact with high school counselors to inform of current Maui CC programs, resources, and admission procedures.		■ High School Outreach: High School Counselors Workshop	Survey Monkey to be sent out to participants following conclusion of workshop.	23 Maui County high school counselors attended the September 2007 workshop; six participants responded to the survey--100% said they would like to see a similar presentation in 2008, preferring the MCC workshop and College Board presentation on the same day.	Develop an assessment of the high school counselors workshop with the goal of ensuring that information provided to the counselors is useful for their students. Expand participation by including Hui Malama, Maui Community School for Adults, and high school special education transition teachers.
Collaborative campus effort to improve recruitment of prospective students.		■ Provide pre-college information: Provide recruitment services to Maui County high schools and other related educational organizations, and to the general public, in coordination with other Student Affairs offices and instructional programs.	Number of prospective students reached. Number of newly enrolled high school and GED graduates.	Increase of 17% in prospective student contacts from FY07 to FY 08. Increase of 27% in new Maui County high school graduates registered.	Continue to coordinate visits to Maui County High Schools, and other educational organizations (e.g. Hui Malama, Maui Community School for Adults, Horizons Academy), and participate in other recruitment-related events (e.g. MEO BEST, answering Maui CC Help Desk email, Maui County Fair) with other Student Affairs offices and instructional programs.

**Table 2 - FORMATIVE
COUNSELING STUDENT LEARNING OUTCOMES**

Student Learning Outcomes (SLO) And/Or Program Goals	Examples of Achievement Indicators within each SLO	Mapping SLO to Activity or Course	Assessment Tool(s) & Methods of Utilization	Analyzing Results As Relates to Objectives	Plan & Implementation
		<ul style="list-style-type: none"> ■ High School Outreach: National and statewide recruiting, including HACAC and NACAC fairs. 	Number of prospective student contacts	<p>716 prospective student contacts</p> <p>There was a 17% increase in the number of overall prospective student contacts (which included high school prospects). The follow up piece to these initial contacts was inconsistent, due to other departmental priorities such as registration, graduation activities, transcript evaluations, disability accommodations, and personal counseling. At the same time, the percentage of enrolled students that the Counseling Department served slightly decreased (.5% less in Fall 07 and 5% less in Spring 08).</p>	<p>Counselors were often at off-island NACAC and HACAC fairs during Fall and Spring registration periods resulting in fewer enrolled students served and longer wait periods before being able to see a counselor. The hiring of a recruiter to staff off-island College Fairs and perform follow-up activities with prospective students is demonstrated.</p>

**Table 2 - FORMATIVE
COUNSELING STUDENT LEARNING OUTCOMES**

Student Learning Outcomes (SLO) And/Or Program Goals	Examples of Achievement Indicators within each SLO	Mapping SLO to Activity or Course	Assessment Tool(s) & Methods of Utilization	Analyzing Results As Relates to Objectives	Plan & Implementation
Collaborative campus effort to improve student retention and persistence.		Counseling Department took the lead responsibility to develop and implement New Student Orientation (NSO) due to the vacancy of the Student Life Coordinator position. NSO is a cooperative effort of all Student Affairs offices and instructional faculty.	<p>Survey was given to NSO participants at the conclusion of each session. 285 (73%) surveys were completed.</p> <p>Examined the following responses using 5-point Likert scale – strongly agree, agree, disagree, strongly disagree, not applicable:</p> <p>“Based on your knowledge of the following services, which will help you succeed at Maui CC:</p> <ul style="list-style-type: none"> ▪ EOC (Educational Opportunity Center) ▪ Financial Aid ▪ TLC (The Learning Center) ▪ Ka Lama Computer Center ▪ Ho‘okahua Computer Center ▪ Library ▪ Clubs ▪ Ku‘ina ▪ Student Support Services Pai Ka Mana ▪ Counseling Department” <p>Students were allowed to select multiple services.</p> <p>“I received academic advising and registration assistance at the New Student Orientation”</p>	<p>77% (220) of the students chose Counseling Department as a service that would help them succeed.</p> <p>99% (283) “strongly agreed” or “agreed” with this statement.</p>	<p>Student Life Coordinator will resume lead of NSO. Counseling will continue to provide academic advising support.</p> <p>Compare the retention and persistence rates of the 2008 Maui County high school graduates to the 2007 Maui County high school graduates (control group; no NSO) to assess if NSO is effective.</p>

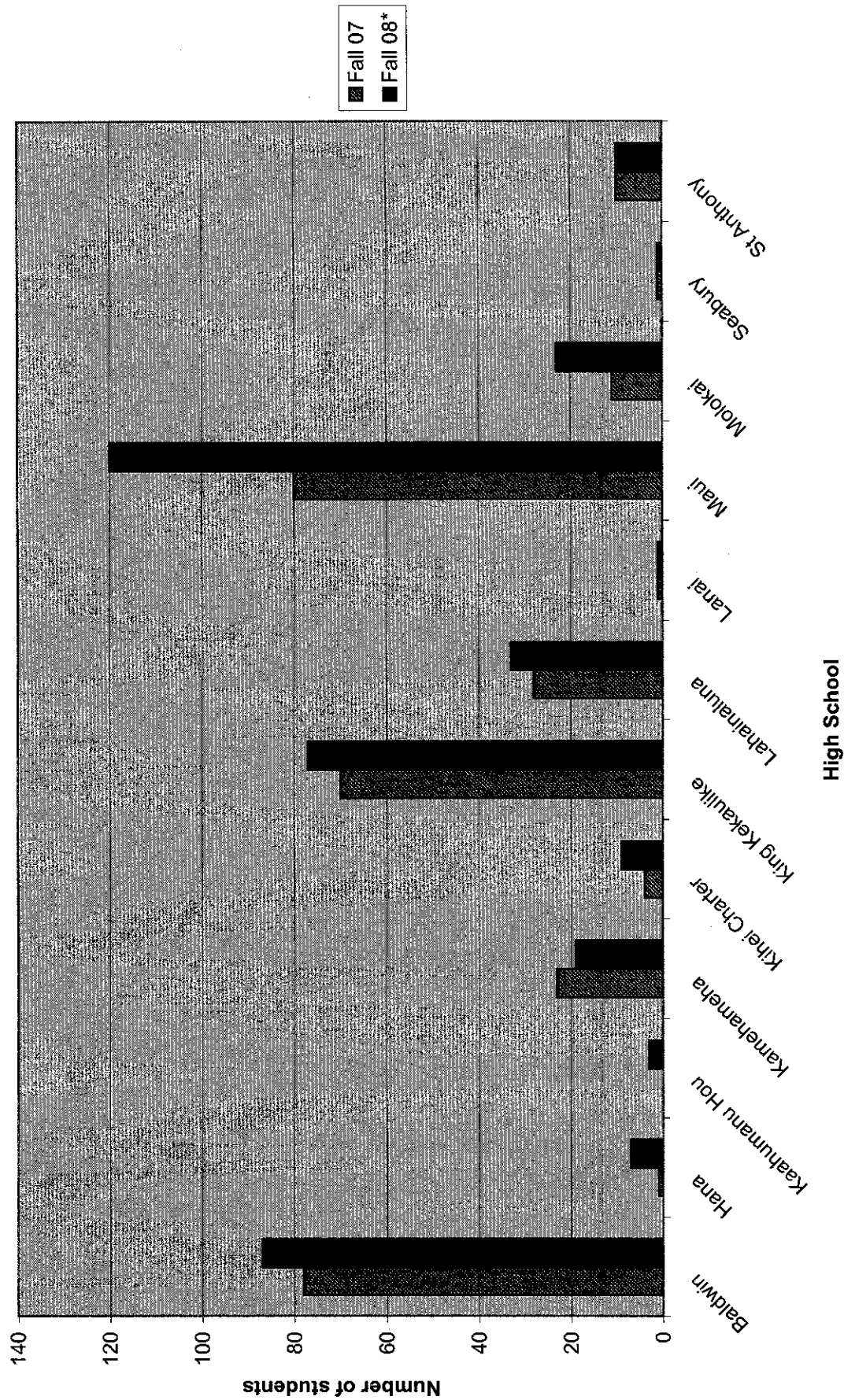
**Table 2 - FORMATIVE
COUNSELING STUDENT LEARNING OUTCOMES**

Student Learning Outcomes (SLO) And/Or Program Goals	Examples of Achievement Indicators within each SLO	Mapping SLO to Activity or Course	Assessment Tool(s) & Methods of Utilization	Analyzing Results As Relates to Objectives	Plan & Implementation
Collaborative campus wide effort to improve student persistence.		Counseling Department took lead positions in the Strategic Plan initiative Ho'okele Education Management.	Assessment of STAR faculty training. Survey Monkey sent at conclusion of workshop. Examined the following responses using 5-point Likert scale – strongly agree, agree, disagree, strongly disagree, not applicable:	33 faculty and staff participated in the Ho'okele initiative.	Continue to provide training and mentoring to faculty advisors.
			“I will utilize what I have learned in this training as a faculty advisor.”	20 faculty and staff attended a STAR workshop for advisors. 50% (10) of participants responded to survey.	Assess persistence rates of students who receive academic advising from Counseling Department.
			“This STAR training will help me advise my students and support their efforts to achieve/attain/ reach their educational goals.”	100% of respondents “strongly agreed” or “agreed” to this statement. 100% of respondents “strongly agreed” or “agreed” to this statement.	
		Counseling Department provides training and mentoring to faculty advisors in the new Faculty Advising program.		19 instructional faculty participated in the Faculty Advising program.	

Table 1

10/6/08

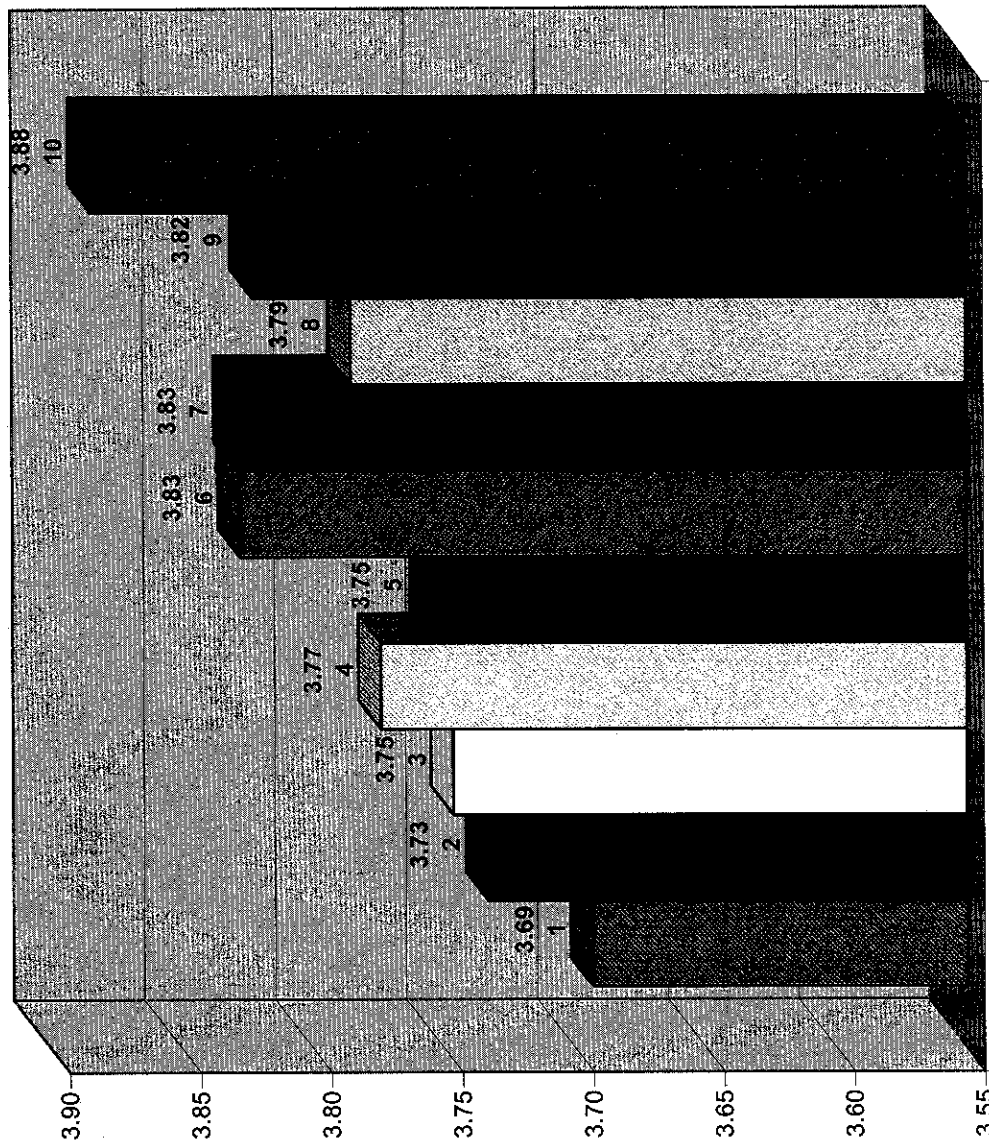
High School Enrollment



*Fall 2008 numbers are from NSO report

- 1 = Strongly Disagree
 2 = Disagree
 3 = Agree
 4 = Strongly Agree

**Combined Evaluation Response
 FY 2008
 (N = 508)**



- ☒ 1. I am now aware of informational resources (e.g. The Learning Center, Educational Opportunity Center, Financial Aid) that are available to me.
- ☒ 2. I have learned more about courses and have a better understanding about my degree program.
- ☐ 3. I can now apply the information learned in this session to selecting courses and determining my academic progress.
- ☒ 4. My counselor assisted me in developing an educational plan that will help me realize career goals.
- ☒ 5. I am more confident about deciding on the next step in my educational plan.
- ☒ 6. I was satisfied with how the advisor handled my questions.
- ☒ 7. My counselor is supportive and encourages me to make decisions that will lead to my success.
- ☒ 8. My counselor suggests helpful alternatives when I am facing academic difficulties.
- ☒ 9. My counselor was knowledgeable about the courses required to meet my academic goals.
- ☒ 10. It was easy to talk with my counselor.