Program: Psychology-Counseling (PCN)
Division: Student Services
Date: October 15, 2017
Writer(s): Christina Lee
SLO/SAO Point-Person: Christina Lee/Rafael Valle

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.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:
https://goo.gl/23jrxt
Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

1) *Please respond to each question as completely as possible.*

2) *If the requested information does not apply to your program, write "Not Applicable."*

3) *Optional: Meet with your dean to review this document before October 13.*

4) *Send an electronic copy of this form to Karin Spirn and your Dean by October 16*

Links:

Program Review Home Page: https://goo.gl/XATgjJ
Fall 2016 Program Review Updates : https://goo.gl/YV8QOt
Frequently Asked Questions: https://goo.gl/iIhRtt

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

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 (**https://goo.gl/b59nCy**)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

No significant data changes.

Again, we have had to cancel some of our core courses (PSCN 5, 6, and 8) due to low enrollment. This is the same information as we had indicated in our 2016-17 program review. We have tried to offer PSCN 5, 6, and 8 in alternating semesters but they were cancelled due to low enrollments.

On the positive side, we have increased the number of PSCN 30 sections (now PCN 30 effective Fall 2017). In Fall 2016, we offered 4 sections including one section for Puente. In Fall 2017, we are offering 6 sections of PCN 30 including 3 sections for student learning communities (Puente, Umoja, and HSI Gateway to STEM Success Program). In Spring 2018, we plan to offer at least 4 sections of PCN 30.

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).

We are now looking at deactivating our Health & Human Services certificate due to low number of students completing this certificate and due to the low enrollment in specific PCN courses (e.g., PCN 6 and 8). We reviewed the environmental scan provided by Vicki Shipman and discussed creating a taskforce to look into a Health & Human Services advisory group. Marina Lira and Vicki Shipman met with Leigh Ann Brenneke, Associate Director of Community Partnerships and Anna G. Simpson, Director of Resident Services, from Eden Housing Services and it appears that they prefer an AA/AS degree over the certificate. As LPC migrates over to Canvas for the online course management system and Spring 2018 will be the last semester where we can use Blackboard, our PCN faculty will need training on how to transition from Blackboard to Canvas. The TMC template for ADT in Social Work & Human Services is now approved at the state level. We have revised our PCN	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
	X	Community Partnerships/Outreach
	X	Curriculum*
	X	Enrollment Management
	X	External Factors
	X	Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary
	X	Human Resources
		Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy

courses to meet CID descriptors so that we can offer the ADT in Social Work & Human Services at LPC. We will submit the ADT in Social Work & Human Services this year through Curriculum Committee. We piloted one section of PCN 25—Transition to College—at a local high school in Spring 2017 and it was well received. For this upcoming Spring 2018, we plan to offer 4 sections of PCN 25 at 4 local high schools to outreach to incoming high school senior students. Counseling faculty do not teach Psychology-Counseling (PCN) courses for 100% of load (15 CAH per semester). Counseling faculty have as their priority: provide counseling services (e.g, general, EOPS, DSPS, veterans, student athletes, international students, etc), and coordinate various programs (e.g., HSI, Puente, Umoja, Transfer, Articulation, Career, Student Intervention, etc). Teaching courses are at most 3 CAH per person so typically PCN courses are invariably part of overload. In order to meet the number of PCN courses that we offer and would like to offer in the future in both college success as well as for the new ADT in Human Services and Social Work, we need to advocate for hiring of the following: 1. Student athlete counselor; 2. Career counselor; 3. Two general counselors. As we offer more learning communities (Puente, Umoja, HSI) and more PCN courses, we will need more classroom spaces in order to accommodate growing need for facilities and ways to provide a safe environment during emergency situations.		Professional Development
		Services to Students
		SLO/SAO Process
	X	Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	
	**Facilities will also be addressed in Question H.	

C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

Effective Fall 2017, LPC's Psychology-Counseling courses now has a new rubric: PCN. This way, we no longer share the PSCN rubric with Chabot. We offered 4 sections of PCN 30—Student Success—in Fall 2016 (including one section for Puente) and we offered 2 sections of PSCN 30 in Spring 2017. In Fall 2017, we are offering 6 sections of PCN 30 including 3 sections for student learning communities (Puente, Umoja, and HSI Gateway to STEM Success Program). We plan to offer 4 sections of PCN 30 for Spring 2018.	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
		Community Partnerships/Outreach
	X	Curriculum*
		Enrollment Management
		External Factors
		Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary
		Human Resources
		Learning Support
		LPC Planning Priorities

	https://goo.gl/LU99m1
	Pedagogy
	Professional Development
	Services to Students
X	SLO/SAO Process
	Technology Use
*Curriculum will also be addressed in Part 2 (Curriculum Review).	
**Facilities will also be addressed in Question H.	

D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

Last year, a lot of work was completed by counseling faculty and others to develop the Umoja and HSI Gateway to STEM success learning communities. Both were able to launch this Fall 2017 with a full cohort of students. With the foundation course of PCN 30—Student Success: College Experience, new incoming students who complete this course are engaged in critical analysis about various topics including personal responsibility, motivation, decision making, interpersonal communication, multicultural awareness, and learning theory to become successful college students. We hope to offer more sections of PCN 30 so that the majority if not all new incoming students can take this course. This would require more FTEF from enrollment management as well as hiring more counseling faculty to teach more sections of PCN 30.		Mark an X next to each area that is addressed in your response.
		Definitions of terms: https://goo.gl/23jrxt
		Community Partnerships/Outreach
		Curriculum*
	X	Enrollment Management
		External Factors
		Facilities,** Supplies and Equipment (Including Software)
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		Pedagogy
		Professional Development
	X	Services to Students
		SLO/SAO Process
		Technology Use
		*Curriculum will also be addressed in Part 2 (Curriculum Review).
		**Facilities will also be addressed in Question H.

E. Obstacles: What obstacles has your program faced in achieving plans and goals?

	Mark an X next to each area that is addressed in your response.
1. Lack of enrollment in PCN 5, 6, 8 that result in the cancellation of those courses. Students who are interested in the Health & Human Services Certificate are unable to complete it. 2. Marina Lira and Vicki Shipman met with Leigh Ann Brenneke, Associate Director of Community Partnerships, and Anna G. Simpson, Director of Resident Services from Eden Housing Services. From this meeting, they recommended that it is more advisable for students to complete an AA/AS degrees over the certificate. 3. There are external funded programs (e.g., Get Focused, Stay Focused) that are being implemented by administrators to meet programmatic needs (e.g., serving HS students in high school). 4. Psychology-Counseling faculty are spread out to oversee various programs such as General Counseling, DSPS, EOPS, veterans, international students, student athletes, transfer, HSI grant, etc and coordinate various areas (e.g., articulation, learning communities for Umoja, Puente, HSI STEM). There has been difficulty in meeting or connecting with community partnerships to identify advisory groups for the ADT in Social Work & Human Services	Definitions of terms: https://goo.gl/23jrxt

X	Community Partnerships/Outreach
X	Curriculum*
	Enrollment Management
X	External Factors
	Facilities,** Supplies and Equipment (Including Software)
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**Facilities will also be addressed in Question H.

F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

	Mark an X next to each area that is addressed in your response.
1. Submit the ADT in Social Work & Human Services for approval through the curriculum process. 2. Increase the number of PCN 30 sections to serve the majority if not all new incoming students.	Definitions of terms: https://goo.gl/23jrxt

	Community Partnerships/Outreach
X	Curriculum*
X	Enrollment Management
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	**Facilities will also be addressed in Question H.	

G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

1. Possibly look into creating a learning community for the Asian Pacific Islander student population by having one new section of PCN 30 dedicated specifically for this group.	Mark an X next to each area that is addressed in your response.	
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		Community Partnerships/Outreach
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	**Facilities will also be addressed in Question H.	

H. Do you have any facilities needs that are currently unmet? If yes, please describe.

As many of the counseling faculty are 50% with coordination of programs or other reassigned assignments, we have had to hire more PT counseling faculty to backfill and provide general counseling hours. However, with the increased number of PT faculty, we sometimes lack office space for all PT faculty who are providing counseling services. We have outgrown our 1616 offices.

In addition, we must have panic buttons in each of our individual offices as well as the ability to lock any classrooms from within during emergency situations such as shelter-in-place.

I. Mission: Explain how your program's plans and accomplishments support the mission of Las Positas College:

> *Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.*

Our program plans and accomplishments support the mission of LPC because we provide courses and learning communities that support and encourage students' ability to reach their education goals The ADT in Social Work & Human Services will also support students' career-technical goals for employment and the ability to transfer to 4 year universities.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? __X__yes _____no

(This data can be found here: https://goo.gl/b59nCy)

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

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: Psychology-Counseling 30
Text of the CSLO, SAO, or PSLO:
Evaluate their personal level of self-awareness, responsibility, and motivation and ability to integrate alternate strategies that support their college success.
Describe the quantitative or qualitative results:
47% of the students either mastered or were above average for this SLO for Psych-Coun 30 in Spring 2016. 75% of the students (in Fall 2016) and 79% of the students (in Spring 2017) either mastered or were above average for this SLO for Psych-Coun 30.

Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:

Implementing the group projects worked well for students to learn more deeply about interdependence, time management, self-management, and self-motivation. Communicating progress on assignments and individual communications helped. In addition, having an "intrusive counseling" approach tool with students who needed direct instructions on how to improve their grades.

Action plans for the future include:

Continue to offer a variety of "hands on learning" experiences in the classroom as many students stated in the end of the semester surveys that hands on learning work best for them. Continue with intrusive counseling to work with students who need direct instructions, communicate progress on assignments, and individual communications to improve student learning.

Need to consult with other PCN 30 instructors to reflect on student achievements for this CSLO. In 2016-2017, only one instructor taught this course over multiple semesters.

What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?

According to the data in eLumen, it appear that the majority of the students are achieving this student learning outcome. Slight increased improvements of the scores from average to above average/mastery are increasing with each semester as the instructor has noticed that communicating progress on assignments, "intrusive counseling approach, and individual communications have helped. In addition, the group project has worked well to provide a concrete opportunity for students to demonstrate and evaluate their personal level of self-awareness and learn more deeply about interdependence, time management, self-management, and self-motivation.

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One:
CSLO   PSLO   SAO
Course, Program Name, or Student Service Area: Psychology-Counseling 13
Text of CSLO/PSLO/SAO: 1.   Students will demonstrate an understanding of the historical and contemporary experiences of Americans who are in the minority (e.g., ethnic minorities, LGBT, disabled, etc.) and who have experienced marginalization.

If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

This CSLO does not feed into the PSLO.

Consult with other Psych-Coun 13 instructors to see if we can give a common pre-assessment and post-assessment to measure this CSLO across all sections of Psych-Coun 13.

Section Two: Curriculum Review
(Programs with Courses Only)

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**

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

> None.   All Psychology-Counseling courses were updated in 2016-17.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

> None

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

> The ADT in Social Work and Human Services in going through curriculum approval this year. The Psychology-Counseling courses offered in this ADT have been submitted with the flexibility of possibly offering them in all three modalities: Face-to-Face, Hybrid, and/or online. However, we do not plan on offering this ADT completely online as there are general education course requirements that reside in other departments and we do not have any control on how they offer their courses (e.g., Math department and Physical/Life Science lab courses).

Section Three: CTE Updates
(CTE Programs Only)

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact Vicki Shipman or the current CTE Project Manager for access to data).

After examining the LMI provided by Vicki Shipman, it appears that LPC's Health & Human Services Certificate does not represent unnecessary duplication of other training programs in the college's service area because there is still a demand of 830 openings per year of the combined occupations between 2016-2018. However, it remains questionable whether this program continues to meet a documented labor market demand. Based on Marina Lira and Vicki Shipman's meeting with Eden Housing Services, it appears that even for the assistant positions, they prefer candidates to hold an AA degree over a certificate.

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

We currently do not have an Advisory Board for the Health and Human Services certificate.

As mentioned earlier in this program review, when Marina Lira and Vicki Shipman met with Leigh Ann Brenneke, Associate Director of Community Partnerships and Anna G. Simpson, Director of Resident Services, from Eden Housing Services, it appeared that they prefer an AA/AS degree over the certificate. When the ADT in Social Work and Human Services is approved at the state level, we can offer this ADT as a possible option.

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

(Contact Vicki Shipman or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

We cannot answer this question. Per Vicki Shipman, there is no data about LPC's Health & Human Services Certificate in LaunchBoard.

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

> *We cannot answer this question. Per Vicki Shipman, there is no data about LPC's Health & Human Services Certificate in LaunchBoard.*

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

> *We cannot answer this question. Per Vicki Shipman, there is no data about LPC's Health & Human Services Certificate in LaunchBoard.*

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?** If not, what program improvements may be made to increase this metric?

> *We cannot answer this question. Per Vicki Shipman, there is no data about LPC's Health & Human Services Certificate in LaunchBoard.*