Program: Psychology-Counseling

Division: Student Services

Date: 10/24/2024

Writer(s): Michael Schwarz / Jared Howard

SLO/SAO Point-Person: Vacant (SLO Only)

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

★ Tools for Writers - with contacts for help with specific sections.
★ Program Review Glossary - defines key terms you can review when writing.
★ Fall 2023 Program Reviews
★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

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

- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges equity definition?
- Did they connect to any of the college planning priorities?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

- Increased utilization and integration of Career Coach within PCN 10, PCN 18, and PCN 30 courses, including updated assessments, local salary data, and the ability to create an individualized student profile – this aligns with college planning priority two (increase student success and completion).
- Targeted outreach to potential students enrolling in PCN courses (i.e. new students and/or students on probation/dismissal) to expand student access and awareness to PCN courses.
- Targeted outreach to new students attending First Semester Planning Sessions, encouraging new students to engage in college success material.
- Updated promotional materials to highlight PCN course offerings.
- Researched best fit times for enrollment in PCN courses in order to maximize enrollment potential.
- Development of Career Jam (NPCN 209 – Career/Major Exploration and NPCN 211 – Career Preparation) scheduled for the summer term.

N/A_____

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

- No coordinator was identified for PCN Student Learning Outcomes.

- No coordinator was identified for the ADT in Social Work and Human Services.
- Enrollment challenges have prevented increasing face-to-face course sections which historically correlated with higher levels of success for disproportionately impacted students.
- Concerns related to the elimination of area E on the CSU General Education Pattern – this may impact enrollment in PCN 10, 18, and 30 and will require new and innovative approaches to student enrollment in these courses.

N/A_____

C. Planning: What are your program's most important plans, either new or continuing?

- Plans to increase dedicated sections of PCN 30 and 18 to the Puente and Movement Learning Communities
- PCN 50 and 50L – Faculty proposal to research local and online field placement opportunities, and build pipeline for student placements
- Faculty proposal to develop fieldwork manual for PCN 50 and PCN 50L students.

N/A_____

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barrier: Single-GE pattern for transfer which will lead to the elimination of Area E (CSU GE) despite correlation between PCN courses and student success.

Suggestions: Think about new marketing of the benefits of the course to disproportionately impacted students (i.e. PCN 30 for new incoming students (particularly first-generation and/or low income) and students on probation/dismissal status).

Barrier: All PCN instructors teach on a part-time/overload basis, or as a small fraction of full-time faculty load. Program tasks (i.e, discipline planning input, this program review) beyond the required CSLO assessment are completed on a volunteer basis. This approach leaves important tasks unfulfilled (such as SLO coordination).

Suggestion: Hire a full-time PCN faculty member with professional responsibility hours dedicated to PCN program coordination. (A position request was forwarded to the Faculty Hiring Prioritization Committee a few years ago, but did not achieve a high enough priority to result in a hire.)

N/A_____

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?

Yes__x__   No____

2. Comments (Optional): a new 2-unit PCN course will be submitted in the fall 2024 term in response to Puente State Office requirements.

3. Please review your program [maps](). Do you need to make any modifications?
Yes____   No__x__

4. If yes, compare each [Program Map]() to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
   a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your **[Pathway counseling faculty liaison]()** to initiate changes.
   b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.
   Any questions? Contact the [Curriculum Chair]() or the [Curriculum and SLO Specialist]().

Section 2: Data Analysis – Quantitative and Qualitative

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 and reach out to [the IR team]().)*

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here]() (Posted Fall 24)
- Academic & Career [Pathway Specific data]() (Posted Fall 24)
- Your program's survey data
- [Transfer data]()
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page]()

- Post Covid – there is a slow increase in PCN enrollment year-to-year
- Increased PCN enrollment despite decrease in FTEF (and capacity year-to-year). This means that there has been a large spike in productivity that exceeded pre-pandemic levels, but fewer PCN courses are available to students.

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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.]()

1. Did your program meet its program-set standard for successful course completion?

   Yes_x___   No____

2. 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

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning*. For assistance with these questions and instructions on running reports using eLumen, click here.

Please complete at least one of the following three sections based on what is appropriate for your program. Check at least one below:
- ☐ 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)
To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.
- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- 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.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. Please review your 3-year plan and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will at least one SLO be assessed in each course by June 2026?
   Yes____   No__?__

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

The authors are unable to access this information as there is no current PCN discipline or SLO coordinator. As a PCN instructor, I (Mike S.) routinely assess SLOs for PCN 18 and PCN 30, which I teach on a part-time (overload) basis.

2. Based on your [3-year plan](), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.

As there is no PCN SLO coordinator, it is unlikely that CSLOs are mapped to PSLOs at this time.

3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report]() for 23-24).
    - _____?_____%
      The authors are unable to run a faculty participation report as there is no PCN SLO coordinator.

4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide]() for instructions on how to disaggregate PSLO data.

N/A at this time.

5. <u>Based on discussions with others in your program,</u> explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook]() if you need instructions on how to do this).
    Unfortunately, PSLO data are not available. However, the discussions among PCN faculty (all of whom teach part-time/overload) suggest developing a robust fieldwork program for our AA-T students is a needed enhancement to our program, to meet desired student outcomes.

6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future.
    The PCN program lacks a discipline coordinator, as all PCN instructors teach part-time/overload, and have exhausted all professional responsibility time related to PCN (beyond CSLO assessment) to meet obligations within their primary full-time discipline.

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

1. [Please review your 3-year plan]()and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

    Will all courses be assessed by June 2026?

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.

2. Based on your 3-year plan, list the CSLO(s) for the academic year 2023-2024 that your program selected to review.

3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, run a Faculty Participation report for 23-24).

4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.

5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this).

6. 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. Please review your 3-year plan and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)
    Will all courses be assessed by June 2026?

    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.

2. Based on your 3-year plan, list the SAO(s) for the academic year 2023-2024 that your program selected to review.

3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?

4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.

5. 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.

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year's Program Review forms or process do you have?