

Name of Program	Division	Author(s)
Psychology-Counseling (PSCN)	Student Services	Christina Lee, Heike GeCox, Jill Oliviera

INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
 2. The planning should be for the academic year 2015-2016.
 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. Please use your program’s catalog rubric and this format when naming your document:

Rubric INS PPU 15_16
e.g., ESL INS PPU 15_16
 4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says “Click here to enter text” and you will be able to click on the check boxes to select them.
 5. 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.
 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 Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
 8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.
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I. STUDENT LEARNING OUTCOMES

Review of academic years 2012-13 and 2013-14

A. SLO Assessment Review

Review your program’s SLO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in student learning. Identify results that indicate a need for improvement.

These examples are for PSCN 10:

A need for improvement: a few students failed to analyze their strengths, personality, skills, etc. with respect to the occupations that they were reviewing. Instead, they wrote about the career, basically summarizing what they had learned without applying it to themselves. To ameliorate this, I will modify the handout to make sure the students know I am not looking for a summary of the occupation.

Success in student learning: Although the percentage of students scoring a 4 on the final paper stayed the same, the percentage of students scoring a 3 jumped considerably. With the modified instructions on the handout, only one person

summarized the careers rather than comparing careers with their strengths, interests, skills, etc. There was an improvement in assessment scores when the instructions were clearly defined.

2. Discuss how distance education courses assessment results compare to face-to-face courses, if applicable? (*Respond to this question if your program has distance education courses.*)

For PSCN 13, group projects worked better in face-to-face courses where students can meet and discuss their topics with their classmates before, during or after class times. However, for the PSCN 13 DE courses, it was too difficult for students to arrange a time to discuss their group projects (either by email, chat, phone, etc) due to conflicting schedules. After attempting to implement group projects in PSCN 13 DE class, it was determined that it was not a viable assignment in the distance education class.

3. Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.

The following suggestions/changes were made in pedagogy in PSCN 13:

Gave students a list of sample topics to choose from so the students have ideas of possible topics.

A need for improvement: Provide students with an example of the annotated bibliography paper. Give them a "good" example and a "bad" example. A couple of the students actually tried to write a research paper instead.

Randomizing the assignments of groups worked well to insure that students worked with those from cultural backgrounds other than their own. That said, to help them better work together in the future, I plan to do some team building exercises among group members in the future. Perhaps having students better understand one another's worldviews will help them to better work together.

4. Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

N/A

5. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results? YES NO

If yes, please explain.

N/A

B. SLO Process

1. Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

Counseling faculty discuss student learning outcomes for courses in meetings and reach consensus on which ones we would use consistently across multiple sections. Of course, each counseling faculty may add his/her own SLO specific to their own section.

2. Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.

My program offers only one section of each course.

Our program reaches consensus when developing and evaluating assessment results for SLOs that are used in multiple sections by discussing assessment results in division meetings and/or in counselors meetings.

3. What methods does your program use for documenting SLO related discussions? Check all that apply.

Program emails

Program meeting minutes/agendas

Blackboard/other website

Other (please describe):

[Click here to enter text.](#)

II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any **changes** in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

In 2012-13, we had a very low fill rate but that was due to our expectations that the multiple sections of PSCN 25 would mirror the enrollment in PSCN 24 (and that was not the case). Ideally, those sections should have had a maximum enrollment of about 25 but when we first offered PSCN 25 sections (after PSCN 24 was inactivated), we thought that more students would register for PSCN 25 so we set the enrollment to 150 per sections. Basically,

the enrollment should have been lowered from 150 to 25.

B. Program-Set Standard for Successful Course Completion Rates

Your program-set standard for successful course completion rates (i.e., number of grades of ‘A’, ‘B’, ‘C’, ‘CR’, and ‘P’ divided by total grades) is calculated by averaging successful course completion rates for your program over a five-year period and then multiplying that result by 95%.

In order to determine if you have achieved your program-set standard for successful course completion rates for a given year (e.g., 2012-13), you will need to assess if your program met or exceeded 95% of the previous 5-year average (i.e., 2007-08 through 2011-12) for your program; these calculations are done for you (*see links below*).

1. What was your program-set standard for successful course completion rates in 2012-13 and 2013-14?

	Program-Set Standard for successful course completion	Did you meet your program-set standard? (Yes or No)
2012-13	http://tinyurl.com/mmfwgqe	
2013-14	http://tinyurl.com/q6dah55	

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

2012-13: NO. 2013-14: YES.

By 2012-13, we inactivated PSCN 24 that had a large enrollment of student who passed (by positive attendance). In addition, we had to cancel other sections that had a more successful course completion rates. By 2013-14, our courses leveled out so that we met our program set standard

C. Curriculum Review

1. Review your program’s current curriculum. If applicable, describe any internal or external impacts which will affect your curriculum plans for 2015-16.

The PSCN program’s current curriculum is 2-parts: 1) PSCN courses for the Health and Human Services Certificate; and 2) PSCN courses for college student success (e.g., transition to college, career development, study skills, personal finance, etc).

Internal impact: With the advent of the Puente program, we need to offer a 3 unit College Student Success course for the Puente program. So, we will be offering 2 sections of this PSCN XX class starting in Fall 2015 semester. One will be linked with the Puente Program and the second section will be open to the general public. Because this will affect our FTEF, this will affect our other course offerings.

External impact: With the implementation of 3SP and the push for college success

experiences (e.g., first year experiences), this may increase the number of PSCN XX courses that we offer. We may also look at linking these sections to a freshmen level course (e.g., English course).

There is also a new development of the AS-T in Social Work that is in the preliminary stage at the State level (<http://www.c-id.net/degreereview.html>). At this time, this degree is in the queue. When this ADT in Social Work template becomes available, we will want to review the CID course descriptors so that our PSCN courses can aligned with the state curriculum.

D. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

During the period between 2012-14, we have had 2.5 fewer counselors than the original 9 full time general counselors in 2006. One counselor position who transferred to Chabot was not replaced. A second counselor in 2013-14 moved into the interim Dean of Student Services role. A 50% general counselor position that was replaced by the 50% Puente program in 2011-12 was also never filled.

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

N/A

3. If applicable, describe how the changes indicated in 1 and 2 have impacted student learning?

Especially in 2012-13, with the lack of FT counseling faculty available to teach PSCN courses, more PT counseling faculty were teaching PSCN courses. This resulted in fewer PSCN courses having their SLOs assessed. Even with the monetary incentives and offers of assistance, it was difficult to have PT counseling faculty complete their assessments of SLOs.

E. Other information pertinent to the program

Counseling faculty face a unique challenge in that we serve in both counseling and instruction. Due to the fact that we do not have dedicated PSCN faculty who only teach, the teaching assignments are distributed to those who are interested in teaching for partial load and/or overload. Our assignments are such that we may teach only one class for load along with our counseling hours and teach another course for overload.

For example, the Transfer Center Director had to take on additional administrative responsibilities with the loss of the FT Transfer Center Assistant. As a result, he was

unavailable to teach more classes.

III. PLANNING

A. Planning Update

Summarize your program’s plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

Our accomplishments for the academic years 2012-13 and 2013-14:
 -We have at least one SLO for all our active PSCN courses.
 -We conducted assessments of our SLOs at least once every 2 years for PSCN courses.
 -Development of PSCN XX, College Student Success, course in 2013-14.

B. Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. For each area, describe your program’s plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SLO assessments. NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25% of its courses every semester.
 - a. How does your program plan to use assessment results for the continuous improvement of student learning? Examples might include (Your responses may vary.):
 - changing number of units/lab hours
 - changing pedagogy/curriculum
 - changing assessments

We plan to use the assessment results to change pedagogy and curriculum as needed. In addition, if we believe one SLO has been achieved with consistent assessment results over multiple years, we may develop a second SLO for a course.

- b. Have your assessment results shown a need for new SLOs? YES NO
 If yes, in the table below, state the number of courses in your program and estimate the percentage of courses for which your program will write new SLOs.

Number of Courses	Estimated Percentage for which new SLOs will be written
11	20%

- c. What percentage of courses will your program assess in the next academic year (2015-16)?

50%

- d. In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program and the percentage of them who are likely to participate in the SLO process in 2015-16.

Estimated Number of Part-time faculty	Estimated Percentage who will participate in the SLO process
5	20%

4. Curriculum

- a. Considering the criteria of relevance, appropriateness, achievement of course objectives, currency, and future needs and plans, will your program be making any changes to **existing** curriculum to address any of these criteria? If yes, please describe the changes and your program’s reasons for the changes. Please provide any data which supports your program’s reasons for the changes to your curriculum. Include a discussion of how the changes will improve student learning.

Due to budget cuts and other priorities in 2012-14, Internship 95 & 96 was not offered by the Division where they are housed. Because Internship 95 & 96 are part of the Health & Human Services Certificate, we may need to review our Certificate to see if we can substitute another comparable course (e.g., WRKX 95 & 96) or if we need to change our existing curriculum to provide an internship experience. We also may need to conduct an environmental study to evaluate the strength of the Health & Human Services Certificate.

- b. Will new curriculum be submitted to the Curriculum Committee for the academic year 2015-2016? If yes, please describe briefly what new curriculum is planned and the rationale for the new curriculum. Please provide any data which supports your reasons for the new curriculum. Include a discussion of how the changes will improve student learning.

We may research and consult with Chabot regarding their PSCN 80: Occupational Community Service in Human Services (2 units) and possibly submit this new curriculum in 2015-16 to replace INTN 95&96 for our Health & Human Services Certificate.

5. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

The PSCN counseling faculty will conduct an environmental study to see if there is a need or demand for an AA degree in Health & Human Services.

IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.
- Provide any data or evidence which supports this request.

A. Enrollment Management

1. Request: New FTEF. Indicate amount being requested.

N/A

2. Rationale for request(s).

N/A

C. Human Resources

1. Request: New or replacement faculty position(s).

New: One 50% PSCN program coordinator

2. Rationale for faculty position request(s).

Currently because there is no one faculty position who is coordinating the PSCN curriculum.

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

N/A

4. Rationale for classified staff position request(s).

N/A

D. Financial

1. Request: Maintenance of, or increase in, existing program budget (e.g., for supplies, etc.).

N/A

2. Rationale for financial request(s).

N/A

E. Technology (software only – discuss hardware in section E)

1. Request: Upgrade existing software or purchase new software.

N/A

2. Rationale for technology request(s).

N/A

F. Facilities, Equipment (include technology hardware), and Supplies

1. Request: Renovation or upgrade of existing facilities or new facilities.

N/A

2. Rationale for facilities request(s).

N/A

3. Request: Upgrading of existing equipment or purchase of new equipment.

N/A

4. Rationale for equipment request(s).

N/A

5. Request: New supplies

N/A

6. Rationale for supplies request(s).

N/A
