

## PROGRAM REVIEW Fall 2020

---

**Program: Psychology-Counseling**

**Division: Counseling**

**Date: October 27, 2020**

**Writer(s): Marina Lira, Jill Oliveira, Michelle Zapata, Joel Gagnon, Kimberly Burks**

**SLO/SAO Point-Person: None identified**

---

**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.

**Please note:** Program Review is NOT in itself 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 on program status during the 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

**Sections:** This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section 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 a review of curriculum, to be filled out only by programs with curriculum.

**Topics:** The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

**For Help:** Contact Nadiyah Taylor: [ntaylor@laspositascollege.edu](mailto:ntaylor@laspositascollege.edu).

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. <https://bit.ly/3fY7Ead>

### **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: Communicate with your dean about completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

### **Links:**

Program Review Home Page: [laspositascollege.edu/instructionalprogramreview](https://laspositascollege.edu/instructionalprogramreview)

Fall 2019 Program Reviews: [laspositascollege.edu/programreview/pr2019.php](https://laspositascollege.edu/programreview/pr2019.php)

Frequently Asked Questions: [laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php](https://laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php)

---

## Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. [<https://bit.ly/3fY7Ead>]

### No Significant Changes Option

Contact person: \_\_\_Marina Lira\_\_\_\_\_

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 Snapshot was submitted in the following semester: Fall 20\_\_\_\_\_.

**A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.**

1. Moved all PCN courses to DE format due to the pandemic.

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities	<b>X</b> Services to Students
<b>X</b>	Course Offerings		Financial/Budgetary	LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items		Human Resources	Pedagogy	Student Equity
	External Factors		Learning Support	Professional Development	Technology Use

**B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.**

Challenges, obstacles and needs from PR 2019-2020 remain for 2020-2021 AY.

1. Unable to graduate students with the ADT in Social Work and Human Services as we have not been able to build the field placement program (PCN 50/50L) which is a required part of the core in the degree. This is in part due to not having a point person to coordinate these efforts and in part due to the social restrictions imposed by the county in response to the COVID-19 pandemic.
2. Reduction in course offerings.
3. No point person to coordinate the ADT in Social Work and Human Services and assist students with placement.
4. No point person to maintain/update SLO/SAO's.
5. Need departmental discussions to determine best way to teach/offer our classes (synchronous vs. asynchronous or combo, fast track, late start etc).

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X Services to Students
X	Course Offerings		Financial/Budgetary		LPC Collaborations	X SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy	Student Equity
	External Factors		Learning Support		Professional Development	Technology Use

**C. 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 available; if your program does not have a data packet or dashboard data, 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: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

For assistance with this question, contact the Director of Institutional Research and Planning. <https://bit.ly/3fY7Ead>

1. Slight decline in course enrollment from F2018 to F2019.

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	Student Equity
	External Factors		Learning Support		Professional Development	Technology Use

**D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)**

Short term planning from PR 2019-2020 remain for 2020-2021 AY.

1. Discussed with Chabot rotating the offering of PCN 50/50L to encourage stronger enrollment and student ability to graduate with the ADT in Social Work and Human Services at either campus.
2. Identifying a regular, on-going Psychology-Counseling SLO coordinator.
3. Identifying a regular, on-going coordinator for the ADT in Social Work and Human Services.
4. A team of PCN instructors are working to identify career assessment needs in PCN 10. The team is collaborating with the Guided Pathways Career Exploration workgroup to review and recommend a tool(s) to be used for career assessments within appropriate PCN courses and to be used in other programs across campus.
5. Determining how to best to teach/offer our classes (synchronous vs. asynchronous or combo, fast track, late start etc).

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>			
<b>X</b>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	<b>X</b>	Services to Students
<b>X</b>	Course Offerings		Financial/Budgetary		LPC Collaborations	<b>X</b>	SLO/SAO Process
	Curriculum Committee Items	<b>X</b>	Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

## Section Two: Institutional Planning Topics (Required for All Programs)

**A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.**

For assistance with this question, contact the Director of Student Equity and Achievement. [<https://bit.ly/3fY7Ead>]

In 2019-2020, the Psych-Counseling program continued to provide dedicated course sections of the following courses to three learning communities - -- Puente, Umoja and Gateway to Success:

- PCN 30 – 3 sections in the fall
- PCN 18 – 3 sections in the spring

More recently, we are re-evaluating the course offering times and frequency to make our courses more accessible to DI students and working adults, for example ensuring we have the right balance of late-start courses and during this COVID environment, we are trying to avoid competing with high demand synchronous courses that are often offered between the 8 and Noon hours.

Last year (2019) we reported the following:

“We are now seeing an upward trend in the percentage of enrollments of African American students in PCN courses. The same is true for the success rates of African American students in PCN courses, which has risen 7% since 2016-2017 and may partly be due to the implementation of the Umoja Learning Community in Fall 2017. There have also been considerable improvements in the success rates of Hispanic Latinx students in PCN courses since 2015-2016 (66%) and 2018-2019 (74%). There has also been an upward trend with the enrollment of Hispanic-LatinX students in PCN courses since 2013- 2014, which in part may also be attributed to the introduction of the HSI-Gateway to Success and the institutionalization of the Puente Project.”

There are no significant changes to the success rates of PCN courses across demographic group. As shared above, the PCN courses have predominately attracted Hispanic-LatinX students, who made up 38% of the enrollments. Seventy percent of the PCN enrollments are Non-White students. This year we had a 3% decrease in enrollments. One of the challenges has been effectively marketing our programs to students who can truly benefit from college success, transfer, navigating multicultural issues, and career exploration. We want to explore how PCN courses correlate to overall student success for students who complete a PCN courses.

PCN also offers courses to satisfy the lower-division psych-counseling major prep for the AA-T in Social Work. The AA-T in Social Work is the foundation to a clear, hand-on, career pathway from Year 1 at Las Positas College through bachelor's degree in Social Work and graduate school. There has been interest in Social Work and we could potentially grow the interest and market the program across DI groups. The challenge is we do not have a dedicated person to manage this program.

**B. SLOs/SAOs [SLO Committee]:**

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- B1: Instructional Programs with PSLOs
- B2: Instructional Programs without PSLOs or with Special Circumstances
- B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

**B1: Instructional Programs with PSLOs**

In this year’s Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning (“closing the loop”).

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year’s Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year’s Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

**B1a. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.**

**B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.**

(If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositascollege.edu](mailto:mwiest@laspositascollege.edu) and [ahight@laspositascollege.edu](mailto:ahight@laspositascollege.edu) )

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

**B1c. When will analysis and discussion of the assessment data be completed (during next year’s Program Review is an option)? The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.**

**B2: Instructional Programs without PSLOs or with Special Circumstances**

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

**B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)**

**B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.**

**B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.**

(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositascollege.edu](mailto:mwiest@laspositascollege.edu) and [ahight@laspositascollege.edu](mailto:ahight@laspositascollege.edu) )

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

**B2d. When will analysis and discussion of the assessment data be completed? (During next year’s Program Review is an option.) The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.**

**B3: Non-Instructional Programs**

***In this year’s Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning (“closing the loop”).***

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

**B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.**



**B3b.** When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositascollege.edu](mailto:mwiest@laspositascollege.edu) and [ahight@laspositascollege.edu](mailto:ahight@laspositascollege.edu) )

**B3c.** When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

### Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

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

**A. Title V Updates [Curriculum Committee]:** Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

All Psychology-Counseling (PCN) courses are moving through the update cycle in F2020 - PCN 3, 5, 10, 13, 15, 18, 25, 28, 30, 35, 50, 50L.

**B. Degree/Certificate Updates [Curriculum Committee]:** Are there any programs requiring modification? List needed changes below.

No

**C. DE Courses/Degrees/Certificates [Distance Education Committee]:** 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.

N/A – all PCN courses are DE approved.