

PROGRAM REVIEW Fall 2022

Program: Psychology-Counseling

Division: Student Services

Date: October 20, 2022

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SLO/SAO Point-Person: None identified

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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1 Submitted and presented a full-time Psychology-Counseling instructor position to Faculty Hiring Prioritization Committee. (2021-2022 PR plan)
2 Updated PCN 50 & PCN 50L curriculum to meet revised statewide standards, and added to discipline plan for 2022-2023. (2021-2022 PR plan)
3 Integrated use of Career Coach within Psychology-Counseling curriculum. (Guided Pathways)
4 Attempted to offer 60% in-person Psychology-Counseling courses (Equity)
5 A success team, including full-time and part-time Counseling / PCN instructional faculty, was established for Society, Culture, and Human Development pathway, which includes the AA-T in Social Work and Human Services. (Guided Pathways)
6 Two Psychology-Counseling instructors participated in Hyflex training, in order to provide flexible options for student attendance (Equity)
7 Restored core ADT course, Intro to Social Work and Human Services (PCN 5), to be offered each semester. (Fall and Spring)

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs

1. The full-time Psychology-Counseling instructor position was not selected for hire, leaving a gap in professional service functions for the PCN discipline.
2. Only 11.5% of PCN courses for 2021-2022 were offered in-person. Other sections were canceled or converted to online in response to student enrollment challenges.
3. No coordinator was identified for PCN Student Learning Outcomes.
4. No coordinator was identified for the ADT in Social Work and Human Services.
5. Reduction in PCN FTEF allocation due to overall enrollment challenges at LPC.

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C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____N/A

Maintaining and enhancing our virtual, hybrid, and HyFlex course offerings, and experiences within courses, to more fully meet student needs and learning outcomes.
More robust integration of Career Coach into PCN 10, PCN 18, and PCN 30 courses, including updated assessments, local salary data, and creation of an individualized student profile.
Collaboration with new Career Center Coordinator to establish and maintain fieldwork sites for Psychology-Counseling 50 and 50L.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____N/A

There are several ways Psychology-Counseling aligns with both the mission and educational master plan. For example, offering the AA-T in Social Work and Human Services is consistent with our campus mission to provide opportunities for all three of degree, career-technical, and transfer. Collaborating with community partners to establish and maintain fieldwork opportunities is consistent with goal B2 in the educational master plan (p. 74) which emphasizes community collaboration.

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

_____ N/A

Plan	New	Continuing	Short term	Long term
Offer PCN 50 and 50L at least once per year, beginning in Spring 2023.	X			X
Increase awarding of AA-T degrees in Social Work and Human Services.		X		X
Increase faculty training in HyFlex and incorporate HyFlex course options to increase flexibility for students.	X		X	X
Identify or hire new personnel to serve as PCN coordinator (for ADT and SLOs)		X		X
Assess, review, and update course and program SLOs.		X	X	X
Provide dedicated sections of PCN courses (PCN 30, PCN 18) to the Puente and Umoja Learning communities		X		X

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F. 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.

_____ N/A

Describe student outreach used to gather feedback. For example, through surveys, conversations, etc.	In order to promote enrollment, students in PCN 5 were contacted to gauge interest in other PCN courses in the ADT program (PCN 13, PCN 35). Student athletes were contacted to promote opportunities to enroll in PCN 10 and 18 course to support their success.
What did you learn?	Based on enrollment gains after outreach, PCN 18 proved to be a stronger fit for student athletes when compared to PCN 10 (Summer 2022). Modest enrollment gains in PCN 35 (Fall 2021).

How will you use the feedback?	Continue to cross-promote opportunities within PCN for degree attainment and student support.
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G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____ N/A

Barrier	Suggestions
Enrollment challenges have prevented increasing face-to-face course sections which historically correlated with higher levels of success for disproportionately impacted students.	Increase number of PCN instructors who complete HyFlex training, and increase course sections offered in HyFlex modality.
In Fall 2021, 0% of PCN course sections were taught by full-time faculty within the PCN discipline.	Continue to request a full-time PCN instructor, to provide greater engagement with disproportionately impacted students, as well as better oversight of student learning outcomes within PCN courses and the AA-T program, with a focus on student equity.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

Fall 2021 enrollments in PCN began to recover.* When compared to Fall 2020, Fall 2021 PCN enrollments represented an increase of 11% overall. Enrollments skewed younger, with the

entire increase concentrated in age groups under 30; over 30 enrollments declined overall.

Full-time students increased, with part-time enrollments declining.

Across Race-Ethnicity, enrolled students increased in the following groups: Asian (96% increase, nearly double), multiethnic (19%), and Latino (8%). Decreases were observed among African American (8%), Filipino (7%), White (7%), and Pacific Islander (from 4 students to 1).

Overall, Asian students increased from 8% to 15% of total students enrolled in PCN, with the biggest overall percentage drop among White students, which decreased from 28% to 23%.

Other groups within Race-Ethnicity held steady relative to the overall student population, with no other increases or decreases exceeding 1% overall.

In Fall 2021, PCN students began returning to campus, with 48% enrolled in at least one face-to-face course. However, over half of students remained online-only in Fall 2021.

Interestingly, course success rates declined slightly, from 71% to 68%. However, a greater percentage of students earned 'A' grades (increase from 46% to 50%) as well as F (increase from 4% to 9%). The declines were observed in the middle - B, C, and D grades all declined. There continued to be a disparity in success rates of Face-to-Face sections (85%) when compared to DE sections (66%) - see suggestion noted earlier in Section 1G to help alleviate this barrier.

*Spring 2022 to Spring 2021 percentage comparisons were similar across all areas discussed.

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 are 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?

☒ 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

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- **C1: Instructional Programs with PSLOs (disaggregated PSLOs)**
- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.
2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

No action has been taken on this item or the questions that follow, as all mapping and reports require a Discipline Coordinator. Please see response to #10 for further details.

- 2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). unable to determine at this time %

- 3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

Once a solution for SLO coordination has been identified and implemented, PCN instructors will be able to assess course SLOs, and examine PSLOs. Since a full-time PCN instructor was not approved for hire, and in the absence of reassigned time or available professional responsibility hours for PCN coordination for existing faculty, SLO Committee and/or Dean of Student Services intervention and additional resources may be required. After a PCN SLO coordinator is identified, PCN instructors will participate in SLO discussions and assess planned and mapped SLOs for their individual course sections.

- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- Gender
- Age
- Ethnicity
- EOPS
- Veteran
- BOG Recipient
- First Generation
- DE
- Online
- Hybrid
- Fact-to-Face

- 5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

Pending future analysis. PCN success rates for online were lower than face-to-face, which suggests examining whether student learning outcomes follow a similar pattern.

- 6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

Pending future analysis.

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

Pending future analysis and discussion. Based on success data, incorporating HyFlex PCN sections is a strategy under consideration to help narrow the gap between in-person and online PCN

success rates, which may correlate with PSLOs.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☒ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

- 9) Are you planning on updating any CSLOs or PSLOs?

☐ YES ☐ ? ☐ NO (Unknown at this time)

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

All PCN instructors are considered part-time in the discipline, with no coordinator identified. PCN instructors are currently unable to assess CSLOs in eLumen, as PCN lacks a discipline coordinator to map assessments to outcomes. Per the faculty contract, Psychology-Counseling instructors are currently required to contribute 1 hour per semester, per unit taught, as professional responsibility time for creating and assessing SLOs. However, no PCN faculty are currently available for PCN coordination beyond the hours listed above, because PCN coordination reassigned time was not allocated at LPC, and all full-time professional responsibility hours are utilized for the faculty's primary discipline (Counseling). A request to hire a full-time PCN instructor, who would have professional responsibility hours that may be utilized for PCN coordination (including ADT and SLOs), was requested through the faculty hiring prioritization process, but was not approved for hire. PCN faculty await guidance for how to approach SLO assessment with no full-time PCN faculty / SLO coordinator identified to oversee a 3-year plan and mapping assessments to SLOs.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

4. List changes that you plan on making to improve student learning.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

_____ Yes _____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

6. Are you planning on updating any CSLOs?

_____ YES _____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%

3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

_____YES _____NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

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Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- **Yes, all of my maps are accurate**
 - No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).
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Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

☒X YES ☐ No

Course Name & Number
Yes, PCN 13 will need to be updated. Previous update was F2018.

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

☐ YES ☒X No

Certificate or Degree

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

☐ YES ☒X Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES ☒ X _____ No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

_____ YES ☒ X _____ No

Course Name & Number

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

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