

Las Positas College  
ANNUAL PROGRAM REVIEW TEMPLATE  
Review of AY 2011-12

| Name of Program       | Division         | Author(s)     |
|-----------------------|------------------|---------------|
| Psychology-Counseling | Student Services | Christina Lee |

**INSTRUCTIONS:**

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (e.g., Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

**STATEMENT OF PURPOSE:**

- Review and reflect on the student experience, with the goals of assessing and improving
  - student learning and achievement
  - services for students
  - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

**I. MISSION**

State the current program mission

*(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)*

|  |
|--|
| The Psychology-Counseling (PSCN) program mission is to provide excellent academic as well as personal development instruction in the applied field of psychology. Counseling faculty, knowledgeable about different learning styles of students, comprehend the vast number of |
|--|

different goals of students taking courses at LPC, and work effectively with the diverse needs of the community college student population.

The Psychology-Counseling program's mission is twofold: 1) to help train students for entry-level positions in the field of Health and Human Services and 2) to promote student success (retention and progress towards each student's individual and unique goals) of all LPC students.

To meet the first objective, Psychology-Counseling for the Health and Human Services field, provide students with a means to learn theoretical knowledge about counseling theories, group counseling, case management, multiculturalism, along with an internship component to apply their college coursework education in the field.

To meet the second objective, Psychology-Counseling courses help to empower students by increasing their self-knowledge and self-awareness regarding their own abilities, strengths, interests, personality traits, and learning styles. The primary objective of these courses would be college success of students. In the College Study Skills courses, students gain an understanding about effective note taking, time management and test taking strategies. Psychology-Counseling courses also educate students about the certificate/degree programs and resources available at LPC, and how to successfully navigate the transfer process to 4-year universities (CSUs/UCs/private/out of state) based on their selected majors and career choices.

- PSCN courses are required for the Certificate of Achievement in Health & Human Services.
- PSCN 3, 8 and 13 courses fulfill LPC's American Cultures requirement for an AA/AS as well as for the Social & Behavioral Science general education requirement.
- All PSCN courses (except for 100) are CSU transferable.
- PSCN 3 and 13 satisfy CSUs general education breadth requirements for Area D: Social Science.
- PSCN 7, 10, and 11 satisfy CSUs general education breadth requirements for Area E: Lifelong Learning & Self Development.
- PSCN 13 meet UC's general education breadth requirement for Social Sciences.
- PSCN 18 is UC transferable.
- PSCN courses may fulfill lower division major requirements for Health & Human Services majors at CSUs.

**The mission of Las Positas College is:**

*Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.*

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

The Psychology-Counseling program supports Las Positas College's Mission of "an inclusive,

*learning-centered institution providing educational opportunities that meet the academic, intellectual, career-technical, creative, and personal development goals of its diverse students.”* Counseling faculty recognize the diverse goals of all students who attend Las Positas College and to meet the personal development of all students, PSCN courses help orient students about all the programs and resources at LPC and encourages increased self-knowledge of students to pursue their unique goals based on the students’ backgrounds, interests, strengths, and situations.

## II. PROGRAM ANALYSIS

### A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

*(Highlight the appropriate box to type in an X.)*

YES \*          NO

**If yes**, in the table below, please list which courses will be revised or updated and the reason for the revision.

*(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)*

| Course(s) | Reason for Revision  |
|-----------|--|
| *PSCN 3   | Please see item 2 below. If the AS-T/AA-T in Social Work is implemented and CID descriptors of courses are determined, then we will look into revising our PSCN courses. |
| *PSCN 5   | Please see item 2 below. If the AS-T/AA-T in Social Work is implemented and CID descriptors of courses are determined, then we will look into revising our PSCN courses. |
| *PSCN 6   | Please see item 2 below. If the AS-T/AA-T in Social Work is implemented and CID descriptors of courses are determined, then we will look into revising our PSCN courses. |
| *PSCN 8   | Please see item 2 below. If the AS-T/AA-T in Social Work is implemented and CID descriptors of courses are determined, then we will look into revising our PSCN courses. |

2. Will new curriculum (*e.g.*, course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES  X          NO

**If yes**, please describe briefly what new curriculum is planned.

If there is an approved AS-T or AA-T degree in Social Work from the State Chancellor’s office then we may discuss developing new curriculum in 2014-15 to offer the AS-T or AA-T degree.

**B. New Initiatives (AY 2014-15)**

Are any new initiatives planned for the academic year 2014-15?

*(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)*

YES  NO

**If yes**, please describe briefly what new initiatives are planned.

If there is an approved AS-T or AA-T degree in Social Work from the State Chancellor's office then we may discuss developing new curriculum in 2014-15 to offer the AS-T or AA-T degree.

**C. SLOs/SAOs**

## 1. Status of course SLOs/SAOs and assessments for AY 2011-12.

*(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.*

| Number of Courses Offered (AY 2011-12)         | Number of Courses with SLOs (AY 2011-12) | Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12) |
|--|--|---|
| 25 total sections offered (of 15 PSCN courses) | 15 courses                               | 15 courses  |

## 2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

*(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.*

Typically, we strive to assess the SLOs in at least one section of PSCN courses every semester if not at least once a year. However, due to the external factors in 2011-12 (with the loss of three PSCN faculty and a delay in rehiring their replacements, some PSCN faculty (both FT and adjunct) did not complete assessments of their SLOs.

## 3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

| Number of degrees/certificates offered                   | Number of degrees/certificates with SLOs | Number of program level SLOs/SAOs |
|--|--|-----------------------------------|
| 1: Certificate of Achievement in Health & Human Services | 1  | 2                                 |

## 4. Analysis of SLO/SAO data for AY 2011-12.

*(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)*

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

*(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.*

9/2/2011: Email re: PSCN program review.  
 2/15/2012: Email discussion regarding IPR update.  
 3/22/2012: PSCN program review email to all counseling faculty.  
 3/29/12: Faculty Flex Day re: PR.  
 4/4/2012: 2<sup>nd</sup> hour after Town Hall meeting  
 9/3/2013: Dean & Counselors Meeting  
 9/24/2013: Counselors only Meeting

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

*(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)*

For AY 2011-12, it appears that the SLOs currently in place and assessed are useful in course improvement and adjustments. One counseling faculty mentioned how she was able to use her assessment of the SLO in her face to face class to ensure that students are reaching the course objectives. The assessments utilized are projects, exams and/or papers.

For AY 2011-12, one of the SLOs for the DE mode of PSCN 13 had to be assessed differently because it was too difficult for students to complete a group project successfully together as a group due to the asynchronous style of DE classes. Instead that SLO was assessed in the way they interacted and engaged with each other in the blogs. Each student had to comment on at least three other classmates' blog per module.

The results were used to improve DE sections of PSCN 13 to make the course more interactive and have more student-to-instructor engagement. For example, one PSCN 13 instructor started using anonymous checkin surveys to poll the class to see 1) what was learned in that module, 2) what they learned about themselves, and 3) what questions they still had.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

N/A

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

Evaluate SLO assessments at the program level. Discuss assessment results at counselor meetings in 2014-15 to determine revising the assessments or create additional assessments.

#### D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

*(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.*

The PSCN faculty analyzed the student data at the Dean & Counselors meeting on Sept. 3, 2013. The Institutional Researcher also attended to explain the PSCN Program Data Packet/student data from 2011-2012 to the PSCN faculty. Please refer to the Dean/Counselors meeting minutes.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

*(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)*

It was discussed how there was a peak number of FTES students in 2009-10 and then the numbers dramatically decreased in Fall 2011 (due to PSCN 24 no longer being offered). It was mentioned that the total student head count and demographic data were atypical due to PSCN 24—Expo—that incoming freshmen took (400+ students) from Fall 2007 to Fall 2010 (when PSCN 24 was offered in the fall semesters).

However, starting in Fall 2011, PSCN 24 was no longer offered so the student headcount went from 885 in Fall 2010 to 431 in Fall 2011.

A request was made to the Institutional Researcher asking if we could get a program data packet excluding PSCN 24. PSCN 24 was primarily made up of incoming freshmen (400+) and had a 100% success/completion rate. We wondered if PSCN 24 was skewing the data with the other PSCN courses affecting overall course success, completion, demographic data, productivity, etc.

For Fall 2011, the fill rate was 88% (as compared to 100% in Fall 2010 with PSCN 24). The productivity (WSCH/FTEF) went down from 578.8 in Fall 2010 to 515.9 in Fall 2011.

The course success rate went down from 83% in Fall 2010 to 71% in Fall 2011. The course completion rate went from 93% to 88% respectively. Again, it would be interesting to compare the information with the exclusion of PSCN 24 (in Fall 2010). But PSCN course success and completion rates are comparable to all LPC courses campus wide. College wide, the success rate is 71% for both Fall 2010 and Fall 2011 while the course completion rate is at 85% for Fall 2010 and 86% for Fall 2011.

- c. To what extent, and how, do the student data results support resource requests?

*(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)*

The student data may be improved by acquiring new PSCN faculty because in Fall 2011, only 0.4 FTEF came from FT faculty to teach PSCN courses (that is only 17% of FTEF from FT faculty were teaching for load). This is compared to 33% FTEF from FT faculty teaching for load in Fall 2007, to 39% FTEF in Fall 2009 and then decreased to only 12% FTEF from FT faculty teaching for load in Fall 2010.

In 2011-12, the PSCN faculty were teaching courses for overload (outside of their normal commitments) and so the PSCN curriculum has been neglected in curriculum development, revisions, and new initiatives/program development.

## 2. Enrollment Management (**Instructional programs only**)

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

3.86 FTEF (2.23 for Fall 2012 and 1.63 for Spring 2013)

- b. If this amount differs from 2011-12, describe what changes have occurred.

*(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)*

A. 3.87 total FTEF for 2011-12. Due to the budget cuts, we were asked to cut down our FTEF from 2.43 to 2.23. For Fall 2012, removed PSCN 40 (0.07 FTEF) again from schedule (same as Fall 2011) based on CEMC cuts. Also canceled 1 section of PSCN 15 (0.133 FTEF) from F12 but was able to add that back after Prop. 30 ballot passed. As of Aug. 2012, canceled one section of PSCN 28 (0.07 FTEF) from F12 due to low enrollment.

B. In Fall 2009, the FTEF for Fall was 3.2; in Fall 2010, the FTEF for Fall was 3.1. From our

high period, we lost 0.87 FTEF in the fall semester to offer more PSCN curriculum (whether it might have been for student success, orientation or for the Health and Human Services program).

C. With the advent of the Puente Project that required institution support, we had to allocate PSCN courses for the Puente Project (2 units in the Fall and 1 unit in the Spring) in 2012-13.

c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

A. Puente Project will require a 3 unit course specifically dedicated to this group (3 units per semester).

B. Student Success Act and its impact on course offerings.

**E. Human Resources (in AY 2011-12)**

1. Please complete the following table.

*(Enrollment Management data is posted on the IR website:*

<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

| Total FTEF* | FTEF from Full-Time Faculty*                    | % FTEF from Full-Time Faculty **  |
|-------------|---|---|
| 3.87        | 0.80 Full-time load<br>0.734 Full-time overload | 20% full-time for load<br>19% full-time for overload<br>60.3% part-time |

\* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

\*\* If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

| Type of Personnel           | Number                    | Shared? With whom? If shared, state % of time assigned to the program | No. of hrs/wk             | No. of mo/yr              |
|-----------------------------|---------------------------|---|---------------------------|---------------------------|
| full-time classified staff* | 1                         | N/A   | 40                        | 12                        |
|                             | Click here to enter text. | Click here to enter text.   | Click here to enter text. | Click here to enter text. |
|                             | Click here to enter text. | Click here to enter text.   | Click here to enter text. | Click here to enter text. |



|                                   |     |           |       |      |
|-----------------------------------|-----|-----------|-------|------|
| regular hourly classified staff** | 1   | N/A       | 20    | 12   |
| student assistants                | 1-2 | Cal Works | 10-12 | 9-12 |

\* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

\*\* regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES  NO

**If No**, briefly describe. Provide any data which support these needs.

As evidenced by the PSCN program data packet, there is less FTEF PSCN faculty who teach courses for load. Instead, PSCN faculty have been encouraged to teach courses as part of overload. According to the Matriculation Site Visit report, we are still short two PSCN faculty. In addition, we are mandated by the Student Success and Support Program to provide extra counseling services for all students which will impact the ability of our full-time faculty to teach all of the PSCN courses.

3. Are there Staff Development needs for the academic year 2014-15?

YES  NO

**If yes**, elaborate. Provide any data which support these needs.

1. We need more training on SLOs and assessments as more PSCN faculty are teaching courses (instead of only 2-3 members)
2. We need to support part time PSCN faculty to complete their SLOs and assessments. In the past, one PSCN faculty would set up individual meetings with PSCN faculty to ensure that SLO assessments were completed. Due to limited resources and other conflicting time commitments, this was not possible in 2011-12.
3. We need training on CID descriptors if we are to update our PSCN curriculum to offer AA-T/AS-T in Social Work.

## F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

*(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)*

YES  NO

**If yes**, briefly describe. Provide any data which support these needs.

*(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)*

Click here to enter text.

**G. Facilities, Equipment, and Supplies Resources**

Are there any new facility, equipment or supply needs for the academic year 2014-15?  
*(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)*

YES  NO

**If yes**, briefly describe. Provide any data which support these needs.

*(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)*

Click here to enter text.

**H. Financial Resources**

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES  NO

**If yes**, please briefly describe amount and general uses.

2. Are there any new financial needs for the academic year 2014-15?

*(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)*

YES  NO

**If yes**, briefly describe. Provide any data which support these needs.

**I. Other information pertinent to the program.**

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data *(data not discussed above)*

- PSCN program in Student Services equally competes for finite resources (PSCN faculty, staff assistants) with other critical Student Service areas including but not limited to Counseling, Transfer Center, Articulation, Puente, EOPS, DSPS and CalWorks.

- The Student Success Act mandate from the state that must be implemented in Spring

2014 will greatly impact Counseling faculty workload that directly impacts the staffing needs of PSCN courses.

- Lack of consistent leadership and institutional knowledge--Interim Dean of Student Services for 2011-12, No Dean for 2012-13, and again new Interim Dean for 2013-14 (new permanent Dean will be hired for 2014-15).
- Loss of a total of 5 PSCN faculty prior to AY 2011-12 due to retirement and job changes.
- Conducted interviews and hire 3 new counseling faculty to start mid-Oct 2011 that involved training for AY 2011-12.
- With a majority of PSCN faculty teaching courses primarily for overload and not for load, there is a lack of leadership/time allocated to development or enhance the PSCN curriculum and program.
- The Business Department eliminated offering Internship seminar (INTN 95) and Internship Experience (INTN 96) for Fall 2012 that affects the Health and Human Services Certificate because it is one of the requirements of the certificate.
- There are institutional directives that allocated PSCN FTEF into other areas (e.g., General Studies courses for the College Foundation Semester).

### III. SUMMARY

#### A. Summarize objectives accomplished since the Program Review Update (2012)

*(The 2012 Academic Program Review Updates can be found on the Grapevine*

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

*(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)*

The two program objectives from 2012 were 1): reinstate the Health and Human services Advisory Board and 2): re-submit the AA Degree in Health and Human Services. Due to budget and staffing shortages, we have not been able to accomplish these objectives.

For PSCN, we have increased enrollments and scheduled our classes in larger rooms to accommodate more students. We have also added more Psychology Counseling streaming videos in the library to support our courses. Although funding for professional development has been limited, we have supported Counseling faculty to attend conferences and provided training in mental health crisis counseling.

**B Summarize objectives not accomplished since the program review update (2012) and why not.**

*(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)*

1. Lack of consistent leadership and institutional knowledge--Interim Dean of Student Services for 2011-12, No Dean for 2012-13 compounded by having an Interim VP of Student Services for 2011-12 and a new VP of Student Services who started in Spring 2012.
2. At the end of summer 2011, we lost a total of 5 PSCN faculty. Due to the limited number of PSCN faculty, we were stretched thinly to cover PSCN courses and to also offer counseling services.
3. Due to the lack of leadership (no Dean of Student Services in 2012-13), the primary goal for the PSCN Counseling faculty was to maintain counseling services in the Student Services Division while maintaining the PSCN curriculum offerings.

**C. What are the objectives for the academic year 2014-15?**

*(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)*

**Objectives to be in 2014-15:**

1. Hire 2 PSCN faculty;
2. Begin work on PSCN courses to match CIDs for possible AS-T: Social Work;
3. Start working on an extensive orientation class (6 hours) for specific populations such as athletes, veterans, financial aid, probation students, etc.

**D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.**

*(This brief summary should capture the effects on students and the program if the needs are met or unmet.)*

If the needs identified in Part II are unmet then the effects on the students and the program would be:

- a. Loss of a possible AA-T/AS-T transfer degree in Social Work that will expedite students transferring to CSUs for Social Work major;
- b. Loss of FTEF to PSCN due to the implementation of a 3 unit Puente class in fall and 1 unit Puente class in spring;
- c. Limited number of course offerings that promote student success (with career exploration and study skill success); and
- d. Reduced number of course offerings that fulfill degree and general education requirements.

**Continue to the next page to complete the form.**

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| Psychology-Counseling | Student Services | Christina Lee |

#### IV. PROGRAM EFFECTIVENESS PLAN

**Instructions:** In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

**Suggested: 0-5 Objectives** (focus on a few)

| Rank | Priority<br>1=essential<br>2=important<br>3=nice to have | Objective  | SLO's/SAO's linked to objective   | College goal(s) linked to objective† | How will effectiveness be measured?                                | Category*                            | Resources needed              | Committee                       |
|------|--|--|---|--------------------------------------|--|--------------------------------------|-------------------------------|---------------------------------|
| 1    | 1  | <b>Restoration of 2 PSCN faculty positions</b>                                 | <i>Training in Student Success &amp; Support Program Mandates, SARS training and continued Degree Works training.</i> |                                      | <i>When additional faculty are hired and training has occurred</i> | <i>Human and financial Resources</i> | <i>Funding</i>                | <i>Faculty Hiring Committee</i> |
| 2    | 2  | <b>Begin work on PSCN courses to match CIDs for possible AS-T: Social Work</b> | <i>Tied to updating Health and Human Services Program level SLO's.</i>  |                                      | When the State approves our AA-T/AS-T in Social Work               | Human Resources                      | Human Resources, PSCN faculty | Curriculum Committee            |
| 3    | 3  | Begin work on an extensive   | Mandates from 3SP   |                                      | Number of students   | Reassigned time;                     | PSCN faculty &                | Curriculum Committee            |

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|   |                           |  |                           |  |   |                           |                           |                           |
|---|---------------------------|--|---------------------------|--|---|---------------------------|---------------------------|---------------------------|
|   |                           | <b>orientation class (6 hours) for specific populations such as athletes, veterans, financial aid, probation students, etc).</b> |                           |  | served through the class as well as an evaluation of the course. Approximately 2100 new students each yr. | Human Resources           | reassigned time           |                           |
| 4 | Click here to enter text. | Click here to enter text.  | Click here to enter text. |  | Click here to enter text.   | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| 5 | Click here to enter text. | Click here to enter text.  | Click here to enter text. |  | Click here to enter text.   | Click here to enter text. | Click here to enter text. | Click here to enter text. |

\*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.