

PROGRAM REVIEW Fall 2021

Program: Psychology-Counseling

Division: Student Services

Date: October 26, 2021

Writer(s): Michael Schwarz, Joel Gagnon, Marina Lira

SLO/SAO Point-Person: None

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

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1 Maintained curriculum and fully staffed DE courses in Psychology-Counseling to provide student access to catalog of PCN courses during the COVID-19 pandemic.	X		
2 Increased percentage of synchronous online PCN courses to increase student success for students who benefit from recurring course meetings, and planned student and instructor contact.	X	X	
3 Created and published Program Map for AA-T in Social Work and Human Services.	X	X	
4 PCN instructors co-coordinated / participated in the Persistence Project.	X	X	X
5 PCN faculty participated in the Connect Up (Cup) program, proactively outreaching to and supporting our Black students.			X

B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

_____ N/A

Description	Mission	Master Plan	Presidential Task Force
1 Lack of full-time Psychology-Counseling faculty limited opportunities to further enhance PCN courses in accordance with college mission, Educational Master Plan, and President's Call to Action. All PCN faculty are Counseling faculty (100% of load) with part-time PCN instructional assignment.	X	X	X
2 Lack of full-time PCN faculty limited opportunities to develop, maintain, and offer PCN 50 & PCN 50L, which are required fieldwork courses for AA-T in Social Work and Human Services.	X	X	

3 With no PCN coordinator due to lack of PCN full-time faculty, course Student Learning Outcomes (SLOs) and Program Student Learning Outcomes (PSLOs) were not reviewed, and no SLO planning templates were submitted for Psychology-Counseling.	X	X	
--	---	---	--

Tab to add more lines as needed

C. Planning: What are the most important plans, either new or continuing, for your Program?

____N/A

Plan	New	Continuing	Short term	Long term
1 Submit a proposal (through the faculty hiring prioritization process), and subsequently hire, a full-time Psychology-Counseling faculty member.	X			X
2 Shift 60% of course offerings to on-campus, in-person instruction.	X		X	
3 If a full-time instructor is not hired, identify a part-time coordinator for PCN SLOs.		X	X	
4 If a full-time instructor is not hired, identify a coordinator for ADT in Social Work and Human Services.		X	X	
5 Update PCN 50 & PCN 50L curriculum to meet revised statewide standards.	X		X	
6 Develop new curriculum to support early career exploration, to be used in a Career Exploration facoused bridge program and/or to support the offering of Career Jam	X			X

D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

____N/A

Campus system or Committee	How has it benefitted your students?
Guided Pathways	With support, created and published a Program Map for the AA-T in Social Work and Human Services. Supported all disciplines program mapping processes, and encouraged PCN college skills/success courses to be included throughout.
Guided Pathways	Collaboration between the Guided Pathways Career Exploration lead and our Career Counseling instructors has helped to develop a "Career Jam" sabbatical project, and has strengthened the relationship between our team and the GP career lead.

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	The PCN Career Counseling instructors developed and administered a Career Exploration Survey to attempt to determine the types of Career Interventions that would most suit our students' needs. The goal was to figure out the percentage of students with declared majors that are firmly committed to the major, or perhaps still in an exploration phase.
What did you learn?	The sample obtained from the survey was not large enough to make any conclusions. The team plans to revise and redistribute to a large population of students.
How will you use the feedback?	N/A

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Enrollment held steady until 2020-2021, when courses were slashed due to the pandemic; enrollment dropped over 40%. Over the past five years, enrollment percentages have increased in age group 19 years and younger, first-time college student, transfer-oriented, female, Multiethnic, African-American, and Latino. Enrollment percentages have decreased in students aged 20 years, continuing student, male, Asian, and White. In 2020-2021, all remaining courses were offered in a DE format. Course success rate has remained steady at about 70% overall, and has increased from 62% to 71% from Fall 2018 to Fall 2020 (despite the shift to 100% DE).

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- *Did your program meet its program-set standard for successful course completion?*
X yes ____ no
- *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

SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

C1: Instructional Programs with PSLOs

C2: Instructional Programs without PSLOs or with Special Circumstances

C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ____YES ____No

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____YES _____No

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

None were identified.

The Psychology-Counseling discipline has no SLO coordinator as all PCN faculty are teaching on a part-time or overload basis. Among full-time Counseling faculty, 100% of load and professional responsibility was devoted to counseling and related responsibilities, with none available for PCN. Although PSLOs were published in the catalog, they were not assessed, and no 3-year planning template was created for Psychology-Counseling. Due to the pandemic and transition to online courses for many PCN sections, few CSLOs were assessed during the 2020-2021 academic year. (A full-time PCN faculty member was requested through the Faculty Hiring Prioritization Process.)

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). 10% (1/10 in 2020-2021)*

*Special thanks to Counselor/Instructor Marina Lira for providing eLumen data for PCN, which showed 1 out of 10 PCN faculty individually assessed CSLOs during the 2020-2021 academic year.

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

Unfortunately, due to low participation in SLO assessment for 2020-2021, no conclusions can be drawn at this time.

(4) Describe the pertinent findings. What, if any, equity issues emerged?

N/A

(5) List changes that you plan on making to improve student learning.

In order to support Psychology-Counseling students, the AA-T in Social Work and Human Services, and all PCN functions SLO assessment and coordination, a full-time Psychology-Counseling faculty member was requested through the campus Faculty Hiring Prioritization process. (Update: The position ranked #16 out of 18 total positions requested at LPC.)

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

None identified. Because all PCN instructors are part-time in the discipline, there is no program coordinator, nor SLO coordinator, for PCN. The requested full-time PCN faculty would coordinate CSLOs and PSLOs for the PCN program.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

One of the primary professional responsibilities of the requested full-time PCN instructor will be to develop and maintain the professional relationships in the field that are needed to offer PCN 50 and 50L, the fieldwork courses that are required for the AA-T in Health and Human Services. Currently, due to lack of full-time PCN faculty, LPC students are unable to access PCN 50 and 50L, and thus unable to complete the AA-T without substituting comparable coursework at another campus (including Chabot College). A full-time PCN faculty member would also serve to coordinate the creation and assessment of CSLOs and PSLOs for the PCN program, in order to assess and improve student learning and equity in outcomes.

(3) Are you planning on revising your 3-year planning template? If so, describe.

____ YES ____ No X Uncertain*

No 3-year planning template was submitted for the PCN discipline.

*Note: The authors of this Program Review are on 100% load assignment to Counseling and related areas and completed this PCN report on a voluntary basis.

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

- (1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

- (3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

- (4) Describe the pertinent findings. What, if any, equity issues emerged?

- (5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

- (6) List changes that you plan on making to improve student learning and address inequities.

- (7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____YES _____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year’s Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

- 1. Log in to CurricUNET**
- 2. Select "Course Outline Report" under "Reports/Interfaces"**
- 3. Select the report as an Excel file or as HTML**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

☒ YES ☐ No

Course Name & Number
Psychology-Counseling 28 - Orientation for International Students

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

☐ YES ☒ No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

☒ YES ☐ Not at this time

If yes, explain details, rationale, or any support that might be helpful

The PCN Fieldwork classes (PCN 50 and 50L) are in the process of being revised. The percentage of the courses dedicated to the field experience vs the percentage dedicated to instruction was not aligned with the C-ID requirements, so the course has been modified and submitted to the Curriculum Committee.

D. Does your program plan to create any new courses or programs this year?

☐ YES ☒ No

If yes, please provide details and the rationale

Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

_____YES _____No

2) Does this program represent a training need that is not duplicated in the college's service area?

_____YES _____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

_____YES _____No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

_____YES _____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES ____No

If not, what program improvements may be made to increase this metric?