

PROGRAM REVIEW UPDATE 2015-2016

Program: Psychology-Counseling (PSCN)

Division: Student Services

Date: 10/1/2015

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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.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

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 "No Changes Since the Program Planning Update."
 - 3) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.
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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
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

There is a need in 2015-16 to update PSCN course outlines as many of them have not been updated for the past 5 years. Due to the mandate from the state that courses must have at least 3 SLOs, we will need to add at least 2 SLOs to PSCN courses that only have 1 SLO.

In addition, we had to cancel the only section of PSCN 6 in Spring 2015 and the only section of PSCN 5 in Fall 2015 due to low enrollment. This affected the timely graduation of the students who wanted to complete the Health & Human Services certificate.

The counseling faculty unanimously agreed that while we are updating our Health & Human

Services Certificate courses in Curricunet that we should look at offering some of the courses as hybrid and/or DE courses. One exception: PSCN 8, Group Processes, will be offered only in the face-to-face setting at this time. We came to this decision when we realized that PSCN 6, Case Management, could have been offered as a DE course and taught by one of our adjunct faculty but it was not updated in Curricunet as a DE course.

The rationale for the program revision are: 1) we have had low enrollment in our certificate program and this might be a way to increase enrollment; 2) by offering our courses in hybrid and or DE format will allow for Human Services professionals who may need CEU credit to take our classes, and 3) this will allow for more flexibility when scheduling classrooms.

This year, Chabot counseling faculty are also updating their PSCN curriculum. Currently, we share 8 PSCN courses: PSCN 7, 11, 10, 13, 15, 18, 25, 28. For these 8 PSCN courses, the course of records have to be the same (e.g., course description, measurable objectives and content). If we are unable to come to an agreement about these PSCN courses, we may need to explore separating our rubric from Chabot.

In addition, with 3SP and the focus on Student Success, PSCN may need to offer more sections of PSCN 30 (College Success) to provide a first year student success class for all incoming students.

The library resources support student success in the PSCN program. A stable source of funding needs to be found for the library so that we can utilize databases, DVDs, books, and Films on Demand for our PSCN courses. Some of the databases that students utilize include Opposing Viewpoints, CQ Researcher, Academic Search Complete, Ethnic NewsWatch, GenderWatch, History Reference Center, PsycArticles, Psychology & Behavioral Sciences Collection, and Newspaper Source Plus. The library resources support the PSCN curriculum so that students conduct their research to: 1) write an annotated bibliography project on a topic of interest, 2) write a paper on a mental disorder with a specific cultural population, and/or 3) conduct a group presentation on a specific cultural population.

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

Our new PSCN 30 (College Success) 3-unit course was approved by the State and will be offered starting in Fall 2015. This course is UC and CSU transferable.

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

Due to our focus on updating our curriculum course outlines and adding new SLOs to meet accreditation standards, we may not be able to also conduct an environmental study to review the strength or need for the Health and Human Services Certificate (or develop an AA in Health and Human Services) this year.

In addition, the Chancellor's Office indicated that hopefully, the Social Welfare TMC would be ready for vetting by the end of Fall 2015. If so, then the TMC would be vetted for the C-ID website in Spring 2016 and may be finalized by Fall 2016. In this ideal situation, we would re-visit our PSCN curriculum to see if we can align our curriculum to the AS-T in Social Welfare in Fall 2016 to be effective Fall 2017.

Also, while our Health & Human Services Certificate includes INTN 1 (Internship Seminar) & INTN 2 (Internship Placement), these courses have not been offered by the Business Department for the past 2 years. When we update this program, we will need to re-visit what to do about the internship component.

To meet the state mandate of 3SP, if we want to offer more sections of PSCN 30—Student Success—courses for all new students, then we will need to request more FTEF from the CEMC. We will also need to hire more counseling faculty (either FT or adjunct) in order to handle the workload.

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

Update a majority of our PSCN curriculum in Curricunet, including potentially offering PSCN 3, 5, and 6 as hybrid/DE sections. Add new SLOs to PSCN courses so that they all have at least 3 SLOs.

There is a new Social Justice Studies ADT that just came out this year and we may want to explore offering this degree as a Social Justice Studies: Multicultural Studies ADT that is housed within PSCN.

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

Planning Priorities for 2015-16

- ***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.***

Yes, they connect because updating PSCN course outlines and adding SLOs clearly ties to meeting ACCJC standards, curriculum maintenance, and undergoing meaningful assessments of SLOs.

The creation of a new Social Justice Studies ADT would also connect with curriculum development and maintenance.

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

(This data can be found here: <http://goo.gl/y9ZBmt>)

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

This was also mentioned in the 2014-15 PPU. At the start of 2012-13, we inactivated PSCN 24 that had a large enrollment of student who passed (by positive attendance).

For the period of 2011-2013, 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. By 2013-14, we corrected the enrollment cap for PSCN 24.

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

We had to cancel the only section of PSCN 6 in Spring 2015 and the only section of PSCN 5 in Fall 2015 due to low enrollment. Because of the cancellations, students have been impacted because those students who were pursuing the Health & Human Services Certificate were unable to graduate in a timely manner.

Because of the issue of low enrollment in our core Health and Human Service courses, we are updating our courses in Curricunet to be hybrid/DE for almost all of our Health and Human Service's courses (one exception: PSCN 8). We hope by doing this that we may increase our enrollments by attracting more people who are working in this field.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.

In one section of PSCN 13 (Fall 2014), over 90% of the students met or exceeded proficiency for the SLO. An overwhelming majority of the students were able to conduct a critical analysis of a contemporary issue in America by conducting an annotated bibliography. Based on the 2013-14 SLO course analysis of PSCN 13, the instructor included an example of the good annotated bibliography so that the students could see what was expected.

In the future, we may want to look at having a similar assessment across multiple sections of this class, so that we may be compare student performances across sections.

B. Discuss assessment results that indicate a need for improvement.

In another section of PSCN 13, one instructor wrote, "There are two questions on the final exam that asks about multicultural competencies (one--definition and general application and 2nd-application of the multicultural competencies). Many students seem to get those two questions mixed up or not understanding what I am asking for. Need to re-evaluate those questions and make adjustments so that students are not confused by the questions."

C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.

Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

The instructor for PSCN 13 will re-evaluate those questions and make adjustments (perhaps give examples) so that the students are not confused by the questions.

D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

N/A

E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (*Respond to this question if your program has distance education courses.*)

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (*Respond to this question if your program provides services online.*)

Unfortunately, DE courses have difficulty implementing and assessing group projects (2nd SLO) because many of the DE students were unable to connect with their classmates synchronously. While face-to-face course students may have their challenges in completing their group work, at least they see each other in class and can get to know each other.

The DE instructor will consult with ECD 79 DE instructor to find out more information on how she was successful in having her students conduct their online group project.

On a side note, I also discussed the group project dilemma with the Economics coordinator and she indicated that in her 8 years of teaching DE courses, online group work were never successful. If at least 10% of her students were online at the same time for Collaborate then she considered that a success.

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results? YES NO X

If yes, please explain.

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year*).

Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments
- changing service hours
- changing modes of service delivery

In Spring 2015 and Fall 2015, we have had to cancel PSCN 6 and 5 respectively, due to low enrollment. Because we couldn't offer those classes, we could not assess the SLOs nor evaluate our assessments. Although we did not complete any assessments based on the SLOs, the Counseling faculty agreed that it may be beneficial to offer these courses as either a hybrid and/or a DE course. Because these courses are specifically for the Health and Human Services Certificate, it may not attract the general student population who are focused on taking GE/major prep courses. Because these courses are specific for those students and professionals interested in taking these courses, it may help enrollment by offering them as a hybrid or DE course. For example, the equivalent course to PSCN 6 at Chabot College is offered as a DE course and always had a healthy enrollment of Health Services professionals who need CEU credit.

2. Have your assessment results shown a need for new/revised SLO/SAOs? YES NO

If yes, complete the table below:

| | |
|---|-----|
| Estimated number of courses for which SLOs will be written or revised: | 11 |
| Estimated number of SAOs that will be written or revised: | N/A |

a. What courses or SAOs will your program assess during this academic year (2015-16)?

PSCN 3, 8, 10, 13, 15, 18, 30

b. Instructional programs only: 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 who are likely to participate in the SLO process in 2015-16.

| Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs) | |
|---|----------|
| Fall 2015 | 2 |
| Spring 2016 | 2 |