Golden West College
INSTRUCTIONAL PROGRAM REVIEW
Spring 2016

Program Name: Counseling
Division Name: Counseling and Social Science

Program Contact Information:
All phone numbers are 714-892-7711 with direct extension, and all emails are @gwc.cccd.edu unless otherwise specified.

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Nancy Fong	x51270	ADMIN 105	nfong
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INSTRUCTIONAL PROGRAM REVIEW PROMPT

PROGRAM INFORMATION:
Assume the reader does not know anything about your program. Briefly describe your program and how your program supports one or more of Golden West College's mission and goals.

The Counseling division is dedicated to assisting students achieve success and complete their academic, career, and life goals. Counseling faculty teach coursework to assist students clarify their values and goals, identify career pathways, and plan their education.

College's mission (check all that apply)

☐ **Basic Skills**
☐ **Career Technical Education**
☒ **Transfer**
☒ **Offer Degrees/Certificates**

Program Contributions: Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

The Counseling Department is dedicated to assisting students achieve success in their academic, career, and life goals in an inclusive environment that embraces the diversity of our students and community. Professionally trained counselors are available to assist students with clarifying career and educational goals, educational planning and course selection, university transfer, and personal counseling.

Counseling coursework assist students meet their career and educational goals by providing coursework to assist with clarification of goals, educational planning, and self-development. The counseling coursework assists students with overcoming personal challenges and tasks that face college students. Topics include college study skills, self-discovery, goal, decision, and values clarification, career exploration, educational and life planning.

Counselors also serve on multiple campus committees and contribute a holistic view of the college and student needs. Counseling faculty work collaboratively with discipline faculty to ensure that students are not only aware of counseling services, but of their educational and occupational options.

Specialized programming related to student support services, including the Puente Program, Transfer, and Career Center programs are all under the umbrella of the Counseling Division.

College goals(check all that apply):
☐ Institutional Mission & Effectiveness
☒ Instructional Programs
☒ Student Support Services
☐ Library and Learning Support Services

☒ Student Engagement
☒ Student Equity
☐ Human Resources
☐ Facilities & Campus Environment
☐ Technology
☐ Fiscal Resources
☐ Planning Processes
☐ District Collaboration
☐ Community Relations
☐ Business, Industry, Governmental Partnerships

External Requirements: Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

Counseling faculty must adhere to SSSP guidelines when outlining and achieving department goals.

Some coursework must align to equivalent courses at the CSU, UC and other institutions which can prohibit our ability to change and/or modify the curriculum.

REVIEW OF LAST CYCLE PROGRAM REVIEW
Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)

During the last program review cycle, it was noted that students were increasingly seeking counseling coursework as a means to both satisfy general education coursework and clarify their educational goals. As well, educational planning coursework was at capacity due to the impending changes in registration guidelines, requiring students to have an educational plan on file for priority registration.

Evaluation of coursework indicated a few key outcomes:
First, collaboration between counseling and other division was necessary to build programs leading to student success. Second, learning communities were mentioned as a key method for helping to meet these goals.

Establishment of learning communities and first-year experience programs has been a goal of counseling for several years. Despite some challenges in implementing this plan fully, some strides have been made. Counseling has collaborated with both English and Math departments for basic skills focused learning experiences. Summer "Jump-Start" sessions, which include a basic skills math or English course are currently paired with COUN G103: Educational Planning (1 unit) coursework. This ensures that entering students have both access to counselors and early counseling guidance upon their arrival at Golden West College, and early educational planning to assist with completion of their educational goals.

As well, recommendations were made to enhance the counseling support to transfer-level coursework and completion of degree programs. In this regard, counseling faculty has

collaborated with divisions to inform key coursework necessary for completion of students' degree and transfer goals, and have been able to assist with development of Associate Degrees for Transfer when needed. Despite the advisement and recommendations of coursework in instructional areas, there has been no movement on the development of transfer-level learning communities.

Additional recommendations were made to assist with vocational and certificate programs on campus in developing collaborations in counseling instruction. To date, this has not been accomplished, however, general counseling services (non-instructional) have been implemented.

The counseling faculty felt strongly that additional sections were needed to offer support for career decision making, and clarification of educational program of study for students. Changes to SSSP guidelines mandating early selection of students' educational goals meant that Counseling coursework was more important than ever. Due to an increase in funding, additional sections were added over the 2014-2016 academic years. An additional 3 sections were offered in the 2014-15 academic years, and the number of summer sections increased by 7. Many of the summer sections were due to the pairing of the COUN G103 course with English and Math Jumpstart cohorts.

Enrollment in the counseling coursework increased, and summer enrollment, which was 0 in 2012-13, increased to 218 and 225 students in the 2013-14 and 2014-15 terms, respectively. Again, enrollment increases can be attributed to the pairings in the Jumpstart English and Math programs.

Despite the development of new coursework to assist with the completion of Student Educational Plans, as mandated by SSSP, the coursework did not see much success in either enrollment or completion. Two courses were developed; Counseling G110: Academic Planning: GWC Certificate/AA Degree, and Counseling G111: University Transfer Planning. Each of the courses were 0.5 units and were successfully submitted and approved by the Council for Curriculum and Instruction. Sections were offered in the 2014-15 academic years, in both fall and spring terms. Despite extensive recruitment and promotion of these two courses, enrollment fell flat and sections were cancelled. After lengthy discussions in the division meetings, it was determined two factors lead to the cancellation and failure of these courses to attract enrollment.

1. Priority registration was no longer a "carrot" to attract students to complete their Student Educational Plan (SEP).
    a. With increases in funding across the campus, additional sections in all areas were added and students no longer had difficulty gaining seats in high-demand coursework. As well, additional sections of popular classes, and increases in the number of choices available to fulfill requirements, meant that the Priority and early registration provided with a completed SEP was not necessary for students to enroll in coursework each semester.
2. Students were unclear about their educational goals,
    a. Coursework was divided between terminal (non-transfer) and transfer goals. Some students enrolled in both sections as they either did not understand the difference in Associate Degree programs (non-transfer vs. transfer) or had both

certificate and transfer goals and felt they need both courses to complete their required plan.

   b. Students wanted to complete a full unit of coursework, which allowed them more time with the counselor and additional campus information (campus policies, resources, and foundational study skills) that were provided with the 1-unit Counseling G103: Educational Planning course.

3. There is no campus mandate to have a Student Educational Plan on file prior to enrollment.

   a. Students can register for coursework without ever meeting with a counselor. While meeting with a counselor is beneficial and we know that it assists students completing their educational, transfer, and career goals, there is no mandate that students have an SEP on file. Without any requirement in place, enrollment in SEP designated coursework was not necessary.

Finally, the department noted that the lack of a dedicated classroom with computer access for holding instructional sessions that require technology was a hindrance to completing some course content. A recommendation was made to redesign an area of the counseling division that was no longer being used (Employment Services) and configure the area as classroom space. This did not occur and the space was taken over by Enrollment Services for the Call Center, and is no longer part of the counseling space allocation.

FOR CTE PROGRAMS ONLY

Labor Market Demand: How is your program meeting labor market demands? Should you expand, contract or stay the same? Is there competition from other programs in the area? If yes, from what institution? How is the competition affecting your program? Are there any other external factors about which you are concerned?

N/A

VTEA Core Indicators: When reviewing the state VTEA core indicators, what are the trends that contribute to or impede student success? Why is this occurring?

N/A

Advisory Council Input: What type of inputs have your program received from your industry advisory council in the last three years?

N/A

SWOT ANALYSIS

Strengths:
   - *What does your program do well?*

- *What do you believe your students, potential employers, or transfer institutions see as your program's strengths?*
- Helps students clarify educational and career goals.
- Assist students with solidifying their values, personal goals, and self-concept.
- Understand personality type and occupational profile to make informed decisions.
- Expose students to various career fields through inventories and assessment interpretation.
- Assist students with the development of necessary career tools such as resume writing and interviewing skills.
- Assist with graduation and transfer to four-year colleges and universities through development of comprehensive educational plans in selected coursework.
- Complete electronic Student Educational Plans using DegreeWorks as required by SSSP guidelines in selected coursework.
- Specialized coursework for students, but specifically for CalWorks, for employability skills.

Weaknesses:
- *In what areas does your program need to improve?*
- *What are your program's immediate needs?*
- *What limitations or barriers is your program experiencing?*
- Marketing and support of courses in the department.
  - Inability to teach in load causes a lack of interest and commitment to the teaching process.
- Limited curriculum.
  - Coursework is limited to core courses offered in GE patterns.
  - No real option for program to expand due to teaching restrictions.
- Inability to reach all students and complete an SEP for all students in attendance due to lack of counseling faculty and administrative support. No incentive for students to complete SEP (Priority registration is no longer an enticement for students), and no restriction on registration mandating an SEP for students to enroll.

Opportunities
- *What opportunities exist for your program?*
- *What trends are happening in the field or subject area that may allow your program to expand?*
- *What external funding opportunities are available for your program?*
- *What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?*

- Development of partnerships at local high schools to teach an extended orientation during senior year in high schools.
  - Restructure of current educational planning course to reflect an extended orientation and educational planning versus educational planning alone.
- Learning communities options for connecting counseling and study skills coursework to key / foundational coursework needed for student success (English, Mathematics).

- o This continues to be a priority for counselors and support from English and Math faculty would assist with the success of programs designated for first-year students.
  - o Restrictions on in-load teaching, and the 'study skills' course falling outside of counseling hinder development of these types of programs.
- First year experience cohorts to scaffold students through their first year of college and deepen connections to the campus.
- Partnerships and workshops for high school counselors on benefits of college level counseling coursework and opportunities for students.
- Increased marketing of Counseling courses to students.
  - o Promotion of coursework in other instructional areas, campus events, at orientation/registration.

Threats/Challenges
- *What challenges exist for your program?*
- *What budgetary constraints is your program facing?*
- *What kind of competitive disadvantages is your program facing?*
- *Are there upcoming changes to state and federal regulations that will impact your program? If so, please explain.*

- Threats/ Challenges: lack of ability to teach in load. Disinterest of some faculty to teach overload leads to an abundance of part-time faculty teaching key counseling coursework.
- Learning communities options for connecting counseling and study skills coursework to key / foundational coursework needed for student success (English, Mathematics).
  - o This continues to be a priority for counselors and support from English and Math faculty would assist with the success of programs designated for first-year students.
  - o Restrictions on in-load teaching, and the 'study skills' course falling outside of Counseling hinder development of these types of programs.

CURRICULUM REVIEW

Course Outlines of Record: It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses' official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through CurricUNET, please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

CORs needing review/ revision	Timeline to complete review	Person responsible
(example ENGL 225)	October 2017	
COUN G100	October 2016	David Baird
COUN G103	October 2016	Vanessa Bonilla
COUN G104	October 2016	Damien Jordan

COUN G110	October 2016	Nancy Fong
COUN G111	October 2016	Yvonne Portillo
COUN G199	October 2016	Karen Hinton

C-ID Designation: In 2006, the Academic Senate for California Community Colleges developed the Course Identification Numbering System (C-ID). This system improves curricular consistency for courses throughout the state and provides many articulation/ transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

1. Does your department plan to submit more courses for C-ID designation? If yes, which ones? (These courses may or may not be part of an ADT. See C-ID.net for more information regarding courses, descriptors, and ADTs.)

N/A

Dual-listed courses: Review the list of dual listed courses in your area and complete the following chart.

Dual Listed Courses	Date of Faculty Discussion and Review	Recommendations
N/A		

Curriculum Offering: Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

Course Name	Recommended Action (add/suspend/retire)
ex. FARM 300	Add
COUN G101: Romantic Love: Understanding Relationships	Add
COUN G102: The Freshman Experience	Add
COUN G105: Stress Management	Add
COUN G106: Introduction to STEM Careers and Graduate School Preparation	Add
COUN G107: Introduction to the Teaching Profession	
COUN G108: Higher Education Explorations	Add
COUN G110	Suspend or revise for Extended High School Orientation purposes. Teach at HS sites only.
COUN G111	Suspend

PROGRAM DATA AND ANALYSIS (Items in black font are provided by ORPIE)

SLO Assessments
List of courses with ongoing assessment
List of courses offered in the last 3 years that have not been assessed

Question:
- *Looking at all assessments of your programs and courses, describe proposed plans for improvement.*

With the exception of Counseling 104, most courses are not consistently taught by the same counselors and very often are taught by adjunct counselors. This makes it a challenge to determine if the courses are truly successful in meeting the Student Learning Outcomes. Because it is difficult to schedule time for in person discussions, we do not know at a substantial level if things need to be changed. Most of our assessments are showing that we are meeting our goals with some variation among instructors. The goal for the next academic year is to review all course SLO's with the group of instructors that have taught the classes and gather information on the need to update and revise existing SLOs.

Counseling 104 is the only course with an assigned full-time instructor. We have had faculty meet for the last two semesters to discuss the SLO assessments and outcomes. We have successfully created a dialogue and are starting to have more meaningful conversations about strategies to improve the outcomes.

As we continue to offer more sections of Counseling 103, the goal in the next year is to have the instructors start meeting each semester to discuss the SLO assessments and make recommendations for course improvements.

We only offer one section of Counseling 100 each semester and it has been a different instructor each semester. The SLO assessment reports have shown that the class is satisfactorily meeting the SLO goals, but we will look at the data from the last three years and hope to have a more consistent instructor to follow up on assessment results.

Counseling 199 is offered once a year and the course has not assesses all of its SLO's. We will assess the remaining SLOs this spring. The course has seven current SLOs and these SLOs will be examined and revised for the next review cycle. We plan to reduce the SLOs to four and make them more relevant and meaningful.

We created two new courses, Counseling 110 and 111. We offered these courses for several semesters, but they only ran in Fall 14, Spring 15 and only Coun 110 in Spring 16. The enrollment for these courses was low and our last attempt to offer a section resulted in the class being cancelled. We created these classes to meet the demand for Student Educational Plans with a limited number of counselors. As a result of SSSP funding, we have been able to increase the counseling appointments and meet this demand on an individual and small group basis.

While already in place, a review process and update of the Counseling Instruction Dropbox will continue. This Dropbox includes a syllabus template, SLO documents, sample instructional materials, and other documents in an effort to share resources and align content across multiple sections. As well, this is a starting point for training new part-time counselors that teach this course at GWC.

Student Demographics (Headcount by Discipline)
Questions:
- How does your student population compare to GWC's general student population?
- Based on the trend that you're seeing, what type of adjustments would you make to your program?

Gender
The majority of enrollment in Counseling coursework is by that of female students (55.51% on average over the last six years). This is slightly higher than the campus population of female students. While male enrollment is lower than expected, this is something to note as increasing the success of males successfully completing college degrees is something that is a national problem.

Age
Courses are overwhelmingly populated by the traditional college-aged students (18-24 year old). With nearly 80% of the course in this age group, this is higher than overall enrollment in the college population.

The lack of older students enrolling in counseling coursework may be contributed to a variety of factors, including those that are already employed in positions and enrolled in the college to advance their career, are more focused on their career goals and do not need the content provided by the Counseling coursework, or the coursework does not need their unique needs as adult students. More investigation would need to take place, and potentially, a course for returning adult students that focuses on specific needs of this population developed.

Ethnicity
Hispanic/Latino students comprise the majority of students enrolled in coursework, and this trend is increasing each year with a decrease in the white student population enrollment. The Hispanic student enrollment is larger in Counseling coursework than the general student population, while the enrollment of White students is slightly lower.
The number of Asian students remains constant, and again, is lower percentage than the general student population. In the 2014-15 academic year, there was a slight increase in the number of African American students enrolled in Counseling courses, and until this increase, the enrollment was on par with the campus population.

Economic Disadvantage
The number of economically disadvantaged students enrolled in Counseling courses has increased each year since 2009, with just under 70% of students enrolled falling in this category. This increasing number may be indicative of the changing student population at the college, but

needs to be noted. Discussion amongst the faculty about what potential changes to the curriculum to address specific needs of this population will take place in the next year.

Disability
Traditionally, less than 5% of the enrollment is by that of disabled students. While this number of students is low, the number of disabled students on campus is low compared to the general enrollment. Accommodations are provided by each instructor to ensure success in coursework, as mandated by the ADA.

Foster Youth
Enrollment by Foster Youth is minimal (3%) each year. Again, this may be attributed to the low number of FY enrolled at Golden West College in general.

Veteran
On average, only 1% of the enrollment is by student veterans. This number is not surprising, as our coursework falls in to categories that are covered by the students' submission of DD-214 paperwork. Since Veteran's Benefits are only provided to necessary coursework, enrollment in Counseling courses is limited.

Disproportionate Impact
The data shows minimal DI. The data show that Hispanic students have slightly lower success rates than Asian and White students. Relevance of topics and inclusion of issues facing minorities in career exploration may be to be added to course content. Additional research to determine reasons for lower success rates would need to be explored.

Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)
Enrollment at Census
Sections Offered (by CRN)
Fill Rate at Census
FTES/FTEF

Questions:
Consider sections offered, session type, and your current PT faculty pool as part of your analysis.
What factors have contributed to your trends in enrollment, sections offered, and fill rate?
SSSP Guidelines that stipulate that students need a program of study has led to stronger need for enrollment in Career Planning and Educational Planning coursework. Students that are undecided and need to clarify their career and educational goals are seeking coursework to assist with these outcomes. While the coursework is beneficial for meeting career and educational goals, the number of part-time faculty teaching this key coursework is troubling.

Currently, part-time faculty teach between 45-50% of the coursework offered in the division. This can be attributed to the restriction on teaching in-load for Counseling faculty. Success rates and outcomes of the course may be attributed to the inexperience of part-time faculty to teach the content and maintain student engagement, and ultimately, successful completion of the course.

- *Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?*

Based on the number of students enrolling in the course and completing with relatively successful outcomes, the recommendation is to keep the current course schedule.

- *How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?*

FTES/FTEF is lower than the college average due to the limited number of courses offered in the division.

Course Retention and Success

Overall
By Ethnicity, Age, Gender
By Large Lecture
By Session Type (Day, Evening, Hybrid, Online)

Questions:
Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?

Course retention is on par with the general campus population, with the exception of the Puente program section, which has a significantly higher success rate due to the cohort model of the course. In the last few years, while the retention rate decreased slightly from Fall 2012 to Fall 2014, the success rate increased. Spring coursework saw a slight decrease in the retention and successful completion of coursework. Success in on-campus coursework is higher than for the online sections, however, the lower success rate for online coursework is typical for this type of instruction and is not alarming. Coursework offerings of daytime, evening, hybrid, and online sections will continue to meet the variety of needs required by our students.

If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?

The data shows minimal DI. The data show that Hispanic students have slightly lower success rates than Asian and White students. Relevance of topics and inclusion of issues facing minorities in career exploration may be to be added to course content. Additional research to determine reasons for lower success rates would need to be explored.

Faculty Staffing
Percentage of courses taught by full-time versus part-time faculty

- *In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?*

Increased hiring of full time faculty in Counseling divisions throughout the state has led to a decrease in the number of qualified and experienced part-time counseling faculty. Most of our part-time faculty have less than two years experience teaching at the college level, and for some,

this is their first semester in the classroom.

- *Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?*

15 full time faculty would account for a lower counselor to student ration and allow for teaching of in-load sections without reduction of other key counseling services to students.

Degrees and Certificates
Number of degrees and certificates conferred in the last 6 years
N/A

Questions:
- *Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.*
  N/A. This program does not offer degrees or certificates.
- *Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?*
  N/A, This program does not offer degrees or certificates.

PROGRAM PLANNING

Based on your analysis of previous program review and current data:
What does your program want to accomplish in the next three years?
- The ability to teach in-load for full time faculty. Teaching in-load would provide more consistency and commitment among the courses offered by the Counseling department.
- This is the norm at all other California Community Colleges. Counseling faculty hold specific skill sets that cannot be discounted, and teaching our student population is part of the job description that is currently restricted to an "overload" assignment and can discourage participation by those that don't want overload assignments.

What areas does your program plan to improve?
- Fostering more communication between instructors to assess whether SLOs are being met in each course and exchange ideas.
- Increasing participation and sharing of materials via Dropbox.

What specific actions will you take to improve upon those areas?
- Schedule meetings where faculty can meet to discuss SLOs

How will you assess whether your program has accomplished those goals?
- Regular and consistent meetings and evaluation of SLO content, review and update to Curriculum when needed.

RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

- o Staffing
- o Facilities
- o Technology
- o Equipment
- o Funding for Professional Development

- Technology is needed for counseling courses, due to the number of computerized inventories and online activities. The lack of a dedicated classroom makes completing activities in class difficult, and can be a hindrance to success for students without access to computers and/or internet at home.
- Additional professional development is key to successful teaching, and counseling faculty need to be encouraged to attend seminars such as the Great Teachers Seminar hosted by FACCC.

Department Chair and Dean Review

Complete this section after reviewing all program review information provided. The Department Chair and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

Chair/Dean

(0) (0) a. Significant declines in enrollment and/or FTES over multiple years

(0) (0) b. Significant change in facility and/or availability and cost of required or necessary equipment

(1) (1) c. Scarcity of qualified faculty

Full time counselors cannot teach in load, and teaching as overload only prohibits some faculty from teaching at all. Adjunct counseling faculty often have little to no teaching experience when hired.

(0) (0) d. Incongruence of program with college mission and goals, state mandates, etc

(0) (0) e. Significant decline in labor market

(0) (0)   f. Continued inability to make load for full-time faculty in the program

(0) (0)   g. An over-saturation of similar programs in the district and/or region

(2) (1) h. Other: In-load teaching restriction. Teaching assignments limited to overload only.

Program Review Check-list

(x)   Department Contact Information is up to date: Department Chairs, full-time faculty, classified

(x)   Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel. The information on the Q drive is from 6 years ago and completely inaccurate.

(x)   Both the Dean and Department Chair have completed the Dean and Department Chair Review section.

Signatures, Individual Comments

Date of Department Discussion: Bi-Monthly Counseling meetings during March and April 2016. Additional email and cell phone conversations between March and April 2016.

Discussion Modality
☒Department Meeting   ☒ Emails   ☐ Online/Skype
☒Other : **Phone calls**

Summary of Discussion Outcome: **Conversations were in-depth and addressed critical issues in the counseling instructional program. Commitment by all to keep current coursework updated, and expand curriculum to meet the growing needs of students and the college.**

Departmental Recommendation

(X) No further review necessary

( ) We recommend this program for Program Vitality Review

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.

(X) **Tarin Olson**	**x51061**	**ADMIN 101**	**tolson**
(X) **David Baird**	**x55017**	**ADMIN 102**	**dbaird**
(X) **Vanessa Bonilla**	**x52076**	**ADMIN 103**	**vbonilla**
(X) **Karen Dickerson**	**x52357**	**ADMIN 108**	**kdickerson**
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(X) **Stephanie Dumont**	**x51253**	**ADMIN 109A**	**sdumont**
(X) **Karen Hinton**	**x51023**	**ADMIN 107B**	**khinton**
(X) **Tri Nguyen**	**x51060**	**ADMIN 106**	**tnguyen**

I have read the preceding report and wish to add signed comments to the appendices. Signatures are on file in the division office.
( )
( )
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Department Chair: Yvonne V. Portillo   Date: 04/30/2016
Comments: The counseling faculty is committed to expanding it's current curriculum to meet the needs of incoming and continuing students. Collaborative work groups have spent a great deal of time outlining goals for the upcoming years, and are excited to move forward with curriculum changes and teaching methodologies.

Division Dean: Robyn Brammer   Date: 5/2/2016
Comments: The counseling program has made consistent and dramatic improvements since the last program review. The full-time faculty have worked hard to implement new programs, technology, and organizational structures. Each of these have made the department more efficient and better able to meet student needs.