

## PROGRAM REVIEW Fall 2018

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**Program: Psychology-Counseling (PCN)**

**Division: Student Services**

**Date: October 22, 2018**

**Writer(s): Michael Schwarz**

**SLO Point-Person: Christina Lee / Rafael Valle**

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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.

**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 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. 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 has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

**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](mailto: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 22.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 22.

### **Links:**

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

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## Section One: Program Snapshot

### No Significant Changes Option

Contact person: \_\_\_\_\_

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

**Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Review was submitted in the following semester: Fall 20\_\_\_\_\_.

**A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

The Psychology-Counseling (PCN) program falls within the Counseling discipline. Some PCN courses have a primary purpose of enhancing student success (Career and Educational Planning, Study Skills, Transfer Planning, Transition to College, Student Success in College); whereas others contribute directly to the theory and practice of Counseling/Human Services (introductory courses in Counseling Theory, Social Work and Human Services, Multicultural Issues, Drugs/Health/Society, and Fieldwork). Many courses also fulfill General Education requirements for the Associate Degree, California State University transfer, and University of California transfer. Finally, effective Fall 2019, an Associate in Arts for Transfer (AA-T) in Social Work and Human Services will be offered, which (quoting the program of study) was created to "ensure that students are well-prepared for transfer and for work in the human services field."

**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 2017).**

With regard to the student success-oriented PCN courses, one significant change involves the Transition to College and College Success courses. A vision was outlined in the previous program review to expand the course offering to local high school campuses, in order to allow incoming students to complete Early Admission core services (Orientation, Assessment, Student Educational Plan) in an expanded, cohort-based format. However, with the termination of the Early Admission program, coupled with the AB 705 mandate to use multiple measures for assessment, the Transition to College course has been put on hold. Replacing it in the schedule has been an increase in the number of sections of

the Student Success in College course, including expanding the course to include online, late start, and Summer offerings. Enrollments in these added sections have been robust. The Summer 2018 online 8-week, the Fall 2018 online full-term, and the Fall 2018 online Fast-Track 2 offerings all filled to capacity and utilized the wait-list. Overall, success rates in our DE courses within PCN increased from 60% (Fall 2015) to 74% (Fall 2017), which is comparable to the success rates in our face-to-face offerings (68%). In light of these enrollment and student success data, we plan to further increase the number of online/late-start course sections for the 2019-2020 academic year.

Another significant change is the approval of the Social Work and Human Services AA-T program. This interdisciplinary program required significant course updates to our introductory course in Social Work and Human Services, as well as creation of Fieldwork Seminar and Fieldwork Practicum courses. This degree program effectively replaces the deactivated Health and Human Services certificate. Based on the environmental scan provided by the CTE Project Manager, Vicki Shipman, an Associate Degree better meets the educational requirements for employment in the field.

It is important to emphasize that counselor/instructor faculty have multiple and increasing obligations to serve general and specialized populations of students. Providing counseling services to specialized student groups (including EOPS, DSPS, CalWORKs, Veterans, Student Athletes, International Students, Puente, Umoja, H.S.I. Gateway to Success, Financial Aid, Distance Education, and more) is essential to student success; however, without an increase in resources, the ability to adequately and fully serve general student populations through counseling and instruction is at risk of being compromised. With the resignation of a full-time counselor/instructor, as well as ever-increasing and anticipated requests from across campus for dedicated resources to provide counseling/instructional support (Guided Pathways, Foster Youth, Honors, Non-credit, Career, Transfer, CTE, Middle College, Get Focused Stay Focused, Mental Health, Online Education Initiative (OEI), Service Area Outcomes (SAO) development, and more), increasing the number of counselor/instructor faculty is essential. To that end, a total of five (5) counselor/instructor faculty were requested through the Faculty Hiring Prioritization process in 2018-2019, to meet the needs of general and specialized student populations while enhancing our instructional program. (Additional information may be found in the Counseling Program Review.)

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://goo.gl/23jrxT">https://goo.gl/23jrxT</a>			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
X	Curriculum committee items	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Enrollment Management	X	Human Resources		Pedagogy		Technology Use
X	External Factors	X	Learning Support		Professional Development		

**C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.**

**1. The Associate in Arts for Transfer (AA-T) in Social Work and Human Services was submitted and approved, effective Fall 2019.**

2. Curriculum was created or modified to meet the requirements of the Transfer Model Curriculum (TMC) for the following courses: Intro to Social Work and Human Services; Multicultural Issues in Contemporary America; Drugs, Health, and Society; Fieldwork Seminar in Social Work and Human Services; Fieldwork Practicum in Social Work and Human Services.
3. With the support of the College Enrollment Management Committee, the number of sections of PCN 30 (College Success) was increased to accommodate learning community students, specialized groups of students including Veterans and Distance Education, and the general student population. Although not yet sufficient to serve the majority of incoming students, enrollment in these increased sections has been robust.
4. All lecture-based Psychology-Counseling courses were approved to be offered in a Distance Education format.

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X	Curriculum committee items		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Enrollment Management		Human Resources	X	Pedagogy	X	Technology Use
	External Factors		Learning Support		Professional Development		

**D. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: <http://www.laspositascollege.edu/research/progrev.php>

Course Success Rates Dashboard can be found at the bottom of this page: <http://www.laspositascollege.edu/research/outcomes.php>

1. Student enrollment in Psychology-Counseling courses has been trending up, with total course enrollments in Fall/Spring increasing by about 11% from 2013-14 (934) to 2016-17 (1035) before leveling off in 2017-2018. However, these data do not include summer enrollments, for which increased FTEF was diverted in Summer 2018.
2. The average age has decreased, and ethnic diversity of PCN students has increased, matching a campus trend.
3. High school concurrent enrollment students have dramatically increased over the past year, from 17 students (2016-17) to 74 students (2017-18). These data do not include summer enrollments.
4. PCN students increasingly are pursuing transfer as a primary academic goal, matching a campus trend.

**5. As the department increased offerings of highly interactive courses such as College Success, productivity has decreased slightly, and fill-rate has increased dramatically in Fall offerings (between 96-100% over the past three years).**

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	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
<b>X</b>	Enrollment Management		Human Resources	<b>X</b>	Pedagogy	Technology Use
<b>X</b>	External Factors		Learning Support		Professional Development	

**E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:**

- Data generated by your program
- CEMC Data
- Labor Market Data

**A recent environmental scan and subsequent discussions supported the idea of increasing the level of education available to prepare for careers in Human Services. This led to the deactivation of the Certificate of Achievement in Health and Human Services, and the proposal of the AA-T in Social Work and Human Services. Although this is a transfer degree, it also fulfills a career-technical education function.**

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>			
<b>X</b>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
<b>X</b>	Curriculum committee items		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy	Technology Use
<b>X</b>	External Factors		Learning Support		Professional Development	

**F. 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 B-E).**

**By increasing College Success course offerings to accommodate existing and newly-formed learning communities (Puente, Umoja, H.S.I Gateway to STEM Success), as well as to Veterans and Distance Education populations, students have greater access to college success strategies that are known to correlate with increased completion and success outcomes. For 2016-17 and 2017-18, a limited number of sections of the Transition to College course was offered at local high school sites. Although this opportunity is on indefinite hold due to changes in Early Admission practices and AB 705 legislation, students within these course sections were able to take advantage of completion of core services both at the high school and college campus sites.**

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://goo.gl/23jrxr">https://goo.gl/23jrxr</a>			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum committee items		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Enrollment Management	X	Human Resources	X	Pedagogy		Technology Use
X	External Factors	X	Learning Support		Professional Development		

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

**The main obstacle in PCN has been a shortage of Counselor/Instructor Faculty. The primary assignment of our faculty is to student counseling; however, previously noted campus and coordination obligations among existing full-time counselor/instructors apply increasing pressure on the ability for counselor/instructors to meet PCN instructional needs. Although the vast majority (90+%) of PCN courses are routinely taught by full-time counselor/instructors, most of the assignments are executed on an overload basis. A significant increase in counselor/instructor personnel is necessary to meet the needs students participating in the Psychology-Counseling programs, as well as students seeking Counseling services.**

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	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum committee items	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management	X	Human Resources		Pedagogy		Technology Use
X	External Factors		Learning Support		Professional Development		

**H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.**

**For Psychology-Counseling:**

- 1. Increase the number of course offerings at times and in formats that have shown strong enrollments: Late-Start, Fast-Track, Summer, Distance Education.**
- 2. Suspend offering of Transition to College sections at the high school sites, and discuss alternatives.**
- 3. Integrate PCN 30 – College Success, PCN 18 – Transfer planning, and PCN 10 – Career Planning courses with educational pathways developed through Guided Pathways. Increase the number of course sections to accommodate.**
- 4. Develop a pathway, and offer new and revised curriculum in support of the AA-T in Social Work and Human Services.**
- 5. Continue to request multiple counselor/instructor positions through the Faculty Hiring Prioritization process, to support the diverse needs of our growing student population.**

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://goo.gl/23jrxr">https://goo.gl/23jrxr</a>			
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X	External Factors	X	Learning Support		Professional Development		

**I. 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) PCN faculty plan to collaborate with other instructional faculty to explore creation of a learning community for the Asian Pacific Islander (API) student population, which will include a dedicated section of the College Success course.**

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X	Curriculum committee items		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
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X	External Factors	X	Learning Support		Professional Development		

## Section Two: Current Topics (Required for All Programs)

- A. Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:

[http://www.laspositacollege.edu/about/assets/docs/LasPositas\\_Ed\\_Master\\_Plan.pdf](http://www.laspositacollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf)

If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

Some examples of how our goals are aligned with the Educational Master Plan include the following:

- Increasing the number of course sections that are DE, late start, and Summer ties to the Educational Excellence goal (A), with the specific identified strategy to create more accessible class schedules (A3).
- Considering alternatives to support high school students is directly related to Community Collaboration (B), with the specific strategy identified as B1, expanding K-12 outreach.
- Continuing to request additional counselor/instructor positions is aligned with Supportive Organizational Resources (C), with the specific strategy identified as C3, providing appropriate staffing levels.
- Integrating PCN courses and developing a pathway for the new AA-T is aligned with Organizational Effectiveness (D), specifically, with the strategy to streamline existing processes (D1), as well as to monitor and analyze student performance (D5). (This is also aligned with Guided Pathways.)

- B. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion?  yes  no

Program-set standard data can be found on this page:

<http://www.laspositacollege.edu/research/outcomes.php>

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

The facilities needs for Psychology-Counseling are currently being met.

#### D. Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>

- D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

For Psychology-Counseling, the On Course training that has been hosted at Las Positas College has been especially helpful for instructors teaching College Success and other courses. The Teaching Men of Color and Serving Men of Color modules have also helped our instructors with learning ways to approach instruction in order to improve outcomes for disproportionately impacted students.

- D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

One major challenge is the time required for “professional counseling activities.” These are activities that are required for counselors to stay current in our jobs. With all the mandates, changes, etc. the time counselors spend keeping up to date in the specific position limits our availability to further develop as faculty within the counseling and instructional disciplines. It has been pointed out by the Professional Development Committee Chair, as well as by the Faculty Association, that these activities are do not fall under the umbrella of professional development. Another challenge, in addition to lack of time, is lack of financial and human resources to support professional development. The amount of financial support available is not sufficient to support professional development activities, and the shortage of counselor/instructor faculty makes it difficult for us to participate without impacting services to students.

- E. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

### Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year's Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Circle One: <b>CSLO</b> PSLO    SAO
Course, Program Name, or Student Service Area: <b>Psychology-Counseling 13</b>
Text of CSLO/PSLO/SAO: <ol style="list-style-type: none"><li>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.</li></ol>
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO. At this time, this CSLO does not feed into the PSLO.

B. Below, report on your program's progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO: 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.
SLOs: Assessment data collected from _____6_____ sections over ____3____ semesters. SAOs: Assessment data collected from _____ students over _____ semesters.
Describe the quantitative or qualitative results: The percentage of students demonstrating mastery of this CSLO increased from 39% (Fall 2016) to 62% (Fall 2017).
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:  This SLO served to expand students' understanding of marginalization by discussion personal experiences related to being in a minority group.
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes? It is believed that the opportunity to discuss marginilazation with other students in the course facilitated increased understanding that contributed to increased performance on the SLO.

DO you plan to continue tracking this SLO in the next year? Explain.

PCN 13 instructors indicate they plan to continue to assess this SLO, and expressed a desire to develop a pre- and post-assessment to further refine the assessment of this SLO.

**C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)**

Circle One:

**CSLO** PSLO SAO

Course, Program Name, or Student Service Area:

**Psychology-Counseling 30**

Text of CSLO/PSLO/SAO:

Upon successful completion of PCN 30, students will be able to evaluate their personal level of self-awareness, responsibility, and motivation and ability to integrate alternate strategies that support their college success.

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

N/A

**D. SLO/SAO Suggestions (optional):** What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

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**Section Four: 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 5 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 2016-2017.

**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.

All lecture-based PCN courses are approved for DE.