

PROGRAM REVIEW UPDATE 2016-2017

Program: Psychology-Counseling (PSCN)

Division: Student Services

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Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "Not Applicable."
 - 3) Optional: Meet with your dean to review this document before October 10, 2016.
 - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/iU2yIz>)

For our Health & Human Services Certificate, we have had to cancel some of our core courses (PSCN 5, 6 & 8) due to low enrollment. The last time we offered PSCN 5 & PSCN 8 were in Fall

2014; both had 15 students enrolled. The last time we offered PSCN 6 was in Spring 14 with an enrollment of 16. We have tried to offer PSCN 5,6, and 8 in alternating semesters but they have been canceled due to low enrollment.

We will have a small workgroup who will review the environmental scan provided by Vicki Shipman and look into revitalizing the Health & Human Services program.

As LPC migrates over to Canvas for the DE online classes (completely in 18 months), any PSCN faculty who is interested in teaching online courses should be trained on how to use Canvas and transition from Blackboard to Canvas.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>

We have been able to update almost all of our PSCN course outlines in Curricunet. The only ones that still need to be update in 2016-17 are: PSCN 7 and 11. On the one hand, students have been positively impacted because we have worked on identifying at least 3 SLOs for each course and how they map to the program level SLOs. However, because we have had to cancel PSCN 5, 6, 8, we have noticed a major drop in the number of students pursuing the Health & Human Services certificate.

We also consulted with Chabot during 2015-16 academic year and decided to separate our rubric effective Fall 2017. As we were going through our curriculum updates, Chabot was also updating their PSCN curriculum. Both colleges agreed that it would be in our mutual interest to separate the rubric. Effective Fall 2017, LPC's Psychology-Counseling courses will have the new PCN rubric.

We offered 2 sections of PSCN 30 in Spring 2016 and are currently offering 4 sections of PSCN 30 in Fall 2016 (including one Puente section).

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

N/A

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

As mentioned in Question B, we have had issues with not being able to offer 3 core courses.

E. What are your most important plans (either new or continuing) for next year?

We received an environmental scan on the Health & Human Services program from Vicki Shipman. A small workgroup will meet with the Work Based Learning specialist to increase visibility of this certificate program, identify an advisory group for this program and also perhaps work on an AA program in Health & Human Services.

We will also look into using Canvas as the online course management system for our online courses. We will need to train instructors on how to use the new system.

F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

N/A

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

N/A

H. Instructional programs: Did your program meet its program-set standard for successful course completion? ___yes ___no

(This data can be found here: <http://goo.gl/Ssfik2>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

N/A

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/iU2yIZ>

SAO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):

Discuss your action plan for the future:

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results
(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: PSCN 10
<p>Course SLO:</p> <ol style="list-style-type: none"> 1. Student will demonstrate understanding of their personality strengths and synthesize this information towards their career decision making. 2. Students will define their personal values, identify their strengths/skills and areas that they still need to develop, and set goals and strategies to reach them. 3. Students will define their top personal values that they want exemplified in their career choices and in life. 4. Students will synthesize their strengths, interests, values and skills and analyze how they match potential chosen career occupations.
<p>Describe the quantitative or qualitative results:</p> <p>Based on the results, over 70 % of the students satisfied the individual SLO's for PSCN 10 during Fall 2015.</p>
<p>Discuss any actions taken so far (and results, if known):</p> <p>For the most part, the students who were able to identify their short term goals were able to list and indicate specific steps to reach their short term goals based on all the work they had completed over the course of the semester. Those who were unable to identify their short term goals were also unable to state specific steps to reach their short term goals. Any recommendations? Perhaps for those students who do not have a specific short term goal, encourage them to complete their GE courses for an AA degree. These GE courses allows students to explore different areas to study and they never expire so that if in the future once they decide on a major/career, these GE courses would still be useful for the students.</p>
<p>Discuss your action plan for the future:</p> <p>One idea for improvement is to add an assignment or class activity after all occupational research assignments are complete and all value assessments with associated journal assignments, have been completed and graded. This new assignment or class activity will instruct student to look at their top career choices that they identified for each step of the occupational research assignments, and then rate their top occupational choices against their personal values.</p>

Course: PSCN 10
<p>Course SLO:</p> <ol style="list-style-type: none"> 1. Student will demonstrate understanding of their personality strengths and synthesize this information towards their career decision making.

2. Students will define their personal values, identify their strengths/skills and areas that they still need to develop, and set goals and strategies to reach them.
3. Students will define their top personal values that they want exemplified in their career choices and in life.
4. Students will synthesize their strengths, interests, values and skills and analyze how they match potential chosen career occupations.

Describe the quantitative or qualitative results:

Based on the results, over 70 % of the students satisfied the individual SLO's for PSCN 10 during Fall 2015.

Discuss any actions taken so far (and results, if known):

For the Values assignment, overwhelming number of the students were at mastery. I need to identify deeper questions or case scenario examples to get more details and specifics from students. The current questions may not be sufficient.

Discuss your action plan for the future:

The next term, I plan to enhance the content / activities for educational planning. While students researched and recorded educational goals and plans for careers of interest, synthesized career and educational planning definitions and comprehension into final papers and journals, and created comprehensive student educational plans, for the spring term, I will add a journal for students to write questions to ask the counselor during their educational planning sessions and goals for what they hope to accomplish to ensure that the SEP assignments is more than a "to do" list, but that students see how the SEPs benefit their career and educational planning. I will also include a journal or classroom activity to debrief the SEP process, class lecture/activities on educational planning to ensure that students are able to summarize and list how educational planning is linked to their college success.

Course: PSCN 13
<p>Course SLO:</p> <p>Successful completion of this course will enable students to execute a critical analysis of a contemporary issue in multicultural America.</p>
<p>Describe the quantitative or qualitative results:</p> <p>Based on the results, over 62 % of the students satisfied the individual SLO for PSCN 13 during Fall 2015.</p>
<p>Discuss any actions taken so far (and results, if known):</p> <p>N/A</p>
<p>Discuss your action plan for the future:</p> <p>Overall, the class is going well. The textbook will be coming out in a new edition for Fall 2016 and students enjoy different formats for learning (newspaper articles, videos, etc), so I should look into additional materials for the class.</p>

Course: PSCN 30
<p>Course SLO:</p> <ol style="list-style-type: none"> 1. Evaluate their personal level of self-awareness, responsibility, and motivation and ability to integrate alternate strategies that support their college success.
<p>Describe the quantitative or qualitative results:</p> <p>Based on the results, over 50 % of the students satisfied the individual SLO's for PSCN 30 during spring 2016.</p>
<p>Discuss any actions taken so far (and results, if known):</p> <p>Per the suggestions given out on my student-evaluations during the spring, there was a large request for grades to be posted electronically and accessible via Black Board. Also, to use Black Board as a form of class updates and communication. So, I will be implementing BB announcements, grade center and more features with the coming F16 class.</p>
<p>Discuss your action plan for the future:</p> <p>I have planned a new group project that will be part of the class assignments in PSCN 30, that is worth a large piece of their grade. It will assist with peer connections, identification of success strategies in the work-school-life balance. It will also teach them to integrate college planning and research, as well as interdependence, which is a wide topic in the PSCN course.</p>

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: Health and Human Services Certificate
Program SLO: 1. Students will evaluate personal motives, values, and philosophy to work with diverse populations in fields of the helping professions. 2. Students will explain the practice of human services in terms of the helping process professional and ethical concerns and working within a system.
Describe the quantitative or qualitative results: There were no students who received this certificate in 2015-16.
Discuss any actions taken so far (and results, if known): As mentioned previously, the PSCN faculty received the environmental scan of this program from Vicki Shipman.
Discuss your action plan for the future: Next steps: There is a small workgroup of PSCN faculty who will meet with the Work Based specialist and perhaps form an advisory group to see if this is a viable program to offer to students.

Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	Required Courses in Degree/Certificate					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate:							
Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate						Electives: ANTR 3, ECD 62, HSCI 55, INTN 2, PSYC 1, PSYC 6, PSYC 12, PSCN 7, PSCN 10, PSCN 11, PSCN 19, SOC 4, SOC 6
	PSCN 5	PSCN 3	PSCN 6	PSCN 8	PSCN 13	INTN 1 & 2	
1. Students will evaluate personal motives, values, and philosophy to work with diverse populations in fields of the helping professions.	X	X	X				
2. Students will explain the practice of human services in terms of the helping process professional and ethical concerns and working within a system.		X					
3.							

1. Did you make any changes to your existing mapping? (circle one)

Yes

No

This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?